

Courses Taken, Credits Earned, and Time to Degree: A First Look at the Postsecondary Transcripts of 2011–12 Beginning Postsecondary Students

First Look

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Courses Taken, Credits Earned, and Time to Degree: A First Look at the Postsecondary Transcripts of 2011–12 Beginning Postsecondary Students

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Xianglei Chen
Lesa R. Caves
Joshua Pretlow
Samuel Austin Caperton
Michael Bryan
Darryl Cooney
RTI International

David A. Richards
Project Officer
National Center for Education Statistics

U.S. Department of Education

Betsy DeVos

Secretary

Institute of Education Sciences

Mark Schneider

Director

National Center for Education Statistics

James L. Woodworth

Commissioner

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Content Contact

National Center for Education Statistics

NCES.info@ed.gov

(800) 677-6987

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Introduction

This First Look report presents selected findings from transcript data collected through the Postsecondary Education Transcript Study (PETS) for the 2011–12 cohort of the Beginning Postsecondary Students Longitudinal Study (BPS:12). The students in the 2011–12 cohort were selected during the 2011–12 National Postsecondary Student Aid Study (NPSAS:12), a cross-sectional study focused on student financial aid.¹ The selected students were nationally representative of undergraduates who entered postsecondary education for the first time in the 2011–12 academic year. After the base-year data collection through NPSAS:12, the 2011–12 cohort members were surveyed two more times: in 2014 and 2017 (BPS:12/14 and BPS:12/17). The base-year and follow-up surveys gathered comprehensive information about students’ demographic backgrounds, enrollment characteristics, academic and social experiences in college, persistence in and completion of postsecondary education, and transition into employment, among other indicators.

Between January 2018 and March 2019, all known postsecondary institutions attended by the BPS:12 cohort students between the 2011–12 and 2016–17 academic years were contacted to provide postsecondary transcripts. These postsecondary institutions were identified based on students’ base-year and follow-up interviews and other sources such as the National Student Clearinghouse (NSC) and the National Student Loan Data System (NSLDS). The obtained transcripts provide the opportunity to create a 6-year record of academic enrollment for the 2011–12 cohort, including coursetaking, credit accumulation, academic performance, and degree completion.

The purpose of this report is to illustrate the range of information available in the PETS data. The selected findings present examples of the estimates that can be obtained from the data and are not intended to address any particular issue. Table 1 presents students’ undergraduate credits and grade point average (GPA) in the first year² as well as over 6 years. Table 2 highlights students’ coursetaking in science, technology, engineering, and mathematics (STEM) and performance in these

¹ NPSAS:12 included a nationally representative sample of about 95,000 undergraduate and 16,000 graduate students attending about 1,500 Title IV eligible postsecondary institutions in the 50 states and the District of Columbia (Wine, Bryan, and Siegel 2013). NPSAS was first administered in 1986–87. It was administered every 3 years thereafter until 1995–96 and has since been administered every 4 years through 2015–16. NPSAS covers broad topics on student enrollment in postsecondary education and how students and their families finance students’ education. More information about NPSAS data collection is available at <https://nces.ed.gov/surveys/npsas>.

² First year in this report refers to the first 12 months of postsecondary enrollment based on the student’s postsecondary start date.

courses.³ Table 3 shows the extent to which students participated in remedial or developmental education after entering college. Table 4 displays students' highest postsecondary attainment disaggregated by their coursetaking experiences. Table 5 shows students' summer enrollment and the number of summer credits earned.⁴ Table 6 presents students' time to complete their first postsecondary credential. Table 7 focuses on bachelor's degree recipients, showing their time to bachelor's degree disaggregated by first-year credit accumulation. All tables in this report were restricted to the 81 percent of PETS respondents for whom transcript information or enrollment data were available for all known postsecondary institutions attended.⁵

The report provides overall estimates as well as estimates for groups of students defined by selected demographic, enrollment, and coursetaking characteristics. All estimates have been weighted to reflect the sample design and to account for nonresponse. This report is descriptive in nature and, therefore, it is not appropriate to draw causal inferences from the results presented. Many of the variables examined in this report may be related to one another, but the estimates do not account for such relationships. All comparisons mentioned in this report were tested for statistical significance using a two-tailed *t* test to ascertain that the differences are larger than would be expected by sampling error. Unless otherwise indicated, all differences cited are statistically significant at the .05 level. No adjustments for multiple comparisons were made.

Appendix A describes the variables used to generate the estimates in this report. Appendix B provides technical notes with information on such topics as sample design, weighting, response rates, and nonresponse bias. Appendix C contains standard errors for all estimates in this report. Readers may find additional information about PETS and BPS:12/17 and the methods employed in collecting and processing various types of data in *2012/17 Beginning Postsecondary Students Longitudinal Study (BPS:12/17): Data File Documentation* (Bryan, Cooney, and Elliott 2019) and *2012 Beginning Postsecondary Students Longitudinal Study (BPS:12) Postsecondary Education Transcript Study (PETS) Data File Documentation* (Bryan et al. forthcoming).

³ STEM courses in this report include mathematics, biological/life sciences, physical sciences, science technologies, engineering and engineering technologies, and computer and information sciences courses. For more details on how STEM fields were classified, see *STEM Attrition: College Students' Paths Into and Out of STEM Fields* (NCES 2014001rev) at <https://nces.ed.gov/pubs2014/2014001rev.pdf>.

⁴ Summer enrollment in this report is defined as enrolling in any course with a start date in May, June, July, or August and an end date in June, July, or August of the same year.

⁵ Students selected in this report differed from students in the full PETS sample in terms of demographic composition and other characteristics; therefore, the sample used in this report may not be representative of the overall population of students. For a detailed discussion of these differences, see appendix B on technical notes and methodology.

Selected Findings

Undergraduate credit accumulation and GPA (table 1)

- Based on the subset of students with complete transcripts or enrollment data, 2011–12 beginning postsecondary students attempted an average of 24 undergraduate credits and earned an average of 20 undergraduate credits and a 2.5 GPA during their first year in postsecondary education. By June 2017, about 6 years after postsecondary entry, they had attempted an average of 88 undergraduate credits and earned an average of 78 undergraduate credits and a 2.6 GPA.

STEM credits and GPA (table 2)

- Almost all (99 percent) 2011–12 beginning postsecondary students had attempted some STEM credits during their enrollment through June 2017. Students who had attempted any STEM credits attempted an average of 27 STEM credits, earned an average of 22 STEM credits, and had a mean STEM GPA of 2.4 as of June 2017.

Remedial coursetaking (table 3)

- Forty-two percent of 2011–12 beginning postsecondary students had taken some remedial courses during their enrollment through June 2017. These students took an average of three remedial courses and passed an average of two of them during this period.

Highest postsecondary attainment (table 4)

- Among 2011–12 beginning postsecondary students who first enrolled in a bachelor's degree program, 63 percent had earned a bachelor's degree as of June 2017; however, the rate was 43 percent for those who took any remedial courses and 51 percent for those who withdrew from one or more courses. Among students who first enrolled in an associate's degree program, 22 percent had earned an undergraduate certificate or associate's degree, 11 percent had earned a bachelor's degree, 12 percent had not earned a credential but were enrolled somewhere, and the majority—56 percent—had not earned a credential and were not enrolled as of June 2017.

Summer enrollment and credits (table 5)

- Twenty-one percent of 2011–12 beginning postsecondary students took classes in the summer of 2011 and/or 2012 (i.e., the summer immediately prior to and the summer immediately following the traditional first academic year of college), and these students earned an average of five combined credits in these two summers. Overall, 47 percent of students had ever enrolled in summer classes as of June 2017. These students earned an average of nine combined credits in summer classes through June 2017.

Time to first postsecondary credential (table 6)

- Among 2011–12 beginning postsecondary students who had earned a postsecondary credential as of June 2017, those whose first credential earned was an undergraduate certificate took an average of 21 months since postsecondary entry to complete it. Students whose first credential earned was an associate's degree took an average of 37 months to complete that degree. Students whose first credential earned was a bachelor's degree took an average of 49 months to complete the degree.

Bachelor's degree attainment and time to first bachelor's degree (table 7)

- Thirty-four percent of 2011–12 beginning postsecondary students had earned a bachelor's degree as of June 2017. Among these bachelor's degree recipients, the percentage who completed their first bachelor's degree in 4 years or less was higher among students who began at private nonprofit 4-year institutions than among students who began at public 4-year institutions and those who began at public 2-year institutions, regardless of the number of credits earned in the first year of postsecondary education.

Tables

Table 1. UNDERGRADUATE CREDITS AND GRADE POINT AVERAGE (GPA): Among 2011–12 beginning postsecondary students, average number of undergraduate credits attempted and earned and mean undergraduate GPA in first year and over 6 years, by first degree program and selected characteristics: June 2017

First degree program ² and selected characteristics	In first year ¹			Over 6 years		
	Average number of undergraduate credits attempted	Average number of undergraduate credits earned	Mean undergraduate GPA	Average number of undergraduate credits attempted	Average number of undergraduate credits earned	Mean undergraduate GPA
Total	23.9	19.8	2.5	87.7	77.7	2.6
Sex						
Male	23.9	19.4	2.4	86.0	74.7	2.4
Female	24.5	20.9	2.7	92.3	83.3	2.7
Race/ethnicity ³						
White	25.0	21.4	2.7	93.1	84.7	2.7
Black	21.5	15.6	2.0	71.8	57.4	2.0
Hispanic	22.5	18.0	2.5	82.0	69.4	2.5
Asian	28.1	25.1	2.9	115.8	107.9	2.9
Other	24.2	19.7	2.5	88.9	77.2	2.5
Highest education attained by either parent, 2011–12 ⁴						
High school diploma or less	22.0	17.1	2.3	70.4	58.9	2.3
Some postsecondary education	23.9	19.7	2.5	87.0	75.8	2.6
Bachelor's or higher degree	26.7	23.5	2.8	109.0	100.9	2.8
Dependency status and family responsibilities, 2011–12 ⁵						
Dependent	25.4	21.5	2.6	98.8	88.5	2.6
Independent	19.4	14.9	2.4	51.2	42.0	2.4
Unmarried, no dependent(s)	20.1	15.1	2.4	57.1	46.6	2.3
Unmarried, with dependent(s)	19.0	14.0	2.2	45.3	35.7	2.2
Married, no dependent(s)	16.3	13.5	2.9	46.8	40.6	2.9
Married, with dependent(s)	20.0	17.0	2.9	53.0	45.7	2.8
High school GPA ⁶						
Below 2.00	21.5	14.9	1.9	66.3	50.0	2.0
2.00–2.49	22.8	17.2	2.1	78.8	64.1	2.2
2.50–2.99	23.7	18.9	2.4	85.8	72.6	2.4
3.00–3.49	24.8	21.1	2.6	95.7	85.8	2.7
3.50–4.00	26.0	22.8	2.8	101.6	95.4	2.8
Undergraduate certificate program	19.3	16.6	2.7	36.3	31.3	2.7
Sex						
Male	19.9	15.5	2.5	34.8	27.6	2.5
Female	19.0	17.3	2.8	37.2	33.5	2.8
Race/ethnicity ³						
White	17.7	14.9	2.6	34.6	29.9	2.6
Black	15.7	12.8	2.6	30.5	25.1	2.6
Hispanic	23.7	21.4	2.9	42.5	37.5	2.9
Asian	18.8 !	15.9	‡	34.7 !	29.2 !	‡
Other	22.7	19.0	2.4	37.5	31.8	2.4
Highest education attained by either parent, 2011–12 ⁴						
High school diploma or less	19.4	16.9	2.7	35.1	30.4	2.7
Some postsecondary education	19.7	17.1	2.7	38.5	33.4	2.7
Bachelor's or higher degree	18.7	16.0	2.6	40.5	35.4	2.6
Dependency status and family responsibilities, 2011–12 ⁵						
Dependent	19.7	16.7	2.5	43.3	37.0	2.5
Independent	19.0	16.5	2.8	29.7	26.0	2.8
Unmarried, no dependent(s)	20.5	17.2	2.8	30.3	25.6	2.8
Unmarried, with dependent(s)	17.3	14.7	2.6	29.2	25.4	2.7
Married, no dependent(s)	14.5 !	14.2 !	3.3	24.6	22.5	3.3
Married, with dependent(s)	22.7	21.0	3.1	32.2	29.5	3.0

See notes at end of table.

Table 1. UNDERGRADUATE CREDITS AND GRADE POINT AVERAGE (GPA): Among 2011–12 beginning postsecondary students, average number of undergraduate credits attempted and earned and mean undergraduate GPA in first year and over 6 years, by first degree program and selected characteristics: June 2017—Continued

First degree program ² and selected characteristics	In first year ¹			Over 6 years		
	Average number of undergraduate credits attempted	Average number of undergraduate credits earned	Mean undergraduate GPA	Average number of undergraduate credits attempted	Average number of undergraduate credits earned	Mean undergraduate GPA
High school GPA ⁶						
Below 2.00	23.6	18.9	2.3	41.8	32.8	2.2
2.00–2.49	20.1	17.7	2.3	42.0	36.9	2.5
2.50–2.99	21.8	19.7	2.9	38.6	34.1	2.8
3.00–3.49	18.1	14.5	2.5	35.6	29.6	2.5
3.50–4.00	14.6	12.6	2.7	37.1	32.4	2.8
Associate's degree program	20.5	15.2	2.3	67.7	55.3	2.3
Sex						
Male	20.2	14.5	2.1	64.2	51.2	2.2
Female	20.8	15.9	2.4	71.0	59.1	2.4
Race/ethnicity ³						
White	21.2	16.4	2.4	68.7	58.0	2.5
Black	18.4	11.3	1.7	52.6	37.7	1.7
Hispanic	19.8	14.5	2.3	71.5	57.2	2.3
Asian	23.3	18.6	2.5	91.8	77.5	2.5
Other	20.4	14.7	2.1	69.2	55.4	2.1
Highest education attained by either parent, 2011–12 ⁴						
High school diploma or less	19.5	13.8	2.1	58.7	46.3	2.2
Some postsecondary education	21.1	16.3	2.4	70.3	58.0	2.4
Bachelor's or higher degree	21.8	16.7	2.4	80.4	68.1	2.4
Dependency status and family responsibilities, 2011–12 ⁵						
Dependent	21.3	15.9	2.2	74.5	61.3	2.3
Independent	18.6	13.4	2.3	50.4	40.0	2.3
Unmarried, no dependent(s)	17.9	12.5	2.2	52.0	40.7	2.2
Unmarried, with dependent(s)	19.2	13.1	2.1	45.2	33.8	2.0
Married, no dependent(s)	17.1	13.4	2.8	49.6	42.6	2.9
Married, with dependent(s)	19.3	15.8	2.8	57.8	49.5	2.7
High school GPA ⁶						
Below 2.00	19.9	13.0	1.8	64.2	46.7	1.9
2.00–2.49	21.1	15.2	2.1	69.7	54.8	2.1
2.50–2.99	20.8	15.1	2.2	68.6	54.7	2.3
3.00–3.49	21.0	16.4	2.4	73.0	61.9	2.5
3.50–4.00	19.8	13.8	2.1	64.1	52.7	2.2

See notes at end of table.

