

# College Ranking Predictions

## Report

### Introduction

### Research Background

Every year, millions of students apply to colleges across the United States, and many of them use college rankings lists from sources such as *US News and World Report*, Forbes.com, and Niche.com to help them decide where to apply and where to go. In recent years, these lists have been heavily criticized for focusing on “exclusivity and resources, rather than accessibility and economic mobility” (1). The system can also be easily manipulated by a university if that university prioritizes certain metrics to raise their rankings, as seen in Northeastern University’s meteoric rise from #163 to #49 on the US News and World Report list in only 17 years. The president of Northeastern University even explicitly stated that it was a top priority of the university to raise its ranking (2).

(1) <https://thehill.com/changing-america/enrichment/education/3641004-the-scandal-facing-college-ranking-lists-explained/>

(2) <https://www.bostonmagazine.com/news/2014/08/26/how-northeastern-gamed-the-college-rankings/>

These lists are important because students applying to college trust these rankings and weigh them into their college decisions. Due to the large impact that a college has on a student’s life, it is important to know where these rankings come from and what they actually measure. In this project, we will explore how influential different metrics are in determining a college’s ranking.

In general, we want to examine how different variables affect a school’s ranking on the **Niche College Ranking List** and determine which are most important to a high ranking. We plan to look at variables that are typically thought to influence school rank such as average SAT score and admission rate, but we also want to look at variables that aren’t typically thought of such as geographic region or endowment size.

For the sake of clarity, when we say a “low rank,” we are referring to schools with a lower numerical rank, such as #1 and #2. When we say a “high rank,” we are referring to schools with a high numerical rank, such as #499 and #500.

## Data

### Data Set #1: Niche

- The first data set comes from Niche’s “2023 Best Colleges in America” list
- Niche aggregates data from a variety of sources, including the US Department of Education and reviews from students and alumni, to build their list of college rankings. The rankings list is updated monthly. However, Niche only receives data from the US Department of Education on an annual basis. The Niche data was scraped by Maia on October 17-19 2022.
- There are 500 observations, representing the top 500 schools in the United States. Each observation has two variables: `college` (institution name) and `rank`.

### Data Set #2: US Department of Education

- The second data set comes from the US Department of Education’s College Scorecard, which is an exhaustive summary of characteristics and statistics for all colleges and universities in the United States.
- The College Scorecard is updated by the Education Department as it collects new data, but most of the data comes from the 2020-2021 school year. Data used in the scorecard comes from data reported by the institutions, data on federal financial aid, data from taxes, and data from other federal agencies.
- There were 2,989 variables in the original data set, many of which we don’t need to answer our question, and since this data set was too large to load into RStudio, we used Excel to narrow this to 31 variables. We chose any variables that we thought would have an impact on college rank, and excluded redundant ones like specific breakdowns of test scores. There are 6681 observations in the data set, representing all of the colleges and universities in the United States.

## Variable Summary

Here is a summary of the variables we will be using in our analysis. We selected every one we thought could impact rank, but left some out, such as test score breakdowns, to avoid redundancy.

Categorical:

- **college**: Institution name
- **REGION**: US geographic region (New England, Mid East, Great Lakes, Plains, Southeast, Southwest, Rocky Mountains, Far West, Outlying Areas)
- **ACCREDITAGENCY**: Accreditor for Institution
- **CONTROL**: Public, Private nonprofit, or Private for-profit
- **CCBASIC**: Carnegie Classification (basic)

## Numerical

- **ADM\_RATE**: Admission rate
- **UGDS**, **UGDS\_WHITE**, **UGDS\_BLACK**, **UGDS\_HISP**, **UGDS\_ASIAN**, **UGDS\_AIAN**, **UGDS\_NHPI**, **UGDS\_2MOR**, and **UGDS\_UNKN** represent the enrollment of undergraduate certificate/degree-seeking students, enrollment of undergraduate certificate/degree-seeking students who are White, Black, Hispanic, Asian, American Indian/Alaska Native, Native Hawaiian/Pacific Islander, two or more races, and of unknown race, respectively.
- **NPT4\_PUB**: Average net price for Title IV institutions (public institutions)
- **NPT4\_PRIV**: Average net price for Title IV institutions (private for-profit and nonprofit institutions)
- **COSTT4\_A**: Average cost of attendance (academic year institutions)
- **COSTT4\_P**: Average cost of attendance (program-year institutions)
- **AVGFACSAL**: Average faculty salary
- **PCTPELL**: Percentage of undergraduates who receive a Pell Grant
- **C150\_4**: Completion rate for first-time, full-time students at four-year institutions (150% of expected time to completion)
- **AGE\_ENTRY**: Average age of entry
- **FEMALE**: Share of female students
- **MARRIED**: Share of married students
- **FIRST\_GEN**: Share of first-generation students
- **FAMINC**: Average family income
- **MD\_FAMINC**: Median family income
- **ENDOWBEGIN**: Value of school's endowment at the beginning of the fiscal year
- **SAT\_AVG**: Average SAT equivalent score of students admitted
- **ACTCMMID**: Midpoint of the ACT cumulative score

## Data Preparation

1. To get the data, we scraped from Niche.com and downloaded data from the US Department of Education, and imported. The steps were done in an R script titled `niche-scrape.R`
2. Some of the college names were slightly different between datasets, so we had to individually change names in the Department of Education dataset to match those in the Niche one before joining the two. The Observations for **University of South**

Florida - Sarasota-Manatee (ranked 141) and University of South Florida - St. Petersburg (ranked 181) have been dropped from the colleges data set because they do not exist in the `us_dep_of_ed` dataset. This is because these two universities were combined with the main University of South Florida campus. Therefore the joined colleges data set only has 498 observations.

