

PERSISTENCE BEYOND THE FIRST YEAR

A Tutorial of Using PowerStats

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CAIR - Anaheim 2012

Persistence beyond the First Year

- ◎ Why persistence beyond the first year is important
 - Persistence beyond the first year at national level
 - 20% sophomores failed to persist to 3rd year (Noel-Levitz, 2010)
 - Only 66.1% Pell grant recipients and 62.9% non-recipients enrolled at original institution at 3rd year (NCES, 2002)
 - Persistence beyond the first year at the CSUCI
 - 1st – 2nd year: 79% (out of FTFs)
 - 2nd – 3rd year: 85% (out of sophomores)

The BPS and PowerStats

- ◎ National representative of first-time beginning students
 - draw sample from NPSAS
 - BPS: 04/09 includes 18,640 respondents representing 4 million students who began in 2003-04
- ◎ Longitudinal study on college experience and attainment
 - same cohort of students are followed at the 3rd and 6th years
 - demographic and selective pre-college information
 - persistence & enrollment in detail
 - academic and social experiences
 - College and student finance
- ◎ PowerStats: Online Statistical Tool of the NCES
 - description of data set
 - simply regression analysis

Path to the BPS



SURVEYS & PROGRAMS

Baccalaureate and Beyond - B&B | [Staff](#) [All Products](#) [Last 90 Days](#)



B&B studies follow students who complete their baccalaureate degrees. Initially, students in the NPSAS surveys are identified as being in their last year of undergraduate studies. Students are asked question about their future employment and education expectations, as well as about their undergraduate education. In later follow-ups, students are asked questions about their job search activities, education and employment experiences after graduation. Individuals who had shown an interest in becoming teachers are asked additional questions about their pursuit of teaching, and if teaching, about their current teaching position. In the first B&B study, about 11,000 students were identified in NPSAS:93 who completed their degree in the 1992-93 academic year. These students comprised the first B&B cohort and were followed up in 1994 (B&B:93/94), 1997 (B&B:93/97), and 2003 (B&B:93/2003). A new B&B cohort began with NPSAS:2000 and involved only a 1-year follow-up in 2001 (B&B:2000/01). Future B&B cohorts will alternate with BPS in using NPSAS surveys as their base.

[Visit the Baccalaureate and Beyond Homepage](#)

Beginning Postsecondary Students Longitudinal Study - BPS | [Staff](#) [All Products](#) [Last 90 Days](#)



BPS studies follow students who first begin their postsecondary education. Initially, students in the NPSAS surveys are identified as being first time beginners of undergraduate studies. These students are asked questions about their experiences during, and transitions through postsecondary education and into the labor force, as well as family formation. Transfers, persisters, stopouts/dropouts, and vocational completers are among those included in the studies. In the first BPS study, about 10,600 students were identified in NPSAS:90 as being first time beginning postsecondary students during the academic year 1989-90. These students were followed in 1992 (BPS:90/92) and in 1994 (BPS:90/94). A second cohort of first time, beginning students was identified in NPSAS:96, with follow-ups performed in 1998 (BPS:96/98) and in 2001 (BPS:96/2001). The third cohort was identified in NPSAS:04, and will be followed in 2006 and 2009.

[Visit the Beginning Postsecondary Students Longitudinal Study Homepage](#)

Career/Technical Education Statistics - CTES | [Staff](#) [All Products](#) [Last 90 Days](#)



The 2006 Carl D. Perkins Career and Technical Education Improvement Act mandates that "as a regular part of its assessments, the National Center for Education Statistics shall collect and report information on career and technical education for a nationally representative sample of students." To meet this requirement, NCES uses the Career/Technical Education Statistics (CTES) system. The CTES system relies on existing and special-purpose NCES surveys to provide data on career/technical education from students, faculty, and schools at the secondary and postsecondary levels, as well as on adults seeking work-related education and training.

[Visit the Career/Technical Education Statistics Homepage](#)


High School and Beyond - HS&B | [Staff](#) [All Products](#) [Last 90 Days](#)



The HS&B describes the activities of seniors and sophomores as they progressed through high school, postsecondary education, and into the workplace. The data span 1980 through 1992 and include parent, teacher, high school transcripts, student financial aid records, and postsecondary transcripts in addition to student questionnaires and interviews.


