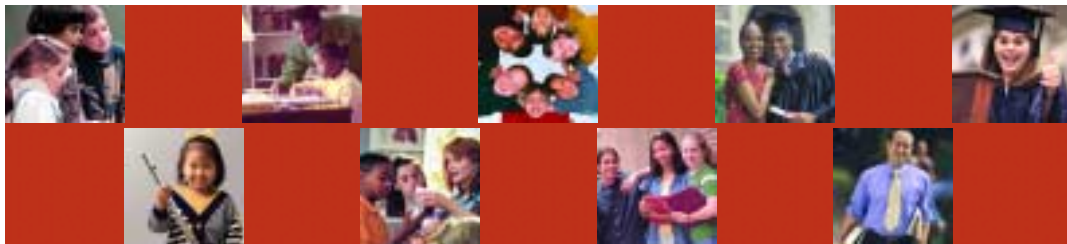


the condition of education 2003



INDICATOR 23

Persistence and Attainment of Students With Pell Grants

The indicator and corresponding tables are taken directly from *The Condition of Education 2003*. Therefore, the page numbers may not be sequential.

Additional information about the survey data and supplementary notes can be found in the full report. For a copy of *The Condition of Education 2003*, visit the NCES web site (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2003067>) or contact ED PUBs at 1-877-4ED-PUBS.

Suggested Citation:

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Postsecondary Persistence and Progress

Persistence and Attainment of Students With Pell Grants

Pell Grant recipients tend to start with more disadvantages than low- and middle-income nonrecipients, but no statistically significant differences are found in their overall persistence after 6 years.

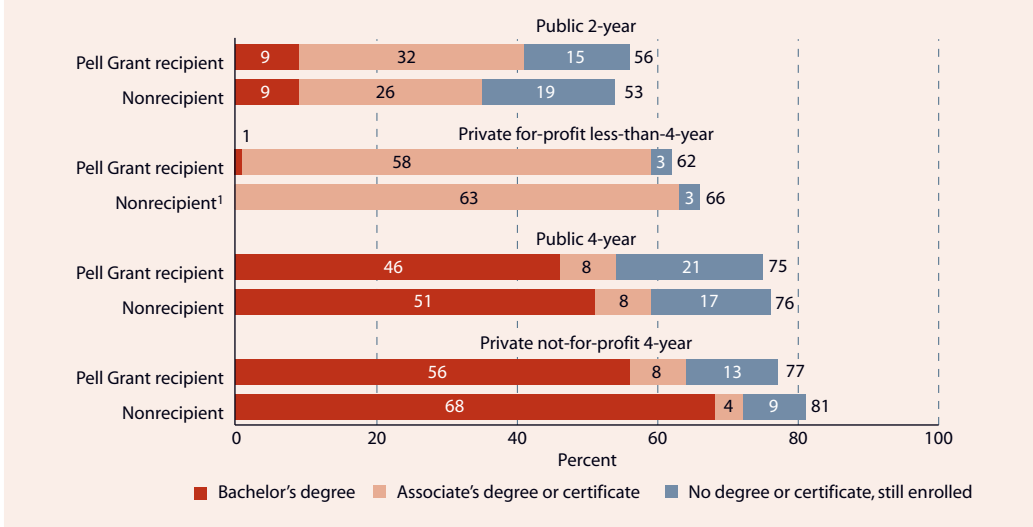
The Pell Grant program is the largest federal grant program for undergraduates. Almost 4 million students received close to \$8 billion in Pell Grants in 2000–01, with an average award of \$2,040 (U.S. Department of Education 2001). Pell Grants are awarded to students who demonstrate sufficient financial need based on family income, assets, and other factors. Although most recipients come from low-income families, some students from middle-income families also receive a Pell Grant based on factors such as having siblings in college.

Due to their disadvantaged backgrounds, recipients of Pell Grants are more likely than nonrecipients to face obstacles related to their academic strength and personal circumstances (see supplemental tables 23-1 and 23-2). Recipients from low- and middle-income families are not as well prepared academically as comparable nonrecipients. The former are also more likely to have certain characteristics that have been shown to put them at risk for not completing a postsecondary education, such as delaying enrollment, being financially independent, having dependents other than a spouse, or being a single parent (NCES 97–578).

