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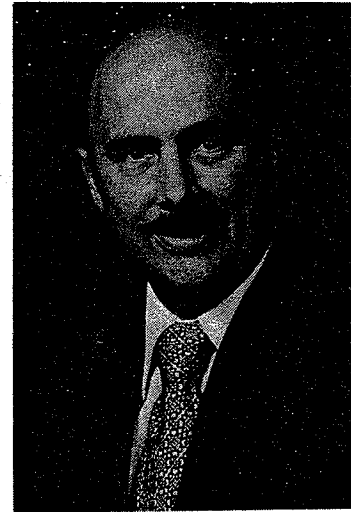
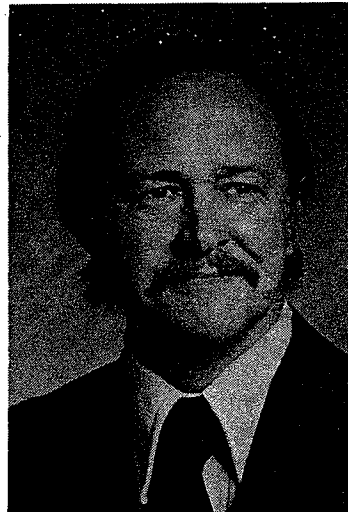
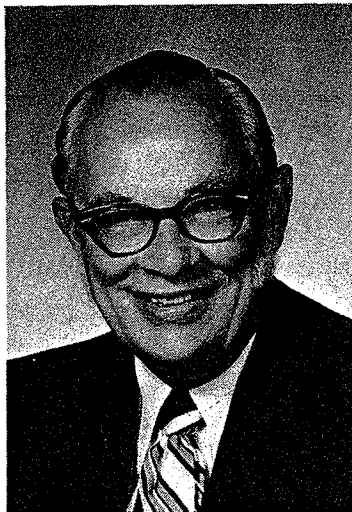
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TRENDS IN MEETING COLLEGE COSTS OVER THE PAST TEN YEARS

by *Joseph D. Boyd, Robert H. Fenske and E. James Maxey*

Beginning with the 1958-59 academic year through the 1977-78 academic year, the State of Illinois has provided to its residents over 725,000 undergraduate need-based grants totaling over \$525,000,000. The Illinois State Scholarship Commission (ISSC), the administrative agency for the state grants, has conducted a statewide study of the ISSC monetary award winners every three years since 1967-68 to determine how they were combining gift aid, earnings, loans, and parental assistance to meet college costs. This article reports and analyzes the trends over the ten year period (1967-1977) encompassed by the four surveys as reported by the hundreds of randomly selected students who were the recipients of State of Illinois nonrepayable financial aid. The findings reported for Illinois could have applicability in many other states. Illinois is a major industrial state with substantial agriculture, minority groups and a well established and diverse higher education system of public and private colleges, universities and community colleges.

Government planners, legislators and governors, along with institutional student aid officers and private foundation scholarship executives, all need to understand the role and trends the various financial resources are assuming in helping students meet college costs. Important decisions about how to react and adjust to observed changes in student use of various resources confront the student financial aid profession.



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Student financial aid in 1978 is the "lifeline" to higher education for thousands of students and is also expected to sustain an historic American policy committed to providing all qualified persons with equal educational opportunity to obtain their goals. The preservation of diversity in higher education in this country is another goal student aid programs have pursued.

Traditionally, college costs have been met by parental financial assistance, educational loans, and scholarships or grants — along with the student's own resources, i.e., prior savings and term-time, vacation or summer earnings. These resources are often used in combination, and are considered in the profession as a "package" of financial assistance. This article analyzes the changing role of each of these variables by various categories of students and also notes the difference between parental contributions, calculated as an expectation, and the dollars actually contributed.

The data reported in this article has been gathered in a series of four surveys. The first survey included data gathered from monetary award recipients in the 1967-68 award year. A replication of the 1967-68 survey was conducted in the 1970-71, 1973-74, and 1976-77 academic years.

In all four surveys, a random sample of 1,000 was drawn from the Scholarship (demonstrated high academic potential) recipients. A random sample of grant recipients of 1,000 was drawn in '67-'68 and '70-'71, and was increased to 2,000 in '73-'74 and '76-'77.

A specially designed questionnaire was administered, without follow-up, to the sampled recipients. The respondents were guaranteed anonymity.

The first table (Table 1) presents, in three-year periods from 1967-68 to 1976-77, the percentages of students using each component of the financial aid package, by the type of institution attended.