Table 1. UNDERGRADUATE CREDITS AND GRADE POINT AVERAGE (GPA): Among 2011–12 beginning postsecondary students, average number of undergraduate credits attempted and earned and mean undergraduate GPA in first year and over 6 years, by first degree program and selected characteristics: June 2017—Continued

First degree program ² and selected characteristics	In first year ¹			Over 6 years		
	Average number of undergraduate credits attempted	Average number of undergraduate credits earned	Mean undergraduate GPA	Average number of undergraduate credits attempted	Average number of undergraduate credits earned	Mean undergraduate GPA
Bachelor's degree program	28.4	25.2	2.8	116.9	108.1	2.8
Sex						
Male	27.9	24.4	2.6	113.1	103.0	2.7
Female	28.8	25.9	2.9	120.3	112.6	3.0
Race/ethnicity ³						
White	28.8	26.1	2.9	119.1	112.2	3.0
Black	26.4	21.3	2.3	103.8	87.8	2.3
Hispanic	26.8	22.6	2.6	113.3	100.6	2.7
Asian	30.8	28.4	3.0	129.0	123.7	3.0
Other	27.7	23.8	2.7	110.4	99.7	2.7
Highest education attained by either parent, 2011–12 ⁴						
High school diploma or less	26.7	22.3	2.5	102.0	89.7	2.5
Some postsecondary education	28.2	24.6	2.7	114.5	103.8	2.8
Bachelor's or higher degree	29.2	26.8	3.0	125.0	118.5	3.0
Dependency status and family responsibilities, 2011–12 ⁵						
Dependent	28.8	25.8	2.8	120.5	111.9	2.9
Independent	22.8	18.4	2.4	75.3	64.2	2.4
Unmarried, no dependent(s)	25.3	20.1	2.3	84.8	72.6	2.4
Unmarried, with dependent(s)	20.8	16.4	2.3	67.3	56.6	2.2
Married, no dependent(s)	16.2	13.8	2.8	63.3	55.1	2.6
Married, with dependent(s)	21.9	19.1	2.9	64.1	54.2	2.7
High school GPA ⁶						
Below 2.00	25.6	18.4	2.0	82.8	66.3	2.1
2.00–2.49	26.9	21.1	2.2	107.0	90.0	2.3
2.50–2.99	27.3	22.9	2.5	110.9	96.8	2.5
3.00–3.49	28.5	25.3	2.7	119.0	109.5	2.8
3.50–4.00	29.6	27.6	3.1	124.0	120.2	3.2

¹ Interpret data with caution. Estimate is unstable because the standard error is between 30 and 50 percent of the estimate.

² Reporting standards not met either because the standard error is greater than 50 percent of the estimate or there are too few cases for a reliable estimate.

³ First year refers to the first 12 months of postsecondary enrollment based on the student's postsecondary start date.

⁴ First degree program is the self-reported degree program in which the student was enrolled in 2011–12. Students who did not enroll for a specific degree in 2011–12 are included in the total but not shown separately.

⁵ Black includes African American, Hispanic includes Latino, and Other includes American Indian, Alaska Native, Native Hawaiian, Other Pacific Islander, and individuals who indicated Two or more races. Race categories exclude persons of Hispanic origin.

⁶ The 4 percent of students who did not have parents' education information are included in the total but not shown separately. "Some postsecondary education" means that at least one parent attended postsecondary education and may have earned a credential up to an associate's degree, but neither parent earned a bachelor's or advanced degree.

⁷ Independent students are age 24 or over and students under age 24 who are married, have dependents, are veterans or on active duty, are orphans or wards of the courts, are homeless or at risk of homelessness, or were determined to be independent by a financial aid officer using professional judgment. Other undergraduates under age 24 are considered to be dependent. Unmarried includes students who were separated, widowed, or divorced. Students are considered to have a dependent if they have a child or any others for whom they are the caretaker or have financial responsibility. A spouse is not considered to be a dependent.

⁸ Information on high school GPA was not collected for the 7 percent of students who were age 30 or older as of 12/31/2011.

NOTE: The table includes the 81 percent of PETS respondents for whom transcript information or enrollment data were available for all known postsecondary institutions attended. Estimates pertain to individuals who were beginning postsecondary students in 2011–12 at 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, 2012 Beginning Postsecondary Students Longitudinal Study (BPS:12) Postsecondary Education Transcript Study (PETS).

Table 2. SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM) CREDITS AND GRADE POINT AVERAGE (GPA): Percentage of 2011–12 beginning postsecondary students who attempted any STEM credits and, among those students, average number of STEM credits attempted and earned and mean STEM GPA, by selected characteristics: June 2017

Selected characteristics	Percent who attempted any STEM credits	Among students who attempted STEM credits		
		Average number of STEM credits attempted	Average number of STEM credits earned	Mean STEM GPA
Total	99.1	26.6	22.1	2.4
Sex				
Male	99.2	30.0	24.8	2.3
Female	99.1	24.2	20.4	2.5
Race/ethnicity ¹				
White	99.3	27.3	23.6	2.6
Black	99.1	21.2	15.1	1.9
Hispanic	98.1	24.5	18.7	2.2
Asian	100.0	45.0	40.8	2.8
Other	99.7	25.5	20.4	2.3
Highest education attained by either parent, 2011–12 ²				
High school diploma or less	98.9	21.3	16.3	2.2
Some postsecondary education	99.3	25.2	20.5	2.3
Bachelor's or higher degree	99.3	32.5	28.7	2.7
Dependency status and family responsibilities, 2011–12 ³				
Dependent	99.3	29.1	24.6	2.4
Independent	98.6	16.5	12.4	2.3
Unmarried, no dependent(s)	98.8	19.3	14.6	2.3
Unmarried, with dependent(s)	98.2	14.0	9.8	2.1
Married, no dependent(s)	99.9	16.2	13.3	2.8
Married, with dependent(s)	98.7	15.9	12.6	2.6
High school GPA ⁴				
Below 2.00	99.1	20.7	14.0	1.8
2.00–2.49	98.4	22.8	16.6	2.0
2.50–2.99	99.4	23.6	17.9	2.2
3.00–3.49	99.2	26.8	22.5	2.5
3.50–4.00	99.3	34.1	31.0	2.7
Control and level of first institution attended				
Public 2-year	98.7	21.8	16.0	2.1
Public 4-year	99.7	34.0	29.3	2.5
Private nonprofit 4-year	99.7	28.6	27.0	2.8
For-profit	98.7	12.1	9.8	2.6
Other ⁵	97.0	10.8	8.6	2.3

See notes at end of table.

Table 2. SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM) CREDITS AND GRADE POINT AVERAGE (GPA): Percentage of 2011–12 beginning postsecondary students who attempted any STEM credits and, among those students, average number of STEM credits attempted and earned and mean STEM GPA, by selected characteristics: June 2017—Continued

Selected characteristics	Among students who attempted STEM credits			
	Percent who attempted any STEM credits	Average number of STEM credits attempted	Average number of STEM credits earned	Mean STEM GPA
First degree program, 2011–12 ⁶				
No certificate or degree	100.0	16.6	10.5	2.1
Undergraduate certificate	98.3	12.1	9.1	2.5
Associate's degree	98.6	21.3	15.9	2.2
Bachelor's degree	99.7	32.9	29.1	2.6

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

¹ Black includes African American, Hispanic includes Latino, and Other includes American Indian, Alaska Native, Native Hawaiian, Other Pacific Islander, and individuals who indicated Two or more races. Race categories exclude persons of Hispanic origin.

² The 4 percent of students who did not have parents' education information are included in the total but not shown separately. "Some postsecondary education" means that at least one parent attended postsecondary education and may have earned a credential up to an associate's degree, but neither parent earned a bachelor's or advanced degree.

³ Independent students are age 24 or over and students under age 24 who are married, have dependents, are veterans or on active duty, are orphans or wards of the courts, are homeless or at risk of homelessness, or were determined to be independent by a financial aid officer using professional judgment. Other undergraduates under age 24 are considered to be dependent. Unmarried includes students who were separated, widowed, or divorced. Students are considered to have a dependent if they have a child or any others for whom they are the caretaker or have financial responsibility. A spouse is not considered to be a dependent.

⁴ Information on high school GPA was not collected for the 7 percent of students who were age 30 or older as of 12/31/2011.

⁵ Includes public less-than-2-year, private nonprofit 2-year, and private nonprofit less-than-2-year institutions.

⁶ First degree program is the self-reported degree program in which the student was enrolled in 2011–12.

NOTE: STEM credits are the sum of the credits earned in mathematics, biological/life sciences, physical sciences, science technologies, engineering and engineering technologies, and computer and information sciences. The table includes the 81 percent of PETS respondents for whom transcript information or enrollment data were available for all known postsecondary institutions attended. Estimates pertain to individuals who were beginning postsecondary students in 2011–12 at 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, 2012 Beginning Postsecondary Students Longitudinal Study (BPS:12) Postsecondary Education Transcript Study (PETS).

Table 3. REMEDIAL COURSETAKING: Percentage of 2011–12 beginning postsecondary students who took any remedial courses and, among those students, average number of remedial courses taken and passed, by selected characteristics: June 2017

Selected characteristics	Percent who took any remedial courses	Among students who took remedial courses	
		Average number of remedial courses taken	Average number of remedial courses passed
Total	41.7	2.8	1.9
Sex			
Male	41.3	2.8	1.7
Female	42.0	2.8	1.9
Race/ethnicity ¹			
White	36.3	2.4	1.6
Black	54.7	3.5	2.0
Hispanic	51.8	3.3	2.2
Asian	32.2	3.0	2.3
Other	44.0	2.9	1.8
Highest education attained by either parent, 2011–12 ²			
High school diploma or less	49.3	3.0	1.9
Some postsecondary education	46.6	2.7	1.8
Bachelor's or higher degree	31.4	2.6	1.8
Dependency status and family responsibilities, 2011–12 ³			
Dependent	39.8	2.8	1.9
Independent	49.0	2.9	1.8
Unmarried, no dependent(s)	47.7	2.9	1.8
Unmarried, with dependent(s)	49.5	2.8	1.6
Married, no dependent(s)	50.6	2.2	1.6
Married, with dependent(s)	49.9	3.1	2.4
High school GPA ⁴			
Below 2.00	61.6	3.2	2.1
2.00–2.49	58.8	3.1	2.0
2.50–2.99	51.7	2.9	2.0
3.00–3.49	40.1	2.5	1.8
3.50–4.00	26.6	2.7	1.6
Control and level of first institution attended			
Public 2-year	65.0	3.1	2.0
Public 4-year	31.4	2.3	1.6
Private nonprofit 4-year	17.1	2.0	1.6
For-profit	21.9	2.4	1.7
Other ⁵	30.4 !	‡	‡

See notes at end of table.

Table 3. REMEDIAL COURSETAKING: Percentage of 2011–12 beginning postsecondary students who took any remedial courses and, among those students, average number of remedial courses taken and passed, by selected characteristics: June 2017—Continued

Selected characteristics	Percent who took any remedial courses	Among students who took remedial courses	
		Average number of remedial courses taken	Average number of remedial courses passed
First degree program, 2011–12 ⁶			
No certificate or degree	50.2	3.5	2.0
Undergraduate certificate	23.6	2.8	1.9
Associate's degree	63.6	3.1	2.0
Bachelor's degree	24.9	2.2	1.5

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

‡ Reporting standards not met either because the standard error is greater than 50 percent of the estimate or there are too few cases for a reliable estimate.

¹ Black includes African American, Hispanic includes Latino, and Other includes American Indian, Alaska Native, Native Hawaiian, Other Pacific Islander, and individuals who indicated Two or more races. Race categories exclude persons of Hispanic origin.

² The 4 percent of students who did not have parents' education information are included in the total but not shown separately. "Some postsecondary education" means that at least one parent attended postsecondary education and may have earned a credential up to an associate's degree, but neither parent earned a bachelor's or advanced degree.

³ Independent students are age 24 or over and students under age 24 who are married, have dependents, are veterans or on active duty, are orphans or wards of the courts, are homeless or at risk of homelessness, or were determined to be independent by a financial aid officer using professional judgment. Other undergraduates under age 24 are considered to be dependent. Unmarried includes students who were separated, widowed, or divorced. Students are considered to have a dependent if they have a child or any others for whom they are the caretaker or have financial responsibility. A spouse is not considered to be a dependent.

⁴ GPA = Grade point average. Information on high school GPA was not collected for the 7 percent of students who were age 30 or older as of 12/31/2011.

⁵ Includes public less-than-2-year, private nonprofit 2-year, and private nonprofit less-than-2-year institutions.

⁶ First degree program is the self-reported degree program in which the student was enrolled in 2011–12.

NOTE: Remedial courses are precollege-level courses provided by postsecondary institutions to help academically underprepared students succeed in college-level courses. The table includes the 81 percent of PETS respondents for whom transcript information or enrollment data were available for all known postsecondary institutions attended. Estimates pertain to individuals who were beginning postsecondary students in 2011–12 at 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, 2012 Beginning Postsecondary Students Longitudinal Study (BPS:12) Postsecondary Education Transcript Study (PETS).

Table 4. HIGHEST POSTSECONDARY ATTAINMENT: Percentage distribution of 2011–12 beginning postsecondary students' highest postsecondary attainment, by first degree program and selected coursetaking experiences: June 2017

First degree program ¹ and selected coursetaking experiences	No credential, not currently enrolled	No credential, currently enrolled at less-than-4-year institution	No credential, currently enrolled at 4-year institution	Attained an undergraduate certificate	Attained an associate's degree	Attained a bachelor's degree
Total	39.9	4.2	5.9	6.4	9.1	34.5
Undergraduate certificate program	39.1	3.7 !	‡	53.7	2.0 !	‡
Took any remedial courses ²						
Yes	46.7	12.1 !	‡	32.1	4.7 !	‡
No	36.4	1.0 !	0.3 !	60.9	1.2 !	‡
Withdrew from any courses						
Yes	61.9	8.0 !	‡	23.1	2.7 !	‡
No	30.1	‡	0.2 !	65.6	1.8 !	‡
Received any noncourse credits ³						
Yes	‡	‡	‡	39.1 !	‡	‡
No	39.0	3.7 !	‡	54.2	1.8 !	‡
Associate's degree program	55.6	5.9	5.7	4.8	17.4	10.6
Took any remedial courses ²						
Yes	57.4	7.8	5.0	4.9	17.1	7.8
No	52.5	2.8	6.9	4.6	17.8	15.5
Withdrew from any courses						
Yes	59.2	7.3	6.2	3.7	15.1	8.6
No	49.8	3.8	4.9	6.5	21.1	13.9
Received any noncourse credits ³						
Yes	27.5	5.3 !	11.8	3.0 !	23.7	28.7
No	57.3	6.0	5.3	4.9	17.0	9.6
Bachelor's degree program	23.7	2.2	7.1	0.9	3.6	62.5
Took any remedial courses ²						
Yes	35.2	3.9	9.6	1.4	6.9	43.1
No	19.8	1.6	6.2	0.8	2.5	69.1
Withdrew from any courses						
Yes	30.4	3.3	10.1	1.0	4.5	50.7
No	16.2	1.0	3.7	0.8	2.7	75.6
Received any noncourse credits ³						
Yes	9.3	0.8 !	6.1	0.4	1.9	81.5
No	29.4	2.7	7.4	1.1	4.3	55.1

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

‡ Reporting standards not met either because the standard error is greater than 50 percent of the estimate or there are too few cases for a reliable estimate.

¹ First degree program is the self-reported degree program in which the student was enrolled in 2011–12. Students who did not enroll for a specific degree in 2011–12 are included in the total but not shown separately.

² Remedial courses are precollege-level courses provided by postsecondary institutions to help academically underprepared students succeed in college-level courses.

³ Includes AP/IB credits and credits earned through work, military, the College-Level Examination Program, and other noncourse credits reported on transcripts. Does not include credits earned for completing college-level classes while in high school (i.e., dual enrollment).

NOTE: Student's highest postsecondary attainment was derived from postsecondary transcripts, and the estimates in the total row may be different from those reported elsewhere using BPS:12/17 student interview data. The table includes the 81 percent of PETS respondents for whom transcript information or enrollment data were available for all known postsecondary institutions attended. Estimates pertain to individuals who were beginning postsecondary students in 2011–12 at 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, 2012 Beginning Postsecondary Students Longitudinal Study (BPS:12) Postsecondary Education Transcript Study (PETS).

