

STATS IN BRIEF

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A Profile of the Enrollment Patterns and Demographic Characteristics of Undergraduates at For-Profit Institutions

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Statistics in Brief publications present descriptive data in tabular formats to provide useful information to a broad audience, including members of the general public. They address simple and topical issues and questions. They do not investigate more complex hypotheses, account for inter-relationships among variables, or support causal inferences. We encourage readers who are interested in more complex questions and in-depth analysis to explore other NCES resources, including publications, online data tools, and public- and restricted-use datasets. See nces.ed.gov and references noted in the body of this document for more information.

In 2012, more than 13 percent of undergraduates attended for-profit postsecondary institutions, up from 9 percent in 2009 (Deming, Goldin, and Katz 2012; Deming et al. 2016). The rapid growth of the for-profit sector has renewed public scrutiny and concern about the historically poor labor market outcomes of students at many of these institutions and the amount of debt students in these institutions often take on (e.g., Tierney 2013; Deming et al. 2016).

Given the growth in enrollment and public interest in for-profit postsecondary institutions, it is important to examine the current composition and profile of students attending these institutions compared with their counterparts enrolled in public and private nonprofit¹ institutions. This Statistics in Brief provides extensive detail on the enrollment and demographic characteristics of students attending for-profit institutions. It compares students² across different for-profit institution levels (e.g., 2-year vs. 4-year) and compares for-profit students with those enrolled in public and nonprofit institutions.

¹ "Private nonprofit" institutions are referred to as "nonprofit" institutions throughout the text of the report.

² Attending Title IV institutions; this is defined below.

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ABOUT FOR-PROFIT INSTITUTIONS

For-profit institutions operate as businesses; revenue can be distributed by the agency or board that runs the institution. Some for-profit institutions are publicly traded firms (Gilpin, Saunders, and Stoddard 2015).

In contrast, at public and nonprofit institutions, all surplus revenue must be reinvested in the institution. While there is considerable variation in programs across the for-profit sector, most programs focus on career preparation, with prescribed coursetaking and few to no general education (or distribution or liberal education) requirements (Beaver 2009; Tierney 2013). For-profit institutions rely more on tuition revenue than do public institutions (88 percent at for-profit institutions compared with 53 percent at public 2-year institutions) (Gilpin, Saunders, and Stoddard 2015). For-profit institutions range in type and size, from exclusively

certificate-granting to doctorate-granting institutions and from very small local institutions to very large national chains (Deming, Goldin, and Katz 2012; Beaver 2009).

In 2011–12, of the 7,234 Title IV eligible U.S. post-secondary institutions, 3,393 were for-profit institutions: 734 were 4-year institutions, 1,048 were 2-year institutions, and 1,611 were less-than-2-year institutions (Knapp, Kelly-Reid, and Ginder 2012). For-profit institutions enrolled 3,299,508 undergraduates (annually) in 2011–12, up from 1,110,598 a decade earlier. Of the students enrolled in for-profit institutions during 2011–12, approximately 2,047,107 attended 4-year, 734,955 attended 2-year, and 517,446 attended less-than-2-year institutions (Ginder and Kelly-Reid 2013).

BACKGROUND

While for-profit institutions have been the focus of recent research, little attention has been paid to detailed differences in student characteristics. When student characteristics are reported, they tend to be secondary to other concerns. Information that has been reported on student characteristics reveals larger proportions of Black students, older students (over age 24 or 25), GED® credential holders, and female students attending for-profit institutions, compared with those at other postsecondary institutions (Staklis, Bersudskaya, and Horn 2012; Deming, Goldin, and Katz 2013; Tierney 2013).³

The sections below summarize recent research on for-profit institutions. The primary focus of these studies are degree completion, student debt, and labor market outcomes, comparing outcomes between students enrolled in for-profit institutions and their peers in public and nonprofit colleges and universities.

Degree Completion

Overall, when comparing completion rates by degree program for students at for-profit institutions with similar students at other types of institutions, research indicates that among full-time students, those who attended for-profit institutions were more likely

to complete a certificate program, had similar likelihoods of earning an associate's degree, and were less likely to complete a bachelor's degree (Deming, Goldin, and Katz 2012; Lang and Weinstein 2013). Focusing on students who began college at a traditional age (i.e., before age 24), however, completion rates by age 26 were similar between students in for-profit institutions and their counterparts in other postsecondary institutions (Liu and Belfield 2014).

Borrowing and Defaults

Studies examining student cohorts in the late 2000s report that undergraduates who attended for-profit

³ The GED® credential is a high school equivalency credential earned through passing the GED® test, which is administered by GED Testing Service. See <http://www.gedtesting.com/ged-testing-service> for more information on the GED® test and credential.

institutions borrowed at higher rates and borrowed larger amounts than their counterparts at public and nonprofit institutions did, and they had higher rates of defaulting on these loans (Deming, Goldin, and Katz 2012; Belfield 2013). Looney and Yannelis (2015) found that, between 2000 and 2014, the substantial increase in borrowers and the doubling of loan default rates were associated with attending for-profit, and to a lesser extent, 2-year and other nonselective institutions. Among students attending 2-year institutions who borrowed, for-profit students borrowed four times the amount borrowed by their peers who attended public colleges (Belfield 2013). While students who attended for-profit institutions in 2005–2008 received 26 percent of federal student loans, this group accounted for 47 percent of federal loan defaults, (Deming, Goldin, and Katz 2012). In the same years, the default rate among students at for-profit 4-year institutions was 9 percentage points higher than the rate of their counterparts at public and nonprofit 4-year institutions, and among students at for-profit 2-year institutions, the default rate was 6 percentage points higher than that of students at community colleges (Deming, Goldin, and Katz 2012). Furthermore, the default rates of students enrolled in online and national for-profit institutions were higher than

those of students in other for-profit institutions (Deming, Goldin, and Katz 2012).

Labor Market Outcomes

The differences in default rates may be related to differences between the labor market outcomes of undergraduates attending for-profit institutions and those of their counterparts at public and nonprofit institutions. On average, employment and earnings are higher for students who attend public or nonprofit institutions (Liu and Belfield 2014; Deming, Goldin, and Katz 2012). Six years after beginning their programs, students who ever attended for-profit institutions were more likely than students who attended only public and nonprofit institutions to be unemployed or out of the labor market, and they earned less than students with similar student characteristics and school completion rates did (Liu and Belfield 2014).

An indication of how employers value credentials attained at for-profit institutions can be examined through audit studies. Researchers conducting audit studies send resumes to employers seeking to identify differences in callback rates.⁴ At the subbaccalaureate level, these studies found no significant difference in the callback rates between credentials linked to for-profit institutions and those linked to public

or nonprofit institutions (Deterding and Pedulla 2016; Darolia et al. 2015). Deterding and Pedulla (2016), for example, did not find significant differences in callback rates for associate's degree holders by type of institution. For resumes with bachelor's degrees, however, sent to business jobs requiring bachelor's degrees, for-profit online graduates' callback rates were lower than resumes from graduates from nonselective public institutions, but no significant difference was found between resumes of graduates from local "brick and mortar" for-profit institutions and resumes of public institution graduates (Deming et al. 2016).

Results on earnings generally show lower or statistically similar earnings for graduates of for-profit institutions. Immediately after certificate completion, for-profit certificate holders earned less than their counterparts with similar certificates from public and nonprofit institutions (Lang and Weinstein 2013; Denice 2015). In contrast, 6 years after starting their postsecondary education, students who began at for-profit institutions and attained an associate's degree earned more than associate's degree holders who began at other institutions did. However, students who began at for-profit institutions were less likely to continue their education beyond the associate's degree than were students who began at other

⁴ These types of experimental methods focus on subtle differences in the resumes between equally qualified fictional applicants, such as the institutions attended. Importantly, these methods can only measure jobs posted on public job boards, and do not include institution-provided job placement or networks. For more information on audit studies, see Pager (2007).

institutions (Lang and Weinstein 2013). Graduates with bachelor's degrees from for-profit institutions earned amounts similar to those earned by bachelor's degree recipients who graduated from public or nonprofit institutions (Denice 2015). However, individuals who earned a certificate from a for-profit institution during the Great Recession did not earn more after completing their certificate than they did before enrolling (Cellini and Turner 2016).

Focus of This Brief

Given these mixed, and sometimes negative, labor market outcomes for undergraduates attending for-profit institutions, it is important to understand the types of students who attend these institutions and how they differ from those enrolled in the public and nonprofit sectors. This Statistics in Brief addresses these issues with a detailed examination of enrollment, demographic, and background characteristics of students attending for-profit institutions. In addition to comparing undergraduates attending for-profit institutions with those in the public and nonprofit sectors, the study also compares undergraduates within the for-profit sector, by level of institution: less-than-2-year, 2-year, and 4-year.

DATA AND KEY DEFINITIONS

The data analyzed in this Statistics in Brief are drawn from the National Postsecondary Student Aid Study (NPSAS), a nationally representative sample of more than 100,000 undergraduate and graduate students enrolled in U.S. postsecondary institutions offering federal financial aid programs (Title IV institutions). NPSAS collects detailed student- and institution-level data, making it the most comprehensive data source for examining the student demographic and enrollment characteristics discussed in this report.

While most of the findings presented here are from 2011–12 (NPSAS:12), the analysis also includes data from earlier NPSAS administrations conducted in 1995–96, 1999–2000, 2003–04, and 2007–08 (NPSAS:96, NPSAS:2000, NPSAS:04, and NPSAS:08) to examine changes over time. More information on data collected in the NPSAS studies is available at <http://nces.ed.gov/surveys/npsas/>.

All comparisons of estimates were tested for statistical significance using the Student's *t* statistic, and all differences cited are statistically significant at the $p < .05$ level.⁵

Key Terms Used in This Report

Title IV institutions offer federal financial aid programs in accordance with Title IV of the Higher Education Act of 1965, including a program participation agreement with the U.S. Secretary of Education.⁶

Level of institution is the highest level of program offered based on length of programs in contact and/or credit hours.⁷ There are three categories: *Less-than-2-year* institutions offer subbaccalaureate programs that are shorter than 1,800 contact hours and/or less than 2 years. Most less-than-2-year institutions are in the for-profit sector, and these institutions award primarily certificates (U.S. Department of Education n.d.). *Two-year* institutions offer programs that are at least 1,800 contact hours and/or 2 years, but less than 4 years and do not offer bachelor's degrees. *Four-year* institutions offer baccalaureate or higher programs, and/or programs that take at least 4 years to complete. Institution levels can change over time if institutions add higher degrees or stop offering degrees.

Control of institution refers to the operating entity and source of funding, specifically, public or private. Private

⁵ No adjustments for multiple comparisons were made.

⁶ For more information on Title IV institutions, see <https://surveys.nces.ed.gov/ipeds/VisGlossaryPopup.aspx?idlink=847> and <https://surveys.nces.ed.gov/ipeds/VisGlossaryPopup.aspx?idlink=839>.

⁷ For more information on level of institution, see <https://surveys.nces.ed.gov/ipeds/VisGlossaryPopup.aspx?idlink=823>.

institutions are subdivided into nonprofit and for-profit based on tax status and whether the agency in control receives compensation.⁸

Level and control of institution combines the level and control definitions above to more accurately compare institutions. This combination of level and control is sometimes referred to as the *sector*.⁹ This report highlights differences in enrollment by level and control to distinguish both within-level variation as well as variation by control. The focal level and control categories are described below.

For-profit less-than-2-year institutions represent a large majority of less-than-2-year institutions (U.S. Department of Education n.d.). As discussed below, these institutions have distinct characteristics from *for-profit 2-year* institutions.

For-profit 2-year institutions are for-profit institutions that offer both certificates and associate's degrees.

For-profit 4-year institutions offer bachelor's degrees, and often also offer 2-year and/or certificate degrees.

Public 2-year or less institutions are composed of public 2-year institutions and public less-than-2-year institutions. These two types of institutions are combined for this report because public less-than-2-year institutions enroll so few students (0.5 percent; Skomsvold 2014). The results do not differ in any meaningful way from the findings for public 2-year institutions alone.

Public 4-year institutions are publicly controlled institutions where the highest degree offered is a 4-year baccalaureate degree. These institutions vary—some only offer 4-year degrees while others offer associate's degrees and/or certificates as well.

Private nonprofit 4-year institutions are the only nonprofit institutions with enough cases to include in the analysis comparing across control. Undergraduates attending less-than-4-year nonprofit institutions and/or multiple institutions are included in the estimates for all undergraduates but are not shown separately.

⁸ For more information on control of institution, see <https://surveys.nces.ed.gov/ipeds/VisGlossaryPopup.aspx?idlink=785>.

⁹ For more information on level and control (sector) of institution, see <https://surveys.nces.ed.gov/ipeds/VisGlossaryPopup.aspx?idlink=587>.

STUDY QUESTIONS

1 What are the enrollment trends of undergraduates in for-profit institutions?

2 In what degree programs and fields of study did undergraduates at for-profit less-than-2-year, 2-year, and 4-year institutions enroll? How did for-profit students' enrollment in these degree programs and fields differ from that of undergraduates enrolled in public and nonprofit institutions?

3 What were the demographic, socioeconomic, and family characteristics of undergraduates at for-profit less-than-2-year, 2-year, and 4-year institutions? How did these for-profit students' characteristics differ from those of undergraduates at public 2-year, public 4-year, and nonprofit 4-year institutions?

4 Did high school completion, postsecondary enrollment characteristics, employment while enrolled, and financial aid status differ by level among undergraduates at for-profit institutions or between students at for-profit institutions and those at public and nonprofit institutions?

KEY FINDINGS

- The percentage of undergraduates attending for-profit institutions more than doubled between 1995–96 and 2011–12, from 5 percent to 13 percent overall, and from 1 percent to 17 percent in 4-year institutions (figure 1).
- Undergraduates attending for-profit institutions enrolled in certificate programs at a higher rate (29 percent vs. 5 percent) and associate's degree programs at a lower rate (31 percent vs. 52 percent) than did their counterparts at public institutions (figure 2).
- Women constituted 60–76 percent of undergraduates attending for-profit institutions, compared with 54–57 percent of students at public or nonprofit institutions (figure 3).
- In addition, 22–27 percent of students at for-profits were Black, compared with 13–16 percent at public and nonprofit institutions (figure 4).
- Military students constituted a larger percentage of students in for-profit 4-year institutions than in all other institutions (12 percent vs. 2–7 percent) (figure 7).
- Below the 4-year level, undergraduates at for-profit institutions attended full time at a higher rate than their counterparts in public institutions (82–85 percent vs. 40 percent), while, at the 4-year level, students in nonprofit institutions attended at a higher rate (81 percent) than those at both for-profit and public colleges (73 percent for both) (figure 9).
- A larger proportion (47 percent) of undergraduates attending for-profit 4-year institutions worked full time than did undergraduates at other types of institutions (15–33 percent); conversely, among those attending below the 4-year level, larger proportions of students attending for-profit institutions did not work while enrolled (50–52 percent) compared with all other institutions (32–36 percent) (figure 10).
- In all institution levels, Pell Grant recipients and federal loan borrowers constituted larger percentages of students in for-profit than in public and private nonprofit institutions (figure 11).

1

What are the enrollment trends of undergraduates in for-profit institutions?

Between 1995–96 and 2011–12, the percentage of undergraduates attending for-profit institutions more than doubled, from 5 percent to 13 percent (figure 1). The share of enrollment grew at all three levels of for-profit institutions.

