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### Leveraging ICPSR: Unveiling a Goldmine of Datasets for Graduate Research

Lynette Hoelter  
*ICPSR*

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# Leveraging ICPSR: Unveiling a Goldmine of Datasets for Graduate Research

University of Northern Colorado

April 4, 2024

Lynette Hoelter, ICPSR

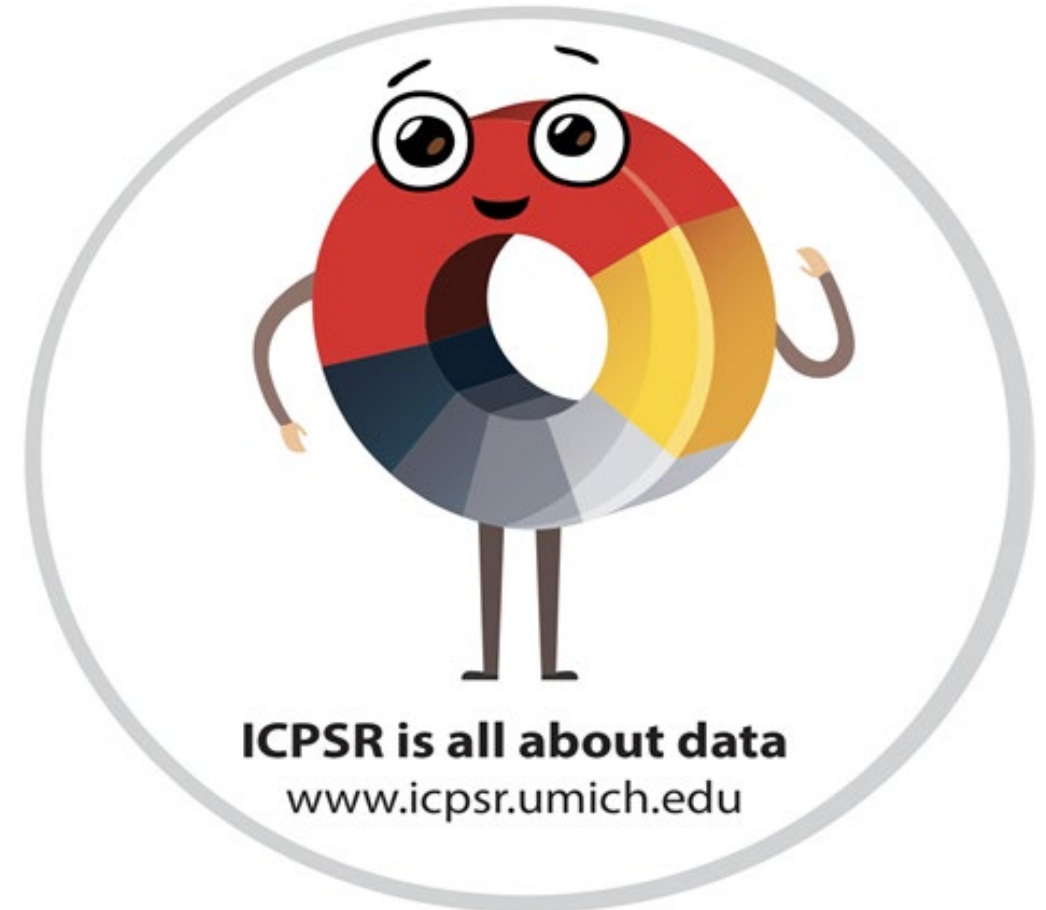


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ICPSR

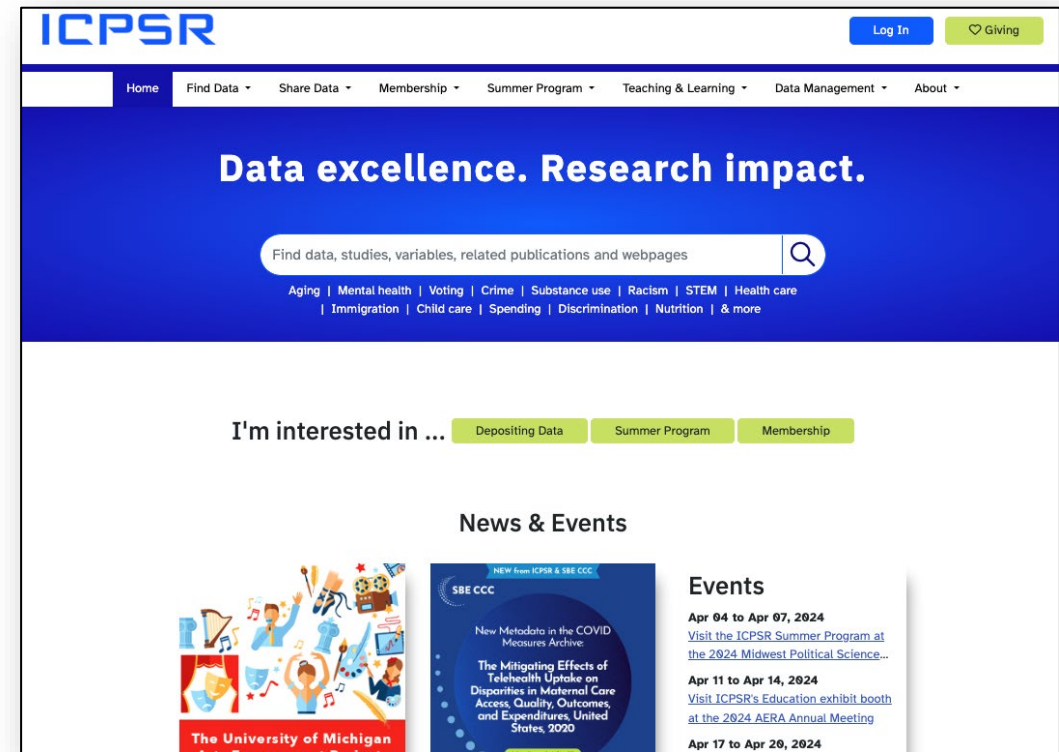
# Today's Presentation

- Who/what is ICPSR?
- Finding and evaluating data
- Summer Program in Quantitative Methods
- Connecting with ICPSR
- Questions??



# Who or What is ICPSR?

- [www.icpsr.umich.edu](http://www.icpsr.umich.edu)
- One of the world's oldest and largest data archives for the social and behavioral sciences
  - Founded in 1962
  - 19,800 “studies” (one or more dataset)
  - ~6,450,000 variables
  - 113,000 data-related publications
  - 820 member institutions
- [Summer Program in Quantitative Methods of Social Research](#)



# Why Use Secondary Data?

- Data collection is **resource intensive** and difficult to do well
- Good chance someone has already collected the data
- Existing data often provide larger, more representative samples, oversampling of small subpopulations, more questions
- Good stewardship of respondents' participation and funding
- Get to the fun part of the work sooner!

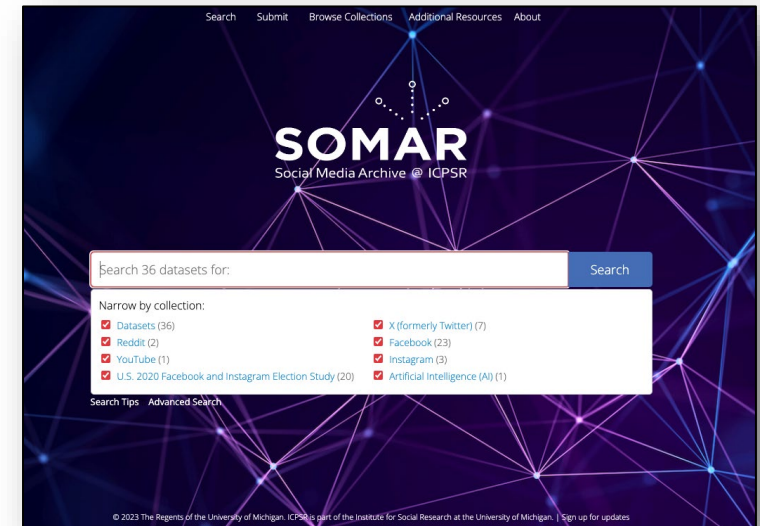
# Data vs. Statistics

- **Statistics**
  - Numbers (e.g., percentages) you find in written documents or graphics and tables that accompany the reports
  - Tell you what is in the data by summarizing patterns and doing calculations
  - Are easily “digestible” and tell a story
- **Data**
  - The underlying information on which those summaries are based
  - Typically come from surveys, administrative records, transactions, or other sources
  - Requires some work to use



# What Can I Get at ICPSR?

- Social and behavioral sciences, broadly defined
  - Data about individuals (early childhood through elderly), institutions, and even [horses](#) and [pig cartilage](#)
  - Time periods from ancient history ([1194-1294](#)) to the present
  - Many disciplines covered
- Survey and other raw data types
- Public and restricted-use data
- Additional data types:
  - Images (e.g., brain scans)
  - Qualitative data (unstructured interviews, videos)
  - [Social media](#)





