

STATS IN BRIEF

U.S. DEPARTMENT OF EDUCATION NOVEMBER 2016 NCES 2017-414

New American Undergraduates

Enrollment Trends and Age at Arrival of Immigrant and Second-Generation Students

AUTHORS

Caren A. Arbeit
Sandra Staklis
Laura Horn
RTI International

PROJECT OFFICER

Sean A. Simone
National Center for Education Statistics

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

In the United States,

the number and proportion of “New Americans”—immigrants and second-generation Americans—have increased in the last several decades.¹ From 1970 to 2010, the immigrant population more than tripled to 40 million residents, constituting 13 percent of Americans. Further, between 1980 and 2013, the percentage of young adult immigrants (ages 18–34) more than doubled from 6 percent to 15 percent (U.S. Census Bureau 2014; Grieco et al. 2012). In 2012, one-quarter of the U.S. population were second-generation Americans (Pew Research Center 2013).

Among adults aged 25 and older, recent data indicate that bachelor’s degree attainment rates of foreign and native-born residents were similar (29 percent vs. 31 percent, respectively), but educational attainment below the bachelor’s degree differed: 16 percent of foreign-born residents obtained some college education, compared with 27 percent and 29 percent of second- and third-generation Americans, respectively (U.S. Census Bureau 2012). Prior research has shown that, when controlling for such factors as race/ethnicity and socioeconomic status,

¹ Immigrants are U.S. citizens and permanent residents who were born abroad to non-U.S. citizens; second-generation Americans are U.S. citizens with one or both parents born outside of the United States. Together, immigrants and second-generation Americans are “New Americans.”

This Statistics in Brief was prepared for the National Center for Education Statistics under Contract No. ED-IES-12-C-0095 with RTI International. Mention of trade names, commercial products, or organizations does not imply endorsement by the U.S. Government.

second-generation American students attend school longer, on average, and are more likely to earn bachelor's degrees when compared with all other undergraduates (Siahaan, Lee, and Kalist 2014; Baum and Flores 2011; Teranishi, Suárez-Orozco, and Suárez-Orozco 2011).

Among immigrant students, college enrollment and attainment differs by race/ethnicity, with Asian students attending and completing college at higher rates than Hispanic students (Staklis and Horn 2012). These differences have been attributed, at least in part, to the relatively higher parental educational attainment of many Asian immigrant groups (Portes and Rumbaut 2006). Furthermore, the educational outcomes of immigrants vary by the age at which they arrived in the United States. Immigrants who arrive as adolescents² face different challenges than children educated in the United States do (Feliciano 2005; Hernandez, Denton, and Blanchard 2011; Zhou 1997). Specifically, children who immigrate before age 12 are exposed to the language and norms of the American educational system earlier (Baum and Flores 2011), and therefore fare better in school than children who immigrate at later ages (Hernandez et al. 2011).

This Statistics in Brief profiles New Americans in postsecondary education, updating a previous report on the same topic (Staklis and Horn 2012), using data from the 2007–08 National Postsecondary Student Aid Study (NPSAS:08). The current report uses more recent data including age at immigration, a new item added to the most recent survey (NPSAS:12). Like the earlier report, the analysis examines how the proportion of immigrants (first generation) and the children of immigrants (second generation) in postsecondary education has changed over time, and compares the demographic and postsecondary enrollment characteristics of these New Americans with other undergraduates (third generation or higher). This report also includes a new section examining the relationship between postsecondary enrollment characteristics of immigrant students and their age at arrival.

DATA AND KEY DEFINITIONS

The data analyzed in this Statistics in Brief are from the National Postsecondary Student Aid Study (NPSAS), a nationally representative sample of more than 100,000 students enrolled in U.S. postsecondary institutions. While most of the findings presented here are from the 2011–12 study (NPSAS:12),

the analysis also includes estimates from the 1999–2000, 2003–04, and 2007–08 studies (NPSAS:2000, NPSAS:04, and NPSAS:08) to describe changes over time. One difference between NPSAS:12 and its earlier administrations is the exclusion of postsecondary institutions in Puerto Rico from the study sample in NPSAS:12. To provide comparable estimates over time, therefore, sample members from Puerto Rican institutions have been excluded from estimates generated from NPSAS:2000, NPSAS:04, and NPSAS:08. More information on data collected in the NPSAS studies is available at <http://nces.ed.gov/surveys/npsas/>.

The following paragraphs define the key terms used in this report.

New Americans are undergraduates who are “first-generation immigrant students” and “second-generation American students” as defined below.

*Generational status*³ refers to whether a student or one or more of the student’s parents was born outside the United States.

First-generation immigrant students were born abroad.⁴ First-generation immigrant students came to the United States sometime between birth and their enrollment in college. These

² Adolescent immigrant arrivals are often referred to as the “one-and-a-half” or “1.5-generation.” There is little consensus on the ages that constitute this group in the literature on immigrants (Zhou 1997). See the Data and Key Definitions section for more information on age at arrival.

³ See <http://www.census.gov/topics/population/foreign-born/about.html> for more information on immigrant generational status.

⁴ First-generation students’ parents were also born outside of the United States. Thus, a child born abroad to American citizens is not considered a *first-generation immigrant student*.

students were legally authorized to reside in the United States and were admitted to the United States for the purpose of obtaining permanent residency, had permanent residency, or had become American citizens. Note, the NPSAS studies do not identify undocumented status.

For simplicity and consistency with the earlier National Center for Education Statistics (NCES) report on New Americans (Staklis and Horn 2012), first-generation immigrant students are referred to as immigrant students.

Second-generation American students were born in the United States to at least one parent who was born abroad.

*Third-generation or higher American students*⁵ were born to U.S.-born parents.

Foreign students or “nonresident alien students,” who do not have citizenship or were not admitted to the United States for the purpose of obtaining permanent residency, are not included in this report.⁶

To examine age at arrival in the United States, immigrant students are divided into three categories: *adult arrivals*, those who arrived in the United States at age 18 or older; *adolescent arrivals*, who arrived in the United States between ages 12 and 17; and *child arrivals*, who arrived in the United States before age 12. These age groups align with those used in prior research on age at immigration (Baum and Flores 2011; Rumbaut 2004; Portes and Rumbaut 2006).

After discussing changes in the generational status composition of all undergraduates, subsequent analysis of background characteristics, academic preparation, and enrollment characteristics of New American undergraduates focuses on Asian and Hispanic students, who comprise the majority of immigrant and second-generation American undergraduates. The final section examines immigrant outcomes by age at immigration.

The data and analysis presented in this study are limited by a number of factors. First, small sample sizes do not permit the analysis of immigrants’ postsecondary experiences and outcomes by region and country of origin. The data also do not include information on the type or level of education that students’ parents might have completed in another country. The current study, unlike the prior study, does not include state-level analyses because state-level representative samples were not included in NPSAS:12. Finally, although NPSAS does collect data on students’ citizenship status, the study does not collect information on whether students who are not citizens are in the United States legally. Consequently, the study does not provide any information on undocumented immigrants.

All comparisons of estimates were tested for statistical significance using the Student’s *t* statistic, and all differences cited are statistically significant at the $p < .05$ level.⁷

⁵ In the body of the report, *first-generation immigrant students* is shortened to *immigrants*, *second-generation American students* is shortened to *second-generation students*, and *third-generation or higher American students* is shortened to *third-generation students*.

⁶ See <http://nces.ed.gov/ipeds/glossary/index.asp?id=419> for more information on “nonresident alien” and “resident alien students.” Undocumented students cannot be identified in these data. Individuals whose immigration status was not clear were assigned to the *foreign students*’ category and are not included in these analyses.

⁷ No adjustments for multiple comparisons were made. The standard errors for the estimates can be found at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2017414>.

STUDY QUESTIONS

1 How has the composition of New American (immigrant and second-generation) undergraduates changed over time? At what ages did immigrant students arrive in the United States, what is their citizenship status, and how do these characteristics vary by students' race/ethnicity?

2 How do the background characteristics and academic preparation of Asian and Hispanic New American students differ?

3 What are the postsecondary enrollment characteristics of Asian and Hispanic New American students in terms of the institutions they attend, whether they attend full time, and their major fields of study?

4 How do selected postsecondary enrollment characteristics of immigrant undergraduates vary by the age at which they arrive in the United States?

KEY FINDINGS

- Between 1999–2000 and 2011–12, the proportion of immigrant undergraduates remained stable (8–10 percent), while the proportion of second-generation students increased by about 6 percentage points (from 10 percent to 16 percent) and the proportion of third-generation or higher students declined by about 5 percentage points (81 percent to 76 percent) (figure 2).⁸
- In 2011–12, about one-half (49 percent) of Asian undergraduates were immigrants, compared with 17 percent of Hispanic undergraduates; 46 percent of both Asian and Hispanic undergraduates were second-generation (figure 3).
- Some 46 percent of immigrant undergraduates arrived in the United States as children, 20 percent as adolescents, and 34 percent as adults. A larger percentage of Hispanic than Asian immigrants arrived as children (52 percent vs. 44 percent) (figure 5).
- In 2011–12, immigrant Asian and Hispanic students differed from each other with respect to postsecondary enrollment age (85 percent vs. 75 percent were 23 or younger), sex (44 percent vs. 38 percent were male), and parental education (40 percent vs. 52 percent had parents who had never attended college) (figures 6–7).
- Asian immigrant and second-generation students earned college credit while in high school at higher rates (41 and 64 percent, respectively) than did Hispanic immigrant and second-generation students (35 and 49 percent, respectively) (figure 8).
- Twenty-five percent of immigrant and second-generation Hispanic students enrolled in public 4-year institutions, compared with 32 percent of immigrant and 37 percent of second-generation American Asian students. Conversely, 14 to 15 percent of Hispanic students enrolled in for-profit institutions compared with 6 to 9 percent of Asian students (figure 9).
- Full-time attendance was more common among second-generation students than immigrants for both Hispanics (49 percent vs. 41 percent) and Asians (55 percent vs. 44 percent) (figure 10).
- Immigrants who arrived as children took college-level courses in high school at higher rates and developmental courses in college at lower rates than did their peers who arrived as adolescents or adults (figure 12).
- Among immigrants, arriving in the United States as adults was associated with higher rates of attendance at public 2-year institutions (52 percent of adult arrivals vs. 40 percent of child and 41 percent of adolescent arrivals) and lower rates of attendance at public 4-year colleges and universities (21 percent of adult arrivals vs. 31 percent of both child and adolescent arrivals) (figure 13).
- A smaller proportion of adult arrivals (35 percent) than those who arrived as children (47 percent) or adolescents (44 percent) attended postsecondary institutions full time (figure 14).

⁸ No statistically significant difference in the percentage of immigrants was found over the time periods examined.

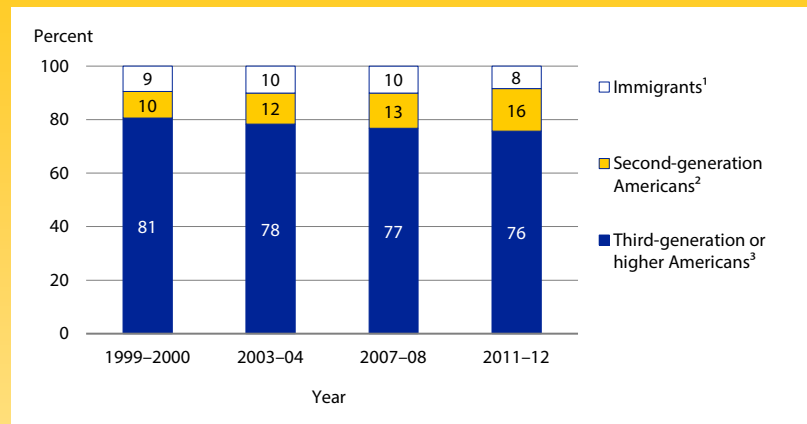
1

How has the composition of New American (immigrant and second-generation) undergraduates changed over time? At what ages did immigrant students arrive in the United States, what is their citizenship status, and how do these characteristics vary by students' race/ethnicity?

Immigrant and second-generation undergraduates comprised 24 percent of the undergraduate student population in 2011–12. In the years examined (1999–2000, 2003–04, 2007–08, and 2011–12), immigrants comprised 8–10 percent of all U.S. undergraduates, with no statistically significant differences in their representation across these years (figure 1). In contrast, the proportion of second-generation students was 6 percentage points higher in 2011–12 than in 1999–2000 (16 percent vs. 10 percent), and the proportion of undergraduates who were third-generation or higher was 5 percentage points lower (76 percent vs. 81 percent).

FIGURE 1.

UNDERGRADUATE IMMIGRANT GENERATIONS OVER TIME
Percentage distribution of undergraduates, by immigrant generation:
1999–2000, 2003–04, 2007–08, and 2011–12



¹ Immigrant undergraduates were citizens, permanent residents, or noncitizens eligible for citizenship who were born abroad to at least one foreign-born parent.

² Second-generation American students were born in the United States to at least one parent who was born abroad.

³ Third-generation or higher American students were born in the United States to U.S.-born parents.