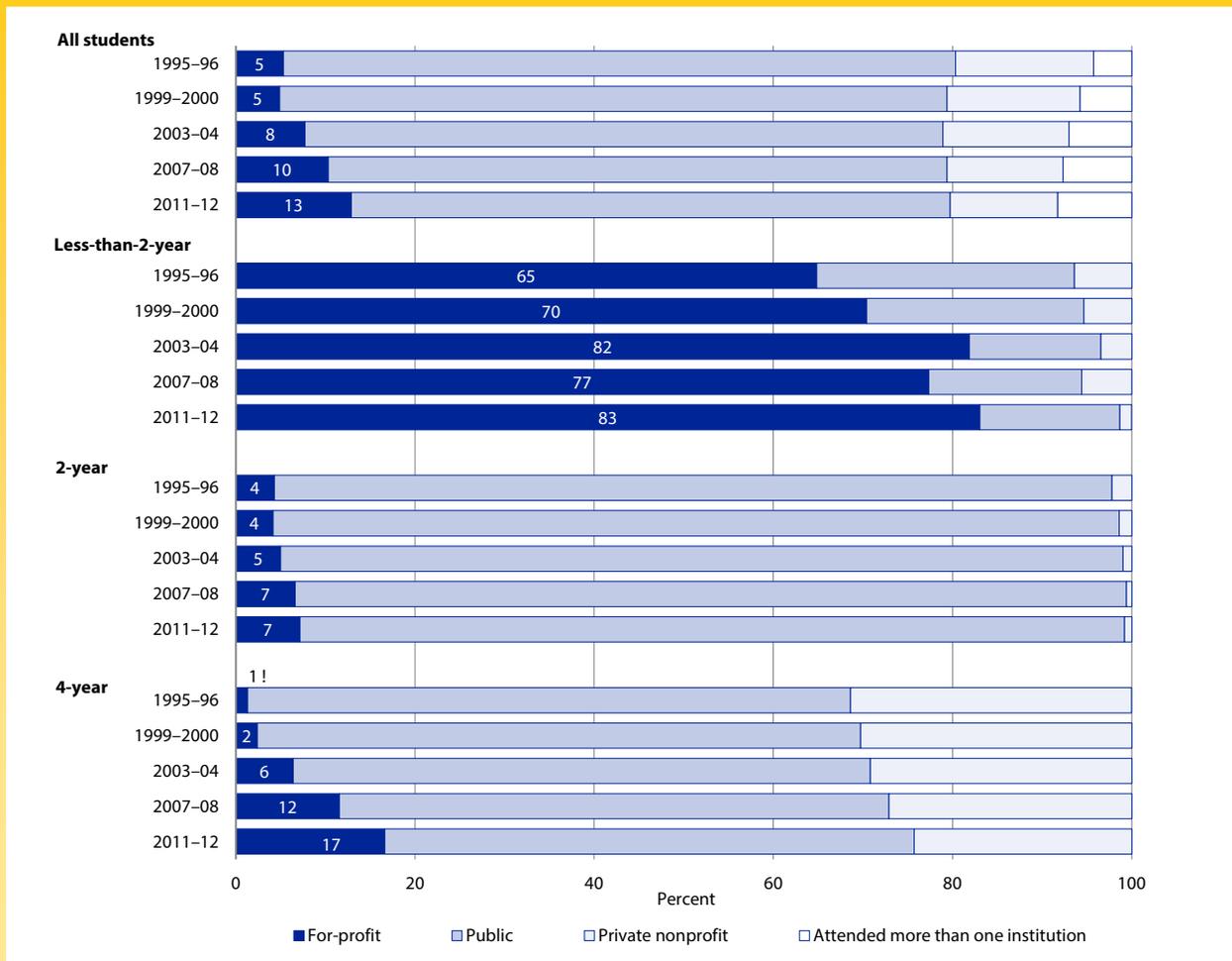
The percentage of undergraduates enrolled in for-profit institutions increased from 1 percent to 17 percent at 4-year institutions, from 4 percent to 7 percent at 2-year institutions, and from 65 percent to 83 percent at less-than-2-year institutions.

The increase noted in less-than-2-year institutions occurred between 1995–96 and 2003–04 (from 65 percent to 82 percent enrolled in for-profit institutions), after which changes were not statistically significant.

FIGURE 1.

CHANGES OVER TIME

Percentage of undergraduates enrolled in for-profit postsecondary institutions by level of institution: 1995–96, 1999–2000, 2003–04, 2007–08, and 2011–12



! Interpret data with caution. Estimate is unstable because the standard error is between 30 and 50 percent of the estimate.

NOTE: Estimates in all years include undergraduates enrolled in Title IV eligible institutions in the 50 states and the District of Columbia; in all years except 2011–12, Puerto Rico was also included in the studies.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96, 1999–2000, 2003–04, 2007–08, and 2011–12 National Postsecondary Student Aid Studies (NPSAS:96, NPSAS:2000, NPSAS:04, NPSAS:08, and NPSAS:12).

2

In what degree programs and fields of study did undergraduates at for-profit less-than-2-year, 2-year, and 4-year institutions enroll? How did for-profit students' enrollment in these degree programs and fields differ from that of undergraduates enrolled in public and nonprofit institutions?

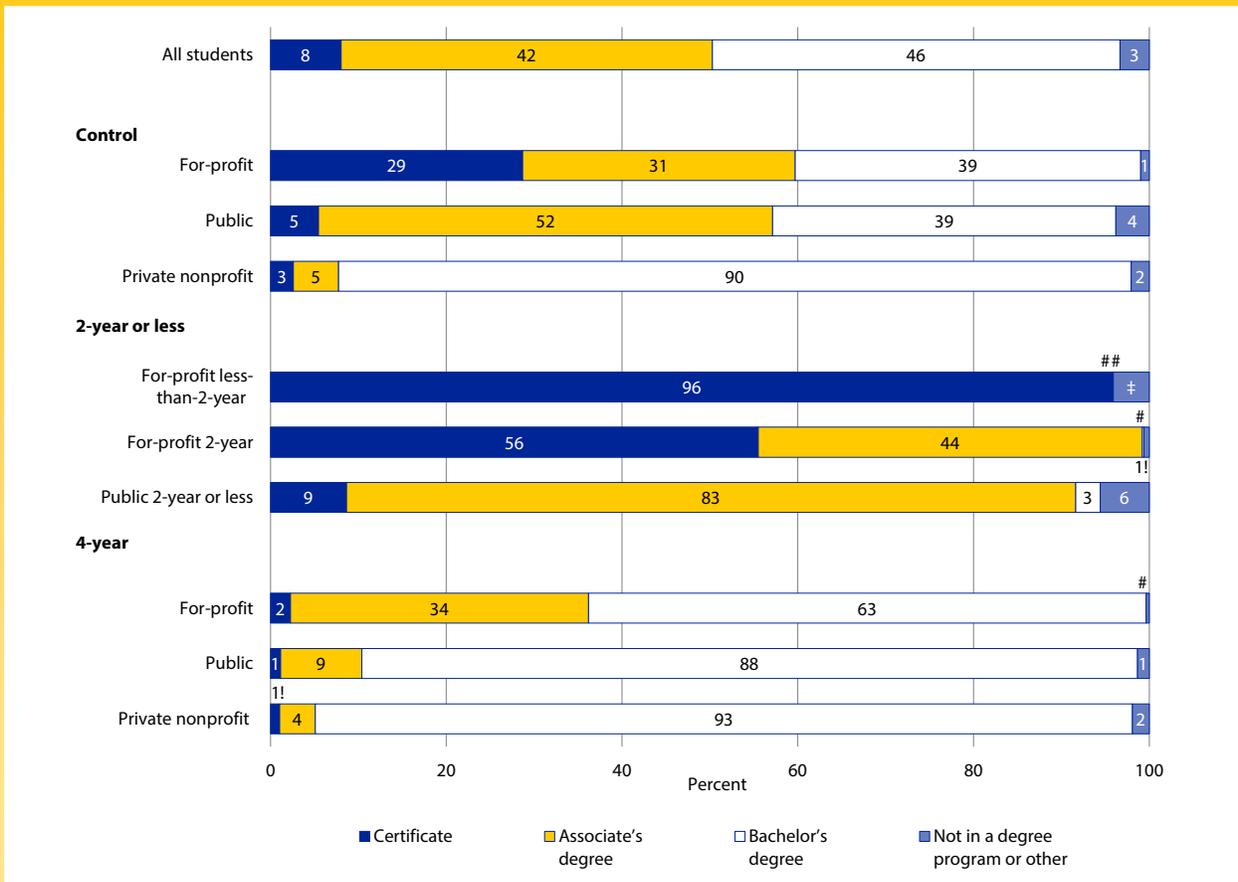
Undergraduates attending for-profit institutions in 2011–12 enrolled in certificate programs at a higher rate than did their counterparts at public or nonprofit institutions (29 percent vs.

3–5 percent) (figure 2). Enrollment in associate's degree programs, on the other hand, revealed a smaller percentage of students enrolled in for-profit institutions than in public institutions

(31 percent vs. 52 percent). In both for-profit and public institutions, 39 percent of students enrolled in bachelor's degree programs, compared with 90 percent of students in nonprofit institutions.

FIGURE 2.

DEGREE PROGRAM
Percentage distribution of undergraduates' self-reported degree program, by level and control of institution: 2011–12



Rounds to zero.

For-profit less-than-2-year, associate's and bachelor's degree programs round to zero.

! Interpret data with caution. Estimate is unstable because the standard error is between 30 and 50 percent of the estimate.

‡ Reporting standards not met.

NOTE: These are self-reported data, and thus student responses may differ from the highest level of degree available at the institution. Total includes undergraduate students who attended private nonprofit less-than-4-year institutions and more than one institution, categories that are not shown separately. The private nonprofit institution estimates under "Control" include data from less-than-4-year institutions and therefore do not match the private nonprofit institution estimates under "4-year." Public less-than-2-year institutions are combined with public 2-year because so few undergraduates (less than 1 percent) attended these institutions. Estimates include undergraduate students who were enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

When comparing for-profit institutions to public and nonprofit institutions, the differences in student degree programs often reflect differences in the level of institution (e.g., 2-year vs. 4-year) as well as the control (e.g., for-profit vs. public). This was particularly evident when examining differences in students' degree programs among students attending for-profit, public, and nonprofit institutions. At 2-year institutions, 56 percent

of students attending for-profit institutions were enrolled in certificate programs, compared with 9 percent of their counterparts at public 2-year or less institutions. At the 4-year level, proportionally fewer students in for-profit institutions than in public or nonprofit institutions were enrolled in bachelor's degree programs (63 percent vs. 88 and 93 percent, respectively), and proportionally more were enrolled in associate's

degree programs (34 percent vs. 9 and 4 percent, respectively).

Examination of undergraduates' fields of study revealed that students attending for-profit institutions enrolled in career and technical education (CTE) programs¹⁰ at higher rates than did those attending public and nonprofit institutions. Whereas 69 percent of all undergraduates enrolled in CTE majors, 93 percent of students at for-profit institutions did (table 1).

TABLE 1.

FIELD OF STUDY
Percentage distribution of major field of study among undergraduates, by level and control of institution: 2011–12

Level and control of institution	Major field										
	Career and technical education (CTE) majors	Computer and information sciences (CIS)	Engineering, sciences, math and agriculture	Social science, humanities, and general studies	Personal and consumer services	Manufacturing, construction, repair, and transportation	Military technology and protective services	Design and applied arts	Health care	Business	Other applied
All students	69.0	4.3	11.5	24.5	3.8	2.9	4.4	1.5	19.6	16.0	11.5
Control											
All for-profit	93.1	7.4	3.0	6.6	12.1	5.2	8.4	3.5	28.1	19.0	6.7
All public	66.0	4.2	12.6	27.2	2.4	3.0	4.0	1.1	18.8	15.0	11.7
Private nonprofit	61.7	2.5	13.0	28.9	2.4	1.4	3.0	1.7	13.6	18.6	14.8
2-year or less											
For-profit less-than-2-year	99.5	0.5	0.9	0.4	51.5	6.5	#	#	37.8	1.6	0.8
For-profit 2-year	98.3	2.2	3.3	1.3	13.5	17.3	2.6	1.9	50.0	4.4	3.5
Public 2-year or less	67.9	4.7	9.1	27.5	2.4	4.5	4.6	1.0	23.3	13.3	9.6
4-year											
For-profit	89.7	10.9	3.3	10.2	2.2	0.3	12.5	4.9	17.6	28.7	9.4
Public	63.5	3.3	17.7	26.8	2.5	0.7	3.0	1.1	13.3	17.1	14.5
Private nonprofit	61.1	2.5	13.4	28.9	2.4	0.9	2.9	1.7	13.5	18.8	15.0

Rounds to zero.

NOTE: The CTE major variable includes the following fields: Agriculture, natural resources and conservation; architecture; communication and communications technologies; computer and information sciences; personal and culinary services; education; engineering; family and consumer sciences/human sciences; legal professions and studies; library science; military technologies; parks, recreation, leisure, and fitness studies; theology and religious vocations; science technologies; protective services; public administration and social service professions; construction trades; mechanic and repair technologies; precision production; transportation and materials moving; design and applied arts; health professions; business; and residency programs. Other applied includes the following: education; architecture; communications; public administration and human services; legal studies; library science; and theology and religious vocations. Total includes undergraduate students who attended private nonprofit less-than-4-year institutions and more than one institution, which are not shown separately. The private nonprofit institution estimates under "Control" include data from less-than-4-year institutions and therefore do not match the private nonprofit institution estimates under "4-year." Public less-than-2-year institutions are combined with public 2-year because so few undergraduates (less than 1 percent) attended these institutions. Estimates include undergraduate students who were enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

¹⁰ CTE majors are defined by a variable based on Classification of Institutional Programs (CIP) code of major. CTE majors include agriculture, natural resources and conservation; architecture; communication and communications technologies; computer and information sciences; personal and culinary services; education;

engineering; family and consumer sciences/human sciences; legal professions and studies; library science; military technologies; parks, recreation, leisure, and fitness studies; theology and religious vocations; science technologies; protective services; public administration and social service professions; construction

trades; mechanic and repair technologies; precision production; transportation and materials moving; design and applied arts; health professions; business; and residency programs. For more information on CIP codes, see <https://surveys.nces.ed.gov/ipeds/VisGlossaryPopup.aspx?dlink=111>.

This pattern held across all institution levels: at least 90 percent of students at for-profit institutions were enrolled in CTE-focused fields of study, compared with 61–68 percent of their counterparts at public and nonprofit institutions.

Consistent with undergraduates at for-profit institutions majoring in CTE fields and the large proportion working on certificates and associate’s degrees, the specific fields of study were also different for students at for-profit institutions. Comparing undergraduates attending for-profit 4-year institutions with their counterparts at public and nonprofit 4-year institutions, larger percentages majored in computer and information sciences (11 percent vs. 3 percent), design and applied arts (5 percent vs. 1–2 percent), health care (18 percent vs. 13 percent), and business (29 percent

vs. 17–19 percent). In contrast, smaller percentages of students at for-profit 4-year institutions majored in social science, humanities, and general studies (10 percent vs. 27 and 29 percent) and engineering, sciences, math, and agriculture fields (3 percent vs. 18 and 13 percent) than did their peers at public or nonprofit 4-year institutions. Similarly, compared with students at public 2-year institutions, smaller proportions of undergraduates at for-profit 2-year institutions studied engineering, sciences, math, and agriculture (9 percent vs. 3 percent), or social science, humanities, and general studies (28 percent vs. 1 percent).

