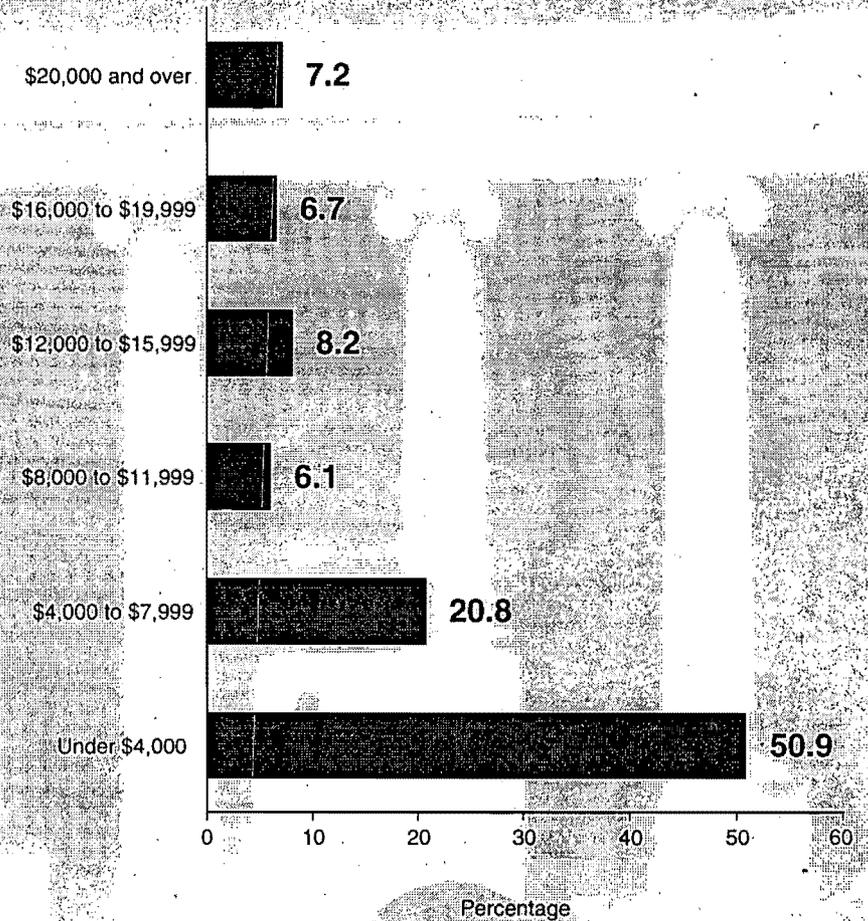


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in College Pricing

FIGURE 1. *Distribution of Full-Time Undergraduates at Four-Year Institutions by Tuition and Fees Charged, 1999-00*



1999

INTRODUCTION

This report provides the latest information on tuition and other expenses associated with attending institutions of postsecondary education in the United States.

The data presented in this publication come from the College Board's *Annual Survey of Colleges (ASC)*. The survey, administered each spring to over 3,200 postsecondary institutions across the country, collects a wealth of data on enrollment, admissions, degrees and majors, tuition, financial aid, and other aspects of undergraduate education. The College Board has conducted the Annual Survey for more than two decades, resulting in an extensive longitudinal data file about two-year, four-year, public and private colleges and universities.

Each fall, the College Board releases information from the Annual Survey on how much colleges and universities plan to charge undergraduate students in the upcoming academic year. Simultaneously we release information from a counterpart survey conducted by the College Board, *Trends in Student Aid*.

Taken together, the companion reports, *Trends in College Pricing* and *Trends in Student Aid*, tell much about the financing of postsecondary educational opportunity in America. One provides the latest information on how much college "costs." The other tracks the amount of financial assistance available to help pay these expenses. In both publications we report trend data in both current and constant (inflation-adjusted) dollars.

This report presents pricing data from the *Annual Survey of Colleges* for the 1999-2000 academic year, including:

- average fixed charges for undergraduates - tuition and fees and room and board;
- average non-fixed budget components - books and supplies, transportation, and other expenses; and
- sample student budgets for each type of institution.

The report also provides trend data over the past 25 years and analysis of college prices in relation to family income as well as available financial aid. In all cases, we have tried to present the data in ways that may be useful to different audiences, while ensuring the integrity of the data.

Page 18 of the report presents a new feature that may be of interest to readers—data courtesy of Statistics Canada on average tuition and fees charged by Canadian colleges and universities, from 1972-73 to 1999-00.

This report would not have been possible without the cooperation and work of the following individuals at the College Board: Renee Gernand and the *Annual Survey of Colleges* staff in Guidance Publishing; Hal Higginbotham, Jack Joyce, and Kathy Payea (consultant) of the College Scholarship Service; and the staff of the Communications and Government Relations Division.

We welcome reader comments and suggestions on these *Trends* reports. Visit College Board Online at www.collegeboard.org for an electronic version of this document and its counterpart, *Trends in Student Aid 1999*.

Defining Terms

According to the National Commission on the Cost of Higher Education, defining "cost," "price," and "subsidy" is not just a technical sidenote; it is critical to clarifying the issues in financing postsecondary education:

- **Costs** refer to the expenditures associated with delivering instruction, including physical plant and salaries.
- **Prices** are the expenses that students and parents face. **Sticker price** is the posted price institutions charge for tuition as well as room and board in the case of students residing on campus. A full student budget also includes books, supplies, and transportation. **Net price** is what the student and/or family must cover after financial aid awards are subtracted.
- **General subsidies** make it possible for institutions to charge less than the actual costs of instruction. State, federal, and local appropriations, as well as private philanthropy, reduce the prices faced by all students—whether or not they receive financial aid.

This report focuses on the sticker prices facing students and parents. It does not include estimates of average net price. However, we refer readers to the companion publication, *Trends in Student Aid 1999*, for data on the grant, loan, and work-study funds available to help families cover the expenses of college attendance.

This report also does not focus on the underlying costs of instruction or subsidies to institutions, although we do include an overview of sources of institutional revenue and how they have shifted over time.

1999-00 Tuition and Fees

For the 1999-00 academic year, the average tuition charged by public four-year colleges and universities is \$3,356, up from \$3,247 in 1998-99, an increase of 3.4 percent. Private four-year college tuition increased by 4.6 percent, from \$14,709 to \$15,380. Two-year public and private institutions are charging an average of \$1,627 and \$7,182 respectively, up 4.7 and 3.5 percent respectively. The average surcharge for out-of-state or out-of-district students at public institutions is \$3,191 at two-year colleges and \$5,350 at four-year colleges. (Tables 1 and 4)

Regional Differences

The Southwest offers the lowest tuition rates at both private and public four-year institutions (\$11,275 and \$2,536 respectively). New England has the highest rates, averaging \$20,171 at four-year private institutions and \$4,727 at four-year publics. (Table 4)

Room & Board

This year's room and board charges are between 3.6 and 4.8 percent higher than the previous year. Room and board averages \$5,959 at four-year private colleges and \$4,730 at four-year public colleges. (Table 1)

Tuition & Fee Trends

In the 1970s there was little, if any, real growth in college prices. Since 1980, however, college prices have been rising at twice and sometimes three times the Consumer Price Index. Over the ten-year period ending in 1999-00, after adjusting for inflation, average public four-year tuition and fees rose 51 percent compared to 34 percent for private four-year colleges. Since 1980-81, both public and private four-year college tuitions increased on average more than 110 percent over inflation. Private college tuition rose most sharply in the early and mid-1980s, while public tuition increased the most in the late 1980s and early 1990s. (Figure 4; Tables 5 and 6a)

Affordability

More than half of the students attending four-year institutions pay less than \$4,000 in tuition and fees, and almost three quarters face tuition charges of less than \$8,000. About 7 percent attend institutions charging tuition of \$20,000 or more per year. For most Americans, college remains accessible, especially with the availability of more than \$64 billion in financial aid. (Figures 1 and 8; Table 9; also see companion *Trends in Student Aid* report)

Combined with stagnant family income over the past 15 years, however, trends in college tuition present serious problems for low- and moderate-income families. While average, inflation-adjusted tuition has more than doubled at both public and private four-year institutions, median family income has risen only 22 percent since 1981. Student aid, meanwhile, has increased in total value, but not enough to keep pace with the rise in tuition, and most of the growth in aid has been in the form of student borrowing. (Figure 6)

Median family income, moreover, tells only part of the story, because incomes have grown steadily less equal during the 1980s and 1990s. The share of family income required to pay college expenses has increased for many families, but it has gone up the most for those on the lower rungs of the economic ladder. (Figure 7; Table 8)

Returns to Education

College is an investment for a lifetime. Bachelor's degree recipients earn 75 percent more (on average) than those with only a high school diploma. Over a lifetime, the gap in earning potential between the high school diploma and the BA (or higher) exceeds \$1,000,000. While the cost of college may be imposing to many families, the cost associated with not going to college is significant. (Figure 13; Table 12)

Institutional Revenue

In 1995-96, tuition and fees covered 28 percent of the revenue raised by institutions of higher education. Although the federal government is responsible for about three-quarters of available student financial aid, it contributes only 12 percent of the total revenues of colleges and universities. The states contribute approximately twice that amount. In 1980-81, tuition and fees generated 21 percent of the revenue of institutions. In the intervening years, a decline in state and federal funding for higher education has shifted more of the cost burden to students and families. (Figure 11)

College Participation

Enrollment in postsecondary education has been rising for all income groups in the 1980s and 1990s. Yet an individual's chances of entering and completing college remain closely correlated with economic background and circumstance. Wide gaps in opportunity persist between those at the bottom of the income ladder and those at the top. (Figure 9; Table 10).

TABLE 1. Average Fixed Charges for Undergraduates, 1999-00

Sector	Tuition and Fees			Room and Board		
	1999-00	1998-99	% Change	1999-00	1998-99	% Change
Two-Year Public	1,627	1,554	4.7%	4,730	4,522	4.6%
Two-Year Private	7,182	6,940	3.5%	4,583	4,373	4.8%
Four-Year Public	3,356	3,247	3.4%	5,959	5,754	3.6%
Four-Year Private	15,380	14,709	4.6%			

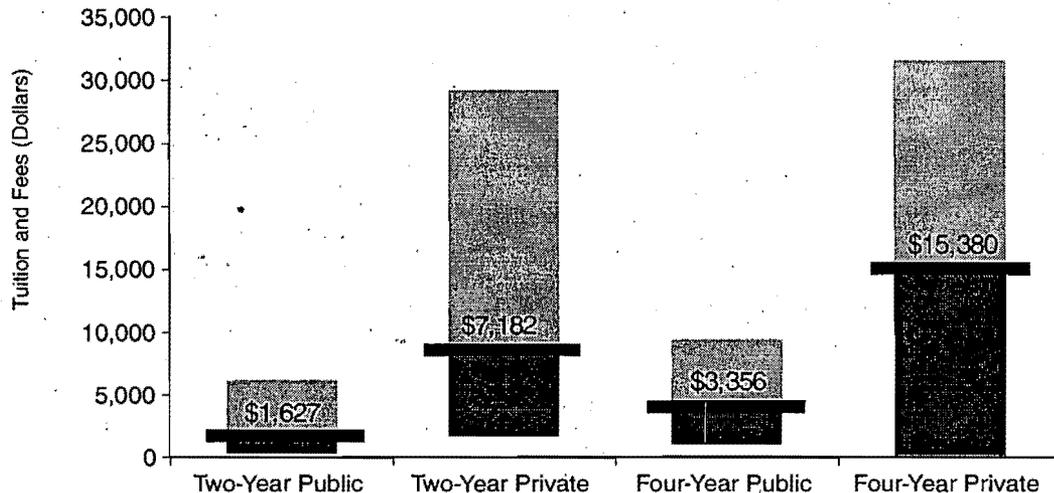
TABLE 2. Average Expenses in Nonfixed Budget Components, 1999-00

Sector	All Students	Resident Students		Commuter Students		
	Books/Supplies	Trans.	Other	Board Only	Trans.	Other
Two-Year Public	645			2,128	997	1,202
Two-Year Private	681	686	1,132	2,029	932	1,132
Four-Year Public	681	658	1,484	2,213	1,005	1,519
Four-Year Private	700	558	1,054	2,324	907	1,189

* The sample was too small to provide meaningful information. These are enrollment-weighted averages, intended to reflect the average costs that students face in various types of institutions. See technical notes on page 18 for a description of enrollment weighting.

SOURCE: Annual Survey of Colleges. The College Board, New York, NY.

FIGURE 2. Average and Range of Tuition and Fee Charges at Postsecondary Institutions, 1999-00



SOURCE: Annual Survey of Colleges. The College Board, New York, NY.

TABLE 3. Sample Undergraduate Budgets (average), 1999-00

Sector	Tuition & Fees	Books & Supplies	Room & Board	Transportation	Other Expenses	Total** Expenses
Two-Year Public						
Resident	1,627	625	*	*	*	*
Commuter	1,627	625	2,128	997	1,202	6,599
Two-Year Private						
Resident	7,182	681	4,583	686	1,132	14,264
Commuter	7,182	681	2,029	932	1,132	11,956
Four-Year Public						
Resident	3,356	681	4,730	658	1,484	10,909
Commuter	3,356	681	2,213	1,005	1,519	8,774
Out-of-State	8,706	681	4,730	658	1,484	16,259
Four-Year Private						
Resident	15,380	700	5,959	558	1,054	23,651
Commuter	15,380	700	2,324	907	1,189	10,500

* The sample was too small to provide meaningful information.

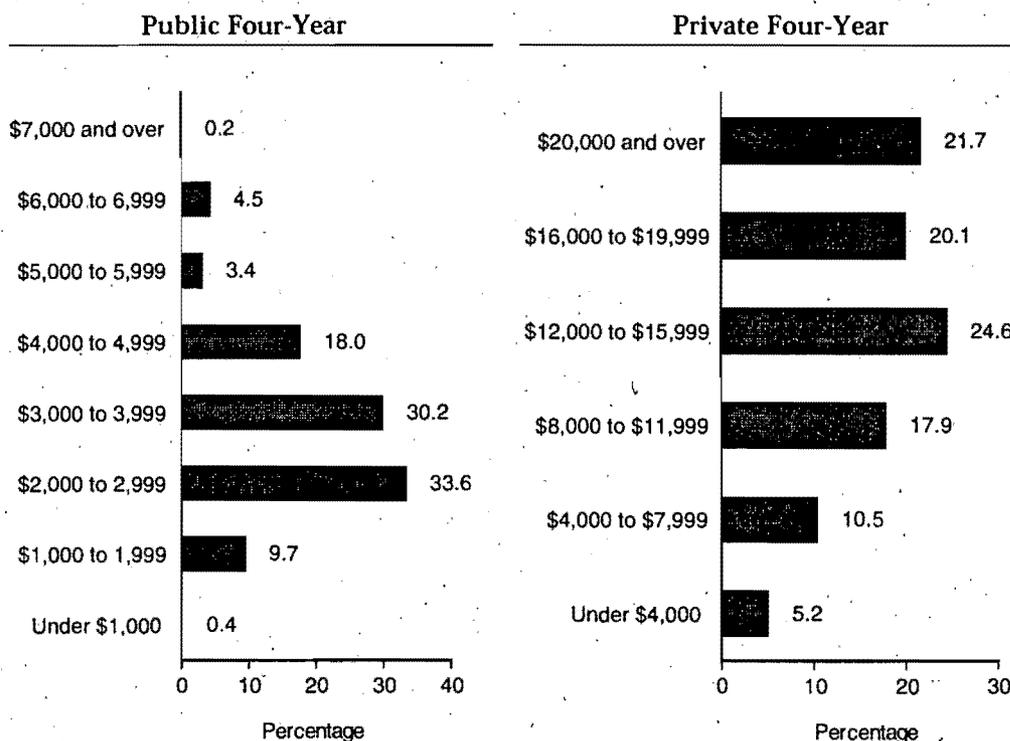
**Based on estimated average student expenses.

These are enrollment-weighted averages, intended to reflect the average costs that students face in various types of institutions.

SOURCE: Annual Survey of Colleges, The College Board, New York, NY.

FIGURE 3. Distribution of Full-Time Undergraduates at Public and Private Four-Year Institutions by Tuition and Fees Charged, 1999-00

The cover graphic on this report shows the distribution of full-time undergraduates at all four-year colleges and universities, by tuition and fees charged. The two graphics to the right divide this overall picture into separate distributions for public and private institutions.



SOURCE: Annual Survey of Colleges, The College Board, New York, NY.

TABLE 4. Average Student Expenses, by College Board Region, 1999-00

	Residential						Commuter		
	Tuition & Fees	Out-of-state tuition	Books & supplies	Room and board	Trans.	Other costs	Board only	Trans.	Other costs
NATIONAL									
2-yr public	1,627	3,191	645	—	—	—	2,128	997	1,202
2-yr private	7,182		681	4,583	686	1,132	2,029	932	1,132
4-yr public	3,356	5,350	681	4,730	658	1,484	2,213	1,005	1,519
4-yr private	15,380		700	5,959	558	1,054	2,324	907	1,189
New England									
2-yr public	2,243	4,224	610	—	—	—	2,349	1,034	1,331
2-yr private	14,332		719	6,676	—	1,110	1,953	815	873
4-yr public	4,727	5,998	652	5,205	507	1,250	2,047	945	1,206
4-yr private	20,171		708	7,205	489	1,004	2,274	1,048	1,034
Middle States									
2-yr public	2,567	2,951	625	—	—	—	1,782	937	1,163
2-yr private	9,139		685	—	—	—	1,898	876	1,299
4-yr public	4,427	4,447	705	5,409	532	1,275	2,263	926	1,421
4-yr private	16,046		672	6,825	413	984	2,103	843	1,118
South									
2-yr public	1,290	3,067	626	—	—	—	2,105	1,142	1,060
2-yr private	8,383		628	4,143	556	1,206	1,507	976	790
4-yr public	2,748	5,676	690	4,232	789	1,479	2,145	1,189	1,532
4-yr private	13,186		713	5,214	713	1,116	2,384	939	1,167
Midwest									
2-yr public	1,850	3,400	675	—	—	—	2,464	1,024	1,213
2-yr private	7,583		690	3,964	575	1,161	1,649	1,002	1,501
4-yr public	3,813	5,057	635	4,512	533	1,543	2,270	954	1,545
4-yr private	14,558		693	5,009	532	981	2,716	807	1,196
Southwest									
2-yr public	1,106	1,678	658	2,642	830	1,078	1,946	1,128	1,184
2-yr private	5,448		655	3,759	819	1,180	2,108	1,147	1,362
4-yr public	2,536	4,880	663	4,125	939	1,432	2,180	1,333	1,464
4-yr private	11,275		667	4,634	718	1,294	2,204	1,092	1,342
West									
2-yr public	<i>1,076</i>	3,779	<i>651</i>	—	—	—	<i>2,137</i>	<i>761</i>	<i>1,386</i>
2-yr private	—		—	—	—	—	—	—	—
4-yr public	2,708	6,819	734	5,534	789	1,721	2,224	812	1,618
4-yr private	15,078		780	6,155	654	1,282	2,207	1,002	1,388

SOURCE: Annual Survey of Colleges, The College Board, New York, NY.

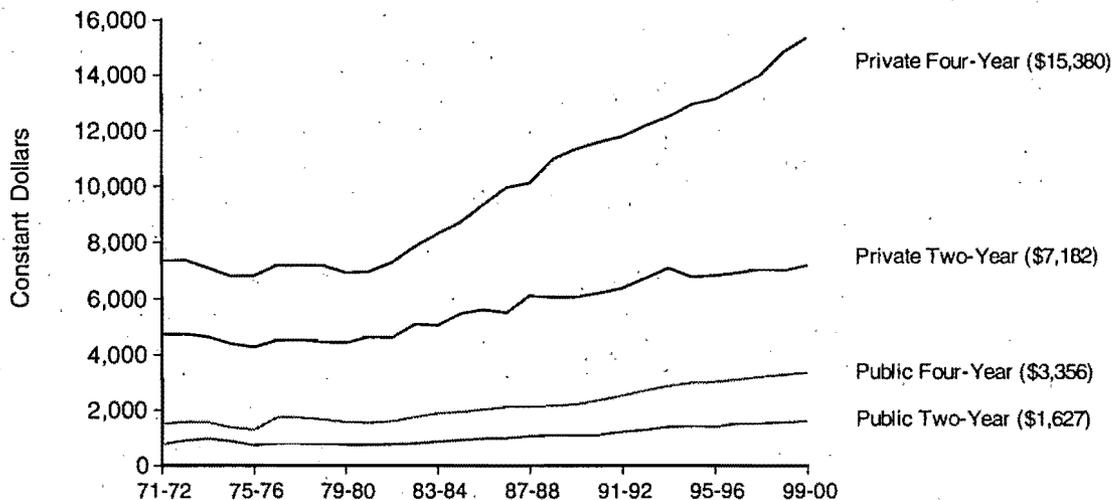
Note: Averages in *italicized type* indicate that while the number of institutions reporting data on this item was large enough to support an analysis, the sample size was marginal. Data are enrollment weighted.

TABLE 5. Average Tuition & Fees in Current and Constant Dollars, 1971-72 to 1999-00

Academic Year	Tuition and Fees - Current Dollars				Tuition and Fees - Constant Dollars			
	Private Four Year	Private Two Year	Public Four Year	Public Two Year	Private Four Year	Private Two Year	Public Four Year	Public Two Year
71-72	1,820	1,172	376	192	7,351	4,734	1,519	775
72-73	1,898	1,221	407	233	7,369	4,740	1,580	905
73-74	1,989	1,303	438	274	7,090	4,645	1,561	977
74-75	2,117	1,367	432	277	6,793	4,387	1,386	889
75-76	2,272	1,427	433	245	6,809	4,276	1,298	734
76-77	2,534	1,592	617	283	7,176	4,508	1,747	801
77-78	2,700	1,706	655	306	7,165	4,527	1,738	812
78-79	2,958	1,831	688	327	7,177	4,443	1,669	793
79-80	3,225	2,062	738	355	6,904	4,414	1,580	760
80-81	3,617	2,413	804	391	6,940	4,630	1,543	750
81-82	4,113	2,605	909	434	7,264	4,601	1,605	766
82-83	4,639	3,008	1,031	473	7,855	5,094	1,746	801
83-84	5,093	3,099	1,148	528	8,316	5,060	1,875	862
84-85	5,016	3,404	1,126	599	7,882	5,349	1,769	941
85-86	5,418	3,719	1,242	659	8,275	5,680	1,897	1,007
86-87	5,793	3,910	1,337	663	8,656	5,842	1,998	991
87-88	7,110	4,058	1,359	687	10,201	5,822	1,950	986
88-89	7,693	4,564	1,566	767	10,550	6,259	2,148	1,052
89-90	8,737	4,713	1,694	842	11,436	6,169	2,217	1,102
90-91	9,391	5,003	1,809	884	11,655	6,209	2,245	1,097
91-92	10,017	5,290	2,137	1,022	12,046	6,361	2,570	1,229
92-93	10,498	5,621	2,315	1,292	12,242	6,555	2,700	1,507
93-94	11,025	6,175	2,527	1,229	12,532	7,019	2,872	1,397
94-95	11,709	6,511	2,686	1,298	12,938	7,195	2,968	1,434
95-96	12,432	6,350	2,860	1,387	13,373	6,831	3,077	1,492
96-97	12,823	6,673	2,966	1,394	13,411	6,979	3,102	1,458
97-98	13,664	6,855	3,111	1,501	14,041	7,044	3,197	1,542
98-99	14,709	6,940	3,247	1,554	14,870	7,016	3,283	1,571
99-00	15,380	7,182	3,356	1,627	15,380	7,182	3,356	1,627

SOURCE: 1984-85 to 1999-00: enrollment-weighted data from the *Annual Survey of Colleges*, The College Board, New York, NY; 1971-72 to 1983-84: non-weighted data from Integrated Postsecondary Education Data System (IPEDS), U.S. Department of Education, National Center for Education Statistics.

FIGURE 4.
Average Tuition and Fee Charges, in Constant Dollars, 1971-72 to 1999-00



SOURCE: See Table 5 above.

TABLE 6. Average Annual Tuition and Fees, Room and Board, and Total Fixed-Costs for Undergraduates, by Institution Type, in Current Dollars, 1989-90 to 1999-00

Sector	Tuition & Fees										
	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00
Two-Year Public	842	884	1,022	1,292	1,229	1,298	1,387	1,394	1,501	1,554	1,627
Two-Year Private	4,713	5,003	5,290	5,621	6,175	6,511	6,350	6,673	6,855	6,940	7,182
Four-Year Public	1,694	1,809	2,137	2,315	2,527	2,686	2,860	2,966	3,111	3,247	3,356
Four-Year Private	8,737	9,391	10,017	10,498	11,025	11,709	12,432	12,823	13,664	14,709	15,380

Sector	Room and Board										
	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00
Two-Year Public	—	—	—	—	—	—	—	—	—	—	—
Two-Year Private	3,258	3,481	3,734	3,750	3,980	4,040	4,243	4,231	4,543	4,373	4,583
Four-Year Public	3,039	3,161	3,351	3,526	3,680	3,826	3,963	4,152	4,361	4,522	4,730
Four-Year Private	3,898	4,153	4,386	4,575	4,793	4,976	5,199	5,361	5,549	5,754	5,959

Sector	Total Fixed Costs										
	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00
Two-Year Public	842	884	1,022	1,292	1,229	1,298	1,387	1,394	1,501	1,554	1,627
Two-Year Private	7,971	8,484	9,024	9,371	10,155	10,551	10,593	10,904	11,398	11,313	11,765
Four-Year Public	4,733	4,970	5,488	5,841	6,207	6,512	6,823	7,118	7,472	7,769	8,086
Four-Year Private	12,635	13,544	14,403	15,073	15,818	16,685	17,631	18,184	19,213	20,463	21,339

All data are enrollment-weighted averages, intended to reflect the average costs that students face in various types of institutions. SOURCE: Annual Survey of Colleges, The College Board, New York, NY.