Even though Pell Grant recipients who began their postsecondary studies in 1995–96 were more disadvantaged than nonrecipients, no statistically significant differences were found in the overall persistence rates of the two groups across all institution types. Recipients are students who received any Pell Grants by 1997–98. Persistence is the attainment of any postsecondary degree or certificate, or if no degree or certificate was attained, enrollment at a postsecondary institution 6 years later. About three-quarters of students persisted at 4-year institutions regardless of Pell Grant status. Persistence rates were lower at less-than-4-year institutions.

Although no differences were found in the overall persistence rates at 4-year institutions, recipients of Pell Grants were less likely than nonrecipients to attain a bachelor's degree within 6 years. No statistically significant differences were detected in the attainment rates (bachelor's, associate's, or certificates) of recipients and nonrecipients who began at public 2-year or private for-profit less-than-4-year institutions (see supplemental table 23-3).

PERSISTENCE IN POSTSECONDARY EDUCATION: Percentage of 1995–96 low- and middle-income beginning postsecondary students who attained a certificate or degree or were still enrolled in 2001, by receipt of Pell Grant and type of institution first attended



¹Percentage with bachelor's degree rounds to zero.

NOTE: Low- and middle-income students include all dependent students whose parents had an annual income of less than \$70,000 in 1994 and all independent students who, combined with their spouse's earnings, had an annual income of less than \$25,000 in 1994. The 3-year persistence rates discussed in indicator 24 of *The Condition of Education 2002* are lower than the persistence rates shown here. Students who stopped out for 3 or more months or made a downward transfer (e.g., from a 4-year to a less-than-4-year institution) were excluded from the percentage of those who persisted in the earlier analysis but not from this one. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01).

FOR MORE INFORMATION:
Supplemental Notes 3, 6, 8

Supplemental Tables 23-1, 23-2, 23-3

NCES 97–578, NCES 2002–025, NCES 2002–169

U.S. Department of Education 2001



Persistence and Attainment of Students With Pell Grants

Table 23-1. Percentage distribution of 1995–96 low- and middle-income beginning postsecondary students according to their academic preparation, by receipt of Pell Grant and type of institution

Characteristics of academic preparation	Total	Pell recipients ¹	Nonrecipients
Total	100.0	100.0	100.0
Less-than-4-year institutions			
High school graduation status ²			
High school diploma	85.3	77.1	90.0
GED or certificate	10.5	16.6	7.0
Did not graduate from high school	4.2	6.3	3.0
4-year institutions			
SAT/ACT composite score ³			
Low quartile (400–700)	16.4	24.7	12.0
Middle quartiles (710–1020)	54.3	54.3	54.3
High quartile (1030–1600)	29.3	21.0	33.7
High school curriculum ⁴			
Core or lower	33.9	37.9	31.7
Mid-level	51.2	50.5	51.7
Rigorous	14.9	11.6	16.7

¹Received Pell Grant in 1995–96.

²Less-than-4-year institutions only. *GED* stands for General Educational Development certificate.

³The SAT/ACT composite score variable is the sum of the verbal and mathematics scores on the SAT. If the ACT examination was taken, the ACT score was converted to an estimated SAT combined score.

⁴Curriculum levels are described in *supplemental note 6*.

NOTE: Detail may not sum to totals because of rounding. Low- and middle-income students include all dependent students whose parents had an annual income of less than \$70,000 in 1994 and all independent students who, combined with their spouse's earnings, had an annual income of less than \$25,000 in 1994.

SOURCE: Wei, C.C., and Horn, L. (2002). *Persistence and Attainment of Beginning Students With Pell Grants* (NCES 2002–169), table 6. Data from U.S. Department of Education, NCES, 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01).

Persistence and Attainment of Students With Pell Grants

Table 23-2. Among 1995–96 low- and middle-income beginning postsecondary students, percentage with each risk factor, by receipt of Pell Grant and type of institution

