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Undergraduate student enrollment profiles in top-ranking U. S. colleges

Abstract

College selection can be a critical life choice, with studies showing large differences in income and career success among those who attend top schools. Enrollment patterns have changed in recent years in response to economic downturns and altered admission policies, affecting colleges across the country. The top-tier institutions have admissions criteria that necessarily differ from lower tier schools, but top-tier colleges also differ from each other in the type of students they admit. An analysis of student profiles and enrollments at the nation's most selective institutions will aid and inform both student applicants and the public of top-tier colleges. This study analyzed data obtained from the Integrated Postsecondary Education Data System on the 26 top-ranked U.S. colleges during the academic year 2013-2014. We identified differences in demographics, enrollment rates, admission rates, graduation rates, test scores, grade point average, tuition, financial assistance, and majors. First-year undergraduate male enrollments ranged from a low of 41.5% at one university to a high of 60.2% at another. Depending on the university, the number of students receiving financial aid ranged between 47.3% and 94.8%. Differences in racial make-up of admitted classes were notable, with some institutions enrolling ten times the number of persons from a specific race than other institutions in the top 26. This analysis of admissions to top-tier U.S. colleges reflects the differing priorities of the institutions and their applicants.

Key terms: University admissions, enrollment, financial aid, undergraduate student

Word Count: 2,857 words

Introduction

College admissions is big business. Attending a state's flagship university over any other state sponsored form of higher education results in a 20% increase in earnings for White males (Hoekstra, 2009). While graduates of select institutions who go on to lead companies boost their business more than those educated at lower-tier schools, the effect is greater for more recent graduates of top-tier schools, potentially because the selective schools have shifted toward merit based admittance (Miller, Xu, & Mehrotra, 2015). Many factors affect which schools admit which students, such as: demographics, FASFA assistance, price of school, test scores, grade point average (GPA), high school rank, employment status, etc. Even more, these factors vary between the top-tier schools and more average schools. A recent Forbes article described the chasm between highly endowed top institutions who have no reason to factor in financial need and the rest of the college field, in which admissions decisions reflect a primary need to ensure that revenues (tuition) stay high (McGrath, 2014). Although the price of tuition is a key factor in the decision of what institution to attend, research suggests no correlation between enrollment trends and the costs of top-tier institutions over the past 30 years (Terry Long, 2004). This may be because the top tier institutions can provide financial aid to students with ease or the value of top-tier institutions is perceived as greater than tuition costs.

National trends across all universities may mask trends in enrollment statistics that occur at the top tier institutions. For example, a Pew Research Center national report found that while Hispanic college enrollments increased by 15% between 2010 and 2011, enrollment of African Americans declined by 3% and Asians by 8% in the same period (Fry & Lopez, 2012). But this wasn't the case for Harvard, which began a financial aid initiative in 2005 in an attempt to improve diversity of its enrollment pool. One of the immediate changes noted following this initiative was a large increase in overall applications but particularly applications from economically disadvantage students (Avery et al., 2006). By 2015, enrollments reached new levels of racial diversity at Harvard with 21% Asian American, 13.3% Latino, and 12.1% African American, all record highs (Gazette, 2015).

But looking beyond the numbers, the chasm in enrollment differences has also been noted for admission criteria which attempts to predict student success. An analysis of 192 institutions found that college admission test scores are a better predictor of success than high school GPA at highly selective institutions (Sawyer, 2013). But the opposite is true for less selective schools, where high school GPA is a better predictor. This may be the result of very low variability in the GPA's of students admitted to top-tier institutions, but at the same time it emphasizes the importance of standardized college entrance exams in the admittance formulas. As social class inequalities may play a determinant role in the long term success of a student, one area to note is the difference in preparation for standardized admission tests—such as the SAT or ACT. Studies conducted on the implications and likelihood of participating in a SAT preparation course show a socioeconomic gap along racial/ethnic lines (Buchmann, 2010). Given the differing importance of factors such as the financial resources of students or the importance of test scores, analyzing student admissions information on a national level, across all institutions, lacks the specificity to understand the unique aspects of institutions of different tiers.

The last time a thorough review of admissions information from top tier colleges was completed was in 2003. The Century Foundation report found that between 1979-2000, even with affirmative action policies in place, racial minorities and low-income students were under-represented among those attending selective universities (Carnevale & Rose, 2003). The report also found that despite a stated preference for low-income students, top tier institutions in fact did not provide preferential admissions. Preference in admissions follows on an adequate supply of applications from college ready students in lower sociodemographic groups. Despite an increase in college aspirations, there remains to be significant differences in college readiness across demographic groups (Roderick, Nagaoka, & Coca, 2009). Given the host of factors that are relevant to college admission decisions and policies, factors such as gender balance, major preferences, as well as financial burden and racial make-up, it is past time for an updated thorough analysis of top-tier university admissions and enrollment.

There has been a surge of enrollments at post-secondary institutions with an increase of 6% between 2007 and 2008 following in the wake of the recession (Fry, 2010). Many students experience mismatch while being accepted into college. Mismatch occurs when high ability students accept enrollment into non-top-tier colleges and or when lower ability students accept enrollment in top-tier colleges (Dillon, 2013). Given these recent enrollment shifts in both numbers and student attributes, a re-analysis of student applications and enrollments at the nation's most selective institutions will aid and inform applicants, educators, admissions boards, and all those interested in gaining access to the benefits of a top-tier education. This study aimed to show students the general trends in acceptance profiles of top-tier schools and will help them visualize, based on their qualifications, which schools they should apply to for best chance at acceptance.

Methods

Study Design

The current study utilized public data obtained from the Integrated Postsecondary Education Data System (IPEDS) which includes information on institutions and educational organizations in the United States. The IPEDS consists of surveys that are collected annually by the National Center for Education Statistics (NCES) under the United States (U.S.) Department of Education. Survey completion is required for all institutions participating in federal student financial aid programs, resulting in a near 100 percent response rate. A wide range of data are included in the IPEDS such as demographics, graduation rates, enrollment rates, financial aid, test scores, and information on awarded degrees. Data from the institutions are submitted periodically during three seasons in a year. This study included data collected during the 2013-14 IPEDS cycle. More information about the IPEDS can be found online at <http://nces.ed.gov/ipeds>.

Data Analysis

A total of 26 top-ranked colleges based on the U.S. News rankings were included in the data analyses (see table 1). This study specifically focused on undergraduate students and excluded all other levels of study, such as graduate and professional practice students. Descriptive statistics were performed in analyzing student enrollment trends for each of the top 26 colleges by computing mean, standard deviation, and interquartile ranges. Trends that were explored include

demographics, enrollment rates, admission rates, graduation rates, test scores, GPA, tuition, financial assistance, and majors. All statistical analyses were performed in SPSS version 23 and R version 3.30.

Results

This study included a total of 26 colleges in the United States, with a total of 52,493 first-year undergraduate students (female =27,182, male =25,311) and 246,175 total undergraduate students (female =126,191, male=119,984; see tables 1 and 4). The majority of undergraduate students (n=158,261) fell in the age category between 18-24 years (64.3%). A total of 32,310 (61.6%) first-year undergraduate students were recipients for financial aid assistance (see table 2). Out of the top 26 colleges, there were 5 in the New England region, 7 in the Mid-East region, 3 in the Great Lakes region, 1 in the Plains region, 4 in the Southeast region, 1 in the Southwest Region, and 5 in the Far West region.

Colleges with lower acceptance rates included Harvard, Stanford and Yale, while those with higher acceptance rates were University of Virginia, Emory and Carnegie Mellon (see table 1). Georgetown and Princeton had the highest 4-year graduation rates, with 90% and 88% respectively (see figure 4). In terms of admissions criteria, 12 colleges required reporting high school GPA as an application criteria while 14 only recommended. There were 21 colleges that had average composite ACT scores of 30 or higher (see table 2). The California Institute of Technology and MIT had the highest ACT math/composite scores and SAT math scores for those admitted (see figures 6, 9 and 10). In terms of English and reading, the California Institute of Technology had the highest ACT and SAT scores (see figures 7 and 11). Both the California Institute of Technology and Harvard had the highest SAT writing scores (see figures 8 and 12).

The college that spent the most on research was John Hopkins. Columbia spent the most on instruction while Harvard spent the most on academic and institutional support (see figure 3). Harvard, Yale, and Stanford had the highest value of endowment assets and investment returns (see figure 2). Vanderbilt and the University of Chicago had the highest percentages of students receiving financial aid from their institutions (see figure 1). The colleges that had the highest average amount of institutional aid were Harvard and Columbia (see figure 13). University of California – Los Angeles had the highest percentage of students receiving Pell grant aid (see figure 1). Top-tier colleges placed differing emphasis on enrolling students from households with incomes below \$30,000, ranging from 7.0-34.7% of enrollments in the year 2014. University of California—Berkeley and University of California—Los Angeles enrolled the largest proportions of students (40.3% and 39.0% respectively) with annual household income under \$30,000, while University of Notre Dame and Washington University had the highest proportions of students (53.5% and 50.2% respectively) with annual household income of \$110,000 or more (see table 5).

Enrollments by race differed, with a low of Asian enrollments at the University of Notre Dame of 5.6% to a high at the California Institute of Technology with 52.8%. Enrollments for African Americans at top-tier schools ranged from 1.0% to 11.3%, for Hispanic students from 6.6% to

25.3%, and for Whites from 29.1% to 71.3%. The colleges with the highest gap in terms of race were the University of Notre Dame (77.0% White), Georgetown (71.3% White), and the California Institute of Technology (52.8% Asian, 29.1% White) (see table 3). The highest rates of Black student enrollment was at Emory and Vanderbilt while Hispanic students had the highest rates of enrollment at University of California – Los Angeles and Stanford. Asian students had the highest rates of enrollment at California Institute of Technology and University of California – Berkeley. Dartmouth College and Stanford had the highest rates of American Indian/Pacific Islander students (see table 3). In terms of gender for first-year undergraduates, the California Institute of Technology had the biggest discrepancy (60.2% male), followed by University of California—Los Angeles (58.5% female) and University of Virginia (56.3% female)(see table 4 and figure 5). New undergraduate males enrolling in 2014 ranged from a low of 41.5% at the University of California-Los Angeles to a high of 60.2% at the California Institute of Technology.

White, Black, Hispanic, and American Indian/Pacific Islander students in these top-tier colleges mainly majored and earned their bachelor degrees in social sciences while Asian students mostly received their degrees in either social sciences or engineering (see table 6). The bachelor degrees that were least frequently received by White students were liberal arts and sciences/parks, recreation, leisure, and fitness studies. Physical sciences degrees were least frequently awarded to Black students while mathematics degrees were least frequently awarded to Hispanic students. Lastly, Asian students earned their degrees least frequently in philosophy while American Indian/Pacific Islanders earned their degrees least frequently in biological and biomedical sciences (see table 7). For the 26 top-ranked colleges combined, more Asian and Hispanic students were being admitted and enrolled in 2014 compared to 2010. Black, Native American, and Pacific Islander student enrollment stayed consistent from 2010 to 2014 (see figure 14).

Discussion

The purpose of this study was to conduct an analysis of student admissions and enrollment characteristics at a national level for the top 26 U. S. colleges. Information on acceptance rates, enrollment rates, graduation rates, test scores, tuition, and financial assistance can be beneficial to applicants, admission boards, educators, and all those interested in gaining access to the benefits of a top-tier education. By exploring admissions and enrollment characteristics of these top-ranked colleges, students can get a general idea of which colleges best match their background. Additionally, the information provided in this study can also help the public to understand the profiles of admitted and enrolled students as well as the funds spent for various programs at top-tier colleges in the United States.

The differential weights applied by admissions committees to applicant merit, extra-curricular activity, and enrollment diversity can dramatically impact the admissions profile for incoming students. One striking examples is the California Institute of Technology. This institution had the highest test scores among all top ranked colleges, where an enrolled student at the 25th percentile had a composite ACT of 34, with all but one other top-tier school two full points lower. These high test score averages, along with an estimated weighted GPA of 4.23 from the average applicant, make it the most challenging college to gain acceptance from. The majority of

students attending this institution are studying the male dominated field of engineering, which coincides with our findings that the California Institute of Technology has the biggest discrepancy in enrollments by gender. Moreover, gaps in race at this institution are also observed between Asian Americans and White Americans with enrollment rates of 52.8% and 29.1%, respectively. In order to be accepted into top-tier colleges, Asians need an average SAT scores 140 points higher than their White counterparts and 450 points higher than their Black counterparts on a 1600 scale (Unz, 2012). But 140 and 450 are the average difference, stressing the value in understanding the unique attributes of individual college admissions profiles highlighted in this overview.

