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ABSTRACT

Information drawn from a number of different sources was combined through a technique known as aggregate need analysis to measure the unmet financial needs of different groups of postsecondary students. It was found that: (1) after consideration of parental contributions and student self-help, there is an aggregate need for assistance of nearly $113 million, and there is $92 million available, including federal aid and grants or scholarships; (2) because of distribution methods, nearly $34 million in additional need-based student aid would be required to meet all students' need; (3) the need is greatest in the four-year private institutions; (4) families with incomes between $9,000 and $12,000 experience the most unmet need; (5) Iowa residents receive proportionally more aid at public institutions and proportionally less at private institutions. These findings are based on the characteristics of students, institutions, and aid programs during the 1974-75 academic year. Possible changes which might occur in the coming year are forecast as a basis for planning. Estimates were made of the impacts of shifts in the proportion of high school seniors going on to postsecondary education, of changes in institutional costs, and of the impact of inflation on student needs. The problems of Iowa residents attending institutions in another state were not addressed. (Author/LBH)

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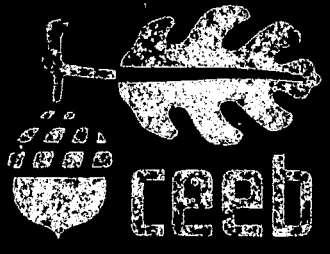

Midwest Regional Office
College Entrance Examination Board

WHO NEEDS WHAT?

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Prepared for the
Higher Education Facilities Commission
of the State of Iowa

by the
Midwest Regional Office
College Entrance Examination Board

Study Staff

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April, 1975

THE IOWA HIGHER EDUCATION FACILITIES COMMISSION , 1975

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INTRODUCTION

As a part of its constitutional responsibility to provide for the education of its citizens, each state has a responsibility to develop comprehensive and coordinated systems for the delivery of postsecondary education and aid to students enrolled in postsecondary education who have need of it in order to begin or continue their programs. During the past year, the Iowa Higher Education Facilities Commission has been conducting studies in this regard. Support has come through grants for comprehensive state wide planning from the United States Office of Education. The purposes of these studies have been:

1. To obtain comprehensive information on the goals of seniors in Iowa secondary schools concerning postsecondary education and careers.

2. To obtain complete information about the amounts and types of aid which are presently available to students enrolled in Iowa postsecondary institutions and which can be used by students to achieve their goals.

3. To determine the need for additional amounts of aid which will enhance the access, choice, and retention of students in the State of Iowa.

These studies have been conducted in cooperation with the Midwest Regional Office of the College Entrance Examination Board. The staff of the College Board and consultants retained by them have assisted the Commission and its staff in the design of studies, data collection, and report preparation.

This report presents information drawn from a number of sources concerning the financial needs and resources available to full-time undergraduate students enrolled in Iowa postsecondary institutions during the 1974-75 academic year. With this as a base line, the report estimates the amount of additional aid which would be required to meet the needs of those students presently enrolled, An additional estimate is made of the amount which would be required to enable all qualified high school seniors to have access to some form of postsecondary education. Finally, some estimates are provided of changes in these measures of need which might be expected to occur during the 1975-76 academic year.

In order to make those estimates, several sources of data had to be identified and evaluated for their ability to provide answers to the following questions:

1. What are the average costs of education as charged to the students at the different types of postsecondary educational institutions (Four-year public, four-year private, area schools, two-year private, and other) in the State?[a]

2. What kinds and amounts of resources are available to the students from their own and their families' resources to assist in meeting those costs?

3. What kinds and amounts of student aid are available to the students in different financial groups to support attendance at the different types of institutions?

4. How many qualified Iowa high school seniors will not continue their educations beyond high school because the resources which are available to them are inadequate? What are the financial characteristics of these students and what would their financial need be?

5. What changes in costs, resources, and aid are likely to occur next year that will affect students in postsecondary education in Iowa.

Some of the data needed to answer these questions were available from existing sources. Most of the institutions of postsecondary education in Iowa make use of the services of the College Scholarship Service. During the 1974-75 year, more than 22,000 students and parents submitted detailed financial statements to the College Scholarship Service for use in demonstrating need for financial assistance at postsecondary institutions. This data file, available to the study staff, provided an invaluable insight into the distributions of students among different types of institutions on family economic variables.

Another valuable existing source of data was the Application to Participate in Federal Student Aid Programs, filed by each postsecondary institution in the state to demonstrate institutional eligiblity and need for funds from the Supplemental Educational Opportunity Grant, National Direct Student Loan, and College Work-Study Programs of the federal govenment. These applications provided additional insights into the characteristics of applicants for and recipients of aid in addition to information about the student aid available to all students enrolled in these institutions.

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a. Public two-year community colleges in Iowa are known as area schools. Other institutions include private business and trade schools, hospital schools of nursing, and proprietary vocational schools.

To supplement these existing data sources, the staff of the Commission undertook two additional surveys. The first involved collection of data about the plans and aspirations of about 5,766 students who were seniors in Iowa high schools during the 1974-75 academic year. A copy of the instrument used in that survey is enclosed as Appendix A. The second involved a survey of the financial aid administrators at the postsecondary institutions in Iowa to elicit additional information about the operations of their programs and the students served. A copy of that survey document is included in Appendix B.

The Executive Committee of the Iowa Association of Financial Aid Administrators worked closely with the Commission staff in devising the survey form shown in Appendix B. The Commission and study project staff gratefully acknowledge the assistance given by the following IASFAA officers who contributed their time and professional counsel to preparation of the data collection instrument: George O. Bachelder, Luther College; Delwood Bagley, Drake University; Marilee Frazee, Des Moines Area Community College; Edward Kropa, Iowa Wesleyan College; Michael R. White, Iowa State University; Charles D. McCormick, Loras College; and Judith Harper, University of Dubuque.

The Commission and project staff also wishes to express deep appreciation to Dr. Freeman H. Beets, Director of Postsecondary Education, Region VII, U. S. Office of Education, Department of Health, Education and Welfare, and to the financial aid administrators at all the Iowa postsecondary institutions. A special note of thanks is due to Mrs. Mary Barnard for her painstaking work in collating the data received from the above sources. The success and accuracy of the study project relied heavily upon the full cooperation of these and many other individuals.

Even with access to all of these sources of data there were some elements necessary for the estimates which were missing or incomplete. In these instances the study staff utilized data from outside sources which it believed comparable to the Iowa situation or made estimates on the basis of the Iowa information which was available. Because of these adjustments some of the tables which follow may differ from the officially published distributions by institutions, agencies, and programs describing their operations. The study staff believes that the data reported here are as complete and accurate as they can be made and sees no reason to doubt the validity of the assumptions and predictions made on the basis of these data.

After the data were assembled they were analyzed using a technique known as Aggregate Need Analysis (ANA). This technique has been used for similar studies of student aid in many states and has proved to be an efficient and effective method of assessing the distribution of and need for additional student aid resources. A complete description of the technique is presented in Appendix C. Simply summarized, Aggregate Need Analysis correlates data on average costs, student and family resources, available financial aid, and the distribution of these variables among various institutions and produces minimum estimates of unmet financial need (or the need for additional aid) for students in postsecondary education.

THE FINANCIAL NEED OF FULL-TIME UNDERGRADUATE STUDENTS 1974-75

Student financial need is both a relative concept and an arithmetic quantity. Most simply defined, financial need is the difference between the cost of a postsecondary education charged to the student (as opposed to the true cost of education which may be subsidized through public and private grants to reduce the costs charged to the student) and the resources he/she and his/her family can reasonably be expected to provide to meet those costs.

Buried within that simple definition, however, are some very complex issues and unresolved questions. For example, the costs experienced by the student can vary considerably on the basis of choices made by the student. If the student chooses to live at home with his/her parents and attends the low cost area school in the community, the costs which must be met will be considerably less than if the same student had elected to attend a four-year private institution some distance from his/her parents' residence and lived in a private apartment adjacent to the campus. The costs which must be met by a student who is married and has dependent children will differ significantly from those of the single student who lives at home with parents. Some of these choices are under the immediate control of the student -- which institution to attend and where to live-- while others are not subject to present-time choice -- a married student is unlikely to change that status solely for purposes of reducing the costs of education.

There can be some legitimate questions raised about the extent to which student aid from different funding sources should be used to support the choices of the students. It is not the purpose of this report to make any judgments on that issue. Projections of student financial need will be made on the basis of the choices that have been made by students as reflected in their choice of institutional type and dependency status. Cost differences based on type of housing (with parents, in institutional facilities, or in campus-adjacent housing) will be included in the estimates of need.

Table I at the top of the following page shows the distribution of students by institutional type and dependency status used in these projections.

Another variable which can influence estimates of need are the costs which are considered as "legitimate." Maximum need can be defined as limited to those expenditures which are directly related to attendance -- tuition, fees, books, and supplies. The assumption is that only these incremental costs are associated with education; maintenance, transportation, etc., are costs which must be met by all individuals in the society regardless of their student/non-student status. Some student aid programs recognize only these

Table I

Distribution of Full-Time Undergraduate Students
by Institutional Type and Dependency Status

Type of Institution	Percent of Total Enrollment	Percent of Segment Enrollment	
		Dependent	Independent
Four-year Public	40.4%	89.1%	10.9%
Four-year Private	28.8	93.0	7.0
Area Schools	23.6	80.4	19.6
Two-year Private	2.3	91.1	8.9
Other	4.9	75.8	24.2

direct costs even though the student must also meet living expenses while attending the postsecondary institution. Other student aid programs recognize room and board as legitimate expenditures but the amounts which they will allow vary considerably from one program to another. Still other aid programs "adjust" the costs of education they will recognize in relation to the amount of money they have in the till to meet student needs.

The National Task Force on Student Aid Problems (the Keppel Commission) commented on these and other variations in the definition of costs to students. The Task Force recommended:

> "student budgets be defined as . . . all expenses which are reasonably related to a specific student's attendance at a specific postsecondary institution for a specific period of time. . . . . budgets should reflect real differences in student costs and not differences in a program's ability to pay for those costs or to meet the students' needs."[b]

To the extent that the data permitted, these guidelines were followed in estimating the costs to students in this report.

The second set of issues connected with the measurement of student financial need arises from the determination of what a student and his/her family can reasonably be expected to contribute from their present resources to meet educational costs. While the determination of this "ability to pay" has a lengthy history there is still disagreement among policy-makers on the procedures that should be used for public programs.

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[b] Draft final report, National Task Force on Student Aid Problems, pp. 25-26.

The National Task Force on Student Aid Problems has attempted to bring consistency to this process through the development of a consensus model for determining parental ability to contribute toward the costs of a post-secondary education. This model will be implemented by the College Scholarship Service next year. Because that model is not complete and available at the time this report is being prepared, and because most of the need-based student aid in Iowa for the 1974-75 academic year was awarded on the basis of the College Scholarship Service need analysis system, the CSS contributions were used in the preparation of these estimates. The following table shows the parental contribution expectations which were used for the dependent student segments of the population:

Table 2

Estimates of Parental Ability to Contribute
1974-75 CSS Standards

Parental Income	Weighted Average Contribution[c]
Under $6,000	-0-
$6,000 to $8,999	$172
$9,000 to $11,999	802
$12,000 to $14,999	1,441
$15,000 and Above	2,382

It should be noted that the College Scholarship Service system and the new consensus model closely parallel each other and the results of this study would not be significantly changed if the consensus model had been used.

One of the implications of this discussion is that while the amount of financial need that an individual student may demonstrate can be stated as a real amount of money, the demonstrated or calculated need is the difference between some estimate of the cost and another estimate of the student and family ability to contribute. If policy-makers choose to raise the amount expected from family contributions or to disallow some type or amount of expenditure the demonstrated or calculated financial need could be reduced to a fictitious zero value. On the other hand, if policy-makers choose to reduce the family contributions, demonstrated financial need could experience a dramatic increase. For purposes of this study the staff has attempted to use the most accurate and widely-accepted measures of cost and ability in order to provide the most accurate assessment of aggregate need.

[c] Standard CSS contributions weighted for Iowa distribution of family size.

Measures of aggregate need such as are produced here are not entirely based on economic or financial considerations. They are based on decisions influenced by many complex familial, personal, social, and educational factors. The aggregate is reflective of what decisions of this nature have been made -- but cannot reflect the decisions which might be made if alternative factors had been operative. A sudden and extensive raise in the levels of tuition at the area schools, for example, would not only influence the way in which the aggregate need was calculated but might also have an unpredictable influence on the percentage of students choosing to attend this kind of institution -- even further altering the aggregate need in a way which could not be predicted solely on the basis of the economic data.

Table 3 below, displays the weighted average costs for full-time undergraduate students at the different types of institutions in Iowa for the 1974-75 academic year which were used in the development of these aggregate need measures:

Table 3

Weighted Average Budgets
by Institutional Type, 1974-75

Type of Institution	Weighted Average Cost
Four-year Public	$2,509
Four-year Private	4,073
Area Schools	2,085
Two-year Private	3,047
Other	3,252

The weighted averages are based upon costs as reported by the institutions for in-state, out-of-state, resident, and commuter students and the total enrollments of each type of student for individual institutions of each type.

The next variable which enters into the formula for aggregate need is the contribution which is expected from the parents. This is dependent on the distributions of parental income for students at the different types of institutions. Table 4, below, presents the distribution of income for the parents of dependent students by type of institution as used in this study:

Table 4

Distribution of Parental Income
Dependent Students, 1974-75

Parental Income	Four-Year Public	Four-Year Private	Area Schools	Two-Year Private	Other	All Institutions
Under $6,000	13.7%	13.4%	20.3%	15.9%	24.0%	15.5%
$6,000 to $8,999	15.3	16.4	19.3	17.8	35.7	17.1
$9,000 to $11,999	19.3	20.5	22.0	18.1	21.2	20,3
$12,000 to $14,999	20.0	21.1	18.5	19.2	18.2	19.9
$15,000 and Above	31.7	28.6	19.9	29.0	10.9	27.2
Median	$12,255	$11,956	$10,418	$11,702	$9,042	$11,571

Using the average parental contributions reported in Table 2, these distributions permit the derivation of the total amount of parental contribution at each institutional type weighted in proportion to the enrollments of students from each income level at that type of institution. This is important, because students in Iowa institutions do not distribute themselves among the institutions in direct relationship to their economic means. For example, while the cost of attending a four-year private institution is 62 percent higher than that at the public four-year institution, median parental income of students at the private four-year institutions is 3 percent lower than at the public four-year institutions.