Receipt of Pell Grant ¹	No high school diploma	Delayed enrollment ²	Financially independent	Dependents other than a spouse	Single parent	Enrolled part time	Worked more than 35 hours per week
	Total ³						
Total	10.2	37.9	26.4	15.7	11.1	28.0	23.0
Pell recipients	15.4	46.4	37.7	27.0	20.5	19.1	17.4
Nonrecipients	7.2	33.0	19.7	9.0	5.6	33.2	26.2
	Public 2-year						
Total	11.8	43.7	31.2	18.7	12.5	46.1	33.2
Pell recipients	17.9	56.9	46.5	34.3	25.8	32.2	23.8
Nonrecipients	9.2	38.2	24.7	12.0	6.9	51.8	36.9
	Public 4-year						
Total	2.2	21.0	7.4	3.5	2.5	10.2	10.6
Pell recipients	2.5	23.7	11.4	7.1	5.4	10.0	9.6
Nonrecipients	2.1	19.4	5.2	1.4	0.8	10.3	11.2
	Private not-for-profit 4-year						
Total	3.1	19.0	9.3	3.5	2.3	7.2	10.2
Pell recipients	5.9	20.5	12.7	5.9	4.3	6.9	9.6
Nonrecipients	1.4	18.2	7.3	2.2	1.2	7.4	10.5

¹Received Pell Grant in 1995–96.

²Delayed enrollment means that the student did not enter postsecondary education in the same calendar year that he or she finished high school.

³Includes all beginning postsecondary students, including those in institutions not shown separately.

NOTE: Low- and middle-income students include all dependent students whose parents had an annual income of less than \$70,000 in 1994 and all independent students who, combined with their spouse's earnings, had an annual income of less than \$25,000 in 1994.

SOURCE: Wei, C.C., and Horn, L. (2002). *Persistence and Attainment of Beginning Students With Pell Grants* (NCES 2002–169), table 10. Data from U.S. Department of Education, NCES, 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01).

Persistence and Attainment of Students With Pell Grants

Table 23-3. Among 1995–96 low- and middle-income beginning postsecondary students, percentage distribution according to persistence and attainment by 2001, by receipt of Pell Grant and type of institution first attended

Receipt of Pell Grant ¹	Total	Attained or still enrolled				
		Total	Bachelor's degree	Associate's degree or certificate	No degree, still enrolled in 2001	No degree, not enrolled
		Total ²				
Total	100.0	63.9	24.2	24.9	14.8	36.1
Pell recipients	100.0	65.2	23.1	28.5	13.6	34.8
Nonrecipients	100.0	62.9	25.0	22.3	15.6	37.1
		Public 2-year				
Total	100.0	54.0	8.8	27.9	17.4	46.0
Pell recipients	100.0	56.1	9.3	31.7	15.1	44.0
Nonrecipients	100.0	53.0	8.5	25.9	18.5	47.0
		Private for-profit less-than-4-year				
Total	100.0	63.1	0.5	59.4	3.1	36.9
Pell recipients	100.0	61.6	0.6	57.7	3.2	38.4
Nonrecipients	100.0	66.3	0.3	63.1	2.9	33.7
		Public 4-year				
Total	100.0	75.7	49.1	8.0	18.6	24.4
Pell recipients	100.0	75.2	46.3	8.2	20.8	24.8
Nonrecipients	100.0	76.0	51.4	7.8	16.8	24.0
		Private not-for-profit 4-year				
Total	100.0	79.2	62.8	5.7	10.7	20.8
Pell recipients	100.0	77.1	56.5	7.7	13.0	22.9
Nonrecipients	100.0	81.0	68.1	4.1	8.8	19.0

¹Received Pell Grant by 1998.

²Includes all beginning postsecondary students, including those in types of institutions not shown separately.

NOTE: Low- and middle-income students include all dependent students whose parents had an annual income of less than \$70,000 in 1994 and all independent students who, combined with their spouse's earnings, had an annual income of less than \$25,000 in 1994. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01).

Persistence and Attainment of Students With Pell Grants

Table S23. Standard errors for the percentage of 1995–96 low- and middle-income beginning postsecondary students who attained a certificate or degree or were still enrolled in 2001, by receipt of Pell Grant and type of institution first attended

Receipt of Pell Grant	Bachelor's degree	Associate's degree or certificate	No degree or certificate, still enrolled
		Public 2-year	
Pell Grant recipient	1.8	3.1	2.2
Nonrecipient	1.5	2.4	2.2
		Private for-profit less-than-4-year	
Pell Grant recipient	0.3	2.6	0.9
Nonrecipient	0.3	4.7	1.2
		Public 4-year	
Pell Grant recipient	2.0	1.1	1.6
Nonrecipient	1.7	1.0	1.3
		Private not-for-profit 4-year	
Pell Grant recipient	2.6	1.2	1.5
Nonrecipient	2.8	0.8	1.1

SOURCE: U.S. Department of Education, NCES, 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01).