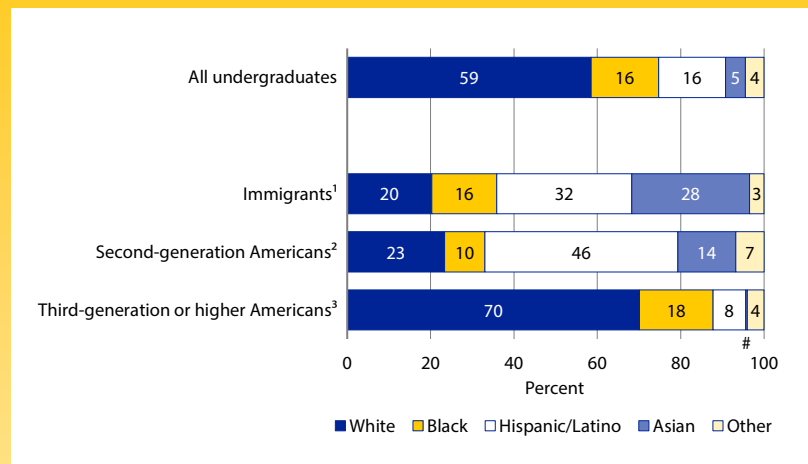
NOTE: Estimates exclude foreign students or nonresident aliens who do not have citizenship or were not admitted to the United States for the purpose of obtaining permanent residency. For information on the samples included in these studies, see Staklis, S., and Horn, L. (2012). *New Americans in Postsecondary Education: A Profile of Immigrant and Second-Generation American Undergraduates* (NCES 2012-213). Estimates include undergraduate students who were enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia. The 2011–12 sample design did not include Puerto Rican institutions. To provide comparable estimates over time, sample members from Puerto Rican institutions have been excluded from estimates generated for 1999–2000, 2003–04, and 2007–08. Detail may not sum to totals because of rounding.

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

The majority of immigrant undergraduates were of Asian (28 percent) or Hispanic descent (32 percent); Asians and Hispanics together also constituted a majority of second-generation undergraduates (14 percent and 46 percent, respectively) (figure 2). Although Asians comprised 5 percent of all undergraduates in 2011–12, they accounted for 28 percent of immigrant and 14 percent of second-generation American students. Likewise, while Hispanic students comprised 16 percent of all undergraduates, they accounted for 32 percent of immigrant and 46 percent of second-generation American students. Among third-generation or higher students, under 1 percent were Asian and 8 percent were Hispanic.

FIGURE 2.

IMMIGRANT GENERATION, BY RACE/ETHNICITY
Percentage distribution of undergraduates, by immigrant generation and race/ethnicity: 2011–12



Rounds to zero.

¹ Immigrant undergraduates were citizens, permanent residents, or noncitizens eligible for citizenship who were born abroad to at least one foreign-born parent.

² Second-generation American students were born in the United States to at least one parent who was born abroad.

³ Third-generation or higher American students were born in the United States to U.S.-born parents.

NOTE: Black includes African American, and Other includes American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, or students who are more than one race. Race categories exclude Hispanic origin unless specified.

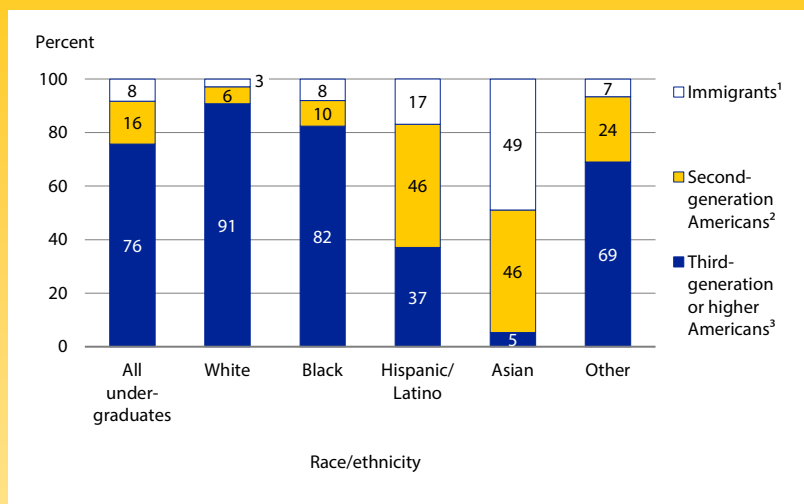
Estimates exclude foreign students or nonresident aliens who do not have citizenship or were not admitted to the United States for the purpose of obtaining permanent residency. Estimates include students enrolled in Title IV eligible post-secondary institutions in the 50 states and the District of Columbia. Detail may not sum to totals because of rounding.

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

As was found in 2007–08 (Staklis and Horn 2012), more than one-half of Asian and Hispanic undergraduates in 2011–12 (figure 3) were New Americans. In contrast, 9 percent and 18 percent of White and Black undergraduates, respectively, were New Americans. Asian and Hispanic students differed with respect to generational status. Immigrants constituted a larger proportion of Asian than Hispanic undergraduates (49 percent vs. 17 percent). Conversely, third-generation or higher American students constituted a larger proportion of Hispanic than Asian undergraduates (37 percent vs. 5 percent of Asian undergraduates). In contrast to both Asian and Hispanic undergraduates, three-quarters of all undergraduates, 91 percent of White students, and 82 percent of Black students were third-generation or higher Americans.

FIGURE 3.

RACE/ETHNICITY, BY IMMIGRANT GENERATION
Percentage distribution of undergraduates, by race/ethnicity and immigrant generation: 2011–12



¹ Immigrant undergraduates were citizens, permanent residents, or noncitizens eligible for citizenship who were born abroad to at least one foreign-born parent.

² Second-generation American students were born in the United States to at least one parent who was born abroad.

³ Third-generation or higher American students were born in the United States to U.S.-born parents.

NOTE: Black includes African American, and Other includes American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, or students who are more than one race. Race categories exclude Hispanic origin unless specified.

Estimates exclude foreign students or nonresident aliens who do not have citizenship or were not admitted to the United States for the purpose of obtaining permanent residency. Estimates include students enrolled in Title IV eligible post-secondary institutions in the 50 states and the District of Columbia. Detail may not sum to totals because of rounding.

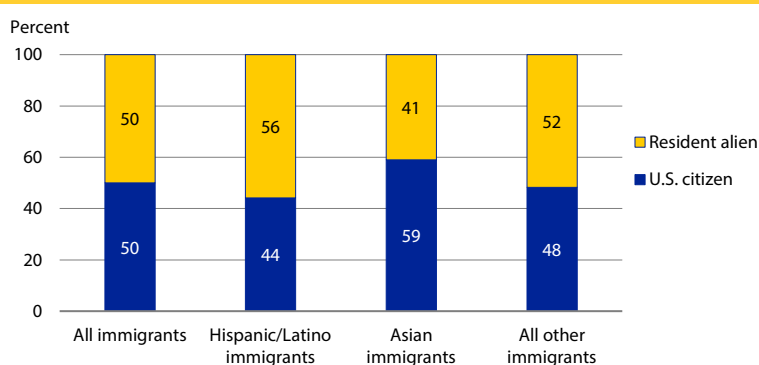
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

About one-half of immigrant undergraduates were American citizens, and the other half were permanent residents or had been admitted to the United States for the purpose of gaining permanent residency (figure 4). The proportion of citizens was higher among Asian than Hispanic immigrant undergraduates; citizens accounted for 59 percent of Asians and 44 percent of Hispanics in this group.

Some 46 percent of immigrant undergraduates arrived in the United States as children, 20 percent as adolescents, and 34 percent as adults. A larger percentage of Hispanic than Asian immigrants arrived as children (52 percent vs. 44 percent) (figure 5). Conversely, one-third of Asian immigrants reported arriving as adults, compared with 28 percent of their Hispanic counterparts.

FIGURE 4.

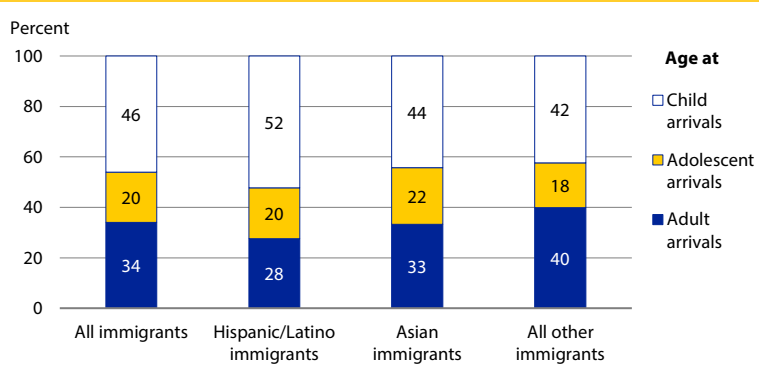
CITIZENSHIP STATUS
Percentage distribution of immigrant undergraduates, by citizenship status and race/ethnicity: 2011–12



NOTE: Immigrant undergraduates are citizens, permanent residents, or noncitizens eligible for citizenship who were born abroad to at least one foreign-born parent. All other immigrant students includes American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, students who are more than one race, and White and Black or African American immigrants. Estimates exclude foreign students or nonresident aliens who do not have citizenship or were not admitted to the United States for the purpose of obtaining permanent residency. Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

FIGURE 5.

AGE AT ARRIVAL, BY RACE/ETHNICITY
Percentage distribution of immigrant undergraduates, by race/ethnicity and age at arrival: 2011–12



¹ Child arrivals are immigrant students who arrived in the United States before age 12. Adolescent arrivals are immigrant students who arrived in the United States between the ages of 12 and 17. Adult arrivals are immigrant students who arrived in the United States at age 18 or older.

NOTE: Immigrant students are citizens, permanent residents, or noncitizens eligible for citizenship who were born abroad to at least one foreign-born parent. All other immigrant students includes American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, students who are more than one race, and White and Black or African American immigrant students. Estimates exclude foreign students or nonresident aliens who do not have citizenship or were not admitted to the United States for the purpose of obtaining permanent residency. Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia. Detail may not sum to totals because of rounding.

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

2

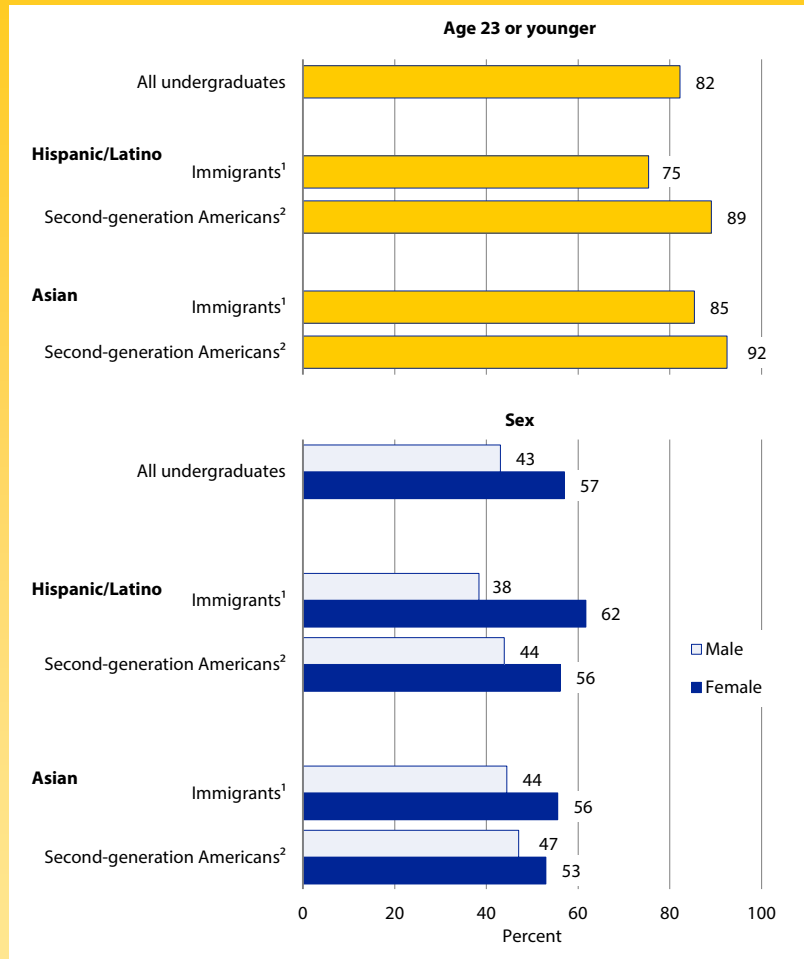
How do the background characteristics and academic preparation of Asian and Hispanic New American students differ?

The remainder of this report focuses on Asian and Hispanic students who make up the majority of New American students. As detailed below, in 2011–12, immigrant and second-generation Asian and Hispanic students differed from each other and from all undergraduates with respect to age at enrollment, sex, and parental education. The extent to which English was the primary language spoken in the home also varied between these two groups.

The two age groups compared in this study—students age 23 or younger and those 24 or older—reflect the division between those who likely receive financial support from their parents and students who are generally considered financially independent of their parents.⁹ The two age groups also mark the division between “traditional-age” and older undergraduates. Traditional-age students generally take little, if any, time off between high school and college and attain credentials at higher rates than do students who first enroll in postsecondary education as older students (Wyatt 2011). Among all 2011–12 undergraduates, 82 percent were age 23 or younger (figure 6). In comparison, this younger age group made up a larger proportion of Asian immigrant students (85 percent), but a smaller proportion of Hispanic immigrant undergraduates (75 percent). Students age 23 or younger also made up a

FIGURE 6.

TRADITIONAL-AGE UNDERGRADUATES AND PERCENTAGE OF MALES
Percentage of New American undergraduates age 23 or younger, and
percentage who were male, by race/ethnicity and immigrant generation:
2011–12



¹ Immigrant students are citizens, permanent residents, or noncitizens eligible for citizenship who were born abroad to at least one foreign-born parent.

² Second-generation American students were born in the United States to at least one parent who was born abroad.

NOTE: New American students include immigrant and second-generation American students. Estimates exclude foreign students or nonresident aliens who do not have citizenship or were not admitted to the United States for the purpose of obtaining permanent residency. Data for American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, Black or African American, White, or undergraduates with more than one race are not shown separately but are included in the data for all undergraduates. Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia.