Of the 26 colleges analyzed in this study, Harvard, Stanford, and Yale had the lowest acceptance rates and the largest value of endowment assets and investment returns. These three colleges had high rates of students receiving financial aid with Harvard and Stanford having a fair number of students from households in the \$0-\$30,000 income category. These findings are consistent with prior literature stating that highly endowed schools may have enough financial assistance for students and thus, enrollment trends and cost of institution may not have a strong correlation (McGrath, 2014; Terry Long, 2004). Other studies, however, found that there is still a reduction in college attendance for poorer students when the amount of federal or state aid decreases and that there's a growing inequality between low-income students represented at rich colleges (Epple, Romano, Sarpça, & Sieg, 2016; Klor de Alva & Schneider, 2015). Princeton University enrolled 34.7% of its students from the \$0-\$30,000 income range, but other top-tier institution had enrolments as low as 7.0% in this income category. Although highly-endowed schools are admitting students with lower incomes, the majority that are being admitted and enrolled are those with an income of \$75,000 or higher.

The troubling nature of highly-endowed institutions in the role of class distinctions has been stressed, especially given a history of not enrolling low-income students or diverse graduating classes (Selingo, 2015). One explanation of the challenges in acceptance rates in students of lower sociodemographic status may be that top-tier institutions have become increasingly competitive which requires students, families, and their school staff to spend more time, effort, and energy to create competitive applications (Weis, 2016). Putting significant amounts of time and effort into the application process usually requires families and schools to have the sort of resources that coincide with a more privileged and wealthy background. First-generation college students have been admitted at increasing rates at U.S. universities, but the interdependent culture of the working-class may not adequately prepare these students for the independent middle-class norms of the university setting (Stephens, Townsend, Markus, & Phillips, 2012). Matching students with the best university placement is a challenging task. The information presented here on enrollments by merit, income, gender, and race help to inform potential students, educators and the public about areas of alignment and areas for future improvement.

Limitations

This is a cross-sectional descriptive study that explores the top-ranked colleges for the 2013-2014 cycle. Longitudinal studies may be needed to explore whether these enrollment and admission characteristics stay consistent for a longer period of time. Data from the IPEDS is

powerful but may not have detailed information such as funding and finance for various colleges and student level characteristics within a college. It is impossible to use the IPEDS to identify which students fall in which income categories or to assess in detail the ways in which funds are distributed at these institutions. Additionally, the more subjective portions of the admissions evaluation such as the students' personal essays and their teachers' letter of recommendations are unavailable.

Conclusion

This study of top-tier colleges reflects the differing priorities of the institutions and their applicants. Many factors affect which schools students are admitted to, such as demographics, FASFA assistance, price of school, test scores, GPA, high school rank, etc. Trends vary from school to school as well as between top-ranked and lower level institutions; therefore, we focused on the differences found in the top 26 colleges in the U.S. This study shows students general trends in acceptance into these top-tier schools and helps applicants visualize, based on their qualifications, which schools offer the best chance at acceptance.

Conflicts of Interest: There are no conflicts of interest to disclose.

Table 1: Profiles of the first-year undergraduate students in 2013-2014.

College	Rank*	Number of Students Enrolled (%)	Number of Applicants	Number Admitted	Acceptance Rate (%)
Princeton University	1	1312 (66.6%)	26641	1983	7.44
Harvard University	2	1654 (80.9%)	34295	2045	5.96
University of Chicago	3	1445 (60.0%)	27500	2409	8.76
Yale University	3	1361 (69.8%)	30932	1950	6.30
Columbia University	5	1424 (62.2%)	32967	2291	6.94
Stanford University	5	1678 (78.2%)	42167	2145	5.09
Massachusetts Institute of Technology	7	1043 (72.1%)	18356	1447	7.88
Duke University	8	1721 (47.9%)	31523	3596	11.4
University of Pennsylvania	8	2425 (65.2%)	35866	3718	10.4
Johns Hopkins University	10	1470 (37.2%)	24590	3954	16.1
Dartmouth College	11	1152 (51.9%)	19297	2220	11.5
California Institute of Technology	12	226 (39.2%)	6525	576	8.83
Northwestern University	12	2043 (46.2%)	33674	4416	13.1
Brown University	14	1561 (58.7%)	30431	2261	7.43
Cornell University	15	3325 (52.8%)	43037	6105	14.2
Rice University	15	949 (35.5%)	17728	2677	15.1
University of Notre Dame	15	2011 (53.1%)	17901	3785	21.1
Vanderbilt University	15	1605 (41.5%)	29518	3865	13.1
Washington University in St. Louis	19	1734 (34.6%)	29211	5004	17.1
Emory University	20	1365 (28.6%)	17796	4773	26.8
Georgetown University	20	1578 (46.6%)	19505	3384	17.3
University of California—Berkeley	20	5467 (46.3%)	73782	11820	16.0
University of Southern California	23	3098 (33.1%)	51920	9358	18.0
Carnegie Mellon University	24	1474 (30.2%)	19812	4874	24.6
University of California—Los Angeles	24	5764 (35.9%)	86537	16059	18.6
University of Virginia	24	3709 (41.2%)	31021	8997	29.0

Note: *From 2016 U.S. News College Ranking

Table 2: Test scores and financial aid for the newly admitted undergraduate students in 2013-2014.

College	ACT Composite (25 th Percentile)	ACT Composite (75 th Percentile)	Financial Aid Amount (\$)*	Number of Students Receiving Financial Aid (%)
Princeton University	31	35	38704	796 (60.7%)
Harvard University	32	35	38627	1196 (72.3%)
University of Chicago	32	35	29503	987 (68.3%)
Yale University	31	35	44626	799 (58.7%)
Columbia University	31	34	34435	783 (54.9%)
Stanford University	31	34	38662	1132 (67.5%)
Massachusetts Institute of Technology	33	35	33585	986 (94.8%)
Duke University	31	34	42719	814 (47.3%)
University of Pennsylvania	31	34	34211	1428 (58.9%)
Johns Hopkins University	31	34	30747	835 (56.8%)
Dartmouth College	30	34	37907	682 (59.2%)
California Institute of Technology	34	35	29756	170 (75.2%)
Northwestern University	31	34	31377	1283 (62.8%)
Brown University	30	34	35235	1010 (64.7%)
Cornell University	30	34	32414	1937 (60.1%)
Rice University	31	34	28822	652 (68.7%)
University of Notre Dame	32	34	30266	1441 (71.7%)
Vanderbilt University	32	34	38207	1132 (70.5%)
Washington University in St. Louis	32	34	27054	903 (52.1%)
Emory University	29	32	30362	1085 (79.5%)
Georgetown University	30	33	33808	814 (51.5%)
University of California—Berkeley	29	34	16425	2898 (53.0%)
University of Southern California	29	33	31496	1902 (61.4%)
Carnegie Mellon University	30	34	26175	968 (65.7%)
University of California—Los Angeles	27	33	17423	3649 (63.3%)
University of Virginia	28	33	16449	2025 (54.6%)

Note: *Average amount of aid awarded to students (Pell grants, loans, federal, state, and institutional aid combined)

Table 3: Number and proportion of newly admitted undergraduate students by race in 2013-2014.

College	White	Black	Hispanic	Asian	American Indian/ Pacific Islander
Princeton University	583 (53.3%)	105 (9.6%)	121 (11.1%)	276 (25.3%)	8 (0.70%)
Harvard University	695 (52.9%)	118 (9.0%)	182 (13.8%)	317 (24.1%)	2 (0.20%)
University of Chicago	695 (62.6%)	75 (6.8%)	97 (8.7%)	238 (21.4%)	5 (0.50%)
Yale University	637 (57.4%)	87 (7.9%)	161 (14.5%)	213 (19.2%)	11 (1.00%)
Columbia University	559 (47.1%)	133 (11.2%)	214 (18.0%)	276 (23.2%)	6 (0.50%)
Stanford University	620 (45.6%)	101 (7.4%)	266 (19.6%)	348 (25.6%)	24 (1.80%)
Massachusetts Institute of Technology	388 (44.4%)	72 (8.2%)	149 (17.1%)	265 (30.3%)	0 (0.00%)
Duke University	802 (53.8%)	168 (11.3%)	135 (9.0%)	371 (24.9%)	15 (1.00%)
University of Pennsylvania	1079 (55.0%)	161 (8.2%)	246 (12.6%)	471 (24.0%)	3 (0.20%)
Johns Hopkins University	574 (47.0%)	65 (5.3%)	209 (17.1%)	370 (30.3%)	3 (0.30%)
Dartmouth College	592 (60.7%)	84 (8.6%)	111 (11.4%)	157 (16.0%)	32 (3.30%)
California Institute of Technology	58 (29.1%)	2 (1.0%)	34 (17.1%)	105 (52.8%)	0 (0.00%)
Northwestern University	977 (56.0%)	115 (6.6%)	280 (16.1%)	370 (21.2%)	1 (0.10%)
Brown University	682 (56.3%)	106 (8.8%)	184 (15.2%)	225 (18.6%)	14 (1.10%)
Cornell University	1374 (52.4%)	198 (7.5%)	410 (15.6%)	623 (23.8%)	18 (0.70%)
Rice University	341 (43.0%)	80 (10.1%)	118 (14.9%)	251 (31.7%)	2 (0.30%)
University of Notre Dame	1386 (77.0%)	79 (4.4%)	230 (12.8%)	101 (5.6%)	4 (0.20%)
Vanderbilt University	859 (62.6%)	153 (11.1%)	150 (10.9%)	203 (14.8%)	8 (0.60%)
Washington University in St. Louis	995 (66.0%)	67 (4.4%)	100 (6.6%)	346 (23.0%)	0 (0.00%)
Emory University	795 (55.8%)	149 (10.5%)	149 (10.5%)	327 (22.9%)	5 (0.30%)
Georgetown University	947 (71.3%)	93 (7.0%)	130 (9.8%)	158 (11.9%)	0 (0.00%)
University of California—Berkeley	1423 (32.7%)	104 (2.4%)	758 (17.4%)	2043 (46.9%)	24 (0.60%)
University of Southern California	1117 (48.5%)	139 (6.0%)	370 (16.1%)	659 (28.6%)	19 (0.80%)
Carnegie Mellon University	442 (41.1%)	63 (5.8%)	108 (10.0%)	460 (42.7%)	4 (0.40%)
University of California—Los Angeles	1544 (33.0%)	188 (4.0%)	1183 (25.3%)	1734 (37.1%)	27 (0.60%)
University of Virginia	2262 (70.0%)	237 (7.3%)	244 (7.6%)	483 (15.0%)	3 (0.10%)

Note: Table excludes two or more races, unknown race, and nonresident alien

Table 4: Number and proportion of undergraduate students by gender in 2013-2014.

