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Gates Millennium Scholars Tracking and Longitudinal Study

YEAR 1 FINAL REPORT

**Gates Millennium Scholars
Tracking and Longitudinal Study
Year 1 Final Report**

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Study Conducted for :
The Bill and Melinda Gates Foundation
by
The National Opinion Research Center (NORC)
at the University of Chicago

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FOREWORD

This report summarizes data collection procedures and presents key results from Year 1 of the Gates Millennium Scholars (GMS) Tracking and Longitudinal Study. For this study, the National Opinion Research Center at the University of Chicago (NORC) surveyed a sample of 9,137 scholarship recipients and non-recipients in 2002 to obtain baseline information on their academic, professional and civic experiences. Section 1 introduces the study by providing an overview of the GMS program and the longitudinal study's purpose. Section 2 summarizes sample design and selection procedures implemented by NORC, while Section 3 discusses weighting procedures. Section 4 describes how to generate standard errors for the dataset in order to account for design effects. The report then turns to a discussion of the key operational tasks carried out for the Year 1 study. Section 5 reviews the Web questionnaire development and testing procedures. Section 6 reports the study's response rates and details data collection, locating and prompting procedures. Section 7 reviews data preparation procedures. Finally, Section 8 closes the report by presenting selected survey results from the Year 1 GMS dataset.

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1. INTRODUCTION

The Gates Millennium Scholars (GMS) program is a 20-year effort by the Bill and Melinda Gates Foundation (hereinafter, “The Gates Foundation”) to increase minority enrollment in the nation’s colleges and universities. The program seeks to eliminate the financial barriers that prevent qualified minority applicants from attending college or staying in school to the completion of their degrees. In its inaugural year (2000), the GMS program provided scholarships to 1,430 entering freshmen, 2,406 continuing undergraduates and 217 graduate students. (This group will be referred to as “Cohort 1” for the remainder of the report.) In its second year (2001), the program awarded scholarships to 1,000 entering freshmen and will continue to do so in all subsequent years. (This group will be referred to as “Cohort 2” for the remainder of the report.)

The primary purpose of the GMS Tracking and Longitudinal Study is to gather data on the life outcomes of all scholars and selected non-recipients in order to analyze the effects, both long term and short term, on the educational, civic and personal lives of selected sample members. Ultimately, The Gates Foundation wishes to generate research that will propose solutions to help improve the education attainment and achievement of this country’s minority students.

The study design involves conducting baseline and follow-up interviews of all scholars and selected non-recipients beginning in 2002 and tracking the students between survey rounds through 2006. Table 1.1 outlines the key elements of the study design:

Table 1.1 GMS Tracking and Longitudinal Study Design

GMS Tracking and Longitudinal Study Design					
DATA COLLECTION	YEAR 1 12/1/01 – 11/30/02	YEAR 2 02/03	YEAR 3 03/04	YEAR 4 04/05	YEAR 5 05/06
GMS Recipients	Baseline Cohort 1: 4,053 Cohort 2: 1,000	Baseline Cohort 3: 1,000	Follow-Up Cohorts 1 and 2: 5,053	Baseline Cohort 5: 1,000 Follow-Up Cohort 3: 1,000	No New Data Collection, Tracking Continues
Non-Recipients	Baseline Cohort 1: 2,744 Cohort 2: 1,340	Baseline Cohort 3: 1,333	Follow-Up Cohorts 1 and 2: 4,084	Baseline Cohort 5: About 1,350 Follow-Up Cohort 3: 1,333	
Total Respondents in Tracking System	9,137	11,470	12,470*	14,820	15,820*

* The total tracking figures for years 3 and 5 reflect the 1,000 GMS awardees in those respective years.

For the Year 1 survey, NORC conducted data collection for Cohort 1 and Cohort 2 recipients and selected non-recipients. Throughout the sampling and data collection phases, NORC worked closely with the United Negro College Fund (UNCF) to coordinate the transfer of the names and addresses of all recipients and non-recipients. This report is a summary of all activities NORC carried out in support of the Year 1 survey and presents key findings from the study's dataset.

2. SAMPLE DESIGN AND SELECTION PROCEDURES

The sampling plans for the Cohort 1 (2000-2001) and Cohort 2 (2001-2002) non-recipients were developed in collaboration with the GMS Research Advisory Committee (RAC) after analysis of the UNCF data files of nominees. The goal was to select representative samples of non-recipients in a way that would best support the analysis objectives of the GMS survey.

The designs were developed on the basis of information currently available in the UNCF electronic data files. The designs vary, in part, because of differences in data availability, but primarily because of differences in the Cohort 1 and Cohort 2 scholar selection procedures, and the populations of recipients and non-recipients. The sample designs are discussed below with respect to the corresponding recipient and nominee populations that guided their development.

2.1 COHORT 1 (2000-2001)

2.1.1 Preliminary Analysis of the 2000-2001 Pool of GMS Nominees

In its inaugural year, the GMS program accepted scholarship nominees from three distinct groups: entering freshmen, continuing undergraduates and graduate students. Of all who applied to the program, a total of 8,547 nominees—4,053 recipients and 4,494 non-recipients—made it through the reader selection process and on to the verification/confirmation process.

Except at the graduate level, scholarships were awarded to each racial/ethnic group in rough proportion to the number of nominees who made it through the reader selection process and on to the verification/confirmation process (see Exhibit 1). In the freshman group, for example, the number of scholarships awarded to African Americans, Asian/Pacific Islanders and Hispanic Americans were roughly equal in number, as were the number of nominees in those groups. The number of scholarships awarded to American Indians, on the other hand, was far fewer, as were the nominees. In the undergraduate group, the relatively large number of African-American nominees corresponds to a relatively large number of recipients in that group.

The non-recipients who made it to the verification/confirmation process included 2,043 freshmen, 2,356 continuing undergraduates and 95 graduate students. These three pools of non-recipients defined the target populations of nominees from which the representative samples of non-recipients were drawn. While the freshman and continuing-undergraduate pools were of sufficient size to meet the desired sample sizes of 1,000 completes per group, there were too few graduate students to attain the desired size of 200 completes. As a result, no sample was drawn for the graduate-student population of non-recipients. Instead, the entire population was asked to participate in the GMS survey.

Exhibit 1 Population Counts for Cohort 1 (2000-2001) GMS Nominees by Nominee Group, Scholarship Status and Race/Ethnicity

Population	Race/Ethnicity	Recipients	Non-Recipients	Total Nominees
2000-2001 Freshman Nominees	African American	465	731	1,196
	American Indian	87	116	203
	Asian/Pacific Islander	436	738	1,174
	Hispanic American	442	458	900
	Total	1,430	2,043	3,473

Population	Race/Ethnicity	Recipients	Non-Recipients	Total Nominees
2000-2001 Continuing-Undergraduate Nominees	African American	919	1,016	1,935
	American Indian	239	137	376
	Asian/Pacific Islander	578	637	1,215
	Hispanic American	670	566	1,236
	Total	2,406	2,356	4,762

Population	Race/Ethnicity	Recipients	Non-Recipients	Total Nominees
2000-2001 Graduate Student Nominees	African American	85	11	96
	American Indian	29	17	46
	Asian/Pacific Islander	38	2	40
	Hispanic American	65	65	130
	Total	217	95	312

In the winter of 2002, UNCF supplied NORC with a data file that included a record for all non-recipients in the target populations along with a record for all recipients in the corresponding populations of recipients. The non-recipient records in this file served as the sample frame (i.e., the list of non-recipient nominees from which the samples were drawn) for the survey of non-recipients.

The file included all information currently available in machine-readable form. Along with contact information, it contained race/ethnicity, nominee group (freshmen, continuing undergraduates and graduate students) and Pell-Grant status¹ for all nominees in the file but no information on the cognitive or non-cognitive indicators. Gender was on hand for recipients, but not for non-recipients.

2.1.2 Sample Designs and Selection Procedures

Differences between the distributions of recipients and non-recipients across racial/ethnic groups posed the problem of how to distribute the non-recipient sample within each population of non-recipients. In collaboration with the RAC, we arrived at a stratified sample design that would enable relatively powerful comparisons between recipients and non-recipients at the level of the racial/ethnic group, and relatively powerful comparisons between freshmen and continuing undergraduates at the level of the racial/ethnic group without jeopardizing the precision of the population estimates of non-recipients.

The 4 x 2 designs (Race/Ethnicity by Pell-Grant Status) for freshman non-recipients and continuing-undergraduate non-recipients are shown in Exhibits 2 and 3, respectively, along with the sample counts (based on a response rate of 75 percent) and target sizes (target number of completes) for the surveys. In accord with the wishes of the RAC, all Pell-Grant-in-place non-recipients were included in the samples for each racial/ethnic group. The remainder of cases in each group was drawn from the pool of non-recipients without Pell Grants in place, with the goal of obtaining a total of 300 completes per African-American, Asian/Pacific Islander and Hispanic American group. Because of the small size of their populations, all American Indian non-recipients were included in the samples of both populations.²

Within each sampling stratum or cell, we employed a systematic sampling procedure in which the records were sorted by state and zip code of permanent address before the samples were drawn. The procedure ensures that the sample members are distributed across the population in proportion to the background variables on which the records are sorted. The cases within each sampling stratum were divided into smaller groups or replicates of approximately equal size to allow for release of additional sample as desired.³

¹ Pell-Grant status refers to whether a nominee had a Pell Grant in place at the time of the verification/confirmation stage of the selection process. To be approved for a Pell Grant, a candidate must submit a Free Application of Federal Student Aid (FAFSA) to the U.S. Department of Education, Federal Student Aid Programs, and meet the qualifying criteria of financial need. If a candidate does not have a Pell Grant in place, it may mean that he or she did not meet the eligibility criteria, did not submit a FAFSA, or did not submit one in time.

² In sampling terms, all non-recipients in those cells had selection probabilities of 1.0.

³ To divide the cases into groups, a random permutation of integers ranging from 1 to the number of replicates was generated for each racial/ethnic group. Then, the series of integers

The designs are likely to produce a design effect for the population estimates of non-recipients as a whole (i.e., the population estimates will be less precise than those associated with a simple random sample) because the samples drawn within each race/ethnicity and Pell-Grant group are not proportional to their representation in the population as a whole. However, this loss in precision is likely to be offset, in part, by the stratification. Moreover, comparisons at the level of the population of non-recipients are likely to be powerful even in the presence of a design effect resulting from the relatively large sample sizes.

Exhibit 2 Sample Counts for Cohort 1 Freshman Non-Recipients by Race/Ethnicity and Pell Grant Status*

Population	Race/Ethnicity	Pell Grant Status		Total Sample Size (a + b)	Target Size
		In Place (a)	Not in Place (b)		
2000-2001 Freshman Non-Recipients	African American	24	379	403	300
	American Indian	1	115	116	100
	Asian/Pacific Islander	72	328	400	300
	Hispanic American	1	398	399	300
	Total	98	1,220	1,318	1,000

*The numbers in the shaded cells represent the entire population of non-recipients in those cells.

Exhibit 3 Sample Counts for Cohort 1 Continuing-Undergraduate Non-Recipients by Race/Ethnicity and Pell Grant Status*

Population	Race/Ethnicity	Pell Grant Status		Total Sample Size (a + b)	Target Sample Size
		In Place (a)	Not in Place (b)		
2000-2001 Continuing-Undergrad. Non-recipients	African American	10	389	399	300
	American Indian	1	136	137	100
	Asian/Pacific Islander	10	389	399	300
	Hispanic American	3	393	396	300
	Total	24	1,307	1,331	1,000

*The numbers in the shaded cells represent the entire population of non-recipients in those cells.

was assigned in rotation to the cases in the file. (For example, suppose that there are 5 replicates and the random permutation is 5, 1, 4, 2, 3. The first 14 cases within the given racial/ethnic group will have replicate numbers of 5, 1, 4, 2, 3, 5, 1, 4, 2, 3, 5, 1, 4, 2.) The procedure produces replicates, each of which is a valid, representative sample of cases in the stratum, that can be released to the field as needed to meet the sample size requirements of the survey while preserving the representativeness of the sample.

Similarly, there is likely to be a design effect for the population estimates of non-recipients in the freshman group of Asian/Pacific Islanders associated with the decision to include all Pell-Grant-in-place non-recipients in the sample. Asian/Pacific Islanders include 73 percent, or 72 of the 98 Pell-Grant-in-place non-recipients, accounting for about 10 percent of the Asian/Pacific Islander non-recipients but for about 18 percent of sampled non-recipients in this group.

2.2 COHORT 2 (2001-2002)

2.2.1 Preliminary Analysis of the 2001-2002 Pool of GMS Nominees

In its second year, the GMS program accepted nominees for entering freshmen only. Of those who applied to the program, a total of 2,012 nominees—1,000 recipients and 1,012 non-recipients—made it through the reader selection process and on to the verification/confirmation process (see Exhibit 4). Another 2,057 non-recipients made it through the reader selection process with relatively low ranks and were not asked to go on to the verification/confirmation process (referred to as “Non-Selects”). All 3,069 non-recipients—1,012 Selects and 2,057 Non-Selects—served as the target population for the sample of non-recipients.

In contrast to the inaugural year, scholarships were awarded in equal numbers to African Americans and Hispanic Americans (350 per group) and in equal numbers to American Indians and Asian/Pacific Islanders (150 per group). As in the inaugural year, the awards to each racial/ethnic group were in rough proportion to the number of Select nominees in the groups.