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

⁹ For additional information on financial dependency for college students, please see https://studentaid.ed.gov/glossary#Dependent_Student.

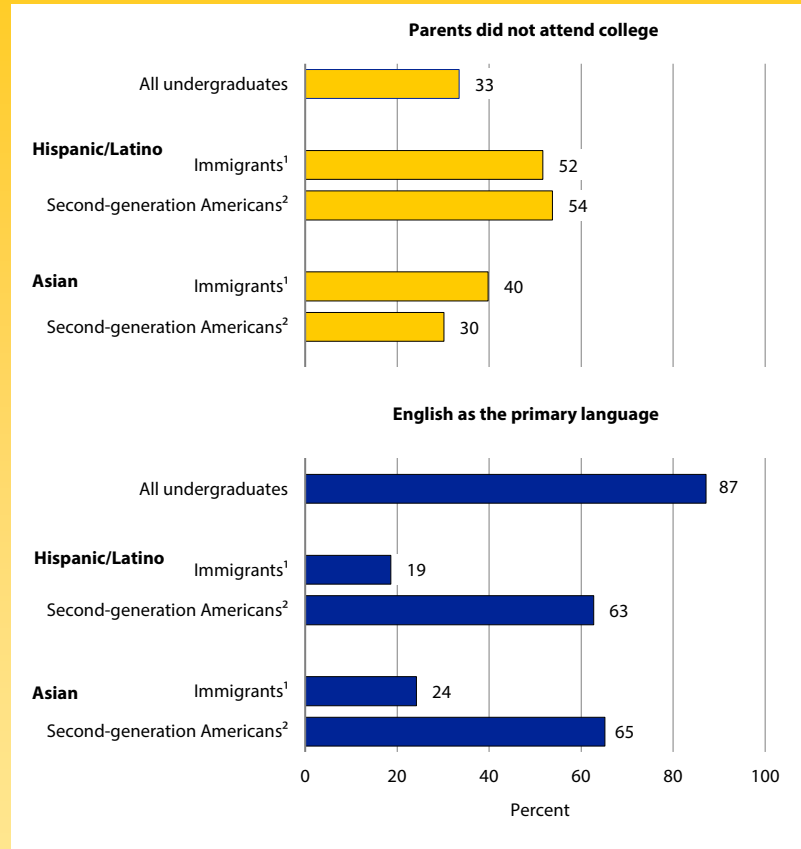
larger proportion of both Asian (92 percent) and Hispanic (89 percent) second-generation American students than of all undergraduates.

Recent studies have documented declining proportions of young men in postsecondary education (DiPrete and Buchmann 2013). In 2011–12, men comprised 43 percent of all undergraduates and also less than one-half of Hispanic and Asian New American students. Males accounted for 38 percent of Hispanic immigrant students and 44 percent of Asian immigrant students (figure 6). For all groups, more undergraduates were women than men, with higher proportions of female immigrants than second-generation students.

Parental education is associated with student educational attainment, and varies by country of origin and immigrant generation (Portes and Rumbaut 2006; Feliciano 2005). Asian and Hispanic immigrant and second-generation students differed from each other and from all undergraduates in terms of the percentage who were from families where neither parent had attended college. Compared with all undergraduates (33 percent), higher percentages of both Hispanic and Asian immigrants (52 percent and 40 percent, respectively) had parents who had no college education either in the United States or in another country (figure 7). In addition, proportionally more second-generation Hispanic undergraduates (54 percent) than all undergraduates (33 percent) had parents with no college education. Among Asian undergraduates, however, proportionally fewer second-generation students (30 percent) than all undergraduates (33 percent) had parents who had never attended college.

FIGURE 7.

PARENTS' EDUCATION AND ENGLISH SPOKEN IN THE HOME
Percentage of New American undergraduates whose parents did not attend postsecondary education, and percentage who reported English as the primary language spoken in the home, by race/ethnicity and immigrant generation: 2011–12



¹ Immigrant students are citizens, permanent residents, or noncitizens eligible for citizenship who were born abroad to at least one foreign-born parent.

² Second-generation American students were born in the United States to at least one parent who was born abroad.

NOTE: New American students include immigrant and second-generation American students. Estimates exclude foreign students or nonresident aliens who do not have citizenship or were not admitted to the United States for the purpose of obtaining permanent residency. Data for American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, Black or African American, White, or undergraduates with more than one race are not shown separately but are included in the data for all undergraduates. Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia.

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

Finally, the frequency with which English was the primary language spoken in the home was lower for both Hispanic and Asian immigrant undergraduates than for all undergraduates (19 and 24 percent vs. 87 percent, respectively) (figure 7). Likewise, about two-thirds of both Hispanic and Asian second-generation undergraduates

(63 percent and 65 percent, respectively) reported that English was the primary language spoken in the home, which was lower than among all undergraduates.

The academic preparation of New American students was examined in two ways. First, the analysis examined college-level coursetaking before

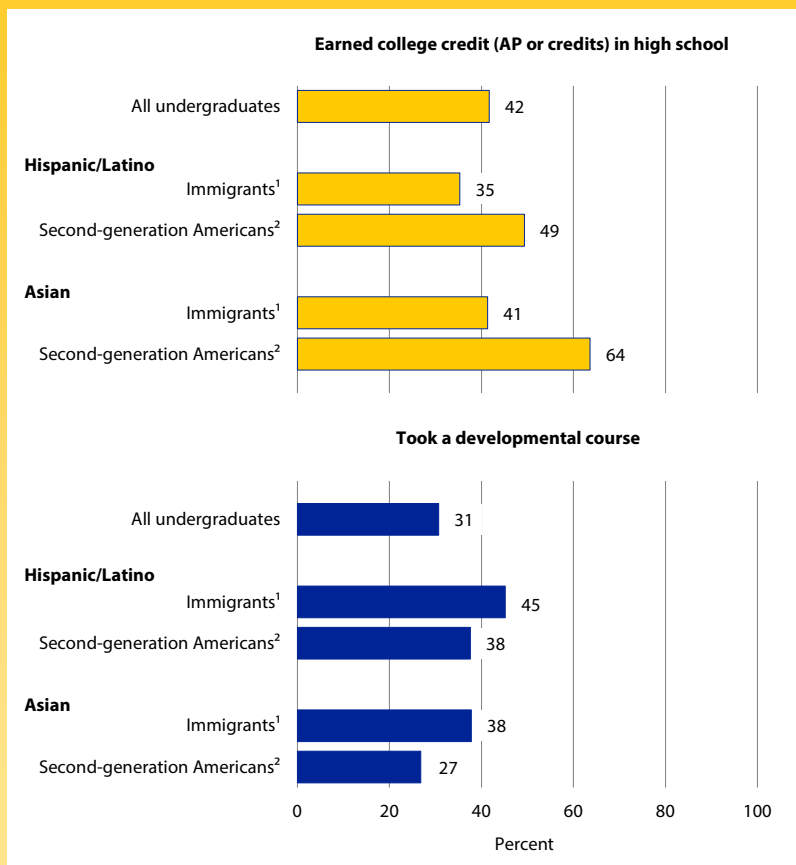
college entry by examining self-reports of enrollment in Advanced Placement (AP) or of other college coursetaking in high school. This information was only available for undergraduates under age 30. Second, the analysis examined the extent to which students reported ever taking developmental education courses (also called remedial courses) in college. When considering the findings below, it is important to remember that unobservable secondary school characteristics, such as the availability of college-level courses, may contribute to the differences identified below (Baum and Flores 2011).

Among undergraduates under age 30, second-generation Asians and Hispanics took college-level courses in high school at higher rates, 64 percent and 49 percent, respectively, than all undergraduates did (42 percent) (figure 8). Second-generation Asians and Hispanics also took these courses at higher rates than their immigrant counterparts. Among both immigrant and second-generation undergraduates, a higher proportion of Asian than Hispanic undergraduates reported college-level coursetaking in high school: 41 percent of Asian immigrant undergraduates took these courses vs. 35 percent of Hispanics. For second-generation Asian and Hispanic undergraduates, the percentages were 64 percent and 49 percent, respectively.

As with college-level coursetaking in high school, developmental education coursetaking in college also varied by generational status (figure 8). Second-generation undergraduates reported lower rates of developmental education

FIGURE 8.

COLLEGE CREDITS EARNED IN HIGH SCHOOL AND DEVELOPMENTAL COURSETAKING IN COLLEGE
Percentage of New American undergraduates who reported taking college-level courses (advanced placement or college courses) in high school, and percentage who reported ever taking a developmental course to improve basic skills since completing high school, by race/ethnicity and immigrant generation: 2011–12



¹ Immigrant students are citizens, permanent residents, or noncitizens eligible for citizenship who were born abroad to at least one foreign-born parent.

² Second-generation American students were born in the United States to at least one parent who was born abroad.

NOTE: New American students include immigrant and second-generation American students. Self-reported data about courses taken in high school prior to college enrollment are available for respondents under age 30 only. Estimates exclude foreign students or nonresident aliens who do not have citizenship or were not admitted to the United States for the purpose of obtaining permanent residency. Data for American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, Black or African American, White, or undergraduates with more than one race are not shown separately but are included in the data for all undergraduates. Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia.

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

coursetaking than did immigrant undergraduates. Among immigrant undergraduates, 45 percent of Hispanics reported taking developmental courses, compared with 38 percent of their Asian

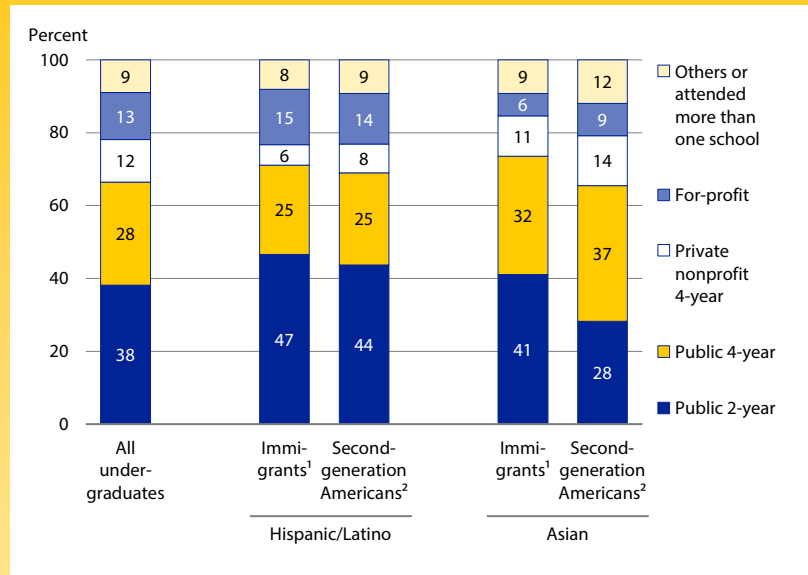
peers. Similarly, 38 percent of Hispanic second-generation undergraduates took these courses, compared with 27 percent of Asian second-generation undergraduates who did the same.

3 What are the postsecondary enrollment characteristics of Asian and Hispanic New American students in terms of the institutions they attend, whether they attend full time, and their major fields of study?

New Americans' enrollment in postsecondary institutions was compared across the four main institution types: public 2-year, public 4-year, private nonprofit 4-year, and for-profit institutions. The percentage attending public 4-year institutions was lower for Hispanics than for Asians among both immigrant and second-generation students (figure 9). Twenty-five percent of both Hispanic immigrant and second-generation students attended public 4-year institutions, compared with 32 percent of immigrant and 37 percent of second-generation Asian students. Conversely, enrollment in for-profit institutions was higher for Hispanic than for Asian students. For-profit institutions accounted for 15 percent of immigrant and 14 percent of second-generation Hispanic students' enrollment, respectively. In contrast, 6 percent and 9 percent of immigrants and second-generation Asian students, respectively, attended for-profit institutions.

FIGURE 9.

INSTITUTION TYPE
Percentage distribution of New American undergraduates' type of institution, by race/ethnicity and immigrant generation: 2011–12



¹ Immigrant students are citizens, permanent residents, or noncitizens eligible for citizenship who were born abroad to at least one foreign-born parent.

² Second-generation American students were born in the United States to at least one parent who was born abroad.

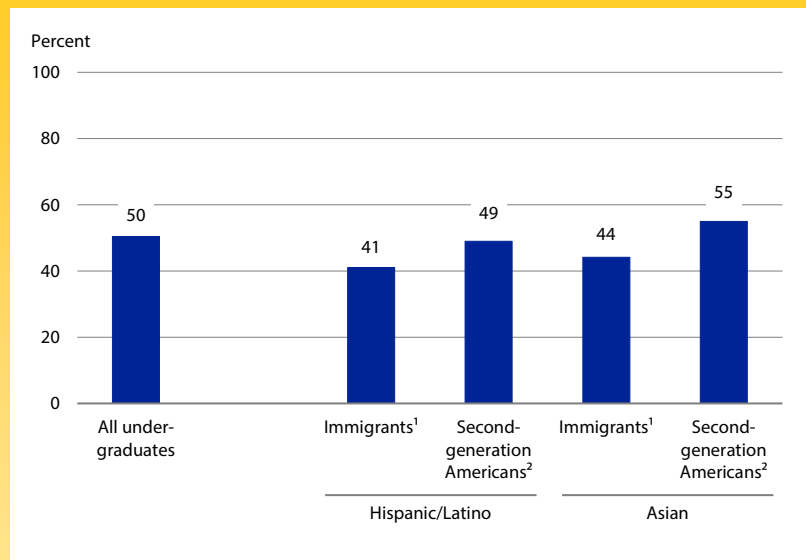
NOTE: For-profit institutions include less-than-2-year, 2-year, and 4-year institutions. Estimates exclude foreign students or nonresident aliens who do not have citizenship or were not admitted to the United States for the purpose of obtaining permanent residency. Data for American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, Black or African American, White, or undergraduates with more than one race are not shown separately but are included in the data for all undergraduates. Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia. Detail may not sum to totals because of rounding.

