



National Postsecondary
Student Aid Study

U.S. Department of Education
NCES 2006-184

Profile of Undergraduates in U.S. Postsecondary Education Institutions: 2003-04

With a Special Analysis of Community College Students

Statistical Analysis Report



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With a Special Analysis of Community College Students

Statistical Analysis Report

June 2006

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Executive Summary

This report is the fifth in a series of reports that provide a statistical snapshot of the undergraduate population. The reports accompany the newly released data from the National Postsecondary Student Aid Study (NPSAS), and each one includes a focused analysis on a particular topic. This report focuses on community college students, who represent about 4 in 10 undergraduates, or about 7.6 million students nationwide.¹ With their open enrollment policies and relatively low cost, community colleges have long provided access to underserved populations, such as students from low-income families and those who are the first in their family to attend college (Cohen and Brawer 2003). This report focuses on the relationship between a measure of degree commitment and student persistence among community college students.

Student persistence is of concern to educators and policymakers because large numbers of students who begin their college education in community colleges never complete it. For example, among a cohort of first-time freshmen who enrolled in community colleges in 1995–96, some 48 percent had either completed a credential (36 percent) or transferred to a 4-year institution (12 percent) 6 years after first enrolling (Hoachlander, Sikora, and Horn 2003). In contrast, among students who first enrolled in 4-year colleges or universities, 63 percent had completed a bachelor's degree, and another 18

percent were still enrolled or had completed an associate's degree or certificate (Berkner, He, and Cataldi 2003).

Data and Methods

This study is based on survey data collected in the 2003–04 National Postsecondary Student Aid Study (NPSAS:04). NPSAS:04 collected information from a sample of about 80,000 undergraduates (including 25,000 community college students) and 11,000 graduate and first-professional students who were enrolled at any time between July 1, 2003, and June 30, 2004, in about 1,400 postsecondary institutions. In total, the NPSAS:04 study sample represents about 19 million undergraduates and 3 million graduate and first-professional students. Appendix B provides more information about the sample design.

The estimates presented in this report were produced using the NPSAS:04 Undergraduate Data Analysis System (DAS). The analysis uses standard *t* tests to determine the statistical significance of differences between estimates and a one-way Analysis of Variance (ANOVA) to detect trends across ordered categories (such as income levels). All differences noted are statistically significant at $p < .05$. For more information on statistical methods, see appendix B. Readers should bear in mind that the findings from the study presented here are entirely descriptive in nature. Although associations are noted and discussed, no causal inferences should be made.

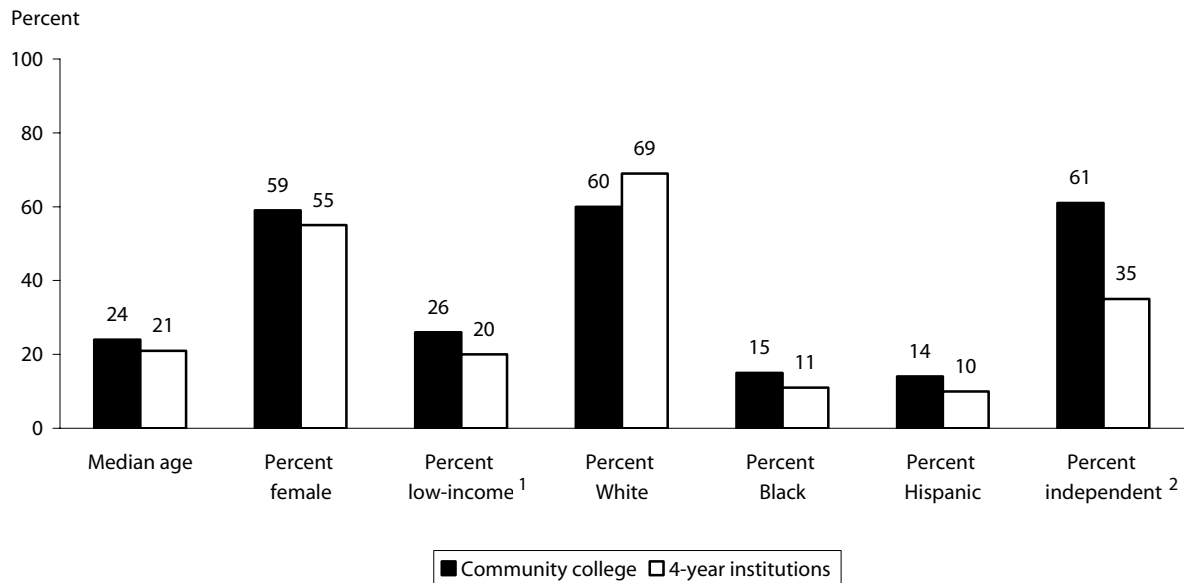
¹ Community colleges are public 2-year institutions. See compendium table 1.3 for the distribution of students by type of institution. Weighted total is from the NPSAS:04 Undergraduate Data Analysis System.

Overview of Community College Students

Compared with students attending 4-year colleges, community college students are more likely to be older, female, Black or Hispanic, and from low-income families (figure A). While the traditional-age student population has been increasing over the last decade (Adelman 2005), community colleges still serve primarily

independent students. These are students predominantly age 24 or older who are considered financially independent from their parents for financial aid purposes. However, younger students who are married and/or have children are also considered independent.² Some 61 percent of community college students were independent compared with 35 percent of students enrolled in public or private not-for-profit 4-year institutions. One-third of community college students were

Figure A. Demographic characteristics of undergraduates enrolled in community colleges and 4-year institutions: 2003–04



¹ Percentage at 125th percentile or below the established poverty level in 2002.

² Students who are classified as financially independent from their parents for financial aid purposes (primarily age 24 or older).

NOTE: Four-year institutions include public and private not-for-profit institutions only. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

² Younger students who are married or have children make up about 14 percent of all independent students (see compendium table 3.3).

married with children, and one-fourth were single parents (table 2).³

When incomes are examined against established poverty thresholds, just over one-fourth (26 percent) of community college students fell into the lowest income group.⁴ In comparison, about one-fifth of students in 4-year colleges and universities were in the same low-income group.

Attendance and Work

Community college students often attend college part time and work full time. In 2003–04, more than two-thirds attended classes part time, including 26 percent who attended less than half time (table 5). Nearly all (79 percent) community college students worked while enrolled (averaging 32 hours per week), and 41 percent worked full time (compendium table 5.1).

Tuition and Financial Aid

The public 2-year sector is, in general, the least expensive option for students seeking postsecondary education (College Board 2004). In 2003–04, the average tuition and fees paid by all community college students were about \$1,000 (table 3-A). The minority of students who attended full time for the full academic year (22 percent)⁵ paid an average of about \$2,000, while the remaining students (part-time or part-year) paid about \$800.

Just under one-half (47 percent) of community college students received some form of financial aid, primarily grants (40 percent). Because community college students are likely to work full time or attend part time, or both, relatively few take out student loans. In 2003–04, for example, 12 percent had borrowed an average of about \$3,600. For those attending full time for a full year, 23 percent had borrowed an average of about \$4,100.

Community College Track

In a recent report, Adelman (2005) used data from the postsecondary transcripts of 1992 high school graduates to develop “portraits” of populations who attend community colleges. These portraits were based on the number of college credits earned by traditional-age students (age 23 or younger) in various degree programs over an 8-year period. The portraits identified groups of students who were likely to persist and complete a degree and those who were not likely. For example, those likely to complete tended to be in collegiate tracks pursuing transfer to a 4-year college to attain bachelor’s degrees, and those in occupational programs leading to credentials at the community college. Important factors influencing completion were measures of first-year credit accumulation and continuous college enrollment.

The analysis presented here draws on Adelman’s model to illuminate the educational track of all students enrolled in community colleges in 2003–04. While Adelman’s model focused on traditional college-age students using 8 years of transcript data, this study encompasses all community college students and is limited to information for 1 academic year.

³ Single parents are defined as students who have children or dependents and who are unmarried or do not live with a spouse (i.e., divorced or separated).

⁴ Defined as incomes at or below the 125th percentile of established poverty levels.

⁵ See compendium table 1.5 for the proportion of students attending full time for a full year.

This study developed a taxonomy called the “Community College Track,” which classifies students by their relative commitment to completing their respective degree programs. Three levels of commitment were identified: more committed, less committed, and not committed.

Defining Degree Commitment

The measure of students’ commitment toward completing a program of study is based on two factors known to be associated with degree attainment: college attendance intensity (Carroll 1989; Berkner, He, and Cataldi 2003) and intent to transfer to complete a degree (Tinto 1993). Students classified as more committed met a defined threshold for these requirements by attending college at least half time throughout their enrollment for the year under study, and reporting that transferring to a 4-year college (for those in 4-year transfer programs) or obtaining a subbaccalaureate credential (for those in associate’s degree or certificate programs) at the community college were reasons for enrolling. Students not meeting these criteria were separated into those enrolled in formal degree programs (less committed) and those who were not seeking a degree (not committed). Degree program information was obtained from student interviews and from the community college. The four programs include 4-year transfer, general associate’s degree, applied associate’s degree, and vocational certificate. The distinction between general and applied associate’s degree programs (AA) is based entirely on student responses to a question asking them if they were pursuing a general associate’s degree or an occupational or technical degree (i.e., applied). Students are distributed within the community college track as shown in figure B. Altogether, 49 percent of community college students met the criteria for

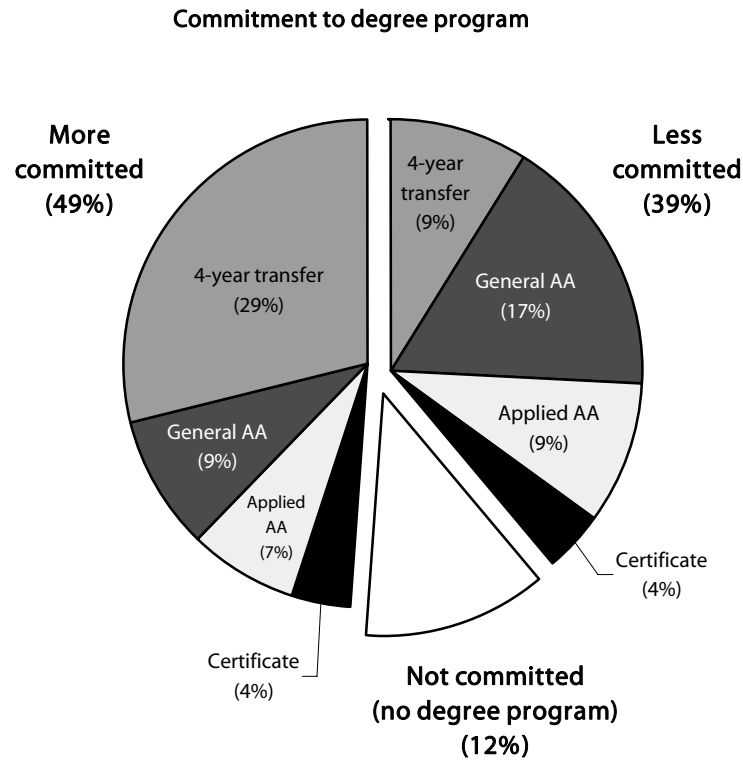
being classified as more committed, 39 percent were classified as less committed, and 12 percent were not in a formal degree program nor did they express intentions of earning a credential and thus were classified as not committed. Some 29 percent of community college students were classified as more committed in 4-year transfer programs; these students made up the largest community college track, followed by those in the less committed general AA track (17 percent). The two smallest tracks were made up of students in certificate programs, whether they were classified as more or less committed (4 percent in each group).

Student Characteristics

Given the broad spectrum of programs community colleges offer, one would expect the community college track to vary with students’ demographic characteristics, especially with age. This was clearly evident as shown in figure C. Traditional college-age students (younger than 24) constituted a majority of those in the more committed tracks (58 percent), including 67 percent of the more committed 4-year transfer students. In contrast, students in their 30s or older made up nearly one-half of those enrolled in the less committed applied AA track (47 percent) and a majority of those in the less committed certificate track; students in their 30s or older also constituted a majority of those who were not enrolled in any degree program, or not committed to a degree program (56 percent).

In addition to age differences, gender and racial/ethnic group differences also were evident. Among the more committed students, women constituted greater proportions of the general and applied AA tracks (64 to 67 percent) than they did of the 4-year track (56 percent) (table 8). Males, on the other hand, made up a greater proportion of

Figure B. Percentage distribution of community college students, by the community college track: 2003–04



NOTE: The criteria for being classified as “more committed” include attending classes at least half time and reporting that transferring to a 4-year institution (for 4-year transfer track) or earning a credential (for associate’s and certificate tracks) as reasons for attending. Students not meeting these criteria who are enrolled in formal degree programs (or intending to transfer to a 4-year college) are classified as “less committed.” Students not enrolled in any formal degree program and not intending to transfer to a 4-year college are classified as “not committed.” Associate’s degree types were identified by students in associate’s degree programs who reported working on either a general education or transfer degree (general) or an occupational or a technical degree (applied). Detail may not sum to totals because of rounding. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

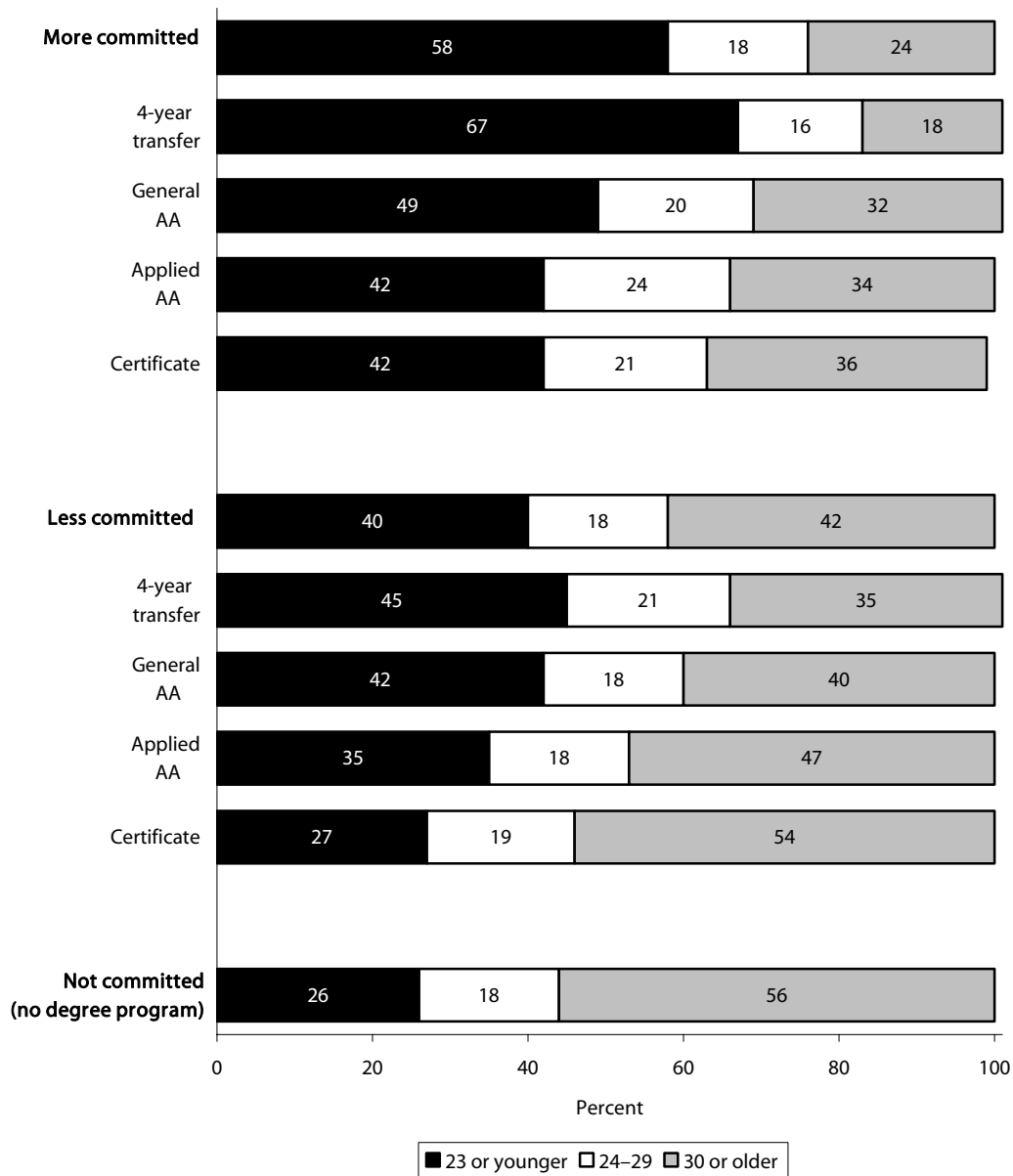
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

the more committed 4-year track than they did the more committed applied or general AA tracks. This finding coincides with studies showing that men with bachelor’s degree intentions are more likely than women to enroll in community colleges, while women are more likely to enroll in 4-year colleges (Berkner, He, and Cataldi 2003).

As with gender, racial/ethnic group differences were observed, especially among those in the more committed applied AA track. Compared with their representation among all community college students, White students were overrepresented and Hispanic students were underrepresented in the more committed applied AA track (table 10).

Figure C. Age distribution of community college students as of 12/31/03, by the community college track

Commitment to degree program



NOTE: The criteria for being classified as “more committed” include attending classes at least half time and reporting that transferring to a 4-year institution (for 4-year transfer track) or earning a credential (for associate’s and certificate tracks) as reasons for attending. Students not meeting these criteria who are enrolled in formal degree programs (or intending to transfer to a 4-year college) are classified as “less committed.” Students not enrolled in any formal degree program and not intending to transfer to a 4-year college are classified as “not committed.” Associate’s degree types were identified by students in associate’s degree programs who reported working on either a general education or transfer degree (general) or an occupational or a technical degree (applied). Detail may not sum to totals because of rounding. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Specifically, some 60 percent of all community college students were White, compared with 69 percent of the more committed applied AA students. Conversely, 14 percent of all community college students were Hispanic, compared with 9 percent of those in the more committed applied AA track.

All the occupational tracks (i.e., applied AA and certificate regardless of commitment) were made up of higher proportions of Black than Hispanic students. For example, Black students constituted 17 percent of the more committed applied AA track, while Hispanic students constituted 9 percent. Conversely, the nondegree track was made up of a higher proportion of Hispanic than Black students (17 vs. 9 percent). In other words, the data suggest that Black students enroll in occupational programs more often than Hispanic students, while Hispanic students are more likely than their Black peers to attend classes that do not necessarily lead to a credential. It may be that some Hispanic students are taking courses to strengthen their English language skills, such as English as a Second Language (ESL) classes. No differences, on the other hand, were detected in the proportions of Black and Hispanic students in either of the 4-year transfer tracks.

Reasons for Enrolling in a Community College

Students meeting the more committed criteria were required to report that transferring to a 4-year institution (for those in the 4-year transfer track) or obtaining a credential at the community college (for those in the associate's degree and certificate tracks) were reasons for enrolling (table 6). In addition to these reasons, students could report a number of others. For example, 46 percent of all community college students reported

personal interest as a reason for enrolling and 42 percent reported obtaining job skills as a reason.

Students in less committed or not committed tracks cited personal interest or obtaining job skills as reasons for enrolling more often than they did transfer or completing a credential. For example, about 16 percent of the less committed general or applied AA students said completing an associate's degree was a reason for enrolling. In contrast, more than one-half of the less committed AA students (60 and 57 percent, respectively) reported enrolling for personal interest. Moreover, even though these students were enrolled in formal degree programs, they were less likely than those in nondegree programs to report that completing an AA was a reason for enrolling. This finding raises the question of why they were enrolled in formal degree programs. Other studies based on a longitudinal survey of first-time freshmen in 1995–96 indicated that when students were asked specifically about what degree they expected to obtain at the community college, most (85 percent) reported that they expected to complete a subbaccalaureate credential or to transfer to a 4-year institution (Hoachlander, Sikora, and Horn 2003). These findings correspond to the current study in which most students were enrolled in degree programs (88 percent). Yet this study also shows that when community college students were given the opportunity to report multiple reasons for enrolling, a relatively large proportion did not express an interest in completing a degree or transferring to a 4-year college.

Continuity of Enrollment

Students who had obtained or expected to obtain a credential in 2003–04 or those who were enrolled for 9 months or more were considered to have exhibited strong enrollment continuity for 1

year.⁶ It is evident from the results that students classified as more committed maintained strong enrollment continuity more often than all other students (figure D). Overall, 83 percent of the more committed students did so, compared with 70 percent of students classified as less committed and 58 percent of those in the nondegree track. Furthermore, within each individual track, the likelihood of maintaining strong enrollment continuity for 1 year was higher for students identified as more committed than for those identified as less committed. For example, 83 percent of more committed 4-year transfer students maintained strong enrollment continuity, compared with 58 percent of their less committed 4-year transfer track counterparts.

Summary and Conclusions

The community college track developed for this study appeared to differentiate among the diverse groups of students who attend community colleges. The results suggest that community colleges are successful in retaining students for 1 year who demonstrate a relatively strong commitment to completing a program of study. Indeed, 83 percent of students classified as more committed maintained strong enrollment continuity over the 1-year period of study. Yet students meeting the criteria for strong commitment (i.e., those classified as more committed) made up 49 percent of those enrolled in community colleges and they tended to be younger more traditional students. Among the remaining students (whether less committed or not committed), at least two-thirds of those enrolled in

a formal degree program did not report that completing a degree was a reason for attending. It is possible that these students understand the importance of going to college, but either do not have the academic preparation necessary to complete a credential or do not yet know what they want to accomplish in college. Alternatively, these students also may be enrolled in degree programs for financial aid reasons or in order to gain access to the courses they are interested in whether they are for job skills or personal enrichment.

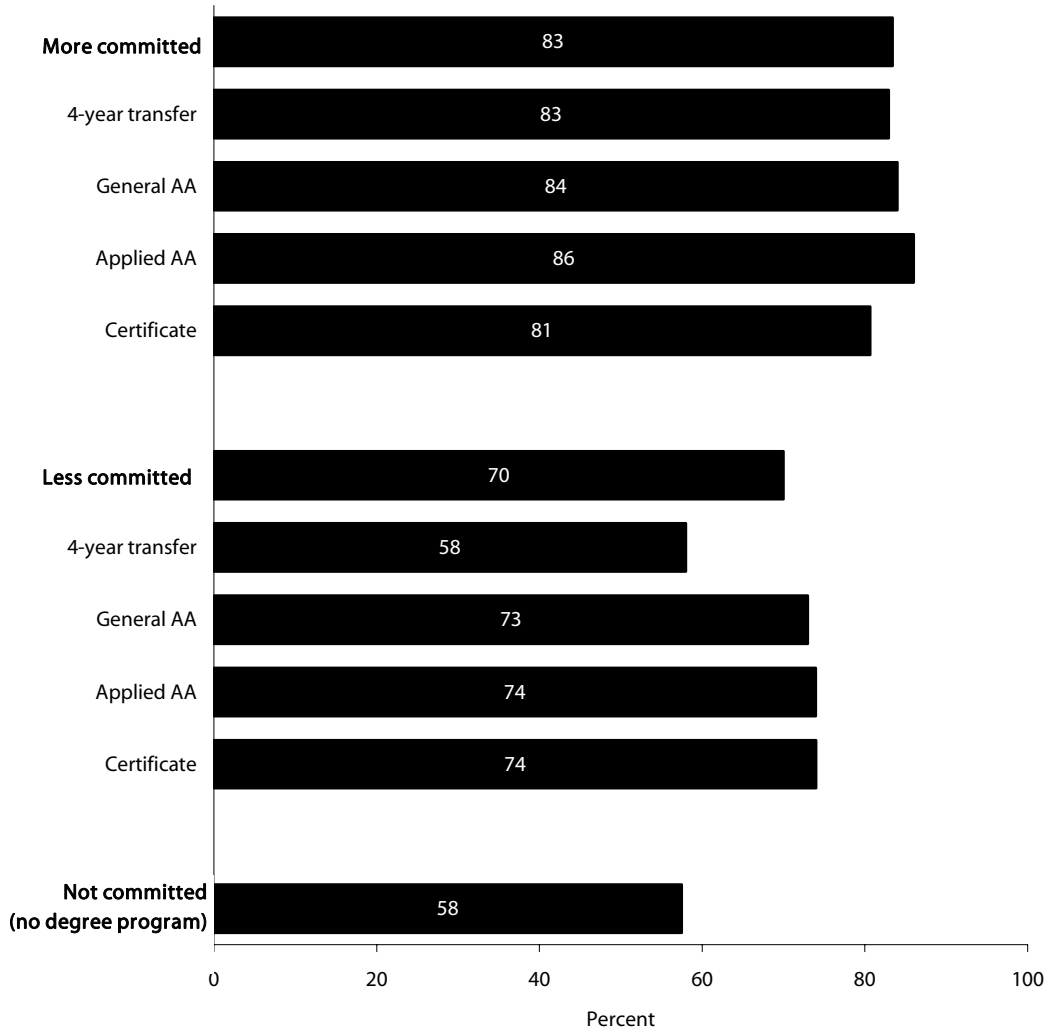
Students in degree programs without intentions to complete a credential may be analogous to what Adelman (2005) terms “visitors” to the community college: those who attend for relatively short periods of time, earning fewer than 30 credits at the community college. Among the high school cohort Adelman analyzed, 46 percent were classified as visitors. In this analysis, 39 percent of all community college students did not meet the criteria for being classified as more committed to completing a program of study.

The findings from this study help explain why community college students complete associate’s degrees and occupational credentials at relatively low rates. It appears that a substantial proportion of students who enroll in formal degree programs do not necessarily want to complete a credential. Rather, greater proportions cited personal interest or obtaining job skills as reasons for enrolling. The results suggest that if community college graduation rates were based on students expressing a clear intention of transfer or degree completion rather than on simply being enrolled in a formal degree program, they would be considerably higher.

⁶ This analysis is limited to students enrolled in the fall so that all had the same opportunity to be enrolled for at least 9 months. It should also be noted that a small percentage of students who did not meet the criteria for 1-year enrollment continuity may have transferred to another institution mid-year, but this information is not captured in the survey.

Figure D. Percentage of community college students who completed a credential or stayed enrolled for 9 or more months among those enrolled in the fall, by the community college track: 2003–04

Commitment to degree program



NOTE: The criteria for being classified as “more committed” include attending classes at least half time and reporting that transferring to a 4-year institution (for 4-year transfer track) or earning a credential (for associate’s and certificate tracks) as reasons for attending. Students not meeting these criteria who are enrolled in formal degree programs (or intending to transfer to a 4-year college) are classified as “less committed.” Students not enrolled in any formal degree program and not intending to transfer to a 4-year college are classified as “not committed.” Associate’s degree types were identified by students in associate’s degree programs who reported working on either a general education or transfer degree (general) or an occupational or a technical degree (applied). Detail may not sum to totals because of rounding. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Foreword

This report is the fifth in a series of reports that accompany the release of the data from the National Postsecondary Student Aid Study (NPSAS). These “undergraduate profile” reports present a statistical snapshot of the undergraduate population surveyed. This report includes an analysis of community college students, examining the relationship between a measure of students’ degree commitment and their likelihood of exhibiting strong enrollment continuity over the 1-year period under study.

The report is based on data from the 2003–04 National Postsecondary Student Aid Study (NPSAS:04). NPSAS has been conducted about every 4 years since 1987. Each NPSAS is a comprehensive nationwide study to determine how students and their families pay for postsecondary education.

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 NPSAS:04 is available on the NCES website (<http://nces.ed.gov/das>). For more information on the DAS, see appendix B of this report.

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Introduction

The postsecondary education system in the United States serves a broad array of individuals, from traditional students who graduate from high school and immediately enroll in college full time, to working adults taking one course at a time, to those who need intensive short-term occupational training to enter the labor market. In 2003–04, some 19 million undergraduates enrolled in postsecondary education over the course of the year.¹

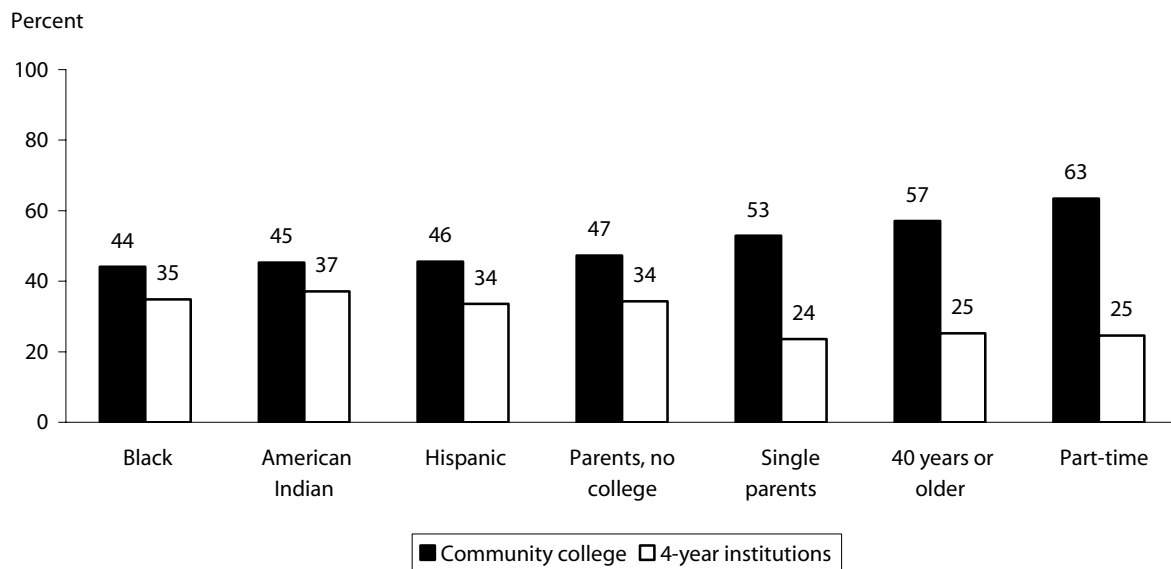
This report, the fifth in a series of reports that accompany the release of data from the National Postsecondary Student Aid Study (NPSAS), provides a statistical snapshot of this undergraduate population. The NPSAS reports typically provide a compendium of tables describing the entire undergraduate population and a special analysis focusing on a particular topic. Previous topics include the diversity in the undergraduate population (Horn, Peter, and Rooney 2002), the extent to which undergraduates work (Horn and Berktold 1998), and undergraduates at risk of not completing postsecondary education (Horn and Premo 1996). In this report, the analysis focuses on community college students.

In the 2003–04 academic year, about 4 in 10 undergraduates, or 7.6 million students, were enrolled in public 2-year institutions, also known as community colleges (compendium table 1.3).² With their open enrollment policies and relatively low cost, community colleges have long provided access to underserved populations who might otherwise not have attended college (Cohen and Brawer 2003). In 2003–04, for example, community colleges enrolled 44 percent of Black undergraduates, 45 percent of American Indian undergraduates, 46 percent of Hispanic undergraduates, 47 percent of students whose parents had never attended college, 53 percent of single parents, 57 percent of undergraduates 40 years or older, and 63 percent of students who attended college exclusively part time (figure 1). Community colleges also provide opportunities to students who may have a poor academic record in high school, who need English or other basic skills to undertake college-level work, and who need job skills, as well as to those who are simply unsure about what they want to do after high school (Grubb 1999).

¹ Total enrollment number is from the 2003–04 National Postsecondary Student Aid Study (NPSAS:04), which includes students enrolled at any time over a 12-month period. Therefore, it is smaller than the total number reported from the Integrated Postsecondary Education Data System (IPEDS) (15 million undergraduates), which is based only on fall 2003 enrollment.

² Weighted total number from NPSAS:04 Undergraduate Data Analysis System (DAS).

Figure 1. Percentage of undergraduates attending community colleges and 4-year institutions, by selected student characteristics: 2003–04



NOTE: Four-year institutions include public and private not-for-profit institutions only. Black includes African American, Hispanic includes Latino, and American Indian includes Alaska Native. Race categories exclude Hispanic origin unless specified. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

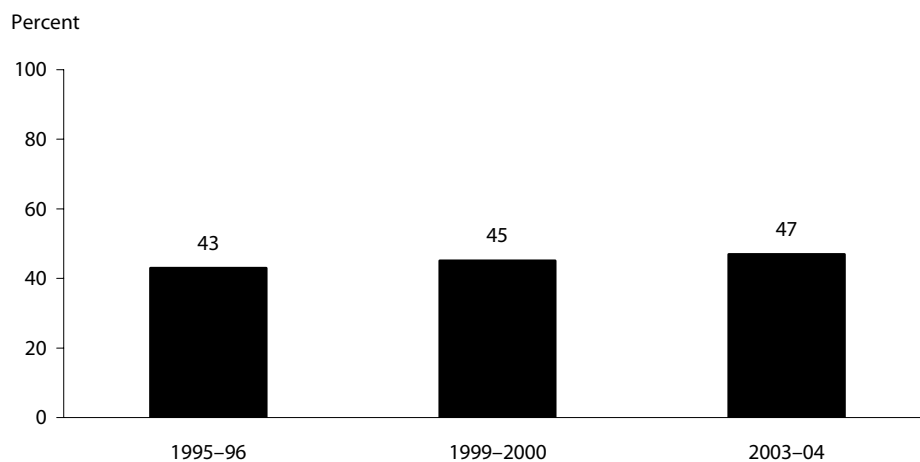
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

During the 1980s, when the population of traditional college-age (18–24) students was declining, community colleges expanded their programs to attract older students and working adults (Cohen and Brawer 2003). These students enrolled primarily to enhance their job skills or to take courses for their own personal enrichment. The expansion of these programs resulted in the aging of the community college population and the majority of these students attended part time.

However, renewed growth in the population of traditional college-age students—children of the post-World War II baby boom generation—began in the early 1990s and is projected to grow 17 percent by 2012 (Gerald and Hussar 2002). This enrollment growth has coincided with a substantial increase in 4-year college tuition over the last decade (College Board 2004). Correspondingly, community colleges are enrolling higher proportions of traditional-age students. For example, in 1991, about one-third, or 32 percent, of students who enrolled for credit in community colleges were younger than age 22, while 10 years later, the proportion had increased to 42 percent (Adelman 2005). Similarly, figure 2 displays the proportions of all

community college students younger than age 24 who were enrolled in 1995–96, 1999–2000, and 2003–04. During these years, the proportion rose from 43 to 47 percent.

Figure 2. Percentage of community college students younger than age 24: 1995–96, 1999–2000, 2003–04



NOTE: Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96, 1999–2000, and 2003–04 National Postsecondary Student Aid Studies (NPSAS:96, NPSAS:2000, and NPSAS:04).

At the same time, community colleges have experienced increased demands for short-term occupational training programs to help meet the labor market’s need for skilled labor. Recently, for example, the U.S. Senate sponsored a bill containing a provision to authorize grants to 2-year colleges to “work with businesses and local labor boards to provide job training in high-growth, high-skill fields suffering shortages of workers” (Field 2005).

In light of this pressure on community colleges, from both the traditional college-age population and adults needing occupational training, the 2003–04 undergraduate descriptive report provides a special analysis of community college students, focusing on the relationship between a measure of degree commitment and student persistence using a measure of enrollment continuity over 1 year. Student persistence—that is, students’ likelihood of remaining enrolled until they obtain a degree or other credential—is of concern to educators and policymakers because large numbers of students who begin their college careers in community colleges never complete them. For example, among a cohort of first-time freshmen who enrolled in community colleges in 1995–96, some 48 percent had either completed a credential or transferred to a 4-year institution (36 and 12 percent, respectively) 6 years after enrolling (e.g., Hoachlander, Sikora,

and Horn 2003). In contrast, among students who first enrolled in 4-year colleges or universities, 63 percent had completed a bachelor's degree, and another 18 percent were still enrolled or had completed an associate's degree or certificate over the same time period (Berkner, He, and Cataldi 2003).

This report consists of two main sections, a narrative describing the community college analysis followed by a compendium of tables providing extensive information on all undergraduates enrolled in postsecondary education in the academic year 2003–04. These tables show, for example, that some 58 percent of all undergraduates were women, and less than two-thirds (63 percent) were White (compendium tables 3.1 and 3.2). The median age of undergraduates was 22 (compendium table 3.3), and relatively large proportions of students combined college attendance with family and work responsibilities. For instance, nearly 30 percent of undergraduates had children, and 13 percent were single parents (compendium table 3.7). Roughly three-fourths of all undergraduates worked while enrolled, averaging 29 hours per week, and one-third worked full time (compendium table 5.1). About two-thirds of the parents of undergraduates had attended college, including about 40 percent whose parents held bachelor's or more advanced degrees (compendium table 3.11). The remaining one-third were students who were the first in their families to attend college.

Business and health-related fields were the most popular fields of study among undergraduates, with 20 and 16 percent, respectively, majoring in these fields. In contrast, less than 1 percent of undergraduates majored either in physical sciences or mathematics (compendium table 2.2).

The compendium of tables contains all this and other information, including the following:

- the types of institutions in which students were enrolled;
- full-time and part-time attendance rates;
- degree programs, fields of study, and grade point averages (GPAs);
- student demographic characteristics;
- financial aid awards;
- dependent students' levels of credit card debt;
- patterns of work, community service, and voting;
- students with disabilities; and
- students who reported taking remedial education courses.

The list of tables preceding the introduction of this report provides a convenient way to navigate the compendium of tables. Immediately following the compendium of tables, appendix A provides a glossary of all the variables included in the tables and appendix B provides a detailed description of the NPSAS:04 survey and methods used in the analysis.

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Data and Methods

This study is based on data collected in the 2003–04 National Postsecondary Student Aid Study (NPSAS:04). NPSAS:04 collected information from a sample of about 80,000 undergraduates (including 25,000 community college students) and 11,000 graduate and first-professional students who were enrolled at any time between July 1, 2003, and June 30, 2004, in about 1,400 postsecondary institutions. The sample includes institutions in the 50 states, the District of Columbia, and Puerto Rico that were eligible to participate in the federal financial aid programs in Title IV of the Higher Education Act.

The NPSAS:04 study sample represents about 19 million undergraduates. Because the survey includes students enrolled at any time over a 12-month period, it includes more students than were enrolled only in the 2003 fall term. Data from the Integrated Postsecondary Education Data System (IPEDS) indicate that about 15 million undergraduates were enrolled in the fall of 2003. In the compendium tables, which include all undergraduates, total rows are presented for all students and also for students only in the 50 states. In the community college tables, too few students were sampled from community colleges outside the 50 states to show a separate total row without students from Puerto Rico.³

The institution sampling frame for NPSAS:04 was constructed from the 2000–01 IPEDS Institutional Characteristics (IC) files. The institutions on the sampling frame were partitioned into 58 institutional strata based on institutional control, highest level of offering, and Carnegie classification. NPSAS:04 also includes state-representative undergraduate student samples for three types of institutions (public 4-year, public 2-year, and private not-for-profit 4-year) in 12 states.⁴ Appendix B provides a more detailed description of the sample design. The weighted student interview response rate for NPSAS:04 was 91 percent, and the weighted overall response rate was 73 percent (taking into account an institution response rate of 80 percent). The weighted student response rate for public 2-year institutions (community colleges) was 84 percent.

The student weighting adjustments eliminated some, but not all, bias for students in public 2-year institutions. Significant bias was reduced from 35 to 29 percent for the variables known

³ Fewer than 30 community college students from outside the 50 states were sampled from community colleges.

⁴ These 12 states were selected by NCES from those expressing interest. The 12 states were categorized into three groups based on population size: small states (Connecticut, Delaware, Nebraska, Oregon), medium-size states (Georgia, Indiana, Minnesota, Tennessee), and large states (California, Illinois, New York, Texas).

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. All significant bias was eliminated for the non-aid variables (i.e., region, institution total enrollment, percentage part-time fall enrollment, and in-state tuition). See appendix B for a detailed description of the nonresponse bias analysis.

The estimates presented in this report were produced using the NPSAS:04 Undergraduate Data Analysis System (DAS). The DAS contains hundreds of variables in a software application that enables users to generate their own tables. The DAS also contains a detailed description of how each variable was created and includes question wording for items coming directly from an interview. Appendix A contains a glossary of all the variables used in this report.

Two variables were constructed specifically for the community college student analysis: one classifies community college students according to their relative commitment to a degree program, and the second is a measure of 1-year enrollment continuity. These variables are described in detail later in the report. By using these variables, the study attempts to provide a longitudinal glimpse into the progress of community college students on the various degree tracks, but it is limited by the cross-sectional nature of the NPSAS:04 data. However, a survey of the longitudinal cohort of first-time college freshmen (Beginning Postsecondary Students) among students who participated in NPSAS:04 is in progress. In the coming years, this survey will provide educational histories for a relatively large sample of beginning community college students and will be a rich source of data documenting their experiences.

The analyses described in this report use standard *t* tests to determine the statistical significance of differences between estimates and a one-way Analysis of Variance (ANOVA) to detect trends across ordered categories. All differences noted are statistically significant at the $p < .05$ level. For more information on statistical methods, see appendix B. The analysis presented here is entirely descriptive in nature. Although associations are noted and discussed, no causal inferences should be made.

Who Enrolls in Community Colleges?

Compared with students attending 4-year colleges and universities, community college students are more likely to be older, female, and from low-income families and are less likely to be White. These and other findings are described in this section, which examines the demographic characteristics of community college students in 2003–04.

The age, gender, and racial/ethnic distributions of undergraduates are shown in table 1. Nearly half (47 percent) of community college students were younger than 24 years. Students in their late 20s made up 18 percent, while those 30 or older constituted 35 percent of community college students. The proportions of students in the older age groups were larger than those in the 4-year sector. The median ages of community college students and students in 4-year colleges were 24 and 21, respectively.⁵

For the past two decades, women have made up the majority of undergraduates (Peter and Horn 2005). In 2003–04, some 59 percent of community college students were women, compared with 55 percent enrolled in the 4-year sector. White students also made up the majority of 2003–04 community college students (60 percent), though the proportion was smaller than that in 4-year colleges (69 percent). Some 15 percent of community college students were Black and 14 percent were Hispanic, compared with 11 and 10 percent, respectively, for those in 4-year institutions.

Despite rising numbers of traditional-age students, community colleges still mainly serve independent students (Phillippe and Patton 1999). Independent students are age 24 or older and are considered financially independent of their parents for financial aid purposes. Younger students who are married, have children, or both are also considered independent. Some 61 percent of community college students were independent in various family configurations, compared with 35 percent of 4-year college students (table 2). Roughly one-third of independent community college students were married parents, and one-fourth were single parents.⁶

⁵ See compendium table 3.3 for median ages.

