|  |  |  |  |
| --- | --- | --- | --- |
|  | Charles Ballou, Elizabeth Ho, Cara Monastra, Jeff Pinegar | | jeffpinegar1@gmail.com |
| Assignment: | Project 1: Proposal | 717-982-0516 |
| Due Date: | Nov. 3, 2022 |  |

**Undergraduate College Tuition in the USA**

# What does undergraduate tuition cost in the USA today?

## Scope

* Accredited institution
* Institutions granting undergraduate bachelor’s degrees
* Cost as measured as Net tuition revenue per full-time equivalent (FTE) student (TUITFTE)

## How does tuition cost vary by *x*, where *x* are items focused on access and academic subjects?

### Potential x categories

* Location
* Student body size
* Academics (Areas and programs)
* Highest degree offered
* Admission Rate
* Distance-Only
* Public/Private Nonprofit/Private for Profit
* Standardized test scores

## Is there a correlation between the cost of tuition and *x*, where *x* is:

### Potential x categories

* Class size
* Graduation Rates
* Median Earnings or Threshold Earnings after graduation
* Median Earnings/Tuition (normalize the earnings to the cost)
* Cohort Default Rate

# What compromises, if any, do you need to make to enroll in an institution in the bottom cost quartile?

### Potential categories

* Location
* Class size
* Degree choice
* Public/Private Nonprofit/Private for Profit

# Do quartiles Q2, Q3, and Q4 have strong, weak or no correlation with Q1?

### Potential categories

* Location
* Geographic distribution
* Student body size
* Number of programs
* Mix of Public/Private-Nonprofit/Private-for-Profit
* Instructional expenditures per FTE student (INEXPFTE)

# Are there affordable options available for an undergraduate degree in the USA today?

We will need to agree on a definition of affordable and available if we want to answer this. Potential definitions of affordable:

* Some multiple of the poverty level for a household of 4.
* Some multiple of the minimum wage

# What percent of the population lives within 50 miles of a school in the bottom quartile of schools?

# Who is doing what?

|  |  |
| --- | --- |
| PowerPoint / Slide Deck | Jeff |
| Data Wrangling | All |
| Graphics – Data visualizations   * 6 to 8 per least 2 per questions | 1 or 2 people per question 2 to 4 questions |
| Write-up (Readme) | Charles |
| Group Presentation | All |

# Data Source

https://collegescorecard.ed.gov/data/

<https://api.data.gov/ed/collegescorecard/v1/schools>

<https://catalog.data.gov/dataset/postsecondary-school-locations-2021-22-bab04>

The National Center for Education Statistics' (NCES) Education Demographic and Geographic Estimate (EDGE) program develops annually updated point locations (latitude and longitude) for postsecondary institutions included in the NCES Integrated Postsecondary Education Data System (IPEDS). The IPEDS program annually collects information about enrollments, program completions, graduation rates, faculty and staff, finances, institutional prices, and student financial aid from every college, university, and technical and vocational institution that participates in federal student financial aid programs under the Higher Education Act of 1965 (as amended). IPEDS school point locations are derived from reported information about the physical location of schools. The NCES EDGE program collaborates with the U.S. Census Bureau's Education Demographic, Geographic, and Economic Statistics (EDGE) Branch to develop point locations for schools reported in the annual IPEDS file. The point locations in this data layer were developed from the 2021-2022 IPEDS collection. For more information about NCES school point data, see: https://nces.ed.gov/programs/edge/Geographic/SchoolLocations.All information contained in this file is in the public domain. Data users are advised to review NCES program documentation and feature class metadata to understand the limitations and appropriate use of these data.