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

Full-time attendance also varied with the generational status of Hispanic and Asian students. Hispanic and Asian immigrants attended full time at lower rates (41 percent and 44 percent, respectively) than both all undergraduates (50 percent) and their second-generation counterparts (49 percent among Hispanic and 55 percent among Asian students) (figure 10).

FIGURE 10.

FULL-TIME ATTENDANCE
Percentage of New American undergraduates who attended full time, by race/ethnicity and immigrant generation: 2011–12



¹ Immigrant students are citizens, permanent residents, or noncitizens eligible for citizenship who were born abroad to at least one foreign-born parent.

² Second-generation American students were born in the United States to at least one parent who was born abroad.

NOTE: Estimates exclude foreign students or nonresident aliens who do not have citizenship or were not admitted to the United States for the purpose of obtaining permanent residency. Data for American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, Black or African American, White, or undergraduates with more than one race are not shown separately but are included in the data for all undergraduates. Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia.

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

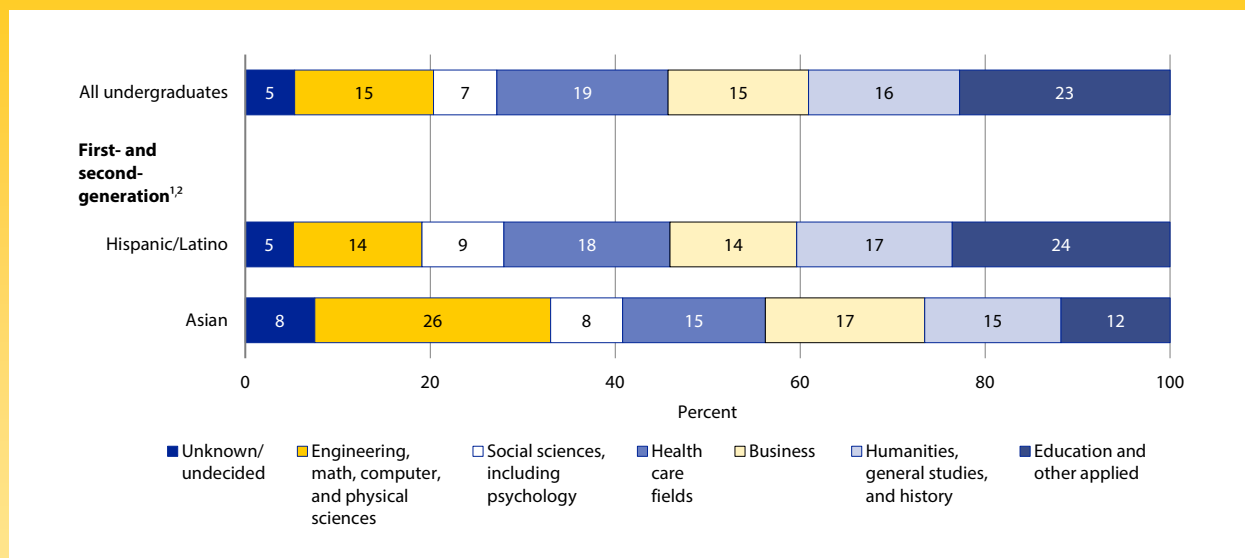
Finally, the fields in which New American Asian and Hispanic undergraduates majored also varied with their immigrant generation status (figure 11). Due to small sample sizes, major fields of study were aggregated into seven categories, and immigrant and second-generation were combined

into an all New Americans category for Asian and Hispanic undergraduates, respectively. The most common major category among Asian New Americans was engineering, math, computer, and physical sciences. Asian New Americans majored in these fields at a rate that was 12 percentage points

higher than that of their Hispanic peers (26 percent vs. 14 percent) and 11 percentage points higher than that of all undergraduates (15 percent). The most common major category among Hispanic New Americans was education and other applied fields (24 percent).

FIGURE 11.

MAJOR FIELD OF STUDY
Percentage distribution of undergraduates' major field of study, by immigrant generation and race/ethnicity: 2011–12



¹ Immigrant students are citizens, permanent residents, or noncitizens eligible for citizenship who were born abroad to at least one foreign-born parent.

² Second-generation American students were born in the United States to at least one parent who was born abroad.

NOTE: Computer and information sciences, engineering and engineering technology and biology, physical science, technology, math and agriculture are combined. Social sciences includes psychology. Humanities, history, general studies and all other are combined. Estimates exclude foreign students or nonresident aliens who do not have citizenship or were not admitted to the United States for the purpose of obtaining permanent residency. Data for American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, Black or African American, White, or undergraduates with more than one race are not shown separately but are included in the data for all undergraduates. Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia. Detail may not sum to totals because of rounding.

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

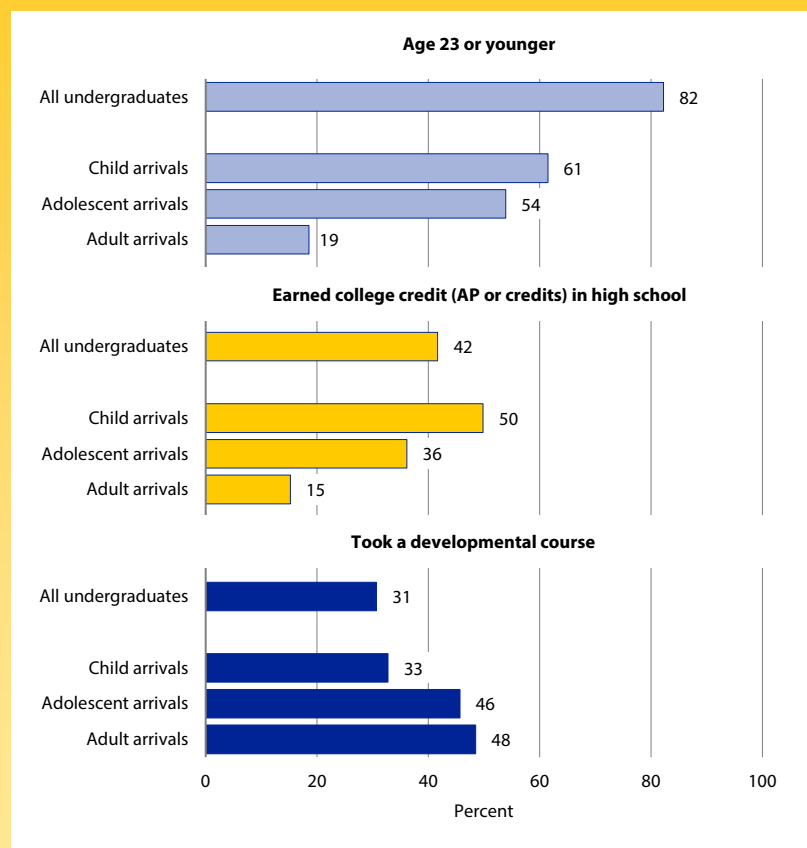
4 How do selected postsecondary enrollment characteristics of immigrant undergraduates vary by the age at which they arrive in the United States?

Study findings revealed that the age at which immigrants arrived in the United States was associated with specific enrollment characteristics, including traditional age at enrollment, academic preparation indicators, the type of institution attended, full-time attendance, and major field of study. The outcomes of immigrants who arrived as children (under age 12) were distinct from those of adolescent (ages 12–17) and adult (age 18 or older) arrivals.

Immigrants' age at arrival in the United States and their age of postsecondary enrollment are related, since those who arrive as adults may be older at immigration than the traditional enrollment age (age 23 or younger), and those who arrive as children have more time and opportunity to prepare for college. Some 19 percent of adult arrivals enrolled in college at a traditional age, compared with 61 percent of child arrivals (figure 12). The percentage of child arrivals who enrolled in postsecondary education before they reached age 24 was lower than the 82 percent of all undergraduates who did so. Adolescent arrivals fell between child and adult arrivals: 54 percent enrolled when they were in the traditional age range.

FIGURE 12.

TRADITIONAL AGE UNDERGRADUATES, COLLEGE CREDIT IN HIGH SCHOOL, AND DEVELOPMENTAL EDUCATION, BY AGE AT ARRIVAL
Percentage of immigrant undergraduates age 23 or younger; among undergraduates under age 30, percentage who reported taking college-level courses (AP/or college courses) in high school, and percentage of all undergraduates who reported ever taking a developmental course to improve basic skills since completing high school, by age at arrival: 2011–12



NOTE: Child arrivals are immigrant students who arrived in the United States before age 12. Adolescent arrivals are immigrant students who arrived in the United States between the ages of 12 and 17. Adult arrivals are immigrant students who arrived in the United States at age 18 or older. Self-reported data about courses taken in high school prior to college enrollment are available for undergraduates under age 30 only. Estimates exclude foreign students or nonresident aliens who do not have citizenship or were not admitted to the United States for the purpose of obtaining permanent residency. Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia.

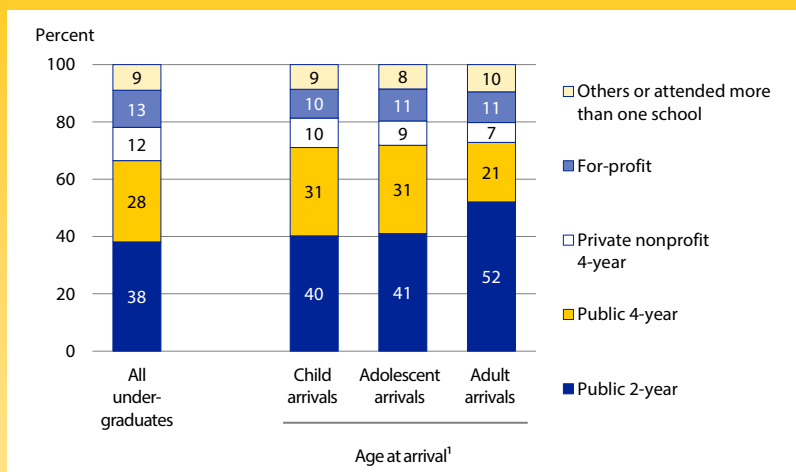
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

Examining the two indicators of academic preparation—taking AP or college-level courses in high school and absence of developmental courses in college—revealed stronger academic preparation for immigrants who arrived in childhood than as adolescents or adults. Among students who were younger than age 30 in 2011–12, one-half of child arrivals reported taking college-level courses in high school, compared with 42 percent of all undergraduates, 36 percent of adolescent arrivals, and 15 percent of adult arrivals. Conversely, a smaller percentage of child arrivals than their peers who arrived as adolescents or adults reported ever taking a developmental course in college (33 percent vs. 46 percent and 48 percent, respectively). Larger proportions of adolescent and adult arrivals took remedial courses than did all undergraduates (31 percent).

The type of institutions undergraduates attended and whether they attended full time also varied with immigrant students' age at arrival. Arriving in the United States as adults was associated with higher rates of attendance at public 2-year institutions; 52 percent of this group attended public 2-year institutions, compared with 40 percent of child and 41 percent of adolescent arrivals. Conversely, 21 percent of those arriving as adults attended public 4-year institutions, compared with 31 percent of child and 31 percent of adolescent arrivals (figure 13). Also, the younger the age at arrival, the higher the percentage of full-time attendance: 47 percent of child arrivals, 44 percent of adolescent arrivals, and 35 percent of adult arrivals attended full time (figure 14).

FIGURE 13.

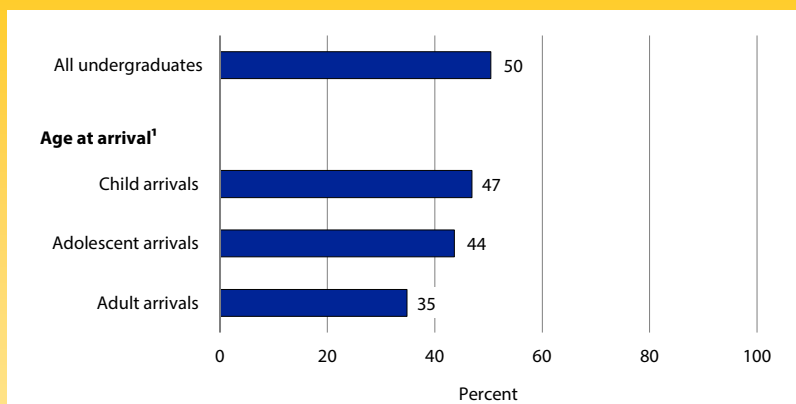
INSTITUTION TYPE, BY AGE AT ARRIVAL
Percentage distribution of immigrant undergraduates' type of institution, by age at arrival: 2011–12



¹ Child arrivals are immigrant students who arrived in the United States before age 12. Adolescent arrivals are immigrant students who arrived in the United States between the ages of 12 and 17. Adult arrivals are immigrant students who arrived in the United States at age 18 or older.
 NOTE: For-profit institutions include less-than-2-year, 2-year, and 4-year institutions. Estimates exclude foreign students or nonresident aliens who do not have citizenship or were not admitted to the United States for the purpose of obtaining permanent residency. Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia. Detail may not sum to totals because of rounding.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

FIGURE 14.