[Visit the High School and Beyond Homepage](#)

From the BPS to the PowerStats



NATIONAL CENTER FOR EDUCATION STATISTICS

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Beginning Postsecondary Students (BPS)

[Publications & Products](#) | **[Data Lab](#)** | [Staff](#)

What's New

- [About BPS](#)
- [Reports](#)
- [Tables](#)
- [DataLab](#)**
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About BPS



Each cycle of the **Beginning Postsecondary Students Longitudinal Study (BPS)** follows a cohort of students who are enrolling in postsecondary education for the first time. The study collects data on student persistence and completion of, postsecondary education programs, their transition to employment, demographic characteristics, and changes over time in their goals, marital status, income, and debt, among other indicators. BPS tracks students' paths through postsecondary education and helps answer questions of policy interest as why students leave school, how financial aid influences persistence and completion, and what percentage of students complete various degree programs.

Survey Design and Methodology

BPS draws its initial cohorts from the [National Postsecondary Student Aid Study \(NPSAS\)](#), which uses a large, nationally representative sample of postsecondary students and institutions to examine how students pay for college.

Members of the most recent cohort of BPS, BPS:04/09, were initially surveyed at the end of their first academic year (2003-04) and then received invitations to participate in follow-up surveys at the end of their third (2005-06) and sixth (2008-09) years after entry in to postsecondary education. The final BPS:04/09 dataset contains information on nearly 16,700 students. Prior cohorts include BPS:90/94 (around 8,000 students) and BPS:96/2001 (around 12,000 students).

Related Studies

-  **Baccalaureate and Beyond**
-  **National Postsecondary Student Aid Study**

The PowerStats - NCES Online Statistical Tool

DATALAB

Postsecondary & Pre-Elementary Education Data



Create, save and share tables and regressions, using 15 NCES postsecondary survey datasets and 1 pre-elementary education dataset.

GO



College & Career Tables Library

Browse through 5,000+ tables from NCES' postsecondary publications that cover a comprehensive range of topics.

GO



Quickly create simple tables using the most frequently used variables from recent postsecondary and pre-elementary survey data.

GO



IPEDS ANALYTICS: Delta Cost Project Database

Download IPEDS institutional data from 1986-87 to 2008-09 that have been translated for longitudinal analysis.

GO

What's New

- 8/20/2012
New variables added to Baccalaureate & Beyond Longitudinal Study (B&B:2008/2009) PowerStats. See [Variable list](#).
- 8/7/2012
New Americans in Postsecondary Education, Occupational and Academic Majors in Postsecondary Education, and IPEDS Series 2010 State Tables

Questions?

Contact PowerStats@ed.gov.

Codebooks

View/download variable information for PowerStats datasets. Files are PDFs.

View by subject

GO

View by variable name

GO

The PowerStats - NCES Online Statistical Tool



QuickRetrieve

Enter table number:

GO

DataLab | Log out

CREATE NEW



TABLE



REGRESSION

USE EXISTING FILES



MY
LIBRARY



IMPORT
FILE



LAUNCH
BATCH PROCESSOR

GETTING STARTED

LEARN BY DOING (PDF)

- Tables (709KB)
- Linear Regressions (1.23MB)
- Logistic Regressions (1.10MB)
- My Library (1.51MB)
- Import Files (313KB)
- Batch Processor (289KB)

TECHNICAL DOCUMENTS (PDF)

- Calculating Variance Inflation Factor (725KB)

RECENT WORK

Welcome to PowerStats! A list of your recent work will be displayed here. You do not have any work at this time.

The PowerStats - NCES Online Statistical Tool



GROUP	WORK SPACE	
<input type="checkbox"/> POSTSECONDARY		
QuickSelect by dataset name ▶	CHOOSE A DATASET	
<input type="checkbox"/> Students	Baccalaureate and Beyond: 2008–2009	
<input checked="" type="checkbox"/> Beginning college students	Baccalaureate and Beyond: 1993–2003	
<input checked="" type="checkbox"/> All undergraduates	Baccalaureate and Beyond: 1993–2003 Graduate students	
<input checked="" type="checkbox"/> Graduating college seniors	Baccalaureate and Beyond: 2000–2001	
<input checked="" type="checkbox"/> Graduate students	Beginning Postsecondary Students: 2009	
<input checked="" type="checkbox"/> Faculty	Beginning Postsecondary Students: 2001	
<input type="checkbox"/> PRE-ELEMENTARY	Beginning Postsecondary Students: 1994	
<input checked="" type="checkbox"/> Students	National Postsecondary Student Aid Study: 2008 Undergraduates	
	National Postsecondary Student Aid Study: 2004 Undergraduates	
	National Postsecondary Student Aid Study: 2000 Undergraduates	
	National Postsecondary Student Aid Study: 1996 Undergraduates	
	National Postsecondary Student Aid Study: 2008 Graduate Students	
	National Postsecondary Student Aid Study: 2004 Graduate Students	
	National Postsecondary Student Aid Study: 2000 Graduate Students	
	National Postsecondary Student Aid Study: 1996 Graduate Students	
	National Study of Postsecondary Faculty: 2004 Faculty	
	National Study of Postsecondary Faculty: 2004 Institution	
	Pre-Elementary Education Longitudinal Study (PEELS), Waves 1-5	