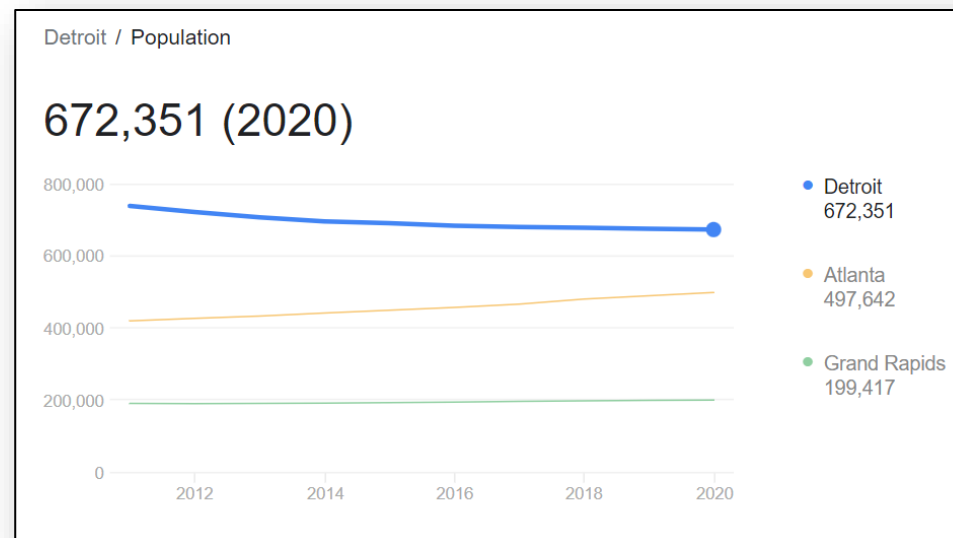
# Popular Data

- [National Longitudinal Study of Adolescent to Adult Health \(Add Health\)](#)
- [Midlife in the United States \(MIDUS\)](#)
- [India Human Development Survey \(IHDS\)](#)
- [Health and Relationships Project](#)
- [Survey of Prison Inmates](#)
- [Gender, Mental Illness, and Crime in the U.S.](#)
- [Law Enforcement Management and Administrative Statistics \(LEMAS\)](#)
- [The Anatomical Tracings of Lesions after Stroke \(ATLAS\)](#)
- [Collaborative Psychiatric Epidemiology Surveys \(CPES\)](#)
- [Population Assessment of Tobacco and Health \(PATH\) Study](#)
- [National Crime Victimization Survey \(NCVS\)](#)
- [U.S. Transgender Survey \(USTS\)](#)



# What You Typically Won't Find

- Quick answers to “Google-type” questions
- Summary charts/tables of data
- Identifiable information about individuals or organizations
- Pure genetics, physics, engineering, or other natural science data
- Data to use in GIS or other mapping packages



# What Makes ICPSR Unique?

- Long history, focus on preservation
- Broad disciplinary coverage
- Pointers to data held elsewhere
- Curated and self-published studies
- Curated data:
  - Well documented
  - Study- and variable-level metadata
  - Files formatted for R, SAS, SPSS, Stata, and (some) online analysis
  - Recommended data citation
- Bibliography of Data-related Literature



**Show Me the Data!**

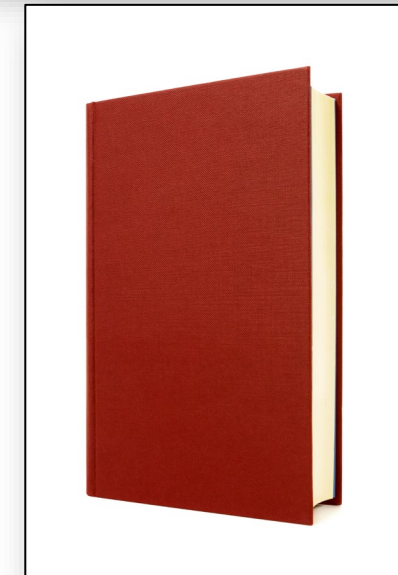
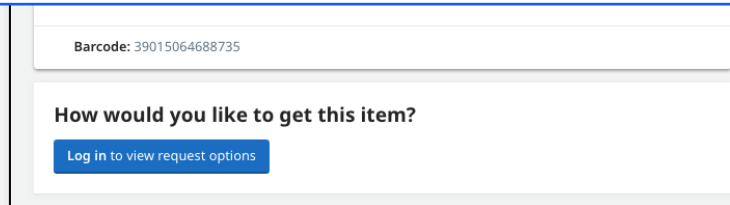
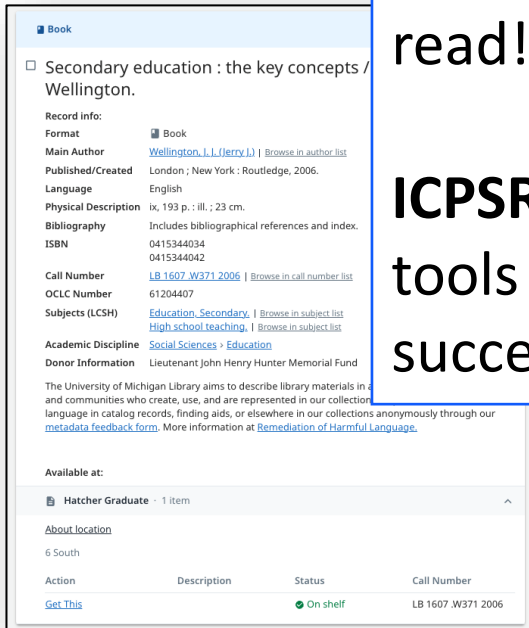
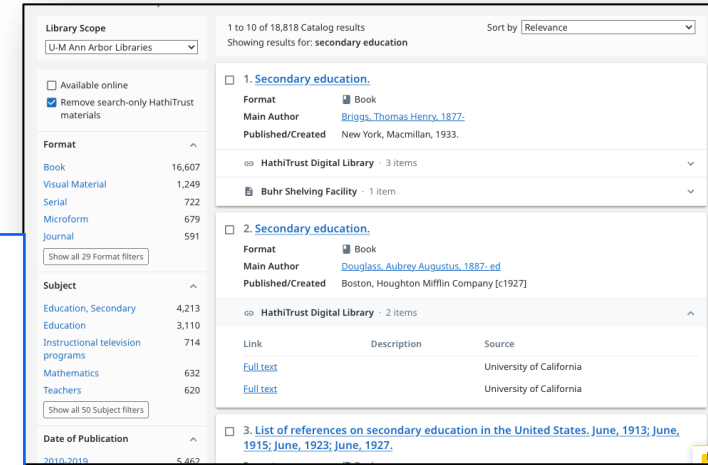


# ICPSR is Like a Library



**Libraries:** Lots of books, articles, etc.; grouped by type or topic; tools to find what you need; ways to access the item; success – a book to read!

**ICPSR:** Lots of studies; grouped by type or topic; tools to find what you need; ways to access; success – data to analyze!



# Finding What You Need

The screenshot displays the ICPSR website interface. At the top, the ICPSR logo is on the left, and 'Log In' and 'Giving' buttons are on the right. A search bar contains the text 'Find data, studies, variables, and related publications'. Below the search bar is a navigation menu with 'Home', 'Find Data', 'Share Data', 'Membership', 'Summer Program', 'Teaching & Learning', 'Data Management', and 'About'. The 'Find Data' menu is open, showing options: 'Find Data', 'Search/Compare Variables', 'Data-Related Publications', 'Thematic Data Collections', and 'Help And User Guide'. A search box with a 'Search' button and a 'view all' link is positioned to the right of the menu. Below the navigation, there are six main content blocks: 'Browse' (with links to Topics, Series, Thematic data collections, and Data-related publications), 'Statistics' (showing 19,865 studies, 6,465,835 variables, and 112,990 publications), 'Most Popular Search Terms' (a word cloud with terms like depression, survey, data, education, crime, race, health), 'Most Downloaded' (listing the National Longitudinal Study of Adolescent to Young Adult Health), 'Restricted-Use Data' (stating that the vast majority of ICPSR data holdings are restricted), and 'Countries Using Our Data' (listing the United States as the top country).

# Basic Search

## Useful Filters:

- Restriction Type (public/restricted)
- Data Format (statistical package, online analysis)
- Time Period
- Time Method (longitudinal/crosssectional)

Curated only: “-openicpsr”

**Filters**

Subject Terms ^

- [victimization](#) (139)
- [crime](#) (113)
- [crime reporting](#) (113)
- [crime rates](#) (108)
- [victims](#) (106)

Hide [view all](#)

Geography

Restriction Type

Data Format

Collection Method

Data Type

Time Method

Time Period

Recent Releases

Funding Agency

Thematic Collection

### Search Results

Showing 1 - 50 of 549 results.

bullying -openicpsr  [View All](#)

[search tips](#) ▾

**Studies (549)** Variables (4,931) Series (59) Data-related Publications (362) ICPSR Website (6)

Summaries: Hidden

**Sort by:**

- ✓ Study Relevance
- Title A-Z
- Released/Updated
- Time Period
- Most Cited in ICPSR Bib.