Table 5. SUMMER ENROLLMENT AND CREDITS: Percentage of 2011–12 beginning postsecondary students who ever enrolled in summer classes and, among those students, average number of credits earned in summer classes, by selected characteristics: June 2017

Selected characteristics	Ever enrolled in summer classes	Average number of credits earned in summer classes ¹	Enrolled in summer classes in 2011 and/or 2012	Average number of credits earned in summer classes in 2011 and 2012 ¹	Enrolled in summer classes in 2013	Average number of credits earned in summer classes in 2013 ¹
Total	47.3	8.8	21.4	4.9	18.6	4.9
Sex						
Male	45.5	8.2	20.7	4.6	16.5	4.9
Female	50.2	9.3	22.3	5.1	20.9	5.0
Race/ethnicity ²						
White	48.5	8.7	21.1	4.9	19.7	5.0
Black	41.1	9.0	21.2	4.8	14.9	4.8
Hispanic	46.7	8.9	22.5	5.0	16.9	5.0
Asian	62.7	10.0	25.9	5.2	26.4	5.2
Other	48.0	8.2	19.3	4.7	18.0	4.7
Highest education attained by either parent, 2011–12 ³						
High school diploma or less	40.7	8.5	19.5	5.3	14.5	4.9
Some postsecondary education	47.5	8.7	22.7	4.6	18.0	4.9
Bachelor's or higher degree	55.1	9.2	22.3	4.8	23.7	5.0
Dependency status and family responsibilities, 2011–12 ⁴						
Dependent	49.9	8.8	20.0	4.7	19.8	4.9
Independent	40.2	9.1	27.8	5.5	14.9	5.2
Unmarried, no dependent(s)	37.2	8.8	22.8	5.0	13.9	5.0 !
Unmarried, with dependent(s)	38.4	9.0	29.0	5.6	13.2	5.4
Married, no dependent(s)	45.1	9.2	31.4	5.0	17.9	5.0
Married, with dependent(s)	48.1	9.5	34.2	6.3	19.4	5.2
High school GPA ⁵						
Below 2.00	42.0	6.8	20.9	3.8	11.8	4.5
2.00–2.49	46.6	8.6	24.2	4.6	15.1	4.7
2.50–2.99	46.5	8.9	19.5	5.1	15.6	4.9
3.00–3.49	50.5	8.7	20.3	4.7	20.3	4.7
3.50–4.00	48.0	9.0	19.9	5.0	21.4	5.3
Control and level of first institution attended						
Public 2-year	43.5	8.1	23.1	4.4	16.1	4.5
Public 4-year	57.6	9.5	21.1	4.8	24.9	5.1
Private nonprofit 4-year	45.4	8.2	13.3	5.0	18.2	5.0
For-profit	37.1	9.6	30.4	6.5	11.0 !	5.7
Other ⁶	‡	‡	‡	‡	‡	‡

See notes at end of table.

Table 5. SUMMER ENROLLMENT AND CREDITS: Percentage of 2011–12 beginning postsecondary students who ever enrolled in summer classes and, among those students, average number of credits earned in summer classes, by selected characteristics: June 2017—Continued

Selected characteristics	Ever enrolled in summer classes	Average number of credits earned in summer classes¹	Enrolled in summer classes in 2011 and/or 2012	Average number of credits earned in summer classes in 2011 and 2012¹	Enrolled in summer classes in 2013	Average number of credits earned in summer classes in 2013¹
First degree program, 2011–12 ⁷						
No certificate or degree	42.9	5.9	22.5 !	2.5	18.8 !	‡
Undergraduate certificate	28.3	6.9	21.0	6.0	4.4	4.3
Associate's degree	42.8	8.5	23.1	4.9	15.4	4.7
Bachelor's degree	55.6	9.2	20.2	4.9	24.0	5.1

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

‡ Reporting standards not met either because the standard error is greater than 50 percent of the estimate or there are too few cases for a reliable estimate.

¹ The number of credits earned in summer classes is calculated only for students who ever enrolled in summer classes.

² Black includes African American, Hispanic includes Latino, and Other includes American Indian, Alaska Native, Native Hawaiian, Other Pacific Islander, and individuals who indicated Two or more races. Race categories exclude persons of Hispanic origin.

³ The 4 percent of students who did not have parents' education information are included in the total but not shown separately. "Some postsecondary education" means that at least one parent attended postsecondary education and may have earned a credential up to an associate's degree, but neither parent earned a bachelor's or advanced degree.

⁴ Independent students are age 24 or over and students under age 24 who are married, have dependents, are veterans or on active duty, are orphans or wards of the courts, are homeless or at risk of homelessness, or were determined to be independent by a financial aid officer using professional judgment. Other undergraduates under age 24 are considered to be dependent. Unmarried includes students who were separated, widowed, or divorced. Students are considered to have a dependent if they have a child or any others for whom they are the caretaker or have financial responsibility. A spouse is not considered to be a dependent.

⁵ GPA = Grade point average. Information on high school GPA was not collected for the 7 percent of students who were age 30 or older as of 12/31/2011.

⁶ Includes public less-than-2-year, private nonprofit 2-year, and private nonprofit less-than-2-year institutions.

⁷ First degree program is the self-reported degree program in which the student was enrolled in 2011–12.

NOTE: Summer enrollment is defined as enrolling in any course with a start date in May, June, July, or August and an end date in June, July, or August of the same year. "Ever enrolled in summer classes" counts any summer enrollment through June 2017. The table includes the 81 percent of PETS respondents for whom transcript information or enrollment data were available for all known postsecondary institutions attended. Estimates pertain to individuals who were beginning postsecondary students in 2011–12 at 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, 2012 Beginning Postsecondary Students Longitudinal Study (BPS:12) Postsecondary Education Transcript Study (PETS).

Table 6. TIME TO FIRST POSTSECONDARY CREDENTIAL: Percentage of 2011–12 beginning postsecondary students who ever earned a postsecondary credential and, among those students, average number of months elapsed between postsecondary entry and first credential receipt, by type of first credential and selected characteristics: June 2017

Selected characteristics	Percent of students who ever earned a postsecondary credential ¹	Average number of months elapsed between postsecondary entry and first undergraduate certificate for students who first earned an undergraduate certificate ²	Average number of months elapsed between postsecondary entry and first associate's degree for students who first earned an associate's degree ²	Average number of months elapsed between postsecondary entry and first bachelor's degree for students who first earned a bachelor's degree ²
Total	49.6	20.8	37.1	48.5
Sex				
Male	44.9	22.6	37.0	49.3
Female	56.0	19.8	37.2	47.9
Race/ethnicity ³				
White	55.1	22.0	35.7	48.0
Black	35.0	21.1	38.2	50.7
Hispanic	44.9	17.0	38.7	49.0
Asian	67.0	26.6	45.0	49.7
Other	45.3	25.7	39.4	49.1
Highest education attained by either parent, 2011–12 ⁴				
High school diploma or less	38.0	19.6	36.6	50.0
Some postsecondary education	48.0	22.3	37.5	48.2
Bachelor's or higher degree	64.7	23.5	37.1	48.1
Dependency status and family responsibilities, 2011–12 ⁵				
Dependent	55.8	22.9	37.2	48.4
Independent	30.7	17.1	37.0	49.8
Unmarried, no dependent(s)	31.9	17.3	37.0	49.1
Unmarried, with dependent(s)	28.6	15.1	39.4	51.9
Married, no dependent(s)	31.5	21.9	36.8	‡
Married, with dependent(s)	32.4	18.9	33.5	‡
High school GPA ⁶				
Below 2.00	28.9	19.8	46.0	51.3
2.00–2.49	39.6	24.0	38.7	50.9
2.50–2.99	43.5	23.2	38.2	50.1
3.00–3.49	53.7	20.7	36.8	48.7
3.50–4.00	62.9	22.2	34.8	47.4
Control and level of first institution attended				
Public 2-year	31.4	28.3	39.3	52.5
Public 4-year	61.7	34.0	37.2	48.8
Private nonprofit 4-year	73.6	39.7	33.8	47.2
For-profit	49.1	11.0	26.0	44.9
Other ⁷	45.5	13.8	‡	‡

See notes at end of table.

Table 6. TIME TO FIRST POSTSECONDARY CREDENTIAL: Percentage of 2011–12 beginning postsecondary students who ever earned a postsecondary credential and, among those students, average number of months elapsed between postsecondary entry and first credential receipt, by type of first credential and selected characteristics: June 2017—Continued

Selected characteristics	Percent of students who ever earned a postsecondary credential ¹	Average number of months elapsed between postsecondary entry and first undergraduate certificate ²	Average number of months elapsed between postsecondary entry and first associate's degree ²	Average number of months elapsed between postsecondary entry and first bachelor's degree ²
First degree program, 2011–12 ³				
No certificate or degree	26.5 !	‡	‡	‡
Undergraduate certificate	55.9	12.3	31.2	‡
Associate's degree	32.5	29.5	36.7	45.2
Bachelor's degree	66.6	36.4	38.2	48.7

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

‡ Reporting standards not met either because the standard error is greater than 50 percent of the estimate or there are too few cases for a reliable estimate.

¹ Estimates of the percentage of students who ever earned a postsecondary credential do not match the sum of the percentages of students who earned an undergraduate certificate, an associate's degree, and a bachelor's degree in table 4 due to different amounts of missing data in attainment variables used in the two tables.

² The number of months elapsed was calculated from postsecondary entry date to first credential award date.

³ Black includes African American, Hispanic includes Latino, and Other includes American Indian, Alaska Native, Native Hawaiian, Other Pacific Islander, and individuals who indicated Two or more races. Race categories exclude persons of Hispanic origin.

⁴ The 4 percent of students who did not have parents' education information are included in the total but not shown separately. "Some postsecondary education" means that at least one parent attended postsecondary education and may have earned a credential up to an associate's degree, but neither parent earned a bachelor's or advanced degree.

⁵ Independent students are age 24 or over and students under age 24 who are married, have dependents, are veterans or on active duty, are orphans or wards of the courts, are homeless or at risk of homelessness, or were determined to be independent by a financial aid officer using professional judgment. Other undergraduates under age 24 are considered to be dependent. Unmarried includes students who were separated, widowed, or divorced. Students are considered to have a dependent if they have a child or any others for whom they are the caretaker or have financial responsibility. A spouse is not considered to be a dependent.

⁶ GPA = Grade point average. Information on high school GPA was not collected for the 7 percent of students who were age 30 or older as of 12/31/2011.

⁷ Includes public less-than-2-year, private nonprofit 2-year, and private nonprofit less-than-2-year institutions.

⁸ First degree program is the self-reported degree program in which the student was enrolled in 2011–12.

NOTE: The table includes the 81 percent of PETS respondents for whom transcript information or enrollment data were available for all known postsecondary institutions attended. Estimates pertain to individuals who were beginning postsecondary students in 2011–12 at 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, 2012 Beginning Postsecondary Students Longitudinal Study (BPS:12) Postsecondary Education Transcript Study (PETS).

Table 7. BACHELOR'S DEGREE ATTAINMENT AND TIME TO FIRST BACHELOR'S DEGREE: Percentage of 2011–12 beginning postsecondary students who ever earned a bachelor's degree and, among those bachelor's degree recipients, percentage distribution of years they took to complete their first bachelor's degree, by number of credits earned in first year and selected characteristics: June 2017

Selected characteristics	Percent of students who ever earned a bachelor's degree ¹	Among bachelor's degree recipients who earned 0–23 credits in the first year, percentage distribution of years they took to complete their first bachelor's degree			Among bachelor's degree recipients who earned 24–29 credits in the first year, percentage distribution of years they took to complete their first bachelor's degree			Among bachelor's degree recipients who earned 30 or more credits in the first year, percentage distribution of years they took to complete their first bachelor's degree		
		4 years or less	5 years (49–60 months)	6 years (61 or more months)	4 years or less	5 years (49–60 months)	6 years (61 or more months)	4 years or less	5 years (49–60 months)	6 years (61 or more months)
Total	34.2	30.1	43.9	26.0	55.7	32.4	11.8	72.3	23.4	4.3
Sex										
Male	30.9	25.7	44.5	29.8	52.5	34.2	13.3	69.3	24.8	6.0
Female	38.7	30.8	45.3	23.9	58.4	30.9	10.7	74.6	22.3	3.1
Race/ethnicity ²										
White	40.5	33.7	43.5	22.8	57.9	31.0	11.2	74.3	21.2	4.5
Black	19.3	18.6 !	53.1	28.2	38.2	45.4	16.4	74.7	23.3	‡
Hispanic	22.5	15.8	52.5	31.7	53.3	36.9	9.8	68.2	25.3	6.6
Asian	58.5	25.9	35.7	38.4	67.5	19.0	13.6	60.5	38.6	‡
Other	31.7	46.3 !	35.5 !	18.2 !	37.8	46.2	16.0 !	72.9	23.1	‡
Highest education attained by either parent, 2011–12 ³										
High school diploma or less	18.2	19.1	45.9	35.0	47.9	36.9	15.2	62.0	33.1	4.9 !
Some postsecondary education	29.0	32.9	37.6	29.5	47.0	39.2	13.7	75.4	21.5	‡
Bachelor's or higher degree	54.7	31.5	46.6	21.9	61.3	28.6	10.1	74.3	21.5	4.2
Dependency status and family responsibilities, 2011–12 ⁴										
Dependent	41.8	29.5	44.9	25.6	56.3	31.9	11.8	73.2	22.8	4.0
Independent	8.0	16.6 !	46.0	37.4	44.0	42.4	13.5 !	56.0	34.1	9.8 !
Unmarried, no dependent(s)	12.5	‡	36.1 !	46.6 !	55.0	36.9 !	8.1 !	61.3	28.7 !	‡
Unmarried, with dependent(s)	5.0	‡	‡	‡	‡	‡	‡	55.6	37.0 !	‡
Married, no dependent(s)	7.2 !	‡	‡	‡	‡	‡	‡	‡	‡	‡
Married, with dependent(s)	5.3	‡	‡	‡	‡	‡	‡	‡	‡	‡
High school GPA ⁵										
Below 2.00	10.4	‡	‡	‡	41.9	36.3 !	21.8 !	72.5	23.5 !	‡
2.00–2.49	18.9	14.7 !	40.8	44.4	39.7	45.8	14.5 !	60.3	33.4	‡
2.50–2.99	26.0	14.9 !	47.0	38.1	46.5	36.9	16.6	63.7	30.8	5.5 !
3.00–3.49	39.1	27.8	49.2	23.0	51.2	34.1	14.7	73.8	21.5	4.7
3.50–4.00	53.2	41.9	38.6	19.5	68.7	25.0	6.3	74.8	21.9	3.3

See notes at end of table.

Table 7. BACHELOR'S DEGREE ATTAINMENT AND TIME TO FIRST BACHELOR'S DEGREE: Percentage of 2011–12 beginning postsecondary students who ever earned a bachelor's degree and, among those bachelor's degree recipients, percentage distribution of years they took to complete their first bachelor's degree, by number of credits earned in first year and selected characteristics: June 2017—Continued

Selected characteristics	Percent of students who ever earned a bachelor's degree ¹	Among bachelor's degree recipients who earned 0–23 credits in the first year, percentage distribution of years they took to complete their first bachelor's degree			Among bachelor's degree recipients who earned 24–29 credits in the first year, percentage distribution of years they took to complete their first bachelor's degree			Among bachelor's degree recipients who earned 30 or more credits in the first year, percentage distribution of years they took to complete their first bachelor's degree		
		4 years or less	5 years (49–60 months)	6 years (61 or more months)	4 years or less	5 years (49–60 months)	6 years (61 or more months)	4 years or less	5 years (49–60 months)	6 years (61 or more months)
Control and level of first institution attended										
Public 2-year	11.2	15.8	46.4	37.8	31.0	37.7	31.3	51.1	39.9	9.0 !
Public 4-year	55.2	26.8	51.4	21.8	52.9	35.9	11.2	69.4	26.9	3.7
Private nonprofit 4-year	70.7	60.7	19.6 !	19.7 !	73.3	22.1	4.6 !	80.1	15.7	4.2
For-profit	7.0	‡	53.1 !	‡	45.0 !	47.4 !	7.5 !	72.6	24.8	‡
Other ⁶	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
First degree program, 2011–12 ⁷										
No certificate or degree	17.1 !	‡	‡	‡	‡	‡	‡	‡	‡	‡
Undergraduate certificate	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Associate's degree	10.5	16.5	44.5	39.0	45.0	31.8	23.2	48.3	41.5	10.2
Bachelor's degree	62.1	32.4	44.3	23.3	58.3	32.7	9.0	74.8	21.5	3.7

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

‡ Reporting standards not met either because the standard error is greater than 50 percent of the estimate or there are too few cases for a reliable estimate.

¹ Estimates of the percentage of students who ever earned a bachelor's degree do not match the percentage of students who earned a bachelor's degree in table 4 due to different amounts of missing data in attainment variables used in the two tables.

