

# Persistence and Attainment of 2019–20 First-Time Postsecondary Students After 3 Years

First Look

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# Persistence and Attainment of 2019–20 First-Time Postsecondary Students After 3 Years

First Look

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# Introduction

This report presents selected findings from the 2020/22 Beginning Postsecondary Students Longitudinal Study (BPS:20/22), a study conducted by the National Center for Education Statistics (NCES) within the U.S. Department of Education. The findings in this report are based on data about a nationally representative sample of all first-time beginning students (FTBs) who entered postsecondary education for the first time during the 2019–20 academic year. BPS:20/22 is the first follow-up of a cohort of FTBs originally identified during the 2019–20 National Postsecondary Student Aid Study (NPSAS:20) and covers 3 years of students' experiences, from their first year of postsecondary education in the 2019–20 academic year through the 2021–22 academic year. The BPS:20/22 sample consisted of approximately 37,330 total students, representing the approximately 3.3 million undergraduates who were first-time postsecondary students enrolled in the 2019–20 academic year.

Data from BPS can address questions about students' postsecondary enrollment patterns, continued enrollment in college, highest postsecondary credential earned, social and academic experiences and activities, and employment history. To facilitate analyses of student choices and postsecondary enrollment and credential attainment, the BPS:20/22 survey collected information on teacher effectiveness, as well as frequency and types of communication and interactions with family and friends, faculty members, and other students, which were also included in the NPSAS:20 survey. Additionally, in response to the COVID-19 pandemic, several survey questions asked respondents to report on employment and education disruptions and personal experiences “as a result of the coronavirus pandemic” in spring 2020 and in the 2020–21 academic year. Respondents indicated their perception of whether an experience was the result of the coronavirus pandemic.

The report provides information on first-time postsecondary students' attainment and persistence rates at any institution 3 years after they began postsecondary education, along with their education and personal experiences during the COVID-19 pandemic. In this report, attainment represents the students' highest postsecondary credential earned, whereas persistence describes enrollment during the 2021–22 academic year for students who had not earned a postsecondary credential. As a result, students who earned a postsecondary credential and

enrolled for additional postsecondary education are accounted for in attainment rates. It is important to note that BPS:20/22 data reflect first-time postsecondary students' experiences over 3 academic years, when many students are still working toward a postsecondary credential. The 2022/25 Beginning Postsecondary Students Longitudinal Study, which is designed to follow up with students 6 years after they began postsecondary education, will provide more comprehensive data about postsecondary attainment.

This First Look shows some of the ways that BPS:20/22 data can be used. Selected findings are not intended to emphasize any particular issue, and the report does not discuss all the information presented in the tables. Readers should not infer causality from the data in this report. Although many of the factors discussed are related to each other, this report does not explore these relationships. The student- and institution-level factors in this report are just a few of the several hundred that will be available in the BPS:20/22 data.

The Selected Findings section of this report describes outcomes among FTBs based on statistics presented in appendix A, which also includes standard error tables. Table A-1 provides a snapshot of students 3 years after they first enrolled in postsecondary education. It presents information about students' backgrounds (e.g., gender, race/ethnicity) and COVID-19 experiences in spring 2020 by their attainment and persistence status in June 2022. Tables A-2 and A-3 present this same information for FTBs who first began at a public 2-year institution and a 4-year institution, respectively. Tables A-4 and A-5 show details about the education (A-4) and personal or financial (A-5) disruptions students experienced due to COVID-19 in their second year after initial postsecondary enrollment (i.e., the 2020–21 academic year). Appendix B describes the design of BPS:20/22 and how it differs from prior BPS administrations. It also includes the references section for this report. Appendix C describes the variables used to generate the estimates presented in the tables.

# Selected Findings

## *Attainment and persistence at any institution within 3 years*

- Among 2019–20 first-time postsecondary students, 7 percent had completed an associate’s degree, 5 percent had completed a certificate, and 1 percent had completed a bachelor’s degree at any institution within 3 years (table A-1). Another 65 percent had not earned a credential as of June 2022 but were enrolled at an institution during the 2021–22 academic year (48 percent at a 4-year institution and 17 percent at a less-than-4-year institution), while an additional 23 percent had not earned a credential and were not enrolled at any institution during the 2021–22 academic year.
- Within 3 years of starting postsecondary education, 13 percent of 2019–20 first-time postsecondary students who first enrolled in a public 2-year institution had completed an associate’s degree and 6 percent had completed a certificate (table A-2). Another 48 percent had not earned a credential as of June 2022 but were enrolled in postsecondary education during the 2021–22 academic year (9 percent at a 4-year institution and 39 percent at a less-than-4-year institution), and 33 percent had not earned a credential and were not enrolled at any institution during the 2021–22 academic year.
- Within 3 years of starting postsecondary education, 3 percent of 2019–20 first-time postsecondary students who first enrolled in a 4-year institution had completed an associate’s degree, 2 percent had completed a certificate, and 1 percent had completed a bachelor’s degree (table A-3). An additional 79 percent had not earned a credential as of June 2022 but were enrolled in postsecondary education during the 2021–22 academic year (75 percent at a 4-year institution and 4 percent at a less-than-4-year institution), and 15 percent had not earned a credential and were not enrolled at any institution during the 2021–22 academic year.

### ***Education and personal disruptions and changes due to the COVID-19 pandemic in the 2020–21 academic year***

- Among those who had attained a credential at any institution within 3 years of entering postsecondary education and were enrolled in any postsecondary institution during the 2020–21 academic year, 72 percent reported that some or all their classes were delivered entirely online because of the COVID-19 pandemic in the 2020–21 academic year (table A-4). Thirty-one percent reported receiving grades lower than expected because of the COVID-19 pandemic in the 2020–21 academic year. Among those who had not attained a credential at any institution and were enrolled in a postsecondary institution during the 2020–21 academic year, 80 percent indicated that some or all of their classes were delivered entirely online because of the COVID-19 pandemic in the 2020–21 academic year. An additional 41 percent indicated receiving grades lower than expected because of the COVID-19 pandemic.
- Among all 2019–20 first-time postsecondary students, 73 percent reported increased stress or anxiety due to the COVID-19 pandemic in the 2020–21 academic year. Twenty percent lost a job or income, and 19 percent moved back to their permanent address in the 2020–21 academic year (table A-5). Fifteen percent reported difficulty paying their mortgage or rent, and 12 percent reported difficulty accessing food or paying for food due to the COVID-19 pandemic.

# Appendix A—Estimate and Standard Error Tables

**Table A-1. ATTAINMENT AND PERSISTENCE RATES AT ANY INSTITUTION: Among all 2019–20 first-time postsecondary students, percentages who attained a postsecondary credential, by highest credential attained; who were last enrolled at different levels of postsecondary institutions; and who were no longer enrolled, by enrollment and student characteristics: 2020–22**

Enrollment and student characteristics	Highest credential attained at any institution by June 2022			No credential attained at any institution by June 2022		
	Certificate	Associate's degree	Bachelor's degree	Enrolled at 4-year institution <sup>1</sup>	Enrolled at less-than-4-year institution <sup>1</sup>	Not enrolled <sup>1</sup>
<b>Total</b>	<b>5.1</b>	<b>6.8</b>	<b>0.7</b>	<b>47.9</b>	<b>16.9</b>	<b>22.6</b>
Control and level of first institution attended						
Public	4.2	8.3	0.6	42.1	20.7	24.0
Less-than-2-year	60.9	‡	‡	‡	11.2 !	23.6
2-year	5.8	13.0	0.1 !	8.7	39.3	33.1
4-year	2.0	4.1	1.0	73.0	4.0	15.8
Non-doctorate-granting	3.9	10.0	0.4	57.6	3.8	24.3
Primarily subbaccalaureate	5.3	14.4	0.1 !	48.2	4.1	27.7
Primarily baccalaureate	1.3	2.2	0.8 !	74.0	3.2	18.4
Doctorate-granting	1.0	1.1	1.4	80.9	4.1	11.5
Private nonprofit	1.0 !	1.3	0.5	82.2	3.8	11.2
Less-than-4-year	‡	15.3 !	‡	‡	46.6 !	20.5 !
4-year	0.8 !	1.0	0.5	83.6	3.0	11.0
Non-doctorate-granting	1.4 !	1.1 !	0.3 !	77.6	3.5	16.0
Doctorate-granting	‡	1.0 !	0.7	86.9	2.7	8.3
Private for-profit	25.8	4.3	1.8	22.8	8.9	36.4
Less-than-2-year	44.6	‡	‡	2.8 !	12.5	40.1
2-year	41.4	7.4	‡	3.2 !	14.5	33.3
4-year	3.6	5.9 !	3.9	48.1	3.2 !	35.3
Undergraduate certificate or degree program enrollment, 2019–20						
Enrolled, not in a certificate or degree program	4.4 !	5.1 !	‡	25.6	25.0	39.9
Certificate	40.6	2.4	‡	6.6	15.4	35.0
Associate's degree	3.9	14.2	0.1 !	17.0	32.6	32.1
Bachelor's degree	0.7	1.2	1.2	80.7	3.7	12.4
Planned to transfer from first institution attended to another school, 2019–20 <sup>2</sup>						
Yes	3.9	12.1	0.2 !	29.5	28.6	25.8
No	5.8	3.6	0.9	59.1	9.9	20.7
Attendance intensity through spring 2022 <sup>3</sup>						
Always full-time	5.5	6.6	0.8	55.0	7.7	24.4
Mixed	5.0	8.0	0.6	46.2	26.2	13.9
Always part-time	2.7	0.5 !	‡	13.0	18.6	65.2
Highest level of education expected, 2019–20						
Certificate or no degree	47.3	2.0 !	‡	5.8	10.4	34.5
Associate's degree	8.5	10.4	‡	9.0	26.5	45.5
Bachelor's degree	3.9	7.1	0.6	43.6	19.6	25.3
Master's degree or higher <sup>4</sup>	1.9	6.1	0.9	63.9	12.9	14.2
Major or field of study, 2019–20 <sup>5</sup>						
Math/computer/sciences/engineering/technologies (STEM)	2.7	5.3	0.7	57.8	15.9	17.4
Social/behavioral sciences	1.6	6.1	1.3	62.0	11.1	18.0
Non-STEM field	6.5	7.6	0.6	42.0	18.3	25.1
Undecided or not in a degree program	2.7	4.1	‡	60.2	11.8	20.6

See notes at end of table.

**Table A-1. ATTAINMENT AND PERSISTENCE RATES AT ANY INSTITUTION: Among all 2019–20 first-time postsecondary students, percentages who attained a postsecondary credential, by highest credential attained; who were last enrolled at different levels of postsecondary institutions; and who were no longer enrolled, by enrollment and student characteristics: 2020–22—Continued**

Enrollment and student characteristics	Highest credential attained at any institution by June 2022			No credential attained at any institution by June 2022		
	Certificate	Associate's degree	Bachelor's degree	Enrolled at 4-year institution <sup>1</sup>	Enrolled at less-than-4-year institution <sup>1</sup>	Not enrolled <sup>1</sup>
Gender <sup>6</sup>						
Male	4.4	6.6	0.5	46.8	17.3	24.5
Female	5.7	7.0	0.8	49.0	16.5	20.9
Genderqueer, gender nonconforming, or a different gender identity	4.3 !	5.1	‡	44.2	20.8	24.6
Age as of December 31, 2019						
18 years or younger	3.3	6.9	0.8	55.2	15.7	18.2
19 years	3.9	6.8	0.6	51.3	15.8	21.6
20–23 years	9.6	5.4	0.6 !	24.8	21.8	37.9
24–29 years	14.2	9.8	1.0 !	17.1	23.7	34.1
30 years or older	15.3	6.3	‡	18.6	22.0	37.6
Race/ethnicity						
American Indian or Alaska Native, not Hispanic or Latino	6.7 !	3.3 !	‡	33.9	12.4 !	42.3
Asian, not Hispanic or Latino	3.3	5.2	0.8	63.0	16.3	11.5
Black, not Hispanic or Latino	4.2	6.2	0.3	38.8	20.9	29.6
Hispanic or Latino, of any race	6.1	6.8	0.4	38.2	22.1	26.4
Native Hawaiian or Other Pacific Islander, not Hispanic or Latino	12.8 !	‡	‡	40.6	13.0 !	29.5
White, not Hispanic or Latino	5.3	7.7	0.7	51.4	14.3	20.5
Two or more races, not Hispanic or Latino	3.7	4.5	1.5 !	51.3	13.0	26.0
Dependency and family status, 2019–20 <sup>7</sup>						
Dependent	3.8	6.7	0.7	52.6	15.8	20.4
Independent	12.4	7.5	0.3 !	21.3	23.1	35.4
Unmarried, no dependent(s)	9.5	8.0	‡	24.2	26.1	31.7
Married, no dependent(s)	14.5	6.2 !	‡	26.2	23.4	29.6
Unmarried, with dependent(s)	14.6	6.8	‡	17.0	18.4	43.2
Married, with dependent(s)	15.1	8.3	‡	19.1	23.4	33.7
Total income in 2017 <sup>8</sup>						
Less than \$30,000	7.4	6.0	0.4	33.4	21.1	31.7
\$30,000–\$59,999	5.8	7.3	0.6	42.5	19.0	24.8
\$60,000–\$89,999	3.9	7.9	0.5	48.5	17.4	21.8
\$90,000 or more	2.8	6.8	1.0	65.8	11.2	12.3
Highest education attained by either parent, 2019–20 <sup>9</sup>						
High school diploma or less	8.1	6.0	0.2 !	30.6	23.0	31.9
Some postsecondary education	6.0	7.6	0.5	40.6	18.4	26.8
Bachelor's degree or higher	3.1	6.7	1.0	60.2	13.1	15.9

See notes at end of table.



**Table A-1. ATTAINMENT AND PERSISTENCE RATES AT ANY INSTITUTION: Among all 2019–20 first-time postsecondary students, percentages who attained a postsecondary credential, by highest credential attained; who were last enrolled at different levels of postsecondary institutions; and who were no longer enrolled, by enrollment and student characteristics: 2020–22—Continued**

Enrollment and student characteristics	Highest credential attained at any institution by June 2022			No credential attained at any institution by June 2022		
	Certificate	Associate's degree	Bachelor's degree	Enrolled at 4-year institution <sup>1</sup>	Enrolled at less-than-4-year institution <sup>1</sup>	Not enrolled <sup>1</sup>
Disruptions or changes due to COVID-19, spring 2020						
Experienced enrollment disruption or change at first institution attended <sup>10</sup>	4.9	7.2	0.7	51.2	16.9	19.1
Withdrew	3.8	3.1	0.6 !	24.9	24.8	42.8
Took leave of absence	8.0	2.5	‡	25.3	17.7	46.0
Some or all classes canceled	7.8	5.7	0.4 !	46.6	16.1	23.4
School break extended	3.6	7.6	0.8	56.3	15.2	16.5
Some or all in-person classes moved to online only <sup>11</sup>	4.8	7.3	0.7	52.1	16.8	18.3
Study-abroad program canceled or modified	3.4 !	5.1	1.0 !	68.2	7.3	15.0
Experienced housing disruption or change <sup>12</sup>						
Moved back to permanent address	1.9	3.2	1.1	73.7	7.7	12.5
Moved to another living situation	1.6	3.0	1.1	77.2	6.4	10.7
Had difficulty finding safe and stable housing	2.7	3.7	0.8 !	54.3	11.2	27.2
Experienced financial disruption or change <sup>13</sup>						
Received emergency financial assistance from first institution attended	4.3	2.9	‡	45.1	18.3	28.4
Lost a job or lost income because of reduced hours	5.8	7.6	0.8	50.4	15.4	20.1
Had difficulty accessing food or paying for food	5.2	7.9	0.6 !	55.5	14.2	16.6
	5.1	7.1	0.7	45.4	15.8	25.9
	7.2	5.5	0.5 !	34.7	20.3	31.8

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

<sup>1</sup> Indicates students' postsecondary enrollment status during the 2021–22 academic year and, for those who were enrolled, the level of the institution where they were last enrolled.

<sup>2</sup> The 2019–20 National Postsecondary Student Aid Study (NPSAS:20) asked students "Do you plan to transfer from [NPSAS institution] to another school?"

<sup>3</sup> Indicates the pattern of enrollment intensity for all months enrolled at all postsecondary institutions between July 2019 and June 2022. Full-time status is generally based on 12 or more credit hours per term or 24 credit hours per academic year.

<sup>4</sup> "Master's degree or higher" includes postbaccalaureate and post-master's degree certificates.

<sup>5</sup> For more details on how majors or fields of study were categorized, see Chen, X. (2009). *Students Who Study Science, Technology, Engineering, and Mathematics (STEM) in Postsecondary Education* (NCES 2009-161). U.S. Department of Education. Washington, DC: National Center for Education Statistics. <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009161>.

<sup>6</sup> Students who identified as male or transgender, female-to-male, are classified as male. Students who identified as female or transgender, male-to-female, are classified as female. Students who identified as genderqueer or gender nonconforming, a different gender identity, or more than one gender identity are classified as genderqueer, gender nonconforming, or a different gender identity.

<sup>7</sup> Independent students are age 24 or over and students under 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.

<sup>8</sup> For students considered independent, the total income includes that of the student and their spouse (if applicable). For students determined to be dependent, this is the total income of the parents or guardians. Income is reported in quartiles, and the category of "Less than \$30,000" includes students with no income.

<sup>9</sup> "High school diploma or less" includes parents who did not complete high school or completed a high school diploma or equivalent. "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.

Notes continue on next page.

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**Table A-1. ATTAINMENT AND PERSISTENCE RATES AT ANY INSTITUTION: Among all 2019–20 first-time postsecondary students, percentages who attained a postsecondary credential, by highest credential attained; who were last enrolled at different levels of postsecondary institutions; and who were no longer enrolled, by enrollment and student characteristics: 2020–22—Continued**

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<sup>10</sup> Indicates whether the student experienced any of the following enrollment disruptions or changes at the first institution attended between January 1, 2020, and June 30, 2020, as a result of COVID-19: withdrew, took a leave of absence, had some or all in-person classes moved to online-only instruction, had some or all classes canceled, had school breaks extended, or had their study-abroad program canceled or modified.

<sup>11</sup> Applies only to students whose first institution attended did not exclusively offer online instruction before COVID-19.

<sup>12</sup> Indicates whether the student experienced any of the following housing disruptions or changes between January 1, 2020, and June 30, 2020, as a result of COVID-19: moved to another living situation, moved back to their permanent address, or had difficulty finding safe and stable housing arrangements.

<sup>13</sup> Indicates whether the student experienced any of the following financial disruptions or changes between January 1, 2020, and June 30, 2020, as a result of COVID-19: received emergency financial assistance from first institution attended, lost a job or lost income because of reduced hours, or had difficulty accessing food or paying for food.

NOTE: Estimates include individuals who were first-time postsecondary students in 2019–20 at Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico. Estimates are weighted by WTA000. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2020/22 Beginning Postsecondary Students Longitudinal Study (BPS:20/22).

**Table A-2. ATTAINMENT AND PERSISTENCE RATES AT ANY INSTITUTION AMONG ALL FIRST-TIME POSTSECONDARY STUDENTS BEGINNING AT A PUBLIC 2-YEAR INSTITUTION: Among all 2019–20 first-time postsecondary students, percentages who attained a postsecondary credential, by highest credential attained; who were last enrolled at different levels of postsecondary institutions; and who were no longer enrolled, by enrollment and student characteristics: 2020–22**

Enrollment and student characteristics	Highest credential attained at any institution by June 2022			No credential attained at any institution by June 2022		
	Certificate	Associate's degree	Bachelor's degree	Enrolled at 4-year institution <sup>1</sup>	Enrolled at less-than-4-year institution <sup>1</sup>	Not enrolled <sup>1</sup>
<b>Total</b>	<b>5.8</b>	<b>13.0</b>	<b>0.1 !</b>	<b>8.7</b>	<b>39.3</b>	<b>33.1</b>
Undergraduate certificate or degree program enrollment, 2019–20						
Enrolled, not in a certificate or degree program	‡	7.4 !	‡	18.1 !	25.4	44.4
Certificate	31.4	5.7	‡	2.3 !	25.5	35.1
Associate's degree	3.8	13.7	0.1 !	8.9	40.7	32.7
Planned to transfer from first institution attended to another school, 2019–20 <sup>2</sup>						
Yes	4.1	14.5	‡	11.1	41.6	28.6
No	9.0	10.1	‡	3.9	34.9	42.1
Attendance intensity through spring 2022 <sup>3</sup>						
Always full-time	6.4	19.0	‡	7.9	24.5	42.0
Mixed	6.4	12.8	‡	10.5	50.7	19.4
Always part-time	1.7	‡	‡	2.7 !	27.2	67.8
Planned to continue to a bachelor's degree program within 5 years, 2019–20						
Yes	3.7	14.4	0.2 !	11.0	42.8	27.9
No	4.5	10.8	‡	3.3	32.5	48.9
Highest level of education expected, 2019–20						
Certificate or no degree	36.8	6.5 !	‡	‡	14.5	40.5
Associate's degree	6.1	10.6	‡	3.3	33.6	46.4
Bachelor's degree	5.2	11.8	‡	8.9	41.6	32.2
Master's degree or higher <sup>4</sup>	3.3	17.2	‡	12.7	42.2	24.6
Major or field of study, 2019–20 <sup>5</sup>						
Math/computer/sciences/engineering/technologies (STEM)	4.1	12.4	‡	9.8	43.1	30.5
Social/behavioral sciences	3.6 !	16.7	‡	11.1	34.5	34.1
Non-STEM field	6.5	13.0	0.1 !	8.0	39.0	33.4
Undecided or not in a degree program	‡	10.3	‡	13.5 !	32.5	40.6
Gender <sup>6</sup>						
Male	5.8	12.6	‡	8.5	38.5	34.5
Female	5.8	13.6	‡	8.8	40.0	31.7
Genderqueer, gender nonconforming, or a different gender identity	‡	10.4	‡	5.9 !	43.4	38.7
Age as of December 31, 2019						
18 years or younger	4.6	15.4	‡	10.5	40.6	28.9
19 years	6.0	13.6	‡	9.7	38.0	32.5
20–23 years	5.5	6.9	‡	6.3	38.0	43.0
24–29 years	10.9	11.1	‡	2.0 !	42.5	33.4
30 years or older	9.2	8.5	‡	1.3 !	35.6	45.4

See notes at end of table.