Study Title/Investigator	Released/Updated
1. <a href="#">Systematic Review of School-Bullying and Victimization, 1983-2009 (ICPSR 31703)</a> Farrington, David P.; Ttofi, Maria M.	2014-01-24
2. <a href="#">Technology, Teen Dating Violence and Abuse, and Bullying in Three States, 2011-2012 (ICPSR 34741)</a> Zweig, Janine; Dank, Meredith	2016-02-15
3. <a href="#">Wisconsin School Violence and Bullying Prevention Study, 2015-2017 (ICPSR 37228)</a> Bowser, John D,	2021-05-26
4. <a href="#">School Climate Enhancement and Bullying Prevention in Southern Illinois, 2016-2019 (ICPSR 37311)</a> Cashel, Mary Louise	2020-12-17
5. <a href="#">A Randomized Impact Evaluation of the No Bully System, California, 2015-2017 (ICPSR 37268)</a> Hanson, Thomas	2019-05-28
6. <a href="#">Evaluation of the Bully-Proofing Your School Program in Colorado, 2001-2006 (ICPSR 21840)</a> Menard, Scott	2009-03-31

# Searches Everything

## Search Results

Showing 1 - 50 of 549 results.

bullying -openicpsr Search [View All](#)

[search tips](#) ▼

**Studies (549)** Variables (4,931) Series (59) Data-related Publications (362) ICPSR Website (6)

Summaries: Hidden **Sort by:** Study Relevance

1 2 3 4 5

Study Title/Investigator	Released/Updated
1. <a href="#">Systematic Review of School-Based Programs to Reduce Bullying and Victimization, 1983-2009 (ICPSR 31703)</a> Farrington, David P.; Ttofi, Maria M.	2014-01-24
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6. <a href="#">Evaluation of the Bully-Proofing Your School Program in Colorado, 2001-2006 (ICPSR 21840)</a> Menard, Scott	2009-03-31



Sort by:

Relevance

Select ▾

Compare

Var. Name	Label/Question Text	Var. Type	Dataset
<input type="checkbox"/> <a href="#">Y1I7</a>	<p><i>Y1 Bullied group</i></p> <p>Bullied group</p> <p><i>Taken from: Drug Use and Cultural Factors Among Hispanic Adolescents and Emerging Adults, Los Angeles, 2006-2016.</i></p>	numeric	DS1
<input type="checkbox"/> <a href="#">SCS192</a>	<p><i>BY THIS DEFINITION, HAVE YOU BEEN BULLIED AT SCHOOL, BY ANOTHER STUDENT THIS SCHOOL YEAR</i></p> <p>Now I have some questions about bullying at school. Bullying happens when one or more students tease, threaten, spread rumors about, hit, shove or hurt another student. It is not bullying when students of about the same strength or power argue or fight or tease each other in a friendly way. Bullies are usually stronger, or have more friends or more money, or some other power over the student being bullied. Usually, bullying happens over and over, or the student being bullied thinks it might happen over and over. By this definition, have you been bullied at school, by another student this school year?</p> <p><i>Taken from: National Crime Victimization Survey: School Crime Supplement, 2015.</i></p>	numeric	DS1
<input type="checkbox"/> <a href="#">Q45</a>	<p><i>Bully-Own Experience</i></p> <p>Bullying has become a big topic in education. Which of the</p>	numeric	DS1

Search Variables

study: [Drug Use and Cultural Factors Among Hispanic Adolescents and Emerging Adults, Los Angeles, 2006-2016](#) / variable: Y1I7

GO

Variables

**Y1I7 Y1 Bullied group**

**Y1I7\_OTHER Y1 Bullied\_group - other**

Friends Table

Admin Analysis of Friends Table

Depression

Sensation Seeking

Perceived Stress

Familism

Filial Piety

Fatalism

## Y1I7: Y1 Bullied group

Question: Bullied group

Value	Label
1	Nerds
2	Skaters/bladers
3	Regular kids
4	Rockers
5	Gamers
6	Smart kids
7	Paisas
8	Punks
9	Artistic kids (artist, musicians,
10	Ballers
11	Jocks (athletic kids, sports kid
12	Gangsters/Cholos
13	Popular kids
14	Stoners/Druggies
15	Geeks
16	Goths
17	LGBT

## Compare Variables

Compare (3)

Back to search results

NAME	LABEL	QUESTION	RESPONSES	STUDY	TIME PERIOD	UNIVERSE																								
<input checked="" type="checkbox"/> <a href="#">VS0087</a>	WHERE DID THE BULLYING OCCUR? IN A CAFETERIA OR LUNCHROOM AT SCHOOL	Still thinking about all of the times that you were bullied, where did the bullying occur? Did it occur...	<table border="1"> <thead> <tr> <th>Value</th> <th>Label</th> <th>Unweighted Frequency</th> <th>%</th> </tr> </thead> <tbody> <tr><td>0</td><td>Not selected</td><td>-</td><td>-</td></tr> <tr><td>1</td><td>In a cafeteria or lunchroom at school?</td><td>-</td><td>-</td></tr> <tr><td>8</td><td>Residue</td><td>-</td><td>-</td></tr> <tr><td colspan="4"><b>Missing Values</b></td></tr> <tr><td>2</td><td>Missing / Don't</td><td></td><td></td></tr> </tbody> </table>	Value	Label	Unweighted Frequency	%	0	Not selected	-	-	1	In a cafeteria or lunchroom at school?	-	-	8	Residue	-	-	<b>Missing Values</b>				2	Missing / Don't			<a href="#">National Crime Victimization Survey: School Crime Supplement, 2013; DS1</a>	2013	NCVS household members aged 12 through 18.
Value	Label	Unweighted Frequency	%																											
0	Not selected	-	-																											
1	In a cafeteria or lunchroom at school?	-	-																											
8	Residue	-	-																											
<b>Missing Values</b>																														
2	Missing / Don't																													
<input checked="" type="checkbox"/> <a href="#">Q45</a>	Bully-Own Experience	Bullying has become a big topic in education. Which of the following best describes your own experience in school: 1. I was a bully, 2. I was bullied, 3. I was a peacemaker, or 4. I was none of these?	<table border="1"> <thead> <tr> <th>Value</th> <th>Label</th> <th>Unweighted Frequency</th> <th>%</th> </tr> </thead> <tbody> <tr><td>1</td><td>I was a bully</td><td>17</td><td>1.5%</td></tr> <tr><td>2</td><td>I was bullied</td><td>195</td><td>17.2%</td></tr> <tr><td>3</td><td>I was a peacemaker</td><td>416</td><td>36.6%</td></tr> <tr><td>4</td><td>I was none of these</td><td>493</td><td>43.4%</td></tr> <tr><td>9</td><td>DK/NA</td><td>16</td><td>1.4%</td></tr> </tbody> </table>	Value	Label	Unweighted Frequency	%	1	I was a bully	17	1.5%	2	I was bullied	195	17.2%	3	I was a peacemaker	416	36.6%	4	I was none of these	493	43.4%	9	DK/NA	16	1.4%	<a href="#">CBS News/60 Minutes/Vanity Fair National Survey, November 2010; DS1</a>	2010-11	
Value	Label	Unweighted Frequency	%																											
1	I was a bully	17	1.5%																											
2	I was bullied	195	17.2%																											
3	I was a peacemaker	416	36.6%																											
4	I was none of these	493	43.4%																											
9	DK/NA	16	1.4%																											

Pub. Year ^

from

to

**Submit**

Hide

---

Pub. Type ∨

---

Journal ∨

---

Author ∨

---

Study ∨

## Search Results

Showing 1 - 50 of 362 results. [Show all](#)

**Search** [View All](#)

[search tips](#) ∨

The search results in this tab are pulled from the [ICPSR Bibliography of Data-related Literature](#), a frequently-updated database of thousands of citations for publications that analyze data held at ICPSR.

[Studies \(549\)](#)
[Variables \(4,931\)](#)
[Series \(59\)](#)
**Data-related Publications (362)**
[ICPSR Website \(6\)](#)

Related Studies/Series: Visible
 Sort by: Relevance



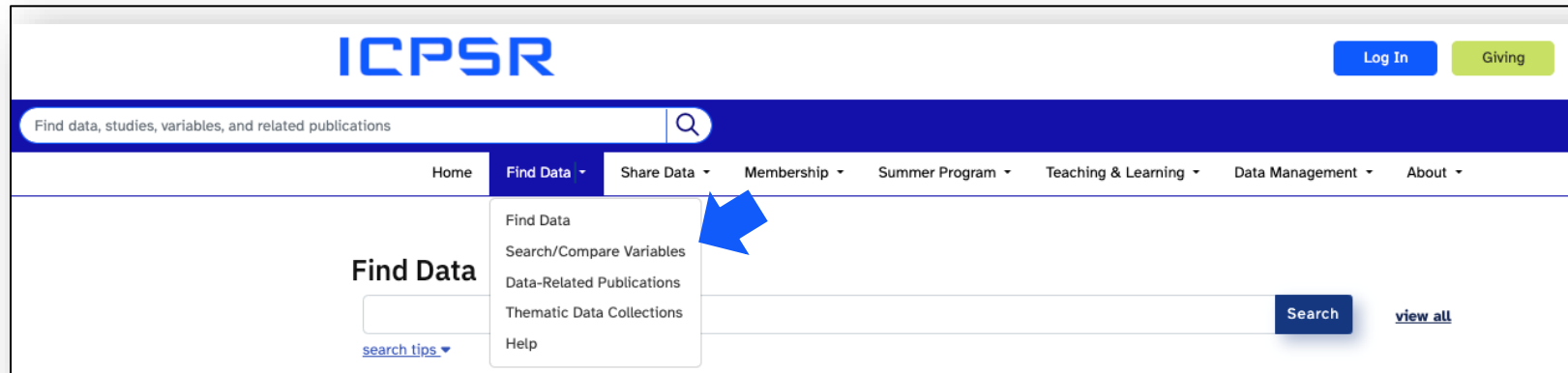
1

Legend:

Audiovisual Material	Document	Newspaper Article
Book	Electronic Source	Report
Book Section	Journal Article	Thesis
Conference Presentation	Magazine Article	

Pub. Type	Pub. Year	Citation
<input type="checkbox"/>	1998	<p>Bullis, Michael, Walker, Hill M., Stieber, Steve <b>The influence of peer and educational variables on arrest status among at-risk males.</b> <i>Journal of Emotional and Behavioral Disorders</i>. 6, (3), 141-152.</p> <p><b>Full Text Options:</b> <a href="#">DOI</a> <a href="#">Google Scholar</a></p> <p><b>Export Options:</b> <a href="#">RIS</a> <a href="#">EndNote</a></p> <p><b>Studies related to this publication:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Oregon Youth Study Wave 4, 1986-1988</a> (ICPSR 38246)</li> <li>• <a href="#">Oregon Youth Study Wave 5, 1987-1989</a> (ICPSR 38277)</li> <li>• <a href="#">Oregon Youth Study Wave 6, 1988-1990</a> (ICPSR 38256)</li> <li>• <a href="#">Oregon Youth Study Wave 7, 1989-1991</a> (ICPSR 38279)</li> <li>• <a href="#">Oregon Youth Study Wave 8, 1990-1992</a> (ICPSR 38280)</li> </ul>

# If You Know You Want...



- Key variables (or questions for a new survey), start with [Search/Compare Variables](#)
  - Searches variable name and labels, values and labels, and question text
  - Displays frequencies, study title (and link), universe, and time period
- Data related to a publication, start with the [Data-related Publications](#)
  - Searches citation and abstract (if we have it)
  - Full-text tied to library resources
  - Links back to data

# Thematic Data Collections

- Best if you have interest in a broad topic

**ICPSR** Log In Giving

## Thematic Collections

Offering specialized collections of data in education, aging, criminal justice, substance abuse, terrorism, and other fields.

-  **Child & Family Data Archive**  
The Child and Family Data Archive (CFData) is the place to discover, access, and analyze data on early care, education, and families. CFData hosts datasets about young children, their families and communities, and the programs that serve them.
-  **CIVIC LEADS**  
**CivicLEADS - Civic Learning, Engagement & Action Data Sharing**  
Researchers from a wide variety of disciplines study civic education, civic action, and the many relationships between the two. Civic Learning, Engagement, and Action Data Sharing (CivicLEADS) provides infrastructure for researchers to share and access high-quality datasets which can be used to study civic education and involvement.
-  **DSDR**  
**Data Sharing for Demographic Research (DSDR)**  
DSDR archives data on mother and child health, health disparities, and the human lifecycle for secondary analysis. This project advances research on population health and human development by offering access to data for studying critical issues related to these topics. \*Funded by NICHD\*
-  **HMCA**  
**HEALTH & MEDICAL CARE ARCHIVE**  
Data Archive of the Robert Wood Johnson Foundation  
This archive provides access and analysis of data collections funded by the Robert Wood Johnson Foundation. HMCA's goal is to increase the understanding of health and health care and the factors that contribute to health in the United States.
-  **NaNDA**  
**National Neighborhood Data Archive (NaNDA)**  
This archive provides publicly available data containing information about places in the United States. NaNDA offers theoretically-derived, spatially-referenced, nationwide measures of the physical and social environment.
-  **NADAC**  
**National Archive of Data on Arts & Culture (NADAC)**  
Free and easy access to data on the arts and on the arts' value and impact for individuals and communities.

# Collections by Topic



PATIENT-CENTERED OUTCOMES  
DATA REPOSITORY

- Children/Education

- [Child and Family Data Archive](#)

- Community

- [National Archive of Data on Arts and Culture](#)
- [National Neighborhood Data Archive](#)
- [Social Media Data Archive](#)

- Criminal Justice

- [National Archive of Criminal Justice Data](#)
- [Firearm Safety Among Children and Teens](#)

- Demography

- [National Archive of Computerized Data on Aging](#)
- [Data Sharing for Demographic Research](#)
- [Millennium Challenge](#)
- [Resource](#)

**Searches begun on a thematic collection homepage return only studies in that collection, not all of ICPSR**

- [Aging/Wellness](#)
- [Covid-19 Data Repository](#)
- [Health and Medical Care Archive](#)
- [National Addiction and HIV Data Archive Program](#)
- [Patient-Centered Outcomes Data Repository](#)
- [Social, Behavioral, & Economic COVID Coordinating Center](#)



NATIONAL ARCHIVE OF CRIMINAL JUSTICE DATA

**The source for data on crime and justice****"recidivi**[Log In/Create Account](#)

# Child & Family Data Archive

[GETTING STARTED](#) [DATA](#) [VARIABLES](#) [PUBLICATIONS](#) [RESOURCES](#) [ABOUT US](#) [CONTACT US](#)

### About

The National Archive of Criminal Justice Data (NACJD) is the place to discover, access, and analyze data on crime and justice.

NACJD hosts several large-scale datasets, including the National Crime Victimization Survey (NCVS), the FBI's Uniform Crime Reports (UCR), the FBI's National Incident-Based Reporting System (NIBRS), and the Project on Human Development in Chicago Neighborhoods (PHDCN).

[MORE ABOUT US](#)

### Discover

**3,504** **1,824** **30,134**[VIEW ALL](#)**Rece**

**Once You Find Something  
Interesting...**





# Standardized Descriptions

## Monitoring the Future: A Continuing Study of American Youth (12th-Grade Survey), 2022 (ICPSR 38882)

Version Date: Oct 31, 2023 [Cite this study](#) | [Share this page](#)

### Principal Investigator(s):

[Richard A. Miech](#), University of Michigan. Institute for Social Research. Survey Research Center; [Lloyd D. Johnston](#), University of Michigan. Institute for Social Research. Survey Research Center; [Jerald G. Bachman](#), University of Michigan. Institute for Social Research. Survey Research Center; [Patrick M. O'Malley](#), University of Michigan. Institute for Social Research. Survey Research Center; [John E. Schulenberg](#), University of Michigan. Institute for Social Research. Survey Research Center; [Megan E. Patrick](#), University of Michigan. Institute for Social Research. Survey Research Center

### Series:

- [Monitoring the Future \(MTF\) Public-Use Cross-Sectional Datasets](#)

<https://doi.org/10.3886/ICPSR38882.v1>

Version V1

Explore Data

Analyze Online (SDA)

Download

At A Glance

Data & Documentation

Variables

Data-related Publications

Export Metadata

### Project Description

#### Summary

This survey of 12th-grade students is part of a series that explores changes in important values, behaviors, and lifestyle orientations of contemporary American youth. Students are randomly assigned to complete one of six questionnaires, each with a different subset of topical questions, but all containing a set of "core" questions on demographics and drug use. There are about 1,400 variables across the questionnaires. Drugs covered by this survey include tobacco, smokeless tobacco, alcohol, marijuana, hashish, prescription medications, over-the-counter medications, LSD, hallucinogens, amphetamines (stimulants), Ritalin (methylphenidate), Quaaludes (methaqualone), barbiturates (tranquilizers), cocaine, crack cocaine, GHB (gamma hydroxy butyrate), ecstasy, methamphetamine, and heroin. Other topics include attitudes toward religion, changing roles for women, educational aspirations, self-esteem, exposure to drug education, and violence and crime (both in and out of school).

#### Highlights for 2022:

- Continuation of randomized blocks of questions presented to students. Please see Appendix D of the codebook.
- Change to the question stem for some lifetime, 12 month, and 30 day heroin and marijuana use questions. Please see the Highlights for 2022 section in the codebook for more details.
- Change to the heroin use questions: Separate questions about heroin use with a needle and heroin use without a needle for lifetime, past 12 months, and past 30 day timeframes are no longer asked. The

8,702

Downloads \*

[Usage Report](#)

\* past three years

2

[Data-related](#)

[Publications](#)

#### Notes

- The public-use data files in this collection are available for access by the general public. Access does not require affiliation with an ICPSR member institution.



This study is maintained and distributed by the [National Addiction & HIV Data Archive Program \(NAHDAP\)](#). NAHDAP is supported by the [National Institute on Drug Abuse \(NIDA\)](#), part of the [National Institutes of Health \(NIH\)](#).