While not necessary for the determination of aggregate need, it is interesting to look at the distribution of students within a particular parental income group across the various types of institutions. As the table at the top of the following page shows, students from lower income families (under $6,000) are most likely to attend the lowest cost area schools (total budget $2,085) and four-year public institutions ($2,509). But nearly as many students from the lowest income families attend the most expensive private four-year institutions (total budget $4,073) as attend the least expensive area schools.

Table 5

Percent of Dependent Students Enrolled
in Different Types of Institutions by Parental Income

Type of Institution	Under $6,000	$6,000-$8,999	$9,000-$11,999	$12,000-$14,999	$15,000 & Above
Four-year Public	36.3%	37.0%	39.1%	41.3%	47.8%
Four-year Private	26.4	29.5	30.9	32.4	32.1
Area Schools	28.3	24.6	23.5	20.1	15.8
Two-year Private	2.4	2.5	2.1	2.3	2.4
Other	6.6	6.4	4.4	3.9	1.9

On the other end of the spectrum, while only 29 percent of all students attend the highest cost four-year private institutions (see Table 1), 32 percent of the students from families with incomes of more than $15,000 attend them. And nearly two-thirds of the students from families with incomes of $15,000 and above attend the least expensive area schools and four-year public institutions.

In addition to the parental contribution, nearly all institutions expect that the student will make a contribution from savings from prior employment. For purposes of this study, a standard expectation from summer savings of $460 was used at the two-year institutions and $510 at the four-year institutions.

As Table 1 notes, between 7 percent (at the four-year private institutions) and 24 percent (at the other type institutions) are not dependent on their parents for support. These percentages will influence the estimates of aggregate need at the different types of institutions. A discussion of the way in which the contribution for independent students was determined is presented in Appendix C.

When the weighted average costs, distributions of dependent and independent students, parental contributions, and student contributions are netted against each other, the difference between costs and resources for all full-time undergraduate students in the State of Iowa for the 1974-75 academic year amounts to nearly $113 Million. Table 6, on the following page, shows the distribution of aggregate need by income interval and institutional type.

Table 6

Aggregate Financial Need
by Income Intervals and Institutional Type

Dependent Students' Parental Income	Four-Year Public	Four-Year Private	Area Schools	Two-Year Private	Other	All Institutions
Under $6,000	$8,690,000	$11,263,000	$5,519,000	$756,000	$2,200,000	$28,428,000
$6,000 to $8,999	8,868,000	13,130,000	4,691,000	787,000	2,211,000	29,677,000
$9,000 to $11,999	7,330,000	13,352,000	3,029,000	593,000	1,385,000	25,689,000
$12,000 to $14,999	3,540,000	10,561,000	569,000	403,000	808,000	15,881,000
$15,000 and Above	---	378,000	---	---	147,000	525,000
All Dependent Students	$28,428,000	$48,674,000	$13,808,000	$2,539,000	$6,751,000	$100,200,000
Independent Students	3,392,000	4,525,000	2,496,000	321,000	1,980,000	12,724,000
All Students	$31,820,000	$53,209,000	$16,304,000	$2,860,000	$8,731,000	$112,924,000

It will be noted that there is no aggregate need shown for students from families with annual incomes of more than $15,000 at the public four-year, area, or two-year private institutions. This does not mean that there are no individual students from such families who have need. It simply means that, on the average, the sum of parental and student contribution at this income level at these institutions exceeded the average costs of education charged to the students.

Financial need is not directly proportional to enrollment. Table 7, on the following page, shows the distribution of students enrolled at the different types of institutions compared with the percentage of the total aggregate need of about $113 Million which was shown by students at that type of institution. For example, while the area schools enrolled 23.6 percent of the students, only 14.4 percent of the need-dollars were found at the area schools; the private four-year institutions enrolled only 28.8 percent of all students but had 47.1 percent of the need-dollars.

While the cost of education (as represented by the type of institution attended) is an important factor in contributing to financial need, so too is the ability to pay for those costs. Table 8 on the following page shows the distribution of enrollment and need-dollars by parental income. While only 28.5 percent of all enrolled students come from families with incomes of less than $9,000, the financial need of these students represents more than half (51.5 percent) of the total aggregate need. Only a small percentage of the total aggregate need is experienced by students from families with incomes of more than $12,000 per year. While these students represent over 41 percent of all those enrolled their total need represents only 14 percent of the aggregate.

Table 7

Percentages of Enrollment and Financial Need
by Institutional Type

Type of Institution	Percent of Total Enrollment	Percent of Total Need
Four-year Public	40.4%	28.2%
Four-year Private	28.8	47.1
Area Schools	23.6	14.4
Two-year Private	2.3	2.5
Other	4.9	7.8

Table 8

Percentages of Enrollment and Financial Need
by Income

Dependent Students' Parental Income	Percent of Total Enrollment	Percent of Total Need
Under $6,000	13.6%	25.2%
$6,000 to $8,999	14.9	26.3
$9,000 to $11,999	17.8	22.7
$12,000 to $14,999	17.4	14.1
$15,000 and Above	23.9	.4
Independent Students	12.4	11.3

FINANCIAL AID AVAILABLE TO FULL-TIME UNDERGRADUATES

One of the characteristics of student aid for postsecondary education in the United States is multiplicity -- multiplicity of source, type, purpose, selection procedure, eligibility criteria, etc. Aid for undergraduate students in the State of Iowa is no different.

The sources of aid are many in number, but can be grouped into four basic categories: the State government, the Federal government, the individual postsecondary institutions themselves, and private groups, agencies, and associations.

The types of aid offered to students can generally be categorized into four groups: grants or scholarships, benefits, loans, and employment income.. Grants and scholarships include awards of money, tuition discounts, remissions of tuition and fees, or similar considerations that are given to students with the understanding that they require neither repayment nor service to be performed by the recipient. Educational benefits are those awards which accrue to a student as a right by virtue of some previous service of his/her own, such as Veterans Benefits; by virtue of payments made by him/her or his/her family, such as Social Security benefits; or as a matter of social policy independent of student status, such as welfare or vocational rehabilitation grants. Loans are awards of money made with the prior requirement that they subsequently be repaid in cash or service, in whole or in part, with or without interest. Employment awards require the student to perform some service for a specific time in exchange for a specific sum of money.

All financial assistance, regardless of the source or type, helps to defray some student's cost of education. But assistance programs may directly or indirectly accomplish some other purposes. These goals and purposes may be grouped into five general categories:

1. The reward or recognition of the recipient for some achievement, as in the case of merit scholarships, or for some status, as in the case of Veterans Benefits.

2. The encouragement of recipients to enroll in some particular course of study, as in the case of the Health Professions Development Grants, generally for the purpose of meeting some manpower or professional need of the donor.

3. The encouragement of recipients to enroll in some specific type of postsecondary institution, as in the case of the Iowa Tuition Grant Program.

4. The provision of freedom of access to some form of postsecondary education, as in the case of the federally-funded Basic Educational Opportunity Grant Program.

5. The provision of a measure of freedom of choice among the individual postsecondary institutions or a mechanism for retaining the student in a particular postsecondary institution, as in the case of the federally-funded Supplementary Educational Opportunity Grant Program.

As the goals of a program move from the first category toward the last category, the eligibility criteria are more likely to emphasize the need of the student and family rather than the personal or academic characteristics as the primary criterion of eligibility for and in the determination of the amount of an award. Because of this, a greater percentage of students who receive assistance from programs with purposes like the fourth and the fifth are likely to demonstrate need regardless of the type of institution they seek to enroll at or are attending. All programs, however, regardless of their goals and purposes directly or indirectly meet some financial needs of students, of postsecondary institutions, the State, and the Nation.

The design of student aid programs and the way they interact to aid students dramatically affect the ways in which aid is or is not made available to meet the needs of all students. The interaction frequently contributes to the need for additional funds by some students or by students at some types of postsecondary educational institutions. The situation in Iowa is no exception to this general rule.

The following table shows the total student aid available to students in Iowa postsecondary institutions during the 1974-75 academic year by source:

Table 9

Available Financial Aid by Source
1974-75

Source	Amount	Percent
Federal government	$33,788,000	36.8%
State government*	6,602,000	7.2
Postsecondary institutions	24,351,000	26.5
Private sources through institutions	2,558,000	2.8
State and federal benefits	23,534,000	25.6
Other	975,000	1.1
	$91,808,000	100.0%

*Includes the State Student Incentive Grant funds of $237,000

As Table 6 showed (see page 10), the aggregate financial need of the full-time undergraduates enrolled in Iowa postsecondary institutions during the 1974-75 academic year was estimated to be $113 Million -- and as the preceeding table shows only $92 Million in aid was reportedly available from all sources to meet that need. A gap of approximately $21 Million existed between the desired goal and the available resources in 1974-75.

The largest source of financial aid to Iowa students was the federal government through funds awarded directly to the student by the government, such as the Basic Educational Opportunity Grants; through the State with federal funds, as in the case of the State Student Incentive Grant Program; or through the postsecondary institutions with federal funds, as in the case of the Supplementary Educational Opportunity Grants, the National Direct Student Loans, College Work-Study Program jobs, the various Health Professions loan and grant programs, and the Law Enforcement Education Programs; or through outside commercial agencies, as in the case of the Federally Insured Student Loan Program. Federal funds made up 36.8 percent of the total aid available.

The next largest source of student aid are funds from the institutions themselves, which amounted to $24 Million or 26.5 percent of the aid available during 1974-75. Educational benefits, such as Social Security, Veterans, and Welfare, were the third largest source making up 25.6 percent of the total. It is worth noting that the majority of these benefits are not awarded on the basis of the need of the recipient.

The State's financial aid programs (State of Iowa Scholarship Program, the Iowa Tuition Grant Program, and the Iowa Vocational-Technical Tuition Grant Program) amounted to 7.2 percent of the total, awarding over $6.6 Million during the year. Funds administered by the institutions derived from private or alumni sources accounted for nearly 3 percent of the total. Awards from private groups and associations not administered by the postsecondary institutions amounted to just under $1 Million and made up the rest of the available aid.

As Table 10 on the following page shows, the sources from which aid is made available to students varies considerably depending on the type of postsecondary institution attended. While aid from the State of Iowa's programs makes up over 17 percent of the aid available to students at the private four-year institutions, State aid represents less than 1 percent of the aid to students at the public four-year institutions. Federal aid makes up between 31 and 40 percent of the aid at the "accredited" institutions, but it accounts for 62 percent of the aid available at the private specialized, vocational, and technical institutions categorized as "other." At the four-year public institutions about one third of the total aid comes from institutional funds, while at the area schools only 2 percent of the total available comes from the institutions.

It seems clear that where a student enrolls will affect the potential sources of his financial aid.

Table 10

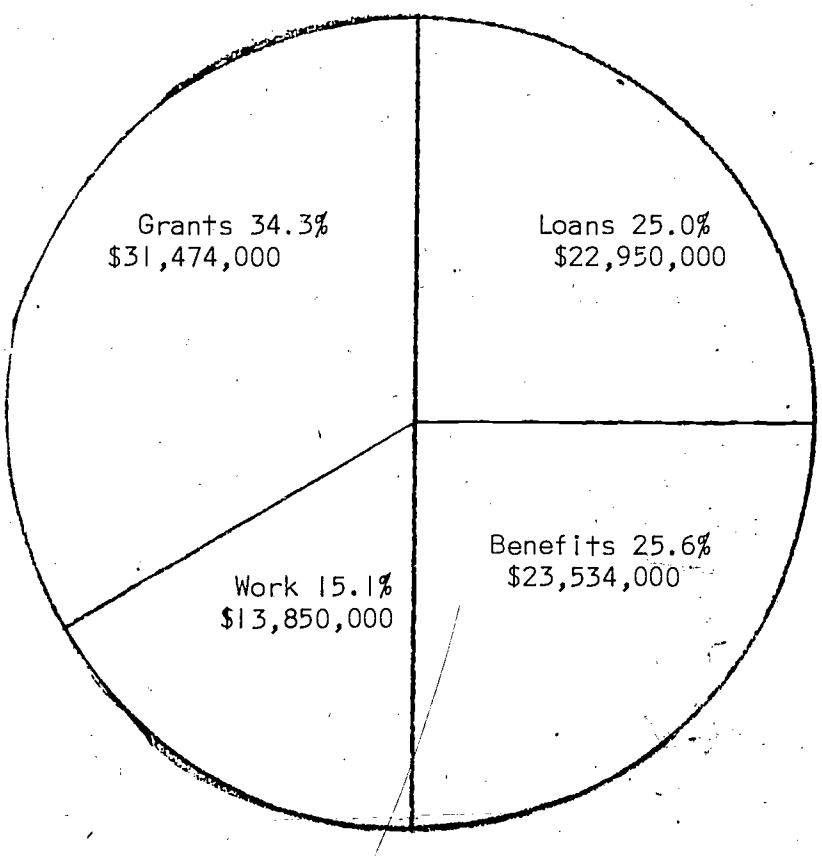
Available Financial Aid by Source and Institutional Type
1974-75
(amounts in $1,000's)

Source of Aid	Four-year Public	Four-year Private	Area Schools	Two-year Private	Other
Federal	$11,681 33.7%	$14,044 39.8%	$5,260 31.6%	$613 36.4%	$2,190 62.4%
State	$211 .6%	$6,053 17.1%	$55 .3%	$269 15.9%	$14 .4%
Institutional	$12,192 35.2%	$10,839 30.7%	$325 2.0%	$290 17.2%	$705 20.1%
Private through the institution	$1,297 3.7%	$1,079 3.1%	$112 .7%	$8 .5%	$62 1.8%
Benefits	$8,947 25.8%	$2,889 8.2%	$10,709 64.4%	$489 29.0%	$500 14.3%
Other	$359 1.0%	$399 1.1%	$165 1.0%	$17 1.0%	$35 1.0%
TOTAL	$34,687 100.0%	$35,303 100.0%	$16,626 100.0%	$1,686 100.0%	$3,506 100.0%

The most commonly available type of financial aid to undergraduates is scholarship or grant. Over one-third (34.3 percent) of the available aid is in this type. The next most common forms are loans and benefits, which each make up about one-quarter of the available total. The remaining aid comes in the form of employment income. The following figure shows the proportion of aid from each of the different types:

Figure I

Percent of Aid from Different Types
1974-75



Just as available aid varied by source at different types of institutions, so does it vary by type of aid. Over half of the aid available to students at the private four-year institutions is in the form of grant but only 14.8 percent of aid at the area schools is grant. The most common form of aid at the area schools is benefits, which generally are not based on need. Table II, on the following page, shows the distribution of type of aid at the different institutions.