Undergraduates at for-profit institutions studied different fields by level of institution. While 51 percent of students attending for-profit less-than-2-year institutions majored in

personal and consumer services, smaller percentages of students attending for-profit 2-year and 4-year institutions majored in this field (14 percent and 2 percent, respectively). Overall, 28 percent of students who attended for-profit institutions majored in health care; half of students (50 percent) enrolled in for-profit 2-year institutions majored in this field, compared with 38 percent and 18 percent of students enrolled in for-profit less-than-2-year and 4-year institutions, respectively. While 29 percent of students enrolled in for-profit 4-year institutions majored in business, smaller proportions of students in for-profit less-than-2-year and 2-year institutions (2 and 4 percent, respectively) majored in this field.

3

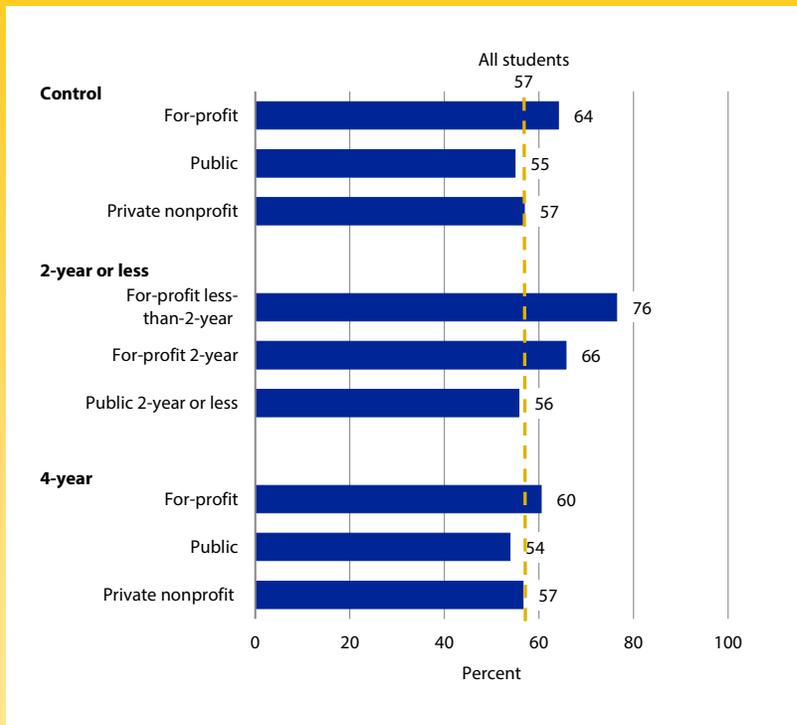
What were the demographic, socioeconomic, and family characteristics of undergraduates at for-profit less-than-2-year, 2-year, and 4-year institutions? How did these for-profit students' characteristics differ from those of undergraduates at public 2-year, public 4-year, and nonprofit 4-year institutions?

Demographically, undergraduates attending for-profit institutions are different from undergraduates attending public or nonprofit institutions. As discussed below, larger proportions of the students attending for-profit institutions are women, Black and Hispanic, have dependent children, and come from families in which neither parent had obtained any postsecondary education.

In 2011–12, women constituted 64 percent of undergraduates in for-profit institutions, compared with 55 percent to 57 percent of students at public or nonprofit institutions (figure 3). At for-profit institutions, women constituted about three-quarters of students enrolled at less-than-2-year institutions, more than any other type of institution by level and control (54–66 percent). Two-thirds of students enrolled at for-profit 2-year institutions were women, compared with 56 percent of students at public 2-year or less institutions. Among students at 4-year institutions, 60 percent of students at for-profit institutions were women, compared with 54 percent at public institutions and 57 percent at nonprofit institutions.

FIGURE 3.

GENDER
Percentage of female undergraduates, by level and control of institution: 2011–12



NOTE: Total includes undergraduate students who attended private nonprofit less-than-4-year institutions and more than one institution, which are not shown separately. The private nonprofit institution estimates under “Control” include data from less-than-4-year institutions and therefore do not match the private nonprofit institution estimates under “4-year.” Public less-than-2-year institutions are combined with public 2-year because so few undergraduates (less than 1 percent) attended these institutions. Estimates include undergraduate students who were enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

Undergraduates attending for-profit institutions also tended to be older than other undergraduates, with higher mean (27–32 vs. 26) and median (24–30 vs. 22) ages than those observed among all undergraduates in 2011–12 (table 2). This was the case both overall (median age 24–30 vs. 22), and, in particular, for students in for-profit 4-year institutions, who were older than students in all other institutions (median age 30 vs. 24 or younger). When students were aggregated into three age groups, similar patterns emerged. Some 22 percent of students in for-profit 4-year institutions were 23 or younger, compared with 71 percent of their peers in nonprofit 4-year institutions and 70 percent in public 4-year institutions. However, roughly half of students in 2-year institutions were 23 or younger in both for-profit and public institutions (47 and 49 percent, respectively).

TABLE 2.

AGE

Average and median age, and age distribution among all undergraduates, by level and control of institution: 2011–12

Level and control of institution	Mean	Median	Age 23 or younger	Age 24–34	Age 35 or older
All students	26.4	22	56.2	27.1	16.7
Control					
For-profit	30.0	28	31.6	40.4	28.0
Public	26.1	22	57.7	26.8	15.5
Private nonprofit	24.7	21	70.3	16.0	13.7
2-year or less					
For-profit less-than-2-year	27.0	24	46.4	35.4	18.2
For-profit 2-year	27.6	24	47.0	32.9	20.1
Public 2-year or less	27.7	24	49.1	30.7	20.3
4-year					
For-profit 4-year	31.7	30	22.3	44.4	33.3
Public 4-year	23.9	21	69.5	21.5	9.0
Private nonprofit 4-year	24.6	21	71.2	15.4	13.4

NOTE: Total includes undergraduate students who attended private nonprofit less-than-4-year institutions and more than one institution, which are not shown separately. The private nonprofit institution estimates under "Control" include data from less-than-4-year institutions and therefore do not match the private nonprofit institution estimates under "4-year." Public less-than-2-year institutions are combined with public 2-year because so few undergraduates (less than 1 percent) attended these institutions. Estimates include undergraduate students who were enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

In 2011–12, the race/ethnicity distributions differed between for-profit and comparable public and nonprofit institutions. Specifically, 26 percent of undergraduates at for-profit institutions were Black, compared with 16 percent overall (figure 4). Likewise, by level, 26 percent of students at for-profit less-than-2-year and 22 percent at for-profit 2-year institutions were Black, compared with 16 percent in comparable public institutions. At the 4-year level, the percentage of

students at for-profit institutions who were Black was about double that at public and nonprofit institutions (27 percent vs. 13 percent).

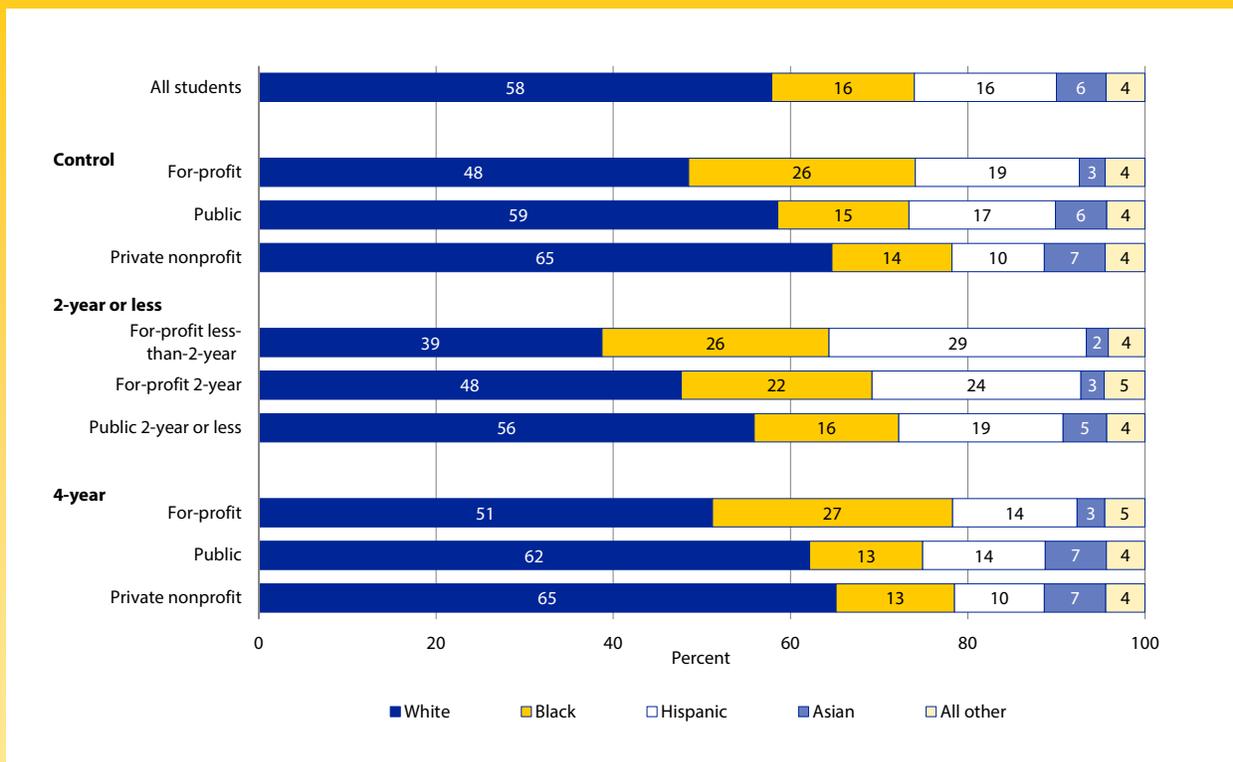
Similarly, Hispanic undergraduates constituted larger proportions of students at for-profit institutions below the 4-year level: 29 percent at for-profit less-than-2-year institutions, compared with 19 percent at public 2-year (or less) institutions. The same was not found at 4-year

institutions: Hispanic students comprised 14 percent of undergraduates at both for-profit and public institutions.

Finally, overall and at each institution level, smaller percentages of students at for-profit institutions than at public or nonprofit institutions were White (39–51 percent vs. 56–65 percent) or Asian (2–3 percent vs. 5–7 percent).

FIGURE 4.

RACE/ETHNICITY
Percentage distribution of undergraduates' race/ethnicity, by level and control of institution: 2011–12



NOTE: Black includes African American, Hispanic includes Latino, and all other includes American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, or students who are more than one race. Race categories exclude Hispanic origin unless specified. Total includes undergraduate students who attended private nonprofit less-than-4-year institutions and more than one institution, which are not shown separately. The private nonprofit institution estimates under “Control” include data from less-than-4-year institutions and therefore do not match the private nonprofit institution estimates under “4-year.” Public less-than-2-year institutions are combined with public 2-year because so few undergraduates (less than 1 percent) attended these institutions. Estimates include undergraduate students who were enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

Approximately half of all undergraduates are considered financially independent, meaning they are not expected to receive financial support from their parents (figure 5). Characteristics that define independent students include at least one of the following: over age 23, married, serve or served in the armed forces, or have children or other dependents who receive at least half of their support from the undergraduate student (Office of Federal Student Aid 2015).¹¹

Most independent students get little to no support from parents and, therefore, must fund their own education either through grants, loans, savings, or work.

As discussed earlier, students in for-profit institutions are older than their counterparts at comparable public and nonprofit institutions. Dependent students who are, by definition, younger than 23, made up a smaller percentage of students at for-profit

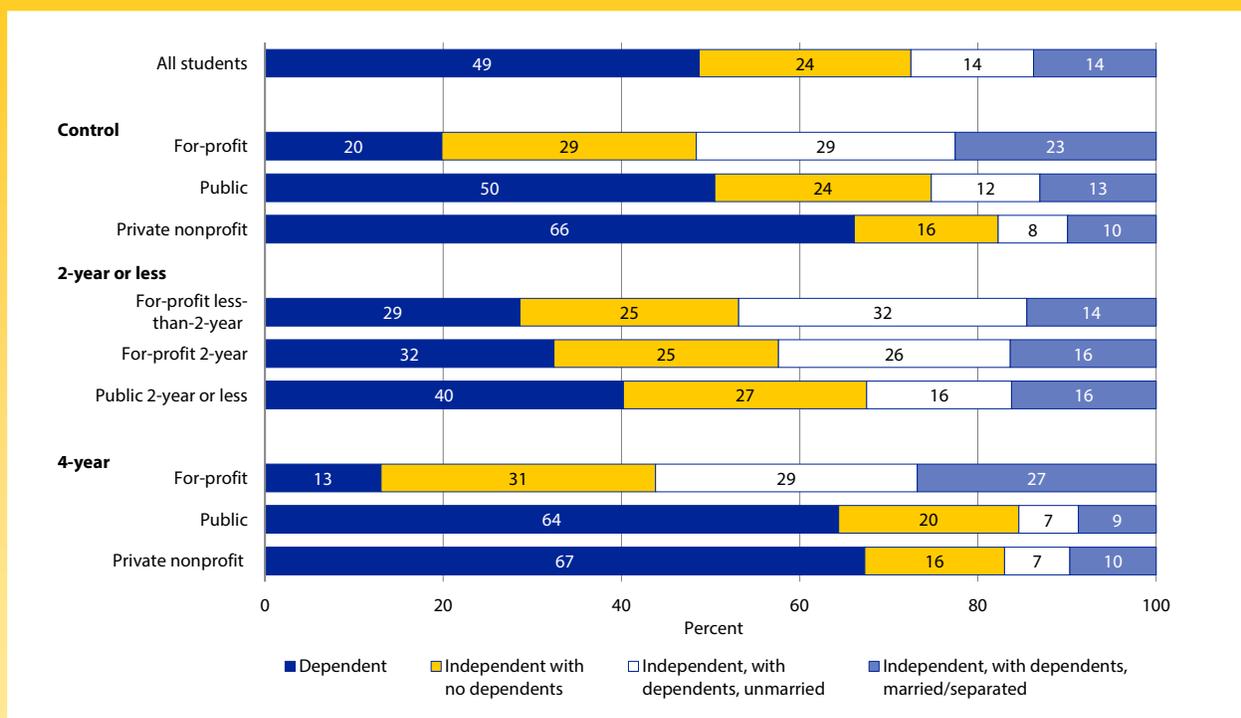
institutions overall and at all institution levels, than they did at public or nonprofit institutions—13–32 percent vs. 40–67 percent. For-profit 4-year institutions enrolled smaller proportions of dependent students than were enrolled in any other type of institution (13 percent vs. 29–67 percent).

Over half of independent students have dependents of their own, generally children (U.S. Department of Education 2015). Compared with all

FIGURE 5.