² Black includes African American, Hispanic includes Latino, and Other includes American Indian, Alaska Native, Native Hawaiian, Other Pacific Islander, and individuals who indicated Two or more races. Race categories exclude persons of Hispanic origin.

³ The 4 percent of students who did not have parents' education information are included in the total but not shown separately. "Some postsecondary education" means that at least one parent attended postsecondary education and may have earned a credential up to an associate's degree, but neither parent earned a bachelor's or advanced degree.

⁴ Independent students are age 24 or over and students under age 24 who are married, have dependents, are veterans or on active duty, are orphans or wards of the courts, are homeless or at risk of homelessness, or were determined to be independent by a financial aid officer using professional judgment. Other undergraduates under age 24 are considered to be dependent. Unmarried includes students who were separated, widowed, or divorced. Students are considered to have a dependent if they have a child or any others for whom they are the caretaker or have financial responsibility. A spouse is not considered to be a dependent.

⁵ GPA = Grade point average. Information on high school GPA was not collected for the 7 percent of students who were age 30 or older as of 12/31/2011.

⁶ Includes public less-than-2-year, private nonprofit 2-year, and private nonprofit less-than-2-year institutions.

⁷ First degree program is the self-reported degree program in which the student was enrolled in 2011–12.

NOTE: First year refers to the first 12 months of postsecondary enrollment based on the student's postsecondary start date. "Years taken to complete the first bachelor's degree" was derived based on the months elapsed between postsecondary start date and first bachelor's degree award date. The table includes the 81 percent of PETS respondents for whom transcript information or enrollment data were available for all known postsecondary institutions attended. Estimates pertain to individuals who were beginning postsecondary students in 2011–12 at 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, 2012 Beginning Postsecondary Students Longitudinal Study (BPS:12) Postsecondary Education Transcript Study (PETS).

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Appendix A—Glossary

This glossary includes descriptions of the variables used in this report. All of the variables come from the 2012 Beginning Postsecondary Students Longitudinal Study (BPS:12) Postsecondary Education Transcript Study (PETS) databases. The statistics in this report were generated by PowerStats, a web-based software application available to the public at <https://nces.ed.gov/datalab>. In the glossary, items are listed in alphabetical order by variable label. The name of each variable appears to the right of the variable label.

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VARIABLE

Control and level of first institution**QTPS1SEC**

This variable indicates the control and level of the first known attended postsecondary institution as reported to the Integrated Postsecondary Education Data System (IPEDS). The institution in which a student was enrolled exclusively during high school through dual enrollment was not considered the first institution attended. This variable was recoded into the following categories in this report:

- Public 2-year
- Public 4-year
- Private nonprofit 4-year
- For-profit
- Other (including public less-than-2-year, private nonprofit 2-year, and private nonprofit less-than-2-year institutions)

Dependency status and family responsibilities, 2011–12**DEPEND5B**

This variable indicates a student's dependency status for 2011–12 federal financial aid. For independent students, this variable further indicates their marital status and whether they had any dependents in 2011–12. Students were considered to be financially independent of their parents for financial aid purposes in 2011–12 if they were age 24 or older as of December 31, 2011, or if they met any of the following criteria: were married; had legal dependents; were veterans of the U.S. armed forces or on active duty; were orphans or wards of the court; were homeless or at risk of homelessness; or were determined to be independent by a financial aid officer using professional judgment. Other students under age 24 were considered to be dependent. Students who were divorced, separated, or widowed were classified as unmarried. Students were considered to have a dependent if they had a child or any others for whom they were the caretaker or had financial responsibility. A spouse was not considered to be a dependent. This variable has the following categories:

- Dependent
- Independent
 - Unmarried, no dependent(s)
 - Unmarried, with dependent(s)
 - Married, no dependent(s)
 - Married, with dependent(s)

Enrolled in summer classes in 2011 and/or 2012**QTSUM1112ENROLL**

This variable indicates a student's enrollment in summer classes in 2011 or 2012. Summer enrollment is defined as attempting at least one course with a start date in May, June, July, or August and an end date in June, July, or August of the same year. Courses that were a part of a graduate program were excluded from the calculation. This variable has the following categories:

- Not enrolled
- Enrolled

Enrolled in summer classes in 2013**QTSUM13ENROLL**

This variable indicates a student's enrollment in summer classes in 2013. Summer enrollment is defined as attempting at least one course with a start date in May, June, July, or August and an end date in June, July, or August of the same year. Courses that were a part of a graduate program were excluded from the calculation. This variable has the following categories:

- Not enrolled
- Enrolled

Ever earned a bachelor's degree through June 2017**QTBACCRED**

This variable indicates the total number of bachelor's degrees a student had earned as of June 2017. Degrees earned after June 2017 were excluded from the calculation. This variable was recoded into the following two categories in this report:

- None
- One or more

Ever enrolled in remedial courses through June 2017**QTREMENROLL**

This variable indicates a student's enrollment in remedial courses during the student's postsecondary education as of June 2017. Students who had attempted at least one course designated as remedial on their transcripts were considered to have ever enrolled in remedial courses. Courses that were a part of a graduate program or ended after June 2017 were excluded from the calculation. Courses with a normalized grade of advanced placement, audit, or drop were also excluded from the calculation. The 2010 College Course Map (CCM) was used to code course data and identify courses as remedial. More information about the 2010 CCM is available at <https://nces.ed.gov/surveys/pets/ccm.asp>. The definition of remedial courses was revised from the definition used to identify remedial courses for the Education Longitudinal Study of 2002 (ELS:2002) Postsecondary Education Transcripts Study. Specifically, based on the expert panel recommendations, CCM Codes 23.1397 (Business English) and 27.9990 (Business Math) were not counted as remedial courses. This variable has the following categories:

- Not enrolled
- Enrolled

Ever enrolled in STEM courses through June 2017**QTSTEM3ENROLL**

This variable indicates a student's enrollment in science, technology, engineering, and mathematics (STEM) courses during the student's postsecondary education as of June 2017. Courses that were a part of a graduate program or ended after June 2017 were excluded from the calculation. The 2010 CCM was used to code course data in transcripts. More information about the 2010 CCM is available at <https://nces.ed.gov/surveys/pets/ccm.asp>. STEM courses include mathematics, biological/life sciences, physical sciences, science technologies, engineering and engineering technologies, and computer and information sciences courses. This variable has the following categories:

- Not enrolled
- Enrolled

Ever enrolled in summer classes through June 2017**QTSUMENROLL**

This variable indicates a student's enrollment in any summer classes during the student's postsecondary education as of June 2017. Summer enrollment is defined as attempting at least one course with a start date in May, June, July, or August and an end date in June, July, or August of the same year. Courses that were a part of a graduate program or ended after June 2017 were excluded from the calculation. This variable has the following categories:

- Not enrolled
- Enrolled

Ever received credits through noncourse credits through 2017**QTEVERNCCR**

This variable indicates whether a student ever received credits through noncourse credits during the student's postsecondary education as of June 2017. Noncourse credits include AP/IB credits and credits earned through work, military, the College-Level Examination Program, and other noncourse credits reported on transcripts. Credits earned for completing college-level classes while in high school (i.e., dual enrollment) were excluded from the calculation. Courses that were a part of a graduate program or ended after June 2017 were excluded. This variable has the following categories:

- No
- Yes

VARIABLE

Ever withdrew from any courses through June 2017**QTNUMCRSWD**

This variable indicates the total number of courses that a student withdrew from during the student's postsecondary education as of June 2017. Courses that were a part of a graduate program or ended after June 2017 were excluded from the calculation. The variable was recoded into the following two categories in this report:

- None
- One or more

First degree program, 2011–12**UGDEG**

This variable indicates the first degree program in which a student was enrolled in 2011–12. This variable was edited to ensure that the degree program that students reported was actually offered by their institution. Students who reported working on a bachelor's degree at a 2-year college were classified as enrolled in an associate's degree program. Students who reported working on a bachelor's degree or an associate's degree at a less-than-2-year institution were classified as enrolled in a certificate program. This variable has the following categories:

- No certificate or degree program
- Undergraduate certificate
- Associate's degree
- Bachelor's degree

First-year grade point average (GPA)**QTYR1GPA**

This variable indicates a student's undergraduate GPA during the student's first year in postsecondary education. First year refers to the first 12 months of postsecondary enrollment based on the student's postsecondary start date. GPA was normalized to a 4.0 scale (i.e., the hours, credit units, and grades received were placed on a common scale) so that grades can be compared across institutions. Duplicate course records, created by the transfer of course credits to one or more additional institutions, were counted only once. Courses that were a part of a graduate program were excluded from the calculation.

Grade point average (GPA) through June 2017**QTGPAALL**

This variable indicates a student's cumulative undergraduate GPA at all institutions the student had attended as of June 2017. GPA was normalized to a 4.0 scale (i.e., the hours, credit units, and grades received were placed on a common scale) so that grades can be compared across institutions. Duplicate course records, created by the transfer of course credits to one or more additional institutions, were counted only once. Courses that were a part of a graduate program or ended after June 2017 were excluded from the calculation.

High school grade point average (GPA)**HSGPA**

This variable indicates a student's high school GPA according to self-report on the student's college admission test questionnaire. For students with multiple College Board and ACT score reports, high school GPA from the more recent test date was used. The high school GPA data were not collected for students who were age 30 or older as of December 31, 2011. This variable was recoded into the following categories in this report:

- Below 2.00
- 2.00–2.49
- 2.50–2.99
- 3.00–3.49
- 3.50–4.00

VARIABLE

Highest education attained by either parent, 2011–12**PAREduc**

This variable indicates the highest level of education achieved by either parent of a student as of 2011–12. The level of education attained by the student’s father or mother was first based on the base-year student interview; if not available, then obtained from the 2012 Free Application for Federal Student Aid (FASFA). This variable was recoded into the following categories in this report:

- High school diploma or less
- Some postsecondary education (up to associate’s degree)
- Bachelor’s degree or higher
- Both parents’ highest education attainment is unknown

Highest postsecondary attainment and enrollment status as of June 2017**QTENRATT**

This variable indicates the highest level of postsecondary education attained and, for those who had not earned a credential, enrollment status as of June 2017. Degrees earned and enrollment status after June 2017 were excluded from the calculation. This variable was recoded into the following categories in this report:

- No credential, not currently enrolled
- No credential, currently enrolled at less-than-4-year institution
- No credential, currently enrolled at 4-year institution
- Attained an undergraduate certificate
- Attained an associate’s degree
- Attained a bachelor’s degree

Number of credits earned in summer classes in 2011 and 2012**QTSUM1112ERN**

This variable indicates the total number of credits a student earned in summer classes in 2011 and 2012. Summer enrollment is defined as attempting at least one course with a start date in May, June, July, or August and an end date in June, July, or August of the same year. Credits were normalized (i.e., the hours or credit units earned were placed on a common scale) so that credit units can be compared across institutions. Duplicate course records, created by the transfer of course credits to one or more additional institutions, were counted only once. Courses that were a part of a graduate program were excluded from the calculation. Courses with a normalized grade of incomplete, in-progress, audit, drop, withdrawal, or failing in a pass/fail course were also excluded from the calculation.

Number of credits earned in summer classes in 2013**QTSUM13ERN**

This variable indicates the total number of credits a student earned in summer classes in 2013. Summer enrollment is defined as attempting at least one course with a start date in May, June, July, or August and an end date in June, July, or August of the same year. Credits were normalized (i.e., the hours or credit units earned were placed on a common scale) so that credit units can be compared across institutions. Duplicate course records, created by the transfer of course credits to one or more additional institutions, were counted only once. Courses that were a part of a graduate program were excluded from the calculation. Courses with a normalized grade of incomplete, in-progress, audit, drop, withdrawal, or failing in a pass/fail course were also excluded from the calculation.

VARIABLE

Number of credits earned in summer classes through June 2017 **QTSUMERN**

This variable indicates the total number of credits a student earned in summer classes during the student's postsecondary education as of June 2017. Summer enrollment is defined as attending at least one course with a start date in May, June, July, or August and an end date in June, July, or August of the same year. Credits were normalized (i.e., the hours or credit units earned were placed on a common scale) so that credit units can be compared across institutions. Duplicate course records, created by the transfer of course credits to one or more additional institutions, were counted only once. Courses that were a part of a graduate program or ended after June 2017 were excluded from the calculation. Courses with a normalized grade of incomplete, in-progress, audit, drop, withdrawal, or failing in a pass/fail course were also excluded from the calculation.

Number of months from postsecondary entry to first associate's degree **QTPS2ASOC1**

This variable indicates the number of months elapsed between postsecondary start date and first associate's degree award date. Any associate's degrees earned after June 2017 were excluded from the calculation.

Number of months from postsecondary entry to first bachelor's degree **QTPS2BACC1**

This variable indicates the number of months elapsed between postsecondary start date and first bachelor's degree award date. Any bachelor's degrees earned after June 2017 were excluded from the calculation.

Number of months from postsecondary entry to first undergraduate certificate **QTPS2CERT1**

This variable indicates the number of months elapsed between postsecondary start date and first undergraduate certificate award date. Any undergraduate certificates earned after June 2017 were excluded from the calculation.

Number of remedial courses passed through June 2017 **QTREMPASS**

This variable indicates the total number of remedial courses passed during the student's postsecondary education as of June 2017. Duplicate course records, created by the transfer of course credits to one or more additional institutions, were counted only once. Courses that were a part of a graduate program or ended after June 2017 were excluded from the calculation. Courses with a normalized grade of advanced placement, audit, or drop were also excluded from the calculation. The 2010 CCM was used to code course data. Courses with CCM codes 27.0195, 27.0196, 27.0197, 27.0198, 23.9987, 23.9988, 23.9989, 32.0101, 32.0104, 32.0108, 32.0196, 32.0198, 32.0199, and 30.9997 were identified as remedial. More information about the 2010 CCM and course classification is available at <https://nces.ed.gov/surveys/pets/ccm.asp>. The definition of remedial courses was revised from the definition used to identify remedial courses for the ELS:2002 Postsecondary Education Transcripts Study. Specifically, based on the expert panel recommendations, CCM Codes 23.1397 (Business English) and 27.9990 (Business Math) were not counted as remedial courses.

Number of remedial courses taken through June 2017 **QTREMTOT**

This variable indicates the total number of remedial courses taken during the student's postsecondary education as of June 2017. Duplicate course records, created by the transfer of course credits to one or more additional institutions, were counted only once. Courses that were a part of a graduate program or ended after June 2017 were excluded from the calculation. Courses with a normalized grade of advanced placement, audit, or drop were also excluded from the calculation. The 2010 CCM was used to code course data. Courses with CCM codes 27.0195, 27.0196, 27.0197, 27.0198, 23.9987, 23.9988, 23.9989, 32.0101, 32.0104, 32.0108, 32.0196, 32.0198, 32.0199, and 30.9997 were identified as remedial. More information about the 2010 CCM is available at <https://nces.ed.gov/surveys/pets/ccm.asp>. The definition of remedial courses was revised from the definition used to identify remedial courses for the ELS:2002 Postsecondary Education Transcripts Study. Specifically, based on the expert panel recommendations, CCM Codes 23.1397 (Business English) and 27.9990 (Business Math) were not counted as remedial courses.

Number of STEM credits attempted through June 2017 **QTSTEM3ATT**

This variable indicates the total number of credits a student attempted in STEM courses during the student's postsecondary education as of June 2017. Credits were normalized (i.e., the hours or credit units earned were placed on a common scale) so that credit units can be compared across institutions. Duplicate course records, created by the transfer of course credits to one or more additional institutions, were counted only once. Courses that were a part of a graduate program or ended after June 2017 are excluded from the calculation. Courses with a normalized grade of advanced placement, transfer, audit, or drop were also excluded from the calculation. The 2010 CCM was used to code course data in transcripts. More information about the 2010 CCM is available at <https://nces.ed.gov/surveys/pets/ccm.asp>. STEM courses include mathematics, biological/life sciences, physical sciences, science technologies, engineering and engineering technologies, and computer and information sciences courses.