## Methodology

### Study Design

A total of 9,599 students completed a survey in 2022. The number of students completing each form were:

- Form 1: 1,536
- Form 2: 1,587
- Form 3: 1,593
- Form 4: 1,633
- Form 5: 1,586
- Form 6: 1,664

In 2022, MTF continued the web-based survey administration. Depending on the school, surveys were completed in-person, remotely, or a combination of modes, and MTF survey proctors were permitted in the classrooms.

### Sample

A multistage area probability sample design was used involving three selection stages: (1) geographic areas or primary sampling units (PSUs), (2) schools (or linked groups of schools) within PSUs, and (3) students within sampled schools. Of the 72 PSUs, 8 were selected with certainty, 10 were selected with a probability of .50, and the remainder were selected using a probability based on their 2010 Census household count. Generally speaking, in schools with more than 350 seniors, a sample of seniors or classes was drawn. In schools with less than 350 seniors, all seniors were asked to participate unless logistical challenges required a sample be taken. Each school was asked to participate for two years so that each year one-half of the sample would be replaced. Schools refusing participation were replaced with similar schools in terms of geographic location, size, and type of school (e.g., public, private/Catholic, private/non-Catholic). The participation rate among schools has been between 66 and 85 percent since the inception of the study. The total sample of 12th graders was divided into 6 subsamples, each to be administered a different form of the questionnaire. "Core" drug and demographic questions were included in all questionnaire forms.

### Time Method

Longitudinal: Trend / Repeated Cross-section

### Universe

High school seniors in the contiguous United States

### Unit(s) of Observation

Individual

### Data Type(s)

survey data

### Mode of Data Collection

web-based survey

1 to 50 of 2578

Sort by:

Variable Label

Refine:

Search

[more options](#)

Name	Label/Question Text	Type	Dataset
<a href="#">V2150</a>	00030:R'S SEX  Item Number: 00030 What is your sex? 1="Male" 2="Female" 3="Other" 4="Prefer not to answer"  <i>Taken from: Monitoring the Future: A Continuing Study of American Youth (12th-Grade Survey), 2022.</i>	numeric	DS1
<a href="#">V1150</a>	00030:R'S SEX  Item Number: 00030 What is your sex? 1="Male" 2="Female" 3="Other" 4="Prefer not to answer"  <i>Taken from: Monitoring the Future: A Continuing Study of American Youth (12th-Grade Survey), 2022.</i>	numeric	DS2
<a href="#">V2150</a>	00030:R'S SEX  Item Number: 00030 What is your sex? 1="Male" 2="Female" 3="Other" 4="Prefer not to answer"  <i>Taken from: Monitoring the Future: A Continuing Study of American Youth (12th-Grade Survey), 2022.</i>	numeric	DS3
<a href="#">V3150</a>	00030:R'S SEX  Item Number: 00030 What is your sex? 1="Male" 2="Female" 3="Other" 4="Prefer not to answer"  <i>Taken from: Monitoring the Future: A Continuing Study of American Youth (12th-Grade Survey), 2022.</i>	numeric	DS4
<a href="#">V4150</a>	00030:R'S SEX  Item Number: 00030 What is your sex? 1="Male" 2="Female" 3="Other" 4="Prefer not to answer"  <i>Taken from: Monitoring the Future: A Continuing Study of American Youth (12th-Grade Survey), 2022.</i>	numeric	DS5

More published analyses of the data in this study/series may exist. If you know of any not listed here, please [suggest a new citation](#). For more information about the types of publications collected here, and the criteria we consider when adding them, read more [About the ICPSR Bibliography](#).

Showing 1 to 2 of 2 entries.

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Legend:

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- Document
- Newspaper Article
- Book
- Electronic Source
- Report
- Book Section
- Journal Article
- Thesis
- Conference Presentation
- Magazine Article

Type	Year	Citation
	2024	Crabtree, Meghan A., Stanley, Linda R., Miech, Richard A., Swaim, Randall C. <b>Nicotine use among reservation-area American Indian adolescents compared with a national sample.</b> <i>Drug and Alcohol Dependence</i> . 257, 111124. <b>Full Text Options:</b> <a href="#">DOI</a> <a href="#">Google Scholar</a> <b>Export Options:</b> <a href="#">RIS</a> <a href="#">EndNote</a> <b>Studies related to this publication:</b> <ul style="list-style-type: none"> <li>• <a href="#">Monitoring the Future: A Continuing Study of American Youth (8th- and 10th-Grade Surveys), 2022</a> (ICPSR 38883)</li> <li>• <a href="#">Monitoring the Future: A Continuing Study of American Youth (12th-Grade Survey), 2022</a> (ICPSR 38882)</li> </ul>
	2023	Pierce, John P., Luo, Man, McMenamin, Sara B., Stone, Matthew D., Leas, Eric C., Strong, David, Shi, Yuyan, Kealey, Sheila, Benmarhnia, Tarik, Messer, Karen <b>Declines in cigarette smoking among US adolescents and young adults: Indications of independence from e-cigarette vaping surge.</b> <i>Tobacco Control</i> . . <b>Full Text Options:</b> <a href="#">DOI</a> <a href="#">Google Scholar</a> <b>Export Options:</b> <a href="#">RIS</a> <a href="#">EndNote</a> <b>Studies related to this publication:</b> <ul style="list-style-type: none"> <li>• <a href="#">Monitoring the Future: A Continuing Study of the Lifestyles and Values of Youth, 1991</a> (ICPSR 9871)</li> <li>• <a href="#">Monitoring the Future: A Continuing Study of the Lifestyles and Values of Youth, 1992</a> (ICPSR 6133)</li> <li>• <a href="#">Monitoring the Future: A Continuing Study of the Lifestyles and Values of Youth, 1993</a></li> </ul>

# Monitoring the Future: A Continuing Study of American Youth (ICPSR 38882)

Version Date: Oct 31, 2023 [Cite this study](#) | [Share this page](#)

## Principal Investigator(s):

[Richard A. Miech](#), University of Michigan. Institute for Social Research. Survey Research Center; [Linda D. Rosenhan](#), University of Michigan. Institute for Social Research. Survey Research Center; [Jerald G. Bachman](#), University of Michigan. Institute for Social Research. Survey Research Center; [John E. Schulenberg](#), University of Michigan. Institute for Social Research. Survey Research Center

## Series:

- [Monitoring the Future \(MTF\) Public-Use Cross-Sectional Datasets](#)

<https://doi.org/10.3886/ICPSR38882.v1>

Version V1

Explore Data

Analyze Online (SDA)

## Explore Data

### Select a dataset

DS1 Core Data

Data Preview Frequencies Crosstabs

Data preview provides a quick glimpse into the study's data. A limited number of variables (columns) and cases (rows) will be displayed by default; you may choose other variables to show. This view allows you to see what the data "look like."

Download codebook

Data displays only **unweighted** counts and percentages. [More information](#)

### DS1 Core Data

Monitoring the Future: A Continuing Study of American Youth (12th-Grade Survey), 2022

+ Add variable

Show variable name

Previewing 25 of 9599 total rows as exploration

[Clear all](#)

S.NO	R'S ID-SERIAL # RESPONDENT _ID	80001:YEA R OF ADMIN (4- DIGIT ... V1	80003:FOR M ID V3	89978:SUR- VEY MODE: 1=PAPER 2 ... V545	90016:MOD E OF SURVEY ADMIN V548	90017:IN- STRUCTION MODE AT AD ... V549
1	10001	2022	(1) FORM 1:(1)	(3) WEB:(3)	(4) SYNCHRONOUS: (4)	(3) HYBRID:(3)
2	10002	2022	(1) FORM 1:(1)	(3) WEB:(3)	(4) SYNCHRONOUS: (4)	(3) HYBRID:(3)
3	10003	2022	(1) FORM 1:(1)	(3) WEB:(3)	(4) SYNCHRONOUS: (4)	(3) HYBRID:(3)
4	10004	2022	(1) FORM 1:(1)	(3) WEB:(3)	(4) SYNCHRONOUS: (4)	(3) HYBRID:(3)

# Monitoring the Future: A Continuing Study of American Youth (12th-Grade Survey), 2022 (ICPSR 38882)

Version Date: Oct 31, 2023 [Cite this study](#) | [Share this page](#)

## Principal Investigator(s):

[Richard A. Miech](#), University of Michigan. Institute for Social Research. Survey Research Center; [Lloyd D. Johnston](#), University of Michigan. Institute for Social Research. Survey Research Center; [Jerald G. Bachman](#), University of Michigan. Institute for Social Research. Survey Research Center; [Patrick M. O'Malley](#), University of Michigan. Institute for Social Research. Survey Research Center; [John E. Schulenberg](#), University of Michigan. Institute for Social Research. Survey Research Center; [Megan E. Patrick](#), University of Michigan. Institute for Social Research. Survey Research Center

## Series:

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<https://doi.org/10.3886/ICPSR38882.v1>

Version V1

Explore Data

Analyze Online (SDA)

SDA [\[Use classic interface\]](#) Selected Study: [Monitoring the Future: A Continuing Study of American Youth \(12th-Grade Survey\), 2022, Core Data](#)

Analysis Create Variables Download Codebook Getting Started

Variable Selection: [Help](#)