FULL-TIME ENROLLMENT, BY AGE AT ARRIVAL
Percentage of immigrant undergraduates enrolled full time, by age at arrival: 2011–12



¹ Child arrivals are immigrant students who arrived in the United States before age 12. Adolescent arrivals are immigrant students who arrived in the United States between the ages of 12 and 17. Adult arrivals are immigrant students who arrived in the United States at age 18 or older.
 NOTE: Estimates exclude foreign students or nonresident aliens who do not have citizenship or were not admitted to the United States for the purpose of obtaining permanent residency. Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

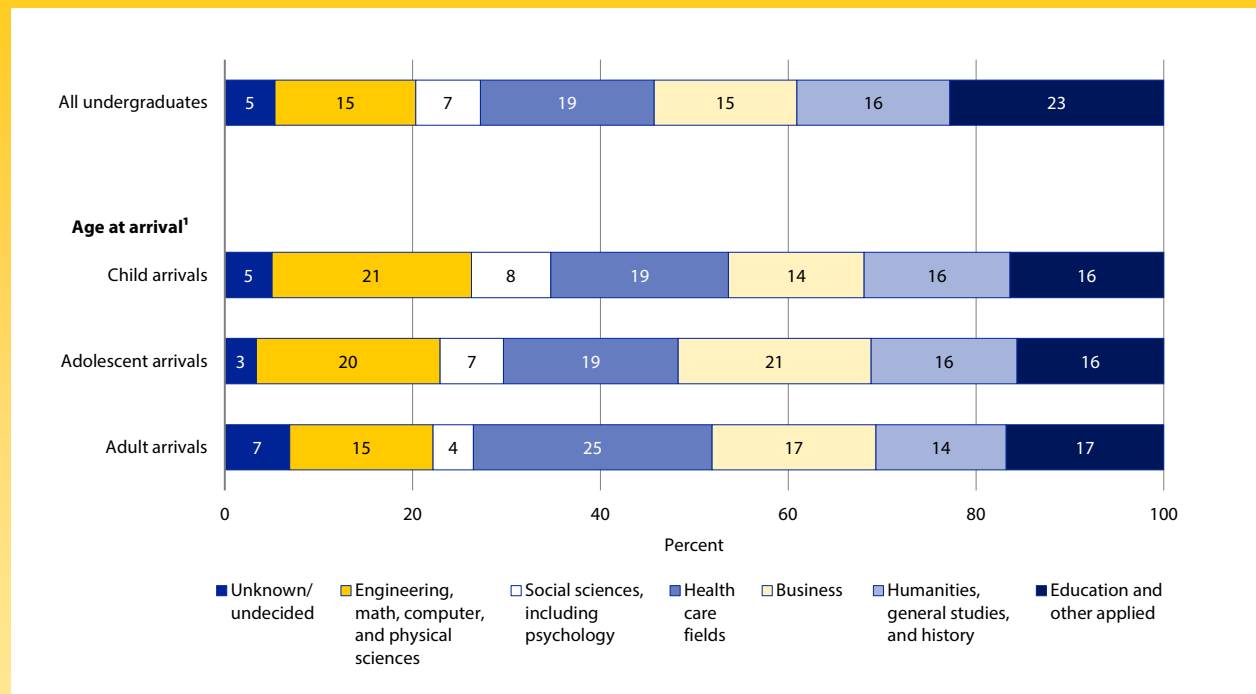
Immigrants who arrived as children and adolescents majored in science, technology, engineering, and mathematics fields at higher rates (21 percent and 20 percent, respectively) than did

their peers who arrived as adults (15 percent) (figure 15). Younger arrivals also majored in social science fields more often than adult arrivals did (8 percent and 7 percent for child and

adolescent arrivals, respectively, vs. 4 percent for adult arrivals). Conversely, a larger percentage of adult arrivals (25 percent) than child and adolescent arrivals (19 percent each) majored in health care fields.

FIGURE 15.

MAJOR FIELD OF STUDY, BY AGE AT ARRIVAL
Percentage distribution of undergraduates' major field of study, by age at arrival: 2011–12



¹ Child arrivals are immigrant students who arrived in the United States before age 12. Adolescent arrivals are immigrant students who arrived in the United States between the ages of 12 and 17. Adult arrivals are immigrant students who arrived in the United States at age 18 or older.

NOTE: Computer and information sciences, engineering and engineering technology and biology, physical science, technology, math and agriculture are combined. Social sciences includes psychology. Humanities, history, general studies and other are combined. Estimates exclude foreign students or nonresident aliens who do not have citizenship or were not admitted to the United States for the purpose of obtaining permanent residency. Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia. Detail may not sum to totals because of rounding.

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

FIND OUT MORE

For questions about content or to order additional copies of this Statistics in Brief or view this report online, go to:

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2017414>

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

2011–12 National Postsecondary Student Aid Study (NPSAS:12): Student Financial Aid Estimates for 2011–12 (NCES 2013-165).

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2013165>

Web Tables—Profile of Undergraduate Students in U.S. Postsecondary Institutions: 2011–12 (NCES 2015-167).

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2015167>

Readers may also be interested in the following NCEC products related to topics covered in this Statistics in Brief:

New Americans in Postsecondary Education:

A Profile of Immigrant and Second-Generation American Undergraduates (NCES 2012-213).

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012213>

Status and Trends in the Education of Racial and Ethnic Groups (NCES 2010-015).

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2010015>

Reading, Mathematics, and Science Achievement of Language-Minority Students in Grade 8 (NCES 2012-028).

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012028>

First-Year Undergraduate Remedial Coursetaking:

1999–2000, 2003–04, and 2007–08 (NCES 2013-013).

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2013013>

TECHNICAL NOTES

Survey Methodology

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

institutions that sampled students attended and from other relevant databases, including U.S. Department of Education records on student loan and grant programs and student financial aid applications.

NPSAS:12 is the eighth administration of the NPSAS study, which began in 1986–87 and is conducted every 3 to 4 years. The target population includes students enrolled in Title IV postsecondary institutions in the United States at any time between July 1 and June 30 of the NPSAS year.¹⁰ In 2011–12, about 23 million undergraduates and 4 million graduate students were enrolled in postsecondary education.¹¹ Exhibit 1 provides the sizes of the undergraduate and graduate components of the target population.

Exhibit 1 also lists the institution sampling frames for NPSAS:2000, NPSAS:04, and NPSAS:08, which were constructed from contemporary Institutional Characteristics, Fall Enrollment, and Completions files of the Integrated Postsecondary Education Data System (IPEDS). The sampling design consisted of first selecting eligible institutions and then selecting students from these institutions. Institutions were selected with probabilities proportional to a composite measure of size based on expected enrollment during the survey year. Exhibit 1 includes the approximate number of institutions participating in each of the survey years, and exhibit 2 includes the corresponding weighted institution unit response rates.

EXHIBIT 1. Target populations, number of participating institutions, and unweighted number of study members: NPSAS:2000 to NPSAS:12

NPSAS year	IPEDS data used as sampling frame	Target undergraduate population (in millions)	Target graduate student population (in millions)	Participating institutions	Number of undergraduate study members	Number of graduate study members
NPSAS:2000	1996–97 IPEDS	16.6	2.7	1,000	49,900	11,800
NPSAS:04	2000–01 IPEDS	19.1	2.8	1,400	79,900	10,900
NPSAS:08	2004–05 IPEDS	20.9	3.5	1,700	113,500	14,200
NPSAS:12	2008–09 IPEDS	23.0	4.0	1,500	95,000	16,000

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

¹⁰ NPSAS:12 did not include institutions in Puerto Rico in its sample. Between 1989–90 and 2007–08, however, the NPSAS samples did include institutions in Puerto Rico. To provide comparable estimates among the survey years included in this report, students who attended Puerto Rican institutions have been excluded from the estimates in this report. The target

population of students was limited to those enrolled in an academic program, at least one course for credit that could be applied toward an academic degree, or an occupational or vocational program requiring at least 3 months or 300 clock hours of instruction to receive a degree, certificate, or other formal award. The target population excluded students who

were also enrolled in high school or a high school completion (e.g., GED preparation) program.

¹¹ “Title IV institutions” refers to institutions eligible to participate in federal financial aid programs under Title IV of the Higher Education Act.

The sampling frame for NPSAS:12 was constructed from files collected in the 2008–09 and 2009–10 IPEDS cycles. The sampling design included first selecting eligible institutions and then selecting students from those institutions. Institutions were selected with probabilities proportional to a composite measure of size based on expected enrollment in each NPSAS year. In NPSAS:12, the response rate was 87 percent of approximately 1,500 sampled institutions, all of whom were eligible (exhibit 2). In NPSAS:12, eligible sampled students were defined as “study respondents” if a subset of key data elements was available from any data source. Sample members also must have had valid data for at least one key variable from at least one data source other than the U.S. Department of Education’s Central Processing System. Similar definitions of study respondents were developed for each of the earlier NPSAS administrations. See the methodology reports listed at the end of this section for detailed descriptions of these definitions.

Exhibit 2 provides a summary of weighted response rates across NPSAS administrations. There are several types of participation/coverage rates in NPSAS. For the student records collection phase of the study, institution completion rates vary across different types of institutions and depend on the method of data submission (manual or computer-automated). Overall student-level record completion rates, that is, the percentage of NPSAS-eligible sample members for whom

EXHIBIT 2. Weighted response rates for NPSAS surveys: NPSAS:2000 to NPSAS:12

Component	Institution list participation rate	Student response rate	Overall ¹
NPSAS:2000			
Student survey (analysis file ²)	91	97	89
Student survey (student interview)	91	72	66
NPSAS:04			
Student survey (analysis file ²)	80	91	72
Student survey (student interview)	80	71	56
NPSAS:08			
Student survey (analysis file ²)	90	96	86
Student survey (student interview)	90	71	64
NPSAS:12			
Student survey (analysis file ²)	87	91	79
Student survey (student interview)	87	73	64

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

a completed student record was obtained, are reported in exhibit 2 as “Student survey (analysis file).” This exhibit also contains weighted response rates to the student interview, i.e., the percentages of sampled students who completed either a full or partial “Student survey (student interview).” Estimates were weighted to adjust for the unequal probability of selection into the sample and for nonresponse.

Two broad categories of error occur in estimates generated from surveys: sampling and nonsampling errors. Sampling errors occur when observations

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

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

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

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

- *2011–12 National Postsecondary Student Aid Study (NPSAS:12) Data File Documentation* (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2014182>)

Variables Used

The variables used in this Statistics in Brief are described in appendix C. Visit the NCES DataLab website <http://nces.ed.gov/datalab> to view more detailed information on question wording for variables coming directly from an interview, how variables were constructed, and their sources. The program files that generated the statistics presented in this Statistics in Brief can be found at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2017414>.

Response Rates

NCES Statistical Standard 4-4-1 states that “[a]ny survey stage of data collection with a unit or item response rate less than 85 percent must be evaluated for the potential magnitude of nonresponse bias before the data or any analysis using the data may be released” (U.S. Department of Education 2012). This means that nonresponse bias analysis could be required at any of three levels: institutions, study respondents, or items. In NPSAS:12, the

institution response rate and the percentage of eligible sampled students who met the study respondent definition were 87 percent and 91 percent, respectively. Therefore, nonresponse bias analysis was not required at those levels. For more information on response rates and nonresponse bias analysis in NPSAS:2000, NPSAS:04, and NPSAS:08, please see the NPSAS methodology reports listed above.

The NPSAS:12 weighted student interview response rate, however, was 73 percent, and therefore, nonresponse bias analysis was required for those variables based in whole or in part on student interviews. In this Statistics in Brief, six variables with response rates below 85 percent required nonresponse bias analysis: HSCRDANY (63 percent), IMMAGE (65 percent), IMMIGEN (66 percent), PAREduc (78 percent), PRIMLANG (65 percent), and REMEVER (76 percent); for each of these variables, nonresponse bias analyses were conducted to determine whether respondents and nonrespondents differed on the following characteristics: institution sector, region, and total enrollment; student type, sampled as a first-time beginner, and age group; whether the student had

Free Application for Federal Student Aid (FAFSA) data, was a federal aid recipient, was a state aid recipient, was an institution aid recipient, was a Pell Grant recipient, or borrowed a Direct Loan; and the amount, if any, of a student's Pell Grant or Direct Loan (exhibit 3). Differences between respondents and nonrespondents on these variables were tested for statistical significance at the 5 percent level.

Nonresponse bias analyses of the six variables with response rates less than 85 percent indicated that respondents differed from nonrespondents on 65 percent to 82 percent of the characteristics analyzed and, therefore, there may be bias in these estimates. Any bias due to nonresponse, however, is based upon responses prior to stochastic imputation in which missing data were replaced with valid data

from the records of donor cases that matched the recipients on selected demographic, enrollment, institution, and financial aid-related variables (Krotki, Black, and Creel 2005). The potential for bias in these estimates may have been reduced through imputation. Imputation procedures are designed specifically to identify donors with similar characteristics to those with missing data, so imputation may reduce bias. While the level of item-level bias before imputation is measurable, the same measurement cannot be made after imputation. Although the magnitude of any change in item-level bias cannot be determined, the item estimates before and after imputation were compared to determine whether the imputation changed the biased estimates and may, therefore, have reduced the amount of bias.

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

EXHIBIT 3. Bias analysis results

Variable name	Response rate	Pre-imputation			Percent difference in means or average percent difference across all categories pre- and post-imputation
		Median percent relative bias across characteristics	Percentage of characteristics with significant bias	Characteristic with greatest significant bias	
HSCRDCOL	62.9	7.68	79.59		#
IMMAGE	64.9	23.49	70.59		0.04 *
IMMIGEN	65.8	5.22	80.39	Whether had FAFSA data	0.06 *
JOBENR2	76.1	4.64	78.43	Whether had FAFSA data	0.03
PAREduc	77.5	3.64	64.71	Whether had FAFSA data	0.12 *
PRIMLANG	65.3	5.72	80.39		0.03 *
REMEVER	76.4	5.02	82.00	Whether had FAFSA data	#

Rounds to zero.