Table II

Available Financial Aid by Type of Aid and Institutional Type
1974-75
(amounts in $1,000's)

Type of Aid	Four-year Public	Four-year Private	Area Schools	Two-year Private	Other
Grants	$8,156 23.5%	$19,255 54.5%	$2,469 14.8%	$762 45.2%	$832 23.7%
Loans	$8,952 25.8%	$9,357 26.5%	$2,407 14.5%	$261 15.5%	$1,973 56.3%
Employment income	$8,632 24.9%	$3,802 10.8%	$1,041 6.3%	$174 10.3%	$201 5.7%
Benefits	$8,947 25.8%	$2,889 8.2%	$10,709 64.4%	$489 29.0%	$500 14.3%
TOTAL	$34,687 100.0%	$35,303 100.0%	$16,626 100.0%	$1,686 100.0%	$3,506 100.0%

These differences in various types of aid as they are available to students at the different types of institutions should be noted carefully by policy-makers and program planners who wish to equalize access, choice, or retention of students through expansion of existing aid programs or establishment of new programs. The impact of the programs may not be identical for all types of institutions. Students at the "other" business and trade schools, hospital schools of nursing, and specialized institutions, for example, presently receive the largest percentage of their aid in the form of loans. Implementation of a new loan program or increases in funding of the present loan programs would not provide any immediate effect in reducing the financial problems of students at these institutions.

At the beginning of this section it was noted that the interaction of student aid programs frequently contributes to the problems of some of the students they individually seek to help. The following two tables show the percentage distributions of state, federal, and institutional aid program dollars among students at the different types of institutions and among students of different family incomes.

It appears evident from these two tables that the distribution of aid from the three sources differs by the recipients' family financial circumstances and the institutions they attend. Aid from state programs is likely to go to students who attend the four-year private institutions and to students whose parental income is between $9,000 and $12,000 per year. Federal aid dollars are most likely to go to students at the four-year public and private institutions, but are directed toward students whose parental income is below $9,000. While institutional aid dollars are disproportionately available to students attending four-year public and private institutions, they are fairly evenly distributed among students from all income levels -- including those where the aggregate need is very little.

Slightly over half of all aid funds are available to students with incomes of less than $9,000 per year. Conversely, nearly half of the aid goes to students from families with incomes in excess of $9,000.

Table 12

Percentages of Available Aid from Different Sources
by Institutional Type
1974-75

Type of Institution	State	Federal	Institutional
Four-year Public	3.2%	34.6%	50.1%
Four-year Private	91.7	41.6	44.5
Area Schools	.8	15.5	1.3
Two-year Private	4.1	1.8	1.2
Other	.2	6.5	2.9

Table 13

Percentages of Available Aid from Different Sources
by Income and Dependency Status

Dependent Students Parental Income	State	Federal	Institutional	Total
Under $6,000	19.0%	29.3%	19.8%	26.6%
$6,000 to $8,999	23.6	22.5	18.4	24.4
$9,000 to $11,999	27.3	17.6	17.7	15.9
$12,000 to $14,999	21.7	12.8	16.2	13.1
$15,000 and Above	8.4	5.5	16.6	10.3
Total, dependent students	100.0%	87.7%	88.7%	90.3%
Independent Students	---	12.3%	11.3%	9.7%
Total aid	100.0%	100.0%	100.0%	100.0%

UNMET FINANCIAL NEED

Since the aggregate financial need estimated for the Iowa full-time undergraduate students exceeds $113 Million, and there is only $92 Million available in all sources of student aid to meet that need, there is an aggregate need of about $21 Million. The total unmet need, however, is larger than the simple arithmetical difference between the available resources and the institutional costs because of the way students of different financial circumstances distribute themselves among institutions of different costs and because of the way student aid is made available. The total unmet financial need for the full-time undergraduate students is nearly $34 Million. The following table displays the unmet need by income intervals and institutional type:

Table 14

Estimated Unmet Need by Institutional Type, Income, and Dependency Status
1974-75
(amounts in $1,000's)

Dependent Students Parental Income	Four-year Public	Four-year Private	Area Schools	Two-year Private	Other	Total
Under $6,000	$348	$2,463	$36	$294	$1,432	$4,606
$6,000 to $8,999	872	4,956	--	318	1,470	7,616
$9,000 to $11,999	2,250	6,438	1,188	316	926	11,118
$12,000 to $14,999	721	4,367	3	203	524	5,818
$15,000 and Above	---	---	---	---	---	---
Total dependent	$4,191	$18,224	$1,260	$1,131	$4,352	$29,158
Independent Students	---	2,433	627	231	1,443	4,747
TOTAL	$4,191	$20,657	$1,887	$1,362	$5,795	$33,905

Over 65 percent of this unmet need is experienced by students at the private four-year and two-year institutions. Over one-third of the unmet need is experienced by students with family incomes between $9,000 and $11,999 per year. The tables on the following page summarize the distribution of unmet need by institutional type and income/dependency status.

Table 15

Summary of Enrollment, Aggregate Need, Available Aid, and Unmet Need by Institutional Type

Type of Institution	Enrollment	Aggregate Need	Available Aid	Unmet Needs
Four-year Public	40.4%	28.2%	37.8%	12.4%
Four-year Private	28.8	47.1	38.5	61.0
Area Schools	23.6	14.4	18.1	5.4
Two-year Private	2.3	2.5	1.8	4.1
Other	4.9	7.8	3.8	17.1

Table 16

Summary of Enrollment, Aggregate Need, Available Aid and Unmet Need by Income and Dependency Status

Dependent Students Parental Income	Enrollment	Aggregate Need	Available Aid	Unmet Needs
Under $6,000	13.6%	25.2%	26.6%	13.5%
$6,000 to $8,999	14.9	26.3	24.4	22.5
$9,000 to $11,999	17.8	22.7	15.9	32.8
$12,000 to $14,999	17.4	14.1	13.1	17.2
$15,000 and Above	23.9	.4	9.7	---
Total dependent	87.6%	88.7%	90.3%	86.0%
Independent Students	12.4	11.3	9.7	14.0
	100.0%	100.0%	100.0%	100.0%

The effects of distribution of enrollment, budget, need, and available aid on unmet need can be seen by comparing the four-year public and four-year private colleges. Students at each of these types of institutions have access to about the same percentages of the total aid available. However, the students at the public four-year institutions experience only 28.2 percent of the aggregate need while the private four-year students demonstrate 47.1 percent of aggregate need. As a consequence, the percentage of need not met at the private four-year institutions is five times as great as that experienced by the students at public four-year institutions.

The distributional effects on unmet need are also differential by family income interval. While students from families with annual incomes of $9,000 and $11,999 represent only 17.8 percent of all students and demonstrate only 22.7 percent of the aggregate need, they have access to only 15.9 percent of the total available aid. Consequently their unmet needs represent 32.8 percent of the total. On the other hand, the students from families with incomes of less than $6,000 annual income experience 25.2 percent of the total aggregate need but have access to 26.6 percent of the available aid. Consequently their unmet needs represent just 13.5 percent of the total.

It should be remembered that all of the students included here are enrolled in Iowa institutions during the 1974-75 academic year. The question can be raised as to how they can be enrolled if they have unmet financial need? The answer lies in the basic principles of need analysis.

The concept underlying need analysis is one of reasonable expected contributions from students and parents. Financial aid administrators and economists, among others, have through experience and research established norms for the amount of money students and parents from different financial circumstances can reasonably afford to expend for educational purposes. These norms are built into the College Scholarship Service need analysis system which was used in developing these measures of unmet and aggregate need.

Many families, however, are making economically unreasonable personal, familial, and social sacrifices to pay the costs of an education which they subjectively believe to be both reasonable and necessary. Many families are sacrificing economic stability and incurring debts of significant magnitude in order to pay the unmet costs of their children's education. Many students are living at poverty-levels in order to keep unmet costs at a minimum.

The amount of unmet need represents a "sacrifice index" for students and parents which can be expressed by the formula:

$$\text{SACRIFICE INDEX} = \frac{\text{Aggregate Unmet Need}}{\text{Aggregate Financial Need}}$$

which is a measure of the relative magnitude of sacrifices a given group of students and parents is willing to make to pay for educational costs. It is logical to assume that those students/parents who are enrolled at some sacrifice to themselves are only a portion of some larger population of students/parents with similar financial circumstances who find that the level of sacrifice required of them is inconsistent with the perceived benefits they would derive from the postsecondary educational experience. It follows then that a reduction of the index must take place before new and larger proportions of students and parents will become willing and able to enroll in postsecondary education.

The "sacrifice indices" of students at the different types of institutions with different income and dependency status are shown in the following Table. They indicate that the students enrolled in the business and trade schools, hospital schools of nursing, and proprietary institutions grouped in the "other" category have the largest relative sacrifice indices. It also shows that students from families with incomes between $9,000 and $11,999 must make larger sacrifices than students from other income groups.

Table 17

Sacrifice Indices by Institutional Type, Income Level, and Dependency 1974-75

Dependent Students Parental Income	Four-year Public	Four-year Private	Area Schools	Two-year Private	Other	All Institutions
Under $6,000	.040	.219	.007	.389	.651	.161
$6,000 to $8,999	.098	.338	----	.404	.665	.257
$9,000 to $11,999	.307	.482	.391	.533	.669	.433
$12,000 to $14,999	.204	.414	----	.504	.649	.366
$15,000 and Above	----	----	----	----	----	----
Independent Students	----	.536	.250	.720	.729	.373
TOTAL	.132	.388	.116	.476	.664	.300

Another way of interpreting the sacrifice index is to recognize that it is a percentage of the original need which is not met by student aid. For example, the index of .040 for students at the public four-year institutions with incomes of less than $6,000 represents that 4 percent of their original need had not been met -- or that 96 percent of their need had been met by some combination of resources.

The magnitude of the effect of this sacrifice is reflected in the proportions of students from different income levels who do not attend postsecondary education due to the lack of aid. This will be discussed in a subsequent section of this report.

Another manifestation of the impact of the sacrifice is the rate at which students "drop-out" or "stop-out" of programs once begun. Students may be willing to make the sacrifice for one or two years, but may find that the cumulative impact makes it impossible to do so in subsequent years. They may, for example, be able to reduce clothing, recreation, and medical/dental expenses to the zero point for a year, but eventually attrition, boredom, and medical needs will require that funds be found through full-time employment. When this occurs the sacrifice of the student and parents, together with the resources of the state, federal, and institutional aid programs are underutilized. Each has received less than the maximum benefits from their investment. Students do not receive a completed education and fail to recognize the return on investment which would be represented by their higher income potential as a graduate. The institution's resources are underutilized because their "finished product" has not been produced in spite of the investment of instructional and other expenditures. The State's resources are underutilized because the full development of its human capital has not been achieved.

It is quite likely that the sum of these losses exceeds the amount of the unmet need. The amount required to develop or expand the student aid programs to a level that would reduce the sacrifice indices to an acceptable point is less than is presently being lost through failure to enroll and persist to the completion of an educational program.

There is some indirect support for this hypothesis in the data. Students at the "other" institutions appear to have the highest sacrifice index of any group -- and the index is constant across the income levels. Can it be that the short duration of these programs which generally lead to higher income potential over the short-run than do the longer programs of the degree granting institutions makes the sacrifice more reasonable? Is a high level of sacrifice for a short period of time more acceptable if there is the prospect of a quick recovery of the losses through employment?

Another way of presenting the magnitude of the unmet need is the average dollar amount per student at the various income levels and at different types of institutions. This average unmet need is shown below:

Table 18

Average Unmet Need by Institutional Type,
Income Level, and Dependency
1974-75

Dependent Students Parental Income	Four-year Public	Four-year Private	Area Schools	Two-year Private	Other	All Institutions
Under $6,000	$80	$779	$11	$1,007	$1,817	$383
$6,000 to $8,999	180	1,281	---	975	1,742	770
$9,000 to $11,999	367	1,331	322	952	1,330	710
$12,000 to $14,999	---	877	---	577	876	859
$15,000 and Above	---	---	---	---	---	---
Independent Students	---	1,371	153	1,283	1,377	669
TOTAL	$226	$1,109	$165	$919	$1,458	$655

The average unmet need per student (based on those intervals where there is an unmet need) is $655. As with the sacrifice indexes, the largest dollar amounts of unmet need are experienced by students at the non-collegiate institutions. The average unmet need of students at the two- and four-year private institutions is $1,000, and the average for students from families with incomes between $9,000 and $11,999 is $859.

THE NEEDS AND RESOURCES OF IOWA RESIDENTS

While the State of Iowa has a concern for the financial needs of all of the students enrolled in the public and private institutions of post-secondary education in the State, there must be a primary concern for those students who are legal residents of the State and are enrolled in the State's public and private institutions. The previous sections of this report have discussed the needs and resources of the total group of students in the State; this section attempts to focus attention on those students who are legal residents of Iowa.