⁶ Single parents are defined as students who have children and who are unmarried or do not live with a spouse (i.e., divorced or separated).

Table 1. Percentage distribution of undergraduates' age group, gender, and race/ethnicity for students attending community colleges and 4-year institutions: 2003–04

Student characteristics	Community colleges	4-year institutions ¹
Total	100.0	100.0
Age as of 12/31/03		
23 years or younger	47.0	69.7
24–29 years	18.2	14.5
30 years or older	34.8	15.8
Gender		
Male	40.9	45.1
Female	59.1	54.9
Race/ethnicity ²		
White	59.9	69.3
Black	15.3	11.2
Hispanic	14.4	9.8
Asian	5.3	5.3
American Indian	1.0	0.8
Pacific Islander	0.7	0.4
Multiple races	2.1	2.0
Other	1.3	1.2

¹ Public and private not-for-profit institutions only.

² 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. Race categories exclude Hispanic origin unless specified.

NOTE: Detail may not sum to totals because of rounding. Estimates in the table include students enrolled in institutions in Puerto Rico, but because fewer than 30 community college students were enrolled in Puerto Rico, a separate total line excluding them is not shown. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Income levels of dependent community college students differed somewhat from their counterparts in the 4-year sector. For example, 29 percent of dependent community college students came from families with incomes under \$32,000, compared with about 21 percent of dependent students enrolled in 4-year institutions. At the other end of the income spectrum, 19 percent of dependent community college students came from families with incomes of \$92,000 or more, compared with 29 percent of their counterparts enrolled in 4-year colleges. The same pattern was not evident among independent students. In fact, community college students were somewhat less likely than their 4-year counterparts to be in the lower income bracket (46 percent vs. 52 percent had incomes of \$25,000 or less). However, independent community college students were somewhat more likely to be working full time than their independent counterparts in 4-year colleges and therefore likely to show higher earnings.⁷

⁷ About 50 percent of independent community college students worked full time, compared with 46 percent of independent 4-year college students (NPSAS:04 Data Analysis System).

Table 2. Percentage distribution of undergraduates' dependency and family status and income level for students attending community colleges and 4-year institutions: 2003–04

Student characteristics	Community colleges	4-year institutions ¹
Total	100.0	100.0
Dependency and family status		
Dependent	38.8	64.6
Independent	61.2	35.4
No dependents, unmarried	26.5	36.9
Married, no dependents	15.8	17.7
Single parent	25.1	18.0
Married parents	32.6	27.4
Dependent income		
Less than \$32,000	28.6	21.0
\$32,000–92,000	52.1	50.5
\$92,000 or more	19.3	28.5
Independent income		
Less than \$25,000	46.1	51.5
\$25,000 or more	53.9	48.5
Income percent of poverty level in 2002		
125th percentile or lower	26.4	20.3

¹ Public and private not-for-profit institutions only.

NOTE: Detail may not sum to totals because of rounding. Estimates in the table include students enrolled in institutions in Puerto Rico, but because fewer than 30 community college students were enrolled in Puerto Rico, a separate total line excluding them is not shown. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

When incomes for community college students are compared with established poverty thresholds in 2002, just over one-fourth (26 percent) of the incomes of all community college students fell in the lowest income level (table 2).⁸ In comparison, one-fifth of students in 4-year colleges and universities were in the same low-income group.

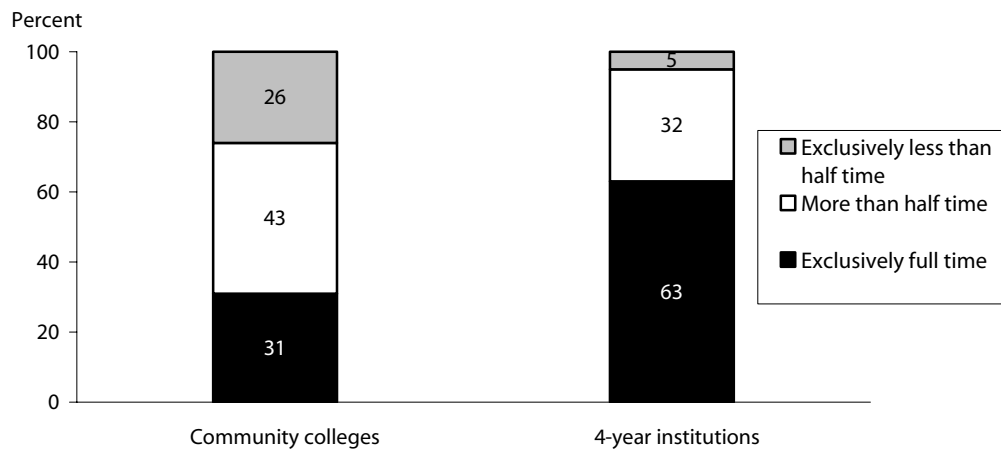
⁸ Established poverty levels are based on family income and family size. The value refers to income as a percentage of the poverty level threshold. A value of 100 indicates the family's income is at or below the poverty level. The low-income group is defined as families with poverty values of 125 or below. The maximum value is 1,000, ten times the poverty level or higher.

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Attendance, Work, and Paying for College

Attending college part time and working full time are common practices among community college students. In 2003–04, a majority attended classes part time, including 26 percent who attended less than half time (figure 3-A). In contrast, 63 percent of 4-year college students attended exclusively full time, compared with 31 percent of community college students.

Figure 3-A. Percentage distribution of undergraduates' attendance pattern in community colleges and 4-year institutions: 2003–04



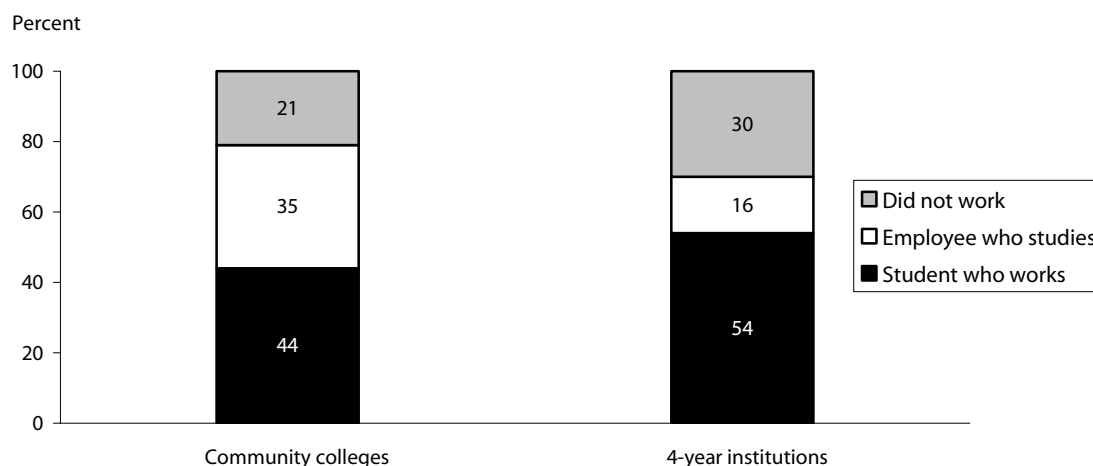
NOTE: Four-year institutions include public and private not-for-profit institutions only. Detail may not sum to totals because of rounding. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

About one-fifth (21 percent) of community college students did not work while enrolled, compared with nearly one-third (30 percent) of 4-year college students (figure 3-B). Among those who worked, community college students averaged 32 hours per week and 41 percent worked full time (compendium table 5.1). In contrast, 4-year college students averaged 26 hours per week and 23 percent worked full time while enrolled.

Just how much community college students work is reflected in their likelihood to view themselves primarily as employees rather than students (figure 3-B). Among students who

Figure 3-B. Percentage distribution of undergraduates' perceived primary role with regard to work and school for students attending community colleges and 4-year institutions: 2003–04



NOTE: Four-year institutions include public and private not-for-profit institutions only. Detail may not sum to totals because of rounding. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

worked while enrolled, roughly one-third (35 percent) identified themselves as employees who also attended classes, while 16 percent of 4-year college students reported the same. In contrast, a majority of 4-year college students (54 percent) identified themselves as students who worked to help pay for their schooling, compared with 44 percent of community college students.

Tuition and Financial Aid

The public 2-year sector is, in general, the least expensive option for students seeking postsecondary education (College Board 2004). In 2003–04, for example, the average tuition and fees paid nationwide by all community college students was about \$1,000 (table 3-A). The minority of students who attended full time for the full academic year (22 percent)⁹ paid an average of about \$2,000, while the remaining students paid about \$800.

Just under one-half (47 percent) of community college students received some form of financial aid, primarily grants (40 percent). Because community college students are likely to work full time or attend part time, or both, relatively few take out student loans. In 2003–04, for

⁹ See compendium table 1.5-B for the proportion of students attending full time for a full year.

Table 3-A. Average tuition and fees, average total price of attendance, and percentage of undergraduates in community colleges receiving any aid, any grants, or any student loans, and among recipients, the average amounts received, by selected student characteristics: 2003–04

Student 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	\$1,047	\$6,100	46.8	\$3,200	39.8	\$2,200	12.1	\$3,600
Attendance pattern								
Full-time/full-year	2,039	10,500	61.3	4,900	52.7	3,400	22.8	4,100
Part-time or part-year	762	4,900	42.7	2,400	36.1	1,700	9.0	3,300
Dependency status								
Dependent	1,311	6,700	42.7	3,200	35.4	2,400	12.3	2,900
Independent	880	5,800	49.5	3,200	42.7	2,000	11.9	4,200
Dependent income								
Less than \$32,000	1,220	6,600	63.7	3,600	60.0	3,000	11.9	2,600
\$32,000–92,000	1,354	6,800	38.6	2,800	29.5	1,900	14.4	2,800
More than \$92,000	1,333	6,600	22.4	2,800	14.5	1,700	7.4	3,600
Independent income								
Less than \$25,000	975	6,300	60.3	3,700	54.5	2,400	15.5	4,100
\$25,000 or more	799	5,400	40.2	2,500	32.6	1,400	8.9	4,200

NOTE: The total price of attendance includes tuition and fees, room and board, and other expenses as estimated by the institutions. "Total aid" includes all types of financial aid from any source except parents, friends, or relatives but 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 older and students younger than age 24 who are married, have dependents, are veterans, or are orphans or wards of the courts. Other undergraduates younger than age 24 are considered to be dependent. For dependent students, income is the income of their parents. Independent student income includes the income of a spouse if the student is married. Income is total income in 2002. Prior year (2002) income is used in federal need analysis. Estimates in the table include students enrolled in institutions in Puerto Rico, but because fewer than 30 community college students were enrolled in Puerto Rico, a separate total line excluding them is not shown. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: Berkner, L., Wei, C.C., He, S., Lew, S., Cominole, M., and Siegel, P. (2005). *2003–04 National Postsecondary Student Aid Study (NPSAS:04): Undergraduate Financial Aid Estimates for 2003–04 by Type of Institution* (NCES 2005-163), table 13. Data from U.S.

Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

example, 12 percent had borrowed an average of about \$3,600. For those attending full time for a full year, however, 23 percent had borrowed an average of about \$4,100, while 9 percent of all others borrowed an average of about \$3,300.

Low-income students, both dependent and independent, were the most likely to receive financial aid, and for those attending full time for a full year, nearly 80 percent of low-income students received aid (table 3-B). Among aid recipients, dependent low-income students received an average of about \$4,800, and their independent counterparts received an average of about \$6,300.

Table 3-B. Average tuition and fees, average total price of attendance, and percentage of full-time, full-year undergraduates in community colleges receiving any aid, any grants, or any student loans, and among recipients, the average amounts received, by selected student characteristics: 2003–04

Student 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
Full-time/full-year								
Total	\$2,039	\$10,500	61.3	\$4,900	52.7	\$3,400	22.8	\$4,100
Dependency status								
Dependent	2,063	10,000	54.6	4,100	45.8	3,100	18.5	3,200
Independent	2,000	11,400	72.7	6,000	64.4	3,700	30.0	4,900
Dependent income								
Less than \$32,000	1,879	9,600	77.1	4,800	73.3	4,000	17.8	2,800
\$32,000–92,000	2,106	10,000	50.0	3,600	40.3	2,300	20.5	3,200
More than \$92,000	2,214	10,200	34.3	3,900	20.6	2,400	14.0	4,300
Independent income								
Less than \$25,000	1,961	11,300	78.9	6,300	72.7	4,100	32.3	4,800
\$25,000 or more	2,073	11,500	61.0	5,200	48.7	2,700	25.8	5,200

NOTE: The total price of attendance includes tuition and fees, room and board, and other expenses as estimated by the institutions. "Total aid" includes all types of financial aid from any source except parents, friends, or relatives but 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 older and students younger than age 24 who are married, have dependents, are veterans, or are orphans or wards of the courts. Other undergraduates younger than age 24 are considered to be dependent. For dependent students, income is the income of their parents. Independent student income includes the income of a spouse if the student is married. Income is total income in 2002. Prior year (2002) income is used in federal need analysis. Estimates in the table include students enrolled in institutions in Puerto Rico, but because fewer than 30 community college students were enrolled in Puerto Rico, a separate total line excluding them is not shown. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: Berkner, L., Wei, C.C., He, S., Lew, S., Cominole, M., and Siegel, P. (2005). *2003–04 National Postsecondary Student Aid Study (NPSAS:04): Undergraduate Financial Aid Estimates for 2003–04 by Type of Institution* (NCES 2005-163), table 13. Data from U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Federal grants (primarily Pell Grants) are awarded to the neediest students. Among community college students, about 23 percent had received federal grants, including 35 percent of those attending full time for a full year (tables 4-A and 4-B). One-half of low-income dependent students received federal grants, as did 41 percent of low-income independent students. Dependent low-income federal aid recipients received an average of \$2,700 in federal grants, and independent students received about \$2,400.

Table 4-A. Percentage of community college students receiving federal, state, institutional, or other sources of grants, and among recipients, average grant amounts received, by selected student characteristics: 2003–04

Student characteristics	Federal grants		State grants		Institutional grants		Other grants	
	Percent	Average amount	Percent	Average amount	Percent	Average amount	Percent	Average amount
Total	23.1	\$2,300	11.3	\$1,000	7.5	\$1,200	11.8	\$1,100
Attendance pattern								
Full-time/full-year	35.4	3,200	19.3	1,300	14.2	1,700	10.3	1,500
Part-time or part-year	19.6	1,800	9.0	800	5.6	800	12.2	1,000
Dependency status								
Dependent	19.7	2,300	12.3	1,100	9.6	1,600	8.4	1,300
Independent	25.3	2,200	10.6	900	6.2	800	13.9	1,100
Dependent income								
Less than \$32,000	49.5	2,700	20.0	1,200	13.8	1,200	7.1	1,300
\$32,000–92,000	10.4	1,500	10.8	1,000	9.3	1,800	9.8	1,200
More than \$92,000	0.4	‡	5.1	1,100	4.1	2,100	6.6	1,500
Independent income								
Less than \$25,000	41.2	2,400	15.0	1,000	8.7	700	10.1	1,200
\$25,000 or more	11.7	1,600	6.9	900	4.1	900	17.2	1,000

‡ Reporting standards not met.

NOTE: Federal grants are Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOG), and a small percentage of grants and scholarships from other federal programs. State and institutional grants include any grants, scholarships, or tuition waivers that are funded by a state or by the institution attended, respectively. Other grants include grants and scholarships from private sources outside of the institution, including tuition aid from employers. 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 older and students younger than age 24 who are married, have dependents, are veterans, or are orphans or wards of the courts. Other undergraduates younger than age 24 are considered to be dependent. For dependent students, income is the income of their parents. Independent student income includes the income of a spouse if the student is married. Income is total income in 2002. Prior year (2002) income is used in federal need analysis. Estimates in the table include students enrolled in institutions in Puerto Rico, but because fewer than 30 community college students were enrolled in Puerto Rico, a separate total line excluding them is not shown. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: Berkner, L., Wei, C.C., He, S., Lew, S., Cominole, M., and Siegel, P. (2005). *2003–04 National Postsecondary Student Aid Study (NPSAS:04): Undergraduate Financial Aid Estimates for 2003–04 by Type of Institution* (NCES 2005-163), table 14. Data from U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Table 4-B. Percentage of full-time, full-year community college students receiving federal, state, institutional, or other sources of grants, and among recipients, average grant amounts received, by selected student characteristics: 2003–04

Student characteristics	Federal grants		State grants		Institutional grants		Other grants	
	Percent	Average amount	Percent	Average amount	Percent	Average amount	Percent	Average amount
Full-time/full-year								
Total	35.4	\$3,200	19.3	\$1,300	14.2	\$1,700	10.3	\$1,500
Dependency status								
Dependent	25.2	2,900	17.9	1,300	15.6	2,000	10.4	1,400
Independent	52.6	3,400	21.6	1,300	11.9	1,100	10.3	1,800
Dependent income								
Less than \$32,000	62.6	3,400	28.8	1,400	19.0	1,700	8.4	1,100
\$32,000–92,000	14.4	1,800	15.6	1,100	16.5	2,100	12.4	1,200
More than \$92,000	0.3	‡	8.0	1,400	8.0	2,600	7.6	2,400
Independent income								
Less than \$25,000	65.0	3,600	24.6	1,300	12.7	1,100	8.2	1,600
\$25,000 or more	29.2	2,500	15.9	1,200	10.6	1,100	14.1	2,000

‡ Reporting standards not met.

NOTE: Federal grants are Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOG), and a small percentage of grants and scholarships from other federal programs. State and institutional grants include any grants, scholarships, or tuition waivers that are funded by a state or by the institution attended, respectively. Other grants include grants and scholarships from private sources outside of the institution, including tuition aid from employers. 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 older and students younger than age 24 who are married, have dependents, are veterans, or are orphans or wards of the courts. Other undergraduates younger than age 24 are considered to be dependent. For dependent students, income is the income of their parents. Independent student income includes the income of a spouse if the student is married. Income is total income in 2002. Prior year (2002) income is used in federal need analysis. Estimates in the table include students enrolled in institutions in Puerto Rico, but because fewer than 30 community college students were enrolled in Puerto Rico, a separate total line excluding them is not shown. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: Berkner, L., Wei, C.C., He, S., Lew, S., Cominole, M., and Siegel, P. (2005). *2003–04 National Postsecondary Student Aid Study (NPSAS:04): Undergraduate Financial Aid Estimates for 2003–04 by Type of Institution* (NCES 2005-163), table 14. Data from U.S.

Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Relatively small proportions of community college students received other forms of grants including those awarded by the state and the institution. For example, about 11 percent of community college students received state grants averaging about \$1,000, and 8 percent received grants from the institution averaging about \$1,200.

Community College Track

In a recent report, Adelman (2005) used data from the postsecondary transcripts of 1992 high school graduates to develop “portraits” of six distinct populations who attend community colleges. These portraits were based on the credits earned by traditional college-age students (23 or younger) in various degree programs. The first two portraits described students likely to persist and included students in (1) traditional academic paths leading to a transfer and bachelor’s degree, and (2) occupational credential paths leading to vocational credentials or associate’s degrees awarded by community colleges. The remaining four groups of students were much less successful in earning credits and completing credentials. These groups included (3) students with relatively weak high school academic preparation who struggled to acquire community college credits and then stopped; (4) students who withdrew almost immediately after enrollment with few if any credits earned; (5) those who were based in other institutions (i.e., taking most courses in another institution, primarily in 4-year colleges); and (6) a small population of “reverse transfers” with “declining momentum toward credentials at any level.”

The analysis presented here draws on Adelman’s model to illuminate the educational track of all students enrolled in community colleges in 2003–04. While Adelman’s model focused entirely on traditional college-age students using 8 years of transcript data, this study encompasses all community college students and is limited to information collected for 1 academic year.

This study developed a taxonomy called the “Community College Track,” which classifies students by their relative commitment to completing their respective degree programs. Three levels of commitment are identified: more committed, less committed, and not committed. The criteria used for defining degree commitment are discussed in detail in the next section of the report. But operationally, students were considered “more committed” if they attended college at least half time throughout their enrollment and reported that transferring to a 4-year institution or completing an associate’s degree or vocational certificate were reasons for enrolling. If students did not meet these criteria, but were enrolled in a formal degree program, they were classified as less committed. The remaining students were classified as not committed (i.e., they were not enrolled in a formal degree program and did not report intentions of transferring to a 4-year college).

Students were divided into their respective degree programs based on information they provided in the student interview and on information obtained from the community college. Intent to transfer to a 4-year institution was almost entirely self-reported and students who reported this as a reason for enrolling were classified as transfers regardless of their degree program.¹⁰ Students who did not report intent to transfer, but whose institutions reported them in associate's or certificate programs, were classified accordingly. The distinction between general and applied associate's degree programs (AA) was based entirely on student responses to a question asking them if they were pursuing a general associate's degree or an occupational or technical degree (applied AA). Community college students are distributed within the Community College Track as follows:

More Committed (49 percent)

- 4-year transfer track (29 percent)
- General associate's degree program (9 percent)
- Applied associate's degree program (7 percent)
- Certificate track (4 percent)

Less Committed (39 percent)

- 4-year transfer track (9 percent)
- General associate's degree program (17 percent)
- Applied associate's degree program (9 percent)
- Certificate track (4 percent)

Not Committed (12 percent)

Defining Commitment to Degree Program

In order to classify community college students into a program of study that takes into account their likelihood of success, this study developed a measure of students' commitment toward completing a program. The commitment measure is based on two factors known to be associated with degree completion: college attendance intensity and reported intentions to either transfer to a 4-year college or complete a credential at the community college.

¹⁰ In a few instances, institutions reported that students were in transfer or bachelor's degree programs. These students were classified as "less committed" 4-year transfers because they did not report the intent to transfer as a reason for enrolling.

College Attendance

A large body of research has shown that students who attend college full time are much more likely to complete a degree (e.g., Carroll 1989; Berkner, He, and Cataldi 2003). However, many of these studies focus on 4-year college students and, as was shown in figure 3-A, relatively few community college students attend full time. Indeed, community colleges tend to serve students who, because of family, work, or other responsibilities, are only able to attend on a part-time basis. Thus, setting the criterion too strictly could result in losing many students who might be strongly committed to finishing a course of study. For this study, therefore, taking two classes per term was determined to be a sufficient indicator of commitment to a program of study. This attendance criterion was operationally translated to attending at least half time for their college enrollment period during the year under study. Overall, about 26 percent of community college students did not meet this attendance level (table 5). However, among students classified as less committed, 50 percent attended less than half time.

Table 5. Percentage distribution of community college students' attendance for all months enrolled, by the community college track: 2003–04

Community college track	Attendance intensity		
	Exclusively full-time	More than half-time	Less than half-time
Total	30.6	43.1	26.3
Commitment to degree program ¹			
More committed	43.1	56.9	†
4-year transfer	45.7	54.4	†
General associate's degree	36.3	63.8	†
Applied associate's degree	42.9	57.1	†
Certificate	39.4	60.6	†
Less committed	19.7	30.1	50.1
4-year transfer	6.4	8.7	84.9
General associate's degree	23.1	34.5	42.4
Applied associate's degree	23.0	39.1	37.9
Certificate	26.1	36.8	37.2
Not committed (no degree program)	15.3	29.0	55.7

† Not applicable.

¹ All students classified as "more committed" were required to attend at least half time, so no members of this group appear in the "less than half time" column. The criterion for being classified as "more committed" is reporting that transferring to a 4-year institution (for 4-year transfer track) or earning a credential (for associate's and certificate tracks) are reasons for attending. Students not meeting these criteria but who are enrolled in formal degree programs (or intending to transfer to a 4-year college) are classified as "less committed." Students not enrolled in any formal degree program and not intending to transfer to a 4-year college are classified as "not committed." Associate's degree types were identified by students in associate's degree programs who reported working on either a general education or transfer degree (general) or an occupational or a technical degree (applied). NOTE: Detail may not sum to totals because of rounding. Estimates in the table include students enrolled in institutions in Puerto Rico, but because fewer than 30 community college students were enrolled in Puerto Rico, a separate total line excluding them is not shown. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

While students who were classified as more committed were required to have attended at least half time, as might be expected, larger proportions attended full time, compared with their counterparts classified as less committed. For example, nearly one-half (46 percent) of the more committed 4-year transfer students attended full time, whereas most of the less committed 4-year transfer track students (85 percent) attended less than half time. Students in the less committed 4-year transfer track were the most likely to attend less than half time, even more so than those in the nondegree track. Roughly 40 percent of the less committed students in associate's or certificate tracks (37 to 42 percent) attended less than half time, and they were less likely to do so than non-degree-track students (56 percent).

Reasons for Attending

Individual intentions or degree goals are important predictors of successful completion of postsecondary education (Tinto 1993). Intent, therefore, was the second criterion for demonstrating commitment to a program of study. In the NPSAS survey, intent was captured by questions asked of the students about why they had enrolled in a community college. Students were given the opportunity to cite a number of reasons for attending, which included transfer to a 4-year college and completion of an AA degree or certificate. Students could also report reasons related to personal interest or obtaining job skills. The data are shown in table 6. It is clear from this table that students often reported multiple reasons and that many reported personal interest as a reason for attending (46 percent). About 42 percent reported obtaining job skills or completing an AA as reasons and 36 percent reported the intent to transfer to a 4-year college.

By definition, students classified as more committed were required to cite transferring to a 4-year institution (4-year transfer group) or obtaining a credential at the community college (AA and certificate groups) as reasons for enrolling. Thus, the tables show 100 percent of the more committed students reporting these reasons in their respective programs (i.e., 100 percent of 4-year transfer students reported transfer as a reason for enrolling, and likewise, 100 percent of AA students reported completing an AA as a reason for enrolling).

Among students classified as less committed, roughly 16 percent of those in either the general or applied AA track claimed that completing an associate's degree was a reason for enrolling while the majority reported enrolling for personal interest (60 and 57 percent, respectively). Similarly, 13 percent of the less committed certificate students reported completing a certificate as a reason for enrolling, compared with 48 percent who cited personal interest and 56 percent who cited job skills as reasons for enrolling. It is also interesting to note that students in the less committed certificate track reported intentions of obtaining an AA more often than obtaining a certificate (24 vs. 13 percent).

Table 6. Percentage of community college students reporting various reasons for enrolling, by the community college track: 2003–04

Community college track	Transfer to a 4-year college	Complete associate's degree	Complete certificate	Job skills	Personal interest	Transfer to another college
Total	36.5	42.8	17.0	41.6	46.0	15.3
Commitment to degree program ¹						
More committed	60.2	63.0	24.5	40.1	36.7	18.7
4-year transfer	100.0	50.5	20.6	35.3	35.1	21.9
General associate's degree	†	100.0	14.0	41.7	38.0	17.8
Applied associate's degree	†	100.0	13.6	52.7	38.7	11.8
Certificate	†	5.9	100.0	51.3	42.8	8.4
Less committed	18.1	23.7	8.4	41.7	54.8	12.4
4-year transfer	82.6 ²	45.9	17.1	38.4	45.4	21.2
General associate's degree	†	16.6	4.9	37.1	59.9	12.1
Applied associate's degree	†	16.4	5.2	47.5	56.5	6.6
Certificate	†	24.2	12.6	56.4	47.8	8.1
Not committed (no degree program)	†	22.6	14.5	47.1	55.6	11.0

† Not applicable.

¹ The criteria for being classified as "more committed" include attending classes at least half time and reporting that transferring to a 4-year institution (for 4-year transfer track) or earning a credential (for associate's and certificate tracks) are reasons for attending. Students reporting transferring to a 4-year institution as a reason for enrolling were classified in the 4-year transfer track regardless of their degree program or other reasons for enrolling (i.e., they could have reported both transfer and earning an associate's degree as reasons for enrolling, but transfer took precedence in the classification). The other criterion for "more committed" is attending classes at least half time. Students not meeting these criteria who are enrolled in formal degree programs (or intending to transfer to a 4-year college) are classified as "less committed." Students not enrolled in any formal degree program and not intending to transfer to a 4-year college are classified as "not committed." Associate's degree types were identified by students in associate's degree programs who reported working on either a general education or transfer degree (general) or an occupational or a technical degree (applied).

² In a few cases the school reported student was in a transfer program but the student did not, which is why this is not 100 percent. NOTE: Estimates in the table include students enrolled in institutions in Puerto Rico, but because fewer than 30 community college students were enrolled in Puerto Rico, a separate total line excluding them is not shown. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

In terms of their reported interest in obtaining a degree, students in the less committed AA tracks were less likely than those in the nondegree track to report intentions of earning an AA, (16 percent and 17 percent vs. 23 percent). This raises the question of why students classified as less committed in the AA tracks were enrolled in formal degree programs. It may be that obtaining new skills was the most important reason for them to attend a community college and that earning a degree was simply a means of doing so and thus a less important reason. Alternatively, these students may have needed to enroll in a formal credential program to obtain financial aid or to take the courses of interest to them. At the same time, when these students were asked about their ultimate degree objectives, at least three-fourths said they hoped to earn at

least a bachelor's degree one day.¹¹ Similarly, other research based on a longitudinal survey of first-time freshmen in 1995–96 found that when students were asked specifically about what degree they expected to obtain at the community college, nearly 85 percent reported that they expected to complete a subbaccalaureate credential or transfer to a 4-year institution (Hoachlander, Sikora, and Horn 2003). Yet, according to the results of the current study, when given the opportunity to report more than one reason for enrolling, a relatively large proportion of community college students do not report transfer or completing a credential as a reason for enrolling.¹²

Students who enroll in degree programs but are not necessarily interested in completing a credential may be analogous to what Adelman (2005) termed “visitors” in his analysis of community college students. Visitors attend for relatively short periods of time, earn fewer than 30 credits at the community college, and, when they leave, tend to leave the system entirely rather than transfer. Among the high school cohort analyzed by Adelman, 46 percent were identified as visitors. As discussed earlier and shown in figure B, 39 percent of community college students were classified as less committed in this analysis. These are students enrolled in formal degree programs but who did not meet all three criteria for strong commitment designation.

Student Characteristics

Who are the students in each community college track, and how do they differ with respect to age and other demographic characteristics? Given the broad spectrum of programs community colleges offer, one would expect the community college track to vary with demographic characteristics, in particular with age. Indeed, this was the case.

Age

As shown in table 7, traditional college-age students (younger than 24) constituted roughly two-thirds of those in the more committed 4-year transfer track (67 percent) and roughly one-half of those in the more committed general AA track (49 percent). Among those in AA programs, younger students made up larger proportions in general AA programs than in applied programs, and in both the more committed (49 percent vs. 42 percent) and less committed AA tracks (42 percent vs. 35 percent).

¹¹ NPSAS:04 Undergraduate Data Analysis System (data not shown).

¹² It should be noted, however, that students in the NPSAS survey represent all college students while those in the BPS survey represent first-time college students. Thus, educational expectations of the two groups may differ to a certain extent.

Table 7. Age distribution of community college students as of 12/31/03, by the community college track: 2003–04

Community college track	23 years or younger	24–29 years	30 years or older
Total	47.0	18.2	34.8
Commitment to degree program ¹			
More committed	58.0	18.0	24.0
4-year transfer	66.7	15.7	17.6
General associate's degree	48.8	19.5	31.7
Applied associate's degree	41.6	24.0	34.4
Certificate	42.1	21.5	36.4
Less committed	39.5	18.5	42.0
4-year transfer	44.8	20.6	34.6
General associate's degree	42.1	17.7	40.2
Applied associate's degree	34.6	18.0	47.4
Certificate	27.1	18.9	54.0
Not committed (no degree program)	26.2	18.1	55.7

¹The criteria for being classified as "more committed" include attending classes at least half time and reporting that transferring to a 4-year institution (for 4-year transfer track) or earning a credential (for associate's and certificate tracks) are reasons for attending. Students not meeting these criteria who are enrolled in formal degree programs (or intending to transfer to a 4-year college) are classified as "less committed." Students not enrolled in any formal degree program and not intending to transfer to a 4-year college are classified as "not committed." Associate's degree types were identified by students in associate's degree programs who reported working on either a general education or transfer degree (general) or an occupational or a technical degree (applied). NOTE: Detail may not sum to totals because of rounding. Estimates in the table include students enrolled in institutions in Puerto Rico, but because fewer than 30 community college students were enrolled in Puerto Rico, a separate total line excluding them is not shown. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Students in their 30s or older made up 42 percent of those enrolled in the less committed certificate track and a majority of the students in the nondegree track (56 percent). It is also worth noting that students in their mid-to-late 20s, who constituted 18 percent of all community college students, tended to be overrepresented in the more committed applied AA track and underrepresented in the more committed 4-year transfer track (24 and 16 percent, respectively).

Gender

Gender differences also were evident among the community college tracks (table 8). For example, while women constituted 59 percent of all community college students, they made up 67 percent of the more committed applied AA students. In both the more committed AA tracks, women constituted greater proportions than they did in the 4-year track (64 and 67 percent vs. 56 percent). In contrast, men made up a greater proportion of the more committed 4-year track than they did of the more committed AA tracks. This finding is consistent with studies showing that

Table 8. Gender distribution of community college students, by the community college track: 2003–04

Community college track	Male	Female
Total	40.9	59.1
Commitment to degree program ¹		
More committed	40.8	59.2
4-year transfer	44.2	55.8
General associate's degree	36.2	63.8
Applied associate's degree	33.0	67.0
Certificate	39.4	60.6
Less committed	40.6	59.4
4-year transfer	41.8	58.2
General associate's degree	40.3	59.7
Applied associate's degree	39.1	60.9
Certificate	43.2	56.8
Not committed (no degree program)	42.2	57.8

¹The criteria for being classified as “more committed” include attending classes at least half time and reporting that transferring to a 4-year institution (for 4-year transfer track) or earning a credential (for associate’s and certificate tracks) are reasons for attending. Students not meeting these criteria who are enrolled in formal degree programs (or intending to transfer to a 4-year college) are classified as “less committed.” Students not enrolled in any formal degree program and not intending to transfer to a 4-year college are classified as “not committed.” Associate’s degree types were identified by students in associate’s degree programs who reported working on either a general education or transfer degree (general) or an occupational or a technical degree (applied). NOTE: Detail may not sum to totals because of rounding. Estimates in the table include students enrolled in institutions in Puerto Rico, but because fewer than 30 community college students were enrolled in Puerto Rico, a separate total line excluding them is not shown. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

men with bachelor’s degree intentions are more likely than women to enroll in community colleges, while women are more likely to enroll in 4-year institutions (Berkner, He, and Cataldi 2003).

Dependency and Family Status

Students’ dependency and family status varied as expected with the community college track (table 9). For example, dependent students (age 23 or younger by definition) made up the majority (57 percent) of the more committed 4-year transfer students. Dependent students also accounted for 39 percent of the more committed general AA students and about one-third of the more committed applied AA and certificate-seeking students.

Independent students with families tended to be overrepresented in the less committed certificate track. Specifically, 29 percent of students in the less committed certificate track were married parents, compared with 20 percent of all community college students; and 20 percent of

Table 9. Percentage distribution of community college students' dependency and family status, by the community college track: 2003–04

Community college track	Dependent	Among independents			
		No dependents, unmarried	Married, no dependents	Single parent	Married parent
Total	38.8	16.2	9.7	15.4	20.0
Commitment to degree program ¹					
More committed	48.8	13.7	7.1	14.6	15.8
4-year transfer	57.3	12.6	5.7	11.8	12.5
General associate's degree	38.5	14.3	8.1	19.1	20.1
Applied associate's degree	33.3	15.8	10.3	18.0	22.7
Certificate	34.0	16.7	10.2	19.5	19.5
Less committed	31.9	17.9	10.8	16.2	23.3
4-year transfer	35.5	17.2	9.9	14.3	23.1
General associate's degree	34.8	18.7	10.7	15.2	20.6
Applied associate's degree	27.6	16.9	11.0	18.5	26.1
Certificate	21.0	18.3	12.6	19.2	29.0
Not committed (no degree program)	20.4	21.1	16.3	16.0	26.2

¹The criteria for being classified as "more committed" include attending classes at least half time and reporting that transferring to a 4-year institution (for 4-year transfer track) or earning a credential (for associate's and certificate tracks) are reasons for attending. Students not meeting these criteria who are enrolled in formal degree programs (or intending to transfer to a 4-year college) are classified as "less committed." Students not enrolled in any formal degree program and not intending to transfer to a 4-year college are classified as "not committed." Associate's degree types were identified by students in associate's degree programs who reported working on either a general education or transfer degree (general) or an occupational or a technical degree (applied). NOTE: Detail may not sum to totals because of rounding. Estimates in the table include students enrolled in institutions in Puerto Rico, but because fewer than 30 community college students were enrolled in Puerto Rico, a separate total line excluding them is not shown. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

students in the less committed certificate track were single parents, compared with 15 percent of all community college students.

Race and Ethnicity

Variations in the community college track by students' race/ethnicity also were evident (table 10). Compared with all community college students, White students were overrepresented in the more committed applied AA track, while Hispanic students were underrepresented. That is, 60 percent of all community college students were White, compared with 69 percent of more committed applied AA students. Conversely, 14 percent of all community college students were Hispanic, compared with 9 percent in the more committed applied AA track.

Table 10. Race/ethnicity distribution of community college students, by the community college track: 2003–04

Community college track	White	Black	Hispanic	Asian	American Indian	Pacific Islander	Multiple races or other
Total	59.9	15.3	14.4	5.3	1.0	0.7	3.4
Commitment to degree program ¹							
More committed	59.9	16.1	14.4	4.7	0.9	0.6	3.4
4-year transfer	58.2	15.4	15.5	5.9	1.0	0.6	3.5
General associate's degree	59.9	16.8	15.5	3.4	0.7	0.7	3.0
Applied associate's degree	68.5	17.1	8.9	1.8	0.9	0.4	2.4
Certificate	58.7	19.1	12.3	4.1	0.6	0.2	5.0
Less committed	58.7	16.4	13.7	5.7	1.2	0.7	3.6
4-year transfer	55.9	13.9	16.5	7.3	0.9	0.9	4.7
General associate's degree	57.1	15.7	14.6	6.4	1.3	1.1	3.8
Applied associate's degree	64.2	18.2	10.4	3.1	0.9	0.1	3.1
Certificate	58.7	21.2	11.1	5.3	2.1	0.4	1.3
Not committed (no degree program)	64.0	8.6	16.8	6.0	1.2	0.7	2.7

¹The criteria for being classified as "more committed" include attending classes at least half time and reporting that transferring to a 4-year institution (for 4-year transfer track) or earning a credential (for associate's and certificate tracks) are reasons for attending. Students not meeting these criteria who are enrolled in formal degree programs (or intending to transfer to a 4-year college) are classified as "less committed." Students not enrolled in any formal degree program and not intending to transfer to a 4-year college are classified as "not committed." Associate's degree types were identified by students in associate's degree programs who reported working on either a general education or transfer degree (general) or an occupational or a technical degree (applied). NOTE: 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. Race categories exclude Hispanic origin unless specified. Detail may not sum to totals because of rounding. Estimates in the table include students enrolled in institutions in Puerto Rico, but because fewer than 30 community college students were enrolled in Puerto Rico, a separate total line excluding them is not shown. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

In the more committed 4-year transfer track, 15 percent were either Black or Hispanic students. However, higher proportions of Black than Hispanic students were enrolled in the occupational tracks (i.e., applied AA and certificate programs). For example, 17 percent of Black versus 9 percent of Hispanic students were classified in the more committed applied AA track, and 19 percent of Black versus 12 percent of Hispanic students were classified in the more committed certificate group. Conversely, nondegree students were more likely to be Hispanic (17 percent) than Black (9 percent). In other words, the data suggest that Black students were more likely to enroll in community colleges for vocational training than were Hispanics, while Hispanic students were more likely to attend classes that do not necessarily lead to a formal degree. It is likely that some Hispanic students are taking English as a Second Language (ESL) courses to strengthen their English language skills.

Fields of Study

Table 11 displays the fields of study for each community college track. Because the tracks contain both occupational and academic degree programs, one would expect fields of study patterns to vary accordingly. For example, students in both general AA programs tended to be overrepresented in humanities fields when compared with community college students as a whole (20 vs. 15 percent), whereas those in both applied AA programs were overrepresented in health fields (40 and 33 percent vs. 24 percent). Yet even within occupational tracks, students in the more committed applied AA track were more likely to major in health-related fields than students in the less committed applied AA tracks (40 vs. 33 percent).

Table 11. Percentage distribution of community college students' major field of study, by the community college track: 2003–04

Community college track	Humanities	Social/behavioral sciences	Mathematics and science	Computer/information science	Engineering	Education	Business/management	Health	Vocational/technical	Other technical/professional
Total	14.8	5.0	3.6	6.1	4.1	8.1	18.4	23.9	4.9	11.1
Commitment to degree program ¹										
More committed	15.3	5.2	3.8	6.0	3.8	8.7	18.1	23.8	4.1	11.2
4-year transfer	17.7	6.7	5.0	5.5	4.0	10.5	18.5	18.3	3.3	10.5
General associate's degree	19.9	4.4	2.7	4.7	2.2	9.0	18.4	24.2	2.1	12.5
Applied associate's degree	4.2	1.4	1.1	8.7	4.9	4.0	16.8	40.5	7.2	11.3
Certificate	9.8	4.5	3.1	6.9	4.1	4.8	16.8	28.2	9.0	12.9
Less committed	14.1	4.7	3.4	6.3	4.5	7.4	18.9	24.1	5.8	10.9
4-year transfer	14.3	7.3	5.3	6.2	4.1	9.6	24.6	17.2	3.5	8.0
General associate's degree	20.3	5.4	4.0	4.9	4.1	9.6	18.7	20.3	2.4	10.5
Applied associate's degree	6.6	2.9	2.0	9.4	5.6	3.4	17.9	32.6	7.3	12.4
Certificate	4.3	1.4	0.8	5.5	4.6	3.8	13.2	31.1	21.1	14.3
Not committed (no degree program)	†	†	†	†	†	†	†	†	†	†

† Not applicable.

¹The criteria for being classified as "more committed" include attending classes at least half time and reporting that transferring to a 4-year institution (for 4-year transfer track) or earning a credential (for associate's and certificate tracks) are reasons for attending. Students not meeting these criteria who are enrolled in formal degree programs (or intending to transfer to a 4-year college) are classified as "less committed." Students not enrolled in any formal degree program and not intending to transfer to a 4-year college are classified as "not committed." Associate's degree types were identified by students in associate's degree programs who reported working on either a general education or transfer degree (general) or an occupational or a technical degree (applied). NOTE: Detail may not sum to totals because of rounding. Estimates in the table include students enrolled in institutions in Puerto Rico, but because fewer than 30 community college students were enrolled in Puerto Rico, a separate total line excluding them is not shown. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

One other difference of note was evident between the two 4-year transfer groups. Compared with all community college students, the more committed 4-year transfer students were more likely to major in education (11 vs. 8 percent), whereas the less committed group majored in business and management more often than community college students as a whole (25 vs. 18 percent).

