

# Descriptive Summary of 2003–04 Beginning Postsecondary Students: Three Years Later



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# Descriptive Summary of 2003–04 Beginning Postsecondary Students: Three Years Later

**JULY 2008**

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July 2008

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**Suggested Citation**

Berkner, L., and Choy, S. (2008). *Descriptive Summary of 2003–04 Beginning Postsecondary Students: Three Years Later* (NCES 2008-174). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

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# Executive Summary

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In the 2003–04 academic year, approximately 4 million students enrolled in postsecondary education institutions for the first time. A sample of these students were selected to be interviewed during or just after their first year in 2004 and interviewed again in 2006 as part of the Beginning Postsecondary Students Longitudinal Study (BPS:04/06). This report describes the background and characteristics of these beginning postsecondary students, some of their experiences while enrolled, and their persistence and completion of any programs of study in the 3 years after they had first enrolled.

## Data and Methods

The 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) collected information from a sample of about 19,000 undergraduates who enrolled in about 1,300 postsecondary institutions for the first time between July 1, 2003, and June 30, 2004. These students were interviewed in 2004 as part of the National Postsecondary Student Aid Study (NPSAS:04) and were then interviewed again in 2006. The BPS:04/06 study includes first-year data about the students that were collected in NPSAS:04, as well as data collected in 2006 about their experiences after the first year of enrollment. The BPS:04/06 sample represents those first-time undergraduates enrolled in postsecondary institutions in the United States and Puerto Rico that participate in the federal Title IV student aid programs. Additional information about the

sample design is available in appendix B of this report.

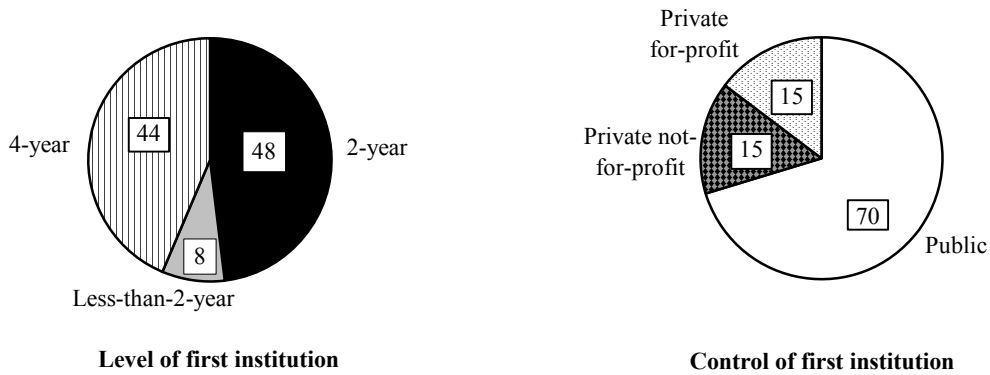
The estimates presented in this report were produced using the BPS:04/06 Data Analysis System (DAS). The analysis uses standard *t* tests to determine the statistical significance of differences between estimates. All differences noted are statistically significant at the  $p < .05$  level. For more information on statistical methods, see appendix B. The findings presented here are descriptive. Although associations are noted and discussed, no causal inferences should be made.

## Types of Institutions Attended

About one-half (48 percent) of the first-time students in 2003–04 began at a 2-year institution, 44 percent began at a 4-year institution, and 8 percent began at a less-than-2-year institution (figure A). Seventy percent of the students started at public institutions, 15 percent started at private not-for-profit institutions, and 15 percent started at private for-profit institutions.

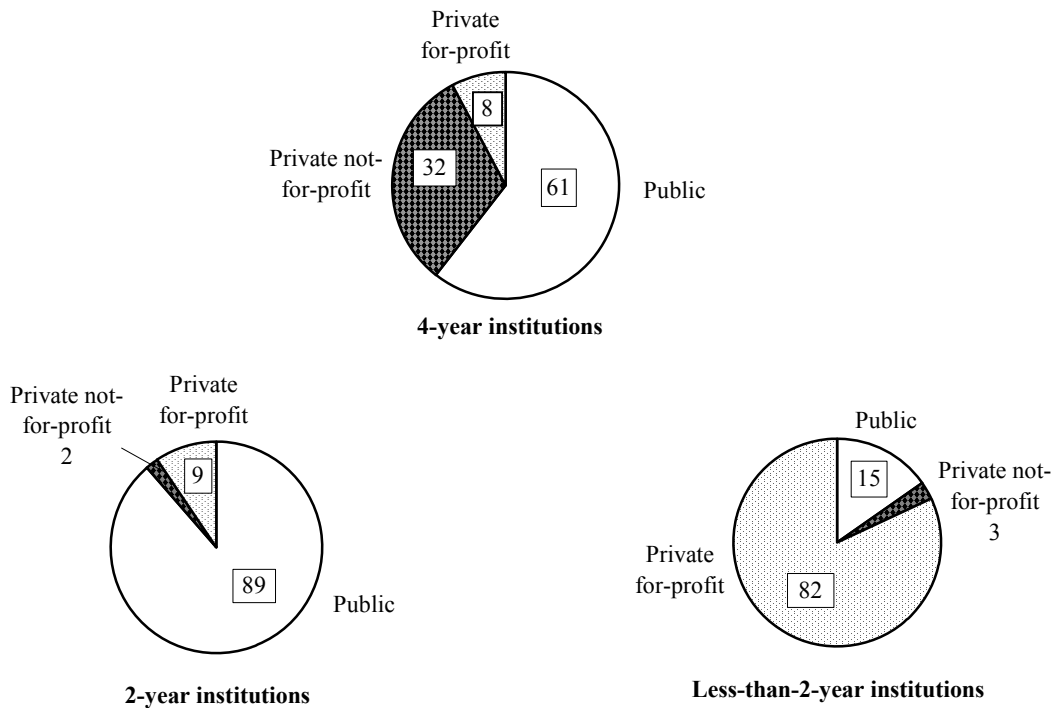
When looking within levels of institutions, 89 percent of the beginners at 2-year institutions were first enrolled in public 2-year institutions (usually called “community colleges”), and 82 percent of the beginners at less-than-2-year institutions were first enrolled in private for-profit institutions (figure B). At the 4-year institutions, 61 percent of the beginners were first enrolled in public 4-year institutions, 32 percent in private not-for-profit

**Figure A. Percentage distribution of beginning postsecondary students, by level and control of the first institution attended: 2003–04**



NOTE: Estimates include postsecondary students in Puerto Rico. Detail may not sum to totals because of rounding.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

**Figure B. Percentage distribution of beginning postsecondary students, by control of the first institution attended, within institution level: 2003–04**



NOTE: Estimates include postsecondary students in Puerto Rico. Detail may not sum to totals because of rounding.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

institutions, and 8 percent in private for-profit institutions.

## Degree Plans

In 2004, during or just after their first year of enrollment, beginning postsecondary students were asked about their degree plans. Forty percent said that they were working on a bachelor's degree, 36 percent on an associate's degree, and 13 percent on a certificate in a vocational program; 10 percent said that they were not working on any particular degree (table A). At the less-than-2-year institutions, 89 percent of the beginners planned to get a certificate. At the 2-year institutions, 64 percent of the beginners planned to get an associate's degree, and about 10 percent each planned to get either a certificate or a bachelor's degree (by transferring to a 4-year

institution). At public and private not-for-profit 4-year institutions, 84 percent of the beginners were planning to complete a bachelor's degree, but at the private for-profit 4-year institutions, 57 percent were working on an associate's degree and 39 percent were working on a bachelor's degree.

## Student Characteristics

The background characteristics of the beginning postsecondary students varied with the level of the first institution they attended. About two-thirds (66 percent) of the 2003–04 beginning students were 19 years or younger when they started (table B). Among those who started at 4-year institutions, 85 percent were in this age group, as were about one-half (54 percent) at the 2-year institutions and about one-third (32 percent) at the less-than-2-year institutions.

**Table A. Percentage distribution of beginning postsecondary students' first-year degree plans, by level of first institution and control of first 4-year institution attended: 2003–04**

Level and control of first institution	None	Certificate	Associate's degree	Bachelor's degree
Total	10.4	13.2	36.3	40.0
Level of first institution				
4-year	5.6	1.9	11.6	80.9
2-year	16.2	10.4	63.6	9.8
Less-than-2-year	1.6	89.2	8.0	1.3
Control of first 4-year institution				
Public 4-year	6.8	1.7	7.0	84.4
Private not-for-profit 4-year	4.6	1.9	9.2	84.4
Private for-profit 4-year	0.6	3.0	57.2	39.2

NOTE: Estimates include postsecondary students in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

**Table B. Percentage distribution of beginning postsecondary students' age in the first year enrolled, by level of first institution attended: 2003–04**

Level of first institution	18 years or younger	19 years	20–23 years	24–29 years	30 years or older
Total	42.6	23.4	12.8	7.9	13.3
Level of first institution					
4-year	58.0	27.4	6.5	3.5	4.5
2-year	32.9	21.4	17.0	9.8	18.9
Less-than-2-year	18.0	13.9	22.0	19.4	26.6

NOTE: Estimates include postsecondary students in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

For financial aid purposes, students are classified as “dependent” on their parents for financial support, or financially “independent.” Students under age 24 are assumed to be dependent, unless they are married or have dependents of their own (usually children) or meet some other less common criteria; all students age 24 or older are assumed to be financially independent. Seventy-one percent of all beginning students were dependent (table C). The percentage of beginning students who were dependent ranged

from 89 percent at 4-year institutions, to 61 percent at 2-year institutions, to 36 percent at less-than-2-year institutions.

One-fourth of the dependent beginning students came from families with annual incomes below \$32,000 (table D). The percentage of dependent beginning students with family incomes below \$32,000 was 20 percent at 4-year institutions, 28 percent at 2-year institutions, and 65 percent at less-than-2-year institutions.

**Table C. Percentage distribution of beginning postsecondary students' dependency and marital status in the first year enrolled, by level of first institution attended: 2003–04**

Level of first institution	Single, no children (dependent)	Single, no children (independent)	Single parent (independent)	Married (independent)
Total	70.9	7.1	10.5	11.5
Level of first institution				
4-year	88.6	3.5	4.2	3.7
2-year	60.9	9.4	12.8	16.8
Less-than-2-year	36.1	12.2	30.5	21.2

NOTE: Estimates include postsecondary students in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).



**Table D. Percentage distribution of dependent beginning postsecondary students' annual family income, by level of first institution attended: 2003–04**

Level of first institution	Less than \$32,000	\$32,000–59,999	\$60,000–91,999	\$92,000 or more
Total	25.1	26.7	24.9	23.3
Level of first institution				
4-year	19.7	24.5	26.1	29.7
2-year	28.2	29.9	25.3	16.6
Less-than-2-year	64.7	24.6	6.4	4.3

NOTE: Estimates include postsecondary students in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

## Academic Preparation

Because the information about high school academic preparation in BPS:04/06 is incomplete for older students who have been out of high school for more than 5 years, it is only reported for beginners who were under age 24 when they began postsecondary education in 2003–04 (about 80 percent of all beginners) (table 1.7).

Among the students under age 24 who began at 4-year institutions, about one-half (47 percent) reported a high school grade point average (GPA)

of 3.5 or higher, compared with 17 percent of the beginners at 2-year institutions (table E). One measure of the rigor of the courses taken in high school is the highest level of mathematics taken. Among students under age 24 who started at 4-year institutions, about one-fourth (27 percent) reported taking calculus in high school; 6 percent reported taking only courses below algebra II. Among beginners under age 24 starting at 2-year institutions, 5 percent reported taking calculus and one-fourth (25 percent) reported taking only courses below algebra II (table F).

**Table E. For beginning postsecondary students under age 24, percentage distribution of their high school grade point average (GPA), by level of first institution attended: 2003–04**

Level of first institution	Below 3.0	3.0–3.4	3.5–4.0
Total	31.7	35.7	32.6
Level of first institution			
4-year	17.7	35.1	47.2
2-year	46.2	36.8	17.0
Less-than-2-year	57.2	32.6	10.2

NOTE: Grades are self-reported and only include students with a regular high school diploma. Estimates include postsecondary students in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

**Table F. For beginning postsecondary students under age 24, percentage distribution of the highest level of mathematics courses taken in high school, by level of first institution attended: 2003–04**

Level of first institution	Below Algebra II	Algebra II	Trigonometry	Pre-calculus	Calculus
Total	15.7	30.4	17.6	19.9	16.3
Level of first institution					
4-year	6.3	20.2	19.4	27.0	27.1
2-year	24.9	40.2	16.0	13.4	5.5
Less-than-2-year	29.5	46.7	14.2	6.8	2.8

NOTE: Courses are self-reported. Estimates include postsecondary students in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

About 90 percent of beginners had regular high school diplomas, but the percentage who did not varied by institution type (compendium table 2.1). Four percent of students who began at 4-year institutions, 13 percent who began at 2-year institutions, and 25 percent who began at less-than-2-year institutions did so without a regular high school diploma.

Among beginning students under age 24, about one-fifth reported that they had earned Advanced Placement Test college credits which were accepted by their institution (19 percent) or that they had earned college credits for courses taken at a college while in high school (21 percent) (table 10).

### Retention and Attainment at the First Institution Attended

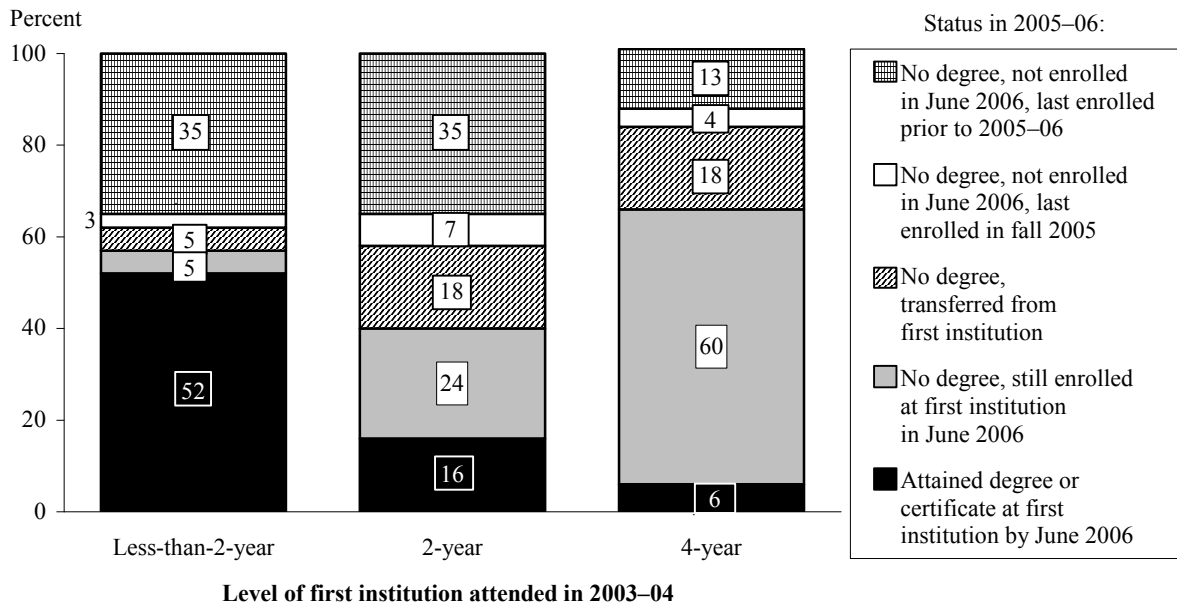
The 3-year period covered in this report is too brief to determine whether students who had not attained a certificate or degree and were no longer enrolled anywhere in June 2006 had permanently left postsecondary education. Some beginning students may “stop out” by leaving an institution for a semester or more, and then return to that or a different institution later. Students who have “stopped out” can only be identified as such after

they have returned, which may be after the 3-year period of this study. When the term “left” is used in this report, it only refers to the enrollment status of the student at the end of the 3-year period, and includes some “stop-outs” who cannot be identified until later.

Institutions usually measure student retention as the percentage of beginners still enrolled in the fall term of each year after they first started. The figures below for 3-year retention at the first institution show the percentage of the 2003–04 beginners who were not enrolled at any time in 2005–06 and also those who were enrolled only in the fall of 2005.

Less-than-2-year institutions offer certificates in vocational fields that can be completed in less than 2 years of full-time enrollment. About one-half (52 percent) of the students beginning at a less-than-2-year institution in 2003–04 had attained a certificate by 2006 at the same institution where they had started (figure C). Five percent of the beginners at less-than-2-year institutions were still enrolled at the same institution without completing a certificate in June 2006; 3 percent were last enrolled there in the fall of 2005; and 35 percent left the institution without completing a certificate and were not enrolled

**Figure C. Retention and attainment at the first institution attended after 3 years among students who began in 2003–04, by level of first institution attended**



NOTE: The term “degree” includes certificates in vocational programs. Estimates include postsecondary students in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

anywhere in 2005–06. Five percent had transferred to a different institution without a certificate.

Two-year institutions offer associate’s degree programs, which can normally be completed in 2 years of full-time enrollment, and may also offer certificates in vocational programs. Sixteen percent of the 2003–04 beginning students at 2-year institutions had attained a certificate (6 percent) or associate’s degree (10 percent) within 3 years at the institution where they had first enrolled (table 5.1). Twenty-four percent of the beginners were still enrolled at the same institution without completing a degree in June 2006; 7 percent were last enrolled there in the fall of 2005; and 35 percent had left the institution before completing a degree and were

not enrolled anywhere during the 2005–06 academic year. Eighteen percent had left the institution without a degree and transferred elsewhere during the 3-year period.

Four-year institutions offer bachelor’s degrees, which can usually be completed in 4 years of full-time enrollment, but may also offer associate’s degree and certificate programs. Two percent of the beginners at 4-year institutions completed a bachelor’s degree in 3 years and 4 percent completed an associate’s degree or a certificate at the institution where they had started (table 5.1). Sixty percent were still enrolled at the same institution without a degree in June 2006; 4 percent were last enrolled in the fall of 2005; and 13 percent had left the institution and were not enrolled

anywhere during the 2005–06 academic year. Eighteen percent had left the 4-year institution where they had started and transferred to a different institution before completing any program.

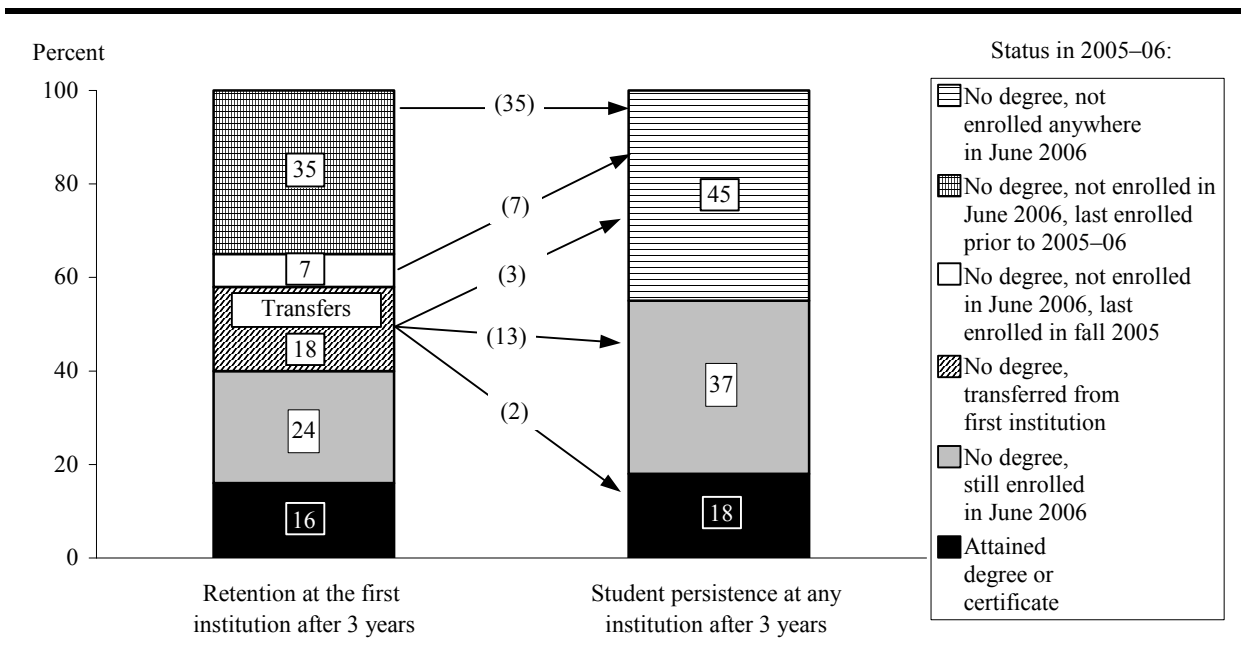
## Persistence and Attainment Anywhere

In this report, the term *retention* is used to refer to the experience of the beginning postsecondary students after 3 years at the institution where they first enrolled. From the perspective of the institution where they started, students are retained if they are still enrolled at that institution or have attained a degree or

certificate there. The figures below compare the 3-year retention at the first institution, which includes students last enrolled in the fall of 2005, to the 3-year persistence of the same students anywhere in the spring of 2006. The students enrolled only in the fall term at the first institution are included among those not enrolled anywhere in June 2006.

Among students beginning at a 2-year institution, 35 percent left the institution without completing a program before the 2005–06 academic year and did not enroll anywhere else; 7 percent were last enrolled in the fall of 2005; and 18 percent transferred elsewhere without a degree (figure D).

**Figure D. Retention at the first institution attended and persistence anywhere after 3 years among students who began at 2-year institutions in 2003–04**

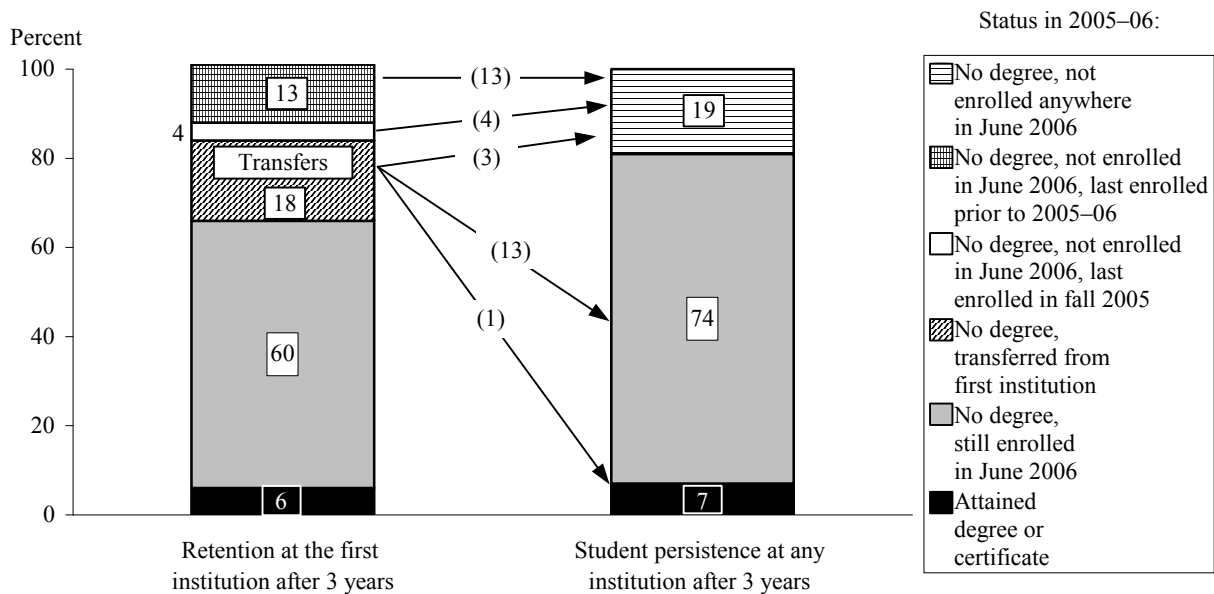


By June 2006, 45 percent of the students who started at a 2-year institution had not attained any degree and were not enrolled anywhere; this proportion includes the students who transferred and then left the second institution, as well as those last enrolled in the fall of 2005. Eighteen percent had attained a degree or certificate, and 37 percent were still enrolled without a degree, either at the first institution or at the transfer institution.

Among students beginning at a 4-year institution, 13 percent left the institution without completing a program and were not enrolled

anywhere in 2005–06; 4 percent were last enrolled in the fall of 2005; and 18 percent had transferred elsewhere without a degree (figure E). By June 2006, some 19 percent of the students who started at a 4-year institution in 2003–04 had not attained any degree and were not enrolled anywhere; this proportion includes the students who transferred and then left the second institution without a degree as well as those last enrolled in the fall of 2005. Seven percent had attained a degree or certificate, and 74 percent were still enrolled without a degree, either at the first institution or at the transfer institution.

**Figure E. Retention at the first institution attended and persistence anywhere after 3 years among students who began at 4-year institutions in 2003–04**



NOTE: The term “degree” includes certificates. Estimates include postsecondary students in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

Some student characteristics associated with persistence and attainment include program type, enrollment intensity, dependency status, and employment while enrolled. In 2005–06, students in certificate programs had higher rates of completion than those in associate’s degree programs; students who were enrolled full time completed degrees at higher rates than those enrolled part time; and independent students had higher completion rates than dependent students, although larger percentages of dependent than independent students were still enrolled. Students who worked full time left postsecondary education without completion at higher rates and remained enrolled at lower rates than those who did not work or worked part time.

## **Summary**

Most of the first-time students who began at 4-year institutions in 2003–04 were young (85 percent were age 19 or younger) and financially dependent on their parents. Among those under age 24, nearly all (94 percent) had taken algebra II or higher mathematics courses in high school, and about one-fourth had taken calculus. About one-half had a high school GPA of 3.5 or higher. Eighteen percent of students who began at 4-year institutions in 2003–04 transferred

from the institution where they started. After 3 years, 81 percent were either still enrolled in postsecondary education or had attained a degree or certificate.

About one-half (46 percent) of the students beginning at 2-year institutions in 2003–04 were age 20 or older when they started, and 39 percent were financially independent. Among those under age 24, one-fourth had not taken algebra II or higher high school mathematics, and about one-half had a high school GPA below 3.0. Eighteen percent transferred from the 2-year institution where they had started without a degree. After 3 years, 55 percent had either attained a certificate or degree (18 percent) or were still enrolled without a degree at some postsecondary institution (37 percent).

About two-thirds (68 percent) of the students beginning at less-than-2-year institutions in 2003–04 were age 20 or older when they started, and about two-thirds (64 percent) were financially independent. Among those under age 24, about one-half had a high school GPA below 3.0. Within 3 years, about one-half (52 percent) of the students starting at a less-than-2-year institution had completed a certificate program from that institution.

## Foreword

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This report provides a description of the student characteristics, persistence, and degree attainment of a nationally representative sample of students who began postsecondary education for the first time during the 2003–04 academic year. The report describes the background, academic preparation, and experience of these beginning students over 3 academic years, from July 2003 to June 2006, and provides information about rates of program completion, transfer, and attrition for students who first enrolled at various types of postsecondary institutions using data from the 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06). The BPS survey is the longitudinal component of the 2003–04 National Postsecondary Student Aid Study (NPSAS:04), a nationally representative sample that includes students enrolled in all types of postsecondary institutions. The BPS:04/06 cohort consists of students in the NPSAS:04 sample who were identified as having enrolled in postsecondary education for the first time during the 2003–04 academic year. These beginning students were initially interviewed in 2004, at the end of their first year in postsecondary education, and then interviewed again in 2006, some 3 years after they had started.

The estimates presented in the report were produced using the NCES Data Analysis System (DAS), a web-based software application that enables users to specify and generate tables for most of the postsecondary surveys conducted by NCES. The DAS produces the design-adjusted standard errors necessary for testing the statistical significance of differences in the estimates. The DAS for BPS:04/06 is available on the NCES website (<http://nces.ed.gov/das>). For more information on the DAS, see appendix B of this report.

## Acknowledgments

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The 2004/06 Beginning Postsecondary Students Longitudinal Study was conducted by RTI International and MPR Associates for the National Center of Education Statistics (NCES). Jennifer Wine of RTI was responsible for the overall direction and management of the project. Others at RTI who made major contributions were Jeff Franklin for student interviews, Joe Simpson for data processing, Melissa Cominole for instrument development, Theresa Gilligan, Donna Anderson, and Kristin Dudley for the data files, Sara Wheelless for weights, and Darryl Creel for imputations. Sara Wheelless, Marcinda Mason, and Lesa Caves prepared the methodological appendix for this report.

At MPR, Shirley He, Stephen Lew, and Joanna Wu wrote the programs for the derived variables and prepared the documentation for the Data Analysis System files. Vicky Dinger, Terry Lew, and John Vavricka created the Data Analysis System files. Barbara Kridl was responsible for the production of the report; Alicia Broadway formatted the tables and the text of the report; Rosa Van prepared the glossary; and Andrea Livingston and Emily Forrest Cataldi edited the text.

The report was also reviewed by Jacqueline King (American Council on Education), Catherine Millett (Educational Testing Service), and Tammy Halligan (Career College Association) who provided many useful comments and suggestions for revisions.



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# Introduction

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Approximately 4 million undergraduates started postsecondary education for the first time during the 2003–04 academic year, enrolling in a wide variety of institutions, including 4-year colleges and universities, public 2-year community colleges, and private for-profit institutions. A sample of these first-time beginning students was surveyed in 2004, at the end of their first year in postsecondary education, and then surveyed again in 2006, some 3 years after they had started. This report describes the background and characteristics of these first-time beginners at various types of institutions, some of their experiences while enrolled, and their persistence and completion of any programs of study in the 3 years after they had first enrolled.

## Data and Methods

The data in this report are from the 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06), the latest in a series of BPS studies covering the years 1990–94 (BPS:90/94) and 1996–2001 (BPS:96/01). The students in the BPS:04/06 study will be contacted again and interviewed in 2009. The descriptive reports and public access datasets for all of these studies are available from the NCES website (<http://nces.ed.gov/das>).

The BPS:04/06 study includes the results of the 2004 survey, administered during the students' first year of enrollment, as well as the results of the first follow-up survey of 2006. The 2004 survey was administered as part of the 2003–04 National Postsecondary Student Aid Study (NPSAS:04). NPSAS:04 is a nationally representative sample of about 90,000 undergraduate, graduate, and first-professional students in about 1,600 postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico<sup>1</sup> that are eligible to participate in the federal Title IV student aid programs. Approximately 19,000 respondents were identified as first-time beginners in the NPSAS:04 survey and became the sample for the BPS:04/06 longitudinal study. The NPSAS:04 study sample represents the approximately 19 million undergraduates enrolled in 2003–04, while the BPS:04/06 study sample represents about 4 million of these undergraduates who were first-time beginners that academic year.

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<sup>1</sup> Approximately 300 students in the sample (1.2 percent weighted) were enrolled in Puerto Rico. No statistically significant differences were detected in the totals of any of the following tables when Puerto Rico was excluded.

The estimates presented in this report were produced using the BPS:04/06 Data Analysis System (DAS). A glossary describing the variables in the DAS that were used to produce the tables is provided in appendix A. All comparisons made in the Selected Findings were tested using Student's *t* statistic, and all differences cited were statistically significant at the .05 level. Standard errors for estimates in this report are available at <http://nces.ed.gov/das/library/reports.asp>. The findings presented here are entirely descriptive in nature. Although associations are noted and discussed, these associations do not support causal inferences.

The information about the BPS students in their first year comes from the NPSAS:04 study, which is based on a wide variety of sources such as institutional records, federal financial aid applications, federal student loan and Pell grant records, and a student interview. The information about the BPS students in 2006 is primarily based on the follow-up student interview, supplemented with data from the same federal databases, college admissions test agencies, and the National Student Clearinghouse enrollment records. The student interviews in both years were a web-based questionnaire that was either self-administered or conducted via telephone with a trained interviewer. In 2006 about 15,000 students completed the interview, resulting in a weighted response rate of 77 percent. The technical notes in appendix B supply additional information about response rates, the methodology of the data collection, file preparation, and analysis.

## **Related Studies**

The standard works on college student retention are by Tinto (1993) and Astin (1993). More recently, Pascarella and Terenzini (2005) have provided a comprehensive review of a decade of research on the persistence and attainment of college students. The literature which they summarize has shown that higher rates of student persistence and degree attainment are associated with the following student characteristics: academic achievement in high school, immediate entry into college after high school, full-time and continuous enrollment while in college, academic and social engagement with faculty and peers, working part time for less than 15 hours a week while enrolled, and beginning at a 4-year institution instead of a 2-year community college. Lower rates of persistence and attainment are associated with delayed entry into college after high school, weak academic preparation, part-time enrollment and interruptions in enrollment continuity, low levels of interaction with faculty and little participation in school activities, working more than 15 hours a week while enrolled, and beginning at a 2-year community college.

Pascarella and Terenzini (2005) also review the research on the relationship of parental education and family income to student persistence. Student persistence in college is positively associated with higher levels of parental education; students whose parents attended college are more likely to go to college and to complete a degree. Persistence is also positively associated with family income, but financial aid enhances the persistence and degree completion of low-income students. The recent literature by economists examining the complex relationship of persistence to financial aid, family income, parental education, and academic preparation has been reviewed by Long (2007).

The first study in the Beginning Postsecondary Students series followed a cohort of students beginning postsecondary education in 1989–90 through their fifth year in 1994 (Berkner, Cuccaro-Alamin, and McCormick 1996). The second BPS study was based on a cohort of students beginning in 1995–96. The characteristics of these students in their first year were described by Kojaku and Nunes (1998) and their 3-year persistence and attainment was described by Berkner, Horn, and Clune (2000). These two reports provide information about the 1995–96 beginning students that is comparable to the information presented in this report about the 2003–04 beginning students.

The persistence and degree completion rates of the 1995–96 cohort after 6 years is described in Berkner, He and Cataldi (2002). The persistence and attainment rates of the 1989–90 and the 1995–96 cohorts of beginning students are compared in Horn and Berger (2004). Adelman (2006) analyses the BPS data in relation to the college enrollment experience and completion rates of a cohort of students who were in the eighth grade in 1988. Choy (2002) provides a summary of the results of the NCES studies on students that is written for a general audience.

## **Organization of the Report**

This report describes some of the findings from the BPS:04/06 survey data that was recently released by NCES. The report has two purposes: (1) to present an overview of the characteristics of students who began postsecondary education for the first time in 2003–04 and their enrollment patterns during the 3 years after they first enrolled, and (2) to provide a reference tool for federal and state policymakers, postsecondary associations, college administrators, and others looking for detailed information based on national data about first-time students and their experience in postsecondary education.

The report is divided into two parts. The first part is a narrative that presents a profile of the demographic characteristics of students who began postsecondary education in 2003–04, their

academic preparation, and their enrollment patterns during the 3 years after they first enrolled. The focus of the narrative is to show the differences in the backgrounds and enrollment persistence of students who started at either 4-year, 2-year, or less-than-2-year institutions in 2003–04. The student enrollment and attainment patterns are described both in terms of retention at the first institution attended and as persistence anywhere in postsecondary education.

The second part of the report is a table compendium that provides more detail about the topics discussed in the narrative. The compendium also includes tables and summaries of findings on a variety of other topics of interest that are covered in the BPS:04/06 survey. These topics include faculty contact, distance education and remedial courses, academic performance and experiences, reasons for leaving a college, participation in community service, job characteristics and salaries of those no longer enrolled, and financial aid received during the first year of enrollment. Each section of the compendium includes highlights of some of the important findings shown in the tables.

The variables selected for the rows in the tables describe institutional and student characteristics associated with persistence, such as the type of first institution attended, degree plans, enrollment intensity, age, gender, race/ethnicity, dependency status, family income, parental level of education, recent high school graduation, high school mathematics courses, and admissions test scores.



# Profile of Beginning Postsecondary Students in 2003–04

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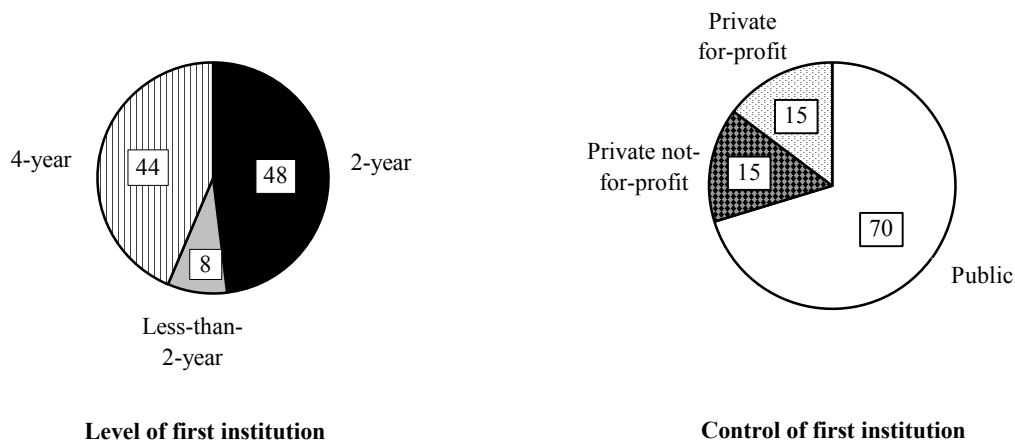
## Type of First Institutions Attended

About one-half (48 percent) of the first-time students began at a 2-year institution, 44 percent began at a 4-year institution, and 8 percent began at a less-than-2-year institution (figure 1). Seventy percent of the beginners started at public institutions, 15 percent started at private not-for-profit institutions, and 15 percent started at private for-profit institutions. In the BPS:96/98 study, which described first-time students in 1995–96, 73 percent began in public institutions, 16 percent in private not-for-profit institutions, and 11 percent in private for-profit institutions (Berkner, Horn, and Clune 2000, table 6.2b).

Less-than-2-year institutions offer certificates or other awards below associate’s degrees in vocational programs. About 82 percent of the beginners at less-than-2-year institutions were first

**Figure 1. Percentage distribution of beginning postsecondary students, by level and control of the first institution attended: 2003–04**

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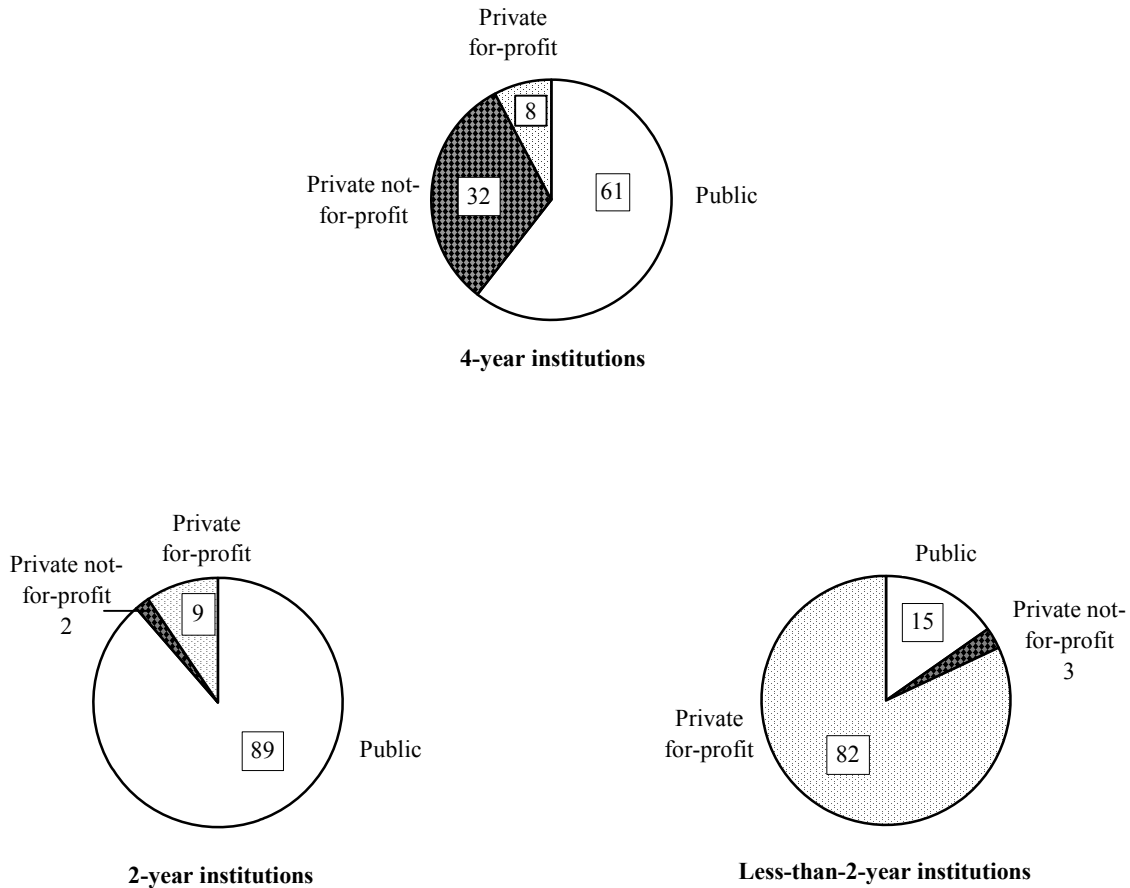


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NOTE: Estimates include postsecondary students in Puerto Rico. Detail may not sum to totals because of rounding.  
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

enrolled in private for-profit institutions (figure 2). Two-year institutions offer associate’s degree as well as certificate programs. About 89 percent of the beginners at 2-year institutions were first enrolled in public 2-year institutions, which are usually called community colleges. Four-year institutions offer bachelor’s degree programs for undergraduates, but may also offer associate’s degrees and certificates. About 61 percent of the beginners at 4-year institutions were first enrolled in public institutions, 32 percent in private not-for-profit institutions, and 8 percent in private for-profit institutions. Among those who were first-time beginners in 1995–96, 63 percent of the beginners at 4-year institutions were enrolled in public, 36 percent in private-not-for-profit, and 1 percent in private for-profit institutions (Berkner, Horn, and Clune 2000, table 6.2b).

**Figure 2. Percentage distribution of beginning postsecondary students, by control of the first institution attended, within institution level: 2003–04**



NOTE: Estimates include postsecondary students in Puerto Rico. Detail may not sum to totals because of rounding.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

## Degree Plans and Enrollment Intensity

In 2004, during or just after their first year of enrollment, students were asked what degree they were working on. Forty percent said that they planned to get a bachelor's degree, 36 percent an associate's degree, 13 percent a certificate in a vocational program, and 10 percent were not planning to get any particular degree (table 1). At the less-than-2-year institutions, 89 percent of the beginners planned to get a certificate. At the 2-year institutions 64 percent of the beginners planned to get an associate's degree, and about 10 percent each planned to get either a certificate or a bachelor's degree (by transferring to a 4-year institution). At the public and the private not-for-profit 4-year institutions, 84 percent of the beginners were planning to complete a bachelor's degree, but at the private for-profit 4-year institutions 39 percent planned to complete a bachelor's degree and 57 percent planned to complete an associate's degree.

**Table 1. Percentage distribution of beginning postsecondary students' first-year degree plans, by level of first institution and control of first 4-year institution attended: 2003–04**

Level and control of institution	None	Certificate	Associate's degree	Bachelor's degree
Total	10.4	13.2	36.3	40.0
Level of first institution				
4-year	5.6	1.9	11.6	80.9
2-year	16.2	10.4	63.6	9.8
Less-than-2-year	1.6	89.2	8.0	1.3
Control of first 4-year institution				
Public 4-year	6.8	1.7	7.0	84.4
Private not-for-profit 4-year	4.6	1.9	9.2	84.4
Private for-profit 4-year	0.6	3.0	57.2	39.2

NOTE: Estimates include postsecondary students in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

Completion of a program in the normal time assumes that the student is enrolled full time. About three-fourths of the beginners at 4-year and less-than-2-year institutions always attended full time while they were enrolled (table 2). At public 2-year institutions, 36 percent were always enrolled full time and 27 percent were always enrolled part time. At private for-profit 2-year institutions, 84 percent were always enrolled full time and 3 percent were always enrolled part time.

**Table 2. Percentage distribution of beginning postsecondary students' attendance intensity while enrolled through June 2006, by level of first institution attended and control of first 2-year institution: 2003–04**

Level and control of institution	Always full-time	Mixed	Always part-time
Total	59.5	26.9	13.5
Level of first institution			
4-year	76.8	20.2	3.0
2-year	41.1	34.7	24.2
Less-than-2-year	75.3	17.2	7.5
Control of first 2-year institution			
Public 2-year	35.9	37.3	26.8
Private not-for-profit 2-year	71.4	20.3	8.3
Private for-profit 2-year	83.8	13.2	3.0

NOTE: Estimates include postsecondary students in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

## Student Characteristics

About two-thirds (66 percent) of the 2003–04 beginning students were age 19 or younger when they started (table 3). Among those who started at 4-year institutions, 85 percent were 19 or younger, at the 2-year institutions about one-half (54 percent) were 19 or younger, and at the less-than-2-year institutions about one-third (32 percent) were 19 or younger.

**Table 3. Percentage distribution of beginning postsecondary students' age in the first year enrolled, by level of first institution attended: 2003–04**

Level of first institution	18 years or younger	19 years	20–23 years	24–29 years	30 years or older
Total	42.6	23.4	12.8	7.9	13.3
Level of first institution					
4-year	58.0	27.4	6.5	3.5	4.5
2-year	32.9	21.4	17.0	9.8	18.9
Less-than-2-year	18.0	13.9	22.0	19.4	26.6

NOTE: Estimates include postsecondary students in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

For financial aid purposes, students are classified as dependent on their parents for financial support, or financially independent. Students under age 24 are assumed to be dependent, unless they are married, have dependents of their own (usually children), are veterans, or are orphans; all students 24 or older are assumed to be independent. Seventy-one percent of all beginning students were dependent (table 4). The percentage of beginning students who were dependent ranged from 89 percent at 4-year institutions and 61 percent at 2-year institutions, to 36 percent at less-than-2-year institutions.

**Table 4. Percentage distribution of beginning postsecondary students' dependency and marital status in the first year enrolled, by level of first institution attended: 2003–04**

Level of first institution	Single, no children (dependent)	Single, no children (independent)	Single parent (independent)	Married (independent)
Total	70.9	7.1	10.5	11.5
Level of first institution				
4-year	88.6	3.5	4.2	3.7
2-year	60.9	9.4	12.8	16.8
Less-than-2-year	36.1	12.2	30.5	21.2

NOTE: Estimates include postsecondary students in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

Among dependent students, about one-fourth (27 percent) came from families where neither parent had more than a high school education; among independent students, 58 percent came from families where neither parent had more than a high school education (compendium table 1.10). Fifty-five percent of beginners at 4-year institutions had a parent with a bachelor's degree, compared with 28 percent of those at 2-year institutions, and 15 percent of those at less-than-2-year institutions (table 5).

One-fourth of the dependent beginning students came from families with parental annual incomes below \$32,000 (table 6). The percentage of dependent beginning students with family incomes below \$32,000 was 20 percent at 4-year institutions, 28 percent at 2-year institutions, and 65 percent at less-than-2-year institutions. Thirty percent of the dependent students beginning at 4-year institutions came from families in the highest income group, compared with 17 percent of those at 2-year institutions and 4 percent of those at less-than-2-year institutions.

**Table 5. Percentage distribution of beginning postsecondary students' parents' highest level of education, by level of first institution attended: 2003–04**

Level of first institution	High school or less	Some postsecondary	Bachelor's degree or higher
Total	35.9	25.2	38.9
Level of first institution			
4-year	22.9	22.1	54.9
2-year	43.0	28.8	28.2
Less-than-2-year	65.2	19.9	14.9

NOTE: Estimates include postsecondary students in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

**Table 6. Percentage distribution of dependent beginning postsecondary students' annual family income, by level of first institution attended: 2003–04**

Level of first institution	Less than \$32,000	\$32,000–59,999	\$60,000–91,999	\$92,000 or more
Total	25.1	26.7	24.9	23.3
Level of first institution				
4-year	19.7	24.5	26.1	29.7
2-year	28.2	29.9	25.3	16.6
Less-than-2-year	64.7	24.6	6.4	4.3

NOTE: Estimates include postsecondary students in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

## Academic Preparation

Not all beginning students enter postsecondary education with the same level of academic preparation or performance, and this information is useful for understanding rates of persistence and attainment. For all beginning students, information is available on the type of high school credential they earned (if any) and the type of high school from which they graduated. For students under age 24 when they began their postsecondary education, information was usually available on their high school grade point average, the highest level of high school mathematics courses taken, any college credits they earned during high school, and their scores on college admission tests (ACT or SAT). This type of information is less relevant for older students who have been out of high school for a long time and were age 24 or older when they first started

postsecondary education. With the exception of the admissions test scores, all data in this report related to academic preparation and performance in high school are student reported.

About 90 percent of the beginning students had received a diploma at a public (79 percent), private (8 percent), or foreign high school (3 percent) (compendium table 2.1). The remaining 10 percent did not have a regular high school diploma—that is, they had a high school equivalency certificate based on their General Educational Development (GED) Test scores or other certificate of completion, or had been home schooled, or had not finished high school. The percentage of beginners without a high school diploma was 4 percent at 4-year institutions, 13 percent at 2-year institutions, and 25 percent at less-than-2-year institutions.

About 80 percent of the beginners under age 24 had taken the ACT or SAT college admissions tests: 95 percent of those at 4-year institutions, 67 percent at 2-year institutions, and 37 percent at less-than-2-year institutions took these tests (table 7). Among those under age 24 who took one of the tests, about one-third (35 percent) of those starting at 4-year institutions were among those with the highest scores and 13 percent were in the lowest category of scores. At 2-year institutions, 41 percent of those under age 24 who took the tests were in the lowest score category. Admissions test scores are usually neither required nor considered in admission to 2-year or less-than-2-year institutions.

**Table 7. For beginning students under age 24, the percentage who took the college admissions tests (SAT/ACT), and among those who did, the percentage distribution of their test scores, by level of first institution attended: 2003–04**

Level of first institution	Took admission tests (ACT or SAT)	Among test takers, admissions test scores <sup>1</sup>			
		Lowest	Low middle	High middle	Highest
Total	79.4	24.8	27.4	23.3	24.5
Level of first institution					
4-year	95.1	13.4	24.6	27.1	34.9
2-year	66.7	41.5	32.0	18.0	8.6
Less-than-2-year	36.5	57.5	27.2	9.3	6.1

<sup>1</sup> Categories represent approximate quartile values determined by using the CENTILE function in the DAS, and are based only on the scores of the students in the BPS:04/06 sample. SAT scores are reported in 10-point intervals and the median score was 990. Because 52 percent scored 990 or less, the percentages shown for the two middle quartiles are not close to the 25 percent that would be expected.

NOTE: Estimates include postsecondary students in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

About one-half (47 percent) of beginners at 4-year institutions reported a high school grade point average (GPA) of 3.5 or higher (table 8). About one-half (46 percent) of the beginners at 2-year institutions and over one-half (57 percent) at less-than-2-year institutions reported a high school GPA below 3.0.

**Table 8. For beginning postsecondary students under age 24, percentage distribution of their high school grade point average (GPA), by level of first institution attended: 2003–04**

Level of first institution	Below 3.0	3.0–3.4	3.5–4.0
Total	31.7	35.7	32.6
Level of first institution			
4-year	17.7	35.1	47.2
2-year	46.2	36.8	17.0
Less-than-2-year	57.2	32.6	10.2

NOTE: Grades are self-reported and only include regular high school graduates. Estimates include postsecondary students in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

One measure of the rigor of the courses taken in high school is the highest level of mathematics courses taken. Among students under age 24 who started at 4-year colleges, about one-fourth (27 percent) reported taking calculus in high school and 6 percent reported taking only courses below algebra II. Among beginners under age 24 starting at 2-year institutions, some 6 percent reported taking calculus and one-fourth (25 percent) reported taking less than algebra II (table 9).

**Table 9. For beginning postsecondary students under age 24, percentage distribution of the highest level of mathematics courses taken in high school, by level of first institution attended: 2003–04**

Level of first institution	Below Algebra II	Algebra II	Trigonometry	Pre-calculus	Calculus
Total	15.7	30.4	17.6	19.9	16.3
Level of first institution					
4-year	6.3	20.2	19.4	27.0	27.1
2-year	24.9	40.2	16.0	13.4	5.5
Less-than-2-year	29.5	46.7	14.2	6.8	2.8

NOTE: Estimates include postsecondary students in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).



About one-fifth of the beginning students under age 24 reported that they had earned Advanced Placement Test college credits, which were accepted by their institution (19 percent), or that they had earned college credits for courses taken at a college while in high school (21 percent); 30 percent reported earning college credits one or both ways (table 10). Among those under age 24 beginning at 4-year institutions, 41 percent reported having earned college credits while still in high school, and 21 percent of those under age 24 starting at 2-year colleges also reported doing so.

**Table 10. For beginning postsecondary students under age 24, percentage who reported earning college credits while in high school, by level of first institution attended: 2003–04**

Level of first institution	Advanced Placement credits accepted	Earned credit for courses at a college	Earned any college-level credits
Total	18.8	21.0	30.1
Level of first institution			
4-year	28.4	25.9	40.5
2-year	9.7	17.1	20.7
Less-than-2-year	2.6	7.4	8.8

NOTE: Credits are self-reported. Estimates include postsecondary students in Puerto Rico.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

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## Persistence and Attainment After 3 Years

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### Retention and Attainment at the First Institution Attended

The tables in this report present the information about beginning student enrollment and program completion from two different perspectives. One is from the perspective of the first institution attended. The first institution attended designates students as first-time beginners (or freshmen) and reports whether those students continue to be enrolled or complete a program *at that institution*. This perspective will be referred to as *retention and attainment at the first institution attended*. The other is from the perspective of the student. It looks at the beginning student's enrollment history and degree attainment at *any* postsecondary institution over the 3-year period under consideration. This will be referred to as student *persistence and attainment anywhere*. The difference between these two perspectives reflects the fact that many students transfer out of the first institution attended. When beginning students leave the institution where they first enrolled and then enroll at a different institution, they continue to persist in postsecondary education, but from the perspective of the institution where they started, they have no longer been retained. Similarly, graduation rates reported by institutions do not include outcomes for students who have transferred elsewhere; this additional information requires a survey like the BPS study.

The normal length of time it takes for a full-time student to complete a program and attain a certificate or degree depends on the type of program. Vocational certificate programs normally take less than 2 years to complete, associate's degree programs can be completed in 2 or 3 years, and bachelor's degree programs can be completed in 4 or 5 years. The 3-year period covered in this report (from July 2003 to June 2006) is long enough for students beginning in 2003–04 to complete certificates and associate's degrees, but too short for most students to complete bachelor's degrees at 4-year colleges and universities.

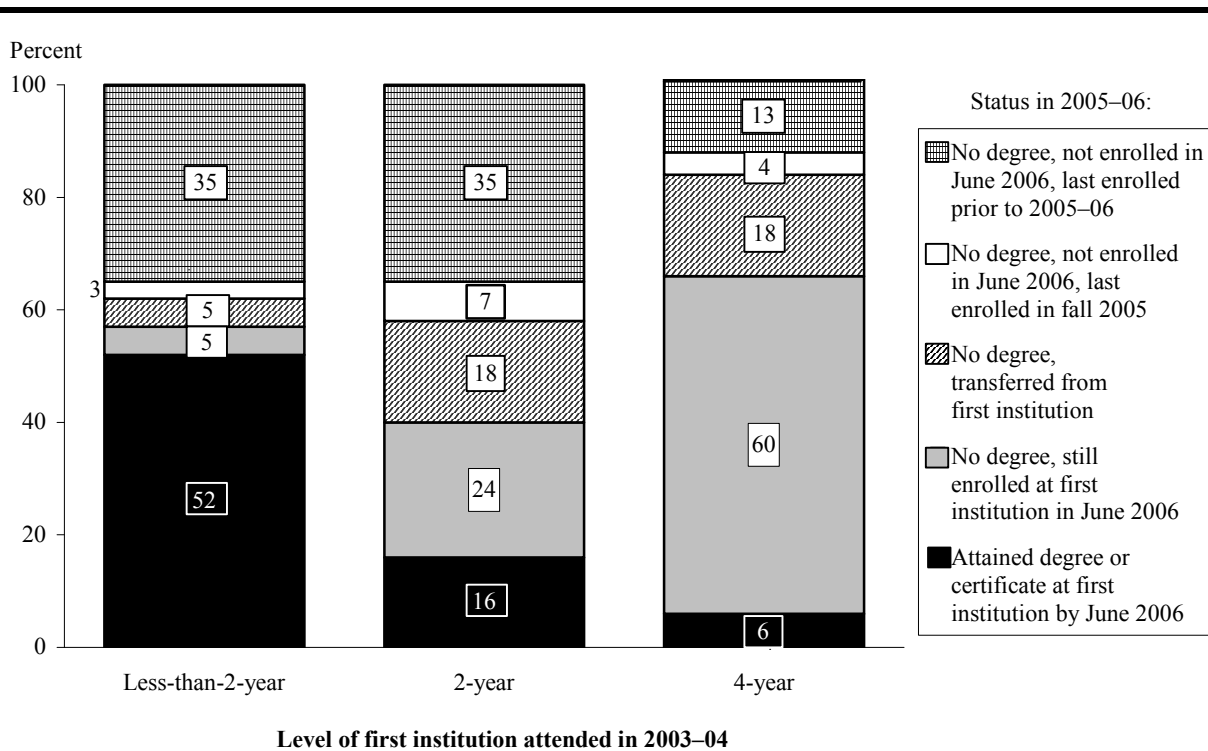
The 3-year period covered in this report is also too short to determine whether students who had not attained a certificate or degree and were no longer enrolled anywhere in June 2006 had permanently left postsecondary education. Some beginning students may "stop out" by leaving an institution for a semester or more, and then returning to that or a different institution later. Students who have "stopped out" can only be identified as such after they have returned, which may be after the 3-year period of this study. When the term "left" is used in this report, it only

refers to the enrollment status of the student at the end of the 3-year period, and includes some “stop-outs” who cannot be identified until later.

Institutions usually measure student retention as the percentage of beginners still enrolled in the fall term of each year after they first started. The figures below for 3-year retention at the first institution show the percentage of the 2003–04 beginners who were not enrolled at any time in 2005–06 and also those who were enrolled only in the fall of 2005.

Less-than-2-year institutions offer certificates in vocational fields that can be completed in less than 2 years of full-time enrollment. About one-half (52 percent) of the students beginning at a less-than-2-year institution in 2003–04 had attained a certificate by 2006 at the same institution where they had started (figure 3). Five percent of the beginners at less-than-2-year institutions

**Figure 3. Retention and attainment at the first institution attended after 3 years among students who began in 2003–04, by level of first institution attended**



NOTE: Estimates include postsecondary students in Puerto Rico. Detail may not sum to totals because of rounding.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

were still enrolled at the same institution without completing a certificate in June 2006; 3 percent were last enrolled there in the fall of 2005; and 35 percent left the institution without completing a certificate and were not enrolled anywhere in 2005–06. Five percent had transferred to a different institution without a certificate.