3. Some of the categorical variables in the US Department of Education dataset (**REGION**, **CONTROL**, and **CCBASIC**) used numbers to represent the different levels, so we looked at the data dictionary and replaced each number with the words that it represents.
4. All of the numerical variables are on different scales—for example, SAT scores can range from 400 to 1600, while admission rate can only range from 0 to 1—and so we standardized them for easier analysis and comparison. We created a scaled version of the dataset where the mean value of each numeric variable is 0, and the standard deviation 1. An example row of data is printed below.

college	RECORD	ACCOUNTED	DIAGNOSIS	SYNTHESIS	SYSTEMS	DEFINITION	KNOWLEDGE	PROBLEM	ANALYSIS	INTERPRETATION	RECOMMENDATION	REGISTRATION
Massachusetts Institute of Technology	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964
University of California	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964
Stanford University	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964
University of Michigan	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964
University of Texas at Austin	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964
University of Illinois at Urbana-Champaign	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964
University of Wisconsin-Madison	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964
University of Washington	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964
University of Colorado at Boulder	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964
University of Arizona	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964
University of New Mexico	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964
University of Nevada, Las Vegas	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964
University of Nevada, Reno	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964
University of Idaho	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964
University of Montana	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964
University of Wyoming	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964
University of North Dakota	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964
University of South Dakota	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964
University of Nebraska-Lincoln	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964
University of Nebraska-Kearney	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964
University of South Florida	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964
University of Florida	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964
University of Alabama	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964
University of Georgia	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964
University of South Carolina	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964
University of Mississippi	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964
University of Tennessee	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964
University of Kentucky	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964
University of Missouri	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964
University of Arkansas	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964
University of Louisiana at Baton Rouge	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964
University of Louisiana at Monroe	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964	1964
University of Mississippi	1964	1964	1									

## Exploratory Data Analysis

Interval	Mean Admission Rate	Mean SAT Average	Mean ACT Median	Mean % White Students	Mean % Asian Students	Mean Cost of Attendance
1 to 100	0.2767340	1422.703	32.05495	0.4865770	0.1500930	60691.49
101 to 200	0.6181010	1266.932	27.45455	0.6271786	0.0698429	46371.74

Interval	Mean Admission Rate	Mean SAT Average	Mean ACT Median	Mean % White Students	Mean % Asian Students	Mean Cost of Attendance
201 to 300	0.6818970	1215.864	26.02469	0.6142470	0.0729400	43882.71
301 to 400	0.7157737	1160.091	24.14474	0.5629051	0.0548111	40799.30
401 to 500	0.7430135	1145.662	23.86076	0.6184102	0.0436867	36583.50

After grouping the schools into five groups of 100 by their rank, we see that different metrics vary considerably across the group. As the rank level gets higher, the mean admission rate increases, the mean SAT Average decreases, the mean ACT Median decreases, and the cost of attendance decreases. As far as demographic statistics, 1-100 ranked schools have considerably fewer White students and considerably more Asian students than schools ranked above 100. As the rank gets higher, the mean cost of attendance also tends to increase.

We also looked at means of rank by categorical variables, and seen that there does appear to be an association between them and rank, so we decided to include them all in our subsequent analysis. We have included our exploratory analysis in our appendix.

## Research Question and Hypothesis

**Question:** Which characteristics of a university are most associated with rankings on the Niche College Ranking list? Of these characteristics, what is the relationship between high and low rank?

**Hypothesis:** We hypothesize that SAT/ACT scores, acceptance rate, and family income will have the strongest association with rank because since Niche's audience is in large part students applying to college, we believe that they prioritize variables important in the college admissions process. Of these variables, we predict that SAT/ACT score will have strong negative relationship, acceptance rate will have a strong positive relationship, and family income will have a strong negative relationship with rank.

## Methodology

We have split the first part of our analysis into two approaches. The first approach consists of looking at the linear relationship between the numerical explanatory variables and college rank using R-squared variables. The second approach consists of building a stepwise regression model between many explanatory variables and college rank. As the variables that appear in

the final model will be most important for determining rank, we will use the model results to corroborate our results from the first approach. As we cannot find an R-squared value or other numerical metric to measure a relationship involving a categorical variable, we decided to simply use the stepwise regression model to determine if there is a strong association between those variables and rank.

In the second part of our analysis, we will combine the results of the two approaches and characterize the relationship between rank and the variables with the strongest association with it.