TABLE 6a. Average Annual Tuition and Fees, Room and Board, and Total Fixed-Costs for Undergraduates, by Institution Type, in Constant Dollars, 1989-90 to 1999-00

Sector	Tuition & Fees											10-yr change	10-yr % change
	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00		
Two-Year Public	1,102	1,097	1,229	1,507	1,397	1,434	1,492	1,458	1,542	1,571	1,627	525	48
Two-Year Private	6,169	6,209	6,361	6,555	7,019	7,195	6,831	6,979	7,044	7,016	7,182	1,013	16
Four-Year Public	2,217	2,245	2,570	2,700	2,872	2,968	3,077	3,102	3,197	3,283	3,356	1,139	51
Four-Year Private	11,436	11,655	12,046	12,242	12,632	12,938	13,373	13,411	14,041	14,370	15,380	3,944	34

Sector	Room & Board											10-yr change	10-yr % change
	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00		
Two-Year Public	—	—	—	—	—	—	—	—	—	—	—	—	—
Two-Year Private	4,264	4,320	4,490	4,373	4,524	4,464	4,564	4,425	4,668	4,421	4,583	319	7
Four-Year Public	3,978	3,923	4,030	4,112	4,183	4,228	4,263	4,343	4,481	4,572	4,730	752	19
Four-Year Private	5,102	5,154	5,274	5,335	5,448	5,498	5,593	5,607	5,702	5,817	5,959	857	17

Sector	Total Fixed Costs											10-yr change	10-yr % change
	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00		
Two-Year Public	1,102	1,097	1,229	1,507	1,397	1,434	1,492	1,458	1,542	1,571	1,627	525	48
Two-Year Private	10,438	10,529	10,852	10,928	11,543	11,659	11,395	11,404	11,712	11,437	11,765	1,322	13
Four-Year Public	6,195	6,168	6,599	6,811	7,055	7,196	7,340	7,445	7,673	7,854	8,086	1,891	31
Four-Year Private	16,538	16,809	17,320	17,577	17,980	18,437	18,966	19,018	19,743	20,687	21,339	4,801	29

All data are enrollment-weighted averages. Intended to reflect the average costs that students face in various types of institutions.
SOURCE: Annual Survey of Colleges, The College Board, New York, NY.

TABLE 7. Tuition and Fees, by Region and Institution Type, in Current Dollars, 1989-90 to 1999-00

Sector	Tuition & Fees										
	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00
National											
2-yr public	842	884	1,022	1,292	1,229	1,298	1,387	1,394	1,567	1,554	1,627
2-yr private	4,713	5,003	5,290	5,621	6,175	6,511	6,350	6,673	7,079	6,940	7,182
4-yr public	1,694	1,809	2,137	2,315	2,527	2,686	2,860	2,966	3,111	3,247	3,356
4-yr private	8,737	9,391	10,017	10,498	11,025	11,709	12,432	12,823	13,785	14,709	15,380
New England											
2-yr public	1,172	1,356	1,749	1,891	2,134	2,236	2,230	2,285	2,343	2,302	2,243
2-yr private	6,780	7,643	7,835	8,216	8,636	9,503	10,801	10,867	12,548	12,237	14,332
4-yr public	2,067	2,550	3,439	3,650	3,921	4,168	4,272	4,313	4,487	4,635	4,727
4-yr private	11,305	12,313	13,487	14,095	14,942	15,593	16,416	17,196	18,050	19,211	20,171
Middle States											
2-yr public	1,336	1,403	1,812	1,915	1,913	1,978	2,202	2,497	2,602	2,622	2,567
2-yr private	6,060	6,440	7,098	7,684	8,330	8,827	8,001	7,987	8,728	9,276	9,139
4-yr public	1,721	2,081	2,770	3,129	3,261	3,490	3,876	3,892	4,054	4,201	4,427
4-yr private	9,471	9,967	10,469	11,079	11,669	12,396	13,201	13,603	14,603	15,381	16,046
South											
2-yr public	697	712	840	907	969	1,002	1,028	1,075	1,180	1,235	1,290
2-yr private	4,160	4,571	4,617	4,691	5,569	6,586	7,426	7,047	8,387	9,250	8,383
4-yr public	1,760	1,804	1,873	2,027	2,175	2,265	2,337	2,419	2,541	2,675	2,748
4-yr private	7,353	7,856	8,478	8,996	9,541	10,096	10,777	11,124	11,961	12,636	13,186
Midwest											
2-yr public	1,118	1,201	1,273	1,400	1,516	1,554	1,632	1,687	1,767	1,834	1,850
2-yr private	4,622	4,360	4,541	5,663	6,135	6,301	6,361	6,681	6,662	7,950	7,583
4-yr public	1,991	2,132	2,348	2,523	2,780	2,930	3,104	3,251	3,440	3,647	3,813
4-yr private	8,028	8,800	9,446	10,075	10,656	11,203	11,875	12,433	13,277	14,007	14,558
Southwest											
2-yr public	540	599	665	701	743	756	812	895	894	995	1,106
2-yr private	2,850	2,904	3,121	3,555	3,338	3,989	4,008	4,121	5,079	—	5,448
4-yr public	1,140	1,176	1,284	1,411	1,534	1,707	1,910	2,147	2,363	2,526	2,536
4-yr private	5,642	6,528	7,106	7,542	7,976	8,691	9,019	9,522	10,123	10,701	11,275
West											
2-yr public	398	405	477	636	794	812	808	834	925	1,053	1,076
2-yr private	2,592	2,662	2,714	2,781	3,251	3,407	3,404	3,337	3,558	3,779	—
4-yr public	1,325	1,398	1,673	1,973	2,267	2,467	2,561	2,588	2,680	2,660	2,708
4-yr private	8,309	9,028	9,793	10,252	10,884	11,616	12,245	12,893	13,587	14,290	15,078

All data are enrollment-weighted averages, intended to reflect the average costs that students face in various types of institutions. SOURCE: Annual Survey of Colleges, The College Board, New York, NY.

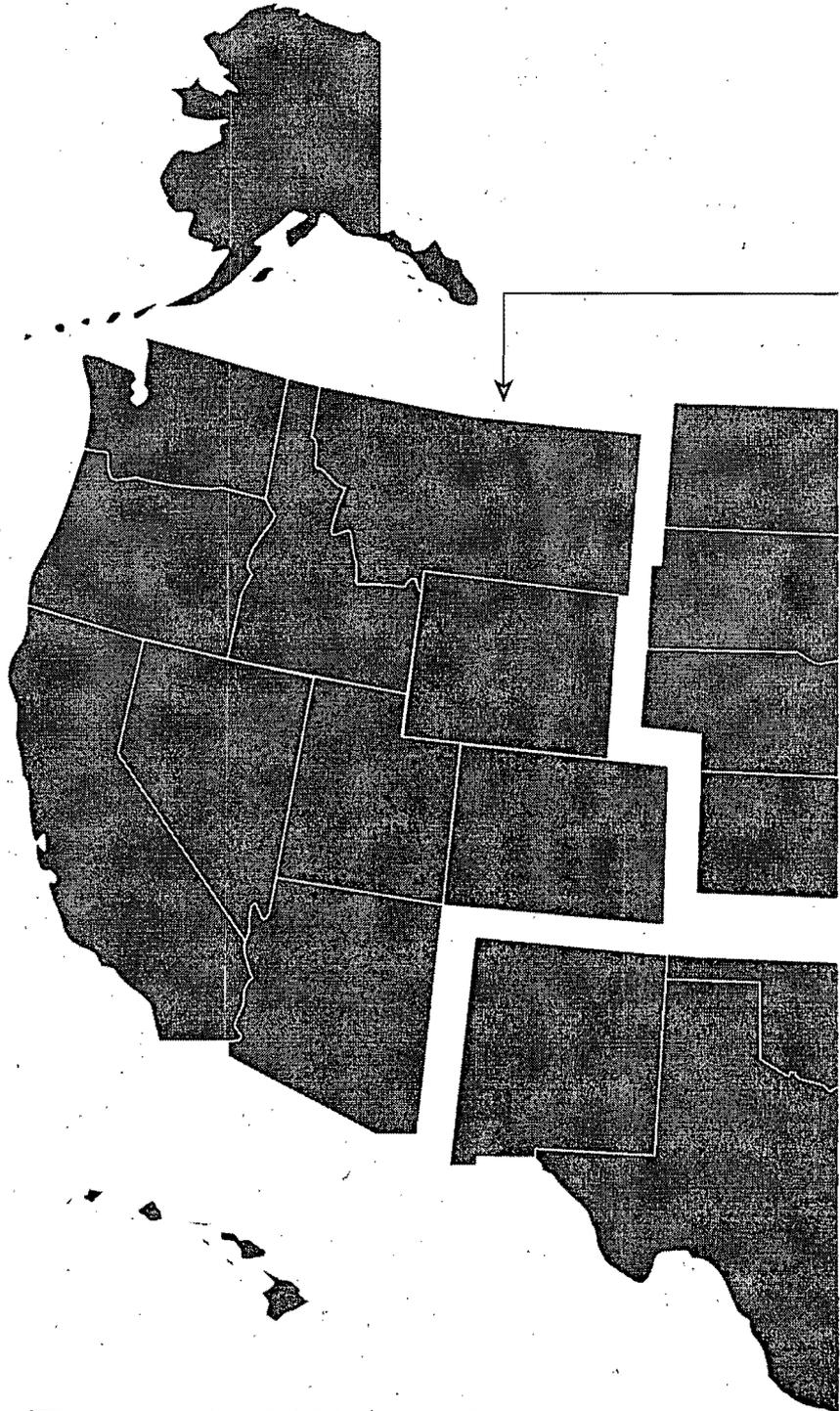
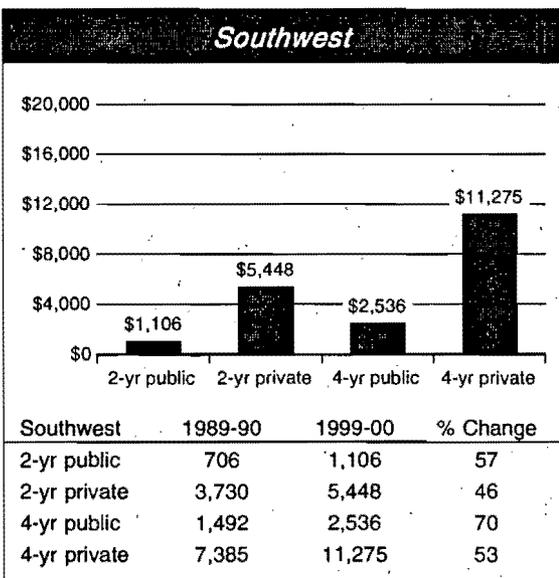
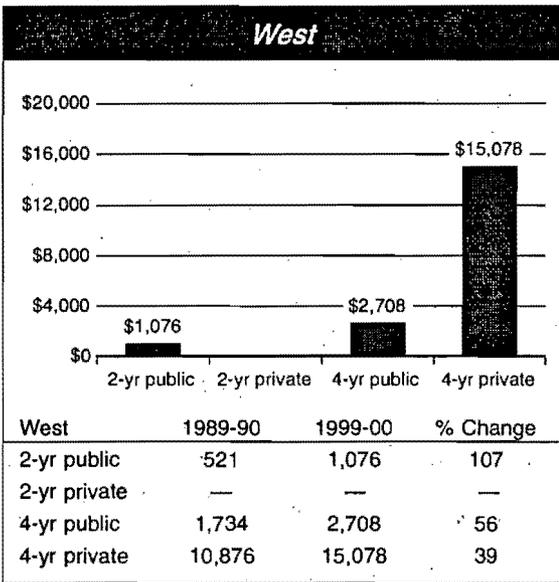
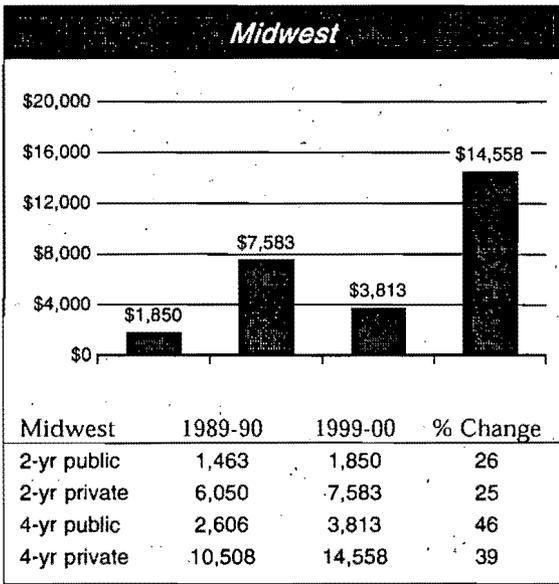
TABLE 7a. Tuition and Fees, by Region and Institution Type, in Constant Dollars, 1989-90 to 1999-00

Sector	Tuition & Fees											10-yr change	10-yr % change
	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00		
National													
2-yr public	1,102	1,097	1,229	1,507	1,397	1,434	1,492	1,458	1,610	1,571	1,627	525	48
2-yr private	6,169	6,209	6,361	6,555	7,019	7,195	6,831	6,979	7,274	7,016	7,182	1,013	16
4-yr public	2,217	2,245	2,570	2,700	2,872	2,968	3,077	3,102	3,197	3,283	3,356	1,139	51
4-yr private	11,436	11,655	12,046	12,242	12,532	12,938	13,373	13,411	14,165	14,870	15,380	3,944	34
New England													
2-yr public	1,534	1,683	2,103	2,205	2,426	2,471	2,399	2,390	2,408	2,327	2,243	709	46
2-yr private	8,874	9,486	9,422	9,581	9,816	10,501	11,619	11,366	12,894	12,371	14,332	5,458	61
4-yr public	2,706	3,165	4,136	4,256	4,457	4,606	4,596	4,511	4,611	4,686	4,727	2,021	75
4-yr private	14,797	15,281	16,219	16,436	16,984	17,230	17,659	17,985	18,548	19,421	20,171	5,374	36
Middle States													
2-yr public	1,749	1,741	2,179	2,233	2,174	2,186	2,369	2,612	2,674	2,651	2,567	818	47
2-yr private	7,932	7,992	8,536	8,960	9,468	9,754	8,607	8,353	8,969	9,378	9,139	1,207	15
4-yr public	2,253	2,583	3,331	3,649	3,707	3,856	4,170	4,071	4,166	4,247	4,427	2,174	97
4-yr private	12,397	12,370	12,589	12,919	13,264	13,697	14,201	14,227	15,006	15,549	16,046	3,649	29
South													
2-yr public	912	884	1,010	1,058	1,101	1,107	1,106	1,124	1,213	1,249	1,290	378	41
2-yr private	5,445	5,673	5,552	5,470	6,330	7,277	7,988	7,370	8,618	9,351	8,383	2,938	54
4-yr public	2,304	2,239	2,252	2,364	2,472	2,503	2,514	2,530	2,611	2,704	2,748	444	19
4-yr private	9,624	9,750	10,195	10,490	10,845	11,156	11,593	11,634	12,291	12,774	13,186	3,562	37
Midwest													
2-yr public	1,463	1,491	1,531	1,633	1,723	1,717	1,756	1,764	1,816	1,854	1,850	387	26
2-yr private	6,050	5,411	5,461	6,604	6,973	6,963	6,843	6,988	6,846	8,037	7,583	1,533	25
4-yr public	2,606	2,646	2,824	2,942	3,160	3,238	3,339	3,400	3,535	3,687	3,813	1,207	46
4-yr private	10,508	10,921	11,359	11,749	12,112	12,379	12,774	13,004	13,643	14,160	14,558	4,050	39
Southwest													
2-yr public	706	743	800	817	845	835	873	936	919	1,006	1,106	400	57
2-yr private	3,730	3,604	3,753	4,146	3,794	4,408	4,312	4,310	5,219	—	5,448	1,718	46
4-yr public	1,492	1,459	1,544	1,645	1,744	1,886	2,055	2,246	2,428	2,554	2,536	1,044	70
4-yr private	7,385	8,102	8,545	8,795	9,066	9,603	9,702	9,959	10,402	10,818	11,275	3,890	53
West													
2-yr public	521	503	574	741	903	897	869	872	950	1,065	1,076	555	107
2-yr private	—	3,304	3,264	3,243	3,695	3,765	3,662	3,490	3,656	3,820	—	—	—
4-yr public	1,734	1,735	2,012	2,301	2,577	2,726	2,755	2,707	2,754	2,689	2,708	974	56
4-yr private	10,876	11,204	11,776	11,955	12,372	12,836	13,172	13,485	13,962	14,446	15,078	4,202	39

All data are enrollment-weighted averages. Intended to reflect the average costs that students face in various types of institutions.
SOURCE: Annual Survey of Colleges, The College Board, New York, NY.

FIGURE 5

REGIONAL TUITIC by College Board Re



NOTE: All trend data adjusted for inflation (constant dollars).
 "—" sample too small to provide meaningful information.
 SOURCE: *The Annual Survey of Colleges*. The College Board, New York, NY.

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n, 1989-90 and 1999-00.



www.collegeboard.org

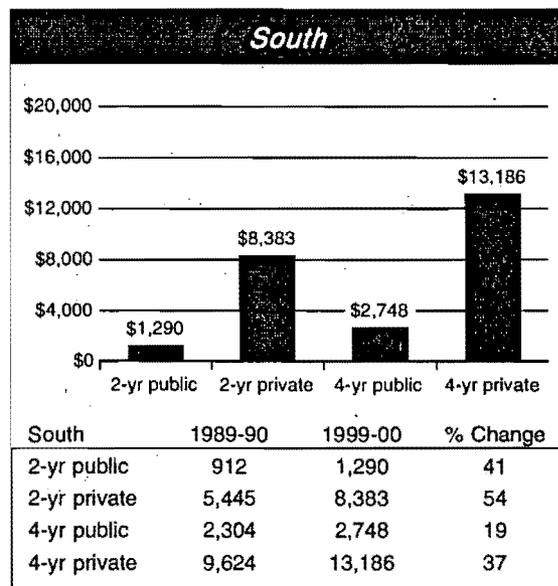
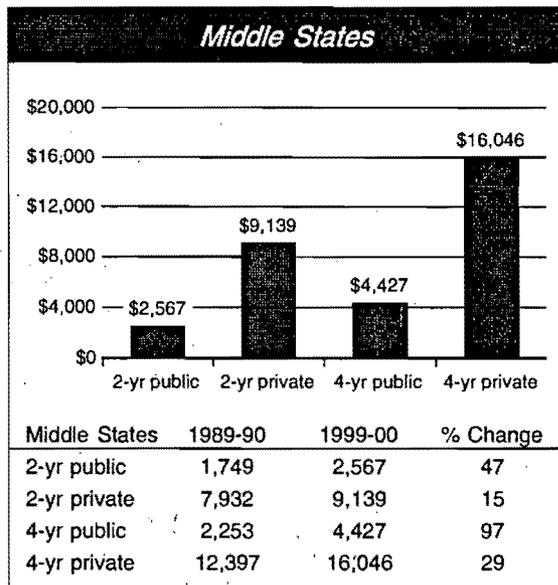
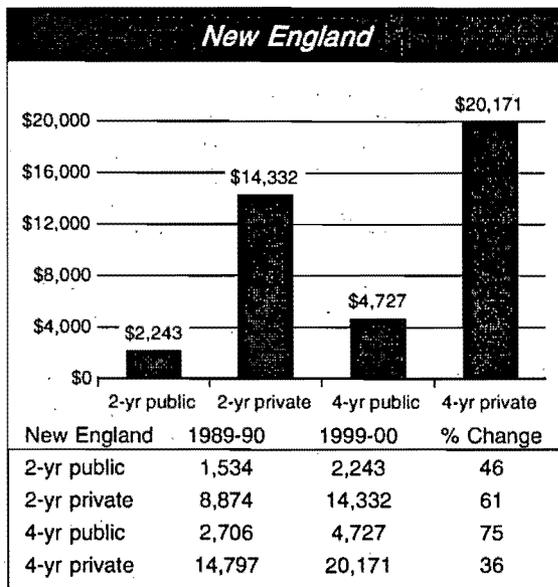
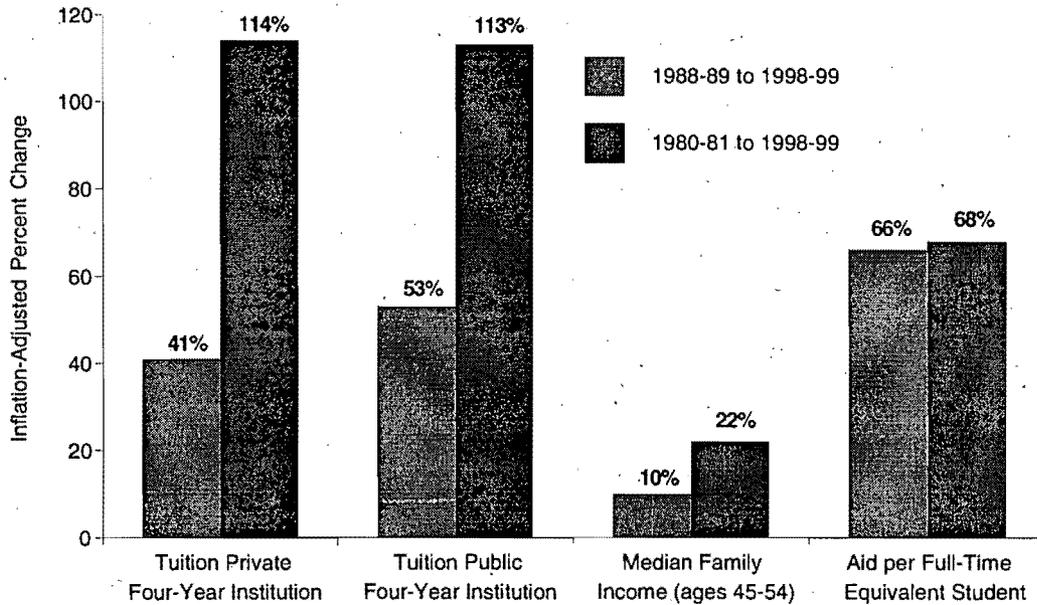
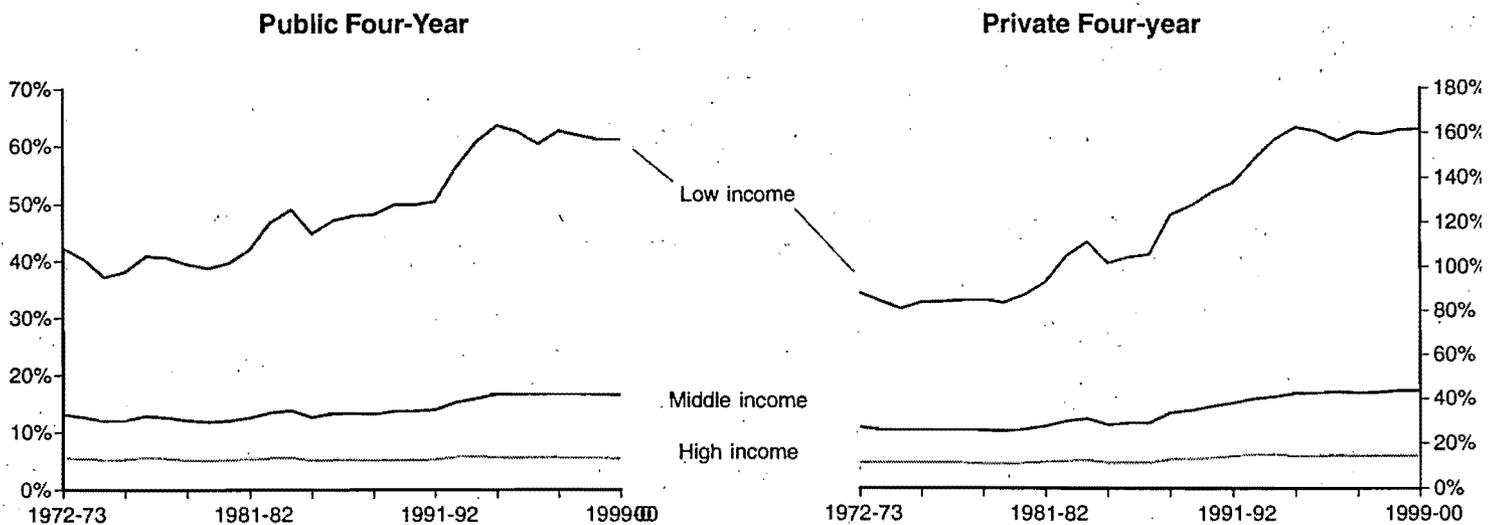


FIGURE 6. Inflation-Adjusted Changes in Tuition, Family Income, and Student Aid, 1988-89 to 1998-99 and 1980-81 to 1998-89.



SOURCE: *Annual Survey of Colleges & Trends in Student Aid 1999*, The College Board, New York, NY.
 NOTE: The end-year for this graphic analysis is 1998-99 rather than 1999-00 because family income and financial aid data are not available for the latter year.

FIGURE 7. Cost of Attendance of Four-Year Public and Private Institutions, as a Share of Family Income, 1972-73 to 1999-00



SOURCE: *Annual Survey of Colleges*, The College Board, New York, NY; data pre-1984-85 from Integrated Postsecondary Education Data System (IPEDS), U.S. Department of Education, National Center for Education Statistics; income data from the U.S. Department of Commerce, Bureau of Labor Statistics.