Remedial Courses and Cumulative Grade Point Average

The community college track revealed relatively few variations with respect to participation in remedial education (table 12). For example, when asked whether they were currently taking any remedial courses, 22 percent of the more committed general AA students reported doing so, compared with 17 percent of all community college students. The more committed general AA

Table 12. Percentage of community college students who reported taking remedial courses in the current year, by the community college track: 2003–04

Community college track	Any remedial courses	English	Mathematics	Reading	Study skills	Writing
Total	16.5	4.9	13.2	4.9	1.7	5.0
Commitment to degree program ¹						
More committed	19.7	5.7	15.8	5.9	1.9	6.1
4-year transfer	19.7	5.9	15.7	6.0	2.1	6.5
General associate's degree	22.0	5.9	17.9	6.7	1.3	5.6
Applied associate's degree	18.5	4.5	15.3	4.8	2.2	5.5
Certificate	15.6	5.2	12.3	5.2	1.8	4.8
Less committed	15.4	4.5	12.1	4.4	1.8	4.6
4-year transfer	12.3	2.9	9.9	3.5	2.3	3.9
General associate's degree	16.8	5.4	12.9	5.1	1.7	5.4
Applied associate's degree	15.7	4.0	12.7	4.2	1.5	4.3
Certificate	14.7	5.8	11.5	4.3	1.8	3.3
Not committed (no degree program)	7.8	2.6	6.0	2.1	0.9	2.2

¹ The criteria for being classified as "more committed" include attending classes at least half time and reporting that transferring to a 4-year institution (for 4-year transfer track) or earning a credential (for associate's and certificate tracks) are reasons for attending. Students not meeting these criteria who are enrolled in formal degree programs (or intending to transfer to a 4-year college) are classified as "less committed." Students not enrolled in any formal degree program and not intending to transfer to a 4-year college are classified as "not committed." Associate's degree types were identified by students in associate's degree programs who reported working on either a general education or transfer degree (general) or an occupational or a technical degree (applied). NOTE: Only students who were in their first or second year of college were asked the remedial education questions, so a small percentage of community college students in their third year or higher are not included. Estimates in the table include students enrolled in institutions in Puerto Rico, but because fewer than 30 community college students were enrolled in Puerto Rico, a separate total line excluding them is not shown. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

students also were more likely to report taking remedial mathematics courses than community college students as a whole (18 vs. 13 percent). The more committed 4-year transfer students participated in remedial education more often than those in the less committed group, both overall (20 vs. 12 percent) and in specific areas. For example, they were more likely than the less committed 4-year transfer students to have taken remedial mathematics (16 vs. 10 percent) and English courses (6 vs. 3 percent).

Being classified as more committed was not necessarily associated with earning higher grades in 2003–04 (table 13). In fact, consistent with their greater participation in remedial courses, the more committed 4-year transfer students were less likely than their peers in the less committed 4-year transfer track to have earned mostly A's (12 vs. 19 percent) and more likely to have earned C's and D's or lower (14 vs. 10 percent). This difference may be due to the heavier course load carried by the more committed group, nearly half of whom attend full time

Table 13. Percentage distribution of community college students' cumulative grades, by the community college track: 2003–04

Community college track	Mostly A's	A's and B's	Mostly B's	B's and C's	Mostly C's	C's and D's or lower
Total	18.3	11.5	25.2	14.1	19.5	11.5
Commitment to degree program ¹						
More committed	13.2	11.5	25.6	16.2	21.0	13.0
4-year transfer	11.9	10.8	25.7	16.2	21.4	14.0
General associate's degree	13.4	12.1	24.8	15.6	20.7	13.5
Applied associate's degree	16.6	13.3	26.9	14.9	20.4	7.8
Certificate	16.7	11.5	24.4	14.7	19.4	13.3
Less committed	18.7	11.2	19.9	13.4	25.1	11.7
4-year transfer	18.9	12.3	25.6	13.8	19.2	10.1
General associate's degree	15.8	11.1	25.6	13.3	21.4	12.8
Applied associate's degree	20.8	12.4	23.6	14.0	19.5	9.7
Certificate	27.0	11.3	25.0	11.2	15.8	9.8
Not committed (no degree program)	37.1	10.9	24.0	9.2	12.0	6.8

¹ The criteria for being classified as "more committed" include attending classes at least half time and reporting that transferring to a 4-year institution (for 4-year transfer track) or earning a credential (for associate's and certificate tracks) are reasons for attending. Students not meeting these criteria who are enrolled in formal degree programs (or intending to transfer to a 4-year college) are classified as "less committed." Students not enrolled in any formal degree program and not intending to transfer to a 4-year college are classified as "not committed." Associate's degree types were identified by students in associate's degree programs who reported working on either a general education or transfer degree (general) or an occupational or a technical degree (applied). NOTE: Detail may not sum to totals because of rounding. Estimates in the table include students enrolled in institutions in Puerto Rico, but because fewer than 30 community college students were enrolled in Puerto Rico, a separate total line excluding them is not shown. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

(46 percent), while most of their less committed peers attend less than half time (as was shown in table 5). In addition, more committed 4-year transfer track students tend to be younger than their less committed peers and younger students earn lower grades in general than those who are older.¹³

Students in nondegree programs earned the highest grades more often than community college students as a whole (37 vs. 18 percent). These students tend to be older and often take one course at a time for their own personal enrichment. Otherwise, as with remedial coursetaking, obvious associations between grades and the community college track were not evident.

One-Year Enrollment Continuity

Even though the NPSAS:04 survey represents one point in time, the study collected information that spanned the 2003–04 academic year. In particular, students reported whether they had obtained or expected to obtain a credential in that year and which months they were enrolled. These two variables were combined to derive a measure of 1-year enrollment continuity. Specifically, if students had obtained or expected to obtain a credential in 2003–04 or were enrolled for 9 or more months,¹⁴ they were considered to have shown strong enrollment continuity for the academic year.

Table 14-A displays the results. The findings clearly show that a greater proportion of students who were identified as more committed to their program of study maintained strong enrollment continuity for 1 year than did less committed students (83 vs. 70 percent). Moreover, within each individual track, the likelihood of maintaining strong enrollment continuity for 1 year was higher for students identified as more committed than it was for those identified as less committed. For example, 83 percent of the more committed 4-year transfer students had persisted, compared with 58 percent of their less committed 4-year transfer counterparts. Likewise, 86 percent of the more committed applied AA students maintained strong enrollment continuity, compared with 73 percent of their less committed counterparts.

¹³ See compendium table 2.3.

¹⁴ Only students enrolled in the fall were included in this analysis, so that participants had the same amount of time in which to achieve the 9-month threshold for persistence. Overall, 79 percent of community college students were enrolled in the fall, though students in the more committed applied AA and 4-year transfer tracks (82 percent) were more likely and those in the nondegree program (61 percent) were less likely than students in other tracks to be enrolled in the fall (ranging from 65 percent of those in the less committed 4-year transfer track to 79 percent in the more committed general AA track). Data not shown.

Table 14-A. Percentage of community college students who attained a credential, attended 9 months or more, or did neither among those enrolled in the fall, by the community college track: 2003–04

Community college track	Maintained enrollment continuity			Did not attain and attended less than 9 months
	Total	Attained credential	Attended 9 months or more	
Total	76.0	14.3	61.7	24.0
Commitment to degree program ¹				
More committed	83.3	16.9	66.4	16.7
4-year transfer	82.9	15.3	67.6	17.1
General associate's degree	84.0	15.8	68.1	16.1
Applied associate's degree	86.3	22.1	64.2	13.7
Certificate	80.1	23.7	56.4	20.0
Less committed	70.3	14.5	55.8	29.7
4-year transfer	58.4	11.5	46.9	41.6
General associate's degree	72.9	12.8	60.2	27.1
Applied associate's degree	73.1	14.4	58.6	26.9
Certificate	74.2	28.8	45.4	25.8
Not committed (no degree program)	57.5	†	57.5	42.5

† Not applicable.

¹ The criteria for being classified as "more committed" include attending classes at least half time and reporting that transferring to a 4-year institution (for 4-year transfer track) or earning a credential (for associate's and certificate tracks) are reasons for attending. Students not meeting these criteria who are enrolled in formal degree programs (or intending to transfer to a 4-year college) are classified as "less committed." Students not enrolled in any formal degree program and not intending to transfer to a 4-year college are classified as "not committed." Associate's degree types were identified by students in associate's degree programs who reported working on either a general education or transfer degree (general) or an occupational or a technical degree (applied). NOTE: Detail may not sum to totals because of rounding. Estimates in the table include students enrolled in institutions in Puerto Rico, but because fewer than 30 community college students were enrolled in Puerto Rico, a separate total line excluding them is not shown. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Among certificate-seeking students, although a greater percentage of those in the more committed track had maintained strong enrollment continuity (80 vs. 74 percent), it appears as though students in the less committed track may have completed a credential at a higher rate (29 vs. 24 percent). However, the difference was not statistically significant. It is also possible that certificate-seeking students in the more committed track are in longer programs, which would coincide with the finding showing a greater percentage of the more committed group being enrolled for 9 or more months relative to their less committed peers (56 vs. 45 percent).

Not surprisingly, students classified as not committed were less likely to have maintained strong enrollment continuity over 1 year than students identified as either more or less committed (58 percent vs. 83 and 70 percent, respectively). It is of interest to note, however, the enrollment continuity of non-degree-track students relative to those in the less committed AA tracks (both

general and applied) in light of the fact that the AA students had reported degree completion as a reason for enrolling less often than did nondegree students (see table 6). Nevertheless, as shown in table 14-A, students in the less committed AA tracks still maintained strong enrollment continuity at higher rates than nondegree students (73 vs. 58 percent). In other words, even though a relatively large proportion of less committed AA students did not report intentions of completing an AA, they were still more likely to maintain strong enrollment continuity than were those who were not enrolled in formal degree programs.

Unlike less committed AA and certificate students, who were more likely than nondegree students to maintain strong enrollment continuity, such a difference was not evident for 4-year transfer track students. Some 58 percent of both less committed 4-year transfer students and non-degree-track students maintained strong enrollment continuity. Thus, while less committed 4-year transfer students reported intentions of transferring to a 4-year college, their enrollment continuity did not distinguish them from students who were not enrolled in formal degree programs and who did not report such intentions.

Finally, because the community college track segregates students by age, with younger students concentrated in the more committed 4-year tracks and older students concentrated in the less committed occupational AA and certificate tracks (see table 7), it is important to examine enrollment continuity separately for younger and older students. Table 14-B displays the results for two age groups, 23 and younger and 24 and older. Within both the younger and the older age groups, greater proportions of students in the more committed than less committed tracks maintained strong enrollment continuity.¹⁵ Moreover, while younger students were somewhat more likely to maintain strong enrollment continuity than their older peers overall (78 vs. 74 percent), differences between age groups were detected in just two individual tracks—less committed AA (65 vs. 55 percent) and nondegree tracks (65 vs. 54 percent), with younger students more likely than older students to maintain strong enrollment continuity. Yet in the AA track where the difference in age groups was observed, both younger and older students in the more committed track experienced higher rates of strong enrollment continuity than did those in the less committed track. In other words, among both older and younger students alike, those identified as more committed to their programs of study were more likely to exhibit strong enrollment continuity than were their counterparts identified as less committed.

¹⁵ The one exception is for certificate-seeking students. While it appears as though the more committed groups maintain strong enrollment continuity more often than the less committed groups, due in part to small sample sizes and large standard errors, in both the older and the younger age groups, differences were not statistically significant.

Table 14-B. Percentage of community college students who attained a credential, attended 9 months or more, or did neither among those enrolled in the fall, by the community college track and age group: 2003–04

Community college track	Maintained enrollment continuity			Did not attain and attended less than 9 months
	Total	Attained credential	Attended 9 months or more	
Age 23 or younger				
Total	78.3	13.1	65.3	21.7
Commitment to degree program ¹				
More committed	82.6	14.9	67.7	17.4
4-year transfer	82.5	14.0	68.6	17.5
General associate's degree	82.8	13.8	69.0	17.2
Applied associate's degree	85.4	20.6	64.9	14.6
Certificate	77.4	19.9	57.5	22.6
Less committed	71.9	11.8	60.1	28.1
4-year transfer	57.7	10.6	47.1	42.3
General associate's degree	74.8	10.9	63.9	25.2
Applied associate's degree	78.3	13.2	65.1	21.7
Certificate	71.2	18.0	53.2	28.8
Not committed (no degree program)	65.0	†	65.0	35.0
Age 24 or older				
Total	73.7	15.6	58.1	26.3
Commitment to degree program ¹				
More committed	84.4	19.9	64.5	15.6
4-year transfer	83.6	18.1	65.5	16.4
General associate's degree	85.1	17.9	67.2	14.9
Applied associate's degree	87.0	23.3	63.7	13.0
Certificate	82.1	26.6	55.5	17.9
Less committed	69.2	16.5	52.8	30.8
4-year transfer	59.0	12.3	46.8	41.0
General associate's degree	71.4	14.4	57.0	28.6
Applied associate's degree	70.0	15.1	54.9	30.0
Certificate	75.3	32.7	42.6	24.8
Not committed (no degree program)	54.3	†	54.3	45.7

† Not applicable.

¹ Criteria to be classified as "more committed" include: attended college at least half time, and reported that transferring to a 4-year college (for 4-year transfer track) or completing a credential (for associate's degree or certificate tracks) were reasons for enrolling. Students not meeting these criteria but enrolled in formal degree programs (or intending to transfer to a 4-year college) are classified as "less committed." Students not enrolled in any formal degree program and not intending to transfer to a 4-year college are classified as "not committed." Associate's degree types were identified by students in associate's degree programs who reported working on either a general education or transfer degree (general) or an occupational or a technical degree (applied). NOTE: Detail may not sum to totals because of rounding. Estimates in the table include students enrolled in institutions in Puerto Rico, but because fewer than 30 community college students were enrolled in Puerto Rico, a separate total line excluding them is not shown. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

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Summary and Conclusions

The Community College Track appeared to successfully differentiate among the diverse groups of students who attend community colleges. Students identified as more committed toward completing a program of study exhibited strong enrollment continuity more often than their counterparts identified as less committed. Overall, 83 percent of the more committed students had done so, compared with 70 percent of those identified as less committed and 58 percent of students classified as not committed.

The results of this study suggest that students who enroll in community colleges with a strong commitment toward completing a program of study, whether to transfer to a 4-year college or obtain a degree or certificate, maintain their enrollment for 1 year at relatively high rates. Yet such students made up just 49 percent of those enrolled in community colleges in 2003–04. They also tend to be younger and more traditional than students in less committed or nondegree tracks. Among the less committed students, about three-fourths of those enrolled in formal AA degree programs did not express an interest in completing a degree, while a clear majority reported personal interest as an important reason for enrolling. Despite their tentative commitment to obtaining a degree, however, these students showed strong enrollment continuity at higher rates than those who were not in a formal degree program.

The findings from this study help explain why community college students complete associate's degrees or certificates at relatively low rates. That is, graduation rates are typically based on all students enrolled in degree programs, yet findings from this study indicate that a substantial proportion of students enrolled in formal degree programs do not necessarily intend to complete a degree.

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Table Compendium

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Section 1: Enrollment and Attendance

Level of Institution

- In 2003–04, 47 percent of undergraduates in the United States and Puerto Rico attended 4-year institutions, and 43 percent attended 2-year institutions (table 1.1).
- Of undergraduates enrolled in private for-profit institutions, 41 percent attended 4-year institutions, compared with 26 percent attending 2-year institutions and 33 percent attending less-than-2-year institutions (table 1.1).
- Women were more likely than men to attend less-than-2-year (4 vs. 2 percent) and 2-year institutions (44 vs. 41 percent), whereas men were more likely than women to attend 4-year institutions (50 vs. 44 percent) (table 1.1).
- White undergraduates were more likely than Black and Hispanic undergraduates to attend 4-year institutions (50 percent vs. 40 and 37 percent, respectively), and Black and Hispanic undergraduates were more likely than White undergraduates to attend 2-year and less-than-2-year institutions (2-year: 48 and 49 percent, respectively vs. 40 percent; less-than-2-year: 5 and 7 percent, respectively vs. 2 percent; table 1.1).

Control of Institution

- In 2003–04, roughly 76 percent of undergraduates attended public institutions, 15 percent attended private not-for-profit institutions, and 8 percent attended private for-profit institutions (table 1.2).
- White undergraduates (78 percent) were more likely than Black and Hispanic undergraduates (both 72 percent) to attend public institutions. White undergraduates were also more likely than Asian undergraduates to enroll at private not-for-profit institutions (12 vs. 16 percent). Black and Hispanic undergraduates were more likely than undergraduates of any other race/ethnicity to enroll in private for-profit institutions (table 1.2).
- Younger undergraduates were more likely than older undergraduates to enroll in private not-for-profit institutions, while older undergraduates were more likely than younger undergraduates to enroll in private for-profit institutions. For example, 18 percent of undergraduates ages 19–23 were enrolled in private not-for-profit institutions, compared with 12 percent of undergraduates age 40 or older. Correspondingly, 10 percent of undergraduates age 40 or older were enrolled in private for-profit institutions, compared with 5 percent of undergraduates ages 19–23 (table 1.2).

Institution Type

- In 2003–04, 40 percent of undergraduates in the United States and Puerto Rico attended public 2-year institutions, 19 percent attended public 4-year doctorate-granting institutions, and 11 percent attended public 4-year non-doctorate-granting institutions (table 1.3).
- Black and Hispanic undergraduates were more likely than White undergraduates to attend public 2-year institutions (44 and 46 percent, respectively vs. 38 percent). White undergraduates were more likely than Black and Hispanic undergraduates to attend public 4-year institutions (12 percent vs. 8 percent for non-doctorate-granting institutions, and 21 percent vs. 13–14 percent for doctorate-granting institutions) (table 1.3).
- Older undergraduates were more likely than younger undergraduates to attend public 2-year institutions. Correspondingly, younger undergraduates were more likely than older undergraduates to attend both public 4-year doctorate and non-doctorate-granting institutions (table 1.3).

Class Level

- In 2003–04, just over one-third (36 percent) of all students were first-year students, about one-fourth (26 percent) were second-year students, 15 percent were third-year students, and 17 percent were fourth- or fifth-year students (table 1.4).
- Undergraduate students who attended any full-time months were more likely than their peers who attended exclusively part time to be in their third, fourth, or fifth year (table 1.4).

Intensity of Attendance

- White and Asian undergraduates were more likely to attend full time for a full year than Black and Hispanic undergraduates (table 1.5).
- Undergraduates whose parents had a bachelor's degree or higher were more likely than their peers whose parents had less education to attend college full time for a full year (49 vs. 33 to 41 percent).

Distance From Home and Past Community College Attendance

- In 2003–04, the majority of undergraduates (89 percent) attended postsecondary education in their home state (table 1.6).
- Students enrolled in private not-for-profit 4-year doctorate-granting institutions were less likely than students enrolled in any other type of institution to attend postsecondary education in their home state and more likely to attend farther away from home (58 percent vs. 68 to 97 percent; table 1.6).

- When comparing the enrollment patterns of men and women, men attended postsecondary education farther from their home than did women (158 miles vs. 117 miles) (table 1.6).
- About 7 out of 10 undergraduates enrolled in a community college sometime in their undergraduate career. Among undergraduates currently enrolled in 4-year institutions (public and private not-for-profit combined, excludes private not-for-profit doctorate-granting institutions), about 4 out of 10 had enrolled in a community college at some time (table 1.6).

Distance Education

- About 16 percent of undergraduates took distance education courses in 2003–04. Among distance education participants, the majority (88 percent) enrolled in live interactive courses (table 1.7-A).
- Compared with undergraduates attending any other type of institution, undergraduates attending private for-profit 2-year or more institutions were more likely to have taken a distance education course in 2003–04 (21 vs. 5 to 18 percent; table 1.7-A).
- Community college students were more likely than students enrolled in 4-year institutions to have ever taken distance education courses (18 vs. 13 percent; table 1.7-A).
- Undergraduates working full time were more likely than those working part time (and those not working) to take any distance education courses during the 2003–04 academic year (21 vs. 14 and 12 percent, respectively; table 1.7-A).
- Among undergraduates participating in distance education courses, 28 percent were more satisfied with their distance education courses than their regular courses, 39 percent liked both equally, and nearly one-third were less satisfied with their distance education courses (table 1.7-B).

Table 1.1. Percentage distribution of undergraduates, by level of institution and selected institutional and student characteristics: 2003–04

Institutional and student characteristics	Level of institution ¹			More than one institution
	Less-than-2-year	2-year	4-year	
U.S. total (excluding Puerto Rico)	3.1	43.1	46.3	7.6
Total (50 states, DC, and Puerto Rico)	3.1	42.7	46.6	7.5
Institution control ¹				
Public	0.7	56.9	42.4	†
Private not-for-profit	0.8	3.1	96.2	†
Private for-profit	33.1	26.1	40.8	†
Attendance intensity				
Any full-time	3.8	30.9	57.4	7.9
Exclusively part-time	1.8	65.0	26.4	6.8
Attendance status				
Full-time/full-year	2.0	24.1	65.3	8.6
Full-time/part-year	11.1	40.3	44.1	4.4
Part-time/full-year	1.4	55.9	34.0	8.7
Part-time/part-year	2.0	64.9	26.9	6.2
Undergraduate program ²				
Certificate	43.9	47.3	3.9	5.0
Associate's degree	†	85.7	6.4	7.9
Bachelor's degree	†	3.0	90.5	6.5
Nondegree program	2.2	70.0	15.4	12.5
Gender				
Male	2.1	41.2	49.8	6.9
Female	3.9	43.9	44.3	8.0
Race/ethnicity ³				
White	2.1	40.3	50.3	7.3
Black	5.0	48.1	40.1	6.9
Hispanic	6.7	48.8	37.4	7.1
Asian	2.5	40.5	45.7	11.3
American Indian	2.0	48.9	39.6	9.5
Pacific Islander	3.1	52.3	34.1	10.6
Multiple races	3.1	44.2	45.3	7.4
Other	3.6	43.4	44.2	8.9
Dependency status				
Dependent	1.7	32.8	57.6	7.8
Independent	4.5	52.5	35.8	7.2
No dependents, unmarried	3.7	45.8	42.7	7.8
Married, no dependents	3.7	51.3	38.3	6.7
Single parent	6.6	57.9	29.0	6.6
Married parents	4.2	55.7	32.8	7.3

See notes at end of table.

Table 1.1. Percentage distribution of undergraduates, by level of institution and selected institutional and student characteristics: 2003–04—Continued

Institutional and student characteristics	Level of institution ¹			More than one institution
	Less-than-2-year	2-year	4-year	
Age as of 12/31/03				
18 years or younger	2.3	41.1	51.0	5.7
19–23 years	2.3	34.0	55.4	8.2
24–29 years	4.3	46.0	41.9	7.8
30–39 years	4.6	55.0	33.5	7.0
40 years or older	3.8	59.2	30.7	6.4
Dependency and income level in 2002				
Dependent				
Less than \$20,000	3.4	39.9	49.2	7.6
\$20,000–39,999	2.4	37.6	52.0	8.1
\$40,000–59,999	1.9	35.9	55.5	6.8
\$60,000–79,999	1.2	32.5	59.0	7.3
\$80,000–99,999	1.0	26.5	63.9	8.7
\$100,000 or more	0.9	25.3	65.3	8.6
Independent				
Less than \$10,000	6.6	49.5	37.0	6.9
\$10,000–19,999	5.9	51.4	35.1	7.7
\$20,000–29,999	4.6	52.5	36.3	6.6
\$30,000–49,999	3.2	54.6	35.2	7.0
\$50,000 or more	2.6	54.5	35.3	7.6
Parents' education				
High school diploma or less	4.4	50.9	38.2	6.6
Some postsecondary education	2.3	47.0	42.8	7.9
Bachelor's degree or higher	2.0	32.8	57.1	8.1
Disability status				
No disability reported	3.1	42.2	47.2	7.6
Some type of disability reported	3.6	47.2	42.1	7.2
Employment while enrolled				
Did not work	4.1	35.9	53.1	6.9
Part-time	2.3	38.8	50.8	8.1
Full-time (35 or more hours/week)	3.4	53.1	36.3	7.3

† Not applicable.

¹ For those enrolled in one institution.² Refers to NPSAS institution only.³ 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. Race categories exclude Hispanic origin unless specified.NOTE: Detail may not sum to totals because of rounding. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Table 1.2. Percentage distribution of undergraduates, by control of institution and selected institutional and student characteristics: 2003–04

Institutional and student characteristics	Public	Private not-for-profit	Private for-profit
U.S. total (excluding Puerto Rico)	77.0	14.7	8.3
Total (50 states, DC, and Puerto Rico)	76.5	15.2	8.4
Level of institution ¹			
Less-than-2-year	14.8	3.4	81.9
2-year	94.3	1.0	4.7
4-year	64.3	28.9	6.8
Attendance intensity			
Any full-time	70.9	18.9	10.1
Exclusively part-time	86.8	8.1	5.1
Attendance status			
Full-time/full-year	71.5	21.5	7.0
Full-time/part-year	61.2	16.4	22.4
Part-time/full-year	85.4	9.5	5.1
Part-time/part-year	86.1	8.6	5.3
Undergraduate program ²			
Certificate	50.0	3.5	46.5
Associate's degree	90.7	2.6	6.7
Bachelor's degree	66.4	28.4	5.1
No undergraduate degree	91.4	5.2	3.4
Gender			
Male	76.9	15.6	7.6
Female	76.2	14.8	9.0
Race/ethnicity ³			
White	77.8	15.9	6.3
Black	71.8	14.1	14.1
Hispanic	72.3	14.7	13.1
Asian	81.6	12.3	6.0
American Indian	85.0	9.2	5.8
Pacific Islander	83.6	7.6	8.7
Multiple races	77.7	13.5	8.9
Other	75.3	13.6	11.1
Dependency status			
Dependent	77.2	18.7	4.0
Independent	75.7	11.6	12.6
No dependents, unmarried	76.4	11.9	11.8
Married, no dependents	79.5	11.6	8.9
Single parent	73.0	10.6	16.4
Married parents	75.4	12.1	12.5

See notes at end of table.

Table 1.2. Percentage distribution of undergraduates, by control of institution and selected institutional and student characteristics: 2003–04—Continued

Institutional and student characteristics	Public	Private not-for-profit	Private for-profit
Age as of 12/31/03			
18 years or younger	77.3	17.6	5.0
19–23 years	77.0	17.7	5.3
24–29 years	75.8	11.1	13.2
30–39 years	74.3	12.4	13.3
40 years or older	77.5	12.3	10.3
Dependency and income level in 2002			
Dependent			
Less than \$20,000	76.0	16.0	8.1
\$20,000–39,999	77.3	16.9	5.9
\$40,000–59,999	79.8	16.3	3.9
\$60,000–79,999	80.1	17.2	2.8
\$80,000–99,999	76.4	21.4	2.2
\$100,000 or more	73.9	24.2	1.9
Independent			
Less than \$10,000	74.6	11.1	14.3
\$10,000–19,999	74.6	10.5	14.9
\$20,000–29,999	74.6	11.5	13.9
\$30,000–49,999	77.1	11.6	11.3
\$50,000 or more	77.3	13.0	9.7
Parents' education			
High school diploma or less	76.4	12.3	11.3
Some postsecondary education	79.9	12.8	7.3
Bachelor's degree or higher	75.1	19.3	5.6
Disability status			
No disability reported	76.5	15.3	8.2
Some type of disability reported	76.4	13.9	9.7
Employment while enrolled			
Did not work	72.1	20.1	7.8
Part-time	79.6	14.6	5.8
Full-time (35 or more hours/week)	76.0	11.9	12.1

¹ For those enrolled in one institution.

² Refers to NPSAS institution only.

³ 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. Race categories exclude Hispanic origin unless specified.

NOTE: Detail may not sum to totals because of rounding. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Table 1.3. Percentage distribution of undergraduates, by control and type of institution and selected institutional and student characteristics: 2003–04

Institutional and student characteristics	Public ¹				Private not-for-profit ¹			Private		More than one institution
	Less-than-2-year	2-year	4-year non-doc-torate-granting	4-year doc-torate-granting	Less-than-4-year	4-year non-doc-torate-granting	4-year doc-torate-granting ¹	Private for-profit less-than-2-year ¹	Private for-profit 2 years or more ¹	
U.S. total (excluding Puerto Rico)	0.5	40.7	10.7	19.3	0.5	8.1	5.0	2.5	5.2	7.6
Total (50 states, DC, and Puerto Rico)	0.5	40.3	10.7	19.3	0.5	8.4	5.1	2.6	5.2	7.5
Level of institution ¹										
Less-than-2-year	14.8	†	†	†	3.4	†	†	81.9	†	†
2-year	†	94.3	†	†	1.0	†	†	†	4.7	†
4-year	†	†	23.0	41.3	†	18.0	11.0	†	6.8	†
Attendance intensity										
Any full-time	0.5	27.9	12.5	24.5	0.6	10.1	6.7	3.2	6.1	7.9
Exclusively part-time	0.5	63.6	7.4	9.4	0.4	5.1	2.1	1.3	3.5	6.8
Attendance status										
Full-time/full-year	0.3	21.9	14.4	28.8	0.6	11.0	8.1	1.6	4.8	8.6
Full-time/part-year	1.1	33.9	7.8	15.7	0.9	10.2	4.7	9.7	11.7	4.4
Part-time/full-year	0.3	54.5	9.6	13.6	0.5	5.3	2.9	1.0	3.6	8.7
Part-time/part-year	0.4	63.5	7.1	9.7	0.4	5.5	2.2	1.5	3.5	6.2
Undergraduate program ²										
Certificate	6.3	39.0	1.3	0.9	2.3	0.7	0.3	36.3	7.9	5.0
Associate's degree	†	80.9	2.3	0.4	0.9	1.1	0.3	†	6.2	7.9
Bachelor's degree	†	2.9	20.0	39.3	†	16.3	10.3	†	4.8	6.5
No undergraduate degree	0.5	68.6	4.5	6.5	0.4	2.9	1.2	1.5	1.5	12.5
Gender										
Male	0.4	38.9	11.1	21.1	0.5	8.7	5.3	1.6	5.5	6.9
Female	0.5	41.3	10.5	17.9	0.6	8.1	5.0	3.3	5.0	8.0

See notes at end of table.

Table 1.3. Percentage distribution of undergraduates, by control and type of institution and selected institutional and student characteristics: 2003–04—Continued

Institutional and student characteristics	Public ¹				Private not-for-profit ¹			Private		More than one institution
	Less-than-2-year	2-year	4-year non-doc-torate-granting	4-year doc-torate-granting	Less-than-4-year	4-year non-doc-torate-granting	4-year doc-torate-granting ¹	Private for-profit less-than-2-year ¹	Private for-profit 2 years or more ¹	
Race/ethnicity³										
White	0.5	38.3	12.0	21.4	0.4	8.9	5.5	1.6	4.3	7.3
Black	0.3	44.1	8.3	14.1	0.6	9.3	3.2	4.6	8.6	6.9
Hispanic	0.6	45.6	8.4	12.5	1.0	7.8	4.9	5.7	6.5	7.1
Asian	0.5	39.4	8.6	24.0	0.5	3.3	7.2	1.9	3.4	11.3
American Indian	0.5	45.3	9.6	21.4	2.3	4.1	2.0	1.5	3.8	9.5
Pacific Islander	0.5	50.3	7.8	16.1	1.0	3.1	2.8	2.5	5.3	10.6
Multiple races	0.4	41.7	9.9	20.0	0.5	6.9	5.1	2.6	5.6	7.4
Other	0.4	39.5	10.3	18.5	0.4	6.2	5.7	3.0	7.1	8.9
Dependency status										
Dependent	0.2	31.4	12.4	27.2	0.4	9.0	7.9	1.5	2.2	7.8
Independent	0.8	49.1	9.1	11.4	0.7	7.8	2.4	3.6	8.1	7.2
No dependents, unmarried	0.6	42.9	10.5	16.4	0.6	7.2	3.2	2.9	8.0	7.8
Married, no dependents	0.9	49.2	10.3	13.8	0.5	7.5	2.9	2.8	5.6	6.7
Single parent	0.7	52.9	7.2	7.4	0.9	7.6	1.4	5.6	9.7	6.6
Married parents	0.8	52.3	8.4	8.3	0.6	8.6	2.0	3.2	8.4	7.3
Age as of 12/31/03										
18 years or younger	0.2	39.1	10.8	22.8	0.5	8.3	7.9	2.0	2.8	5.7
19–23 years	0.2	32.2	12.3	26.0	0.4	8.8	7.1	2.1	2.9	8.2
24–29 years	0.5	42.3	10.9	16.2	0.7	6.7	2.8	3.6	8.6	7.8
30–39 years	0.8	51.6	7.9	8.8	0.7	8.7	2.1	3.6	8.8	7.0
40 years or older	1.2	57.0	7.7	6.7	0.6	9.0	2.0	2.4	7.2	6.4

See notes at end of table.

Table 1.3. Percentage distribution of undergraduates, by control and type of institution and selected institutional and student characteristics: 2003–04—Continued

Institutional and student characteristics	Public ¹				Private not-for-profit ¹			Private		More than one institution
	Less-than-2-year	2-year	4-year non-doc-torate-granting	4-year doc-torate-granting	Less-than-4-year	4-year non-doc-torate-granting	4-year doc-torate-granting ¹	Private for-profit less-than-2-year ¹	Private for-profit 2 years or more ¹	
Dependency and income level in 2002										
Dependent										
Less than \$20,000	0.2	37.2	11.7	21.1	0.6	8.2	5.9	3.0	4.5	7.6
\$20,000–39,999	0.2	35.2	12.4	23.2	0.5	8.6	6.4	2.1	3.3	8.1
\$40,000–59,999	0.2	34.6	13.8	25.8	0.3	8.8	6.0	1.6	2.0	6.8
\$60,000–79,999	0.2	31.5	13.4	29.2	0.4	8.8	6.7	1.0	1.6	7.3
\$80,000–99,999	0.1	25.7	13.2	30.8	0.2	10.3	9.0	0.9	1.1	8.7
\$100,000 or more	0.1	24.6	10.5	32.3	0.3	9.4	12.4	0.7	1.0	8.6
Independent										
Less than \$10,000	0.7	44.8	9.5	14.5	0.9	6.7	2.7	5.5	7.8	6.9
\$10,000–19,999	0.8	46.5	9.4	12.1	0.8	6.8	2.1	4.9	8.9	7.7
\$20,000–29,999	0.7	48.4	9.3	11.4	0.7	8.0	2.0	3.7	9.3	6.6
\$30,000–49,999	0.8	52.0	8.5	10.5	0.5	8.1	2.3	2.3	8.2	7.0
\$50,000 or more	0.7	53.1	8.8	8.8	0.4	9.0	2.6	1.8	7.1	7.6
Parents' education										
High school diploma or less	0.7	47.3	10.3	13.1	0.7	8.0	2.9	3.6	6.9	6.6
Some postsecondary education	0.4	44.7	11.1	17.4	0.5	7.8	3.6	1.8	4.9	7.9
Bachelor's degree or higher	0.3	31.4	11.1	26.2	0.4	9.2	8.1	1.7	3.4	8.1
Disability status										
No disability reported	0.5	39.8	10.8	19.7	0.5	8.4	5.2	2.5	5.1	7.6
Some type of disability reported	0.6	44.1	10.4	15.8	0.6	8.3	4.1	2.8	6.2	7.2
Employment while enrolled										
Did not work	0.5	33.3	10.7	22.5	0.7	10.0	8.1	3.4	3.8	6.9
Part-time	0.4	36.8	12.1	24.0	0.5	7.6	5.4	1.9	3.4	8.1
Full-time (35 or more hours/week)	0.6	50.1	9.1	10.7	0.6	8.1	2.4	2.7	8.5	7.3

† Not applicable.

¹ For those enrolled in one institution.² Refers to NPSAS institution only.³ 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. Race categories exclude Hispanic origin unless specified.NOTE: Detail may not sum to totals because of rounding. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Table 1.4. Percentage distribution of undergraduates, by class level and selected institutional and student characteristics: 2003–04

Institutional and student characteristics	Class level				
	First year	Second year	Third year	Fourth or fifth year	Unclassified
U.S. total (excluding Puerto Rico)	35.5	25.6	14.5	16.9	7.5
Total (50 states, DC, and Puerto Rico)	35.5	25.6	14.5	16.9	7.5
4-year sector ¹					
Public and private not-for-profit	21.2	20.1	21.8	34.6	2.3
Public	20.4	19.6	21.9	36.1	2.0
Private not-for-profit	23.1	21.2	21.7	31.3	2.8
Institution type ¹					
Public	35.5	27.2	12.8	15.8	8.7
Less-than-2-year	71.3	8.2	0.7	#	19.8
2-year	46.2	33.1	6.2	0.8	13.6
4-year non-doctorate-granting	23.2	21.6	20.9	32.6	1.8
4-year doctorate-granting	18.9	18.5	22.4	38.0	2.2
Private not-for-profit	24.4	21.6	21.0	30.1	2.8
Less-than-4-year	58.9	31.4	2.9	1.6	5.2
4-year non-doctorate-granting	23.5	21.2	21.1	30.8	3.3
4-year doctorate-granting	22.4	21.1	22.7	32.0	1.8
Private for-profit	60.9	16.1	14.8	5.8	2.4
Private for-profit less-than-2-year	87.1	6.2	0.5	0.8	5.4
Private for-profit 2 years or more	47.9	21.0	21.9	8.4	0.9
More than one institution ²	30.5	27.0	18.5	14.6	9.4
Attendance intensity					
Any full-time	34.1	25.7	16.9	20.3	3.1
Exclusively part-time	38.2	25.4	10.1	10.6	15.6
Attendance status					
Full-time/full-year	28.9	27.3	19.4	22.2	2.3
Full-time/part-year	51.1	18.4	11.7	14.2	4.6
Part-time/full-year	31.9	30.1	13.6	15.1	9.4
Part-time/part-year	41.9	22.2	8.4	10.8	16.7
Undergraduate program ¹					
Certificate	75.5	14.6	#	#	9.9
Associate's degree	48.2	38.4	7.3	#	6.1
Bachelor's degree	20.2	19.7	24.4	35.1	0.8
Nondegree program	35.0	14.2	4.7	4.7	41.5
Gender					
Male	35.3	25.1	14.4	17.9	7.3
Female	35.7	25.9	14.7	16.2	7.6

See notes at end of table.

Table 1.4. Percentage distribution of undergraduates, by class level and selected institutional and student characteristics: 2003–04—Continued

Institutional and student characteristics	Class level				
	First year	Second year	Third year	Fourth or fifth year	Unclassified
Race/ethnicity³					
White	33.4	25.4	15.0	18.8	7.5
Black	42.8	26.3	13.0	13.0	4.9
Hispanic	40.5	25.9	12.9	12.7	8.0
Asian	28.9	24.8	16.5	17.6	12.2
American Indian	35.4	27.9	11.9	14.8	10.1
Pacific Islander	32.5	27.2	14.8	11.7	13.9
Multiple races	36.0	26.7	15.7	14.5	7.2
Other	37.3	23.6	18.4	15.7	5.1
Dependency status					
Dependent	36.6	26.7	16.4	17.7	2.6
Independent	34.5	24.4	12.7	16.1	12.3
No dependents, unmarried	29.4	23.0	13.4	21.9	12.3
Married, no dependents	30.0	22.8	12.7	18.4	16.1
Single parent	43.5	26.0	11.3	10.1	9.0
Married parents	34.9	25.6	13.0	13.8	12.7
Age as of 12/31/03					
18 years or younger	85.6	11.1	0.8	0.1	2.2
19–23 years	27.9	29.8	18.8	20.4	3.1
24–29 years	31.2	24.0	13.6	21.7	9.5
30–39 years	34.5	25.4	13.1	14.6	12.5
40 years or older	33.2	22.9	11.8	12.4	19.7
Dependency and income level in 2002					
Dependent					
Less than \$20,000	45.0	25.7	14.5	13.3	1.5
\$20,000–39,999	39.8	27.6	15.1	15.3	2.2
\$40,000–59,999	36.3	28.4	16.4	16.3	2.7
\$60,000–79,999	34.3	27.4	16.3	19.1	3.0
\$80,000–99,999	32.1	26.1	18.5	20.7	2.6
\$100,000 or more	32.9	24.8	17.9	21.2	3.1
Independent					
Less than \$10,000	38.7	23.7	12.1	18.5	7.0
\$10,000–19,999	38.0	25.2	12.5	16.1	8.3
\$20,000–29,999	36.5	26.4	12.6	15.2	9.4
\$30,000–49,999	33.1	24.9	13.0	15.3	13.7
\$50,000 or more	27.8	22.9	13.2	15.2	20.9

See notes at end of table.

Table 1.4. Percentage distribution of undergraduates, by class level and selected institutional and student characteristics: 2003–04—Continued

Institutional and student characteristics	Class level				
	First year	Second year	Third year	Fourth or fifth year	Unclassified
Parents' education					
High school diploma or less	40.7	25.1	12.8	13.6	7.7
Some postsecondary education	34.4	27.3	14.1	16.5	7.7
Bachelor's degree or higher	30.8	25.1	16.5	20.5	7.1
Disability status					
No disability reported	35.3	25.6	14.6	17.1	7.4
Some type of disability reported	37.3	25.3	13.9	15.7	7.9
Employment while enrolled					
Did not work	40.9	25.1	13.4	14.9	5.7
Part-time	32.3	26.0	16.2	20.4	5.1
Full-time (35 or more hours/week)	35.4	25.3	13.4	14.2	11.8

Rounds to zero.

¹ Refers to NPSAS institution only.

² Column classifications refer to NPSAS institution.

³ 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. Race categories exclude Hispanic origin unless specified.