DEPENDENCY/FAMILY STATUS

Percentage distribution of undergraduates' dependency and family status, by level and control of institution: 2011–12



NOTE: Total includes undergraduate students who attended private nonprofit less-than-4-year institutions and more than one institution, which are not shown separately. Public less-than-2-year institutions are combined with public 2-year because so few undergraduates (less than 1 percent) attended these institutions. The private nonprofit institution estimates under "Control" include data from less-than-4-year institutions and therefore do not match the private nonprofit institution estimates under "4-year." Estimates include undergraduate students who were enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

¹¹This includes individuals who were in foster care at any time between the ages of 13 and 18, emancipated minors, and homeless youth.

undergraduates in 2011–12, larger proportions of students attending for-profit institutions were single parents, defined as unmarried (including divorced) with dependent children (29 percent vs. 14 percent). Among students at for-profit institutions, 26–32 percent were single parents, compared with 16 percent at public 2-year or less, and 7 percent at both public and nonprofit 4-year institutions. Within for-profit institutions, larger proportions of students enrolled in less-than-2-year than in 2-year institutions were single parents (32 percent

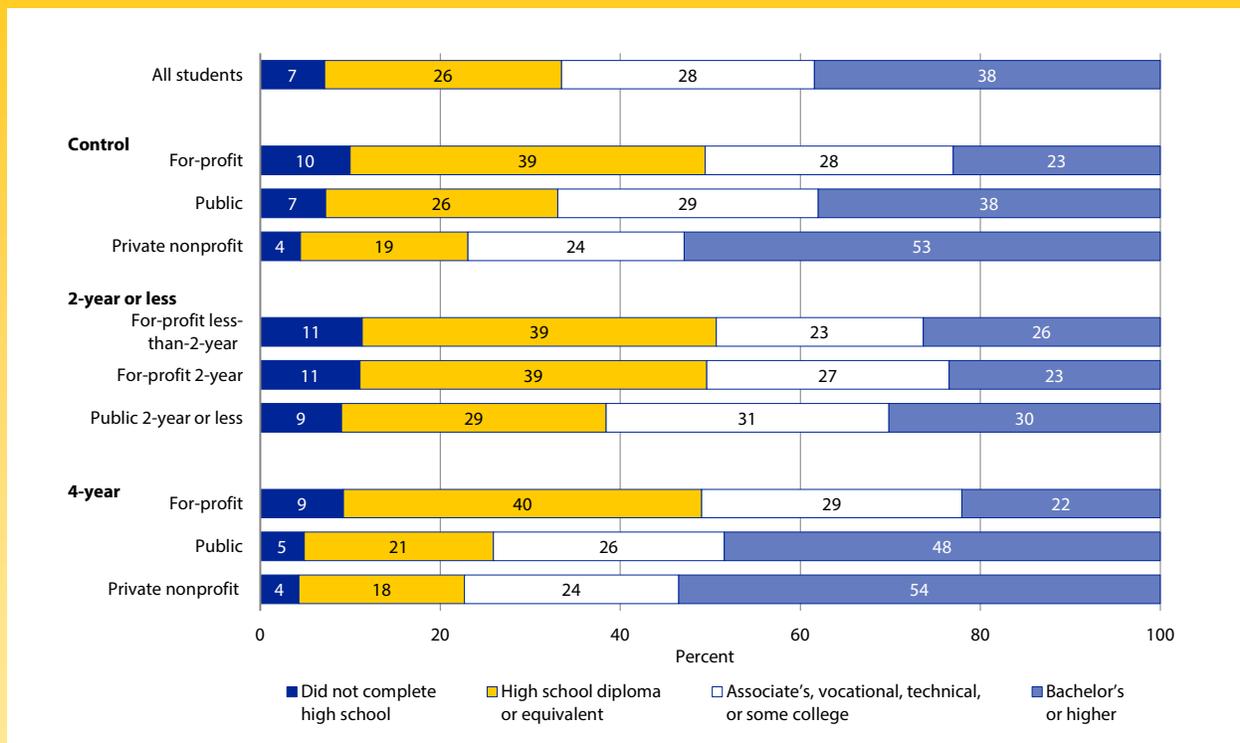
vs. 26 percent). Among undergraduates at 4-year institutions, a larger percentage of those in for-profit institutions were married with dependents (27 percent), than were their peers in public and nonprofit institutions (9 and 10 percent).

In general, undergraduates who attended for-profit institutions had parents with lower levels of education than students attending public or nonprofit institutions did: 23 percent of for-profit students had parents with a bachelor's or higher degree, compared

with 38 and 53 percent of students in public and private nonprofit institutions, respectively) (figure 6). Among students attending 4-year institutions, 9 percent of those at for-profit institutions had parents whose highest education level was below high school, compared with 4–5 percent among students at public and nonprofit institutions. At the other end of the education spectrum, 22 percent of students at for-profit 4-year institutions had a parent who had completed a bachelor's degree, compared with 48–54 percent among their peers at public or nonprofit institutions. Similarly,

FIGURE 6.

PARENTS' EDUCATION
Percentage distribution of undergraduates' highest parental education, by level and control of institution: 2011–12



NOTE: Total includes undergraduate students who attended private nonprofit less-than-4-year institutions and more than one institution, which are not shown separately. The private nonprofit institution estimates under "Control" include data from less-than-4-year institutions and therefore do not match the private nonprofit institution estimates under "4-year." Public less-than-2-year institutions are combined with public 2-year because so few undergraduates (less than 1 percent) attended these institutions. Estimates include undergraduate students who were enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia. Detail may not sum to totals because of rounding.

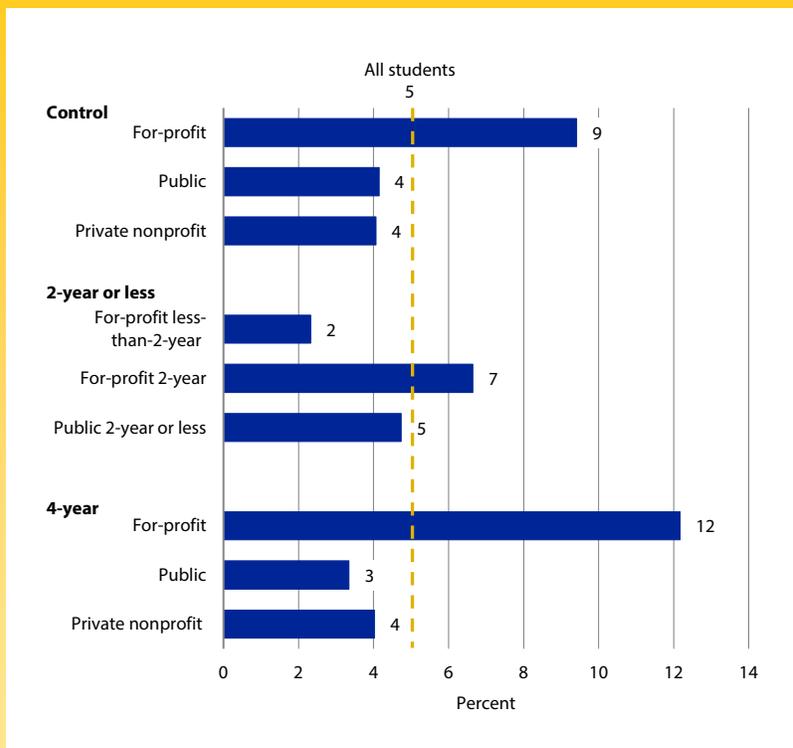
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

larger percentages of students at for-profit less-than-2-year and 2-year institutions than at public 2-year or less institutions had parents who did not graduate high school (11 percent vs. 9 percent), while proportionately fewer students at for-profit 2-year or less-than-2-year institutions had parents who had completed a bachelor's degree (23–26 percent vs. 30 percent).

Military students receive support for their postsecondary education from the Montgomery GI-Bill or Post-9/11 GI Bill, including tuition and housing support (Radford, Cominole, and Skomsvold 2016). Overall, 5 percent of undergraduates were military students, defined as veterans or service members on active duty, in the reserves, or in the National Guard (figure 7). Compared with other undergraduates, larger percentages of students at for-profit institutions were military students (9 percent vs. 4 percent in public and nonprofit). Military students constituted a larger percentage of students enrolled at for-profit 4-year institutions than at any other level of for-profit institution (12 percent vs. 2–7 percent), public (3–5 percent), or nonprofit institution (4 percent). Conversely, smaller proportions of undergraduates enrolled in for-profit less-than-2-year institutions were military students (2 percent) compared with for-profit and public 2-year institutions (7 percent and 5 percent, respectively).

FIGURE 7.

MILITARY SERVICE
Percentage of military students among undergraduates, by level and control of institution: 2011–12



NOTE: Military students include students who are veterans, on active duty, or serving in the Reserves or National Guard. Total includes undergraduate students who attended private nonprofit less-than-4-year institutions and more than one institution, which are not shown separately. The private nonprofit institution estimates under “Control” include data from less-than-4-year institutions and therefore do not match the private nonprofit institution estimates under “4-year.” Public less-than-2-year institutions are combined with public 2-year because so few undergraduates (less than 1 percent) attended these institutions. Estimates include undergraduate students who were enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

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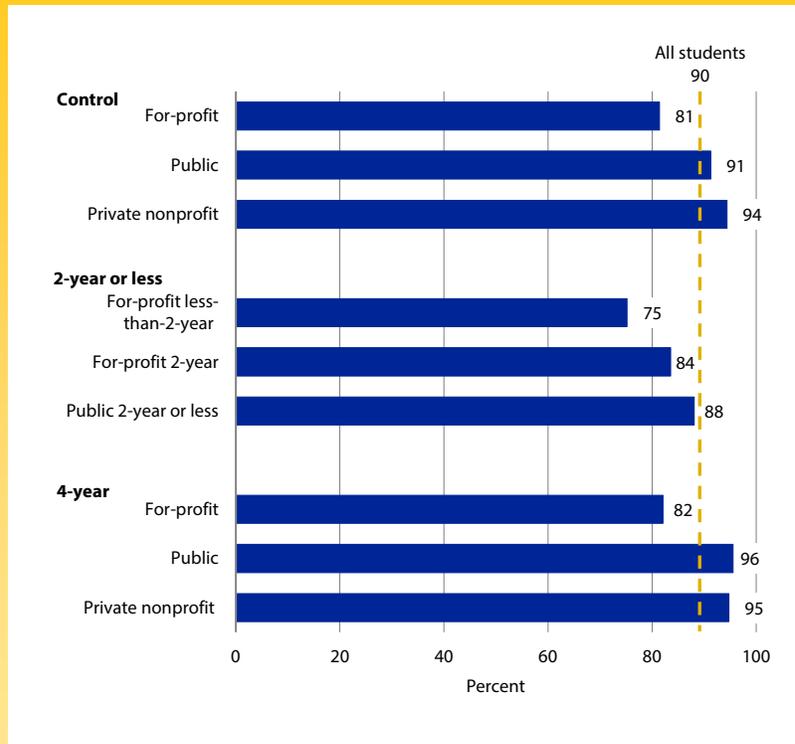
Did high school completion, postsecondary enrollment characteristics, employment while enrolled, and financial aid status differ by level among undergraduates at for-profit institutions or between students at for-profit institutions and those at public and nonprofit institutions?

As discussed below, the general profile of for-profit students in terms of their high school completion, postsecondary enrollment characteristics (e.g., full-time vs. part-time and online courses), how much they work while enrolled, and the types of financial aid they receive differs from that of their counterparts in public and nonprofit institutions.

The majority (90 percent) of 2012 undergraduates had earned a high school diploma;¹² while the remaining 10 percent earned a GED® or an alternative U.S. credential, were home schooled, or did not complete high school (figure 8). Smaller proportions of students attending for-profit institutions than those at public and nonprofit institutions (75–84 percent vs. 88–96 percent) had earned high school diplomas. In particular, students at for-profit less-than-2-year institutions earned a high school diploma at the lowest rate compared with their peers in all other institutions (75 percent vs. 82–96 percent).

FIGURE 8.

HIGH SCHOOL COMPLETION
Percentage of undergraduates who had earned a high school diploma, by level and control of institution: 2011–12



NOTE: Total includes undergraduate students who attended private nonprofit less-than-4-year institutions and more than one institution, which are not shown separately. The private nonprofit institution estimates under “Control” include data from less-than-4-year institutions and therefore do not match the private nonprofit institution estimates under “4-year.” Public less-than-2-year institutions are combined with public 2-year because so few undergraduates (less than 1 percent) attended these institutions. Includes students who graduated from high school and undergraduates who attended foreign high schools. Estimates include undergraduate students who were enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia.

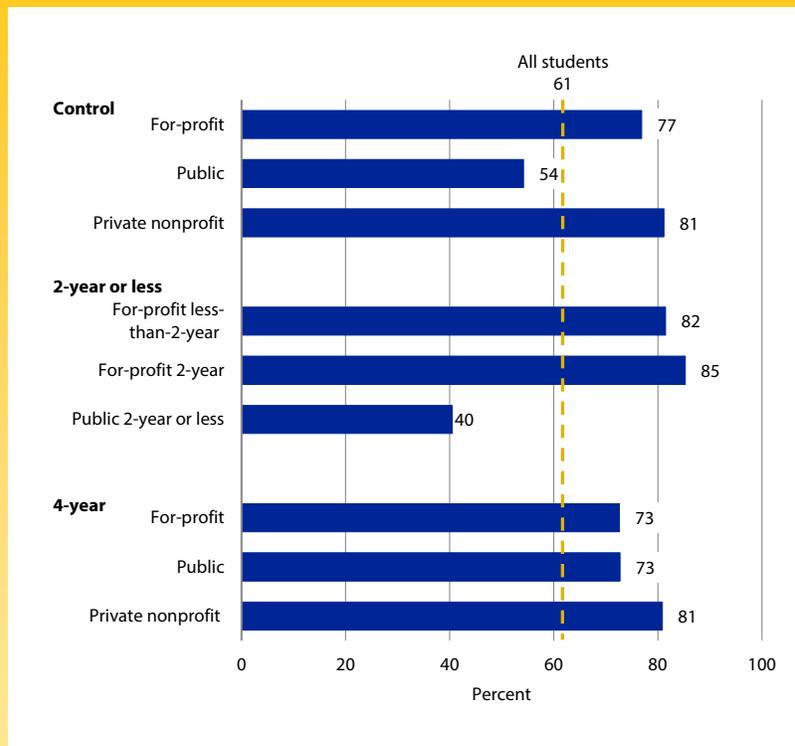
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

¹² Includes students who earned a U.S. high school diploma and those who reported attending a foreign high school.

Full-time attendance at for-profit institutions ranged from 73 percent in 4-year institutions to 85 percent in 2-year institutions. In contrast, 40 percent of students in public 2-year colleges attended full time (figure 9). Among 4-year institutions, 73 percent of students at both for-profit and public institutions attended full time, a lower percentage than the 81 percent in nonprofit institutions who did so.

FIGURE 9.