Selected:  View

Copy to: Row Col Ctrl Filter

Mode:  Append  Replace

Monitoring the Future: A Continuing Study of American Youth (12th-Grade Survey), 2022, Core Data

- SURVEY/DATASET INFORMATION
- GEOGRAPHIC
- DEMOGRAPHICS/RESPONDENT CHARACTERISTICS
- ATTITUDES AND BELIEFS
  - POLITICS
  - RELIGION
    - V2169 - 00370:R'ATTND REL SVC
    - V2170 - 00380:RLGN IMP R'S LF
  - SCHOOL
- EDUCATIONAL ASPIRATIONS
- EMPLOYMENT/INCOME
- RECREATION
- DRIVING/SUBSTANCE ABUSE
- MILITARY SERVICE
- COVID-19
- SUBSTANCE USE
- DICHOTOMOUS SUBSTANCE USE RECODES

SDA Frequencies/Crosstabulation Program  
Help: [General](#) / [Recoding Variables](#)

REQUIRED Variable names to specify  
Row:

OPTIONAL Variable names to specify  
Column:

Control:

Selection Filter(s):  Example: *age(18-50)*

Weight: ARCHIVE\_WT - ARCHIVE WEIGHT

TABLE OPTIONS	CHART OPTIONS
<b>Percentaging:</b> <input checked="" type="checkbox"/> Column <input type="checkbox"/> Row <input type="checkbox"/> Total <input type="checkbox"/> Confidence intervals Level: 95 percent <input type="checkbox"/> Standard error of each percent	<b>Type of chart:</b> Stacked Bar Chart <b>Bar chart options:</b> Orientation: <input checked="" type="radio"/> Vertical <input type="radio"/> Horizontal Visual Effects: <input checked="" type="radio"/> 2-D <input type="radio"/> 3-D
<b>N of cases to display:</b> <input type="checkbox"/> Unweighted <input checked="" type="checkbox"/> Weighted	<b>Show percents:</b> <input type="checkbox"/> Yes
<input type="checkbox"/> Summary statistics <input type="checkbox"/> Question text <input type="checkbox"/> Suppress table <input checked="" type="checkbox"/> Color coding <input type="checkbox"/> Show Z-statistic <input type="checkbox"/> Include missing-data values	<b>Palette:</b> <input checked="" type="radio"/> Color <input type="radio"/> Grayscale <b>Size</b> - width: 600 height: 400

Title:

Run the Table Clear Fields

Change number of decimal places to display  
For percents and confidence intervals: 1  
For std. errors (relative to percents): +1  
For DEFT: +3  
For weighted N's: 1  
For summary statistics and Z-statistic: 2

## Analyze Online

Monitoring the Future: A Continuing Study of American Youth (12th-Grade Survey)

### DS1: Core Data

Full Analysis Capabilities (SDA)

Freqs/Crosstabs (modified SDA)

# Using One Study to Find Another

## Monitoring the Future: A Continuing Study of American Youth (12th-Grade Survey), 2022 (ICPSR 38882)

Version Date: Oct 31, 2023 [Cite this study](#) | [Share this page](#)

### Principal Investigator(s)

[Richard A. Miech](#), University of Michigan. Institute for Social Research. Survey Research Center; [Lloyd D. Johnston](#), University of Michigan. Institute for Social Research. Survey Research Center; [Patrick](#), University of Michigan. Institute for Social Research. Survey Research Center; [John E. Schulenberg](#), University of Michigan. Institute for Social Research. Survey Research Center

### Series:

- [Monitoring the Future \(MTF\) Public-Use Cross-Sectional Datasets](#)

<https://doi.org/10.3886/ICPSR38882.v1>



### Subject Terms

alcohol attitudes crime demographic characteristics drug education  
educational objectives family background gender roles high school stu  
lifestyles prescription drugs religious attitudes self esteem social c  
youths

- Series
- Subject terms
- Publications list other data used with the focal data

2024 Parodi, Katharine B., Barnes, Emily D., Green, Jennifer, Holt, Melissa K., Grills, Amie E. **A review of US nationally representative data sources of child and adolescent anxiety.** *Journal of Mood and Anxiety Disorders*. 5, .

**Full Text Options:** [DOI](#) [Google Scholar](#)

**Export Options:** [RIS](#) [EndNote](#)

**Studies related to this publication:**

- [National Survey of Children's Exposure to Violence III, 1997-2014 \[United States\]](#) (ICPSR 36523)
- [National Survey of Children's Exposure to Violence II, 1993-2012 \[United States\]](#) (ICPSR 36177)
- [Monitoring the Future: A Continuing Study of American Youth \(12th-Grade Survey\), 2017](#) (ICPSR 37182)
- [Monitoring the Future: A Continuing Study of American Youth \(12th-Grade Survey\), 2018](#) (ICPSR 37416)
- [Monitoring the Future: A Continuing Study of American Youth \(12th-Grade Survey\), 2019](#) (ICPSR 37841)
- [Monitoring the Future: A Continuing Study of American Youth \(12th-Grade Survey\), 2020](#) (ICPSR 38156)
- [Monitoring the Future: A Continuing Study of American Youth \(12th-Grade Survey\), 2021](#) (ICPSR 38503)

**Series related to this publication:**

- [Population Assessment of Tobacco and Health \(PATH\) Study Series](#)

# Codebook

## Monitoring the Future: A Continuing Study of American Youth (12th-Grade Survey), 2022 (ICPSR 38882)

Version Date: Oct 31, 2023 [Cite this study](#) | [Share this page](#)

### Principal Investigator(s):

[Richard A. Miech](#), University of Michigan. Institute for Social Research. Survey Research Center; [Lloyd D. Johnston](#), University of Michigan. Institute for Social Research. Survey Research Center; [Jerald G. Bachman](#), University of Michigan. Institute for Social Research. Survey Research Center; [Patrick M. O'Malley](#), University of Michigan. Institute for Social Research. Survey Research Center; [John E. Schulenberg](#), University of Michigan. Institute for Social Research. Survey Research Center; [Megan E. Patrick](#), University of Michigan. Institute for Social Research. Survey Research Center

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Version V1

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[At A Glance](#) [Data & Documentation](#) [Variables](#) [Data-related Publications](#) [Export Metadata](#) [Staff](#)

**8,702**  
Downloads \*  
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\* past three years

**2**  
[Data-related Publications](#)

Name	Size	Preview	Download
DS0 Study-Level Files	21 MB		
DS1 Core Data	21 MB		
DS2 Form 1 Data	12 MB		
DS3 Form 2 Data	7 MB		
DS4 Form 3 Data	7 MB		
DS5 Form 4 Data	6 MB		
DS6 Form 5 Data	7 MB		
DS7 Form 6 Data	7 MB		

[Codebook \(PDF\) ICPSR](#)

[Documentation \(PDF\) BY22\\_CrossTimeIndex](#)

[Documentation \(PDF\) MTFQChanges2022byForm](#)

[Documentation \(PDF\) MTFQChanges2022byType](#)

Notes

This collection are general public. Access with an ICPSR member

**NAHDAP**

This study is maintained and distributed by the [National Addiction & HIV Data Archive Program \(NAHDAP\)](#). NAHDAP is supported by the [National Institute on Drug Abuse \(NIDA\)](#), part of the [National Institutes of Health \(NIH\)](#).

ICPSR 38882

## Monitoring the Future Continuing Study of Youth (12th-Grade Surveys)

ICPSR Codebook

Inter-university  
Political  
P.O. Box  
Ann Arbor  
www.icpsr

### MTF Data Collection

#### Data Collection Procedures

The basic research design involves annual data collections from high school seniors in the spring of each year, beginning with the class of 1975. Each data collection takes place in 130 public and private high schools selected to provide an accurate cross-section throughout the United States. Detailed procedures for the 12th grade data collection are available in detail elsewhere (4, 2, 3).

One limitation in the design of the MTF is that it does not include those students who drop out of high school before graduation (or before the last few months of the senior year, which is more precise). This excludes a relatively small proportion of each age cohort—between 10 and 15 percent, though not an unimportant segment, since certain behaviors, such as illicit drug use, tend to be higher than average in this group. However, the addition of a representative sample of dropouts would increase the cost of the present research enormously because of the generally higher level of resistance to being located and interviewed.

For the purposes of estimating characteristics of the entire age group, the exclusion of school dropouts does introduce certain biases; however, their small proportion relative to the total population reached often would be valid, since over 80 percent of the age group is in the population and changes among those not in school are likely to parallel the changes in the total population.

Some may use these high school data to draw conclusions about changes in the general population. While the investigators do not encourage such extrapolation, they suspect that such conclusions reached often would be valid, since over 80 percent of the age group is in the population and changes among those not in school are likely to parallel the changes in the total population.

#### Survey Mode

From 1975 to 2018, students completed optically-scannable paper-and-pencil surveys during a regular classroom period.

For the 2019 administration, all schools were randomized to a paper or electronic survey condition: the students in half of the schools completed the traditional paper survey, and the students in the other half of the schools completed surveys via a tablet. The surveys were preloaded with the MTF surveys. MTF reports 2019 drug prevalence results using both tablet- and paper-based responses. Differences in substance use prevalence between the two modes were negligible, as we detail in this article *The impact of survey mode on adolescent drug prevalence: Results from a randomized controlled study* ([M. J. R. et al., 2019, prevalence comparisons 2019](#)).

