

Support Study Codebook

Study Information

This project involved administering questionnaires (mostly online) to 400+ UTPA students in 2006. This dataset does not include all the variables collected. The study focused on support experiences of UTPA students for pursuing higher education; the main purpose of the study was to create a new measure of support for college study in Hispanic students—the Global Higher Education Support Survey (GHESS)—and to evaluate its validity. To create the new instrument, hundreds of questions about students' support (or lack thereof) for higher education were asked; these questions made up the item pool. Each question in the item pool was asked about the student's family, friends, and significant other (if they had one). Questions were also, in most cases, asked for three time periods in the students' lives: *before* they started preparing for college (Time A), *while* they were preparing for college (Time B), and *since* they had started attending college (Time C). For example, a question in the Time A section of the item pool might have read, "They supported me when I made plans for college." The participant would have given three responses to this item: the extent to which it described their family members' behavior during this time, their friends, and their significant other. Later, in Time B and Time C, this question may have come up again, and again the participant would have responded to it three times. For most questions, then, participants gave a total of nine responses.

Factor analysis was used to select a subset of items from the pool for inclusion in the final GHESS. The GHESS scores in the dataset are the results of this process.

Other items and scales were included, in addition to the item pool. First, many demographic, personal history, and educational items were presented to the participants. Then the item pool was presented. Finally, previously-established questionnaires about academic support or related constructs were presented, so that correlations between the GHESS and these questionnaires could be calculated, to provide an initial test of the validity of the GHESS as a measure of perceived higher education support experiences. Most of these supplementary measures appear later in the dataset. The GHESS indices (the various scores that can be calculated from the GHESS items) are placed last in the dataset.

In this codebook, variable names are in bold, with a brief description (from the SPSS variable label) in italics after that. Next, there will sometimes be a more complete description. For an explanation of variable values, see the SPSS value labels using the "Variables" view tab. If this does not answer your question, email drogers1@utpa.edu.

Important: You may use the data in this dataset for class projects, exploring data analyses, and class exercises. It is, however, research data, so please do not provide the dataset to individuals outside this class. If you wish to use these data for projects beyond the scope of this class, you must get permission for this from Dr. Rogers, who is responsible for managing this dataset.

Variable Information

sub_No	<i>Participant Number</i>
status	<i>Student Status</i> Freshman, Sophomore, Junior, Senior, Graduate student
status_oth	<i>Student Status – Other</i> Write-in answers to “student status”
major	<i>College Major</i>
age	<i>Participant Age</i>
sex	<i>Participant Sex</i>
race_ethn	<i>Race/Ethnicity - Category</i>
marStatus	<i>Marital Status</i>
ageFirstMar	<i>how old were you when you FIRST got married?</i>
children_yn	<i>Do you have children?</i>
children_num	<i>How many children do you have?</i>
child1YourAge	<i>Participant age when first child born</i>
selfBCntry	<i>Nation of participant’s birth (US, Mexico, or Canada)</i>
selfBCntryOt	<i>Nation of participant’s birth (Outside North America)</i>

Academic/Educational Items

EnrolUTPAyr	<i>Year participant first enrolled at UTPA</i>
numSemsUTPA	<i>How many semesters at UTPA</i>
NumCollgs	<i>How many colleges or universities have you been enrolled in?</i>
HSname	<i>High school name</i>
HScity	<i>High School City</i>
HSstate	<i>High School State/Province</i>
HSYrGrad	<i>High School - year graduated</i>
HSClassRank	<i>High School - class academic rank</i> Note: low numbers indicate higher rank (e.g., 1 means First in class, while 100 means 100 th in class)

Standardized Test and Academic Scores (Self-report)