TABLE 8. Cost of Attendance at Four-Year Public and Private Institutions as a Percentage Share of Family Income; Cost of Attendance; and Mean Family Income, in Constant Dollars, 1971-72 to 1999-00

Year	Percentage						Constant Dollar Amounts						
	Public Four-Year			Private Four-Year			COA		Mean Family Income by Quintiles				
	Low Income	Middle Income	High Income	Low Income	Middle Income	High Income	Public Four-Year	Private Four-Year	Lowest Fifth	Second Fifth	Middle Fifth	Fourth Fifth	Highest Fifth
1971-72	42%	13%	6%	91%	29%	12%	5,481	11,781	12,928	28,143	41,176	55,765	96,049
1972-73	42%	13%	6%	88%	28%	12%	5,661	11,795	13,359	29,149	42,815	58,469	101,405
1973-74	40%	13%	5%	84%	26%	11%	5,408	11,278	13,374	28,970	42,565	58,171	99,806
1974-75	37%	12%	5%	81%	26%	11%	5,016	10,920	13,478	28,451	41,537	56,909	95,892
1975-76	38%	12%	5%	84%	27%	12%	4,993	10,977	13,087	27,667	41,138	56,326	94,919
1976-77	41%	13%	6%	84%	27%	12%	5,482	11,259	13,394	28,346	42,284	57,773	97,237
1977-78	41%	13%	5%	85%	26%	11%	5,408	11,251	13,286	28,401	42,714	58,922	99,264
1978-79	40%	12%	5%	85%	26%	11%	5,204	11,183	13,165	28,550	42,870	59,065	100,227
1979-80	39%	12%	5%	84%	26%	11%	4,984	10,732	12,841	27,762	41,868	57,642	98,868
1980-81	40%	12%	5%	87%	27%	11%	4,894	10,733	12,300	26,776	40,450	56,119	94,488
1981-82	42%	13%	5%	93%	28%	12%	5,069	11,179	12,014	26,127	39,960	56,104	94,136
1982-83	47%	14%	6%	105%	30%	12%	5,410	12,067	11,523	26,145	39,922	56,633	97,859
1983-84	49%	14%	6%	111%	31%	13%	5,606	12,670	11,409	26,250	40,388	57,561	99,805
1984-85	45%	13%	5%	102%	29%	12%	5,313	11,998	11,818	27,059	41,749	59,700	103,757
1985-86	47%	13%	5%	104%	29%	12%	5,674	12,523	12,019	27,579	42,581	61,036	108,470
1986-87	48%	13%	5%	106%	29%	11%	5,917	12,987	12,309	28,420	44,030	62,911	113,314
1987-88	48%	13%	5%	123%	34%	13%	5,888	15,054	12,205	28,567	44,359	63,486	116,023
1988-89	50%	14%	5%	127%	35%	13%	6,096	15,538	12,198	28,407	44,205	63,485	116,485
1989-90	50%	14%	5%	134%	37%	14%	6,195	16,538	12,388	28,820	44,773	64,416	121,288
1990-91	51%	14%	5%	138%	38%	14%	6,168	16,809	12,203	28,464	43,837	63,043	117,162
1991-92	56%	15%	6%	148%	40%	15%	6,599	17,320	11,705	27,785	43,112	62,528	114,878
1992-93	61%	16%	6%	157%	41%	15%	6,811	17,577	11,178	26,962	42,595	61,914	115,214
1993-94	64%	17%	6%	162%	43%	14%	7,055	17,980	11,070	26,587	42,132	62,455	126,190
1994-95	63%	17%	6%	161%	43%	14%	7,196	18,437	11,478	27,155	42,883	63,389	127,746
1995-96	61%	17%	6%	157%	43%	15%	7,340	18,966	12,118	27,921	43,714	63,960	128,499
1996-97	63%	17%	6%	160%	43%	14%	7,445	19,018	11,858	28,079	44,416	64,899	131,392
1997-98	62%	17%	6%	159%	43%	14%	7,678	19,743	12,389	29,031	45,804	67,165	137,987
1998-99*	61%	17%	6%	161%	44%	14%	7,854	20,687	12,816	29,921	47,193	69,018	142,718
1999-00*	61%	17%	5%	162%	44%	14%	8,086	21,339	13,191	30,922	48,891	71,490	149,261

*1998-99 and 1999-00 income data are estimated using a three-year rolling average.

NOTE: Low, middle, and high income labels above refer to the lowest, middle, and highest income quintiles from the right side of the table.

SOURCE: 1984-85 to 1999-00 Cost of Attendance Data compiled from the College Board's *Annual Survey of Colleges*; pre-1984-85 from the Integrated Postsecondary Education Data System (IPEDS), U.S. Department of Education, National Center for Education Statistics; income data from the U.S. Census Bureau web site (www.census.gov/hhes/income).

TABLE 9. Aid Awarded to Postsecondary Students, 1988-89 to 1998-99 in Current and Constant Dollars (in Millions)

	Current Dollars		Constant Dollars		
	Preliminary		Preliminary	10-year	
	1988-89	1998-99	1988-89	1998-99	% Change
Federally Supported Programs					
PELL	4,476	7,242	6,071	7,242	19
SEOG	408	614	554	614	11
SSIG	72	25	98	25	-74
EWS	625	1,002	848	1,002	18
Perkins Loans	874	1,058	1,185	1,058	-11
Income Contingent Loans	5	-	7	-	-
Ford Direct Loans	-	11,021	-	11,021	-
(Subsidized Stafford)	-	(6,039)	-	(6,039)	-
(Unsubsidized Stafford)	-	(3,775)	-	(3,775)	-
(PLUS)	-	(1,208)	-	(1,208)	-
Family Education Loans	11,985	22,643	16,258	22,643	39
(Subsidized Stafford)	(9,319)	(11,969)	(12,642)	(11,969)	-5
(Unsubsidized Stafford)	-	(8,484)	-	(8,484)	12
(SLS)	(2,015)	-	(2,733)	-	-
(PLUS)	(651)	(2,190)	(883)	(2,190)	148
Specialty Directed Aid	1,498	2,365	2,032	2,365	16
Total Federal Aid	19,943	45,970	27,053	45,970	70
State Grant Programs	1,581	3,528	2,144	3,528	65
Non-Federal Loans	-	2,417	-	2,417	-
(State-Sponsored)	-	(438)	-	(438)	-
(Private Sector)	-	(1,979)	-	(1,979)	-
Institutional and Other Grants	3,978	12,209	5,397	12,209	126
Total Federal, State and Institutional Aid	25,502	64,124	34,594	64,124	85

SOURCE: Trends in Student Aid 1999, The College Board, New York, NY.

FIGURE 8. Estimated Student Aid by Source for Academic Year, in Current Dollars, 1998-99

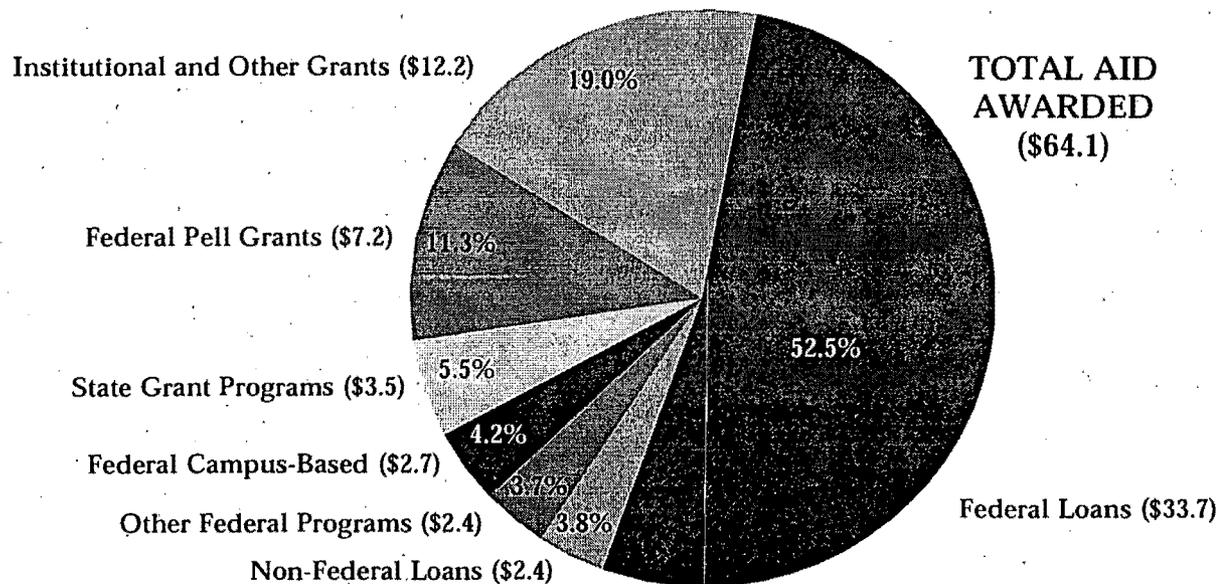
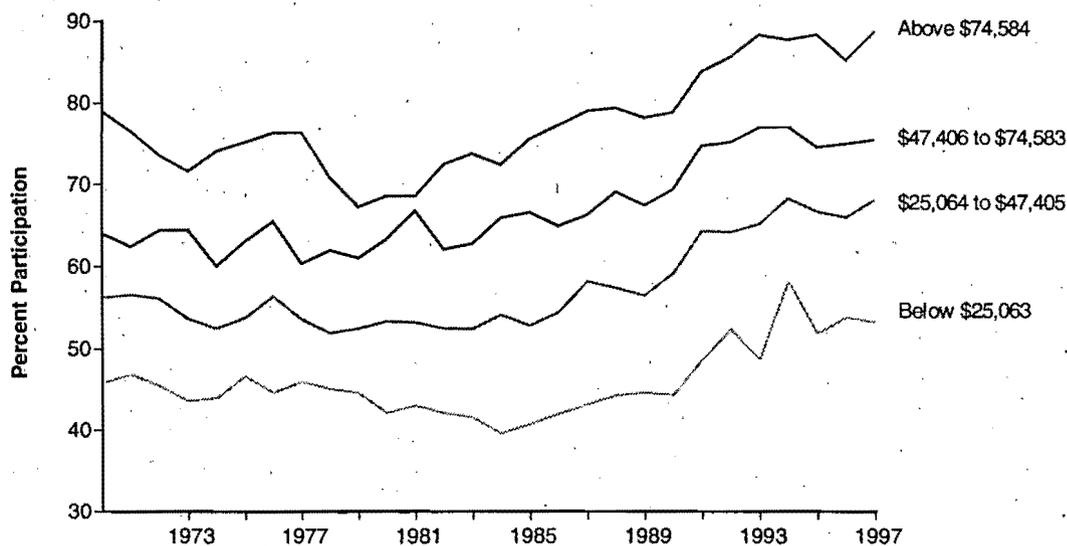


TABLE 10. College Participation Rates for Unmarried 18- to 24-Year-Old High School Graduates, 1970 to 1997, by Family Income Quartile, in Percent

Year	Bottom Quartile	Second Quartile	Third Quartile	Highest Quartile
	Below \$25,063	\$25,064 to \$47,405	\$47,406 to \$74,583	Above \$74,584
1970	46	56	64	79
1971	47	57	62	77
1972	45	56	64	74
1973	44	54	64	72
1974	44	52	60	74
1975	47	54	63	75
1976	45	56	66	76
1977	46	54	60	76
1978	45	52	62	71
1979	45	52	61	67
1980	42	53	63	69
1981	43	53	67	69
1982	42	52	62	72
1983	42	52	63	74
1984	40	54	66	72
1985	41	53	67	76
1986	42	54	65	77
1987	43	58	66	79
1988	44	57	69	79
1989	45	56	67	78
1990	44	59	69	79
1991	49	64	75	84
1992	52	64	75	86
1993	49	65	77	88
1994	58	68	77	88
1995	52	67	75	88
1996	54	66	75	85
1997	53	68	76	89

SOURCE: Mortenson, T. (1999). *Postsecondary Education Opportunity*, Oskaloosa, IA (www.postsecondary.org). Analysis based on U.S. Census Bureau data.

FIGURE 9.
College Participation Rates for Unmarried 18- to 24-Year-Old High School Graduates, 1970 to 1997, by Family Income Quartile



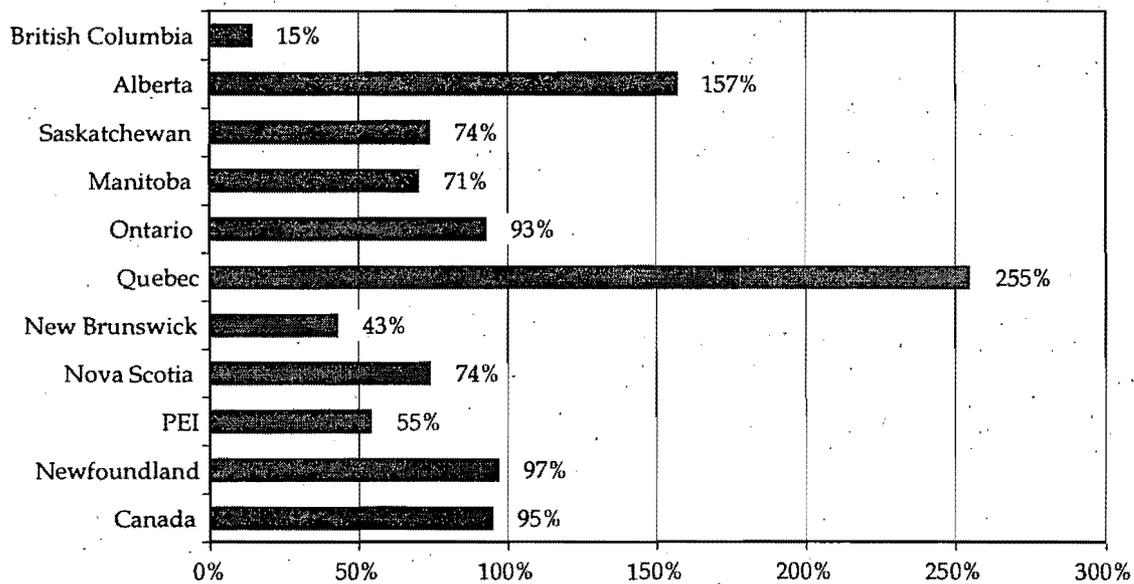
SOURCE: Mortenson, T. (1999). *Postsecondary Education Opportunity*, Oskaloosa, IA. Analysis based on U.S. Census Bureau data.

TABLE 11. Enrollment-Weighted Average Tuition and Fee Charges for Arts in Canada by Province, 1972-73, 1980-81 to 1999-00, in Constant U.S. Dollars

Year	Canada	Nfld	PEI	Nova Scotia	New Brunswick	Quebec	Ontario	Manitoba	Saskatchewan	Alberta	British Columbia
72-73	1,414	1,316	1,447	1,718	1,541	1,318	1,525	1,118	1,099	1,053	1,184
80-81	918	819	1,125	1,174	1,073	644	1,072	804	910	788	764
81-82	919	826	1,137	1,177	1,091	596	1,097	802	902	725	805
82-83	1,002	976	1,285	1,302	1,228	571	1,210	769	947	832	981
83-84	1,022	987	1,328	1,448	1,293	551	1,211	836	977	849	1,048
84-85	1,057	997	1,353	1,503	1,342	531	1,235	888	1,031	872	1,334
85-86	1,080	1,041	1,398	1,520	1,407	516	1,258	936	1,081	880	1,430
86-87	1,111	1,069	1,499	1,560	1,492	507	1,286	1,005	1,118	883	1,454
87-88	1,147	1,077	1,517	1,572	1,526	484	1,312	1,066	1,188	953	1,568
88-89	1,138	1,082	1,524	1,572	1,568	477	1,317	1,112	1,224	938	1,424
89-90	1,174	1,136	1,526	1,600	1,576	455	1,359	1,168	1,232	964	1,462
90-91	1,258	1,131	1,548	1,634	1,597	759	1,390	1,191	1,283	1,046	1,453
91-92	1,397	1,258	1,728	1,794	1,647	1,066	1,455	1,414	1,477	1,240	1,558
92-93	1,484	1,344	1,802	1,909	1,766	1,150	1,509	1,599	1,658	1,427	1,681
93-94	1,560	1,541	1,918	2,054	1,814	1,191	1,573	1,634	1,776	1,671	1,732
94-95	1,661	1,610	1,962	2,187	1,762	1,270	1,681	1,671	1,840	1,854	1,842
95-96	1,739	1,686	2,056	2,291	1,819	1,236	1,801	1,708	1,889	2,000	1,887
96-97	1,882	1,893	2,070	2,482	1,960	1,130	2,081	1,767	1,883	2,104	1,870
97-98	2,054	2,194	2,194	2,590	2,089	1,526	2,264	1,853	2,069	2,228	1,710
98-99	2,163	2,158	2,268	2,675	2,188	1,561	2,421	1,866	2,144	2,365	1,680
99-00	2,290	2,237	2,359	2,788	2,256	1,618	2,624	1,993	2,145	2,480	1,674

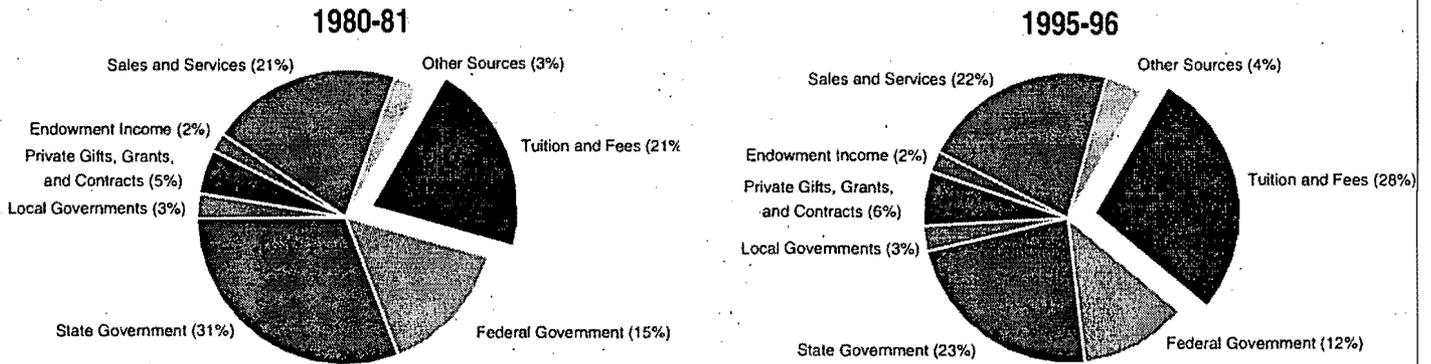
SOURCE: Statistics Canada, 1999.

FIGURE 10. Ten-Year Percent Change in Enrollment-Weighted Tuition & Fee Charges for Arts in Canada by Province, 1989-90 to 1999-00 (Adjusted for Inflation)



SOURCE: Statistics Canada, 1999.

FIGURE 11. *Current-Fund Revenues for Institutions of Higher Education, 1980-81 and 1995-96*



SOURCE: *Digest of Education Statistics 1998*, National Center for Education Statistics, U.S. Department of Education, Table 328, Page 352.

FIGURE 12. *Distribution of Full-Time Undergraduates at Four-Year Institutions by Tuition and Fees Charged, 1999-00*

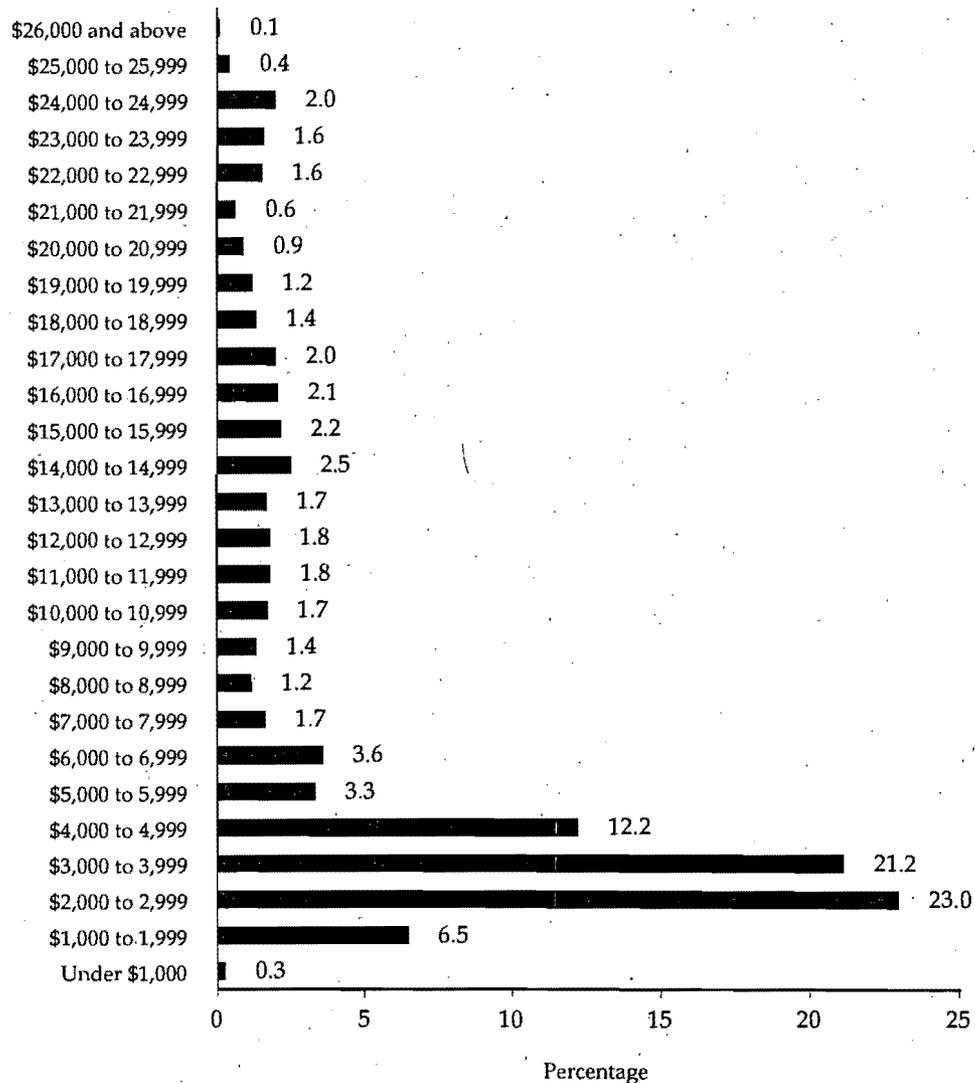
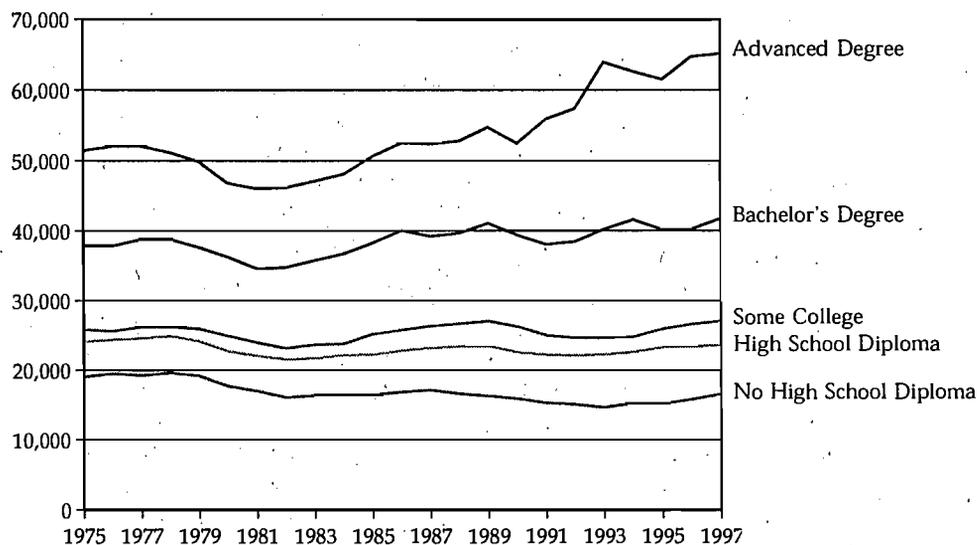


TABLE 12. Average Income by Educational Attainment for Persons 18 Years Old and Over, 1975 to 1997 (Inflation Adjusted for 1999)

Year	Current Dollars						Constant Dollars					
	Total	No High School Diploma	High School Diploma	Some College	BA	Advanced Degree	Total	No High School Diploma	High School Diploma	Some College	BA	Advanced Degree
1975	8,552	6,198	7,843	8,388	12,332	16,725	26,302	19,062	24,121	25,797	37,927	51,438
1976	9,180	6,720	8,393	8,813	13,033	17,911	26,699	19,545	24,411	25,632	37,906	52,093
1977	9,887	7,066	9,013	9,607	14,207	19,077	27,000	19,296	24,613	26,236	38,798	52,097
1978	10,812	7,759	9,834	10,357	15,291	20,173	27,433	19,687	24,951	26,278	38,797	51,184
1979	11,795	8,420	10,624	11,377	16,514	21,874	26,900	19,203	24,229	25,946	37,662	49,886
1980	12,665	8,845	11,314	12,409	18,075	23,308	25,437	17,765	22,724	24,923	36,303	46,813
1981	13,624	9,357	12,109	13,176	19,006	25,281	24,800	17,033	22,042	23,985	34,597	46,020
1982	14,351	9,387	12,560	13,503	20,272	26,915	24,614	16,100	21,543	23,160	34,770	46,164
1983	15,137	9,853	13,044	14,245	21,532	28,333	25,155	16,374	21,676	23,672	35,782	47,083
1984	16,083	10,384	13,893	14,936	23,072	30,192	25,625	16,545	22,135	23,797	36,760	48,104
1985	17,181	10,24	15,939	18,054	26,919	35,968	27,700	17,224	23,218	26,299	39,212	52,394
1988	20,060	11,889	16,750	19,066	28,344	37,724	28,076	16,640	23,443	26,685	39,670	52,798
1989	21,414	12,242	17,594	20,255	30,736	41,019	28,591	16,345	23,491	27,043	41,037	54,767
1990	21,793	12,582	17,820	20,694	31,112	41,458	27,607	15,939	22,574	26,215	39,412	52,518
1991	22,332	12,613	18,261	20,551	31,323	46,039	27,140	15,329	22,193	24,976	38,067	55,951
1992	23,227	12,809	18,737	20,867	32,629	48,652	27,398	15,109	22,102	24,614	38,488	57,389
1993	24,674	12,820	19,422	21,539	35,121	55,789	28,270	14,689	22,253	24,678	40,240	63,921
1994	25,852	13,697	20,248	22,226	37,224	56,105	28,867	15,295	22,610	24,818	41,566	62,649
1995	26,792	14,013	21,431	23,862	36,980	56,667	29,101	15,221	23,278	25,918	40,167	61,550
1996	28,106	15,011	22,154	25,181	38,112	61,317	29,659	15,840	23,378	26,572	40,217	64,704
1997	29,514	16,124	22,895	26,235	40,478	63,229	30,433	16,626	23,608	27,052	41,738	65,198

