

ICPSR 35478

**General Social Survey, 2012  
Merged Data, Including a Cultural  
Module [United States]**

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GSS Cumulative Codebook for 1972-2012

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# Release Notes for the GSS 2012 Merged Data, Release 1

July 2013

## About This Data File

This data file has all cases and variables asked in GSS 2012. There are a total of 4,820 cases in GSS 2012 but their initial sampling years vary because GSS now contains panel cases. The cross-section cases sampled in 2012 and related variables were already released, but it left out panel cases and variables not asked of the cross-section cases. This file has merged those cross-section cases and variables in GSS 2012 with the panel cases and additional variables not previously released. Sample types can be identified with the variable SAMPTYPE.

<b>SAMPTYPE</b>	<b>Description</b>	<b>Number of cases</b>	<b>Previous release</b>
<b>2012</b>	Cross-section cases newly interviewed in 2012	1,974	GSS Cumulative Data, 1972-2012
<b>2010</b>	Panel cases originally interviewed in 2010	1,551	None
<b>2008</b>	Panel cases originally interviewed in 2008	1,295	None

## Weight Variables

- WTCOMB: weight for both cross-section and the panel cases combined, adjusted to the 2012 sampling
- WTCOMBNR: weight for both cross-section and the panel cases combined, accounting for non-respondents

## New Variables in This File

The following variables are included in this data file but not in the GSS 1972-2012 cumulative data file.

Variable name	Variable Label
WTCOMB	WEIGHT VARIABLE
WTCOMBNR	WEIGHT VARIABLE
SAMPTYPE	Sample type
RACDIFY	RACIAL DIFFERENCES WHY
RACDIF5	DIFFERENCES DUE TO UPBRINGING
RDSCRPT	READ SCRIPTURE OUTSIDE OF SERVICES

RDSCMOST	WHICH SCRIPTURE READ MOST
RDSCINT	READ SCRIPTURE ON THE INTERNET
RDSCDEV	READ SCRIPTURE ON E-DEVICE
RDSCMEM	MEMORIZE SCRIPTURE INTENTIONALLY
RDSCLRN	READ SCRIPTURE TO LEARN ABOUT RELIGION
RDSCPER	READ SCRIPTURE AS A MATTER OF PERSONAL PRAYER AND DEVOTION
RDSCCTH	READ SCRIPTURE TO PREPARE TO TEACH OR PARTICIPATE IN STUDY GROUP
RDSCDEC	READ SCRIPTURE TO MAKE DECISIONS ABOUT PERSONAL RELATIONSHIPS
RDSCWLTH	READ SCRIPTURE TO LEARN ABOUT ATTAINING WEALTH/PROSPERITY
RDSCHLTH	READ SCRIPTURE TO LEARN ABOUT ATTAINING HEALTH/HEALING
RDSCFUT	READ SCRIPTURE TO LEARN ABOUT THE FUTURE
RDSCISS1	READ SCRIPTURE TO LEARN ABOUT ABORTION OR HOMOSEXUALITY
RDSCISS2	READ SCRIPTURE TO LEARN ABOUT POVERTY OR WAR
RDSCORG	NUMBER OF DAYS READ SCRIPTURE IN ORG IN THE PAST 30 DAYS
RDSCOWN	NUMBER OF DAYS READ SCRIPTURE INDIVIDUALLY IN THE PAST 30 DAYS
RDSCUND	GET HELP UNDERSTANDING SCRIPTURE
RDSCCLGY	GET HELP UNDERSTANDING SCRIPTURE FROM CLERGY
RDSCCLR	GET HELP UNDERSTANDING SCRIPTURE FROM STUDY GROUP
RDSCBK	GET HELP UNDERSTANDING SCRIPTURE FROM PUBLISHED COMMENTARY
RDSCWWW	GET HELP UNDERSTANDING SCRIPTURE FROM INTERNET
RDSCRTV	GET HELP UNDERSTANDING SCRIPTURE FROM RADIO/TV
RDSCBBL	WHICH TRANSLATION READ MOST
BBLFAV	HAVE A FAVORITE BOOK OF THE BIBLE
BBLFAV1	FAVORITE BOOK OF THE BIBLE
BBLSTRY	HAVE A FAVORITE BIBLE STORY
BBLSTRY	FAVORITE BIBLE STORY
CLMTKNOW	HOW MUCH R UNDERSTANDS GLOBAL WARMING ISSUE
CLMTCHNG	BELIEF ABOUT CLIMATE CHANGE HAPPENING AND CAUSE
VALORIG	DOING THINGS IN ORIGINAL WAYS IS IMPORTANT
VALRICH	GETTING RICH IS IMPORTANT
VALEQL	EQUAL OPPORTUNITY IS IMPORTANT
VALABLE	SHOWING ABILITIES IS IMPORTANT
VALSAFE	SAFETY IS IMPORTANT
VALDIFF	DOING DIFFERENT THINGS IS IMPORTANT
VALRULE	RULES ARE IMPORTANT
VALLIST	LISTENING TO DIFFERENT OPINIONS IS IMPORTANT
VALMOD	BEING MODEST IS IMPORTANT
VALSPL	SPOILING ONESELF IS IMPORTANT
VALFREE	BEING FREE AND INDEPENDENT IS IMPORTANT
VALCARE	CARING FOR WELL-BEING IS IMPORTANT
VALACHV	MAKING ACHIEVEMENTS IS IMPORTANT

