

# WEB TABLES

U.S. DEPARTMENT OF EDUCATION  
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## Persistence and Attainment Among Pell Grant Recipients: Results From the Beginning Postsecondary Students Longitudinal Study of 2004/09

These Web Tables provide a first look at differences in persistence and attainment between students who received a Pell grant at any time during their postsecondary education, and those who did not. They draw upon data collected as part of the Beginning Postsecondary Students Longitudinal Study of 2004/09 (BPS:04/09), which followed a nationally representative cohort of first-time, beginning students who began their postsecondary education in 2003–04, for a period of 6 years, ending in 2008–09.

In table 1, the spring 2009 persistence and attainment of three groups of 2003/04 beginning students is displayed: those seeking a bachelor's or associate's degree, those seeking an educational certificate, and those who reported they were non-degree seeking. Within each group, persistence

and attainment is reported separately by receipt of a Pell grant at any time through 2009 and further disaggregated by financial aid dependency status. Tables 2 through 5 restrict the analysis conducted in table 1 to students in the low, middle-low, middle-high, and high income quartiles, respectively. (Income for dependent students is typically parents' income, while for independent students it is their own income in addition to that of a spouse, if applicable.) Student- and institution-level factors other than income and dependency status that may be relevant to persistence and attainment are not considered here, and readers are advised that more complex analyses might yield a different picture of the relationship between Pell receipt and student persistence and attainment.

### RELATED NCES REPORTS

*Trends in the Receipt of Pell Grants: Selected Years, 1995–96 to 2007–08* (NCES 2011-155).

*Persistence and Attainment of 2003–04 Beginning Postsecondary Students: After Six Years* (NCES 2011-151).

*Persistence and Attainment of Beginning Students With Pell Grants* (NCES 2002-169).

### DATA

All data in these Web Tables are from BPS:04/09, which is a nationally representative study of first-time, beginning students who were first enrolled in postsecondary education between July 1, 2003 and June 30, 2004. It was conducted as part of a suite of studies

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sponsored by the National Center for Education Statistics (NCES) that explores how students finance their education, the postsecondary outcomes they attain, and their early labor market experiences.

The BPS:04/09 cohort was originally identified from among respondents to the National Postsecondary Student Aid Study of 2003/04 (NPSAS:04). NPSAS:04 used a two-stage sampling design. First, eligible institutions were sampled from among the larger universe of Title IV participating schools in the 50 states, the District of Columbia, and Puerto Rico.<sup>1</sup> Then, eligible students were sampled from enrollment lists provided by those institutions, detailing all enrollees between July 1, 2003 and June 30, 2004. At the conclusion of NPSAS:04, a preliminary BPS cohort was identified. Eligibility was further refined via responses to subsequent student interviews and administrative data collections.

The estimates in these tables reflect data from approximately 16,100 students who participated in all three waves of the BPS study, including the initial NPSAS:04 data collection, the initial BPS follow-up (conducted in 2005–06, three years after entry to postsecondary education), and the final BPS follow-up (conducted in 2008–09, six years after entry to postsecondary education). This sample represents the more than 3.7 million students who

were first-time entrants to postsecondary education in the 2003–04 academic year. Like other NCES studies, BPS:04/09 collected data from a variety of sources. Those sources included web or phone-based student interviews conducted in 2003–04 (as part of NPSAS:04), 2005–06, and 2008–09; institutional records; data from elsewhere in the Department of Education, including federal financial aid applications and records of federal financial aid awards; and data from the National Student Clearinghouse.

Detailed information about NCES data collections are available through methodology reports. The BPS:04/09 Methodology report is forthcoming as of the publication of these Web Tables. Until the BPS:04/09 Methodology Report is available, readers may wish to review the NPSAS:04 or BPS:04/06 methodology reports, both of which detail the methods used to execute prior waves of this study:

*2004 National Postsecondary Student Aid Study (NPSAS:04) Full-scale Methodology Report* (NCES 2006-180)  
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006180>

*2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06) Methodology Report* (NCES 2008-184)  
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008184>.

