Access and Affordability 2007:

Demographics of Need and Distribution of Financial Aid in Missouri

April 2007

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Funded by a grant (Grant No. 2889) from the Lumina Foundation for Education, Indianapolis, Indiana

Acknowledgements

Access and Affordability would not be possible without the continued encouragement and generous funding from the Lumina Foundation, especially the support of Jill Wohlford, Knowledge Management and Program Officer. Additionally, Chad Hampton (Research Associate, Missouri Department of Higher Education), and Jenny Glass (Intern, Missouri Department of Higher Education) volunteered their time and expertise for the painstaking review and revision of this report. Their efforts could not be more appreciated. Finally, the participation and support from nine universities was vital to the integrity of this project and its 2004 predecessor. These institutions include the four University of Missouri campuses (Columbia, Kansas City, Rolla, and St. Louis), Missouri Southern State University, Northwest Missouri State University, Southeast Missouri State University, Truman State University and the University of Central Missouri.

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Section I: Introduction

National and Missouri Context

Since the publication of the inaugural *Access and Affordability* report in June 2004, other reports and research have reflected a continuing national interest in the connections between tuition, financial aid, and family income. With the invaluable support of the Lumina Foundation, the Missouri Department of Higher Education (MDHE) and the University of Missouri-Columbia Department of Economics have completed a follow-up study which will further enrich our understanding of the demographics of demand for financial aid at public postsecondary institutions in the state, as well as the characteristics of its distribution across entering freshmen and across the broader returning student population.

Of course, understanding the architecture of financial aid in the state continues to be of great relevance as affordability continues to be a major focus of policy discussions, both in Missouri and nationally. As an example, the highly visible *Measuring Up* state report cards, updated in 2006 by the National Center for Public Policy and Higher Education, provided useful data on the affordability of higher education[1]. In the *Measuring Up* report, Missouri, along with 42 other states, was assigned a grade of 'F' for affordability of higher education. Specifically, researchers found that the average percentage of family income required to pay for college expenses minus financial aid has risen since 1992 in the public educational sector in Missouri[2]:

- 23 percent of family income required in 2006 to attend community colleges (21 percent in 1992)
- 31 percent of family income required in 2006 to attend public four-year institutions (24 percent in 1992)

Similarly, Missouri data collected in the annual *Comprehensive Fee Schedule* reflects that tuition has risen since fall 2002 by an average of 33.5 percent at four-year institutions and the statewide technical college, as well as by an average of 24.9 percent at other two-year institutions. Tuition increases in Missouri have been middle-of-the-pack in recent years when nationally benchmarked, again according to *Measuring Up 2006*. In addition, need-based state aid in Missouri has remained low as a percentage of federal gift aid disbursed in the state. In 2006, $10 of need-based state grant aid were disbursed for every $100 in federal grant aid, compared to a national average of $31[3].

Many factors affect tuition levels in Missouri and nationally, as well as overall affordability and cost of attendance. Nationally, the Higher Education Price Index (HEPI), published by the Commonfund Institute, aggregates changes in the costs of "25 budget components organized in eight categories: professional salaries and fringe benefits of faculty and administrators and other professional service personnel; non-professional wages, salaries and fringe benefits for clerical, technical, service and other non-professional personnel; contracted services such as data processing, communication, transportation, supplies and

[1] (2006). *Measuring Up: The National Report Card on Higher Education*. National Center for Public Policy and Higher Education.
[2] ibid.
[3] ibid.

materials, and equipment; library acquisitions; and utilities"[4]. To the point, the annual regression HEPI published by the Institute had increased by 22 percent from fiscal 2001 through fiscal 2006.

Over a similar period, the more widely recognized Consumer Price Index, published by the U.S. Department of Labor's Bureau of Labor Statistics (BLS), has also reflected increases in costs of goods and services to individuals and organizations. While the CPI is actually computed monthly and annually based on differing parameters (regional or national as well as for all consumers or for wage-earners), the broadest measure is the national CPI calculated for all urban consumers (CPI-U). This measure, reported monthly and annually since calendar year 1913, increased by 14 percent from calendar 2001 through calendar year 2006. The BLS also reports that the national CPI-U has increased by 44 percent since calendar year 1992, the target year for baseline data in the *Measuring Up* state report cards[5].

Of course, it is also worth briefly mentioning changes in state appropriations to public higher education institutions in Missouri, which college and universities would certainly argue have impacted tuition and affordability in the state. While the budget proposed by Governor Matt Blunt for fiscal year 2008 would provide average increases over fiscal 2007 for public four-year institutions (4.5 percent), the statewide technical college (6.3 percent), and other public two-year institutions (4.2 percent), overall state disbursements for public higher education have declined in the state from fiscal year 2002 to fiscal year 2007. In Missouri, state appropriations have decreased by 9.9 percent from fiscal year 2002-2007, compared to an increase of 15.1 percent nationally, according to data published by the Center for Study of Education Policy in *Grapevine: Reports on State Tax Effort for Higher Education*. From fiscal year 2004-2007, a period which follows a period of dramatic cuts in state funding in Missouri, state appropriations for public higher education have risen 4.7 percent, compared to 18.8 percent nationwide.

Access Missouri

Given an environment of challenging circumstances for postsecondary students seeking an affordable college education, the architecture and distribution of financial aid becomes ever more relevant in research, policy work, and legislation. Specifically, Missouri is currently working toward the simplification of need-based state grants, which would fulfill a primary policy recommendation of our 2004 report.

Toward this end, pending legislation in the Missouri General Assembly would consolidate need-based aid grants administered by the Missouri Department of Higher Education (MDHE) under a single program, the Access Missouri Scholarship. If enacted, this consolidation would address the potentially negative impact of a patchwork of application processes and eligibility standards on students' pursuit of and participation in available financial aid programs. Although this bill has not yet been adopted by the legislature, the MDHE has begun work, in collaboration with institutions and with state Office of Administration Information Technology Services Division staff, to prepare a fast-track implementation for the 2007-2008 academic year.

The proposed Access Missouri scholarship, in addition to consolidating application / eligibility requirements and making anticipated aid more predictable, would also promote

[4] (2007). *Higher Education Price Index*. The Commonfund Institute.
[5] (2007). *Consumer Price Index: All Urban Consumers (CPI-U), U.S. City Average*. U.S. Department of Labor Bureau of Labor Statistics.

greater portability of aid for transfer students. In addition, dependent on appropriations, the Access Missouri scholarship would potentially double the number of recipient students in comparison to existing programs. Also worth noting are a planned increase in average award (from approximately $1,800 average among current programs to approximately $2,200) and a shift in eligibility criteria away from cost of attendance toward expected family contribution (EFC). Finally, this shift will likely address what has historically been a comparatively low allocation of state grant aid to students attending two-year institutions, as well as ensure that a greater number of Missouri's neediest students will receive state financial aid.

Applicability and Development of Integrated Longitudinal Data Systems

The Access Missouri initiative is an important example of one of many parallel tracks currently moving forward to improve participation and success rates for students transitioning from K-12 into higher education and eventually into the workforce. While we continue to pursue important research in the areas of financial aid policy and distribution as detailed herein, we are also interested in the continuing development of integrated data systems in the state. These systems, often described as "K-16" or "P-20" unit-record architectures, are advancing nationwide and would facilitate the most robust analysis of academic progress, as well as workforce participation and success. In Missouri, as detailed below, work proceeds on a number of fronts to formalize ad hoc linkages in appropriate ways to support these analyses.

To the point here, while basic aggregated information on financial aid distribution is available via other national resources, most prominently the Integrated Postsecondary Education Data System (IPEDS) administered by the U.S. Department of Education's National Center for Education Statistics (NCES), unit-record student financial aid, enrollment / registration, and completions data is clearly required for the richest possible evaluation of the impact of financial aid on student success. Valuable subgroup analyses, e.g. distributions of aid and student success by family income, race/ethnicity, gender, and dependent status[6] require appropriate linkages to other available postsecondary data sources, and additional valuable research will be enabled as policy frameworks are formalized over diverse data systems.

The MDHE, of course, has been collecting unit-record fall enrollment, annual term registration, and graduation/completions data from the state's public institutions since 1987-1988. These data, collected each fall from 33 public campuses across the state, currently number approximately 220,000 records (annual fall enrollment), 520,000 records (annual term registration), and 35,000 records (annual certificates and degrees awarded). Because these data include identifiers such as date of birth, social security number, and first and last name (first collected in the fall 2006 cycle), these records can be matched with other available datasets in FERPA-compliant processes to create research datasets that include student information across collections. These files provide data which facilitate the analysis of enrollment, persistence, transfer, and completion by students at public institutions, and they are the primary source for identification of students' race/ethnicity. Because these data are

[6] Dependent status is reported in the FAFSA application. Independent students must fulfill one of a number of criteria defined in the application, including 1) age, 2) graduate enrollment, 3) married at date of application, 4) support of children or dependents, 5) deceased parents or status as a "ward of the court", or 6) status as a veteran of the U.S. armed forces.

not, however, currently collected from the state's independent institutions, our knowledge is limited to student success of financial aid recipients in public institutions.

In connection with its role as a primary administrator of state grants and scholarships in Missouri, as well as its role as guarantor of federal student loans in the state, the MDHE also receives data comprising all Free Application for Federal Student Aid (FAFSA) applications completed annually by Missouri students. The FAFSA provides useful information on family characteristics, e.g. family income, which was also incorporated into a linked student dataset to facilitate valuable subgroup analysis. For purposes of our analyses, we consider the set of completed FAFSAs as an estimate of the number of Missouri residents who want or need financial aid[7] and examine data for three recent years to determine if there are any discernable trends in characteristics of aid applicants. We examined records for all Missouri applicants as well as first-time freshmen. A major focus of our report will be to summarize data analyzed from FAFSA applications, as well as trends reflected in those annual datasets.

It bears mentioning here that other unit-record sources exist or are developing which might further enrich follow-up research, but which have not been areas of focus in the 2004 or current *Access and Affordability* studies. First, the Missouri Department of Elementary and Secondary Education (DESE) is currently working to expand unit-record reporting from Missouri's public school districts to include collections on enrollment / attendance, discipline, graduate follow-up, course enrollment, and teachers. Currently, DESE collects individual data pertaining to state assessments, but all other collections from local districts are aggregate or summary surveys. Expanded unit-record collections will be piloted beginning in June 2007 for implementation in the 2008-2009 academic year, and as detailed above, the MDHE and other partners look forward to working with DESE to leverage the research potential of these new data in appropriate and effective ways. Specifically, these data may support more detailed analyses in the areas of teacher quality and professional development, and their impact on the students of participating teachers. Additionally, there may be opportunities, pending the agreement of other data owners, to incorporate unit-record data collected on student preparation / performance and workforce participation in further studies.

Parameters for Included Financial Aid Data in 2007 Access and Affordability Analyses

The success of the 2004 and 2007 *Access and Affordability* research projects has been dependent on the voluntary provision of unit-record financial aid data by participating institutions across the state. The MDHE does maintain access to IPEDS financial aid data as well as conduct an annual survey of aggregate or summary data on financial aid distribution by public and major independent institutions in the state. However, the MDHE does not ordinarily collect or otherwise have access to student-level financial aid data, with the exception of data pertaining to its own roles as an administrator of state grants or as a guarantor of federal student loans. For this study, provided data included student-level grants, loans, and work-study for all attending students at participating institutions, and included federal, state, and institutional aid sources, with a few important clarifications. For the sake of consistency and to best accommodate individual institutional reporting structures, work-study data are included here as need-based gift aid. In contrast, non-need-based gift aid

[7] Not all prospective students who are eligible for need-based financial aid complete the FAFSA for various reasons; consequently, we consider the pool of FAFSA completers to represent a *lower bound* estimate of the aggregate demand for financial aid.

includes totals for other campus employment. None of the participating institutions reported student headcounts or monetary totals for other (non-work-study) need-based campus employment, thus it is not included here.

Six public four-year institutions provided unit-record financial aid data for the 2007 *Access and Affordability* project. While all four University of Missouri campuses participated in the 2004 analysis, three campuses (Columbia, Kansas City, and St. Louis) provided data for the 2007 report[8]. In addition, five other institutions participated: Southeast Missouri State University and Northwest Missouri State University had provided data analyzed in the 2004 report, and Truman State University, the University of Central Missouri, and Missouri Southern State University were new participants in the current project. In summary:

- Statewide data were available for the analyses in section II regarding demographics of FAFSA data from 2002-2003 through 2004-2005
- Data from eight campuses / institutions were available for distribution / demographics of financial aid in 2003-2004 presented in section III
- Data from six campuses / institutions were available for trend analysis across both *Access and Affordability* studies (1997-98, 2000-2001, and 2003-2004 distributions) presented in section IV
- Unless specifically noted, the denominator for measurements of average aid awarded is the number of students receiving aid, not the number of total enrolled students in the relevant subgroup or cohort.

These institutions represent appropriate diversity in region and mission for purposes of study: the University of Missouri campuses in Kansas City and St. Louis are urban, the University of Missouri Columbia is a statewide research institution, and the other participating institutions are regional public institutions located in smaller cities or rural areas of the state. Additionally, for our purposes here, Truman State University and the University of Missouri-Columbia are categorized as more selective institutions. Truman State University, by Coordinating Board policy, the only "highly selective" public institution in the state, and the Columbia campus is a flagship research public institution. The participating regional institutions are classified as moderately selective institutions; under Coordinating Board policy, admissions selectivity categories are a function of ACT/SAT percentile rank and high school percentile rank of entering students. While further study is possible incorporating student success at independent and open-admissions institutions in the state (including perhaps community colleges), participating institutions in the 2007 report encompassed 74 percent of overall headcount enrollment to four-year public institutions in the state in fall 2006, as well as 72 percent of overall *undergraduate* headcount enrollment at four-year public institutions.

Employing these data, our current analysis builds on the foundation of our 2004 report[9], in which we presented the results of an analysis of financial aid distributed to a cohort of first-time freshmen attending institutions that volunteered to participate in the project. Areas of emphasis in the 2004 report included:

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[8] Rolla did not participate due to difficulties presented by an ongoing data systems migration

[9] Podgursky, M., Cheshier, D., Wittstruck, J., Watson, D., and Monroe, R. (2004). *Access and Affordability: Patterns of Financial Aid and Student Performance for a Cohort of Missouri College Freshmen*. University of Missouri-Columbia.

1. The types and sources of aid distributed to the cohort of students, especially during their freshman year, and estimated the impact of aid on retention and graduation.
2. The numerous and complex patterns of financial aid; many students received numerous kinds of aid (gifts, loans, and other types) from government, institutional, and private sources.
3. The percent of first-time freshmen receiving aid and the inverse variation with family income and direct correlation with ability (as measured by ACT composite score). Persistence and graduation rates were also positively correlated with the receipt of gift aid.

The 2007 report furthers our investigation of aid distribution patterns by analyzing more fully the data provided by institutions for multiple years. In particular, we examine:

1. The relative importance of aid provided by institutions and government sources
2. The changing share of aid provided through grants and scholarships versus loans
3. The shifts in balance between need-based and non-need-based financial aid, especially gifts
4. Aid distribution by several subgroup distributions, including family income, student class level, race/ethnicity, gender, educational sector attended, and dependency status.

Summary of Findings and Policy Implications

Based on our analysis of available data, we are able to provide a brief summary of interesting and potentially actionable conclusions pertaining to the demographics and trends in FAFSA submission in Missouri (again, a proxy measure of financial need for enrolled students), demographics and distribution of financial aid in 2003-2004, and trend analyses across data provided for the 2004 and 2007 *Access and Affordability* studies. Further discussion of these notes and policy implications will follow at the conclusion of the report.

Section II: Who Fills Out a FAFSA?

- Independent filers outnumber dependent filers in all three years studied, and are growing at a greater rate even in the 20-24 year age range.
- A markedly lower percentage of independent filers meet the April 1 FAFSA deadline for eligibility for state grants and scholarships. The majority of first-time freshmen have dependent status, and fewer than half of this cohort also met Missouri's April 1 filing deadline; however, 85 percent of first-time freshmen who met the April 1st deadline were dependent.
- The gender gap in FAFSA filings mirrors that in the overall student population, with more female than male students, but independent students are even more predominantly female than dependent applicants.
- 2/5ths of all FAFSA filers in Missouri would be classified as above the age of 24, or non-traditional students. In 2004-2005, while the majority of FAFSA applicants were under the age of 25, most of the growth in applications from the previous year occurred among older students. By 2004-2005, nearly 15 percent of first-time freshman FAFSA filers in Missouri were over the age of 30; the 25-35 age group is also growing at a faster rate than the traditional 19-and-under subgroup.

- Across all three years studied, applicants who definitively report that at least one parent attended (but did not necessarily complete) college or beyond are a minority of all filers. Even excluding those who respond "other/unknown" in reporting parents' educational status, 40 percent of 2004-2005 first-time freshman filers would be first-generation college students.
- Across all three years studied, the percentage of independent students who report adjusted gross family income under $25,000 is more than double the corresponding percentage of dependent students.
- While African-American students fill out a FAFSA at a greater average rate than Missouri students in general, they enroll in public two- and four-year institutions at an average rate lower than Missouri students as a whole.

Section III: Key Elements of Financial Aid (2003-2004)

- The major source of student financial aid is the federal government. While institutional financial aid is becoming more and more important in the student financial aid package, especially in non–need-based aid, the federal and state governments mainly target low-income students to provide need-based financial assistance.
- Loan aid exceeds gift aid across all income groups.
- Non-need-based gift aid (merit aid) increases in correlation with family income. Because the Bright Flight scholarship is awarded to students who score at or above 30 on the ACT (composite), this accounts for the majority of non-need-based aid awarded by the state.
- Students with less than $50,000 in family income comprise 40 percent of all aided students and receive 73 percent of all need-based aid.
- More independent students receive need-based aid (96%) than do dependent students (65%); in addition, the average award is higher for independent than for dependent students. The junior and senior classes include the highest percentage of independent students.
- Caucasian students were 83 percent of total enrolled students and received 72 percent of total need-based gift aid dollars, while African-American students comprised 7 percent of total enrolled students and received 17 percent of total need-based gift aid dollars. And while 2 percent of the total enrolled African-American students received any non-need based state aid, 10 percent of the total enrolled Caucasian students did.
- The junior class receives highest average award of federal need-based aid. Perhaps not surprisingly, the highest percentage of students (by class level) receiving non-need-based aid from all sources are freshmen.
- The type of aid awarded varies by the selectivity of an institution. The more selective institutions (here, Truman State University and the University of Missouri-Columbia) provide higher non-need-based aid to students than institutions of other selectivity categories. Non-highly-selective institutions award more student federal financial aid than the highly selective institutions. In addition, urban institutions in the study reported students receiving higher levels of need-based loan aid.