Number of STEM credits earned through June 2017 **QTSTEM3ERN**

This variable indicates the total number of credits a student earned in STEM courses during the student's postsecondary education as of June 2017. Credits were normalized (i.e., the hours or credit units earned were placed on a common scale) so that credit units can be compared across institutions. Duplicate course records, created by the transfer of course credits to one or more additional institutions, were counted only once. Courses that were a part of a graduate program or ended after June 2017 are excluded from the calculation. Courses with a normalized grade of incomplete, in-progress, audit, drop, withdrawal, or failing in a pass/fail course were also excluded from the calculation. The 2010 CCM was used to code course data in transcripts. More information about the 2010 CCM is available at <https://nces.ed.gov/surveys/pets/ccm.asp>. STEM courses include mathematics, biological/life sciences, physical sciences, science technologies, engineering and engineering technologies, and computer and information sciences courses.

Number of undergraduate credits attempted in first year **QTYR1ATT**

This variable indicates the total number of undergraduate credits a student attempted during the student's first year in postsecondary education. First year refers to the first 12 months of postsecondary enrollment based on the student's postsecondary start date. Credits were normalized (i.e., the hours or credit units earned were placed on a common scale) so that credit units can be compared across institutions. Duplicate course records, created by the transfer of course credits to one or more additional institutions, were counted only once. Courses that were a part of a graduate program were excluded from the calculation. Courses with a normalized grade of advanced placement, transfer, audit, or drop were also excluded from the calculation.

Number of undergraduate credits attempted through June 2017 **QTPOSTATT**

This variable indicates the total number of undergraduate credits a student attempted during the student's postsecondary education as of June 2017. Credits were normalized (i.e., the hours or credit units earned were placed on a common scale) so that credit units can be compared across institutions. Duplicate course records, created by the transfer of course credits to one or more additional institutions, were counted only once. Courses that were a part of a graduate program or ended after June 2017 were excluded from the calculation. Courses with a normalized grade of advanced placement, transfer, audit, or drop were also excluded from the calculation.

Number of undergraduate credits earned in first year **QTYRIERN**

This variable indicates the total number of undergraduate credits a student earned during the student's first year in postsecondary education. First year refers to the first 12 months of postsecondary enrollment based on the student's postsecondary start date. Credits were normalized (i.e., the hours or credit units earned were placed on a common scale) so that credit units can be compared across institutions. Duplicate course records, created by the transfer of course credits to one or more additional institutions, were counted only once. Courses that were a part of a graduate program were excluded from the calculation. Courses with a normalized grade of incomplete, in-progress, audit, drop, withdrawal, or failing in a pass/fail course were also excluded from the calculation.

VARIABLE

Number of undergraduate credits earned through June 2017**QTPOSTERN**

This variable indicates the total number of undergraduate credits a student earned during the student's postsecondary education as of June 2017. Credits were normalized (i.e., the hours or credit units earned were placed on a common scale) so that credit units can be compared across institutions. Duplicate course records, created by the transfer of course credits to one or more additional institutions, were counted only once. Courses that were a part of a graduate program or ended after June 2017 were excluded from the calculation. Courses with a normalized grade of incomplete, in-progress, audit, drop, withdrawal, or failing in a pass/fail course were also excluded from the calculation.

Race/ethnicity**RACE**

This variable indicates a student's race/ethnicity with Hispanic or Latino origin as a separate category. Race categories exclude persons of Hispanic origin. This variable was recoded into the following categories in this report:

- White
- Black
- Hispanic
- Asian
- Other (including American Indian, Alaska Native, Native Hawaiian, Other Pacific Islander, and individuals who indicated Two or more races)

Sex**GENDER**

This variable indicates a student's sex.

- Male
- Female

STEM grade point average (GPA) through June 2017**QTSTEM3GPA**

This variable indicates the cumulative undergraduate GPA earned in all STEM courses during the student's postsecondary education as of June 2017. GPA was normalized to a 4.0 scale (i.e., the hours, credit units, and grades received were placed on a common scale) so that grades can be compared across institutions. Duplicate course records, created by the transfer of course credits to one or more additional institutions, were counted only once. Courses that were a part of a graduate program or ended after June 2017 were excluded from the calculation. The 2010 CCM was used to code course data in transcripts. More information about the 2010 CCM is available at <https://nces.ed.gov/surveys/pets/ccm.asp>. STEM courses include mathematics, biological/life sciences, physical sciences, science technologies, engineering and engineering technologies, and computer and information sciences courses.

Transcript coverage indicator**QTCOVERAGE**

This variable indicates the completeness and source of a student's transcript data. The variable was used to select the students for whom transcript information was available for all postsecondary institutions attended. The variable has the following categories:

- Complete coverage: transcripts received from all known attended postsecondary institutions
- Potentially incomplete coverage: not all transcripts received, but enrollment data available for all known attended postsecondary institutions
- Incomplete coverage: not all transcripts received, and enrollment data not available for one or more attended postsecondary institutions

All tables in this report were restricted to students in the first two categories.

VARIABLE

Type of first postsecondary credential earned through June 2017**QT1STCRED**

This variable indicates whether a student had earned a postsecondary credential as of June 2017 and, if so, the type of the first postsecondary credential earned. If a student earned multiple credentials at the same time, this variable takes the highest degree level. This variable has the following categories:

- No postsecondary credential
- Undergraduate certificate
- Associate's degree
- Bachelor's degree

Appendix B—Technical Notes and Methodology

Appendix B provides information about the Postsecondary Education Transcript Study (PETS) data collection for the 2011–12 cohort of the Beginning Postsecondary Students Longitudinal Study (BPS:12) as well as information about the statistical procedures used in this report. For detailed information on the PETS data collection and sample, see *2012 Beginning Postsecondary Students Longitudinal Study (BPS:12) Postsecondary Education Transcript Study (PETS): Data File Documentation* (Bryan et al. forthcoming). For detailed information on the establishment of the BPS:12 cohort, refer to *2011–12 National Postsecondary Student Aid Study (NPSAS:12): Data File Documentation* (Wine, Bryan, and Siegel 2013). For detailed information on how the BPS sample changed across the follow-up studies, see *2012/2017 Beginning Postsecondary Students Longitudinal Study (BPS:12/17): Data File Documentation* (Bryan, Cooney, and Elliott 2019).

Overview

The BPS:12 PETS collection was conducted to obtain detailed, reliable data on student enrollment, field of study, academic majors, coursetaking patterns, course performance, and degree completion for the students selected for the BPS:12 cohort.

The BPS:12 student sample was selected during the 2011–12 National Postsecondary Student Aid Study (NPSAS:12), a cross-sectional study focused on student financial aid, which served as the initial data collection for BPS:12. The selected students were nationally representative of undergraduates who entered postsecondary education for the first time in the 2011–12 academic year. After the base-year NPSAS collection, the BPS:12 cohort students were surveyed two more times: in 2014 and 2017, approximately 3 and 6 years, respectively, after beginning their postsecondary education in 2011–12. For additional information on these studies, consult *2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14): Data File Documentation* (Hill et al. 2016) and *2012/17 Beginning Postsecondary Students Longitudinal Study (BPS:12/17): Data File Documentation* (Bryan, Cooney, and Elliott 2019).

To supplement data from NPSAS:12, BPS:12/14, and BPS:12/17, the BPS:12 PETS collection was designed to collect transcripts from all known postsecondary institutions attended by BPS:12 sample members between the 2011–12 and 2016–17 academic years, allowing researchers to perform extensive analyses of students' coursetaking experiences and academic progression.

Identification of Students for BPS:12 PETS

The student universe for BPS:12 consisted of all students who began their postsecondary education for the first time during the 2011–12 academic year at any postsecondary institution in the United States that was eligible for inclusion in NPSAS:12. The BPS:12 cohort was created from the set of confirmed and potential first-time beginning undergraduate students identified in NPSAS:12. The sampling methods for the BPS:12 cohort, including the sampling design used for NPSAS:12, are detailed in *2012/17 Beginning Postsecondary Students Longitudinal Study (BPS:12/17): Data File Documentation* (Bryan, Cooney, and Elliott 2019).

Because the BPS:12 PETS collection began before eligibility was assessed from the BPS:12/17 student survey, the sample began with all 35,540 eligible sample members from BPS:12/17, including 1,780 sample members who were eligible for but not included in BPS:12/17. Transcripts were sought for all 35,540 students. However, once the BPS:12/17 data were available for review, 300 students were identified as ineligible for the BPS study and were removed. Thus, the final sample for BPS:12 PETS included 35,240 students.

Identification of Institutions for BPS:12 PETS

Institutions attended by sample members for BPS:12 PETS were identified using data from a variety of sources including NPSAS:12, the BPS:12/14 student survey, the BPS:12/17 student survey, the U.S. Department of Education’s National Student Loan Data System (NSLDS), and the National Student Clearinghouse (NSC). Transcripts collected during BPS:12 PETS were also used to identify additional institutions attended. Incoming transcripts were reviewed for data indicating other postsecondary institutions attended by the sample members. These additional institutions were typically identified from transferred credits on the transcripts. In addition, newly discovered institutions identified during the BPS:12/17 student survey were included in the PETS collection.

BPS:12 PETS Data Collection

The Postsecondary Data Portal (PDP) website served as the primary data collection tool for BPS:12 PETS. The PDP provided a secure means for institutions to submit data and also housed general information about the study and the data collection process. Almost all transcripts were received in electronic format except for a small number of transcripts sent via an express mail service, which were first scanned and then processed in the same manner as all others. Incoming transcripts were logged and checked to ensure they were complete and associated with the requested sample member.

After receipt, in a process referred to as keying and coding, data from the transcripts were entered into the keying/coding system (KCS), an online application designed to capture data efficiently and securely from the transcripts. The KCS included data entry fields for institution-, student-, and transcript-level data. Coding taxonomies, including the Integrated Postsecondary Education Data System (IPEDS), the 2010 Classification of Instructional Programs (CIP), and the 2010 College Course Map (CCM), enabled standardization of institution names, fields of study, and courses that appeared on transcripts.

Institution-level data collection. The fielded institution sample for BPS:12 PETS included 4,360 distinct IPEDS institutions. Of the 4,360 institutions, 290 were deemed ineligible because they had closed or were not postsecondary institutions, resulting in 4,070 eligible institutions. Of these 4,070 institutions, 2,770 (68 percent) provided transcripts. Table B-1 provides institution participation rates by control, level, and doctorate-granting status of institution.

Table B-1. Number of eligible institutions, number of eligible participating institutions, and unweighted participation rate, by control, level, and doctorate-granting status of institution: 2018–19

Control, level, and doctorate-granting status of institution	Number of eligible institutions ¹	Number of eligible participating institutions ^{1,2}	Unweighted participation rate ³
Total	4,070	2,770	68.0
Public			
Less-than-2-year	70	30	42.9
2-year	890	730	82.4
4-year, nondoctorate-granting	330	240	74.1
4-year, doctorate-granting	320	270	85.4
Private nonprofit			
Less-than-4-year	100	40	41.4
4-year, nondoctorate-granting	530	430	80.8
4-year, doctorate-granting	380	310	82.4
Private for-profit			
Less-than-2-year	500	290	58.4
2-year	440	210	47.6
4-year	350	190	55.5

¹ Numbers are rounded to the nearest 10.

² An institution is considered a participant if it provided transcripts for at least one sample member.

³ Participation rates are based on unrounded numbers.

NOTE: Detail may not sum to totals due to missing data on institution control, level, and doctorating-granting status.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012 Beginning Postsecondary Students Longitudinal Study (BPS:12) Postsecondary Education Transcript Study (PETS).

Student-level data collection. Data requests were originally made for 35,540 eligible sample members. During the review of the BPS:12/17 data, approximately 300 students were identified as ineligible for the BPS study. Based on information from transcripts and other data sources, an additional 240 ineligible students were identified because they were enrolled too early to be eligible for the BPS study. After

removing these ineligible cases, the data collection included approximately 35,010 sample members. A transcript was received from at least one institution for about 25,910 sample members (74 percent). A transcript was received from each institution attended for about 16,890 sample members (48 percent). Table B-2 shows the transcript collection results at the student level.

Table B-2. Number and percentage distribution of students by transcript respondent status: 2018–19

Transcript respondent status	Number ¹	Percent ²
Total	35,010	100.0
Transcript respondents ³		
At least one transcript received	25,910	74.0
All transcripts received	16,890	48.2
Transcript nonrespondents	9,100	26.0

¹ Numbers are rounded to the nearest 10.

² Percentages are based on unrounded numbers.

³ A student is considered a transcript respondent if a transcript was received from one or more institutions that the student attended and the transcript contained a course, term, or a degree program.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012 Beginning Postsecondary Students Longitudinal Study (BPS:12) Postsecondary Education Transcript Study (PETS).

Because BPS:12 PETS attempted to collect transcripts from all institutions students potentially attended, students could have multiple transcripts. A total of 39,740 transcripts were received, keyed, and coded.

Weighting

Statisticians computed a weight variable to represent the target population, which consisted of all undergraduate students who began their postsecondary education for the first time during the 2011–12 academic year at any postsecondary institution in the United States that was eligible for inclusion in NPSAS:12. The weights compensate for the unequal probability of selection of institutions and students in the NPSAS:12 sample and ensure that estimates generated from sample data represent the target population. The weights also adjust for multiplicity⁶ at the institution and student levels, unknown student eligibility for NPSAS:12, and subsampling of first-time beginners while creating the BPS cohort during the BPS:12/14 collection. Finally, the weights adjust for unknown eligibility, nonresponse, and population coverage in BPS:12 PETS. The weight (WTC000) was created for all students who were part of

⁶ After the NPSAS:12 institution sample selection, data collection identified cases where institutions merged or student enrollment lists for two or more campuses were submitted as one combined student list. In these instances, staff computed weight adjustments for the joint probability of selection. Likewise, students who attended more than one institution during the NPSAS year also had multiple chances of selection. If the student interview or student loan file data indicated that a student had attended more than one institution, the staff computed adjustment factors to account for multiple chances of selection.

the BPS:12 cohort and had a transcript from at least one institution. Additional details regarding the creation and use of weights are available in *2012 Beginning Postsecondary Students Longitudinal Study (BPS:12) Postsecondary Education Transcript Study (PETS): Data File Documentation* (Bryan et al. forthcoming).

Response Rates and Nonresponse Biases

As shown in table B-3, the BPS:12 PETS weighted response rate for students was 84.5 percent overall and ranged from 45.7 percent for students at private nonprofit less-than-4-year institutions to 90.9 percent for students at public 4-year doctorate-granting institutions. A student-level nonresponse bias analysis was conducted overall and within each institution category for BPS:12 PETS as required by the National Center for Education Statistics (NCES) Statistical Standards because response rates fell below 85 percent (Seastrom 2014).

Table B-3. Numbers of sampled and eligible students and transcript response rates, by control, level, and doctorate-granting status of institution: 2018–19

Control, level, and doctorate-granting status of institution	Number of sampled students	Number of eligible students ¹	Number of transcript respondents ²	Transcript response rate	
				Unweighted response rate	Weighted response rate ³
All institutions	35,540	35,010	25,910	74.0	84.5
Control of institution					
Public	16,490	16,280	14,110	86.6	86.7
Private nonprofit	5,410	5,380	4,720	87.8	88.8
Private for-profit	13,640	13,340	7,080	53.1	62.6
Level of institution					
Less-than-2-year	1,830	1,770	870	49.3	58.7
2-year	14,460	14,200	11,050	77.8	81.4
4-year, nondoctorate-granting	11,990	11,830	7,580	64.0	86.1
4-year, doctorate-granting	7,270	7,200	6,410	88.9	90.0
Control, level, and doctorate-granting status of institution					
Public					
Less-than-2-year	230	220	160	70.5	60.1
2-year	10,930	10,760	9,160	85.2	83.4
4-year, nondoctorate-granting	1,890	1,870	1,700	90.9	89.1
4-year, doctorate-granting	3,450	3,440	3,090	89.8	90.9
Private nonprofit					
Less-than-4-year	350	350	220	62.3	45.7
4-year, nondoctorate-granting	2,380	2,360	2,180	92.1	90.2
4-year, doctorate-granting	2,680	2,670	2,330	87.3	88.4
Private for-profit					
Less-than-2-year	1,500	1,450	660	45.8	59.2
2-year	3,280	3,200	1,730	54.0	55.4
4-year	8,860	8,700	4,690	53.9	70.7

¹ Sample member eligibility was determined during the student interview or from institutional records in the absence of a student interview.