College	First-Year Male	First-Year Female	All Male	All Female
Princeton University	678 (51.7%)	634 (48.3%)	2759 (51.2%)	2632 (48.8%)
Harvard University	910 (55.0%)	744 (45.0%)	5261 (50.9%)	5077 (49.1%)
University of Chicago	728 (50.4%)	717 (49.6%)	3023 (52.7%)	2715 (47.3%)
Yale University	706 (51.9%)	655 (48.1%)	2793 (51.0%)	2684 (49.0%)
Columbia University	718 (50.4%)	706 (49.6%)	4247 (52.4%)	3853 (47.6%)
Stanford University	857 (51.1%)	821 (48.9%)	3704 (52.8%)	3315 (47.2%)
Massachusetts Institute of Technology	545 (52.3%)	498 (47.7%)	2457 (54.5%)	2055 (45.5%)
Duke University	867 (50.4%)	854 (49.6%)	3318 (50.1%)	3308 (49.9%)
University of Pennsylvania	1187 (49.9%)	1238 (51.1%)	5592 (48.4%)	5956 (51.6%)
Johns Hopkins University	754 (51.3%)	716 (48.7%)	3037 (47.8%)	3320 (52.2%)
Dartmouth College	575 (49.9%)	577 (50.1%)	2173 (50.7%)	2116 (49.3%)
California Institute of Technology	136 (60.2%)	90 (39.8%)	625 (63.6%)	358 (36.4%)
Northwestern University	1006 (49.2%)	1037 (50.8%)	4456 (49.2%)	4592 (50.8%)
Brown University	764 (48.9%)	797 (51.1%)	3150 (48.1%)	3398 (51.9%)
Cornell University	1577 (48.9%)	1648 (51.1%)	7024 (49.2%)	7258 (50.8%)
Rice University	515 (54.3%)	434 (45.7%)	2047 (52.1%)	1879 (47.9%)
University of Notre Dame	1051 (52.3%)	960 (47.7%)	4417 (52.3%)	4031 (47.7%)
Vanderbilt University	797 (49.7%)	808 (50.3%)	3418 (49.9%)	3433 (50.1%)
Washington University in St. Louis	814 (46.9%)	920 (53.1%)	3567 (48.2%)	3834 (51.8%)
Emory University	598 (43.8%)	767 (56.2%)	3424 (43.7%)	4405 (56.3%)
Georgetown University	707 (44.8%)	871 (55.2%)	3418 (45.0%)	4177 (55.0%)
University of California—Berkeley	2541 (46.5%)	2925 (53.5%)	12989 (47.9%)	14137 (52.1%)
University of Southern California	1454 (46.9%)	1644 (53.1%)	9285 (49.5%)	9454 (50.5%)
Carnegie Mellon University	813 (55.2%)	661 (44.8%)	3342 (56.8%)	2546 (43.2%)
University of California—Los Angeles	2394 (41.5%)	3370 (58.5%)	13135 (44.3%)	16498 (55.7%)
University of Virginia	1619 (43.7%)	2090 (56.3%)	7323 (44.4%)	9160 (55.6%)

Table 5: Income and average tuition cost of first-year undergraduate students.

College	Tuition and Fees		Number and proportion of students with annual family income				
	In-State	Out-State	30K or under	30.001K to 48K	48.001K to 75K	75.001K to 110K	Over 110K
Princeton University	\$41,820	\$41,820	87 (34.7%)	55 (23.3%)	62 (26.3%)	17 (7.2%)	20 (8.5%)
Harvard University	\$40,418	\$40,418	89 (24.4%)	72 (19.7%)	81 (22.2%)	30 (8.2%)	93 (25.5%)
University of Chicago	\$47,139	\$47,139	39 (8.8%)	44 (10.0%)	79 (17.9%)	81 (18.4%)	198 (44.9%)
Yale University	\$45,800	\$45,800	28 (8.9%)	54 (17.2%)	51 (16.2%)	38 (12.1%)	143 (45.5%)
Columbia University	\$48,646	\$48,646	63 (11.8%)	65 (12.2%)	89 (16.7%)	101 (18.9%)	216 (40.4%)
Stanford University	\$44,184	\$44,184	78 (21.0%)	85 (22.8%)	78 (21.0%)	31 (8.3%)	100 (26.9%)
Massachusetts Institute of Technology	\$44,720	\$44,720	56 (13.0%)	62 (14.4%)	74 (17.2%)	60 (14.0%)	178 (41.4%)
Duke University	\$45,800	\$45,800	110 (17.2%)	80 (12.5%)	92 (14.4%)	130 (20.3%)	229 (35.7%)
University of Pennsylvania	\$42,176	\$42,176	81 (7.5%)	112 (10.4%)	175 (16.2%)	219 (20.3%)	492 (45.6%)
Johns Hopkins University	\$47,060	\$47,060	89 (13.3%)	58 (8.7%)	93 (13.9%)	96 (14.3%)	334 (45.6%)
Dartmouth College	\$46,764	\$46,764	31 (7.0%)	40 (9.0%)	83 (18.8%)	74 (16.7%)	214 (48.4%)
California Institute of Technology	\$41,790	\$41,790	7 (8.1%)	7 (8.1%)	14 (16.3%)	15 (17.5%)	43 (50.0%)
Northwestern University	\$46,836	\$46,836	133 (15.5%)	112 (13.1%)	138 (16.1%)	143 (16.7%)	330 (38.6%)
Brown University	\$46,408	\$46,408	62 (9.2%)	82 (12.2%)	123 (18.1%)	123 (18.3%)	283 (42.1%)
Cornell University	\$47,050	\$47,050	106 (7.7%)	209 (10.0%)	236 (17.2%)	246 (17.9%)	577 (42.0%)
Rice University	\$39,880	\$39,880	69 (22.8%)	47 (15.6%)	56 (18.5%)	61 (20.2%)	69 (22.8%)
University of Notre Dame	\$45,730	\$45,730	87 (10.1%)	66 (7.6%)	111 (12.8%)	138 (16.0%)	462 (53.5%)
Vanderbilt University	\$42,768	\$42,768	99 (18.8%)	72 (13.7%)	85 (16.1%)	104 (19.7%)	167 (31.7%)
Washington University in St. Louis	\$45,700	\$45,700	46 (8.9%)	31 (6.0%)	67 (13.0%)	112 (21.8%)	258 (50.2%)
Emory University	\$44,400	\$44,400	190 (23.2%)	123 (15.0%)	131 (16.0%)	115 (14.0%)	261 (31.8%)
Georgetown University	\$46,200	\$46,200	86 (14.5%)	52 (8.8%)	106 (17.8%)	112 (18.9%)	238 (40.1%)
University of California —Berkeley	\$11,220	\$34,098	556 (40.3%)	254 (18.4%)	230 (16.7%)	141 (10.2%)	197 (14.3%)
University of Southern California	\$47,562	\$47,562	301 (27.0%)	138 (12.4%)	168 (15.1%)	151 (13.5%)	357 (32.0%)
Carnegie Mellon University	\$48,030	\$48,030	84 (14.5%)	64 (11.1%)	92 (15.9%)	93 (16.1%)	245 (42.4%)
University of California —Los Angeles	\$11,220	\$34,098	908 (39.0%)	420 (18.0%)	411 (17.6%)	248 (10.6%)	342 (14.7%)
University of Virginia	\$10,484	\$38,988	145 (17.8%)	118 (14.5%)	142 (17.4%)	162 (19.9%)	249 (30.5%)

Table 6: Two most popular bachelor degrees awarded to students by race. (Parenthesis contains the percentage of students within a racial category that received the degree in 2013-2014).

College	White (%)	Black (%)	Hispanic (%)	Asian (%)	American Indian/ Pacific Islander (%)
Princeton	Social Sciences (27.47%)	Social Sciences (30.11%)	Social Sciences (29.91%)	Engineering (32.19%)	Physical Sciences / Philosophy and Religious Studies (50.00%)
	Engineering (16.64%)	Biological and Biomedical Sciences (15.05%)	Engineering (12.15%)	Biological and Biomedical Sciences (17.17%)	
Harvard	Social Sciences (34.43%)	Social Sciences (47.62%)	Social Sciences (36.94%)	Social Sciences (26.89%)	Social Sciences (50.00%)
	Biological and Biomedical Sciences (11.48%)	Biological and Biomedical Sciences (10.48%)	Biological and Biomedical Sciences (15.29%)	Biological and Biomedical Sciences (19.94%)	Computer and Information Sciences / English Language and Literature / Letters (25.00%)
University of Chicago	Social Sciences (26.81%)	Social Sciences (35.42%)	Social Sciences (32.11%)	Social Sciences (43.88%)	Social Sciences (100%)
	Biological and Biomedical Sciences (11.71%)	Biological and Biomedical Sciences (22.92%)	Biological and Biomedical Sciences (13.76%)	Biological and Biomedical Sciences (18.71%)	
Yale University	Social Sciences (20.65%)	Social Sciences (33.33%)	Social Sciences (22.22%)	Social Sciences (30.62%)	Biological and Biomedical Sciences / Visual and Performing Arts (28.57%)
	History (11.29%)	Biological and Biomedical Sciences (21.43%)	Psychology (10.26%)	Biological and Biomedical Sciences (15.79%)	
Columbia University	Social Sciences (23.54%)	Social Sciences (24.03%)	Social Sciences (24.06%)	Engineering (26.75%)	Social Sciences (27.27%) Psychology / Visual and Performing Arts (18.18%)
	Health Professions and and Related Programs (12.84%)	Engineering (14.29%)	Engineering (16.54%)	Social Sciences (21.34%)	
Stanford University	Multi / Interdisciplinary Studies	Multi / Interdisciplinary Studies	Multi / Interdisciplinary Studies	Computer and Information Sciences	Social Sciences (20.00%)

	(22.84%)	(20.80%)	(19.24%)	(25.34%)	Engineering Technologies and Engineer-Related Fields/ Multi / Interdisciplinary Studies/ Engineering (13.33%)
	Engineering Technologies and Engineer-Related Fields (12.35%)	Social Sciences (19.20%)	Social Sciences (15.81%)	Engineering Technologies and Engineer-Related Fields (14.38%)	
Massachusetts Institute of Technology	Engineering (43.29%)	Engineering (40.91%)	Engineering (43.67%)	Engineering (31.17%)	Engineering/ Computer and Information Sciences/Business, Management, Marketing, and Related Support Services (33.33%)
	Computer and Information Sciences (18.73%)	Computer and Information Sciences (30.30%)	Computer and Information Sciences (19.62%)	Computer and Information Sciences (28.34%)	
Duke University	Social Sciences (15.88%)	Social Sciences (20.00%)	Social Sciences (18.26%)	Biological and Biomedical Sciences (29.12%)	Social Sciences (35.71%)
	Engineering (13.58%)	Biological and Biomedical Sciences (16.88%)	Biological and Biomedical Sciences (17.39%)	Engineering (22.35%)	Biological and Biomedical Sciences (21.43%)
University of Pennsylvania	Social Sciences (16.13%)	Social Sciences (18.29%)	Business, Management, Marketing, and Related Support Services (18.72%)	Business, Management, Marketing, and Related Support Services (27.02%)	Social Sciences/ Health Professions and Related Programs (18.18%)
	Business, Management, Marketing, and Related Support Services (14.88%)	Business, Management, Marketing, and Related Support Services (17.71%)	Social Sciences (17.35%)	Biological and Biomedical Sciences (16.33%)	
John Hopkins	Health Professions and Related Programs (27.07%)	Health Professions and Related Programs (39.53%)	Biological and Biomedical Sciences (18.97%)	Engineering (31.52%)	Philosophy and Religious Studies (100%)
	Social Sciences (15.98%)	Business, Management, Marketing, and Related Support Services (12.79%)	Health Professions and Related Programs (17.24%)	Biological and Biomedical Sciences (23.55%)	

Dartmouth College	Social Sciences (29.04%)	Social Sciences (41.43%)	Social Sciences (35.56%)	Social Sciences (36.94%)	Area, Ethnic, Cultural, Gender, and Group Studies (23.08%)
	Biological and Biomedical Sciences / Engineering (11.70%)	Area, Ethnic, Cultural, Gender, and Group Studies (12.86%)	History (11.11%)	Biological and Biomedical Sciences (17.83%)	Social Sciences (15.38%)
California Institute of Technology	Physical Sciences (31.94%)	Computer and Information Sciences (66.67%)	Computer and Information Sciences (40.00%)	Engineering (41.18%)	Engineering/ Biological and Biomedical Sciences (50.00%)
	Engineering (30.56%)	Physical Sciences (33.33%)	Physical Sciences/ Engineering/ Mathematics and Statistics (20.00%)	Biological and Biomedical Sciences (18.82%)	
Northwestern University	Social Sciences (17.29%)	Communication and Journalism (22.41%)	Communication and Journalism (21.79%)	Social Sciences (20.85%)	Psychology/ Communication and Journalism/ Engineering Technologies and Engineer-Related Fields (33.33%)
	Communication and Journalism (16.42%)	Social Sciences (17.24%)	Social Sciences (13.41%)	Engineering (16.59%)	
Brown University	Social Sciences (22.15%)	Social Sciences (25.29%)	Biological and Biomedical Sciences (17.81%)	Biological and Biomedical Sciences (27.32%)	Visual and Performing Arts (42.86%)
	Biological and Biomedical Sciences (11.83%)	Biological and Biomedical Sciences (13.79%)	Social Sciences (15.07%)	Social Sciences (12.68%)	Social Sciences (28.57%)
Cornell University	Engineering (17.52%)	Military Science, Leadership and Operational Art (16.09%)	Business, Management, Marketing, and Related Support Services (14.57%)	Engineering (24.65%)	Engineering / Business, Management, Marketing, and Related Support Services (23.08%)
	Agriculture, Agriculture Operations, and Related Sciences (16.69%)	Legal Professions and Studies (12.64%)	Agriculture, Agriculture Operations, and Related Sciences (13.14%)	Business, Management, Marketing, and Related Support Services (12.15%)	