Exhibit 4 Population Counts for Cohort 2 (2001-2002) Nominees Who Made It Through the Reader Selection Process

Population	Race/Ethnicity	Recipients (a)	Selects (b)	Non-Selects (c)	Total Non-Recipients (b + c)	Total Nominees (a + b + c)
2001-2002 Freshman Nominees	African American	350	395	893	1,288	1,638
	American Indian	150	179	0	179	329
	Asian/Pacific Islander	150	166	758	924	1,074
	Hispanic American	350	272	406	678	1,028
	Total	1,000	1,012	2,057	3,069	4,069

In May of 2002, UNCF supplied NORC with a file that included a record for each Select and Non-Select non-recipient and each recipient. The non-recipient records in this file served as the sample frame for the survey. As before, the file included all information currently available in machine-readable form. Again, it was limited and did not include the cognitive and non-cognitive variables.

Gender, however, was available for both recipients and non-recipients, but there were some missing values for non-recipients.

2.2.2 Sample Design and Selection Procedures

The 4 x 2 (Race/Ethnicity by Selection Status) sample design for Cohort 2 non-recipients is shown in Exhibit 5 along with the sample counts in each cell of the design.

Exhibit 5 Sample Counts and (Target Size) for Cohort 2 (2001-2002) Freshman Non-Recipients by Race/Ethnicity and Selection Status*

Population	Race/ethnicity	Selection Status		Total Sample Size
		Selects	Non-Selects	
2001-2002 Freshman Non-Recipients	African American	395	108 (80)	503
	American Indian	179	0	179
	Asian/Pacific Islander	166	110 (80)	276
	Hispanic American	272	110 (80)	382
	Total	1,012	328 (240)	1,340

*The numbers in the shaded cells represent the entire population of non-recipients in those cells.

In accord with the wishes of the RAC, all non-recipient Selects were included in the non-recipient sample. Assuming a 75 percent response rate, that meant that about 321 cases would need to be drawn from the Non-Select pool to achieve the desired overall sample size of 1,000 completes. After weighing the potential impact of a variety of designs on the precision of the population estimates for non-recipients as a whole and within each racial/ethnic group, and on the power of comparisons between the recipients and non-recipients at the level of the racial/ethnic group, we arrived at a stratified sample design that evenly distributed the remaining sample across African Americans, Asian/Pacific Islanders and Hispanic Americans. Again, as in Cohort 1, the sample includes all American-Indian non-recipients.

The samples within each cell were drawn using a systematic sampling procedure in which the cases were sorted by gender as well as state and zip code of permanent address before the samples were drawn. Again, the cases in each racial/ethnic group were divided into smaller groups, or replicates, of approximately equal size to allow for the release of additional sample as desired.

The design is likely to produce a design effect for the population estimates of non-recipients as a whole because the samples drawn within each cell are not proportional to their representation in the population as a whole. However, this loss in precision may be offset, in part, by the stratification by race/ethnicity and selection status.

Similarly, there are likely to be design effects for the population estimates of non-recipients within each racial/ethnic group resulting from the decision to include all Select non-recipients in the sample.

3. WEIGHTING FOR DIFFERENCES IN SELECTION PROBABILITIES AND UNIT NON-RESPONSE

Data from survey samples typically need to be weighted to produce unbiased estimates of the population values. Weights are needed for three main reasons. First, weights compensate for differences in the selection probabilities of individual cases that often arise by design. In the survey of Cohort 2 GMS non-recipients, for example, all Select nominees were included in the sample, while the sample of non-selects was distributed evenly across the racial/ethnic groups. Unless the data from these components are weighted appropriately to compensate for the differences in selection probabilities, estimates based on the combined sample would be biased in favor of Select nominees. Second, weights compensate for subgroup differences in participation rates. Even if the sample as selected is representative of the larger population, differences in participation rates can compromise its representativeness. In the GMS survey, for example, American Indians as a rule participated at lower rates than the other groups. Such differences can introduce non-response bias into the results; weighting for non-response can reduce those biases. Finally, weights compensate for random fluctuations from known population totals. If females, for example, are underrepresented in a sample purely by chance, then it is possible to use information from known population totals to adjust for this random fluctuation.

In the GMS survey, weights were needed for two main reasons: to compensate for differences in the selection probabilities of the non-recipient sample members, and to compensate for subgroup differences in the participation rates of the recipient populations and the non-recipient samples. For Cohort 2 freshman non-recipients, weights also were needed to compensate for random fluctuations from the population totals.

For the survey, we computed a separate set of weights for each of the eight populations:

- Cohort 1 Freshman Recipients
- Cohort 1 Freshman Non-Recipients
- Cohort 1 Continuing-Undergraduate Recipients
- Cohort 1 Continuing-Undergraduate Non-Recipients
- Cohort 1 Graduate Recipients

- Cohort 1 Graduate Non-Recipients
- Cohort 2 Freshman Recipients
- Cohort 2 Freshman Non-Recipients

For the first seven populations, the weighting procedure consisted of two steps: computing a base weight and adjusting for non-response. For the eighth population, the weighting procedure included an additional step, compensating for random fluctuations from the population totals.

In the first step of the procedure, applied to all eight populations, we computed a base weight, w_{1j} , for each member in the sample reflecting his or her probability of selection into the survey. In the recipient populations, each member had the same selection probability of 1.0; all recipients in each population were asked to participate in the survey. In the non-recipient populations, sample members within each cell of the design had the same selection probability, but the probabilities differed across cells.⁴ In the Cohort 2 sample of non-recipients, for example, African American Selects had a selection probability of 1.0; all African American Selects were asked to participate in the survey. African American Non-Selects, on the other hand, had a selection probability of 108 (sample size) divided by 893 (population size). The base weight is simply the inverse of those probabilities.

In the second step of the weighting procedure, which again was applied to all eight populations, we adjusted the base weights for non-response to the questionnaire. The non-response-adjusted weight, w_{2j} , is simply the base weight inflated by the inverse of the response rate for the adjustment cell for that case:

$$w_{2j} = w_{1j} \times (N_k / n_k)$$

where N_k represents the number of eligible sample members selected within adjustment cell k , and n_k is the number of sample members completing the questionnaire within that cell.

The adjustment cells for each population were selected on the basis of information available in the UNCF databases. For the Cohort 1 and Cohort 2 recipient populations, the adjustment cells were defined by race/ethnicity and gender; for the Cohort 1 freshman and continuing-undergraduate non-recipient populations, by race/ethnicity and Pell-Grant status. For the Cohort 1 non-recipient graduate students, on the other hand, the adjustment cells were simply the racial/ethnic categories. For Cohort 2 non-recipients, the adjustments cells were defined by race/ethnicity, Select/Non-Select and gender.

⁴ The exception to this rule is the Year 1 graduate non-recipients, where all population members were asked to participate in the survey.

Because gender was not one of the sampling strata in the Cohort 2 non-recipient design, an additional adjustment was necessary to compensate for random fluctuations from the population totals. For each cell in the design, this adjustment factor is simply the size of the population in that cell, T_k , divided by the sum of the weights for all sample members in that cell. The adjusted weight for any case is the weight from Step 2 times the adjustment factor of the cell for that case:

$$w_{3j} = w_{2j} \times (T_k / \sum_j^{n_k} w_{2j}).$$

For this adjustment, the cells were defined by race/ethnicity, Select/Non-Select and gender.

For all populations, the procedure was designed to yield a set of weights for the completed cases that sum to the number of recipients or the number of non-recipients in the respective populations. Similarly, the weights within each stratum were designed to sum to the population totals within those cells.

However, in the case of the Cohort 1 undergraduate non-recipients, the only Pell-Grant-in-place American Indian in the population did not complete the survey, leaving an empty cell in the non-response adjustment design for that population. In such cases, one typically collapses similar cells and makes the adjustment within the collapsed cell. In this case, that would mean giving more weight to the American Indians without Pell Grants to compensate for non-response in the Pell-Grant-in-place cell. Instead, we simply redefined the population as American Indians without Pell Grants in place and computed the weights accordingly. This means that the sum of the non-response adjusted weights for the American Indians is equal to 136, the population size of American Indians without Pell Grants in place, rather than 137, the total number of American-Indian non-recipients in the population.

Similarly, the only two Asian/Pacific Islanders in the population of non-recipient graduate students did not complete the survey. Instead of giving extra weight to cases in the other racial/ethnic groups to compensate for this empty cell, we simply weighted for non-response in the other groups, yielding a population total of 93 non-recipients, rather than 95.

Finally, we found that one of the male Asian/Pacific-Islander undergraduate recipients was deceased at the time of the survey. In this case, the weights were adjusted to account for this out-of-scope case. This means that the sum of the sample weights was set to a population value of 2,405 recipients rather than 2,406 recipients.

4. STANDARD ERRORS

Standard errors are the basic measure of the uncertainty associated with estimates based on a sample drawn from a population. Sampling error or variance thus applies to the control group estimates in the GMS evaluation study, because the recipients surveyed constitute the full population.

The standard errors calculated by standard software packages such as SPSS or SAS are based on an assumption of simple random sampling (SRS). This assumption usually is not strictly warranted with sample surveys, which typically draw the sample on the basis of stratification, oversampling of strategically important subpopulations, clustering within area or organizational units such as Census tracts or schools, or some combination of the three techniques. These departures from SRS affect the sampling error in different directions, decreasing it with stratification but increasing it with oversampling and clustering. The net effect is quantified as a “design effect” on the variance estimate for a given point estimate.

The samples of GMS non-recipients within each stratification cell (defined by the crosstabulation of race/ethnicity and selection status) were drawn using a systematic sampling procedure in which the cases were sorted by gender as well as state and zip code of permanent address before the samples were drawn. As described in Section 2 of this report, some strata were oversampled in order to ensure adequate numbers of cases for key comparisons. The oversampling procedures are likely to produce a design effect for the population estimates of non-recipients as a whole (i.e., the population estimates will be less precise than those associated with a simple random sample). There also are likely to be design effects for the population estimates of non-recipients within each racial/ethnic group because of the decision to include all Select non-recipients in the sample.

However, these losses in precision are likely to be offset, in part, by the stratification. Moreover, comparisons at the level of the population of non-recipients are likely to be powerful even in the presence of a design effect because of the relatively large sample sizes.

Design effects on standard errors can be incorporated in reported results in either of two main ways. The first is to use one or a set of general correction factors as adjustments to the standard errors estimated assuming SRS. This has been the standard practice of analysts using data from many of the large national education sample surveys such as High School and Beyond, National Post-Secondary Student Aid Survey, Baccalaureate and Beyond, and National Education Longitudinal Study of 1988. The public documentation of these projects contain general correction factors that analysts can draw upon readily. General correction factors have not been calculated for the GMS evaluation, but The Gates Foundation may want to consider including them in later cycles of the study.

The second method is to use specialized software packages to calculate directly the design-effect-adjusted standard errors. Packages of this sort use a variety of different statistical algorithms to make the adjustments—the most common of which are the Taylor Series Approximation, Balanced Repeated Replication and Jackknife Repeated Replication. NORC projects generally use the Taylor Series Approximation method, as implemented in the SUDAAN statistical software package. NORC staff is available to provide detailed guidance in the use of this package with the GMS data upon request from The Gates Foundation.

5. INSTRUMENT DEVELOPMENT AND TESTING

NORC considered the development of the Year 1 survey instrument a seminal task for the survey. The data captured from this instrument would provide the baseline data against which all other data collected in future years would be measured. For this reason, we worked very closely with The Gates Foundation and the RAC over a period of three months to ensure that the instrument covered key areas of analytic interest primarily for The Gates Foundation and RAC, and secondarily for the education research community and broader public. Below, we describe the procedures NORC followed in developing and testing the base year GMS survey instrument.

5.1 WEB INSTRUMENT DEVELOPMENT

The development of the Web-based survey instrument allowed NORC the opportunity to create new methodological and operational procedures. Because gathering high-quality data was of the utmost concern, it was critical to select a mode of data collection that would ensure high item-level response within the sample size and budgetary requirements. NORC considered a Web-based instrument to be an effective mode of collecting data for three key reasons:

- We anticipated greater exposure to and usage of the Internet for persons in the age group of the recipient and non-recipient populations.
- The Web enhanced our ability to capture high-quality self-administered data by leading the respondent through the questionnaire with programmed skips and prompts. This greatly minimized the instances of invalid missing data.
- Instant data availability provided by high-speed data transmissions allowed NORC to have instant access to data and to conduct timely data-quality checks.

The Gates Foundation provided NORC with an outline of all the substantive constructs to be measured in the questionnaire. They were:

- Demographic Information (e.g., gender, race, marital status)
- High School Experience
- Transition to College
- College Experience
- Self-Assessments
- Outcomes
- Attitude and Beliefs
- Follow-up Demographics (e.g., future career preferences)

NORC prioritized the constructs based on expected analyses of the survey data by researchers at NORC and the RAC. We limited the total question count for any given population (e.g., 2000 Freshman Recipients, 2000 Freshman Non-Recipients) to fewer than 120 items to keep the questionnaire to 30 minutes on average to complete, using a 4-item-per-minute rule of thumb applied in developing questionnaires at NORC.

NORC's approach entailed first creating an item repository composed of items tested and used in other national education surveys for the constructs provided in the outline. These studies included The National Education Longitudinal Survey: 88 Second Follow-Up; Baccalaureate and Beyond Second Follow-Up; High School and Beyond; College and Beyond; General Social Survey; Survey of Earned Doctorates 2002; and Survey of Doctorate Recipients 2001. NORC staff developed new questions for construct items that were not available in these surveys. The new questions for the various populations were tested in cognitive interviews conducted by NORC. (Cognitive interview procedures are described in Section 5.1.1.)