Table 1
Percentage of Respondents (ISSC Award Recipients)
Using Each Component of the Student Financial Aid Package
To Meet College Costs by Type of Institution Attended

| Resource Used | At Public Institutions | | | |
|----------------------|------------------------|--------------------|--------------------|--------------------|
| | 1967-68 (n=475) | 1970-71 (n=662) | 1973-74 (n=966) | 1976-77 (n=644) |
| Other Gift Aid | 35.2 | 40.5 | 41.0 | 64.4 |
| Loan (s) | 49.9 | 53.5 | 46.4 | 23.8 |
| Term-Time Employment | 59.2 | 74.9 | 67.1 | 61.6 |
| Summer Earnings | 87.7 | 84.7 | 81.4 | 73.3 |
| Parent (s) Support | 63.6 | 68.3 | 66.9 | 41.9 |

| Resource | At Private Institutions | | | |
|----------------------|-------------------------|--------------------|--------------------|--------------------|
| | 1967-68 (n=901) | 1970-71 (n=616) | 1973-74 (n=779) | 1976-77 (n=593) |
| Other Gift Aid | 47.9 | 56.7 | 63.3 | 72.9 |
| Loan (s) | 53.3 | 61.0 | 56.2 | 42.5 |
| Term-Time Employment | 64.2 | 70.0 | 74.6 | 68.2 |
| Summer Earnings | 89.8 | 87.2 | 85.4 | 85.2 |
| Parent (s) Support | 64.3 | 71.8 | 70.2 | 53.3 |

At Public Institutions, Other Gift Aid (grants or scholarships from sources other than ISSC) has become an increasingly significant part of the aid package. Over the last nine years, this percentage has increased from 35% to 64% of the students assisted by ISSC. The federal Basic Educational Opportunity Grant Program, which became available to all students by the 1974-75 academic year, is responsible for almost all of this change. The approximate 23% increase of students receiving other gift aid (from 41.0% to 64.4%) between 1973-74 and 1976-77 is most significant. Loans, as a resource, have been used by about one-half of the ISSC award recipients (from 1967 to 1974); however, the data for '76-'77 indicates only slightly less than 1 in 4 students using a loan as a resource. This dramatic drop is also attributed to the replacement of needed dollars by a Basic Grant instead of a loan. Term-time employment earnings (calculated at 80% of gross earnings available for college costs) have an unusual pattern or trend line for students at public colleges. The '67-'68 data shows about 59% of the students working term-time. By '70-'71, almost 75% were working while in school. Since '70-'71, the percentage of students earning term-time employment dollars has dropped from 67.1% in '73-'74 to 61.6% in '76-'77. Again, one can assume Basic Grants have made it possible for more students to meet college costs without campus employment. Summer Earnings (calculated at 60% of gross earnings available for college costs) have been used by consistently fewer students since 1967-68. From about 9 out of 10 students working at a summer job in '67-'68, the proportion working has dropped to less than 3 out of 4. This decrease is probably caused by a variety of factors, including an increase in students enrolled in summer sessions, difficulty in finding employment, and the increases in Other Gift Aid to help meet college costs. About 2 out of 3 students received support from parents from '67-'68 to '73-'74; this ratio dropped to about 4 out of 10 in '76-'77. Most of this drop is explained by the dramatic increase in the number of self-supporting students in postsecondary education. In 1976-77, over 30% of the ISSC applicants were declared self-supporting, and approximately 20% of the undergraduates receiving aid were 25 years of age or older. It is estimated that at least 20% of all parents could be providing some dollar assistance but, for varied reasons, are not providing any dollars for college costs to their children.

At Private Institutions, Other Gift Aid has increased as a part of the "package" from about 48% to 73% of all students in the past ten years. This finding indicates that the growth of both Basic Grants and institutionally funded grants is providing more ISSC award recipients with other forms of gift aid. As in public institutions, loans for students at private institutions indicate a similar drop in the percentage of borrowing students in '76-'77 compared with earlier years. Term-Time Employment at private institutions paralleled the trend in public institutions; 6% less students were working while in school in '76-'77 compared to '73-'74. Summer Earnings results show only a slight drop (90% to 85%) in the past ten years. Parent (s) Support is also comparable to students at public institutions. The significant drop in '76-'77 can be explained by the same variety of reasons offered above for public institution enrollees.

Comparing public and private institution enrollees, we can draw the following conclusions from Table 1:

•In all four surveys, almost without exception, a greater percentage of private college students have been using each of the resources than was true of public college students.

•Specifically in '76-'77, 8.5% more students at private institutions received other gift aid than those at public institutions, 18.7% more borrowed loans, 6.6% more worked while in school, 11.9% more had a summer job, and 11.4% more received some financial help from parents.

For 1976-77, an analysis of the percentages of ISSC recipients using the various resources was made by several categories. The categories of analysis included men/women, public/private institutions, commuters/residents and freshmen/nonfreshmen. Because ISSC also identifies high school seniors with high academic potential based upon test scores and high school rank-in-class, a further analysis of high and average-ability students was possible. These results are shown in Table 2.