Section IV: Trends in Financial Aid

- During the three comparison years, 1997-1998, 2000-2001, and 2003-2004, the absolute dollar amount of financial aid increased, but the gift aid and loan aid as a percentage of

tuition and fees both decreased in later years. Only the total other aid increased substantially as a percentages of total tuition and fees.

- Loan and other aid are higher (as a percentage of tuition and fees) for the lowest and highest-income students than they are for middle income students in all three years studied. The same is true for gift aid in 1997-1998 and 2000-2001; in 2003-2004, gift aid is less for the top two subgroups ($75,000 and over).
- Both the total and average amounts of need-based aid awarded to students with middle and upper family income increased at a higher rate than that awarded to students with lower family incomes from 2000-2001 to 2003-2004.
- Average total gift aid awarded to students with lower family incomes increased during the three comparison years: 1997-1998, 2000-2001, and 2003-2004. Total loan aid is increasing by a greater percentage for upper income than lower income students / families.
- Increases in income levels vary inversely with the percentage of students receiving need-based and directly with non-need-based aid increases, though with less dramatic differences among income subgroups in the latter.
- The freshmen class received larger increases of both average non-need-based aid and loan aid than students of other class levels.
- The percentage of students receiving need or non-need-based aid decreased for students at most class levels during the three comparison years of the study. Only the junior class recorded increases, and only then comparing the 1997-1998 to 2000-2001 years.

Policy Implications

The 2007 Access and Affordability report suggest a range of policy implications and potential initiatives which could serve to strengthen participation in financial aid, as well as its impact on student persistence and completion. These policy implications could involve the review, coordination, and leadership of several entities, including the State Student Financial Aid Task Force, charged as a standing advisory committee of the Coordinating Board in June 2006. The Task Force is comprised of members from all major educational sectors of Missouri higher education, as well as Office of the Governor, the Missouri Senate and House of Representatives, the Missouri Higher Education Loan Authority (MOHELA), and MDHE staff. Potential areas of focus for the Task Force and other relevant stakeholders include:

1. All major providers of financial aid should continue to develop strategies to market to and otherwise better accommodate independent, non-traditional, and first-generation students. This might additionally suggest further collaborative work among the Coordinating Board, MDHE staff, and institutional admissions staff to further educate students who might not otherwise be aware of available aid opportunities and the processes required to access them.
2. Early financial aid application dates, e.g. the April 1 date in Missouri, continued to serve as an obstacle to many otherwise eligible students. All providers should continue to research potential obstacles to students and evaluate eligibility requirements to ensure that the greatest percentage of eligible students is served, especially by need-based aid, including those students who enroll and apply near and during the fall term.
3. Data would indicate an increase in FAFSA application rates among African-American students; however the comparative percentage of enrolled students has

recently decreased. Additional marketing or outreach initiatives could increase the number and percentage of African-American FAFSA filers who proceed to enroll in postsecondary education.

4. Institutions provide more student financial aid to freshmen than to students of other class levels; additional study may be appropriate to determine whether this is a contributing factor or an after-effect of issues in student retention.
5. Compared with federal and institutional aid, state financial aid is decreasing in proportion to student financial aid packages, both in terms of the percentage of students receiving aid and the total dollar amount. The new proposed single need-based aid program, Access Missouri, as well as projected increases in state appropriations dedicated to financial aid, should increase both the number of students eligible for aid and the average amount awarded to eligible students.
6. While the federal and state governments provide the most need-based financial aid, institutions award most non-need-based aid for a variety reasons: rewarding academic merit, encouraging greater geographic and racial/ethnic diversity, and supporting participation in intercollegiate athletics. 71 percent of students who had not filed a FAFSA received some form of non-need-based institutional aid. Requiring FAFSA submissions in connection with non-need-based aid would strengthen further analysis of these students, as well as potentially identify additional students who might be eligible for need-based aid.
7. Missouri's statewide college savings plan, Missouri Saving for Tuition (MOST), provides tax deductions for participating students and families. The state of Missouri and all other relevant stakeholders can continue to explore all means of encouraging college savings, as well as identifying the ways in which existing policies might serve as implicit *disincentives*.
8. Students at all income levels receive more loan aid than gift aid; this is especially true for students from higher income families. Accumulated debt is major concern for students and their families, and institutions and the MDHE should explore processes for better tracking loan debt upon exit across all aid sources and across the state's colleges and universities.

As we noted in 2004, Missouri continues to be projected as a low- or no-growth state in terms of the number of high school graduates over the next decade, especially from the public high schools. In order to continue growth as a sector, Missouri's policymakers, institutions, and other interested stakeholders must continue to work creatively to expand the numerator(s) in postsecondary enrollment and success, because the denominator is not expected to change.

Section II: Who Fills Out a FAFSA?

The first step in securing financial aid for most college students is filing a Free Application for Federal Student Aid (FAFSA). Examining the number and characteristics of persons who file FAFSA shows some measure of demand for financial aid and provides insight as to the characteristics of low-income and needy students who wish to attend a higher education institution. In order to better understand the demand for financial aid and the extent to which students are making use of existing avenues of financial support as well as the trends occurring in the FAFSA application process, we examine data on Missouri residents who filled out a FAFSA requesting aid for the 2002-2003, 2003-2004, and 2004-2005 academic years.

The first section of this analysis examines all Missouri resident FAFSA filers for each of the academic years and explores the overall trends among FAFSA filers and thus helps to develop an idea of the aggregate demand for financially assisted higher education. Because of the limited demographic information available from the FAFSA, this section focuses on application rates by date, gender, age, parents' educational attainment, adjusted gross income and expected family contribution. Each individual examination of these topics is partitioned based upon the filer's filing status, which falls into either dependent or independent.

We then present our analyses of the population of Missouri freshman residents filing a FAFSA and present descriptive information for the same demographic groups examined in the first section. By narrowing the focus of the report to dependent and independent freshmen filers, a comparison of the demand for aid among filers initially entering college and the whole population of filers (a large portion who are not freshmen) becomes available. A comparison of similar statistics for these two groups provides information on the various groups continuing to file FAFSAs after their freshman year.

The third section of our analyses examines the characteristics of FAFSA filers who were found enrolled in Missouri public two-year and four-year institutions. We present and compare K-12 graduation rates, higher education enrollment rates, and rates of students who complete the FAFSA across racial/ethnic groups and present FAFSA completion rates for public two-year and four-year institutions by race/ethnicity. This gives some insight to the demand for FAFSA by race and public institution type.

All Missouri FAFSA Filers

We present data in this section of the report on the total number of Missouri residents who completed FAFSAs for the 2002-2003, 2003-2004 and 2004-2005 academic years and describe characteristics of those potential students. We look for patterns and trends in both the total numbers of potential students filing FAFSAs and in the proportion of aid applicants in identified subgroups across years and report changes between 2003-04 and 2004-05[10]. The information displayed in this section provides information about the overall demand for financially assisted higher education by Missouri citizens.

[10] We calculate changes between the 2003-04 and 2004-05 year only. We are not certain that the set of FAFSA applications for the 2002-03 academic year is complete; we believe that some applications submitted after August 31, 2003 were not part of the statewide FAFSA data set for this year. We are confident that the MDHE has systematically retrieved and compiled FAFSA records through and past August 31 for the 2003-2004 and 2004-2005 academic years making calculated changes in proportions between these years more reliable.

Missouri FAFSA Filers by Date of Application

The application cycle for any academic year actually includes 18 months (e.g. the application cycle for the 2002-2003 academic year is from January 1, 2002 to June 30, 2003). We present in Table 1 the number and percent of FAFSA filers in three mutually exclusive time periods; those submitted by April 1, those submitted after April 1 but before August 31, and all of those submitted after August 31 but before June 30 of the following year. The April 1 date is significant because the MDHE uses it as the application deadline for the need-based state aid programs. In addition, many institutions have "priority" financial aid application dates that occur on or before April 1. The FAFSA applications are presented by the applicants' filing status – dependent and independent – and then the total number of filers is shown.

Table 1: All Missouri Dependent FAFSA Filers[11] by Date of Application

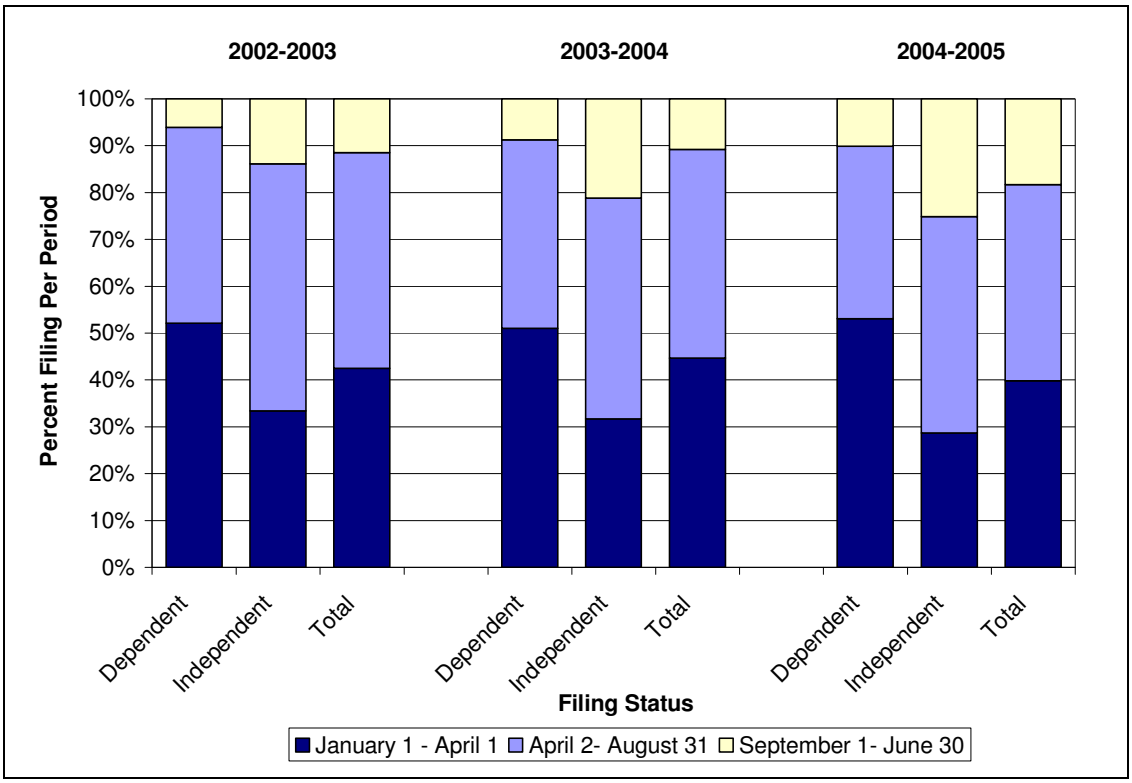
		2002-03	2003-04	2004-05	Change from 2003-04 to 2004-05	
	Period	**Number**	**Number**	**Number**	**Number**	**Percent**
Dependent	January 1- April 1	56,769	60,800	63,396	2,596	4.3
	April 2-August 31	40,488	42,769	44,027	1,258	2.9
	September 1-June 30	6,722	11,787	12,069	282	2.4
	Total	103,979	115,356	119,492	4,136	3.6
Independent	January 1- April 1	32,868	37,759	40,569	2,810	7.4
	April 2-August 31	56,480	60,903	65,430	4,527	7.4
	September 1-June 30	17,561	33,494	35,689	2,195	6.6
	Total	106,909	132,156	141,688	9,532	7.2
Total	January 1- April 1	89,637	98,559	103,965	5,406	5.5
	April 2-August 31	96,968	103,672	109,457	5,785	5.6
	September 1-June 30	24,283	45,281	47,758	2,477	5.5
	Total	210,888	247,512	261,180	13,668	5.5

We note that in all years the number of independent filers exceeded the number of dependent filers and we observe a larger increase in the number of applications received from independent filers. This is interesting because while much information and guidance are directed at "traditional" college students, often dependents entering college right after high school, observed Missouri FAFSA application rates seem to signal the growing importance of independent students.

[11] These numbers represent unduplicated counts for all Missouri FAFSA applications; the application date is captured from the first submission of a full or partial FAFSA.

Figure 1 presents the data on application dates in graphic form. It is interesting to note that a little over fifty percent of dependent filers submitted an application before the April 1 state aid deadline in all years available, but only about one-third of independent filers managed to file before the April 1 deadline. We also note that the share of independent filers applying after September 1st increased between 2003-04 and 2004-05, suggesting an increasing number of non-traditional students deciding to pursue college and financial aid after the beginning of the academic year. One partial explanation for later application dates in recent years could be due to higher increases in tuition costs. While the probability of securing federal financial aid is not impacted by these relatively late applications, the chances of securing state and institutional aid certainly decline for applicants who miss the state's April 1 or similar early deadlines.

Figure 1: Missouri FAFSA Filers by Date of Application



Missouri FAFSA Filers by Gender and Age

Table 2 and Figure 2 present the Missouri FAFSA applicants by gender. The data show that there is a large gender gap present among all Missouri FAFSA filers that mimics the growing gender imbalance in higher education attendance[12], with female applicants exceeding the number of male applicants in all categories and years.

Table 2: All Missouri FAFSA Filers by Gender

		2002-03	2003-04	2004-05	Change from 2003-04 to 2004-05	
	Gender	**Number**	**Number**	**Number**	**Number**	**Percent**
Dependent	Male	45,891	50,948	52,650	1,702	3.3%
	Female	57,254	63,709	65,989	2,280	3.6%
	Missing Data	834	699	853	154	22.0%
	Total	103,979	115,356	119,492	4,136	3.6%
Independent	Male	33,989	41,353	44,413	3,060	7.4%
	Female	71,863	89,917	96,050	6,133	6.8%
	Missing Data	1,057	886	1,225	339	38.3%
	Total	106,909	132,156	141,688	9,532	7.2%
Total	Male	79,880	92,301	97,063	4,762	5.2%
	Female	129,117	153,626	162,039	8,413	5.5%
	Missing Data	1,891	1,585	2,078	493	31.1%
	Total	210,888	247,512	261,180	13,668	5.5%

Figure 2 provides a visual summary of this gender gap. It is interesting to note, that while both filing statuses have a large gender gap, the gap among independent filers is much larger than that of dependent filers. More than two-thirds of independent filers are female. The overall proportion of female filers in 2003-04 and 2004-05 was nearly identical in all categories.

[12] Wilson, Robin. (2007). "The New Gender Divide". *The Chronicle of Higher Education*. Volume 53, Issue 21, Page A36 .

Figure 2: All FAFSA Filers by Gender

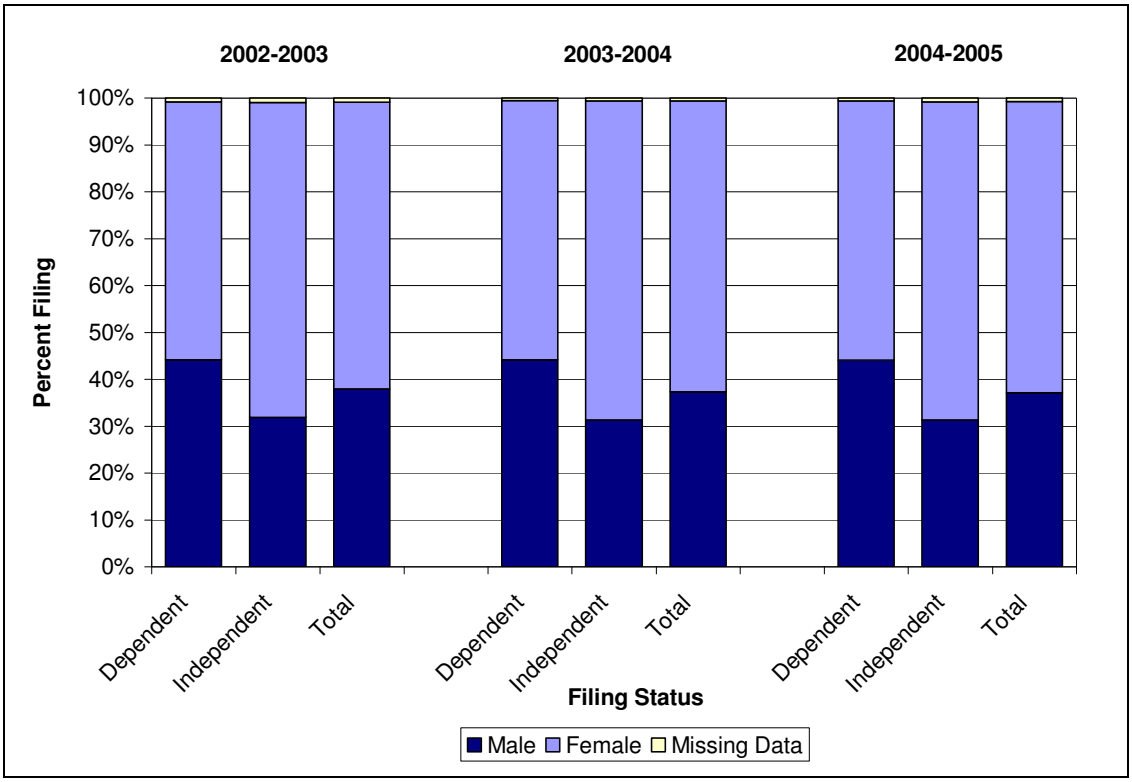


Table 3 and Figure 3 on the following pages display information on the ages of all Missouri FAFSA filers. As expected, a majority of FAFSA filers were less than 24 years of age for all years available, however the percentage of filers less than 24 years of age is decreasing gradually. This decrease in the percentage of younger applicants is counteracted by an increase in the population of older / nontraditional students, ages 25 and above. Almost two-fifths of all Missouri FAFSA filers fall into this latter category.