Attention to this specific group produces some additional methodological considerations. First, the data which were available on the distributions of parental income did not disaggregate Iowa residents and non-residents. This made it necessary to assume that the income distribution of Iowa residents was the same as that for all students at the institutional types. There is some evidence to suggest that the income of the Iowa residents are slightly lower than those of non-residents because students who migrate to another state generally come from higher income families. The study staff believes that the level of understatement of true financial need produced by this assumption is less than 5 percent of the total, a level of significance acceptable in this type of analysis.

The second methodological consideration relates to the distribution of aid by type and by income interval at the different types of institutions. The total amount of aid from the different programs which is available to Iowa residents is known, but how that aid was distributed to Iowa residents by income interval is not. The study staff assumed that the aid distribution within institutional types to Iowa residents was the same as the distribution of aid to all students. For example, if 24 percent of the College Work-Study aid at the public four-year institutions went to students with incomes of less than $6,000, it was assumed that 24 percent of the CWSP aid available to Iowa residents went to students from this income level. The staff believes that the estimated distributions of available aid for Iowa residents are not significantly different than the true distributions. If an error has been made it is in the direction of understatement of need rather than overstatement.

During the 1974-75 academic year, there were 68,928 Iowa residents enrolled in public and private institutions within the state. This represented 78.2 percent of the total enrollment. The percent of resident/non-resident students varied by institutional type; 95.9 percent of students at the area schools were residents, 92.5 percent at the two-year private institutions, 84.0 percent each at the public four-year and other institutions, and 53.6 percent at the private four-year institutions.

The aggregate financial need of these 68,928 Iowa resident students was $77.5 Million. The largest dollar amount of need for resident students was at the four-year private institutions, the next largest amount of need was at the four-year public institutions. Aggregate financial need estimates decreased, as would be expected, as family income increased:

Table 19

Aggregate Financial Need by Institutional Type, Income, and Dependency Status
IOWA RESIDENTS ONLY
(amounts in $1,000's)

Dependent Students Parental Income	Four-year Public	Four-year Private	Area Schools	Two-year Private	Other	All Institutions
Under $6,000	$6,670	$6,034	$5,261	$699	$1,848	$20,512
$6,000 to $8,999	6,747	7,030	4,686	728	1,858	21,049
$9,000 to $11,999	5,169	7,154	2,871	548	1,164	17,006
$12,000 to $14,999	2,053	5,658	521	373	679	9,284
$15,000 and Above	---	203	---	---	124	327
Total, dependent student	$20,739	$26,079	$13,339	$2,348	$5,673	$69,178
Independent Students	2,641	2,430	2,358	296	1,663	9,388
Total, all students	$23,380	$28,509	$15,697	$2,644	$7,336	$77,566

Because of the differences in the distribution of Iowa resident students among the different types of institutions, the percent of total need for resident students differs from that of all students. The public four-year institution students accounted for 28.2 percent of the total need but 30.1 percent of the resident need; four-year private institution students had 47.1 percent of all need but only 36.8 percent of the resident need; area schools only 14.4 percent of total need but 20.2 percent of resident need; two-year private institutions 2.5 percent of all and 3.4 percent of resident; and other institutions 7.8 percent of total need and 9.5 percent of the resident need.

Just over $70 Million was available to meet the needs of Iowa resident students during the 1974-75 year. The distributions of this aid by source, type of institution, and type of aid are shown in the two tables on the following page.

Table 20

Available Financial Aid by Source and Institutional Type
1974-75
IOWA RESIDENTS ONLY
(amounts in $1,000's)

Source of Aid	Four-year Public	Four-year Private	Area Schools	Two-year Private	Other
Federal	$9,514	$8,002	$4,852	$454	$1,045
	34.0%	34.5%	30.2%	32.1%	64.5%
State	$211	$6,053	$55	$269	$14
	.8%	26.1%	.3%	19.0%	.9%
Institutional	$9,572	$5,917	$290	$188	$153
	34.1%	25.5%	1.8%	13.3%	9.5%
Private through the institution	$970	$673	$108	$8	$58
	3.5%	2.9%	.7%	.6%	3.5%
Benefits	$7,464	$2,306	$10,594	$482	$333
	26.6%	10.0%	66.0%	34.0%	20.6%
Other	$277	$230	$159	$14	$16
	1.0%	1.0%	1.0%	1.0%	1.0%
TOTAL	$28,008	$23,181	$16,058	$1,415	$1,619

Table 21

Available Financial Aid by Type of Aid and Institutional Type
1974-75
IOWA RESIDENTS ONLY
(amounts in $1,000 s)

Type of Aid	Four-year Public	Four-year Private	Area Schools	Two-year Private	Other
Grants	$6,513	$13,712	$2,243	$620	$285
	23.3%	59.2%	14.0%	43.8%	17.6%
Loans	$7,302	$5,167	$2,271	$185	$887
	26.1%	22.3%	14.1%	13.1%	54.8%
Employment income	$6,729	$1,996	$950	$128	$114
	24.0%	8.6%	5.9%	9.0%	7.0%
Benefits	$7,464	$2,306	$10,594	$482	$333
	26.6%	9.9%	66.0%	34.1%	20.6%
TOTAL	$28,008	$23,181	$16,058	$1,415	$1,619

The table below compares the percent of the total aid available which goes to Iowa students at the different types of institutions with the percent of the total need at that type of institution experienced by the Iowa students:

Table 22

Comparison of Aid and Need
IOWA STUDENTS ONLY

Type of Institution	Iowa Students Have What Percent of Need	Get What Percent of Aid
Four-year Public	73.5%	80.7%
Four-year Private	53.6	65.7
Area schools	96.3	96.6
Two-year Private	92.4	83.9
Other	84.0	46.2
All Institutions	68.9	76.6

For the most part, Iowa resident students are aided better than are non-resident students. The residents have only 68.9 percent of the total need but receive 76.6 percent of the total aid. The state student aid programs with eligibility limited to resident students account for some of this difference. When awards from these programs are not considered Iowa residents have access to only 74.7 percent of the aid.

At two types of institutions, the two-year private and other institutions, Iowa residents have access to a smaller percentage of the aid than they represent of the need. This is primarily because these institutions use disproportionate amounts of their own institutional aid funds to attract out-of-state students.

The total aggregate unmet need for Iowa students amounts to $17,414,000. The first table on the following page shows how this unmet need is distributed among the institutions and family income intervals. This data is not significantly different from that earlier presented for all students. Unmet need is largest at the four-year private institutions. The second table on the following page summarizes the distribution of enrollment, financial need, available aid, and unmet need for Iowa residents by type of institution attended.

Table 23

Estimated Unmet Need by Institutional Type,
Income, and Dependency Status
IOWA RESIDENTS ONLY
(amounts in $1,000's)

Dependent Students Parental Income	Four-year Public	Four-year Private	Area Schools	Two-year Private	Other	All Institutions
Under $6,000	---	$256	---	$294	$1,432	$1,982
$6,000 to $8,999	$292	1,670	---	318	1,470	3,750
$9,000 to $11,999	1,168	2,613	$1,093	316	926	6,116
$12,000 to $14,999	---	1,591	---	203	524	2,318
$15,000 and Above	---	---	---	---	---	---
Total, dependent students	$1,460	$6,130	$1,093	$1,131	$4,352	$14,166
Independent Students	---	1,050	552	231	1,415	3,248
All Students	$1,460	$7,180	$1,645	$1,362	$5,767	$17,414

Table 24

Summary of Enrollment, Financial Need,
Available Aid and Unmet Need by Institutional Type
IOWA RESIDENTS ONLY

Type of Institution	Enrollment	Financial Need	Available Aid	Unmet Need
Four-year Public	43.4%	30.1%	39.9%	8.4%
Four-year Private	19.7	36.8	33.0	41.2
Area Schools	28.9	20.2	22.8	9.4
Two-year Private	2.7	3.4	2.0	7.8
Other	5.3	9.5	2.3	33.2

Nearly half of the unmet need experienced by Iowa residents falls on the students enrolled in the four- and two-year private institutions. The Iowa residents enrolled in the other (proprietary, vocational, technical, hospital, etc.) postsecondary institutions experience nearly one-third of the total unmet need although they make up only about one-twentieth of the total enrollment.

FUTURE CHANGES IN NEEDS

Regardless of whether Iowa policy-makers are concerned with the unmet needs of all students or only those who are residents of the State, the need for additional aid is dramatic -- and the need is not going to get any smaller. At least three factors might add to the need:

1. The enrollment of larger percentages of Iowa secondary school graduates in some form of postsecondary education

2. Increases in the costs of attending all types of postsecondary institutions

3. Inflation and unemployment which reduce the ability of the parents and students to contribute toward the costs of education.

This section of the report attempts to predict some of the changes which may occur and their impact on the amount of financial need experienced by students in postsecondary institutions in Iowa.

Changes in the Student Population

There are two significant groups of students whose financial aid needs have not been recognized and discussed in the previous sections: the Iowa residents who for one reason or another leave the State to obtain their postsecondary education and those who for lack of financial aid do not continue their education beyond high school.

Because there are no data available on the characteristics, resources, and needs of the Iowa residents who attend institutions in different states it is not possible to make any sound statements about the amount of their unmet needs. It is known that the majority of them must enroll without any aid from Iowa or the state in which they enroll -- and it is logical to assume that their total aid resources are lower than Iowa students who enroll in Iowa institutions. Conversely, the students who migrate to another state generally come from higher income families -- and it is logical to assume that their total need is lower. One factor may off-set the other, but there is reason to suggest that this group should be the subject of a subsequent study by the Commission. Portability of state grants may become more significant as increased amounts of money are channeled into the federal State Student Incentive Grant Program. At least two states which presently permit their residents to use state grants to enroll in another state are seriously considering restriction of that priviledge to students who enroll in a state which reciprocates portability. If the Commission is forced to make decisions on this matter the advantage of a prior study would be considerable.

It is possible, with the data available to the study staff, to make some predictions about those students who discontinue their educations because of lack of financial aid.

Based on a survey made by the Commission of the postsecondary plans of 5,766 students who will graduate from secondary school in the Spring of 1975, it appears that just over six out of ten (60.7 percent) of the high school graduates plan to continue their education in the fall at one or another type of postsecondary institution. Of the students who are not presently planning to further their education in the fall, more than two out of ten (22.4 percent) indicated that they would like to continue their education at some time in the future but needed to find a job now. Another similar sized group (23.1 percent) indicated that they did not know what they would do in the fall or would decide later. It is reasonable to assume that some portion of these students would have decided for college now if adequate aid had been available.

Table 25

Plans of Iowa High School Seniors
Spring, 1975

Enter a Postsecondary Institution in the Fall and		60.7%
Go to a four-year college	64.1%	
Go to a two-year college	14.0	
Go to a public technical school	14.5	
Go to a private usiness or trade school	7.4	
	100.0%	
Not Enter a Postsecondary Institution in the Fall but		39.3%
		100.0%
Get Married	11.7%	
Get a full-time job	34.4	
Get a job and education later	22.4	
Join the military service	8.4	
Decide later	11.7	
I do not know now	11.4	
	100.0%	

In another part of the survey, the Commission asked the students why they were not going to continue their educations at this time. There was a predictable variety of answers, but 40.0 percent of the students who would not continue indicated that lack of money was an important reason for not going on now.

In combination, these two sets of responses appear to the study staff to indicate that nearly 18 percent of Iowa's present group of high school seniors would like to further their education but are not going to enroll in the fall -- and that for at least 85 percent of this group the lack of money is a major barrier.

It follows that increasing the availability of financial aid would directly encourage the attendance of some of these students in some form of post-secondary education. Undoubtedly some could not be admitted to the kind of program they want and would not continue even if aid were available. About 16 percent of those who are not going on but would like to ranked in the lower two-fifths of their high school classes. However, nearly five percent of those who were going on in the fall also ranked in the lower two-fifths of their class -- indicating that some substantial portion of those not planning on going on could be admitted to some form of post-secondary education if resources were available.

The judgement of the study staff is that about 16 percent of the present group of high school seniors (1) could be admitted to some form of post-secondary education, (2) have an interest in some form of postsecondary education, and (3) are deterred by lack of funds. If this judgement is correct, there are about 8,000 individual students who would continue their educations next fall if resources were available. This would increase the rate of postsecondary attendance of this group of high school seniors from about six out of ten (estimated 60.7 percent) to nearly eight out of ten (estimated 76.9 percent). The cost of achieving this increase would depend on the financial needs of these students.

The Commission survey collected information about the parental income of these students:

Table 26

Parental Income Distribution
High School Seniors Who Might Continue if Aid Were Available

Under $6,000	10.2%
$6,000 to $8,999	13.6
$9,000 to $11,999	18.0
$12,000 to $14,999	24.2
$15,000 and Above	34.0

Obviously, not all of these students would actually demonstrate need and receive aid. That would be determined by their choice of institutional type.

The Commission survey did not collect information about the probable institutional choice of these students. The study staff made three alternative assumptions: (1) that all would choose to attend the lowest cost area vocational schools, (2) that all would attend the highest cost private four-year institutions, and (3) that the attendance pattern of these students would be identical to those with similar incomes who are presently enrolled. This effectively provides the Commission with a low, high, and mid-range estimate of these students' needs for additional aid. These estimates are shown in the following table:

Table 27

Estimated Financial Need
High School Seniors Who Might Continue if Aid Were Available

Parental Income	Low Estimate	Mid-Range Estimate	High Estimate
Under $6,000	$1,323,000	$1,932,000	$2,900,000
$6,000 to $8,999	1,576,000	2,454,000	3,679,000
$9,000 to $11,999	1,182,000	2,347,000	3,965,000
$12,000 to $14,999	355,000	1,998,000	4,099,000
$15,000 and Above	---	70,000	153,000
TOTAL NEED ESTIMATE	$4,436,000	$8,801,000	$14,796,000

Viewed in a different way, in order to provide equality of access to some form of postsecondary education for those high school seniors who would like to continue their educations but fail to do so for financial reasons, the State of Iowa would need to provide an additional $4.4 Million in student aid. In order to provide both access and choice it would appear that an additional $8.8 Million would be needed by these students.

