PERSISTENCE BEYOND THE FIRST YEAR

A Tutorial of Using PowerStats

Dai Li Research Analyst, the CSUCI 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
- OverStats: 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. <u>Visit the Career/Technical Education Statistics Homepage</u>

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. <u>Visit the High School and Beyond Homepage</u>

From the BPS to the PowerStats



Publications & Products Data Lab Staff

What's New

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About BPS

Each cycle of the **Beginning Postsecondary Students Longitudinal Study (BPS)** follows a cohort of stuwho are enrolling in postsecondary education for the first time. The study collects data on student persisten 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 indicat 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 percentag students complete various degree programs.

Search BPS

Survey Design and Methodology

Related Studies

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Baccalaureate and Beyond

NP\$AS

National Postsecondary Student Aid Study BPS draws its initial cohorts from the <u>National Postsecondary Student Aid Study (NPSAS)</u>, which uses a lar nationally representative sample of postsecondary students and institutions to examine how students pay fo college.

Members of the most recent cohort of BPS, BPS:04/09, were initially surveyed at the end of their first acade year (2003-04) and then received invitations to participate in follow-up surveys at the end of their third (2005 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).

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.



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.



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

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

 UPEDS Corrigg 2010 State Tables
 Ouestions?

Contact PowerStats@ed.gov.

Codebooks

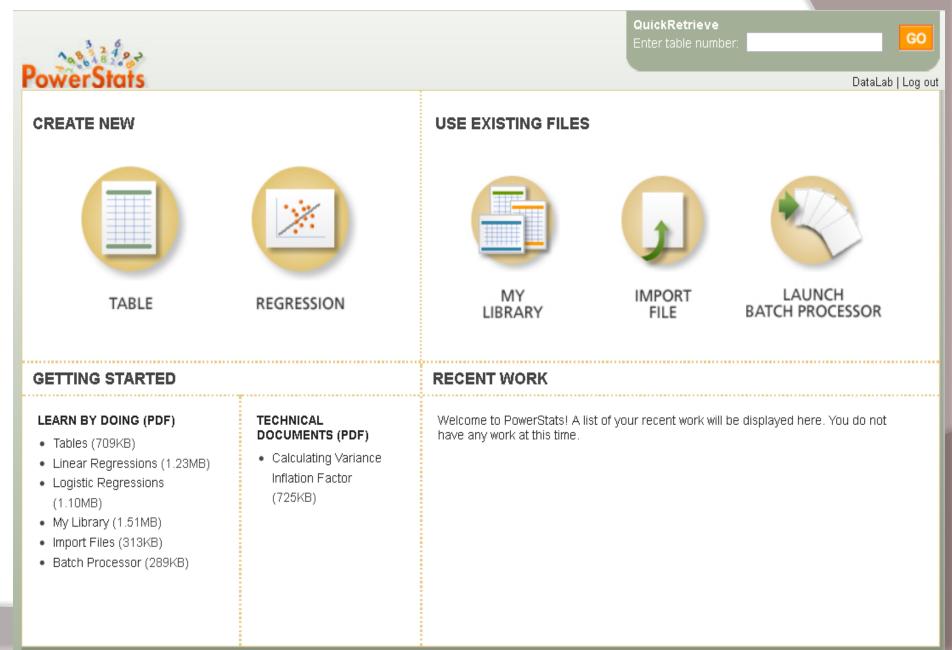
View/download variable information for PowerStats datasets. Files are PDFs.