to begin.

The PowerStats - NCES Online Statistical Tool



Power

Beginning Postsecondary Students: 2009

CHOOSE TYPE OF TABLE



PERCENTAGE DISTRIBUTION

Generates percentage of population in each category of a variable, displayed in columns.

See examples  (70 KB)



AVERAGES, MEDIANS, & PERCENTS

Computes any of three statistics (averages, medians, or percentages) for your selected variables, displayed in columns.

See examples  (74 KB)



CENTILES

Produces values of a continuous variable at centiles, displayed in columns.

See examples  (70 KB)

ALL VARIABLES

WORK SPACE >> Percentage Distributions

Change Clear All Create Table

[Download Table Specifications](#)

- Continuous variable
- Categorical variable

- Academics
- Admissions requirements
- Attendance
- Attendance: Full time
- Attendance: Intensity
- Attendance: Part time
- Coursetaking
- Degree attainment
- Degree attainment: First degree
- Disabilities
- Education: Enrollment Spell
- Education: Experiences
- Education: Institution Spell
- Education: Majors
- Education: Persistence
- Education: Persistence Track
- Education: Reasons
- Education: Stopout
- Education: Transfer
- Employment
- Employment: Description
- Employment: Future teaching

Column Drag desired variable here

Subtable Optional. Drag desired variable here

Rows

Drag desired variable here

Optional. Drag desired variable here

Optional. Drag desired variable here

Working Title — Column variable by row variable.

	Column Cat 1	Column Cat 2	Column Cat 3	Total
Total	%	%	%	100%
Row var label				
Category	%	%	%	100%
Category	%	%	%	100%
Row var label				
Category	%	%	%	100%
Category	%	%	%	100%

- + Add Variable
- ↻ Reorder Variables

Filter 1 Optional. Drag desired variable here ?

Filter 2 Optional. Drag desired variable here ?

+ Add Filter

Beginning Postsecondary Students: 2009

FIND VARIABLES

ALL VARIABLES ▲

MY VARIABLES ▲

FREQUENTLY USED VARIABLES ▼

- Continuous variable i
- Categorical variable

⊕ Academic preparation

⊕ Academics

⊕ Community service

⊕ Degree programs and goals

⊕ Employment

⊕ Enrollment

⊕ Financial aid

⊖ Institutional characteristics i

Carnegie: Basic classification collapsed 2003-04

Distance from first institution 2003-04

Enrollment spell (first): Intensity through 2009

First institution control 2003-04

First institution doctorate granting 2003-04

First institution level 2003-04

First institution sector (level and control) 2003-04

Hispanic serving institution 2003-04

Historical Black College indicator 2003-04

Institution region 2003-04

WORK SPACE >> Percentage Distributions

[Download Table Specifications](#)

Column	Drag desired variable here
Subtable	Optional. Drag desired variable here

Rows	Working Title — Column variable by row variable.				
Drag desired variable here		Column Cat 1	Column Cat 2	Column Cat 3	Total

First institution level 2003-04 X CLOSE

Indicates the level of the first institution the respondent attended during the 2003-2004 academic year.

Variable categories are: 4-year, 2-year, and Less-than-2-year.