### **Approach #1: Individual Numerical Variable Analysis**

First, we will create a linear regression models between each individual explanatory variable and college rank. Then, we will calculate the R-squared value for each respective model, rank the values from highest to lowest, and select the variables with the highest R-squared values.

### **Approach #2: Stepwise Regression Modeling**

A stepwise regression model can manage large amounts of potential predictor variables and fine-tune the model to choose the best predictor variables from the available options. In our case, we have more than 25 variables to be examined and thus it is crucial to have a automated workflow for model selections.

In our research, we will use both forward and backward selections in the stepwise regression model by utilizing MASS package. We will evaluate the performance of each iteration of the model based on Akaike information criterion (AIC). AIC is used to compare different possible models and determine which one is the best fit for the data in statistic practice.

There are two main steps in this approach.

1. Create a correlation matrix to check correlation coefficients between variables so as to not use similar variables in our model. If two variables had an absolute value of  $r$  greater than 0.8, meaning they were too similar in how they factored into rankings, we only picked one of them to put into the model.
2. Compute the stepwise regression model using MASS package and mainly `stepAIC()` functions for model selections based on AIC. For the initial setting of the linear regression model, we will import all the valid variables into the model to predict the rank variable.

In the end, this will give us the best final model with much fewer variables. Those variables are the most influential factors to the rank of the college.

## Final Variable Analysis

We will examine the final variables selected by both approaches and analyze their relationships with college rank by:

1. Interpreting the R-squared values and graphs to characterize the linear association for each variable and rank.
2. Calculate the linear regression slopes between each of the explanatory variables (scaled and non-scaled) and college rank. Then we will use the scaled slopes to determine which explanatory variable has the greatest influence on college on a school having a higher rank. We will interpret the relationships using the non-scaled slopes.

## Results

### Approach #1: Individual Numerical Variable Analysis

#### Table of R-squared Values

The table below gives the R-squared values from the linear regression models between each individual explanatory variable in our data set and colleges rank, arranged in descending order.

variable	r_squared
SAT_AVG	0.6291468
ACTCMMID	0.6062324
C150_4	0.5137627
AVGFACSAL	0.4692148
ADM_RATE	0.4048157
PCTPELL	0.2476545
UGDS_NRA	0.2040361
FIRST_GEN	0.1963961
UGDS_ASIAN	0.1946322
ENDOWBEGIN	0.1643675
COSTT4_A	0.1577993
FAMINC	0.1525416
AGE_ENTRY	0.1462016
MARRIED	0.1072270
FEMALE	0.0752810
MD_FAMINC	0.0661957
NPT4_PUB	0.0568142
UGDS	0.0548673

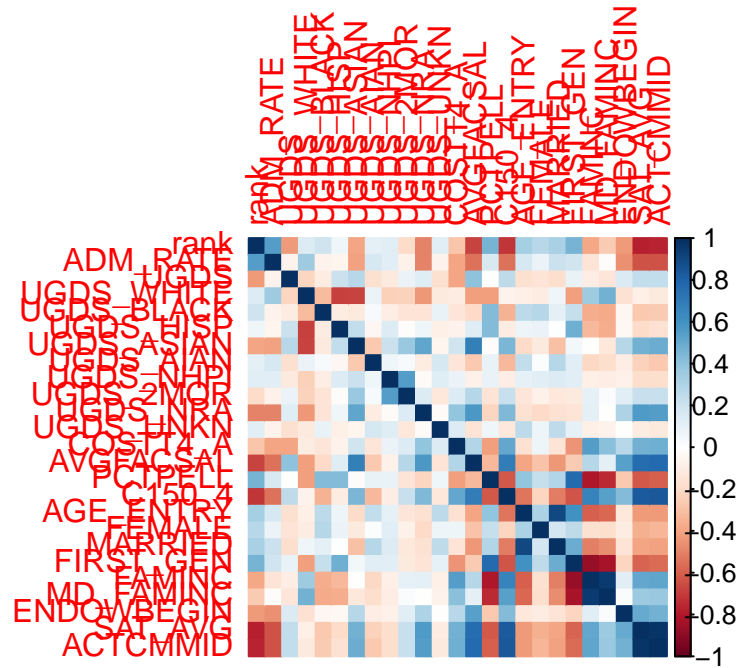
variable	r_squared
UGDS_2MOR	0.0476589
UGDS_BLACK	0.0463458
NPT4_PRIV	0.0419051
UGDS_WHITE	0.0304200
UGDS_NHPI	0.0222752
UGDS_UNKN	0.0126394
UGDS_AIAN	0.0089268
UGDS_HISP	0.0040103

COSTT4\_P (Average cost of attendance for program-year institutions) has been removed because there are only two observations.

Average SAT (SAT\_AVG), median ACT (ACTCMMID), graduation rate (C150\_4), average faculty salary (AVGFACSAL), and admission rate (ADM\_RATE), are the five variables with the strongest correlation to rank, based on their R-Squared values; therefore, they are the variables we will be examining later in our analysis. We chose five as a cutoff because there is a substantial difference between the R-squared value of these five and the next variable (PCTPELL).