Table 2
1976-77 ISSC Monetary Award Winners by Category,
How Many Respondents Used Other Resources to Meet College Costs.

| | | Percentages Using Resources in Financial Aid Package | | | | |
|-----------------------------|---------|--|----------|----------------------|----------------|--------------------|
| | | Other Gift Aid | Loan (s) | Term Time Work | Summer Work | \$ from Parents |
| High Ability Respondents | | | | | | |
| Male | (n=252) | 71.8 | 34.1 | 65.5 | 92.1 | 64.7 |
| Female | (n=267) | 70.0 | 36.0 | 67.0 | 87.3 | 62.2 |
| At Public Colleges | (n=224) | 59.8 | 21.9 | 63.8 | 85.7 | 60.7 |
| At Private Colleges | (n=297) | 80.7 | 45.5 | 68.6 | 93.8 | 65.2 |
| Commuters | (n=193) | 62.2 | 26.9 | 75.1 | 88.6 | 50.3 |
| Residents | (n=326) | 76.1 | 39.9 | 61.0 | 90.2 | 71.2 |
| Freshmen | (n=178) | 74.2 | 34.8 | 57.3 | 89.9 | 68.5 |
| Nonfreshmen | (n=344) | 69.2 | 35.2 | 71.5 | 90.1 | 60.2 |
| All | (n=522) | 70.9 | 35.1 | 66.7 | 90.0 | 60.3 |
| Average Ability Respondents | | | | | | |
| Male | (n=279) | 60.2 | 34.1 | 68.8 | 80.6 | 41.2 |
| Female | (n=428) | 69.9 | 28.7 | 58.9 | 65.0 | 32.5 |
| At Public Colleges | (n=420) | 66.9 | 24.8 | 60.5 | 66.7 | 31.9 |
| At Private Colleges | (n=296) | 64.9 | 39.4 | 67.7 | 76.3 | 40.9 |
| Commuters | (n=457) | 65.0 | 23.6 | 63.2 | 64.1 | 22.5 |
| Residents | (n=251) | 68.5 | 43.0 | 61.8 | 83.7 | 60.2 |
| Freshmen | (n=226) | 70.8 | 27.0 | 54.4 | 66.4 | 43.8 |
| Nonfreshmen | (n=490) | 63.9 | 32.4 | 66.9 | 72.9 | 31.8 |
| All | (n=716) | 66.1 | 30.7 | 63.0 | 70.8 | 35.6 |

The data in Table 2 indicates that high-ability students are more likely to use each of the resources available to them. Although they tend to attend more expensive private institutions, other factors appear to contribute to this finding. The differences noted for summer work earnings and dollars received from parents are most significant in the comparison of high-ability students to average-ability students. Among high-ability students, there is greater use of all resources by students at private institutions over public institutions, residents over commuters, and — with the exception of support from parents — nonfreshmen over freshmen. For average-ability students, similar patterns exist for public/private and residents/commuters. It is of interest to note how relatively few of the average-ability women were working at a summer job. Non-freshmen average-ability students as a group were also receiving significantly less financial aid from their parents.

The data in Tables 1 and 2 indicates percentages of students using the various components of the financial resources package. Table 3 shows the differences for each of these components from 1967-68 to 1976-77, in both mean dollar amounts received and the percentages that these amounts represented of total resources.

Table 3
How College Costs Were Met in 1967-68 and 1976-77 by
Illinois State Scholarship Commission Monetary Award Recipients
Analysis by Category of Student