Value	Percentage	Value label
1	44.2	4-year
2	48.2	2-year
3	7.6	Less-than-2-year

Weight used in frequency: (WTB000)

	Column Cat 1	Column Cat 2	Column Cat 3	Total
	%	%	%	100%
	%	%	%	100%
	%	%	%	100%
	%	%	%	100%
	%	%	%	100%

Beginning Postsecondary Students: 2009

FIND VARIABLES

- Degree programs and goals
- Employment
- Enrollment
- Financial aid
- Institutional characteristics i
- Carnegie: Basic classification collapsed 2003-04
- Distance from first institution 2003-04
- Enrollment spell (first): Intensity through 2009
- First institution control 2003-04
- First institution doctorate granting 2003-04
- First institution level 2003-04
- First institution sector (level and control) 2003-04
- Hispanic serving institution 2003-04
- Historical Black College indicator 2003-04
- Institution region 2003-04
- Institution type last attended through 2009
- Institutional aid total 2003-04
- Price of attendance 2003-04

First institution sector (level and control) 2003-04 X CLOSE

1	26.9	Public 4-year
2	14.1	Private not-for-profit 4-year
3	3.2	Private for-profit 4-year
4	43.1	Public 2-year
5	0.9	Private not-for-profit 2-year
6	4.2	Private for-profit 2-year
7	1.3	Public less-than-2-year
8	0.2	Private not-for-profit lt-2-year
9	6.1	Private for-profit lt-2-year

[Download Table Specifications](#)

Column Cat 2	Column Cat 3	Total
%	%	100%
%	%	100%
%	%	100%
%	%	100%
%	%	100%

Category	%	%	%
Optional. Drag desired variable here			

Filter 1	Optional. Drag desired variable here	<input style="float: right;" type="button" value="?"/>
Filter 2	Optional. Drag desired variable here	<input style="float: right;" type="button" value="?"/>

Beginning Postsecondary Students: 2009

FIND VARIABLES Enter search terms

WORK SPACE >> Percentage Distributions

[Download Table Specifications](#)

- Degree programs and goals
- Employment
- Enrollment
- Financial aid
- Institutional characteristics
 - Carnegie Basic classification collapsed 2003-04
 - Distance from first institution 2003-04
 - Enrollment spell (first): Intensity through 2009
 - First institution control 2003-04
 - First institution doctorate granting 2003-04
 - First institution level 2003-04
 - First institution sector (level and control) 2003-04
 - Hispanic serving institution 2003-04
 - Historical Black College indicator 2003-04
 - Institution region 2003-04
 - Institution type last attended through 2009
 - Institutional aid total 2003-04
 - Price of attendance 2003-04
- Persistence and attainment
- Reasons for transferring
- Student's characteristics
- Student's experiences

Rows

Drag desired variable here

Optional. Drag desired variable here

Optional. Drag desired variable here

Which do you want to include?

First institution sector (level and control) 2003-04

<input checked="" type="checkbox"/>	Public 4-year		Total
<input checked="" type="checkbox"/>	Private not-for-profit 4-year		100%
<input type="checkbox"/>	Private for-profit 4-year		
<input type="checkbox"/>	Public 2-year		100%
<input type="checkbox"/>	Private not-for-profit 2-year		100%
<input type="checkbox"/>	Private for-profit 2-year		
<input type="checkbox"/>	Public less-than-2-year		100%
<input type="checkbox"/>	Private not-for-profit lt-2-year		100%
<input type="checkbox"/>	Private for-profit lt-2-year		

Filter 1	First institution sector (level and control) 2003-04	<input type="button" value="Clear"/>	<input type="button" value="Edit"/>
Filter 2	Optional. Drag desired variable here		<input style="border: 1px solid gray; padding: 2px 5px; font-size: 10px; font-weight: bold; color: gray; background-color: #f0f0f0;" type="button" value="?"/>
<input type="button" value="Add Filter"/>			

Beginning Postsecondary Students: 2009

FIND VARIABLES

- Degree programs and goals
- Employment
- Enrollment
- Financial aid
- Institutional characteristics i
- Carnegie: Basic classification collapsed 2003-04
- Distance from first institution 2003-04
- Enrollment spell (first): Intensity through 2009
- First institution control 2003-04
- First institution doctorate granting 2003-04
- First institution level 2003-04
- First institution sector (level and control) 2003-04
- Hispanic serving institution 2003-04
- Historical Black College indicator 2003-04
- Institution region 2003-04
- Institution type last attended through 2009
- Institutional aid total 2003-04
- Price of attendance 2003-04
- Persistence and attainment
- Reasons for transferring
- Student's characteristics
- Student's experiences

WORK SPACE >> Percentage Distributions

[Download Table Specifications](#)

Column	Drag desired variable here
Subtable	Optional. Drag desired variable here

Rows	Working Title — Column variable by row variable.
-------------	--

Distance from first institution 2003-04
X CLOSE

Indicates the distance between the institution and respondent's permanent home.