FULL-TIME ENROLLMENT
Percentage of undergraduates who attended school full time, by level and control of institution: 2011–12



NOTE: Total includes undergraduate students who attended private nonprofit less-than-4-year institutions and more than one institution, which are not shown separately. The private nonprofit institution estimates under “Control” include data from less-than-4-year institutions and therefore do not match the private nonprofit institution estimates under “4-year.” Public less-than-2-year institutions are combined with public 2-year because so few undergraduates (less than 1 percent) attended these institutions. Estimates include undergraduate students who were enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

In general, undergraduates who attend school full time do not work full time while enrolled as often as their peers who attend part time do (Skomsvold 2014). Thus, consistent with their tendency to enroll full time, proportionately fewer students attending for-profit institutions below the 4-year level worked full time while enrolled, compared with public 2-year or less students (figure 10). Specifically, 15–20 percent of students enrolled in for-profit institutions below the 4-year level worked full time while enrolled, compared with one-third of students at

public 2-year institutions. Conversely, students who did not work at all while enrolled made up about one-half (50–52 percent) of those at for-profit 2-year and less-than-2-year institutions, compared with about one-third (32 percent) of their peers in public 2-year (or less) institutions. The full-time employment pattern among students in 4-year institutions was the opposite of that in institutions below the 4-year level: some 47 percent enrolled in for-profit institutions worked full time while enrolled, compared with 20 percent in public and 18 percent in nonprofit

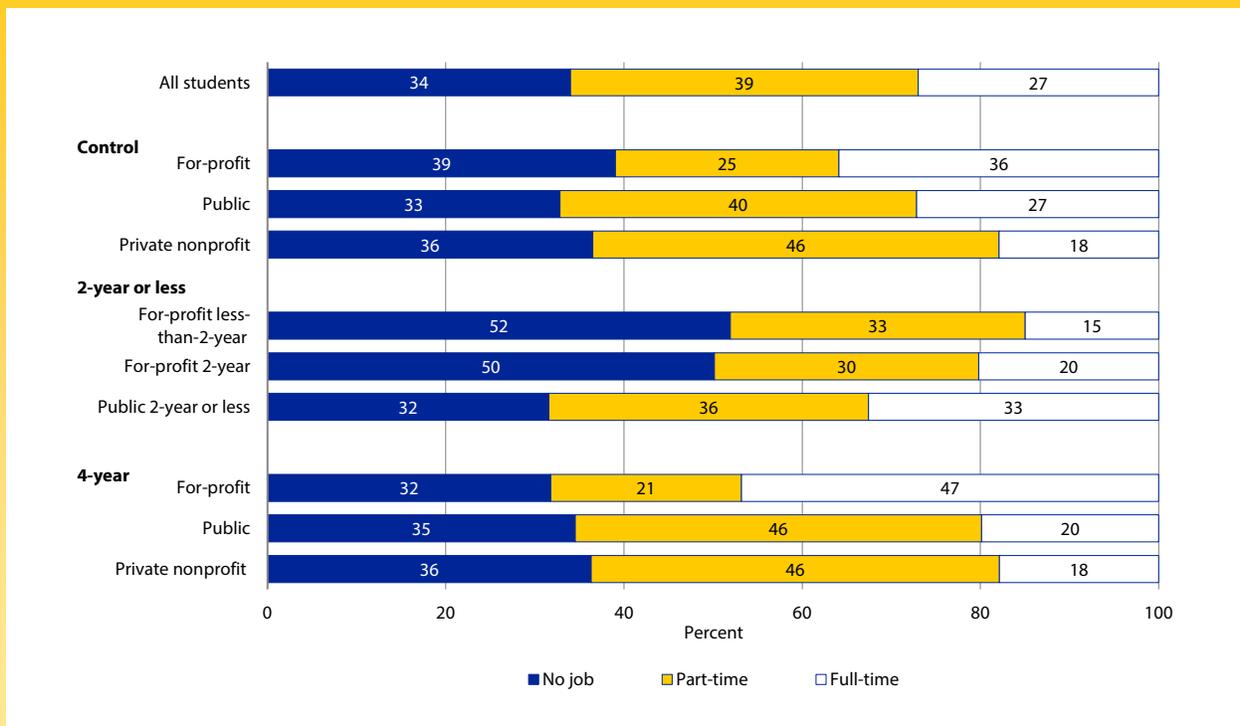
4-year institutions. And roughly one-third of all 4-year students did not work while enrolled (32 percent of for-profit, 35 percent of public, and 36 percent of nonprofit students).

Taking classes outside the traditional daytime classroom setting, such as online or in the evenings and on weekends (also called alternative courses), makes it easier for undergraduates to attend classes and is also related to age and family status (Radford, Cominole, and Skomsvold 2015). About one-half (52 percent) of all undergraduates

FIGURE 10.

EMPLOYMENT WHILE ENROLLED

Percentage distribution of undergraduates' employment status while enrolled, by level and control of institution: 2011–12



NOTE: Total includes undergraduate students who attended private nonprofit less-than-4-year institutions and more than one institution, which are not shown separately. The private nonprofit institution estimates under "Control" include data from less-than-4-year institutions and therefore do not match the private nonprofit institution estimates under "4-year." Public less-than-2-year institutions are combined with public 2-year because so few undergraduates (less than 1 percent) attended these institutions. Estimates include undergraduate students who were enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

reported taking at least one alternative course (night, weekend, and online courses and fully online programs) in 2011–12 (table 3). About one-third of undergraduates had taken night (32 percent) or online courses (32 percent).

Comparing students at for-profit institutions with their peers in public and nonprofit institutions revealed differences in such alternative course-taking, but in different ways depending on the level of institution. Below the 4-year level, smaller proportions of

undergraduates in for-profit institutions took any alternative courses compared with their peers in public institutions (28–35 percent vs. 54 percent). The same was found for night courses (20–26 percent vs. 35 percent) and online courses (4–8 percent vs. 33 percent). The opposite pattern was found for students in for-profit 4-year institutions, which comprise a larger percentage of independent students. Some 76 percent of students in for-profit 4-year institutions took alternative courses, compared with 49 percent and 43 percent of their counterparts in public and nonprofit

institutions. Furthermore, one-third of students attending for-profit 4-year institutions were enrolled in online programs, more than six times the proportion of those in any other type of institution who had done so (5 percent or less). These results are consistent with findings that independent students, students with dependents, and working students—groups of students who are more likely than others to enroll in for-profit 4-year institutions—also enroll in online classes and programs at higher rates (Radford, Cominole, and Skomsvold 2015).

TABLE 3.

ONLINE, EVENING, AND WEEKEND COURSETAKING
Percentage of undergraduates taking online, evening, or weekend courses, by level and control of institution: 2011–12

Level and control of institution	Alternative coursetaking		Night courses 2011–12	Weekend courses 2011–12	Online courses	Online program
	Did not take alternative courses	Took alternative courses				
All students	48.3	51.7	32.4	7.0	32.0	6.3
Control						
For-profit	41.4	58.6	31.3	11.0	35.3	21.1
Public	48.2	51.8	33.2	6.6	33.0	3.7
Private nonprofit	57.2	42.8	30.3	5.3	21.1	4.6
2-year or less						
For-profit less-than-2-year	64.8	35.2	26.2	12.3	4.0	‡
For-profit 2-year	72.1	27.9	20.3	5.8	8.4	2.9!
Public 2-year or less	46.4	53.6	34.8	8.1	33.3	3.3
4-year						
For-profit	24.2	75.8	36.7	12.7	53.0	33.0
Public	50.6	49.4	30.9	4.6	32.5	4.2
Private nonprofit	56.9	43.1	30.5	5.3	21.4	4.7

! Interpret data with caution. Estimate is unstable because the standard error is between 30 and 50 percent of the estimate.

‡ Reporting standards not met.

NOTE: Self-reported data from students. Night, weekend and online courses are considered alternative courses. The night courses, weekend courses, online courses and online program categories are not mutually exclusive and thus do not sum to 51.7 as some students took multiple types of alternative courses. Total includes undergraduate students who attended private nonprofit less-than-4-year institutions and more than one institution, which are not shown separately. The private nonprofit institution estimates under “Control” include data from less-than-4-year institutions and therefore do not match the private nonprofit institution estimates under “4-year.” Public less-than-2-year institutions are combined with public 2-year because so few undergraduates (less than 1 percent) attended these institutions. Estimates include undergraduate students who were enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

Pell Grants are federal grants awarded to students in the lowest income brackets. Thus, the size of the Pell Grant student population is often used as a proxy to characterize the low-income status of student populations (U.S. Government Accountability Office [GAO] 2010). The analysis reveals larger proportions of Pell Grant recipients attending for-profit institutions, compared with comparable public and nonprofit institutions. Of students enrolled in institutions below the 4-year level, some 75 percent in

for-profit less-than-2-year and 60 percent in 2-year institutions received Pell Grants, compared with 38 percent in public institutions (figure 11). Similarly, some 63 percent of students enrolled in for-profit 4-year institutions received Pell Grants, compared with 38 percent and 36 percent in public and nonprofit 4-year institutions, respectively.

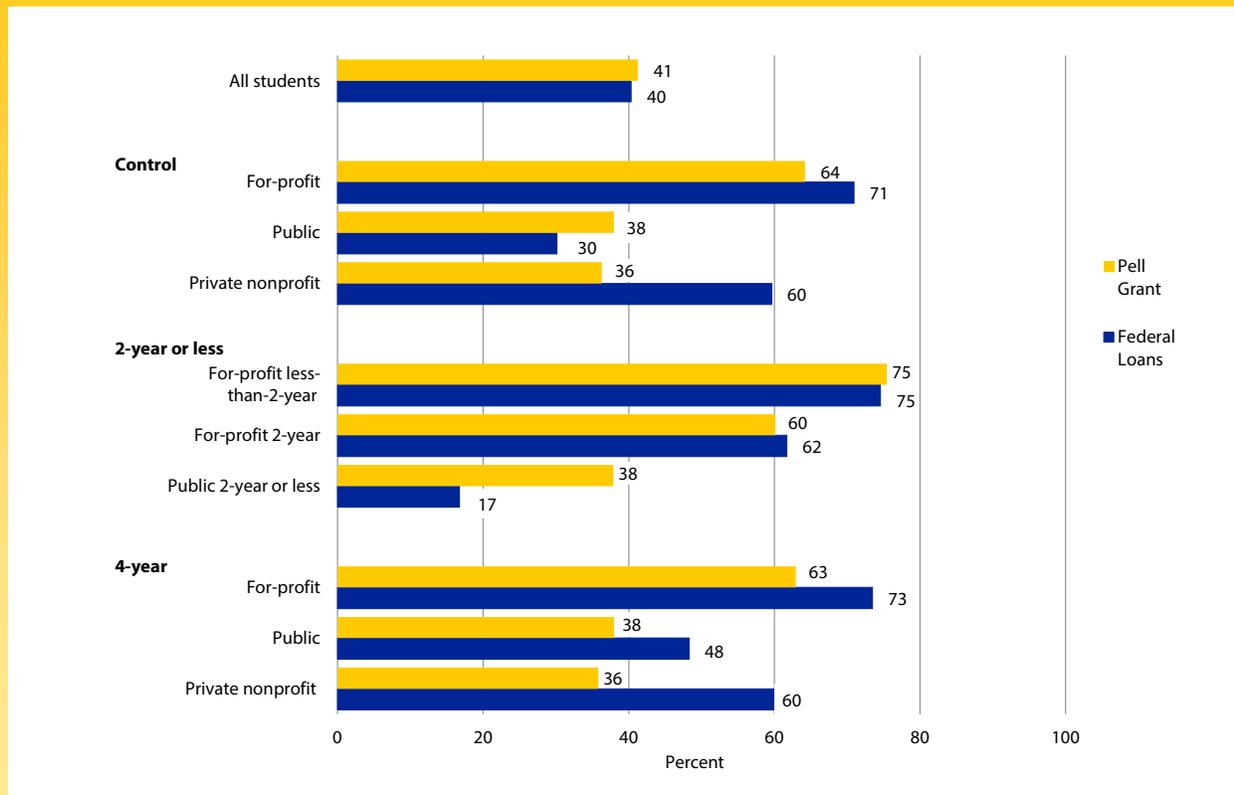
Students attending for-profit institutions also took out federal loans at higher rates than their counterparts at public

and nonprofit institutions. Three-quarters of undergraduates in for-profit less-than-2-year and 62 percent at 2-year institutions took out federal loans, compared with 17 percent at comparable public institutions. Similarly, among students at 4-year institutions, 73 percent of those at for-profit institutions took out loans, compared with 60 percent of those at nonprofit institutions and 48 percent of those at public institutions.

FIGURE 11.

PELL GRANTS AND FEDERAL LOANS

Percentage of undergraduates who received Pell Grants and federal loans, by level and control of institution: 2011–12



NOTE: Total includes undergraduate students who attended private nonprofit less-than-4-year institutions and more than one institution, which are not shown separately. The private nonprofit institution estimates under “Control” include data from less-than-4-year institutions and therefore do not match the private nonprofit institution estimates under “4-year.” Public less-than-2-year institutions are combined with public 2-year because so few undergraduates (less than 1 percent) attended these institutions. Estimates include undergraduate students who were enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

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<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2017416>

More detailed information on 2011–12 U.S. undergraduates can be found in other publications produced by NCES using the NPSAS:12 data. Included are estimates of students' demographic, enrollment, and employment characteristics.

2011–12 National Postsecondary Student Aid Study (NPSAS:12): Student Financial Aid Estimates for 2011–12 (NCES 2013-165).
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2013165>

Web Tables—Profile of Undergraduate Students: 2011–12 (NCES 2015-167).
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2015167>

Readers may also be interested in the following NCES products related to the topic of this Statistics in Brief:

After the Post-9/11 GI Bill: A Profile of Military Service Members and Veterans Enrolled in Undergraduate and Graduate Education (NCES 2016-435).
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2016435>

Use of Private Loans by Postsecondary Students: Selected Years 2003–04 Through 2011–12 (NCES 2017-420).
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2017420>

Reaching the Limit: Undergraduates Who Borrow the Maximum Amount in Federal Direct Loans: 2011–12 (NCES 2016-408).
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2016408>

Web Tables—A Profile of Military Undergraduates: 2011–12 (NCES 2016-415).
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2016415>

Web Tables—Undergraduate Financial Aid Estimates by Type of Institution in 2011–12 (NCES 2014-169).
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2014169>

Web Tables—Demographic and Enrollment Characteristics of Nontraditional Undergraduates: 2011–12 (NCES 2015-025).
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2015025>

Web Tables—Student Financing of Undergraduate Education: 2011–12 (NCES 2015-173).
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2015173>

Web Tables—Trends in Pell Grant Receipt and the Characteristics of Pell Grant Recipients: Selected Years, 1999–2000 to 2011–12 (NCES 2015-601).
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2015601>

Web Tables—Trends in Student Financing of Undergraduate Education: Selected Years, 1995–96 to 2011–12 (NCES 2014-013).
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2014013>

TECHNICAL NOTES

The estimates provided in this Statistics in Brief are based on data collected through the 1995–96, 1999–2000, 2003–04, 2007–08, and 2011–12 National Postsecondary Student Aid Studies (NPSAS:96, NPSAS:2000, NPSAS:04, NPSAS:08, and NPSAS:12). NPSAS covers broad topics on student enrollment in postsecondary education and how students and their families finance their education. In 2000, students provided data through instruments administered over the telephone, and in 2004 and 2008, through surveys administered over the Internet or by telephone. In 2011–12,

students provided data by completing a self-administered Web or telephone survey. Data were also collected from the institutions that sampled students attended and from other relevant databases, including U.S. Department of Education records on student loan and grant programs and student financial aid applications.

NPSAS:12 is the eighth administration of the NPSAS study, which began in 1986–87 and is conducted every 3 to 4 years. The target population includes students enrolled in Title IV postsecondary institutions in the United States at any time between July 1 and June 30

of the NPSAS year.¹³ In 2011–12, about 23 million undergraduates and 4 million graduate students were enrolled in postsecondary education.¹⁴ Exhibit 1 provides the sizes of the undergraduate and graduate components of the target population.

