National Longitudinal Study of Adolescent to Adult Health

Wave III
Academic Transcript Social Studies and Civic Coursework (ATRCVC) Codebook

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National Longitudinal Study of Adolescent to Adult Health
Academic Transcript Social Studies and Civic Coursework Data

INTRODUCTION

Add Health's ATRCVC data file consists of Academic Transcript data related to Social Studies and Civic Coursework. These data provide information on high school social studies courses taken by Add Health participants, with a specific focus on those courses that develop the skills, knowledge, and attitudes needed for civic participation. By coding courses using the definition of social studies offered by the National Council on Social Studies and course content which is supported in the literature as important for future civic participation, this database offers the opportunity to examine civic education in relation to individual, school, and neighborhood characteristics in adolescence as well as life outcomes into adulthood. Provided indicators of exposure to experiential learning opportunities, service learning, opportunities for political skills development, and open discussion of controversial social and political issues may explain levels of civic participation in later life (Campbell, 2008; Kahne, Chi, and Middaugh, 2006; Kahne, Crow, and Lee, 2013; Kahne and Sporte, 2008; Langton and Jennings, 1968; Niemi and Junn, 1998;Torney-Purta, 2002).

Documentation Structure

This document includes this INTRODUCTION, a DATA DICTIONARY describing the course variables available and their construction, a SOURCE DESCRIPTION of the data source used in the assembly of this data file, a standard CODEBOOK reporting variable values and frequencies, a list of references, and an Appendix.

Data Form

ATRCVC is a course-by-student-level file. Each student has multiple records, one for each course on their transcript identified as a social studies course. The file includes 93,651 observations. It is important to note that if a student does not have a social studies course on her or his transcript, they do not appear in this data set.

Variable Naming Conventions

With the exception of AID, all variables in this data file adhere to the following nomenclature:

- 1st, 2nd, and 3rd characters – Refer to the Academic Transcript source (ATR).
- 4th, 5th, and 6th characters – Identify the specific topic of interest: Social Studies and Civic Courses (CVC).
- 7th and 8th characters - The final two unique digits, ranging from range from (01) to (08), distinguish the eight variables comprising this data file.

DATA DICTIONARY

Variable Construction

According to the National Council for the Social Studies' (NCSS), social studies is: "…the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world" (2010). This definition was applied to the Classification of Secondary School Courses (CSSC) to determine which courses would be considered social studies courses. While most of the courses that were designated as social studies fall under the social studies subject area (STUB0400) according to the Secondary School Taxonomy (U.S. Department of Education, 1999), the classification includes some courses from other subject areas that fit the NCSS definition of social studies.

Extant literature in civic education, social psychology, and developmental psychology guided the creation of the following course categories:

- Experiential Learning (Kahne et al., 2006; Niemi and Junn, 1998): This category includes courses that include "learning by doing." Content of these courses is active and participatory. Courses include simulations, role playing, field trips, and field experiences.
- Service Learning (Billig, Roote, and Jesse, 2005; Feldman, Pasek, Romer, and Jamieson, 2007; Kahne et al., 2006; Kahne et al., 2013; Kahne and Sporte, 2008; Pasek, Feldman, Romer, and Jamieson, 2008): This category includes courses which combine classroom instruction with community service to address a need in the community. Ideally, service learning courses include a reflection component, however, we are unable to discern this from course content descriptions.
- Civic Skills Development (Feldman et al., 2007; Gould, 2011; Pasek et al., 2008; Verba, Schlozman, and Brady, 1995): This category includes courses that focus on developing intellectual and participatory civic skills. Intellectual and participatory skills "encompass knowing how to identify, assess, interpret, describe, analyze,

and explain matters of concern in civic life", and include critical thinking, perspective taking, interpreting and critiquing media, expressing opinions, and identifying public problems (Campaign for the Civic Mission of Schools, quoted in Baumann, 2015). Participatory skills "encompass knowing how to cope in groups and organizational settings, interface with elected officials and community representatives, communicate perspectives and arguments, and plan strategically for civic change" and include public speaking, using electoral and non-electoral means to express political opinion, and working in groups (Campaign for the Civic Mission of Schools, quoted in Baumann, 2015).