NORC developed and revised multiple drafts of the instrument in consultation with The Gates Foundation and the RAC. NORC designed a questionnaire matrix that served as the control document, allowing the design team to maintain a running tally of items slated for inclusion as well as elimination. This matrix also identified the cohorts and populations that were to be targeted for each question item. The designation system greatly facilitated subsequent questionnaire programming and testing activities. The final version of the instrument was divided into eight sections in the following order:

- College Enrollment
- Gates (Experience With GMS Program)

- Work and College Finances
- Academic and Community Engagement
- College Experience
- Your Attitudes (Self-Assessment)
- Future Plans
- Background Information

Appendix B contains a complete listing of instrument items.

5.2 INSTRUMENT TESTING

NORC carried out instrument testing in three different areas: cognitive testing, instrument testing and time testing.

Cognitive interviews are essentially “think aloud” interviews in which respondents share their thoughts on how they understand survey questions. Survey staff use data from cognitive interviews to refine question texts and response categories to ensure that the question items capture the correct information from respondents. For the GMS study, a sample of recipients and non-recipients was selected from each cohort to participate in cognitive interviews over the phone. An incentive of \$50 was offered to each respondent who participated in the cognitive interview. Based on the results of the cognitive interviews and with input from the RAC, NORC included, excluded or modified the tested items.

After the instrument was programmed in Scyweb, NORC’s preferred Web survey programming software, NORC conducted tests for a month to test the skip patterns. Because of the multiple cohort and population combinations, there were at least 16 different path possibilities within the instrument. It was critical to ensure that persons assigned to specific cohort populations were asked the right questions. Certain items applied to all groups, while other questions only pertained to specific cohort populations. Finally, NORC conducted time tests to ensure that the instrument fell within targeted completion time ranges. Our time-test results were satisfactory, and each test respondent completed the instrument within 30 minutes.

6. DATA COLLECTION

NORC collected data for Year 1 of the GMS Study from April 15, 2002, to October 26, 2002. Three principal goals guided this effort:

- To obtain the highest possible degree of participation from recipients and non-recipients in each of the population groups
- To target additional efforts to contact hard-to-reach populations
- To obtain high-quality data from each respondent

Each of these goals contributed to the success of the initial year of the project. This section describes the data collection design, overall survey response rates, data security, and locating and prompting procedures.

6.1 DATA COLLECTION DESIGN

As discussed in Section 5, the GMS Study was designed specifically to be a Web-based survey, accessible to potential respondents using both a personalized PIN and password. The list of eligible participants in the study was supplied by UNCF.

To maximize response rates, NORC undertook an extensive prompting effort that encompassed the majority of the field period. NORC began the data collection period with the mailing of an introductory letter to the current addresses (as defined in UNCF database) of recipients and non-recipients, notifying them that they had been chosen for the study. The Cohort 1 recipient mailing was sent out on April 16 and 17, 2002, and the non-recipient letters were mailed on April 19 and 22, 2002. After receipt of the Cohort 2 file, NORC mailed the advance letter to Cohort 2 recipients and non-recipients on May 10, 2002.

NORC prepared and mailed letters through the U.S. Postal Service (USPS) to sample members, inviting them to participate in the study. Different texts were used for each mailing to the recipient and non-recipient populations. The recipient mailings described the study and its purpose, and provided a unique PIN and password to use in accessing the survey online. In addition to including the items in the recipient letter, the letter for the non-recipient population offered a monetary incentive of \$25 upon completion of the Web-based survey. NORC followed up the advance letter mailings with a series of prompts reminding sample members to complete the survey. When NORC received confirmation that sample members no longer resided at a particular location, we attempted to locate the case. (Section 6.4 contains more details on locating procedures.)

Within two weeks of mailing the advance letters, NORC noted a high rate of mail returned by the USPS (755 returns received with only two containing new address information) and a low response rate. The database supplied by UNCF included three address categories for each individual: permanent, current and preferred. The “permanent” listing, in general, referred to the address that the individual shared with his or her parent(s), whether during the school year or only during the summer months. The “current” listing, in general, referred to the address of the students at their particular college or university. “Preferred” addresses usually were identical to one of the other two addresses.

NORC discovered that because the “current” category consisted mainly of college and university addresses, most students were in the process of moving from these addresses as the letters arrived. After consultation with The Gates Foundation and the RAC, the project leadership determined that future mailings for Year 1 should be made only to the participants’ permanent addresses. NORC would also attempt to determine whether respondents had access to the Internet during the summer months.

In all contacts with recipient and non-recipient populations by mail, e-mail, and phone, we remained sensitive to the differences in each group’s relationship with the program. The language used in contacts with recipients emphasized the value of their contribution to the survey as GMS recipients, while non-recipients were prodded to consider the social-scientific importance of their participation. Appendices C, E, F, G, H and I contain copies of various respondent letters.

6.2 RESPONSE RATES

The final response rates for the Year 1 survey are found in Table 6.2-1:

Table 6.2-1 Final Response Rates for the Year 1 Survey

Cohort 1	
2000 Freshman Recipients	76.0 percent
2000 Continuing-Undergraduate Recipients	64.2 percent
2000 Graduate Recipients	73.3 percent
2000 Freshman Non-Recipients	56.4 percent
2000 Continuing-Undergraduate Non-Recipients	46.9 percent
2000 Graduate Non-Recipients	50.5 percent
Cohort 2	
2001 Freshman Recipients	83.1 percent
2001 Freshman Non-Recipients	58.6 percent

6.3 DATA SECURITY

Throughout data collection, NORC maintained its long-standing adherence to protecting respondent confidentiality and instituting stringent data security controls. To ensure confidentiality of data during the GMS data collection effort, each respondent was issued a unique PIN and password to use when accessing the instrument via the Internet. Each questionnaire was assigned a unique ID number, with no identifying name or address information. The Web-based instrument was launched from NORC's secure Web server, with all appropriate firewall protection enforced. Completed questionnaires were encrypted and transmitted via a secured data line to where they were stored on NORC's secured servers.

6.4 LOCATING

NORC undertook locating activities on the database of recipients and non-recipients throughout the entire period of data collection. NORC was aware that all cases would not have complete addresses even in the initial datafile, so pre-field locating was conducted through SmartMailer. SmartMailer is an address-management software application that verifies the address elements in a mail list and assigns appropriate USPS mail delivery codes to ensure prompt and accurate mail delivery. Invalid addresses were revealed at this time and designated for more intensive locating treatments. Bad addresses were sent to NORC's locating shop, where trained personnel conducted more intensive searches using Web-based tools and, in some instances, credit bureau checks.

NORC continuously updated its locating database to reflect any changes in addresses obtained from any source, such as mail returned by the post office with forwarding information, as well as calls and e-mails from respondents. At the conclusion of data collection, any cases without locating information or lacking contact with the respondent were coded as "final unlocatable." Below is a summary of final unlocatable cases by cohort and population.

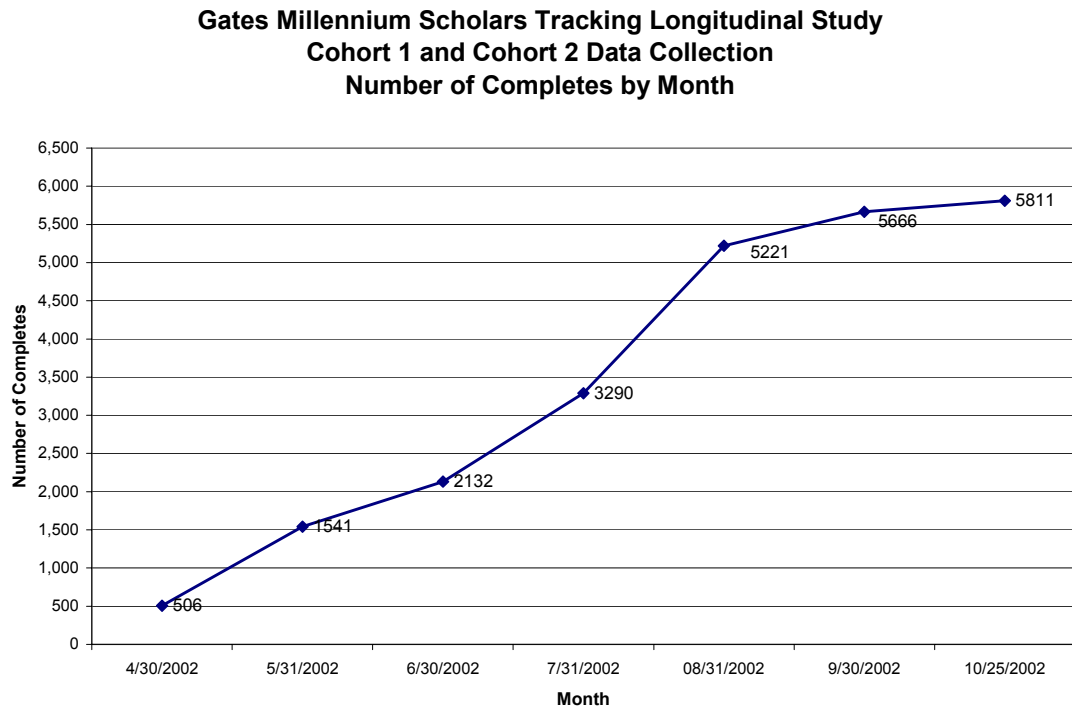
Table 6.4-1 Final Unlocatables

2000 Continuing-Undergraduate Non-Recipients	132
2000 Continuing-Undergraduate Recipients	140
2000 Freshman Non-Recipients	60
2000 Freshman Recipients	40
2000 Graduate Non-Recipients	8
2000 Graduate Recipients	10
2001 Freshman Non-Recipients	42
2001 Freshman Recipients	18
Total Final Unlocatable:	450

6.5 PROMPTING

In order to boost response rates, NORC adopted a multi-modal approach to prompting that used mail, telephone and e-mail with high rates of effectiveness. The prompting efforts, which began in mid-June 2002, but were mostly concentrated in July and August 2002, had an extremely salutary effect on response rates for both cohorts, as shown in Table 6.5-1.

Table 6.5-1 Data Collection Results by Month



In July 2002, NORC conducted a non-response study by calling a sample of 98 non-respondents (compiled from both cohorts) to determine their reasons for not yet answering the survey. The questions focused on whether the non-respondents had received the previous mailings, where they had received the mailing (at their current or permanent address, or both), and whether they had access to the Internet over the summer. The results determined that most of those contacted had received the mailings at their permanent addresses, and nearly all had access to the Internet over the summer.

In order to improve response rates, NORC also enlisted the assistance of the GMS program in mailing to recipients on GMS letterhead and in GMS envelopes, a method intended to mimic the official mailings recipients receive about their program status. In addition, The Gates Foundation contributed a letter signed by William Gates, Sr., which was sent to both recipients and non-recipients, emphasizing the importance of the study and the GMS program.

6.5.1 American Indian Prompting

Throughout the data collection period, NORC analyzed response rates by population groups within both cohorts. The analysis showed that American-Indian recipients and non-recipients were lagging significantly behind other racial groups in completing the survey. NORC sought and received assistance from the American Indian Graduate Center (AIGC), a partner organization in the GMS program, in prompting American-Indian non-respondents. NORC developed and conducted a phone training with four AIGC staffers who were not associated with the GMS study, and the callers worked for approximately one-week to reach American-Indian non-respondents. In that one week period, completion rates among American Indians were boosted by three percent overall.

6.5.2 Contacts From Respondents

NORC provided three main avenues for respondents to offer comments or suggestions, or to ask questions about the survey: a secure e-mail address (gates@norcmail.uchicago.edu), a toll-free phone number and a physical mailing address. By far the largest number of responses were received by e-mail, given the presumed ease of access once respondents were at their computers answering the questionnaire, as well as the comfort level of this age group with electronic communications.

Table 6.5.2-1 E-Mails Sent to GMS Study From Respondents

Issue	Counts
PIN/Password Issues	88
PIN Already in Use (2-Hour Delay)	138
Already Completed/Was Survey Received	98
Survey Issues (General)	121
Specific Questions Regarding Survey	35
Comments on Survey	4
Cannot Open Web Site	83
Want Money	25
Other	43

A total of 635 e-mails were received from respondents. Most of these (226) concerned access to the survey using the personalized PIN and password assigned to each participant. Two issues predominated with regard to the PIN and passwords: Either the respondent lost his or her PIN or password, or the respondent was unaware of the fact that when he or she logged off, he or she would have to wait one to two hours to log back onto the survey.

Another 121 e-mails were received informing NORC of problems with the instrument. These arrived in two principal clusters, both of which occurred when one particular question was not loading properly. The problem was quickly resolved, and all respondents were notified promptly of the correction.

A total of 98 e-mails were received after prompting activities, in which respondents told NORC that they believed they had already completed the survey, while 83 concerned people unable to get into the survey for unknown reasons. (The latter were responded to with an e-mail containing a direct link to the survey, and most did not report further problems.)

Finally, a small number of persons had specific questions or comments about the survey, while a few were interested in receiving their \$25 incentive checks. In almost all cases, respondents were sent a return e-mail in 24 hours or less, and they did not report further problems or issues.