SATmath	<i>SAT Mathematics: - Your Score</i>
SATread	<i>SAT Critical Reading: - Your Score</i>
SATwrit	<i>SAT Writing: - Your Score</i>
ACTmath	<i>ACT Mathematics: - Your Score</i>
ACTread	<i>ACT Reading: - Your Score</i>
ACTeng	<i>ACT English: - Your Score</i>
ACTsci	<i>ACT Science: - Your Score</i>
ACTessay	<i>ACT Essay (Writing): - Your Score</i>
gpaHS	<i>High School GPA (self-report)</i>
gpaHSsure	<i>High School GPA - How sure are you? Certainty, reported on a scale from 0 to 10</i>
gpaCU	<i>College GPA (self-report)</i>
gpaCUSure	<i>College GPA - How sure are you? Certainty, reported on a scale from 0 to 10</i>

Other Academic, Educational, Work, and Family-related Items

numCollApps	<i>How many college apps first year?</i> How many college applications sent out the first year participant applied to college or university
edMoHiGrade	<i>Mother - Highest grade completed</i>
edMoDeg	<i>Mother - education - highest degree</i>
edFaHiGrade	<i>Father - Highest grade completed</i>
edFaDeg	<i>Father - Education - Highest Degree</i>
sesFaYr	<i>Father - Earnings per year</i>
sesMoYr	<i>Mother - earnings per Year</i>
sesMoFaYr	<i>Father + Mother - Earnings per Year</i> This is probably the best single indicator of most participants' household income. However, note that for nontraditional students it might make more sense to use their own income.

jobFTtype	<i>Full-time job (if any) - Type of Job</i>
jobPT1type	<i>Part-time job #1 (if any) - Type of Job</i>
jobPT2type	<i>Part-time job #2 (if any) - Type of Job</i>
jobPT3type	<i>Part-time job #3 (if any) - Type of Job</i>
jobHrsWk	<i>Student Jobs - Total hours per week</i>
jobNoJobs	<i>Student Jobs - Number of jobs</i>
jobTravelSum	<i>Student Jobs - Sum of all job distances from school</i>
jobTravelMax	<i>Student Jobs – Distance of furthest job from school</i>
sesSelfYr	<i>Student – total earnings last year</i> See note for sesMoFaYr, above

Supplementary Scales

Distress	<i>How much distress participants felt while completing the study</i> This question—a single item—was actually asked at the very end of the study.
CASES	<i>College academic self-efficacy scale</i> Scores from the CASES, a measure designed to assess college students' self-efficacy for various aspects of college life. Self-efficacy is a person's belief in his or her own ability to successfully accomplish certain tasks.
CSEI	<i>College self-efficacy index</i> Another measure of self-efficacy for college.
GSESH	<i>Global self-efficacy scale</i> Global (not education- or college-specific) self-efficacy
SOASSa	<i>Significant other academic support scale – Mother</i> The SOASS assesses the extent to which participants feel they are generally supported academically by various people in their lives. The questions are not specific to college, but, given the composition of this sample, these data probably reflect college-related academic support. This score is the result of several questions about perceived academic support from the participant's mother (or other individual in the role of mother); other subscales of the SOASS (below) used the same questions, but referring to different individuals in one's life.
SOASSb	<i>Significant other academic support scale - Father</i>