Rice University	Social Sciences (21.34%)	Social Sciences (37.84%)	Engineering (25.00%)	Social Sciences (22.63%)	Social Sciences (80.00%)
	Engineering (21.15%)	Biological and Biomedical Sciences (17.57%)	Social Sciences (23.44%)	Engineering (20.07%)	Physical Sciences (20.00%)
University of Notre Dame	Business, Management, Marketing, and Related Support Services (30.03%)	Visual and Performing Arts (43.84%)	Business, Management, Marketing, and Related Support Services (25.65%)	Business, Management, Marketing, and Related Support Services (26.92%)	Business, Management, Marketing, and Related Support Services (31.25%)
	Engineering (13.60%)	Business, Management, Marketing, and Related Support Services (17.81%)	Social Sciences (15.22%)	Biological and Biomedical Sciences (15.38%)	Social Sciences/ Visual and Performing Arts/ Psychology (12.50%)
Vanderbilt University	Social Sciences (32.58%)	Social Sciences (32.09%)	Social Sciences (28.37%)	Social Sciences (26.36%)	Social Sciences (25.00%)
	Engineering (14.87%)	Parks, Recreation, Leisure, and Fitness Studies (24.63%)	Engineering (13.48%)	Engineering (16.36%)	Engineering (16.67%)
Washington University in St. Louis	Social Sciences /Engineering (15.75%)	Social Sciences (21.57%)	Business, Management, Marketing, and Related Support Services (16.88%)	Biological and Biomedical Sciences (25.61%)	Social Sciences (100%)
		Business, Management, Marketing, and Related Support Services (12.75%)	Social Sciences (15.58%)	Engineering (19.03%)	
Emory University	Social Sciences (20.62%)	Social Sciences (24.16%)	Social Sciences (26.83%)	Biological and Biomedical Sciences (31.39%)	Social Sciences/ Health Professions and Related Programs (50.00%)
	Business, Management, Marketing, and Related Support Services (18.55%)	Health Professions and Related Programs (19.10%)	Biological and Biomedical Sciences (17.07%)	Social Sciences (22.29%)	

Georgetown University	Social Sciences (34.09%)	Social Sciences (33.33%)	Social Sciences (40.14%)	Social Sciences (35.03%)	English Language and Literature/ Letters (40.00%)
	Business, Management, Marketing, and Related Support Services (15.87%)	Business, Management, Marketing, and Related Support Services (19.82%)	Business, Management, Marketing, and Related Support Services (12.93%)	Business, Management, Marketing, and Related Support Services (26.75%)	Social Sciences/ Health Professions and Related Programs / History (20.00%)
University of California—Berkeley	Social Sciences (14.14%)	Area, Ethnic, Cultural, Gender, and Group Studies (16.68%)	Social Sciences (17.26%)	Biological and Biomedical Sciences (17.44%)	Biological and Biomedical Sciences / Social Sciences / Area, Ethnic, Cultural, Gender, and Group Studies (11.43%)
	Engineering (10.83%)		Biological and Biomedical Sciences (8.46%)	Engineering (16.73%)	
		Social Sciences (14.20%)			
University of Southern California	Business, Management, Marketing, and Related Support Services (18.77%)	Social Sciences (24.02%)	Business, Management, Marketing, and Related Support Services (17.27%)	Business, Management, Marketing, and Related Support Services (33.78%)	Visual and Performing Arts (25.00%)
	Visual and Performing Arts (18.05%)	Business, Management, Marketing, and Related Support Services (15.64%)	Social Sciences (13.96%)	Engineering (12.34%)	Business, Management, Marketing, and Related Support Services/ Communication and Journalism (18.75%)
Carnegie Mellon	Engineering (23.61%)	Engineering (21.21%)	Engineering (41.18%)	Engineering (25.14%)	Psychology (100%)
	Visual and Performing Arts (13.58%)	Visual and Performing Arts (16.67%)	Visual and Performing Arts (15.29%)	Computer and Information Sciences (13.58%)	
University of California—Los Angeles	Social Sciences (24.85%)	Social Sciences (31.02%)	Social Sciences (28.99%)	Biological and Biomedical Sciences (25.37%)	Social Sciences (34.38%)
	Biological and Biomedical Sciences (11.28%)	Area, Ethnic, Cultural, Gender, and Group Studies (19.25%)	Psychology (10.55%)	Social Sciences (18.21%)	Biological and Biomedical Sciences (28.13%)

University of Virginia	Social Sciences (17.29%)	Social Sciences (24.29%)	Social Sciences (23.23%)	Engineering (15.38%)	Parks, Recreation, Leisure, and Fitness Studies (28.57%)
	Engineering (14.15%)	Liberal Arts and Sciences, General Studies and Humanities (12.55%)	Engineering (14.65%)	Biological and Biomedical Sciences (15.18%)	Engineering/Social Sciences/Physical Sciences/Psycholog y/English Language and Literature/ Letters (14.29%)

Table 7: Two least popular bachelor degrees awarded to students by race. (Parenthesis contains the percentage of students within a racial category that received the degree in 2013-2014).

College	White (%)	Black (%)	Hispanic (%)	Asian (%)	American Indian/ Pacific Islander (%)
Princeton University	Parks, Recreation, Leisure, and Fitness Studies (0.5)	Parks, Recreation, Leisure, and Fitness Studies/Mathematics and Statistics (0.0)	Architecture and Related Services (0.0)	Parks, Recreation, Leisure, and Fitness Studies (0.0)	Social Sciences /Engineering /History /Visual and Performing Arts/ Psychology (0.0)
	Architecture and Related Services (1.4)		Visual and Performing Arts (0.9)	Architecture and Related Services (1.3)	
Harvard University	Natural Resources and Conservation (0.6)	Natural Resources and Conservation/ Multi/ Interdisciplinary Studies (0.0)	Natural Resources and Conservation/ Multi/ Interdisciplinary Studies (0.6)	Philosophy and Religious Studies/ Foreign Languages, Literatures, and Linguistics (0.3)	Biological and Biomedical Sciences/ History/ Math and Statistics (0.0)
	Philosophy and Religious Studies (2.0)				
University of Chicago	Theology and Religious Vocations/ Multi/ Interdisciplinary Studies (0.2)	Mathematics and Statistics/ Construction Trades (0.0)	Mathematics and Statistics/ Natural Resources and Conservation (0.0)	Health Professions and Related Programs/ Theology and Religious Vocations (0.0)	Biological and Biomedical Sciences/ Mathematics and Statistics/ Physical Sciences (0.0)
Yale University	Architecture and Related Services (1.0)	Computer and Information Sciences/ Multi/ Interdisciplinary Studies (0.0)	Computer and Information Sciences/ Multi/ Interdisciplinary Studies (0.9)	Foreign Languages, Literatures, and Linguistics/ Liberal Arts and Sciences (0.0)	History/ Parks, Recreation, Leisure, and Fitness Studies/ Engineering (0.0)
	Natural Resources and Conservation (0.7)				
Columbia University	Science Technologies /Technicians (0.1)	Science Technologies /Technicians	Science Technologies /Technicians	Science Technologies /Technicians/ Construction Trades (0.0)	Engineering/ English Language and Literature/Letters (0.0)
	Architecture and Related Services (0.7)	/Architecture and Related Services (0.0)	/Architecture and Related Services (0.0)		
Stanford University	Parks, Recreation,	Parks, Recreation, Leisure, and Fitness Studies/	Parks, Recreation,	Parks, Recreation,	Computer and Information Services/

	Leisure, and Fitness Studies/ Communication and Journalism (0.0)	Public Administration and Social Service Professions (0.0)	Leisure, and Fitness Studies/ Public Administration and Social Service Professions (0.0)	Leisure, and Fitness Studies/ Area, Ethnic, Cultural, Gender, and Group Studies (0.0)	Mathematics and Statistics/ Foreign Languages, Literatures, and Linguistics (0.0)
Massachusetts Institute of Technology	Liberal Arts and Sciences/ Visual and Performing Arts (0.0)	Liberal Arts and Sciences/ Visual and Performing Arts (0.0)	Communication and Journalism/ English Language and Literature/Letters (0.0)	Philosophy and Religious Studies/ Foreign Languages, Literature, and Linguistics (0.0)	Physical Sciences/ Biological and Biomedical Sciences/ Multi/ Interdisciplinary Studies
Duke University	Philosophy and Religious Studies (1.1) Area, Ethnic, Cultural, Gender, and Group Studies (1.5)	Philosophy and Religious Studies/ Foreign Languages, Literature, and Linguistics (0.6)	Education (0.0) Mathematics and Statistics (0.9)	Philosophy and Religious Studies (0.0) Natural Resources and Conservation (0.6)	History/ Health Professions and Related Programs (0.0)
University of Pennsylvania	Liberal Arts and Sciences/ Engineering Technologies and Engineer-Related Fields (0.1)	Engineering Technologies and Engineer-Related Fields /Public Administration and Social Service Professions (0.0)	Mathematics and Statistics/ Architecture and Related Services (0.0)	Architecture and Related Services/ Natural Resources and Conservation (0.0)	Engineering/ Biological and Biomedical Sciences/ History/ Computer and Information Sciences (0.0)
John Hopkins University	Philosophy and Religious Studies (0.1) Area, Ethnic, Cultural, Gender, and Group Studies (0.4)	Physical Sciences/ Mathematics and Statistics/ Education (0.0)	Communication and Journalism/ Natural Resources and Conservation (0.0)	History/ Education/ Communication and Journalism (0.0)	Health Professions and Related Programs/ Social Sciences (0.0)
Dartmouth College	Parks, Recreation, Leisure, and Fitness Studies (0.4)	Physical Sciences/ Mathematics and Statistics/ Multi/	Mathematics and Statistics/ Philosophy and Religious Studies	Parks, Recreation, Leisure, and Fitness Studies/	Engineering/ History/ Mathematics and Statistics/

	Area, Ethnic, Cultural, Gender, and Group Studies (1.6)	Interdisciplinary Studies (0.0)	(0.0)	Natural Resources and Conservation (0.0)	Computer and Information Sciences (0.0)
California Institute of Technology	Business, Management, Marketing, and Related Support Services (1.4) Biological and Biomedical Sciences (11.1)	Business, Management, Marketing, and Related Support Services/ Biological and Biomedical Sciences (0.0)	Business, Management, Marketing, and Related Support Services/ Biological and Biomedical Sciences (0.0)	Business, Management, Marketing, and Related Support Services (0.0) Mathematics and Statistics (9.4%)	Business, Management, Marketing, and Related Support Services/ Physical Sciences (0.0)
Northwestern University	Liberal Arts and Sciences/ Parks, Recreation, Leisure, and Fitness Studies (0.1)	Philosophy and Religious Studies/ Foreign Languages, Literature, and Linguistics (0.0)	Computer and Information Sciences (0.0) Health Professions and Related Programs (0.0)	History (0.0) Homeland Security, Law Enforcement, Firefighting, and Related Protective Services (0.0)	Social Sciences (0.0) Engineering (0.0) Visual and Performing Arts (0.0) Biological and Biomedical Sciences (0.0)
Brown University	Construction Trades (0.0) Public Administration and Social Service Professions (0.1)	Computer and Information Sciences (0.0) Construction Trades (1.1)	Construction Trades (0.0) Philosophy and Religious Studies (0.7)	Construction Trades/ Public Administration and Social Service Professions (0.5)	Biological and Biomedical Sciences/ Mathematics and Statistics/ Multi/ Interdisciplinary Studies (0.0)
Cornell University	Health Professions and Related Programs/ Liberal Arts and Sciences (0.0)	Public Administration and Social Service Professions/ Philosophy and Religious Studies (0.0)	Education/ Liberal Arts and Sciences (0.0)	Philosophy and Religious Studies/ Health Professions and Related Studies (0.0)	Social Sciences/ Mathematics and Statistics/ Computer and Information Sciences (0.0)
Rice University	Business, Management, Marketing, and Related Support Services (0.0)	Physical Sciences (0.0) Architecture and Related Services/	Multi/ Interdisciplinary Studies/ Natural Resources and	Foreign Languages, Literatures, and Linguistics/	Biological and Biomedical Sciences/ Engineering/