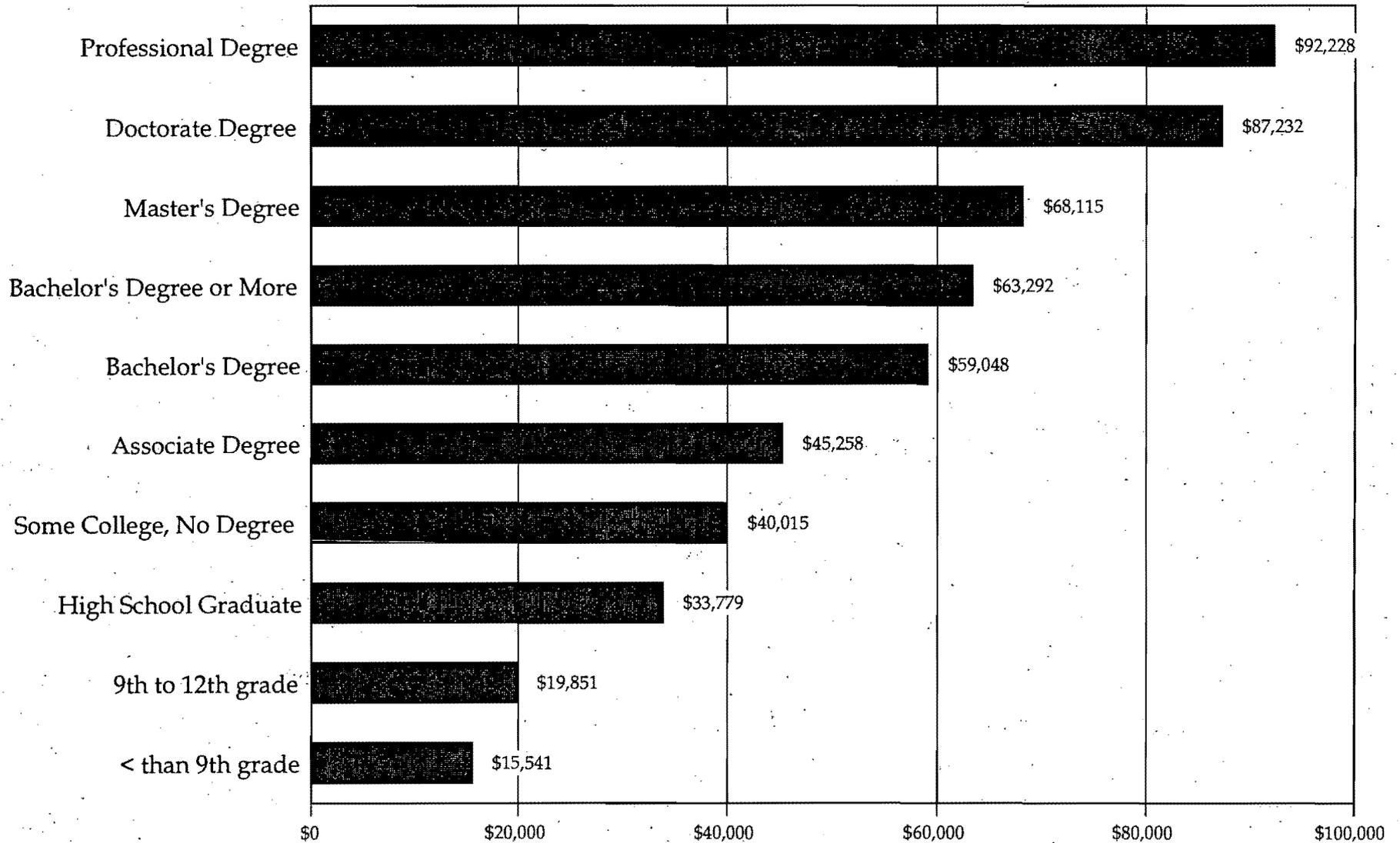
Source: U.S. Source: U.S. Census Bureau. March Current Population Survey. Income Statistics Branch/HHES Division. U.S. Department of Commerce: Washington, DC.

FIGURE 13. Income by Educational Attainment for Persons 18 Years Old and Over, 1975 to 1997 (Inflation Adjusted for 1999)



Source: U.S. Source: U.S. Census Bureau. March Current Population Survey. Income Statistics Branch/HHES Division. U.S. Department of Commerce: Washington, DC.

FIGURE 14. Median Annual Household Income, by Educational Attainment of the Householder, 1997



Source: U.S. Source: U.S. Census Bureau. March Current Population Survey. Income Statistics Branch/HHES Division. U.S. Department of Commerce: Washington, DC. Table F-18. (www.census.gov/hhes/income/histinc/f018.html).

Notes & Sources

Source of Data

Averages and rates of change described in the press release are based on data reported by colleges and universities as part of the College Board's Annual Survey of Colleges (ASC). Data analysis was performed by the College Scholarship Service (CSS), the financial aid arm of the College Board.

Data were collected on questionnaires distributed in early 1999, and subjected to intensive review and follow-up where necessary throughout the spring and summer months. The data base for this analysis was closed in late August.

In an effort to collect comparable price information, institutions were asked to provide data to specifications for several discrete items (e.g., the annual tuition and fees charged to most first-year, full-time students, based on a nine-month academic year of 30 semester hours or 45 quarter hours). If *firm* 1999-2000 figures were not yet established at the time the data were analyzed, but a reliable institutional or system-wide forecast was available, *projected* data were used in the analysis.

Composition of the Sample

Data from approximately 99 percent of the respondents (2,808 of 2,831) to the Annual Survey of Colleges were examined as part of this year's analysis. Following past practice, the sample was further reduced to include only those institutions for which two consecutive years' worth of current

Table A. Composition of Sample for Tuition and Fees (T&F) Analysis

	Universe	Sample N included in T&F Analysis	Percentage of institutions in Sample where T&F are projected (not firm)
2-yr Public	1,004	690 (69%)	<1% 3 schools
2-yr Private	121	76 (63%)	0% 0 schools
4-yr Public	556	503 (90%)	0% 0 schools
4-yr Private	1,150	1,015 (88%)	0% 0 schools

price and enrollment data was available (see Table A). The purpose of this restriction is to minimize the distortions that might otherwise be caused by institutions responding one year and not the next, and thus appearing and disappearing in the sample.

Because institutions are not required to report information in all categories, rates of response vary considerably by budget component. With the single exception of "Books and Supplies," which draws a response rate similar to that for "Tuition and Fees," averages in particular cells (e.g., room and board) are always derived from smaller subsets of the whole. Tables such as the foregoing are constructed for every data cell to ensure that there are sufficient observations to support analysis.

Restricting the analysis to those institutions for which two consecutive years' worth of data are available also requires that CSS annually *recompute* the base-year averages at the same time as it calculates new averages and rates of change. Thus, the base-year values for 1998-99 used in this new analysis differ somewhat from the 1998-99 averages that were reported last year.

"Fixed Charges" and "Estimated Expenditures"

The 1999-2000 data analysis differentiates between fixed charges (sometimes also called "direct charges"), such as tuition, fees, and on-campus room and board, and estimated student expenditures in non-fixed budget categories, such as books and supplies, transportation, personal expenses, and commuters' board-only expenses.

Both kinds of expenses should be taken into account by families in planning to meet educational expenses, and by institutions in constructing student aid budgets for purposes of determining need and eligibility. However, students do have some degree of discretionary control over the non-fixed components of their budgets.

"Enrollment-Weighted" and "Unweighted" Averages

This report provides enrollment-weighted averages, or average prices, that students confront. The College Board also calculates unweighted average tuition charges.

TABLE 15. Average Fixed Charges for Undergraduates, 1999-00 (*unweighted*)

Sector	Tuition and Fees			Room and Board		
	1999-00	1998-99	% Change	1999-00	1998-99	% Change
Two-Year Public	1,608	1,551	4%			
Two-Year Private	7,744	7,584	2%	4,474	4,330	3%
Four-Year Public	3,274	3,158	4%	4,533	4,340	4%
Four-Year Private	12,894	12,311	5%	5,224	5,031	4%

* The sample was too small to provide meaningful information. These averages are NOT weighted for enrollment, as in Table 1.

SOURCE: Annual Survey of Colleges, The College Board, New York, NY.

Weighted and unweighted averages represent two different vantage points from which costs can be viewed:

- The experience of the average student in incurring charges [weighted], and
- An averaging of institutional charges [unweighted].

When weights are used in the calculations, fixed charges and estimated expenditures reported by colleges with larger enrollments are weighted more heavily than institutions with smaller enrollments. When calculations are performed without weighting, the fixed charges and estimated expenditures of all reporting institutions are treated the same and simply averaged.

Neither set of averages is more or less "correct" than the other; they simply describe different phenomena. The College Board produced weighted averages for the first time in 1987, having previously computed unweighted averages only. The College Board believes that the weighted averages are generally more helpful to students and families in planning to meet future education expenses, as well as more easily compared with other enrollment-weighted data produced by other major data sources.

However, some researchers, policy analysts, and academic administrators find the unweighted averages useful in maintaining ongoing longitudinal studies and evaluating a particular institution's practices against a larger set. Thus the College Board continues to compute and publish unweighted averages as well. For additional information on how the weights are

applied, please contact the College Board or visit College Board Online.

Inflation Adjustment

The Consumer Price Index for all urban dwellers (the CPI-U) is used to adjust for inflation. Updated CPI data are available from the Bureau of Labor Statistics website (<http://stats.bls.gov/cpihome.htm>). The academic base year for 1998-99 was extrapolated from current CPI data and is inclusive of July 1999 to June 2000 (estimated).

Formula for Constant Dollar Conversion

$$\text{CONSTANT (base year) Dollars} = \frac{\text{CURRENT year dollars}}{\text{CPI for the base year}} \times \frac{\text{CPI for the current year}}{\text{CPI for the current year}}$$

The table below provides academic and calendar year CPI data. The factor column provides the user with a multiplication factor equal to that of CPI (base year) divided by CPI (current year), as illustrated in the right-hand side of the above equation. A simple multiplication of a current year figure by the associated factor will yield a constant-dollar result.

Consumer Price Index (1982-84=100)

Academic Year			Calendar Year		
Year	CPI	Factor	Year	CPI	Factor
1989-90	127.0	1.3089	1989	124.0	1.3352
1990-91	133.9	1.2411	1990	130.7	1.2668
1991-92	138.2	1.2025	1991	136.2	1.2153
1992-93	142.5	1.1661	1992	140.3	1.1796
1993-94	146.2	1.1367	1993	144.5	1.1458
1994-95	150.4	1.1050	1994	148.2	1.1166
1995-96	154.5	1.0757	1995	152.4	1.0862
1996-97	158.9	1.0459	1996	156.9	1.0552
1997-98	161.7	1.0276	1997	160.5	1.0311
1998-99	164.4	1.0109	1998	162.9	1.0163
1999-00	166.2	1.0000	1999	165.5	1.0000

Data Limitations

The longitudinal data provided in this report provide a best approximation of the changes in fixed and non-fixed costs from year to year. Because the institutional sample varies slightly each year, annual increases reported on longitudinal tables may vary slightly from actual increases. This, however, does not apply to the annual changes reported for 1999-00 and 1998-99, as these data are derived from the exact same sample of institutions.

Data from years prior to 1984-85 were extracted from the National Center for Education Statistics' Integrated Postsecondary Education Database System (IPEDS). Differences in the collection and analysis of IPEDS data and the College Board's *Annual Survey of Colleges* data result in slight variations in terms of average tuition and fee charges for institutions. Some of these differences may be attributed to the enrollment weights attached to the ASC data. Internal analysis, however, shows that the two data sets track very closely.

Canadian Tuition and Fee Data

Quebec data includes both in and out of province students in the weighted-average calculation. British Columbia includes both public and private institutions in the weighted-average calculation. Data is compiled from Statistics Canada. Currency exchange rate of \$1.47536 as of September 27, 1999.

The Washington Office of the College Board

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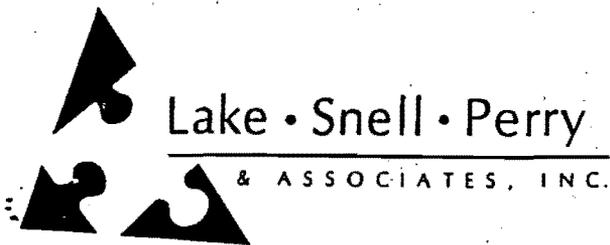
This report provides the most recent and complete statistics available on pricing of U.S. public and private non-profit postsecondary institutions. Based on the College Board's *Annual Survey of Colleges*, data presented in this publication cover tuition and fees, room and board, and other costs associated with going to college.



The Washington Office of the College Board conducts research relevant to public policy issues in education. The office is located at 1233 20th Street, NW, Suite 600, Washington, DC 20036. Phone (202) 822-5900.

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American Council on Education/ Business-Higher Education Forum

A NATIONWIDE SURVEY OF 1,000 ADULTS AGES 18 AND OLDER

January 13-16, 2000

Frequency Questionnaire

1. Are you currently registered to vote?

Yes	80%	
No	19	
(don't know)	1	

SPLIT SAMPLE A:

2. In general, how important do you personally believe it is to have employees of different races, cultures and backgrounds in the workplace or businesses -- very important, somewhat important, not very important, or not at all important?

Very important	54	81
Somewhat important	27	
Not very important	9	
Not at all important	8	16
(don't know)	3	

SPLIT SAMPLE B:

3. In general, how important *to the future of the economy* do you personally believe it is to have employees of different races, cultures and backgrounds in the workplace or businesses -- very important, somewhat important, not very important, or not at all important?

Very important	60	85
Somewhat important	25	
Not very important	7	
Not at all important	6	12
(don't know)	3	

SPLIT SAMPLE A:

4. How important do you personally believe it is to have students of different races, cultures and backgrounds in higher education -- very important, somewhat important, not very important, or not at all important?

Very important	63	87
Somewhat important	24	
Not very important	5	
Not at all important	5	10
(don't know)	3	

SPLIT SAMPLE B:

5. How important *to the quality of education* do you personally believe it is to have students of different races, cultures and backgrounds in higher education -- very important, somewhat important, not very important, or not at all important?

Very important	70	90
Somewhat important	20	
Not very important	5	
Not at all important	4	9
(don't know)	1	

SPLIT SAMPLE A:

6. Please tell me whether you strongly agree, somewhat agree, somewhat disagree or disagree with the following statement: universities and businesses should be allowed to take affirmative actions to ensure that their student body or workforce is diverse.

Strongly agree	28	67
Somewhat agree	39	
Somewhat disagree	14	
Strongly disagree	13	27
(don't know)	6	

SPLIT SAMPLE B:

7. Please tell me whether you strongly agree, somewhat agree, somewhat disagree or disagree with the following statement: universities and businesses should be allowed to take actions to ensure that their student body or workforce is diverse.

Strongly agree	40	77
Somewhat agree	37	
Somewhat disagree	8	
Strongly disagree	9	17
(don't know)	6	

RESUME ASKING ALL:

8. Let me read you a short statement: Recently, many top businesses in America and colleges and universities created a partnership to positively influence public support for diversity and equal opportunities for all.

On a scale of zero to 10 where 0 means very unfavorable and 10 means extremely favorable how favorable do you feel about this approach? You can use any number from 0 to 10

Overall Mean: 6.96

10	22
9	7
8	17
7	13
6	7
5	18
4	4
3	3
2	1
1	0
0	4
Don't know	4

Now I am going to read you some statements from those who support a partnership between business and higher education to address diversity. After each, please tell me whether you think it is a very convincing reason to support diversity in business and education, a somewhat convincing reason, not too convincing or not at all convincing. If you are not sure how you feel about a particular item, please say so.

[FOLLOW UP: Is that a very convincing reason, a somewhat convincing reason, not too convincing or a not convincing at all reason to support diversity in business and education?]

[ROTATE Q9-Q18]

Very conv	Smwt conv	Not too conv	Not at all conv	Don't know
--------------	--------------	-----------------	--------------------	---------------

SPLIT SAMPLE A

9. Business and universities say that in the new global economy, we don't have a talented person to waste. Our country needs a variety of different backgrounds and skills to compete in today's global market. Each person must have not only the opportunity to learn but the opportunity to use their skills. Everybody counts and we need to make sure that everybody gets a chance. 56 32 7 3 2

SPLIT SAMPLE B

10. Business leaders and educators believe diversity in education is essential for keeping America's democracy and communities vibrant and successful. Our nation can only be strong when the doors of opportunity are open for each person to make the most of his or her potential. Our country was built on this kind of opportunity and if any one of us is left behind, we put our success as a country in peril. 54 30 8 6 2

RESUME ASKING ALL

11. The success of American business depends on a well-trained and diverse workforce. To compete and succeed in the global marketplace, American businesses require workers with an array of talents, experiences, and cross cultural skills and competence to understand and deal with customers, co-workers, suppliers and competitors from every part of our nation and the world 51 37 7 3 3

12. As technology brings the world closer together and increases our contact with other nations and cultures, diversity in the workplace is important and inevitable. America's competitive advantage has always been our ability to nurture a highly trained and diverse workforce through quality schools, colleges, and universities that are racially integrated 40 42 10 5 4

__13. Diversity programs in higher education are crucial in building tomorrow's workforce. America has no resource to waste and must develop the talent of all people. Developing the full potential of our labor force requires that everyone be given fair access to the best possible education available 59 30 5 3 3

__14. Institutions of higher learning and businesses need to have the ability to take necessary steps to create the best educational environment possible and to promote diversity in today's workforce. We need to allow them to use all of the tools they have to create a strong, diverse workforce that reflects all of our citizens and makes us stronger in the global economy. 43 39 10 5 3

SPLIT SAMPLE A

__15. We need to make sure our colleges and universities provide a diverse and well-educated workforce. However, it can't start there. We must start early, developing programs in grades K through 12 that make sure all of our children are educated for the future. This gives universities the opportunity to develop a large pool of educated and trained people. 63 25 6 4 2

SPLIT SAMPLE B

__16. We need to make sure our colleges and universities provide a diverse and well-educated workforce. However, it can't start there. We must improve the pipeline with special programs in grades K through 12 that make sure all of our children are educated for the future. This gives universities the opportunity to develop a large pool of educated and trained people 61 26 6 5 2

SPLIT SAMPLE A:

__17. As stated by the CEO of Coca-Cola, "We do business in every corner of the world. Therefore it is critical to our success to have a workforce that reflects our consumers. We see our commitment to diversity as a daily responsibility, an important part of the way we do business around the world." 48 37 8 4 4

SPLIT SAMPLE B:

__18. As stated by the CEO of Merrill Lynch, "There are plenty of good business reasons for us to promote diversity. But it's also the right thing to do. Two of our principles are 'respect the individual' and 'responsible citizenship,' which are really two sides of the same coin. We believe that when one of us does better, we all do better." 49 34 10 5 2

RESUME ASKING ALL

19. Do you consider yourself an Hispanic, Latino or a Spanish-speaking American?

Yes	6
No	93
(Don't know)	1

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American Council on Education/ Business-Higher Education Forum

**Presentation of Findings from a
Nationwide Survey of 1,000 Adults**

Ages 18 and Older

by Lake Snell Perry & Associates

January 2000





Survey Methodology

Lake Snell Perry & Associates designed and administered this survey which was conducted by phone using professional interviewers. The survey reached 1000 adults, ages 18 and older, across the nation. The survey was conducted between January 13-16, 2000.

Telephone numbers for the survey were drawn from a random digit dial sample (RDD). The sample was stratified geographically by region based on the total proportion of adults in each region. The data were weighted by gender, age, race, region, and age to ensure the sample is an accurate reflection of the population.

In interpreting survey results, all sample surveys are subject to possible sampling error; that is, the results of a survey may differ from those which would be obtained if the entire population were interviewed. The size of the sampling error depends upon both the total number of respondents in the survey and the percentage distribution of responses to a particular question. **We can be 95% confident that the true percentage will fall within 3.1% of the reported percentage.**



Executive Summary

- The public overwhelmingly believes diversity in both business and higher education is important. However, contrary to past research, people believe that diversity in higher education is slightly more important than diversity in business. A focus on education, especially early education programs in grades K through 12, is recommended. This approach has a values orientation that can help develop a new paradigm.
 - African Americans, Hispanics, women -- especially college educated, younger women, homemakers and mothers of children ages 18 and under -- and people in lower income households are the most likely to believe diversity is important in both the workplace and in higher education
 - Men are the least likely to believe diversity in the workplace and classroom is important. However, when diversity in the workplace is tied to the future of the economy and diversity in higher education is tied to the quality of education, men are more likely to place more importance on diversity.
- Furthermore, more than three-quarters of people agree that universities and businesses should be allowed to take actions to ensure diversity in their student bodies or workforces, including four in ten who strongly agree. When "affirmative action" language is included, however, overall support and intensity drop. The dropoff is concentrated among men -- especially college educated and older men -- seniors, people with incomes over \$50,000, adults living in the Midwest, college educated people, and those in white collar jobs.



Executive Summary, cont.

- Every demographic and geographic sub-group, except African Americans, is more supportive of the statement using "action" language than the statement using "affirmative action" language. Even those who place the most importance on diversity in the workplace and classroom are sensitive to the term "affirmative action." Avoiding dated language is important.
- To the extent possible, this partnership should avoid using affirmative action language in outreach to the public.
- Nearly two-thirds of the public give a partnership between business and higher education to promote diversity a favorable rating. The average mean for every geographic and demographic sub-group is favorable toward the partnership.
 - African Americans, and women -- especially mothers of young children -- are the most supportive of a partnership between business and higher education. Notably, non-registered voters are slightly more supportive of the partnership than registered voters, suggesting a voter mobilization piece to the partnership.

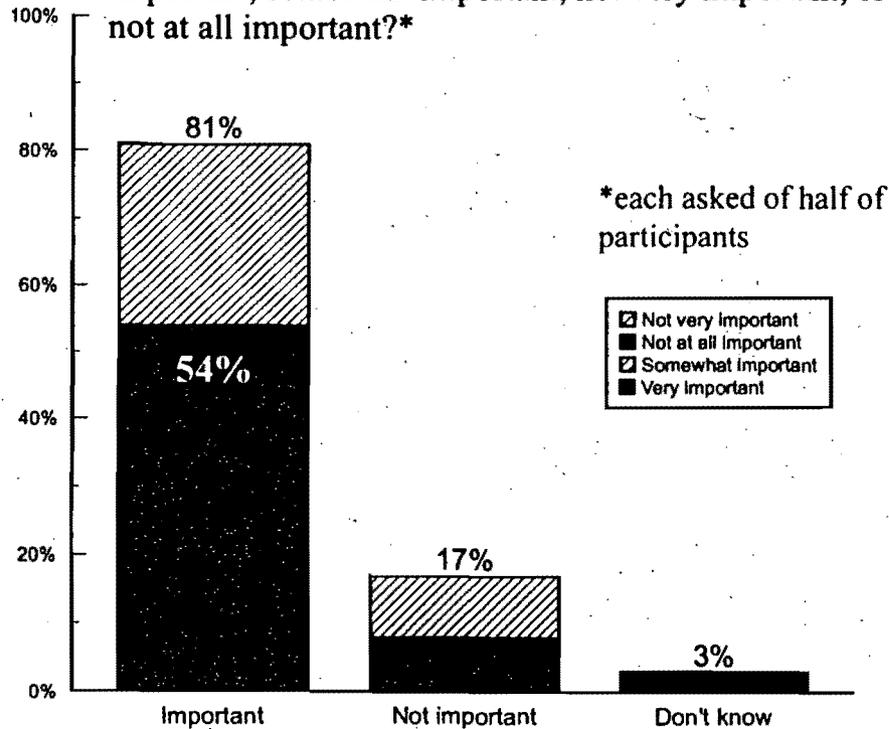


Message

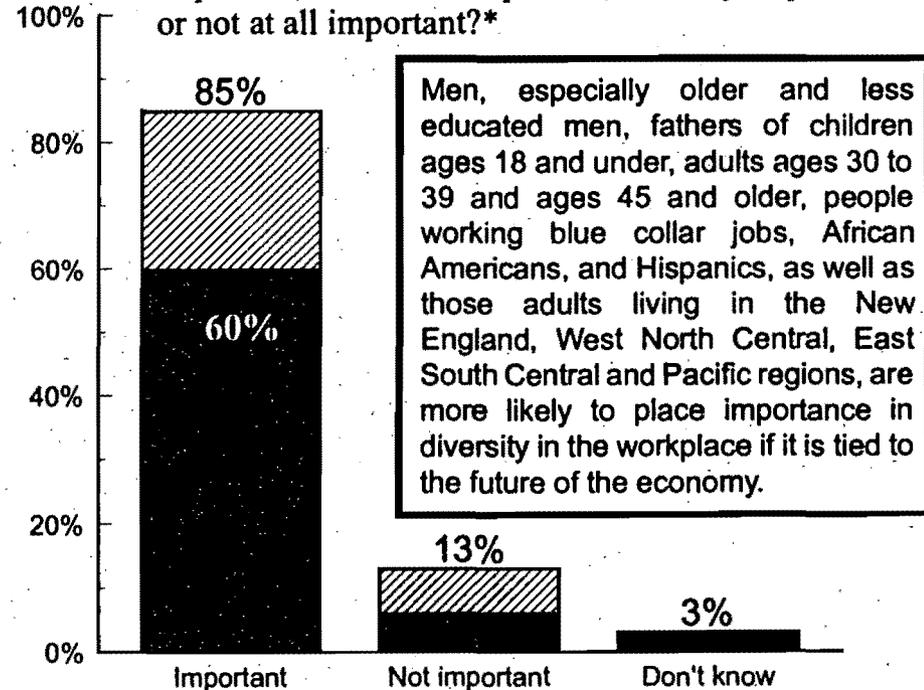
- Opportunity and a focus on people are convincing umbrellas for messages. The most convincing messages on supporting diversity in business and higher education center around developing early education programs in grades K through 12 and the "pipeline" of education to create a more diverse pool of educated and trained people, as well as those messages focusing on not wasting our talented resource of people and giving everyone a chance and fair access.
 - People do not like messages that rely on CEOs or universities authoritatively asserting what is right or wrong. Least convincing are messages focusing on technology bringing the world closer and increasing our contact with other cultures and mandating that institutions of higher learning and businesses should have the ability to take any necessary steps to promote diversity.
 - Both men and women are convinced by the same top messages. However, women respond more to the notion that diversity adds to the success of democracy. Notably, African Americans are most convinced by developing early education programs to ensure a diverse and well-educated workforce. In contrast, Hispanics* are most convinced by messages that stress we don't have a talented person to waste in this global economy and the future success of American business depends on a well-educated and diverse workforce, as well as the early education messages. White adults are most convinced by the early education programs and "pipeline" messages, as well as the message that focuses on the labor force's full potential depending on fair access.