**Table A-2. ATTAINMENT AND PERSISTENCE RATES AT ANY INSTITUTION AMONG ALL FIRST-TIME POSTSECONDARY STUDENTS BEGINNING AT A PUBLIC 2-YEAR INSTITUTION: Among all 2019–20 first-time postsecondary students, percentages who attained a postsecondary credential, by highest credential attained; who were last enrolled at different levels of postsecondary institutions; and who were no longer enrolled, by enrollment and student characteristics: 2020–22—Continued**

Enrollment and student characteristics	Highest credential attained at any institution by June 2022			No credential attained at any institution by June 2022		
	Certificate	Associate's degree	Bachelor's degree	Enrolled at 4-year institution <sup>1</sup>	Enrolled at less-than-4-year institution <sup>1</sup>	Not enrolled <sup>1</sup>
<b>Race/ethnicity</b>						
American Indian or Alaska Native, not Hispanic or Latino	‡	5.8 !	‡	‡	28.1 !	56.8
Asian, not Hispanic or Latino	5.2 !	13.5	‡	8.5	52.0	20.8
Black, not Hispanic or Latino	3.6	9.5	‡	8.0	41.8	36.9
Hispanic or Latino, of any race	5.3	9.4	‡	7.4	43.6	34.2
Native Hawaiian or Other Pacific Islander, not Hispanic or Latino	‡	‡	‡	‡	33.8	45.8
White, not Hispanic or Latino	6.9	16.9	‡	9.9	34.6	31.6
Two or more races, not Hispanic or Latino	5.5	9.9	‡	7.9	33.9	42.7
<b>Dependency and family status, 2019–20<sup>7</sup></b>						
Dependent	5.2	13.9	0.2 !	9.8	39.4	31.5
Independent	8.0	9.6	‡	4.4	38.8	39.2
Unmarried, no dependent(s)	6.9	10.6	‡	5.6	42.3	34.6
Married, no dependent(s)	7.3 !	9.4 !	‡	‡	40.6	37.4
Unmarried, with dependent(s)	9.8	8.0	‡	1.9 !	31.5	48.9
Married, with dependent(s)	8.7	9.6	‡	4.8 !	40.0	36.9
<b>Total income in 2017<sup>8</sup></b>						
Less than \$30,000	6.4	9.0	‡	4.8	41.0	38.7
\$30,000–\$59,999	5.3	12.8	‡	8.7	40.8	32.2
\$60,000–\$89,999	4.7	14.9	‡	10.8	39.2	30.3
\$90,000 or more	5.8	19.2	‡	14.0	35.1	25.9
<b>Highest education attained by either parent, 2019–20<sup>9</sup></b>						
High school diploma or less	5.3	8.6	‡	6.1	41.0	38.9
Some postsecondary education	6.1	13.2	‡	7.9	38.6	34.1
Bachelor's degree or higher	5.8	16.6	‡	11.4	38.4	27.5
<b>Disruptions or changes due to COVID-19, spring 2020</b>						
<b>Experienced enrollment disruption or change at first institution attended<sup>10</sup></b>						
Withdraw	3.5 !	5.2 !	‡	5.3	39.9	46.1
Took leave of absence	2.6 !	2.9 !	‡	1.5 !	28.9	64.2
Some or all classes canceled	5.3	12.4	‡	8.5	38.2	35.5
School break extended	5.7	17.6	‡	9.8	40.6	26.2
Some or all in-person classes moved to online only <sup>11</sup>	5.8	15.1	0.2 !	9.3	41.7	28.0
Study-abroad program canceled or modified	‡	17.9 !	‡	15.2 !	33.2	32.5
<b>Experienced housing disruption or change<sup>12</sup></b>						
Moved back to permanent address	6.2	17.1	‡	14.6	35.4	26.7
Moved to another living situation	3.4 !	8.7	‡	13.3	28.5	46.0
Had difficulty finding safe and stable housing	4.5	5.0 !	‡	7.6 !	40.2	42.7
<b>Experienced financial disruption or change<sup>13</sup></b>						
Received emergency financial assistance from first institution attended	8.0	17.8	‡	9.3	38.3	26.3
Lost a job or lost income because of reduced hours	5.6	13.8	‡	9.7	33.7	37.1
Had difficulty accessing food or paying for food	6.6	8.5	‡	5.1	42.3	37.5

See notes at end of table.

**Table A-2. ATTAINMENT AND PERSISTENCE RATES AT ANY INSTITUTION AMONG ALL FIRST-TIME POSTSECONDARY STUDENTS BEGINNING AT A PUBLIC 2-YEAR INSTITUTION: Among all 2019–20 first-time postsecondary students, percentages who attained a postsecondary credential, by highest credential attained; who were last enrolled at different levels of postsecondary institutions; and who were no longer enrolled, by enrollment and student characteristics: 2020–22—Continued**

! 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 because there were too few cases for a reliable estimate.

<sup>1</sup> Indicates students' postsecondary enrollment status during the 2021–22 academic year and, for those who were enrolled, the level of the institution where they were last enrolled.

<sup>2</sup> The 2019–20 National Postsecondary Student Aid Study (NPSAS:20) asked students "Do you plan to transfer from [NPSAS institution] to another school?"

<sup>3</sup> Indicates the pattern of enrollment intensity for all months enrolled at all postsecondary institutions between July 2019 and June 2022. Full-time status is generally based on 12 or more credit hours per term or 24 credit hours per academic year.

<sup>4</sup> "Master's degree or higher" includes postbaccalaureate and post-master's degree certificates.

<sup>5</sup> For more details on how majors or fields of study were categorized, see Chen, X. (2009). *Students Who Study Science, Technology, Engineering, and Mathematics (STEM) in Postsecondary Education* (NCES 2009-161). U.S. Department of Education. Washington, DC: National Center for Education Statistics. <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009161>.

<sup>6</sup> Students who identified as male or transgender, female-to-male, are classified as male. Students who identified as female or transgender, male-to-female, are classified as female. Students who identified as genderqueer or gender nonconforming, a different gender identity, or more than one gender identity are classified as genderqueer, gender nonconforming, or a different gender identity.

<sup>7</sup> Independent students are age 24 or over and students under 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.

<sup>8</sup> For students considered independent, the total income includes that of the student and their spouse (if applicable). For students determined to be dependent, this is the total income of the parents or guardians. Income is reported in quartiles, and the category of "Less than \$30,000" includes students with no income.

<sup>9</sup> "High school diploma or less" includes parents who did not complete high school or completed a high school diploma or equivalent. "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.

<sup>10</sup> Indicates whether the student experienced any of the following enrollment disruptions or changes at the first institution attended between January 1, 2020, and June 30, 2020, as a result of COVID-19: withdrew, took a leave of absence, had some or all in-person classes moved to online-only instruction, had some or all classes canceled, had school breaks extended, or had their study-abroad program canceled or modified.

<sup>11</sup> Applies only to students whose first institution attended did not exclusively offer online instruction before COVID-19.

<sup>12</sup> Indicates whether the student experienced any of the following housing disruptions or changes between January 1, 2020, and June 30, 2020, as a result of COVID-19: moved to another living situation, moved back to their permanent address, or had difficulty finding safe and stable housing arrangements.

<sup>13</sup> Indicates whether the student experienced any of the following financial disruptions or changes between January 1, 2020, and June 30, 2020, as a result of COVID-19: received emergency financial assistance from first institution attended, lost a job or lost income because of reduced hours, or had difficulty accessing food or paying for food.

NOTE: Estimates include individuals who were first-time postsecondary students in 2019–20 at Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico. Estimates are weighted by WTA000. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2020/22 Beginning Postsecondary Students Longitudinal Study (BPS:20/22).

**Table A-3. ATTAINMENT AND PERSISTENCE RATES AT ANY INSTITUTION AMONG ALL FIRST-TIME POSTSECONDARY STUDENTS BEGINNING AT A 4-YEAR INSTITUTION: Among all 2019–20 first-time postsecondary students, percentages who attained a postsecondary credential, by highest credential attained; who were last enrolled at different levels of postsecondary institutions; and who were no longer enrolled, by enrollment and student characteristics: 2020–22**

Enrollment and student characteristics	Highest credential attained at any institution by June 2022			No credential attained at any institution by June 2022		
	Certificate	Associate's degree	Bachelor's degree	Enrolled at 4-year institution <sup>1</sup>	Enrolled at less-than-4-year institution <sup>1</sup>	Not enrolled <sup>1</sup>
<b>Total</b>	<b>1.7</b>	<b>3.3</b>	<b>1.0</b>	<b>74.9</b>	<b>3.7</b>	<b>15.4</b>
Control of first institution attended						
Public	2.0	4.1	1.0	73.0	4.0	15.8
Non-doctorate-granting	3.9	10.0	0.4	57.6	3.8	24.3
Primarily subbaccalaureate	5.3	14.4	0.1 !	48.2	4.1	27.7
Primarily baccalaureate	1.3	2.2	0.8 !	74.0	3.2	18.4
Doctorate-granting	1.0	1.1	1.4	80.9	4.1	11.5
Private nonprofit	0.8 !	1.0	0.5	83.6	3.0	11.0
Non-doctorate-granting	1.4 !	1.1 !	0.3 !	77.6	3.5	16.0
Doctorate-granting	‡	1.0 !	0.7	86.9	2.7	8.3
Private for-profit	3.6	5.9 !	3.9	48.1	3.2 !	35.3
Undergraduate certificate or degree program enrollment, 2019–20						
Enrolled, not in a certificate or degree program	‡	‡	‡	55.0	‡	‡
Certificate	28.4	2.3	‡	35.5	‡	32.7
Associate's degree	4.4	15.0	0.1 !	46.8	3.5	30.2
Bachelor's degree	0.7	1.2	1.2	80.7	3.7	12.4
Planned to transfer from first institution attended to another school, 2019–20 <sup>2</sup>						
Yes	2.4	8.0	0.4 !	62.6	6.0	20.6
No	1.5	1.9	1.2	78.4	3.0	13.9
Attendance intensity through spring 2022 <sup>3</sup>						
Always full-time	1.1	2.6	1.1	76.0	2.0	17.3
Mixed	2.7	4.4	1.1	76.3	6.3	9.3
Always part-time	‡	‡	‡	39.3	‡	59.8
Highest level of education expected, 2019–20						
Certificate or no degree	35.3	‡	‡	35.3	‡	28.5 !
Associate's degree	6.8 !	10.4	‡	35.0	3.6 !	44.1
Bachelor's degree	1.8	3.7	0.9	69.2	4.2	20.2
Master's degree or higher <sup>4</sup>	1.0	2.6	1.2	81.3	3.4	10.4
Major or field of study, 2019–20 <sup>5</sup>						
Math/computer/sciences/engineering/technologies (STEM)	1.2	2.2	1.0	80.2	4.1	11.3
Social/behavioral sciences	0.9 !	2.3	1.8	80.0	2.8	12.3
Non-STEM field	2.1	4.0	1.0	71.4	3.6	17.9
Undecided or not in a degree program	1.6 !	2.2 !	‡	78.0	3.8 !	13.6
Gender <sup>6</sup>						
Male	1.4	2.7	0.8	74.0	3.5	17.6
Female	1.9	3.8	1.2	75.6	3.8	13.6
Genderqueer, gender nonconforming, or a different gender identity	‡	‡	‡	72.5	‡	15.4
Age as of December 31, 2019						
18 years or younger	1.2	2.9	1.1	78.3	3.8	12.7
19 years	1.1	3.2	0.9	76.5	3.7	14.7
20–23 years	3.6 !	3.7	1.1 !	55.2	3.3 !	33.1
24–29 years	7.7 !	10.1 !	2.7 !	43.5	4.3 !	31.6
30 years or older	11.7 !	4.1 !	‡	56.0	‡	27.6

See notes at end of table.

**Table A-3. ATTAINMENT AND PERSISTENCE RATES AT ANY INSTITUTION AMONG ALL FIRST-TIME POSTSECONDARY STUDENTS BEGINNING AT A 4-YEAR INSTITUTION: Among all 2019–20 first-time postsecondary students, percentages who attained a postsecondary credential, by highest credential attained; who were last enrolled at different levels of postsecondary institutions; and who were no longer enrolled, by enrollment and student characteristics: 2020–22—Continued**

Enrollment and student characteristics	Highest credential attained at any institution by June 2022			No credential attained at any institution by June 2022		
	Certificate	Associate's degree	Bachelor's degree	Enrolled at 4-year institution <sup>1</sup>	Enrolled at less-than-4-year institution <sup>1</sup>	Not enrolled <sup>1</sup>
<b>Race/ethnicity</b>						
American Indian or Alaska Native, not Hispanic or Latino	‡	‡	‡	57.6	‡	34.7
Asian, not Hispanic or Latino	0.9 !	1.8	1.2	86.5	2.1	7.6
Black, not Hispanic or Latino	1.1	3.9	0.5 !	67.2	5.5	21.9
Hispanic or Latino, of any race	2.3	5.1	0.7	69.3	4.3	18.3
Native Hawaiian or Other Pacific Islander, not Hispanic or Latino	‡	‡	‡	61.0	‡	‡
White, not Hispanic or Latino	1.8	3.1	1.1	76.7	3.4	13.9
Two or more races, not Hispanic or Latino	‡	2.2 !	2.1 !	72.0	4.2	18.9
<b>Dependency and family status, 2019–20<sup>7</sup></b>						
Dependent	1.2	3.0	1.1	77.0	3.7	14.0
Independent	6.4	5.9	0.9 !	52.5	3.9	30.3
Unmarried, no dependent(s)	5.1 !	4.7	‡	56.0	6.0 !	26.9
Married, no dependent(s)	‡	‡	‡	63.4	‡	19.8 !
Unmarried, with dependent(s)	3.9 !	7.6 !	‡	47.1	2.4 !	38.7
Married, with dependent(s)	11.2 !	8.4 !	‡	45.6	‡	31.5
<b>Total income in 2017<sup>8</sup></b>						
Less than \$30,000	2.2	3.8	0.7	64.9	4.3	24.1
\$30,000–\$59,999	1.7	3.8	0.9	69.9	4.0	19.6
\$60,000–\$89,999	1.9	3.6	0.8	73.8	4.0	16.0
\$90,000 or more	1.3	2.6	1.4	84.0	3.0	7.7
<b>Highest education attained by either parent, 2019–20<sup>9</sup></b>						
High school diploma or less	3.2	4.0	0.5 !	63.5	5.4	23.4
Some postsecondary education	2.3	3.6	0.8	69.4	3.3	20.5
Bachelor's degree or higher	1.0	3.0	1.3	80.4	3.3	11.0
<b>Disruptions or changes due to COVID-19, spring 2020</b>						
<b>Experienced enrollment disruption or change at first institution attended<sup>10</sup></b>						
Withdrew	‡	1.4 !	1.2 !	49.9	8.3	37.9
Took leave of absence	‡	2.7 !	‡	53.3	8.5	31.8
Some or all classes canceled	1.8 !	2.6	0.6 !	74.9	3.2	16.8
School break extended	1.6	3.2	1.1	79.1	3.7	11.4
Some or all in-person classes moved to online only <sup>11</sup>	1.6	3.4	1.0	78.4	3.7	12.1
Study-abroad program canceled or modified	‡	2.3 !	1.3 !	85.1	‡	9.7 !
<b>Experienced housing disruption or change<sup>12</sup></b>						
Moved back to permanent address	0.7	1.6	1.2	83.4	3.6	9.4
Moved to another living situation	0.7	1.7	1.2	84.3	3.5	8.7
Had difficulty finding safe and stable housing	1.1 !	1.5 !	1.1 !	74.4	3.2	18.7
Experienced financial disruption or change <sup>13</sup>	0.6 !	‡	‡	73.3	4.3 !	18.8
Received emergency financial assistance from first institution attended	2.1	3.5	1.1	75.0	3.9	14.5
Lost a job or lost income because of reduced hours	1.5	3.9	0.7 !	78.8	3.7	11.4
Had difficulty accessing food or paying for food	2.1	3.2	1.1	70.9	4.2	18.5
	2.5 !	3.7	0.9 !	62.2	4.2	26.5

See notes at end of table.



**Table A-3. ATTAINMENT AND PERSISTENCE RATES AT ANY INSTITUTION AMONG ALL FIRST-TIME POSTSECONDARY STUDENTS BEGINNING AT A 4-YEAR INSTITUTION: Among all 2019–20 first-time postsecondary students, percentages who attained a postsecondary credential, by highest credential attained; who were last enrolled at different levels of postsecondary institutions; and who were no longer enrolled, by enrollment and student characteristics: 2020–22—Continued**

! 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 because there were too few cases for a reliable estimate.

<sup>1</sup> Indicates students' postsecondary enrollment status during the 2021–22 academic year and, for those who were enrolled, the level of the institution where they were last enrolled.

<sup>2</sup> The 2019–20 National Postsecondary Student Aid Study (NPSAS:20) asked students "Do you plan to transfer from [NPSAS institution] to another school?"

<sup>3</sup> Indicates the pattern of enrollment intensity for all months enrolled at all postsecondary institutions between July 2019 and June 2022. Full-time status is generally based on 12 or more credit hours per term or 24 credit hours per academic year.

<sup>4</sup> "Master's degree or higher" includes postbaccalaureate and post-master's degree certificates.

<sup>5</sup> For more details on how majors or fields of study were categorized, see Chen, X. (2009). *Students Who Study Science, Technology, Engineering, and Mathematics (STEM) in Postsecondary Education* (NCES 2009-161). U.S. Department of Education. Washington, DC: National Center for Education Statistics. <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009161>.

<sup>6</sup> Students who identified as male or transgender, female-to-male, are classified as male. Students who identified as female or transgender, male-to-female, are classified as female. Students who identified as genderqueer or gender nonconforming, a different gender identity, or more than one gender identity are classified as genderqueer, gender nonconforming, or a different gender identity.

<sup>7</sup> Independent students are age 24 or over and students under 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.

<sup>8</sup> For students considered independent, the total income includes that of the student and their spouse (if applicable). For students determined to be dependent, this is the total income of the parents or guardians. Income is reported in quartiles, and the category of "Less than \$30,000" includes students with no income.

<sup>9</sup> "High school diploma or less" includes parents who did not complete high school or completed a high school diploma or equivalent. "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.

<sup>10</sup> Indicates whether the student experienced any of the following enrollment disruptions or changes at the first institution attended between January 1, 2020, and June 30, 2020, as a result of COVID-19: withdrew, took a leave of absence, had some or all in-person classes moved to online-only instruction, had some or all classes canceled, had school breaks extended, or had their study-abroad program canceled or modified.

<sup>11</sup> Applies only to students whose first institution attended did not exclusively offer online instruction before COVID-19.

<sup>12</sup> Indicates whether the student experienced any of the following housing disruptions or changes between January 1, 2020, and June 30, 2020, because of COVID-19: moved to another living situation, moved back to their permanent address, or had difficulty finding safe and stable housing arrangements.

<sup>13</sup> Indicates whether the student experienced any of the following financial disruptions or changes between January 1, 2020, and June 30, 2020, because of COVID-19: received emergency financial assistance from first institution attended, lost a job or lost income because of reduced hours, or had difficulty accessing food or paying for food.

NOTE: Estimates include individuals who were first-time postsecondary students in 2019–20 at Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico. Estimates are weighted by WTA000. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2020/22 Beginning Postsecondary Students Longitudinal Study (BPS:20/22).