	Natural Resources and Conservation (0.2)	Philosophy and Religious Studies (0.0)	Conservation (0.0)	Public Administration and Social Service Professions (0.0)	Visual and Performing Arts (0.0)
University of Notre Dame	Education (0.1) Personal and Culinary Services (0.1)	History/ Physical Sciences/ Computer and Information Sciences (0.0)	Natural Resources and Conservations/ Personal and Culinary Services (0.0)	Architecture and Related Services/ History/ Mathematics and Statistics (0.0)	Multi/ Interdisciplinary Studies/ Biological and Biomedical Sciences (0.0)
Vanderbilt University	Family and Consumer Sciences/Human Sciences (0.2) Area, Ethnic, Cultural, Gender, and Group Studies (0.5)	Physical Sciences/ Multi/ Interdisciplinary Studies/ Family and Consumer Sciences/Human Sciences (0.0)	Family and Consumer Sciences/ Computer and Information Sciences (0.0)	Area, Ethnic, Cultural, Gender, and Group Studies/ Communication and Journalism (0.0)	Parks, Recreation, Leisure, and Fitness Studies/ Foreign Languages, Literatures, and Linguistics/ Physical Sciences (0.0)
Washington University in St. Louis	Communications Technologies /Technicians and Support Services (0.3) Philosophy and Religious Studies (0.5)	Computer and Information Sciences/ Physical Sciences/ Mathematics and Statistics (0.0)	Philosophy and Religious Studies/ Education (0.0)	Communications Technologies /Technicians and Support Services/ Education (0.0)	Engineering/ Business, Management, Marketing, and Related Support Services (0.0)
Emory University	Multi/ Interdisciplinary Studies/ Education (0.4)	Natural Resources and Conservation/ Parks, Recreation, Leisure, and Fitness Studies (0.0)	Mathematics and Statistics/ Philosophy and Religious Studies (0.0)	Liberal Arts and Sciences (0.2) Natural Resources and Conservation (0.4)	Biological and Biomedical Sciences/ Business, Management, Marketing, and Related Support Services (0.0)
Georgetown University	Computer and Information Sciences (0.8)	History/ Area, Ethnic, Cultural, Gender, and Group Studies (0.0)	Philosophy and Religious Studies/ Mathematics and Statistics (0.0)	Computer and Information Sciences/ History (0.0)	Business, Management, Marketing, and Related Support Services/

	Physical Sciences (0.9)				Biological and Biomedical Sciences (0.0)
University of California—Berkley	Engineering Technologies and Engineering-Related Fields (0.1)	Engineering Technologies and Engineering-Related Fields/ Multi/ Interdisciplinary Studies (0.0)	Engineering Technologies and Engineering-Related Fields (0.1)	Philosophy and Religious Studies (0.2)	Mathematics and Statistics/ Visual and Performing Arts/ Computer and Information Sciences (0.0)
	Public Administration and Social Service Professions (0.2)		Computer and Information Sciences (0.3)	Public Administration and Social Service Professions (0.3)	
University of Southern California	Area, Ethnic, Cultural, Gender, and Group Studies (0.4)	Natural Resources and Conservation / History (0.0)	Public Administration and Social Service Professions (0.2)	Area, Ethnic, Cultural, Gender, and Group Studies (0.2)	Health Professions and Related Programs/ Architecture and Related Services/ Biological and Biomedical Sciences (0.0)
	Mathematics and Statistics (0.7)		Mathematics and Statistics (0.8)	Public Administration and Social Service Professions (0.4)	
Carnegie Mellon University	Construction Trades (0.0)	Philosophy and Religious Studies/ Construction Trades/ Health Professions and Related Programs (0.0)	Military Technologies and Applied Sciences/ Philosophy and Religious Studies (0.0)	Construction Trades/ Health Professions and Related Programs (0.0)	Engineering/ Computer and Information Sciences/ Visual and Performing Arts (0.0)
University of California—Los Angeles	Architecture and Related Services (0.4)	Business, Management, Marketing, and Related Support Services/ Natural Resources and Conservation (0.0)	Architecture and Related Services (0.1)	Architecture and Related Services (0.1)	Mathematics and Statistics/ Business, Management, Marketing, and Related Support Services (0.0)
	Health Professions and Related Programs (0.9)		Business, Management, Marketing, and Related Support Services (0.1)	Health Professions and Related Programs (0.6)	

University of Virginia	Area, Ethnic, Cultural, Gender, and Group Studies (0.2)	Mathematics and Statistics (0.4) Natural Resources and Conservations (0.4)	Area, Ethnic, Cultural, Gender, and Group Studies (0.0) Mathematics and Statistics (0.5)	Area, Ethnic, Cultural, Gender, and Group Studies (0.0) Parks, Recreation, Leisure, and Fitness Studies (0.2)	Liberal Arts and Sciences/ Business, Management, Marketing, and Related Support Services/ Biological and Biomedical Sciences (0.0)
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Figure 1: Percentage of newly admitted full-time undergraduates receiving financial aid.

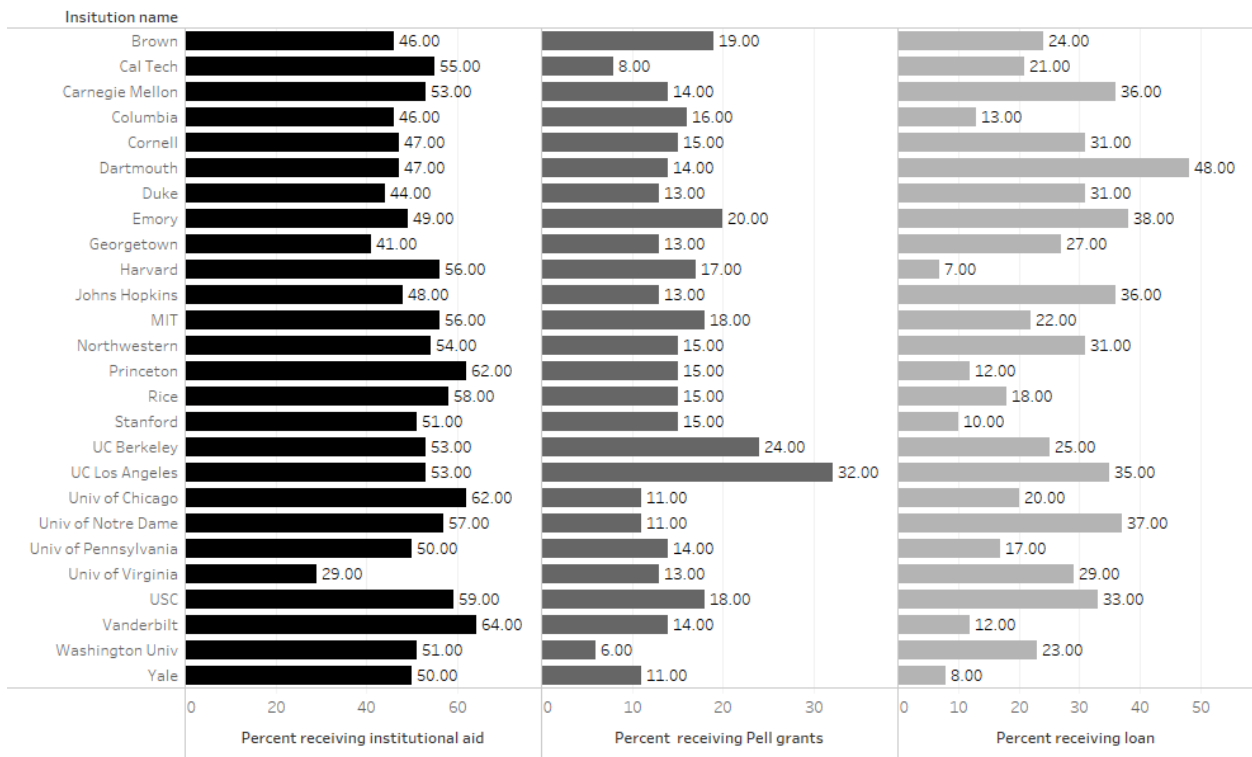


Figure 2: Institutional assets and investments in the academic year 2013-2014.

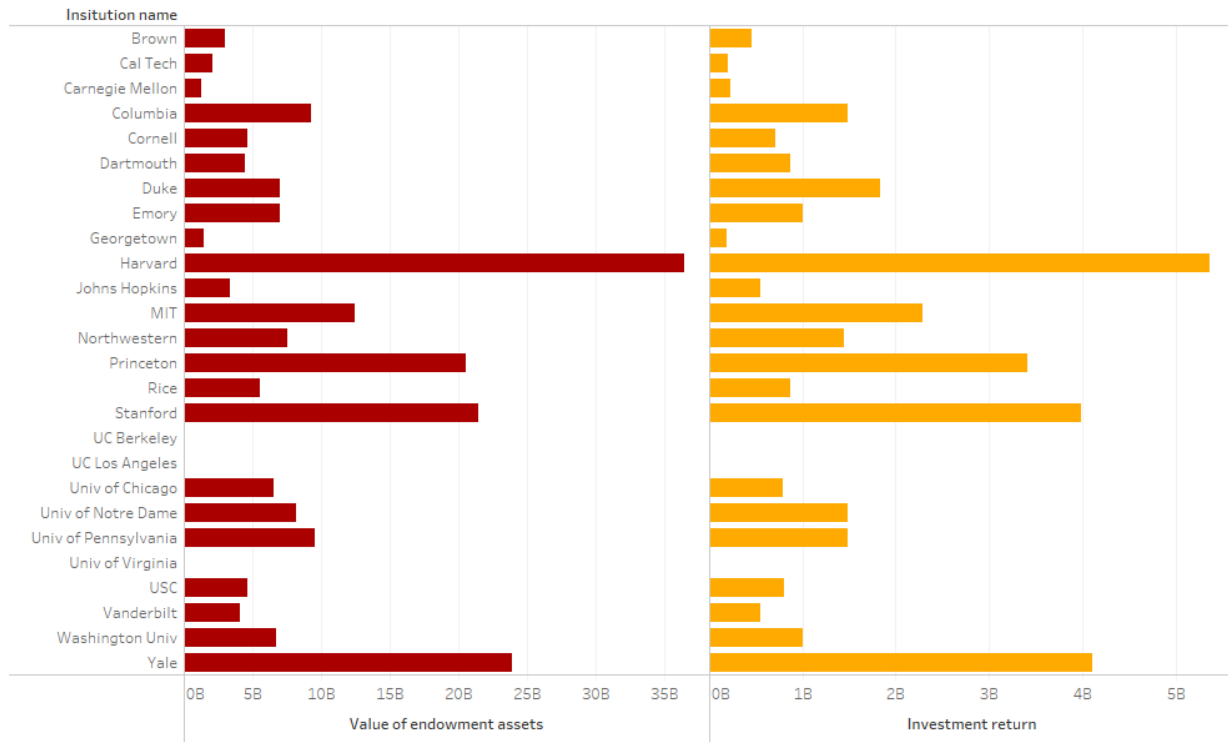


Figure 3: Academic and research spending in the academic year 2013-2014.