## Remove Highly Correlated Variables



The correlation matrix above provides a visual representation of the correlation between all variable pairs. Below, is the filtered correlation matrix that only displays entries with values greater than or equal to 0.8.

Variable Pairs with $r > 0.8$	Correlation Coefficients
C150_4, SAT_AVG	0.8389
C150_4, ACTCMMID	0.8494
AGE_ENTRY, MARRIED	0.9059
FAMINC, MD_FAMINC	0.9538
SAT_AVG, ACTCMMID	0.9756

According to the filtered table, these variable pairs are (MD\_FAMINC, FAMINC), (C150\_4, SAT\_AVG), (C150\_4, ACTCMMID) and (ACTCMMID, SAT\_AVG). Therefore, we will drop the variables C150\_4, MD\_FAMINC, ACTCMMID and preserve SAT\_AVG and FAMINC to represent all other variables.

## Compute Stepwise Regression

As mentioned in methodology, we will use MASS package and `StepAIC()` function to perform the stepwise regression process for model selections.

---

Selected Variables
college
rank
REGION
CONTROL
CCBASIC
ACCREDAGENCY
ADM_RATE
UGDS
UGDS_WHITE
UGDS_BLACK
UGDS_HISP
UGDS_ASIAN
UGDS_AIAN
UGDS_NHPI
UGDS_2MOR
UGDS_NRA
UGDS_UNKN
COSTT4_A
AVGFACSAL
PCTPELL
AGE_ENTRY
FAMINC
ENDOWBEGIN
SAT_AVG
FEMALE
FIRST_GEN

---

Stepwise Model Path  
Analysis of Deviance Table

Initial Model:

```
rank ~ (college + REGION + CONTROL + CCBASIC + ACCREDAGENCY +  
  ADM_RATE + UGDS + UGDS_WHITE + UGDS_BLACK + UGDS_HISP + UGDS_ASIAN +  
  UGDS_AIAN + UGDS_NHPI + UGDS_2MOR + UGDS_NRA + UGDS_UNKN +  
  COSTT4_A + AVGFACSAL + PCTPELL + AGE_ENTRY + FAMINC + ENDOWBEGIN +
```

SAT\_AVG + FEMALE + FIRST\_GEN) - college

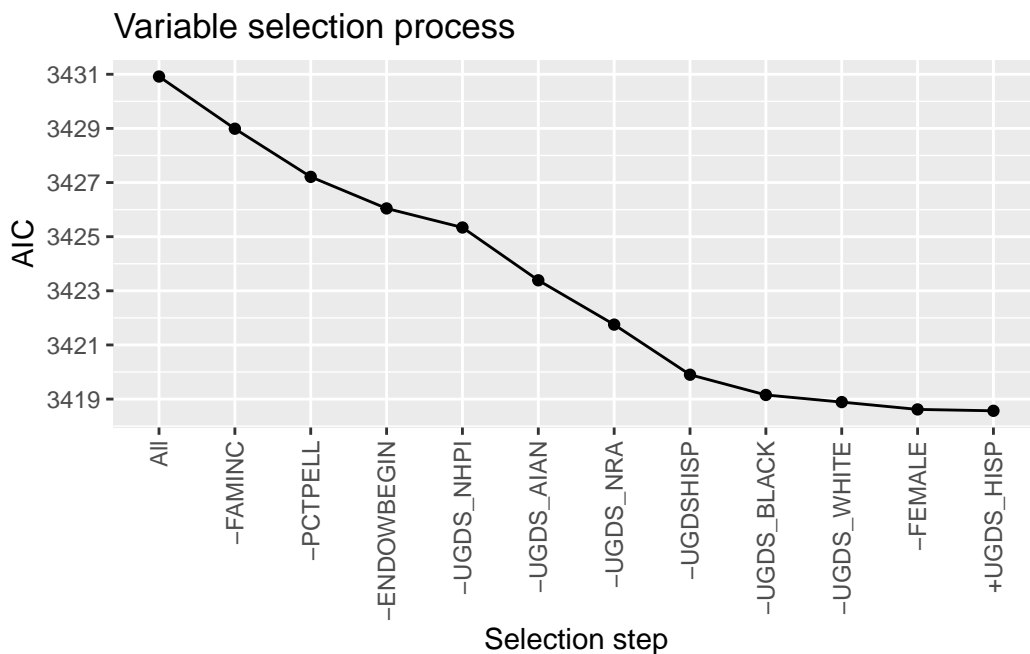
Final Model:

```
rank ~ REGION + CONTROL + CCBASIC + ACCREDITED + ADM_RATE +
      UGDS + UGDS_ASIAN + UGDS_2MOR + UGDS_UNKN + COSTT4_A + AVGFACSAL +
      AGE_ENTRY + SAT_AVG + FIRST_GEN + UGDS_HISP
```