Persistence and Attainment of Students With Pell Grants

Table S23-1. Standard errors for the percentage distribution of 1995–96 low- and middle-income beginning postsecondary students according to their academic preparation, by receipt of Pell Grant and type of institution

Characteristics of academic preparation	Total	Pell recipients	Nonrecipients
Total	†	†	†
Less-than-4-year institutions			
High school graduation status			
High school diploma	1.44	2.58	1.65
GED or certificate	1.30	2.36	1.50
Did not graduate from high school	0.73	1.38	0.82
4-year institutions			
SAT/ACT composite score			
Low quartile (400–700)	0.84	1.65	0.82
Middle quartiles (710–1020)	1.12	1.86	1.36
High quartile (1030–1600)	1.07	1.50	1.34
High school curriculum			
Core or lower	1.11	1.97	1.33
Mid-level	1.18	2.04	1.46
Rigorous	0.85	1.21	1.11

†Not applicable.

SOURCE: U.S. Department of Education, NCES, 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01).

Persistence and Attainment of Students With Pell Grants

Table S23-2. Standard errors for the percentage of 1995–96 low- and middle-income beginning postsecondary students with each risk factor, by receipt of Pell Grant and type of institution

Receipt of Pell Grant	No high school diploma	Delayed enrollment	Financially independent	Dependents other than a spouse	Single parent	Enrolled part time	Worked more than 35 hours per week
	Total						
Total	0.89	1.34	1.23	1.02	0.89	1.38	1.19
Pell recipients	1.58	1.92	1.99	1.88	1.82	1.67	1.58
Nonrecipients	1.05	1.79	1.52	1.12	0.81	1.89	1.63
	Public 2-year						
Total	1.68	2.51	2.36	1.98	1.71	2.52	2.30
Pell recipients	3.58	4.00	4.41	4.24	4.18	3.93	3.83
Nonrecipients	1.81	3.05	2.66	1.98	1.41	3.03	2.81
	Public 4-year						
Total	0.43	1.26	0.67	0.45	0.37	0.87	0.83
Pell recipients	0.64	2.00	1.24	1.05	0.96	1.40	1.25
Nonrecipients	0.56	1.63	0.78	0.36	0.17	1.07	1.11
	Private not-for-profit 4-year						
Total	0.78	1.58	1.14	0.68	0.53	1.03	1.20
Pell recipients	1.70	2.49	2.06	1.24	1.08	1.68	1.75
Nonrecipients	0.57	1.93	1.29	0.78	0.52	1.31	1.55

SOURCE: U.S. Department of Education, NCES, 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01)

Persistence and Attainment of Students With Pell Grants

Table S23-3. Standard errors for the percentage distribution of 1995–96 low- and middle-income beginning postsecondary students according to persistence and attainment by 2001, by receipt of Pell Grant and type of institution first attended

Receipt of Pell Grant	Total	Attained or still enrolled				No degree, not enrolled
		Total	Bachelor's degree	Associate's degree or certificate	No degree, still enrolled in 2001	
Total	†	1.03	0.88	1.02	0.88	1.03
Pell recipients	†	1.46	1.12	1.47	1.00	1.46
Nonrecipients	†	1.45	1.20	1.47	1.29	1.45
Public 2-year						
Total	†	1.91	1.19	1.87	1.73	1.91
Pell recipients	†	3.30	1.80	3.13	2.24	3.30
Nonrecipients	†	2.42	1.49	2.42	2.21	2.42
Private for-profit less-than-4-year						
Total	†	2.06	0.24	2.09	0.80	2.06
Pell recipients	†	2.68	0.33	2.55	0.94	2.68
Nonrecipients	†	4.43	0.32	4.74	1.24	4.43
Public 4-year						
Total	†	1.06	1.43	0.80	0.90	1.06
Pell recipients	†	1.54	1.95	1.14	1.64	1.54
Nonrecipients	†	1.43	1.66	0.95	1.28	1.43
Private not-for-profit 4-year						
Total	†	1.63	2.36	0.81	0.99	1.63
Pell recipients	†	1.80	2.59	1.15	1.50	1.80
Nonrecipients	†	2.15	2.80	0.84	1.14	2.15

†Not applicable.

SOURCE: U.S. Department of Education, NCES, 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01).