Two-year institutions offer associate’s degree programs, which can normally be completed in 2 years of full-time enrollment, and may also offer certificates in vocational programs. Sixteen percent of the 2003–04 beginning students at 2-year institutions had attained a certificate (6 percent) or associate’s degree (10 percent) within 3 years at the institution where they had first enrolled. Twenty-four percent of the beginners were still enrolled at the same institution without completing a degree or certificate in June 2006; 7 percent were last enrolled there in the fall of 2005; and 35 percent had left the institution before completing a degree or certificate and were not enrolled anywhere during the 2005–06 academic year. Eighteen percent had left the institution without a credential and transferred elsewhere during the 3-year period.

Four-year institutions offer bachelor’s degrees, which can usually be completed in 4 or 5 years of full-time enrollment, but may also offer associate’s degree and certificate programs. Two percent of the beginners at 4-year institutions completed a bachelor’s degree in 3 years and 4 percent completed an associate’s degree or a certificate at the institution where they had started. Sixty percent were still enrolled at the same institution without a degree in June 2006; 4 percent were last enrolled in the fall of 2005; and 13 percent had left the institution and were not enrolled anywhere during the 2005–06 academic year. Eighteen percent had left the 4-year institution where they had started and transferred to a different institution before completing any program.

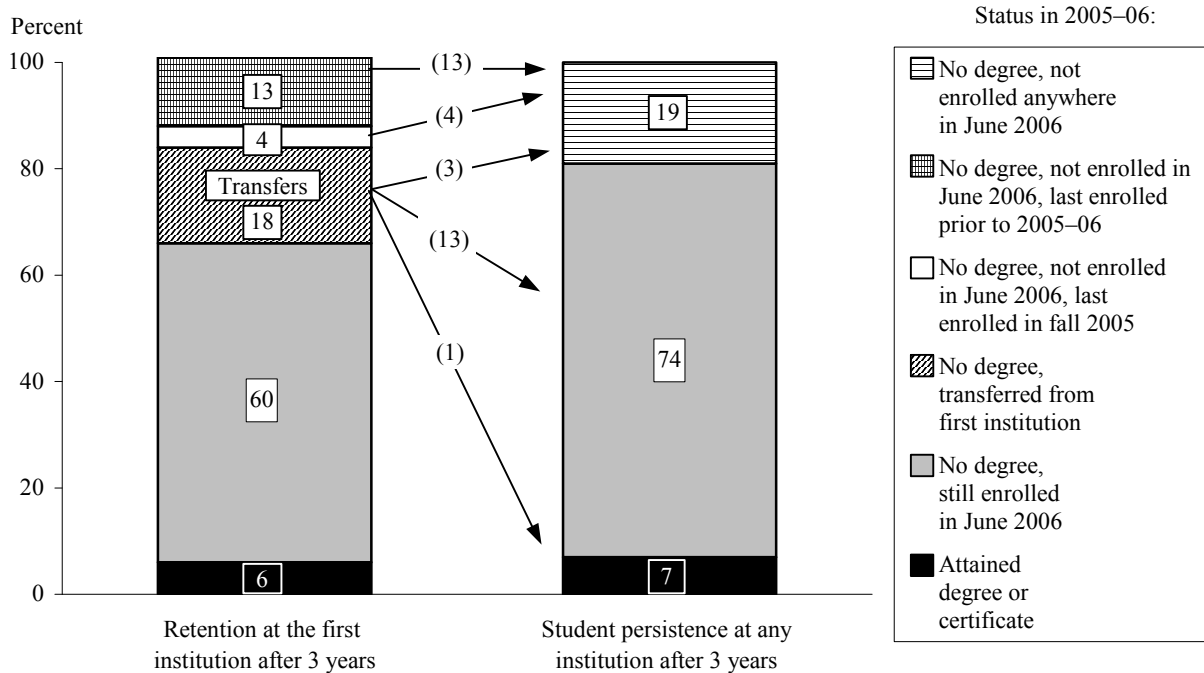
## **Student Persistence and Attainment Anywhere**

The students who left the institution where they had started without completing a certificate or degree either did not enroll anywhere else or they transferred (with or without credits) to another institution. Figures 4, 5, and 6 illustrate the relationship between the enrollment outcomes after 3 years at the first institution attended and the students’ enrollment experiences anywhere in postsecondary education. The difference between the two is what happens to the transfers: they may still be enrolled without a degree, may have attained a degree at the transfer institution, or they may also have left the transfer institution without a degree. Since this study is limited to a 3-year period, some of those without a degree and not enrolled anywhere in June 2006 may actually be “stop-outs” who will enroll again later. The figures below compare the 3-year retention at the first institution, which includes students last enrolled in the fall of 2005, to the 3-year persistence of the same students anywhere in the spring of 2006. The students enrolled

only in the fall term at the first institution are included among those not enrolled anywhere in June 2006.

Among students beginning at a 4-year institution, 13 percent left the institution without completing a program and were not enrolled anywhere in 2005–06; 4 percent were last enrolled in the fall of 2005; and 18 percent had transferred elsewhere without a degree (figure 4). By June 2006, 19 percent of the students who started at a 4-year institution had not attained any degree and were not enrolled anywhere; this includes the students who transferred and then left the second institution without a degree as well as those last enrolled in the fall of 2005. Seven percent had attained a degree or certificate and 74 percent were still enrolled without a degree, either at the first institution or at the transfer institution.

**Figure 4. Retention at the first institution attended and persistence anywhere after 3 years among students who began at 4-year institutions in 2003–04**

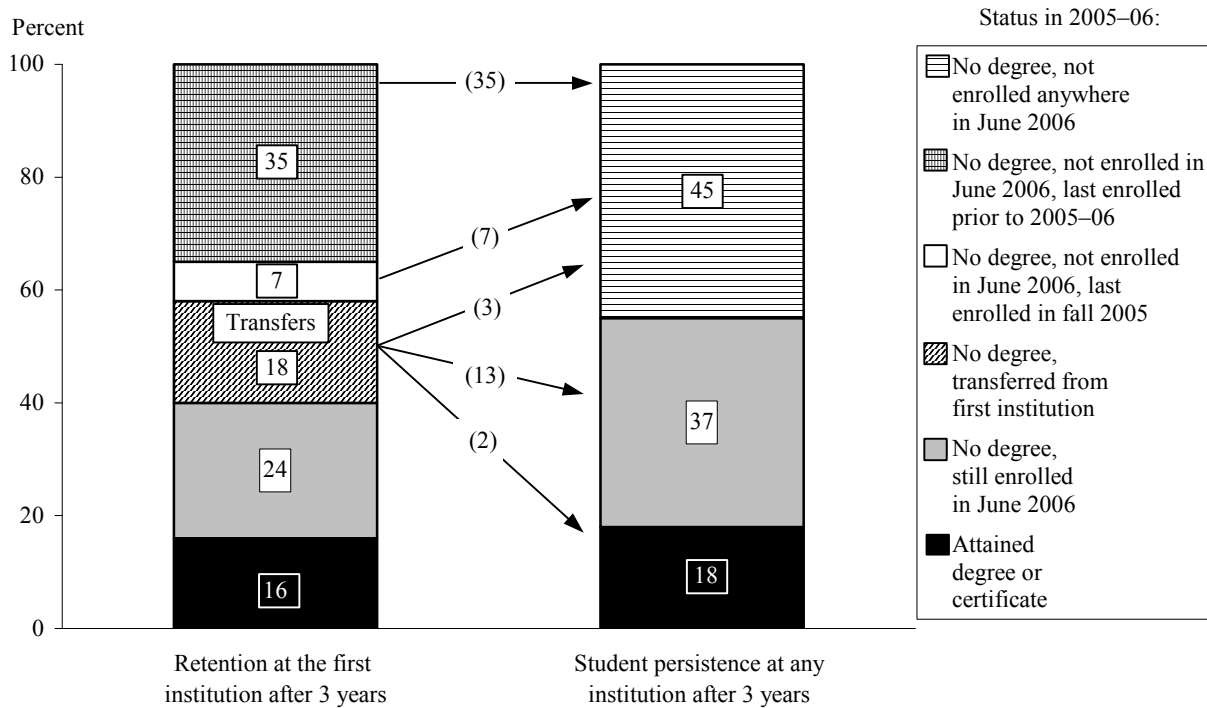


NOTE: Estimates include postsecondary students in Puerto Rico. Detail may not sum to totals because of rounding.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

Among students beginning at a 2-year institution, 35 percent left the institution without completing a program before the 2005–06 academic year and did not enroll anywhere else; 7 percent were last enrolled in the fall of 2005; and 18 percent transferred elsewhere without a degree (figure 5). By June 2006, 45 percent of the students who started at a 2-year institution had not attained any degree and were not enrolled anywhere; this includes the students who transferred and then left the second institution as well as those last enrolled in the fall of 2005. Eighteen percent had attained a degree or certificate and 37 percent were still enrolled without a degree, either at the first institution or at the transfer institution.

Among students beginning at less-than-2-year institutions, 52 percent attained a certificate at the first institution attended; 35 percent left the institution without completing a certificate and

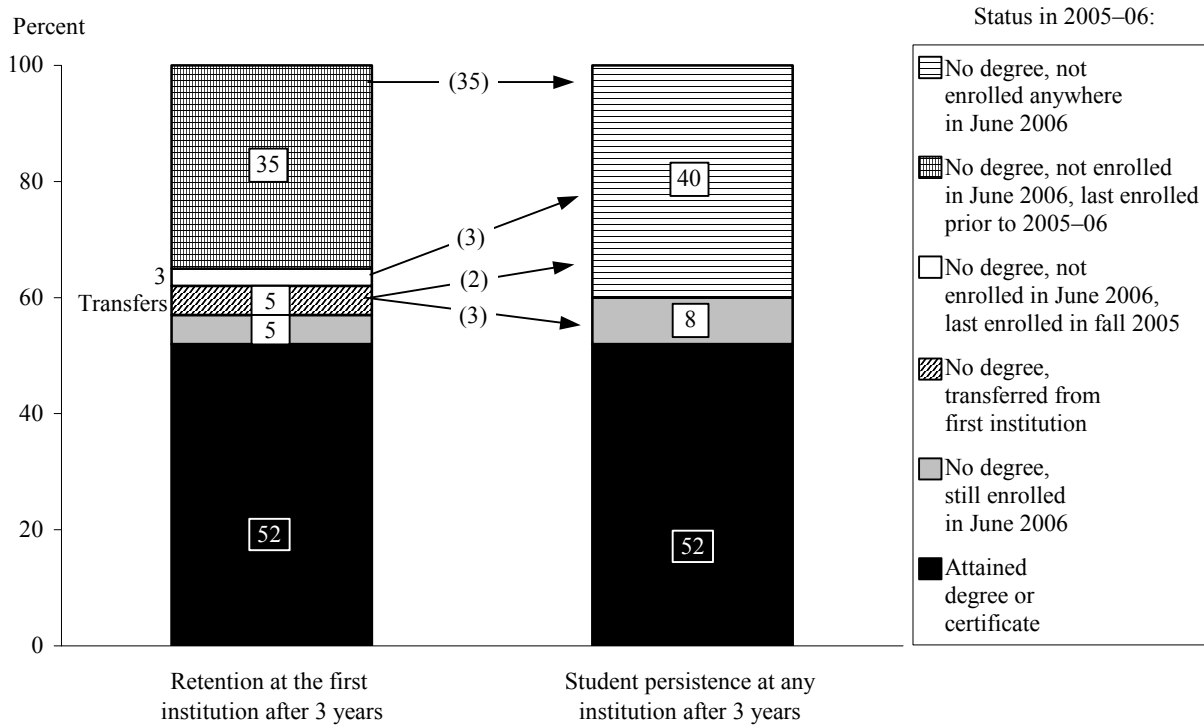
**Figure 5. Retention at the first institution attended and persistence anywhere after 3 years among students who began at 2-year institutions in 2003–04**



NOTE: Estimates include postsecondary students in Puerto Rico. Detail may not sum to totals because of rounding.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

were not enrolled anywhere in 2005–06; 3 percent were last enrolled in the fall of 2005; and 5 percent left without completing a certificate and enrolled at a different institution (figure 6). By June 2006, 40 percent of all those who started at a less-than-2 year institution had left postsecondary education without completing a program anywhere.

**Figure 6. Retention at the first institution attended and persistence anywhere after 3 years among students who began at less-than-2-year institutions in 2003–04**



NOTE: Estimates include postsecondary students in Puerto Rico. Detail may not sum to totals because of rounding.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

### Persistence, Attainment, and Student Profiles

Table 11 shows some of the relationships between persistence, attainment, and certain student characteristics found in the more detailed compendium tables of this report. Among students in programs that can be completed in 3 years or less, those in shorter programs have higher rates of completion than those in programs that take longer to complete. Students working on certificates, which can usually be completed in less than 2 years, attain certificates at a higher rate (44 percent) than the students who are working on associate’s degrees attain associate’s



**Table 11. Percentage of 2003–04 beginning postsecondary students who attained a degree and percentage distribution of their persistence and attainment status anywhere through June 2006, by student characteristics**

Student characteristics	Attained degree anywhere through 2006				Persistence anywhere through 2006				
	Any degree	Highest degree			Total	Attained degree, not enrolled	Attained degree, still enrolled	No degree, still enrolled	No degree, not enrolled
		Certificate	Associate's degree	Bachelor's degree					
Total	15.9	7.8	7.0	1.0	100.0	8.9	7.0	50.7	33.5
Degree plans first year									
None	9.4	4.8	4.3	0.3	100.0	4.3	5.1	46.9	43.7
Certificate	45.8	43.7	2.0	0.1	100.0	36.4	9.5	13.2	41.0
Associate's degree	18.6	3.5	14.9	0.2	100.0	6.7	11.9	36.2	45.2
Bachelor's degree	5.1	0.6	2.2	2.3	100.0	3.0	2.1	77.2	17.7
Enrollment intensity through 2006									
Always full-time	18.3	8.6	8.3	1.4	100.0	11.1	7.2	53.8	27.9
Mixed	14.9	7.2	7.0	0.7	100.0	6.3	8.6	57.2	28.0
Always part-time	7.0	5.6	1.5	#	100.0	4.3	2.7	23.9	69.1
Dependency status first year									
Dependent	13.7	4.7	7.6	1.4	100.0	6.6	7.1	60.7	25.6
Independent	21.2	15.4	5.6	0.2	100.0	14.6	6.6	26.2	52.7
Age first year enrolled									
18 years or younger	13.0	3.9	7.6	1.5	100.0	5.7	7.3	64.5	22.4
19 years	15.2	5.4	8.2	1.5	100.0	7.6	7.5	57.7	27.2
20–23 years	17.4	10.9	6.3	0.2	100.0	11.3	6.2	33.7	48.9
24–29 years	21.5	16.2	5.2	0.1	100.0	15.7	5.8	26.1	52.4
30 or older	21.4	16.4	4.9	0.1	100.0	15.1	6.3	24.7	53.9
Worked while enrolled in 2003–04									
Did not work	16.8	9.4	5.9	1.6	100.0	11.0	5.8	55.4	27.8
Worked part time	15.7	6.1	8.5	1.1	100.0	7.6	8.1	55.6	28.7
Worked full time	14.9	9.0	5.6	0.2	100.0	8.6	6.2	34.7	50.4

# Rounds to zero.

NOTE: "Persistence and attainment anywhere" include students who transferred out of the first institution attended. "Degree" includes certificates in vocational programs. Dependent students were under age 24, unmarried, and had no dependents of their own in 2003. Totals include students in private not-for-profit less-than-2-year institutions; sample size was too small to show as a separate category. Estimates include postsecondary students in Puerto Rico. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

degrees (15 percent). Students who are always enrolled full time have higher completion rates (18 percent) than those who are always enrolled part time (7 percent), and part-time students leave postsecondary education without completion at higher rates (69 percent) than full-time students (28 percent).

Independent students both leave postsecondary education without completion at higher rates (53 percent) than dependent students (26 percent) and have higher overall completion rates (21 percent) than dependent students (14 percent). Dependent students, on the other hand, remain enrolled without having earned a degree at higher rates than independent students (61 percent vs. 26 percent). About one-fourth (27 percent) of the independent students are working on certificates, compared with 8 percent of the dependent students (compendium table 1.3), and 15 percent of all independent students attained a certificate, compared with 5 percent of all dependent students (table 11).

About 90 percent of independent students are age 20 or older (compendium table 1.7). During the first 3 years, older students leave postsecondary education without completion at higher rates than younger students (table 11). Students who began at age 18 or 19 had 3-year rates of departure from postsecondary education without completion of 22 and 27 percent, respectively, while those in the 20 or higher age groups left postsecondary education without completion at a rate of about 50 percent.

Among students who worked full time while enrolled in 2003–04, one-half left postsecondary education without completing a degree within 3 years, representing a higher rate of departure than those who did not work (28 percent) and those who worked part time (29 percent) (table 11). Students who worked full time remained enrolled after 3 years at lower rates than their peers who did not work or worked part time (35 percent vs. 55–56 percent).

Because bachelor's degrees normally take at least 4 years of enrollment, the low 3-year attainment rates at 4-year institutions shown in this report are not meaningful. At 4-year institutions the rates at which students leave postsecondary education without completion within 3 years are more relevant to understanding differences in persistence (table 12).

Among 4-year beginners, 69 percent who were always enrolled part time had left postsecondary education without completion by June 2006, compared with 22 percent who were enrolled both full and part time and 17 percent of those who were always enrolled full time. About 85 percent of the beginning students at 4-year institutions are age 19 or younger and nearly 90 percent are dependent (tables 3 and 4, above). Among the dependent students beginning at 4-year institutions, those from families with incomes below \$60,000 left postsecondary education without completion at higher rates than those from families with incomes of \$92,000 or more

**Table 12. Among 2003–04 beginning postsecondary students who started at 4-year institutions, percentage who attained a degree and percentage distribution of their persistence and attainment status anywhere through June 2006, by student characteristics**

Student characteristics	Attained degree anywhere through 2006				Persistence anywhere through 2006				
	Any degree	Highest degree			Total	Attained degree, not enrolled	Attained degree, still enrolled	No degree, still enrolled	No degree, not enrolled
		Certificate	Associate's degree	Bachelor's degree					
Total	7.0	0.8	3.9	2.3	100.0	3.8	3.2	73.8	19.2
Enrollment intensity through 2006									
Always full-time	7.4	0.6	4.3	2.5	100.0	4.0	3.4	76.1	16.5
Mixed	6.5	1.5	3.0	2.0	100.0	3.9	2.7	71.1	22.4
Always part-time	0.7	0.7	#	#	100.0	0.6	0.1	30.1	69.2
Dependency status first year									
Dependent	6.7	0.6	3.6	2.5	100.0	3.7	3.0	78.0	15.3
Independent	9.2	2.3	6.3	0.6	100.0	4.7	4.5	41.1	49.7
Dependent student family income									
Less than \$32,000	7.0	1.1	4.1	1.9	100.0	3.6	3.4	69.4	23.6
\$32,000–59,999	7.7	0.4	5.0	2.3	100.0	4.1	3.6	73.3	19.0
\$60,000–91,999	6.1	0.8	3.0	2.3	100.0	3.7	2.4	82.1	11.8
\$92,000 or more	6.4	0.1	2.9	3.4	100.0	3.7	2.7	84.0	9.6
Admissions test scores (ACT/SAT) <sup>1</sup>									
Lowest	9.0	0.7	7.0	1.3	100.0	3.8	5.3	60.3	30.6
Low middle	5.9	0.9	3.5	1.5	100.0	2.8	3.1	77.3	16.8
High middle	5.7	0.3	3.1	2.4	100.0	2.8	2.9	80.3	14.0
Highest	6.2	0.3	2.1	3.9	100.0	4.3	1.9	85.4	8.4
Worked while enrolled in 2003–04									
Did not work	5.6	0.1	2.6	2.9	100.0	65.9	3.0	16.3	9.2
Worked part time	5.4	0.4	2.9	2.1	100.0	60.5	3.5	19.8	10.8
Worked full time	6.8	0.9	5.0	0.9	100.0	39.5	6.4	17.1	30.2

# Rounds to zero.

<sup>1</sup> Beginners under age 24 only.

NOTE: "Persistence and attainment anywhere" include students who transferred out of the first institution attended. "Degree" includes certificates in vocational programs. Full-time enrollment is 12 or more credits per term or 24 credits per year.

Dependent students were under age 24, unmarried, and had no dependents of their own in 2003. Family income of dependent students is the annual income of the parents in 2002. Full time work is 35 or more hours per week. This table includes students enrolled at postsecondary institutions in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

(table 12). Departure without completion was also related to admissions test scores. Thirty-one percent of those with the lowest 25 percent of test scores left postsecondary education without completion, compared with 8 percent of those with the highest 25 percent of test scores. However, test scores are also positively related to family incomes (compendium table 2.5): 39 percent of dependent students in the highest income category were also in the highest test score category, compared with 14 percent of dependent students in the lowest income category.

## Summary

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Most of the students who began at 4-year institutions in 2003–04 were young (85 percent were age 19 or younger) and financially dependent on their parents. Among those under age 24, nearly all (94 percent) had taken algebra II or higher mathematics courses in high school, and about one-fourth had taken calculus. Eighteen percent of students who began at 4-year institutions in 2003–04 transferred from the institution where they started. After 3 years, 81 percent were either still enrolled in postsecondary education or had attained a degree or certificate.

About one-half (46 percent) of the students beginning at 2-year institutions in 2003–04 were age 20 or older when they started, and 39 percent were financially independent. Among those under age 24, one-fourth had not taken algebra II or higher high school mathematics, and about one-half had a high school GPA below 3.0. Eighteen percent transferred from the 2-year institution where they had started without earning a degree. After 3 years, 55 percent had either attained a certificate or degree (18 percent) or were still enrolled without a degree at some postsecondary institution (37 percent).

About two-thirds (68 percent) of the students beginning at less-than-2-year institutions in 2003–04 were age 20 or older when they started, and about two-thirds (64 percent) were financially independent. Among those under age 24, about one-half had a high school GPA below 3.0. Within 3 years, about one-half (52 percent) of the students starting at a less-than-2-year institution had completed a certificate program from that institution, but 40 percent had not completed a program and were not enrolled anywhere.

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## **Table Compendium**

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## Section 1: Student Characteristics

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The tables in this section profile beginning postsecondary students, describing the types of institutions they first attended, their initial degree plans, and their attendance intensity. The tables also describe students' basic demographic characteristics, such as gender, age, race/ethnicity, dependency status, and parents' education and income. From these tables, it is possible to see the types of institutions chosen by students with different demographic characteristics and high school academic performance, and also to characterize student populations at each type of institution.

### Type of First Institution

- Overall, 44 percent of beginning postsecondary students started at a 4-year institution (table 1.1). Another 48 percent enrolled at a 2-year institution, and the remaining 8 percent enrolled at a less-than-2-year institution.
- Among beginning postsecondary students who planned to earn a bachelor's degree, 88 percent started at a 4-year institution, and 12 percent started at a 2-year institution. However, among high school graduates who enrolled in college full time without delay (i.e., finished high school in 2003 and then enrolled full time in fall 2003), relatively few of those planning to earn a bachelor's degree (6 percent) started at a 2-year institution.
- A greater percentage of women (11 percent) than men (5 percent) began their postsecondary education at a less-than-2-year institution.
- The percentage of students starting at a 4-year institution was associated with age, with relatively more 18- and 19-year-olds than older students starting at this level.
- The percentage of students starting at a 4-year institution increased with parents' education, income (for dependent students), college admissions test scores, and level of high school mathematics completed. Eighty-seven percent of beginning postsecondary students scoring in the highest 25 percent on college admissions tests and 84 percent of those who took calculus in high school enrolled first at the 4-year level.
- Among students who enrolled first at the 4-year level, 61 percent attended public institutions, 32 percent attended private not-for-profit institutions, and 8 percent attended private for-profit institutions (table 1.2).

- Among students who enrolled first at the 2-year level, 89 percent attended public institutions, and among those who enrolled first at the less-than-2-year level, 82 percent attended private for-profit institutions.

### **Initial Degree Plans and Enrollment Intensity**

- When interviewed during the 2003–04 academic year, beginning postsecondary students were asked about their degree plans at their first institution (table 1.3). Overall, 40 percent reported that they planned to earn a bachelor’s degree, 36 percent an associate’s degree, and 13 percent a certificate. The remaining 10 percent did not expect to earn either a degree or certificate.
- More than half (57 percent) of beginning postsecondary students enrolled at private for-profit 4-year institutions planned to earn an associate’s degree at that institution.
- Proportionately more males than females planned to earn a bachelor’s degree (42 vs. 38 percent), and proportionately more females than males planned to earn a certificate (16 vs. 10 percent).
- Proportionately fewer students 20 years or older than younger students were seeking a bachelor’s degree.
- As they progressed through the next 3 years, 60 percent of all beginning postsecondary students were enrolled full time each term they were enrolled (although they were not necessarily enrolled each term) (table 1.4). Another 14 percent were always enrolled part time, and the remaining 27 percent had a mixture of full- and part-time enrollment.
- At 4-year institutions, 77 percent of beginning postsecondary students were always enrolled full time, as were 75 percent at less-than-2-year institutions; at 2-year institutions, fewer (41 percent) were always enrolled full time.
- Among beginning postsecondary students who were 30 years or older when they first enrolled, 39 percent were enrolled exclusively part time.
- Among recent (2003) high school graduates, 35 percent were enrolled in college full time in fall 2003 and seeking a bachelor’s degree (table 1.5). Another 19 percent were working toward an associate’s degree, and 9 percent were working toward a certificate. The remaining 37 percent were either not enrolled full time or were enrolled but had no degree plans.

### **Gender**

- Women constituted a majority of beginning postsecondary students overall (57 percent), but the distribution of males and females varied by type of institution (table 1.6). Women made up 56 percent of the beginning student population at both 2- and 4-year institutions, but they accounted for 73 percent at less-than-2-year institutions.

- Proportionately more students 30 years or older were female (66 percent) than in any other age group.
- A greater percentage of Black and Hispanic beginning postsecondary students (62 and 61 percent, respectively) were female than were White or Asian students (56 and 52 percent).

## Disabilities

- Ten percent of all beginning postsecondary students reported having a disability when they were first enrolled in 2003–04 (table 1.6).
- At private for-profit institutions, 13 percent of the beginning students reported having a disability.
- Nine percent of dependent beginning students reported a disability, compared with 14 percent of independent students.

## Age

- Beginning postsecondary students in 2003–04 tended to enroll soon after high school: 43 percent were 18 years or younger, and 23 percent were 19 years old (table 1.7). However, 13 percent were 30 years or older when they first enrolled in postsecondary education.
- Two-year and less-than-2-year institutions had proportionately more beginning postsecondary students who were 30 years or older (19 and 27 percent, respectively) than 4-year institutions (5 percent).
- Among beginning students with certificate plans, 26 percent were 30 years or older; among those with associate’s degree plans, 17 percent were 30 years or older; among those with bachelor’s degree plans, 4 percent were 30 years or older.
- Proportionately more males than females were 19 years old when they first enrolled (27 percent versus 21 percent), but proportionately more females than males were 30 years or older when they first enrolled (15 percent versus 10 percent).

## Race/Ethnicity

- Overall, 62 percent of beginning postsecondary students in 2003–04 were White, 15 percent were Hispanic, 13 percent were Black, and 5 percent were Asian. The remaining students were American Indian (1 percent) and multiple or other races (4 percent) (table 1.8).
- The racial/ethnic distribution of beginning postsecondary students varied by type of institution. At both public and private not-for-profit 4-year institutions, 70 percent were White, and at 2-year institutions, 60 percent were White. In contrast, at less-than-2-year institutions, 38 percent were White.

- Less-than-2-year institutions had proportionately more Black (22 percent) and Hispanic (33 percent) students than other institution levels. At 4-year institutions, 11 percent of beginning postsecondary students were Black, and 10 percent were Hispanic; at 2-year institutions, the corresponding proportions were 15 and 16 percent.

### **Dependency and Marital Status**

- At the 4-year level, 93 percent of beginning postsecondary students at public institutions and 91 percent at private not-for-profit institutions were financially dependent (table 1.9). At private for-profit 4-year institutions, in contrast, roughly half (47 percent) were financially dependent.
- At private for-profit 4-year institutions, 22 percent of beginning postsecondary students were single parents. Private for-profit institutions at other levels also had relatively large proportions of single parents: 27 percent at 2-year institutions and 32 percent at less-than-2-year institutions.
- Of the beginning postsecondary students who enrolled exclusively part time, 33 percent were married, and another 15 percent were single parents.

### **Parents' Education and Income**

- Among all beginning postsecondary students, 36 percent had parents who had not gone beyond high school, 25 percent had at least one parent with some postsecondary education, and 39 percent had at least one parent with a bachelor's degree (table 1.10).
- The level of institution at which students first enrolled and parents' education were related. For example, 65 percent of those enrolling at less-than-2-year institutions had parents who had not gone beyond high school, compared with 43 percent of those starting at 2-year institutions and 23 percent of those starting at 4-year institutions. Conversely, 55 percent of students starting at the 4-year level had a parent with a bachelor's degree, compared with 28 percent of those at 2-year institutions and 15 percent of those at less-than-2-year institutions.
- Thirty percent of dependent beginning postsecondary students at 4-year institutions came from families with annual incomes of \$92,000 or more, compared with 17 percent of those at 2-year institutions and 4 percent of those at less-than-2-year institutions (table 1.11).
- About two-thirds (65 percent) of students who began at less-than-2-year institutions came from families in the lowest income group (less than \$32,000).

### **Attendance Patterns in the First Year**

- In their first year, 59 percent of all 2003–04 beginning students were enrolled full time for a full academic year (9 or more months) (table 1.12).

- Eighty percent of the beginning students at 4-year institutions, 61 percent at less-than-2-year institutions, and 39 percent at 2-year institutions were enrolled full-time/full-year in 2003–04.
- At public 2-year institutions, about one-fourth (27 percent) of the beginning students were enrolled part time for a full academic year and another one-fourth (26 percent) were enrolled part time for less than a full academic year.
- At private for-profit institutions, about one-fourth (24 percent) of the beginning students were enrolled full time for less than a full academic year.

**Table 1.1. Percentage distribution of beginning postsecondary students' first institution level, by student and institutional characteristics: 2003–04**

Student and institutional characteristics	4-year	2-year	Less-than-2-year
Total	43.6	48.1	8.3
Control of first institution			
Public	37.6	60.6	1.8
Private not-for-profit	92.3	6.1	1.5
Private for-profit	22.8	30.9	46.3
Degree plans first year			
None	23.7	75.1	1.2
Certificate	6.1	37.9	56.0
Associate's degree	13.9	84.3	1.8
Bachelor's degree	88.0	11.7	0.3
Enrollment intensity through 2006			
Always full-time	56.2	33.2	10.5
Mixed	32.7	62.0	5.3
Always part-time	9.5	85.9	4.6
Recent (2003) high school graduates enrolled full time fall 2003			
Certificate plans	15.1	33.7	51.2
Associate's degree plans	18.1	80.8	1.1
Bachelor's degree plans	93.5	6.3	0.2
Gender			
Male	45.0	49.8	5.2
Female	42.5	46.9	10.6
Age first year enrolled			
18 years or younger	59.3	37.2	3.5
19 years	51.0	44.1	5.0
20–23 years	22.1	63.6	14.3
24–29 years	19.5	60.0	20.6
30 or older	14.9	68.5	16.7
Race/ethnicity			
White	48.0	46.9	5.1
Black	34.1	52.4	13.5
Hispanic	30.3	51.5	18.3
Asian/Pacific Islander	53.5	41.8	4.7
American Indian	35.9	54.1	10.0
Multiple races/other	45.8	46.6	7.5
Dependency status first year			
Dependent	54.4	41.4	4.2
Independent	17.1	64.6	18.3
Unmarried, no dependents	21.7	64.0	14.3
Single parent	17.3	58.6	24.1
Married	14.2	70.5	15.3
Highest education of parents			
High school or less	28.2	57.4	14.5
Some postsecondary	38.8	54.9	6.3
Bachelor's degree or higher	62.2	34.8	3.0

See notes at end of table.



**Table 1.1. Percentage distribution of beginning postsecondary students' first institution level, by student and institutional characteristics: 2003–04—Continued**

Student and institutional characteristics	4-year	2-year	Less-than-2-year
Dependent student family income			
Less than \$32,000	42.9	46.3	10.9
\$32,000–59,999	50.1	46.0	3.9
\$60,000–91,999	57.2	41.7	1.1
\$92,000 or more	69.9	29.3	0.8
Admissions test taken (ACT/SAT) <sup>1</sup>			
Did not take tests	12.0	70.4	17.6
Took tests	60.8	36.6	2.6
Admissions test scores (ACT/SAT) <sup>1</sup>			
Lowest	32.9	61.0	6.1
Low middle	54.7	42.7	2.6
High middle	70.8	28.2	1.0
Highest	86.5	12.8	0.6
Highest level of high school mathematics <sup>1</sup>			
Below Algebra II	20.5	68.9	10.7
Algebra II	33.7	57.5	8.7
Trigonometry	55.9	39.5	4.6
Pre-calculus	68.7	29.4	1.9
Calculus	84.4	14.6	1.0
Federal Pell Grant received in first year			
Dependent Pell Grant recipients	51.0	37.4	11.7
Independent Pell Grant recipients	19.1	50.7	30.1

<sup>1</sup> Beginners under age 24 only.

NOTE: “Degree” includes certificates in vocational programs. Full-time enrollment is 12 or more credits per term or 24 credits per year. Black includes African American, Hispanic includes Latino, American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, and Other includes respondents having origins in a race not listed. Pacific Islanders have been combined with Asians because of small sample sizes. Race categories exclude Hispanic origin unless specified. Dependent students were under age 24, unmarried, and had no dependents of their own in 2003. Family income of dependent students is the annual income of the parents in 2002. Categories represent the income quartile ranges of all dependent student families. This table includes students enrolled at postsecondary institutions in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

**Table 1.2. Percentage distribution of beginning postsecondary students' first institution control, by student and institutional characteristics: 2003–04**

Student and institutional characteristics	Public	Private not-for-profit	Private for-profit
Total	70.4	14.9	14.7
Level of first institution			
4-year	60.7	31.6	7.7
2-year	88.6	1.9	9.5
Less-than-2-year	15.2	2.7	82.0
Degree plans first year			
None	90.0	6.5	3.5
Certificate	38.4	4.3	57.3
Associate's degree	80.3	5.3	14.4
Bachelor's degree	66.8	29.3	3.9
Enrollment intensity through 2006			
Always full-time	60.7	20.0	19.3
Mixed	81.0	9.4	9.6
Always part-time	91.9	3.4	4.8
Recent (2003) high school graduates enrolled full time fall 2003			
Certificate plans	31.4	7.2	61.4
Associate's degree plans	81.9	7.6	10.4
Bachelor's degree plans	66.6	31.6	1.8
Gender			
Male	73.0	14.9	12.1
Female	68.4	14.9	16.7
Age first year enrolled			
18 years or younger	72.6	19.9	7.6
19 years	73.2	17.6	9.2
20–23 years	65.5	7.9	26.5
24–29 years	58.7	6.1	35.2
30 or older	70.0	6.0	24.0
Race/ethnicity			
White	73.6	16.3	10.1
Black	61.6	12.8	25.6
Hispanic	62.6	11.6	25.7
Asian/Pacific Islander	77.5	15.4	7.1
American Indian	77.2	8.5	14.2
Multiple races/other	69.6	12.5	17.9
Dependency status first year			
Dependent	73.0	18.5	8.5
Independent	64.1	6.0	29.9
Unmarried, no dependents	65.5	6.8	27.8
Single parent	54.0	6.6	39.5
Married	72.5	5.1	22.4
Highest education of parents			
High school or less	67.5	8.8	23.7
Some postsecondary	74.1	12.3	13.6
Bachelor's degree or higher	70.9	22.7	6.3

See notes at end of table.

**Table 1.2. Percentage distribution of beginning postsecondary students' first institution control, by student and institutional characteristics: 2003–04—Continued**

Student and institutional characteristics	Public	Private not-for-profit	Private for-profit
Dependent student family income			
Less than \$32,000	66.4	15.1	18.5
\$32,000–59,999	74.6	16.4	9.1
\$60,000–91,999	79.3	17.2	3.5
\$92,000 or more	71.0	26.7	2.4
Admissions test taken (ACT/SAT) <sup>1</sup>			
Did not take tests	64.9	5.8	29.4
Took tests	73.4	20.2	6.4
Admissions test scores (ACT/SAT) <sup>1</sup>			
Lowest	75.3	10.7	14.0
Low middle	78.7	15.1	6.2
High middle	75.8	20.0	4.1
Highest	63.0	35.9	1.1
Highest level of high school mathematics <sup>1</sup>			
Below Algebra II	72.0	8.0	20.0
Algebra II	73.5	10.9	15.6
Trigonometry	73.3	16.5	10.2
Pre-calculus	72.7	21.3	6.0
Calculus	64.6	34.0	1.4
Federal Pell Grant received in first year			
Dependent Pell Grant recipients	60.6	18.2	21.2
Independent Pell Grant recipients	44.8	6.4	48.8

<sup>1</sup> Beginners under age 24 only.

NOTE: Full-time enrollment is 12 or more credits per term or 24 credits per year. Black includes African American, Hispanic includes Latino, American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, and Other includes respondents having origins in a race not listed. Pacific Islanders have been combined with Asians because of small sample sizes. Race categories exclude Hispanic origin unless specified. Dependent students were under age 24, unmarried, and had no dependents of their own in 2003. Family income of dependent students is the annual income of the parents in 2002. Categories represent the income quartile ranges of all dependent student families. This table includes students enrolled at postsecondary institutions in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

**Table 1.3. Percentage distribution of beginning postsecondary students' degree plans at their first institution, by student and institutional characteristics: 2003–04**

Student and institutional characteristics	None	Certificate	Associate's degree	Bachelor's degree
Total	10.4	13.2	36.3	40.0
Type of first institution				
4-year				
Public	6.8	1.7	7.0	84.4
Private not-for-profit	4.6	1.9	9.2	84.4
Private for-profit	0.6	3.0	57.2	39.2
2-year				
Public	17.7	8.2	63.8	10.4
Private not-for-profit	3.9	15.8	68.4	11.8
Private for-profit	5.0	30.1	61.3	3.5
Less-than-2-year				
Public	0.6	89.7	8.6	1.1
Private for-profit	1.7	89.6	7.4	1.2
Level of first institution				
4-year	5.6	1.9	11.6	80.9
2-year	16.2	10.4	63.6	9.8
Less-than-2-year	1.6	89.2	8.0	1.3
Control of first institution				
Public	13.3	7.2	41.5	38.0
Private not-for-profit	4.5	3.8	13.0	78.7
Private for-profit	2.5	51.5	35.4	10.6
Enrollment intensity through 2006				
Always full-time	6.7	14.8	27.9	50.7
Mixed	12.1	10.3	45.4	32.3
Always part-time	23.4	12.3	55.5	8.8
Gender				
Male	10.9	10.0	36.7	42.4
Female	10.0	15.7	36.0	38.3
Age first year enrolled				
18 years or younger	8.9	6.4	28.5	56.2
19 years	8.3	8.6	34.9	48.2
20–23 years	12.6	21.6	46.7	19.1
24–29 years	11.4	28.9	47.8	11.9
30 or older	16.0	26.3	47.1	10.6
Race/ethnicity				
White	10.6	9.8	35.3	44.2
Black	6.1	20.8	43.5	29.6
Hispanic	12.3	22.5	35.5	29.6
Asian/Pacific Islander	13.9	7.1	29.8	49.2
American Indian	5.8	15.3	51.9	27.0
Multiple races/other	10.9	12.6	36.0	40.5
Dependency status first year				
Dependent	9.3	7.6	31.8	51.2
Independent	13.0	26.9	47.3	12.8
Unmarried, no dependents	10.1	21.8	50.2	17.8
Single parent	11.8	33.4	43.2	11.6
Married	15.8	24.2	49.2	10.7

See notes at end of table.

**Table 1.3. Percentage distribution of beginning postsecondary students' degree plans at their first institution, by student and institutional characteristics: 2003–04—Continued**

Student and institutional characteristics	None	Certificate	Associate's degree	Bachelor's degree
Highest education of parents				
High school or less	11.4	21.2	43.0	24.3
Some postsecondary	9.9	11.9	43.3	34.9
Bachelor's degree or higher	9.2	5.9	25.9	59.0
Dependent student family income				
Less than \$32,000	6.9	14.6	39.0	39.6
\$32,000–59,999	9.9	7.8	36.2	46.1
\$60,000–91,999	10.6	4.3	30.6	54.5
\$92,000 or more	9.8	3.1	20.0	67.0
Admissions test taken (ACT/SAT) <sup>1</sup>				
Did not take tests	12.9	25.2	48.8	13.1
Took tests	8.4	5.4	29.4	56.8
Admissions test scores (ACT/SAT) <sup>1</sup>				
Lowest	7.6	11.5	49.0	31.9
Low middle	9.7	5.1	35.5	49.8
High middle	9.3	2.8	22.2	65.7
Highest	7.0	2.1	9.5	81.5
Highest level of high school mathematics <sup>1</sup>				
Below Algebra II	12.7	17.4	50.8	19.1
Algebra II	11.0	13.6	43.5	31.9
Trigonometry	7.1	8.1	33.1	51.7
Pre-calculus	9.0	4.1	22.7	64.2
Calculus	5.7	2.3	10.9	81.0
Federal Pell Grant received in first year				
Dependent Pell Grant recipients	4.8	15.6	33.6	46.0
Independent Pell Grant recipients	5.2	37.8	44.9	12.1

<sup>1</sup>Beginners under age 24 only.

NOTE: "Degree" includes certificates in vocational programs. Full-time enrollment is 12 or more credits per term or 24 credits per year. Black includes African American, Hispanic includes Latino, American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, and Other includes respondents having origins in a race not listed. Pacific Islanders have been combined with Asians because of small sample sizes. Race categories exclude Hispanic origin unless specified. Dependent students were under age 24, unmarried, and had no dependents of their own in 2003. Family income of dependent students is the annual income of the parents in 2002. Categories represent the income quartile ranges of all dependent student families. Totals include students in private not-for-profit less-than-2-year institutions; sample size was too small to show as a separate category. This table includes students enrolled at postsecondary institutions in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

**Table 1.4. Percentage distribution of 2003–04 beginning postsecondary students' enrollment intensity through 2006, by student and institutional characteristics**

Student and institutional characteristics	Always full-time	Mixed	Always part-time
Total	59.5	26.9	13.5
Type of first institution			
4-year			
Public	76.2	21.1	2.7
Private not-for-profit	80.6	16.6	2.7
Private for-profit	66.5	27.8	5.7
2-year			
Public	35.9	37.3	26.8
Private not-for-profit	71.4	20.3	8.3
Private for-profit	83.8	13.2	3.0
Less-than-2-year			
Public	50.7	25.3	23.9
Private for-profit	79.8	15.6	4.7
Level of first institution			
4-year	76.8	20.2	3.0
2-year	41.1	34.7	24.2
Less-than-2-year	75.3	17.2	7.5
Control of first institution			
Public	51.3	31.0	17.7
Private not-for-profit	80.0	16.9	3.1
Private for-profit	78.0	17.6	4.4
Degree plans first year			
None	38.2	31.3	30.5
Certificate	66.5	20.9	12.6
Associate's degree	45.6	33.6	20.7
Bachelor's degree	75.3	21.7	3.0
Recent (2003) high school graduates enrolled full time fall 2003			
Certificate plans	87.3	12.7	†
Associate's degree plans	70.9	29.1	†
Bachelor's degree plans	82.7	17.3	†
Gender			
Male	60.0	26.6	13.4
Female	59.2	27.2	13.7
Age first year enrolled			
18 years or younger	69.1	25.7	5.2
19 years	64.9	27.5	7.6
20–23 years	52.3	28.2	19.5
24–29 years	48.6	28.1	23.3
30 or older	32.8	27.9	39.3
Race/ethnicity			
White	61.3	25.2	13.5
Black	59.7	27.1	13.2
Hispanic	53.4	30.4	16.2
Asian/Pacific Islander	58.8	32.2	9.0
American Indian	41.8	37.1	21.1
Multiple races/other	58.5	32.1	9.4

See notes at end of table.

**Table 1.4. Percentage distribution of 2003–04 beginning postsecondary students' enrollment intensity through 2006, by student and institutional characteristics: 2006—Continued**

Student and institutional characteristics	Always full-time	Mixed	Always part-time
Dependency status first year			
Dependent	66.0	26.6	7.3
Independent	43.7	27.6	28.7
Unmarried, no dependents	45.2	29.0	25.8
Single parent	55.5	25.5	19.0
Married	31.9	28.7	39.4
Highest education of parents			
High school or less	54.3	26.1	19.6
Some postsecondary	56.9	30.5	12.6
Bachelor's degree or higher	66.7	25.4	7.9
Dependent student family income			
Less than \$32,000	69.2	23.7	7.1
\$32,000–59,999	63.1	28.8	8.1
\$60,000–91,999	63.7	28.4	7.9
\$92,000 or more	69.5	25.0	5.5
Admissions test taken (ACT/SAT) <sup>1</sup>			
Did not take tests	51.9	29.9	18.1
Took tests	68.5	25.8	5.7
Admissions test scores (ACT/SAT) <sup>1</sup>			
Lowest	59.2	31.0	9.8
Low middle	64.2	28.4	7.4
High middle	70.7	25.4	3.9
Highest	80.7	18.0	1.3
Highest level of high school mathematics <sup>1</sup>			
Below Algebra II	52.0	30.6	17.4
Algebra II	58.1	31.1	10.8
Trigonometry	69.2	24.2	6.6
Pre-calculus	70.3	25.9	3.8
Calculus	80.2	18.1	1.7
Federal Pell Grant received in first year			
Dependent Pell Grant recipients	76.6	20.7	2.7
Independent Pell Grant recipients	65.2	26.5	8.4

† Not applicable.

<sup>1</sup> Beginners under age 24 only.

NOTE: "Degree" includes certificates in vocational programs. Full-time enrollment is 12 or more credits per term or 24 credits per year. Black includes African American, Hispanic includes Latino, American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, and Other includes respondents having origins in a race not listed. Pacific Islanders have been combined with Asians because of small sample sizes. Race categories exclude Hispanic origin unless specified. Dependent students were under age 24, unmarried, and had no dependents of their own in 2003. Family income of dependent students is the annual income of the parents in 2002. Categories represent the income quartile ranges of all dependent student families. Totals include students in private not-for-profit less-than-2-year institutions; sample size was too small to show as a separate category. This table includes students enrolled at postsecondary institutions in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

**Table 1.5. Percentage distribution of the degree plans of beginning postsecondary students who were recent (2003) high school graduates, by fall 2003 enrollment intensity and student and institutional characteristics: 2003–04**

Student and institutional characteristics	Enrolled full time fall 2003			Not enrolled full time fall 2003 or no degree plans
	Certificate	Associate's degree	Bachelor's degree	
Total	8.9	19.3	35.3	36.5
Type of first institution				
4-year				
Public	1.4	5.2	78.4	15.1
Private not-for-profit	1.2	6.5	79.0	13.3
Private for-profit	2.4	37.5	27.0	33.0
2-year				
Public	3.3	30.1	5.8	60.8
Private not-for-profit	15.0	53.2	11.3	20.6
Private for-profit	24.7	43.1	3.1	29.2
Less-than-2-year				
Public	51.0	4.6	0.7	43.7
Private for-profit	70.7	5.6	1.0	22.6
Level of first institution				
4-year	1.4	8.1	74.6	15.9
2-year	5.6	31.7	5.7	57.0
Less-than-2-year	67.6	5.8	1.0	25.5
Control of first institution				
Public	3.4	20.3	33.0	43.3
Private not-for-profit	3.0	9.5	73.7	13.7
Private for-profit	40.9	24.5	7.6	27.0
Enrollment intensity through 2006				
Always full-time	12.9	23.0	48.8	15.3
Mixed	4.6	20.7	23.2	51.5
Always part-time	†	†	†	100.0
Gender				
Male	6.4	20.2	36.7	36.6
Female	10.7	18.6	34.2	36.4
Race/ethnicity				
White	6.1	19.0	39.8	35.0
Black	14.9	24.2	23.8	37.1
Hispanic	16.4	17.7	24.3	41.6
Asian/Pacific Islander	3.9	14.2	44.2	37.7
American Indian	7.8	15.9	20.6	55.6
Multiple races/other	9.7	19.7	36.6	34.0
Dependency status first year				
Dependent	5.7	19.7	47.1	27.5
Independent	16.8	18.3	6.5	58.4
Unmarried, no dependents	12.4	18.4	10.3	58.9
Single parent	23.4	22.0	6.3	48.4
Married	13.5	14.9	4.4	67.2

See notes at end of table.



**Table 1.5. Percentage distribution of the degree plans of beginning postsecondary students who were recent (2003) high school graduates, by fall 2003 enrollment intensity and student and institutional characteristics: 2003–04—Continued**

Student and institutional characteristics	Enrolled full time fall 2003			Not enrolled full time fall 2003 or no degree plans
	Certificate	Associate's degree	Bachelor's degree	
Highest education of parents				
High school or less	14.4	21.8	19.9	43.9
Some postsecondary	7.6	23.7	30.7	38.0
Bachelor's degree or higher	4.2	14.5	53.8	27.6
Dependent student family income				
Less than \$32,000	11.6	25.7	35.8	27.0
\$32,000–59,999	6.1	22.6	41.9	29.5
\$60,000–91,999	2.7	17.8	50.4	29.1
\$92,000 or more	1.8	12.1	62.9	23.2
Admissions test taken (ACT/SAT) <sup>1</sup>				
Did not take tests	18.6	24.7	8.1	48.6
Took tests	3.9	19.2	52.6	24.3
Admissions test scores (ACT/SAT) <sup>1</sup>				
Lowest	8.0	31.0	26.9	34.1
Low middle	3.6	22.8	45.4	28.2
High middle	2.5	15.4	61.3	20.9
Highest	1.7	6.7	78.4	13.3
Highest level of high school mathematics <sup>1</sup>				
Below Algebra II	12.5	28.1	14.5	44.9
Algebra II	9.9	26.1	26.9	37.1
Trigonometry	5.8	20.3	47.0	26.9
Pre-calculus	3.2	15.6	60.3	20.8
Calculus	1.9	7.8	77.5	12.7
Federal Pell Grant received in first year				
Dependent Pell Grant recipients	13.7	26.2	43.6	16.6
Independent Pell Grant recipients	29.6	26.9	8.0	35.5

† Not applicable.

<sup>1</sup> Beginners under age 24 only.

NOTE: "Degree" includes certificates in vocational programs. Full-time enrollment is 12 or more credits per term or 24 credits per year. Black includes African American, Hispanic includes Latino, American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, and Other includes respondents having origins in a race not listed. Pacific Islanders have been combined with Asians because of small sample sizes. Race categories exclude Hispanic origin unless specified. Dependent students were under age 24, unmarried, and had no dependents of their own in 2003. Family income of dependent students is the annual income of the parents in 2002. Categories represent the income quartile ranges of all dependent student families. Totals include students in private not-for-profit less-than-2-year institutions; sample size was too small to show as a separate category. This table includes students enrolled at postsecondary institutions in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

**Table 1.6. Percentage distribution of beginning postsecondary students' gender and the percentage reporting a disability, by student and institutional characteristics: 2003–04**

Student and institutional characteristics	Male	Female	Any disability
Total	42.6	57.4	10.3
Type of first institution			
4-year			
Public	44.6	55.4	7.5
Private not-for-profit	43.0	57.0	8.8
Private for-profit	43.7	56.3	11.2
2-year			
Public	44.0	56.0	11.3
Private not-for-profit	39.8	60.2	10.7
Private for-profit	45.5	54.5	15.9
Less-than-2-year			
Public	42.6	57.4	12.1
Private for-profit	23.8	76.2	12.9
Level of first institution			
4-year	44.0	56.0	8.2
2-year	44.0	56.0	11.8
Less-than-2-year	26.9	73.1	12.7
Control of first institution			
Public	44.2	55.8	9.9
Private not-for-profit	42.6	57.4	8.9
Private for-profit	35.0	65.0	13.4
Degree plans first year			
None	44.7	55.3	11.8
Certificate	32.1	67.9	13.7
Associate's degree	43.0	57.0	10.8
Bachelor's degree	45.1	54.9	8.2
Enrollment intensity through 2006			
Always full-time	42.9	57.1	9.9
Mixed	42.1	57.9	10.4
Always part-time	42.1	57.9	11.9
Recent (2003) high school graduates enrolled full time fall 2003			
Certificate plans	36.4	63.6	10.9
Associate's degree plans	46.8	53.2	8.7
Bachelor's degree plans	43.7	56.3	7.3
Age first year enrolled			
18 years or younger	41.9	58.1	8.4
19 years	48.8	51.2	9.3
20–23 years	44.8	55.2	11.4
24–29 years	39.5	60.5	12.9
30 or older	33.5	66.5	15.4
Race/ethnicity			
White	43.8	56.2	11.1
Black	38.1	61.9	7.3
Hispanic	39.4	60.6	8.9
Asian/Pacific Islander	48.3	51.7	5.9
American Indian	39.3	60.7	19.9
Multiple races/other	45.4	54.6	16.7

See notes at end of table.

**Table 1.6. Percentage distribution of beginning postsecondary students' gender and the percentage reporting a disability, by student and institutional characteristics: 2003–04—Continued**

Student and institutional characteristics	Male	Female	Any disability
Dependency status first year			
Dependent	46.2	53.8	8.8
Independent	33.8	66.2	13.9
Unmarried, no dependents	52.7	47.3	16.5
Single parent	19.7	80.3	13.3
Married	35.0	65.0	12.9
Highest education of parents			
High school or less	38.4	61.6	10.1
Some postsecondary	39.8	60.2	10.7
Bachelor's degree or higher	48.2	51.8	9.9
Dependent student family income			
Less than \$32,000	41.8	58.2	9.2
\$32,000–59,999	44.7	55.3	8.3
\$60,000–91,999	47.7	52.3	7.9
\$92,000 or more	51.2	48.8	9.9
Admissions test taken (ACT/SAT) <sup>1</sup>			
Did not take tests	44.2	55.8	11.6
Took tests	44.5	55.5	8.5
Admissions test scores (ACT/SAT) <sup>1</sup>			
Lowest	40.3	59.7	8.5
Low middle	42.5	57.5	9.2
High middle	46.9	53.1	8.7
Highest	48.7	51.3	7.5
Highest level of high school mathematics <sup>1</sup>			
Below Algebra II	43.8	56.2	13.2
Algebra II	43.3	56.7	9.8
Trigonometry	42.1	57.9	8.8
Pre-calculus	45.0	55.0	7.9
Calculus	49.0	51.0	6.0
Federal Pell Grant received in first year			
Dependent Pell Grant recipients	41.7	58.3	8.6
Independent Pell Grant recipients	25.0	75.0	15.7

<sup>1</sup> Beginners under age 24 only.

NOTE: "Degree" includes certificates in vocational programs. Full-time enrollment is 12 or more credits per term or 24 credits per year. Black includes African American, Hispanic includes Latino, American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, and Other includes respondents having origins in a race not listed. Pacific Islanders have been combined with Asians because of small sample sizes. Race categories exclude Hispanic origin unless specified. Dependent students were under age 24, unmarried, and had no dependents of their own in 2003. Family income of dependent students is the annual income of the parents in 2002. Categories represent the income quartile ranges of all dependent student families. Totals include students in private not-for-profit less-than-2-year institutions; sample size was too small to show as a separate category. "Any disability" includes students who reported having a "long-lasting" condition such as blindness, deafness, a severe vision or hearing impairment; a condition that limits "one or more of the basic physical activities such as walking, climbing stairs, reaching, lifting, or carrying"; or who responded they had any other physical, mental, or emotional condition that lasted 6 or more months and who had difficulty doing one of the following five activities: getting to school, getting around campus, learning, dressing, or working at a job. This table includes students enrolled at postsecondary institutions in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

**Table 1.7. Percentage distribution of beginning postsecondary students' age, by student and institutional characteristics: 2003–04**

Student and institutional characteristics	18 years or younger	19 years	20–23 years	24–29 years	30 years or older
Total	42.6	23.4	12.8	7.9	13.3
Type of first institution					
4-year					
Public	61.5	28.8	5.4	2.0	2.4
Private not-for-profit	58.9	28.7	5.7	2.7	4.1
Private for-profit	27.4	11.8	18.6	19.1	23.2
2-year					
Public	34.2	22.0	16.0	8.9	18.8
Private not-for-profit	35.2	19.6	18.8	10.5	15.9
Private for-profit	20.9	16.3	25.4	17.6	19.8
Less-than-2-year					
Public	8.0	10.5	11.7	21.2	48.5
Private for-profit	19.7	14.9	23.9	19.4	22.1
Level of first institution					
4-year	58.0	27.4	6.5	3.5	4.5
2-year	32.9	21.4	17.0	9.8	18.9
Less-than-2-year	18.0	13.9	22.0	19.4	26.6
Control of first institution					
Public	44.0	24.3	12.0	6.5	13.2
Private not-for-profit	56.9	27.8	6.8	3.2	5.3
Private for-profit	21.8	14.6	23.1	18.8	21.6
Degree plans first year					
None	36.5	18.8	15.5	8.6	20.5
Certificate	20.5	15.1	20.9	17.1	26.3
Associate's degree	33.4	22.5	16.5	10.3	17.2
Bachelor's degree	59.8	28.2	6.1	2.3	3.5
Enrollment intensity through 2006					
Always full-time	49.5	25.5	11.3	6.4	7.3
Mixed	40.7	23.9	13.4	8.2	13.7
Always part-time	16.3	13.1	18.5	13.5	38.5
Recent (2003) high school graduates enrolled full time fall 2003					
Certificate plans	62.1	33.7	4.2	#	#
Associate's degree plans	63.4	34.7	1.9	#	#
Bachelor's degree plans	69.3	29.9	0.9	#	#
Gender					
Male	42.0	26.8	13.5	7.3	10.4
Female	43.1	20.9	12.3	8.3	15.4
Race/ethnicity					
White	44.1	26.0	10.5	6.7	12.7
Black	33.3	17.5	19.2	12.0	18.0
Hispanic	41.2	19.0	16.3	9.6	13.9
Asian/Pacific Islander	52.4	21.4	13.3	6.6	6.3
American Indian	23.7	24.7	18.7	14.2	18.7
Multiple races/other	47.0	22.1	13.4	5.4	12.0

See notes at end of table.

**Table 1.7. Percentage distribution of beginning postsecondary students' age, by student and institutional characteristics: 2003–04—Continued**

Student and institutional characteristics	18 years or younger	19 years	20–23 years	24–29 years	30 years or older
Dependency status first year					
Dependent	57.7	31.0	11.2	†	†
Independent	5.8	4.9	16.7	27.0	45.6
Unmarried, no dependents	7.5	4.4	11.3	39.0	37.8
Single parent	8.2	6.6	24.6	24.0	36.7
Married	2.6	3.6	12.8	22.4	58.6
Highest education of parents					
High school or less	30.8	18.5	15.2	11.1	24.3
Some postsecondary	45.1	24.8	13.4	7.8	8.9
Bachelor's degree or higher	53.0	27.8	9.9	4.5	4.8
Dependent student family income					
Less than \$32,000	52.9	30.4	16.7	#	#
\$32,000–59,999	56.0	33.1	10.9	#	#
\$60,000–91,999	61.8	29.4	8.9	#	#
\$92,000 or more	61.1	31.3	7.6	#	#
Admissions test taken (ACT/SAT) <sup>1</sup>					
Did not take tests	36.8	26.9	36.2	†	†
Took tests	58.5	30.4	11.1	†	†
Admissions test scores (ACT/SAT) <sup>1</sup>					
Lowest	49.1	30.1	20.8	†	†
Low middle	59.3	30.1	10.6	†	†
High middle	59.8	31.6	8.5	†	†
Highest	65.8	29.9	4.3	†	†
Highest level of high school mathematics <sup>1</sup>					
Below Algebra II	40.7	28.2	31.1	†	†
Algebra II	50.5	29.2	20.3	†	†
Trigonometry	54.4	30.8	14.7	†	†
Pre-calculus	61.1	30.4	8.5	†	†
Calculus	64.4	30.0	5.6	†	†
Federal Pell Grant received in first year					
Dependent Pell Grant recipients	57.9	30.4	11.7	†	†
Independent Pell Grant recipients	6.5	5.4	21.5	30.0	36.6

† Not applicable.