View by subject

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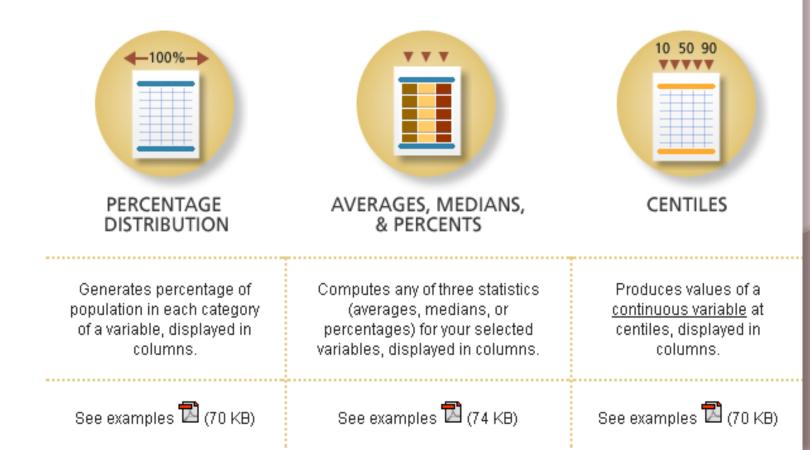


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□ Students	Baccalaureate and Beyond: 2008–2009	
Beginning college students	Baccalaureate and Beyond: 1993–2003	
All undergraduates	Baccalaureate and Beyond: 1993–2003 Graduate students	
Graduating college seniors	Baccalaureate and Beyond: 2000–2001	
Graduate students	Beginning Postsecondary Students: 2009	to begin.
Faculty	Beginning Postsecondary Students: 2001	
PRE-ELEMENTARY	Beginning Postsecondary Students: 1994	
Students	National Postsecondary Student Aid Study: 2008 Undergraduates	
	National Postsecondary Student Aid Study: 2004 Undergraduates	
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	National Study of Postsecondary Faculty: 2004 Faculty	
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	Pre-Elementary Education Longitudinal Study (PEELS), Waves 1-5	



Beginning Postsecondary Students: 2009

CHOOSE TYPE OF TABLE



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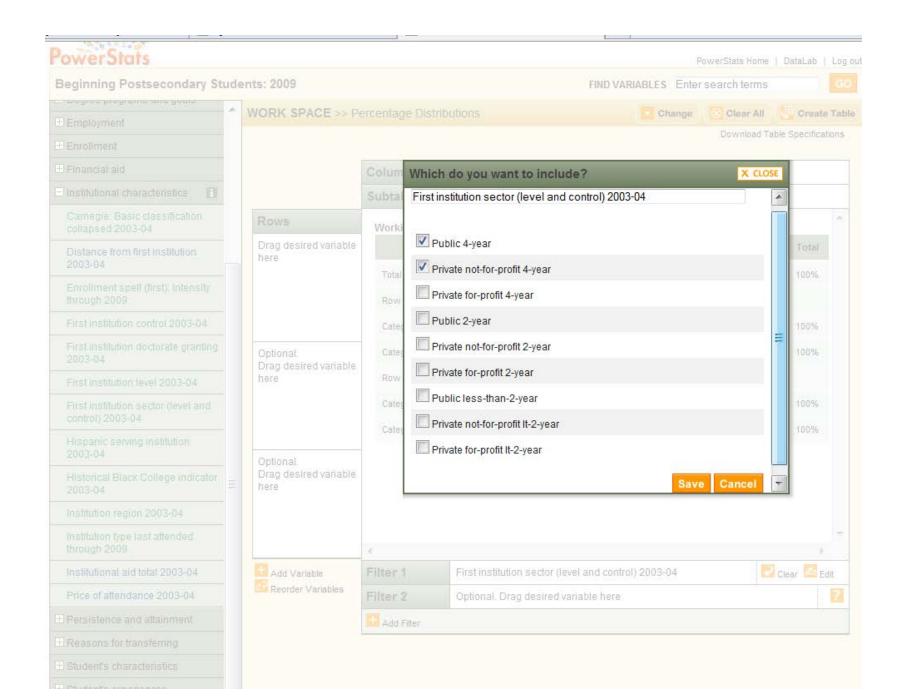
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Beginning Postsecondary Students: 2009 GO FIND VARIABLES Enter search terms 🗠 begree programs and goal ۰ WORK SPACE >> Percentage Distributions Change Clear All 🚾 Create Table Employment Download Table Specifications + Enrollment E Financial aid Column Drag desired variable here H. Institutional characteristics Subtable Optional. Drag desired variable here Carnegie: Basic classification Rows Working Title — Column variable by row variable. collapsed 2003-04 mn Cat 2 Column Cat 3 Total Distance from first institution 2003-04 Distance from first institution X CLOSE 2003-04 Indicates the distance between the institution and respondent's permanent % % 100% . home. Enrollment spell (first): Intensity through 2009 First institution control 2003-04 % % 100% Use variable Wiew descriptive statistics Get more info First institution doctorate granting % % 100% 2003-04 Label Value Percentage First institution level 2003-04 Positive values, see Continuous 99.6 % % 100% First institution sector (level and statistics below Ξ control) 2003-04 % % 100% 0 0.4 {zero} Hispanic serving institution 2003-04 Historical Black College indicator 2003-04 Standard Minimum Maximum Average Deviation Institution region 2003-04 1 12500 135.22 569.93 Institution type last attended through 2009 ? Institutional aid total 2003-04 Nuu vai pronal brag desired variable I IILEI Reorder Variables ? Price of attendance 2003-04 Filter 2 Optional. Drag desired variable here Persistence and attainment + Add Filter E Reasons for transferring + Student's characteristics ± Student's experiences