More than eight out of ten adults believe it is important to have employees of different races, cultures and backgrounds in the workplace. Notably, the overall level of importance and the intensity increase when asked about the importance of a diverse workforce to the future of the economy.

In general, how important do you personally believe it is to have employees of different races, cultures and backgrounds in the workplace or businesses -- very important, somewhat important, not very important, or not at all important?*

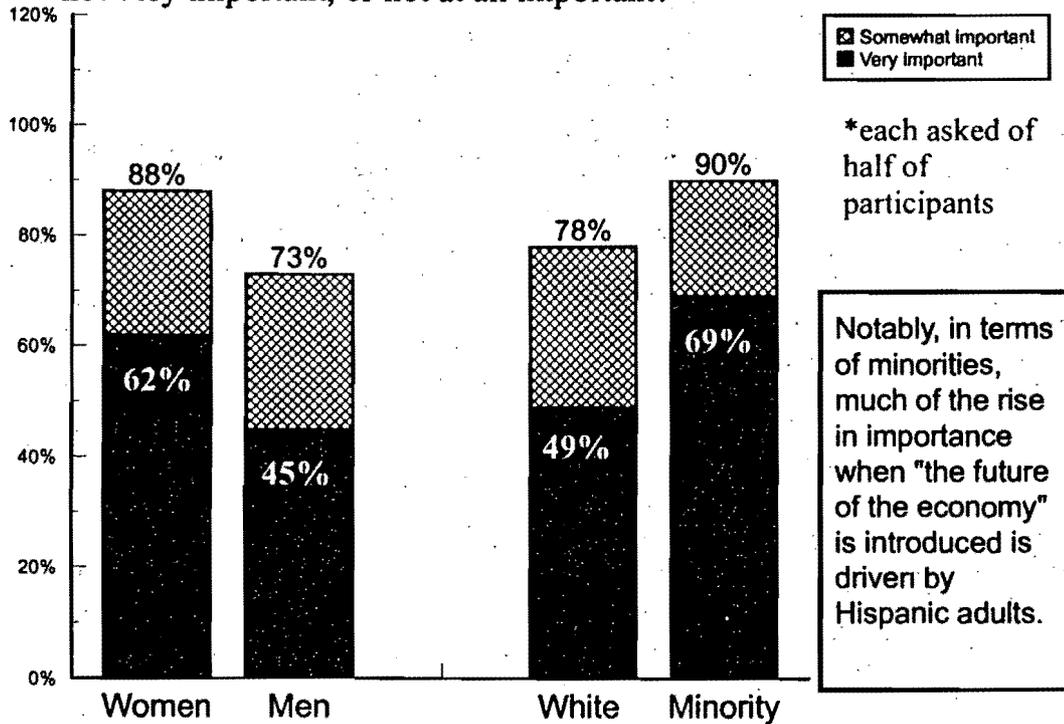


In general, how important to the future of the economy do you personally believe it is to have employees of different races, cultures and backgrounds in the workplace or businesses -- very important, somewhat important, not very important, or not at all important?*

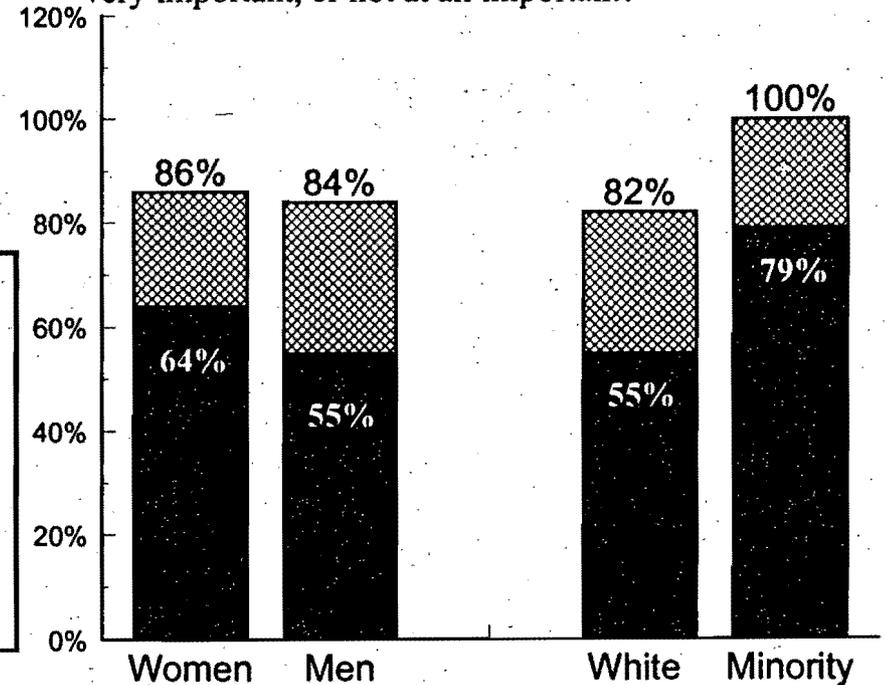


Women and minorities are more likely overall and are more intense in their belief that diversity in the workplace is important, although strong majorities of all subgroups believe it is important. Notably, men and minorities are more intense in their belief that diversity is important in the workplace when it is attached to the future of the economy.

In general, how important do you personally believe it is to have employees of different races, cultures and backgrounds in the workplace or businesses -- very important, somewhat important, not very important, or not at all important?*

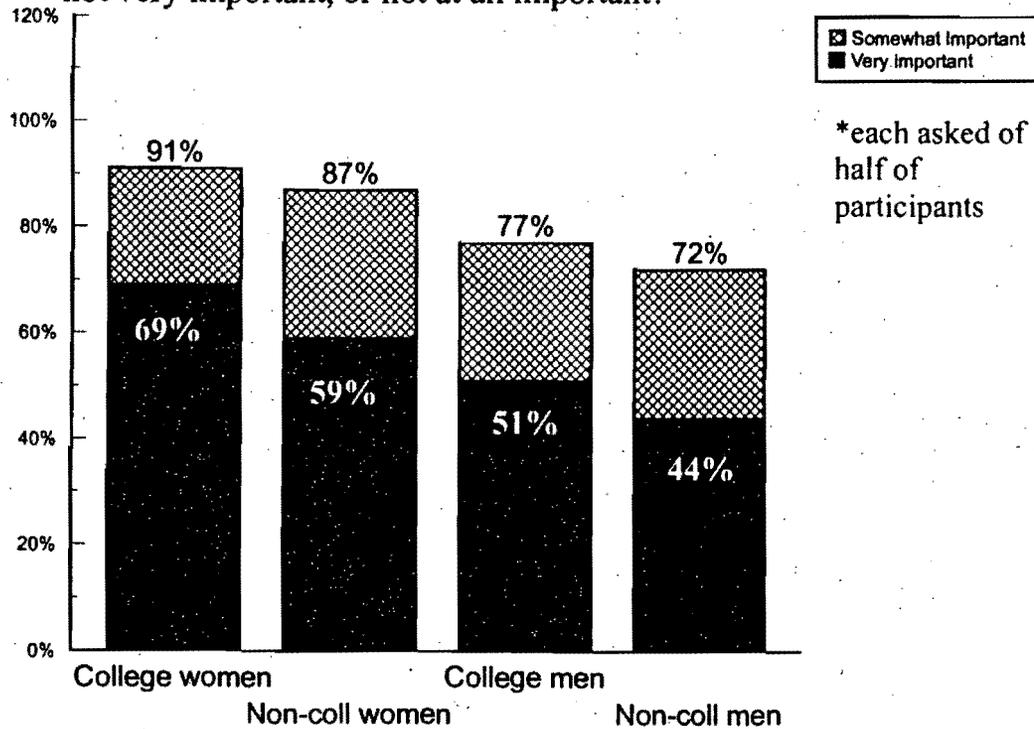


In general, how important to the future of the economy do you personally believe it is to have employees of different races, cultures and backgrounds in the workplace or businesses -- very important, somewhat important, not very important, or not at all important?*

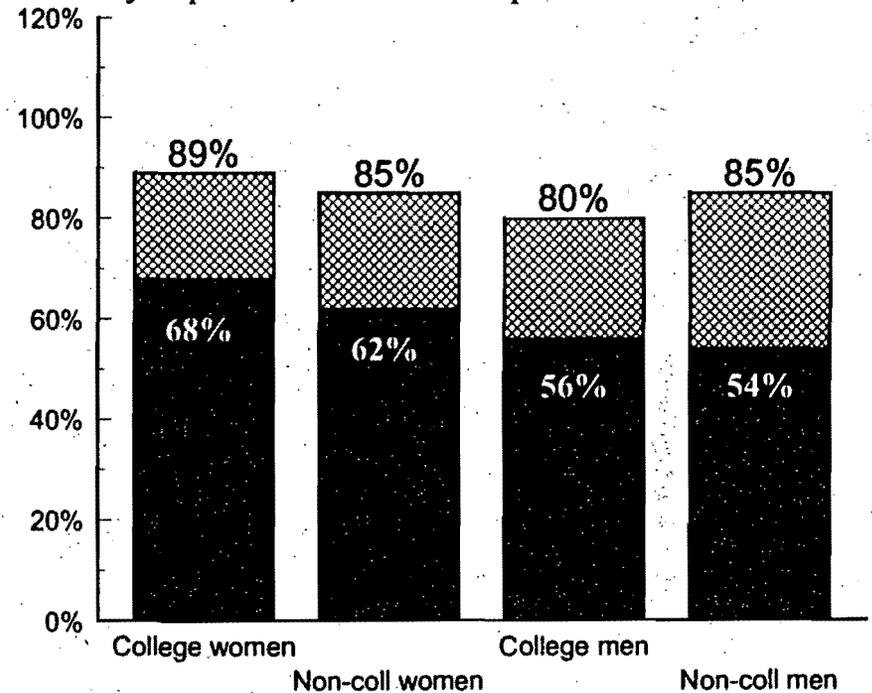


More specifically, college educated women are the most intense and most likely overall to believe diversity in the workplace is important, while non-college educated men are the least intense in their belief of its importance.

In general, how important do you personally believe it is to have employees of different races, cultures and backgrounds in the workplace or businesses -- very important, somewhat important, not very important, or not at all important?*

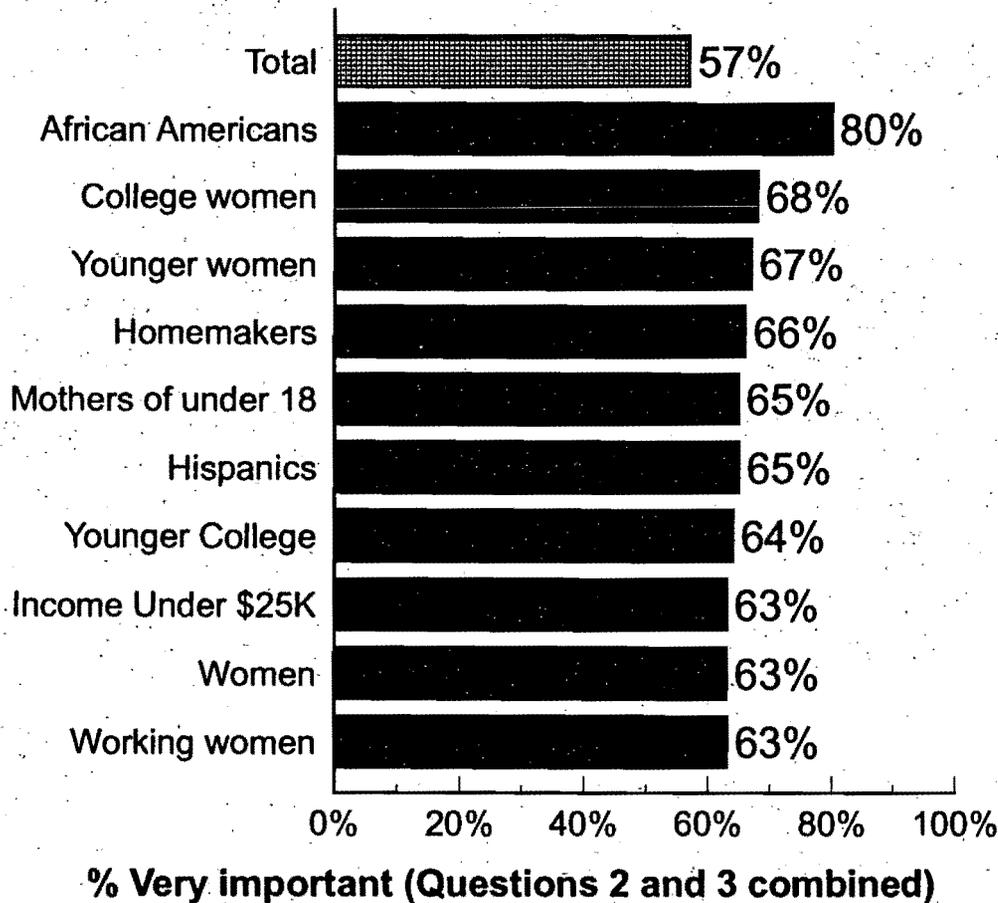


In general, how important to the future of the economy do you personally believe it is to have employees of different races, cultures and backgrounds in the workplace or businesses -- very important, somewhat important, not very important, or not at all important?*



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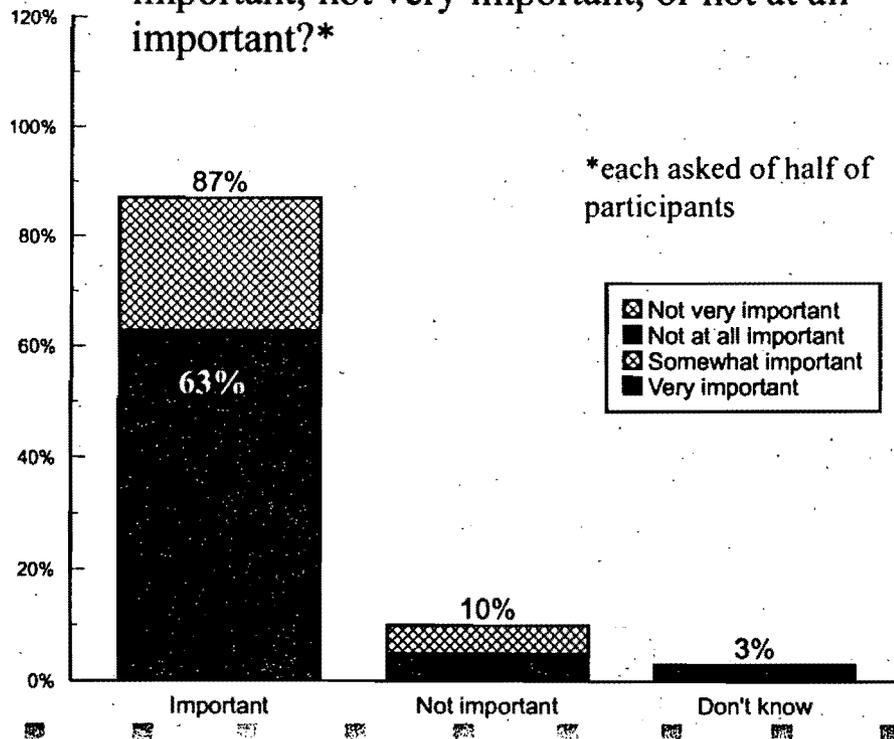
Minorities, women -- especially college educated women, younger women, homemakers and mothers of children ages 18 and under -- and people with incomes of \$25,000 or less are the most likely to believe diversity in the workplace is very important.



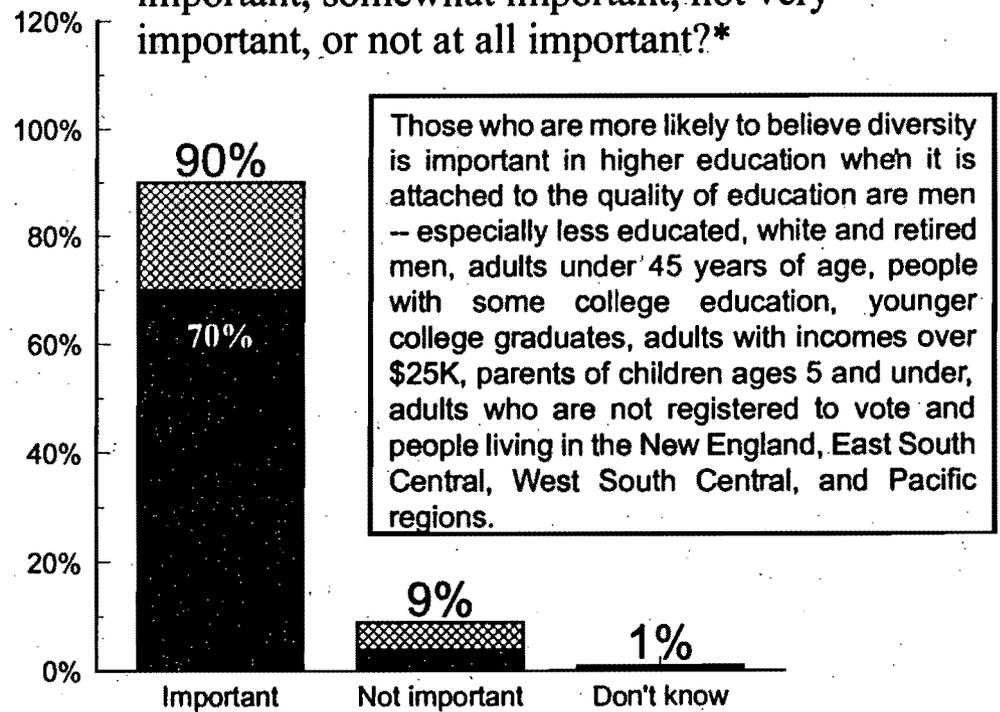
- At least three-fourths of every demographic and geographic sub-group believes it is overall important to have employees of different races, cultures and backgrounds in the workplace.
- While majorities of all subgroups believe diversity in the workplace is important, men and those living in the West North Central and Mountain regions are the most likely to believe it is not important.

Even more, the public overwhelmingly believes it is important to have students of different races, cultures and backgrounds in higher education. Again, the overall level of importance and the intensity is higher when asked about the importance of diversity to the quality of education.

In general, how important do you personally believe it is to have students of different races, cultures and backgrounds in higher education -- very important, somewhat important, not very important, or not at all important?*

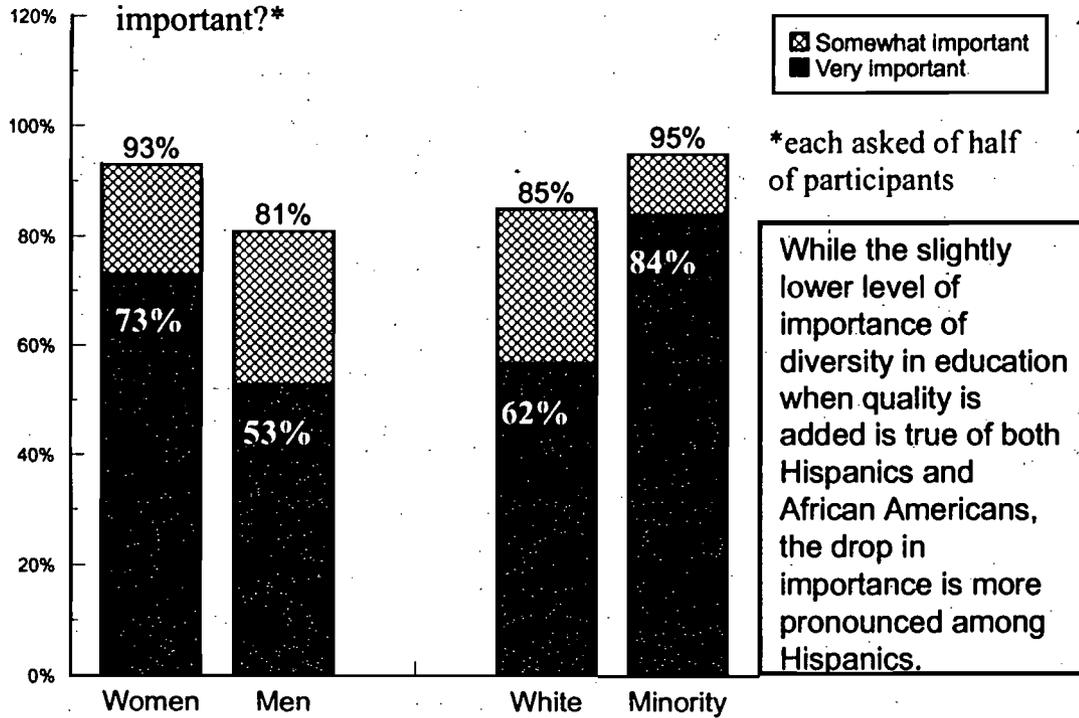


In general, how important to the quality of education do you personally believe it is to have students of different races, cultures and backgrounds in higher education -- very important, somewhat important, not very important, or not at all important?*

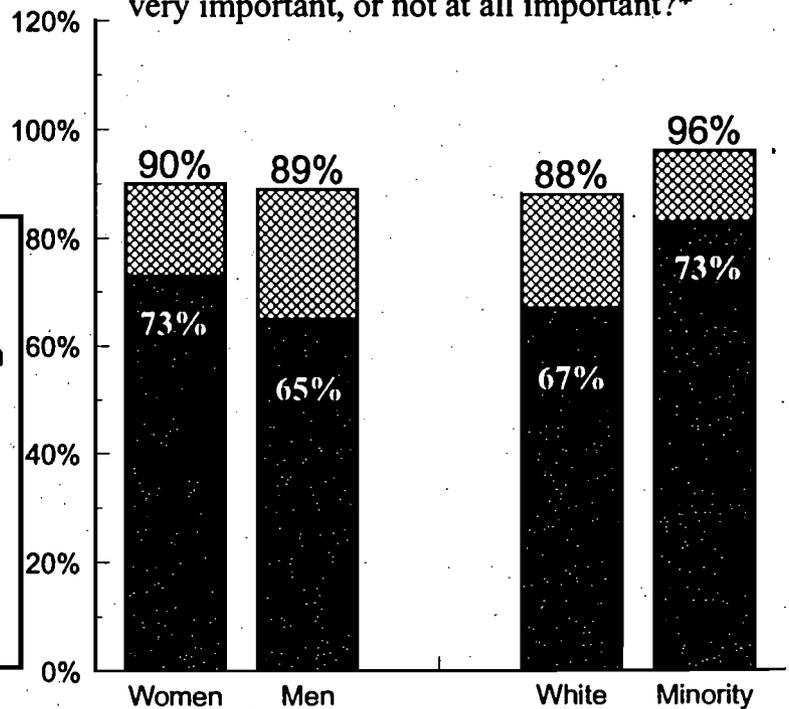


Although majorities across all sub-groups believe diversity in higher education is important, again, women and minorities are more likely to believe it is important and are more intense in their belief. Notably, minorities are more suspicious of references to diversity in education that include quality.