A total of 238 phone calls came into the study’s toll-free line. A trained phone interviewer responded to all calls, and any respondents who called during off-hours were asked to leave a voice-mail message with their name and phone number. Interviewers returned all calls the following business day. The phone calls made to the toll-free line fall into the categories listed in Table 6.5.2-2:

Table 6.5.2-2 Phone Calls to GMS Study From Respondents

Issue	Counts
Only Left Name/Phone Number on Voice Mail	42
Returned Prompt Call	23
Problems Getting on Survey/Specific Survey Questions	74
PIN/Password Problems	25
Already Completed/Check Completion Status	47
Other	27

6.5.3 Break-Offs

Consistent with its commitment to gathering high-quality data, NORC closely monitored “break-offs” throughout the study. These occurred when respondents started to work on the survey, then logged off prior to completion. The instrument was programmed to allow respondents to re-enter the study at the point at which they departed (so as to prevent them from having to start over from the beginning). In the final month of the study, the phone prompting effort was converted entirely into an effort aimed at reaching those who only had partially completed the survey. The number of “partials,” which numbered 727 during data collection, numbered only 245 by the end of the

data collection period. (Several attempts were made to reach the remaining “partials,” to no avail.)

The minority of the potential respondents who did not answer the survey fell into one of three categories. First, a small number explicitly refused to do so, as shown Table 6.5.3-1.

Table 6.5.3-1 Explicit Refusals by Cohort and Population

2000 Continuing-Undergraduate Non-Recipients	6
2000 Continuing-Undergraduate Recipients	4
2000 Freshman Non-Recipients	4
2000 Graduate Non-Recipients	1
Final Refusals:	15

Second, others were subsumed into the broader non-respondent category. Third, several of the non-respondents were unlocatable, as shown previously in Table 6.4-1.

7. DATA FILE PREPARATION

For the Year 1 data file, NORC applied stringent quality procedures to every aspect of the data file preparation process. The key steps followed involved cleaning data, applying and merging variable codes for select verbatim entries, and preparing the final dataset with applicable codes and weights included.

7.1 DATA CLEANING AND EDITING

The mode of data collection (self-administered Web questionnaire) greatly facilitated the data cleaning process. First, NORC carried out frequency reviews of the data to correct any imperfections in questionnaire logic prior to the creation of the final raw data set. Second, because skips were programmed automatically into the instrument, NORC avoided the data cleaning challenges normally associated with hard-copy self-administered questionnaires, namely, invalid missing skips and illegible verbatim entries. These challenges, which tend to add significant data cleaning time and data imputation tasks, were virtually non-existent for this dataset. For this reason, NORC performed minor data cleaning, thereby conserving the originality of the data entered by the respondent.

7.2 CODING/DATA MERGE PROCEDURE

To facilitate analysis, NORC coded the post-secondary institution names and verbatim race/ethnicity entries. For post-secondary institution variables, the respondents provided the name of the college or university they attended, the name of the school they were enrolled in the past semesters or quarters, and for the 2001 freshman population, the names of their top three schools of choice. These verbatims were then coded using the Integrated Post-Secondary Education Data System 2001 (IPEDS), which is a complete list of post-secondary institutions in the United States. For foreign institutions, we used a codeframe called Mapping of the World, developed by the National Science Foundation.

For questions requesting the respondents' race, the respondents had the option to check multiple races. If the respondents checked that they were American Indian/Alaskan Native, they were asked to write the name of the American Indian or Alaskan Native tribe to which they belonged. NORC received a detailed list of American Indian and Native Alaskan tribes from the American Indian Graduate Center, which served as a codeframe to code the tribe verbatim for variable AITRIBE. If the respondents checked Native Hawaiian or other Pacific Islander, they were asked to select a name of the island from a drop down list of Native Hawaiian Islands, obtained from the GMS application form. If they selected "Other," they were prompted to specify the name of the island. If the name of the island was not included already in the questionnaire list, we included the name in variable OTHHAWAI. Similarly, if the respondents checked Asian, they were asked to select the name of the country or ethnicity of their origin from a drop down list of Asian countries, again obtained directly from the GMS application form. In case they selected "Other," they were prompted to specify the name. If the name of the country or ethnicity was not included already in the questionnaire list, we included the name in variable OTHASIAN.

In addition to the race question, respondents also were asked a question regarding their Hispanic origin. If they responded "Yes," they were asked to choose their Hispanic origin or descent from a list. If they checked "Other," they were asked to specify their Hispanic origin or descent. If the name of the Hispanic origin or descent was not included already in the questionnaire list, we included the name in variable HISPOTHR.

7.3 DATA FILE PREP

Once the respondents completed the survey online, the data were captured and stored on NORC's secure network. The captured respondent data were checked regularly to monitor data quality, response rates and questionnaire logic. After the data collection period, the data were cleaned based on

specifications prepared by the NORC staff. Weights were calculated for all eight population groups and merged to the final dataset.

8. SELECTED RESULTS

This section contains selected results from the Year 1 GMS study. Detailed tables for overall survey results are included, as well as key results from selected web instrument items.

Table 8.1.1 Response Rates by Population, Race and Sex (2000 Freshman Recipients)

Population Type	Preload Sex	Preload Race	Unweighted Rate ⁵
2000 Freshman Recipients		Overall	0.7601
2000 Freshman Recipients	Male		0.7202
2000 Freshman Recipients	Female		0.7777
2000 Freshman Recipients		African American	0.7548
2000 Freshman Recipients		American Indian	0.5862
2000 Freshman Recipients		Asian/Pacific Islander	0.8119
2000 Freshman Recipients		Hispanic American	0.7489
2000 Freshman Recipients	Male	African American	0.7203
2000 Freshman Recipients	Female	African American	0.7665
2000 Freshman Recipients	Male	American Indian	0.4444
2000 Freshman Recipients	Female	American Indian	0.65
2000 Freshman Recipients	Male	Asian/Pacific Islander	0.7956
2000 Freshman Recipients	Female	Asian/Pacific Islander	0.8194
2000 Freshman Recipients	Male	Hispanic American	0.7013
2000 Freshman Recipients	Female	Hispanic American	0.7743

⁵ When the numbers in the sample are selected with equal probabilities, the weighted and unweighted response rates are the same. When the members are selected with unequal probabilities, as was the case in the freshman and undergraduate samples of non-recipients, the unweighted and weighted rates are generally not the same. In such cases, most statisticians agree that the weighted rates are a better measure of the potential impact of non-response on the survey estimates.

Table 8.1.2 Response Rates by Population, Race and Sex
(2000 Continuing-Undergraduate Recipients)

Population Type	Preload Sex	Preload Race	Unweighted Rate
2000 Continuing-Undergraduate Recipients		Overall	0.6420
2000 Continuing-Undergraduate Recipients	Male		0.6798
2000 Continuing-Undergraduate Recipients	Female		0.6260
2000 Continuing-Undergraduate Recipients		African American	0.6268
2000 Continuing-Undergraduate Recipients		American Indian	0.5899
2000 Continuing-Undergraduate Recipients		Asian/Pacific Islander	0.7193
2000 Continuing-Undergraduate Recipients		Hispanic American	0.6149
2000 Continuing-Undergraduate Recipients	Male	African American	0.6398
2000 Continuing-Undergraduate Recipients	Female	African American	0.6229
2000 Continuing-Undergraduate Recipients	Male	American Indian	0.6667
2000 Continuing-Undergraduate Recipients	Female	American Indian	0.5642
2000 Continuing-Undergraduate Recipients	Male	Asian/Pacific Islander	0.7617
2000 Continuing-Undergraduate Recipients	Female	Asian/Pacific Islander	0.6942
2000 Continuing-Undergraduate Recipients	Male	Hispanic American	0.6435
2000 Continuing-Undergraduate Recipients	Female	Hispanic American	0.6000

Table 8.1.3 Response Rates by Population, Race and Sex (2000 Graduate Recipients)

Population Type	Preload Sex	Preload Race	Unweighted Rate
2000 Graduate Recipients		Overall	0.7327
2000 Graduate Recipients	Male		0.8082
2000 Graduate Recipients	Female		0.6944
2000 Graduate Recipients		African American	0.7059
2000 Graduate Recipients		American Indian	0.6896
2000 Graduate Recipients		Asian/Pacific Islander	0.7895
2000 Graduate Recipients		Hispanic American	0.7538
2000 Graduate Recipients	Male	African American	0.8571
2000 Graduate Recipients	Female	African American	0.6316
2000 Graduate Recipients	Male	American Indian	0.6000
2000 Graduate Recipients	Female	American Indian	0.7368
2000 Graduate Recipients	Male	Asian/Pacific Islander	0.8000
2000 Graduate Recipients	Female	Asian/Pacific Islander	0.7857
2000 Graduate Recipients	Male	Hispanic American	0.8400
2000 Graduate Recipients	Female	Hispanic American	0.7000

Table 8-1.4 Response Rates by Population, Race and Sex (2001 Freshman Recipients)

Population Type	Preload Sex	Preload Race	Unweighted Rate
2001 Freshman Recipients		Overall	0.8310
2001 Freshman Recipients	Male		0.8111
2001 Freshman Recipients	Female		0.8405
2001 Freshman Recipients		African American	0.8457
2001 Freshman Recipients		American Indian	0.7267
2001 Freshman Recipients		Asian/Pacific Islander	0.9133
2001 Freshman Recipients		Hispanic American	0.8257
2001 Freshman Recipients	Male	African American	0.8387
2001 Freshman Recipients	Female	African American	0.8483
2001 Freshman Recipients	Male	American Indian	0.6667
2001 Freshman Recipients	Female	American Indian	0.7634
2001 Freshman Recipients	Male	Asian/Pacific Islander	0.9184
2001 Freshman Recipients	Female	Asian/Pacific Islander	0.9109
2001 Freshman Recipients	Male	Hispanic American	0.8145
2001 Freshman Recipients	Female	Hispanic American	0.8319

Table 8-1.5 Response Rates by Population, Race and Sex (Non-Recipients)

Population Type	Preload Sex	Preload Race	Weighted Rate	Unweighted Rate
2000 Freshman Non-Recipients		Overall	0.5636	0.5630
2000 Freshman Non-Recipients		African American	0.5636	0.5630
2000 Freshman Non-Recipients		American Indian	0.4052	0.4052
2000 Freshman Non-Recipients		Asian/Pacific Islander	0.5988	0.6075
2000 Freshman Non-Recipients		Hispanic American	0.5913	0.5915
2000 Continuing-Undergraduate Non-Recipients		Overall	0.4694	0.4673
2000 Continuing-Undergraduate Non-Recipients		African American	0.4678	0.4637
2000 Continuing-Undergraduate Non-Recipients		American Indian	0.4818	0.4818
2000 Continuing-Undergraduate Non-Recipients		Asian/Pacific Islander	0.5174	0.5163
2000 Continuing-Undergraduate Non-Recipients		Hispanic American	0.4153	0.4167
2000 Graduate Non-Recipients		Overall	0.5053	0.5053
2000 Graduate Non-Recipients		African American	0.4545	0.4545
2000 Graduate Non-Recipients		American Indian	0.5882	0.5882
2000 Graduate Non-Recipients		Asian/Pacific Islander	0.0000	0.000
2000 Graduate Non-Recipients		Hispanic American	0.5077	0.5077
2001 Freshman Non-Recipients		Overall	0.5859	0.5806
2001 Freshman Non-Recipients		African American	0.5221	0.5567

Table 8-1.5 Response Rates by Population, Race and Sex (Non-Recipients) (Continued)

Population Type	Preload Sex	Preload Race	Weighted Rate	Unweighted Rate
2001 Freshman Non-Recipients		American Indian	0.5084	0.5084
2001 Freshman Non-Recipients		Asian/Pacific Islander	0.6805	0.6775
2001 Freshman Non-Recipients		Hispanic American	0.5983	0.5759
2001 Freshman Non-Recipients	Male		0.5415	0.5684
2001 Freshman Non-Recipients	Female		0.6051	0.5864
2001 Freshman Non-Recipients	Male	African American	0.4528	0.5524
2001 Freshman Non-Recipients	Female	African American	0.5435	0.5583
2001 Freshman Non-Recipients	Male	American Indian	0.5192	0.5192
2001 Freshman Non-Recipients	Female	American Indian	0.5039	0.5039
2001 Freshman Non-Recipients	Male	Asian/Pacific Islander	0.5716	0.5979
2001 Freshman Non-Recipients	Female	Asian/Pacific Islander	0.7435	0.7207
2001 Freshman Non-Recipients	Male	Hispanic American	0.6172	0.5827
2001 Freshman Non-Recipients	Female	Hispanic American	0.5883	0.5720

Table 8-2 Percentage Distribution of Current Work Status by Population Type⁶

Do you currently work for pay?

Respondents Who Report They Currently Work for Pay	2000 Freshman Recipients	2000 Freshman Non-Recipients	2000 Continuing-Undergraduate Recipients	2000 Continuing-Undergraduate Non-Recipients	2000 Graduate Recipients	2000 Graduate Non-Recipients	2001 Freshman Recipients	2001 Freshman Non-Recipients
Yes	55.1	65.5	47.0	53.8	44.4	53.9	49.0	58.8
No	43.6	32.0	31.4	19.5	33.9	15.0	49.4	38.2
Refused	0.8	0.6	1.4	0.1	2.0	0.0	1.4	0.6
Missing/Logical Skip	0.5	1.9	20.2	26.6	19.7	31.1	0.2	2.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total Weighted N	1,430	2,043	2,405	2,355	217	93	1,000	3,069

⁶ All survey instrument results reported in Tables 8-2 through 8-7 are weighted.