	Step	Df	Deviance	Resid. Df	Resid. Dev	AIC
1				352	1836043	3430.917
2	- FAMINC	1	329.6394	353	1836373	3428.988
3	- PCTPELL	1	1031.5010	354	1837404	3427.210
4	- ENDOWBEGIN	1	3870.0110	355	1841274	3426.044
5	- UGDS_NHPI	1	6035.0074	356	1847309	3425.339
6	- UGDS_AIAN	1	228.8917	357	1847538	3423.388
7	- UGDS_NRA	1	1693.4018	358	1849232	3421.751
8	- UGDS_HISP	1	695.6174	359	1849927	3419.900
9	- UGDS_BLACK	1	5857.6692	360	1855785	3419.152
10	- UGDS_WHITE	1	8155.9248	361	1863941	3418.889
11	- FEMALE	1	8159.1208	362	1872100	3418.618
12	+ UGDS_HISP	1	9672.6276	361	1862427	3418.567

In the stepwise regression shown above, each step represents a new iteration of the model after a certain variable is taken out. For example, the first step represents the first iteration with all the variables. Then, the variable FAMINC was removed, leading to a decrease in AIC. Then, one-by-one, it removes PCTPELL, ENDOWBEGIN, each level of undergraduate ethnicities, and female student population to continue making the best model for our data. Finally, the re-addition of UGDS\_HISP led to the final iteration of our model with just 16 variables. We can tell this is the best model because its AIC value is the lowest.

## Model Results



The plot above visually displays the decreasing AIC value as variables get taken out and potentially re-added.

r.squared	adj.r.squared	sigma	statistic	p.value	df	logLik	AIC	BIC	deviance	df.residual	hobs
0.774097	0.7524947	71.920325	35.83336	0	35	-	4614.661	4762.529	1893147	366	402
2270.33											

We can further tell that this is our best model because it has an r-squared coefficient of 0.774. The variables here can then be considered to be the variables that affect a college's ranking the most. Region (REGION) and type of school (CONTROL, CCBASIC) influence its ranking. There are certain qualities of its undergraduate population that are more statistically significant than others and were thus included in this model: overall undergraduate population, number of Asians, Hispanics, mixed students, and first-generation students, and average age when the undergraduated enrolled. Average SAT score was also significant enough to be include into the model, and ACCREDAGENCY and cost of attendance were also the final two variables considered significant enough for our best model.

## Final Variable Analysis

### Categorical Variable Analysis

All four categorical variables appeared in the final model, and therefore we can assume that they have a significant association with rank.

Note that for these graphs we dropped NAs and removed levels that only had one observation.

The Geographic Region graph shows that New England has the highest proportion of top-100 schools, while the Plains has the lowest. Apart from the **New England** and **NA** bars, the differences in proportions of rank groups do not vary dramatically between bars. It is possible that the strength of the correlation between rank and region is driven in large part by the association New England has with schools with the lowest 100 ranks.

There does not appear to be a obvious pattern in the accreditation agency graph, which could be because some of the agencies corresponded to very few schools in the top 500. Additionally, as accreditation agency is often based on location, it reflects results similar to the region graph.

There are only 4 **Private, For-profit** schools in the top 500, and all of them are ranked between 301 and 400. The proportions of ranks between **Private, Non-profit** and **Public** are similar, although the first appears to have a larger proportion of 1-100 schools, and the latter a higher proportion of 401-500 schools.

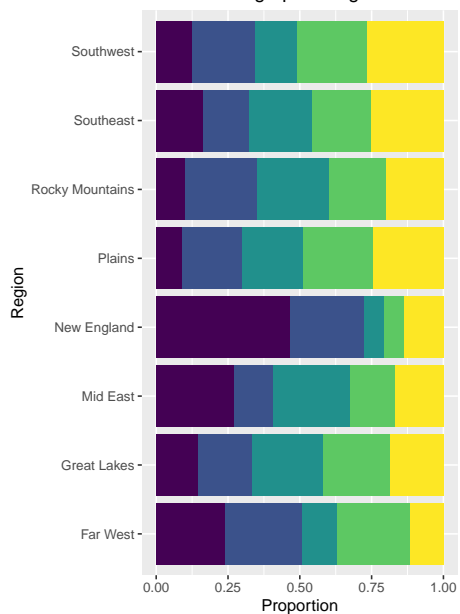
There appear to be the greatest differences between bars of proportions of rank groups in the Carnegie Classification group, suggesting that this has the strongest association with rank. It appears that the lower the rank, the higher proportion of schools in **Doctoral Universities: Very High Research Activity** and **Baccalaureate Colleges: Arts & Sciences Focus**. However, the opposite appeared to be true for all other classifications with 3 or more rank categories. Like accreditation agencies, some classifications corresponded to very few schools in the top 500.

Qualitatively, it appears that region and Carnegie Classification have the clearest relationship with rank; however, the final model indicates that they all have an association with rank.