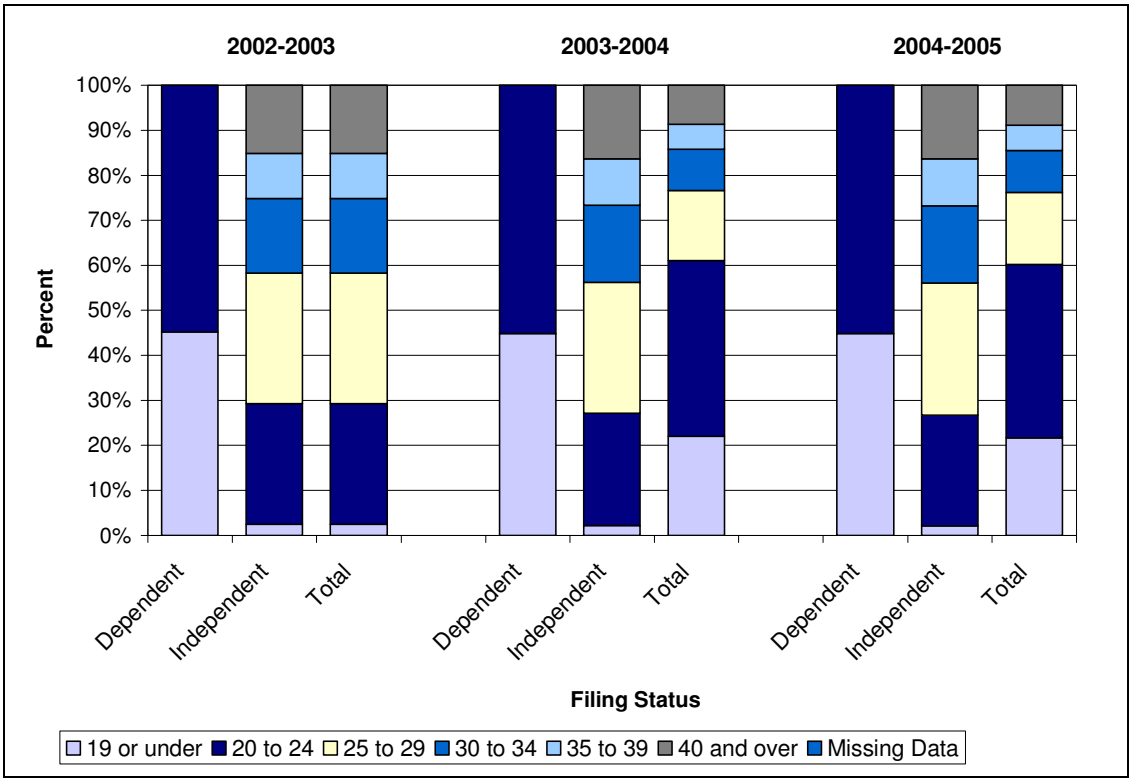
Table 3 also shows that the groups of FAFSA filers over 25 years of age are increasing application completion rates at a much higher rate than those groups 24 years old and under. This increase in older aid applicants could be signaling an increase in the time taken to complete degrees; for example students may be obtaining their first degree part-time, which would take longer than the four-to-six year period generally allotted for degree completion. The higher numbers of nontraditional applicants also may be indicative of shifts in the labor markets that suddenly make the returns to pursuing higher education at an older age more worthwhile. If the labor market is outsourcing factory jobs and jobs that generally don't require a college education, then some people might opt to return to college in order to obtain the skills necessary to acquire jobs currently available in the market.

Table 3: All Missouri FAFSA Filers by Age

	Age	2002-03 Number	2003-04 Number	2004-05 Number	Change from 2003-04 to 2004-05 Number	Percent
Dependent	19 or under	46,921	51,678	53,554	1,876	3.6%
	20 to 24	57,033	63,659	65,919	2,260	3.6%
	25 to 29	0	0	0	0	---
	30 to 34	0	0	0	0	---
	35 to 39	0	0	0	0	---
	40 and over	0	0	0	0	---
	Missing Data	25	19	19	0	0.0%
	Total	103,979	115,356	119,492	4,136	3.6%
Independent	19 or under	2,608	2,941	3,029	88	3.0%
	20 to 24	28,717	32,947	34,794	1,847	5.6%
	25 to 29	30,968	38,415	41,648	3,233	8.4%
	30 to 34	17,748	22,619	24,291	1,672	7.4%
	35 to 39	10,683	13,665	14,773	1,108	8.1%
	40 and over	16,153	21,544	23,137	1,593	7.4%
	Missing Data	32	25	16	-9	-36.0%
	Total	106,909	132,156	141,688	9,532	7.2%
Total	19 or under	49,529	54,619	56,583	1,964	3.6%
	20 to 24	85,750	96,606	100,713	4,107	4.3%
	25 to 29	30,968	38,415	41,648	3,233	8.4%
	30 to 34	17,748	22,619	24,291	1,672	7.4%
	35 to 39	10,683	13,665	14,773	1,108	8.1%
	40 and over	16,153	21,544	23,137	1,593	7.4%
	Missing Data	57	44	35	-9	-20.5%
	Total	210,888	247,512	261,180	13,668	5.5%

Figure 3 presents the proportions of Missouri FAFSA filers by age. Note that by definition, no dependent filers can be over the age of 24. However, a little over 60 percent of all independent filers are ages 25 and above; even more dramatic is that approximately 30 percent of all Missouri independent FAFSA filers are above the age of 35. Missing data are negligible in the chart provided. Similar to our observations for gender, the age distributions for the 2003-04 and 2004-05 years show little change, indicating that, at least in the short run, there is some stability in this demographic distribution.

Figure 3: All Missouri FAFSA Applicants by Age



Missouri FAFSA Filers by Education of Parent

Another important variable associated with college access is the educational attainment of a prospective student's parents. Table 4 and Figure 4 provide information about parents' highest educational attainment level for Missouri residents who completed a FAFSA for the school years of 2002-2003, 2003-2004, and 2004-2005. Research has shown that potential first generation college students are less successful at navigating the procedures required to select and apply for admissions to college and less knowledgeable about the intricacies of applying for financial aid.

Table 4 displays the highest level of education attained by either parent. (Appendix A provides information on the highest level of education achieved by mother, by father, and of either parent.) The level of parent's education is a strong predictor of K-12 education performance as well as higher education attendance. FAFSA filers with neither parent attending college are potential first generation students.

One interesting item to notice is that the proportion of filers reporting the highest education level of one parent to be college level or beyond for all Missouri FAFSA filers is much higher than that of only Missouri freshman FAFSA filers, which is provided later in this report. As a matter of fact, while the freshman filing population had a higher portion of its composition identifying parents' education as below college level, the total population of FAFSA filers had a higher proportion claiming the highest level of one parents' education to be college or beyond. This seems to support the theory that parents' educational attainment does have some effect on higher education attendance and a student's likelihood to remain in college. Like overall Missouri freshmen filers, the number of dependent students claiming

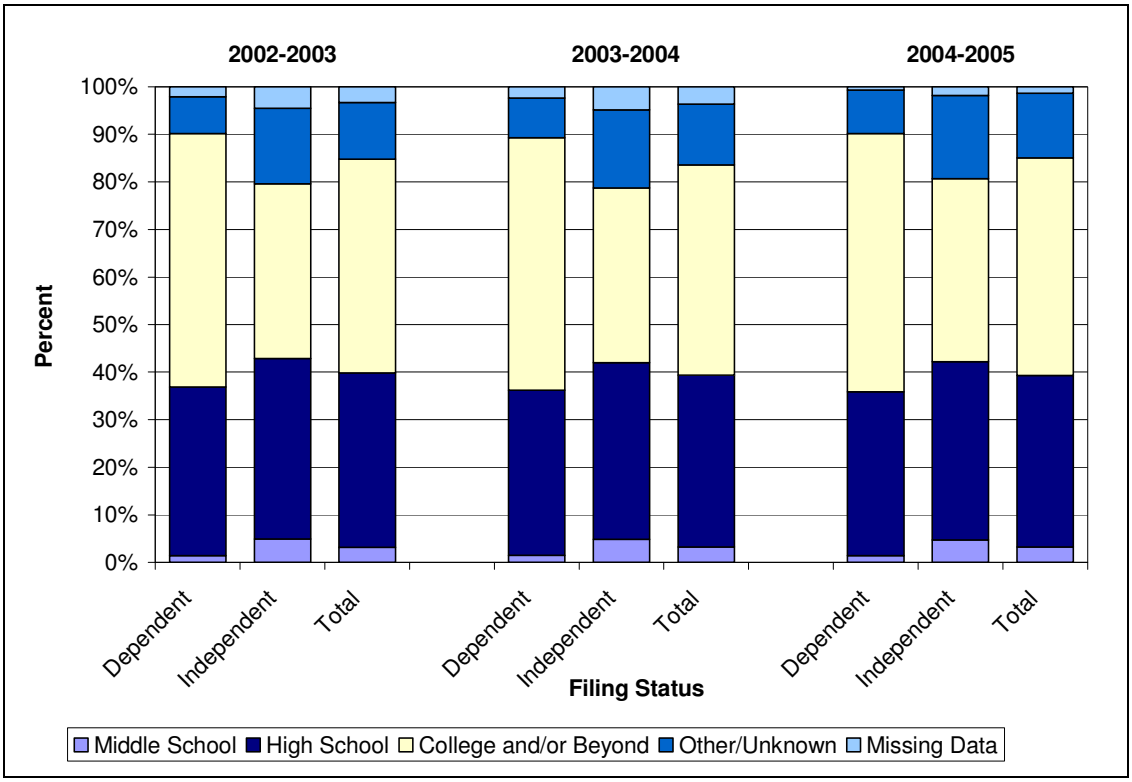
college or beyond as the highest educational level of one parent comprises a much larger portion of dependent filers than independent filers identifying parents' highest education at this level.

Table 4: All Missouri FAFSA Filers by Education of Parent

	Highest Level of One Parent	2002-03	2003-04	2004-05	Change from 2003-04 to 2004-05	
		Number	Number	Number	Number	Percent
Dependent	Middle School	1,479	1,698	1,715	17	1.0%
	High School	36,816	40,085	41,173	1,088	2.7%
	College and/or Beyond	55,441	61,204	64,919	3,715	6.1%
	Other/Unknown	8,080	9,704	10,919	1,215	12.5%
	Missing Data	2,163	2,665	766	(1,899)	-71.3%
	Total	103,979	115,356	119,492	4,136	3.6%
Independent	Middle School	5,262	6,417	6,707	290	4.5%
	High School	40,506	49,112	53,024	3,912	8.0%
	College and/or Beyond	39,307	48,464	54,571	6,107	12.6%
	Other/Unknown	17,010	21,782	24,773	2,991	13.7%
	Missing Data	4,824	6,381	2,613	(3,768)	-59.1%
	Total	106,909	132,156	141,688	9,532	7.2%
Total	Middle School	6,741	8,115	8,422	307	3.8%
	High School	77,322	89,197	94,197	5,000	5.6%
	College and/or Beyond	94,748	109,668	119,490	9,822	9.0%
	Other/Unknown	25,090	1,486	35,692	4,206	13.4%
	Missing Data	6,987	9,046	3,379	(5,667)	-62.6%
	Total	210,888	247,512	261,180	13,668	5.5%

Figure 4 visually illustrates the larger portion of all dependent Missouri FAFSA filers claiming to have at least one parent who attended college or beyond. This portion of dependents is much larger than the percentage of independent students claiming to have at least one college attending parent. Independent filers also appear to have a much larger percentage claiming to have parents whose highest education level was middle school than their dependent filing counterparts. Thus first-generation college students appear to make up a larger portion of independent filers than dependent filers. This could explain why a larger portion of independent students failed to file FAFSA before the April 1 deadline. Perhaps these students who qualified for aid found it difficult to file FAFSA because their parents had no prior knowledge about the FAFSA filing process, or they themselves, as independents, were struggling to fill out the application without sufficient knowledge of the process.

Figure 4: All Missouri FAFSA Filers by Education of Parent



Missouri FAFSA Filers by Family Adjusted Gross Income

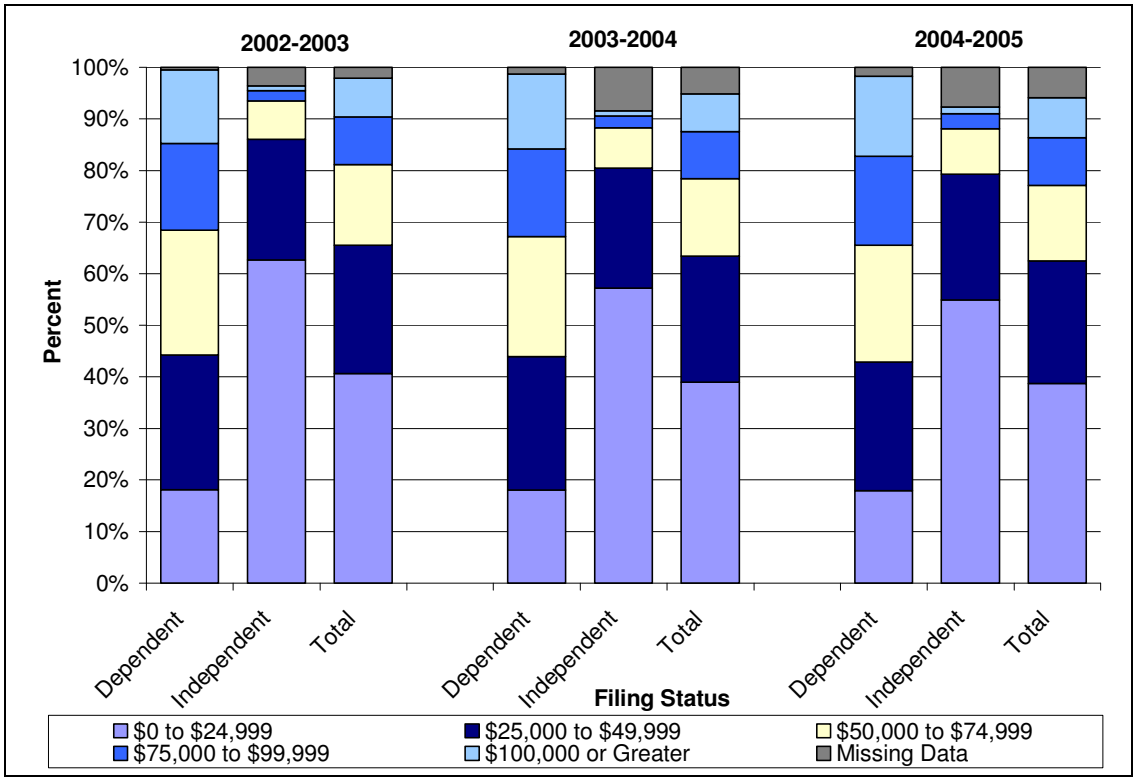
Table 5 on the following page reports the number of Missouri FAFSA filers by Adjusted Gross Income (AGI). It is interesting to note that over eighty percent of all dependent FAFSA filers have family adjusted gross incomes over $25,000 for all years shown; whereas nearly two-fifths of all Missouri independent FAFSA filers have adjusted gross incomes less than $15,000. Thus a much larger percentage of potential independent students appear to be from low-income families than dependent filers.

Table 5: All Missouri FAFSA Filers by Adjusted Gross Income

	Adjusted Gross Income	2002-03 Number	2003-04 Number	2004-05 Number	Change from 2003-04 to 2004-05 Number	Change from 2003-04 to 2004-05 Percent
Dependent	<$0 to $14,999	9,543	10,518	10,972	454	4.3%
	$15,000 to $24,999	9,237	10,242	10,441	199	1.9%
	$25,000 to $34,999	10,862	12,241	12,166	(75)	-0.6%
	$35,000 to $49,999	16,395	17,663	17,643	(20)	-0.1%
	$50,000 to $74,999	25,115	26,807	27,078	271	1.0%
	$75,000 to $99,999	17,488	19,693	20,548	855	4.3%
	$100,000 or Greater	14,830	16,655	18,624	1,969	11.8%
	Missing Data	509	1,537	2,020	483	31.4%
	Total	103,979	115,356	119,492	4,136	3.6%
Independent	<$0 to $14,999	45,200	49,462	52,629	3,167	6.4%
	$15,000 to $24,999	21,745	26,156	27,077	921	3.5%
	$25,000 to $34,999	13,916	16,848	17,780	932	5.5%
	$35,000 to $49,999	11,159	13,827	14,510	683	4.9%
	$50,000 to $74,999	7,901	10,336	11,116	780	7.5%
	$75,000 to $99,999	2,141	3,057	3,559	502	16.4%
	$100,000 or Greater	971	1,294	1,542	248	19.2%
	Missing Data	3,876	11,176	13,475	2,299	20.6%
	Total	106,909	132,156	141,688	9,532	7.2%
Total	<$0 to $14,999	54,743	59,980	63,601	3,621	6.0%
	$15,000 to $24,999	30,982	36,398	37,518	1,120	3.1%
	$25,000 to $34,999	24,778	29,089	29,946	857	2.9%
	$35,000 to $49,999	27,554	31,490	32,153	663	2.1%
	$50,000 to $74,999	33,016	37,143	38,194	1,051	2.8%
	$75,000 to $99,999	19,629	22,750	24,107	1,357	6.0%
	$100,000 or Greater	15,801	17,949	20,166	2,217	12.4%
	Missing Data	4,385	12,713	15,495	2,782	21.9%
	Total	210,888	247,512	261,180	13,668	5.5%

Figure 5 provides a visual representation of percentages calculated from the information displayed in Table 5. It is easier to observe the large portion of independent filers with adjusted gross incomes less than $25,000 (more than 50 percent in all years) as compared to the portion of dependent filers in this adjusted gross income range (under 20 percent in all years).