**Table A-4. EDUCATIONAL DISRUPTIONS OR CHANGES IN THE 2020–21 ACADEMIC YEAR DUE TO COVID-19 AMONG FIRST-TIME POSTSECONDARY STUDENTS ENROLLED IN THE 2020–21 ACADEMIC YEAR: Percentage of first-time postsecondary students enrolled in the 2020–21 academic year who experienced educational impacts of COVID-19 in the 2020–21 academic year, by 3-year attainment of a postsecondary credential, and enrollment and student characteristics: 2020–22**

Enrollment and student characteristics	Educational disruptions or changes in the 2020–21 academic year due to COVID-19							
	Attained a credential at any institution by June 2022				No credential attained at any institution by June 2022			
	Changed institution where enrolled	Changed declared or intended major	Grades lower than expected <sup>1,2</sup>	Some or all classes delivered entirely online <sup>2</sup>	Changed institution where enrolled	Changed declared or intended major	Grades lower than expected <sup>1,2</sup>	Some or all classes delivered entirely online <sup>2</sup>
<b>Total</b>	<b>8.4</b>	<b>8.8</b>	<b>30.6</b>	<b>72.2</b>	<b>8.3</b>	<b>13.3</b>	<b>41.0</b>	<b>80.2</b>
Control and level of first institution attended								
Public	8.7	9.3	31.1	73.9	8.4	14.3	42.5	80.3
Less-than-2-year	‡	‡	45.1	60.0	‡	‡	39.7 !	46.8
2-year	8.0	8.8	29.4	74.5	8.7	13.0	41.9	72.6
4-year	11.0	11.0	33.8	73.6	8.3	15.1	42.9	85.2
Non-doctorate-granting	9.3	9.3	35.5	69.9	10.1	13.6	41.8	77.8
Primarily subbaccalaureate	9.2	9.4	36.6	69.8	10.5	10.8	40.4	74.8
Primarily baccalaureate	10.3 !	‡	28.6	70.7	9.6	17.0	43.5	81.2
Doctorate-granting	14.4	14.3	31.1	79.7	7.6	15.7	43.4	88.0
Private nonprofit	13.3	5.0 !	20.5	80.6	8.4	10.9	37.2	84.0
Less-than-4-year	‡	‡	‡	51.2	‡	‡	35.8 !	66.5
4-year	13.4 !	5.9 !	20.6	87.4	8.1	11.0	37.2	84.1
Non-doctorate-granting	‡	‡	15.4 !	79.5	8.6	9.1	38.8	82.5
Doctorate-granting	‡	‡	25.9 !	95.5	7.8	11.9	36.3	84.9
Private for-profit	4.5 !	6.4	31.3	59.9	5.6	7.6	35.5	55.5
Less-than-2-year	‡	8.3 !	29.2	60.1	‡	‡	23.7	49.9
2-year	5.6 !	8.8 !	33.6	62.2	13.2 !	8.1 !	35.4	61.5
4-year	‡	‡	31.0 !	56.7	3.5	8.0	38.9	55.8
Undergraduate certificate or degree program enrollment, 2019–20								
Enrolled, not in a certificate or degree program	‡	‡	‡	‡	18.1 !	10.1 !	43.3	81.7
Certificate	5.0	5.3	26.6	61.4	6.7	4.2	37.9	64.7
Associate's degree	8.5	9.0	31.3	72.4	8.8	12.9	41.0	72.4
Bachelor's degree	11.2	12.2	32.4	84.7	8.0	14.0	41.2	85.2
Planned to transfer from first institution attended to another school, 2019–20 <sup>3</sup>								
Yes	11.5	10.1	33.6	75.3	12.8	14.2	43.1	77.4
No	4.8	7.3	28.2	69.6	5.9	12.7	40.0	81.6

See notes at end of table.

**Table A-4. EDUCATIONAL DISRUPTIONS OR CHANGES IN THE 2020–21 ACADEMIC YEAR DUE TO COVID-19 AMONG FIRST-TIME POSTSECONDARY STUDENTS ENROLLED IN THE 2020–21 ACADEMIC YEAR: Percentage of first-time postsecondary students enrolled in the 2020–21 academic year who experienced educational impacts of COVID-19 in the 2020–21 academic year, by 3-year attainment of a postsecondary credential, and enrollment and student characteristics: 2020–22—Continued**

Enrollment and student characteristics	Educational disruptions or changes in the 2020–21 academic year due to COVID-19							
	Attained a credential at any institution by June 2022				No credential attained at any institution by June 2022			
	Changed institution where enrolled	Changed declared or intended major	Grades lower than expected <sup>1,2</sup>	Some or all classes delivered entirely online <sup>2</sup>	Changed institution where enrolled	Changed declared or intended major	Grades lower than expected <sup>1,2</sup>	Some or all classes delivered entirely online <sup>2</sup>
Attendance intensity through spring 2022 <sup>4</sup>								
Always full-time	7.7	7.3	29.2	71.6	7.3	12.2	39.5	83.1
Mixed	9.0	9.9	31.5	72.8	9.5	14.5	43.3	79.3
Always part-time	‡	‡	‡	‡	4.6	9.4	32.1	61.9
Highest level of education expected, 2019–20								
Certificate or no degree	1.9 !	4.0 !	25.1	60.0	8.3 !	‡	27.3	61.7
Associate's degree	5.0	4.4 !	23.9	63.6	5.5	10.2	35.6	66.0
Bachelor's degree	9.4	10.1	32.9	73.1	8.9	13.8	41.1	77.6
Master's degree or higher <sup>5</sup>	10.6	10.5	33.9	80.5	8.2	13.5	42.1	84.7
Major or field of study, 2019–20 <sup>6</sup>								
Math/computer/sciences/engineering/technologies (STEM)	7.3	12.9	36.6	76.8	7.4	14.2	46.2	85.1
Social/behavioral sciences	9.9 !	7.8 !	29.7	83.9	7.3	12.2	41.9	84.6
Non-STEM field	8.3	8.0	29.3	70.3	8.6	13.1	39.0	77.2
Undecided or not in a degree program	15.8 !	7.3 !	32.7 !	70.9	10.9	11.9	37.8	84.7
Gender <sup>7</sup>								
Male	7.1	9.0	27.2	72.0	7.9	11.6	40.3	79.1
Female	9.3	8.6	33.2	72.0	8.6	14.6	41.5	81.1
Genderqueer, gender nonconforming, or a different gender identity	15.4 !	‡	‡	‡	8.4 !	14.3	50.0	79.4
Age as of December 31, 2019								
18 years or younger	10.5	10.0	33.4	75.5	9.0	14.3	42.8	83.9
19 years	9.1	9.9	31.1	71.6	8.6	13.2	41.5	80.3
20–23 years	4.4 !	5.5 !	31.7	70.2	5.5	10.6	34.5	69.6
24–29 years	‡	5.0 !	27.1	63.1	3.7 !	8.0	32.4	67.5
30 years or older	‡	5.3 !	16.3	68.4	3.6 !	6.7	30.3	52.0

See notes at end of table.

**Table A-4. EDUCATIONAL DISRUPTIONS OR CHANGES IN THE 2020–21 ACADEMIC YEAR DUE TO COVID-19 AMONG FIRST-TIME POSTSECONDARY STUDENTS ENROLLED IN THE 2020–21 ACADEMIC YEAR: Percentage of first-time postsecondary students enrolled in the 2020–21 academic year who experienced educational impacts of COVID-19 in the 2020–21 academic year, by 3-year attainment of a postsecondary credential, and enrollment and student characteristics: 2020–22—Continued**

Enrollment and student characteristics	Educational disruptions or changes in the 2020–21 academic year due to COVID-19							
	Attained a credential at any institution by June 2022				No credential attained at any institution by June 2022			
	Changed institution where enrolled	Changed declared or intended major	Grades lower than expected <sup>1,2</sup>	Some or all classes delivered entirely online <sup>2</sup>	Changed institution where enrolled	Changed declared or intended major	Grades lower than expected <sup>1,2</sup>	Some or all classes delivered entirely online <sup>2</sup>
Race/ethnicity								
American Indian or Alaska Native, not Hispanic or Latino	‡	‡	‡	‡	13.8 !	26.7 !	49.2	73.9
Asian, not Hispanic or Latino	5.3 !	13.5 !	40.0	82.8	5.1	11.3	35.6	82.5
Black, not Hispanic or Latino	8.0	8.6 !	29.2	66.9	10.8	13.6	42.3	71.8
Hispanic or Latino, of any race	6.8	8.3	35.2	72.0	7.8	14.0	45.3	79.6
Native Hawaiian or Other Pacific Islander, not Hispanic or Latino	‡	‡	‡	‡	‡	‡	59.3	81.8
White, not Hispanic or Latino	9.4	8.9	28.1	72.7	8.5	13.2	39.4	82.3
Two or more races, not Hispanic or Latino	10.6 !	5.2 !	27.3	64.1	9.4	12.6	43.8	79.0
Dependency and family status, 2019–20 <sup>8</sup>								
Dependent	9.6	9.8	32.3	74.6	8.6	13.8	42.2	82.2
Independent	4.0	5.1	25.8	64.9	6.0	9.0	32.4	64.4
Unmarried, no dependent(s)	5.4 !	6.1 !	26.5	66.6	7.5	10.3	33.7	70.1
Married, no dependent(s)	‡	‡	22.0 !	78.0	‡	8.4 !	26.7	66.1
Unmarried, with dependent(s)	3.8 !	‡	28.5	60.1	6.5	10.2	34.4	60.6
Married, with dependent(s)	‡	‡	22.1	62.6	3.7 !	4.0 !	29.2	54.7
Total income in 2017 <sup>9</sup>								
Less than \$30,000	7.2	9.0	29.8	67.0	8.1	13.6	40.3	73.5
\$30,000–\$59,999	7.6	9.1	38.2	75.1	9.2	13.2	43.2	80.0
\$60,000–\$89,999	10.0	7.9	25.0	73.7	7.9	12.3	42.6	79.7
\$90,000 or more	9.6	8.8	29.0	76.0	8.2	13.3	39.9	85.9
Highest education attained by either parent, 2019–20 <sup>10</sup>								
High school diploma or less	5.7	6.1	31.8	64.7	6.8	11.5	41.2	73.3
Some postsecondary education	7.6	9.5	31.2	71.0	9.0	13.4	41.9	77.4
Bachelor's degree or higher	10.5	9.8	29.5	77.7	8.6	13.8	40.6	84.2

See notes at end of table.

**Table A-4. EDUCATIONAL DISRUPTIONS OR CHANGES IN THE 2020–21 ACADEMIC YEAR DUE TO COVID-19 AMONG FIRST-TIME POSTSECONDARY STUDENTS ENROLLED IN THE 2020–21 ACADEMIC YEAR: Percentage of first-time postsecondary students enrolled in the 2020–21 academic year who experienced educational impacts of COVID-19 in the 2020–21 academic year, by 3-year attainment of a postsecondary credential, and enrollment and student characteristics: 2020–22—Continued**

Enrollment and student characteristics	Educational disruptions or changes in the 2020–21 academic year due to COVID-19							
	Attained a credential at any institution by June 2022				No credential attained at any institution by June 2022			
	Changed institution where enrolled	Changed declared or intended major	Grades lower than expected <sup>1,2</sup>	Some or all classes delivered entirely online <sup>2</sup>	Changed institution where enrolled	Changed declared or intended major	Grades lower than expected <sup>1,2</sup>	Some or all classes delivered entirely online <sup>2</sup>
Disruptions or changes due to COVID-19, spring 2020								
Experienced enrollment disruption or change at first institution attended <sup>11</sup>	8.3	9.3	31.1	73.9	8.2	13.5	41.6	81.8
Withdrew	14.0 !	19.0 !	36.6	61.7	15.5	15.6	45.4	71.8
Took leave of absence	6.4 !	‡	45.6	63.2	8.9	11.3	41.6	71.2
Some or all classes canceled	8.4 !	6.0	32.7	61.3	11.0	14.8	42.3	79.8
School break extended	9.8	9.5	32.2	74.4	8.9	14.7	42.0	84.8
Some or all in-person classes moved to online only <sup>12</sup>	8.3	9.1	30.9	74.4	8.3	13.5	41.8	82.3
Study-abroad program canceled or modified	‡	‡	29.7 !	63.3	5.5	12.5	44.0	81.1
Experienced housing disruption or change <sup>13</sup>	12.5	10.2	33.9	77.9	8.6	14.7	42.5	86.5
Moved back to permanent address	12.2	10.2	31.9	77.1	8.6	14.6	42.2	87.1
Moved to another living situation	15.8 !	11.2 !	35.8	78.2	10.1	15.0	44.8	82.9
Had difficulty finding safe and stable housing	13.1 !	‡	53.0	67.0	10.3	17.3	48.2	82.1
Experienced financial disruption or change <sup>14</sup>	8.3	11.0	33.4	75.9	9.3	15.8	43.6	82.8
Received emergency financial assistance from first institution attended	9.3	13.4	35.2	78.5	8.7	16.7	44.2	83.9
Lost a job or lost income because of reduced hours	8.8	11.5	32.1	75.2	10.3	15.2	43.8	82.9
Had difficulty accessing food or paying for food	9.3	12.3 !	41.3	80.1	9.1	15.7	46.7	78.1

! 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 because there were too few cases for a reliable estimate.

<sup>1</sup> Percentages include students who responded, "somewhat agree" or "completely agree."

<sup>2</sup> Applies only to students who were enrolled at their primary institution during the 2020–21 academic year. The primary institution is the most recently enrolled institution reported in the BPS:20/22 survey or in administrative data if unavailable from survey data. The respondent was prompted to self-select their primary institution when multiple institutions had the same end date of enrollment.

<sup>3</sup> The 2019–20 National Postsecondary Student Aid Study (NPSAS:20) asked students "Do you plan to transfer from [NPSAS institution] to another school?"

<sup>4</sup> Indicates the pattern of enrollment intensity for all months enrolled at all postsecondary institutions between July 2019 and June 2022. Full-time status is generally based on 12 or more credit hours per term or 24 credit hours per academic year.

<sup>5</sup> "Master's degree or higher" includes postbaccalaureate and post-master's degree certificates.

Notes continue on next page.

**Table A-4. EDUCATIONAL DISRUPTIONS OR CHANGES IN THE 2020–21 ACADEMIC YEAR DUE TO COVID-19 AMONG FIRST-TIME POSTSECONDARY STUDENTS ENROLLED IN THE 2020–21 ACADEMIC YEAR: Percentage of first-time postsecondary students enrolled in the 2020–21 academic year who experienced educational impacts of COVID-19 in the 2020–21 academic year, by 3-year attainment of a postsecondary credential, and enrollment and student characteristics: 2020–22—Continued**

<sup>6</sup> For more details on how majors or fields of study were categorized, see Chen, X. (2009). *Students Who Study Science, Technology, Engineering, and Mathematics (STEM) in Postsecondary Education* (NCES 2009-161). U.S. Department of Education. Washington, DC: National Center for Education Statistics. <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009161>.

<sup>7</sup> Students who identified as male or transgender, female-to-male, are classified as male. Students who identified as female or transgender, male-to-female, are classified as female. Students who identified as genderqueer or gender nonconforming, a different gender identity, or more than one gender identity are classified as genderqueer, gender nonconforming, or a different gender identity.

<sup>8</sup> Independent students are age 24 or over and students under 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.

<sup>9</sup> For students considered independent, the total income includes that of the student and their spouse (if applicable). For students determined to be dependent, this is the total income of the parents or guardians. Income is reported in quartiles, and the category of "Less than \$30,000" includes students with no income.

<sup>10</sup> "High school diploma or less" includes parents who did not complete high school or completed a high school diploma or equivalent. "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.

<sup>11</sup> Indicates whether the student experienced any of the following enrollment disruptions or changes at the first institution attended between January 1, 2020, and June 30, 2020, as a result of COVID-19: withdrew, took a leave of absence, had some or all in-person classes moved to online-only instruction, had some or all classes canceled, had school breaks extended, or had their study-abroad program canceled or modified.

<sup>12</sup> Applies only to students whose first institution attended did not exclusively offer online instruction before COVID-19.

<sup>13</sup> Indicates whether the student experienced any of the following housing disruptions or changes between January 1, 2020, and June 30, 2020, because of COVID-19: moved to another living situation, moved back to their permanent address, or had difficulty finding safe and stable housing arrangements.

<sup>14</sup> Indicates whether the student experienced any of the following financial disruptions or changes between January 1, 2020, and June 30, 2020, because of COVID-19: received emergency financial assistance from first institution attended, lost a job or lost income because of reduced hours, or had difficulty accessing food or paying for food.

NOTE: Estimates include individuals who were first-time postsecondary students in 2019–20 at Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico. Estimates are weighted by WTA000. Detail may not sum to totals because of rounding. This table excludes the 19.3 percent of students who were not enrolled in any postsecondary education in the 2020–21 academic year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2020/22 Beginning Postsecondary Students Longitudinal Study (BPS:20/22).

**Table A-5. PERSONAL DISRUPTIONS OR CHANGES IN THE 2020–21 ACADEMIC YEAR DUE TO COVID-19 AMONG ALL FIRST-TIME POSTSECONDARY STUDENTS: Percentage of first-time postsecondary students who experienced personal impacts of COVID-19 in the 2020–21 academic year, by enrollment and student characteristics: 2020–22**

Enrollment and student characteristics	Personal disruptions or changes due to COVID-19 in the 2020–21 academic year				
	Difficulty paying mortgage or rent	Moved back to permanent address	Difficulty accessing food or paying for food	Lost a job or lost income	Increased stress or anxiety
<b>Total</b>	<b>14.8</b>	<b>18.8</b>	<b>11.6</b>	<b>19.6</b>	<b>73.1</b>
Control and level of first institution attended					
Public	15.1	16.4	11.5	19.8	72.8
Less-than-2-year	‡	10.5 !	13.8 !	15.0 !	59.2
2-year	17.2	5.3	12.7	21.1	69.1
4-year	13.2	26.6	10.3	18.8	76.4
Non-doctorate-granting	16.4	14.7	12.0	21.4	72.3
Primarily subbaccalaureate	18.2	8.9	12.3	23.2	70.7
Primarily baccalaureate	13.3	25.0	11.4	18.2	75.2
Doctorate-granting	11.6	32.6	9.4	17.5	78.4
Private nonprofit	8.7	33.3	8.3	16.1	76.5
Less-than-4-year	18.5 !	‡	‡	19.4 !	66.7
4-year	8.5	33.8	8.2	16.1	76.7
Non-doctorate-granting	9.2	33.6	9.4	15.3	76.6
Doctorate-granting	8.1	33.9	7.5	16.5	76.7
Private for-profit	27.6	8.1	22.2	26.2	67.3
Less-than-2-year	23.1	6.4 !	23.9	28.6	63.2
2-year	29.9	7.2	22.7	28.5	68.3
4-year	29.6	9.9	20.6	23.2	69.7
Undergraduate certificate or degree program enrollment, 2019–20					
Enrolled, not in a certificate or degree program	15.9	5.3 !	9.2 !	16.2 !	67.7
Certificate	21.5	7.3	17.2	24.0	65.0
Associate's degree	18.1	5.9	13.2	21.9	69.8
Bachelor's degree	11.0	31.8	9.5	17.1	77.2
Planned to transfer from first institution attended to another school, 2019–20 <sup>1</sup>					
Yes	15.9	10.5	12.8	20.5	72.1
No	14.1	23.9	10.9	19.1	73.7
Attendance intensity through spring 2022 <sup>2</sup>					
Always full-time	13.7	22.5	11.1	18.5	72.6
Mixed	14.9	17.2	11.6	20.2	74.4
Always part-time	21.2	5.5	15.3	23.2	68.4
Highest level of education expected, 2019–20					
Certificate or no degree	19.9	6.5	15.0	20.5	61.9
Associate's degree	17.5	6.3	11.7	20.8	65.4
Bachelor's degree	15.6	16.1	12.0	19.4	71.5
Master's degree or higher <sup>3</sup>	13.0	25.1	11.0	19.5	77.2
Major or field of study, 2019–20 <sup>4</sup>					
Math/computer/sciences/engineering/technologies (STEM)	11.7	23.2	8.9	16.5	74.0
Social/behavioral sciences	16.4	23.9	12.9	22.2	83.4
Non-STEM field	15.8	16.5	12.7	20.7	71.6
Undecided or not in a degree program	12.3	23.4	8.3	14.7	72.0
Gender <sup>5</sup>					
Male	12.2	17.2	9.6	16.6	64.4
Female	16.9	20.3	13.2	22.0	80.3
Genderqueer, gender nonconforming, or a different gender identity	21.8	17.7	21.5	31.4	89.6

See notes at end of table.



**Table A-5. PERSONAL DISRUPTIONS OR CHANGES IN THE 2020–21 ACADEMIC YEAR DUE TO COVID-19 AMONG ALL FIRST-TIME POSTSECONDARY STUDENTS: Percentage of first-time postsecondary students who experienced personal impacts of COVID-19 in the 2020–21 academic year, by enrollment and student characteristics: 2020–22—Continued**

Enrollment and student characteristics	Personal disruptions or changes due to COVID-19 in the 2020–21 academic year				
	Difficulty paying mortgage or rent	Moved back to permanent address	Difficulty accessing food or paying for food	Lost a job or lost income	Increased stress or anxiety
Age as of December 31, 2019					
18 years or younger	11.9	22.3	10.4	18.4	75.0
19 years	11.7	20.5	9.9	18.5	71.7
20–23 years	24.3	8.1	17.3	23.0	68.5
24–29 years	33.2	3.9	19.4	27.8	68.8
30 years or older	31.2	4.4	18.0	26.4	73.2
Race/ethnicity					
American Indian or Alaska Native, not Hispanic or Latino	21.5	16.8 !	26.3	31.3	71.6
Asian, not Hispanic or Latino	11.0	23.2	7.2	14.9	73.8
Black, not Hispanic or Latino	20.1	16.2	17.0	21.9	65.8
Hispanic or Latino, of any race	16.7	13.3	13.4	21.6	75.2
Native Hawaiian or Other Pacific Islander, not Hispanic or Latino	21.2 !	‡	22.4	17.9 !	77.7
White, not Hispanic or Latino	12.5	20.8	9.0	18.4	73.6
Two or more races, not Hispanic or Latino	18.7	22.2	17.8	23.4	75.0
Dependency and family status, 2019–20 <sup>6</sup>					
Dependent	12.0	21.2	10.3	18.7	73.8
Independent	30.8	5.8	19.3	24.8	69.0
Unmarried, no dependent(s)	25.2	7.3	17.6	22.7	64.5
Married, no dependent(s)	26.8	‡	18.7	25.5	76.3
Unmarried, with dependent(s)	38.5	6.0	24.2	28.2	71.5
Married, with dependent(s)	33.9	2.7 !	14.9	23.4	72.6
Total income in 2017 <sup>7</sup>					
Less than \$30,000	23.9	12.3	18.4	23.7	70.2
\$30,000–\$59,999	15.6	16.2	12.3	21.5	74.9
\$60,000–\$89,999	10.6	20.0	8.2	19.0	74.1
\$90,000 or more	6.6	26.7	5.8	14.6	74.6
Highest education attained by either parent, 2019–20 <sup>8</sup>					
High school diploma or less	20.9	11.5	16.3	22.6	70.0
Some postsecondary education	18.0	14.7	13.9	21.8	73.1
Bachelor's degree or higher	10.1	24.6	8.2	17.0	74.6
Disruptions or changes due to COVID-19, spring 2020					
Experienced enrollment disruption or change at first institution attended <sup>9</sup>					
Withdrew	13.8	20.3	10.8	19.4	74.3
Took leave of absence	21.2	16.5	18.5	25.5	74.1
Some or all classes canceled	24.1	15.4	19.0	24.9	75.9
School break extended	15.5	21.3	12.6	21.6	71.7
Some or all in-person classes moved to online only <sup>10</sup>	11.8	24.2	9.9	19.7	75.5
Study-abroad program canceled or modified	13.5	20.5	10.5	19.3	74.5
Experienced housing disruption or change <sup>11</sup>	12.6	33.6	9.4	19.2	77.7
Moved back to permanent address	12.6	38.0	10.3	18.6	79.0
Moved to another living situation	9.4	41.0	8.1	16.9	78.6
Had difficulty finding safe and stable housing	26.5	21.6	20.1	27.2	81.0
Experienced financial disruption or change <sup>12</sup>	38.1	22.4	30.3	32.9	81.0
Received emergency financial assistance from first institution attended	19.9	21.4	15.4	30.9	77.3
Lost a job or lost income because of reduced hours	18.2	23.3	14.4	24.6	77.8
Had difficulty accessing food or paying for food	21.3	19.6	15.4	37.9	76.6
	38.5	17.6	35.8	34.9	75.7

See notes at end of table.