NOTE: FAFSA is the Free Application for Federal Student Aid. Relative bias is computed by dividing a variable's estimated bias for a given characteristic by the variable's mean. Relative bias is defined as significant if its difference from zero is statistically significant at $p < .05$ (signified by an asterisk).

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

variables (IMAGE, IMMIGEN, PAREduc, and PRIMLANG) were significant, indicating that the nonresponse bias was reduced through imputation. For the other two, HSCRDANY and REMEVER, statistical tests of the differences between the means before and after imputation were not significant, suggesting that for these variables imputation may not have reduced bias, that the sample size was too small to detect a significant difference, or that there was little bias to be reduced.

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

Statistical Procedures

Comparisons of means and proportions were tested using Student’s *t* statistic. Differences between estimates were tested against the

probability of a Type I error¹² or significance level. The statistical significance of each comparison was determined by calculating the Student’s *t* value for the difference between each pair of means or proportions and comparing the *t* value with published tables of significance levels for two-tailed hypothesis testing. Student’s *t* values were computed to test differences between independent estimates using the following formula:

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

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

There are hazards in reporting statistical tests for each comparison. First, comparisons based on large *t* statistics may appear to merit special attention. This can be misleading since the magnitude of the *t* statistic is related not only to the observed differences in means or percentages but also to the

number of respondents in the specific categories used for comparison. Hence, a small difference compared across a large number of respondents would produce a large (and thus possibly statistically significant) *t* statistic.

A second hazard in reporting statistical tests is the possibility that one can report a “false positive” or Type I error. Statistical tests are designed to limit the risk of this type of error using a value denoted by alpha. The alpha level of .05 was selected for findings in this report and ensures that a difference of a certain magnitude or larger would be produced when there was no actual difference between the quantities in the underlying population no more than 1 time out of 20.¹³ When analysts test hypotheses that show alpha values at the .05 level or smaller, they reject the null hypothesis that there is no difference between the two quantities. Failing to reject a null hypothesis (i.e., detect a difference), however, does not imply the values are the same or equivalent.

¹² A Type I error occurs when one concludes that a difference observed in a sample reflects a true difference in the population from which the sample was drawn, when no such difference is present.

¹³ No adjustments were made for multiple comparisons.

REFERENCES

- Baum, S., and Flores, S.M. (2011). Higher Education and Children in Immigrant Families. *The Future of Children*, 21(1): 171–193. Princeton University. Retrieved July 17, 2014, from <http://www.jstor.org/stable/41229016>.
- DiPrete, T.A., and Buchmann, C. (2013). *The Rise of Women: The Growing Gender Gap in Education and What It Means for American Schools*. New York: Russell Sage Foundation.
- Feliciano, C. (2005). Does Selective Migration Matter? Explaining Ethnic Disparities in Educational Attainment Among Immigrants' Children. *International Migration Review*, 39(4): 841–871. Blackwell Publishing Ltd. Retrieved July 17, 2014, from <http://dx.doi.org/10.1111/j.1747-7379.2005.tb00291.x>.
- Grieco, E.M., Trevelyan, E., Larsen, L., Acosta, Y.D., Gambino, C., de la Cruz, P., Gryn, T., and Walters, N. (2012). *The Size, Place of Birth, and Geographic Distribution of the Foreign-Born Population in the United States: 1960 to 2010*. Washington, DC: U.S. Census Bureau.
- Hernandez, D.J., Denton, N.A., and Blanchard, V.L. (2011). Children in the United States of America: A Statistical Portrait by Race-Ethnicity, Immigrant Origins, and Language. *The Annals of the American Academy of Political and Social Science*, 633(1): 102–127.
- Kaufman, S. (2004). *Using the Bootstrap in a Two-Stage Design When Some Second-Stage Strata Have Only One Unit Allocated*. Proceedings of the American Statistical Association, Section on Survey Research Methods.
- Krotki, K., Black, S., and Creel, D. (2005). Mass Imputation. In *Proceedings of the Section on Survey Research Methods, American Statistical Association*. Alexandria, VA: American Statistical Association.
- Pew Research Center. (2013, February 7). *Second-Generation Americans: A Portrait of the Adult Children of Immigrants*. Washington, DC: Author.
- Portes, A., and Rumbaut, R.G. (2006). *Immigrant America* (3rd ed.). Berkeley, CA: University of California Press.
- Rumbaut, R.G. (2004). Ages, Life Stages, and Generational Cohorts: Decomposing the Immigrant First and Second Generations in the United States. *International Migration Review*, 38(3): 1160–1205.
- Siahaan, F., Lee, D.Y., and Kalist, D.E. (2014). Educational Attainment of Children of Immigrants: Evidence From the National Longitudinal Survey of Youth. *Economics of Education Review*, 38: 1–8.
- Staklis, S., and Horn, L. (2012). *New Americans in Postsecondary Education: A Profile of Immigrant and Second-Generation American Undergraduates* (NCES 2012-213). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.
- Teranishi, R.T., Suárez-Orozco, C., and Suárez-Orozco, M. (2011). Immigrants in Community Colleges. *The Future of Children*, 21(1): 153–169. Princeton University. Retrieved July 17, 2014, from <http://www.jstor.org/stable/41229015>.
- U.S. Census Bureau. (2012). *Current Population Survey - March 2012 Detailed Tables*. Table 4.5. Washington, DC: Author. Retrieved January 14, 2015, from <http://www.census.gov/population/foreign/data/cps2012.html>.
- U.S. Census Bureau. (2014, December 4). *New Census Bureau Statistics Show How Young Adults Today Compare With Previous Generations in Neighborhoods Nationwide*. Press Release. CB14-219. Washington, DC: Author. Retrieved December 19, 2014, from <http://www.census.gov/newsroom/press-releases/2014/cb14-219.html>.
- U.S. Department of Education. (2012). *2012 Revision of NCES Statistical Standards* (NCES 2014-097). National Center for Education Statistics. Washington, DC. Retrieved from <https://nces.ed.gov/statprog/2012/>.
- U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics (NCES). (2010). *IPEDS Classification of Instructional Programs (CIP): CIP 2010*. Washington, DC: Author. Retrieved August 22, 2016, from <http://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55>.
- Wolter, K. (1985). *Introduction to Variance Estimation*. New York: Springer-Verlag.
- Wyatt, L.G. (2011). Nontraditional Student Engagement: Increasing Adult Student Success and Retention. *The Journal of Continuing Higher Education* 59(1):10–20.
- Zhou, M. (1997). Segmented Assimilation: Issues, Controversies, and Recent Research on the New Second Generation. *International Migration Review*, 31(4): 975–1008. The Center for Migration Studies of New York, Inc. Retrieved July 17, 2014, from <http://www.jstor.org/stable/2547421>.

APPENDIX A. DATA TABLES

Table A-1. Estimates for figure 1: UNDERGRADUATE IMMIGRANT GENERATIONS OVER TIME
Percentage distribution of undergraduates, by immigrant generation: 1999–2000, 2003–04, 2007–08, and 2011–12

Immigrant generation	1999–2000	2003–04	2007–08	2011–12
Immigrants ¹	9.5	10.1	10.1	8.3
Second-generation Americans ²	10.0	11.6	13.2	16.0
Third-generation or higher Americans ³	80.5	78.3	76.7	75.7

¹ Immigrant undergraduates were citizens, permanent residents, or noncitizens eligible for citizenship who were born abroad to at least one foreign-born parent.

² Second-generation American students were born in the United States to at least one parent who was born abroad.

³ Third-generation or higher American students were born in the United States to U.S.-born parents.

NOTE: Estimates exclude foreign students or nonresident aliens who do not have citizenship or were not admitted to the United States for the purpose of obtaining permanent residency. For information on the samples included in these studies, see Staklis, S., and Horn, L. (2012). *New Americans in Postsecondary Education: A Profile of Immigrant and Second-Generation American Undergraduates* (NCES 2012-213). Estimates include undergraduate students who were enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia. The 2011–12 sample design did not include Puerto Rican institutions. To provide comparable estimates over time, sample members from Puerto Rican institutions have been excluded from estimates generated for 1999–2000, 2003–04, and 2007–08. Detail may not sum to totals because of rounding.

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

Table A-2. Estimates for figure 2: IMMIGRANT GENERATION, BY RACE/ETHNICITY
Percentage distribution of undergraduates, by immigrant generation and race/ethnicity: 2011–12

Immigrant generation	White	Black	Hispanic/ Latino	Asian	Other
All undergraduates	58.5	16.2	16.1	4.8	4.4
Immigrants ¹	20.3	15.6	32.4	28.2	3.5
Second-generation Americans ²	23.4	9.6	46.3	13.8	6.8
Third-generation or higher Americans ³	70.1	17.6	7.9	0.3	4.1

¹ Immigrant undergraduates were citizens, permanent residents, or noncitizens eligible for citizenship who were born abroad to at least one foreign-born parent.

² Second-generation American students were born in the United States to at least one parent who was born abroad.

³ Third-generation or higher American students were born in the United States to U.S.-born parents.

NOTE: Black includes African American, and Other includes American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, or students who are more than one race. Race categories exclude Hispanic origin unless specified. Estimates exclude foreign students or nonresident aliens who do not have citizenship or were not admitted to the United States for the purpose of obtaining permanent residency. Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia. Detail may not sum to totals because of rounding.

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

Table A-3. Estimates for figure 3: RACE/ETHNICITY, BY IMMIGRANT GENERATION
Percentage distribution of undergraduates, by race/ethnicity and immigrant generation: 2011–12

Immigrant generation	All undergraduates	White	Black	Hispanic/ Latino	Asian	Other
Immigrants ¹	8.3	2.9	8.1	16.8	48.9	6.6
Second-generation Americans ²	16.0	6.4	9.5	46.0	45.8	24.4
Third-generation or higher Americans ³	75.7	90.7	82.4	37.1	5.3	69.0

¹ Immigrant undergraduates were citizens, permanent residents, or noncitizens eligible for citizenship who were born abroad to at least one foreign-born parent.

² Second-generation American students were born in the United States to at least one parent who was born abroad.

³ Third-generation or higher American students were born in the United States to U.S.-born parents.

NOTE: Black includes African American, and Other includes American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, or students who are more than one race. Race categories exclude Hispanic origin unless specified. Estimates exclude foreign students or nonresident aliens who do not have citizenship or were not admitted to the United States for the purpose of obtaining permanent residency. Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia. Detail may not sum to totals because of rounding.

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

Table A-4. Estimates for figure 4: CITIZENSHIP STATUS
Percentage distribution of immigrant undergraduates, by citizenship status and race/ethnicity: 2011–12

Race/ethnicity	Resident alien	U.S. citizen
All immigrants	50.0	50.0
Hispanic/Latino immigrants	55.8	44.2
Asian immigrants	41.0	59.0
All other immigrants	51.7	48.3

NOTE: Immigrant undergraduates are citizens, permanent residents, or noncitizens eligible for citizenship who were born abroad to at least one foreign-born parent. All other immigrant students includes American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, students who are more than one race, and White and Black or African American immigrants. Estimates exclude foreign students or nonresident aliens who do not have citizenship or were not admitted to the United States for the purpose of obtaining permanent residency. Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia. Detail may not sum to totals because of rounding.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

Table A-5. Estimates for figure 5: AGE AT ARRIVAL, BY RACE/ETHNICITY
Percentage distribution of immigrant undergraduates, by race/ethnicity and age at arrival: 2011–12

Age at arrival ¹	All immigrants	Hispanic/Latino immigrants	Asian immigrants	All other immigrants
Child arrivals	46.1	52.2	44.3	42.3
Adolescent arrivals	19.9	20.2	22.4	17.8
Adult arrivals	34.1	27.6	33.3	39.9

¹ Child arrivals are immigrant students who arrived in the United States before age 12. Adolescent arrivals are immigrant students who arrived in the United States between the ages of 12 and 17. Adult arrivals are immigrant students who arrived in the United States at age 18 or older.

NOTE: Immigrant students are citizens, permanent residents, or noncitizens eligible for citizenship who were born abroad to at least one foreign-born parent. All other immigrant students includes American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, students who are more than one race, and White and Black or African American immigrant students. Estimates exclude foreign students or nonresident aliens who do not have citizenship or were not admitted to the United States for the purpose of obtaining permanent residency. Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia. Detail may not sum to totals because of rounding.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

Table A-6. Estimates for figure 6: TRADITIONAL-AGE UNDERGRADUATES AND PERCENTAGE OF MALES
Percentage of New American undergraduates age 23 or younger, and percentage who were male, by race/ethnicity and immigrant generation: 2011–12

Race/ethnicity and immigrant generation	Age 23 or younger	Sex	
		Male	Female
All undergraduates	82.2	43.0	57.0
Hispanic/Latino			
Immigrants ¹	75.3	38.4	61.6
Second-generation Americans ²	89.0	43.9	56.1
Asian			
Immigrants ¹	85.3	44.5	55.5
Second-generation Americans ²	92.4	47.0	53.0

¹ Immigrant students are citizens, permanent residents, or noncitizens eligible for citizenship who were born abroad to at least one foreign-born parent.

² Second-generation American students were born in the United States to at least one parent who was born abroad.

NOTE: New American students include immigrant and second-generation American students. Estimates exclude foreign students or nonresident aliens who do not have citizenship or were not admitted to the United States for the purpose of obtaining permanent residency. Data for American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, Black or African American, White, or undergraduates with more than one race are not shown separately but are included in the data for all undergraduates. Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia.