Exhibit 1 also lists the institution sampling frames for NPSAS:96, NPSAS:2000, NPSAS:04, and NPSAS:08, which were constructed from recent Institutional Characteristics, Fall Enrollment, and Completions files of the Integrated Postsecondary Education Data System (IPEDS). The sampling design consisted of first selecting

Exhibit 1. Target populations, number of participating institutions, and unweighted number of study members: NPSAS:96 to NPSAS:12

NPSAS year	IPEDS data used as sampling frame	Target undergraduate population (in millions)	Target graduate student population (in millions)	Participating institutions	Number of undergraduate study members	Number of graduate study members
NPSAS:96	1993–94 IPEDS ¹	16.7	2.8	800	41,500	7,000
NPSAS:2000	1998–99 IPEDS ²	16.6	2.7	1,000	49,900	11,800
NPSAS:04	2000–01 IPEDS	19.1	2.8	1,400	79,900	10,900
NPSAS:08	2004–05 IPEDS	20.9	3.5	1,700	113,500	14,200
NPSAS:12	2008–09 IPEDS	23.0	4.0	1,500	95,000	16,000

¹ NPSAS:96 was the last survey to include institutions that were not eligible for Title IV funds.

² Supplemented by 1996–97 IPEDS Completions file because NPSAS:2000 served as a base year for Baccalaureate and Beyond Longitudinal Study (B&B).

NOTE: IPEDS = Integrated Postsecondary Education Data System.

SOURCE: Riccobono, J.A., Whitmore, R.W., Gabel, T.J., Traccarella, M.A., Pratt, D.J., and Berkner, L.K. (1997). *National Postsecondary Student Aid Study, 1995–96 (NPSAS:96) Methodology Report* (NCES 98-073). National Center for Education Statistics, U.S. Department of Education. Washington, DC. Riccobono, J.A., Cominole, M.B., Siegel, P.H., Gabel, T.J., Link, M.W., and Berkner, L.K. (2001). *National Postsecondary Student Aid Study, 1999–2000 (NPSAS:2000) Methodology Report* (NCES 2002-152). National Center for Education Statistics, U.S. Department of Education. Washington, DC. Cominole, M.B., Siegel, P.H., Dudley, K., Roe, D., and Gilligan, T. (2006). *2004 National Postsecondary Student Aid Study (NPSAS:04) Full-Scale Methodology Report* (NCES 2006-180). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC. Cominole, M.B., Riccobono, J.A., Siegel, P.H., and Caves, L. (2010). *2007–08 National Postsecondary Student Aid Study (NPSAS:08) Full-scale Methodology Report* (NCES 2011-188). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC. Wine, J., Bryan, M., and Siegel, P. (2014). *2011–12 National Postsecondary Student Aid Study (NPSAS:12) Data File Documentation* (NCES 2014-182). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

¹³ NPSAS:08 and earlier years of the survey included institutions in Puerto Rico, which have been removed from the estimates in this Brief. The target population of students was limited to those enrolled in an academic program, at least one course for credit that could be applied toward an academic degree, or an occupational or vocational program requiring at least 3 months or 300 clock hours of instruction to receive a degree, certificate, or other formal award. The target population excluded students who were also enrolled in high school or a high school completion (e.g., GED® preparation) program.

¹⁴ “Title IV institutions” refers to institutions eligible to participate in federal financial aid programs under Title IV of the Higher Education Act.

eligible institutions and then selecting students from these institutions. Institutions were selected with probabilities proportional to a composite measure of size based on expected enrollment during the survey year. Exhibit 1 includes the approximate number of institutions participating in each of the survey years, and exhibit 2 includes the corresponding weighted institution unit response rates.

The sampling frame for NPSAS:12 was constructed from files collected in the 2008–09 and 2009–10 IPEDS cycles. The sampling design included first selecting eligible institutions and then selecting students from those institutions. Institutions were selected with probabilities proportional to a composite measure of size based on expected enrollment in each NPSAS year. In NPSAS:12, the response rate was 87 percent of approximately 1,500 participating institutions. In NPSAS:12, eligible sampled students were defined as “study respondents” if a subset of key data elements was available from any data source. Sample members also must have had valid data for at least one key variable from at least one data source other than the U.S. Department of Education’s Central Processing System. Similar definitions of study respondents were developed for each of the earlier NPSAS administrations. See the methodology reports listed at the end of this section for detailed descriptions of these definitions. The approximate number of undergraduate and graduate students who were

Exhibit 2. Weighted response rates for NPSAS surveys: NPSAS:96 to NPSAS:12

Component	Institution list participation rate	Student response rate	Overall ¹
NPSAS:96			
Student survey (analysis file) ²	91	93	88
Student survey (student interview)	91	76	70
NPSAS:2000			
Student survey (analysis file) ²	91	97	89
Student survey (student interview)	91	72	66
NPSAS:04			
Student survey (analysis file) ²	80	91	72
Student survey (student interview)	80	71	56
NPSAS:08			
Student survey (analysis file) ²	90	96	86
Student survey (student interview)	90	71	64
NPSAS:12			
Student survey (analysis file) ²	87	91	81
Student survey (student interview)	87	73	64

¹ Institution list participation rate times student response rate.
² NPSAS analysis file contains analytic variables derived from all NPSAS data sources (including institutional records and external data sources) as well as selected direct student interview variables.
 NOTE: The student interview response rates for NPSAS:96 and NPSAS:2000 are for telephone interviews only. The response rates for student interviews in NPSAS:04 and NPSAS:08 include all interview modes (self-administered web-based, telephone, and in-person interviews).
 SOURCE: Riccobono, J.A., Whitmore, R.W., Gabel, T.J., Traccarella, M.A., Pratt, D.J., and Berkner, L.K. (1997). *National Postsecondary Student Aid Study, 1995–96 (NPSAS:96) Methodology Report* (NCES 98-073). National Center for Education Statistics, U.S. Department of Education. Washington, DC. Thurgood, L., Walter, E., Carter, G., Henn, S., Huang, G., Nooter, D., Smith, W., Cash, R.W., and Salvucci, S. (2003). *NCES Handbook of Survey Methods* (NCES 2003-603). National Center for Education Statistics, U.S. Department of Education. Washington, DC. Burns, S., Wang, X., and Henning, A. (Eds.). (2011). *NCES Handbook of Survey Methods* (NCES 2011-609). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC. Wine, J., Bryan, M., and Siegel, P. (2014). *2011–12 National Postsecondary Student Aid Study (NPSAS:12) Data File Documentation* (NCES 2014-182). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

study respondents in each survey year is also reported in exhibit 1. Exhibit 2 provides a summary of weighted response rates across NPSAS administrations. There are several types of participation/coverage rates in NPSAS. For the student records collection phase of the study, institution completion rates vary across different types of institutions and depend on the method of data

submission (manual or computer-automated). Overall student-level record completion rates, that is, the percentage of NPSAS-eligible sample members for whom a completed student record was obtained, are reported in exhibit 2 as a “Student survey (analysis file).” This table also contains weighted response rates to the student interview, which includes respondents who completed either a full or partial “Student survey (student interview).” Estimates were

weighted to adjust for the unequal probability of selection into the sample but not adjusted for nonresponse.

Two broad categories of error occur in estimates generated from surveys: sampling and nonsampling errors. Sampling errors occur when observations are based on samples rather than on entire populations. The standard error of a sample statistic is a measure of the variation due to sampling and indicates the precision of the statistic. The complex sampling design used in NPSAS:12 must be taken into account when calculating variance estimates such as standard errors. NCES’s web-based software application, PowerStats, which generated the estimates in this report, uses the balanced repeated replication (BRR) and Jackknife II (JK2) methods to adjust variance estimation for the complex sample design (Kaufman 2004; Wolter 1985).

Nonsampling errors can be attributed to several sources: incomplete information about all respondents (e.g., some students or institutions refused to participate, or students participated but answered only certain items); differences among respondents in question interpretation; inability or unwillingness to give correct information; mistakes in recording or coding data; and other errors of collecting, processing, and imputing missing data.

VARIABLES USED

The variables used in this Statistics in Brief are listed below. Visit the NCES DataLab website <http://nces.ed.gov/datalab> to view detailed information on question wording for variables coming directly from an interview, how variables were constructed, and their sources. The program files that generated the statistics presented in this Statistics in Brief can be found at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2017416>.

Label	Name
1996	
Institution control (with multiple)	AIDCTRL
Institution level (with multiple)	AIDLEVL
2000	
Institution control (with multiple)	AIDCTRL
Institution level (with multiple)	AIDLEVL
2004	
Institution control (with multiple)	AIDCTRL
Institution level (with multiple)	AIDLEVL
2008	
Institution control (with multiple)	AIDCTRL
Institution level (with multiple)	AIDLEVL
2012	
Age as of 12/31/2011	AGE
Aid package with Pell Grants	PELLPACK
Alternative courses: program at NPSAS was entirely online	ALTONLN2
Alternative courses: proportion of NPSAS classes taken completely online	ALTONLN
Alternative courses: took classes at night in 2011–12	ALTNIGHT
Alternative courses: took classes on the weekend in 2011–12	ALTWKND
Alternative courses: took online, night, or weekend NPSAS classes	ALTANY
Attendance intensity (all schools)	ATTNPTRN
Dependency and marital status (separated is married)	DEPEND5A
Field of study: undergraduate (23 categories)	MAJORS23
Full-time or part-time job while enrolled in school (including work-study)	JOBENR2
Gender	GENDER
High school degree type	HSDEG
Institution control (with multiple)	AIDCTRL
Institution level (with multiple)	AIDLEVL
Loan package by source of loan	LOANSRC
Major field of study in career and technical education (CTE)	MAJORCTE
Military type	MILTYPE
NPSAS institution sector (with multiple)	AIDSECT
Parents’ highest education level	PAREduc
Race/ethnicity (with multiple)	RACE
Undergraduate degree program	UGDEG

For more information on NPSAS:96, NPSAS:2000, NPSAS:04, NPSAS:08, and NPSAS:12 methodology, see the following reports:

- *National Postsecondary Student Aid Study 1995–1996 (NPSAS: 96) Methodology Report*
(<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=98073>)
- *National Postsecondary Student Aid Study 1999–2000 (NPSAS: 2000) Methodology Report*
(<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002152>)
- *2004 National Postsecondary Student Aid Study (NPSAS:04) Full-scale Methodology Report*
(<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006180>)
- *2007–08 National Postsecondary Student Aid Study (NPSAS:08): Student Financial Aid Estimates for 2007–08: First Look*
(<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009166>)
- *2011–12 National Postsecondary Student Aid Study (NPSAS:12) Data File Documentation*
(<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2014182>)

Response Rates

NCES Statistical Standard 4-4-1 states that “[a]ny survey stage of data collection with a unit or item response rate less than 85 percent must be evaluated for the potential magnitude of nonresponse bias before the data or any analysis using the data may be released” (U.S. Department of Education 2012). This means that nonresponse bias analysis could be required at any of three levels: institutions, study respondents, or items. In NPSAS:12, the institutional and student-level response rates were 89 percent and 92 percent, respectively. Therefore, nonresponse bias analysis was not required at those levels.

The student interview response rate, however, was 73 percent in NPSAS:12, and, therefore, an additional nonresponse bias analysis was conducted to compare interview respondents and interview nonrespondents. This analysis determined that the nonresponse weighting adjustment eliminated some, but not all, significant bias in the student interview. Because study members, not interview respondents, are the unit of analysis in NPSAS:12, only a study member weight was created. As a result,

nonresponse bias analyses after weight adjustments could not be computed. More information about nonresponse bias remaining after the nonresponse weight and poststratification adjustments is available in the data file documentation for NPSAS:12 (Wine, Bryan, and Siegel 2013).

The 73 percent NPSAS:12 interview response rate necessitates nonresponse bias analysis for variables based in whole or in part on student interviews. In this Statistics in Brief, seven variables with response rates below 85 percent required nonresponse bias analysis: ALTANY (67 percent), ALTNIGHT (66 percent), ALTONLN (51 percent), ALTONLN2 (15 percent), ALWKND (66 percent), JOBENR2 (76 percent), and PAREduc (78 percent). For each of these variables, nonresponse bias analyses were conducted to determine whether respondents and nonrespondents differed on the following characteristics: institution sector, region, and total enrollment; student type, sampled as a first-time beginner, and age group; whether the student had Free Application for Federal Student Aid (FAFSA) data, was a federal aid recipient, was a state aid recipient, was an institution aid

recipient, was a Pell Grant recipient, or borrowed a Direct Loan; and the amount, if any, of a student’s Pell Grant or Direct Loan (exhibit 3). Differences between respondents and nonrespondents on these variables were tested for statistical significance at the 5 percent level.

The particularly low response rate for ALTONLN2 warrants some discussion. While values for many variables were derived from multiple sources, including the student interview, student record data, and administrative data sources, some variables were obtained from only one source. Because the weighted response rate for the student interview was 73 percent, variables obtained solely from the student interview have at least

27 percent nonresponse even when all interview respondents provided an answer. This issue is compounded for nested items following gate questions, especially those applicable to a small subset of the sample members, because follow-up items to unanswered gate items are also treated as nonresponse.

The low response rates for ALTONLN and ALTONLN2 are examples of this latter phenomenon. The student interview included a set of items about alternative coursetaking and was the only source for these data. Students were first asked if they had taken any courses online, at night, or on weekends at the NPSAS institution during the 2011–12 academic year (ALTANY). Those who had taken such courses

were then asked how many they had taken online (ALTONLN), and those who had taken at least one course online were then asked whether their entire degree programs were completed online (ALTONLN2). All respondents who were missing on ALTANY were counted among nonrespondents to ALTONLN, and in turn, all nonrespondents to ALTONLN (including nonrespondents to ALTANY) were counted as nonrespondents to ALTONLN2. Consequently, the low response rate for ALTONLN2 reflects the accumulation of nonresponse that occurs when items are nested within one or more gate questions.

Nonresponse bias analyses of the variables in this Statistics in Brief with

Exhibit 3. Bias analysis results

Variable name	Response rate	Pre-imputation			Percent difference in means or average percent difference across all categories pre- and postimputation
		Median percent relative bias across characteristics	Percentage of characteristics with significant bias	Characteristic with greatest significant bias	
ALTANY	66.8	5.1	76.5	FAFSA data indicator	#
ALTNIGHT	66.2	8.2	76.5	Stafford Loan indicator	0.1 *
ALTONLN	51.4	8.2	76.5	Low Stafford Loan dollar amount and Stafford Loan indicator	0.1
ALTONLN2	14.7	47.3	78.0	Private for-profit 4-year institution	#
ALWKND	66.2	8.2	76.5	Stafford Loan indicator	# *
JOBENR2	76.1	4.6	78.4	Whether had FAFSA data	#
PAREduc	77.5	3.6	64.7	Whether had FAFSA data	0.1 *

Rounds to zero.

* $p < .05$.