# Rounds to zero.

<sup>1</sup> Beginners under age 24 only.

NOTE: "Degree" includes certificates in vocational programs. Full-time enrollment is 12 or more credits per term or 24 credits per year. Black includes African American, Hispanic includes Latino, American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, and Other includes respondents having origins in a race not listed. Pacific Islanders have been combined with Asians because of small sample sizes. Race categories exclude Hispanic origin unless specified. Dependent students were under age 24, unmarried, and had no dependents of their own in 2003. Family income of dependent students is the annual income of the parents in 2002. Categories represent the income quartile ranges of all dependent student families. Totals include students in private not-for-profit less-than-2-year institutions; sample size was too small to show as a separate category. This table includes students enrolled at postsecondary institutions in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

**Table 1.8. Percentage distribution of beginning postsecondary students' race/ethnicity, by student and institutional characteristics: 2003–04**

Student and institutional characteristics	White	Black	Hispanic	Asian/ Pacific Islander	American Indian	Multiple races/other
Total	61.7	13.5	15.0	5.1	0.7	4.1
Type of first institution						
4-year						
Public	69.7	8.8	9.6	7.0	0.7	4.2
Private not-for-profit	69.9	11.4	9.8	5.3	0.2	3.4
Private for-profit	45.6	21.3	19.7	4.0	1.0	8.4
2-year						
Public	61.2	13.8	15.6	4.7	0.7	3.9
Private not-for-profit	44.9	16.4	28.2	3.5	2.9	4.1
Private for-profit	53.3	22.7	17.9	1.4	0.4	4.1
Less-than-2-year						
Public	65.2	8.2	17.0	4.5	2.0	3.1
Private for-profit	33.3	24.9	35.0	2.4	0.6	3.8
Level of first institution						
4-year	67.9	10.5	10.4	6.2	0.5	4.3
2-year	60.1	14.7	16.1	4.4	0.7	4.0
Less-than-2-year	37.8	21.9	33.0	2.9	0.8	3.7
Control of first institution						
Public	64.5	11.8	13.4	5.6	0.7	4.0
Private not-for-profit	67.6	11.6	11.8	5.3	0.4	3.4
Private for-profit	42.3	23.4	26.2	2.5	0.6	5.0
Degree plans first year						
None	62.7	8.0	17.8	6.8	0.4	4.3
Certificate	45.8	21.2	25.6	2.7	0.8	3.9
Associate's degree	60.0	16.1	14.7	4.2	0.9	4.0
Bachelor's degree	68.1	10.0	11.1	6.2	0.4	4.1
Enrollment intensity through 2006						
Always full-time	63.5	13.5	13.5	5.0	0.5	4.0
Mixed	57.6	13.6	17.0	6.1	0.9	4.9
Always part-time	61.7	13.2	17.9	3.4	1.0	2.8
Recent (2003) high school graduates enrolled full time fall 2003						
Certificate plans	46.5	13.8	32.5	2.0	0.3	5.0
Associate's degree plans	65.0	14.2	13.2	3.5	0.5	3.6
Bachelor's degree plans	71.1	8.6	9.7	5.9	0.4	4.3
Gender						
Male	63.3	12.1	13.9	5.8	0.6	4.3
Female	60.4	14.5	15.9	4.6	0.7	3.9
Age first year enrolled						
18 years or younger	63.8	10.5	14.5	6.2	0.4	4.5
19 years	68.5	10.1	12.2	4.6	0.7	3.9
20–23 years	50.3	20.1	19.1	5.3	1.0	4.3
24–29 years	52.7	20.7	18.3	4.2	1.2	2.8
30 or older	58.9	18.3	15.8	2.4	0.9	3.7

See notes at end of table.

**Table 1.8. Percentage distribution of beginning postsecondary students' race/ethnicity, by student and institutional characteristics: 2003–04—Continued**

Student and institutional characteristics	White	Black	Hispanic	Asian/ Pacific Islander	American Indian	Multiple races/other
Dependency status first year						
Dependent	65.2	10.5	13.6	5.9	0.5	4.3
Independent	53.1	20.7	18.5	3.0	1.0	3.7
Unmarried, no dependents	56.1	22.4	14.2	3.5	0.6	3.1
Single parent	40.5	31.6	20.1	2.2	1.3	4.2
Married	62.7	9.6	19.8	3.4	1.0	3.5
Highest education of parents						
High school or less	51.7	16.3	23.4	4.4	0.7	3.5
Some postsecondary	64.3	14.7	12.3	3.5	0.8	4.4
Bachelor's degree or higher	70.9	9.4	8.5	6.2	0.5	4.5
Dependent student family income						
Less than \$32,000	42.0	20.4	24.7	8.4	0.6	3.9
\$32,000–59,999	62.8	10.8	14.9	6.1	0.8	4.6
\$60,000–91,999	77.8	6.0	7.7	3.9	0.3	4.2
\$92,000 or more	80.9	3.9	5.9	4.9	0.4	4.0
Admissions test taken (ACT/SAT) <sup>1</sup>						
Did not take tests	47.5	15.5	25.7	5.8	0.5	4.9
Took tests	67.0	11.0	11.7	5.6	0.6	4.1
Admissions test scores (ACT/SAT) <sup>1</sup>						
Lowest	46.1	27.0	18.6	4.4	0.5	3.4
Low middle	67.2	10.0	12.8	4.4	0.7	4.8
High middle	76.5	4.7	8.8	6.0	0.8	3.2
Highest	79.0	2.0	6.1	7.6	0.3	4.9
Highest level of high school mathematics <sup>1</sup>						
Below Algebra II	59.1	12.1	18.7	3.6	1.0	5.5
Algebra II	57.8	14.8	18.8	3.9	0.8	4.1
Trigonometry	63.8	12.8	13.4	5.8	0.4	3.7
Pre-calculus	67.2	11.8	11.7	5.1	0.3	3.8
Calculus	70.6	5.9	7.5	11.2	0.2	4.6
Federal Pell Grant received in first year						
Dependent Pell Grant recipients	45.2	20.5	22.7	6.8	0.6	4.2
Independent Pell Grant recipients	46.0	27.0	19.3	2.0	1.0	4.8

<sup>1</sup>Beginners under age 24 only.

NOTE: "Degree" includes certificates in vocational programs. Full-time enrollment is 12 or more credits per term or 24 credits per year. Black includes African American, Hispanic includes Latino, American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, and Other includes respondents having origins in a race not listed. Pacific Islanders have been combined with Asians because of small sample sizes. Race categories exclude Hispanic origin unless specified. Dependent students were under age 24, unmarried, and had no dependents of their own in 2003. Family income of dependent students is the annual income of the parents in 2002. Categories represent the income quartile ranges of all dependent student families. Totals include students in private not-for-profit less-than-2-year institutions; sample size was too small to show as a separate category. This table includes students enrolled at postsecondary institutions in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

**Table 1.9. Percentage distribution of beginning postsecondary students' dependency and marital status, by student and institutional characteristics: 2003–04**

Student and institutional characteristics	Dependent	Unmarried, no dependents	Single parent (independent)	Married (independent)
Total	70.9	7.1	10.5	11.5
Type of first institution				
4-year				
Public	92.7	2.6	2.2	2.5
Private not-for-profit	90.9	2.8	3.6	2.7
Private for-profit	46.6	14.0	21.6	17.7
2-year				
Public	63.2	8.8	11.2	16.8
Private not-for-profit	59.0	8.1	15.4	17.6
Private for-profit	40.2	15.8	26.9	17.1
Less-than-2-year				
Public	21.2	16.3	22.0	40.4
Private for-profit	38.8	11.5	32.2	17.5
Level of first institution				
4-year	88.6	3.5	4.2	3.7
2-year	60.9	9.4	12.8	16.8
Less-than-2-year	36.1	12.2	30.5	21.2
Control of first institution				
Public	73.5	6.6	8.1	11.8
Private not-for-profit	88.2	3.2	4.6	4.0
Private for-profit	41.0	13.4	28.1	17.4
Degree plans first year				
None	63.6	6.9	11.9	17.5
Certificate	40.8	11.7	26.5	21.0
Associate's degree	62.1	9.8	12.5	15.6
Bachelor's degree	90.7	3.2	3.0	3.1
Enrollment intensity through 2006				
Always full-time	78.6	5.4	9.8	6.2
Mixed	70.2	7.6	10.0	12.2
Always part-time	38.4	13.5	14.7	33.4
Recent (2003) high school graduates enrolled full time fall 2003				
Certificate plans	90.2	1.5	6.3	2.1
Associate's degree plans	95.3	1.4	2.7	0.7
Bachelor's degree plans	98.5	0.7	0.5	0.2
Gender				
Male	76.9	8.8	4.8	9.4
Female	66.4	5.9	14.7	13.0
Age first year enrolled				
18 years or younger	96.0	1.2	2.0	0.7
19 years	94.0	1.3	2.9	1.8
20–23 years	62.1	6.3	20.1	11.5
24–29 years	†	35.3	32.0	32.7
30 or older	†	20.2	29.1	50.7

See notes at end of table.



**Table 1.9. Percentage distribution of beginning postsecondary students' dependency and marital status, by student and institutional characteristics: 2003–04—Continued**

Student and institutional characteristics	Dependent	Unmarried, no dependents	Single parent (independent)	Married (independent)
<b>Race/ethnicity</b>				
White	74.9	6.5	6.9	11.7
Black	55.3	11.8	24.7	8.2
Hispanic	64.1	6.7	14.0	15.1
Asian/Pacific Islander	82.9	4.9	4.5	7.7
American Indian	55.6	6.9	20.6	16.9
Multiple races/other	73.9	5.4	10.9	9.8
<b>Highest education of parents</b>				
High school or less	54.2	10.5	15.6	19.7
Some postsecondary	74.9	6.1	10.8	8.2
Bachelor's degree or higher	85.7	3.8	5.0	5.5
<b>Admissions test taken (ACT/SAT)<sup>1</sup></b>				
Did not take tests	78.2	3.0	12.1	6.6
Took tests	92.9	1.8	3.4	1.8
<b>Admissions test scores (ACT/SAT)<sup>1</sup></b>				
Lowest	85.9	3.9	7.1	3.1
Low middle	93.3	1.5	3.0	2.2
High middle	94.5	1.1	3.0	1.3
Highest	98.1	0.8	0.7	0.5
<b>Highest level of high school mathematics<sup>1</sup></b>				
Below Algebra II	80.1	3.2	10.8	5.9
Algebra II	87.3	2.1	6.9	3.6
Trigonometry	91.3	1.5	4.9	2.3
Pre-calculus	94.5	2.7	1.7	1.1
Calculus	97.0	0.9	1.4	0.6
Federal Pell Grant received in first year	58.7	8.5	21.0	11.8

† Not applicable.

<sup>1</sup> Beginners under age 24 only.

NOTE: "Degree" includes certificates in vocational programs. Full-time enrollment is 12 or more credits per term or 24 credits per year. Black includes African American, Hispanic includes Latino, American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, and Other includes respondents having origins in a race not listed. Pacific Islanders have been combined with Asians because of small sample sizes. Race categories exclude Hispanic origin unless specified. Dependent students were under age 24, unmarried, and had no dependents of their own in 2003. Family income of dependent students is the annual income of the parents in 2002. Categories represent the income quartile ranges of all dependent student families. Totals include students in private not-for-profit less-than-2-year institutions; sample size was too small to show as a separate category. This table includes students enrolled at postsecondary institutions in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

**Table 1.10. Percentage distribution of beginning postsecondary students' parents' highest education level, by student and institutional characteristics: 2003–04**

Student and institutional characteristics	High school or less	Some postsecondary	Bachelor's degree or higher
Total	35.9	25.2	38.9
Type of first institution			
4-year			
Public	21.7	22.5	55.7
Private not-for-profit	18.1	20.7	61.3
Private for-profit	53.3	25.0	21.7
2-year			
Public	41.5	29.1	29.4
Private not-for-profit	54.9	20.6	24.5
Private for-profit	54.7	27.8	17.6
Less-than-2-year			
Public	67.2	18.5	14.3
Private for-profit	65.0	20.5	14.5
Level of first institution			
4-year	22.9	22.1	54.9
2-year	43.0	28.8	28.2
Less-than-2-year	65.2	19.9	14.9
Control of first institution			
Public	34.4	26.4	39.2
Private not-for-profit	20.9	20.5	58.6
Private for-profit	59.1	23.8	17.1
Degree plans first year			
None	40.4	24.5	35.2
Certificate	59.1	23.2	17.8
Associate's degree	42.4	29.9	27.7
Bachelor's degree	21.6	21.7	56.7
Enrollment intensity through 2006			
Always full-time	32.6	23.9	43.5
Mixed	34.8	28.5	36.7
Always part-time	53.1	23.9	23.1
Recent (2003) high school graduates enrolled full time fall 2003			
Certificate plans	51.9	23.8	24.4
Associate's degree plans	34.2	33.6	32.2
Bachelor's degree plans	18.1	21.8	60.0
Gender			
Male	32.4	23.5	44.1
Female	38.5	26.4	35.1
Age first year enrolled			
18 years or younger	25.7	26.3	47.9
19 years	28.1	26.3	45.6
20–23 years	43.0	26.6	30.4
24–29 years	51.8	25.5	22.7
30 or older	68.0	17.4	14.6

See notes at end of table.

**Table 1.10. Percentage distribution of beginning postsecondary students' parents' highest education level, by student and institutional characteristics: 2003–04—Continued**

Student and institutional characteristics	High school or less	Some postsecondary	Bachelor's degree or higher
<b>Race/ethnicity</b>			
White	29.8	25.9	44.3
Black	44.3	28.0	27.7
Hispanic	56.6	20.9	22.4
Asian/Pacific Islander	32.2	18.2	49.7
American Indian	40.6	30.0	29.4
Multiple races/other	30.6	26.9	42.5
<b>Dependency status first year</b>			
Dependent	27.2	26.3	46.5
Independent	58.0	22.3	19.7
Unmarried, no dependents	55.5	22.6	21.9
Single parent	54.5	26.5	19.0
Married	62.7	18.3	19.1
<b>Dependent student family income</b>			
Less than \$32,000	47.0	29.0	23.9
\$32,000–59,999	30.4	30.6	39.0
\$60,000–91,999	20.1	27.6	52.4
\$92,000 or more	9.1	16.8	74.1
<b>Admissions test taken (ACT/SAT)<sup>1</sup></b>			
Did not take tests	44.4	29.2	26.4
Took tests	25.3	25.7	49.0
<b>Admissions test scores (ACT/SAT)<sup>1</sup></b>			
Lowest	41.4	28.6	30.0
Low middle	28.8	29.5	41.7
High middle	19.7	26.0	54.3
Highest	10.8	18.2	70.9
<b>Highest level of high school mathematics<sup>1</sup></b>			
Below Algebra II	41.4	30.4	28.2
Algebra II	35.7	28.9	35.4
Trigonometry	26.9	27.6	45.5
Pre-calculus	22.6	24.4	52.9
Calculus	16.1	18.9	65.0
<b>Federal Pell Grant received in first year</b>			
Dependent Pell Grant recipients	44.0	29.9	26.1
Independent Pell Grant recipients	61.6	22.6	15.8

<sup>1</sup> Beginners under age 24 only.

NOTE: "Degree" includes certificates in vocational programs. Full-time enrollment is 12 or more credits per term or 24 credits per year. Black includes African American, Hispanic includes Latino, American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, and Other includes respondents having origins in a race not listed. Pacific Islanders have been combined with Asians because of small sample sizes. Race categories exclude Hispanic origin unless specified. Dependent students were under age 24, unmarried, and had no dependents of their own in 2003. Family income of dependent students is the annual income of the parents in 2002. Categories represent the income quartile ranges of all dependent student families. Totals include students in private not-for-profit less-than-2-year institutions; sample size was too small to show as a separate category. This table includes students enrolled at postsecondary institutions in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

**Table 1.11. Percentage distribution of dependent beginning postsecondary students' family income, by student and institutional characteristics: 2003–04**

Student and institutional characteristics	Less than \$32,000	\$32,000–59,999	\$60,000–91,999	\$92,000 or more
Total	25.1	26.7	24.9	23.3
Type of first institution				
4-year				
Public	18.4	24.4	28.3	28.9
Private not-for-profit	18.6	23.7	23.5	34.2
Private for-profit	48.6	32.2	11.9	7.3
2-year				
Public	26.8	30.0	26.1	17.1
Private not-for-profit	49.8	19.6	13.9	16.7
Private for-profit	42.6	32.2	16.6	8.6
Less-than-2-year				
Public	39.9	35.1	21.1	3.9
Private for-profit	66.8	23.8	4.9	4.5
Level of first institution				
4-year	19.7	24.5	26.1	29.7
2-year	28.2	29.9	25.3	16.6
Less-than-2-year	64.7	24.6	6.4	4.3
Control of first institution				
Public	22.9	27.3	27.1	22.7
Private not-for-profit	20.3	23.4	23.0	33.3
Private for-profit	54.7	28.6	10.3	6.4
Degree plans first year				
None	18.5	28.4	28.5	24.6
Certificate	48.5	27.7	14.2	9.6
Associate's degree	30.8	30.5	24.0	14.7
Bachelor's degree	19.3	24.0	26.4	30.3
Enrollment intensity through 2006				
Always full-time	26.2	25.5	24.0	24.4
Mixed	22.4	29.0	26.7	21.9
Always part-time	24.9	29.9	27.4	17.8
Recent (2003) high school graduates enrolled full time fall 2003				
Certificate plans	47.6	30.2	11.6	10.6
Associate's degree plans	29.9	31.7	23.6	14.7
Bachelor's degree plans	18.1	23.2	27.1	31.6
Gender				
Male	22.7	25.8	25.7	25.8
Female	27.2	27.5	24.2	21.1
Age first year enrolled				
18 years or younger	22.9	25.9	26.6	24.6
19 years	24.5	28.5	23.6	23.4
20–23 years	37.8	26.3	19.9	16.0
24–29 years	†	†	†	†
30 or older	†	†	†	†

See notes at end of table.

**Table 1.11. Percentage distribution of dependent beginning postsecondary students' family income, by student and institutional characteristics: 2003–04—Continued**

Student and institutional characteristics	Less than \$32,000	\$32,000–59,999	\$60,000–91,999	\$92,000 or more
<b>Race/ethnicity</b>				
White	16.1	25.6	29.6	28.7
Black	49.1	27.7	14.4	8.8
Hispanic	46.0	29.6	14.2	10.2
Asian/Pacific Islander	36.0	28.0	16.7	19.3
American Indian	28.8	38.6	16.5	16.1
Multiple races/other	23.3	29.2	25.2	22.3
<b>Highest education of parents</b>				
High school or less	43.2	30.2	18.7	7.9
Some postsecondary	27.4	31.3	26.4	15.0
Bachelor's degree or higher	12.6	22.3	28.0	37.0
<b>Admissions test taken (ACT/SAT)<sup>1</sup></b>				
Did not take tests	41.1	28.4	19.0	11.5
Took tests	21.7	26.4	26.2	25.8
<b>Admissions test scores (ACT/SAT)<sup>1</sup></b>				
Lowest	37.6	29.0	20.4	13.0
Low middle	24.4	28.6	25.9	21.1
High middle	13.8	26.7	30.1	29.4
Highest	11.9	21.3	28.1	38.7
<b>Highest level of high school mathematics<sup>1</sup></b>				
Below Algebra II	36.9	28.5	19.7	14.9
Algebra II	30.2	29.0	24.4	16.5
Trigonometry	23.7	27.7	25.9	22.7
Pre-calculus	19.4	24.9	27.5	28.2
Calculus	15.6	22.7	25.9	35.8
<b>Federal Pell Grant received in first year</b>				
Dependent Pell Grant recipients	63.7	34.6	1.7	#
Independent Pell Grant recipients	†	†	†	†

† Not applicable.

# Rounds to zero.

<sup>1</sup> Beginners under age 24 only.

NOTE: "Degree" includes certificates in vocational programs. Full-time enrollment is 12 or more credits per term or 24 credits per year. Black includes African American, Hispanic includes Latino, American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, and Other includes respondents having origins in a race not listed. Pacific Islanders have been combined with Asians because of small sample sizes. Race categories exclude Hispanic origin unless specified. Dependent students were under age 24, unmarried, and had no dependents of their own in 2003. Family income of dependent students is the annual income of the parents in 2002. Categories represent the income quartile ranges of all dependent student families. Totals include students in private not-for-profit less-than-2-year institutions; sample size was too small to show as a separate category. This table includes students enrolled at postsecondary institutions in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

**Table 1.12. Percentage distribution of beginning postsecondary students' attendance pattern in their first year, by student and institutional characteristics: 2003–04**

Student and institutional characteristics	Full-time/ full-year	Full-time/ part-year	Part-time/ full-year	Part-time/ part-year
Total	58.5	12.4	15.8	13.4
Type of first institution				
4-year				
Public	83.8	6.4	7.1	2.7
Private not-for-profit	80.2	11.2	5.1	3.6
Private for-profit	50.6	24.4	13.5	11.6
2-year				
Public	35.3	12.1	27.1	25.6
Private not-for-profit	68.3	14.3	6.6	10.7
Private for-profit	62.2	25.4	6.9	5.4
Less-than-2-year				
Public	44.7	14.0	26.4	14.9
Private for-profit	63.8	23.2	7.6	5.4
Level of first institution				
4-year	80.1	9.3	6.9	3.7
2-year	38.5	13.4	24.7	23.3
Less-than-2-year	60.9	22.0	10.3	6.7
Control of first institution				
Public	53.6	10.0	19.6	16.8
Private not-for-profit	79.2	11.7	5.2	4.0
Private for-profit	60.5	24.1	8.7	6.7
Degree plans first year				
None	37.1	11.5	22.4	29.1
Certificate	54.9	19.4	12.9	12.8
Associate's degree	42.1	14.4	24.3	19.2
Bachelor's degree	80.3	8.3	7.2	4.2
Gender				
Male	58.3	13.2	14.9	13.6
Female	58.7	11.7	16.4	13.2
Age first year enrolled				
18 years or younger	72.8	9.5	11.5	6.2
19 years	68.3	10.5	12.6	8.6
20–23 years	40.9	20.0	17.6	21.5
24–29 years	37.1	17.7	21.7	23.5
30 or older	26.4	13.9	29.3	30.5
Race/ethnicity				
White	61.1	11.3	15.5	12.1
Black	54.0	14.7	16.1	15.2
Hispanic	51.4	14.0	17.0	17.6
Asian/Pacific Islander	62.7	10.8	15.0	11.5
American Indian	35.0	16.4	26.1	22.5
Multiple races/other	60.2	15.0	13.4	11.4
Highest education of parents				
High school or less	49.3	14.2	18.5	18.0
Some postsecondary	57.6	11.5	18.2	12.6
Bachelor's degree or higher	68.8	10.9	11.2	9.2

See notes at end of table.

**Table 1.12. Percentage distribution of beginning postsecondary students' attendance pattern in their first year, by student and institutional characteristics: 2003–04—Continued**

Student and institutional characteristics	Full-time/ full-year	Full-time/ part-year	Part-time/ full-year	Part-time/ part-year
Admissions test taken (ACT/SAT) <sup>1</sup>				
Did not take tests	44.0	17.4	18.4	20.2
Took tests	72.1	10.0	11.4	6.5
Admissions test scores (ACT/SAT) <sup>1</sup>				
Lowest	60.0	12.5	16.8	10.7
Low middle	68.5	10.4	12.6	8.5
High middle	77.6	9.0	9.0	4.4
Highest	83.0	7.9	6.9	2.1
Highest level of high school mathematics <sup>1</sup>				
Below Algebra II	47.0	16.4	20.4	16.2
Algebra II	57.6	12.8	15.3	14.3
Trigonometry	69.4	12.0	11.0	7.6
Pre-calculus	77.3	8.5	10.1	4.0
Calculus	83.9	7.8	6.3	2.1
Federal Pell Grant received in first year				
Dependent Pell Grant recipients	79.6	8.8	8.5	3.0
Independent Pell Grant recipients	56.3	17.8	15.6	10.2

<sup>1</sup>Beginners under age 24 only.

NOTE: "Degree" includes certificates in vocational programs. Full-time enrollment is 12 or more credits per term or 24 credits per year. Full-year enrollment is 9 or more months. The table only includes students enrolled at one institution in 2003–04. Black includes African American, Hispanic includes Latino, American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, and Other includes respondents having origins in a race not listed. Pacific Islanders have been combined with Asians because of small sample sizes. Race categories exclude Hispanic origin unless specified. Dependent students were under age 24, unmarried, and had no dependents of their own in 2003. Family income of dependent students is the annual income of the parents in 2002. Categories represent the income quartile ranges of all dependent student families. Totals include students in private not-for-profit less-than-2-year institutions; sample size was too small to show as a separate category. This table includes students enrolled at postsecondary institutions in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

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## Section 2: Academic Preparation and Performance

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Not all beginning students enter postsecondary education with the same level of academic preparation or performance, and this information is useful for understanding rates of persistence and attainment. For all beginning students, information is available on the type of high school diploma they earned (if any) and the type of high school from which they graduated. For students under age 24 when they began their postsecondary education, information was usually available on their high school grade point average, the highest level of high school mathematics courses taken, any college credits they earned during high school, and the scores on college admission tests (ACT or SAT). The latter type of information is less relevant for older students who have been out of high school for a long time, and is only reported for students who were age 24 or older when they first started postsecondary education. With the exception of the admissions test scores, all data related to academic preparation and performance in high school in this report are student reported.

### Type of High School

- Most (79 percent) beginning postsecondary students were public school graduates who earned a regular high school diploma (table 2.1). Another 8 percent graduated from a private high school, and 3 percent graduated from a foreign high school. The remaining 10 percent did not have a regular high school diploma—that is, they had a GED or other certificate of completion, had been homeschooled (less than 1 percent), or had not finished high school.
- Proportionately more students beginning at private not-for-profit 4-year institutions (19 percent) graduated from a private high school than students beginning at public 4-year institutions (10 percent).
- Twenty-three percent of beginning postsecondary students seeking a certificate at their first institution did not have a regular high school diploma.
- About one-quarter (26 percent) of students who began their postsecondary education when they were 24–29 years old and 22 percent of those who began when they were 30 years or older did not have a regular high school diploma.

## **High School Grade Point Average (GPA) and Coursetaking (Beginning postsecondary students under 24 years old)**

- Among beginning postsecondary students under 24 years old starting at 4-year institutions, 47 percent had earned a GPA of 3.5 or higher in high school (table 2.2).
- Among their counterparts beginning their postsecondary education at 2-year and less-than-2-year institutions, 46 and 57 percent, respectively, had high school GPAs below 3.0.
- The percentage of students with a GPA of 3.5 or higher increased with parents' education.
- Among beginning postsecondary students under 24 years old starting at 4-year institutions, 27 percent had taken calculus in high school and another 27 percent had taken precalculus (table 2.3).
- Beginning postsecondary students under 24 years old starting at 2-year institutions had completed low levels of mathematics in high school: 25 percent had not completed algebra II, and another 40 percent had completed algebra II but no higher mathematics course.
- Asians (33 percent) completed calculus in high school at the highest rate of any racial/ethnic group.
- Nineteen percent of all beginning postsecondary students under 24 years old had earned college credit for successfully completing Advanced Placement courses while in high school, and 21 percent had earned credit for courses taken at a college or university while still in high school (table 2.4). Some did both, leading to a total of 30 percent of all beginning postsecondary students starting college with some college credits.
- Earning college credits while still in high school was more common among students under 24 years old beginning at 4-year than 2-year institutions (41 vs. 21 percent). Earning these credits was also associated with the highest scores on college admissions tests (60 percent) and taking calculus in high school (59 percent).

## **Admissions Tests (ACT or SAT) (Beginning postsecondary students under 24 years old)**

- Almost all (95 percent) beginning postsecondary students who were under age 24 and began at 4-year institutions took either the ACT or SAT college admissions test or both (table 2.5).
- The four test score categories shown in the tables approximate the lowest to highest quarters of scores among the beginning postsecondary students under age 24 who took the tests. Among those who began at private not-for-profit 4-year institutions, 45 percent had test scores in the highest category, compared with 31 percent of those who began at public 4-year institutions.

- Admissions tests are not typically required for attending a community college; however, 68 percent of students starting at public 2-year institutions took an admissions test. Forty percent were in the lowest test score category among all beginning postsecondary students, and another 33 percent were in the low middle test score category.
- High admission test scores were associated with high-level mathematics coursetaking; 60 percent of beginning postsecondary students who took calculus in high school were in the top category of college admissions test scores.

**Table 2.1. Percentage distribution of beginning postsecondary students' high school diploma status, by type of high school and student and institutional characteristics: 2003–04**

Student and institutional characteristics	No regular diploma <sup>1</sup>	Type of high school where diploma was received		
		Public high school	Private high school	Foreign high school
Total	9.8	79.3	8.3	2.6
Type of first institution				
4-year				
Public	2.0	86.0	10.3	1.7
Private not-for-profit	3.6	74.0	18.9	3.5
Private for-profit	17.1	75.3	6.5	1.1
2-year				
Public	11.7	80.4	4.9	3.0
Private not-for-profit	10.7	81.2	6.9	1.2
Private for-profit	21.5	71.4	3.8	3.3
Less-than-2-year				
Public	22.7	70.7	2.4	4.2
Private for-profit	25.4	66.8	4.9	2.8
Level of first institution				
4-year	3.7	81.4	12.7	2.2
2-year	12.6	79.6	4.9	3.0
Less-than-2-year	24.9	67.5	4.5	3.1
Control of first institution				
Public	8.3	82.3	6.9	2.5
Private not-for-profit	4.3	74.3	18.0	3.4
Private for-profit	22.3	70.2	4.9	2.6
Degree plans first year				
None	12.4	78.4	6.3	2.9
Certificate	22.7	70.0	4.5	2.8
Associate's degree	11.5	80.3	5.4	2.8
Bachelor's degree	3.2	81.8	12.6	2.4
Gender				
Male	9.1	78.7	8.7	3.4
Female	10.2	79.8	7.9	2.1
Age first year enrolled				
18 years or younger	4.3	84.2	10.3	1.2
19 years	3.6	84.5	9.8	2.1
20–23 years	16.5	72.9	4.7	5.9
24–29 years	25.6	65.9	3.9	4.6
30 or older	22.3	68.7	5.0	4.0
Race/ethnicity				
White	8.8	81.0	9.3	0.9
Black	11.1	79.9	4.9	4.1
Hispanic	12.8	76.2	7.5	3.4
Asian/Pacific Islander	4.6	69.9	8.0	17.5
American Indian	23.4	72.5	3.2	0.9
Multiple races/other	11.8	77.0	7.7	3.5
Dependency status first year				
Dependent	4.5	83.6	9.8	2.1
Independent	22.5	69.0	4.6	3.9
Unmarried, no dependents	21.7	66.2	5.7	6.4
Single parent	25.8	68.4	4.1	1.6
Married	20.0	71.3	4.2	4.5

See notes at end of table.

**Table 2.1. Percentage distribution of beginning postsecondary students' high school diploma status, by type of high school and student and institutional characteristics: 2003–04—Continued**

Student and institutional characteristics	No regular diploma <sup>1</sup>	Type of high school where diploma was received		
		Public high school	Private high school	Foreign high school
Highest education of parents				
High school or less	13.2	79.5	4.7	2.6
Some postsecondary	9.4	83.0	6.1	1.4
Bachelor's degree or higher	5.7	78.0	13.1	3.1
Dependent student family income				
Less than \$32,000	8.1	83.3	5.9	2.7
\$32,000–59,999	3.9	85.9	8.2	2.0
\$60,000–91,999	3.0	85.5	10.1	1.5
\$92,000 or more	2.6	80.0	15.8	1.7
Admissions test taken (ACT/SAT) <sup>2</sup>				
Did not take tests	17.6	74.4	3.2	4.8
Took tests	3.1	84.5	10.8	1.6
Admissions test scores (ACT/SAT) <sup>2</sup>				
Lowest	5.3	85.2	7.0	2.5
Low middle	2.9	86.1	9.9	1.0
High middle	2.5	84.8	11.4	1.3
Highest	1.6	81.9	15.1	1.5
Highest level of high school mathematics <sup>2</sup>				
Below Algebra II	19.5	73.6	3.9	3.0
Algebra II	6.6	85.6	6.9	0.9
Trigonometry	4.4	82.7	10.5	2.4
Pre-calculus	0.7	84.8	12.4	2.1
Calculus	0.5	82.1	13.5	4.0
Federal Pell Grant received in first year				
Dependent Pell Grant recipients	6.3	86.2	6.6	0.8
Independent Pell Grant recipients	26.9	67.6	3.6	1.9

<sup>1</sup> Includes students with a GED or other equivalency, students who were home schooled, and students with no high school diploma or certificate.

<sup>2</sup> Beginners under age 24 only.

NOTE: "Degree" includes certificates in vocational programs. Full-time enrollment is 12 or more credits per term or 24 credits per year. Black includes African American, Hispanic includes Latino, American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, and Other includes respondents having origins in a race not listed. Pacific Islanders have been combined with Asians because of small sample sizes. Race categories exclude Hispanic origin unless specified. Dependent students were under age 24, unmarried, and had no dependents of their own in 2003. Family income of dependent students is the annual income of the parents in 2002. Categories represent the income quartile ranges of all dependent student families. Totals include students in private not-for-profit less-than-2-year institutions; sample size was too small to show as a separate category. This table includes students enrolled at postsecondary institutions in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

**Table 2.2. For beginning postsecondary students under age 24, percentage distribution of their high school grade point average (GPA), by student and institutional characteristics: 2003–04**

Student and institutional characteristics	Below 3.0	3.0–3.4	3.5–4.0
Total	31.7	35.7	32.6
Type of first institution			
4-year			
Public	17.0	36.7	46.3
Private not-for-profit	15.5	31.4	53.1
Private for-profit	43.0	39.8	17.3
2-year			
Public	45.9	37.0	17.2
Private not-for-profit	32.2	45.0	22.8
Private for-profit	54.6	32.1	13.4
Less-than-2-year			
Public	56.4	29.2	14.3
Private for-profit	57.1	33.3	9.6
Level of first institution			
4-year	17.7	35.1	47.2
2-year	46.2	36.8	17.0
Less-than-2-year	57.2	32.6	10.2
Control of first institution			
Public	32.4	36.8	30.8
Private not-for-profit	16.6	32.0	51.4
Private for-profit	53.0	34.4	12.6
Degree plans first year			
None	37.8	38.0	24.1
Certificate	51.6	34.0	14.4
Associate's degree	44.2	37.8	18.0
Bachelor's degree	19.0	34.2	46.8
Recent (2003) high school graduates enrolled full time fall 2003			
Certificate plans	48.9	32.7	18.5
Associate's degree plans	42.0	38.1	19.9
Bachelor's degree plans	16.1	33.8	50.1
Gender			
Male	36.4	35.4	28.2
Female	27.9	36.0	36.2
Age first year enrolled			
18 years or younger	27.1	37.6	35.4
19 years	31.4	33.0	35.6
20–23 years	50.9	34.1	15.0
Race/ethnicity			
White	28.3	33.8	37.9
Black	47.5	36.5	16.0
Hispanic	37.7	43.7	18.6
Asian/Pacific Islander	21.5	34.5	44.0
American Indian	42.0	23.8	34.2
Multiple races/other	28.6	38.4	33.0

See notes at end of table.

**Table 2.2. For beginning postsecondary students under age 24, percentage distribution of their high school grade point average (GPA), by student and institutional characteristics: 2003–04—Continued**

Student and institutional characteristics	Below 3.0	3.0–3.4	3.5–4.0
Dependency status first year			
Dependent	30.1	35.7	34.2
Independent	48.8	35.3	15.9
Unmarried, no dependents	50.9	33.1	15.9
Single parent	51.4	33.7	14.9
Married	42.9	39.5	17.7
Highest education of parents			
High school or less	40.0	37.2	22.8
Some postsecondary	35.3	36.2	28.6
Bachelor's degree or higher	23.6	34.4	42.0
Dependent student family income			
Less than \$32,000	36.8	37.2	25.9
\$32,000–59,999	33.1	37.2	29.7
\$60,000–91,999	26.8	35.5	37.7
\$92,000 or more	23.0	32.8	44.2
Admissions test taken (ACT/SAT)			
Did not take tests	58.2	35.2	6.7
Took tests	26.1	35.8	38.1
Admissions test scores (ACT/SAT)			
Lowest	50.2	38.7	11.1
Low middle	31.4	43.0	25.7
High middle	15.9	38.2	45.8
Highest	6.4	22.8	70.8
Highest level of high school mathematics			
Below Algebra II	55.9	31.8	12.3
Algebra II	44.9	39.0	16.1
Trigonometry	27.7	41.7	30.6
Pre-calculus	19.7	39.6	40.7
Calculus	7.8	21.6	70.6
Federal Pell Grant received in first year			
Dependent Pell Grant recipients	34.9	38.0	27.1
Independent Pell Grant recipients	53.1	32.7	14.2

NOTE: "Degree" includes certificates in vocational programs. Full-time enrollment is 12 or more credits per term or 24 credits per year. Black includes African American, Hispanic includes Latino, American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, and Other includes respondents having origins in a race not listed. Pacific Islanders have been combined with Asians because of small sample sizes. Race categories exclude Hispanic origin unless specified. Dependent students were under age 24, unmarried, and had no dependents of their own in 2003. Family income of dependent students is the annual income of the parents in 2002. Categories represent the income quartile ranges of all dependent student families. Totals include students in private not-for-profit less-than-2-year institutions; sample size was too small to show as a separate category. High school grades and courses are self-reported by the students and only include those with regular high school diplomas. This table includes students enrolled at postsecondary institutions in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

**Table 2.3. For beginning postsecondary students under age 24, percentage distribution of the highest level of high school mathematics taken, by student and institutional characteristics: 2003–04**

Student and institutional characteristics	Below Algebra II	Algebra II	Trigonometry	Pre-calculus	Calculus
Total	15.7	30.4	17.6	19.9	16.3
Type of first institution					
4-year					
Public	5.1	20.4	20.4	28.4	25.7
Private not-for-profit	6.3	18.1	16.9	25.1	33.7
Private for-profit	22.8	31.9	23.0	20.0	2.2
2-year					
Public	24.4	39.9	16.3	13.5	5.9
Private not-for-profit	23.2	36.8	15.4	20.0	4.6
Private for-profit	30.5	44.2	13.0	10.8	1.4
Less-than-2-year					
Public	33.3	48.1	1.8	14.9	1.9
Private for-profit	29.3	46.9	15.1	6.2	2.5
Level of first institution					
4-year	6.3	20.2	19.4	27.0	27.1
2-year	24.9	40.2	16.0	13.4	5.5
Less-than-2-year	29.5	46.7	14.2	6.8	2.8
Control of first institution					
Public	15.8	31.2	18.1	20.2	14.7
Private not-for-profit	7.3	19.1	16.9	24.6	32.1
Private for-profit	28.2	42.7	16.2	10.8	2.1
Degree plans first year					
None	21.5	35.8	13.4	19.3	10.0
Certificate	28.9	43.5	15.0	8.6	4.0
Associate's degree	23.9	39.7	17.5	13.6	5.3
Bachelor's degree	6.3	20.3	19.1	26.7	27.6
Recent (2003) high school graduates enrolled full time fall 2003					
Certificate plans	25.4	42.6	13.1	12.8	6.0
Associate's degree plans	18.6	39.4	18.0	16.9	7.1
Bachelor's degree plans	4.2	18.5	19.2	28.3	29.9
Gender					
Male	15.5	29.7	16.7	20.2	18.0
Female	15.9	31.0	18.4	19.7	14.9
Age first year enrolled					
18 years or younger	11.9	28.4	17.8	22.5	19.4
19 years	14.9	29.9	18.3	20.4	16.5
20–23 years	30.1	38.0	16.0	10.4	5.6
Race/ethnicity					
White	14.7	27.9	17.8	21.3	18.3
Black	16.0	37.5	18.9	19.6	8.0
Hispanic	20.2	39.2	16.3	16.0	8.3
Asian/Pacific Islander	10.2	20.9	18.2	18.1	32.6
American Indian	27.0	41.1	13.8	12.1	6.1
Multiple races/other	20.1	28.9	15.4	18.0	17.7

See notes at end of table.



**Table 2.3. For beginning postsecondary students under age 24, percentage distribution of the highest level of high school mathematics taken, by student and institutional characteristics: 2003–04**  
—Continued

Student and institutional characteristics	Below Algebra II	Algebra II	Trigonometry	Pre-calculus	Calculus
Dependency status first year					
Dependent	14.0	29.5	17.9	20.9	17.6
Independent	31.0	38.2	15.2	10.8	4.8
Unmarried, no dependents	24.4	30.7	12.5	25.6	6.8
Single parent	32.3	40.3	16.5	6.4	4.5
Married	33.5	39.9	14.8	8.0	3.8
Highest education of parents					
High school or less	21.9	37.1	16.3	15.6	9.0
Some postsecondary	17.8	33.3	18.6	18.7	11.7
Bachelor's degree or higher	9.8	24.2	18.2	24.0	23.9
Dependent student family income					
Less than \$32,000	20.3	35.5	16.9	16.2	11.0
\$32,000–59,999	14.7	32.0	18.6	19.6	15.0
\$60,000–91,999	10.9	28.9	18.6	23.2	18.4
\$92,000 or more	8.8	21.0	17.5	25.5	27.3
Admissions test taken (ACT/SAT)					
Did not take tests	36.6	45.7	13.8	2.5	1.5
Took tests	10.3	26.5	18.6	24.4	20.1
Admissions test scores (ACT/SAT)					
Lowest	21.8	39.0	15.9	17.8	5.6
Low middle	10.8	34.7	22.5	24.3	7.6
High middle	6.0	20.0	23.6	30.9	19.5
Highest	2.2	10.7	12.4	25.2	49.5
Federal Pell Grant received in first year					
Dependent Pell Grant recipients	17.2	34.6	18.2	17.6	12.3
Independent Pell Grant recipients	31.2	39.4	16.2	9.9	3.3

NOTE: "Degree" includes certificates in vocational programs. Full-time enrollment is 12 or more credits per term or 24 credits per year. Black includes African American, Hispanic includes Latino, American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, and Other includes respondents having origins in a race not listed. Pacific Islanders have been combined with Asians because of small sample sizes. Race categories exclude Hispanic origin unless specified. Dependent students were under age 24, unmarried, and had no dependents of their own in 2003. Family income of dependent students is the annual income of the parents in 2002. Categories represent the income quartile ranges of all dependent student families. Totals include students in private not-for-profit less-than-2-year institutions; sample size was too small to show as a separate category. High school grades and courses are self-reported by the students. This table includes students enrolled at postsecondary institutions in Puerto Rico. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

**Table 2.4. For beginning postsecondary students under age 24, percentage with advanced placement and college credits, by student and institutional characteristics: 2003–04**

Student and institutional characteristics	Advanced Placement credits accepted	Earned credit for courses at a college	Earned any college-level credits
Total	18.8	21.0	30.1
Type of first institution			
4-year			
Public	28.4	27.2	40.7
Private not-for-profit	31.9	25.1	44.0
Private for-profit	4.8	13.8	15.5
2-year			
Public	10.5	18.0	21.9
Private not-for-profit	6.3	21.1	23.2
Private for-profit	1.5	7.0	7.3
Less-than-2-year			
Public	0.6	4.6	4.8
Private for-profit	2.3	7.6	8.7
Level of first institution			
4-year	28.4	25.9	40.5
2-year	9.7	17.1	20.7
Less-than-2-year	2.6	7.4	8.8
Control of first institution			
Public	18.5	22.0	30.2
Private not-for-profit	30.5	24.7	42.8
Private for-profit	2.6	8.8	9.8
Degree plans first year			
None	14.7	22.5	28.2
Certificate	5.0	10.0	12.0
Associate's degree	9.4	15.9	20.0
Bachelor's degree	28.9	26.5	41.0
Recent (2003) high school graduates enrolled full time fall 2003			
Certificate plans	7.1	14.0	17.0
Associate's degree plans	12.9	20.8	25.9
Bachelor's degree plans	31.4	28.0	44.1
Gender			
Male	18.5	20.2	29.0
Female	19.0	21.7	31.0
Age first year enrolled			
18 years or younger	22.1	23.9	34.5
19 years	19.7	22.1	31.6
20–23 years	6.1	9.4	12.7
Race/ethnicity			
White	20.5	22.9	32.6
Black	9.1	13.7	18.5
Hispanic	15.9	17.6	25.2
Asian/Pacific Islander	28.8	25.2	40.5
American Indian	8.2	11.7	17.0
Multiple races/other	18.9	20.8	30.3

See notes at end of table.

**Table 2.4. For beginning postsecondary students under age 24, percentage with advanced placement and college credits, by student and institutional characteristics: 2003–04—Continued**

Student and institutional characteristics	Advanced Placement credits accepted	Earned credit for courses at a college	Earned any college-level credits
Dependency status first year			
Dependent	20.1	22.2	31.9
Independent	6.6	10.4	13.5
Unmarried, no dependents	13.5	17.5	23.5
Single parent	4.8	7.4	9.6
Married	4.8	10.7	13.2
Highest education of parents			
High school or less	10.6	15.6	20.3
Some postsecondary	15.0	20.7	27.3
Bachelor's degree or higher	26.5	25.1	38.6
Dependent student family income			
Less than \$32,000	13.8	16.7	22.8
\$32,000–59,999	18.2	21.3	30.2
\$60,000–91,999	21.9	24.8	34.4
\$92,000 or more	27.6	26.6	41.5
Admissions test taken (ACT/SAT)			
Did not take tests	7.2	10.5	14.0
Took tests	21.8	23.7	34.3
Admissions test scores (ACT/SAT)			
Lowest	8.6	15.7	18.8
Low middle	11.4	20.8	25.1
High middle	19.4	25.7	33.9
Highest	48.9	33.4	60.5
Highest level of high school mathematics			
Below Algebra II	8.3	13.2	16.9
Algebra II	8.3	14.3	17.7
Trigonometry	15.9	21.8	28.7
Pre-calculus	21.7	26.1	37.2
Calculus	47.9	33.9	58.8
Federal Pell Grant received in first year			
Dependent Pell Grant recipients	15.3	18.4	25.4
Independent Pell Grant recipients	4.4	7.0	9.4

NOTE: "Degree" includes certificates in vocational programs. Full-time enrollment is 12 or more credits per term or 24 credits per year. Black includes African American, Hispanic includes Latino, American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, and Other includes respondents having origins in a race not listed. Pacific Islanders have been combined with Asians because of small sample sizes. Race categories exclude Hispanic origin unless specified. Dependent students were under age 24, unmarried, and had no dependents of their own in 2003. Family income of dependent students is the annual income of the parents in 2002. Categories represent the income quartile ranges of all dependent student families. Totals include students in private not-for-profit less-than-2-year institutions; sample size was too small to show as a separate category. High school grades and courses are self-reported by the students. This table includes students enrolled at postsecondary institutions in Puerto Rico.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

**Table 2.5. For beginning postsecondary students under age 24, percentage who took college admission tests (ACT or SAT) and among those who did, percentage distribution of their admission test score rank, by student and institutional characteristics: 2003–04**

Student and institutional characteristics	Took admission tests (ACT or SAT)	Among test takers, admissions test scores <sup>1</sup>			
		Lowest	Low middle	High middle	Highest
Total	79.4	24.8	27.4	23.3	24.5
Type of first institution					
4-year					
Public	97.6	12.7	26.6	29.4	31.3
Private not-for-profit	95.0	11.7	20.1	23.4	44.8
Private for-profit	63.7	45.8	29.5	17.5	7.1
2-year					
Public	68.3	40.3	32.5	18.0	9.2
Private not-for-profit	65.4	47.4	30.3	16.0	6.4
Private for-profit	50.0	56.4	25.0	17.9	0.7
Less-than-2-year					
Public	59.8	47.0	40.6	8.0	4.4
Private for-profit	33.9	59.9	25.1	9.9	5.2
Level of first institution					
4-year					
Public	95.1	13.4	24.6	27.1	34.9
Private not-for-profit	66.7	41.5	32.0	18.0	8.6
Private for-profit	36.5	57.5	27.2	9.3	6.1
Control of first institution					
Public	81.4	25.5	29.4	24.1	21.0
Private not-for-profit	93.1	13.1	20.4	23.0	43.4
Private for-profit	45.7	54.3	26.4	15.1	4.2
Degree plans first year					
None	71.5	22.4	31.5	25.9	20.3
Certificate	45.4	52.8	25.8	12.2	9.3
Associate's degree	69.9	41.5	33.1	17.6	7.9
Bachelor's degree	94.3	13.9	24.0	26.9	35.2
Recent (2003) high school graduates enrolled full time fall 2003					
Certificate plans	53.0	45.1	26.6	16.7	11.5
Associate's degree plans	80.9	38.2	33.9	18.9	9.0
Bachelor's degree plans	97.5	12.0	23.3	27.3	37.4
Gender					
Male	79.5	22.5	26.1	24.6	26.8
Female	79.3	26.7	28.4	22.3	22.6
Age first year enrolled					
18 years or younger	86.0	20.9	27.7	23.8	27.6
19 years	81.3	24.6	27.1	24.2	24.1
20–23 years	54.2	46.5	26.1	17.9	9.5
Race/ethnicity					
White	84.5	17.1	27.5	26.6	28.9
Black	73.3	60.8	24.9	9.9	4.5
Hispanic	63.7	39.5	30.0	17.6	12.9
Asian/Pacific Islander	78.9	19.7	21.7	25.0	33.6
American Indian	80.3	22.3	33.0	31.3	13.4
Multiple races/other	76.2	20.5	32.3	18.1	29.0

See notes at end of table.

**Table 2.5. For beginning postsecondary students under age 24, percentage who took college admission tests (ACT or SAT) and among those who did, percentage distribution of their admission test score rank, by student and institutional characteristics: 2003–04—Continued**

Student and institutional characteristics	Took admission tests (ACT or SAT)	Among test takers, admissions test scores <sup>1</sup>			
		Lowest	Low middle	High middle	Highest
Dependency status first year					
Dependent	82.1	23.0	27.5	23.7	25.9
Independent	55.6	49.4	25.9	18.0	6.6
Unmarried, no dependents	70.1	53.0	22.5	14.4	10.0
Single parent	52.3	50.9	23.9	20.5	4.8
Married	51.1	42.8	33.4	17.0	6.7
Highest education of parents					
High school or less	69.3	40.1	31.2	18.2	10.6
Some postsecondary	77.6	27.3	31.5	23.6	17.6
Bachelor's degree or higher	88.0	15.0	23.3	25.9	35.8
Dependent student family income					
Less than \$32,000	71.1	39.8	30.9	15.1	14.3
\$32,000–59,999	81.2	25.2	29.8	24.0	21.1
\$60,000–91,999	86.6	17.8	27.2	27.2	27.8
\$92,000 or more	91.3	11.5	22.4	27.0	39.0
Highest level of high school mathematics					
Below Algebra II	52.1	52.4	28.8	13.6	5.2
Algebra II	69.1	36.6	35.9	17.6	9.9
Trigonometry	83.9	21.2	33.1	29.5	16.3
Pre-calculus	97.4	18.1	27.2	29.4	25.3
Calculus	98.2	6.9	10.4	22.6	60.2
Federal Pell Grant received in first year					
Dependent Pell Grant recipients	75.6	37.1	28.9	19.3	14.7
Independent Pell Grant recipients	53.1	55.4	23.3	15.2	6.0

<sup>1</sup> Categories represent approximate quartile values determined by using the CENTILE function in the DAS, and are based only on the scores of the students in the BPS 04/06 sample. SAT scores are reported in 10-point intervals and the median score was 990. Because 52 percent scored 990 or less, the percentages shown for the two middle quartiles are not close to the 25 percent that would be expected. NOTE: "Degree" includes certificates in vocational programs. Full-time enrollment is 12 or more credits per term or 24 credits per year. Black includes African American, Hispanic includes Latino, American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, and Other includes respondents having origins in a race not listed. Pacific Islanders have been combined with Asians because of small sample sizes. Race categories exclude Hispanic origin unless specified. Dependent students were under age 24, unmarried, and had no dependents of their own in 2003. Family income of dependent students is the annual income of the parents in 2002. Categories represent the income quartile ranges of all dependent student families. Totals include students in private not-for-profit less-than-2-year institutions; sample size was too small to show as a separate category. This table includes students enrolled at postsecondary institutions in Puerto Rico. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

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## Section 3: Student Experiences

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The tables in this section describe beginning students' experiences in postsecondary education, focusing primarily on their first year. As indicators of their exposure to various instructional practices, beginning postsecondary students at 4-year institutions were asked how often they had graduate instructors, took essay exams, had large classes, and were required to write papers for their courses. To gauge their interactions with faculty, beginning postsecondary students at both 2- and 4-year institutions were asked about their contact with faculty and advisors. Students at both 2- and 4-year institutions were also asked about their attendance at fine arts activities and their participation in school clubs, sports, and study groups. Finally, students at both levels were asked about distance education and remedial coursetaking in their first year. While most of the tables in this section address the first-year experiences of beginning postsecondary students, the last table covers various academic experiences across the first 3 years.

### Instructional Practices (4-year institutions)

- Overall, 30 percent of beginning postsecondary students at 4-year institutions sometimes had graduate instructors for their first-year courses, and 17 percent often had them (table 3.1).
- About two-thirds (69 percent) of beginning postsecondary students at private not-for-profit institutions never had graduate instructors, compared with 43 percent of those at public institutions.
- Almost one-half (47 percent) of beginning postsecondary students at 4-year institutions sometimes had essay exams, and another 43 percent often had them (table 3.2). Again, sector made a difference, with students at private not-for-profit institutions reporting that they had essay exams “often” at a higher rate (53 percent) than students at public institutions (40 percent).
- Overall, 35 percent of beginning postsecondary students at 4-year institutions reported that they often had large lecture classes (table 3.3).
- Most beginning postsecondary students at 4-year institutions wrote papers for their courses: 68 percent reported writing them often, and another 28 percent reported writing them sometimes (table 3.4).

### **Faculty Contact and Student Activities (2- and 4-year institutions)**

- Overall, 63 percent of beginning postsecondary students at 2- and 4-year institutions reported never having informal contact with faculty outside the classroom during their first year (table 3.5).
- Students at private not-for-profit 4-year institutions reported having informal contact sometimes or often at a higher rate than their peers at public 4-year institutions (48 vs. 34 percent and 11 vs. 6 percent).
- Sixty percent of all beginning postsecondary students reported sometimes talking with faculty about academic matters outside of class, and 14 percent reported often doing so (table 3.6).
- Students who were enrolled exclusively part time reported that they never talked with faculty about academic matters outside of class at a higher rate than those who were enrolled exclusively full time or both full and part time (49 vs. 20 and 29 percent, respectively).
- About one-half (53 percent) of all beginning postsecondary students reported meeting with an advisor sometimes during their first year (table 3.7). Meeting often with an advisor was more common for students at private not-for-profit 4-year institutions (27 percent) than at other types of institutions (14 to 20 percent).
- Overall, a majority of beginning postsecondary students reported that they never attended fine arts activities (68 percent) and never participated in school clubs (73 percent) or sports (79 percent) (tables 3.8–3.10).
- Beginning postsecondary students at 4-year institutions, and especially at private not-for-profit institutions, participated in each of these activities “often” at higher rates than their peers at other institution levels.
- Some 42 percent of all beginning postsecondary students sometimes attended study groups, and another 10 percent often did so (table 3.11).
- Asian students reported sometimes participating in study groups at higher rates than their Black, Hispanic, and American Indian peers (47 percent vs. 28–36 percent).

### **Distance Education and Remedial Coursetaking**

- Among all beginning postsecondary students, 9 percent took a distance education course during their first year (table 3.12). Distance education coursetaking was more common at 2-year than at 4-year institutions (12 vs. 7 percent).
- About one in five (21 percent) beginning postsecondary students took at least one remedial education course during their first year, including 17 percent of students at 4-year institutions and 26 percent of those at 2-year institutions.



- Proportionately more students took remedial courses in mathematics (15 percent) than in English (6 percent), reading (6 percent), or writing (8 percent). This was the pattern at both the 2- and 4-year levels.
- Twenty-one percent of students who did not go beyond algebra II in high school and 26 percent of those with the lowest college admissions test scores took remedial mathematics in their first year of postsecondary education.

### **Academic Experiences in the First 3 Years**

- Just under one-third (31 percent) of beginning postsecondary students reported changing their major sometime in their first 3 years, including 40 percent of those who started at a public 4-year institution and 30 percent of those who started at a private not-for-profit 4-year institution (table 3.13). Reflecting their shorter programs, smaller percentages at 2-year and less-than-2-year institutions than at 4-year institutions changed their majors (28 and 17 percent, respectively, vs. 35 percent).
- Some students reported experiencing academic problems by 2006: 16 percent had received an incomplete in one or more courses, 23 percent had repeated a course for a higher grade, and 31 percent had withdrawn from a course after the add/drop deadline.
- At the 4-year level, greater percentages of students at public than at private not-for-profit institutions had repeated courses (29 vs. 15 percent) or withdrawn from courses (36 vs. 25 percent). Students at less-than-2-year institutions had a lower rate of repeating (9 percent) or withdrawing from courses (8 percent) than students at other institution levels.
- Having academic problems was associated with doing less well in high school. For example, 36 percent of those with high school mathematics below algebra II had withdrawn from courses, compared with 29 percent of those who completed calculus. Similarly, 34 percent of students with the lowest admissions test scores had withdrawn from courses, compared with 29 percent of those with the highest scores.