Figure 5: All Missouri FAFSA Filers by Adjusted Gross Income



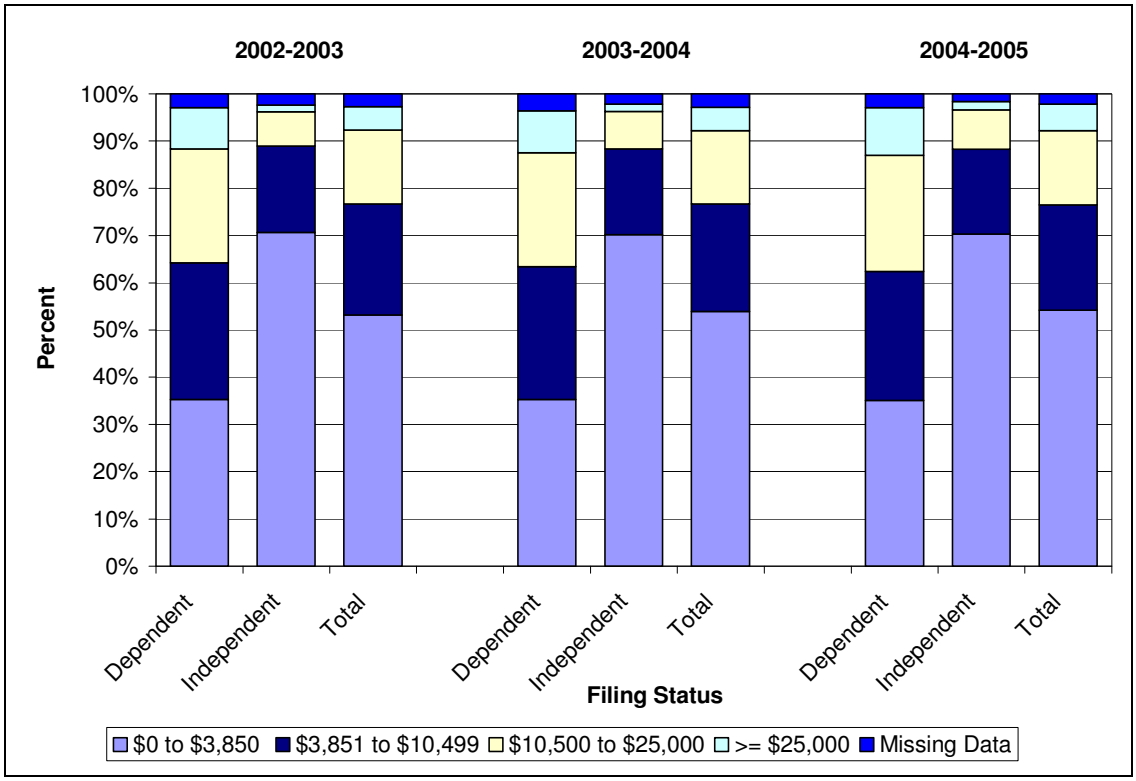
Missouri FAFSA Filers by Expected Family Contribution

Table 6 displays the distribution of all Missouri FAFSA filers across expected family contribution (EFC), a calculated estimate of the family's ability to pay for college. The U.S. Department of Education uses a formula that evaluates family size, income, wealth, and number of persons simultaneously attending college to determine the EFC for each filer. A figure of special significance in this table is $3,850; this is the maximum EFC that allows a student to be considered eligible for a Pell grant. Appendix A also provides the mean and median EFC of all Missouri FAFSA applicants by family income for the three academic years examined in our study. Figure 6 provides a visual representation of the information presented in Table 6. As expected, a larger portion of independent FAFSA filers are Pell eligible than those filing as dependents.

Table 6: All Missouri FAFSA Filers by Expected Family Contribution

	Expected Family Contribution	2002-03	2003-04	2004-05	Change from 2003-04 to 2004-05	
		Number	Number	Number	Number	Number
Dependent	Equal 0	10,592	12,781	13,441	2,189	20.7%
	$1 to $1,500	11,255	12,074	12,889	819	7.3%
	$1,501 to $2,500	6,539	7,135	6,988	596	9.1%
	$2,501 to $3,500	6,194	6,663	6,518	469	7.6%
	$3,501 to $3,850	2,054	2,066	2,112	12	0.6%
	$3,851 to $10,499	34,322	32,383	32,618	235	0.7%
	$10,500 to $15,499	12,700	13,732	14,095	1,032	8.1%
	$15,500 to $20,499	7,748	8,707	9,389	959	12.4%
	$20,500 to $25,499	4,659	5,393	5,933	734	15.8%
	>= $25,500	9,030	10,254	12,023	1,224	13.6%
	Missing Data	3,090	4,169	3,486	1,079	34.9%
	Total	103,979	115,356	119,492	11,377	10.9%
Independent	Equal 0	39,930	50,768	56,468	10,838	27.1%
	$1 to $1,500	18,909	22,276	22,679	3,367	17.8%
	$1,501 to $2,500	8,748	10,087	10,611	1,339	15.3%
	$2,501 to $3,500	6,207	7,475	7,702	1,268	20.4%
	$3,501 to $3,850	1,760	2,173	2,175	413	23.5%
	$3,851 to $10,499	19,502	23,947	25,479	1,532	6.4%
	$10,500 to $15,499	4,791	6,356	6,986	1,565	32.7%
	$15,500 to $20,499	2,039	2,841	3,209	802	39.3%
	$20,500 to $25,499	1,033	1,382	1,608	349	33.8%
	>= $25,500	1,443	1,993	2,463	550	38.1%
	Missing Data	2,547	2,858	2,308	311	12.2%
	Total	106,909	132,156	141,688	25,247	23.6%
Total	Equal 0	P,522	63,549	69,909	13,027	25.8%
	$1 to $1,500	30,164	34,350	35,568	4,186	13.9%
	$1,501 to $2,500	15,287	17,222	17,599	1,935	12.7%
	$2,501 to $3,500	12,401	14,138	14,220	1,737	14.0%
	$3,501 to $3,850	3,814	4,239	4,287	425	11.1%
	$3,851 to $10,499	39,390	56,319	58,097	1,778	3.1%
	$10,500 to $15,499	17,491	20,088	21,081	2,597	14.8%
	$15,500 to $20,499	9,787	11,548	12,598	1,761	18.0%
	$20,500 to $25,499	5,692	6,775	7,541	1,083	19.0%
	>= $25,500	10,473	12,247	14,486	1,774	16.9%
	Missing Data	5,637	7,027	5,794	1,390	24.7%
	Total	210,888	247,512	261,180	36,624	17.4%

Figure 6: All Missouri FAFSA Filers by Expected Family Contribution



Summary

Analyses of all Missouri FAFSA filers reveal several interesting findings about the demand for financially assisted higher education. First, less than 40 percent of all FAFSA filers submit their applications by the April 1 deadline for state financial aid. Approximately 40 percent of dependent filers meet this deadline as opposed to fewer than 30 percent of independent filers. Interestingly enough, it is the independent filers who are most likely to be Pell eligible and therefore are also most likely to be missing out on potential state aid by missing the April 1 deadline. Over 50 percent of independent filers have adjusted gross incomes under $25,000 per year and approximately 70 percent are Pell eligible. It is also this group of independent filers that includes an increasing number of nontraditional college students; over 70 percent of independent filers are over the age of 24, and this could signal college entry at a later age or an increasing length of time to degree completion.

Another interesting observation is that a larger portion of independent filers seem to be first generation college students. Part of this is due to a larger percentage of this group indicating that parents' education attainment as unknown, but the portion claiming parents' education attainment at college level or beyond is still quite small in comparison to dependent counterparts. Independent filers also seem to require greater financial assistance in higher education than their dependent peers, but they are not meeting the necessary deadlines for aid optimization. Perhaps policymakers should focus on making the FAFSA more accessible and easier to file in order to help this group of filers maximize available financial aid.

Missouri First-Time Freshman FAFSA Filers

We now turn to reporting information for Missouri first-time freshman FAFSA applicants. The FAFSA includes a question asking about status in college in the year for which aid is being sought. We selected all FAFSA records where applicants indicated they had never previously attended college. The number of Missouri first time freshman filers increased from nearly 54,000 in 2002-2003 to nearly 70,000 in 2004-2005[13]. The results of these analyses are reported in similar format to our analyses of all Missouri FAFSA filers and allow us to look for patterns for first time freshmen that may be different from those observed for all filers combined.

Missouri First-Time Freshman FAFSA Filers by Date of Application

Table 7 and Figure 7 present data on first-time freshman Missouri residents who submitted a FAFSA application for the 2002-03, 2003-04, and 2004-05 school years. These results reflect unduplicated counts for freshman applications; the original FAFSA submission is considered the date of application, and subsequently submitted adjustments to the student's FAFSA were identified by the social security number and omitted. Table 7 breaks down applications by date of submission into three groups: those submitted by April 1, those submitted after April but before August 31, and all of those submitted after August 31 but before June 30 of the following year. Once again the April 1 date is highly significant because the MDHE uses it as the application deadline for most state aid programs.

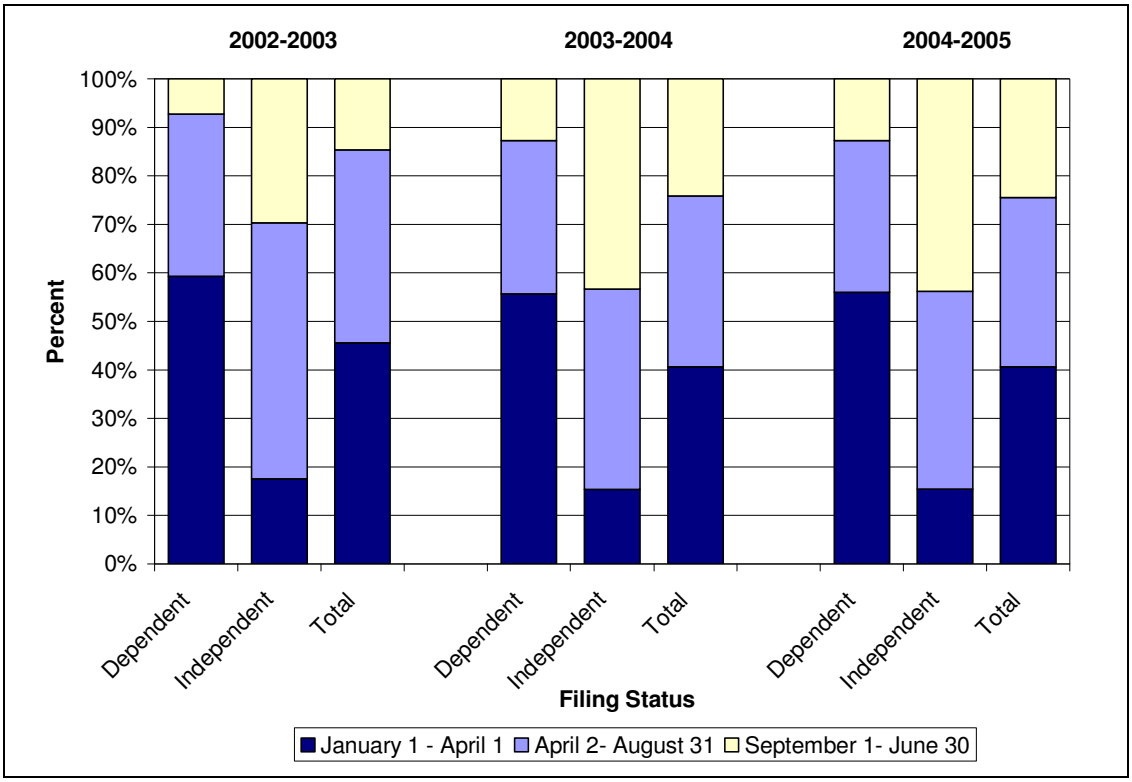
Table 7: Missouri Freshmen FAFSA Filers by Date of Application

		2002-03	2003-04	2004-05	Change from 2003-04 to 2004-05	
	Period	**Number**	**Number**	**Number**	**Number**	**Percent**
Dependent	January 1- April 1	21,472	23,225	24,329	1,104	4.8%
	April 2-August 31	12,123	13,149	13,552	403	3.1%
	September 1-June 30	2,618	5,315	5,523	208	3.9%
	Total	36,213	41,689	43,404	1,715	4.1%
Independent	January 1- April 1	3,082	3,808	4,094	286	7.5%
	April 2-August 31	9,291	10,310	10,813	503	4.9%
	September 1-June 30	5,221	10,769	11,608	839	7.8%
	Total	17,594	24,887	26,515	1,628	6.5%
Total	January 1- April 1	24,554	27,033	28,423	1,390	5.1%
	April 2-August 31	21,414	23,459	24,365	906	3.9%
	September 1-June 30	7,839	16,084	17,131	1,047	6.5%
	Total	53,807	66,576	69,919	3,343	5.0%

[13] Again, we do not believe the 2002-2003 FAFSA data file contained records for all late applicants, so the estimate for that year probably understates the "real" number of first time freshman filers.

More than 60% of all first-time freshman filers indicated dependent status. The increase in number of applicants between 2003-04 and 2004-05 was slightly larger for the dependent group, but the percentage change was larger for the independent first-time college applicants.

Figure 7: Missouri Freshmen FAFSA Filers by Date of Application



We note that the percent of applications in each time period was remarkably similar in the two years for which we have complete data. The deadline for state aid programs offered by MDHE is April 1, yet overall, only about 40 percent of freshman applicants submitted their FAFSA in time to be eligible for state need-based financial aid. Of these students who filed a FAFSA before the state aid deadline, at least 85 percent in all years were classified as dependents. It is also interesting to note that over 55 percent of all dependents filed before the deadline; however, only 15-17.5 percent of independent freshman filers managed to file before the state deadline. Table 7 shows that dependent freshmen posted the largest increase in applications before the April 1 deadline, while the largest increase in FAFSA applications for independent filers was after September 1, or after the academic year's classes had begun. This indicates that while both populations have an increase in FAFSA applications, applicants that are independent might be starting college after a shorter period of planning.

Missouri First-Time Freshman FAFSA Filers by Gender and Age

Table 8 and Figure 8 provide data on the gender of freshman FAFSA applicants. Consistent with the growing gender imbalance in higher education attendance, the portion of freshmen female aid applicants ranged from 58.6 percent to 60.4 percent which is very similar to the female portion of all Missouri FAFSA filers. We also note the gender gap is even larger among independent freshman filers.

Table 8: Missouri Freshman FAFSA Filers by Gender

		2002-03	2003-04	2004-05	Change from 2003-04 to 2004-05	
	Gender	**Number**	**Number**	**Number**	**Number**	**Percent**
Dependent	Male	16,469	18,669	19,558	889	4.8%
	Female	19,329	22,680	23,408	728	3.2%
	Missing Data	415	340	438	98	28.8%
	Total	36,213	41,689	43,404	1,715	4.1%
Independent	Male	5,183	7,167	8,126	959	13.4%
	Female	12,209	17,516	18,100	584	3.3%
	Missing Data	202	204	289	85	41.7%
	Total	17,594	24,887	26,515	1,628	6.5%
Total	Male	21,652	25,836	27,684	1,848	7.2%
	Female	31,538	40,196	41,508	1,312	3.3%
	Missing Data	617	544	727	183	33.6%
	Total	53,807	66,576	69,919	3,343	5.0%

Figure 8: Missouri Freshman Applicants by Gender

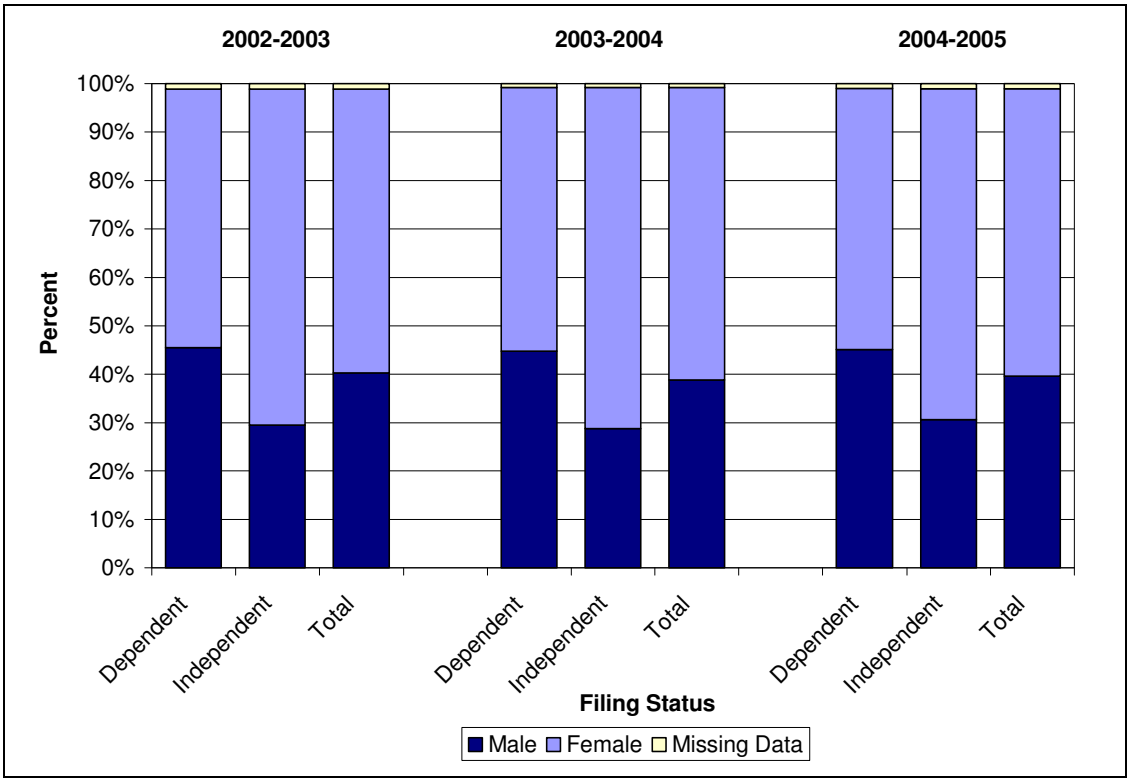


Table 9 and Figure 9 present information on Missouri freshman filers by age. As expected, most freshmen applicants were less than 19 years old in all years. (The percentage of each filing group compared to the total freshman population can be seen in Appendix B.) Approximately 95 percent of freshmen applicants 19 or under had a dependent filing status in all years examined.