SOASSc	<i>Significant other academic support scale - Teacher</i>
SOASSd	<i>Significant other academic support scale - Friends</i>
SOASSE	<i>Significant other academic support scale - Significant Other</i>
MSPSS	<i>Multidimensional Scale of Perceived Social Support</i> Score from a scale addressing general perceived social support, not specific to academics or to a particular person in the participant's life.
PSSAa	<i>Parental Social Support for Adolescents - Mother and/or Father</i> Social support (general, not academically focused) perceived from mother and/or father. Though this scale was originally developed for adolescents, the questions are very appropriate for college students, as well.
PSSAb	<i>Parental Social Support for Adolescents - Significant Other</i> The same support questions as the PSSAa, but applied to one's significant other.
SSASa	<i>Perceived Microsystem Support Scale for Adolescents – Father</i> Another general social support scale. I don't remember why we used "SSAS" as the variable abbreviation prefix.
SSASb	<i>Perceived Microsystem Support Scale for Adolescents - Mother</i>
SSASc	<i>Perceived Microsystem Support Scale for Adolescents - Sister or Brother</i>
SSASd	<i>Perceived Microsystem Scale for Adolescents - Group of Close Friends</i>
SSASe	<i>Perceived Microsystem Scale for Adolescents - Other people your age</i>
SSASf	<i>Perceived Microsystem Scale for Adolescents - Significant other or romantic friend</i>
SSASg	<i>Perceived Microsystem Scale for Adolescents - Teacher/professor</i>
SSASh	<i>Perceived Microsystem Scale for Adolescents - Counselor/other professional</i>
PSS	<i>Perceived Stress Scale</i> A measure of the level of stress participants were feeling, in general, in their lives at the time of the questionnaire.
EISa	<i>Emotional Intimacy Scale - Parents & immediate family</i> Score indicating the level of emotional closeness the participant felt toward parents and immediate family. Note: this scale's individual questions are very similar to those for general social support scales.

EISb	<i>Emotional Intimacy Scale - Close friends</i>
EISc	<i>Emotional Intimacy Scale - Significant Other</i>
RSE	<i>Rosenberg Self-Esteem scale</i> A commonly-used measure of self-esteem
PQAL	<i>Perceived Quality of Academic Life (recoded in rational direction)</i> Participants' rating of the overall positive quality of their life in college
MCSDS	<i>Marlowe-Crowne Social Desirability Scale</i> A short version of the most commonly-used research scale for measuring socially-desirable responding (i.e., giving answers that "make you look good" to the researcher).
ABC_as_fam	<i>GHESS antisupport - all time periods - family</i> This index is for the <u>antisupport</u> factor (meaning, negative pressure or messages about going to college; for example, "They told me not to go to college"), averaged across Times A, B, and C, but only for questions relating to family member antisupport. Note: antisupport was a "weak factor," possibly because almost all participants reported very strong support—and very little antisupport—from nearly everyone in their lives at nearly every time period. This means these factor scores may not correlate well with other variables, or may not perform well in future studies with different samples.
ABC_as_frd	<i>GHESS antisupport - all time periods – friends</i> Like ABC_as_fam, but only for items relating to support from friends
ABC_as_so	<i>GHESS antisupport - all time periods - sig other</i> Like ABC_as_fam and ABC_as_frd, but only for items relating to support from significant other
ABC_as_all	<i>GHESS antisupport - all time periods - all sources</i> Average of all antisupport items, across all sources of support (family, friends, and significant other) and all time periods (A, B, C)
tB_fs_all	<i>GHESS financial support - time B - all sources</i> The <u>financial support</u> factor was only applicable at Time B ("while preparing for college"). This index is the average of financial support item responses at Time B, for all sources of support (i.e., family, friends, and significant other).
ABC_ps_fam	<i>GHESS positive support - all time periods – family</i> The <u>positive support</u> factor was the strongest of all GHESS factors (most students reported fairly strong support experiences). This index is the average positive support score for items relating to family members, across all three time periods (A, B, and C).

ABC_ps_frd	<i>GHESS positive support - all time periods – friends</i> Like ABC_ps_fam, but for items asking about support from friends.
ABC_ps_so	<i>GHESS positive support - all time periods - sig other</i> Like ABC_ps_fam, but for items asking about support from a significant other (if there was one).
ABC_ps_all	<i>GHESS positive support - all time periods - all sources</i> The average of all positive support items at all time periods and for all sources of support.
tC_cs_all	<i>GHESS coercive support - time C - all sources</i> The <u>coercive support</u> factor included items that might be thought of as “tough love” (e.g., others threatening to impose negative consequences for <i>not</i> succeeding in college, etc.) or other forms of manipulation (rather than encouragement or positive support) intended to help students stay in college or to succeed in college. This factor only appeared at Time C (since beginning college). This index is the average of all coercive support items, across all sources of support (i.e., family, friends, significant other) at Time C.