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ABSTRACT

          This document reviews financial aid policies at 86
higher education institutions across the U.S. with implications for
student admissions practices. Particular efforts were made to include
in the sample colleges and universities with special characteristics,
such as those enrolling a high proportion of minority students, those
drawing their enrollment from predominantly urban areas, those
limiting their student bodies to one sex, those with 2-year programs,
those offering principally engineering and scientific curricula, and
those with only liberal arts programs. The institutional data are
analyzed by 2 methods: (1) the percentage of applicants seeking aid,
the percentage of students receiving aid, the relative composition of
the aid program and the sources of aid; and (2) stratification by
type of cooperating institutions that the data may be examined by
control, by size, and by region. (HS)

COLLEGE ADMISSIONS AND FINANCIAL AID POLICIES
AS REVEALED BY INSTITUTIONAL PRACTICES

A Study Conducted by
Robert P. Huff
Director of Financial Aid, Stanford University

for the Research Committee
of the
Panel on Student Financial Need Analysis (Cartter Panel)

Submitted to the Panel in February 1971
Revised June 1971

Highlights of this study with its conclusions and recommendations
are included in the Report of the Panel on Student Financial Need
Analysis (pp. 15-32) entitled NEW APPROACHES TO STUDENT FINANCIAL
AID, published by the College Entrance Examination Board in June 1971.

College Scholarship Service
College Entrance Examination Board

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REPORT ON A STUDY OF COLLEGE ADMISSIONS AND FINANCIAL

AID POLICIES AS REVEALED BY INSTITUTIONAL PRACTICES

(Cartter Panel)

I.   Goals and Background of the Study

In the spring of 1969 the College Scholarship Service of the College
Entrance Examination Board undertook the first comprehensive analysis of
its system of assessing student need for financial aid since the program
was established in 1954. This review was assigned to a panel, under the
chairmanship of Chancellor Allan Cartter of New York University, composed
of economists, institutional financial aid officers and other college or
university administrators and the representatives of several educationally-
related organizations.

At a very early stage in the panel's deliberations, a proposal was
made to its research committee by Professor Roy Radner of the University of
California at Berkeley and Professor Leonard S. Miller of State University
of New York at Stony Brook that a study of the relationships between student
attributes and financial aid practices be undertaken. Such an investigation
would seek to ascertain institutional goals and admissions and financial aid
policies as revealed by actions rather than simply policy statements.

Noting that all students can be described in terms of certain character-
istics such as academic achievement, test results, grades, and financial need,
to identify a few of the more obvious, the two economists contended that these
attributes represent a student when he seeks a place in an institution of
higher education either with or without financial support. Because limited
financial resources and notions of student capacity place restraints on en-
rollment, colleges and universities must rank their applicants according to
explicit or implicit objectives and, as a consequence, establish admissions

and financial aid policies.

This investigation, it was felt by the research committee of the panel, should provide not only some significant answers about current financial aid practices, but should also allow the development of statistical models which could then be used to predict what might happen to admissions and financial aid decisions as the sources of aid funds or other conditions changed. Such analysis would permit, for example, forecasting the consequences of different federal aid programs on the size and composition of college and university student bodies.[1]

Dr. Robert P. Huff, Director of Financial Aid at Stanford University, a member of the panel, agreed to conduct the initial phases of the study. He was able to arrange with the faculty of the Department of Statistics at Stanford for a doctoral candidate and a post-doctoral fellow to assist with the investigation. They were Mr. Dale Borglum and Dr. James Ware. Mr. David Harvey, a graduate student in Business at the University of Santa Clara, joined the research team in the summer of 1970 and assumed responsibility for computer programming and also assisted with the regression analysis. Technical advice on project design and method of analysis has been provided by a committee composed of Professor John Bishop of New York University, Dr. James Bowman of the Educational Testing Service, Mr. John I. Kirkpatrick of the College Entrance Examination Board and Professor Leonard Miller of the State University of New York at Stony Brook.

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[1] See Appendix A for the original Radner-Miller proposal.

II. Collection of the Data

In November of 1969 Chancellor Cartter wrote to the presidents or chief executive officers of 130 colleges and universities informing them of the purpose of the study and requesting that they cooperate by providing certain specified data.[1] Enclosed with the letter was an institutional questionnaire which sought data on the number of applications for admission and financial aid, enrollment, capacity factors, tuition revenue, aid resources and unmet need.[2] Also enclosed was a sample questionnaire on individual freshman applicants.[3] The latter, which solicited information on such characteristics as Scholastic Aptitude Test scores, secondary school grade-point average, religion, race, non-academic qualifications, admission decision, enrollment status, and financial aid data, was sent with the request that the institution consider completing the form on a random sample of its freshman applicants for the fall of 1969. Institutions were also asked to identify extent to which the desired information on freshmen was available in automated form.

It was originally hoped that most of the 130 colleges and universities would furnish institutional data and that about 40 would agree to provide information on individual freshman applicants so that an analysis could be made on about 20,000 observations.

The advisory committee devoted an extensive amount of effort to selecting the institutions of higher education which were to be asked to participate in order to assure the selection of a representative sample.[4] Taken into consid-

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[1] See Appendix B and C, respectively, for a copy of Dr. Cartter's letter and a list of the institutions invited to participate.

[2] See Appendix D for a copy of the institutional questionnaire.

[3] See Appendix E for a copy of the individual questionnaire.

[4] See Appendix F for a table which categorizes invited institutions by control, size, region, and certain other characteristics.

eration were such factors as size, control, geographic location, academic selectivity and institutional wealth. Particular efforts were made to include in the sample colleges and universities with special characteristics, such as those enrolling a high proportion of minority students, those drawing their enrollment from predominantly urban areas, those limiting their student bodies to one sex, those with two-year programs, those offering principally engineering and scientific curricula, and those with only liberal arts programs.

III. Responses to the Request for Participation

In total, 93 of the 130 institutions contacted acknowledged the request for information. Eighty-six of those responding agreed to furnish all or as much as possible of the institutional data.[1] The institutional questionnaires were returned over a period commencing about the first of December and extending through the end of September, although most of them were in hand by the middle of April.

Forty-eight of the institutions contacted indicated that they would at least consider participating in the individual questionnaire phase of the data gathering. In total, 28,787 individual questionnaires on freshman applicants were sent to those institutions and 16,850 were ultimately returned with at least part of the requested data included.[2] The number of colleges and universities which have furnished individual data total 35.

The colleges and universities agreeing to participate in the individual questionnaire phase were sent specific instructions on how to draw their sample and steps were taken by the graduate students in statistics, who assisted with the project, to insure that the sample sizes were of sufficient magnitude to insure valid analysis of practices. In repeated instances, institutions found it impossible to complete the number of questionnaires promised even though in some cases a modest allowance to aid with the cost of the undertaking was offered to them.

As a general rule the sampling instructions were prepared in such a way as to provide that one-half of the observations came from the admitted and one-half from not-admitted freshmen. The admitted group was further strati-

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[1] See Appendix G for a table which categorizes the responding institutions by size, control, and region.

[2] See Appendix H for a table which categorizes individual observations by types of institutions.

fied so that sixty per cent were aid applicants and forty per cent were not.

The collection of data on individuals has proven to be the most frustra-
ting part of the entire project. It had been assumed in the beginning that
many institutions had admissions and financial aid data in automated form
and that it could be readily obtained. Such turned out clearly not to be
the case. Not only was very little usable data located in automated form,
but many institutions were found not to have it available in any form what-
soever. Visits to seve·al colleges and universities in an attempt to per-
suade them to participate in the study revealed many almost primitive record
keeping systems in operation. In many instances the data were not obtainable
in any central location, but had to be secured from a number of different
departments which viewed the study with varying degrees of enthusiasm. Some
institutions declined to provide information on any applicants without their
express permission, a development which lead to great difficulty and expense
in an attempt to merge the collected data with the Educational Testing Ser-
vice's file of freshman Parents Confidential Statement filers for the 1969-
1970 academic year. It had been intended to utilize the ETS data, particu-
larly for those aid applicants which an institution had not admitted, since
in many instances the Parents Confidential Statement had not been retained.

IV. The Institutional Data

1. Introduction

It should be noted that the 86 colleges and universities which responded with institutional data enrolled during the past academic year just over half a million undergraduates, which for the period was close to ten per cent of the estimated total undergraduate enrollment in the country.[1] The total financial aid enjoyed by the undergraduate students at these 86 colleges and universities was just in excess of 193 million dollars.[2] This total amounts to about ten per cent of the aggregate student aid resources which have been estimated as available for undergraduate students during the academic year 1969-1970.[3]

2. Tabularization of the Results

The institutional data obtained from the 86 colleges and universities were analyzed by two methods. First of all, the answers to 27 questions pertaining to the percentage of applicants seeking aid, the percentage of students receiving aid, the relative composition of the aid program and the sources of aid have been tabled. As the table on the next page shows, cooperating institutions have been stratified by type in order that the data may be examined by control, by size, and by region.[4]

Some very interesting results are evident 'rom comparing the data by type of institution. For example, the percentage of gift aid contrasted to other forms of aid at the private institutions was almost three times what was found at public institutions. The extent to which public institutions

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[1] Edward Sanders and James Nelson, "Financing of Undergraduates, 1969-1970", Financial Aid News, July, 1970

[2] See Appendix I for additional summary data concerning the institutions which responded.

[3] Sanders and Nelson, op. cit.

[4] See Appendix J for the tables which present by institutional category the number of valid responses to the questions which were asked.

	% Freshmen Applicants Seeking Aid	% Transfer Applicants Seeking Aid	% Male Applicants Seeking Aid	% Female Applicants Seeking Aid	% of Freshmen Students on Aid	% of Transfer Students on Aid	% of Other Undergraduates on Aid	% Total Gift Aid is of Total Aid	% Total Gift Aid is of Tuition Income	% Institutional Aid is of Total Aid	% Institutional Aid is of Tuition Income	% Guaranteed Loan Aid is of Total Aid	% Loan Aid is of Total Aid	% Job Aid is of Total Aid	% Federal Aid is of Total Aid	% State Aid is of Total Aid	Institutional Aid per Student on Aid	Institutional Aid per Student	Federal Aid per Student on Aid	State Aid per Student on Aid	Guaranteed Loan Aid per Student on Aid	Total Gift Aid per Student on Aid	Total Gift Aid per Student	Total Aid per Student on Aid	Total Aid per Student	% Total Aid is of Tuition Income	% Freshmen & Transfer Aid Applicants Awarded Aid
Total Population	32	17	31	27	39	23	38	34	21	44	27	21	37	28	27	6	545	183	318	78	220	432	143	1198	414	62	25
Public Schools	26	14	24	23	36	22	34	22	16	36	28	10	25	10	30	5	431	136	287	55	244	236	79	1068	350	78	25
Private Schools	44	25	45	38	46	25	46	63	27	66	21	7	41	24	21	10	927	423	386	151	302	1031	460	1633	516	41	62
Small Schools	25	10	26	31	37	15	37	30	20	42	27	13	41	18	45	10	490	184	475	158	157	541	171	1041	413	58	53
Medium Schools	31	14	27	19	33	23	34	47	20	42	22	20	33	26	32	7	524	176	308	66	170	320	122	1218	368	44	19
Large Schools	35	19	35	38	41	15	35	33	20	53	27	19	41	10	23	5	685	211	295	72	169	188	80	708	280	74	35
Eastern Schools	35	18	27	27	37	26	47	20	32	28	61	26	24	36	20	10	568	185	440	130	253	260	83	897	573	58	119
Southern Schools	27	15	20	28	33	17	37	30	20	35	20	13	25	29	23	6	333	151	359	66	227	370	111	882	361	65	58
Midwestern Schools	24	21	38	22	42	21	56	40	28	48	33	20	40	41	32	7	628	179	249	17	299	988	515	1623	364	61	33
Western Schools	38	13	34	30	59	39	30	65	17	38	18	26	44	36	36	0	462	154	481	57	214	260	96	1126	373	72	64
Southeastern Schools	28	11	32	39	33	31	47	66	26	66	26	14	24	34	35	12	773	316	516	221	254	893	431	1429	722	39	34
Small Public Schools	18	7	15	16	28	9	32	55	18	54	18	9	24	9	39	7	628	390	337	135	346	1400	481	1938	740	47	19
Medium Public Schools	28	13	24	29	29	27	59	22	27	38	20	17	32	36	26	6	629	496	387	59	133	377	69	1130	362	19	25
Large Public Schools	46	21	34	30	37	39	30	40	16	35	55	20	40	29	20	15	471	42	329	32	461	176	96	708	280	74	35
Small Private Schools	27	11	20	22	65	10	24	36	25	66	11	24	50	12	31	0	247	180	262	92	171	299	133	1276	378	91	18
Medium Private Schools	27	12	27	34	45	21	44	36	18	54	26	19	24	10	12	2	437	104	352	115	169	176	68	882	368	65	25
Large Private Schools	21	22	18	19	31	21	33	26	14	41	28	28	32	42	23	15	1211	78	281	173	212	320	113	1041	361	69	29
Public Eastern Schools	32	11	27	36	35	24	34	36	22	28	61	24	26	36	23	15	503	155	332	23	339	299	115	1808	806	36	33
Public Southern Schools	29	15	30	29	26	41	47	36	25	69	20	19	50	19	35	7	372	42	352	115	94	176	264	1064	573	19	53
Public Midwestern Schools	44	23	25	36	46	18	59	67	24	55	27	16	26	19	58	7	1334	594	618	82	170	490	383	1710	573	19	53
Public Western Schools	27	31	50	30	46	23	44	46	62	25	29	24	24	19	11	1	877	381	276	398	191	1249	560	1764	766	38	25
Public Southwestern Schools	40	13	28	62	52	19	48	44	22	6	13	14	37	17	76	3	266	92	593	36	232	771	383	1464	597	71	62
Private Eastern Schools	48	18	48	38	49	36	65	69	27	49	19	10	23	7	16	22	1211	431	276	398	43	1244	352	1464	597	71	94
</table>

relied on loans, particularly the federally insured program, contrasted to private institutions must also be deemed significant. Guaranteed loans accounted for twenty-five per cent of the total aid at public institutions but only ten per cent at private ones. While the private colleges and universities controlled fifty-six per cent of the aid in their programs, the corresponding figure for t ublic counterparts was only thirty-nine per cent.

Interesting results are found by comparing types of student aid across the five regions of the country. The percentage of gift aid to other forms of student assistance was fifty-three per cent in the East contrasted with only twenty per cent in the Midwest. The latter region ran far ahead of the rest of the country in the percentage of total support provided by student employment, forty-one per cent. As for sources of aid, the South's reliance on the federal government for forty-five per cent of its total student aid, far exceeded that of the other four regions. The Midwest, in addition to reporting the highest percentage of total support in the form of student employment, also led in the use of loans with heavier reliance than elsewhere on the federally insured student loan program.

It had been hoped that the institutional questionnaires would yield some meaningful results in two areas of specific concern to the Cartter Panel. They were the unused student capacity of the institutions surveyed, particularly as the condition was related to insufficient financial aid resources, and who at the colleges and universities was making the decision on matters of student aid.

Unused capacity could not be measured quantitatively from the institutional questionnaires. Tabulating the indications of unused capacity and its

causes, provided by the institutions, yielded the following table:

Type Reason	Public	Private	TOTAL
Financial Aid	9	6	15
Insufficient Applicants	7	10	17
Both	8	7	15
TOTAL	24	23	47

Of the 86 institutions responding, 47 indicated they had unused capacity.
Insufficient financial aid resources and insufficient applicants, both
singly and together, were the important reasons for this underenrollment.
There was no pattern between institutional type and reason; both had the
same problems. Financial aid seemed more restraining to public colleges
while insufficient applicants affected private institutions more than
public.

On the matter of institutional decision-making, the questionnaire
sought to distinguish between decisions on individual aid applicants and
those affecting policy. The following table gives insight into which in-
dividual or kind of committee made these decisions on the 84 campuses for
which responses were obtained:

-11-

Decision Type-Control / Decision Maker	INDIVIDUAL DECISION			POLICY DECISION		
	Public	Private	TOTAL	Public	Private	TOTAL
Aid Officer	32	34	66	11	9	20
Admissions Officer		3	3		2	2
Faculty Committee		1	1	1	3	4
Faculty-Administrative Committee	6	4	10	10	19	29
Faculty-Administrative-Student Committee	3	1	4	17	8	25
Other Officer				2	2	4
TOTAL	41	43	84	41	43	84

The table has combined, under the individual decision heading, the specific determinations of who received aid, the amount of the support and form in which it was made available because all three were rather consistently found to be made by the same person or committee.

Perhaps the most significant finding was the predominance of the aid officers as responsible for making decisions on ind'vidual student applications. He had in better than seventy-five per cent of the responding institutions assumed the role which in earlier times was fulfilled more extensively by a committee. George Nash found in 1968 as a result of an inquiry made of 849 financial aid directors that seventy-six per cent of the time the financial aid committee made some of the individual decisions. Only twenty-six per cent of the time did it not decide individual cases.[1] He suggested further that the role of the committee in individual decision making was directly proportionate to the size of the aid office's clerical staff.[2] It is interesting to note that in twenty-four per cent

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[1] George Nash, with Paul F. Lazarsfeld, New Administrator on Campus: A Study of the Director of Student Financial Aid. Unpublished report for the College Entrance Examination Board, Bureau of Applied Social Research, Columbia University, 1968, 7-14.

[2] Ibid, p. 7-17.

of the institutions whose aid programs were examined by this study, the aid officers were also making the policy decisions.

The table provides some idea, too, of the composition of the committees which worked with the individual and policy determinations of the 84 campuses. At thirty per cent of the institutions, the policy making bodies contained student representation.

While the results contained in the tables are certainly useful, a more sophisticated analysis of the data has been conducted by another means and requires a more detailed explanation in the next section as well as the methodology's application to answering specific questions. Before examining this second analytical technique, it should be noted that at the conclusion of the study each participating institution was furnished with a print-out of its own answers to the questions as well as a complete set of tables on all institutions so that appropriate comparisons could be made.

3. **Prediction Equations**: Some Linear Relationships within the Institutional Data

Colleges and universities should find it useful to relate variables such as percentage of applicants seeking aid and sources of student aid to other characteristics of the institution in such a manner that predictions could be made about future values of these variables. To that end, multiple linear regression has been applied to the institutional data in an attempt to construct prediction equations for each of 22 institutional variables. The advisory committee selected ten independent variables to be considered in the regressions.[1] Tuition, Control (public or private), Per Capita Gift Aid, Total Gift Aid Divided by Tuition, Regional Location, and Unused Capacity were obtained directly from the institutional questionnaires. Revenue per Student and Average

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[1] For a numerical ordering of these variables, refer to Appendix K.

Ability of Students were derived from certain studies conducted by the
American Council on Education; Average Parental Income data came from the
Parents' Confidential Statement records of the Educational Testing Service;
and Racial Composition of institutions was taken from tables published in
the Chronicle of Higher Education on April 21, 1969. These independent
variables were used to construct moderately to highly accurate prediction
equations for each of 22 dependent variables. The dependent variables,
classified into five groups, included:

A. Percentage of Applicants Seeking Aid
   A1. Freshmen
   A2. Transfers

B. Percentage of Students on Aid
   B1. Freshmen
   B2. Transfers
   B3. Other Undergraduates

C. Type of Student Aid
   C1. Gift Aid per Student on Aid
   C2. Gift Aid per Enrolled Student
   C3. Gift Aid as Percentage of Total Aid
   C4. Gift Aid as Percentage of Tuition Income
   C5. Loan Aid as Percentage of Total Aid
   C6. Job Aid as Percentage of Total Aid

D. Sources of Student Aid
   D1. Institutional Aid per Student on Aid
   D2. Institutional Aid per Enrolled Student
   D3. Institutional Aid as a Percentage of Total Aid
   D4. Federal Aid per Student on Aid
   D5. Federal Aid as a Percentage of Total Aid
   D6. State Aid per Student on Aid
   D7. State Aid as a Percentage of Total Aid
   D8. Guaranteed Loan Aid per Student on Aid
   D9. Guaranteed Loan Aid as a Percentage of Total Aid

E. Average Total Aid
   E1. Per Student on Aid
   E2. Per Enrolled Student

By means of linear regression analysis, it was possible to estimate the linear relationship between each dependent variable and ten independent variables describing important institutional characteristics. These were:

      I   Control (0 = Private; 1 = Public)

     II   Average Parental Assets of students filing a Parents' Confidential Statement ($00's)

   III Tuition ($00's)

    IV Ability (Average SAT score)

     V Per Capita Gift Aid

    VI Total Gift Aid divided by Tuition

   VII Revenue per Student ($000's)

  VIII Regional Location (East is control, add VIIIA for Southwest, VIIIB for West, VIIIC for Midwest, VIIID for South)

    IX Unused Capacity (0 = no; 1 = yes)

     X Race (% black student enrollment)

For each of the 22 dependent variables, the table on page 15 gives the significance level of the regression; R^2, the percentage of variation of the dependent variable explained by the regression; and the principle contributing independent variables. One star indicates significance at the .10 level, two stars the .05 level, and three stars the .01 level.

For example, the regression for A1 was significant at the .01 level. This means that the relationship evident would be found among unrelated variables only once in 100 trials. Note that R^2 = .43. This means that 43% of the variation in A1 could be related to variation of the independent variables. The principle independent variable to be identified was X, the percentage of black students enrolled, which was significant at the .01 level. For a complete summary of the results, including the regression coefficients, the correlation coefficients, and the F values, see Appendix K.

Summary Table of Results of
Linear Regression Analysis of Institutional Data

Dependent Variable	Significance Level (F) of the Regression	R^2	Principal Independent Variables
A1	.01	.43	X***
A2	.025	.30	X**
B1	.01 ·	.58	X***
B2	.025	.47	V*, VI*
B3	.01	.65	X***
C1	.01	.87	II**, III**, VIIIB*
C2	.01	.91	I***, II*, IV*
C3	.01	.92	II**, IV*, VIIIA**, VIIIB*
C4	.01	.90	II**, VIIIA***
C5	.025	.78	III**, VIIIA**, VIIIB*, VIIIC*
C6	.05	.79	I*, VIIIC*
D1	.025	.69	III**, IV*
D2	.01	.70	I***
D3	.025	.56	II*, VIIIC**
D4	.10	.60	
D5	.01	.86	I**, II**, VIIIC*, IX***
D6	.10	.62	V*
D7	not signif.	.47	
D8	not signif.	.52	IV*, VIIIC*
D9	not signif.	.54	IV**, VIIIC**, VIIID*
E1	.025	.67	III**
E2	.01	.79	I**, IV*, X***

In reviewing the Summary Table on page 15, notice that all but three of the regressions were statistically significant and the R^2's were consistently high. Thus, the regression equations detected strong relationships. Page 12 of Appendix K reports the covariance matrix for the independent variables. The matrix shows that the independent variables were highly multi-colinear. This means that the regression equations detected the overall relationships, but the effects of individual variables tended to be mixed. A systematic resolution of that problem requires step by step deletion of the nonsignificant independent variables. At this stage, the analysis has established that the relationships do exist and has identified the important independent variables.

For example, the percentage of applicants seeking aid and the percentage of students receiving aid were found to be strongly related to the percentage of black students. The percentage of freshman applicants for aid and the percentage of freshman receiving aid were estimated to increase .3% and .2% for every increase of 1% in the percentage of black students in the student body. The type of student aid being used by institutions was influenced by a number of factors. Gift aid averaged $400 less at public institutions and job aid $20 more. As average parental assets increased (Variable II), gift aid tended to decline, both in magnitude ($8 per $100, C1) and percentage (.3% per $100, C3). Gift aid was more available at schools with higher tuition and replaced loan aid in the aid package. Also, schools with high ability students tended to have larger gift aid programs.

There were some interesting regional effects, even after controlling for tuition, average revenue and removing the effects of public versus private institutions. Those institutions in the sample from the South, South-

west, and West had larger gift aid programs, those in the Midwest larger job programs, and those in the East larger loan programs. For example, gift aid was 25% more of the aid package in the Southwest and 14% more in the West than in the East, and job aid was 16% more of the aid program in the Midwest than in the other regions.

For sources of student aid, there were fewer significant effects. Institutional aid programs increased and guaranteed loan aid decreased as average ability increased. Institutional aid per student on aid increased $50 for every $100 increase in tuition, an indication that rising tuition costs are being offset for many students. Institutional aid per enrolled student averaged $182 less at public institutions. The Midwestern schools in the sample reported substantially larger institutional aid programs and smaller federal aid programs and guaranteed loan programs.

The regression for the variable E2 showed that aid per enrolled student was $319 less at public institutions and increased $7 for every increase of 1% in the percentage of black students.

In general, these results are consistent with those from the individual questionnaire analysis, namely that ability of students and high tuition cost were associated with the availability of aid funds, and that the average aid received did not correlate with parental assets; that is, students from more prosperous families attended higher cost institutions, and as a consequence received as much aid as their less well to do counterparts. Furthermore, these students tended to receive a greater proportion of their aid package in the form of gift aid.

More accurate estimation of the coefficients in these regressions poses no technical difficulties, but could not be completed in time for this report.

V.   The Individual Data

1.   Introduction

One of the objectives of this study has been to collect data on in-
dividual applicants from some of the participating colleges and universities
for the purpose of attempting to answer four basic questions about admissions
and aid policies at these institutions.   These questions were:

a)   How do academic criteria, race, and financial need affect a
student's probability of admission to a certain institution?

b)   What is the effect of these criteria on the percent of a
student's financial need which is being met?

c)   What is the effect of the above criteria on the proportions of
grant, loan, and job aid offered the student?

d)   To what extent are institutions modifying the College Scholar-
ship Service need analysis?

To obtain the answers, 35 institutions were asked to fill out individual
questionnaires on from 200 to 1000 of their freshman applicants, divided
equally between accepted and non-accepted applicants.[1]   These questionnaires
asked for name, social secuity number, SAT score, high school GPA, admissions
decision, and other attributes.   In the matter of financial aid information,
the questionnaire requested that PCS filers be identified, CSS computation of
their family contribution, along with any institutional adjustments, be re-
ported, and financial aid offers from all sources be reported.

The 35 institutions returned a total of 16,850 questionnaires, and when-
ever possible these questionnaires were matched with PCS data obtained from
the Educational Testing Service.   The combined data were then tabulated in

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[1]   See Appendix E for a copy of the questionnaire.

various forms and submitted to a variety of analyses in an attempt to answer the four questions. The results of the investigations of the individual questionnaires are presented in the subsequent pages. The answers to questions a, b, and c because of their similarity of form, are considered together by institution in Section 2, and question d is discussed in Section 3.

2. The Relationships of Admissions and Aid Practices to Student Attributes

This portion of the report deals with questions a, b, and c posed in the introduction. The aim was to measure the extent to which various student attributes affected the probability of admis ion, the percentage of need met, and aid packaging at 35 colleges and universities.

With regard to questions b and c, Table I contains some tabular results. For each of the 35 institutions, the institutionally adjusted average need was computed for the set of all accepted PCS filers. This war compared with the average aid offer for the same set of students to arrive at a figure for average percentage of need met. This figure included those accepted PCS filers who were not granted aid. The last three columns of this table report the average aid package. Whenever possible, this information was taken from the institutional report of aid resources, otherwise it represents the average aid package for the sample of accepted PCS filers. These data will be useful in interpreting other findings reported in this section.

The student attributes represented in the analysis are SAT score, high school GPA or Rank in class, Financial Need, Race, and Race x Financial Need. Since Race has a value of 1 for non-white students, and 0 otherwise, this last variable was intended to measure the marginal effect of Financial Need among non-white students. The objective of the analysis was the determination of the role of each student attribute in each of the aid and admissions decisions, namely admission, percent of need met, and composition of the aid package.

TABLE I

EXTENT TO WHICH INSTITUTIONS MEET ADJUSTED NEED, AND COMPOSITION OF AID PACKAGE

	Number of Accepted PCS Filers	Institution Adjusted Ave. Need	Average Offer	Percent of Inst. Need Met	Percent Grant	Percent Loan	Percent Job
LARGE PRIVATE INSTITUTIONS							
Institution I	155	$1,928	$1,894	98%	74%	21%	5%
Institution IV	199	1,851	1,566	84	70	30	0
Institution III	217	1,904	1,822	95	70	15	15
Institution II	68	2,318	2,197	95	74	24	2
Institution V	54	1,988	1,687	84	61	24	15
MEDIUM PRIVATE INSTITUTIONS							
Institution VI	122	$2,075	$1,711	82%	79%	21%	0%
Institution XIII	257	1,709	1,163	68	79	21	0
Institution IX	87	1,423	1,190	84	44	36	20
Institution XIV	119	1,593	915	57	76	24	0
Institution VIII	75	1,742	1,613	93	51	43	6
Institution XII	147	1,720	1,648	96	52	30	18
Institution X	16	967	749	77	41	39	20
Institution VII	79	1,708	1,596	93	45	38	17
Institution XI	144	1,856	1,643	88	88	12	0
SMALL PRIVATE INSTITUTIONS							
Institution XVII	88	$2,094	$2,165	103%	85%	15%	0%
Institution XVIII	193	1,394	1,541	111	85	15	0
Institution XVI	74	1,671	1,621	97	70	20	10
Institution XV	75	1,588	1,061	66	47	33	20
Institution XIX	115	2,177	2,008	92	62	35	3

TABLE I (continued)

	Number of Accepted PCS Filers	Institution Adjusted Ave. Need	Average Offer	Percent of Inst. Need Met	Percent Grant	Percent Loan	Percent Job
LARGE PUBLIC INSTITUTIONS							
Institution XXII	171	$ 676	$ 560	83%	30%	37%	33%
Institution XX	201	560	614	113	20	35	45
Institution XXIII	174	641	476	74	64	24	12
Institution XXI	255	642	754	117	66	19	15
MEDIUM PUBLIC INSTITUTIONS							
Institution XXX	233	$ 802	$ 744	93%	54%	44%	2%
Institution XXVII	168	715	825	115	21	49	30
Institution XXXI	115	941	634	67	59	26	15
Institution XXVI	58	1,217	866	71	51	46	3
Institution XXV	198	572	396	69	41	30	29
Institution XXXII	91	783	716	91	40	46	14
Institution XXIV	110	497	459	92	54	28	18
Institution XXIX	62	988	1,037	105	39	27	34
Institution XXVIII	56	816	873	107	49	32	19
SMALL PUBLIC INSTITUTIONS							
Institution XXXIII	NA						
Institution XXXV	25	$1,025	$ 860	83%	28%	19%	53%
Institution XXXIV	78	761	925	120	24	52	24

The results reported here were primarily derived from the methods of linear regression analysis, although the analysis of admissions data was carried somewhat further. As was explained in an earlier section, linear regression analysis attempts to measure some underlying linear relationship of the form:

$$Y \qquad \sum_{i=1}^{I} \beta_i X_i + \beta_0$$

where Y is, for example, the probability of admission, and X_i represents the various student attributes. Linear regression analysis estimates the coefficients β. In fact, one would not expect the actual relationship between these three decisions and the student attributes to be so simple. At some institutions, these decisions were undoubtedly influenced by other non-quantifiable student attributes, such as attendance at a private secondary school or promise as a college athlete. The linear regression analysis should be viewed as an attempt to approximate the effects of the quantifiable independent variables and to discover the extent to which this linear approximation actually characterised these three decisions.

In investigating the relationship between probability of admission and student attributes, a second method of analysis was employed. One might hypothesize that the relationship between SAT score and probability of admission is actually an S shaped curve (Figure 1).

Figure 1

Probability

of

Admission

Low   High
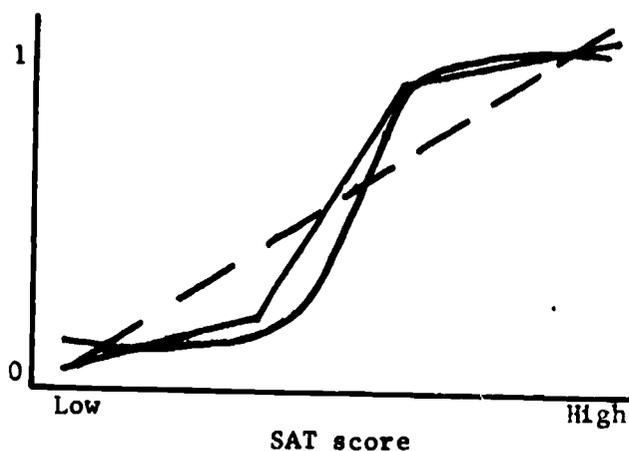
SAT score

Students with low SAT scores have almost no chance of admission, there is a range where probability of admission rises rapidly with SAT score, and students with scores above a certain level have an approximately equal probability of being admitted. The broken line in Figure 1 shows the limitation of a linear description of such a policy.

The second approach is a two stage analysis. The sample is first divided into several groups, for example, the low, middle, and high SAT groups, and linear regression is applied within the three groups. The result might be something like the three straight lines in Figure 1, a considerably improved description of the underlying situation.

The second method of analysis was applied to the 14 institutions reporting the most complete data. The analysis was performed with a computer program called the Automatic Interaction Detector (A.I.D.) which identifies the most important independent variable and divides it into regions which maximize the variation of the dependent variable between groups.

The results of the analysis are reported by participating institutions in Appendix L and interpreted, again by institution, in the pages which follow. A detailed introduction to reading Appendix L is contained in the immediately following discussion of Institution I. At the end of the discussion of individual institutions, a summary table of the principle results over all institutions is presented and discussed.

A. PRIVATE INSTITUTIONS

Institution I

The six tables under the heading Institution I in Appendix L illustrate the kind of results which will be discussed in this section. Table

1 gives the results of a linear regression of probability of admission with race (white vs. non-white), SAT score, high school GPA, and financial need. Note that the observations on the dependent variable are 0 (not admitted) or 1 (admitted). The regression coefficients for race, SAT, GPA, and financial need were 0.33989, 0.00044, 0.00228, -0.00005, respectively. Thus the probability of admission increased .34 for black students, increased .04 for each 100 point increase in SAT, and .23 for each point increase in GPA, while decreasing .005 for each $100 increase in financial need.

The ratio of the regression coefficient to the standard error is a t statistic whose square is the F value which appears in the tables in Appendix L. A value in excess of 2.72 is significant at .10, in excess of 3.84 is significant at .05, and in excess of 6.64 is significant at .01. Significant F values are denoted by one, two, and three stars. The values are 23.03, significant at .01, and 7.30, 9.02, and 8.20, all significant at .01. The cumulative R^2 represents the percentage of variation of the independent variable explained by the independent variable and those listed above it. Thus race alone explained 2% of the variation in the admissions decision; race and SAT explained 7% of the variation, and although each independent variable was statistically significant, together they explained only 11% of the variation, an amount which was unusually low. Note that the number of observations was 475 and the F level of the overall regression was 14.54, significant at .01. Tables 2-5 are read in a similar fashion and the dependent variables are percentage of need met, percentage of grant aid, percentage of loan aid, and percentage of job aid.

Table 6 shows the result of applying the Automatic Interaction Detector Program. The program found that a maximum of 6% of the total variation of the dependent variable could be explained by splitting the observations into two groups. This was achieved by splitting on the variable GPA at the value 3.96. Probability of admission was .75 in the high GPA group which had 99 cases and .43 in the low GPA group which had 400 cases. A further split at GPA = 3.82, explained another 1% of the variation. With this introduction to the tables in Appendix L, it is possible to interpret the results.

This highly selective institution with high tuition costs was one of a group of institutions at which admissions policy could not be successfully quantified by the linear model. The linear regression explained only 11% of the variation in the admissions decision for this sample. Thus almost 90% of the variation must be attributed to nonlinear effects or other student attributes. This institution was one of several highly selective institutions at which the data suggests that the admission decision was not based upon SAT and GPA. Applicants to these institutions had such uniformly high academic records that selection was undoubtedly based primarily upon a variety of other student attributes. This was confirmed by the attempt to explain the admissions decision by grouping (Table 6) which explained only 7% of the variation. For a full understanding, these results should be compared with those of other institutions.

There was an increase in probability of admission of .34 for black students, while probability of admission declined .005 for every $100 increase in need. Thus, as a linear approximation, a student with need of $2000 had 10% less chance to be admitted than a similar student with no

need. It is important to emphasize that financial need is a variable which may reflect a variety of socioeconomic factors.

Table 2 describes the linear regression of percentage of need met (aid divided by need) on SAT, GPA, financial need, and race. Notice that academic attributes are not significant. The significance of race again reflects the minority recruitment as percentage of need met is 25% higher for black students. The coefficient of -.03 for financial need implies that the linear approximation to this relationship was a 3% decline in percentage of need met for every $100 increase in need. nis effect was significant at .01.

Tables 3-5 represent the linear regressions for composition of the aid package. Since percentage of grant, loan, and job aid add to 100%, these tables should be considered together. Notice the coefficients for race which imply that the black student received 11% more of his aid as grant aid. Notice also that percentage of grant aid increased slightly with need while the percentage of lonn aid decreased slightly overall. The R^2 for aid packaging was low, implying that aid packaging decisions were not primarily based upon these attributes at Institution I.

Institution II

Table 1 of Appendix L (Institution II) shows that a linear model explained 58% of the variation in the admissions decision at this school. Applying the A.I.D. program (Table 6) resulted in an R^2 of .73. Thus at this large private school, admission policy was almost fully explained by academic attributes. Note however, that financial need was significant and had its effect primarily in the low GPA group (.02 per $100, Table 1b). Note that the A.I.D. program isolated one group with a .05 probability of

admission and another with probability of .94. The effect of need in the low GPA group was estimated at a 16% decrease in probability of admission for a $1000 increase in need. However, applying regression at stage 2 gave $R^2 = .68$, compared to .73 by applying A.I.D. a second time. The percentage of need met decreased 15% for every $100 increase in need and academic factors were not important. Tables 3-5 show that aid packaging was not effectively characterized, as R^2 did not exceed .04 and no significant effects were detected. The inference is that aid packaging was not based upon need or academic qualifications.

Institution III

At this highly selective institution, the results followed those at Institution I. Neither linear regression nor grouping successfully explained admissions policy ($R^2 = .14$) although ability attributes were important. Need was not a significant variable. Presumably admissions policy depended upon other student attributes. The results for percentage of need met were striking in that both need and ability attributes had significant coefficients. Percentage of need met was estimated to decrease 3% per $100 increase in need and increased 29% with a 1 point increase in GPA. Aid packaging, on the other hand, did not depend upon academic attributes while the percentage of grant aid increased with need. This is in accordance with CSS recommended policy.

Institution IV

This large, less selective, private institution appeared somewhat similar in policy to Institution II. Admissions policy was highly explained by ability attributes and need was not a factor. Percentage of need met was significantly related to need, and once again ability was

important as students at the top of the class were awarded 9% more of their need than students at the top of the second quartile. Aid packaging was not well characterized, although a weak positive relationship (2% per 100 points) was detected between SAT score and percentage of grant aid.

Institution V

At this large, moderately prosperous institution, admissions policy was highly explained by the linear model as both need and ability variables were significantly related. Probability of admission was estimated to decrease .6% for each $100 increase in need. However academic factors explained 50% of the variation of the admissions variable.

From Table 2, it may be inferred that percentage of need met depended upon both need and ability factors, decreasing 4% for every increase of $100 in need. This relationship contributes .47 to R^2. There were two interesting effects in aid packaging. Percentage of grant aid increased with ability, and loan aid increased while job aid decreased as need increased. Thus bet er students were given grant aid while high need students were given aid in the form of loans.

Institution VI

This high tuition, selective institution is another case in which financial need was a significant factor in the admission decision, although the relationship was only -.004 per $100. Ability factors accounted for 43% of the variation in the admissions decision. Applying the A.I.D. package improved R^2 to .51, which suggests the existence of a threshhold level for admission, based upon ability attributes.

Percentage of need met was found to decrease 7% per 100 point increase in SAT score and only 1% per $100 increase in need. There were no signifi-

cant relationships for aid packaging. Hence this institution apparently based aid decisions on policies consistent with CSS recommendations.

Institution VII

This institution reported only one ability factor, GPA. Need was significant for admission (-.03 per $100), percentage of need met (-5% per $100), and percentage of grant aid (3% per $100). Thus the evidence is that needy students were less likely to be accepted, were awarded a smaller percentage of their need, and received a greater percentage of their aid in grant form. As will be discussed in the concluding remarks, these relationships must be interpreted conservatively, since there was only one control variable. The effects attributed to financial need no doubt hold effects which could be differentiated into a variety of other socioeconomic factors.

Institution VIII

At this institution, admission probability did not depend upon need. However, the admission decision was not well characterized by the linear model. Nor did the A.I.D. package have a high R^2. This highly selective institution did not base admission upon ability factors.

Percentage of need met and percentage of grant aid both depended upon ability factors, as percentage of need met increased 6% and percentage of grant aid 9% for a 100 point increase in SAT score. Thus, the institution apparently used aid as an incentive for strong students. Note that grant aid amounted to only 51% of the aid program.

Institution IX

Probability of admission declined 1% for each $100 increase in need. Percentage of need met increased 1% and percentage of grant aid 6% for

every 100 point increase in SAT score. Notice from Table I that this institution met 84% of need and had only 44% of its aid in the form of grants. Thus, needier students had more unmet need and grant aid was used to recruit strong students.

Institution X

At this institution, admission probability was strongly affected by need (-.03 per $100) as was percentage of need met, while aid packaging depended heavily upon ability attributes. Notice from Table I that this institution had relatively small aid resources, particularly in grant aid. The institution chose to make a smaller percentage of funds available to needier students and to use grant aid as a recruiting aid. This was typical of private institutions with limited aid resources.

Institution XI

This prosperous institution showed a very small relationship between admission probability and need, and the highly qualfied applicant pool was reflected in low R^2 for the admission decision. Aid practices were disadvantageous to needy students, however, as percentage of need met decreased 4% and percentage of grant aid 1% for every $100 increase.

Institution XII

At this women's college, black students had a 17% greater probability of admission, 67% greater percentage of need met, and a 46% increase in the percentage of grant aid. Financial need, however, reflected negatively on the probability of admission (2% per $100). This illustrates the situation in which minority recruitment existed side by side with admission disadvantages for needier students. There was a strong indication of grant aid being used for recruitment. This institution had only 52% of its aid resources in grant aid, and the percentage of grant aid received increased 12% for every

increase of 100 points in SAT score.

Institution XIII

This institution also gave evidence of a minority recruitment program. Black students had .15% greater probability of adm.ssion, but no aid effects. The effect of need on admission was only -.004 per $100. Percentage of need met decreased 4% for every $100 increase in need and there was evidence that grant aid was used as a recruiting tool, as percentage of grant aid increased 6% for a 100 point increase in SAT score.

Institution XIV

The coefficients for percentage of black students should be disregarded, since the number of black students in the sample was small. Need was not a factor in the admission decision. Students with high SAT scores received a greater percentage of their need in aid and a $100 increase in need decreased percentage of grant aid by 1%. These two effects are contrary to CSS recommendation.

Institution XV

Two effects were notable. Percentage of need met decreased 4% for every $100 increase in need and grant aid increased very sharply with ability attributes. This institution had only 47% of its aid in grant form, and the grant was given selectively to the stronger students.

Institution XVI

This institution is one at which the admissions decision was highly described by the analysis. Financial need was a factor in admission, but notice from Tables 1b and 1c that this effect was limited to the low SAT group. Black students had a greater probability of admission, and this effect was also limited to the low SAT group. Percentage of need met de-

creased 2% with a $100 increase in need and there were no significant effects
for aid packaging.