NOTE: Detail may not sum to totals because of rounding. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Table 1.5. Percentage distribution of undergraduates, by attendance status and selected institutional and student characteristics: 2003–04

Institutional and student characteristics	Full-time/ full-year	Full-time/ part-year	Part-time/ full-year	Part-time/ part-year
U.S. total (excluding Puerto Rico)	40.9	13.8	22.8	22.5
Total (50 states, DC, and Puerto Rico)	41.1	13.8	22.8	22.4
4-year sector ¹				
Public and private not-for-profit	58.8	12.1	16.4	12.7
Public	59.1	10.8	17.6	12.6
Private not-for-profit	58.2	15.1	13.9	12.8
Institution type ¹				
Public	37.9	11.4	25.1	25.6
Less-than-2-year	28.8	34.0	16.0	21.2
2-year	22.3	11.6	30.8	35.3
4-year non-doctorate-granting	54.9	9.9	20.3	14.9
4-year doctorate-granting	61.3	11.3	16.1	11.3
Private not-for-profit	57.6	15.4	14.1	12.9
Less-than-4-year	42.6	22.4	20.1	14.9
4-year non-doctorate-granting	54.0	16.7	14.5	14.8
4-year doctorate-granting	65.1	12.5	12.9	9.5
Private for-profit	33.9	38.1	13.6	14.4
Private for-profit less-than-2-year	26.0	52.0	8.9	13.1
Private for-profit 2 years or more	37.8	31.2	16.0	15.1
More than one institution ²	47.1	8.0	26.5	18.4
Attendance intensity				
Any full-time ³	62.9	21.1	13.0	3.1
Exclusively part-time	†	†	41.3	58.8
Undergraduate program ¹				
Certificate	23.9	33.8	17.2	25.1
Associate's degree	26.9	13.0	31.3	28.8
Bachelor's degree	59.5	12.5	16.5	11.5
Nondegree program	17.9	9.6	24.7	47.8
Gender				
Male	42.7	14.8	20.7	21.8
Female	39.8	13.0	24.3	22.8
Race/ethnicity ⁴				
White	43.6	12.9	21.7	21.8
Black	34.7	17.4	24.6	23.3
Hispanic	34.5	14.9	26.2	24.4
Asian	44.9	11.6	22.3	21.2
American Indian	34.4	15.9	23.3	26.4
Pacific Islander	35.1	11.0	21.7	32.2
Multiple races	40.3	13.6	22.8	23.4
Other	42.1	13.7	24.9	19.3

See notes at end of table.

Table 1.5. Percentage distribution of undergraduates, by attendance status and selected institutional and student characteristics: 2003–04—Continued

Institutional and student characteristics	Full-time/ full-year	Full-time/ part-year	Part-time/ full-year	Part-time/ part-year
Dependency status				
Dependent	59.3	13.2	15.5	12.1
Independent	23.1	14.4	30.0	32.6
No dependents, unmarried	26.5	14.7	28.3	30.5
Married, no dependents	19.5	14.1	29.1	37.3
Single parent	25.5	16.3	29.5	28.7
Married parents	19.6	12.7	32.5	35.3
Age as of 12/31/03				
18 years or younger	62.1	13.7	13.8	10.5
19–23 years	54.9	14.2	16.8	14.1
24–29 years	26.5	15.9	28.6	29.1
30–39 years	20.3	12.5	33.5	33.7
40 years or older	15.3	10.6	32.7	41.4
Dependency and income level in 2002				
Dependent				
Less than \$20,000	55.7	15.2	16.8	12.3
\$20,000–39,999	54.6	13.7	18.8	12.9
\$40,000–59,999	57.3	13.3	16.5	12.9
\$60,000–79,999	61.7	12.0	14.5	11.8
\$80,000–99,999	63.9	11.8	12.7	11.6
\$100,000 or more	63.0	13.0	13.2	10.8
Independent				
Less than \$10,000	34.0	18.2	23.1	24.6
\$10,000–19,999	29.2	17.1	28.2	25.6
\$20,000–29,999	21.8	15.4	33.0	29.8
\$30,000–49,999	18.1	12.2	33.7	36.0
\$50,000 or more	13.1	9.8	32.8	44.3
Parents' education				
High school diploma or less	33.3	14.6	26.3	25.8
Some postsecondary education	40.5	13.4	23.9	22.2
Bachelor's degree or higher	48.7	13.0	18.9	19.4
Disability status				
No disability reported	41.8	13.6	22.6	22.0
Some type of disability reported	35.7	15.2	23.8	25.3

See notes at end of table.

Table 1.5. Percentage distribution of undergraduates, by attendance status and selected institutional and student characteristics: 2003–04—Continued

Institutional and student characteristics	Full-time/ full-year	Full-time/ part-year	Part-time/ full-year	Part-time/ part-year
Employment while enrolled				
Did not work	52.2	15.1	17.2	15.5
Part-time	50.4	13.2	20.1	16.4
Full-time (35 or more hours/week)	20.5	13.5	30.6	35.5

† Not applicable.

¹ Refers to NPSAS institution only.

² Column classifications refer to NPSAS institution only.

³ Includes students who were enrolled full time for all months enrolled in college, or students who were enrolled both full time and part time or had some other pattern of enrollment during enrolled months.

⁴ 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. Race categories exclude Hispanic origin unless specified.

NOTE: Detail may not sum to totals because of rounding. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Table 1.6. Percentage of undergraduates attending a postsecondary institution in home state, the number of miles between home and postsecondary institution, and percentage of undergraduates who ever attended a community college, by selected institutional and student characteristics: 2003–04

Institutional and student characteristics	Percent attend in state	Average miles from home	Median miles from home	Percent ever attended community college
U.S. total (excluding Puerto Rico)	88.7	135	15	68.5
Total (50 states, DC, and Puerto Rico)	88.8	134	15	68.1
4-year sector ¹				
Public and private not-for-profit	83.0	230	35	40.3
Public	90.0	179	30	41.6
Private not-for-profit	67.3	344	45	37.4
Institution type ¹				
Public	93.3	99	15	74.9
Less-than-2-year	97.1	35	12	49.8
2-year	95.7	40	10	100.0
4-year non-doctorate-granting	92.0	139	25	43.7
4-year doctorate-granting	88.9	201	39	40.5
Private not-for-profit	68.1	333	44	37.5
Less-than-4-year	86.9	76	11	41.2
4-year non-doctorate-granting	73.0	273	35	40.6
4-year doctorate-granting	58.0	460	88	32.1
Private for-profit	84.8	102	14	44.1
Private for-profit less-than-2-year	91.9	53	10	38.3
Private for-profit 2 years or more	81.3	126	15	47.0
More than one institution ²	89.6	133	19	86.2
Attendance intensity				
Any full-time	86.2	166	20	58.5
Exclusively part-time	93.7	74	12	86.2
Attendance status				
Full-time/full-year	84.7	188	25	53.1
Full-time/part-year	86.6	149	15	62.8
Part-time/full-year	94.0	70	14	81.8
Part-time/part-year	92.5	92	13	85.1
Undergraduate program ¹				
Certificate	94.0	54	11	65.6
Associate's degree	94.7	52	10	93.6
Bachelor's degree	82.5	222	34	44.3
Nondegree program	93.5	78	11	88.7
Gender				
Male	86.9	158	19	66.4
Female	90.3	117	15	69.4

See notes at end of table.

Table 1.6. Percentage of undergraduates attending a postsecondary institution in home state, the number of miles between home and postsecondary institution, and percentage of undergraduates who ever attended a community college, by selected institutional and student characteristics: 2003–04
—Continued

Institutional and student characteristics	Percent attend in state	Average miles from home	Median miles from home	Percent ever attended community college
Race/ethnicity³				
White	88.5	130	19	66.4
Black	88.8	119	14	70.8
Hispanic	93.4	89	13	71.7
Asian	80.9	317	15	71.6
American Indian	92.6	104	14	71.6
Pacific Islander	92.4	157	14	76.3
Multiple races	89.4	153	15	69.0
Other	86.8	164	14	69.2
Dependency status				
Dependent	85.4	185	24	55.6
Independent	92.3	84	14	80.6
No dependents, unmarried	91.5	106	13	78.3
Married, no dependents	91.0	92	14	80.3
Single parent	94.0	65	11	79.9
Married parents	92.4	74	14	83.5
Age as of 12/31/03				
18 years or younger	86.1	165	20	52.6
19–23 years	86.1	175	20	58.3
24–29 years	91.4	103	14	77.7
30–39 years	92.6	76	13	84.5
40 years or older	93.7	60	12	86.5
Dependency and income level in 2002				
Dependent				
Less than \$20,000	88.5	173	19	59.8
\$20,000–39,999	88.0	155	19	58.5
\$40,000–59,999	87.5	173	20	59.2
\$60,000–79,999	86.6	166	24	55.6
\$80,000–99,999	83.4	201	30	50.9
\$100,000 or more	79.1	235	34	49.7
Independent				
Less than \$10,000	91.7	109	13	74.9
\$10,000–19,999	94.0	76	12	78.8
\$20,000–29,999	94.0	63	12	79.0
\$30,000–49,999	92.6	75	14	83.2
\$50,000 or more	90.2	90	14	86.1

See notes at end of table.

Table 1.6. Percentage of undergraduates attending a postsecondary institution in home state, the number of miles between home and postsecondary institution, and percentage of undergraduates who ever attended a community college, by selected institutional and student characteristics: 2003–04
—Continued

Institutional and student characteristics	Percent attend in state	Average miles from home	Median miles from home	Percent ever attended community college
Parents' education				
High school diploma or less	92.0	93	14	74.0
Some postsecondary education	91.0	103	15	72.3
Bachelor's degree or higher	84.6	191	20	60.5
Disability status				
No disability reported	88.6	138	16	67.5
Some type of disability reported	90.6	104	15	72.9
Employment while enrolled				
Did not work	82.8	220	24	59.5
Part-time	90.0	128	19	64.7
Full-time (35 or more hours/week)	92.2	75	14	79.3

¹ Refers to NPSAS institution only.

² Column classifications refer to NPSAS institution.

³ 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. Race categories exclude Hispanic origin unless specified.

NOTE: Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Table 1.7-A. Percentage of undergraduates who took any distance education courses in 2003–04, and among those who did, the percentage reporting various ways in which the courses were delivered, by selected institutional and student characteristics

Institutional and student characteristics	Took any courses	Mode of delivery if participated		
		Live, interactive	Internet	Prerecorded
U.S. total (excluding Puerto Rico)	15.8	88.3	16.1	20.5
Total (50 states, DC, and Puerto Rico)	15.8	88.3	16.1	20.5
4-year sector ¹				
Public and private not-for-profit	12.8	89.3	18.5	19.2
Public	13.1	88.4	19.3	19.5
Private not-for-profit	12.2	91.6	16.6	18.4
Institution type ¹				
Public	15.6	87.2	17.1	21.3
Less-than-2-year	12.0	87.0	10.1	19.1
2-year	17.5	86.6	16.0	22.3
4-year non-doctorate-granting	15.2	90.4	18.9	15.9
4-year doctorate-granting	12.0	86.9	19.6	22.0
Private not-for-profit	12.2	91.5	16.8	18.6
Less-than-4-year	12.1	89.6	20.9	25.1
4-year non-doctorate-granting	14.8	92.2	16.7	16.9
4-year doctorate-granting	7.9	89.5	16.5	22.9
Private for-profit	15.8	95.6	6.0	13.8
Private for-profit less-than-2-year	5.5	79.6	22.8	41.0
Private for-profit 2 years or more	20.9	97.7	3.8	10.3
More than one institution ²	23.7	87.2	16.1	22.1
Attendance intensity				
Any full-time	14.2	88.7	16.4	19.8
Exclusively part-time	18.8	87.9	15.6	21.5
Attendance status				
Full-time/full-year	13.1	88.4	17.0	19.4
Full-time/part-year	13.9	91.9	13.3	16.7
Part-time/full-year	19.9	87.6	16.9	23.7
Part-time/part-year	17.5	87.4	15.3	20.2
Undergraduate program ¹				
Certificate	11.7	87.1	15.4	22.6
Associate's degree	18.7	87.6	15.6	21.7
Bachelor's degree	14.0	89.8	16.4	18.1
Nondegree program	16.4	86.4	17.1	24.2
Gender				
Male	13.8	89.1	16.9	19.5
Female	17.2	87.9	15.6	21.1

See notes at end of table.

Table 1.7-A. Percentage of undergraduates who took any distance education courses in 2003–04, and among those who did, the percentage reporting various ways in which the courses were delivered, by selected institutional and student characteristics—Continued

Institutional and student characteristics	Took any courses	Mode of delivery if participated		
		Live, interactive	Internet	Prerecorded
Race/ethnicity³				
White	16.5	88.1	15.6	19.9
Black	15.2	91.0	16.6	20.8
Hispanic	13.4	86.7	18.2	24.8
Asian	14.2	87.3	16.5	19.2
American Indian	15.7	84.2	18.6	9.2
Pacific Islander	19.3	96.8	17.2	10.6
Multiple races	16.8	89.2	14.9	26.8
Other	13.8	89.0	17.7	16.6
Dependency status				
Dependent	11.2	87.7	18.2	21.6
Independent	20.3	88.7	15.0	19.9
No dependents, unmarried	15.5	87.6	15.9	20.9
Married, no dependents	19.8	87.2	15.0	22.0
Single parent	20.5	89.3	15.7	20.0
Married parents	25.2	89.6	14.0	18.3
Age as of 12/31/03				
18 years or younger	7.8	87.7	18.4	23.0
19–23 years	12.6	87.7	17.2	22.0
24–29 years	18.5	87.6	16.2	19.5
30–39 years	23.0	90.4	14.5	19.4
40 years or older	22.2	88.3	14.8	18.9
Dependency and income level in 2002				
Dependent				
Less than \$20,000	11.5	85.8	17.2	21.2
\$20,000–39,999	11.5	87.4	21.9	19.4
\$40,000–59,999	11.6	84.9	22.0	25.6
\$60,000–79,999	10.7	88.2	17.5	21.5
\$80,000–99,999	10.8	91.5	11.2	20.4
\$100,000 or more	10.8	89.4	16.0	21.2
Independent				
Less than \$10,000	14.9	84.3	19.1	23.1
\$10,000–19,999	17.5	89.2	16.3	18.5
\$20,000–29,999	20.3	90.8	16.6	20.0
\$30,000–49,999	23.2	87.8	13.9	20.0
\$50,000 or more	25.2	90.3	12.0	18.7
Parents' education				
High school diploma or less	16.2	87.5	17.5	20.7
Some postsecondary education	18.0	87.9	15.5	19.9
Bachelor's degree or higher	14.1	89.4	15.2	20.9

See notes at end of table.

Table 1.7-A. Percentage of undergraduates who took any distance education courses in 2003–04, and among those who did, the percentage reporting various ways in which the courses were delivered, by selected institutional and student characteristics—Continued

Institutional and student characteristics	Took any courses	Mode of delivery if participated		
		Live, interactive	Internet	Prerecorded
Disability status				
No disability reported	15.6	88.4	16.1	20.8
Some type of disability reported	16.9	88.2	15.8	18.4
Employment while enrolled				
Did not work	12.1	87.3	17.6	22.9
Part-time	13.9	87.7	17.3	20.4
Full-time (35 or more hours/week)	21.0	89.4	14.4	19.5

¹ Refers to NPSAS institution only.

² Column classifications refer to NPSAS institution.

³ 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. Race categories exclude Hispanic origin unless specified.

NOTE: Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Table 1.7-B. Among undergraduates who participated in distance education courses, percentage distribution of their reported satisfaction compared with regular classes, by selected institutional and student characteristics: 2003–04

Institutional and student characteristics	More satisfied	Liked both the same	Less satisfied
U.S. total (excluding Puerto Rico)	28.0	39.4	32.6
Total (50 states, DC, and Puerto Rico)	28.0	39.4	32.6
4-year sector ¹			
Public and private not-for-profit	25.0	41.2	33.8
Public	22.1	41.9	36.1
Private not-for-profit	32.2	39.5	28.4
Institution type ¹			
Public	26.8	39.1	34.1
Less-than-2-year	29.7	38.0	32.3
2-year	29.4	37.6	33.0
4-year non-doctorate-granting	22.0	43.9	34.0
4-year doctorate-granting	22.1	40.4	37.5
Private not-for-profit	32.1	39.5	28.5
Less-than-4-year	29.5	40.1	30.4
4-year non-doctorate-granting	33.7	38.8	27.6
4-year doctorate-granting	27.5	41.5	31.0
Private for-profit	37.3	37.9	24.9
Private for-profit less-than-2-year	27.2	50.1	22.7
Private for-profit 2 years or more	38.6	36.3	25.2
More than one institution ²	25.0	42.4	32.6
Attendance intensity			
Any full-time	26.2	38.6	35.2
Exclusively part-time	30.6	40.6	28.8
Attendance status			
Full-time/full-year	24.8	39.2	36.1
Full-time/part-year	29.7	36.7	33.6
Part-time/full-year	29.1	40.3	30.6
Part-time/part-year	30.3	40.1	29.6
Undergraduate program ¹			
Certificate	31.8	36.5	31.7
Associate's degree	28.4	37.9	33.7
Bachelor's degree	27.1	40.1	32.8
Nondegree program	28.1	44.3	27.6
Gender			
Male	27.8	37.7	34.5
Female	28.1	40.4	31.5

See notes at end of table.

Table 1.7-B. Among undergraduates who participated in distance education courses, percentage distribution of their reported satisfaction compared with regular classes, by selected institutional and student characteristics: 2003–04—Continued

Institutional and student characteristics	More satisfied	Liked both the same	Less satisfied
Race/ethnicity³			
White	25.9	39.4	34.7
Black	35.9	36.3	27.9
Hispanic	31.4	40.8	27.7
Asian	25.2	44.8	29.9
American Indian	28.0	37.2	34.8
Pacific Islander	25.3	58.1	16.6
Multiple races	29.3	35.3	35.5
Other	31.1	41.7	27.2
Dependency status			
Dependent	24.6	37.9	37.5
Independent	29.8	40.3	29.9
No dependents, unmarried	27.1	39.8	33.1
Married, no dependents	24.8	45.2	30.1
Single parent	31.7	41.5	26.8
Married parents	32.3	37.9	29.8
Age as of 12/31/03			
18 years or younger	30.1	33.4	36.5
19–23 years	24.0	39.3	36.7
24–29 years	29.1	40.4	30.6
30–39 years	32.2	40.8	27.0
40 years or older	30.1	38.6	31.3
Dependency and income level in 2002			
Dependent			
Less than \$20,000	24.7	39.8	35.6
\$20,000–39,999	28.6	37.4	34.0
\$40,000–59,999	23.8	35.8	40.4
\$60,000–79,999	24.0	38.1	37.9
\$80,000–99,999	24.5	37.9	37.6
\$100,000 or more	22.0	38.7	39.3
Independent			
Less than \$10,000	27.8	40.1	32.1
\$10,000–19,999	30.5	37.2	32.3
\$20,000–29,999	28.9	41.8	29.3
\$30,000–49,999	30.0	41.4	28.6
\$50,000 or more	30.9	40.4	28.7

See notes at end of table.

Table 1.7-B. Among undergraduates who participated in distance education courses, percentage distribution of their reported satisfaction compared with regular classes, by selected institutional and student characteristics: 2003–04—Continued

Institutional and student characteristics	More satisfied	Liked both the same	Less satisfied
Parents' education			
High school diploma or less	29.8	39.6	30.6
Some postsecondary education	28.2	39.6	32.2
Bachelor's degree or higher	25.8	39.0	35.3
Disability status			
No disability reported	27.5	39.8	32.7
Some type of disability reported	31.8	36.4	31.8
Employment while enrolled			
Did not work	25.3	41.3	33.3
Part-time	25.0	36.9	38.1
Full-time (35 or more hours/week)	31.7	40.7	27.6

¹ Refers to NPSAS institution only.

² Column classifications refer to NPSAS institution.

³ 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. Race categories exclude Hispanic origin unless specified.

NOTE: Detail may not sum to totals because of rounding. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

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Section 2: Degree Program, Field of Study, and GPA

Undergraduate Program

- In 2003–04, 47 percent of undergraduates were pursuing a bachelor’s degree program, 36 percent were enrolled in an associate’s degree program, and 7 percent were pursuing a vocational certificate (table 2.1).
- Women were more likely than men to pursue an associate’s degree, while men were more likely than women to pursue a bachelor’s degree (38 vs. 34 percent; table 2.1).

Undergraduate Major

- Among undergraduates with a declared major, the greatest proportion of students majored in business (20 percent) and health (16 percent) in 2003–04 (table 2.2).
- Some gender differences emerged in relation to choice of undergraduate major. Men were more likely than women to major in computer/information science and engineering, while women were more likely to major in education and health (table 2.2).
- Black undergraduates were more likely than White, Hispanic, and Asian undergraduates to choose health as a major (table 2.2).

Undergraduate Grades

- Women were more likely than men to earn mostly A’s in 2003–04 (19 vs. 14 percent; table 2.3).
- Older undergraduates were more likely than younger ones to earn mostly A’s. For example, 35 percent of students 40 years or older earned A’s, compared with 11 percent of students between 19 and 23 years old (table 2.3).

Table 2.1. Percentage distribution of undergraduates, by undergraduate program and selected institutional and student characteristics: 2003–04

Institutional and student characteristics	Certificate	Bachelor's degree	Nondegree program	Associate's degree	Among associate's degree students	
					General	Applied
U.S. total (excluding Puerto Rico)	6.6	46.6	10.3	36.6	67.2	32.8
Total (50 states, DC, and Puerto Rico)	6.7	46.9	10.2	36.3	67.2	32.8
4-year sector ¹						
Public and private not-for-profit	0.5	92.6	3.5	3.4	61.1	38.9
Public	0.5	92.6	3.7	3.2	59.6	40.4
Private not-for-profit	0.5	92.5	3.1	3.9	64.0	36.0
Institution type ¹						
Public	4.5	41.2	11.5	42.8	68.9	31.1
Less-than-2-year	90.2	†	9.8	†	†	†
2-year	6.4	3.4	17.3	72.9	69.2	30.8
4-year non-doctorate-granting	0.8	87.2	4.3	7.7	61.7	38.3
4-year doctorate-granting	0.3	95.6	3.4	0.7	46.0	54.0
Private not-for-profit	1.6	89.1	3.3	6.1	61.0	39.0
Less-than-4-year	28.7	1.8	8.1	61.4	56.2	43.8
4-year non-doctorate-granting	0.6	91.2	3.5	4.8	59.8	40.2
4-year doctorate-granting	0.3	94.7	2.5	2.4	77.7	22.3
Private for-profit	37.9	29.1	3.9	29.0	34.4	65.6
Private for-profit less-than-2-year	94.0	†	6.0	†	†	†
Private for-profit 2 years or more	10.2	43.5	2.9	43.4	34.4	65.6
More than one institution ²	4.4	40.6	16.9	38.0	77.1	22.9
Attendance intensity						
Any full-time	6.7	58.9	5.4	29.1	65.5	34.5
Exclusively part-time	6.5	24.4	19.2	49.8	69.0	31.0
Gender						
Male	5.5	50.2	10.1	34.2	66.9	33.1
Female	7.5	44.5	10.2	37.8	67.4	32.6
Race/ethnicity ³						
White	5.3	50.5	10.3	34.0	65.2	34.8
Black	10.5	39.5	6.5	43.5	63.9	36.2
Hispanic	10.2	37.7	12.3	39.8	73.1	26.9
Asian	5.2	49.0	13.5	32.4	79.9	20.2
American Indian	7.5	40.2	11.5	40.9	66.7	33.3
Pacific Islander	5.5	33.4	10.5	50.6	85.7	14.3
Multiple races	5.0	47.5	9.8	37.6	71.4	28.6
Other	7.1	46.6	8.6	37.8	73.0	27.0

See notes at end of table.

Table 2.1. Percentage distribution of undergraduates, by undergraduate program and selected institutional and student characteristics: 2003–04—Continued

Institutional and student characteristics	Certificate	Bachelor's degree	Nondegree program	Associate's degree	Among associate's degree students	
					General	Applied
Dependency status						
Dependent	3.8	59.9	6.6	29.7	73.1	26.9
Independent	9.5	34.0	13.7	42.8	63.1	36.9
No dependents, unmarried	7.4	41.4	13.0	38.1	64.9	35.1
Married, no dependents	8.3	35.8	16.8	39.1	65.9	34.2
Single parent	12.7	27.1	11.7	48.5	61.4	38.6
Married parents	9.8	31.1	14.3	44.8	61.8	38.2
Age as of 12/31/03						
18 years or younger	4.6	51.7	8.7	35.1	74.8	25.2
19–23 years	4.7	57.7	6.6	31.0	71.5	28.5
24–29 years	8.2	40.2	10.9	40.8	63.0	37.0
30–39 years	9.7	32.0	13.0	45.3	59.7	40.3
40 years or older	10.0	28.0	21.1	40.9	64.6	35.4
Income						
Lowest 25 percent	8.9	43.7	7.8	39.7	66.3	33.7
Middle 50 percent	6.5	46.4	9.6	37.6	66.6	33.4
Highest 25 percent	4.9	51.1	13.7	30.3	69.8	30.2
Parents' education						
High school diploma or less	8.9	37.5	10.9	42.7	64.2	35.8
Some postsecondary education	5.8	43.3	10.0	40.9	67.2	32.8
Bachelor's degree or higher	4.5	58.3	9.6	27.7	71.8	28.2
Disability status						
No disability reported	6.5	47.5	10.0	36.0	67.5	32.5
Some type of disability reported	7.8	42.3	11.2	38.7	65.1	34.9
Employment while enrolled						
Did not work	7.6	53.7	8.5	30.3	65.5	34.5
Part-time	5.2	52.4	8.1	34.4	69.0	31.0
Full-time (35 or more hours/week)	7.7	34.7	14.2	43.4	66.4	33.6

† Not applicable.

¹ Refers to NPSAS institution only.² Column classifications refer to NPSAS institution.³ 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. Race categories exclude Hispanic origin unless specified.NOTE: Detail may not sum to totals because of rounding. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Table 2.2. Percentage distribution of undergraduates with a declared major, by field of study and selected institutional and student characteristics: 2003–04

Institutional and student characteristics	Arts and human-ities	Social/behav-ioral sciences	Life sciences	Physical sciences	Mathe-matics	Computer/infor-mation science	Engi-neering	Educa-tion	Business/manage-ment	Health	Voca-tional/technical	Other profes-sional or technical ¹
U.S. total (excluding Puerto Rico)	13.2	8.9	4.9	0.8	0.6	6.2	5.2	8.5	19.9	16.4	5.5	9.9
Total (50 states, DC, and Puerto Rico)	13.2	8.9	4.9	0.8	0.6	6.2	5.3	8.6	19.8	16.4	5.5	9.9
4-year sector ²												
Public and private not-for-profit	13.4	13.3	7.3	1.3	0.8	4.9	6.6	10.1	20.2	8.5	3.6	10.1
Public	12.8	13.5	8.0	1.4	0.9	4.7	7.0	11.1	18.1	8.8	3.8	10.0
Private not-for-profit	14.9	12.9	5.8	0.9	0.6	5.2	5.6	8.0	24.9	7.9	3.3	10.1
Institution type ²												
Public	13.7	9.1	5.3	0.9	0.7	5.5	5.5	9.5	18.2	16.8	5.7	9.2
Less-than-2-year	1.0	1.4	0.6	#	#	9.3	3.3	2.0	11.7	46.4	14.5	10.0
2-year	14.8	5.0	2.8	0.4	0.5	6.1	4.1	8.2	18.4	23.9	7.4	8.4
4-year non-doctorate-granting	12.4	12.2	6.7	1.2	1.0	5.6	4.6	14.1	19.4	8.8	5.1	9.1
4-year doctorate-granting	13.0	14.2	8.8	1.5	0.9	4.3	8.3	9.4	17.4	8.8	3.1	10.6
Private not-for-profit	14.9	12.5	5.6	0.9	0.6	5.2	5.5	7.9	24.7	8.8	3.4	10.0
Less-than-4-year	15.4	1.3	1.5	0.2	0.1	6.8	3.8	4.7	19.7	31.7	8.0	7.0
4-year non-doctorate-granting	14.5	11.2	5.5	0.9	0.7	5.4	4.7	9.1	25.8	8.6	4.1	9.6
4-year doctorate-granting	15.6	15.6	6.2	1.0	0.6	4.8	7.0	6.2	23.5	6.9	1.8	10.9
Private for-profit	5.6	0.8	0.4	#	0.1	14.7	4.1	1.1	24.0	25.4	8.1	15.7
Private for-profit less-than-2-year	3.5	1.1	0.8	#	0.1	4.1	1.9	2.0	7.1	45.1	7.7	26.7
Private for-profit 2 years or more	6.6	0.7	0.2	#	#	19.4	5.1	0.7	31.6	16.6	8.3	10.6
More than one institution ³	13.1	9.4	5.1	0.9	0.7	5.0	4.6	10.0	20.0	17.8	4.7	8.8
Attendance intensity												
Any full-time	12.9	10.1	5.6	1.0	0.7	5.8	5.8	8.9	19.2	14.4	5.3	10.4
Exclusively part-time	13.7	6.1	3.4	0.4	0.5	7.1	4.3	7.9	21.3	21.0	5.9	8.7

See notes at end of table.

Table 2.2. Percentage distribution of undergraduates with a declared major, by field of study and selected institutional and student characteristics: 2003–04
—Continued

Institutional and student characteristics	Arts and human-ities	Social/behav-ioral sciences	Life sciences	Physical sciences	Mathe-matics	Computer/infor-mation science	Engi-neering	Educa-tion	Business/manage-ment	Health	Voca-tional/technical	Other profes-sional or technical ¹
Gender												
Male	13.3	7.9	5.6	1.1	0.8	10.9	10.8	4.1	21.4	6.6	9.1	8.5
Female	13.0	9.6	4.4	0.6	0.5	2.9	1.4	11.8	18.7	23.4	2.9	10.8
Race/ethnicity⁴												
White	13.9	9.4	5.1	0.9	0.6	5.7	5.2	9.4	19.1	15.7	5.4	9.7
Black	10.0	6.8	3.8	0.5	0.3	7.6	4.2	6.9	22.6	20.3	6.2	10.9
Hispanic	13.5	8.6	4.2	0.6	0.6	5.8	6.1	9.0	19.1	15.9	6.0	10.6
Asian	11.4	9.8	6.5	1.1	1.4	9.7	8.1	3.7	23.6	14.7	2.6	7.5
American Indian	13.2	7.0	4.2	1.0	0.0	5.0	6.6	6.9	21.0	17.4	7.7	10.2
Pacific Islander	18.8	6.9	7.3	0.8	0.1	7.0	4.4	4.9	21.7	18.4	1.7	8.2
Multiple races	15.3	9.5	5.4	1.4	0.8	7.0	5.7	6.7	14.9	16.1	6.4	10.9
Other	13.8	9.9	6.8	0.9	0.5	6.3	4.9	7.6	21.2	13.4	5.6	9.2
Dependency status												
Dependent	15.2	11.5	6.8	1.1	0.8	5.0	6.4	9.3	17.7	10.9	4.8	10.5
Independent	11.1	6.2	2.9	0.5	0.5	7.5	4.2	7.9	22.0	22.0	6.2	9.2
No dependents, unmarried	13.2	8.3	4.1	0.7	0.7	7.9	5.3	5.7	21.1	15.9	6.7	10.3
Married, no dependents	12.9	6.2	3.4	0.7	0.5	7.6	4.7	8.3	22.6	19.2	5.3	8.6
Single parent	10.2	5.2	2.3	0.3	0.3	6.7	2.8	8.2	22.0	26.3	6.0	9.7
Married parents	8.7	4.7	2.0	0.4	0.2	7.6	3.8	9.6	22.7	26.0	6.3	8.1
Parents' education												
High school diploma or less	12.0	6.9	3.7	0.5	0.5	6.4	4.4	8.8	21.1	19.7	6.3	9.7
Some postsecondary education	12.3	8.5	4.4	0.7	0.6	6.0	4.8	9.2	20.0	17.9	5.9	9.8
Bachelor's degree or higher	14.6	10.9	6.5	1.1	0.7	6.1	6.4	8.1	18.7	12.4	4.5	10.0

See notes at end of table.

Table 2.2. Percentage distribution of undergraduates with a declared major, by field of study and selected institutional and student characteristics: 2003–04
—Continued

Institutional and student characteristics	Arts and human-ities	Social/behav-ioral sciences	Life sciences	Physical sciences	Mathe-matics	Computer/infor-mation science	Engi-neering	Educa-tion	Business/ manage-ment	Health	Voca-tional/ technical	Other profes-sional or technical ¹
Disability status												
No disability reported	13.1	8.8	4.9	0.8	0.6	6.1	5.4	8.6	20.0	16.4	5.4	9.8
Some type of disability reported	13.8	9.3	4.7	0.7	0.4	7.2	4.5	8.1	18.7	15.7	6.4	10.4
Employment while enrolled												
Did not work	13.6	9.5	6.2	1.1	0.8	5.5	6.8	8.2	17.5	15.6	5.0	10.2
Part-time	14.4	10.3	5.4	0.9	0.7	5.2	5.1	9.7	17.5	15.9	4.8	10.1
Full-time (35 or more hours/week)	11.1	6.5	3.1	0.4	0.4	8.2	4.4	7.3	25.0	17.6	6.8	9.2

Rounds to zero.

¹ Other professional or technical includes agriculture and related sciences, architecture and related services, communication and journalism, communications technologies, personal and culinary services, family and consumer/human sciences, legal professions and studies, library science, military technologies, security and criminal justice, and public administration and social services.

² Refers to NPSAS institution only.

³ Column classifications refer to NPSAS institution.

⁴ 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. Race categories exclude Hispanic origin unless specified.

NOTE: Detail may not sum to totals because of rounding. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Table 2.3. Percentage distribution of undergraduates, by their undergraduate grade point average and selected institutional and student characteristics: 2003–04

Institutional and student characteristics	Mostly A's	A's and B's	Mostly B's	B's and C's	Mostly C's	C's and D's or lower
U.S. total (excluding Puerto Rico)	16.9	12.6	26.7	15.9	18.7	9.3
Total (50 states, DC, and Puerto Rico)	16.8	12.6	26.7	15.9	18.8	9.3
4-year sector ¹						
Public and private not-for-profit	12.7	12.6	28.6	18.8	19.5	7.8
Public	10.9	11.2	28.0	20.0	21.3	8.6
Private not-for-profit	16.7	15.5	29.9	16.3	15.5	6.1
Institution type ²						
Public	15.2	11.4	26.4	16.5	20.2	10.3
Less-than-2-year	32.6	20.0	23.3	7.7	9.7	6.7
2-year	18.3	11.5	25.2	14.1	19.5	11.5
4-year non-doctorate-granting	10.8	10.7	27.7	19.9	22.3	8.6
4-year doctorate-granting	11.0	11.5	28.1	20.0	20.8	8.6
Private not-for-profit	16.7	15.5	29.8	16.2	15.5	6.3
Less-than-4-year	18.2	16.0	25.2	14.6	14.5	11.5
4-year non-doctorate-granting	17.8	14.6	29.0	15.8	15.9	6.8
4-year doctorate-granting	14.8	16.9	31.4	17.2	14.9	4.8
Private for-profit	27.8	17.5	24.6	10.2	12.5	7.4
Private for-profit less-than-2-year	29.6	17.7	24.3	8.7	11.4	8.5
Private for-profit 2 years or more	26.9	17.5	24.8	10.9	13.1	6.9
More than one institution ²	19.9	12.9	26.3	15.3	17.8	7.9
Attendance intensity						
Any full-time	13.9	12.9	27.6	17.3	19.2	9.1
Exclusively part-time	22.1	12.1	25.0	13.3	17.9	9.7
Gender						
Male	14.3	11.0	25.4	16.8	21.5	11.2
Female	18.6	13.8	27.7	15.3	16.8	7.9
Race/ethnicity ³						
White	19.3	13.7	27.3	15.7	16.2	7.8
Black	9.6	9.2	24.2	16.4	25.8	14.9
Hispanic	12.7	10.9	25.3	16.4	23.5	11.1
Asian	16.9	13.3	28.3	15.9	18.1	7.5
American Indian	13.2	9.5	28.9	16.0	22.1	10.4
Pacific Islander	14.4	9.9	27.9	15.8	19.3	12.7
Multiple races	14.4	12.4	26.3	18.6	18.7	9.7
Other	16.4	12.2	28.1	13.2	20.9	9.3

See notes at end of table.

Table 2.3. Percentage distribution of undergraduates, by their undergraduate grade point average and selected institutional and student characteristics: 2003–04—Continued

Institutional and student characteristics	Mostly A's	A's and B's	Mostly B's	B's and C's	Mostly C's	C's and D's or lower
Dependency status						
Dependent	10.5	11.5	27.8	18.1	21.2	11.0
Independent	23.0	13.7	25.7	13.8	16.3	7.6
No dependents, unmarried	19.1	12.5	25.7	15.8	18.8	8.2
Married, no dependents	28.2	14.5	25.8	11.6	14.0	5.9
Single parent	16.8	12.6	25.7	14.1	19.8	11.1
Married parents	28.8	15.3	25.6	12.6	12.5	5.2
Age as of 12/31/03						
18 years or younger	12.2	11.9	26.0	15.0	19.7	15.2
19–23 years	10.6	11.3	27.8	18.3	21.5	10.5
24–29 years	16.5	12.3	25.6	16.3	20.4	8.9
30–39 years	25.1	14.6	26.8	13.3	14.1	6.2
40 years or older	35.0	16.3	24.4	9.8	10.6	4.0
Income						
Lowest 25 percent	12.7	10.8	25.7	16.7	22.3	11.9
Middle 50 percent	15.9	12.7	27.1	16.1	18.7	9.5
Highest 25 percent	22.5	14.0	26.9	14.7	15.4	6.5
Parents' education						
High school diploma or less	17.7	12.2	26.4	15.3	18.7	9.8
Some postsecondary education	16.3	13.1	25.7	16.3	19.1	9.6
Bachelor's degree or higher	16.3	12.8	27.7	16.3	18.4	8.6
Disability status						
No disability reported	16.8	12.7	26.8	15.9	18.7	9.1
Some type of disability reported	16.7	11.8	25.8	15.9	19.3	10.6
Employment while enrolled						
Did not work	17.1	13.1	26.6	15.9	17.9	9.4
Part-time	13.4	12.1	27.5	17.3	20.1	9.7
Full-time (35 or more hours/week)	20.8	12.8	25.8	14.2	17.7	8.8

¹ Refers to NPSAS institution only.

² Column classifications refer to NPSAS institution.

³ 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. Race categories exclude Hispanic origin unless specified.

NOTE: Detail may not sum to totals because of rounding. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Section 3: Student Characteristics

Gender

- In 2003–04, 58 percent of undergraduates attending postsecondary education were women, and 42 percent were men (table 3.1).
- Undergraduates attending community colleges were more likely to be women (59 percent) than those attending 4-year institutions (55 percent; table 3.1).
- Among undergraduates enrolled in public 4-year institutions, a greater proportion attending non-doctorate-granting than doctorate-granting institutions were women (56 vs. 54 percent; table 3.1).
- Undergraduate students who were 30 years or older were more likely to be women than younger students (62 percent vs. 55 to 56 percent; table 3.1).
- First-generation students (i.e., those whose parents had no more than a high school education) were more likely to be women than students whose parents had a bachelor's degree or higher (table 3.1).

Race/Ethnicity

- In 2003–04, 63 percent of all undergraduates were White. One-third of students identified themselves as a race other than White, including 14 percent who were Black, 13 percent who were Hispanic, 5 percent who were Asian, and less than 1 percent each who were American Indian or Pacific Islander (table 3.2).
- Undergraduates whose parents had a high school diploma or less were more likely than students whose parents had higher levels of education to be Hispanic or Black (table 3.2).

Age (as of 12/31/03)

- The average age of undergraduates was 26. Roughly one-half (47 percent) were between 19 and 23 years old, 17 percent were between 24 and 29 years old, 14 percent were between 30 and 39 years old, and 12 percent were 40 years or older (table 3.3).
- Undergraduates who attended public less-than-2-year and 2-year institutions were more likely to be 30 years or older than students attending public 4-year institutions. For example, 17 percent of students at public 2-year institutions were 40 years old,

compared with 4 percent at public 4-year doctorate-granting institutions and 9 percent at public 4-year non-doctorate-granting institutions (table 3.3).

- Students whose parents had a bachelor's degree or higher were more likely than students whose parents had less education to be between 19 and 23 years old. Correspondingly, students whose parents had a high school diploma or less were more likely than students whose parents had higher levels of education to be 40 years or older (table 3.3).

Dependency Status

- In 2003–04, undergraduates who attended public 4-year institutions were more likely to be dependent than those who attended public 2-year institutions (66 vs. 39 percent; table 3.4).
- Students who were enrolled for any full-time months were more likely than their peers who were enrolled exclusively part time to be dependent (table 3.4).
- Men were more likely than women to be dependent (table 3.4).
- Black and American Indian undergraduates were less likely to be dependent than undergraduates of other racial/ethnic groups (table 3.4).

Income

- In 2003–04, about 7 percent of all undergraduates were low-income dependent students (family income was less than \$20,000), and 11 percent of undergraduates were low-income independent students (income was less than \$10,000; table 3.5-A).
- Among dependent undergraduates, students attending private for-profit institutions were more likely than students attending other types of institutions to be from low-income families (table 3.5-B).
- About one-third of dependent students attending private not-for-profit doctorate-granting institutions were from families with incomes of \$100,000 or more, compared with one-fourth of dependent undergraduates attending public 4-year doctorate-granting institutions, 18 percent attending public 4-year non-doctorate-granting institutions, and 16 percent attending public 2-year institutions (table 3.5-B).
- White dependent students were more likely to be from high-income families than Black dependent students. One-fourth of White dependent students were from families with incomes of \$100,000 or more, compared with 9 percent of Black dependent students (table 3.5-B).
- When examining independent students separately, those attending private for-profit less-than-2-year institutions were more likely than their peers attending other types of institutions to have incomes of less than \$10,000 (table 3.5-C).

Marital Status

- In 2003–04, just over one-fifth of undergraduate students were married (table 3.6).
- With the exception of White undergraduates, American Indian undergraduates were more likely than undergraduates of any other racial/ethnic group to be married (table 3.6).

Parenthood

- About one-fourth of undergraduates had one or more dependents (11 percent had one child, and 16 percent had more than one child) in 2003–04, and 13 percent were single parents (table 3.7).
- Undergraduates attending community colleges were more likely to be single parents (17 percent) than those attending 4-year institutions (7 percent; table 3.7).
- Eighty-one percent of men were childless, compared with 67 percent of women. Women were more likely than men to be single parents (table 3.7).
- A greater proportion of Black students were single parents than students of any other race/ethnicity. Thirty percent of Black students were single parents, compared with 10 percent of White students and 16 percent of Hispanic students (table 3.7).

High School Diploma

- In 2003–04, about 7 percent of undergraduates completed high school by passing the General Educational Development (GED) or an equivalent exam (table 3.8).
- A greater proportion of undergraduates enrolled in 4-year institutions earned a high school diploma than undergraduates enrolled in community colleges (table 3.8).
- Students attending private for-profit institutions were more likely than students attending public institutions and private not-for-profit institutions to earn their high school credential by passing the GED (15 vs. 6 and 4 percent, respectively; table 3.8).