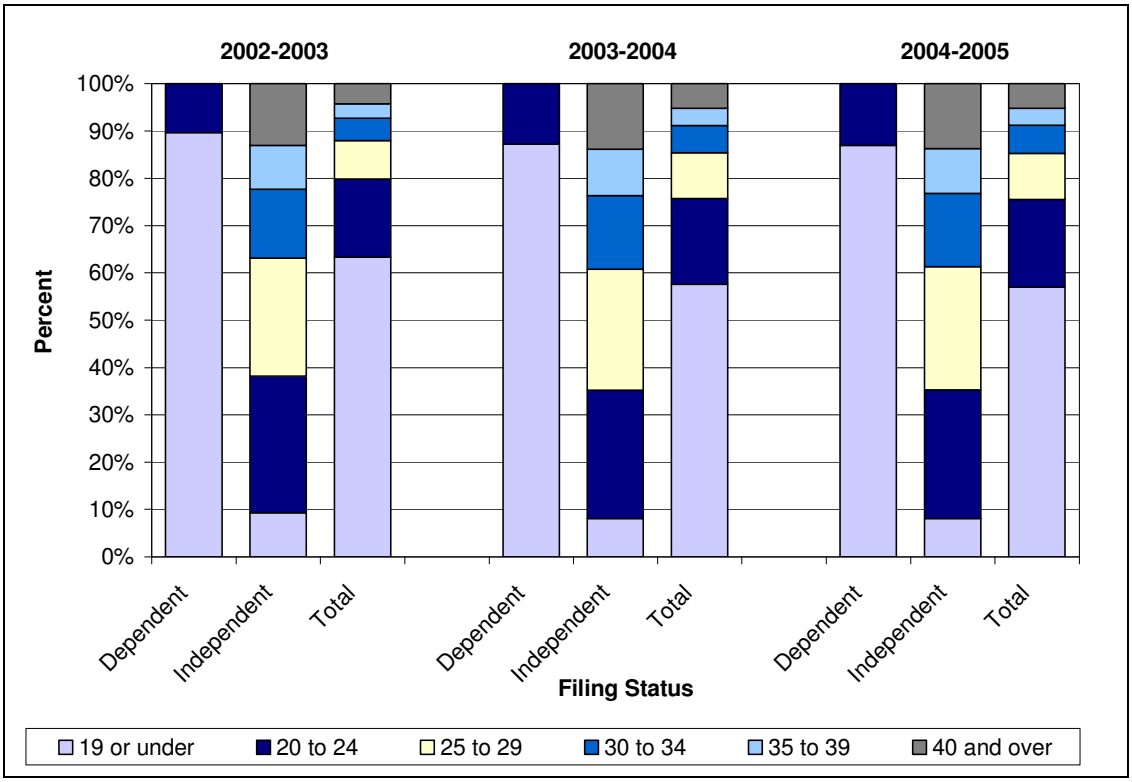
To estimate the share of recent high school graduates who file a FAFSA, we compare the number of young filers to estimates of the number of graduates the prior spring. The numbers of public school graduates in each year were 54,513 in 2002, 56,923 in 2003, and 57,988 in 2004. Unfortunately, the Missouri Department of Elementary and Secondary Education does not collect the number of graduates from private high schools. However, typically 10 percent of K-12 enrollment is in private schools (disproportionately in K-8). A conservative estimate of total Missouri high school graduates can be obtained by adding 4,000 private school graduates per year to counts of public high school graduates. This would suggest that approximately two-thirds of Missouri high school graduates fill out a FAFSA.

Table 9: Missouri Freshman FAFSA Filers by Age

	Gender	2002-03 Number	2003-04 Number	2004-05 Number	Change from 2003-04 to 2004-05 Number	Change from 2003-04 to 2004-05 Percent
Dependent	19 or under	32,447	36,356	37,736	1,380	3.8%
	20 to 24	3,754	5,324	5,657	333	6.3%
	25 to 29	0	0	0	0	---
	30 to 34	0	0	0	0	---
	35 to 39	0	0	0	0	---
	40 and over	0	0	0	0	---
	Missing Data	12	9	11	2	22.2%
	Total	36,213	41,689	43,404	1,715	4.1%
Independent	19 or under	1,639	2,015	2,143	128	6.4%
	20 to 24	5,085	6,750	7,216	466	6.9%
	25 to 29	4,376	6,359	6,886	527	8.3%
	30 to 34	2,563	3,865	4,131	266	6.9%
	35 to 39	1,624	2,440	2,501	61	2.5%
	40 and over	2,295	3,456	3,632	176	5.1%
	Missing Data	12	2	6	4	200.0%
	Total	17,594	24,887	26,515	1,628	6.5%
Total	19 or under	34,086	38,371	39,879	1,508	3.9%
	20 to 24	8,839	12,074	12,873	799	6.6%
	25 to 29	4,376	6,359	6,886	527	8.3%
	30 to 34	2,563	3,865	4,131	266	6.9%
	35 to 39	1,624	2,440	2,501	61	2.5%
	40 and over	2,295	3,456	3,632	176	5.1%
	Missing Data	24	11	17	6	54.5%
	Total	53,807	66,576	69,919	3,343	5.0%

The remaining Missouri freshman FAFSA filers would appear to be delayed entrants and/or non-traditional freshmen applicants. Interestingly, the portion of all freshmen applicants 30 years old or older was nearly 15 percent in both the 2003-2004 and 2004-2005 school years, and the share of independent first-time freshman filers over 35 years old was nearly 25 percent, indicating that "non-traditional" students make up a meaningful share of the pool of potential first time college freshmen who seek financial aid. We also note that while there is an increase in the total number of Missouri freshman FAFSA filers at each age level, the rate of increase in the number of freshman applicants that are 25-35 years of age is substantially larger than the increase of traditional freshman applicants; this signals that an increasing percentage of potential non-traditional students are applying for federal aid.

Figure 9: Missouri Freshman FAFSA Filers by Age



Missouri First-Time Freshman FAFSA Filers by Education of Parent

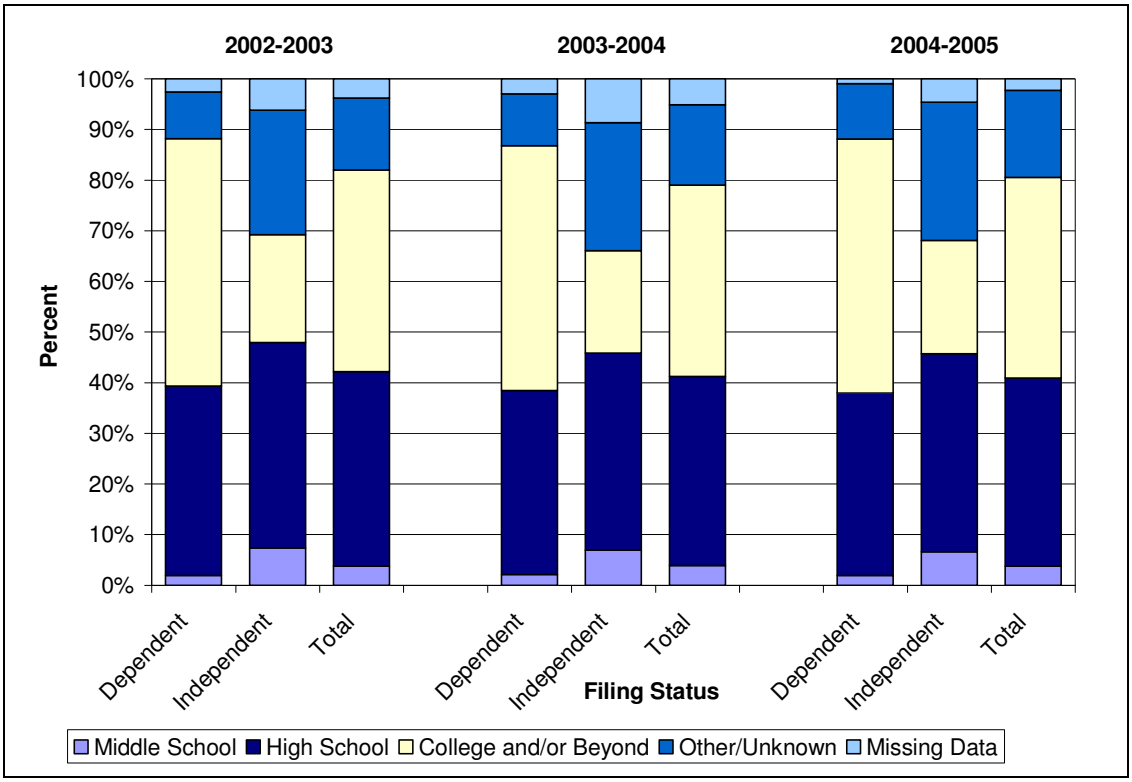
Table 10 and Figure 10 provide information about the highest level of parents' education for freshmen who completed a FAFSA. The percentage of applicants who reported parents' education less than high school ranged from 3 to 3.9 percent for the years provided; of these applicants, approximately 65 percent were classified as independent filers in all years. A large portion of freshman filers come from families in which neither the father nor the mother attended or completed college. Potential first generation college students account for 34.1 percent of the total applicants for the 2002-2003 school year and about 41 percent for 2003-2004 and 42 percent for the 2004-2005. Exact percentages and individual parents' educational attainment can be found in Appendix B.

Table 10: Missouri Freshmen FAFSA Filers by Highest Level of Parents' Education

	Highest Level of One Parent	2002-03	2003-04	2004-05	Change from 2003-04 to 2004-05	
		Number	Number	Number	Number	Percent
Dependent	Middle School	713	873	841	(32)	-3.7%
	High School	13,549	15,164	15,652	488	3.2%
	College and/or Beyond	17,676	20,163	21,745	1,582	7.8%
	Other/Unknown	3,338	4,252	4,771	519	12.2%
	Missing Data	937	1,237	395	(842)	-68.1%
	Total	36,213	41,689	43,404	1,715	4.1%
Independent	Middle School	1,297	1,730	1,764	34	2.0%
	High School	7,148	9,676	10,357	681	7.0%
	College and/or Beyond	3,735	5,048	5,941	893	17.7%
	Other/Unknown	4,331	6,269	7,237	968	15.4%
	Missing Data	1,083	2,164	1,216	(948)	-43.8%
	Total	17,594	24,887	26,515	1,628	6.5%
Total	Middle School	2,010	2,603	2,605	2	0.1%
	High School	20,697	24,840	26,009	1,169	4.7%
	College and/or Beyond	21,411	25,211	27,686	2,475	9.8%
	Other/Unknown	7,669	10,521	12,008	1,487	14.1%
	Missing Data	2,020	3,401	1,611	(1,790)	-52.6%
	Total	53,807	66,576	69,919	3,343	5.0%

If we exclude the "other/unknown" category, first generation college students would then comprise roughly 49 percent of freshman FAFSA filers who report parents' education for all available years. It is also interesting to note that for all years provided, the mother's educational attainment as college and/or beyond is reported in a greater percentage of FAFSAs than is true for the father. A portion of this could, however, be due to a larger percentage of applicants filing other/unknown for the highest level of father's education.

Figure 10: Missouri Freshmen FAFSA Filers by Highest Level of Parents' Education



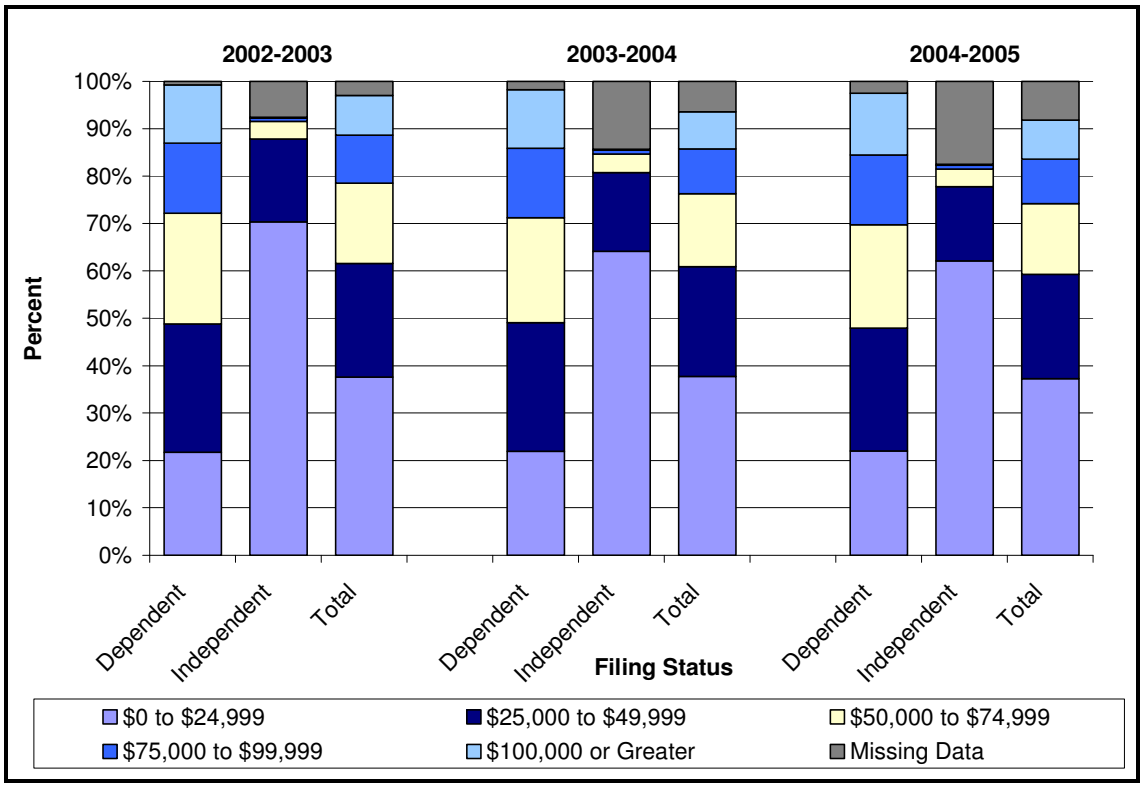
Missouri First-Time Freshman FAFSA Filers by Family Adjusted Gross Income

Table 11 and Figure 11 report Missouri freshmen FAFSA filers by family Adjusted Gross Income (AGI) for the 2002-2003, 2003-2004, and 2004-2005 academic years. We note that for all years, almost 80 percent of the dependent freshman Missouri FAFSA applicants had family adjusted gross incomes over $25,000, while over 60 percent of their independent counterparts had adjusted gross incomes under $25,000. Further, more than 40 percent of independent freshman filers reported AGI below $15,000. These numbers are similar to those we observed for all Missouri FAFSA filers.

Table 11: Missouri Freshman FAFSA Filers by Family Adjusted Gross Income

	Adjusted Gross Income	2002-03 Number	2003-04 Number	2004-05 Number	Change from 2003-04 to 2004-05 Number	Change from 2003-04 to 2004-05 Percent
Dependent	<$0 to $14,999	4,074	4,772	4,986	214	4.5%
	$15,000 to $24,999	3,779	4,384	4,568	184	4.2%
	$25,000 to $34,999	4,033	4,798	4,820	22	0.5%
	$35,000 to $49,999	5,788	6,508	6,430	(78)	-1.2%
	$50,000 to $74,999	8,454	9,229	9,455	226	2.4%
	$75,000 to $99,999	5,354	6,117	6,383	266	4.3%
	$100,000 or Greater	4,459	5,134	5,676	542	10.6%
	Missing Data	272	747	1,086	339	45.4%
	Total	36,213	41,689	43,404	1,715	4.1%
Independent	<$0 to $14,999	8,790	11,032	11,601	569	5.2%
	$15,000 to $24,999	3,593	4,925	4,869	(56)	-1.1%
	$25,000 to $34,999	1,772	2,414	2,470	56	2.3%
	$35,000 to $49,999	1,299	1,717	1,688	(29)	-1.7%
	$50,000 to $74,999	657	986	983	(3)	-0.3%
	$75,000 to $99,999	107	187	199	12	6.4%
	$100,000 or Greater	44	67	65	(2)	-3.0%
	Missing Data	1,332	3,559	4,640	1,081	30.4%
	Total	17,594	24,887	26,515	1,628	6.5%
Total	<$0 to $14,999	12,864	15,804	16,587	783	5.0%
	$15,000 to $24,999	7,372	9,309	9,437	128	1.4%
	$25,000 to $34,999	5,805	7,212	7,290	78	1.1%
	$35,000 to $49,999	7,087	8,225	8,118	(107)	-1.3%
	$50,000 to $74,999	9,111	10,215	10,438	223	2.2%
	$75,000 to $99,999	5,461	6,304	6,582	278	4.4%
	$100,000 or Greater	4,503	5,201	5,741	540	10.4%
	Missing Data	1,604	4,306	5,726	1,420	33.0%
	Total	53,807	66,576	69,919	3,343	5.0%

Figure 11: Missouri Freshman FAFSA Applicants by Family Adjusted Gross Income



We observe that the largest percentage differences in number of applications occur at the lowest and highest end of the AGI ranges; the below $15,000 group accounts for nearly a quarter of all freshman applications and increased by 5% between 2003-04 and 2004-05; the above $100,000 group accounts for less than 10% of all freshman filers, but increased more than 10 percent. We also note a slight increase in the share of freshman applications where the AGI values were shown as missing. This is somewhat difficult to interpret, but might suggest that potential students filed a FAFSA with no income data, and then decided not to pursue higher education or not to seek financial aid.