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

Table A-7. Estimates for figure 7: PARENTS' EDUCATION AND ENGLISH SPOKEN IN THE HOME
Percentage of New American undergraduates whose parents did not attend postsecondary education, and
percentage who reported English as the primary language spoken in the home, by race/ethnicity and immigrant
generation: 2011–12

Race/ethnicity and immigrant generation	Parents did not attend college	English as the primary language
All undergraduates	33.5	87.1
Hispanic/Latino		
Immigrants ¹	51.7	18.6
Second-generation Americans ²	53.8	62.7
Asian		
Immigrants ¹	39.8	24.2
Second-generation Americans ²	30.2	65.2

¹ Immigrant students are citizens, permanent residents, or noncitizens eligible for citizenship who were born abroad to at least one foreign-born parent.

² Second-generation American students were born in the United States to at least one parent who was born abroad.

NOTE: New American students include immigrant and second-generation American students. Estimates exclude foreign students or nonresident aliens who do not have citizenship or were not admitted to the United States for the purpose of obtaining permanent residency. Data for American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, Black or African American, White, or undergraduates with more than one race are not shown separately but are included in the data for all undergraduates. Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia.

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

Table A-8. Estimates for figure 8: COLLEGE CREDITS EARNED IN HIGH SCHOOL AND DEVELOPMENTAL
COURSETAKING IN COLLEGE
Percentage of New American undergraduates who reported taking college-level courses (advanced placement or
college courses) in high school, and percentage who reported ever taking a developmental course to improve
basic skills since completing high school, by race/ethnicity and immigrant generation: 2011–12

Race/ethnicity and immigrant generation	Earned college credit (AP or credits) in high school	Took a developmental course
All undergraduates	41.7	30.7
Hispanic/Latino		
Immigrants ¹	35.3	45.2
Second-generation Americans ²	49.3	37.6
Asian		
Immigrants ¹	41.3	37.8
Second-generation Americans ²	63.6	26.8

¹ Immigrant students are citizens, permanent residents, or noncitizens eligible for citizenship who were born abroad to at least one foreign-born parent.

² Second-generation American students were born in the United States to at least one parent who was born abroad.

NOTE: New American students include immigrant and second-generation American students. Self-reported data about courses taken in high school prior to college enrollment are available for respondents under age 30 only. Estimates exclude foreign students or nonresident aliens who do not have citizenship or were not admitted to the United States for the purpose of obtaining permanent residency. Data for American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, Black or African American, White, or undergraduates with more than one race are not shown separately but are included in the data for all undergraduates. Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia.

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

Table A-9. Estimates for figure 9: INSTITUTION TYPE
Percentage distribution of New American undergraduates' type of institution, by race/ethnicity and immigrant generation: 2011–12

Race/ethnicity and immigrant generation	Others or attended more than one school	For-profit	Private nonprofit 4-year	Public 4-year	Public 2-year
All undergraduates	9.0	12.9	11.7	28.4	38.1
Hispanic/Latino					
Immigrants ¹	8.1	15.2	5.6	24.5	46.6
Second-generation Americans ²	9.2	13.9	7.8	25.3	43.7
Asian					
Immigrants ¹	9.2	6.2	11.1	32.5	41.1
Second-generation Americans ²	12.0	8.8	13.7	37.3	28.2

¹ Immigrant students are citizens, permanent residents, or noncitizens eligible for citizenship who were born abroad to at least one foreign-born parent.

² Second-generation American students were born in the United States to at least one parent who was born abroad.

NOTE: For-profit institutions include less-than-2-year, 2-year, and 4-year institutions. Estimates exclude foreign students or nonresident aliens who do not have citizenship or were not admitted to the United States for the purpose of obtaining permanent residency. Data for American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, Black or African American, White, or undergraduates with more than one race are not shown separately but are included in the data for all undergraduates. Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia. Detail may not sum to totals because of rounding.

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

Table A-10. Estimates for figure 10: FULL-TIME ATTENDANCE
Percentage of New American undergraduates who attended full time, by race/ethnicity and immigrant generation: 2011–12

Race/ethnicity and immigrant generation	Attend exclusively full-time
All undergraduates	50.5
Hispanic/Latino	
Immigrants ¹	41.1
Second-generation Americans ²	48.9
Asian	
Immigrants ¹	44.2
Second-generation Americans ²	54.9

¹ Immigrant students are citizens, permanent residents, or noncitizens eligible for citizenship who were born abroad to at least one foreign-born parent.

² Second-generation American students were born in the United States to at least one parent who was born abroad.

NOTE: Estimates exclude foreign students or nonresident aliens who do not have citizenship or were not admitted to the United States for the purpose of obtaining permanent residency. Data for American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, Black or African American, White, or undergraduates with more than one race are not shown separately but are included in the data for all undergraduates. Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia.

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

Table A-11. Estimates for figure 11: MAJOR FIELD OF STUDY
Percentage distribution of undergraduates' major field of study, by immigrant generation and race/ethnicity:
2011–12

Immigrant generation and race/ethnicity	Unknown/undecided	Engineering, math, computer, and physical sciences	Social sciences, including psychology	Health care fields	Business	Humanities, general studies, and history	Education and other applied
All undergraduates	5.3	15.0	6.9	18.5	15.2	16.3	22.8
First- and second-generation ^{1,2}							
Asian	7.5	25.5	7.8	15.4	17.2	14.8	11.8
Hispanic/Latino	5.2	13.9	8.8	18.0	13.7	16.8	23.5

¹ Immigrant students are citizens, permanent residents, or noncitizens eligible for citizenship who were born abroad to at least one foreign-born parent.

² Second-generation American students were born in the United States to at least one parent who was born abroad.

NOTE: Computer and information sciences, engineering and engineering technology and biology, physical science, technology, math and agriculture are combined. Social sciences includes psychology. Humanities, history, general studies and all other are combined. Estimates exclude foreign students or nonresident aliens who do not have citizenship or were not admitted to the United States for the purpose of obtaining permanent residency. Data for American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, Black or African American, White, or undergraduates with more than one race are not shown separately but are included in the data for all undergraduates. Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia. Detail may not sum to totals because of rounding.

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

Table A-12. Estimates for figure 12: TRADITIONAL AGE UNDERGRADUATES, COLLEGE CREDIT IN HIGH SCHOOL, AND DEVELOPMENTAL EDUCATION, BY AGE AT ARRIVAL
Percentage of immigrant undergraduates age 23 or younger; among undergraduates under age 30, percentage who reported taking college-level courses (AP/or college courses) in high school, and percentage of all undergraduates who reported ever taking a developmental course to improve basic skills since completing high school, by age at arrival: 2011–12

Age at arrival	Age 23 or younger	Earned college credit (AP or credits) in high school	Took a developmental course
All undergraduates	82.2	41.7	30.7
Adult arrivals	18.5	15.2	48.5
Adolescent arrivals	53.9	36.1	45.7
Child arrivals	61.5	49.8	32.8

NOTE: Child arrivals are immigrant students who arrived in the United States before age 12. Adolescent arrivals are immigrant students who arrived in the United States between the ages of 12 and 17. Adult arrivals are immigrant students who arrived in the United States at age 18 or older. Self-reported data about courses taken in high school prior to college enrollment are available for undergraduates under age 30 only. Estimates exclude foreign students or nonresident aliens who do not have citizenship or were not admitted to the United States for the purpose of obtaining permanent residency. Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia.

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

Table A-13. Estimates for figure 13: INSTITUTION TYPE, BY AGE AT ARRIVAL
Percentage distribution of immigrant undergraduates' type of institution, by age at arrival: 2011–12

Age at arrival	Others or attended more than one school	For-profit	Private nonprofit 4-year	Public 4-year	Public 2-year
All undergraduates	9.0	12.9	11.7	28.4	38.1
Age at arrival ¹					
Child arrivals	8.6	10.1	10.3	30.8	40.2
Adolescent arrivals	8.5	11.2	8.5	30.8	41.0
Adult arrivals	9.5	10.7	6.9	20.8	52.1

¹ Child arrivals are immigrant students who arrived in the United States before age 12. Adolescent arrivals are immigrant students who arrived in the United States between the ages of 12 and 17. Adult arrivals are immigrant students who arrived in the United States at age 18 or older.

NOTE: For-profit institutions include less-than-2-year, 2-year, and 4-year institutions. Estimates exclude foreign students or nonresident aliens who do not have citizenship or were not admitted to the United States for the purpose of obtaining permanent residency. Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia. Detail may not sum to totals because of rounding.

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

Table A-14. Estimates for figure 14: FULL-TIME ENROLLMENT, BY AGE AT ARRIVAL
Percentage of immigrant undergraduates enrolled full time, by age at arrival: 2011–12

Age at arrival	Exclusively full-time
All undergraduates	50.5
Age at arrival ¹	
Child arrivals	46.9
Adolescent arrivals	43.6
Adult arrivals	34.8

¹ Child arrivals are immigrant students who arrived in the United States before age 12. Adolescent arrivals are immigrant students who arrived in the United States between the ages of 12 and 17. Adult arrivals are immigrant students who arrived in the United States at age 18 or older.

NOTE: Estimates exclude foreign students or nonresident aliens who do not have citizenship or were not admitted to the United States for the purpose of obtaining permanent residency. Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia.

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

Table A-15. Estimates for figure 15: MAJOR FIELD OF STUDY, BY AGE AT ARRIVAL
Percentage distribution of undergraduates' major field of study, by age at arrival: 2011–12

Age at arrival	Unknown/undecided	Engineering, math, computer, and physical sciences	Social sciences, including psychology	Health care fields	Business	Humanities, general studies, and history	Education and other applied
All undergraduates	5.3	15.0	6.9	18.5	15.2	16.3	22.8
Age at arrival ¹							
Child arrivals	5.1	21.2	8.5	18.9	14.5	15.5	16.4
Adolescent arrivals	3.4	19.6	6.8	18.6	20.5	15.5	15.6
Adult arrivals	6.9	15.3	4.3	25.4	17.4	13.9	16.8

¹ Child arrivals are immigrant students who arrived in the United States before age 12. Adolescent arrivals are immigrant students who arrived in the United States between the ages of 12 and 17. Adult arrivals are immigrant students who arrived in the United States at age 18 or older.

NOTE: Computer and information sciences, engineering and engineering technology and biology, physical science, technology, math and agriculture are combined. Social sciences includes psychology. Humanities, history, general studies and other are combined. Estimates exclude foreign students or nonresident aliens who do not have citizenship or were not admitted to the United States for the purpose of obtaining permanent residency. Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia. Detail may not sum to totals because of rounding.

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

APPENDIX B. STANDARD ERROR TABLES

Table B-1. Standard errors for table A-1 and figure 1: UNDERGRADUATE IMMIGRANT GENERATIONS OVER TIME
Percentage distribution of undergraduates, by immigrant generation: 1999–2000, 2003–04, 2007–08, and 2011–12

Immigrant generation	1999–2000	2003–04	2007–08	2011–12
Immigrants	0.34	0.36	0.21	0.22
Second-generation Americans	0.38	0.35	0.21	0.23
Third-generation or higher Americans	0.59	0.63	0.28	0.33

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

Table B-2. Standard errors for table A-2 and figure 2: IMMIGRANT GENERATION, BY RACE/ETHNICITY
Percentage distribution of undergraduates, by immigrant generation and race/ethnicity: 2011–12

Immigrant generation	White	Black	Hispanic/ Latino	Asian	Other
All undergraduates	0.43	0.30	0.37	0.13	0.12
Immigrants	0.81	0.94	1.42	1.01	0.38
Second-generation Americans	0.66	0.47	0.79	0.56	0.37
Third-generation or higher Americans	0.40	0.35	0.22	0.03	0.12

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

Table B-3. Standard errors for table A-3 and figure 3: RACE/ETHNICITY, BY IMMIGRANT GENERATION
Percentage distribution of undergraduates, by race/ethnicity and immigrant generation: 2011–12

Immigrant generation	All undergraduates	White	Black	Hispanic/ Latino	Asian	Other
Immigrants	0.33	0.24	0.63	0.78	0.56	1.24
Second-generation Americans	0.23	0.17	0.44	0.64	1.44	1.18
Third-generation or higher Americans	0.22	0.13	0.49	0.72	1.42	0.63

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

Table B-4. Standard errors for table A-4 and figure 4: CITIZENSHIP STATUS
Percentage distribution of immigrant undergraduates, by citizenship status and race/ethnicity: 2011–12

Race/ethnicity	Resident alien	U.S. citizen
All immigrants	1.11	1.11
Hispanic/Latino immigrants	1.77	1.77
Asian immigrants	1.72	1.72
All other immigrants	1.65	1.65

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

Table B-5. Standard errors for table A-5 and figure 5: AGE AT ARRIVAL, BY RACE/ETHNICITY
Percentage distribution of immigrant undergraduates, by race/ethnicity and age at arrival: 2011–12

Age at arrival	All immigrants	Hispanic/Latino immigrants	Asian immigrants	All other immigrants
Child arrivals	0.95	1.91	1.78	1.40
Adolescent arrivals	0.71	1.23	1.36	1.10
Adult arrivals	1.02	1.77	2.07	1.59

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

Table B-6. Standard errors for table A-6 and figure 6: TRADITIONAL-AGE UNDERGRADUATES AND PERCENTAGE OF MALES
Percentage of New American undergraduates age 23 or younger, and percentage who were male, by race/ethnicity and immigrant generation: 2011–12