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PowerStats Home | DataLab | Log out **Beginning Postsecondary Students: 2009** FIND VARIABLES Enter search terms GO . WORK SPACE >> Percentage Distributions ALL VARIABLES . Change 😢 Clear All ₩ي **Create Table** Download Table Specifications MY VARIABLES 4 FREQUENTLY USED VARIABLES 🔎 Clear 🛛 🔼 Edit Column Persistence track 03-04 🔁 Clear 🛛 🔼 Edit Subtable Gender Working Title - Persistence track 03-04 by Gender, Distance from first institution 2003-04, for Rows First institution sector (level and control) 2003-04 (Public 4-year, Private not-for-profit 4-year). Distance from first Persisted to 2nd Yr Not Persisted Total institution 2003-04 Male % % 100% Total 📿 Clear 🛛 🗖 Edit Distance from first institution 2003-04 Optional. % % 100% within 50 miles Drag desired variable here % 51 to 200 miles % 100% 201 to 700 miles % % 100% more than 700 miles % % 100% Female Optional. Drag desired variable % % Total 100% here Distance from first institution 2003-04 within 50 miles % % 100% ÷ €. + Add Variable 📿 Clear 🙇 Edit Filter 1 First institution sector (level and control) 2003-04 Reorder Variables You've selected: First institution sector (level and control) 2003-04 -- Public 4-year, Priva or OR Filter ? Filter 2 Optional. Drag desired variable here + Add Filter

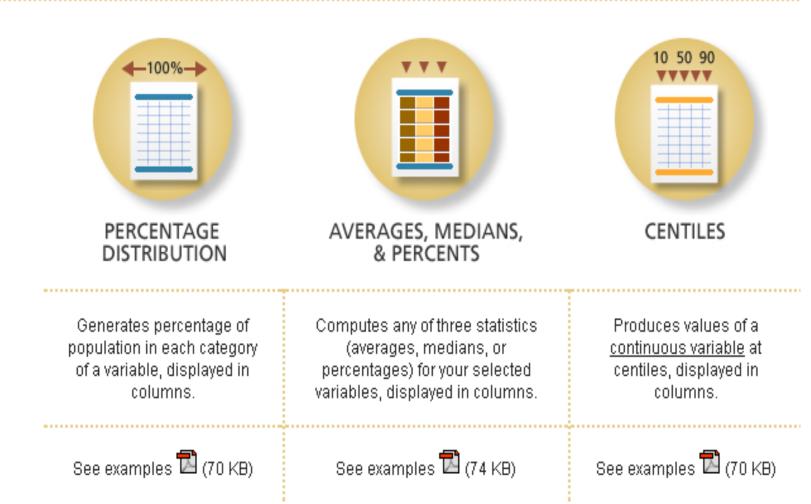
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Beginning Postsecondary Students: 2009

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Beginning Postsecondary Students: 2009

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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)	• •
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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	Ξ
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	-
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Estimates and Confidence Intervals