VALDFND	GOVERNMENT'S DEFENSE OF CITIZENS IS IMPORTANT
VALRISK	TAKING RISK IS IMPORTANT
VALPRPR	DOING THINGS PROPERLY IS IMPORTANT
VALRSPT	GETTING RESPECT IS IMPORTANT
VALDVOT	DEVOTION TO CLOSE PEOPLE IS IMPORTANT
VALECO	ECOLOGY OR ENVIRONMENT IS IMPORTANT
VALTRDN	TRADITION IS IMPORTANT
VALFUN	HAVING FUN IS IMPORTANT
REFBNS	DOES R'S CURRENT EMP OFFER A REFERRAL BONUS
REFER12	HAS R TOLD ANYONE ABOUT A JOB OPP IN PAST 12 MONTHS
REFCNT12	HOW MANY PEOPLE DID R TELL ABOUT A JOB OPP IN PAST 12 MONTHS
REFOCC10	RECENT JOB OPPORTUNITY
WINFIRM	TOLD PERSON OF JOB OPP WITH OWN EMPLOYER
REFAPPLY	DID PERSON TOLD APPLY?
REFHSEX	PERSON TOLD ABOUT JOB OPP WAS SAME SEX AS R
REFHRACE	RACE OF PERSON TOLD ABOUT JOB OPP
REFHAGE	AGE OF PERSON TOLD ABOUT JOB OPP
PRFMNCE	DID R GO TO A PERFORMANCE IN LAST 12 MONTHS
ARTEXBT	DID R GO TO AN ART EXHIBIT IN LAST 12 MONTHS
PRFM MUS	WAS IT A MUSIC PERFORMANCE
PRFM DAN	WAS IT A DANCE PERFORMANCE
PRFM THE	WAS IT A THEATER PERFORMANCE
PRFM ATT	DID R ATTEND ALONE OR WITH OTHERS
PRFM ATT1	ATTENDED WITH SPOUSE OR PARTNER
PRFM ATT2	ATTENDED WITH CHILD
PRFM ATT3	ATTENDED WITH FRIEND
PRFM ATT4	ATTENDED WITH RELATIVE
PRFM ATT5	ATTENDED WITH OTHER
PRFM FREE	WAS PERFORMANCE ATTENDED FREE
PRFM WHY	IMP OF LOW COST IN DECISION TO ATTEND PERFORMANCE
PRFM WHY1	IMP OF WANTING TO EXPERIENCE HIGH QUALITY ART IN DECISION TO ATTEND PERF
PRFM WHY2	IMP OF WANTING TO SOCIALIZE WITH FRIENDS OR FAM IN DECISION TO ATTEND PERF
PRFM WHY3	IMP OF WANTING TO CELEBRATE CULTURAL HERITAGE IN DECISION TO ATTEND PERF
PRFM WHY4	IMP OF WANTING TO SUPPORT COMMUNITY IN DECISION TO ATTEND PERF
PRFM WHY5	IMP OF WANTING TO LEARN IN DECISION TO ATTEND PERF
PRFM WHY6	IMP OF LOCATION IN DECISION TO ATTEND PERF
PRFM WHY7	IMP OF SPECIFIC INDIVID PERFORMER IN DECISION TO ATTEND PERF
PRFM WHY8	WAS THERE ANOTHER MAJOR REASON IN DECISION TO ATTEND PERF
ARTATT	ATTENDED EXHIBIT ALONE OR WITH OTHERS
ARTATT1	ATTENDED WITH SPOUSE OR PARTNER
ARTATT2	ATTENDED WITH CHILD