**Table A-5. PERSONAL DISRUPTIONS OR CHANGES IN THE 2020–21 ACADEMIC YEAR DUE TO COVID-19 AMONG ALL FIRST-TIME POSTSECONDARY STUDENTS: Percentage of first-time postsecondary students who experienced personal impacts of COVID-19 in the 2020–21 academic year, by enrollment and student characteristics: 2020–22—Continued**

! 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 because there were too few cases for a reliable estimate.

<sup>1</sup> The 2019–20 National Postsecondary Student Aid Study (NPSAS:20) asked students “Do you plan to transfer from [NPSAS institution] to another school?”

<sup>2</sup> Indicates the pattern of enrollment intensity for all months enrolled at all postsecondary institutions between July 2019 and June 2022. Full-time status is generally based on 12 or more credit hours per term or 24 credit hours per academic year.

<sup>3</sup> “Master’s degree or higher” includes postbaccalaureate and post-master’s degree certificates.

<sup>4</sup> For more details on how majors or fields of study were categorized, see Chen, X. (2009). *Students Who Study Science, Technology, Engineering, and Mathematics (STEM) in Postsecondary Education* (NCES 2009-161). U.S. Department of Education. Washington, DC: National Center for Education Statistics. <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009161>.

<sup>5</sup> Students who identified as male or transgender, female-to-male, are classified as male. Students who identified as female or transgender, male-to-female, are classified as female. Students who identified as genderqueer or gender nonconforming, a different gender identity, or more than one gender identity are classified as genderqueer, gender nonconforming, or a different gender identity.

<sup>6</sup> Independent students are age 24 or over and students under 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.

<sup>7</sup> For students considered independent, the total income includes that of the student and their spouse (if applicable). For students determined to be dependent, this is the total income of the parents or guardians. Income is reported in quartiles, and the category of “Less than \$30,000” includes students with no income.

<sup>8</sup> “High school diploma or less” includes parents who did not complete high school or completed a high school diploma or equivalent. “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.

<sup>9</sup> Indicates whether the student experienced any of the following enrollment disruptions or changes at the first institution attended between January 1, 2020, and June 30, 2020, as a result of COVID-19: withdrew, took a leave of absence, had some or all in-person classes moved to online-only instruction, had some or all classes canceled, had school breaks extended, or had their study-abroad program canceled or modified.

<sup>10</sup> Applies only to students whose first institution attended did not exclusively offer online instruction before COVID-19.

<sup>11</sup> Indicates whether the student experienced any of the following housing disruptions or changes between January 1, 2020, and June 30, 2020, because of COVID-19: moved to another living situation, moved back to their permanent address, or had difficulty finding safe and stable housing arrangements.

<sup>12</sup> Indicates whether the student experienced any of the following financial disruptions or changes between January 1, 2020, and June 30, 2020, because of COVID-19: received emergency financial assistance from first institution attended, lost a job or lost income because of reduced hours, or had difficulty accessing food or paying for food.

NOTE: Estimates include individuals who were first-time postsecondary students in 2019–20 at Title IV eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico. Estimates are weighted by WTA000. Detail may not sum to totals because of rounding. This table excludes the 19.3 percent of students who were not enrolled in any postsecondary education in the 2020–21 academic year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2020/22 Beginning Postsecondary Students Longitudinal Study (BPS:20/22).

**Table A-S1. Standard errors for table A-1. ATTAINMENT AND PERSISTENCE RATES AT ANY INSTITUTION: Among all 2019–20 first-time postsecondary students, percentages who attained a postsecondary credential, by highest credential attained; who were last enrolled at different levels of postsecondary institutions; and who were no longer enrolled, by enrollment and student characteristics: 2020–22**

Enrollment and student characteristics	Highest credential attained at any institution by June 2022			No credential attained at any institution by June 2022		
	Certificate	Associate's degree	Bachelor's degree	Enrolled at 4-year institution	Enrolled at less-than-4-year institution	Not enrolled
<b>Total</b>	<b>0.23</b>	<b>0.24</b>	<b>0.07</b>	<b>0.51</b>	<b>0.42</b>	<b>0.48</b>
Control and level of first institution attended						
Public	0.27	0.29	0.07	0.46	0.54	0.56
Less-than-2-year	10.31	†	†	†	4.73	5.07
2-year	0.44	0.54	0.06	0.47	1.02	0.98
4-year	0.23	0.31	0.13	0.68	0.31	0.53
Non-doctorate-granting	0.51	0.87	0.10	1.34	0.50	1.09
Primarily subbaccalaureate	0.78	1.33	0.04	1.82	0.69	1.50
Primarily baccalaureate	0.32	0.45	0.26	1.48	0.51	1.29
Doctorate-granting	0.26	0.16	0.19	0.72	0.40	0.58
Private nonprofit	0.30	0.33	0.13	1.29	0.54	1.16
Less-than-4-year	†	7.17	†	†	16.50	8.84
4-year	0.26	0.31	0.13	1.30	0.44	1.17
Non-doctorate-granting	0.62	0.42	0.13	1.88	0.77	1.64
Doctorate-granting	†	0.46	0.19	1.69	0.54	1.48
Private for-profit	1.90	0.81	0.52	3.05	1.23	2.13
Less-than-2-year	3.11	†	†	1.23	1.89	3.01
2-year	2.81	1.31	†	1.44	2.33	2.39
4-year	0.91	1.96	1.16	3.89	1.57	3.64
Undergraduate certificate or degree program enrollment, 2019–20						
Enrolled, not in a certificate or degree program	2.19	2.26	†	6.10	4.33	5.84
Certificate	1.91	0.47	†	0.90	1.33	1.83
Associate's degree	0.35	0.51	0.05	0.56	0.84	0.83
Bachelor's degree	0.11	0.14	0.14	0.59	0.28	0.51
Planned to transfer from first institution attended to another school, 2019–20						
Yes	0.35	0.51	0.07	0.77	0.79	0.78
No	0.31	0.22	0.11	0.68	0.41	0.53
Attendance intensity through spring 2022						
Always full-time	0.37	0.29	0.10	0.85	0.41	0.68
Mixed	0.34	0.38	0.13	0.76	0.77	0.53
Always part-time	0.64	0.25	†	2.08	1.56	2.26
Highest level of education expected, 2019–20						
Certificate or no degree	2.35	0.70	†	1.33	1.35	2.54
Associate's degree	0.81	0.91	†	0.82	1.46	1.57
Bachelor's degree	0.30	0.37	0.09	0.73	0.65	0.78
Master's degree or higher	0.23	0.32	0.12	0.68	0.54	0.57
Major or field of study, 2019–20						
Math/computer/sciences/engineering/technologies (STEM)	0.38	0.41	0.15	1.09	0.84	0.80
Social/behavioral sciences	0.39	0.81	0.34	1.62	1.09	1.48
Non-STEM field	0.31	0.32	0.08	0.65	0.53	0.61
Undecided or not in a degree program	0.78	0.87	†	2.85	1.56	2.17

See notes at end of table.

**Table A-S1. Standard errors for table A-1. ATTAINMENT AND PERSISTENCE RATES AT ANY INSTITUTION: Among all 2019–20 first-time postsecondary students, percentages who attained a postsecondary credential, by highest credential attained; who were last enrolled at different levels of postsecondary institutions; and who were no longer enrolled, by enrollment and student characteristics: 2020–22—Continued**

Enrollment and student characteristics	Highest credential attained at any institution by June 2022			No credential attained at any institution by June 2022		
	Certificate	Associate's degree	Bachelor's degree	Enrolled at 4-year institution	Enrolled at less-than-4-year institution	Not enrolled
Gender						
Male	0.37	0.35	0.11	0.89	0.68	0.71
Female	0.29	0.32	0.09	0.63	0.56	0.58
Genderqueer, gender nonconforming, or a different gender identity	1.89	1.26	†	4.87	4.18	3.43
Age as of December 31, 2019						
18 years or younger	0.25	0.30	0.10	0.63	0.55	0.55
19 years	0.41	0.49	0.10	0.89	0.68	0.78
20–23 years	1.07	0.61	0.21	1.62	1.27	2.00
24–29 years	1.93	1.71	0.40	2.52	2.16	2.78
30 years or older	1.82	1.05	†	2.41	2.37	2.68
Race/ethnicity						
American Indian or Alaska Native, not Hispanic or Latino	2.81	1.31	†	5.98	3.99	7.04
Asian, not Hispanic or Latino	0.62	0.72	0.24	1.52	1.10	1.29
Black, not Hispanic or Latino	0.48	0.75	0.08	1.23	1.10	1.39
Hispanic or Latino, of any race	0.49	0.44	0.10	0.80	0.95	0.84
Native Hawaiian or Other Pacific Islander, not Hispanic or Latino	6.39	†	†	8.99	4.47	8.75
White, not Hispanic or Latino	0.33	0.36	0.09	0.70	0.51	0.67
Two or more races, not Hispanic or Latino	0.89	0.75	0.53	2.45	1.49	2.25
Dependency and family status, 2019–20						
Dependent	0.23	0.25	0.08	0.53	0.45	0.47
Independent	0.83	0.69	0.12	1.32	1.24	1.57
Unmarried, no dependent(s)	1.30	1.13	†	2.19	2.01	2.43
Married, no dependent(s)	3.25	2.09	†	4.15	3.75	4.38
Unmarried, with dependent(s)	1.75	1.27	†	1.82	1.89	2.63
Married, with dependent(s)	2.37	1.78	†	3.15	3.66	3.71
Total income in 2017						
Less than \$30,000	0.42	0.40	0.09	0.84	0.73	0.90
\$30,000–\$59,999	0.46	0.55	0.12	1.12	0.94	1.04
\$60,000–\$89,999	0.55	0.71	0.13	1.33	0.97	1.27
\$90,000 or more	0.28	0.36	0.14	0.81	0.58	0.62
Highest education attained by either parent, 2019–20						
High school diploma or less	0.54	0.43	0.07	0.87	0.97	0.98
Some postsecondary education	0.46	0.45	0.10	1.09	0.81	0.90
Bachelor's degree or higher	0.26	0.32	0.13	0.72	0.53	0.59

See notes at end of table.

**Table A-S1. Standard errors for table A-1. ATTAINMENT AND PERSISTENCE RATES AT ANY INSTITUTION: Among all 2019–20 first-time postsecondary students, percentages who attained a postsecondary credential, by highest credential attained; who were last enrolled at different levels of postsecondary institutions; and who were no longer enrolled, by enrollment and student characteristics: 2020–22—Continued**

Enrollment and student characteristics	Highest credential attained at any institution by June 2022			No credential attained at any institution by June 2022		
	Certificate	Associate's degree	Bachelor's degree	Enrolled at 4-year institution	Enrolled at less-than-4-year institution	Not enrolled
Disruptions or changes due to COVID-19, spring 2020						
Experienced enrollment disruption or change at first institution attended	0.23	0.26	0.07	0.50	0.43	0.48
Withdrew	0.85	0.89	0.30	2.10	2.53	2.39
Took leave of absence	1.31	0.69	†	2.24	1.97	2.51
Some or all classes canceled	0.90	0.62	0.16	1.59	1.17	1.45
School break extended	0.28	0.39	0.10	0.78	0.61	0.71
Some or all in-person classes moved to online only	0.24	0.27	0.07	0.52	0.45	0.50
Study-abroad program canceled or modified	1.32	1.53	0.44	3.76	1.80	3.41
Experienced housing disruption or change						
Moved back to permanent address	0.22	0.24	0.15	0.82	0.51	0.57
Moved to another living situation	0.56	0.67	0.32	2.20	1.46	2.05
Had difficulty finding safe and stable housing	1.01	0.75	†	3.70	2.50	2.75
Experienced financial disruption or change						
Received emergency financial assistance from first institution attended	0.57	0.65	0.19	1.37	0.93	1.18
Lost a job or lost income because of reduced hours	0.39	0.45	0.13	1.00	0.69	0.92
Had difficulty accessing food or paying for food	0.95	0.71	0.15	1.81	1.43	1.67

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2020/22 Beginning Postsecondary Students Longitudinal Study (BPS:20/22).

**Table A-S2. Standard errors for table A-2. ATTAINMENT AND PERSISTENCE RATES AT ANY INSTITUTION AMONG ALL FIRST-TIME POSTSECONDARY STUDENTS BEGINNING AT A PUBLIC 2-YEAR INSTITUTION: Among all 2019–20 first-time postsecondary students, percentages who attained a postsecondary credential, by highest credential attained; who were last enrolled at different levels of postsecondary institutions; and who were no longer enrolled, by enrollment and student characteristics: 2020–22**

Enrollment and student characteristics	Highest credential attained at any institution by June 2022			No credential attained at any institution by June 2022		
	Certificate	Associate's degree	Bachelor's degree	Enrolled at 4-year institution	Enrolled at less-than-4-year institution	Not enrolled
<b>Total</b>	<b>0.44</b>	<b>0.54</b>	<b>0.06</b>	<b>0.47</b>	<b>1.02</b>	<b>0.98</b>
Undergraduate certificate or degree program enrollment, 2019–20						
Enrolled, not in a certificate or degree program	†	3.08	†	6.27	5.56	6.17
Certificate	3.34	1.26	†	0.74	3.11	3.32
Associate's degree	0.39	0.57	0.06	0.49	1.03	0.97
Planned to transfer from first institution attended to another school, 2019–20						
Yes	0.45	0.67	†	0.67	1.13	1.11
No	0.97	0.85	†	0.53	1.50	1.56
Attendance intensity through spring 2022						
Always full-time	0.71	1.11	†	0.71	1.31	1.54
Mixed	0.62	0.65	†	0.66	1.32	0.96
Always part-time	0.51	†	†	0.92	2.05	2.20
Planned to continue to a bachelor's degree program within 5 years, 2019–20						
Yes	0.39	0.65	0.08	0.63	1.08	1.07
No	0.71	1.09	†	0.56	1.76	1.88
Highest level of education expected, 2019–20						
Certificate or no degree	5.45	2.26	†	†	3.73	5.07
Associate's degree	0.75	1.12	†	0.62	1.83	1.94
Bachelor's degree	0.57	0.70	†	0.68	1.44	1.49
Master's degree or higher	0.65	1.04	†	0.82	1.58	1.40
Major or field of study, 2019–20						
Math/computer/sciences/engineering/technologies (STEM)	0.89	1.12	†	1.05	1.93	1.81
Social/behavioral sciences	1.08	2.38	†	1.95	3.33	4.06
Non-STEM field	0.56	0.65	0.05	0.51	1.14	1.10
Undecided or not in a degree program	†	2.62	†	4.37	4.93	4.95
Gender						
Male	0.65	0.80	†	0.61	1.44	1.33
Female	0.54	0.73	†	0.69	1.35	1.23
Genderqueer, gender nonconforming, or a different gender identity	†	3.10	†	2.69	7.51	7.21
Age as of December 31, 2019						
18 years or younger	0.53	0.70	†	0.78	1.46	1.28
19 years	0.96	1.20	†	0.83	1.53	1.52
20–23 years	1.03	1.05	†	1.16	2.21	2.41
24–29 years	2.58	2.30	†	0.82	3.60	3.69
30 years or older	1.85	1.78	†	0.50	4.05	4.00

See notes at end of table.

**Table A-S2. Standard errors for table A-2. ATTAINMENT AND PERSISTENCE RATES AT ANY INSTITUTION AMONG ALL FIRST-TIME POSTSECONDARY STUDENTS BEGINNING AT A PUBLIC 2-YEAR INSTITUTION: Among all 2019–20 first-time postsecondary students, percentages who attained a postsecondary credential, by highest credential attained; who were last enrolled at different levels of postsecondary institutions; and who were no longer enrolled, by enrollment and student characteristics: 2020–22—Continued**

Enrollment and student characteristics	Highest credential attained at any institution by June 2022			No credential attained at any institution by June 2022		
	Certificate	Associate's degree	Bachelor's degree	Enrolled at 4-year institution	Enrolled at less-than-4-year institution	Not enrolled
<b>Race/ethnicity</b>						
American Indian or Alaska Native, not Hispanic or Latino	†	2.62	†	†	9.37	10.65
Asian, not Hispanic or Latino	1.59	2.09	†	1.47	3.13	3.21
Black, not Hispanic or Latino	0.63	1.25	†	1.07	2.27	2.18
Hispanic or Latino, of any race	0.81	0.73	†	0.81	1.82	1.47
Native Hawaiian or Other Pacific Islander, not Hispanic or Latino	†	†	†	†	9.93	12.31
White, not Hispanic or Latino	0.70	0.91	†	0.74	1.24	1.41
Two or more races, not Hispanic or Latino	1.61	1.90	†	1.85	3.90	3.80
<b>Dependency and family status, 2019–20</b>						
Dependent	0.48	0.60	0.07	0.55	1.10	1.02
Independent	1.04	1.02	†	0.66	2.05	2.23
Unmarried, no dependent(s)	1.61	1.69	†	1.08	3.02	3.24
Married, no dependent(s)	3.04	3.67	†	†	5.64	6.48
Unmarried, with dependent(s)	2.38	1.58	†	0.62	3.63	3.75
Married, with dependent(s)	2.14	2.83	†	1.75	5.92	5.59
<b>Total income in 2017</b>						
Less than \$30,000	0.70	0.73	†	0.52	1.44	1.39
\$30,000–\$59,999	0.69	1.09	†	0.93	1.85	1.73
\$60,000–\$89,999	0.94	1.37	†	1.47	2.05	2.46
\$90,000 or more	0.84	1.22	†	1.19	1.86	1.78
<b>Highest education attained by either parent, 2019–20</b>						
High school diploma or less	0.65	0.72	†	0.65	1.70	1.52
Some postsecondary education	0.80	0.89	†	0.77	1.55	1.51
Bachelor's degree or higher	0.79	0.92	†	0.84	1.50	1.48
<b>Disruptions or changes due to COVID-19, spring 2020</b>						
<b>Experienced enrollment disruption or change at first institution attended</b>						
Withdrew	1.11	1.81	†	1.40	4.25	4.11
Took leave of absence	0.99	1.06	†	0.67	3.97	4.27
Some or all classes canceled	0.96	1.55	†	1.53	2.63	2.48
School break extended	0.73	1.06	†	0.72	1.61	1.61
Some or all in-person classes moved to online only	0.50	0.65	0.07	0.52	1.17	1.11
Study-abroad program canceled or modified	†	6.95	†	6.35	7.91	9.55
<b>Experienced housing disruption or change</b>						
Moved back to permanent address	1.48	1.90	†	2.01	3.24	2.74
Moved to another living situation	1.22	1.89	†	2.88	4.12	4.00
Had difficulty finding safe and stable housing	1.31	1.80	†	2.87	4.95	4.53
<b>Experienced financial disruption or change</b>						
Received emergency financial assistance from first institution attended	1.33	1.57	†	1.34	2.39	1.97
Lost a job or lost income because of reduced hours	0.81	0.94	†	0.88	1.56	1.58
Had difficulty accessing food or paying for food	1.53	1.26	†	1.34	2.66	2.70

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2020/22 Beginning Postsecondary Students Longitudinal Study (BPS:20/22).