Institution XVII

Again at this institution, financial need was a factor in the admission
decision (.007 per $100), and the effect was slightly greater in the high
SAT group. Percentage of need met decreased 3% for each $100 increase, and
class rank had a marginal significance for the aid decisions.

Institution XVIII

This institution's data suggested a minority recruitment program, as
black students had greater probability of admission, particularly in the
low SAT group. However, black students did not receive preferential aid
treatment. Financial need had a very small, though significant, relation-
ship to admission probability. Percentage of need met decreased 3% and
percentage of grant aid increased 1% for every $100 increase in need.

Institution XIX

The admission and aid policies at this selective school were only
weakly characterized. Need was not significant in the admission decision
and percentage of need met decreased as need increased. However, the per-
centage of grant aid increased with need.

B. PUBLIC INSTITUTIONS

Most public institutions reported only one dimension of ability, typi-
cally some measure of high school performance. Thus, the financial need
effect must be interpreted very generally as including all those effects
correlated with financial need as, for example, one would expect SAT score
to be negatively correlated with need.

Institution XX

The data indicate that admission was negatively correlated with need (-.02 per $100). This strong effect is partly explained by the introductory comments. Financial need sharply decreased the percentage of need met (-11% per $100) and grant aid increased 2% per $100 of need.

Institution XXI

This prestigious state university has aid programs which were apparent from the results, as percentage of grant aid was 11% higher for students whose GPA was one point greater. The relationship between need and the probability of admission was significant but weak (-.004 per $100) and as at Institution XX, the relationship between need and percentage of need met was very strong. This reflects the inability of this institution to meet large need.

Institution XXII

This institution reported data similar to that of the previous two schools. Financial need was marginally disadvantageous to admission (-.07 per $100), and it seems clear that this was an indirect effect at this large public school. Aid offered did not increase in proportion to need, as the percentage of need met decreased 11% for every $100 increase in need. Finally, this institution awarded grant aid on the basis of ability, as students at the top of their class received more aid than those at the top of the second quartile.

Institution XXIII

The admissions policy of this institution is primarily of the threshhold type as the results of the A.I.D. program indicate a threshhold GPA of 3.0 (Table 6). Although financial need was not significant for the total population, it had a significant negative effect for the low GPA group.

Financial need had a relatively weak relationship to percentage of need met and there were no significant effects for aid packaging.

Institution XXIV

This institution reported admissions and aid results common to many public schools. Financial need had a weak negative relationship with admission, but this school was unable to offer sufficient aid to high need students, as percentage of need met decreased 8% for every $100 increase in need. There was strong evidence of grant aid being used for recruitment, as grant aid was 25% greater for those at the top of their class than for those at the top of the second quartile.

Institution XXV

Agair, the findings were typical of most public institutions. Admission probability did not depend upon financial need, but the percentage of need met decreased sharply as need increased (-10% per $100) and students with high rank in their high school class were given priority for grant aid resources.

Institution XXVI

Financial need was not a significant factor in the admissions decision, which was almost completely explained by GPA ($R^2 = .77$). Percentage of need met declined 6% for each $100 increase in need, and an increase of one point in high school GPA resulted in an increase of 31% in the percentage of grant aid offered.

Institution XXVII

Typical effects were a 9% decrease in the percentage of need met with a $100 increase in need and a 22% increase in the percentage of grant aid with a one point increase in ability. There was a small but significant

negative relationship between need and probabilit; of admission and as need

increased, grant aid increased in proportion while job aid decreased.

Institution XXVIII

This institution reported the most severe penalization for financial

need of any participating school. Disregarding the regression for probability

of admission (the school reported only four non-accepted PCS filers), the

estimated linear relationship was a 17% decrease in percentage of need met

for a $100 increase in need.

Institution XXIX

This institution reported admission and aid policies consistent with

CSS recommended policy. Financial need was not significantly related to

probability of admission, percentage of need met declined a relatively low

3% per $100 increase in need. However, students at the top of their class

received 25% more of their aid package in grant aid than did those at the

top of the second quartile.

Institution XXX

This institution reported data on only six non-admitted students, so

admissions policy could not be investigated. Percentage of need met did

not depend upon need and there was a weak positive relationship between

GPA and the percentage of grant aid.

Institution XXXI

At this institution only eight non-accepted PCS filers were reported.

Thus the significance of financial need in the admission decision is based

upon a very small sample. Results for percentage of need met were unusual

in that an increase of one point in GPA was associated with 38% increase in

the percentage of need met. Grant aid increased 15% as GPA increased one

point. And both of these variables were negative'y associated with financial need. Thus at this institution, both the total aid program and the grant aid program were used for recruiting strong students.

Institution XXXII

Only admissions and need information were available. The probability of admission was estimated to decline .02 for every $100 increase in need.

Institution XXXIII

This institution reported only five PCS filers in its non-accepted group. Thus, the significant need effect for admission was based upon a very small sample. Notice that this effect was restricted to the low GPA group. The significant effect of SAT in estimating percentage of grant aid indicates that grant aid was made available to the better students.

Institution XXXIV

The noteworthy effects at this institution were the increase in grant aid and decrease in loan and job aid as GPA and SAT increased. This is an indication that grant aid was used to recruit students with strong academic records.

Institution XXXV

At this institution percentage of need met increased with SAT score (11% per $100), decreased sharply with need (-12% per $100), and percentage of grant aid increased with rank (11% per quartile). This pattern indicates that aid funds were used to recruit highly qualified students including the preferential availability of grant aid.

3. **Institutional Changes in the CSS Computation of Parental and Student Contribution**

One of the principal questions motivating the collection of data on individual students concerned institutional practice vis-a-vis the utilization of CSS need analysis. Specifically, to what extent and in what manner were institutions modifying CSS central computation? The data on individual students submitted by 35 institutions made possible some definitive answer to these questions.

Consideration was restricted to individuals who were accepted for admission and who filed a Parents' Confidential Statement. In this category, a total of 4,572 observations were obtained, for an average of 127 over the 35 institutions submitting individual data. In only two cases was the number of relevant questionnaires smaller than 50 (Institution X and Institution XXXV), and both of these institutions reported no modification of the CSS need analysis.

Institutions were asked to report the CSS computation of the parents' contribution, applicants' summer earnings, and applicants' assets whenever the individual student being observed was accepted and had filed a Parents' Confidential Statement. They were also requested to indicate any modification of the CSS need analysis made by the institution.[1] In Appendix M, the extent to which modifications were made is summarized for each of the 35 institutions. Table I reports changes in CSS computation of total family contribution, Table II pertains to parental contribution, Table III to applicants' summer earnings, and Table IV to applicants' assets. Institutions are grouped in these tables according to size (Large, Medium, or Small) and to control (Public or Private).

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[1] A copy of the individual questionnaire may be found in Appendix E.

Overall it was found that institutions had mo'ified the CSS need analysis in 44% of all cases. This figure is the average of the percentage of modifications reported by the 35 institutions and does not give weight to larger schools or schools which submitted more questionnaires. CSS computation of total family contribution was adjusted upward in 37% of all cases for an average of $202 and downward in 7% of all cases for an average of $255. This means that in more than one out of three cases, institut s asked for a family contribution larger than the CSS computation and that this increase averaged $202, while in cne case out of fourteen, the institution sought a smaller family contribution for an average of $255.

With the exception of small public schools which were under represented, this result was not restricted to one type of school. Medium sized public schools reported the smallest number of modifications and large public schools made the greatest percentage of adjustments.

One factor can be immediately isolated as contributing to this high percentage of adjustments. Twelve institutions, a third of the respondents, reported that as a matter of course they increased the CSS computation of applicants' summer earnings.[1] For example, Institution III increased the estimate of applicants' summer earnings by $100 or $200 in 99% of all cases. The greatest increase in this figure was reported by Institution XXVII, an average increase of $320 over 86% of cases for that institution. These specific instances of general modification in the CSS formula accounted for two thirds of the reported upward adjustments in total family contribution.

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[1] See Table III, Appendix M.

The number of downward adjustments reported for applicants' summer earnings was inconsequential.

The other principal area in which institutions modified CSS need analysis was that of parents' contribution. In 12% of all cases, parents' contribution was adjusted upward for an average of $240 and in 8% of all cases, parents' contribution was adjusted downward for an average of $324. Thirteen schools adjusted parents' contribution upward more than 10% of the time and ten of these schools were private. There was no apparent pattern in the average dollar amount of adjustments. Of the thirteen institutions modifying more than 15% of the CSS calculation of parents' contribution, six were among the twelve schools which also consistently adjusted applicants' summer earnings.

In the category of applicants' assets, only two schools, Institutions III and IX, reported a frequent change in the CSS computation, and on the average, institutions reported modifications of the CSS figures in only 6% of all cases. The data reported in Table IV for Institution XXIX, namely an upward adjustment of $200 in 66% of cases, was explained by that institution as expected term-time earnings.

Returning to Table I in Appendix M, it is clear that the reported changes in the CSS estimate of total contribution have two principal sources, the twelve institutions at which the CSS estimate of summer earnings was considered too small, and the thirteen institutions which made a practice of modifying the CSS computation of parents' contribution.

It appears that most of the responding financial aid offices did not accept the CSS analysis of parents' contribution, and that most institutions reviewed the CSS computation of parents' contribution and, in one out of five

case", arrived at a value different from the CSS value. A simple and direct manner in which this question can be investigated further consists in direct inquiry with the 35 participating institutions concerning the method by which they compute the parents' contribution. The responses could suggest some modifications of he CSS formula. As to CSS treatment of applicants' summer earnings, many fir acial aid officers obviously consider that the CSS esti- mate is unreasonably low.

In addition, to investigating the frequency and magnitude of modifica- tions in CSS computed need at the 35 responding institutions, it has seemed useful also to examine how these changes have affected total need for the students in the sample. Once again utilizing the same size and control strati- fication of colleges and universities, it is possible to find the relationship between CSS total need and institutionally adjusted need.[1]

In every case, the institutionally adjusted total need was at least 79% of the CSS figures. It is perhaps significant to note that in the 74% of the instances where changes did occur, the institutional modification turned out to produce total need of within 5% or less of CSS computed total need in 66% of the cases. It was within 10% or less in 76%. No discernable pattern of difference because of size or control was apparent.

4. <u>Some Concluding Comments on Institutional Admissions and Aid Practices</u>

As has been noted, the purpose of the analysis of the individual student data was to characterize institutional admissions and financial aid policies as revealed by the decisions actually made in admitting and awarding finan- cial aid to 1969's freshman class. Of special interest to the Cartter Panel

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[1] See Appendix M for these results. Data for two institutions made it impossible to use their responses in this connection.

was a determination of the exact degree of deviation of actual practice from CSS recommendations and then investigation of the causes of this deviation. In areas where CSS has not established any standards, actual practices are compared with the Cartter Panel's packaging subcommittee's recommendations.

The admission-aid process was considered in three categories, admission, determination of the size of the package for students who received aid, and determination of the grant component of the package. It was found that in about half the institutions, for non-minority students, large financial need significantly reduced their probability of acceptance even when quantifiable indicators of ability were used as controls. Secondly, it was found that in every institution, the higher the institutionally calculated financial need, the smaller the proportion of it that was covered by the total package of institutional and outside awards. Thirdly, it was discovered that while packaging practices varied considerably, high measured ability was very often associated with a higher grant component. High financial need was only weakly associated with a rise in the grant share of the package and was sometimes negatively associated with the grant share.

The admission decision was, as expected, dominated by the ability of the students, especially in those institutions which had non-homogeneous applicant pools. The explanation of many colleges' admissions policies was substantially improved by use of the Automatic Interaction Detector program which split the population into subgroups, based on ability measures, in such a way as to form groups whose members fared similarly in the admissions competition. The success of these splits supports the view that, in many cases, the admitting process can be best characterized as a ranking process with a cutoff point determined by the number of spaces available.

The surprising finding, however, was the consistently negative rela-
tionship between financial need and probability of being offered admission.
Thirty-two out of thirty-five schools had negative coefficients on the finan-
cial need variable. In eighteen of those institutions, the coefficient was
significant at the five percent level on a two-tailed test. In four more,
it was significant at the five percent level on a one-tailed test. In
the private institutions, the average effect of applying for aid and having
need of $1000 was to reduce probability of admission by eleven percent. In
the public institutions in the study, the average effect of applying for
aid and having need of $1000 was to reduce probability of admission by se-
ven percent. Because the typical amount of need in private colleges is
larger, the impact of this effect is greater there. This result is especially
significant considering that the statistical and sampling biases should work
primarily the other way. If errors were made in sampling of aid applicants
one would expect that the error would be in the direction of missing appli-
cants who were not admitted. Secondly, since there is a widespread im-
pression among the students that aid is primarily for those with excep-
tional records, students with positive characteristics such as musical,
sports, or leadership ability not entered into the relationship should be
more likely to apply for aid. The reduced probability of admission for the
typical aid applicant is specified for each col. ge in Table II on page 48
(refer to the column entitled "Mean Need x Effect of Need").

It is often said in the popular press that because of the minority-
disadvantaged recruitment programs, it is easier to get admitted to college
now if one is poor. The race of the applicants was available for seven of
the private colleges and in the six cases where being black improved the
probability of admission (generally by about twenty-five percent), the

negative effect of extra financial need was strong and significant. The
negative relationship was also significant, however, in many colleges that
were admitting blacks but did not report which of their applicants were
black. This directly refutes the popular impression that giving preference
to blacks results in a net preference for low income students.

The results have two interpretations: that colleges are limiting the
demand on their meager financial aid resources by not admitting needy stu-
dents, or that financial need is a proxy for other characteristics such as
lack of an alumni parent; being a public school graduate; or at public col-
leges, being an out-of-state resident, which are the real causes of the re-
duced probability of admission. Which ever interpretation is accepted, the
effect is to make it more difficult for low income students to get a college
education.

The major purpose of the CSS's need analysis system is to establish
the size of the total package of financial aid. Knowledge of the extent
to which colleges' actual awards vary from CSS norms is important to an
evaluation of the success of the efforts of CSS to direct the nation's fi-
nancial aid into the most productive service of students, institutions, and
society. If these goals are to be reached, then an institution's aid re-
sources must be utilized to the fullest extent by, (1) limiting awards to
the amount of need, and (2) allocating awards in such a way as to permit
as many students as possible to enroll.

The students most likely to be excluded from higher education by in-
sufficient offers of aid are those with the greatest need. It is exactly
these students, however, who seem to fare the worst as the system currently
operates. The greater a student's need, the smaller the proportion of it

that was met by college and outside sources. In every college in the sample, the hypothesis that as need rose the aid offer rose at least proportionately was rejected at the .001 level. In the private colleges the proportion of financial need met fell by three percent for every $100 of increased need. In the public colleges, the proportion of need met fell by eleven percent for every $100 of extra need. On the average, evaluated at the mean financial need, the award rose fifty dollars for every hundred dollar increase in college defined need.[1] The marginal rise in aid per hundred dollar increase in need evaluated at the college's mean need is presented in Column B of Table II on page 48.

The proportion of need met also had a tendency to vary with race and measured ability. In the private institutions, the proportion of need met was higher for blacks in six out of seven cases. In seven out of nineteen private colleges, improvements in measured ability were significantly associated with greater proportions of financial need being awarded. In three cases, one of the measures of ability had a significant negative association with award size. The relationship between ability and award size was more mixed in the public colleges than in the private.

The packaging decision was investigated by observing how the ratio of

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[1] The partial of aid with respect to need can be obtained from the regression equation as follows:

$$\frac{Aid}{Need} = \frac{A}{N} = a + b_1 N + b_2 (ability)$$

$$A = aN + b_1 N^2 + b_2 N(ability)$$

$$\frac{\partial A}{\partial N} = a + 2b_1 N + b_2 (ability)$$

Since

$$\left(\frac{\bar{A}}{N}\right) = a + b_1 \bar{N} + b_2 \overline{(ability)}$$

$$\frac{\partial A}{\partial N} = \frac{\bar{A}}{N} + b_1 \bar{N} \quad \text{evaluated at the mean } (\bar{N})$$

grant aid to total aid varied with financial need. ability, and race. There
are real constraints on the absolute amount of self-help borrowing and working
students may be expected to be able to assume. In fact, students with great
financial need often come from cultures where borrowing is associated with
exploitive merchants. Loans are often unacceptable to them. For these and
other reasons, the Cartter Panel's packaging subcommittee has suggested that
all students applying for financial aid should be expected to either borrow
or work to fill the first $1000 or so of need, and that grant aid should be
added to self help to fill the gap between self help and the remainder of
unmet need. Thus, good practice implies that as need goes up, the grant
proportion should rise substantially. In ten out of thirty-five colleges,
there was a statistically significant tendency for the grant proportion to
rise as need rose. In four colleges statistically significant tendencies
in the opposite direction were observed. Though positive relationships
of grant proportion to need predominated, the hypothesis of proportionality
could not be rejected in the twenty-one remaining colleges. By combining
the change in grant proportion with the relationship between total aid and
institutionally calculated need, an estimate of the marginal tendency for
grant aid to rise as need rises was calculated.[1] This figure was below the

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[1] The change in grant per hundred dollars change in need is calculated in
the following way:

$$G = \frac{G}{A} \cdot A$$

$$\frac{\partial G}{\partial N} = \frac{\partial \left(\frac{G}{A}\right)}{\partial N} \cdot A + \frac{\partial A}{\partial N} \cdot \frac{G}{A}$$

$\frac{G}{A}$ is the grant/(total aid) proportion.

$\frac{\partial A}{\partial N}$ is the marginal effect of need on aid evaluated at the mean (Col. B).

$\frac{\partial \left(\frac{G}{A}\right)}{\partial N}$ is the coefficient on need in the equation predicting grant proportion.

marginal increase rate for all aid in most cases ! t not by much in at least half of the private colleges. This reflects both the heavy use of grant aid in these private colleges and adherence to the suggested packaging philosophy. The public colleges averaged a marginal rate of increase about one half of that for all aid as a whole. The estimate for each college is presented in Column C of Table II.

Ability is generally the most important predictor of the aid package. In eighteen of the colleges, greater measured ability was significantly associated with grants being a higher fraction of the total package. This fact reflects the common practice of using grant aid as a reward for past achievement. The packaging subcommittee recommends against raising the grant component of a financial aid package when a student has greater mea- sured ability. On the contrary, the subcommittee points out that many aca- demically marginal students may not be able to handle a job on top of their school work and recommends that the grant share be higher in these cases.

At each step of the admission-aid process, the non-minority high need student does not receive treatment up to the need level established by College Scholarship Service norms. This is quite understandable since the resources of colleges and universities are limited and two or three low need students can be aided, and most likely persuaded to attend, for the cost of one high need student. The increasing difficulty that many private colleges are having recruiting enough students willing and able to pay their high tuitions suggests that pressure from within the college to use aid as a recruitment device is not likely to end. But what is a good idea from the point of view of one college is counter-productive when all colleges engage in it.

Given the counter pressures, the success CSS has had in leading colleges toward an aid policy which reflects student and national priorities is truly commendable. Further strengthened education and persuasion through professional organizations seems indicated, however, by the distance yet to go.

There are some possible interim approaches that could improve the effectiveness of the currently available financial aid resources. The first step is calculation by CSS of a suggested grant award size in addition to the calculation of overall financial aid. This in substance is being recommended by the packaging subcommittee. The second step is giving parents a copy of a modified version of the Financial Need Analysis Report. This was recommended in the study of Student Opinion. It would have to be explained to the parents on their modified FNAR that because of "recent cutbacks in Federal Funds" institutional financial aid budgets generally are inadequate and therefore the actual award is likely to be below the recommended amount. The first effect of this would be to create pressure for expansions of federal and state student aid programs. The second effect would be to encourage financial aid officers to adjust grants to favor the most needy students. Such an approach would make it difficult for institutions to sustain the observed practice of granting larger packages and larger grants when a student had a higher measured ability. It would be more difficult for aid officers to sustain the current practice of meeting a smaller proportion of calculated need when the need is larger. It would tend to reduce the use of financial aid awards as methods of competing for the limited supply of very able students.

TABLE II. INSTITUTIONAL STUDENT ANALYSIS SUMMARY

Colleges

PRIVATE

| | Effect of Need on Probability of Admission (00's) | Mean Need x Effect of Need | PERCENTAGE OF NEED MET | | | | | | Change in Aid per $100 Increase in Need |
| | | | SAT | | GPA | | FIN. NEED | | |
			Coefficient	Value of F	Coefficient	Value of F	Coefficient	Value of F	
1(R)	-.005***	-10%	---	---	.14857	1.25	-.03393	110	$ 43
2	-.007***	-16%	---	---	---	---	-.01588	25	54
3	-.002	- 4%	-.09176	20	.28814	6.2	-.02821	234	43
4	-.002	- 4%	---	---	---	---	-.02883	102	45
5	-.006***	- 4%	---	---	.06911	3.0	-.04087	212	20
6	-.004**	- 7%	-.07	15	---	---	-.01391	26	83
7	-.03***	-41%	---	---	.13681	5.2	-.05446	33	15
8	-.001	- 2%	-.06	4.5	---	---	-.04712	97	15
9	-.01***	-14%	---	---	---	---	-.02220	38	72
10	NA	---	---	---	---	---	-.03332	42	71
11	-.004**	- 7%	---	---	---	---	-.03639	79	26
12(R)	-.02***	-34%	.06	4.5	---	---	-.01404	29	83
13(R)	-.004***	- 8%	-.07	4.1	---	---	-.04117	63	16
14(R)	-.002	- 3%	.08	19	---	---	-.01544	16	68
15	-.007*	-11%	---	---	---	---	-.04256	12	36
16(R)	-.007***	-12%	---	---	---	---	-.01639	17	67
17(R)	-.007***	-15%	---	---	---	---	-.02876	59	37
18(R)	-.004***	- 6%	---	---	---	---	-.02514	170	58
19	-.001	- 2%	---	---	---	---	-.03738	19	12
Average	-.007	-11%							$ 45

PUBLIC

	Effect of Need on Probability of Admission (00's)	Mean Need x Effect of Need	SAT Coefficient	SAT Value of F	GPA Coefficient	GPA Value of F	FIN. NEED Coefficient	FIN. NEED Value of F	Change in Aid per $100 Increase in Need
20	-.02***	-11%	NA	---	.15932	2.2	-.11150	133	$ 38
21	-.004***	-2.5%	---	---	---	---	-.09646	16	36
22	-.01***	- 7%	NA	---	---	---	-.10664	19	26
23	.002	1%	-.04777	8.2	---	---	-.02871	47	81
24	-.008*	- 4%	NA	---	---	---	-.08046	52	60
25(R)	-.002	- 1%	NA	---	---	---	-.09614	31	43
26	0	0	NA	---	---	---	-.05755	22	57
27	-.01***	- 7%	NA	---	.14596	3.3	-.09031	96	27
28	-.03***	-24%	NA	---	---	---	-.16841	31	0
29	-.006	- 6%	NA	---	---	---	-.03022	24	70
30	-.001	- 1%	NA	---	---	---	----	--	116
31	-.007*	- 7%	NA	---	.37942	9.2	-.05437	17	53
32	-.02***	-16%	NA	---	---	---	----	--	--
33	-.03***	---	---	---	---	---	-.13549	26	--
34(R)	-.002	- 2%	---	---	---	---	-.39965	31	0
35	-.02	-15%	.11450	9.7	---	---	-.11939	41	0
Average	-.011	- 7%							$ 43

Legend:
- (R) race controlled for
- NA information not available
- --- insignificant result
- * result significant at .10 level
- ** result significant at .05 level
- *** result significant at .01 level

TABLE II.   INSTITUTIONAL STUDENT ANALYSIS SUMMARY

| PERCENTAGE OF GRANT AID | | | | | | Change in Grant Aid per $100 Increase in Need |
| SAT | | GPA | | FIN, NEED | | |
Coefficient	Value of F	Coefficient	Value of F	Coefficient	Value of F	
---	---	---	---	.00182	1.2	$ 36
---	---	---	---	----	---	40
---	---	---	---	.01231	96	48
.02001	3.1	---	---	----	---	36
---	---	.19107	5.7	----	---	12
---	---	---	---	----	---	66
---	---	---	---	.03204	52	55
.09089	25	---	---	----	---	14
.06090	8.0	---	---	----	---	32
.05061	8.8	.23541	9.2	----	---	29
---	---	---	---	-.00921	48	6
.12212	12	---	---	.02213	20	76
.05945	11	---	---	.00863	7.6	29
---	---	---	---	-.01185	14	38
.11624	20	.14510	5.4	----	---	32
---	---	---	---	----	---	55
---	---	---	---	----	---	27
---	---	---	---	.01147	9.1	59
---	---	---	---	.01137	17	28
						$ 37
NA	---	---	---	.01736	13	$ 20
---	---	.11013	4.3	----	---	24
'IA	---	+	13	----	---	11
---	---	---	---	----	---	24
NA	---	+	65	.01611	5.9	41
NA	---	+	173	----	---	21
NA	---	.31075	27	----	---	32
NA	---	.21556	23	.01125	6.7	13
NA	---	---	---	.02694	6.4	---
NA	---	+	146	----	---	28
NA	---	---	---	----	---	---
NA	---	.14919	6.1	-.02183	15	19
NA	---	---	---	----	---	---
.08843	4.9	---	---	----	---	---
.07501	7.8	.21077	9.4	----	---	---
---	---	+	12	----	---	---
						$ 17

VI. Conclusions

As was anticipated when this study was undertaken, the collection and analysis of data concerning institutional financial aid practices has proved to be a formidable task. The project coordinator, with a decade of experience in the management of a large institutional financial aid program and considerable experience in the design and administration of state and federal aid programs, concludes the undertaking with a new appreciation of the difficulties.

With the exception of the Levine study of 1966 Parents Confidential Statement filers at institutions of higher learning in Washington State, there was no real prototype for a study of this nature, and in that study there was no attempt at an analysis of the data.[1] This study establishes a frame of reference for the feasibility of large scale collections of aid and admissions data at a cross section of American universities. Substantial progress was also made in establishing the appropriateness and limitations of several analytical models for describing decision making in the aid and admissions offices.

The data collected from 86 institutions and 18,000 individual student observations were, as has been described, approached in a variety of ways. The tabular results are, ofcourse, both precise and useful. The tables obtained from the data collected through the institutional questionnaires reveal, at a highly representative sample of colleges and universities, the sources of student aid, the percentages of students seeking and securing aid, and the forms in which support was awarded. It should be recalled in weighing the significance of these results that the cooperating institutions

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[1] Richard S. Levine, <u>Proposed Post-Audit Services for CSS Member Colleges</u>. Educational Testing Service, Princeton, New Jersey, 1967.

during the year under examination enrolled ten percent of al the college students in the country and the aid resources reported amounted to ten percent of the total estimated for 1969-70. Secondly, from the individual questionnaires submitted by 35 institutions, it was possible to determine the extent to which CSS values for family contribution were being modified, the extent of financial need, the percentage of his need met, and the composition of aid packages at a representative sub-sample of the participating institutions.

Regression analysis was applied to the institutional data in an effort to describe certain variables, such as gift aid as a percentage of total aid, as a linear function of other, more easily obtained, institutional characteristics such as, for example, tuition. In general, the linear relationship was quite strong, explaining 50 to 75 percent of the variation of the dependent variable. These linear equations can be used either to predict the values of the dependent variables at institutions not in the survey or, by projecting the values of the independent variables, to predict future values of the dependent variables at the institutions studied. Further exploration for non-linear effects would undoubtedly improve to some extent the descriptive power of the equations.

The data from the individual questionnaires was also analyzed using a combination of linear regression and a grouping program called Automatic Interaction Detector (A.I.D.). The objective was to discover the extent to which a student's financial need, race, and academic attributes influenced the decisions on admission, percentage of need met, and composition of aid package. It was hoped that in some instances admissions and aid decisions would be explained, in the statistical sense, as functions of these few student attributes.

In fact, the outcome of the analysis was that, at each institution, the important student attributes influencing a decision could be established and the order of magnitude of the relationship obtained, but the admissions and aid decision could not be completely described by the analysis. For example, at one institution, percentage of need met was estime⁻·d to decline 3% with every $100 increase in financial need, wh ie SAT score, GPA, and race were not significant determinants of the percentage of need met. At the same time, the linear model described only about one-third of the variat .on of the dependent variable, so that two-thirds of the variation remained undescribed. Thi ₁ suggests the complexity of the decision making process, as well as the importance of a variety of nonquantifiable, often subjective, student attributes.

The possibilities for analysis of the valuable individual data are by no means exhausted, and Professor Leonard Miller and other economists plan to continue working in this area. In particular, since the admissions measure is a binomial variable, there is a possibility for a second regression stage, using a correction for nonhomogeneity of variance, which will increase the descriptive power of the analysis. Also, the A.I.D. grouping program can be used much more extensively to identify boundary points in admissions and aid policies (e.g. all students with GPA greater than 3.0 are admitted). And Dr. Miller has proposed some stochastic equations which may have a higher descriptive power.

The study's results point to the particular need for continuing investigation of financial aid packaging and changes in CSS computed need. There was, it will be recalled, significant evidence of changes

being made in the area of applicants' summer earni.es and this could suggest the desirability of some modifications in existing CSS norms.

If studies such as the one which is here being reported were to be conducted on a fairly regular basis, institutions would be encouraged to maintain their records in a way that the kind of data required for investigation would be more readily available. As was stated in the section describing data collection, record keeping in the areas of admissions and financial aid is in a highly underdeveloped state. As a consequence, institutions tended to complete questionnaires in a variety of ways, creating a certain amount of nonuniformity in the data. In a study of this kind, there is no such thing as too detailed instructions.

Related to the need for continuing CSS sponsored studies of financial aid practices and procedures, is the desirability for the organization to establish a systematized collection of studies, papers, and the like dealing with financial aid matters, which is accessible to institutions in their problem solving. Ideally, in order to insure maximum utilization by the membership, the most significant of this literature should be available in duplicated form in the regional offices of the College Entrance Examination Board rather than only at the CSS headquarters in New York. Time and time again, the research team found itself in the position of suspecting that someone else had likely proceeded it in a particular area of investigation but unable to discover if such were the case and where to locate the results.

A good part of CSS's research in the past appears to have been related to rather specific problem solving situations. Such an approach, of course, does not serve continuously and systematically to push forward the body of knowledge about student financial aid. It would be of immense benefit, then

if CSS, within its organizational structure, were 'o establish a standing
committee on research. That body should meet regularly and encourage by
means of grants or other funding arrangements the scholarly investigation of
the major areas of concern.

Unquestionably, one of the most satisfying aspects of the project, at
least for the director of the study, has been the opportunity to work rather
closely with a number of dedicated college administrators, including princi-
pally financial aid officers and admissions directors, and to increase his
appreciation of the way in which so many of them are struggling against
rather discouraging odds to carry out their responsibilities. Most were
found to have too small staffs, little access to automated information sys-
tems, and aid applications which far outnumbered available aid resources.
It is hoped that this study will be of use to them in their efforts and,
more importantly, will encourage similar undertakings on a more regular
basis by the College Scholarship Service and other concerned agencies.

STUDY OF COLLEGE ADMISSIONS AND FINANCIAL AID POLICIES

AS REVEALED BY INSTITUTIONAL PRACTICES
(Cartter Panel on Financial Aid)
Leonard Miller & Roy Radner

Introduction I

Students can be described by a number of attributes: test results, past performance records, health status, region of residence, athletic ability, race, and financial need required for college attendance, to name a few. These characteristics represent the student when he, or she, applies for admission to, or continued financial support in an institution of higher education.

Not all applicants can be admitted and awarded all the financial need they require, for total enrollment within an institution is limited by the monetary resources the institution has available for financial aid purposes, and/or, the institution's definite notion of student capacity. Therefore, each institution must rank its applicants according to some explicit or implicit set of objectives. The resulting admission and aid policies are determined by this ranking.

The proposed study is concerned with the relationships between student attributes and financial aid practices. The purpose of the study is to investigate institutions' goals and their admission and financial aid policies, as revealed by the actions rather than just the policy statements of these institutions. Our goal is to understand these actions.

We propose to approach an understanding of these actions in two stages. First, we shall study the relative importance of alternative student attributes, and the relative importance of institutional characteristics, while answering for the College Scholarship Service (CSS) some very basic questions about current financial aid practice and its efficacy.

The knowledge gained in this first stage will allow us to generate more complicated models of institution-admission behavior. These models, it is hoped, will yield more refined descriptions of institutional objectives and their student attribute trade-offs. Such descriptions would tell us the relative desire institutions have for students with particular attributes, and consequently the price, in the form of tuition minus student aid, these institutions are willing to be paid for granting attendance. This latter information will be extremely useful in predicting the characteristics of students who are likely to be admitted in different types of institutions under alternative federal aid programs.

What follows below is a more specific description of the two stages of planned research. Section II begins with some of the questions currently under CSS evaluation, and suggests statistical models for answering these questions. In the third section, one possible example of modeling higher education admission behavior is presented. The final section deals with the data necessary to carry out the proposed studies.

Stage I

Student financial need is computed by the CSS formula. The purpose of the financial aid formula is to remove the financial barriers from a student's higher education attendance decision. The formula yields a required need, based on the difference between the school's costs and the financial standing of the student's family. The economic barrier is supposedly removed because in principle, institutions make admissions decisions independently of the student's financial requirements, and aid arrangements, in the form of grants, loans, and jobs, are to be provided by the institution to fill the financial gap. However, since higher education institutions have aid contraints, they can not in practice follow the hypothetical procedure described above.

We can begin to understand the admissions-aid decisions with the answers to the following questions:

1) To what extent is the admission to a higher education institution dependent on the calculated financial need?

2) To what extent are institutions meeting the CSS computed financial need? In what way and for what reasons are institutions changing the computed figure of financial need?

3) In what forms, combinations of loans, grants, and jobs, is the aid offered? How do these combinations differ by student attributes, family income, students' confidential record, predicted student performance minority group status, etc.? We would also like to know the effect of alternative aid decisions on the productivity of student training.

4) Is there any evidence on the efficacy (measured in terms of student performance, college completion time, completion probabilities, etc.) of different types of aid packages? Are there any recommendations for the restructuring of packaging?

And finally, we would like to be able to predict how these admission aid decisions might change if sources of aid funds were to change over time.

5) Where are institutions getting their aid funds? What sources are likely to change in the next few years? How should packaging policies change as the availability of financial aid changes?

The remainder of this section consists of an outline of linear stochastic models which will, hopefully, bring us closer to the answers to the above questions.

For notational purposes, let:

P_{si} equal $\begin{cases} 1 \\ 0 \end{cases}$ accordingly as students are $\begin{cases} \text{admitted to institution i;} \\ \text{not admitted to institution i;} \end{cases}$

F_s equal the amount of CSS formula computed aid necessary for student s;

M_{si} equal the money value of aid given to student s in institution i;

D_{si} equal the computed deviation between F_s and M_{si};

A_{ski} equal the k-th attribute of student s. The attribute "student aid required" has been singled out above and given the separate notation F_s;

$\mathcal{E}_u$ equals an error term. The subscript u will depend on the particular specification under study.

β_o, and β_{uv} represent theoretical coefficients requiring estimation; and b_o, and b_{uv} represent their estimates.

w.r.t. question 1

To test the dependency of admission on the calculated need, the probability of admission must be made a function of student attributes, and the aid required. The linear stochastic model with dichotomous dependent variable, indicating admitted or not admitted, and independent variables representing students' attributes, and financial need would represent the desired probabilistic formulation. The observations would be all applicants   an institution. The admission specification would be

$$(1) \quad P_{si} = \beta_o + \sum_{k=1}^{K} \beta_{ki} A_{ski} + \beta_s F_s + \mathcal{E}_{si}$$

Least squares regression, coupled with a corrective procedure applied to the variance covariance matrix, necessitated by the effect of the dichotomous dependent variable on the error structure, would produce best linear unbiased estimates of the coefficients.

The meaning of each variable's coefficient under this specification is the change in probability of admission caused by a change in one unit of the coefficient's variable. A statistically significant estimate for $_s$ would indicate the change in probability of enrollment due to an additional dollar of computed need.

w.r.t. question 2

To test the extent to which financial need is being met and for what reasons the amount of aid varies, we need only make the amount of aid given a function of student attributes and financial need.

The following equivalent forms seem appropriate to this task:

$$(2) \quad D_{si} = \beta_{oi} + \sum_{k=1}^{K} \beta_{ki} A_{ski} + \beta_s F_s + \mathcal{E}_{si} \quad , \text{OR}$$

$$(2') \quad M_{si} = \beta_{oi} + \sum_{k=1}^{K} \beta_{ki} A_{ski} + (1+\beta_s) F_s + \mathcal{E}_{si}$$

If one actually expects the money value of an award to be independent of student attributes, all β's estimated in either form of equation two should be not statistically different from zero. To the extent that awards are a function of student attributes, the attribute's coefficient will be statistically different from zero and the coefficient's magnitude will represent either the change in deviation from CSS computed need per unit change in attribute, or the change in money award per unit change in attribute, depending on whether equation (2) or (2') is estimated.

Observations would be all admitted students to an institution with computed need greater than zero.

w.r.t. question 3

To test the dependency of aid forms, or "packaging", on student attributes, only a slightly more complicated model is required.

Let:

y_{gsi} equal M_{gsi}/M_{si} : the proportion of grant aid awarded to

student s in institution i;

y_{jsi} equal M_{jsi}/M_{si} : the proportion of job aid awarded to

student s in institution i; and

y_{Lsi} equal M_{Lsi}/M_{si} : the proportion of loan aid awarded to

student s in institution i.

Assume that these proportions can be explained by one student attri-
bute A, and the explanation can be represented by a linear form. Then, for
each institution:

$$(3a) \quad y_{gs} = \beta_{0g} + \beta_{1g}A_s + \varepsilon_{gs}$$

$$(3b) \quad y_{js} = \beta_{0j} + \beta_{1j}A_s + \varepsilon_{js}$$

$$(3c) \quad y_{Ls} = \beta_{0L} + \beta_{1L}A_s + \varepsilon_{Ls}$$

We also know that the proportions add to unity,

$$(4) \quad \sum_m y_{ms} = 1,$$

and that the sum of the change in proportions must therefore be zero,

$$\sum_m \Delta y_{ms} = 0.$$

The sum of the change in proportions is equal, by equations (3a) - (3c), to

$\sum_m \beta_{1m} \Delta A_s = 0.$ Therefore,

$$(5) \quad \sum_m \beta_{1m} = 0.$$

Equations (6a) and (6b) which are estimatable forms of equations (3a) -
(3c), incorporate the additional information contained in (4) and (5).

$$(6a) \quad 1\text{-}y_{gs} = (\beta_{oj} + \beta_{oL}) - \beta_{1g} A_s \quad (\varepsilon_{js} + \varepsilon_{Ls})$$

$$(6b) \quad 1\text{-}y_{js} = (\beta_{og} + \beta_{oL}) - \beta_{1j} A_s \quad (\varepsilon_{gs} + \varepsilon_{Ls})$$

Equations (6a) and (6b) can be estimated by regression analysis.
b_{1g} and b_{1j} are interpreted from equation (3a) and (3b) as the change in

proportion of aid in the forms of grants and jobs, respectively, for a unit
change in student characteristic A_s. b_{1L} is estimated directly from the
estimates of b_{1g} and b_{1j}, and equation (5).

Equations (6a) and (6b) investigate packaging as a function of one
student attribute. The generalization of the transformation of equations
(3a) - (3c) into (6a) and (6b), when more than one student attribute is re-
quired to explain the observed packaging proportions, is straight forward.

w.r.t. question 4

Study of the effect of packaging on student performance requires analysis
of information on students <u>after</u> they have been subject to the effect of a
packaging policy. Therefore, data on students 4 or 5 years after freshman
status and perhaps 2 years after freshman status will be necessary. Since
packaging changes during the student's enrollment years, analysing the results
at two points in the flow through school would help us understand the dynamic
effects of packaging.

The dependent variable would represent some efficiency measure, such as
years of school completed, or units of school completed, grade point average,
or graduate school attendance. The independent variables would represent the
student's attributes and the proportions of an aid packaging unit. According
to the dependent variable chosen, the coefficient on the packaging form's
proportion of aid would have the interpretation of additional units completed,

or change in grade point average, or change in probability of graduate school attendance per percentage change in aid form under investigation.

w.r.t. question 5

To test how packaging policies are likely to change as sources of aid change, we should pool students from several institutions and make proportions of aid a function of student attributes and institutional aid source characteristics. The coefficients on aid sources might indicate how the pool of institutions would change packaging as the source of aid changed. Which institutions should be pooled is an interesting experimental question. Control and level parameters are the usual criteria. And, they are likely to be the relevant ones for public policy purposes. But, I suspect that institutions which have similar aid practices, either measured by the coefficient estimates in equation (2) or the coefficient estimates in equations (6a) and (6b), would be a better criterion for institution aggregation.

Stage Two

We shall be concerned in this section with an institution of higher education that is attempting to maximize its own welfare function. The arguments of this function are the students it can enroll, Q. We assume that the institution collects sufficient data on applicants' attributes to be able to differentiate them into homogeneous groups, a, and that the institution can price discriminate, charging different prices, P(a), to different prospective students, Q(a). The institution is somewhat constrained in its behavior, however, as:

i) It has a definite notion of capacity, C. The sum of enrollments must not exceed this capacity;

ii) It operates under financial constraints. The sum of tuition charges must be at least equal to a required revenue, R; and

iii) It is limited in whom it can enroll by the demand of the students. This student demand is a function of the students' attributes, and the price of attending the institution.

This process can be represented by the following maximization problem:

MAXIMIZE (U)(Q)(a)
over
Q(a), P(a)

SUBJECT TO

(1) $\sum_a Q(a) \leq C$

(2) $\sum_a P(a)Q(a) \geq R$

(3) $Q(a) \leq D\left[P(a),a\right]$ for all a, and

(4) $Q(a),P(a) > 0$, for all a.

Forming the Legrangian, where $\gamma, \rho, \delta(a)$ are t..e Legrangian multipliers on capacity, revenue, and demand, respectively,

$$\mathcal{L} = U(Q(a)) - \gamma\left[\sum_a Q(a) - C\right] + \rho\left[\sum_a P(a)Q(a) - R\right] - \sum_a \delta(a)\left[Q(a) - D[P(u),a]\right]$$

Differentiating this Legrangian over the operant variables, $Q(a)$, and $P(a)$, yields the first order conditions for maximization.

$$\frac{\partial \mathcal{L}}{\partial Q(a)} = \frac{\partial U(Q(a))}{\partial Q(a)} + \rho\, P(a) - \gamma - \delta(a) \leq 0, \text{ for each } a$$

$$(5) \quad = U'a(Q) + \rho\, P(a) - \gamma - \delta(a) \leq 0, \text{ for each } a, \text{ and}$$

$$(6) \quad \frac{\partial \mathcal{L}}{\partial P(a)} = \delta(a)D'[P(a),a] + \rho\, Q(a) \leq 0, \text{ for each } a.$$

As an example of the potential of such a model we shall explore one of its cases.

Assume that the revenue constraint is binding, $\rho > 0$, that demand is greater than zero, $D[P(a),a] > 0$, that the demand curve is downward sloning with respect to price, $D'[P(a),a] < 0$, and that the institution has increasing marginal utility for all student types, but this utility increases at a diminishing rate, $U'a > 0$, and $U''a < 0$, for all a.