In general, how important do you personally believe it is to have students of different races, cultures and backgrounds in higher education -- very important, somewhat important, not very important, or not at all important?*



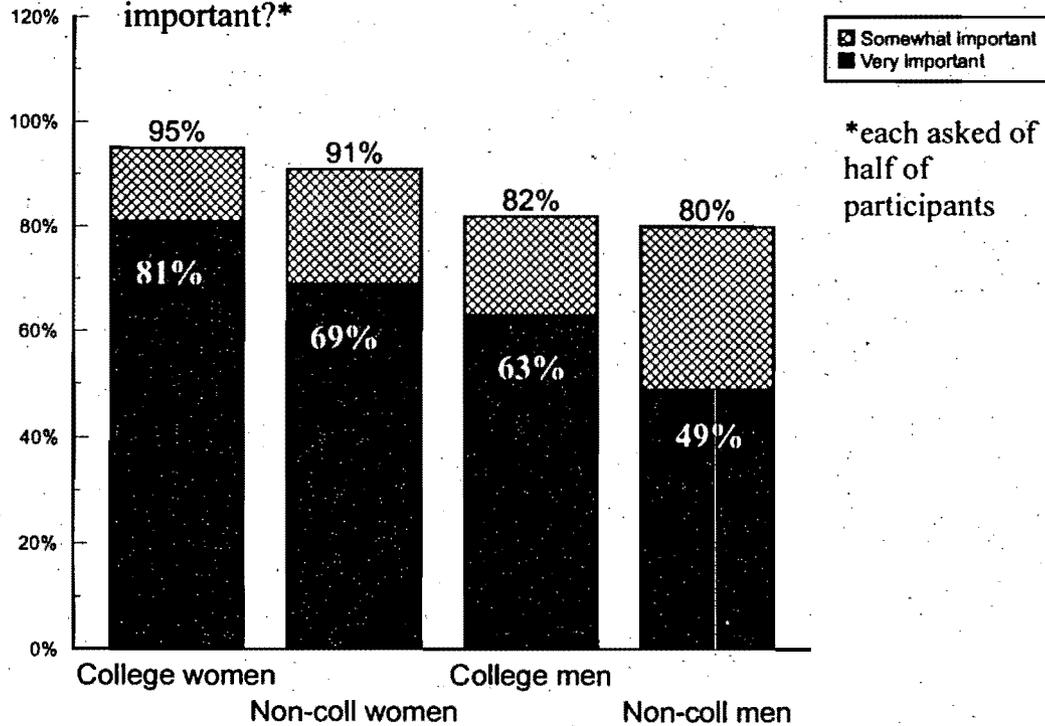
In general, how important to the quality of education do you personally believe it is to have students of different races, cultures and backgrounds in higher education -- very important, somewhat important, not very important, or not at all important?*



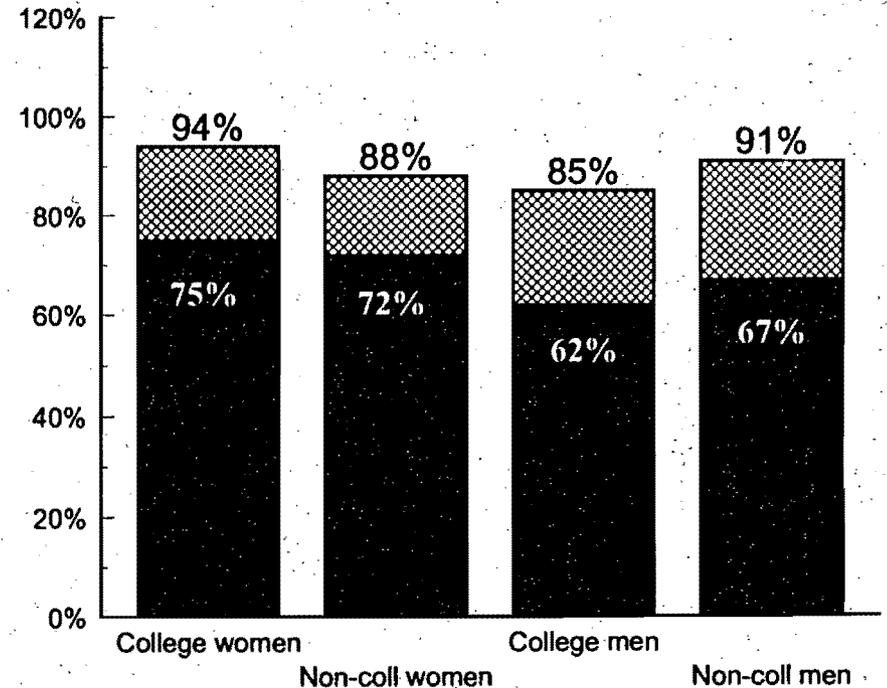
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As with diversity in the workplace, college educated women are the most intense and the most overall likely to believe diversity in higher education is important and blue collar men are the least.

In general, how important do you personally believe it is to have students of different races, cultures and backgrounds in higher education -- very important, somewhat important, not very important, or not at all important?*

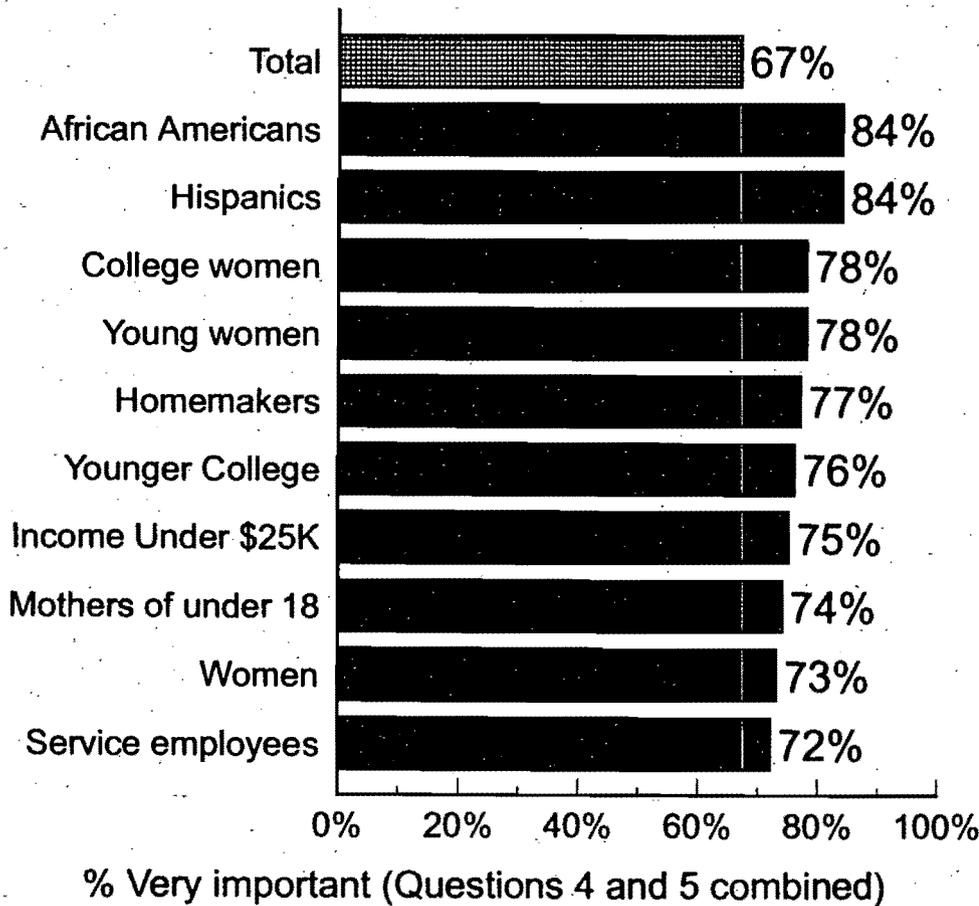


In general, how important to the quality of education do you personally believe it is to have students of different races, cultures and backgrounds in higher education -- very important, somewhat important, not very important, or not at all important?*



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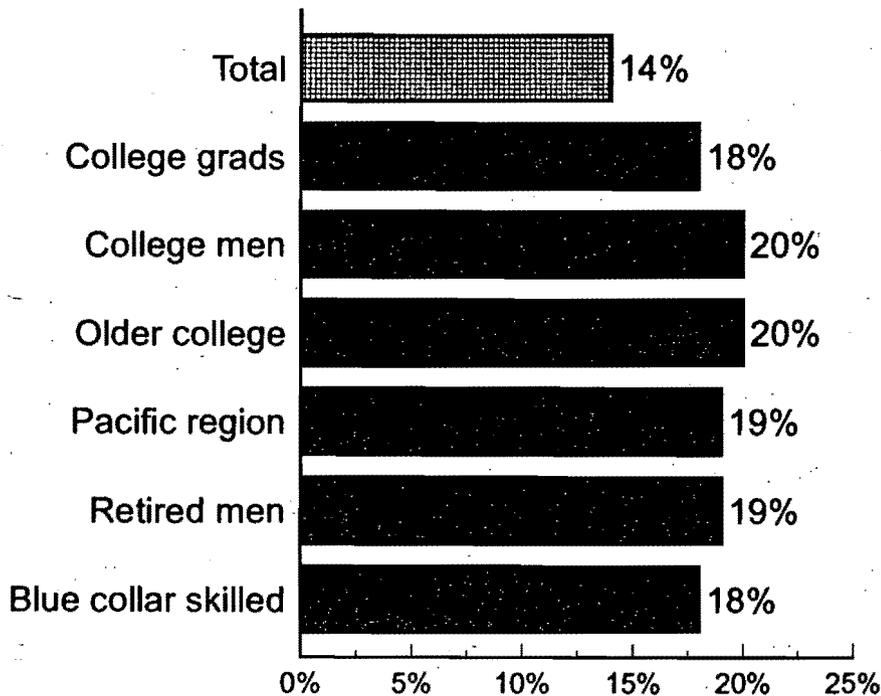
Again, minorities, women -- especially college educated women, younger women, homemakers and mothers of children ages 18 and under -- and people with incomes of \$25,000 or less are the most likely to believe diversity in higher education is very important.



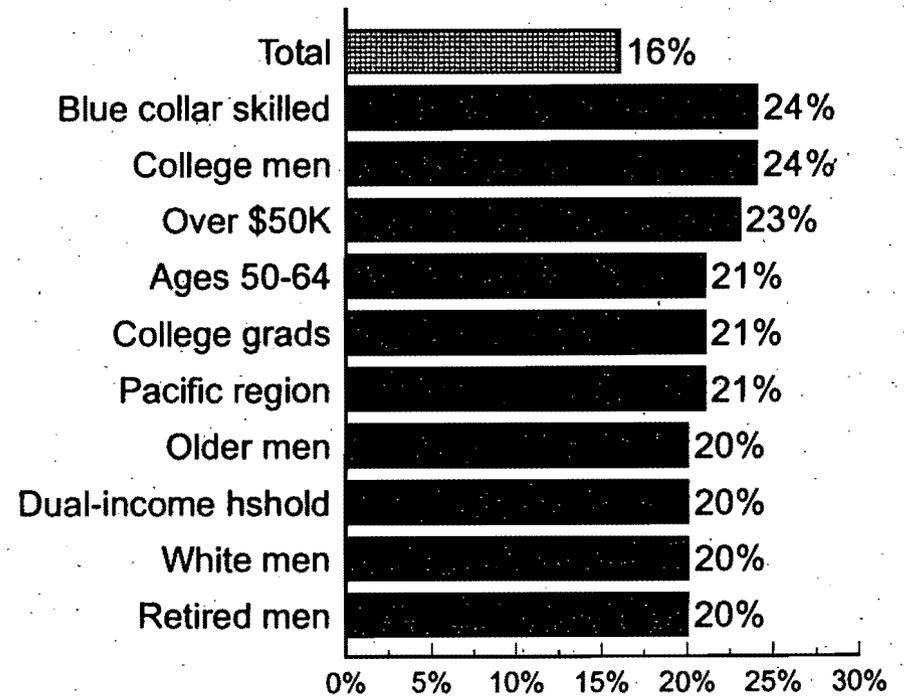
- At least eight out of ten adults across every demographic and geographic sub-group believes it is overall important to have employees of different races, cultures and backgrounds in higher education.
- Every sub-group is more likely to believe that diversity in education is important, than are likely to believe that diversity in business is important.
- While overwhelming majorities of all subgroups believe diversity in higher education is important, seniors, men -- especially college educated and white men -- and those living in the West North Central and West South Central regions are the most likely to believe it is not important.

There is a small level of conflict evident between diversity in business and education, particularly among college educated men, people living in the Pacific region, and people working in blue collar jobs with higher skill levels.

14% of the public believes diversity is important in business but NOT higher education:

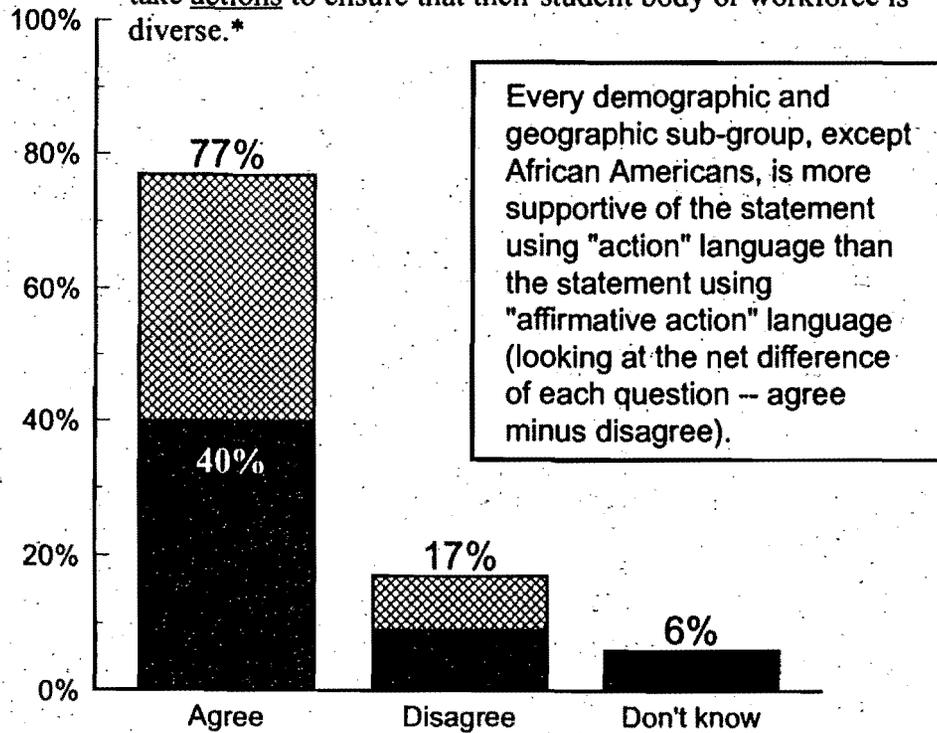


16% of the public believes diversity is important in higher education but NOT business:

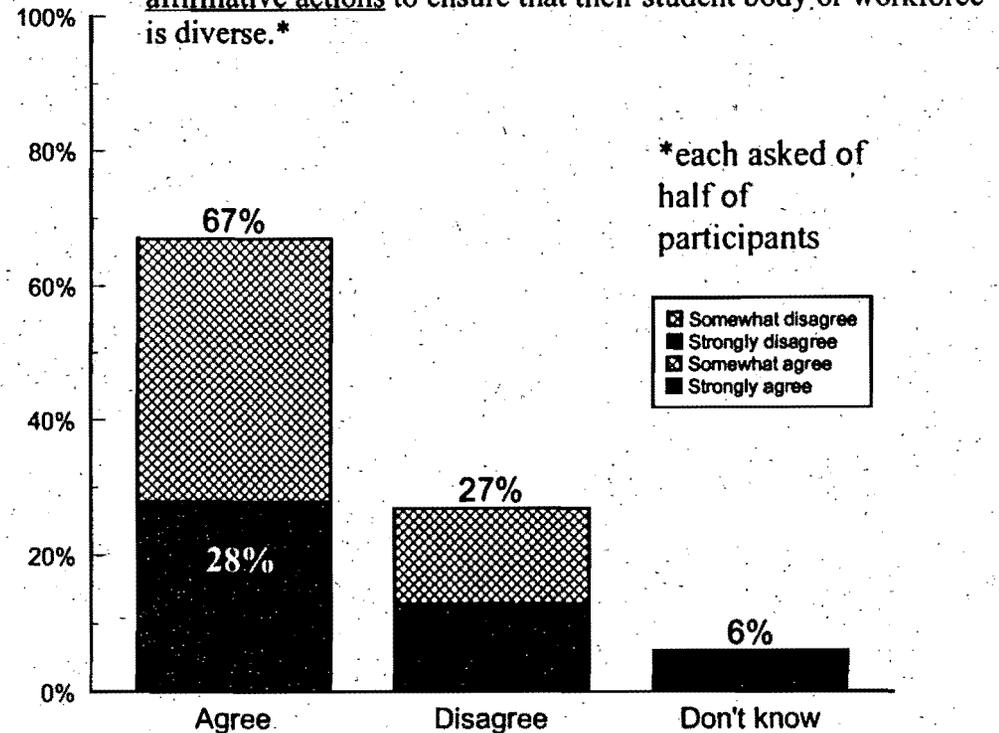


More than three-fourths of people agree that universities and businesses should be allowed to take action to ensure diversity in their student bodies or workforces, including four in ten who strongly agree. When "affirmative action" language is included overall support and intensity drop, but still two-thirds agree.

Please tell me whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with the following statement: universities and businesses should be allowed to take actions to ensure that their student body or workforce is diverse.*



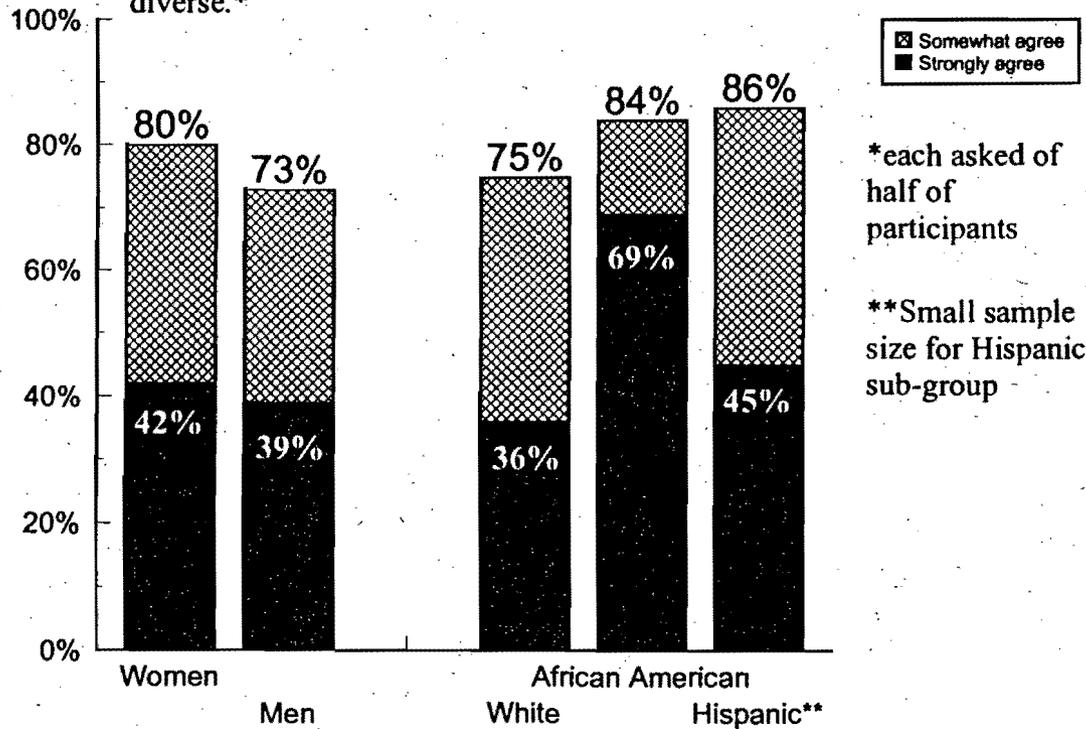
Please tell me whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with the following statement: universities and businesses should be allowed to take affirmative actions to ensure that their student body or workforce is diverse.*



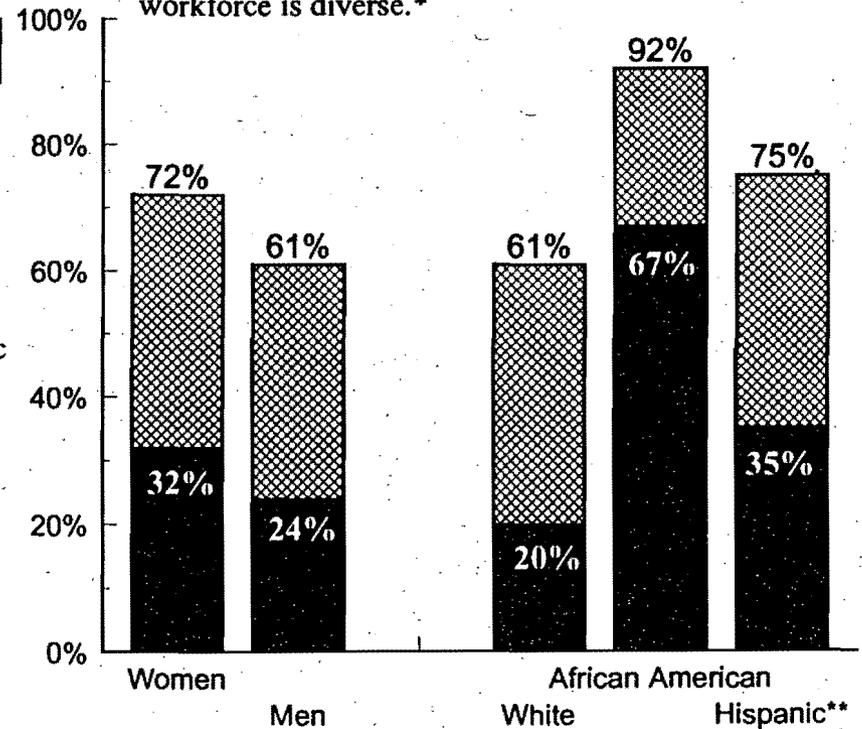
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Even those subgroups that form the base of support for diversity are sensitive to affirmative action language. Across gender and race overall support and intensity are lower when affirmative action language is used in the statement asserting that universities and businesses should be allowed to take steps to ensure diversity.

Please tell me whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with the following statement: universities and businesses should be allowed to take actions to ensure that their student body or workforce is diverse.*

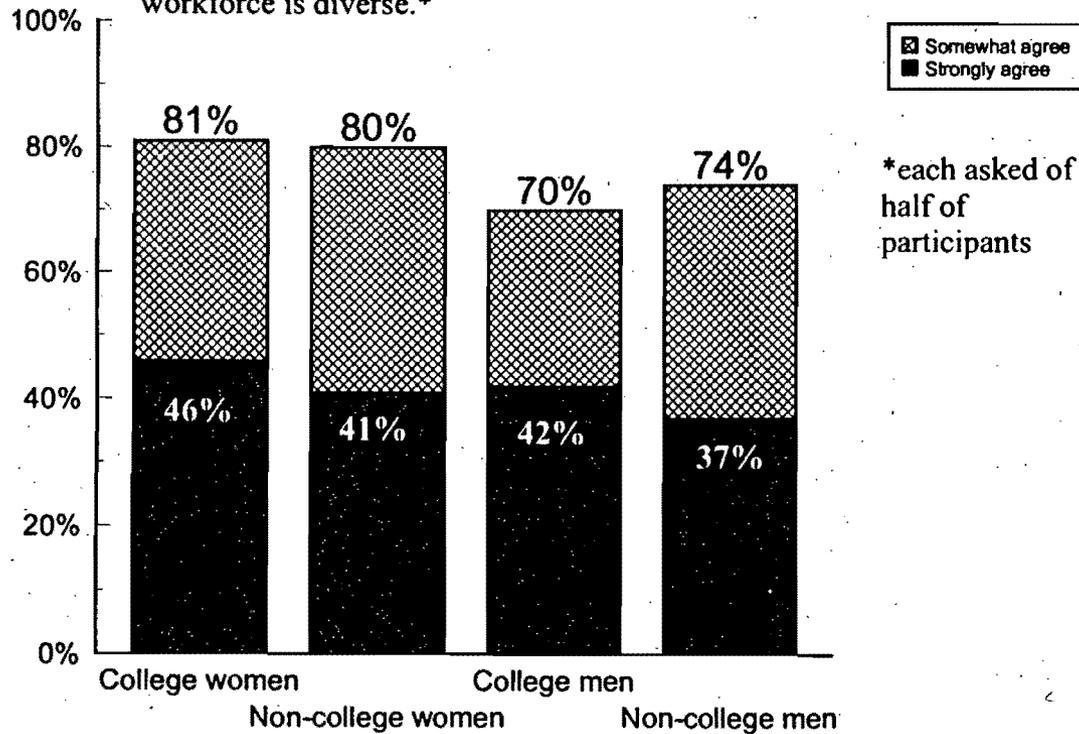


Please tell me whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with the following statement: universities and businesses should be allowed to take affirmative actions to ensure that their student body or workforce is diverse.*

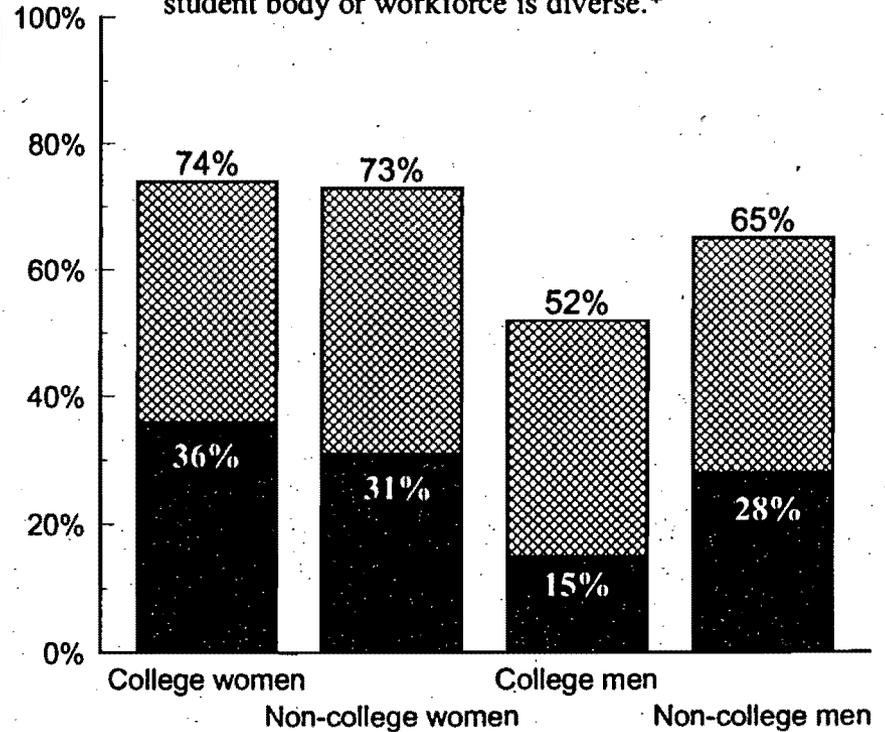


Moreover, overall support and intensity are higher across education sub-groups when "action" language is used -- especially among college educated men.