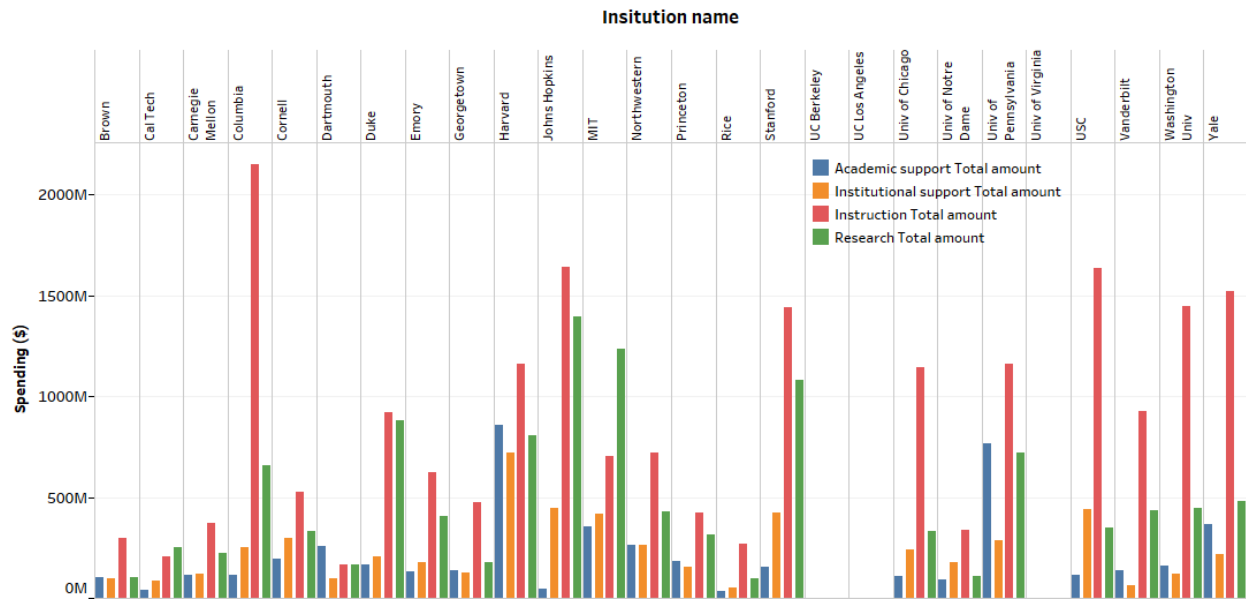


Figure 4: Four year graduation rate.

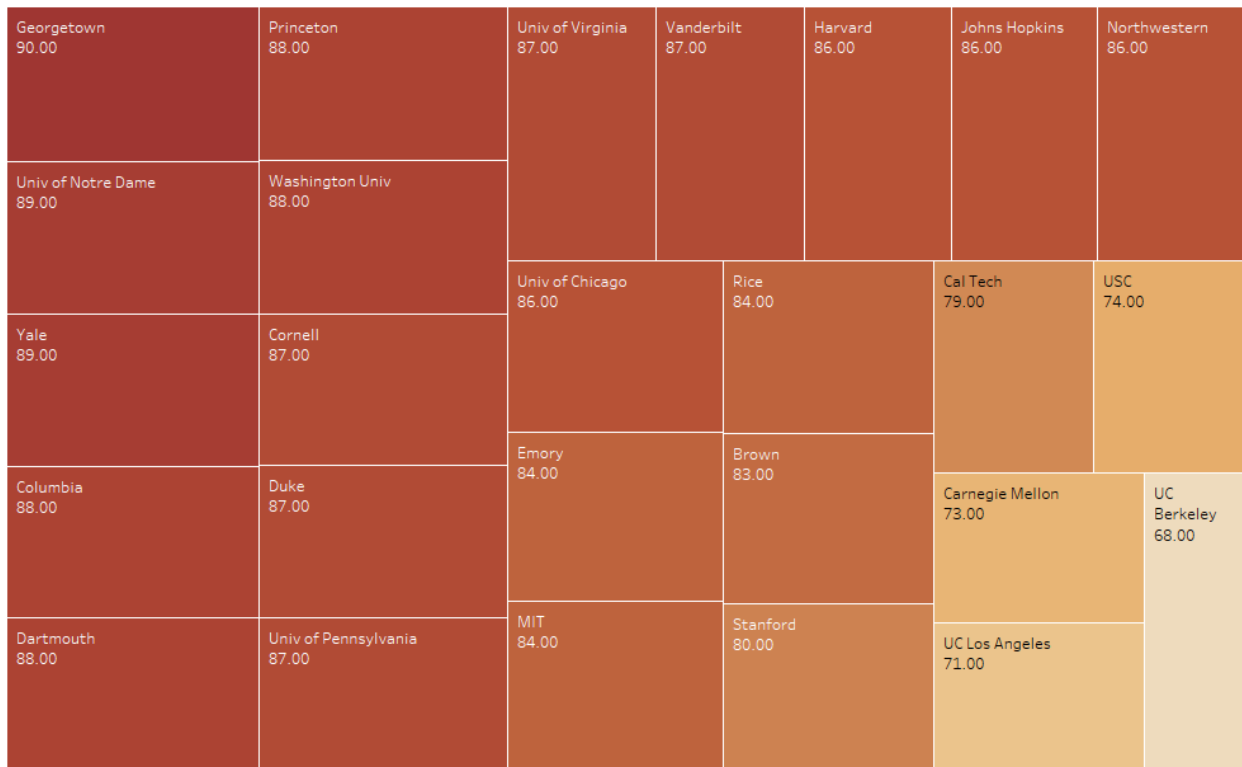


Figure 5: Total number of undergraduates admitted in 2013-2014 by gender.

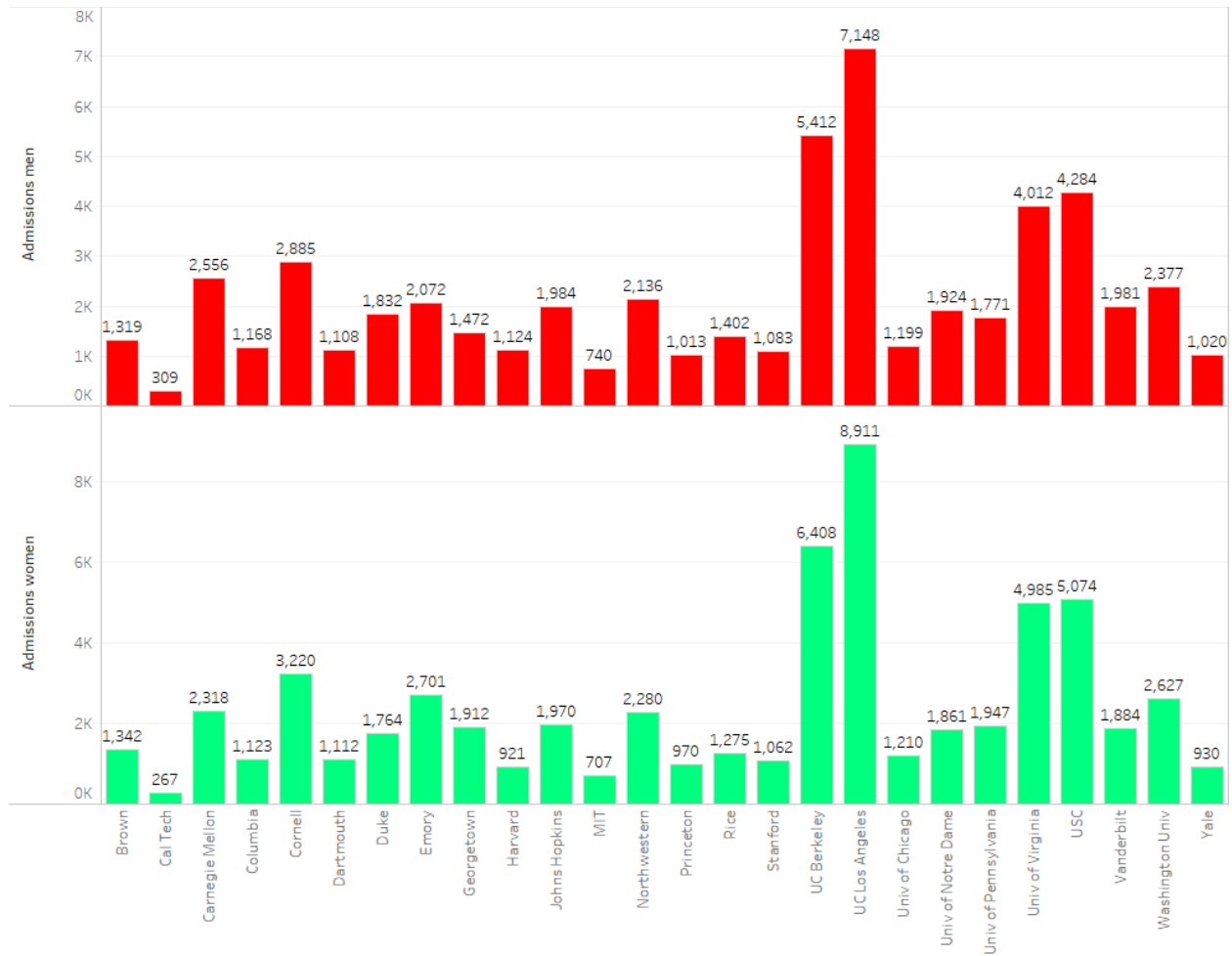


Figure 6: ACT Math scores of the admitted undergraduate students in 2013-2014.

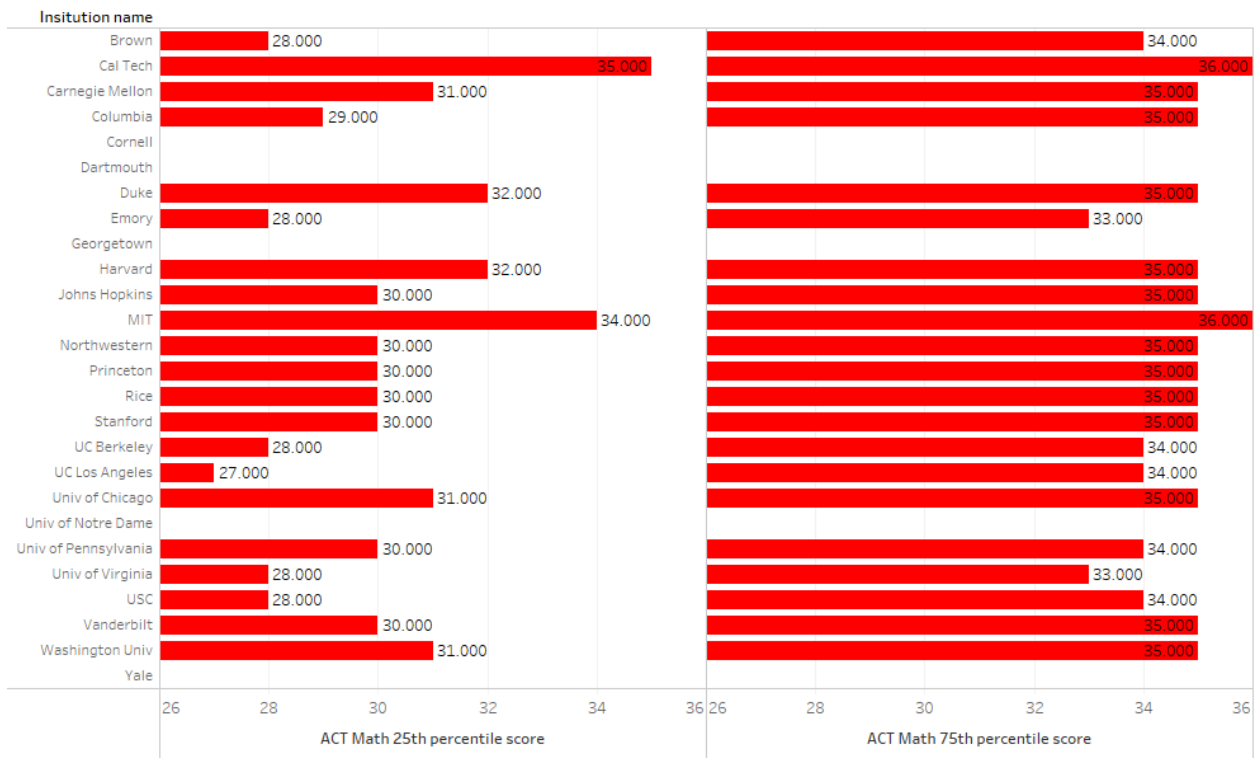


Figure 7: ACT English scores of the admitted undergraduate students in 2013-2014.