Table 8-3 Percentage Distribution of Educational Aspirations of Respondents by Population Type

Now, thinking about the future, what is the highest degree you expect to receive?

Respondents' Educational Aspirations	2000 Freshman Recipients	2000 Freshman Non-Recipients	2000 Continuing-Undergraduate Recipients	2000 Continuing-Undergraduate Non-Recipients	2000 Graduate Recipients	2000 Graduate Non-Recipients	2001 Freshman Recipients	2001 Freshman Non-Recipients
Less Than Two Years of College	0.0	0.0	0.1	0.1	0.0	0.0	0.0	0.1
Two or More Years of College	0.1	0.3	0.1	0.7	0.0	0.0	0.4	1.1
Bachelor's Degree	6.1	8.0	5.2	6.6	0.6	0.0	9.0	9.6
Post-Baccalaureate Certificate	0.6	1.1	0.5	2.1	0.0	0.0	0.3	0.5
Master's Degree	36.3	32.9	35.3	37.0	3.7	10.8	32.5	39.1
First Professional Degree	23.1	26.0	17.6	20.1	0.6	12.9	19.0	16.3
Doctoral Degree	29.2	24.3	37.3	29.5	93.2	72.3	32.7	27.3
Not Sure	4.6	7.4	3.9	3.9	1.9	4.0	6.1	6.0
Missing/Logical Skip	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total Weighted N	1,430	2,043	2,405	2,355	217	93	1,000	3,069

Table 8-4 Percentage Distribution of GMS Critical to Attending College by Population Type

Do you agree or disagree with the following statement? My GMS assistance was critical to attending this college.

GMS Critical To Attend College	2000 Freshman Recipients	2000 Freshman Non-Recipients	2000 Continuing-Undergraduate Recipients	2000 Continuing-Undergraduate Non-Recipients	2000 Graduate Recipients	2000 Graduate Non-Recipients	2001 Freshman Recipients	2001 Freshman Non-Recipients
Strongly Disagree	2.8	N/A	4.9	N/A	11.2	N/A	4.4	N/A
Disagree	9.8	N/A	14.3	N/A	12.5	N/A	15.3	N/A
Agree	28.3	N/A	29.5	N/A	20.1	N/A	35.8	N/A
Strongly Agree	58.3	N/A	49.4	N/A	53.5	N/A	43.0	N/A
Refused	0.8	N/A	1.6	N/A	2.7	N/A	1.5	N/A
Logical Skip	0.0	100.0	0.3	100.0	0.0	100.0	0.0	100.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total Weighted N	1,430	2,043	2,405	2,355	217	93	1,000	3,069

Table 8.5.1 Percentage Distribution of Respondents' Majors in Broad Categories by Population Type

What is/was your major at college?

What is/was your primary field of study in graduate school?

GMS Program Targeted Fields

Broad Fields	2000 Freshman Recipients	2000 Freshman Non-Recipients	2000 Continuing- Undergraduate Recipients	2000 Continuing- Undergraduate Non-Recipients	2000 Graduate Recipients	2000 Graduate Non- Recipients	2001 Freshman Recipients	2001 Freshman Non-Recipients
Mathematics	2.3	1.7	2.2	2.3	1.3	4.2	1.3	0.9
Science (including computer science)	27.6	31.0	31.2	29.7	32.5	18.7	21.1	29.3
Engineering	13.2	16.2	12.0	13.0	15.2	4.0	11.2	12.8
Education	4.3	3.7	9.7	7.3	43.9	56.5	3.6	4.8
Library Sciences	0.0	0.0	0.0	0.0	1.4	0.0	0.0	0.0
Other	52.6	47.4	44.9	47.7	5.7	16.6	62.8	52.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total Weighted N	1,430	2,043	2,405	2,355	217	93	1,000	3,069

Table 8.5.2 Percentage Distribution of Major Categories

Majors in Broad Categories	2000 Freshman Recipients	2000 Freshman Non-Recipients	2000 Continuing-Undergraduate Recipients	2000 Continuing-Undergraduate Non-Recipients	2000 Graduate Recipients	2000 Graduate Non-Recipients	2001 Freshman Recipients	2001 Freshman Non-Recipients
Agricultural Sciences	0.7	0.7	0.5	1.6	2.3	0.0	0.6	1.1
Biological Sciences	14.3	15.6	13.1	11.8	16.4	10.3	9.7	10.1
Health Sciences	5.2	7.1	6.1	8.3	3.3	4.2	4.8	10.3
Engineering	13.2	16.1	12.0	13.0	15.2	4.0	11.2	12.8
Computer and Information Sciences	4.0	4.2	8.5	4.2	1.3	0.0	4.0	5.9
Mathematics	2.2	1.7	2.1	2.3	1.3	4.2	1.3	0.9
Physical Sciences	3.4	3.4	3.1	3.8	9.1	4.2	1.9	1.8
Psychology	7.1	5.2	4.6	6.2	3.2	5.8	3.2	4.6
Social Sciences	9.5	9.9	8.7	9.3	0.6	0.0	5.4	4.1
Humanities	7.6	6.6	6.4	7.7	0.0	0.0	3.9	2.4
Education	4.3	3.7	9.7	7.2	43.9	56.5	3.7	4.8
Business	9.5	9.7	11.9	11.8	0.6	1.8	7.4	9.8
Communications	2.0	2.7	2.3	2.4	0	0	1.9	2.1
Other	5.5	3.6	6.2	4.9	2.1	6.9	3.3	4.2
Missing/Logical Skip	11.5	9.8	4.8	5.5	0.7	2.1	37.7	25.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total Weighted N	1,430	2,043	2,405	2,355	217	93	1,000	3,069

Table 8.6.1 Percentage Distribution of Parents' Educational Attainment by Population Type – Father

What was the highest grade or level of education that your father completed?

Father's Educational Attainment	2000 Freshman Recipients	2000 Freshman Non-Recipients	2000 Continuing-Undergraduate Recipients	2000 Continuing-Undergraduate Non-Recipients	2000 Graduate Recipients	2000 Graduate Non-Recipients	2001 Freshman Recipients	2001 Freshman Non-Recipients
Less Than High School	24.9	10.7	24.4	10.6	19.1	25.1	22.1	13.1
GED	2.3	1.6	2.2	2.1	3.1	0.0	3.8	1.8
High School Graduation	23.9	16.3	25.0	19.8	19.6	23.0	23.7	25.1
Some College	18.0	21.9	17.2	18.5	20.7	18.1	18.6	25.6
Bachelor's Degree	13.4	22.7	13.0	22.1	12.6	8.2	12.6	15.2
Master's Degree or Equivalent	4.9	15.6	6.4	15.4	13.1	10.6	7.0	7.7
Doctorate	2.6	6.8	3.4	5.7	8.2	6.6	3.4	4.4
Don't Know	9.9	4.4	8.3	5.8	3.6	6.3	8.8	7.1
Refused	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Logical Skip	0.1	0.0	0.1	0.0	0.0	2.1	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total Weighted N	1,430	2,043	2,405	2,355	217	93	1,000	3,069

Table 8.6.2 Percentage Distribution of Parents' Educational Attainment by Population Type – Mother

What was the highest grade or level of education that your mother completed?

Mother's Educational Attainment	2000 Freshman Recipients	2000 Freshman Non-Recipients	2000 Continuing-Undergraduate Recipients	2000 Continuing-Undergraduate Non-Recipients	2000 Graduate Recipients	2000 Graduate Non-Recipients	2001 Freshman Recipients	2001 Freshman Non-Recipients
Less Than High School	24.5	10.2	23.7	9.3	21.5	18.8	21.7	13.7
GED	3.8	2.8	4.0	1.9	2.6	5.8	5.0	1.6
High School Graduation	22.0	17.3	23.5	18.2	21.9	25.0	21.6	25.1
Some College	25.5	24.3	26.0	27.6	17.5	16.6	26.5	31.5
Bachelor's Degree	15.8	24.9	13.2	21.2	17.3	19.3	15.7	19.7
Master's Degree or Equivalent	4.7	17.4	5.7	18.8	12.8	6.3	6.8	5.5
Doctorate	0.5	1.6	0.6	1.3	5.9	4.2	0.9	0.6
Don't Know	3.1	1.5	3.2	1.7	0.5	1.8	1.8	2.3
Refused	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Logical Skip	0.1	0.0	0.1	0.0	0.0	2.1	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total Weighted N	1,430	2,043	2,405	2,355	217	93	1,000	3,069

Table 8-7 Percentage Distribution of Reasons for Selecting Current School

How important is or were the following in choosing a college or university you would like to attend?

	2000 Freshman Recipients	2000 Freshman Non-Recipients	2000 Continuing- Undergraduate Recipients	2000 Continuing- Undergraduate Non-Recipients	2000 Graduate Recipients	2000 Graduate Non-Recipients	2001 Freshman Recipients	2001 Freshman Non-Recipients
Low Expenses								
Not Important	12.1	13.6	8.9	10.5	25.5	16.9	10.4	6.9
Somewhat Important	43.5	41.0	36.1	40.2	36.9	43.5	39.8	39.6
Very Important	44.0	45.3	54.1	47.8	36.9	37.5	49.4	52.3
Refused	0.4	0.1	0.5	0.6	0.7	0.0	0.4	0.2
Logical Skip	0.0	0.0	0.4	0.9	0.0	2.1	0.0	1.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total Weighted N	1,430	2,043	2,405	2,355	217	93	1,000	3,069
Availability of Scholarship								
Not Important	1.4	5.9	2.0	4.3	4.3	6.1	0.9	2.1
Somewhat Important	11.7	20.7	10.7	17.7	17.7	12.7	8.7	15.3
Very Important	86.7	73.0	86.8	76.8	78.0	79.1	90.3	81.1
Refused	0.2	0.4	0.2	0.4	0.0	0.0	0.1	0.5
Logical Skip	0.0	0.0	0.3	0.8	0.0	2.1	0.0	1.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total Weighted N	1,430	2,043	2,405	2,355	217	93	1,000	3,069
Ability to Live at Home								
Not Important	74.4	77.7	55.5	63.9	60.2	50.1	72.7	66.7
Somewhat Important	16.8	11.8	18.4	13.3	10.1	6.3	15.4	16.3
Very Important	7.9	9.4	24.9	21.5	29.0	39.1	11.4	15.6

Table 8-7 Percentage Distribution of Reasons for Selecting Current School (Continued)

	2000 Freshman Recipients	2000 Freshman Non-Recipients	2000 Continuing- Undergraduate Recipients	2000 Continuing- Undergraduate Non-Recipients	2000 Graduate Recipients	2000 Graduate Non-Recipients	2001 Freshman Recipients	2001 Freshman Non-Recipients
Refused	0.9	1.1	0.8	0.5	0.7	2.4	0.5	0.5
Logical Skip	0.0	0.0	0.4	0.8	0.0	2.1	0.0	0.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total Weighted N	1,430	2,043	2,405	2,355	217	93	1,000	3,069
Strong Reputation of the School's Academic Programs								
Not Important	0.9	1.9	1.7	1.8	1.8	2.1	1.2	1.8
Somewhat Important	17.7	19.5	23.9	21.6	21.1	25.6	19.5	22.0
Very Important	81	78.5	73.8	75.6	76.4	70.1	78.9	75.0
Refused	0.4	0.1	0.3	0.1	0.7	0.0	0.4	0.2
Logical Skip	0.0	0.0	0.3	0.9	0.0	2.2	0.0	1.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total Weighted N	1,430	2,043	2,405	2,355	217	93	1,000	3,069

APPENDICES

- Appendix A: Web Survey Welcome Page
- Appendix B: Year 1 Survey Instrument Items
- Appendix C: Advance Letters (Recipient and Non-Recipient)
- Appendix D: Frequently Asked Questions and Web Survey Help Window
- Appendix E: Non-Respondent Reminder Letters (Recipient and Non-Recipient)
- Appendix F: Reminder Postcard
- Appendix G: Postcard Follow-Up Letters (Recipient and Non-Recipient)
- Appendix H: E-Mail Prompt Text (Recipient and Non-Recipient)
- Appendix I: The Bill and Melinda Gates Foundation Letters (Recipient and Non-Recipient)

**APPENDIX A:
WEB SURVEY WELCOME PAGE**

NORC

THE NATIONAL OPINION RESEARCH CENTER AT THE UNIVERSITY OF CHICAGO

Welcome!

The National Opinion Research at the University of Chicago is conducting a nationwide longitudinal study for The Gates Millennium Scholars Program.

The primary purpose of the GMS study is to measure the long-term effects of the program on outcomes, achievements and accomplishments of recipients and eligible non-recipients.

You should have received a PIN number and a password to gain access to this survey. Please enter them in the fields below, and then click the "Continue" button.

Thank you for taking the time to complete this survey.