**Table A-S3. Standard errors for table A-3. ATTAINMENT AND PERSISTENCE RATES AT ANY INSTITUTION AMONG ALL FIRST-TIME POSTSECONDARY STUDENTS BEGINNING AT A 4-YEAR INSTITUTION: Among all 2019–20 first-time postsecondary students, percentages who attained a postsecondary credential, by highest credential attained; who were last enrolled at different levels of postsecondary institutions; and who were no longer enrolled, by enrollment and student characteristics: 2020–22**

Enrollment and student characteristics	Highest credential attained at any institution by June 2022			No credential attained at any institution by June 2022		
	Certificate	Associate's degree	Bachelor's degree	Enrolled at 4-year institution	Enrolled at less-than-4-year institution	Not enrolled
<b>Total</b>	<b>0.18</b>	<b>0.25</b>	<b>0.11</b>	<b>0.62</b>	<b>0.26</b>	<b>0.50</b>
Control of first institution attended						
Public	0.23	0.31	0.13	0.68	0.31	0.53
Non-doctorate-granting	0.51	0.87	0.10	1.34	0.50	1.09
Primarily subbaccalaureate	0.78	1.33	0.04	1.82	0.69	1.50
Primarily baccalaureate	0.32	0.45	0.26	1.48	0.51	1.29
Doctorate-granting	0.26	0.16	0.19	0.72	0.40	0.58
Private nonprofit	0.26	0.31	0.13	1.30	0.44	1.17
Non-doctorate-granting	0.62	0.42	0.13	1.88	0.77	1.64
Doctorate-granting	†	0.46	0.19	1.69	0.54	1.48
Private for-profit	0.91	1.96	1.16	3.89	1.57	3.64
Undergraduate certificate or degree program enrollment, 2019–20						
Enrolled, not in a certificate or degree program	†	†	†	11.97	†	†
Certificate	4.84	0.60	†	6.04	†	6.23
Associate's degree	0.89	1.24	0.04	1.82	0.54	1.59
Bachelor's degree	0.11	0.14	0.14	0.59	0.28	0.51
Planned to transfer from first institution attended to another school, 2019–20						
Yes	0.50	0.76	0.11	1.48	0.61	1.01
No	0.19	0.20	0.15	0.65	0.27	0.57
Attendance intensity through spring 2022						
Always full-time	0.14	0.24	0.14	0.89	0.29	0.74
Mixed	0.37	0.41	0.23	0.88	0.50	0.62
Always part-time	†	†	†	5.78	†	5.75
Highest level of education expected, 2019–20						
Certificate or no degree	8.62	†	†	8.93	†	9.37
Associate's degree	2.27	2.43	†	3.55	1.54	3.89
Bachelor's degree	0.31	0.37	0.15	0.94	0.38	0.77
Master's degree or higher	0.18	0.26	0.15	0.71	0.34	0.61
Major or field of study, 2019–20						
Math/computer/sciences/engineering/technologies (STEM)	0.28	0.29	0.21	1.02	0.51	0.82
Social/behavioral sciences	0.41	0.61	0.45	1.50	0.60	1.35
Non-STEM field	0.23	0.35	0.15	0.86	0.29	0.78
Undecided or not in a degree program	0.62	0.73	†	2.65	1.19	2.06
Gender						
Male	0.26	0.28	0.19	0.97	0.37	0.84
Female	0.23	0.35	0.13	0.68	0.34	0.59
Genderqueer, gender nonconforming, or a different gender identity	†	†	†	5.57	†	3.92
Age as of December 31, 2019						
18 years or younger	0.18	0.28	0.16	0.69	0.30	0.54
19 years	0.21	0.36	0.13	0.96	0.54	0.85
20–23 years	1.13	0.80	0.45	3.57	1.07	3.59
24–29 years	2.77	3.42	1.09	5.66	2.07	5.36
30 years or older	3.97	1.38	†	5.31	†	5.00

See notes at end of table.

**Table A-S3. Standard errors for table A-3. ATTAINMENT AND PERSISTENCE RATES AT ANY INSTITUTION AMONG ALL FIRST-TIME POSTSECONDARY STUDENTS BEGINNING AT A 4-YEAR INSTITUTION: Among all 2019–20 first-time postsecondary students, percentages who attained a postsecondary credential, by highest credential attained; who were last enrolled at different levels of postsecondary institutions; and who were no longer enrolled, by enrollment and student characteristics: 2020–22—Continued**

Enrollment and student characteristics	Highest credential attained at any institution by June 2022			No credential attained at any institution by June 2022		
	Certificate	Associate's degree	Bachelor's degree	Enrolled at 4-year institution	Enrolled at less-than-4-year institution	Not enrolled
Race/ethnicity						
American Indian or Alaska Native, not Hispanic or Latino	†	†	†	9.87	†	9.92
Asian, not Hispanic or Latino	0.33	0.45	0.35	1.42	0.42	1.32
Black, not Hispanic or Latino	0.31	1.00	0.15	1.92	0.83	1.62
Hispanic or Latino, of any race	0.49	0.57	0.18	1.15	0.64	0.98
Native Hawaiian or Other Pacific Islander, not Hispanic or Latino	†	†	†	13.23	†	†
White, not Hispanic or Latino	0.24	0.32	0.14	0.86	0.34	0.72
Two or more races, not Hispanic or Latino	†	0.70	0.78	2.77	1.05	2.72
Dependency and family status, 2019–20						
Dependent	0.15	0.22	0.11	0.56	0.26	0.47
Independent	1.27	1.18	0.34	3.03	1.15	3.08
Unmarried, no dependent(s)	1.54	1.40	†	5.03	2.18	4.68
Married, no dependent(s)	†	†	†	7.34	†	6.46
Unmarried, with dependent(s)	1.44	3.34	†	4.36	1.12	5.15
Married, with dependent(s)	4.15	3.09	†	6.42	†	6.00
Total income in 2017						
Less than \$30,000	0.41	0.48	0.18	1.29	0.53	1.30
\$30,000–\$59,999	0.32	0.59	0.18	1.39	0.64	1.31
\$60,000–\$89,999	0.53	0.73	0.21	1.57	0.58	1.38
\$90,000 or more	0.24	0.30	0.19	0.74	0.36	0.50
Highest education attained by either parent, 2019–20						
High school diploma or less	0.64	0.63	0.15	1.52	0.80	1.44
Some postsecondary education	0.36	0.50	0.18	1.25	0.55	1.09
Bachelor's degree or higher	0.15	0.27	0.17	0.71	0.30	0.60
Disruptions or changes due to COVID-19, spring 2020						
Experienced enrollment disruption or change at first institution attended	0.17	0.25	0.11	0.62	0.27	0.50
Withdrew	†	0.54	0.61	3.50	1.93	3.37
Took leave of absence	†	1.13	†	4.00	2.52	3.22
Some or all classes canceled	0.67	0.55	0.25	2.10	0.58	2.01
School break extended	0.24	0.33	0.14	0.90	0.35	0.74
Some or all in-person classes moved to online only	0.17	0.25	0.11	0.63	0.27	0.51
Study-abroad program canceled or modified	†	0.86	0.59	3.39	†	3.43
Experienced housing disruption or change	0.13	0.17	0.16	0.66	0.37	0.53
Moved back to permanent address	0.12	0.18	0.17	0.70	0.38	0.55
Moved to another living situation	0.45	0.47	0.44	2.39	0.88	2.30
Had difficulty finding safe and stable housing	0.28	†	†	3.81	1.32	3.63
Experienced financial disruption or change	0.33	0.39	0.16	1.05	0.44	0.90
Received emergency financial assistance from first institution attended	0.38	0.65	0.22	1.75	0.65	1.46
Lost a job or lost income because of reduced hours	0.38	0.42	0.22	1.33	0.54	1.14
Had difficulty accessing food or paying for food	1.15	1.00	0.30	2.64	1.09	2.36

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2020/22 Beginning Postsecondary Students Longitudinal Study (BPS:20/22).

**Table A-S4. Standard errors for table A-4. EDUCATIONAL DISRUPTIONS OR CHANGES IN THE 2020–21 ACADEMIC YEAR DUE TO COVID-19 AMONG FIRST-TIME POSTSECONDARY STUDENTS ENROLLED IN THE 2020–21 ACADEMIC YEAR: Percentage of first-time postsecondary students enrolled in the 2020–21 academic year who experienced educational impacts of COVID-19 in the 2020–21 academic year, by 3-year attainment of a postsecondary credential, and enrollment and student characteristics: 2020–22**

Enrollment and student characteristics	Educational disruptions or changes in the 2020–21 academic year due to COVID-19							
	Attained a credential at any institution by June 2022				No credential attained at any institution by June 2022			
	Changed institution where enrolled	Changed declared or intended major	Grades lower than expected	Some or all classes delivered entirely online	Changed institution where enrolled	Changed declared or intended major	Grades lower than expected	Some or all classes delivered entirely online
<b>Total</b>	<b>0.72</b>	<b>0.82</b>	<b>1.38</b>	<b>1.66</b>	<b>0.28</b>	<b>0.39</b>	<b>0.66</b>	<b>0.49</b>
Control and level of first institution attended								
Public	0.83	0.96	1.56	1.77	0.34	0.48	0.69	0.53
Less-than-2-year	†	†	12.59	11.89	†	†	14.90	13.60
2-year	0.97	1.14	1.75	2.00	0.56	0.76	1.18	1.00
4-year	1.55	1.73	3.02	3.01	0.43	0.62	0.83	0.62
Non-doctorate-granting	1.72	1.76	3.77	3.36	0.92	0.96	1.46	1.40
Primarily subbaccalaureate	1.84	1.91	4.29	3.62	1.44	1.28	2.33	2.17
Primarily baccalaureate	4.47	†	7.27	9.75	0.94	1.40	1.76	1.53
Doctorate-granting	2.63	3.59	4.16	5.82	0.50	0.76	1.00	0.72
Private nonprofit	3.88	2.28	5.09	6.09	0.75	0.70	1.51	1.07
Less-than-4-year	†	†	†	14.11	†	†	12.02	12.04
4-year	4.79	2.76	5.65	4.51	0.67	0.70	1.51	1.08
Non-doctorate-granting	†	†	6.43	8.50	1.01	0.97	2.34	1.62
Doctorate-granting	†	†	9.94	3.39	0.94	0.95	1.93	1.50
Private for-profit	1.52	1.69	3.68	4.04	1.53	1.11	3.46	3.38
Less-than-2-year	†	3.56	5.22	5.67	†	†	5.85	9.74
2-year	2.20	3.13	5.23	5.28	4.46	2.81	4.82	5.86
4-year	†	†	10.28	9.69	0.69	1.40	5.04	3.62
Undergraduate certificate or degree program enrollment, 2019–20								
Enrolled, not in a certificate or degree program	†	†	†	†	5.88	4.39	7.37	5.89
Certificate	1.49	1.50	2.75	3.59	1.70	1.12	2.68	3.70
Associate's degree	0.90	1.04	1.83	1.89	0.59	0.66	1.05	0.91
Bachelor's degree	1.73	2.43	3.75	3.19	0.37	0.50	0.84	0.57
Planned to transfer from first institution attended to another school, 2019–20								
Yes	1.19	1.14	2.33	2.24	0.64	0.66	1.09	0.89
No	0.74	1.19	1.82	2.36	0.32	0.48	0.82	0.61

See notes at end of table.

**Table A-S4. Standard errors for table A-4. EDUCATIONAL DISRUPTIONS OR CHANGES IN THE 2020–21 ACADEMIC YEAR DUE TO COVID-19 AMONG FIRST-TIME POSTSECONDARY STUDENTS ENROLLED IN THE 2020–21 ACADEMIC YEAR: Percentage of first-time postsecondary students enrolled in the 2020–21 academic year who experienced educational impacts of COVID-19 in the 2020–21 academic year, by 3-year attainment of a postsecondary credential, and enrollment and student characteristics: 2020–22—Continued**

Enrollment and student characteristics	Educational disruptions or changes in the 2020–21 academic year due to COVID-19							
	Attained a credential at any institution by June 2022				No credential attained at any institution by June 2022			
	Changed institution where enrolled	Changed declared or intended major	Grades lower than expected	Some or all classes delivered entirely online	Changed institution where enrolled	Changed declared or intended major	Grades lower than expected	Some or all classes delivered entirely online
Attendance intensity through spring 2022								
Always full-time	1.02	0.95	1.96	2.11	0.41	0.57	0.92	0.73
Mixed	0.95	1.32	2.08	2.26	0.48	0.52	0.90	0.68
Always part-time	†	†	†	†	1.18	1.66	3.13	3.75
Highest level of education expected, 2019–20								
Certificate or no degree	0.66	1.52	3.66	5.18	3.37	†	4.89	5.66
Associate's degree	1.32	1.37	3.14	3.67	0.83	1.31	2.18	2.06
Bachelor's degree	1.19	1.57	2.49	2.95	0.45	0.59	0.97	0.81
Master's degree or higher	1.36	1.44	2.63	2.24	0.43	0.52	0.89	0.67
Major or field of study, 2019–20								
Math/computer/sciences/engineering/technologies (STEM)	1.44	2.69	3.99	3.59	0.58	0.78	1.22	0.76
Social/behavioral sciences	3.74	2.97	4.92	4.86	0.71	1.14	1.96	1.55
Non-STEM field	0.88	0.88	1.46	1.83	0.39	0.58	0.83	0.69
Undecided or not in a degree program	6.16	2.96	9.89	9.57	2.40	1.81	2.45	2.26
Gender								
Male	0.90	1.42	2.23	2.53	0.44	0.54	0.98	0.86
Female	1.01	0.96	1.96	1.94	0.44	0.53	0.84	0.62
Genderqueer, gender nonconforming, or a different gender identity	7.38	†	†	†	3.65	2.87	5.67	4.51
Age as of December 31, 2019								
18 years or younger	1.10	1.28	2.00	2.25	0.44	0.52	0.85	0.60
19 years	1.35	2.03	2.87	2.97	0.56	0.65	1.09	0.91
20–23 years	1.64	1.70	4.31	3.77	0.91	1.52	2.73	2.19
24–29 years	†	2.42	5.86	7.22	1.10	2.06	3.73	4.41
30 years or older	†	2.52	3.88	5.52	1.10	1.84	4.09	4.57

See notes at end of table.

**Table A-S4. Standard errors for table A-4. EDUCATIONAL DISRUPTIONS OR CHANGES IN THE 2020–21 ACADEMIC YEAR DUE TO COVID-19 AMONG FIRST-TIME POSTSECONDARY STUDENTS ENROLLED IN THE 2020–21 ACADEMIC YEAR: Percentage of first-time postsecondary students enrolled in the 2020–21 academic year who experienced educational impacts of COVID-19 in the 2020–21 academic year, by 3-year attainment of a postsecondary credential, and enrollment and student characteristics: 2020–22—Continued**

Enrollment and student characteristics	Educational disruptions or changes in the 2020–21 academic year due to COVID-19							
	Attained a credential at any institution by June 2022				No credential attained at any institution by June 2022			
	Changed institution where enrolled	Changed declared or intended major	Grades lower than expected	Some or all classes delivered entirely online	Changed institution where enrolled	Changed declared or intended major	Grades lower than expected	Some or all classes delivered entirely online
Race/ethnicity								
American Indian or Alaska Native, not Hispanic or Latino	†	†	†	†	6.43	9.02	9.49	9.23
Asian, not Hispanic or Latino	1.72	4.60	7.63	5.77	0.71	1.07	1.83	1.48
Black, not Hispanic or Latino	2.07	2.72	4.74	5.09	0.85	1.10	1.50	1.42
Hispanic or Latino, of any race	1.07	1.48	2.74	2.75	0.58	0.77	1.24	1.06
Native Hawaiian or Other Pacific Islander, not Hispanic or Latino	†	†	†	†	†	†	11.31	7.02
White, not Hispanic or Latino	1.02	1.15	1.80	2.00	0.48	0.54	0.94	0.69
Two or more races, not Hispanic or Latino	4.28	2.48	5.61	6.23	1.39	1.65	2.75	2.43
Dependency and family status, 2019–20								
Dependent	0.90	0.99	1.50	1.63	0.32	0.43	0.70	0.51
Independent	1.08	1.16	3.01	3.75	0.83	1.13	1.98	2.33
Unmarried, no dependent(s)	2.01	2.22	5.33	6.22	1.33	1.58	2.86	3.25
Married, no dependent(s)	†	†	8.76	9.58	†	3.28	5.96	6.02
Unmarried, with dependent(s)	1.64	†	4.62	6.11	1.59	2.64	3.85	4.26
Married, with dependent(s)	†	†	6.03	6.50	1.58	1.39	5.33	5.82
Total income in 2017								
Less than \$30,000	1.05	1.50	2.40	2.72	0.53	0.79	1.20	1.01
\$30,000–\$59,999	1.32	1.70	3.17	2.85	0.81	0.86	1.42	1.10
\$60,000–\$89,999	1.99	1.94	3.48	4.03	0.68	1.02	1.61	1.47
\$90,000 or more	1.38	1.28	2.52	2.73	0.50	0.61	0.99	0.62
Highest education attained by either parent, 2019–20								
High school diploma or less	1.08	1.07	2.50	2.95	0.64	0.82	1.22	1.16
Some postsecondary education	1.19	1.72	2.69	2.82	0.68	0.73	1.18	1.06
Bachelor's degree or higher	1.27	1.29	2.17	2.07	0.44	0.60	0.89	0.60

See notes at end of table.

**Table A-S4. Standard errors for table A-4. EDUCATIONAL DISRUPTIONS OR CHANGES IN THE 2020–21 ACADEMIC YEAR DUE TO COVID-19 AMONG FIRST-TIME POSTSECONDARY STUDENTS ENROLLED IN THE 2020–21 ACADEMIC YEAR: Percentage of first-time postsecondary students enrolled in the 2020–21 academic year who experienced educational impacts of COVID-19 in the 2020–21 academic year, by 3-year attainment of a postsecondary credential, and enrollment and student characteristics: 2020–22—Continued**

Enrollment and student characteristics	Educational disruptions or changes in the 2020–21 academic year due to COVID-19							
	Attained a credential at any institution by June 2022				No credential attained at any institution by June 2022			
	Changed institution where enrolled	Changed declared or intended major	Grades lower than expected	Some or all classes delivered entirely online	Changed institution where enrolled	Changed declared or intended major	Grades lower than expected	Some or all classes delivered entirely online
Disruptions or changes due to COVID-19, spring 2020								
Experienced enrollment disruption or change at first institution attended	0.71	0.89	1.37	1.53	0.30	0.42	0.69	0.49
Withdrew	4.36	7.80	9.58	9.69	2.27	2.23	3.64	3.23
Took leave of absence	3.09	†	8.68	8.02	2.01	2.03	3.94	3.59
Some or all classes canceled	2.52	1.70	4.83	4.83	1.38	1.37	1.81	1.62
School break extended	1.14	1.50	2.05	2.01	0.48	0.66	0.94	0.65
Some or all in-person classes moved to online only	0.74	0.93	1.39	1.60	0.31	0.43	0.69	0.50
Study-abroad program canceled or modified	†	†	12.22	15.96	1.32	2.33	3.42	3.34
Experienced housing disruption or change	1.67	1.76	3.20	2.67	0.41	0.61	0.96	0.62
Moved back to permanent address	1.97	1.96	3.29	3.04	0.45	0.64	1.00	0.63
Moved to another living situation	5.11	4.63	7.49	5.62	1.35	1.86	2.99	2.22
Had difficulty finding safe and stable housing	5.38	†	11.40	10.34	2.00	2.84	3.63	2.98
Experienced financial disruption or change	0.98	1.63	2.26	2.19	0.53	0.67	1.02	0.80
Received emergency financial assistance from first institution attended	1.60	3.03	3.83	3.22	0.75	1.06	1.56	1.05
Lost a job or lost income because of reduced hours	1.27	1.96	2.53	2.82	0.73	0.85	1.11	0.90
Had difficulty accessing food or paying for food	2.38	5.00	5.81	4.82	1.26	1.88	2.54	2.22

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2020/22 Beginning Postsecondary Students Longitudinal Study (BPS:20/22).

**Table A-S5. Standard errors for table A-5. PERSONAL DISRUPTIONS OR CHANGES IN THE 2020–21 ACADEMIC YEAR DUE TO COVID-19 AMONG ALL FIRST-TIME POSTSECONDARY STUDENTS: Percentage of first-time postsecondary students who experienced personal impacts of COVID-19 in the 2020–21 academic year, by enrollment and student characteristics: 2020–22**

Enrollment and student characteristics	Personal disruptions or changes due to COVID-19 in the 2020–21 academic year				
	Difficulty paying mortgage or rent	Moved back to permanent address	Difficulty accessing food or paying for food	Lost a job or lost income	Increased stress or anxiety
<b>Total</b>	<b>0.36</b>	<b>0.42</b>	<b>0.31</b>	<b>0.38</b>	<b>0.42</b>
Control and level of first institution attended					
Public	0.40	0.40	0.36	0.46	0.50
Less-than-2-year	†	3.75	6.43	5.51	8.00
2-year	0.62	0.41	0.50	0.71	0.72
4-year	0.54	0.62	0.48	0.54	0.65
Non-doctorate-granting	0.91	0.76	0.91	1.03	1.03
Primarily subbaccalaureate	1.20	0.90	1.24	1.44	1.42
Primarily baccalaureate	1.16	1.47	1.28	1.40	1.44
Doctorate-granting	0.65	0.85	0.53	0.64	0.80
Private nonprofit	0.76	1.29	0.79	0.82	0.95
Less-than-4-year	8.03	†	†	8.62	11.34
4-year	0.75	1.29	0.79	0.81	0.96
Non-doctorate-granting	1.04	2.26	1.23	1.18	1.85
Doctorate-granting	1.03	1.52	0.98	1.17	1.24
Private for-profit	2.13	1.44	1.85	1.88	1.62
Less-than-2-year	3.26	2.02	2.52	3.06	3.07
2-year	2.63	1.27	2.22	3.16	2.75
4-year	4.27	2.75	3.62	3.83	2.37
Undergraduate certificate or degree program enrollment, 2019–20					
Enrolled, not in a certificate or degree program	4.07	1.81	3.48	4.90	5.09
Certificate	1.56	1.04	1.34	1.65	1.74
Associate's degree	0.62	0.34	0.50	0.70	0.69
Bachelor's degree	0.51	0.67	0.44	0.52	0.55
Planned to transfer from first institution attended to another school, 2019–20					
Yes	0.59	0.42	0.59	0.66	0.68
No	0.47	0.56	0.41	0.48	0.55
Attendance intensity through spring 2022					
Always full-time	0.45	0.65	0.43	0.54	0.65
Mixed	0.55	0.55	0.47	0.59	0.62
Always part-time	1.89	1.26	1.63	2.02	2.23
Highest level of education expected, 2019–20					
Certificate or no degree	2.44	1.40	1.93	2.10	2.74
Associate's degree	1.11	0.83	0.85	1.37	1.37
Bachelor's degree	0.63	0.64	0.53	0.70	0.68
Master's degree or higher	0.49	0.67	0.45	0.54	0.57
Major or field of study, 2019–20					
Math/computer/sciences/engineering/technologies (STEM)	0.71	0.84	0.58	0.82	0.90
Social/behavioral sciences	1.45	1.30	1.31	1.69	1.16
Non-STEM field	0.47	0.55	0.38	0.50	0.59
Undecided or not in a degree program	1.72	2.00	1.48	2.06	2.22
Gender					
Male	0.50	0.57	0.49	0.59	0.71
Female	0.50	0.57	0.41	0.46	0.48
Genderqueer, gender nonconforming, or a different gender identity	3.48	2.59	3.00	3.57	2.64

See notes at end of table.