**Table 3.1. Among beginning postsecondary students who started at 4-year institutions, percentage distribution of the frequency with which they had graduate student instructors in their first year, by student and institutional characteristics: 2003–04**

Student and institutional characteristics	Never	Sometimes	Often
Total	53.9	29.5	16.6
Control of first institution			
Public 4-year	42.7	36.8	20.6
Private not-for-profit 4-year	68.9	21.1	10.1
Private for-profit 4-year	81.5	7.1	11.4
Enrollment intensity through 2006			
Always full-time	52.6	30.5	16.9
Mixed	55.3	28.0	16.7
Always part-time	78.8	14.9	6.2
Recent (2003) high school graduates enrolled full time fall 2003			
Certificate plans	42.2	29.8	28.0
Associate's degree plans	64.4	22.8	12.8
Bachelor's degree plans	48.9	33.1	18.0
Gender			
Male	49.5	32.7	17.8
Female	57.4	27.0	15.6
Age first year enrolled			
18 years or younger	51.5	30.6	17.9
19 years	49.5	33.7	16.8
20–23 years	65.1	22.2	12.8
24–29 years	73.7	15.9	10.3
30 or older	80.9	10.8	8.3
Race/ethnicity			
White	53.0	31.0	16.0
Black	62.9	22.3	14.8
Hispanic	58.2	25.6	16.3
Asian/Pacific Islander	42.9	34.0	23.0
American Indian	45.1	18.5	36.5
Multiple races/other	53.9	27.9	18.1

NOTE: The survey item wording was as follows: *During the 2003–2004 school year at [institution name], please indicate whether you did the following never, sometimes or often: attended classes taught by a graduate student instructor.* “Degree” includes certificates in vocational programs. Full-time enrollment is 12 or more credits per term or 24 credits per year. Black includes African American, Hispanic includes Latino, American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, and Other includes respondents having origins in a race not listed. Pacific Islanders have been combined with Asians because of small sample sizes. Race categories exclude Hispanic origin unless specified. This table includes students enrolled at postsecondary institutions in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

**Table 3.2. Among beginning postsecondary students who started at 4-year institutions, percentage distribution of the frequency with which they had essay exams in their first year, by student and institutional characteristics: 2003–04**

Student and institutional characteristics	Never	Sometimes	Often
Total	10.3	46.9	42.8
Control of first institution			
Public 4-year	10.9	49.5	39.7
Private not-for-profit 4-year	6.3	40.2	53.5
Private for-profit 4-year	21.4	54.1	24.5
Enrollment intensity through 2006			
Always full-time	9.2	47.1	43.7
Mixed	12.3	46.6	41.1
Always part-time	24.4	43.4	32.2
Recent (2003) high school graduates enrolled full time fall 2003			
Certificate plans	16.7	46.4	36.9
Associate's degree plans	16.8	45.7	37.5
Bachelor's degree plans	7.5	46.9	45.6
Gender			
Male	10.1	48.7	41.2
Female	10.4	45.5	44.1
Age first year enrolled			
18 years or younger	9.5	45.8	44.7
19 years	7.8	48.9	43.3
20–23 years	14.6	49.2	36.2
24–29 years	22.4	41.1	36.5
30 or older	18.8	50.5	30.8
Race/ethnicity			
White	10.0	47.7	42.4
Black	10.0	41.2	48.8
Hispanic	13.0	44.7	42.3
Asian/Pacific Islander	9.4	50.8	39.8
American Indian	18.2	33.5	48.3
Multiple races/other	9.0	50.3	40.8

NOTE: The survey item wording was as follows: *During the 2003–2004 school year at [institution name], please indicate whether you did the following never, sometimes or often: wrote essay answers as part of exam.* “Degree” includes certificates in vocational programs. Full-time enrollment is 12 or more credits per term or 24 credits per year. Black includes African American, Hispanic includes Latino, American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, and Other includes respondents having origins in a race not listed. Pacific Islanders have been combined with Asians because of small sample sizes. Race categories exclude Hispanic origin unless specified. This table includes students enrolled at postsecondary institutions in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

**Table 3.3. Among beginning postsecondary students who began at 4-year institutions, percentage distribution of the frequency with which they had large lecture classes in their first year, by student and institutional characteristics: 2003–04**

Student and institutional characteristics	Never	Sometimes	Often
Total	29.6	35.2	35.2
Control of first institution			
Public 4-year	17.7	37.2	45.0
Private not-for-profit 4-year	41.8	35.8	22.3
Private for-profit 4-year	72.9	16.9	10.2
Enrollment intensity through 2006			
Always full-time	27.4	36.1	36.5
Mixed	32.5	33.6	33.8
Always part-time	65.6	23.9	10.5
Recent (2003) high school graduates enrolled full time fall 2003			
Certificate plans	22.0	36.4	41.6
Associate's degree plans	46.0	30.6	23.3
Bachelor's degree plans	22.6	37.4	40.0
Gender			
Male	27.9	37.1	35.0
Female	30.9	33.7	35.3
Age first year enrolled			
18 years or younger	24.7	37.0	38.3
19 years	25.8	36.9	37.3
20–23 years	42.5	33.6	24.0
24–29 years	63.4	22.2	14.4
30 or older	70.4	14.3	15.3
Race/ethnicity			
White	28.8	37.1	34.1
Black	37.0	31.5	31.5
Hispanic	33.3	31.8	34.9
Asian/Pacific Islander	16.6	32.5	50.9
American Indian	44.3	25.6	30.1
Multiple races/other	31.9	28.6	39.5

NOTE: The survey item wording was as follows: *During the 2003–2004 school year at [institution name], please indicate whether you did the following never, sometimes or often: attended large lecture classes.* “Degree” includes certificates in vocational programs.

Full-time enrollment is 12 or more credits per term or 24 credits per year. Black includes African American, Hispanic includes Latino, American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, and Other includes respondents having origins in a race not listed. Pacific Islanders have been combined with Asians because of small sample sizes. Race categories exclude Hispanic origin unless specified. This table includes students enrolled at postsecondary institutions in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

**Table 3.4. Among beginning postsecondary students who began at 4-year institutions, percentage distribution of the frequency with which they wrote papers in their first year, by student and institutional characteristics: 2003–04**

Student and institutional characteristics	Never	Sometimes	Often
Total	3.7	28.4	67.9
Control of first institution			
Public 4-year	3.4	31.2	65.4
Private not-for-profit 4-year	2.5	21.5	76.0
Private for-profit 4-year	10.4	35.3	54.3
Enrollment intensity through 2006			
Always full-time	2.8	27.7	69.5
Mixed	5.2	29.6	65.3
Always part-time	15.2	41.3	43.6
Recent (2003) high school graduates enrolled full time fall 2003			
Certificate plans	2.5	37.2	60.3
Associate's degree plans	7.1	29.8	63.1
Bachelor's degree plans	1.9	27.1	71.0
Gender			
Male	4.2	32.1	63.7
Female	3.3	25.6	71.1
Age first year enrolled			
18 years or younger	2.7	26.8	70.5
19 years	2.0	30.7	67.3
20–23 years	8.2	31.4	60.3
24–29 years	12.8	30.7	56.5
30 or older	12.3	30.2	57.5
Race/ethnicity			
White	3.0	28.6	68.4
Black	4.1	25.8	70.1
Hispanic	6.8	30.6	62.7
Asian/Pacific Islander	3.9	30.6	65.5
American Indian	17.2	17.6	65.2
Multiple races/other	4.2	24.9	70.9

NOTE: The survey item wording was as follows: *During the 2003–2004 school year at [institution name], please indicate whether you did the following never, sometimes or often: wrote papers for courses*. “Degree” includes certificates in vocational programs. Full-time enrollment is 12 or more credits per term or 24 credits per year. Black includes African American, Hispanic includes Latino, American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, and Other includes respondents having origins in a race not listed. Pacific Islanders have been combined with Asians because of small sample sizes. Race categories exclude Hispanic origin unless specified. This table includes students enrolled at postsecondary institutions in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

**Table 3.5. Among beginning postsecondary students who started at 2- or 4-year institutions, percentage distribution of the frequency with which they had informal contact with faculty in their first year, by student and institutional characteristics: 2003–04**

Student and institutional characteristics	Never	Sometimes	Often
Total	63.3	30.6	6.0
Type of first institution			
4-year			
Public	60.0	34.5	5.5
Private not-for-profit	40.8	48.2	11.0
Private for-profit	71.5	19.8	8.7
2-year			
Public	71.6	24.0	4.4
Private not-for-profit	57.2	37.2	5.6
Private for-profit	68.9	24.0	7.2
Level of first institution			
4-year	54.8	37.7	7.5
2-year	71.1	24.2	4.7
Control of first institution			
Public	67.1	28.0	4.9
Private not-for-profit	41.8	47.5	10.6
Private for-profit	70.0	22.2	7.8
Enrollment intensity through 2006			
Always full-time	57.6	35.4	7.1
Mixed	67.7	26.5	5.8
Always part-time	78.7	19.1	2.2
Recent (2003) high school graduates enrolled full time fall 2003			
Certificate plans	65.1	29.8	5.2
Associate's degree plans	61.9	30.5	7.6
Bachelor's degree plans	51.8	40.1	8.0
Gender			
Male	62.0	31.5	6.5
Female	64.4	29.9	5.7
Age first year enrolled			
18 years or younger	58.6	34.3	7.0
19 years	59.6	34.1	6.2
20–23 years	66.6	27.2	6.2
24–29 years	74.7	21.7	3.6
30 or older	78.8	18.1	3.1
Race/ethnicity			
White	63.6	30.9	5.5
Black	61.1	30.1	8.8
Hispanic	66.7	27.8	5.5
Asian/Pacific Islander	56.9	37.1	6.0
American Indian	66.0	29.4	4.7
Multiple races/other	62.7	29.5	7.8

NOTE: The survey item wording was as follows: *During the 2003–2004 school year at [institution name], please indicate whether you did the following never, sometimes or often: had informal contact with faculty members*. “Degree” includes certificates in vocational programs. Full-time enrollment is 12 or more credits per term or 24 credits per year. Black includes African American, Hispanic includes Latino, American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, and Other includes respondents having origins in a race not listed. Pacific Islanders have been combined with Asians because of small sample sizes. Race categories exclude Hispanic origin unless specified. This table includes students enrolled at postsecondary institutions in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

**Table 3.6. Among beginning postsecondary students who started at 2- or 4-year institutions, percentage distribution of the frequency with which they talked with faculty about academic matters outside of class in their first year, by student and institutional characteristics: 2003–04**

Student and institutional characteristics	Never	Sometimes	Often
Total	26.5	59.6	13.9
Type of first institution			
4-year			
Public	17.0	67.3	15.7
Private not-for-profit	11.0	69.2	19.8
Private for-profit	37.3	54.2	8.5
2-year			
Public	35.0	53.7	11.3
Private not-for-profit	24.7	58.6	16.7
Private for-profit	41.9	45.3	12.9
Level of first institution			
4-year	16.7	66.9	16.4
2-year	35.5	53.0	11.5
Control of first institution			
Public	28.1	58.9	13.0
Private not-for-profit	11.9	68.6	19.6
Private for-profit	39.9	49.1	11.0
Enrollment intensity through 2006			
Always full-time	20.0	64.2	15.8
Mixed	28.8	57.6	13.6
Always part-time	49.2	44.7	6.1
Recent (2003) high school graduates enrolled full time fall 2003			
Certificate plans	32.6	57.6	9.8
Associate's degree plans	25.5	59.2	15.3
Bachelor's degree plans	13.2	69.1	17.7
Gender			
Male	27.3	60.5	12.2
Female	26.0	58.9	15.1
Age first year enrolled			
18 years or younger	21.3	63.4	15.2
19 years	21.9	62.6	15.6
20–23 years	34.7	53.2	12.1
24–29 years	36.7	54.2	9.1
30 or older	41.4	48.8	9.8
Race/ethnicity			
White	25.3	62.6	12.0
Black	27.0	52.2	20.8
Hispanic	33.2	52.7	14.1
Asian/Pacific Islander	21.6	61.1	17.3
American Indian	29.7	56.6	13.6
Multiple races/other	28.0	56.6	15.3

NOTE: The survey item wording was as follows: *During the 2003–2004 school year at [institution name], please indicate whether you did the following never, sometimes or often: talked with faculty about academic matters outside of class.* “Degree” includes certificates in vocational programs. Full-time enrollment is 12 or more credits per term or 24 credits per year. Black includes African American, Hispanic includes Latino, American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, and Other includes respondents having origins in a race not listed. Pacific Islanders have been combined with Asians because of small sample sizes. Race categories exclude Hispanic origin unless specified. This table includes students enrolled at postsecondary institutions in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

**Table 3.7. Among beginning postsecondary students who started at 2- or 4-year institutions, percentage distribution of the frequency with which they met with an advisor in their first year, by student and institutional characteristics: 2003–04**

Student and institutional characteristics	Never	Sometimes	Often
Total	31.3	52.5	16.2
Type of first institution			
4-year			
Public	18.6	61.4	20.0
Private not-for-profit	13.0	60.0	27.0
Private for-profit	41.5	44.6	13.8
2-year			
Public	42.8	46.6	10.6
Private not-for-profit	29.3	53.2	17.5
Private for-profit	44.8	40.1	15.1
Level of first institution			
4-year	18.6	59.7	21.7
2-year	42.7	46.1	11.2
Control of first institution			
Public	33.5	52.2	14.2
Private not-for-profit	14.0	59.6	26.4
Private for-profit	43.4	42.0	14.6
Enrollment intensity through 2006			
Always full-time	23.8	56.5	19.7
Mixed	34.8	51.4	13.8
Always part-time	55.1	38.6	6.4
Recent (2003) high school graduates enrolled full time fall 2003			
Certificate plans	36.4	51.3	12.2
Associate's degree plans	32.2	51.4	16.4
Bachelor's degree plans	14.8	61.9	23.4
Gender			
Male	32.7	52.2	15.1
Female	30.2	52.8	17.0
Age first year enrolled			
18 years or younger	25.2	55.9	18.9
19 years	26.8	55.7	17.5
20–23 years	41.3	44.9	13.7
24–29 years	41.3	48.7	10.0
30 or older	47.4	43.3	9.4
Race/ethnicity			
White	28.9	55.4	15.8
Black	32.9	47.5	19.6
Hispanic	41.8	44.3	13.9
Asian/Pacific Islander	28.6	53.0	18.4
American Indian	42.3	40.8	16.8
Multiple races/other	31.0	52.4	16.7

NOTE: The survey item wording was as follows: *During the 2003–2004 school year at [institution name], please indicate whether you did the following never, sometimes or often: met with advisor concerning academic plans*. “Degree” includes certificates in vocational programs. Full-time enrollment is 12 or more credits per term or 24 credits per year. Black includes African American, Hispanic includes Latino, American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, and Other includes respondents having origins in a race not listed. Pacific Islanders have been combined with Asians because of small sample sizes. Race categories exclude Hispanic origin unless specified. This table includes students enrolled at postsecondary institutions in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).



**Table 3.8. Among beginning postsecondary students who started at 2- or 4-year institutions, percentage distribution of the frequency with which they attended fine arts activities in their first year, by student and institutional characteristics: 2003–04**

Student and institutional characteristics	Never	Sometimes	Often
Total	68.3	23.1	8.5
Type of first institution			
4-year			
Public	53.1	36.8	10.1
Private not-for-profit	40.2	39.8	20.1
Private for-profit	90.8	5.8	3.4
2-year			
Public	82.4	12.8	4.9
Private not-for-profit	79.5	13.4	7.1
Private for-profit	92.0	4.9	3.1
Level of first institution			
4-year	51.9	35.4	12.7
2-year	83.2	12.0	4.7
Control of first institution			
Public	71.2	22.0	6.9
Private not-for-profit	42.6	38.1	19.3
Private for-profit	91.5	5.3	3.2
Enrollment intensity through 2006			
Always full-time	59.8	29.1	11.0
Mixed	75.8	17.7	6.5
Always part-time	88.8	9.1	2.1
Recent (2003) high school graduates enrolled full time fall 2003			
Certificate plans	75.1	20.2	4.8
Associate's degree plans	73.9	18.1	8.0
Bachelor's degree plans	45.7	39.3	15.0
Gender			
Male	69.2	22.6	8.2
Female	67.6	23.6	8.8
Age first year enrolled			
18 years or younger	59.4	29.4	11.2
19 years	62.2	27.6	10.2
20–23 years	81.0	14.5	4.5
24–29 years	88.3	9.2	2.5
30 or older	90.1	7.3	2.5
Race/ethnicity			
White	66.5	24.9	8.6
Black	72.1	19.8	8.1
Hispanic	75.4	17.0	7.7
Asian/Pacific Islander	63.8	28.0	8.2
American Indian	75.9	14.8	9.3
Multiple races/other	67.7	21.2	11.1

NOTE: The survey item wording was as follows: *During the 2003–2004 school year at [institution name], please indicate whether you did the following never, sometimes or often: attended fine arts activities*. “Degree” includes certificates in vocational programs. Full-time enrollment is 12 or more credits per term or 24 credits per year. Black includes African American, Hispanic includes Latino, American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, and Other includes respondents having origins in a race not listed. Pacific Islanders have been combined with Asians because of small sample sizes. Race categories exclude Hispanic origin unless specified. This table includes students enrolled at postsecondary institutions in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

**Table 3.9. Among beginning postsecondary students who started at 2- or 4-year institutions, percentage distribution of the frequency with which they participated in school clubs in their first year, by student and institutional characteristics: 2003–04**

Student and institutional characteristics	Never	Sometimes	Often
Total	73.0	17.9	9.1
Type of first institution			
4-year			
Public	59.6	26.7	13.7
Private not-for-profit	42.6	35.9	21.5
Private for-profit	87.8	8.7	3.5
2-year			
Public	88.2	8.4	3.3
Private not-for-profit	82.1	11.8	6.2
Private for-profit	87.7	8.7	3.6
Level of first institution			
4-year	56.4	28.2	15.4
2-year	88.1	8.5	3.4
Control of first institution			
Public	77.3	15.4	7.3
Private not-for-profit	45.1	34.4	20.5
Private for-profit	87.8	8.7	3.5
Enrollment intensity through 2006			
Always full-time	64.3	22.9	12.7
Mixed	80.4	13.9	5.7
Always part-time	94.3	4.8	1.0
Recent (2003) high school graduates enrolled full time fall 2003			
Certificate plans	71.3	20.5	8.3
Associate's degree plans	79.1	13.6	7.3
Bachelor's degree plans	49.4	32.4	18.3
Gender			
Male	73.3	17.6	9.1
Female	72.8	18.1	9.1
Age first year enrolled			
18 years or younger	64.4	23.3	12.2
19 years	67.5	21.1	11.4
20–23 years	85.0	10.5	4.5
24–29 years	91.5	6.3	2.2
30 or older	93.8	5.1	1.1
Race/ethnicity			
White	72.1	18.3	9.6
Black	78.3	14.4	7.3
Hispanic	77.9	14.7	7.5
Asian/Pacific Islander	61.1	27.4	11.6
American Indian	77.7	9.5	12.7
Multiple races/other	70.2	21.6	8.1

NOTE: The survey item wording was as follows: *During the 2003–2004 school year at [institution name], please indicate whether you did the following never, sometimes or often: participated in school clubs.* “Degree” includes certificates in vocational programs. Full-time enrollment is 12 or more credits per term or 24 credits per year. Black includes African American, Hispanic includes Latino, American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, and Other includes respondents having origins in a race not listed. Pacific Islanders have been combined with Asians because of small sample sizes. Race categories exclude Hispanic origin unless specified. This table includes students enrolled at postsecondary institutions in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

**Table 3.10. Among beginning postsecondary students who started at 2- or 4-year institutions, percentage distribution of the frequency with which they participated in sports in their first year, by student and institutional characteristics: 2003–04**

Student and institutional characteristics	Never	Sometimes	Often
Total	78.6	10.8	10.6
Type of first institution			
4-year			
Public	65.1	19.7	15.1
Private not-for-profit	53.5	19.5	27.0
Private for-profit	96.1	1.8	2.1
2-year			
Public	91.9	4.0	4.1
Private not-for-profit	83.4	5.6	11.0
Private for-profit	94.9	4.3	0.8
Level of first institution			
4-year	63.8	18.3	17.9
2-year	92.0	4.1	4.0
Control of first institution			
Public	81.6	10.0	8.3
Private not-for-profit	55.3	18.6	26.0
Private for-profit	95.4	3.2	1.4
Enrollment intensity through 2006			
Always full-time	71.3	14.1	14.6
Mixed	85.2	8.1	6.7
Always part-time	95.6	2.7	1.7
Recent (2003) high school graduates enrolled full time fall 2003			
Certificate plans	78.3	11.4	10.2
Associate's degree plans	85.7	5.5	8.8
Bachelor's degree plans	58.4	20.7	21.0
Gender			
Male	72.4	13.9	13.7
Female	83.5	8.4	8.1
Age first year enrolled			
18 years or younger	71.9	14.1	14.0
19 years	72.8	13.2	14.0
20–23 years	88.9	6.0	5.1
24–29 years	95.3	3.3	1.4
30 or older	95.6	2.8	1.6
Race/ethnicity			
White	75.8	12.1	12.1
Black	85.2	6.5	8.3
Hispanic	85.6	8.0	6.5
Asian/Pacific Islander	77.8	14.5	7.7
American Indian	85.4	6.9	7.7
Multiple races/other	79.6	9.7	10.7

NOTE: The survey item wording was as follows: *During the 2003–2004 school year at [institution name], please indicate whether you did the following never, sometimes or often: participated in varsity/intramural/club sports.* “Degree” includes certificates in vocational programs. Full-time enrollment is 12 or more credits per term or 24 credits per year. Black includes African American, Hispanic includes Latino, American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, and Other includes respondents having origins in a race not listed. Pacific Islanders have been combined with Asians because of small sample sizes. Race categories exclude Hispanic origin unless specified. This table includes students enrolled at postsecondary institutions in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

**Table 3.11. Among beginning postsecondary students who started at 2- or 4-year institutions, percentage distribution of the frequency with which they attended study groups in their first year, by student and institutional characteristics: 2003–04**

Student and institutional characteristics	Never	Sometimes	Often
Total	48.1	41.6	10.4
Type of first institution			
4-year			
Public	33.3	54.0	12.7
Private not-for-profit	23.6	58.7	17.7
Private for-profit	64.1	23.3	12.6
2-year			
Public	62.1	31.5	6.4
Private not-for-profit	48.5	35.3	16.2
Private for-profit	64.4	26.6	9.0
Level of first institution			
4-year	32.6	53.1	14.3
2-year	62.0	31.1	6.8
Control of first institution			
Public	51.1	40.1	8.8
Private not-for-profit	25.2	57.2	17.6
Private for-profit	64.3	25.2	10.5
Enrollment intensity through 2006			
Always full-time	39.8	47.5	12.7
Mixed	54.1	37.2	8.8
Always part-time	70.2	25.7	4.0
Recent (2003) high school graduates enrolled full time fall 2003			
Certificate plans	55.7	34.1	10.1
Associate's degree plans	54.4	37.7	7.8
Bachelor's degree plans	26.8	57.6	15.6
Gender			
Male	49.6	40.4	10.0
Female	46.8	42.5	10.7
Age first year enrolled			
18 years or younger	41.3	47.0	11.7
19 years	44.2	45.3	10.5
20–23 years	57.4	33.7	8.9
24–29 years	60.9	30.1	9.0
30 or older	64.4	27.9	7.7
Race/ethnicity			
White	47.7	42.9	9.4
Black	47.6	38.9	13.6
Hispanic	53.6	36.2	10.2
Asian/Pacific Islander	39.9	47.0	13.1
American Indian	60.7	28.2	11.2
Multiple races/other	46.1	41.1	12.8

NOTE: The survey item wording was as follows: *During the 2003–2004 school year at [institution name], please indicate whether you did the following never, sometimes or often: attended study groups outside of the classroom.* “Degree” includes certificates in vocational programs. Full-time enrollment is 12 or more credits per term or 24 credits per year. Black includes African American, Hispanic includes Latino, American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, and Other includes respondents having origins in a race not listed. Pacific Islanders have been combined with Asians because of small sample sizes. Race categories exclude Hispanic origin unless specified. This table includes students enrolled at postsecondary institutions in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

**Table 3.12. Percentage of beginning postsecondary students who reported taking various types of courses in their first year, by student and institutional characteristics: 2003–04**

Student and institutional characteristics	Distance education courses	Remedial courses					
		Any	English	Mathematics	Reading	Study skills	Writing
Total	9.3	20.5	6.1	15.5	6.4	2.3	7.9
Type of first institution							
4-year							
Public	7.0	18.6	5.2	13.9	4.7	1.9	8.1
Private not-for-profit	6.5	15.2	4.5	9.8	3.8	2.1	7.3
Private for-profit	9.3	10.6	4.9	7.9	3.0	3.1	4.9
2-year							
Public	13.2	28.6	8.4	22.3	10.0	2.8	9.6
Private not-for-profit	2.0	17.6	8.4	13.1	5.2	3.6	5.6
Private for-profit	5.1	8.3	2.2	5.1	1.7	1.7	4.8
Less-than-2-year							
Public	5.0	11.1	7.0	8.9	5.5	1.6	4.7
Private for-profit	3.9	4.1	1.6	2.4	1.8	1.3	2.2
Level of first institution							
4-year	7.0	16.9	4.9	12.2	4.3	2.1	7.6
2-year	12.2	26.4	7.8	20.5	9.1	2.7	9.1
Less-than-2-year	4.2	5.6	2.6	3.7	2.5	1.4	2.6
Control of first institution							
Public	10.7	24.5	7.2	18.9	7.9	2.4	9.0
Private not-for-profit	6.3	15.3	4.8	10.1	3.9	2.2	7.1
Private for-profit	5.5	6.9	2.6	4.5	2.0	1.8	3.6
Degree plans first year							
None	11.3	22.2	5.6	16.6	6.0	2.6	9.1
Certificate	6.2	12.6	5.3	8.9	5.3	2.1	5.8
Associate's degree	12.5	26.4	7.7	21.0	9.1	2.8	8.6
Bachelor's degree	6.8	17.4	5.2	12.3	4.5	2.0	7.7
Recent (2003) high school graduates enrolled full time fall 2003							
Certificate plans	5.1	13.3	4.9	9.1	5.6	1.7	7.6
Associate's degree plans	12.2	32.5	9.5	26.4	11.4	3.5	11.1
Bachelor's degree plans	5.6	17.0	4.9	11.6	4.4	1.9	7.9
Gender							
Male	8.6	19.1	5.6	14.3	5.8	2.0	7.2
Female	9.7	21.6	6.5	16.4	6.9	2.6	8.4
Age first year enrolled							
18 years or younger	7.0	22.5	6.4	16.4	6.8	2.3	9.6
19 years	9.8	22.3	6.6	17.2	6.5	2.7	8.4
20–23 years	10.7	19.0	6.4	14.7	6.9	2.5	6.8
24–29 years	11.7	15.1	4.1	12.1	4.3	1.7	4.2
30 or older	12.9	15.9	5.3	12.4	5.9	1.8	5.0
Race/ethnicity							
White	9.8	19.9	5.8	14.9	5.5	2.5	7.9
Black	7.8	23.7	7.8	18.2	9.5	3.0	7.8
Hispanic	8.8	20.5	5.8	15.9	7.3	1.9	7.3
Asian/Pacific Islander	9.0	21.7	9.1	14.4	7.4	1.2	9.9
American Indian	15.5	29.5	4.6	20.0	15.1	2.7	14.6
Multiple races/other	7.8	17.4	4.3	14.8	5.0	1.3	7.8

See notes at end of table.

**Table 3.12. Percentage of beginning postsecondary students who reported taking various types of courses in their first year, by student and institutional characteristics: 2003–04—Continued**

Student and institutional characteristics	Distance education courses	Remedial courses					
		Any	English	Mathematics	Reading	Study skills	Writing
Dependency status first year							
Dependent	8.3	22.4	6.4	16.6	6.7	2.4	9.0
Independent	11.6	16.1	5.4	12.6	5.7	2.1	5.2
Unmarried, no dependents	10.6	14.8	4.9	11.7	5.4	2.0	6.0
Single parent	9.6	15.8	6.1	12.7	5.4	2.2	4.7
Married	14.0	17.1	5.0	13.1	6.1	2.0	5.1
Highest education of parents							
High school or less	8.9	21.6	6.7	16.7	7.2	2.4	7.9
Some postsecondary	9.9	23.5	7.0	18.1	7.1	2.4	8.6
Bachelor's degree or higher	8.9	17.9	5.1	12.8	5.2	2.2	7.4
Dependent student family income							
Less than \$32,000	8.6	24.3	8.2	18.4	9.1	2.7	9.6
\$32,000–59,999	8.8	23.0	6.0	17.6	6.0	2.0	8.5
\$60,000–91,999	8.4	24.0	7.5	17.7	7.1	2.9	10.4
\$92,000 or more	7.7	17.8	3.8	12.6	4.5	2.0	7.2
Admissions test taken (ACT/SAT) <sup>1</sup>							
Did not take tests	8.7	22.9	8.1	17.7	7.7	2.8	8.8
Took tests	8.3	21.6	6.1	16.0	6.5	2.4	8.8
Admissions test scores (ACT/SAT) <sup>1</sup>							
Lowest	8.4	34.1	9.7	26.4	12.3	3.4	12.8
Low middle	9.8	25.4	7.9	18.7	7.0	2.8	9.1
High middle	8.8	16.7	4.4	12.4	3.4	1.8	7.7
Highest	6.3	9.4	1.9	5.9	2.9	1.4	5.3
Highest level of high school mathematics <sup>1</sup>							
Below Algebra II	6.9	26.9	7.9	21.2	9.1	3.3	10.9
Algebra II	10.1	27.2	9.0	21.2	9.0	2.9	9.5
Trigonometry	9.5	21.6	5.9	15.9	5.8	2.3	8.7
Pre-calculus	8.2	18.2	4.6	12.8	4.9	2.4	8.2
Calculus	5.8	12.1	3.4	7.4	3.5	1.3	6.0

<sup>1</sup>Beginners under age 24 only.

NOTE: "Degree" includes certificates in vocational programs. Full-time enrollment is 12 or more credits per term or 24 credits per year. Black includes African American, Hispanic includes Latino, American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, and Other includes respondents having origins in a race not listed. Pacific Islanders have been combined with Asians because of small sample sizes. Race categories exclude Hispanic origin unless specified. Dependent students were under age 24, unmarried, and had no dependents of their own in 2003. Family income of dependent students is the annual income of the parents in 2002. Categories represent the income quartile ranges of all dependent student families. Totals include students in private not-for-profit less-than-2-year institutions; sample size was too small to show as a separate category. Courses are self-reported by students. Institutions report higher rates of remedial course-taking than students. This table includes students enrolled at postsecondary institutions in Puerto Rico. SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

**Table 3.13. Percentage of 2003–04 beginning postsecondary students who reported various academic experiences, by student and institutional characteristics: 2006**

Student and institutional characteristics	Ever changed major	Ever received an incomplete	Ever repeated a course for a higher grade	Ever withdrew after add/drop deadline
Total	31.2	16.1	23.0	31.0
Type of first institution				
4-year				
Public	39.8	13.8	29.2	35.8
Private not-for-profit	30.4	11.3	15.1	25.4
Private for-profit	19.0	25.1	18.1	26.4
2-year				
Public	30.0	18.4	26.0	36.1
Private not-for-profit	22.9	9.8	18.1	19.8
Private for-profit	11.8	22.2	9.9	17.6
Less-than-2-year				
Public	16.6	9.9	8.6	8.4
Private for-profit	17.4	15.3	8.7	7.5
Level of first institution				
4-year	35.4	13.8	23.9	31.8
2-year	27.8	18.7	24.1	33.8
Less-than-2-year	17.0	15.3	9.5	7.7
Control of first institution				
Public	34.5	16.3	27.1	35.6
Private not-for-profit	29.8	11.5	15.6	24.9
Private for-profit	16.0	20.0	11.5	15.7
Degree plans first year				
None	34.4	16.1	26.0	33.9
Certificate	19.3	15.9	11.9	15.1
Associate's degree	26.5	19.3	24.2	33.3
Bachelor's degree	36.2	13.6	24.1	32.5
Recent (2003) high school graduates enrolled full time fall 2003				
Certificate plans	25.4	12.4	12.7	16.3
Associate's degree plans	29.4	17.3	27.8	34.3
Bachelor's degree plans	36.9	12.4	23.9	32.1
Gender				
Male	30.4	17.3	25.0	33.2
Female	31.7	15.2	21.5	29.4
Age first year enrolled				
18 years or younger	34.4	14.6	24.9	32.8
19 years	34.3	14.6	26.0	33.4
20–23 years	25.4	18.6	22.1	28.7
24–29 years	21.1	19.9	15.6	26.4
30 or older	18.4	20.8	13.3	23.1
Race/ethnicity				
White	32.5	14.2	20.1	30.7
Black	28.6	19.1	29.6	28.9
Hispanic	28.6	20.5	26.7	32.3
Asian/Pacific Islander	26.9	14.9	29.5	31.6
American Indian	27.7	15.7	11.6	31.8
Multiple races/other	32.7	21.1	25.4	36.5

See notes at end of table.

**Table 3.13. Percentage of 2003–04 beginning postsecondary students who reported various academic experiences, by student and institutional characteristics: 2006—Continued**

Student and institutional characteristics	Ever changed major	Ever received an incomplete	Ever repeated a course for a higher grade	Ever withdrew after add/drop deadline
Dependency status first year				
Dependent	34.0	14.9	25.3	32.9
Independent	20.8	19.6	15.8	25.3
Unmarried, no dependents	25.1	19.2	13.1	26.8
Single parent	22.0	20.2	17.8	26.6
Married	16.7	19.2	15.6	22.9
Highest education of parents				
High school or less	26.6	17.9	20.6	28.9
Some postsecondary	32.6	17.0	25.8	32.1
Bachelor's degree or higher	33.7	14.0	23.1	32.3
Dependent student family income				
Less than \$32,000	29.4	17.0	26.8	31.8
\$32,000–59,999	35.7	15.4	25.0	31.7
\$60,000–91,999	34.2	14.1	25.1	34.3
\$92,000 or more	36.4	12.9	23.9	33.2
Admissions test taken (ACT/SAT) <sup>1</sup>				
Did not take tests	24.4	20.1	24.0	30.9
Took tests	34.9	14.1	25.0	32.7
Admissions test scores (ACT/SAT) <sup>1</sup>				
Lowest	33.2	17.2	31.6	34.3
Low middle	34.9	15.5	28.1	34.6
High middle	35.5	13.4	24.0	32.7
Highest	35.8	10.4	16.9	29.4
Highest level of high school mathematics <sup>1</sup>				
Below Algebra II	30.1	19.7	26.4	36.2
Algebra II	31.1	17.2	26.6	31.3
Trigonometry	35.2	15.5	26.0	33.3
Pre-calculus	34.2	13.0	25.1	33.2
Calculus	35.5	10.4	19.3	29.1

<sup>1</sup>Beginners under age 24 only.

NOTE: "Degree" includes certificates in vocational programs. Full-time enrollment is 12 or more credits per term or 24 credits per year. Black includes African American, Hispanic includes Latino, American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, and Other includes respondents having origins in a race not listed. Pacific Islanders have been combined with Asians because of small sample sizes. Race categories exclude Hispanic origin unless specified. Dependent students were under age 24, unmarried, and had no dependents of their own in 2003. Family income of dependent students is the annual income of the parents in 2002. Categories represent the income quartile ranges of all dependent student families. Totals include students in private not-for-profit less-than-2-year institutions; sample size was too small to show as a separate category. The information in this table is self-reported by students. This table includes students enrolled at postsecondary institutions in Puerto Rico.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).



## Section 4: Student Persistence and Attainment Anywhere

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The tables in this section show the percentages of 2003–04 beginning postsecondary students who attained a degree or certificate and their persistence and attainment status through June 2006. These data refer to persistence and attainment anywhere, not just at the first institution attended. Thus, the outcomes of students who transferred during their first 3 years is captured. Section 5 examines rates of retention and attainment at the first institution.

The 3-year period covered in this report is too brief to determine whether students who had not attained a certificate or degree and were no longer enrolled anywhere in June 2006 had permanently left postsecondary education. Some beginning students may “stop out” by leaving an institution for a semester or more, and then returning to that or a different institution later. Students who have “stopped out” can only be identified as such after they have returned, which may be after the 3-year period of this study. When the term “left postsecondary education” is used in this report, it only refers to the enrollment status of the student at the end of the 3-year period, and includes some “stop-outs” who cannot be identified until later.

### All Beginning Postsecondary Students

- By June 2006, some 16 percent of all 2003–04 beginning postsecondary students had attained a certificate or degree, primarily certificates (8 percent) or associate’s degrees (7 percent), but 1 percent had earned a bachelor’s degree (table 4.1).
- About one-half (51 percent) of all beginning postsecondary students had not earned a degree but were still enrolled, and about one-third (33 percent) had not earned a degree and were not enrolled anywhere in 2006.
- Among 2003–04 beginning postsecondary students whose initial plan was to complete a certificate, 44 percent had earned one by 2006, and another 2 percent had earned an associate’s degree; 41 percent had not attained a certificate or degree and were not enrolled anywhere in 2006.
- Among those whose initial plan was to complete an associate’s degree, 15 percent had earned one by 2006. Thirty-six percent had not earned any awards but were still enrolled, and 45 percent had not completed a certificate or degree and were not enrolled anywhere in 2006.

- Among those planning to earn a bachelor's degree when they first enrolled, 2 percent had earned one by 2006 (i.e., in less than 4 years) and 77 percent were still enrolled. Eighteen percent were not enrolled anywhere and had not completed a degree in 2006.
- Beginning postsecondary students who always attended part time were not enrolled and had not completed any degree at a higher rate (69 percent) than those who always attended full time (28 percent).
- Also leaving without completing at higher rates were males (36 percent) compared with females (32 percent); students 20–23 years old when they started (49 percent) compared with those who started at age 19 (27 percent); and Blacks (43 percent) and Hispanics (37 percent) compared with Whites (31 percent) and Asians (21 percent).

### **Students Beginning at Public 2-Year Institutions**

- Among 2003–04 beginning postsecondary students who started at public 2-year institutions, 5 percent had earned a certificate by June 2006, and 10 percent had earned an associate's degree (table 4.2). Another 40 percent had earned no degree but were still enrolled, and 45 percent were not enrolled and had not completed a certificate or degree.
- A greater proportion of students seeking degrees in applied than in general education or transfer fields had left without earning a degree (49 vs. 43 percent).
- By 2003, some 60 percent of students who were single parents when they first began were no longer enrolled and had not completed any certificate or degree.
- Among those who were 23 or younger when they began in a public 2-year institution in 2003–04, those whose highest level of high school mathematics was below algebra II had attained a degree by June 2006 at lower rates than those who completed trigonometry, pre-calculus, or calculus in high school.

### **Students Beginning at 4-Year Institutions**

- Because earning a bachelor's degree typically takes at least 4 years, most students who began at 4-year institutions in 2003–04 were still enrolled in 2006 (74 percent), although 19 percent were not enrolled and had left without completing their degree (table 4.3). A few had earned a bachelor's degree (2 percent), certificate (1 percent), or associate's degree (4 percent).
- Students attending private for-profit 4-year institutions differed from those at other 4-year institutions. Among students beginning at private for-profit 4-year institutions, 16 percent earned an associate's degree and 48 percent were not enrolled and had not completed a degree. In contrast, relatively fewer students earned associate's degrees at public or private not-for-profit institutions (2 and 4 percent, respectively), and fewer had left without completing their degree (17 and 16 percent).

- Students who scored in the highest category of college admissions test scores had a lower departure rate (8 percent) than students who had lower scores (14 to 31 percent).
- Similarly, students who took calculus in high school had a lower departure rate (8 percent) than those who had only taken lower levels of mathematics courses (13 to 37 percent).
- The percentage of students who were no longer enrolled and had not completed a degree by 2006 varied by gender, age, race/ethnicity, and family background. Those with the lowest departure rates were females, students 18 years or younger or 19 years when they started, Asians, students who had at least one parent with a bachelor's degree, and students from families with high incomes.

**Table 4.1. Percentage of 2003–04 beginning postsecondary students who attained a degree and percentage distribution of their persistence and attainment status anywhere through June 2006, by student and institutional characteristics**

Student and institutional characteristics	Attained degree anywhere through 2006				Persistence anywhere through 2006				
	Any degree	Highest degree			Total	Attained degree, not enrolled	Attained degree, still enrolled	No degree, still enrolled	No degree, not enrolled
		Certificate	Associate's degree	Bachelor's degree					
Total	15.9	7.8	7.0	1.0	100.0	8.9	7.0	50.7	33.5
Type of first institution									
4-year									
Public	5.5	0.6	2.4	2.5	100.0	3.2	2.4	77.2	17.3
Private not-for-profit	7.1	1.0	3.9	2.2	100.0	4.0	3.1	76.8	16.1
Private for-profit	18.2	1.3	15.9	1.0	100.0	8.5	9.7	34.3	47.6
2-year									
Public	15.5	5.5	10.0	0.1	100.0	5.5	10.1	39.8	44.6
Private not-for-profit	31.0	10.2	20.8	#	100.0	18.3	12.7	29.6	39.3
Private for-profit	34.1	15.8	18.4	#	100.0	25.6	8.5	13.2	52.6
Less-than-2-year									
Public	63.1	62.3	0.6	0.1	100.0	51.8	11.3	6.9	30.0
Private for-profit	50.3	50.2	0.1	#	100.0	41.3	9.0	8.2	41.5
Level of first institution									
4-year	7.0	0.8	3.9	2.3	100.0	3.8	3.2	73.8	19.2
2-year	17.6	6.5	11.0	0.1	100.0	7.6	10.0	37.1	45.3
Less-than-2-year	52.2	51.9	0.2	#	100.0	42.8	9.4	8.3	39.5
Control of first institution									
Public	12.6	4.7	7.0	1.0	100.0	5.4	7.2	53.3	34.1
Private not-for-profit	9.1	2.2	4.9	2.1	100.0	5.4	3.8	73.0	17.8
Private for-profit	38.0	28.4	9.3	0.2	100.0	29.0	9.0	15.7	46.3
Degree plans first year									
None	9.4	4.8	4.3	0.3	100.0	4.3	5.1	46.9	43.7
Certificate	45.8	43.7	2.0	0.1	100.0	36.4	9.5	13.2	41.0
Associate's degree	18.6	3.5	14.9	0.2	100.0	6.7	11.9	36.2	45.2
Bachelor's degree	5.1	0.6	2.2	2.3	100.0	3.0	2.1	77.2	17.7
Enrollment intensity through 2006									
Always full-time	18.3	8.6	8.3	1.4	100.0	11.1	7.2	53.8	27.9
Mixed	14.9	7.2	7.0	0.7	100.0	6.3	8.6	57.2	28.0
Always part-time	7.0	5.6	1.5	#	100.0	4.3	2.7	23.9	69.1
Transfer status through 2006									
Did not transfer	15.4	8.0	6.1	1.2	100.0	10.1	5.2	47.2	37.4
Transferred	17.9	6.9	10.7	0.3	100.0	3.7	14.2	65.2	16.9
Recent (2003) high school graduates enrolled full time fall 2003									
Certificate plans	52.4	47.6	4.3	0.5	100.0	36.6	15.9	19.0	28.6
Associate's degree plans	28.5	2.4	25.7	0.4	100.0	8.2	20.2	40.1	31.4
Bachelor's degree plans	5.2	0.3	2.2	2.7	100.0	3.2	2.0	82.6	12.2

See notes at end of table.

**Table 4.1. Percentage of 2003–04 beginning postsecondary students who attained a degree and percentage distribution of their persistence and attainment status anywhere through June 2006, by student and institutional characteristics—Continued**

Student and institutional characteristics	Attained degree anywhere through 2006				Persistence anywhere through 2006				
	Highest degree				Total	Attained degree, not enrolled	Attained degree, still enrolled	No degree, still enrolled	No degree, not enrolled
	Any degree	Certificate	Associate's degree	Bachelor's degree					
<b>Age first year enrolled</b>									
18 years or younger	13.0	3.9	7.6	1.5	100.0	5.7	7.3	64.5	22.4
19 years	15.2	5.4	8.2	1.5	100.0	7.6	7.5	57.7	27.2
20–23 years	17.4	10.9	6.3	0.2	100.0	11.3	6.2	33.7	48.9
24–29 years	21.5	16.2	5.2	0.1	100.0	15.7	5.8	26.1	52.4
30 or older	21.4	16.4	4.9	0.1	100.0	15.1	6.3	24.7	53.9
<b>Race/ethnicity</b>									
White	15.0	6.1	7.7	1.3	100.0	8.0	7.0	53.8	31.2
Black	15.5	9.7	5.3	0.4	100.0	8.8	6.6	41.1	43.4
Hispanic	20.5	14.1	6.0	0.4	100.0	13.4	7.1	42.3	37.2
Asian/Pacific Islander	14.3	5.5	6.7	2.2	100.0	7.2	7.1	64.7	21.0
American Indian	14.1	10.4	3.6	#	100.0	9.6	4.5	50.5	35.4
Multiple races/other	14.8	6.7	7.3	0.8	100.0	7.5	7.3	48.9	36.3
<b>Dependency status first year</b>									
Dependent	13.7	4.7	7.6	1.4	100.0	6.6	7.1	60.7	25.6
Independent	21.2	15.4	5.6	0.2	100.0	14.6	6.6	26.2	52.7
Unmarried, no dependents	18.9	11.6	7.0	0.3	100.0	11.4	7.5	29.9	51.3
Single parent	22.4	17.1	5.1	0.2	100.0	16.7	5.7	22.5	55.1
Married	21.4	16.3	5.1	0.1	100.0	14.6	6.8	27.2	51.3
<b>Highest education of parents</b>									
High school or less	20.9	12.6	7.9	0.4	100.0	12.8	8.2	35.8	43.2
Some postsecondary	15.7	6.9	8.1	0.7	100.0	8.1	7.5	48.4	36.0
Bachelor's degree or higher	11.0	3.4	5.7	1.9	100.0	5.5	5.5	67.2	21.9
<b>Dependent student family income</b>									
Less than \$32,000	17.6	8.8	7.9	0.8	100.0	9.6	7.9	48.6	33.8
\$32,000–59,999	16.4	5.4	9.7	1.2	100.0	7.2	9.1	55.6	28.1
\$60,000–91,999	11.3	2.6	7.3	1.4	100.0	5.2	6.1	65.9	22.8
\$92,000 or more	9.1	1.4	5.4	2.4	100.0	4.1	5.0	74.5	16.4
<b>Federal Pell Grant received in first year</b>									
Dependent Pell Grant recipients	19.2	9.9	8.4	1.0	100.0	10.9	8.3	50.2	30.6
Independent Pell Grant recipients	28.6	21.7	6.7	0.2	100.0	21.6	7.0	21.3	50.1
<b>Worked while enrolled in 2003–04</b>									
Did not work	16.8	9.4	5.9	1.6	100.0	11.0	5.8	55.4	27.8
Worked part time	15.7	6.1	8.5	1.1	100.0	7.6	8.1	55.6	28.7
Worked full time	14.9	9.0	5.6	0.2	100.0	8.6	6.2	34.7	50.4

# Rounds to zero.

NOTE: "Persistence and attainment anywhere" include students who transferred out of the first institution attended. "Degree" includes certificates in vocational programs. Full-time enrollment is 12 or more credits per term or 24 credits per year. Black includes African American, Hispanic includes Latino, American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, and Other includes respondents having origins in a race not listed. Pacific Islanders have been combined with Asians because of small sample sizes. Race categories exclude Hispanic origin unless specified. Dependent students were under age 24, unmarried, and had no dependents of their own in 2003. Family income of dependent students is the annual income of the parents in 2002. Categories represent the income quartile ranges of all dependent student families. Totals include students in private not-for-profit less-than-2-year institutions; sample size was too small to show as a separate category. This table includes students enrolled at postsecondary institutions in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

**Table 4.2. Among 2003–04 beginning postsecondary students who started at public 2-year institutions, percentage who attained a degree and percentage distribution of their persistence and attainment status anywhere through June 2006, by student and institutional characteristics**

Student and institutional characteristics	Attained degree anywhere through 2006			Persistence anywhere through 2006				
	Highest degree			Total	Attained degree, not enrolled	Attained degree, still enrolled	No degree, still enrolled	No degree, not enrolled
	Any degree	Certificate	Associate's degree					
Total	15.5	5.5	10.0	100.0	5.5	10.1	39.8	44.6
Degree plans first year								
None	10.0	5.3	4.7	100.0	4.1	5.9	42.6	47.4
Certificate	31.8	26.6	5.2	100.0	21.3	10.5	21.2	47.0
Associate's degree	16.1	3.4	12.7	100.0	4.4	11.7	39.0	44.9
Bachelor's degree	8.5	1.7	6.3	100.0	1.7	6.8	54.8	36.7
Type of associate's degree								
Applied fields	17.6	5.2	12.4	100.0	7.3	10.3	33.9	48.5
General education/transfer	14.6	2.7	11.9	100.0	3.2	11.5	42.1	43.2
Transfer and degree plans								
Degree, no transfer	19.4	10.5	8.8	100.0	10.0	9.5	31.4	49.2
Degree and transfer	17.5	2.4	15.0	100.0	3.6	13.8	42.7	39.8
No degree, transfer	13.2	2.0	11.1	100.0	1.9	11.3	49.6	37.2
No degree and no transfer	12.8	8.3	4.4	100.0	7.7	5.1	32.4	54.8
Enrollment intensity through 2006								
Always full-time	22.8	5.8	16.8	100.0	8.6	14.1	36.5	40.7
Mixed	15.7	6.3	9.4	100.0	4.3	11.4	54.3	29.9
Always part-time	5.6	3.8	1.8	100.0	2.8	2.8	23.9	70.5
Transfer status through 2006								
Did not transfer	13.9	5.2	8.7	100.0	6.0	7.8	33.3	52.8
Transferred	21.2	6.4	14.7	100.0	3.5	17.8	62.3	16.4
Recent (2003) high school graduates enrolled full time fall 2003								
Certificate plans	40.5	25.9	14.7	100.0	27.3	13.2	22.7	36.8
Associate's degree plans	26.8	2.2	24.6	100.0	6.0	20.7	42.9	30.4
Bachelor's degree plans	11.6	0.8	9.9	100.0	1.9	9.7	61.5	26.9
Gender								
Male	14.5	5.1	9.4	100.0	5.5	9.0	38.5	47.0
Female	16.3	5.7	10.5	100.0	5.4	10.9	40.9	42.8
Age first year enrolled								
18 years or younger	18.6	3.4	15.0	100.0	3.9	14.6	47.5	33.9
19 years	17.2	4.6	12.5	100.0	6.1	11.0	43.5	39.3
20–23 years	9.9	4.5	5.4	100.0	5.2	4.6	36.4	53.7
24–29 years	12.5	7.3	4.9	100.0	4.9	7.5	32.2	55.3
30 or older	14.5	10.2	4.3	100.0	8.0	6.5	28.1	57.5
Race/ethnicity								
White	17.6	6.0	11.6	100.0	6.1	11.5	38.7	43.6
Black	11.1	5.3	5.8	100.0	4.4	6.7	36.3	52.6
Hispanic	11.6	4.1	7.5	100.0	4.0	7.6	42.2	46.2
Asian/Pacific Islander	14.6	4.9	9.2	100.0	4.5	10.1	53.5	31.9
American Indian	14.0	7.5	6.6	100.0	6.7	7.4	59.6	26.3
Multiple races/other	15.7	3.8	11.9	100.0	5.6	10.1	39.5	44.8

See notes at end of table.

**Table 4.2. Among 2003–04 beginning postsecondary students who started at public 2-year institutions, percentage who attained a degree and percentage distribution of their persistence and attainment status anywhere through June 2006, by student and institutional characteristics**  
—Continued

Student and institutional characteristics	Attained degree anywhere through 2006			Persistence anywhere through 2006				
	Any degree	Highest degree		Total	Attained degree, not enrolled	Attained degree, still enrolled	No degree, still enrolled	No degree, not enrolled
		Certificate	Associate's degree					
Dependency status first year								
Dependent	17.2	4.0	13.2	100.0	5.1	12.0	45.2	37.6
Independent	12.7	8.0	4.6	100.0	6.1	6.7	30.6	56.7
Unmarried, no dependents	13.2	7.4	5.6	100.0	5.5	7.7	30.9	55.9
Single parent	9.8	5.6	4.1	100.0	4.7	5.1	29.9	60.3
Married	14.5	10.0	4.5	100.0	7.2	7.2	30.8	54.7
Highest education of parents								
High school or less	16.0	6.8	9.1	100.0	6.0	9.9	35.2	48.9
Some postsecondary	15.8	5.4	10.3	100.0	6.0	9.8	38.7	45.4
Bachelor's degree or higher	15.1	3.4	11.5	100.0	4.3	10.8	47.9	37.0
Dependent student family income								
Less than \$32,000	16.4	4.0	12.4	100.0	5.5	11.0	41.7	41.9
\$32,000–59,999	20.7	5.0	15.7	100.0	5.9	14.8	42.5	36.8
\$60,000–91,999	16.8	3.7	12.9	100.0	5.5	11.3	45.8	37.4
\$92,000 or more	13.7	2.6	11.1	100.0	3.2	10.5	53.4	32.9
Admissions test taken (ACT/SAT) <sup>1</sup>								
Did not take tests	11.7	4.4	7.3	100.0	4.9	6.8	41.3	47.0
Took tests	18.3	3.8	14.4	100.0	4.9	13.4	45.0	36.7
Admissions test scores (ACT/SAT) <sup>1</sup>								
Lowest	15.4	4.4	11.0	100.0	5.7	9.8	43.1	41.5
Low middle	19.8	4.1	15.7	100.0	4.2	15.6	42.3	38.0
High middle	23.0	3.2	19.7	100.0	4.7	18.3	46.2	30.8
Highest	16.3	1.6	14.0	100.0	4.1	12.2	60.8	22.9
Highest level of high school mathematics <sup>1</sup>								
Below Algebra II	12.0	4.5	7.5	100.0	4.3	7.7	41.9	46.1
Algebra II	14.9	4.6	10.2	100.0	5.2	9.7	42.9	42.3
Trigonometry	21.8	3.8	18.0	100.0	5.8	15.9	45.0	33.2
Pre-calculus	19.7	2.6	16.9	100.0	4.7	15.0	44.8	35.5
Calculus	19.4	2.1	17.0	100.0	2.9	16.4	52.7	27.9
Federal Pell Grant received in first year								
Dependent Pell Grant recipients	19.8	4.3	15.5	100.0	6.1	13.8	38.5	41.6
Independent Pell Grant recipients	17.9	10.3	7.5	100.0	8.2	9.8	30.0	52.0

<sup>1</sup>Beginners under age 24 only.

NOTE: "Persistence and attainment anywhere" include students who transferred out of the first institution attended. "Degree" includes certificates in vocational programs. Full-time enrollment is 12 or more credits per term or 24 credits per year. Black includes African American, Hispanic includes Latino, American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, and Other includes respondents having origins in a race not listed. Pacific Islanders have been combined with Asians because of small sample sizes. Race categories exclude Hispanic origin unless specified. Dependent students were under age 24, unmarried, and had no dependents of their own in 2003. Family income of dependent students is the annual income of the parents in 2002. Categories represent the income quartile ranges of all dependent student families. This table includes students enrolled at postsecondary institutions in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

**Table 4.3. Among 2003–04 beginning postsecondary students who started at 4-year institutions, percentage who attained a degree and percentage distribution of their persistence and attainment status anywhere through June 2006, by student and institutional characteristics**

Student and institutional characteristics	Attained degree anywhere through 2006				Persistence anywhere through 2006				
	Any degree	Highest degree			Total enrolled	Attained degree, not enrolled	Attained degree, still enrolled	No degree, still enrolled	No degree, not enrolled
		Certificate	Associate's degree	Bachelor's degree					
Total	7.0	0.8	3.9	2.3	100.0	3.8	3.2	73.8	19.2
Control of first institution									
Public 4-year	5.5	0.6	2.4	2.5	100.0	3.2	2.4	77.2	17.3
Private not-for-profit 4-year	7.1	1.0	3.9	2.2	100.0	4.0	3.1	76.8	16.1
Private for-profit 4-year	18.2	1.3	15.9	1.0	100.0	8.5	9.7	34.3	47.6
Doctorate-granting status of first institution									
Doctorate-granting	5.7	0.6	2.2	2.9	100.0	3.4	2.3	81.4	12.9
Non-doctorate-granting 4-year	8.3	1.0	5.6	1.7	100.0	4.3	4.0	66.1	25.6
Degree plans first year									
None	5.8	0.9	3.7	1.2	100.0	2.5	3.3	65.7	28.5
Certificate	14.1	11.2	0.8	2.1	100.0	12.1	2.0	49.0	36.9
Associate's degree	23.7	1.7	20.7	1.2	100.0	9.0	14.6	34.7	41.6
Bachelor's degree	4.5	0.4	1.6	2.5	100.0	3.0	1.5	80.5	15.0
Enrollment intensity through 2006									
Always full-time	7.4	0.6	4.3	2.5	100.0	4.0	3.4	76.1	16.5
Mixed	6.5	1.5	3.0	2.0	100.0	3.9	2.7	71.1	22.4
Always part-time	0.7	0.7	#	#	100.0	0.6	0.1	30.1	69.2
Transfer status through 2006									
Did not transfer	6.8	0.5	3.6	2.7	100.0	4.2	2.6	73.5	19.7
Transferred	7.8	1.8	5.5	0.5	100.0	2.3	5.5	75.0	17.2
Recent (2003) high school graduates enrolled full time fall 2003									
Certificate plans	11.6	6.6	1.5	3.5	100.0	8.2	3.4	71.1	17.3
Associate's degree plans	32.2	1.4	28.7	2.0	100.0	11.2	21.0	37.7	30.1
Bachelor's degree plans	4.8	0.3	1.7	2.8	100.0	3.3	1.5	84.2	11.1
Gender									
Male	6.9	0.6	4.3	2.0	100.0	3.6	3.3	71.1	22.0
Female	7.1	0.9	3.6	2.5	100.0	4.0	3.0	75.8	17.1
Age first year enrolled									
18 years or younger	6.1	0.6	3.1	2.4	100.0	3.5	2.6	79.6	14.3
19 years	8.1	0.5	4.6	3.0	100.0	4.5	3.5	77.0	14.9
20–23 years	7.0	1.2	4.9	0.9	100.0	2.7	4.2	51.4	41.6
24–29 years	10.4	2.5	7.8	0.1	100.0	5.9	4.5	39.3	50.3
30 or older	9.1	2.5	6.2	0.4	100.0	4.4	4.7	38.2	52.8
Race/ethnicity									
White	7.1	0.6	4.0	2.6	100.0	4.1	3.1	75.4	17.5
Black	6.3	1.7	3.4	1.1	100.0	3.0	3.3	66.7	27.1
Hispanic	6.0	0.8	3.8	1.4	100.0	3.6	2.4	69.8	24.2
Asian/Pacific Islander	9.3	1.1	4.5	3.7	100.0	4.5	4.8	79.5	11.2
American Indian	1.0	0.3	0.7	#	100.0	#	1.0	59.0	40.1
Multiple races/other	6.2	0.7	3.8	1.7	100.0	2.6	3.6	68.6	25.2

See notes at end of table.