These estimates are in addition to the amounts needed to meet the needs of students presently enrolled. The combined amount of additional aid needed to meet the present needs of enrolled students and the potential needs of those who might enroll if aid were available would be about $26.2 Million. These needs are obviously substantial. They are not likely to become smaller in magnitude in the near future.

Changes in Institutional Charges to Students

In addition to any changes in the needs of students in postsecondary institutions in Iowa due to changes in the student population which might occur if more aid were available, an important element of changes in needs is the charges levied by the institutions on the present and prospective students -- their "student budgets." Inflation not only affects student and parental ability to pay (which will be discussed in the next section of this report) but it affects what the institutions must charge the students.

Each year the College Scholarship Service collects information about student budgets from all of the postsecondary institutions in the nation for comparative purposes. According to their analysis, the total expenses of resident students will increase nationally by 8 percent when 1975-76 is compared with 1974-75; total expenses of commuter students will increase by 6 percent over the same period. The CSS analyses indicate that there will be considerable variation in the percent of change among the various types of institutions:

Table 28

College Scholarship Service
Estimates of Changes in Student Budgets
From 1974-75 to 1975-76

Type of Institution	Increase from 1974-75 to 1975-76	
	Resident Budgets	Commuter Budgets
Public two-year	12%	7%
Private two-year	2	4
Public four-year	12	9
Private four-year	9	7
Proprietary	-0-	(1)
All institutions	8%	6%

The study staff reviewed the budgets which were submitted by the Iowa institutions for the College Scholarship Service publication from which the changes quoted above were taken (Student Expenses at Postsecondary Institutions, 1975-76, published by the College Scholarship Service, New York, New York, March, 1975). In order to be used in the aggregate

need analysis model the budgets had to be weighted to account for the proportions of dependent, independent, resident, and commuter students at each of the institutional types. This weighting produced the following changes in cost for the Iowa institutions from 1974-75 to 1975-76:

Table 29

Weighted Average Estimated Changes in Student Budget

IOWA INSTITUTIONS ONLY

From 1974-75 to 1975-76

Four-year public	10.5%
Four-year private	2.2
Area schools	6.0
Two-year private	2.0
Other	5.0

These changes are not inconsistent with those observed nationally by the College Scholarship Service. The national data indicate that proprietary institutions will decrease their tuition and fees by one percent, but that private four-year institutions will increase tuition and fees by 8 percent, while private two-year tuition and fees would increase by 5 percent.

What is not understandable is that some institutions reported reductions in the maintenance costs for such items as room, board, transportation, personal, and miscellaneous expenditures. In a period of rising consumer costs it seems unlikely that such maintenance costs would decrease. The Commission may wish to consider a study of the procedures and methodology used by the Iowa institutions in the development of estimates of student budgets. It may be that the anomalies noted nere can be explained but if they cannot efforts should be made to correct them.

The impact of increasing costs on students and their need is substantial. The total dollar increase for all students in Iowa postsecondary institutions will be nearly $14 Million. The following table shows the total dollar impact of these estimated cost increases by income interval and type of institution:

Table 30

Total Increased Costs by Institutional Type, Income, and Dependency Status 1975-76 (amounts in $1,000's)

Dependent Students Parental Income	Four-year Public	Four-year Private	Area Schools	Two-year Private	Other	All Institutions
Under $6,000	$1,145	$283	$424	$18	$128	$1,998
$6,000 to $8,999	1,279	347	403	20	138	2,187
$9,000 to $11,999	1,613	433	460	20	113	2,639
$12,000 to $14,999	1,672	446	386	21	97	2,622
$15,000 and Above	2,650	605	416	32	58	3,761
Total, dependent students	$8,359	$2,114	$2,089	$111	$534	$13,207
Independent Students	356	100	150	6	99	711
All Students	$8,715	$2,214	$2,239	$117	$633	$13,918

While these increased costs will not have a direct impact on unmet need because of student and parental contributions and financial aid will offset some amounts at the higher levels and a surplus of financial aid appears to exist at some levels (students who, in the model used for the aggregate need analysis, appear to have no need), they do represent costs that someone will need to meet in order to permit continued enrollment of these students.

Changes in Parental Contribution

The final major reason why the needs of Iowa students will change in the 1975-76 year as compared with the 1974-75 year is the impact that inflation and unemployment will have on the ability of students and parents to continue the contributions that they have made in the past. Just as the

college budgets change to reflect the increased amounts the institutions must pay, the parental contributions decrease in reflection of the increased amounts that they must pay for non-educational goods and services. The need analysis system used by most of the postsecondary institutions in Iowa, the College Scholarship Service, has adjusted the levels of parental contribution which will be expected for the 1975-76 academic year to reflect these inflationary impacts on parental ability. The table below shows the adjustments which have been made:

Table 31

Changes in Average Parental Contribution
From 1974-75 to 1975-76

Parental Income	Average Contribution 1974-75	1975-76
Under $6,000	-0-	-0-
$6,000 to $8,999	$172	-0-
$9,000 to $11,999	802	$95
$12,000 to $14,999	1,441	600
$15,000 and Above	3,507	1,865

As this table indicates, there are substantial decreases in the amounts expected from the middle income families. It will be recalled that the students from these income groups experienced the largest amount of unmet need in 1974-75. Since the family contributions will be lower in 1975-76, the unmet need and sacrifice indices of these middle-income students will be even higher in 1975-76.

The combined impact of increases in institutional cost and decreases in parental ability to pay is displayed in the table on the following page. The net impact on estimated aggregate unmet need for undergraduate students enrolled full-time in Iowa institutions is to increase need from just under $34 Million (as shown in Table 14) to over $75 Million. The greatest increases in unmet need occur in the two upper income intervals (with the family incomes in excess of $12,000). While the total unmet needs of the students from these families were nearly $6 Million in 1974-75, they increase to more than $27 Million in 1975-76. This represents an increase of 373 percent.

Table 32

Estimated Unmet Need by Institutional Type, Income, and Dependency Status
ADJUSTED FOR 1975-76 INCREASES IN COST AND DECREASES IN PARENTAL ABILITY TO PAY
(amounts in $1,000's)

Dependent Students Parental Income	Four-year Public	Four-year Private	Area Schools	Two-year Private	Other	All Institutions
Under $6,000	$1,155	$2,746	$431	$311	$1,540	$6,183
$6,000 to $8,999	2,985	5,968	864	388	1,708	11,913
$9,000 to $11,999	8,192	10,285	4,250	363	1,474	24,564
$12,000 to $14,999	4,939	9,198	2,231	517	1,073	17,958
$15,000 and Above	---	8,893	22	258	411	9,584
Total, dependent students	$17,271	$37,090	$7,798	$1,837	$6,206	$70,202
Independent Students	---	2,533	777	250	1,542	5,102
All Students	$17,271	$39,623	$8,575	$2,087	$7,748	$75,304

The largest increases in umet need will occur in the public institutions. In 1974-75, these students had an unmet need of just over $6 Million. Because of rising costs and declining parental ability to pay, their total need for 1975-76 will increase to nearly $26 Million, or an increase of 325 percent.

The estimated unmet needs of Iowa residents enrolled in Iowa postsecondary institutions would increase from just over $17 Million (see Table 23) in 1974-75 to more than $45 Million in 1975-76. The distribution of unmet need of Iowa residents only is shown in the first table on the following page.

The second table on the following page shows the percentages of unmet need by income interval and institutional type for the two years. The changes in institutional budget and parental contribution have a dramatic impact on the location of the needs.

There are a number of other factors which will affect the true amount of unmet need for the 1975-76 year. Inflation has reduced the ability of parents to contribute the same amount from the sam income -- but it has also led to an increase in the incomes of a number of families. Students from families with increased incomes will receive higher contributions next year than they did this year, partially or totally off-setting the increases in cost. Aid available from the federal government -- particularly in the BEOG program -- will be greater next year than this, providing more support to more students. It seems likely that the estimates made in this report are higher than will actually be experienced for next year.

Table 33

Estimated Unmet Need by Institutional Type,
Income, and Dependency Status
ADJUSTED FOR 1975-76 INCREASES IN COST
AND DECREASES IN PARENTAL ABILITY TO PAY
IOWA RESIDENTS ONLY
(amounts in $1,000's)

Dependent Students Parental Income	Four-year Public	Four-year Private	Area Schools	Two-year Private	Other	All Institutions
Under $6,000	$624	$407	$342	$311	$1,540	$3,224
$6,000 to $8,999	2,001	2,212	864	388	1,708	7,173
$9,000 to $11,999	5,635	4,674	3,997	360	1,434	16,100
$12,000 to $14,999	2,384	4,180	1,991	496	1,028	10,079
$15,000 and Above	---	4,380	---	251	411	5,042
Total, dependent students	$10,644	$15,853	$7,194	$1,806	$6,121	$41,618
Independent Students	---	1,357	695	236	1,498	3,786
All Students	$10,644	$17,210	$7,889	$2,042	$7,619	$45,404

Table 34

Comparison of Distributions of Unmet Need
by Institutional Type, Income, and Dependency Status
1974-75 and 1975-76

Dependent Students Parental Income	Unmet Need 1974-75	1975-76
Under $6,000	13.5%	8.2%
$6,000 to $8,999	22.5	15.8
$9,000 to $11,999	32.8	32.7
$12,000 to $14,999	17.2	23.8
$15,000 and Above	---	12.8
Independent Students	14.0	6.8
All Students	100.0	100.0
Institutional Type		
Four-year Public	12.4%	22.9%
Four-year Private	61.0	52.6
Area Schools	5.4	11.4
Two-year Private	4.1	2.8
Other	17.1	10.3

SUMMARY AND CONCLUSIONS

This report has attempted to describe the financial aid needs and resources of full-time undergraduate students enrolled in postsecondary education in the State of Iowa. Information drawn from a number of different sources was combined through a technique known as aggregate need analysis to measure the unmet need of different groups of students. The major findings are:

> . . . After parental contributions and student self-help are deducted from the 1974-75 college budgets, there is an aggregate need for assistance of nearly $113 Million.
>
> . . . There is nearly $92 Million available in financial aid from all sources to meet that need. Over one-third comes from the federal government. Over one-third is in the form of grants or scholarships.
>
> . . . Because of the ways in which the aid is distributed among students and institutions, nearly $34 Million in additional need-based student aid would be required to meet all students' needs.
>
> . . . The need for additional aid is greatest at the four-year private institutions, where the students have more than 60 percent of the total need.
>
> . . . Families with incomes between $9,000 and $12,000 experience the most unmet need. Even though these families make up only one-sixth of the total enrollment they have more than one-third of the unmet need.
>
> . . . When only residents of Iowa are included, the unmet need is about $17.5 Million. Iowa residents receive proportionally more aid at public institutions and proportionally less aid at private institutions.

These findings are based on the characteristics of students, institutions, and aid programs during the 1974-75 academic year. The report also attempted to forecast some possible changes which might occur in the coming year as a basis for planning. Estimates were made of the impacts of shifts in the proportion of high school seniors going on to postsecondary education, of changes in institutional costs, and of the impact of inflation on student needs. It was estimated that:

> . . . About 16 percent of the present group of high school seniors have an interest in and could be admitted to some form of postsecondary education but will not enroll in the fall for financial reasons. In absolute numbers this group includes about 8,000 students.

. . . Additional aid funds of about $4.5 Million would be needed to provide access to the least expensive form of postsecondary education for these students, and about $9 Million would be needed to provide both access and a reasonable amount of choice for these students.

. . . The total amount estimated as needed to fully meet the needs of all Iowa residents who might enroll next year, assuming no changes in cost, ability to pay, or distribution of students, would be just over $26 Million.

. . . Estimates of increases in institutional charges for the 1975-76 academic year would increase the needs of the presently enrolled group of students by nearly $14 Million.

. . . The combined impact of increases in institutional costs and decreases in parental ability to pay due to inflation would increase the unmet needs of the presently enrolled group of students from under $34 Million to over $75 Million, an increase of more than 220 percent.

. . . These combined impacts would be experienced most heavily by students from families with incomes above $12,000, where the unmet need would increase from about $6 Million to more than $27 Million. The largest increases in unmet need will occur at the public institutions, where an increase in unmet need of 325% is likely to occur.

The report does not address the problems of Iowa residents who are attending postsecondary institutions in another state. It is suggested that these students be the subject of a subsequent study to determine the impact that portability of grants might have. The study staff also suggests that the methodologies and procedures used by institutions in estimating student budgets be studied to assure that they produce realistic and accurate estimates of the actual expenses of students.

SS-C-74

SURVEY OF PLANS FOR EDUCATION AND CAREERS

SECONDARY SCHOOL FORM

STUDENT IDENTIFICATION SECTION

(Do not complete this section unless asked to do so.)

Please Print

(1) Name_____
(Last Name) (First Name) (Middle Initial)

(2) Home Address_____
(No. & St. or Route No.) (City) (State) (Zip Code)

(3) County of Residence_____ (4) Name of High School_____

(5) It may be possible to send you some information about special educational programs and financial assistance programs that may be of particular interest to you. If you have given us your address above, and would like to receive this information, please mark "YES" below.

☐ Yes, send me the information. ☐ No

INTRODUCTION

Secondary schools and colleges are very much interested in learning more about what high school seniors will be doing after they leave the 12th grade. They need this information to build the educational, financial assistance and work programs you need and want.

One way you can help them is by simply telling us what your plans are for the years after high school. This survey form has been designed to gather that information. With your help we hope to make it more possible for students to become what they want to be.

You will notice several things about the form and the questions that are a little different:

1. Don't fill out the Student Identification Section above unless you are asked to do so by the person administering this questionnaire to you. In some studies, we don't need your name. In any case, your individual answers will always be treated confidentially and not released unless you indicate your approval.

2. Item 28 is a very important one. Depending on how you answer it, you will be directed to go to either Section B or Section C. If you are directed to Section B do not fill in Section C. If you are directed to Section C, do not fill in Section B.

   After you finish either Section B or Section C go to the Local Questions (Item 69) which are on the sheet inserted in this booklet. If there are no Local Questions, your survey administrator will tell you.