Please enter the PIN number:

Please enter your password:

Missplaced password or other problems with this form?
NORC Tech Support available M-F, 9am - 5pm CST
via email: gates@norcmail.uchicago.edu

**APPENDIX B:
YEAR 1 SURVEY INSTRUMENT ITEMS**

GMS Tracking and Longitudinal Study Year 1 Instrument Items

Section 1: College Enrollment

- 1) **What is your birthdate?**
- 2) **As of (current date) are you 18 or over?**
 - 1 YES
 - 2 NO
- 3) **Please provide the name and address of your parent or guardian so that we can mail the consent form.**
- 4) **Are you currently enrolled in a college or university?**
 - 1 YES
 - 2 NO
- 5) **Were you ever enrolled in college or graduate school?**
 - 1 YES
 - 2 NO
- 6) **What is the name and location of the college or university in which you are currently enrolled/were last enrolled?**
- 7) **When were you last enrolled? Semester and Year**
- 8) **Do you plan to enroll or re-enroll?**
 - 1 YES
 - 2 NO
- 9) **Did you complete your degree?**
 - 1 YES
 - 2 NO

Section 1: College Enrollment

- 10) **When do you plan to re-enroll/enroll? Semester and Year**
- 11) **Are/were you a:**
- 1 Freshmen
 - 2 Sophomore
 - 3 Junior
 - 4 Senior
 - 5 1st year grad student
 - 6 2nd year grad student
 - 7 3rd year grad student
 - 8 4th year grad student
 - 9 Refused
- 12) **Does your college or university follow a semester or a quarter academic calendar?**
- 1 Semester
 - 2 Quarter
 - 3 Other
- 13) **If your college or university follows a system other than the quarter or semester system, please specify.**
- 14) **How many course credits or credit hours are required for graduation?**
- 15) **As of March 1, 2002, how many total course credits or credit hours have you earned thus far, not counting the current term?**
- 16) **How many credit hours are you taking this term?**
- 17) **Were you enrolled at <TEXTFILL> in Fall 2001?**
- 1 YES
 - 2 NO
 - 3 Refused

Section 1: College Enrollment

- 18) If you were not enrolled in <TEXTFILL> during Fall 2001, were you enrolled somewhere else that semester?
- 1 YES
 - 2 NO
- 19) If you were enrolled somewhere else during Fall 2001, what was the name and location of the college or university in which you were enrolled?
- 20) Were you enrolled at ^TEXTFILL^ in Spring 2001?
- 1 YES
 - 2 NO
 - 3 Refused
- 21) If you were not enrolled in ^TEXTFILL^ during Spring 2001, were you enrolled somewhere else that semester?
- 1 YES
 - 2 NO
 - 3 Refused
- 22) What is the name and location of the college or university in which you were enrolled in during Spring 2001?
- 23) Were you enrolled at ^TEXTFILL^ in Fall 2000?
- 1 YES
 - 2 NO
 - 3 Refused
- 24) If you were not enrolled in ^TEXTFILL^ in Fall 2000, were you enrolled somewhere else that semester?
- 1 YES
 - 2 NO
 - 3 Refused

Section 1: College Enrollment

- 25) **What is the name and location of the college or university in which you were enrolled during the Fall 2000 semester?**
- 26) **Have you declared an undergraduate major yet?**
- 1 YES
 - 2 NO
 - 3 Refused
- 27) **What is/was your major at college?**
- 28) **What is/was your primary field of study in graduate school?**
- 29) **What is/was your secondary major at college?**
- 30) **If you have not yet declared a major, in which field do you intend to declare?**
- 31) **How important is or were the following in choosing a college or university you would like to attend? (R. responds to each item individually)**
- Low expenses (tuition, books, room and board)**
- Availability of a scholarship, or grant**
- Ability to attend school while living at home**
- The strong reputation of the school's academic programs**
- 1 Not important
 - 2 Somewhat important
 - 3 Very important

Section 1: College Enrollment

**32) How important were each of the following in deciding not to go to college?
(R. responds to each item individually)**

I couldn't afford it.

I didn't want to leave home.

I don't need college.

- 1 Not important
- 2 Somewhat important
- 3 Very important

Section 2: Gates

- 1) **What year did you first become a Gates recipient/applicant?**
 - 1 2000
 - 2 2001
 - 3 Refused

- 2) **What year of school were you beginning when you first became a recipient/applicant?**
 - 1 Freshmen
 - 2 Sophomore
 - 3 Junior
 - 4 Senior
 - 5 1st yr. grad student
 - 6 2nd yr. grad student
 - 7 3rd yr. grad student
 - 8 4th yr. grad student

- 3) **Are you currently receiving Gates funding?**
 - 1 YES
 - 2 NO
 - 3 Refused

- 4) **Did you change your college/graduate school choice after receiving/not receiving the Gates award?**
 - 1 YES
 - 2 NO
 - 3 Refused

- 5) **Did you participate in GMS leadership activities?**
 - 1 YES
 - 2 NO
 - 3 Refused

- 6) **How many GMS leadership activities did you participate in?**

Section 2: Gates

- 7) To what extent do you agree or disagree with the following statements?
(R. responds to each item individually)

My GMS assistance was critical to attending this college.

Being a GMS scholar has provided me with a network of friends.

I feel a strong affinity with other GMS recipients.

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

Section 3: Work and College Finances

- 1) **Do you currently work for pay?**
 - 1 YES
 - 2 NO
 - 3 Refused

- 2) **How many hours per week?**

- 3) **Do you work on-campus, off-campus, or both? (Mark one only)**
 - 1 On-campus
 - 2 Off-campus
 - 3 Both on-campus and off-campus

- 4) **How many hours per week do you work off-campus?**

- 5) **Is your job related to your major or field of study?**
 - 1 YES
 - 2 NO
 - 3 Refused

- 6) **If not related to your major then what type of job are you doing?**

- 7) **How much are you paid per hour?**

- 8) **Where are you living this semester?**
 - 1 On-campus in school-owned housing or in a fraternity or sorority
 - 2 Off-campus with parents or guardians
 - 3 Off-campus with other relatives
 - 4 Off-campus by yourself or with friends

Section 3: Work and College Finances

- 9) **What is the total amount of the loans you are receiving this academic year at the college or university you now attend?**
- 10) **Thinking about all the money you have borrowed since starting school, about how much do you currently owe?**
- 11) **Do you receive a Pell grant from the school you now attend?**
1 YES
2 NO
- 12) **If you are not currently enrolled, did you receive a Pell grant from your first choice school?**
1 YES
2 NO
- 13) **What is the name and location of the college you most wanted to attend?**
- 14) **How much scholarship/grant money were you offered for the freshman year?**
- 15) **Did you have a second choice college?**
1 YES
2 NO
3 Refused
- 16) **What is the name and location of your second choice college to which you were accepted?**
- 17) **How much scholarship/grant money were you offered for the freshman year at your second choice college?**

Section 3: Work and College Finances

- 18) **Did you have a third choice college?**
- 1 YES
 - 2 NO
 - 3 Refused
- 19) **What is the name and location of your third choice college to which you were accepted?**
- 20) **How much scholarship/grant money were you offered for the freshman year at your third choice college?**
- 21) **What is the total amount of scholarship/grants you are receiving this academic year at the college or university you now attend, including the Gates scholarship?**
- 22) **Are your parents or other relatives helping to pay for some part of your educational expenses this year?**
- 1 YES
 - 2 NO
- 23) **How much will your parent or other relative contribute towards your education this academic year? Please give your best estimate if not sure.**
- 24) **Can you afford to do most things that other students at this college do?**
- 1 YES
 - 2 NO

Section 4: Academic and Community Engagement

- 1) **Thinking about this school year, how often do you**
(R. responds to each item individually)

work with other students on school work outside of class

discuss ideas from your readings or classes with students outside of class

discuss ideas from your readings or classes with faculty outside of class

work harder than you thought you could to meet an instructor's expectations

work on creative projects that you help design (research or artistic)

- 1 Three or more times a week
- 2 Two or three times a week
- 3 Once a week
- 4 Two or three times a month
- 5 Once a month
- 6 Less than once a month

- 2) **How often have you participated in the following?**
(R. responds to each item individually)

Events sponsored by a fraternity or sorority

Residence hall activities (e.g. hall council, social activities, etc.)

Events or activities sponsored by groups reflecting your own cultural heritage

Tutoring sessions where you received help for specific courses

Community service activities

Religious or spiritual activities

- 1 Never
- 2 Seldom
- 3 Sometimes
- 4 Often
- 5 Very often

Section 4: Academic and Community Engagement

3) During this school year, have you held a campus leadership position (e.g. student government, Resident Advisor, club officer, etc.)

- 1 YES
- 2 NO
- 3 Don't know

4) During this school year, have you assisted on a faculty research project?

- 1 YES
- 2 NO
- 3 Don't know

Section 5: College Experience

- 1) **In a typical week, how much time do you spend**
(R. responds to each item individually)
- studying**
participating in college-sponsored extracurricular activities
relaxing or socializing
- 2) **Thinking back to the last semester you were enrolled, in a typical week how much time did you spend**
(R. responds to each item individually)
- studying**
participating in college-sponsored extracurricular activities
relaxing or socializing
- 3) **Please state your level of agreement or disagreement with each of the following statements:**
(R. responds to each item individually)
- I am committed to earning a degree at my current college or university.**
I rely on racial/cultural groups as my main support group on campus.
At least one faculty member has taken an interest in my development.
I don't feel like I am part of this campus community.
- 1 Strongly disagree
2 Disagree
3 Agree
4 Strongly agree

Section 5: College Experience

- 4) **When you first started college or a university, how difficult did you find each of the following?**

(R. responds to each item individually)

keeping up with your schoolwork

managing your time effectively

paying for college expenses

managing your money effectively

getting help with academic work when you needed it

making new friends

having a comfortable living environment

getting to know your way around

managing family responsibilities

- 1 Very difficult
- 2 Difficult
- 3 Not very difficult
- 4 Not difficult

- 5) **Since entering college or a university, to what extent have you turned to each of the following for support and encouragement?**

(R. responds to each item individually)

One or more faculty members

A resident advisor

Other students

- 1 A lot
- 2 Some
- 3 A little
- 4 Not at all

Section 5: College Experience

- 6) Do you agree or disagree with the following statements:
(R. responds to each item individually)

My family has encouraged me to stay in college/university

I feel obligated to financially support my family

My family expects me to do well in college/university

People in my community are counting on me to do well in college/university

Most of my friends are not in college or a university

Going to college/university made a difference in my life

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

- 7) While in college or in a university, have you
(R. responds to each item individually)

studied with someone from a different racial/ethnic group

dated someone from a different racial/ethnic group

- 1 YES
- 2 NO
- 3 Refused

Section 6: Your Attitudes

- 1) How much do you agree with each of the following statements?
(R. responds to each item individually)

I feel good about myself.

I don't have enough control over the direction my life is taking.

In my life, good luck is more important than hard work for success.

I feel I am a person of worth, the equal of other people.

I am able to do things as well as most other people.

Every time I try to get ahead, something or somebody stops me.

My plans hardly ever work out, so planning only makes me unhappy.

Students like me do not usually do well at this college/university.

I expect to be an honor student at this college/university.

I could get higher grades in a major that suited me better.

I am afraid I may not make it in college or in a university.

On the whole I am satisfied with myself.

I feel useless at times.

At times, I think I am not good at all.

When I make plans, I am almost certain I can make them work.

I feel I do not have much to be proud of.

- 1 Agree strongly
- 2 Agree
- 3 Disagree
- 4 Disagree strongly
- 5 No opinion

Section 7: Future Plans

- 1) **Now, thinking about the future, what is the highest degree you expect to receive?**
 - 1 Less than two years of college
 - 2 Two or more years of college
 - 3 Bachelor's degree
 - 4 Post-baccalaureate certificate
 - 5 Master's degree (MA, MS, MBA, etc)
 - 6 First professional degree (M.D., J.D., D.D.S., O.D.)
 - 7 Doctoral degree (PH.D, ED.D, D.P.H., etc)
 - 8 Not sure

- 2) **What year do you expect to receive your bachelor's degree?**

- 3) **How likely is it that you will drop out before graduation?**
 - 1 Very likely
 - 2 Somewhat likely
 - 3 Somewhat unlikely
 - 4 Very unlikely

- 4) **How likely is it that you will attend graduate or professional school?**
 - 1 Very likely
 - 2 Somewhat likely
 - 3 Somewhat unlikely
 - 4 Very unlikely

- 5) **What is the name of the job or occupation that you expect or plan to have 10 years from now.**

Section 8: Background Information

- 1) **Do you have any children? Please include adopted, foster and step children
Also, remember to include any children who are living outside your household.**
 - 1 YES
 - 2 NO
 - 3 Refused

- 2) **How many children do you have?**

- 3) **Are you:**
 - 1 Male
 - 2 Female
 - 3 Refused

- 4) **Are you Hispanic (or Latino)?**
 - 1 YES
 - 2 NO
 - 3 Refused

- 5) **[IF HISPANIC] Which of the following describes your Hispanic origin or descent?
(MARK ONE)**
 - 1 Mexican or Chicano
 - 2 Puerto Rican
 - 3 Cuban
 - 4 Other Hispanic
 - 5 Refused

- 6) **If other Hispanic, please specify your Hispanic origin or descent.**

- 7) **What is your racial background? Check all appropriate boxes**
 - American Indian or Alaskan Native**
 - Native Hawaiian or other Pacific Islander**
 - Asian**
 - Black or African American**
 - White**
 - Refused to Answer**

Section 8: Background Information

- 8) Please enter the name of the American Indian or Alaskan Native tribe to which you belong.
- 9) Which of the following describes the group of your Native Hawaiian or other Pacific Islander origin:
- 10) Please enter the name of the group of your Native Hawaiian or other Pacific Islander origin.
- 11) Which of the following describes the group of your Asian origin:
- 12) Please specify your Asian origin or descent.
- 13) What was the highest grade or level of education that your father completed?
- 1 Less than high school
 - 2 GED
 - 3 High school graduation
 - 4 Some college
 - 5 Bachelor's degree
 - 6 Master's degree or equivalent
 - 7 Doctorate
 - 8 Don't know
- 14) What was the highest grade or level of education that your mother completed?
- 1 Less than high school
 - 2 GED
 - 3 High school graduation
 - 4 Some college
 - 5 Bachelor's degree
 - 6 Master's degree or equivalent
 - 7 Doctorate
 - 8 Don't know
- 15) Please enter your home zipcode at the time of your high school graduation.

