NATIONAL CENTER FOR EDUCATION STATISTICS

Survey Report

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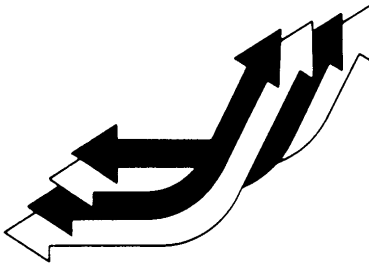
Trends in Postsecondary Credit Production, 1972 and 1980 High School Graduates

Paula R. Knepper
Postsecondary Education Statistics Division



Data Series:
NLS-72/84; HS&B:80/84

U.S. Department of Education
Office of Educational Research and Improvement **CS 90-351**

Highlights

This study looked at differences between the high school graduating classes of 1972 and 1980, in terms of postsecondary progress and completion. Specifically, it includes those students from each cohort who entered postsecondary education (PSE) immediately (in the same year as completing high school, 1972 and 1980) and reports on all postsecondary activity within the next 4 1/2 years. All information was taken from transcripts obtained from the postsecondary institutions rather than from self reports from students. By comparing times to complete levels as defined by credit hour production and levels completed in the time period, some interesting results have been found.

- While almost a third (31 percent) of the 1972 cohort who entered PSE right after high school completed a bachelor's degree within the 4 1/2 year period, less than a quarter (22 percent) of the 1980 cohort did so in the same length of time.

- Overall, baccalaureate degree completion in 4.5 years for the 1980 cohort dropped about 10 percentage points below that of the 1972 cohort. This same 10 percentage point drop was evident for all groups, regardless of race, sex, or socio-economic status (SES). By sex, men dropped from 30 to 21 percent and women dropped from 33 to 22 percent. By race, whites dropped from 33 to 24 percent, blacks dropped from 22 to 11 percent, and other minorities dropped from 20 to 12 percent. By SES, those in the lowest group dropped from 21 to 11 percent, those in the middle dropped from 27 to 19 percent, and those in the highest group dropped from 40 to 30 percent.

- The drop in rates of completing a bachelor's degree in 4.5 years for students first entering 4-year public colleges was 16 percent, while in the private 4-year sector there was only a 4 percent drop in completion rates.

- The 1980 cohort took about 1 month longer to complete the freshman year than the 1972 cohort, and about 1 month less to complete the senior year.

- Women in the 1980 cohort took slightly longer to complete the freshman and sophomore years than their 1972 counterparts, though both men and women in the 1980 group took slightly less time to complete senior year.

- Blacks showed the greatest change in length of time to complete the freshman year, with the 1980 cohort taking 2 months longer on average to complete than the 1972 cohort.

- Almost 10 percent more persons in the 1980 cohort than in the 1972 cohort took longer than 9 months to complete the freshman year (67 percent, up from 58 percent).

- For those who finished the BA, 11 percent more in the 1980 cohort than in the 1972 cohort finished within 45 months (84 percent, up from 73 percent).

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Foreword

The National Center for Education Statistics, with support from other government agencies, has supported three longitudinal studies of U.S. students: The National Longitudinal Study of the High School Class of 1972 (NLS:72); High School and Beyond, which started in 1980 (HS&B:80) and included both sophomore and senior high school students; and the National Education Longitudinal Study of 1988, involving eighth grade students. All of these studies have multiple data collection components.

This report is based on data from the NLS:72 and the HS&B:80 senior cohorts and the two related Postsecondary Education Transcript Studies conducted in 1984. It provides additional insight into the process of entering and progressing through the postsecondary system by looking at the differences in persistence and progress between two different high school cohorts. The information presented shows who entered, how far they progressed, and how long it actually took to complete each level through a bachelor's degree. These analyses present similarities and differences between the two cohorts in levels attained and time to attain each level. Additional comparisons are presented for limited background and postsecondary experience characteristics.

The data analyzed for this report are available for secondary analyses on either mainframe or micro computers. Information about obtaining NLS:72, HS&B:80, and related computer tapes, or those related to other longitudinal studies conducted by the Center, is available from the U.S. Department of Education, Office of Educational Research and Improvement, Information Technology Branch, 555 New Jersey Avenue NW, Room 214A, Capitol Place Building, Washington DC, 20208-5724, or call 1-800-424-1616.

Samuel S. Peng, Director
Postsecondary Education Statistics Division
National Center for Education Statistics

C. Dennis Carroll, Chief
Longitudinal Studies Branch
National Center for Educational Statistics

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1. Introduction

Questions concerning progress and persistence in postsecondary education have received a lot of attention recently because of the numerous reports on the quality of education at all levels, on teacher quality, and on quality of postsecondary education (PSE) graduates in general. Some of these questions focus on how long it takes and should take to complete a bachelor's degree. Carroll (1985, 1987, 1988(a), 1988(b), 1989) has emphasized the inefficiency of taking longer than the expected 4 years in terms of increased cost for tuition and of lost wages. Others recognize the inefficiency for an institution to maintain a part-time or intermittent student over a longer period (Lenning et al. 1980, Porter 1989).

Francis (1980) and Lenning, et al. (1980) suggested there are three ways for colleges to maintain enrollment while facing a decline in the traditional 18 - 24 year old population: increase the proportion of the traditional age pool which attends college; attract more students from non-traditional populations (e.g., older students); or retain a higher proportion of the students who enter PSE. The third option has shown the least success to date. None of these retention strategies seems to have much impact. Though enrollment has continued to increase slightly (Gerald et al. 1988), graduation rates have remained around 40 - 50 percent within the first 4 years after college entry (Bayer et al. 1973, El-Khawas and Bisconti 1974, Royer and Creager 1976, Tinto 1987, Knepper 1989).

From a student's perspective, there are many reasons for leaving an institution. These do not all constitute dropping out or departing from the PSE system. Tinto (1986) points out that students leave an institution for many personal reasons, sometimes referred to as "lack of fit." Often these people leave an institution but enroll in a different institution closer to home or more in line with their beliefs and activities. Many of these people, or "stopouts" to use Astin's (1975(a), 1975(b)) term, do go on to complete a PSE degree. Thus, persisters as a group include both those who attend full time continuously until completion (those on the "normal persistence track") and those who attend less than full time or discontinuously until completion. It is this latter group that is harder to identify due to the undefinable time lags that may occur. Indeed, Knepper (1989) found that for some groups of bachelor's degree completers, the *average* time from start to completion was over 60 months (compared to the 45 months normally expected).

Recent NCES studies involving single-age high school cohorts suggest that high school graduates in the early 1980s are not as interested in or as likely to persist in the attainment of postsecondary credentials to the same degree as high school graduates in the early 1970s. Eagle (1988) found that the rate of immediate entry into PSE for 1980 high school graduates was higher than for either the 1972 or the 1982 graduating classes. She reported that 47 percent of the 1972 class, 53 percent of the 1980 class, and 50 percent of the 1982 class entered PSE immediately after high school. For the 1972, 1980, and 1982 high school graduating classes, 60, 68, and 66 percent respectively had been enrolled in some PSE within 4 years after high school.

In Student Progress in College, Knepper (1989) found that 1972 high school graduates on average took longer than expected at each level of progress toward a bachelor's (BA) degree. The majority of students finished the middle two years within the expected time. However, about two-thirds of freshmen and over two-fifths of seniors took longer, as did over half of all BA degree recipients. From studies such as reported in The American Freshman: Twenty Year Trends (Astin, 1987)[1], it seems that there were differences in attitudes among beginning freshmen in each of these classes. In 1972, freshmen were more interested in the social aspects of a college education. They were more often planning to major in liberal arts, humanities, and other social and artistic fields. Social activism was important. Their most important goal, overall, was to develop a meaningful philosophy of life. By 1980, entering freshmen had changed dramatically. They were more often planning to major in business, scientific, or technical areas. They were more confident in all areas than were 1972 freshmen. They reported better high school grades, and more often expected to complete their education. Freshmen in 1980 were also more firm in their commitments, expecting less often to change majors, career plans, or even institutions. Making money, being successful, and obtaining recognition for their accomplishments were important goals. Given this reported change in attitudes, it could be expected that there would be an impact on the progress and completion rates for the later class. It would be expected that with the greater focus on success, 1980 graduates would be more likely to progress through PSE within the expected time frames. This report will address questions related to expected changes in progress and completion rates.

Purpose and methods

This report will examine the following questions:

- Is the Average Time Taken to Complete Each Level of Postsecondary Education up to a Bachelor's Degree Different for 1972 and 1980 High School Graduates?

- Is the Proportion of Students Taking Longer than Normally Expected to Progress through Postsecondary Education Different for 1972 and 1980 High School Graduates?

This report uses Postsecondary Education Transcript Study (PETS) data for two high school cohorts, 1972 graduates and 1980 graduates. This study included students who participated in either of these two NCES studies, National Longitudinal Study of the High School Class of 1972 (NLS:72) or the High School and Beyond 1980 Senior Cohort Longitudinal Study (HS&B:80/Sr), who had first entered PSE within the year of high school graduation, and who had PSE transcripts in the corresponding PETS files. The NLS:72 data files contain information from the base year (1972) study, five followup studies (the last being in 1986), and the PETS data collected in 1984. The HS&B:80/Sr data files contain information from the base year (1980) study, three followup studies (the last being in 1986), and the PETS data of 1984.

This study uses base year and PETS data for each of the cohorts. Although the NLS:72 PETS

[1] While these studies include only academically oriented freshmen rather than those who also entered proprietary schools, they do reflect general attitudes of those students in each cohort who could be expected to complete a bachelor's degree.

file contained 12 years of transcript information, only the first 4 1/2 years (to 77/1) were used so the data would be comparable to the data obtained for the HS&B:80 seniors (to 85/1). Thus, information presented in this report will differ somewhat from that presented in an earlier report, Student Progress in College: NLS-72 Postsecondary Education Transcript Study, 1984, because of the time constraints. Because this study is based primarily on postsecondary transcript information, the definition of participation in PSE is limited to students who identified any postsecondary school they attended after high school and for whom a transcript covering the time period was provided. Therefore, estimates of postsecondary attendance may be somewhat lower than reported elsewhere.

Time constraints pose a limitation associated with many longitudinal studies of persistence and progress in college. Many of the persistence studies associated with High School and Beyond are limited by this constraint. For both cohorts, followup four years after high school is too soon for many to have completed a postsecondary degree (although they may be within a term of completion). Transcripts collected 4 1/2 years after high school, while allowing for an extra term or two, are nevertheless limited time-wise.

Another limitation is the nature of a single-age high school cohort. While all findings accurately reflect a particular group of high school graduates, they do not reflect all who are enrolled in PSE at a particular time. Thus, this study will not include students who delay entry into PSE, the older "non-traditional" students. The emphasis of this study is on the PSE experiences of those high school graduates who entered college immediately, or what is normally considered the traditional student (although part-time immediate entrants are also included).

In this study, two very different groups of students are being compared on only a limited number of variables. Eagle (1988) showed that the 1980 group reflects a higher initial rate of entry into PSE and has a larger proportion of both minorities and low SES students. Further, attitudes held by members of each cohort are different. Thus, differences may be due to a number of factors, while this report will address only a few factors for descriptive purposes.

A limitation unique to transcript studies is non-response of the PSE institution rather than the student. However, once identified, most institutions are very willing to supply transcripts in a timely manner. In fact, over 90 percent of the transcripts were returned as requested. Response was lowest among independent and proprietary vocational schools.[2]

This study differs from other studies in several ways. The first is that it uses transcript information to define postsecondary attendance. The second is that students are not forced to remain on the "normal persistence track" in order to be retained throughout the period of study. Third, students do not have to attend full time at any point to be included. Thus, while many students have completed a bachelor's (BA) degree in the time period of this study, many others are probably continuing toward that goal. This report presents a comparison of average length of time at each completed stage leading to the BA degree and a comparison of the proportion of students who exceed the normally expected time at each stage.

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[2] See Jones, et al., 1986(a) and (b), for a complete description of response rates at all levels.

For this report, "academic progress" is the completion of each of four academic levels normally considered as leading to completion of the BA degree:

1) the first year, or freshman year, normally requiring 30 semester hours,

2) the second year, or sophomore level, requiring an additional 30 semester hours (60 hours total),

3) the third year, or junior level, requiring an additional 30 semester hours (90 hours total), and

4) the final year, or senior level, requiring sufficient additional credits to complete all requirements for the BA degree. Completion of this level required actual BA award, not a specific number of credits earned.

Academic level is not part of a transcript record and for many institutions, particularly those with programs of 2 years or less, is a term with little or no meaning. However, it will be used in this report for the convenience of defining a prescribed level of accomplishment, regardless of length of time taken to complete it. The same terms or standards for progress will be applied to 2-year and less than 2-year schools as well as 4-year colleges, even though their programs require less than 4 years. These terms or standards reflect a specific level of accomplishment for which time to complete can be measured. They are not an evaluation of the progress achieved.[1] A student may have completed all the requirements for a particular program of study at an appropriate time, received the appropriate credential, and left PSE. However, this report looks at specific academic levels completed in PSE and at the length of time required to complete each of those levels. The question of length of time required is different from the level of progress made or what degree or credential was attained.[2] All students who completed a particular level are included in those analyses, regardless of the level of PSE ultimately attained. As a result, data for freshmen are based on all students in each of the cohorts who completed at least 30 semester credits (or their equivalent), regardless of highest level achieved, while data for seniors are based on only those students who actually completed a BA.

Similarly, "persistence" in this study is the length of time needed to achieve a given academic level. Normal persistence is the length of time expected for completion of each level for a student who enters PSE in the beginning of the academic year, or fall term, and attends full time during the

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[1] For purposes of this study, contact hours, the usual units of credit awarded for vocational study, have been converted to semester hours by the following algorithm:

if hours <= 45 then credits = hours/15
if 45 < hours <= 60 then credits = hours/30
if hours > 60 then credits = hours/45.

This meets the approval of both the National Association of Trade and Technical Schools (NATTS) and the Association of Independent Colleges and Schools (AICS), two major accrediting bodies for vocational and technical schools and colleges.

[2] For discussions of degree or credential attainment, see Eagle, et al., (1988(a), 1988(b), 1988(c)), and Schmitt (1989).

academic year (not including summer term) until completion. This "normal persistence" track results in a schedule of 9 months to complete the freshman year and 12 months to complete each of the 3 following years, or 45 months to complete a BA degree.

This report looks at change in rates of progress and persistence between two cohorts 8 years apart (1972 and 1980) by selected background characteristics and PSE experience. A description of how these variables were created is provided in Appendix A.

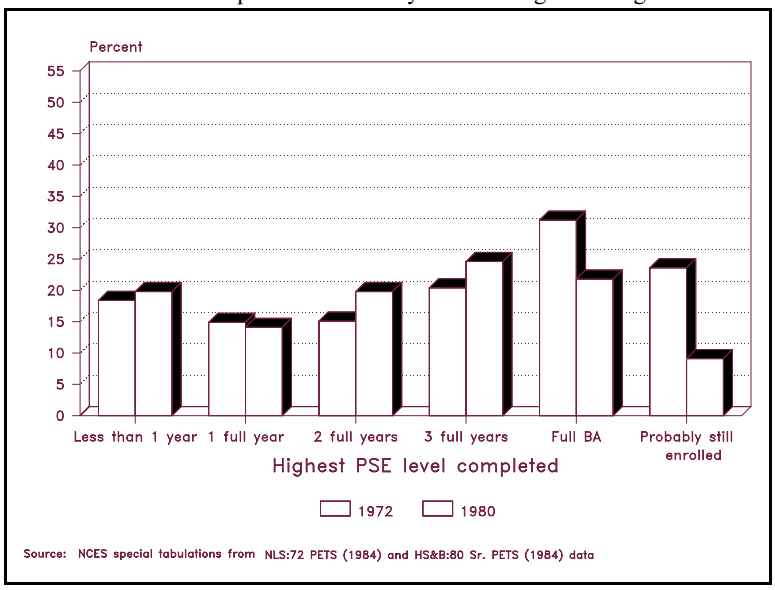
Organization of this report

Section 2 provides basic information regarding the comparative progress after entry for the two high school cohorts. Section 3 provides detailed information concerning the length of time taken to complete each level and the time differences between the two cohorts. Section 4 provides further information concerning students taking longer than normally expected at each level. Section 5 provides a brief discussion of the findings. Appendix A provides information on methodological issues and data reliability. Appendix B provides the estimates and standard errors for all variables used in the report.

2. Progress After Entry

Other studies have shown the 1980 high school graduating class was more likely to enter postsecondary education immediately after high school than was the 1972 high school graduating class (53 percent of the high school graduates verses 47 percent, Eagle, 1988). However, they were not as likely to have completed their BA within 4 1/2 years. As figure 2.1 shows, 31 percent of the earlier cohort who entered PSE immediately after high school had finished a BA in 4 1/2 years, while only 22 percent of the later cohort had finished in the same time period. There was no difference between the two cohorts in proportion completing one year or less, as the highest level completed. However, the 1980 cohort was somewhat more likely to have completed 2 years than was the 1972 cohort (20 percent versus 15 percent, $t=5.06$, $\alpha<.001$) or 3 years (25 percent versus 20 percent, $t=4.17$, $\alpha<.001$) as the highest level. Both men and women showed a similar pattern, with the completion rate for men dropping from 30 to 21 percent, and for women from 33 to 22 percent (figure 2.2).

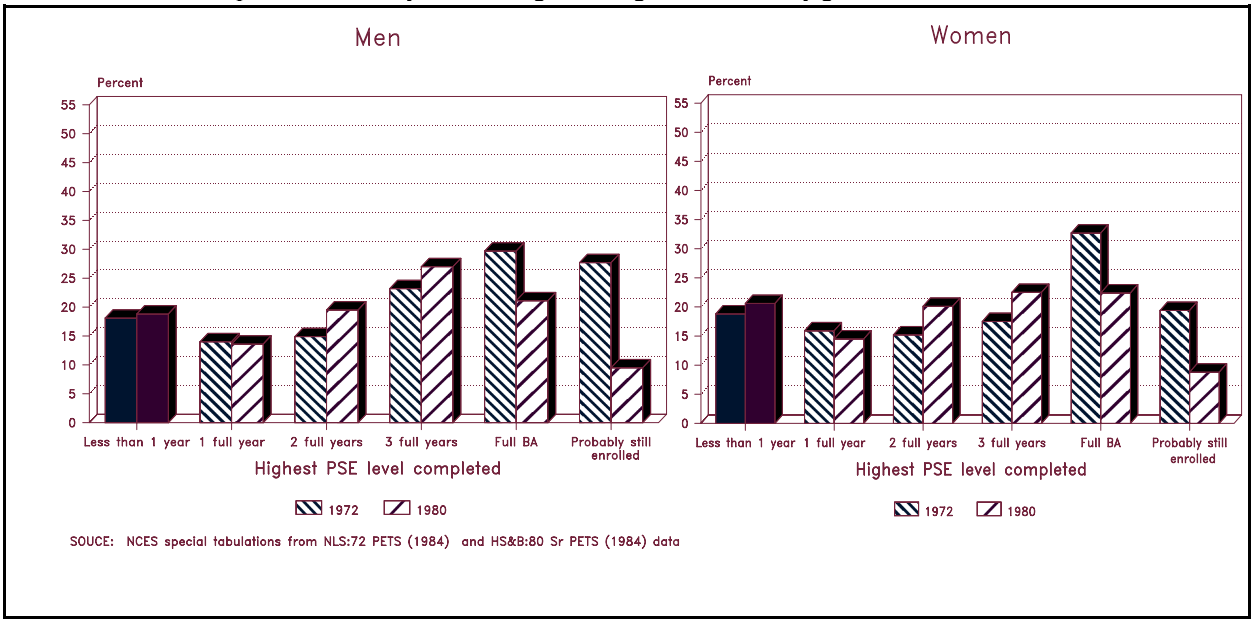
Figure 2.1 Percent of 1972 and 1980 high school graduates who entered PSE immediately, by highest level of PSE completed within 4.5 years after high school graduation



Blacks and other minorities completed the BA less often than whites in both 1972 and 1980. However, the dropoff between the two cohorts was still about the same regardless of race. As figure 2.3 shows, white and other (non-black) minority[5] completion rates dropped less than 10 percentage points (from 33 to 24 percent for whites and from 20 to 12 percent of other minorities), while black completion rates dropped about 11 percentage points (from 22 to 11 percent). Neither minority group showed a significant increase in those having completed 2 or 3 years as white students did.

[5] For the interested reader, "other minority" has been broken into "Hispanic" and "other" for the 1980 cohort. This information is presented in the appendix B tables only. A similar breakdown was not possible for the 1972 cohort, as too few hispanics were included in the file. Thus, there is no trend data for hispanics versus other minorities, though in 1980 they were most likely to have finished less than 1 full year.

Figure 2.2 Percent of 1972 and 1980 high school graduates who entered PSE immediately, by highest level of PSE completed within 4.5 years after high school graduation, and by gender



As by gender and race, the 1980 cohort was less likely to complete a BA than the 1972 cohort when considering socio-economic status (SES). Not surprisingly, those in the lowest SES quartile were least likely to complete a BA in the time period in both cohorts, while those in the highest quartile were most likely to do so (figure 2.4). The 1980 low SES group also reflected no significant difference from the 1972 cohort, in proportion, completing 2 or 3 years during the time period. The difference in change between the 1972 and 1980 low SES group was not significant at any level less than a full BA. However, the lowest SES group finishing less than 1 year increased from 26 to 31 percent, while 12 percent of the highest SES group in both cohorts completed less than 1 year ($t=3.36$, $\alpha<.001$).

Completion rates dropped overall by about 10 percentage points. That same percentage difference is reflected by all groups, regardless of SES, race, or sex. By sex, men dropped from 30 to 21 percent and women dropped from 33 to 22 percent. By race, whites dropped from 33 to 24 percent, blacks dropped from 22 to 11 percent, and other minorities dropped from 20 to 12 percent. By SES, those in the lowest group dropped from 21 to 11 percent, those in the middle dropped from 27 to 19 percent, and those in the highest group dropped from 40 to 30 percent.

For those students who did not earn a BA in the 4 1/2 year period, the majority were not awarded any certificate, license, or other degree (76 percent of non-BA completers in the 1972 cohort, and 82 percent in the 1980 cohort). Among those students not receiving any PSE award, 5 percent fewer of those in the 1980 cohort (29 percent) completed less than a year of PSE than did those in the 1972 cohort (34 percent) ($t=3.36$, $\alpha<.001$), while 6 percent more (20 percent of the 1980 cohort versus 14 percent of the 1972 cohort) completed 2 full years ($t=5.16$, $\alpha<.001$). For those who completed a certificate, license, or degree below BA, most of those in the 1980 cohort (42 percent) did so with less than a full year of study, and a third (35 percent) completed a full year (30 semester

Figure 2.3 Percent of 1972 and 1980 high school graduates who entered PSE immediately, by highest level of PSE completed within 4.5 years after high school graduation, and by race

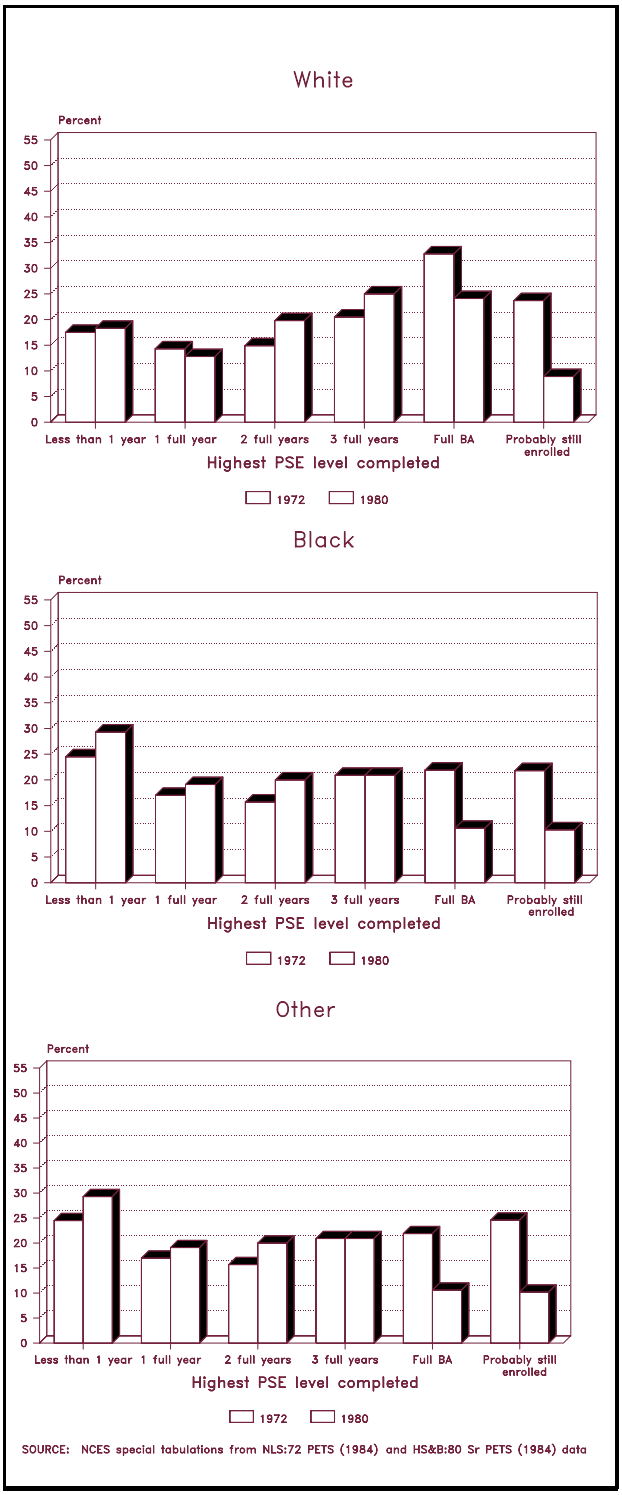
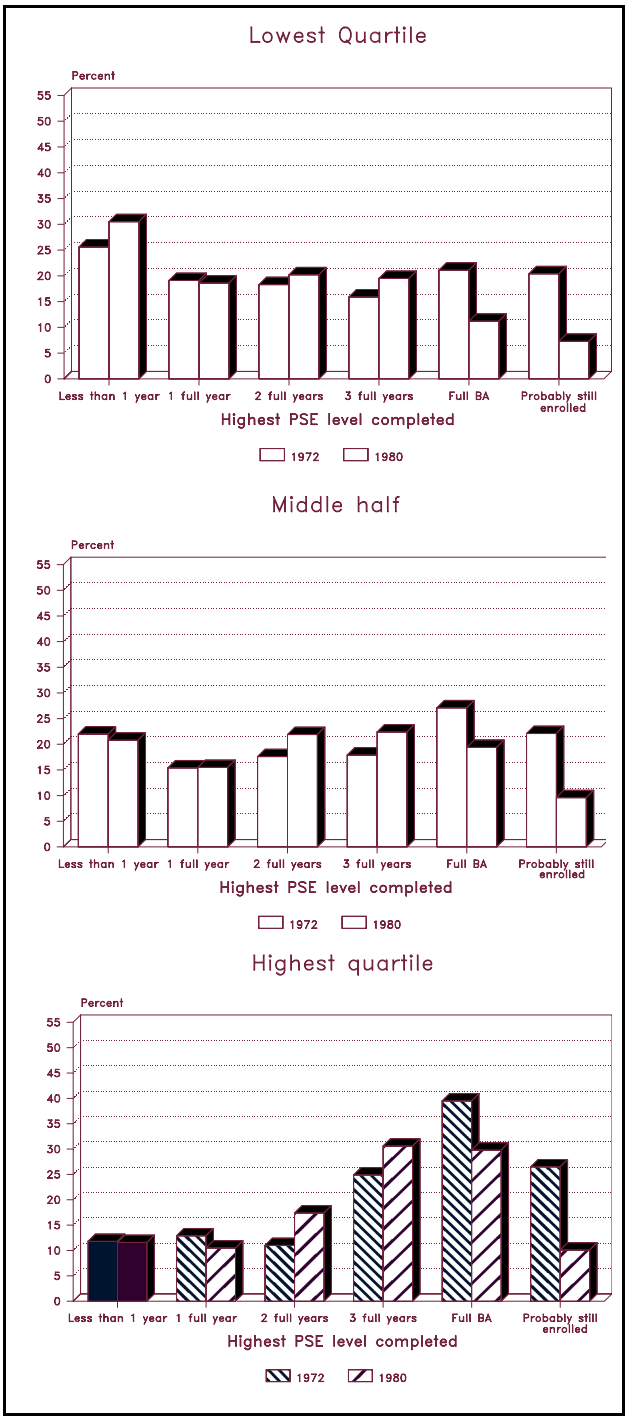


Figure 2.4 Percent of 1972 and 1980 high school graduates who entered PSE immediately, by highest level of PSE completed within 4.5 years after high school graduation, and by SES

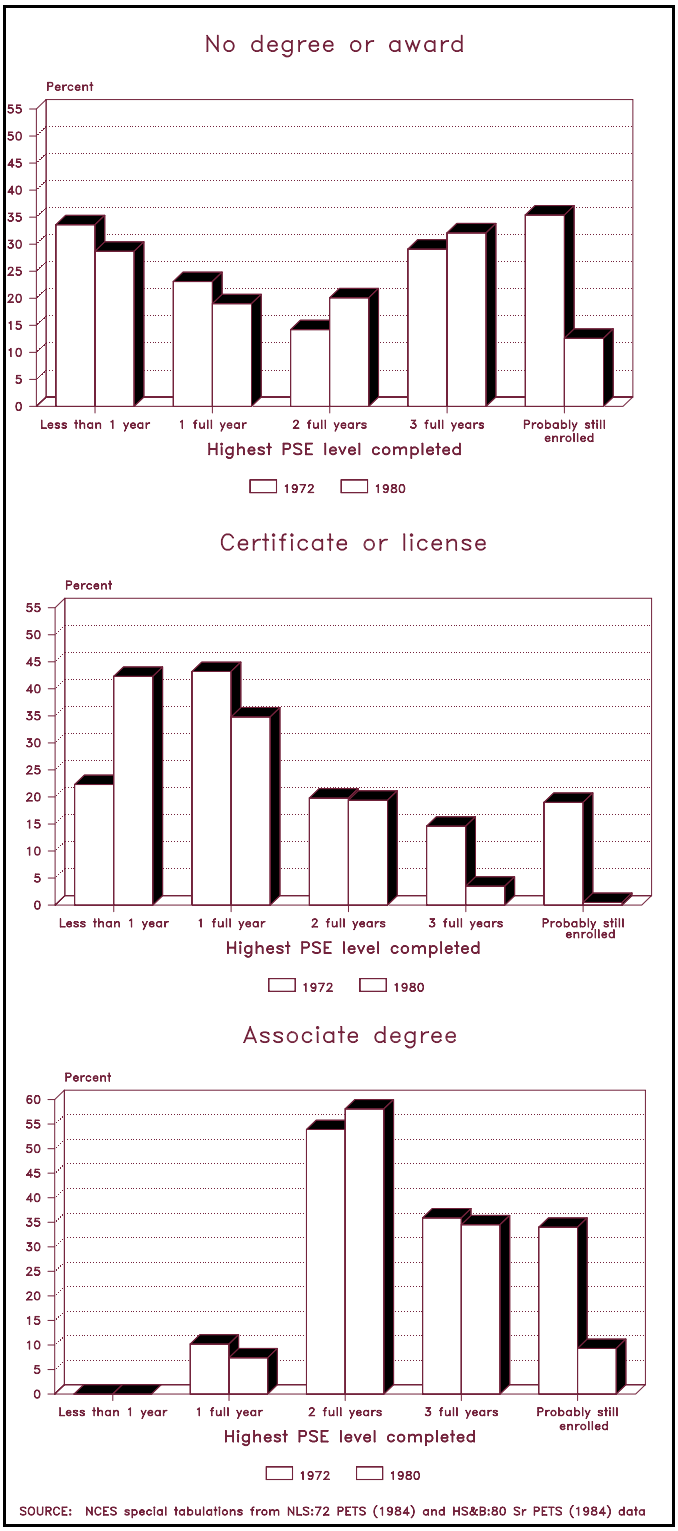


credits). For the 1972 cohort, 43 percent had completed a full year, and only 22 percent had earned their certificate or license with less than a full year of study (figure 2.5).