- Social and Political Issues/Problems of Society (Campbell, 2008; Feldman et al., 2007; Hess, 2002; Kahne et al., 2013; Kahne and Sporte, 2008; Niemi and Junn, 1998; Pasek et al., 2008; Torney-Purta, 2002): This category includes courses that focus on contemporary social and political issues and current events.
- Historically Marginalized Groups (Erikson, 1968; Lay, 2007; Haste, 2004; Hogg, Terry, and White,1995; Tajfel and Turner, 1979; Torney-Purta, 2002; Zirkel, 2002): This category includes courses which focus on racial and ethnic minorities and women in the United States.
- American History (Gibson and Levine, 2003; Stearns, 1998): This category includes courses which focus on the social, political, and economic development of the United States. The category includes survey courses, as well as courses focused on particular time periods or regions.
- International/Multicultural Studies (Gibson and Levine, 2003; Torney-Purta, 2002): This category includes courses which focus on the history, society, politics, economy, or culture of geographic regions outside of the United States. The category includes courses focused on international affairs and global issues.
- Political Knowledge Development (Delli Carpini and Keeter, 1996; Galston, 2001; Niemi and Junn, 1998; Torney-Purta, 2002): This category includes courses in government, political science, and public policy which are focused on developing knowledge of principles, procedures, processes, institutions, rights, and other information about the political system.

Deductive coding of the course titles, alternative titles, and descriptions, was used to categorize each social studies course into one of these mutually exclusive categories based on the primary focus of the course. To ensure consistency with the social studies course variables that were created by AHAA (available in the Add Health EDUHIS data file), an additional category of "other social science or humanities course" was added, in order to code all courses that fit with the NCSS definition of social studies (coded using the created categories) and all other courses that were identified by the Secondary School Taxonomy as social studies courses (coded as "other social science or humanities"). Additionally, indicator variables were created for experiential learning, civic skills development, and social and political issues, to capture those courses which contained this content, but not as the primary focus. Analysis of inter-rater reliability indicated substantial agreement among coders in all course categories; see the Appendix.

Variable Description

ATRCVC01

Primary course content of social studies course listed on transcript. 1: Experiential Learning; 2: Service Learning; 3: Civic Skills Development; 4: Social and Political Issues/Problems of Society; 5: Historically Marginalized Groups; 6: American History; 7: International/Multicultural Studies; 8: Political Knowledge Development; 9: Other Humanities/Social Science. Category 9 is intended to ensure this data file is consistent with the Add Health EDUHIS data file.

ATRCVC02

Social studies course contains experiential learning. This variable has two values: 0, which indicates the course contains no experiential learning and 1, which indicates the course contains experiential learning. Courses where the primary focus is experiential learning (coded as category 1 for the variable ATRCVC01) have a value of 1 for this variable, as well as courses in other categories that contain experiential learning opportunities.

ATRCVC03

Course contains civic skills development. This variable has two values: 0, which indicates the course contains no civic skills development and 1, which indicates the course contains civic skills development. Courses where the primary focus is civic skills development (coded as category 3 for the variable ATRCVC01) have a value of 1 for this variable, as well as courses in other categories that contain opportunities for civic skills development.

ATRCVC04

Course contains social and political issues/problems of society. This variable has two values: 0, which indicates the course does not contain social and political issues and 1, which indicates the course contains social and political issues. Courses where the primary focus is social and political issues/problems of society (coded as category 4 for the variable ATRCVC01) have a value of 1 for this variable, as well as courses in other categories that contain social and political issues.

ATRCVC05

Individual unique courses represent less than 0.01% to 12.27% of cases. This variable indicates that the course represents more than 5% of cases, and is therefore considered a standard social studies course. Five individual courses

are considered standard social studies courses in this dataset. Together these courses constitute 42.8% of all cases, and offer one option for researchers to construct a comparison group.

This variable has two values: 0, which indicates the course is not a standard social studies course and 1, which indicates the course is a standard social studies course.

ATRCVC06
This variable lists the number of Carnegie credits the student earned for taking the course. This variable ranges from 0-27.

ATRCVC07
This variable lists the grade level in which the student took the course. This variable is taken directly from the Add Health EDUCOURS data file, and has the following values: 9, 10, 11, 12. Some students have different grade levels listed for courses taken in the same academic year.

ATRCVC08
This variable indicates the academic level of the course. This variable is taken directly from the Add Health EDUCOURS data file, and has the following values: 1, 2, 3, 4. The value 1 indicates an honors course; 2 indicates a regular course; 3 indicates a remedial course; and 4 indicates an Advanced Placement (AP) or an International Baccalaureate (IB) course.

SOURCE DESCRIPTION

This data uses Academic Transcript data collected and coded by the Adolescent Health and Academic Achievement Study (AHAA), an ancillary study to the National Longitudinal Study of Adolescent Health. In 2001-2002, the AHAA collected high school transcripts for approximately 12,000 Add Health participants that were part of the Wave III sample. The Adolescent Health and Academic Achievement Study used the Classification of Secondary School Courses (CSSC) to code these transcripts. The Classification of Secondary School Courses (CSSC) was designed in 1982 for High School and Beyond (HS&B), and was used in the National Educational Longitudinal Study of 1988 (NELS), and all of the National Assessment of Educational Progress (NAEP) High School Transcripts Studies (HSTS). AHAA followed the procedures used by NCES to code transcripts and trained coders using training materials from the 2000 NAEP High School Transcripts Study (Muller et al., 2007). The AHAA coders used extensive information on course content from schools to code transcripts (Muller et al., 2007).