Theorem Either no members of a group are enrolled, or all members of a group are enrolled. If no members are enrolled the space is considered more valuable than the marginal utility to the institution of enrolling the group plus all the utility the group's revenue would bring in. If all members of the group are enrolled, then the space is more valuable than the marginal utility of an additional member to the group plus the utility his tuition would add to the institution, minus all the welfare which would be lost by creating the demand for this additional member.

Which is to say, either $Q(a) = 0$, and $\gamma \geq U'a(Q, + \rho P(a) > 0$, or

$Q(a) = D\left[P(a),a\right]$, and $\gamma \geq U'a(Q) + \rho \ ^n(a) - \delta(a)$

Proof: $Q(a)$ can either be less than or equal to $D\left[P(a),a\right]$.

If $Q(a) < D\left[P(a),a\right]$, then $\delta(a) = 0$, because the demand constraint would

not be binding. Equation (6) and $\delta(a) = 0$ implies $\rho Q(a) \leq 0$. Since ρ

has been assumed to be greater than zero, $Q(a) = 0$.

If $Q(a) = D\left[P(a),a\right]$, then by (6),

$\delta(a) \geq \rho Q(a)/-D'\left[P(a),a\right]$, which is greater than zero. $(D'\left[P(a),a\right]$

has been assumed to be negative). Thus $\delta(a) > 0$.

If $\delta(a) = 0$, from (5) $\gamma \geq U'a(Q) + \rho P(a) \geq U'a(Q) > 0$.

If $\delta(a) > 0$, from (5) $\gamma \geq U'a(Q) + \rho P(a) - \delta(a)$.

In addition to illuminating the general admission-pricing decision
framework, extensions of this analysis can yield estimates for the welfare
functions of individual schools and the student demand functions for these
institutions as well.

One further comment should be made on the research nexus between the
methodology of stage I and the methodology of stage II.

In stage II, the institution is seen to group students according to
their attributes into homogeneous collections, and to then nave similar
policies towards the members of a group. In Stage I, the analysis sought
to discover the relations between marginal changes in student attributes
and institution behavior.

If the methodology of stage I is successful, important attributes will
have been discovered. The difficulty of the job of constructing homogeneous
student groups for step II will have been greatly diminished. If, however,

the fi.st stage is not successful, the methodology of the second stage suggests groups be found on the basis of similar instit.tional action. The method of discriminate analysis might be employed in this case.

November 7, 1969

Dr. Martha E. Peterson
President
Barnard College
606 West 120th Street
New York, New York   10027

Dear President Peterson:

I accepted the chairmanship of a Panel this year which has been charged
by the College Scholarship Service of the College Entrance Examination
Board with the responsibility of examining the rationale and procedures
used by the Service in assessing student need for financial aid.   CSS
procedures are now used in about two thirds of all financial aid decisions
in the country, and our Panel's effort is the first searching review
of the system since its initiation in 1954.

Every college and university today is reassessing the nature of its
student constituency and the institution's role in society. Our
traditional financial aid philosophy and procedures, which have served
us so well over the last fifteen years, may be quite inadequate for the
1970's. We are, therefore, seeking your help in our investigation
of institutional goals and policies with respect to admissions and
aid, as revealed by actions and not simply through policy statements.
The study should provide the Panel with essential information on the
extent to which colleges are meeting computed financial needs and the
manner in which they are "packaging" the various types of student support.

A second phase of the study would be to forecast the impact of differ-
ent potential federal and state aid programs on enrollments. We believe
we could perform a useful service in this regard as the Federal Govern-
ment enters a period of reassessment of its role in supporting higher
education.

As the first step in the study, I hope that your institution will share
with us some data on your undergraduate applicants, current enrollment
and student aid resources. We are asking you to send us this information
on the institutional questionnaire enclosed (a second copy of which is
for your retention). We are also asking you to review a freshman ques-
tionnaire which will be used to gather data on a sample of individuals
at about forty selected institutions, and let us know how much of this
information is available in some automated form.

-2-

Dr. Robert P. Huff, Director of Financial Aid at Stanford University, has agreed to direct the study under the guidance of the Panel's Research Committee. I hope that you will return one copy of each of the two completed questionnaires to him in the envelope which is enclosed. I trust also that you will agree and so indicate on the institutional questionnaire your willingness to provide us with information on a sample of your freshman applicants for admission in the fall of 1969.

I want to apologize in advance for the time and effort we request of your staff. I trust you will agree, however, that without the availability of data of this kind, it is virtually impossible to improve our techniques of administering student support programs. Apart from the major goals of improving institutional and CSS procedures, we think that we can generate information which can be valuable for your own institution's program. We will share with participating colleges comparisons with averages for similar types of institutions in the extent of meeting student needs.

If you have questions about the study in general or about the two questionnaires in particular, please do not hesitate to call Area Code 415 321-2300 or write Robert Huff at Stanford. He is prepared to work with your staff in facilitating the gathering of institutional and individual data which we seek.

Let me thank you for considering this plea for help and urge you to participate in our study.

Sincerely,

Allan M. Cartter

AMC/lp
Enclosures

INSTITUTIONS INVITED TO PARTICIPATE

IN THE STUDY

Name City, State	Classification Region, Size, Control
Aquinas College Grand Rapids, Michigan	Mid-West, Medium, Private
Augsberg College Minneapolis, Minnesota	Mid-West, Medium, Private
Barnard College New York, New York	East, Medium, Private
Boston College Chestnut Hill, Massachusetts	East, Large, Private
Boston University Boston, Massachusetts	East, Large, Private
Bowdoin College Brunswick, Maine	East, Small, Private
Bryn Mawr College Bryn Mawr, Pennsylvania	East, Small, Private
University of California, Berkeley Berkeley, California	West, Large, Public
University of California, Los Angeles Los Angeles, California	West, Large, Public
California Institute of Technology Pasadena, California	West, Small, Private
Case Western Reserve University Cleveland, Ohio	Mid-West, Large, Private
Cazenovia Junior College Cazenovia, New York	East, Junior College, Private
Cheyney State College Cheyney, Pennsylvania	East, Small, Public
Chicago State College Chicago, Illinois	Mid-West, Small, Public
Claremont Men's College Claremont, California	West, Small, Private
Colorado State University Fort Collins, Colorado	West, Large, Public
Community College of Philadelphia Philadelphia, Pennsylvania	East, Junior College, Public
Concordia College Moorhead, Minnesota	Mid-West, Medium, Private
Dartmouth College Hanover, New Hampshire	East, Medium, Private
Dominican College of San Rafael San Rafael, California	West, Small, Private
East Los Angeles College Los Angeles, California	West, Junior College, Public
Elizabeth City State College Elizabeth City, North Carolina	South, Small, Public
Everett Community College Everett, Washington	West, Junior College, Public

Name City, State	Classification Region, Size, Control
Federal City College Washington, D. C.	East, Small, Public
Fisk University Nashville, Tennessee	South, Medium, Private
Fort Valley State College Fort Valley, Georgia	South, Small, Public
Georgia Institute of Technology Atlanta, Georgia	South, Medium, Public
Gonzaga University Spokane, Washington	West, Medium, Private
Grand Rapids Junior College Grand Rapids, Michigan	Mid-West, Junior College, Public
Hamline University St. Paul, Minnesota	Mid-West, Medium, Private
Hampton Institute Hampton, Virginia	South, Medium, Private
Harvard University Cambridge, Massachusetts	East, Large, Private
Harvey Mudd College Claremont, California	West, Small, Private
University of Hawaii Honolulu, Hawaii	West, Medium, Public
California State College at Hayward Hayward, California	West, Medium, Public
Indiana University Bloomington, Indiana	Mid-West, Large, Public
University of Kentucky Lexington, Kentucky	South, Medium, Public
Knoxville College Knoxville, Tennessee	South, Small, Private
Laney College Oakland, California	West, Junior College, Public
Lewis and Clark College Portland, Oregon	West, Medium, Private
Lincoln University Lincoln University, Pennsylvania	East, Medium, Private
Long Island University Brooklyn, New York	East, Large, Private
Loretto Heights College Denver, Colorado	West, Small, Private
Massachusetts Institute of Technology Cambridge, Massachusetts	East, Large, Private
University of Massachusetts Amherst, Massachusetts	East, Large, Public
Massachusetts State Colleges Bridgewater State College Bridgewater, Massachusetts	East, Small, Public

Name City, State	Classification Region, Size, Control
Massachusetts State Colleges cont.	
Fitchburg State College	
Fitchburg, Massachusetts	East, Small, Public
Framingham State College	
Framingham, Massachusetts	East, Small, Public
Lowell State College	
Lowell, Massachusetts	East, Small, Public
North Adams State College	
North Adams, Massachusetts	East, Small, Public
Salem State College	
Salem, Massachusetts	East, Medium, Public
Westfield State College	
Westfield, Massachusetts	East, Small, Public
University of Michigan	
Ann Arbor, Michigan	Mid-West, Large, Public
Millsaps College	
Jackson, Mississippi	South, Small, Private
University of Mississippi	
University, Mississippi	South, Medium, Public
University of Southern Mississippi	
Hattiesburg, Mississippi	South, Medium, Public
University of Missouri	
Colombia, Missouri	Mid-West, Medium, Public
Montana State University	
Bozeman, Montana	West, Medium, Public
Western Montana College	
Cillon, Montana	West, Small, Public
Morehead State University	
Morehead, Kentucky	South, Medium, Public
Mount Holyoke College	
South Hadley, Massachusetts	East, Medium, Private
College of Mount Saint Vincent	
Riverdale, New York	East, Medium, Private
Nassau Community College	
Garden City, New York	East, Junior College, Public
Nazareth College of Kentucky	
Nazareth, Kentucky	South, Small, Private
University of New Mexico	
Albuquerque, New Mexico	Southwest, Medium, Public
Newark College of Engineering	
Newark, New Jersey	East, Medium, Public
New York State Colleges	
State University of New York at Brockport	East, Small, Public
State University of New York at Cortland	East, Small, Public
State University of New York at New Paltz	East, Small, Public

Name City, State	Classification Region, Size, Control

New York State Colleges cont.
  State University of New York
    at Oneonta
	East, Small, Public

New York University New York, New York	East, Large, Private
Northeastern University Boston, Massachusetts	East, Large, Private
College of Notre Dame Belmont, California	West, Small, Private
University of North Carolina Chapel Hill, North Carolina	South, Medium, Public
North Dakota State University Fargo, North Dakota	Mid-West, Medium, Public
North Texas State University Denton, Texas	Southwest, Large, Public
Occidental College Los Angeles, California	West, Medium, Private
Ohio State University Columbus, Ohio	Mid-West, Large, Public
Ohio University Athens, Ohio	Mid-West, Large, Public
University of Oklahoma Norman, Oklahoma	Southwest, Large, Public
Oregon State University Corvallis, Oregon	West, Large, Public
University of Oregon Eugene, Oregon	West, Medium, Public
Pembroke State College Pembroke, North Carolina	South, Small, Public
Philander Smith College Little Rock, Arkansas	South, Small, Private
Pitzer College Claremont, California	West, Small, Private
Pomona College Claremont, California	West, Medium, Private
Radcliffe College Cambridge, Massachusetts	East, Medium, Private
Rice University Houston, Texas	Southwest, Medium, Private
Rutgers - The State University New Brunswick, New Jersey	East, Medium, Public
College of Saint Benedict St. Joseph, Minnesota	Mid-West, Small, Private
Saint Mary's University San Antonio, Texas	Southwest, Medium, Private
San Jose State College San Jose, California	West, Large, Public

Name City, State	Classification Region, Size, Control
University of Santa Clara Santa Clara, California	West, Medium, Private
Savannah State College Savannah, Georgia	South, Small, Public
Scripps College Claremont, California	West, Small, Private
Seattle University Seattle, Washington	West, Medium, Private
Seton Hall University South Orange, New Jersey	East, Large, Private
Shippensburg State College Shippensburg, Pennsylvania	East, Small, Public
Smith College Northampton, Massachusetts	East, Medium, Private
Southeast Missouri State College Cape Girardeau, Missouri	Mid-West, Medium, Public
Southern Connecticut State College New Haven, Connecticut	East, Medium, Public
Stanford University Stanford, California	West, Large, Private
Stanislaus State College Turlock, California	West, Small, Public
Tarleton State College Stephenville, Texas	Southwest, Small, Public
University of Tennessee Knoxville, Tennessee	South, Large, Public
Texas Agricultural and Industrial University Kingsville, Texas	Southwest, Medium, Public
University of Texas Austin, Texas	Southwest, Large, Public
Tougaloo College Tougaloo, Mississippi	South, Small, Private
Trenton State College Trenton, New Jersey	East, Medium, Public
Tri-State College Angola, Indiana	Mid-West, Medium, Private
Tulane University New Orleans, Louisiana	South, Large, Private
Tuskegee Institute Tuskegee, Alabama	South, Medium, Private
Umpqua Community College Roseburg, Oregon	West, Junior College, Public
Valdosta State College Valdosta, Georgia	South, Small, Public
Vassar College Poughkeepsie, New York	East, Medium, Private

Name Ci-y, State	Classification Region, Size, Control
Washington University Saint Louis, Missouri	Mid-West, Large, Private
University of Washington Seattle, Washington	West, Large, Public
Wayne State University Detroit, Michigan	Mid-West, Large, Public
Wellesley College Wellesley, Massachusetts	East, Medium, Private
West Texas State University Canyon, Texas	Southwest, Medium, Public
Whitman College Walla Walla, Washington	West, Medium, Private
Wilberforce University. Wilberforce, Ohio	Mid-West, Medium, Private
Winston-Salem State College Winston-Salem, North Carolina	South, Small, Public

Wisconsin State Universities
    Wisconsin State University
        at Oshkosh
	Mid-West, Medium, Public

Wisconsin State University at Stevens Point	Mid-West, Medium, Public
Wisconsin State University at Superior	Mid-West, Medium, Public
Wisconsin State University at Whitewater	Mid-West, Medium, Public
University of Wisconsin Madison, Wisconsin	Mid-West, Large, Public
University of Wyoming Laramie, Wyoming	West, Medium, Public
Yale University New Haven, Connecticut	East, Large, Private

COLLEGE ENTRANCE EXAMINATION BOARD
COLLEGE SCHOLARSHIP SERVICE

STUDY OF INSTITUTIONAL FINANCIAL AID PRACTICES

INSTITUTIONAL QUESTIONNAIRE

A. Pre-enrollment Data (Autumn 1969)

1. Number of applicants for admission (Autumn 1969)

   a. Freshmen men
   b. Freshmen women   _____
   c. Transfer men   _____
   d. Transfer women   _____
   e. Total men   _____
   f. Total women   _____

2. Number of applicants for aid (Autumn 1969)

   a. Freshmen men
   b. Freshmen women   _____
   c. Transfer men   _____
   d. Transfer women   _____
   e. Total men   _____
   f. Total women   _____

B. Enrollment Data (Autumn 1969)

	Full-time	Part-time
1. Undergraduate men	_____	_____
2. Undergraduate women	_____	_____
3. Freshmen men	_____	_____
4. Freshmen women	_____	_____
5. Transfer men	_____	_____
6. Transfer women	_____	_____

C. Possible Unused Student Capacity

1. Check any of the following categories in which you could have enrolled more students this fall, given your existing faculty resources and facilities.

	Full-time	Part-time
a. Undergraduate men	_____	_____
b. Undergraduate women	_____	_____
c. Freshmen men	_____	_____
d. Freshmen women	_____	_____
e. Transfer men	_____	_____
f. Transfer women	_____	_____

2. If you could have enrolled more students, as noted immediately above, which of the following reasons prevented you from doing so? (If more than one reason, please rank in importance.)

   a. Insufficient financial aid resources
   b. Insufficient number of applicants   _____
   c. Unanticipated enrollment drop due to withdrawn _____
      admissions applications
   d. Other (specify)   _____

.. 1. .. .. have enrolled more students, which of the following reasons
prevented you from doing so? (If more than one, indicate and rank.)

    a. Instructional physical facilities
    b   Residence facilities   _____
    c. Teaching staff   _____
    d. Other (specify)   _____

D. If your institution is public, complete this section (Autumn 1969)

	In-State	Out-of-State
1. Undergraduate men	_____	_____
2. Undergraduate women	_____	_____
3. Transfer men	_____	_____
4. Transfer women	_____	_____
5. Freshmen men	_____	_____
6. Freshmen women	_____	_____

E. Estimated total tuition and/or required fee income to be
received, 1969-70, from undergraduates: $_____

F. Student budgets used in undergraduate need assessment (1969-70)

	Resident	Commuter	Married
1. Tuition and fees			
2. Additional out-of-state and/or out-of-district charges where applicable			
3. Room & board	_____	_____	_____
4. Books & supplies	_____	_____	_____
5. Personal expenses	_____	_____	_____
6. Travel	_____	_____	_____
7. Other (specify)_____	_____	_____	_____
TOTAL	_____	_____	_____

G. Institutionally-provided Aid Resources (1969-70)--excluding H below

	Number of students	Dollar amount now estimated to be expended	Dollar amount originally budgeted
1. Gift Aid (include scholarships, grants, tuition remissions)			
a. Freshmen	_____	_____	_____
b. Transfers	_____	_____	_____
c. All other undergraduates	_____	_____	_____
2. Grants-in-Aid for Service (i.e. athletic grants, band scholarships)			
a. Freshmen	_____	_____	_____
b. Transfers	_____	_____	_____
c. All other undergraduates			

		Number of students	Dollar amount now estimated to be expended	Dollar amount originally budgeted
3.	Loan Funds (requiring repayment after graduation)			
	a. Freshmen			
	b. Transfers			
	c. All other under-graduates			
4.	Dollar Value of Jobs			
	a. Freshmen			
	b. Transfers			
	c. All other under-graduates			

H. Estimate of Outside Aid Resources (1969-70)

		Number of Students	Dollar Amount
1.	Educational Opportunity Grants		
	a. Freshmen		
	b. Transfers		
	c. All other undergraduates		
2.	NDEA Title II funds available		
	a. Freshmen		
	b. Transfers		
	c. All other undergraduates		
3.	College Work-Study funds		
	a. Freshmen		
	b. Transfers		
	c. All other undergraduates		
4.	Guaranteed loans (including State Guaranteed Loans and direct Federal Loans)--estimate, if not available		
	a. Freshmen		
	b. Transfers		
	c. All other undergraduates		
5.	State Scholarship Funds		
	a. Freshmen		
	b. Transfers		
	c. All other undergraduates		

I. Indica e which of the following is responsible for individual decisions on institutional aid offers (check one):

	Whether gift aid is offered	Amount of gift aid	Extent of loan and/or job aid
1. Aid Officer			
2. Admissions Officer			

		Whether gift aid is offered	Amount of gift aid	Extent of loan and/or job aid
3.	Faculty Committee	_____	_____	_____
4.	Faculty-Administrative Committee	_____	_____	_____
5.	Faculty-Administrative-Student Committee	_____	_____	_____
6.	Business Officer	_____	_____	_____
7.	Other Officer (specify)	_____	_____	_____

J. Who decided upon policy governing financial aid offers? (check one)

1. Aid Officer   _____   Section J refers to entering
2. Admissions Officer   _____   students in Autumn, 1969.
3. Faculty Committee   _____
4. Faculty-Administrative   _____
   Committee
5. Faculty-Administrative-   _____
   Student Committee
6. Business Officer   _____
7. Other Officer (specify)   _____

K. Unduplicated number of students on any form of aid (1969-70)

		Number	Dollar Amount
1.	Freshmen	_____	_____
2.	Transfers	_____	_____
3.	All other undergraduates	_____	_____

   Estimate of unmet need of enrolled students (1969-70)

		Number	Dollar Amount
1.	Freshmen	_____	_____
2.	Transfers	_____	_____
3.	All other undergraduates	_____	_____

M. Extent to which admissions and financial aids data on applicants are automated.

On the enclosed questionnaire pertaining to individual applicants for admission, please check those items which are available in IBM card deck, tape deck, or otherwise stored in some automated manner. To show the form in which they may be stored, use the symbols c.d. for card deck, t.d. for tape deck and o for other automated form. The individual student questionnaire should be returned with the institutional questionnaire in the envelope which was enclosed with Dr. Cartter's letter. (Also, please provide us with a copy of your 1969-70 bulletin of information.)

Please indicate the approximate size of the sample of 1969-70 freshmen applicants for admission for whom you are willing to provide all or part of the data sought in individual questionnaire. (The number required for a valid sample will depend on the size of your applicant pool and can be discussed with the Research Director.)

Sample size _____

Name of Official Responding _____

Title _____

Institution _____

STUDY OF INSTITUTIONAL FINANCIAL AID PRACTICES
Cartter Panel

CC	LEAVE BLANK
1	

(1-6)

QUESTIONNAIRE ON INDIVIDUAL FRESHMAN APPLICANT
(Provide information only as available)

NAME (LAST) (FIRST) (MIDDLE)	SOCIAL SECURITY NO.	(7-15)
HOME ADDRESS	BIRTHDATE (Mo-Day-Yr)	☐ Male ☐ Female (16-22)
	LEAVE BLANK	AA	RE	N	(23-27)
RACE	RELIGION	PROSPECTIVE MAJOR	

1. **If institution is public,** please indicate if student is considered:

☐ In-state and/or in-district   ☐ Neither   (28)

2. SAT scores: Math _____   Verbal _____   (29-34)

3. College Board Achievement Tests (**only if required for admission**):

NAME OF TEST   SCORE   LEAVE BLANK

_____   _____   _____   (35-39)

_____   _____   _____   (40-44)

_____   _____   _____   (45-49)

4. Did student file PCS?   ☐ Yes   ☐ No   (50)

5. Other colleges to which PCS sent: _____

_____

6. Secondary School Data: ☐ Public   ☐ Parochial   ☐ Other private school   (51)

Please include any of the following which is available:

GPA. . . . . _____   (52-54)

Rank in class. . . . . _____   (55-59)

Class size . . . . _____   (59-62)

or   Percentile in class. . . . . . . _____   (63-64)

Other test scores: _____

LEAVE BLANK	1	7	12	17	22	27	31
2							

(1-31)

7. Check all that apply: Use 1 if applicable
                              Use 2 if not applicable
                              Use 3 if not available for this study
                              Use 4 if not known to the institution

(32) ☐ Alumni parents   (39) ☐ Art competition award

(33) ☐ Attendance of siblings   (40) ☐ Editor of school paper

(34) ☐ High-ranking elected officer in student body organization   (41) ☐ Original writing published

(35) ☐ High-ranking in state music contest   (42) ☐ NSF summer program

(36) ☐ Public speaking award   (43) ☐ State or regional science award

(37) ☐ Major role in play   (44) ☐ Scholastic honor society

(38) ☐ Varsity letter   (45) ☐ National Merit recognition

Other important factors affecting admission: _____

_____

8. Admissions decisions:
☐¹ Accepted   ☐² Rejected   ☐³ Application Withdrawn   ☐⁴ Application Incomplete   ☐⁵ Other   (46)

9. Currently enrolled?   ☐¹ Yes   ☐² No   (47)

10. Enrollment status:
☐¹ Full time   ☐² 3/4 time   ☐³ 1/2 time   ☐⁴ 1/4 time   (48)

FINANCIAL AID DATA (Complete if applicant was accepted, even if he did not enroll)

11. Financial aid was (check all that apply):

(49) ☐¹ Offered - need a factor   (53) ☐¹ Denied - academic

(50) ☐¹ Offered - need not a factor   (54) ☐² Denied - other

(51) ☐¹ Denied - no need   (55) ☐³ Received outside award

(52) ☐¹ Denied - insufficient funds   (56) ☐¹ Aid application withdrawn

                                               (57) ☐¹ Aid application incomplete

3. Employment (dollars/year)

	Offered	Aid in effect if different from other
Institutional term-time employment	$_____ (47-50)	$_____ (7-10) ⟨5⟩
No. of work hrs/week	_____ Hrs. (51-52)	_____ Hrs. (11-12)
Institutional summer employment	$_____ (53-56)	$_____ (13-16)
College Work-Study term-time employment	$_____ (57-60)	$_____ (17-20)
No. of work hrs/week	·_____ Hrs. (61-62)	_____ Hrs. (21-22)
College Work-Study summer employment	$_____ (63-66)	$_____ (23-26)
Other	$_____ _____ (67-70)	$_____ (27-30)

4. Other Benefits

Aid in Effect

G. I. Bill $_____ (31-34)

Social Security $_____ (35-38)

War Orphans Benefits $_____ (39-42)

Other (specify) $_____ (43-46)

12. Budget used:

☐ Resident ☐ Commuter ☐ Out-of-State ☐ Married   (58)

13. CSS need analysis accepted?   ☐ Yes   ☐ No   (59)

(Yearly amounts to nearest dollar)	CSS Computation		Institutionally Adjusted Amount	
Parents' contribution	$_____	(60-64)	$_____	(12-16)
Applicant's summer earnings	$_____	(65-68)	$_____	(17-20)
Applicant's assets	$_____	(69-73)	$_____	(21-25)
Allowance added for travel or other expenses	$_____	(74-77)	$_____	(26-29)
Other (specify)	$_____	(7-11)	$_____	(30-34)

Nature and amount of aid offered and in effect:

1. Gift Aid:	Offered		Aid in effect if different from offer	
Institutional	$_____	(35-38)	$_____	(7-10)
EOG	$_____	(39-42)	$_____	(11-14)
Service Grant-in-Aid	$_____	(43-46)	$_____	(15-18)
State Grant	$_____	(47-50)	$_____	(19-22)
State Scholarship	$_____	(51-54)	$_____	(23-26)
Outside Scholarship	$_____	(55-58)	$_____	(27-30)
2. Loan:				
Institutional	$_____	(59-62)	$_____	(31-34)
National Defense	$_____	(63-66)	$_____	(35-38)
Guaranteed	$_____	(67-70)	$_____	(39-42)
Other	$_____	(71-74)	$_____	(43-46)

SUMMARY BY TYPE OF THE COLLEGES AND UNIVERSITIES INVITED TO PARTICIPATE IN THE STUDY

Institutional Type	West	Southwest	Midwest	South	East	Total
Large 4-Year Public	6	3	6	1	1	17
Medium 4-Year Public	5	3 1A	7	6	5	26
Small 4-Year Public	2	1	1	6 4A	13 2A	23
Large 4-Year Private	1	0	2	1	9 1B	13
Medium 4-Year Private	7	2	6 1A	3 3A	9 1A 1B 7C	27
Small 4-Year Private	8 1B 3C	0	1 1C	5 3A	2 1B 1C	16
2-Year Public	4 2A	0	1	0	2	7
2-Year Private	0	0	0	0	1 1C	1
Total	33	9	24	22	42	130

A College with predominantly minority enrollment - 17
B Private men's college - 5
C Private women's college - 13

SUMMARY BY TYPE OF THE COLLEGES AND UNIVERSITIES RETURNING INSTITUTIONAL QUESTIONNAIRES

Institutional Type	West	Southwest	Midwest	South	East	Total
Large 4- Year Public	5	3	4	0	0	12
Medium 4- Year Public	2	3 1A	5	2	4	16
Small 4- Year Public	2	1	0	4 1A	5	12
Large 4- Year Private	1	0	2	1	7 1B	11
Medium 4- Year Private	5	2	5 1A	1 1A	6 1B 5C	19
Small 4- Year Private	8 2B 3C	0	0	3 2A	2 1B 1C	13
2-Year Public	0	0	1	0	1	2
2-Year Private	0	0	0	0	1	1
Total	23	9	17	11	26	86

A College with predominant minority enrollment - 6
B Private men's college - 5
C Private women's college - 9

SUMMARY OF INDIVIDUAL QUESTIONNAIRES RETURNED BY TYPE OF COLLEGE AND UNIVERSITY

Institutional Type	West	Southwest	Midwest	South	East	Total
Large 4-Year Public	2203 (2)	1513 (2)	483 (1)	0	0	4199 (5)
Medium 4-Year Public	966 (2)	497 (2) 1A	1482 (5)	262 (1)	0	3207 (10)
Small 4-Year Public	0 (1)	0	0	537 (2) 1A	250 (1)	787 (3)
Large 4-Year Private	500 (1)	0	500 (1)	600 (1)	1228 (2)	2828 (5)
Medium 4-Year Private	1608 (4)	625 (1)	829 (3) 1A	0	750 (1)	3812 (9)
Small 4-Year Private	682 (2) 1B 1C	0	0	123 (1) 1A	1212 (2) 1B 1C	2017 (5)
2-Year Public	0	0	0	0	0	0
2-Year Private	0	0	0	0	0	0
Total	5959 (11)	2635 (5)	3294 (10)	1422 (5)	3440 (6)	16850 (37)

Numbers in parentheses are a count of institutions returning individual questionnaires.

A College with predominantly minority enrollment - 4
B Private men's college - 2
C Private women's college - 3

APPENDIX I - Part 1
AGGREGATE DATA BY INDIVIDUALS FOR COLLEGES AND UNIVERSITIES
RETURNING THE INSTITUTIONAL QUESTIONNAIRE

Number of Schools -- 86

	Number of Applicants for Admission	Number of Applicants for Aid	Enrollment Data
Freshmen Men	183,293	62,026	76,169
Freshmen Women	129,803	40,361	58,175
Transfer Men	44,734	8,184	20,391
Transfer Women	37,238	6,181	16,080
Undergraduate Men	228,027	70,210	301,664
Undergraduate Women	167,041	46,542	212,358
TOTAL	395,068	116,752	514,022

APPENDIX I - Part 2
AGGREGATE DATA BY DOLLARS FOR COLLEGES AND UNIVERSITIES
RETURNING THE INSTITUTIONAL QUESTIONNAIRE

		Freshmen	Transfers	Other Undergraduates	TOTAL
INSTITUTIONAL AID	Gift Aid	13,788,820	1,113,933	29,771,748	44,674,501
	Grants-in-Aid	2,177,392	168,263	5,625,186	7,970,841
	Loan Funds	2,162,273	310,975	6,887,459	9,360,707
	Jobs	4,915,933	903,074	18,577,203	24,396,210
OUTSIDE AID	EOG	4,534,370	593,253	10,253,724	15,381,347
	NDEA	6,263,401	2,273,716	15,451,760	23,988,877
	CWSP	3,450,044	684,277	12,235,200	16,369,521
	Guaranteed Loans	8,492,546	2,625,517	28,382,271	39,500,28'
	State Scholarships	4,057,435	259,026	7,756,121	12,072,582
	TOTAL	49,842,214	8,932,034	134,940,622	193,684,870
	Unduplicated Students on Aid	40,258	6,668	102,224	149,150

TOTAL POPULATION   TOTAL NUMBER OF SCHOOLS = 86

PER CENT FRESHMEN APPLICANTS SEEKING AID	32	NO. OF SCHOOLS = 78
PER CENT TRANSFER APPLICANTS SEEKING AID	17	NO. OF SCHOOLS = 73
PER CENT MALE APPLICANTS SEEKING AID	31	NO. OF SCHOOLS = 75
PER CENT FEMALE APPLICANTS SEEKING AID	27	NO. OF SCHOOLS = 73
PER CENT OF FRESHMEN STUDENTS ON AID	39	NO. OF SCHOOLS = 74
PER CENT OF TRANSFER STUDENTS ON AID	23	NO. OF SCHOOLS = 65
PER CENT OF OTHER UNDERGRADUATES ON AID	38	NO. OF SCHOOLS = 71
PER CENT TOTAL GIFT AID IS OF TOTAL AID	34	NO. OF SCHOOLS = 37
PER CENT TOTAL GIFT AID IS OF TUITION INCOME	21	NO. OF SCHOOLS = 37
PER CENT INSTITUTIONAL AID IS OF TOTAL AID	44	NO. OF SCHOOLS = 37
PER CENT INSTITUTIONAL AID IS OF TUITION INCOME	27	NO. OF SCHOOLS = 37
PER CENT GUARANTEED LOAN AID IS OF TOTAL AID	21	NO. OF SCHOOLS = 26
PER CENT LOAN AID IS OF TOTAL AID	37	NO. OF SCHOOLS = 37
PER CENT JOB AIC IS OF TOTAL AID	28	NO. OF SCHOOLS = 37
PER CENT FEDERAL AID IS OF TOTAL AID	27	NO. OF SCHOOLS = 37
PER CENT STATE AIC IS OF TOTAL AID	6	NO. OF SCHOOLS = 37
INSTITUTIONAL AID PER STUDENT ON AID	545	NO. OF SCHOOLS = 37
INSTITUTIONAL AIC PER STUDENT	183	NO. OF SCHOOLS = 33
FEDERAL AID PER STUDENT ON AID	318	NO. OF SCHOOLS = 37
STATE AID PER STUDENT ON AID	78	NO. OF SCHOOLS = 57
GUARANTEED LOAN AID PER STUDENT ON AID	220	NO. OF SCHOOLS = 53
TOTAL GIFT AID PER STUDENT ON AID	432	NO. OF SCHOOLS = 55
TOTAL GIFT AIC PER STUDENT	143	NO. OF SCHOOLS = 44
TOTAL AID PER STUDENT ON AID	1,198	NO. OF SCHOOLS = 49
TOTAL AID PER STUDENT	414	NO. OF SCHOOLS = 33
PER CENT TOTAL AIC IS OF TUITION INCOME	62	NO. OF SCHOOLS = 37
PER CENT OF FRESHMEN & TRANSFER AID APPLICANTS AWARDED AID	43	NO. OF SCHOOLS = 26

PUBLIC SCHOOLS

TOTAL NUMBER OF SCHOOLS = 41

PER CENT FRESHMEN APPLICANTS SEEKING AID	26	NO. OF SCHOOLS = 35
PER CENT TRANSFER APPLICANTS SEEKING AID	14	NO. OF SCHOOLS = 32
PER CENT MALE APPLICANTS SEEKING AID	24	NO. OF SCHOOLS = 33
PER CENT FEMALE APPLICANTS SEEKING AID	23	NO. OF SCHOOLS = 32
PER CENT OF FRESHMEN STUDENTS ON AID	36	NO. OF SCHOOLS = 32
PER CENT OF TRANSFER STUDENTS ON AID	22	NO. OF SCHOOLS = 26
PER CENT OF OTHER UNDERGRADUATES ON AID	34	NO. OF SCHOOLS = 29
PER CENT TOTAL GIFT AID IS OF TOTAL AID	22	NO. OF SCHOOLS = 17
PER CENT TOTAL GIFT AID IS OF TUITION INCOME	16	NO. OF SCHOOLS = 18
PER CENT INSTITUTIONAL AID IS OF TOTAL AID	39	NO. OF SCHOOLS = 17
PER CENT INSTITUTIONAL AID IS OF TUITION INCOME	28	NO. OF SCHOOLS = 13
PER CENT GUARANTEED LOAN AID IS OF TOTAL AID	25	NO. OF SCHOOLS = 17
PER CENT LOAN AID IS OF TOTAL AID	42	NO. OF SCHOOLS = 17
PER CENT JOB AID IS OF TOTAL AID	35	NO. OF SCHOOLS = 17
PER CENT FEDERAL AID IS OF TOTAL AID	30	NO. OF SCHOOLS = 17
PER CENT STATE AID IS OF TOTAL AID	5	NO. OF SCHOOLS = 17
INSTITUTIONAL AID PER STUDENT ON AID	431	NO. OF SCHOOLS = 14
INSTITUTIONAL AID PER STUDENT	136	NO. OF SCHOOLS = 17
FEDERAL AID PER STUDENT ON AID	287	NO. OF SCHOOLS = 25
STATE AID PER STUDENT ON AID	55	NO. OF SCHOOLS = 22
GUARANTEED LOAN AID PER STUDENT ON AID	244	NO. OF SCHOOLS = 23
TOTAL GIFT AID PER STUDENT ON AID	234	NO. OF SCHOOLS = 19
TOTAL GIFT AID PER STUDENT	79	NO. OF SCHOOLS = 23
TOTAL AID PER STUDENT ON AID	1,068	NO. OF SCHOOLS = 14
TOTAL AID PER STUDENT	350	NO. OF SCHOOLS = 17
PER CENT TOTAL AID IS OF TUITION INCOME	78	NO. OF SCHOOLS = 13
PER CENT OF FRESHMEN & TRANSFER AID APPLICANTS AWARDED AID . .	58	NO. OF SCHOOLS = 26

PRIVATE SCHOOLS   TOTAL NUMBER OF SCHOOLS = 45

PER CENT FRESHMEN APPLICANTS SEEKING AID 44   NO. OF SCHOOLS = 45

PER CENT TRANSFER APPLICANTS SEEKING AID 25   NO. OF SCHOOLS = 41

PER CENT MALE APPLICANTS SEEKING AID 45   NO. OF SCHOOLS = 42

PER CENT FEMALE APPLICANTS SEEKING AID 38   NO. OF SCHOOLS = 41

PER CENT OF FRESHMEN STUDENTS ON AID 46   NO. OF SCHOOLS = 42

PER CENT OF TRANSFER STUDENTS ON AID 25   NO. OF SCHOOLS = 39

PER CENT OF OTHER UNDERGRADUATES ON AID 46   NO. OF SCHOOLS = 42

PER CENT TOTAL GIFT AID IS OF TOTAL AID 63   NO. OF SCHOOLS = 20

PER CENT TOTAL GIFT AID IS OF TUITION INCOME 27   NO. OF SCHOOLS = 19

PER CENT INSTITUTIONAL AID IS OF TOTAL AID 56   NO. OF SCHOOLS = 20

PER CENT INSTITUTIONAL AID IS OF TUITION INCOME 26   NO. OF SCHOOLS = 19

PER CENT GUARANTEED LOAN AID IS OF TOTAL AID 10   NO. OF SCHOOLS = 20

PER CENT LOAN AID IS OF TOTAL AID 25   NO. OF SCHOOLS = 20

PER CENT JOB AID IS OF TOTAL AID 10   NO. OF SCHOOLS = 20

PER CENT FEDERAL AID IS OF TOTAL AID 21   NO. OF SCHOOLS = 20

PER CENT STATE AID IS OF TOTAL AID 10   NO. OF SCHOOLS = 20

INSTITUTIONAL AID PER STUDENT ON AID 927   NO. OF SCHOOLS = 19

INSTITUTIONAL AID PER STUDENT 423   NO. OF SCHOOLS = 20

FEDERAL AID PER STUDENT ON AID 386   NO. OF SCHOOLS = 32

STATE AID PER STUDENT ON AID 151   NO. OF SCHOOLS = 31

GUARANTEED LOAN AID PER STUDENT ON AID 157   NO. OF SCHOOLS = 32

TOTAL GIFT AID PER STUDENT ON AID 1,031   NO. OF SCHOOLS = 25

TOTAL GIFT AID PER STUDENT 460   NO. OF SCHOOLS = 26

TOTAL AID PER STUDENT ON AID 1,633   NO. OF SCHOOLS = ??