Use variable
 View descriptive statistics
 Get more info

Value	Percentage	Label
Continuous	99.6	Positive values, see statistics below
0	0.4	{zero}

Minimum	Maximum	Average	Standard Deviation
1	12500	135.22	569.93

Filter 1	Optional. Drag desired variable here	?
Filter 2	Optional. Drag desired variable here	?
<input type="button" value="Add Filter"/>		

Beginning Postsecondary Students: 2009

FIND VARIABLES

- [-] Degree programs and goals
- [+] Employment
- [+] Enrollment
- [+] Financial aid
- [+] Institutional characteristics i
- Carnegie: Basic classification collapsed 2003-04
- Distance from first institution 2003-04
- Enrollment spell (first): Intensity through 2009
- First institution control 2003-04
- First institution doctorate granting 2003-04
- First institution level 2003-04
- First institution sector (level and control) 2003-04
- Hispanic serving institution 2003-04
- Historical Black College indicator 2003-04
- Institution region 2003-04
- Institution type last attended through 2009
- Institutional aid total 2003-04
- Price of attendance 2003-04
- [+] Persistence and attainment
- [+] Reasons for transferring
- [+] Student's characteristics
- [+] Student's experiences

WORK SPACE >> Percentage Distributions

[Download Table Specifications](#)

Rows

Distance from first institution 2003-04

Optional. Drag desired variable here

Optional. Drag desired variable here

Add Variable

Reorder Variables

Column **OPTIONS**

Subtable **MAKE MY OWN CATEGORIES**

Enter values and labels below to make your own categories. Values are inclusive. It may be helpful to view descriptive statistics.

Start Value	End Value	Label	
0	50	within 50 miles	<input type="button" value="Clear row"/>
51	200	51 to 200 miles	<input type="button" value="Clear row"/>
201	700	201 to 700 miles	<input type="button" value="Clear row"/>
701		more than 700 miles	<input type="button" value="Clear row"/>
			<input type="button" value="Clear row"/>

Add row

USE DEFAULT CATEGORIES

Filter 1 Optional. Drag desired variable here ?

Filter 2 Optional. Drag desired variable here ?

Add Filter

Beginning Postsecondary Students: 2009

FIND VARIABLES

- ALL VARIABLES ▲ ▲
- MY VARIABLES ▲
- FREQUENTLY USED VARIABLES ▲

WORK SPACE >> Percentage Distributions

[Download Table Specifications](#)

Column	Persistence track 03-04	<input type="button" value="Clear"/>	<input type="button" value="Edit"/>
Subtable	Gender	<input type="button" value="Clear"/>	<input type="button" value="Edit"/>

Rows

Distance from first institution 2003-04

Optional. Drag desired variable here

Optional. Drag desired variable here

Working Title — Persistence track 03-04 by Gender, Distance from first institution 2003-04, for First institution sector (level and control) 2003-04 (Public 4-year,Private not-for-profit 4-year).			
	Persisted to 2nd Yr	Not Persisted	Total
Male			
Total	%	%	100%
Distance from first institution 2003-04			
within 50 miles	%	%	100%
51 to 200 miles	%	%	100%
201 to 700 miles	%	%	100%
more than 700 miles	%	%	100%
Female			
Total	%	%	100%
Distance from first institution 2003-04			
within 50 miles	%	%	100%

Filter 1	First institution sector (level and control) 2003-04	<input type="button" value="Clear"/>	<input type="button" value="Edit"/>
-----------------	--	--------------------------------------	-------------------------------------

You've selected: First institution sector (level and control) 2003-04 -- Public 4-year,Private not-for-profit 4-year

Filter 2	Optional. Drag desired variable here	<input type="button" value="?"/>
-----------------	--------------------------------------	----------------------------------

Beginning Postsecondary Students: 2009

VIEW TABLE

T-Test Tool Edit Table Create New Table

- Estimates Only
- Estimates and Standard Errors
- Estimates and Confidence Intervals
- Printer-Friendly Version
- SAVE**
- Save to *My Tables*
- Save to *My Variables*
- Save at NCES and Send Me the URL
- Download as CSV
- Download for Excel
- Download as PDF
- Download Table Specifications
- SHARE**
- Post My Table to User Tables
- Email to a Friend

Edit Title

Persistence track 03-04 by Gender, Distance from first institution 2003-04, for First institution sector (level and control) 2003-04 (Public 4-year, Private not-for-profit 4-year).

