



MEMORANDUM

To: Policy Group
From: Tony
Re: "Quick Facts About Independent Colleges and Universities"
Date: August 5, 1999

The attached document, "Quick Facts About Independent Colleges and Universities," will soon be posted to the Newsroom section of the NAICU Web site. As you'll see, it's largely a repackaging of information already found in the *National Profile* and other NAICU publications. "Quick Facts"--and the rest of the Newsroom section--is designed primarily for journalists, though other Web site visitors--campus officials, parents, students, etc.--are also expected to use it.

Please review the document, and return your comments to me as soon as possible.

Attachment

Quick Facts About Independent Colleges and Universities

History

Definition

Institutions

Students

Student Productivity

Earning Potential

Price and Student Aid

Student Aid Funding

Community Impact

Note: The statistics provided in this overview are the most recent available as of August 1999.

History

Independent colleges and universities--also known as private colleges and universities--are older than our nation itself. The first American independent institution--Harvard University--was founded in 1636. For more than three centuries, independent colleges and universities have prepared students for full lives, productive careers, and citizenship in a pluralistic society.

Definition

Independent colleges and universities are free of direct state or federal government control. Independent institutions are each governed by a board of trustees made up of community and business leaders, alumni, faculty, students, and other private citizens.

The board of an independent college is the institution's legal owner and final authority. It sets the institution's mission and purpose, appointing and monitoring the progress of the president or chancellor, guiding strategic planning, and ensuring strong management.

The independence of private colleges and universities allows them to adapt quickly to ever-evolving student needs, technological advancements, and social trends.

Independence gives each private institution the opportunity to develop a distinctive nature, allowing them collectively to provide students with a full range of educational experiences from which to choose.

Institutions

- Number of independent (also known as private) nonprofit colleges and universities in the United States:
1,633
- Portion of all nonprofit American colleges and universities that are independent:
50 percent

Types of institutions that make up independent higher education:

Traditional liberal arts colleges, major research universities, church- and faith-related institutions, historically black colleges and universities, women's colleges, performing and visual arts institutions, two-year colleges, and schools of law, medicine, engineering, business, and other professions.

Students

- Number of students enrolled at independent colleges and universities:
2.9 million
- Average enrollment at an independent institution:
1,797
(Compared to 6,953 at a public college or university)
- Average annual rate of increase in enrollment at independent colleges and universities between 1983 and 1996:
1.1 percent
- Projected annual growth rate in enrollment at independent colleges and universities between 1997 and 2008:
1.1 percent
- Portion of all college students who are enrolled in independent colleges and universities:
21 percent
- Portion of all college graduates who earn degrees from independent colleges and universities:
Bachelor's: 34 percent
Graduate: 43 percent
Professional (such as law, medicine, engineering, or business): 61 percent
- Portion of students at independent four-year colleges and universities who are the first in their family to attend college:
33 percent
(Compared to 34 percent at public four-year institutions)
- Portion of students at independent four-year colleges and universities who belong to a racial or ethnic minority group:
24 percent
(Compared to 25 percent at public four-year institutions)
- Portion of students at independent four-year colleges and universities with a family income of less than \$30,000:
27 percent
(Compared to 28 percent at public four-year institutions)
- Portion of full-time students who receive a bachelor's degree from an independent college or university in four years or less:
65 percent
(Compared to 34 percent of graduates at public four-year institutions)
- Portion of first-generation students enrolled at independent colleges and universities who

earn a bachelor's degree within five years:

63 percent

(Compared to 46 percent at public institutions)

Student Productivity

Twenty-one percent of all college students enroll in independent colleges and universities. These students achieve more than their fair share of success:

- Portion of Standard and Poor's 70,000 leading executives who received an undergraduate degree from an independent college or university:
50 percent
- Portion of U.S. Representatives who received their undergraduate degrees from an independent college or university:
50 percent (219 of 435)
- Portion of college-educated U.S. Presidents who graduated from an independent college or university:
66 percent (21 of 32)
- Portion of 1999 Rhodes Scholarship recipients who are enrolled in independent colleges and universities:
78 percent (25 of 32)
- Portion of 1999 Truman Scholars who are enrolled in independent colleges and universities:
56 percent (44 of 79)
- Portion of 1999 Marshall Scholarship recipients who are enrolled in independent colleges and universities:
73 percent (29 of 40)
- Portion of 1998 National Merit Scholars who enrolled in independent colleges and universities:
57 percent (4,179 of 7,320)
- Portion of students on *USA Today's* 1999 All-USA College First Academic Team who are enrolled in independent colleges and universities:
75 percent (15 of 20)
- Portion of students on *USA Today's* 1999 All-USA High School First Academic Team who enrolled in independent colleges and universities:
95 percent (19 of 20)

Earning Potential

- In 1997, the average income of independent college and university bachelor's degree recipients four years after earning their undergraduate degree:
\$38,806 for a graduate of a doctorate granting institution
 (Compared to \$34,340 for a graduate of a public doctorate granting institution)
\$33,858 for a graduate of a non-doctorate granting institution
 (Compared to \$31,967 for a graduate of public non-doctorate granting institution)
- Average lifetime earnings based on level of education (figures do not differentiate between the graduates of private and public institution):

High school graduate	\$979,000
Some college	\$1,216,000
Associate degree	\$1,229,000
Bachelor's degree	\$1,627,000
Master's degree	\$1,957,000
Doctorate	\$2,834,000
Professional degree (e.g., doctor, lawyer)	\$3,746,000

Price and Student Aid

- Average annual tuition and fees at independent colleges and universities (before student aid is considered) in 1998-99:
\$14,508 (four-year institution)
\$7,333 (two-year institution)
- Rate of increase over previous year:
5 percent
 (Rate of annual increase 10 years ago: 9 percent; 5 years ago: 7 percent)
- Average room and board figures at independent colleges and universities (before student aid is considered) in 1998-99:
\$5,765 (four-year institutions)
\$4,666 (two-year institutions)
- Percentage of full-time undergraduates at four-year independent colleges and universities who received some form of student aid in 1995-96:
80 percent
- Average annual aid award for full-time undergraduates at four-year independent colleges and universities in 1995-96:
\$10,794
- Average debt for a student graduating with a bachelor's degree from a private institution in 1995-96:
\$14,300
 (Compared to \$12,000 for a graduate of a public institution)

- On average, the percentage of the total cost of educating a student that is covered by tuition at independent colleges and universities:
62 percent
 (Independent colleges and universities pick up the rest of the cost through gifts from alumni and other benefactors, endowment earnings, and auxiliary enterprises. The cost of educating a student at a public institution is largely picked up through state subsidies.)

Student Aid Funding

- Total amount independent colleges and universities provided from their own resources in financial assistance to undergraduates in 1996-97:
\$6 billion
- From 1980-81 to 1998-99, rate of change in the amount of aid provided to students by independent colleges and universities (in inflation-adjusted dollars):
328 percent
- From 1980-81 to 1998-99, rate change in the amount of federal funding provided for key student aid programs (in inflation-adjusted dollars):
-36 percent

Community Impact

- Number of people nationwide employed by independent colleges and universities:
750,000
- Cumulative impact of independent colleges and universities on their local economies:
\$190 billion
- Additional cost to taxpayers if public institutions were to assume responsibility of educating students now attending independent colleges and universities:
\$13 billion

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Independent Colleges and Universities



A National Profile

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8/9/99

**Federal Student Aid Programs
1998-99
New York Congressional District 20**

Institution: Pace University

	Number of Awards	Dollar Amount	
Pell Grants:	3,559	\$6,363,801	
FSEOG:**	1,621	\$870,326	
FWS:**	1,038	\$920,366	
	Number of Awards	New Federal Capital	Total Expenditures
Perkins Loans:*	1,990	\$505,207	\$3,000,000

Federal Family Education Loans (FFEL):***

	Number of Loans	Total Loan Volume
Subsidized	1	\$2,625
Unsubsidized		
PLUS		

	Number of Loans	Total Loan Volume
Direct Loans***	11,731	\$52,123,846

Notes:

* Data for Pell Grants are based on expenditures reported as of December 1998 for academic year

** Data for FSEOG, FWS and Perkins Loans are for academic year 1998-99 and reported as of April 1998 by the U.S. Department of Education. Totals are based on allocations and may differ from actual disbursements.