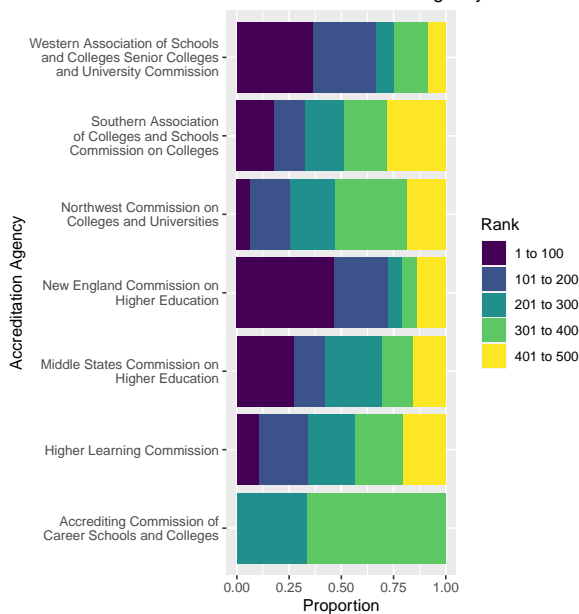
### Numerical Variable Analysis

All of the variables with the top 5 R-squared values appeared in the final stepwise regression model except for **ACTCMMID** (median ACT score) and **C150\_4** (graduation rate). These were not used in the model because both of them had a high correlation with **SAT\_AVG** (average SAT). Because **SAT\_AVG** ended up in the final model, we can reasonably assume that they also have a strong association with rank based on the model's selection process. Therefore, we conclude that **SAT\_AVG**, **ACTCMMID**, **C150\_4**, **AVGFACSAL**, and **ADM\_RATE** have the strongest association with rank and we will characterize the relationship below.

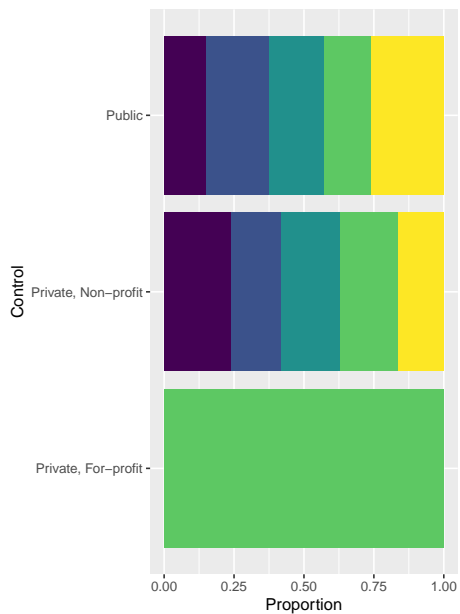
Rank vs Geographic Region of the United States



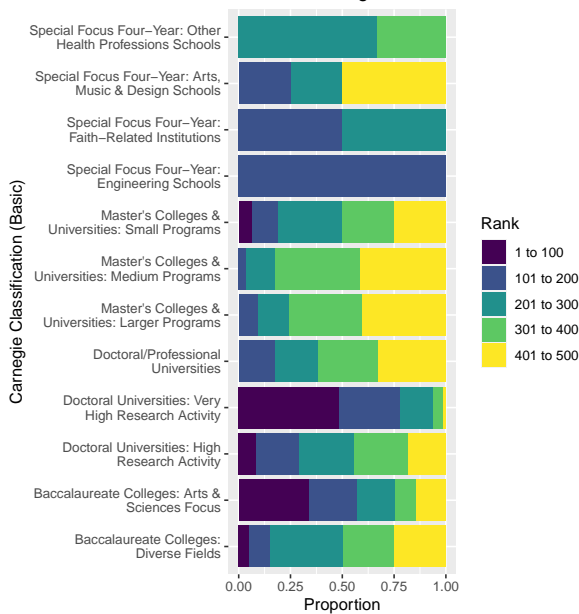
Rank vs Accreditation Agency



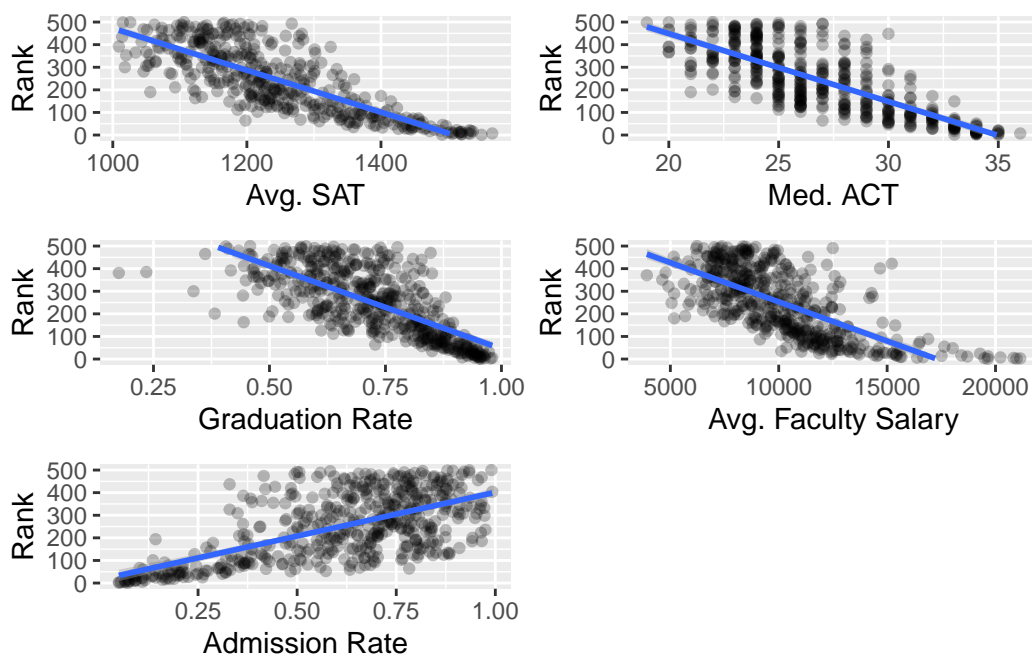
Rank vs Control



Rank vs Carnegie Classification



How do these 5 metrics influence Niche college rank?