| | 1967 - 68 | | 1976 - 77 | |
|----------------------------------|------------|---------------|------------|---------------|
| | Mean \$ | % of Total | Mean \$ | % of Total |
| Nonrepayable Gift Aid | | | | |
| ISSC - Monetary Award | | | | |
| Males-High Ability | 661 | 27.4 | 1,044 | 26.4 |
| Males-Average Ability | 671 | 27.3 | 843 | 23.8 |
| Females-High Ability | 600 | 27.7 | 957 | 25.7 |
| Females-Average Ability | 715 | 29.8 | 805 | 27.5 |
| At Public Inst.-High Ability | 248 | 15.4 | 566 | 21.3 |
| At Public Inst.-Average Ability | 252 | 14.2 | 498 | 20.0 |
| At Private Inst.-High Ability | 907 | 32.9 | 1,353 | 29.1 |
| At Private Inst.-Average Ability | 845 | 32.0 | 1,359 | 31.8 |
| Commuters-High Ability | 683 | 36.4 | 975 | 27.8 |
| Commuters-Average Ability | 753 | 33.2 | 773 | 26.0 |
| Residents-High Ability | 612 | 25.6 | 992 | 25.6 |
| Residents-Average Ability | 659 | 25.7 | 934 | 26.3 |
| Freshmen-High Ability | 592 | 27.2 | 1,029 | 28.4 |
| Freshmen-Average Ability | 748 | 30.9 | 837 | 29.0 |
| Nonfreshmen-High Ability | 653 | 27.0 | 1,015 | 26.3 |
| Nonfreshmen-Average Ability | 677 | 27.6 | 884 | 26.2 |
| All ISSC Students | 657 | 28.3 | 885 | 26.2 |
| Other Gift Aid | | | | |
| Males-High Ability | 290 | 12.0 | 651 | 16.4 |
| Males-Average Ability | 205 | 8.3 | 654 | 18.5 |
| Females-High Ability | 270 | 12.5 | 734 | 19.7 |
| Females-Average Ability | 253 | 10.6 | 713 | 24.4 |
| At Public-High Ability | 176 | 10.9 | 501 | 18.8 |
| At Public-Average Ability | 155 | 8.7 | 653 | 26.2 |
| At Private-High Ability | 360 | 13.1 | 866 | 18.6 |
| At Private-Average Ability | 250 | 9.4 | 768 | 17.9 |
| Commuters-High Ability | 145 | 7.7 | 526 | 15.0 |
| Commuters-Average Ability | 183 | 8.1 | 672 | 22.6 |
| Residents-High Ability | 324 | 13.6 | 793 | 20.5 |
| Residents-Average Ability | 253 | 9.9 | 736 | 20.8 |
| Freshmen-High Ability | 325 | 14.9 | 670 | 18.5 |
| Freshmen-Average Ability | 289 | 11.9 | 720 | 24.9 |
| Nonfreshmen-High Ability | 256 | 10.6 | 715 | 18.5 |
| Nonfreshmen-Average Ability | 206 | 8.4 | 683 | 20.2 |
| All ISSC Students | 255 | 10.9 | 689 | 20.4 |
| Loan (s) | | | | |
| Males-High Ability | 283 | 11.7 | 309 | 7.3 |
| Males-Average Ability | 459 | 18.7 | 321 | 9.1 |
| Females-High Ability | 334 | 15.4 | 315 | 8.5 |
| Females-Average Ability | 478 | 20.0 | 259 | 8.9 |
| At Public-High Ability | 290 | 18.0 | 176 | 6.6 |
| At Public-Average Ability | 383 | 21.6 | 201 | 8.1 |
| At Private-High Ability | 322 | 11.7 | 416 | 8.9 |
| At Private-Average Ability | 496 | 18.7 | 418 | 9.8 |

| | 1967 - 68 | | 1976 - 77 | |
|---|------------|---------------|------------|---------------|
| | Mean \$ | % of Total | Mean \$ | % of Total |
| <u>Loan (s) (Cont.)</u> | | | | |
| Commuters-High Ability | 113 | 6.0 | 224 | 6.4 |
| Commuters-Average Ability | 280 | 12.3 | 234 | 7.9 |
| Residents-High Ability | 364 | 15.2 | 364 | 9.4 |
| Residents-Average Ability | 582 | 22.8 | 366 | 10.3 |
| Freshmen-High Ability | 317 | 14.5 | 270 | 7.5 |
| Freshmen-Average Ability | 463 | 19.1 | 202 | 7.0 |
| Nonfreshmen-High Ability | 304 | 12.6 | 332 | 8.6 |
| Nonfreshmen-Average Ability | 474 | 19.3 | 326 | 9.7 |
| All ISSC Students | 383 | 16.4 | 295 | 8.7 |
| <u>Term-Time Earnings</u> | | | | |
| Males-High Ability | 133 | 5.5 | 580 | 14.7 |
| Males-Average Ability | 229 | 9.3 | 732 | 20.7 |
| Females-High Ability | 147 | 6.8 | 486 | 13.0 |
| Females-Average Ability | 231 | 9.6 | 566 | 19.4 |
| At Public-High Ability | 133 | 8.2 | 447 | 16.8 |
| At Public-Average Ability | 191 | 10.8 | 567 | 22.7 |
| At Private-High Ability | 144 | 5.2 | 601 | 12.9 |
| At Private-Average Ability | 232 | 8.8 | 746 | 17.4 |
| Commuters-High Ability | 266 | 14.2 | 814 | 23.2 |
| Commuters-Average Ability | 385 | 17.0 | 769 | 25.9 |
| Residents-High Ability | 110 | 4.6 | 365 | 9.4 |
| Residents-Average Ability | 158 | 6.2 | 375 | 10.6 |
| Freshmen-High Ability | 67 | 3.1 | 438 | 12.1 |
| Freshmen-Average Ability | 122 | 5.0 | 476 | 16.5 |
| Nonfreshmen-High Ability | 200 | 8.3 | 590 | 15.3 |
| Nonfreshmen-Average Ability | 273 | 11.1 | 706 | 20.9 |
| All ISSC Students | 180 | 7.7 | 586 | 17.3 |
| <u>Summer Earnings</u> | | | | |
| Males-High Ability | 574 | 23.8 | 779 | 19.7 |
| Males-Average Ability | 618 | 25.2 | 633 | 17.9 |
| Females-High Ability | 344 | 15.9 | 486 | 13.0 |
| Females-Average Ability | 350 | 14.7 | 347 | 11.8 |
| At Public-High Ability | 416 | 25.7 | 560 | 21.0 |
| At Public-Average Ability | 526 | 29.6 | 401 | 16.1 |
| At Private-High Ability | 486 | 17.6 | 691 | 14.9 |
| At Private-Average Ability | 495 | 18.7 | 545 | 12.7 |
| Commuters-High Ability | 461 | 24.5 | 643 | 18.3 |
| Commuters-Average Ability | 500 | 22.0 | 410 | 13.7 |
| Residents-High Ability | 454 | 19.0 | 620 | 16.0 |
| Residents-Average Ability | 506 | 19.8 | 550 | 15.5 |
| Freshmen-High Ability | 382 | 17.5 | 513 | 14.2 |
| Freshmen-Average Ability | 420 | 17.4 | 340 | 11.8 |
| Nonfreshmen-High Ability | 499 | 20.7 | 691 | 17.8 |
| Nonfreshmen-Average Ability | 528 | 21.6 | 513 | 15.2 |
| All ISSC Students | 461 | 19.8 | 524 | 15.5 |
| <u>Total Self-Help (All Earnings and Loans)</u> | | | | |
| Males-High Ability | 990 | 41.0 | 1,668 | 42.2 |
| Males-Average Ability | 1,306 | 53.2 | 1,686 | 47.7 |
| Females-High Ability | 825 | 38.1 | 1,287 | 34.5 |
| Females-Average Ability | 1,059 | 44.3 | 1,172 | 40.1 |