Please tell me whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with the following statement: universities and businesses should be allowed to take actions to ensure that their student body or workforce is diverse.*

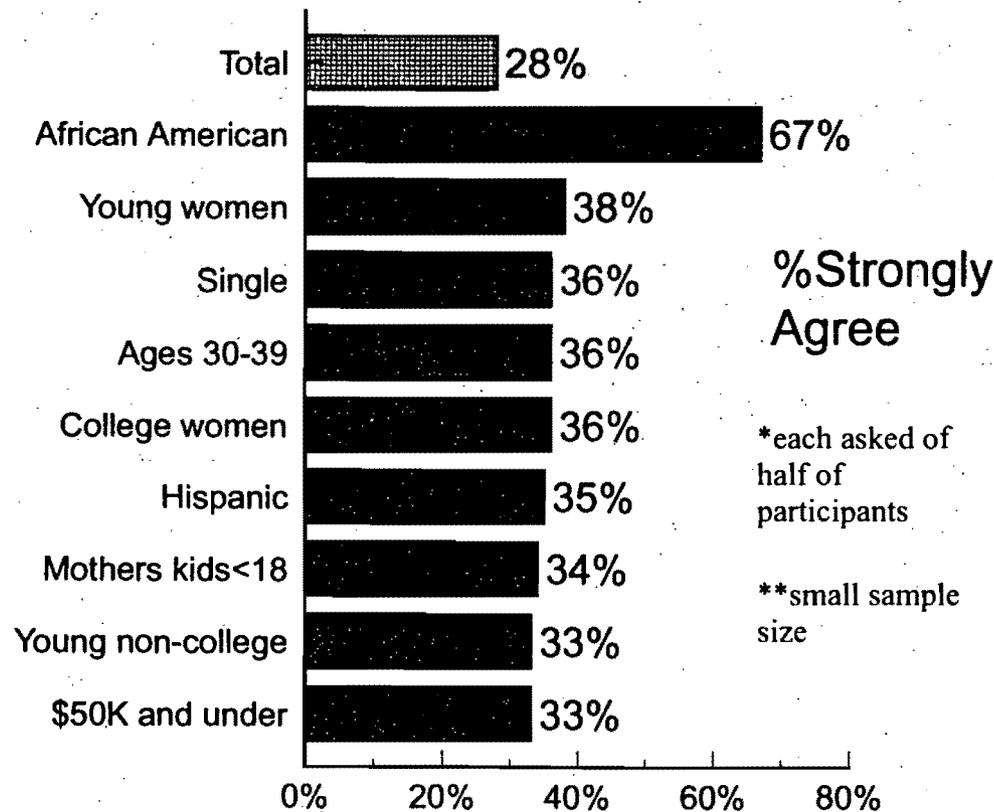


Please tell me whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with the following statement: universities and businesses should be allowed to take affirmative actions to ensure that their student body or workforce is diverse.*

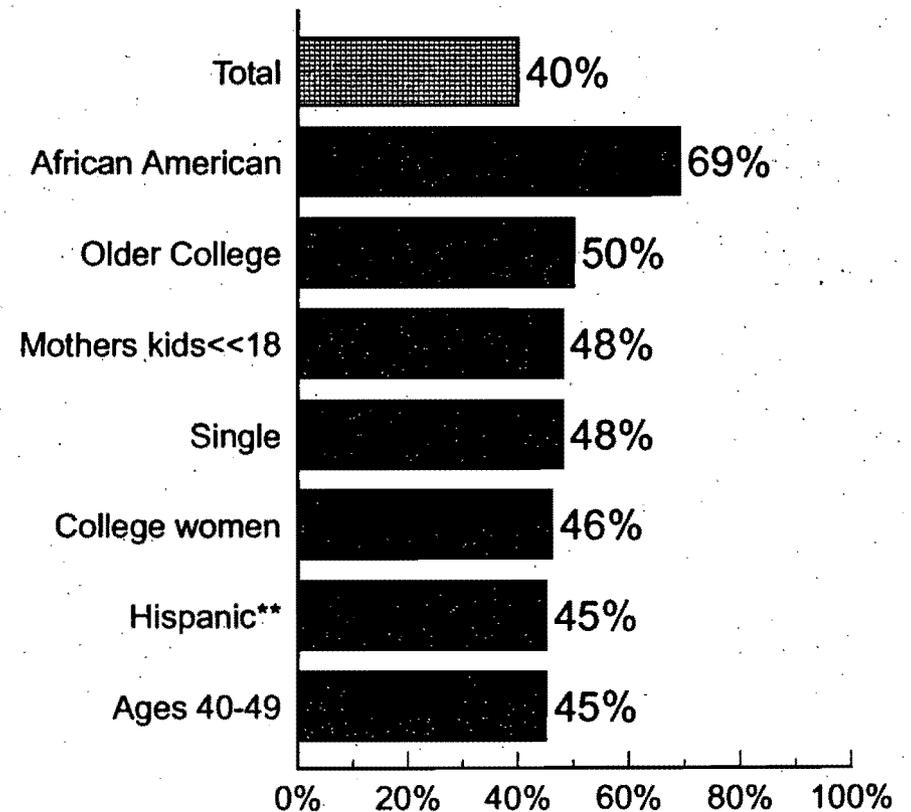


African Americans, Hispanics, college educated women, single voters, and mothers of children ages 18 and under are the most supportive of allowing businesses and universities to have the autonomy to take action to ensure diversity in their student bodies or workforces. Notably, the intensity of support is stronger when just "action" is used in the statement.

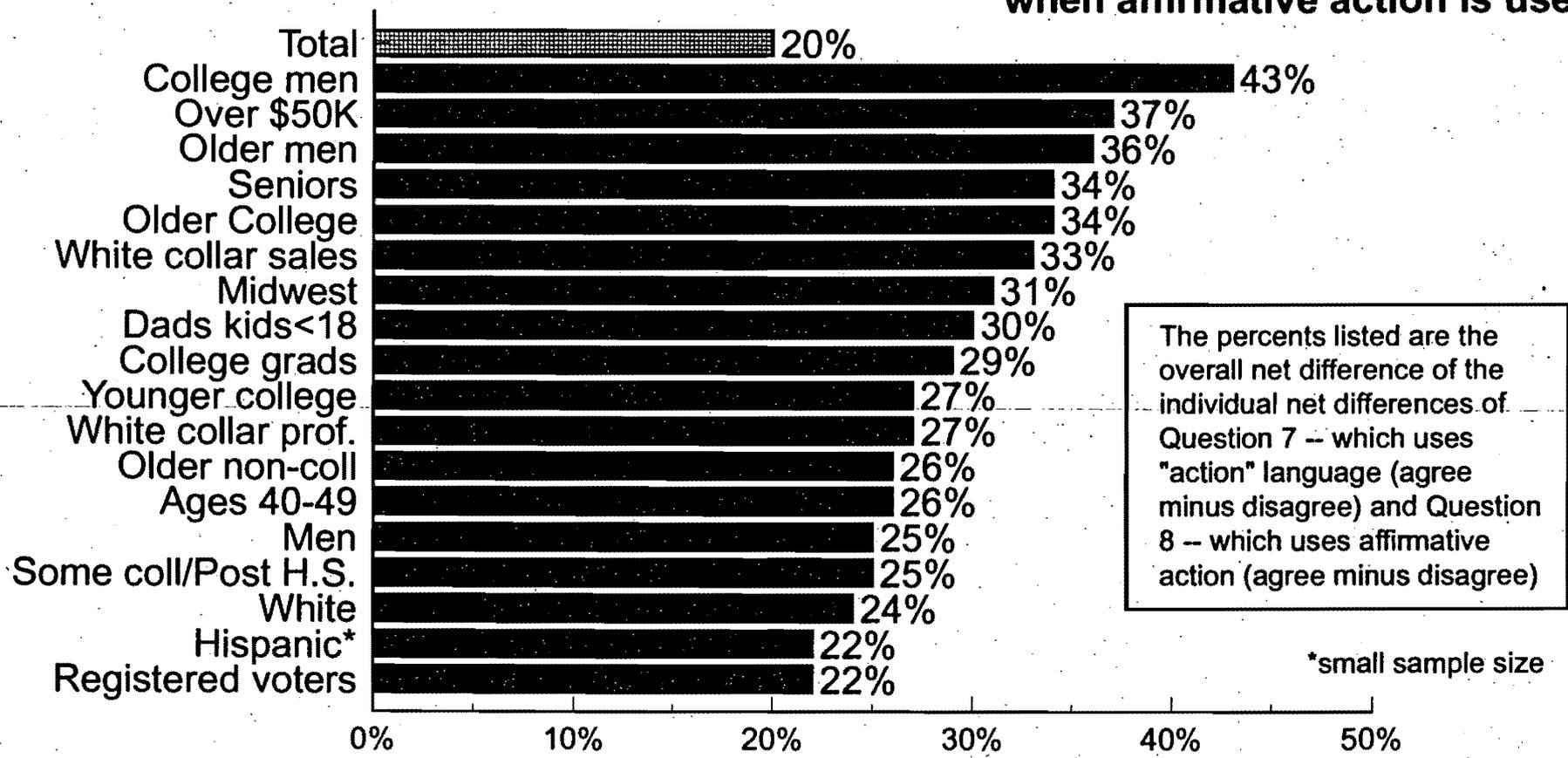
Affirmative Action*:



Action*:



Most likely to drop in support of businesses and universities having the autonomy to take actions to ensure diversity in their student bodies or workforces when "affirmative action" language is included are men -- especially college educated and older men -- seniors, people in the Midwest, college educated people, and those in white collar jobs. Notably, Hispanics as well as whites drop significantly when affirmative action is used.

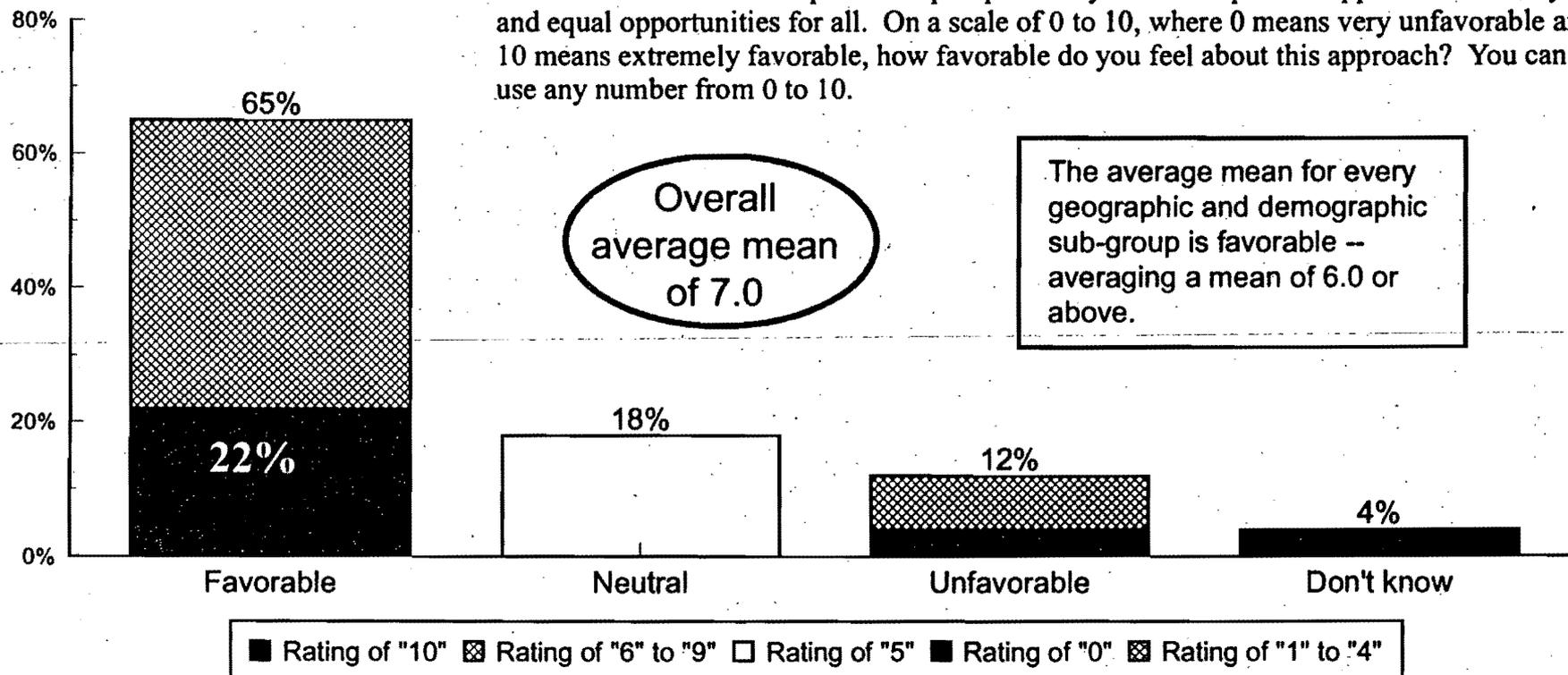


The percents listed are the overall net difference of the individual net differences of Question 7 -- which uses "action" language (agree minus disagree) and Question 8 -- which uses affirmative action (agree minus disagree)

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Additionally, nearly two-thirds of people give a favorable rating to a partnership between business and higher education to support diversity -- including more than two in ten who say they are extremely favorable.

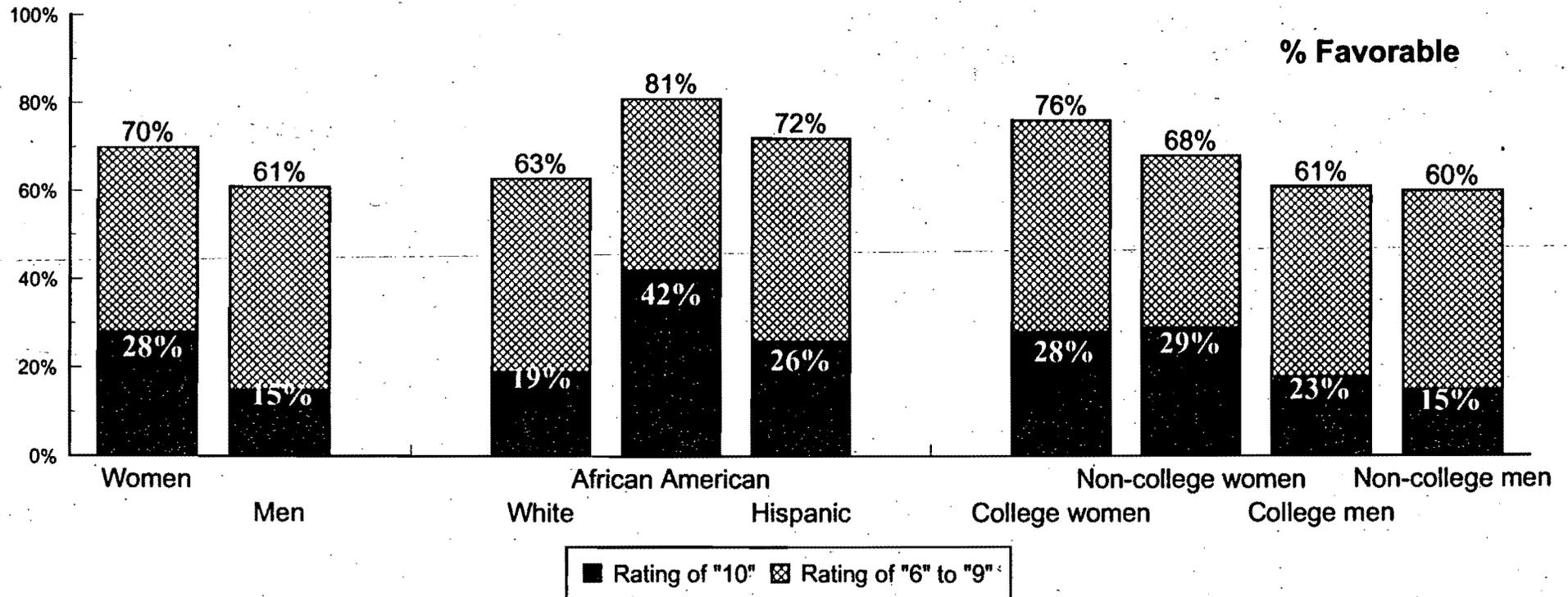
Let me read you a short statement: Recently many top businesses in America and colleges and universities created a partnership to positively influence public support for diversity and equal opportunities for all. On a scale of 0 to 10, where 0 means very unfavorable and 10 means extremely favorable, how favorable do you feel about this approach? You can use any number from 0 to 10.



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Men, particularly less educated men, are overall less positive, as well as less intense, toward a partnership between business and higher education. Additionally, whites and Hispanics show less intensity in their support.

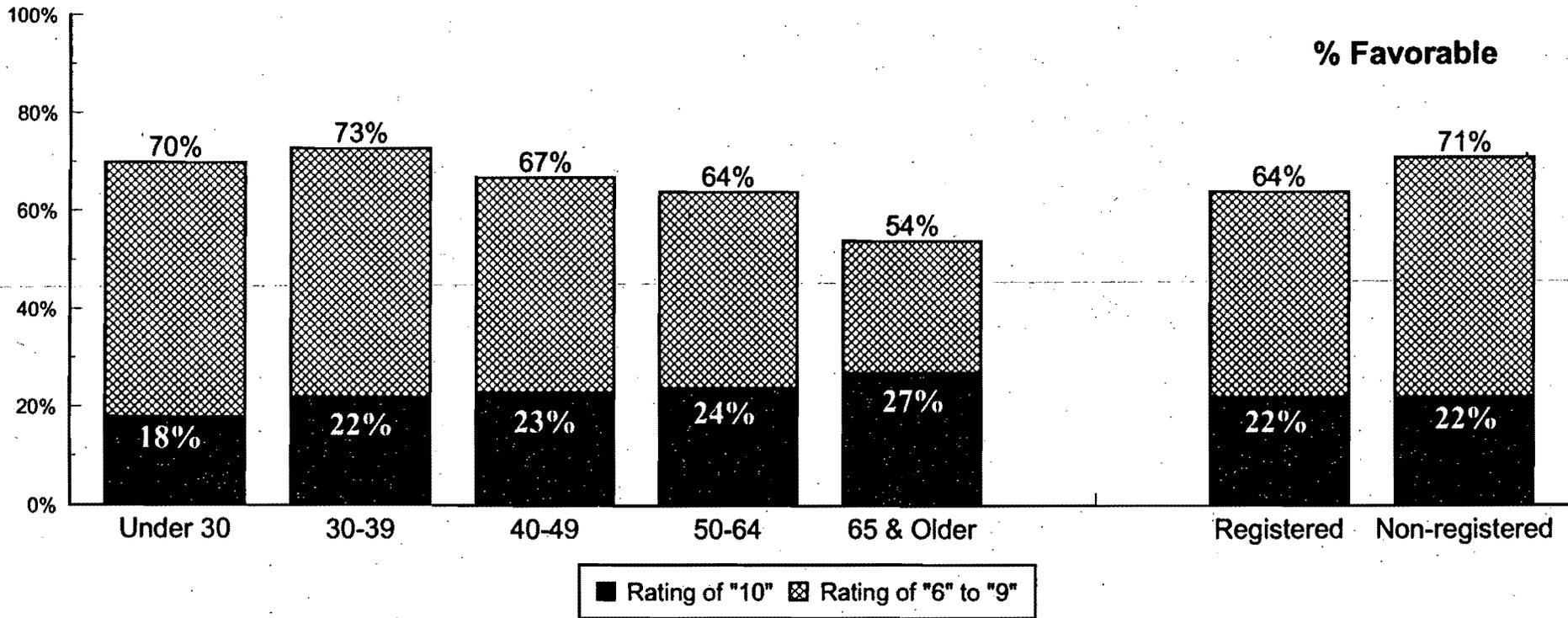
Let me read you a short statement: Recently many top businesses in America and colleges and universities created a partnership to positively influence public support for diversity and equal opportunities for all. On a scale of 0 to 10, where 0 means very unfavorable and 10 means extremely favorable, how favorable do you feel about this approach? You can use any number from 0 to 10.



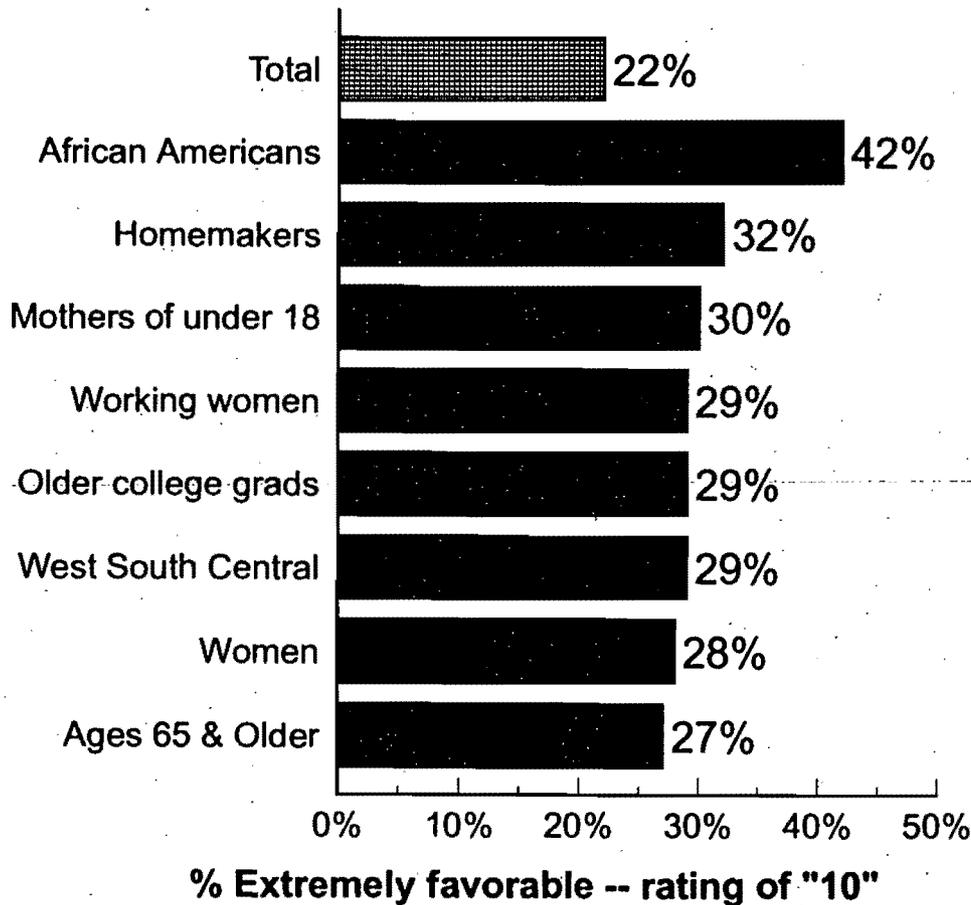
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In terms of overall support for a partnership, favorability decreases slightly with age. However, the intensity of support increases slightly among the older cohorts. Notably, non-registered voters are slightly more likely to favor the partnership than registered voters.

Let me read you a short statement: Recently many top businesses in America and colleges and universities created a partnership to positively influence public support for diversity and equal opportunities for all. On a scale of 0 to 10, where 0 means very unfavorable and 10 means extremely favorable, how favorable do you feel about this approach? You can use any number from 0 to 10.

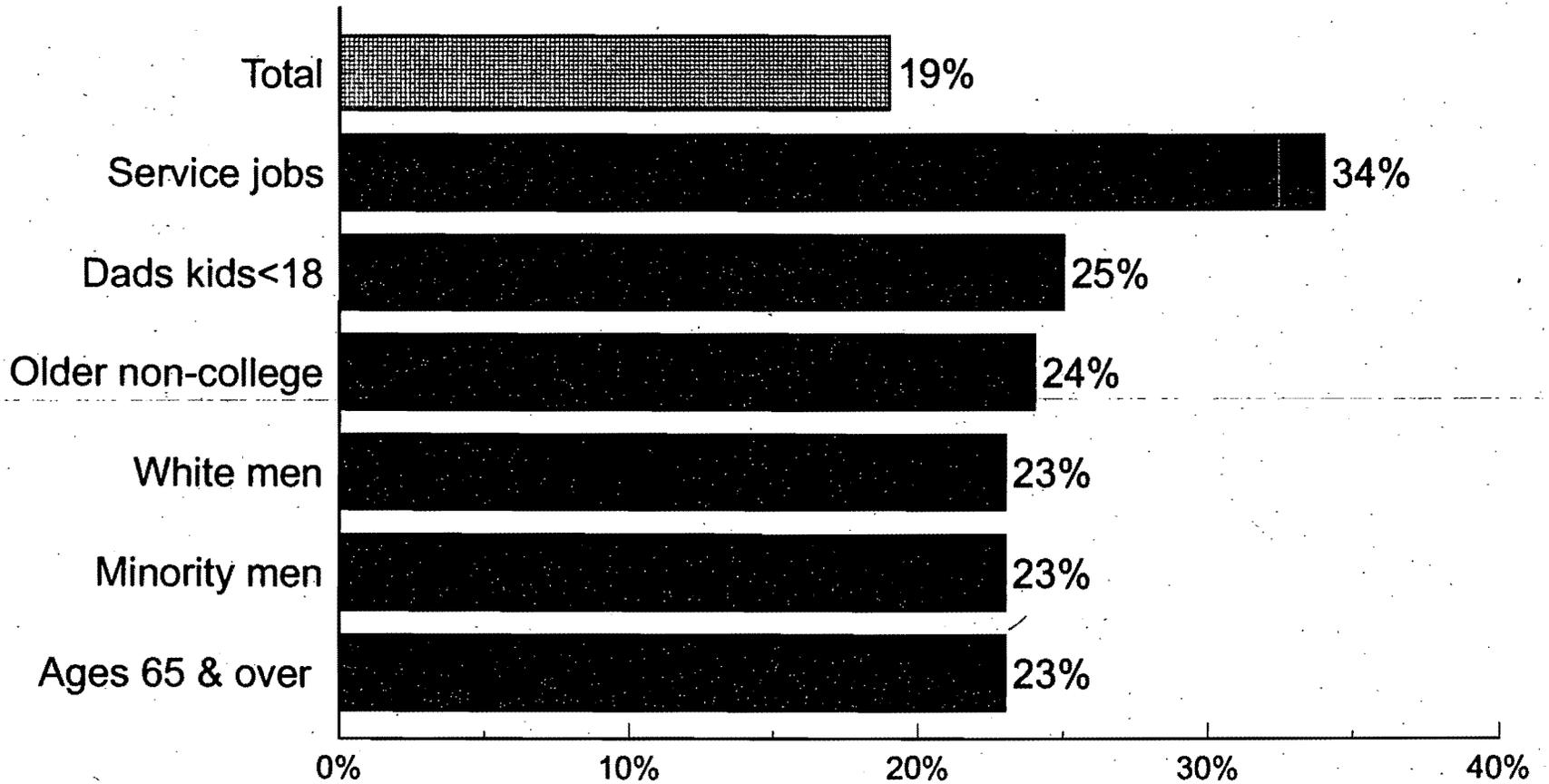


Overall, African Americans, women -- particularly homemakers and mothers of children ages 18 and under -- as well as seniors, are the most intensely favorable toward a partnership between business and higher education to promote diversity.