TOTAL AID PER STUDENT 746   NO. OF SCHOOLS = 20

PER CENT TOTAL AID IS OF TUITION INCOME 41   NO. OF SCHOOLS = 13

PER CENT OF FRESHMEN & TRANSFER AID APPLICANTS AWARDED AID . . 26   NO. OF SCHOOLS = 36

SMALL SCHOOLS

TOTAL NUMBER OF SCHOOLS = 29

	Value	
PER CENT FRESHMEN APPLICANTS SEEKING AID	25	N . OF SCHOOLS = 27
PER CENT TRANSFER APPLICANTS SEEKING AID	10	NO. OF SCHOOLS = 27
PER CENT MALE APPLICANTS SEEKING AID	26	NO. OF SCHOOLS = 27
PER CENT FEMALE APPLICANTS SEEKING AID	19	NO. OF SCHOOLS = 27
PER CENT OF FRESHMEN STUDENTS ON AID	33	NO. OF SCHOOLS = 28
PER CENT OF TRANSFER STUDENTS ON AID	23	NO. OF SCHOOLS = 28
PER CENT OF OTHER UNDERGRADUATES ON AID	37	NO. OF SCHOOLS = 26
PER CENT TOTAL GIFT AID IS OF TOTAL AID	33	NO. OF SCHOOLS = 28
PER CENT TOTAL GIFT AID IS OF TUITION INCOME	30	NO. OF SCHOOLS = 15
PER CENT INSTITUTIONAL AID IS OF TOTAL AID	35	NO. OF SCHOOLS = 13
PER CENT INSTITUTIONAL AID IS OF TUITION INCOME	22	NO. OF SCHOOLS = 15
PER CENT GUARANTEED LOAN AID IS OF TOTAL AID	13	NO. OF SCHOOLS = 10
PER CENT LOAN AID IS OF TOTAL AID	41	NO. OF SCHOOLS = 15
PER CENT JOB AID IS OF TOTAL AID	24	NO. OF SCHOOLS = 15
PER CENT FEDERAL AID IS OF TOTAL AID	45	NO. OF SCHOOLS = 15
PER CENT STATE AID IS OF TOTAL AID	5	NO. OF SCHOOLS = 15
INSTITUTIONAL AID PER STUDENT ON AID	524	NO. OF SCHOOLS = 15
INSTITUTIONAL AID PER STUDENT	184	NO. OF SCHOOLS = 14
FEDERAL AID PER STUDENT ON AID	475	NO. OF SCHOOLS = 15
STATE AID PER STUDENT ON AID	158	NO. OF SCHOOLS = 24
GUARANTEED LOAN AID PER STUDENT ON AID	302	NO. OF SCHOOLS = 22
TOTAL GIFT AID PER STUDENT ON AID	541	NO. OF SCHOOLS = 21
TOTAL GIFT AID PER STUDENT	171	NO. OF SCHOOLS = 17
TOTAL AID PER STUDENT ON AID	1,433	NO. OF SCHOOLS = 18
TOTAL AID PER STUDENT	516	NO. OF SCHOOLS = 14
PER CENT TOTAL AID IS OF TUITION INCOME	82	NO. OF SCHOOLS = 15
PER CENT OF FRESHMEN & TRANSFER AID APPLICANTS AWARDED AID	49	NO. OF SCHOOLS = 25

MEDIUM SCHOOLS   TOTAL NUMBER OF SCHOOLS = 38

PER CENT FRESHMEN APPLICANTS SEEKING AID	31	NO. OF SCHOOLS = 36
PER CENT TRANSFER APPLICANTS SEEKING AID	14	NO. OF SCHOOLS = 32
PER CENT MALE APPLICANTS SEEKING AID	27	NO. OF SCHOOLS = 34
PER CENT FEMALE APPLICANTS SEEKING AID	31	NO. OF SCHOOLS = 32
PER CENT OF FRESHMEN STUDENTS ON AID	37	NO. OF SCHOOLS = 30
PER CENT OF TRANSFER STUDENTS ON AID	15	NO. OF SCHOOLS = 24
PER CENT OF OTHER UNDERGRADUATES ON AID	47	NO. OF SCHOOLS = 28
PER CENT TOTAL GIFT AID IS OF TOTAL AID	47	NO. OF SCHOOLS = 13
PER CENT TOTAL GIFT AID IS OF TUITION INCOME	20	NO. OF SCHOOLS = 18
PER CENT INSTITUTIONAL AID IS OF TOTAL AID	42	NO. OF SCHOOLS = 13
PER CENT INSTITUTIONAL AID IS OF TUITION INCOME	27	NO. OF SCHOOLS = 10
PER CENT GUARANTEED LOAN AID IS OF TOTAL AID	18	NO. OF SCHOOLS = 13
PER CENT LOAN AID IS OF TOTAL AID	33	NO. OF SCHOOLS = 13
PER CENT JOB AID IS OF TOTAL AID	18	NO. OF SCHOOLS = 13
PER CENT FEDERAL AID IS OF TOTAL AID	32	NO. OF SCHOOLS = 13
PER CENT STATE AID IS OF TOTAL AID	7	NO. OF SCHOOLS = 13
INSTITUTIONAL AID PER STUDENT ON AID	490	NO. OF SCHOOLS = 12
INSTITUTIONAL AID PER STUDENT	176	NO. OF SCHOOLS = 13
FEDERAL AID PER STUDENT ON AID	308	NO. OF SCHOOLS = 18
STATE AID PER STUDENT ON AID	66	NO. OF SCHOOLS = 21
GUARANTEED LOAN AID PER STUDENT ON AID	170	NO. OF SCHOOLS = 21
TOTAL GIFT AID PER STUDENT ON AID	467	NO. OF SCHOOLS = 20
TOTAL GIFT AID PER STUDENT	168	NO. OF SCHOOLS = 22
TOTAL AID PER STUDENT ON AID	1,041	NO. OF SCHOOLS = 12
TOTAL AID PER STUDENT	413	NO. OF SCHOOLS = 13
PER CENT TOTAL AID IS OF TUITION INCOME	58	NO. OF SCHOOLS = 10
PER CENT OF FRESHMEN & TRANSFER AID APPLICANTS AWARDED AID . .	44	NO. OF SCHOOLS = 23

LARGE SCHOOLS   TOTAL NUMBER OF SCHOOLS = 19

PER CENT FRESHMEN APPLICANTS SEEKING AID	35	NO. OF SCHOOLS = 15
PER CENT TRANSFER APPLICANTS SEEKING AID	19	NO. OF SCHOOLS = 14
PER CENT MALE APPLICANTS SEEKING AID	35	NO. OF SCHOOLS = 14
PER CENT FEMALE APPLICANTS SEEKING AID	28	NO. OF SCHOOLS = 14
PER CENT OF FRESHMEN STUDENTS ON AID	41	NO. OF SCHOOLS = 16
PER CENT OF TRANSFER STUDENTS ON AID	25	NO. OF SCHOOLS = 15
PER CENT OF OTHER UNDERGRADUATES ON AID	34	NO. OF SCHOOLS = 15
PER CENT TOTAL GIFT AID IS OF TOTAL AID	30	NO. OF SCHOOLS = 9
PER CENT TOTAL GIFT AID IS OF TUITION INCOME	20	NO. OF SCHOOLS = 6
PER CENT INSTITUTIONAL AID IS OF TOTAL AID	46	NO. OF SCHOOLS = 9
PER CENT INSTITUTIONAL AID IS OF TUITION INCOME	27	NO. OF SCHOOLS = 6
PER CENT GUARANTEED LOAN AID IS OF TOTAL AID	23	NO. OF SCHOOLS = 9
PER CENT LOAN AID IS OF TOTAL AID	37	NO. OF SCHOOLS = 9
PER CENT JOB AID IS OF TOTAL AID	31	NO. OF SCHOOLS = 9
PER CENT FEDERAL AID IS OF TOTAL AID	23	NO. OF SCHOOLS = 9
PER CENT STATE AID IS OF TOTAL AID	6	NO. OF SCHOOLS = 9
INSTITUTIONAL AID PER STUDENT ON AID	568	NO. OF SCHOOLS = 7
INSTITUTIONAL AID PER STUDENT	185	NO. OF SCHOOLS = 9
FEDERAL AID PER STUDENT ON AID	295	NO. OF SCHOOLS = 15
STATE AID PER STUDENT ON AID	72	NO. OF SCHOOLS = 10
GUARANTEED LOAN AID PER STUDENT ON AID	227	NO. OF SCHOOLS = 13
TOTAL GIFT AID PER STUDENT ON AID	388	NO. OF SCHOOLS =
TOTAL GIFT AID PER STUDENT	122	NO. OF SCHOOLS = 9
TOTAL AID PER STUDENT ON AID	1,218	NO. OF SCHOOLS = 7
TOTAL AID PER STUDENT	402	NO. OF SCHOOLS = 9
PER CENT TOTAL AID IS OF TUITION INCOME	61	NO. OF SCHOOLS = 6
PER CENT OF FRESHMEN & TRANSFER AID APPLICANTS AWARDED AID	42	NO. OF SCHOOLS = 14

EASTERN SCHOOLS

TOTAL NUMBER OF SCHOOLS = 26

PER CENT FRESHMEN APPLICANTS SEEKING AID	35	NO. OF SCHOOLS = 24
PER CENT TRANSFER APPLICANTS SEEKING AID	18	NO. OF SCHOOLS = 22
PER CENT MALE APPLICANTS SEEKING AID	38	NO. OF SCHOOLS = 23
PER CENT FEMALE APPLICANTS SEEKING AID	27	NO. OF SCHOOLS = 22
PER CENT OF FRESHMEN STUDENTS ON AID	38	NO. OF SCHOOLS = 24
PER CENT OF TRANSFER STUDENTS ON AID	17	NO. OF SCHOOLS = 23
PER CENT OF OTHER UNDERGRADUATES ON AID	35	NO. OF SCHOOLS = 22
PER CENT TOTAL GIFT AID IS OF TOTAL AID	53	NO. OF SCHOOLS = 9
PER CENT TOTAL GIFT AID IS OF TUITION INCOME	22	NO. OF SCHOOLS = 12
PER CENT INSTITUTIONAL AID IS OF TOTAL AID	47	NO. OF SCHOOLS = 9
PER CENT INSTITUTIONAL AID IS OF TUITION INCOME	22	NO. OF SCHOOLS = 8
PER CENT GUARANTEED LOAN AID IS OF TOTAL AID	20	NO. OF SCHOOLS = 9
PER CENT LOAN AID IS OF TOTAL AID	34	NO. OF SCHOOLS = 9
PER CENT JOB AID IS OF TOTAL AID	11	NO. OF SCHOOLS = 9
PER CENT FEDERAL AID IS OF TOTAL AID	20	NO. OF SCHOOLS = 9
PER CENT STATE AID IS OF TOTAL AID	10	NO. OF SCHOOLS = 9
INSTITUTIONAL AID PER STUDENT ON AID	685	NO. OF SCHOOLS = 9
INSTITUTIONAL AID PER STUDENT	211	NO. OF SCHOOLS = 9
FEDERAL AID PER STUDENT ON AID	359	NO. OF SCHOOLS = 19
STATE AID PER STUDENT ON AID	130	NO. OF SCHOOLS = 15
GUARANTEED LOAN AID PER STUDENT ON AID	253	NO. OF SCHOOLS = 17
TOTAL GIFT AID PER STUDENT ON AID	710	NO. OF SCHOOLS = 13
TOTAL GIFT AID PER STUDENT	181	NO. OF SCHOOLS = 14
TOTAL AID PER STUDENT ON AID	1,431	NO. OF SCHOOLS = 9
TOTAL AID PER STUDENT	441	NO. OF SCHOOLS = 9
PER CENT TOTAL AID IS OF TUITION INCOME	47	NO. OF SCHOOLS = 8
PER CENT OF FRESHMEN & TRANSFER AID APPLICANTS AWARDED AID . .	22	NO. OF SCHOOLS = 20

SOUTHERN SCHOOLS

TOTAL NUMBER OF SCHOOLS = 10

PER CENT FRESHMEN APPLICANTS SEEKING AID	27	NO. OF SCHOOLS = 10
PER CENT TRANSFER APPLICANTS SEEKING AID	15	NO. OF SCHOOLS = 10
PER CENT MALE APPLICANTS SEEKING AID	20	NO. OF SCHOOLS = 10
PER CENT FEMALE APPLICANTS SEEKING AID	33	NO. OF SCHOOLS = 10
PER CENT OF FRESHMEN STUDENTS ON AID	40	NO. OF SCHOOLS = 9
PER CENT OF TRANSFER STUDENTS ON AID	20	NO. OF SCHOOLS = 9
PER CENT OF OTHER UNDERGRADUATES ON AID	47	NO. OF SCHOOLS = 9
PER CENT TOTAL GIFT AID IS OF TOTAL AID	40	NO. OF SCHOOLS = 7
PER CENT TOTAL GIFT AID IS OF TUITION INCOME	32	NO. OF SCHOOLS = 5
PER CENT INSTITUTIONAL AID IS OF TOTAL AID	35	NO. OF SCHOOLS = 7
PER CENT INSTITUTIONAL AID IS OF TUITION INCOME	29	NO. OF SCHOOLS = 5
PER CENT GUARANTEED LOAN AID IS OF TOTAL AID	17	NO. OF SCHOOLS = 7
PER CENT LOAN AID IS OF TOTAL AID	33	NO. OF SCHOOLS = 7
PER CENT JOB AID IS OF TOTAL AID	26	NO. OF SCHOOLS = 7
PER CENT FEDERAL AID IS OF TOTAL AID	45	NO. OF SCHOOLS = 7
PER CENT STATE AID IS OF TOTAL AID	1	NO. OF SCHOOLS = 7
INSTITUTIONAL AID PER STUDENT ON AID	333	NO. OF SCHOOLS = 7
INSTITUTIONAL AID PER STUDENT	151	NO. OF SCHOOLS = 7
FEDERAL AID PER STUDENT ON AID	440	NO. OF SCHOOLS = 8
STATE AID PER STUDENT ON AID	17	NO. OF SCHOOLS = 7
GUARANTEED LOAN AID PER STUDENT ON AID	169	NO. OF SCHOOLS = 7
TOTAL GIFT AID PER STUDENT ON AID	383	NO. OF SCHOOLS = 7
TOTAL GIFT AID PER STUDENT	174	NO. OF SCHOOLS = 7
TOTAL AID PER STUDENT ON AID	949	NO. OF SCHOOLS = 7
TOTAL AID PER STUDENT	432	NO. OF SCHOOLS = 7
PER CENT TOTAL AID IS OF TUITION INCOME	60	NO. OF SCHOOLS = 5
PER CENT OF FRESHMEN & TRANSFER AID APPLICANTS AWARDED AID . . .	47	NO. OF SCHOOLS = 9

MIDWESTERN SCHOOLS   TOTAL NUMBER OF SCHOOLS = 17

PER CENT FRESHMEN APPLICANTS SEEKING AID	24	NO. OF SCHOOLS = 15
PER CENT TRANSFER APPLICANTS SEEKING AID	11	NO. OF SCHOOLS = 14
PER CENT MALE APPLICANTS SEEKING AID	22	NO. OF SCHOOLS = 15
PER CENT FEMALE APPLICANTS SEEKING AID	22	NO. OF SCHOOLS = 14
PER CENT OF FRESHMEN STUDENTS ON AID	42	NO. OF SCHOOLS = 14
PER CENT OF TRANSFER STUDENTS ON AID	39	NO. OF SCHOOLS = 12
PER CENT OF OTHER UNDERGRADUATES ON AID	34	NO. OF SCHOOLS = 14
PER CENT TOTAL GIFT AID IS OF TOTAL AID	20	NO. OF SCHOOLS = 6
PER CENT TOTAL GIFT AID IS OF TUITION INCOME	14	NO. OF SCHOOLS = 8
PER CENT INSTITUTIONAL AID IS OF TOTAL AID	48	NO. OF SCHOOLS = 6
PER CENT INSTITUTIONAL AID IS OF TUITION INCOME	33	NO. OF SCHOOLS = 3
PER CENT GUARANTEED LOAN AID IS OF TOTAL AID	23	NO. OF SCHOOLS = 6
PER CENT LOAN AID IS OF TOTAL AID	37	NO. OF SCHOOLS = 6
PER CENT JOB AID IS OF TOTAL AID	41	NO. OF SCHOOLS = 6
PER CENT FEDERAL AID IS OF TOTAL AID	22	NO. OF SCHOOLS = 6
PER CENT STATE AID IS OF TOTAL AID	5	NO. OF SCHOOLS = 6
INSTITUTIONAL AID PER STUDENT ON AID	462	NO. OF SCHOOLS = 6
INSTITUTIONAL AID PER STUDENT	179	NO. OF SCHOOLS = 5
FEDERAL AID PER STUDENT ON AID	249	NO. OF SCHOOLS = 6
STATE AID PER STUDENT ON AID	57	NO. OF SCHOOLS = 11
GUARANTEED LOAN AID PER STUDENT ON AID	214	NO. OF SCHOOLS = 10
TOTAL GIFT AID PER STUDENT ON AID	257	NO. OF SCHOOLS = 11
TOTAL GIFT AID PER STUDENT	56	NO. OF SCHOOLS = 10
TOTAL AID PER STUDENT ON AID	921	NO. OF SCHOOLS = 11
TOTAL AID PER STUDENT	373	NO. OF SCHOOLS = 5
PER CENT TOTAL AID IS OF TUITION INCOME	65	NO. OF SCHOOLS = 6
PER CENT OF FRESHMEN & TRANSFER AID APPLICANTS AWARDED AID . .	106	NO. OF SCHOOLS = 12

WESTERN SCHOOLS

TOTAL NUMBER OF SCHOOLS = 24

PER CENT FRESHMEN APPLICANTS SEEKING AID	38	NO. OF SCHOOLS = 23
PER CENT TRANSFER APPLICANTS SEEKING AID	21	NO. OF SCHOOLS = 22
PER CENT MALE APPLICANTS SEEKING AID	34	NO. OF SCHOOLS = 22
PER CENT FEMALE APPLICANTS SEEKING AID	30	NO. OF SCHOOLS = 22
PER CENT OF FRESHMEN STUDENTS ON AID	37	NO. OF SCHOOLS = 22
PER CENT OF TRANSFER STUDENTS ON AID	27	NO. OF SCHOOLS = 16
PER CENT OF OTHER UNDERGRADUATES ON AID	28	NO. OF SCHOOLS = 19
PER CENT TOTAL GIFT AID IS OF TOTAL AID	35	NO. OF SCHOOLS = 13
PER CENT TOTAL GIFT AID IS OF TUITION INCOME	27	NO. OF SCHOOLS = 10
PER CENT INSTITUTIONAL AID IS OF TOTAL AID	35	NO. OF SCHOOLS = 13
PER CENT INSTITUTIONAL AID IS OF TUITION INCOME	20	NO. OF SCHOOLS = 9
PER CENT GUARANTEED LOAN AID IS OF TOTAL AID	20	NO. OF SCHOOLS = 13
PER CENT LOAN AID IS OF TOTAL AID	40	NO. OF SCHOOLS = 13
PER CENT JOB AID IS OF TOTAL AID	24	NO. OF SCHOOLS = 13
PER CENT FEDERAL AID IS OF TOTAL AID	36	NO. OF SCHOOLS = 13
PER CENT STATE AID IS OF TOTAL AID	7	NO. OF SCHOOLS = 13
INSTITUTIONAL AID PER STUDENT ON AID	628	NO. OF SCHOOLS = 11
INSTITUTIONAL AID PER STUDENT	154	NO. OF SCHOOLS = 13
FEDERAL AID PER STUDENT ON AID	481	NO. OF SCHOOLS = 15
STATE AID PER STUDENT ON AID	135	NO. OF SCHOOLS = 17
GUARANTEED LOAN AID PER STUDENT ON AID	299	NO. OF SCHOOLS = 16
TOTAL GIFT AID PER STUDENT ON AID	638	NO. OF SCHOOLS = 12
TOTAL GIFT AID PER STUDENT	163	NO. OF SCHOOLS = 14
TOTAL AID PER STUDENT ON AID	1,654	NO. OF SCHOOLS = 11
TOTAL AID PER STUDENT	436	NO. OF SCHOOLS = 13
PER CENT TOTAL AID IS OF TUITION INCOME	70	NO. OF SCHOOLS = 9
PER CENT OF FRESHMEN & TRANSFER AID APPLICANTS AWARDED AID . .	43	NO. OF SCHOOLS = 17

SOUTHWESTERN SCHOOLS   TOTAL NUMBER OF SCHOOLS = C8

		NO. OF SCHOOLS
PER CENT FRESHMEN APPLICANTS SEEKING AID	.28	NO. OF SCHOOLS = 5
PER CENT TRANSFER APPLICANTS SEEKING AID	13	NO. OF SCHOOLS = 4
PER CENT MALE APPLICANTS SEEKING AIC	24	NO. OF SCHOOLS = 4
PER CENT FEMALE APPLICANTS SEEKING AID	29	NO. OF SCHOOLS = 4
PER CENT OF FRESHMEN STUDENTS ON AID	29	NO. OF SCHOOLS = 4
PER CENT OF TRANSFER STUDENTS ON AID	9	NO. OF SCHOOLS = 5
PER CENT OF OTHER UNDERGRADUATES ON AID	59	NO. OF SCHOOLS = 6
PER CENT TOTAL GIFT AID IS OF TOTAL AID	59	NO. OF SCHOOLS = 2
PER CENT TOTAL GIFT AIC IS OF TUITION INCOME	28	NO. OF SCHOOLS = 2
PER CENT INSTITUTIONAL AID IS OF TOTAL AID	72	NO. OF SCHOOLS = 2
PER CENT INSTITUTIONAL AID IS OF TUITION INCOME	61	NO. OF SCHOOLS = 1
PER CENT GUARANTEED LOAN AID IS OF TOTAL AIC	14	NO. OF SCHOOLS = 2
PER CENT LOAN AIC IS OF TOTAL AID	31	NO. OF SCHOOLS = 2
PER CENT JOB AIC IS OF TOTAL AID	8	NO. OF SCHOOLS = 2
PER CENT FEDERAL AIC IS OF TOTAL AID	13	NO. OF SCHOOLS = 2
PER CENT STATE AIC IS OF TOTAL AIC	0	NO. OF SCHOOLS = 2
INSTITUTIONAL AID PER STUDENT ON AIC	1,211	NO. OF SCHOOLS = 1
INSTITUTIONAL AIC PER STUDENT	431	NO. OF SCHOOLS = 2
FEDERAL AID PER STUDENT ON AID	107	NO. OF SCHOOLS = 4
STATE AIC PER STUDENT ON AID	15	NO. OF SCHOOLS = 4
GUARANTEED LOAN AIC PER STUDENT ON AID	50	NO. OF SCHOOLS = 4
TOTAL GIFT AIC PER STUDENT ON AID	370	NO. OF SCHOOLS = 2
TOTAL GIFT AIC PER STUDENT	211	NO. OF SCHOOLS = 3
TOTAL AIC PER STUDENT ON AID	1,4C4	NO OF SCHOOLS = 1
TOTAL AIC PER STUDENT	597	NO. OF SCHOOLS = 2
PER CENT TOTAL AIC IS OF TUITION INCOME	71	NO. OF SCHOOLS = 1
PER CENT OF FRESHMEN & TRANSFER AID APPLICANTS AWARDED AID . .	57	NO. OF SCHOOLS = 4

SMALL PUBLIC SCHOOLS   TOTAL NUMBER OF SCHOOLS = 14

PER CENT FRESHMEN APPLICANTS SEEKING AID	18	NO. OF SCHOOLS =	12
PER CENT TRANSFER APPLICANTS SEEKING AID	7	NO. OF SCHOOLS =	12
PER CENT MALE APPLICANTS SEEKING AID	15	NO. OF SCHOOLS =	12
PER CENT FEMALE APPLICANTS SEEKING AID	16	NO. OF SCHOOLS =	12
PER CENT OF FRESHMEN STUDENTS ON AID	28	NO. OF SCHOOLS =	13
PER CENT OF TRANSFER STUDENTS ON AID	21	NO. OF SCHOOLS =	11
PER CENT OF OTHER UNDERGRADUATES ON AID	32	NO. OF SCHOOLS =	13
PER CENT TOTAL GIFT AID IS OF TOTAL AID	11	NO. OF SCHOOLS =	6
PER CENT TOTAL GIFT AID IS OF TUITION INCOME	18	NO. OF SCHOOLS =	6
PER CENT INSTITUTIONAL AID IS OF TOTAL AID	32	NO. OF SCHOOLS =	6
PER CENT INSTITUTIONAL AID IS OF TUITION INCOME	18	NO. OF SCHOOLS =	4
PER CENT GUARANTEED LOAN AID IS OF TOTAL AID	13	NO. OF SCHOOLS =	6
PER CENT LOAN AID IS OF TOTAL AID	51	NO. OF SCHOOLS =	6
PER CENT JOB AID IS OF TOTAL AID	36	NO. OF SCHOOLS =	6
PER CENT FEDERAL AID IS OF TOTAL AID	51	NO. OF SCHOOLS =	6
PER CENT STATE AID IS OF TOTAL AID	2	NO. OF SCHOOLS =	6
INSTITUTIONAL AID PER STUDENT ON AID	437	NO. OF SCHOOLS =	5
INSTITUTIONAL AID PER STUDENT	122	NO. OF SCHOOLS =	6
FEDERAL AID PER STUDENT ON AID	458	NO. OF SCHOOLS =	11
STATE AID PER STUDENT ON AID	92	NO. OF SCHOOLS =	8
GUARANTEED LOAN AID PER STUDENT ON AID	346	NO. OF SCHOOLS =	8
TOTAL GIFT AID PER STUDENT ON AID	205	NO. OF SCHOOLS =	7
TOTAL GIFT AID PER STUDENT	52	NO. OF SCHOOLS =	8
TOTAL AID PER STUDENT ON AID	1,276	NO. OF SCHOOLS =	5
TOTAL AID PER STUDENT	378	NO. OF SCHOOLS =	6
PER CENT TOTAL AID IS OF TUITION INCOME	144	NO. OF SCHOOLS =	4
PER CENT OF FRESHMEN & TRANSFER AID APPLICANTS AWARDED AID	67	NO. OF SCHOOLS =	10

MEDIUM PUBLIC SCHOOLS   TOTAL NUMBER OF SCHOOLS = 17

PER CENT FRESHMEN APPLICANTS SEEKING AID . . .	28	NO. OF SCHOOLS = 15
PER CENT TRANSFER APPLICANTS SEEKING AID . . .	15	NO. OF SCHOOLS = 12
PER CENT MALE APPLICANTS SEEKING AID . . .	25	NO. OF SCHOOLS = 13
PER CENT FEMALE APPLICANTS SEEKING AID . . .	27	NO. OF SCHOOLS = 12
PER CENT OF FRESHMEN STUDENTS ON AID . . .	33	NO. OF SCHOOLS = 11
PER CENT OF TRANSFER STUDENTS ON AID . . .	12	NO. OF SCHOOLS = 8
PER CENT OF OTHER UNDERGRADUATES ON AID . . .	47	NO. OF SCHOOLS = 9
PER CENT TOTAL GIFT AID IS OF TOTAL AID . . .	26	NO. OF SCHOOLS = 5
PER CENT TOTAL GIFT AID IS OF TUITION INCOME . . .	14	NO. OF SCHOOLS = 8
PER CENT INSTITUTIONAL AID IS OF TOTAL AID . . .	28	NO. OF SCHOOLS = 5
PER CENT INSTITUTIONAL AID IS OF TUITION INCOME . . .	26	NO. OF SCHOOLS = 5
PER CENT GUARANTEED LOAN AID IS OF TOTAL AID . . .	28	NO. OF SCHOOLS = 5
PER CENT LOAN AID IS OF TOTAL AID . . .	44	NO. OF SCHOOLS = 5
PER CENT JOB AID IS OF TOTAL AID . . .	29	NO. OF SCHOOLS = 5
PER CENT FEDERAL AID IS OF TOTAL AID . . .	42	NO. OF SCHOOLS = 5
PER CENT STATE AID IS OF TOTAL AID . . .	0	NO. OF SCHOOLS = 5
INSTITUTIONAL AID PER STUDENT ON AID . . .	247	NO. OF SCHOOLS = 4
INSTITUTIONAL AID PER STUDENT . . .	78	NO. OF SCHOOLS = 5
FEDERAL AID PER STUDENT ON AID . . .	281	NO. OF SCHOOLS = 6
STATE AID PER STUDENT ON AID . . .	32	NO. OF SCHOOLS = 7
GUARANTEED LOAN AID PER STUDENT ON AID . . .	171	NO. OF SCHOOLS = 7
TOTAL GIFT AID PER STUDENT ON AID . . .	188	NO. OF SCHOOLS = 7
TOTAL GIFT AID PER STUDENT . . .	80	NO. OF SCHOOLS = 9
TOTAL AID PER STUDENT ON AID . . .	708	NO. OF SCHOOLS = 4
TOTAL AID PER STUDENT . . .	274	NO. OF SCHOOLS = 5
PER CENT TOTAL AID IS OF TUITION INCOME . . .	91	NO. OF SCHOOLS = 5
PER CENT OF FRESHMEN & TRANSFER AID APPLICANTS AWARDED AID . . .	42	NO. OF SCHOOLS = 8

LARGE PUBLIC SCHOOLS   TOTAL NUMBER OF SCHOOLS = 10

PER CENT FRESHMEN APPLICANTS SEEKING AID	28	NO. OF SCHOOLS = 8
PER CENT TRANSFER APPLICANTS SEEKING AID	16	NO. OF SCHOOLS = 8
PER CENT MALE APPLICANTS SEEKING AID	26	NO. OF SCHOOLS = 8
PER CENT FEMALE APPLICANTS SEEKING AID	23	NO. OF SCHOOLS = 8
PER CENT OF FRESHMEN STUDENTS ON AID	39	NO. OF SCHOOLS = 8
PER CENT OF TRANSFER STUDENTS ON AID	26	NO. OF SCHOOLS = 7
PER CENT OF OTHER UNDERGRADUATES ON AID	30	NO. OF SCHOOLS = 7
PER CENT TOTAL GIFT AID IS OF TOTAL AID	22	NO. OF SCHOOLS = 6
PER CENT TOTAL GIFT AID IS OF TUITION INCOME	17	NO. OF SCHOOLS = 4
PER CENT INSTITUTIONAL AID IS OF TOTAL AID	41	NO. OF SCHOOLS = 6
PER CENT INSTITUTIONAL AID IS OF TUITION INCOME	28	NO. OF SCHOOLS = 4
PER CENT GUARANTEED LOAN AID IS OF TOTAL AID	26	NO. OF SCHOOLS = 6
PER CENT LOAN AID IS OF TOTAL AID	40	NO. OF SCHOOLS = 6
PER CENT JOB AID IS OF TOTAL AID	36	NO. OF SCHOOLS = 6
PER CENT FEDERAL AID IS OF TOTAL AID	26	NO. OF SCHOOLS = 6
PER CENT STATE AID IS OF TOTAL AID	6	NO. OF SCHOOLS = 6
INSTITUTIONAL AID PER STUDENT ON AID	471	NO. OF SCHOOLS = 5
INSTITUTIONAL AID PER STUDENT	151	NO. OF SCHOOLS = 6
FEDERAL AID PER STUDENT ON AID	262	NO. OF SCHOOLS = 8
STATE AID PER STUDENT ON AID	59	NO. OF SCHOOLS = 7
GUARANTEED LOAN AID PER STUDENT ON AID	254	NO. OF SCHOOLS = 8
TOTAL GIFT AID PER STUDENT ON AID	260	NO. OF SCHOOLS = 5
TOTAL GIFT AID PER STUDENT	83	NO. OF SCHOOLS = 6
TOTAL AID PER STUDENT ON AID	1,126	NO. OF SCHOOLS = 5
TOTAL AID PER STUDENT	364	NO. OF SCHOOLS = 6
PER CENT TOTAL AID IS OF TUITION INCOME	72	NO. OF SCHOOLS = 4
PER CENT OF FRESHMEN & TRANSFER AID APPLICANTS AWARDED AID	64	NO. OF SCHOOLS = 8

SMALL PRIVATE SCHOOLS   TOTAL NUMBER OF SCHOOLS = 15

PER CENT FRESHMEN APPLICANTS SEEKING AID	46	NO. OF SCHOOLS = 15
PER CENT TRANSFER APPLICANTS SEEKING AID	35	NO. OF SCHOOLS = 15
PER CENT MALE APPLICANTS SEEKING AID	59	NO. OF SCHOOLS = 15
PER CENT FEMALE APPLICANTS SEEKING AID	31	NO. OF SCHOOLS = 15
PER CENT OF FRESHMEN STUDENTS ON AID	48	NO. OF SCHOOLS = 15
PER CENT OF TRANSFER STUDENTS ON AID	31	NO. OF SCHOOLS = 15
PER CENT OF OTHER UNDERGRADUATES ON AID	54	NO. OF SCHOOLS = 15
PER CENT TOTAL GIFT AID IS OF TOTAL AID	55	NO. OF SCHOOLS = 9
PER CENT TOTAL GIFT AID IS OF TUITION INCOME	38	NO. OF SCHOOLS = 7
PER CENT INSTITUTIONAL AID IS OF TOTAL AID	38	NO. OF SCHOOLS = 9
PER CENT INSTITUTIONAL AID IS OF TUITION INCOME	24	NO. OF SCHOOLS = 6
PER CENT GUARANTEED LOAN AID IS OF TOTAL AID	14	NO. OF SCHOOLS = 9
PER CENT LOAN AID IS OF TOTAL AID	32	NO. OF SCHOOLS = 9
PER CENT JOB AID IS OF TOTAL AID	11	NO. OF SCHOOLS = 9
PER CENT FEDERAL AID IS OF TOTAL AID	39	NO. OF SCHOOLS = 9
PER CENT STATE AID IS OF TOTAL AID	7	NO. OF SCHOOLS = 9
INSTITUTIONAL AID PER STUDENT ON AID	629	NO. OF SCHOOLS = 9
INSTITUTIONAL AID PER STUDENT	316	NO. OF SCHOOLS = 9
FEDERAL AID PER STUDENT ON AID	514	NO. OF SCHOOLS = 13
STATE AID PER STUDENT ON AID	231	NO. OF SCHOOLS = 14
GUARANTEED LOAN AID PER STUDENT ON AID	226	NO. OF SCHOOLS = 13
TOTAL GIFT AID PER STUDENT ON AID	988	NO. OF SCHOOLS = 10
TOTAL GIFT AID PER STUDENT	515	NO. OF SCHOOLS = 10
TOTAL AID PER STUDENT ON AID	1,623	NO. OF SCHOOLS = 9
TOTAL AID PER STUDENT	916	NO. OF SCHOOLS = 9
PER CENT TOTAL AID IS OF TUITION INCOME	61	NO. OF SCHOOLS = 6
PER CENT OF FRESHMEN & TRANSFER AID APPLICANTS AWARDED AID	34	NO. OF SCHOOLS = 15

MEDIUM PRIVATE SCHOOLS   TOTAL NUMBER OF SCHOOLS = 21

PER CENT FRESHMEN APPLICANTS SEEKING AID . . .	38	NO. OF SCHOOLS = 21
PER CENT TRANSFER APPLICANTS SEEKING AID . . .	14	NO. OF SCHOOLS = 20
PER CENT MALE APPLICANTS SEEKING AID . . .	32	NO. OF SCHOOLS = 21
PER CENT FEMALE APPLICANTS SEEKING AID . . .	39	NO. OF SCHOOLS = 20
PER CENT OF FRESHMEN STUDENTS ON AID . . .	45	NO. OF SCHOOLS = 19
PER CENT OF TRANSFER STUDENTS ON AID . . .	25	NO. OF SCHOOLS = 16
PER CENT OF OTHER UNDERGRADUATES ON AID . . .	47	NO. OF SCHOOLS = 19
PER CENT TOTAL GIFT AID IS OF TOTAL AID . . .	66	NO. OF SCHOOLS = 8
PER CENT TOTAL GIFT AID IS OF TUITION INCOME . . .	24	NO. OF SCHOOLS = 10
PER CENT INSTITUTIONAL AID IS OF TOTAL AID . . .	54	NO. OF SCHOOLS = 8
PER CENT INSTITUTIONAL AID IS OF TUITION INCOME . . .	27	NO. OF SCHOOLS = 5
PER CENT GUARANTEED LOAN AID IS OF TOTAL AID . . .	9	NO. OF SCHOOLS = 8
PER CENT LOAN AID IS OF TOTAL AID . . .	24	NO. OF SCHOOLS = 8
PER CENT JOB AID IS OF TOTAL AID . . .	9	NO. OF SCHOOLS = 8
PER CENT FEDERAL AID IS OF TOTAL AID . . .	23	NO. OF SCHOOLS = 8
PER CENT STATE AID IS OF TOTAL AID . . .	12	NO. OF SCHOOLS = 8
INSTITUTIONAL AID PER STUDENT ON AID . . .	773	NO. OF SCHOOLS = 8
INSTITUTIONAL AID PER STUDENT . . .	390	NO. OF SCHOOLS = 8
FEDERAL AID PER STUDENT ON AID . . .	337	NO. OF SCHOOLS = 12
STATE AID PER STUDENT ON AID . . .	115	NO. OF SCHOOLS = 14
GUARANTEED LOAN AID PER STUDENT ON AID . . .	169	NO. OF SCHOOLS = 14
TOTAL GIFT AID PER STUDENT ON AID . . .	893	NO. OF SCHOOLS = 13
TOTAL GIFT AID PER STUDENT . . .	431	NO. OF SCHOOLS = 13
TOTAL AID PER STUDENT ON AID . . .	1,429	NO. OF SCHOOLS = 8
TOTAL AID PER STUDENT . . .	722	NO. OF SCHOOLS = 8
PER CENT TOTAL AID IS OF TUITION INCOME . . .	39	NO. OF SCHOOLS = 5
PER CENT OF FRESHMEN & TRANSFER AID APPLICANTS AWARDED AID . . .	47	NO. OF SCHOOLS = 15

LARGE PRIVATE SCHOOLS   TOTAL NUMBER OF SCHOOLS = 09

	Value	No. of Schools
PER CENT FRESHMAN APPLICANTS SEEKING AID	46	NO. OF SCHOOLS = 7
PER CENT TRANSFER APPLICANTS SEEKING AID	30	NO. OF SCHOOLS = 6
PER CENT MALE APPLICANTS SEEKING AID	50	NO. OF SCHOOLS = 6
PER CENT FEMALE APPLICANTS SEEKING AID	39	NO. OF SCHOOLS = 6
PER CENT OF FRESHMEN STUDENTS ON AID	47	NO. OF SCHOOLS = 8
PER CENT OF TRANSFER STUDENTS ON AID	24	NO. OF SCHOOLS = 8
PER CENT OF OTHER UNDERGRADUATES ON AID	44	NO. OF SCHOOLS = 8
PER CENT TOTAL GIFT AID IS OF TOTAL AID	65	NO. OF SCHOOLS = 3
PER CENT TOTAL GIFT AID IS OF TUITION INCOME	27	NO. OF SCHOOLS = 2
PER CENT INSTITUTIONAL AID IS OF TOTAL AID	66	NO. OF SCHOOLS = 3
PER CENT INSTITUTIONAL AID IS OF TUITION INCOME	26	NO. OF SCHOOLS = 2
PER CENT GUARANTEED LOAN AID IS OF TOTAL AID	10	NO. OF SCHOOLS = 3
PER CENT LOAN AID IS OF TOTAL AID	24	NO. OF SCHOOLS = 3
PER CENT JOB AID IS OF TOTAL AID	10	NO. OF SCHOOLS = 3
PER CENT FEDERAL AID IS OF TOTAL AID	12	NO. OF SCHOOLS = 3
PER CENT STATE AID IS OF TOTAL AID	10	NO. OF SCHOOLS = 3
INSTITUTIONAL AID PER STUDENT ON AID	1,337	NO. OF SCHOOLS = 2
INSTITUTIONAL AID PER STUDENT	496	NO. OF SCHOOLS = 3
FEDERAL AID PER STUDENT ON AID	387	NO. OF SCHOOLS = 7
STATE AID PER STUDENT ON AID	160	NO. OF SCHOOLS = 3
GUARANTEED LOAN AID PER STUDENT ON AID	133	NO. OF SCHOOLS = 5
TOTAL GIFT AID PER STUDENT ON AID	1,400	NO. OF SCHOOLS = 2
TOTAL GIFT AID PER STUDENT	481	NO. OF SCHOOLS = 3
TOTAL AID PER STUDENT ON AID	1,938	NO. OF SCHOOLS = 2
TOTAL AID PER STUDENT	740	NO. OF SCHOOLS = 3
PER CENT TOTAL AID IS OF TUITION INCOME	38	NO. OF SCHOOLS = 2
PER CENT OF FRESHMEN & TRANSFER AID APPLICANTS AWARDED AID	18	NO. OF SCHOOLS = 6

PUBLIC EASTERN SCHOOLS   TOTAL NUMBER OF SCHOOLS = 10

PER CENT FRESHMEN APPLICANTS SEEKING AID	27	NO. CF SCHOOLS = 9
PER CENT TRANSFER APPLICANTS SEEKING AID	11	NO. CF SCHOOLS = 9
PER CENT MALE APPLICANTS SEEKING AIC	27	NO. GF SCHOOLS = 9
PER CENT FEMALE APPLICANTS SEEKING AID	21	NO. OF SCHOOLS = 9
PER CENT OF FRESHMEN STUDENTS ON AIC	31	NO. DF SCHOOLS = 9
PER CENT OF TRANSFER STUDENTS ON AID	10	NO. CF SCHOOLS = 9
PER CENT OF OTHER UNDERGRADUATES ON AID	24	NO. CF SCHOOLS = 8
PER CENT TOTAL GIFT AID IS OF TOTAL AID	36	NO. CF SCHOOLS = 3
PER CENT TOTAL GIFT AID IS OF TUITION INCOME	18	NO. CF SCHOOLS = 6
PER CENT INSTITUTIONAL AID IS OF TOTAL AID	15	NO. OF SCHOOLS = 3
PER CENT INSTITUTIONAL AIC IS OF TUITION INCOME	11	NO. OF SCHOOLS = 3
PER CENT GUARANTEED LOAN AID IS OF TOTAL AID	37	NO. OF SCHOOLS = 3
PER CENT LOAN AID IS OF TOTAL AID	50	NO. CF SCHOOLS = 3
PER CENT JOB AIC IS OF TOTAL AID	12	NO. CF SCHOOLS = 3
PER CENT FEDERAL AIC IS OF TOTAL AID	31	NO. OF SCHOOLS = 3
PER CENT STATE AIC IS OF TOTAL AID	15	NO. OF SCHOOLS = 3
INSTITUTIONAL AIC PER STUDENT ON AID	170	NO. OF SCHOOLS = 3
INSTITUTIONAL AIC PER STUDENT	42	NO. OF SCHOOLS = 3
FEDERAL AIC PER STUDENT ON AID	329	NO. OF SCHOOLS = 8
STATE AIC PER STUDENT ON AID	173	NO. OF SCHOOLS = 6
GUARANTEED LOAN AIC PER STUDENT ON AID	461	NO. OF SCHOOLS = 6
TOTAL GIFT AIC PER STUDENT ON AID	377	NO. CF SCHOOLS = 6
TOTAL GIFT AIC PER STUDENT	56	NO. OF SCHOOLS = 7
TOTAL AID PER STUDENT ON AID	1,130	NO. OF SCHOOLS = 3
TOTAL AIC PER STUDENT	280	NO. DF SCHOOLS = 3
PER CENT TOTAL AIL IS OF TUITION INCOME	74	NO. CF SCHOOLS = 3
PER CENT OF FRESHMEN & TRANSFER AID APPLICANTS AWARDED AIC . .	25	NO. OF SCHOOLS = 8

PUBLIC SOUTHERN SCHOOLS   TOTAL NUMBER OF SCHOOLS = 05

PER CENT FRESHMEN APPLICANTS SEEKING AID	27	NO. OF SCHOOLS = 5
PER CENT TRANSFER APPLICANTS SEEKING AID	12	NO. OF SCHOOLS = 5
PER CENT MALE APPLICANTS SEEKING AIC	18	NO. OF SCHOOLS = 5
PER CENT FEMALE APPLICANTS SEEKING AIC	34	NO. OF SCHOOLS = 5
PER CENT OF FRESHMEN STUDENTS ON AID	45	NO. OF SCHOOLS = 4
PER CENT OF TRANSFER STUDENTS ON, AID	21	NO. OF SCHOOLS = 4
PER CENT OF OTHER UNDERGRADUATES ON AID	47	NO. OF SCHOOLS = 4
PER CENT TOTAL GIFT AIC IS OF TOTAL AID	36	NO. OF SCHOOLS = 3
PER CENT TOTAL GIFT AIC IS OF TUITION INCOME	25	NO. OF SCHOOLS = 3
PER CENT INSTITUTIONAL AID IS OF TOTAL AIC	42	NO. OF SCHOOLS = 3
PER CENT INSTITUTIONAL AID IS OF TUITION INCOME	29	NO. OF SCHOOLS = 3
PER CENT GUARANTEED LOAN AIC IS OF TOTAL AID	19	NO. OF SCHOOLS = 3
PER CENT LOAN AIC IS OF TOTAL AID	31	AO. OF SCHOOLS = 3
PER CENT JOB AIC IS OF TOTAL AID	31	NO. OF SCHOOLS = 3
PER CENT FEDERAL AIC IS OF TOTAL AIC	35	NO. OF SCHOOLS = 3
PER CENT STATE AIC IS OF TOTAL AID	2	NO. OF SCHOOLS = 3
INSTITUTIONAL AIC PER STUDENT ON AIO	372	NO. OF SCHOOLS = 3
INSTITUTIONAL AID PER STUDENT	155	NO. LF SCHOOLS = 3
FEDERAL AIC PER STUDENT ON AIO	352	NO. OF SCHOOLS = 4
STATE AIO PER STUDENT ON AIO	23	NO. OF SCHOOLS = 3
GUARANTEED LOAN AIC PER STUDENT ON AIO	169	NO. OF SCHOOLS = 3
TOTAL GIFT AIC PER STUDENT ON AIO	320	NO. OF SCHOOLS = 3
TOTAL GIFT AIC PER STUDENT	133	NO. OF SCHOOLS = 3
TOTAL AIC PER STUDENT ON AIC	882	NO. OF SCHOOLS = 3
TOTAL AIC PER STUDENT	368	NO. OF SCHOOLS = 3
PER CENT TOTAL AIC IS OF TUITION INCOME	69	NO. OF SCHOOLS = 3
PER CENT OF FRESHMEN & TRANSFER AID APPLICANTS AWARDED AIC	43	NO. OF SCHOOLS = 4