**Table A-S5. Standard errors for table A-5. PERSONAL DISRUPTIONS OR CHANGES IN THE 2020–21 ACADEMIC YEAR DUE TO COVID-19 AMONG ALL FIRST-TIME POSTSECONDARY STUDENTS: Percentage of first-time postsecondary students who experienced personal impacts of COVID-19 in the 2020–21 academic year, by enrollment and student characteristics: 2020–22—Continued**

Enrollment and student characteristics	Personal disruptions or changes due to COVID-19 in the 2020–21 academic year				
	Difficulty paying mortgage or rent	Moved back to permanent address	Difficulty accessing food or paying for food	Lost a job or lost income	Increased stress or anxiety
Age as of December 31, 2019					
18 years or younger	0.44	0.56	0.43	0.56	0.55
19 years	0.62	0.75	0.58	0.72	0.78
20–23 years	1.56	0.80	1.12	1.48	2.05
24–29 years	2.28	0.83	2.16	2.31	2.98
30 years or older	2.48	1.23	1.92	2.34	2.37
Race/ethnicity					
American Indian or Alaska Native, not Hispanic or Latino	5.40	5.15	5.78	5.89	5.62
Asian, not Hispanic or Latino	1.18	1.41	0.82	1.30	1.67
Black, not Hispanic or Latino	1.23	0.98	0.99	1.18	1.26
Hispanic or Latino, of any race	0.73	0.61	0.69	0.82	0.87
Native Hawaiian or Other Pacific Islander, not Hispanic or Latino	7.42	†	6.71	6.41	7.91
White, not Hispanic or Latino	0.47	0.58	0.44	0.52	0.60
Two or more races, not Hispanic or Latino	1.86	1.88	1.92	2.01	2.21
Dependency and family status, 2019–20					
Dependent	0.34	0.46	0.32	0.41	0.44
Independent	1.29	0.57	1.12	1.09	1.36
Unmarried, no dependent(s)	1.77	0.89	1.69	1.60	2.09
Married, no dependent(s)	3.99	†	3.91	4.41	4.08
Unmarried, with dependent(s)	2.69	1.36	2.37	2.14	2.05
Married, with dependent(s)	3.59	1.13	2.01	3.15	3.13
Total income in 2017					
Less than \$30,000	0.78	0.67	0.74	0.77	0.79
\$30,000–\$59,999	0.87	0.81	0.70	0.90	0.96
\$60,000–\$89,999	0.92	1.17	0.84	1.12	1.20
\$90,000 or more	0.40	0.68	0.42	0.53	0.70
Highest education attained by either parent, 2019–20					
High school diploma or less	0.93	0.70	0.76	0.87	0.90
Some postsecondary education	0.80	0.74	0.67	0.86	0.87
Bachelor's degree or higher	0.44	0.63	0.39	0.48	0.59
Disruptions or changes due to COVID-19, spring 2020					
Experienced enrollment disruption or change at first institution attended	0.37	0.46	0.33	0.43	0.45
Withdrew	2.26	1.83	2.30	2.15	2.13
Took leave of absence	2.72	1.84	2.24	2.34	2.18
Some or all classes canceled	1.08	1.37	0.91	1.08	1.56
School break extended	0.55	0.70	0.47	0.67	0.68
Some or all in-person classes moved to online only	0.38	0.46	0.33	0.43	0.47
Study-abroad program canceled or modified	2.06	3.27	1.96	2.65	2.89
Experienced housing disruption or change	0.61	0.90	0.54	0.62	0.70
Moved back to permanent address	0.47	0.94	0.49	0.60	0.73
Moved to another living situation	2.08	1.82	1.88	2.15	1.92
Had difficulty finding safe and stable housing	3.18	2.53	3.19	2.86	2.80
Experienced financial disruption or change	0.72	0.71	0.60	0.77	0.71
Received emergency financial assistance from first institution attended	0.99	1.03	0.92	1.10	1.06
Lost a job or lost income because of reduced hours	0.82	0.83	0.66	0.86	0.87
Had difficulty accessing food or paying for food	1.87	1.54	2.05	1.89	1.79

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2020/22 Beginning Postsecondary Students Longitudinal Study (BPS:20/22).



# Appendix B—Technical Notes and Methodology

## Overview

Developed by the U.S. Department of Education (ED), National Center for Education Statistics (NCES), the Beginning Postsecondary Students Longitudinal Study (BPS) is one of several NCES studies developed to address the need for nationally representative data on key postsecondary education issues such as persistence in and completion of postsecondary education programs; transition to employment; student demographic characteristics; and changes over time in students' goals, marital status, income, and debt, among other indicators. BPS is a follow-up to the National Postsecondary Student Aid Study (NPSAS) and focuses on students who are beginning postsecondary education for the first time during the academic year in which institutions are sampled for participation in NPSAS. After identifying first-time beginning students (FTBs), BPS follows them to check progress over a period of up to 6 years.

The 2022 Beginning Postsecondary Students (BPS:22) cohort is the fifth cohort of FTBs tracked by NCES since the first cohort selection in 1990. The 2020/22 Beginning Postsecondary Students Longitudinal Study (BPS:20/22) is the first follow-up data collection with this cohort since the FTBs first enrolled in the 2019–20 academic year. NCES plans to conduct the second follow-up 6 years after the beginning of their postsecondary education in the 2020/25 Beginning Postsecondary Students Longitudinal Study (BPS:20/25).

As with earlier BPS studies, BPS:20/22 included a multimode survey component that collected information on FTBs' education and employment experiences since their first year in postsecondary education.

## Data Sources

NCES obtained data on the BPS:20/22 cohort from the following sources:

- **Surveys:** Data provided by sampled FTBs themselves via a self-administered web survey or computer-assisted telephone survey.

- **Student records:** Student information provided by institutions from financial aid records and other institution sources.
- **Integrated Postsecondary Education Data System (IPEDS):** NCES database of descriptive information about every postsecondary institution that participates in federal student financial aid programs.
- **Central Processing System (CPS):** An ED database that consolidates data from the Free Application for Federal Student Aid (FAFSA) forms submitted by students.
- **National Student Loan Data System (NSLDS):** An ED database that has student-level data on federal Pell Grants and federal student loans.
- **SAT:** Administrative records provided by College Board with survey data on students' high school courses and grades and the students' most recent SAT admissions test scores as of the 2019–20 academic year.
- **ACT:** Administrative records from ACT, Inc. that contain survey data on students' high school courses and grades and the highest ACT admissions test score of each student in the 2019–20 academic year.
- **National Student Clearinghouse (NSC):** Administrative records that provide enrollment and completion data for institutions participating in NSC collections on student enrollment and completion. Approximately 3,600 public, private nonprofit, and private for-profit institutions participate in NSC collections.
- **Veterans Benefits Administration (VBA):** Administrative records that identify veterans and other recipients of most categories of federal veterans' education benefits, amounts of federal veterans' education benefits, and military service information.

Table B-1 lists each of these data sources and indicates the first round of collection in which data from each source were obtained and then, if applicable, the round in which the data were refreshed.

**Table B-1. Data sources for NPSAS:20 and BPS:20/22**

<b>Data source</b>	<b>NPSAS:20</b>	<b>BPS:2022</b>
Student surveys	New	New
Student records	New	Carried over
Integrated Postsecondary Education Data System (IPEDS)	New	Carried over
Central Processing System (CPS)	New	Refreshed
National Student Loan Data System (NSLDS)	New	Refreshed
SAT	New	Carried over
ACT	New	Carried over
National Student Clearinghouse (NSC)	New	Refreshed
Veterans Benefits Administration (VBA)	New	Refreshed

NOTE: Carried over = data are carried over from previous round and not refreshed; New = data are new to cohort; Refreshed = data are carried over from previous round and refreshed.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 National Postsecondary Student Aid Study (NPSAS:20) and 2020/22 Beginning Postsecondary Students Longitudinal Study (BPS:20/22).

## Target Population and Sample Design

The target population for BPS:20/22 consists of all students who began postsecondary education for the first time after completing their high school requirements during the 2019–20 academic year at any Title IV eligible postsecondary institution in the United States.

### *Base-Year Study (NPSAS:20)*

#### **NPSAS:20 Institution Sample**

Statisticians constructed the NPSAS:20 institution sampling frame from the IPEDS 2018–19 Institutional Characteristics Header, 2018–19 Institutional Characteristics, 2017–18 12-month Enrollment, and 2017 Fall Enrollment files. From this national sampling frame of 3,110 sampled institutions, 3,070 met the eligibility requirements. Of the 3,010 eligible sample institutions that enrolled undergraduate students, 2,150 provided enrollment lists (71.5 unweighted percent, 63.9 weighted percent) from which a student was selected for the study.

Table B-2 shows the number of eligible sampled institutions, the number of eligible sampled institutions enrolling undergraduates, and the number and unweighted and weighted percentages of eligible undergraduate-enrolling institutions that provided enrollment lists, by control and level of institution.

**Table B-2. Number of eligible sampled, undergraduate-enrolling, and participating institutions and enrollment list participation rates in NPSAS:20, by control and level of institution: 2019–20**

Control and level of institution	Number of eligible sampled institutions	Number of eligible sampled institutions enrolling undergraduates <sup>2</sup>	Participating institutions <sup>1</sup>		
			Number	Unweighted percent	Weighted percent
<b>Total</b>	<b>3,070</b>	<b>3,010</b>	<b>2,150</b>	<b>71.5</b>	<b>63.9</b>
Public					
Less-than-2-year	40	40	20	53.8	68.5
2-year	960	940	710	75.1	75.2
4-year					
Non-doctorate-granting					
Primarily subbaccalaureate	150	170	130	75.4	75.4
Primarily baccalaureate	230	220	180	81.2	81.2
Doctorate-granting	380	370	330	87.4	87.4
Private nonprofit					
Less-than-4-year	30	30	10	43.8	58.8
4-year					
Non-doctorate-granting	390	360	260	71.7	71.2
Doctorate-granting	390	380	290	76.6	78
Private for-profit					
Less-than-2-year	220	240	100	42.2	38.9
2-year	160	140	70	49.7	49.7
4-year	120	120	60	51.3	62.3

<sup>1</sup> A participating institution is defined as any eligible sampled institution enrolling undergraduates that provided a student enrollment list from which a student sample was selected.

<sup>2</sup> Eligible sampled institutions enrolling undergraduates had values for control and level of institution updated based on the 2019–20 Integrated Postsecondary Education Data System Institutional Characteristics Header file, causing some categories to have a higher number of institutions than the initial sampled counts.

NOTE: The weighted response rates were calculated using the institution sampling weight. Sample sizes rounded to the nearest 10. Percentages are based on unrounded numbers. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 National Postsecondary Student Aid Study (NPSAS:20).

### NPSAS:20 Student Sample

After the second stage of sampling students from institution-provided student enrollment lists, 345,640 were eligible. To be eligible for NPSAS:20, students had to be enrolled in a NPSAS-eligible institution in any term or course of instruction at any time from July 1, 2019, through June 30, 2020. Students also had to meet additional eligibility criteria detailed in the NPSAS:20 data file documentation (Wine, Siegel, and Haynes 2024). A total of 276,350 undergraduate students were NPSAS:20 study respondents, defined as any individual who had sufficient survey or administrative data.

Table B-3 shows the number of eligible sampled undergraduate students and the unweighted and weighted response rates of undergraduate study students, by control and level of institution.

**Table B-3. Number of eligible sampled undergraduate students and response rates in NPSAS:20, by control and level of institution: 2019–20**

Control and level of institution	Undergraduate study students			
	Number of eligible sampled students	Number of respondents	Response rates	
			Unweighted	Weighted <sup>1</sup>
<b>Total</b>	<b>345,640</b>	<b>276,350</b>	<b>80.0</b>	<b>83.7</b>
Public				
Less-than-2-year	2,450	2,240	91.6	96.0
2-year	130,460	97,650	74.8	75.4
4-year				
Non-doctorate-granting				
Primarily subbaccalaureate	19,030	15,720	82.6	87.9
Primarily baccalaureate	21,220	16,390	77.2	81.2
Doctorate-granting	87,300	75,930	87.0	89.5
Private nonprofit				
Less-than-4-year	1,700	1,380	80.8	83.7
4-year				
Non-doctorate-granting	23,340	18,990	81.4	86.4
Doctorate-granting	32,360	27,010	83.5	88.9
Private for-profit				
Less-than-2-year	7,120	4,880	68.6	70.3
2-year	8,460	5,680	67.1	72.3
4-year	12,200	10,500	86.0	87.5

<sup>1</sup> The weighted response rates were calculated using the student base weight (the student sampling weight adjusted for multiplicity and unknown eligibility).

NOTE: Number of eligible sampled students and number of respondents rounded to the nearest 10. Response rates are based on unrounded numbers. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 National Postsecondary Student Aid Study (NPSAS:20).

### ***First Follow-Up (BPS:20/22)***

The BPS:20/22 frame used to select the sample included confirmed and potential FTBs who were defined as study respondents in NPSAS:20. Confirmed FTBs are those with sufficient information from NPSAS:20 to identify with certainty that their first postsecondary enrollment after completing high school requirements occurred in the 2019–20 academic year. Potential FTBs are those without sufficient information from NPSAS:20 to identify with certainty that their first postsecondary enrollment after completing high school requirements occurred in the 2019–20 academic year. Potential FTBs were asked eligibility questions in the BPS:20/22 survey to verify their FTB status. These eligibility questions were not administered to confirmed FTBs.

NPSAS:20 collected administrative data for 380,100 students (the administrative sample), including a subset of 173,360 students who were offered a student survey. The NPSAS:20 study represents about 17.1 million undergraduate and 3.6 million graduate students enrolled at Title IV eligible institutions at any time between July 1, 2019, and June 30, 2020. The NPSAS:20 frame had survey-confirmed FTBs as well as survey nonrespondent and administrative-only potential FTBs.

The BPS:20/22 sample consisted of 37,330 students including approximately 26,470 NPSAS:20 survey respondents who were confirmed FTBs and a subsample of approximately 10,860 potential FTBs who were NPSAS:20 study respondents<sup>1</sup> but did not complete the survey. All 26,470 confirmed FTBs who were NPSAS:20 survey respondents were sampled with certainty. Statisticians sampled the 10,860 potential FTBs from approximately 25,440 potential FTB NPSAS:20 study respondents. From the BPS:20/22 sample (37,330), a total of 34,240 FTBs were identified as eligible for the study, and 22,230 of these eligible FTBs responded to the BPS:20/22 survey.

Table B-4 displays the final unweighted and weighted NPSAS:20 institution and study sample response rates and BPS:20/22 sample member response rates, by control and level of institution.

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<sup>1</sup> NPSAS:20 defined a study respondent as any undergraduate sample member who was an administrative student respondent and/or NPSAS:20 survey respondent.

**Table B-4. Unweighted and weighted NPSAS:20 institution and study response rates and BPS:20/22 sample member response rates, by control and level of base-year institution: 2019–22**

Control and level of institution	NPSAS:20				BPS:20/22					
	Institution sample		Study sample <sup>1</sup>		Number eligible	Number of respondents	Survey data collection		Overall BPS sample <sup>2</sup>	
	Unweighted response rate	Weighted response rate	Unweighted response rate	Weighted response rate			Unweighted response rate	Weighted response rate <sup>3</sup>	Unweighted response rate	Weighted response rate <sup>3</sup>
<b>Total</b>	<b>71.5</b>	<b>63.9</b>	<b>80.0</b>	<b>83.7</b>	<b>34,240</b>	<b>22,320</b>	<b>65.2</b>	<b>59.6</b>	<b>52.1</b>	<b>49.8</b>
Public										
Less-than-2-year	53.8	68.5	91.6	96.0	380	180	47.7	44.8	43.7	43.1
2-year	75.1	75.2	74.8	75.4	11,000	6,730	61.2	54.3	45.8	40.9
4-year										
Non-doctorate-granting										
Primarily subbaccalaureate	75.4	75.4	82.6	87.9	2,540	1,530	60.4	51.1	49.9	45.0
Primarily baccalaureate	81.2	81.2	77.2	81.2	2,210	1,560	70.6	65.6	54.5	53.2
Doctorate-granting	87.4	87.4	87.0	89.5	7,220	4,930	68.2	62.9	59.3	56.3
Private nonprofit										
Less-than-4-year	43.8	58.8	80.8	83.7	220	130	59.6	59.2	48.2	49.6
4-year										
Non-doctorate-granting	71.7	71.2	81.4	86.4	2,640	1,900	71.9	66.7	58.5	57.6
Doctorate-granting	76.6	78.0	83.5	88.9	3,470	2,440	70.1	63.8	58.5	56.7
Private for-profit										
Less-than-2-year	42.2	38.9	68.6	70.3	920	580	63.5	59.2	43.5	41.7
2-year	49.7	49.7	67.1	72.3	1,440	880	61.6	58.7	41.3	42.4
4-year	51.3	62.3	86.0	87.5	2,210	1,460	65.9	56.8	56.7	49.6

<sup>1</sup> NPSAS:20 defined a study respondent as any undergraduate sample member who was an administrative student respondent and/or NPSAS:20 survey respondent.

<sup>2</sup> Overall BPS:20/22 response rate is the product of the NPSAS:20 study response rate and the BPS:20/22 survey data collection response rate.

<sup>3</sup> Weighted rates use the BPS:20/22 base weight WTA000.

NOTE: Sample sizes rounded to the nearest 10. Percentages are based on unrounded numbers. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 National Postsecondary Student Aid Study (NPSAS:20) and 2020/22 Beginning Postsecondary Students Longitudinal Study (BPS:20/22).

## Perturbation

To protect the confidentiality of information about specific individuals, BPS:20/22 data were subject to perturbation procedures to minimize disclosure risk, such as application of logical recodes and edits, sanitization<sup>2</sup> or suppression of open-ended responses, and swapping of variable values. Perturbation procedures, approved by the NCES Disclosure Review Board, preserve central tendency estimates but may result in slight increases in nonsampling errors. Study statisticians implemented swapping with specific targeted but undisclosed swap rates, where the data values for selected variables are exchanged between selected pairs of records with similar characteristics. Because perturbation of the BPS:20/22 data could have changed relationships between data items, statisticians conducted an extensive data quality check to assess and limit the impact of swapping on these relationships. For example, a set of correlations for a variety of variables was evaluated pretreatment and posttreatment to verify that the swapping did not greatly affect the associations.

## Imputation

Missing values for all variables used in this report were imputed. The imputation procedure involved a four-step process: logical imputation, identification of patterns of missingness and imputation classes, replacing missing data with valid data from donors, and cycling through imputation iteratively. For more information about the imputation process, refer to the forthcoming BPS:20/22 data file documentation (Bryan et al. forthcoming).

## Weighting

To represent the target population described in the Target Population and Sample Design section, all estimates in this report are weighted. As shown in table B-5, the weights adjust for the unequal probability of selection of institutions and students in the NPSAS:20 sample and ensure that estimates generated from sample data represent the target population. The weights also adjust for multiplicity<sup>3</sup> at the institution and student levels and unknown student eligibility

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<sup>2</sup> Sanitization refers to the cleaning and editing of personal or sensitive information contained in the data to ensure respondent confidentiality and data integrity.

<sup>3</sup> Multiplicity adjustments in the sample weighting accounted for students who had more than one chance of being selected because they attended multiple institutions during the 2019–20 academic year.



for NPSAS:20 and for subsampling, unknown eligibility, nonresponse, and population coverage in BPS:20/22.

One weight, WTA000, was developed for use with BPS:20/22 data. It supports analysis that includes data from either or both rounds of collection (i.e., the base year or the follow-up). Additional details regarding the creation and use of weights are available in the forthcoming BPS:20/22 data file documentation (Bryan et al. forthcoming).

Table B-5 presents a summary of all the weight components.

**Table B-5. Summary of components of the BPS:20/22 weight: 2022**

Weight component	Purpose
<b>NPSAS:20 adjustments</b>	
Institution study sampling weights	To account for the institution's probability of selection
Institution study nonresponse adjustment	To adjust the institution weights to compensate for nonresponding institutions
Institution study poststratification adjustment	To adjust the institution weights to match population enrollment totals to ensure population coverage
Student study sampling weight	To account for the student's probability of selection
Student study multiplicity adjustment	To adjust the weights for students who attended more than one institution
Student study unknown eligibility adjustment	To adjust for unknown student eligibility
Student study nonresponse adjustment	To adjust the student weights to compensate for nonresponding students
<b>BPS:20/22 adjustments</b>	
Student subsampling adjustment	To account for subsampling of first-time postsecondary students
Student not located nonresponse adjustment	To adjust the weights to compensate for nonresponding students who were not located
Student refusal nonresponse adjustment	To adjust the weights to compensate for nonresponding students due to refusals
Student other nonresponse adjustment	To adjust the weights to compensate for other nonresponding students
Student poststratification adjustment	To adjust the student weights to match known population enrollment and aid totals to ensure population coverage

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 National Postsecondary Student Aid Study (NPSAS:20) and 2020/22 Beginning Postsecondary Students Longitudinal Study (BPS:20/22).