## THIS ANALYSIS

Estimates in this analysis were produced using Stata 11.0, a commercially available statistical software package. The syntax used is available for download on this publication's web page, located at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011275>.

## POWERSTATS

Estimates based on BPS:04/09 data can also be produced using PowerStats, a web-based application that allows users to generate complex tables and linear and logistic regression using NCES's postsecondary sample surveys. Users should expect estimates produced by PowerStats to be generally consistent with those produced by commercial software packages, including Stata, SAS, or SPSS.

Like its predecessor the Data Analysis System (DAS), PowerStats adjusts for the complex sampling design employed by BPS, correcting both point estimates and standard errors.<sup>2</sup> PowerStats also provides the user with detailed information on how a given variable was constructed and the data source or sources used to create it.

Using PowerStats, the reader can replicate components of this analysis, or modify any component at their discretion. Tabular output from PowerStats includes parameter estimates, design-adjusted standard errors, and rounded

weighted sample sizes. PowerStats advises the users when NCES Statistical Standards urge caution in the interpretation of a result given its relative standard error (indicated by a single or double exclamation point) or when there are too few valid cases to render a reliable estimate (indicated by the double-dagger symbol).

PowerStats can be accessed electronically at <http://nces.ed.gov/datalab>. After creating a user ID and logging in to the system, tutorials offering step-by-step instructions on how to use its functions are available.

For more information about using PowerStats, contact

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## ENDNOTES

<sup>1</sup> Title IV institutions have a written agreement with the Secretary of Education that allows the institution to participate in any of the Higher Education Act's Title IV federal student financial assistance programs (other than the State Student Incentive Grant and the National Early Intervention Scholarship and Partnership programs), which include the Pell grant program, federal student loans, work-study, and other types of federal aid.

<sup>2</sup> While many surveys are conducted using a simple random sample of potential respondents, NPSAS and BPS use complex sampling designs. Failure to account for this complexity will result in incorrect estimates of sampling error. PowerStats (and commercially available software) can account for the sampling design used in NPSAS and BPS, and adjust standard errors appropriately. The specific method used here is the balanced repeated replication (BRR) technique.

# National Center for Education Statistics

**Table 1. Percentage distribution of cumulative persistence and attainment at any institution of first-time beginning students in 2003–04, by initial degree program, receipt of Pell Grants, and dependency status: Spring 2009**

Student characteristic	Total students (in thousands)	Cumulative persistence and attainment as of spring 2009		Total
		Attained or persisting as of spring 2009	No degree, left without return, as of spring 2009	
<b>Degree-seeking<sup>1</sup> students</b>				
All students	3,007	65.9	34.1	100.0
Dependent students	2,333	71.7	28.3	100.0
Independent students	673	45.8	54.2	100.0
Cumulative Pell through 2009				
No Pell through 2009	1,690	67.5	32.5	100.0
Dependent students	1,403	72.9	27.1	100.0
Independent students	286	41.5	58.5	100.0
Any Pell through 2009	1,317	63.9	36.1	100.0
Dependent students	930	70.1	29.9	100.0
Independent students	387	49.1	50.9	100.0
<b>Certificate seeking students</b>				
All students	422	64.4	35.6	100.0
Dependent students	155	70.4	29.7	100.0
Independent students	267	60.9	39.1	100.0
Cumulative Pell through 2009				
No Pell through 2009	91	65.0	35.0	100.0
Dependent students	34	69.1	30.9	100.0
Independent students	57	62.4	37.6	100.0
Any Pell through 2009	331	64.2	35.8	100.0
Dependent students	120	70.7	29.3	100.0
Independent students	211	60.5	39.5	100.0
<b>Non-degree-seeking students</b>				
All students	318	51.3	48.7	100.0
Dependent students	190	62.3	37.8	100.0
Independent students	128	35.0	65.0	100.0
Cumulative Pell through 2009				
No Pell through 2009	218	46.6	53.4	100.0
Dependent students	134	57.2	42.8	100.0
Independent students	84	29.7	70.3	100.0
Any Pell through 2009	100	61.4	38.6	100.0
Dependent students	56	74.2	25.8	100.0
Independent students	44	45.0	55.0	100.0

<sup>1</sup> Degree-seeking includes students whose initial program of study in 2003–04 was the associate's or bachelor's degree.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003/04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09).