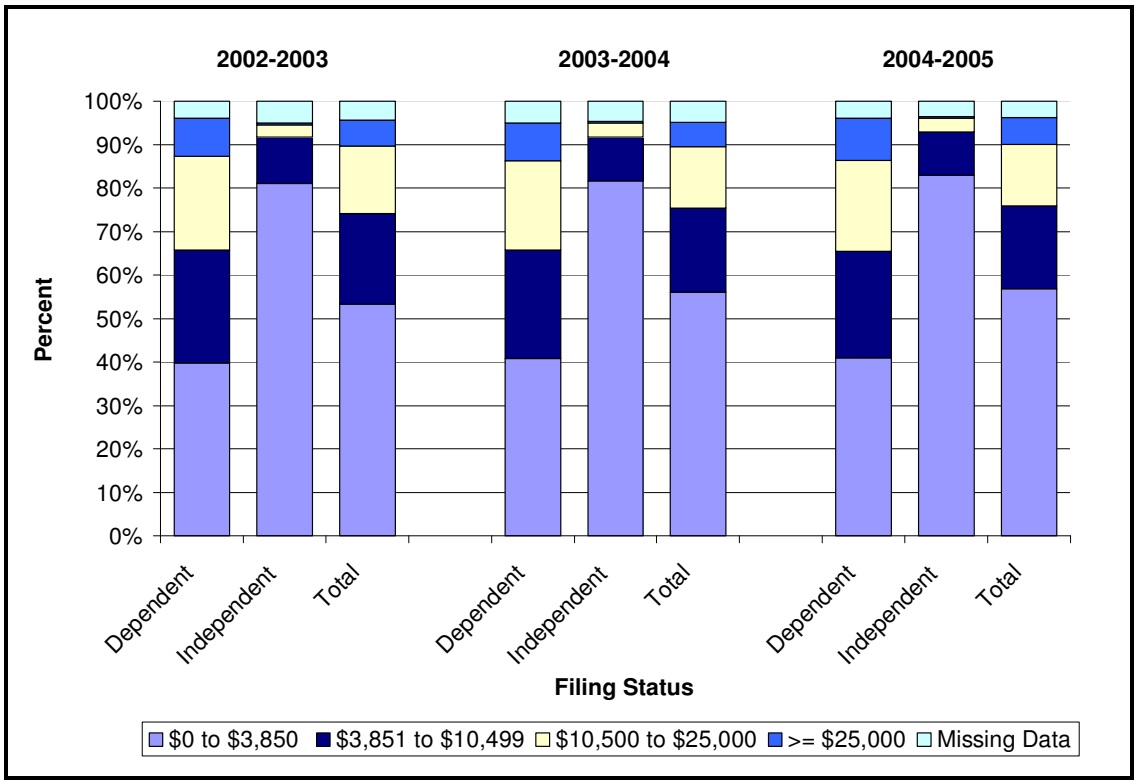
Missouri First-Time Freshmen FAFSA Filers by Expected Family Contribution

Table 12 and Figure 12 present freshman FAFSA filers by EFC. (Appendix B displays the mean and median EFC by family income for Missouri Freshmen FAFSA applicants in all years available.) When examining this information, it is important to recall that the largest EFC that is still considered Pell Grant eligible is $3,850.

Table 12: Missouri Freshmen FAFSA Filers by Expected Family Contribution

	Expected Family Contribution	2002-03	2003-04	2004-05	Change from 2003-04 to 2004-05	
		Number	Number	Number	Number	Number
Dependent	Equal 0	4,731	6,011	6,461	450	7.5%
	$1 to $1,500	4,269	4,780	5,236	456	9.5%
	$1,501 to $2,500	2,471	2,855	2,850	(5)	-0.2%
	$2,501 to $3,500	2,217	2,566	2,481	(85)	-3.3%
	$3,501 to $3,850	704	780	720	(60)	-7.7%
	$3,851 to $10,499	9,412	10,380	10,678	298	2.9%
	$10,500 to $15,499	3,883	4,271	4,353	82	1.9%
	$15,500 to $20,499	2,468	2,637	2,913	276	10.5%
	$20,500 to $25,499	1,465	1,669	1,833	164	9.8%
	>= $25,500	3,171	3,640	4,156	516	14.2%
	Missing Data	1,422	2,100	1,723	(377)	-17.8%
	Total	36,213	41,689	43,404	1,715	4.1%
Independent	Equal 0	9,292	13766	15,341	1,575	11.4%
	$1 to $1,500	2,910	3875	3,930	55	1.4%
	$1,501 to $2,500	1,119	1376	1,502	126	9.2%
	$2,501 to $3,500	735	1032	968	(64)	-6.2%
	$3,501 to $3,850	218	274	275	1	0.4%
	$3,851 to $10,499	1,851	2,515	2,630	115	4.6%
	$10,500 to $15,499	314	489	494	5	1.0%
	$15,500 to $20,499	125	197	225	28	14.2%
	$20,500 to $25,499	66	99	88	11	11.1%
	>= $25,500	74	109	109	0	0.0%
	Missing Data	890	1155	953	(202)	-17.5%
	Total	17,594	24887	26,515	1,628	6.5%
Total	Equal 0	14,023	19,777	21,802	22,025	10.2%
	$1 to $1,500	7,179	8,655	9,166	511	5.9%
	$1,501 to $2,500	3,590	4,231	4,352	121	2.9%
	$2,501 to $3,500	2,952	3,598	3,449	(149)	-4.1%
	$3,501 to $3,850	922	1,054	995	(59)	-5.6%
	$3,851 to $10,499	11,263	12,895	13,308	413	3.2%
	$10,500 to $15,499	4,197	4,760	4,847	87	1.8%
	$15,500 to $20,499	2,593	2,834	3,138	304	10.7%
	$20,500 to $25,499	1,531	1,768	1,921	153	8.7%
	>= $25,500	3,245	3,749	4,265	516	13.8%
	Missing Data	2,312	3,255	2,676	(579)	-17.8%
	Total	53,807	66,576	69,919	3,343	5.0%

Figure 12: Missouri Freshmen FAFSA Filers by Expected Family Contribution



Overall, the share of Pell eligible first time freshman FAFSA filers increased by 6.6% between 2003-04 and 2004-05. However, larger increases occurred for independent filers, both in terms of absolute numbers (1,693 versus 756) and percentages (12.0 versus 4.4). We also see relatively large increases in the number and percent of first time freshman filers with zero (0) EFC, indicating eligibility for a full $4,050 Pell grant. At the same time, we note relatively large increases in the number and percent of dependent freshman filers in the higher EFC groups; overall, the largest percentage increase occurred for the group with an EFC of $25,000 or more, which is exclusively accounted for by dependent filers.

Summary

Missouri freshmen have FAFSA application rates similar to rates observed for the entire population of Missouri FAFSA filers. There are, however, some key differences that should be noted. First, independent freshman students tend to be even less likely to meet the April 1st filing deadline than the overall independent filer population. We would hypothesize that many independent students who are returning to college have "figured out" that filing the FAFSA on time is important to increasing chances for securing aid, especially highly competitive state administered need-based grant programs. In addition, renewing a FAFSA is much less tedious and time consuming, which also makes it more likely that returning students would have an easier time than first-time students in submitting before the April 1 deadline. Finally, we also note that there is a larger proportion of first generation freshman FAFSA filers than in the larger FAFSA filing population. Again, lack of experience with completing the FAFSA would reduce the chances of getting it completed by stated deadlines.

There also seems to be a larger portion of freshman FAFSA filers that are Pell eligible for both filing statuses than in the entire population of filers. Almost 80 percent of independent freshman FAFSA filers are Pell eligible as compared to only 70 percent of all independent Missouri FAFSA filers. Pell eligible dependent freshman filers are close to 40 percent, while only a little over one-third of all dependent filers are Pell eligible. An interesting question to ask is why are these once Pell eligible freshman disappearing in later years? Are they leaving college or are they not continuing to file FAFSA? These key population filing differences could be useful when developing future changes to the FAFSA application process and to the allotment of financial aid.

Missouri Public Higher Education Freshmen

We now turn to an examination of FAFSA filing rates for Missouri first time freshman enrolled in public two- or four-year colleges and universities in the fall of 2002, 2003, and 2004. Fall enrollment for first-time, full time degree seeking Missouri freshmen enrolled in Missouri public two-year and four-year institutions totaled 21,598 in 2002, 23,418 in 2003, and 23,724 in 2004. We match fall enrollment records from public 2- and 4-year institutions by year to corresponding FAFSA applications to count enrolled freshmen who completed a FAFSA.

Figure 13: Populations of Freshman FAFSA Filers and Freshman Students in Missouri Public Higher Education Institutions

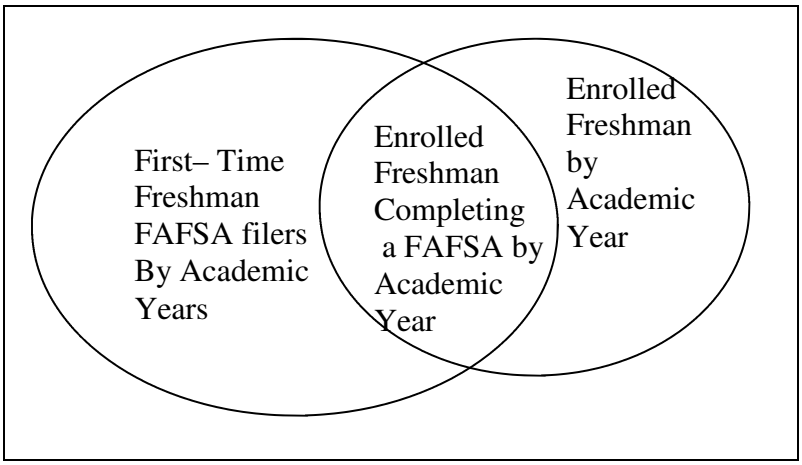
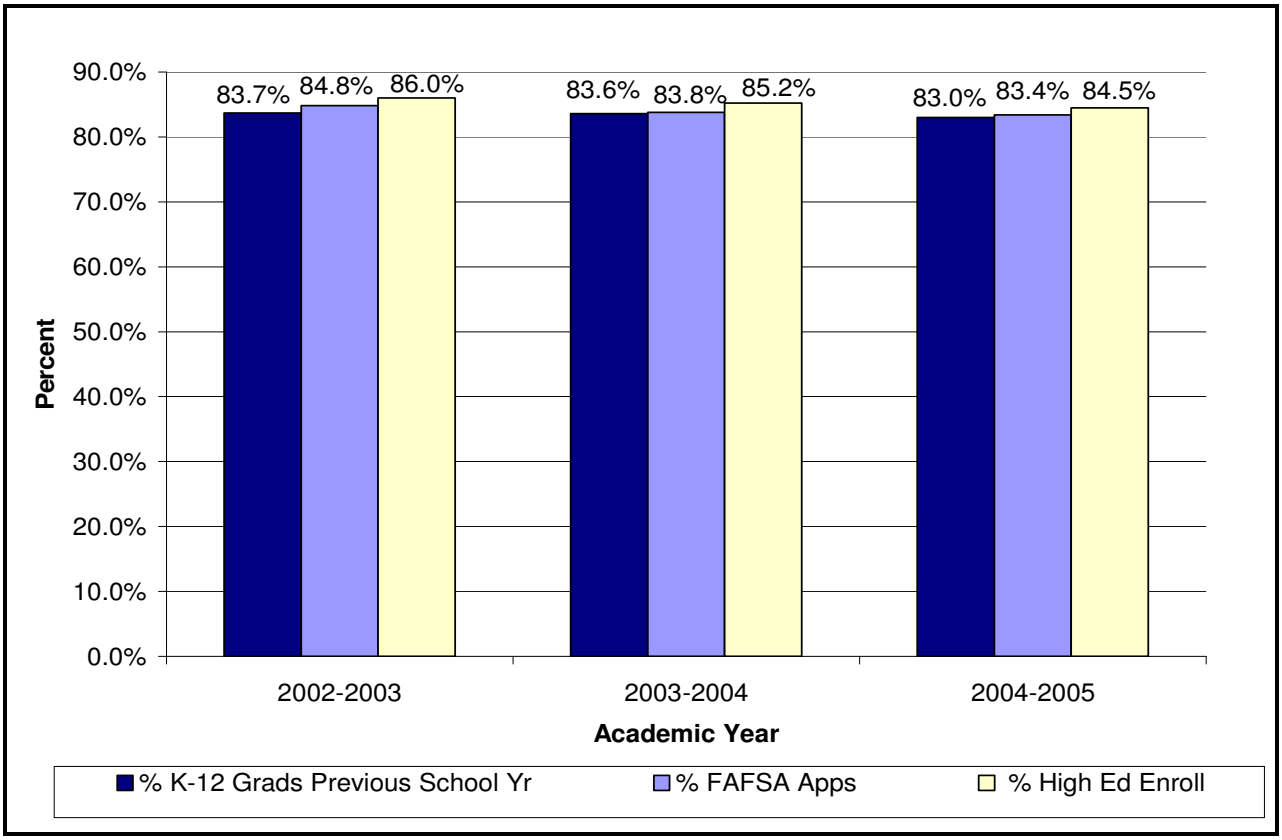


Figure 13 presents a graphic representation of the population being analyzed. The prior analysis of freshmen examined the population of Missouri freshman applicants represented by the left-hand ellipse, i.e., all Missouri applicants who reported that they had not previously attended college. The following analyses focus on the enrolled Missouri freshmen at Missouri two-year and four-year public institutions (represented by the right-hand ellipse) that completed a FAFSA (the intersection of the two ellipses). The interest here is the rate at which different groups of enrolled freshmen file a FAFSA indicating interest in financial aid and the trends that have been occurring among these groups of enrolled students. This subsection of the report allows for analysis of FAFSA completion by race / ethnicity, because this information is included in public institution enrollment data. We also present FAFSA completion rates by type of institution.

Comparative Proportions of High School Graduates, FAFSA Submissions, and Public Higher Education Enrollments

Figures 14a and 14b present the distribution of K-12 graduates, public higher education enrollments, and FAFSA submission for Caucasian and African-American students, respectively.[14] Figure 14a displays that Caucasians tend to comprise a larger proportion of the higher education enrolled population than their share of the K-12 graduate population in all years. FAFSA submission rates for Caucasians are lower than their representation in higher education enrollments.

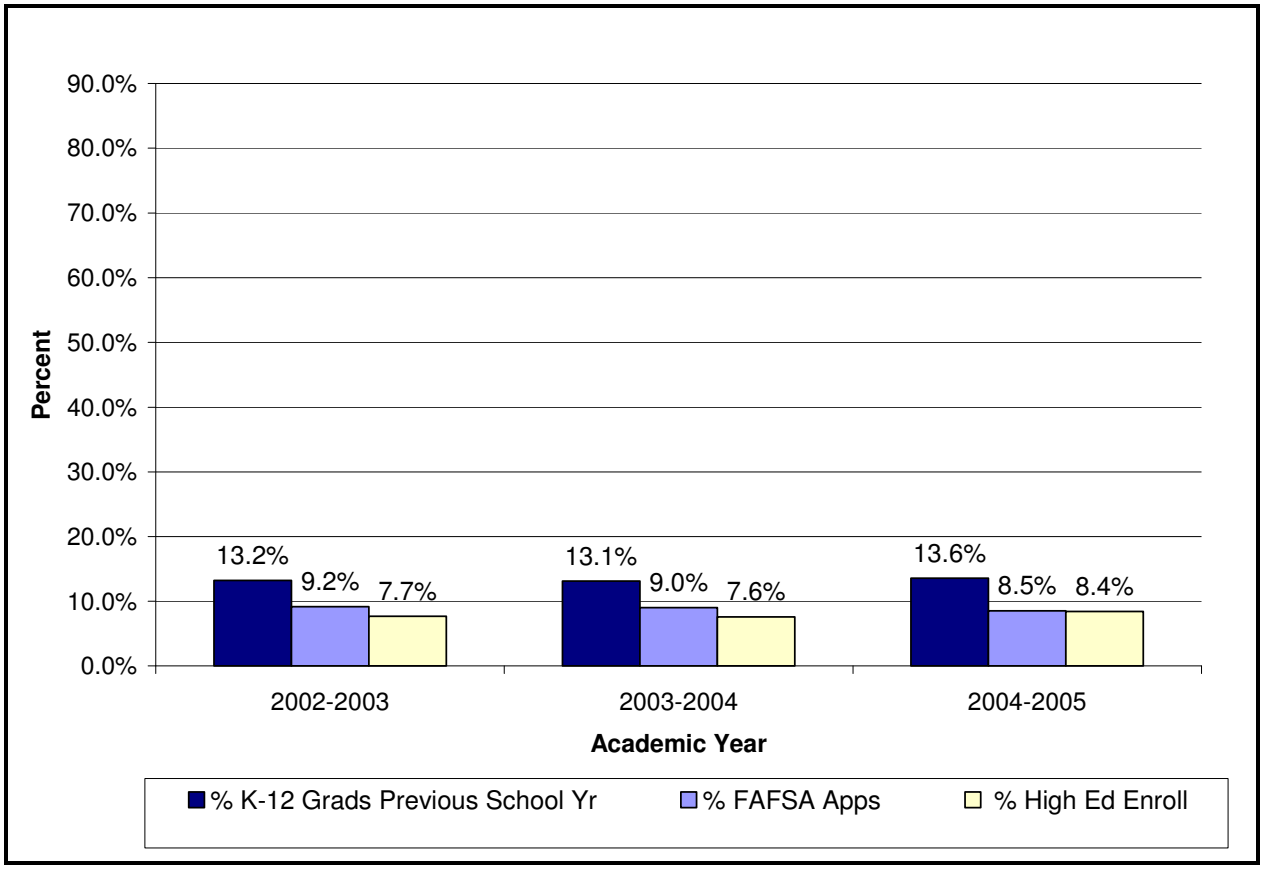
Figure 14a: Comparative Proportions Enrollments for Caucasian Freshmen – Shares of High School Graduates, FAFSA Submissions, and Public Higher Education



[14] Hispanic students accounted for less than 2% of all of the groups examined in Missouri and are not shown separately in a chart..

As figure 14b shows, while African-Americans account for around 13 percent of all Missouri high school graduates, they comprise only 7.6 to 8.4 percent of all Missouri higher education enrollments. However, the African-American freshmen tend to be represented in the Missouri FAFSA filer population at a rate that is higher than their share of freshman enrollment. This suggests that there are potential African American freshmen who file a FAFSA, but do not enroll in higher education, at least in public institutions where cost of attendance tends to be lower. While this trend is decreasing, perhaps there should be greater analysis as to why these students who have shown interest in pursuing higher education are then not following through with enrollments. One option is that we simply do not see their enrollment because they choose to attend independent or out-of-state institutions. Another is that they are not receiving large enough aid offers necessary for enrolling in the state's public universities.

Figure 14b: Comparative Proportions for African-American Freshmen – Shares of High School Graduates, FAFSA Submissions, and Public Higher Education



*Information on race was obtained from Fall Enrollment Records for Figures 14a-14b.