	Persisted to 2nd Yr (%)	Not Persisted (%)	Total
Gender = Male			
Estimates			
Total	82.4	17.6	100%
Distance from first institution 2003-04			
within 50 miles	78.6	21.4	100%
51 to 200 miles	85.9	14.1	100%
201 to 700 miles	86.4	13.6	100%
more than 700 miles	84.8	15.2	100%
Gender = Female			
Estimates			
Total	86.0	14.0	100%
Distance from first institution 2003-04			
within 50 miles	81.6	18.4	100%
51 to 200 miles	89.4	10.6	100%
201 to 700 miles	91.6	8.4	100%

Beginning Postsecondary Students: 2009

CHOOSE TYPE OF TABLE


 PERCENTAGE
DISTRIBUTION

Generates percentage of population in each category of a variable, displayed in columns.

See examples  (70 KB)


 AVERAGES, MEDIANS,
& PERCENTS

Computes any of three statistics (averages, medians, or percentages) for your selected variables, displayed in columns.

See examples  (74 KB)



CENTILES

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See examples  (70 KB)

Beginning Postsecondary Students: 2009

FIND VARIABLES

- ALL VARIABLES ▲
- MY VARIABLES ▲
- FREQUENTLY USED VARIABLES ▼
 - Continuous variable i
 - Categorical variable
- ⊕ Academic preparation
- ⊕ Academics
- ⊕ Community service
- ⊕ Degree programs and goals
- ⊕ Employment
- ⊕ Enrollment
- ⊕ Financial aid
- ⊕ Institutional characteristics
- ⊕ Persistence and attainment
- ⊕ Reasons for transferring
- ⊕ Student's characteristics
- ⊕ Student's experiences
- ⊕ Transcript

WORK SPACE >> Averages, Medians, & Percents

Download Table Specifications

Column 1	Column 2	Column 3
Adjusted Gross Income (AGI) 2003-04	Expected Family Contribution (EFC composite) 2003-04	Admissions test scores (ACT or SAT)
<input type="button" value="↻ Clear"/> <input type="button" value="🔍 Edit"/>	<input type="button" value="↻ Clear"/> <input type="button" value="🔍 Edit"/>	<input type="button" value="↻ Clear"/> <input type="button" value="🔍 Edit"/>

Subtable Optional. Drag desired variable here

Rows			
Persistence track 03-04	Working Title — Average Adjusted Gross Income (AGI) 2003-04, average Expected Family Contribution (EFC composite) 2003-04, average>0 Admissions test scores (ACT or SAT) by Persistence track 03-04, for First institution level 2003-04 (4-year).		
	Average	Average	Average>0
	#	#	#
Persistence track 03-04			
Persisted to 2nd Yr	#	#	#
Not Persisted	#	#	#

Optional. Drag desired variable here

Optional. Drag desired variable here

Optional. Drag desired variable here

Filter 1 First institution level 2003-04

You've selected: First institution level 2003-04 -- 4-year

Filter 2 Optional. Drag desired variable here

Beginning Postsecondary Students: 2009

VIEW

TABLE

T-Test Tool

Edit Table

Create New Table

Edit Title

- Estimates Only
- Estimates and Standard Errors
- Estimates and Confidence Intervals
- Printer-Friendly Version

SAVE

- Save to My Tables
- Save to My Variables
- Save at NCES and Send Me the URL
- Download as CSV
- Download for Excel
- Download as PDF
- Download Table Specifications

SHARE

- Post My Table to User Tables
- Email to a Friend

Average Adjusted Gross Income (AGI) 2003-04, average Expected Family Contribution (EFC composite) 2003-04, average>0 Admissions test scores (ACT or SAT) by Persistence track 03-04, for First institution level 2003-04 (4-year).