## Response Rates and Nonresponse Biases

Sample studies typically encounter two general types of nonresponse: unit nonresponse and item nonresponse. Unit nonresponse occurs when an individual did not respond to the BPS:20/22 study. Item nonresponse occurs when an individual respondent is missing values for one or more items. Errors due to nonresponse are often but not always nonrandom; hence, when nonresponse rates are high, an assessment of the potential for study results to be biased due to nonresponse is required under NCES statistical standards. Standard 4-4-1 states that “Any survey stage of data collection with a unit or item response rate less than 85 percent must be evaluated for the potential magnitude of nonresponse bias

before the data or any analysis using the data may be released. Estimates of survey characteristics for nonrespondents and respondents are required to assess the potential nonresponse bias” (Seastrom 2014).

The weighted NPSAS:20 (base year) study response rate was 83.7 percent, and the weighted BPS:20/22 survey response rate was 59.6 percent (table B-4). The weighted overall BPS sample response rate, which is the product of the weighted NPSAS:20 study response rate and the weighted BPS:20/22 survey response rate (table B-4), was 49.8 percent. Weighted survey response rates by institution control and level ranged from 44.8 to 66.7 percent.

**Unit Nonresponse.** Because the response rates for BPS:20/22 are below 85 percent, statisticians conducted a unit-level nonresponse bias analysis for the sample overall and within each category of institution level and control, as required by NCES statistical standards (Seastrom 2014). See the NPSAS:20 data file documentation (Wine, Siegel, and Haynes 2024) for additional information about NPSAS:20 institution and study sample nonresponse bias.

In each analysis, statisticians estimated bias for characteristics known for most respondents and nonrespondents. These characteristics include institution- and student-level variables available from IPEDS, CPS, and NSLDS. Statisticians estimated bias before and after nonresponse weight adjustment to examine the impact of the nonresponse adjustment. Bias for each category of the institution- or student-level variable was estimated as the weighted difference between the means (proportions) of the respondents and the means of the full sample. Table B-6 summarizes the unit-level nonresponse bias analysis, by control and level of the base-year institution. Before nonresponse weight adjustment, there were a number of small but statistically significant biases in observable characteristics, and these were generally diminished after weight adjustments overall and across categories of institution level and control.

Additional analyses were conducted using the same characteristics to evaluate the effect of poststratification on estimates. These analyses were conducted to examine the effect of poststratification on nonresponse adjustments as well as the cumulative effect of all weighting and adjustment steps. Table B-7 summarizes the impact of poststratification adjustment, by control and level of the base-year institution.

**Table B-6. Summary of unit-level nonresponse bias analysis, by control and level of base-year institution: 2022**

	Overall	Public					Private nonprofit			Private for-profit		
		Less-than-2-year	2-year	4-year, non-doctorate-granting, primarily subbaccalaureate	4-year, non-doctorate-granting, primarily baccalaureate	4-year, doctorate-granting	Less-than-4-year	4-year, non-doctorate-granting	4-year, doctorate-granting	Less-than-2-year	2-year	4-year
<b>Nonresponse bias statistics<sup>1</sup></b>												
<b>Before nonresponse weight adjustments<sup>2</sup></b>												
Mean percent relative bias across characteristics	9.38	14.81	10.88	9.54	6.33	6.77	7.03	8.40	7.95	9.34	10.82	12.41
Median percent relative bias across characteristics	7.11	12.42	8.14	7.23	5.01	5.26	4.94	6.33	5.64	5.11	7.38	8.81
Percentage of characteristics with significant bias	52.94	14.63	41.91	41.18	32.50	39.67	9.09	41.33	35.87	10.94	14.29	17.78
Median effect size	0.09	0.13	0.08	0.07	0.05	0.05	#	0.04	0.08	0.06	0.09	0.08
<b>After nonresponse weight adjustments<sup>3</sup></b>												
Mean percent relative bias across characteristics	2.74	11.67	5.60	4.70	4.32	4.18	5.73	5.15	4.25	4.36	7.28	8.88
Median percent relative bias across characteristics	#	9.43	3.25	2.44	3.37	2.66	3.49	3.37	2.79	2.79	4.71	7.25
Percentage of characteristics with significant bias	10.59	2.44	11.03	8.24	8.75	5.79	13.64	6.67	4.35	1.56	6.49	5.56
Median effect size	#	0.11	0.01	0.04	0.03	0.02	0.02	0.03	0.01	0.04	0.04	0.06

# Rounds to zero.

<sup>1</sup> Relative bias and effect size are calculated using the weighted differences between respondent and full-sample means. Relative bias is calculated as 100 times the ratio of estimated bias to the weighted full-sample mean. Effect size is calculated as the square root of the sum over categories of the squared differences over full-sample means.<sup>2</sup> Respondent and full-sample means are weighted using the BPS:20/22 base weight.<sup>3</sup> Full-sample means are weighted using the BPS:20/22 base weight, and the respondent means are weighted using the BPS:20/22 base weight adjusted for nonresponse.

NOTE: Bias estimates and differences derived from variable categories with data for fewer than 30 nonrespondents are excluded from the calculation of summary statistics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 National Postsecondary Student Aid Study (NPSAS:20) and 2020/22 Beginning Postsecondary Students Longitudinal Study (BPS:20/22).

**Table B-7. Summary of unit-level differences between means before and after poststratification for BPS first follow-up response, by control and level of base-year institution: 2022**

	Public						Private nonprofit			Private for-profit		
	Overall	Less-than-2-year	2-year	4-year, non-doctorate-granting, primarily subbaccalaureate	4-year, non-doctorate-granting, primarily baccalaureate	4-year, doctorate-granting	Less-than-4-year	4-year, non-doctorate-granting	4-year, doctorate-granting	Less-than-2-year	2-year	4-year
<b>Nonresponse bias statistics<sup>1</sup></b>												
<b>Difference between means for respondents before and after poststratification adjustment<sup>1</sup></b>												
Mean absolute difference across characteristics	0.78	5.92	0.61	1.23	0.79	1.13	14.63	1.43	1.80	2.84	5.11	3.38
Median absolute difference across characteristics	0.37	5.33	0.33	0.76	0.61	0.42	12.20	1.08	1.02	2.43	2.64	2.02
<b>Difference between means for full sample and respondents after poststratification adjustment<sup>2</sup></b>												
Mean absolute difference across characteristics	0.79	4.01	0.71	1.44	0.87	1.08	14.24	1.33	2.00	2.77	5.14	4.01
Median absolute difference across characteristics	0.37	2.83	0.43	0.96	0.58	0.51	7.56	1.14	1.14	2.09	2.81	2.83

<sup>1</sup> Respondent means before poststratification adjustment are weighted using the BPS:20/22 base weight adjusted for nonresponse. Respondent means after poststratification adjustment are weighted using the BPS:20/22 base weight adjusted for nonresponse and poststratification.

<sup>2</sup> Full-sample means are weighted using the BPS:20/22 base weight, and respondent means are weighted using the BPS:20/22 base weight adjusted for nonresponse and poststratification. NOTE: Bias estimates and differences derived from variable categories with data for fewer than 30 nonrespondents are excluded from the calculation of summary statistics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 National Postsecondary Student Aid Study (NPSAS:20) and 2020/22 Beginning Postsecondary Students Longitudinal Study (BPS:20/22).

Bias estimates and differences derived from variable categories with fewer than 30 nonrespondents are excluded from the calculation of summary statistics displayed in tables B-6 and B-7. For more information on the unit-level nonresponse bias analyses, refer to the BPS:20/22 data file documentation (Bryan et al. forthcoming).

**Item Nonresponse.** Of the 39 variables used in this report, statisticians conducted item nonresponse bias analysis for 27 items that had a weighted response rate below 85 percent overall, or in at least one category of institution level and control. The analysis procedures used were similar to the unit bias analysis. The lowest response rate for the sample overall was 68.1 percent for TRNPLN (Plans to transfer). Response rates for all items were similar for students in public and private institutions. The analyses found little evidence of bias. Before imputation, there were a number of small but statistically significant biases in observable characteristics. The median percent relative bias before imputation across category levels for these characteristics ranged from 8.0 to 20.1 percent, and median effect size ranged from 0.08 to 0.21.<sup>4</sup>

Although bias after imputation is not directly measurable, differences in estimates before and after imputation indicate a reduction in bias after imputation, whereas no change suggests that bias was not reduced or was not present. Fourteen out of 27 variables had a statistically significant difference or at least one category-level significant difference between pre- and postimputation means. For more information on the item-level nonresponse bias analysis, refer to the BPS:20/22 data file documentation (Bryan et al. forthcoming).

## Variance Estimation

Every estimate calculated from a probability-based sample study, such as a mean, a percentage, or a regression coefficient, has an associated variance. The BPS:20/22 sample design included stratification, disproportionate sampling within certain strata, and clustered (i.e., multistage) probability sampling. Complex sample designs, like those used for BPS:20/22, result in data that violate the assumptions that are normally required to assess the statistical significance of results. The variances of the estimates from complex sample studies may differ from those that would be expected if the sample was a simple random sample and the observations were independent and identically distributed random variables.

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<sup>4</sup> Relative bias and effect size are calculated using the weighted differences between respondent and full-sample means. Relative bias is calculated as 100 times the ratio of estimated bias to the weighted full-sample mean. Effect size is calculated as the square root of the sum over categories of the squared differences over full-sample means.

Hypothesis testing, calculation of confidence intervals, and modeling, which use complex sample data, all require the calculation of variances using appropriate methods that account for the sampling design. Two procedures for estimating variances of statistics from complex sample studies are the Taylor-series linearization procedure and the bootstrap replication procedure, which are both available for BPS:20/22. To facilitate computation of standard errors for both linear and nonlinear statistics and account for the complex sample design of BPS:20/22, study statisticians created a vector of bootstrap replicate weights. Assuming  $B$  sets of replicate weights, one can approximate  $\hat{\theta}$  by replicating the estimation procedure for each replicate and computing a simple variance of the replicate estimates. The following formula describes the procedure:

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

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. Once provided with the replicate weights, most survey software packages such as SUDAAN, WesVAR, or Stata can produce this estimate of the variance. BPS statisticians produced the replicate weights using a methodology combining approaches developed by Flyer (1987) and Kott (1988). For details on the method, see the BPS:20/22 data file documentation (Bryan et al. forthcoming).

## Cautions for Analysts

### ***Comparing BPS:20/22 Estimates with Prior BPS Estimates***

Comparison of BPS:20/22 results with those of prior cohorts of BPS should account for changes in the design of NPSAS and BPS studies and changes to the surveys over time.

**BPS and NPSAS eligibility.** First, before the 2004 National Postsecondary Student Aid Study, institutions that only offered correspondence courses were not eligible for NPSAS. NPSAS:20, however, included such institutions if they were eligible to distribute Title IV student aid. Starting with the 2000 National Postsecondary Student Aid Study, the study design limited samples to institutions participating in federal Title IV student aid programs. In earlier NPSAS surveys, which served as the base year for BPS (the 1990 and 1996 National Postsecondary Student Aid Studies), about 1 percent of undergraduate students, mainly concentrated in for-profit less-than-2-year institutions, attended institutions that were not eligible for Title IV aid. When comparing estimates

from prior BPS cohorts, analysts may want to exclude cases that were sampled from an institution that was not eligible to participate in Title IV aid programs (identified in variable T4ELIG) in the prior studies (the 1990 and 1996 Beginning Postsecondary Students Longitudinal Studies).

**Puerto Rico.** Like most administrations of NPSAS, NPSAS:20 drew a sample of Title IV eligible postsecondary institutions during the 2019–20 academic year in each of the 50 states, the District of Columbia, and Puerto Rico. An exception is the 2012 National Postsecondary Student Aid Study, which did not sample institutions in Puerto Rico. As a result, the 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) sample does not include students attending postsecondary institutions in Puerto Rico. Analysts wishing to include BPS:12/14 data in their analysis may filter on COMPTO87 to exclude students in Puerto Rico.

**Community colleges.** Over the past two decades, community colleges in many states began conferring bachelor’s degrees in selected fields. In the IPEDS data used to determine control and level of institution in NPSAS, these institutions are categorized as public 4-year, non-doctorate-granting institutions. In NPSAS:20, this group of institutions was subdivided into two categories: (1) those that conferred mainly subbaccalaureate awards (certificates and associate’s degrees) and (2) those that conferred mainly bachelor’s degrees. This differs from NPSAS administrations before the 2016 National Postsecondary Student Aid Study (NPSAS:16), in which these institutions were classified together to reflect the highest level of award offered. The variable SECTOR11 makes this distinction among public 4-year institutions.

**First institution.** Some previous BPS administrations did not require that the NPSAS institution be the first institution a student attended after completing high school for the student to be eligible for the study. Therefore, the first institution a respondent attended was not necessarily the NPSAS institution. In BPS:20/22, the sample excludes students who reported in the eligibility section that the NPSAS institution was not the first postsecondary institution they attended after completing high school.

**Enrollment period.** Starting with the 1990 National Postsecondary Student Aid Study, all NPSAS samples have been based on 12-month enrollment, which is higher than fall enrollment commonly reported by IPEDS because those who enroll only in spring, summer, or winter terms are included in the 12-month total. This is particularly true at private for-profit less-than-4-year institutions, where a substantial proportion of students may enroll throughout the year and not necessarily during the fall. The 1987 National Postsecondary Student Aid Study

(NPSAS:87) sample was based on fall 1986 enrollment. Analysts wishing to compare NPSAS:87 results with those from subsequent administrations can filter on COMPTO87 in the later NPSAS administrations to select only those students who were enrolled in fall (and not in Puerto Rico).

**NPSAS study respondent definition.** The NPSAS:20 study respondent definition was a departure from prior traditional NPSAS collections, which had a study member definition. For more information on the prior study member definition, see the NPSAS:16 data file documentation (Wine, Siegel, and Stollberg 2018). In NPSAS:20, a study respondent was defined as any undergraduate sample member who was an administrative student respondent and/or survey respondent. Administrative student respondents were defined as any undergraduate sample member determined to be eligible for the study who was enrolled for at least 1 month and had at least a minimum set of valid data from student records. A survey respondent was defined as any undergraduate or graduate sample member determined to be eligible for the study who completed at least the enrollment and FAFSA sections of the student survey. In NPSAS administrations before the 2017–18 National Postsecondary Student Aid Study, Administrative Collection (NPSAS:18-AC), there was no distinction between survey and study respondents because all respondents were administered a survey, and respondents were defined as any sampled student who was determined to be study eligible and had valid data from any source for a predetermined list of key variables.

**BPS survey respondent definition.** The BPS:20/22 analysis file only contains NPSAS study respondents (i.e., an undergraduate sample member who was an administrative student respondent and/or survey respondent), identified as BPS sample members, who responded to the BPS:20/22 survey and completed at least the enrollment section of the survey. The 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06), however, made use of data from other sources, including NSC, to define study respondents who were not interview respondents but had sufficient data from these other sources. BPS:04/06 statisticians imputed missing data for study respondents who had not responded to the BPS:04/06 interview. In rounds of BPS before BPS:04/06, the interview nonrespondents appeared on the file but did not have data items and had a value of zero for the analysis weight.

**State-level analyses.** NPSAS:20 was designed to provide state-representative estimates for all undergraduate students, allowing the BPS:20/22 sample to also target some states for state-level representativeness. BPS:20/22 data are representative of students in California, Florida, Georgia, New York, North Carolina, Pennsylvania, and Texas. To generate estimates representative of all



undergraduate students within each of these states, analysts should use the state-representation indicator STATEREP.<sup>5</sup>

### **Sampling Error**

Because BPS:20/22 consists of a representative sample of all students who began postsecondary education for the first time during the 2019–20 academic year at any Title IV eligible postsecondary institution in the United States, rather than a census of the entire population, the estimates in this report are subject to sampling error. A different sample of the same population, even one selected using identical methods, could yield different results.

The standard error is a measure of the estimate’s precision, accounting for sampling error. The standard errors for the estimates in this report were calculated with bootstrap replication procedures using PowerStats software. Standard errors are presented in tables A-S1 through A-S5.

### **Nonsampling Error**

The estimates presented in this report are also subject to several types of nonsampling error, which are variations in the estimates caused by population coverage limitations and data collection, processing, and reporting procedures. Potential sources of nonsampling error include incomplete administrative records, coding and data entry errors, misspecification of derived variables, and nonresponse. Data swapping and other forms of perturbation used to limit disclosure of information about individual study members may also lead to nonsampling error.

In general, it is difficult to identify and estimate either the amount of nonsampling error or the bias caused by this error. For BPS:20/22, efforts were made to prevent such errors from occurring and to compensate for them where possible (e.g., field testing items, using survey questions that had been tested and administered in previous surveys, performing quality and consistency checks on administrative sources, identifying and adjusting outlier values, and comparing data across multiple sources and resolving discrepancies).

## **PowerStats**

The authors produced the estimates in this report using PowerStats, a web-based software application. PowerStats enables users to generate tables with data for

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<sup>5</sup> For more information about state-level analyses and representativeness by institution sector, refer to the NPSAS:20 data file documentation (Wine, Siegel, and Haynes 2024).

most postsecondary surveys conducted by NCES. PowerStats produces the design-adjusted standard errors necessary for evaluating the statistical significance of differences in the estimates. PowerStats also describes the creation of each variable. With PowerStats, users can replicate or expand upon the tables presented in this report.

The output from PowerStats includes the table estimates (e.g., percentages or means), design-adjusted standard errors,<sup>6</sup> and weighted sample sizes for the estimates. If the number of valid cases is too small to produce a reliable estimate, PowerStats prints the double dagger symbol (‡) instead of the estimate. Additionally, PowerStats requires a user to specify a range of values for categories made from continuous variables. For example, in order to replicate a table that has an AGE category of “20–23 years,” the category must be specified in PowerStats as having a start value of 20 and an end value of 23 to encompass the full range of values needed.

In addition to producing tables, PowerStats users may conduct linear or logistic regressions. Many options are available for output with the regression results. For a description of all the options available, users should access the PowerStats website at <https://nces.ed.gov/datalab>. For more information, contact [nces.info@ed.gov](mailto:nces.info@ed.gov).

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<sup>6</sup> The BPS:20/22 sample is not a simple random sample; therefore, one cannot apply simple random sample techniques to these data for estimating sampling error. PowerStats considers the complexity of the sampling procedures and calculates standard errors appropriate for such samples. The method for computing sampling errors used by PowerStats involves approximating the estimator by replication of the sampled population. The procedure used is a bootstrap technique.

## References

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# Appendix C—Glossary

This glossary includes descriptions of the variables used in this report, all of which are in the 2020/22 Beginning Postsecondary Students Longitudinal Study (BPS:20/22) database. Authors generated the tables in this report using PowerStats, a web-based software application available to the public online at <https://nces.ed.gov/datalab>. The glossary index below lists the variables by general topic area. Each entry in the glossary index consists of a brief descriptive label on the left side and the corresponding variable name, in all capital letters, on the right side.<sup>1</sup>

The glossary that follows the index is organized alphabetically by descriptive label. For brevity and clarity, some variable labels and descriptions differ from those used in PowerStats to reflect accurately the use of the variables in this First Look.

## Glossary Index

VARIABLE

### Base-Year Enrollment Characteristics

Control and level of first institution attended (IPEDS sector), AY 2019–20 .....	FSECTOR
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Planned to transfer from first institution attended to another school, AY 2019–20 .....	TRNPLN
Highest level of education expected, AY 2019–20 .....	HIGHLVEX
Major or field of study with a focus on STEM fields, AY 2019–20 .....	STEMMAJ

### Respondent Characteristics

Gender, AY 2019–20 .....	GENDER3
Age as of December 31, 2019 .....	AGE
Race/ethnicity, AY 2019–20 .....	RACE
Dependency and family status, AY 2019–20 .....	DEPEND5B
Total income in 2017 (continuous).....	CINCOME
Parents’ highest education level, AY 2019–20 .....	PAREduc

### Follow-Up Enrollment Characteristics

Attendance intensity through AY 2021–22 .....	ENINPT3Y
Attainment and persistence at any institution, as of AY 2021–22 .....	PRLVL3Y

### Experiences due to COVID in Spring 2020

Enrollment disruptions/changes due to COVID-19, spring 2020.....	COVENRDIS
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<sup>1</sup> In variable labels, the abbreviation AY indicates academic year.

Withdrew from first institution attended, spring 2020 .....	COVEXPWIT
Took leave of absence from first institution attended, spring 2020.....	COVEXPABS
Some or all classes canceled, spring 2020.....	COVEXPCAN
School break extended, spring 2020.....	COVEXPBRK
Some or all in-person classes moved to online only, spring 2020.....	COVEXPONL
Study-abroad program canceled or modified, spring 2020.....	COVEXPSAP
Housing disruptions/changes due to COVID-19, spring 2020 .....	COVHOUDIS
Moved back to permanent address, spring 2020 .....	COVEXPPAD
Moved to another living situation, spring 2020.....	COVEXPMOT
Had difficulty finding safe and stable housing, spring 2020 .....	COVEXPHM
Financial disruptions/changes due to COVID-19, spring 2020 .....	COVFINDIS
Received emergency financial assistance from first institution attended, spring 2020.....	COVEXPFIN
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Had difficulty accessing food or paying for food, spring 2020 .....	COVEXPFOOD

### **Experiences due to COVID in the 2020–21 Academic Year**

Attended any postsecondary institution during COVID-19, AY 2020–21 .....	COVATND21
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Changed institution where enrolled, AY 2020–21 .....	COVCHNGINS21
Changed declared or intended major, AY 2020–21 .....	COVCHNGMAJ21
Grades lower than expected, AY 2020–21 .....	COVSOCGRD21
Some or all classes delivered entirely online, AY 2020–21 .....	COVEXPONL21
Difficulty paying mortgage or rent, AY 2020–21 .....	COVPRSMRT21
Moved back to permanent address, AY 2020–21.....	COVEXPPAD21
Difficulty accessing food or paying for food, AY 2020–21 .....	COVEXPFOOD21
Lost a job or lost income because of reduced hours, AY 2020–21 .....	COVEXPJOB21
Experienced an increase in stress or anxiety, AY 2020–21.....	COVMNTSTRESS21

**Age as of December 31, 2019****AGE**

Indicates respondent's age (in years) as of December 31, 2019. This is a continuous variable with whole numbers, so the categories in this report are mutually exclusive.