For those students who had not completed a BA in the 4 1/2 year time period, one wonders if they will continue their education. For the 1972 cohort, transcript information beyond the period of this study indicated that 24 percent had continuate education. ued their undergraduate education beyond this 4 1/2 year point. For the 1980 cohort, no such foresight is available. However, 9 percent of the 1980 cohort had not completed the BA and still continued to be enrolled after June 1984 (in either the summer or fall term, or both). These people are likely to continue their undergraduate education.

Progress through PSE varies depending on the type of institution first attended. Those students first entering a 4-year college or university are most likely to complete a full BA. As figure 2.6 shows, this is true for both the 1972 and 1980 cohorts. However, the greater difference in completion rates between public and private 4-year colleges was unexpected. For those who first started in public 4-year colleges, BA completion rates for the 1980 cohort were 16 percent lower than for the 1972 cohort (from 40 percent of the 1972 cohort to 25 percent of the 1980 cohort). In the private sector, the completion rate was only 4 percent lower in 1980 (46 percent, down from 50 percent), not a significant difference. The drop in BA completion rates in the public 4-year sector was reflected in the increase in students who completed only 2 or 3 full years. In schools offering only programs of less

Figure 2.5 Percent of 1972 and 1980 high school graduates who entered PSE immediately, by highest level of PSE completed within 4.5 years after high school graduation, and by highest degree or award



SOURCE: NCES special tabulations from NLS:72 PETS (1984) and HS&B:80 Sr PETS (1984) data

Figure 2.6 Percent of 1972 and 1980 high school graduates who entered PSE immediately, by highest level of PSE completed within 4.5 years after high school graduation, and by type of institution first attended

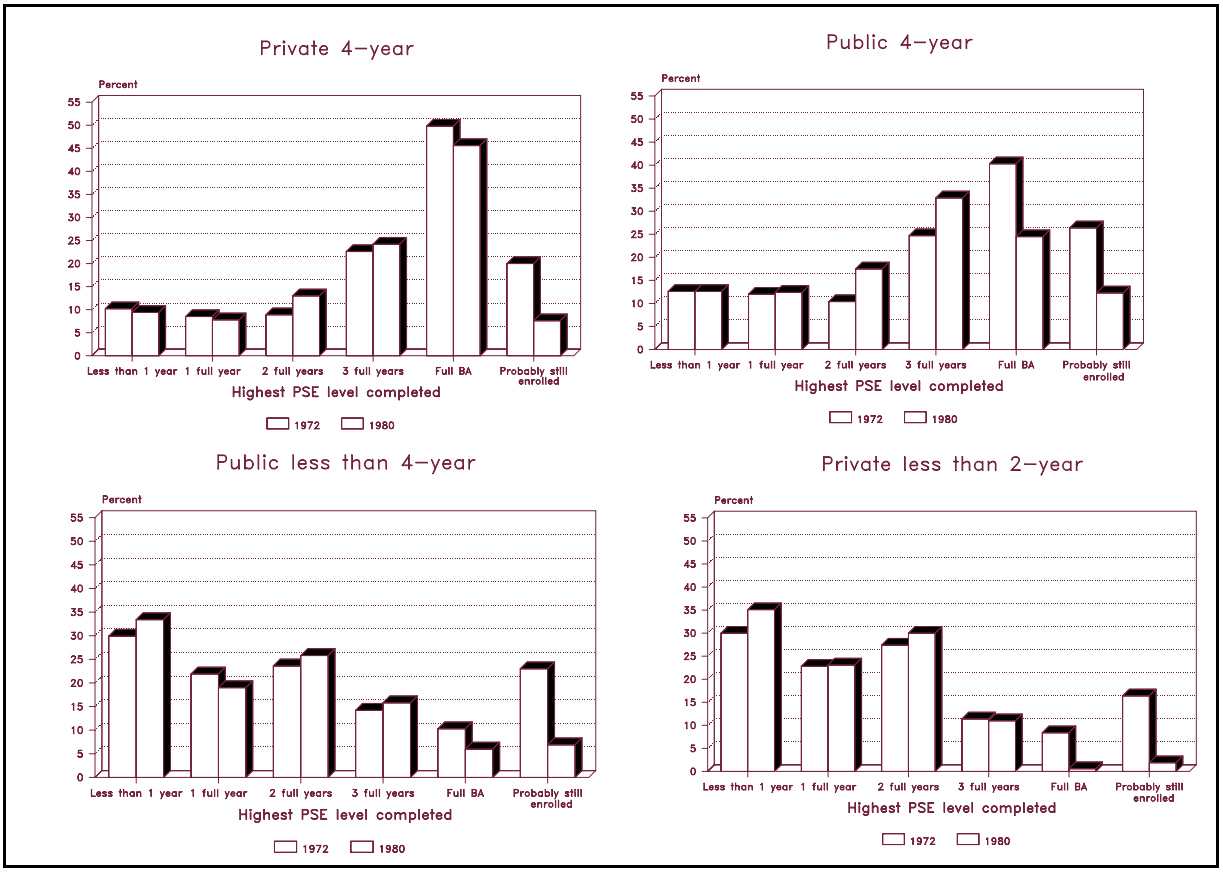
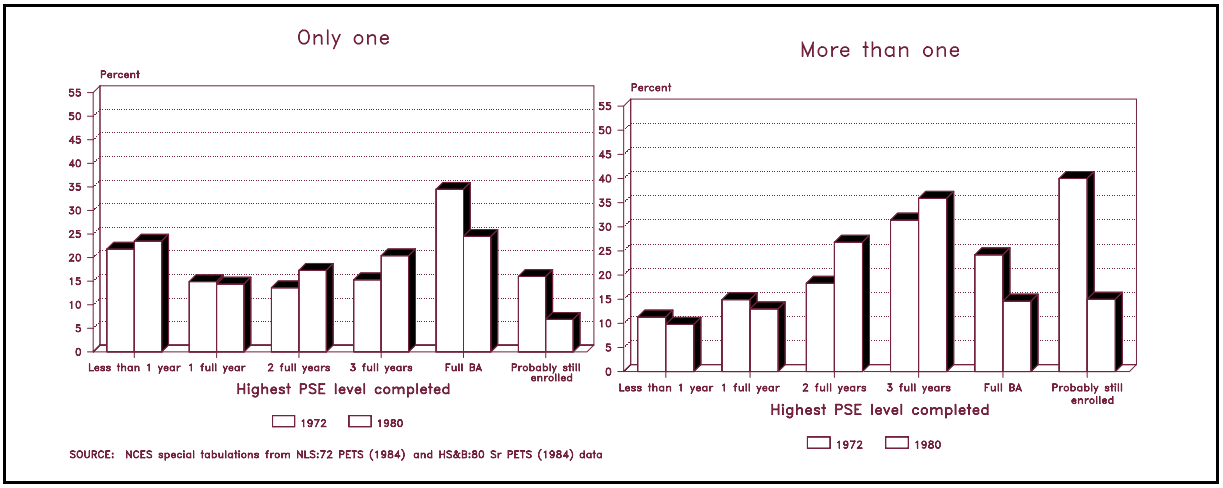


Figure 2.7 Percent of 1972 and 1980 high school graduates who entered PSE immediately, by highest level of PSE completed within 4.5 years after high school graduation, and by number of colleges attended



SOURCE: NCES special tabulations from NLS:72 PETS (1984) and HS&B:80 Sr PETS (1984) data

than 4 years, a reduction in BA completion rates between the 1972 and 1980 cohorts was seen in both the public and private sectors[6].

Students who transfer or attend more than one college are less likely to attain the BA within 4 1/2 years than are those who do not transfer (35 versus 24 percent for the 1972 cohort [t=7.51, $\alpha<.001$], and 25 versus 15 percent for the 1980 cohort [t=6.24, $\alpha<.001$]). The 10 percentage point drop in BA completion rates between the 1972 cohort and the 1980 cohort is independent of transfer status. Figure 2.7 shows that for those who did not transfer, there was a slight increase in the proportion who completed 2 full years and 3 full years as the highest level attained (t=3.53, $\alpha<.001$ and t=4.62, $\alpha<.001$ respectively) between the 1972 and 1980 cohorts. For those who did transfer, the corresponding increase is seen only for those completing 2 full years (t=4.43, $\alpha<.001$). Figure 2.8 shows change patterns for specific types of transfer. Non-transfers and those changing from non-public (any level) to public 4-year colleges showed the most significant drops in BA completion rates between the two cohorts. Only those changing to a private 4-year college show no significant drop in BA completion.

[6] For the interested reader, "private less than 4-year institutions" has been broken out by "independent non-profit" and "proprietary" for the 1980 cohort. This information is presented in the appendix B tables only. A similar distinction was not possible among private vocational schools for the 1972 cohort. Thus, there is no trend information for independent non-profit less than 4-year schools or proprietary less than 4-year schools. However, students who first entered a proprietary less than 4-year school were more likely to have finished less than 1 year as their highest level than were those who entered similar independent non-profit schools (49 percent versus 16 percent, t=3.4, $\alpha<.001$).

Figure 2.8 Percent of 1972 and 1980 high school graduates who entered PSE immediately, by highest level of PSE completed within 4.5 years after high school graduation, and by type of transfer made

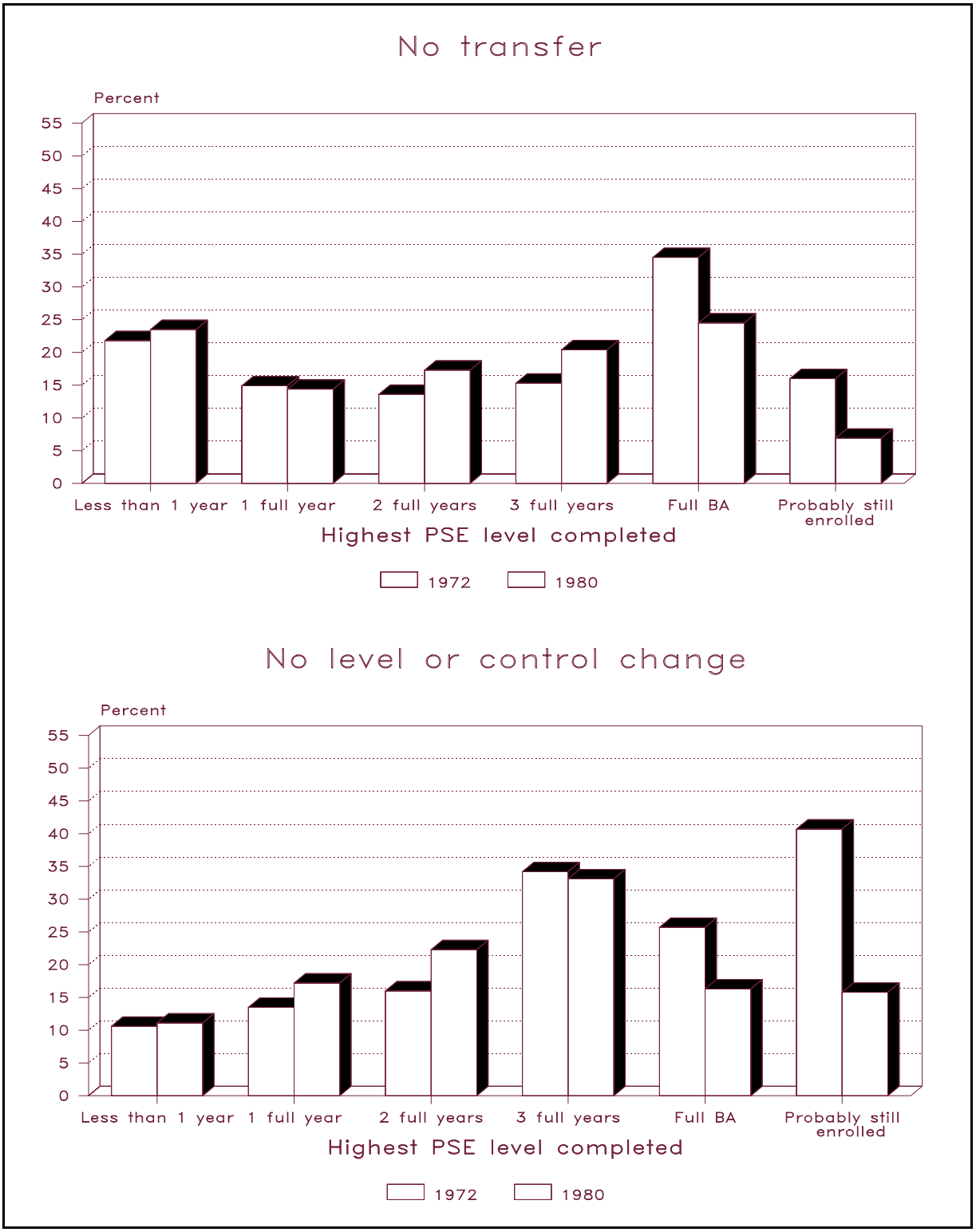
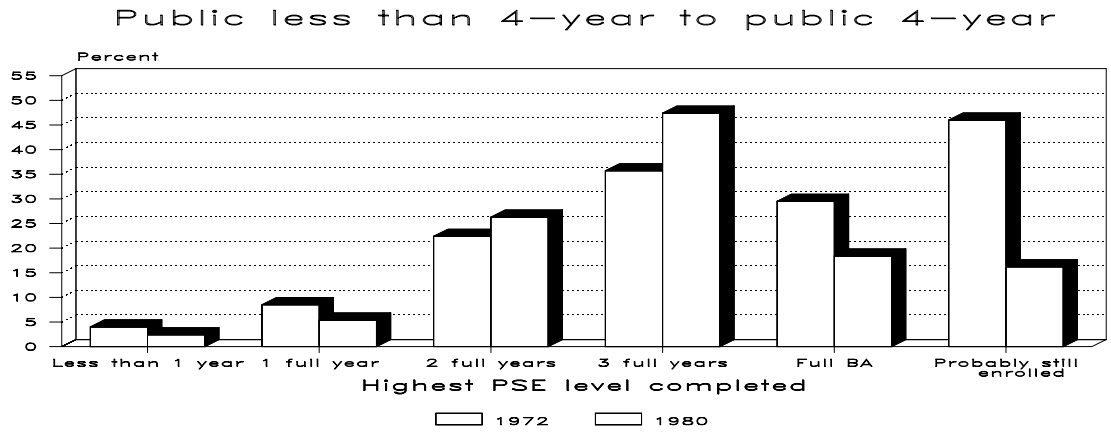
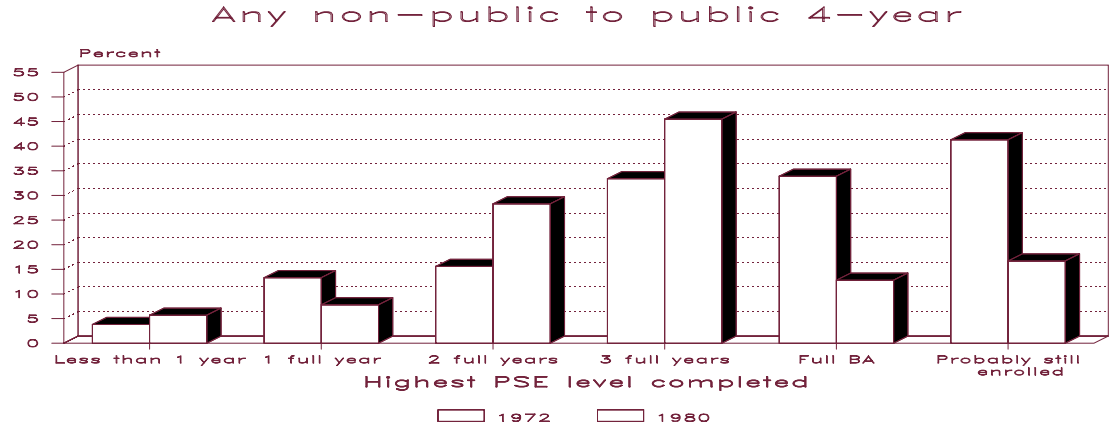
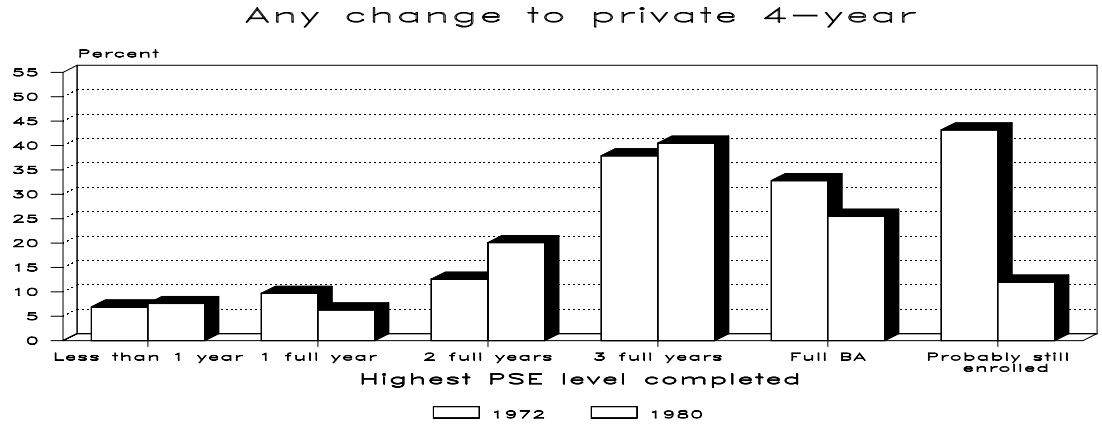


Figure 2.8 Percent of 1972 and 1980 high school graduates who entered PSE immediately, by highest level of PSE completed within 4.5 years after high school graduation, and by type of transfer made -- Continued







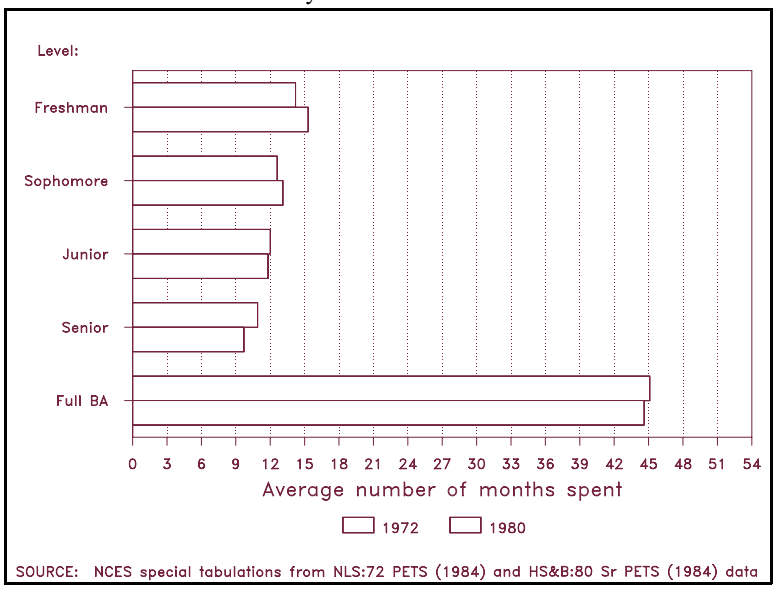
SOURCE: NCES special tabulations from NLS:72 PETS (1984) and HS&B:80 Sr PETS (1984) data

3. Is the Average Time Taken to Complete Each Level of Postsecondary Education up to a Bachelor's Degree Different for 1972 and 1980 High School Graduates?

For both the 1972 and 1980 high school cohorts who entered college immediately after high school, over 80 percent completed at least a full year of study. However, it is not enough to know only how far they progressed in the 4 1/2 years after high school. Previous studies have shown that many students take longer than expected to complete each level. When given a longer time frame than 4 1/2 years, average time to complete each level is longer than expected, and average time to complete a BA is slightly longer than the time allowed by this study (Knepper, 1989). The previous section showed that a smaller portion of the 1980 cohort completed a BA in the time period than did the 1972 cohort. Therefore, it is necessary to look at time taken to complete each level to determine if the 1980 cohort took longer to progress, or if some other factor(s) may be responsible for the lower BA completion rates.

Figure 3.1 shows a small increase in length of time needed to complete the freshman year (14 months versus 15 months, $t=5.50$, $\alpha<.001$) between the 1972 and 1980 cohorts, and a similar decrease in time needed to complete the senior year (11 months versus 10 months, $t=5.59$, $\alpha<.001$). There is even less difference between the two cohorts in time required to complete the full BA.

Figure 3.1 Average number of months spent at each level of PSE, by 1972 and 1980 high school graduates who entered PSE immediately



Both men and women in the 1980 cohort took a month less to complete the senior year than their counterparts in the 1972 cohort. For those who completed the freshman and sophomore years, only women in the 1980 cohort required a slightly longer time than their 1972 counterparts. Race breakdowns (figure 3.2) showed both whites and blacks took somewhat longer as freshmen. Whites took slightly less time than their earlier counterparts to complete the BA. Blacks in the 1980 cohort required an average of 2 months longer than their 1972 counterparts to complete the freshman year ($t=3.45$, $\alpha<.001$). Whites and women are most reflective of the overall changes in time for completion.

When looking at each cohort by SES status (figure 3.3), it is of interest to note that both the highest and lowest SES groups in the 1980 cohort took less time to complete the senior year than their 1972 counterparts ($t=4.54$ and $t=3.89$, $\alpha<.001$, respectively). The middle SES group in 1980 showed no significant increase or decrease at any level other than freshman, when they took slightly over a month extra ($t=4.07$, $\alpha<.001$).

It might be expected that those students who take longer at a particular level are less likely to continue than those taking less time. This could be a result of discouragement, financial problems, lack of academic ability, or some other reason. Even though reasons to explain this have not been included among the variables used in this study, the pattern appears to hold and be consistent over time (figure 3.4). Those who complete only 1 full year take longer to do so than do those completing more PSE, for instance. Only those completing the BA, however, show the overall pattern of increased average time as freshmen and decreased average time as seniors in 1980. Those who completed only through the junior year in the 1980 cohort spent on average a month less at that third year than did their 1972 counterparts ($t=4.56$, $\alpha<.001$). Similarly, the higher the award or degree, the less time it tended to take for each year, but there were no differences between 1972 and 1980 high school graduates.

Type of institution first attended again reflects some differences between the 1972 and 1980 cohorts. For instance, only those 1980 high school graduates starting in public 4-year institutions reflect the longer freshman/shorter senior year BA completion pattern seen overall for the 1980 cohort (figure 3.5). These same students finish the full BA on average one month sooner than their 1972 cohort ($t=4.5$, $\alpha<.001$). For those students who started in schools offering less than 4-year degrees and completed at least through their junior year, the ones who entered public institutions in 1980 took about 1.5 months more than their 1972 counterparts ($t=3.59$, $\alpha<.001$). Otherwise, there was again very little difference between the two groups of high school graduates.

Figure 3.2 Average number of months spent at each level of PSE, by 1972 and 1980 high school graduates who entered PSE immediately, and by race

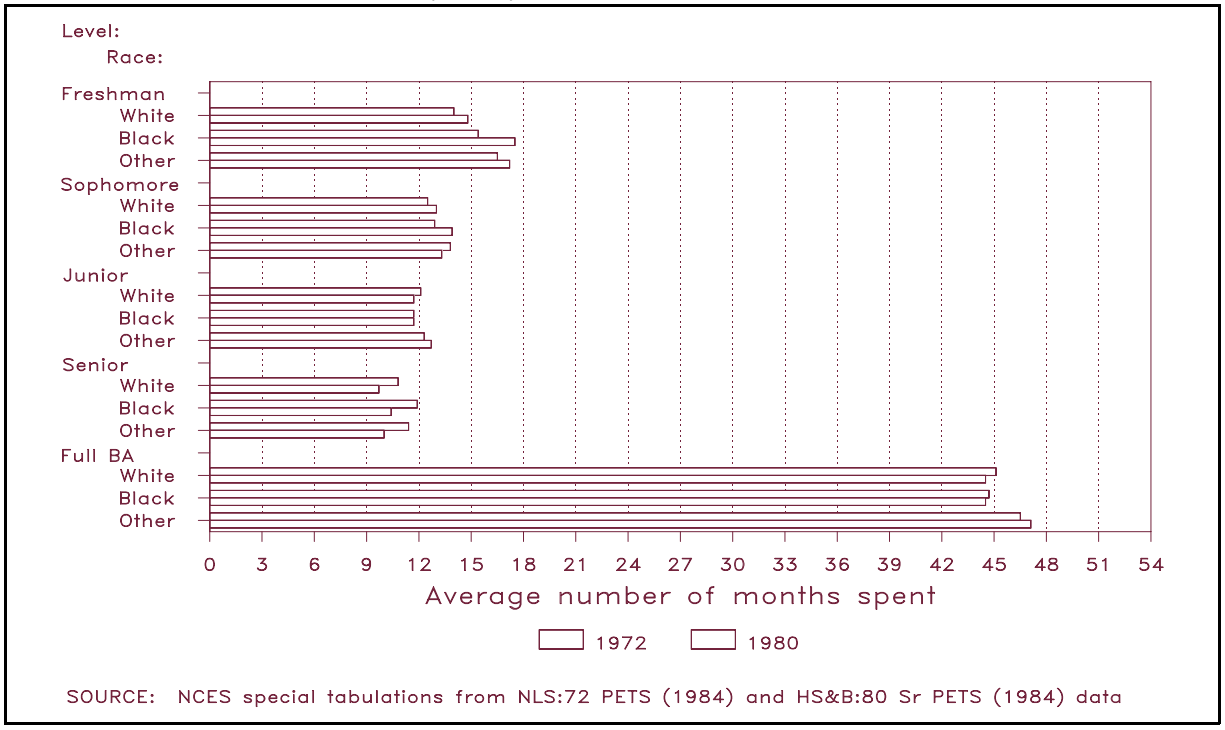


Figure 3.3 Average number of months spent at each level of PSE, by 1972 and 1980 high school graduates who entered PSE immediately, and by SES

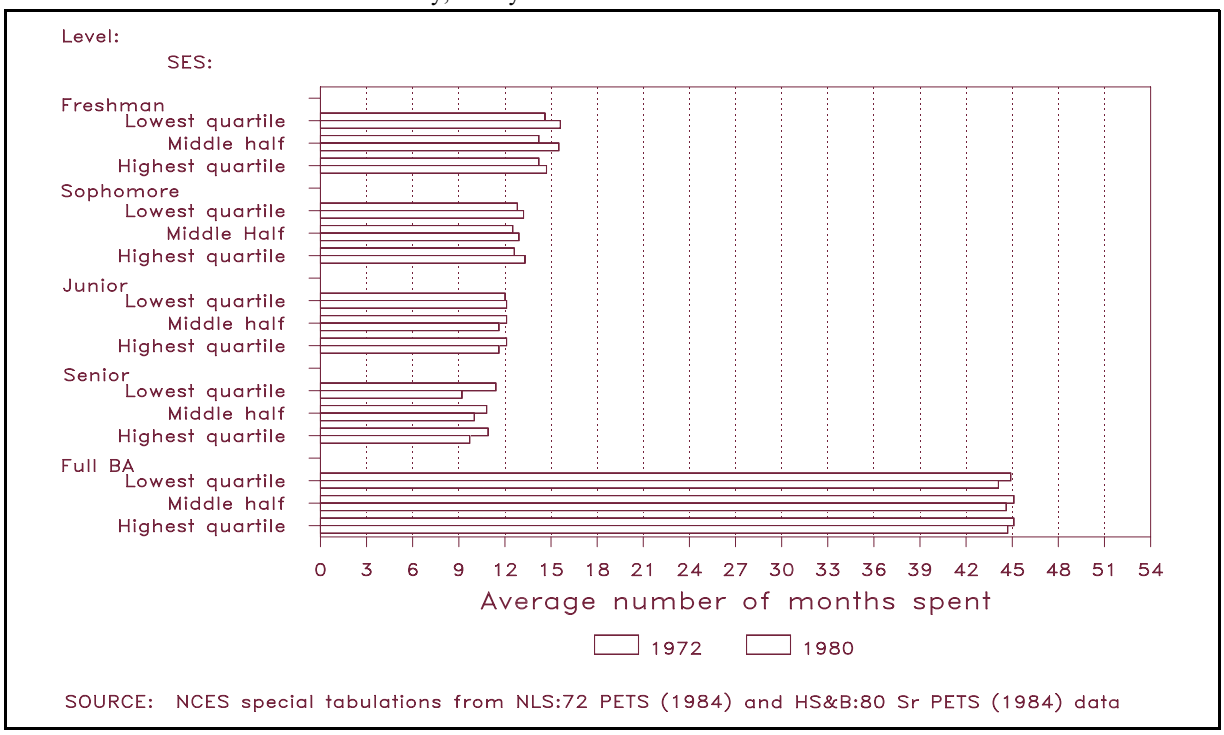


Figure 3.4 Average number of months spent at each level of PSE, by 1972 and 1980 high school graduates who entered PSE immediately, and by highest level (number of years) completed