	Adjusted Gross Income (AGI) 2003-04 (Avg)	Expected Family Contribution (EFC composite) 2003-04 (Avg)	Admissions test scores (ACT or SAT) (Avg>0)
Estimates			
Total	64,808.7	12,643.2	1,056.0
Persistence track 03-04			
Persisted to 2nd Yr	67,052.9	13,231.9	1,068.3
Not Persisted	52,941.1	9,530.4	982.7
Standard Error (BRR)			
Total	1,023.9	267.0	4.90
Persistence track 03-04			
Persisted to 2nd Yr	1,111.8	288.9	5.06
Not Persisted	1,863.3	570.3	8.72
Relative Standard Error (%)			
Total	1.58	2.11	0.46
Persistence track 03-04			
Persisted to 2nd Yr	1.66	2.18	0.47
Not Persisted	3.52	5.98	0.89

Beginning Postsecondary Students: 2009

- VIEW**
- Estimates Only
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- SAVE**
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TABLE

T-Test Tool
 Edit Table
 Create New Table

X CLOSE Edit Title

T-TEST TOOL

Most descriptive comparisons in NCES reports are tested using Student's *t* statistic. Statistical significance is determined by calculating *t* values for differences between pairs of means or proportions and comparing these with published values of *t* for two-tailed hypothesis testing, using a 5 percent probability of a Type I error (a significance level of .05). Student's *t* values may be computed to test the difference between estimates with the Independent Estimate *t*-Test Tool below. Note that this formula is valid only for independent estimates (e.g., it is not appropriate for comparing a total percentage with that for a subgroup that is included in the total).

Independent Estimate *t*-Test Tool

Estimate 1:

Estimate 2:

Standard Error 1:

Standard Error 2:

t value:

The difference in independent estimates is statistically significant at the $p \leq .05$ level if the *t* value displayed above is greater than 1.96.

Relative Standard Error (%)			
Total	1.58	2.11	0.46
Persistence track 03-04			
Persisted to 2nd Yr	1.66	2.18	0.47
Not Persisted	3.52	5.98	0.89

composite) 2003-04,
 tion level 2003-04 (4-year).

Admissions test scores (ACT or SAT) (Avg>0)
1,056.0
1,068.3
982.7
4.90
5.06
8.72

BPS:04/09 - Student Demographics by Persistence to 2nd and 3rd Year

	Persistence Track 2003-04		Persistence Track 2004-05		Total
	Persisted to 2nd Yr	Not Persisted	Persisted to 3rd Yr	Not Persisted	
Total	84.1	15.9	87.4	12.6	100%
Gender					
Male	82.2	17.8	86.6	13.4	100%
Female	85.6	14.4	87.9	12.1	100%
Ethnicity					
White	85.1	14.9	89.1	10.9	100%
Hispanic	81.9	18.1	83.7	16.3	100%
Other	82.1	17.9	83.4	16.6	100%
Dependency 2003-04					
Dependent	85.7	14.3	89.0	11.0	100%
Indep. no dep.	70.4	29.6	74.4	25.6	100%
Indep. with dep.	72.0	28.0	69.8	30.2	100%
Mother's highest education level					
No college	79.8	20.2	82.5	17.5	100%
Some college	83.8	16.2	87.6	12.4	100%
Bachelor's degree	89.3	10.7	91.7	8.3	100%
Advanced degree	87.2	12.8	91.8	8.2	100%
Distance from first institution 2003-04					
50 miles or less	80.4	19.6	83.5	16.5	100%
51-200 miles	87.5	12.5	92.2	7.8	100%
201-700 miles	89.1	10.9	88.7	11.3	100%
More than 700 miles	87.2	12.8	91.1	8.9	100%
Adjusted Family Income					
Average	68,685.5	54,952.8	70,711.4	54,352.5	68,685.5

BPS:04/09 - Pre-college Experience by Persistence to 2nd and 3rd Year

	Persistence Track 2003-04		Persistence Track 2004-05		Total
	Persisted to 2nd Yr	Not Persisted	Persisted to 3rd Yr	Not Persisted	
Total	84.1	15.9	87.4	12.6	100%
High school Average GPA					
Below 2.5	71.0	29.0	73.0	27.0	100%
2.5-3.4	82.2	17.8	84.5	15.5	100%
Above 3.5	90.8	9.2	93.0	7.0	100%
Advanced Placement credits accepted					
Yes	90.5	9.5	93.2	6.8	100%
No	81.9	18.1	85.1	14.9	100%
Years of mathematics in high school					
None	71.4	28.6	71.9	28.1	100%
less than 3yr	74.9	25.1	86.0	14.0	100%
3-3.5yr	77.2	22.8	83.0	17.0	100%
more than 4yr	88.3	11.7	90.4	9.6	100%
Years of science in high school					
None	72.1	27.9	71.5	28.5	100%
less than 3yr	80.0	20.0	84.4	15.6	100%
3-3.5yr	82.2	17.8	86.9	13.1	100%
more than 4yr	88.8	11.2	90.8	9.2	100%
Derived Admission Test Scores					
Average	1068.3	982.7	1077.4	992.7	1068.3