R-squared, scaled slope, and un-scaled slope for linear regression models between 6 metrics and Niche College Rank

variable	R-Squared	Scaled Slope	Non-scaled Slope
Avg. SAT	0.6291468	-115.00	-0.9277
Med. ACT	0.6062324	-112.90	-30.0400
Graduation Rate	0.5137627	-103.50	-735.2000
Avg. Faculty Salary	0.4692148	-98.89	-0.0347
Admission Rate	0.4048157	91.74	387.0200
% Students with Pell Grants	0.2476545	71.75	644.7600

### Analysis

The clearest way to interpret these R-Squared values is the following: 63% of the variation in college rank can be explained by average SAT score. This same interpretation can be used for all of the variables.

Looking further at the relationships, there is a negative relationship between SAT/ACT/Graduation Rate/Faculty Salary and rank. This indicates that as the variables increase, the rank of the school decreases. There is a positive relationship between admission rate and rank, indicating that as this variable increases, the rank of a school increases.

Looking at the non-scaled slope allows us to interpret how much changes in the explanatory variable change rank. For example for ACT, we can say that on average, we can expect a 1-point increase in ACT score to drop the rank of a school by 30 places. For admission rate, since it is scaled from 0-1, we need to divide the slope by 100 to get an interpretable number. It indicates that a 1-point drop in admission rate will, on average, result in an estimated drop in rank of the school by 3.87 places.

Looking at the scaled slope allows us to tell which variables have the greatest “influence” on rank. In other words, which change in a numerical variable away from the mean has the greatest impact on decreasing a school’s rank? An extremely interesting trend is that among the five most associated variables, schools that have a stronger R-squared also have a higher absolute value of scaled-slope, indicating that variables that have the strongest association to rank also have the greatest influence on decreasing rank. This is logical because Niche would likely tie their rankings to variables where there is the greatest differentiation between schools with higher and lower ranks. This is also concerning because if schools know which variables are most associated to rank and which ones have the greatest impact on decreasing it, it is fairly easy for them to know which variables to change if they wanted to manipulate the rankings.

## Discussion

Based on our analysis and approaches, SAT\_AVG, ACTCMMID, C150\_4, AVGFACSAL, and ADM\_RATE are the numerical explanatory variables most associated with college ranking, which partially confirm our initial hypothesis. SAT/ACT/Admission Rate were among the most correlated variables, but family income was not in the top five, possibly because financial aid allows students from various financial backgrounds to attend universities. These relationships indicate certain priorities in college rankings. The existence of the SAT, ACT, and admission rate variables in the top five highlight how rankings prioritize selectivity in college admissions. This makes us wonder if colleges focus on improving admissions selectivity over their quality of education and student outcomes. The inclusion of graduation rate and faculty salary do tell slightly different stories. While graduation rate indicates a focus on the ability of a university to meet the needs of its students, faculty salary may indicate the quality of the faculty both in teaching and research.

The stepwise regression model indicated that the categorical variables REGION, ACCREDAGENCY, CONTROL, and CCBASIC were also important to calculating rank. Unlike the numerical variables, it is interesting to note that these variables cannot change easily from year-to-year, so colleges cannot use them to manipulate their rankings. Additionally, there are some variables that appear in the final model that have a lower individual R-squared value than some that were taken out of the model. We believe that this is because AIC examines the collective predictive power of the variables rather than the individual predictive ability.



The limitations of our analysis are as follows: We left the categorical variables out of the first approach because we do not know a way to numerically analyze them, and in doing so, we could not subject these variables to the same two-step confirmation process that we did for the numerical values. Furthermore, we assumed that all variables had a linear relationship with ranks so we could use linear regression modeling to analyze them. Additionally, our linear models assume that rank is continuous and goes on forever. We recognize that this is not the case, but since the rank values have meaning and we have not learned how to properly work with ranked data in this class, we decided that a linear regression model was our best approach. All of these issues could be resolved by learning and implementing more appropriate statistical methods.

Finally, we believe that future avenues for this project could include analyzing and comparing more ranking systems, such as those created by US News and Forbes. It would be useful if students could understand what each system values and use the one most in line with their priorities. Additionally, we would like to look at over 1000 colleges to see if our results stay consistent between colleges throughout the country, and perhaps even throughout the world.