ARTATT3	ATTENDED WITH FRIEND
ARTATT4	ATTENDED WITH RELATIVE
ARTATT5	ATTENDED WITH OTHER
ARTFREE	WAS EXHIBIT ATTENDED FREE
ARTWHY1	IMP OF LOW COST IN DECISION TO ATTEND EXHIBIT
ARTWHY2	IMP OF WANTING TO EXPERIENCE HIGH QUALITY ART IN DECISION TO ATTEND EXHIBIT
ARTWHY3	IMP OF WANTING TO SOCIALIZE WITH FRIENDS OR FAM IN DECISION TO ATTEND EXHIBIT
ARTWHY4	IMP OF WANTING TO CELEBRATE CULTURAL HERITAGE IN DECISION TO ATTEND EXHIBIT
ARTWHY5	IMP OF WANTING TO SUPPORT COMMUNITY IN DECISION TO ATTEND EXHIBIT
ARTWHY6	IMP OF WANTING TO LEARN IN DECISION TO ATTEND EXHIBIT
ARTWHY7	IMP OF LOCATION IN DECISION TO ATTEND EXHIBIT
ARTWHY8	WAS THERE ANOTHER MAJOR REASON IN DECISION TO ATTEND EXHIBIT
ARTNOGO	PERF OR EXHIBIT R WANTED TO GO TO IN PAST 12 MONTHS BUT DID NOT
ARTNOGO1	PERFORMANCE OR EXHIBIT
PRFMCOST	DID NOT GO DUE TO COST
PRFMINT	DID NOT GO SINCE NOT OF INTEREST
PRFMTRVL	DID NOT GO BECAUSE TOO DIFICULT TO GET THERE
PRFMGST	DID NOT GO BECAUSE COULDN'T FIND ANYONE TO GO WITH
PRFMTIME	DID NOT GO DUE TO LACK OF TIME
PRFMLOC	DID NOT WANT TO GO TO THAT LOCATION
PRFMOTHR	OTHER REASON WHY DID NOT GO
ARTCOST	DID NOT GO DUE TO COST
ARTINT	DID NOT GO SINCE NOT OF INTEREST
ARTTRVL	DID NOT GO BECAUSE TOO DIFICULT TO GET THERE
ARTGST	DID NOT GO BECAUSE COULDN'T FIND ANYONE TO GO WITH
ARTTIME	DID NOT GO DUE TO LACK OF TIME
ARTLOC	DID NOT WANT TO GO TO THAT LOCATION
ARTOTHR	OTHER REASON WHY DID NOT GO
REFRTWHY	MOST IMP FACTOR IN NOT ATTENDING
YOUADULT	R CONSIDERS SELF AN ADULT OR NOT
CONHLTH	CONFIDENCE IN HEALTH CARE SYSTEM IN US
HLTHCHNG	HOW MUCH SHOULD THE HEALTH CARE SYSTEM BE CHANGED
EDUCBTR	HIGHER INCOMES AFFORD BETTER EDUC FOR KIDS
HLTHBTR	HIGHER INCOMES AFFORD BETTER HEALTH CARE
HLTHIMP	HEALTH CARE SYSTEM IMPROVE IN NEXT FEW YEARS
HLTHMORE	PEOPLE USE HEALTH CARE SERVICES MORE THAN NECESSARY
HLTHGOV	GOVT SHOULD PROVIDE ONLY LIMITED HEALTH CARE
HLTHINF	HEALTH CARE SYSTEM IN US INEFFICIENT
HLHTAX	WILLING TO PAY HIGHER TAXES TO IMP HEALTH CARE FOR ALL
FNDMEDCH	FAVOR PUBLIC FUNDING OF PREVENTATIVE MEDICAL CHECKUPS
FNDAIDS	FAVOR PUBLIC FUNDING OF TREATMENT HIV/AIDS