**Table 4.3. Among 2003–04 beginning postsecondary students who started at 4-year institutions, percentage who attained a degree and percentage distribution of their persistence and attainment status anywhere through June 2006, by student and institutional characteristics—Continued**

Student and institutional characteristics	Attained degree anywhere through 2006				Persistence anywhere through 2006				
	Highest degree				Total	Attained degree, not enrolled	Attained degree, still enrolled	No degree, still enrolled	No degree, not enrolled
	Any degree	Certificate	Associate's degree	Bachelor's degree					
Dependency status first year									
Dependent	6.7	0.6	3.6	2.5	100.0	3.7	3.0	78.0	15.3
Independent	9.2	2.3	6.3	0.6	100.0	4.7	4.5	41.1	49.7
Unmarried, no dependents	8.0	0.9	6.5	0.6	100.0	5.6	2.3	48.0	44.1
Single parent	11.2	4.1	6.4	0.7	100.0	5.3	6.0	32.4	56.4
Married	8.0	1.7	5.9	0.4	100.0	3.1	4.9	44.4	47.6
Highest education of parents									
High school or less	8.5	1.4	5.6	1.5	100.0	4.3	4.2	58.4	33.1
Some postsecondary	8.1	0.9	5.5	1.7	100.0	3.7	4.3	71.1	20.8
Bachelor's degree or higher	5.9	0.4	2.6	2.9	100.0	3.7	2.2	81.8	12.3
Dependent student family income									
Less than \$32,000	7.0	1.1	4.1	1.9	100.0	3.7	3.4	69.4	23.5
\$32,000–59,999	7.7	0.4	5.0	2.3	100.0	4.1	3.6	73.3	19.0
\$60,000–91,999	6.1	0.8	3.0	2.3	100.0	3.7	2.5	82.2	11.6
\$92,000 or more	6.4	0.1	2.8	3.4	100.0	3.7	2.7	84.0	9.6
Admissions test taken (ACT/SAT) <sup>1</sup>									
Did not take tests	14.0	3.0	9.0	1.9	100.0	9.1	4.9	44.0	42.0
Took tests	6.4	0.5	3.4	2.5	100.0	3.5	2.9	78.5	15.1
Admissions test scores (ACT/SAT) <sup>1</sup>									
Lowest	8.8	0.7	7.0	1.1	100.0	3.6	5.2	60.1	31.1
Low middle	6.3	1.0	3.6	1.7	100.0	3.1	3.2	76.7	17.1
High middle	5.6	0.3	3.0	2.3	100.0	2.7	2.9	80.4	14.0
Highest	6.2	0.3	2.1	3.9	100.0	4.3	1.9	85.4	8.4
Highest level of high school mathematics <sup>1</sup>									
Below Algebra II	11.0	1.3	7.5	2.1	100.0	5.9	5.0	51.9	37.1
Algebra II	8.4	1.1	5.7	1.6	100.0	4.0	4.4	64.6	27.0
Trigonometry	6.2	0.9	3.9	1.4	100.0	2.7	3.4	77.8	16.0
Pre-calculus	6.1	0.4	3.2	2.6	100.0	3.1	3.0	81.1	12.8
Calculus	5.7	0.2	1.5	3.9	100.0	4.4	1.3	86.8	7.5
Federal Pell Grant received in first year									
Dependent Pell Grant recipients	7.2	0.8	4.5	1.9	100.0	4.1	3.1	71.6	21.2
Independent Pell Grant recipients	11.0	3.8	6.4	0.8	100.0	5.8	5.2	36.9	52.1

# Rounds to zero.

<sup>1</sup>Beginners under age 24 only.

NOTE: "Persistence and attainment anywhere" include students who transferred out of the first institution attended. "Degree" includes certificates in vocational programs. Full-time enrollment is 12 or more credits per term or 24 credits per year. Black includes African American, Hispanic includes Latino, American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, and Other includes respondents having origins in a race not listed. Pacific Islanders have been combined with Asians because of small sample sizes. Race categories exclude Hispanic origin unless specified. Dependent students were under age 24, unmarried, and had no dependents of their own in 2003. Family income of dependent students is the annual income of the parents in 2002. Categories represent the income quartile ranges of all dependent student families. This table includes students enrolled at postsecondary institutions in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

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## **Section 5: Student Retention and Attainment at the First Institution Attended**

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The tables in this section show the percentages of 2003–04 beginning postsecondary students who attained a degree or certificate at the first institution attended or were still enrolled there in any part of the 2005–06 academic year. Since institutional retention is often based on the percentage of students who are still enrolled in the fall term, the tables in this section show the percentage of beginning students who were not enrolled at all in 2005–06, those enrolled only in the fall of 2005, and those still enrolled at the end of the spring term in June 2006 at the first institution attended.

The 3-year period covered in this report is too brief to determine whether students who had not attained a certificate or degree and were no longer enrolled in 2005–06 had permanently left the first institution attended. Some beginning students may “stop out” by leaving an institution for a semester or more, and then returning to that institution later. Students who have “stopped out” can only be identified as such after they have returned, which may be after the 3-year period of this study. When the term “left” is used below, it only refers to the enrollment status of the student at the end of the 3-year period in relation to the first institution attended, and includes some “stop-outs” who may return to that institution after 2006.

### **All Beginning Postsecondary Students**

- Among all 2003–04 beginning postsecondary students, 14 percent had earned a degree by 2006 at the first institution they attended, 36 percent were still enrolled at that institution without a degree in June 2006, 5 percent were last enrolled there in the fall of 2005, 17 percent had transferred to a different institution, and 25 percent had not attained a degree and were not enrolled anywhere in 2005–06 (table 5.1).
- Forty-three percent of students seeking a certificate and 14 percent of students seeking an associate’s degree had earned one by 2006 at the institution they first attended.

### **Students Beginning at Public 2-Year Institutions**

- Among students who began at a public 2-year institution, 4 percent had earned a certificate and 9 percent had earned an associate’s degree by 2006 at the first institution attended (table 5.2). Another 25 percent were still enrolled in that institution without a degree in June 2006, 7 percent were last enrolled there in the fall of 2005,

and 20 percent had transferred elsewhere without completing a program. The remaining 35 percent had not completed a certificate or degree and were not enrolled anywhere in 2005–06.

- Among those who always attended full time, 20 percent had attained a degree or certificate, with 5 percent earning a certificate and 16 percent an associate’s degree at their first institution. Beginning students who mixed full- and part-time attendance or attended exclusively part time had lower attainment rates (13 and 6 percent, respectively).
- Among recent (2003) high school graduates who enrolled full time in fall 2003, some 38 percent had earned an award (23 percent a certificate and 15 percent an associate’s degree) from their first institution.

### **Students Beginning at 4-Year Institutions**

- Among beginning postsecondary students at 4-year institutions, 6 percent had attained an award by 2006 at the first institution attended. Another 60 percent were still enrolled there without a degree in June 2006, 4 percent were last enrolled there in the fall of 2005, and 13 percent had not attained any award and were not enrolled anywhere in 2005–06 (table 5.3).
- By 2006, 18 percent of the beginners at 4-year institutions had transferred elsewhere before completing a degree.
- The bachelor’s degree attainment rate at the first institution after 3 years was 2 percent at both public and private not-for-profit institutions.
- There was no measurable difference in the transfer rates from public and private not-for-profit 4-year institutions (19 and 18 percent, respectively).
- At private for-profit 4-year institutions, 17 percent of the first time beginning students had attained a certificate or degree at their first institution by June 2006; for 15 percent, the degree earned was an associate’s degree.
- Students who always attended full time transferred from their first institution at a lower rate (16 percent) than those whose attendance intensity was mixed (28 percent), but at a higher rate than those who attended only part time (7 percent).

**Table 5.1. Percentage distribution of 2003–04 beginning postsecondary students by degree attainment and retention status at their first institution through June 2006, by student and institutional characteristics**

Student and institutional characteristics	Attained degree at the first institution through 2006				Retention at the first institution through 2006			
	Any degree	Highest degree			No degree, enrolled spring 2006	No degree, last enrolled fall 2005	No degree, transferred elsewhere	No degree, not enrolled in 2005–06
		Certificate	Associate's degree	Bachelor's degree				
Total	14.4	7.2	6.3	1.0	37.9	5.1	17.2	25.5
Type of first institution								
4-year								
Public	4.1	0.2	1.4	2.5	62.3	3.3	19.0	11.3
Private not-for-profit	6.0	0.6	3.2	2.1	62.7	2.9	18.0	10.4
Private for-profit	16.9	0.9	15.1	1.0	27.1	9.7	11.7	34.6
2-year								
Public	13.7	4.4	9.3	†	25.5	6.6	19.5	34.7
Private not-for-profit	28.9	9.0	19.9	†	13.8	3.4	23.7	30.2
Private for-profit	33.6	15.6	18.1	†	9.4	8.4	6.5	42.1
Less-than-2-year								
Public	62.0	62.0	†	†	3.4	1.6	6.3	26.7
Private for-profit	50.0	50.0	†	†	5.1	3.3	5.1	36.4
Level of first institution								
4-year	5.7	0.4	3.1	2.2	59.7	3.7	18.1	12.8
2-year	15.9	5.6	10.3	†	23.7	6.7	18.4	35.3
Less-than-2-year	51.7	51.7	†	†	5.1	3.0	5.4	34.8
Control of first institution								
Public	11.0	3.9	6.2	0.9	38.9	5.3	19.1	25.7
Private not-for-profit	8.0	1.8	4.2	2.0	59.0	2.9	18.2	11.9
Private for-profit	37.4	28.2	9.0	0.2	11.4	6.4	7.0	37.8
Degree plans first year								
None	7.8	3.9	3.7	0.3	29.2	6.0	23.2	33.9
Certificate	44.8	42.9	1.8	0.1	9.2	2.7	6.9	36.4
Associate's degree	16.8	2.6	14.0	0.1	24.8	7.5	16.6	34.3
Bachelor's degree	4.0	0.3	1.5	2.2	61.4	3.5	19.5	11.6
Enrollment intensity through 2006								
Always full-time	16.9	8.1	7.5	1.4	42.1	4.0	15.7	21.4
Mixed	12.7	5.9	6.2	0.6	37.2	7.0	26.6	16.5
Always part-time	7.0	5.5	1.5	#	20.5	6.2	5.1	61.2
Recent (2003) high school graduates enrolled full time fall 2003								
Certificate plans	51.0	46.5	4.1	0.4	12.6	2.2	9.8	24.4
Associate's degree plans	26.0	1.6	24.0	0.3	24.1	5.7	22.7	21.5
Bachelor's degree plans	4.1	0.1	1.4	2.6	66.6	2.9	19.7	6.7
Gender								
Male	12.5	5.1	6.5	0.9	36.5	5.3	18.7	27.1
Female	15.8	8.7	6.1	1.0	38.9	5.0	16.1	24.3

See notes at end of table.

**Table 5.1. Percentage distribution of 2003–04 beginning postsecondary students by degree attainment and retention status at their first institution through June 2006, by student and institutional characteristics—Continued**

Student and institutional characteristics	Attained degree at the first institution through 2006				Retention at the first institution through 2006			
	Highest degree				No degree, enrolled spring 2006	No degree, last enrolled fall 2005	No degree, transferred elsewhere	No degree, not enrolled in 2005–06
	Any degree	Certificate	Associate's degree	Bachelor's degree				
Age first year enrolled								
18 years or younger	11.3	3.3	6.6	1.4	48.6	4.4	20.7	15.0
19 years	13.0	4.5	7.1	1.5	42.1	4.2	21.2	19.5
20–23 years	16.7	10.3	6.2	0.2	23.4	6.4	14.1	39.4
24–29 years	20.8	15.8	5.0	#	20.1	7.3	8.8	43.0
30 or older	21.0	16.2	4.7	0.1	20.2	6.5	6.6	45.8
Race/ethnicity								
White	13.5	5.6	6.8	1.2	40.3	4.7	18.1	23.4
Black	14.3	9.0	5.0	0.4	29.6	6.2	15.3	34.6
Hispanic	19.4	13.5	5.5	0.4	32.5	6.0	13.8	28.3
Asian/Pacific Islander	11.7	3.7	6.1	1.9	47.6	4.8	21.1	14.8
American Indian	10.7	8.2	2.4	#	42.5	6.5	14.3	26.1
Multiple races/other	13.7	5.9	6.9	0.8	35.3	4.4	17.0	29.7
Dependency status first year								
Dependent	11.9	3.9	6.7	1.3	45.2	4.3	20.4	18.2
Independent	20.5	15.1	5.4	0.1	20.0	7.1	9.3	43.1
Unmarried, no dependents	18.1	11.1	6.8	0.1	21.1	7.0	12.2	41.7
Single parent	21.8	16.6	5.1	0.1	18.1	8.0	7.5	44.5
Married	20.9	16.1	4.7	0.1	21.0	6.3	9.2	42.6
Highest education of parents								
High school or less	19.9	12.0	7.4	0.4	26.8	5.8	13.1	34.5
Some postsecondary	13.5	6.0	6.9	0.6	35.4	5.6	18.7	26.8
Bachelor's degree or higher	9.7	2.9	5.1	1.7	50.6	4.1	20.4	15.3
Dependent student family income								
Less than \$32,000	16.0	7.9	7.3	0.8	36.5	5.6	16.5	25.4
\$32,000–59,999	14.1	4.5	8.5	1.1	42.1	4.0	19.5	20.3
\$60,000–91,999	9.3	1.7	6.3	1.3	48.9	4.0	22.3	15.5
\$92,000 or more	7.8	1.1	4.4	2.3	55.1	3.4	23.2	10.4
Federal Pell Grant received in first year								
Dependent Pell Grant recipients	17.6	9.0	7.7	1.0	38.1	5.2	16.5	22.5
Independent Pell Grant recipients	27.5	21.0	6.4	0.1	16.4	7.1	8.5	40.4
Worked while enrolled in 2003–04								
Did not work	16.0	9.2	5.3	1.5	43.5	4.0	14.9	21.6
Worked part time	13.8	5.2	7.6	1.0	40.3	4.8	20.4	20.7
Worked full time	13.5	8.2	5.1	0.2	25.5	7.1	13.8	40.0

† Not applicable.

# Rounds to zero.

NOTE: "Degree" includes certificates in vocational programs. Full-time enrollment is 12 or more credits per term or 24 credits per year. Black includes African American, Hispanic includes Latino, American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, and Other includes respondents having origins in a race not listed. Pacific Islanders have been combined with Asians because of small sample sizes. Race categories exclude Hispanic origin unless specified. Dependent students were under age 24, unmarried, and had no dependents of their own in 2003. Family income of dependent students is the annual income of the parents in 2002. Categories represent the income quartile ranges of all dependent student families. Totals include students in private not-for-profit less-than-2-year institutions; sample size was too small to show as a separate category. This table includes students enrolled at postsecondary institutions in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

**Table 5.2. Among 2003–04 beginning postsecondary students who started at public 2-year institutions, percentage distribution by attainment and retention status at their first institution through June 2006, by student and institutional characteristics**

Student and institutional characteristics	Attained degree at the first institution through 2006			Retention at the first institution through 2006			
	Highest degree			No degree, enrolled spring 2006	No degree, last enrolled fall 2005	No degree, transferred elsewhere	No degree, not enrolled in 2005–06
	Any degree	Certificate	Associate's degree				
Total	13.7	4.4	9.3	25.5	6.6	19.5	34.7
Degree plans first year							
None	8.3	4.1	4.3	23.9	6.5	23.7	37.5
Certificate	29.4	24.2	5.2	15.8	3.9	10.0	40.9
Associate's degree	14.3	2.5	11.8	26.5	7.0	17.6	34.6
Bachelor's degree	7.0	1.4	5.6	29.7	6.6	31.5	25.2
Type of associate's degree							
Applied fields	16.4	4.4	12.0	22.5	6.9	15.7	38.5
General education/transfer	12.7	1.8	11.0	28.0	7.2	19.5	32.6
Transfer and degree plans							
Degree, no transfer	17.9	9.5	8.4	24.1	7.3	11.2	39.6
Degree and transfer	15.9	1.9	14.0	29.7	7.1	17.6	29.8
No degree, transfer	11.5	1.2	10.3	27.2	6.5	27.7	27.1
No degree and no transfer	10.2	6.4	3.8	20.2	5.7	19.1	44.7
Enrollment intensity through 2006							
Always full-time	20.5	4.6	15.9	20.3	5.2	22.4	31.5
Mixed	13.0	4.7	8.4	33.9	8.5	27.3	17.3
Always part-time	5.5	3.8	1.8	20.7	5.9	4.8	63.1
Recent (2003) high school graduates enrolled full time fall 2003							
Certificate plans	38.0	23.4	14.7	13.7	4.2	14.7	29.4
Associate's degree plans	24.5	1.4	23.1	24.8	5.7	24.3	20.6
Bachelor's degree plans	9.8	0.4	9.4	29.9	6.7	38.7	14.9
Gender							
Male	12.9	4.0	8.9	23.1	6.7	20.6	36.7
Female	14.4	4.8	9.6	27.3	6.6	18.7	33.1
Age first year enrolled							
18 years or younger	15.8	2.2	13.7	27.8	6.8	25.8	23.7
19 years	14.2	2.5	11.6	25.4	5.7	25.7	28.9
20–23 years	9.0	3.9	5.2	25.1	7.0	15.6	43.2
24–29 years	11.4	6.8	4.6	23.7	7.9	13.2	43.8
30 or older	14.4	10.1	4.3	22.5	6.5	7.1	49.6
Race/ethnicity							
White	15.7	5.1	10.7	23.7	5.8	20.6	34.3
Black	10.0	4.6	5.4	24.5	9.1	16.0	40.4
Hispanic	10.3	3.2	7.1	31.9	7.6	14.9	35.4
Asian/Pacific Islander	10.2	1.6	8.6	28.3	8.0	31.6	22.0
American Indian	7.0	3.0	4.0	47.7	2.8	20.9	21.6
Multiple races/other	14.2	2.7	11.5	24.4	7.0	19.5	34.9

See notes at end of table.

**Table 5.2. Among 2003–04 beginning postsecondary students who started at public 2-year institutions, percentage distribution by attainment and retention status at their first institution through June 2006, by student and institutional characteristics—Continued**

Student and institutional characteristics	Attained degree at the first institution through 2006			Retention at the first institution through 2006			
	Highest degree			No degree, enrolled spring 2006	No degree, last enrolled fall 2005	No degree, transferred elsewhere	No degree, not enrolled in 2005–06
	Any degree	Certificate	Associate's degree				
<b>Dependency status first year</b>							
Dependent	14.6	2.5	12.1	27.0	6.2	24.4	27.7
Independent	12.1	7.7	4.4	22.9	7.3	11.1	46.6
Unmarried, no dependents	12.0	6.7	5.2	20.1	8.9	15.4	43.6
Single parent	9.3	5.3	4.1	24.5	8.5	8.4	49.3
Married	14.0	9.8	4.3	23.2	5.8	10.6	46.5
<b>Highest education of parents</b>							
High school or less	14.7	6.2	8.5	24.8	6.7	14.4	39.3
Some postsecondary	13.4	4.0	9.4	25.3	7.1	20.0	34.2
Bachelor's degree or higher	13.1	2.3	10.8	26.6	6.1	26.5	27.7
<b>Dependent student family income</b>							
Less than \$32,000	14.4	2.8	11.6	28.9	6.8	18.6	31.4
\$32,000–59,999	17.2	3.0	14.2	26.5	6.2	23.2	26.9
\$60,000–91,999	14.2	2.2	12.0	26.1	6.4	26.2	27.0
\$92,000 or more	11.8	1.9	9.9	25.9	5.4	33.0	23.9
<b>Admissions test taken (ACT/SAT)<sup>1</sup></b>							
Did not take tests	10.0	3.1	6.9	29.0	6.7	17.3	37.0
Took tests	15.6	2.4	13.2	25.3	6.5	26.4	26.2
<b>Admissions test scores (ACT/SAT)<sup>1</sup></b>							
Lowest	13.4	3.2	10.2	26.9	8.0	22.6	29.1
Low middle	16.2	2.3	13.9	22.0	6.5	27.9	27.3
High middle	20.4	1.5	18.9	24.5	3.5	29.2	22.4
Highest	13.9	1.5	12.4	31.5	5.0	32.8	16.8
<b>Highest level of high school mathematics<sup>1</sup></b>							
Below Algebra II	10.2	3.5	6.6	30.2	7.0	17.0	35.7
Algebra II	12.4	2.8	9.5	25.8	6.3	23.6	31.9
Trigonometry	18.9	1.9	17.0	26.8	5.2	24.1	25.0
Pre-calculus	17.3	2.1	15.2	22.0	6.7	30.6	23.4
Calculus	17.0	1.4	15.6	25.1	9.3	31.8	16.9
<b>Federal Pell Grant received in first year</b>							
Dependent Pell Grant recipients	17.6	2.9	14.7	24.2	8.2	19.9	30.1
Independent Pell Grant recipients	16.3	9.3	7.0	23.2	7.9	11.7	40.9

<sup>1</sup>Beginners under age 24 only.

NOTE: "Degree" includes certificates in vocational programs. Full-time enrollment is 12 or more credits per term or 24 credits per year. Black includes African American, Hispanic includes Latino, American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, and Other includes respondents having origins in a race not listed. Pacific Islanders have been combined with Asians because of small sample sizes. Race categories exclude Hispanic origin unless specified. Dependent students were under age 24, unmarried, and had no dependents of their own in 2003. Family income of dependent students is the annual income of the parents in 2002. Categories represent the income quartile ranges of all dependent student families. This table includes students enrolled at postsecondary institutions in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).



**Table 5.3. Among 2003–04 beginning postsecondary students who started at 4-year institutions, percentage distribution by attainment and retention status at their first institution through June 2006, by student and institutional characteristics**

Student and institutional characteristics	Attained degree at the first institution through 2006				Retention at the first institution through 2006			
	Any degree	Highest degree			No degree, enrolled spring 2006	No degree, last enrolled fall 2005	No degree, transferred elsewhere	No degree, not enrolled in 2005–06
		Certificate	Associate's degree	Bachelor's degree				
Total	5.7	0.4	3.1	2.2	59.7	3.7	18.1	12.8
Control of first institution								
Public 4-year	4.1	0.2	1.4	2.5	62.3	3.3	19.0	11.3
Private not-for-profit 4-year	6.0	0.6	3.2	2.1	62.7	2.9	18.0	10.4
Private for-profit 4-year	16.9	0.9	15.1	1.0	27.1	9.7	11.7	34.6
Doctorate-granting status of first institution								
Doctorate-granting	4.6	0.3	1.5	2.8	67.9	3.0	16.9	7.7
Non-doctorate-granting 4-year	6.8	0.5	4.6	1.7	51.6	4.4	19.3	18.0
Degree plans first year								
None	4.1	0.6	2.4	1.1	49.3	4.5	23.6	18.6
Certificate	11.1	9.1	0.4	1.6	37.4	2.7	19.1	29.7
Associate's degree	21.1	0.9	19.1	1.1	25.4	7.6	16.2	29.8
Bachelor's degree	3.5	0.1	0.9	2.5	65.9	3.1	18.0	9.6
Enrollment intensity through 2006								
Always full-time	6.0	0.3	3.3	2.4	63.6	3.3	15.9	11.2
Mixed	5.2	0.8	2.5	1.9	49.8	4.6	28.0	12.5
Always part-time	0.2	0.2	#	#	26.8	7.9	7.5	57.7
Recent (2003) high school graduates enrolled full time fall 2003								
Certificate plans	6.4	3.1	0.8	2.5	52.5	1.1	26.7	13.4
Associate's degree plans	28.4	0.7	26.0	1.6	25.7	4.8	20.5	20.6
Bachelor's degree plans	3.7	#	0.9	2.8	69.1	2.7	18.4	6.1
Gender								
Male	5.5	0.3	3.2	2.0	56.3	4.0	19.4	14.8
Female	5.9	0.4	3.0	2.5	62.4	3.4	17.1	11.3
Age first year enrolled								
18 years or younger	4.9	0.3	2.3	2.4	64.8	3.1	18.9	8.3
19 years	6.4	0.2	3.4	2.9	61.6	2.9	19.7	9.3
20–23 years	5.9	0.4	4.6	0.9	38.6	6.1	17.3	32.2
24–29 years	10.0	2.5	7.4	0.1	33.7	8.1	5.7	42.4
30 or older	7.2	1.1	5.8	0.4	34.0	8.6	9.3	40.8
Race/ethnicity								
White	5.8	0.4	3.0	2.5	61.6	3.3	18.2	11.1
Black	4.7	0.7	3.0	1.0	51.4	4.7	18.7	20.5
Hispanic	4.7	0.4	2.9	1.4	54.6	5.8	19.7	15.1
Asian/Pacific Islander	8.0	0.3	4.1	3.6	66.9	2.7	14.7	7.7
American Indian	0.7	#	0.7	#	53.0	8.3	11.6	26.3
Multiple races/other	5.1	0.1	3.3	1.7	53.8	2.4	17.2	21.5

See notes at end of table.

**Table 5.3. Among 2003–04 beginning postsecondary students who started at 4-year institutions, percentage distribution by attainment and retention status at their first institution through June 2006, by student and institutional characteristics—Continued**

Student and institutional characteristics	Attained degree at the first institution through 2006				Retention at the first institution through 2006			
	Highest degree				No degree, enrolled spring 2006	No degree, last enrolled fall 2005	No degree, transferred elsewhere	No degree, not enrolled in 2005–06
	Any degree	Certificate	Associate's degree	Bachelor's degree				
Dependency status first year								
Dependent	5.4	0.2	2.7	2.5	63.0	3.0	19.1	9.5
Independent	8.2	1.7	6.0	0.5	34.2	8.5	10.7	38.4
Unmarried, no dependents	7.7	0.9	6.3	0.6	38.3	5.8	11.0	37.2
Single parent	9.8	2.9	6.4	0.5	26.8	10.9	10.9	41.6
Married	6.9	1.2	5.3	0.4	38.5	8.4	10.1	36.1
Highest education of parents								
High school or less	7.2	0.7	5.0	1.5	47.0	5.1	16.5	24.2
Some postsecondary	5.9	0.6	3.6	1.7	56.1	3.9	20.7	13.5
Bachelor's degree or higher	5.0	0.2	2.0	2.8	66.9	2.8	18.0	7.3
Dependent student family income								
Less than \$32,000	5.6	0.4	3.5	1.8	55.1	5.5	18.3	15.5
\$32,000–59,999	6.2	0.2	3.7	2.3	60.4	2.2	18.1	13.1
\$60,000–91,999	4.6	0.3	2.1	2.2	66.6	2.2	20.0	6.6
\$92,000 or more	5.3	0.1	1.9	3.3	68.1	2.6	19.1	4.9
Admissions test taken (ACT/SAT) <sup>1</sup>								
Did not take tests	12.4	1.7	8.7	1.9	31.4	5.9	17.8	32.5
Took tests	5.1	0.2	2.5	2.4	63.5	3.1	19.1	9.2
Admissions test scores (ACT/SAT) <sup>1</sup>								
Lowest	6.7	0.3	5.3	1.0	42.9	6.1	22.8	21.5
Low middle	4.8	0.5	2.8	1.5	59.1	3.1	22.8	10.2
High middle	4.3	#	2.1	2.2	64.6	2.9	20.0	8.3
Highest	5.3	0.1	1.4	3.8	73.8	2.1	14.3	4.5
Highest level of high school mathematics <sup>1</sup>								
Below Algebra II	8.2	0.5	5.6	2.1	37.1	6.0	24.0	24.6
Algebra II	6.9	0.5	4.9	1.5	47.7	3.8	23.4	18.4
Trigonometry	5.0	0.6	3.0	1.4	60.6	3.5	21.0	9.9
Pre-calculus	4.5	0.0	2.0	2.4	65.4	2.9	19.6	7.6
Calculus	5.0	0.1	1.0	3.8	76.0	2.5	12.6	4.0
Federal Pell Grant received in first year								
Dependent Pell Grant recipients	5.7	0.2	3.7	1.9	58.0	4.3	18.1	13.8
Independent Pell Grant recipients	9.6	2.7	6.2	0.7	31.0	9.5	10.0	39.9

# Rounds to zero.

<sup>1</sup>Beginners under age 24 only.

NOTE: "Degree" includes certificates in vocational programs. Full-time enrollment is 12 or more credits per term or 24 credits per year. Black includes African American, Hispanic includes Latino, American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, and Other includes respondents having origins in a race not listed. Pacific Islanders have been combined with Asians because of small sample sizes. Race categories exclude Hispanic origin unless specified. Dependent students were under age 24, unmarried, and had no dependents of their own in 2003. Family income of dependent students is the annual income of the parents in 2002. Categories represent the income quartile ranges of all dependent student families. This table includes students enrolled at postsecondary institutions in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

## **Section 6: Student Attainment and Dates of Last Enrollment**

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This section examines when students who had not attained a certificate or degree were last enrolled in postsecondary education, considering all students first, and then those starting at public 2-year institutions and at any type of 4-year institutions separately.

The 3-year period covered in this report is too brief to determine whether students who had not attained a certificate or degree and were no longer enrolled anywhere in June 2006 had permanently left postsecondary education. Some beginning students may “stop out” by leaving an institution for a semester or more, and then returning to that or a different institution later. Students who have “stopped out” can only be identified as such after they have returned, which may be after the 3-year period of this study. When the term “left” is used in this section, it means that the student had not completed a certificate or degree and was no longer enrolled after the end of 1 of the 3 years covered in this study; this includes some “stop-outs” who cannot be identified until they return later.

### **All Beginning Postsecondary Students**

- Among all 2003–04 beginning postsecondary students, 16 percent had attained a certificate or degree by 2006 (table 6.1). Among those who had not attained, 14 percent were last enrolled during or at the end of their first year (2003–04), and another 13 percent were last enrolled in their second year (2004–05). Six percent were last enrolled in fall 2005, and the rest (51 percent) remained enrolled in spring 2006.
- Men left at a higher rate in their first year than women (16 vs. 13 percent).
- Up to age 24, there was no measurable difference in the percentages last enrolled in 2003–04 and 2004–05. However, students who were 30 years or older when they began their postsecondary education left at a higher rate in the first year than in the second, with 28 percent last enrolled in 2003–04 and 19 percent last enrolled in 2004–05.

### **Students Beginning at Public 2-Year Institutions**

- Among 2003–04 beginning postsecondary students who started at a public 2-year institution, 23 percent left without completion during or at the end of their first year (table 6.2). Fewer (14 percent) left during or after their second year (2004–05), and even fewer during or after fall 2005 (8 percent).

- Among students who were always enrolled part time, 51 percent left without completion during or at the end of their first year, compared with 19 percent of those who always attended full time and 6 percent of those with a mixed attendance intensity.
- Thirty-one percent of students who were 24–29 years old and 36 percent of those 30 years or older when they started their postsecondary education did not complete a program and were no longer enrolled after their first year. In contrast, 15 percent of those 18 years or younger left without completion after their first year.

### **Students Beginning at 4-Year Institutions**

- Because of the length of bachelor's degree programs, the majority of 2003–04 beginning postsecondary students who started at a 4-year institution (74 percent) were still enrolled in spring 2006, including 77 percent each at public and private not-for-profit institutions (table 6.3). A smaller proportion (35 percent) were still enrolled among those who started at private for-profit 4-year institutions.
- There was no measurable difference between public and private not-for-profit institutions in the percentages of students who left without completion during or at the end of their first or second year: about 6 percent at each type of institution in each year.
- Forty-seven percent of students who always attended part time were no longer enrolled after their first year, in contrast to 6 percent of those who always attended full time.
- Students who began when they were 20 years or older left without completion after their first year at a higher rate than those 18 years or younger or 19 years (16 to 19 percent vs. 4 and 5 percent).

**Table 6.1. Percentage of 2003–04 beginning postsecondary students who attained a degree by June 2006 and, for students who did not attain, last year enrolled, by student and institutional characteristics**

Student and institutional characteristics	Attained degree by June 2006	No degree, last enrolled anywhere			
		2003–04	2004–05	Fall 2005	Spring 2006
Total	15.9	14.1	12.9	6.0	51.1
Type of first institution					
4-year					
Public	5.5	6.5	6.4	4.0	77.5
Private not-for-profit	7.1	5.6	6.1	4.2	77.0
Private for-profit	18.2	7.9	28.9	10.1	35.0
2-year					
Public	15.5	22.7	13.6	7.7	40.4
Private not-for-profit	31.0	15.5	18.4	4.9	30.2
Private for-profit	34.1	11.1	32.1	8.5	14.1
Less-than-2-year					
Public	63.1	18.5	9.4	2.0	7.0
Private for-profit	50.3	10.2	26.5	4.7	8.3
Level of first institution					
4-year	7.0	6.4	8.1	4.5	74.1
2-year	17.6	21.5	15.5	7.7	37.7
Less-than-2-year	52.2	11.6	23.7	4.2	8.3
Control of first institution					
Public	12.6	16.6	10.8	6.2	53.7
Private not-for-profit	9.1	6.4	7.1	4.2	73.2
Private for-profit	38.0	10.0	28.8	7.1	16.2
Degree plans first year					
None	9.4	24.4	11.4	6.8	47.9
Certificate	45.8	15.9	21.0	4.0	13.3
Associate's degree	18.6	19.4	16.8	8.5	36.7
Bachelor's degree	5.1	6.0	7.1	4.3	77.5
Enrollment intensity through 2006					
Always full-time	18.3	10.1	12.8	4.7	54.1
Mixed	14.9	5.1	13.3	8.6	58.1
Always part-time	7.0	49.2	12.8	6.8	24.1
Recent (2003) high school graduates enrolled full time fall 2003					
Certificate plans	52.4	8.1	17.2	3.0	19.2
Associate's degree plans	28.5	9.6	14.0	7.4	40.5
Bachelor's degree plans	5.2	3.1	5.0	3.8	82.8
Gender					
Male	14.0	16.0	12.9	6.1	50.9
Female	17.2	12.6	12.9	6.0	51.2
Age first year enrolled					
18 years or younger	13.0	7.9	8.6	5.6	64.8
19 years	15.2	10.4	11.2	5.0	58.3
20–23 years	17.4	21.7	19.0	7.7	34.1
24–29 years	21.5	22.7	21.1	8.2	26.5
30 or older	21.4	27.8	19.2	6.5	25.2

See notes at end of table.

**Table 6.1. Percentage of 2003–04 beginning postsecondary students who attained a degree by June 2006 and, for students who did not attain, last year enrolled, by student and institutional characteristics—Continued**

Student and institutional characteristics	Attained degree by June 2006	No degree, last enrolled anywhere			
		2003–04	2004–05	Fall 2005	Spring 2006
<b>Race/ethnicity</b>					
White	15.0	13.6	11.4	5.8	54.1
Black	15.5	17.5	18.1	7.2	41.6
Hispanic	20.5	14.1	15.9	6.8	42.7
Asian/Pacific Islander	14.3	10.9	5.2	4.6	65.1
American Indian	14.1	12.4	15.1	7.8	50.5
Multiple races/other	14.8	14.3	16.5	4.8	49.7
<b>Dependency status first year</b>					
Dependent	13.7	10.0	10.0	5.3	61.1
Independent	21.2	24.1	20.2	7.9	26.6
Unmarried, no dependents	18.9	22.6	20.3	8.0	30.2
Single parent	22.4	21.3	24.2	9.3	22.8
Married	21.4	27.6	16.4	6.7	27.9
<b>Highest education of parents</b>					
High school or less	20.9	18.9	17.4	6.4	36.4
Some postsecondary	15.7	14.8	13.5	7.2	48.8
Bachelor's degree or higher	11.0	8.5	8.1	4.9	67.5
<b>Dependent student family income</b>					
Less than \$32,000	17.6	13.1	13.7	6.7	48.9
\$32,000–59,999	16.4	11.5	10.6	5.1	56.4
\$60,000–91,999	11.3	9.0	8.4	5.1	66.2
\$92,000 or more	9.1	5.7	6.2	4.2	74.7
<b>Federal Pell Grant received in first year</b>					
Dependent Pell Grant recipients	19.2	9.7	14.3	6.2	50.5
Independent Pell Grant recipients	28.6	14.8	26.8	8.1	21.7

NOTE: "Degree" includes certificates in vocational programs. Full-time enrollment is 12 or more credits per term or 24 credits per year. Black includes African American, Hispanic includes Latino, American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, and Other includes respondents having origins in a race not listed. Pacific Islanders have been combined with Asians because of small sample sizes. Race categories exclude Hispanic origin unless specified. Dependent students were under age 24, unmarried, and had no dependents of their own in 2003. Family income of dependent students is the annual income of the parents in 2002. Categories represent the income quartile ranges of all dependent student families. Totals include students in private not-for-profit less-than-2-year institutions; sample size was too small to show as a separate category. Academic years are July 1–June 30. Spring 2006 includes any students enrolled after February 2006. This table includes students enrolled at postsecondary institutions in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

**Table 6.2. Among 2003–04 beginning postsecondary students who started at public 2-year institutions, percentage who attained a degree by June 2006 and, for students who did not attain, last year enrolled, by student and institutional characteristics**

Student and institutional characteristics	Attained degree by June 2006	No degree, last enrolled anywhere			
		2003–04	2004–05	Fall 2005	Spring 2006
Total	15.5	22.7	13.6	7.7	40.4
Degree plans first year					
None	10.0	28.0	11.0	7.2	43.7
Certificate	31.8	26.9	14.9	4.9	21.5
Associate's degree	16.1	21.9	14.5	8.1	39.5
Bachelor's degree	8.5	15.8	12.0	8.5	55.2
Type of associate's degree					
Applied fields	17.6	26.0	13.7	8.3	34.3
General education/transfer	14.6	20.1	14.6	8.1	42.6
Transfer and degree plans					
Degree, no transfer	19.4	27.2	13.6	8.3	31.5
Degree and transfer	17.5	16.8	13.8	8.6	43.3
No degree, transfer	13.2	16.1	12.9	7.6	50.2
No degree and no transfer	12.8	33.2	14.3	6.4	33.3
Enrollment intensity through 2006					
Always full-time	22.8	19.1	14.7	6.7	36.7
Mixed	15.7	6.2	12.9	9.5	55.6
Always part-time	5.6	50.7	13.1	6.6	24.1
Recent (2003) high school graduates enrolled full time fall 2003					
Certificate plans	40.5	15.7	16.2	4.8	22.7
Associate's degree plans	26.8	9.9	12.5	7.5	43.4
Bachelor's degree plans	11.6	7.1	10.4	9.1	61.7
Gender					
Male	14.5	25.4	13.3	7.5	39.2
Female	16.3	20.6	13.9	7.9	41.3
Age first year enrolled					
18 years or younger	18.6	14.8	10.6	8.1	47.9
19 years	17.2	17.4	13.9	6.9	44.6
20–23 years	9.9	27.0	17.5	8.8	36.8
24–29 years	12.5	30.6	15.9	8.5	32.5
30 or older	14.5	36.0	14.5	6.6	28.5
Race/ethnicity					
White	17.6	22.8	13.2	7.2	39.3
Black	11.1	24.8	17.2	9.7	37.2
Hispanic	11.6	22.2	15.1	8.8	42.3
Asian/Pacific Islander	14.6	18.1	6.2	7.2	53.9
American Indian	14.0	13.5	8.2	4.7	59.6
Multiple races/other	15.7	24.0	12.4	6.6	41.3

See notes at end of table.

**Table 6.2. Among 2003–04 beginning postsecondary students who started at public 2-year institutions, percentage who attained a degree by June 2006 and, for students who did not attain, last year enrolled, by student and institutional characteristics—Continued**

Student and institutional characteristics	Attained degree by June 2006	No degree, last enrolled anywhere			
		2003–04	2004–05	Fall 2005	Spring 2006
Dependency status first year					
Dependent	17.2	17.2	12.4	7.4	45.8
Independent	12.7	32.3	15.8	8.2	31.0
Unmarried, no dependents	13.2	28.6	16.8	10.1	31.3
Single parent	9.8	30.3	20.5	9.1	30.3
Married	14.5	35.6	12.1	6.6	31.3
Highest education of parents					
High school or less	16.0	26.0	14.8	7.6	35.7
Some postsecondary	15.8	22.1	14.0	8.8	39.3
Bachelor's degree or higher	15.1	17.7	11.8	6.9	48.6
Dependent student family income					
Less than \$32,000	16.4	19.2	14.0	8.4	41.9
\$32,000–59,999	20.7	17.8	10.5	7.1	43.9
\$60,000–91,999	16.8	17.2	12.4	7.3	46.4
\$92,000 or more	13.7	13.3	12.3	7.1	53.6
Admissions test taken (ACT/SAT) <sup>1</sup>					
Did not take tests	11.7	23.3	15.1	8.3	41.6
Took tests	18.3	16.0	12.2	7.7	45.8
Admissions test scores (ACT/SAT) <sup>1</sup>					
Lowest	15.4	17.1	14.7	8.6	44.2
Low middle	19.8	18.3	11.7	7.8	42.4
High middle	23.0	12.4	10.3	6.7	47.7
Highest	16.3	10.1	7.1	5.7	60.8
Highest level of high school mathematics <sup>1</sup>					
Below Algebra II	12.0	21.1	16.4	8.0	42.5
Algebra II	14.9	19.7	14.3	7.9	43.2
Trigonometry	21.8	15.3	11.1	6.3	45.5
Pre-calculus	19.7	16.0	8.9	8.7	46.7
Calculus	19.4	10.8	7.0	10.1	52.7
Federal Pell Grant received in first year					
Dependent Pell Grant recipients	19.8	15.0	16.5	9.9	38.8
Independent Pell Grant recipients	17.9	21.6	21.6	8.4	30.5

<sup>1</sup>Beginners under age 24 only.

NOTE: "Degree" includes certificates in vocational programs. Full-time enrollment is 12 or more credits per term or 24 credits per year. Black includes African American, Hispanic includes Latino, American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, and Other includes respondents having origins in a race not listed. Pacific Islanders have been combined with Asians because of small sample sizes. Race categories exclude Hispanic origin unless specified. Dependent students were under age 24, unmarried, and had no dependents of their own in 2003. Family income of dependent students is the annual income of the parents in 2002. Categories represent the income quartile ranges of all dependent student families. Academic years are July 1–June 30. Spring 2006 includes any students enrolled after February 2006. This table includes students enrolled at postsecondary institutions in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).



**Table 6.3. Among 2003–04 beginning postsecondary students who started at 4-year institutions, percentage who attained a degree by June 2006 and, for students who did not attain, last year enrolled, by student and institutional characteristics**

Student and institutional characteristics	Attained degree by June 2006	No degree, last enrolled anywhere			
		2003–04	2004–05	Fall 2005	Spring 2006
Total	7.0	6.4	8.1	4.5	74.1
Control of first institution					
Public 4-year	5.5	6.5	6.4	4.0	77.5
Private not-for-profit 4-year	7.1	5.6	6.1	4.2	77.0
Private for-profit 4-year	18.2	7.9	28.9	10.1	35.0
Doctorate-granting status of first institution					
Doctorate-granting	5.7	4.4	4.6	3.6	81.7
Non-doctorate-granting 4-year	8.3	8.3	11.5	5.5	66.4
Degree plans first year					
None	5.8	13.3	8.1	6.0	66.8
Certificate	14.1	17.6	11.1	7.9	49.4
Associate's degree	23.7	12.6	20.2	8.5	35.0
Bachelor's degree	4.5	4.7	6.2	3.8	80.7
Enrollment intensity through 2006					
Always full-time	7.4	5.6	6.9	3.7	76.4
Mixed	6.5	3.2	11.5	7.1	71.7
Always part-time	0.7	46.7	14.6	7.9	30.1
Recent (2003) high school graduates enrolled full time fall 2003					
Certificate plans	11.6	11.1	2.9	2.4	71.9
Associate's degree plans	32.2	9.4	14.5	6.2	37.7
Bachelor's degree plans	4.8	2.9	4.5	3.5	84.3
Gender					
Male	6.9	7.4	9.3	5.0	71.5
Female	7.1	5.5	7.1	4.2	76.1
Age first year enrolled					
18 years or younger	6.1	4.2	5.8	4.2	79.8
19 years	8.1	4.9	6.3	3.5	77.3
20–23 years	7.0	18.6	15.8	6.5	52.2
24–29 years	10.4	15.8	23.9	10.1	39.8
30 or older	9.1	18.8	24.8	8.4	39.0
Race/ethnicity					
White	7.1	6.2	6.8	4.2	75.7
Black	6.3	8.5	12.1	6.3	67.0
Hispanic	6.0	6.0	11.0	6.6	70.3
Asian/Pacific Islander	9.3	5.4	2.9	2.5	79.9
American Indian	1.0	11.0	19.5	9.6	59.0
Multiple races/other	6.2	5.7	16.2	3.2	68.6

See notes at end of table.

**Table 6.3. Among 2003–04 beginning postsecondary students who started at 4-year institutions, percentage who attained a degree by June 2006 and, for students who did not attain, last year enrolled, by student and institutional characteristics—Continued**

Student and institutional characteristics	Attained degree by June 2006	No degree, last enrolled anywhere			
		2003–04	2004–05	Fall 2005	Spring 2006
Dependency status first year					
Dependent	6.7	4.9	6.2	3.9	78.2
Independent	9.2	17.3	22.5	9.4	41.7
Unmarried, no dependents	8.0	16.7	21.3	6.0	48.0
Single parent	11.2	16.7	25.8	13.1	33.2
Married	8.0	18.4	19.9	8.5	45.2
Highest education of parents					
High school or less	8.5	12.1	14.7	5.4	59.3
Some postsecondary	8.1	6.3	8.8	5.6	71.2
Bachelor's degree or higher	5.9	3.8	4.8	3.6	81.9
Dependent student family income					
Less than \$32,000	7.0	7.6	9.2	6.5	69.7
\$32,000–59,999	7.7	7.3	7.8	3.5	73.7
\$60,000–91,999	6.1	3.2	4.9	3.6	82.3
\$92,000 or more	6.4	2.7	3.7	2.8	84.3
Admissions test taken <sup>1</sup>					
Did not take tests	14.0	14.1	20.3	7.3	44.3
Took tests	6.4	4.9	5.9	4.0	78.8
Admissions test scores (ACT/SAT) <sup>1</sup>					
Lowest	8.8	12.1	11.1	7.4	60.7
Low middle	6.3	6.0	6.5	4.3	76.9
High middle	5.6	4.2	5.6	4.0	80.7
Highest	6.2	2.0	3.8	2.4	85.6
Highest level of high school mathematics <sup>1</sup>					
Below Algebra II	11.0	14.7	13.8	7.4	53.1
Algebra II	8.4	10.1	11.4	5.4	64.7
Trigonometry	6.2	5.2	6.3	4.2	78.1
Pre-calculus	6.1	3.3	5.4	3.8	81.3
Calculus	5.7	1.8	2.9	2.6	87.0
Federal Pell Grant received in first year					
Dependent Pell Grant recipients	7.2	6.8	8.8	5.3	71.9
Independent Pell Grant recipients	11.0	11.3	29.4	10.6	37.7

<sup>1</sup>Beginners under age 24 only.

NOTE: "Degree" includes certificates in vocational programs. Full-time enrollment is 12 or more credits per term or 24 credits per year. Black includes African American, Hispanic includes Latino, American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, and Other includes respondents having origins in a race not listed. Pacific Islanders have been combined with Asians because of small sample sizes. Race categories exclude Hispanic origin unless specified. Dependent students were under age 24, unmarried, and had no dependents of their own in 2003. Family income of dependent students is the annual income of the parents in 2002. Categories represent the income quartile ranges of all dependent student families. Academic years are July 1–June 30. Spring 2006 includes any students enrolled after February 2006. This table includes students enrolled at postsecondary institutions in Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

## Section 7: Reasons for Leaving in the First Year or Transferring

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Beginning postsecondary students have a variety of reasons for leaving the institution where they were enrolled in the first year without completing a program. The tables in this section describe what students reported as their reasons for leaving their institution after their first year. They could provide more than one reason.

Some of the students left to transfer to a different institution, some left and did not enroll anywhere else by June 2006, and some “stopped out” after the first year and returned by June 2006. The 3-year period covered in this report is too short to determine whether students who had not attained a certificate or degree and were no longer enrolled anywhere in June 2006 had permanently left postsecondary education. Some beginning students may “stop out” by leaving an institution for a semester or more, and then returning to that or a different institution later. Students who have “stopped out” can only be identified as such after they have returned, which may be after the 3-year period of this study. When the term “left” is used in this section, it only refers to the enrollment status of the student at the end of the first year in relation to the first institution attended, and includes some “stop-outs” who cannot be identified until later.

- Students most frequently reported personal reasons (53 percent) for leaving without completing a degree (table 7.1). Financial reasons were next (31 percent), followed by “other” reasons (24 percent) and family responsibilities (21 percent).
- Reasons directly related to their programs were less common: not satisfied (17 percent), academic problems (13 percent), and scheduling problems (8 percent).
- Students who began at 4-year institutions left for financial reasons at a greater rate than students at other levels (40 percent vs. 30 percent at 2-year institutions and 26 percent at less-than-2-year institutions).
- Students who began at a 2-year institution and transferred to another institution by 2006 most frequently did so to pursue a bachelor’s degree (82 percent) (table 7.2). Other commonly reported reasons were finishing the classes they wanted (34 percent) and personal (27 percent).
- Among students who began at 4-year institutions, 54 percent cited personal reasons for transferring. Students transferring from private not-for-profit 4-year institutions were more likely than those transferring from public ones to report financial problems (34 vs. 13 percent) or not being satisfied (34 vs. 30 percent). On the other hand, those

transferring from public institutions at this level were more likely than those at private not-for-profit institutions to report scheduling problems as a reason for transferring (24 vs. 17 percent).

**Table 7.1. Percentage of 2003–04 beginning postsecondary students who reported various reasons for leaving in 2004 without completing, by student and institutional characteristics**

Student and institutional characteristics	Academic problems	Scheduling problems	Not satisfied	Financial reasons	Family responsibilities	Personal reasons	Finished classes	Other reason
Total	13.0	8.0	16.7	30.8	21.0	53.4	3.6	24.0
Type of first institution								
4-year								
Public	22.6	6.2	12.0	44.3	21.1	85.0	9.8	#
Private not-for-profit	#	#	25.0	27.2	31.5	60.0	#	16.7
Private for-profit	5.4	6.4	45.1	48.3	25.2	43.4	#	20.7
2-year								
Public	12.8	10.4	12.4	28.7	17.3	48.2	2.5	29.7
Private not-for-profit	6.9	#	33.5	44.4	20.0	40.1	#	6.9
Private for-profit	12.4	4.8	40.3	38.2	18.4	38.3	#	41.1
Less-than-2-year								
Public	4.4	#	2.5	27.7	52.6	77.6	#	14.3
Private for-profit	15.9	2.6	30.8	26.6	29.4	51.2	8.7	13.1
Level of first institution								
4-year	14.5	4.5	18.9	39.8	24.4	73.9	6.1	6.7
2-year	12.7	9.9	14.4	29.5	17.4	47.5	2.3	30.1
Less-than-2-year	12.8	3.5	24.9	25.8	33.8	56.7	6.5	16.7
Control of first institution								
Public	13.8	9.4	11.9	30.9	19.3	54.6	3.4	24.9
Private not-for-profit	1.0	3.7	27.7	27.4	27.8	55.4	#	22.6
Private for-profit	14.0	3.5	34.5	31.6	26.3	47.3	5.7	20.7
Degree plans first year								
None	13.3	9.5	12.0	31.6	15.6	47.2	4.1	26.2
Certificate	11.4	5.9	22.9	25.6	30.6	53.3	4.5	25.2
Associate's degree	12.9	9.1	15.5	30.0	17.8	51.1	2.6	27.7
Bachelor's degree	15.8	6.7	15.5	40.4	21.0	67.2	4.5	8.9
Enrollment intensity through 2006								
Always full-time	18.3	6.9	23.0	33.0	20.6	51.4	3.6	22.4
Mixed	6.3	10.0	13.0	35.4	23.2	51.9	1.1	20.7
Always part-time	8.7	8.8	10.5	27.3	21.1	56.0	4.1	26.6

See notes at end of table.

**Table 7.1. Percentage of 2003–04 beginning postsecondary students who reported various reasons for leaving in 2004 without completing, by student and institutional characteristics—Continued**

Student and institutional characteristics	Academic problems	Scheduling problems	Not satisfied	Financial reasons	Family responsibilities	Personal reasons	Finished classes	Other reason
Recent (2003) high school graduates enrolled full time fall 2003								
Certificate plans	16.4	8.0	40.6	21.8	28.3	57.7	13.2	11.0
Associate's degree plans	14.0	17.5	21.2	39.9	26.1	51.9	#	24.2
Bachelor's degree plans	25.6	7.3	19.4	45.6	17.8	72.6	0.5	6.2
Gender								
Male	9.7	8.9	18.1	40.0	21.4	42.7	1.6	29.9
Female	15.9	7.2	15.6	22.8	20.8	62.6	5.3	19.0
Age first year enrolled								
18 years or younger	16.2	3.8	20.3	33.2	17.8	61.3	1.6	25.8
19 years	7.4	11.1	17.3	35.0	25.2	61.5	4.2	17.7
20–23 years	11.9	10.8	17.5	35.3	18.4	49.9	6.0	21.4
24–29 years	9.8	15.0	11.2	26.4	24.9	38.4	6.3	30.7
30 or older	16.4	4.1	15.6	24.9	21.2	51.9	1.8	25.1
Race/ethnicity								
White	11.2	11.0	15.4	30.7	19.3	52.2	4.3	24.2
Black	10.3	3.7	19.8	28.7	24.7	46.0	2.8	31.2
Hispanic	26.0	6.0	23.9	35.2	19.1	53.9	2.8	12.6
Asian/Pacific Islander	3.8	0.7	4.3	18.7	28.3	87.8	1.5	27.7
American Indian	‡	‡	‡	‡	‡	‡	‡	‡
Multiple races/other	5.7	0.6	4.7	32.9	29.7	65.7	2.2	37.1
Dependency status first year								
Dependent	12.8	7.9	18.3	35.5	19.9	57.5	3.2	22.8
Independent	13.2	8.1	15.3	26.4	22.1	49.7	3.9	25.1
Unmarried, no dependents	10.7	8.8	22.9	32.2	19.1	41.9	4.7	27.1
Single parent	13.0	6.0	14.0	24.4	24.1	56.6	2.8	23.4
Married	14.7	9.4	12.4	25.1	22.1	48.4	4.3	25.5
Highest education of parents								
High school or less	14.0	5.8	15.9	30.8	18.7	55.3	4.1	21.2
Some postsecondary	10.8	10.8	13.4	31.3	21.2	51.7	1.8	28.2
Bachelor's degree or higher	10.9	10.3	22.6	30.1	26.0	53.3	4.3	25.7

See notes at end of table.

**Table 7.1. Percentage of 2003–04 beginning postsecondary students who reported various reasons for leaving in 2004 without completing, by student and institutional characteristics—Continued**

Student and institutional characteristics	Academic problems	Scheduling problems	Not satisfied	Financial reasons	Family responsibilities	Personal reasons	Finished classes	Other reason
Dependent student family income								
Less than \$32,000	12.8	6.4	22.4	31.8	20.3	54.6	4.8	19.4
\$32,000–59,999	12.9	8.4	15.4	39.4	23.0	61.6	2.3	19.0
\$60,000–91,999	15.0	9.3	19.0	34.1	18.9	58.7	3.0	32.3
\$92,000 or more	9.6	9.7	15.2	41.1	12.9	51.0	1.9	25.1
Admissions test taken (ACT/SAT) <sup>1</sup>								
Did not take tests	11.2	6.3	24.1	34.6	20.2	52.7	3.9	24.2
Took tests	12.9	9.5	15.1	34.3	20.1	60.5	3.7	20.7
Admissions test scores (ACT/SAT) <sup>1</sup>								
Lowest	12.8	9.7	18.8	31.7	19.4	58.2	2.9	19.0
Low middle	15.7	7.2	10.2	34.6	21.2	62.2	1.9	27.6
High middle	10.6	13.1	17.9	39.7	23.0	60.8	7.8	13.9
Highest	5.5	10.1	10.0	36.1	12.6	65.1	7.7	14.0
Highest level of high school mathematics <sup>1</sup>								
Below Algebra II	8.7	8.7	20.3	27.4	19.5	56.7	3.6	25.8
Algebra II	13.6	6.7	19.9	35.5	18.8	55.2	4.3	23.1
Trigonometry	14.1	10.6	17.2	48.8	24.3	56.9	3.7	15.7
Pre-calculus	14.3	8.6	10.7	26.3	22.0	66.2	3.8	20.5
Calculus	8.4	10.6	20.2	35.2	16.7	63.5	#	15.9
Federal Pell Grant received in first year								
Dependent Pell Grant recipients	14.9	5.1	24.5	35.3	22.8	59.3	4.2	16.8
Independent Pell Grant recipients	11.9	6.0	20.4	23.9	25.9	54.5	4.2	20.7

# Rounds to zero.

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

<sup>1</sup> Beginners under age 24 only.

NOTE: “Persistence and attainment anywhere” include students who transferred out of the first institution attended. “Degree” includes certificates in vocational programs. Full-time enrollment is 12 or more credits per term or 24 credits per year. Black includes African American, Hispanic includes Latino, American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, and Other includes respondents having origins in a race not listed. Pacific Islanders have been combined with Asians because of small sample sizes. Race categories exclude Hispanic origin unless specified. Dependent students were under age 24, unmarried, and had no dependents of their own in 2003. Family income of dependent students is the annual income of the parents in 2002. Categories represent the income quartile ranges of all dependent student families. Totals include students in private not-for-profit less-than-2-year institutions; sample size was too small to show as a separate category. This table includes students enrolled at postsecondary institutions in Puerto Rico.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

**Table 7.2. Percentage of 2003–04 beginning postsecondary students who reported various reasons for transferring from their first institution, by student and institutional characteristics: 2006**

Student and institutional characteristics	Academic problems	Scheduling problems	Not satisfied	Financial reasons	Family responsibilities	Personal reasons	Finished classes	Pursue bachelor's degree	Other reason
Total	3.1	18.0	16.6	11.1	5.9	38.1	27.8	56.8	19.1
Type of first institution									
4-year									
Public	4.8	23.8	29.8	13.0	5.5	56.8	18.1	22.7	30.3
Private not-for-profit	6.2	17.3	33.7	34.3	6.6	53.2	16.9	27.8	24.8
Private for-profit	1.3	19.6	23.4	11.4	9.4	18.5	36.6	37.6	11.3
2-year									
Public	1.7	15.5	4.7	3.2	4.8	26.1	34.0	82.5	11.5
Private not-for-profit	0.5	14.8	13.8	7.1	1.9	16.7	33.6	83.5	30.8
Private for-profit	#	11.7	34.4	33.2	11.9	48.5	29.0	78.1	42.2
Less-than-2-year									
Public	2.0	15.8	26.2	3.5	17.1	18.2	49.7	23.5	16.9
Private for-profit	3.5	16.3	7.7	11.5	12.5	31.5	37.5	50.4	8.2
Level of first institution									
4-year	5.1	21.6	30.7	19.6	6.1	53.6	18.6	25.1	27.6
2-year	1.6	15.3	6.3	4.6	5.1	26.9	33.8	82.4	13.4
Less-than-2-year	3.1	17.0	11.0	9.7	13.0	28.6	39.9	45.4	9.8
Control of first institution									
Public	2.8	18.4	13.5	6.5	5.2	36.5	28.8	61.5	18.0
Private not-for-profit	5.6	17.3	31.4	31.3	6.1	49.2	18.7	33.5	25.2
Private for-profit	1.9	15.9	19.5	17.7	11.5	33.0	34.8	55.0	18.8
Degree plans first year									
None	3.1	17.7	9.5	10.6	7.5	29.7	32.0	69.9	13.7
Certificate	4.0	19.7	12.8	10.8	10.8	35.0	37.6	54.0	14.9
Associate's degree	1.8	15.2	8.8	5.6	4.5	27.8	32.1	77.1	13.7
Bachelor's degree	4.1	20.3	26.9	16.3	5.6	50.7	20.6	34.7	26.5
Enrollment intensity through 2006									
Always full-time	3.5	16.9	19.5	13.0	4.4	40.1	24.1	52.1	20.6
Mixed	2.7	19.3	13.5	8.5	7.4	36.6	32.2	63.1	16.6
Always part-time	1.5	20.3	7.5	10.2	11.2	22.5	35.5	59.0	24.0

See notes at end of table.