| | 1967-68 | | 1976-77 | |
|--------------------------------|------------|---------------|------------|---------------|
| | Mean \$ | % of Total | Mean \$ | % of Total |
| Total Self-Help (Cont.) | | | | |
| At Public-High Ability | 839 | 51.9 | 1,183 | 44.4 |
| At Public-Average Ability | 1,100 | 62.0 | 1,169 | 46.9 |
| At Private-High Ability | 952 | 34.5 | 1,708 | 36.7 |
| At Private-Average Ability | 1,223 | 46.1 | 1,709 | 39.9 |
| Commuters-High Ability | 840 | 44.7 | 1,681 | 47.9 |
| Commuters-Average Ability | 1,165 | 51.3 | 1,413 | 47.5 |
| Residents-High Ability | 928 | 38.8 | 1,349 | 34.8 |
| Residents-Average Ability | 1,246 | 48.8 | 1,291 | 36.4 |
| Freshmen-High Ability | 766 | 35.1 | 1,221 | 33.8 |
| Freshmen-Average Ability | 1,005 | 41.5 | 1,018 | 35.3 |
| Nonfreshmen-High Ability | 1,003 | 41.6 | 1,613 | 41.7 |
| Nonfreshmen-Average Ability | 1,275 | 52.0 | 1,545 | 45.8 |
| All ISSC Students | 1,024 | 43.9 | 1,405 | 41.5 |
| Parent (s) Contribution | | | | |
| Males-High Ability | 473 | 19.6 | 595 | 15.0 |
| Males-Average Ability | 275 | 11.2 | 355 | 10.0 |
| Females-High Ability | 469 | 21.7 | 748 | 20.1 |
| Females-Average Ability | 367 | 15.3 | 235 | 8.0 |
| At Public-High Ability | 352 | 21.8 | 414 | 15.5 |
| At Public-Average Ability | 269 | 15.1 | 172 | 6.9 |
| At Private-High Ability | 538 | 19.5 | 724 | 15.6 |
| At Private-Average Ability | 332 | 12.5 | 443 | 10.4 |
| Commuters-High Ability | 211 | 11.2 | 326 | 9.3 |
| Commuters-Average Ability | 167 | 7.4 | 116 | 3.9 |
| Residents-High Ability | 526 | 22.0 | 742 | 19.1 |
| Residents-Average Ability | 399 | 15.6 | 585 | 16.5 |
| Freshmen-High Ability | 497 | 22.8 | 698 | 19.3 |
| Freshmen-Average Ability | 381 | 15.7 | 313 | 10.8 |
| Nonfreshmen-High Ability | 501 | 20.8 | 522 | 13.5 |
| Nonfreshmen-Average Ability | 295 | 12.0 | 264 | 7.8 |
| All ISSC Students | 393 | 16.9 | 403 | 11.9 |

| Total Reported Resources to Meet College Costs | 1967-68 Means | 1976-77 Means |
|--|------------------|------------------|
| Males-High Ability | \$ 2,414 | \$ 3,958 |
| Males-Average Ability | 2,457 | 3,538 |
| Females-High Ability | 2,164 | 3,726 |
| Females-Average Ability | 2,394 | 2,925 |
| At Public-High Ability | 1,615 | 2,664 |
| At Public-Average Ability | 1,776 | 2,492 |
| At Private-High Ability | 2,757 | 4,651 |
| At Private-Average Ability | 2,650 | 4,279 |
| Commuters-High Ability | 1,879 | 3,508 |
| Commuters-Average Ability | 2,268 | 2,974 |
| Residents-High Ability | 2,390 | 3,876 |
| Residents-Average Ability | 2,557 | 3,546 |
| Freshmen-High Ability | 2,180 | 3,618 |
| Freshmen-Average Ability | 2,423 | 2,888 |
| Nonfreshmen-High Ability | 2,413 | 3,865 |
| Nonfreshmen-Average Ability | 2,453 | 3,376 |
| All ISSC Students | \$ 2,329 | \$ 3,382 |