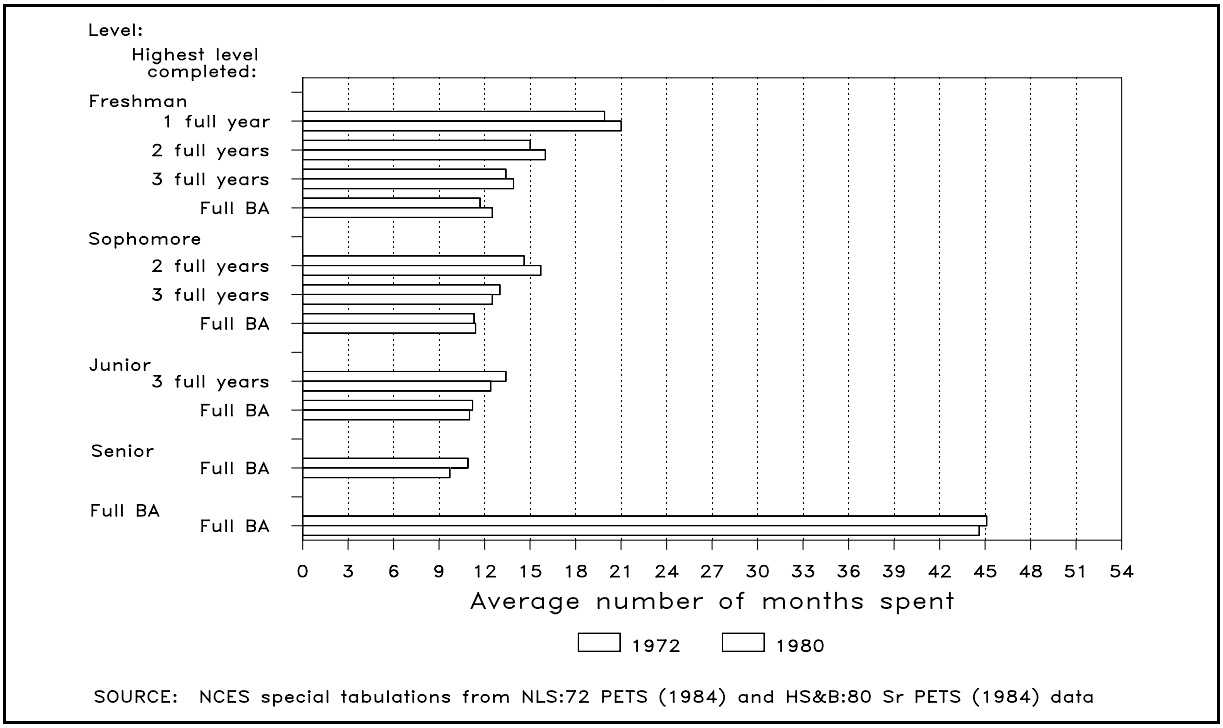
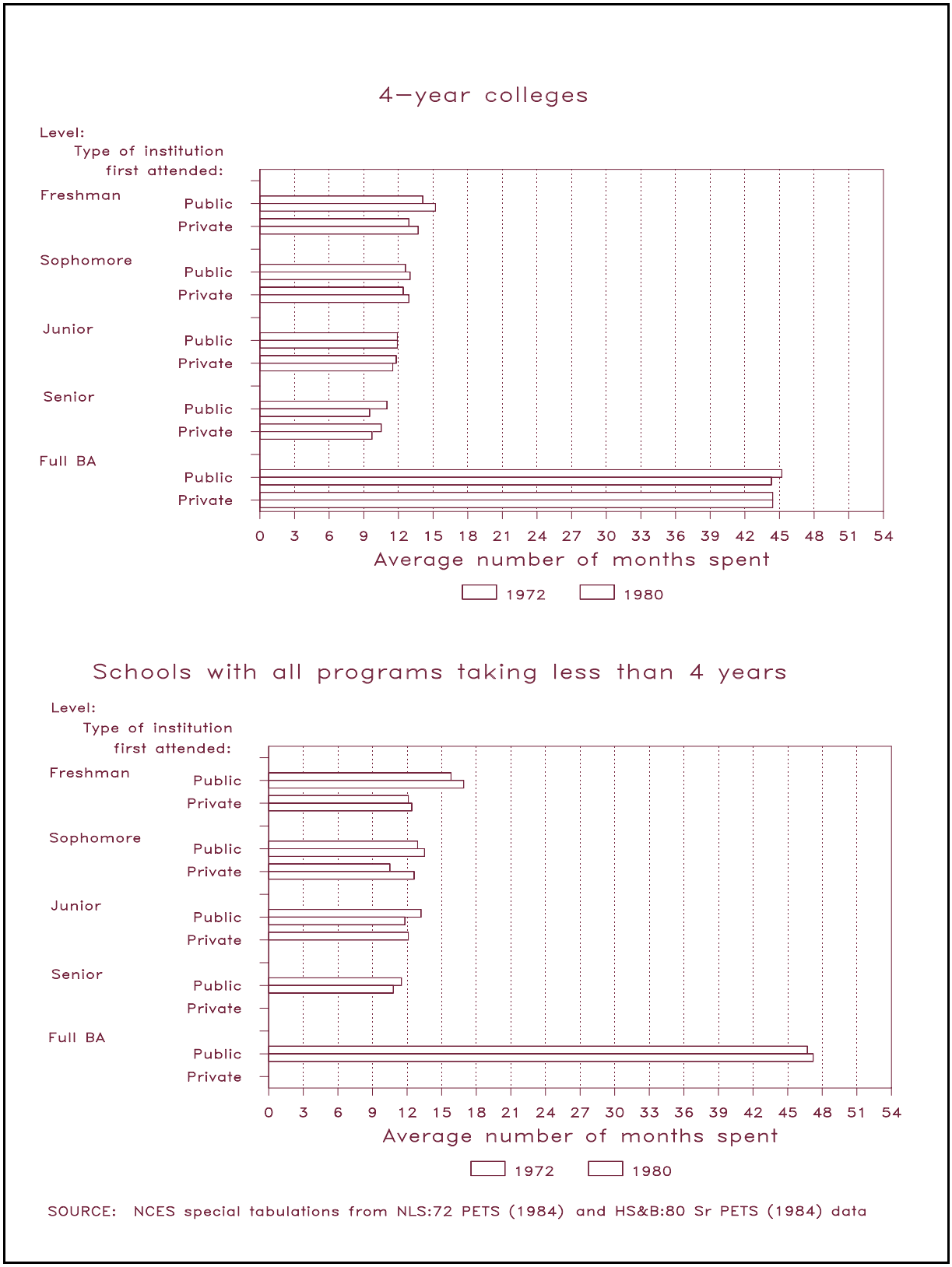


Figure 3.5 Average number of months spent at each level of PSE, by 1972 and 1980 high school graduates who entered PSE immediately, and by type of institution first attended

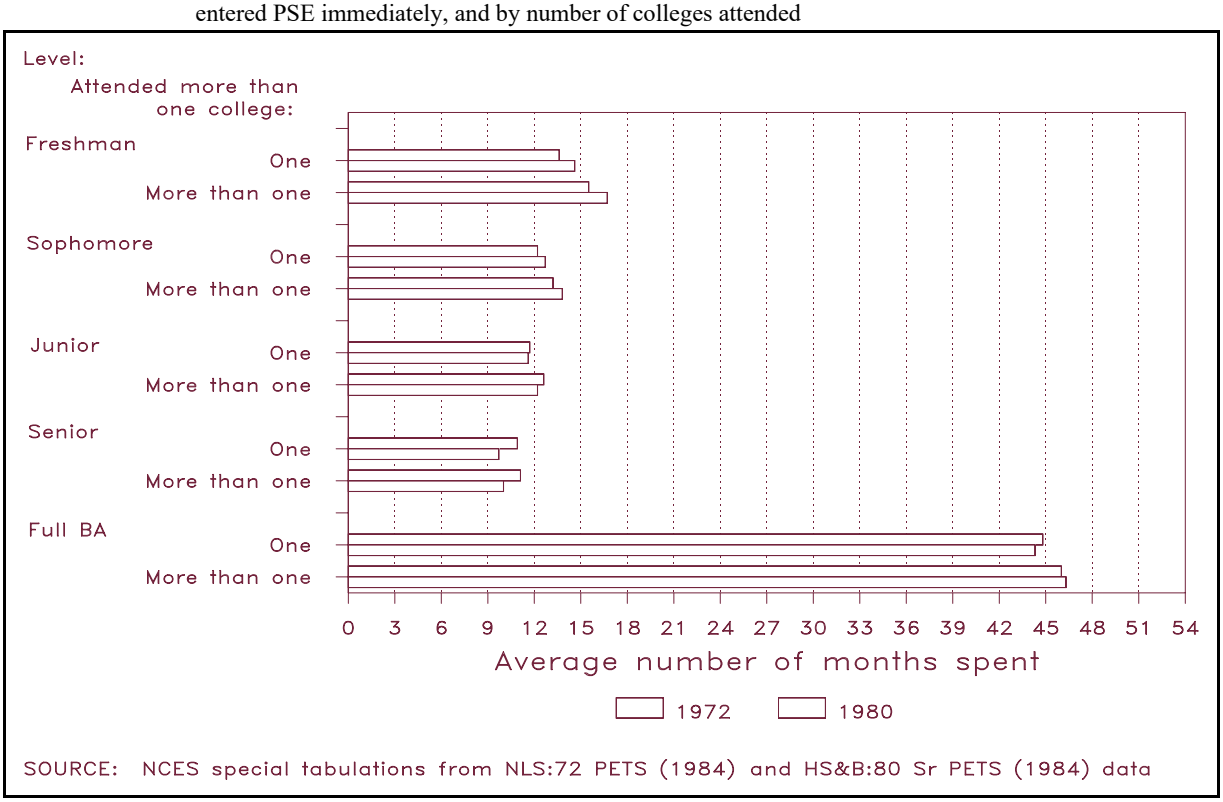


SOURCE: NCES special tabulations from NLS:72 PETS (1984) and HS&B:80 Sr PETS (1984) data

Similarly, those who attended only one institution showed the overall longer freshman/shorter senior BA completion pattern. Those who attended more than one institution or transferred showed only a slight change at the freshman level between cohorts and showed no significant change at later stages (figure 3.6). No real change in completion time for the full BA was seen between those who transferred in each of the two cohorts.

Overall, changes in time taken at each level may in some cases be statistically significant. However, in practical terms, any change of less than a month is not meaningful, given that terms by definition cover a 4 to 6 month period and courses are taken for the full period.

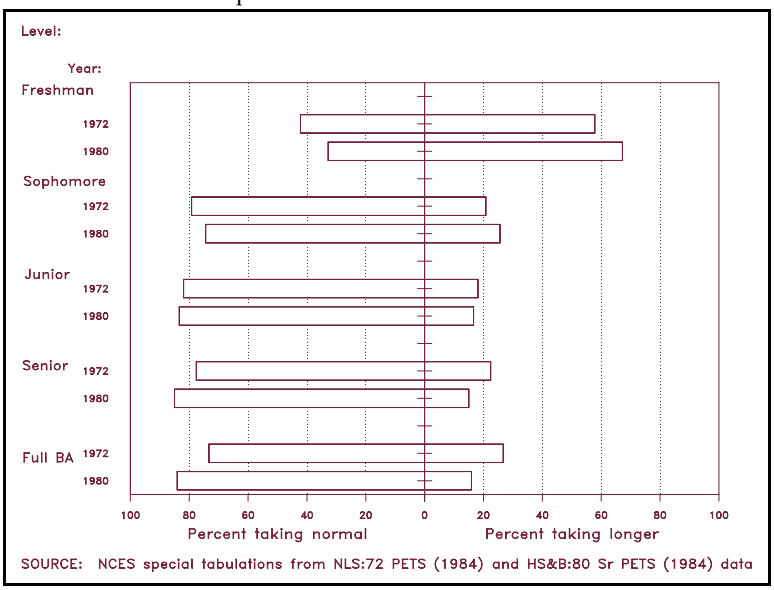
Figure 3.6 Average number of months spent at each level of PSE, by 1972 and 1980 high school graduates who entered PSE immediately, and by number of colleges attended



4. Is the Proportion of Students Taking Longer than Normally Expected to Progress through Postsecondary Education Different for 1972 and 1980 High School Graduates?

In section 3, average length of time to complete each level of postsecondary education was shown to vary primarily in the freshman and senior years for the two cohorts under study, with very little practical difference in average time taken. This may reflect only the time constraints imposed. When looking at the proportion taking longer at each level[7], more students in the 1980 cohort took longer than expected at both the freshman and sophomore levels than those in the 1972 cohort, while fewer exceeded expectations for the senior year and full BA (figure 4.1).

Figure 4.1 Percent of 1972 and 1980 high school graduates who entered PSE immediately, by normal or longer time to complete each level of PSE

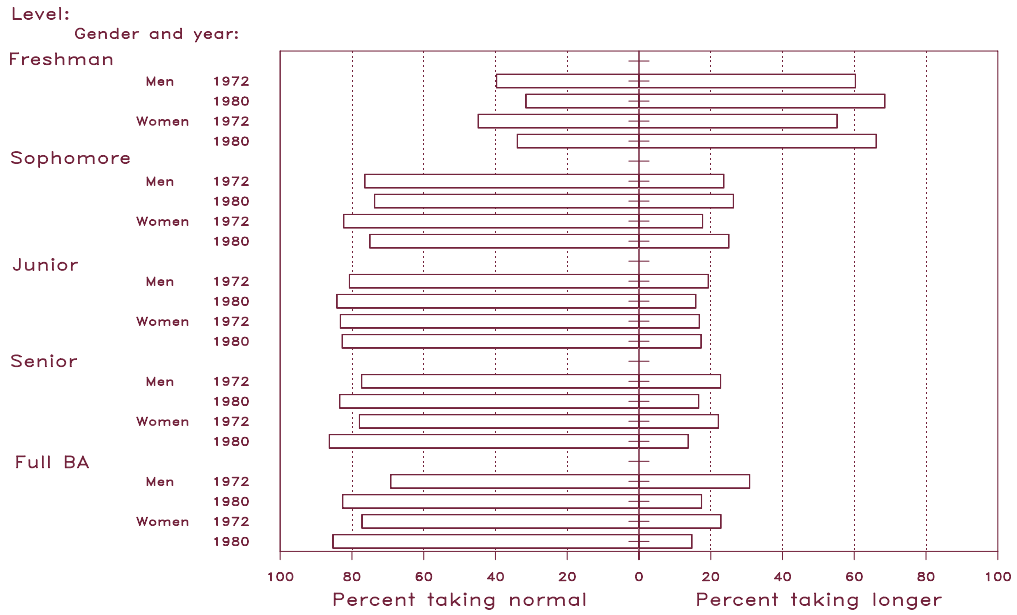


Over two-thirds of both men and women in the 1980 cohort took longer than expected to finish their freshman year, while for the 1972 cohort, the figures were 60 percent and 55 percent, respectively ($t=4.24$ and 6.06, $\alpha<.001$). Women in the 1980 cohort were somewhat more variable, compared to those in the 1972 cohort, than were men. In addition to the freshman differences cited, women were 7 percent more likely to take longer than expected in the sophomore year. They were 8 percent less likely to take longer in their senior year. Men did not show these same differences over time. Overall, men in the 1980 cohort were 13 percent more likely to complete the BA in the expected time than were men in the 1972 cohort. Women were 8 percent more likely to complete on time than the earlier cohort (figure 4.2).

Both whites and blacks in the 1980 cohort were more likely to take longer to complete the freshman year than were their counterparts in 1972 (figure 4.3). Whites in 1980 were also somewhat more likely to finish the BA in the normal time than their 1972 counterparts (83 percent versus 74 percent, respectively, $t=6.84$, $\alpha<.001$). While blacks and other minorities often showed a similar pattern, the differences were not statistically significant due to group size.

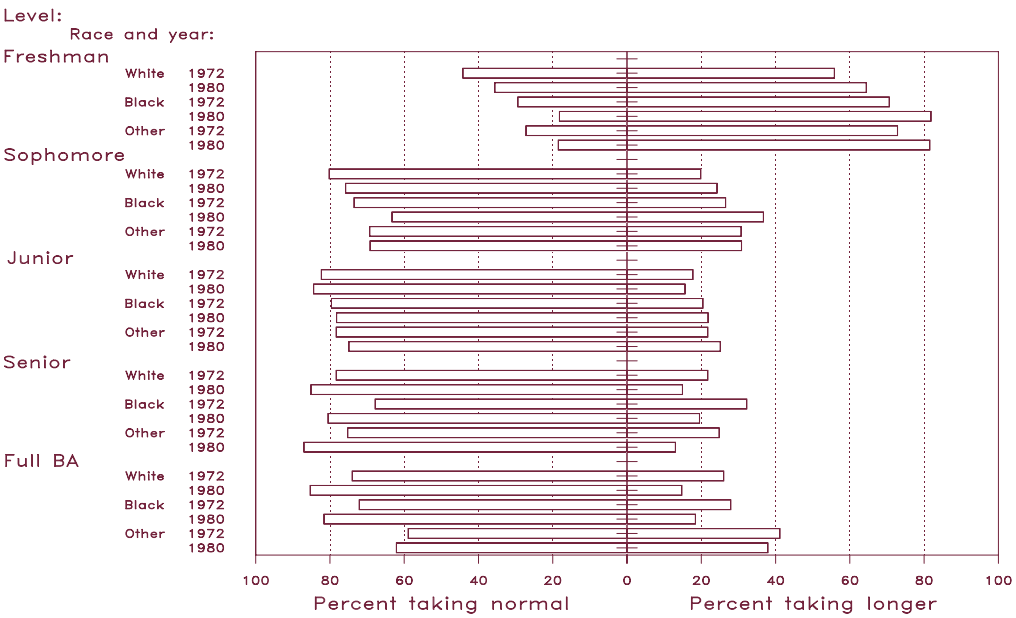
[7] Normal, or expected, time is 9 months or less as freshmen and 12 months or less at all other levels. Normal BA completion is 45 months or less.

Figure 4.2 Percent of 1972 and 1980 high school graduates who entered PSE immediately, by normal or longer time to complete each level of PSE, and by gender



SOURCE: NCES special tabulations from NLS:72 PETS (1984) and HS&B:80 Sr PETS (1984) data

Figure 4.3 Percent of 1972 and 1980 high school graduates who entered PSE immediately, by normal or longer time to complete each level of PSE, and by race



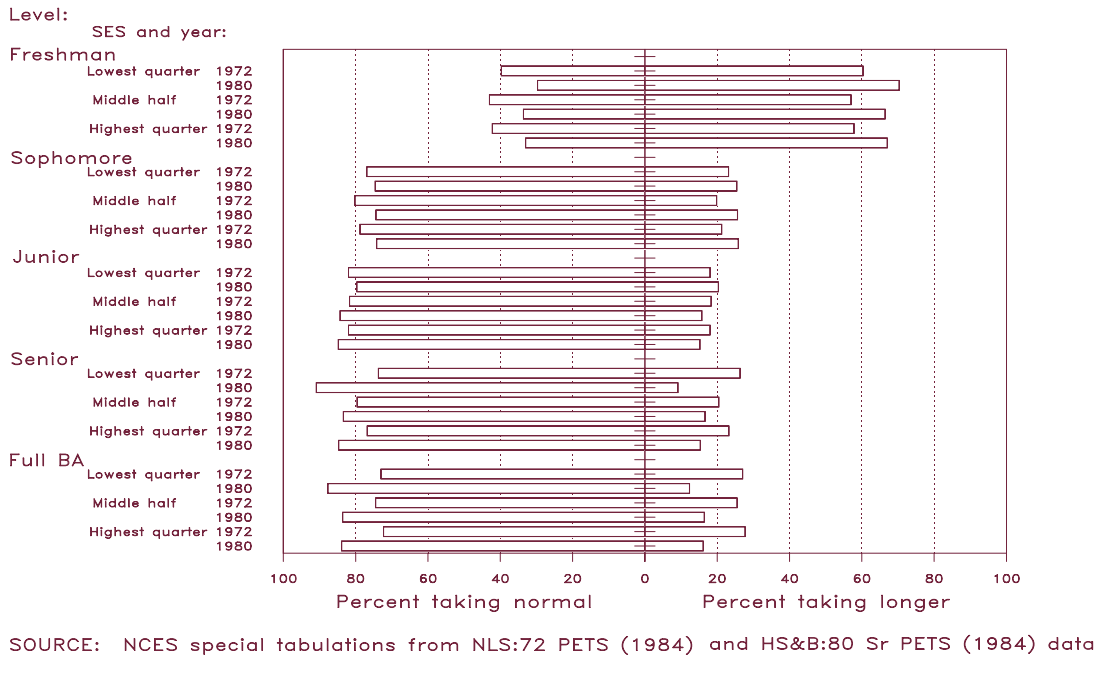
SOURCE: NCES special tabulations from NLS:72 PETS (1984) and HS&B:80 Sr PETS (1984) data

SES groupings again showed some interesting patterns (figure 4.4). Among all SES groups, the 1980 cohort was about 10 percent more likely than those in the 1972 cohort to take longer than expected to complete the freshman year. The middle SES group from the 1980 cohort was more likely than the earlier cohort to take longer at the sophomore level. The lowest SES group in the 1980 cohort was more likely than their earlier counterparts to complete the senior year within the expected time. All groups were more likely than their 1972 counterparts to complete the full BA on time. Thus, it appears that SES alone is not the impetus for early or on-time completion.

By looking at figure 4.5, a general trend can be identified which holds for both the 1972 and 1980 cohort. The further a student progressed through PSE, the more likely the student was to complete each level on time. Those who completed a full BA were more likely to complete each level on time than were those who did not progress as far. Of those who completed less than a BA degree, only those who completed 3 full years were more likely in 1980 than in 1972 to complete the sophomore year on time. All others had a greater proportion taking longer in 1980 at all levels. For BA completers, there was little difference between cohorts in the proportion taking the normal time or longer to complete each level, except a higher proportion of the 1980 cohort completed the senior year in the expected time. Thus, the 1980 cohort was more likely to complete on time and, hence, more likely to complete the full BA on time.

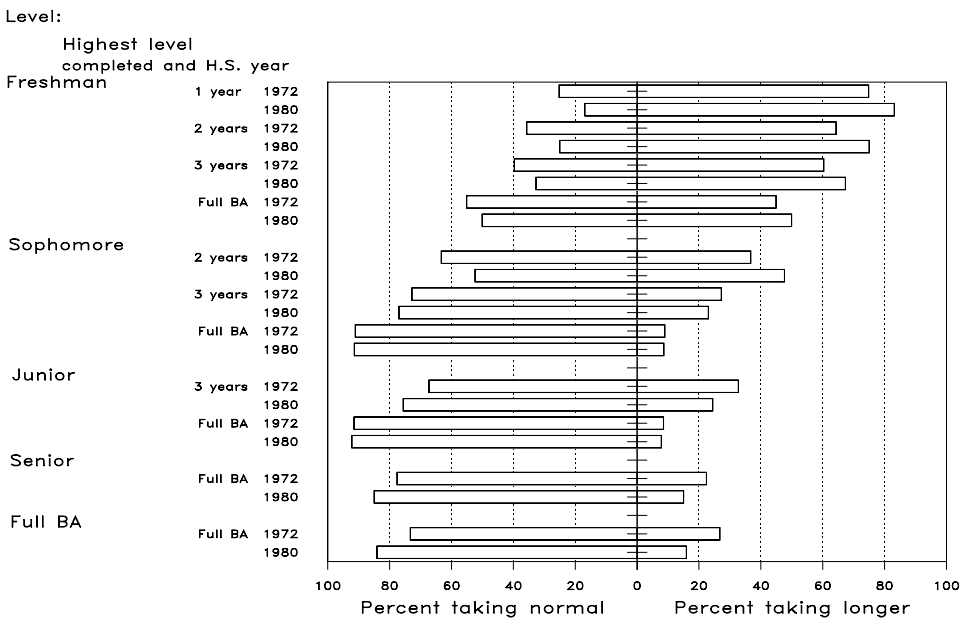
While overall degree completion in 4.5 years was lower for the 1980 cohort compared to the 1972 cohort, those who did complete did so in a more timely manner. The proportion taking the

Figure 4.4 Percent of 1972 and 1980 high school graduates who entered PSE immediately, by normal or longer time to complete each level of PSE, and by SES



SOURCE: NCES special tabulations from NLS:72 PETS (1984) and HS&B:80 Sr PETS (1984) data

Figure 4.5 Percent of 1972 and 1980 high school graduates who entered PSE immediately, by normal or longer time to complete each level of PSE, and by highest level (number of years) completed



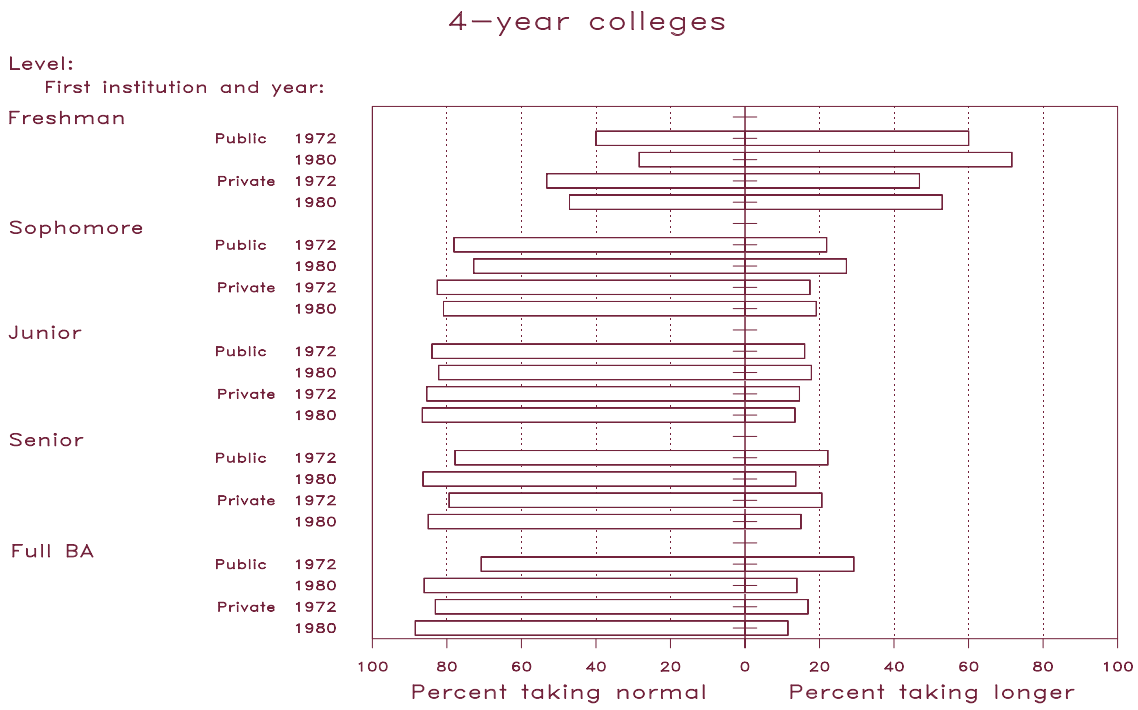
SOURCE: NCES special tabulations from NLS:72 PETS (1984) and HS&B:80 Sr PETS (1984) data

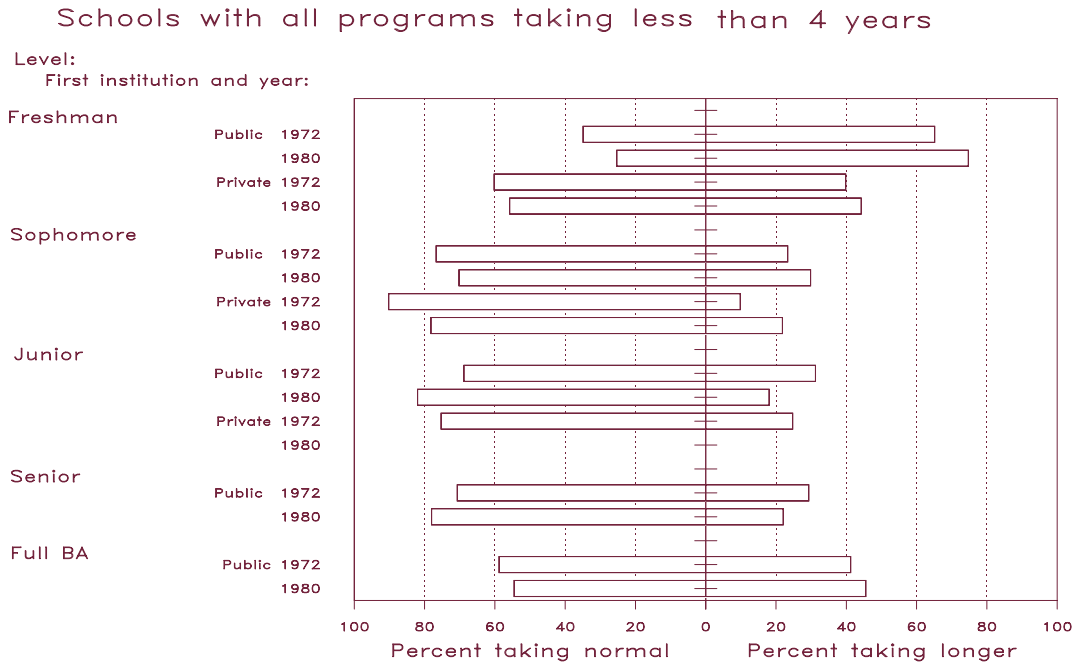
normal time or longer to complete each level showed no change between 1972 and 1980 for those with a degree or award below the BA level. The exception was at the freshman and junior levels for those who earned no PSE degree or award. These people were somewhat more likely to take longer at the freshman level, and more likely to finish the junior level on time in 1980.

When considering type of institution first attended, those in public institutions were most likely to show a difference between the two cohorts in proportion finishing each level on time (figure 4.6). Those who started in the public 4-year institutions in 1980 were more likely to take longer as freshmen (12 percent, $t=6.11$, $\alpha<.001$), somewhat more likely to take longer as sophomores (5 percent, $t=2.91$, $\alpha<.01$), and more likely to complete the senior year and full BA on time (by 10 percent and 16 percent, respectively, $t=3.51$ and 6.24, $\alpha<.001$). While some percentage differences can be noted for those first entering a private 4-year college, they are not significant. Those entering public less than 4-year institutions in 1980 showed a change at the freshman level similar to those in public 4-year institutions. For those who completed 3 or more years after starting in a public less than 4-year institution, only 18 percent took longer than normal to complete their junior year, while 31 percent of similar persons in the 1972 cohort took longer. Like those who started in private 4-year colleges, those who started in private less than 4-year colleges showed no differences between cohorts.