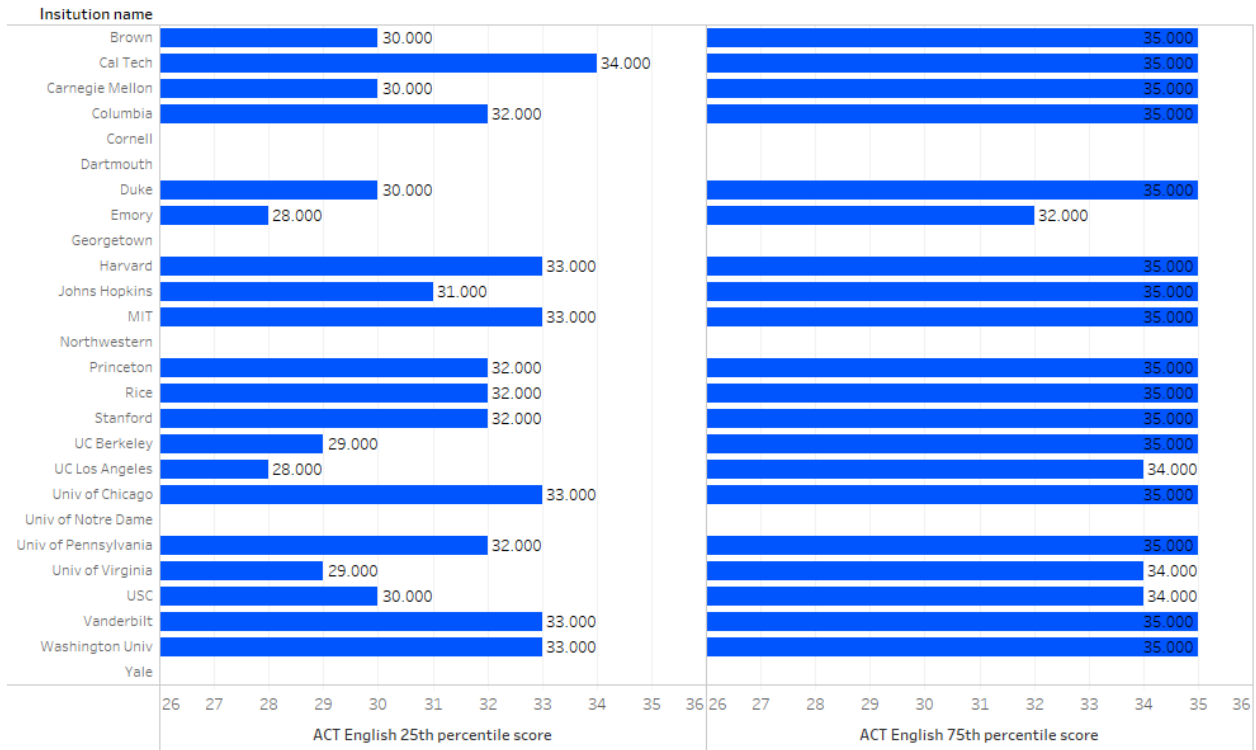


Figure 8: ACT Writing scores of the admitted undergraduate students in 2013-2014.

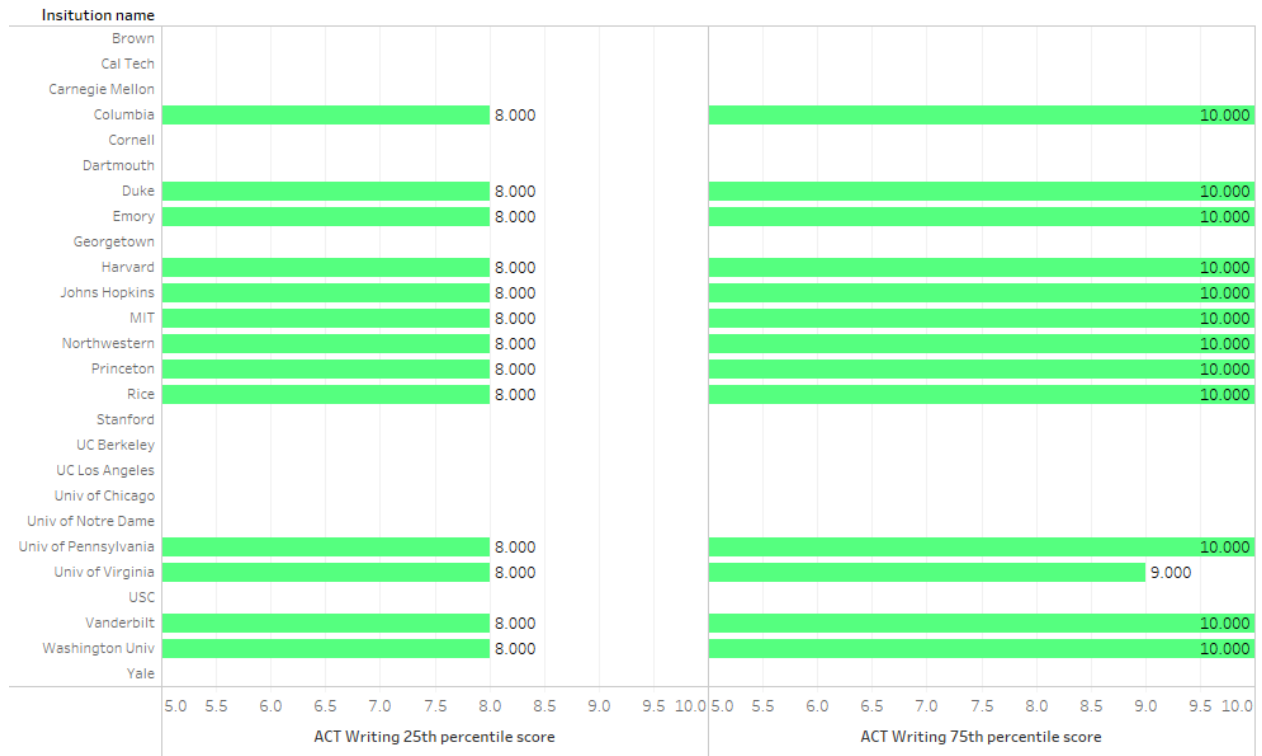


Figure 9: ACT Composite scores of the admitted undergraduate students in 2013-2014.

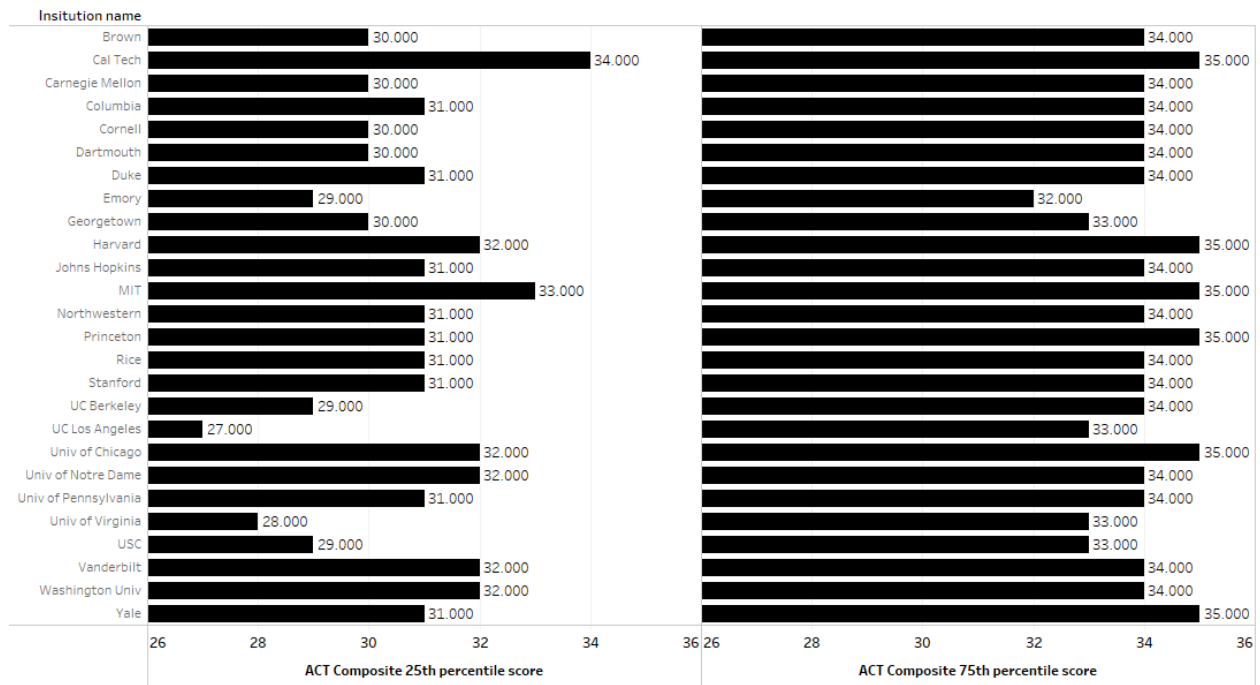


Figure 10: SAT Math scores of the admitted undergraduate students in 2013-2014.

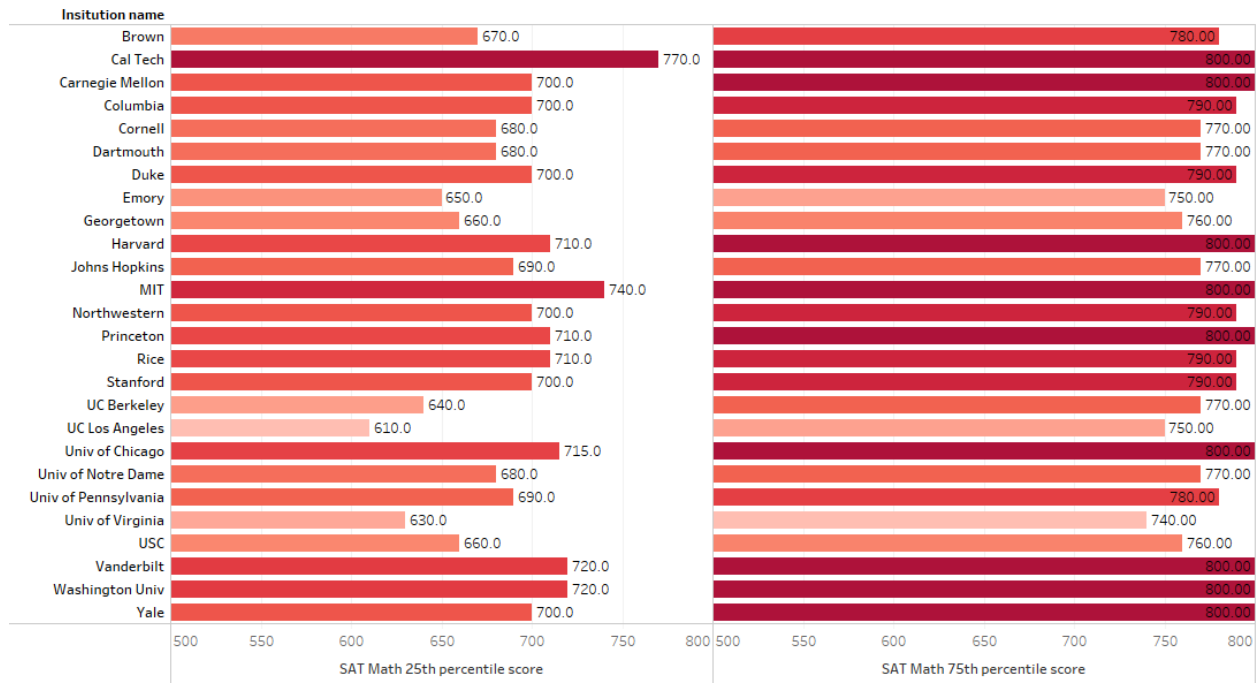


Figure 11: SAT Reading scores of the admitted undergraduate students in 2013-2014.