#### V2169: 00370:R'ATTND REL SVC

Item Number: 00370

The next three questions are about religion.

How often do you attend religious services?

1="Never" 2="Rarely" 3="Once or twice a month" 4="About once a week or more"

Responses from the Western region intentionally obliterated.

Value	Label	Unweighted Frequency	%
1	NEVER:(1)	2224	23.2 %
2	RARELY:(2)	2458	25.6 %
3	1-2X/MO:(3)	1012	10.5 %
4	1/WK OR+:(4)	1462	15.2 %
<b>Missing Data</b>			
-9	MISSING:(-9)	2443	25.5 %
<b>Total</b>		<b>9,599</b>	<b>100%</b>

Based upon 7,156 valid cases out of 9,599 total cases.

- Minimum: 1.00
- Maximum: 4.00

Location: 69-70 (width: 2; decimal: 0)  
Variable Type: numeric  
(Range of Missing Values: -9)

#### V2170: 00380:RLGN IMP R'S LF

Item Number: 00380

How important is religion in your life?

1="Not important" 2="A little important" 3="Pretty important" 4="Very important"

Responses from the Western region intentionally obliterated.

Value	Label	Unweighted Frequency	%
1	NOT IMP:(1)	2128	22.2 %
2	LITL IMP:(2)	1982	20.6 %
3	PRTY IMP:(3)	1712	17.8 %
4	VERY IMP:(4)	1326	13.8 %

# Downloading

- Create Researcher Passport account or login
- Select dataset(s) from Data & Documentation Tab
- Or download all public-use files at once
- Agree to Terms of Use

## Monitoring the Future: A Continuing Study of American Youth (12th-Grade Survey), 2022 (ICPSR 38882)

Version Date: Oct 31, 2023 [Cite this study](#) | [Share this page](#)

### Principal Investigator(s):

[Richard A. Miech](#), University of Michigan. Institute for Social Research. Survey Research Center; [Lloyd D. Johnston](#), University of Michigan. Institute for Social Research. Survey Research Center; [Jerald G. Bachman](#), University of Michigan. Institute for Social Research. Survey Research Center; [Patrick M. O'Malley](#), University of Michigan. Institute for Social Research. Survey Research Center; [John E. Schulenberg](#), University of Michigan. Institute for Social Research. Survey Research Center; [Megan E. Patrick](#), University of Michigan. Institute for Social Research. Survey Research Center

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8,702

2

[Data-related Publications](#)

## What's in your download?

- Citation
- Metadata (study homepage)
- Terms of Use
- Data in selected format
- Codebook and any other documentation



# Restricted Data

## Technology, Teen Dating Violence and Abuse, and Bullying in Three States, 2011-2012 (ICPSR 34741)

Version Date: Feb 15, 2016 [Cite this study](#) | [Share this page](#)

### Principal Investigator(s):

[Janine Zweig](#), Urban Institute; [Meredith Dank](#), Urban Institute

<https://doi.org/10.3886/ICPSR34741.v1>

Version V1

Analyze Online (SDA)

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### Project Description

#### Summary

This project examined the role of technology use in teen dating violence and abuse, and bullying. The goal of the project was to expand knowledge about the types of abuse experiences youth have, the extent of victimization and perpetration via technology and new media (e.g., social networking sites, texting on cellular phones), and how the experience of such cyber abuse within teen dating relationships or through bullying relates to other life factors.

This project carried out a multi-state study of teen dating violence and abuse, and bullying, the main component of which included a survey of youth from ten schools in five school districts in New Jersey, New York, and Pennsylvania, gathering information from 5,647 youth about their experiences. The study employed a cross-sectional, survey research design, collecting data via a paper-pencil survey. The survey targeted all youth who attended school on a single day and achieved an 84 percent response rate.

743

Downloads \*  
[Usage Report](#)

\* past three years

29

[Data-related Publications](#)

#### Notes

- The public-use data files in this collection are available for access by the general public. Access does not require affiliation with an ICPSR member institution.
- One or more files in this data collection have special restrictions.** Restricted data files are not available for direct download from the website; click on the Restricted Data button to learn more.

## Guidelines for Applying for Restricted Data

Access to these data is restricted. Users interested in obtaining these data must complete a Restricted Data Use Agreement, specify the reasons for the request, and obtain IRB approval or notice of exemption for their research.

**Before you begin an application you will need the following information to complete the form**

### General Requirements:

- appointment at research institution; appointment must be under the jurisdiction of the receiving institution
- degree requirements (possibly doctorate)

### Must be submitted:

- project description
- IRB approval
- approved security plan
- roster of research and IT staff who can access or view the data or computer where data are hosted.
- confidentiality pledges for all people on roster

### Some require:

- CV's

# Why and How of Restricted Data

- Why are they restricted
  - Potential disclosure risks
  - Detail in variables necessary for analysis but not amenable to public use
  - Sensitive topics
- How to get it
  - Application listing personnel, project ideas, reason for need of restricted file
  - RDUA signed by university representative
  - IRB approval
  - Mechanisms:
    - Encrypted download
      - Requires data security plan
    - Virtual data enclave
    - Physical data enclave

# Learning with ICPSR



# Summer Program in Quantitative Methods of Social Research

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## ICPSR Summer Program in Quantitative Methods

Maximize Scholarships

Introductory to advanced quantitative methods courses

### Financial support for training in statistics, quantitative methods, and data analysis

The ICPSR Summer Program offers more than \$150,000 in student scholarships every year. Our goal is to remove financial barriers to participation and increase access to statistical methods training for students of all different backgrounds. We are committed to providing the next generation of researchers with the skills, knowledge, and connections they need to do innovative, impactful work.

In-person

Accessible, applied training in a casual learning environment

Announcements

General Sessions: June 10-14

Topical Workshops

"The ICPSR Summer Program has contributed so much to my personal growth. Not only did I acquire new (and master existing) statistics skills but I also gained valuable connections, grew professionally, and found a community of scholars that inspire and support me."

- Mary Mitsdarffer, Diversity Scholar

### ICPSR Scholarship Recipients

Congratulations to the

- [2023 Scholarship Recipients](#)
- [2022 Scholarship Recipients](#)
- [2021 Scholarship Recipients](#)
- [2020 Scholarship Recipients](#)
- [2019 Scholarship Recipients](#)
- [2018 Scholarship Recipients](#)

### What do the scholarships cover?

ICPSR scholarships (see list below) provide registration fee waivers to our [General Sessions](#), a comprehensive methods training program comprising courses in statistics, regression analysis, machine learning, network analysis, longitudinal analysis, time series analysis, formal models, data visualization, and more. The Diversity and Miller Scholarships also provide on-campus housing and meals.

- [Registration](#)
- [Overview of the 2024 Program \(Webinar\)](#)
- [Scholarship opportunities](#)
- [YouTube channel](#)
- Networking
- Blalock Lectures

# 2024 ICPSR Summer Program Registration



## GENERAL SESSIONS

June 10-July 5  
July 8-August 2

## TOPICAL WORKSHOPS

May-August



Short Courses: \$1,600-\$1,800 tuition (members)

### First General Session (June 10-July 5, 2024)

ICPSR Member

**\$2,600.00**

Changes to **\$2,800.00** after Tuesday, Apr. 30, 2024

[Refund policy](#)

ICPSR Non-member

**\$4,900.00**

Changes to **\$5,300.00** after Tuesday, Apr. 30, 2024

[Refund policy](#)

### First and Second General Sessions (June 10-August 2, 2024)

ICPSR Member

**\$3,800.00**

Changes to **\$4,300.00** after Tuesday, Apr. 30, 2024

[Refund policy](#)

ICPSR Non-member

**\$7,300.00**

Changes to **\$8,300.00** after Monday, May 27, 2024

[Refund policy](#)

### Second General Session (July 8-August 2, 2024)

# Example Course Offerings

- 3-week courses

- Advanced Multivariate Methods: Relations among Multiple Dependent and Independent Variables
- Machine Learning: Applications in Social Science Research
- Network Analysis
- Panel Data and Longitudinal Analysis
- Race, Ethnicity, and Quantitative Methods
- Statistics and Data Analysis

- Short workshops

- Images as Data: Mixed Qualitative and Quantitative Methods
- Exploring and Analyzing *Monitoring the Future* Data
- Introduction to Statistical Machine Learning
- Group-based Trajectory Modeling for the Medical and Social Sciences
- Interactive Visualization, Dashboards, and Apps with R and Shiny

## HOW TO CHOOSE COURSES IN THE ICPSR SUMMER PROGRAM

### *FIRST GENERAL SESSION*

Your choice of which courses to take in a General Session of the Summer Program should be made with the following criteria in mind:

- Your own substantive and methodological interests: What seems important methodologically in your discipline and research area?
- Your previous course work or experience in research methods, statistics, and related mathematical and other technical areas.
- Your current and expected-future teaching and research objectives.

It is important to spend a little time going beyond a course's title or subject area. In addition to the course descriptions, one very helpful resource is the course syllabus. Please consult these syllabi to obtain detailed information about each course. In addition, the syllabus will tell you about the statistical software package(s) used in each course.