**Attainment and persistence at any institution as of AY 2021–22****PRLVL3Y**

Indicates the highest credential attained or, if no credential had been attained, the level of the institution where the respondent was last enrolled as of the 2021–22 academic year. Respondents were considered to be enrolled as of the 2021–22 academic year if they were still enrolled any time after June 2021.

Attained bachelor's degree  
 Attained associate's degree  
 Attained certificate  
 No degree, enrolled at 4-year institution  
 No degree, enrolled at less-than-4-year institution  
 No degree, not enrolled

**Attendance intensity through AY 2021–22****ENINPT3Y**

Indicates the pattern of enrollment intensity for all months the respondent was enrolled at all postsecondary institutions between July 2019 and June 2022. Full-time status is generally based on 12 or more credit hours per term or 24 credit hours per academic year.

**Attended any postsecondary institution during COVID-19, AY 2020–21****COVATND21**

Indicates whether the respondent attended any postsecondary institution during the COVID-19 pandemic, specifically during the 2020–21 academic year.

**Attended primary institution during COVID-19, AY 2020–21****COVPSATND21**

Indicates whether the respondent attended their primary institution during the COVID-19 pandemic, specifically during the 2020–21 academic year.

**Changed declared or intended major, AY 2020–21****COVCHNGMAJ21**

Indicates whether the respondent changed their declared or intended major during the 2020–21 academic year due to COVID-19. This variable only applies to respondents who attended any postsecondary institution in the 2020–21 academic year.

**Changed institution where enrolled, AY 2020–21****COVCHNGINS21**

Indicates whether the respondent changed the institution they were enrolled in during the 2020–21 academic year due to COVID-19. Because the variable is only based upon enrollment changes in the 2020–21 academic year, a data user should not use this variable to determine whether first-time beginning students changed institutions at any time between the 2019–20 and 2022–23 academic years. This variable only applies to respondents who attended any postsecondary institution in the 2020–21 academic year.

**Control and level of first institution attended (IPEDS sector), AY 2019–20****FSECTOR**

Indicates the control and level of the National Postsecondary Student Aid Study (NPSAS) institution (first institution) the student attended in 2019–20. Control (of an institution) is a classification of whether an institution is operated by publicly elected or appointed officials (public control) or by privately elected or appointed officials (private control). Level is a classification of whether an institution's highest program offering was 4-year or higher (4-year), at least 2- but less than 4-year (2-year), or less than 2-year. Public 2-year colleges are classified using the Integrated Postsecondary Education Data System (IPEDS) definition, that is, including only postsecondary institutions that offer programs of at least 2 but less than 4 years' duration.

**Control and level of first institution attended (IPEDS sector),  
AY 2019–20—Continued**

**FSECTOR**

Public  
 Less-than-2-year  
 2-year  
 4-year  
 Non-doctorate-granting  
 Primarily subbaccalaureate  
 Primarily baccalaureate  
 Doctorate-granting  
 Private nonprofit  
 Less-than-4-year  
 4-year  
 Non-doctorate-granting  
 Doctorate-granting  
 Private for-profit  
 Less-than-2-year  
 2-year  
 4-year

**Dependency and family status, AY 2019–20**

**DEPEND5B**

Indicates student's dependency status, including dependents and marital status, during the 2019–20 academic year. This variable classified students who were married but separated as unmarried. The categories were as follows:

Dependent  
 Independent, no dependents, unmarried/separated  
 Independent, no dependents, married  
 Independent, with dependents, unmarried/separated  
 Independent, with dependents, married

**Difficulty paying mortgage or rent, AY 2020–21**

**COVPRSMRT21**

Indicates whether the respondent had difficulty paying their mortgage or rent during the 2020–21 academic year due to COVID-19.

**Enrollment disruptions/changes due to COVID-19, spring 2020**

**COVENRDIS**

Indicates whether the student experienced enrollment disruptions or changes because of the COVID-19 pandemic. This is a composite variable indicating whether the student experienced any of a selected set of enrollment disruptions or changes between January 1, 2020, and June 30, 2020, because of COVID-19: whether they withdrew from NPSAS institution [COVEXPWIT], took a leave of absence from the NPSAS institution [COVEXPABS], had some or all in-person classes moved to online-only instruction [COVEXPONL], had some or all classes canceled [COVEXPCAN], had school breaks extended [COVEXPBRK], or had their study-abroad program canceled or modified [COVEXPSAP]. All component items were added to the student survey on April 21, 2020, to measure the impact of COVID-19 on student experiences and were administered to all students who reported that they attended the NPSAS institution at any time between January 1, 2020, and June 30, 2020. Responses were imputed for respondents who completed the survey before April 21, 2020.

**Experienced an increase in stress or anxiety, AY 2020–21**

**COVMNTSTRESS21**

Indicates the degree to which the respondent agreed that they experienced an increase in stress or anxiety during the 2020–21 academic year because COVID-19. This is a categorical variable with a 5-point Likert agreement scale based on the BPS:20/22 survey question and response option: “As a result of the coronavirus pandemic, between July 1, 2020 and June 30, 2021, I experienced an increase in ... Stress or anxiety.”

**Financial disruptions/changes due to COVID-19, spring 2020** **COVFINDIS**

Indicates whether the student experienced financial disruptions or changes due to the COVID-19 pandemic. This is a composite variable indicating whether the student experienced any of a selected set of financial disruptions or changes between January 1, 2020, and June 30, 2020, due to COVID-19: whether they received emergency financial assistance from the NPSAS institution [COVEXPFIN], lost a job or lost income because of reduced hours [COVEXPJOB], or had difficulty accessing food or paying for food [COVEXPFOOD]. All component items were added to the student survey on April 21, 2020, to measure the impact of COVID-19 on student experiences and were administered to all students who reported that they attended the NPSAS institution at any time between January 1, 2020, and June 30, 2020. Responses were imputed for respondents who completed the survey before April 21, 2020.

**Gender, AY 2019–20** **GENDER3**

Indicates the respondent's gender as of the 2019–20 academic year. The 2019–20 National Postsecondary Student Aid Study (NPSAS:20) student survey included separate response options for transgender, male-to-female; transgender, female-to-male; genderqueer; gender nonconforming; and a different gender identity. Respondents who selected “transgender, male-to-female” were set to 2 for Female. Respondents who selected “transgender, female-to-male” were set to 1 for Male. Final categories were as follows:

Male

Female

Genderqueer, gender nonconforming, or a different gender identity

**Grades lower than expected, AY 2020–21** **COVSOCGRD21**

Indicates whether the respondent agreed that their grades were lower than expected during the 2020–21 academic year because of COVID-19. This is a categorical variable with a 5-point Likert agreement scale based on the BPS:20/22 survey question and response option: “As a result of the coronavirus pandemic, while attending between July 1, 2020 and June 30, 2021.... My grades were lower than expected.” This variable only applies to respondents who attended their primary postsecondary institution in the 2020–21 academic year.

**Had difficulty accessing food or paying for food, AY 2020–21** **COVEXPFOOD21**

Indicates whether the respondent had difficulty accessing or paying for food during the 2020–21 academic year because COVID-19.

**Had difficulty accessing or paying for food, spring 2020** **COVEXPFOOD**

Indicates if the student had difficulty accessing or paying for food because of the COVID-19 pandemic. This variable is based on the NPSAS:20 student survey question that asked respondents if they had difficulty accessing or paying for food between January 1, 2020, and June 30, 2020, as a result of COVID-19. This item was added to the survey on April 21, 2020, to measure the impact of COVID-19 on student experiences. Responses were imputed for respondents who completed the survey before April 21, 2020.

**Had difficulty finding safe and stable housing, spring 2020** **COVEXPHM**

Indicates if the student had difficulty finding safe and stable housing because of the COVID-19 pandemic. This variable is based on the NPSAS:20 student survey question that asked respondents if they had difficulty finding safe and stable housing arrangements between January 1, 2020, and June 30, 2020, as a result of COVID-19. This item was added to the survey on April 21, 2020, to measure the impact of COVID-19 on student experiences. Responses were imputed for respondents who completed the survey before April 21, 2020.



**Highest level of education expected, AY 2019–20** **HIGHLVEX**

Indicates the highest level of education that the student ever expects to complete, as of the 2019–20 academic year. This variable is based on the NPSAS:20 student survey question: “What is the highest level of education you ever expect to complete at any school?” Students who reported a degree lower than one they were enrolled in during the NPSAS year were set to missing and imputed.

**Housing disruptions/changes due to COVID-19, spring 2020** **COVHOUDIS**

Indicates whether the student experienced housing disruption or change because of the COVID-19 pandemic in spring 2020. This is a composite variable indicating whether the student experienced any of a selected set of housing disruptions or changes between January 1, 2020, and June 30, 2020, because of COVID-19: whether they moved to another living situation [COVEXPMOT], moved back to their permanent address [COVEXPPAD], or had difficulty finding safe and stable housing arrangements [COVEXPHM]. All component items were added to the student survey on April 21, 2020, to measure the impact of COVID-19 on student experiences and were administered to all students who reported that they attended the NPSAS institution at any time between January 1, 2020, and June 30, 2020. Responses were imputed for respondents who completed the survey before April 21, 2020.

**Lost a job or lost income because of reduced hours, AY 2020–21** **COVEXPJOB21**

Indicates whether the respondent lost their job or lost income due to reduced hours during the 2020–21 academic year because of COVID-19.

**Lost job or lost income because of reduced hours, spring 2020** **COVEXPJOB**

Indicates whether the student lost a job or lost income because of reduced hours due to the COVID-19 pandemic. This variable is based on the NPSAS:20 student survey question that asked respondents whether they lost a job or lost income because of reduced hours (e.g., moved away from job near the NPSAS institution, nonessential job ended as result of stay-at-home orders) between January 1, 2020, and June 30, 2020, due to COVID-19. This item was added to the survey on April 21, 2020, to measure the impact of COVID-19 on student experiences. Responses were imputed for respondents who completed the survey before April 21, 2020.

**Major or field of study with a focus on STEM fields, AY 2019–20** **STEMMAJ**

Indicates the student’s major or field of study in 2019–20 with a focus on science, technology, engineering, and mathematics (STEM) fields, with four categories created from the 2020 Classification of Instructional Programs (CIP). This variable is based on the 2020 CIP taxonomic scheme developed by the National Center for Education Statistics (NCES). For more information on 2020 CIP codes, see <https://nces.ed.gov/ipeds/cipcode/default.aspx?y=56>. Users should note a substantive change to the taxonomy from 2010 to 2020 in which all veterinary/animal science majors moved from the two-digit area 51 (Health professions and related programs) to 01 (Agricultural/animal/plant/veterinary science and related fields). For details of all CIP taxonomy changes, see the 2010–2020 crosswalk: <https://nces.ed.gov/ipeds/cipcode/crosswalk.aspx?y=56>. For more details on how major or fields of study were categorized, see Chen, X. 2009. *Students Who Study Science, Technology, Engineering, and Mathematics (STEM) in Postsecondary Education* (NCES 2009-161). U.S. Department of Education. Washington, DC: National Center for Education Statistics. <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009161>. Beginning in NPSAS:20, multi- and interdisciplinary majors are categorized within their appropriate STEM categories. Before NPSAS:20, all multi- and interdisciplinary majors were categorized as non-STEM. For undergraduates, values include intended majors for students who had not formally declared a major, which differs from NPSAS studies before 2012.

Math/computer/sciences/engineering/technologies

Social/behavioral sciences

Non-STEM field

Undecided or not in a degree program

**Moved back to another living situation, spring 2020****COVEXPMOT**

Indicates whether the student moved to another living situation (not their permanent address) because of the COVID-19 pandemic. This variable is based on the NPSAS:20 student survey question that asked respondents if they moved to another living situation between January 1, 2020, and June 30, 2020, as a result of COVID-19. This item was added to the survey on April 21, 2020, to measure the impact of COVID-19 on student experiences. Responses were imputed for respondents who completed the survey before April 21, 2020. For information about whether students moved back to their permanent address, see COVEXPPAD.

**Moved back to permanent address, AY 2020–21****COVEXPPAD21**

Indicates whether the respondent moved back to their permanent address during the 2020–21 academic year because of COVID-19.

**Moved back to permanent address, spring 2020****COVEXPPAD**

Indicates whether the student moved back to their permanent address because of the COVID-19 pandemic. This variable is based on the NPSAS:20 student survey question that asked respondents whether they moved back to their permanent address between January 1, 2020, and June 30, 2020, as a result of COVID-19. This item was added to the survey on April 21, 2020, to measure the impact of COVID-19 on student experiences and was administered to all students who reported that they attended the NPSAS institution at any time between January 1, 2020, and June 30, 2020. Responses were imputed for respondents who completed the survey before April 21, 2020.

**Parents' highest education level, AY 2019–20****PAREduc**

Indicates the highest education level of the student's parents, stepparents, or guardians as of December 31, 2019, as specified in the NPSAS:20 student survey. Since the 2015–16 National Postsecondary Student Aid Study (NPSAS:16), this could refer to the highest level of education of the student's mother, father, stepmother, stepfather, other male guardian, or other female guardian. Free Application for Federal Student Aid (FAFSA) data were only used to aid in imputation because the type of parent was indistinguishable (Parent 1 and Parent 2) and the categories only asked applicants to indicate one of the following levels for each parent:

- Middle school/Junior high school
- High school
- College or beyond
- Other/unknown

The FAFSA instructs respondents to report information about nonbiological parents like stepparents, guardians, or foster parents only if they have been legally adopted by that person.

The category values on the left correspond to the variable values, and the values on the right correspond with the values that display in this report:

<b>Variable value</b>	<b>Variable label</b>
Did not complete high school	High school diploma or less
High school diploma or equivalent	High school diploma or less
Vocational/technical training	Some postsecondary education
Associate's degree	Some postsecondary education
Some college but no degree	Some postsecondary education
Bachelor's degree	Bachelor's degree or higher
Master's degree or equivalent	Bachelor's degree or higher
Doctoral degree—research/scholarship	Bachelor's degree or higher
Doctoral degree—professional practice	Bachelor's degree or higher

**Plan to continue to a bachelor's degree program within 5 years, AY 2019–20** **EXPBA**

Indicates the respondent's bachelor's degree program intentions within 5 years as of academic year 2019–20. This variable only applies to respondents enrolled in an associate's degree program or undergraduate classes only in the 2019–20 academic year.

**Planned to transfer from first institution attended to another school, AY 2019–20** **TRNPLN**

Indicates whether the respondent reported in the 2019–20 academic year that they planned to transfer from the NPSAS institution (first institution) to another college, university, or trade school.

**Race/ethnicity, AY 2019–20****RACE**

Indicates student's race/ethnicity, with Hispanic or Latino origin as a separate category.

American Indian or Alaska Native, not Hispanic or Latino	A person having origins in any of the original peoples of North and South America (including Central America) and who maintain tribal affiliation or community attachment.
Asian, not Hispanic or Latino	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
Black, not Hispanic or Latino	A person having origins in any of the Black racial groups of Africa.
Hispanic or Latino, of any race	A person of Cuban, Mexican, Puerto Rican, Central or South American, or other Spanish culture or origin regardless of race.
Native Hawaiian or Other Pacific Islander, not Hispanic or Latino	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
White, not Hispanic or Latino	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
Two or more races, not Hispanic or Latino	A person who identified as more than one race.

**Received emergency financial assistance from first institution attended, spring 2020****COVEXPFIN**

Indicates whether the student received emergency financial assistance from the NPSAS institution because of the COVID-19 pandemic. This variable is based on the NPSAS:20 student survey question that asked respondents if they received emergency financial assistance from the NPSAS institution between January 1, 2020, and June 30, 2020, because of COVID-19. This item was added to the survey on April 21, 2020, to measure the impact of COVID-19 on student experiences and was administered to all students who reported that they attended the NPSAS institution at any time between January 1, 2020, and June 30, 2020. Responses were imputed for respondents who completed the survey before April 21, 2020.

**School break extended, spring 2020****COVEXPBRK**

Indicates whether the student's school break was extended because of the COVID-19 pandemic. This variable is based on the NPSAS:20 student survey question that asked respondents whether some or all of their classes were canceled between January 1, 2020, and June 30, 2020, as a result of COVID-19. This item was added to the survey on April 21, 2020, to measure the impact of COVID-19 on student experiences and was administered to all students who reported that they attended the NPSAS institution at any time between January 1, 2020, and June 30, 2020. Responses were imputed for respondents who completed the survey before April 21, 2020.

**Some or all classes canceled, spring 2020****COVEXPCAN**

Indicates some or all the student's classes were canceled because of the COVID-19 pandemic. This variable is based on the NPSAS:20 student survey question that asked respondents whether some or all of their classes were canceled between January 1, 2020, and June 30, 2020, as a result of COVID-19. This item was added to the survey on April 21, 2020, to measure the impact of COVID-19 on student experiences and was administered to all students who reported that they attended the NPSAS institution at any time between January 1, 2020, and June 30, 2020. Responses were imputed for respondents who completed the survey before April 21, 2020.

**Some or all classes delivered entirely online, AY 2020–21****COVEXPONL21**

Indicates whether some or all of the respondent's classes were moved to entirely online during the 2020–21 academic year because of COVID-19. This variable only applies to respondents who attended their primary postsecondary institution in the 2020–21 academic year.

**Some or all in-person classes moved to online only, spring 2020****COVEXPONL**

Indicates whether some or all of the student's classes were moved to online only because of the COVID-19 pandemic. This variable is based on the NPSAS:20 student survey question that asked respondents whether some or all of their in-person classes moved to online-only instruction between January 1, 2020, and June 30, 2020, as a result of COVID-19. This item was added to the survey on April 21, 2020, to measure the impact of COVID-19 on student experiences and was administered to all students who reported that they attended the NPSAS institution at any time between January 1, 2020, and June 30, 2020. Responses were imputed for respondents who completed the survey before April 21, 2020.

**Study-abroad program modified or canceled, spring 2020****COVEXPSAP**

Indicates whether the student's study-abroad program was canceled or modified because of the COVID-19 pandemic. This variable is based on the NPSAS:20 student survey question that asked respondents whether their study-abroad program was canceled or modified between January 1, 2020, and June 30, 2020, as a result of COVID-19. This item was added to the survey on April 21, 2020, to measure the impact of COVID-19 on student experiences and was administered to all students who reported that they attended the NPSAS institution at any time between January 1, 2020, and June 30, 2020. Responses were imputed for respondents who completed the survey before April 21, 2020. A response of "No" indicates that a student studied abroad and did not have their program canceled or that the student did not attempt to study abroad in spring of 2020.

**Took leave of absence from first institution attended, spring 2020****COVEXPABS**

Indicates whether the student took a leave of absence from the NPSAS institution (first institution) because of the COVID-19 pandemic. This variable is based on the NPSAS:20 student survey question that asked respondents whether they took a leave of absence from the NPSAS institution between January 1, 2020, and June 30, 2020, as a result of COVID-19. This item was added to the survey on April 21, 2020, to measure the impact of COVID-19 on student experiences and was administered to all students who reported that they attended the NPSAS institution at any time between January 1, 2020, and June 30, 2020. Responses were imputed for respondents who completed the survey before April 21, 2020.

**Total income in 2017 (continuous)****CINCOME**

Indicates total income for calendar year 2017 for independent students (including spouse) or parents of dependent students. The 2017 calendar year income was used in federal need analysis to determine financial aid eligibility for the 2019–20 academic year. Total income is primarily composed of data from the FAFSA and refers to “total income” used to calculate an expected family contribution for federal financial aid. This generally includes the filer’s adjusted gross income, plus untaxed income, minus certain deductions like education tax credits, combat pay, child support, etc.

The continuous income variable was collapsed into quartiles for tables in this report. The first quartile includes students with no income (\$0):

Less than \$30,000  
 \$30,000–\$59,999  
 \$60,000–\$89,999  
 \$90,000 or more

**Undergraduate degree program, AY 2019–20****UGDEG**

Indicates the undergraduate student’s degree program during the 2019–20 academic year. This variable was first based on the student survey. If the student survey was not available, then student records were used. If both the student survey and student records were unavailable, then the FAFSA was used. If these three sources were not available, then the National Student Clearinghouse data were used. Before NPSAS 2016, degree programs were also set according to the highest degree offered by the NPSAS institution.

No certificate or degree  
 Certificate  
 Associate’s degree  
 Bachelor’s degree

**Withdrew from first institution attended, spring 2020****COVEXPWIT**

Indicates whether the student withdrew from the NPSAS institution (first institution) because of the COVID-19 pandemic. This variable is based on the NPSAS:20 student survey question that asked respondents if they withdrew from the NPSAS institution between January 1, 2020, and June 30, 2020, as a result of COVID-19. This item was added to the survey on April 21, 2020, to measure the impact of COVID-19 on student experiences and was administered to all students who reported that they attended the NPSAS institution at any time between January 1, 2020, and June 30, 2020. Responses were imputed for respondents who completed the survey before April 21, 2020.