There was about a 10 percentage point increase between the 1972 and 1980 cohorts in proportion of students taking longer than normal at the freshman level, regardless of whether they had transferred or not. A less dramatic increase was seen in the proportion taking longer at the sophomore level (figure 4.7). However, only those who had not transferred showed the downward

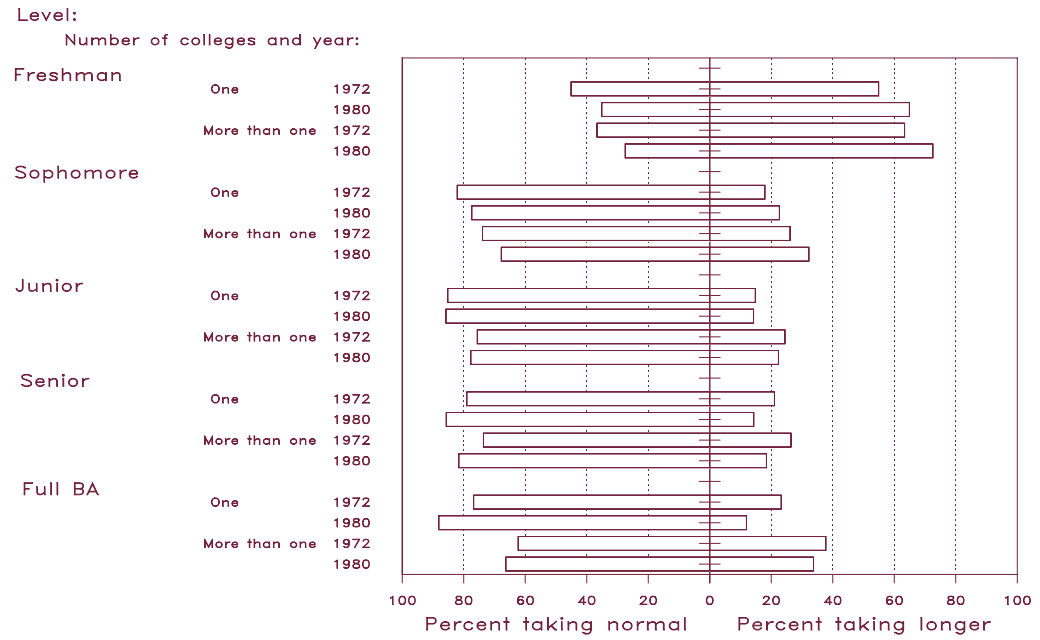
Figure 4.6 Percent of 1972 and 1980 high school graduates who entered PSE immediately, by normal or longer time to complete each level of PSE, and by type of college first attended





SOURCE: NCES special tabulations from NLS:72 PETS (1984) and HS&B:80 Sr PETS (1984) data

Figure 4.7 Percent of 1972 and 1980 high school graduates who entered PSE immediately, by normal or longer time to complete each level of PSE, and by number of colleges attended



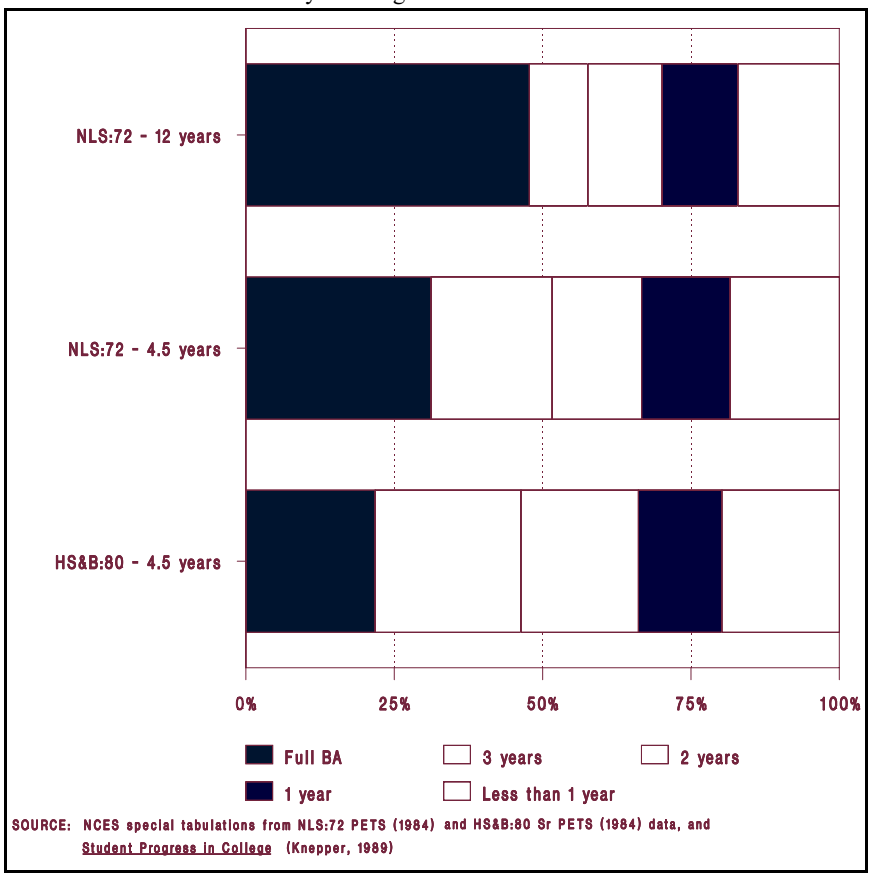
SOURCE: NCES special tabulations from NLS:72 PETS (1984) and HS&B:80 PETS (1984) data

shift toward earlier completion of the senior year and full BA. Among those who had transferred, only those who transferred from any non-public institution to a public 4-year college showed a significant increase in proportion taking longer than normal at the freshman level.

5. Discussion

Because of time constraints imposed by the 1980 PETS data, this study has looked at the progress and persistence in continuing PSE through only 4 1/2 years. Further, it includes only a single-age cohort, all of whom started PSE immediately after high school. The difference in BA completion rates between 1972 high school graduates and 1980 high school graduates was a 10 percentage point drop, although the later cohort entered PSE at a higher rate than the earlier cohort. Earlier studies showed that persistence through each level, when given sufficient time, is longer than expected. Therefore, reference back to some of the findings of Student Progress in College (Knepper, 1989) is helpful in interpreting the current data. All reference to this earlier report is limited to those who entered PSE within a year of high school graduation. This group is most like the 1972 and 1980 cohorts under study, with the exception that they had a full 12 years to complete PSE rather than 4 1/2 years.

Figure 5.1 Distribution of 1972 high school graduates after 12 years and after 4.5 years, and 1980 high school graduates after 4.5 years, by the highest PSE level completed, for those who entered PSE immediately after high school



As shown by figure 5.1, nearly 50 percent of the 1972 cohort finished a BA within the 12 year period, while nearly a third did so within the first 4 1/2 years. There was very little difference among the three groups in proportion completing less than a full year and completing only one year. Higher proportions of the 1980 cohort than the 1972 cohort completed 2 or 3 full years after 4 1/2 years. Many of the 1980 cohort who completed at least 3 full years in the time period may be continuing toward the BA, with over three-fifths still enrolled after June 1984. Given enough time, many students in the 1980 cohort will probably continue their postsecondary education to completion of the BA. They will have taken longer overall, however, than did the 1972 cohort.

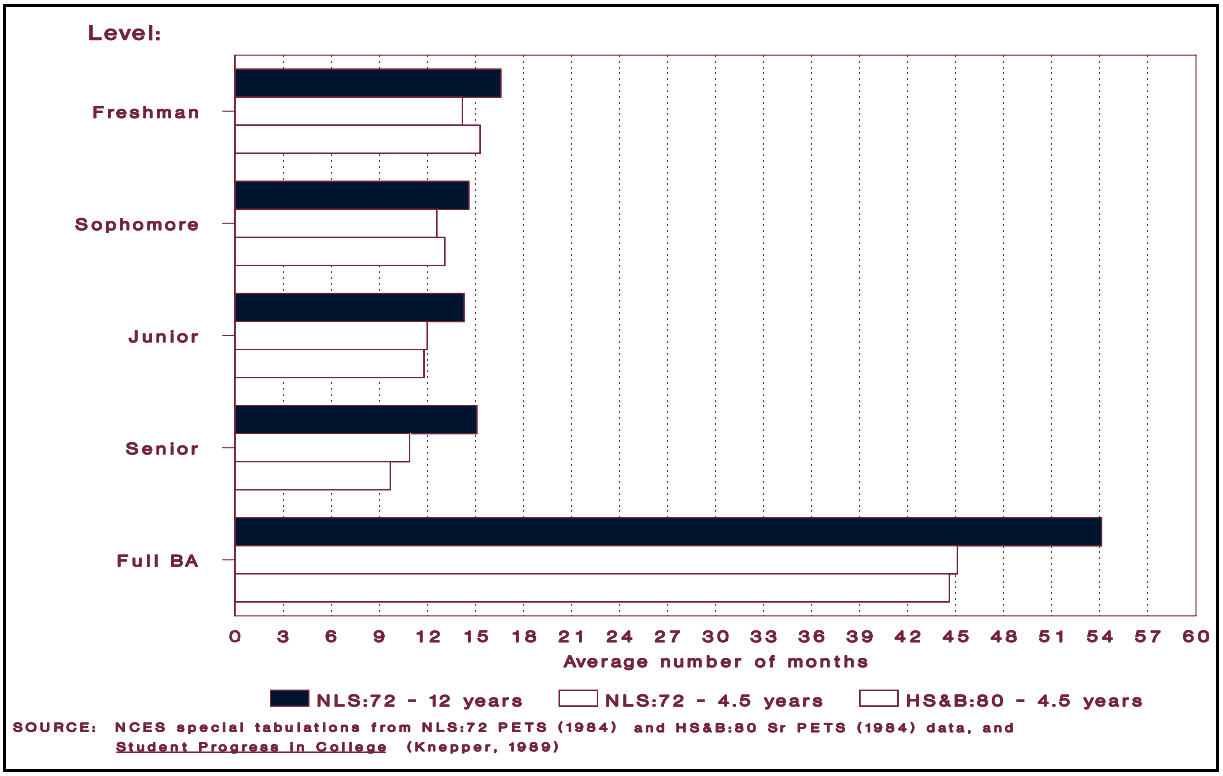
It is less clear that those who have completed only 2 years will continue toward the BA. They may be working to complete an associate degree or vocational certificate or license, or simply putting their postsecondary education on indefinite hold. Average length of time to complete the freshman

and sophomore levels for those who completed only 2 years of PSE was much less than the 4 1/2 years covered by this study. If they continued at the same rate as the first two years, they would have also completed the third year within the 54 months after high school. However, as figures 5.2 and 5.3 indicate, the average time taken by the 1980 cohort to complete both the freshman and sophomore years is more like the average time taken by the 1972 cohort when allowed 12 years to complete. Furthermore, the 1980 cohort was more likely to take longer as freshmen than even the 1972 cohort with 12 years available. People taking this long to finish only one year have a high likelihood that this is as far in PSE as they will progress, or that progress will not be directed toward completion of an undergraduate degree. If members of this later cohort do finally complete the first full year, they may eventually continue their postsecondary education beyond the current level.

There was no difference between men and women in their likelihood of completing the BA. Although men in the 1980 cohort were somewhat more likely to complete on time than their 1972 counterparts, they were still somewhat less likely to finish in the expected time than women in their cohort.

Completion rates for whites in the 1980 cohort, as in the earlier one, were much higher than for minorities. In the 1980 cohort, whites were more than twice as likely to complete a BA in 4 1/2 years than minorities. In the 1972 cohort, they were about 1.5 times more likely to complete in this length of time. With regard to race, only whites showed substantial increases in the proportion having completed 2 or 3 full years of PSE, while minorities tended to show a more even distribution at all levels. Minorities, and particularly blacks, took longer to complete the freshman year than whites in the 1980 cohort as well as their counterparts in the 1972 cohort. The earlier report

Figure 5.2 Average number of months spent at each level of PSE, by high school class and length of time after high school



(Knepper, 1989) showed that minorities were more likely to take longer at all levels, and that trend continues. It appears that minorities may not be as likely to continue persisting as whites.

Differences in rates of completing the BA continue to favor those at the higher SES levels. Those at the highest SES level in 1980 were about 2.66 times more likely to have completed the BA in the 4 1/2 year period than were those at the lowest level. Those at the highest SES level in 1980 were about 1.5 times more likely to complete the BA than those in the middle SES group. The exact opposite is true for those completing less than 1 full year. Those in the middle and lowest SES classes were similar in completion pattern, with two exceptions. Those in the lowest SES group were more likely to have not completed a full year, and those in the middle group were somewhat more likely to have completed the BA. BA completers in the 1980 cohort, regardless of SES level, were more likely to complete within the expected time than were their 1972 counterparts, particularly those at the lowest SES level.

The type of institution first attended is related to rate of completing the BA for both the 1972 and 1980 cohorts. Those who first entered private 4-year colleges showed only a 4 percent drop in completion rates between the 1972 and 1980 cohorts. Those who first entered public 4-year colleges showed a 15 percent drop. Those who first entered a private 4-year college in 1980 were almost twice as likely to complete the BA within the 4 1/2 year period as those who first entered a public 4-year college. Higher persistence in the private 4-year sector has been confirmed by other studies (Carroll, 1985, 1989; Porter, 1989). 1980 cohort students who first entered public 4-year colleges and who had not completed the BA most often had completed 2 or 3 full years in the 4 1/2 year period. Surprisingly, there was little difference in average amount of time taken at each level between the two sectors, although students in the public sector were more likely to take longer than expected at the two lower levels, and particularly at the freshman level.

This difference suggests that the two types of institutions are catering to an entirely different clientele. While the private institutions are oriented toward the traditional student and enhancing that student's ability to progress normally toward attaining the BA, public institutions may be responding to more non-traditional needs which allow a mix of full- and part-time education, work, and family responsibilities. They may also be receiving and attempting to educate those who are less well prepared for postsecondary education, as they often operate under an open door policy requiring the admittance of those who completed high school but are not academically able to immediately undertake college level work. This is suggested by the longer time needed to complete the first year.

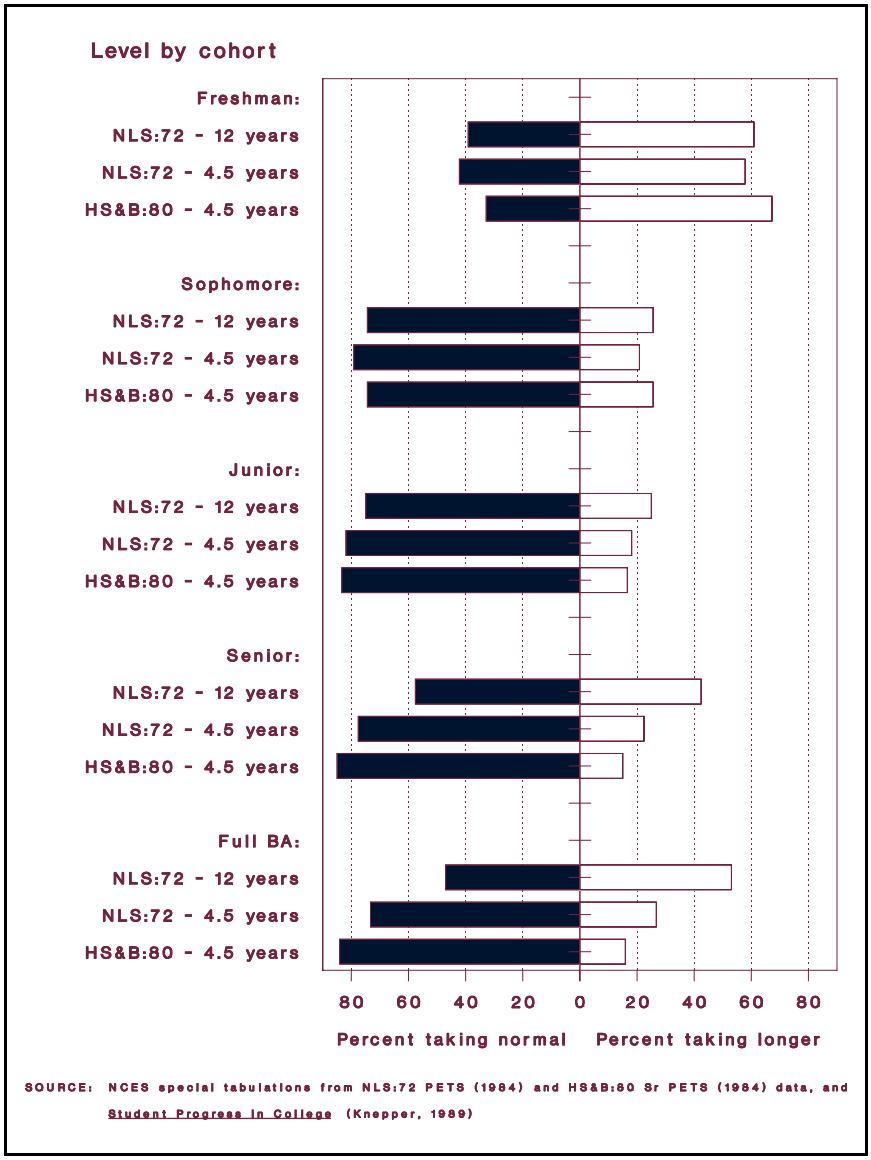
The private college sector has initiated many programs to maintain an equivalent share of low income and minority students and, indeed, statistics show there is little difference between the two sectors in terms of minority makeup or average family income. However, the increasing cost differential between the public and private sector may be acting indirectly to affect the difference in persistence rates. Private colleges work to identify and attract capable minority and low income students who may not otherwise consider a private college because of cost. With increased encouragement to earn a college degree, the pool of potential college entrants becomes a larger proportion of the high school graduation class, as shown by the higher proportion of 1980 graduates entering college than in 1972. This broader pool contains proportionally more students who are less able to complete PSE both financially and academically than have been included in previous pools. Private colleges attempt to meet their goals of increased minority and low SES participation by

identifying and recruiting the best of those students. The remainder of this pool, who are somewhat less likely to complete the BA, most often attend public institutions.

Similarly, students with less than top notch credentials, or with a greater likelihood of not succeeding, may not consider private institutions because of the cost difference and insecurity in their own ability to succeed. Thus, the less able students self select themselves into the public sector. Since there is little difference in time taken to progress from level to level in the two sectors, it appears that many students in the public sector who have not continued to progress beyond a year or two are quitting.

There was no difference between cohorts related to transferring or attending multiple colleges. The same 10 percent drop in baccalaureate degree completion after 4 1/2 years between the 1972 cohort and the 1980 cohort was seen whether students transferred or not. However, students in the 1980 cohort who changed colleges were more likely than their 1972 counterparts to have completed only 2 full years, though there was little difference in average time taken to complete the freshman and sophomore years. It appears that those who transferred among the 1980 cohort did so with more time between attendance periods, perhaps as long as a year or more, so they were not able to complete the junior year in the 4 1/2 year time. Those who transferred to a public sector 4-year college were most likely to reflect a drop in BA completion rates between the 1972 and 1980 cohorts. Those who transferred to a private 4-year school were most likely to complete the BA within the 4 1/2 year period, at the same rate as non-transfers.

Figure 5.3 Percent taking the normal time or longer at each level of PSE, by high school class and length of time after high school



Several factors may account for the lowered BA completion rates between the 1972 cohort and the 1980 cohort, but they result in more questions than answers. The first to consider, that it

simply took the 1980 cohort longer to progress through each level, does not seem to be the primary factor. Those who completed the BA did so in slightly less time overall, while those who did not showed a significant time extension only at the freshman level. It may be that, rather than being homogeneous in their attitude toward BA completion, the college-going cohort of 1980 high school graduates is composed of two distinct groups of students, one which is highly motivated and will pursue goals efficiently and quickly, and another which is not highly motivated or is easily disillusioned. This latter group may also include students who, if they had graduated in 1972, would not have gone into postsecondary education at all for various reasons (as suggested by the higher entrance rate among 1980 graduates) and, if they had, would have shown the same lack of commitment to complete any postsecondary credential.

A larger proportion of non-BA completers in the 1980 cohort finished 2 or 3 full years than the earlier cohort. Those who had completed 3 full years were in their senior year at the time transcripts were collected, and may have finished by now. However, they will have taken longer to complete the BA than the 1972 cohort when allowed 12 years; and overall completion rates would still be lower than for the 1972 cohort. Those who had not progressed beyond a year or two may have just dropped out of PSE, because time does not seem to be a factor in that category. These apparent non-persisters were most often low SES or minority students. Why did they drop out? Were academic demands greater than they were willing to struggle against? Did they decide to enter the work force rather than complete a postsecondary education? A factor related to early entry into the work force could be an increase in the perceived value of a 2-year or vocational education at the postsecondary level. However, program completion is lower at all levels for the 1980 cohort. More of those in the 1980 cohort who started a postsecondary education immediately after high school entered the work force with only a high school education than did their 1972 counterparts. Thus, an increase in the value of a 2-year or vocational education does not seem to have been a factor in lower BA completion.

Why did the 1980 cohort have so many more students than the 1972 cohort who immediately entered college and then dropped out before completing? When the 1980 high school class first entered college, they reported having better high school grades than their 1972 counterparts, but they graduated in a period when high school grade inflation was a major concern. Did they find that they were not as prepared for college as they thought, get discouraged, and quit? They were more determined to make money than their earlier counterparts. Did the lure of increased job openings entice them to seek earlier monetary gratification by leaving college and entering the work force? Past trends have indicated that a lowering of job availability in the overall economy is highly correlated with increasing college entry, and vice versa.

This was also a period of changing signals concerning the national importance of a postsecondary education. The Federal government had started contributing heavily to postsecondary education expenses for the less well off financially through the BEOG (Basic Educational Opportunity Grants, now known as Pell grants) program, which was fully covering all undergraduate levels by 1976, just as these students were entering high school. BEOG was heralded as opening the financial door to anyone who wanted a postsecondary education. By the time BEOG was fully in place, middle income parents began to think that it was easier for those less well off financially to send their children to college, and made it clear that their own middle income families should receive assistance also. MISAA (the Middle Income Student Assistance Act) was passed in response to this

outcry in 1978, while the 1980 cohort was still in high school, to encourage more middle as well as low income students to attend college. Shortly after the 1980 graduating class entered college, there was an apparent tightening of Federal student aid money, particularly for Guaranteed Student Loans via more stringent needs testing. Further, it was also perceived that the amount of other Federal money available had decreased (even though actual dollar amounts and numbers of aided students held steady or increased in this period for most programs). During the time these students were in college, the press was continually reporting Reagan administration proposals to cut the education budget, particularly Federal student aid for college students. Were many encouraged to enter PSE because they expected aid to be available, and later dropped out because of a perceived reduction in aid availability?

These questions suggest several further studies, some continuing to explore transcripts to determine what additional information can be found. Further analyses, for instance, could yield significant information about postsecondary expectations while in high school, remedial work required, college grades compared to high school grades, persistence compared to relative high school class standing, and the differences between the two pools of college entrants as related to progress and persistence. Further investigation of work patterns, work in relation to PSE, and income from work could give some insight into what type of work these students have entered, and tangentially, the likelihood of their return and completion.

These questions cannot be satisfactorily answered, however, with only 6 years of data after high school. Nor is it known whether the 1980 class is unique or the beginning of a trend. Similar analyses of the high school class of 1982 could provide better information. Also, a later followup of the 1982 cohort, currently planned for 1992 -- and designed to include additional transcript collection at the postsecondary level -- will provide long term information more comparable to that available for the 1972 cohort.

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Appendix A

Methodology and Technical Notes

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Methodology

The National Longitudinal Study of the High School Class of 1972 (NLS:72) was the first of a series of ongoing national longitudinal studies conducted by the U.S. Department of Education's National Center for Education Statistics (NCES). This study collected comprehensive base year data from a nationally representative sample of high school seniors in the spring of 1972, prior to high school graduation. These students were contacted again in the period October 1973 through April 1974, October 1974 through April 1975, October 1976 through April 1977, October 1979 through May 1980, and most recently, May through September, 1986.

In addition to these five followup studies, a number of supplemental data collection efforts were undertaken. One of these was the Postsecondary Education Transcript Study (PETS) in 1984. In this study, all transcripts were requested for students who indicated some PSE attendance at any time in any of the first four followup studies. Though this PETS covered a 12 year period, dates of attendance and term dates were recorded from each transcript received, allowing analysis over the whole period or any defined part. For this study, analyses were limited to students who had enrolled in PSE before January, 1973, and included only enrollment information before January 1977. Information concerning study design, variable definitions, non-response rates, and other technical information for the student surveys can be found in National Longitudinal Study: Base Year through Fourth Follow-Up (1979) Data Users Manual. Similar information concerning PETS data can be found in National Longitudinal Study of the High School Class of 1972 Postsecondary Education Transcript Study Data File User's Manual and in Addendum to NLS-72 Postsecondary Education Transcript File Data User's Manual for Revised and Reduced Student, Transcript, Term, and Course Files.

High School and Beyond (HS&B) is the second longitudinal study conducted by NCES. This study, which started in 1980, included two high school cohorts, the graduating class of 1980 or senior cohort, and the graduating class of 1982 beginning in 1980 when they were sophomores or the sophomore cohort. These analyses use data from the senior cohort studies. These students have been re-surveyed three times since then, in March through July of 1982, 1984, and 1986. In addition to these three followup studies, a number of supplemental data collection efforts have been undertaken. As with the NLS:72 cohort, one of these supplemental studies involved the collection of postsecondary transcripts. This effort was somewhat more limited, however, in that transcripts were collected for all students who indicated any PSE in either of the first two followups or within 4 years of initial contact. PSE transcripts were requested in July and November to be returned after completion of the term. These transcripts covered the first 4 1/2 years of postsecondary enrollment. Information concerning study design, variable definitions, non-response rates, and other technical information about the student surveys can be found in High School and Beyond 1980 Senior Cohort Third Follow-Up (1986) Data File User's Manual, Volumes I and II. Similar information concerning PETS data can be found in High School and Beyond Postsecondary Education Transcript Study Data File User's Manual.

Estimates in this report are based on information from PSE transcripts for 7,807 students in the NLS:72 cohort who had transcript information indicating some PSE attendance prior to January 1973 (those who first entered in the year of high school graduation) and 5,164 students in the HS&B:80 Sr cohort who first entered PSE before January 1981. Only data through December 1977

was used to calculate level attained or length of time needed to complete any level for the NLS:72 cohort, as this was equivalent to what was available for the HS&B:80 Sr cohort. Thus, attendance, level completed, and length of time needed vary considerably from what was reported in Student Progress in College (Knepper, 1989) for the NLS:72 cohort, as the earlier study included the full 12 years of transcript information, rather than the 52 month limit imposed by comparison with the HS&B:80 cohort. No self-reported information on PSE attendance was used. Because this study was limited to information available in transcripts, estimates of total participation in PSE may vary somewhat from similar self-reported figures. All information was calculated using the PETS weight WT3 for the NLS:72 cohort and WT1 for the HS&B:80 cohort. These weights reflect adjustments for the presence of at least one transcript in the file.

Because of the unique nature of college transcripts, many inconsistencies exist in the data which may affect the estimates reported. Missing term and degree completion dates were one such problem in determining the length of time required at each level. Similarly, for students who transferred during the undergraduate period, one or more transcripts may have been missing, so that time and credits could not be calculated accurately. A third problem involved schools which did not give semester-type credits. These could be either clock hours, as are typically given in vocational programs, or course credit only, with either 0 or 1 indicated as the credit value. Other colleges were somewhat more imaginative, and each was handled on a college by college basis. For analyses, all credits were converted to semester credits. A complete discussion of how this was handled is provided in Addendum to the NLS:72 Postsecondary Education Transcript File Data User's Manual (Knepper, 1987). A fourth problem is that of missing transcripts. For students who have not yet finished a BA, it is difficult to determine if a transcript is missing or not. For those students, because of the inclusion of only those who started immediately after high school, missing transcripts would be later ones, and early progress has been included. Those with missing first transcripts would not be included because of the starting time requirement. For BA recipients, if the number of credits recorded was less than sufficient to support the award of a BA (less than 91 credits, the minimum defined as beginning the fourth year of study) they were excluded based on the assumption that one or more transcripts were missing. These problems and related exclusions affect about the same proportion of students in both the 1972 and the 1980 cohorts (slightly over 20 percent) because both sets of transcripts were collected and coded at the same time. Thus, problems were consistently dealt with in both the original coding and this analysis.

PSE computed variables

All PSE variables computed for these analyses are described below. Following the descriptions, table A-1 contains the weighted distributions of the background and postsecondary characteristics for each PSE cohort.

Highest level completed. Level attained was calculated from semester credits (or equivalent) received for all non-transfer courses taken prior to attainment of a BA degree. Cumulative credits totaling less than 30 were considered less than 1 year of PSE completed, 30-59 credits were considered at least 1 full year, 60-89 credits were considered at least 2 full years, and 90 or more with no BA were considered at least 3 full years. BA completion required that receipt of a BA was indicated in the PETS files.

Highest degree attained. Highest degree attained was calculated from the PETS file using the highest award or degree indicated on any transcript for a given student.

Probable continued enrollment. Because the focus of this study was progress through PSE only up to BA completion, this variable is actually continued enrollment as an undergraduate. Students who attained the BA are no longer enrolled at the undergraduate level. For the NLS:72 cohort, this was not probable continued enrollment, but rather actual undergraduate enrollment after January 1977 as indicated in the transcripts. For the HS&B:80 cohort, it is probable continued undergraduate enrollment. Students were counted as probably still enrolled if they earned any credit after June 1984, or had been enrolled after June 1984, and had not completed the BA. It was assumed that if they continued enrollment after June and had not completed the BA, they probably would continue working on it, although no assumption is made regarding possible completion.

Attended more than 1 institution. This is a yes-no variable based on the number of different FICE codes found in the transcripts.

Type of institution first attended. Type of institution was calculated by merging information from the related postsecondary institution universe file for each cohort. For the 1972 cohort, this did not include a differentiation between private non-profit and proprietary institutions. It also did not include a differentiation between 2-year and less than 2-year vocational schools that were not a part of HEGIS (the Higher Education General Information Surveys conducted annually by NCES). For the 1980 cohort, both the control distinction and the program length distinction were available. However, only five type groupings were shown due to the small number of actual observations in some categories.

Transferred. Transfer status was calculated based on the presence of two or more unique FICE codes in the file prior to BA award. Only one FICE code indicated that no transfer had taken place. If more than one FICE code was present, the first and last were compared by type and control. If type and control were the same at the most detailed level, e.g., both 2-year public or less than 2-year proprietary, then no level or control change took place. This was often reflective of students taking courses at more than one campus of a multi-campus system or group of schools otherwise closely associated, instead of being real transfers. Any change that a student made to a 4-year institution (from other than another 4-year with the same control) was most likely a real transfer made to enhance the opportunity to complete a BA. These changes have been defined as: from public less than 4-year to public 4-year; from any non-public (non-profit or proprietary) to public 4-year; and any change to private 4-year (from any private less than 4-year or any public). Other types of changes are not conducive to BA completion and, hence, have not been separated but included as an "other" category.

Average number of months. Time was calculated as the number of months from start date at a particular level to the first month after the end of the term in which the required number of credits was obtained. For instance, if a student started in September 1972, earned 28 credits by the time fall term started in 1973, and earned 12 credits in that fall term (for a total of 40 credits), January 1974 would be the start date for the sophomore year, and a time of 16 months would be counted as the length of time as a freshman. It was not necessary for the student to, in fact, be registered in this first term at the next level. For instance, if a student completed 32 credits in the fall 1980 and spring

1981 terms, the first month as a sophomore would be June 1981, regardless of whether the student was enrolled for the summer term. This results in the expectation of 9 months for the freshman or first year and 12 months for each of the remaining 3 years for normal progress.

Taking a normal or longer time. This was calculated as simply whether the student took more than 9 months for the first year, longer than 12 months for the second through fourth year, or longer than 45 months to complete a BA.

Accuracy of estimates

Both the NLS:72 and the HS&B:80 samples, while representative and statistically accurate, are not simple random samples. Students were selected within schools grouped in strata. Sampling rates for schools within different strata varied, resulting in better data for policy purposes, but at a cost of statistical efficiency for some estimates (e.g., totals). Hence, simple random sample techniques for the estimation of standard errors frequently underestimate the true standard errors. In response to this problem, standard errors for all estimates in this report were calculated using Taylor Series estimation techniques which reflect the variability of the estimates due to sampling. No information is provided in this report for subpopulations with 30 or fewer cases.

Statements concerning differences in this report have been tested using Student's t-tests based on the estimated differences and standard errors of the estimates. Comparisons include estimates of the probability of a Type I error and have been limited to those having a probability of error of less than .01, providing 99 percent or higher confidence that there is, in fact, a difference. Estimates and standard errors are provided for the interested reader in Appendix B for each of the figures in the text. Student's t-values can be computed from this information using the following formula:

$$t = \frac{P_1 - P_2}{\sqrt{se_1^2 + se_2^2}}$$

where P_1 and P_2 are the estimates to be compared and se_1 and se_2 are their corresponding standard errors. While there are hazards in reporting several t statistics because the multiplicity increases the risk for error, the critical values used in this report (i.e., 2.58 for 99 percent confidence and 3.29 for 99.9 percent confidence) are relatively conservative, so that the risk of sampling error, even for many t-tests, is quite low.

For more information

For more information about the estimates presented in this report, or about either the NLS or HS&B data bases, contact Paula R. Knepper, National Center for Education Statistics, 555 New Jersey Avenue NW, Washington DC 20208-5733, telephone (202) 357-6914.