From the data in Table 3, it is clear that the ISSC monetary award has consistently provided about 26% to 28% of total college costs. Men/women comparisons reveal only very small differences over time or between high and average ability students. Students at public institutions now have about 20% of their total college costs met by ISSC awards (an increase of 5% over '67-68). Students at private institutions have historically received between 29% and 33% of total college costs from ISSC awards applicable only to tuition. The approximate \$800 higher ISSC award to students at private institutions reflects the range of college costs among many public and private colleges. It is of interest to note that commuters are reporting college costs to have increased since 1967-68 and that tuition assistance provided about 35% of all costs in '67-'68, and only about 27% in '76-'77. Nonfreshmen, although receiving an almost identical mean value of ISSC award as freshmen, appear to use or need more total resources to meet their total college cost needs than do freshmen.

Other Gift Aid shows dramatic increases in the past ten years. In both dollars received (up \$434) and in percentage of all resources used (up 9.5%), each category of analysis shows a similar trend. Increases for females exceed those for males and increases for average ability at both public and private exceed those for high ability at both sectors. There is also evidence that commuters have more dramatic increases than do resident students. The change for average-ability non-freshmen and freshmen also exceeds that for high-ability students at all class levels.

Loans have significantly dropped as a resource for ISSC Monetary Award winners. For all students, \$88 less were borrowed on the average, and loans as a resource have dropped from 16.4% to 8.7% of all resources since 1967-68 to 1976-77. The greatest drops in the use of loans are for average-ability females, public institution enrollees, resident students and freshmen.

Term-Time Earnings have increased by \$406 on the average and represent 17.3% of all resources, or an increase of 9.6% over '67-'68. Term-time earnings, as a percentage of all resources, increased most for males of all abilities, average-ability females, average-ability students at both public and private, and all commuters.

Summer Earnings, although up \$63 in '76-'77 over '67-'68, now represent 4.3% less of the total resources. The percentage drops are greatest for all males, average ability students at public, and average ability commuters.

Total Self-Help (All Earnings and Loans) increased by \$381, but dropped from 43.9% to 41.5% from 1967-68 to 1976-77. The drop in percentage was most substantial for all public institution students. Average-ability resident students had over a 12% drop. Self-Help represents less of a percentage of all resources due to the increases in Other Gift Aid. In addition, over 40% of the dollars needed to meet college costs is being provided by the student in either earnings and/or loans.

Parent (s) Contribution is up only \$10 on the average since 1967-68 and, as a percentage of all resources, has dropped from 16.9% to 11.9%. Larger than average drops are observed for average ability females, average ability students at pub-

lic institutions, and nonfreshmen of high ability. Parents of ISSC award recipients provide a relatively small percentage of all dollars for college.

Total Resources have increased by \$1,053 since 1967-68. Greater dollar increases are observed for all males, high-ability females, all private college students, high-ability commuters, high-ability freshmen and nonfreshmen. It is of interest to note that men need more resources than women. Resources at private institutions have gone from about \$1,000 higher than public institutions in 1967-68 to about \$1,900 higher than public colleges in 1976-77.

The data in Table 3 provides an analysis of general changes as well as changes for particular categories of students. Significant increases in Other Gift Aid and Term-Time Earnings occurred over the 10 year period. Significant decreases in the percentage of all resources were noted for loans, summer earnings and parent (s) contributions.

The data reported in Table 4 describes the trends since 1967-68 in actual parent (s) contributions in comparison with the theoretical ISSC calculation of expected parental contribution.

Table 4
Theory vs. Reality
Expected and Actual Mean Contributions from Parent (s) Income and Assets
to Meet College Costs

| | Scholarships (High Ability) Respondents | | | |
|-------------------------------|---|---------|----------|----------|
| | 1967-68 | 1970-71 | 1973-74 | 1976-77 |
| Expected Contribution (Mean) | \$ 686 | \$ 784 | \$ 1,150 | \$ 1,332 |
| Actual Contribution (Mean) | \$ 460 | \$ 421 | \$ 497 | \$ 572 |
| Percentage Actual to Expected | 67.1% | 53.7% | 43.2% | 42.9% |
| | Grant (Average Ability) Respondents | | | |
| Expected Contribution (Mean) | \$ 608 | \$ 542 | \$ 730 | \$ 723 |
| Actual Contribution (Mean) | \$ 315 | \$ 252 | \$ 237 | \$ 270 |
| Percentage Actual to Expected | 51.3% | 46.5% | 32.5% | 37.3% |
| | All Respondents | | | |
| Expected Contribution (Mean) | \$ 651 | \$ 674 | \$ 900 | \$ 980 |
| Actual Contribution (Mean) | \$ 393 | \$ 345 | \$ 343 | \$ 403 |
| Percentage Actual to Expended | 60.4% | 51.2% | 38.1% | 41.1% |