NOTE: FAFSA is the Free Application for Federal Student Aid. Relative bias is computed by dividing a variable’s estimated bias for a given characteristic by the variables’ mean. Relative bias is defined as significant if its difference from zero is statistically significant at $p < .05$. A complete list of variables used in this report is available on page 25. Visit the NCES DataLab website <http://nces.ed.gov/datalab> to view detailed information on question wording for variables coming directly from an interview, how variables were constructed, and their sources.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

response rates less than 85 percent found that respondents differed from nonrespondents on 65 percent to 78 percent of the characteristics analyzed, indicating that there may be bias in these estimates. Any bias due to nonresponse, however, is based upon responses prior to stochastic imputation in which missing data were replaced with valid data from the records of donor cases that matched the recipients on selected demographic, enrollment, institution, and financial aid-related variables (Krotki, Black, and Creel 2005). The potential for bias in these estimates may have been reduced due to imputation, however. Because imputation procedures are designed specifically to identify donors with similar characteristics to those with missing data, the imputation is assumed to reduce bias. While the amount of item-level bias before imputation is measurable, the same measurement cannot be made after imputation. Although the magnitude of any change in item-level bias cannot be determined, the item estimates before and after imputation were compared to determine whether the imputation changed the biased estimate as an indication of a possible reduction in bias.

For continuous variables, the difference between the mean before imputation and the mean after imputation was estimated. For categorical variables, the estimated difference was computed for each of the categories as the percentage of students in that category before imputation, minus the percentage of students in that category after imputation. These estimated differences were tested for statistical significance at the 5 percent level. A significant difference between the item means after imputation implies a reduction in bias due to imputation. A nonsignificant difference suggests that imputation may not have reduced bias, that the sample size was too small to detect a significant difference, or that there was little bias to be reduced. Statistical tests of the differences between estimates before and after imputation for three of these variables (ALTNIGHT, ALWKND, and PAREduc) were significant, indicating that the nonresponse bias was reduced through imputation. For the other four variables (ALTANY, ALTONLN, ALTONLN2, and JOBENR2), statistical tests of the differences between estimates before and after imputation were not significant, suggesting that for these variables,

imputation may not have reduced bias, that the sample size was too small to detect a significant difference, or that there was little bias to be reduced.

For more detailed information on nonresponse bias analysis and an overview of the survey methodology, see the *2011–12 National Postsecondary Student Aid Study (NPSAS:12) Data File Documentation* (NCES 2014-182) (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2014182>).

For more information on response rates and nonresponse bias analysis for selected variables from NPSAS:96, NPSAS:2000, NPSAS:04, and NPSAS:08, please see the relevant NPSAS methodology reports listed above.

Statistical Procedures

Comparisons of means and proportions were tested using Student's *t* statistic. Differences between estimates were tested against the probability of a Type I error¹⁵ or significance level. The statistical significance of each comparison was determined by calculating the Student's *t* value for the difference between each pair of means or proportions and comparing the *t* value with

¹⁵ 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.

published tables of significance levels for two-tailed hypothesis testing.

Student's t values were computed to test differences between independent estimates using the following formula:

$$t = \frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2}}$$

where E_1 and E_2 are the estimates to be compared and se_1 and se_2 are their corresponding standard errors.

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 because 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 (and thus possibly statistically significant) t statistic.

A second hazard in reporting statistical tests is the possibility that one can report a "false positive" or Type I error. Statistical tests are designed to limit the risk of this type of error using a value denoted by alpha. The alpha

level of .05 was selected for findings in this report and ensures that a difference of a certain magnitude or larger would be produced when there was no actual difference between the quantities in the underlying population no more than 1 time out of 20.¹⁶ When analysts test hypotheses that show alpha values at the .05 level or smaller, they reject the null hypothesis that there is no difference between the two quantities. Failing to reject a null hypothesis (i.e., detect a difference), however, does not imply the values are the same or equivalent.

¹⁶ No adjustments were made for multiple comparisons.

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APPENDIX A. DATA TABLES

Table A-1. Estimates for figure 1: CHANGES OVER TIME
Percentage of undergraduates enrolled in for-profit postsecondary institutions, by level of institution: 1995–96, 1999–2000, 2003–04, 2007–08, and 2011–12

Level of institution and year	For-profit	Public	Private nonprofit	Attended more than one institution
All students				
1995–96	5.3	75.0	15.4	4.2
1999–2000	4.9	74.5	14.8	5.8
2003–04	7.7	71.2	14.1	7.0
2007–08	10.3	69.1	12.9	7.7
2011–12	12.9	66.8	12.0	8.3
Less-than-2-year				
1995–96	64.8	28.8	6.4	†
1999–2000	70.4	24.3	5.3	†
2003–04	81.9	14.7	3.4	†
2007–08	77.3	17.1	5.6	†
2011–12	83.1	15.6	‡	†
2-year				
1995–96	4.3	93.5	2.2	†
1999–2000	4.1	94.5	1.4	†
2003–04	5.0	94.0	1.0	†
2007–08	6.6	92.8	0.6	†
2011–12	7.1	92.1	0.8	†
4-year				
1995–96	1.3!	67.3	31.4	†
1999–2000	2.4	67.3	30.3	†
2003–04	6.4	64.4	29.2	†
2007–08	11.5	61.4	27.1	†
2011–12	16.6	59.1	24.3	†

† Not applicable.

! Interpret data with caution. Estimate is unstable because the standard error is between 30 and 50 percent of the estimate.

‡ Reporting standards not met.

NOTE: Estimates in all years include undergraduates enrolled in Title IV eligible institutions in the 50 states and the District of Columbia; in all years except 2011–12, Puerto Rico was also included in the studies.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96, 1999–2000, 2003–04, 2007–08, and 2011–12 National Postsecondary Student Aid Studies (NPSAS:96, NPSAS:2000, NPSAS:04, NPSAS:08, and NPSAS:12).

Table A-2. Estimates for figure 2: DEGREE PROGRAM
Percentage distribution of undergraduates' self-reported degree program, by level and control of institution: 2011–12

Level and control of institution	Certificate	Associate's degree	Bachelor's degree	Not in a degree program or other
All students	8.0	42.3	46.4	3.3
Control				
For-profit	28.7	31.0	39.3	1.0
Public	5.5	51.7	39.1	3.8
Private nonprofit	2.6	5.1	90.2	2.1
2-year or less				
For-profit less-than-2-year	95.9	#	#	‡
For-profit 2-year	55.5	43.7	0.2 !	0.6 !
Public 2-year or less	8.6	83.0	2.8	5.6
4-year				
For-profit	2.3	33.9	63.5	0.4
Public	1.1	9.2	88.3	1.4
Private nonprofit	1.0 !	4.1	93.0	1.9

Rounds to zero.

! Interpret data with caution. Estimate is unstable because the standard error is between 30 and 50 percent of the estimate.

‡ Reporting standards not met.

NOTE: These are self-reported data, and thus student responses may differ from the highest level of degree available at the institution. Total includes undergraduate students who attended private nonprofit less-than-4-year institutions and more than one institution, categories that are not shown separately. The private nonprofit institution estimates under "Control" include data from less-than-4-year institutions and therefore do not match the private nonprofit institution estimates under "4-year." Public less-than-2-year institutions are combined with public 2-year because so few undergraduates (less than 1 percent) attended these institutions. Estimates include undergraduate students who were enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

Table A-3. Estimates for figure 3: GENDER
Percentage of female undergraduates, by level and control of institution: 2011–12

Level and control of institution	Female undergraduates
All students	57.0
Control	
For-profit	64.1
Public	54.9
Private nonprofit	56.9
2-year or less	
For-profit less-than-2-year	76.5
For-profit 2-year	65.7
Public 2-year or less	55.7
4-year	
For-profit	60.5
Public	53.9
Private nonprofit	56.6

NOTE: Total includes undergraduate students who attended private nonprofit less-than-4-year institutions and more than one institution, which are not shown separately. The private nonprofit institution estimates under "Control" include data from less-than-4-year institutions and therefore do not match the private nonprofit institution estimates under "4-year." Public less-than-2-year institutions are combined with public 2-year because so few undergraduates (less than 1 percent) attended these institutions. Estimates include undergraduate students who were enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

Table A-4. Estimates for figure 4: RACE/ETHNICITY
Percentage distribution of undergraduates' race/ethnicity, by level and control of institution: 2011–12

Type of institution	White	Black	Hispanic	Asian	All other
All students	57.9	16.1	16.0	5.6	4.4
Control					
For-profit	48.5	25.6	18.5	2.9	4.5
Public	58.6	14.8	16.5	5.8	4.3
Private nonprofit	64.7	13.5	10.4	6.9	4.5
2-year or less					
For-profit less-than-2-year	38.7	25.6	29.0	2.5	4.1
For-profit 2-year	47.7	21.5	23.6	2.6	4.6
Public 2-year or less	55.9	16.3	18.5	4.9	4.3
4-year					
For-profit	51.2	27.1	14.1	3.1	4.5
Public	62.2	12.8	13.8	6.9	4.4
Private nonprofit	65.1	13.4	10.1	6.9	4.4

NOTE: Black includes African American, Hispanic includes Latino, and all other includes American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, or students who are more than one race. Race categories exclude Hispanic origin unless specified. Total includes undergraduate students who attended private nonprofit less-than-4-year institutions and more than one institution, which are not shown separately. The private nonprofit institution estimates under "Control" include data from less-than-4-year institutions and therefore do not match the private nonprofit institution estimates under "4-year." Public less-than-2-year institutions are combined with public 2-year because so few undergraduates (less than 1 percent) attended these institutions. Estimates include undergraduate students who were enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

Table A-5. Estimates for figure 5: DEPENDENCY/FAMILY STATUS
Percentage distribution of undergraduates' dependency and family status, by level and control of institution: 2011–12

Level and control of institution	Dependent	Independent, with no dependents	Independent, with dependents, unmarried	Independent, with dependents, married/separated
All students	48.7	23.8	13.7	13.8
Control				
For-profit	19.8	28.6	29.0	22.5
Public	50.5	24.3	12.2	13.0
Private nonprofit	66.1	16.1	7.8	9.9
2-year or less				
For-profit less-than-2-year	28.6	24.5	32.4	14.5
For-profit 2-year	32.4	25.2	26.0	16.4
Public 2-year or less	40.2	27.3	16.2	16.2
4-year				
For-profit	13.0	30.8	29.3	26.8
Public	64.4	20.2	6.7	8.7
Private nonprofit	67.3	15.7	7.3	9.7

NOTE: Total includes undergraduate students who attended private nonprofit less-than-4-year institutions and more than one institution, which are not shown separately. Public less-than-2-year institutions are combined with public 2-year because so few undergraduates (less than 1 percent) attended these institutions. Estimates include undergraduate students who were enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

Table A-6. Estimates for figure 6: PARENTS' EDUCATION
Percentage distribution of undergraduates' highest parental education, by level and control of institution:
2011–12

Level and control of institution	Did not complete high school	High school diploma or equivalent	Associate's, vocational, technical, or some college	Bachelor's or higher
All students	7.2	26.3	28.1	38.4
Control				
For-profit	10.0	39.4	27.6	23.0
Public	7.2	25.8	28.9	38.0
Private nonprofit	4.4	18.6	24.0	52.9
2-year or less				
For-profit less-than-2-year	11.3	39.3	23.0	26.3
For-profit 2-year	11.1	38.5	26.9	23.5
Public 2-year or less	9.0	29.4	31.4	30.2
4-year				
For-profit	9.3	39.8	28.9	22.0
Public	4.9	21.0	25.6	48.4
Private nonprofit	4.3	18.4	23.8	53.5

NOTE: Total includes undergraduate students who attended private nonprofit less-than-4-year institutions and more than one institution, which are not shown separately. The private nonprofit institution estimates under "Control" include data from less-than-4-year institutions and therefore do not match the private nonprofit institution estimates under "4-year. Public less-than-2-year institutions are combined with public 2-year because so few undergraduates (less than 1 percent) attended these institutions. Estimates include undergraduate students who were enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

Table A-7. Estimates for figure 7: MILITARY SERVICE
Percentage of military students among undergraduates, by level and control of institution: 2011–12

Level and control of institution	Military students
All students	4.9
Control	
For-profit	9.4
Public	4.1
Private nonprofit	4.1
2-year or less	
For-profit less-than-2-year	2.3
For-profit 2-year	6.6
Public 2-year or less	4.7
4-year	
For-profit	12.2
Public	3.3
Private nonprofit	4.0

NOTE: Military students include students who are veterans, on active duty, or serving in the Reserves or National Guard. Total includes undergraduate students who attended private nonprofit less-than-4-year institutions and more than one institution, which are not shown separately. The private nonprofit institution estimates under "Control" include data from less-than-4-year institutions and therefore do not match the private nonprofit institution estimates under "4-year. Public less-than-2-year institutions are combined with public 2-year because so few undergraduates (less than 1 percent) attended these institutions. Estimates include undergraduate students who were enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

Table A-8. Estimates for figure 8: HIGH SCHOOL COMPLETION
Percentage of undergraduates who had earned a high school diploma, by level and control of institution: 2011–12

Level and control of institution	Undergraduates
All students	90.5
Control	
For-profit	81.4
Public	91.3
Private nonprofit	94.4
2-year or less	
For-profit less-than-2-year	75.2
For-profit 2-year	83.6
Public 2-year or less	88.1
4-year	
For-profit	82.1
Public	95.6
Private nonprofit	94.7

NOTE: Total includes undergraduate students who attended private nonprofit less-than-4-year institutions and more than one institution, which are not shown separately. The private nonprofit institution estimates under “Control” include data from less-than-4-year institutions and therefore do not match the private nonprofit institution estimates under “4-year. Public less-than-2-year institutions are combined with public 2-year because so few undergraduates (less than 1 percent) attended these institutions. Includes students who graduated from high school and undergraduates who attended foreign high schools. Estimates include undergraduate students who were enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

Table A-9. Estimates for figure 9: FULL-TIME ENROLLMENT
Percentage of undergraduates who attended school full time, by level and control of institution: 2011–12

Level and control of institution	Undergraduates
All students	61.3
Control	
For-profit	76.9
Public	54.2
Private nonprofit	81.2
2-year or less	
For-profit less-than-2-year	81.5
For-profit 2-year	85.2
Public 2-year or less	40.5
4-year	
For-profit	72.6
Public	72.7
Private nonprofit	80.9

NOTE: Total includes undergraduate students who attended private nonprofit less-than-4-year institutions and more than one institution, which are not shown separately. The private nonprofit institution estimates under “Control” include data from less-than-4-year institutions and therefore do not match the private nonprofit institution estimates under “4-year. Public less-than-2-year institutions are combined with public 2-year because so few undergraduates (less than 1 percent) attended these institutions. Estimates include undergraduate students who were enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

Table A-10. Estimates for figure 10: EMPLOYMENT WHILE ENROLLED
Percentage distribution of undergraduates' employment status while enrolled, by level and control of institution:
2011–12

Level and control of institution	No job	Part-time	Full-time
All students	34.0	39.0	27.0
Control			
For-profit	39.0	25.1	35.9
Public	32.8	40.0	27.2
Private nonprofit	36.5	45.6	17.9
2-year or less			
For-profit less-than-2-year	51.9	33.1	15.0
For-profit 2-year	50.1	29.7	20.2
Public 2-year or less	31.6	35.9	32.6
4-year			
For-profit	31.8	21.4	46.8
Public	34.5	45.6	19.9
Private nonprofit	36.3	45.8	17.9

NOTE: Total includes undergraduate students who attended private nonprofit less-than-4-year institutions and more than one institution, which are not shown separately. The private nonprofit institution estimates under "Control" include data from less-than-4-year institutions and therefore do not match the private nonprofit institution estimates under "4-year." Public less-than-2-year institutions are combined with public 2-year because so few undergraduates (less than 1 percent) attended these institutions. Estimates include undergraduate students who were enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