For more information on the AHAA, including study design, the relationship between AHAA and Waves of Add Health, and data coding procedures, please consult the AHAA website (http://www.laits.utexas.edu/ahaa/) and the User Documentation for the Add Health Education Data (Riegle-Crumb, C., Muller, C., Frank, K., and Schiller, K.S., 2005).

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APPENDIX

Analysis of Inter-rater Reliability

Four coders were used to assign social studies course categories. Generally, course category codes were assigned based on the code assigned by the majority of coders. In cases where there was not consensus among coders, preference was given to the coders with specific knowledge of K-12 social studies curricula. Inter-rater reliability was assessed in two ways. First, Cohen's (1960) kappa was calculated for each pair of raters, and as suggested by Light (1971), the mean of these estimates was calculated to provide an overall index of inter-rater agreement (Table A.1). Second, following Landis and Koch (1977), a kappa-like statistic was calculated across all coders, providing an overall index of agreement, as well as for each course category, providing an index of inter-rater agreement for each code (Table A.2). Using Landis and Koch's (1977) guidelines for interpretation of kappa values, both methods of assessing inter-rater agreement or reliability indicated a substantial agreement between raters overall ($0.61 < \kappa < 0.80$). Inter-rater agreement by course category ranged from substantial agreement ($0.61 < \kappa < 0.80$) to near perfect agreement ($\kappa > 0.81$).

Table A.1. Inter-rater Agreement Index, using Light's (1971) Method

	K	***Interpretation***
All Coders	0.78	Substantial Agreement
Coder 1-Coder 2	0.82	Near Perfect Agreement
Coder 1-Coder 3	0.85	Near Perfect Agreement
Coder 1-Coder 4	0.82	Near Perfect Agreement
Coder 2-Coder 3	0.82	Near Perfect Agreement
Coder 2-Coder 4	0.67	Substantial Agreement
Coder 3-Coder 4	0.72	Substantial Agreement

Table A.2. Inter-rater Agreement Index, using Landis and Koch's (1977) Method

	K	***Interpretation***
Overall	0.77	Substantial Agreement
Experiential Learning	0.82	Near Perfect Agreement
Service Learning	0.76	Substantial Agreement
Civic Skills Development	0.63	Substantial Agreement
Social/Political Issues	0.63	Substantial Agreement
Historically Marginalized Groups	0.88	Near Perfect Agreement
American History	0.89	Near Perfect Agreement
International/Multicultural	0.87	Near Perfect Agreement
Political Knowledge	0.76	Substantial Agreement

Wave III: Academic Transcript Social Studies and Civic Coursework Codebook		
Number of observations: 93,651		

Respondent Identifier		**AID**	char 8
93,651		range 10000000 to 99999999	

Social Studies Course Category		**ATRCVC01**	num 1
706	1	Experiential Learning	
5,473	2	Service Learning	
4,766	3	Civic Skills Development	
1,670	4	Social and Political Issues/Problems of Society	
974	5	Historically Marginalized Groups	
25,209	6	American History	
24,324	7	International/Multicultural Studies	
12,744	8	Political Knowledge Development	
17,785	9	Other Humanities/Social Science	

Social Studies Course - Experiential Learning		**ATRCVC02**	num 1
82,152	0	no	
11,499	1	yes	

Social Studies Course - Civic Skills Development		**ATRCVC03**	num 1
85,008	0	no	
8,643	1	yes	

Social Studies Course - Political Issues and Problems of Society		**ATRCVC04**	num 1
72,292	0	no	
21,359	1	yes	

Social Studies Course - Standard		**ATRCVC05**	num 1
53,596	0	no	
40,055	1	yes	

Carnegie Credits Earned for Social Studies Course		**ATRCVC06**	num 4
8,849	0	0 credits	
2,711	0.25	0.25 credits	
67,937	0.5	0.50 credits	

70	0.75	0.75 credits
14,033	1	1.00 credits
51	1.25	1.25 or more credits

Grade Level of Social Studies Course		**ATRCVC07**	num 2
20,365	9	9th grade	
19,237	10	10th grade	
28,153	11	11th grade	
25,896	12	12th grade	

Academic Level of Social Studies Course		**ATRCVC08**	num 1
6,567	1	honors course	
84,022	2	regular course	
255	3	remedial course	
2,807	4	advanced placement or international baccalaureate course	