*** Data for FFEL, Direct and PLUS Loans are for Federal fiscal year 1998 (October 1, 1997 to September 30, 1998). For institutions with branch campuses, information may be included with the main campus, central office or under the name of the individual campus.

Sources:

Data were obtained from the Office of Student Financial Assistance, U.S. Department of Education. Analysis by the National Association of Independent Colleges and Universities.



2/1/99

Federal Student Aid Programs

1998-99

New York

	Number of Awards	Dollar Amount
Pell Grants:*		
Total	344,107	\$604,669,654
Public:	201,905	355,551,668
Independent:	97,570	177,520,551
Proprietary:	44,632	\$71,597,435
Campus-Based Programs:**		
FSEOG	109,383	\$58,740,252
FWS	89,248	\$79,163,632

	Number of Awards	New Federal Capital	Number of Institutions
Perkins Loans	61,525	\$11,929,330	152

Federal Family Education Loans (FFEL):***

	Number of Loans	Total Loan Volume
Subsidized	267,525	\$1,047,049,223
Unsubsidized	155,417	\$741,971,177
PLUS	30,396	\$253,170,663
Direct Loans:***	241,505	\$916,898,975

Notes:

* Data for Pell Grants are based on expenditures reported as of December 1998 for academic year 1997-98.

** Data for FSEOG, FWS and Perkins Loans are for academic year 1998-99 and reported as of April 1998 by the U.S. Department of Education. Totals are based on allocations and may differ from actual disbursements.

*** Data for FFEL, Direct and PLUS Loans are for Federal fiscal year 1998 (October 1, 1997 to September 30, 1998). For institutions with branch campuses, information may be included with the main campus, central office or under the name of the individual campus.

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** To be released Monday, June 21, 1999*

FOR IMMEDIATE RELEASE

Contacts:

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Tony Pals, National Association of Independent Colleges and Universities,
(202) 785-8866

NATIONAL POLL SHOWS AMERICANS STRONGLY SUPPORT FEDERAL AID TO COLLEGE STUDENTS

Washington, DC (June 21, 1999) – Americans overwhelmingly support federal spending to help students go to college—that, according to the results of a national public opinion survey released today by the Student Aid Alliance, a coalition of 58 organizations representing colleges, universities, and students. Among the findings in the survey, respondents not only expressed strong support for increased funding for federal student aid programs, they ranked such funding alongside Social Security and health care as top national priorities.

The survey also shows that, by vast majorities, members of the public believe that “without financial aid, most low- and middle-income families cannot afford to send children to college” (90 percent “strongly” or “somewhat agreed”) and that, “by providing financial aid for people who want to go to college, the federal government is investing in America’s future” (91 percent “strongly” or “somewhat agreed”). A majority (56 percent) feel the federal government currently spends “too little” of its budget on grants to help those families pay for college.

The poll findings are particularly timely as Congress turns its attention to appropriations matters. The Senate Labor, Health and Human Services, Education Appropriations Subcommittee is expected to write its FY 2000 bill very soon. The Senate Health, Education, Labor, and Pensions Committee plans to markup shortly S.Con.Res.28, a resolution calling for an increase of \$400 in the maximum Pell Grant award and significant increases in campus-based aid programs. The House approved a similar resolution, H.Con.Res.88, on May 4, 1999.

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-more-



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Alliance poll – 2

Among the poll's other findings:

- Eighty-seven percent of respondents said it was “very important” or “somewhat important” to increase financial aid for college students. The funding priority given student aid was almost identical to that for Social Security (90 percent) and health care (89 percent).
- A full 90 percent of respondents agreed that “making more financial aid available will make college more accessible to many low- and middle-income families” and 89 percent agreed that “when students meet all the academic requirements for college admission, they should be able to get financial aid from the government when they need it.”
- The survey also found that 61 percent of the public would be “much more likely” or “somewhat more likely” to “vote for a candidate for Congress who worked to increase financial aid for low- and middle-income families with children in college.”