3. Items 69 to 79 cover what are called "Local Questions." These are questions which might be asked by a particular school, district, or agency. These "Local Questions" are contained on the single, separate sheet of paper inserted in your booklet. When you get to Item 69, answer the questions on this "Local Questions" sheet. Be sure and put the Set Number of the Local Questions in Box 69, as the instructions tell you.

4. Some of the questions will require the use of the Coding Lists. List A is a list of Occupational Titles and List B is a list of Education and Training Programs. List C, found on the back of the sheet containing the Local Questions, is a list of educational institutions in your area.

Complete the questionnaire as quickly as you can, and try to be as open and honest in your answers as you can. Your answers will be very helpful to both educational institutions and other students like yourselves. Thanks for your cooperation.

INSTRUCTIONS

Instructions: Put the number of the response that you choose in the box on the Answer Form that corresponds to the number of the question you are answering. Note that some questions may call for a two or three digit response. The Box will provide a space for each digit. For example, look at the following sample question.

Sample Question

0. Marital Status

0 - Single
1 - Married
2 - Single, but plan to be married in one year

If you were married, you would put the number "1" in Box 0. Your answer sheet would look like this:

Answer	1
(Box No.)	0

If the answer for a question calls for more than one digit, the box will have the right number of spaces. Be sure you put each digit in its proper space. The box will look like this:

Sample:

Answer	
(Box No.)	44

Filled out properly, it might look like this:

Answer	0 1 6
(Box No.)	44

In some cases, you will be asked to indicate the Set of questions you are answering. Suppose you are working on Local Questions - Set 2. You would mark your answer sheet this way:

Sample:

Local Questions Set No.	2
(Box No.)	69

You may omit any item you feel is too personal.

(Please detach along dotted lines and proceed to SECTION A)

FORM-SS-C-74

RESPONSE FORM

Section A

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28

Section B

29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46

Section C

47 48

49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68

Local Questions

Set No. 69 70 71 72 73 74 75 76 77 78 79

SECTION A

What is your sex? 0 - Male 1 - Female

How do you describe yourself?

0 - American Indian
1 - Black/Afro-American/Negro
2 - Caucasian White
3 - Chicano/Mexican-American
4 - Oriental/Asian-American
5 - Other Spanish-speaking American
6 - Other

On the average, how many hours per week do you work in a paid or unpaid job during the school year (September through May)?

0 - None
1 - Less than 5 hours
2 - 6 to 10 hours
3 - 11 to 15 hours
4 - 16 to 20 hours
5 - 21 to 25 hours
6 - 26 - 30 hours
7 - 31 to 40 hours
8 - More than 40 hours

From the list below, choose the program or course of study that comes closest to describing the one you are now in:

0 - Academic/College Prep
1 - General
2 - Business/Commercial
3 - Vocational/Technical
4 - Agriculture
5 - Other

e the choices below to answer Questions 5 through 10:

0 - Mostly A's (90-100)
1 - Mostly B's (80-89)
2 - Mostly C's (70-79)
3 - Mostly D's (60-69)
4 - Mostly below D's (below 60)
5 - Did not take courses in this area

. Since beginning the ninth grade, how would you describe your grade average in English?

. Since beginning the ninth grade, how would you describe your grade average in Mathematics?

. Since beginning the ninth grade, how would you describe your grade in Foreign Languages?

. Since beginning the ninth grade, how would you describe your grade average in Biological Sciences?

. Since beginning the ninth grade, how would you describe your grade average in the Physical Sciences?

. Since beginning the ninth grade, how would you describe your grade in Social Studies?

. Compared with other students in your high school class, how would you describe your achievement since beginning the ninth grade? I am in the

0 - Top/Highest Tenth of my class
1 - Second Tenth
2 - Second Fifth
3 - Middle Fifth
4 - Fourth Fifth
5 - Lowest Fifth

Top Fifth

r Questions 12 - 20, use the scale below to indicate how you uld rate yourself in comparison with your classmates in the llowing school and career related characteristics.

1 - Extremely Good
2 - Above Average
3 - Average
4 - Below Average

. Academic motivation: strong desire to succeed in school

. Mechanical ability: working with tools, fixing things, making things

. Artistic ability: drawing, sketching, dance, playing musical instrument

. Clerical ability: keeping accurate and neat records, typing and filing

. (riting: use words well and correctly, write stories

17. Scientific ability: doing lab experiments, understand and enjoy work of scientists

18. Math ability: working problems involving numbers

19. Working with others: getting along with others, good group/team member

20. Working with others: organizing or leading groups of people, selling ideas

21. What is the approximate income this calendar year of your parents or legal guardian before taxes (include income from all sources)?

0 - Less than $5,999 a year
1 - Between $6,000-$8,999
2 - Between $9,000-$11,999
3 - Between $12,000-$14,999
4 - Between $15,000-$19,999
5 - Between $20,000-$24,999
6 - $25,000 and above

22. How many of your brothers and sisters are dependent upon your parents or legal guardian for financial support? [Put number in Box 22 on Answer Form.]

23. Next year how many of your brothers and sisters, who are still dependents, will be in college or similar educational programs? [Put number in Box 23.]

24. Which statement below best describes your family?

1. My father (male guardian) is employed full-time.
2. My mother (female guardian) is employed full-time.
3. My father is employed full-time; my mother part-time.
4. My mother is employed full-time; my father part-time.
5. Both my parents are employed full-time.
6. Neither of my parents is employed.

25. Most of my family's income comes from

1. Salaries or wages
2. Income from farm
3. Income from business

26. What is the occupation of the head of your household (could be father or mother or guardian - whoever is major source of support)? Look at List A - Occupational Titles Page 4 and find the title that most closely fits your head of household's occupation. Put the code number of that occupation in Box 26.

27. Indicate the statement that comes closest to describing the way your mother and father or guardian feel about what you should do after high school:

1. Go to college right away
2. Go into a vocational-technical (occupational) program right away
3. Get a job right away
4. They have no strong feelings
5. Want me to do what I want to do

28. Using the choices below, indicate how you feel about what you will do after you leave high school. Put the number of your choice in Box 28 on the Answer Form.

0 - Go to college for 4 years and then get a job
1 - Go to 2-year college and then a job
2 - Go to a public technical school or institute and then a job
3 - Go to a private business or trade school and then a job

If you picked one of these alternatives, next go to Section C on page 5 of the questionnaire. Do not answer the questions in Section B.

4 - Get married
5 - Get full-time job
6 - Get a job and get some education later
7 - Join the military
8 - Take some time off, then decide
9 - Don't know

If you picked one of these alternatives, next go to Section B on page 4 of the questionnaire. Do not answer the questions in Section C.

SECTION B

THIS SECTION IS ONLY FOR THOSE WHO ARE NOT PLANNING TO CONTINUE THEIR EDUCATION ON A FULL-TIME BASIS SOON AFTER GRADUATION. THAT IS, YOU ARE PLANNING PRIMARILY ON GETTING A JOB, GETTING MARRIED, JOINING THE MILITARY, ETC.

How much did each of the following influence your decision to go on to work right away? [Use one of the choices below to answer Questions 29 through 35.]

0 - This statement doesn't fit my situation at all.
1 - Fits my situation somewhat.
2 - Fits my situation very well.

29. I want to make money now.
30. Was not admitted to college I applied to.
31. Haven't yet decided what I really want to do.
32. My parents (guardian) do not have the money.
33. My grades are not good enough.
34. Knew I could continue my education anytime I wanted to.
35. Don't need anymore school to do what I want to do.

Look at List A - Occupational Titles. The list describes many career fields and gives each field a code number. Use the list to answer Question 36.

36. Put in Box 36 the code number of the type of work you are likely to be doing in the next year.
37. Put in Box 37 the code number of the type of work you would like to be doing five years from now.
38. Do you think you might continue your education later?

0- Yes, on a part-time basis right away
1 - Yes, one year from now, on part-time basis
2 - Yes, one year from now, on full-time basis
3 - Yes, two years from now, on part-time basis
4 - Yes, two years from now, on full-time basis
5 - Yes, more than two years from now
6 - No
7 - Undecided

What influenced you in picking the vocational/career field that you did? Answer questions 39 through 46 below using the following response alternatives:

0 - Was no importance at all
1 - Was of some importance in influencing me
2 - Was of great influence

[If you are not going on to work or haven't decided on a vocational/career field, put a "2" in Box 39 and leave the others blank.]

39. I haven't decided on a career.
40. The location of the work
41. The money
42. The skills I could use on the job
43. The people I could work with
44. Opportunity to live kind of life I want outside of the job
45. Job has good reputation
46. Lots of jobs are open in the field

NOW THAT YOU HAVE COMPLETED SECTION B, ANSWER THE LOCAL QUESTIONS NUMBERED 69 THROUGH 79.

(You may omit any item that you feel is too personal.)

LIST A - OCCUPATIONAL TITLES

401 Professional - general, not listed below
402 Clergyman
403 College Professor
404 Dentist
405 Medical Doctor
406 Lawyer
407 Scientist
408 Veterinarian
409 Pharmacist
410 Advertising/Public Relations
411 Accountant
412 Agriculturist/Forester
413 Artist
414 Engineer
415 Nurse - Registered
416 Teacher/Educational Administration
417 Social Worker
418 Actor/Actress

420 Executive - general
Such as owner/manager of large business or high level government agency

430 Manager - general
Such as owner, manager, partner of small business; contractor

440 Farmer, Farm Manager

450 Clerical - general, not listed below
451 Bookkeeper
452 Cashier/Checker
453 Clerk
454 Key Punch Operator
455 Secretary/Typist

460 Sales - general, not listed below
461 Salesman/Saleswoman
462 Insurance Agent
463 Real Estate

470 Skilled Worker/Craftsman - general, not listed below
471 Automobile Mechanic - Repair
472 Carpenter
473 Dressmaker/Seamstress
474 Electrician
475 Electronics-Radio/TV Repair
476 Machinist
477 Photographer
478 Plumber

480 Technical - general, not listed below
481 Draftsman
482 Medical/Dental Technician
483 Computer Programmer

490 Military - general, not listed below
491 Career Officer
492 Career Enlisted Person

500 Protective Service - general, not listed below
501 Policeman
502 Fireman

510 Personal Service - general, not listed below
511 Barber
512 Beautician
513 Food Service
514 Nurse - Practical
515 Maid
516 Waiter/Waitress

520 Homemaker or Housewife

530 Operative - general, not listed below
531 Assembler
532 Machine Operator
533 Truck/Bus Driver
534 Gas Station Attendant
535 Production Worker

540 Laborer - general
Such as construction worker; farm laborer; car washer, etc.

(You may omit any item that you feel is too personal.)

SECTION C

THIS SECTION IS ONLY FOR THOSE WHO ARE PLANNING TO CONTINUE THEIR EDUCATION ON A FULL-TIME BASIS AFTER GRADUATION.

Look at List B - Education/Training Programs (See page 6). Use the code numbers of the fields in answering the following questions:

47. Put the code number of the educational program that is your first choice for more education in Box 47.

48. Put the code number of the educational program that is your second choice for more education in Box 48.

Look at List C - Educational Institutions (See back of local question sheet). Use the code numbers of each institution or type of institution in answering the following questions.

49. Put the code number of the institution that was your first choice to attend in Box 49.

50. Put the code number of the institution that was your second choice to attend in Box 50.

51. Put the code number of the institution that you are most likely to attend in Box 51.

How important is each of the following factors in your choosing a postsecondary institution? Use the response alternatives below to answer the following questions.

0 - Is not important
1 - Is somewhat important
2 - Is very important

52. Close to home

53. Low cost

54. Had advanced placement/credit by examination program

55. Had good reputation in my field of interest

56. Could get financial aid here

57. Parents liked it

58. Friends liked it

59. Advice of counselor/teacher

60. Could get admitted here

61. Good social life

62. How much do you think your first year of college will cost? Don't consider any financial aid you may get. What will the total price be? Count everything—tuition, fees, room and board, books, travel, etc.

0 - Less than $500
1 - $500-$999
2 - $1,000-$1,499
3 - $1,500-$1,999
4 - $2,000-$2,499
5 - $2,500-$2,999
6 - $3,000-$3,499
7 - $3,500-$3,999
8 - $4,000-$4,499
9 - More than $4,500

63. How much do you plan to work during your first year of college/school?

0 - Don't plan to work
1 - Under 10 hours a week
2 - 10-14 hours a week
3 - 15-19 hours a week
4 - 20-24 hours a week
5 - 25-29 hours a week
6 - 30-34 hours a week
7 - 35-39 hours a week
8 - 40 hours or more

Do you plan to apply for advanced placement, course credit by examination, or course exemption in college in any of the following fields:

64. English 0 - Yes 1 - No

65. Mathematics 0 - Yes 1 - No

66. Foreign Language 0 - Yes 1 - No

67. Sciences 0 - Yes 1 - No

68. History 0 - Yes 1 - No

NOW THAT YOU HAVE COMPLETED SECTION C, ANSWER THE LOCAL QUESTIONS NUMBERED 69 THROUGH 79.

(You may omit any item that you feel is too personal.)