PUBLIC MIDWESTERN SCHOOLS   TOTAL NUMBER OF SCHOOLS = 10

PER CENT FRESHMEN APPLICANTS SEEKING AID	21	NO. OF SCHOOLS = 8
PER CENT TRANSFER APPLICANTS SEEKING AID . . .	11	NO. OF SCHOOLS = 7
PER CENT MALE APPLICANTS SEEKING AID . . .	20	NO. OF SCHOOLS = 8
PER CENT FEMALE APPLICANTS SEEKING AID . . .	19	NO. OF SCHOOLS = 7
PER CENT OF FRESHMEN STUDENTS ON AID . . .	41	NO. OF SCHOOLS = 8
PER CENT OF TRANSFER STUDENTS ON AID . . .	41	NO. OF SCHOOLS = 6
PER CENT OF OTHER UNDERGRADUATES ON AID . .	33	NO. OF SCHOOLS = 8
PER CENT TOTAL GIFT AID IS OF TOTAL AID . .	19	NO. OF SCHOOLS = 5
PER CENT TOTAL GIFT AID IS OF TUITION INCOME . .	12	NO. OF SCHOOLS = 4
PER CENT INSTITUTIONAL AID IS OF TOTAL AID . .	49	NO. OF SCHOOLS = 5
PER CENT INSTITUTIONAL AID IS OF TUITION INCOME .	33	NO. OF SCHOOLS = 3
PER CENT GUARANTEED LOAN AID IS OF TOTAL AID . .	24	NO. OF SCHOOLS = 5
PER CENT LOAN AID IS OF TOTAL AID . .	37	NO. OF SCHOOLS = 5
PER CENT JOB AID IS OF TOTAL AID . .	42	NO. OF SCHOOLS = 5
PER CENT FEDERAL AID IS OF TOTAL AID . .	20	NO. OF SCHOOLS = 5
PER CENT STATE AID IS OF TOTAL AID . .	5	NO. OF SCHOOLS = 5
INSTITUTIONAL AID PER STUDENT ON AID . .	472	NO. OF SCHOOLS = 4
INSTITUTIONAL AID PER STUDENT . .	180	NO. OF SCHOOLS = 5
FEDERAL AID PER STUDENT ON AID . .	196	NO. OF SCHOOLS = 6
STATE AID PER STUDENT ON AID . .	60	NO. OF SCHOOLS = 5
GUARANTEED LOAN AID PER STUDENT ON AID . .	212	NO. OF SCHOOLS = 6
TOTAL GIFT AID PER STUDENT ON AID . .	176	NO. OF SCHOOLS = 5
TOTAL GIFT AID PER STUDENT . .	68	NO. OF SCHOOLS = 6
TOTAL AID PER STUDENT ON AID . .	897	NO. OF SCHOOLS = 6
TOTAL AID PER STUDENT . .	361	NO. OF SCHOOLS = 5
PER CENT TOTAL AID IS OF TUITION INCOME . .	65	NO. OF SCHOOLS = 3
PER CENT OF FRESHMEN & TRANSFER AID APPLICANTS AWARDED AID . .	119	NO. OF SCHOOLS = 6

PUBLIC WESTERN SCHOOLS   TOTAL NUMBER OF SCHOOLS = 10

PER CENT FRESHMEN APPLICANTS SEEKING AID . . .	32	NO. OF SCHOOLS = 9
PER CENT TRANSFER APPLICANTS SEEKING AID . . .	21	NO. OF SCHOOLS = 8
PER CENT MALE APPLICANTS SEEKING AID . . .	27	NO. OF SCHOOLS = 8
PER CENT FEMALE APPLICANTS SEEKING AID . . .	27	NO. OF SCHOOLS = 8
PER CENT OF FRESHMEN STUDENTS ON AID . . .	33	NO. OF SCHOOLS = 8
PER CENT OF TRANSFER STUDENTS ON AID . . .	25	NO. OF SCHOOLS = 4
PER CENT OF OTHER UNDERGRADUATES ON AID . . .	20	NO. OF SCHOOLS = 5
PER CENT TOTAL GIFT AID IS OF TOTAL AID . . .	19	NO. OF SCHOOLS = 6
PER CENT TOTAL GIFT AID IS OF TUITION INCOME . . .	27	NO. OF SCHOOLS = 4
PER CENT INSTITUTIONAL AID IS OF TOTAL AID . . .	28	NO. OF SCHOOLS = 6
PER CENT INSTITUTIONAL AID IS OF TUITION INCOME . . .	21	NO. OF SCHOOLS = 4
PER CENT GUARANTEED LOAN AID IS OF TOTAL AID . . .	24	NO. OF SCHOOLS = 6
PER CENT LOAN AID IS OF TOTAL AID . . .	48	NO. OF SCHOOLS = 6
PER CENT JOB AID IS OF TOTAL AID . . .	32	NO. OF SCHOOLS = 6
PER CENT FEDERAL AID IS OF TOTAL AID . . .	45	NO. OF SCHOOLS = 6
PER CENT STATE AID IS OF TOTAL AID . . .	0	NO. OF SCHOOLS = 6
INSTITUTIONAL AID PER STUDENT ON AID . . .	503	NO. OF SCHOOLS = 4
INSTITUTIONAL AID PER STUDENT . . .	104	NO. OF SCHOOLS = 6
FEDERAL AID PER STUDENT ON AID . . .	551	NO. OF SCHOOLS = 5
STATE AID PER STUDENT ON AID . . .	29	NO. OF SCHOOLS = 5
GUARANTE. LOAN AID PER STUDENT ON AID . . .	339	NO. OF SCHOOLS = 5
TOTAL GIFT AID PER STUDENT ON AID . . .	259	NO. OF SCHOOLS = 4
TOTAL GIFT AID PER STUDENT . . .	69	NO. OF SCHOOLS = 6
TOTAL AID PER STUDENT ON AID . . .	1,599	NO. OF SCHOOLS = 4
TOTAL AID PER STUDENT . . .	362	NO. OF SCHOOLS = 6
PER CENT TOTAL AID IS OF TUITION INCOME . . .	150	NO. OF SCHOOLS = 4
PER CENT OF FRESHMEN & TRANSFER AID APPLICANTS AWARDED AID . . .	58	NO. OF SCHOOLS = 5

PUBLIC SOUTHWESTERN SCHOOLS   TOTAL NUMBER OF SCHOOLS = C6

PER CENT FRESHMEN APPLICANTS SEEKING AID	29	NO. OF SCHOOLS = 4
PER CENT TRANSFER APPLICANTS SEEKING AID	13	NO. OF SCHOOLS = 3
PER CENT MALE APPLICANTS SEEKING AID	25	NO. OF SCHOOLS = 3
PER CENT FEMALE APPLICANTS SEEKING AID	29	NO. OF SCHOOLS = 3
PER CENT OF FRESHMEN STUDENTS ON AID	26	NO. OF SCHOOLS = 3
PER CENT OF TRANSFER STUDENTS ON AID	9	NO. OF SCHOOLS = 3
PER CENT OF OTHER UNDERGRADUATES ON AID	59	NO. OF SCHOOLS = 4
PER CENT TOTAL GIFT AID IS OF TUITION INCOME	15	NO. OF SCHOOLS = 1
FEDERAL AID PER STUDENT ON AID	95	NO. OF SCHOOLS = 2
STATE AID PER STUDENT ON AID	16	NO. OF SCHOOLS = 3
GUARANTEED LOAN AID PER STUDENT ON AID	94	NO. OF SCHOOLS = 3
TOTAL GIFT AID PER STUDENT ON AID	176	NO. OF SCHOOLS = 1
TOTAL GIFT AID PER STUDENT	115	NO. OF SCHOOLS = 1
PER CENT OF FRESHMEN & TRANSFER AID APPLICANTS AWARDED AID . .	53	NO. OF SCHOOLS = 3

PRIVATE EASTERN SCHOOLS   TOTAL NUMBER OF SCHOOLS = 16

PER CENT FRESHMEN APPLICANTS SEEKING AID	44	NO. OF SCHOOLS = 15
PER CENT TRANSFER APPLICANTS SEEKING AID	31	NO. OF SCHOOLS = 13
PER CENT MALE APPLICANTS SEEKING AID	50	NO. OF SCHOOLS = 14
PER CENT FEMALE APPLICANTS SEEKING AID	36	NO. OF SCHOOLS = 13
PER CENT OF FRESHMEN STUDENTS ON AID	46	NO. OF SCHOOLS = 15
PER CENT OF TRANSFER STUDENTS ON AID	23	NO. OF SCHOOLS = 14
PER CENT OF OTHER UNDERGRADUATES ON AID	44	NO. OF SCHOOLS = 14
PER CENT TOTAL GIFT AID IS OF TOTAL AID	67	NO. OF SCHOOLS = 6
PER CENT TOTAL GIFT AID IS OF TUITION INCOME	24	NO. OF SCHOOLS = 6
PER CENT INSTITUTIONAL AID IS OF TOTAL AID	73	NO. OF SCHOOLS = 6
PER CENT INSTITUTIONAL AID IS OF TUITION INCOME	27	NO. OF SCHOOLS = 5
PER CENT GUARANTEED LOAN AID IS OF TOTAL AID	7	NO. OF SCHOOLS = 6
PER CENT LOAN AID IS OF TOTAL AID	21	NO. OF SCHOOLS = 6
PER CENT JOB AID IS OF TOTAL AID	10	NO. OF SCHOOLS = 6
PER CENT FEDERAL AID IS OF TOTAL AID	11	NO. OF SCHOOLS = 6
PER CENT STATE AID IS OF TOTAL AID	7	NO. OF SCHOOLS = 6
INSTITUTIONAL AID PER STUDENT ON AID	1,334	NO. OF SCHOOLS = 6
INSTITUTIONAL AID PER STUDENT	594	NO. OF SCHOOLS = 6
FEDERAL AID PER STUDENT ON AID	377	NO. OF SCHOOLS = 11
STATE AID PER STUDENT ON AID	88	NO. OF SCHOOLS = 9
GUARANTEED LOAN AID PER STUDENT ON AID	133	NO. OF SCHOOLS = 11
TOTAL GIFT AID PER STUDENT ON AID	1,213	NO. OF SCHOOLS = 7
TOTAL GIFT AID PER STUDENT	539	NO. OF SCHOOLS = 7
TOTAL AID PER STUDENT ON AID	1,868	NO. OF SCHOOLS = 6
TOTAL AID PER STUDENT	806	NO. OF SCHOOLS = 6
PER CENT TOTAL AID IS OF TUITION INCOME	36	NO. OF SCHOOLS = 5
PER CENT OF FRESHMEN & TRANSFER AID APPLICANTS AWARDED AID . .	19	NO. OF SCHOOLS = 12

PRIVATE SOUTHERN SCHOOLS   TOTAL NUMBER OF SCHOOLS = 05

Item	Value	No. of Schools
PER CENT FRESHMEN APPLICANTS SEEKING AID	27	NO. OF SCHOOLS = 5
PER CENT TRANSFER APPLICANTS SEEKING AID	23	NO. OF SCHOOLS = 5
PER CENT MALE APPLICANTS SEEKING AID	25	NO. OF SCHOOLS = 5
PER CENT FEMALE APPLICANTS SEEKING AID	30	NO. OF SCHOOLS = 5
PER CENT OF FRESHMEN STUDENTS ON AID	34	NO. OF SCHOOLS = 5
PER CENT OF TRANSFER STUDENTS ON AID	18	NO. OF SCHOOLS = 5
PER CENT OF OTHER UNDERGRADUATES ON AID	48	NO. OF SCHOOLS = 5
PER CENT TOTAL GIFT AID IS OF TOTAL AID	46	NO. OF SCHOOLS = 4
PER CENT TOTAL GIFT AID IS OF TUITION INCOME	62	NO. OF SCHOOLS = 2
PER CENT INSTITUTIONAL AID IS OF TOTAL AID	25	NO. OF SCHOOLS = 4
PER CENT INSTITUTIONAL AID IS OF TUITION INCOME	29	NO. OF SCHOOLS = 2
PER CENT GUARANTEED LOAN AID IS OF TOTAL AID	16	NO. OF SCHOOLS = 4
PER CENT LOAN AID IS OF TOTAL AID	34	NO. OF SCHOOLS = 4
PER CENT JOB AID IS OF TOTAL AID	19	NO. OF SCHOOLS = 4
PER CENT FEDERAL AID IS OF TOTAL AID	58	NO. OF SCHOOLS = 4
PER CENT STATE AID IS OF TOTAL AID	0	NO. OF SCHOOLS = 4
INSTITUTIONAL AID PER STUDENT ON AID	266	NO. OF SCHOOLS = 4
INSTITUTIONAL AID PER STUDENT	143	NO. OF SCHOOLS = 4
FEDERAL AID PER STUDENT ON AID	618	NO. OF SCHOOLS = 4
STATE AID PER STUDENT ON AID	8	NO. OF SCHOOLS = 4
GUARANTEED LOAN AID PER STUDENT ON AID	170	NO. OF SCHOOLS = 4
TOTAL GIFT AID PER STUDENT ON AID	450	NO. OF SCHOOLS = 4
TOTAL GIFT AID PER STUDENT	264	NO. OF SCHOOLS = 4
TOTAL AID PER STUDENT ON AID	1,064	NO. OF SCHOOLS = 4
TOTAL AID PER STUDENT	573	NO. OF SCHOOLS = 4
PER CENT TOTAL AID IS OF TUITION INCOME	125	NO. OF SCHOOLS = 2
PER CENT OF FRESHMEN & TRANSFER AID APPLICANTS AWARDED AID	53	NO. OF SCHOOLS = 5

PRIVATE MIDWESTERN SCHOOLS   TOTAL NUMBER OF SCHOOLS = 07

PER CENT FRESHMEN APPLICANTS SEEKING AID	40	NO. OF SCHOOLS = 7
PER CENT TRANSFER APPLICANTS SEEKING AID	13	NO. OF SCHOOLS = 7
PER CENT MALE APPLICANTS SEEKING AID	28	NO. OF SCHOOLS = 7
PER CENT FEMALE APPLICANTS SEEKING AID	62	NO. OF SCHOOLS = 7
PER CENT OF FRESHMEN STUDENTS ON AID	50	NO. OF SCHOOLS = 6
PER CENT OF TRANSFER STUDENTS ON AID	19	NO. OF SCHOOLS = 6
PER CENT OF OTHER UNDERGRADUATES ON AID	48	NO. OF SCHOOLS = 6
PER CENT TOTAL GIFT AID IS OF TOTAL AID	44	NO. OF SCHOOLS = 1
PER CENT TOTAL GIFT AID IS OF TUITION INCOME	22	NO. OF SCHOOLS = 4
PER CENT INSTITUTIONAL AID IS OF TOTAL AID	6	NO. OF SCHOOLS = 1
PER CENT GUARANTEED LOAN AID IS OF TOTAL AID	13	NO. OF SCHOOLS = 1
PER CENT LOAN AID IS OF TOTAL AID	37	NO. OF SCHOOLS = 1
PER CENT JOB AID IS OF TOTAL AID	17	NO. OF SCHOOLS = 1
PER CENT FEDERAL AID IS OF TOTAL AID	76	NO. OF SCHOOLS = 1
PER CENT STATE AID IS OF TOTAL AID	3	NO. OF SCHOOLS = 1
INSTITUTIONAL AID PER STUDENT ON AID	106	NO. OF SCHOOLS = 1
INSTITUTIONAL AID PER STUDENT	92	NO. OF SCHOOLS = 1
FEDERAL AID PER STUDENT ON AID	593	NO. OF SCHOOLS = 5
STATE AID PER STUDENT ON AID	34	NO. OF SCHOOLS = 5
GUARANTEED LOAN AID PER STUDENT ON AID	232	NO. OF SCHOOLS = 5
TOTAL GIFT AID PER STUDENT ON AID	771	NO. OF SCHOOLS = 5
TOTAL GIFT AID PER STUDENT	383	NO. OF SCHOOLS = 5
TOTAL AID PER STUDENT ON AID	1,710	NO. OF SCHOOLS = 1
TOTAL AID PER STUDENT	1,485	NO. OF SCHOOLS = 1
PER CENT OF FRESHMEN & TRANSFER AID APPLICANTS AWARDED AID . .	62	NO. OF SCHOOLS = 6

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PRIVATE WESTERN SCHOOLS   TOTAL NUMBER OF SCHOOLS = 14

	Value	
PER CENT FRESHMAN APPLICANTS SEEKING AID	48	NO. OF SCHOOLS = 14
PER CENT TRANSFER APPLICANTS SEEKING AID	18	NO. OF SCHOOLS = 14
PER CENT MALE APPLICANTS SEEKING AID	48	NO. OF SCHOOLS = 14
PER CENT FEMALE APPLICANTS SEEKING AID	38	NO. OF SCHOOLS = 14
PER CENT OF FRESHMEN STUDENTS ON AID	48	NO. OF SCHOOLS = 14
PER CENT OF TRANSFER STUDENTS ON AID	36	NO. OF SCHOOLS = 14
PER CENT OF OTHER UNDERGRADUATES ON AID	45	NO. OF SCHOOLS = 12
PER CENT TOTAL GIFT AID IS OF TOTAL AID	69	NO. OF SCHOOLS = 14
PER CENT TOTAL GIFT AID IS OF TUITION INCOME	27	NO. OF SCHOOLS = 7
PER CENT INSTITUTIONAL AID IS OF TOTAL AID	49	NO. OF SCHOOLS = 6
PER CENT INSTITUTIONAL AID IS OF TUITION INCOME	19	NO. OF SCHOOLS = 7
PER CENT GUARANTEED LOAN AID IS OF TOTAL AID	10	NO. OF SCHOOLS = 5
PER CENT LOAN AID IS OF TOTAL AID	23	NO. OF SCHOOLS = 7
PER CENT JOB AID IS OF TOTAL AID	7	NO. OF SCHOOLS = 7
PER CENT FEDERAL AID IS OF TOTAL AID	16	NO. OF SCHOOLS = 7
PER CENT STATE AID IS OF TOTAL AID	22	NO. OF SCHOOLS = 7
INSTITUTIONAL AID PER STUDENT ON AID	877	NO. OF SCHOOLS = 7
INSTITUTIONAL AID PER STUDENT	381	NO. OF SCHOOLS = 7
FEDERAL AID PER STUDENT ON AID	276	NO. OF SCHOOLS = 10
STATE AID PER STUDENT ON AID	398	NO. OF SCHOOLS = 12
GUARANTEED LOAN AID PER STUDENT ON AID	151	NO. OF SCHOOLS = 11
TOTAL GIFT AID PER STUDENT ON AID	1,249	NO. OF SCHOOLS = 8
TOTAL GIFT AID PER STUDENT	560	NO. OF SCHOOLS = 8
TOTAL AID PER STUDENT ON AID	1,764	NO. OF SCHOOLS = 7
TOTAL AID PER STUDENT	766	NO. OF SCHOOLS = 7
PER CENT TOTAL AID IS OF TUITION INCOME	38	NO. OF SCHOOLS = 5
PER CENT OF FRESHMEN & TRANSFER AID APPLICANTS AWARDED AID	25	NO. OF SCHOOLS = 12

PRIVATE SOUTHWESTERN SCHOOLS   TOTAL NUMBER OF SCHOOLS = C2

PER CENT FRESHMEN APPLICANTS SEEKING AID	21	NO. OF SCHOOLS = 1
PER CENT TRANSFER APPLICANTS SEEKING AID	14	NO. OF SCHOOLS = 1
PER CENT MALE APPLICANTS SEEKING AID	20	NO. OF SCHOOLS = 1
PER CENT FEMALE APPLICANTS SEEKING AID	22	NO. OF SCHOOLS = 1
PER CENT OF FRESHMEN STUDENTS ON AID	61	NO. OF SCHOOLS = 1
PER CENT OF TRANSFER STUDENTS ON AID	57	NO. OF SCHOOLS = 2
PER CENT OF OTHER UNDERGRADUATES ON AID	57	NO. OF SCHOOLS = 2
PER CENT TOTAL GIFT AID IS OF TOTAL AID	59	NO. OF SCHOOLS = 2
PER CENT TOTAL GIFT AID IS OF TUITION INCOME	63	NO. OF SCHOOLS = 1
PER CENT INSTITUTIONAL AID IS OF TOTAL AID	72	NO. OF SCHOOLS = 2
PER CENT INSTITUTIONAL AID IS OF TUITION INCOME	61	NO. OF SCHOOLS = 1
PER CENT GUARANTEED LOAN AID IS OF TOTAL AID	14	NO. OF SCHOOLS = 2
PER CENT LOAN AID IS OF TOTAL AID	31	NO. OF SCHOOLS = 2
PER CENT JOB AID IS OF TOTAL AID	8	NO. OF SCHOOLS = 2
PER CENT FEDERAL AID IS OF TOTAL AID	13	NO. OF SCHOOLS = 2
PER CENT STATE AID IS OF TOTAL AID	0	NO. OF SCHOOLS = 2
INSTITUTIONAL AID PER STUDENT ON AID	1,211	NO. OF SCHOOLS = 1
INSTITUTIONAL AID PER STUDENT	431	NO. OF SCHOOLS = 2
FEDERAL AID PER STUDENT ON AID	134	NO. OF SCHOOLS = 2
STATE AID PER STUDENT ON AID	0	NO. OF SCHOOLS = 1
GUARANTEED LOAN AID PER STUDENT ON AID	43	NO. OF SCHOOLS = 1
TOTAL GIFT AID PER STUDENT ON AID	1,244	NO. OF SCHOOLS = 1
TOTAL GIFT AID PER STUDENT	358	NO. OF SCHOOLS = 2
TOTAL AID PER STUDENT ON AID	1,404	NO. OF SCHOOLS = 1
TOTAL AID PER STUDENT	597	NO. OF SCHOOLS = 2
PER CENT TOTAL AID IS OF TUITION INCOME	71	NO. OF SCHOOLS = 1
PER CENT OF FRESHMEN & TRANSFER AID APPLICANTS AWARDED AID . .	94	NO. OF SCHOOLS = 1

DEFINITIONS OF INDEPENDENT VARIABLES

This appendix contains summary data for the multiple regressions for each of 22 dependent variables in the institutional data. The independent variables used in these regressions were:

 I Control (0 = Private; 1 = Public)

 II Average Parental Assets of students filing a Parents' Confidential Statement (00's)

 III Tuition (00's)

 IV Ability (Average SAT score)

 V Per Capita Gift Aid

 VI Total Gift Aid divided by Tuition

 VII Revenue per Student (000's)

 VIII Regional Location (East is control, add VIIIA for Southwest, VIIIB for West, VIIIC for Midwest, VIIID for South)

 IX Unused Capacity (0 = no; 1 = yes)

 X Race (% Negro)

For each dependent variable and each independent variable used in the regression, presented are the regression coefficient, its standard error, the F value of the marginal contribution, and the simple correlation with the dependent variable. Also reported are the number of institutions included in the regression, the F level of the overall regression with its significance level, and R^2, the percentage of the variation of the dependent variable explained by the regression. The regression program was taken from the Stanford Statistics Package for the Social Sciences. The last table in this appendix is a correlation matrix for the independent variables.

REGRESSION EQUATIONS FROM INSTITUTIONAL DATA

TABLE A1 - PERCENTAGE OF FRESHMEN APPLICANTS SEEKING AID

Variable	Regression Coefficient	Standard Error	F	Simple R
I	- 7.52	9.16	0.67	-0.47
III	- 0.06	0.49	0.02	0.27
V	0.02	0.02	1.86	0.51
X	0.33	0.12	7.23***	0.53

N = 42
Constant = 28.06

$F = 6.96$ (.01)
$R^2 = 0.43$

TABLE A2 - PERCENTAGE OF TRANSFER APPLICANTS SEEKING AID

Variable	Regression Coefficient	Standard Error	F	Simple R
I	- 6.44	10.10	0.41	-0.38
III	0.04	0.54	0.01	0.21
V	0.01	0.02	0.46	0.39
X	0.31	0.14	5.24**	0.46

N = 42
Constant = 15.53

$F = 3.89$ (.025)
$R^2 = 0.30$

TABLE B1 - PERCENTAGE OF FRESHMEN STUDENTS ON AID

Variable	Regression Coefficient	Standard Error	F	Simple R
I	- 3.46	9.60	0.13	-0.49
V	0.02	0.02	1.70	0.61
VI	0.00	0.00	1.33	-0.04
VII	0.71	0.76	0.88	0.42
X	0.23	0.08	8.39***	0.42

N = 25
Constant = 27.82

$F = 5.31$ (.01)
$R^2 = 0.58$

TABLE B2 - PERCENTAGE OF TRANSFER STUDENTS ON AID

Variable	Regression Coefficient	Standard Error	F	Simple R
I	- 1.57	10.73	0.02	-0.39
V	0.03	0.02	4.20**	0.54
VI	0.00	0.00	5.34**	0.18
X	0.12	0.09	1.82	0.20

N = 25
Constant = 7.30
$F = 4.42$ (.025)
$R^2 = 0.47$

TABLE B3 - PERCENTAGE OF ALL OTHER UNDERGRADUATE STUDENTS ON AID

Variable	Regression Coefficient	Standard Error	F	Simple R
I	- 7.72	10.86	0.51	-0.48
V	0.02	0.02	2.13	0.53
VI	0.00	0.00	0.16	-0.22
X	0.40	0.09	20.23***	0.63

N = 25
Constant = 30.01
$F = 9.09$ (.01)
$R^2 = 0.65$

TABLE C1 - GIFT AID PER STUDENT ON AID

Variable	Regression Coefficient	Standard Error	F	Simple R
I	85.91	411.8?	0.04	-0.78
II	- 8.36	4.03	4.31**	0.60
III	59.75	28.65	4.35**	0.88
IV	2.31	1.57	2.16	0.67
VII	6.01	3..69	0.03	0.56
VIIIA	129.84	413.75	0.10	0.17
VIIIB	439.86	248.48	3.13 *	0.32
VIIIC	-22.40	336.59	0.00	-0.39
VIIID	115.51	391.56	0.09	-0.38

N = 19
Constant = -1295.16
$F = 6.43$ (.01)
$R^2 = 0.87$

TABLE C2 - GIFT AID PER ENROLLED STUDENT

Variable	Regression Coefficient	Standard Error	F	Simple R
I	-396.36	136.85	8.39***	-0.89
II	- 2.44	1.34	3.33*	0.42
III	- 1.61	9.52	0.03	0.76
IV	0.91	0.52	3.04*	0.51
VII	9.91	12.19	0.66	0.55
VIIIA	188.83	137.49	1.89	0.39
VIIIB	95.52	82.57	1.34	0.19
VIIIC	32.69	111.85	0.09	-0.42
VIIID	135.74	13C.12	1.09	-0.18

N = 19
Constant = -175.01

F = 9.99 (.01)
R^2 = 0.91

TABLE C3 - GIFT AID AS A PERCENTAGE OF TOTAL AID

Variable	Regression Coefficient	Standard Error	F	Simple R
I	- 9.95	11.67	0.73	-0.83
II	- 0.26	0.11	5.35**	0.55
III	1.30	0.81	2.56	0.84
IV	0.10	0.04	4.68**	0.64
VII	0.58	1.04	0.31	0.59
VIIIA	25.02	11.73	4.55**	0.41
VIIIB	13.82	7.04	3.85**	0.21
VIIIC	3.56	9.54	0.14	-0.43
VIIID	17.47	11.10	2.48	-0.26

N = 19
Constant = -37.30

F = 11.64 (.01)
R^2 = 0.92

TABLE C4 - GIFT AID AS A PERCENTAGE OF TUITION INCOME

Variable	Regression Coefficient	Standard Error	F	Simple R
I	- 9.09	11.53	0.62	-0.30
II	- 0.23	0.14	2.93**	-0.44
III	- 0.39	0.84	0.21	-0.05
IV	0.06	0.05	1.21	-0.30
VII	0.42	1.45	0.09	0.01
VIIIA	35.52	11.64	9.31***	0.44
VIIIB	9.20	6.70	1.89	-0.12
VIIIC	- 9.67	9.71	0.99	-0.39
VIIID	0.74	11.05	0.00	0.44
X	0.27	0.23	1.45	0.71

N = 19
Constant = 4.64
$F = 6.84$ (.01)
$R^2 = 0.90$

TABLE C5 - LOAN AID AS A PERCENTAGE OF TOTAL AID

Variable	Regression Coefficient	Standard Error	F	Simple R
I	-10.68	12.60	0.72	0.62
II	0.20	0.12	2.52	-0.32
III	- 2.07	0.88	5.59**	-0.67
IV	- 0.04	0.05	0.67	-0.39
VII	- 0.77	1.12	0.47	-0.41
VIIIA	-25.72	12.66	4.13**	-0.35
VIIIB	-14.03	7.60	3.40*	-0.11
VIIIC	-19.32	10.20	3.52*	0.13
VIIID	-19.19	11.98	2.57	0.07

N = 19
Constant = 88.38
$F = 3.47$ (.025)
$R^2 = 0.78$

TABLE C6 = JOB AID AS A PERCENTAGE OF TOTAL AID

Variable	Regression Coefficient	Standard Error	F	Simple R
I	21.33	11.67	3.34*	0.70
II	0.06	0.11	0.31	-0.57
III	0.84	0.81	1.08	-0.68
IV	- 0.06	0.04	1.59	-0.65
VII	0.20	1.04	0.04	-0.54
VIIIA	0.61	11.72	0.00	-0.31
VIIIB	0.46	7.04	0.00	-0.23
VIIIC	16.24	9.54	2.90*	0.57
VIIID	1.48	11.10	0.02	0.36

N = 19

Constant = 47.88

$F = 3.74$ (.05)

$R^2 = 0.79$

TABLE D1 = INSTITUTIONAL AID PER STUDENT ON AID

Variable	Regression Coefficient	Standard Error	F	Simple R
I	252.49	372.82	0.46	-0.42
II	0.21	4.29	0.00	0.69
III	49.04	24.30	4.07**	0.71
IV	1.93	0.99	3.84 *	0.67
V	- 0.74	0.84	0.78	0.45
VIIIA	584.31	689.61	0.72	0.18
VIIIB	155.75	280.45	0.31	0.21
VIIIC	303.08	310.35	0.95	1.20
VIIID	371.97	354.26	1.10	-0.43
IX	2.35	231.63	0.00	-0.33
X	6.10	5.59	1.19	-0.31

N = 28

Constant = -2138.25

$F = 3.23$ (.025)

$R^2 = 0.69$

TABLE D2 = INSTITUTIONAL AID PER ENROLLED STUDENT

Variable	Regression Coefficient	Standard Error	F	Simple R
I	-182.29	59.88	9.27***	-0.61
II	0.89	0.82	1.18	0.60
IV	0.37	0.28	1.76	0.65
VIIIA	217.50	154.34	1.99	0.42
VIIIB	-93.32	75.70	1.52	0.06
VIIIC	43.35	102.44	0.18	-0.23
VIIID	85.44	114.10	0.56	-0.31
IX	-29.40	78.88	0.14	-0.30

N = 28 $F = 5.55$ (.01) $R^2 = 0.70$

TABLE D3 = INSTITUTIONAL AID AS A PERCENTAGE OF TOTAL AID

Variable	Regression Coefficient	Standard Error	F	Simple R
I	- 5.39	8.33	0.42	-0.29
II	0.20	0.11	3.11*	0.57
IV	0.05	0.04	1.60	0.57
VIIIA	21.54	21.46	1.01	0.35
VIIIB	- 9.73	10.53	0.85	0.00
VIIIC	28.57	14.24	4.02**	0.04
VIIID	21.87	15.86	1.90	-0.31
IX	1.61	10.97	0.02	-0.25

N = 28   Constant = $F = 3.33$ (.025) $R^2 = 0.56$

TABLE D4 = FEDERAL AID PER STUDENT ON AID

Variable	Regression Coefficient	Standard Error	F	Simple R
I	-78.63	216.51	0.13	-0.11
II	- 2.52	2.49	1.03	-0.46
III	- 4.36	14.11	0.10	-0.20
IV	- 0.09	0.57	0.03	-0.33
V	0.29	0.49	0.36	0.16
VIIIA	-322.70	400.48	0.65	-0.17
VIIIB	179.22	162.87	1.21	0.15
VIIIC	-96.85	180.23	0.29	0.08
VIIID	-116.23	‾205.73	0.32	0.15
IX	-151.86	134.51	1.28	-0.10
X	1.73	3.25	0.28	0.60

$N = 28$

Constant = 916.57

$F = 2.18$ (.10)

$R^2 = 0.60$

TABLE D5 = FEDERAL AID AS A PERCENTAGE OF TOTAL AID

Variable	Regression Coefficient	Standard Error	F	Simple R
I	-20.42	8.19	6.22**	0.16
II	- 0.23	0.09	5.81**	-0.84
III	- 0.78	0.53	2.12	-0.62
IV	- 0.03	0.02	1.57	-0.70
V	- 0.01	0.02	0.24	-0.24
VIIIA	- 2.42	15.15	0.03	-0.20
VIIIB	4.61	6.16	0.56	-0.17
VIIIC	-11.85	6.82	3.02*	0.14
VIIID	- 4.39	7.78	0.32	0.50
IX	-14.73	5.09	8.38***	0.16
X	- 0.05	0.12	0.14	0.62

$N = 28$

Constant = 124.44

$F = 11.12$ (.01)

$R^2 = 0.88$

TABLE D6 = STATE AID PER STUDENT ON AID

Variable	Regression Coefficient	Standard Error	F	Simple R
I	175.82	176.09	1.00	-0.34
II	0.29	2.02	0.02	0.50
III	5.75	11.48	0.25	0.51
IV	- 0.44	0.47	0.8	0.32
V	0.70	0.39	3.13*	0.33
VIIIA	-511.30	325.73	2.46	-0.12
VIIIB	198.01	132.47	2.23	0.52
VIIIC	-27.82	146.59	0.04	-0.23
VIIID	-156.91	167.33	0.88	-0.31
IX	175.06	109.41	2.56	-0.02
X	- 2.88	2.64	1.19	-0.23

N = 28

Constant = 168.34

$F = 2.37$ (.10)

$R^2 = 0.62$

TABLE D7 = STATE AID AS A PERCENTAGE OF TOTAL AID

Variable	Regression Coefficient	Standard Error	F	Simple R
I	6.15	10.15	0.37	-0.27
II	- 0.02	0.12	0.02	0.41
III	0.02	0.66	0.00	0.38
IV	- 0.01	0.03	0.12	0.31
V	0.03	0.02	2.28	0.25
VIIIA	-28.17	18.77	2.25	-0.14
VIIIB	7.07	7.64	0.86	0.42
VIIIC	- 3.81	8.45	0.20	-0.25
VIIID	- 8.16	9.64	0.72	-0.24
IX	9.74	6.31	2.38	0.03
X	- 0.17	0.15	1.29	-0.25

N = 28

Constant = 6.37

$F = 1.29$ (not signif.)

$R^2 = 0.47$

TABLE D8 - GUARANTEED LOAN AID PER STUDENT ON AID

Variable	Regression Coefficient	Standard Error	F	Simple R
I	142.25	162.14	0.77	0.16
II	0.80	1.86	0.19	0.17
III	10.55	10.57	1.00	0.17
IV	- 0.82	0.43	3.63*	-0.11
V	- 0.15	0.36	0.18	-0.26
VIIIA	24.07	299.92	0.01	-0.19
VIIIB	- 9.27	121.97	0.01	0.08
VIIIC	-225.56	134.98	2.79*	-0.17
VIIID	-247.19	154.07	2.57	-0.15
IX	21.25	100.74	0.04	0.10
X	- 0.33	2.43	0.02	-0.17

N = 28

Constant = 940.52

$F = 1.58$ (not signif.)

$R^2 = 0.52$

TABLE D9 - GUARANTEED LOAN AID AS A PERCENTAGE OF TOTAL AID

Variable	Regression Coefficient	Standard Error	F	Simple R
I	7.67	10.88	0.50	0.51
II	0.10	0.13	0.61	-0.13
III	- 0.59	0.71	0.70	-0.34
IV	- 0.06	0.03	4.19**	-0.27
V	0.01	0.02	0.16	-0.54
VIIIA	-15.41	20.12	0.59	-0.21
VIIIB	-10.18	8.18	1.55	-0.11
VIIIC	-20.16	9.05	4.96**	-0.07
VIIID	-18.47	10.33	3.19*	0.04
IX	1.53	6.76	0.05	0.19
X	- 0.11	0.16	0.44	-0.16

N = 28

Constant = 77.14

$F = 1.68$ (not signif.)

$R^2 = 0.54$

TABLE E1 - AVERAGE TOTAL AID PER STUDENT ON AID

Variable	Regression Coefficient	Standard Error	F	Simple R
I	377.46	389.91	0.94	-0.44
III	52.40	20.82	6.34**	0.71
IV	0.77	1.23	0.39	0.51
VII	-12.60	56.00	0.05	0.40
VIIIA	-369.46	597.27	0.38	-0.03
VIIIB	346.68	298.04	1.35	0.40
VIIIC	-186.41	428.00	0.19	-0.28
VIIID	-241.94	464.82	0.27	-0.48
X	6.29	4.72	1.77	-0.15

N = 26
Constant = -143.49

F = 3.55 (.025)
R^2 = 0.67

TABLE E2 - AVERAGE TOTAL AID PER ENROLLED STUDENT

Variable	Regression Coefficient	Standard Error	F	Simple R
I	-319.16	143.42	4.95**	-0.72
III	3.40	7.66	0.20	0.51
IV	0.78	0.45	3.00*	0.16
VII	-13.42	20.60	0.42	0.23
VIIIA	30.24	219.69	0.02	0.14
VIIIB	38.52	109.63	0.12	0.09
VIIIC	128.01	157.43	0.66	-0.05
VIIID	-29.94	170.97	0.03	-0.13
X	7.07	1.74	16.57***	0.45

N = 26
Constant = -226.75

F = 6.73 (.01)
R^2 = 0.79

CORRELATION MATRIX OF INDEPENDENT VARIABLES

	I	II	III	IV	V	VI	VII	VIIIA	VIIIB	VIIIC	VIIID	IX	X
I	1.00000												
II	-0.41430	1.00000											
III	-0.77675	0.62891	1.00000										
IV	-0.35645	0.73825	0.60064	1.00000									
V	-0.69596	0.33304	0.70358	0.49129	1.00000								
VI	0.40967	-0.05028	-0.35691	0.03045	-0.25559	1.00000							
VII	-0.31632	0.41018	0.44761	0.64884	0.57912	0.04454	1.00000						
VIIIA	0.18835	-0.24549	-0.21443	-0.12141	0.15198	0.08589	-0.11246	1.00000					
VIIIB	-0.15796	0.44283	0.05945	0.17888	0.08432	0.04792	0.08364	-0.20218	1.00000				
VIIIC	0.10062	-0.03973	-0.10189	-0.15222	-0.13149	0.14915	-0.14313	-0.16707	-0.32512	1.00000			
VIIID	0.03017	-0.43911	-0.18048	-0.42447	-0.03372	-0.10352	-0.14119	-0.11770	-0.22904	-0.18926	1.00000		
IX	-0.05614	-0.19614	-0.08255	-0.39861	-0.13042	-0.13736	-0.18097	-0.09202	-0.12676	0.21220	0.27941	1.00000	
X	-0.06964	-0.64285	-0.16630	-0.49932	0.21135	-0.12834	-0.13635	-0.09064	-0.18666	-0.01743	0.47152	0.18573	1.00000

Appendix L

The Individual Regression Equations

INSTITUTION I

TABLE 1 : Probability of Admission   (Total population)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Race	0.34	0.07	23.03***	0.02
SAT	0.0004	0.00	7.30***	0.07
GPA	0.002	0.00	9.02***	0.09
Fin. Need	-0.00005	0.00	8.20***	0.11

$N = 475$
Constant $= -0.79$
$F = 14.54$
$R^2 = 0.11$

TABLE 2 : Percentage of Need Met

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
SAT	0.02	0.03	0.42	0.00
GPA	0.15	0.13	1.25	0.03
Fin. Need	-0.03	0.00	109.79***	0.36
Race	25.47	9.79	6.77***	0.38

$N = 217$
Constant $= 77.12$
$F = 32.51$
$R^2 = 0.38$

TABLE 3 : Percentage of Grant Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
SAT	-0.001	0.01	0.00	0.04
GPA	0.0001	0.06	0.00	0.04
Fin. Need	0.002	0.00	1.22	0.05
Race	10.94	3.57	9.40***	0.12

$N = 120$
Constant $= 82.76$
$F = 4.02$
$R^2 = 0.12$

INSTITUTION I (cont.)