Section 8: Background Information

16) Choose the answer which is most appropriate: Classes I took in high school were mostly with students of my race.

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree
- 5 Refused

17) How many years of mathematics coursework did you take in high school?

- 0 None
- 1 One
- 2 Two
- 3 Three
- 4 Four or more
- 5 Don't know

18) How many years of science coursework did you take in high school?

- 0 None
- 1 One
- 2 Two
- 3 Three
- 4 Four or more
- 5 Don't know

19) Did you take the SAT exam before college?

- 1 YES
- 2 NO
- 3 Refused

20) What was your combined score?

21) Did you take the ACT exam before college?

- 1 YES
- 2 NO
- 3 Refused

Section 8: Background Information

- 22) **What was your combined score?**
- 23) **How many AP exams did you take in high school?**
- 0 None
 - 1 One
 - 2 Two
 - 3 Three
 - 4 Four or more
 - 5 Refused
- 24) **Did you attend a religious high school?**
- 1 YES
 - 2 NO
 - 3 Refused
- 25) **Did you attend a private high school?**
- 1 YES
 - 2 NO
 - 3 Refused
- 26) **What was your GPA at the time of your undergraduate graduation?**
- 27) **How has GMS affected your education?**
- 28) **How has not receiving the scholarship affected your education?**
- 29) **Please enter you current address information**
- 30) **Please provide the name and address of a person through which you could always be reached.**

**APPENDIX C:
ADVANCE LETTERS (RECIPIENT AND NON-RECIPIENT)**

TEXT OF ADVANCE LETTER FOR GATES RECIPIENTS (COHORTS 1 AND 2)



<DATE>
PIN:
PASSWORD:

Dear _____,

The Bill and Melinda Gates Foundation has enlisted the National Opinion Research Center (NORC) to survey applicants to the Gates Millennium Scholars' Program (GMS) in an effort to gain more knowledge about their backgrounds, experiences in higher education, and post-graduation outcomes. This information will be used to inform the Foundation as well as a larger external audience including the higher education community, policy makers, minority advocacy organizations, and the media on strategies to improve the educational attainment and achievement of minority students.

NORC is a non-profit corporation affiliated with the University of Chicago that conducts survey research in the public interest for government agencies, educational institutions, private foundations, non-profit organizations, and private corporations. NORC collects data to assist policy makers, researchers, educators, and others with crucial issues facing the government, organizations and the public.

In order to get a better idea of the kinds of experiences you have had over the past few years, we are asking that you fill out a Web-based survey, located at <https://survey.norc.net/gates>. When prompted, enter your unique Personal Identification Number (PIN) and password, located at the top of this letter. The survey contains questions on basic demographic information (such as gender and race/ethnicity), college and post-college experiences, your beliefs and self-assessments, and your future expectations.

Please keep in mind that NORC maintains strict confidentiality standards and the results from the study will only be reported in summary form. Your responses will never be linked to you as an individual in any way. Your participation is very important to us. In order for us to get a good perspective on applicants' experiences, we need as many responses as possible.

If you have any questions about the study, please call our participant hotline at 1-866-521-9903, or e-mail Bronwyn Nichols, Project Director, at gates@norcmail.uchicago.edu. Please include your name and PIN number in any voice mail or e-mail messages. For your convenience, we have included a list of Frequently Asked Questions (FAQs) regarding the study that may assist you in completing it.

Thank you in advance for your cooperation and help.

Sincerely,

Bronwyn L. Nichols
Project Director

TEXT OF ADVANCE LETTER FOR GATES NON-RECIPIENTS (COHORTS 1 AND 2)

NORC

*A national organization for research
at the University of Chicago*

<DATE>

PIN:

PASSWORD:

Dear _____,

The Bill and Melinda Gates Foundation has enlisted the National Opinion Research Center (NORC) to survey applicants to the Gates Millennium Scholars' Program (GMS) in an effort to gain more knowledge about their backgrounds, experiences in higher education, and post-graduation outcomes. This information will be used to inform the Foundation as well as a larger external audience including the higher education community, policy makers, minority advocacy organizations, and the media on strategies to improve the educational attainment and achievement of minority students. In appreciation for your time, we will send you a check for \$25 upon completion of the survey.

NORC is a non-profit corporation affiliated with the University of Chicago that conducts survey research in the public interest for government agencies, educational institutions, private foundations, non-profit organizations, and private corporations. NORC collects data to assist policy makers, researchers, educators, and others with crucial issues facing the government, organizations and the public.

In order to get a better idea of the kinds of experiences you have had over the past few years, we are asking that you fill out a Web-based survey, located at <https://survey.norc.net/gates>. When prompted, enter your unique Personal Identification Number (PIN) and password, located at the top of this letter. The survey contains questions on basic demographic information (such as gender and race/ethnicity), college and post-college experiences, your beliefs and self-assessments, and your future expectations.

Please keep in mind that NORC maintains strict confidentiality standards and the results from the study will only be reported in summary form. Your responses will never be linked to you as an individual in any way. Your participation is very important to us. In order for us to get a good perspective on applicants' experiences, we need as many responses as possible.

If you have any questions about the study, please call our participant hotline at 1-866-521-9903, or e-mail Bronwyn Nichols, Project Director, at gates@norcmail.uchicago.edu. Please include your name and PIN number in any voice mail or e-mail messages. For your convenience, we have included a list of Frequently Asked Questions (FAQs) regarding the study that may assist you in completing it.

Thank you in advance for your cooperation and help.

Sincerely,

Bronwyn L. Nichols
Project Director

**APPENDIX D:
FREQUENTLY ASKED QUESTIONS AND WEB SURVEY HELP WINDOW**

TEXT OF FAQ SENT WITH ADVANCE LETTERS TO RECIPIENTS AND NON-RECIPIENTS (COHORTS 1 AND 2)

GATES MILLENNIUM SCHOLARS TRACKING AND LONGITUDINAL STUDY FAQ

How do I participate in the survey?

The URL address for the website is <https://Survey.NORC.Net/Gates>

Your Pin # and Password are on the right hand top corner of the introductory letter sent to you by the Project Director.

What is the purpose of the Gates Millennium Scholars Tracking and Longitudinal Study?

The primary purpose of the Gates Millennium Scholars' (GMS) longitudinal study is to analyze the long and short-term effects of the program on scholars' academic, professional, and civic lives, and to compare their experiences with those of scholarship non-recipients. NORC will work with the Bill and Melinda Gates Foundation and the United Negro College Fund (UNCF) to develop a robust data system capable of tracking students and their educational, employment, and civic accomplishments over a 20 year time period.

Why is this study important?

This project will provide a wealth of useful descriptive information about program recipients and non-recipients, including their backgrounds, experiences in higher education, and post-graduation outcomes. The reports based on these analyses will inform the GMS program and a large external audience including the higher education community, policy makers, foundations, civil rights and minority advocacy organizations, and the media about strategies to improve the educational attainment and achievement of minority students.

Who is conducting this study?

The Gates Foundation has contracted with the National Opinion Research Center to conduct this study.

What is the National Opinion Research Center (NORC)?

NORC is a non-profit corporation affiliated with the University of Chicago that conducts survey research in the public interest for government agencies, educational institutions, private foundations, non-profit organizations, and private corporations. NORC collects data to assist policy makers, researchers, educators, and others with crucial issues facing the government, organizations and the public.

How did you get my name?

The target populations for the survey consist of all eligible nominees submitting complete and on-time applications for entry into the program in the inaugural and the three succeeding academic years. Within each cohort, the study will include the entire population of scholar recipients and representative samples of non-recipients applying for entry into the program.

How much of my time will this take?

Completing the web survey should take approximately 25 minutes.

What types of questions will this survey ask?

The survey is broken down into several main topics. The topics consist of basic demographic information, early school experiences, your transition to college, college experiences, how you feel about your life and your beliefs, and your expectations for the future.

I'm too busy to be interviewed.

We understand that you are very busy. Since this is a web-based survey, you can fill it out at your own convenience. It is important that you participate; without information from you, our study will not be complete. Furthermore, you can suspend the survey at any point and continue where you left off at a time convenient to you.

These questions are too sensitive.

Please remember that all information you provide is absolutely confidential. The results are reported in summary form, so nobody will ever be identified. If something is truly too sensitive for you, you may skip the questions which you would prefer not to answer.

Will my answers be made public?

Please be assured that all of your responses will be held in strict confidence. Neither your name nor any other identifying information will be recorded with your answers. A unique identification number will be used to identify you as a respondent. All of the answers that you give during this survey will be combined with those from other people who participate in this study when the data from the study is analyzed. Everyone working on this study has signed a pledge to keep all information provided by participants completely confidential. Violation of this pledge is grounds for termination of employment on this project.

Will I have to do this again? Why are you confirming my address?

The GMS study is intended to be a tracking study, so that the Gates Foundation and its partners may assess the life outcomes of recipients and non-recipients of the GMS over time. This will allow us to assess whether the program is having a positive impact on the lives of recipients, and adjust the program accordingly.

Who else will have access to my address information?

We will notify the UNCF, the administrators of this program, of your current address information in order to be able to call upon you at regular intervals to answer follow-up surveys.

QUESTIONNAIRE HELP WINDOW

<https://Survey.NORC.Net/Gates>

Help with "grid" questions:

- Some sets of questions are "grids", with the questions arranged in rows and the response categories in columns; with such items, you select a response on each row by clicking the circle in the appropriate column. If you do not wish to answer a question, please click on the circle in the Refused column. If you receive a "**Please respond**" message, it is because you left a question unanswered; you will not be able to proceed to the next screen without entering a response to that item. For any items with a drop box, you must choose one selection.

Help with navigation:

- **Moving forward:** Once you have completed a screen, click the "Next Page" button to move on. This button appears at the **bottom** of the screen; you may need to scroll down in order to see it. Clicking "Next Page" will always save your answers. On some screens, if you click "Next Page" without answering all the questions on that screen, you will get a "**Please respond**" message.
- **Moving backward:** To move back and review previous screens, click the "Previous Page" button where one appears. This button appears at the **bottom** of the screen with the "Next Page" button; you may need to scroll down in order to see it.
- **Ending a session and saving your responses:** You do not have to complete the entire survey in one session. Simply click the "Suspend" button if you need to break off. In your next session, the program will automatically restart where you left off. **However**, be aware that any answers entered on a screen where you click "Suspend" will not be saved; if you have completed a screen and want to save the answers, be sure to click "Next Page" first, and then click "Suspend". Also, if you have backed up using the "Previous Page" button, you should return to the point where you began backing up if you want to save everything you've entered. If you close the browser without first clicking "Suspend," there will be a time lapse before you may re-enter the browser.

If you are having trouble with the questionnaire:

- **Recommended browsers:** Some older browsers may not display all of the screens in the questionnaire properly. We recommend either Netscape 4.0 or higher, or Internet Explorer 4.0 or higher.
- **"Missing Data" message:** Note that if you re-size your browser window while inside the questionnaire, you may receive a "Missing Data" message that says you can "recreate the document by pressing the **reload** button". This button will not be available to you at that point, but if you are using Netscape, you can reload the page by pressing **Ctrl-R**; if using Internet Explorer, press **F5**.
- **Security:** Please be assured that your transmission is over a secure connection.
- **Server updates:** Our server is updated every Thursday morning (CDT); thus, you may face problems entering the system at that time.

If you have any questions, or problems with completing the questionnaire, please contact NORC Technical Support Monday through Friday between the hours of 9am and 5pm CDT at 1-866-521-9903, or via e-mail at gates@norcmail.uchicago.edu. **Please be sure to include your name and PIN # in any message to assure a timely response.**

**APPENDIX E:
NON-RESPONDENT REMINDER LETTERS (RECIPIENT AND NON-RECIPIENT)**

TEXT OF REMINDER LETTER FOR GATES RECIPIENTS (COHORTS 1 AND 2)—RETURNED MAIL



June 26, 2002
PIN: «PIN»
PASSWORD: «PWORD»

«FNAME» «LNAME»
«NEWADDR»«NEWAPT»
«NEWCITY», «NEWSTATE» «NEWZIP»

Dear «FNAME»:

The Bill and Melinda Gates Foundation has enlisted the National Opinion Research Center (NORC) to survey applicants to the Gates Millennium Scholars' Program (GMS) in an effort to gain more knowledge about their backgrounds, experiences in higher education, and post-graduation outcomes. This information will be used to inform the Foundation as well as a larger external audience including the higher education community, policy makers, minority advocacy organizations, and the media on strategies to improve the educational attainment and achievement of minority students.

NORC is a non-profit corporation affiliated with the University of Chicago that conducts survey research in the public interest for government agencies, educational institutions, private foundations, non-profit organizations, and private corporations. NORC collects data to assist policy makers, researchers, educators, and others with crucial issues facing the government, organizations and the public.

In order to get a better idea of the kinds of experiences you have had over the past few years, we are asking that you fill out a Web-based survey, located at <https://survey.norc.net/gates>. When prompted, enter your unique Personal Identification Number (PIN) and password, located at the top of this letter. The survey contains questions on basic demographic information (such as gender and race/ ethnicity), college and post-college experiences, your beliefs and self-assessments, and your future expectations.