**Table 7.2. Percentage of 2003–04 beginning postsecondary students who reported various reasons for transferring from their first institution, by student and institutional characteristics: 2006—Continued**

Student and institutional characteristics	Academic problems	Scheduling problems	Not satisfied	Financial reasons	Family responsibilities	Personal reasons	Finished classes	Pursue bachelor's degree	Other reason
Recent (2003) high school graduates enrolled full time fall 2003									
Certificate plans	5.2	15.0	12.4	15.2	13.3	43.1	42.3	49.9	17.9
Associate's degree plans	3.0	15.7	8.9	4.2	4.2	25.8	34.0	79.5	11.1
Bachelor's degree plans	4.1	20.2	30.5	17.6	6.0	54.4	17.8	29.0	28.3
Gender									
Male	3.2	17.6	17.1	11.8	5.6	37.0	25.3	58.2	21.1
Female	3.0	18.3	16.3	10.4	6.1	38.9	29.9	55.7	17.4
Age first year enrolled									
18 years or younger	3.4	19.0	19.6	11.5	5.7	40.5	25.7	54.0	20.3
19 years	3.1	17.1	14.8	10.9	5.6	40.9	29.4	56.1	16.9
20–23 years	3.5	15.8	13.4	15.2	6.7	34.5	29.4	64.8	18.7
24–29 years	1.7	20.5	8.6	4.9	6.7	22.0	29.3	80.1	13.9
30 or older	1.0	15.8	11.8	4.4	6.9	20.1	34.4	53.7	23.7
Race/ethnicity									
White	3.5	18.2	16.6	10.2	4.7	38.2	26.4	57.5	19.1
Black	1.8	16.4	20.1	16.7	6.9	40.9	35.8	51.5	23.0
Hispanic	3.2	19.5	15.6	12.5	9.1	35.8	28.1	57.2	14.6
Asian/Pacific Islander	2.3	15.7	10.1	5.6	4.6	35.2	27.7	61.9	18.9
American Indian	‡	‡	‡	‡	‡	‡	‡	‡	‡
Multiple races/other	1.6	18.7	21.5	11.4	10.7	36.2	23.6	55.3	18.7
Dependency status first year									
Dependent	3.5	17.9	17.3	11.3	5.7	39.7	26.5	54.9	18.6
Independent	1.3	18.6	13.6	9.8	6.9	30.1	34.3	66.2	21.5
Unmarried, no dependents	1.2	17.6	22.6	13.7	8.0	32.7	35.3	67.0	30.7
Single parent	0.6	19.7	8.7	9.3	9.3	30.1	41.3	52.4	10.8
Married	2.0	18.6	9.3	6.8	4.0	27.8	27.9	76.0	21.6
Highest education of parents									
High school or less	3.1	20.5	15.3	11.2	5.8	34.1	29.6	61.3	18.5
Some postsecondary	2.4	16.2	14.7	10.8	5.2	34.5	29.7	59.9	15.6
Bachelor's degree or higher	3.6	17.5	19.0	11.0	6.5	43.6	25.5	51.5	21.3

See notes at end of table.

**Table 7.2. Percentage of 2003–04 beginning postsecondary students who reported various reasons for transferring from their first institution, by student and institutional characteristics: 2006—Continued**

Student and institutional characteristics	Academic problems	Scheduling problems	Not satisfied	Financial reasons	Family responsibilities	Personal reasons	Finished classes	Pursue bachelor's degree	Other reason
Dependent student family income									
Less than \$32,000	2.0	18.5	14.5	13.2	6.7	38.5	30.5	51.8	15.3
\$32,000–59,999	2.9	16.8	15.1	10.0	6.9	38.1	29.7	60.4	17.8
\$60,000–91,999	3.6	20.9	19.2	11.7	4.0	39.9	25.5	55.4	18.3
\$92,000 or more	4.8	16.0	19.9	10.9	5.1	42.2	21.3	51.2	21.9
Admissions test taken (ACT/SAT) <sup>1</sup>									
Did not take tests	2.2	17.9	8.0	6.4	7.5	26.1	39.0	70.9	12.7
Took tests	3.5	18.0	19.0	12.8	5.5	42.5	25.2	53.2	20.2
Admissions test scores (ACT/SAT) <sup>1</sup>									
Lowest	4.6	15.1	16.3	12.1	6.5	40.2	28.9	62.3	18.1
Low middle	2.3	19.5	17.4	10.3	5.1	38.3	27.0	54.6	18.8
High middle	3.4	17.8	20.4	13.7	6.5	47.0	27.1	52.7	20.2
Highest	4.2	19.9	23.8	16.6	3.1	46.5	14.3	38.9	25.5
Highest level of high school mathematics <sup>1</sup>									
Below Algebra II	3.1	21.7	11.7	9.4	9.3	38.1	34.4	63.6	13.3
Algebra II	2.6	17.8	12.2	8.4	4.9	36.1	30.9	59.0	17.6
Trigonometry	2.4	14.9	16.9	13.8	4.8	37.3	25.7	53.7	17.8
Pre-calculus	3.4	20.1	26.6	14.8	6.5	47.0	22.9	52.4	24.0
Calculus	6.6	15.6	20.4	14.7	4.3	42.8	20.8	49.4	22.1
Federal Pell Grant received in first year									
Dependent Pell Grant recipients	3.0	17.4	16.9	13.8	7.5	43.6	29.2	49.9	17.9
Independent Pell Grant recipients	1.3	17.6	13.4	7.9	10.2	24.9	32.7	56.3	15.4

# Rounds to zero.

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

<sup>1</sup> Beginners under age 24 only.

NOTE: “Persistence and attainment anywhere” include students who transferred out of the first institution attended. “Degree” includes certificates in vocational programs. Full-time enrollment is 12 or more credits per term or 24 credits per year. Black includes African American, Hispanic includes Latino, American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, and Other includes respondents having origins in a race not listed. Pacific Islanders have been combined with Asians because of small sample sizes. Race categories exclude Hispanic origin unless specified. Dependent students were under age 24, unmarried, and had no dependents of their own in 2003. Family income of dependent students is the annual income of the parents in 2002. Categories represent the income quartile ranges of all dependent student families. Totals include students in private not-for-profit less-than-2-year institutions; sample size was too small to show as a separate category. This table includes students enrolled at postsecondary institutions in Puerto Rico.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

## Section 8: Community Service

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In their first year and again in the 2006 interview, the students who began postsecondary education in 2003–04 were asked whether they had performed any community service during the previous year, and if so, how often and what type. The tables in this section report their responses. They include all students who began in 2003–04, regardless of their enrollment and completion status at the time of the interview. In 2006, they were also asked about the benefits they received from their community service.

- A total of 41 percent of all 2003–04 beginning postsecondary students performed some type of community service the first year they enrolled (table 8.1). For 14 percent, the service was required as part of their program. On average, they volunteered for 16 hours per month.
- For one-third of the students, their volunteer work took the form of service to a church. Working with kids (31 percent), tutoring or mentoring (25 percent), and working on neighborhood improvement projects (24 percent) were other common types of activities.
- A greater proportion of students at 4-year institutions than at 2-year or less-than-2-year institutions volunteered (54 vs. 31 and 24 percent, respectively). However, students at less-than-2-year institutions were the most likely to report that it was required for their programs—24 percent, compared with 17 percent at 4-year institutions and 10 percent at 2-year institutions.
- Dependent students from the highest income families (\$92,000 or more) volunteered at a higher rate (56 percent) than those from lower income families (38 to 49 percent).
- When asked about community service in the 2006 interview, 38 percent reported volunteering during the previous year, slightly lower than the 41 percent reported in 2003–04 (table 8.2).
- Students who volunteered in 2006 reported a number of benefits from participating in community service. More than one-half reported that it expanded their skills (62 percent), made them more aware of social issues (60 percent), or made them a more compassionate person (57 percent) (table 8.3). In addition, 47 percent reported that they learned to apply their skills.
- Students also reported benefits related to their career or academic program: 44 percent noted that it added to their resume, helped with their career choice (18 percent), or clarified their choice of major (14 percent).

**Table 8.1. Percentage of beginning postsecondary students who reported that they had participated in community service in the last year, and among those who had, amount and type of service, by student and institutional characteristics: 2003–04**

Student and institutional characteristics	Performed community service last year	Among participants			Type of activity among participants							
		One-time event	Average hours per month	Required or part of program	Fund-raising	Homeless shelter/soup kitchen	Hospital/nursing home	Neighborhood improvement	Service to church	Tutoring/mentoring	Other work with kids	Other
Total	40.7	20.2	15.8	14.4	20.1	15.2	17.9	23.9	32.8	25.3	30.5	27.3
Type of first institution												
4-year												
Public	52.7	24.1	13.0	13.2	22.7	16.1	18.3	26.7	32.9	27.6	32.1	27.3
Private not-for-profit	65.0	20.7	11.8	22.6	20.8	20.2	17.7	27.4	36.3	32.8	35.1	25.7
Private for-profit	22.7	14.5	21.7	5.2	9.4	3.7	11.1	20.5	26.3	11.2	41.4	24.8
2-year												
Public	32.2	17.0	18.9	9.3	18.6	12.1	17.3	20.8	31.3	20.3	26.6	28.1
Private not-for-profit	30.7	25.0	19.9	20.3	15.4	12.8	23.8	22.8	20.4	24.6	23.9	28.6
Private for-profit	21.8	17.3	21.2	12.6	16.0	10.5	19.5	16.5	36.9	16.5	27.1	28.9
Less-than-2-year												
Public	21.2	10.5	22.2	18.6	14.5	10.8	20.2	14.8	27.5	8.0	24.0	27.7
Private for-profit	24.4	15.5	22.6	24.4	16.6	16.2	21.1	15.6	29.6	19.6	25.3	26.7
Level of first institution												
4-year	54.3	22.5	12.9	16.5	21.6	17.2	17.8	26.8	34.0	29.1	33.6	26.7
2-year	31.2	17.2	19.1	9.7	18.4	12.0	17.6	20.6	31.5	20.1	26.6	28.1
Less-than-2-year	24.3	14.9	22.5	23.5	15.7	14.9	20.9	15.0	29.2	18.9	24.6	27.7
Control of first institution												
Public	39.7	20.5	16.1	11.3	20.6	14.1	17.8	23.7	32.1	23.8	29.4	27.7
Private not-for-profit	62.5	20.8	12.2	22.6	20.5	19.8	17.9	27.1	35.7	32.6	34.6	26.0
Private for-profit	23.2	15.8	22.0	16.7	14.8	11.8	18.4	17.0	31.0	16.8	29.4	26.9
Degree plans first year												
None	40.2	18.2	16.5	12.7	19.6	15.8	16.3	23.1	29.6	20.3	23.7	33.4
Certificate	25.5	20.5	21.6	17.6	16.5	11.8	23.3	18.0	28.8	19.2	27.4	28.0
Associate's degree	30.0	17.2	19.3	11.3	17.7	11.1	16.5	19.0	32.5	19.7	28.5	26.0
Bachelor's degree	55.6	21.9	12.9	15.7	21.9	17.6	18.0	27.3	34.2	29.8	33.3	26.6
Enrollment intensity through 2006												
Always full-time	44.7	21.7	14.3	16.1	20.5	16.3	17.4	25.6	32.7	27.0	31.2	26.3
Mixed	36.9	19.7	18.0	13.3	19.6	14.0	19.3	22.0	33.3	23.9	29.0	29.0
Always part-time	30.5	11.7	19.0	5.5	18.8	11.1	17.1	17.1	32.1	17.6	30.3	29.0

See notes at end of table.

**Table 8.1. Percentage of beginning postsecondary students who reported that they had participated in community service in the last year, and among those who had, amount and type of service, by student and institutional characteristics: 2003–04—Continued**

Student and institutional characteristics	Performed community service last year	Among participants			Type of activity among participants							
		One-time event	Average hours per month	Required or part of program	Fund-raising	Homeless shelter/soup kitchen	Hospital/nursing home	Neighborhood improvement	Service to church	Tutoring/mentoring	Other work with kids	Other
Recent (2003) high school graduates enrolled full time fall 2003												
Certificate plans	36.7	21.1	17.7	19.4	19.1	14.8	20.8	21.1	35.0	20.2	25.6	31.7
Associate's degree plans	36.7	19.7	16.2	15.4	17.4	10.6	18.5	24.2	33.0	20.0	26.8	26.4
Bachelor's degree plans	60.4	23.0	12.2	16.4	22.6	18.3	17.9	28.3	34.3	31.5	33.6	26.1
Gender												
Male	38.7	21.5	15.5	13.5	18.4	13.8	13.0	28.4	31.1	20.2	30.7	28.0
Female	42.2	19.2	15.9	14.9	21.2	16.2	21.2	20.8	34.0	28.7	30.4	26.8
Age first year enrolled												
18 years or younger	48.7	21.8	14.8	16.3	20.8	16.1	17.9	25.3	32.6	27.6	31.2	26.7
19 years	45.4	22.1	13.9	14.9	21.3	17.3	18.7	25.8	33.0	26.1	31.6	27.4
20–23 years	26.1	16.6	18.7	11.7	16.1	9.9	16.7	19.1	28.8	18.7	27.7	28.3
24–29 years	22.1	15.2	22.7	9.8	17.8	10.7	16.0	21.3	28.7	19.7	27.5	26.6
30 or older	31.8	12.0	19.2	7.3	17.9	11.3	17.2	17.0	38.2	19.0	28.4	29.1
Race/ethnicity												
White	44.1	20.8	13.6	14.4	21.2	15.3	16.8	25.1	33.2	24.3	32.1	27.9
Black	32.2	18.8	21.9	14.4	12.6	14.4	19.2	23.4	36.1	26.3	29.3	21.6
Hispanic	33.2	17.2	19.4	17.3	19.4	15.0	19.1	19.6	31.5	26.3	26.3	26.9
Asian/Pacific Islander	42.8	23.7	19.7	10.1	24.2	15.8	26.7	20.4	27.9	33.4	25.4	27.5
American Indian	33.0	22.3	13.5	16.7	23.4	9.3	19.9	37.4	21.1	38.7	47.2	23.3
Multiple races/other	43.4	17.2	18.1	10.6	18.5	15.4	16.0	20.9	29.8	22.7	25.5	32.5
Dependency status first year												
Dependent	46.2	21.6	14.7	15.8	20.7	16.2	18.3	25.3	32.6	26.8	31.4	27.0
Independent	27.3	14.3	19.8	8.2	17.8	11.2	16.3	18.2	33.7	18.8	26.9	28.2
Unmarried, no dependents	27.7	17.1	19.6	7.4	17.6	14.3	14.6	15.9	26.5	14.9	23.7	33.5
Single parent	23.4	16.0	21.5	10.6	15.4	11.3	16.6	13.4	27.9	17.5	25.3	28.0
Married	30.6	11.5	18.9	7.0	19.6	9.3	17.0	22.9	41.8	21.9	29.8	25.3

See notes at end of table.

**Table 8.1. Percentage of beginning postsecondary students who reported that they had participated in community service in the last year, and among those who had, amount and type of service, by student and institutional characteristics: 2003–04—Continued**

Student and institutional characteristics	Performed community service last year	Among participants			Type of activity among participants							
		One-time event	Average hours per month	Required or part of program	Fund-raising	Homeless shelter/soup kitchen	Hospital/nursing home	Neighborhood improvement	Service to church	Tutoring/mentoring	Other work with kids	Other
Highest education of parents												
High school or less	30.6	19.0	18.7	14.4	17.0	11.7	17.9	20.6	30.3	22.1	28.0	27.1
Some postsecondary	39.8	21.2	17.4	13.4	19.2	13.7	17.1	22.7	33.0	25.6	30.8	26.3
Bachelor's degree or higher	51.2	20.4	13.1	14.8	22.0	17.7	18.5	26.7	33.9	26.9	32.1	27.3
Dependent student family income												
Less than \$32,000	37.7	21.0	18.0	18.1	17.1	15.1	21.4	23.1	31.3	28.3	28.3	24.7
\$32,000–59,999	43.3	20.0	15.5	16.3	19.4	15.5	17.0	25.6	34.1	25.3	30.3	27.2
\$60,000–91,999	49.1	22.0	14.2	13.6	23.2	14.7	16.8	25.6	33.9	27.1	33.3	26.5
\$92,000 or more	56.1	22.4	11.5	16.3	22.4	19.0	18.8	26.5	31.0	27.2	33.3	28.9
Admissions test taken (ACT/SAT) <sup>1</sup>												
Did not take tests	27.8	20.1	20.7	14.0	15.3	9.9	17.0	19.4	27.2	18.1	25.9	29.7
Took tests	48.3	21.6	14.0	15.7	21.3	16.8	18.2	25.7	33.1	27.5	31.7	26.7
Admissions test scores (ACT/SAT) <sup>1</sup>												
Lowest	34.2	20.2	20.4	16.5	18.0	14.8	17.2	21.6	32.2	21.8	28.6	25.1
Low middle	42.7	20.6	14.8	14.6	19.2	15.7	19.9	20.9	33.1	23.8	32.7	26.2
High middle	50.6	22.4	13.1	16.8	22.3	17.4	18.0	28.3	34.2	26.7	32.7	28.7
Highest	66.5	22.5	10.8	15.2	23.7	18.2	17.7	29.3	32.9	33.7	32.0	26.3
Highest level of high school mathematics <sup>1</sup>												
Below Algebra II	30.7	19.3	19.3	14.9	17.3	11.6	15.8	21.7	30.8	15.8	24.6	30.7
Algebra II	34.6	22.1	17.9	13.9	19.0	13.4	16.9	21.2	31.9	22.4	31.1	27.3
Trigonometry	43.7	21.8	16.6	17.4	20.5	17.2	18.3	24.6	30.4	23.2	31.8	27.0
Pre-calculus	53.6	21.8	12.4	16.9	20.6	18.4	18.9	25.9	33.9	26.7	32.5	26.2
Calculus	63.3	21.0	11.1	14.4	23.5	16.9	19.3	29.1	33.6	37.1	31.6	25.9

See notes at end of table.

**Table 8.1. Percentage of beginning postsecondary students who reported that they had participated in community service in the last year, and among those who had, amount and type of service, by student and institutional characteristics: 2003–04—Continued**

Student and institutional characteristics	Performed community service last year	Among participants			Type of activity among participants								
		One-time event	Average hours per month	Required or part of program	Fund-raising	Homeless shelter/soup kitchen	Hospital/nursing home	Neighborhood improvement	Service to church	Tutoring/mentoring	Other work with kids	Other	
Federal Pell Grant received in first year													
Dependent Pell Grant recipients	41.0	21.1	17.1	18.3	17.8	15.3	19.7	23.6	33.9	27.8	28.6	24.0	
Independent Pell Grant recipients	22.3	16.6	22.3	12.2	15.9	12.9	15.4	14.9	29.8	17.4	26.4	26.6	

<sup>1</sup> Beginners under age 24 only.

NOTE: “Persistence and attainment anywhere” include students who transferred out of the first institution attended. “Degree” includes certificates in vocational programs. Full-time enrollment is 12 or more credits per term or 24 credits per year. Black includes African American, Hispanic includes Latino, American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, and Other includes respondents having origins in a race not listed. Pacific Islanders have been combined with Asians because of small sample sizes. Race categories exclude Hispanic origin unless specified. Dependent students were under age 24, unmarried, and had no dependents of their own in 2003. Family income of dependent students is the annual income of the parents in 2002. Categories represent the income quartile ranges of all dependent student families. Totals include students in private not-for-profit less-than-2-year institutions; sample size was too small to show as a separate category. This table includes students enrolled at postsecondary institutions in Puerto Rico.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

**Table 8.2. Percentage of 2003–04 beginning postsecondary students who reported that they had participated in community service in the last year, and among those who had, amount and type of service, by student and institutional characteristics: 2006**

Student and institutional characteristics	Among participants							Type of activity among participants								
	Performed community service last year	One-time event	Average hours/month	Required as part of program	Campus organization	Encouraged by student/faculty	Other	Fund-raising	Home-less shelter/soup kitchen	Hospital/nursing home	Neighborhood improvement	Service to church	Tutoring/mentoring	Other work with kids	Other	
Total	37.8	18.1	15.1	15.4	23.3	44.0	44.6	22.6	13.9	15.3	23.4	34.2	24.4	25.5	30.5	
Type of first institution																
4-year																
Public	49.8	19.4	13.2	15.4	34.8	43.8	38.2	26.8	14.4	17.6	26.7	30.3	28.1	27.5	29.2	
Private not-for-profit	61.3	19.5	13.2	21.6	33.2	40.2	38.8	25.0	18.1	17.1	28.1	32.4	31.2	29.1	28.3	
Private for-profit	17.7	2.9	17.7	0.7	7.9	33.9	65.9	17.8	15.6	10.8	8.8	37.9	18.7	16.4	33.6	
2-year																
Public	30.0	15.2	17.1	12.5	8.4	46.1	53.4	18.5	10.0	12.1	19.3	40.8	19.7	24.0	31.6	
Private not-for-profit	29.1	18.0	15.7	15.7	8.6	41.4	58.9	16.9	9.4	12.5	44.8	17.3	20.3	14.5	19.0	
Private for-profit	22.0	33.8	17.3	22.5	22.6	41.0	46.0	12.2	14.7	14.3	11.3	20.6	9.6	11.1	48.4	
Less-than-2-year																
Public	23.8	14.7	14.7	2.7	1.8	47.8	57.4	13.4	22.4	20.0	17.2	38.2	4.9	10.9	34.0	
Private for-profit	17.7	20.8	24.1	8.5	4.6	57.7	42.6	19.9	18.8	14.8	14.6	32.4	7.6	19.6	33.2	
Level of first institution																
4-year																
Public	50.9	19.0	13.3	17.4	33.5	42.1	39.2	25.9	15.8	17.2	26.7	31.3	29.0	27.8	29.0	
Private not-for-profit	29.2	16.5	17.1	13.2	9.4	45.7	53.0	18.0	10.3	12.2	19.2	39.0	19.0	22.9	32.5	
Private for-profit	19.0	18.7	22.1	7.6	3.9	54.8	46.4	18.4	18.6	15.7	15.6	33.1	7.4	17.0	34.2	
Control of first institution																
Public																
Public	37.3	17.3	15.1	13.8	21.5	45.0	45.8	22.6	12.3	14.9	22.9	35.5	23.8	25.6	30.4	
Private not-for-profit	58.9	19.3	13.4	21.4	32.2	40.2	39.7	24.7	17.7	16.9	28.6	31.9	30.7	28.4	28.2	
Private for-profit	19.0	21.6	20.4	11.8	11.7	46.7	48.8	16.7	16.7	13.8	12.2	29.4	10.7	15.9	38.7	
Degree plans first year																
None																
None	35.6	19.5	15.6	13.0	14.0	44.9	49.2	17.7	10.3	11.4	21.0	36.1	19.7	25.8	32.6	
Certificate																
Certificate	22.3	15.9	19.0	7.6	7.3	52.4	47.2	17.6	17.6	15.4	15.7	34.6	12.9	18.4	32.4	
Associate's degree																
Associate's degree	28.7	18.2	17.0	14.3	10.8	43.7	53.8	19.3	11.2	13.0	19.2	38.6	20.5	22.8	32.0	
Bachelor's degree																
Bachelor's degree	51.8	18.1	13.5	17.5	33.5	42.7	38.8	25.9	15.4	17.1	27.1	31.7	28.8	27.9	29.1	
Enrollment intensity through 2006																
Always full-time																
Always full-time	41.4	19.0	14.3	16.2	28.7	43.5	40.9	23.8	15.0	16.3	25.6	31.0	26.3	26.7	30.6	
Mixed																
Mixed	33.8	18.3	16.2	16.9	16.7	44.5	47.4	21.6	12.8	14.7	18.8	38.3	22.7	23.1	29.3	
Always part-time																
Always part-time	30.4	12.1	17.5	7.5	5.5	45.9	60.6	17.9	9.9	10.5	20.8	44.7	17.1	24.0	32.8	

See notes at end of table.



**Table 8.2. Percentage of 2003–04 beginning postsecondary students who reported that they had participated in community service in the last year, and among those who had, amount and type of service, by student and institutional characteristics: 2006—Continued**

Student and institutional characteristics	Among participants							Type of activity among participants							
	Performed community service last year	One-time event	Average hours/month	Required as part of program	Campus organization	Encouraged by student/faculty	Other	Fund-raising	Home-less shelter-soup kitchen	Hos-pital/nursing home	Neigh-bor-hood improve-ment	Service to church	Tutor-ing/ment-oring	Other work with kids	Other
Recent (2003) high school graduates enrolled full time fall 2003															
Certificate plans	26.0	22.5	19.1	11.2	16.4	51.2	34.5	23.5	23.7	17.8	15.2	20.3	16.9	17.5	31.3
Associate's degree plans	31.8	21.9	16.3	16.3	13.5	47.3	49.1	18.6	11.5	13.0	18.3	35.4	19.1	22.5	33.7
Bachelor's degree plans	55.9	18.3	12.9	18.3	36.1	42.9	36.7	27.1	15.8	17.5	27.4	30.4	30.6	29.3	29.7
Gender															
Male	36.6	19.9	14.7	11.7	22.3	45.0	44.5	20.4	11.1	11.3	28.7	32.6	20.7	24.2	32.1
Female	38.8	16.8	15.4	18.0	24.0	43.3	44.7	24.2	15.9	18.1	19.7	35.4	27.0	26.4	29.4
Age first year enrolled															
18 years or younger	43.8	19.3	14.0	17.6	28.9	43.9	39.8	24.4	14.6	16.5	24.8	31.5	27.8	27.7	30.2
19 years	41.7	20.4	13.7	15.5	27.0	44.9	41.5	23.5	14.5	15.2	26.1	31.5	25.7	25.1	30.5
20–23 years	26.7	18.2	18.9	17.6	13.2	44.0	50.0	19.4	11.6	14.6	25.4	35.6	17.2	21.7	31.8
24–29 years	24.4	17.8	17.9	11.6	8.9	48.3	50.5	18.8	14.7	11.0	13.9	34.5	13.9	24.4	33.5
30 or older	30.4	6.7	18.3	5.1	3.8	39.9	67.2	16.7	10.7	12.4	13.5	52.4	16.7	20.4	29.4
Race/ethnicity															
White	41.1	18.0	13.1	16.2	24.7	44.0	44.1	23.2	12.6	15.1	25.0	34.4	23.5	27.0	32.1
Black	33.5	17.0	20.4	14.4	19.9	42.5	46.6	18.6	19.4	15.6	20.1	38.1	22.9	25.0	26.7
Hispanic	27.4	18.0	19.2	14.9	19.7	43.3	46.4	19.1	13.7	14.5	19.0	31.6	22.6	22.9	27.6
Asian/Pacific Islander	43.0	21.1	17.1	14.6	24.6	43.9	42.1	30.1	17.3	20.8	18.1	32.0	37.8	15.2	23.4
American Indian	30.0	16.7	22.0	2.1	19.2	62.3	42.1	25.6	21.8	16.9	37.4	33.4	26.5	15.0	37.6
Multiple races/other	35.7	18.5	18.6	10.3	18.0	47.7	46.5	22.3	12.7	11.8	24.7	30.8	29.5	25.1	32.7
Dependency status first year															
Dependent	42.1	19.5	14.3	16.8	27.2	44.5	41.0	24.0	14.3	16.0	25.5	31.7	26.7	27.0	30.3
Independent	27.3	12.6	17.9	10.2	8.4	42.0	58.2	17.5	12.3	12.5	15.6	43.9	15.9	19.9	31.5
Unmarried, no dependents	25.1	17.2	17.0	12.8	14.7	39.8	54.4	13.9	16.1	11.5	12.3	37.7	11.7	16.3	40.8
Single parent	23.3	11.6	19.1	10.0	4.9	41.6	58.2	19.5	11.9	15.3	13.7	35.2	16.5	16.3	32.1
Married	32.4	11.1	17.5	9.1	7.6	43.4	60.1	17.8	10.8	11.1	18.4	52.7	17.6	24.0	26.6

See notes at end of table.

**Table 8.2. Percentage of 2003–04 beginning postsecondary students who reported that they had participated in community service in the last year, and among those who had, amount and type of service, by student and institutional characteristics: 2006—Continued**

Student and institutional characteristics	Among participants							Type of activity among participants							
	Performed community service last year	One-time event	Average hours/month	Required as part of program	Campus organization	Encouraged by student/faculty	Other	Fund-raising	Home-less shelter-soup kitchen	Hos-pital/nursing home	Neigh-bor-hood improve-ment	Service to church	Tutor-ing/ment-oring	Other work with kids	Other
Highest education of parents															
High school or less	28.9	16.5	16.7	13.4	16.1	44.6	47.7	19.4	12.8	12.6	19.9	34.4	20.4	24.7	30.8
Some postsecondary	36.9	17.8	16.6	15.5	19.9	44.0	49.0	23.3	14.1	15.5	20.7	36.2	24.7	25.5	31.6
Bachelor's degree or higher	47.5	19.1	13.2	16.6	29.5	43.6	40.3	24.3	14.4	16.7	27.1	33.1	26.9	26.3	29.8
Dependent student family income															
Less than \$32,000	31.9	18.3	17.6	16.7	21.7	45.0	44.1	21.3	12.4	15.0	20.5	31.9	27.0	23.5	29.9
\$32,000–59,999	40.3	20.1	15.7	17.9	23.6	44.8	40.8	23.9	15.6	15.5	22.0	32.7	29.7	27.1	29.3
\$60,000–91,999	46.7	19.8	13.5	16.7	27.2	46.6	40.8	22.7	14.0	15.6	28.0	34.0	24.8	28.8	30.1
\$92,000 or more	51.3	19.5	11.6	16.3	34.5	41.8	38.7	27.4	14.8	17.5	29.7	28.6	25.4	27.6	31.8
Admissions test taken (ACT/SAT) <sup>1</sup>															
Did not take tests	24.4	16.0	18.7	12.3	11.8	52.1	44.6	20.1	13.0	12.4	24.2	32.8	20.8	21.9	33.7
Took tests	44.6	20.0	13.8	17.6	28.7	43.1	41.0	24.1	14.4	16.4	25.4	31.8	26.7	26.8	30.0
Admissions test scores (ACT/SAT) <sup>1</sup>															
Lowest	31.7	21.1	18.3	18.3	17.3	44.6	45.2	19.4	16.4	13.5	22.9	34.8	22.5	21.6	30.5
Low middle	39.7	19.3	15.0	17.3	23.8	43.4	44.7	23.2	11.6	15.7	21.7	31.6	25.1	30.3	30.0
High middle	49.2	19.8	12.3	18.7	30.4	42.4	38.2	25.4	14.7	17.4	25.1	32.0	26.4	28.6	27.2
Highest	58.7	20.2	11.8	16.6	37.3	42.6	38.0	26.3	15.2	17.8	29.9	30.2	30.5	25.8	32.0
Highest level of high school mathematics <sup>1</sup>															
Below Algebra II	26.2	19.8	16.9	15.3	11.4	45.7	48.7	19.0	11.5	15.9	24.0	37.0	22.9	25.2	29.0
Algebra II	32.2	19.7	15.6	15.0	18.5	45.2	44.6	21.6	13.5	12.9	24.4	34.0	21.0	22.5	29.5
Trigonometry	40.9	19.0	15.8	18.4	27.1	45.0	42.0	23.8	16.6	16.0	23.8	29.7	24.0	26.4	32.0
Pre-calculus	49.3	20.8	12.8	19.4	32.1	43.5	38.4	26.1	14.0	14.4	24.4	30.5	26.4	28.3	31.3
Calculus	58.1	18.4	12.9	16.2	35.5	42.7	37.5	24.9	14.6	20.6	28.8	30.7	33.6	28.3	30.1

See notes at end of table.

**Table 8.2. Percentage of 2003–04 beginning postsecondary students who reported that they had participated in community service in the last year, and among those who had, amount and type of service, by student and institutional characteristics: 2006—Continued**

Student and institutional characteristics	Among participants							Type of activity among participants							
	Performed community service last year	One-time event	Average hours/month	Required as part of program	Campus organization	Encouraged by student/faculty	Other	Fund-raising	Home-less shelter-soup kitchen	Hospital/nursing home	Neighborhood improvement	Service to church	Tutoring/mentoring	Other work with kids	Other
Federal Pell Grant received in first year															
Dependent Pell Grant recipients	34.5	19.6	16.9	18.9	23.7	44.4	41.9	22.8	16.1	14.8	22.6	31.0	30.0	26.2	28.7
Independent Pell Grant recipients	22.5	12.2	20.1	11.9	7.5	44.1	57.7	17.5	14.7	14.1	15.4	38.8	17.0	18.8	32.0

<sup>1</sup> Beginners under age 24 only.

NOTE: “Persistence and attainment anywhere” include students who transferred out of the first institution attended. “Degree” includes certificates in vocational programs. Full-time enrollment is 12 or more credits per term or 24 credits per year. Black includes African American, Hispanic includes Latino, American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, and Other includes respondents having origins in a race not listed. Pacific Islanders have been combined with Asians because of small sample sizes. Race categories exclude Hispanic origin unless specified. Dependent students were under age 24, unmarried, and had no dependents of their own in 2003. Family income of dependent students is the annual income of the parents in 2002. Categories represent the income quartile ranges of all dependent student families. Totals include students in private not-for-profit less-than-2-year institutions; sample size was too small to show as a separate category. This table includes students enrolled at postsecondary institutions in Puerto Rico.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

**Table 8.3. Among 2003–04 beginning postsecondary students who had performed community service in the last year, percentage who reported various benefits and effects of their community service, by student and institutional characteristics: 2006**

Student and institutional characteristics	Helped with career choice	Learned to apply my skills	Expanded skills	Added to resume	Clarified choice of major	Became a more compassionate person	Increased awareness of social issues	Other
Total	17.7	47.1	61.9	43.6	14.4	57.3	59.7	10.9
Type of first institution								
4-year								
Public	15.4	42.4	60.4	49.0	13.1	51.6	58.3	10.4
Private not-for-profit	17.4	44.5	61.6	44.1	14.5	55.3	62.7	9.4
Private for-profit	23.0	54.7	67.5	34.3	14.1	58.4	56.5	11.3
2-year								
Public	18.8	50.9	62.6	38.5	14.1	62.5	58.7	12.4
Private not-for-profit	24.0	44.7	51.9	40.6	20.6	58.2	54.8	28.3
Private for-profit	34.3	61.4	67.4	57.3	38.3	62.9	67.3	13.4
Less-than-2-year								
Public	20.0	44.3	58.4	24.2	8.0	66.1	48.8	7.3
Private for-profit	12.9	60.9	66.7	34.0	11.2	72.8	63.7	7.2
Level of first institution								
4-year	16.3	43.5	61.1	46.7	13.7	53.2	59.9	10.0
2-year	20.0	51.5	62.8	39.9	16.0	62.5	59.2	12.7
Less-than-2-year	15.0	58.5	65.1	33.6	11.0	69.9	59.6	7.4
Control of first institution								
Public	17.1	46.5	61.5	43.6	13.6	57.1	58.4	11.3
Private not-for-profit	17.7	44.8	61.4	44.2	14.8	55.2	62.3	10.0
Private for-profit	22.7	59.7	67.1	42.3	21.5	66.2	63.4	10.3
Degree plans first year								
None	15.5	47.6	57.4	39.4	11.1	57.4	52.2	16.4
Certificate	16.8	53.2	63.4	33.5	12.4	65.2	61.1	10.1
Associate's degree	21.2	52.7	64.5	41.1	17.0	63.8	61.3	10.6
Bachelor's degree	16.3	43.4	61.1	47.1	14.0	53.0	59.9	10.3
Enrollment intensity through 2006								
Always full-time	17.0	46.1	61.7	46.0	14.2	56.2	60.2	10.6
Mixed	17.8	46.7	61.5	41.2	15.4	55.9	56.5	11.9
Always part-time	21.0	54.1	63.7	35.2	13.6	67.6	63.3	10.9
Recent (2003) high school graduates enrolled full time fall 2003								
Certificate plans	13.1	61.5	68.6	41.9	14.8	68.4	64.1	8.6
Associate's degree plans	18.5	50.4	62.4	40.7	15.6	59.4	56.4	13.1
Bachelor's degree plans	16.5	43.2	61.9	48.5	14.1	53.0	60.5	10.1
Gender								
Male	14.7	44.8	59.0	41.0	11.5	51.8	54.0	13.9
Female	19.7	48.7	63.9	45.5	16.5	61.2	63.6	8.8
Age first year enrolled								
18 years or younger	17.0	46.5	63.1	46.9	14.6	55.1	59.9	10.4
19 years	16.9	44.5	61.4	44.6	14.2	55.5	57.9	10.5
20–23 years	19.0	47.9	59.9	46.5	13.3	61.2	59.0	9.0
24–29 years	19.3	62.2	68.3	29.8	15.1	67.9	64.6	7.8
30 or older	20.4	48.5	55.8	30.5	15.0	63.8	61.1	17.5

See notes at end of table.

**Table 8.3. Among 2003–04 beginning postsecondary students who had performed community service in the last year, percentage who reported various benefits and effects of their community service, by student and institutional characteristics: 2006—Continued**

Student and institutional characteristics	Helped with career choice	Learned to apply my skills	Expanded skills	Added to resume	Clarified choice of major	Became a more compassionate person	Increased awareness of social issues	Other
<b>Race/ethnicity</b>								
White	15.9	43.4	59.7	42.9	12.7	55.5	57.8	11.6
Black	23.4	57.5	68.2	48.7	20.2	65.9	72.1	7.4
Hispanic	18.8	51.6	63.6	37.6	14.8	56.6	57.0	11.8
Asian/Pacific Islander	24.4	56.2	69.4	52.6	22.1	60.9	62.4	8.2
American Indian	17.4	48.0	59.0	39.1	14.1	61.6	70.0	13.0
Multiple races/other	16.6	53.7	63.7	45.5	13.7	58.7	56.4	11.8
<b>Dependency status first year</b>								
Dependent	16.9	45.3	61.8	46.0	14.0	55.2	58.7	10.4
Independent	20.4	53.8	62.0	34.7	16.1	65.3	63.1	13.0
Unmarried, no dependents	20.8	52.7	61.3	38.0	20.0	62.2	61.9	13.9
Single parent	22.2	57.3	65.0	37.1	13.5	64.1	63.2	11.3
Married	19.1	51.9	60.3	31.5	16.0	67.7	63.6	13.6
<b>Highest education of parents</b>								
High school or less	19.8	50.5	63.1	39.5	16.3	61.5	61.7	10.5
Some postsecondary	19.6	49.3	62.0	43.3	15.7	57.0	60.4	11.4
Bachelor's degree or higher	15.4	43.7	60.7	46.2	12.9	55.2	58.2	11.0
<b>Dependent student family income</b>								
Less than \$32,000	17.6	52.8	63.8	45.3	14.9	58.7	59.0	8.4
\$32,000–59,999	19.1	47.5	65.1	47.2	16.6	58.2	61.7	9.5
\$60,000–91,999	16.2	43.9	60.2	44.5	12.6	54.2	56.9	11.1
\$92,000 or more	15.3	39.7	58.5	46.7	12.3	51.0	57.8	12.0
<b>Federal Pell Grant received in first year</b>								
Dependent Pell Grant recipients	19.1	51.5	65.6	49.0	16.8	58.2	60.1	8.1
Independent Pell Grant recipients	20.8	55.7	67.2	37.4	16.0	66.4	63.3	9.6

NOTE: "Persistence and attainment anywhere" include students who transferred out of the first institution attended. "Degree" includes certificates in vocational programs. Full-time enrollment is 12 or more credits per term or 24 credits per year. Black includes African American, Hispanic includes Latino, American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, and Other includes respondents having origins in a race not listed. Pacific Islanders have been combined with Asians because of small sample sizes. Race categories exclude Hispanic origin unless specified. Dependent students were under age 24, unmarried, and had no dependents of their own in 2003. Family income of dependent students is the annual income of the parents in 2002. Categories represent the income quartile ranges of all dependent student families. Totals include students in private not-for-profit less-than-2-year institutions; sample size was too small to show as a separate category. This table includes students enrolled at postsecondary institutions in Puerto Rico.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

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## Section 9: Job Characteristics and Salaries in 2006

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Students who began their postsecondary education in 2003–04 and who were working in 2006, but not enrolled, reported on various characteristics of their jobs, including their salaries. The tables in this section report on these job characteristics and allow, among others, comparisons between those who earned degrees and those who did not.

- Among 2003–04 beginning postsecondary students who were working in 2006 and not enrolled, 68 percent of those with a certificate and 71 percent with an associate’s degree had a job related to their career goals (table 9.1). Among students who had not attained a certificate or degree, a lower percentage were in a job related to their career goals (53 percent).
- A majority were still in their first jobs, including 61 percent of those with no degree, 61 percent of those with certificates, and 77 percent of those with associate’s degrees.
- Compared with beginning postsecondary students who started at 2-year institutions, a greater percentage of those who started at less-than-2-year institutions were in jobs in 2006 that required a certificate (30 vs. 13 percent), required a license (35 vs. 18 percent), and were related to their major (54 vs. 37 percent).
- Higher percentages of those 30 years or older were in jobs related to their career goals than younger workers (67 vs. 49 to 58 percent).
- A larger proportion of those who never attained were in the same or a similar job in 2006 as they were before starting their postsecondary education (43 percent) than were those who had earned a certificate (25 percent).
- The median salary for 2003–04 beginning postsecondary students who were working in 2006 and not enrolled was \$20,600 (table 9.2). There was no measurable difference associated with attainment.
- Probably reflecting longer experience in the work force, those 30 years or older had a higher than overall median salary (\$26,000).
- Overall, males had a higher median salary (\$23,000) than females (\$19,900). The difference in the salaries of men and women was significant for all age groups except those who started their postsecondary education when they were 18 years old.

**Table 9.1. Among 2003–04 beginning postsecondary students who were employed and not enrolled in 2006, percentage who reported various characteristics of their jobs, by student and institutional characteristics**

Student and institutional characteristics	Related to career goals	First job after leaving school	Required certificate	Required license	Related to major	Same or similar job while enrolled	Courses not needed to get job
Total	55.6	61.2	15.1	20.0	37.7	40.1	50.0
Highest degree attained anywhere 2006							
Never attained	52.7	60.7	11.8	16.7	33.1	43.1	54.2
Certificate	68.2	60.9	33.4	36.2	57.9	25.0	29.1
Associate's degree	71.2	76.7	14.7	28.6	70.2	32.3	39.9
Level of first institution							
4-year	45.2	55.3	8.0	10.5	23.5	39.0	65.9
2-year	56.6	63.0	12.8	18.4	37.5	45.2	50.9
Less-than-2-year	63.3	61.7	30.4	35.1	53.7	24.6	30.6
Control of first institution							
Public	56.5	60.5	11.4	17.9	34.0	44.4	53.8
Private not-for-profit	55.8	66.7	12.7	12.9	33.2	52.4	64.2
Private for-profit	53.2	61.7	24.6	26.4	48.3	27.0	38.0
Gender							
Male	54.5	57.7	12.7	18.6	34.9	39.8	51.7
Female	56.5	64.1	17.1	21.1	40.0	40.4	48.7
Age first year enrolled							
18 years or younger	50.5	57.5	12.2	19.0	33.7	38.9	56.1
19 years	49.2	53.1	14.8	14.0	37.7	33.4	58.1
20–23 years	52.3	59.7	14.8	19.8	31.5	32.6	48.7
24–29 years	57.7	64.3	15.8	22.1	43.5	40.3	44.5
30 or older	67.0	70.6	18.2	24.3	43.9	51.9	41.8
Race/ethnicity							
White	58.1	60.5	13.0	18.1	38.7	42.3	54.7
Black	45.3	61.6	17.5	23.1	33.7	35.1	47.3
Hispanic	59.6	63.3	20.9	24.7	38.1	40.0	38.8
Asian/Pacific Islander	48.4	65.5	12.1	12.9	33.3	39.3	52.4
American Indian	46.6	65.2	9.6	16.7	45.2	46.3	56.6
Multiple races/other	49.4	56.5	13.0	18.5	38.3	29.0	43.1
Dependency status first year							
Dependent	51.0	57.0	12.3	17.3	33.5	35.8	55.5
Independent	60.4	65.7	18.1	22.8	42.2	44.7	44.3
Unmarried, no dependents	59.7	61.3	13.1	24.7	43.1	43.3	48.0
Single parent	54.2	67.2	18.5	22.9	40.8	40.4	41.7
Married	66.8	66.9	20.6	21.7	42.9	49.5	44.6
Highest education of parents							
High school or less	55.3	60.7	17.7	20.4	37.9	39.9	45.6
Some postsecondary	58.5	60.8	12.4	18.3	41.0	42.0	54.8
Bachelor's degree or higher	53.9	62.2	11.6	20.1	34.9	40.5	54.8
Dependent student family income							
Less than \$32,000	45.8	56.0	15.2	17.3	33.9	34.0	53.1
\$32,000–59,999	52.7	51.0	14.9	13.8	30.2	31.4	55.2
\$60,000–91,999	55.2	63.7	9.8	24.2	39.9	43.9	53.5
\$92,000 or more	52.8	60.7	2.6	14.0	30.5	38.6	65.0

See notes at end of table.



**Table 9.1. Among 2003–04 beginning postsecondary students who were employed and not enrolled in 2006, percentage who reported various characteristics of their jobs, by student and institutional characteristics—Continued**

Student and institutional characteristics	Related to career goals	First job after leaving school	Required certificate	Required license	Related to major	Same or similar job while enrolled	Courses not needed to get job
Federal Pell Grant received in first year							
Dependent Pell Grant recipients	48.4	56.8	18.4	20.6	36.2	32.2	48.8
Independent Pell Grant recipients	53.9	62.7	20.9	26.5	45.5	33.4	39.5

NOTE: “Persistence and attainment anywhere” include students who transferred out of the first institution attended. “Degree” includes certificates in vocational programs. Full-time enrollment is 12 or more credits per term or 24 credits per year. Black includes African American, Hispanic includes Latino, American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, and Other includes respondents having origins in a race not listed. Pacific Islanders have been combined with Asians because of small sample sizes. Race categories exclude Hispanic origin unless specified. Dependent students were under age 24, unmarried, and had no dependents of their own in 2003. Family income of dependent students is the annual income of the parents in 2002. Categories represent the income quartile ranges of all dependent student families. This table includes students enrolled at postsecondary institutions in Puerto Rico.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

**Table 9.2. Median annual salaries of 2003–04 beginning postsecondary students who were employed and not enrolled in 2006, by student and institutional characteristics**

Student and institutional characteristics	Total	Male	Female
Total	\$20,600	\$23,000	\$19,900
Highest degree attained anywhere 2006			
Never attained	20,700	22,000	20,000
Certificate	20,000	25,500	18,500
Associate's degree	19,700	23,900	16,000
Level of first institution			
4-year	20,000	21,000	19,800
2-year	21,500	23,900	20,100
Less-than-2-year	19,000	21,000	18,000
Control of first institution			
Public	21,500	23,000	20,400
Private not-for-profit	21,500	24,000	19,700
Private for-profit	19,900	21,500	18,900
Age first year enrolled			
18 years or younger	18,700	19,900	18,500
19 years	19,300	20,000	18,100
20–23 years	20,900	23,500	19,700
24–29 years	20,900	24,000	20,000
30 or older	26,000	31,100	23,400
Race/ethnicity			
White	20,900	23,000	20,000
Black	19,800	21,000	19,200
Hispanic	20,400	23,400	19,900
Asian/Pacific Islander	20,000	20,000	20,000
American Indian	20,000	‡	‡
Multiple races/other	20,800	25,000	19,000
Dependency status first year			
Dependent	19,900	20,400	18,500
Independent	22,900	26,800	20,800
Unmarried, no dependents	22,000	25,200	19,800
Single parent	21,100	24,000	20,800
Married	25,000	28,300	21,800
Highest education of parents			
High school or less	20,400	23,900	19,900
Some postsecondary	20,800	20,900	20,400
Bachelor's degree or higher	20,800	22,100	20,000
Dependent student family income			
Less than \$32,000	18,400	20,000	17,500
\$32,000–59,999	19,800	20,800	18,500
\$60,000–91,999	19,800	20,000	19,800
\$92,000 or more	20,800	22,800	19,700

See notes at end of table.

**Table 9.2. Median annual salaries of 2003–04 beginning postsecondary students who were employed and not enrolled in 2006, by student and institutional characteristics—Continued**

Student and institutional characteristics	Total	Male	Female
Federal Pell Grant received in first year			
Dependent Pell Grant recipients	18,000	20,000	17,000
Independent Pell Grant recipients	20,400	23,900	19,800

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

NOTE: “Persistence and attainment anywhere” include students who transferred out of the first institution attended. “Degree” includes certificates in vocational programs. Full-time enrollment is 12 or more credits per term or 24 credits per year. Black includes African American, Hispanic includes Latino, American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, and Other includes respondents having origins in a race not listed. Pacific Islanders have been combined with Asians because of small sample sizes. Race categories exclude Hispanic origin unless specified. Dependent students were under age 24, unmarried, and had no dependents of their own in 2003. Family income of dependent students is the annual income of the parents in 2002. Categories represent the income quartile ranges of all dependent student families. This table includes students enrolled at postsecondary institutions in Puerto Rico.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

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## Section 10: Prices and Financial Aid Received in the First Year

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Detailed information about tuition and fees, the total price of attendance, and the types of financial aid received from different sources is only available for the first year (2003–04). The information presented in the tables is for those students who were enrolled at only one institution during 2003–04 (about 95 percent of all the beginning students).

### All Beginning Postsecondary Students

- Among all beginning students, 71 percent received some type of financial aid in 2003–04; the average amount of aid received was \$7,500 (table 10.1).
- Sixty-two percent of the beginning students received an average of \$4,600 in grants and 37 percent took out an average student loan of \$4,300 in 2003–04.
- Eighty-seven percent of beginning students at private not-for-profit 4-year institutions received financial aid in their first year, and the average amount received was \$14,900.
- Among the beginning students at private for-profit institutions, 97 percent received some type of financial aid in 2003–04. Eighty-four percent received grants and 85 percent took out student loans.
- Among dependent beginning students who received federal Pell Grants in their first year, the average amount of grant assistance from all sources was \$5,700. Fifty-six percent of the dependent Pell Grant recipients took out student loans in 2003–04, and their average loan amount was \$4,200.
- About one-third (35 percent) of all beginning students received federal Pell Grants in 2003–04; their average Pell Grant was \$2,500 (table 10.2).
- At private for-profit institutions, 78 percent of the beginning students received a federal Pell Grant in 2003–04; 10 percent received state grants and 10 percent received institutional grants.
- Among beginning students at private not-for-profit 4-year institutions in 2003–04, 28 percent received federal Pell Grants, 27 percent received state-funded grants, and 67 percent received grants funded by the institution attended. Forty-five percent received a grant based only on merit, funded either by a state or the institution.
- About one-fifth (21 percent) of dependent beginning students with federal Pell Grants in 2003–04 also received grants based only on merit that were funded by the states or the institutions attended.

## **Beginning Students Enrolled Full-Time/Full-Year**

- The average tuition and fees charged full-time/full-year beginning students in 2003–04 ranged from \$2,000 at public 2-year institutions to \$18,900 at private not-for-profit 4-year institutions (table 10.3).
- The average price of attendance (which includes room and board, books, and other expenses as well as tuition and fees) for full-time/full-year beginning students in 2003–04 ranged from \$9,700 at public 2-year institutions to \$28,600 at private not-for-profit 4-year institutions.
- Among dependent full-time/full-year beginning students in 2003–04 whose family income was less than \$32,000, 94 percent received financial aid in their first year; 93 percent received grants (\$6,500 average) and 50 percent took out student loans (\$4,200 average).
- Forty-two percent of all full-time/full-year 2003–04 beginning students received a federal Pell Grant in their first year; about one-third (34 percent) received institutional grants and about one-fourth (25 percent) received state grants (table 10.4).
- About one-fourth (24 percent) of all full-time/full-year beginning students received a grant based only on merit from institutional or state funds. At private not-for-profit 4-year institutions, about one-half (49 percent) of all full-time/full-year beginning students received a merit-only grant.
- About one-fourth (24 percent) of full-time/full-year dependent students who received federal Pell Grants in their first year also received merit-only grants from state or institutional sources.

**Table 10.1. Among beginning postsecondary students, average tuition, average price of attendance, and percentage who received any financial aid, any grants, or any student loans and the average amounts received, by type of institution and selected student characteristics: 2003–04**

Student and institutional characteristics	Average tuition and fees	Average total price of attendance	Total aid		Total grants		Student loans	
			Percent	Average amount	Percent	Average amount	Percent	Average amount
Total	\$5,600	\$12,800	70.8	\$7,500	61.7	\$4,600	37.2	\$4,300
Attendance status first year								
Full-time/full-year	7,800	16,600	82.2	9,100	74.3	5,600	46.8	4,300
Part-time or part-year	2,500	7,300	54.6	4,200	43.9	2,200	23.6	4,300
Type of first institution								
4-year								
Public	5,100	13,900	76.2	7,300	64.5	4,600	42.2	3,700
Private not-for-profit	17,200	26,300	87.0	14,900	81.6	9,900	55.3	4,800
Private for-profit	9,000	16,500	97.2	10,700	77.2	4,200	90.5	6,000
2-year								
Public	1,200	6,600	52.6	2,900	45.3	2,300	11.9	2,700
Private not-for-profit	6,700	14,200	89.6	8,900	79.1	5,800	49.0	5,000
Private for-profit	8,800	16,300	95.8	9,900	79.9	3,600	91.4	5,800
Less-than-2-year								
Public	2,100	8,000	64.7	3,800	55.5	2,500	16.4	4,300
Private for-profit	7,800	15,100	96.7	7,400	89.5	3,200	77.7	4,500
Level of first institution								
4-year	9,300	18,100	81.3	10,200	70.9	6,500	50.0	4,400
2-year	2,100	7,700	57.5	4,200	49.3	2,600	20.2	4,200
Less-than-2-year	6,900	14,000	91.8	6,900	84.3	3,100	67.0	4,500
Control of first institution								
Public	2,700	9,400	61.7	5,000	52.7	3,300	23.3	3,400
Private not-for-profit	16,400	25,400	87.2	14,400	81.5	9,500	54.5	4,800
Private for-profit	8,400	15,800	96.5	8,900	83.8	3,500	84.7	5,300
Gender								
Male	5,700	12,800	66.8	7,800	56.4	4,700	34.7	4,500
Female	5,600	12,700	73.6	7,400	65.6	4,600	39.0	4,300
Age first year enrolled								
18 years or younger	7,000	14,900	72.4	8,800	64.3	5,700	38.4	4,100
19 years	6,300	13,800	70.4	8,200	61.5	5,200	36.4	4,000
20–23 years	3,900	9,900	67.9	5,700	56.9	3,100	38.8	4,300
24–29 years	3,800	9,900	76.4	5,700	65.1	2,800	43.9	5,100
30 or older	2,900	8,500	65.6	4,900	56.2	2,500	29.4	5,300
Race/ethnicity								
White	5,900	13,200	69.6	7,500	59.0	4,600	36.7	4,200
Black	5,000	11,900	82.7	7,300	75.2	4,300	47.2	4,400
Hispanic	4,500	11,100	68.4	7,100	62.6	4,200	34.4	4,600
Asian/Pacific Islander	7,000	14,700	61.4	9,100	55.6	6,500	25.1	4,600
American Indian	2,900	8,900	72.3	5,200	65.8	3,800	26.7	3,900
Multiple races/other	6,000	13,500	68.9	8,400	60.7	5,000	38.2	4,700

See notes at end of table.

**Table 10.1. Among beginning postsecondary students, average tuition, average price of attendance, and percentage who received any financial aid, any grants, or any student loans and the average amounts received, by type of institution and selected student characteristics: 2003–04**  
—Continued

Student and institutional characteristics	Average tuition and fees	Average total price of attendance	Total aid		Total grants		Student loans	
			Percent	Average amount	Percent	Average amount	Percent	Average amount
Dependency status first year								
Dependent	6,500	14,200	70.4	8,400	61.3	5,400	37.2	4,000
Independent	3,400	9,400	71.7	5,400	62.5	2,800	37.2	5,100
Unmarried, no dependents	3,600	9,600	69.5	6,000	56.1	2,900	39.7	5,400
Single parent	4,000	10,300	80.8	5,800	77.4	3,100	43.7	4,700
Married	2,800	8,400	64.5	4,700	52.6	2,400	29.8	5,200
Dependent student family income								
Less than \$32,000	5,500	12,600	85.4	8,200	82.6	5,600	41.6	4,100
\$32,000–59,999	5,800	13,300	73.4	8,600	65.8	5,300	41.8	4,200
\$60,000–91,999	6,100	13,800	62.8	8,300	49.1	4,900	36.4	4,000
\$92,000 or more	9,100	17,600	59.7	8,600	46.9	5,700	28.6	3,800
Admissions test taken (ACT/SAT) <sup>1</sup>								
Did not take tests	3,700	9,700	64.1	5,800	55.7	3,000	35.2	4,200
Took tests	6,900	14,900	72.9	8,700	64.0	5,600	38.6	4,100
Admissions test scores (ACT/SAT) <sup>1</sup>								
Lowest	4,200	11,000	72.4	6,900	63.8	4,200	37.6	4,200
Low middle	5,200	12,600	68.7	7,900	58.2	4,800	37.9	4,200
High middle	7,100	15,300	72.7	8,900	63.2	5,700	40.0	4,000
Highest	11,400	20,700	78.2	10,900	71.4	7,700	38.9	4,000
Federal Pell Grant received in first year								
Dependent Pell Grant recipients	6,400	14,300	100.0	9,100	100.0	5,700	56.2	4,200
Independent Pell Grant recipients	5,000	12,000	100.0	6,300	100.0	3,100	58.7	5,000

<sup>1</sup>Beginners under age 24 only.

NOTE: The total price of attendance includes tuition and fees, room and board, and other expenses as estimated by the institutions. Aid averages are for those who received the specified type of aid. “Total aid” includes all types of financial aid from any source except parents, friends, or relatives. It also does not include federal tax credits for education (Hope and Lifetime Learning). “Total grants” include grants, scholarships or tuition waivers from federal, state, institutional, or private sources, including employers. “Student loans” may be from any source, but exclude other forms of financing such as credit cards, home equity loans, loans from individuals, and federal Parent Loans for Undergraduate Students (PLUS). Federal PLUS loans and other types of aid such as veterans’ benefits and job training funds are included in total aid. Students may receive more than one type of aid. Full-time/full-year students were enrolled full time for 9 or more months from July 1, 2003 to June 30, 2004. Independent students are age 24 or over and students under 24 who are married, have dependents, are veterans, or are an orphan or ward of the courts. Other undergraduates under age 24 are considered to be dependent. For dependent students, income is the income of their parents. Income is total income in 2002. Prior year (2002) income is used in federal need analysis. Estimates include students at postsecondary institutions in Puerto Rico. The table only includes students enrolled at one institution in 2003–04.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).