# National Center for Education Statistics

**Table S1. Standard errors for table 1: Percentage distribution of cumulative persistence and attainment at any institution of first-time beginning students in 2003–04, by initial degree program, receipt of Pell Grants, and dependency status: Spring 2009**

Student characteristic	Total students (in thousands)	Cumulative persistence and attainment as of spring 2009		Total
		Attained or persisting as of spring 2009	No degree, left without return, as of spring 2009	
<b>Degree-seeking students</b>				
All students	28.9	0.70	0.70	†
Dependent students	27.2	0.71	0.71	†
Independent students	21.6	1.49	1.49	†
Cumulative Pell through 2009				
No Pell through 2009	25.2	0.96	0.96	†
Dependent students	19.1	0.91	0.91	†
Independent students	15.6	2.35	2.35	†
Any Pell through 2009	20.3	0.97	0.97	†
Dependent students	18.6	1.19	1.19	†
Independent students	15.6	1.87	1.87	†
<b>Certificate seeking students</b>				
All students	15.2	1.49	1.49	†
Dependent students	9.8	2.46	2.46	†
Independent students	11.5	1.91	1.91	†
Cumulative Pell through 2009				
No Pell through 2009	6.6	3.41	3.41	†
Dependent students	4.3	4.64	4.64	†
Independent students	5.2	4.84	4.84	†
Any Pell through 2009	13.6	1.79	1.79	†
Dependent students	7.9	3.04	3.04	†
Independent students	11.0	2.29	2.29	†
<b>Non-degree-seeking students</b>				
All students	24.7	2.43	2.43	†
Dependent students	17.8	3.62	3.62	†
Independent students	12.2	4.03	4.03	†
Cumulative Pell through 2009				
No Pell through 2009	18.7	2.76	2.76	†
Dependent students	12.9	4.12	4.12	†
Independent students	9.5	3.98	3.98	†
Any Pell through 2009	10.0	4.36	4.36	†
Dependent students	7.4	5.32	5.32	†
Independent students	6.2	8.15	8.15	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003/04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09).

# National Center for Education Statistics

**Table 2. Percentage distribution of cumulative persistence and attainment at any institution of low income quartile, first-time beginning students in 2003–04, by initial degree program, receipt of Pell Grants, and dependency status: Spring 2009**

Student characteristic	Total students (in thousands)	Cumulative persistence and attainment as of spring 2009		Total
		Attained or persisting as of spring 2009	No degree, left without return, as of spring 2009	
<b>Degree-seeking<sup>1</sup> students</b>				
All students	698	57.2	42.8	100.0
Dependent students	559	60.5	39.5	100.0
Independent students	139	43.7	56.3	100.0
Cumulative Pell through 2009				
No Pell through 2009	153	48.3	51.7	100.0
Dependent students	110	51.4	48.6	100.0
Independent students	43	40.3	59.7	100.0
Any Pell through 2009	545	59.7	40.3	100.0
Dependent students	449	62.8	37.2	100.0
Independent students	96	45.3	54.7	100.0
<b>Certificate seeking students</b>				
All students	169	61.7	38.3	100.0
Dependent students	88	69.2	30.8	100.0
Independent students	82	53.8	46.2	100.0
Cumulative Pell through 2009				
No Pell through 2009	13	57.0	43.0	100.0
Dependent students	7	65.8	34.2	100.0
Independent students	‡	‡	‡	100.0
Any Pell through 2009	156	62.1	37.9	100.0
Dependent students	81	69.4	30.6	100.0
Independent students	75	54.3	45.7	100.0
<b>Non-degree-seeking students</b>				
All students	59	50.6	49.4	100.0
Dependent students	34	58.1	41.9	100.0
Independent students	24	39.9 !	60.1	100.0
Cumulative Pell through 2009				
No Pell through 2009	20	35.0	65.0	100.0
Dependent students	15	36.7 !	63.3	100.0
Independent students	‡	‡	‡	100.0
Any Pell through 2009	38	58.9	41.1	100.0
Dependent students	20	74.3	25.7 !	100.0
Independent students	19	42.7 !	57.3	100.0

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡ Reporting standards not met.

<sup>1</sup> Degree-seeking includes students whose initial program of study in 2003–04 was the associate's or bachelor's degree.

NOTE: "Low income" includes only those students in the 1st through 25th percentiles of income. For dependent students, this is the income of the parent(s). For independent students, this is the student's income plus any income from a spouse, if applicable. Percentile ranks were calculated separately for dependent and independent students. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003/04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09).

# National Center for Education Statistics

**Table S2. Standard errors for table 2: Percentage distribution of cumulative persistence and attainment at any institution of low income quartile, first-time beginning students in 2003–04, by initial degree program, receipt of Pell Grants, and dependency status: Spring 2009**

Student characteristic	Total students (in thousands)	Cumulative persistence and attainment as of spring 2009		Total
		Attained or persisting as of spring 2009	No degree, left without return, as of spring 2009	
<b>Degree-seeking students</b>				
All students	18.5	1.44	1.44	†
Dependent students	14.4	1.46	1.46	†
Independent students	10.6	3.78	3.78	†
Cumulative Pell through 2009				
No Pell through 2009	11.4	3.26	3.26	†
Dependent students	8.0	3.77	3.77	†
Independent students	6.3	7.18	7.18	†
Any Pell through 2009	15.5	1.62	1.62	†
Dependent students	13.2	1.68	1.68	†
Independent students	8.4	4.08	4.08	†
<b>Certificate seeking students</b>				
All students	9.3	2.23	2.23	†
Dependent students	6.3	3.36	3.36	†
Independent students	6.7	3.59	3.59	†
Cumulative Pell through 2009				
No Pell through 2009	2.7	9.11	9.11	†
Dependent students	1.6	9.19	9.19	†
Independent students	†	†	†	†
Any Pell through 2009	9.3	2.32	2.32	†
Dependent students	6.1	3.59	3.59	†
Independent students	6.8	3.70	3.70	†
<b>Non-degree-seeking students</b>				
All students	7.3	6.01	6.01	†
Dependent students	5.4	7.52	7.52	†
Independent students	4.9	13.18	13.18	†
Cumulative Pell through 2009				
No Pell through 2009	3.9	8.95	8.95	†
Dependent students	3.5	11.12	11.12	†
Independent students	†	†	†	†
Any Pell through 2009	6.1	7.64	7.64	†
Dependent students	3.7	8.22	8.22	†
Independent students	4.6	16.75	16.75	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003/04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09).

# National Center for Education Statistics

**Table 3. Percentage distribution of cumulative persistence and attainment at any institution of middle-low income quartile, first-time beginning students in 2003–04, by initial degree program, receipt of Pell Grants, and dependency status: Spring 2009**

Student characteristic	Total students (in thousands)	Cumulative persistence and attainment as of spring 2009		Total
		Attained or persisting as of spring 2009	No degree, left without return, as of spring 2009	
<b>Degree-seeking<sup>1</sup> students</b>				
All students	749	65.5	34.5	100.0
Dependent students	597	70.6	29.4	100.0
Independent students	152	45.2	54.8	100.0
Cumulative Pell through 2009				
No Pell through 2009	303	62.8	37.2	100.0
Dependent students	270	65.4	34.6	100.0
Independent students	33	42.2	57.8	100.0
Any Pell through 2009	446	67.3	32.7	100.0
Dependent students	327	75.0	25.0	100.0
Independent students	119	46.0	54.0	100.0
<b>Certificate seeking students</b>				
All students	117	64.2	35.8	100.0
Dependent students	40	73.6	26.4	100.0
Independent students	76	59.2	40.8	100.0
Cumulative Pell through 2009				
No Pell through 2009	15	72.3	27.7	100.0
Dependent students	9	77.4	22.6 !	100.0
Independent students	6 !	64.8	35.2 !	100.0
Any Pell through 2009	102	63.1	36.9	100.0
Dependent students	32	72.6	27.4	100.0
Independent students	70	58.8	41.2	100.0
<b>Non-degree-seeking students</b>				
All students	76	51.4	48.6	100.0
Dependent students	54	61.2	38.8	100.0
Independent students	22	27.5	72.5	100.0
Cumulative Pell through 2009				
No Pell through 2009	45	47.4	52.6	100.0
Dependent students	34	54.7	45.3	100.0
Independent students	‡	‡	‡	100.0
Any Pell through 2009	31	57.1	42.9	100.0
Dependent students	20	72.4	27.6	100.0
Independent students	11	30.3	69.7	100.0

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡ Reporting standards not met.

<sup>1</sup> Degree-seeking includes students whose initial program of study in 2003–04 was the associate's or bachelor's degree.

NOTE: "Middle-low income" includes only those students in the 26th through 50th percentiles of income. For dependent students, this is the income of the parent(s). For independent students, this is the student's income plus any income from a spouse, if applicable. Percentile ranks were calculated separately for dependent and independent students. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003/04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09).

# National Center for Education Statistics

**Table S3. Standard errors for table 3: Percentage distribution of cumulative persistence and attainment at any institution of middle-low income quartile, first-time beginning students in 2003–04, by initial degree program, receipt of Pell Grants, and dependency status: Spring 2009**

Student characteristic	Total students (in thousands)	Cumulative persistence and attainment as of spring 2009		Total
		Attained or persisting as of spring 2009	No degree, left without return, as of spring 2009	
<b>Degree-seeking students</b>				
All students	19.1	1.30	1.30	†
Dependent students	16.1	1.32	1.32	†
Independent students	11.9	3.56	3.56	†
Cumulative Pell through 2009				
No Pell through 2009	12.4	2.18	2.18	†
Dependent students	10.5	2.16	2.16	†
Independent students	5.5	8.85	8.85	†
Any Pell through 2009	15.0	1.70	1.70	†
Dependent students	11.9	1.62	1.62	†
Independent students	10.7	4.01	4.01	†
<b>Certificate seeking students</b>				
All students	8.1	3.27	3.27	†
Dependent students	5.4	5.12	5.12	†
Independent students	6.0	3.93	3.93	†
Cumulative Pell through 2009				
No Pell through 2009	2.9	7.76	7.76	†
Dependent students	2.0	8.65	8.65	†
Independent students	2.1	15.45	15.45	†
Any Pell through 2009	7.8	3.67	3.67	†
Dependent students	5.4	6.19	6.19	†
Independent students	5.2	4.10	4.10	†
<b>Non-degree-seeking students</b>				
All students	8.3	4.11	4.11	†
Dependent students	7.2	5.60	5.60	†
Independent students	3.4	7.23	7.23	†
Cumulative Pell through 2009				
No Pell through 2009	6.5	5.67	5.67	†
Dependent students	5.7	7.29	7.29	†
Independent students	†	†	†	†
Any Pell through 2009	4.4	6.49	6.49	†
Dependent students	3.3	8.03	8.03	†
Independent students	2.4	8.73	8.73	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003/04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09).

# National Center for Education Statistics

**Table 4. Percentage distribution of cumulative persistence and attainment at any institution of middle-high income quartile, first-time beginning students in 2003–04, by initial degree program, receipt of Pell Grants, and dependency status: Spring 2009**