FNDOBSTY	FAVOR PUBLIC FUNDING TO PREVENT OBESITY
FNDORGN	FAVOR PUBLIC FUNDING OF ORGAN TRANSPLANTS
HLTHCTZN	ACCESS TO PUBLIC FUNDED HEALTH CARE IF NOT CITIZEN
HLTHDMG	ACCESS TO PUBLIC FUNDED HEALTH CARE IF DAMAGE OWN HEALTH
HLTHNEED	HOW MANY DON'T HAVE ACCESS TO HEALTH CARE NEEDED IN US
HLTHBEH	SUFFER HEALTH PROB FROM BEHAVIOR
HLTHENV	SUFFER HEALTH PROB FROM ENVIRON WHERE WORK OR LIVE
HLTHGENE	SUFFER HEALTH PROB BECAUSE OF GENES
HLTHPOOR	SUFFER HEALTH PROB BECAUSE POOR
HRTOP	HEART OP FIRST FOR SMOKER OR NONSMOKER
HRTOP37	HEART OP FIRST FOR 30 OR 70 YR OLD
HRTOPKID	HEART OP FIRST FOR PERSON WITH YOUNG KIDS OR NO KIDS
ALTMED	ALT MED PROVIDES BETTER SOLUTIONS
ALTMEDPR	ALT MED PROMISES MORE THAN CAN DELIVER
DOCTRST	DOCS CAN BE TRUSTED
DOCTLK	DOCS DISCUSS ALL TREATMENT OPTIONS WITH THEIR PATIENTS
DOCSKLS	MEDICAL SKILLS OF DOCS NOT AS GOOD AS SHOULD BE
DOCEARN	DOCS CARE MORE ABOUT EARNINGS THAN PATIENTS
DOCMSTK	DOCS WOULD TELL PATIENTS IF THEY MADE A MISTAKE
HLTHPRB	DIFFICULTIES WITH WORK OR HOUSEWORK DUE TO HEALTH PROB
HLTHPAIN	BODY ACHES OR PAINS IN LAST 4 WEEKS
HLTHDEP	FELT UNHAPPY OR DEPRESSED IN LAST 4 WEEKS
HLTHCONF	LOST CONFIDENCE IN SELF IN LAST 4 WEEKS
HLTHNOT	FELT COULDN'T OVERCOME PROBS IN LAST 4 WEEKS
DOCVST	HOW OFTEN VISIT DOCTOR
DOCALT	HOW OFTEN VISIT ALT HEALTH CARE PRACTITIONER
HSPOVRNT	HOW OFTEN HOSP OVERNIGHT INPATIENT
MEDPAY	COULDN'T GET CARE BECAUSE COULDN'T PAY
MEDCOMMT	COULDN'T GET CARE BECAUSE WORK/OTH COMMITMENTS
MEDUNAV	COULDN'T GET CARE BECAUSE UNAVAILABLE IN AREA
MEDWTLST	COULDN'T GET CARE BECAUSE WAITLIST TOO LONG
MEDBEST	HOW LIKELY TO GET BEST TREATMENT AVAIL IN US
MEDDRCH	HOW LIKELY TO GET TREATMENT FROM DOC OF CHOICE
HLTHSAT	HOW SATISFIED R WITH HEALTH CARE SYSTEM IN US
DOCVISIT	HOW SATISFIED R WITH OFFICE VISIT
ALTSAT	HOW SATISFIED R WITH ALT HEALTH TREATMENT
HOSPSAT	HOW SATISFIED R WITH LAST TREATMENT IN HOSP
SMOKEDAY	HOW MANY CIGS A DAY
DRINK4	HOW OFTEN DRINK 4 OR MORE ON SAME DAY
PHYSACT	HOW OFTEN R DOES PHYSICAL ACTIVITY FOR 20 MIN A DAY
FRTVEGS	HOW OFTEN R EATS FRESH FRUIT/VEGGIES

DISBLTY	DOES R HAVE DISABILITY
RHEIGHT	R'S HEIGHT (INCHES)
RWEIGHT	R'S WEIGHT (POUNDS)
INSTYPE	TYPE OF HEALTH INS R HAS
INSCVRG	HOW WELL COVERED
VETFAM	FAMILY MEMBERS SERVED IN ARMED FORCES?
CONSCHLS	CONFIDENCE IN SCHOOLS AND EDUC SYSTEM
RACDIFY	RACIAL DIFFERENCES WHY
GOTTHNGS	GOT THE IMPORTANT THINGS R WANTS
BUSGRN	U.S. BUSINESS TO PROTECT ENVIRONMENT
PEOPGRN	HOW GET PEOPLE TO PROTECT ENVIRONMENT
WORKHSPS	HARD WORKING -LAZY
WORK10	DURING PAST 12 MO, R WAS UNEMPLOYED AND LOOKING FOR WORK
WLTHHSPS	RICH - POOR
TOODIFME	TOO DIFF TO DO ANYTHING ABOUT ENVIR
SATLIFE	SATISFIED WITH LIFE
RACDIF5	DIFFERENCES DUE TO UPBRINGING
PHYSHLTH	DAYS OF POOR PHYSICAL HEALTH PAST 30 DAYS
FININD	YOUNG SHOULD BE FINANCIALLY INDEPENDENT
FININD1	AGED SHOULD BE FINANCIALLY INDEPENDENT
OWNHH	YOUNG SHOULD NOT LIVE WITH PARENTS
OWNHH1	AGED SHOULD STOP LIVING WITH PARENTS
EDDONE	YOUNG SHOULD COMPLETE FORMAL SCHOOLING
EDDONE1	AGED SHOULD COMPLETE FORMAL SCHOOLING
FTWORK	YOUNG SHOULD BE EMPLOYED FULL-TIME
FTWORK1	AGED SHOULD BE EMPLOYED FULL-TIME
LAW5	ARRESTED
KNWCAUSE	KNOW CAUSES OF ENVIRONMENT ISSUES
KNWSOL	KNOW SOLUTIONS TO ENVIROMENT ISSUES
INTLHSPS	UNINTELLIGENT - INTELLIGENT
INFOBIZ	R TRUST BUSINESS FOR POLLUTION INFORMATION
INFOGRN	R TRUST ENVIONMENT GROUPS FOR POLLUTION INFORMATION
INFOGOVT	R TRUST GOVT FOR POLLUTION INFORMATION
INFONEWS	R TRUST NEWSPAPERS FOR POLLUTION INFORMATION
INFOTV	R TRUST RADIO OR TV FOR POLLUTION INFORMATION
INFOCOL	R TRUST UNIVERSITIES FOR POLLUTION INFORMATION
INEQUAL3	INEQUALITY EXISTS FOR BENEFIT OF RICH
INEQUAL5	PAY DIFFERENCES -> AMERICAN PROSPERITY
INCGAP	INCOME DIFFERENTIALS IN USA TOO BIG
IHLPGRN	DO WHAT I CAN TO HELP ENVIR
IDEALLFE	LIFE CLOSE TO IDEAL