² A student is considered a transcript respondent if a transcript was received from one or more institutions that the student attended and the transcript contained a course, term, or a degree program.

³ The base weight adjusted for unknown eligibility was used to produce the weighted response rates in this column.

NOTE: Numbers of sampled students, eligible students, and transcript respondents are rounded to the nearest 10. Transcript response rates are based on the unrounded numbers of eligible students and transcript respondents. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012 Beginning Postsecondary Students Longitudinal Study (BPS:12) Postsecondary Education Transcript Study (PETS).

Bias due to nonresponse was estimated for characteristics known for most respondents and nonrespondents. These characteristics include institution- and student-level variables available from the Central Processing System (CPS) and NPSAS:12. Bias was estimated before and after the nonresponse weight adjustment in order to examine the impact of the nonresponse adjustment. The analyses found little evidence of nonresponse bias and that most statistically significant differences were eliminated by the nonresponse adjustment. For more information on the PETS nonresponse bias analysis, refer to *2012 Beginning Postsecondary Students Longitudinal Study (BPS:12) Postsecondary Education Transcript Study (PETS): Data File Documentation* (Bryan et al. forthcoming). For more information on the school-level unit nonresponse bias analysis, refer to *2011–12 National Postsecondary Student Aid Study (NPSAS:12): Data File Documentation* (Wine, Bryan, and Siegel 2013).

Of the 35 variables used in this report, no variables had an overall weighted response rate below 85 percent, although 12 variables had a weighted response rate below 85 percent for students in at least one institution type (table B-4). In addition, no variables had a weighted response rate below 85 percent across all institution types. A nonresponse bias analysis was conducted for the 12 variables with any response rates below 85 percent following procedures similar to the unit nonresponse bias analysis. For more information on the item-level nonresponse bias analysis, refer to *2012 Beginning Postsecondary Students Longitudinal Study (BPS:12) Postsecondary Education Transcript Study (PETS): Data File Documentation* (Bryan et al. forthcoming).

Table B-4. Weighted item response rates for all students, by control, level, and doctorate-granting status of institution: 2018–19

Variable	Variable label	All students	Public less-than-2-year	Public 2-year	Public 4-year, non-doctorate-granting	Public 4-year, doctorate-granting	Private nonprofit less-than-4-year	Private nonprofit	Private nonprofit	Private	Private for-profit 2-year	Private for-profit 2-year	Private for-profit 4-year
								4-year, non-doctorate-granting	4-year, doctorate-granting	less-than-2-year			
QTPS1SEC	Control and level of first institution	97.8	95.2	99.4	98.8	97.4	99.0	97.0	97.5	84.7	96.8	97.0	
QTDEPEND5B	Dependency status and family responsibilities, 2011–12	95.6	96.2	93.0	96.6	98.8	85.6	98.9	93.8	95.1	98.3	97.9	
QTSUM1112ENROLL	Enrolled in 2011 or 2012 summers	98.9	98.2	99.5	99.3	98.5	99.2	97.3	98.2	98.9	99.3	99.1	
QTSUM13ENROLL	Enrolled in 2013 summer	98.9	98.2	99.5	99.3	98.5	99.2	97.3	98.2	98.9	99.3	99.1	
QTBACCRED	Ever earned a bachelor's degree through June 2017	99.6	99.2	99.2	100.0	100.0	100.0	99.9	99.6	99.8	99.5	99.5	
QTREMENROLL	Ever enrolled in remedial courses through June 2017	98.9	98.2	99.5	99.3	98.5	99.2	97.3	98.2	98.9	99.3	99.1	
QTSTEM3ENROLL	Ever enrolled in STEM courses through June 2017	98.9	98.2	99.5	99.3	98.5	99.2	97.3	98.2	98.9	99.3	99.1	
QTSUMENROLL	Ever enrolled in summer through June 2017	98.9	98.2	99.5	99.3	98.5	99.2	97.3	98.2	98.9	99.3	99.1	
QTEVERNCCRD	Ever received credits through noncourse credits	98.8	98.2	99.4	99.2	98.3	99.2	97.3	97.8	98.9	99.2	99.1	
QTNUMCRSWD	Ever withdrew from any courses through June 2017	98.9	98.2	99.5	99.3	98.5	99.2	97.3	98.2	98.9	99.3	99.1	
QTUGDEG	First degree program, 2011–12	95.6	96.2	93.0	96.6	98.8	85.6	98.9	93.8	95.1	98.3	97.9	
QTYR1GPA	First-year grade point average (GPA)	95.9	56.3	97.7	98.3	97.2	96.4	96.1	96.6	65.4	91.5	95.5	
QTGPAALL	Grade point average (GPA) through June 2017	97.6	75.0	98.9	99.1	98.4	96.8	96.7	98.1	81.4	95.6	98.8	

See notes at end of table.

Table B-4. Weighted item response rates for all students, by control, level, and doctorate-granting status of institution: 2018–19—Continued

Variable	Variable label	All students	Public less-than-2-year	Public 2-year	Public 4-year, non-doctorate-granting	Public 4-year, doctorate-granting	Private less-than-4-year	Private nonprofit	Private nonprofit	Private for-profit	Private for-profit	Private for-profit
								4-year, non-doctorate-granting	4-year, doctorate-granting	less-than-2-year	2-year	4-year
QTHSGPA	High school grade point average (GPA)	89.2	80.6	85.8	93.1	98.3	73.1	97.7	92.8	77.4	82.1	72.5
QTPAREduc	Highest education attained by either parent, 2011–12	95.6	96.2	93.0	96.6	98.8	85.6	98.9	93.8	95.1	98.3	97.9
QTENRATT	Highest postsecondary attainment and enrollment status as of June 2017	97.6	94.2	98.0	99.3	99.0	99.0	98.5	98.2	83.7	95.0	96.1
QTSUM1112ERN	Number of credits earned in 2011 and 2012 summers	94.9	‡	97.2	96.7	93.5	‡	82.0	89.5	90.2	97.0	97.5
QTSUM13ERN	Number of credits earned in 2013 summer	93.8	‡	95.9	95.6	94.6	‡	84.6	90.9	74.6	86.5	95.3
QTSUMERN	Number of credits earned in summer through June 2017	97.1	90.5	98.3	98.4	97.5	96.3	93.8	92.0	94.1	97.7	98.1
QTPS2ASOC1	Number of months from postsecondary entry to first associate's degree	93.8	‡	93.3	98.1	95.8	‡	96.6	74.0	‡	95.0	94.2
QTPS2BACC1	Number of months from postsecondary entry to first bachelor's degree	97.6	‡	89.5	97.9	99.5	‡	99.8	98.3	‡	‡	93.2
QTPS2CERT1	Number of months from postsecondary entry to first undergraduate certificate	92.5	94.1	89.2	100.0	90.0	97.8	95.4	66.1	99.4	93.3	83.2
QTREMPASS	Number of remedial courses passed through June 2017	97.5	95.1	99.2	98.5	93.7	98.2	88.4	88.9	96.4	97.2	97.3

See notes at end of table.

Table B-4. Weighted item response rates for all students, by control, level, and doctorate-granting status of institution: 2018–19—Continued

Variable	Variable label	All students	Public less-than-2-year	Public 2-year	Public 4-year, non-doctorate-granting	Public 4-year, doctorate-granting	Private less-than-4-year	Private nonprofit	Private nonprofit	Private for-profit	Private for-profit	Private for-profit
								4-year, non-doctorate-granting	4-year, doctorate-granting	less-than-2-year	2-year	4-year
QTREMTOT	Number of remedial courses taken through June 2017	97.5	95.1	99.2	98.5	93.7	98.2	88.4	88.9	96.4	97.2	97.3
QTSTEM3ATT	Number of STEM credits attempted through June 2017	98.7	96.9	99.2	99.2	98.4	99.0	96.6	98.0	97.9	99.0	98.6
QTSTEM3ERN	Number of STEM credits earned through June 2017	98.5	96.9	98.9	99.2	98.4	99.0	96.5	98.0	97.9	99.0	98.6
QTYR1ATT	Number of undergraduate credits attempted in first year	96.8	94.0	98.1	98.4	97.3	98.5	96.2	96.6	80.5	94.4	96.0
QTPOSTATT	Number of undergraduate credits attempted through June 2017	98.7	98.0	99.4	99.3	98.5	99.2	96.9	98.2	95.4	99.0	99.1
QTYR1ERN	Number of undergraduate credits earned in first year	96.6	94.0	97.8	98.3	97.3	98.5	96.2	96.6	79.2	94.2	96.0
QTPOSTERN	Number of undergraduate credits earned through June 2017	98.5	98.0	99.2	99.1	98.5	99.2	96.8	98.2	93.4	98.7	99.1
QTRACE	Race/ethnicity	95.6	96.2	93.0	96.6	98.8	85.6	98.9	93.8	95.1	98.3	97.9
QTGENDER	Sex	95.6	96.2	93.0	96.6	98.8	85.6	98.9	93.8	95.1	98.3	97.9
QTSTEM3GPA	STEM grade point average (GPA) through June 2017	98.3	88.7	98.8	99.2	98.3	98.7	96.4	97.7	97.7	98.9	98.1
QTCOVERAGE	Transcript coverage indicator	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
QT1STCRED	Type of first postsecondary credential earned through June 20	99.6	99.2	99.2	100.0	100.0	100.0	99.9	99.6	99.8	99.5	99.5

‡ Reporting standards not met either because the standard error is greater than 50 percent of the estimate or there are too few cases for a reliable estimate.

NOTE: Weighted item response rates are calculated as the number of respondents with that transcript component divided by the total number of respondents who are eligible to have that transcript component.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012 Beginning Postsecondary Students Longitudinal Study (BPS:12) Postsecondary Education Transcript Study (PETS).

Bias of Analysis Sample Used in This Report

Among all PETS respondents (i.e., students for whom a transcript was received from one or more institutions attended and the transcript contained a course, term, or a degree program), 81 percent had full transcript information or partial transcript information but full enrollment data available for all known postsecondary institutions attended, and 29 percent had incomplete transcript and enrollment information. To obtain transcript results as accurately as possible, all tables in this report were restricted to the 81 percent of PETS respondents for whom transcript information or enrollment data were available for all known postsecondary institutions attended. An additional PETS analysis weight was not created for this subset of PETS respondents so the effect of restricting the sample to these students was examined. Table B-5 compares the demographic, academic, and initial postsecondary enrollment characteristics of students in this subset of PETS respondents with the characteristics of the full PETS respondents.

Table B-5. Percentage distribution of all Postsecondary Education Transcript Study (PETS) respondents and the subset of PETS respondents for whom transcript information or enrollment data were available for all known postsecondary institutions attended, by selected characteristics

Selected characteristics	All PETS respondents	PETS respondents for whom transcript information or enrollment data were available for all known postsecondary institutions attended ¹
Total	100.0	100.0
Sex		
Male	45.0	47.3
Female	55.0	52.7
Race/ethnicity ²		
White	56.2	58.4
Black	14.7	13.3
Hispanic	18.5	17.7
Asian	5.3	5.4
Other	5.3	5.3
Highest education attained by either parent, 2011–12 ³		
High school diploma or less	33.7	32.9
Some postsecondary education	27.0	26.8
Bachelor's or higher degree	39.3	40.3
Dependency status and family responsibilities, 2011–12 ⁴		
Dependent	78.8	80.0
Independent	21.2	20.0
Unmarried, no dependent(s)	7.5	7.5
Unmarried, with dependent(s)	8.6	7.4
Married, no dependent(s)	1.5	1.6
Married, with dependent(s)	3.5	3.5

See notes at end of table.

Table B-5. Percentage distribution of all Postsecondary Education Transcript Study (PETS) respondents and the subset of PETS respondents for whom transcript information or enrollment data were available for all known postsecondary institutions attended, by selected characteristics—Continued

Selected characteristics	All PETS respondents	PETS respondents for whom transcript information or enrollment data were available for all known postsecondary institutions attended ¹
High school GPA ⁵		
Below 2.00	4.4	4.2
2.00–2.49	15.6	14.8
2.50–2.99	14.0	13.8
3.00–3.49	37.9	38.3
3.50–4.00	28.1	28.9
Control and level of first institution based on transcripts		
Public 2-year	41.5	40.6
Public 4-year	30.7	32.4
Private nonprofit 4-year	14.7	15.8
For-profit	12.2	10.3
Other ⁶	0.9	0.9
First degree program, 2011–12 ⁷		
No certificate or degree	1.6	1.7
Undergraduate certificate	9.7	7.3
Associate's degree	41.5	42.3
Bachelor's degree	47.2	48.6

¹ About 81 percent of PETS respondents had transcript information or enrollment data available for all known postsecondary institutions attended.

² Black includes African American, Hispanic includes Latino, and Other includes American Indian, Alaska Native, Native Hawaiian, Other Pacific Islander, and individuals who indicated Two or more races. Race categories exclude persons of Hispanic origin.

³ The 4 percent of students who did not have parents' education information are included in the total but not shown separately. "Some postsecondary education" means that at least one parent attended postsecondary education and may have earned a credential up to an associate's degree, but neither parent earned a bachelor's or advanced degree.

⁴ Independent students are age 24 or over and students under age 24 who are married, have dependents, are veterans or on active duty, are orphans or wards of the courts, are homeless or at risk of homelessness, or were determined to be independent by a financial aid officer using professional judgment. Other undergraduates under age 24 are considered to be dependent. Unmarried includes students who were separated, widowed, or divorced. Students are considered to have a dependent if they have a child or any others for whom they are the caretaker or have financial responsibility. A spouse is not considered to be a dependent.

⁵ GPA = Grade point average. Information on high school GPA was not collected for the 7 percent of students who were age 30 or older as of 12/31/2011.

⁶ Includes public less-than-2-year, private nonprofit 2-year, and private nonprofit less-than-2-year institutions.

⁷ First degree program is the self-reported degree program in which the student was enrolled in 2011–12.

NOTE: Estimates pertain to individuals who were beginning postsecondary students in 2011–12 at 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, 2012 Beginning Postsecondary Students Longitudinal Study (BPS:12) Postsecondary Education Transcript Study (PETS).

There were some statistically significant differences between the two samples. Compared with all PETS respondents, the group selected in this report had a higher percentage of male students (47 percent vs. 45 percent overall), White students (58 percent vs. 56 percent), students whose parents had a bachelor's or higher degree (40 percent vs. 39 percent), and students who first attended a public 4-year institution (32 percent vs. 31 percent) or a private nonprofit 4-year institution (16 percent vs. 15 percent). On the other hand, selected students had a lower

percentage of Black students (13 percent vs. 15 percent), independent students who were unmarried with dependents (7 percent vs. 9 percent), those with a high school grade point average (GPA) of 2.00–2.49 (15 percent vs. 16 percent), those who first attended a private for-profit institution (10 percent vs. 12 percent), and those who first enrolled in an undergraduate certificate program (7 percent vs. 10 percent). Given these differences, the estimates in this report, which are based on the subset of PETS respondents for whom transcript information or enrollment data were available for all known postsecondary institutions attended, may differ from estimates if all PETS respondents were used. It is important to note that since a new PETS analysis weight was not created for this subset of PETS respondents, differences that exist between this subpopulation and the overall population have not been adjusted for, and the subpopulation may not be representative of the overall population of students.

Variance Estimation

The complex sampling design used in BPS:12, BPS:12/17, and thus in BPS:12 PETS, must be taken into account when calculating variance estimates such as standard errors. To facilitate computation of standard errors for both linear and nonlinear statistics, statisticians computed a vector of bootstrap sample weights for the BPS:12 PETS weights. These weights are zero for units not selected in a particular bootstrap sample. Weights for other units are inflated for the bootstrap subsampling. Assuming B sets of replicate weights, the variance of any estimate, $\hat{\theta}$, can be estimated by replicating the estimation procedure for each replicate and computing a simple variance of the replicate estimates:

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

where $\hat{\theta}_b^\circ$ is the estimate based on the b -th replicate weight (where $b = 1$ to the number of replicates), and B is the total number of sets of replicate weights ($B = 200$ for BPS:12 PETS). Once the replicate weights are provided, this estimate can be produced by most survey software packages, such as SAS, SPSS, SUDAAN, WesVAR, R, or Stata.