Local Residence

- The majority (60 percent) of undergraduate students lived off campus in 2003–04, not with parents. One-fourth of students lived with parents or relatives, and 15 percent lived on campus (table 3.9).
- A greater proportion of undergraduates attending private not-for-profit institutions lived on campus than undergraduates attending public and private for-profit institutions (table 3.9).

Citizenship

- In 2003–04, about 7 percent of undergraduates were not U.S. citizens, 5 percent were permanent residents, and 2 percent were foreign students (table 3.10).
- Asian students were more likely than students from other racial/ethnic groups to be permanent residents (table 3.10).

Parents' Education

- In 2003–04, the highest level of education completed by either parent of an undergraduate was most likely a bachelor's degree or higher. Forty-one percent of undergraduates had parents with a bachelor's degree or higher, compared with 35 percent whose parents had a high school education or less and 24 percent whose parents had some postsecondary education (table 3.11).
- A greater proportion of women than men had parents with a high school education or less. Correspondingly, men were more likely than women to have parents with a bachelor's degree or higher (table 3.11).

Table 3.1. Percentage distribution of undergraduates, by gender and selected institutional and student characteristics: 2003–04

Institutional and student characteristics	Male	Female
U.S. total (excluding Puerto Rico)	42.4	57.6
Total (50 states, DC, and Puerto Rico)	42.4	57.6
4-year sector ¹		
Public and private not-for-profit	45.1	54.9
Public	45.5	54.5
Private not-for-profit	44.2	55.9
Institution type ¹		
Public	42.9	57.1
Less-than-2-year	40.5	59.5
2-year	40.9	59.1
4-year non-doctorate-granting	43.7	56.3
4-year doctorate-granting	46.5	53.5
Private not-for-profit	43.9	56.1
Less-than-4-year	38.1	61.9
4-year non-doctorate-granting	44.2	55.8
4-year doctorate-granting	44.1	55.9
Private for-profit	38.4	61.6
Private for-profit less-than-2-year	25.6	74.4
Private for-profit 2 years or more	44.8	55.2
More than one institution	38.9	61.1
Attendance intensity		
Any full-time	44.0	56.0
Exclusively part-time	39.4	60.6
Race/ethnicity ²		
White	43.7	56.3
Black	35.9	64.1
Hispanic	40.7	59.3
Asian	46.5	53.5
American Indian	37.1	62.9
Pacific Islander	44.1	55.9
Multiple races	41.6	58.4
Other	49.2	50.8

See notes at end of table.

Table 3.1. Percentage distribution of undergraduates, by gender and selected institutional and student characteristics: 2003–04—Continued

Institutional and student characteristics	Male	Female
Dependency status		
Dependent	47.0	53.0
Independent	37.8	62.2
No dependents, unmarried	50.3	49.7
Married, no dependents	40.7	59.3
Single parent	23.9	76.1
Married parents	34.5	65.5
Age as of 12/31/03		
18 years or younger	43.9	56.1
19–23 years	45.2	54.8
24–29 years	43.8	56.2
30–39 years	37.6	62.4
40 years or older	33.6	66.4
Income		
Lowest 25 percent	41.4	58.6
Middle 50 percent	41.4	58.7
Highest 25 percent	45.3	54.7
Parents' education		
High school diploma or less	38.8	61.2
Some postsecondary education	39.3	60.7
Bachelor's degree or higher	47.3	52.7
Disability status		
No disability reported	42.4	57.6
Some type of disability reported	42.1	58.0
Employment while enrolled		
Did not work	43.0	57.0
Part-time	41.9	58.1
Full-time (35 or more hours/week)	42.4	57.6

¹ Refers to NPSAS institution only.

² 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. Race categories exclude Hispanic origin unless specified.

NOTE: Detail may not sum to totals because of rounding. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Table 3.2. Percentage distribution of undergraduates, by race/ethnicity and selected institutional and student characteristics: 2003–04

Institutional and student characteristics	Race/Ethnicity							
	White	Black	Hispanic	Asian	American Indian	Pacific Islander	Multiple races	Other
U.S. total (excluding Puerto Rico)	63.7	14.1	11.9	5.4	0.9	0.5	2.1	1.3
Total (50 states, DC, and Puerto Rico)	63.1	14.0	12.7	5.4	0.9	0.5	2.0	1.3
4-year sector ¹								
Public and private not-for-profit	69.3	11.2	9.8	5.3	0.8	0.4	2.0	1.2
Public	70.2	10.4	8.9	5.9	1.0	0.4	2.0	1.2
Private not-for-profit	67.3	13.0	12.0	4.2	0.4	0.2	1.8	1.1
Institution type ¹								
Public	64.3	13.2	12.1	5.5	1.0	0.6	2.1	1.3
Less-than-2-year	63.1	10.2	16.8	5.4	1.1	0.6	1.7	1.2
2-year	59.9	15.3	14.4	5.3	1.0	0.7	2.1	1.3
4-year non-doctorate-granting	70.6	10.8	10.0	4.3	0.8	0.4	1.9	1.2
4-year doctorate-granting	70.0	10.2	8.3	6.7	1.0	0.4	2.1	1.2
Private not-for-profit	66.5	13.1	12.4	4.2	0.6	0.3	1.8	1.1
Less-than-4-year	48.0	16.6	23.1	4.5	4.0	1.0	1.9	1.0
4-year non-doctorate-granting	67.2	15.6	11.8	2.1	0.5	0.2	1.7	1.0
4-year doctorate-granting	67.3	8.7	12.2	7.6	0.4	0.3	2.0	1.4
Private for-profit	47.6	23.7	20.0	3.7	0.6	0.5	2.2	1.7
Private for-profit less-than-2-year	38.3	24.8	28.1	4.1	0.5	0.5	2.1	1.5
Private for-profit 2 years or more	52.2	23.2	15.9	3.6	0.7	0.5	2.2	1.8
More than one institution	61.5	12.9	12.1	8.1	1.2	0.7	2.0	1.5
Attendance intensity								
Any full-time	64.3	13.6	11.9	5.6	0.9	0.5	2.0	1.3
Exclusively part-time	60.9	14.8	14.2	5.0	1.0	0.6	2.1	1.3
Gender								
Male	65.2	11.9	12.2	5.9	0.8	0.6	2.0	1.5
Female	61.6	15.6	13.1	5.0	1.0	0.5	2.1	1.1
Dependency status								
Dependent	67.2	10.1	12.0	6.1	0.7	0.6	2.1	1.3
Independent	59.0	17.8	13.5	4.7	1.2	0.5	2.0	1.3
No dependents, unmarried	61.3	14.4	12.9	6.0	1.2	0.5	2.2	1.7
Married, no dependents	69.2	9.6	10.5	6.0	1.3	0.4	1.7	1.4
Single parent	45.6	31.6	15.6	2.5	1.1	0.5	2.0	1.1
Married parents	61.8	15.0	14.0	4.4	1.3	0.4	2.1	1.0

See notes at end of table.

Table 3.2. Percentage distribution of undergraduates, by race/ethnicity and selected institutional and student characteristics: 2003–04—Continued

Institutional and student characteristics	White	Black	Hispanic	Asian	American Indian	Pacific Islander	Multiple races	Other
Age as of 12/31/03								
18 years or younger	63.9	11.0	14.1	6.0	0.6	0.4	2.4	1.6
19–23 years	66.1	11.3	12.4	5.7	0.7	0.6	2.0	1.2
24–29 years	57.8	15.9	15.1	6.1	1.2	0.4	2.1	1.5
30–39 years	57.2	20.3	12.9	4.7	1.2	0.6	1.9	1.2
40 years or older	65.0	17.1	9.4	3.5	1.3	0.4	2.1	1.2
Income								
Lowest 25 percent	49.0	20.6	17.9	7.3	1.0	0.5	2.0	1.8
Middle 50 percent	64.0	14.0	12.5	4.6	1.0	0.5	2.1	1.2
Highest 25 percent	75.0	7.6	8.2	5.0	0.8	0.6	1.9	1.0
Parents' education								
High school diploma or less	55.6	17.6	17.4	4.9	1.0	0.5	1.7	1.4
Some postsecondary education	64.8	14.8	11.7	3.9	1.0	0.5	2.4	0.9
Bachelor's degree or higher	70.7	9.7	8.6	6.3	0.8	0.6	2.1	1.3
Disability status								
No disability reported	62.9	14.1	12.8	5.6	0.9	0.5	2.0	1.2
Some type of disability reported	65.1	13.2	12.3	3.4	1.2	0.4	2.7	1.7
Employment while enrolled								
Did not work	61.1	14.2	12.0	7.7	1.0	0.5	2.2	1.3
Part-time	66.5	11.6	11.9	5.4	0.8	0.5	2.0	1.3
Full-time (35 or more hours/week)	60.4	16.9	14.3	3.6	1.0	0.5	2.0	1.3

¹ Refers to NPSAS institution only.

NOTE: 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. Race categories exclude Hispanic origin unless specified. Detail may not sum to totals because of rounding. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Table 3.3. Percentage distribution of undergraduates, by age, their average and median age (as of 12/31/03), and selected institutional and student characteristics: 2003–04

Institutional and student characteristics	18 years or younger	19–23 years	24–29 years	30–39 years	40 years or older	Average age	Median age
U.S. total (excluding Puerto Rico)	9.5	47.2	17.3	13.7	12.3	26	22
Total (50 states, DC, and Puerto Rico)	9.6	47.2	17.3	13.7	12.2	26	22
4-year sector ¹							
Public and private not-for-profit	10.9	58.8	14.5	8.7	7.1	24	21
Public	10.7	60.3	15.6	7.6	5.8	24	21
Private not-for-profit	11.4	55.5	12.2	11.0	9.9	25	21
Institution type ¹							
Public	9.9	47.2	17.1	13.4	12.5	27	22
Less-than-2-year	5.0	22.3	18.3	23.6	30.8	34	31
2-year	9.3	37.7	18.2	17.5	17.3	28	24
4-year non-doctorate-granting	9.6	54.1	17.5	10.0	8.7	25	21
4-year doctorate-granting	11.3	63.7	14.5	6.3	4.2	23	21
Private not-for-profit	11.3	54.8	12.6	11.3	10.0	25	21
Less-than-4-year	9.0	37.5	22.4	18.2	12.9	27	24
4-year non-doctorate-granting	9.4	49.3	13.9	14.3	13.1	27	21
4-year doctorate-granting	14.8	65.5	9.4	5.7	4.7	23	20
Private for-profit	5.8	29.9	27.2	21.9	15.2	29	26
Private for-profit less-than-2-year	7.4	37.9	24.1	19.3	11.4	27	24
Private for-profit 2 years or more	5.1	26.0	28.8	23.1	17.1	30	27
More than one institution	7.2	51.6	18.0	12.7	10.4	26	22
Attendance intensity							
Any full-time	12.4	57.9	14.4	9.0	6.3	24	21
Exclusively part-time	4.1	27.1	22.9	22.5	23.4	31	28
Gender							
Male	9.9	50.4	17.9	12.1	9.7	26	22
Female	9.3	44.9	16.9	14.8	14.1	27	22
Race/ethnicity ²							
White	9.7	49.5	15.9	12.4	12.6	26	22
Black	7.5	38.0	19.6	19.9	15.0	28	24
Hispanic	10.6	46.0	20.6	13.8	9.1	26	22
Asian	10.7	49.9	19.5	12.0	7.9	25	21
American Indian	6.6	37.0	22.0	17.3	17.1	29	24
Pacific Islander	6.6	56.4	12.0	15.8	9.2	26	22
Multiple races	11.4	45.8	17.6	12.5	12.7	26	22
Other	11.8	43.8	20.2	13.2	11.1	26	22

See notes at end of table.

Table 3.3. Percentage distribution of undergraduates, by age, their average and median age (as of 12/31/03), and selected institutional and student characteristics: 2003–04—Continued

Institutional and student characteristics	18 years or younger	19–23 years	24–29 years	30–39 years	40 years or older	Average age	Median age
Dependency status							
Dependent	18.4	81.6	†	†	†	20	19
Independent	0.8	13.2	34.4	27.2	24.3	33	29
No dependents, unmarried	0.9	8.9	55.9	18.7	15.6	30	26
Married, no dependents	0.5	20.8	30.6	19.8	28.4	34	29
Single parent	1.8	21.3	27.8	28.2	20.9	31	29
Married parents	0.2	7.3	20.3	38.6	33.5	36	34
Income							
Lowest 25 percent	10.2	52.1	21.5	9.1	7.3	25	21
Middle 50 percent	9.3	46.8	18.9	14.2	10.8	26	22
Highest 25 percent	9.4	43.4	10.3	17.1	19.8	29	22
Parents' education							
High school diploma or less	7.6	36.7	17.9	18.4	19.4	29	24
Some postsecondary education	9.3	48.2	18.9	13.5	10.2	26	22
Bachelor's degree or higher	11.5	56.5	15.8	9.3	6.9	24	21
Disability status							
No disability reported	9.8	48.3	17.6	13.3	11.0	26	22
Some type of disability reported	7.3	38.5	15.5	16.8	21.9	30	24
Employment while enrolled							
Did not work	15.0	48.8	13.1	12.0	11.1	26	21
Part-time	11.2	61.0	13.9	7.9	6.0	24	21
Full-time (35 or more hours/week)	3.2	28.6	25.0	22.2	20.9	31	27

† Not applicable.

¹ Refers to NPSAS institution only.

² 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. Race categories exclude Hispanic origin unless specified.

NOTE: Detail may not sum to totals because of rounding. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Table 3.4. Percentage distribution of undergraduates, by dependency, marital, and parenthood status, and selected institutional and student characteristics: 2003–04

Institutional and student characteristics	Dependent	Independent	Among independents			
			No dependents, unmarried	No dependents, married	With dependents, (single parents)	With dependents, married
U.S. total (excluding Puerto Rico)	49.6	50.4	30.3	15.8	23.3	30.6
Total (50 states, DC, and Puerto Rico)	49.7	50.3	30.3	15.7	23.3	30.6
4-year sector ¹						
Public and private not-for-profit	64.6	35.4	36.9	17.7	18.0	27.4
Public	65.7	34.3	39.9	18.5	16.6	25.0
Private not-for-profit	62.3	37.7	31.0	16.1	20.8	32.1
Institution type ¹						
Public	50.0	50.0	30.4	16.6	22.6	30.4
Less-than-2-year	18.5	81.5	24.9	18.2	22.7	34.2
2-year	38.8	61.2	26.5	15.8	25.1	32.6
4-year non-doctorate-granting	57.6	42.5	35.2	17.9	18.5	28.5
4-year doctorate-granting	70.2	29.8	43.6	19.0	15.1	22.3
Private not-for-profit	61.3	38.7	30.8	15.8	21.5	31.9
Less-than-4-year	37.4	62.7	26.4	12.5	32.1	29.1
4-year non-doctorate-granting	53.4	46.6	28.1	15.2	22.9	33.8
4-year doctorate-granting	76.7	23.3	40.6	19.0	13.9	26.5
Private for-profit	23.9	76.1	28.1	11.2	30.5	30.3
Private for-profit less-than-2-year	29.5	70.5	24.6	12.1	36.2	27.2
Private for-profit 2 years or more	21.1	78.9	29.7	10.8	27.9	31.7
More than one institution	51.9	48.1	32.9	14.6	21.3	31.2
Attendance intensity						
Any full-time	63.1	36.9	32.9	14.4	25.9	26.9
Exclusively part-time	24.6	75.5	28.0	17.0	20.9	34.1
Gender						
Male	55.2	44.9	40.4	16.9	14.8	28.0
Female	45.8	54.3	24.2	15.0	28.5	32.3

See notes at end of table.

Table 3.4. Percentage distribution of undergraduates, by dependency, marital, and parenthood status, and selected institutional and student characteristics: 2003–04—Continued

Institutional and student characteristics	Dependent	Independent	Among independents			
			No dependents, unmarried	No dependents, married	With dependents, (single parents)	With dependents, married
Race/ethnicity²						
White	53.0	47.0	31.5	18.4	18.0	32.1
Black	36.0	64.0	24.4	8.5	41.3	25.8
Hispanic	46.8	53.2	29.0	12.3	27.0	31.8
Asian	56.4	43.6	38.8	20.1	12.4	28.7
American Indian	35.0	65.0	29.4	16.4	21.6	32.6
Pacific Islander	55.7	44.4	34.4	12.4	25.1	28.1
Multiple races	50.2	49.8	32.4	13.0	22.5	32.1
Other	48.9	51.1	38.6	16.9	20.1	24.4
Age as of 12/31/03						
18 years or younger	95.6	4.4	33.1	8.5	50.5	7.9
19–23 years	86.0	14.0	20.4	24.9	37.7	17.0
24–29 years	†	100.0	49.2	14.0	18.8	18.1
30–39 years	†	100.0	20.9	11.4	24.2	43.5
40 years or older	†	100.0	19.5	18.3	20.0	42.2
Independent income						
Lowest 25 percent	†	100.0	50.3	7.0	32.5	10.2
Middle 50 percent	†	100.0	31.2	14.0	27.0	27.9
Highest 25 percent	†	100.0	7.8	28.4	6.3	57.6
Disability status						
No disability reported	51.0	49.0	30.0	15.9	23.3	30.8
Some type of disability reported	39.4	60.6	32.2	15.0	23.4	29.5
Employment while enrolled						
Did not work	57.7	42.3	29.6	15.2	22.1	33.2
Part-time	65.1	34.9	34.1	14.8	23.9	27.3
Full-time (35 or more hours/week)	24.0	76.0	28.5	16.5	23.5	31.5

† Not applicable.

¹ Refers to NPSAS institution only.² 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. Race categories exclude Hispanic origin unless specified.NOTE: Detail may not sum to totals because of rounding. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Table 3.5-A. Percentage distribution of undergraduates, by 2002 income, dependency status, and selected institutional and student characteristics: 2003–04

Institutional and student characteristics	Dependents' income ¹						Independents' income ¹				
	Less than \$20,000	\$20,000–39,999	\$40,000–59,999	\$60,000–79,999	\$80,000–99,999	\$100,000 or more	Less than \$10,000	\$10,000–19,999	\$20,000–29,999	\$30,000–49,999	\$50,000 or more
U.S. total (excluding Puerto Rico)	6.3	9.5	9.0	8.4	5.9	10.5	11.2	9.2	8.0	9.6	12.5
Total (50 states, DC, and Puerto Rico)	6.5	9.6	9.0	8.4	5.9	10.4	11.3	9.2	7.9	9.5	12.4
4-year sector ²											
Public and private not-for-profit	7.0	11.2	11.2	11.2	8.6	15.4	8.7	6.4	5.6	6.4	8.3
Public	7.1	11.4	11.8	11.9	8.7	14.8	9.0	6.6	5.5	6.0	7.3
Private not-for-profit	6.8	10.7	9.9	9.6	8.5	16.8	7.9	6.0	5.9	7.3	10.7
Institution type ²											
Public	6.5	9.6	9.4	8.8	5.8	9.9	11.1	8.9	7.8	9.6	12.5
Less-than-2-year	2.7	5.0	4.1	2.8	0.8	3.1	17.9	14.8	12.6	16.3	19.9
2-year	6.0	8.4	7.7	6.5	3.8	6.3	12.6	10.6	9.5	12.3	16.3
4-year non-doctorate-granting	7.1	11.1	11.5	10.5	7.3	10.1	10.0	8.0	6.9	7.5	10.1
4-year doctorate-granting	7.2	11.5	12.0	12.7	9.4	17.4	8.5	5.8	4.7	5.2	5.7
Private not-for-profit	6.9	10.6	9.7	9.5	8.2	16.4	8.3	6.3	6.1	7.3	10.6
Less-than-4-year	7.7	9.6	5.7	6.0	2.7	5.8	19.8	14.0	10.8	8.0	10.1
4-year non-doctorate-granting	6.4	9.8	9.5	8.8	7.2	11.7	9.1	7.4	7.6	9.2	13.3
4-year doctorate-granting	7.5	12.0	10.6	11.0	10.4	25.2	5.9	3.8	3.1	4.2	6.3
Private for-profit	6.3	6.7	4.2	2.8	1.5	2.4	19.4	16.3	13.3	12.9	14.2
Private for-profit less-than-2-year	7.6	7.8	5.7	3.3	2.1	3.0	24.4	17.4	11.4	8.5	8.8
Private for-profit 2 years or more	5.6	6.1	3.5	2.5	1.2	2.1	17.0	15.7	14.2	15.1	16.9
More than one institution	6.6	10.3	8.2	8.2	6.8	11.9	10.5	9.4	6.9	8.8	12.6
Gender											
Male	6.7	9.9	9.8	9.3	6.9	12.6	10.5	7.9	6.3	8.7	11.5
Female	6.4	9.4	8.4	7.7	5.2	8.7	11.9	10.1	9.2	10.1	13.0

See notes at end of table.

Table 3.5-A. Percentage distribution of undergraduates, by 2002 income, dependency status, and selected institutional and student characteristics: 2003–04
—Continued

Institutional and student characteristics	Dependents' income ¹						Independents' income ¹				
	Less than \$20,000	\$20,000–39,999	\$40,000–59,999	\$60,000–79,999	\$80,000–99,999	\$100,000 or more	Less than \$10,000	\$10,000–19,999	\$20,000–29,999	\$30,000–49,999	\$50,000 or more
Race/ethnicity³											
White	4.3	8.4	9.6	10.0	7.4	13.2	9.3	7.7	7.0	9.3	13.7
Black	9.7	10.7	6.1	3.8	2.3	3.4	17.5	14.2	12.5	10.7	9.2
Hispanic	11.7	12.5	8.6	6.0	3.2	4.8	13.3	11.4	9.1	9.5	9.9
Asian	11.7	13.1	9.7	7.6	4.7	9.5	12.9	6.7	4.3	8.1	11.6
American Indian	5.9	7.4	6.9	5.4	4.5	4.8	15.6	12.5	10.7	12.4	13.9
Pacific Islander	8.6	8.2	10.8	7.8	4.7	15.5	10.8	9.0	5.8	8.8	9.9
Multiple races	6.1	10.5	10.3	7.5	5.7	10.0	10.8	9.5	7.6	11.3	10.7
Other	8.2	11.3	9.0	8.7	3.1	8.8	17.1	9.4	6.6	8.4	9.6
Parents' education											
High school diploma or less	8.3	10.1	7.1	5.1	2.9	3.4	13.6	11.4	10.4	11.9	15.9
Some postsecondary education	6.5	10.4	10.4	9.2	5.7	7.2	11.1	9.2	7.7	10.0	12.6
Bachelor's degree or higher	4.8	8.8	9.9	11.0	8.9	18.8	8.9	6.9	5.6	7.0	9.5
Disability status											
No disability reported	6.7	9.9	9.2	8.6	6.1	10.6	10.7	8.8	7.8	9.4	12.3
Some type of disability reported	5.2	7.5	7.0	6.5	4.8	8.6	16.3	12.0	9.0	10.5	12.7
Employment while enrolled											
Did not work	8.2	11.3	9.2	8.9	6.7	13.4	13.9	7.3	5.8	6.7	8.6
Part-time	7.8	12.4	12.1	11.3	8.0	13.5	10.3	7.9	4.9	5.6	6.2
Full-time (35 or more hours/week)	3.6	4.7	4.8	4.3	2.6	4.0	10.6	12.2	13.4	16.6	23.1

¹ Dependent student's income indicates the income of the parents of dependent students, and does not include the income or earnings of the students. Independents student's includes the income of the students and the income of married student's spouse.

² Refers to NPSAS institution only.

³ 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. Race categories exclude Hispanic origin unless specified.

NOTE: Detail may not sum to totals because of rounding. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Table 3.5-B. Percentage distribution of dependent undergraduates, by 2002 family income and selected institutional and student characteristics: 2003–04

Institutional and student characteristics	Less than \$20,000	\$20,000– 39,999	\$40,000– 59,999	\$60,000– 79,999	\$80,000– 99,999	\$100,000 or more
U.S. total (excluding Puerto Rico)	12.7	19.2	18.1	17.0	12.0	21.1
Total (50 states, DC, and Puerto Rico)	13.1	19.3	18.0	16.8	11.9	20.9
4-year sector ¹						
Public and private not-for-profit	10.9	17.3	17.4	17.3	13.3	23.9
Public	10.9	17.3	18.0	18.1	13.2	22.6
Private not-for-profit	11.0	17.1	15.9	15.5	13.6	27.0
Institution type ¹						
Public	12.9	19.2	18.9	17.6	11.6	19.8
Less-than-2-year	14.8	27.0	22.0	15.2	4.3	16.7
2-year	15.5	21.6	19.9	16.9	9.7	16.4
4-year non-doctorate-granting	12.3	19.3	20.0	18.2	12.6	17.6
4-year doctorate-granting	10.2	16.4	17.1	18.1	13.4	24.8
Private not-for-profit	11.2	17.3	15.9	15.5	13.4	26.7
Less-than-4-year	20.5	25.7	15.1	16.1	7.2	15.4
4-year non-doctorate-granting	12.0	18.4	17.7	16.5	13.6	21.9
4-year doctorate-granting	9.8	15.7	13.8	14.3	13.6	32.8
Private for-profit	26.4	27.9	17.7	11.7	6.4	10.0
Private for-profit less-than-2-year	25.8	26.5	19.4	11.1	7.1	10.1
Private for-profit 2 years or more	26.7	28.9	16.6	12.1	5.9	9.8
More than one institution	12.7	19.9	15.7	15.7	13.1	22.9
Attendance intensity						
Any full-time	12.9	18.6	17.8	17.0	12.2	21.6
Exclusively part-time	13.9	22.6	19.5	16.3	10.1	17.6
Gender						
Male	12.1	17.9	17.7	16.9	12.5	22.9
Female	14.0	20.5	18.4	16.8	11.3	19.1
Race/ethnicity ²						
White	8.1	15.9	18.1	18.9	14.0	25.0
Black	26.9	29.8	16.9	10.6	6.5	9.4
Hispanic	25.0	26.7	18.5	12.7	6.8	10.3
Asian	20.8	23.3	17.3	13.5	8.4	16.8
American Indian	16.8	21.1	19.8	15.5	13.0	13.8
Pacific Islander	15.4	14.8	19.5	14.0	8.5	27.9
Multiple races	12.2	21.0	20.6	15.0	11.4	19.9
Other	16.7	23.0	18.3	17.8	6.3	18.0

See notes at end of table.

Table 3.5-B. Percentage distribution of dependent undergraduates, by 2002 family income and selected institutional and student characteristics: 2003–04—Continued

Institutional and student characteristics	Less than \$20,000	\$20,000– 39,999	\$40,000– 59,999	\$60,000– 79,999	\$80,000– 99,999	\$100,000 or more
Age as of 12/31/03						
18 years or younger	12.7	19.1	17.2	17.7	11.6	21.6
19–23 years	13.2	19.3	18.2	16.6	11.9	20.7
24–29 years	†	†	†	†	†	†
30–39 years	†	†	†	†	†	†
40 years or older	†	†	†	†	†	†
Dependent income						
Lowest 25 percent	53.5	46.5	†	†	†	†
Middle 50 percent	†	15.5	35.4	33.0	16.1	†
Highest 25 percent	†	†	†	†	14.8	85.2
Parents' education						
High school diploma or less	22.6	27.4	19.3	13.8	7.7	9.1
Some postsecondary education	13.2	21.1	21.0	18.6	11.6	14.6
Bachelor's degree or higher	7.7	14.2	16.0	17.7	14.3	30.2
Disability status						
No disability reported	13.1	19.3	18.1	16.9	11.8	20.8
Some type of disability reported	13.1	18.9	17.7	16.5	12.0	21.7
Employment while enrolled						
Did not work	14.1	19.6	16.0	15.5	11.6	23.3
Part-time	12.0	19.0	18.6	17.3	12.3	20.8
Full-time (35 or more hours/week)	15.0	19.7	20.0	17.8	11.0	16.6

† Not applicable.

¹ Refers to NPSAS institution only.

² 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. Race categories exclude Hispanic origin unless specified.

NOTE: Detail may not sum to totals because of rounding. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Table 3.5-C. Percentage distribution of independent undergraduates, by 2002 student income and selected institutional and student characteristics: 2003–04

Institutional and student characteristics	Less than \$10,000	\$10,000–19,999	\$20,000–29,999	\$30,000–49,999	\$50,000 or more
U.S. total (excluding Puerto Rico)	22.3	18.2	15.8	19.0	24.8
Total (50 states, DC, and Puerto Rico)	22.5	18.2	15.8	18.9	24.6
4-year sector ¹					
Public and private not-for-profit	24.5	18.1	15.8	18.1	23.5
Public	26.3	19.2	15.9	17.5	21.1
Private not-for-profit	20.9	16.0	15.6	19.3	28.2
Institution type ¹					
Public	22.3	17.8	15.7	19.3	25.0
Less-than-2-year	22.0	18.2	15.5	20.0	24.4
2-year	20.6	17.3	15.6	20.0	26.6
4-year non-doctorate-granting	23.5	18.9	16.2	17.6	23.8
4-year doctorate-granting	28.5	19.3	15.7	17.4	19.0
Private not-for-profit	21.6	16.4	15.7	18.9	27.5
Less-than-4-year	31.6	22.4	17.2	12.8	16.0
4-year non-doctorate-granting	19.6	15.9	16.3	19.7	28.6
4-year doctorate-granting	25.2	16.3	13.3	18.1	27.1
Private for-profit	25.5	21.4	17.4	17.0	18.7
Private for-profit less-than-2-year	34.6	24.7	16.1	12.1	12.5
Private for-profit 2 years or more	21.5	19.9	18.0	19.1	21.5
More than one institution	21.7	19.5	14.4	18.3	26.1
Attendance intensity					
Any full-time	30.3	22.1	15.8	15.9	15.9
Exclusively part-time	15.3	14.6	15.8	21.7	32.6
Gender					
Male	23.5	17.6	14.0	19.4	25.5
Female	21.9	18.6	16.9	18.6	24.0
Race/ethnicity ²					
White	19.7	16.5	14.9	19.8	29.2
Black	27.3	22.2	19.5	16.6	14.3
Hispanic	25.1	21.3	17.2	17.8	18.7
Asian	29.6	15.4	9.9	18.6	26.5
American Indian	24.0	19.2	16.4	19.1	21.4
Pacific Islander	24.3	20.3	13.2	19.9	22.3
Multiple races	21.6	19.0	15.3	22.6	21.5
Other	33.5	18.4	12.8	16.4	18.9

See notes at end of table.

Table 3.5-C. Percentage distribution of independent undergraduates, by 2002 student income and selected institutional and student characteristics: 2003–04—Continued

Institutional and student characteristics	Less than \$10,000	\$10,000–19,999	\$20,000–29,999	\$30,000–49,999	\$50,000 or more
Independent status					
No dependents, unmarried	38.2	24.7	16.4	14.3	6.4
Married, no dependents	10.0	9.7	11.7	24.3	44.3
Single parent	31.1	27.0	21.1	14.1	6.7
Married parents	6.9	9.5	13.3	24.3	46.2
Age as of 12/31/03					
18 years or younger	69.7	11.9	5.4	6.1	6.9
19–23 years	38.7	22.9	14.2	13.4	10.8
24–29 years	28.0	23.0	18.1	16.6	14.4
30–39 years	14.6	15.1	16.7	22.6	30.9
40 years or older	13.3	12.6	12.7	21.4	40.0
Independent income					
Lowest 25 percent	88.3	11.7	†	†	†
Middle 50 percent	†	30.5	31.6	37.8	0.2
Highest 25 percent	†	†	†	†	100.0
Parents' education					
High school diploma or less	21.5	18.0	16.4	18.8	25.3
Some postsecondary education	21.9	18.2	15.3	19.8	24.9
Bachelor's degree or higher	23.4	18.1	14.8	18.6	25.0
Disability status					
No disability reported	21.8	18.0	15.9	19.1	25.2
Some type of disability reported	26.9	19.8	14.9	17.4	21.0
Employment while enrolled					
Did not work	32.8	17.2	13.8	15.7	20.4
Part-time	29.4	22.7	14.1	16.1	17.7
Full-time (35 or more hours/week)	14.0	16.1	17.7	21.9	30.4

† Not applicable.

¹ Refers to NPSAS institution only.

² 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. Race categories exclude Hispanic origin unless specified.

NOTE: Detail may not sum to totals because of rounding. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Table 3.6. Percentage distribution of undergraduates, by marital status and selected institutional and student characteristics: 2003–04

Institutional and student characteristics	Not married ¹	Married	Separated
U.S. total (excluding Puerto Rico)	76.6	21.4	2.0
Total (50 states, DC, and Puerto Rico)	76.7	21.3	2.0
4-year sector ²			
Public and private not-for-profit	84.1	14.8	1.2
Public	85.1	13.9	1.0
Private not-for-profit	81.8	16.6	1.6
Institution type ²			
Public	76.5	21.7	1.8
Less-than-2-year	57.2	39.6	3.2
2-year	70.4	27.3	2.3
4-year non-doctorate-granting	80.3	18.4	1.3
4-year doctorate-granting	87.7	11.5	0.9
Private not-for-profit	81.5	16.8	1.6
Less-than-4-year	74.0	22.2	3.8
4-year non-doctorate-granting	77.2	20.8	2.0
4-year doctorate-granting	89.4	9.8	0.8
Private for-profit	68.4	26.2	5.3
Private for-profit less-than-2-year	72.3	22.3	5.4
Private for-profit 2 years or more	66.5	28.2	5.3
More than one institution	78.0	20.3	1.7
Attendance intensity			
Any full-time	84.8	13.4	1.8
Exclusively part-time	61.5	36.1	2.4
Gender			
Male	79.9	19.1	1.1
Female	74.4	22.9	2.7
Race/ethnicity ³			
White	76.3	22.3	1.5
Black	78.1	17.7	4.3
Hispanic	76.5	21.0	2.5
Asian	78.7	20.4	0.9
American Indian	68.1	27.2	4.7
Pacific Islander	82.0	17.2	0.8
Multiple races	77.5	20.5	2.0
Other	78.9	18.9	2.2

See notes at end of table.

Table 3.6. Percentage distribution of undergraduates, by marital status and selected institutional and student characteristics: 2003–04—Continued

Institutional and student characteristics	Not married ¹	Married	Separated
Dependency status			
Dependent	100.0	†	†
Independent	53.6	42.3	4.0
No dependents, unmarried			
Married, no dependents	†	93.3	6.8
Single parent	100.0	†	†
Married parents	†	90.3	9.7
Age as of 12/31/03			
18 years or younger	99.3	0.7	‡
19–23 years	94.1	5.5	0.4
24–29 years	68.0	29.2	2.8
30–39 years	45.0	49.6	5.4
40 years or older	39.5	55.7	4.8
Independent income			
Lowest 25 percent	91.6	5.5	3.0
Middle 50 percent	79.5	18.3	2.3
Highest 25 percent	57.0	42.4	0.6
Parents' education			
High school diploma or less	69.1	27.8	3.1
Some postsecondary education	76.8	21.5	1.8
Bachelor's degree or higher	83.3	15.6	1.1
Disability status			
No disability reported	77.2	20.9	1.9
Some type of disability reported	73.1	24.0	2.9
Employment while enrolled			
Did not work	79.5	18.5	1.9
Part-time	85.3	13.3	1.4
Full-time (35 or more hours/week)	63.5	33.6	2.9

† Not applicable.

‡ Reporting standards not met.

¹ Includes single, divorced and widowed students.

² Refers to NPSAS institution only.

³ 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. Race categories exclude Hispanic origin unless specified.

NOTE: Detail may not sum to totals because of rounding. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Table 3.7. Percentage distribution of undergraduates, by number of dependents, the percentage of single parents, and selected institutional and student characteristics: 2003–04

Institutional and student characteristics	Number of dependents			Single parent
	None	One	Two or more	
U.S. total (excluding Puerto Rico)	72.8	11.0	16.2	13.2
Total (50 states, DC, and Puerto Rico)	72.9	10.9	16.2	13.2
4-year sector ¹				
Public and private not-for-profit	84.0	6.8	9.3	7.1
Public	85.7	6.3	8.0	6.3
Private not-for-profit	80.0	7.9	12.1	9.0
Institution type ¹				
Public	73.5	10.7	15.8	12.6
Less-than-2-year	53.6	15.4	31.0	20.8
2-year	64.6	14.0	21.4	17.2
4-year non-doctorate-granting	80.1	8.2	11.7	8.6
4-year doctorate-granting	88.9	5.2	5.9	5.0
Private not-for-profit	79.3	8.2	12.5	9.5
Less-than-4-year	61.7	15.4	22.9	23.2
4-year non-doctorate-granting	73.6	10.3	16.1	12.1
4-year doctorate-granting	90.6	4.0	5.4	3.8
Private for-profit	53.8	18.6	27.6	27.2
Private for-profit less-than-2-year	55.3	18.4	26.3	29.7
Private for-profit 2 years or more	53.0	18.7	28.3	26.0
More than one institution	74.8	10.3	14.9	11.6
Attendance intensity				
Any full-time	80.5	8.4	11.1	10.9
Exclusively part-time	58.5	15.8	25.7	17.5
Gender				
Male	80.9	7.8	11.4	7.2
Female	67.0	13.2	19.7	17.6
Race/ethnicity ²				
White	76.5	9.5	14.0	9.5
Black	57.0	17.0	26.0	29.9
Hispanic	68.7	13.0	18.3	16.3
Asian	82.1	8.1	9.9	6.0
American Indian	64.8	13.0	22.3	17.1
Pacific Islander	76.4	7.4	16.2	11.9
Multiple races	72.8	8.7	18.5	12.7
Other	77.3	10.4	12.4	11.4

See notes at end of table.

Table 3.7. Percentage distribution of undergraduates, by number of dependents, the percentage of single parents, and selected institutional and student characteristics: 2003–04—Continued

Institutional and student characteristics	Number of dependents			Single parent
	None	One	Two or more	
Independent status				
No dependents, unmarried	100.0	†	†	†
Married, no dependents	100.0	†	†	†
Single parent	†	50.9	49.1	100.0
Married parents	†	32.3	67.7	†
Age as of 12/31/03				
18 years or younger	97.4	2.3	0.3	2.2
19–23 years	92.3	5.4	2.3	5.5
24–29 years	63.1	17.0	19.8	20.8
30–39 years	32.3	19.5	48.2	28.5
40 years or older	37.8	21.0	41.2	23.7
Independent income				
Lowest 25 percent	57.3	22.1	20.6	36.6
Middle 50 percent	45.2	21.9	32.9	30.4
Highest 25 percent	36.2	21.1	42.7	7.1
Parents' education				
High school diploma or less	62.2	14.0	23.8	18.3
Some postsecondary education	72.6	11.5	15.9	13.5
Bachelor's degree or higher	83.0	7.7	9.3	8.0
Disability status				
No disability reported	73.5	10.7	15.8	12.8
Some type of disability reported	68.0	12.5	19.5	16.3
Employment while enrolled				
Did not work	76.6	9.0	14.4	10.7
Part-time	82.1	7.8	10.0	9.4
Full-time (35 or more hours/week)	58.2	16.4	25.4	20.0

† Not applicable.

¹ Refers to NPSAS institution only.

² 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. Race categories exclude Hispanic origin unless specified.

NOTE: Detail may not sum to totals because of rounding. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Table 3.8. Percentage distribution of undergraduates, by their high school completion status and selected institutional and student characteristics: 2003–04

Institutional and student characteristics	High school diploma	General Educational Development (GED) certificate or equivalent	Certificate of completion	Did not complete high school
U.S. total (excluding Puerto Rico)	91.2	6.7	0.4	1.7
Total (50 states, DC, and Puerto Rico)	91.3	6.7	0.4	1.7
4-year sector ¹				
Public and private not-for-profit	96.0	3.1	0.3	0.6
Public	96.3	2.7	0.3	0.7
Private not-for-profit	95.4	4.0	0.3	0.3
Institution type ¹				
Public	91.5	6.4	0.4	1.8
Less-than-2-year	78.8	17.3	0.3	3.6
2-year	87.9	9.0	0.5	2.6
4-year non-doctorate-granting	94.9	4.2	0.3	0.6
4-year doctorate-granting	97.2	1.9	0.3	0.7
Private not-for-profit	94.9	4.4	0.3	0.5
Less-than-4-year	82.4	12.9	0.6	4.1
4-year non-doctorate-granting	94.3	5.1	0.2	0.4
4-year doctorate-granting	97.2	2.3	0.3	0.2
Private for-profit	81.2	15.0	0.9	3.0
Private for-profit less-than-2-year	77.5	15.1	1.0	6.5
Private for-profit 2 years or more	82.9	14.9	0.9	1.3
More than one institution	92.8	5.3	0.4	1.4
Attendance intensity				
Any full-time	92.7	5.7	0.4	1.3
Exclusively part-time	88.6	8.6	0.4	2.4
Gender				
Male	91.7	6.0	0.4	1.9
Female	90.9	7.2	0.4	1.5
Race/ethnicity ²				
White	92.3	6.0	0.3	1.4
Black	88.2	9.6	0.6	1.7
Hispanic	89.1	7.6	0.5	2.8
Asian	95.0	3.0	0.8	1.3
American Indian	82.9	11.2	0.7	5.2
Pacific Islander	95.6	3.4	0.6	0.5
Multiple races	89.3	9.1	0.5	1.0
Other	90.9	8.0	0.3	0.8

See notes at end of table.

Table 3.8. Percentage distribution of undergraduates, by their high school completion status and selected institutional and student characteristics: 2003–04—Continued

Institutional and student characteristics	High school diploma	General Educational Development (GED) certificate or equivalent	Certificate of completion	Did not complete high school
Dependency status				
Dependent	96.3	2.3	0.3	1.0
Independent	86.2	11.1	0.5	2.3
No dependents, unmarried	88.5	8.4	0.4	2.7
Married, no dependents	88.6	9.8	0.4	1.1
Single parent	80.9	14.9	0.7	3.6
Married parents	86.7	11.4	0.5	1.4
Age as of 12/31/03				
18 years or younger	94.6	2.9	0.5	2.1
19–23 years	95.2	3.3	0.4	1.2
24–29 years	88.2	9.7	0.5	1.7
30–39 years	85.5	11.9	0.5	2.1
40 years or older	84.0	13.1	0.5	2.4
Income				
Lowest 25 percent	88.4	8.8	0.6	2.2
Middle 50 percent	91.4	6.7	0.4	1.6
Highest 25 percent	93.7	4.7	0.3	1.3
Parents' education				
High school diploma or less	88.5	9.2	0.4	1.9
Some postsecondary education	92.0	6.0	0.4	1.6
Bachelor's degree or higher	93.9	4.5	0.3	1.3
Disability status				
No disability reported	91.9	6.2	0.4	1.6
Some type of disability reported	86.5	10.8	0.7	2.0
Employment while enrolled				
Did not work	91.0	6.9	0.5	1.7
Part-time	93.1	5.1	0.4	1.4
Full-time (35 or more hours/week)	89.1	8.6	0.4	1.9

¹ Refers to NPSAS institution only.

