

Dataset Title: National Longitudinal Study of Freshmen (NLSF)

Overview: The National Longitudinal Survey of Freshmen (NLSF) initially interviewed freshman at 28 selective colleges and universities. It interviewed them throughout their college years, attempting to test theories of minority underperformance in college. As such, it is composed of relatively equal numbers of African-American, Hispanic, Asian, and Caucasian respondents. Individuals who drop out of college after freshman year are still a part of the survey and are therefore interviewed in later waves.

Date: Fall 1999 (Freshman; Wave 1)
Spring 2000 (Freshman; Wave 2)
Spring 2001 (Sophomore; Wave 3)
Spring 2002 (Junior; Wave 4)
Spring 2003 (Senior; Wave 5)
Spring 2004 (Post-grad follow-up; Wave 6)

Time dimension: Longitudinal Study

Sample: The NLSF survey attempted to add historically Black campuses, but otherwise followed the sampling methods of Bowen and Bok's 1988 College and Beyond Survey. They included the majority of the 28 schools that Bowen and Bok chose, but added University of California Berkeley because it had just ended its historically strong affirmative action programs. They also added one historically Black university. The sampling size was 3,924 participants for the initial interview. There were 1,051 blacks, 998 whites, 959 Asians, and 916 Latino students. The sample only included first-time freshmen who were U.S. citizens or resident aliens. It excluded foreign and returning citizens.

Further information on sampling procedures can be found at: <http://nlsf.princeton.edu/about.htm>

Data source: Data was collected in two-hour face-to-face interviews that asked questions about the respondent's neighborhood and educational experiences before college. A follow-up telephone interview was conducted in the Spring of freshman year and in the following Springs to garner information about student's academic experiences in college.

Self-Identified Race and Hispanic Origin Measures:

*these questions are from Wave 1

w1qzeth	Respondent's Ethnicity
B	Black/African American
W	Caucasian/White
A	Asian
H	Hispanic or Latino

Observed Race Measures: N/A

Reflected Race Measures: N/A

Phenotype Measures:

skinclr

Interviewer Observation Question:

To The Best Of Your Ability, Give Your Judgment
As To The Lightness Or Darkness Of The
Respondent's Skin Color.

0 Very Light

0-9

10 Very Dark

Race or Ethnic origin of Respondent's Parents:

w1q166 Where Was Your Biological Or Adoptive Mother Born?
(Use Country Codes Given In Appendix C)

1 United States

60-990

999 Other (Specify)

996 Unable To Determine Location

998 Don't Know

997 Refused

w1q167 Where Was Your Biological Or Adoptive Father Born?
(Use Country Codes Given In Appendix C)

1 United States

60-990

999 Other

996 Unable To Determine Location

998 Don't Know

997 Refused

Interviewer Characteristics: N/A

Other Race Measures:

ETHNIC AND RACIAL COMPOSITION OF SCHOOL AND NEIGHBORHOOD AGE 6

VARIABLE	LABEL
w1q11a	When You Were In <u>First Grade</u> , What Was The Ethnic And Racial Composition Of All First Graders In Your School. I'll Be Asking You About All Ethnic And Racial Groups, One Group At A Time. Out Of A Total Of 100% Of All The First <u>Graders</u> , <u>What Percentage Were African Americans?</u> (Use Codes Given Below For w1q11a-w1q11e)
	0-100 Zero To One-Hundred Percent
	998 Don't Know (Please Give Me Your Best Guess
	997 Refused
	Blank - Coded 4, 5 Or S In Q9
w1q11b	<u>What Percentage Were Hispanics Or Latinos?</u>
w1q11c	<u>What Percentage Were Asians?</u>
w1q11d	<u>What Percentage Were Whites?</u>
w1q12e	What percentage were of other racial or ethnic <u>backgrounds I have not already mentioned?</u>

NEIGHBORHOOD AND SCHOOL COMPOSITION AGE 13

VARIABLE	LABEL
w1q26a	The next question is about the ethnic and racial composition of your school when you were 13. Let's start with your estimate of the percentage of <u>African Americans?</u> (USE CODES GIVEN BELOW FOR w1q26a-w1q26e)
	<0-100> ZERO TO ONE HUNDRED PERCENT
	<998> DON'T KNOW
	<997> REFUSED
	BLANK – CODED 4, 6 OR s FOR q22
w1q26b	<u>What percentage were Hispanics or Latinos?</u>
w1q26c	<u>What percentage were Asians?</u>
w1q26d	<u>What percentage were whites?</u>

w1q26e What percentage were of other racial or ethnic
backgrounds I have not mentioned already?

w1q27a Now Think Back To The Ethnic And Racial
Composition Of The Three-Block Radius Of Where
You Lived When You Were 13.

Let's Start With Your Estimate Of The Percentage Of
African Americans
(Use Codes Given Below For w1q27a-w1q27e)

0-100 Zero To One Hundred Percent

998 Don't Know

997 Refused

w1q27b What percentage were Hispanics or Latinos?

w1q27c What percentage were Asians?

w1q27d What percentage were whites?

w1q27e What percentage were of other racial or ethnic
backgrounds I have not mentioned already?

HIGH SCHOOL ETHNIC AND RACIAL CHARACTERISTICS

w1q55a The Next Question Is About The Ethnic And Racial Composition Of The Student Body Of Your Last High School.

Let's Start With Your Estimate Of The Percentage Of African Americans.

(Use Codes Given Below For w1q55a-w1q55e)

0-100 Zero To One-Hundred Percent

998 Don't Know

997 Refused

Blank – Coded 4 or 7 for w1q38

w1q55b What Percentage Were Hispanics Or Latinos?

w1q55c What Percentage Were Asians?

w1q55d What Percentage Were Whites?

w1q55e What Percentage Were Of Other Racial Or Ethnic Backgrounds I Have Not Already Mentioned?

NEIGHBORHOOD ETHNIC AND RACIAL CHARACTERISTICS SENIOR YEAR

VARIABLE LABEL

w1q82a Now Think Back To The Ethnic And Racial Composition Of The Three-Block Radius Of Where You Lived Last Year.

Let's Start With Your Estimate Of The Percentage Of African-Americans.

(Use Codes Given Below For w1q82a-w1q82e)

0-100 Zero To One-Hundred Percent

998 Don't Know

997 Refused

w1q82b What Percentage Were Hispanics Or Latinos?

w1q82c What Percentage Were Asians?

w1q82d What Percentage Were Whites?

w1q82e What Percentage Were Of Other Racial Or Ethnic Backgrounds I Have Not Already Mentioned?

Notes: There are measures of the race of respondent's "ten closest friends last year" in Wave 1, as well as the race of their romantic partner and mentor. There are a lot of questions about the racial makeup that respondents desire in schools and neighborhoods. The survey also includes measures of racial prejudice on campuses and the racial makeup of extracurricular clubs.

Collected by:

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Weblinks:

<http://nlsf.princeton.edu/index.htm>

<http://opr.princeton.edu/archive/nlsf/>

Citation:

All publications using NLSF data should state the following:

This research is based on data from the National Longitudinal Survey of Freshmen, a project designed by Douglas S. Massey and Camille Z. Charles and funded by the Mellon Foundation and the Atlantic Philanthropies

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Publications using NLSF data:

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