TABLE 4 : Percentage of Loan Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
SAT	0.00005	0.01	0.00	0.04
GPA	0.01	0.04	0.04	0.04
Fin. Need	-0.003	0.00	4.89**	0.09
Race	-7.48	2.83	7.01***	0.14

N = 120
Constant = 14.27
$F = 4.72$
$R^2 = 0.14$

TABLE 5 : Percentage of Job Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
SAT	0.0009	0.00	0.03	0.00
GPA	-0.01	0.02	0.15	0.00
Fin. Need	0.001	0.00	2.27	0.02
Race	-3.47	1.53	5.13**	0.06

N = 120
Constant = 2.98
$F = 1.85$
$R^2 = 0.06$

TABLE 6: AID Tree

Y_2 = Proportion of group admitted
$R^2 = .07$

```
                                    ┌─────────────────┐
                                    │ Y = .75         │
                                    │ N = 99          │
                                    │ 3.96 and above  │
                                    └─────────────────┘
         ┌──────────┐
         │ Y = .49  │      GPA
         │ N = 499  │      ($R^2 = .06$)
         └──────────┘
                                                        ┌─────────────────┐
                                                        │ Y = .53         │
                                                        │ N = 115         │
                                                        │ 3.82 - 3.95     │
                                                        └─────────────────┘
                    ┌─────────────────┐
                    │ Y = .43         │      GPA
                    │ N = 400         │      ($R^2 = .01$)
                    │ 3.95 and below  │
                    └─────────────────┘
                                                        ┌─────────────────┐
                                                        │ Y = .39         │
                                                        │ N = 285         │
                                                        │ 3.81 and below  │
                                                        └─────────────────┘
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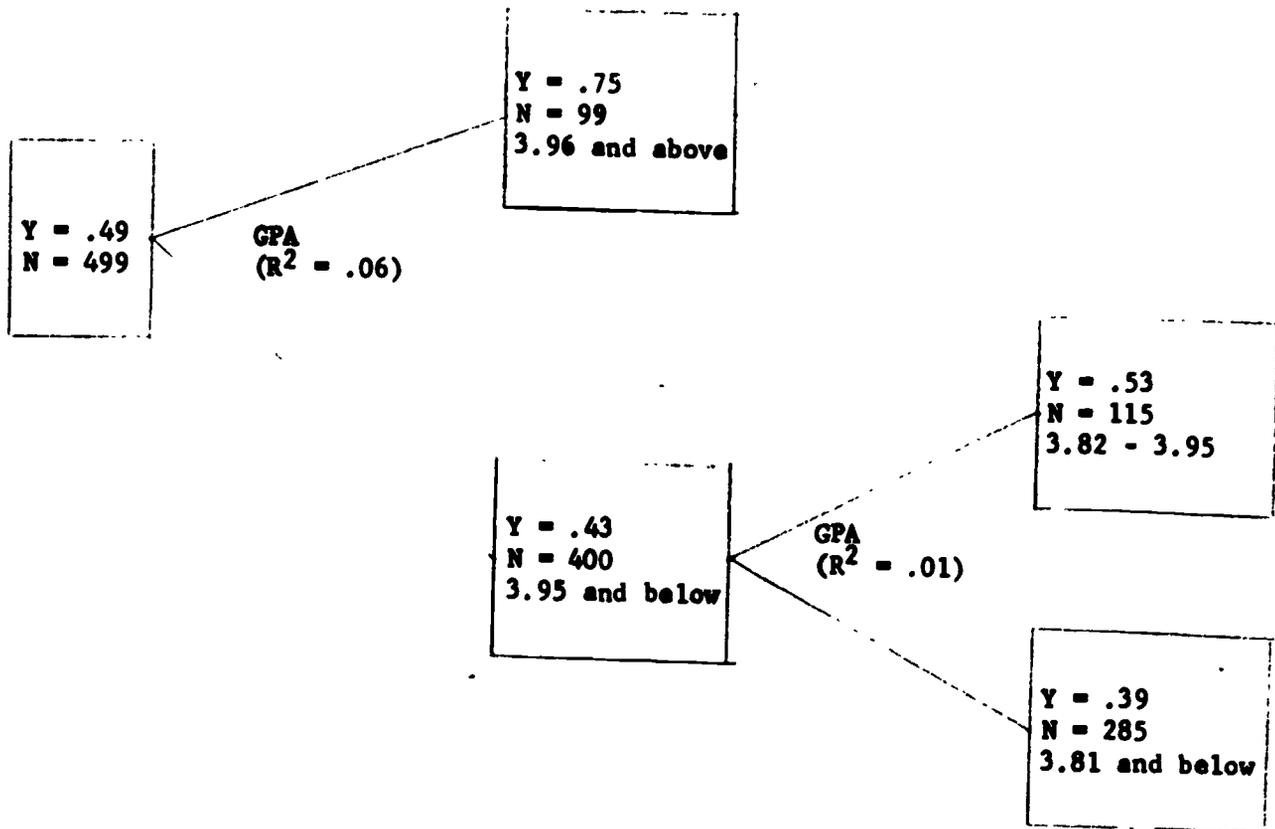
INSTITUTION II

TABLE 1a : Probability of Admission   (Total Population)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	-0.00007	0.00	6.04**	0.25
SAT	0.0009	0.00	44.32***	0.48
GPA	0.003	0.00	52.22***	0.58

N = 222 $F = 101.83$
Constant = -1.18 $R^2 = 0.58$

TABLE 1b : Probability of Admission   (GPA less than 2.89)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	-0.0002	0.00	8.61***	0.11
SAT	0.0005	0.00	9.00***	0.18
GPA	-0.0002	0.00	0.05	0.18

N = 111 $F = 7.78$
Constant = 0.30 $R^2 = 0.18$

TABLE 1c : Probability of Admission   (GPA greater than 2.90)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	-0.00002	0.00	0.49	0.06
SAT	0.001	0.00	22.95***	0.27
GPA	0.0009	0.00	0.93	0.28

N = 111 $F = 13.57$
Constant = -0.59 $R^2 = 0.28$

INSTITUTION II (cont.)

TABLE 2 : Percentage of Need Met

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
SAT	0.004	0.03	0.02	0.02
GPA	0.08	0.06	1.64	0.06
Fin. Need	-0.02	0.00	25.26***	0.25

N = 107
Constant = 46.82

$F = 11.17$
$R^2 = 0.25$

TABLE 3 : Percentage of Grant Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
SAT	0.03	0.05	0.39	0.00
GPA	-0.03	0.07	0.21	0.01
Fin. Need	0.01	0.01	0.90	0.03

N = 44
Constant = 32.68

$F = 0.40$
$R^2 = 0.03$

TABLE 4 : Percentage of Loan Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
SAT	-0.03	0.04	0.44	0.00
GPA	0.03	0.06	0.35	0.01
Fin. Need	-0.01	0.01	1.26	0.04

N = 44
Constant = 59.31

$F = 0.57$
$R^2 = 0.04$

INSTITUTION II (cont.)

TABLE 5 : Percentage of Job Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
SAT	-0.003	0.02	0.04	0.00
GPA	-0.003	0.02	0.02	0.00
Fin. Need	0.00004	0.00	0.00	0.00

N = 44
Constant = 8.00

$F = 0.03$
$R^2 = 0.00$

INSTITUTION II (cont.)

TABLE 6: AID Tree

Y = Proportion of group admitted
R^2 = .73


```
                                                    ┌──────────────┐
                                                    │ Y = .94      │
                                                    │ N = 100      │
                                                    │ 1000 and above│
                                                    └──────────────┘
                              ┌──────────────┐
                              │ Y = .86      │     SAT
                              │ N = 111      │     (R2 = .12)
                              │ 2.90 and above│
                              └──────────────┘     ┌──────────────┐
                                                    │ Y = .09      │
                                                    │ N = 11       │
                                                    │ 999 and below│
                                                    └──────────────┘
      ┌──────────┐
      │ Y = .47  │      GPA
      │ N = 229  │      (R2 = .57)
      └──────────┘
                                                    ┌──────────────┐
                                                    │ Y = .42      │
                                                    │ N = 19       │
                                                    │ 1150 and above│
                                                    └──────────────┘
                              ┌──────────────┐
                              │ Y = .11      │     SAT
                              │ N = 118      │     (R2 = .04)
                              │ 2.89 and below│
                              └──────────────┘     ┌──────────────┐
                                                    │ Y = .05      │
                                                    │ N = 99       │
                                                    │ 1149 and below│
                                                    └──────────────┘
```
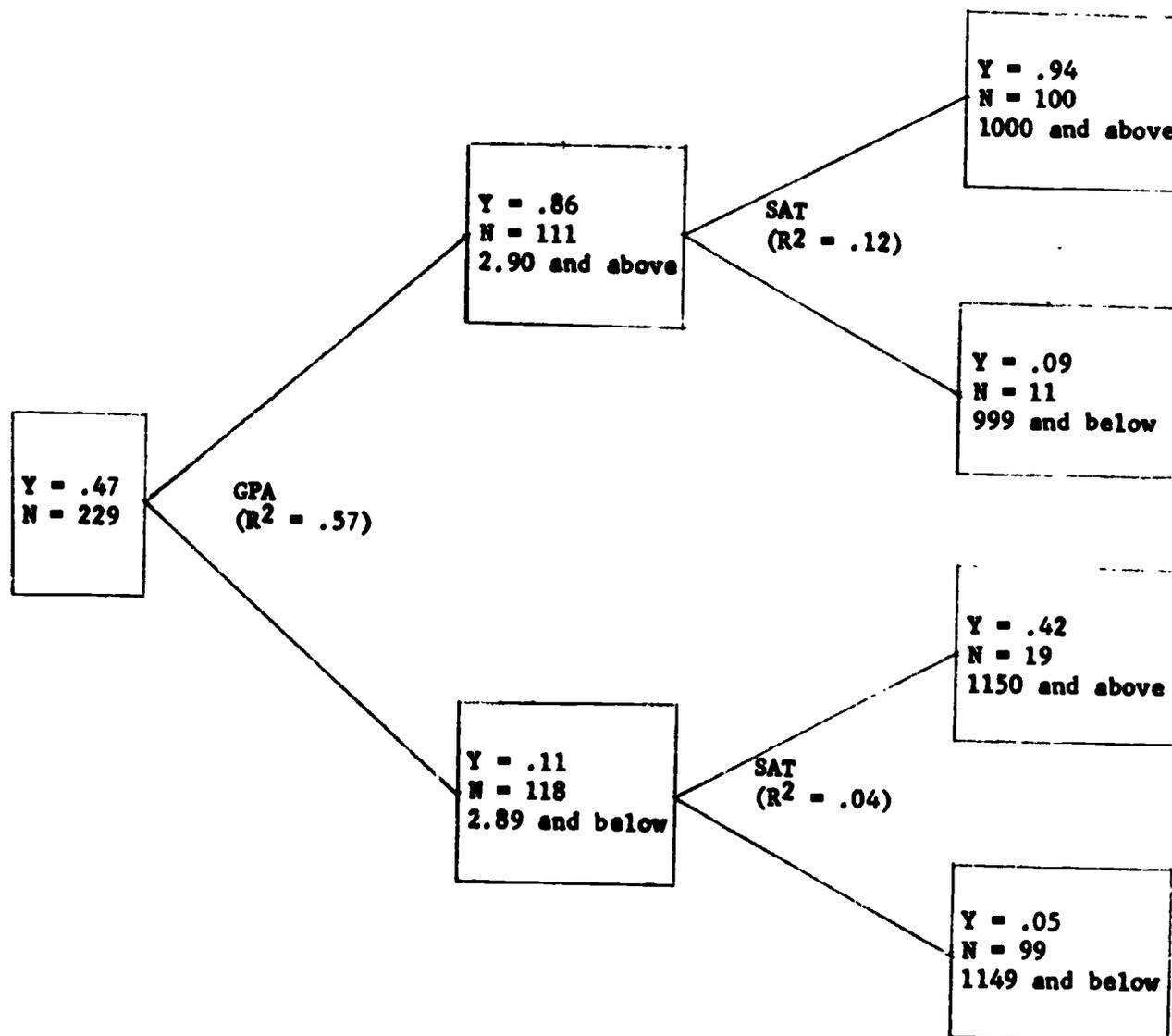
INSTITUTION III

TABLE 1a : Probability of Admission   (Total Population)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	-0.00002	0.00	2.26	0.02
SAT	0.001	0.00	76.41***	0.13
GPA	0.002	0.00	9.52***	0.14

N = 838   F = 45.95
Constant = -1.65 R^2 = 0.14

TABLE 1b : Probability of Admission   (SAT less than 1349)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	-0.00001	0.00	0.73	0.00
SAT	0.0005	0.00	6.98***	0.02
GPA	0.0005	0.00	0.43	0.03

N = 386   F = 3.43
Constant = -0.47 R^2 = 0.03

TABLE 1c : Probability of Admission   (SAT greater than 1350 and GPA less than 3.73)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	-0.00001	0.00	0.30	0.00
SAT	0.0006	0.00	1.30	0.01
GPA	0.001	0.00	0.72	0.01

N = 280   F = 1.06
Constant = -0.89 R^2 = 0.01

INSTITUTION III (cont.)

TABLE 1d : Probability of Admission   (SAT greater than 1350 and GPA greater than 3.74)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	-0.00001	0.00	0.19	0.00
SAT	0.0008	0.00	2.02	0.01
GPA	-0.004	0.01	0.20	0.01

$N = 172$
Constant = 1.15
$F = 0.83$
$R^2 = 0.01$

TABLE 2 : Percentage of Need Met

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
SAT	-0.09	0.02	19.73***	0.01
GPA	0.29	0.12	6.23**	0.07
Fin. Need	-0.03	0.00	233.99***	0.49

$N = 295$
Constant = 164.54
$F = 91.81$
$R^2 = 0.49$

TABLE 3 : Percentage of Grant Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
SAT	0.005	0.01	0.26	0.02
GPA	-0.02	0.07	0.05	0.02
Fin. Need	0.01	0.00	95.65***	0.33

$N = 210$
Constant = 40.45
$F = 33.85$
$R^2 = 0.33$

INSTITUTION III (cont.)

TABLE 4 : Percentage of Loan Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
SAT	0.01	0.01	1.10	0.02
GPA	-0.06	0.08	0.48	0.03
Fin. Need	-0.01	0.00	28.96***	0.15

N = 210
Constant = 42.73

$F = 11.71$
$R^2 = 0.15$

TABLE 5 : Percentage of Job Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
SAT	-0.02	0.01	3.70	0.00
GPA	0.07	0.07	1.32	0.01
Fin. Need	-0.005	0.00	16.29***	0.08

N = 210
Constant = 16.82

$F = 6.03$
$R^2 = 0.08$

INSTITUTION III (cont.)

TABLE 6: AID Tree

Y = Proportion of group admitted
$R^2 = .13$

```
                                                                    | Y = .71
                                                                    | N = 172
                                                                    | 3.74 and above
                                    | Y = .55
                                    | N = 470          GPA
                                    | 1350 and above   ($R^2 = .03$)
                                                                    | Y = .45
                                                                    | N = 298
                                                                    | 3.73 and below
    | Y = .39          SAT
    | N = 974          ($R^2 = .09$)
                                                                    | Y = .37
                                                                    | N = 67
                                                                    | 3.74 and above
                                    | Y = .25          GPA
                                    | N = 504          ($R^2 = .01$)
                                    | 1349 and below
                                                                    | Y = .23
                                                                    | - 437
                                                                    | 3.73 and below
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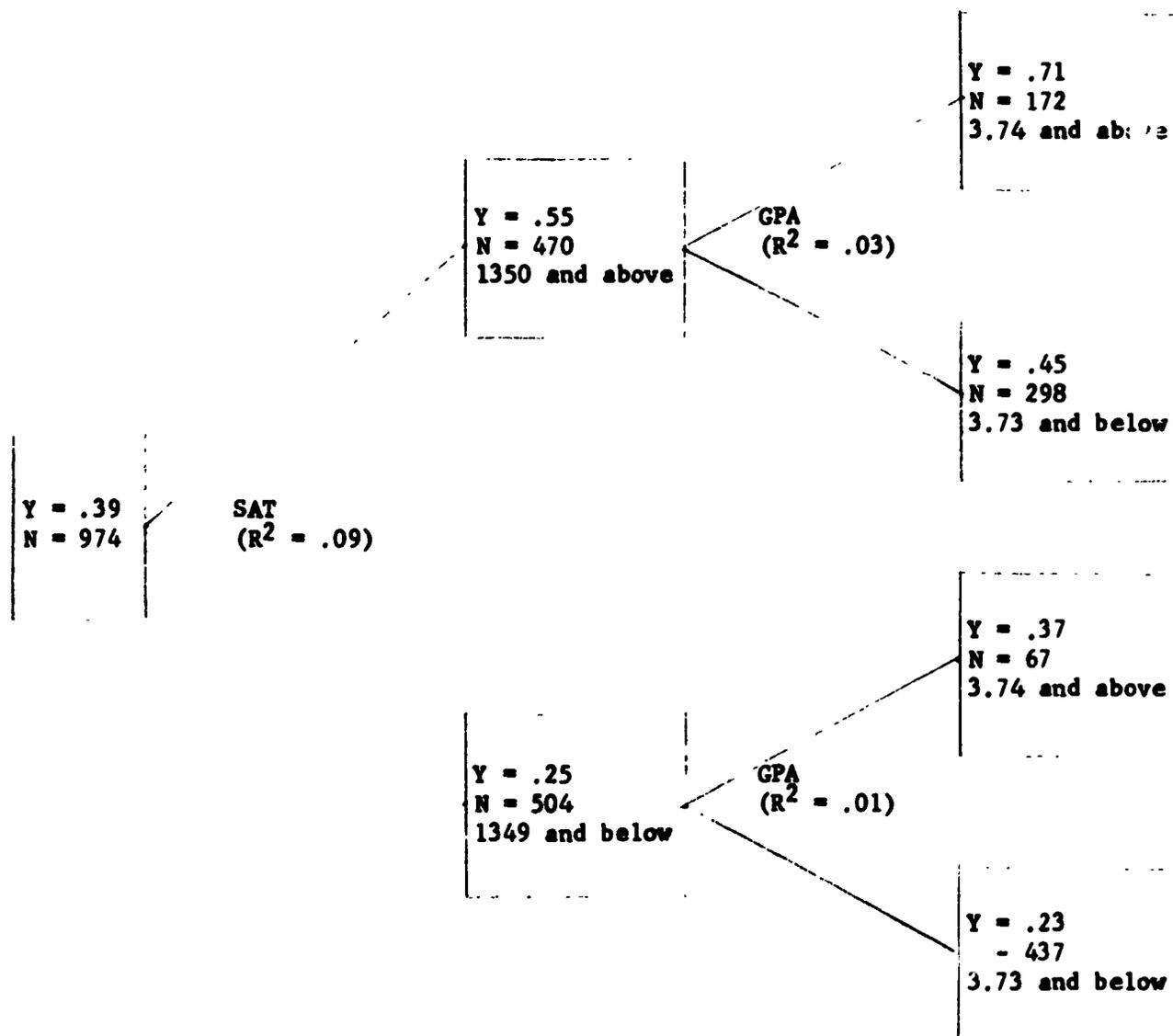
INSTITUTION IV

TABLE 1a : Probability of Admission (Total Population)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Rank	-0.76	0.07	114.53***	0.32
SAT	0.001	0.00	133.52***	0.49
Fin. Need	-0.00002	0.00	0.87	0.49

N = 431
Constant = -0.32

F = 139.27
R^2 = 0.49

TABLE 1b : Probability of Admission (SAT less than 999)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Rank	-0.48	0.11	20.35***	0.13
SAT	0.0005	0.00	3.11*	0.15
Fin. Need	0.00000	0.00	0.00	0.15

N = 142
Constant = -0.09

F = 8.14
R^2 = 0.15

TABLE 1c : Probability of Admission (SAT greater than 1000)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Rank	-0.92	0.09	103.15***	0.34
SAT	0.0005	0.00	9.36***	0.36
Fin. Need	-0.00002	0.00	0.89	0.37

N = 289
Constant = 0.37

F = 55.02
R^2 = 0.37

INSTITUTION IV (cont.)

TABLE 2 : Percentage of Need Met

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Rank	-35.94	16.36	4.82**	0.09
SAT	0.01	0.02	0.65	0.11
Fin. Need	-0.03	0.00	102.15***	0.40

N = 216 F = 46.62
Constant = 111.20 R^2 = 0.40

TABLE 3 : Percentage of Grant Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Rank	-6.35	12.77	0.25	0.01
SAT	0.02	0.01	3.19*	0.04
Fin. Need	0.002	0.00	1.21	0.05

N = 86 F = 1.49
Constant = 28.45 R^2 = 0.05

TABLE 4 : Percentage of Loan Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Rank	-7.34	13.49	0.30	0.00
SAT	-0.02	0.01	1.83	0.02
Fin. Need	-0.003	0.00	1.53	0.03

N = 86 F = 0.94
Constant = 67.24 R^2 = 0.03

INSTITUTION IV (cont.)

TABLE 5 : Percentage of Job Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Rank	13.69	3.36	16.65***	0.21
SAT	-0.004	0.00	1.84	0.23
Fin. Need	0.0004	0.00	0.60	0.23

N = 86
Constant = 4.31
F = 8.38
R^2 = 0.23

INSTITUTION IV (cont.)

TABLE 6: AID Tree

Y = Proportion of group admitted
R^2 = .36

```
                                                                   ┌─────────────────┐
                                                                   │ Y = .88         │
                                                                   │ N = 122         │
                                                                   │ 1250 and above  │
                                                                   └─────────────────┘
                                    ┌─────────────────┐
                                    │ Y = .70         │      SAT
                                    │ N = 299         │      ($R^2$ = .05)
                                    │ 1000 and above  │
                                    └─────────────────┘
                                                                   ┌─────────────────┐
                                                                   │ Y = .58         │
                                                                   │ N = 177         │
                                                                   │ 1000 - 1249     │
                                                                   └─────────────────┘

          ┌─────────────┐
          │ Y = .48     │         SAT
          │ N = 493     │         ($R^2$ = .31)
          └─────────────┘

                                    ┌─────────────────┐
                                    │ Y = .13         │
                                    │ N = 194         │
                                    │ 999 and below   │
                                    └─────────────────┘
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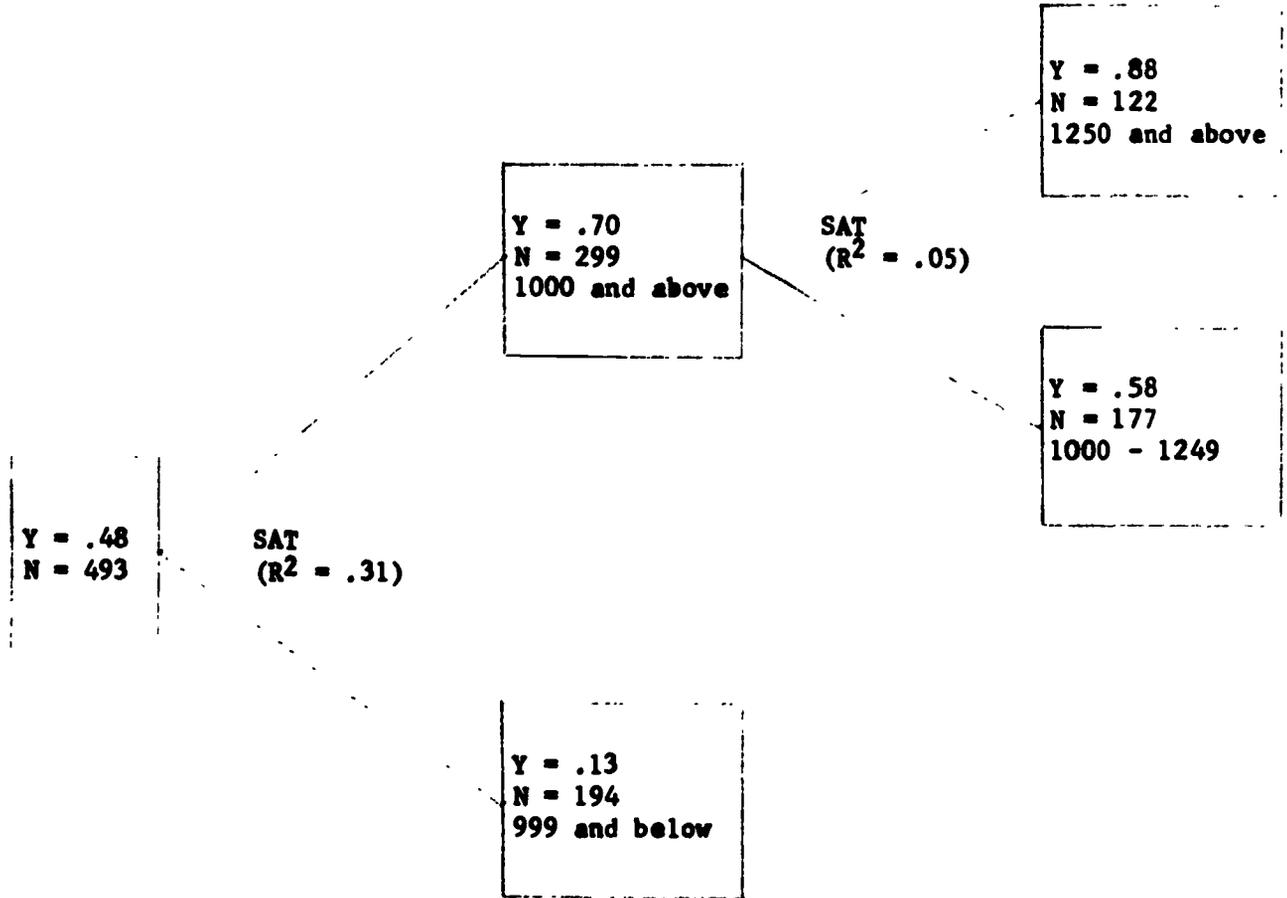
INSTITUTION V

TABLE 1 : Probability of Admission   (Total Population)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	-0.00006	0.00	4.84**	0.08
SAT	0.001	0.00	96.21***	0.39
GPA	0.003	0.00	179.97***	0.57

N = 432
Constant = -1.37

$F = 187.20$
$R^2 = 0.57$

TABLE 2 : Percentage of Need Met

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
SAT	0.01	0.01	0.23	0.01
GPA	0.07	0.04	3.06*	0.05
Fin. Need	-0.04	0.00	212.95***	0.53

N = 209
Constant = 137.39

$F = 77.60$
$R^2 = 0.53$

TABLE 3 : Percentage of Grant Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
SAT	0.01	0.03	0.08	0.00
GPA	0.19	0.08	5.77**	0.09
Fin. Need	-0.003	0.00	0.47	0.10

N = 68
Constant = -10.38

$F = 2.34$
$R^2 = 0.10$

INSTITUTION V (cont.)

TABLE 4 : Percentage of Loan Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
SAT	-0.03	0.02	1.45	0.03
GPA	-0.18	0.07	6.90***	0.13
Fin. Need	0.01	0.00	2.94*	0.17

N = 68
Constant = 109.80

$F = 4.40$
$R^2 = 0.17$

TABLE 5 : Percentage of Job Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
SAT	0.02	0.01	4.09**	0.05
GPA	-0.01	0.03	0.26	0.05
Fin. Need	-0.003	0.00	4.36**	0.11

N = 68
Constant = 0.58

$F = 2.72$
$R^2 = 0.11$

INSTITUTION VI

TABLE 1a : Probability of Admission   (Total Population)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Rank	-0.92	0.10	82.41***	0.24
SAT	0.001	0.00	106.58***	0.43
Fin. Need	-0.00004	0.00	4.69**	0.44

N = 356
Constant = -0.44

F = 90.98
R^2 = 0.44

TABLE 1b : Probability of Admission   (SAT less than 1074)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Rank	-0.34	0.16	4.84**	0.05
SAT	-0.00003	0.09	0.02	0.05
Fin. Need	-0.0001	0.00	1.83	0.07

N = 121
Constant = 0.46

F = 2.77
R^2 = 0.07

TABLE 1c : Probability of Admission   (SAT greater than 1075 and less than 1199)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Rank	-1.59	0.23	47.22***	0.37
SAT	0.001	0.00	1.36	0.38
Fin. Need	-0.0001	0.00	1.97	0.39

N = 88
Constant = -0.59

F = 17.93
R^2 = 0.39

INSTITUTION VI (cont.)

TABLE 1d : Probability of Admission (SAT greater than 1200)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Rank	-1.11	0.13	76.65***	0.37
SAT	0.0003	0.00	1.19	0.38
Fin. Need	0.00000	0.00	0.05	0.38

N = 147
Constant = 0.54
F = 29.23
R^2 = 0.38

TABLE 2 : Percentage of Need Met

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Rank	-32.70	22.20	2.17	0.02
SAT	-0.07	0.02	14.94***	0.08
Fin. Need	-0.01	0.00	26.45***	0.20

N = 180
Constant = 178.52
F = 14.50
R^2 = 0.20

TABLE 3 : Percentage of Grant Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Rank	-15.48	13.79	1.26	0.02
SAT	0.01	0.01	0.72	0.03
Fin. Need	0.001	0.00	0.27	0.03

N = 95
Constant = 74.18
F = 0.98
R^2 = 0.03

INSTITUTION VI (cont.)

TABLE 4 : Percentage of Loan Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Rank	15.48	13.79	1.26	0.02
SAT	-0.01	0.01	0.72	0.03
Fin. Need	-0.001	0.00	0.27	0.03

N = 95 $F = 0.98$

Constant = 25.42 $R^2 = 0.03$

INSTITUTION VI (cont.)

TABLE 6: AID Tree

Y = Proportion of group admitted
$R^2 = .33$

Y = .82
N = 158
1200 and above

SAT
$(R^2 = .01)$

Y = .89
N = 97
1275 and above

Y = .66
N = 61
1200 - 1274

Y = .49
N = 397

SAT
$(R^2 = .27)$

Y = .46
N = 99
1075 - 1199

Y = .28
N = 239
1199 and below

SAT
$(R^2 = .05)$

Y = .15
N = 140
1074 and below
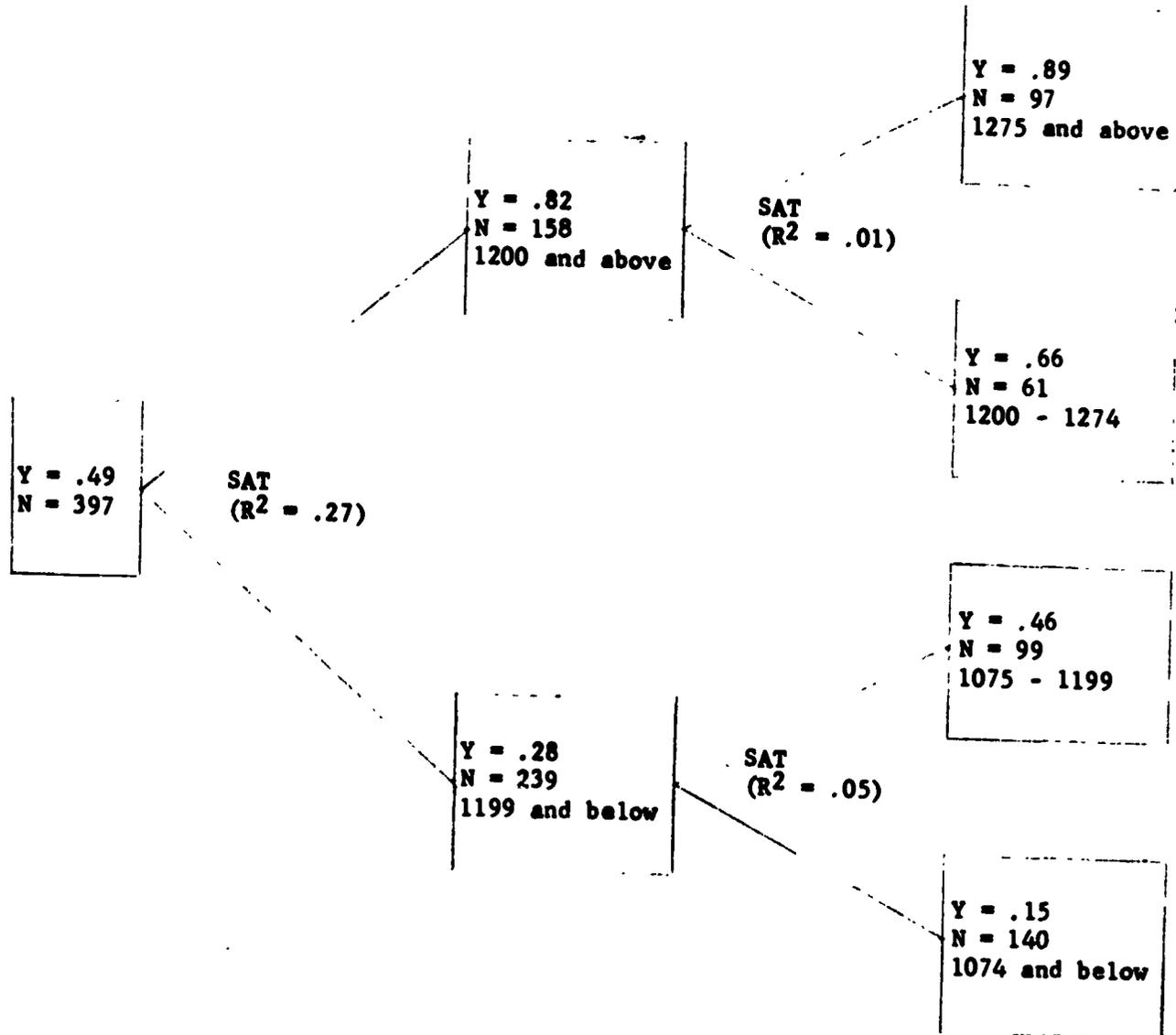
INSTITUTION VII

TABLE 1 : Probability of Admission   (Total Population)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	-0.0003	0.00	16.17***	0.11
GPA	0.003	0.00	67.34***	0.30

N = 247
Constant = 0.48
F = 53.11
R^2 = 0.30

TABLE 2 : Percentage of Need Met

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	-0.05	0.01	33.43***	0.23
GPA	0.14	0.06	5.25**	0.26

N = 133
Constant = 133.56
F = 23.00
R^2 = 0.26

TABLE 3 : Percentage of Grant Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	0.03	0.00	52.48***	0.37
GPA	0.04	0.03	1.67	0.38

N = 88
Constant = -31.85
F = 26.30
R^2 = 0.38

INSTITUTION VII (cont.)

TABLE 4 : Percentage of Loan Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	-0.02	0.01	15.47***	0.15
GPA	-0.01	0.04	0.04	0.15
N = 88		$F = 7.78$		
Constant = 79.91		$R^2 = 0.15$		

TABLE 5 : Percentage of Job Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	-0.01	0.00	6.44**	0.06
GPA	-0.03	0.03	1.40	0.08
N = 88		$F = 3.59$		
Constant = 51.94		$R^2 = 0.08$		

INSTITUTION VIII

TABLE 1 : Probability of Admissic -   (Total Population)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Percentile	0.005	0.00	7.52***	0.02
SAT	-0.0004	0.00	3.81*	0.03
Fin. Need	0.00001	0.00	0.04	0.03

N = 245   F = 2.78
Constant = 0.64 R^2 = 0.03

TABLE 2 : Percentage of Need Met

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Percentile	0.44	0.23	3.54*	0.14
SAT	0.06	0.03	4.50**	0.17
Fin. Need	-0.05	0.00	97.23***	0.52

N = 136   F = 48.24
Constant = 71.44 R^2 = 0.52

TABLE 3 : Percentage of Grant Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Percentile	-0.04	0.15	0.09	0.03
SAT	0.09	0.02	25.13*	0.26
Fin. Need	-0.004	0.00	1.49	0.27

N = 86   F = 10.07
Constant = -32.00 R^2 = 0.27

INSTITUTION VIII (cont.)

TABLE 4 : Percentage of Loan Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Percentile	0.15	0.14	1.09	0.01
SAT	-0.08	0.02	21.06*	0.21
Fin. Need	0.003	0.00	1.56	0.22

N = 86
Constant = 102.27
$F = 7.87$
$R^2 = 0.22$

TABLE 5 : Percentage of Job Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Percentile	-0.10	0.09	1.37	0.04
SAT	-0.01	0.01	1.77	0.06
Fin. Need	0.0002	0.00	0.01	0.06

N = 86
Constant = 29.73
$F = 1.68$
$R^2 = 0.06$

INSTITUTION VIII (cont.)

TABLE 6: AID Tree

Y = Proportion of group admitted
$R^2 = .12$


```
                                                          ┌─────────────────┐
                                                          │ Y = .57         │
                                                          │ N = 242         │
                                                          │ 600 - 1349      │
                                                          └─────────────────┘
                            ┌─────────────────┐
                            │ Y = .55         │        SAT
                            │ N = 250         │        ($R^2 = .02$)
                            │ 600 and above   │
                            └─────────────────┘
                                                          ┌─────────────────┐
                                                          │ Y = .12         │
                                                          │ N = 8           │
                                                          │ 1350 and above  │
                                                          └─────────────────┘
     ┌─────────────┐
     │ Y = .50     │        SAT
     │ N = 280     │        ($R^2 = .10$)
     └─────────────┘

                            ┌─────────────────┐
                            │ Y = .03         │
                            │ N = 30          │
                            │ 599 and below   │
                            └─────────────────┘
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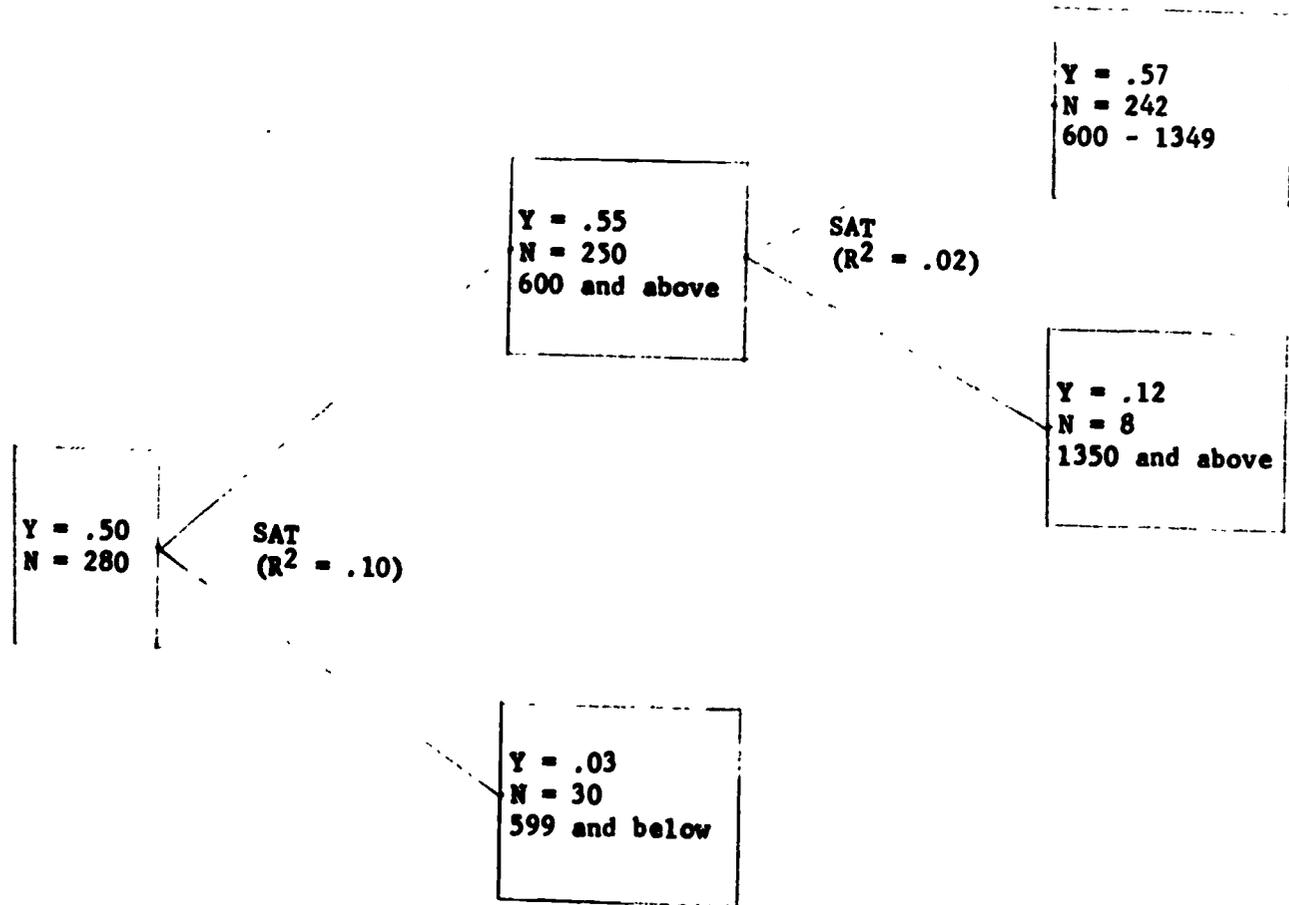
INSTITUTION IX

TABLE 1 : Probability of Admission   (Total Population)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	-0.0001	0.00	16.81***	0.31
SAT	0.0003	0.00	5.19**	0.39
GPA	0.005	0.00	148.24***	0.59

N = 294
Constant = -0.82

$\cdots$ F = 141.66
R^2 = 0.59

TABLE 2 : Percentage of Need Met

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
SAT	0.01	0.02	0.17	0.05
GPA	0.14	0.09	2.67	0.10
Fin. Need	-0.02	0.00	38.74*	0.30

N = 137
Constant = 38.07

F = 19.11
R^2 = 0.30

TABLE 3 : Percentage of Grant Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
SAT	0.06	0.02	8.05***	0.20
GPA	0.13	0.09	2.29	0.23
Fin. Need	-0.002	0.00	0.14	0.24

N = 62
Constant = -51.40

F = 5.97
R^2 = 0.24

INSTITUTION IX   (cont.)

TABLE 4 : Percentage of Loan Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
SAT	-0.06	0.02	11.00***	0.22
GPA	-0.11	0.08	2.13	0.25
Fin. Need	-0.003	0.00	0.47	0.26

N = 62
Constant = 149.37

$F = 6.67$
$R^2 = 0.26$

TABLE 5 : Percentage of Job Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
SAT	0.004	0.01	0.20	0.00
GPA	-0.02	0.03	0.23	0.01
Fin. Need	0.004	0.00	6.53**	0.11

N = 62
Constant = 2.03

$F = 2.29$
$R^2 = 0.11$

INSTITUTION X

TABLE 2 : Percentage of Need Met

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
SAT	-0.003	0.01	0.05	0.00
GPA	0.05	0.05	0.99	0.00
Fin. Need	-0.03	0.01	41.93***	0.16

N = 235
Constant = 101.45
F = 14.19
R^2 = 0.16

TABLE 3 : Percentage of Grant Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
SAT	0.05	0.02	8.80***	0.21
GPA	0.24	0.08	9.21***	0.27
Fin. Need	-0.0007	0.00	0.02	0.27

N = 103
Constant = -92.79
F = 12.50
R^2 = 0.27

TABLE 4 : Percentage of Loan Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
SAT	-0.03	0.02	3.62*	0.13
GPA	-0.21	0.08	7.16***	0.18
Fin. Need	0.005	0.00	1.16	0.19

N = 103
Constant = 129.05
F = 7.78
R^2 = 0.19

INSTITUTION X (cont.)

TABLE 5 : Percentage of Job Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
SAT	-0.02	0.01	1.84	0.03
GPA	-0.03	0.06	0.22	0.03
Fin. Need	-0.004	0.00	1.36	0.05

N = 103
Constant = 63.74

$F = 1.61$
$R^2 = 0.05$

INSTITUTION XI

TABLE 1a : Probability of Admission   (Total Population)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Rank	-0.44	0.15	8.22***	0.04
SAT	0.0007	0.00	31.06***	0.11
Fin. Need	-0.00004	0.00	6.15**	0.12

N = 461	F = 21.60	
Constant = -0.42	R^2 = 0.12	

TABLE 1b : Probability of Admission   (SAT less than 1324)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Rank	-0.35	0.16	4.98**	0.03
SAT	0.0002	0.00	2.45	0.04
Fin. Need	-0.00007	0.00	15.84***	0.10

N = 269	F = 9.56	
Constant = 0.15	R^2 = 0.10	

TABLE 1c : Probability of Admission   (SAT greater than 1325)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Rank	-0.75	0.31	5.73**	0.03
SAT	0.0003	0.00	0.22	0.03
Fin. Need	0.00001	0.00	0.13	0.03

N = 192	F = 2.17	
Constant = 0.06	R^2 = 0.03	

INSTITUTION XI (cont.)

TABLE 2 : Percentage of Need Met

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Rank	57.34	52.94	1.17	0.00
SAT	-0.004	0.03	0.02	0.00
Fin. Need	-0.04	0.00	78.83***	0.40

N = 120
Constant = 168.32
$F = 26.28$
$R^2 = 0.40$

TABLE 3 : Percentage of Grant Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Rank	-4.48	15.48	0.08	0.00
SAT	-0.01	0.01	0.38	0.01
Fin. Need	-0.01	0.00	47.84***	0.30

N = 116
Constant = 114.59
$F = 16.28$
$R^2 = 0.30$

TABLE 4 : Percentage of Loan Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Rank	4.48	15.48	0.08	0.00
SAT	0.01	0.01	0.38	0.01
Fin. Need	0.01	0.00	47.84***	0.30

N = 116
Constant = -14.59
$F = 16.28$
$R^2 = 0.30$

INSTITUTION XI (cont.)