**Table 10.2. Percentage of beginning postsecondary students who received Federal Pell, state, institutional, or merit-only grants and the average amounts received, by type of institution and selected student characteristics: 2003–04**

Student and institutional characteristics	Federal Pell grants		State grants		Institutional grants		Merit-only grants	
	Percent	Average amount	Percent	Average amount	Percent	Average amount	Percent	Average amount
Total	35.0	\$2,500	19.5	\$2,100	23.8	\$4,900	17.0	\$4,000
Attendance status first year								
Full-time/full-year	41.8	2,900	25.4	2,400	34.3	5,300	23.6	4,500
Part-time or part-year	25.4	1,600	11.1	1,200	9.0	2,600	7.6	1,900
Type of first institution								
4-year								
Public	26.8	2,700	28.4	2,400	32.0	3,200	24.3	3,200
Private not-for-profit	28.3	2,600	27.2	3,100	66.7	8,300	44.7	6,300
Private for-profit	67.5	2,500	21.9	2,800	14.6	2,300	4.5	‡
2-year								
Public	26.1	2,100	15.1	1,100	10.1	1,700	8.4	1,600
Private not-for-profit	59.1	2,800	26.4	3,000	34.3	4,700	20.6	4,800
Private for-profit	70.9	2,600	11.5	3,300	7.1	5,100	3.2	‡
Less-than-2-year								
Public	50.2	2,100	4.2	800	2.9	‡	1.0	‡
Private for-profit	86.4	2,800	2.9	900	9.1	1,400	4.0	1,700
Level of first institution								
4-year	30.3	2,700	27.5	2,600	41.9	5,800	29.4	4,700
2-year	31.0	2,300	15.0	1,300	10.3	2,100	8.1	1,800
Less-than-2-year	80.9	2,700	3.9	1,100	8.2	1,400	3.5	1,700
Control of first institution								
Public	26.8	2,400	19.9	1,800	18.2	2,700	14.2	2,600
Private not-for-profit	31.0	2,700	27.2	3,000	63.8	8,100	42.5	6,300
Private for-profit	77.5	2,700	9.7	2,700	9.7	2,500	3.9	2,400
Gender								
Male	28.4	2,500	18.9	2,100	23.5	4,900	16.8	3,900
Female	39.8	2,500	19.9	2,100	24.1	4,900	17.1	4,100
Age first year enrolled								
18 years or younger	30.1	2,600	25.1	2,300	34.2	5,200	24.1	4,300
19 years	29.6	2,500	22.1	2,100	30.1	5,100	22.4	4,000
20–23 years	43.3	2,500	11.9	1,400	9.7	3,100	5.9	2,700
24–29 years	55.8	2,400	10.8	1,600	5.7	1,300	3.5	900
30 or older	39.5	2,300	9.7	1,400	4.5	1,000	3.7	1,000
Race/ethnicity								
White	25.8	2,300	19.3	2,000	26.2	5,100	20.6	4,100
Black	59.9	2,600	21.0	2,100	18.2	4,900	13.3	3,500
Hispanic	49.1	2,800	17.0	2,100	19.6	3,200	7.8	3,500
Asian/Pacific Islander	33.7	2,800	25.9	2,600	27.0	5,800	14.1	4,100
American Indian	40.7	2,300	17.2	‡	11.0	‡	4.0	‡
Multiple races/other	38.2	2,400	19.1	2,500	21.6	4,500	15.0	3,300

See notes at end of table.

**Table 10.2. Percentage of beginning postsecondary students who received Federal Pell, state, institutional, or merit-only grants and the average amounts received, by type of institution and selected student characteristics: 2003–04—Continued**

Student and institutional characteristics	Federal Pell grants		State grants		Institutional grants		Merit-only grants	
	Percent	Average amount	Percent	Average amount	Percent	Average amount	Percent	Average amount
Dependency status first year								
Dependent	28.9	2,600	22.9	2,200	31.2	5,100	22.2	4,200
Independent	49.6	2,400	11.2	1,500	6.1	1,600	4.3	1,400
Unmarried, no dependents	41.6	2,300	12.7	1,800	7.9	2,600	4.3	2,900
Single parent	69.5	2,600	12.7	1,600	6.7	1,200	4.2	1,000
Married	36.1	2,100	8.8	1,100	4.4	1,100	4.4	1,000
Dependent student family income								
Less than \$32,000	72.6	3,000	33.1	2,300	29.1	4,000	16.5	3,400
\$32,000–59,999	36.9	1,700	28.5	2,300	34.1	5,100	22.2	3,900
\$60,000–91,999	1.9	1,200	18.2	2,000	31.1	5,300	24.0	4,200
\$92,000 or more	#	‡	10.8	2,200	30.9	6,300	27.2	5,100
Admissions test taken (ACT/SAT) <sup>1</sup>								
Did not take tests	44.5	2,500	12.6	1,400	10.8	1,700	5.7	1,700
Took tests	28.8	2,600	24.5	2,300	33.8	5,300	24.6	4,300
Admissions test scores (ACT/SAT) <sup>1</sup>								
Lowest	46.5	2,700	23.4	1,900	21.6	3,200	13.1	2,600
Low middle	29.6	2,600	23.1	2,100	27.2	4,000	20.1	3,100
High middle	23.5	2,500	26.7	2,300	36.6	5,100	26.6	4,200
Highest	15.7	2,500	25.2	2,700	50.4	7,200	38.9	5,600
Federal Pell Grant received in first year								
Dependent Pell Grant recipients	100.0	2,600	41.9	2,300	37.4	4,200	21.1	3,400
Independent Pell Grant recipients	100.0	2,400	15.9	1,700	7.8	1,500	4.1	1,500

# Round to zero.

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

<sup>1</sup> Beginners under age 24 only.

NOTE: Aid averages are for those who received the specified type of aid. Federal Pell grants are based only on need. State and institutional grants include any grants, scholarships, or tuition waivers based on need, merit, or both, that are funded by a state or by the institution attended, respectively. Merit-only grants are grants from state or institutional sources based only on academic, athletic, or other special talents. Students may receive grants from more than one source. Full-time/full-year students were enrolled full time for 9 or more months from July 1, 2003 to June 30, 2004. Independent students are age 24 or over and students under 24 who are married, have dependents, are veterans, or are an orphan or ward of the courts. Other undergraduates under age 24 are considered to be dependent. For dependent students, income is the income of their parents. Income is total income in 2002. Prior year (2002) income is used in federal need analysis. Estimates include students at postsecondary institutions in Puerto Rico. The table only includes students enrolled at one institution in 2003–04.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

**Table 10.3. Among full-time/full-year beginning postsecondary students, average tuition, price of attendance, and percentage who received any financial aid, grants, and loans and the average amounts received, by type of institution and selected student characteristics: 2003–04**

Student and institutional characteristics	Average tuition and fees	Average total price of attendance	Total aid		Total grants		Student loans	
			Percent	Average amount	Percent	Average amount	Percent	Average amount
Total full-time/full-year	\$7,800	\$16,600	82.2	\$9,100	74.3	\$5,600	46.8	\$4,300
Type of first institution								
4-year								
Public	5,500	14,900	79.4	7,700	68.1	4,900	44.5	3,700
Private not-for-profit	18,900	28,600	90.4	16,200	85.6	10,800	59.7	4,800
Private for-profit	11,900	20,700	98.9	13,000	86.9	5,000	95.6	6,000
2-year								
Public	2,000	9,700	69.1	4,000	62.9	3,300	16.9	2,800
Private not-for-profit	8,000	16,300	94.7	9,500	90.4	6,300	46.7	5,200
Private for-profit	10,100	18,700	98.5	11,000	87.4	4,100	95.5	5,900
Less-than-2-year								
Public	3,500	12,100	88.6	5,000	77.4	3,200	31.7	4,600
Private for-profit	8,400	16,500	99.7	7,800	98.8	3,500	79.9	4,400
Level of first institution								
4-year	10,100	19,500	83.8	11,000	74.6	7,000	51.8	4,300
2-year	3,400	11,300	74.5	5,700	67.6	3,600	30.1	4,400
Less-than-2-year	7,800	16,000	98.4	7,500	96.2	3,500	73.1	4,400
Control of first institution								
Public	4,100	12,800	75.4	6,300	66.1	4,200	33.3	3,500
Private not-for-profit	18,200	27,800	90.7	15,700	85.9	10,400	58.6	4,800
Private for-profit	9,600	18,000	99.2	9,800	93.0	4,000	87.7	5,200
Gender								
Male	8,000	17,000	79.3	9,300	69.9	5,600	45.8	4,400
Female	7,600	16,400	84.3	8,900	77.6	5,600	47.6	4,300
Age first year enrolled								
18 years or younger	8,400	17,400	80.5	9,700	72.4	6,300	44.8	4,100
19 years	7,900	16,700	79.6	9,200	70.9	5,900	44.0	4,000
20–23 years	6,300	14,500	84.2	7,400	78.1	4,000	54.1	4,600
24–29 years	6,400	14,800	95.2	7,500	88.4	3,700	63.5	5,500
30 or older	6,000	14,500	94.3	7,000	89.2	3,700	52.6	5,600
Race/ethnicity								
White	8,100	16,900	79.5	9,000	70.0	5,600	45.5	4,200
Black	7,100	15,800	93.5	9,200	89.0	5,500	60.0	4,600
Hispanic	6,600	15,200	87.9	8,400	83.3	5,200	46.5	4,500
Asian/Pacific Islander	9,400	18,800	76.6	10,200	71.6	7,200	33.1	4,500
American Indian	5,400	14,300	72.2	9,000	69.6	6,800	35.9	‡
Multiple races/other	8,000	17,200	79.3	10,000	71.3	5,900	48.3	4,800

See notes at end of table.

**Table 10.3. Among full-time/full-year beginning postsecondary students, average tuition, price of attendance, and percentage who received any financial aid, grants, and loans and the average amounts received, by type of institution and selected student characteristics: 2003–04**  
—Continued

Student and institutional characteristics	Average tuition and fees	Average total price of attendance	Total aid		Total grants		Student loans	
			Percent	Average amount	Percent	Average amount	Percent	Average amount
Dependency status first year								
Dependent	8,100	17,000	79.6	9,500	71.1	6,100	44.2	4,100
Independent	6,200	14,700	94.5	7,400	89.9	3,900	59.5	5,400
Unmarried, no dependents	6,600	15,100	93.6	8,100	84.9	4,100	62.1	5,700
Single parent	6,300	14,500	96.1	7,400	95.3	4,000	60.6	5,100
Married	5,900	14,400	93.1	6,900	85.7	3,500	55.9	5,600
Dependent student family income								
Less than \$32,000	6,800	15,100	94.4	9,600	92.6	6,500	49.6	4,200
\$32,000–59,999	7,400	16,200	83.6	9,900	77.4	6,100	50.6	4,200
\$60,000–91,999	7,700	16,800	72.6	9,300	59.0	5,500	43.7	4,000
\$92,000 or more	10,700	20,200	67.5	9,200	54.4	6,000	32.8	3,800
Admissions test taken (ACT/SAT) <sup>1</sup>								
Did not take tests	5,700	13,800	81.1	7,300	76.7	3,700	49.2	4,400
Took tests	8,400	17,400	80.5	9,700	71.8	6,300	44.9	4,100
Admissions test scores (ACT/SAT) <sup>1</sup>								
Lowest	5,500	13,700	83.8	8,000	75.8	4,900	47.1	4,300
Low middle	6,500	15,200	77.0	9,000	66.3	5,500	45.5	4,200
High middle	8,100	17,200	79.2	9,700	70.0	6,100	45.8	4,000
Highest	12,400	22,200	82.5	11,500	75.7	8,100	42.0	4,000
Federal Pell Grant received in first year								
Dependent Pell Grant recipients	7,100	15,500	100.0	10,200	100.0	6,500	60.0	4,200
Independent Pell Grant recipients	6,300	14,500	100.0	7,700	100.0	4,000	64.8	5,200

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

<sup>1</sup> Beginners under age 24 only.

NOTE: The total price of attendance includes tuition and fees, room and board, and other expenses as estimated by the institutions. Aid averages are for those who received the specified type of aid. “Total aid” includes all types of financial aid from any source except parents, friends, or relatives. It also does not include federal tax credits for education (Hope and Lifetime Learning). “Total grants” include grants, scholarships or tuition waivers from federal, state, institutional, or private sources, including employers. “Student loans” may be from any source, but exclude other forms of financing such as credit cards, home equity loans, loans from individuals, and federal Parent Loans for Undergraduate Students (PLUS). Federal PLUS loans and other types of aid such as veterans’ benefits and job training funds are included in total aid. Students may receive more than one type of aid. Full-time/full-year students were enrolled full time for 9 or more months from July 1, 2003 to June 30, 2004. Independent students are age 24 or over and students under 24 who are married, have dependents, are veterans, or are an orphan or ward of the courts. Other undergraduates under age 24 are considered to be dependent. For dependent students, income is the income of their parents. Income is total income in 2002. Prior year (2002) income is used in federal need analysis. Estimates include students at postsecondary institutions in Puerto Rico. The table only includes students enrolled at one institution in 2003–04.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

**Table 10.4. Percentage of full-time/full-year beginning postsecondary students who received Federal Pell, state, institutional, or merit-only grants and the average amounts received, by type of institution and selected student characteristics: 2003–04**

Student and institutional characteristics	Federal Pell grants		State grants		Institutional grants		Merit-only grants	
	Percent	Average amount	Percent	Average amount	Percent	Average amount	Percent	Average amount
Total full-time/full-year	41.8	\$2,900	25.4	\$2,400	34.3	\$5,300	23.6	\$4,500
Type of first institution								
4-year								
Public	28.2	2,900	30.8	2,400	35.7	3,200	26.6	3,300
Private not-for-profit	30.6	2,800	30.9	3,200	72.1	8,800	48.8	6,700
Private for-profit	76.1	2,900	32.3	2,500	19.6	2,800	6.6	‡
2-year								
Public	40.2	2,900	22.5	1,200	18.3	2,100	12.5	2,100
Private not-for-profit	67.3	3,200	29.4	3,300	42.6	5,000	26.3	5,100
Private for-profit	77.0	2,800	11.7	3,900	9.5	5,600	4.0	‡
Less-than-2-year								
Public	74.4	2,600	6.9	900	5.5	‡	2.0	‡
Private for-profit	96.9	3,100	3.8	900	11.6	1,500	4.8	1,700
Level of first institution								
4-year	31.2	2,900	30.9	2,700	46.7	6,000	32.8	4,900
2-year	46.8	2,900	21.0	1,600	17.8	2,600	11.7	2,400
Less-than-2-year	94.2	3,000	5.1	1,100	11.0	1,500	4.4	1,700
Control of first institution								
Public	33.7	2,900	27.1	2,000	28.3	2,900	20.6	3,000
Private not-for-profit	33.2	2,900	30.9	3,200	69.8	8,600	47.1	6,600
Private for-profit	86.8	3,000	11.5	2,700	12.4	2,900	4.9	2,800
Gender								
Male	35.9	2,800	25.5	2,400	33.6	5,300	23.6	4,300
Female	46.1	3,000	25.4	2,300	34.9	5,300	23.6	4,600
Age first year enrolled								
18 years or younger	33.6	2,900	29.2	2,500	41.0	5,600	28.6	4,600
19 years	34.1	2,800	26.0	2,300	38.8	5,300	28.0	4,300
20–23 years	64.2	3,100	15.1	1,900	15.2	3,700	6.7	4,200
24–29 years	83.8	3,000	14.5	2,300	6.5	1,500	2.6	‡
30 or older	79.1	2,900	15.0	1,900	8.5	1,100	3.1	‡
Race/ethnicity								
White	30.1	2,700	24.2	2,300	36.8	5,500	27.9	4,600
Black	72.3	3,100	25.9	2,500	27.8	5,500	16.5	4,600
Hispanic	67.3	3,200	26.8	2,300	29.0	3,700	12.6	3,700
Asian/Pacific Islander	43.9	3,100	35.4	2,800	37.9	5,900	18.9	4,400
American Indian	60.4	2,800	22.3	‡	28.8	‡	10.0	‡
Multiple races/other	43.4	2,700	25.7	2,700	28.3	5,200	20.5	3,500
Dependency status first year								
Dependent	33.5	2,800	27.4	2,400	39.5	5,500	27.7	4,500
Independent	81.8	3,100	16.0	2,200	9.5	2,100	3.9	2,600
Unmarried, no dependents	68.8	3,000	18.5	2,800	12.1	4,000	5.0	5,400
Single parent	92.5	3,300	15.9	2,200	8.7	1,300	3.2	‡
Married	76.2	2,700	14.2	1,500	8.8	1,200	4.2	‡

See notes at end of table.

**Table 10.4. Percentage of full-time/full-year beginning postsecondary students who received Federal Pell, state, institutional, or merit-only grants and the average amounts received, by type of institution and selected student characteristics: 2003–04—Continued**

Student and institutional characteristics	Federal Pell grants		State grants		Institutional grants		Merit-only grants	
	Percent	Average amount	Percent	Average amount	Percent	Average amount	Percent	Average amount
Dependent student family income								
Less than \$32,000	84.4	3,300	40.0	2,500	36.4	4,400	20.6	3,700
\$32,000–59,999	44.4	1,900	34.6	2,500	44.2	5,400	28.1	4,200
\$60,000–91,999	2.2	1,200	22.1	2,200	39.9	5,600	30.2	4,500
\$92,000 or more	#	‡	12.2	2,400	37.4	6,500	32.1	5,300
Admissions test taken (ACT/SAT) <sup>1</sup>								
Did not take tests	67.2	3,000	16.7	1,600	15.8	2,000	6.4	2,400
Took tests	31.9	2,900	28.4	2,500	41.2	5,600	29.4	4,600
Admissions test scores (ACT/SAT) <sup>1</sup>								
Lowest	57.0	3,100	30.4	2,100	28.0	3,400	16.1	2,900
Low middle	34.2	2,900	26.4	2,400	34.3	4,400	23.9	3,400
High middle	26.8	2,600	30.4	2,500	43.1	5,200	30.9	4,400
Highest	16.6	2,600	27.2	2,800	55.2	7,400	42.4	5,800
Federal Pell Grant received in first year								
Dependent Pell Grant recipients	100.0	2,800	44.4	2,500	42.2	4,400	23.7	3,600
Independent Pell Grant recipients	100.0	3,100	17.3	2,100	8.7	1,700	3.5	2,000

# Round to zero.

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

<sup>1</sup> Beginners under age 24 only.

NOTE: Aid averages are for those who received the specified type of aid. Federal Pell grants are based only on need. State and institutional grants include any grants, scholarships, or tuition waivers based on need, merit, or both, that are funded by a state or by the institution attended, respectively. Merit-only grants are grants from state or institutional sources based only on academic, athletic, or other special talents. Students may receive grants from more than one source. Full-time/full-year students were enrolled full time for 9 or more months from July 1, 2003 to June 30, 2004. Independent students are age 24 or over and students under 24 who are married, have dependents, are veterans, or are an orphan or ward of the courts. Other undergraduates under age 24 are considered to be dependent. For dependent students, income is the income of their parents. Income is total income in 2002. Prior year (2002) income is used in federal need analysis. Estimates include students at postsecondary institutions in Puerto Rico. The table only includes students enrolled at one institution in 2003–04.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

## Appendix A—Glossary

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All variables used in this report are described in this glossary. Variables were taken directly from the 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) Data Analysis System (DAS), an NCES software application that generates tables from the BPS:04/06 data (see appendix B for a description of the DAS). The index below organizes the variables by category. The glossary items are listed in alphabetical order by variable name in the DAS (displayed in letters along the right-hand side of each column).

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Community service: performed last year  
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 Merit-only grants 2003–04 ..... MERITAID



***Student experiences first year 2003–04*****ACAD04A–D**

During the 2004 interview, students enrolled at 4-year institutions were asked the following questions about their academic experience, “During the 2003–2004 school year at [institution name], please indicate whether you did the following never, sometimes or often.”

Never  
Sometimes  
Often

***Graduate student instructors*****ACAD04A**

Attended classes taught by a graduate student instructor in 2003–04.

***Essay exams*****ACAD04B**

Wrote essay answers as part of exam in 2003–04.

***Large classes*****ACAD04C**

Attended large lecture classes in 2003–04.

***Wrote papers*****ACAD04D**

Wrote papers for courses in 2003–04.

***Age first year enrolled*****AGE**

Indicates the student’s age on December 31, 2003.

18 years or younger  
19 years  
20–23 years  
24–29 years  
30 years or older

***Highest degree attained anywhere through 2006*****ATHTY3Y**

Indicates the highest degree attained by the student at any postsecondary institution by June 2006.

Certificate

The student’s highest level of attainment at any institution by June 2006 was a vocational certificate.

Associate’s degree

The student’s highest level of attainment at any institution by June 2006 was an associate’s degree.

**Highest degree attained anywhere through 2006—continued****ATHTY3Y**

Bachelor's degree	The student's highest level of attainment at any institution by June 2006 was a bachelor's degree.
Any degree	The student had attained a certificate, an associate's degree, or a bachelor's degree at some postsecondary institution by June 2006.

**Highest degree attained at the first institution through 2006****ATHTYF3Y**

Indicates the highest degree attainment by the student at the first institution attended as of June 2006.

Any degree	The student had attained a certificate, an associate's degree, or a bachelor's degree by June 2006 at the first institution attended.
Certificate	The student's highest level of attainment by June 2006 at the first institution attended was a vocational certificate.
Associate's degree	The student's highest level of attainment by June 2006 at the first institution attended was an associate's degree.
Bachelor's degree	The student's highest level of attainment by June 2006 at the first institution attended was a bachelor's degree.

**Attendance pattern first year****ATTNSTAT**

Combined attendance intensity and persistence at all institutions during 2003–04. Intensity refers to the student's full- or part-time attendance while enrolled. Persistence refers to the number of months a student was enrolled during the year. Students were considered to have been enrolled for a full year if they were enrolled 9 or more months during 2003–04. Months did not have to be contiguous or at the same institution, and students did not have to be enrolled for a full month in order to be considered enrolled for that month.

Full-time/full-year	Student was enrolled full time for at least 9 months during 2003–04. Additional months enrolled could be part time (during the summer, for example).
Full-time/part-year	Student was enrolled full time for less than 9 months during 2003–04 but attended full time in all of these months.
Part-time/full-year	Student was enrolled 9 or more months during 2003–04, but less than 9 months were full time.
Part-time/part-year	Student was enrolled less than 9 months during 2003–04, and all or some of these months were part time.

***Price of attendance 2003–04*****BUDGETAJ**

The attendance-adjusted student budget at the NPSAS sample institution for students who attended only one institution during 2003–04. Includes tuition and fees, books and supplies, room and board, transportation, and personal and any other expenses allowed for federal cost of attendance budgets. Based on institution-reported student budgets for students who applied for financial aid. Budgets for students who did not apply for financial aid were imputed by calculating the average nontuition budget amounts for aided students at the institution by dependency status and then adding the tuition and fees paid. Nontuition expenses for part-time or part-year students were adjusted to reflect the number of months enrolled and the attendance intensity.

***Ever received an incomplete 2006*****CINCMPO6**

Indicates whether the student had ever received a grade of incomplete. The 2006 interview question was: “While enrolled at [institution name], did you ever receive a grade of incomplete?”

***Community service: average hours per month 2003–04*****COMHOUR**

Average hours per month the student performed community service or volunteer work during 2003–2004 academic year, among students for whom community service was not a one time event. The 2004 interview question was: “In the last 12 months, how many hours per month (on average) did you volunteer?”

***Community service: average hours per month 2005–06*****COMHRS06**

Average hours per month the respondent performed community service or volunteer work in 2005–06, among students for whom community service was not a one time event. The 2006 interview question was: “On average, how many hours did you volunteer each month during the last year?”

***Community service: one-time event 2003–04*****COMONE**

Student performed a one-time event community service or volunteer work during the 2003–2004 academic year.

***Community service: one-time event 2005–06*****COMONE06**

The respondent performed a one-time event community service or volunteer work in 2005–06.

***Community service: required or part of program*****COMREQ**

Community service or volunteer work was part of the student’s undergraduate program or required for graduation in 2003–04. The 2004 interview question was: “Was any of your community service or volunteer work part of your undergraduate program or required for graduation?”

**Community service: performed last year 2003–04** **COMSERV**

Student performed community service or volunteer work during the 2003–2004 academic year. The 2004 interview question was: “Did you perform any community service or volunteer work during the past year? Please exclude charitable donations (such as food, clothing, money, etc.), paid community service, and court-ordered service.”

**Community service type of activity 2003–04** **COMSERVA–G, X**

During the 2004 interview, students were asked the following questions about their community service/volunteer experience, “What type of community service or volunteer work did you perform? (Please check all that apply.)”

**Fundraising** **COMSERVA**

Fundraising in 2003–04

**Homeless shelter/soup kitchen** **COMSERVB**

Homeless shelter or soup kitchen in 2003–04

**Hospital/nursing home** **COMSERVC**

Hospital or nursing home in 2003–04

**Neighborhood improvement** **COMSERVD**

Neighborhood improvement or cleanup in 2003–04

**Service to church** **COMSERVE**

Service to a church in 2003–04

**Tutoring/mentoring** **COMSERVF**

Tutoring or mentoring in 2003–04

**Other work with kids** **COMSERVG**

Work with kids other than tutoring or mentoring

**Other** **COMSERVX**

Any other activity not listed

***Community service: performed last year 2005–06*****COMSRV06**

The respondent had performed community service or volunteer work during 2005–06.

The 2006 interview question was: “Have you performed any community service or volunteer work in the last 12 months? Please do not include charitable donations (such as food, clothing, money, etc.), paid community service, or court-ordered service.”

***Advanced Placement credits accepted*****CRDAP04**

Indicates whether the student had any Advanced Placement (AP) credits that were accepted by the institution in the first year. The 2004 interview question was: “When you first enrolled in college, did you have any advanced placement (AP) credits that were accepted by [name of institution]?”

***Earned credits for courses at a college while in high school*****CRDCL04**

Indicates that the respondent took courses at a college or university for which college credit was earned while he/she was in high school. The 2004 interview question was: “While you were in high school, did you take any courses at a college or university for which you earned college credit?”

***Earned any college-level credits in high school*****CRDHS04**

The respondent earned college credits while he/she was in high school. The respondent either earned advanced placement credits (CRDAP04) or/and took courses at a college or university (CRDCL04).

***Ever repeated course for higher grade 2006*****CRPT06**

The student had ever repeated a course for a higher grade while enrolled.

The 2006 interview question was: “While enrolled at [name of institution], did you ever repeat a course for a higher grade?”

***Ever withdrew after add/drop deadline 2006*****CWTHD06**

Indicates whether the student had ever withdrawn from a course after the normal drop/add deadline.

The 2006 interview question was: “While enrolled at [name of institution], did you ever withdraw from a course after the normal drop/add deadline?”

***Dependency status first year*****DEPEND5B**

Dependent  
Independent  
Unmarried, no dependents  
Single parent  
Married

Indicates whether the student was financially dependent or independent for federal financial aid purposes in 2003–04, and subcategories of independent students based on marital status and whether they had legal dependents.

***Dependency status first year—continued*****DEPEND5B**

Students were considered to be financially independent for federal financial aid purposes in 2003–04 if they met any of the following criteria:

- The student was 24 years old or older as of 12/31/2003.
- The student had legal dependents other than spouse.
- The student was married.
- The student was an orphan or ward of the court.
- The student was a veteran of the U.S. Armed Forces.
- The student was enrolled in a graduate or professional program (beyond a bachelor’s degree).

All other students under 24 were considered to be financially dependent of their parents unless they could demonstrate that they were receiving no parental support and were classified as independent by a financial aid officer using professional judgment.

For the independent student subcategories, “unmarried” and “single parent” include students who were separated, divorced, or widowed as well as never married. “Married” students include those with or without dependents.

***Dependent student family income*****DEPINC**

Indicates dependent student parents’ total income for 2002. Based on amounts reported in the financial aid application, estimates by students in the student interview, and stochastic imputation. Federal financial aid need analysis uses the family income in the calendar year prior to the academic year of enrollment. The low and high categories used in this report are approximately the lowest and highest 25 percent of the income range for all dependent student families.

- Less than \$32,000
- \$32,000–59,999
- \$60,000–91,999
- \$92,000 or more

***Degree plans first year*****DGPLNY1**

Student’s degree plans during the 2003–04 academic year. Based first on the 2004 interview question “What degree were you working on at [name of institution]?” If this was not available, the program reported by the NPSAS institution was used. If neither was available, the program reported by the student in the financial aid application was used.

- |                    |  |
|--------------------|--|
| None               | The student was not working on any degree.   |
| Certificate        | The student was working on a vocational certificate or diploma below an associate’s degree.  |
| Associate’s degree | The student was working on an associate’s degree.  |
| Bachelor’s degree  | The student was working on a bachelor’s degree, including those enrolled at less-than-4-year institutions who planned to transfer to a 4-year institution to complete a bachelor’s degree. |

***Transfer and degree plans*****DGTRNY1**

Indicates whether students at less-than-4-year institutions in 2003–04 planned to transfer to a 4-year institution and whether they had plans to complete a certificate or associate’s degree. Based on the 2004 interview questions about reasons for enrolling at the NPSAS sample school and plans to transfer in order to pursue a bachelor’s degree.

Degree, no transfer	The student’s reason for enrolling was to complete a certificate or associate’s degree, but not to transfer to a 4-year institution.
Degree and transfer	The student’s reasons for enrolling were to complete a certificate or associate’s degree, and to transfer to a 4-year institution.
No degree, transfer	The student’s reason for enrolling was to transfer to a 4-year institution, but not to complete a certificate or associate’s degree.
No degree, no transfer	The student’s reasons for enrolling did not include completing a certificate or associate’s degree or transfer to a 4-year institution.

***Any disability*****DISABLE**

Indicates whether the student reported any type of disability in 2004.

To identify students with disabilities, NPSAS participants were first asked three questions to determine (1) whether they had “long-lasting conditions” such as blindness, deafness, or a severe vision or hearing impairment; (2) whether they had “a condition that substantially limits one or more basic physical activities such as walking, climbing stairs, reaching, lifting, or carrying”; and (3) whether they had “any other physical, mental, or emotional condition that has lasted 6 months or more.” Students who answered “yes” to questions 1 or 2 (i.e., vision, hearing, or mobility impairment) were identified as having a disability. Of the students who answered “no” to question 1 and 2, the students who answered “yes” to question 3 *and* also reported having difficulty doing any one of five activities—getting to school, getting around on campus, learning, dressing, or working at a job—were also considered to have a disability

No disability reported
Any disability reported

***Distance education courses*****DISTEDUC**

Indicates that the student took distance education courses for credit during academic year 2003–04.

The 2004 interview question was: “During the 2003–2004 school year, did you take any courses for credit that were distance education courses? (Distance education courses are primarily delivered off campus using live, interactive TV or audio, pre-recorded TV or video, CD-ROM, or a computer-based system such as the Internet. Distance education does not include correspondence courses.)”

***Enrollment intensity through 2006*****ENINPT3Y**

Indicates the pattern of full-time, part-time, or mixed full-time and part-time attendance intensity in the months enrolled at any postsecondary institution between July 2003 and June 2006. Full time generally means enrollment in 12 or more credit hours per term or 24 credit hours per academic year. Students enrolled full time in an academic year except for summer months (which may have been part time) were considered to be always full time.

Always full time	The student attended full time in all months while enrolled.
------------------	--

**Enrollment intensity through 2006—continued****ENINPT3Y**

Always part time	The student attended part time in all months while enrolled.
Mixed	The student attended full time in some months and part time in some months while enrolled.

**Attainment or last year enrolled without completion through 2006****ENLYAT3Y**

Indicates whether or not the respondents had attained a certificate or degree by June 2006; if not, when they were last enrolled.

No degree, last enrolled in 2003–04
No degree, last enrolled in 2004–05
No degree, last enrolled in Fall 2005
No degree, last enrolled in Spring 2006
Attained degree by June 2006.

**Recent (2003) high school graduates enrolled full time in fall 2003****FALLHSFT**

Indicates categories of beginning students who graduated from high school with a regular diploma in 2003, were enrolled full time in the fall of 2003, and were working on a degree or certificate in the first year (DGPLNY1).

Certificate plans	Recent high school graduates who were enrolled full time in fall 2003 and working on a certificate
Associate's degree plans	Recent high school graduates who were enrolled full time in fall 2003 and working on an associate's degree
Bachelor's degree plans	Recent high school graduates who were enrolled full time in fall 2003 and working on a bachelor's degree

**Control of first institution****FCONTROL**

Control of first institution attended during the 2003–04 academic year.

Public
Private not-for-profit
Private for-profit

**Level of first institution****FLEVEL**

The highest degree or award offered in any program by the first institution attended.

4-year	Institutions that can award bachelor's degrees or higher degrees. Some of these institutions may also offer associate's degrees or certificates.
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***Level of first institution—continued*****FLEVEL**

2-year

Institutions offering certificate or associate’s degree programs, or 2-year programs that fulfill part of the requirements for a bachelor’s degree or higher at 4-year institutions. These institutions do not award bachelor’s degrees.

Less-than-2-year

At least one of the programs offered at these institutions is 3 months or longer, and produces a terminal award or certificate. No program at these institutions lasts longer than 2 years.

***Student experiences first year 2003–04*****FREQ04A–G**

During the 2004 interview, students enrolled in 4-year or 2-year institutions were asked the following questions about their academic experience, “During the 2003–2004 school year at [name of institution], please indicate whether you did the following never, sometimes or often.”

***Informal contact with faculty*****FREQ04A**

Had informal contact with faculty members in 2003–04.

***Talked with faculty about academic matters outside of class*****FREQ04B**

Talked with faculty about academic matters outside of class in 2003–04.

***Met with academic advisor*****FREQ04C**

Met with advisor concerning academic plans in 2003–04.

***Attended fine arts activities*****FREQ04D**

Attended fine arts activities in 2003–04.

***Participated in school clubs*****FREQ04E**

Participated in school clubs in 2003–04.

***Participated in school sports*****FREQ04F**

Participated in varsity/intramural/club sports in 2003–04.

***Attended study groups*****FREQ04G**

Attended study groups outside of the classroom in 2003–04.

**Doctorate-granting status of first institution****FSECDOC**

Indicates whether the first 4-year institution attended granted doctorates. Less-than-4-year institutions are not included in this variable.

Doctorate-granting  
Non-doctorate-granting 4-year

**Type of first institution****FSECTOR**

The level and control of the first institution attended by the student in 2003–04, based on the classification in the 2003 IPEDS Institutional Characteristics file. Control concerns the source of revenue and control of operations (public, private not-for-profit, private for-profit) and level concerns the highest degree or award offered by the institution in any program. Four-year institutions award at least a bachelor's degree; 2-year institutions award at least an associate's degree; less-than-2-year institutions award certificates or other credentials in vocational programs lasting less than 2 years. In most cases, the first institution attended in 2003–04 is also the institution at which the student was sampled for NPSAS:04. However, if the student was enrolled at another institution for more than 3 months in 2003–04 prior to enrolling at the NPSAS sample institution, the prior institution was classified as the first institution attended. The sample size for private not-for-profit less-than-2-year institutions was too small to show as a separate category.

4-year  
Public  
Private not-for-profit  
Private for-profit

2-year  
Public  
Private not-for-profit  
Private for-profit

Less-than-2-year  
Public  
Private for-profit

**Gender****GENDER**

Male  
Female

**High school grade point average (GPA)****HCGPAREP**

High school grade point average as self-reported on the SAT or ACT admissions test questionnaire. This variable only includes students under age 24 who had received a regular high school diploma.

Below 3.0 (below B)  
3.0–3.4 (B to A-)  
3.5–4.0 (A- to A)

***Highest level of high school mathematics*****HCMATH**

Highest level of high school mathematics taken, as self-reported in the 2004 student interview and the SAT or ACT admissions test questionnaires.

Below algebra II  
Algebra II  
Trigonometry  
Pre-calculus  
Calculus

***Type of high school*****HSTYPE**

Indicates the type of high school where the student received a regular diploma, according to the 2004 student interview. Students with a GED or equivalent, who were home-schooled, or did not complete high school, were classified as “no regular diploma.”

No regular diploma  
Public high school  
Private high school  
Foreign high school

***Institutional grants 2003–04*****INGRTAMT**

Indicates the total grant aid from institutional funds received in 2003–04. Includes all institutional grants, scholarships, and tuition waivers received during the NPSAS year. Includes need-based and non-need-based awards. At public institutions in some states, the distinction between state and institutional grant funds is not always clear because grants are funded by the state but are allocated by the institutions.

***Job 2006: related to career goals*****JOBCAR06**

The current job in 2006 was considered to be part of a career the respondent was pursuing in occupation or industry. The 2006 interview question was: “Do you consider your current job to be part of a career you are pursuing in your occupation or industry?”

***Worked while enrolled in 2003–04*****JOBENR2**

Intensity of work, including work-study, assistantship, and traineeship, while enrolled during the 2003–04 academic year.

Did not work	Not employed during 2003–04 academic year.
Part time	Worked less than 35 hours per week.
Full time	Worked 35 hours per week or more.

***Job 2006: first job after leaving school*****JOBFST06**

The current job in 2006 was the first job the respondent had after leaving school.  
The 2006 interview question was: “Was this job the first job you had after leaving [name of institution]?”

***Job 2006: required certificate*****JOBRCT06**

The respondent indicated that the current job in 2006 required a diploma or certificate from a college or trade school as a condition of employment.

***Job 2006: required license*****JOBRLC06**

The respondent indicated that the current job in 2006 required an occupational license or professional certificate as a condition for working.

***Job 2006: related to major*****JOBRML06**

The respondent indicated that the current job in 2006 was related to his/her major or field of study at school.  
The 2006 interview question was: “Would you say your job is related to your major or field of study at [name of institution]?”

***Job 2006: same or similar job when enrolled*****JOBSIM06**

The respondent indicated that the current job in 2006 was the same or similar to the job held while enrolled.  
The 2006 interview question was: “Did you have your current job, or a similar job, while you were enrolled at [Primary School]?”

***Job 2006: courses not needed to get job*****JOBTRN06**

The respondent indicated that the postsecondary courses taken were not necessary for the current job in 2006.  
The 2006 interview question was: “Would you have been able to get your current job without the courses you took at [Primary school]?”

***Ever changed major 2006*****MAJ06CHG**

Whether the student formally changed majors at the most recent school attended as of 2006.  
The 2006 interview question was: “How many times did you formally change your major at [name of institution]?”

Never  
One or more times

***Merit-only grants 2003–04*****MERITAD**

Institutional and/or state funded merit-only grants and scholarships received in 2003–04. Includes all athletic scholarships. Merit-only scholarships are not based on need, but they may be awarded to students who also qualify for need-based aid.

***Highest education of parents*****PAREUC**

Indicates the highest level of education completed by the student's mother or father, whoever had the highest level. The variable was aggregated to the following categories in this report:

High school or less	Neither parent earned more than a high school diploma or equivalent or they did not complete high school.
Some postsecondary	At least one parent received some postsecondary education, but did not earn a bachelor's degree.
Bachelor's degree or higher	At least one parent attained a bachelor's or advanced degree.

***Federal Pell Grants 2003–04*****PELL04**

Total amount of federal Pell Grants received at all institutions attended during 2003–04 academic year. Pell Grants are need-based grants awarded to undergraduates who have not yet received a bachelor's degree and students in teaching certificate programs. The amount of a Pell Grant depends on the expected family contribution (EFC) and attendance status (full-time or part-time, full-year or part-year). The maximum Pell Grant amount was \$4,050 in 2003–04.

***Federal Pell Grant received in first year*****PELLDEP**

Indicates whether the student received a federal Pell Grant in 2003–04, and the dependency status of the recipient in that first academic year. Dependent students represent a smaller proportion of first-year Pell Grant recipients than the proportion of dependent students among all first-time beginners.

Dependent Pell Grant recipients	Dependent students who received Pell Grants in 2003–04.
Independent Pell Grant recipients	Independent students who received Pell Grants in 2003–04.

***Persistence anywhere through 2006*****PRAT3Y**

Indicates whether the student had attained any degree and/or was still enrolled at any postsecondary institution as of June 2006. Students enrolled in any months after February 2006 were considered to be still enrolled through June 2006, including those who attained a certificate or associate's degree after February 2006.

Attained, not enrolled	The student had attained a certificate or degree and was no longer enrolled in June 2006.
Attained, still enrolled	The student had attained a certificate or degree and was still enrolled at some postsecondary institution in June 2006.
No degree, still enrolled	The student had not attained any certificate or degree but was still enrolled at some postsecondary institution in June 2006.
No degree, not enrolled	The student had not attained any certificate or degree and was not enrolled at any postsecondary institution in June 2006.

**Retention at the first institution through 2006****PROUTF3**

Indicates the student's enrollment status in the 2005–06 academic year at the first institution attended. Students enrolled at the institution between July 2005 and February 2006 were considered last enrolled in the fall of 2005; those enrolled in any months after February 2006 were considered to be still enrolled through June 2006.

Attained any degree	The student had attained a certificate, an associate's degree, or a bachelor's degree by June 2006 at the first institution.
No degree, enrolled spring 2006	The student had not attained any degree at the first institution attended but was still enrolled there in June 2006.
No degree, last enrolled fall 2005	The student had not attained any degree at the first institution attended and was last enrolled there before March 2006.
No degree, transferred elsewhere	The student had left the first institution attended without a degree and transferred to a different institution by June 2006.
No degree, not enrolled in 2005–06	The student had left the first institution attended without a degree and had not enrolled anywhere else in the 2005–06 academic year.

**Race/ethnicity****RACE**

Student's race/ethnicity with Hispanic or Latino origin as a separate category. Based on the census race categories. All of the race categories exclude Hispanic origin unless specified.

White	A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
Black	A person having origins in any of the black racial groups of Africa.
Hispanic	A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
Asian/Pacific Islander	A person having origins in any of the peoples of the Far East, Southeast Asia, or the Indian subcontinent. This includes people from China, Japan, Korea, the Philippine Islands, India, and Vietnam. Pacific Islander is a person having origins in the Pacific Islands, including Hawaii and Samoa.
American Indian/Alaska Native	A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.
Multiple races/Other	A person having origins in more than one race or in a race not listed above.

**Remedial courses taken first year** **REMEDIA–E**

The type of remedial or developmental courses taken during the 2003–04 academic year that were reported by the student in the 2004 interview. The 2004 interview question was: “In what area(s) did you take remedial or developmental courses? (Please check all that apply.)”

**Remedial English** **REMEDIA****Remedial mathematics** **REMEDIB****Remedial reading** **REMEDIC****Remedial study skills** **REMEDID****Remedial writing** **REMEDIE****Any remedial courses 2003–04** **REMETOOK**

Indicates whether the student reported taking any remedial or developmental courses during the first year enrolled (2003–04 academic year). The 2004 interview question was: “Did you take any remedial or developmental courses during the 2003–2004 school year?”

**Reasons for leaving without completion 2003–04** **RLV04A–G, X**

Students who had left an institution without completing a program in 2003–04 and were not enrolled in 2004–05 were asked to indicate the reasons for leaving in the 2004 interview. The question allowed for multiple responses. The 2004 interview question was: “You indicated earlier that you are no longer enrolled at [name of institution]. Why did you decide to leave? (Please check all that apply.)”

**Academic problems** **RLV04A**

Academic problems

**Scheduling problems** **RLV04B**

Classes not available/scheduling not convenient

**Not satisfied** **RLV04C**

Dissatisfaction with program/school/campus

**Financial reasons** **RLV04D**

Financial reasons

***Family responsibilities*** **RLV04E**

Family responsibilities

***Personal reasons*** **RLV04F**

Personal reasons

***Finished classes*** **RLV04G**

Finished taking desired classes

***Other reasons*** **RLV04X**

Other reasons not listed

***Reasons for transferring from first institution 2003–04*** **RTR04A–G, J, X**

Students who had transferred from an institution during or after 2003–04 were asked to indicate the reasons for leaving the original institution in the 2004 interview. The question allowed for multiple responses.

The 2004 interview question was: “Earlier you indicated that you transferred out of [name of institution]. What were your reasons for deciding to leave? (Please check all that apply.)”

***Academic problems*** **RTR04A**

Academic problems

***Scheduling problems*** **RTR04B**

Classes not available/scheduling not convenient

***Not satisfied*** **RTR04C**

Dissatisfaction with program/school/campus

***Financial reasons*** **RTR04D**

Financial reasons

***Family responsibilities*** **RTR04E**

Family responsibilities



***Personal reasons*** **RTR04F**

Personal reasons

***Finished classes*** **RTR04G**

Finished taking desired classes

***Pursue bachelor's degree*** **RTR04J**

Pursue bachelor's degree at a 4-year college

***Other reasons*** **RTR04X**

Other reasons not listed

***State grants 2003–04*** **STGTAMT**

Total amount of state grants and scholarships (including the federal portion of Leveraging Educational Assistance Partnerships (LEAP) funds to states) received by the student in 2003–04. At public institutions in some states, the distinction between state and institutional grant funds is not always clear because grants are funded by the state but are allocated by the institutions.

***Admissions test scores (ACT/SAT)*** **TESATDER**

SAT I combined scores, derived as either the sum of SAT I verbal and mathematics scores or the ACT composite score converted to an estimated SAT I combined score. Only reported for students under age 24. Test scores came from ACT and/or College Board files or from the first institution attended. Categories represent approximate quartile values determined by using the CENTILE function in the DAS, and are based only on the scores of the students in the BPS:04/06 sample. SAT scores are reported in 10-point intervals and the median score was 990. Because 52 percent scored 990 or less, the percentages shown for the two middle quartiles are not close to the 25 percent that would be expected. Derived from data provided by ACT and The College Board. SAT scores are copyright © 2005 by The College Board. All rights reserved. [www.collegeboard.com](http://www.collegeboard.com)

	<u>SAT I combined scores</u>
Lowest	400–840
Low middle	850–990
High middle	1000–1130
Highest	1140–1600

**Admissions test taken (ACT/SAT)****TETOOK**

Indicates whether the students who were under age 24 when they started postsecondary education in 2003–04 had taken the ACT or SAT I college entrance examinations. Based on matching ACT and/or College Board files and supplemented by the student interview if there was no file match.

Did not take either test  
Took one or both tests

**Transfer status through June 2006****TFNUM3Y**

Indicates whether the student left one postsecondary institution and then enrolled in another postsecondary institution at any time before June 2006. The student may or may not have transferred any credits between the institutions. Some students transferred more than once. Students who enrolled in more than one institution at the same time are not considered to be transfers.

Never transferred	The student never left one institution and enrolled in another before June 2006.
Transferred	The student left one or more institutions and enrolled in another before June 2006.

**Total aid 2003–04****TOTAID**

Total amount of financial aid received by a student in 2003–04. Includes grants, loans, work-study, or any other types of aid, as well as loans to parents under the PLUS program, and veterans benefits. Does not include federal education tax benefits.

**Total grants 2003–04****TOTGRT**

Total amount of grants received by a student in 2003–04. Grants are a type of student financial aid that does not require repayment or employment. Grants include merit-only scholarships, tuition waivers, and employer tuition reimbursements.

**Total student loans 2003–04****TOTLOAN**

Total student loan amount received in 2003–04. This includes all student loans through federal, state, institutional, or private programs except PLUS loans (which are made to parents). Loans are a type of student financial aid that advances funds and that are evidenced by a promissory note requiring the recipient to repay the specified amounts under prescribed conditions. Does not include loans from family or friends.

**Tuition and fees 2003–04****TUITION2**

Tuition and fees charged at the sampled NPSAS institution for students who attended only one institution during 2003–04.

***Type of associate's degree*****UGDEGAA**

Student's associate's degree type during 2003–04 academic year. Based on the 2004 student interview or the type of program reported by the institution attended.

Applied fields

The student was working on an applied associate's degree in occupational or technical programs that are generally terminal degrees.

General education/transfer

The student was working on an academic associate's degree in general education or in preparation for transfer to a 4-year institution.

***Community service type of activity 2005–06*****VLT06A–G, X**

Indicates the type of community service or volunteer work that the respondents performed in 2005–06 (whether or not they had been enrolled in 2005–06), as reported in the 2006 interview. The question allowed for multiple response options. The 2006 interview question was: “What type of community service or volunteer work did you perform? (Please check all that apply.)”

***Tutoring/mentoring*****VLT06A**

Tutoring/mentoring in 2005–06

***Other work with kids*****VLT06B**

Other work with kids in 2005–06

***Fundraising*****VLT06C**

Fundraising in 2005–06

***Homeless shelter/ soup kitchen*****VLT06D**

Homeless shelter or soup kitchen in 2005–06

***Neighborhood improvement*****VLT06E**

Neighborhood improvement/clean-up in 2005–06

***Hospital/nursing home*****VLT06F**

Hospital/nursing home in 2005–06

***Service to church*** **VLTO6G**

Service to a church in 2005–06

***Other*** **VLTO6X**

Other type of community service in 2005–06

***Community service benefits 2005–06*** **VLTB06A–H**

The 2006 interview question was: “Which of the following statements best describe your experience in your community service or volunteer work activities. (Please check all that apply.)”

***Helped with career choice*** **VLTB06A**

Helped with career choice in 2005–06.

***Learned to apply skills*** **VLTB06B**

Learned to apply skills in 2005–06.

***Expanded skills*** **VLTB06C**

Expanded skills in 2005–06.

***Added to resume*** **VLTB06D**

Added to resume in 2005–06.

***Clarified choice of major*** **VLTB06E**

Clarified choice of major in 2005–06.

***Become a more compassionate person*** **VLTB06F**

Become a more compassionate person in 2005–06.

***Increased awareness of social issues*** **VLTB06G**

Increased awareness of social issues in 2005–06.

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<b><i>Other</i></b>	<b>VLTB06H</b>
Other benefits not listed in 2005–06.	
<b><i>Community service reasons 2005–06</i></b>	<b>VLTR06A–C, X</b>
Indicates the reason why the respondent became involved in a community service or volunteer work in 2005–06. The 2006 interview question was: “Why did you become involved in your community service or volunteer work? (Please check all that apply.)”	
<b><i>Required as part of program</i></b>	<b>VLTR06A</b>
Required as part of program in 2005–06.	
<b><i>Campus organization</i></b>	<b>VLTR06B</b>
Participated through a campus organization in 2005–06.	
<b><i>Encouraged by student/faculty</i></b>	<b>VLTR06C</b>
Encouraged to participate by student/faculty in 2005–06.	
<b><i>Other</i></b>	<b>VLTR06X</b>
Another reason not listed in 2005–06.	

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## Appendix B—Technical Notes and Methodology

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### Overview

The 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) is sponsored by the U.S. Department of Education to respond to the need for a national, comprehensive database concerning issues students may face in enrollment, persistence, progress, and attainment in postsecondary education and in consequent early rates of return to society. The BPS study follows the paths of first-time beginner (FTB) students for a number of years as they navigate the system of postsecondary education, and captures transfer patterns, co-enrollment, and periods of nonenrollment (stopouts).

Unlike the typical retention and attainment studies that follow entering freshmen at a single institution, BPS:04/06 allows researchers and others to study the persistence and attainment of students who enroll in multiple institutions. BPS:04/06 also represents a departure from previous longitudinal studies of high school age cohorts: it starts with a cohort of individuals beginning their postsecondary studies, regardless of when they completed high school. Consequently, BPS:04/06 data include information about nontraditional postsecondary students who have delayed continuing their education after high school due to military service, family responsibilities, or other reasons.

BPS:04/06 is a follow-up to the 2003–04 National Postsecondary Student Aid Study (NPSAS:04), a recurring survey of a nationally representative, cross-sectional sample of postsecondary students. The NPSAS surveys have been implemented every 3 or 4 years since 1986–87, and the data for the most recent survey (for the 2003–04 school year) were released in early 2005. BPS:04/06 represents the first follow-up of the NPSAS:04 FTB students. An additional follow-up interview will occur in 2009.

The BPS:04/06 data collection effort involved interviews of both respondents and nonrespondents to the NPSAS:04 study. The interview took place in one of three modes: self-administered through a web-based instrument, interviewer-administered via computer-assisted telephone interviewing (CATI), or interviewer-administered in person via computer-assisted personal interviewing (CAPI). A single web-based instrument was used for all administration modes.

## **Data Sources for BPS:04/06**

Because BPS:04/06 is based on NPSAS:04, the sources for NPSAS:04 are relevant to BPS:04/06. Information for NPSAS:04 was obtained from several sources, including the following:

- **Student Records:** Data from institutional financial aid and registrar records at the institutions currently attended. These data were entered at the institution by institution personnel or field data collectors in 2003–04 using a computer-assisted data entry (web-CADE) program or directly downloaded to a data file.
- **NPSAS Student Interview:** Data collected directly from sampled students via web-based self-administered or interviewer-administered questionnaires.
- **Central Processing System (CPS):** U.S. Department of Education database of federal financial aid applications for the 2003–04 academic year.
- **National Student Loan Data System (NSLDS):** U.S. Department of Education database of federal Title IV loans and Pell grants.
- **Integrated Postsecondary Education Data System (IPEDS):** U.S. Department of Education, National Center for Education Statistics (NCES) database of descriptive information about individual postsecondary institutions.

Additional data sources for BPS:04/06 include the following:

- **BPS Student Interview:** Data collected directly from sampled students via web-based self-administered or interviewer-administered questionnaires.
- **Central Processing System (CPS):** U.S. Department of Education database of federal financial aid applications for the 2004–05 and 2005–06 academic years.
- **National Student Loan Data System (NSLDS):** U.S. Department of Education database of federal Title IV loans and Pell grants.
- **SAT File:** Student SAT data from the College Board.
- **ACT File:** Student ACT data from ACT.
- **National Student Clearinghouse (NSC):** A central repository and single point of contact for the collection of postsecondary enrollment, degree, and certificate records on behalf of participating postsecondary institutions.



## Sample Design

This section provides an overview of the sample design, including the respondent universe and the statistical methodology.

### *Respondent Universe*

The respondent universe for the BPS:04/06 full-scale study consisted of all students who began their postsecondary education for the first time during the 2003–04 academic year at any postsecondary institution in the United States or Puerto Rico that was eligible for NPSAS:04. The BPS:04/06 sample students included potential FTBs from NPSAS:04, which included confirmed FTBs from the NPSAS:04 student interview, respondents to NPSAS:04 who were initially determined to be non-FTBs but were potentially FTBs based on data from other sources, and NPSAS:04 nonrespondents. The institution and student universes are defined in greater detail in the subsections that follow.

### *Institution Universe for NPSAS:04*

The institutions eligible for NPSAS:04 were required during the 2003–04 academic year to meet all the requirements for distributing federal Title IV aid, including

- offering an educational program designed for persons who have completed a high school education;
- offering at least one academic, occupational, or vocational program of study lasting at least 3 months or 300 clock hours;
- offering courses that are open to more than the employees or members of the company or group (e.g., union) that administers the institution; and
- being located in the 50 states, the District of Columbia, or Puerto Rico.

Institutions providing only vocational, recreational, or remedial courses or only in-house courses for their own employees were excluded. U.S. service academies were excluded because of their unique funding/tuition base.

The institutional sampling frame for NPSAS:04 was constructed from the 2000–01 Integrated Postsecondary Education Data System (IPEDS) Institutional Characteristics (IC) file and header files, and the 2000 Fall Enrollment file. The sample of institutions was freshened using the 2002–03 IPEDS, to include a sample of newly formed institutions. Records on the IPEDS files that did not represent NPSAS-eligible institutions were deleted. Hence, records that represented central offices, U.S. service academies, or institutions located outside the United States and Puerto Rico were deleted.

The above institutional eligibility conditions are consistent with previous NPSAS studies with two exceptions. First, the requirement of being eligible to distribute Title IV aid was implemented beginning with NPSAS:2000. Second, the previous NPSAS studies excluded institutions that offered only correspondence courses. NPSAS:04 included such institutions if they were eligible to distribute Title IV student aid.

### *Student Universe for NPSAS:04 and BPS:04/06*

Students eligible for the BPS:04/06 full-scale study were eligible both to participate in NPSAS:04 and identified as FTB students at NPSAS sample institutions in the 2003–04 academic year. Consistent with previous NPSAS studies, the students eligible for the NPSAS:04 full-scale study were those enrolled in eligible institutions and who satisfied all the following eligibility requirements:

- were enrolled in *either* (1) an academic program; (2) at least one course for credit that could be applied toward fulfilling the requirements for an academic degree; *or* (3) an occupational or vocational program that required at least 3 months or 300 clock hours of instruction to receive a degree, certificate, or other formal award; and
- were *not* concurrently or solely enrolled in high school, a General Educational Development (GED), or other high school completion program.

NPSAS-eligible students who enrolled in a postsecondary institution for the first time during the NPSAS year (July 1, 2003–June 30, 2004) after completing high school were considered *pure* FTBs and were eligible for BPS:04/06. Those NPSAS-eligible students who had enrolled for at least one course after completing high school but had never completed a postsecondary course before the 2003–04 academic year were considered *effective* FTBs and were also eligible for the BPS:04/06 full-scale study. In the BPS:04/06 full-scale data collection, we sampled from both (1) NPSAS:04 respondents who were identified as (pure or effective) FTBs and (2) NPSAS:04 nonrespondents who were *potential* (pure or effective) FTBs.<sup>1</sup>

## ***Statistical Methodology***

### *Institution Sample for NPSAS:04*

The institutional sampling frame for NPSAS:04 was constructed from the 2000–01 and 2001–02 IPEDS IC file and header files, and the 2000 and 2001 Fall Enrollment files. Records on the IPEDS files for NPSAS-ineligible institutions were deleted. NPSAS-ineligible institutions

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<sup>1</sup> A potential first-time beginner (FTB) is one who is expected to have been an FTB student during the NPSAS year (July 1, 2003–June 30, 2004) but was not confirmed as such during the student interview. Students were identified as potential FTBs by their sample institution. Other data sources (Central Processing System [CPS], computer-assisted data entry [CADE]) also provide an indication of FTB status for the time period of interest.

included U.S. service academies, institutions located outside the United States and Puerto Rico, and institutions offering no programs of study lasting at least 3 months or 300 clock hours. The IPEDS files were then cleaned to resolve the following types of problems:

- missing enrollment data, because these data are needed to compute measures of size for sample selection; and
- unusually large or small enrollment, especially if imputed, because if incorrect, these data would result in inappropriate probabilities of selection and sample allocation.

Table B-1 presents the allocation of the NPSAS:04 institutional sample to the nine institution type sampling strata. The number of sample institutions was 1,670, accounting for historical rates of participation in Computer Assisted Data Entry (CADE), institution eligibility rates, and rates with which sample institutions provide student lists for sample selection. Table B-1 also shows the resulting institutional sample sizes, which included 1,360 institutions providing student enrollment lists.

**Table B-1. Numbers of NPSAS:04 sampled, eligible, and participating institutions and enrollment list participation rates, by type of institution: 2004**

Type of institution <sup>2</sup>	Sampled institutions	Eligible institutions <sup>3</sup>	Institutions providing lists <sup>1</sup>		
			Number	Unweighted percent	Weighted percent
Total	1,670	1,630	1,360	83.5	80.0
Public less-than-2-year	70	60	50	76.6	74.3
Public 2-year	380	380	320	85.4	77.6
Public 4-year non-doctorate-granting	130	130	110	85.1	70.3
Public 4-year doctorate-granting	230	230	200	86.3	87.1
Private not-for-profit 2-year-or-less	70	70	70	89.0	92.6
Private not-for-profit, 4-year non-doctorate-granting	280	270	220	81.9	78.1
Private not-for-profit 4-year doctorate-granting	220	220	170	77.7	80.8
Private for-profit less-than-2-year	170	160	140	84.0	82.3
Private for-profit 2-year-or-more	110	110	90	84.4	88.2

<sup>1</sup> Percents are based on the eligible institutions within the row under consideration.