CONEXCEL	CONDITIONS OF LIFE EXCELLENT
HLTHENGY	HOW MANY DAYS FELT HEALTHY, FULL OF ENERGY
HRDSHP1	FALL BEHIND IN PAYING RENT, MORTGAGE
HRDSHP6	LACKING HEALTH INSURANCE COVERAGE
HLTH10	RESPONDENT IN HOSPITAL OR SANITORIUM
HLTH11	RESPONDENT UNABLE TO WORK FOR ONE MONTH OR MORE
HAVCHLD	YOUNG SHOULD HAVE CHILD
HAVCHLD1	AGED SHOULD HAVE CHILD
GETMAR	YOUNG SHOULD GET MARRIED
GETMAR1	AGED SHOULD GET MARRIED
HAPORNOT	HAPPY OR UNHAPPY WITH LIFE TODAY
GRNSIGN	SIGN PETITION ON ENVIR ISSUE
GRNMONEY	GIVE MONEY TO ENVIR GROUP
GRNDEMO	PROTESTED FOR ENVIR ISSUE
GRNCON	CONCERNED ABOUT ENVIRONMENT
FINAN4	BEING PRESSURED TO PAY BILLS
ENPRBUS	MOST IMPORTANT ENVIRONMENT PROBLEM
ENPRBFAM	PROBLEM EFFECT FAMILY MOST

## Release Notes for the GSS 2012 Merged Data R3

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January 13, 2014

Issue:

JOBINC, JOBSEC, JOBHOUR, JOBPROMO, and JOBMEANS in GSS 2012 were named to JOB1-JOB5.

Fix:

JOB1-JOB5 are renamed to JOBINC, JOBSEC, JOBHOUR, JOBPROMO, and JOBMEANS in GSS 2012. This issue was originally fixed in Release 2 (filename: "GSS2012merged\_R2.sav" and "GSS2012merged\_R3.dta") which was posted on the GSS website in November 2013.

Issue:

RES2008 & RES2010 were omitted from GSS 2012.

Fix:

They were added in Release 2 posted in November 2013.

Issue:

RWEIGHT had 99 as a missing value (No answer).

Fix:

"No answer" is recoded to 999. It was fixed in Release 2.

Issue:

HAPORNOT had 98 (Don't know) and 99 (No answer) as missing values.

Fix:

They are recoded to 8 and 9 respectively. They were fixed in Release 2.

Issue:

ISCO88, PAISCO88, MAISCO88, and SPISCO88 in GSS 2012.

Fix:

They are now added to GSS 2012.

Issue:

Military occupations were not assigned occupation/industry codes for OCC<sub>10</sub>, SPOCC<sub>10</sub>, PAOCC<sub>10</sub>, MAOCC<sub>10</sub>, INDUS<sub>10</sub>, SPIND<sub>10</sub>, PAIND<sub>10</sub>, and MAIND<sub>10</sub>.

Fix:

They are coded to military occupation (9800 or 9810) and industry (9790).

## **Release Notes for the GSS Merged 2012 R4: Education Variables on the 2012 GSS**

April 2014

### **Introduction**

This data file has several variables about postsecondary education, from the 2012 General Social Survey (GSS). Most variables are about respondents themselves, but two of them are about spouses or partners. These questions were given only to the newly sampled cross-section cases of GSS 2012. The panel cases did not receive them. For those who were skipped on questions because the respondent was not eligible (e.g. questions about spouses were skipped if the respondent was not married), we used the code IAP (inapplicable) in the data file.

GSS 2012 asked for the names of colleges or other postsecondary educational institutions respondents and their spouses attended. Because we cannot release those names of the institutions they attended to the public, we have instead added some information about those institutions from the Integrated Postsecondary Education Data System (IPEDS) at [nces.ed.gov/ipeds/](http://nces.ed.gov/ipeds/). However, the names of the postsecondary education institutions may be released to individual researchers upon request following the sensitive data protocol (please refer to [Obtaining GSS Sensitive Data Files](#) on the GSS website).

### **Question Wordings for GSS Variables**

There are two variables that have information about respondents' spouses or partners: SPDIGED and SPCOLNME. For marital status or domestic partnership, please check the variables named MARITAL and POSSLQ (or POSSLQY) in the GSS data. The question wordings as well as instructions given to interviewers are listed below. Except for VOEDNME<sub>1</sub> and VOEDNME<sub>2</sub>, all

GSS variables have been already released as part of the 2012 GSS. The IPEDS variables added to the GSS are new releases.

Please note that instructions for interviewers are capitalized below.

## **DIPGED**

Q: Was that a diploma awarded by your high school at graduation at the end of 12th grade, a GED awarded after you took a test, or something else?