² 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. Race categories exclude Hispanic origin unless specified.

NOTE: Detail may not sum to totals because of rounding. Does not include 1.3 percent who graduated from high school in a foreign country. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Table 3.9. Percentage distribution of undergraduates, by their local residence while enrolled and selected institutional and student characteristics: 2003–04

Institutional and student characteristics	On campus	Off campus, not with family	With parents or relatives
U.S. total (excluding Puerto Rico)	15.1	59.9	25.0
Total (50 states, DC, and Puerto Rico)	14.9	59.7	25.4
4-year sector ¹			
Public and private not-for-profit	29.6	52.0	18.4
Public	25.4	55.1	19.6
Private not-for-profit	38.9	45.3	15.8
Institution type ¹			
Public	11.8	60.5	27.8
Less-than-2-year	4.6	75.4	20.1
2-year	1.7	64.4	33.9
4-year non-doctorate-granting	20.5	54.9	24.6
4-year doctorate-granting	28.0	55.2	16.8
Private not-for-profit	38.0	45.9	16.1
Less-than-4-year	14.9	62.0	23.1
4-year non-doctorate-granting	32.6	50.4	17.1
4-year doctorate-granting	49.3	37.0	13.7
Private for-profit	2.1	77.6	20.3
Private for-profit less-than-2-year	1.8	71.3	27.0
Private for-profit 2 years or more	2.2	80.8	17.0
More than one institution	†	†	†
Attendance intensity			
Any full-time	21.5	51.0	27.4
Exclusively part-time	2.7	75.9	21.5
Gender			
Male	16.7	55.9	27.4
Female	13.6	62.6	23.9
Race/ethnicity ²			
White	17.2	59.1	23.8
Black	12.2	66.1	21.6
Hispanic	7.4	57.3	35.3
Asian	15.7	54.7	29.5
American Indian	9.8	71.4	18.8
Pacific Islander	10.0	53.1	36.9
Multiple races	15.9	61.0	23.1
Other	11.5	56.9	31.6

See notes at end of table.

Table 3.9. Percentage distribution of undergraduates, by their local residence while enrolled and selected institutional and student characteristics: 2003–04—Continued

Institutional and student characteristics	On campus	Off campus, not with family	With parents or relatives
Dependency status			
Dependent	27.9	31.7	40.5
Independent	2.2	87.2	10.5
No dependents, unmarried	4.1	80.0	15.8
Married, no dependents	1.9	90.2	7.9
Single parent	1.6	85.5	12.9
Married parents	1.0	94.2	4.8
Age as of 12/31/03			
18 years or younger	38.1	13.6	48.3
19–23 years	22.4	42.0	35.6
24–29 years	3.0	82.0	15.0
30–39 years	1.0	93.0	6.0
40 years or older	0.6	95.0	4.4
Income			
Lowest 25 percent	13.2	54.6	32.2
Middle 50 percent	14.4	60.0	25.6
Highest 25 percent	17.6	64.2	18.2
Parents' education			
High school diploma or less	8.8	67.1	24.2
Some postsecondary education	12.7	58.9	28.4
Bachelor's degree or higher	22.2	53.2	24.6
Disability status			
No disability reported	15.4	58.9	25.8
Some type of disability reported	11.6	66.3	22.2
Employment while enrolled			
Did not work	26.7	52.0	21.4
Part-time	16.4	50.6	33.0
Full-time (35 or more hours/week)	3.8	77.3	18.9

† Not applicable.

¹ Refers to NPSAS institution only.

² 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. Race categories exclude Hispanic origin unless specified.

NOTE: Detail may not sum to totals because of rounding. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Table 3.10. Percentage distribution of undergraduates, by citizenship and federal financial aid eligibility status and selected institutional and student characteristics: 2003–04

Institutional and student characteristics	U.S. citizen	Permanent residents, eligible for aid	Foreign students, not eligible for aid
U.S. total (excluding Puerto Rico)	92.8	5.5	1.7
Total (50 states, DC, and Puerto Rico)	92.9	5.5	1.7
4-year sector ¹			
Public and private not-for-profit	94.2	4.0	1.8
Public	94.1	4.2	1.7
Private not-for-profit	94.4	3.3	2.3
Institution type ¹			
Public	92.8	5.6	1.6
Less-than-2-year	94.3	4.8	0.8
2-year	91.8	6.6	1.6
4-year non-doctorate-granting	93.8	4.5	1.7
4-year doctorate-granting	94.3	4.1	1.6
Private not-for-profit	94.0	3.7	2.3
Less-than-4-year	85.6	11.5	3.0
4-year non-doctorate-granting	95.0	3.0	2.0
4-year doctorate-granting	93.4	3.9	2.7
Private for-profit	91.8	7.5	0.6
Private for-profit less-than-2-year	88.2	10.7	1.2
Private for-profit 2 years or more	93.7	6.0	0.4
More than one institution	92.5	5.5	2.0
Attendance intensity			
Any full-time	92.9	5.0	2.1
Exclusively part-time	92.7	6.3	1.0
Gender			
Male	92.7	5.3	2.0
Female	93.0	5.6	1.4
Race/ethnicity ²			
White	97.3	2.0	0.7
Black	91.1	7.0	1.9
Hispanic	86.1	12.4	1.5
Asian	63.4	24.1	12.5
American Indian	97.6	1.9	0.5
Pacific Islander	79.9	18.1	2.0
Multiple races	95.6	3.4	1.1
Other	82.8	12.4	4.7

See notes at end of table.

Table 3.10. Percentage distribution of undergraduates, by citizenship and federal financial aid eligibility status and selected institutional and student characteristics: 2003–04—Continued

Institutional and student characteristics	U.S. citizen	Permanent residents, eligible for aid	Foreign students, not eligible for aid
Dependency status			
Dependent	93.9	4.3	1.8
Independent	91.9	6.6	1.5
No dependents, unmarried	91.6	6.0	2.4
Married, no dependents	89.7	8.1	2.2
Single parent	94.1	5.0	0.9
Married parents	91.6	7.6	0.8
Age as of 12/31/03			
18 years or younger	94.8	4.0	1.2
19–23 years	93.6	4.5	1.9
24–29 years	90.2	7.5	2.3
30–39 years	91.0	7.6	1.4
40 years or older	94.4	5.0	0.6
Income			
Lowest 25 percent	89.1	8.1	2.8
Middle 50 percent	93.5	5.2	1.3
Highest 25 percent	95.2	3.4	1.4
Parents' education			
High school diploma or less	91.9	6.9	1.2
Some postsecondary education	94.7	4.0	1.3
Bachelor's degree or higher	93.2	4.6	2.2
Disability status			
No disability reported	92.5	5.7	1.8
Some type of disability reported	95.9	3.2	0.9
Employment while enrolled			
Did not work	90.4	5.7	3.9
Part-time	93.7	5.1	1.2
Full-time (35 or more hours/week)	93.8	5.7	0.5

¹ Refers to NPSAS institution only.

² 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. Race categories exclude Hispanic origin unless specified.

NOTE: Detail may not sum to totals because of rounding. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Table 3.11. Percentage distribution of undergraduates, by the highest level of education completed by either parent and selected institutional and student characteristics: 2003–04

Institutional and student characteristics	High school or less	Some postsecondary education	Bachelor's degree or higher
U.S. total (excluding Puerto Rico)	34.6	24.4	41.0
Total (50 states, DC, and Puerto Rico)	34.6	24.4	41.0
4-year sector ¹			
Public and private not-for-profit	27.0	22.1	51.0
Public	26.7	22.9	50.4
Private not-for-profit	27.6	20.2	52.2
Institution type ¹			
Public	34.9	25.3	39.9
Less-than-2-year	53.3	20.2	26.5
2-year	40.8	27.1	32.1
4-year non-doctorate-granting	33.1	25.0	42.0
4-year doctorate-granting	23.2	21.7	55.1
Private not-for-profit	28.2	20.3	51.5
Less-than-4-year	44.4	22.5	33.1
4-year non-doctorate-granting	32.8	22.4	44.8
4-year doctorate-granting	19.1	16.7	64.3
Private for-profit	49.3	22.3	28.4
Private for-profit less-than-2-year	52.2	18.8	29.0
Private for-profit 2 years or more	48.0	23.9	28.1
More than one institution	30.3	25.6	44.2
Attendance intensity			
Any full-time	31.1	24.2	44.7
Exclusively part-time	41.4	24.7	33.9
Gender			
Male	31.7	22.6	45.8
Female	36.8	25.7	37.5
Race/ethnicity ²			
White	30.1	24.7	45.3
Black	44.6	26.4	29.0
Hispanic	48.6	23.0	28.4
Asian	32.2	18.3	49.5
American Indian	37.1	27.6	35.3
Pacific Islander	34.6	21.1	44.3
Multiple races	28.3	29.1	42.6
Other	38.9	17.5	43.5

See notes at end of table.

Table 3.11. Percentage distribution of undergraduates, by the highest level of education completed by either parent and selected institutional and student characteristics: 2003–04—Continued

Institutional and student characteristics	High school or less	Some postsecondary education	Bachelor's degree or higher
Dependency status			
Dependent	25.4	24.0	50.6
Independent	44.0	24.8	31.3
No dependents, unmarried	37.7	24.5	37.9
Married, no dependents	39.1	24.8	36.1
Single parent	47.9	25.9	26.2
Married parents	49.7	24.2	26.0
Age as of 12/31/03			
18 years or younger	27.2	23.6	49.2
19–23 years	26.7	24.7	48.6
24–29 years	35.9	26.7	37.5
30–39 years	47.4	24.4	28.3
40 years or older	55.9	20.6	23.5
Income			
Lowest 25 percent	42.5	25.1	32.4
Middle 50 percent	34.4	25.9	39.8
Highest 25 percent	27.8	20.8	51.4
Disability status			
No disability reported	34.3	24.3	41.4
Some type of disability reported	37.1	24.7	38.2
Employment while enrolled			
Did not work	32.8	21.6	45.6
Part-time	30.1	25.4	44.6
Full-time (35 or more hours/week)	41.9	25.3	32.8

¹ Refers to NPSAS institution only.

² 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. Race categories exclude Hispanic origin unless specified.

NOTE: Detail may not sum to totals because of rounding. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Section 4: Financial Aid and Credit Card Debt

Financial Aid Among All Undergraduates

- In 2003–04, the majority (63 percent) of undergraduates received some form of aid, averaging about \$7,400. About one-half of undergraduates received grants, and 35 percent received loans (table 4.1).
- The average amount undergraduates borrowed in loans was \$5,800, and the average amount they received in grants was \$4,000 (table 4.1).
- Black undergraduates (76 percent) were more likely than undergraduates of any other racial/ethnic group (51 to 67 percent) to receive some type of financial aid (table 4.1).

Dependent Student Financial Aid

- Among dependent students, 64 percent received some form of financial aid in 2003–04. The average total amount of aid received by dependent students was \$8,700 (table 4.2-A).
- About one-half (50 percent) of dependent undergraduates received grants (averaging about \$5,200), and 38 percent received loans (averaging about \$5,300; table 4.2-A).
- Undergraduates attending private not-for-profit 4-year institutions were more likely to receive some form of financial aid (85 percent) than undergraduates attending public 4-year institutions (69 percent; table 4.2-A).
- Dependent students in private for-profit 2-year or more institutions (87 percent) were more likely than students in any other type of institution to receive federal aid (22 to 80 percent; table 4.2-A).
- Dependent students from low-income families were more likely than dependent students from higher income families to receive financial aid (table 4.2-A).

Independent Student Financial Aid

- Among independent students, 63 percent received some form of financial aid in 2003–04, averaging about \$6,100; about half (51 percent) received grants, and close to one-third (32 percent) received loans (table 4.2-B).
- About 45 percent of independent students received federal financial aid (table 4.2-B).

- Independent Asian students (45 percent) were less likely than White (61 percent) and Black (74 percent) independent students to receive any type of financial aid (table 4.2-B).

Number of Credit Cards in Own Name (Dependent Students Only)

- In 2003–04, about 56 percent of dependent undergraduates had a credit card in their own name (29 percent owned one, and 27 percent owned two or more; table 4.3).
- About 41 percent of dependent undergraduates carried a balance on their credit card. Of those carrying a balance, the average was \$2,000 (table 4.3).
- Men were more likely than women not to own a credit card, and of those who owned a credit card, a greater proportion of women than men carried a balance (table 4.3).

Table 4.1. Percentage of undergraduates receiving financial aid for postsecondary education, and among those receiving aid, the average amount of aid received, by selected institutional and student characteristics: 2003–04

Institutional and student characteristics	Received any aid	Received federal aid	Received any grants	Received any loans	Average total aid amount	Average grant amount	Average loan amount
U.S. total (excluding Puerto Rico)	63.0	46.1	50.4	35.1	\$7,400	\$4,000	\$5,800
Total (50 states, DC, and Puerto Rico)	63.2	46.4	50.7	35.0	7,400	4,000	5,800
4-year sector ¹							
Public and private not-for-profit	73.2	55.2	58.5	48.1	9,600	5,400	6,100
Public	68.6	51.9	51.7	44.5	7,600	4,000	5,600
Private not-for-profit	83.3	62.8	73.5	56.3	13,100	7,700	6,900
Institution type ¹							
Public	56.1	38.8	44.9	25.8	5,500	3,100	5,100
Less-than-2-year	49.7	27.0	37.5	12.2	3,800	2,200	5,400
2-year	46.8	29.2	39.8	12.1	3,200	2,200	3,600
4-year non-doctorate-granting	67.6	52.8	50.8	42.3	6,700	3,500	5,300
4-year doctorate-granting	69.2	51.3	52.2	45.7	8,100	4,200	5,800
Private not-for-profit	83.4	63.1	73.4	56.0	12,900	7,600	6,900
Less-than-4-year	84.2	70.6	71.1	48.5	7,600	4,400	5,300
4-year non-doctorate-granting	85.1	65.1	74.8	57.9	12,100	6,900	6,700
4-year doctorate-granting	80.4	59.0	71.4	53.6	15,000	9,000	7,300
Private for-profit	89.2	81.4	65.7	73.4	8,800	3,300	6,800
Private for-profit less-than-2-year	83.0	73.8	64.1	57.3	6,300	2,700	5,000
Private for-profit 2 years or more	92.3	85.1	66.5	81.4	9,900	3,600	7,400
More than one institution	66.3	50.6	47.6	42.7	7,200	3,500	5,800
Attendance intensity							
Any full-time	72.6	57.2	58.2	45.1	8,600	4,700	5,900
Exclusively part-time	45.6	26.1	36.6	16.1	3,600	1,800	5,100
Attendance status							
Full-time/full-year	76.2	60.8	62.2	49.5	9,900	5,600	6,200
Full-time/part-year	66.2	50.4	49.4	39.8	5,900	2,900	5,100
Part-time/full-year	60.5	43.3	49.1	27.9	5,400	2,700	5,800
Part-time/part-year	40.5	20.6	31.9	12.7	3,000	1,600	4,500
Undergraduate program ¹							
Certificate	67.7	51.1	55.1	35.3	5,300	2,500	5,100
Associate's degree	56.2	40.0	46.9	21.8	4,400	2,500	4,800
Bachelor's degree	74.4	57.1	58.1	50.3	9,600	5,400	6,200
Nondegree program	34.3	16.4	26.7	11.3	4,200	2,200	5,600
Gender							
Male	60.6	42.0	46.5	33.4	7,600	4,100	6,000
Female	65.2	49.6	53.7	36.2	7,200	3,900	5,700

See notes at end of table.

Table 4.1. Percentage of undergraduates receiving financial aid for postsecondary education, and among those receiving aid, the average amount of aid received, by selected institutional and student characteristics: 2003–04—Continued

Institutional and student characteristics	Received any aid	Received federal aid	Received any grants	Received any loans	Average total aid amount	Average grant amount	Average loan amount
Race/ethnicity²							
White	61.5	42.9	47.8	35.2	\$7,500	\$4,000	\$5,900
Black	75.8	62.1	64.3	43.1	7,200	3,800	5,700
Hispanic	63.2	50.4	53.4	29.8	6,600	3,800	5,600
Asian	51.6	37.0	41.5	24.8	8,000	5,200	5,900
American Indian	67.4	48.7	59.1	32.4	6,400	3,700	6,000
Pacific Islander	51.3	36.2	37.5	26.8	7,400	4,100	6,300
Multiple races	61.9	45.5	49.9	34.9	8,000	4,200	6,100
Other	66.4	50.7	53.8	35.6	7,200	3,800	5,900
Dependency status							
Dependent	63.8	47.8	50.4	38.1	8,600	5,200	5,300
Independent	62.7	45.0	51.0	32.0	6,100	2,900	6,400
No dependents, unmarried	61.8	46.1	46.9	37.0	7,000	3,100	6,900
Married, no dependents	53.3	29.7	37.5	24.7	5,300	2,500	6,800
Single parent	70.6	58.2	65.3	34.6	6,100	3,200	5,800
Married parents	62.4	41.5	51.0	28.8	5,500	2,700	6,300
Age as of 12/31/03							
18 years or younger	65.5	48.1	57.2	34.0	8,300	5,200	4,400
19–23 years	63.9	48.6	50.3	38.1	8,300	4,900	5,500
24–29 years	66.8	52.3	52.7	39.5	6,800	3,000	6,600
30–39 years	63.3	44.7	51.4	31.5	5,800	2,600	6,500
40 years or older	53.9	30.2	43.3	21.3	5,000	2,500	6,500
Dependency and income level in 2002							
Dependent							
Less than \$20,000	77.8	66.8	75.3	36.1	8,400	5,600	4,900
\$20,000–39,999	76.2	64.8	69.6	42.8	8,500	5,200	5,100
\$40,000–59,999	63.2	47.2	48.4	41.0	8,300	4,700	5,300
\$60,000–79,999	58.7	40.2	40.6	39.2	8,600	4,900	5,300
\$80,000–99,999	60.5	40.6	39.9	40.2	9,000	5,100	5,500
\$100,000 or more	50.1	31.1	32.4	30.3	9,100	5,400	5,600
Independent							
Less than \$10,000	70.5	60.5	65.7	37.8	7,300	3,800	6,200
\$10,000–19,999	73.3	60.5	63.4	40.7	6,500	3,000	6,300
\$20,000–29,999	68.4	53.9	53.8	38.1	6,100	2,800	6,200
\$30,000–49,999	60.6	38.8	46.3	29.6	5,400	2,200	6,600
\$50,000 or more	45.6	18.2	30.1	18.1	4,700	2,000	7,200
Parents' education							
High school diploma or less	67.5	52.1	55.7	36.1	6,600	3,600	5,700
Some postsecondary education	63.2	47.5	50.3	36.2	7,300	3,900	5,900
Bachelor's degree or higher	59.2	40.2	46.1	33.3	8,100	4,600	5,900
Disability status							
No disability reported	63.4	46.4	50.9	35.1	7,400	4,100	5,800
Some type of disability reported	62.1	46.1	48.9	34.5	7,200	3,700	6,100

See notes at end of table.

Table 4.1. Percentage of undergraduates receiving financial aid for postsecondary education, and among those receiving aid, the average amount of aid received, by selected institutional and student characteristics: 2003–04—Continued

Institutional and student characteristics	Received any aid	Received federal aid	Received any grants	Received any loans	Average total aid amount	Average grant amount	Average loan amount
Employment while enrolled							
Did not work	67.0	51.7	55.4	38.1	\$8,800	\$5,100	\$5,700
Part-time	64.1	48.8	51.0	37.9	7,800	4,300	5,700
Full-time (35 or more hours/week)	59.2	39.1	46.6	29.0	5,500	2,700	6,000

¹ Refers to NPSAS institution only.

² 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. Race categories exclude Hispanic origin unless specified.

NOTE: Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Table 4.2-A. Percentage of dependent undergraduates receiving financial aid for postsecondary education, and among those receiving aid, the average amount of aid received, by selected institutional and student characteristics: 2003–04

Institutional and student characteristics	Received any aid	Received federal aid	Received any grants	Received any loans	Average total aid amount	Average grant amount	Average loan amount
U.S. total (excluding Puerto Rico)	63.5	47.4	49.9	38.3	\$8,700	\$5,200	\$5,300
Total (50 states, DC, and Puerto Rico)	63.8	47.8	50.4	38.1	8,600	5,200	5,300
4-year sector ¹							
Public and private not-for-profit	73.9	56.2	58.8	49.3	10,400	6,300	5,600
Public	69.2	51.9	50.8	44.7	7,600	4,400	5,000
Private not-for-profit	85.1	66.5	77.7	60.3	15,600	9,200	6,700
Institution type ¹							
Public	57.4	41.3	43.9	30.3	6,200	3,700	4,600
Less-than-2-year	39.2	22.1	32.2	8.3	3,600	2,500	3,800
2-year	42.7	28.0	35.4	12.3	3,200	2,400	2,900
4-year non-doctorate-granting	69.3	55.1	49.8	44.8	6,800	3,800	4,800
4-year doctorate-granting	69.1	50.4	51.2	44.7	8,000	4,600	5,100
Private not-for-profit	85.0	66.6	77.6	60.0	15,500	9,200	6,700
Less-than-4-year	80.8	68.3	69.7	49.7	8,600	5,200	4,500
4-year non-doctorate-granting	88.4	71.5	81.7	64.2	15,000	8,700	6,500
4-year doctorate-granting	81.2	60.8	73.3	55.8	16,400	9,900	7,000
Private for-profit	85.2	80.0	59.7	72.6	10,000	3,800	6,000
Private for-profit less-than-2-year	76.7	70.7	51.5	58.8	7,200	2,800	4,500
Private for-profit 2 years or more	91.1	86.5	65.3	82.1	11,700	4,300	6,800
More than one institution	64.9	51.0	44.3	43.6	7,400	4,100	4,800
Attendance intensity							
Any full-time	69.2	52.5	54.9	42.8	9,100	5,500	5,400
Exclusively part-time	37.5	25.4	28.5	15.5	3,900	2,300	3,900
Attendance status							
Full-time/full-year	73.5	56.2	59.4	46.7	10,100	6,000	5,600
Full-time/part-year	57.6	42.1	41.8	34.1	6,000	3,400	4,300
Part-time/full-year	55.8	42.0	43.5	27.6	5,800	3,400	4,900
Part-time/part-year	33.1	20.5	24.3	13.4	3,600	2,100	3,600
Undergraduate program ¹							
Certificate	62.3	49.8	46.7	37.7	6,100	2,600	4,400
Associate's degree	50.3	35.7	40.7	19.4	4,300	2,700	3,900
Bachelor's degree	74.1	56.7	58.3	50.0	10,300	6,200	5,600
Nondegree program	32.2	20.8	23.4	14.2	5,200	3,100	4,200
Gender							
Male	61.0	44.5	47.4	36.0	8,500	5,000	5,300
Female	66.3	50.8	53.0	39.9	8,700	5,300	5,200

See notes at end of table.

Table 4.2-A. Percentage of dependent undergraduates receiving financial aid for postsecondary education, and among those receiving aid, the average amount of aid received, by selected institutional and student characteristics: 2003–04—Continued

Institutional and student characteristics	Received any aid	Received federal aid	Received any grants	Received any loans	Average total aid amount	Average grant amount	Average loan amount
Race/ethnicity²							
White	62.1	44.2	47.4	38.5	\$8,700	\$5,100	\$5,300
Black	78.3	68.1	66.5	49.7	9,100	5,300	5,400
Hispanic	65.0	53.5	54.7	31.5	7,300	4,800	4,900
Asian	56.7	43.6	46.8	28.0	9,200	6,500	5,100
American Indian	70.3	51.7	62.1	36.4	6,600	4,300	4,900
Pacific Islander	52.0	38.2	33.6	30.4	8,100	4,900	6,000
Multiple races	62.9	47.5	50.2	38.3	9,500	5,400	5,600
Other	66.0	50.3	54.9	35.8	8,100	4,700	5,600
Age as of 12/31/03							
18 years or younger	65.7	48.1	57.0	34.4	8,400	5,300	4,400
19–23 years	63.4	47.8	48.9	38.9	8,600	5,100	5,500
24–29 years	†	†	†	†	†	†	†
30–39 years	†	†	†	†	†	†	†
40 years or older	†	†	†	†	†	†	†
Dependency and income level in 2002							
Less than \$20,000	77.8	66.8	75.3	36.1	8,400	5,600	4,900
\$20,000–39,999	76.2	64.8	69.6	42.8	8,500	5,200	5,100
\$40,000–59,999	63.2	47.2	48.4	41.0	8,300	4,700	5,300
\$60,000–79,999	58.7	40.2	40.6	39.2	8,600	4,900	5,300
\$80,000–99,999	60.5	40.6	39.9	40.2	9,000	5,100	5,500
\$100,000 or more	50.1	31.1	32.4	30.3	9,100	5,400	5,600
Parents' education							
High school diploma or less	70.3	59.1	57.6	42.1	7,900	4,700	5,000
Some postsecondary education	64.2	50.4	50.1	40.1	8,400	4,900	5,300
Bachelor's degree or higher	60.5	41.0	46.8	35.3	9,100	5,600	5,400
Disability status							
No disability reported	64.2	48.0	50.8	38.1	8,600	5,200	5,300
Some type of disability reported	59.9	45.8	45.9	37.6	8,600	4,900	5,500
Employment while enrolled							
Did not work	70.1	53.8	58.3	42.1	10,200	6,300	5,400
Part-time	63.9	47.6	49.6	38.5	8,200	4,800	5,300
Full-time (35 or more hours/week)	51.4	37.2	37.9	29.1	6,200	3,500	4,700

† Not applicable.

¹ Refers to NPSAS institution only.² 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. Race categories exclude Hispanic origin unless specified.NOTE: Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Table 4.2-B. Percentage of independent undergraduates receiving financial aid for postsecondary education, and among those receiving aid, the average amount of aid received, by selected institutional and student characteristics: 2003–04

Institutional and student characteristics	Received any aid	Received federal aid	Received any grants	Received any loans	Average total aid amount	Average grant amount	Average loan amount
U.S. total (excluding Puerto Rico)	62.6	44.7	50.8	32.0	\$6,100	\$2,900	\$6,500
Total (50 states, DC, and Puerto Rico)	62.7	45.0	51.0	32.0	6,100	2,900	6,400
4-year sector ¹							
Public and private not-for-profit	71.8	53.4	57.8	45.9	8,000	3,800	7,000
Public	67.5	51.9	53.5	44.1	7,600	3,300	6,800
Private not-for-profit	80.5	56.6	66.5	49.7	8,800	4,700	7,400
Institution type ¹							
Public	54.8	36.3	45.8	21.3	4,800	2,500	5,800
Less-than-2-year	52.1	28.1	38.8	13.1	3,900	2,200	5,600
2-year	49.5	30.0	42.7	11.9	3,200	2,000	4,200
4-year non-doctorate-granting	65.3	49.7	52.1	38.9	6,600	3,200	6,100
4-year doctorate-granting	69.3	53.6	54.6	48.2	8,300	3,400	7,200
Private not-for-profit	80.8	57.5	66.8	49.6	8,700	4,600	7,300
Less-than-4-year	86.2	71.9	71.9	47.8	7,100	4,000	5,800
4-year non-doctorate-granting	81.3	57.7	66.8	50.7	8,500	4,400	7,000
4-year doctorate-granting	77.5	52.9	65.2	46.4	10,100	5,500	8,500
Private for-profit	90.5	81.8	67.6	73.7	8,400	3,100	7,000
Private for-profit less-than-2-year	85.6	75.1	69.4	56.7	6,000	2,600	5,200
Private for-profit 2 years or more	92.6	84.7	66.8	81.2	9,400	3,400	7,500
More than one institution	67.8	50.2	51.2	41.8	6,900	2,900	6,900
Attendance intensity							
Any full-time	78.4	65.2	63.7	49.0	7,800	3,700	6,800
Exclusively part-time	48.3	26.3	39.3	16.3	3,600	1,700	5,500
Attendance status							
Full-time/full-year	82.9	72.6	69.4	56.6	9,600	4,500	7,500
Full-time/part-year	74.1	58.0	56.3	45.0	5,800	2,600	5,600
Part-time/full-year	62.9	43.9	52.0	28.1	5,200	2,400	6,300
Part-time/part-year	43.2	20.6	34.7	12.5	2,900	1,400	4,800
Undergraduate program ¹							
Certificate	69.8	51.6	58.4	34.4	5,100	2,400	5,300
Associate's degree	60.3	43.0	51.2	23.4	4,500	2,400	5,300
Bachelor's degree	74.8	57.9	57.8	50.9	8,400	3,800	7,300
Nondegree program	35.2	14.3	28.3	9.9	3,700	1,900	6,500
Gender							
Male	60.1	38.9	45.4	30.1	6,500	3,000	7,000
Female	64.3	48.6	54.4	33.1	5,900	2,900	6,100

See notes at end of table.

Table 4.2-B. Percentage of independent undergraduates receiving financial aid for postsecondary education, and among those receiving aid, the average amount of aid received, by selected institutional and student characteristics: 2003–04—Continued

Institutional and student characteristics	Received any aid	Received federal aid	Received any grants	Received any loans	Average total aid amount	Average grant amount	Average loan amount
Race/ethnicity²							
White	60.8	41.4	48.3	31.5	\$6,100	\$2,800	\$6,600
Black	74.4	58.8	63.0	39.4	6,100	3,000	5,900
Hispanic	61.6	47.7	52.3	28.4	5,800	2,900	6,300
Asian	44.9	28.6	34.7	20.7	6,200	3,000	7,200
American Indian	65.9	47.1	57.5	30.3	6,400	3,300	6,700
Pacific Islander	50.4	33.6	42.5	22.2	6,400	3,400	6,900
Multiple races	60.9	43.4	49.6	31.5	6,500	3,000	6,700
Other	66.7	51.1	52.8	35.3	6,400	3,000	6,300
Independent status							
No dependents, unmarried	61.8	46.1	46.9	37.0	7,000	3,100	6,900
Married, no dependents	53.3	29.7	37.5	24.7	5,300	2,500	6,800
Single parent	70.6	58.2	65.3	34.6	6,100	3,200	5,800
Married parents	62.4	41.5	51.0	28.8	5,500	2,700	6,300
Age as of 12/31/03							
18 years or younger	62.1	48.9	60.9	24.8	6,100	3,800	5,300
19–23 years	67.1	53.4	59.0	33.5	6,500	3,500	5,800
24–29 years	66.8	52.3	52.7	39.5	6,800	3,000	6,600
30–39 years	63.3	44.7	51.4	31.5	5,800	2,600	6,500
40 years or older	53.9	30.2	43.3	21.3	5,000	2,500	6,500
Dependency and income level in 2002							
Less than \$10,000	70.5	60.5	65.7	37.8	7,300	3,800	6,200
\$10,000–19,999	73.3	60.5	63.4	40.7	6,500	3,000	6,300
\$20,000–29,999	68.4	53.9	53.8	38.1	6,100	2,800	6,200
\$30,000–49,999	60.6	38.8	46.3	29.6	5,400	2,200	6,600
\$50,000 or more	45.6	18.2	30.1	18.1	4,700	2,000	7,200
Parents' education							
High school diploma or less	65.8	48.0	54.5	32.6	5,800	2,800	6,100
Some postsecondary education	62.3	44.6	50.4	32.4	6,300	2,900	6,600
Bachelor's degree or higher	57.2	38.8	44.9	29.9	6,400	3,000	6,900
Disability status							
No disability reported	62.6	44.7	51.0	31.9	6,100	2,900	6,400
Some type of disability reported	63.5	46.3	50.8	32.5	6,300	2,900	6,500
Employment while enrolled							
Did not work	62.8	48.8	51.4	32.6	6,600	3,300	6,300
Part-time	64.5	51.2	53.6	36.7	6,900	3,300	6,500
Full-time (35 or more hours/week)	61.6	39.7	49.3	28.9	5,400	2,500	6,500

¹ Refers to NPSAS institution only.

² 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. Race categories exclude Hispanic origin unless specified.

NOTE: Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Table 4.3. Percentage distribution of dependent undergraduates, by number of credit cards in own name, the average and median amount on all credit cards for those who carried a balance, and selected institutional and student characteristics: 2003–04

Institutional and student characteristics	Number of credit cards in own name			Percent with any balance due	Average balance due on all credit cards	Median balance due on all credit cards
	None	One	Two or more			
U.S. total (excluding Puerto Rico)	43.9	28.9	27.2	41.4	\$2,000	\$1,000
Total (50 states, DC, and Puerto Rico)	44.0	28.9	27.1	41.5	2,000	1,000
4-year sector ¹						
Public and private not-for-profit	41.2	30.6	28.3	39.3	2,200	1,100
Public	40.1	30.5	29.4	40.8	2,200	1,200
Private not-for-profit	43.6	30.7	25.7	35.7	2,100	1,000
Institution type ¹						
Public	44.3	28.6	27.1	42.6	2,000	1,000
Less-than-2-year	60.9	20.5	18.6	46.7	2,000	900
2-year	49.4	26.2	24.4	45.3	1,900	900
4-year non-doctorate-granting	41.8	30.2	28.0	41.1	2,100	1,000
4-year doctorate-granting	39.4	30.6	30.0	40.6	2,200	1,200
Private not-for-profit	43.7	30.6	25.7	35.7	2,100	1,000
Less-than-4-year	49.2	26.5	24.3	36.1	2,000	1,000
4-year non-doctorate-granting	46.2	28.5	25.3	38.5	2,200	1,100
4-year doctorate-granting	40.5	33.3	26.2	32.7	2,000	1,000
Private for-profit	51.9	22.9	25.2	49.2	1,900	1,000
Private for-profit less-than-2-year	51.6	23.0	25.5	49.1	2,200	900
Private for-profit 2 years or more	52.1	22.9	25.0	49.3	1,700	1,000
More than one institution	38.2	30.4	31.3	41.0	2,000	1,000
Attendance intensity						
Any full-time						
Exclusively part-time	43.2	26.1	30.7	50.5	2,200	1,200
Attendance status						
Full-time/full-year	44.4	29.9	25.7	37.3	1,900	1,000
Full-time/part-year	44.4	28.5	27.1	44.9	2,200	1,100
Part-time/full-year	43.5	26.7	29.8	47.7	2,300	1,200
Part-time/part-year	42.3	26.9	30.9	49.4	2,200	1,000
Undergraduate program ¹						
Certificate	54.5	22.1	23.5	43.6	1,900	1,000
Associate's degree	48.4	26.6	25.0	45.6	1,900	1,000
Bachelor's degree	40.7	30.7	28.6	39.5	2,100	1,100
Nondegree program	48.1	26.7	25.2	41.9	2,200	1,000
Gender						
Male	47.8	30.7	21.5	38.0	2,100	1,000
Female	40.7	27.2	32.1	44.2	2,000	1,000

See notes at end of table.

Table 4.3. Percentage distribution of dependent undergraduates, by number of credit cards in own name, the average and median amount on all credit cards for those who carried a balance, and selected institutional and student characteristics: 2003–04—Continued

Institutional and student characteristics	Number of credit cards in own name			Percent with any balance due	Average balance due on all credit cards	Median balance due on all credit cards
	None	One	Two or more			
Dependency and income level in 2002						
Dependent						
Less than \$20,000	45.9	24.8	29.2	51.0	\$2,100	\$1,000
\$20,000–39,999	46.3	26.1	27.6	46.4	2,100	1,000
\$40,000–59,999	44.6	26.4	29.0	44.4	2,100	1,000
\$60,000–79,999	43.1	30.8	26.1	42.6	1,900	1,000
\$80,000–99,999	42.9	31.1	26.0	37.0	1,800	1,000
\$100,000 or more	41.5	33.3	25.2	30.9	2,100	1,000
Age as of 12/31/03						
18 years or younger	63.9	24.7	11.5	25.4	800	500
19–23 years	39.5	29.8	30.7	43.6	2,100	1,100
24–29 years	†	†	†	†	†	†
30–39 years	†	†	†	†	†	†
40 years or older	†	†	†	†	†	†
Parents' education						
High school diploma or less	44.8	26.7	28.5	46.8	2,100	1,000
Some postsecondary education	43.2	26.9	29.9	46.6	2,000	1,000
Bachelor's degree or higher	43.8	31.0	25.3	36.3	2,000	1,000
Disability status						
No disability reported	43.7	29.0	27.3	41.1	2,000	1,000
Some type of disability reported	46.6	27.5	25.8	44.8	2,200	1,200
Employment while enrolled						
Did not work	52.3	28.2	19.5	31.8	1,800	900
Part-time	41.3	29.8	28.9	42.5	2,000	1,000
Full-time (35 or more hours/week)	37.4	26.9	35.6	52.2	2,400	1,300

† Not applicable.

¹ Refers to NPSAS institution only.NOTE: Detail may not sum to totals because of rounding. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

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Section 5: Work, Community Service, and Voting

Hours Worked While Enrolled

- In 2003–04, about one-third of undergraduates worked full time while enrolled, and 41 percent worked part time; on average, undergraduates worked 29 hours per week during the school year (table 5.1).
- A greater proportion of community college students worked full time than those attending 4-year institutions (41 vs. 23 percent; table 5.1).
- Undergraduates attending private for-profit institutions were more likely to work full time (48 percent) than undergraduates attending public (33 percent) and private not-for-profit institutions (26 percent; table 5.1).
- Asian undergraduates were less likely than undergraduates in any other racial/ethnic group to work full time. For example, 22 percent of Asian students worked full time, compared with 31 percent of White students (table 5.1).

Primary Role

- In 2003–04, 26 percent of undergraduates identified their primary role as an “employee enrolled in school,” and 48 percent identified themselves as “students working to meet expenses” (table 5.2).
- About 35 percent of students attending community colleges consider themselves to be “employees enrolled in school” compared with 16 percent of students attending 4-year institutions.
- A greater proportion of students enrolled in private for-profit 2-year or more institutions were employees enrolled in school than their peers at other types of institutions (table 5.2).

Community Service

- About 41 percent of undergraduates participated in community service activities in 2003–04, including 22 percent who participated in one activity and 19 percent who participated in two or more activities (table 5.3).
- Undergraduates who participated in volunteer activities volunteered 16 hours per month, on average (table 5.3).

- Students attending private not-for-profit 4-year institutions were more likely than their counterparts at public 4-year institutions to participate in community service activities (table 5.3).
- About 13 percent of all undergraduates spent time volunteering for church-related activities, and 10 percent spent time tutoring (table 5.4).
- Men and women differed somewhat in the type of volunteer activities in which they participated: women were more likely than men to spend time tutoring and volunteering in nursing homes, and men were more likely than women to volunteer in neighborhood improvement projects (table 5.4).

Voting Behavior

- Among U.S. citizens, 80 percent of undergraduates were registered to vote in 2003–04, and 55 percent reported ever voting (table 5.5).
- Higher income students were more likely to vote than lower income students. Sixty-two percent of undergraduates with high incomes voted, compared with 48 percent of those with low incomes (table 5.5).

Table 5.1. Percentage distribution of undergraduates, by their work status while enrolled, average and median hours worked per week, and selected institutional and student characteristics: 2003–04

Institutional and student characteristics	Did not work	Part-time	Full-time (35 or more hours/week)	Average hours worked per week	Median hours worked per week
U.S. total (excluding Puerto Rico)	25.7	41.5	32.9	29	30
Total (50 states, DC, and Puerto Rico)	25.8	41.4	32.7	29	30
4-year sector ¹					
Public and private not-for-profit	30.5	46.7	22.8	26	24
Public	28.6	49.8	21.6	26	24
Private not-for-profit	34.6	40.0	25.5	27	25
Institution type ¹					
Public	24.5	42.9	32.6	29	30
Less-than-2-year	29.8	31.1	39.2	32	35
2-year	21.4	37.9	40.8	32	34
4-year non-doctorate-granting	25.8	46.5	27.6	28	25
4-year doctorate-granting	30.2	51.6	18.2	24	22
Private not-for-profit	34.5	39.8	25.8	27	25
Less-than-4-year	32.0	34.6	33.4	30	32
4-year non-doctorate-granting	30.7	37.7	31.6	29	30
4-year doctorate-granting	40.9	43.8	15.4	23	20
Private for-profit	24.2	28.3	47.6	34	39
Private for-profit less-than-2-year	34.3	30.9	34.8	32	35
Private for-profit 2 years or more	19.2	27.0	53.9	35	39
More than one institution	23.8	44.6	31.7	29	29
Attendance intensity					
Any full-time	30.4	47.5	22.2	26	24
Exclusively part-time	17.3	30.1	52.7	35	39
Gender					
Male	26.2	41.0	32.8	30	30
Female	25.5	41.8	32.7	29	30
Race/ethnicity ²					
White	25.0	43.7	31.4	29	29
Black	26.2	34.3	39.5	32	35
Hispanic	24.4	38.9	36.8	31	32
Asian	36.7	41.5	21.8	26	25
American Indian	27.2	36.6	36.1	32	33
Pacific Islander	23.6	42.8	33.6	30	28
Multiple races	27.7	41.0	31.4	29	30
Other	26.9	40.1	33.0	29	30

See notes at end of table.

Table 5.1. Percentage distribution of undergraduates, by their work status while enrolled, average and median hours worked per week, and selected institutional and student characteristics: 2003–04
—Continued

Institutional and student characteristics	Did not work	Part-time	Full-time (35 or more hours/week)	Average hours worked per week	Median hours worked per week
Dependency status					
Dependent	29.9	54.3	15.8	24	23
Independent	21.7	28.8	49.5	34	39
No dependents, unmarried	21.2	32.3	46.5	33	39
Married, no dependents	21.0	27.0	52.0	35	38
Single parent	20.6	29.5	49.9	34	39
Married parents	23.5	25.6	50.9	35	39
Age as of 12/31/03					
18 years or younger	40.4	48.5	11.1	23	20
19–23 years	26.7	53.5	19.8	25	24
24–29 years	19.5	33.2	47.3	33	39
30–39 years	22.7	24.1	53.2	36	39
40 years or older	23.5	20.5	56.1	37	39
Income					
Lowest 25 percent	31.3	44.4	24.3	27	25
Middle 50 percent	23.3	42.0	34.7	30	30
Highest 25 percent	25.5	37.5	37.0	31	32
Parents' education					
High school diploma or less	24.5	36.1	39.4	32	34
Some postsecondary education	22.8	43.3	33.9	30	30
Bachelor's degree or higher	28.7	45.3	26.1	27	25
Disability status					
No disability reported	25.3	42.0	32.7	29	30
Some type of disability reported	29.9	37.3	32.8	30	30

¹ Refers to NPSAS institution only.

² 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. Race categories exclude Hispanic origin unless specified.