“Funding for Title IV student financial aid programs, particularly the grant programs, has lagged behind inflation and student need for two decades,” said David L. Warren, president of the National Association of Independent Colleges and Universities and co-chair of the Student Aid Alliance. “That means students’ federal grants and loans are worth less today than in 1980. In constant dollars the Pell Grant has declined 14 percent and campus-based aid has declined 35 percent between 1980-81 and 1998-99. Congress and the President have increased funding for some key programs in the last four years, but they need to do more.”

The Alliance is calling on Congress to increase the maximum Pell Grant award by \$400 to \$3,525; raise by \$50 million to \$75 million funds for the Leveraging Educational Assistance Partnership program (formerly the State Student Incentive Grant program); and increase funding for campus-based aid programs such as Perkins Loans and Supplemental Educational Opportunity Grants. (See attached Alliance funding proposal.)

Last month, the House and Senate Appropriations committees voted to slash \$10.7 billion from the House Labor-HHS-Education appropriations bill and \$8.3 billion from the Senate Labor-HHS-Education bill, cuts of 12 and 9.4 percent, respectively. Both plans would almost surely necessitate cuts or freezes for most student aid and higher education programs.

-more-

Alliance poll – 3

These reductions are the direct result of spending caps contained in the 1997 Balanced Budget Act, which were imposed in an effort to eliminate deficit spending. At the time the measure was approved, however, lawmakers did not expect the federal government to experience dramatic budget surpluses as early as the year 2000. Now that such surpluses are expected in the coming fiscal year and in subsequent years, leaders in Congress from both parties are calling for the caps to be raised, a position endorsed by the higher education community.

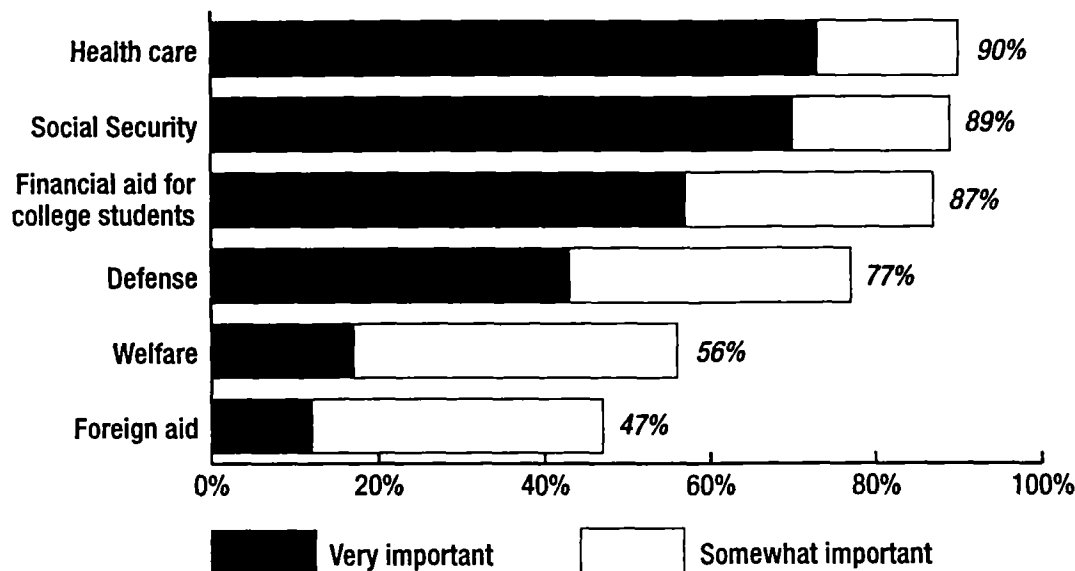
American Council on Education President and Co-Chair of the Student Aid Alliance Stanley O. Ikenberry commended selected members of Congress for their leadership and support of student aid funding. In recent letters sent to Senators James Jeffords (R-VT) and Edward Kennedy (D-MA) regarding the introduction of S.Con.Res.28, Ikenberry thanked the Senators and their colleagues Senators Dodd (D-CT), Collins (R-ME), and Reed (D-RI), "for their efforts to make federal funding for student aid a priority for fiscal year 2000 appropriations." In letters to Representatives Goodling (R-PA), McKeon (R-CA), Clay (D-MO), and Kildee (D-MI), Ikenberry noted that H.Con.Res.88 "underscores the point that the Pell Grant is the federal government's most important program for helping financially needy families finance postsecondary education. It also makes clear that campus-based aid programs complement the Pell Grant program to provide students with the resources to finance a postsecondary education."