- 0 IAP
- 1 High School diploma
- 2 GED
- 3 Other
- 5 HS diploma after post HS classes\*
- 8 DON'T KNOW
- 9 REFUSED

\*Note: The 5th category was added after the survey by recoding some of the open-ended responses in “3: Other”.

## **SPDIPGED**

Q: Was that a diploma awarded by [spouse's/partner's] high school at graduation at the end of 12th grade, a GED awarded after he/she took a test, or something else?

- 0 IAP
- 1 High School diploma
- 2 GED
- 3 Other
- 8 DON'T KNOW
- 9 REFUSED

## **MAJOR1 & MAJOR2**

Q: What was your major or field of study when you received your [postsecondary] degree?

IF THE RESPONDENT RECEIVED MORE THAN ONE GRADUATE LEVEL DEGREE, ASK  
ABOUT THE HIGHEST DEGREE OBTAINED (E.G. ABOUT A Ph.D. RATHER THAN AN M.B.A).

[COUNT UP TO 2 MENTIONS]

- |    |                          |
|----|--------------------------|
| 0  | IAP                      |
| 1  | Accounting/bookkeeping   |
| 2  | Advertising              |
| 3  | Agriculture/horticulture |
| 4  | Allied health            |
| 5  | Anthropology             |
| 6  | Architecture             |
| 7  | Art                      |
| 8  | Biology                  |
| 9  | Business administration  |
| 11 | Chemistry                |
| 12 | Communications/speech    |
| 13 | Comm. Disorders          |
| 14 | Computer science         |
| 15 | Dentistry                |
| 16 | Education                |
| 17 | Economics                |
| 18 | Engineering              |
| 19 | English                  |
| 20 | Finance                  |
| 21 | Foreign language         |
| 22 | Forestry                 |
| 23 | Geography                |
| 24 | Geology                  |
| 25 | History                  |
| 26 | Home economics           |
| 27 | Industry & technology    |
| 28 | Journalism               |
| 29 | Law                      |
| 30 | Law enforcement          |
| 31 | Library science          |
| 32 | Marketing                |
| 33 | Mathematics              |
| 34 | Medicine                 |
| 35 | Music                    |
| 36 | Nursing                  |
| 37 | Optometry                |

38	Pharmacy
39	Philosophy
40	Physical education
41	Physics
42	Psychology
43	Political science/international relations
44	Sociology
45	Special education
46	Theater arts
47	Theology
48	Veterinary medicine
49	Liberal arts
50	Other
51	General sciences
52	Social work
53	General studies
54	Other vocational
55	Health
56	Industrial relations
57	Child/human/family development
58	Food science/nutrition/culinary arts
59	Environmental science/ecology
60	Social sciences
61	Human services/human resources
62	Visual Arts/Graphic Design/Design and Drafting
63	Fine arts
64	Humanities
65	Ethnic studies
66	Educational administration
67	Television/film
68	Aviation/aeronautics
69	Statistics/biostatistics
70	Criminology/criminal justice
71	Administrative science/public administration
72	Electronics
73	Urban and Regional Planning
74	Mechanics/machine trade
75	Dance
76	Gerontology
77	Public relations
78	Textiles/cloth
79	Parks and Recreation
98	DK/UNCODED

99 No answer

#### WHENCOL

Q: In what month and year did you receive the [highest degree (e.g. BA, Ph.D.)] degree?

Year \_\_\_\_\_ \*

\*Note: months are not released.

#### WHENHS

IF R DOES NOT HAVE A COLLEGE DEGREE BUT HAS A HIGH SCHOOL DIPLOMA

Q: In what month and year did you receive your high school degree?

Year \_\_\_\_\_ \*

\*Note: months are not released.

#### COLNAME (not released)

IF R HAS ANY COLLEGE DEGREES

Q: What is the name of the college that awarded your [highest degree (e.g. BA, Ph.D.)] degree?

#### SPCOLNME (not released)

\* Note: This variable is about respondent's spouse or partner.

Q1. What degree or degrees? CODE HIGHEST DEGREE EARNED

Q2. What is the name of the college that awarded your spouse's/partner's [response in Q1] degree?

IF THE SPOUSE ATTENDED MORE THAN ONE COLLEGE AND RECEIVED



EQUIVALENT DEGREES FROM MORE THAN ONE COLLEGE (E.G. TWO BACHELOR'S DEGREES FROM DIFFERENT UNIVERSITIES). ASK "Please tell me about the college that granted the degree most relevant to what she/he is doing now."

IF R CANNOT CHOSE, RECORD ALL MENTIONED UNIVERSITIES/COLLEGES.

IF SPOUSE RECEIVED MORE THAN ONE GRADUATE LEVEL DEGREE, ASK ABOUT THE HIGHEST DEGREE OBTAINED (E.G. ABOUT A PH.D. RATHER THAN A MBA).