Student characteristic	Total students (in thousands)	Cumulative persistence and attainment as of spring 2009		Total
		Attained or persisting as of spring 2009	No degree, left without return, as of spring 2009	
<b>Degree-seeking<sup>1</sup> students</b>				
All students	768	68.0	32.0	100.0
Dependent students	609	73.8	26.2	100.0
Independent students	160	46.3	53.7	100.0
Cumulative Pell through 2009				
No Pell through 2009	549	69.2	30.8	100.0
Dependent students	496	72.2	27.8	100.0
Independent students	53	40.5	59.5	100.0
Any Pell through 2009	220	65.2	34.8	100.0
Dependent students	112	80.5	19.5	100.0
Independent students	107	49.1	50.9	100.0
<b>Certificate seeking students</b>				
All students	82	68.1	31.9	100.0
Dependent students	15	69.2	30.8	100.0
Independent students	67	67.8	32.2	100.0
Cumulative Pell through 2009				
No Pell through 2009	24	64.6	35.4	100.0
Dependent students	10	69.3	30.7	100.0
Independent students	14	61.2	38.8	100.0
Any Pell through 2009	59	69.5	30.5	100.0
Dependent students	‡	‡	‡	100.0
Independent students	53	69.5	30.5	100.0
<b>Non-degree seeking-students</b>				
All students	88	55.7	44.3	100.0
Dependent students	58	62.3	37.7	100.0
Independent students	30	43.1	56.9	100.0
Cumulative Pell through 2009				
No Pell through 2009	68	51.6	48.4	100.0
Dependent students	46	58.7	41.3	100.0
Independent students	22	36.6	63.4	100.0
Any Pell through 2009	19	70.3	29.7 !	100.0
Dependent students	11 !	76.8	‡	100.0
Independent students	8	61.1	38.9 !	100.0

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡ Reporting standards not met.

<sup>1</sup> Degree-seeking includes students whose initial program of study in 2003–04 was the associate's or bachelor's degree.

NOTE: "Middle-high income" includes only those students in the 51st through 75th percentiles of income. For dependent students, this is the income of the parent(s). For independent students, this is the student's income plus any income from a spouse, if applicable. Percentile ranks were calculated separately for dependent and independent students. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003/04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09).

# National Center for Education Statistics

**Table S4. Standard errors for table 4: Percentage distribution of cumulative persistence and attainment at any institution of middle-high income quartile, first-time beginning students in 2003–04, by initial degree program, receipt of Pell Grants, and dependency status: Spring 2009**

Student characteristic	Total students (in thousands)	Cumulative persistence and attainment as of spring 2009		Total
		Attained or persisting as of spring 2009	No degree, left without return, as of spring 2009	
<b>Degree-seeking students</b>				
All students	18.4	1.33	1.33	†
Dependent students	15.2	1.33	1.33	†
Independent students	11.2	3.18	3.18	†
Cumulative Pell through 2009				
No Pell through 2009	17.3	1.58	1.58	†
Dependent students	15.1	1.51	1.51	†
Independent students	7.2	5.73	5.73	†
Any Pell through 2009	11.5	2.31	2.31	†
Dependent students	6.7	2.71	2.71	†
Independent students	8.7	3.55	3.55	†
<b>Certificate seeking students</b>				
All students	7.3	4.32	4.32	†
Dependent students	2.8	6.65	6.65	†
Independent students	6.5	4.94	4.94	†
Cumulative Pell through 2009				
No Pell through 2009	3.1	6.11	6.11	†
Dependent students	1.9	6.25	6.25	†
Independent students	2.7	8.96	8.96	†
Any Pell through 2009	6.5	5.05	5.05	†
Dependent students	†	†	†	†
Independent students	6.4	5.29	5.29	†
<b>Non-degree seeking-students</b>				
All students	10.7	5.80	5.80	†
Dependent students	8.0	6.61	6.61	†
Independent students	5.1	7.90	7.90	†
Cumulative Pell through 2009				
No Pell through 2009	9.3	6.06	6.06	†
Dependent students	6.5	6.55	6.55	†
Independent students	4.7	9.77	9.77	†
Any Pell through 2009	4.4	10.99	10.99	†
Dependent students	3.8	15.88	†	†
Independent students	2.0	13.03	13.03	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003/04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09).

# National Center for Education Statistics

**Table 5. Percentage distribution of cumulative persistence and attainment at any institution of high income quartile, first-time beginning students in 2003–04, by initial degree program, receipt of Pell Grants, and dependency status: Spring 2009**