It can be seen from Table 4 that after a steady and significant decline in the percentages in funds actually contributed compared to expected amounts, the '76-'77 data indicate either stability or a reverse trend in these percentages. Parental contributions to scholarship students have stabilized at about 43% of the expected figure, while parents of grant recipients have increased their actual versus expected contribution in '76-77 by 4.8% over '73-74. In all the surveys, the amounts actually provided were considerably less than that expected. All four surveys show that the parents of scholarship recipients provide a higher percentage of expectation than do parents of grant recipients. There continues to be evidence that many parents are willing to make a greater sacrifice of their funds if the perceived academic ability of their son or daughter is relatively high.

More '76-'77 grant respondents are from families with a low income/asset level than in 1973-74. In both '73-'74 and '76-'77, the typical applicant had to replace \$557 and \$577 of lacking parental contribution by additional self-help to meet college costs.

There are many who believe that since the early 1970's a substantial number of students listed as dependents on their parents' tax returns wish to have financial independence from their parents. This desire has caused many students to expect or ask from parents only the needed dollars for college after the student has done all he can on his own to meet costs. This may explain a portion of the differences between theory and reality in Table 4.

The information reported in Table 5 is an historic summary of how ISSC Monetary Award winners have met their college costs since 1967-68.

Table 5
How College Costs Were Met in 1967-68, 1970-71, 1973-74, and 1976-77
by All ISSC Monetary Award Winners

| Source | 1967 - 68 | | 1970 - 71 | | 1973 - 74 | | 1976 - 77 | |
|-------------------------|-----------|------------|-----------|------------|-----------|------------|-----------|------------|
| | Mean \$ | % of Total | Mean \$ | % of Total | Mean \$ | % of Total | Mean \$ | % of Total |
| Gift Aid Total | \$ 912 | 39.2 | \$ 968 | 37.9 | \$1,138 | 39.6 | \$1,574 | 46.6 |
| (ISSC) | 657 | 28.3 | 673 | 26.4 | 757 | 25.4 | 885 | 25.2 |
| (Other) | 255 | 10.9 | 295 | 11.5 | 381 | 13.2 | 689 | 20.4 |
| Loan (s) | \$ 383 | 16.4 | \$ 400 | 15.6 | \$ 387 | 13.4 | \$ 295 | 8.7 |
| Self-Help Total | \$ 641 | 27.5 | \$ 344 | 33.0 | \$1,012 | 35.1 | \$1,110 | 32.8 |
| (Term-Time Earnings) | 180 | 7.7 | 371 | 14.5 | 537 | 18.6 | 586 | 17.3 |
| (Summer Earnings) | 461 | 19.8 | 473 | 18.5 | 475 | 16.5 | 524 | 15.5 |
| Parent (s) Contribution | \$ 393 | 16.9 | \$ 345 | 13.5 | \$ 343 | 11.9 | \$ 403 | 11.9 |
| Total Resources | \$2,329 | 100.0 | \$2,557 | 100.0 | \$2,880 | 100.0 | \$3,382 | 100.0 |

The most significant new finding of Table 5 is the 7.2% increase in '76-'77 over '73-'74 in Other Gift Aid. The Basic Grant program has probably added an average of \$310 in '76-'77 in this new and important resource to each student. This seems related to the 4.7% decrease in loans and the 2.3% decrease in self-help earnings in their share of the total package of resources. Loans, Summer Earnings, and Parent (s) Contribution have played an ever decreasing percentage role in total resources since 1967-68. Other Gift Aid and Term-Time Earnings have played a steadily increasing role in total resources since 1967-68. The ISSC Monetary Award has played an almost constant percentage role since 1967-68. In general terms, it can be said that in 1976-77 taxpayers and/or others providing non-repayable gift aid (including institutional aid budgets) invested 46.6% of the needed resources in the student, parents invested 11.9%, and students invested 41.5% in themselves via loans and/or earnings.

Summary

This series of four surveys provides a nine-year history of how ISSC monetary award students have financed their educational costs. Changes in the role each component has played in the financial aid package in 1967-68, 1970-71, 1973-74, and 1976-77 have been presented and analyzed. For the same years, a comparison of what parents could theoretically provide and what they actually did provide in dollars for college costs has been made.

For almost all financially needy undergraduate students, college costs are being met by a combination of many resources. The student, family, and the financial aid officer arrange a "package" of resources including expectations of assistance from parents, gift aid, earnings from work and/or loans to meet the total college budget. The combination of federal and state programs of student aid (gift aid and/or loans) is now the major component of the financial aid package.