### **VOEDCOL & VOEDNME1 and VOEDNCOL & VOEDNME2**

Note:

VOEDNME<sub>1</sub> and VOEDNME<sub>2</sub> have information about the types of any postsecondary educational institutions respondents attended for credit. The original question asked for the names of institutions but we are releasing only the types of the institutions, but not their exact names. A total of 531 names were collected on both variables, and we could have assigned IPEDS institution codes to 246 of them although we do not include them in the public release.

The VOEDNME<sub>1</sub> question was given if respondents had answered yes on VOEDCOL. VOEDCOL, in turn, was asked if respondents had attended colleges before. On the other hand, the VOEDNME<sub>2</sub> question was given if respondents had answered yes on VOEDNCOL. VOEDNCOL was asked if respondents had not attended colleges before. The VOEDNCOL question wording did not have the "Besides attending college for credit" part (see below).

### **VOEDCOL & VOEDNCOL**

Q: Besides attending college for credit, did you complete any courses for credit at an institution such as a business college, technical or vocational school?

o IAP

- 1 Yes
- 2 No
- 8 Don't know
- 9 No answer

VOEDNME<sub>1</sub> & VOEDNME<sub>2</sub>

Q: IF YES: What institution was that?

- 1 IAP
- 1 Jail/Prison
- 2 High School
- 3 Company/Business
- 4 Vocational School/Trades/technical (not High School not College)
- 5 Secretarial School
- 6 Adult Education/School
- 7 Medical/Nursing/Health/Dental/Hospital
- 8 Union
- 9 Armed Forces
- 10 College/University
- 11 Art/Design
- 12 Business College (not Business School at a university)
- 13 Home Study/Correspondence
- 14 Job Corp
- 15 Beauty School/Cosmetology
- 16 Insurance, Real Estate, Finance, Executive Management
- 17 Police/Fire Academy; Training
- 18 Development Center
- 19 Career Center
- 20 Foreign College/University
- 30 Other
- 98 Unknown, uncodeable

## Descriptions for IPED Variables

All IPED variables are from the 2012 data files: HD2012, EF2012a, and GR2012 (see [nces.ed.gov/ipeds/](https://nces.ed.gov/ipeds/)). We aggregate values of some of these variables in order to ensure anonymity of the GSS respondents. We have added the prefix “SP” to the variable names in order to indicate that those variables have information about *spouses’* (or partners’) colleges.

## SECTOR (SPSECTOR)

This variable categorizes colleges depending on whether it is: (1) private or public, (2) for-profit or non-profit, and (3) 2-year or 4-year.

-1	IAP
0	Administrative Unit
1	Public, 4-year or above
2	Private not-for-profit, 4-year or above
3	Private for-profit, 4-year or above
4	Public, 2-year
5	Private not-for-profit, 2-year or less
6	Private for-profit, 2-year
7	Public, less-than 2-year
9	Private for-profit, less-than 2-year
99	Sector unknown (not active)

The below is a description of this variable in the IPED document. Please note that the fifth category is a combination of originally two categories in the IPED data: “5: private not-for-profit, 2 year” and “8: private not-for-profit 2-year or less”.

### Description about SECTOR in HD2012

One of nine institutional categories resulting from dividing the universe according to control and level. Control categories are public, private not-for-profit, and private for-profit. Level categories are 4-year and higher (4 year), 2-but-less-than 4-year (2 year), and less than 2-year. For example: public, 4-year institutions.

Control - A classification of whether an institution is operated by publicly elected or appointed officials (public control) or by privately elected or appointed officials and derives its major source of funds from private sources (private control).

Level - A classification of whether an institution's programs are 4-year or higher (4 year), 2-but-less-than 4-year (2 year), or less than 2-year.

### **EFTOTLT (SPEFTOTLT)**

This is a total number of students enrolled in the fall term regardless of their registration status. In other words, this number includes both full-time and part-time students as well as those who are seeking any degree or not. It was originally a continuous variable in the IPED data, but it is dichotomized here as the following:

1. 0-467 students enrolled
2. 468 or more students.

Please note that this total is from the variable named EFTOTLT in the IPED data, which has different values depending on the value of another variable named EFALEVEL. The value of EFTOTLT indicates the total number of all registered students only if EFALEVEL=1.

#### Description about EFTOTLT in EF2012a

Grand total men and women enrolled for credit during the fall

CREDIT - Recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a degree, diploma, certificate, or other formal award.

NOTE: Enrollment reported is of the institution's official fall reporting date or October 15.

#### Description about EFALEVEL in EF2012a

Level, full- and part-time status, degree-seeking/non degree-seeking status and year of study of student - This variable identifies the level of enrollment data for the institution. Enrollment

counts are available by level of student (undergraduate or graduate). Undergraduate enrollments are disaggregated by degree-seeking and non-degree seeking status. Degree-seeking enrollments are further broken out by first-time, first year students, transfer-ins and continuing students. All of the above categories are available by full- and part-time status.