Student characteristic	Total students (in thousands)	Cumulative persistence and attainment as of spring 2009		Total
		Attained or persisting as of spring 2009	No degree, left without return, as of spring 2009	
<b>Degree-seeking<sup>1</sup> students</b>				
All students	792	72.0	28.0	100.0
Dependent students	569	81.8	18.2	100.0
Independent students	223	47.3	52.7	100.0
Cumulative Pell through 2009				
No Pell through 2009	685	72.6	27.4	100.0
Dependent students	527	81.8	18.2	100.0
Independent students	158	42.0	58.0	100.0
Any Pell through 2009	107	68.6	31.4	100.0
Dependent students	42	81.6	18.4 !	100.0
Independent students	65	60.3	39.7	100.0
<b>Certificate seeking students</b>				
All students	54	67.4	32.6	100.0
Dependent students	11	69.4	30.6 !	100.0
Independent students	43	66.9	33.1	100.0
Cumulative Pell through 2009				
No Pell through 2009	39	65.1	34.9	100.0
Dependent students	9	63.1	36.9 !	100.0
Independent students	30	65.6	34.4	100.0
Any Pell through 2009	15	73.6	26.4	100.0
Dependent students	‡	‡	‡	100.0
Independent students	13	70.0	30.0	100.0
<b>Non-degree-seeking students</b>				
All students	95	47.5	52.5	100.0
Dependent students	44	66.9	33.1	100.0
Independent students	52	31.2	68.8	100.0
Cumulative Pell through 2009				
No Pell through 2009	84	44.9	55.1	100.0
Dependent students	38	65.7	34.3	100.0
Independent students	46	27.5	72.5	100.0
Any Pell through 2009	‡	‡	‡	100.0
Dependent students	‡	‡	‡	100.0
Independent students	‡	‡	‡	100.0

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡ Reporting standards not met.

<sup>1</sup> Degree-seeking includes students whose initial program of study in 2003–04 was the associate's or bachelor's degree.

NOTE: "High income" includes only those students in the 76th through 100th percentiles of income. For dependent students, this is the income of the parent(s). For independent students, this is the student's income plus any income from a spouse, if applicable. Percentile ranks were calculated separately for dependent and independent students. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003/04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09).

# National Center for Education Statistics

**Table S5. Standard errors for table 5: Percentage distribution of cumulative persistence and attainment at any institution of high income quartile, first-time beginning students in 2003–04, by initial degree program, receipt of Pell Grants, and dependency status: Spring 2009**

Student characteristic	Total students (in thousands)	Cumulative persistence and attainment as of spring 2009		Total
		Attained or persisting as of spring 2009	No degree, left without return, as of spring 2009	
<b>Degree-seeking students</b>				
All students	17.7	1.57	1.57	†
Dependent students	14.7	1.57	1.57	†
Independent students	12.4	2.72	2.72	†
Cumulative Pell through 2009				
No Pell through 2009	16.2	1.49	1.49	†
Dependent students	13.6	1.31	1.31	†
Independent students	11.2	3.57	3.57	†
Any Pell through 2009	8.4	3.89	3.89	†
Dependent students	5.3	8.01	8.01	†
Independent students	6.0	5.03	5.03	†
<b>Certificate seeking students</b>				
All students	5.7	4.46	4.46	†
Dependent students	3.1	11.83	11.83	†
Independent students	4.7	4.83	4.83	†
Cumulative Pell through 2009				
No Pell through 2009	4.8	5.49	5.49	†
Dependent students	2.6	13.45	13.45	†
Independent students	4.0	6.08	6.08	†
Any Pell through 2009	2.4	7.71	7.71	†
Dependent students	†	†	†	†
Independent students	2.2	8.93	8.93	†
<b>Non-degree-seeking students</b>				
All students	9.8	3.42	3.42	†
Dependent students	5.7	6.41	6.41	†
Independent students	7.1	5.13	5.13	†
Cumulative Pell through 2009				
No Pell through 2009	9.1	3.57	3.57	†
Dependent students	5.4	7.06	7.06	†
Independent students	6.6	5.26	5.26	†
Any Pell through 2009	†	†	†	†
Dependent students	†	†	†	†
Independent students	†	†	†	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003/04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09).

# Glossary

All of the variables used in this report are described in this glossary, and can be found in the 2004/09 Beginning Postsecondary Students Longitudinal Study PowerStats. PowerStats is a web-based application that generates tables from selected NCES datasets. It can be accessed at <http://nces.ed.gov/datalab>. In the glossary, items are listed in alphabetical order by item label. The name of each variable appears to the right of the variable.