When selecting Summer Program courses, you should also consider suggestions from faculty members and/or colleagues at your home institution. Just be careful to receive and interpret these suggestions in the context of what *you* need for *your* future work.

You will have the opportunity to discuss your course selections with a counselor on the first day of each session. We will do our best to help you select the set of courses that meets your personal and professional needs.

One additional, important point to mention: You can change your courses during the first couple days of

# Student Resources

## How to Read (and Understand) a Social Science Journal Article

### What is an academic journal article?

Academic journals are periodicals in which researchers publish their work. They are typically peer-reviewed journals, meaning that the work is reviewed and evaluated by other scholars *prior* to publication in order to ensure that only the best, most rigorously researched articles are published.

Journal articles offer a window into the inner workings of a discipline. They demonstrate how social scientists formulate hypotheses, design empirical studies, analyze the observations they collect, and interpret the results.

Journal articles can appear daunting and often make for dense, dry reading, but they generally follow a standardized format. Once you understand the structure of each article, knowing where to look for important information and understanding the content becomes much easier.

### Anatomy of a journal article

A journal article is composed of inter-related parts. Together, they tell a story about the research process and findings.

Element	What it is	What it does
Title	The title presents a concise statement of the theoretical issues investigated.	What is the topic?
Abstract	One paragraph that appears before the article. It provides a summary of the entire article.	What is the main point? What are the key findings?
Introduction	This section introduces the topic of the article and discusses what the article contributes to existing knowledge on the topic.	What is the research question? Why is it important? What problem does it address?

## A Student's Guide to Interpreting SPSS Output for Basic Analyses

### Navigating around restricted data:

#### Tips and tools for finding available data related to restricted topics in ICPSR

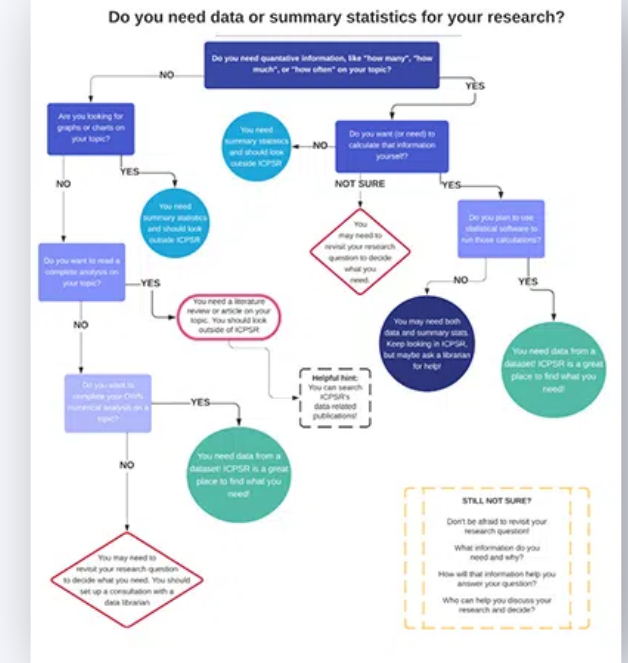
Are you looking for data but running into restricted data? Do you not qualify for restricted data access but have research topics that deal with restricted topics? Do you lack enough time to go through the IRB or data use agreement process?

[Navigating restricted data](#)

[Understanding data vs summary statistics](#)

[How to identify and search around restricted data in ICPSR](#)

[ICPSR searches on restricted topics](#)

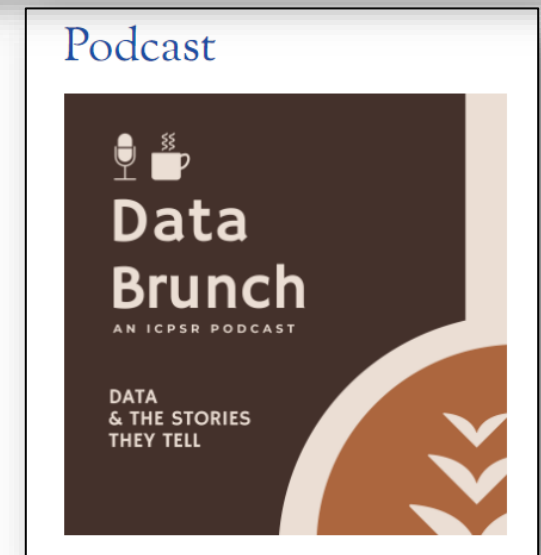
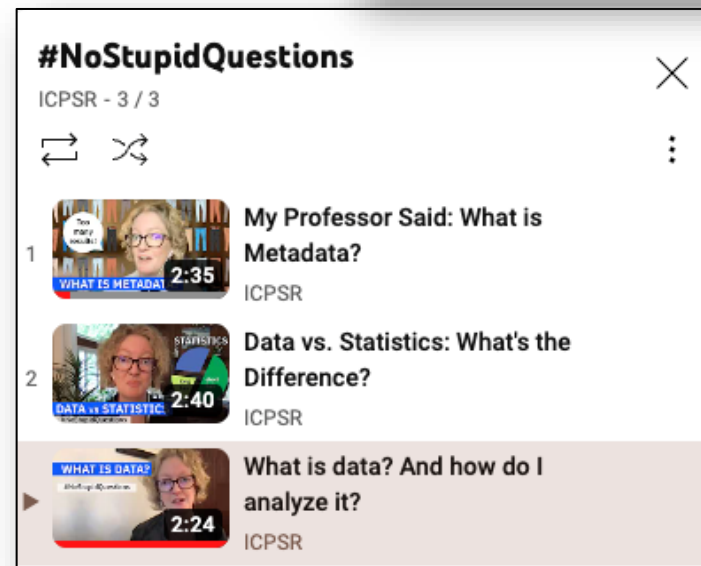
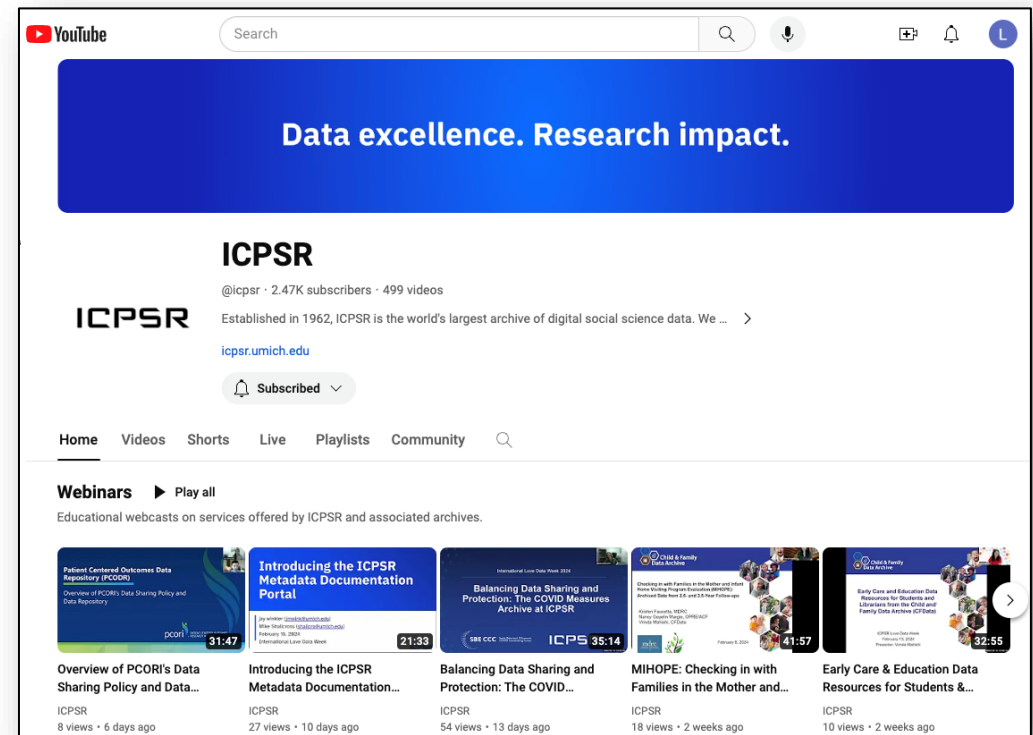
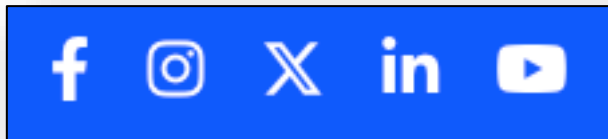


# Connecting with ICPSR





- [ICPSR Email Announcements](#)
- [YouTube channel](#) full of goodies
- [Data Brunch](#) podcast
- Other social media
  - [Facebook](#)
  - [X \(Twitter\)](#)
  - [Instagram](#)
  - [LinkedIn](#)



Questions??



# Thank You!

**Phone:** 734-647-2200

**Website:** [www.icpsr.umich.edu](http://www.icpsr.umich.edu)

**Email:** [icpsr-help@umich.edu](mailto:icpsr-help@umich.edu)

Lynette Hoelter (lhoelter@umich.edu)