Table A-1. Distribution of weighted N's for the background and postsecondary characteristics used in the analyses

Weighted n (1,000s)	Percent distribution: 1972	1980
Total	100.0%	100.0%
Background characteristics:		
Gender		
Male	51.0%	45.8%
Female	49.0%	54.2%
Race - 3 categories		
White	86.3%	82.1%
Black	7.4%	10.1%
Other	6.3%	8.0%
Race - 4 categories		
White	(+)	82.1%
Black	(+)	10.1%
Hispanic	(+)	4.6%
Other	(+)	3.4%
SES		
Lowest quartile	14.3%	15.2%
Middle half	45.9%	48.5%
Highest quartile	39.9%	36.2%
Student PSE characteristics		
Number of years completed		
Less than 1 full year	18.5%	19.8%
1 full year	14.9%	14.0%
2 full years	15.1%	19.8%
3 full years	20.3%	24.5%
Completed BA	31.2%	21.8%
Highest degree obtained		
None	52.6%	64.4%
Certificate or license	3.5%	2.9%
Associate degree	12.9%	10.8%
At least BA	31.2%	21.8%
Probably still enrolled after 77/1 or 85/1, respectively		
No	76.4%	90.9%
Yes	23.6%	9.1%
Attended more than 1 institution		
No	68.4%	73.1%
Yes	31.6%	26.9%

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS (1984) and HS&B:80 Sr PETS (1984) data.

Table A-1. Distribution of weighted N's for the background and postsecondary characteristics used in the analyses - Continued

Weighted n (1,000s)	Percent distribution: 1972	1980
PSE institutional characteristics		
Type of institution first attended, 4 levels		
Public 4-year	44.0%	41.9%
Private 4-year	19.7%	20.8%
Public < 4-year	32.0%	33.5%
Private < 4-year	4.3%	3.8%
Type of institution first attended 5 levels [1]		
Public 4-year	(*)	41.9%
Private 4-year [2]	(*)	20.8%
Public <4-year	(*)	33.5%
Independent < 4-year	(*)	1.6%
Proprietary < 4-year	(*)	2.2%
Transferred		
Did not transfer	68.4%	73.1%
No level or control change	9.5%	7.5%
Public < 4 to public 4-year	8.3%	7.1%
Any non-public to public 4-year	4.1%	2.6%
Any change to private 4-year	4.0%	3.7%
Any other change	5.8%	6.2%

[1] PSE institution type cannot be broken down by independent/proprietary control for NLS:72 PETS data. See 4 level type breakdown.

[2] Includes 1 proprietary 4-year college.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS (1984) and HS&B:80 Sr PETS (1984) data.

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Appendix B

Data for Figures

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Table 1. Data for Figures 2.1 - 2.8: Percent of 1972 and 1980 high school graduates who entered PSE immediately, by the highest level of PSE completed 4 1/2 years after high school, and by percent probably [1] still enrolled in PSE as undergraduates

	1972 high school graduates: Percent who completed:					1980 high school graduates: who completed:					
	less than 1 year	1 full year	2 full years	3 full years	full BA	after 77/1	less than 1 year	1 full year	2 full years	3 full years	Percent probably still enrolled	full BA	after 85/1
Estimates:													
Total	18.4	14.9	15.1	20.4	31.2	23.6	19.8	14.1	19.8	24.6	21.8	9.1	
who completed:													
Less than 1 year	18.1	14.0	14.9	23.2	29.7	27.7	18.8	13.6	19.5	27.0	21.1	9.5	
Gender													
Male	18.8	15.9	15.2	17.5	32.7	19.4	20.6	14.5	20.1	22.5	22.4	8.8	
Female													
Race - 3 categories													
White	17.5	14.3	14.9	20.5	32.8	23.7	18.3	12.8	19.8	25.0	24.1	8.9	
Black	24.5	17.0	15.7	20.9	21.9	21.8	29.3	19.1	20.0	20.9	10.6	10.3	
Other	23.9	21.1	16.1	18.5	20.3	24.6	23.2	20.2	20.2	24.7	11.7	10.2	
Race - 4 categories [2]													
White	(+)	(+)	(+)	(+)	(+)	(+)	18.3	12.8	19.8	25.0	24.1	8.9	
Black	(+)	(+)	(+)	(+)	(+)	(+)	29.3	19.1	20.0	20.9	10.6	10.3	
Hispanic	(+)	(+)	(+)	(+)	(+)	(+)	31.2	18.3	22.2	18.0	10.4	9.5	
Other	(+)	(+)	(+)	(+)	(+)	(+)	12.6	22.8	17.4	33.6	13.6	11.2	

[1] Some further PSE enrollment after 77/1 was shown by the transcripts for the 1972 cohort. For the 1980 cohort, any student who earned credit or was enrolled after 84/6 was counted as probably still enrolled after 85/1.

[2] The number of Hispanics available in the NLS:72 file is insufficient to make this breakdown useful. See Race 3 above.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 1. Data for Figures 2.1 - 2.8: Percent of 1972 and 1980 high school graduates who entered PSE immediately, by the highest level of PSE completed 4 1/2 years after high school, and by percent probably [3] still enrolled in PSE as undergraduates -- Continued

	1972 high school graduates: who completed:					Percent	1980 high school graduates: who completed:					
	less than 1 year	1 full year	2 full years	3 full years	full BA	after 77/1	less than 1 year	1 full year	2 full years	3 full years	Percent probably still enrolled	full BA	after 85/1
1972 high school graduates: **Estimates:**													
SES													
Lowest quartile	25.6	19.1	18.3	15.9	21.1	20.4	30.5	18.6	20.2	19.5	11.2	7.3	
Middle half	22.0	15.4	17.6	17.9	27.1	22.1	20.8	15.5	21.9	22.4	19.4	9.6	
Highest quartile	11.8	12.9	11.0	24.9	39.5	26.5	11.6	10.5	17.4	30.6	29.8	10.1	
Number of years completed													
Less than 1 full year	100.0	0.0	0.0	0.0	0.0	13.4	100.0	0.0	0.0	0.0	0.0	1.0	
1 full year	0.0	100.0	0.0	0.0	0.0	23.2	0.0	100.0	0.0	0.0	0.0	5.9	
2 full years	0.0	0.0	100.0	0.0	0.0	31.2	0.0	0.0	100.0	0.0	0.0	8.7	
3 full years	0.0	0.0	0.0	100.0	0.0	63.6	0.0	0.0	0.0	100.0	0.0	25.9	
Completed BA	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	
Highest degree obtained													
None	33.6	23.1	14.2	29.1	0.0	35.4	28.7	19.0	20.1	32.1	0.0	12.6	
Certificate or license	22.3	43.2	19.8	14.6	0.0	19.0	42.3	34.8	19.4	3.5	0.0	0.5	
Associate degree	0.0	10.2	53.9	35.9	0.0	34.0	0.0	7.4	58.1	34.5	0.0	9.3	
At least BA	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	

[3] Some further PSE enrollment after 77/1 was shown by the transcripts for the 1972 cohort. For the 1980 cohort, any student who earned credit or was enrolled after 84/6 was counted as probably still enrolled after 85/1.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 1. Data for Figures 2.1 - 2.8: Percent of 1972 and 1980 high school graduates who entered PSE immediately, by the highest level of PSE completed 4 1/2 years after high school, and by percent probably [4] still enrolled in PSE as undergraduates -- Continued

	1972 high school graduates: Percent					1980 high school graduates: who completed:					
	less than 1 full year	1 full year	2 full years	3 full years	full BA	after 77/1	less than 1 year	1 full year	2 full years	3 full years	Percent probably still enrolled	full BA	after 85/1
Estimates:													
Probably still enrolled after 77/1 or 85/1, respectively	20.9	15.0	13.6	9.7	40.8	0.0	21.5	14.5	19.9	20.0	24.0	0.0	
No	10.5	14.7	19.9	54.9	0.0	100.0	2.1	9.1	19.0	69.8	0.0	100.0	
Yes													
Attended more than 1 institution													
No	21.8	14.9	13.6	15.3	34.5	16.0	23.5	14.4	17.3	20.4	24.5	6.9	
Yes	11.3	14.9	18.3	31.4	24.2	40.0	9.8	13.0	26.8	35.9	14.6	15.0	
still enrolled													
Type of institution first attended, 4 levels													
Public 4-year	12.6	12.0	10.4	24.7	40.3	26.4	12.6	12.4	17.5	32.9	24.5	12.3	
Private 4-year	10.2	8.5	8.9	22.6	49.8	20.0	9.4	7.8	13.0	24.2	45.6	7.6	
Public < 4-year	29.9	21.9	23.6	14.2	10.3	23.0	33.4	19.0	25.8	15.8	6.0	6.9	
Private < 4-year	30.0	22.8	27.4	11.4	8.4	16.4	35.1	23.1	30.0	11.0	0.6	1.9	

[4] Some further PSE enrollment after 77/1 was shown by the transcripts for the 1972 cohort. For the 1980 cohort, any student who earned credit or was enrolled after 84/6 was counted as probably still enrolled after 85/1.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 1. Data for Figures 2.1 - 2.8: Percent of 1972 and 1980 high school graduates who entered PSE immediately, by the highest level of PSE completed 4 1/2 years after high school, and by percent probably [5] still enrolled in PSE as undergraduates -- Continued

	1972 high school graduates: Percent who completed:					1980 high school graduates: Percent who completed:					
	less than 1 year	1 full year	2 full years	3 full years	full BA	after 77/1	less than 1 year	1 full year	2 full years	3 full years	Percent probably still enrolled	full BA	after 85/1
Estimates:													
Type of institution first attended [6]													
Less than 1 year	(*)	(*)	(*)	(*)	(*)	(*)	12.6	12.4	17.5	32.9	24.5		12.3
Public 4-year [7]	(*)	(*)	(*)	(*)	(*)	(*)	9.4	7.8	13.0	24.2	45.6		7.6
Private 4-year	(*)	(*)	(*)	(*)	(*)	(*)	33.4	19.0	25.8	15.8	6.0		6.9
Public <4-year	(*)	(*)	(*)	(*)	(*)	(*)	16.4	22.9	41.3	17.8	1.6		1.7
Independent < 4-year	(*)	(*)	(*)	(*)	(*)	(*)	48.6	23.3	22.0	6.2	0.0		2.0
Proprietary < 4-year	(*)												
Transferred still enrolled	21.8	14.9	13.6	15.3	34.5	16.0	23.5	14.4	17.3	20.4	24.5		6.9
Did not transfer	10.6	13.5	16.0	34.2	25.7	40.7	11.1	17.2	22.3	33.1	16.3		15.8
No level or control change	4.0	8.5	22.4	35.7	29.5	46.0	2.4	5.4	26.3	47.4	18.4		16.2
Public < 4 to public 4-year	3.8	13.3	15.6	33.4	33.9	41.3	5.7	7.8	28.3	45.5	12.8		16.7
Any non-public to public 4-year	6.9	9.7	12.6	37.9	32.8	43.2	7.6	6.3	20.1	40.5	25.5		12.0
Any change to private 4-year	31.2	31.4	21.9	14.5	1.0	26.9	19.4	22.7	36.0	19.5	2.4		13.5
Any other change													

[5] Some further PSE enrollment after 77/1 was shown by the transcripts for the 1972 cohort. For the 1980 cohort, any student who earned credit or was enrolled after 84/6 was counted as probably still enrolled after 85/1.

[6] PSE institution type cannot be broken down by independent/proprietary control for NLS:72 PETS data. See 4 level type breakdown.

[7] Includes 1 proprietary 4-year college.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 1. Data for Figures 2.1 - 2.8: Percent of 1972 and 1980 high school graduates who entered PSE immediately, by the highest level of PSE completed 4 1/2 years after high school, and by percent probably [8] still enrolled in PSE as undergraduates -- Continued

	1972 high school graduates:					Percent	1980 high school graduates: who completed:					
		1 full year	2 full years	3 full years	full BA	after 77/1	less than 1 year	1 full year	2 full years	3 full years	Percent probably still enrolled	full BA	after 85/1
Standard Errors													
Total	0.54	0.53	0.49	0.54	0.70	0.58	0.83	0.68	0.79	0.85	0.87	0.57
who completed:													
Less													
Gender													
than	0.73	0.67	0.65	0.81	0.98	0.89	1.20	1.02	1.16	1.33	1.23	0.84
1 year													
Male	0.76	0.75	0.68	0.74	0.93	0.70	1.13	0.92	1.04	1.08	1.16	0.77
Female													
Race - 3 categories													
White	0.56	0.55	0.54	0.58	0.76	0.63	0.92	0.77	0.91	0.99	1.02	0.64
Black	1.80	1.86	1.44	2.38	2.03	1.71	2.22	1.68	1.83	1.75	1.22	1.28
enrolled													
Other	1.96	1.98	1.64	1.75	2.11	2.03	2.32	2.23	2.09	2.43	1.93	1.54
Race - 4 categories [9]													
White	(+)	(+)	(+)	(+)	(+)	(+)	0.92	0.77	0.91	0.99	1.02	0.64
Black	(+)	(+)	(+)	(+)	(+)	(+)	2.22	1.68	1.83	1.75	1.22	1.28
Hispanic	(+)	(+)	(+)	(+)	(+)	(+)	3.15	1.99	2.69	2.08	2.12	1.39
Other	(+)	(+)	(+)	(+)	(+)	(+)	2.24	4.09	3.40	4.68	3.36	3.15

[8] Some further PSE enrollment after 77/1 was shown by the transcripts for the 1972 cohort. For the 1980 cohort, any student who earned credit or was enrolled after 84/6 was counted as probably still enrolled after 85/1.

[9] The number of Hispanics available in the NLS:72 file is insufficient to make this breakdown useful. See Race 3 above.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 1. Data for Figures 2.1 - 2.8: Percent of 1972 and 1980 high school graduates who entered PSE immediately, by the highest level of PSE completed 4 1/2 years after high school, and by percent probably [10] still enrolled in PSE as undergraduates -- Continued

	1972 high school graduates: who completed:				Percent	1980 high school graduates: who completed:					
	1 full year	2 full years	3 full years	full BA	after 77/1	less than 1 year	1 full year	2 full years	3 full years	Percent probably still enrolled	full BA	after 85/1
Standard Errors												
SES												
Lowest quartile	1.43	1.49	1.24	1.21	1.41	1.27	2.05	1.54	1.58	1.71	1.31	1.08
Middle half	0.83	0.72	0.77	0.71	0.84	0.79	1.27	1.09	1.21	1.21	1.17	0.89
Highest quartile	0.66	0.72	0.59	0.97	1.15	0.96	1.14	1.02	1.38	1.62	1.67	1.07
Number of years completed												
Less than 1 full year	0.00	0.00	0.00	0.00	0.00	0.99	0.00	0.00	0.00	0.00	0.00	0.43
1 full year	0.00	0.00	0.00	0.00	0.00	1.46	0.00	0.00	0.00	0.00	0.00	1.19
2 full years	0.00	0.00	0.00	0.00	0.00	1.57	0.00	0.00	0.00	0.00	0.00	1.27
3 full years	0.00	0.00	0.00	0.00	0.00	1.46	0.00	0.00	0.00	0.00	0.00	1.75
Completed BA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Highest degree obtained												
None	0.86	0.81	0.59	0.88	0.00	0.85	1.18	0.95	0.98	1.19	0.00	0.83
Certificate or license	3.28	4.00	2.85	2.36	0.00	2.75	6.23	5.96	4.93	2.21	0.00	0.42
Associate degree	0.00	1.12	1.81	1.66	0.00	1.72	0.00	1.49	2.99	2.92	0.00	1.73
At least BA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

[10] Some further PSE enrollment after 77/1 was shown by the transcripts for the 1972 cohort. For the 1980 cohort, any student who earned credit or was enrolled after 84/6 was counted as probably still enrolled after 85/1.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 1. Data for Figures 2.1 - 2.8: Percent of 1972 and 1980 high school graduates who entered PSE immediately, by the highest level of PSE completed 4 1/2 years after high school, and by percent probably [11] still enrolled in PSE as undergraduates -- Continued

	1972 high school graduates: Percent who completed:					1980 high school graduates: Percent who completed:					
	1 full year	2 full years	3 full years	full BA	after 77/1	less than 1 year	1 full year	2 full years	3 full years	Percent probably still enrolled	full BA	after 85/1
Standard Errors												
Probably still enrolled after 77/1 or 85/1, respectively	0.65	0.61	0.53	0.47	0.82	0.00	0.90	0.72	0.82	0.85	0.95	0.00
Yes	0.78	0.97	1.10	1.34	0.00	0.00	0.92	1.80	2.59	2.96	0.00	0.01
Attended more than 1 institution												
No	0.69	0.64	0.57	0.56	0.87	0.61	1.05	0.83	0.88	0.95	1.05	0.58
Yes	0.76	0.88	0.87	1.11	1.01	1.11	1.14	1.24	1.71	1.85	1.47	1.38
Type of institution first attended, 4 levels												
Public 4-year	0.66	0.65	0.60	0.87	1.03	0.86	1.02	0.97	1.16	1.45	1.38	1.00
Private 4-year	0.93	0.80	0.83	1.29	1.46	1.26	1.35	1.03	1.51	1.81	2.11	1.12
Public < 4-year	1.04	1.18	0.95	0.77	0.84	0.97	1.65	1.33	1.46	1.26	0.88	0.90
Private < 4-year	3.18	2.97	2.95	1.90	1.90	2.30	5.31	4.74	4.54	3.08	0.38	1.21

[11] Some further PSE enrollment after 77/1 was shown by the transcripts for the 1972 cohort. For the 1980 cohort, any student who earned credit or was enrolled after 84/6 was counted as probably still enrolled after 85/1.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 1. Data for Figures 2.1 - 2.8: Percent of 1972 and 1980 high school graduates who entered PSE immediately, by the highest level of PSE completed 4 1/2 years after high school, and by percent probably [12] still enrolled in PSE as undergraduates -- Continued

	1972 high school graduates: Percent who completed:					1980 high school graduates: Percent who completed:					
	1 full year	2 full years	3 full years	full BA	after 77/1	less than 1 year	1 full year	2 full years	3 full years	Percent probably still enrolled	full BA	after 85/1
Standard Errors												
Type of institution first attended, who completed: [13]												
5 levels												
Less than 1 year	(*)	(*)	(*)	(*)	(*)	(*)	1.02	0.97	1.16	1.45	1.38	1.00
Public 4-year		(*)	(*)	(*)	(*)	(*)	1.35	1.03	1.51	1.81	2.11	1.12
Private 4-year [14]	(*)	(*)	(*)	(*)	(*)	(*)	1.65	1.33	1.46	1.26	0.88	0.90
Public <4-year	(*)	(*)	(*)	(*)	(*)	(*)	5.56	6.20	7.49	5.97	0.90	1.04
Independent < 4-year	(*)	(*)	(*)	(*)	(*)	(*)	7.67	6.96	5.45	2.77	0.00	1.93
Proprietary < 4-year	(*)											
Transferred still enrolled	0.69	0.64	0.57	0.56	0.87	0.61	1.05	0.83	0.88	0.95	1.05	0.58
Did not transfer	1.33	1.42	1.67	2.00	1.75	1.91	2.36	2.83	3.18	3.41	2.77	2.64
No level or control change	0.87	1.28	1.73	2.22	2.37	2.24	1.04	1.56	3.66	3.91	3.10	2.79
Public < 4 to public 4-year	1.36	2.32	2.19	3.03	2.93	3.07	2.74	3.15	5.72	6.20	3.78	4.34
Any non-public to public 4-year	1.70	1.90	2.03	2.95	2.93	3.05	2.92	2.49	4.06	5.40	5.23	3.45
Any change to private 4-year	2.42	2.45	2.07	1.77	0.50	2.32	3.13	3.15	3.76	3.23	1.40	2.82
Any other change												

[12] Some further PSE enrollment after 77/1 was shown by the transcripts for the 1972 cohort. For the 1980 cohort, any student who earned credit or was enrolled after 84/6 was counted as probably still enrolled after 85/1.

[13] PSE institution type cannot be broken down by independent/proprietary control for NLS:72 PETS data. See 4 level type breakdown.

[14] Includes 1 proprietary 4-year college.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 1. Data for Figures 2.1 - 2.8: Percent of 1972 and 1980 high school graduates who entered PSE immediately, by the highest level of PSE completed 4 1/2 years after high school, and by percent probably [15] still enrolled in PSE as undergraduates -- Continued

	1972 high school graduates:					Percent	1980 high school graduates: who completed:				Percent probably enrolled	
		1 full year	2 full years	3 full years	full BA	after 77/1	less than 1 year	1 full year	2 full years	3 full years	full BA	after 85/1
Unweighted n												
Total	7,807	7,807	7,807	7,807	7,807	7,807	5,164	5,164	5,164	5,164	5,164	5,164
who completed:												
Less than 1 year	3,997	3,997	3,997	3,997	3,997	3,997	2,307	2,307	2,307	2,307	2,307	2,307
Gender												
Male	3,810	3,810	3,810	3,810	3,810	3,810	2,857	2,857	2,857	2,857	2,857	2,857
Female												
Race - 3 categories												
White	6,425	6,425	6,425	6,425	6,425	6,425	2,797	2,797	2,797	2,797	2,797	2,797
Black	791	791	791	791	791	791	1,132	1,132	1,132	1,132	1,132	1,132
Other	591	591	591	591	591	591	1,235	1,235	1,235	1,235	1,235	1,235
enrolled												
Race - 4 categories [16]												
White	(+)	(+)	(+)	(+)	(+)	0	2,797	2,797	2,797	2,797	2,797	2,797
Black	(+)	(+)	(+)	(+)	(+)	0	1,132	1,132	1,132	1,132	1,132	1,132
Hispanic	(+)	(+)	(+)	(+)	(+)	0	899	899	899	899	899	899
Other	(+)	(+)	(+)	(+)	(+)	0	336	336	336	336	336	336

[15] Some further PSE enrollment after 77/1 was shown by the transcripts for the 1972 cohort. For the 1980 cohort, any student who earned credit or was enrolled after 84/6 was counted as probably still enrolled after 85/1.

[16] The number of Hispanics available in the NLS:72 file is insufficient to make this breakdown useful. See Race 3 above.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 1. Data for Figures 2.1 - 2.8: Percent of 1972 and 1980 high school graduates who entered PSE immediately, by the highest level of PSE completed 4 1/2 years after high school, and by percent probably [17] still enrolled in PSE as undergraduates -- Continued

	1972 high school graduates: who completed:					1980 high school graduates: who completed:					
	1 full year	2 full years	3 full years	BA	Percent after 77/1	less than 1 year	1 full year	2 full years	3 full years	Percent probably still enrolled	BA	after 85/1
Unweighted n												
SES												
Lowest quartile	1,295	1,295	1,295	1,295	1,295	1,375	1,375	1,375	1,375	1,375	1,375	1,375
Middle half	3,539	3,539	3,539	3,539	3,539	2,185	2,185	2,185	2,185	2,185	2,185	2,185
Highest quartile	2,973	2,973	2,973	2,973	2,973	1,394	1,394	1,394	1,394	1,394	1,394	1,394
Number of years completed												
Less than 1 full year	1,456	1,456	1,456	1,456	1,456	1,031	1,031	1,031	1,031	1,031	1,031	1,031
1 full year	1,149	1,149	1,149	1,149	1,149	840	840	840	840	840	840	840
2 full years	1,178	1,178	1,178	1,178	1,178	1,034	1,034	1,034	1,034	1,034	1,034	1,034
3 full years	1,627	1,627	1,627	1,627	1,627	1,298	1,298	1,298	1,298	1,298	1,298	1,298
Completed BA	2,397	2,397	2,397	2,397	2,397	961	961	961	961	961	961	961
Highest degree obtained												
None	4,193	4,193	4,193	4,193	4,193	3,502	3,502	3,502	3,502	3,502	3,502	3,502
Certificate or license	244	244	244	244	244	130	130	130	130	130	130	130
Associate degree	973	973	973	973	973	571	571	571	571	571	571	571
At least BA	2,397	2,397	2,397	2,397	2,397	961	961	961	961	961	961	961

[17] Some further PSE enrollment after 77/1 was shown by the transcripts for the 1972 cohort. For the 1980 cohort, any student who earned credit or was enrolled after 84/6 was counted as probably still enrolled after 85/1.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 1. Data for Figures 2.1 - 2.8: Percent of 1972 and 1980 high school graduates who entered PSE immediately, by the highest level of PSE completed 4 1/2 years after high school, and by percent probably [18] still enrolled in PSE as undergraduates -- Continued

	1972 high school graduates: who completed:					1980 high school graduates: who completed:					
	less than 1 year	1 full year	2 full years	3 full years	full BA	after 77/1	less than 1 year	1 full year	2 full years	3 full years	Percent probably still enrolled	full BA	after 85/1
Unweighted n													
Probably still enrolled after 77/1 or 85/1, respectively	5,925	5,925	5,925	5,925	5,925	5,925	4,654	4,654	4,654	4,654	4,654	4,654	
No	1,882	1,882	1,882	1,882	1,882	1,882	510	510	510	510	510	510	
Yes													
Attended more than 1 institution	5,325	5,325	5,325	5,325	5,325	5,325	3,816	3,816	3,816	3,816	3,816	3,816	
No	2,482	2,482	2,482	2,482	2,482	2,482	1,348	1,348	1,348	1,348	1,348	1,348	
Yes													
Type of institution first attended, 4 levels	3,590	3,590	3,590	3,590	3,590	3,590	2,163	2,163	2,163	2,163	2,163	2,163	
Public 4-year	1,464	1,464	1,464	1,464	1,464	1,464	1,038	1,038	1,038	1,038	1,038	1,038	
Private 4-year	2,472	2,472	2,472	2,472	2,472	2,472	1,791	1,791	1,791	1,791	1,791	1,791	
Public < 4-year	281	281	281	281	281	281	172	172	172	172	172	172	
Private < 4-year													

[18] Some further PSE enrollment after 77/1 was shown by the transcripts for the 1972 cohort. For the 1980 cohort, any student who earned credit or was enrolled after 84/6 was counted as probably still enrolled after 85/1.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 1. Data for Figures 2.1 - 2.8: Percent of 1972 and 1980 high school graduates who entered PSE immediately, by the highest level of PSE completed 4 1/2 years after high school, and by percent probably [19] still enrolled in PSE as undergraduates -- Continued

	1972 high school graduates: Percent still enrolled after 77/1	1980 high school graduates who completed: less than 1 year	1 full year	2 full years	3 full years	Percent probably still enrolled full BA	after 85/1
Unweighted n							
Type of institution first attended, who completed:[20]							
5 levels	(*)	2,163	2,163	2,163	2,163	2,163	2,163
Less than 1 year	(*)	1,038	1,038	1,038	1,038	1,038	1,038
Public 4-year[21]	(*)	1,791	1,791	1,791	1,791	1,791	1,791
Private 4-year	(*)	74	74	74	74	74	74
Public <4-year	(*)	98	98	98	98	98	98
Independent < 4-year	(*)						
Proprietary < 4-year	(*)						
Transferred still enrolled	5,325	3,816	3,816	3,816	3,816	3,816	3,816
Did not transfer	750	382	382	382	382	382	382
No level or control change	651	357	357	357	357	357	357
Public < 4 to public 4-year	306	130	130	130	130	130	130
Any non-public to public 4-year	314	159	159	159	159	159	159
Any change to private 4-year	461	320	320	320	320	320	320
Any other change							

[19] Some further PSE enrollment after 77/1 was shown by the transcripts for the 1972 cohort. For the 1980 cohort, any student who earned credit or was enrolled after 84/6 was counted as probably still enrolled after 85/1.

[20] PSE institution type cannot be broken down by independent/proprietary control for NLS:72 PETS data. See 4 level type breakdown.

[21] Includes 1 proprietary 4-year college.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 1. Data for Figures 2.1 - 2.8: Percent of 1972 and 1980 high school graduates who entered PSE immediately, by the highest level of PSE completed 4 1/2 years after high school, and by percent probably [22] still enrolled in PSE as undergraduates -- Continued

	1972 high school graduates: who completed:					Percent	1980 high school graduates: who completed:					
		1 full year	2 full years	3 full years	full BA	after 77/1	less than 1 year	1 full year	2 full years	3 full years	Percent probably still enrolled	full BA	after 85/1
Weighted n (1,000s)													
Total	1,214	1,214	1,214	1,214	1,214	1,214	1,333	1,333	1,333	1,333	1,333	1,333	
who completed:													
Less than 1 year	619	619	619	619	619	619	610	610	610	610	610	610	
1 year	595	595	595	595	595	595	723	723	723	723	723	723	
Gender													
Male	1,048	1,048	1,048	1,048	1,048	1,048	1,094	1,094	1,094	1,094	1,094	1,094	
Female	90	90	90	90	90	90	134	134	134	134	134	134	
Race - 3 categories	77	77	77	77	77	77	106	106	106	106	106	106	
White													
Black													
Other													
Race - 4 categories [23]													
White	(+)	(+)	(+)	(+)	(+)	(+)	1,094	1,094	1,094	1,094	1,094	1,094	
Black	(+)	(+)	(+)	(+)	(+)	(+)	134	134	134	134	134	134	
Hispanic	(+)	(+)	(+)	(+)	(+)	(+)	61	61	61	61	61	61	
Other	(+)	(+)	(+)	(+)	(+)	(+)	45	45	45	45	45	45	

[22] Some further PSE enrollment after 77/1 was shown by the transcripts for the 1972 cohort. For the 1980 cohort, any student who earned credit or was enrolled after 84/6 was counted as probably still enrolled after 85/1.