Table A-11. Estimates for figure 11: PELL GRANTS AND FEDERAL LOANS
Percentage of undergraduates who received Pell Grants and federal loans, by level and control of institution:
2011–12

Level and control of institution	Pell Grant	Federal loans
All students	41.3	40.3
Control		
For-profit	64.2	70.9
Public	37.9	30.1
Private nonprofit	36.3	59.6
2-year or less		
For-profit less-than-2-year	75.5	74.6
For-profit 2-year	60.1	61.7
Public 2-year or less	37.9	16.7
4-year		
For-profit	63.0	73.5
Public	38.0	48.3
Private nonprofit	35.8	60.0

NOTE: Self-reported data from students. Night, weekend and online courses are considered alternative courses. The night courses, weekend courses, online courses and online program categories are not mutually exclusive and thus do not sum to 51.7 as some students took multiple types of alternative courses. Total includes undergraduate students who attended private nonprofit less-than-4-year institutions and more than one institution, which are not shown separately. The private nonprofit institution estimates under "Control" include data from less-than-4-year institutions and therefore do not match the private nonprofit institution estimates under "4-year." Public less-than-2-year institutions are combined with public 2-year because so few undergraduates (less than 1 percent) attended these institutions. Estimates include undergraduate students who were enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

APPENDIX B. STANDARD ERROR TABLES

Table B-1. Standard errors for table A-1 and figure 1: CHANGES OVER TIME
Percentage of undergraduates enrolled in for-profit postsecondary institutions, by level of institution: 1995–96, 1999–2000, 2003–04, 2007–08, and 2011–12

Level of institution and year	For-profit	Public	Private nonprofit	Attended more than one institution
All students				
1995–96	0.08	0.27	0.16	0.22
1999–2000	0.08	0.16	0.11	0.15
2003–04	0.13	1.31	0.28	1.66
2007–08	0.06	0.11	0.04	0.15
2011–12	0.03	0.21	0.08	0.28
Less-than-2-year				
1995–96	7.08	7.48	1.53	†
1999–2000	0.76	0.28	1.01	†
2003–04	0.70	0.13	0.78	†
2007–08	0.62	0.17	0.73	†
2011–12	0.78	0.22	†	†
2-year				
1995–96	0.64	0.65	0.28	†
1999–2000	0.02	0.06	0.06	†
2003–04	0.33	0.35	0.06	†
2007–08	0.64	0.63	0.05	†
2011–12	0.03	0.06	0.05	†
4-year				
1995–96	0.41	0.47	0.42	†
1999–2000	0.17	0.24	0.19	†
2003–04	0.30	0.30	0.28	†
2007–08	0.62	0.44	0.20	†
2011–12	0.06	0.09	0.10	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96, 1999–2000, 2003–04, 2007–08, and 2011–12 National Postsecondary Student Aid Studies (NPSAS:96, NPSAS:2000, NPSAS:04, NPSAS:08, and NPSAS:12).

Table B-2. Standard errors for table A-2 and figure 2: DEGREE PROGRAM
Percentage distribution of undergraduates' self-reported degree program, by level and control of institution: 2011–12

Level and control of institution	Certificate	Associate's degree	Bachelor's degree	Not in a degree program or other
All students	0.25	0.39	0.22	0.20
Control				
For-profit	0.75	0.95	0.59	0.34
Public	0.33	0.49	0.25	0.27
Private nonprofit	0.39	0.53	0.66	0.39
2-year or less				
For-profit less-than-2-year	2.12	†	†	†
For-profit 2-year	2.88	2.86	0.06	0.20
Public 2-year or less	0.57	0.77	0.20	0.44
4-year				
For-profit	0.26	0.94	0.95	0.11
Public	0.16	0.55	0.52	0.14
Private nonprofit	0.32	0.50	0.67	0.38

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

Table B-3. Standard errors for table A-3 and figure 3: GENDER
Percentage of female undergraduates, by level and control of institution: 2011–12

Level and control of institution	Female undergraduates
All students	0.11
Control	
For-profit	0.36
Public	0.12
Private nonprofit	0.47
2-year or less	
For-profit less-than-2-year	0.16
For-profit 2-year	0.18
Public 2-year or less	0.12
4-year	
For-profit	0.56
Public	0.23
Private nonprofit	0.48

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

Table B-4. Standard errors for table A-4 and figure 4: RACE/ETHNICITY
Percentage distribution of undergraduates' race/ethnicity, by level and control of institution: 2011–12

Level and control of institution	White	Black	Hispanic	Asian	All other
All students	0.42	0.30	0.37	0.15	0.12
Control					
For-profit	1.09	0.92	0.88	0.33	0.26
Public	0.57	0.39	0.49	0.20	0.16
Private nonprofit	1.15	0.73	0.72	0.48	0.42
2-year or less					
For-profit less-than-2-year	4.15	4.60	2.93	0.52	0.96
For-profit 2-year	2.55	2.01	2.81	0.37	0.57
Public 2-year or less	0.84	0.61	0.68	0.28	0.23
4-year					
For-profit	0.92	0.73	0.60	0.52	0.31
Public	0.78	0.41	0.77	0.27	0.24
Private nonprofit	1.16	0.75	0.70	0.47	0.39

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

Table B-5. Standard errors for table A-5 and figure 5: DEPENDENCY/FAMILY STATUS
Percentage distribution of undergraduates' dependency and family status, by level and control of institution: 2011–12

Level and control of institution	Dependent	Independent, with no dependents	Independent, with dependents, unmarried	Independent, with dependents, married/separated
All students	0.31	0.27	0.20	0.23
Control				
For-profit	0.74	0.60	0.54	0.73
Public	0.40	0.36	0.25	0.29
Private nonprofit	0.86	0.71	0.49	0.76
2-year or less				
For-profit less-than-2-year	1.71	1.89	1.57	1.47
For-profit 2-year	1.70	1.10	1.21	1.40
Public 2-year or less	0.53	0.53	0.39	0.44
4-year				
For-profit	0.94	0.81	0.82	0.99
Public	0.62	0.46	0.27	0.35
Private nonprofit	0.88	0.73	0.48	0.78

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

Table B-6. Standard errors for table A-6 and figure 6: PARENTS' EDUCATION
Percentage distribution of undergraduates' highest parental education, by level and control of institution: 2011–12

Level and control of institution	Did not complete high school	High school diploma or equivalent	Associate's, vocational, technical, or some college	Bachelor's or higher
All students	0.15	0.26	0.24	0.28
Control				
For-profit	0.41	0.85	0.53	0.73
Public	0.21	0.36	0.33	0.35
Private nonprofit	0.40	0.72	0.81	0.86
2-year or less				
For-profit less-than-2-year	1.15	1.54	1.24	1.82
For-profit 2-year	0.97	1.48	1.26	1.34
Public 2-year or less	0.33	0.56	0.51	0.53
4-year				
For-profit	0.49	1.10	0.61	0.94
Public	0.20	0.38	0.37	0.48
Private nonprofit	0.41	0.75	0.84	0.88

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

Table B-7. Standard errors for table A-7 and figure 7: MILITARY SERVICE
Percentage of military students among undergraduates, by level and control of institution: 2011–12

Level and control of institution	Military students
All students	0.15
Control	
For-profit	0.67
Public	0.15
Private nonprofit	0.56
2-year or less	
For-profit less-than-2-year	0.65
For-profit 2-year	0.98
Public 2-year or less	0.19
4-year	
For-profit	1.02
Public	0.23
Private nonprofit	0.57

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

Table B-8. Standard errors for table A-8 and figure 8: HIGH SCHOOL COMPLETION
Percentage of undergraduates who had earned a high school diploma, by level and control of institution: 2011–12

Level and control of institution	Undergraduates
All students	0.19
Control	
For-profit	0.54
Public	0.24
Private nonprofit	0.44
2-year or less	
For-profit less-than-2-year	1.78
For-profit 2-year	1.03
Public 2-year or less	0.38
4-year	
For-profit	0.69
Public	0.21
Private nonprofit	0.41

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

Table B-9. Standard errors for table A-9 and figure 9: FULL-TIME ENROLLMENT
Percentage of undergraduates who attended school full time, by level and control of institution: 2011–12

Level and control of institution	Undergraduates
All students	0.43
Control	
For-profit	1.14
Public	0.56
Private nonprofit	0.98
2-year or less	
For-profit less-than-2-year	2.97
For-profit 2-year	1.42
Public 2-year or less	0.77
4-year	
For-profit	1.71
Public	0.62
Private nonprofit	1.01

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

Table B-10. Standard errors for table A-10 and figure 10: EMPLOYMENT WHILE ENROLLED
Percentage distribution of undergraduates' employment status while enrolled, by level and control of institution:
2011–12

Level and control of institution	No job	Part-time	Full-time
All students	0.25	0.26	0.25
Control			
For-profit	0.68	0.55	0.70
Public	0.33	0.34	0.30
Private nonprofit	0.83	0.87	0.83
2-year or less			
For-profit less-than-2-year	1.95	1.36	1.13
For-profit 2-year	1.63	1.41	1.02
Public 2-year or less	0.47	0.50	0.47
4-year			
For-profit	0.73	0.65	0.99
Public	0.46	0.43	0.42
Private nonprofit	0.85	0.88	0.85

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

Table B-11. Standard errors for table A-11 and figure 11: PELL GRANTS AND FEDERAL LOANS
Percentage of undergraduates who received Pell Grants and federal loans, by level and control of institution:
2011–12

Level and control of institution	Pell Grant	Federal loans
All students	0.35	0.10
Control		
For-profit	0.75	0.21
Public	0.49	0.18
Private nonprofit	0.41	0.36
2-year or less		
For-profit less-than-2-year	1.08	0.49
For-profit 2-year	1.42	0.79
Public 2-year or less	0.73	0.22
4-year		
For-profit	0.94	0.21
Public	0.31	0.23
Private nonprofit	0.41	0.37

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

Table B-12. Standard errors for table 1: FIELD OF STUDY
Percentage distribution of major field of study among undergraduates, by level and control of institution: 2011–12

Level and control of institution	Major field										
	Career and technical education (CTE) majors	Computer and information sciences (CIS)	Engineering, math and agriculture	Social science, humanities, and general studies	Personal and consumer services	Manufacturing, construction, repair, and transportation	Military technology and protective services	Design and applied arts	Health care	Business	Other applied
All students	0.35	0.14	0.19	0.35	0.18	0.15	0.16	0.12	0.35	0.20	0.21
Control											
All for-profit	0.51	0.48	0.30	0.52	1.17	0.67	0.89	0.78	1.24	0.62	0.46
All public	0.46	0.16	0.26	0.45	0.12	0.16	0.14	0.08	0.36	0.25	0.25
Private nonprofit	1.07	0.32	0.54	1.02	0.27	0.33	0.37	0.32	0.93	0.75	0.79
2-year or less											
For-profit less-than-2-year	0.19	0.17	0.56	0.16	5.44	1.49	†	†	5.42	0.76	0.22
For-profit 2-year	0.68	0.94	0.60	0.70	2.93	2.65	0.61	0.55	2.98	0.96	1.55
Public 2-year or less	0.68	0.22	0.30	0.61	0.16	0.26	0.19	0.10	0.53	0.35	0.36
4-year											
For-profit	0.77	0.66	0.36	0.78	0.33	0.09	1.36	1.16	1.01	0.89	0.41
Public	0.57	0.16	0.41	0.51	0.14	0.11	0.18	0.10	0.41	0.34	0.29
Private nonprofit	1.05	0.31	0.53	0.95	0.26	0.26	0.35	0.32	0.87	0.69	0.73

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

Table B-13. Standard errors for table 2: AGE
Average and median age, and age distribution among all undergraduates, by level and control of institution: 2011–12

Level and control of institution	Mean	Median	Age 23 or younger	Age 24–34	Age 35 or older
All students	0.08	0.19	0.33	0.27	0.27
Control					
For-profit	0.17	0.54	0.68	0.69	0.78
Public	0.09	#	0.42	0.34	0.29
Private nonprofit	0.21	#	0.94	0.68	0.70
2-year or less					
For-profit less-than-2-year	0.45	0.54	2.26	1.42	1.77
For-profit 2-year	0.39	0.41	1.73	1.10	1.51
Public 2-year or less	0.12	0.25	0.55	0.49	0.42
4-year					
For-profit 4-year	0.21	0.62	0.78	1.01	1.09
Public 4-year	0.10	#	0.62	0.47	0.33
Private nonprofit 4-year	0.21	#	0.94	0.71	0.70

Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

Table B-14. Standard errors for table 3: ONLINE, EVENING, AND WEEKEND COURSETAKING
Percentage of undergraduates taking online, evening, or weekend courses, by level and control of institution:
2011–12

Level and control of institution	Alternative coursetaking		Night courses 2011–12	Weekend courses 2011–12	Online courses	Online program
	Did not take alternative courses	Took alternative courses				
All students	0.33	0.33	0.29	0.17	0.33	0.17
Control						
For-profit	0.75	0.75	0.75	0.52	0.82	0.81
Public	0.40	0.40	0.34	0.19	0.41	0.15
Private nonprofit	0.98	0.98	0.92	0.45	0.92	0.61
2-year or less						
For-profit less-than-2-year	2.06	2.06	1.70	1.48	0.79	†
For-profit 2-year	1.50	1.50	0.99	0.76	1.30	1.03
Public 2-year or less	0.55	0.55	0.52	0.29	0.58	0.23
4-year						
For-profit	0.99	0.99	1.07	0.68	1.25	1.29
Public	0.53	0.53	0.44	0.22	0.54	0.22
Private nonprofit	1.01	1.01	0.94	0.46	0.94	0.62

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

RUN YOUR OWN ANALYSIS WITH DATALAB

You can replicate or expand upon the figures and tables in this report, or even create your own. DataLab has several different tools that allow you to customize and generate output from a variety of different survey datasets. Visit DataLab at:

<http://nces.ed.gov/datalab/>

The screenshot displays the DataLab website interface. At the top left, the 'DATALAB' logo is followed by the tagline 'Fast, flexible, powerful.' On the top right, there is a contact link: 'Questions? Contact NCES nces.info@rti.org'. Below the header, three navigation tabs are visible: 'QuickStats', 'PowerStats' (which is highlighted with an orange underline), and 'TrendStats'. The main content area features a section titled 'KEY FEATURES OF POWERSTATS' with a sub-header '1 2 3'. This section contains three columns, each with an icon and a description:

- PERCENTAGE DISTRIBUTION**: General percentage of a population in each category of a variable, displayed in columns. (Icon: Bar chart with a percentage sign and arrows.)
- AVERAGES, MEDIANS, & PERCENTS**: Computes any of three statistics (averages, medians, or percentages) for your selected variables, displayed in columns. (Icon: Bar chart with three downward-pointing triangles above it.)
- CENTILES**: Produces values of a continuous variables at centiles, displayed in columns. (Icon: Bar chart with five downward-pointing triangles above it.)

On the right side of the interface, there is a 'GO TO:' menu with the following options:

- PRE-ELEMENTARY EDUCATION
- SCHOOLS AND STAFFING SURVEY
- SCHOOL SURVEY ON CRIME AND SAFETY
- HIGH SCHOOL LONGITUDINAL STUDY
- EDUCATION LONGITUDINAL STUDY
- POSTSECONDARY EDUCATION