LIST B - EDUCATION AND TRAINING PROGRAMS

Bachelor's Degree
(4 Years of College or More)

001 Agriculture/Forestry
002 Architecture
003 Art
004 Biological and Life Sciences
005 Business and Marketing
006 Computer & Information Science
007 Communications (Radio & TV)
008 Education
009 Engineering
010 English/Literature
011 Ethnic Studies (Black, Mexican-American, etc.)
012 Foreign Languages
013 History
014 Home Economics
015 Journalism
016 Mathematics
017 Music
018 Nursing - 4-yr. degree program
019 Pre-Law
020 Pre-Med/Pre-Dentistry
021 Pharmacy
022 Philosophy/Religion
023 Physical Education
024 Physical Sciences (chemistry, physics, etc.)
025 Psychology
026 Social Sciences
027 Theatre/Drama
028 Veterinary
029 Other
030 Undecided

Programs Usually Requiring
Less than 4 Years of College

100 Agriculture - general not listed below
- 101 Agri-Business
- 102 Agricultural Equipment Technician
- 103 Floriculture/Horticulture
- 104 Landscaping

110 Art - general, not listed below
- 111 Commercial Art
- 112 Graphic Arts Technician

120 Business-general, not listed below
- 121 Accounting & Bookkeeping
- 122 Clerical Technician
- 123 Management
- 124 Sales Distribution
- 125 Secretarial

130 Computer/Data Processing-general, not listed below
- 131 Computer Technology
- 132 Electronic Data Processing Technician
- 133 Key Punch Operator

140 Construction-general, not listed below
- 141 Building Construction Technician
- 142 Plumbing and Pipefitting

150 Electronic/Electrical-general, not listed below
- 151 Electrical Construction/Wiring
- 152 Electrical Technology
- 153 Electronics Technology
- 154 Radio/TV Repair

160 Engineering-general, not listed below
- 161 Architectural Drafting
- 162 Civil Engineering Technology-Surveying
- 163 Drafting/Machine Design
- 164 Industrial Engineering Technology
- 165 Tool Design Technician

170 Food Service-general, not listed below
- 171 Chef Manager/Food Service Supervisor
- 172 Food Administration
- 173 Institutional Food Preparation
- 174 Waiter/Waitress Service Training

180 Health-general, not listed below
- 181 Dental Assistant
- 182 Inhalation Therapy
- 183 Practical Nurse-Licensed
- 184 Medical Assistant
- 185 Nursing-registered
- 186 X-Ray Technician
- 187 Orthopedic Assistant

190 Technical-general, not listed below
- 191 Aeronautical Maintenance/Repair
- 192 Air Conditioning, Heating, Refrigeration
- 193 Appliance Repair
- 194 Automotive Maintenance/Repair
- 195 Chemical Technology
- 196 Diesel Technology
- 197 Machine Repair
- 198 Machine Tool Repair
- 199 Marine Technology
- 200 Mechanical Technology
- 201 Metallurgical Technician
- 202 Production Machinist
- 203 Welding Technician

210 Apprenticeship-Working and Training with Craftsmen in the Field-general, not listed below
- 211 Carpentry
- 212 Electrician
- 213 Metal Working
- 214 Plumber
- 215 Printing
- 216 Other Trade

220 Other
- 221 Building Maintenance/Custodian
- 222 Clothing and Textiles
- 223 Cosmetology
- 224 Fire Science Technology
- 225 Hotel/Motel/Club Management
- 226 Interior Decorating
- 227 Photography
- 228 Police Science/Technology
- 229 Printing Technology
- 230 Veterinary Technologist
- 231 Other Curriculum or Program

240 Undecided - but probably less than 4 year program

IOWA FINANCIAL AID STUDY QUESTIONNAIRE FOR COLLEGE FINANCIAL AID OFFICERS

1. Please itemize your institution's budgets for full-time resident, commuter, and independent students for the academic year 1974-75 and, if available, for 1975-76.

	Resident (on campus or approved off-campus housing)		Commuter		Independent	
	1974-75	1975-76	1974-75	1975-76	1974-75	1975-76
Tuition						
Fees (mandatory)						
Room and Board						
Books and Supplies						
Transportation						
Other Expenses						
Total Budget						

2. State of Iowa Scholarship Program

   a) Do you favor continuation of this academically-oriented program?

   Yes_____ No_____

   If "No", please explain:

   b) Do you believe the honorary Certificates of Achievement (without monetary value) and the public recognition attached are significant to the recipients?

   Yes_____ No_____

   If "No", please explain:

3. Iowa Tuition Grant Program

   a) Do you believe that the maximum grant of $1,000 per year should be increased in proportion to the increase in private college tuitions?

   Yes_____ No_____

   b) Would you favor permitting these grants to be used at out-of-state colleges under reciprocal agreements with other state grant programs?

   Yes_____ No_____

c) What percentage of your total full-time enrollment for 1974-75 belong to racial minority groups? If applicable, what percentage of your Iowa Tuition Grant recipients belong to racial minority groups?

_____percent of enrollment _____percent of ITG recipients

4. Iowa Vocational-Technical Tuition Grant Program

a) Would you favor extending this program (now limited to vocational or technical students at area schools) to any needy student enrolled at a public area school?

Yes_____ No_____

b) Do you believe the maximum award under this program (now $400 or approximately full tuition) should be reduced to a state percentage of tuition and fees?

Yes_____ No_____

5. Would you favor combining all three of the State student aid programs into a single need-based grant program for Iowa full-time undergraduate students enrolled at any Iowa public or private institution, provided that the maximum grant was limited to a stated percentage of tuition and fees?

Yes_____ No_____

Comments, if any:_____

_____

6. Would you favor extending State grants to students enrolled in all private special education schools eligible for Federal aid programs?

Yes_____ No_____

7. Would you favor extending State grants to students enrolled on a part-time basis?

Yes_____ No_____

8. Loans

a) In your opinion, what is the maximum amount of indebtedness for educational costs that a student should be encouraged to accumulate during his undergraduate years of college?

$_____

b) Do you believe that loans and/or work during school year should be packaged with non-repayable aid in direct ratio to the student's financial circumstances?

Yes_____ No_____

c) If you answered "Yes" to the preceding question, in what proportion should the scholarship and grant, loan and employment aid be allotted to students at varying levels of need?

	Full Need	Moderate Need	Minimal Need
Scholarship/Grant	_____%	_____%	_____%
Loan	_____%	_____%	_____%
Employment	_____%	_____%	_____%

9. Estimated Need for Additional Financial Aid Resources

a) What percent of your full-time enrolled undergraduate students applied for financial aid for 1974-75?

_____%

b) What percent of your full-time undergraduate students are receiving some type of financial aid for 1974-75?

_____%

c) How much additional in financial aid funding would have been required to meet the estimated needs of your aid applicants (enrolled and not enrolled) for the 1974-75 year?

$_____

d) How did you calculate the estimated dollar "need gap" given in 9-c?

10. Do you have any recommendations for changes in the administrative policies and procedures of the existing State programs of student aid?

turn to: Higher Education Facilities Comm.
201 Jewett Building
Des Moines, Iowa 50309

_____
(name of person completing form)

_____
(name of institution)

_____
(date)

Return to: Higher Education Facilities Commission
201 Jewett Building
Des Moines, Iowa 50309

(name of institution)

INVENTORY OF FINANCIAL AID FOR IOWA UNDERGRADUATE STUDENTS

Academic Year - 1974-75

	Iowa Residents		Non-Iowa Residents	
	No. of Awards	Total $ Amount	No. of Awards	Total $ Amount
I. NEED-BASED SCHOLARSHIPS AND GRANTS (non-repayable awards)				
A. Federal Programs				
(1) Basic Educational Opportunity Grants				
(2) Supplementary Educational Opportunity Grants				
(3) Health Professions Scholarships				
(4) Law Enforcement Education Grants				
(5) Totals of (1) through (4)				
B. State Programs				
(1) Non-Iowa State Scholarships and Grants				
(2) State of Iowa Scholarships				
(3) Iowa Tuition Grants				
(4) Iowa Vocational-Technical Grants				
(5) Totals of (1) through (4)				

	Iowa Residents		Non-Iowa Residents	
	No. of Awards	Total $ Amount	No. of Awards	Total $ Amount
C. Institutionally-controlled Scholarships and Grants				
(1) Institutionally-Funded Awards				
(2) Privately-endowed/Institutionally-administered Awards				
(3) Other				
(4) Totals of (1) through (3)				
D. Scholarships and Grants NOT Under Institutional Control				
E. Total Number of Recipients and Amount of Funds Awarded in Need-Based Grants and Scholarships Under Institutional Control				
II. NON-NEED-BASED SCHOLARSHIPS AND GRANTS (Merit or talent awards)				
A. Institutionally-controlled Awards				
(1) Privately-endowed/Institutionally-administered Merit Awards				
(2) Institutionally-funded Merit Awards				
(3) Athletic Awards				
(4) Tuition Waivers (in whole or part, including staff fee waivers)				
(5) Other				
(6) Totals of (1) through (5)				

	Iowa Residents		Non-Iowa Residents	
	No. of Awards	Total $ Amount	No. of Awards	Total $ Amount
B. Awards Not Under Institutional Control				
(1) Endowed Scholarships (firms, organizations)				
(2) Alumni-sponsored Scholarships				
(3) Other				
(4) Totals of (1) through (3)				
C. Total Number of Recipients and Amount of Funds Awarded in Non-Need Based Scholarships and Grants				
III. LOANS				
A. Federal Loans				
(1) National Direct Student Loans				
(2) Federally-Insured Student Loans (as certified to lenders)				
(3) Health Profession Loans				
(4) Law Enforcement Education Loans				
(5) Totals of (1) through (4)				
B. Institutional Loans				
(1) Endowed Loan Funds				
(2) Institutionally-funded Loans (include federally-insured)				

	Iowa Residents		Non-Iowa Residents	
	No. of Awards	Total $ Amount	No. of Awards	Total $ Amount
(3) Totals of (1) and (2)				
C. Total Number of Recipients and Amount of Funds Awarded in Loans				
IV. EMPLOYMENT				
A. Federal College Work-Study Program				
B. Institutional				
(1) Campus Employment in Lieu of Fees and/or Room and Board				
(2) Other Campus Employment				
(3) Totals of (1) and (2)				
C. Total Number of Workers and Amount of Employment Assistance				
V. OTHER ASSISTANCE				
A. Federal (if dollar amounts are unknown, give number of students only)				
(1) G.I. Bill Benefits				
(2) Veterans Benefits				
(3) Social Security Benefits				
(4) Bureau of Indian Affairs Grants				

	Iowa Residents		Non-Iowa Residents	
	No. of Awards	Total $ Amount	No. of Awards	Total $ Amount
(5) Totals of (1) through (4)				
B. State (if dollar amounts are unknown, give number of students only)				
(1) Bonus Board Grants				
(2) Vocational Rehabilitation Grants				
(3) Grants from Public Welfare Agencies				
(4) Total of (1) through (3)				
C. Other Aids				
D. Total Number of Recipients and Dollar Amount of Other Financial Assistance				
VI. Total Dollar Amount of Awards From All Sources	N/A		N/A	
VII. Total Unduplicated Number of Undergraduate Students Aided Through One or More Sources		N/A		N/A
VIII. What Portion of Available Undergraduate Scholarships and Grant Funds Were Unused in 1973-74?	N/A	N/A	N/A	N/A
A. Restricted Awards (total $ amount)	N/A		N/A	N/A
B. Unrestricted Awards (total $ amount)	N/A		N/A	N/A

	Total $ Amount
IX. What Portion of Available Undergraduate Loan Funds Under College Administration Were Unused in 1973-74?	
A. National Direct Student Loan	
B. Other Loan Funds	

Please return this form by December 1, 1974 to:

Iowa Higher Education Facilities Commission
201 Jewett Building
Ninth and Grand
Des Moines, Iowa 50309

_____
(name of person completing form)

_____
(name of institution)

_____
(date)

HIGHER EDUCATION FACILITIES COMMISSION
OF THE STATE OF IOWA

201 Jewett Building
Ninth and Grand
Des Moines, Iowa 50309

Area Code 515
Telephone 281-3501

November 4, 1974

To: Director of Financial Aid

From: Willis Ann Wolff, Acting Executive Director WAW

Re: Inventory of the Financial Aid Resources

The Higher Education Facilities Commission is asking your help in a statewide study project with four major objectives:

(1) to determine the post high school plans of Iowa high school seniors (a similar HEFC survey of 1969 provides a basis for comparison of trends)

(2) to determine the collective need for financial assistance at the postsecondary level

(3) to inventory the financial aid resources currently available for Iowa students who need such assistance

(4) to establish the "dollar gap" between the aggregate need of the students and the existing financial aid resources

Objective number one will be achieved through a carefully selected survey group of about 5,000 high school seniors involving the cooperation of some 50 high schools across the State. The questionnaire has been prepared by the College Entrance Examination Board and the HEFC staff in consultation with the Advisory Committee listed on page 2.

Objective number two will be based on the results of the high school survey plus pertinent statewide demographic data and College Scholarship Service information on the Parents' Confidential Statement filers in Iowa.

Objective number three will require the full cooperation of all Iowa postsecondary schools in completing the enclosed financial aid inventory and questionnaire. In addition, we are querying all Iowa banks and savings and loan associations regarding the extent of their participation in the Federally Insured Student Loan Program. Objective number four, of course, will be based on the data collected from all combined sources.

Although we will have computer assistance from College Entrance Examination Board in compiling the results of the high school senior survey, the financial aid inventory forms must be tabulated manually by our staff. For this reason, we would greatly appreciate your efforts to complete the forms and return them to the Commission no later than December 10. It is important, of course, that the information be as accurate and complete as possible. However, we do realize that exact figures may not be available in some of the aid categories listed on the inventory form. In such instances, will you please give us your

best estimates. Some of the aid categories may not be available to students at your institution. If this is the case, please enter NA in the appropriate boxes.

The tuition, fees, and room and board figures which you enter for the 1975-76 year will be used in calculating your students' need for State awards next year. If these figures are not yet determined by your institution, please leave the space blank and send us budget information at the earliest possible date.

Our goal is to have the final project report completed before the schools close in May. Members of the State Legislature and Iowa educators will be provided with this information, which should be helpful in their planning for future program and facilities needs. It also is essential for realistic projections of funds needed for State student aid programs. The financial report also will be distributed to Iowa high schools and postsecondary schools. Although the information in the report will be categorized by type of institution, we assure you that no individual institution will be singled out or identified.

Your cooperation will be a vital element in the success of this total research project. The Commission and staff will be most grateful for the time and effort which we know will be necessary on your part to complete the forms as fully and accurately as possible. If you have any questions, please call me.

WAW/tjb

APPENDIX C

Methodological Procedures

The primary methodology employed in preparing this report is known as aggregate need analysis (ANA), a formula devised by the College Scholarship Service. ANA requires data on students, families, and institutions which include:

1. The size of the study population, by institutional types;

2. The distribution of students by their parents' annual incomes or, if they are independent students, by their own;

3. The average expected parental contribution by income intervals and family size; (The contributions vary by amounts of annual income and number of dependent children.)