The Alliance survey was conducted by KRC Research & Consulting, Inc., a national polling firm based in New York City. The student aid questions were included in an omnibus survey that included extensive interviews with 1,022 American adults during the month of May 1999. The margin of error for responses is plus or minus 3.1 percent.

The Alliance has established a website, www.StudentAidAlliance.org, which contains sample letters to members of Congress that urge increases in federal student aid funding. In addition, the Alliance hotline, 1-800-574-4243, will help Americans contact their U.S. representatives to express their views on current proposals to fund student aid programs.

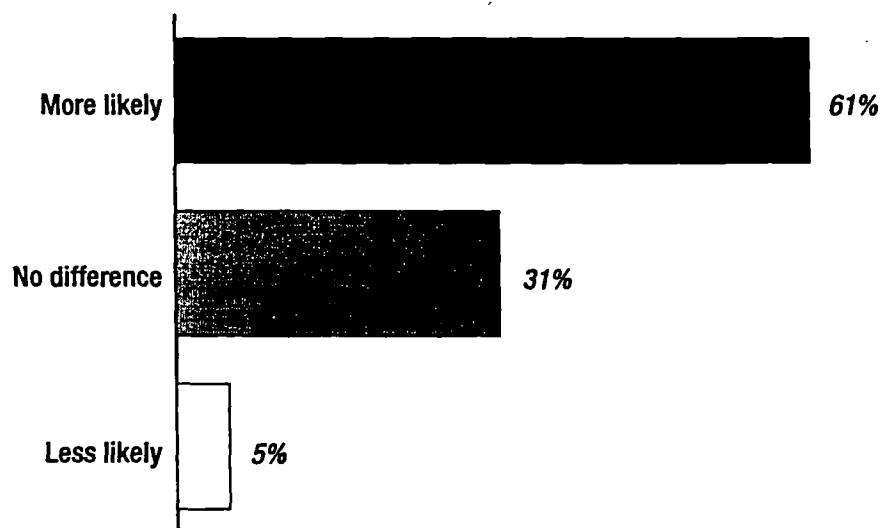
Attitudes Toward Federal Government Funding

How important do you think it is to increase the current level of federal funding for each of the following things?



Impact on Voting

How likely would you be to vote for a candidate for Congress who worked to increase financial aid for low- and middle-income families with children in college?