TABLE 6: AID Tree

Y = Proportion of group admitted
R^2 = .17


```
                                                            ┌──────────────────┐
                                                            │ Y = .59          │
                                                            │ N = 101          │
                                                            │ 1425 and above   │
                                                            └──────────────────┘
                              ┌──────────────────┐
                              │ Y = .52          │      SAT
                              │ N = 258          │      (R2 = .01)
                              │ 1325 and above   │
                              └──────────────────┘
                                                            ┌──────────────────┐
                                                            │ Y = .48          │
                                                            │ N = 157          │
                                                            │ 1325 - 1424      │
                                                            └──────────────────┘
    ┌──────────────┐
    │ Y = .31      │    SAT
    │ N = 625      │    (R2 = .14)
    └──────────────┘
                                                            ┌──────────────────┐
                                                            │ Y = .25          │
                                                            │ N = 200          │
                                                            │ 1175 - 1324      │
                                                            └──────────────────┘
                              ┌──────────────────┐
                              │ Y = .16          │      SAT
                              │ N = 367          │      (R2 = .02)
                              │ 1324 and below   │
                              └──────────────────┘
                                                            ┌──────────────────┐
                                                            │ Y = .05          │
                                                            │ N = 167          │
                                                            │ 1174 and below   │
                                                            └──────────────────┘
```
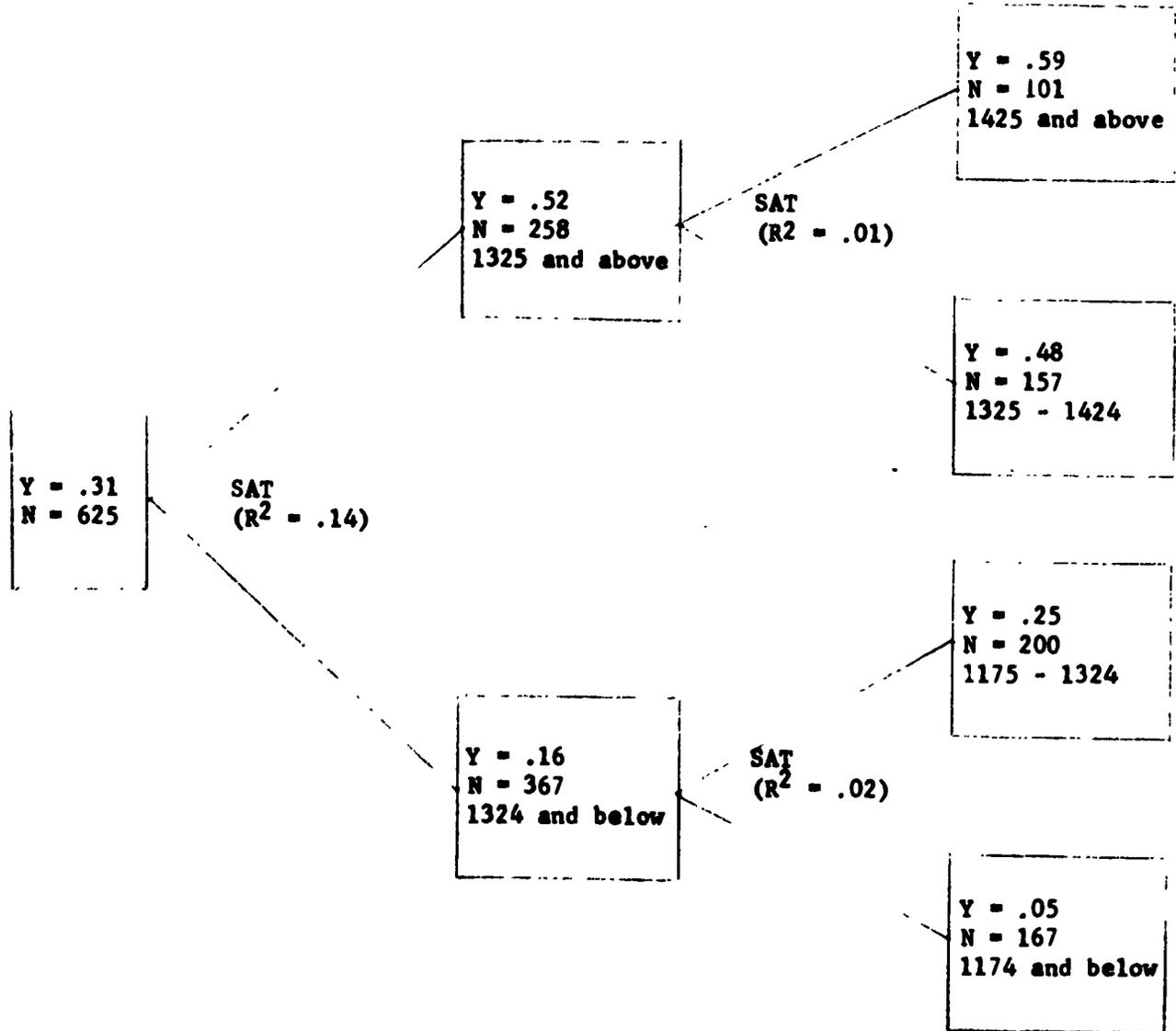
INSTITUTION XII

TABLE 1 : Probability of Admission   (Total Population)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Race	0.17	0.06	8.18 ***	0.00
SAT	0.001	0.00	59.03 ***	0.26
GPA	0.001	0.00	15.31 ***	0.31
Fin. Need	-0.0002	0.00	131.01 ***	0.46

N = 501 F = 103.82
Constant = -0.46 R^2 = 0.46

TABLE 2 : Percentage of Need Met

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
SAT	0.06	0.03	4.48*	0.00
GPA	0.06	0.07	0.91	0.01
Fin. Need	-0.01	0.00	28.87***	0.13
Race	66.77	11.46	33.98***	0.25

N = 213 F = 17.68
Constant = -35.33 R^2 = 0.25

TABLE 3 : Percentage of Grant Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
SAT	0.12	0.03	12.32***	0.00
GPA	0.15	0.11	2.08	0.00
Fin. Need	0.02	0.00	20.35***	0.35
Race	46.43	14.85	9.77***	0.45

N = 63 F = 11.67
Constant = -211.43 R^2 = 0.45

INSTITUTION XII (cont.)

TABLE 4 : Percentage of Loan Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
SAT	-0.10	0.04	7.21 ***	0.00
GPA	-0.16	0.11	2.01	0.00
Fin. Need	-0.02	0.01	9.05 ***	0.22
Race	-42.61	15.64	7.43 ***	0.31

N = 63

Constant = 261.65

$F = 6.45$

$R^2 = 0.31$

TABLE 5 : Percentage of Job Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
SAT	-0.02	0.02	1.33	0.00
GPA	0.01	0.06	0.01	0.01
Fin. Need	-0.01	0.00	5.18**	0.11
Race	-3.81	8.77	0.19	0.11

N = 63

Constant = 49.78

$F = 1.85$

$R^2 = 0.11$

INSTITUTION XIII

TABLE 1a : Probability of Admission (Total Population)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Race	0.15	∩ 04	14.19 ***	0.00
SAT	0.0005	0.00	25.48 ***	0.20
GPA	0.003	0.00	60.38 ***	0.31
Fin. Need	-0.00004	0.00	7.51 ***	0.32

N = 497
Constant = -0.46
$F = 58.33$
$R^2 = 0.32$

TABLE 1b : Probability of Admission (GPA less than 2.49)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Race	0.30	0.12	5.93**	0.06
SAT	0.0008	0.00	5.03**	0.13
GPA	-0.001	0.00	0.51	0.13
Fin. Need	-0.00007	0.00	0.72	0.14

N = 78
Constant = -0.00
$F = 3.02$
$R^2 = 0.14$

TABLE 1c : Probability of Admission (GPA greater than 2.50 and less than 2.74)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Race	0.30	0.14	4.44**	0.02
SAT	0.001	0.00	11.76***	0.20
GPA	-0.01	0.01	1.84	0.23
Fin. Need	-0.00007	0.00	0.49	0.24

N = 55
Constant = 2.50
$F = 3.87$
$R^2 = 0.24$

INSTITUTION XIII (cont.)

TABLE 1d : Probability of Admission   (GPA greater than 2.75)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Race	0.08	0.04	4.38**	0.00
SAT	0.0003	0.00	15.64***	0.08
GPA	0.0006	0.00	2.86	0.09
Fin. Need	-0.00003	0.00	8.26***	0.11

N = 364
Constant = 0.42
$F = 11.61$
$R^2 = 0.11$

TABLE 2 : Percentage of Need Met

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
SAT	-0.07	0.03	4.13**	0.00
GPA	0.06	0.12	0.31	0.02
Fin. Need	-0.04	0.01	62.73***	0.16
Race	-3.09	12.72	0.06	0.16

N = 385
Constant = 206.22
$F = 17.44$
$R^2 = 0.16$

TABLE 3 : Percentage of Grant Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
SAT	0.06	0.02	11.29***	0.05
GPA	-0.02	0.06	0.15	0.06
Fin. Need	0.009	0.00	7.64***	0.10
Race	2.08	6.87	0.09	0.10

N = 179
Constant = 0.12
$F = 4.90$
$R^2 = 0.10$

INSTITUTION XIII (cont.)

TABLE 6: AID Tree

Y = Proportion of group admitted
R^2 = .32


```
                                                    ┌─────────────────┐
                                                    │ Y = .94         │
                                                    │ N = 378         │
                                                    │ 850 and above   │
                                                    └─────────────────┘
                          ┌──────────────┐
                          │ Y = .93      │     SAT
                          │ N = 402      │    (R² = .02)
                          │ 2.75 and above│
                          └──────────────┘
                                                    ┌─────────────────┐
                                                    │ Y = .62         │
                                                    │ N = 24          │
                                                    │ 849 and below   │
                                                    └─────────────────┘
  ┌──────────┐
  │ Y = .79  │      GPA
  │ N = 563  │     (R² = .27)
  └──────────┘
                                                    ┌─────────────────┐
                                                    │ Y = .63         │
                                                    │ N = 61          │
                                                    │ 2.50 - 2.74     │
                                                    └─────────────────┘
                          ┌──────────────┐
                          │ Y = .45      │     GPA
                          │ N = 161      │    (R² = .03)
                          │ 2.74 and below│
                          └──────────────┘
                                                    ┌─────────────────┐
                                                    │ Y = .34         │
                                                    │ N = 100         │
                                                    │ 2.49 and below  │
                                                    └─────────────────┘
```

INSTITUTION XIV

TABLE 1 : Probability of Admission   (Total Population)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Race	-0.34	0.10	11.52 ***	0.09
SAT	0.0002	0.00	1.91	0.11
Fin. Need	-0.00002	0.00	0.73	0.11

N = 128
Constant = 0.81

F = 5.36
R^2 = 0.11

TABLE 2 : Percentage of Need Met

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Race	20.31	17.50	1.35	0.00
SAT	0.08	0.02	18.72 ***	0.12
Fin. Need	-0.02	0.00	15.62 ***	0.23

N = 113
Constant = -13.94

F = 10.93
R^2 = 0.23

TABLE 3 : Percentage of Grant Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Race	23.04	16.91	1.86	0.02
SAT	-0.01	0.02	0.16	0.02
Fin. Need	-0.01	0.00	14.12 ***	0.15

N = 94
Constant = 105.89

F = 5.32
R^2 = 0.15

INSTITUTION XIV (cont.)

TABLE 4 : Percentage of Loan Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Race	-23.04	16.91	1.86	0.02
SAT	0.01	0.02	0.16	0.02
Fin. Need	0.01	0.00	14.12***	0.15

N = 94 F = 5.32
Constant = -5.89 R^2 = 0.15

INSTITUTION XV

TABLE 1 : Probability of Admission   (Total Population)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	-0.00007	0.00	3.03	0.02
SAT	-0.0002	0.00	1.05	0.03
GPA	0.001	0.00	12.55 ***	0.17

N = 75
Constant = 0.88

F = 4.37
R^2 = 0.17

TABLE 2 : Percentage of Need Met

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
SAT	0.05	0.04	1.22	0.04
GPA	0.15	0.09	2.59	0.06
Fin. Need	-0.04	0.01	11.70***	0.19

N = 73
Constant = 57.37

F = 5.56
R^2 = 0.19

TABLE 3 : Percentage of Grant Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
SAT	0.12	0.03	19.64***	0.25
GPA	0.15	0.06	5.48**	0.32
Fin. Need	0.01	0.01	2.31	0.35

N = 58
Constant = -100.82

F = 9.69
R^2 = 0.35

INSTITUTION XV (cont.)

TABLE 4 : Percentage of Loan Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
SAT	-0.06	0.03	4.29**	0.07
GPA	-0.09	0.07	1.72	0.10
Fin. Need	-0.01	0.01	1.05	0.12

N = 58

Constant = 119.91

$F = 2.48$
$R^2 = 0.12$

TABLE 5 : Percentage of Job Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
SAT	-0.05	0.02	6.44**	0.11
GPA	-0.05	0.05	1.05	0.13
Fin. Need	-0.003	0.01	0.17	0.13

N = 58

Constant = 80.91

$F = 2.73$
$R^2 = 0.13$

INSTITUTION XVI

TABLE la : Probability of Admission   (Total Population)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Race x Need	0.00001	0.00	0.02	0.01
SAT	0.002	0.00	96.15 ***	0.34
Fin. Need	-0.00007	0.00	8.37 ***	0.40
Rank	-0.58	0.13	20.33 ***	0.46
Race	0.51	0.30	2.76 *	0.46

N = 220   F = 36.85
Constant = -1.07 R^2 = 0.46

TABLE 1b : Probability of Admission   (SAT greater than 1125)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Race x Need	0.00005	0.00	0.05	0.01
SAT	0.0002	0.00	0.19	0.05
Fin. Need	-0.00003	0.00	1.37	0.14
Rank	-0.92	0.18	26.40 ***	0.34
Race	-0.04	0.61	0.01	0.34

N = 91   F = 8.78
Constant = 0.83 R^2 = 0.34

TABLE 1c : Probability of Admission   (SAT less than 1124)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Race x Need	-0.00002	0.00	0.02	0.08
SAT	0.002	0.00	33.49***	0.26
Fin. Need	-0.0001	0.00	7.47***	0.35
Rank	-0.44	0.17	6.49**	0.39
Race	0.72	0.36	4.01**	0.40

N = 129   F = 16.71
Constant = -1.22 R^2 = 0.40

INSTITUTION XVI (cont.)

TABLE 2 : Percentage of Need Met

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Race x Need	0.01	0.01	1.69	0.14
SAT	-0.03	0.03	1.07	0.15
Fin. Need	-0.02	0.00	17.47 ***	0.31
Rank	-38.25	24.98	2.35	0.32
Race	-5.50	35.48	0.02	0.32

N = 110
Constant = 124.44
F = 9.89
R^2 = 0.32

TABLE 3 : Percentage of Grant Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Race x Need	0.002	0.01	0.04	0.04
SAT	0.03	0.02	2.38	0.08
Fin. Need	0.005	0.01	1.14	0.10
Rank	-12.47	17.15	0.53	0.11
Race	6.68	23.03	0.08	0.12

N = 54
Constant = 21.93
F = 1.25
R^2 = 0.12

TABLE 4 : Percentage of Loan Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Race x Need	-0.003	0.00	0.41	0.01
SAT	-0.02	0.01	2.19	0.06
Fin. Need	-0.002	0.00	0.38	0.08
Rank	8.25	9.17	0.81	0.10
Race	8.87	12.32	0.52	0.11

N = 54
Constant = 38.37
F = 1.15
R^2 = 0.11

INSTITUTION XVI (cont.)

TABLE 5 : Percentage of Job Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Race x Need	0.001	0.01	0.02	0.08
SAT	-0.02	0.02	0.61	0.09
Fin. Need	-0.004	0.00	0.59	0.09
Rank	4.21	16.46	0.07	0.09
Race	-15.55	22.11	0.49	0.10

N = 54
Constant = 39.70

$F = 1.11$
$R^2 = 0.10$

INSTITUTION XVI (cont.)

TABLE 6: AID Tree

Y = Proportion of group admitted
R^2 = .27

```
                                    ┌─────────────────┐
                                    │ Y = .80         │
                                    │ N = 93          │
                                    │ 1125 and above  │
                                    └─────────────────┘
┌───────────┐
│ Y = .48   │        SAT
│ N = 252   │        ($R^2$ = .23)
└───────────┘
                                                        ┌──────────────┐
                                                        │ Y = .44      │
                                                        │ N = 72       │
                                                        │ 1025 - 1124  │
                                                        └──────────────┘
            ┌─────────────────┐
            │ Y = .30         │     SAT
            │ N = 159         │     ($R^2$ = .04)
            │ 1124 and below  │
            └─────────────────┘
                                                        ┌────────────────┐
                                                        │ Y = .18        │
                                                        │ N = 87         │
                                                        │ 1024 and below │
                                                        └────────────────┘
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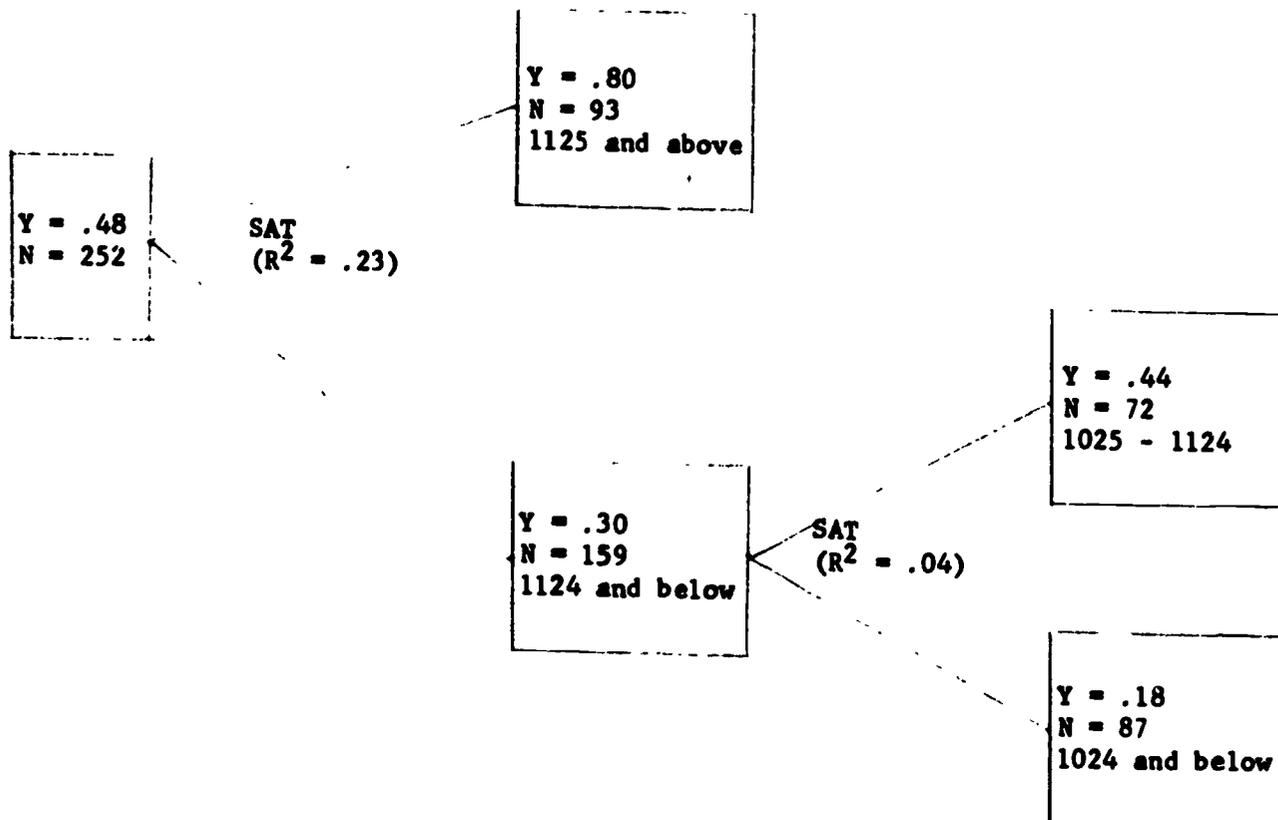
INSTITUTION XVII

TABLE 1a : Probability of Admission (Total Population)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Race x Need	0.00001	0.00	0.01	0.01
SAT	0.001	0.00	47.91 ***	0.13
Fin. Need	-0.00007	0.00	15.78 ***	0.16
Rank	-0.37	0.28	2.02	0.16
Race	0.12	0.24	0.26	0.17

N = 519
Constant = -1.07
$F = 20.26$
$R^2 = 0.17$

TABLE 1b : Probability of Admission (SAT less than 1399)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Race x Need	-0.00004	0.00	0.25	0.00
SAT	0.0005	0.00	4.19 **	0.04
Fin. Need	-0.00004	0.00	3.81 *	0.06
Rank	-0.38	0.26	2.05	0.06
Race	0.22	0.30	0.57	0.06

N = 277
Constant = -0.31
$F = 3.70$
$R^2 = 0.06$

TABLE 1c : Probability of Admission (SAT greater than 1400)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Race x Need	0.00002	0.00	0.04	0.00
SAT	0.002	0.00	8.24 ***	0.05
Fin. Need	-0.00008	0.00	9.65 ***	0.09
Rank	-1.37	0.64	4.62 **	0.11
Race	0.06	0.39	0.03	0.11

N = 241
Constant = -1.98
$F = 5.57$
$R^2 = 0.11$

INSTITUTION XVII (cont.)

TABLE 2 : Percentage of Need Met

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Race x Need	0.01	0.02	0.39	0.00
SAT	-0.003	0.04	0.01	0.00
Fin. Need	-0.03	0.00	58.78 ***	0.28
Rank	-193.74	112.29	2.98 *	0.29
Race	-2.45	47.51	0.00	0.29

N = 171
Constant = 167.53
$F = 13.70$
$R^2 = 0.29$

TABLE 3 : Percentage of Grant Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Race x Need	0.007	0.00	2.26	0.00
SAT	0.01	0.01	1.24	0.02
Fin. Need	-0.002	0.00	1.70	0.03
Rank	-76.04	39.64	3.68 *	0.05
Race	-18.13	13.73	1.74	0.06

N = 147
Constant = 70.37
$F = 1.91$
$R^2 = 0.06$

TABLE 4 : Percentage of Loan Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Race x Need	-0.007	0.00	2.26	0.00
SAT	-0.01	0.01	1.24	0.02
Fin. Need	0.002	0.00	1.70	0.03
Rank	76.04	39.64	3.68 *	0.05
Race	18.13	13.73	1.74	0.06

N = 147
Constant = 29.63
$F = 1.91$
$R^2 = 0.06$

INSTITUTION XVII (cont.)

TABLE 6: AID Tree

Y = Proportion of group admitted
R^2 = .16

```
                                                                      ┌──────────────
                                                                      │ Y = .60
                                                                      ┤ N = 163
                                                                      │ 1440 and above
                                                                      │
                                          ┌──────────────┐
                                          │ Y = .55      │   SAT
                                          │ N = 223      │< ($R^2$ = .01)
                                        ╱ │ 1410 and above│
                                                          │
                                                          │           ┌──────────────┐
                                                          │           │ Y = .41      │
                                                          │           ┤ N = 60       │
                                                          │           │ 1410 - 1439  │
                                                          │           └──────────────┘
    ┌──────────┐
    │ Y = .34  │   SAT
    │ N = 546  │< ($R^2$ = .13)
    └──────────┘                                                      ┌──────────────┐
                                                                      │ Y = .30      │
                                                                      ┤ N = 152      │
                                                                      │ 1330 - 1409  │
                                                                      └──────────────┘
                            ┌──────────────┐
                            │ Y = .20      │    SAT
                            │ N = 323      │  ($R^2$ = .02)
                            │ 1409 and below│
                            └──────────────┘
                                                                      ┌──────────────┐
                                                                      │ Y = .11      │
                                                                      ┤ N = 171      │
                                                                      │ 1329 and below│
                                                                      └──────────────┘
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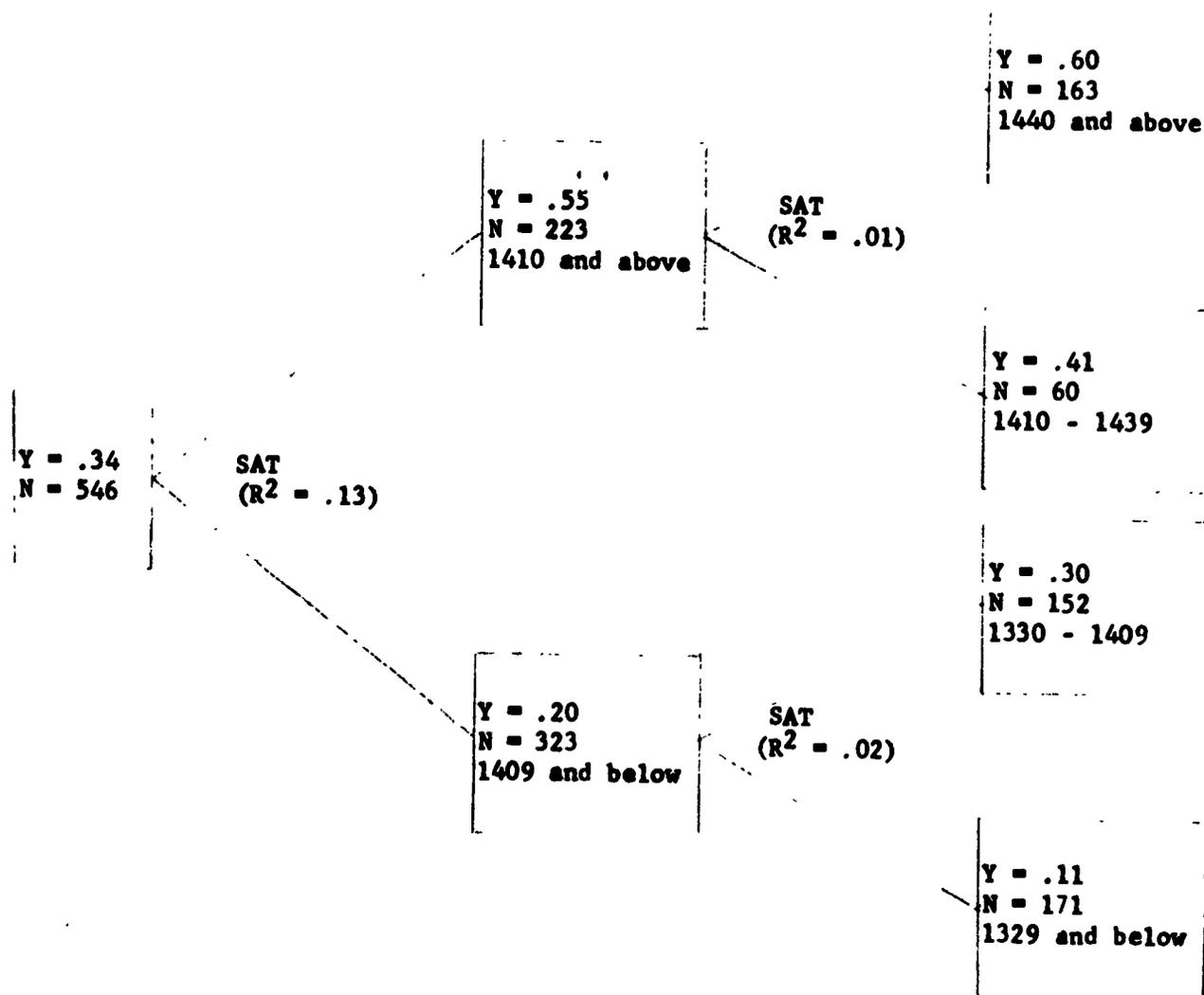
INSTITUTION XVIII

TABLE 1a : Probability of Admission   (Total Population)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Race x Need	0.00001	0.00	0.01	0.00
SAT	0.002	0.00	298.69***	0.35
Fin. Need	-0.00004	0.00	9.94***	0.36
Rank	-0.26	0.08	10.05***	0.37
Race	0.36	0.16	4.93**	0.38

N = 693
Constant = -1.51

F = 82.87
R^2 = 0.38

TABLE 1b : Probability of Admission   (SAT less than 1219)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Race x Need	-0.0001	0.00	3.80*	0.08
SAT	0.001	0.00	17.20***	0.14
Fin. Need	-0.00003	0.00	2.19	0.18
Rank	-0.16	0.09	3.49*	0.19
Race	0.76	0.18	16.70***	0.23

N = 272
Constant = -0.50

F = 16.22
R^2 = 0.23

TABLE 1c : Probability of Admission   (SAT greater than 1220 and less than 1289)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Race x Need	0.00009	0.00	0.10	0.04
SAT	-0.003	0.00	1.89	0.05
Fin. Need	-0.00006	0.00	2.30	0.08
Rank	-0.69	0.26	7.15***	0.13
Race	0.19	0.79	0.06	0.13

N = 115
Constant = 4.75

F = 3.39
R^2 = 0.13

INSTITUTION XVIII (cont.)

TABLE 1d : Probability of Admission   (SAT greater than 1290)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Race x Need	0.0001	0.00	1.35	0.00
SAT	0.001	0.00	12.19 ***	0.05
Fin. Need	-0.00003	0.00	3.90 **	0.06
Rank	-0.18	0.19	0.87	0.06
Race	-0.33	0.27	1.48	0.07

N = 306
Constant = -0.69
$F = 4.44$
$R^2 = 0.07$

TABLE 2 : Percentage of Need Met

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Race x Need	0.01	0.01	2.55	0.04
SAT	0.004	0.02	0.05	0.05
Fin. Need	-0.03	0.00	169.94 ***	0.40
Rank	-26.001	18.98	1.88	0.41
Race	6.29	21.21	0.09	0.41

N = 335
Constant = 94.28
$F = 44.83$
$R^2 = 0.41$

TABLE 3 : Percentage of Grant Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Race x Need	-0.002	0.01	0.07	0.07
SAT	0.04	0.02	2.67	0.08
Fin. Need	0.01	0.00	9.18***	0.13
Rank	-44.85	29.14	2.37	0.15
Race	26.003	21.10	1.52	0.17

N = 122
Constant = -0.64
$F = 4.60$
$R^2 = 0.17$

INSTITUTION XVIII (cont.)

TABLE 4 : Percentage of Loan Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Race x Need	0.002	0.01	0.07	0.07
SAT	-0.04	0.02	2.67	0.08
Fin. Need	-0.01	0.00	9.18 ***	C.13
Rank	44.85	29.14	2.37	0.15
Race	-26.003	21.10	1.52	0.17

N = 122
Constant = 100.64

F = 4.60
R^2 = 0.17

INSTITUTION XVIII (cont.)

TABLE 6: AID Tree

Y = Proportion of group admitted
R^2 = .32

```
                                                              ┌─────────────────┐
                                                              │ Y = .84         │
                                                              │ N = 281         │
                                                              │ 1320 and above  │
                                         ┌──────────────┐     └─────────────────┘
                                         │ Y = .80      │   SAT
                                         │ N = 344      │< ($R^2$ = .01)
                                         │ 1290 and above│
                                         └──────────────┘     ┌─────────────────┐
                                                              │ Y = .63         │
                                                              │ N = 63          │
                                                              │ 1290 - 1319     │
        ┌─────────┐                                           └─────────────────┘
        │ Y = .50 │    SAT
        │ N = 801 │<  ($R^2$ = .27)
        └─────────┘                                           ┌─────────────────┐
                                                              │ Y = .49         │
                                                              │ N = 128         │
                                                              │ 1220 - 1289     │
                                         ┌──────────────┐     └─────────────────┘
                                         │ Y = .27      │   SAT
                                         │ N = 457      │< ($R^2$ = .04)
                                         │ 1289 and below│
                                         └──────────────┘     ┌─────────────────┐
                                                              │ Y = .19         │
                                                              │ N = 329         │
                                                              │ 1219 and below  │
                                                              └─────────────────┘
```
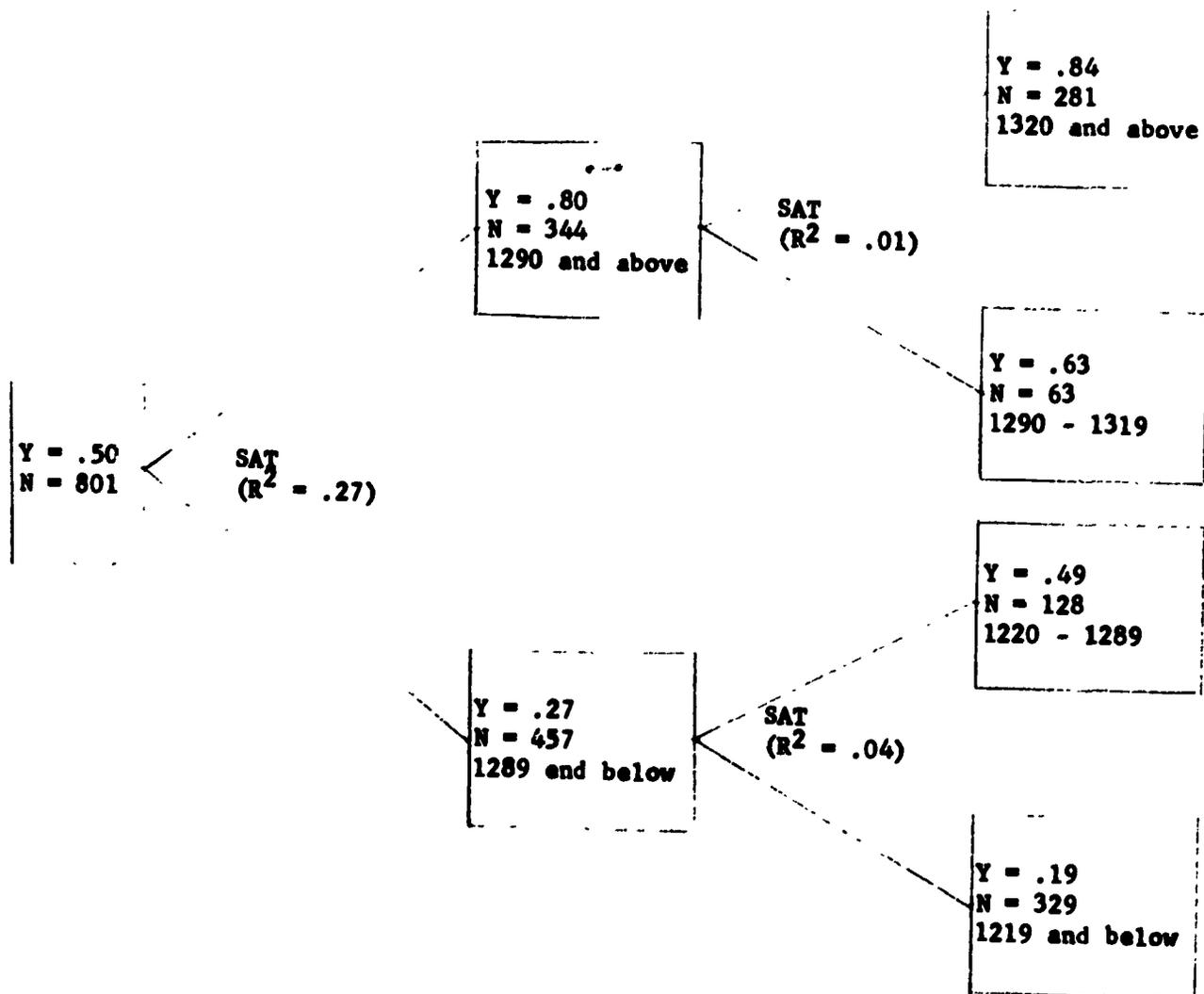
INSTITUTION XIX

TABLE 1a : Probability of Admission   (Total Population)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Rank	-0.03	0.02	2.11	0.01
SAT	0.001	0.00	46.18 ***	0.13
Fin. Need	-0.00001	0.00	0.18	0.13

N = 375   F = 18.28

Constant = -0.72 R^2 = 0.13

TABLE 1b : Probability of Admission   (SAT less than 1219)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Rank	-0.02	0.02	1.10	0.01
SAT	-0.00007	0.00	0.06	0.01
Fin. Need	-0.00003	0.00	0.65	0.01

N = 170   F = 0.63

Constant = 0.46 R^2 = 0.01

TABLE 1c : Probability of Admission   (SAT greater than 1220)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Rank	-0.85	0.19	20.81***	0.11
SAT	0.001	0.00	5.91**	0.14
Fin. Need	0.00003	0.00	0.87	0.14

N = 205   F = 10.97

Constant = -0.71 R^2 = 0.14

INSTITUTION XIX (cont.)

TABLE 2 : Percentage of Need Met

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Rank	-3.21	54.78	0.00	0.01
SAT	-0.03	0.05	0.38	0.01
Fin. Need	-0.04	0.01	19.03 ***	0.11

N = 176
Constant = 192.86
F = 6.86
R^2 = 0.11

TABLE 3 : Percentage of Grant Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Rank	-21.34	22.54	0.90	0.00
SAT	0.01	0.01	1.29	0.01
Fin. Need	0.01	0.00	16.90 ***	0.26

N = 53
Constant = 28.64
F = 5.82
R^2 = 0.26

TABLE 4 : Percentage of Loan Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Rank	23.65	22.52	1.10	0.01
SAT	-0.01	0.01	0.85	0.02
Fin. Need	-0.01	0.00	17.70 ***	0.28

N = 53
Constant = 68.02
F = 6.25
R^2 = 0.28

INSTITUTION XIX (cont.)

TABLE 5 : Percentage of Job Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Rank	-2.30	1.68	1.88	0.01
SAT	-0.003	0.00	8.53 ***	0.23
Fin. Need	0.0003	0.00	1.47	0.25

N = 53
Constant = 3.34
$F = 5.39$
$R^2 = 0.25$

INSTITUTION XIX (cont.)

TABLE 6: AID Tree

Y = Proportion of group admitted
$R^2 = .14$

$Y = .85$
$N = 54$
1390 and above

$Y = .64$
$N = 212$
1220 and above

SAT
$(R^2 = .03)$

$Y = .57$
$N = 158$
1220 - 1389

$Y = .48$
$N = 405$

SAT
$(R^2 = .11)$

$Y = .30$
$N = 193$
1219 and below
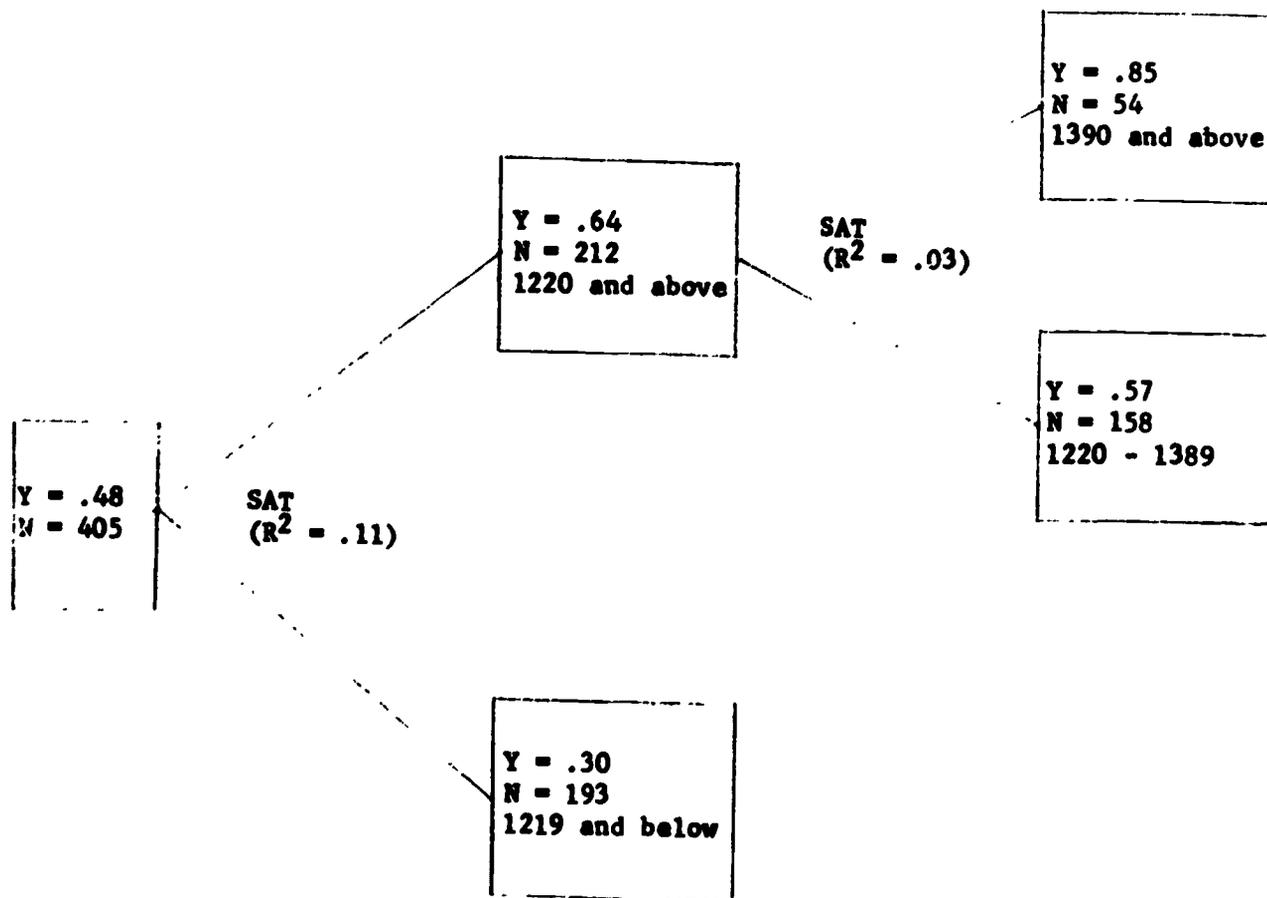
INSTITUTION XX

TABLE 1 : Probability of Admission   (Total Population)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	-0.0002	0.00	82.63 ***	0.21
GPA	0.004	0.00	292.00 ***	0.39

N = 982   F = 315.69
Constant = -0.30 R^2 = 0.39

TABLE 2 : Percentage of Need Met

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	-0.11	0.01	132.61 ***	0.24
GPA	-0.16	0.12	2.20	0.25

N = 414   F = 67.02
Constant = 273.07 R^2 = 0.25

TABLE 3 : Percentage of Grant Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	0.02	0.00	12.69***	0.06
GPA	0.09	0.05	2.56	0.07

N = 166   F = 6.35
Constant = -4.24 R^2 = 0.07

INSTITUTION XX (cont.)

TABLE 4 : Percentage of Loan Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	-0.02	0.00	13.72 ***	0.05
GPA	-0.12	0.05	5.08 **	0.08

N = 166
Constant = 113.59
$F = 7.03$
$R^2 = 0.08$

TABLE 5 : Percentage of Job Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	0.001	0.00	0.31	0.00
GPA	0.04	0.02	4.17 **	0.03

N = 166
Constant = -9.35
$F = 2.19$
$R^2 = 0.03$

INSTITUTION XXI

TABLE 1 : Probability of Admission   (Total Population)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	-0.00004	0.00	3.46 *	0.01
SAT	-0.00009	0.00	0.50	0.01
GPA	-0.0005	0.00	1.55	0.01

N = 475
Constant = 1.07

$F = 1.80$
$R^2 = 0.01$

TABLE 2 : Percentage of Need Met

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
SAT	0.15	0.11	1.64	0.01
GPA	0.06	0.30	0.04	0.01
Fin. Need	-0.10	0.02	15.96 ***	0.06

N = 291
Constant = 32.17

$F = 6.42$
$R^2 = 0.06$

TABLE 3 : Percentage of Grant Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
SAT	0.02	0.02	1.58	0.02
GPA	0.11	0.05	4.35**	0.04
Fin. Need	-0.0002	0.00	0.00	0.04

N = 228
Constant = 14.24

$F = 3.13$
$R^2 = 0.04$

INSTITUTION XXI (cont.)

TABLE 4 : Percentage of Loan Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
SAT	-0.02	0.01	2.82 *	0.03
GPA	-0.17	0.05	12.94 ***	0.08
Fin. Need	-0.004	0.00	1.05	0.09

N = 228
Constant = 107.96

$F = 7.21$
$R^2 = 0.09$

TABLE 5 : Percentage of Job Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
SAT	0.003	0.01	0.29	0.00
GPA	0.06	0.02	7.03 ***	0.03
Fin. Need	0.004	0.00	5.67 **	0.05

N = 228
Constant = -22.20

$F = 4.03$
$R^2 = 0.05$

INSTITUTION XXII

TABLE 1 : Probability of Admission   (Total Population)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	-0.0001	0.00	8.77 ***	0.06
Rank	-0.52	0.07	52.82 ***	0.14

N = 612
Constant = 0.97
F = 48.00
R^2 = 0.14

TABLE 2 : Percentage of Need Met

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	-0.11	0.02	19.39 ***	0.07
Rank	-28.62	46.75	0.38	0.07

N = 334
Constant = 222.58
F = 11.86
R^2 = 0.07

TABLE 3 : Percentage of Grant Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	-0.01	0.00	6.41 **	0.11
Rank	-48.95	13.43	13.29 ***	0.20

N = 122
Constant = 54.36
F = 14.89
R^2 = 0.20

INSTITUTION XXII (cont.)