## References

Learned how to do for loops from TA Eli Gnesin

We used the `scale()` function found at <https://www.statology.org/standardize-data-in-r/>

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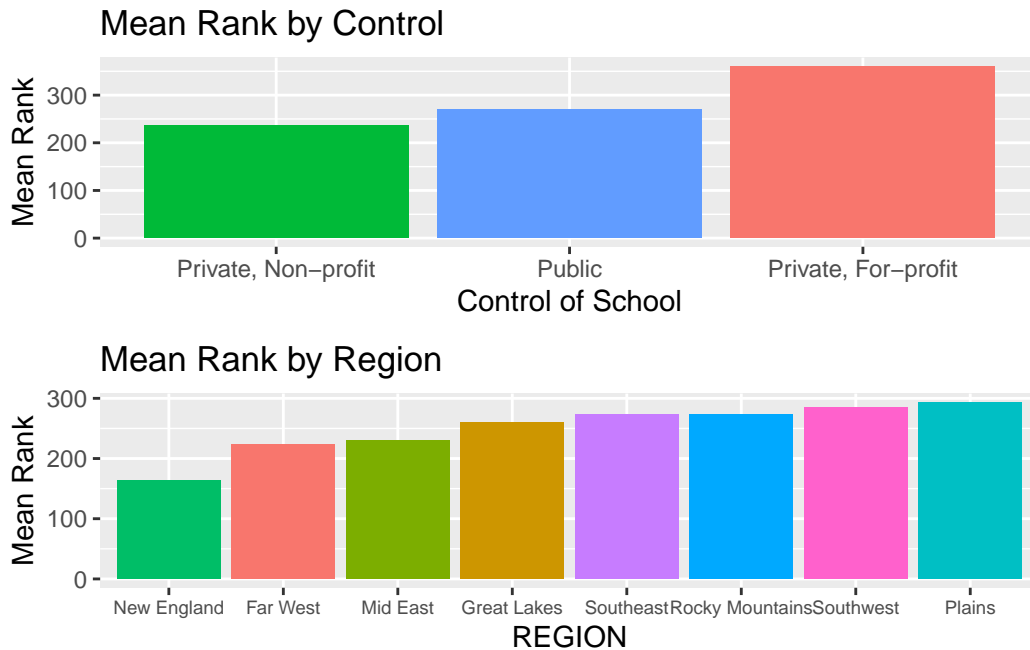
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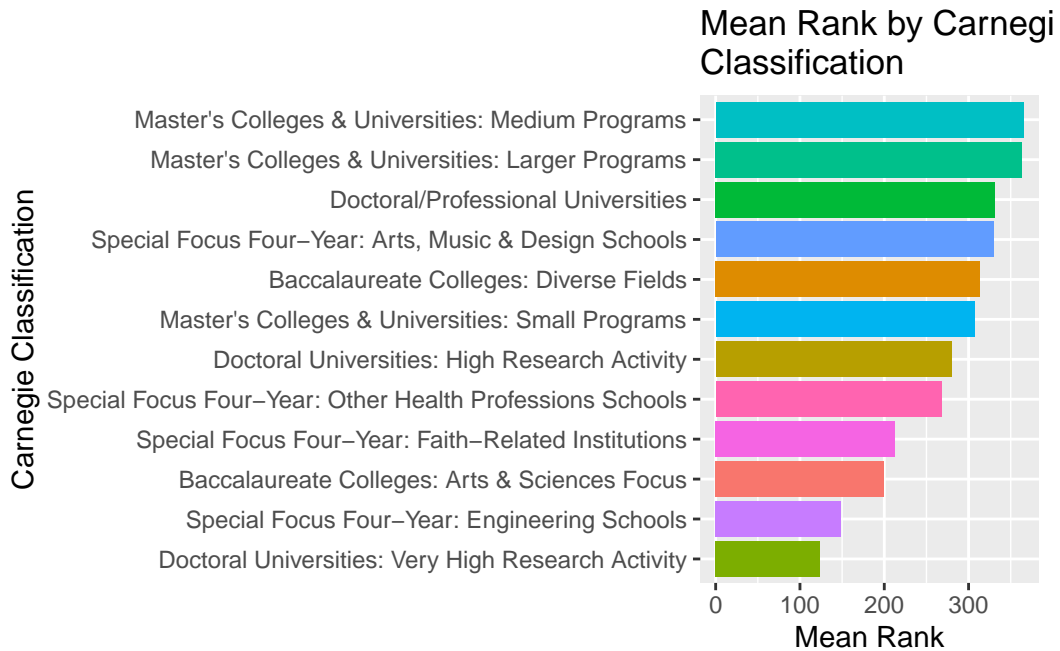
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## Appendix

### Exploratory Analysis: Means of Rank by Categorical Variables

Below, we group the schools by the different categorical variables in our analysis and then take the mean rank for each of those groups. For Carnegie classification, any classification with only one school was removed from the analysis.





We observe that private non-profit colleges have a higher mean rank than public colleges or private for-profit colleges.

As far as region, schools from New England have the highest mean rank, while schools from the Plains have the lowest mean rank.

Looking at the Carnegie Classification, Doctoral Universities: Very High Research Activity have the highest mean rank, followed by Special Focus Four-Year: Engineering Schools. Master's Colleges and Universities: Medium Programs have the lowest mean rank.