FAFSA Submission Rates: Percent of Freshmen Who Filled Out a FAFSA[a]

Figures 15a and 15b report the FAFSA submission rates by freshmen students enrolled in public two- and four-year colleges.[15]

Figure 15a: Percent of College Freshman Who Filled Out a FAFSA, Academic Year 2003-2004[a]

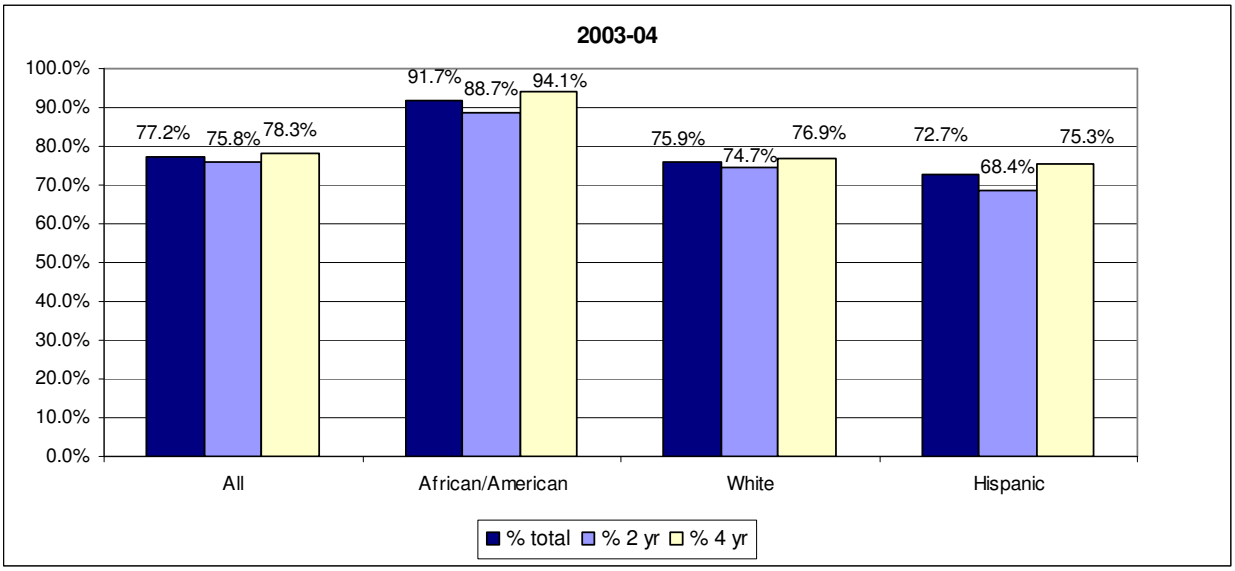
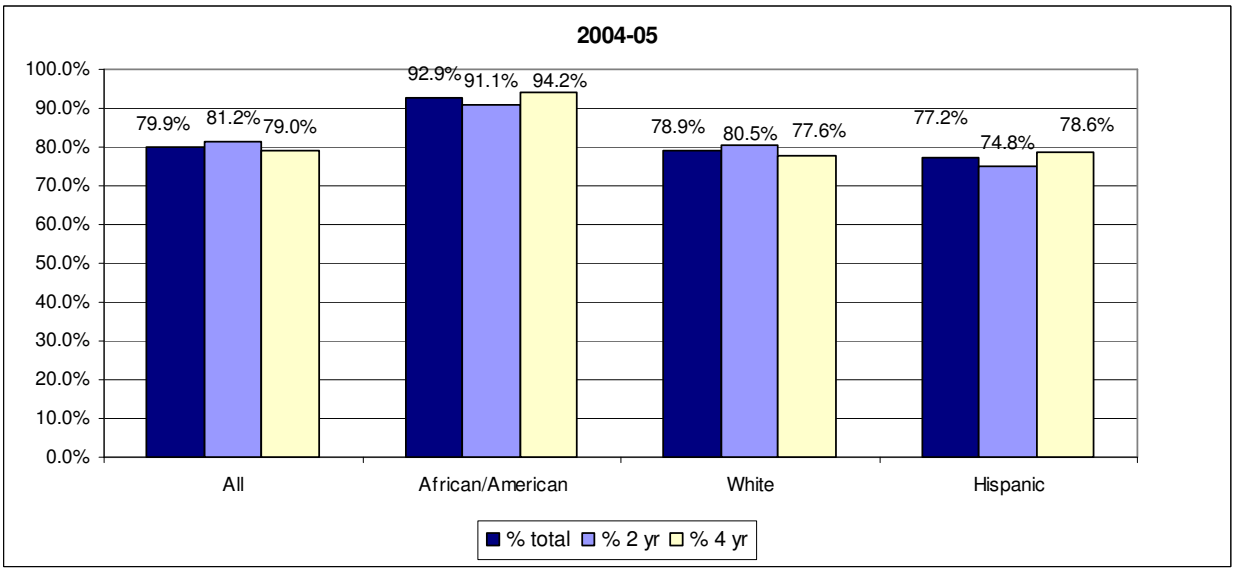


Figure 15b: Percent of College Freshman Who Filled Out a FAFSA, Academic Year 2004-2005[a]



[a] Missouri high school graduates enrolled in a Missouri public two or four-year higher education institution. "All" includes Asian and Pacific Islanders, Native Americans, non-resident aliens who graduated from Missouri high schools, and individuals for whom race could not be identified.

[15] We do not show completion rates for 2002-03 because we do not believe we have complete data for all submitted FAFSAs for that year.

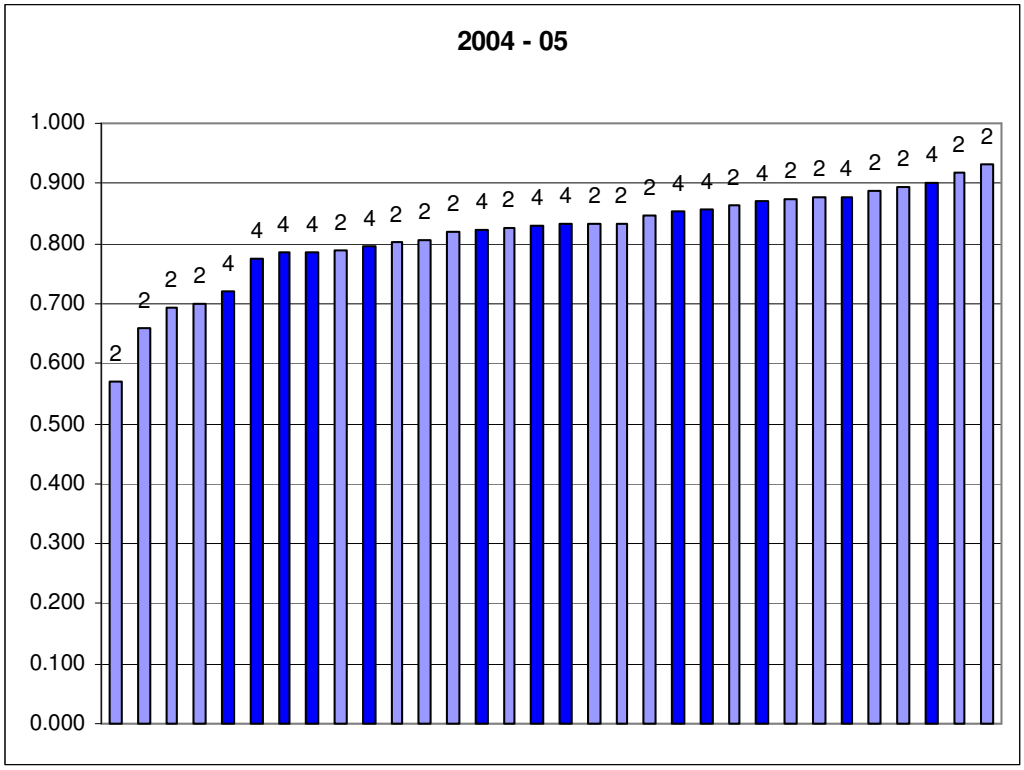
More than three-fourths of all Missouri freshmen filed a FAFSA over the two years examined. African-American students have the highest FAFSA filing rates with more than 90 percent of enrolled freshman having filed a FAFSA, followed by Caucasian students, and then Hispanic students. Filing rates for the Caucasian and Hispanic students are not substantially different.

First-Time Freshmen FAFSA Completion Rates by Institution: Missouri Public Two- and Four-Year Institutions

Figure 16 exhibits the considerable variation in freshman FAFSA submission rates across institutions for the 2004-2005 academic year[16]. It is interesting to note that there seems to be a large variation in FAFSA completion rates among two-year institutions; these rates range from below sixty percent to above ninety percent. However, FAFSA completion rates among all four-year institutions are between seventy and ninety percent. One explanation for this large variation among two-year institutions is that the two-year institutions with the smallest proportions of first-time freshmen completing the FAFSA generally serve more affluent areas of Missouri. By contrast, the two-year institutions with the highest proportions of first-time freshmen completing the FAFSA generally serve less affluent areas of Missouri. Also, there is considerable variation in the racial / ethnic composition of students attending higher education institutions in the state, and thus it is possible that the racial differences observed in Figures 16a and 16b are reflected in different institutional attendance patterns by Caucasian and African-American enrollments.

[16] The 2002-2003 and 2003-2004 academic years are not shown because they are so similar that they do not provide much additional information.

Figure 16: First-Time Freshman FAFSA Completion Rates by Institution: Missouri Public Two- and Four- Year Institutions, 2004-2005 Academic Year



Summary

Our analyses illustrate that Caucasians tend to comprise a larger portion of higher education enrollment than their corresponding share of Missouri freshman FAFSA filers and Missouri K-12 graduates. African-Americans, however, tend to comprise a lower portion of higher education enrollments and FAFSA filers than their representation among K-12 graduates. Perhaps paradoxically, however, African-Americans who are enrolled in public at public two- and four-year institutions tend to file FAFSA at a higher rate than both Caucasian and Hispanic students.

FAFSA submission by institutional sector tends to vary significantly. FAFSA submission rates by students at two-year public higher education institution range from below 60 percent to above 90 percent, while FAFSA submission rates among four-year institutions range between 70 and 90 percent. The low FAFSA submission rates at certain two-year institutions may correlate to more affluent populations or comparatively low tuition costs.

Section III: Key Elements of Financial Aid

In this section of the report, we present the distribution of financial aid to students in participating institutions during the 2003-04 academic year. We report types of aid (gift, loan, and other[17]) by source (federal, state, and institutional) and purpose (need based and non-need based). Institutions provided data on family income and dependency status for all aided students, so we are able to report how aid was distributed to students with different family incomes and dependency status. We also linked financial aid records with administrative enrollment records so we can report aid distributed to groups of students based on race, academic preparation (ACT scores), and year in school.

In nearly all analyses, we present the number of students in reported groups and the percent who receive various types of aid. Average aid amounts were calculated using the number of aided students as the denominator. We encourage readers to examine the percentages presented in the tables when interpreting the averages shown in the figures and charts.

Sources and Distribution of Aid by Income

Following the 2004 study, we split the $25,000 to $74,999 family income group into two groups: $25,000 to $49,999 and $50,000 to $74,999. The $75,000 or family income higher group is also subdivided into groups of $75,000 to $99,999 family income and $100,000 or higher. Therefore, classifications of student family income are now divided in the report as follows:

- less than $25,000
- $25,000 to $49,999
- $50,000 to 74,999
- $75,000 to $99,999
- $100,000 or higher
- no income information provided

Figure 17 and Table 13 show that in the 2003-04 academic year, students received more loan than gift aid across all income groups. For example, in the group with income of $25,000 or less, the students received on average $6,539 total loan aid, but only $4,618 average total gift aid. In general, the average amount of non-need based gift aid (merit aid) increases as the student's family income increases. Likewise, the average amount of need based gift aid decreases as the student's family income increases, from $3,788 in aid in the income group of $25,000 or less, to $1,678 in the income group of $100,000 or higher. The percentage of students receiving need based gift aid also decreases from 89 percent to 4 percent as the student's family income increases, while the percentage of students receiving non-need based gift aid increases from 33 percent to 52 percent as family income increases.

Similar to gift aid, the average amount of need based loan aid decreases from $4,321 to $2,542 as the student's family income increases, and the percentage of students receiving the need based loan aid deceases from 81 percent to 16 percent from the lowest to highest-

[17] Federal work study awards have been included in need based gift aid. Data on other campus employment has been included in the non-need based gift aid calculations. Other campus employment was not received from all institutions (it is often maintained by human resources rather than financial aid staff).

income groups. As might be expected, non-need based loan aid follows an inverse pattern compared to the need based loan aid. The average amounts of non-need based loan aid increase as the student's family income increases. The percentage of students receiving non-need based loans increases from 40 percent in the $25,000 to $49,999 group to 74 percent in the $100,000+ income group. It is worth mentioning also that the two lowest income groups (<=$50,000) have the highest average total financial aid $10,299 and $8,700 respectively, and the three highest income groups exhibit a similar average total amount of financial aid of approximately $8,000.

Table 13 also shows that students who come from the lowest income families (less than $50,000 in income) comprised 40 percent of all aided students. These two groups of students received 73 percent of the total need based aid dollars and 28 percent of the total non-need based aid dollars. The remaining three groups received much smaller percentages of total need based aid dollars, and these three groups each received similar percentages of total non-need based aid dollars.

It appears that the group with missing income differs from the rest of family income groups. The income missing students comprise the largest income group of 23 percent of all aided students. The students are mostly from the more selective schools (Truman State University and the University of Missouri-Columbia campus). Data from the institutions indicate that 99.3 percent of these students did not file a FAFSA; 54 percent of the students received a merit scholarship from the institution; 8 percent of the students received an athletic scholarship; 85 percent of the students were awarded non-need based financial aid; and 22 percent received other types of financial aid. Approximately 20 percent each were freshmen, sophomores, and juniors, while 34 percent were seniors.

Figure 17: Average Need-Based and Non-Need-Based Aid by Family Income in Academic Year 2003-2004: Students Enrolled in Participating Institutions

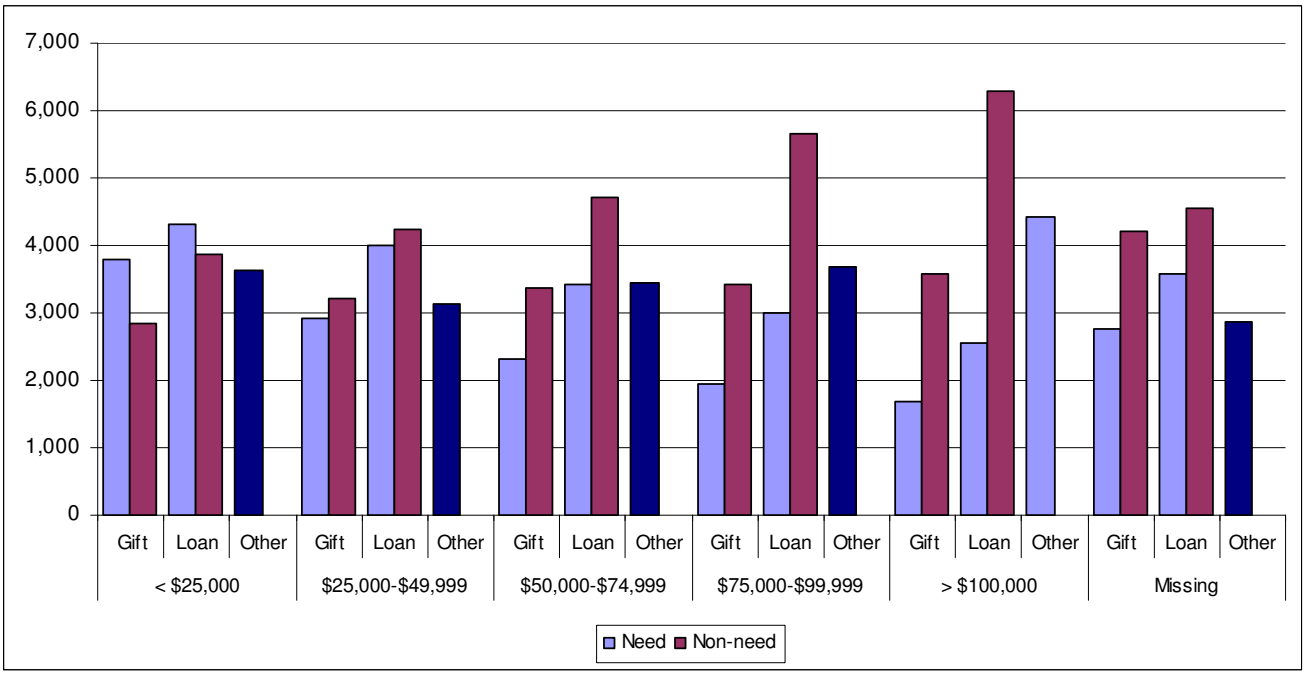


Table 13: Average Need based and Non-Need based Aid by Family Income in Academic Year 2003-2004: Students Enrolled in Participating Institutions

	Year 2003-2004			Need Aid			Non-Need Aid			Total		
	Income	# Aided Students	% Aided Students	% Receiving Aid	Avg. Aid per Recipient	% of Total Need Aid Dollars	% Receiving Aid	Avg. Aid per Recipient	% of Total Non-Need Aid Dollars	% Receiving Aid	Avg. Aid per Recipient	% of Total Need Aid Dollars
Gift	< $25,000	9,919	20%	89%	3,788	53%	32%	2,849	10%	92%	4,618	28%
	$25,000-$49,999	9,195	19%	69%	2,920	29%	39%	3,204	13%	79%	4,123	20%
	$50,000-$74,999	6,986	14%	33%	2,318	8%	50%	3,359	13%	68%	3,617	11%
	$75,000-$99,999	5,993	12%	13%	1,959	2%	50%	3,427	12%	58%	3,410	8%
	> $100,000	5,276	11%	4%	1,678	1%	52%	3,569	11%	54%	3,553	7%
	Missing	11,083	23%	14%	2,774	7%	77%	4,221	41%	86%	4,240	27%
Loan	< $25,000	9,919	20%	81%	4,321	37%	50%	3,876	18%	83%	6,539	27%
	$25,000-$49,999	9,195	19%	77%	4,003	30%	40%	4,236	15%	82%	5,865	22%
	$50,000-$74,999	6,986	14%	70%	3,434	18%	50%	4,709	16%	85%	5,627	17%
	$75,000-$99,999	5,993	12%	40%	3,008	8%	69%	5,669	22%	83%	6,124	15%
	> $100,000	5,276	11%	16%	2,542	2%	74%	6,290	23%	78%	6,452	13%
	Missing	11,083	23%	13%	3,577	6%	13%	4,561	6%	18%	5,999	6%
Other	< $25,000	9,919	20%							16%	3,623	17%
	$25,000-$49,999	9,195	19%							20%	3,143	18%
	$50,000-$74,999	6,986	14%							24%	3,440	17%
	$75,000-$99,999	5,993	12%							22%	3,686	15%
	> $100,000	5,276	11%							19%	4,433	13%
	Missing	11,083	23%							22%	2,863	21%
Total	< $25,000	9,919	20%	98%	7,059	43%	70%	3,986	14%	100%	10,299	26%
	$25,000-$49,999	9,195	19%	92%	5,550	30%	68%	4,347	14%	100%	8,749	21%
	$50,000-$74,999	6,986	14%	76%	4,164	14%	77%	5,185	15%	100%	8,078	15%
	$75,000-$99,999	5,993	12%	43%	3,387	6%	89%	6,262	17%	100%	7,925	12%
	> $100,000	5,276	11%	18%	2,687	2%	96%	6,753	18%	100%	7,852	11%
	Missing	11,083	23%	18%	4,805	6%	85%	4,421	22%	100%	5,342	15%

Figure 18 and Table 14 illustrate that the federal government provides the majority of need and non-need based student financial aid, both in terms of the share of students receiving aid as well as the average amounts of aid received. Institutional non-need aid is more equally distributed among the income groups, and provides a higher average award amount than non-need based state aid.