NOTE: Detail may not sum to totals because of rounding. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Table 5.2. Percentage distribution of undergraduates with respect to how they defined their primary role of work and study, by selected institutional and student characteristics: 2003–04

Institutional and student characteristics	Student working to meet expenses	Employee enrolled in school	Did not work
U.S. total (excluding Puerto Rico)	47.9	26.4	25.7
Total (50 states, DC, and Puerto Rico)	47.9	26.3	25.8
4-year sector ¹			
Public and private not-for-profit	53.6	16.0	30.5
Public	57.7	13.7	28.6
Private not-for-profit	44.3	21.1	34.6
Institution type ¹			
Public	49.6	25.9	24.5
Less-than-2-year	33.2	37.0	29.8
2-year	43.8	34.9	21.4
4-year non-doctorate-granting	55.8	18.4	25.8
4-year doctorate-granting	58.8	11.1	30.2
Private not-for-profit	44.2	21.4	34.5
Less-than-4-year	39.8	28.2	32.0
4-year non-doctorate-granting	41.9	27.4	30.7
4-year doctorate-granting	48.4	10.7	40.9
Private for-profit	34.4	41.5	24.2
Private for-profit less-than-2-year	35.1	30.6	34.3
Private for-profit 2 years or more	34.0	46.8	19.2
More than one institution	52.2	24.0	23.8
Attendance intensity			
Any full-time	54.2	15.4	30.4
Exclusively part-time	35.9	46.9	17.3
Gender			
Male	48.8	25.0	26.2
Female	47.2	27.3	25.5
Race/ethnicity ²			
White	49.6	25.4	25.0
Black	42.1	31.7	26.2
Hispanic	48.1	27.5	24.4
Asian	44.6	18.8	36.7
American Indian	41.7	31.1	27.2
Pacific Islander	47.7	28.7	23.6
Multiple races	46.0	26.4	27.7
Other	46.7	26.4	26.9

See notes at end of table.

Table 5.2. Percentage distribution of undergraduates with respect to how they defined their primary role of work and study, by selected institutional and student characteristics: 2003–04—Continued

Institutional and student characteristics	Student working to meet expenses	Employee enrolled in school	Did not work
Dependency status			
Dependent	62.5	7.6	29.9
Independent	33.4	44.9	21.7
No dependents, unmarried	41.7	37.2	21.2
Married, no dependents	33.6	45.4	21.0
Single parent	35.2	44.2	20.6
Married parents	23.7	52.7	23.5
Age as of 12/31/03			
18 years or younger	51.5	8.1	40.4
19–23 years	63.7	9.6	26.7
24–29 years	43.7	36.8	19.5
30–39 years	24.2	53.1	22.7
40 years or older	16.3	60.2	23.5
Income			
Lowest 25 percent	51.5	17.3	31.3
Middle 50 percent	50.2	26.5	23.3
Highest 25 percent	39.8	34.7	25.5
Parents' education			
High school diploma or less	41.8	33.8	24.5
Some postsecondary education	51.0	26.2	22.8
Bachelor's degree or higher	51.7	19.6	28.7
Disability status			
No disability reported	48.5	26.3	25.3
Some type of disability reported	43.2	26.9	29.9
Employment while enrolled			
Did not work	†	†	100.0
Part-time	85.3	14.8	†
Full-time (35 or more hours/week)	38.3	61.7	†

† Not applicable.

¹ Refers to NPSAS institution only.

² 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. Race categories exclude Hispanic origin unless specified.

NOTE: Detail may not sum to totals because of rounding. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Table 5.3. Percentage distribution of undergraduates, by number of community service activities, the average and median hours worked per month, and selected institutional and student characteristics: 2003–04

Institutional and student characteristics	Number of community service activities			Average hours per month	Median hours per month
	No community service	One activity	Two or more activities		
U.S. total (excluding Puerto Rico)	58.8	21.7	19.5	16	9
Total (50 states, DC, and Puerto Rico)	58.8	21.7	19.5	16	9
4-year sector ¹					
Public and private not-for-profit	50.1	24.3	25.6	14	8
Public	53.1	23.5	23.4	14	8
Private not-for-profit	43.5	26.1	30.4	13	7
Institution type ¹					
Public	60.7	21.1	18.2	16	9
Less-than-2-year	75.2	12.8	12.0	19	8
2-year	66.2	19.5	14.3	18	9
4-year non-doctorate-granting	57.7	22.4	20.0	16	9
4-year doctorate-granting	50.6	24.1	25.3	14	8
Private not-for-profit	44.1	26.0	30.0	13	7
Less-than-4-year	59.1	22.3	18.6	16	8
4-year non-doctorate-granting	45.5	26.1	28.4	13	7
4-year doctorate-granting	40.2	26.1	33.8	13	7
Private for-profit	70.3	17.9	11.8	19	10
Private for-profit less-than-2-year	64.2	19.7	16.1	17	8
Private for-profit 2 years or more	73.4	17.0	9.6	20	10
More than one institution	56.1	23.3	20.6	16	9
Federal grant recipient					
Did not receive	57.2	22.3	20.5	15	8
\$1–1,499	64.2	19.5	16.3	17	9
\$1,500 or more	62.4	20.4	17.2	18	10
Unsubsidized federal loan recipient					
Did not receive	58.8	21.9	19.4	16	9
\$1,000–1,499	61.9	21.3	16.9	17	9
\$1,500–2,499	62.1	20.6	17.3	16	9
\$2,500–3,999	59.7	20.8	19.6	16	9
\$4,000 or more	54.2	23.0	22.8	15	9
Attendance intensity					
Any full-time	56.3	22.1	21.6	15	9
Exclusively part-time	63.4	21.0	15.6	17	9
Gender					
Male	61.2	21.1	17.7	16	9
Female	57.0	22.2	20.8	16	9

See notes at end of table.

**Table 5.3. Percentage distribution of undergraduates, by number of community service activities, the average and median hours worked per month, and selected institutional and student characteristics: 2003–04
—Continued**

Institutional and student characteristics	Number of community service activities			Average hours per month	Median hours per month
	No community service	One activity	Two or more activities		
Race/ethnicity²					
White	56.7	22.6	20.7	15	8
Black	62.9	20.4	16.7	19	10
Hispanic	63.4	20.3	16.4	19	10
Asian	61.6	19.0	19.4	19	10
American Indian	60.6	21.4	18.0	18	9
Pacific Islander	58.2	25.1	16.7	14	6
Multiple races	55.1	19.8	25.1	16	9
Other	62.5	21.0	16.5	15	9
Dependency status					
Dependent	54.9	22.1	23.0	15	8
Independent	62.6	21.4	16.0	17	9
No dependents, unmarried	64.6	21.1	14.3	16	9
Married, no dependents	61.9	21.4	16.7	16	9
Single parent	65.6	19.5	14.9	18	9
Married parents	58.9	23.1	18.1	17	9
Age as of 12/31/03					
18 years or younger	53.4	22.8	23.8	15	8
19–23 years	56.7	21.7	21.6	15	9
24–29 years	66.7	20.0	13.3	17	9
30–39 years	62.3	21.1	16.6	18	9
40 years or older	55.9	24.1	20.1	17	9
Disability status					
No disability reported	59.1	21.7	19.2	16	9
Some type of disability reported	56.2	22.3	21.6	17	9
Employment while enrolled					
Did not work	56.5	21.8	21.7	16	9
Part-time	57.2	22.3	20.4	15	9
Full-time (35 or more hours/week)	62.6	20.9	16.5	16	9

¹ Refers to NPSAS institution only.

² 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. Race categories exclude Hispanic origin unless specified.

NOTE: Detail may not sum to totals because of rounding. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Table 5.4. Percentage of undergraduates who performed various types of community service activities, by selected institutional and student characteristics: 2003–04

Institutional and student characteristics	Tutoring	Fund-raising and non-political	Home-less shelter/soup kitchen	Health/nursing home	Neighborhood improvement	Church service	Other work with kids	Other ¹
U.S. total (excluding Puerto Rico)	8.4	5.5	7.2	8.1	12.6	10.4	11.6	11.9
Total (50 states, DC, and Puerto Rico)	10.5	8.4	5.6	7.2	8.1	12.6	11.6	11.9
4-year sector ²								
Public and private not-for-profit	14.1	11.0	7.4	8.5	11.3	15.3	15.0	14.1
Public	12.8	10.4	6.3	7.9	10.6	13.8	13.8	13.8
Private not-for-profit	17.0	12.3	9.8	9.7	13.0	18.9	17.8	14.7
Institution type ²								
Public	9.6	8.0	4.9	6.8	7.6	11.8	10.8	11.9
Less-than-2-year	4.0	3.5	3.3	6.9	6.1	8.1	6.4	6.4
2-year	7.3	6.2	3.8	6.0	5.3	10.4	8.6	10.4
4-year non-doctorate-granting	11.0	9.2	4.5	6.9	8.4	13.5	12.1	12.7
4-year doctorate-granting	13.8	11.1	7.3	8.5	11.8	13.9	14.7	14.5
Private not-for-profit	16.8	12.1	9.6	9.6	12.9	18.5	17.5	14.6
Less-than-4-year	11.5	9.0	5.4	7.6	9.8	10.4	9.8	12.1
4-year non-doctorate-granting	14.5	11.8	8.4	9.0	11.8	19.4	17.5	14.5
4-year doctorate-granting	21.2	13.0	12.0	10.9	14.9	18.0	18.2	14.8
Private for-profit	6.3	5.4	4.2	4.6	4.6	9.1	7.6	7.0
Private for-profit less-than-2-year	10.2	7.3	7.0	6.0	5.2	11.0	9.2	7.1
Private for-profit 2 years or more	4.3	4.5	2.8	3.9	4.2	8.2	6.8	7.0
More than one institution	10.8	7.8	6.1	8.7	8.6	13.3	11.9	12.9
Gender								
Male	8.6	7.4	5.0	5.5	9.3	12.0	11.1	11.2
Female	11.8	9.1	6.0	8.4	7.3	13.1	12.0	12.4
Race/ethnicity ³								
White	10.5	9.1	5.6	7.4	8.8	13.2	12.4	12.8
Black	9.6	6.6	5.4	6.7	7.2	12.4	10.3	9.1
Hispanic	10.0	7.0	5.0	5.8	6.4	11.1	9.6	10.7
Asian	12.9	7.8	6.1	8.5	7.1	9.9	9.0	11.5
American Indian	9.4	8.6	3.5	9.2	5.6	12.9	12.6	12.8
Pacific Islander	8.3	5.8	5.8	5.1	5.7	13.0	9.8	11.4
Multiple races	13.3	10.5	8.5	7.8	9.7	14.5	14.1	14.1
Other	10.9	5.1	4.6	7.0	8.1	10.4	8.3	11.4

See notes at end of table.

Table 5.4. Percentage of undergraduates who performed various types of community service activities, by selected institutional and student characteristics: 2003–04—Continued

Institutional and student characteristics	Tutoring	Fund-raising and non-political	Home-less shelter/soup kitchen	Health/nursing home	Neighborhood improvement	Church service	Other work with kids	Other ¹
Age as of 12/31/03								
18 years or younger	12.5	10.2	7.3	8.5	11.5	14.8	13.9	12.5
19–23 years	11.6	9.2	6.5	8.0	9.6	12.6	12.9	12.2
24–29 years	7.5	6.1	3.5	5.3	5.2	9.6	8.3	10.2
30–39 years	8.7	7.3	4.3	5.9	5.6	11.9	10.4	10.8
40 years or older	10.4	8.0	4.7	7.2	6.9	16.4	10.6	14.3
Parents' education								
High school diploma or less	9.0	6.9	4.4	6.2	6.4	11.4	10.0	10.6
Some postsecondary education	10.3	8.4	5.2	7.1	7.5	12.5	11.4	12.3
Bachelor's degree or higher	12.0	9.7	6.8	8.2	10.2	14.0	13.2	13.1
Disability status								
No disability reported	10.5	8.2	5.5	7.0	8.1	12.5	11.5	11.7
Some type of disability reported	10.3	9.5	6.2	8.4	8.5	13.7	12.0	13.8
Employment while enrolled								
Did not work	12.4	8.4	6.1	7.6	9.2	13.2	12.4	13.2
Part-time	11.2	9.1	5.9	7.7	8.7	12.8	12.5	11.9
Full-time (35 or more hours/week)	8.0	7.4	4.7	6.2	6.6	12.0	9.8	11.0

¹ Respondent reported a different type of community service than those listed.

² Refers to NPSAS institution only.

³ 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. Race categories exclude Hispanic origin unless specified.

NOTE: Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Table 5.5. Among U.S. citizens, percentage of undergraduates who reported having registered to vote in the United States, and who ever had voted, by selected institutional and student characteristics: 2003–04

Institutional and student characteristics	Registered to vote in United States	Ever voted ¹
U.S. total (excluding Puerto Rico)	79.6	55.4
Total (50 states, DC, and Puerto Rico)	79.5	55.4
4-year sector ²		
Public and private not-for-profit	80.4	54.4
Public	80.4	54.6
Private not-for-profit	80.5	54.0
Institution type ²		
Public	79.4	55.6
Less-than-2-year	81.8	62.5
2-year	78.6	56.2
4-year non-doctorate-granting	80.5	57.8
4-year doctorate-granting	80.3	52.8
Private not-for-profit	80.1	53.8
Less-than-4-year	71.0	48.4
4-year non-doctorate-granting	82.2	57.7
4-year doctorate-granting	77.7	48.0
Private for-profit	79.4	56.5
Private for-profit less-than-2-year	74.8	49.1
Private for-profit 2 years or more	81.7	60.1
More than one institution	80.0	55.7
Attendance intensity		
Any full-time	77.3	49.9
Exclusively part-time	83.7	65.7
Gender		
Male	79.4	54.3
Female	79.6	56.2
Race/ethnicity ³		
White	83.3	59.2
Black	81.3	55.6
Hispanic	72.9	48.1
Asian	48.7	28.9
American Indian	88.1	61.1
Pacific Islander	68.6	47.9
Multiple races	80.5	56.4
Other	65.9	44.7

See notes at end of table.

**Table 5.5. Among U.S. citizens, percentage of undergraduates who reported having registered to vote in the United States, and who ever had voted, by selected institutional and student characteristics: 2003–04
—Continued**

Institutional and student characteristics	Registered to vote in United States	Ever voted ¹
Dependency status		
Dependent	74.3	41.3
Independent	84.7	69.3
No dependents, unmarried	83.5	66.6
Married, no dependents	82.7	69.4
Single parent	86.1	66.7
Married parents	85.9	73.9
Age as of 12/31/03		
18 years or younger	58.9	16.6
19–23 years	78.0	47.1
24–29 years	81.5	62.3
30–39 years	86.1	75.5
40 years or older	91.5	85.7
Income		
Lowest 25 percent	74.2	47.5
Middle 50 percent	80.1	55.8
Highest 25 percent	83.5	62.2
Parents' education		
High school diploma or less	79.4	56.7
Some postsecondary education	80.2	55.9
Bachelor's degree or higher	79.7	54.3
Disability status		
No disability reported	79.0	54.5
Some type of disability reported	83.9	62.6
Employment while enrolled		
Did not work	74.3	48.0
Part-time	78.6	51.4
Full-time (35 or more hours/week)	84.9	66.3

¹ Interviews were conducted prior to the November 2004 presidential election.

² Refers to NPSAS institution only.

³ 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. Race categories exclude Hispanic origin unless specified.

NOTE: Ninety-three percent of 2003–04 undergraduates were U.S. citizens. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Section 6: Disability Status and Remedial Education

Students With Disabilities

- Eleven percent of undergraduates reported having a disability in 2003–04 (table 6.1).
- Among students reporting a disability, one-fourth reported an orthopedic condition, 22 percent reported a mental illness or depression, and 17 percent reported a health impairment (table 6.1).
- Women and men differed somewhat in the types of disabilities they reported. Women were more likely than men to report mental illness/depression and health impairments, while men were more likely to report attention deficit disorders (table 6.1).
- Independent students were more likely than dependent students to report any disabilities (14 vs. 9 percent; table 6.1).

Remedial Education

- Over one-third (36 percent) of undergraduates reported having ever taken a remedial course (table 6.2).
- Undergraduates enrolled in community colleges were more likely than those enrolled in 4-year institutions to have ever taken a remedial course (43 vs. 28 percent; table 6.2).
- A greater proportion of students attending public 4-year institutions had ever taken a remedial course than those attending private not-for-profit 4-year institutions (table 6.2).
- Undergraduates whose parents had bachelor's degrees or higher were less likely to have ever taken a remedial course than undergraduates whose parents had some postsecondary education or less (31 vs. 38 to 40 percent; table 6.2).

Table 6.1. Percentage of undergraduates who reported some type of disability and among those who did, the percentage distribution, by type of disability and selected institutional and student characteristics: 2003–04

Institutional and student characteristics	Any ¹ disabilities	Among students with disabilities								
		Visual	Hearing	Speech	Orthopedic	Specific learning disability	Attention deficit disorder	Mental illness/depression	Health impairments/problems	Other ²
U.S. total (excluding Puerto Rico)	11.3	3.8	5.0	0.4	25.4	7.5	11.0	21.9	17.3	7.8
Total (50 states, DC, and Puerto Rico)	11.3	3.8	4.9	0.4	25.3	7.4	10.9	21.9	17.4	7.9
4-year sector ³										
Public and private not-for-profit	10.0	3.6	4.6	0.5	23.3	6.7	13.8	24.9	16.4	6.2
Public	9.9	3.9	3.9	0.6	23.1	7.1	14.8	24.1	16.7	6.0
Private not-for-profit	10.4	3.0	6.2	0.4	23.7	6.1	11.6	26.6	15.6	6.8
Institution type ³										
Public	11.4	4.1	4.8	0.5	24.7	7.7	11.1	21.5	17.4	8.1
Less-than-2-year	14.8	3.4	7.9	0.8	37.1	8.0	10.3	10.3	16.8	5.6
2-year	12.4	4.3	5.4	0.5	25.4	8.1	8.9	20.2	17.9	9.5
4-year non-doctorate-granting	11.0	5.0	4.2	0.4	27.3	6.5	13.6	21.5	16.7	4.9
4-year doctorate-granting	9.3	3.2	3.6	0.7	20.3	7.4	15.6	25.8	16.8	6.7
Private not-for-profit	10.4	3.1	6.2	0.4	23.6	6.1	11.5	26.6	15.7	6.8
Less-than-4-year	12.0	3.6	6.2	#	22.5	5.8	9.2	27.0	19.0	6.8
4-year non-doctorate-granting	11.2	2.6	6.4	0.3	26.8	6.9	9.1	24.8	14.9	8.3
4-year doctorate-granting	9.0	4.0	5.9	0.6	17.5	4.4	16.7	30.1	17.0	3.8
Private for-profit	13.2	2.3	5.3	0.1	30.7	7.3	7.7	18.6	20.6	7.4
Private for-profit less-than-2-year	12.5	3.7	6.4	0.1	25.8	7.3	7.4	23.5	18.7	7.2
Private for-profit 2 years or more	13.6	1.7	4.8	0.0	33.0	7.2	7.9	16.4	21.5	7.5
More than one institution	10.8	4.3	3.4	0.2	27.7	7.5	11.9	20.9	16.5	7.6
Attendance intensity										
Any full-time	10.7	3.4	4.7	0.5	23.1	8.2	12.7	22.7	17.7	6.9
Exclusively part-time	12.5	4.5	5.4	0.3	28.8	6.2	8.0	20.5	17.0	9.3

See notes at end of table.

Table 6.1. Percentage of undergraduates who reported some type of disability and among those who did, the percentage distribution, by type of disability and selected institutional and student characteristics: 2003–04—Continued

Institutional and student characteristics	Any ¹ disabilities	Among students with disabilities								
		Visual	Hearing	Speech	Orthopedic	Specific learning disability	Attention deficit disorder	Mental illness/depression	Health impairments/problems	Other ²
Gender										
Male	11.2	4.0	5.5	0.6	25.8	8.3	14.5	19.1	14.7	7.4
Female	11.4	3.7	4.5	0.3	24.9	6.8	8.3	23.9	19.4	8.2
Race/ethnicity⁴										
White	11.7	3.6	5.0	0.3	24.3	7.6	12.6	22.6	16.8	7.3
Black	10.7	4.2	4.3	0.2	29.6	6.1	5.8	18.7	21.9	9.3
Hispanic	10.9	4.7	6.6	0.4	25.3	8.2	9.1	20.8	16.1	8.8
Asian	7.1	6.8	4.8	2.1	24.0	6.6	7.2	28.3	11.7	8.4
American Indian	14.6	5.1	5.3	3.3	33.8	4.3	4.2	14.6	22.9	6.6
Pacific Islander	9.1	2.6	9.1	#	35.6	2.1	9.8	26.0	10.2	4.6
Multiple races	14.8	2.5	1.1	0.9	23.4	9.4	9.8	22.4	21.6	9.0
Other	15.0	1.6	2.2	0.7	26.8	7.7	12.7	17.0	20.7	10.5
Dependency status										
Dependent	9.0	4.3	4.3	0.7	17.1	10.8	18.6	22.9	14.3	7.0
Independent	13.6	3.6	5.4	0.3	30.6	5.3	5.9	21.2	19.5	8.4
Age as of 12/31/03										
18 years or younger	8.6	4.4	6.6	1.4	16.4	9.4	21.0	21.7	13.9	5.4
19–23 years	9.2	3.8	4.1	0.5	17.0	10.3	16.8	25.7	14.4	7.5
24–29 years	10.1	4.1	5.5	0.4	24.1	7.5	9.4	21.8	19.2	8.2
30–39 years	13.9	4.1	3.9	0.6	27.9	6.0	5.1	24.4	18.9	9.2
40 years or older	20.3	3.3	6.4	#	41.7	3.0	2.7	13.4	21.6	8.1

See notes at end of table.

Table 6.1. Percentage of undergraduates who reported some type of disability and among those who did, the percentage distribution, by type of disability and selected institutional and student characteristics: 2003–04—Continued

Institutional and student characteristics	Any ¹ disabilities	Among students with disabilities								
		Visual	Hearing	Speech	Ortho- pedic	Specific learning disability	Attention deficit disorder	Mental illness/ depression	Health im- pairments/ problems	Other ²
Income										
Lowest 25 percent	12.5	3.8	4.4	0.6	22.3	5.8	8.8	25.1	19.8	9.4
Middle 50 percent	11.2	4.0	4.8	0.3	25.2	8.7	10.8	21.3	17.9	7.1
Highest 25 percent	10.4	3.6	6.0	0.6	29.0	6.8	13.5	19.3	13.6	7.6
Parents' education										
High school diploma or less	12.1	3.5	5.8	0.4	29.7	6.7	6.9	19.1	19.2	8.6
Some postsecondary education	11.4	4.0	4.4	0.5	25.0	7.2	9.5	22.5	17.3	9.6
Bachelor's degree or higher	10.5	4.1	4.6	0.4	21.0	8.2	16.4	24.1	15.5	5.9
Employment while enrolled										
Did not work	13.1	3.8	4.4	0.8	25.5	6.3	9.7	23.1	18.7	7.8
Part-time	10.2	3.9	4.6	0.5	21.5	9.1	14.3	23.2	15.4	7.5
Full-time (35 or more hours/week)	11.3	3.8	5.8	0.1	29.5	6.6	8.0	19.3	18.6	8.4

Rounds to zero.

¹ Includes students who reported having a "long-lasting" condition such as blindness, deafness, or 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.

² Respondent reported a disability other than those listed.

³ Refers to NPSAS institution only.

⁴ 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. Race categories exclude Hispanic origin unless specified.

NOTE: Detail may not sum to totals because of rounding. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Table 6.2. Percentage of first- and second-year undergraduates who reported ever taking remedial courses, and among those taking such courses in 2003–04, the type of courses, by selected institutional and student characteristics: 2003–04

Institutional and student characteristics	Any remedial courses ¹	Taken remedial courses in 2003–04	Among those who took remedial courses in 2003–04			
			Math	Reading	Writing	Study skills
U.S. total (excluding Puerto Rico)	36.1	16.8	76.9	27.9	34.6	12.2
Total (50 states, DC, and Puerto Rico)	36.0	16.7	76.8	27.8	34.7	12.2
4-year sector ¹						
Public and private not-for-profit	27.6	13.0	71.3	24.6	44.9	13.9
Public	29.4	13.8	73.3	24.2	43.4	12.5
Private not-for-profit	24.1	11.2	66.2	25.5	48.7	17.6
Institution type ¹						
Public	39.0	18.6	78.2	28.3	33.1	10.9
Less-than-2-year	28.2	9.0	85.9	35.1	34.5	12.5
2-year	42.9	20.6	79.5	29.4	30.4	10.5
4-year non-doctorate-granting	35.4	16.5	75.0	24.5	40.5	9.2
4-year doctorate-granting	25.4	12.1	71.8	23.9	45.9	15.3
Private not-for-profit	24.6	11.2	67.4	25.6	48.1	18.1
Less-than-4-year	31.1	11.7	81.5	25.9	40.0	24.2
4-year non-doctorate-granting	26.8	12.4	68.5	26.8	47.2	15.6
4-year doctorate-granting	19.5	9.1	60.9	22.5	52.3	22.3
Private for-profit	25.6	9.4	64.1	28.3	41.1	23.8
Private for-profit less-than-2-year	23.4	7.0	61.9	28.3	44.9	28.2
Private for-profit 2 years or more	27.0	11.0	65.0	28.3	39.5	22.0
More than one institution ²	37.2	15.7	80.3	24.2	33.9	11.8
Class level						
First year	34.9	19.2	76.3	28.9	35.3	12.0
Second year	37.5	14.7	77.8	25.9	33.5	12.5
Third year	36.6	†	†	†	†	†
Fourth or fifth year	30.1	†	†	†	†	†
Unclassified	†	†	†	†	†	†
Federal grant recipient						
Did not receive	35.2	15.9	75.2	27.1	35.4	12.9
\$1,000–1,499	38.2	17.6	82.7	28.7	28.5	10.5
\$1,500 or more	37.5	19.0	78.8	29.4	34.9	11.1
Unsubsidized federal loan recipient						
Did not receive	37.0	17.6	77.3	28.1	34.3	11.7
\$1,000–1,499	30.7	15.2	73.4	27.3	38.5	15.7
\$1,500–2,499	31.4	11.7	69.7	32.1	41.0	20.8
\$2,500–3,999	31.6	12.6	75.1	24.6	35.8	13.9
Gender						
Male	33.8	15.8	76.6	27.2	34.6	12.6
Female	37.6	17.4	77.0	28.3	34.8	11.9

See notes at end of table.

Table 6.2. Percentage of first- and second-year undergraduates who reported ever taking remedial courses, and among those taking such courses in 2003–04, the type of courses, by selected institutional and student characteristics: 2003–04—Continued

Institutional and student characteristics	Any remedial courses ¹	Taken remedial courses in 2003–04	Among those who took remedial courses in 2003–04			
			Math	Reading	Writing	Study skills
Race/ethnicity³						
White	32.7	15.1	77.5	24.2	34.7	12.4
Black	43.1	19.8	76.9	32.9	28.8	12.2
Hispanic	41.0	20.5	77.9	31.8	37.5	12.0
Asian	37.6	15.5	64.9	38.7	50.4	13.2
American Indian	43.9	19.4	74.3	30.3	29.2	13.3
Pacific Islander	44.1	21.1	80.7	33.5	47.5	8.7
Multiple races	35.2	16.9	73.0	21.5	31.2	7.7
Other	34.5	14.2	81.0	28.7	34.2	12.7
Dependency status						
Dependent	33.6	18.2	74.6	29.2	39.5	11.6
Independent	38.6	15.2	79.6	26.1	28.4	13.0
No dependents, unmarried	37.7	14.7	79.6	24.4	30.5	14.0
Married, no dependents	37.4	12.8	77.0	23.4	31.5	13.8
Single parent	40.9	17.4	80.2	27.9	27.5	12.4
Married parents	37.8	14.7	80.1	26.7	26.5	12.5
Age as of 12/31/03						
18 years or younger	31.1	23.4	72.5	30.3	41.3	11.1
19–23 years	34.7	16.2	76.6	28.8	37.8	12.2
24–29 years	38.1	15.1	80.3	23.2	27.9	12.5
30–39 years	38.6	14.2	80.2	28.9	30.0	11.9
40 years or older	41.6	15.1	78.1	24.1	22.5	14.3
Income						
Lowest 25 percent	38.1	18.8	76.3	31.8	35.6	12.8
Middle 50 percent	36.7	17.3	77.3	26.8	34.3	11.7
Highest 25 percent	31.8	13.1	76.3	24.2	34.2	12.9
Parents' education						
High school diploma or less	39.6	18.7	78.8	28.7	33.0	11.5
Some postsecondary education	38.1	17.5	78.7	27.1	33.5	11.5
Bachelor's degree or higher	30.9	14.4	73.0	27.0	37.8	13.3
Disability status						
No disability reported	35.4	16.7	76.4	27.4	35.3	11.8
Some type of disability reported	40.1	16.9	79.8	31.1	30.3	15.5

† Not applicable.

¹ Refers to NPSAS institution only.² Column classifications refer to NPSAS institution.³ 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. Race categories exclude Hispanic origin unless specified.NOTE: Approximately 61 percent of 2003–04 undergraduates were first- or second-year students. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

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Appendix A—Glossary

This glossary describes the variables used in this report. The items were taken directly from the NCES NPSAS:04 undergraduate Data Analysis System (DAS), an NCES software application that generates tables from the NPSAS:04 data (see appendix B for a description of the DAS). The variables listed in the index below are organized by sections in the order they appear in the report; the glossary is in alphabetical order by variable name (displayed along the right-hand column). Some items were reported by the student only during the Computer-Assisted Telephone Interview (CATI). Variables based only on CATI respondents are identified.

Glossary Index

COMMUNITY COLLEGE VARIABLES

Community college track..... CCTRACK
 One-year enrollment continuity STAY1YR
 Enrolled in the fall.....COMPT087
 Reasons for enrolling
 Complete associate's degree..... ATTENDA
 Complete certificate.....ATTENDB
 Job skills.....ATTENDC
 Personal interest or enrichment ATTENDD
 Transfer to 2-year college.....ATTENDE
 Transfer to 4-year college..... ATTENDF
 Transfer to another college..... ATTENDG

STUDENT CHARACTERISTICS

Gender GENDER
 Race/ethnicity (with multiple)RACE
 Age as of 12/31/03 AGE
 Age as of 12/31/03 (grouped).....AGEGROUP
 Dependency status DEPEND2
 Dependency status (independent)DEPEND5A
 Income and dependency status INCOME
 Dependent income levels PCTDEP
 Independent income levels PCTINDEP
 Income levels..... PCTALL
 Income as percentage of poverty levelPCTPOV
 Parents' educationPAREduc
 Marital status SMARITAL
 Number of dependents..... DEPNUM
 Single parent status.....SINGLPAR
 High school degree or
 equivalency status..... HSDEG
 Delayed enrollment DELAYENR
 Local residence.....LOCALRES
 Citizenship.....CITIZEN2

ENROLLMENT AND ATTENDANCE

Level of institution AIDLEVEL

Control of institution AIDCTRL
 Institution type..... AIDSECT
 4-year sectorSECTOR4
 Undergraduate class level.....UGLVL1
 Attendance pattern..... ATTNPRTN
 Attendance intensity in fall ATTEND2
 Attendance intensityATTNPT
 Distance from home..... HOMDIST
 Ever attend community college EVER2PUB
 Attendance at an in-state
 institution..... SAMESTAT
 Taking any distance education courses.... DISTEDUC
 Taking distance education courses
 on the Internet.....DEWWW
 Taking distance education courses
 on live or interactive TV or audioDELIVE
 Taking prerecorded distance
 education coursesDEREcr
 Satisfaction with distance education.....DISTSATF

DEGREE PROGRAM, FIELD OF STUDY, GPA

Undergraduate program..... UGDEG
 Associate's degree typeUGDEGAA
 Major field of studyMAJORS12
 Cumulative grade point average GPA2

FINANCIAL AID AND CREDIT CARD DEBT

Total aid see TOTAID
 Received any aid TOTAID
 Received federal aid TFEDAID
 Total grants..... see TOTGRT
 Received grants TOTGRT
 Received federal grants TFEDGRT
 Total loans..... see TOTLOAN
 Received loans..... TOTLOAN
 State grants STGTAMT
 Federal Pell Grant.....PELLAMT

Unsubsidized federal loan recipientSTAFUNSB
Number of credit cards in own name..... NUMCRED
Carry a balance and average
credit card balance.....CRBALDUE

WORK, COMMUNITY SERVICE, VOTING

Hours worked per week while
enrolled (distribution)..... JOBENR
Average hours worked while enrolledJOBHOUR
Primary role (work/student)
while enrolledJOBROLE
Community service.....COMNUM
Community service hours per month COMHOUR
Tutoring.....COMSERVF
Coach or scouting with kids COMSERVG
Political fundraising..... COMSERVB
Nonpolitical fundraising COMSERVA
Homeless shelter/soup kitchen COMSERVD
Telephone crisis center COMSERVC
Church serviceCOMSERVE
Other..... COMSERVX
Registered to vote in U.S. elections..... VOTEREG
Ever voted VOTEEVER

DISABILITY STATUS AND REMEDIAL EDUCATION

Disability status DISABLE
Main disability reportedDISTYPES
Ever took remedial courses REMEVER
Took remedial courses in 2003–04..... REMETOOK
Remedial English courses..... REMEDIA
Remedial mathematics courses..... REMEDIB
Remedial reading courses..... REMEDIC
Remedial writing courses REMEDIE
Remedial study skills..... REMEDID

DAS variable

Age as of 12/31/03**AGE**

18 years or younger
 19–23 years
 24–29 years
 30–39 years
 40 years or older

Age as of 12/31/03 (grouped)**AGEGROUP**

23 years or younger
 24–29 years
 30 years or older

Control of institution**AIDCTRL**

Source of revenue and control of operations for student's institution.

Public	A postsecondary education institution supported primarily by public funds and operated by publicly elected or appointed officials who control the programs and activities.
Private not-for-profit	A postsecondary institution that is controlled by an independent governing board and incorporated under Section 501(c)(3) of the Internal Revenue Code.
Private for-profit	A postsecondary institution that is privately owned and operated as a profit-making enterprise. Includes career colleges and proprietary institutions.

Level of institution**AIDLEVL**

Highest award offering of student's institution.

4-year	Denotes 4-year institutions that can award bachelor's degrees or higher, including institutions that award doctorate degrees and first-professional degrees. First-professional includes chiropractic, pharmacy, dentistry, podiatry, medicine, veterinary medicine, optometry, law, osteopathic medicine, and theology.
2-year	Institution that does not confer bachelor's degrees, but does provide 2-year programs that result in a certificate or an associate's degree, or 2-year programs that fulfill part of the requirements for a bachelor's degree or higher at 4-year institutions.

DAS variable

Level of institution—continued

AIDLEVL

Less-than-2-year

At least one of the programs offered at the institution is 3 months or longer, and produces a terminal award or certificate. In addition, no program at the institution lasts longer than 2 years.

More than one institution

Includes NPSAS institution and those who also attended another institution.

Institution type

AIDSECT

Indicates the level and control of student's institution used for financial aid. Institution level concerns the institution's highest offering (see AIDLEVL), and control concerns the source of revenue and control of operations (see AIDCTRL). Some categories are combined in selected tables.

Public

Less-than-2-year

2-year

4-year non-doctorate-granting

4-year doctorate-granting

Private not-for-profit

Less-than-4-year

4-year non-doctorate-granting

4-year doctorate-granting

Private for-profit

4-year

Less-than 4-year

Attendance intensity in fall

ATTEND2

Full time

Half time

Less than half time

Reason enrolled: complete associate's degree

ATTENDA

Indicates if the reason enrolled at the NPSAS institution was to complete an associate's degree. Only applies to students who enrolled at a less-than-4-year institution or were not working on a degree.

Reason enrolled: complete certificate

ATTENDB

Indicates if the reason enrolled at the NPSAS institution was to complete a certificate. Only applies to students who enrolled at a less-than-4-year institution or were not working on a degree.

Reason enrolled: job skills**ATTENDC**

Indicates if the reason enrolled at the NPSAS institution was to learn job skills or prepare for a job. Only applies to students who enrolled at a less-than-4-year institution or were not working on a degree.

Reason enrolled: personal interest or enrichment**ATTENDD**

Indicates if the reason enrolled at the NPSAS institution was for personal interest or enrichment. Only applies to students who enrolled at a less-than-4-year institution or were not working on a degree.

Reason enrolled: transfer to a 2-year college**ATTENDE**

Indicates if the reason enrolled at the NPSAS institution was to transfer to a 2-year college. Only applies to students who enrolled at a less-than-4-year institution or were not working on a degree.

Reason enrolled: transfer to a 4-year college**ATTENDF**

Indicates if the reason enrolled at the NPSAS institution was to transfer to a 4-year college. Only applies to students who enrolled at a less-than-4-year institution or were not working on a degree.

Reason enrolled: transfer to another college**ATTENDG**

Indicates if the reason enrolled at the NPSAS institution was to transfer to another college. Only applies to students who enrolled at a less-than-4-year institution or were not working on a degree.

Attendance intensity**ATTNPT**

Attendance intensity in the 2003–04 academic year during months actually enrolled. For example, a student who attended only part of the year would be categorized as an “exclusively full-time” student if the student was enrolled full time the whole time he or she was enrolled.

Exclusively full time

Student was not enrolled part time at any time during the 2003–04 academic year regardless of how long they were enrolled. For example, a student who attended for only 1 month during the 2003–04 academic year, but attended full time for that month, would be considered to have attended exclusively full time.

Exclusively part time, but more than half time for entire enrollment

Student was not enrolled full time at any time during the 2003–04 academic year. All enrollment was part time, more than half time.

Exclusively half time or less

Student was not enrolled full time at any time during the 2003–04 academic year. All enrollment was half time or less.

Mixed

Student was enrolled both full time and part time in 2003–04.

Attendance intensity—continued**ATTNPT**

In the compendium tables, the exclusively full-time and mixed-enrollment groups were combined into “any full-time” enrollment and both part-time groups were combined into one exclusively part-time group. In figure 3-A and table 6, the mixed-enrollment and the more-than-half-time groups were combined into a “more-than-half-time” group.

Attendance pattern**ATTNPRTN**

Based on the number of months students were enrolled full time or part time at all institutions attended during the 2003–04 academic year (July 1, 2003 to June 30, 2004). Full-year is defined as enrollment for 9 or more months during the academic year. 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 is usually defined as 12 or more credit-hours.

Full time, full year	Student was enrolled full time for at least 9 months during 2003–04. Additional months enrolled could be part time. For example, a student who enrolled full time during the fall and spring semesters and part time in the summer would be considered a full-time student.
Full time, part year	Student was enrolled full time for less than 9 months during 2003–04, but attended full time in all months enrolled.
Part time, full year	Student was enrolled 9 or more months during 2003–04, but enough of these months were part time so that the student did not meet the criterion for full-time, full-year.
Part time, part year	Student was enrolled less than 9 months during 2003–04, and some of these months were part time.

Community college track**CCTRACK**

A classification of community college students based on their relative commitment to completing a program of study (transferring to a 4-year institution or completing a sub-baccalaureate credential at the community college). The variable is limited to students enrolled solely in public 2-year institutions (AIDSECT). Students enrolled in more than one institution are excluded. Criteria for “more committed” tracks are as follows: attended classes half time or more throughout the year (ATTPT) and explicitly stated that transferring to a 4-year institution (ATTENDF) or earning an associate’s degree (ATTENDA) or certificate (ATTENDB) in the institution that they are currently attending were reasons for enrolling. Students with intentions of transferring to a 4-year institution could be enrolled in any degree program (primarily associate’s degree). Students with intentions to complete a certificate could be enrolled in associate’s degree (AA) programs. Among the remaining students, those who were in formal degree or certificate programs (UGDEG), were classified as “less committed,” and those not enrolled in a formal degree program were classified as “not committed.” Associate’s degrees (AA) were divided into general and applied based on self-reported information (UGDEGAA); those who reported pursuing a general education were placed in the general AA program and those pursuing an occupational AA program were placed in the applied AA program.

More committed tracks
 4-year transfer
 General AA
 Applied AA
 Certificate

DAS variable

Community college track—continued**CCTRACK**

Less committed tracks

4-year transfer

General AA

Applied AA

Certificate

Not committed (no degree program)

Citizenship**CITIZEN2**

Indicates a student's citizenship status and financial aid eligibility. Variable was constructed from data reported on the Free Application for Federal Student Aid (FAFSA).

U.S. citizen

Student was a U.S. citizen.

Permanent resident

Student was not a U.S. citizen but was eligible for federal financial aid (sometimes referred to as "resident alien").

Foreign/international student

Student was not a U.S. citizen and was not eligible for financial aid.

Community service hours per month**COMHOUR**

Among those who volunteered, indicates student response to the question, "On average, how many hours per month did you volunteer in the past 12 months?" Asked on student CATI.

Community service**COMNUM**

Student response to the question, "Did you do any community service or volunteer work during the past year, other than court-ordered service?" Asked on student CATI.

No community service

One activity

Two or more activities

Enrolled in the fall**COMPTO87**

Indicates whether student was enrolled in the fall and in what area (i.e., 50 states or Puerto Rico). For this analysis, the variable was used as a filter for the 1-year persistence variable (STAY1YR). Students included in the persistence analysis were restricted to those enrolled in the fall.

Enrolled in fall

Not enrolled in fall

Nonpolitical fundraising**COMSERVA**

Indicates whether student participated in nonpolitical fundraising during 2003–04. Asked on student CATI (Yes/No).

	<i>DAS variable</i>
<i>Political fundraising</i>	COMSERVB
Indicates whether student participated in political fundraising during 2003–04. Asked on student CATI (Yes/No).	
<i>Telephone crisis center</i>	COMSERVC
Indicates whether student volunteered at a telephone crisis center/rape crisis/intervention during 2003–04. Asked on student CATI (Yes/No).	
<i>Homeless shelter/soup kitchen</i>	COMSERVD
Indicates whether student volunteered at a homeless shelter or soup kitchen during 2003–04. Asked on student CATI (Yes/No).	
<i>Church service</i>	COMSERVE
Indicates whether student volunteered at church during 2003–04. Asked on student CATI (Yes/No).	
<i>Tutoring</i>	COMSERVF
Indicates whether student worked as a tutor or other education-related activity with kids during 2003–04. Asked on student CATI (Yes/No).	
<i>Coach or scouting with kids</i>	COMSERVG
Indicates whether student did any other work with kids (besides tutoring or mentoring), such as coaching or sports. Asked on student CATI (Yes/No).	
<i>Other</i>	COMSERVX
Indicates whether student participated in another type of community service (besides the ones listed) during 2003–04. Asked on student CATI (Yes/No).	
<i>Carry a balance and average credit card balance</i>	CRBALDUE
Among those who reported usually carrying a balance from month to month, student response to the question, “What was the balance due on all credit cards, according to your last statement?” Asked on student CATI.	
<i>Delayed enrollment</i>	DELAYENR
The number of calendar years between high school graduation and the first year enrolled in postsecondary education. Immediate enrollment is defined as entry into postsecondary education the same calendar year as high school graduation. The assumption is that high school graduation takes place in May or June and postsecondary enrollment takes place in the fall.	