[23] The number of Hispanics available in the NLS:72 file is insufficient to make this breakdown useful. See Race 3 above.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 1. Data for Figures 2.1 - 2.8: Percent of 1972 and 1980 high school graduates who entered PSE immediately, by the highest level of PSE completed 4 1/2 years after high school, and by percent probably [24] still enrolled in PSE as undergraduates -- Continued

	1972 high school graduates: who completed:					Percent	1980 high school graduates: who completed:					
	less than 1 year	1 full year	2 full years	3 full years	full BA	after 77/1	less than 1 year	1 full year	2 full years	3 full years	Percent probably still enrolled full BA	after 85/1
Weighted n (1,000s)												
SES												
Lowest quartile	173	173	173	173	173	173	180	180	180	180	180	180
Middle half	557	557	557	557	557	557	572	572	572	572	572	572
Highest quartile	484	484	484	484	484	484	427	427	427	427	427	427
Number of years completed												
Less than 1 full year	224	224	224	224	224	224	264	264	264	264	264	264
1 full year	181	181	181	181	181	181	187	187	187	187	187	187
2 full years	183	183	183	183	183	183	264	264	264	264	264	264
3 full years	247	247	247	247	247	247	327	327	327	327	327	327
Completed BA	379	379	379	379	379	379	291	291	291	291	291	291
Highest degree obtained												
None	638	638	638	638	638	638	859	859	859	859	859	859
Certificate or license	42	42	42	42	42	42	39	39	39	39	39	39
Associate degree	156	156	156	156	156	156	144	144	144	144	144	144
At least BA	379	379	379	379	379	379	291	291	291	291	291	291

[24] Some further PSE enrollment after 77/1 was shown by the transcripts for the 1972 cohort. For the 1980 cohort, any student who earned credit or was enrolled after 84/6 was counted as probably still enrolled after 85/1.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 1. Data for Figures 2.1 - 2.8: Percent of 1972 and 1980 high school graduates who entered PSE immediately, by the highest level of PSE completed 4 1/2 years after high school, and by percent probably [25] still enrolled in PSE as undergraduates -- Continued

	1972 high school graduates: Percent who completed:					1980 high school graduates: Percent who completed:					
	1 full year	2 full years	3 full years	full BA	after 77/1	less than 1 year	1 full year	2 full years	3 full years	Percent probably still enrolled	full BA	after 85/1
Weighted n (1,000s)												
Probably still enrolled after 77/1 or 85/1, respectively	928	928	928	928	928	928	1,212	1,212	1,212	1,212	1,212	1,212
No	287	287	287	287	287	287	121	121	121	121	121	121
Yes												
Attended more than 1 institution	830	830	830	830	830	830	974	974	974	974	974	974
No	384	384	384	384	384	384	359	359	359	359	359	359
Yes												
still enrolled, type of institution first attended, 4 levels	534	534	534	534	534	534	559	559	559	559	559	559
Public 4-year	239	239	239	239	239	239	277	277	277	277	277	277
Private 4-year	388	388	388	388	388	388	447	447	447	447	447	447
Public < 4-year	52	52	52	52	52	52	50	50	50	50	50	50
Private < 4-year												

[25] Some further PSE enrollment after 77/1 was shown by the transcripts for the 1972 cohort. For the 1980 cohort, any student who earned credit or was enrolled after 84/6 was counted as probably still enrolled after 85/1.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 1. Data for Figures 2.1 - 2.8: Percent of 1972 and 1980 high school graduates who entered PSE immediately, by the highest level of PSE completed 4 1/2 years after high school, and by percent probably [26] still enrolled in PSE as undergraduates -- Continued

	1972 high school graduates: Percent						1980 high school graduates: who completed:					
	1 full year	2 full years	3 full years	full BA	after 77/1	less than 1 year	1 full year	2 full years	3 full years	Percent probably still enrolled	full BA	after 85/1
Weighted n (1,000s)												
Type of institution first attended, who completed:[27]												
5 levels	(*)	(*)	(*)	(*)	(*)	(*)	559	559	559	559	559	559
Public 4-year		(*)	(*)	(*)	(*)	(*)	277	277	277	277	277	277
Private 4-year	(*)	(*)	(*)	(*)	(*)	(*)	447	447	447	447	447	447
Public <4-year	(*)	(*)	(*)	(*)	(*)	(*)	21	21	21	21	21	21
Independent < 4-year	(*)	(*)	(*)	(*)	(*)	(*)	29	29	29	29	29	29
Proprietary < 4-year		(*)										
Transferred												
still enrolled	830	830	830	830	830	830	974	974	974	974	974	974
Did not transfer	115	115	115	115	115	115	100	100	100	100	100	100
No level or control change	101	101	101	101	101	101	94	94	94	94	94	94
Public < 4 to public 4-year	50	50	50	50	50	50	34	34	34	34	34	34
Any non-public to public 4-year	49	49	49	49	49	49	49	49	49	49	49	49
Any change to private 4-year	70	70	70	70	70	70	83	83	83	83	83	83
Any other change												

[26] Some further PSE enrollment after 77/1 was shown by the transcripts for the 1972 cohort. For the 1980 cohort, any student who earned credit or was enrolled after 84/6 was counted as probably still enrolled after 85/1.

[27] PSE institution type cannot be broken down by independent/proprietary control for NLS:72 PETS data. See 4 level type breakdown.

[28] Includes 1 proprietary 4-year college.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 2. Data for Figures 3.1 - 3.6: Average number of months spent at each level[29] of PSE, by 1972 and 1980 high school graduates who entered PSE immediately

1972 high school graduates:	Average number of months:					1980 high school graduates: Average number of months:				
		As sophomore	As junior	As senior	For full BA	As freshman	As sophomore	As junior	As senior	For full BA
Estimates										
Average number of months:	14.2	12.6	12.0	10.9	45.1	15.3	13.1	11.8	9.7	44.6
Total										
Gender										
Male	14.6	12.9	12.3	11.0	45.6	15.3	13.3	11.7	9.8	44.9
Female	13.8	12.2	11.8	10.9	44.6	15.2	12.9	11.8	9.6	44.4
Race - 3 categories										
White	14.0	12.5	12.1	10.8	45.1	14.8	13.0	11.7	9.7	44.5
Black	15.4	12.9	11.7	11.9	44.7	17.5	13.9	11.7	10.4	44.5
Other	16.5	13.8	12.3	11.4	46.5	17.2	13.3	12.7	10.0	47.1
Race - 4 categories[30]										
White	(+)	(+)	(+)	(+)	(+)	14.8	13.0	11.7	9.7	44.5
Black	(+)	(+)	(+)	(+)	(+)	17.5	13.9	11.7	10.4	44.5
Hispanic	(+)	(+)	(+)	(+)	(+)	18.3	13.3	13.1	9.4	48.5
Other	(+)	(+)	(+)	(+)	(+)	16.1	13.3	12.3	10.7	45.6

[29] Number of months, particularly as a senior and for full BA, is limited by the number of months covered, 52 months from the time of high school graduation. However, most students further delay entry at least 3 months (until September) before entering PSE. This further limits time available for completion.

[30] The number of Hispanics available in the NLS:72 file is insufficient to make this breakdown useful. See Race 3 above.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 2. Data for Figures 3.1 - 3.6: Average number of months spent at each level[31] of PSE, by 1972 and 1980 high school graduates -- Continued

1972 high school graduates:	1980 high school graduates:				
	Average number of months:				
	As fresh-man	As sopho-more	As junior	As senior	For full BA
Estimates for graduates who entered PSE immediately					
Average number of months:					
As fresh-man	14.6	12.8	12.0	11.4	44.9
Lowest quartile	14.2	12.5	12.1	10.8	45.1
Middle half	14.2	12.6	12.1	10.9	45.1
Highest quartile					
Number of years completed					
Less than 1 full year	--	--	--	--	--
1 full year	19.9	--	--	--	--
2 full years	15.0	14.6	--	--	--
3 full years	13.4	13.0	13.4	--	--
Completed BA	11.7	11.3	11.2	10.9	45.1
Highest degree obtained					
None	16.4	14.3	13.5	--	--
Certificate or license	14.0	13.4	9.5	--	--
Associate degree	14.6	12.6	13.6	--	--
At least BA	11.7	11.3	11.2	10.9	45.1

1980 high school graduates:					
	Average number of months:				
	As fresh-man	As sopho-more	As junior	As senior	For full BA
Estimates for graduates who entered PSE immediately					
Average number of months:					
As fresh-man	15.6	13.2	12.1	9.2	44.1
Lowest quartile	15.5	12.9	11.6	10.0	44.6
Middle half	14.7	13.3	11.6	9.7	44.7
Highest quartile					
Number of years completed					
Less than 1 full year	--	--	--	--	--
1 full year	21.0	--	--	--	--
2 full years	16.0	15.7	--	--	--
3 full years	13.9	12.5	12.4	--	--
Completed BA	12.5	11.4	11.0	9.7	44.6
Highest degree obtained					
None	16.7	14.4	12.4	--	--
Certificate or license	15.6	11.6	(**)	--	--
Associate degree	14.8	12.5	12.7	--	--
At least BA	12.5	11.4	11.0	9.7	44.6

[31] Number of months, particularly as a senior and for full BA, is limited by the number of months covered, 52 months from the time of high school graduation. However, most students further delay entry at least 3 months (until September) before entering PSE. This further limits time available for completion.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 2. Data for Figures 3.1 - 3.6: Average number of months spent at each level[32] of PSE, by 1972 and 1980 high school -- Continued

1972 high school graduates:	1980 high school graduates: Average number of months: As freshman	As sophomore	As junior	As senior	For full BA
Estimates					
graduates who entered PSE immediately					
Average number of months after high school graduation:					
As freshman					
77/1 or 85/1, respectively	13.4	11.9	11.5	10.9	45.1
No	16.7	14.3	13.8	--	--
Yes					
Attended more than 1 institution					
No	13.6	12.2	11.7	10.9	44.8
Yes	15.5	13.2	12.6	11.1	46.0
Type of institution first attended,					
4 levels	14.1	12.6	11.9	11.0	45.2
Public 4-year	12.9	12.4	11.8	10.5	44.4
Private 4-year	15.8	12.9	13.2	11.5	46.7
Public < 4-year	12.1	10.5	12.1	(**)	(**)
Private < 4-year					

1980 high school graduates: Average number of months: As freshman	As sophomore	As junior	As senior	For full BA
15.0	12.8	11.6	9.7	44.6
17.4	14.8	12.9	--	--
14.6	12.7	11.6	9.7	44.3
16.7	13.8	12.2	10.0	46.3
15.2	13.0	11.9	9.5	44.3
13.7	12.9	11.5	9.7	44.4
16.9	13.5	11.8	10.8	47.2
12.4	12.6	(**)	(**)	(**)

[32] Number of months, particularly as a senior and for full BA, is limited by the number of months covered, 52 months from the time of high school graduation. However, most students further delay entry at least 3 months (until September) before entering PSE. This further limits time available for completion.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 2. Data for Figures 3.1 - 3.6: Average number of months spent at each level[33] of PSE, by 1972 and 1980 high school -- Continued

	1972 high school graduates:					1980 high school graduates:				
	Average number of months:					Average number of months:				
	As fresh-man	As sopho-more	As junior	As senior	For full BA	As fresh-man	As sopho-more	As junior	As senior	For full BA
Estimates:										
graduates who entered PSE immediately										
Average number of months spent at first attended,										
As 5 levels[34]										
Public 4-year	(*)	(*)	(*)	(*)	(*)	15.2	13.0	11.9	9.5	44.3
man[35]		(*)	(*)	(*)	(*)	13.7	12.9	11.5	9.7	44.4
Private 4-year	(*)	(*)	(*)	(*)	(*)	16.9	13.5	11.8	10.8	47.2
Public <4-year	(*)	(*)	(*)	(*)	(*)	14.1	12.0	(**)	(**)	(**)
Independent < 4-year	(*)	(*)	(*)	(*)	(*)	10.5	13.5	(**)	(**)	(**)
Proprietary < 4-year	(*)									
Transferred										
Did not transfer	13.6	12.2	11.7	10.9	44.8	14.6	12.7	11.6	9.7	44.3
No level or control change	15.1	13.2	12.5	10.8	45.7	16.7	14.2	12.3	8.4	44.5
Public < 4 to public 4-year	15.4	12.8	13.4	11.6	46.9	15.9	13.4	12.2	11.3	47.0
Any non-public to public 4-year	15.1	13.1	12.2	11.7	45.7	16.5	13.7	12.5	(**)	(**)
Any change to private 4-year	14.9	12.9	11.9	10.5	45.3	16.5	12.7	12.1	11.0	47.4
Any other change	17.9	14.6	12.5	(**)	(**)	17.9	15.1	12.1	(**)	(**)

[33] Number of months, particularly as a senior and for full BA, is limited by the number of months covered, 52 months from the time of high school graduation. However, most students further delay entry at least 3 months (until September) before entering PSE. This further limits time available for completion.

[34] PSE institution type cannot be broken down by independent/proprietary control for NLS:72 PETS data. See 4 level type breakdown.

[35] Includes 1 proprietary 4-year college.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 2. Data for Figures 3.1 - 3.6: Average number of months spent at each level[36] of PSE, by 1972 and 1980 high school -- Continued

1972 high school graduates:		1980 high school graduates:				
		Average number of months:				
	As sophomore	As junior	As senior	For full BA	As freshman	As sophomore	As junior	As senior	For full BA
Standard Errors									
graduates who entered PSE immediately									
Average number of months:	0.12	0.08	0.08	0.10	0.09	0.16	0.13	0.10	0.19	0.15
Total										
Gender										
Male	0.16	0.12	0.11	0.15	0.14	0.22	0.17	0.15	0.28	0.21
Female	0.16	0.11	0.11	0.13	0.12	0.23	0.18	0.14	0.25	0.22
Race - 3 categories										
White	0.12	0.08	0.08	0.11	0.09	0.18	0.14	0.11	0.20	0.15
Black	0.45	0.28	0.29	0.32	0.27	0.41	0.31	0.24	0.47	0.15
Other	0.48	0.40	0.31	0.52	0.50	0.49	0.36	0.22	0.66	1.42
Race - 4 categories [37]										
White	(+)	(+)	(+)	(+)	(+)	0.18	0.14	0.11	0.20	0.15
Black	(+)	(+)	(+)	(+)	(+)	0.41	0.31	0.24	0.47	0.15
Hispanic	(+)	(+)	(+)	(+)	(+)	0.61	0.54	0.41	1.09	2.55
Other	(+)	(+)	(+)	(+)	(+)	0.72	0.46	0.20	0.64	0.52

[36] Number of months, particularly as a senior and for full BA, is limited by the number of months covered, 52 months from the time of high school graduation. However, most students further delay entry at least 3 months (until September) before entering PSE. This further limits time available for completion.

[37] The number of Hispanics available in the NLS:72 file is insufficient to make this breakdown useful. See Race 3 above.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 2. Data for Figures 3.1 - 3.6: Average number of months spent at each level[38] of PSE, by 1972 and 1980 high school -- Continued

1972 high school graduates:	1980 high school graduates:				
	Average number of months:				
	As fresh-man	As sopho-more	As junior	As senior	For full BA
Standard Errors					
graduates who entered PSE immediately					
Average number of months:					
As fresh-man	0.32	0.24	0.25	0.29	0.26
Lowest quartile	0.17	0.13	0.13	0.15	0.13
Middle half	0.17	0.11	0.12	0.15	0.14
Highest quartile					
Number of years completed					
Less than 1 full year	--	--	--	--	--
1 full year	0.45	--	--	--	--
2 full years	0.23	0.24	--	--	--
3 full years	0.14	0.14	0.16	--	--
Completed BA	0.09	0.07	0.08	0.10	0.09
Highest degree obtained					
None	0.21	0.16	0.18	--	--
Certificate or license	0.69	1.00	0.92	--	--
Associate degree	0.28	0.19	0.39	--	--
At least BA	0.09	0.07	0.08	0.10	0.09
	0.56	--	--	--	--
	0.30	0.32	--	--	--
	0.19	0.15	0.15	--	--
	0.21	0.13	0.13	0.19	0.15
	0.23	0.19	0.15	--	--
	1.67	1.51	(**)	--	--
	0.38	0.34	0.48	--	--
	0.21	0.13	0.13	0.19	0.15

[38] Number of months, particularly as a senior and for full BA, is limited by the number of months covered, 52 months from the time of high school graduation. However, most students further delay entry at least 3 months (until September) before entering PSE. This further limits time available for completion.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 2. Data for Figures 3.1 - 3.6: Average number of months spent at each level[39] of PSE, by 1972 and 1980 high school -- Continued

1972 high school graduates:	1980 high school graduates: Average number of months: As fresh-man	As sopho-more	As junior	As senior	For full BA
Standard Errors					
graduates who entered PSE immediately					
Average number of months after high school enrolled: As fresh-					
77/1 or 85/1, respectively	0.12	0.08	0.08	0.10	0.09
No	0.26	0.18	0.21	--	--
Yes					
Attended more than 1 institution					
No	0.12	0.10	0.09	0.11	0.09
Yes	0.22	0.14	0.15	0.20	0.23
Type of institution first attended,					
4 levels	0.15	0.11	0.10	0.12	0.12
Public 4-year	0.20	0.16	0.13	0.20	0.12
Private 4-year	0.24	0.17	0.25	0.28	0.40
Public < 4-year	0.76	0.67	0.62	(**)	(**)
Private < 4-year					

1980 high school graduates: Average number of months: As fresh-man	As sopho-more	As junior	As senior	For full BA
0.16	0.13	0.10	0.19	0.15
0.61	0.42	0.31	--	--
0.18	0.14	0.11	0.20	0.12
0.34	0.24	0.21	0.55	0.54
0.21	0.16	0.13	0.26	0.16
0.32	0.24	0.18	0.28	0.19
0.35	0.31	0.30	0.62	0.91
0.87	1.06	(**)	(**)	(**)

[39] Number of months, particularly as a senior and for full BA, is limited by the number of months covered, 52 months from the time of high school graduation. However, most students further delay entry at least 3 months (until September) before entering PSE. This further limits time available for completion.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 2. Data for Figures 3.1 - 3.6: Average number of months spent at each level[40] of PSE, by 1972 and 1980 high school -- Continued

	1972 high school graduates:					1980 high school graduates:				
	Average number of months:					Average number of months:				
	As fresh-man	As sopho-more	As junior	As senior	For full BA	As fresh-man	As sopho-more	As junior	As senior	For full BA
Standard Errors										
graduates who entered PSE immediately										
Average number of months first attended, As										
5 levels[41]	(*)	(*)	(*)	(*)	(*)	0.21	0.16	0.13	0.26	0.16
Public 4-year		(*)	(*)	(*)	(*)	0.32	0.24	0.18	0.28	0.19
Private 4-year[42]	(*)	(*)	(*)	(*)	(*)	0.35	0.31	0.30	0.62	0.91
Public <4-year	(*)	(*)	(*)	(*)	(*)	1.00	0.49	(**)	(**)	(**)
Independent < 4-year	(*)	(*)	(*)	(*)	(*)	1.43	2.56	(**)	(**)	(**)
Proprietary < 4-year	(*)									
Transferred										
Did not transfer	0.12	0.10	0.09	0.11	0.09	0.18	0.14	0.11	0.20	0.12
No level or control change	0.37	0.24	0.26	0.41	0.30	0.59	0.46	0.36	0.59	0.71
Public < 4 to public 4-year	0.37	0.22	0.28	0.33	0.49	0.59	0.44	0.37	0.49	1.27
Any non-public to public 4-year	0.65	0.41	0.30	0.46	0.42	0.94	0.62	0.61	(**)	(**)
Any change to private 4-year	0.45	0.34	0.35	0.44	0.45	0.96	0.50	0.55	1.98	0.78
Any other change	0.63	0.61	0.89	(**)	(**)	0.84	0.79	0.75	(**)	(**)

[40] Number of months, particularly as a senior and for full BA, is limited by the number of months covered, 52 months from the time of high school graduation. However, most students further delay entry at least 3 months (until September) before entering PSE. This further limits time available for completion.

[41] PSE institution type cannot be broken down by independent/proprietary control for NLS:72 PETS data. See 4 level type breakdown.

[42] Includes 1 proprietary 4-year college.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 2. Data for Figures 3.1 - 3.6: Average number of months spent at each level[43] of PSE, by 1972 and 1980 high school -- Continued

1972 high school graduates:		1980 high school graduates:				
		Average number of months:				
	As sophomore	As junior	As senior	For full BA	As freshman	As sophomore	As junior	As senior	For full BA
Unweighted n									
graduates who entered PSE immediately									
Average number of months:	6,351	5,202	4,024	2,397	2,397	4,133	3,293	2,259	961	961
Total										
Gender										
Male	3,250	2,675	2,081	1,147	1,147	1,861	1,508	1,037	427	427
Female	3,101	2,527	1,943	1,250	1,250	2,272	1,785	1,222	534	534
Race - 3 categories										
White	5,303	4,398	3,447	2,112	2,112	2,331	1,973	1,413	682	682
Black	595	470	344	177	177	842	617	387	134	134
Other	453	334	233	108	108	960	703	459	145	145
Race - 4 categories[44]										
White	0	0	0	0	0	2,331	1,973	1,413	682	682
Black	0	0	0	0	0	842	617	387	134	134
Hispanic	0	0	0	0	0	679	480	296	94	94
Other	0	0	0	0	0	281	223	163	51	51

[43] Number of months, particularly as a senior and for full BA, is limited by the number of months covered, 52 months from the time of high school graduation. However, most students further delay entry at least 3 months (until September) before entering PSE. This further limits time available for completion.

[44] The number of Hispanics available in the NLS:72 file is insufficient to make this breakdown useful. See Race 3 above.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 2. Data for Figures 3.1 - 3.6: Average number of months spent at each level[45] of PSE, by 1972 and 1980 high school -- Continued

1972 high school graduates:	1980 high school graduates:									
	Average number of months:					Average number of months:				
	As fresh-man	As sopho-more	As junior	As senior	For full BA	As fresh-man	As sopho-more	As junior	As senior	For full BA
Unweighted n										
graduates who entered PSE immediately										
Average number of months:										
Lowest quartile	946	712	471	258	258	1,013	723	440	153	153
Middle half	2,778	2,232	1,633	967	967	1,735	1,374	914	367	367
Highest quartile	2,627	2,258	1,920	1,172	1,172	1,234	1,076	825	404	404
Number of years completed										
Less than 1 full year	0	0	0	0	0	0	0	0	0	0
1 full year	1,149	0	0	0	0	840	0	0	0	0
2 full years	1,178	1,178	0	0	0	1,034	1,034	0	0	0
3 full years	1,627	1,627	1,627	0	0	1,298	1,298	1,298	0	0
Completed BA	2,397	2,397	2,397	2,397	2,397	961	961	961	961	961
Highest degree obtained										
None	2,789	1,847	1,224	0	0	2,522	1,798	1,103	0	0
Certificate or license	192	91	42	0	0	79	33	4	0	0
Associate degree	973	867	361	0	0	571	501	191	0	0
At least BA	2,397	2,397	2,397	2,397	2,397	961	961	961	961	961

[45] Number of months, particularly as a senior and for full BA, is limited by the number of months covered, 52 months from the time of high school graduation. However, most students further delay entry at least 3 months (until September) before entering PSE. This further limits time available for completion.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 2. Data for Figures 3.1 - 3.6: Average number of months spent at each level[46] of PSE, by 1972 and 1980 high school graduates -- Continued

1972 high school graduates:		Average number of months:				1980 high school graduates:				
		As sopho-more	As junior	As senior	For full BA	As fresh-man	As sopho-more	As junior	As senior	For full BA
Unweighted n										
graduates who entered PSE immediately										
Average number of months after 77/1 or 85/1, respectively	4,657	3,773	2,980	2,397	2,397	3,632	2,844	1,909	961	961
No	1,694	1,429	1,044	0	0	501	449	350	0	0
Yes										
Attended more than 1 institution										
No	4,151	3,357	2,638	1,816	1,816	2,918	2,291	1,607	789	789
Yes	2,200	1,845	1,386	581	581	1,215	1,002	652	172	172
Type of institution first attended,										
4 levels	3,113	2,686	2,302	1,403	1,403	1,857	1,549	1,174	450	450
Public 4-year	1,314	1,185	1,046	720	720	941	833	686	415	415
Private 4-year	1,724	1,194	612	248	248	1,224	832	374	93	93
Public < 4-year	200	137	64	26	26	111	79	25	3	3
Private < 4-year										

[46] Number of months, particularly as a senior and for full BA, is limited by the number of months covered, 52 months from the time of high school graduation. However, most students further delay entry at least 3 months (until September) before entering PSE. This further limits time available for completion.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 2. Data for Figures 3.1 - 3.6: Average number of months spent at each level[47] of PSE, by 1972 and 1980 high school -- Continued

	1972 high school graduates:					1980 high school graduates:				
	Average number of months:					Average number of months:				
	As fresh-man	As sopho-more	As junior	As senior	For full BA	As fresh-man	As sopho-more	As junior	As senior	For full BA
Unweighted n graduates who entered PSE immediately										
Average number of months first attended, As 5 levels[48]	0	0	0	0	0	1,857	1,549	1,174	450	450
Public 4-year[49]		0	0	0	0	941	833	686	415	415
Private 4-year	0	0	0	0	0	1,224	832	374	93	93
Public <4-year	0	0	0	0	0	59	43	15	3	3
Independent < 4-year	0	0	0	0	0	52	36	10	0	0
Proprietary < 4-year	0									
Transferred	4,151	3,357	2,638	1,816	1,816	2,918	2,291	1,607	789	789
Did not transfer	670	570	448	185	185	341	273	189	48	48
No level or control change	626	569	425	185	185	346	318	224	58	58
Public < 4 to public 4-year	296	262	215	107	107	121	110	72	19	19
Any non-public to public 4-year	293	266	225	100	100	148	137	103	41	41
Any change to private 4-year	315	178	73	4	4	259	164	64	6	6
Any other change										

[47] Number of months, particularly as a senior and for full BA, is limited by the number of months covered, 52 months from the time of high school graduation. However, most students further delay entry at least 3 months (until September) before entering PSE. This further limits time available for completion.

[48] PSE institution type cannot be broken down by independent/proprietary control for NLS:72 PETS data. See 4 level type breakdown.

[49] Includes 1 proprietary 4-year college.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 2. Data for Figures 3.1 - 3.6: Average number of months spent at each level[50] of PSE, by 1972 and 1980 high school -- Continued

1972 high school graduates:		Average number of months:				1980 high school graduates:	Average number of months:			
		As sopho-more	As junior	As senior	For full BA		As fresh-man	As sopho-more	As junior	As senior	For full BA
Weighted n (1,000s)											
graduates who entered PSE immediately											
Average number of months:	990	809	626	379	379	1,070	882	618	291	291	
As	Total										
fresh-											
Gender	man	507	420	328	184	184	496	413	294	129	129
Male		483	389	298	195	195	574	470	324	162	162
Female											
Race - 3 categories											
White		864	714	558	344	344	894	754	537	264	264
Black		68	52	38	20	20	95	69	42	14	14
Other		59	42	30	16	16	81	60	38	12	12
Race - 4 categories[51]											
White		(+)	(+)	(+)	(+)	(+)	894	754	537	264	264
Black		(+)	(+)	(+)	(+)	(+)	95	69	42	14	14
Hispanic		(+)	(+)	(+)	(+)	(+)	42	31	17	6	6
Other		(+)	(+)	(+)	(+)	(+)	39	29	21	6	6

[50] Number of months, particularly as a senior and for full BA, is limited by the number of months covered, 52 months from the time of high school graduation. However, most students further delay entry at least 3 months (until September) before entering PSE. This further limits time available for completion.

[51] The number of Hispanics available in the NLS:72 file is insufficient to make this breakdown useful. See Race 3 above.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 2. Data for Figures 3.1 - 3.6: Average number of months spent at each level[52] of PSE, by 1972 and 1980 high school -- Continued

1972 high school graduates:						1980 high school graduates:				
		Average number of months:					Average number of months:			
		As sopho-more	As junior	As senior	For full BA	As fresh-man	As sopho-more	As junior	As senior	For full BA
graduates who entered PSE immediately										
Weighted n (1,000s)	1,129	96	64	37	37	1,125	92	55	20	20
Average number of months:										
Lowest quartile	434	348	250	151	151	453	364	239	111	111
Middle half	427	365	312	191	191	377	332	258	127	127
Highest quartile										
Number of years completed										
Less than 1 full year	--	--	--	--	--	--	--	--	--	--
1 full year	181	--	--	--	--	187	--	--	--	--
2 full years	183	183	--	--	--	264	264	--	--	--
3 full years	247	247	247	--	--	327	327	327	--	--
Completed BA	379	379	379	379	379	291	291	291	291	291
Highest degree obtained										
None	423	276	185	--	--	612	449	276	--	--
Certificate or license	33	14	6	--	--	23	9	(**)	--	--
Associate degree	156	140	56	--	--	144	134	50	--	--
At least BA	379	379	379	379	379	291	291	291	291	291

[52] Number of months, particularly as a senior and for full BA, is limited by the number of months covered, 52 months from the time of high school graduation. However, most students further delay entry at least 3 months (until September) before entering PSE. This further limits time available for completion.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 2. Data for Figures 3.1 - 3.6: Average number of months spent at each level[53] of PSE, by 1972 and 1980 high school -- Continued

1972 high school graduates:						1980 high school graduates:				
		Average number of months:								
		As sophomore	As junior	As senior	For full BA	As freshman	As sophomore	As junior	As senior	For full BA
graduates who entered PSE immediately										
Weighted n (1,000s)										
Average number of months after high school enrollment:										
As freshman 77/1 or 85/1, respectively	734	595	469	379	379	951	775	533	291	291
No	257	215	157	--	--	119	108	85	--	--
Yes										
Attended more than 1 institution										
No	649	525	413	286	286	746	605	437	238	238
Yes	341	284	214	93	93	324	277	181	52	52
Type of institution first attended,										
4 levels	467	403	347	215	215	488	419	321	137	137
Public 4-year	215	195	173	119	119	251	229	193	126	126
Private 4-year	272	187	95	40	40	298	213	98	27	27
Public < 4-year	37	25	10	(**)	(**)	33	21	(**)	(**)	(**)
Private < 4-year										

[53] Number of months, particularly as a senior and for full BA, is limited by the number of months covered, 52 months from the time of high school graduation. However, most students further delay entry at least 3 months (until September) before entering PSE. This further limits time available for completion.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 2. Data for Figures 3.1 - 3.6: Average number of months spent at each level[54] of PSE, by 1972 and 1980 high school -- Continued

	1972 high school graduates:					1980 high school graduates:				
	Average number of months:					Average number of months:				
	As fresh-man	As sopho-more	As junior	As senior	For full BA	As fresh-man	As sopho-more	As junior	As senior	For full BA
Weighted n (1,000s)										
graduates who entered PSE immediately										
Average number of months first attended, As 5 levels[55]	(*)	(*)	(*)	(*)	(*)	488	419	321	137	137
Public 4-year[56]		(*)	(*)	(*)	(*)	251	229	193	126	126
Private 4-year	(*)	(*)	(*)	(*)	(*)	298	213	98	27	27
Public <4-year	(*)	(*)	(*)	(*)	(*)	18	13	(**)	(**)	(**)
Independent < 4-year	(*)	(*)	(*)	(*)	(*)	15	8	(**)	(**)	(**)
Proprietary < 4-year	(*)									
Transferred	649	525	413	286	286	746	605	437	238	238
Did not transfer	103	87	69	29	29	89	71	49	16	16
No level or control change	97	88	66	30	30	91	86	62	17	17
Public < 4 to public 4-year	48	41	34	17	17	32	30	20	(**)	(**)
Any non-public to public 4-year	46	41	35	16	16	45	42	32	13	13
Any change to private 4-year	48	26	11	(**)	(**)	67	48	18	(**)	(**)
Any other change										

[54] Number of months, particularly as a senior and for full BA, is limited by the number of months covered, 52 months from the time of high school graduation. However, most students further delay entry at least 3 months (until September) before entering PSE. This further limits time available for completion.

[55] PSE institution type cannot be broken down by independent/proprietary control for NLS:72 PETS data. See 4 level type breakdown.

[56] Includes 1 proprietary 4-year college.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 3. Data for Figures 4.1 - 4.7: Percent of 1972 and 1980 high school graduates who entered PSE immediately, by normal [57] or longer time to complete each level of PSE

	Freshman:		Sophomore:		Junior:		Senior:		Full BA.	
		Longer	Normal	Longer	Normal	Longer	Normal	Longer	Normal	Longer
Estimates:										
1972 high school graduates:										
Total	42.2	57.8	79.2	20.8	81.9	18.1	77.6	22.4	73.3	26.7
Gender										
Male	39.7	60.3	76.4	23.6	80.7	19.3	77.3	22.7	69.2	30.8
Female	44.8	55.2	82.3	17.7	83.2	16.8	77.9	22.1	77.2	22.8
Race - 3 categories										
White	44.2	55.8	80.2	19.8	82.3	17.7	78.3	21.7	74.0	26.0
Black	29.4	70.6	73.5	26.5	79.6	20.4	67.8	32.2	72.1	27.9
Other	27.2	72.8	69.3	30.7	78.3	21.7	75.2	24.8	58.9	41.1
Race - 4 categories [58]										
White	(+)	(+)	(+)	(+)	(+)	(+)	(+)	(+)	(+)	(+)
Black	(+)	(+)	(+)	(+)	(+)	(+)	(+)	(+)	(+)	(+)
Hispanic	(+)	(+)	(+)	(+)	(+)	(+)	(+)	(+)	(+)	(+)
Other	(+)	(+)	(+)	(+)	(+)	(+)	(+)	(+)	(+)	(+)

[57] Normal time to complete the freshman year is 9 months, assuming a September start, through the following spring term. Normal time for each of the next three periods is 12 months, assuming entry into that level the summer term immediately after completing the previous level in the spring term. Normal time for the full BA is then 45 months. Time available for completion of the senior year, and hence the full BA, is limited by the actual number of months covered by the study, 52 months from time of high school graduation. Since most students delay entry 3 months (until September), the maximum time available for completion is further limited.