**Undergraduate** A student enrolled in a 4- or 5-year bachelor's degree program, an associate's degree program, or a vocational or technical program below the baccalaureate.

**Degree/certificate-seeking students** Students enrolled in courses for credit and recognized by the institution as seeking a degree, certificate, or other formal award. High school students also enrolled in postsecondary courses for credit are not considered degree/certificate-seeking.

**First-time student (undergraduate)** A student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the undergraduate level. This includes students enrolled in academic or occupational programs. It also includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits earned before graduation from high school).

**Transfer-in student (undergraduate)** A student entering the reporting institution for the first time but known to have previously attended a postsecondary institution at the same level. The student may transfer with or without credit.

Graduate student A student who holds a bachelor's degree or above and is taking courses at the postbaccalaureate level. These students may or may not be enrolled in graduate programs.

Full-time student Undergraduate: A student enrolled for 12 or more semester credits , or 12 or more quarter credits, or 24 or more contact hours a week each term. Graduate: A student enrolled for 9 or more semester credits, or 9 or more quarter credits, or a student involved in thesis or dissertation preparation that is considered full time by the institution. Doctor's degree - Professional practice - as defined by the institution.

Part-time student Undergraduate: A student enrolled for either less than 12 semester or quarter credits, or less than 24 contact hours a week each term. Graduate: A student enrolled for less than 9 semester or quarter credits

### **BARATE (SPBARATE)**

This is a rate of those undergraduate students graduated with a degree among all students seeking bachelor's or equivalent degree in 4-year universities. This number is calculated using the variable named GRTOTLT in the IPED data, which has different kinds of numbers depending on another variable named GRTYPE. If GRTYPE=9, GRTOTLT has a total number of "bachelor's or equivalent subcohort (4-yr institution) completers within 150% of normal time total." This number is divided by a total number of "bachelor's or equivalent subcohort (4-yr institution)," which can be found in GRTOTLT when GRTYPE=6. These numbers are collapsed into the following three categories:

- 1. IAP
- 1. 0-39.9%
- 2. 40-57.9%
- 3. 58% or over

### Description about GRTYPE in GR2012

Grand total (men and women) in cohort

Description about GRTYPE in GR2012

Cohort status defines the graduation status students of the cohort.

NORMAL TIME TO COMPLETION - The amount of time necessary for a student to complete all requirements for a degree or certificate according to the institution's catalog. This is typically 4 years (8 semesters or trimesters, or 12 quarters, excluding summer terms) for a bachelor's degree in a standard term-based institution; 2 years (4 semesters or trimesters, or 6 quarters, excluding summer terms) for an associate's degree in a standard term-based institution; and the various scheduled times for certificate programs.

COMPLETERS WITHIN 150% (OF NORMAL TIME) - Students (within a cohort or subcohort) who completed their program within 150% of the normal time to completion. See Normal Time.

BACHELOR'S DEGREE - An award (baccalaureate or equivalent degree, as determined by the Secretary, U.S. Department of Education) that normally requires at least 4 but NOT more than 5 years of full-time equivalent college-level work. This includes ALL bachelor's degrees conferred in a 5-year COOPERATIVE (WORK-STUDY PLAN) PROGRAM. A cooperative plan provides for alternate class attendance and employment in business, industry, or government; thus, it allows students to combine actual work experience with their college studies. Also, includes bachelor's degrees in which the normal 4 years of work are completed in 3 years

TOTAL TRANSFER-OUT STUDENTS (NON-COMPLETERS) - Total number of students from the cohort or subcohort who transferred out at any time within 150% of normal time to completion. A transfer-out student is a student who has not completed or graduated from the program in which he or she was enrolled, but who has subsequently enrolled at another eligible institution in any program for which the reporting institution provided substantial preparation.

EXCLUSIONS - Students from the cohort or subcohort who left the institution for any of the following reasons: died or were totally and permanently disabled; to serve in the armed forces; to serve with a foreign aid service of the Federal Government, such as the Peace Corps; or to serve on official church missions.

Long programs - Non-completers still enrolled in long programs as of August 31, 2011.

### **GRADTOUNDER (SPGRADTOUNDER)**

This is a ratio of all graduate-level students to all undergraduate-level students. It includes all students regardless of their full-time/part-time status and whether they are degree-seeking students or not. It is from EFTOTLT in the IPED when EFALEVEL=12 (graduate-level students) and EFALEVEL=2 (undergraduate-level students). We have grouped these numbers into two groups as the following (except for IAP):

- 1. IAP
  - 1. 0-.210 graduate student per undergraduate student
  - 2. .211 or over

See EFTOTLT for the description of the original variable in the IPED documentation.



## Release Notes for the GSS 2012 Merged Data R5

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June 18, 2014

**Issue:**

NUMCONG and RFAMLOOK were on the 2012 questionnaire but not included in the data file.

**Fix:**

NUMCONG and RFAMLOOK are now included as part of the 2012 data.