DAS variable

Delayed enrollment—continued**DELAYENR**

Did not delay	Student entered postsecondary education the same calendar year as high school graduation.
Delayed enrollment	Student entered postsecondary education 1 or more calendar years after high school graduation.

Taking distance education courses on live or interactive TV or audio**DELIVE**

Among students taking any distance education courses, indicates student response to the question, “Did your distance education classes use live or interactive TV or audio?” Asked on student CATI (Yes/No).

Dependency status**DEPEND2**

Student dependency status for financial aid, including marital status. Students were considered independent if they met one of the following criteria:

- 1) Student was 24 years old or older as of 12/31/03;
- 2) Student was a veteran of the U.S. Armed Forces;
- 3) Student was enrolled in a graduate or professional program (beyond a bachelor’s degree) in 2003–04;
- 4) Student was married;
- 5) Student was an orphan or ward of the court; or
- 6) Student had legal dependents other than spouse.

Dependent
Independent

Dependency status (independent)**DEPEND5A**

Only independents were considered (i.e., dependents filtered out—see above for definition of dependents). This variable defines separated parents as married parents. Dependents can be children or elders for whose care the student is responsible.

Independent, no dependents, unmarried
Independent, married, no children
Independent, single parents
Independent, married parents (includes separated parents)

Number of dependents**DEPNUM**

Number of dependents reported by student not including spouse. Dependents include any individuals, whether children or elders, for whom the student was financially responsible.

Taking prerecorded distance education courses**DERECR**

Among students taking any distance education courses, indicates student response to the question, “Did your distance education classes use prerecorded TV or audio?” Asked on student CATI (Yes/No).

Taking distance education courses on the Internet

DEWWW

Among students taking any distance education courses, indicates student response to the question, “Did your distance education classes use the Internet?” Asked on student CATI (Yes/No).

Disability status

DISABLE

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
- Some type of disability reported

Taking any distance education courses

DISTEDUC

Indicates student response to the question, “During the 2003–04 school year, did you take any courses for credit that were distance education courses?” Includes courses delivered off campus using live or interactive TV or audio, pre-recorded TV, video, CD-ROM, or a computer-based system such as the Internet, email, or chatrooms. Does not include correspondence courses. Asked on student CATI (Yes/No).

Satisfaction with distance education

DISTSATF

Among students taking any distance education courses, indicates student response to the question, “Compared to other courses you’ve taken, are you more satisfied, equally satisfied, or less satisfied with the quality of instruction you’ve received in your distance education courses?” Asked on student CATI.

- More satisfied
- Like both the same
- Less satisfied
- All courses were distance education courses

Main disability reported

DISTYPES

Student’s response to the question, “What is the main condition that causes your activity limitation or difficulty?” Students were asked to report one condition. Asked of students who indicated a disability or difficulty. Asked on student CATI.

- Hearing impairment
- Blind or visual impairment (that cannot be corrected by wearing glasses)
- Speech or language impairment
- Orthopedic or mobility impairment
- Specific learning disability or dyslexia
- Attention deficit disorder

DAS variable

Main disability reported—continued**DISTYPES**

Health impairment/problem
 Mental illness/emotional disturbance/depression
 Developmental disability
 Brain injury
 Other

Ever attend community college**EVER2PUB**

Student response to the question, “Have you ever taken classes at a community college?” Asked on student CATI (Yes/No).

Gender**GENDER**

Male
 Female

Cumulative grade point average**GPA2**

Student’s GPA reported by the institution recoded into a 4.0 scale. If the data were not available, the student-reported categorical GPAs were used. Refers to NPSAS institution for those enrolled in more than one institution.

Mostly A’s	Student’s GPA was 3.75 or above.
A’s and B’s	Student’s GPA was between 3.25 and 3.74.
Mostly B’s	Student’s GPA was between 2.75 and 3.24.
B’s and C’s	Student’s GPA was between 2.25 and 2.74.
Mostly C’s	Student’s GPA was between 1.75 and 2.24.
C’s and D’s or lower	Student’s GPA was below 1.75.

Distance from home**HOMDIST**

The derived straight-line distance (in miles) between student’s home (using zipcode) and NPSAS institution.

High school degree or equivalency status**HSDEG**

Form in which high school degree or equivalent was received.

High school diploma	Student graduated from high school.
GED or equivalent	Student did not graduate from high school but passed the General Educational Development (GED) exam or high school equivalent, administered by the American Council on Education.
Certificate of completion	Student received a certificate of completion.

High school degree or equivalency status—continued**HSDEG**

No high school degree/certificate

Student neither graduated from high school nor earned a GED or certificate of completion.

Income and dependency status**INCOME**

The dependency status and income level of students in 1998. The source of income for dependent students is their parents or guardians; the source for independent students is their own earnings and assets.

Dependent students

Less than \$20,000

\$20,000–39,999

\$40,000–59,999

\$60,000–79,999

\$80,000–99,999

\$100,000 or more

Independent students

Less than \$10,000

\$10,000–19,999

\$20,000–29,999

\$30,000–49,999

\$50,000 or more

Hours worked per week while enrolled (distribution)**JOBENR**

Average number of hours per week that students reported working while enrolled in 2003–04. It is based on the student CATI question, “About how many hours did you work per week while you were enrolled?” The variable does not include hours worked when student was not enrolled.

Did not work

Student did not work.

Part time

Student worked less than 35 hours per week while enrolled.

Full time

Student worked 35 or more hours per week while enrolled.

Average hours worked while enrolled**JOBHOUR**

Student response to the question, “During the 2003–04 school year, how many hours did you work per week, while enrolled?” Asked on student CATI (Yes/No).

Primary role (work/student) while enrolled**JOBROLE**

Student response to the question, “While you were working, would you say that you were primarily a student working to meet expenses or an employee who’s decided to enroll in school?” Asked on student CATI.

Student who works

Student working to meet expenses.

Employee who studies

Employee enrolled in school.

Does not work

Respondent did not work while enrolled.

DAS variable

Local residence**LOCALRES**

Students' residence while attending school.

On campus	Institution-owned living quarters for students. These are typically dormitories and residence halls (on- or off-campus).
Off campus	Student lived off campus in non-institution-owned housing but not with her or his parents or relatives.
Living with parents	Student lived at home with parents or other relatives.

Major field of study**MAJORS12**

Undergraduate major field of study among those with declared majors. Refers to NPSAS institution for those enrolled in more than one institution.

Humanities	English, liberal arts, philosophy, theology, visual and performing arts, area studies, ethnic studies, foreign languages, gender studies.
Social/behavioral sciences	Psychology, economics, international relations and affairs, political science, history, sociology, other social sciences.
Life sciences	Natural resources, forestry, biological and biomedical sciences, geography, multi/interdisciplinary studies, including biopsychology, environmental studies, parks, recreation, and fitness studies.
Physical sciences	Physical sciences including chemistry, physics.
Math	Mathematics, statistics.
Computer/information science	Computer/information science, computer programming.
Engineering	Electrical, chemical, mechanical, civil, or other engineering; engineering technology; electronics.
Education	Early childhood, elementary, secondary, special, or physical education; other education.
Business management	Business, management, and marketing.
Health	Health professions and related sciences, residency programs. Related clinical sciences.
Vocational/technical	Science technologies/technicians, mechanic and repair technologies, transportation and materials moving, construction trades, criminal justice, precision production.

DAS variable

Major field of study—continued

MAJORS12

Other technical/professional

Agriculture, agricultural science, architecture and related services, journalism, communications, communications technology, personal and culinary services, family and consumer/human sciences, legal professions and studies, library science, military technologies, security and criminal justice, public administration and social services.

Number of credit cards in own name

NUMCRED

Student response to the question, “How many credit cards do you have in your own name, that are billed to you?”
 Asked on student CATI.

Parents’ education

PAREduc

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 diploma or less

Students’ parents earned a high school diploma or equivalent or did not complete high school.

Some postsecondary education

Students’ parents attended some postsecondary education, but did not earn a bachelor’s degree.

Bachelor’s degree or higher

Students’ parents attained a bachelor’s or advanced degree.

Income levels

PCTALL

Indicates 2002 income percentiles for all students’ income (calculated separately for dependents and independents).

Low

Income at the 25th percentile or below.
 \$0–32,800 for dependents
 \$0–11,400 for independents

Middle

Income between the 26th and 74th percentile.
 \$32,801–91,000 for dependents
 \$11,401–48,700 for independents

High

Income at or above the 75th percentile.
 Greater than \$91,000 for dependents
 Greater than \$48,700 for independents

Dependent income levels

PCTDEP

Indicates 2002 income percentiles for parents of dependent students.

Low

Income at the 25th percentile or below.

Middle

Income between the 26th and 74th percentile.

High

Income at or above the 75th percentile.

DAS variable

Independent income levels**PCTINDEP**

Indicates 2002 income percentiles for independent students' income.

Low	Income at the 25th percentile or below.
Middle	Income between the 26th and 74th percentile.
High	Income at or above the 75th percentile.

Income as percentage of poverty level**PCTPOV**

Indicates total 2002 income as a percentage of the federal poverty level thresholds for 2002. The 2002 calendar year income was used to determine federal financial aid eligibility for the 2003–04 academic year. Poverty level is based on family size, total income, and dependency. A value of 100 or less means that the student's family is at or below the federal poverty level threshold for that family size. Maximum set at 1,000 (ten times poverty threshold).

Low income	Income at 125th percentile or lower
All others	Income above 125th percentile

Federal Pell Grant**PELLAMT**

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), price of attendance, and attendance status (full-time or part-time, full-year or part-year). The maximum Pell Grant amount was \$4,050 in 2003–04.

Race/ethnicity (with multiple)**RACE**

Student's race/ethnicity (with Hispanic/Latino origin as a separate category) as reported by the student. Based on the Census race categories, the categories exclude Hispanic origin unless specified. This includes students who reported more than one race.

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	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.
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.

Race/ethnicity (with multiple)—continued

RACE

Native Hawaiian/Other Pacific Islander	A person having origins in the Pacific Islands, including Hawaii and Samoa.
More than one race	A person having origins in more than one race.
Other	A person having origins in a race not listed above.

Remedial English courses

REMEDIA

Indicates whether first- or second-year students took a remedial English class in 2003–04.

Remedial mathematics courses

REMEDIB

Indicates whether first- or second-year students took a remedial mathematics class in 2003–04.

Remedial reading courses

REMEDIC

Indicates whether first- or second-year students took a remedial reading class in 2003–04.

Remedial study skills

REMEDID

Indicates whether first- or second-year students took a remedial study skills class in 2003–04.

Remedial writing courses

REMEDIE

Indicates whether first- or second-year students took a remedial writing class in 2003–04.

Took remedial courses in 2003–04

REMETOOK

Students who were in their freshman or sophomore year were asked, “During 2003–04, did you take remedial or development courses?” A related question was also asked of those reporting taking remedial classes: “Was this to improve your skills in reading (REMEDIC), writing (REMEDIE), mathematics (REMEDIB), study skills (REMEDID), English language skills (REMEDIA)?” Asked on student CATI (Yes/No).

Ever took remedial courses

REMEVER

All students were asked, “Since you’ve been in college, have you ever taken remedial or developmental courses to improve your basic skills, such as in mathematics, reading, or writing?” Asked on student CATI (Yes/No).

*DAS variable****Attendance at an in-state institution*****SAMESTAT**

Indicates whether the sampled NPSAS institution was in the same state as the state of the student's legal residence.

In state
Not in state

4-year sector**SECTOR4**

Institution types that award bachelor's degrees.

Public and private not-for-profit 4-year (combined all public and private not-for-profit 4-year)
Public 4-year (combined doctorate and non-doctorate-granting)
Private not-for-profit 4-year (combined doctorate and non-doctorate-granting)
Private for-profit
More than one institution

In the tables, only public and private-not-for-profit institutions were shown.

Single parent status**SINGLPAR**

Identifies independent students who were single parents during the 2003–04 academic year. Students were considered to be single parents if they had any dependents (DEPANY=1) and were either not married or were separated (SMARITAL=1 or 3). To be consistent with prior NPSAS studies (in which it was not always possible to distinguish dependent children from other dependents), this definition includes dependents other than children and is best interpreted as single caretaker.

Marital status**SMARITAL**

Marital status of student when applied for financial aid in 2003–04.

Not married (Single, divorced, widowed)
Married
Separated

Unsubsidized federal loan recipient**STAFUNSB**

Amount of federal unsubsidized Stafford loans received during 2003–04 academic year.

One-year enrollment continuity**STAY1YR**

Indicator of 1-year persistence. Students were considered to have persisted for 1 year if they had attained or expected to attain a credential during the 2003–04 academic year (PROGSTAT=1) or had maintained their enrollment for 9 or more months (ATTNSTAT=1,2,4,5). In the analysis, only students enrolled in the fall (COMPTO87) were included so that all students had the same opportunity to be enrolled for 9 or more months.

Attained or expected to attain credential
Attended 9 or more months

DAS variable

One-year enrollment continuity—continued**STAY1YR**

Did not attain *and* attended less than 9 months

State grants**STGTAMT**

Total amount of state grants, scholarships, and fellowships received during the 2003–04 academic year. Includes federal matching funds to states through the Leveraging Education Assistance Partnership (LEAP) program.

Received federal aid**TFEDAID**

Total amount of federal aid received by a student in 2003–04 from all federal aid programs. Positive values on this variable were used to identify the percentage of students who received this category of aid.

Received federal grants**TFEDGRT**

Total amount of federal grants received by a student in 2003–04. Does not include federal veterans' benefits or military aid.

Received any aid**TOTAID**

Total amount of financial aid received by a student in 2003–04. Includes grants, loans, or work-study, as well as loans under the Parent Loans to Undergraduate Students (PLUS) program. The percentage of students with any aid is the percentage with positive amounts recorded for this variable.

Received grants**TOTGRT**

Total amount of grant aid received by a student in 2003–04. Grants are a type of student financial aid that does not require repayment or employment. At the undergraduate level it is usually (but not always) awarded on the basis of need, possibly combined with some skills or characteristics that a student possesses. Grants include scholarships and fellowships. The percentage of students with grants is the percentage with positive amounts recorded for this variable.

Received loans**TOTLOAN**

Total amount of loan aid received by a student in 2003–04. This includes all loans through federal, state, or institutional 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. The percentage of students with loans is the percentage with positive amounts recorded for this variable.

Undergraduate program**UGDEG**

Degree program in which student was enrolled in the first term, as reported by the institution. If not available from the institution, information was taken from student interview. Refers to NPSAS institution for those enrolled in more than one institution.

Undergraduate program—continued**UGDEG**

Certificate	Student pursuing a certificate or formal award other than an associate's or bachelor's degree.
Associate's degree	Student pursuing an associate's degree.
Bachelor's degree	Student pursuing a Bachelor of Arts or Bachelor of Science degree.
No degree program	Student is not in any of the above degree programs.

Associate's degree type**UGDEGAA**

Student's associate's degree type during 2003–04 academic year. Students were asked, "What type of associate's degree were you working on at [NPSAS]?"

- Not working on an associate's degree
- AA, AS, general education or transfer (Academic)
- AAS, occupational or technical program (Applied/Technical)

Undergraduate class level**UGLVL1**

Indicates respondent's year in school. It is a function of class level reported by the institution for the first term in college. If not available from the institution, information was taken from the financial aid form, loan record, or student interview. Refers to NPSAS institution for those enrolled in more than one institution.

- First year
- Second year
- Third year
- Fourth or fifth year
- Unclassified

Ever voted**VOTEEVER**

Student response to the question, "Have you ever voted in any national, state, or local elections?" Asked on student CATI (Yes/No).

Registered to vote in U.S. elections**VOTEREG**

Student response to the question, "Are you registered to vote in the U.S. elections?" Asked on student CATI (Yes/No).

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Appendix B—Technical Notes and Methodology

Overview

The National Postsecondary Student Aid Study (NPSAS) was first implemented by NCES during the 1986–87 academic year to meet the need for national-level data about significant financial aid issues. Since 1987, NPSAS has been conducted every 3 to 4 years, with the most recent implementation during the 2003–04 academic year. NPSAS:04 was conducted as the student component of the National Study of Faculty and Students (NSoFaS).

NPSAS is the only periodic, nationally representative survey of students regarding financial aid. There is no other single national database that contains student-level records for students receiving aid from all of the numerous and disparate programs funded by the federal government, the states, postsecondary institutions, employers, and private organizations. The NPSAS studies reflect the changes made in government guidelines for financial aid eligibility and availability, providing measures of the impact of those changes. The NPSAS studies also provide information about the current operation of financial aid for postsecondary students.

The fundamental purpose of NPSAS is to create a dataset that brings together information about a variety of aid programs for a large sample of undergraduate, graduate, and first-professional students. NPSAS provides the data for comprehensive descriptions of the undergraduate and graduate/first-professional student populations in terms of their demographic characteristics, academic programs, types of institutions attended, attendance patterns, employment, and participation in civic and volunteer activities. It also includes data on tuition and price of attendance, the various types of financial aid received, and the net price of attendance after aid. NPSAS provides research and policy analysts with data to address basic issues about postsecondary affordability and the effectiveness of the existing financial aid programs.

Another purpose of NPSAS is to gather base-year data on a subset of students who become the sample for a longitudinal study. NPSAS:04 serves as the base year for a Beginning Postsecondary Students Longitudinal Study with a follow-up survey 2 years later (BPS:04/06), and then again in 2009. A section of the NPSAS student interview focuses on describing the experience of these students in their first year of postsecondary education. Also, for the first time,

NPSAS:04 includes representative samples of undergraduate students for 12 states that explicitly expressed interest and support for such state-level data.

Data Sources for NPSAS:04

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 institutional personnel or field data collectors in 2003–04 using a computer-assisted data entry program (web-CADE) or directly downloaded from a data file.
- **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 Federal Pell Grants.
- **Integrated Postsecondary Education Data System (IPEDS):** U.S. Department of Education, National Center for Education Statistics, database of descriptive information about individual postsecondary institutions.

Sample Design

The NPSAS:04 target population consists of all eligible students enrolled at any time between July 1, 2003, and June 30, 2004, in postsecondary institutions in the United States or Puerto Rico that had signed Title IV participation agreements with the U.S. Department of Education, making them eligible for the federal student aid programs (Title IV institutions). To be eligible for NPSAS, students had to be enrolled in either an academic program with at least one course for credit that could be applied toward fulfilling the requirements for an academic degree or enrolled in an occupational or vocational program that requires at least 3 months or 300 clock hours of instruction to receive a degree, certificate, or other formal award. Eligible students could not be concurrently enrolled in high school and could not be enrolled solely in a GED or other high school completion program.

The institution sampling frame for NPSAS:04 was constructed from the 2000–01 IPEDS Institutional Characteristics (IC) files. The institutions on the sampling frame were partitioned into 58 institutional strata based on institutional control, highest level of offering, and Carnegie classification. NPSAS:04 also includes state-representative undergraduate student samples for three types of institutions (public 4-year, public 2-year, and private not-for-profit 4-year) in 12

states.¹ Interested readers are referred to the forthcoming *NPSAS:04 Methodology Report* (Cominole et al. forthcoming) for a more detailed description of the sample designs, including a complete listing of the 58 strata and further details.

Institutions were selected using Chromy’s sequential probability minimum replacement (pmr) sampling algorithm (Chromy 1979), which is similar to systematic sampling, to select institutions with probabilities proportional to a composite measure of size based on expected enrollment. Initially a sample of about 1,600 institutions was selected in fall 2002 so that these institutions could be notified of their selection early and to allow a separate field test sample to be selected from the remaining institutions on the sampling frame. In summer 2003, a small sample of additional institutions was selected from a frame of institutions not included on the initial sampling frame. Of the final total 1,670 sample institutions, 810 were selected with certainty.² Of these 1,670 sample institutions, 1,630 were found to be NPSAS-eligible institutions and 1,360 of these 1,630 institutions provided student enrollment lists for use as the second stage (i.e., student) sampling frame.

Perturbation

To protect the confidentiality of NCES data that contain information about specific individuals, NPSAS:04 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) release have been imputed. The imputation procedures employed a two-step process. In the first step, 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. In the second step, the weighted sequential hot deck process was implemented,³ whereby missing data were replaced with valid data from donor records that match the recipients with respect to the matching criteria.

¹ These 12 states were selected by NCES from those expressing interest. The 12 states were categorized into three groups based on population size: four small states (Connecticut, Delaware, Nebraska, Oregon), four medium-size states (Georgia, Indiana, Minnesota, Tennessee), and four large states (California, Illinois, New York, Texas).

² Number of institutions has been rounded to 10s.

³ 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.

Variables requiring imputation were not imputed simultaneously. Basic demographic variables with full information 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) which 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.

For variables with more than 5 percent missing data, a process called Chi-Square Automatic Interaction Detector (CHAID) was used to identify the matching criteria that are most closely related to the variable being imputed (Kass 1980). This step produced a number of imputation classes that contain sets of donors that were used to impute recipients belonging to that class.

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 is sequential in that the search for donors occurs 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 is weighted since it incorporates the sample weight of each record in the search and selection routine.⁴

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 we know the parents have some college but not the parents' specific education level, 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.

⁴ For further details, we suggest Cox (1980) and Iannacchione (1982).

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 sample. The weights also adjust for multiplicity at the institution and student levels,⁵ unknown student eligibility, nonresponse, and poststratification. The institution weight is computed and then used as a component of the student weight.

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, π , 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 from another source (e.g., institution information from IPEDS). The true target parameter, π , can be estimated for these variables as follows:

$$\hat{\pi} = (1 - \eta) \bar{y}_R + \eta \bar{y}_{NR}$$

where η is the weighted unit (or item) nonresponse rate. For the variables that are from the frame, rather than from the sample, π 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:

⁵ It was determined after institution sample selection 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, the student's weight was adjusted to account for multiple chances of selection.

$$\hat{B}(\bar{y}_R) = \eta(\bar{y}_R - \bar{y}_{NR}).$$

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.

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 Federal Pell Grant recipients in cases where such a student file was believed to include at least 85 percent of the student population. Specifically, student enrollment lists were used from NSLDS when IPEDS data indicated that the percentage of grant-receiving students was at least 80 percent, and the percentage of students receiving loans was at least 90 percent of the student population at the institution.

Of the 1,630 eligible sample institutions 1,360 were respondents (83.5 unweighted percent and 80.0 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 70.3 percent for public 4-year non-doctorate-granting institutions to 92.6 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 (U.S. Department of Education 2003). The nonresponse bias was estimated for variables known (i.e., non-missing) for most respondents and nonrespondents. There are extensive data available for all institutions from IPEDS, and the following variables were used:⁶

- type of institution,⁷
- Carnegie classification,
- degree of urbanization,
- OBE region,
- historically Black College or University indicator,
- percentage of students receiving federal grant aid,
- percentage of students receiving state/local grant aid,

⁶ For the continuous variables, categories were formed based on quartiles or logical breaks.

⁷ Type of institution was only used in the nonresponse bias analysis for all institutions.

- 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 (adjusting for multiple comparisons) to determine if the bias is 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.

The institution weighting adjustments eliminated some, but not all, bias. However, for all institutions, public less-than-2-year institutions, and public 2-year institutions, 5.6 percent, 6.3 percent, and 6.8 percent, respectively, of the variable categories were significantly biased before weighting, and after weighting, no significant bias remained for the variables analyzed. For the other types of institutions, the percentage of variable categories with significant bias decreased after weight adjustments. 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. These variables include region, institution total enrollment, CPS match, Federal Pell Grant recipient, Stafford loan recipient, Federal Pell Grant amount, and Stafford loan amount.

Student-Level Bias Analysis

As mentioned in the sample design section above, a student respondent is defined as any sample member who is determined to be eligible for the study and has valid data from any source for a selected set of key analytical variables. These are minimal data requirements and the vast majority of study respondents were characterized by considerably more complete data.

Of the 101,000 eligible sample students, the unweighted response rate was 89.8 percent and the weighted response rate was 91.0 percent. The student weighted response rate is also above 85 percent for all types of institutions with the exception of public 2-year institutions. The student weighted unit response rates by type of institution range from 83.9 percent for public 2-year institutions to 96.9 percent for private not-for-profit 4-year non-doctorate-granting institutions.

Therefore, a nonresponse bias analysis was conducted only for students from public 2-year institutions. The nonresponse bias was estimated for the seven variables known for most respondents and nonrespondents. Five of these variables were known for all sample members, and the remaining two variables were only known for federally aided students. These variables are included on the DAS and are listed below:

For all sample members:

- region,
- institution total enrollment,
- CPS match (yes/no),
- Federal Pell Grant recipient (yes/no), and
- Stafford loan recipient (yes/no).

For federally aided students:

- Federal Pell Grant amount, and
- Stafford loan amount.

Additionally, it was determined that percent part-time fall enrollment and in-state tuition are important variables to include in the nonresponse bias analysis for students in public 2-year institutions. These variables are not known for both respondents and nonrespondents; however, institution-level data available from IPEDS were used to conduct the analyses.

The steps listed above for institution nonresponse bias analysis are also applicable for the student nonresponse bias analysis. That is, the nonresponse bias was estimated for the above variables, tested (adjusting for multiple comparisons) to determine if the bias is significant at the

5 percent level, and nonresponse adjustments were computed including the above variables in the nonresponse models. Any remaining bias was estimated for these variables and statistical tests were performed to check the remaining significant nonresponse bias.

The student weighting adjustments eliminated some, but not all, bias for students in public 2-year institutions. Significant bias was reduced from 35.4 to 29.2 percent 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. However, significant bias still remains because there were small numbers of nonrespondents in this type of institution applying for and receiving federal aid.⁸ This may be due to the definition of a respondent. All significant bias was eliminated for the non-aid variables (i.e., region, institution total enrollment, percent part-time fall enrollment, and in-state tuition).

In summary, the weighting adjustments have reduced the overall level of nonresponse bias, but some bias remains even after adjusting weights. Although there was considerable reduction in bias due to weighting adjustments, nonresponse bias remains in nearly 30 percent of the variables after weighting adjustments.

Item-Level Bias Analysis

When item response rates were less than 85 percent, a nonresponse bias analysis was conducted. 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 imputation.

A nonresponse bias analysis was conducted for variables with response rates below 85 percent. The variables listed above in the student-level bias analysis section were used to

⁸ All significant bias was eliminated for the non-aid variables, i.e. region, institution total enrollment, percent part-time fall enrollment, and in-state tuition. Appendix K in the forthcoming *NPSAS:04 Methodology Report* (Cominole et al. forthcoming) contains detailed tables showing the estimated bias before and after weight adjustments for each domain for which nonresponse bias was conducted.

compare the item respondents and nonrespondents. These variables are important to the study and will be related to many of the items being analyzed for low item response rates. For these items, the nonresponse bias was estimated as described in the above section for each of these variables known for both respondents and nonrespondents and tested (adjusting for multiple comparisons) to determine if the bias is significant at the 5 percent level. The forthcoming *NPSAS:04 Methodology Report* (Cominole et al. forthcoming) provides a more detailed description of items with response rates below 85 percent.

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 plausible values. Missing data and the associated nonresponse bias for variables such as other grants, dependent student income, and independent student income cannot be ignored (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 in fact plausible and that the nonresponse bias can be ignored within the imputation classes. The effectiveness of imputation implemented to reduce item nonresponse bias will be presented in the forthcoming methodology report.

Two new variables were created for the community college analysis (CCTRACK and STAY1YR), which are described in the glossary. Because all of the component variables on which the two new variables were created had no missing values, the new variables also had no missing values. The CCTRACK variable applies only to students attending public 2-year institutions and thus about 59 percent of respondents are “legitimate skips.” The STAY1YR variable applies to all respondents.

Standard Errors

To facilitate computation of standard errors for both linear and nonlinear statistics, a vector of bootstrap sample weights has been 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.,

$$\text{Var}(\hat{\theta}) = \frac{\sum_{b=1}^B (\hat{\theta}_b^* - \hat{\theta})^2}{B}$$

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. Once the replicate weights are provided, this estimate can be produced by most survey software packages (e.g., SUDAAN [RTI 2004]).

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 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

Multiple institutions. Students who attended more than one institution during the 2003–04 academic year (about 7 percent of undergraduates students) are coded in a separate category (“more than one institution”) for institution type, institution control, and attendance pattern. Although included in the “totals” in this report, due to confounding tuition and fees and attendance patterns, students who attended multiple institutions were excluded in the estimates by institution type, tuition and fees categories, and attendance pattern in this report.

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 NPSAS 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 in order to protect respondent confidentiality, can lead to inconsistencies as well.

Sampling errors exist in all sample-based datasets, including NPSAS. 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. For similar reasons, estimates of average aid amounts based on the NPSAS sample will probably differ from specific program amounts reported by the department’s program offices.

The standard error (described earlier) 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 NPSAS:04 Data Analysis System (DAS) software. Standard errors for compendium table 1.3 are presented in table B-1.⁹ All differences reported in the selected findings were significant at the .05 level.

Table B-1. Standard errors for compendium table 1.3: Percentage distribution of undergraduates, by control and type of institution and selected institutional and student characteristics: 2003–04

Institutional and student characteristics	Public				Private not-for-profit			Private for-profit less-than-2-year ¹	Private for-profit 2 years or more	More than one institution
	Less-than-2-year	2-year	4-year non-doc-torate-grant-ing	4-year doc-torate-grant-ing	Less-than-4-year	4-year non-doc-torate-grant-ing	4-year doc-torate-grant-ing			
U.S. total (excluding Puerto Rico)	#	0.13	0.13	0.17	0.01	0.32	0.24	0.01	0.08	0.16
Total (50 states, DC, and Puerto Rico)	#	0.13	0.08	0.14	0.01	0.21	0.16	0.01	0.07	0.16
Level of institution										
Less-than-2-year	0.10	†	†	†	0.33	†	†	0.28	†	†
2-year	†	0.26	†	†	0.03	†	†	†	0.27	†
4-year	†	†	0.17	0.30	†	0.46	0.33	†	0.22	†
Attendance intensity										
Any full-time	0.02	0.42	0.26	0.25	0.03	0.35	0.26	0.05	0.22	0.20
Exclusively part-time	0.04	0.68	0.48	0.36	0.07	0.35	0.22	0.07	0.36	0.18
Attendance status										
Full-time/full year	0.03	0.59	0.49	0.42	0.05	0.44	0.34	0.04	0.25	0.25
Full-time/part year	0.11	1.04	0.50	0.50	0.10	1.16	0.41	0.25	0.58	0.29
Part-time/full year	0.04	0.90	0.84	0.48	0.07	0.48	0.29	0.07	0.33	0.32
Part-time/part year	0.06	0.71	0.38	0.46	0.06	0.36	0.17	0.10	0.34	0.24
Undergraduate program										
Certificate	0.29	1.40	0.32	0.36	0.28	0.25	0.09	1.01	1.57	0.52
Associate's degree	†	0.84	0.57	0.07	0.06	0.21	0.19	†	0.55	0.30
Bachelor's degree	†	0.68	0.44	0.44	0.01	0.41	0.32	†	0.41	0.20
No undergraduate degree	0.12	1.11	0.73	0.62	0.13	0.43	0.16	0.18	0.45	0.47
Gender										
Male	0.04	0.46	0.29	0.31	0.05	0.44	0.25	0.11	0.35	0.18
Female	0.03	0.39	0.20	0.24	0.04	0.28	0.19	0.09	0.25	0.21

See notes at end of table.

⁹ All standard errors for estimates presented in this report can be viewed at <http://nces.ed.gov/das/library/reports.asp>.

Table B-1. Standard errors for compendium table 1.3: Percentage distribution of undergraduates, by control and type of institution and selected institutional and student characteristics: 2003–04—Continued

Institutional and student characteristics	Public				Private not-for-profit			Private for-profit less than 2-year ¹	Private for-profit 2 years or more	More than one institution
	Less than 2-year	2-year	4-year non-doc-granting	4-year doc-granting	Less than 4-year	4-year non-doc-granting	4-year doc-granting			
Race/ethnicity										
White	0.02	0.62	0.43	0.52	0.04	0.52	0.27	0.12	0.20	0.17
Black	0.06	2.12	1.33	1.70	0.14	1.62	0.56	0.27	0.85	0.31
Hispanic	0.09	1.42	1.03	0.93	0.17	2.05	1.61	0.41	0.71	0.35
Asian	0.10	1.73	1.22	1.06	0.20	0.47	0.57	0.19	0.59	0.72
American Indian	0.25	5.81	2.55	6.94	2.30	1.22	0.59	0.30	1.04	1.36
Pacific Islander	0.27	4.62	2.66	2.81	0.60	0.91	1.17	0.53	1.36	1.77
Multiple races	0.09	1.84	1.85	1.39	0.16	0.94	0.85	0.40	0.74	0.61
Other	0.16	2.02	1.22	1.83	0.12	0.97	1.13	0.39	1.08	0.86
Dependency status										
Dependent	0.02	0.57	0.42	0.46	0.05	0.49	0.36	0.04	0.20	0.18
Independent	0.02	0.58	0.43	0.35	0.05	0.44	0.23	0.05	0.21	0.19
No dependents, unmarried	0.06	0.93	0.49	0.58	0.10	0.49	0.25	0.11	0.39	0.29
Married, no dependents	0.13	1.28	1.06	0.82	0.10	0.61	0.37	0.15	0.47	0.42
Single parent	0.06	1.04	0.58	0.55	0.13	0.67	0.25	0.16	0.54	0.33
Married parents	0.08	1.00	0.61	0.46	0.09	0.71	0.34	0.12	0.52	0.30
Age as of 12/31/03										
18 years or younger	0.09	1.36	0.57	0.74	0.10	0.57	0.44	0.13	0.42	0.24
19–23 years	0.02	0.40	0.32	0.37	0.05	0.44	0.32	0.06	0.18	0.19
24–29 years	0.05	0.82	0.56	0.56	0.08	0.53	0.26	0.11	0.34	0.31
30–39 years	0.06	0.96	0.55	0.53	0.13	0.63	0.31	0.13	0.53	0.31
40 years or older	0.08	1.15	0.62	0.40	0.11	0.91	0.35	0.11	0.57	0.29

See notes at end of table.

Table B-1. Standard errors for compendium table 1.3: Percentage distribution of undergraduates, by control and type of institution and selected institutional and student characteristics: 2003–04—Continued

Institutional and student characteristics	Public			Private not-for-profit			Private for-profit less than ¹ 2-year	Private for-profit 2 years or more	More than one institution	
	Less than-2-year	2-year	4-year non-doc-granting	Less than-4-year	4-year non-doc-granting	4-year doc-granting				
Dependency and income level in 2002										
Dependent										
Less than \$20,000	0.05	1.10	0.99	1.05	0.12	0.97	0.93	0.16	0.53	0.45
\$20,000–39,999	0.05	0.77	0.73	0.70	0.12	0.55	0.49	0.08	0.29	0.34
\$40,000–59,999	0.07	0.92	0.74	0.75	0.07	0.53	0.43	0.10	0.26	0.31
\$60,000–79,999	0.04	0.93	0.60	0.82	0.10	0.72	0.46	0.09	0.23	0.27
\$80,000–99,999	0.02	1.22	0.88	1.19	0.08	0.90	0.68	0.11	0.23	0.42
\$100,000 or more	0.03	1.29	0.61	1.08	0.10	0.84	0.66	0.07	0.18	0.41
Independent										
Less than \$10,000	0.06	0.90	0.60	0.66	0.13	0.60	0.43	0.17	0.42	0.38
\$10,000–19,999	0.07	1.14	0.67	0.63	0.11	0.56	0.27	0.18	0.76	0.36
\$20,000–29,999	0.07	1.19	0.72	0.76	0.13	0.91	0.28	0.13	0.49	0.39
\$30,000–49,999	0.09	1.15	0.71	0.51	0.08	0.62	0.33	0.16	0.63	0.40
\$50,000 or more	0.08	1.09	0.82	0.46	0.10	0.88	0.46	0.10	0.59	0.31
Parents' education										
High school diploma or less	0.04	0.55	0.35	0.34	0.05	0.38	0.20	0.09	0.23	0.24
Some postsecondary education	0.03	0.51	0.25	0.38	0.05	0.31	0.21	0.08	0.21	0.25
Bachelor's degree or higher	0.02	0.45	0.25	0.37	0.04	0.44	0.28	0.05	0.18	0.18
Disability status										
No disability reported	0.01	0.15	0.09	0.16	0.01	0.22	0.16	0.02	0.10	0.17
Some type of disability reported	0.08	0.79	0.45	0.51	0.09	0.48	0.36	0.11	0.45	0.37
Employment while enrolled										
Did not work	0.03	0.53	0.40	0.48	0.07	0.46	0.35	0.07	0.22	0.25
Part-time	0.03	0.47	0.27	0.35	0.03	0.33	0.20	0.04	0.19	0.19
Full-time (35 or more hours/week)	0.03	0.70	0.53	0.30	0.07	0.54	0.22	0.06	0.30	0.26

† Not applicable.

Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Comparing NPSAS:04 Estimates to Prior NPSAS Estimates

Comparison of results with prior rounds of NPSAS requires compensation for three changes in the design of the survey over time. For NPSAS:2000, the survey was restricted for the first time to institutions participating in Title IV student aid programs. According to the Data Analysis System (DAS) for NPSAS:96, only about 1 percent of the sampled undergraduates were attending an institution not eligible to participate in the Department’s 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 0.3 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 NPSAS studies for comparisons to NPSAS:2000 and NPSAS:04, analysts may want to filter cases in the prior studies (e.g., NPSAS:96 or NPSAS:93) 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).

Another design change was made beginning with NPSAS:90 to improve full-year estimates. NPSAS:87 sampled students enrolled in the fall (October). However, NPSAS:90 sampled students who 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 represented students enrolled at any time during the respective financial aid award year. In NPSAS:87 and NPSAS:90, those students who were initially sampled in the fall could have been enrolled for the full academic year.

Another difference to note is that Puerto Rico was not part of the sample in NPSAS:87. The final restricted data files and the NPSAS DAS software will allow users to produce estimates comparable to 1987 by selecting only students who were enrolled in the fall and excluding those sampled from Puerto Rico (see the variable description for COMPTO87 in the DAS). These estimates will reflect full-year amounts of aid for students who were enrolled in the fall. Such estimates, however, will not reflect total expenditures as reported by the Department’s specific Title IV program offices. This difference will be explained more fully in the forthcoming methodology report.

The estimates for average aid amounts in this report are only for aid recipients who received the specified type of aid. Average aid amounts for specific groups where most students do not receive aid are not reflective of the amount of support received overall, and the type of support (e.g., whether it is grants, subsidized loans, unsubsidized loans, work-study, or some combination) is likely to differ. NCES recommends that readers not try to produce their own estimates such as the percentage of all students receiving aid or the numbers of undergraduates

enrolled in the fall who received any aid, federal aid, state aid, etc., by combining estimates in this tabulation with the Integrated Postsecondary Education Data System (IPEDS) fall 2003 enrollment numbers. The IPEDS enrollment data include some students not eligible for NPSAS (e.g., those enrolled in U.S. Service Academies or those taking college courses while enrolled in high school). Additional information on the NPSAS:04 sample is presented in the sample design section of this appendix and will also be described in the forthcoming methodology report.

Data Analysis System

The estimates presented in this report were produced using the NPSAS:04 Data Analysis System (DAS). The DAS software enables users to specify and generate their own tables. 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. In addition to the table estimates, the DAS calculates the proper standard errors¹⁰ and weighted sample sizes for these estimates. For example, table B-1 contains standard errors that correspond to estimates in compendium table 1.3 in this report. 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. All standard errors for estimates presented in this report can be viewed at <http://nces.ed.gov/das/library/reports.asp>. In addition to tables, the DAS will also produce a correlation matrix of selected variables to be used for linear regression models. Included in the output with the correlation matrix are the design effects (DEFTs) for each variable in the matrix. Since statistical procedures generally compute regression coefficients based on simple random sample assumptions, the standard errors must be adjusted with the design effects to take into account the stratified sampling method used in the NPSAS surveys.

The DAS can be accessed electronically at <http://nces.ed.gov/das>. For more information about the Data Analysis System, contact:

¹⁰ The NPSAS samples are not simple random samples, and 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.

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Statistical Procedures

Differences Between Means

The descriptive comparisons were tested in this report using Student’s t statistic. Differences between estimates are tested against the probability of a Type I error,¹¹ 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 ($p \leq .05$).

Student’s 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:

$$\frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2 - 2(r)se_1 se_2}} \quad (2)$$

where r is the correlation between the two variables.¹² 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:

¹¹ 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.

¹² U.S. Department of Education, National Center for Education Statistics, *A Note from the Chief Statistician*, no. 2, 1993.

$$t = \frac{E_1 - E_2}{\sqrt{(se_1)^2 + (se_2)^2 + 2se_1se_2}} \quad (3)$$

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:

$$\frac{E_{sub} - E_{tot}}{\sqrt{se_{sub}^2 + se_{tot}^2 - 2p se_{sub}^2}} \quad (4)$$

where p is the proportion of the total group contained in the subgroup.¹³ 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 report indicates that a difference of a certain magnitude or larger would be produced no more than one time out of twenty 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.

Linear Trends

While many descriptive comparisons in this report were tested using Student’s t statistics, some comparisons among categories of an ordered variable involved a test for a linear trend across all categories, rather than a series of tests between pairs of categories. In this report, when differences among percentages were examined relative to the ordered categories (such as income levels), Analysis of Variance (ANOVA) was used to test for a linear relationship between the two variables. To do this, ANOVA models included orthogonal linear contrasts corresponding to successive levels of the delayed enrollment categories (independent variable). The squares of the

¹³ Ibid.

standard errors, the variance between the means, and the unweighted sample sizes were used to partition total sum of squares into within- and between-group sums of squares. These were used to create mean squares for the within- and between-group variance components and their corresponding F statistics, which were then compared with published values of F for a significance level of .05.¹⁴ Significant values of both the overall F and the F associated with the linear contrast term were required as evidence of a linear relationship between the two variables. Means and balanced replicated standard errors were calculated by the DAS. Unweighted sample sizes are not available from the DAS and were provided by NCES.

¹⁴ More information about ANOVA and significance testing using the F statistic can be found in any standard textbook on statistical methods in the social and behavioral sciences.