Printer-Friendly Version

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Save to My Variables

Save at NCES and Send Me the URL

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Download as PDF

Download Table Specifications

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Beginning Postsecondary Students: 2009

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BPS:04/09 - Student Demographics by Persistence to 2nd and 3rd Year										
	Persistence Tra	ack 2003-04	Persistence Trac	k 2004-05						
	Persisted to 2nd Yr	Not Persisted	Persisted to 3rd Yr	Not Persisted	Total					
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 educ										
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 ins										
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		12.8	91.1	8.9	100%					
Adjusted Family Incon										
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 Tra	ack 2003-04	Persistence Trac	k 2004-05							
	Persisted to 2nd Yr	Not Persisted	Persisted to 3rd Yr	Not Persisted	Total						
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	gh 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 Te	st Scores										
Average	1068.3	982.7	1077.4	992.7	1068.3						

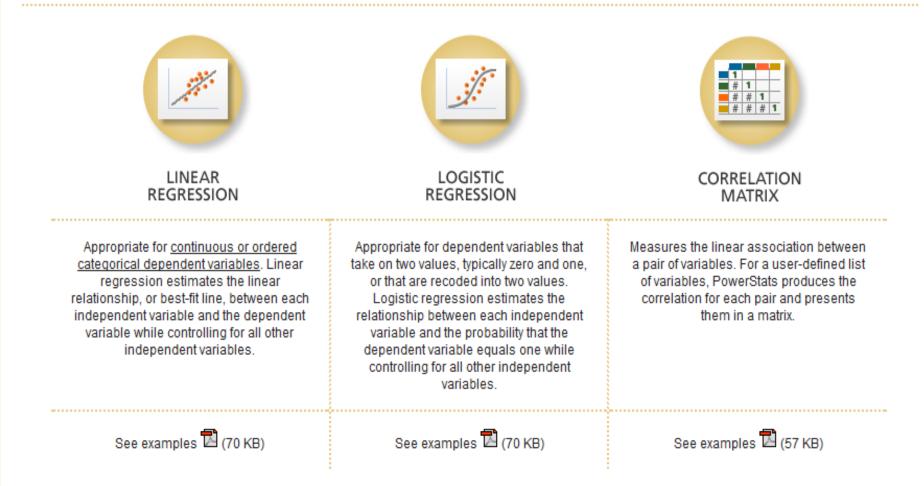
BPS:04/	/09 - College Exp	perience by I	Persistence to 2nd	and 3rd Year	
	Persistence Trac	ck 2003-04	Persistence Trac	k 2004-05	
	Persisted to 2nd Yr	Not Persisted	Persisted to 3rd Yr	Not Persisted	Total
Total	84.1	15.9	87.4	12.6	100%
Remedial course 2004	: Took math				
No	84.6	15.4	88.1	11.9	100%
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 (in					
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					
Undeclared	81.1	18.9	87.4	12.6	100%
Hard science	84.8	15.2	86.7	13.3	100%
Humanities and	86.2	13.8	88.2	11.8	100%
Social sciences	04.4	45.0	00.0	40.7	4000/
Soft science	84.1	15.9	86.3	13.7	100%
Attendance intensity pa	attern 88.5	11 5	00.1	11.9	100%
Full-time Part-time	68.9	11.5 31.1	88.1 69.0	31.0	100%
Mixed	83.0	17.0	85.3	14.7	100%
GPA	05.0	17.0	00.0	14.7	100%
Average	3.01	2.42	3.04	2.10	3.01
Social Integration Inde		2.42		2.10	
Average	84.5	74.8	84.9	81.1	84.5
Academic Integration I				01.1	04.0
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		
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				
13,232	9,530	13,824	9,136	13,232
federal, state, and othe	er grants 2003-04			
7,995	5,938	7,969	8,175	7,995
Student budget minus federal, state, and other grants minus EPC 2003-04				
3,391	3,145	3,369	3,537	13,232
rce of grant 2003-04				
79.1	20.9	87.5	12.5	100%
83.6	16.4	82.3	17.7	100%
88.2	11.8	91.1	8.9	100%
by type of loan 2003-0)4			
82.6	17.4	89.7	10.3	100%
85.5	14.5	85.2	14.8	100%
	Persistence Trace Persisted to 2nd Yr 84.1 ibution 2003-04 13,232 federal, state, and othe 7,995 federal, state, and othe 3,391 rce of grant 2003-04 79.1 83.6 88.2 by type of loan 2003-0 82.6	Persistence Track 2003-04 Persisted to 2nd Yr Not Persisted 84.1 84.1 15.9 ibution 2003-04 13,232 9,530 iederal, state, and other grants 2003-04 7,995 5,938 iederal, state, and other grants minus Effecteral, state, and attract grants minus effecteral, sta	Persistence Track 2003-04 Persistence Track Persisted to 2nd Yr Not Persisted Persisted to 3rd Yr 84.1 15.9 87.4 Persisted to 2003-04 13,232 9,530 13,824 ibution 2003-04 7,995 5,938 7,969 iederal, state, and other grants 2003-04 7,995 5,938 7,969 iederal, state, and other grants minus EPC 2003-04 3,391 3,145 3,369 rce of grant 2003-04 79.1 20.9 87.5 83.6 16.4 82.3 88.2 11.8 91.1 91.1 91.1 89.7	Persistence Track 2003-04 Persistence Track 2004-05 Persisted to 2nd Yr Not Persisted Persisted to 3rd Yr Not Persisted 84.1 15.9 87.4 12.6 ibution 2003-04 13,232 9,530 13,824 9,136 rederal, state, and other grants 2003-04 7,995 5,938 7,969 8,175 rederal, state, and other grants minus EPC 2003-04 3,391 3,145 3,369 3,537 rederal, state, and other grants minus EPC 2003-04 79.1 20.9 87.5 12.5 83.6 16.4 82.3 17.7 88.2 11.8 91.1 8.9 by type of loan 2003-04 82.6 17.4 89.7 10.3 10.3