4. The average amount of self-help expected from the students; (Self-help contributions from summer and term-time earnings vary by sex and class standing.)

5. The educational costs or student budgets including, if appropriate to the analysi differential budgets for men, women, commuters, or resid students;

6. The amounts of financial aid presently available and/or awarded to students by level of parental income; [Available aid should be broken down by source (state, federal, institutional, or private sources) and by type (grant, work, loan, educational benefits), if at all possible.]

7. The percentage or number of students who experience the various budgets included in the analysis.

The study population included only full-time students who were enrolled as undergraduates in an Iowa college, area school, or some private or proprietary business, trade, vocational, or hospital school of nursing. Enrollments were obtained from the records of the Commission for the Fall, 1974 at each of the institutions within each of the types.

Family income distributions were obtained from the Applications to Participate in Federal Student Aid Programs which Iowa financial aid officers submit each year to the United States Office of Education. Income distributions were also obtained from reports from the United States Bureau of the Census, the College Scholarship Service, the American College Testing Program, and the Basic Educational Opportunity Grant Program. From these data, the study staff produced its best estimate of the range of family incomes of dependent students at the different types of institutions. These appear in the text of the report.

The average expected parental contributions by income intervals were obtained from the publication, CSS Need Analysis: Theory and Computation Procedures for the 1974-75 PCS and SFS, an annual publication of the College Scholarship Service. The average self-help contributions were obtained from the same source and were weighted by enrollments of men and women and lower-classmen and upper-classmen at the different types of institutions.

The average costs per institution were obtained from the records of the Commission. They were weighted for the different types of institutions by the numbers of students who enrolled at those institutions.

The data on costs, average student self-help contributions, and average parental contributions were distributed by enrollments within types of institutions and calculations were performed to obtain the aggregate financial need by each type of institution. These calculations for dependent students are displayed in Tables C-1 through C-5 for each of the institutional types.

Table C-1

Calculation of Financial Need of Full-Time Dependent Undergraduates at Iowa Four-Year Public Colleges

	Less Than $6,000	$6,000 to $8,999	$9,000 to $11,999	$12,000 to $15,000	More Than $15,000
Number of Students	4,347	4,854	6,124	6,345	10,058
Average Budget —	$2,509	$2,509	$2,509	$2,509	$ 2,509
Total Costs	$10,906,623	$12,178,686	$15,365,116	$15,919,605	$25,235,522
Average Self-Help	$ 510	$ 510	$ 510	$ 510	$ 510
Total Self-Help	$ 2,216,970	$ 2,475,540	$ 3,123,239	$ 3,235,949	$ 5,129,579
Av. Family Con't.	$ 0	$ 172	$ 802	$1,441	$ 3,507
Total Family Con't.	$ 0	$ 834,888	$ 4,911,447	$ 9,143,145	$35,273,406
Total Financial Need	$ 8,689,653	$ 8,868,258	$ 7,330,430	$ 3,540,511	$ 0

Aggregate financial need for each income interval equals total costs minus (total self-help plus total family contribution).

Table C-2

Calculation of Financial Need of Full-Time Dependent Undergraduates at Iowa Four-Year Private Colleges

	Less Than $6,000	$6,000 to $8,999	$9,000 to $11,999	$12,000 to $15,000	More Than $15,000
Number of Students	3,161	3,869	4,836	4,977	6,748
Average Budget	$4,073	$4,073	$4,073	$4,073	$4,073
Total Costs	$12,874,753	$15,758,437	$19,697,028	$20,271,321	$27,484,604
Average Self-Help	$ 510	$ 510	$ 510	$ 510	$ 510
Total Self-Help	$ 1,612,113	$ 1,973,190	$ 2,466,357	$ 2,538,269	$ 3,441,479
Av. Family Con't.	$ 0	$ 172	$ 802	$1,441	$3,507
Total Family Con't.	$ 0	$ 665,468	$ 3,878,471	$ 7,171,856	$23,665,233
Total Financial Need	$11,262,643	$13,119,779	$13,352,198	$10,561,196	$ 377,892

Aggregate financial need for each income interval equals total costs minus (total self-help plus total family contribution).

Table C-3

Calculation of Financial Need of Full-Time Dependent Undergraduates at Iowa Area Schools

	Less Than $6,000	$6,000 to $8,999	$9,000 to $11,999	$12,000 to $15,000	More Than $15,000
Number of Students	3,390	3,223	3,674	3,089	3,323
Average Budget	$2,085	$2,085	$2,085	$2,085	$2,085
Total Costs	$7,068,150	$6,719,955	$7,660,290	$6,440,565	$6,928,455
Average Self-Help	$ 460	$ 460	$ 460	$ 460	$ 460
Total Self-Help	$1,559,400	$1,482,580	$1,690,040	$1,420,940	$1,528,580
Av. Family Con't.	$ 0	$ 172	$ 802	$1,441	$2,721
Total Family Con't.	$ 0	$ 554,356	$2,946,547	$4,451,248	$9,041,883
Total Financial Need	$5,508,750	$4,683,019	$3,023,703	$ 568,377	$ 0

Aggregate financial need for each income interval equals total costs minus (total self-help plus total family contribution).

Table C-4

Calculation of Financial Need of Full-Time Dependent Undergraduates at Iowa Two-Year Private Colleges

	Less Than $6,000	$6,000 to $8,999	$9,000 to $11,999	$12,000 to $15,000	More Than $15,000
Number of Students	292	326	332	352	532
Average Budget	$3,047	$3,047	$ 3,047	$ 3,047	$ 3,047
Total Costs	$889,724	$993,322	$1,011,604	$1,702,544	$1,621,004
Average Self-Help	$ 460	$ 460	$ 460	$ 460	$ 460
Total Self-Help	$134,320	$149,960	$ 152,720	$ 161,920	$ 244,720
Av. Family Con't.	$ 0	$ 172	$ 802	$ 1,441	$ 3,507
Total Family Con't.	$ 0	$ 56,072	$ 266,264	$ 507,232	$1,865,724
Total Financial Need	$755,404	$787,290	$ 592,620	$ 403,392	$ 0

Aggregate financial need for each income interval equals total costs minus (total self-help plus total family contribution).

Table C-5

Calculation of Financial Need of Full-Time Dependent Undergraduates at Iowa Private Vocational, Trade, Business Schools and Hospital Schools of Nursing

	Less Than $6,000	$6,000 to $8,999	$9,000 to $11,999	$12,000 to $15,000	More Than $15,000
Number of Students	788	844	696	598	359
Average Budget	$3,252	$3,252	$3,252	$3,252	$3,252
Total Costs	$2,562,576	$2,744,688	$2,263,392	$1,944,696	$1,167,468
Average Self-Help	$ 460	$ 460	$ 460	$ 460	$ 460
Total Self-Help	$ 362,480	$ 388,239	$ 320,160	$ 275,080	$ 165,140
Av. Family Con't.	$ 0	$ 172	$ 802	$1,441	-$2,382
Total Family Con't.	$ 0	$ 145,168	$ 558,192	$ 861,718	$ 855,138
Total Financial Need	$2,200,096	$2,211,281	$1,385,040	$ 807,898	$ 147,190

Aggregate financial need for each income interval equals total costs minus (total self-help plus total family contribution).

In each of the proceding tables, the total cost, self-help, and family contribution were obtained by multiplying the averages by the number of students in each interval. This same procedure was used to find the financial needs of just Iowa residents and to find the resulting need after new costs and family contributions were considered.

Finding the financial aid needs of independent students required a different procedure. The estimation of financial need of independent students is less precise than that for dependent students. In part, this is because there is little agreement among financial aid administrators and policy-makers as to the criteria for determining who is an independent student for financial aid purposes; and, because there is little agreement on procedures or methodology for assessment of their financial aid needs. The study staff, therefore, attempted to develop a procedure which would produce an aggregated estimate of need which corresponds to the most commonly used methods of need assessment for independent students.

The most widely accepted definition of the independent student in financial aid is a student who: has not during the calendar year prior to the date he expects to receive financial aid, resided with, been claimed as a dependent for Federal income tax purposes by, or been the recipient of an amount in excess of $600 from one or both parents or any other person acting in loco parentis.

The study staff estimated that, in 1974-75, there were 10,955 students enrolled in Iowa institutions as full-time undergraduates who would fit this definition. By institutional types, they were distributed as shown in the following table:

Table C-6

Full-Time Independent Students Enrolled
In Iowa Institutions in 1974-75

	Number	Percent
Four-Year Public	3,881	35.4%
Four-Year Private	1,775	16.2
Area Schools	4,071	37.2
Two-Year Private	180	1.6
Others	1,048	9.6
	10,955	100.0%

The weighted average cost of tuition, fees, books, and supplies paid by these students was estimated to be $1,175. The averages by each institutional type are displayed in the table at the top of the next page. These are not the only costs experienced by independent students. They must also pay for their room, board, medical and dental expenses, and all other living expenses. These are

called "maintenance" expenses. Their amount for any given student is dependent on his family circumstances, e.g., whether he is married, single, with or without dependents. An estimate of the number of students of different family circumstances was obtained from the College Scholarship Service reports on the numbers of students who filed the Student Financial Statement (a need analysis data collection document for independent students) at any Iowa institution in 1974-75. The second table below displays the estimated percentages of independent students of various family circumstances.

Table C-7

Weighted Average Costs of Tuition, Fees, Books, and Supplies for Iowa Independent Students

Four-Year Public	$ 874
Four-Year Private	$2,557
Area Schools	$ 614
Two-Year Private	$1,786
All Others	$2,017

Table C-8

Family Circumstances of Iowa Independent Full-Time Undergraduates

Single-no children	35.9%
Married-no children	38.9
Married-one child	13.8
Married-two children	7.2
Married-three or more children	4.2

By using Bureau of Labor Statistics data for moderate living standards of persons of these family circumstances in the Midwest, a weighted average maintenance budget was derived. The average was $3,090. This amount, added to the $1,175 for educational costs, resulted in an estimate of total weighted average resources required by independent students to enroll in college. That estimate was $4,265.

It was next necessary to obtain some indication of the personal resources available to Iowa independent students. The only data available to the study staff on the resources of the independent students was an estimate of their family and personal income. Income distributions on independent students were available from national studies of independent students, from Basic Opportunity Grant Program data on Iowa students, and from the College Scholarship Service's reports on the Iowa students who filed the Student Financial Statement. From these diverse sources, the study staff constructed the following estimate of the income distribution of all independent Iowa students.

Table C-9

Family and Personal Income of Iowa Independent Students

Less than $3,000	38.1%
$3,000 to $5,999	30.1
$6,000 to $7,499	9.7
$7,500 to $8,999	7.4
More than $9,000	14.8

The data necessary to develop an estimate of the financial need of independent students were now available. It was assumed that all students whose incomes were below the weighted average total of tuition, fees, books, and supplies and maintenance costs at each institution would have financial need. Their need would be identical to the difference between their incomes and their total costs. For example, at the four-year public colleges, the average total costs for independent students was $3,964 per year -- $874 for educational costs and $3,090 for maintenance.

From the data in Table C-9, it is estimated that a significant number of students have incomes below that total -- over 38 percent of the independent students have incomes of less than $3,000 per year, or at least $319 less than needed if all had $3,000 incomes. The median income of all students with incomes of less than $6,000 was estimated to be $2,681. The difference between the total costs of $3,964 and $2,681 is $1,283. At least 68.1 percent of all the independent students (those with income of less than $6,000) have that much need per student. Therefore, to find the total aggregate financial aid need for the students at the four-year public colleges, the following formula was employed:

	3,881	total number of enrolled students
times	.681	the percentage with incomes of less than $6,000
equals	2,644	the number with an average financial need
times	1,283	the average need ($3,964 minus $2,681)
equals	$3,392,000	the total aggregate need for independent students from that income interval

The same procedure but with appropriate enrollments and different average needs per needy student was used to find the total aggregate need for students with incomes of less than $6,000 at each type of institution. Because the incomes of those students with annual incomes of more than $6,000 will experience average costs of less than $6,000, they are assumed to have no financial need. The average per student need for independent students at the different types of institutions is almost identical to the costs of tuition, fees, books, and supplies at each institutional type as their median incomes are estimated to be nearly equivalent to their maintenance expenses. Therefore, the average need is an approximation of the direct educational costs to students with incomes below $6,000.

After total aggregate needs for the dependent and independent student intervals were estimated, it was necessary to subtract the aid available to them in order to determine the total aggregate unmet need.

The amounts of aid available to the students at the different types of institutions were obtained from a variety of sources -- the survey of financial aid administrators in Iowa, the records of the financial aid programs administered through the Commission, the Veterans Administration, the Social Security Administration, and the United States Office of Education.

For the most part, the distribution of aid to students at various types of institutions was well documented, regardless of its source. The distribution of aid among students within institutional types was not as well documented. In cases where it was not known from the data which students in which family or independent student income intervals at each type of institution received the aid from a program, the study staff made one of three alternative decisions. The first was to rely on national program data for the distribution of aid within income intervals -- as in the case of the Federally Insured Student Loan Program, the Social Security Administration and the Veterans Administration educational benefits. The second was to distribute the funds in proportion to aggregate need if the source of the funds awarded them on the basis of demonstrated need. The third alternative was to distribute the funds in proportion to student enrollments within the intervals if they were <u>not</u> awarded on the basis of need.

The ultimate effect of the infrequent approximation and distributions of financial aid when precise data were not available is to produce an estimate of unmet financial need which is likely to be less than the real amount. In other words, other less conservative assumptions than were made here would only result in estimates of aggregate unmet need which would be larger than the ones provided in this report.

After the total aid from all identifiable sources was distributed within income intervals within institutional types it was summed for each interval. Then an additional one percent was added to account for aid from unidentifiable sources. Studies in other states have shown that adding one percent will account for the many small private or community financial aid programs. Then the total available aid was subtracted from aggregate financial need to produce the estimates of aggregate unmet need.