BPS:04/09 - College Experience by Persistence to 2nd and 3rd Year

	Persistence Track 2003-04		Persistence Track 2004-05		Total
	Persisted to 2nd Yr	Not Persisted	Persisted to 3rd Yr	Not Persisted	
Total	84.1	15.9	87.4	12.6	100%

Remedial course 2004: Took math					
No	84.6	15.4	88.1	11.9	100%
Yes	80.8	19.2	82.4	17.6	100%
Remedial course 2004: Took English					
No	84.4	15.6	87.5	12.5	100%
Yes	78.4	21.6	84.1	15.9	100%
Housing 2003-04					
On campus	90.2	9.8	90.7	9.3	100%
Off campus	77.6	22.4	78.4	21.6	100%
Living with parents	81.4	18.6	82.7	17.3	100%
Work intensity 2004 (include work study)					
No job	87.7	12.3	89.2	10.8	100%
Part-time	84.6	15.4	87.7	12.3	100%
Full-time	71.7	28.3	79.3	20.7	100%
Major during first year 2003-04					
Undeclared	81.1	18.9	87.4	12.6	100%
Hard science	84.8	15.2	86.7	13.3	100%
Humanities and Social sciences	86.2	13.8	88.2	11.8	100%
Soft science	84.1	15.9	86.3	13.7	100%
Attendance intensity pattern					
Full-time	88.5	11.5	88.1	11.9	100%
Part-time	68.9	31.1	69.0	31.0	100%
Mixed	83.0	17.0	85.3	14.7	100%
GPA					
Average	3.01	2.42	3.04	2.10	3.01
Social Integration Index 2004					
Average	84.5	74.8	84.9	81.1	84.5
Academic Integration Index 2004					
Average	90.3	82.6	91.0	84.9	90.3

BPS:04/09 - Student Finance by Persistence to 2nd and 3rd Year

	Persistence Track 2003-04		Persistence Track 2004-05		Total
	Persisted to 2nd Yr	Not Persisted	Persisted to 3rd Yr	Not Persisted	
Total	84.1	15.9	87.4	12.6	100%
Expected Family Contribution 2003-04					
Average	13,232	9,530	13,824	9,136	13,232
Student budget minus federal, state, and other grants 2003-04					
Average	7,995	5,938	7,969	8,175	7,995
Student budget minus federal, state, and other grants minus EPC 2003-04					
Average	3,391	3,145	3,369	3,537	13,232
Grant package by source of grant 2003-04					
No grant	79.1	20.9	87.5	12.5	100%
Federal and other	83.6	16.4	82.3	17.7	100%
Other grants	88.2	11.8	91.1	8.9	100%
Federal loan package by type of loan 2003-04					
No	82.6	17.4	89.7	10.3	100%
Yes	85.5	14.5	85.2	14.8	100%

Beginning Postsecondary Students: 2009

CHOOSE TYPE OF REGRESSION



**LINEAR
REGRESSION**


Appropriate for continuous or ordered categorical dependent variables. Linear regression estimates the linear relationship, or best-fit line, between each independent variable and the dependent variable while controlling for all other independent variables.

See examples  (70 KB)



**LOGISTIC
REGRESSION**

Appropriate for dependent variables that take on two values, typically zero and one, or that are recoded into two values. Logistic regression estimates the relationship between each independent variable and the probability that the dependent variable equals one while controlling for all other independent variables.

See examples  (70 KB)



**CORRELATION
MATRIX**

Measures the linear association between a pair of variables. For a user-defined list of variables, PowerStats produces the correlation for each pair and presents them in a matrix.

See examples  (57 KB)

To Wrap Up – What can PowerStats do for IR Studies

- ① PowerStats enables researchers to access public-version of national data sets
- ① Descriptive results generated by PowerStats is a quick way to find national statistics
- ① PowerStats serve as a test platform before researchers apply for access to restricted-version of national data sets
- ① Preliminary results may guide surveys and further analytical studies at institutional level