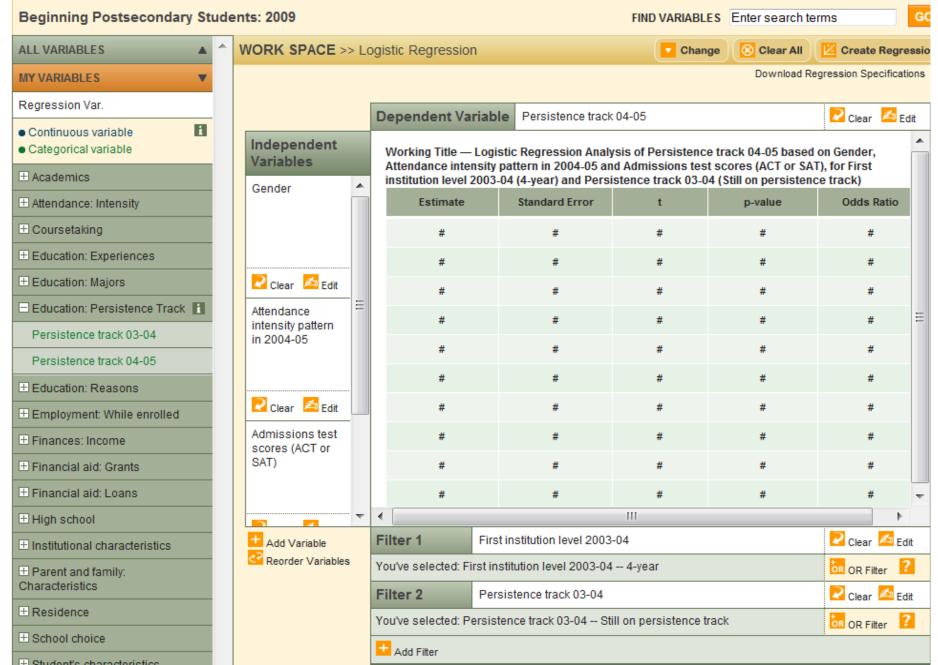


Beginning Postsecondary Students: 2009

CHOOSE TYPE OF REGRESSION







To Wrap Up – What can PowerStats do for IR Studies

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