[58] The number of Hispanics available in the NLS:72 file is insufficient to make this breakdown useful. See Race 3 above.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 3. Data for Figures 4.1 - 4.7: Percent of 1972 and 1980 high school graduates who entered PSE immediately, by normal [59] or longer time to complete each level of PSE -- Continued

	Freshman:		Sophomore:		Junior:		Senior:		Full BA.	
		Longer	Normal	Longer	Normal	Longer	Normal	Longer	Normal	Longer
Estimates:										
1972 high school graduates:										
SES										
Lowest quartile	39.7	60.3	76.9	23.1	82.0	18.0	73.7	26.3		27.0
Middle half	43.0	57.0	80.2	19.8	81.7	18.3	79.6	20.4	73.0	25.5
Highest quartile	42.2	57.8	78.8	21.2	82.0	18.0	76.8	23.2	74.5	27.7
Normal									72.3	
Number of years completed										
Less than 1 full year	--	--	--	--	--	--	--	--		--
1 full year	25.2	74.8	--	--	--	--	--	--	--	--
2 full years	35.7	64.3	63.3	36.7	--	--	--	--	--	--
3 full years	39.7	60.3	72.8	27.2	67.3	32.7	--	--	--	--
Completed BA	55.1	44.9	91.1	8.9	91.5	8.5	77.6	22.4	--	26.7
									73.3	
Highest degree obtained										
None	30.8	69.2	63.9	36.1	67.2	32.8	--	--		--
Certificate or license	47.3	52.7	66.7	33.3	86.0	14.0	--	--	--	--
Associate degree	40.8	59.2	78.7	21.3	65.5	34.5	--	--	--	--
At least BA	55.1	44.9	91.1	8.9	91.5	8.5	77.6	22.4	--	26.7
									73.3	
Still enrolled after 77/1										
No	46.3	53.7	84.4	15.6	87.3	12.7	77.6	22.4		26.7
Yes	30.4	69.6	64.9	35.1	65.8	34.2	--	--	73.3	--
									--	

[59] Normal time to complete the freshman year is 9 months, assuming a September start, through the following spring term. Normal time for each of the next three periods is 12 months, assuming entry into that level the summer term immediately after completing the previous level in the spring term. Normal time for the full BA is then 45 months. Time available for completion of the senior year, and hence the full BA, is limited by the actual number of months covered by the study, 52 months from time of high school graduation. Since most students delay entry 3 months (until September), the maximum time available for completion is further limited.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 3. Data for Figures 4.1 - 4.7: Percent of 1972 and 1980 high school graduates who entered PSE immediately, by normal [60] or longer time to complete each level of PSE -- Continued

	Freshman:		Sophomore:		Junior:		Senior:		Full BA.	
		Longer	Normal	Longer	Normal	Longer	Normal	Longer	Normal	Longer
Estimates:										
1972 high school graduates: Type of institution first attended,										
4 levels	40.0	60.0	78.1	21.9	84.0	16.0	77.8	22.2		29.2
Public 4-year	53.2	46.8	82.6	17.4	85.4	14.6	79.4	20.6	70.8	16.9
Private 4-year	34.9	65.1	76.7	23.3	68.8	31.2	70.7	29.3	83.1	41.2
Public < 4-year	60.2	39.8	90.2	9.8	75.3	24.7	(**)	(**)	58.8	(**)
Private < 4-year									(**)	
Type of institution first attended, [61]										
5 levels	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)		(*)
Public 4-year [62]		(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*) (*)	(*)
Private 4-year	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)		(*)
Public <4-year	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
Independent < 4-year	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
Proprietary < 4-year									(*)	

(*)

[60] Normal time to complete the freshman year is 9 months, assuming a September start, through the following spring term. Normal time for each of the next three periods is 12 months, assuming entry into that level the summer term immediately after completing the previous level in the spring term. Normal time for the full BA is then 45 months. Time available for completion of the senior year, and hence the full BA, is limited by the actual number of months covered by the study, 52 months from time of high school graduation. Since most students delay entry 3 months (until September), the maximum time available for completion is further limited.

[61] PSE institution type cannot be broken down by independent/proprietary control for NLS:72 PETS data. See 4 level type breakdown.

[62] Includes 1 proprietary 4-year college.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 3. Data for Figures 4.1 - 4.7: Percent of 1972 and 1980 high school graduates who entered PSE immediately, by normal [63] or longer time to complete each level of PSE -- Continued

			Sophomore:		Junior:		Senior:		Full BA.	
		Longer	Normal	Longer	Normal	Longer	Normal	Longer	Normal	Longer
Estimates:										
1972 high school graduates:										
Attended more than 1 institution	45.1	54.9	82.1	17.9	85.2	14.8	79.0	21.0		23.2
No	36.7	63.3	73.9	26.1	75.6	24.4	73.6	26.4	76.8	37.7
Yes									62.3	
Freshman:										
Transferred										
Normal	45.1	54.9	82.1	17.9	85.2	14.8	79.0	21.0		23.2
Did not transfer	37.4	62.6	73.0	27.0	78.0	22.0	74.6	25.4	76.8	36.4
No level or control change	34.3	65.7	76.6	23.4	67.9	32.1	67.2	32.8	63.6	44.2
Public < 4 to public 4-year	46.2	53.8	76.0	24.0	81.0	19.0	71.3	28.7	55.8	38.9
Any non-public to public 4-year	38.2	61.8	76.8	23.2	81.0	19.0	85.0	15.0	61.1	26.5
Any change to private 4-year	29.0	71.0	60.3	39.7	72.7	27.3	(**)	(**)	73.5	(**)
Any other change									(**)	

[63] Normal time to complete the freshman year is 9 months, assuming a September start, through the following spring term. Normal time for each of the next three periods is 12 months, assuming entry into that level the summer term immediately after completing the previous level in the spring term. Normal time for the full BA is then 45 months. Time available for completion of the senior year, and hence the full BA, is limited by the actual number of months covered by the study, 52 months from time of high school graduation. Since most students delay entry 3 months (until September), the maximum time available for completion is further limited.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 3. Data for Figures 4.1 - 4.7: Percent of 1972 and 1980 high school graduates who entered PSE immediately, by normal [64] or longer time to complete each level of PSE -- Continued

	Freshman:		Sophomore:		Junior:		Senior:		Full BA.	
		Longer	Normal	Longer	Normal	Longer	Normal	Longer	Normal	Longer
Standard Errors										
1972 high school graduates:										
Total	0.82	0.82	0.64	0.64	0.65	0.65	0.94	0.94	0.99	0.99
Gender										
Male	1.06	1.06	0.93	0.93	0.96	0.96	1.30	1.30	1.60	1.60
Female	1.09	1.09	0.85	0.85	0.96	0.96	1.35	1.35	1.29	1.29
Race - 3 categories										
White	0.86	0.86	0.68	0.68	0.70	0.70	0.98	0.98	1.02	1.02
Black	2.38	2.38	2.51	2.51	2.77	2.77	3.56	3.56	3.73	3.73
Other	2.64	2.64	2.80	2.80	3.03	3.03	4.57	4.57	5.89	5.89
Race - 4 categories [65]										
White	(+)	(+)	(+)	(+)	(+)	(+)	(+)	(+)	(+)	(+)
Black	(+)	(+)	(+)	(+)	(+)	(+)	(+)	(+)	(+)	(+)
Hispanic	(+)	(+)	(+)	(+)	(+)	(+)	(+)	(+)	(+)	(+)
Other	(+)	(+)	(+)	(+)	(+)	(+)	(+)	(+)	(+)	(+)

[64] Normal time to complete the freshman year is 9 months, assuming a September start, through the following spring term. Normal time for each of the next three periods is 12 months, assuming entry into that level the summer term immediately after completing the previous level in the spring term. Normal time for the full BA is then 45 months. Time available for completion of the senior year, and hence the full BA, is limited by the actual number of months covered by the study, 52 months from time of high school graduation. Since most students delay entry 3 months (until September), the maximum time available for completion is further limited.

[65] The number of Hispanics available in the NLS:72 file is insufficient to make this breakdown useful. See Race 3 above.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 3. Data for Figures 4.1 - 4.7: Percent of 1972 and 1980 high school graduates who entered PSE immediately, by normal [66] or longer time to complete each level of PSE -- Continued

	Freshman:		Sophomore:		Junior:		Senior:		Full BA.	
		Longer	Normal	Longer	Normal	Longer	Normal	Longer	Normal	Longer
Standard Errors										
1972 high school graduates: SES										
Lowest quartile	2.15	2.15	1.79	1.79	2.08	2.08	2.93	2.93		3.57
Middle half	1.20	1.20	0.98	0.98	1.05	1.05	1.42	1.42	3.57	1.55
Highest quartile	1.14	1.14	0.98	0.98	1.01	1.01	1.37	1.37	1.55	1.49
Normal									1.49	
Number of years completed										
Less than 1 full year	--	--	--	--	--	--	--	--		--
1 full year	1.68	1.68	--	--	--	--	--	--	--	--
2 full years	1.77	1.77	1.54	1.54	--	--	--	--	--	--
3 full years	1.39	1.39	1.31	1.31	1.29	1.29	--	--	--	--
Completed BA	1.17	1.17	0.67	0.67	0.63	0.63	0.94	0.94	--	0.99
Highest degree obtained									0.99	
None	1.06	1.06	1.31	1.31	1.50	1.50	--	--		--
Certificate or license	4.43	4.43	5.43	5.43	5.72	5.72	--	--	--	--
Associate degree	1.93	1.93	1.50	1.50	2.73	2.73	--	--	--	--
At least BA	1.17	1.17	0.67	0.67	0.63	0.63	0.94	0.94	--	0.99
Still enrolled after 77/1									0.99	
No	0.89	0.89	0.67	0.67	0.65	0.65	0.94	0.94		0.99
Yes	1.28	1.28	1.39	1.39	1.67	1.67	--	--	0.99	--
									--	

[66] Normal time to complete the freshman year is 9 months, assuming a September start, through the following spring term. Normal time for each of the next three periods is 12 months, assuming entry into that level the summer term immediately after completing the previous level in the spring term. Normal time for the full BA is then 45 months. Time available for completion of the senior year, and hence the full BA, is limited by the actual number of months covered by the study, 52 months from time of high school graduation. Since most students delay entry 3 months (until September), the maximum time available for completion is further limited.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 3. Data for Figures 4.1 - 4.7: Percent of 1972 and 1980 high school graduates who entered PSE immediately, by normal [67] or longer time to complete each level of PSE -- Continued

	Freshman:		Sophomore:		Junior:		Senior:		Full BA.	
		Longer	Normal	Longer	Normal	Longer	Normal	Longer	Normal	Longer
Standard Errors										
1972 high school graduates: Type of institution first attended,										
4 levels	1.07	1.07	0.94	0.94	0.84	0.84	1.21	1.21		1.39
Public 4-year	1.57	1.57	1.28	1.28	1.16	1.16	1.84	1.84	1.39	1.45
Private 4-year	1.56	1.56	1.33	1.33	1.93	1.93	3.09	3.09	1.45	4.05
Public < 4-year	3.88	3.88	2.46	2.46	5.73	5.73	(**)	(**)	4.05	(**)
Private < 4-year									(**)	
Type of institution first attended, [68]										
5 levels	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)		(*)
Public 4-year [69]		(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*) (*)	(*)
Private 4-year	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)		(*)
Public <4-year	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
Independent < 4-year	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
Proprietary < 4-year									(*)	

(*)

[67] Normal time to complete the freshman year is 9 months, assuming a September start, through the following spring term. Normal time for each of the next three periods is 12 months, assuming entry into that level the summer term immediately after completing the previous level in the spring term. Normal time for the full BA is then 45 months. Time available for completion of the senior year, and hence the full BA, is limited by the actual number of months covered by the study, 52 months from time of high school graduation. Since most students delay entry 3 months (until September), the maximum time available for completion is further limited.

[68] PSE institution type cannot be broken down by independent/proprietary control for NLS:72 PETS data. See 4 level type breakdown.

[69] Includes 1 proprietary 4-year college.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 3. Data for Figures 4.1 - 4.7: Percent of 1972 and 1980 high school graduates who entered PSE immediately, by normal [70] or longer time to complete each level of PSE -- Continued

			Sophomore:		Junior:		Senior:		Full BA.	
		Longer	Normal	Longer	Normal	Longer	Normal	Longer	Normal	Longer
Standard Errors										
1972 high school graduates:										
Attended more than 1 institution										
	0.96	0.96	0.76	0.76	0.74	0.74	1.06	1.06		1.04
No	1.27	1.27	1.13	1.13	1.23	1.23	2.03	2.03	1.04	2.49
Yes									2.49	
Freshman:										
Transferred										
Normal	0.96	0.96	0.76	0.76	0.74	0.74	1.06	1.06		1.04
Did not transfer	2.26	2.26	2.10	2.10	2.22	2.22	3.72	3.72	1.04	4.10
No level or control change	2.35	2.35	1.88	1.88	2.48	2.48	3.70	3.70	4.10	4.79
Public < 4 to public 4-year	3.29	3.29	3.02	3.02	2.81	2.81	5.33	5.33	4.79	5.48
Any non-public to public 4-year	3.29	3.29	3.09	3.09	2.89	2.89	3.64	3.64	5.48	4.74
Any change to private 4-year	2.92	2.92	3.82	3.82	5.53	5.53	(**)	(**)	4.74	(**)
Any other change									(**)	

[70] Normal time to complete the freshman year is 9 months, assuming a September start, through the following spring term. Normal time for each of the next three periods is 12 months, assuming entry into that level the summer term immediately after completing the previous level in the spring term. Normal time for the full BA is then 45 months. Time available for completion of the senior year, and hence the full BA, is limited by the actual number of months covered by the study, 52 months from time of high school graduation. Since most students delay entry 3 months (until September), the maximum time available for completion is further limited.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 3. Data for Figures 4.1 - 4.7: Percent of 1972 and 1980 high school graduates who entered PSE immediately, by normal [71] or longer time to complete each level of PSE -- Continued

	Freshman:		Sophomore:		Junior:		Senior:		Full BA:	
		Longer	Normal	Longer	Normal	Longer	Normal	Longer	Normal	Longer
Unweighted n										
1972 high school graduates:										
Total	6,351	6,351	5,202	5,202	4,024	4,024	2,397	2,397	2,397	2,397
Gender										
Male	3,250	3,250	2,675	2,675	2,081	2,081	1,147	1,147	1,147	1,147
Female	3,101	3,101	2,527	2,527	1,943	1,943	1,250	1,250	1,250	1,250
Race - 3 categories										
White	5,303	5,303	4,398	4,398	3,447	3,447	2,112	2,112	2,112	2,112
Black	595	595	470	470	344	344	177	177	177	177
Other	453	453	334	334	233	233	108	108	108	108
Race - 4 categories [72]										
White	(+)	(+)	(+)	(+)	(+)	(+)	(+)	(+)	(+)	(+)
Black	(+)	(+)	(+)	(+)	(+)	(+)	(+)	(+)	(+)	(+)
Hispanic	(+)	(+)	(+)	(+)	(+)	(+)	(+)	(+)	(+)	(+)
Other	(+)	(+)	(+)	(+)	(+)	(+)	(+)	(+)	(+)	(+)

[71] Normal time to complete the freshman year is 9 months, assuming a September start, through the following spring term. Normal time for each of the next three periods is 12 months, assuming entry into that level the summer term immediately after completing the previous level in the spring term. Normal time for the full BA is then 45 months. Time available for completion of the senior year, and hence the full BA, is limited by the actual number of months covered by the study, 52 months from time of high school graduation. Since most students delay entry 3 months (until September), the maximum time available for completion is further limited.

[72] The number of Hispanics available in the NLS:72 file is insufficient to make this breakdown useful. See Race 3 above.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 3. Data for Figures 4.1 - 4.7: Percent of 1972 and 1980 high school graduates who entered PSE immediately, by normal [73] or longer time to complete each level of PSE -- Continued

	Freshman:		Sophomore:		Junior:		Senior:		Full BA.	
		Longer	Normal	Longer	Normal	Longer	Normal	Longer	Normal	Longer
Unweighted n										
1972 high school graduates: SES										
Lowest quartile	946	946	712	712	471	471	258	258		258
Middle half	2,778	2,778	2,232	2,232	1,633	1,633	967	967	258	967
Highest quartile	2,627	2,627	2,258	2,258	1,920	1,920	1,172	1,172	967	1,172
Normal									1,172	
Number of years completed										
Less than 1 full year	0	0	0	0	0	0	0	0		0
1 full year	1,149	1,149	0	0	0	0	0	0	0	0
2 full years	1,178	1,178	1,178	1,178	0	0	0	0	0	0
3 full years	1,627	1,627	1,627	1,627	1,627	1,627	0	0	0	0
Completed BA	2,397	2,397	2,397	2,397	2,397	2,397	2,397	2,397	2,397	2,397
Highest degree obtained										
None	2,789	2,789	1,847	1,847	1,224	1,224	0	0		0
Certificate or license	192	192	91	91	42	42	0	0	0	0
Associate degree	973	973	867	867	361	361	0	0	0	0
At least BA	2,397	2,397	2,397	2,397	2,397	2,397	2,397	2,397	2,397	2,397
Still enrolled after 77/1										
No	4,657	4,657	3,773	3,773	2,980	2,980	2,397	2,397	2,397	2,397
Yes	1,694	1,694	1,429	1,429	1,044	1,044	0	0	0	0

[73] Normal time to complete the freshman year is 9 months, assuming a September start, through the following spring term. Normal time for each of the next three periods is 12 months, assuming entry into that level the summer term immediately after completing the previous level in the spring term. Normal time for the full BA is then 45 months. Time available for completion of the senior year, and hence the full BA, is limited by the actual number of months covered by the study, 52 months from time of high school graduation. Since most students delay entry 3 months (until September), the maximum time available for completion is further limited.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 3. Data for Figures 4.1 - 4.7: Percent of 1972 and 1980 high school graduates who entered PSE immediately, by normal [74] or longer time to complete each level of PSE -- Continued

	Freshman:		Sophomore:		Junior:		Senior:		Full BA.	
		Longer	Normal	Longer	Normal	Longer	Normal	Longer	Normal	Longer
Unweighted n										
1972 high school graduates: Type of institution first attended,										
4 levels	3,113	3,113	2,686	2,686	2,302	2,302	1,403	1,403	1,403	1,403
Public 4-year	1,314	1,314	1,185	1,185	1,046	1,046	720	720	720	720
Private 4-year	1,724	1,724	1,194	1,194	612	612	248	248	248	248
Public < 4-year	200	200	137	137	64	64	26	26	26	26
Private < 4-year										
Type of institution first attended, [75]										
5 levels	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
Public 4-year [76]		(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
Private 4-year	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
Public <4-year	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
Independent < 4-year	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
Proprietary < 4-year										

(*)

[74] Normal time to complete the freshman year is 9 months, assuming a September start, through the following spring term. Normal time for each of the next three periods is 12 months, assuming entry into that level the summer term immediately after completing the previous level in the spring term. Normal time for the full BA is then 45 months. Time available for completion of the senior year, and hence the full BA, is limited by the actual number of months covered by the study, 52 months from time of high school graduation. Since most students delay entry 3 months (until September), the maximum time available for completion is further limited.

[75] PSE institution type cannot be broken down by independent/proprietary control for NLS:72 PETS data. See 4 level type breakdown.

[76] Includes 1 proprietary 4-year college.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 3. Data for Figures 4.1 - 4.7: Percent of 1972 and 1980 high school graduates who entered PSE immediately, by normal [77] or longer time to complete each level of PSE -- Continued

			Sophomore:		Junior:		Senior:		Full BA.	
		Longer	Normal	Longer	Normal	Longer	Normal	Longer	Normal	Longer
Unweighted n										
1972 high school graduates:										
Attended more than 1 institution	4,151	4,151	3,357	3,357	2,638	2,638	1,816	1,816	1,816	1,816
No	2,200	2,200	1,845	1,845	1,386	1,386	581	581	581	581
Freshman:										
Yes										
Transferred										
Normal	4,151	4,151	3,357	3,357	2,638	2,638	1,816	1,816	1,816	1,816
Did not transfer	670	670	570	570	448	448	185	185	185	185
No level or control change	626	626	569	569	425	425	185	185	185	185
Public < 4 to public 4-year	296	296	262	262	215	215	107	107	107	107
Any non-public to public 4-year	293	293	266	266	225	225	100	100	100	100
Any change to private 4-year	315	315	178	178	73	73	4	4	4	4
Any other change										

[77] Normal time to complete the freshman year is 9 months, assuming a September start, through the following spring term. Normal time for each of the next three periods is 12 months, assuming entry into that level the summer term immediately after completing the previous level in the spring term. Normal time for the full BA is then 45 months. Time available for completion of the senior year, and hence the full BA, is limited by the actual number of months covered by the study, 52 months from time of high school graduation. Since most students delay entry 3 months (until September), the maximum time available for completion is further limited.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 3. Data for Figures 4.1 - 4.7: Percent of 1972 and 1980 high school graduates who entered PSE immediately, by normal [78] or longer time to complete each level of PSE -- Continued

	Freshman:		Sophomore:		Junior:		Senior:		Full BA.	
		Longer	Normal	Longer	Normal	Longer	Normal	Longer	Normal	Longer
Weighted n (1,000s)										
1972 high school graduates:										
Total	990	990	809	809	626	626	379	379	379	379
Gender										
Male	507	507	420	420	328	328	184	184	184	184
Female	483	483	389	389	298	298	195	195	195	195
Race - 3 categories										
White	864	864	714	714	558	558	344	344	344	344
Black	68	68	52	52	38	38	20	20	20	20
Other	59	59	42	42	30	30	16	16	16	16
Race - 4 categories [79]										
White	(+)	(+)	(+)	(+)	(+)	(+)	(+)	(+)	(+)	(+)
Black	(+)	(+)	(+)	(+)	(+)	(+)	(+)	(+)	(+)	(+)
Hispanic	(+)	(+)	(+)	(+)	(+)	(+)	(+)	(+)	(+)	(+)
Other	(+)	(+)	(+)	(+)	(+)	(+)	(+)	(+)	(+)	(+)

[78] Normal time to complete the freshman year is 9 months, assuming a September start, through the following spring term. Normal time for each of the next three periods is 12 months, assuming entry into that level the summer term immediately after completing the previous level in the spring term. Normal time for the full BA is then 45 months. Time available for completion of the senior year, and hence the full BA, is limited by the actual number of months covered by the study, 52 months from time of high school graduation. Since most students delay entry 3 months (until September), the maximum time available for completion is further limited.

[79] The number of Hispanics available in the NLS:72 file is insufficient to make this breakdown useful. See Race 3 above.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 3. Data for Figures 4.1 - 4.7: Percent of 1972 and 1980 high school graduates who entered PSE immediately, by normal [80] or longer time to complete each level of PSE -- Continued

	Freshman:		Sophomore:		Junior:		Senior:		Full BA.	
		Longer	Normal	Longer	Normal	Longer	Normal	Longer	Normal	Longer
Weighted n (1,000s)										
1972 high school graduates: SES										
Lowest quartile	129	129	96	96	64	64	37	37		37
Middle half	434	434	348	348	250	250	151	151	37	151
Highest quartile	427	427	365	365	312	312	191	191	151	191
Normal Number of years completed									191	
Less than 1 full year	--	--	--	--	--	--	--	--		--
1 full year	181	181	--	--	--	--	--	--	--	--
2 full years	183	183	183	183	--	--	--	--	--	--
3 full years	247	247	247	247	247	247	--	--	--	--
Completed BA	379	379	379	379	379	379	379	379	--	379
Highest degree obtained									379	
None	423	423	276	276	185	185	--	--		--
Certificate or license	33	33	14	14	6	6	--	--	--	--
Associate degree	156	156	140	140	56	56	--	--	--	--
At least BA	379	379	379	379	379	379	379	379	--	379
Still enrolled after 77/1									379	
No	734	734	595	595	469	469	379	379		379
Yes	257	257	215	215	157	157	--	--	379	--
									--	

[80] Normal time to complete the freshman year is 9 months, assuming a September start, through the following spring term. Normal time for each of the next three periods is 12 months, assuming entry into that level the summer term immediately after completing the previous level in the spring term. Normal time for the full BA is then 45 months. Time available for completion of the senior year, and hence the full BA, is limited by the actual number of months covered by the study, 52 months from time of high school graduation. Since most students delay entry 3 months (until September), the maximum time available for completion is further limited.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 3. Data for Figures 4.1 - 4.7: Percent of 1972 and 1980 high school graduates who entered PSE immediately, by normal [81] or longer time to complete each level of PSE -- Continued

	Freshman:		Sophomore:		Junior:		Senior:		Full BA.	
		Longer	Normal	Longer	Normal	Longer	Normal	Longer	Normal	Longer
Weighted n (1,000s)										
1972 high school graduates: Type of institution first attended,										
4 levels	467	467	403	403	347	347	215	215		215
Public 4-year	215	215	195	195	173	173	119	119	215	119
Private 4-year	272	272	187	187	95	95	40	40	119	40
Public < 4-year	37	37	25	25	10	10	(**)	(**)	40	(**)
Private < 4-year									(**)	
Type of institution first attended, [82]										
5 levels	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)		(*)
Public 4-year [83]		(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*) (*)	(*)
Private 4-year	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)		(*)
Public <4-year	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
Independent < 4-year	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
Proprietary < 4-year									(*)	

(*)

[81] Normal time to complete the freshman year is 9 months, assuming a September start, through the following spring term. Normal time for each of the next three periods is 12 months, assuming entry into that level the summer term immediately after completing the previous level in the spring term. Normal time for the full BA is then 45 months. Time available for completion of the senior year, and hence the full BA, is limited by the actual number of months covered by the study, 52 months from time of high school graduation. Since most students delay entry 3 months (until September), the maximum time available for completion is further limited.

[82] PSE institution type cannot be broken down by independent/proprietary control for NLS:72 PETS data. See 4 level type breakdown.