Statisticians produced the replicate weights using a method that combines the approaches developed by Flyer (1987) and Kott (1988). The BPS:12 PETS method incorporated the finite population correction factor only at the first stage (NPSAS:12 institution sampling).

Cautions for Analysts

Sources of Error

The estimates in this report are subject to sampling and nonsampling errors. Sampling errors exist in all sample-based datasets, including BPS:12 PETS. Estimates calculated from one sample will differ from estimates calculated from other samples even if all the samples used the same sample design and methods. Nonsampling errors are due to many issues, including but not limited to nonresponse, coding and data entry errors, and misspecification of composite variables.

The standard error is a measure of the precision of the estimate accounting for sampling error. For this report, analysts calculated standard errors using bootstrap replication procedures in PowerStats. Tables C-1 to C-7 in appendix C provide the standard errors for the population estimates presented in tables 1–7.

Comparing With Prior BPS Estimates

Comparison of BPS:12 PETS results with those for prior cohorts of BPS requires information on how the NPSAS sample has changed over time. For details on these NPSAS sample changes, see *2015–16 National Postsecondary Student Aid Study (NPSAS:16): Data File Documentation* (Wine, Siegel, and Stollberg 2018). The BPS:12 PETS analysis file contains records for all individuals who were in the BPS:12 cohort and had a transcript from at least one institution. BPS:04/09, however, defined a PETS respondent as any individual who was a BPS:04/06 or BPS:04/09 student interview respondent and had a transcript from at least one institution. BPS:04/09 also made use of data from other sources, including NSC, to define student interview respondents who were not interview respondents but had sufficient data from these other sources. For details, see *2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09): Full-Scale Methodology Report* (Wine, Janson, and Wheelless 2011).

PowerStats

The estimates in this report were produced using PowerStats, a web-based software application that enables users to generate tables for most of the surveys conducted by NCES. PowerStats can use replicate weights produced with Balanced Repeated Replication, jackknifing, or bootstrapping to generate the design-adjusted standard errors necessary for testing the statistical significance of differences in the estimates. PowerStats also describes how each variable was created and includes question

wording for variables based on specific survey items. With PowerStats, users can replicate or expand upon the tables presented in this report.

PowerStats is part of a suite of online data analysis tools known as DataLab. Other components include QuickStats, a basic program designed for producing simple tables quickly and easily, and TrendStats, which can be used to perform trend analyses of certain NCES datasets. For more information, visit the DataLab website at <https://nces.ed.gov/datalab/index.aspx> or contact nces.info@ed.gov.

Appendix C—Standard Error Tables

Table C-1. Standard errors for table 1: UNDERGRADUATE CREDITS AND GRADE POINT AVERAGE (GPA): Among 2011–12 beginning postsecondary students, average number of undergraduate credits attempted and earned and mean undergraduate GPA in first year and over 6 years, by first degree program and selected characteristics: June 2017

First degree program and selected characteristics	In first year			Over 6 years		
	Average number of undergraduate credits attempted	Average number of undergraduate credits earned	Mean undergraduate GPA	Average number of undergraduate credits attempted	Average number of undergraduate credits earned	Mean undergraduate GPA
Total	0.38	0.41	0.02	2.21	2.17	0.02
Sex						
Male	0.41	0.43	0.03	2.56	2.42	0.03
Female	0.34	0.40	0.03	1.75	1.76	0.03
Race/ethnicity						
White	0.33	0.37	0.02	1.77	1.83	0.02
Black	0.61	0.58	0.06	2.97	2.76	0.06
Hispanic	0.59	0.64	0.05	2.55	2.28	0.04
Asian	1.43	1.60	0.05	5.56	5.35	0.04
Other	0.65	0.67	0.07	3.24	3.00	0.05
Highest education attained by either parent, 2011–12						
High school diploma or less	0.54	0.60	0.04	2.41	2.25	0.04
Some postsecondary education	0.33	0.34	0.03	1.49	1.53	0.03
Bachelor's or higher degree	0.25	0.31	0.03	2.17	2.28	0.03
Dependency status and family responsibilities, 2011–12						
Dependent	0.33	0.38	0.02	1.62	1.63	0.02
Independent	0.48	0.59	0.06	1.28	1.24	0.05
Unmarried, no dependent(s)	1.00	1.21	0.09	2.36	2.18	0.07
Unmarried, with dependent(s)	0.77	0.77	0.09	2.08	1.86	0.07
Married, no dependent(s)	1.32	1.46	0.19	4.92	4.54	0.13
Married, with dependent(s)	0.95	1.06	0.10	3.00	2.68	0.09
High school GPA						
Below 2.00	0.73	0.71	0.08	2.94	2.61	0.06
2.00–2.49	0.45	0.44	0.03	2.46	2.24	0.03
2.50–2.99	0.36	0.40	0.05	2.08	2.03	0.04
3.00–3.49	0.39	0.47	0.03	2.05	2.11	0.03
3.50–4.00	0.60	0.69	0.04	2.91	3.00	0.04
Undergraduate certificate program	1.53	1.61	0.11	1.53	1.66	0.10
Sex						
Male	1.77	1.78	0.14	2.77	2.59	0.11
Female	2.17	2.20	0.16	2.27	2.17	0.16
Race/ethnicity						
White	1.61	1.83	0.15	2.53	2.83	0.13
Black	2.40	2.08	0.25	4.26	4.21	0.24
Hispanic	3.41	3.32	0.18	2.61	2.38	0.17
Asian	6.01	4.76	†	10.44	8.90	†
Other	3.56	3.73	0.29	5.84	5.79	0.27
Highest education attained by either parent, 2011–12						
High school diploma or less	2.15	2.12	0.12	2.38	2.43	0.12
Some postsecondary education	1.68	1.99	0.16	2.23	2.38	0.14
Bachelor's or higher degree	1.86	1.94	0.18	3.95	3.91	0.15
Dependency status and family responsibilities, 2011–12						
Dependent	1.83	1.76	0.10	2.00	2.05	0.09
Independent	1.74	1.89	0.15	2.15	2.28	0.14
Unmarried, no dependent(s)	2.79	3.11	0.18	3.44	3.80	0.18
Unmarried, with dependent(s)	1.64	1.72	0.25	3.19	3.16	0.23
Married, no dependent(s)	5.68	5.65	0.26	6.02	5.57	0.24
Married, with dependent(s)	2.88	3.08	0.18	3.12	3.22	0.19

See notes at end of table.

Table C-1. Standard errors for table 1: UNDERGRADUATE CREDITS AND GRADE POINT AVERAGE (GPA): Among 2011–12 beginning postsecondary students, average number of undergraduate credits attempted and earned and mean undergraduate GPA in first year and over 6 years, by first degree program and selected characteristics: June 2017—Continued

First degree program and selected characteristics	In first year			Over 6 years		
	Average number of undergraduate credits attempted	Average number of undergraduate credits earned	Mean undergraduate GPA	Average number of undergraduate credits attempted	Average number of undergraduate credits earned	Mean undergraduate GPA
High school GPA						
Below 2.00	2.55	2.68	0.25	7.06	6.85	0.19
2.00–2.49	2.80	2.86	0.21	3.47	3.42	0.16
2.50–2.99	2.18	2.41	0.13	2.77	2.74	0.13
3.00–3.49	1.21	1.33	0.15	3.13	3.01	0.14
3.50–4.00	3.52	3.08	0.13	4.05	3.67	0.13
Associate's degree program	0.25	0.28	0.03	1.37	1.27	0.03
Sex						
Male	0.39	0.48	0.05	1.99	1.77	0.04
Female	0.38	0.40	0.04	1.63	1.58	0.04
Race/ethnicity						
White	0.40	0.44	0.04	1.63	1.60	0.03
Black	0.98	0.88	0.07	2.99	2.79	0.07
Hispanic	0.78	1.00	0.08	2.33	2.20	0.07
Asian	0.92	1.06	0.08	5.11	4.89	0.07
Other	1.01	0.96	0.12	4.77	4.33	0.10
Highest education attained by either parent, 2011–12						
High school diploma or less	0.49	0.60	0.06	1.78	1.70	0.05
Some postsecondary education	0.51	0.51	0.05	1.71	1.71	0.04
Bachelor's or higher degree	0.58	0.49	0.05	1.99	2.01	0.05
Dependency status and family responsibilities, 2011–12						
Dependent	0.30	0.33	0.03	1.54	1.54	0.03
Independent	0.58	0.73	0.07	1.61	1.62	0.06
Unmarried, no dependent(s)	1.70	2.01	0.16	3.70	3.71	0.13
Unmarried, with dependent(s)	0.98	1.08	0.12	2.76	2.60	0.10
Married, no dependent(s)	1.58	1.86	0.25	5.63	5.53	0.13
Married, with dependent(s)	0.84	0.99	0.13	3.36	3.30	0.11
High school GPA						
Below 2.00	0.77	0.72	0.09	3.57	3.03	0.07
2.00–2.49	0.49	0.49	0.04	2.61	2.39	0.04
2.50–2.99	0.52	0.63	0.07	2.35	2.37	0.06
3.00–3.49	0.46	0.45	0.05	1.91	1.90	0.05
3.50–4.00	0.62	0.74	0.08	2.57	2.72	0.06

See notes at end of table.

Table C-1. Standard errors for table 1: UNDERGRADUATE CREDITS AND GRADE POINT AVERAGE (GPA): Among 2011–12 beginning postsecondary students, average number of undergraduate credits attempted and earned and mean undergraduate GPA in first year and over 6 years, by first degree program and selected characteristics: June 2017—Continued

First degree program and selected characteristics	In first year			Over 6 years		
	Average number of undergraduate credits attempted	Average number of undergraduate credits earned	Mean undergraduate GPA	Average number of undergraduate credits attempted	Average number of undergraduate credits earned	Mean undergraduate GPA
Bachelor's degree program	0.37	0.40	0.02	1.94	1.89	0.02
Sex						
Male	0.47	0.48	0.03	2.41	2.40	0.03
Female	0.36	0.43	0.02	1.86	1.82	0.02
Race/ethnicity						
White	0.29	0.31	0.02	1.57	1.65	0.02
Black	1.02	1.01	0.07	4.15	3.82	0.06
Hispanic	0.49	0.58	0.06	3.48	3.35	0.05
Asian	1.74	1.91	0.07	6.61	6.21	0.05
Other	0.66	0.77	0.06	4.15	3.88	0.06
Highest education attained by either parent, 2011–12						
High school diploma or less	0.97	1.14	0.06	3.90	3.96	0.05
Some postsecondary education	0.34	0.42	0.04	1.72	1.80	0.03
Bachelor's or higher degree	0.26	0.27	0.02	1.76	1.75	0.02
Dependency status and family responsibilities, 2011–12						
Dependent	0.32	0.34	0.02	1.40	1.35	0.02
Independent	0.93	1.04	0.10	4.61	4.60	0.10
Unmarried, no dependent(s)	1.30	1.60	0.13	8.38	8.21	0.12
Unmarried, with dependent(s)	1.39	1.54	0.15	5.96	6.24	0.15
Married, no dependent(s)	2.51	2.69	0.52	15.32	14.50	0.49
Married, with dependent(s)	2.87	2.91	0.18	11.05	7.77	0.21
High school GPA						
Below 2.00	1.27	1.21	0.13	6.27	6.25	0.10
2.00–2.49	0.74	0.73	0.05	4.13	3.80	0.04
2.50–2.99	0.55	0.59	0.06	2.25	2.30	0.05
3.00–3.49	0.34	0.41	0.03	1.70	1.71	0.03
3.50–4.00	0.60	0.62	0.03	3.00	3.00	0.03

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012 Beginning Postsecondary Students Longitudinal Study (BPS:12) Postsecondary Education Transcript Study (PETS).

Table C-2. Standard errors for table 2: SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM) CREDITS AND GRADE POINT AVERAGE (GPA): Percentage of 2011–12 beginning postsecondary students who attempted any STEM credits and, among those students, average number of STEM credits attempted and earned and mean STEM GPA, by selected characteristics: June 2017

Selected characteristics	Percent who attempted any STEM credits	Among students who attempted STEM credits		
		Average number of STEM credits attempted	Average number of STEM credits earned	Mean STEM GPA
Total	0.17	0.78	0.73	0.02
Sex				
Male	0.21	0.92	0.86	0.03
Female	0.27	0.80	0.74	0.03
Race/ethnicity				
White	0.23	0.67	0.66	0.02
Black	0.27	1.24	1.01	0.06
Hispanic	0.43	0.86	0.68	0.07
Asian	†	3.38	3.19	0.04
Other	0.20	1.32	1.21	0.06
Highest education attained by either parent, 2011–12				
High school diploma or less	0.26	1.13	0.93	0.04
Some postsecondary education	0.27	0.71	0.64	0.03
Bachelor's or higher degree	0.35	1.00	1.00	0.03
Dependency status and family responsibilities, 2011–12				
Dependent	0.20	0.68	0.66	0.02
Independent	0.30	0.63	0.53	0.07
Unmarried, no dependent(s)	0.55	1.41	1.18	0.13
Unmarried, with dependent(s)	1.06	0.70	0.57	0.08
Married, no dependent(s)	0.13	1.53	1.42	0.16
Married, with dependent(s)	0.73	1.33	1.03	0.11
High school GPA				
Below 2.00	0.59	1.56	1.20	0.08
2.00–2.49	0.57	1.01	0.88	0.05
2.50–2.99	0.23	0.75	0.68	0.05
3.00–3.49	0.36	0.80	0.76	0.03
3.50–4.00	0.14	1.37	1.34	0.04
Control and level of first institution attended				
Public 2-year	0.37	0.66	0.58	0.03
Public 4-year	0.13	0.86	0.83	0.03
Private nonprofit 4-year	0.11	1.69	1.54	0.04
For-profit	0.41	0.90	0.97	0.13
Other	3.44	3.06	3.07	0.42
First degree program, 2011–12				
No certificate or degree	†	2.81	2.16	0.20
Undergraduate certificate	0.78	1.19	1.01	0.14
Associate's degree	0.36	0.58	0.49	0.03
Bachelor's degree	0.09	0.87	0.83	0.02

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012 Beginning Postsecondary Students Longitudinal Study (BPS:12) Postsecondary Education Transcript Study (PETS).

Table C-3. Standard errors for table 3: REMEDIAL COURSETAKING: Percentage of 2011–12 beginning postsecondary students who took any remedial courses and, among those students, average number of remedial courses taken and passed, by selected characteristics: June 2017

Selected characteristics	Percent who took any remedial courses	Among students who took remedial courses	
		Average number of remedial courses taken	Average number of remedial courses passed
Total	1.08	0.06	0.05
Sex			
Male	1.16	0.08	0.07
Female	1.60	0.07	0.05
Race/ethnicity			
White	1.19	0.06	0.05
Black	3.18	0.21	0.12
Hispanic	2.02	0.11	0.09
Asian	2.61	0.19	0.17
Other	2.96	0.19	0.16
Highest education attained by either parent, 2011–12			
High school diploma or less	1.74	0.09	0.07
Some postsecondary education	1.59	0.07	0.06
Bachelor's or higher degree	1.35	0.10	0.07
Dependency status and family responsibilities, 2011–12			
Dependent	1.21	0.06	0.05
Independent	2.30	0.12	0.09
Unmarried, no dependent(s)	4.03	0.22	0.15
Unmarried, with dependent(s)	2.52	0.13	0.12
Married, no dependent(s)	6.05	0.27	0.30
Married, with dependent(s)	3.89	0.25	0.23
High school GPA			
Below 2.00	3.11	0.18	0.16
2.00–2.49	2.03	0.12	0.08
2.50–2.99	1.95	0.11	0.09
3.00–3.49	1.77	0.08	0.07
3.50–4.00	1.61	0.10	0.08
Control and level of first institution attended			
Public 2-year	1.13	0.07	0.06
Public 4-year	1.33	0.11	0.08
Private nonprofit 4-year	1.35	0.11	0.08
For-profit	4.95	0.17	0.18
Other	14.14	†	†
First degree program, 2011–12			
No certificate or degree	9.73	0.34	0.25
Undergraduate certificate	2.31	0.22	0.23
Associate's degree	1.35	0.07	0.06
Bachelor's degree	0.91	0.07	0.05

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012 Beginning Postsecondary Students Longitudinal Study (BPS:12) Postsecondary Education Transcript Study (PETS).