- While all subgroups give a positive or favorable average rating to the partnership, those who tend to be the most negative or unfavorable are men -- particularly older men, college educated men and retired men -- as well as people living in the Pacific region.
- Retired women, seniors ages 65 and over, older non-college graduates, people working in service industry jobs, and married fathers of children ages 18 and under are the most likely to feel "neutral" toward the partnership between business and higher education.

Nearly two out of ten voters believe diversity in both business and higher education is important but are not favorable toward a partnership between business and higher education to promote diversity. These people tend to be working in service industry jobs, men -- especially married dads with children ages 18 or under -- and seniors.





Message:

"We must start early, developing early education programs in grades K through 12."

"Developing the full potential of our labor force requires that everyone be given fair access to the best possible education."

"We don't have a talented person to waste."





TEXT OF TOP MESSAGES:

Develop Early Programs in K-12*: We need to make sure our colleges and universities provide a diverse and well-educated workforce. However, it can't start there. We must start early, developing programs in grades K through 12 that make sure all of our children are educated for the future. This gives universities the opportunity to develop a large pool of educated and trained people.

Improve Pipeline with Programs in K-12*: We need to make sure our colleges and universities provide a diverse and well-educated workforce. However, it can't start there. We must improve the pipeline with special programs in grades K through 12 that make sure all of our children are educated for the future. This gives universities the opportunity to develop a large pool of educated and trained people.

Labor Force's Full Potential Lies in Fair Access: Diversity programs in higher education are crucial in building tomorrow's workforce. America has no resource to waste and must develop the talent of all people. Developing the full potential of our labor force requires that everyone be given fair access to the best possible education available.

Don't Have A Talented Person to Waste*: Business and universities say that in the new global economy, we don't have a talented person to waste. Our country needs a variety of different backgrounds and skills to compete in today's global market. Each person must have not only the opportunity to learn but the opportunity to use their skills. Everybody counts and we need to make sure that everybody gets a chance.

Diversity Essential For American Vibrance*: Business leaders and educators believe diversity in education is essential for keeping America's democracy and communities vibrant and successful. Our nation can only be strong when the doors of opportunity are open for each person to make the most of his or her potential. Our country was built on this kind of opportunity and if any one of us is left behind, we put our success as a country in peril.

**Split Sampled -- only asked of half of respondents*



TEXT OF 2ND TIER MESSAGES:

Need Diversity In Global Marketplace: The success of American business depends on a well-trained and diverse workforce. To compete and succeed in the global marketplace, American businesses require workers with an array of talents, experiences, and cross cultural skills and competence to understand and deal with customers, co-workers, suppliers and competitors from every part of our nation and the world.

Merrill Lynch CEO Statement*: As stated by the CEO of Merrill Lynch, "There are plenty of good business reasons for us to promote diversity. But it's also the right thing to do. Two of our principles are 'respect the individual' and 'responsible citizenship,' which are really two sides of the same coin. We believe that when one of us does better, we all do better."

Coca-Cola CEO Statement*: As stated by the CEO of Coca-Cola, "We do business in every corner of the world. Therefore it is critical to our success to have a workforce that reflects our consumers. We see our commitment to diversity as a daily responsibility, an important part of the way we do business around the world."

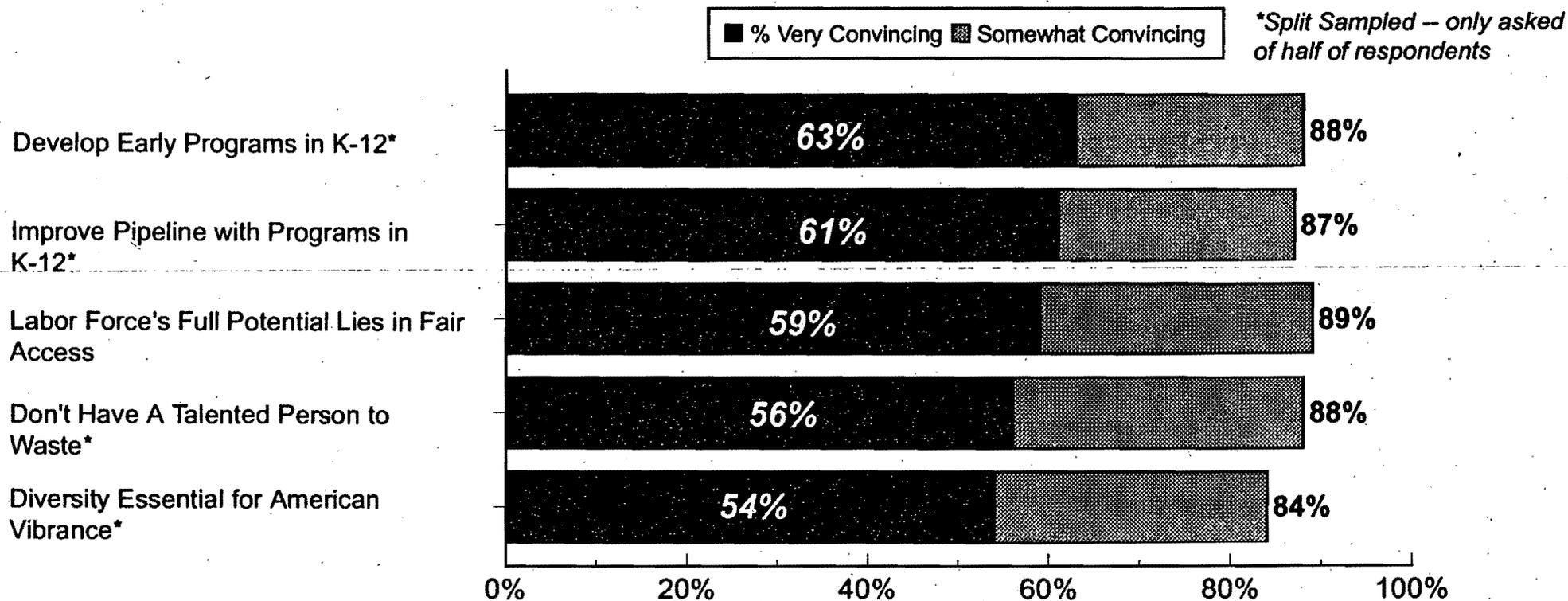
Allow Institutions All Tools for Diverse Workforce: Institutions of higher learning and businesses need to have the ability to take necessary steps to create the best educational environment possible and to promote diversity in today's workforce. We need to allow them to use all of the tools they have to create a strong, diverse workforce that reflects all of our citizens and makes us stronger in the global economy.

Diversity Is Inevitable/Competitive Advantage: As technology brings the world closer together and increases our contact with other nations and cultures, diversity in the workplace is important and inevitable. America's competitive advantage has always been our ability to nurture a highly trained and diverse workforce through quality schools, colleges, and universities that are racially integrated.

**Split Sampled -- only asked of half of respondents*

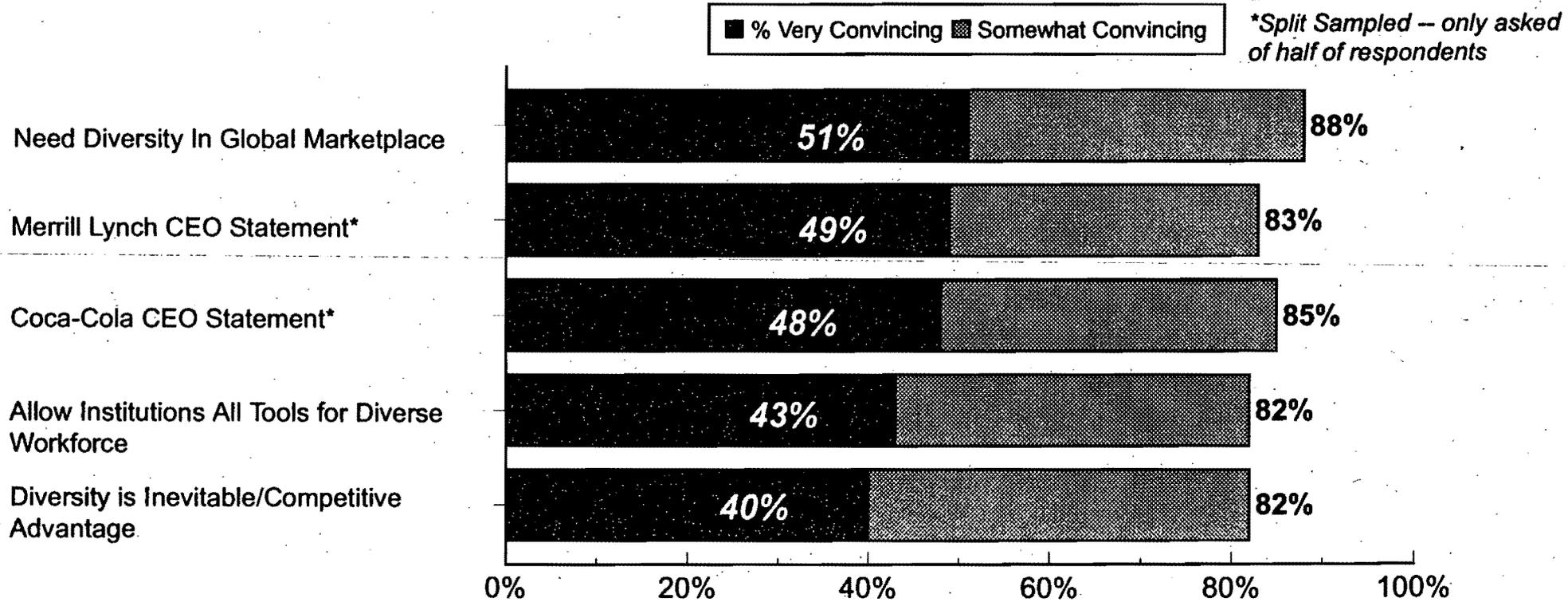
Overall, messages centering around developing early education programs in grades K through 12 and the "pipeline" of education to create a more diverse pool of educated and trained people are the most intensely convincing to the public, followed closely by messages focusing on not wasting our talented resource of people and giving everyone a chance.

Now I am going to read you some statements from those who support a partnership between business and higher education to address diversity. After each, please tell me whether you think it is a very convincing reason to support diversity in business and education, a somewhat convincing reason, not too convincing or not at all convincing. If you are not sure how you feel about a particular item please say so.



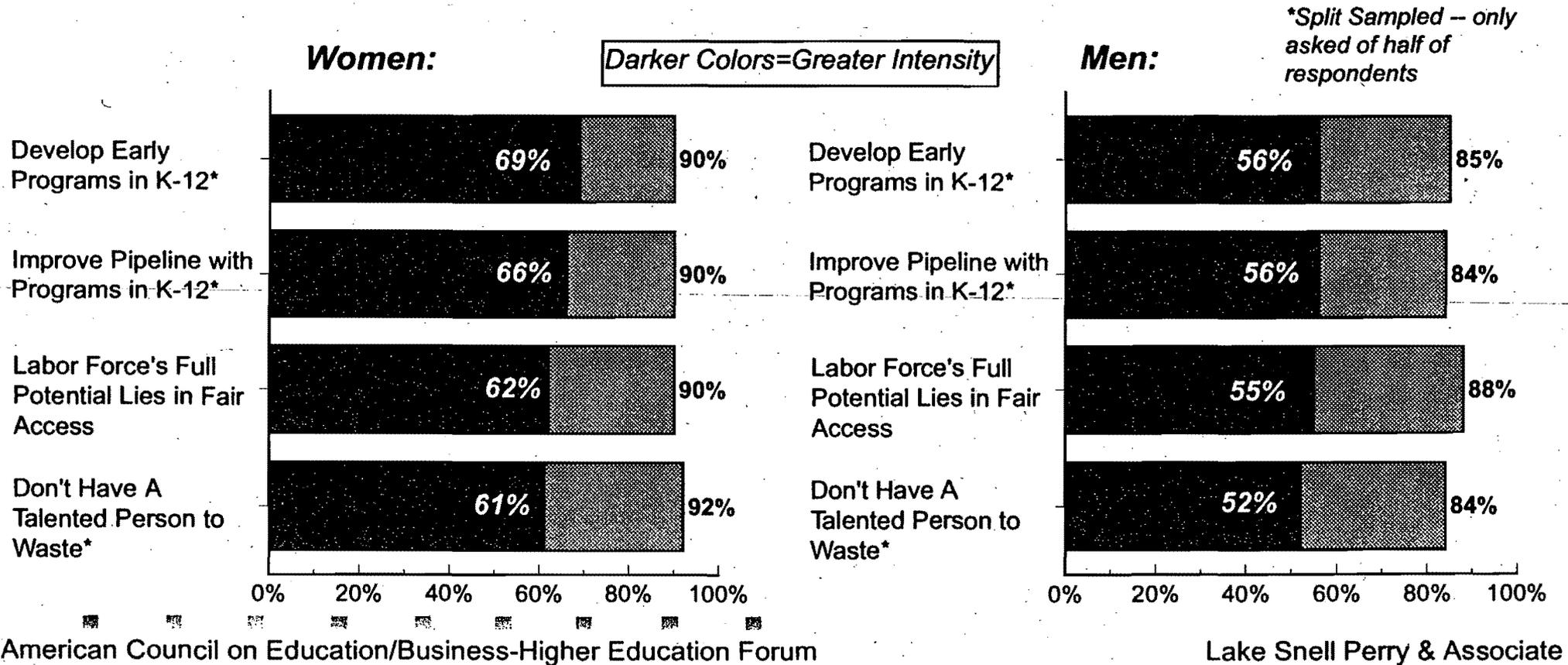
Messages that are less intensely convincing to the public are those that center around technology bringing the world closer and increasing our contact with other cultures, and allowing institutions of higher learning and businesses to have the ability to take necessary steps to promote diversity.

Now I am going to read you some statements from those who support a partnership between business and higher education to address diversity. After each, please tell me whether you think it is a very convincing reason to support diversity in business and education, a somewhat convincing reason, not too convincing or not at all convincing. If you are not sure how you feel about a particular item please say so.



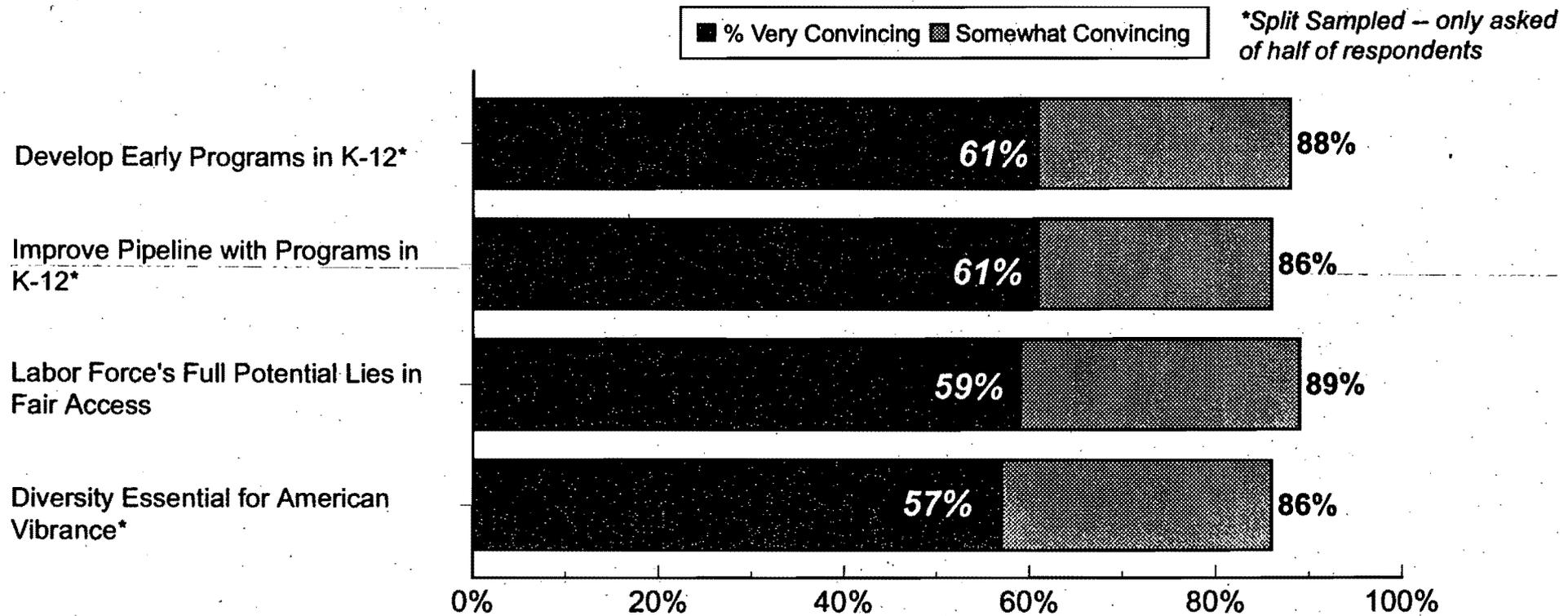
Interestingly, men and women are most convinced by the same messages -- developing early education programs in grades K through 12, improving the education "pipeline," and tapping into the full potential of our labor force by ensuring fair access. However, women are more overall convinced and are more intense.

Now I am going to read you some statements from those who support a partnership between business and higher education to address diversity. After each, please tell me whether you think it is a very convincing reason to support diversity in business and education, a somewhat convincing reason, not too convincing or not at all convincing. If you are not sure how you feel about a particular item please say so.



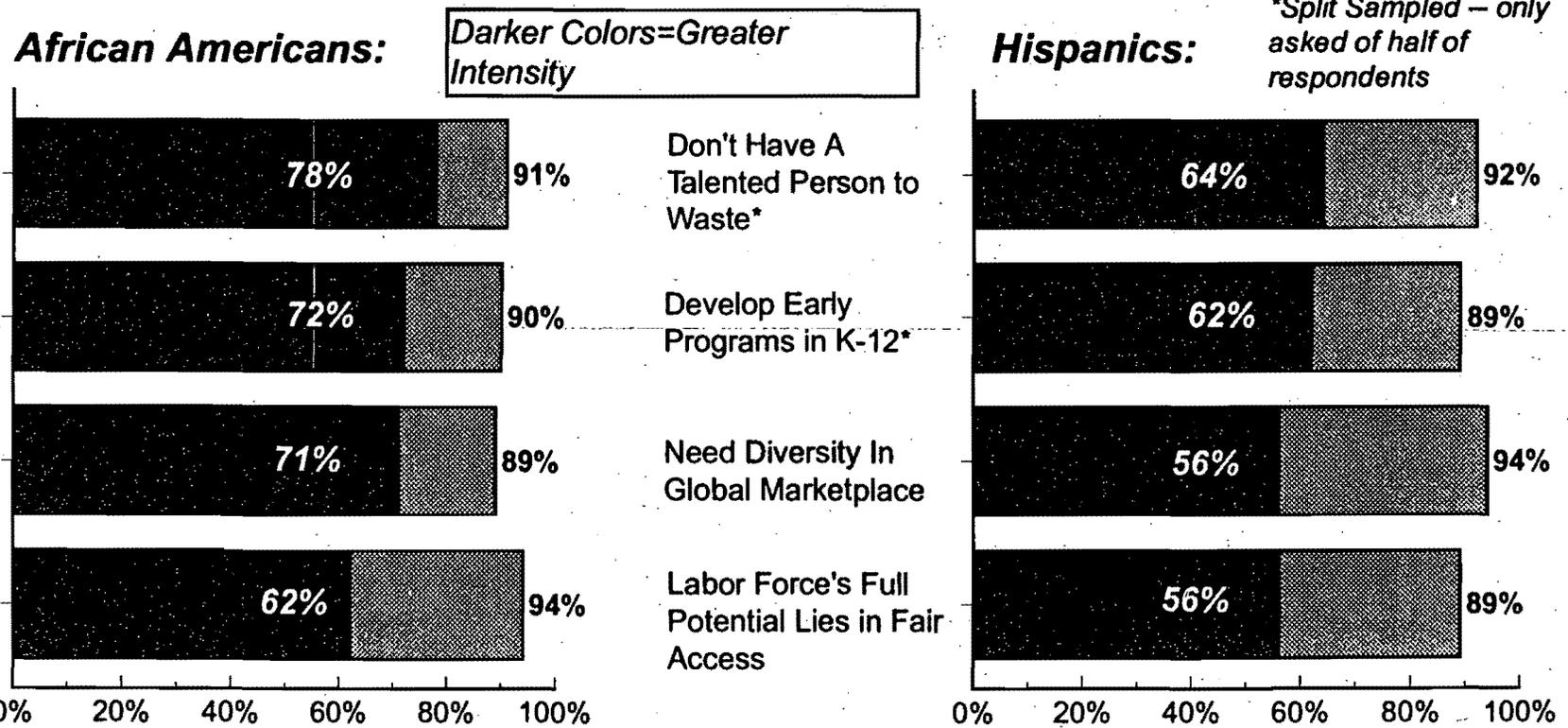
White adults are also most convinced by developing early education programs and improving the education pipeline. Notably, diversity being essential to the vibrancy of America is also especially convincing to white adults.

Now I am going to read you some statements from those who support a partnership between business and higher education to address diversity. After each, please tell me whether you think it is a very convincing reason to support diversity in business and education, a somewhat convincing reason, not too convincing or not at all convincing. If you are not sure how you feel about a particular item please say so.



African Americans are most convinced by developing early education programs to ensure a diverse and well-educated workforce. In contrast, Hispanics are most convinced by messages that stress we don't have a talented person to waste in this global economy and the success of American business depends on a well-educated workforce in the future, as well as the early education messages.

Now I am going to read you some statements from those who support a partnership between business and higher education to address diversity. After each, please tell me whether you think it is a very convincing reason to support diversity in business and education, a somewhat convincing reason, not too convincing or not at all convincing. If you are not sure how you feel about a particular item please say so.



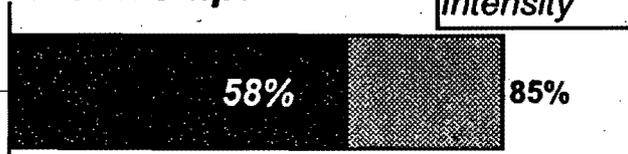
Notably, persuasion targets for the partnership to promote diversity find nearly the same messages most convincing as the public in general.

Now I am going to read you some statements from those who support a partnership between business and higher education to address diversity. After each, please tell me whether you think it is a very convincing reason to support diversity in business and education, a somewhat convincing reason, not too convincing or not at all convincing. If you are not sure how you feel about a particular item please say so.

Diversity Important/Not Pro-Partnership:

Darker Colors=Greater Intensity

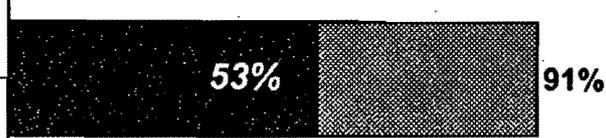
Improve Pipeline with Programs in K-12*



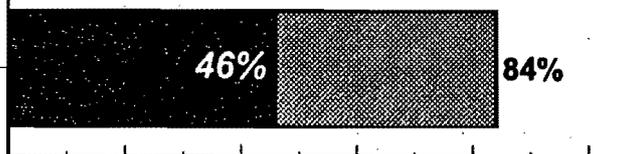
Develop Early Programs in K-12*



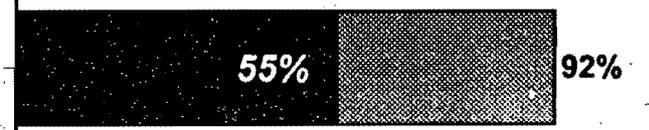
Labor Force's Full Potential Lies in Fair Access



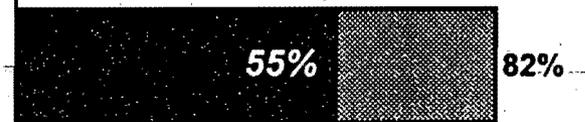
Diversity Essential for American Vibrance*



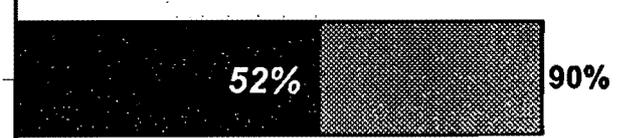
Develop Early Programs in K-12*



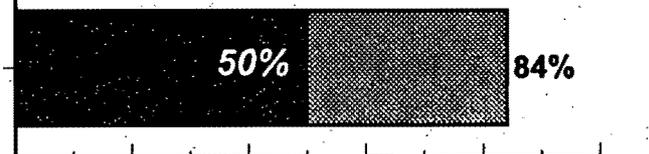
Improve Pipeline with Programs in K-12*



Labor Force's Full Potential Lies in Fair Access



Diversity Essential for American Vibrance*



*Split Sampled – only asked of half of respondents

0% 20% 40% 60% 80% 100%

0% 20% 40% 60% 80% 100%