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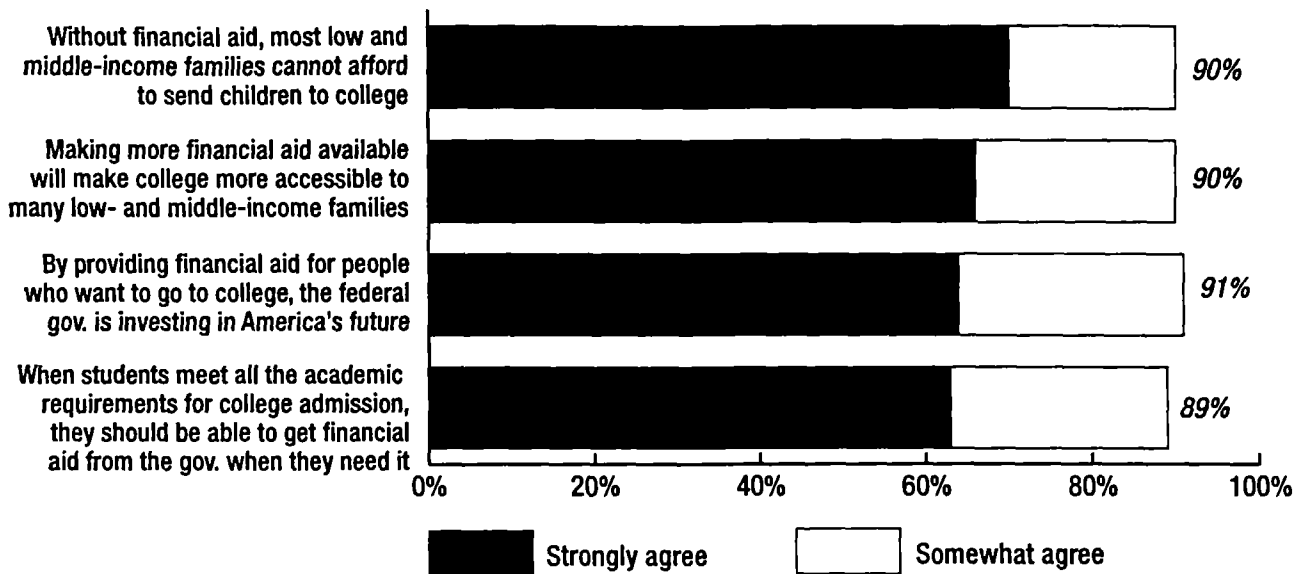
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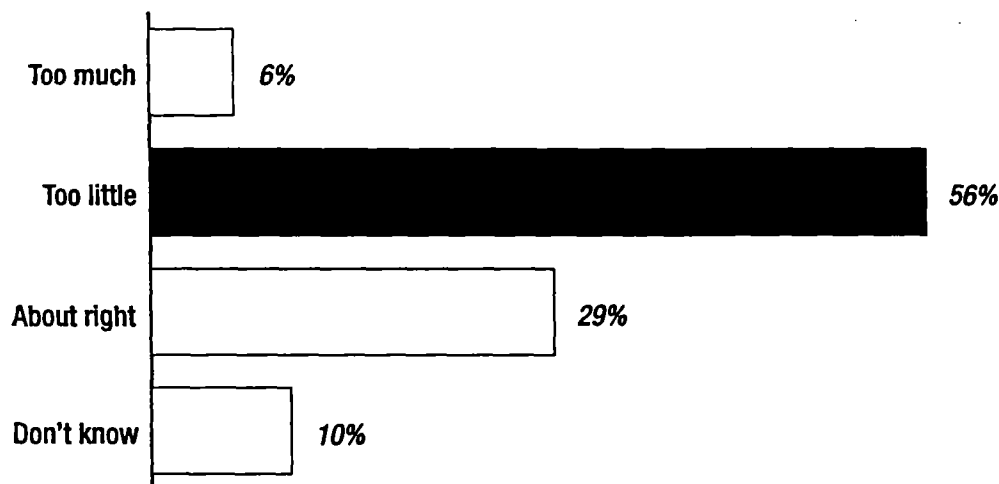
Attitudes Toward Financial Aid

Please tell me how much you agree with the following statements:



Attitudes Toward Financial Aid

The federal government currently spends one half of one percent of its budget on grants to help low- and middle-income families pay for college. Is this amount too much, too little or is it about right?



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Last year, Congress reaffirmed its support of existing student aid programs through the reauthorization of the Higher Education Act. This year, the Student Aid Alliance urges Congress to fund proven student aid programs at higher levels so that they more effectively serve needy students. Together, these programs help students achieve their higher education goals without excessive debt.

The maximum Pell Grant should be increased by \$400, to \$3,525.