[83] Includes 1 proprietary 4-year college.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 3. Data for Figures 4.1 - 4.7: Percent of 1972 and 1980 high school graduates who entered PSE immediately, by normal [84] or longer time to complete each level of PSE -- Continued

			Sophomore:		Junior:		Senior:		Full BA.	
		Longer	Normal	Longer	Normal	Longer	Normal	Longer	Normal	Longer
Weighted n (1,000s)										
1972 high school graduates:										
Attended more than 1 institution	649	649	525	525	413	413	286	286		286
No	341	341	284	284	214	214	93	93	286	93
Yes									93	
Freshman:										
Transferred										
Normal	649	649	525	525	413	413	286	286		286
Did not transfer	103	103	87	87	69	69	29	29	286	29
No level or control change	97	97	88	88	66	66	30	30	29	30
Public < 4 to public 4-year	48	48	41	41	34	34	17	17	30	17
Any non-public to public 4-year	46	46	41	41	35	35	16	16	17	16
Any change to private 4-year	48	48	26	26	11	11	(**)	(**)	16	(**)
Any other change									(**)	

[84] Normal time to complete the freshman year is 9 months, assuming a September start, through the following spring term. Normal time for each of the next three periods is 12 months, assuming entry into that level the summer term immediately after completing the previous level in the spring term. Normal time for the full BA is then 45 months. Time available for completion of the senior year, and hence the full BA, is limited by the actual number of months covered by the study, 52 months from time of high school graduation. Since most students delay entry 3 months (until September), the maximum time available for completion is further limited.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 3. Data for Figures 4.1 - 4.7: Percent of 1972 and 1980 high school graduates who entered PSE immediately, by normal [85] or longer time to complete each level of PSE -- Continued

	Freshman:		Sophomore:		Junior:		Senior:		Full BA:	
		Longer	Normal	Longer	Normal	Longer	Normal	Longer	Normal	Longer
Estimates:										
1980 high school graduates:										
Total	32.8	67.2	74.4	25.6	83.4	16.6	85.0	15.0	84.1	15.9
Gender										
Male	31.5	68.5	73.7	26.3	84.2	15.8	83.4	16.6	82.6	17.4
Female	33.9	66.1	75.0	25.0	82.7	17.3	86.3	13.7	85.3	14.7
Race - 3 categories										
White	35.6	64.4	75.8	24.2	84.4	15.6	85.1	14.9	85.3	14.7
Black	18.2	81.8	63.3	36.7	78.2	21.8	80.5	19.5	81.6	18.4
Other	18.5	81.5	69.2	30.8	74.9	25.1	87.0	13.0	62.1	37.9
Race - 4 categories										
White	35.6	64.4	75.8	24.2	84.4	15.6	85.1	14.9	85.3	14.7
Black	18.2	81.8	63.3	36.7	78.2	21.8	80.5	19.5	81.6	18.4
Hispanic	15.4	84.6	68.7	31.3	68.8	31.2	88.7	11.3	47.0	53.0
Other	21.8	78.2	69.7	30.3	79.8	20.2	85.4	14.6	77.6	22.4

[85] Normal time to complete the freshman year is 9 months, assuming a September start, through the following spring term. Normal time for each of the next three periods is 12 months, assuming entry into that level the summer term immediately after completing the previous level in the spring term. Normal time for the full BA is then 45 months. Time available for completion of the senior year, and hence the full BA, is limited by the actual number of months covered by the study, 52 months from time of high school graduation. Since most students delay entry 3 months (until September), the maximum time available for completion is further limited.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 3. Data for Figures 4.1 - 4.7: Percent of 1972 and 1980 high school graduates who entered PSE immediately, by normal [86] or longer time to complete each level of PSE -- Continued

	Freshman:		Sophomore:		Junior:		Senior:		Full BA:	
		Longer	Normal	Longer	Normal	Longer	Normal	Longer	Normal	Longer
Estimates:										
1980 high school graduates:										
SES										
Lowest quartile	29.7	70.3	74.6	25.4	79.7	20.3	90.9	9.1		12.3
Middle half	33.6	66.4	74.4	25.6	84.3	15.7	83.4	16.6	87.7	16.4
Highest quartile	33.0	67.0	74.2	25.8	84.8	15.2	84.7	15.3	83.6	16.1
Normal									83.9	
Number of years completed										
Less than 1 full year	--	--	--	--	--	--	--	--		--
1 full year	16.9	83.1	--	--	--	--	--	--	--	--
2 full years	25.0	75.0	52.4	47.6	--	--	--	--	--	--
3 full years	32.7	67.3	77.0	23.0	75.6	24.4	--	--	--	--
Completed BA	50.1	49.9	91.4	8.6	92.2	7.8	85.0	15.0	--	15.9
									84.1	
Highest degree obtained										
None	23.7	76.3	62.5	37.5	76.5	23.5	--	--		--
Certificate or license	44.6	55.4	72.6	27.4	(**)	(**)	--	--	--	--
Associate degree	34.4	65.6	77.3	22.7	71.3	28.7	--	--	--	--
At least BA	50.1	49.9	91.4	8.6	92.2	7.8	85.0	15.0	--	15.9
									84.1	
Probably still enrolled after 85/1										
No	33.9	66.1	76.3	23.7	85.2	14.8	85.0	15.0		15.9
Yes	23.3	76.7	60.9	39.1	72.2	27.8	--	--	84.1	--
									--	

[86] Normal time to complete the freshman year is 9 months, assuming a September start, through the following spring term. Normal time for each of the next three periods is 12 months, assuming entry into that level the summer term immediately after completing the previous level in the spring term. Normal time for the full BA is then 45 months. Time available for completion of the senior year, and hence the full BA, is limited by the actual number of months covered by the study, 52 months from time of high school graduation. Since most students delay entry 3 months (until September), the maximum time available for completion is further limited.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 3. Data for Figures 4.1 - 4.7: Percent of 1972 and 1980 high school graduates who entered PSE immediately, by normal [87] or longer time to complete each level of PSE -- Continued

	Freshman:		Sophomore:		Junior:		Senior:		Full BA.	
		Longer	Normal	Longer	Normal	Longer	Normal	Longer	Normal	Longer
Estimates:										
1980 high school graduates: Type of institution first attended, 4 levels										
Public 4-year	28.4	71.6	72.8	27.2	82.2	17.8	86.4	13.6		13.9
Private 4-year	47.1	52.9	80.9	19.1	86.6	13.4	85.0	15.0	86.1	11.5
Public < 4-year	25.3	74.7	70.2	29.8	82.0	18.0	78.0	22.0	88.5	45.5
Private < 4-year	55.8	44.2	78.2	21.8	(**)	(**)	(**)	(**)	54.5 (**)	(**)
Type of institution first attended, 5 levels										
Public 4-year	28.4	71.6	72.8	27.2	82.2	17.8	86.4	13.6		13.9
Private 4-year	47.1	52.9	80.9	19.1	86.6	13.4	85.0	15.0	86.1	11.5
Public <4-year	25.3	74.7	70.2	29.8	82.0	18.0	78.0	22.0	88.5	45.5
Independent < 4-year	43.3	56.7	89.7	10.3	(**)	(**)	(**)	(**)	54.5	(**)
Proprietary < 4-year	70.3	29.7	60.4	39.6	(**)	(**)	(**)	(**)	(**)	(**)

[87] Normal time to complete the freshman year is 9 months, assuming a September start, through the following spring term. Normal time for each of the next three periods is 12 months, assuming entry into that level the summer term immediately after completing the previous level in the spring term. Normal time for the full BA is then 45 months. Time available for completion of the senior year, and hence the full BA, is limited by the actual number of months covered by the study, 52 months from time of high school graduation. Since most students delay entry 3 months (until September), the maximum time available for completion is further limited.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 3. Data for Figures 4.1 - 4.7: Percent of 1972 and 1980 high school graduates who entered PSE immediately, by normal [88] or longer time to complete each level of PSE -- Continued

	Freshman:		Sophomore:		Junior:		Senior:		Full BA.	
		Longer	Normal	Longer	Normal	Longer	Normal	Longer	Normal	Longer
Estimates:										
1980 high school graduates:										
Attended more than 1 institution										
No	35.1	64.9	77.4	22.6	85.8	14.2	85.7	14.3		11.9
Yes	27.5	72.5	67.8	32.2	77.7	22.3	81.6	18.4	88.1	33.7
Transferred									66.3	
Normal	35.1	64.9	77.4	22.6	85.8	14.2	85.7	14.3		11.9
Did not transfer	27.3	72.7	62.2	37.8	80.9	19.1	93.9	6.1	88.1	16.6
No level or control change	29.7	70.3	71.9	28.1	78.7	21.3	81.9	18.1	83.4	36.0
Public < 4 to public 4-year	25.6	74.4	73.7	26.3	70.5	29.5	(**)	(**)	64.0	(**)
Any non-public to public 4-year	27.0	73.0	76.5	23.5	81.8	18.2	67.2	32.8	(**)	51.8
Any change to private 4-year	25.8	74.2	57.5	42.5	66.5	33.5	(**)	(**)	48.2	(**)
Any other change									(**)	

[88] Normal time to complete the freshman year is 9 months, assuming a September start, through the following spring term. Normal time for each of the next three periods is 12 months, assuming entry into that level the summer term immediately after completing the previous level in the spring term. Normal time for the full BA is then 45 months. Time available for completion of the senior year, and hence the full BA, is limited by the actual number of months covered by the study, 52 months from time of high school graduation. Since most students delay entry 3 months (until September), the maximum time available for completion is further limited.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 3. Data for Figures 4.1 - 4.7: Percent of 1972 and 1980 high school graduates who entered PSE immediately, by normal [89] or longer time to complete each level of PSE -- Continued

	Freshman:		Sophomore:		Junior:		Senior:		Full BA.	
		Longer	Normal	Longer	Normal	Longer	Normal	Longer	Normal	Longer
Standard Errors										
1980 high school graduates: Total	1.13	1.13	1.08	1.08	1.05	1.05	1.53	1.53	1.54	1.54
Gender										
Male	1.62	1.62	1.50	1.50	1.59	1.59	2.44	2.44	2.56	2.56
Female	1.43	1.43	1.49	1.49	1.52	1.52	1.97	1.97	2.03	2.03
Race - 3 categories										
White	1.29	1.29	1.21	1.21	1.13	1.13	1.65	1.65	1.63	1.63
Black	1.96	1.96	2.80	2.80	3.00	3.00	5.52	5.52	3.80	3.80
Other	2.73	2.73	3.29	3.29	3.43	3.43	3.69	3.69	8.06	8.06
Race - 4 categories										
White	1.29	1.29	1.21	1.21	1.13	1.13	1.65	1.65	1.63	1.63
Black	1.96	1.96	2.80	2.80	3.00	3.00	5.52	5.52	3.80	3.80
Hispanic	2.26	2.26	3.82	3.82	5.24	5.24	4.82	4.82	10.57	10.57
Other	5.04	5.04	5.33	5.33	4.40	4.40	5.62	5.62	7.76	7.76

[89] Normal time to complete the freshman year is 9 months, assuming a September start, through the following spring term. Normal time for each of the next three periods is 12 months, assuming entry into that level the summer term immediately after completing the previous level in the spring term. Normal time for the full BA is then 45 months. Time available for completion of the senior year, and hence the full BA, is limited by the actual number of months covered by the study, 52 months from time of high school graduation. Since most students delay entry 3 months (until September), the maximum time available for completion is further limited.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 3. Data for Figures 4.1 - 4.7: Percent of 1972 and 1980 high school graduates who entered PSE immediately, by normal [90] or longer time to complete each level of PSE -- Continued

			Sophomore:		Junior:		Senior:		Full BA.	
		Longer	Normal	Longer	Normal	Longer	Normal	Longer	Normal	Longer
Standard Errors										
1980 high school graduates: SES										
Lowest quartile	2.43	2.43	2.46	2.46	2.93	2.93	2.61	2.61		2.99
Fourth quartile	1.63	1.63	1.57	1.57	1.58	1.58	2.52	2.52	2.99	2.50
Middle half	1.83	1.83	1.74	1.74	1.55	1.55	2.44	2.44	2.50	2.23
Highest quartile									2.23	
Normal										
Number of years completed										
Less than 1 full year	--	--	--	--	--	--	--	--		--
1 full year	2.19	2.19	--	--	--	--	--	--	--	--
2 full years	1.95	1.95	2.30	2.30	--	--	--	--	--	--
3 full years	1.92	1.92	1.67	1.67	1.67	1.67	--	--	--	--
Completed BA	2.33	2.33	1.21	1.21	1.14	1.14	1.53	1.53	--	1.54
Highest degree obtained									1.54	
None	1.26	1.26	1.62	1.62	1.78	1.78	--	--		--
Certificate or license	7.79	7.79	10.85	10.85	(**)	(**)	--	--	--	--
Associate degree	2.96	2.96	2.69	2.69	4.71	4.71	--	--	--	--
At least BA	2.33	2.33	1.21	1.21	1.14	1.14	1.53	1.53	--	1.54
Probably still enrolled after 85/1									1.54	
No	1.20	1.20	1.17	1.17	1.08	1.08	1.53	1.53		1.54
Yes	2.84	2.84	3.37	3.37	3.53	3.53	--	--	1.54	--
									--	

[90] Normal time to complete the freshman year is 9 months, assuming a September start, through the following spring term. Normal time for each of the next three periods is 12 months, assuming entry into that level the summer term immediately after completing the previous level in the spring term. Normal time for the full BA is then 45 months. Time available for completion of the senior year, and hence the full BA, is limited by the actual number of months covered by the study, 52 months from time of high school graduation. Since most students delay entry 3 months (until September), the maximum time available for completion is further limited.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 3. Data for Figures 4.1 - 4.7: Percent of 1972 and 1980 high school graduates who entered PSE immediately, by normal [91] or longer time to complete each level of PSE -- Continued

	Freshman:		Sophomore:		Junior:		Senior:		Full BA.	
		Longer	Normal	Longer	Normal	Longer	Normal	Longer	Normal	Longer
Standard Errors										
1980 high school graduates:										
Type of institution first attended, 4 levels										
Public 4-year	1.57	1.57	1.56	1.56	1.50	1.50	2.13	2.13		2.02
Private 4-year	2.34	2.34	1.98	1.98	1.83	1.83	2.47	2.47	2.02	2.18
Public < 4-year	2.00	2.00	2.32	2.32	2.65	2.65	5.69	5.69	2.18	6.64
Private < 4-year	6.11	6.11	6.55	6.55	(**)	(**)	(**)	(**)	6.64	(**)
									(**)	
Type of institution first attended, 5 levels										
Public 4-year	1.57	1.57	1.56	1.56	1.50	1.50	2.13	2.13		2.02
Private 4-year	2.34	2.34	1.98	1.98	1.83	1.83	2.47	2.47	2.02	2.18
Public <4-year	2.00	2.00	2.32	2.32	2.65	2.65	5.69	5.69	2.18	6.64
Independent < 4-year	8.20	8.20	6.19	6.19	(**)	(**)	(**)	(**)	6.64	(**)
Proprietary < 4-year	8.22	8.22	11.21	11.21	(**)	(**)	(**)	(**)	(**)	(**)
									(**)	

[91] Normal time to complete the freshman year is 9 months, assuming a September start, through the following spring term. Normal time for each of the next three periods is 12 months, assuming entry into that level the summer term immediately after completing the previous level in the spring term. Normal time for the full BA is then 45 months. Time available for completion of the senior year, and hence the full BA, is limited by the actual number of months covered by the study, 52 months from time of high school graduation. Since most students delay entry 3 months (until September), the maximum time available for completion is further limited.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 3. Data for Figures 4.1 - 4.7: Percent of 1972 and 1980 high school graduates who entered PSE immediately, by [92] or longer time to complete each level of PSE -- Continued

	Sophomore:		Junior:		Senior:		Full BA.	
		Longer	Normal	Longer	Normal	Longer	Normal	Longer	Normal	Longer
Standard Errors										
1980 high school graduates:										
Attended more than 1 institution										
No	1.42	1.42	1.20	1.20	1.20	1.20	1.69	1.69		1.50
Yes	1.86	1.86	2.05	2.05	2.19	2.19	3.85	3.85	1.50	4.39
Freshman:									4.39	
Transferred										
Normal	1.42	1.42	1.20	1.20	1.20	1.20	1.69	1.69		1.50
Did not transfer	3.53	3.53	4.17	4.17	3.74	3.74	3.98	3.98	1.50	6.53
No level or control change	3.57	3.57	3.66	3.66	3.50	3.50	6.99	6.99	6.53	8.60
Public < 4 to public 4-year	5.11	5.11	5.57	5.57	7.07	7.07	(**)	(**)	8.60	(**)
Any non-public to public 4-year	4.96	4.96	4.81	4.81	5.07	5.07	10.47	10.47	(**)	9.31
Any change to private 4-year	3.93	3.93	5.52	5.52	8.20	8.20	(**)	(**)	9.31	(**)
Any other change									(**)	

normal

[92] Normal time to complete the freshman year is 9 months, assuming a September start, through the following spring term. Normal time for each of the next three periods is 12 months, assuming entry into that level the summer term immediately after completing the previous level in the spring term. Normal time for the full BA is then 45 months. Time available for completion of the senior year, and hence the full BA, is limited by the actual number of months covered by the study, 52 months from time of high school graduation. Since most students delay entry 3 months (until September), the maximum time available for completion is further limited.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 3. Data for Figures 4.1 - 4.7: Percent of 1972 and 1980 high school graduates who entered PSE immediately, by normal [93] or longer time to complete each level of PSE -- Continued

	Freshman:		Sophomore:		Junior:		Senior:		Full BA:	
		Longer	Normal	Longer	Normal	Longer	Normal	Longer	Normal	Longer
Unweighted n										
1980 high school graduates: Total	4,133	4,133	3,293	3,293	2,259	2,259	961	961	961	961
Gender										
Male	1,861	1,861	1,508	1,508	1,037	1,037	427	427	427	427
Female	2,272	2,272	1,785	1,785	1,222	1,222	534	534	534	534
Race - 3 categories										
White	2,331	2,331	1,973	1,973	1,413	1,413	682	682	682	682
Black	842	842	617	617	387	387	134	134	134	134
Other	960	960	703	703	459	459	145	145	145	145
Race - 4 categories										
White	2,331	2,331	1,973	1,973	1,413	1,413	682	682	682	682
Black	842	842	617	617	387	387	134	134	134	134
Hispanic	679	679	480	480	296	296	94	94	94	94
Other	281	281	223	223	163	163	51	51	51	51

[93] Normal time to complete the freshman year is 9 months, assuming a September start, through the following spring term. Normal time for each of the next three periods is 12 months, assuming entry into that level the summer term immediately after completing the previous level in the spring term. Normal time for the full BA is then 45 months. Time available for completion of the senior year, and hence the full BA, is limited by the actual number of months covered by the study, 52 months from time of high school graduation. Since most students delay entry 3 months (until September), the maximum time available for completion is further limited.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 3. Data for Figures 4.1 - 4.7: Percent of 1972 and 1980 high school graduates who entered PSE immediately, by normal [94] or longer time to complete each level of PSE -- Continued

			Sophomore:		Junior:		Senior:		Full BA.	
		Longer	Normal	Longer	Normal	Longer	Normal	Longer	Normal	Longer
Unweighted n										
1980 high school graduates: SES										
Lowest quartile	1,013	1,013	723	723	440	440	153	153		153
Middle half	1,735	1,735	1,374	1,374	914	914	367	367	153	367
Highest quartile	1,234	1,234	1,076	1,076	825	825	404	404	367	404
Normal									404	
Number of years completed										
Less than 1 full year	0	0	0	0	0	0	0	0		0
1 full year	840	840	0	0	0	0	0	0	0	0
2 full years	1,034	1,034	1,034	1,034	0	0	0	0	0	0
3 full years	1,298	1,298	1,298	1,298	1,298	1,298	0	0	0	0
Completed BA	961	961	961	961	961	961	961	961	961	961
Highest degree obtained										
None	2,522	2,522	1,798	1,798	1,103	1,103	0	0		0
Certificate or license	79	79	33	33	4	4	0	0	0	0
Associate degree	571	571	501	501	191	191	0	0	0	0
At least BA	961	961	961	961	961	961	961	961	961	961
Probably still enrolled after 85/1										
No	3,632	3,632	2,844	2,844	1,909	1,909	961	961		961
Yes	501	501	449	449	350	350	0	0	961	0
									0	

[94] Normal time to complete the freshman year is 9 months, assuming a September start, through the following spring term. Normal time for each of the next three periods is 12 months, assuming entry into that level the summer term immediately after completing the previous level in the spring term. Normal time for the full BA is then 45 months. Time available for completion of the senior year, and hence the full BA, is limited by the actual number of months covered by the study, 52 months from time of high school graduation. Since most students delay entry 3 months (until September), the maximum time available for completion is further limited.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 3. Data for Figures 4.1 - 4.7: Percent of 1972 and 1980 high school graduates who entered PSE immediately, by normal [95] or longer time to complete each level of PSE -- Continued

	Freshman:		Sophomore:		Junior:		Senior:		Full BA.	
		Longer	Normal	Longer	Normal	Longer	Normal	Longer	Normal	Longer
Unweighted n										
1980 high school graduates: Type of institution first attended, 4 levels										
Public 4-year	1,857	1,857	1,549	1,549	1,174	1,174	450	450		450
Private 4-year	941	941	833	833	686	686	415	415	450	415
Public < 4-year	1,224	1,224	832	832	374	374	93	93	415	93
Private < 4-year	111	111	79	79	25	25	3	3	93	3
									3	
Type of institution first attended, 5 levels										
Public 4-year	1,857	1,857	1,549	1,549	1,174	1,174	450	450		450
Private 4-year	941	941	833	833	686	686	415	415	450	415
Public <4-year	1,224	1,224	832	832	374	374	93	93	415	93
Independent < 4-year	59	59	43	43	15	15	3	3	93	3
Proprietary < 4-year	52	52	36	36	10	10	0	0	3	0
									0	

[95] Normal time to complete the freshman year is 9 months, assuming a September start, through the following spring term. Normal time for each of the next three periods is 12 months, assuming entry into that level the summer term immediately after completing the previous level in the spring term. Normal time for the full BA is then 45 months. Time available for completion of the senior year, and hence the full BA, is limited by the actual number of months covered by the study, 52 months from time of high school graduation. Since most students delay entry 3 months (until September), the maximum time available for completion is further limited.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 3. Data for Figures 4.1 - 4.7: Percent of 1972 and 1980 high school graduates who entered PSE immediately, by normal [96] or longer time to complete each level of PSE -- Continued

			Sophomore:		Junior:		Senior:		Full BA.	
		Longer	Normal	Longer	Normal	Longer	Normal	Longer	Normal	Longer
Unweighted n										
1980 high school graduates:										
Attended more than 1 institution										
No	2,918	2,918	2,291	2,291	1,607	1,607	789	789		789
Yes	1,215	1,215	1,002	1,002	652	652	172	172	789	172
Freshman:									172	
Transferred										
Normal	2,918	2,918	2,291	2,291	1,607	1,607	789	789		789
Did not transfer	341	341	273	273	189	189	48	48	789	48
No level or control change	346	346	318	318	224	224	58	58	48	58
Public < 4 to public 4-year	121	121	110	110	72	72	19	19	58	19
Any non-public to public 4-year	148	148	137	137	103	103	41	41	19	41
Any change to private 4-year	259	259	164	164	64	64	6	6	41	6
Any other change									6	

[96] Normal time to complete the freshman year is 9 months, assuming a September start, through the following spring term. Normal time for each of the next three periods is 12 months, assuming entry into that level the summer term immediately after completing the previous level in the spring term. Normal time for the full BA is then 45 months. Time available for completion of the senior year, and hence the full BA, is limited by the actual number of months covered by the study, 52 months from time of high school graduation. Since most students delay entry 3 months (until September), the maximum time available for completion is further limited.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 3. Data for Figures 4.1 - 4.7: Percent of 1972 and 1980 high school graduates who entered PSE immediately, by normal [97] or longer time to complete each level of PSE -- Continued

	Freshman:		Sophomore:		Junior:		Senior:		Full BA:	
		Longer	Normal	Longer	Normal	Longer	Normal	Longer	Normal	Longer
Weighted n (1,000s)										
1980 high school graduates: Total	1,070	1,070	882	882	618	618	291	291	291	291
Gender										
Male	496	496	413	413	294	294	129	129	129	129
Female	574	574	470	470	324	324	162	162	162	162
Race - 3 categories										
White	894	894	754	754	537	537	264	264	264	264
Black	95	95	69	69	42	42	14	14	14	14
Other	81	81	60	60	38	38	12	12	12	12
Race - 4 categories										
White	894	894	754	754	537	537	264	264	264	264
Black	95	95	69	69	42	42	14	14	14	14
Hispanic	42	42	31	31	17	17	6	6	6	6
Other	39	39	29	29	21	21	6	6	6	6

[97] Normal time to complete the freshman year is 9 months, assuming a September start, through the following spring term. Normal time for each of the next three periods is 12 months, assuming entry into that level the summer term immediately after completing the previous level in the spring term. Normal time for the full BA is then 45 months. Time available for completion of the senior year, and hence the full BA, is limited by the actual number of months covered by the study, 52 months from time of high school graduation. Since most students delay entry 3 months (until September), the maximum time available for completion is further limited.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 3. Data for Figures 4.1 - 4.7: Percent of 1972 and 1980 high school graduates who entered PSE immediately, by normal [98] or longer time to complete each level of PSE -- Continued

			Sophomore:		Junior:		Senior:		Full BA.	
		Longer	Normal	Longer	Normal	Longer	Normal	Longer	Normal	Longer
Weighted n (1,000s)										
1980 high school graduates: SES										
Lowest quartile	125	125	92	92	55	55	20	20		20
Middle half	453	453	364	364	239	239	111	111	20	111
Highest quartile	377	377	332	332	258	258	127	127	111	127
Normal									127	
Number of years completed										
Less than 1 full year	--	--	--	--	--	--	--	--		--
1 full year	187	187	--	--	--	--	--	--	--	--
2 full years	264	264	264	264	--	--	--	--	--	--
3 full years	327	327	327	327	327	327	--	--	--	--
Completed BA	291	291	291	291	291	291	291	291	--	291
Highest degree obtained									291	
None	612	612	449	449	276	276	--	--		--
Certificate or license	23	23	9	9	(**)	(**)	--	--	--	--
Associate degree	144	144	134	134	50	50	--	--	--	--
At least BA	291	291	291	291	291	291	291	291	--	291
Probably still enrolled after 85/1									291	
No	951	951	775	775	533	533	291	291		291
Yes	119	119	108	108	85	85	--	--	291	--
									--	

[98] Normal time to complete the freshman year is 9 months, assuming a September start, through the following spring term. Normal time for each of the next three periods is 12 months, assuming entry into that level the summer term immediately after completing the previous level in the spring term. Normal time for the full BA is then 45 months. Time available for completion of the senior year, and hence the full BA, is limited by the actual number of months covered by the study, 52 months from time of high school graduation. Since most students delay entry 3 months (until September), the maximum time available for completion is further limited.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 3. Data for Figures 4.1 - 4.7: Percent of 1972 and 1980 high school graduates who entered PSE immediately, by normal [99] or longer time to complete each level of PSE -- Continued

	Freshman:		Sophomore:		Junior:		Senior:		Full BA.	
		Longer	Normal	Longer	Normal	Longer	Normal	Longer	Normal	Longer
Weighted n (1,000s)										
1980 high school graduates: Type of institution first attended, 4 levels										
Public 4-year	488	488	419	419	321	321	137	137		137
Private 4-year	251	251	229	229	193	193	126	126	137	126
Public < 4-year	298	298	213	213	98	98	27	27	126	27
Private < 4-year	33	33	21	21	(**)	(**)	(**)	(**)	27	(**)
Type of institution first attended, 5 levels									(**)	
Public 4-year	488	488	419	419	321	321	137	137		137
Private 4-year	251	251	229	229	193	193	126	126	137	126
Public <4-year	298	298	213	213	98	98	27	27	126	27
Independent < 4-year	18	18	13	13	(**)	(**)	(**)	(**)	27	(**)
Proprietary < 4-year	15	15	8	8	(**)	(**)	(**)	(**)	(**)	(**)
									(**)	

[99] Normal time to complete the freshman year is 9 months, assuming a September start, through the following spring term. Normal time for each of the next three periods is 12 months, assuming entry into that level the summer term immediately after completing the previous level in the spring term. Normal time for the full BA is then 45 months. Time available for completion of the senior year, and hence the full BA, is limited by the actual number of months covered by the study, 52 months from time of high school graduation. Since most students delay entry 3 months (until September), the maximum time available for completion is further limited.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 3. Data for Figures 4.1 - 4.7: Percent of 1972 and 1980 high school graduates who entered PSE immediately, by normal [100] or longer time to complete each level of PSE -- Continued

			Sophomore:		Junior:		Senior:		Full BA.	
		Longer	Normal	Longer	Normal	Longer	Normal	Longer	Normal	Longer
Weighted n (1,000s)										
1980 high school graduates:										
Attended more than 1 institution										
No	746	746	605	605	437	437	238	238		238
Yes	324	324	277	277	181	181	52	52	238	52
Freshman:									52	
Transferred										
Normal	746	746	605	605	437	437	238	238		238
Did not transfer	89	89	71	71	49	49	16	16	238	16
No level or control change	91	91	86	86	62	62	17	17	16	17
Public < 4 to public 4-year	32	32	30	30	20	20	(**)	(**)	17	(**)
Any non-public to public 4-year	45	45	42	42	32	32	13	13	(**)	13
Any change to private 4-year	67	67	48	48	18	18	(**)	(**)	13	(**)
Any other change									(**)	

[100] Normal time to complete the freshman year is 9 months, assuming a September start, through the following spring term. Normal time for each of the next three periods is 12 months, assuming entry into that level the summer term immediately after completing the previous level in the spring term. Normal time for the full BA is then 45 months. Time available for completion of the senior year, and hence the full BA, is limited by the actual number of months covered by the study, 52 months from time of high school graduation. Since most students delay entry 3 months (until September), the maximum time available for completion is further limited.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 4. Data for Figures 5.1 - 5.3: Distribution of highest level of PSE completed, average number of months to complete each level of PSE, and percent taking a normal[101] or longer time to complete each level of PSE, by high school graduating class and by time after high school graduation for those who entered PSE immediately

Percent completing each level

Estimate:	< 1 year	1 full year	2 full years	3 full years	Full BA
NLS:72 - after 12 year	17.1	12.8	12.5	9.9	47.8
NLS:72 - after 4 1/2 years	18.4	14.9	15.1	20.4	31.2
HS&B:80 Sr - after 4 1/2 years	19.8	14.1	19.8	24.6	21.8
Standard Errors:					
NLS:72 - after 12 year	0.48	0.47	0.42	0.39	0.67
NLS:72 - after 4 1/2 years	0.54	0.53	0.49	0.54	0.70
HS&B:80 Sr - after 4 1/2 years	0.83	0.68	0.79	0.85	0.87
Unweighted n:					
NLS:72 - after 12 year	8,489	8,489	8,489	8,489	8,489
NLS:72 - after 4 1/2 years	7,807	7,807	7,807	7,807	7,807
HS&B:80 Sr - after 4 1/2 years	5,164	5,164	5,164	5,164	5,164
Weighted n (1,000s):					
NLS:72 - after 12 year	1,320	1,320	1,320	1,320	1,320
NLS:72 - after 4 1/2 years	1,214	1,214	1,214	1,214	1,214
HS&B:80 Sr - after 4 1/2 years	1,333	1,333	1,333	1,333	1,333

[101] Normal time to complete the freshman year is 9 months, assuming a September start, through the following spring term. Normal time for each of the next three periods is 12 months, assuming entry into that level the summer term immediately after completing the previous level in the spring term. Normal time for the full BA is then 45 months. Time available for completion of the senior year, and hence the full BA, is limited by the actual number of months covered by the study, 52 months from time of high school graduation. Since most students delay entry 3 months (until September), the maximum time available for completion is further limited.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 4. Data for Figures 5.1 - 5.3: Distribution of highest level of PSE completed, average number of months to complete each level of PSE, and percent taking a normal[102] or longer time to complete each level of PSE, by high school graduating class and by time after high school graduation for those who entered PSE immediately -- Continued

Average number of months to complete each level

			Junior	Senior	Full BA
Estimate:					
NLS:72 - after 12 year	16.6	14.6	14.3	15.1	54.1
NLS:72 - after 4 1/2 years	14.2	12.6	12.0	10.9	45.1
HS&B:80 Sr - after 4 1/2 years	15.3	13.1	11.8	9.7	44.6
	Freshman	Sophomore			
Standard Errors:					
NLS:72 - after 12 year	0.02	0.22	0.19	0.18	0.20
NLS:72 - after 4 1/2 years	0.12	0.08	0.08	0.10	0.09
HS&B:80 Sr - after 4 1/2 years	0.16	0.13	0.10	0.19	0.15
Unweighted n:					
NLS:72 - after 12 year	6,869	5,836	4,786	3,868	3,867
NLS:72 - after 4 1/2 years	6,351	5,202	4,024	2,397	2,397
HS&B:80 Sr - after 4 1/2 years	4,133	3,293	2,259	961	961
Weighted n (1,000s):					
NLS:72 - after 12 year	1,072	909	741	599	599
NLS:72 - after 4 1/2 years	990	809	626	379	379
HS&B:80 Sr - after 4 1/2 years	1,070	882	618	291	291

[102] Normal time to complete the freshman year is 9 months, assuming a September start, through the following spring term. Normal time for each of the next three periods is 12 months, assuming entry into that level the summer term immediately after completing the previous level in the spring term. Normal time for the full BA is then 45 months. Time available for completion of the senior year, and hence the full BA, is limited by the actual number of months covered by the study, 52 months from time of high school graduation. Since most students delay entry 3 months (until September), the maximum time available for completion is further limited.

Key: -- Not applicable (+) Not computed (*) Not reported (**) unweighted N less than 30
NOTE: Data limited to students entering PSE in the year of high school graduation.
SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data

Table 4. Data for Figures 5.1 - 5.3: Distribution of highest level of PSE completed, average number of months to complete each level of PSE, and percent taking a normal[103] or longer time to complete each level of PSE, by high school graduating class and by time after high school graduation for those who entered PSE immediately -- Continued

Percent taking longer than expected to complete each level

			Junior	Senior	Full BA
Estimate:					
NLS:72 - after 12 year	60.9	25.6	25.0	42.4	53.0
NLS:72 - after 4 1/2 years	57.8	20.8	18.1	22.4	26.7
HS&B:80 Sr - after 4 1/2 years	67.2	25.6	16.6	15.0	15.9
	Freshman	Sophomore			
Standard Errors:					
NLS:72 - after 12 year	0.78	0.69	0.73	0.96	1.01
NLS:72 - after 4 1/2 years	0.82	0.64	0.65	0.94	0.99
HS&B:80 Sr - after 4 1/2 years	1.13	1.08	1.05	1.53	1.54
Unweighted n:					
NLS:72 - after 12 year	6,865	5,836	4,786	3,868	3,867
NLS:72 - after 4 1/2 years	6,351	5,202	4,024	2,397	2,397
HS&B:80 Sr - after 4 1/2 years	4,133	3,293	2,259	961	961
Weighted n (1,000s):					
NLS:72 - after 12 year	1,071	909	741	599	599
NLS:72 - after 4 1/2 years	990	809	626	379	379
HS&B:80 Sr - after 4 1/2 years	1,070	882	618	291	291

[103] Normal time to complete the freshman year is 9 months, assuming a September start, through the following spring term. Normal time for each of the next three periods is 12 months, assuming entry into that level the summer term immediately after completing the previous level in the spring term. Normal time for the full BA is then 45 months. Time available for completion of the senior year, and hence the full BA, is limited by the actual number of months covered by the study, 52 months from time of high school graduation. Since most students delay entry 3 months (until September), the maximum time available for completion is further limited.

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SOURCE: NCES special tabulations from NLS:72 PETS and HS&B:80 Sr PETS data