The salient findings of this study are the following:

1) *The ISSC Monetary Award* has consistently provided about 25% of the total resources to meet costs over the past nine years. For students at public institutions the ISSC award represents about 20% of budget needs; for students at private institutions this percentage increases to about 30% of college costs. This 10% difference, resulting from State law which provides for the ISSC award to vary with tuition and fees, permits Illinois students to have a reasonable choice among Illinois institutions. In addition to the ISSC award, the public institution students in '76-'77 had about \$2,080 of additional need to be met from other resources, and the private college enrollee had about \$3,080 in additional dollars required from other resources.

2) *Other Scholarship/Grant Nonrepayable Gift Aid* has shown the most significant increase over the nine year period covered in this report. The \$434 increase and the 9.5 percentage growth during the past nine years to 20.4% of all resources can largely be attributed to the Basic Grant Program, which was extended to all needy undergraduates in '76-'77. The greatest impact of other gift aid was observed for women grant students and public college students. The Basic Grant program, when combined with the ISSC award, has contributed greatly to many students who would have otherwise required larger loans and/or additional student earnings to attend college.

3) *Loans* have consistently become a smaller part of the total package of resources since 1967-68. The 8.7% of all resources in 1976-77 represented by loans indicates the typical student is borrowing about \$100 less than in the three earlier surveys. The drop of 4.7% in the role of loans from '73-'74 to '76-'77 is due to a large degree to the new availability of Basic Grants.

4) *Term-Time Earnings* in both '73-'74 and '76-'77 represented a substantial portion of the resources used to meet college costs. Earnings increased \$400 from '67-'68 to '76-'77. There was a slight percentage drop (18.6% to 17.3%) from '73-'74 to '76-'77. Without exception, grant students were working more and earning more than scholarship students. Commuters provide about 25% of all resources from employment while enrolled in college.

5) *Summer Earnings* have remained a rather constant dollar value to the typical student over the nine years studied — from \$461 to \$524. The percentage of all resources this component represents has steadily decreased from 19.8% to 15.5%. It is of interest to note that scholarship (high-ability) students in all categories earned consistently more in the summer of '76-'77 than grant (average-ability) students.

6) *Parent (s) Contributions* for the past two survey years ('73-'74 and '76-'77) comprised over 11.9% of the total resources. Contrary to public opinion, the typical parent actually provides a very small portion of the dollars used to meet college costs. The largest amount of dollars were provided by the parents of women scholarship students, resident students, and freshman scholarship students. In all categories in '76-'77 the parent (s) of scholarship (higher-ability) students provided more dollar assistance than parents of grant (average-ability) students, and only a portion of this difference can be explained by the generally higher income level of scholarship student families.

7) *How College Costs Were Met by All Respondents* (Table 5) provided the significant changes in summary form observed in '76-'77 compared to earlier years. Other gift aid was up 7.2%, loans were down 4.7%, and self-help earnings were down 2.3%. The Basic Grant Program has had a significant impact on how the 86,000 full-time ISSC monetary award winners were financing their college education in '76-'77 when compared with earlier years.

8) *What Parents Are Willing to Provide in Dollar Assistance Compared With The Expected Parental Contribution* continues to be considerably less than what financial need calculations show can be provided. After a steady decline in percentages (60.4% in '67-'68, 51.2% in '70-'71, and 38.1% in '73-'74), the '76-'77 parental contribution increased slightly to 41.1% of the expected figure. Parents of scholarship students continue to provide a higher percentage of their available dollars than parents of grant students. Apparently there is an interaction between parents' conviction that they are providing all they can and the fact that many students only turn to their parents for support after paying as much as they can themselves.

9) *The Changing "Mix" in the Aid Package* is largely due to the number of ISSC Monetary Award recipients receiving Other Gift Aid in '76-'77. All other resources have shown relative declines. Compared with 1973-74, 22.6% fewer students at public institutions had loans, 5.5% fewer students worked to earn term-time earnings, 8.1% fewer students worked during the summer, and 25% fewer parents made some contribution to college costs. At private institutions during the same period, Other gift Aid was up 9.6%, while 13.7% fewer students borrowed, 6.4% fewer students worked to earn term-time earnings, 2% fewer had summer jobs, and 16.9% fewer parents made some contribution to college costs. These percentages represent dramatic changes in how students are financing their college education and can be largely attributed to the impact of the new federal Basic Grant Program.

A Final Commentary

The trend data of this study highlights the dynamic changes which have taken place in the field of student financial aid over the past decade. All professionals in the field need to study the changing ways in which students are financing college costs. Major public policy decisions and their impact on the mix of gift aid, loans, student earnings, and parental contributions must be analyzed.

Governmental or institutional decisions about student aid have a direct impact on the major questions of access to college, the choice of college, the role of gift aid, loan (s), student earnings, and the expectations from parents of dependent applicants.

This study can and should be duplicated in every state and institution where student financial aid is a primary means of providing educational opportunities. Such a study is especially useful to gauge the investment of society in students against students' investments in themselves. Precise data, not approximations or assumptions, is needed to fully evaluate what is occurring and to guide future decisions.