

Classifying post-secondary school funding type based on student debt and earnings

Shay Lehmann and Michelle Ho

CUSP-GX-5006

Prof. Gustavo Nonato

Machine Learning Assignment # 3

Abstract

In this assignment, the authors explore how 4-year colleges in the United States can be classified into funding types (public, private for-profit, or private non-profit) based on data on the debt and earning outcomes of their students. The exercise aims to compare Support Vector Machines (SVM), decision trees (CART), and Random Forests (with and without boosting) as classification techniques and their in performance in a real life scenario.

1 Introduction

The main goals of this assignment are to compare three classification techniques and to better understand how earning and debt outcomes of students vary by the types post-secondary institutions they attend. The motivation is to ultimately understand what indicates a "high value" education for the final project of this course.

The dataset used in this assignment is provided by the U.S. Department of Education project, College Scorecard. The goal of the project is to provide data necessary for students and their families to compare and assess post-secondary institutions on their costs and student outcomes. The data is compiled

from self-reported data from institutions, data on federal financial aid, and tax information for the past 20 years. This rich dataset includes measurements on multiple aspects of a postsecondary institution—including basic identifying information, admissions, student body demographics, degree programs, tuition costs, federal aid, debt repayment, completion rates, and earnings.

Our hope is that students and their families who are making decisions on post-secondary education can make use of our results to compare schools. Institutions themselves can use the results to assess how their students perform compared to peer institutions. Finally, loan granting institutions and the U.S. Department of Education can assess which schools are failing in preparing their students for career success and why.

2 Methods and Data Sets

In order to have data on earnings and repayment outcomes after graduation, this assignment uses only the 2010 - 2011 College Scorecard, since wage and debt data is not yet available for the years after 2011. This dataset contains 7414 institutions and 1743 variables. However, there is not complete coverage for all variables depending on the institution. For this assign-

ment, subsets of the raw dataset was used for analysis, and the variables and data cleaning steps are described below:

- **CONTROL**: a categorical variable indicating the funding type of a school. Categories are “public”, “private for-profit”, or “private non-profit”.
- **REGION**: a categorical variable indicating the region of the United States where the school is located. Regions are:
 - New England (CT, ME, MA, NH, RI, VT)
 - Mid East (DE, DC, MD, NJ, NY, PA)
 - Great Lakes (IL, IN, MI, OH, WI)
 - Plains (IA, KS, MN, MO, NE, ND, SD)
 - Southeast (AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV)
 - Southwest (AZ, NM, OK, TX)
 - Rocky Mountains (CO, ID, MT, UT, WY)
 - Far West (AK, CA, HI, NV, OR, WA)
 - Outlying Areas (AS, FM, GU, MH, MP, PR, PW, VI)
- **GRAD_DEBT_MDN**: Median debt for students who graduate
- **WDRAW_DEBT_MDN**: Median debt of students who withdrew without completion
- **GRAD_DEBT_MDN10YR**: Median debt by monthly payment (10 year plan) for graduates
- **MN_EARN_WNE_P7**: Mean earnings of students working and not enrolled 7 years after entry
- **COMPL_RPY_3YR_RT_SUPP**: 3-year repayment rate for students who completed degrees, suppressed for institutions of fewer than 30 students
- **NONCOM_RPY_3YR_RT_SUPP**: 3-year repayment rate for students who did not complete degrees, suppressed for institutions of fewer than 30 students

- The dependent variable being classified and predicted is ‘Control’ in this assignment’s analyses. The authors may occasionally refer to this variable as ‘Y’.
- The independent variables are all the others.
- Only institutions classified as **ICLEVEL** = 1 (eg. 4-year colleges) are used.
- Any observations with null values for any of the chosen eight variable are dropped. After these drops, the number of observations in the dataset is 2249.
- Finally, the categorical variable **REGION** is binarized so that all samples are represented by boolean feature vectors.

The steps taken for this assignment:

1. A classification model is fitted for the independent variables with a SVM Linear model
2. A second SVM linear classification model is fitted using a second subset of independent variables
3. Decision tree classifier models are fitted on the second subset of independent variables
4. The decision tree classifier models are done without boosting, with bagging, with ADA boosting, and with gradient boosting at varying depths.
5. All models are assessed via cross validation on training and test sets split from the original dataset. The training and test set sizes are adjusted to assess the effect of training size on quality of classification.
6. Confusion matrices are created for all categories of the dependent variable “Control” to assess the performance of the classifications (Figures 1 - X)

3 Results

TO BE WRITTEN

4 Conclusions

TO BE WRITTEN

Python code used to generate the results, tables, and figures for this assignment can be found at https://github.com/michellemho/machine_learning_for_cities.

Table 1: Table Template		
	Foo	Bar
Model foo	31.30	33.91
Model bar	29.50	31.17
Model baz	30.01	31.46

Table 2: Percentages of each school type	
Type	Percentage
Public	27.17
Private Non-Profit	43.09
Private For-profit	29.74



Figure 1: CUSP Logo– Figure Template