TABLE 4 : Percentage of Loan Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	-0.003	0.01	0.35	0.00
Rank	42.74	15.69	7.43***	0.06

N = 122
Constant = 36.41
$F = 3.79$
$R^2 = 0.06$

TABLE 5 : Percentage of Job Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	0.02	0.01	7.68***	0.07
Rank	6.21	15.61	0.16	0.08

N = 122
Constant = 9.23
$F = 4.90$
$R^2 = 0.08$

INSTITUTION XXIII

TABLE 1a : Probability of Admission   (Total Population)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	0.00002	0.00	1.09	0.00
SAT	0.0005	0.00	24.36***	0.14
GPA	0.003	0.00	76.27***	0.25

N = 554 F = 59.97
Constant = -0.74 R^2 = 0.25

TABLE 1b : Probability of Admission   (GPA less than 2.99)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	0.0002	0.00	4.88**	0.06
SAT	0.0007	0.00	9.73***	0.19
GPA	0.001	0.00	0.58	0.20

N = 91 F = 7.10
Constant = -0.91 R^2 = 0.20

TABLE 1c : Probability of Admission   (GPA greater than 3.00)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	-0.00001	0.00	0.52	0.01
SAT	0.0004	0.00	15.42***	0.06
GPA	0.0007	0.00	2.07	0.06

N = 463 F = 10.00
Constant = 0.25 R^2 = 0.06

INSTITUTION XXIII (cont.)

TABLE 2 : Percentage of Need Met

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
SAT	-0.05	0.02	8.23 ***	0.01
GPA	0.09	0.07	1.99	0.02
Fin. Need	-0.03	0.00	47.12 ***	0.12

N = 398
Constant = 84.70
F = 18.15
R^2 = 0.12

TABLE 3 : Percentage of Grant Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
SAT	0.03	0.04	0.47	0.07
GPA	0.12	0.12	0.96	0.09
Fin. Need	-0.002	0.01	0.07	0.09

N = 54
Constant = -0.53
F = 1.65
R^2 = 0.09

TABLE 4 : Percentage of Loan Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
SAT	-0.04	0.04	1.34	0.05
GPA	-0.07	0.12	0.32	0.05
Fin. Need	-0.005	0.01	0.35	0.06

N = 54
Constant = 103.12
F = 1.06
R^2 = 0.06

INSTITUTION XXIII (cont.)

TABLE 5 : Percentage of Job Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
SAT	0.02	0.02	0.52	0.01
GPA	-0.05	0.07	0.58	0.03
Fin. Need	0.01	0.00	2.05	0.06

N = 54
Constant = -2.58

$F = 1.13$
$R^2 = 0.06$

INSTITUTION XXIII (cont.)

TABLE 6: AID Tree

Y = Proportion of group admitted
R^2 = .60

Y = .49
N = 998

GPA
$(R^2 = .56)$

Y = .89
N = 468
3.00 and above

GPA
$(R^2 = .01)$

Y = .92
N = 407
3.10 and above

Y = .70
N = 61
3.00 - 3.09

Y = .14
N = 530
2.99 and below

GPA
$(R^2 = .03)$

Y = .40
N = 97
2.05 - 2.99

Y = .08
N = 433
2.04 and below
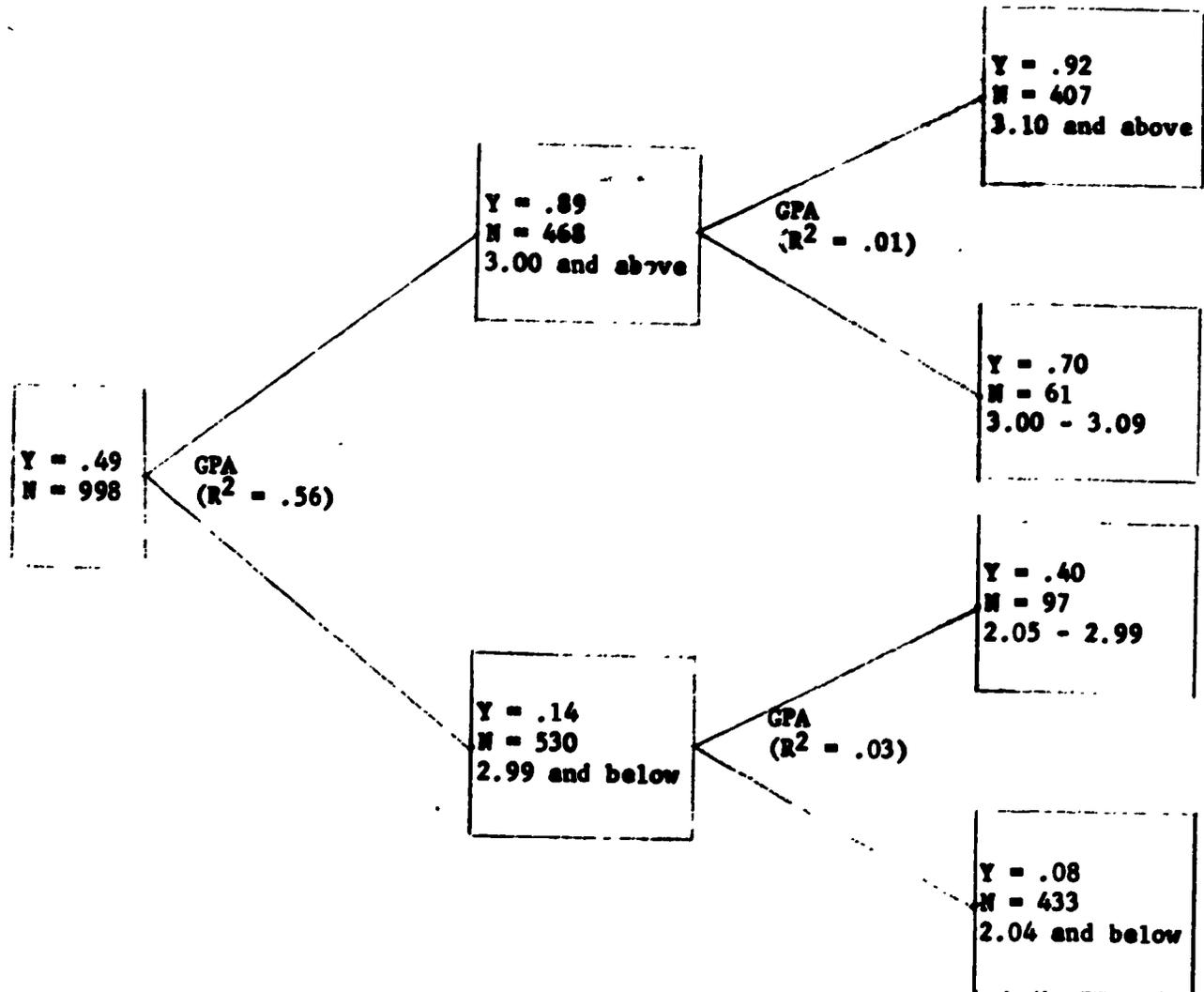
INSTITUTION XXIV

TABLE 1 : Probability of Admission   (Total Population)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	-0.00008	0.00	2.81*	0.06
Percentile	0.01	0.00	29.51***	0.16

N = 265
Constant = 0.45
F = 24.32
$R^2 = 0.16$

TABLE 2 : Percentage of Need Met

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	-0.08	0.01	52.01***	0.30
Percentile	0.36	0.23	2.40	0.31

N = 159
Constant = 117.82
F = 35.27
$R^2 = 0.31$

TABLE 3 : Percentage of Grant Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	0.02	0.01	5.91**	0.01
Percentile	1.11	0.14	64.90***	0.49

N = 73
Constant = -40.13
F = 33.27
$R^2 = 0.49$

INSTITUTION XXIV (cont.)

TABLE 4 : Percentage of Loan Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	-0.02	0.01	8.05 ***	0.03
Percentile	-0.96	0.13	54.67 ***	0.45

N = 73
Constant = 117.57

F = 28.93
R^2 = 0.45

TABLE 5 : Percentage of Job Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	0.002	0.01	0.08	0.00
Percentile	-0.15	0.13	1.34	0.02

N = 73
Constant = 22.56

F = 0.77
R^2 = 0.02

INSTITUTION XXV

TABLE 1 : Probability of Admission   (Total Population)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Race	0.004	0.02	0.04	0.01
Percentile	0.001	0.00	14.46 ***	0.07
Fin. Need	-0.00002	0.00	1.76	0.08

N = 283
Constant = 0.92

$F = 7.55$
$R^2 = 0.08$

TABLE 2 : Percentage of Need Met

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Race	1.17	19.11	0.00	0.05
Percentile	-0.03	0.34	0.01	0.05
Fin. Need	-0.10	0.02	30.92***	0.16

N = 241
Constant = 160.33

$F = 15.22$
$R^2 = 0.16$

TABLE 3 : Percentage of Grant Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Race	3.91	4.32	0.82	0.00
Percentile	1.13	0.09	172.21***	0.58
Fin. Need	0.01	0.00	2.42	0.59

N = 127
Constant = -40.90

$F = 58.61$
$R^2 = 0.59$

INSTITUTION XXV (cont.)

TABLE 4 : Percentage of Loan Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Race	-6.44	5.40	1.42	0.01
Percentile	-0.94	0.11	75.20 ***	0.37
Fin. Need	-0.02	0.01	12.31 ***	0.42

$$N = 127 \qquad F = 30.22$$
$$\text{Constant} = 113.45 \qquad R^2 = 0.42$$

TABLE 5 : Percentage of Job Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Race	2.53	5.25	0.23	0.01
Percentile	-0.20	0.10	3.48*	0.03
Fin. Need	0.01	0.01	5.44***	0.07

$$N = 127 \qquad F = 3.27$$
$$\text{Constant} = 27.45 \qquad R^2 = 0.07$$

INSTITUTION XXVI

TABLE 1 : Probability of Admission   (Total Population)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	0.00000	0.00	0.00	0.10
GPA	0.01	0.00	608.96 ***	0.77

N = 216
Constant = -0.90
$F = 350.89$
$R^2 = 0.77$

TABLE 2 : Percentage of Need Met

Variable	Regression Coefficient	Standerd Error	F	Cumulative R Square
Fin. Need	-0.06	0.01	22.13 ***	0.14
GPA	-0.22	0.14	2.37	0.16

N = 126
Constant = 219.22
$F = 11.41$
$R^2 = 0.16$

TABLE 3 : Percentage of Grent Aid

Variable	Regression Coefficient	Standerd Error	F	Cumulative R Square
Fin. Need	0.004	0.00	1.09	0.00
GPA	0.31	0.06	27.23 ***	0.18

N = 131
Constant = -38.38
$F = 13.62$
$R^2 = 0.18$

TABLE 4 : Percentage of Loan Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	-0.002	$\cdot\check{}$	0.32	0.00
GPA	-0.32	.06	30.60 ***	0.19

N = 131
Constant = 136.94

F = 15.50
R^2 = 0.19

TABLE 5 : Percentage of Job Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	-0.002	0.00	5.46 **	0.05
GPA	0.01	0.01	0.33	0.05

N = 131
Constant = 1.44

F = 3.33
R^2 = 0.05

INSTITUTION XXVII

ASLE 1 : Probability of Admission (Total Population)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	-0.0001	0.00	11.06 ***	0.06
GPA	0.001	0.00	13.40 ***	0.09

N = 362 $F = 18.05$
Constant = 0.72 $R^2 = 0.09$

TABLE 2 : Percentage of Need Met

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	-0.09	0.01	95.62***	0.28
GPA	0.15	0.08	3.34*	0.29

N = 286 $F = 57.23$
Constant = 147.65 $R^2 = 0.29$

TABLE 3 : Percentage of Grant Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	0.01	0.00	6.76 ***	0.03
GPA	0.22	0.05	22.84 ***	0.16

N = 150 $F = 13.82$
Constant = -44.10 $R^2 = 0.16$

INSTITUTION XXVII (cont.)

TABLE 4 : Percentage of Loan Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	0.003	0.00	0.01	0.00
GPA	-0.08	0.05	2.58	0.02

N = 150 $F = 1.31$
Constant = 53.68 $R^2 = 0.02$

TABLE 5 : Percentage of Job Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. N:ed	-0.01	0.00	5.75 **	0.03
GPA	-0.14	0.05	7.81 ***	0.08

N = 150 $F = 6.24$
Constant = 90.42 $R^2 = 0.08$

INSTITUTION XXVIII

TABLE 1 : Probability of Admission   (Total Population)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	-0.0004	0.00	29.85 ***	0.26
Rank	-0.95	0.09	110.85 ***	0.53

N = 198   F = 109.31
Constant = 1.56 R^2 = 0.53

TABLE 2 : Percentage of Need Met

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	-0.17	0.03	30.92 ***	0.24
Rank	-94.51	56.75	2.77	0.27

N = 97   F = 17.07
Constant = 297.89 R^2 = 0.27

TABLE 3 : Percentage of Grant Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	0.03	0.01	6.42 **	0.11
Rank	-9.70	19.77	0.24	0.11

N = 54   F = 3.28
Constant = 7.04 R^2 = 0.11

INSTITUTION XXVIII (cont.)

TABLE 4 : Percentage of Loan Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	-0.03	0.01	6.77 ***	0.12
Rank	-29.73	24.21	1.51	0.14

N = 54
Constant = 88.98

$F = 4.30$
$R^2 = 0.14$

TABLE 5 : Percentage of Job Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	0.01	0.01	0.59	0.01
Rank	39.43	16.82	5.49 **	0.11

N = 54
Constant = 3.98

$F = 3.13$
$R^2 = 0.11$

INSTITUTION XXIX

TABLE 1 : Probability of Admission   (Total Population)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	-0.00006	0.00	2.43	0.22
Rank	-1.31	0.06	427.91***	0.69

N = 294
Constant = 1.28

$F = 317.81$
$R^2 = 0.69$

TABLE 2 : Percentage of Need Met

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	-0.03	0.01	24.28***	0.16
Rank	-6.16	17.11	0.13	0.16

N = 143
Constant = 80.58

$F = 13.28$
$R^2 = 0.16$

TABLE 3 : Percentage of Grant Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	-0.0001	0.01	0.00	0.00
Rank	-99.83	26.15	14.58***	0.22

N = 56
Constant = 72.38

$F = 7.43$
$R^2 = 0.22$

INSTITUTION XXIX (cont.)

TABLE 4 : Percentage of Loan Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	-0.003	0.01	0.11	0.00
Rank	78.36	24.95	9.86 ***	0.16

N = 56

Constant = 17.21

$F = 4.93$

$R^2 = 0.16$

TABLE 5 : Percentage of Job Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	0.003	0.01	0.19	0.01
Rank	21.48	19.46	1.22	0.03

N = 56

Constant = 10.41

$F = 0.79$

$R^2 = 0.03$

INSTITUTION **XXX** (cont.)

TABLE 4 : Percentage of Loan Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	-0.01	0.01	3.36*	0.02
GPA	-0.04	0.05	0.72	0.03

N = 147
Constant = 75.21
$F = 1.89$
$R^2 = 0.03$

TABLE 5 : Percentage of Job Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	0.002	0.00	0.41	0.01
GPA	-0.04	0.02	4.67*	0.04

N = 147
Constant = 13.54
$F = 2.73$
$R^2 = 0.04$

INSTITUTION XXX

TABLE 1 : Probability of Admission   (Total Population)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	-0.00001	0.00	0.22	0.00
GPA	0.00009	0.00	0.29	0.00

N = 233   F = 0.32
Constant = 0.95 R^2 = 0.00

TABLE 2 : Percentage of Need Met

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	0.002	0.02	0.01	0.00
GPA	0.05	0.15	0.11	0.00

N = 193   F = 0.06
Constant = 61.33 R^2 = 0.00

TABLE 3 : Percentage of Grant Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	0.01	0.01	2.55	0.01
GPA	0.08	0.05	2.52	0.03

N = 147   F = 2.29
Constant = 11.25 R^2 = 0.03

INSTITUTION XXXI

TABLE 1 : Probability of Admission   (Total population)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	-0.00007	0.00	3.69 *	0.12
GPA	0.004	0.00	269.07 ***	0.46

N = 417 $F = 179.80$
Constant = -0.23 $R^2 = 0.46$

TABLE 2 : Percentage of Need Met

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	-0.05	0.01	16.64 ***	0.10
GPA	0.38	0.12	9.30 ***	0.14

N = 223 $F = 17.39$
Constant = 13.07 $R^2 = 0.14$

TABLE 3 : Percentage of Grant Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	-0.02	0.01	15.35***	0.14
GPA	0.15	0.06	6.19**	0.20

N = 85 $F = 10.20$
Constant = 44.06 $R^2 = 0.20$

INSTITUTION XXXI (cont.)

TABLE 4 : Percentage of Loan Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	0.01	0.00	4.74 **	0.04
GPA	-0.12	0.05	5.60 **	0.10

N = 87
Constant = 45.95

F = 4.86
R^2 = 0.10

TABLE 5 : Percentage of Job Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	0.01	0.00	9.30 ***	0.10
GPA	-0.03	0.04	0.58	0.10

N = 85
Constant = 9.99

F = 4.81
R^2 = 0.10

INSTITUTION XXXII

TABLE 1 : Probability of Admission   (Total Population)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	-0.0002	0.00	8.00 ***	0.14
Percentile	0.01	0.00	156.51 ***	0.47

N = 255   F = 111.58
Constant = 0.23 R^2 = 0.47

INSTITUTION XXXIII

TABLE 1a : Probability of Admission   (Total Population)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	-0.0003	0.00	25.99 ***	0.24
SAT	0.0004	0.00	6.24 **	0.28
GPA	0.002	0.00	50.68 ***	0.43

    N = 209   F = 50.73
    Constant = -0.06 R^2 = 0.43

TABLE 1b : Probability of Admission   (GPA less than 1.99)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	-0.0005	0.00	40.60 ***	0.50
SAT	0.0002	0.00	1.43	0.52
GPA	-0.0003	0.00	0.43	0.53

    N = 45   F = 15.31
    Constant = 0.69 R^2 = 0.53

TABLE 1c : Probability of Admission   (GPA greater than 2.00 and less than 2.54)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	-0.0002	0.00	2.50	0.09
SAT	0.0007	0.00	1.12	0.11
GPA	-0.006	0.00	1.40	0.14

    N = 43   F = 2.09
    Constant = 1.45 R^2 = 0.14

INSTITUTION XXXIII (cont.)

TABLE 1d : Probability of Admission   (GPA greater than 2.55)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Fin. Need	-0.0002	0.00	13.91 ***	0.13
SAT	0.0004	0.00	3.35 *	0.16
GPA	0.0001	0.00	0.01	0.16

N = 121
Constant = 0.57

$F = 7.17$
$R^2 = 0.16$

TABLE 2 : Percentage of Need Met

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
SAT	-0.18	0.12	2.13	0.01
GPA	-0.12	0.30	0.17	0.01
Fin. Need	-0.14	0.03	25.76***	0.20

N = 112
Constant = 422.18

$F = 9.26$
$R^2 = 0.20$

TABLE 3 : Percentage of Grant Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
SAT	0.09	0.04	4.96*	0.16
GPA	0.14	0.13	1.25	0.18
Fin. Need	-0.01	0.01	0.40	0.19

N = 48
Constant = -65.61

$F = 3.46$
$R^2 = 0.19$

INSTITUTION XXXIII (cont.)

TABLE 4 : Percentage of Loan Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
SAT	-0.05	0.04	2.44	0.10
GPA	-0.12	0.11	1.16	0.12
Fin. Need	-0.01	0.01	0.32	0.13

N = 48
Constant = 119.89
$F = 2.11$
$R^2 = 0.13$

TABLE 5 : Percentage of Job Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
SAT	-0.03	0.03	1.51	0.04
GPA	-0.02	0.09	0.06	0.05
Fin. Need	0.02	0.01	2.66	0.10

N = 48
Constant = 45.72
$F = 1.62$
$R^2 = 0.10$

INSTITUTION XXXIII (cont.)

TABLE 6: AID Tree

Y = Proportion of group admitted
$R^2 = .43$

```
                                                              ┌──────────────────┐
                                                              │ Y = .80          │
                                                              │ N = 121          │
                                                              │ 2.55 and above   │
                                                              └──────────────────┘
                     ┌──────────────────┐
                     │ Y = .71          │       GPA
                     │ N = 164          │      ($R^2 = .06$)
                     │ 2.00 and above   │
                     └──────────────────┘
                                                              ┌──────────────────┐
                                                              │ Y = .46          │
                                                              │ N = 43           │
                                                              │ 2.00 - 2.54      │
                                                              └──────────────────┘

     ┌──────────────────┐
     │ Y = .49          │   GPA
     │ N = 249          │  ($R^2 = .37$)
     └──────────────────┘
                              ┌──────────────────┐
                              │ Y = .07          │
                              │ N = 85           │
                              │ 1.99 and below   │
                              └──────────────────┘
```
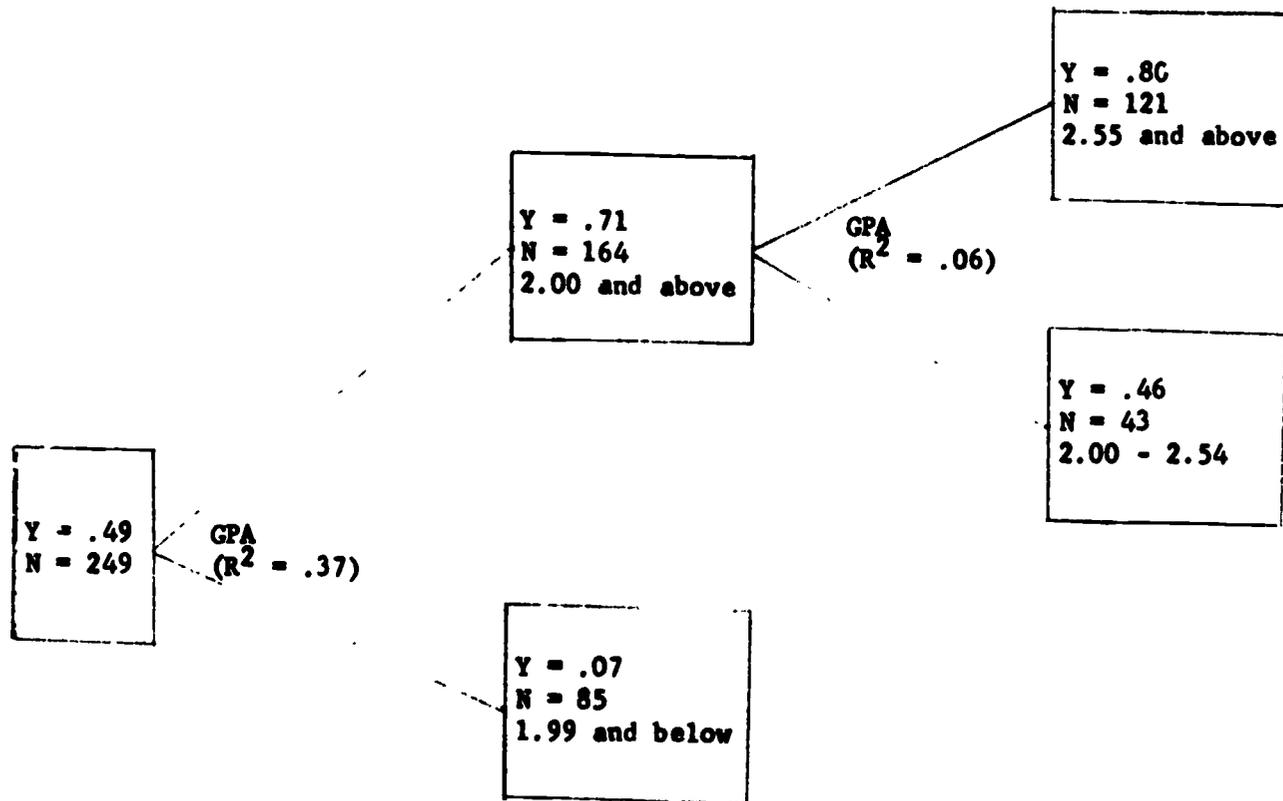
INSTITUTION XXXIV

TABLE 1 : Probability of Admission   (Total population)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Race	-0.09	0.04	4.54 **	0.09
SAT	0.0002	0.00	2.90 *	0.12
GPA	0.001	0.00	21.16 ***	0.21
Fin. Need	-0.00002	0.00	0.49	0.21

N = 201   F = 12.81
Constant = 0.55 R^2 = 0.21

TABLE 2 : Percentage of Need Met

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
SAT	-0.05	0.23	0.04	0.00
GPA	0.19	0.54	0.12	0.01
Fin. Need	-0.40	0.07	31.12 ***	0.16
Race	-8.23	93.96	0.01	0.16

N = 183   F = 8.23
Constant = 630.29 R^2 = 0.16

TABLE 3 : Percentage of Grant Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
SAT	0.08	0.03	7.90***	0.08
GPA	0.21	0.07	9.47***	0.18
Fin. Need	-0.003	0.01	0.20	0.18
Race	11.91	12.47	0.91	0.19

N = 104   F = 5.80
Constant = -89.17 R^2 = 0.19

INSTITUTION XXXIV (cont.)

TABLE 4 : Percentage of Loan Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
SAT	-0.01	0.03	0.05	0.00
GPA	-0.26	0.07	12.85***	0.13
Fin. Need	0.002	0.01	0.06	0.13
Race	-9.14	13.14	0.48	0.14

N = 104

Constant = 114.65

F = 3.94
R^2 = 0.14

TABLE 5 : Percentage of Job Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
SAT	-0.07	0.03	6.72**	0.09
GPA	0.05	0.07	0.50	0.09
Fin. Need	0.001	0.01	0.03	0.09
Race	-2.77	12.34	0.05	0.09

N = 104

Constant = 74.52

F = 2.52
R^2 = 0.09

INSTITUTION XXXV

TABLE 1 : Probability of Admission   (Total population)

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Rank	-0.46	0.11	19.20***	0.15
SAT	0.002	0.00	89.92***	0.43
Fin. Need	-0.0002	0.00	1.34	0.44

N = 187
Constant = -0.40
$F = 47.54$
$R^2 = 0.44$

TABLE 2 : Percentage of Need Met

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Rank	-26.58	17.47	2.31	0.02
SAT	0.11	0.04	9.74***	0.09
Fin. Need	-0.12	0.02	41.17***	0.33

N = 116
Constant = 135.22
$F = 18.47$
$R^2 = 0.33$

TABLE 3 : Percentage of Grant Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Rank	-43.43	12.45	12.17***	0.13
SAT	0.04	0.03	1.68	0.14
Fin. Need	-0.005	0.01	0.12	0.14

N = 95
Constant = 46.24
$F = 5.09$
$R^2 = 0.14$

INSTITUTION XXXV (cont.)

TABLE 4 : Percentage of Loan Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Rank	-13.02	4.98	6.83 ***	0.08
SAT	0.02	0.01	3.13 *	0.11
Fin. Need	-0.004	0.01	0.71	0.12

N = 95
Constant = 5.65
F = 3.99
R^2 = 0.12

TABLE 5 : Percentage of Job Aid

Variable	Regression Coefficient	Standard Error	F	Cumulative R Square
Rank	56.46	13.87	16.57 ***	0.16
SAT	-0.06	0.03	3.24 *	0.19
Fin. Need	0.01	0.01	0.38	0.20

N = 95
Constant = 48.11
F = 7.42
R^2 = 0.20

TABLE I

FREQUENCY OF INSTITUTIONAL CHANGES IN CSS COMPUTATION OF TOTAL CONTRIBUTION (AND MAGNITUDE)

	Number of Accepted PCS Filers	Number of Upward Adjustments	Percent of PCS Filers	Average Dollar Amount	Number of Downward Adjustments	Percent of PCS Filers	Average Dollar Amount
LARGE PRIVATE INSTITUTIONS							
Institution I	155	38	18%	$332	21	14%	$218
Institution IV	131	27	21	96	0	0	0
Institution II	68	45	66	114	4	6	198
Institution V	54	0	0	0	0	0	0
Institution III	217	127	58	363	80	37	364
AVERAGE	125	47	41%	$283	26	11%	$179
MEDIUM PRIVATE INSTITUTIONS							
Institution XIII	257	0	0%	$ 0	0	0%	$ 0
Institution VI	122	120	98	130	0	0	0
Institution IX	87	76	87	294	2	2	115
Institution XIV	119	0	0	0	0	0	0
Institution VIII	75	0	0	0	0	0	0
Institution XII	147	135	92	59	12	8	172
Institution XI	144	21	15	227	7	5	416
Institution X	16	0	0	0	0	0	0
Institution VII	79	37	4?	100	7	9	45
AVERAGE	116	43	38%	$141	3	3%	$146
SMALL PRIVATE INSTITUTIONS							
Institution XVII	156	19	12%	$628	6	4%	$193
Institution XVIII	193	109	56	489	67	35	306
Institution XIX	115	93	81	112	3	3	326
Institution XVI	74	50	68	750	10	13	475
Institution XV*	75	1	1	90	3	4	80
AVERAGE	123	54	43%	$416	18	12%	$310

* Institution XV allows a $334 Personal Expense Allowance as a negative contribution to total contribution.

TABLE I (cont.)

	Number of Accepted PCS Filers	Number of Upward Adjustments	Percent of PCS Filers	Average Dollar Amount	Number of Downward Adjustments	Percent of PCS Filers	Average Dollar Amount
LARGE PUBLIC INSTITUTIONS							
Institution XXIII	174	10	6%	$268	25	14%	304
Institution XXI	255	247	97	147	10	4	487
Institution XXII	171	21	12	332	8	5	630
Institution XX	201	144	72	117	45	22	170
AVERAGE	200	124	57%	$129	18	9%	$286
MEDIUM PUBLIC INSTITUTIONS							
Institution XXX	233	28	12%	$380	16	7%	$428
Institution XXV	198	38	19	320	15	7	424
Institution XXXII	91	0	0	0	0	0	0
Institution XXIV	110	21	19	285	5	4	191
Institution XXVI	58	4	7	43	13	22	146
Institution XXVII	168	145	86	196	5	3	842
Institution XXIX	62	44	71	204	6	10	131
Institution XXXI	114	0	0	0	1	1	200
Institution XXVIII	56	33	59	331	0	0	0
AVERAGE	121	35	30%	$247	8	6%	$316
SMALL PUBLIC INSTITUTIONS							
Institution XXXV	25	0	0%	$ 0	0	0%	$ 0
Institution XXXIV	78	2	3	225	3	4	203
Institution XXXIII	74	0	0	0	2	3	60
AVERAGE	66	1	1%	$225	2	3%	$146
INSTITUTIONAL AVERAGE	127	51	37%	$202	10	7%	$255

TABLE II

FREQUENCY OF INSTITUTIONAL CHANGES IN CSS COMPUTATION OF PARENTAL CONTRIBUTION
(AND MAGNITUDE)

	Number of Accepted PCS Filers	Number of Upward Adjustments	Percent of PCS Filers	Average Dollar Amount	Number of Downward Adjustments	Percent of PCS Filers	Average Dollar Amount
LARGE PRIVATE INSTITUTIONS							
Institution I	155	34	22%	$170	14	10%	$188
Institution IV	131	24	18	104	0	0	0
Institution II	68	3	4	315	3	4	250
Institution V	54	0	0	0	0	0	0
Institution III	217	119	55	163	70	32	214
AVERAGE	125	36	20%	159	17	9%	$211
MEDIUM PRIVATE INSTITUTIONS							
Institution XIII	257	0	0%	$ 0	0	0%	$ 0
Institution VI	122	24	20	97	9	7	29
Institution IX	87	50	57	135	10	11	20
Institution XIV	119	0	0	0	0	0	0
Institution VIII	75	0	0	0	0	0	0
Institution XII	147	6	4	220	12	8	222
Institution XI	144	20	14	153	6	4	476
Institution X	16	0	0	0	0	0	0
Institution VII	79	0	0	0	6	8	50
AVERAGE	116	11	10%	$135	5	4%	$174
SMALL PRIVATE INSTITUTIONS							
Institution XVII	156	17	11%	$634	5	3%	$160
Institution XVIII	193	86	45	142	61	32	318
Institution XIX	115	14	12	391	3	3	326
Institution XVI	74	47	64	790	10	14	475
Institution XV	75	0	0	0	2	2	30
AVERAGE	123	33	26%	$400	16	11%	$321

TABLE II (cont.)

	Number of Accepted PCS Filers	Number of Upward Adjustments	Percent of PCS Filers	Average Dollar Amount	Number of Downward Adjustments	Percent of PCS Filers	Average Dollar Amount
		LARGE PUBLIC INSTITUTIONS					
Institution XXIII	174	7	4%	$212	23	13%	$328
Institution XXI	255	23	9	418	13	5	456
Institution XXII	171	12	7	242	8	5	192
Institution XX	201	8	4	15	70	35	330
AVERAGE	200	10	5%	$282	23	12%	$334
		MEDIUM PUBLIC INSTITUTIONS					
Institution XXX	233	9	4%	$110	12	5%	$470
Institution XXV	198	25	12	203	14	7	462
Institutio XXXII	110	21	19	285	4	4	139
Institution XXIV	91	0	0	0	0	0	0
Institution XXVI	58	1	2	68	6	10	298
Institution XXVII	168	9	6	287	30	18	842
Institution XXIX	62	4	6	146	4	6	134
Institution XXXI	114	0	0	0	0	0	0
Institution XXVIII	56	18	32	236	22	39	290
AVERAGE	121	10	9%	$171	11	10%	$507
		SMALL PUBLIC INSTITUTIONS					
Institution XXXV	25	0	0%	$ 0	0	0	0
Institution XXXIV	78	2	3	225	2	3	155
Institution XXXIII	74	0	0	0	2	3	50
AVERAGE	66	1	1%	$225	1	2%	$108
INSTITUTIONAL AVERAGE	127	16	12%	$240	12	8%	$324

TABLE III

FREQUENCY OF INSTITUTIONAL CHANGES IN CSS COMPUTATION OF APPLICANTS SUMMER EARNINGS (AND MAGNITUDE)

	Number of Accepted PCS Filers	Number of Upward Adjustments	Percent of PCS Filers	Average Dollar Amount	Number of Downward Adjustments	Percent of PCS Filers	Average Dollar Amount
LARGE PRIVATE INSTITUTIONS							
Institution I	155	2	2%	$240	4	3%	$300
Institution IV	131	0	0	0	0	0	0
Institution II	68	42	62	100	0	0	0
Institution V	54	0	0	0	0	0	0
Institution III	217	214	99	120	3	1	225
AVERAGE	125	52	33%	$118	1	1%	$268
MEDIUM PRIVATE INSTITUTIONS							
Institution XIII	257	0	0%	$ 0	0	0%	$ 0
Institution VI	122	110	98	150	0	0	0
Institution IX	87	77	89	200	1	1	300
Institution XIV	119	0	0	0	0	0	0
Institution VIII	75	0	0	0	0	0	0
Institution XII	147	147	100	50	0	0	0
Institution XI	144	0	0	0	0	0	0
Institution X	16	0	0	0	0	0	0
Institution VII	79	37	47	100	0	0	0
AVERAGE	116	42	27%	$144	0	0%	$ 0
SMALL PRIVATE INSTITUTIONS							
Institution XVII	156	0	0%	$ 0	1	1%	$300
Institution XVIII	193	1	1	80	3	1	200
Institution XIX	115	90	78	50	0	0	0
Institution XVI	74	0	0	0	0	0	0
Institution XV	75	0	0	0	1	1	180
AVERAGE	123	18	16%	$ 50	1	1%	$216

TABLE III (cont.)

	Number of Accepted PCS Filers	Number of Upward Adjustments	Percent of PCS Filers	Average Dollar Amount	Number of Downward Adjustments	Percent of PCS Filers	Average Dollar Amount
LARGE PUBLIC INSTITUTIONS							
Institution XXIII	174	0	0	0	2	1	45
Institution XXI	255	255	100	100	0	0	0
Institution XXII	171	6	4	242	6	4	192
Institution XX	201	192	96	160	0	0	0
AVERAGE	200	130	60%	$119	2	1%	$155
MEDIUM PUBLIC INSTITUTIONS							
Institution XXX	233	0	0%	$ 0	3	1%	$300
Institution XXV	198	1	0	300	0	0	0
Institution XXXII	91	0	0	0	0	0	0
Institution XXIV	110	0	0	0	1	1	200
Institution XXVI	58	1	2	25	4	7	250
Institution XXVII	168	145	86	320	0	0	0
Institution XXIX	62	0	0	0	2	3	125
Institution XXXI	114	0	0	0	1	1	200
Institution XXVIII	56	32	57	161	10	18	123
AVERAGE	121	20	17%	$290	2	4%	$181
SMALL PUBLIC INSTITUTIONS							
Institution XXXV	25	0	0%	0	0	0%	0
Institution XXXIV	78	0	0	0	1	1	300
Institution XXXIII	74	0	0	0	0	0	0
AVERAGE	66	0	0%	$ 0	0	0%	$ 0
INSTITUTIONAL AVERAGE	127	43	26%	$145	1	1%	$195

TABLE IV

FREQUENCY OF INSTITUTIONAL CHANGES IN CSS COMPUTATION OF APPLICANTS' ASSETS
(AND MAGNITUDE)

	Number of Accepted PCS Filers	Number of Upward Adjustments	Percent of PCS Filers	Average Dollar Amount	Number of Downward Adjustments	Percent of PCS Filers	Average Dollar Amount
LARGE PRIVATE INSTITUTIONS							
Institution I	155	2	2%	$ 280	3	2%	$ 250
Institution IV	131	0	0	0	3	2	28
Institution II	68	1	1	10	1	1	40
Institution V	54	0	0	0	0	0	0
Institution III	217	53	24	19	85	39	20
AVERAGE	125	11	5%	$ 28	18	9%	$ 28
MEDIUM PRIVATE INSTITUTIONS							
Institution XIII	257	0	0%	$ 0	0	0%	$ 0
Institution VI	122	3	2	133	0	0	0
Institution IX	87	2	2	100	22	25	105
Institution XIV	119	0	0	0	0	0	0
Institution VIII	75	0	0	0	0	0	0
Institution XII	147	0	0	0	0	0	0
Institution XI	144	1	1	1713	1	1	2
Institution X	16	0	0	0	0	0	9
Institution VII	79	0	0	0	1	1	20
AVERAGE	116	1	1%	$ 385	3	3%	$ 130
SMALL PRIVATE INSTITUTIONS							
Institution XVII	156	2	1%	$ 585	0	0%	$ 0
Institution XVIII	193	22	11	372	3	2	200
Institution XIX	115	2	2	220	0	0	0
Institution XVI	74	3	4	128	0	0	0
Institution XV	75	1	1	90	0	0	0
AVERAGE	123	6	4%	$ 344	1	1%	$ 200

TABLE IV (cont.)

	Number of Accepted PCS Filers	Number of Upward Adjustments	Percent of PCS Filers	Average Dollar Amount	Number of Downward Adjustments	Percent of PCS Filers	Average Dollar Amount
LARGE PUBLIC INSTITUTIONS							
Institution XXIII	174	3	2	400	2	1	30
Institution XXI	255	2	1	65	1	0	30
Institution XXII	171	7	4	855	0	0	0
Institution XX	201	2	1	90	0	0	0
AVERAGE	200	3	2%	$ 536	1	0%	$ 0
MEDIUM PUBLIC INSTITUTIONS							
Institution XXX	233	17	7%	$ 538	1	0%	$ 320
Institution XXV	198	13	6	545	1	0	90
Institution XXXII	91	0	0	0	0	0	0
Institution XXIV	110	0	0	0	0	0	0
Institution XXVI	58	2	3	40	3	4	40
Institution XXVII	168	0*		0	0	0	
Institution XXIX	62	41*	66	200	0	0	0
Institution XXXI	114	0	0	0	0		
Institution XXVIII	56	0		0	0	0	
AVERAGE	121	8	3%	$ 336	0	1%	$ 0
SMALL PUBLIC INSTITUTIONS							
Institution XXXV	25	0	0%	$ 0	0	0%	$ 0
Institution XXXIV	78	0	0	0	0	0	0
Institution XXXIII	74	0	0	0	0	0	0
AVERAGE	66	0	0%	$ 0	0	0%	$ 0
INSTITUTIONAL AVERAGE	127	5	4%	$ 363	3	2%	$ 45

*Term Time Earnings

TABLE V

INSTITUTIONAL ADJUSTMENT OF CSS COMPUTED NEED

	Number of Students	(A) CSS Computed Total Need	(B) CSS Computed Average Need	(C) Institutional Total Need	(D) Institutional Average Need	(C) as a Percentage of (A)
LARGE PRIVATE INSTITUTIONS						
Institution I	155	$307,940	$ 1,996	$299,890	$ 1,928	97%
Institution IV	199	370,459	1,861	362,473	1,851	99
Institution III	217	442,390	2,038	413,270	1,904	93
Institution II	68	163,404	2,403	157,624	2,318	96
Institution V	54	107,385	1,988	107,385	1,988	100
MEDIUM PRIVATE INSTITUTIONS						
Institution VI	122	$268,801	$ 2,203	$252,601	$ 2,075	94%
Institution XIII	257	439,420	1,709	439,4?0	1,709	100
Institution IX	87	145,920	1,677	123,800	1,423	85
Institution XIV	119	189,567	1,593	189,567	1,593	103
Institution VIII	75	130,650	1,742	130,650	1,742	100
Institution XII	147	256,221	1,743	252,840	1,720	99
Institution X	16	15,460	967	15,480	967	100
Institution VII	79	138,200	1,749	134,940	1,708	98
Institution XI	144	269,250	1,869	267,396	1,856	99
SMALL PRIVATE INSTITUTIONS						
Institution XVII	88	$190,696	$ 2,167	$184,326	$ 2,094	97%
Institution XVIII	193	284,482	1,474	269,042	1,394	95
Institution XVI	76	156,406	2,113	123,651	1,671	79
Institution XV	75	118,970	1,586	119,120	1,588	100
Institution XIX	115	260,360	2,264	250,355	2,177	96

TABLE V (cont.)

	Number of Students	(A) CSS Computed Total Need	(B) CSS Computed Average Nee.	(C) Institutional Total Nee.	(D) Institutional Average Need	(C) as a Percentage of (A)
LARGE PUBLIC INSTITUTIONS						
Institution XXII	171	$119,970	$ 701	$115,874	$ 676	96%
Institution XX	201	114,712	570	112,714	560	98
Institution XXIII	174	106,760	613	111,676	641	105
Institution XXI	255	183,210	718	163,925	''.	93
MEDIUM PUBLIC INSTITUTIONS						
Institution XXX	233	$190,610	$ 818	$186,820	$ 802	98%
Institution XXVII	168	144,070	957	120,050	715	83
Institution XXXI	115	108,102	940	108,302	941	100
Institution XXVI	58	72,329	1,247	70,593	1,217	97
Institution XXV	198	115,450	583	113,123	572	98
Institution XXXII	91	71,253	783	71,253	783	100
Institution XXIV	110	59,818	543	54,783	497	91
Institution XXIX	62	61,080	985	61,280	988	100
Institution XXVIII	56	51,511	919	45,656	816	88
SMALL PUBLIC INSTITUTIONS						
Institution XXXIII	Not applicable					
Institution XXXV	25	$ 25,645	1,025	$ 25,645	$ 1,025	100%
Institution XXXIV	78	59,267	759	59,426	761	100