## LABEL

## VARIABLE NAME

### BPS:04/09 panel weight

WTB000

The BPS:04/09 panel weight was used to produce the tables in this report. This is the longitudinal study weight that is used for the analysis of the beginning students for whom sufficient survey data were available to be included as sample members in all 3 years of the BPS interviews (2004, 2006, and 2009).

### Cumulative Pell through 2009

PELLCU09

Indicates the cumulative amount of Pell grant funds a student received between the 2003–04 and 2008–09 award years. For these Web Tables, this continuous variable was recoded to “No Pell through 2009” if PELLCU09 equaled zero, indicating no awards. It was recoded to “Any Pell through 2009” if PELLCU09 was greater than zero, indicating a Pell award at some point in time during enrollment.

### Cumulative persistence and attainment anywhere, 2008–09

PROUT6

This variable indicates the respondent’s attainment, enrollment, or transfer status as of spring 2009, across all institutions attended. Respondents were considered to be enrolled through spring 2009, if they were still enrolled anywhere after January 2009.

Certificate	The respondent’s highest level of attainment at any institution attended by spring 2009 was a certificate.
Associate’s degree	The respondent’s highest level of attainment at any institution attended by spring 2009 was an associate’s degree.
Bachelor’s degree	The respondent’s highest level of attainment at any institution attended by spring 2009 was a bachelor’s degree.
No degree, still enrolled	The respondent had not attained a degree by spring 2009, but was still enrolled in postsecondary education.
No degree, left without return	The respondent had not attained a degree by spring 2009, and was not enrolled in a postsecondary institution in spring 2009.

In these Web Tables, all categories *excluding* “no degree, left without return” were collapsed to “Attained or persisted as of spring 2009.”

**Degree program, 2003–04**

**UGDEG**

Indicates the undergraduate student’s degree program during the 2003–04 academic year. It is based primarily on the 2004 interview question “What degree were you working on at [the National Postsecondary Student Aid Study (NPSAS) sample school]?” For nonrespondents, the degree program reported by the NPSAS institution or reported by the student in the federal financial aid application was used. This variable was edited to ensure that the degree program students reported was actually offered by their institution. Thus students who reported working on a bachelor’s degree at a 2-year college were classified as in an associate’s degree program and students who reported working on a bachelor’s degree or an associate’s degree at a less-than-2-year college were classified as in a certificate program. This variable has four categories:

No degree	The student was not enrolled in a certificate or degree program.
Certificate	The student was enrolled in a certificate program below an associate’s degree.
Associate’s degree	The student was enrolled in an associate’s degree program.
Bachelor’s degree	The student was enrolled in a bachelor’s degree program.

In these Web Tables, the categories “Associate’s degree” and “Bachelor’s degree” were collapsed to “Degree-seeking.”

**Dependency status**

**DEPEND**

Student’s dependency status for federal financial aid purposes. Students were considered to be financially independent of their parents for federal financial aid purposes if they were age 24 or older on December 31 of the academic year or if they met any of the following criteria: were married; had dependents; were veterans of the U.S. military or on active duty; were orphans or wards of the court; or were enrolled in a graduate or first-professional degree program. All other students under 24 were considered dependent unless they could document that they were receiving no parental support and were determined to be independent by a financial aid officer. Taken from the Free Application for Federal Student Aid (FAFSA), student interview, or institution records.

- Dependent
- Independent

**Income percentile rank for all students, 2003–04****PCTALL**

This variable indicates income percentiles for all respondents during the 2003–04 academic year. It was calculated separately for dependent and independent students and then combined into this variable. Each ranking thus compares the respondent only to other respondents of the same dependency status. It uses parents' income if respondent is dependent and respondent's own income (including income from a spouse, if applicable) if respondent is independent. In these Web Tables, four quartiles of PCTALL were used: (1) the 1st through the 25th, referred to as the low income quartile, (2) the 26th through the 50th, referred to as the middle-low income quartile, (3) the 51st through the 75th, referred to as the middle-high income quartile, and (4) the 76th through the 100th, referred to as the high income quartile.