Race/ethnicity and immigrant generation	Age 23 or younger	Sex	
		Male	Female
All undergraduates	0.25	0.11	0.11
Hispanic/Latino			
Immigrants	1.69	1.65	1.65
Second-generation Americans	0.65	0.92	0.92
Asian			
Immigrants	1.36	1.64	1.64
Second-generation Americans	1.37	1.80	1.80

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

Table B-7. Standard errors for table A-7 and figure 7: PARENTS' EDUCATION AND ENGLISH SPOKEN IN THE HOME
Percentage of New American undergraduates whose parents did not attend postsecondary education, and percentage who reported English as the primary language spoken in the home, by race/ethnicity and immigrant generation: 2011–12

Race/ethnicity and immigrant generation	Parents did not attend college	English as the primary language
All undergraduates	0.27	0.26
Hispanic/Latino		
Immigrants	1.66	1.34
Second-generation Americans	1.19	0.79
Asian		
Immigrants	1.69	1.42
Second-generation Americans	1.74	1.61

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

Table B-8. Standard errors for table A-8 and figure 8: COLLEGE CREDITS EARNED IN HIGH SCHOOL AND DEVELOPMENTAL COURSETAKING IN COLLEGE

Percentage of New American undergraduates who reported taking college-level courses (advanced placement or college courses) in high school, and percentage who reported ever taking a developmental course to improve basic skills since completing high school, by race/ethnicity and immigrant generation: 2011–12

Race/ethnicity and immigrant generation	Earned college credit (AP or credits) in high school	Took a developmental course
All undergraduates	0.27	0.27
Hispanic/Latino		
Immigrants	1.51	1.98
Second-generation Americans	1.00	1.02
Asian		
Immigrants	1.77	1.71
Second-generation Americans	1.83	1.56

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

Table B-9. Standard errors for table A-9 and figure 9: INSTITUTION TYPE
Percentage distribution of New American undergraduates' type of institution, by race/ethnicity and immigrant generation: 2011–12

Race/ethnicity and immigrant generation	Others or attended more than one school	For-profit	Private nonprofit 4-year	Public 4-year	Public 2-year
All undergraduates	0.28	0.03	0.08	0.10	0.14
Hispanic/Latino					
Immigrants	1.08	2.02	0.98	2.86	2.85
Second-generation Americans	0.64	0.81	0.61	1.15	1.49
Asian					
Immigrants	0.96	0.75	1.24	1.74	1.99
Second-generation Americans	1.04	1.49	1.41	1.79	1.82

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

Table B-10. Standard errors for table A-10 and figure 10: FULL-TIME ATTENDANCE
Percentage of New American undergraduates who attended full time, by race/ethnicity and immigrant generation: 2011–12

Race/ethnicity and immigrant generation	Attend exclusively full-time
All undergraduates	0.40
Hispanic/Latino	
Immigrants	1.68
Second-generation Americans	1.16
Asian	
Immigrants	1.64
Second-generation Americans	1.89

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

Table B-11. Standard errors for table A-11 and figure 11: MAJOR FIELD OF STUDY
Percentage distribution of undergraduates' major field of study, by immigrant generation and race/ethnicity: 2011–12

Immigrant generation and race/ethnicity	Unknown/undecided	Engineering, math, computer, and physical sciences	Social sciences, including psychology	Health care fields	Business	Humanities, general studies, and history	Education and other applied
All undergraduates	0.24	0.24	0.15	0.33	0.20	0.30	0.32
First- and second-generation							
Asian	0.75	1.14	0.77	0.94	0.96	1.03	0.91
Hispanic/Latino	0.56	0.68	0.48	0.72	0.68	0.92	0.82

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

Table B-12. Standard errors for table A-12 and figure 12: TRADITIONAL AGE UNDERGRADUATES, COLLEGE CREDIT IN HIGH SCHOOL, AND DEVELOPMENTAL EDUCATION, BY AGE AT ARRIVAL
Percentage of immigrant undergraduates age 23 or younger; among undergraduates under age 30, percentage who reported taking college-level courses (AP/or college courses) in high school, and percentage of all undergraduates who reported ever taking a developmental course to improve basic skills since completing high school, by age at arrival: 2011–12

Age at arrival	Age 23 or younger	Earned college credit (AP or credits) in high school	Took a developmental course
All undergraduates	0.96	0.27	0.27
Adult arrivals	1.19	1.17	2.02
Adolescent arrivals	2.23	1.72	2.06
Child arrivals	1.41	1.32	1.26

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

Table B-13. Standard errors for table A-13 and figure 13: INSTITUTION TYPE, BY AGE AT ARRIVAL
Percentage distribution of immigrant undergraduates' type of institution, by age at arrival: 2011–12

Age at arrival	Others or attended more than one school	For-profit	Private nonprofit 4-year	Public 4-year	Public 2-year
All undergraduates	0.28	0.03	0.08	0.10	0.14
Age at arrival					
Child arrivals	0.75	0.83	0.88	1.30	1.71
Adolescent arrivals	0.89	1.21	1.43	1.75	2.05
Adult arrivals	1.07	1.39	1.06	1.50	2.14

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

**Table B-14. Standard errors for table A-14 and figure 14: FULL-TIME ENROLLMENT, BY AGE AT ARRIVAL
Percentage of immigrant undergraduates enrolled full time, by age at arrival: 2011–12**

Age at arrival	Exclusively full-time
All undergraduates	0.40
Age at arrival	
Child arrivals	1.26
Adolescent arrivals	1.92
Adult arrivals	1.71

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

**Table B-15. Standard errors for table A-15 and figure 15: MAJOR FIELD OF STUDY, BY AGE AT ARRIVAL
Percentage distribution of undergraduates' major field of study, by age at arrival: 2011–12**

Age at arrival	Unknown/ undecided	Engineering, math, computer, and physical sciences	Social sciences, including psychology	Health care fields	Business	Humanities, general studies, and history	Education and other applied
All undergraduates	0.24	0.24	0.15	0.33	0.20	0.30	0.32
Age at arrival							
Child arrivals	0.69	0.95	0.81	0.98	0.99	1.24	1.00
Adolescent arrivals	0.60	1.68	1.18	1.59	1.62	1.54	1.38
Adult arrivals	1.26	1.23	0.75	1.75	1.19	1.30	1.46

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

APPENDIX C. GLOSSARY

This glossary describes the variables used in this study. These variables are primarily from the 2011–12 National Postsecondary Student Aid Study (NPSAS:12), and some are from NPSAS studies conducted in 1999–2000, 2003–04, and 2007–08 (NPSAS:2000, NPSAS:04, and NPSAS:08). In this glossary, the variables are listed in alphabetical order for each study by the labels used for them in the tables and figures. The name of each variable appears to the right of the variable label.

GLOSSARY INDEX

NPSAS:12

Age as of 12/31/2011	AGE
Age when arrived in the United States.....	IMMIAGE
Attended full time	ATTNPTRN
Citizenship.....	CITIZEN2
Earned any college credits in high school.....	HSCRDANY
English primary language spoken	PRIMLANG
Field of study: undergraduate (10 categories)	MAJORS4Y
Immigrant generational status	IMMIGEN
NPSAS institution sector (4 with multiple).....	SECTOR4
Parents' highest education level	PAREduc
Race/ethnicity (with multiple) without foreign students	RACE2
Remedial courses: ever taken	REMEVER
Sex	GENDER
Undergraduate degree program	UGDEG

NPSAS:08

Hispanic type.....	HISPTYPE
Immigrant status.....	IMMIGRA
NPSAS institution state	INSTSTAT

NPSAS:04

Hispanic type.....	HISPTYPE
Immigrant status.....	IMMIGRA
NPSAS institution state	INSTSTAT

NPSAS:2000

Hispanic type.....	NBHISTYP
Immigrant status.....	IMMIGR
NPSAS institution state	INSSTATE

NPSAS:12**Age as of 12/31/2011****AGE**

Indicates the student's age as of 12/31/2011. Information taken from students' federal financial aid application; if not available there, then information taken from the student interview. If both were not available, then the students' institution records were used.

Age when arrived in the United States**IMMIAGE**

Indicates the student's age when they arrived in the United States. Information obtained from student interview questions.

Attended full time**ATTNPTRN**

Indicates whether the student attended full time at all institutions attended during the 2011–12 academic year for all months enrolled from July 2011 through June 2012. Used to identify students who were enrolled full time throughout the 2011–12 academic year. Information taken from the following sources, in order of priority: institution records, student interview, National Student Clearinghouse, and National Student Loan Data System.

Citizenship**CITIZEN2**

Indicates the student's citizenship status during the 2011–12 academic year. Information taken from the following sources, in order of priority: federal financial aid application, student interview, and institution records. In addition, all interview respondents who indicated they were born in the United States were defined as U.S. citizens.

Earned any college credits in high school**HSCRDANY**

Indicates whether the student earned any college credits in high school. College credits can be college credits earned at a college or Advanced Placement credits earned in high school. Information taken from student interview.

English primary language spoken**PRIMLANG**

Indicates the language the student first learned to speak as a child. Used to identify students whose primary language was not English. Information taken from the student interview.

Field of study: undergraduate (10 categories)**MAJORS4Y**

Indicates the student's undergraduate major or field of study in 2011–12. Major categories are based on the U.S. Department of Education's 2010 Classification of Instructional Programs (NCES 2010). This variable was designed for analyzing the field of study of undergraduates attending 4-year institutions or all undergraduates. Information taken from the following sources, in order of priority: student interview, institution records, and National Student Clearinghouse.

Immigrant generational status**IMMIGEN**

Indicates the number of generations the student's family has been in the United States. Second-generation includes U.S.-born citizens with one foreign-born parent. Information was taken from the following sources, in order of priority: student interview, federal financial aid application, and institution records.

NPSAS institution sector (4 with multiple)**SECTOR4**

Indicates the control and level of the NPSAS sample institution attended during the 2011–12 academic year, for students who attended only one institution. Information was taken from records from each institution a student attended during the 2011–12 academic year.

Parents' highest education level**PAREduc**

Indicates the highest level of education achieved by either parent of the student. Used to identify students whose parents did not attend college. If one parent's education level was unknown, then the level of the other parent was used. Information was taken from the student interview or the federal financial aid application.

Race/ethnicity (with multiple) without foreign students**RACE2**

Indicates the student's race/ethnicity with foreign students as a separate category. Information was taken from the following sources, in order of priority: student interview, institution records, and the federal financial aid application.

Remedial courses: ever taken**REMEVER**

Indicates whether the student took remedial or developmental courses to improve basic skills since they completed high school. Information taken from a student interview question reading: "Since you completed high school and through June 30, 2012, have you taken any remedial or developmental courses to improve your basic skills in English, math, reading, or writing? (Remedial or developmental courses are used to strengthen your skills before you take your first college-level course in math, reading, or other subjects. Students are usually assigned to these courses on the basis of a placement test taken before the school year begins. Often, these courses do not count for credit toward graduation.)"

Sex**GENDER**

Indicates the student's gender. Information taken from the following sources, in order of priority: student interview, federal financial aid application, and institution records.

Undergraduate degree program**UGDEG**

Indicates the undergraduate student's degree program during the 2011–12 academic year. Information was taken from the following sources, in order of priority: student interview, institution records, and federal financial aid application.

NPSAS:08**Hispanic type****HISPTYPE**

Indicates the student's type of Hispanic or Latino origin. Information taken from the student interview.

Immigrant status**IMMIGRA**

Indicates the student's immigrant status. Information on citizenship is taken from the following sources, in order of priority: institutional records, student interview, and federal financial aid application. Information on student and parent national origin is taken from the student interview.

NPSAS institution state**INSTSTAT**

Indicates the state where NPSAS sample institution is located. Used to remove Puerto Rican institutions from the sample to be comparable to NPSAS:12. Information taken from the 2005–06 Integrated Postsecondary Education Data System (IPEDS), which was used as the sampling frame for NPSAS:08.

NPSAS:04**Hispanic type****HISPTYPE**

Indicates the student's type of Hispanic or Latino origin. Information taken from the student interview.

Immigrant status**IMMIGRA**

Indicates the student's immigrant status. Information on citizenship is taken from the following sources, in order of priority: institutional records, student interview, and federal financial aid application. Information on student and parent national origin is taken from the student interview.

NPSAS institution state**INSTSTAT**

Indicates the state where NPSAS sample institution is located. Used to remove Puerto Rican institutions from the sample to be comparable to NPSAS:12. Information taken from IPEDS 2001–02, which was used as the sampling frame for NPSAS:04.

NPSAS:2000**Hispanic type****NBHISTYP**

Indicates the student's type of Hispanic or Latino origin. Information taken from IPEDS 1998–99, which was used as the sampling frame for NPSAS:2000.

Immigrant status**IMMIGR**

Indicates the student's immigrant status. Information on citizenship is taken from the following sources: institutional records, student interview, and federal financial aid application. Information on student and parent national origin is taken from the student interview. If sources conflicted, students were assumed to be noncitizens unless students indicated in the interview that they were born in the United States.

NPSAS institution state**INSSTATE**

Indicates the state where NPSAS sample institution is located. Used to remove Puerto Rican institutions from the sample to be comparable to NPSAS:12. Information taken from IPEDS 1998–99, which was used as the sampling frame for NPSAS:2000.

RUN YOUR OWN ANALYSIS WITH DATALAB

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

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

The screenshot displays the DataLab website interface. At the top left, the logo reads "DATALAB" with the tagline "Fast, flexible, powerful." To the right, a contact link says "Questions? Contact NCES nces.info@rti.org". Below the logo are three navigation tabs: "QuickStats", "PowerStats" (which is highlighted with an orange bar), and "TrendStats". The main content area is titled "KEY FEATURES OF POWERSTATS" and contains three feature cards:

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

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

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