Pell Grants are the cornerstone of federal need-based student aid. Without them, millions of the neediest students would not go to college. Nearly four million students received Pell Grants in 1998-99. Their average family income was about \$14,500. But the maximum award is worth just 86 percent of its 1980 value in constant dollars.

Supplemental Grant funding should be increased by \$65 million, to \$684 million.

The Supplemental Educational Opportunity Grant (SEOG) program helps bridge the gap between the authorized maximum Pell Grant (\$4,500) and the appropriated level (\$3,125). Colleges and universities match one-third of the federal SEOG funds—a cost-effective way to help students.

Funding for Perkins Loans should be increased by \$35 million, to \$135 million.

The Perkins program provides low-interest loans to needy students, keeping them in school and out of costly alternative loan programs. Institutions augment the federal contribution with a one-third match. Perkins loan forgiveness options have helped recruit thousands of law enforcement officers, teachers, and nurses. The Perkins federal capital contribution is now worth just 22 percent of its 1980 value in constant dollars.

Leveraging Educational Assistance Partnerships should be increased by \$50 million, to \$75 million.

The Leveraging Educational Assistance Partnerships (formerly SSIG) program encourages states to expand their own need-based grant programs by requiring them to make a dollar-for-dollar match. And if the federal appropriation for LEAP exceeds \$30 million, the state must match each dollar two to one. States use these funds to support increased grant aid, transition to college programs, early intervention, merit scholarships for needy students, community service, and scholarship programs in specialized academic areas.

Federal Work-Study should be increased by \$64 million, to \$934 million.

Each year, the Federal Work-Study program helps 700,000 needy students earn the money to pay for college, through jobs on campus, in the community, and in the private sector. More than half of the recipients come from families with incomes less than \$30,000. This self-help program encourages students to take responsibility, build solid work habits, and make contacts-skills that are crucial to their future employment. Institutions match federal funds by at least one-third, and often more.

TRIO should be increased by \$70 million, to \$670 million.

The TRIO programs are designed to help low-income and first-generation college students enter college, graduate, and get good jobs. Two-thirds of the students come from families with incomes of less than \$24,000 where neither parent graduated from college.

Graduate programs should be increased by \$25 million, to \$56 million.

Graduate Assistance in Areas of National Need awards funds through a competitive program to help academic departments prepare graduate students for teaching and research. The Javits Fellowship is the only federal program that gives portable financial aid to graduate students in the arts, humanities, and social sciences.

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American Association of Colleges of Nursing
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American Association of Collegiate Registrars and Admissions Officers
American Association of Community Colleges
American Association of Dental Schools
American Association of State Colleges and Universities
American Association of University Professors
American College Personnel Association
American College Testing
American Council on Education
American Psychological Association
American Society for Engineering Education
American Student Association of Community Colleges
APPA: The Association of Higher Education Facilities Officers
Association of Academic Health Centers
Association of Advanced Rabbinical and Talmudic Schools
Association of American Colleges and Universities
Association of American Law Schools
Association of American Medical Colleges
Association of American Universities
Association of Catholic Colleges and Universities
Association of Community College Trustees
Association of Governing Boards of Universities and Colleges
Association of Jesuit Colleges and Universities
Career College Association
Council for Christian Colleges and Universities
Coalition of Higher Education Assistance Organizations
College and University Personnel Association

College Board
College Fund/UNCF
Council for Advancement and Support of Education
Council for Higher Education Accreditation
Council for Opportunity in Education
Council of Graduate Schools
Council of Independent Colleges
Council on Government Relations
Educational Testing Service
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National Association for Equal Opportunity in Higher Education
National Association for College Admission Counseling
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Think about the facts:

An educated work force means:

- Reduced welfare
- Higher productivity
- Lower unemployment rates
- Higher salaries and better jobs

Federal student aid programs have a long record of helping millions of Americans attend college. But over the past two decades, funding for these important programs has not kept pace with inflation.

That means students' federal grants and loans are worth less today than in 1980.

America's students deserve better. And if the federal government would invest an additional \$1.5 billion — less than one tenth of 1% of the federal budget — to restore these crucial programs, everyone's future will be brighter.

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