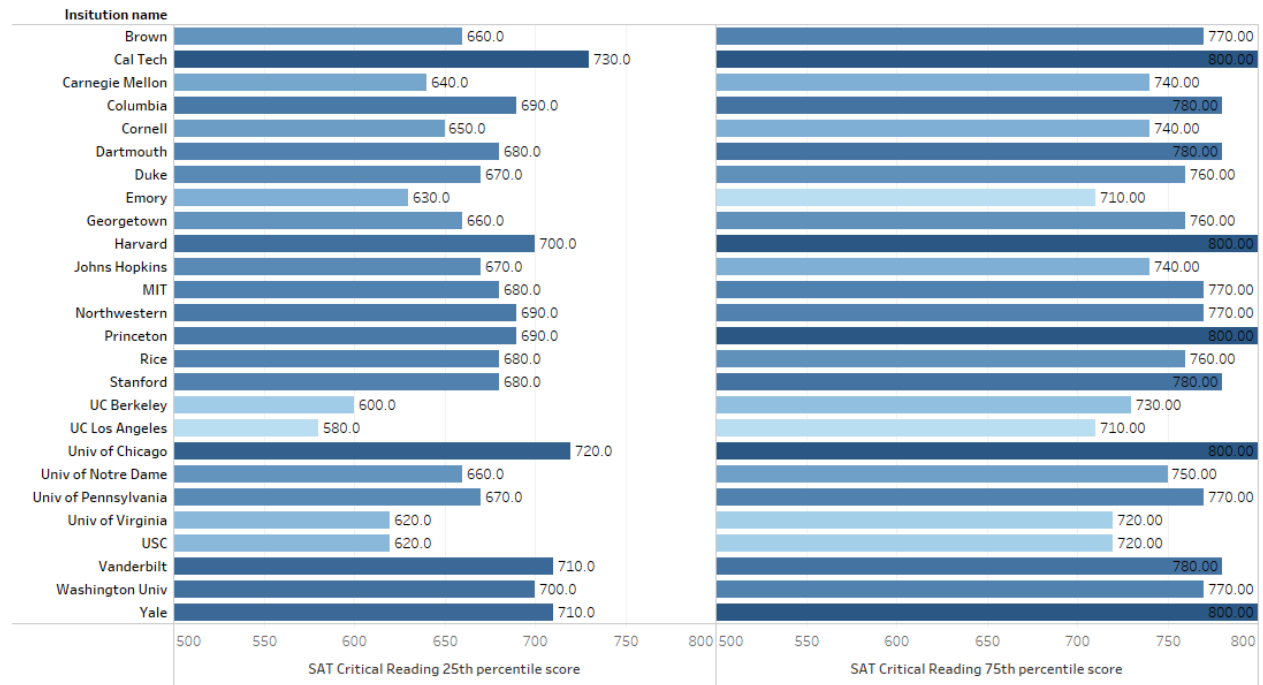


Figure 12: SAT Writing scores of the admitted undergraduate students in 2013-2014.

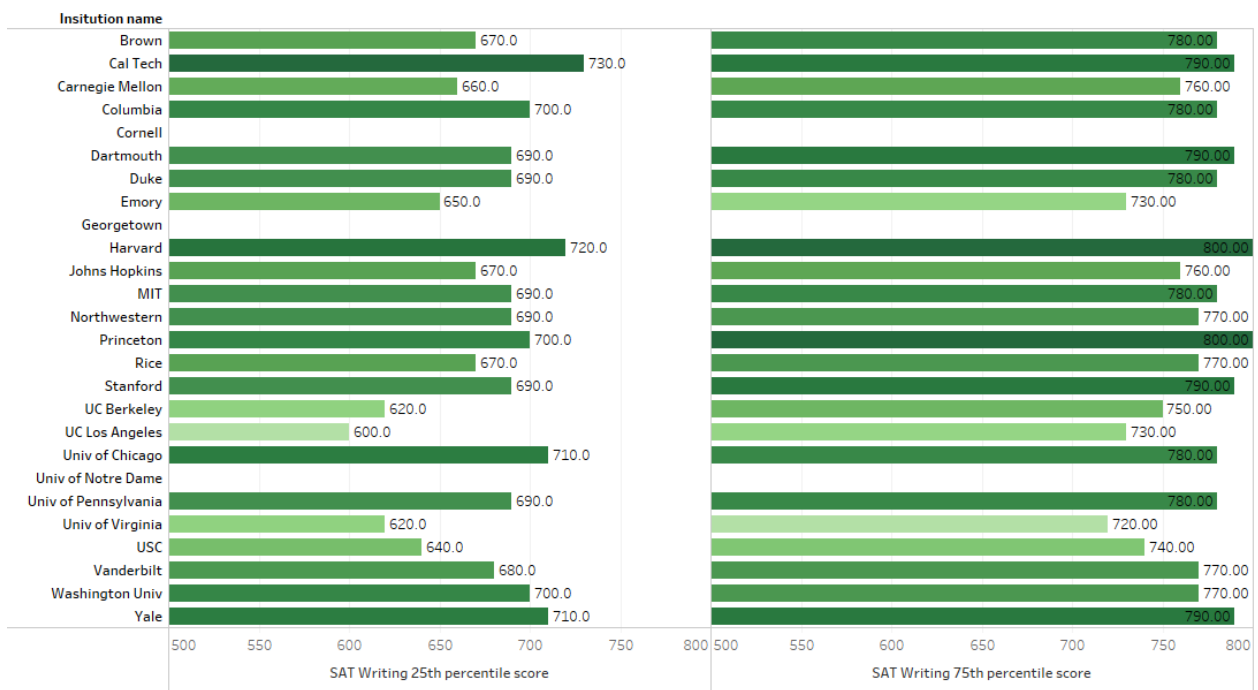


Figure 13: Financial aid for newly admitted full-time undergraduate students in 2013-2014.

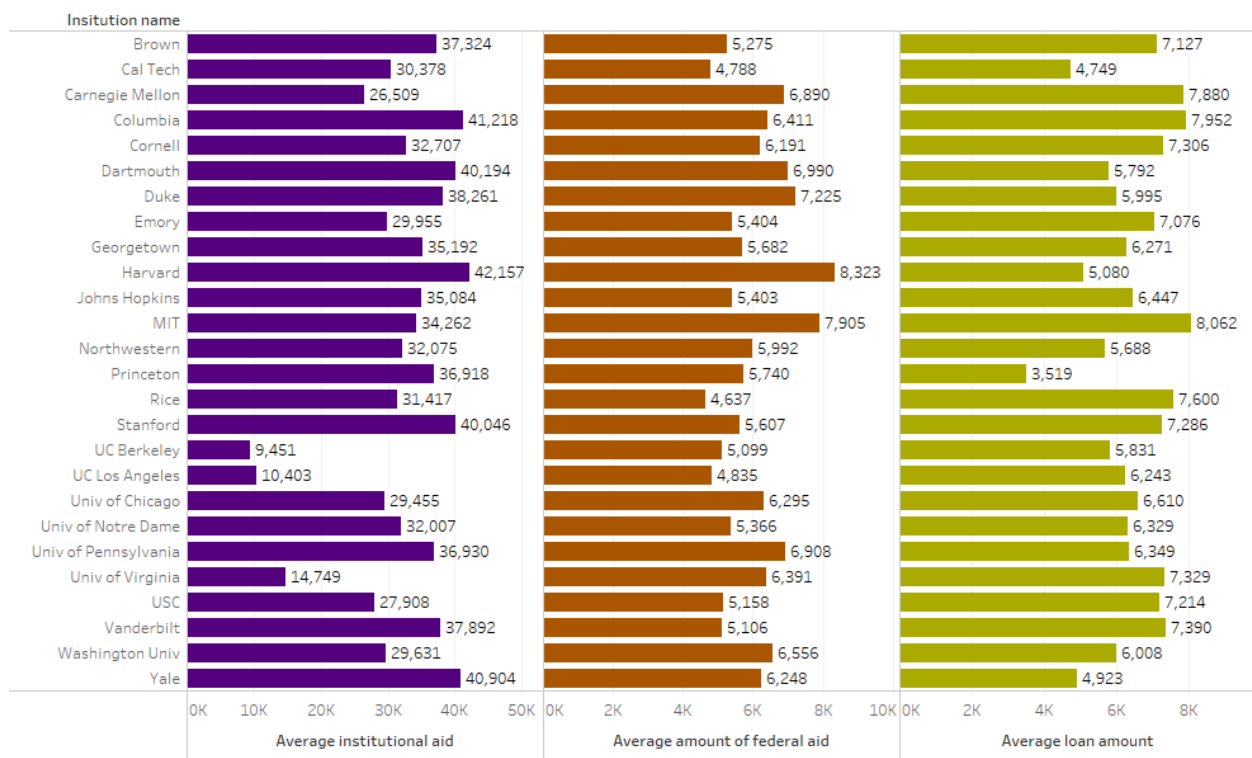
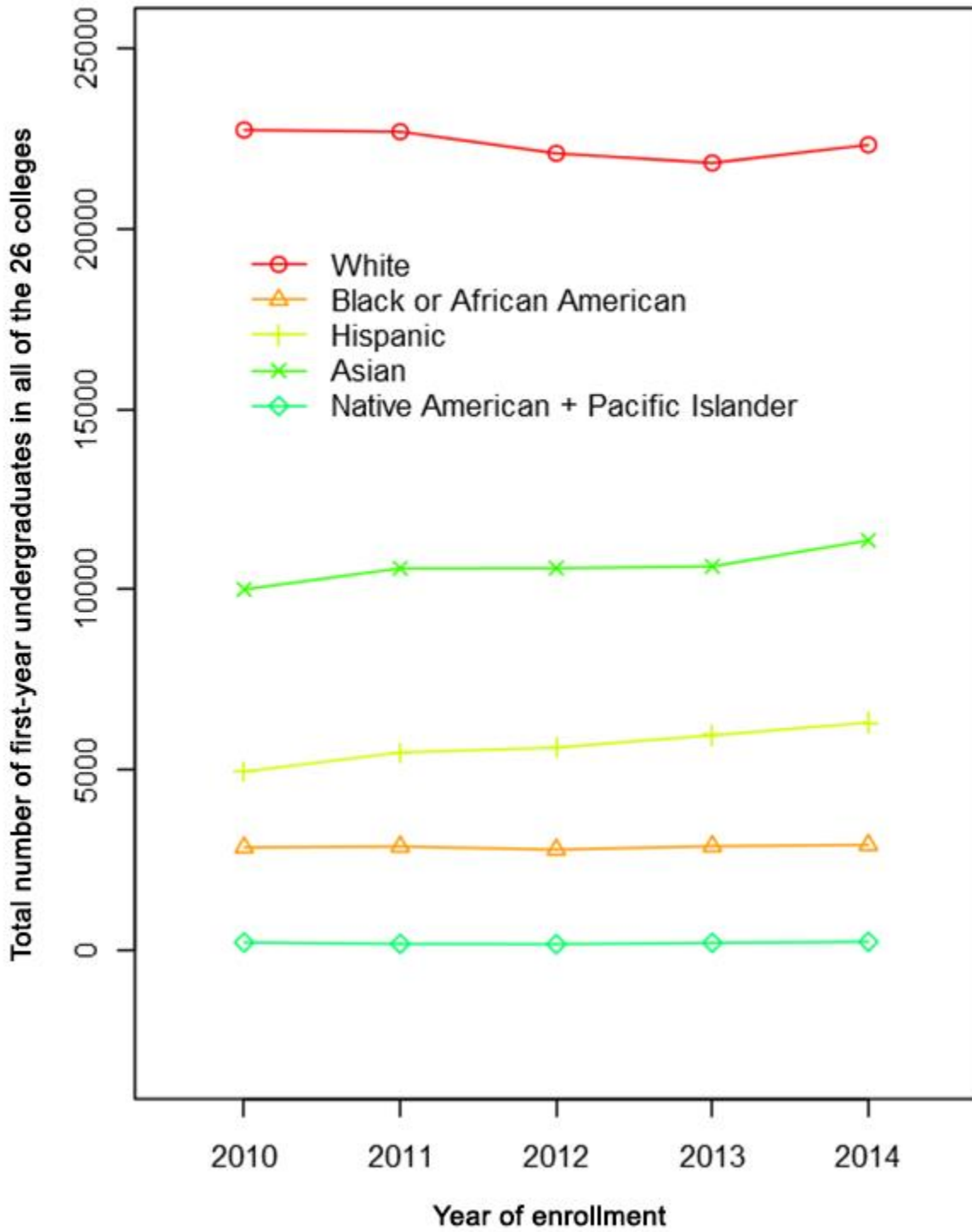


Figure 14: Enrollment trend of the 26 top-ranked U. S. colleges by race from 2010-2014.



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