Table C-4. Standard errors for table 4: HIGHEST POSTSECONDARY ATTAINMENT: Percentage distribution of 2011–12 beginning postsecondary students' highest postsecondary attainment, by first degree program and selected coursetaking experiences: June 2017

First degree program and selected coursetaking experiences	No credential, not currently enrolled	No credential, currently enrolled at less-than-4-year institution	No credential, currently enrolled at 4-year institution	Attained an undergraduate certificate	Attained an associate's degree	Attained a bachelor's degree
Total	1.37	0.27	0.26	0.56	0.68	1.64
Undergraduate certificate program	3.85	1.41	†	4.02	0.64	†
Took any remedial courses						
Yes	4.85	4.91	†	4.38	2.06	†
No	4.29	0.50	0.11	4.50	0.50	†
Withdrew from any courses						
Yes	5.30	2.85	†	4.68	1.15	†
No	3.88	†	0.11	3.92	0.73	†
Received any noncourse credits						
Yes	†	†	†	17.52	†	†
No	3.91	1.43	†	4.10	0.62	†
Associate's degree program	1.07	0.51	0.37	0.41	1.26	0.75
Took any remedial courses						
Yes	1.44	0.70	0.50	0.49	1.50	0.85
No	2.05	0.68	0.77	0.71	2.46	1.17
Withdrew from any courses						
Yes	1.16	0.68	0.56	0.43	1.23	0.67
No	1.84	0.66	0.55	0.75	2.32	1.42
Received any noncourse credits						
Yes	3.75	2.12	2.87	1.22	4.05	3.80
No	1.13	0.50	0.38	0.44	1.35	0.72
Bachelor's degree program	1.45	0.30	0.44	0.17	0.31	1.39
Took any remedial courses						
Yes	2.30	0.65	1.02	0.35	0.77	2.22
No	1.44	0.30	0.51	0.19	0.35	1.43
Withdrew from any courses						
Yes	2.51	0.50	0.76	0.29	0.53	2.18
No	1.15	0.24	0.51	0.19	0.31	1.24
Received any noncourse credits						
Yes	1.89	0.25	0.79	0.12	0.41	2.06
No	1.78	0.42	0.49	0.23	0.42	1.67

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012 Beginning Postsecondary Students Longitudinal Study (BPS:12) Postsecondary Education Transcript Study (PETS).

Table C-5. Standard errors for table 5: SUMMER ENROLLMENT AND CREDITS: Percentage of 2011–12 beginning postsecondary students who ever enrolled in summer classes and, among those students, average number of credits earned in summer classes, by selected characteristics: June 2017

Selected characteristics	Ever enrolled in summer classes	Average number of credits earned in summer classes	Enrolled in summer classes in 2011 and/or 2012	Average number of credits earned in summer classes in 2011 and 2012	Enrolled in summer classes in 2013	Average number of credits earned in summer classes in 2013
Total	0.96	0.16	0.69	0.17	0.62	0.17
Sex						
Male	1.17	0.31	1.11	0.31	0.90	0.37
Female	1.16	0.16	0.80	0.13	0.84	0.15
Race/ethnicity						
White	0.97	0.17	0.82	0.16	0.76	0.13
Black	2.91	0.45	1.59	0.27	1.65	0.34
Hispanic	2.30	0.72	2.48	0.63	2.18	0.84
Asian	4.01	0.60	2.35	0.38	2.31	0.31
Other	3.04	0.55	1.91	0.48	2.55	0.48
Highest education attained by either parent, 2011–12						
High school diploma or less	1.45	0.51	1.58	0.46	1.24	0.55
Some postsecondary education	1.25	0.27	1.10	0.21	1.04	0.26
Bachelor's or higher degree	1.59	0.18	0.97	0.16	0.92	0.15
Dependency status and family responsibilities, 2011–12						
Dependent	0.93	0.14	0.62	0.11	0.62	0.12
Independent	2.16	0.71	2.15	0.46	1.69	0.84
Unmarried, no dependent(s)	3.82	1.89	4.38	1.11	4.11	1.75
Unmarried, with dependent(s)	2.45	0.52	2.10	0.35	1.55	0.31
Married, no dependent(s)	5.94	1.12	5.38	0.71	3.65	0.65
Married, with dependent(s)	3.51	0.52	3.03	0.44	2.45	0.39
High school GPA						
Below 2.00	3.01	0.56	2.43	0.52	1.80	0.38
2.00–2.49	1.76	0.35	1.59	0.25	1.17	0.29
2.50–2.99	1.60	0.35	1.29	0.25	1.06	0.22
3.00–3.49	1.36	0.21	0.91	0.17	1.03	0.18
3.50–4.00	1.82	0.24	1.08	0.22	1.03	0.20
Control and level of first institution attended						
Public 2-year	1.49	0.18	0.91	0.13	0.84	0.16
Public 4-year	1.15	0.20	1.04	0.19	0.90	0.17
Private nonprofit 4-year	2.27	0.30	0.97	0.29	1.25	0.26
For-profit	5.36	1.37	5.55	0.78	3.42	1.54
Other	†	†	†	†	†	†
First degree program, 2011–12						
No certificate or degree	10.68	0.95	10.21	0.34	8.26	†
Undergraduate certificate	4.92	0.78	4.78	1.02	0.84	0.56
Associate's degree	1.47	0.37	1.22	0.29	1.04	0.46
Bachelor's degree	1.26	0.16	0.73	0.13	0.80	0.14

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012 Beginning Postsecondary Students Longitudinal Study (BPS:12) Postsecondary Education Transcript Study (PETS).

Table C-6. Standard errors for table 6: TIME TO FIRST POSTSECONDARY CREDENTIAL: Percentage of 2011–12 beginning postsecondary students who ever earned a postsecondary credential and, among those students, average number of months elapsed between postsecondary entry and first credential receipt, by type of first credential and selected characteristics: June 2017

Selected characteristics	Percent of students who ever earned a postsecondary credential	Average number of months elapsed between postsecondary entry and first undergraduate certificate for students who first earned an undergraduate certificate	Average number of months elapsed between postsecondary entry and first associate's degree for students who first earned an associate's degree	Average number of months elapsed between postsecondary entry and first bachelor's degree for students who first earned a bachelor's degree
Total	1.30	1.32	0.94	0.20
Sex				
Male	1.40	2.08	1.62	0.29
Female	1.24	1.59	0.88	0.26
Race/ethnicity				
White	1.52	1.56	0.82	0.22
Black	2.22	3.36	2.20	0.56
Hispanic	2.04	1.84	2.66	0.71
Asian	3.08	3.81	2.41	0.63
Other	2.89	7.31	2.78	0.96
Highest education attained by either parent, 2011–12				
High school diploma or less	1.54	1.46	2.17	0.74
Some postsecondary education	1.47	1.67	0.90	0.46
Bachelor's or higher degree	1.50	2.59	1.10	0.19
Dependency status and family responsibilities, 2011–12				
Dependent	1.25	1.69	0.76	0.19
Independent	2.18	1.45	2.57	1.22
Unmarried, no dependent(s)	4.51	1.83	4.42	1.49
Unmarried, with dependent(s)	2.47	1.87	3.55	1.51
Married, no dependent(s)	5.03	3.62	3.07	†
Married, with dependent(s)	3.37	2.83	2.71	†
High school GPA				
Below 2.00	2.70	2.27	4.28	1.86
2.00–2.49	1.91	2.04	1.55	0.89
2.50–2.99	1.67	3.21	1.45	0.53
3.00–3.49	1.38	2.02	1.00	0.29
3.50–4.00	2.36	2.64	1.24	0.27
Control and level of first institution attended				
Public 2-year	1.33	1.32	0.77	0.82
Public 4-year	1.32	4.10	1.39	0.26
Private nonprofit 4-year	2.83	9.08	2.67	0.30
For-profit	4.04	0.62	1.52	1.91
Other	9.98	2.78	†	†
First degree program, 2011–12				
No certificate or degree	8.79	†	†	†
Undergraduate certificate	3.76	0.81	4.33	†
Associate's degree	1.05	1.54	1.08	1.28
Bachelor's degree	1.44	3.67	1.00	0.18

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012 Beginning Postsecondary Students Longitudinal Study (BPS:12) Postsecondary Education Transcript Study (PETS).

Table C-7. Standard errors for table 7: BACHELOR'S DEGREE ATTAINMENT AND TIME TO FIRST BACHELOR'S DEGREE: Percentage of 2011–12 beginning postsecondary students who ever earned a bachelor's degree and, among those bachelor's degree recipients, percentage distribution of years they took to complete their first bachelor's degree, by number of credits earned in first year and selected characteristics: June 2017

Selected characteristics	Percent of students who ever earned a bachelor's degree	Among bachelor's degree recipients who earned 0–23 credits in the first year, percentage distribution of years they took to complete their first bachelor's degree			Among bachelor's degree recipients who earned 24–29 credits in the first year, percentage distribution of years they took to complete their first bachelor's degree			Among bachelor's degree recipients who earned 30 or more credits in the first year, percentage distribution of years they took to complete their first bachelor's degree		
		4 years or less	5 years (49–60 months)	6 years (61 or more months)	4 years or less	5 years (49–60 months)	6 years (61 or more months)	4 years or less	5 years (49–60 months)	6 years (61 or more months)
Total	1.64	3.61	3.29	2.86	1.79	1.61	1.25	1.44	1.46	0.66
Sex										
Male	1.83	5.05	4.57	4.30	2.57	2.50	2.16	2.34	1.91	1.48
Female	1.46	3.65	4.26	3.31	2.22	1.93	1.42	1.83	1.87	0.53
Race/ethnicity										
White	1.52	4.32	4.74	3.98	2.37	2.16	1.65	1.58	1.39	0.80
Black	2.10	6.53	8.13	7.66	5.19	5.36	4.16	4.24	4.19	†
Hispanic	1.59	3.80	5.88	4.93	4.48	3.89	2.06	4.17	4.06	1.94
Asian	3.09	7.73	8.70	10.26	4.03	3.15	3.52	9.50	9.61	†
Other	2.52	15.26	12.14	7.92	7.12	8.66	5.58	6.11	5.93	†
Highest education attained by either parent, 2011–12										
High school diploma or less	1.65	4.89	7.44	5.94	4.03	4.26	2.52	6.33	6.32	1.65
Some postsecondary education	1.26	5.64	6.01	5.05	3.53	3.05	2.61	2.72	2.14	†
Bachelor's or higher degree	2.06	5.04	4.92	3.50	2.02	1.92	1.69	1.61	1.48	0.65
Dependency status and family responsibilities, 2011–12										
Dependent	1.28	3.58	3.58	2.97	1.75	1.54	1.30	1.42	1.40	0.60
Independent	0.81	6.77	8.49	9.74	9.03	10.58	5.85	8.02	7.16	4.34
Unmarried, no dependent(s)	1.92	†	15.94	17.19	11.90	12.77	3.59	10.85	9.61	†
Unmarried, with dependent(s)	0.89	†	†	†	†	†	†	14.34	13.80	†
Married, no dependent(s)	2.16	†	†	†	†	†	†	†	†	†
Married, with dependent(s)	1.22	†	†	†	†	†	†	†	†	†
High school GPA										
Below 2.00	1.55	†	†	†	12.48	11.54	9.27	11.24	10.63	†
2.00–2.49	1.75	4.61	7.06	7.82	5.47	5.22	4.54	8.29	7.65	†
2.50–2.99	1.65	4.49	7.35	6.90	3.96	3.88	2.91	3.97	3.99	2.11
3.00–3.49	1.73	3.99	4.96	3.99	2.56	2.28	2.53	1.81	1.64	1.12
3.50–4.00	2.30	6.89	6.48	5.03	2.35	2.21	1.29	2.22	2.25	0.86

See notes at end of table.

Table C-7. Standard errors for table 7: BACHELOR'S DEGREE ATTAINMENT AND TIME TO FIRST BACHELOR'S DEGREE: Percentage of 2011–12 beginning postsecondary students who ever earned a bachelor's degree and, among those bachelor's degree recipients, percentage distribution of years they took to complete their first bachelor's degree, by number of credits earned in first year and selected characteristics: June 2017—Continued

Selected characteristics	Percent of students who ever earned a bachelor's degree	Among bachelor's degree recipients who earned 0–23 credits in the first year, percentage distribution of years they took to complete their first bachelor's degree			Among bachelor's degree recipients who earned 24–29 credits in the first year, percentage distribution of years they took to complete their first bachelor's degree			Among bachelor's degree recipients who earned 30 or more credits in the first year, percentage distribution of years they took to complete their first bachelor's degree		
		4 years or less	5 years (49–60 months)	6 years (61 or more months)	4 years or less	5 years (49–60 months)	6 years (61 or more months)	4 years or less	5 years (49–60 months)	6 years (61 or more months)
Control and level of first institution attended										
Public 2-year	0.87	3.30	5.97	5.96	4.37	4.83	6.11	4.13	4.15	2.90
Public 4-year	1.37	3.24	3.81	2.91	2.12	1.96	1.21	1.83	1.69	0.72
Private nonprofit 4-year	2.80	9.83	6.15	7.34	2.84	2.67	1.41	2.63	2.73	1.25
For-profit	1.09	†	22.21	†	17.95	19.23	3.45	5.99	5.67	†
Other	†	†	†	†	†	†	†	†	†	†
First degree program, 2011–12										
No certificate or degree	8.17	†	†	†	†	†	†	†	†	†
Undergraduate certificate	†	†	†	†	†	†	†	†	†	†
Associate's degree	0.74	3.76	7.03	6.93	5.01	5.02	4.18	5.01	5.21	3.02
Bachelor's degree	1.40	4.32	3.70	2.97	1.69	1.60	0.96	1.42	1.40	0.65

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012 Beginning Postsecondary Students Longitudinal Study (BPS:12) Postsecondary Education Transcript Study (PETS).

Table C-8. Standard errors for table B-5: Percentage distribution of all Postsecondary Education Transcript Study (PETS) respondents and the subset of PETS respondents for whom transcript information or enrollment data were available for all known postsecondary institutions attended, by selected characteristics

Selected characteristics	All PETS respondents	PETS respondents for whom transcript information or enrollment data were available for all known postsecondary institutions attended
Total	†	†
Sex		
Male	0.86	0.96
Female	0.86	0.96
Race/ethnicity		
White	0.78	0.88
Black	0.67	0.81
Hispanic	0.67	0.71
Asian	0.27	0.31
Other	0.35	0.36
Highest education attained by either parent, 2011–12		
High school diploma or less	0.90	0.91
Some postsecondary education	0.74	0.73
Bachelor's or higher degree	0.69	0.74
Dependency status and family responsibilities, 2011–12		
Dependent	1.49	1.68
Independent	1.49	1.68
Unmarried, no dependent(s)	1.21	1.24
Unmarried, with dependent(s)	0.38	0.50
Married, no dependent(s)	0.19	0.23
Married, with dependent(s)	0.24	0.24
High school GPA		
Below 2.00	0.22	0.24
2.00–2.49	0.43	0.48
2.50–2.99	0.44	0.47
3.00–3.49	0.58	0.67
3.50–4.00	0.60	0.69
Control and level of first institution based on transcripts		
Public 2-year	1.50	1.34
Public 4-year	1.16	1.27
Private nonprofit 4-year	0.45	0.53
For-profit	0.57	0.79
Other	0.16	0.20
First degree program, 2011–12		
No certificate or degree	0.24	0.29
Undergraduate certificate	0.44	0.65
Associate's degree	1.45	1.57
Bachelor's degree	1.18	1.57

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012 Beginning Postsecondary Students Longitudinal Study (BPS:12) Postsecondary Education Transcript Study (PETS).