Please keep in mind that NORC maintains strict confidentiality standards and the results from the study will only be reported in summary form. Your responses will never be linked to you as an individual in any way. Your participation is very important to us. In order for us to get a good perspective on applicants' experiences, we need as many responses as possible.

If you have any questions about the study, please call our participant hotline at 1-866-521-9903, or e-mail Bronwyn Nichols, Project Director, at gates@norcmail.uchicago.edu. Please include your name and PIN number in any voice mail or e-mail messages.

Thank you in advance for your cooperation and help.

Sincerely,

Adalberto (Al) Andino
Executive Director

**TEXT OF REMINDER LETTER FOR GATES RECIPIENTS
(COHORTS 1 AND 2)—NON-RESPONDENTS**



June 26, 2002

PIN: «PIN»

PASSWORD: «PWORD»

«FNAME» «LNAME»
«NEWADDR», «NEWAPT»
«NEWCITY», «NEWSTATE» «NEWZIP»

Dear «FNAME»:

You recently received a letter from the Gates Millennium Scholars (GMS) program regarding a survey being conducted by the National Opinion Research Center (NORC). The survey will assist the foundation in evaluating the success of the scholars' program and track the progress made by its recipients.

NORC's records indicate that, to date, you have not yet filled out the questionnaire. Your participation in this survey is of vital importance, in that your input will shape the future of the GMS program. Please take a moment to access the Web site for the survey at <https://survey.norc.net/gates>. The site is secure and your responses will be kept strictly confidential. Please use the PIN and password located at the top of this letter to gain access to the survey.

If you have completed the survey already, please accept our thanks. If you have any questions about it, please contact NORC at gates@norcmail.uchicago.edu or 1-866-521-9903.

Sincerely,

Adalberto (Al) Andino
Executive Director

**TEXT OF REMINDER LETTER FOR
GATES NON-RECIPIENTS (COHORTS 1 AND 2)—RETURNED MAIL**

N O R C

*A national organization for research
at the University of Chicago*

Date

PIN

PASSWORD

Name
Address
City/State/Zip

Dear Non-Recipient,

We recently received a return of a letter sent to your campus address regarding a study of the Gates Millennium Scholarship program. The study will help the Gates Foundation gain more knowledge about the backgrounds, experiences in higher education, and post-graduate outcomes of applicants for the Gates Millennium Scholarship program. This information will be used to inform the Foundation as well as a larger external audience including the higher education community, policy makers, minority advocacy organizations, and the media on strategies to improve the educational attainment and achievement of minority students.

The study includes a Web-based survey located at <https://survey.norc.net/gates>. It is located on a secure Web site and your answers will remain completely confidential. Our records indicate that you have not yet completed the survey by the present date. Using the PIN and password listed above, please take the time to fill out the survey at your earliest convenience so that we may have the most accurate data available in defining and analyzing the GMS program. In appreciation for your time, we will send you a check for \$25 upon completion of the survey.

Thank you for your participation. If you have any problems access the survey, please e-mail NORC at gates@norcmail.uchicago.edu.

Sincerely,



Bronwyn L. Nichols
Project Director

**TEXT OF REMINDER LETTER FOR
GATES NON-RECIPIENTS (COHORTS 1 AND 2)—NON-RESPONDENTS**

N O R C

*A national organization for research
at the University of Chicago*

<Date>

<PIN>

<PASSWORD>

<Name>

<Address>

<City/State/Zip>

Dear Non-recipient,

We sent you a letter in April regarding a study we are conducting for the Gates Foundation. The study will help them gain more knowledge about the backgrounds, experiences in higher education, and post-graduate outcomes of applicants for the Gates Millennium Scholarship program. This information will be used to inform the Foundation as well as a larger external audience including the higher education community, policy makers, minority advocacy organizations, and the media on strategies to improve the educational attainment and achievement of minority students.

The study includes a Web-based survey located at <https://survey.norc.net/gates>. It is located on a secure Web site and your answers will remain completely confidential. Our records indicate that you have not yet completed the survey by the present date. Using the PIN and password listed above, please take the time to fill out the survey at your earliest convenience so that we may have the most accurate data available in defining and analyzing the GMS program. In appreciation for your time, we will send you a check for \$25 upon completion of the survey.

Thank you for your participation. If you have any problems access the survey, please e-mail NORC at gates@norcmail.uchicago.edu.

Sincerely,



Bronwyn L. Nichols
Project Director, NORC

**APPENDIX F:
REMINDER POSTCARD**

NOTICE

In the coming week you will receive personalized information allowing you to access an important web survey being conducted by the National Opinion Research Center.

You have been selected to participate in the Gates Millennium Scholars Tracking and Longitudinal Study. The information you provide will help researchers understand the life outcomes of Gates Millennium Scholars program applicants. If you have already completed the survey, thank you for your cooperation.

Bronwyn L. Nichols
Project Director



GATES MILLENNIUM
SCHOLARS TRACKING AND
LONGITUDINAL STUDY

Conducted by

NORC
at the University of Chicago

Questions? Call us at 1-866-521-9903 or email us at gates@norcmail.uchicago.edu



Gates Millennium Scholars Tracking and Longitudinal Study

C/O NORC
3050 Finley Road
Downers Grove, Illinois 60515

GATES MILLENNIUM
SCHOLARS TRACKING AND
LONGITUDINAL STUDY

Conducted by

NORC
at the University of Chicago

**APPENDIX G:
POSTCARD FOLLOW-UP LETTERS (RECIPIENT AND NON-RECIPIENT)**

**TEXT OF POSTCARD FOLLOW-UP LETTER FOR
GATES RECIPIENTS (COHORTS 1 AND 2)**



PIN
PASSWORD

DATE

<NAME>
<ADDRESS>
<CITY,STATE,ZIP>

Dear <RECIPIENT>,

I am writing to ask for your participation in an important survey of Gates Millennium Scholarship recipients being conducted for the Bill and Melinda Gates Foundation. Over the past two months, we have been trying to reach you to ask that you complete a Web-based survey. As a Gates Scholar, you know that the GMS was designed to increase opportunities in higher education for minority students. To measure the program's effectiveness, and to make any changes necessary to better serve present and future GMS scholars, please complete the survey as soon as possible.

Our Web-based survey is located at <http://survey.norc.net/gates/>. This is a secure site and your responses will be kept completely confidential. Please use the PIN and password noted above to access the questionnaire. The survey is available 24 hours a day for your convenience. In the unlikely event that you are unable to access the Web questionnaire, please try again in a few hours.

If you have any questions regarding the survey, please e-mail us at gates@norcmail.uchicago.edu or call our toll-free number at 1-866-521-9903.

Thank you for your attention to this matter.

Sincerely,

Bronwyn L. Nichols
Project Director, Gates Millennium Scholars Tracking and Longitudinal Study
National Opinion Research Center at the University of Chicago

**TEXT OF POSTCARD FOLLOW-UP LETTER FOR
GATES NON-RECIPIENTS (COHORTS 1 AND 2)**

N O R C

*A national organization for research
at the University of Chicago*

PIN
PASSWORD

DATE

<NAME>
<ADDRESS>
<CITY,STATE,ZIP>

Dear <NON-RECIPIENT>,

We have recently tried to contact you regarding a survey of Gates Millennium Scholarship applicants. The study seeks to understand the life experiences of GMS applicants. In appreciation for your participation, the National Opinion Research Center at the University of Chicago will forward you a check for \$25 upon completion of the survey.

You have been scientifically selected to take part in this survey. Your opinions and life experiences are representative of other applicants who are just like you. Therefore, without your participation, your voices will not be heard.

Our Web-based questionnaire is located at <http://survey.norc.net/gates/>. This is a secure site and your responses will be kept completely confidential. Please use the PIN and password noted above to access the questionnaire. The survey is available 24 hours a day for your convenience. In the unlikely event that you are unable to access the Web questionnaire, please try again in a few hours.

If you have any questions regarding the survey, please e-mail us at gates@norcmail.uchicago.edu, or call our toll-free number at 1-866-521-9903.

Thank you for your attention to this matter.

Sincerely,

Bronwyn L. Nichols
Project Director, Gates Millennium Scholars Tracking and Longitudinal Study
National Opinion Research Center at the University of Chicago

**APPENDIX H:
E-MAIL PROMPT TEXT (RECIPIENT AND NON-RECIPIENT)**

TEXT OF E-MAIL FOR GATES RECIPIENTS (COHORTS 1 AND 2)

Dear RECIPIENT NON-RESPONDENT,

I am writing to ask that you complete an important Web survey. The National Opinion Research Center (NORC) is conducting a study for the Bill and Melinda Gates Foundation on the life outcomes of applicants to the Gates Millennium Scholars program. You have been selected to participate in the study, which is located on the World Wide Web at <https://survey.norc.net/gates>. The site is secure and your responses will be reported only in summary form.

This message contains a personalized PIN and password that you will need to access this site. Please take the time to complete the survey so that the program may better meet the needs of its target population.

If you have any questions about the study, please e-mail us at gates@norcmail.uchicago.edu or call our toll-free number at 1-866-521-9903. Thank you in advance for your cooperation.

Sincerely,

Bronwyn L. Nichols
Project Director

TEXT OF E-MAIL FOR GATES NON-RECIPIENTS (COHORTS 1 AND 2)

Dear NON-RECIPIENT NON-RESPONDENT,

I am writing to ask that you complete an important Web survey. Upon completion of the survey, we will send you a check for \$25. The National Opinion Research Center (NORC) is conducting a study for the Bill and Melinda Gates Foundation on the life outcomes of applicants to the Gates Millennium Scholars program. You have been selected to participate in the study, which is located on the World Wide Web at <https://survey.norc.net/gates>. The site is secure and your responses will be reported only in summary form.

This message contains a personalized PIN and password that you will need to access this site. Please take the time to complete the survey so that the program may better meet the needs of its target population.

If you have any questions about the study, please e-mail us at gates@norcmail.uchicago.edu or call our toll-free number at 1-866-521-9903. Thank you in advance for your cooperation.

Sincerely,

Bronwyn L. Nichols
Project Director

**APPENDIX I:
THE BILL AND MELINDA GATES FOUNDATION LETTERS
(RECIPIENT AND NON-RECIPIENT)**

**TEXT OF LETTER FROM THE BILL AND MELINDA GATES FOUNDATION
TO NON-RESPONDING RECIPIENTS—AUGUST 2002**

<DATE>

<PIN>

<PASSWORD>

Dear RECIPIENT,

In September 1999, the Bill and Melinda Gates Foundation created the Gates Millennium Scholars (GMS) program as a way to increase opportunities for high achieving minority students to attend colleges of their choice. In order to evaluate the effectiveness of the program, and to ensure it best serves all of the program's applicants, the foundation is sponsoring an evaluation. As part of the evaluation, we are asking you to complete a Web-based survey about your post-secondary experiences, beliefs, and background. This survey can be found at <http://survey.norc.net/gates/>. A PIN and password that will allow you to access the survey are located at the top of this letter. The data from this evaluation will be used to re-shape, modify and enhance the program's features based on the current perspectives held by you and your fellow scholars.

As a recipient of the GMS award, we need your input and response. GMS recipients constitute a unique set of individuals of diverse races and cultures from across the United States, who will one day assume positions of leadership and address critical issues which will shape our nation's future and the world at large. We are confident our scholars will make important contributions to fields as diverse as medicine, technology, politics, the media, academia, and business, to name a few. Your response will be critical in our work toward improving opportunities for future generations of students who will also have aspirations for becoming future leaders in their field of choice.

If you have any questions about the survey, please e-mail our partners at the National Opinion Research Center, at gates@norcmail.uchicago.edu, or call toll-free at 1-866-521-9903. Thank you in advance for taking the time to complete the survey.

Sincerely yours,

William H. Gates, Sr.
President, Gates Foundation Board

**TEXT OF LETTER FROM THE BILL AND MELINDA GATES FOUNDATION
TO NON-RESPONDING NON-RECIPIENTS—AUGUST 2002**

<DATE>

<PIN>

<PASSWORD>

Dear APPLICANT,

In September 1999, the Bill and Melinda Gates Foundation created the Gates Millennium Scholars (GMS) program as a way to increase opportunities for high achieving minority students to attend colleges of their choice. In order to assess the effectiveness of the program, and to ensure it best serves all of the program's applicants, the foundation is sponsoring an evaluation. As part of the evaluation, we are asking you to complete a Web-based survey about your post-secondary experiences, beliefs, and background. This survey can be found at <http://survey.norc.net/gates/>. A PIN and password that will allow you to access the survey are located at the top of this letter. As an expression of our appreciation, you will receive a check for \$25 upon completion of the survey. The data from this evaluation will be used to re-shape, modify and enhance the program's features based on the current perspectives held by you and your fellow applicants.

We need your input and response. The pool of applicants to the GMS program constitutes a unique set of individuals of diverse races and cultures from across the United States, who will one day assume positions of leadership and address critical issues which will shape our nation's future and the world at large. We are confident the GMS applicant pool will make important contributions to fields as diverse as medicine, technology, politics, the media, academia, and business, to name a few. Your response will be critical in our work toward improving opportunities for future generations of students who will also have aspirations for becoming future leaders in their field of choice.

If you have any questions about the survey, please e-mail our partners at the National Opinion Research Center, at gates@norcmail.uchicago.edu, or call toll-free at 1-866-521-9903. Thank you in advance for taking the time to complete the survey.

Sincerely yours,

William H. Gates, Sr.
President, Gates Foundation Board