<sup>2</sup> Type of institution is based on data from the sampling frame which was formed from the 2000–01 and 2001–02 Integrated Postsecondary Education Data System (IPEDS).

<sup>3</sup> Among the approximately 30 ineligible institutions: 10 closed after the sampling frame was defined, and 10 failed to meet one or more of the criteria for institutional NPSAS eligibility. The remainder were treated as merged institutions because two or more campuses were included on one combined student list.

NOTE: Detail may not sum to totals because of rounding. NPSAS = National Postsecondary Student Aid Study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04).

A direct, unclustered sample of institutions was selected for NPSAS:04, like the sample selected for NPSAS:2000 and NPSAS:96, rather than a clustered sample used for earlier NPSAS studies. In addition, to allow analysis of the effects of state tuition and student aid policies in individual states, representative samples of institutions were selected from three strata—public 2-year institutions, public 4-year institutions, and private not-for-profit 4-year institutions—in each of the following 12 states: California, Connecticut, Delaware, Georgia, Illinois, Indiana, Minnesota, Nebraska, New York, Oregon, Tennessee, and Texas for NPSAS:04.

### *Student Sample for NPSAS:04*

The NPSAS:04 student sampling design was based on fixed stratum sampling rates, not fixed stratum sample sizes. The design used two student sampling strata for undergraduates (FTB and other undergraduates), three student sampling strata for graduate students (master’s, doctoral, and other graduate students), and one stratum for first-professional students. Differential sampling rates were used for the three types of graduate students to get adequate representation of students pursuing doctoral degrees and to limit the sample size for “other” graduate students, who are of limited inferential interest.

The NPSAS:04 student interview data collection procedures were expected to produce about a 70 percent student response rate based on historical experience. The sample sizes were determined using prior NPSAS experience regarding institutional CADE response rates and sample student eligibility rates. A total of 109,210 sample students were selected for NPSAS:04, including 49,410 potential FTBs; 47,680 other undergraduate students; and 12,120 graduate and first-professional students (see table B-2).

Postsecondary institutions are sometimes unable to accurately identify their FTB students. Therefore, students classified as potential FTBs for sampling for NPSAS:04 included both pure FTBs who began their postsecondary education for the first time during the NPSAS year and effective FTBs who had enrolled in but not completed a postsecondary class prior to the NPSAS year. The NPSAS sampling rates for students identified as FTBs and other undergraduate students by the sample institutions were adjusted to yield the desired sample sizes after accounting for expected false positive and false negative FTB rates. The false positive and false negative FTB rates experienced in NPSAS:96 were used to set appropriate sampling rates for NPSAS:04.<sup>2</sup>

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<sup>2</sup> The NPSAS:96 false positive rate was 28 percent for students identified as potential first-time beginners (FTBs) by the sample institutions, and the false negative rate was 9 percent for those identified as other undergraduate students.

**Table B-2. Numbers of NPSAS:04 sampled and eligible students and response rates, by type of institution and student type: 2004**

Type of institution and student type <sup>3</sup>	Sampled students	Eligible students <sup>4</sup>	Responding students <sup>1,2</sup>	
			Unweighted percent	Weighted percent
All students	109,210	101,010	89.8	91.0
Type of institution				
Public less-than-2-year	3,180	2,580	84.2	90.6
Public 2-year	36,300	32,450	81.3	83.9
Public 4-year non-doctorate-granting	9,200	8,880	91.9	93.3
Public 4-year doctorate-granting	22,350	21,620	93.7	94.2
Private not-for-profit less-than-4-year	3,060	2,770	94.3	94.6
Private not-for-profit 4-year non-doctorate-granting	9,740	9,300	96.3	96.9
Private not-for-profit 4-year doctorate-granting	9,930	9,590	94.5	95.4
Private for-profit less-than-2-year	9,270	8,030	94.9	94.3
Private for-profit 2-year-or-more	6,190	5,790	95.0	96.7
Student type				
Total undergraduates	97,090	89,480	89.3	90.3
Potential FTB	49,410	44,670	91.2	91.4
Other undergraduates	47,680	44,810	87.3	90.0
Graduate/first professional	12,120	11,530	94.2	95.1

<sup>1</sup> A responding student is defined as any eligible student for whom sufficient data were obtained from one or more sources, including student interview, institutional records, and the Department of Education's Central Processing System (CPS).

<sup>2</sup> Percents are based on the eligible students within the row under consideration.

<sup>3</sup> Type of institution is based on data from the sampling frame which was formed from the 2000–01 and 2001–02 Integrated Postsecondary Education Data System (IPEDS). Student type is based on data from the sampling frames which were the enrollment lists received from participating institutions.

<sup>4</sup> Ineligible students were identified during the student interview or from institutional records if student eligibility was not determined from a student interview.

NOTE: Detail may not sum to totals because of rounding. FTB = first-time beginner. NPSAS = National Postsecondary Student Aid Study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04).

### ***BPS:04/06 Full-Scale Sample***

The BPS:04/06 student sample consisted of four groups according to their base-year response status:

- (1) NPSAS:04 study respondents who completed the student interview and were determined to be FTBs;
- (2) NPSAS:04 study respondents who completed the student interview but were initially determined to be non-FTB other undergraduates, and who were potential FTBs based on data from other sources;

- (3) a subsample of potential FTBs<sup>3</sup> who were NPSAS:04 study respondents but student interview nonrespondents; and
- (4) a subsample of potential FTBs who were NPSAS:04 study nonrespondents.

Multiple data sources were used to provide information regarding a student's FTB status during the NPSAS year, including the NPSAS:04 student interview, records from the student's base-year institution via CADE, and federal financial aid sources. The data elements that were examined to estimate a student's likelihood of being an FTB and to construct the frame for the BPS:04/06 sample included the following:

- FTB status from the institution enrollment lists used for NPSAS:04 student sampling;
- FTB status from the CPS;<sup>4</sup>
- FTB status from student-level data obtained from institutional records via CADE;
- student reports (obtained during the NPSAS:04 interview) indicating that they were FTBs during the 2003–04 academic year;
- year of high school graduation;
- receipt of Stafford loan (date loan was first received and number of years loan was received);
- receipt of Pell grant (date grant was first received and number of years grant was received); and
- undergraduate class level.

Using the above indicators, an index was created to estimate the likelihood of being an FTB. A positive index value was assigned to cases with more positive indicators than negative indicators. For example, students for whom all of the indicators listed above suggested that the student was an FTB were assigned an index value of 8. This index was then used to create a set of decision rules to identify which cases would be included or excluded from the follow-up sample, and which among those included would require additional eligibility screening.

The determination of “low,” “medium,” and “high” likelihood of being an FTB differed for base-year study respondents and base-year study nonrespondents because more data elements were available for the base-year study respondents. Base-year study respondents were considered to have a “low” likelihood of being an FTB if (1) they were not identified as a potential FTB based on CADE or CPS data, (2) they had a negative index value, or (3) they had any Stafford loans or Pell grants that began prior to 2003 (indicating enrollment prior to the NPSAS year). Students with a “low” likelihood of being an FTB were excluded from the BPS sample. If the

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<sup>3</sup> A “potential FTB” is one who is expected to have been a first-time beginning student during the “NPSAS year” (July 1, 2003–June 30, 2004) but was not confirmed as such during the student interview. Students were identified as potential FTBs by their sample institution. Other data sources (CPS, CADE) also provide an indication of FTB status for the time period of interest.

<sup>4</sup> The U.S. Department of Education's Central Processing System (CPS) contains financial aid application data.

index was between 0 and 2, the student was classified as having a “medium” likelihood of being an FTB. If the index was 2 or more, then the student was classified as having a “high” likelihood of being an FTB.

Base-year study nonrespondents had very little extant data. Students were considered to have a “low” likelihood of being an FTB if they were not identified as a potential FTB by either CADE or CPS. These students were excluded from the BPS sample. Students who were identified as a potential FTB from CADE (but not CPS) were classified as having a “medium” likelihood of being an FTB. Students who had an indicator from CPS that they were an FTB were classified as having a “high” likelihood of being an FTB.

The NPSAS:04 sample yielded the numbers of students below who either indicated that they were FTBs during the interview and had other institutional records or federal financial aid sources that supported this, or were identified as potential FTBs based on institutional records or federal financial aid sources.

1. Approximately 24,990 students responding to the student interview indicated that they were FTBs during the 2003–04 academic year. Based on a review of the FTB status indicators above, approximately 21,170 of these were identified for inclusion in the follow-up sample. Of the approximately 21,170 included in the follow-up sample, approximately 19,800 had other data that strongly supported their FTB status, and approximately 1,370 of these students had some indications that they were not FTBs; these potential false positives were rescreened during the BPS:04/06 interview to confirm their status. The remaining approximately 3,820 of the original 24,990 were identified for exclusion from the follow-up when multiple data sources confirmed that they could not have been FTBs during the NPSAS year.
2. Approximately 1,420 students were not originally classified as FTBs, but were potential FTBs based on CPS data or because they had a high school graduation date in 2003 or 2004. These potential false negatives were also screened during the BPS:04/06 interview to verify their status.
3. Approximately 8,860 students did not respond to the NPSAS:04 student interview but were classified as NPSAS:04 study respondents and were potential FTBs based on CADE or CPS data, having more positive than negative indicators among the other variables, and having any Stafford loans or Pell grants that began after 2003.
4. Approximately 720 NPSAS:04 sample members were potential FTBs based on information from CADE or CPS, but did not respond to the student interview and did not have sufficient data to be classified as study respondents.

The sample distribution for BPS:04/06 is summarized in table B-3.

**Table B-3. Distribution of BPS:04/06 full-scale sample, by base-year response status: 2004**

Base-year response status	Number of cases
Group 1	
Base-year study respondent student interview respondents who were classified as FTBs <sup>1</sup>	24,990
Total to be included in sample	21,170
Confirmed FTBs—no additional screening required	19,800
Confirmed FTBs—additional screening required	1,370
Group 2	
Base-year study respondent student interview respondents who were classified as Other Undergraduate (potential false negatives)	28,610
Potential FTBs <sup>2</sup>	1,420
Group 3	
Base-year study respondent student interview nonrespondents	10,170
Potential FTBs <sup>2</sup>	8,860
Subsample	460
Group 4	
Base-year study nonrespondents	3,890
Potential FTBs <sup>2</sup>	720
Subsample	40
Final sample <sup>3</sup>	23,090

<sup>1</sup> Because of evidence indicating they were not eligible for inclusion in the cohort of first-time beginners (FTBs), approximately 3,820 base-year study respondents were removed from the follow-up sample.

<sup>2</sup> Potential FTBs consist of NPSAS respondents not identified as FTBs in the NPSAS student interview, but for whom CPS data or sample institutions indicated that they were likely to be FTBs. Potential FTBs also include NPSAS nonrespondents that were likely to be FTBs based on CADE or CPS data.

<sup>3</sup> The final sample of 23,090 students consists of 21,170 students from sample group one, 1,420 students from sample group two, 460 subsample students from sample group three, and 40 subsample students from sample group four.

NOTE: Detail may not sum to totals because of rounding. CADE = computer-assisted data entry. CPS = Central Processing System. FTB = first-time beginner.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) and 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

As noted earlier, approximately 9,580 NPSAS:04 student interview nonrespondents were classified as potential FTBs. Of these, approximately 8,860 were NPSAS:04 study respondents who did not respond to the student interview and approximately 720 were NPSAS:04 study nonrespondents. NPSAS:04 student interview nonrespondents who were potential FTBs were subsampled for follow-up to improve upon the nonresponse bias reduction achieved through the nonresponse adjustments incorporated into the NPSAS:04 statistical analysis weights. For these students, sampling strata were developed from the following characteristics:

- likelihood of being an FTB (medium, high); and
- tracing outcome (located, not located).<sup>5</sup>

<sup>5</sup> The results from the advance tracing for BPS:04/06 were used to determine whether a student had been located. The National Change of Address file (NCOA) was used to obtain updated addresses for a student, and then Telematch was used to obtain an updated telephone number. The student was classified as located if Telematch either returned a new telephone number or confirmed the current telephone number.



Stratification by tracing outcome and the likelihood of being an FTB was used to oversample the students most likely to be located and eligible for the study. The frame was also sorted by institutional sector to ensure representativeness of the sample.

A stratified sample of 500 NPSAS:04 student interview nonrespondents was selected with probabilities proportional to their NPSAS:04 sampling weights. Table B-4 summarizes the BPS:04/06 counts of students eligible for the sample and the sample sizes, including the allocation of the subsample of 500 cases to the two groups of NPSAS:04 student interview nonrespondents. Given that the NPSAS:04 sampling weights were available for all student interview nonrespondents, they served as the basis for computing the BPS:04/06 analysis weights. Therefore, selection of the NPSAS:04 student interview nonrespondents with probabilities proportional to these weights was used to reduce the overall unequal weighting effects for the sample.

**Table B-4. BPS:04/06 sample allocation for NPSAS:04 student interview: 2004**

Type of student	Students eligible for sample	Sample size
Total	32,180	23,090
NPSAS:04 student interview respondents classified as FTB during interview	21,170	21,170
Confirmed FTBs	19,800	19,800
Confirmed FTBs—additional screening required	1,370	1,370
NPSAS:04 student interview respondents who were potential FTBs but were not classified as FTBs during interview	1,420	1,420
NPSAS:04 student interview nonrespondents	9,580	500
Study respondents who were student interview nonrespondents	8,860	460
Located, high likelihood of FTB status	3,590	270
Located, medium likelihood of FTB status	550	30
Not located	4,720	160
Study nonrespondents	720	40
Located, high likelihood of FTB status	90	10
Located, medium likelihood of FTB status	250	10
Not located	380	20

NOTE: Detail may not sum to totals because of rounding. The likelihood of being a first-time beginner (FTB) was determined from student financial aid data and institutional record (computer-assisted data entry) data and based on the number and type of indicators suggesting a student was an FTB. The location information was based on whether the advance tracing information from BPS:04/06 either confirmed the existing telephone number or yielded a new telephone number. Eligibility rates were assumed to be lower for NPSAS:04 study nonrespondents because less information was available for these students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) and 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

As listed above, several data sources were used to estimate a student’s likelihood of being an FTB prior to the start of first follow-up data collection. After data collection ended, logistic regression models for predicting eligibility among BPS nonrespondents were developed using data from BPS:04/06 respondents and the variables available for the BPS frame construction (date of birth; dates the student began receiving Stafford loans or Pell grants; FTB status according to the institution, CPS, or CADE; and institutional sector). All BPS:04/06 nonrespondents who had responded to the NPSAS:04 interview and were classified as FTBs were initially classified as eligible for BPS. Separate logistic regression models were fitted for each of the remaining sampling groups (NPSAS:04 respondents who were *not* initially classified as FTB and NPSAS:04 nonrespondents). At the conclusion of the modeling, 99 percent (4,480) of the nonrespondents were predicted to have a high probability of being eligible for BPS. Added together with the eligible respondents to the BPS interview, a total of 22,180 sample members were initially classified as eligible for BPS.

One additional source of data on the BPS:04/06 sample, the NSC *Tracker* (<http://www.studentclearinghouse.org>), was obtained following completion of full-scale data collection and the modeling described above to facilitate imputation of key variables. However, as an additional check on the eligibility of the BPS:04 sample, the *Tracker* data were also used in combination with interview and other extant data to verify the eligibility status of all sample members retained for inclusion in the cohort.

An analysis of enrollment and financial aid data within and across data sources identified a subset of the sample who, based on the results, were determined to be ineligible for membership in the BPS:04 cohort. Table B-5 presents the distribution of these cases by type of student and BPS:04/06 interview response status. The large majority of cases come from the group of NPSAS:04 respondents who were determined during that base-year interview to be FTBs based on a series of questions in the eligibility section. The distribution of final eligible FTBs is shown in the top half of table B-5.

**Table B-5. Allocation of ineligible and final eligible BPS:04/06 sample members by interview status: 2006**

Type of student	Total	BPS:04/06	
		Respondent	Nonrespondent (modeled eligible)
Total	23,090	17,710	5,390
Exclusions <sup>1</sup>	900	†	900
Eligible	18,640	14,900	3,740
NPSAS:04 student interview respondents classified as FTB during interview	17,170	13,950	3,220
NPSAS:04 student interview respondents who were potential	1,090	800	290

Type of student	Total	BPS:04/06	
		Respondent	Nonrespondent (modeled eligible)
FTBs but were not classified as FTBs during interview			
NPSAS:04 student interview nonrespondents	360	140	220
Study nonrespondents	30	10	20
Ineligible			
NPSAS:04 student interview respondents classified as FTB during interview <sup>2</sup>	3,550	2,810	740
NPSAS:04 student interview respondents who were potential FTBs but were not classified as FTBs during interview	3,250	2,590	660
NPSAS:04 student interview respondents who were potential FTBs but were not classified as FTBs during interview	260	210	60
NPSAS:04 student interview nonrespondents	30	10	20
Study nonrespondents	10	#	10

† Not applicable.

# Rounds to zero.

<sup>1</sup> Students were classified as exclusions if they were deceased, incarcerated, unavailable, etc. Students who were predicted to be ineligible in the modeling were also classified as exclusions.

<sup>2</sup> These sample members were determined to be ineligible according to information received from the Central Processing System (CPS), National Student Loan Data System (NSLDS), National Student Clearinghouse (NSC), which indicated postsecondary enrollment prior to July 1, 2003.

NOTE: Detail may not sum to totals because of rounding. BPS = Beginning Postsecondary Students Longitudinal Study.

FTB = first-time beginner. NPSAS = National Postsecondary Student Aid Study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) and 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

## Perturbation

To protect the confidentiality of NCES data that contain information about specific individuals, BPS:04/06 data were subject to perturbation procedures to minimize disclosure risk. Perturbation procedures, which have been approved by the NCES Disclosure Review Board, preserve the central tendency estimates but may result in slight increases in nonsampling errors.

## Imputation

All variables with missing data used in this report as well as those included in the related Data Analysis System (DAS) have been imputed. Item response rates were high for most of the items in the BPS:04/06 interview. However, BPS:04/06 nonrespondents who were determined to be eligible for BPS:04/06 required imputation of their BPS:04/06 data. BPS:04/06 sample members who were NPSAS:04 study nonrespondents also required imputation for NPSAS data.

The following groups of students and types of items were imputed:

- NPSAS:04 derived variables were imputed for the NPSAS:04 nonrespondents who were in the BPS:04/06 sample.

- Students who were not FTBs based on NPSAS:04 interview data but were determined to be FTBs in BPS:04/06 received imputed data for NPSAS:04 interview items that were administered only to FTBs (e.g., attitudes, experiences, plans).
- Scholastic Assessment Test (SAT)/ACT test scores, high school mathematics courses, and other high school courses and grades were obtained from a merge with the ACT and SAT files. Information on mathematics courses was also obtained in the BPS interview. Values were imputed for any without this information.
- BPS:04/06 first follow-up interview data were imputed for cases with completed interviews with some missing items, abbreviated interviews with some missing sections, and cases who did not have a BPS interview.

The imputation procedures employed a two-step process. First, the matching criteria and imputation classes that were used to stratify the dataset were identified such that all imputation was processed independently within each class. Second, the weighted sequential hot-deck process was implemented,<sup>6</sup> whereby missing data were replaced with valid data from donor records that match the recipients with respect to the matching criteria.

Variables requiring imputation were not imputed simultaneously. Basic demographic variables were imputed first. Then, variables with increasing levels of missing data were imputed using previously imputed variables in the determination of optimal matching criteria. The order in which variables were imputed was also determined to some extent by the substantive nature of the variables. For example, basic demographics (such as age) were imputed first, and these were used to process education variables (such as student level and enrollment intensity) that, in turn, were used to impute the financial aid variables (such as aid receipt and loan amounts).

For variables with less than 5 percent missing data, the variables used for matching criteria were selected based on prior knowledge about the dataset and the known relationships between variables. For example, in almost all cases, the student's age and enrollment intensity (full-time/part-time status) were used as matching variables in the imputation process. Variables with less than 5 percent missing were those, such as student demographic characteristics, that were obtained from the sampling frame or other records such as CPS and also variables from NPSAS:04 that were available for all of the BPS cohort except the NPSAS:04 CATI nonrespondents.

The variables were imputed using the combined file of BPS:04/06 interview respondents and nonrespondents. For variables with more than 5 percent missing data, a statistical process called Classification and Regression Tree (CART) was used to identify the matching criteria that were most closely related to the variable being imputed. CART (Breiman et al. 1984) is similar

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<sup>6</sup> The term "hot deck" refers to the fact that the set of potential donors changes for each recipient. In contrast, cold deck imputation defines one static set of donors for all recipients. In all such imputation schemes the selection of the donor from the entire deck is a random process.

to Chi-Square Automatic Interaction Detection (CHAID) (Kass 1980), which was used for the imputation procedures in NPSAS:04. CART, however, is a nonparametric approach to forming imputation classes. This step produced a number of imputation classes that contain sets of donors used to impute recipients belonging to that class. Most of the variables derived from the BPS:04/06 interview had more than 5 percent missing because interview nonrespondents were included in the imputation.

Next, the imputation classes were used as input to a SAS macro that implemented the weighted sequential hot-deck procedure. Additionally, data were sorted within each imputation class to increase the chance of obtaining a close match between donor and recipient. The hot-deck process was sequential in that the search for donors occurred sequentially, starting with the recipient and progressing up and down the sorted file to find the set of eligible donors from which a random selection of one was made. The process was weighted because it incorporated the sample weight of each record in the search and selection routine.<sup>7</sup>

In some cases, further intervention was needed to ensure accuracy and consistency of imputation, as determined by preexisting edit rules. For example, to impute the level of parents' education when it was known that the parents had some college but the specific education level was unknown, the potential pool of donors was limited to those with at least some college education to prevent imputing parents' education level as less-than-college.

## **Weighting**

All estimates in this report are weighted to represent the target population described in the sample design section. The weights compensate for the unequal probability of selection of institutions and students in the NPSAS:04 sample. The weights also adjust for multiplicity at the institution and student levels<sup>8</sup> and unknown student eligibility for NPSAS. Because the students in the BPS:04/06 sample are a subset of the NPSAS:04 sample, the BPS weights were derived from the NPSAS weights. The BPS:04/06 base weight is the product of the first eight NPSAS weight components given in table B-6. The weight for the subsample of NPSAS CATI nonrespondents who were included in the BPS:04/06 data collection was adjusted by the inverse of the subsampling fraction. The BPS:04/06 weights were then trimmed and smoothed within the original NPSAS:04 institution and student strata to reduce the unequal weighting. Finally,

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<sup>7</sup> For further details, see Cox (1980) and Iannacchione (1982).

<sup>8</sup> After the 2004 National Postsecondary Student Aid Study (NPSAS:04) institution sample selection, it was determined that in some cases either (1) an institution had merged with another institution, or (2) student enrollment lists for two or more campuses were submitted as one combined student list. In these instances, the institution weights were adjusted for the joint probability of selection. Likewise, students who attended more than one institution during the NPSAS year also had multiple chances of selection. If it was determined from any source (the student interview, or the student loan files [Pell or Stafford]) that a student had attended more than one institution, then the student's weight was adjusted to account for multiple chances of selection.

poststratification was used to adjust the BPS:04/06 weights so that they matched NPSAS:04 weight sums and known population enrollment and aid totals. All of the weight components, including the probabilities of selection and adjustments, are summarized in table B-6. The weight variable for the student analysis weight is BPS06WT.

The weights were not adjusted for BPS:04/06, nonresponse because the BPS:04/06 data file contains BPS:04/06 nonrespondents with imputed data as well as BPS:04/06 respondents. Logistic regression models for predicting BPS:04/06 eligibility were developed using the BPS:04/06 respondents and the variables available for the BPS:04/06 frame construction; these models were then used to predict eligibility for the BPS:04/06 nonrespondents. The BPS:04/06 nonrespondents predicted to be eligible were included on the data file with imputed data.

**Table B-6. Summary of BPS:04/06 weight components: 2006**

Weight component	Purpose
Institution sampling weight	Account for the institution's probability of selection
Institution multiplicity adjustment	Adjust the weights for institutions that had multiple chances of selection
Institution poststratification adjustment	Adjust the institution weights to match population enrollment totals to ensure population coverage
Institution nonresponse adjustment	Adjust the weights to compensate for nonresponding institutions
Student sampling weight	Account for the student's probability of selection
Student subsampling weight	Account for the subsampling of students on paper lists
Student multiplicity adjustment	Adjust the weights for students who attended more than one institution
Student unknown eligibility adjustment	Adjust the weights of nonresponding NPSAS students with unknown eligibility
Student subsampling adjustment	Adjust the weights of the subset of NPSAS CATI nonrespondents who were included in the BPS:04/06 sample
Student trimming and smoothing adjustment	Adjust the weights for outliers, to reduce the design effect due to unequal weighting
Student poststratification adjustment	Adjust the student weights to match known population enrollment and aid totals to ensure population coverage

NOTE: CATI = computer-assisted telephone interview. NPSAS = National Postsecondary Student Aid Study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) and 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

## Quality of Estimates

### *Unit Response Rates and Bias Analysis*

The bias in an estimated mean based on respondents,  $\bar{y}_R$ , is the difference between this mean and the target parameter,  $\pi$  (i.e., the mean that would be estimated if a complete census of the target population was conducted and everyone responded). This bias can be expressed as follows:

$$B(\bar{y}_R) = \bar{y}_R - \pi$$

The estimated mean based on nonrespondents,  $\bar{y}_{NR}$ , can be computed if data for the particular variable are available for most of the nonrespondents. The true target parameter,  $\pi$ , can be estimated for these variables as follows:

$$\hat{\pi} = (1 - \eta)\bar{y}_R + \eta\bar{y}_{NR},$$

where  $\eta$  is the weighted unit (or item) nonresponse rate. For the variables that are from the frame, rather than from the sample,  $\pi$  can be estimated without sampling error. The bias can then be estimated as follows:

$$\hat{B}(\bar{y}_R) = \bar{y}_R - \hat{\pi}$$

or equivalently:

$$\hat{B}(\bar{y}_R) = \eta(\bar{y}_R - \bar{y}_{NR}).$$

This formula shows that the estimate of the nonresponse bias is the difference between the mean for respondents and nonrespondents multiplied by the weighted nonresponse rate. Nonresponse bias could come from a variety of sources, including failure of the institution to provide lists for NPSAS:04, student nonresponse to BPS:04/06, and item nonresponse to the BPS:04/06 interview.

### ***Institution-Level Bias Analysis***

An institution respondent is defined as any sample institution for which

- a student list was received that was sufficient for selecting a sample; or
- a sample of students was selected from an NSLDS file of Stafford loan and Pell grant recipients in cases where such a student file was believed to include at least 85 percent of the student population.

Of the 1,630 eligible NPSAS:04 sample institutions, 1,360 were respondents (84 unweighted percent and 80 weighted percent). The institution weighted response rate is also below 85 percent for six of the nine types of institutions. The weighted response rates by type of institution range from 70 percent for public 4-year non-doctorate-granting institutions to 93 percent for private not-for-profit less-than-4-year institutions.

A nonresponse bias analysis was conducted for all institutions and for the six types of institutions with a weighted response rate below 85 percent. The nonresponse bias was estimated

for variables known (i.e., non-missing) for most respondents and nonrespondents. Extensive data from IPEDS are available for all institutions. The following variables were used:<sup>9</sup>

- type of institution;<sup>10</sup>
- Carnegie classification;
- degree of urbanization;
- Bureau of Economic Analysis Code (OBE) region;
- historically Black college or university indicator;
- percentage of students receiving federal grant aid;
- percentage of students receiving state/local grant aid;
- percentage of students receiving institutional grant aid;
- percentage of students receiving student loan aid;
- percentage of students enrolled: Hispanic;
- percentage of students enrolled: Asian or Pacific Islander;
- percentage of students enrolled: Black, non-Hispanic;
- total undergraduate enrollment;
- male undergraduate enrollment;
- female undergraduate enrollment;
- total graduate/first-professional enrollment;
- male graduate/first-professional enrollment; and
- female graduate/first-professional enrollment.

First, for the institution-level variables listed above, the nonresponse bias was estimated and tested to determine if the bias was significant at the 5 percent level. Second, nonresponse adjustments were computed, and the variables listed above were included in the nonresponse models. The nonresponse adjustments (see the weighting section of this appendix) were designed to significantly reduce or eliminate nonresponse bias for variables included in the models. Third, after the weights were computed, any remaining bias was estimated for the variables listed above, and statistical tests were performed to check the remaining significant nonresponse bias.

As shown in table B-7, the institution weighting adjustments eliminated some, but not all, bias. For all types of institutions combined, about 6 percent of the variables showed statistically

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<sup>9</sup> For the continuous variables, categories were formed based on quartiles or logical breaks.

<sup>10</sup> Type of institution was used only in the nonresponse bias analysis for all institutions.



significant bias due to institution nonresponse prior to the nonresponse adjustment; the variables with significant bias were type of institution, degree of urbanization, OBE region, and graduate/first-professional enrollment. After the nonresponse weight adjustment, none of these variables had statistically significant bias.

**Table B-7. Summary of institution nonresponse bias analysis for all institutions, by type of institution: 2006**

Type of institution <sup>1</sup>	Before weight adjustments			After weight adjustments		
	Mean estimated relative bias	Median estimated relative bias	Percent significant bias	Mean estimated relative bias	Median estimated relative bias	Percent significant bias
All institutions	0.10	0.05	5.61	0.13	0.05	#
Public less-than-2-year	0.24	0.17	6.35	0.32	0.29	#
Public 2-year	0.14	0.08	6.85	0.24	0.12	#
Public 4-year non-doctorate-granting	0.20	0.14	10.84	0.25	0.23	2.41
Private not-for-profit 4-year non-doctorate-granting	0.10	0.06	2.22	0.18	0.09	1.11
Private not-for-profit 4-year doctorate-granting	0.19	0.06	#	0.22	0.10	#
Private for-profit less-than-2-year	0.12	0.07	4.48	0.22	0.19	1.49

# Rounds to zero.

<sup>1</sup> Type of institution based on data from the sampling frame, which was formed from the 2000–01 and 2001–02 Integrated Postsecondary Education Data System (IPEDS).

NOTE: Nonresponse bias analysis was conducted for all institutions and the six types of institutions with a weighted response rate less than 85 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

The results varied by type of institution. Before weighting for public less-than-2-year institutions, and public 2-year institutions, 6 percent and 7 percent, respectively, of the variable categories were significantly biased. Variables<sup>11</sup> with statistically significant bias before weight adjustment for these types of institutions were percentage of students enrolled who are Black non-Hispanic, OBE region, and percentage receiving institutional grant aid. After the weighting adjustment, no significant bias remained for the variables analyzed for these types of institutions. None of the variables showed statistically significant bias either before or after the nonresponse adjustment for the private not-for-profit 4-year non-doctorate-granting institutions.

For the other types of institutions, the percentage of variable categories with significant bias decreased after weight adjustments, but was not completely eliminated. For public 4-year non-doctorate-granting institutions, variables with statistically significant bias prior to the nonresponse adjustment were whether the institution is a historically Black college or institution, total undergraduate enrollment, total graduate/first-professional enrollment, male graduate/first-professional enrollment, and female graduate/first-professional enrollment; after the nonresponse

<sup>11</sup> The variables listed all have 30 or more respondents.

adjustment, the bias was reduced for all of the variables but was still statistically significant for total graduate/first-professional enrollment and female graduate/first-professional enrollment.

For private not-for-profit 4-year non-doctorate-granting institutions, OBE region had statistically significant bias prior to nonresponse adjustment, but this bias was reduced and was no longer statistically significant after nonresponse adjustment; one level of variable for this type of institution, the percentage receiving student loan aid, had statistically significant bias after the nonresponse adjustment, but was not statistically significant before the adjustment.

For private for-profit less-than-2-year institutions, the percentage receiving student loan and total undergraduate enrollment showed statistically significant biases prior to the nonresponse weight adjustment; after the adjustment, bias for the total undergraduate enrollment was reduced and no longer significant, but the bias for the percentage receiving student loans was still statistically significant.

In summary, significant bias was reduced for the variables known for most respondents and nonrespondents, which are considered to be some of the more analytically important variables and are correlated with many of the other variables. Further details of the institution-level bias analysis can be found in the *2004 National Postsecondary Student Aid Study (NPSAS:04) Full-Scale Methodology Report* (Cominole et al. 2006).

### ***Student-Level Bias Analysis***

As mentioned in the sample design section above, a student respondent was defined as any sample member who was determined to be eligible for the study and had valid data for a selected set of key analytical variables. The BPS:04/06 analysis file contains all eligible sample members. Nonrespondents to the BPS:04/06 interview appear on the analysis file with imputed data.

Of the 18,640 eligible sample students, 14,900 responded, resulting in an unweighted response rate of 80 percent and a weighted response rate of 77 percent. Since these rates are less than 85 percent, a nonresponse bias analysis was conducted. The nonresponse bias was estimated for variables known for most respondents and nonrespondents. Some of these variables were known for all sample members, and the remaining were only known for federally aided students. These variables are included on the DAS and are listed below.

For all sample members, variables include

- type of institution;
- region;

- institution total enrollment;
- CPS match (yes/no);
- Pell grant recipient (yes/no); and
- Stafford loan recipient (yes/no).

For federally aided students, variables include

- Pell grant amount; and
- Stafford loan amount.

The nonresponse bias was estimated for the above variables, and tested (adjusting for multiple comparisons) to determine if the bias was significant at the 5 percent level. This bias analysis was conducted for the entire sample and for each of the institutional strata. As shown in table B-8 for the entire sample, the bias was significant for many of these variables; almost half of the categories had significant bias. However, the relative bias was generally very small; for 7 of the 18 significant variables the relative bias was less than 5 percent, and for another 5 the relative bias was less than 10 percent. This analysis looks at the difference between respondents and nonrespondents. However, a separate weight adjustment for unit nonresponse was not made, because the data file contains both respondents and nonrespondents (with imputed data). As a result, the bias after nonresponse adjustment was not compared or evaluated. Because all of the nonrespondents were included in the data file, there was no nonresponse bias for the variables listed in table B-8. As noted earlier, the variables used in this analysis were known for almost all of the sample members (respondents as well as nonrespondents). Only the Pell amount and Stafford amount variables had any missing values. Of the 18,640 eligible students in BPS:04/06, the Pell amount variable was missing for 27 students and was imputed during NPSAS:04 for 40 students. The Stafford amount variable was missing for 27 students and was imputed during NPSAS:04 for 87 students.

**Table B-8. Comparison of BPS:04/06 respondents and nonrespondents, by characteristics: 2006**

Characteristic	Unweighted respondents	Unweighted non-respondents	Respondent weighted percentage	Nonrespondent weighted percentage	Estimated bias	Percent relative bias	Significant
Type of institution <sup>1</sup>							
Public, less-than-2-year	420	120	1.27	1.26	0.0035	0.3	N
Public, 2-year	4,830	1,510	41.04	48.98	-1.8090	-4.2	Y
Public, 4-year, non-doctorate-granting	1,350	280	9.93	7.50	0.5545	5.9	Y
Public, 4-year, doctorate-granting	2,720	430	18.29	11.68	1.5057	9.0	Y
Private not-for-profit, less-than-4 year	400	130	1.06	1.03	0.0065	0.6	N
Private not-for-profit, 4-year, non-doctorate-granting	1,870	260	9.44	5.28	0.9455	11.1	Y
Private not-for-profit, 4-year, doctorate-granting	1,480	210	5.83	3.14	0.6119	11.7	Y
Private for-profit, less-than-2-year	1,000	460	6.10	9.95	-0.8768	-12.6	Y
Private for-profit, 2-year-or-more	820	340	7.04	11.18	-0.9418	-11.8	Y
Bureau of Economic Analysis Code (OBE) Region							
New England (CT, ME, MA, NH, RI, VT)	980	230	5.16	4.93	0.0524	1.0	N
Mid East (DE, DC, MD, NJ, NY, PA)	2,370	580	14.29	14.24	0.0120	0.1	N
Great Lakes (IL, IN, MI, OH, WI)	2,320	540	16.65	15.22	0.3268	2.0	N
Plains (IA, KS, MN, MO, NE, ND, SD)	1,600	300	7.60	5.90	0.3866	5.4	Y
Southwest (AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV)	3,550	890	23.83	22.41	0.3214	1.4	N
Southwest (AZ, NM, OK, TX)	1,480	540	11.62	16.64	-1.1433	-9.0	Y
Rocky Mountains (CO, ID, MT, UT, WY)	530	110	3.90	3.21	0.1568	4.2	N
Far West (AK, CA, HI, NV, OR, WA)	1,830	530	15.51	17.02	-0.3440	-2.2	N
Outlying areas (PR)	250	20	1.44	0.43	0.2312	19.1	Y
CPS record available							
Yes	11090	2670	68.57	65.06	0.7991	1.2	Y
No	3810	1070	31.43	34.94	-0.7991	-2.5	Y
Applied for federal aid							
Yes	11,800	2,890	73.56	71.15	0.5479	0.8	N
No	3,100	850	26.44	28.64	-0.5010	-1.9	N
Unknown	#	#	#	0.21	-0.0468	-100.0	N

See notes at end of table.

**Table B-8. Comparison of BPS:04/06 respondents and nonrespondents, by characteristics: 2006—Continued**

Characteristic	Unweighted respondents	Unweighted non-respondents	Respondent weighted percentage	Nonrespondent weighted percentage	Estimated bias	Percent relative bias	Significant
Pell grant status							
Received	5,490	1,630	33.76	38.99	-1.1903	-3.4	Y
Did not receive	9,410	2,110	66.19	60.96	1.1899	1.8	Y
Unknown	10	#	0.05	0.04	0.0004	0.8	N
Total Pell amount received in dollars							
\$0–1,550	10,770	2,570	75.18	72.85	0.5296	0.7	N
\$1,551–2,700	1,480	470	8.80	10.21	-0.3213	-3.5	N
\$2,701 or more	2,650	710	16.03	16.94	-0.2083	-1.3	N
Stafford Loan status							
Received	6,040	1,510	35.51	35.06	0.1043	0.3	N
Did not receive	8,860	2,230	64.45	64.92	-0.1074	-0.2	N
Unknown	10	10	0.04	0.03	0.0031	8.1	N
Total Stafford amount received in dollars							
\$0–2,625	13,120	3,070	88.68	83.26	1.2348	1.4	Y
\$2,626–4,125	410	170	3.32	5.52	-0.5018	-13.1	Y
\$4,126 or more	1,380	500	8.00	11.22	-0.7330	-8.4	Y
Institution undergraduate enrollment							
0–1,827	3,540	1,090	19.75	23.48	-0.8473	-4.1	Y
1,828–6,694	3,800	840	23.18	20.67	0.5712	2.5	N
6,695–16,556	3,710	920	27.10	27.59	-0.1113	-0.4	N
16,557 or more	3,770	850	29.61	27.54	0.4727	1.6	N
Unknown	90	40	0.35	0.73	-0.0852	-19.5	N

# Rounds to zero.

<sup>1</sup>Type of institution is based on data from the sampling frame, which was formed from the 2000–01 and 2001–02 Integrated Postsecondary Education Data System (IPEDS).

NOTE: Detail may not sum to totals because of rounding. CPS = central processing system.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

Table B-9 summarizes the bias analysis for each institution type. For the total BPS:04 cohort, approximately 45 percent of the variables examined in table B-9 had statistically significant bias, but the mean and median relative bias was low: less than 3 percent. The percentage of variables with statistically significant bias varied from 0 to 22 percent, by type of institution. The public less-than-2-year institutions and public 4-year doctorate-granting institutions had the largest percentage of variables with significant bias due to student nonresponse; however, the mean relative bias was less than 5 percent for these categories. As noted earlier, all respondents and nonrespondents are included on the BPS:04/06 data file, which eliminates bias due to student nonresponse.

**Table B-9. Summary of student nonresponse bias for all students, by type of institution: 2006**

Type of institution <sup>1</sup>	Mean estimated percent relative bias	Median estimated percent relative bias	Percent significant bias
Total	-2.65	0.46	45.00
Public, less-than-2-year	-3.59	0.00	21.43
Public, 2-year	-3.02	0.00	0.00
Public, 4-year, non-doctorate-granting	-8.78	-0.02	6.67
Public, 4-year, doctorate-granting	-4.52	-0.30	20.69
Private not-for-profit, less-than-4 year	-8.27	-1.41	0.00
Private not-for-profit, 4-year, non-doctorate-granting	-12.51	0.16	6.25
Private not-for-profit, 4-year, doctorate-granting	-0.78	0.00	3.33
Private for-profit, less-than-2-year	-0.50	0.15	3.45
Private for-profit, 2-year-or-more	-6.96	0.20	0.00

<sup>1</sup> Type of institution is based on data from the sampling frame, which was formed from the 2000–01 and 2001–02 Integrated Postsecondary Education Data System (IPEDS).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

### ***Item-Level Bias Analysis***

Another analysis examined the items with response rates less than 85 percent among respondents. Item response rates (*RRI*) are calculated as the ratio of the number of respondents for whom an in-scope response was obtained ( $I^x$  for item  $x$ ) to the number of respondents who are asked to answer that item. The number asked to answer an item is the number of unit-level respondents ( $I$ ) minus the number of respondents with a valid skip item for item  $x$  ( $V^x$ ). When an abbreviated questionnaire is used to convert refusals, the eliminated questions are treated as item nonresponse (U.S. Department of Education 2003).

$$RRI^x = I^x / (I - V^x)$$

A student is defined to be an item respondent for an analytic variable if that student has data for that variable from any source, including logical edits.

Table B-10 shows the weighted item nonresponse rates for all items presented in the Descriptive Report with weighted item nonresponse rates greater than 15 percent. A more detailed bias analysis of items in the BPS:04/06 interview was conducted for the *2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) Methodology Report* (Cominole et al. 2007) (hereinafter referred to as *BPS:04/06 Methodology Report*). For additional information on item nonresponse and bias analysis refer to the *BPS:04/06 Methodology Report*.

**Table B-10. Item-level nonresponse for variables included in the Descriptive Report with greater than 15 percent item nonresponse: 2006**

Variable	Variable label	Weighted percent nonresponse	Number of cases eligible to respond to item
CINCMPO6	Ever received an incomplete 2006	16.0	12,810
CRPT06	Ever repeat course for higher grade 2006	15.7	12,810
HCGPAREP	Grade point average in high school	41.5	12,410
JOBCAR06	Job 2006: related to career goals	16.1	2,910
JOBFST06	Job 2006: first job after leaving school	15.8	2,910
JOBRCT06	Job 2006: required certificate	17.5	2,910
JOBRLC06	Job 2006: required license	17.5	2,910
JOBRLM06	Job 2006: related to major	36.2	2,590
JOBSIM06	Job 2006: same or similar job while enrolled	16.0	2,910
JOBTRN06	Job 2006: attained through training	16.1	2,910
RLV04A <sup>1</sup>	Reason left 2004: academic problems	92.5	2,090
RLV04B <sup>1</sup>	Reason left 2004: scheduling problems	92.5	2,090
RLV04C <sup>1</sup>	Reason left 2004: not satisfied	92.5	2,090
RLV04D <sup>1</sup>	Reason left 2004: financial reasons	92.5	2,090
RLV04E <sup>1</sup>	Reason left 2004: family responsibilities	92.5	2,090
RLV04F <sup>1</sup>	Reason left 2004: personal reasons	92.5	2,090
RLV04G <sup>1</sup>	Reason left 2004: finished classes	92.5	2,090
RLV04X <sup>1</sup>	Reason left 2004: other reasons	92.5	2,090
RTR04A <sup>1</sup>	Transfer reason 2004: academic problems	35.2	6,230
RTR04B <sup>1</sup>	Transfer reason 2004: scheduling problems	35.2	6,230
RTR04C <sup>1</sup>	Transfer reason 2004: not satisfied	35.2	6,230
RTR04D <sup>1</sup>	Transfer reason 2004: financial reasons	35.2	6,230
RTR04E <sup>1</sup>	Transfer reason 2004: family responsibilities	35.2	6,230
RTR04F <sup>1</sup>	Transfer reason 2004: personal reasons	35.2	6,230
RTR04G <sup>1</sup>	Transfer reason 2004: finished classes	35.2	6,230
RTR04J <sup>1</sup>	Transfer reason 2004: pursue bachelor's degree	35.2	6,230
RTR04X <sup>1</sup>	Transfer reason 2004: other reason	35.2	6,230

<sup>1</sup> This item was collected during the base-year study (NPSAS:04).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) and 2004 National Postsecondary Student Aid Study (NPSAS:04).

A byproduct of the imputation (described in the imputation section of this appendix) is the reduction or elimination of item-level nonresponse bias. Imputation reduces or eliminates nonresponse bias by replacing missing data with statistically reasonable values. Missing data and the associated nonresponse bias for variables such as other grants, dependent student income, and independent student income are usually non-ignorable (i.e., the respondents' distribution patterns differ from those in the full population). Therefore, replacing missing data with reasonable values produces imputed sample distributions that resemble full population distributions, thus reducing, if not eliminating, nonresponse bias. The use of carefully constructed imputation classes, donor-imputee matching criteria, and random hot-deck searches within imputation cells are all designed to ensure that imputed data are reasonable and that the nonresponse bias is ignorable within the imputation classes. The effectiveness of imputation implemented to reduce item nonresponse bias was presented in the *BPS:04/06 Methodology Report*.

## Standard Errors

To facilitate computation of standard errors for both linear and nonlinear statistics, a vector of bootstrap sample weights was added to the analysis file. These weights are zero for units not selected in a particular bootstrap sample; weights for other units are inflated for the bootstrap subsampling. The initial analytic weights for the complete sample are also included for the purposes of computing the desired estimates. The vector of replicate weights allows for computing additional estimates for the sole purpose of estimating a variance. Assuming  $B$  sets of replicate weights, the variance of any estimate,  $\hat{\theta}$ , can be estimated by replicating the estimation procedure for each replicate and computing a simple variance of the replicate estimates (i.e.,

$$Var(\hat{\theta}) = \frac{\sum_{b=1}^B (\hat{\theta}_b^* - \hat{\theta})^2}{B}$$

where  $\hat{\theta}_b^*$  is the estimate based on the  $b$ -th replicate weight [where  $b = 1$  to the number of replicates] and  $B$  is the total number of sets of replicate weights. A total of  $B = 200$  replicates are used for BPS:04/06. Once the replicate weights are provided, this estimate can be produced by most survey software packages (e.g., SUDAAN).

The replicate weights were produced using a methodology and computer software developed by Kaufman (2004). This methodology allows for finite population correction factors at two stages of sampling. The NPSAS and BPS:04/06 application of the method incorporated the finite population correction factor at the first stage only where sampling fractions were



generally high. At the second stage, where the sampling fraction was generally low, the finite population correction factor was set to 1.00.

## Cautions for Analysts

### *Sources of Error*

The estimates in this report are subject to sampling and nonsampling errors. Nonsampling errors are due to a number of sources, including but not limited to nonresponse, coding and data entry errors, misspecification of composite variables, and inaccurate imputations. In a study like BPS:04/06, there are multiple sources of data for some variables (CPS, CADE, Student Interview, etc.) and reporting differences can occur in each. Data swapping and other forms of perturbation, implemented to protect respondent confidentiality, can also lead to inconsistencies.

Sampling errors exist in all sample-based datasets, including BPS:04/06. Estimates calculated from a sample will differ from estimates calculated from other samples even if all the samples used the same sample design and methods.

The standard error is a measure of the precision of the estimate. In this tabulation, each estimate's standard error was calculated using bootstrap replication procedures and can be produced using the BPS DAS software. Standard errors for table 1.3 are presented in table B-11.

**Table B-11. Standard errors for table 1.3: Percentage distribution of beginning postsecondary students' degree plans at their first institution, by student and institutional characteristics: 2003–04**

Student and institutional characteristics	None	Certificate	Associate's degree	Bachelor's degree
Total	0.63	0.43	0.79	0.69
Type of first institution				
4-year				
Public	0.45	0.22	0.80	1.01
Private not-for-profit	0.51	0.36	1.85	2.03
Private for-profit	0.34	1.01	8.31	8.59
2-year				
Public	1.30	0.59	1.55	1.08
Private not-for-profit	2.31	4.71	5.66	4.22
Private for-profit	1.37	6.89	8.15	1.46

See notes at end of table.

**Table B-11. Standard errors for table 1.3: Percentage distribution of beginning postsecondary students' degree plans at their first institution, by student and institutional characteristics: 2003–04—Continued**

Student and institutional characteristics	None	Certificate	Associate's degree	Bachelor's degree
Less-than-2-year				
Public	0.32	2.22	2.17	0.46
Private for-profit	0.32	0.91	0.84	0.30
Level of first institution				
4-year	0.33	0.19	1.33	1.34
2-year	1.22	0.83	1.59	0.98
Less-than-2-year	0.26	0.84	0.79	0.27
Control of first institution				
Public	0.85	0.37	0.92	0.85
Private not-for-profit	0.50	0.46	1.77	1.90
Private for-profit	0.47	2.37	3.04	2.02
Enrollment intensity through 2006				
Always full-time	0.45	0.60	0.98	0.80
Mixed	0.96	0.63	1.22	1.06
Always part-time	2.07	1.04	2.04	0.91
Gender				
Male	0.85	0.71	1.37	0.97
Female	0.63	0.56	0.89	0.93
Age first year enrolled				
18 years or younger	0.69	0.37	1.22	0.99
19 years	0.90	0.55	1.24	1.21
20–23 years	1.12	1.45	2.11	1.56
24–29 years	1.32	1.69	2.56	1.45
30 or older	1.66	1.39	2.05	1.28
Race/ethnicity				
White	0.82	0.56	1.16	1.07
Black	0.65	1.29	2.24	2.25
Hispanic	1.31	1.49	1.74	1.53
Asian/Pacific Islander	2.03	1.24	3.06	2.68
American Indian	3.26	4.32	9.33	6.25
Multiple races/other	1.65	1.62	3.28	2.57
Dependency status first year				
Dependent	0.64	0.34	0.94	0.80
Independent	0.97	0.97	1.44	0.91
Unmarried, no dependents	1.36	1.52	2.56	1.91
Single parent	1.29	1.71	2.24	1.22
Married	1.75	1.33	2.05	1.32

See notes at end of table.

**Table B-11. Standard errors for table 1.3: Percentage distribution of beginning postsecondary students' degree plans at their first institution, by student and institutional characteristics: 2003–04—Continued**

Student and institutional characteristics	None	Certificate	Associate's degree	Bachelor's degree
Highest education of parents				
High school or less	0.88	0.83	1.19	0.98
Some postsecondary	0.81	0.73	1.54	1.21
Bachelor's degree or higher	0.76	0.40	0.92	0.96
Dependent student family income				
Less than \$32,000	0.69	0.93	1.27	1.21
\$32,000–59,999	0.92	0.56	1.34	1.32
\$60,000–91,999	1.02	0.51	1.98	1.66
\$92,000 or more	0.94	0.53	1.12	1.28
Admissions test taken (ACT/SAT)				
Did not take tests	1.29	1.37	1.66	1.18
Took tests	0.56	0.29	0.95	0.84
Admissions test scores (ACT/SAT)				
Lowest	0.86	0.77	1.73	1.71
Low middle	1.01	0.46	1.66	1.58
High middle	0.95	0.41	2.06	1.79
Highest	0.61	0.41	0.95	1.06
Highest level of high school mathematics				
Below Algebra II	1.37	1.01	1.93	1.40
Algebra II	0.94	0.77	1.61	1.25
Trigonometry	0.75	0.69	1.34	1.33
Pre-calculus	0.83	0.47	1.22	1.34
Calculus	0.70	0.44	1.04	1.16
Federal Pell Grant received in first year				
Dependent Pell Grant recipients	0.50	0.82	1.23	1.11
Independent Pell Grant recipients	0.66	1.65	2.16	1.27

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

### ***Comparing BPS:04/06 Estimates to Prior BPS Estimates***

Comparison of results with prior rounds of BPS requires compensation for three changes in the design of the base-year NPSAS survey over time and also for a change in how nonrespondents are handled in the BPS:04/06 data file.

First, prior to NPSAS:04, institutions that only offered correspondence courses were not eligible for the NPSAS. NPSAS:04 included such institutions if they were eligible to distribute Title IV student aid.

Second, for NPSAS:2000, the survey was restricted for the first time to institutions participating in Title IV student aid programs. According to the DAS for NPSAS:96, only about 1 percent of the sampled undergraduates were attending an institution not eligible to participate in Title IV aid programs. When students attending non-Title IV-eligible institutions were excluded from the NPSAS:96 sample, the percentage of undergraduates who received financial aid increased by less than 1 percent. This small change primarily affects comparisons of students enrolled in less-than-2-year and private for-profit institutions. When using the DAS from prior BPS studies for comparison to the BPS:04 cohort, analysts may want to filter cases in the prior studies (BPS:90 cohort, BPS:96 cohort) based on the variable that identifies whether the student was sampled from an institution that was eligible to participate in Title IV aid programs (T4ELIG).

Finally, a design change in the NPSAS was made, beginning with NPSAS:90, to improve full-year estimates. NPSAS:90 sampled students were enrolled at four discrete points in time: summer (August), fall (October), winter (February), and spring (June). Since implementation of NPSAS in 1993, institutions have been asked to provide one list that represents students enrolled at any time during the respective financial aid award year. In NPSAS:90, those students who were initially sampled in the fall could have been enrolled for the full academic year.

The BPS:04/06 also differs from prior rounds of BPS in that the BPS:04/06 dataset contains data items and a positive analysis weight for all sample members who were determined to be eligible; this includes nonrespondents as well as respondents to the BPS:04/06 data collection. Nonrespondents to the interview appear on the data file with imputed data for all variables. In previous rounds of BPS, the nonrespondents appeared on the file but did not have data items and had a value of zero for the analysis weight.

### ***Additional Notes on the Accuracy of Estimates***

RTI conducted a bias analysis to determine if any variables were significantly biased due to institutional- and student-level nonresponse. Several variables were found to have significant bias before weighting. The weighting procedures appear to have reduced the amount of significant bias for these variables. Additional information on the nonresponse bias analysis and weighting procedures can be found in the quality of estimates and weighting sections of this appendix.

## Data Analysis System

The estimates presented in the report were produced using the BPS:04/06 Data Analysis System (DAS), a web-based software application that enables users to generate tables for most of the postsecondary surveys conducted by NCES. The DAS produces the design-adjusted standard errors necessary for testing the statistical significance of differences in the estimates. The DAS also contains a detailed description of how each variable was created, and includes question wording for items coming directly from an interview.

With the DAS, users can replicate or expand upon the tables presented in this report. The output from the DAS includes the table estimates (e.g., percentages or means), the proper standard errors,<sup>12</sup> and weighted sample sizes for the estimates. If the number of valid cases is too small to produce a reliable estimate (fewer than 30 cases), the DAS prints the message “low-N” instead of the estimate.

In addition to tables, DAS users may conduct covariance analyses, either with Weighted Least Squares or Logistic regressions. Many options are available for output with the regression results. For example, a Winsor filter can be used to eliminate cases with extreme values by deleting a certain percentage of cases from the top and bottom of the range. For a description of all the options available, users should access the DAS website: <http://nces.ed.gov/dasolv2>. If users are new to the DAS, the DAS Help Center provides online tutorials offering step-by-step instructions in how to use all the functions of the DAS: <http://nces.ed.gov/dasol/help>.

The DAS can be accessed electronically at <http://nces.ed.gov/>. For more information, contact:

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<sup>12</sup> The BPS samples are not simple random samples; therefore, simple random sample techniques for estimating sampling error cannot be applied to these data. The DAS takes into account the complexity of the sampling procedures and calculates standard errors appropriate for such samples. The method for computing sampling errors used by the DAS involves approximating the estimator by replication of the sampled population. The procedure used is a bootstrap technique.

## Statistical Procedures

### *Differences Between Means*

The descriptive comparisons were tested in this Descriptive Report using students'  $t$  statistic. Differences between estimates are tested against the probability of a Type I error,<sup>13</sup> or significance level. The significance levels were determined by calculating the student's  $t$  values for the differences between each pair of means or proportions and comparing these with published tables of significance levels for two-tailed hypothesis testing ( $p \leq .05$ ).

Students'  $t$  values may be computed to test the difference between estimates with the following formula:

$$t = \frac{E_1 - E_2}{\sqrt{(se_1)^2 + (se_2)^2}} \quad (1)$$

where  $E_1$  and  $E_2$  are the estimates to be compared and  $se_1$  and  $se_2$  are their corresponding standard errors. This formula is valid only for independent estimates. When estimates are not independent, a covariance term must be added to the formula:

$$\frac{E_1 - E_2}{\sqrt{(se_1)^2 + (se_2)^2 - 2(r)se_1se_2}} \quad (2)$$

where  $r$  is the correlation between the two variables.<sup>14</sup> The denominator in this formula will be at its maximum when the two estimates are perfectly negatively correlated, that is, when  $r = -1$ . This means that a conservative dependent test may be conducted by using  $-1$  for the correlation in this formula as follows:

$$t = \frac{E_1 - E_2}{\sqrt{(se_1)^2 + (se_2)^2 + 2se_1se_2}} \quad (3)$$

The estimates and standard errors are obtained from the DAS. If the comparison is between the mean of a subgroup and the mean of the total group, the following formula is used:

$$\frac{E_{sub} - E_{tot}}{\sqrt{se_{sub}^2 + se_{tot}^2 - 2p se_{sub}^2}} \quad (4)$$

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<sup>13</sup> A Type I error occurs when one concludes that a difference observed in a sample reflects a true difference in the population from which the sample was drawn, when no such difference is present.

<sup>14</sup> U.S. Department of Education, National Center for Education Statistics, *A Note from the Chief Statistician*, no. 2, 1993.

where  $p$  is the proportion of the total group contained in the subgroup.<sup>15</sup> The estimates, standard errors, and correlations can all be obtained from the DAS.

There are hazards in reporting statistical tests for each comparison. First, comparisons based on large  $t$  statistics may appear to merit special attention. This can be misleading since the magnitude of the  $t$  statistic is related not only to the observed differences in means or percentages but also to the number of respondents in the specific categories used for comparison. Hence, a small difference compared across a large number of respondents would produce a large  $t$  statistic.

A second hazard in reporting statistical tests is the possibility that one can report a “false positive” or Type I error. In the case of a  $t$  statistic, this false positive would result when a difference measured with a particular sample showed a statistically significant difference when there is no difference in the underlying population. Statistical tests are designed to control this type of error, denoted by alpha. The alpha level of .05 selected for findings in this Descriptive Report indicates that a difference of a certain magnitude or larger would be produced no more than 1 time out of 20 when there was no actual difference in the quantities in the underlying population. When we test hypotheses that show  $t$  values at the .05 level or smaller, we treat this finding as rejecting the null hypothesis that there is no difference between the two quantities.

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<sup>15</sup> Ibid.