The percentage of aided students receiving need based federal aid decreases sharply from 97 percent to 16 percent from the lowest to highest income groups, but the overall share of students receiving any type of federal aid declines only moderately, from 98 percent in the lowest income group to 78 percent in the highest income group. Table 14 indicates that very few students with family incomes over $50,000 were awarded need based state aid; the percentage of students receiving need based state aid in the two highest income groups rounds to zero (0) percent. We also find that relatively small percentages (from 6 percent to 13 percent) of students receive non-need based state aid. Not surprisingly, the income missing group has a much higher percentage of students receiving non-need based financial aid from the state, since the state Bright Flight scholarship does not require students to file a FAFSA, but does require a 30 or above ACT score. The non-need based financial aid from the state is principally the Bright Flight scholarship, currently $2,000 each year. We also find that institutions awarded a higher average amount of non-need based aid than need based aid.

Figure 18: Average Federal, State, and Institutional Need-Based and Non-Need-Based Aid by Family Income in Academic Year 2003-2004: Students Enrolled in Participating Institutions

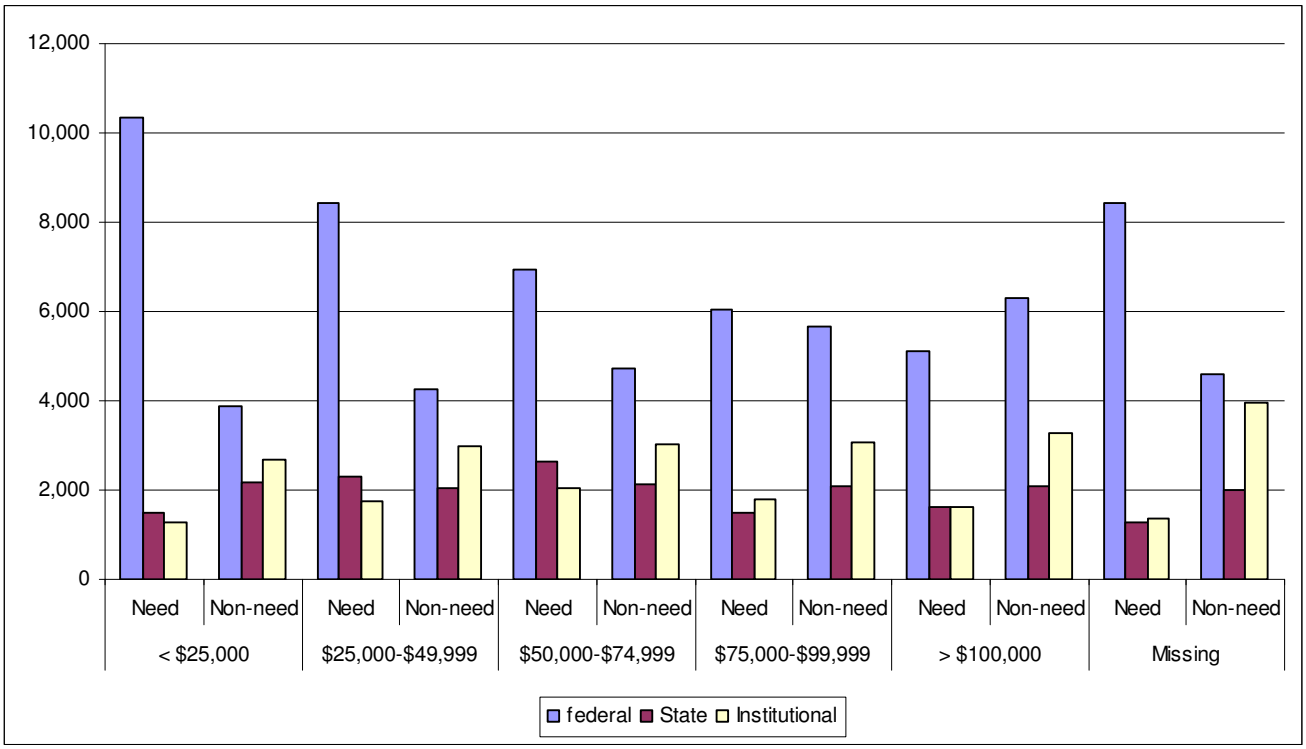


Table 14: Average Federal, State, and Institutional Need based and Non-need based Aid by Family Income in Academic Year 2003-2004: Students Enrolled in Participating Institutions

	Year 2003-2004			Need Aid			Non-Need Aid			Total		
	Income	# Aided Students	% Aided Students	% Receiving Aid	Avg. Aid per Recipient	% of Total Need Aid Dollars	% Receiving Aid	Avg. Aid per Recipient	% of Total Non-Need Aid Dollars	% Receiving Aid	Avg. Aid per Recipient	% of Total Aid Dollars
Federal	< $25,000	9,919	20%	97%	10,359	42%	50%	3,875	18%	98%	12,220	35%
	$25,000-$49,999	9,195	19%	90%	8,446	29%	40%	4,236	15%	94%	9,923	25%
	$50,000-$74,999	6,986	14%	73%	6,917	15%	50%	4,710	16%	87%	8,482	15%
	$75,000-$99,999	5,993	12%	41%	6,055	6%	69%	5,658	22%	84%	7,592	11%
	> $100,000	5,276	11%	16%	5,102	2%	74%	6,278	23%	78%	6,959	8%
	Missing	11,083	23%	15%	8,442	6%	13%	4,580	6%	19%	9,707	6%
State	< $25,000	9,919	20%	17%	1,502	40%	6%	2,161	12%	21%	1,799	21%
	$25,000-$49,999	9,195	19%	14%	2,285	47%	8%	2,063	13%	20%	2,407	25%
	$50,000-$74,999	6,986	14%	3%	2,621	10%	11%	2,119	14%	14%	2,328	13%
	$75,000-$99,999	5,993	12%	0%	1,488	1%	12%	2,095	13%	12%	2,074	8%
	> $100,000	5,276	11%	0%	1,625	0%	13%	2,079	13%	13%	2,078	8%
	Missing	11,083	23%	1%	1,286	3%	19%	2,016	37%	20%	1,982	25%
Institutional	< $25,000	9,919	20%	7%	1,282	11%	27%	2,702	9%	33%	2,592	8%
	$25,000-$49,999	9,195	19%	15%	1,734	29%	36%	2,980	15%	46%	2,970	15%
	$50,000-$74,999	6,986	14%	21%	2,043	36%	46%	3,034	21%	60%	3,130	22%
	$75,000-$99,999	5,993	12%	11%	1,791	14%	46%	3,063	20%	54%	3,105	23%
	> $100,000	5,276	11%	4%	1,618	4%	47%	3,263	18%	50%	3,299	18%
	Missing	11,083	23%	3%	1,353	5%	71%	3,938	17%	74%	3,932	15%

Table 14 shows clearly that higher percentages of federal and state need based aid dollars were allocated to low-income families. For example, the poorest 20 percent of all aided students received 42 percent of need based federal aid dollars and 40 percent of need based state aid dollars. However, the 11 percent of all aided students in the highest income group received only two percent of the need based federal aid dollars and less than one percent of the need based state aid dollars. Most prominently, the $25,000-$49,999 income group, comprising 19 percent of the all students receiving state aid, was awarded 47 percent of need based state aid dollars.

In contrast, need based institutional aid was distributed differently. Although lower-income families still received more aid, the lowest income group did not receive the largest percent of need based aid. Students from the $25,000-$74,999 income group, comprising 45 percent of the all students receiving institutional aid, received nearly 80 percent of the institutional need based aid. Finally, in contrast to need based aid, non-need based aid dollars were awarded in greater amounts to the higher income groups, and the lowest income group received the smallest percentage of non-need based aid dollars from institutional sources.

Sources and Distribution of Aid by Dependency Status

Institutions provided selected variables from FAFSAs submitted by aided students, including the students' dependency status. Students who did not file a FAFSA are in the unknown category. According to our analysis, 59 percent of all aided students at participating institutions were dependent students. The missing status students are mostly non-FASFA filers, and therefore their aid experiences are similar to the income missing group discussed in the prior section. Table 15 shows the relationship of student class level with dependency status. As we might expect, student class level is inversely correlated with dependent status, although even among undergraduate seniors, the majority of those for whom status was reported were dependent.

Table 15: Student Dependency Status by Class Level: Students Enrolled in Participating Institutions

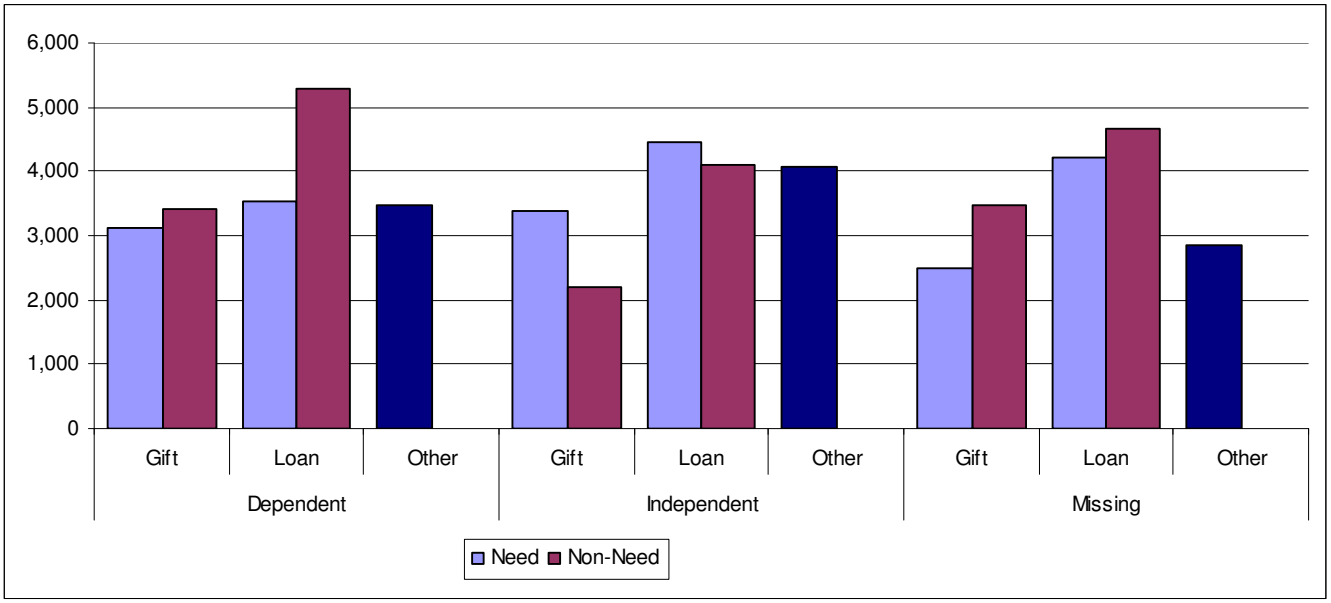
Status	Freshmen	Sophomore	Junior	Senior
Dependent	72%	64%	58%	42%
Independent	10%	14%	21%	31%
Missing	18%	23%	21%	27%

Table 16 and figure 19 illustrate that dependent students receive a higher average amount of non-need based aid, but independent students trend in the opposite direction, receiving larger average need based aid awards. In total, 96 percent of all aided independent students receive need based aid, compared to 65 percent of dependent students. Nineteen percent of the all aided students are independent students, but they received 37 percent of total need based aid dollars.

Table 16: Average Need-Based and Non-Need-Based Aid by Student Status in Academic Year 2003-2004: Students Enrolled in Participating Institutions

Year 2003-2004				Need Aid			Non-Need Aid			Total		
	Status	# Aided Students	% Aided Students	% Receiving Aid	Avg. Aid per Recipient	% of Total Need Aid Dollars	% Receiving Aid	Avg. Aid per Recipient	% of Total Non-Need Aid Dollars	% Receiving Aid	Avg. Aid per Recipient	% of Total Aid Dollars
Gift	Dependent	28,462	59%	41%	3,119	58%	49%	3,429	59%	71%	4,158	56%
	Independent	9,199	19%	76%	3,381	38%	22%	2,190	5%	81%	3,785	19%
	Missing	10,791	22%	12%	2,493	5%	12%	3,465	36%	86%	4,226	26%
Loan	Dependent	28,462	59%	55%	3,536	58%	49%	5,282	70%	80%	5,654	65%
	Independent	9,199	19%	85%	4,457	37%	69%	4,094	25%	89%	7,453	30%
	Missing	10,791	22%	79%	4,231	6%	12%	4,660	5%	16%	5,849	5%
Other	Dependent	28,462	59%							22%	3,490	66%
	Independent	9,199	19%							12%	4,084	14%
	Missing	10,791	22%							22%	2,857	20%
Total	Dependent	28,462	59%	65%	4,989	58%	77%	5,508	63%	100%	8,327	61%
	Independent	9,199	19%	96%	6,663	37%	79%	4,191	16%	100%	10,218	24%
	Missing	10,791	22%	16%	4,406	5%	85%	4,428	21%	100%	5,204	15%

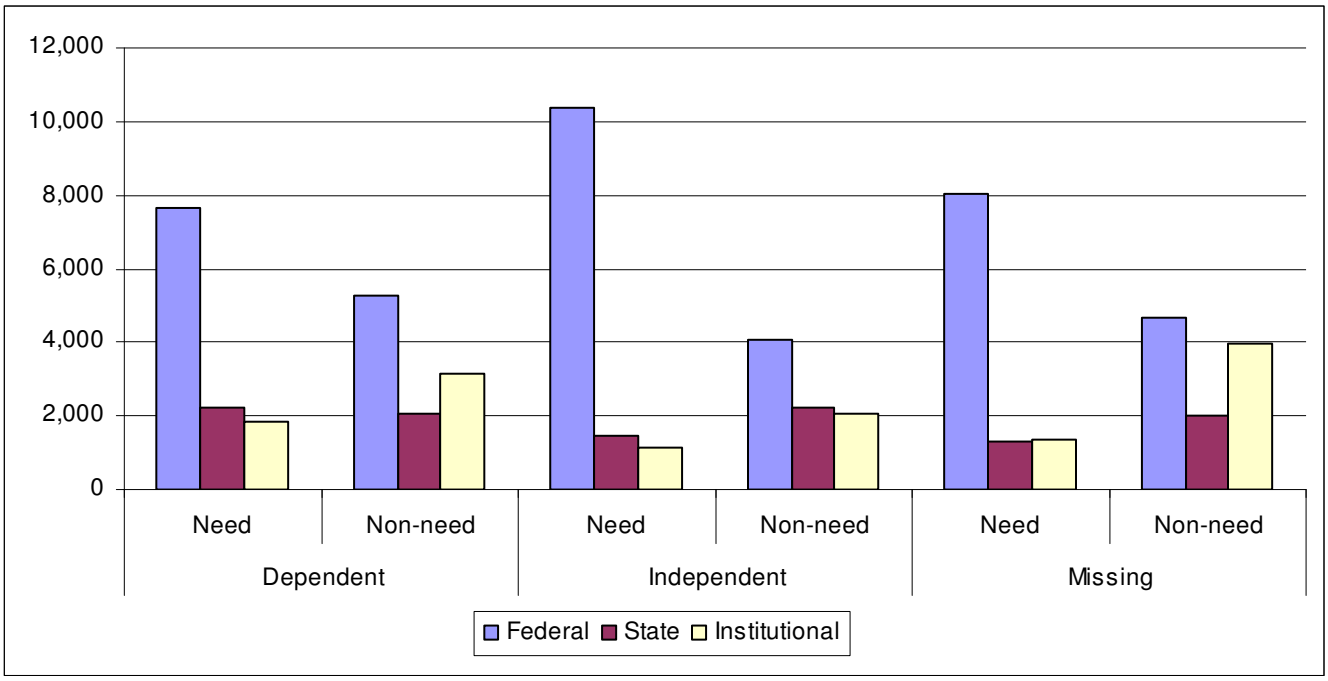
Figure 19: Average Need-Based and Non-Need-Based Aid by Student Status in Academic Year 2003-2004: Students Enrolled in Participating Institutions[18]



More than three quarters of independent students received need based gift aid and 85 percent received need based loans. In addition, nearly seven in ten independent students who received financial aid also received non-need based loans, which generally are not subsidized. In fact, this group accounted for approximately 25% of the total unsubsidized loan volume in 2003-04 in participating institutions.

[18] Other aid generally is provided by independent organizations and only administered by the institution. It is not possible to determine from data provided whether other aid is need based, so we report it as a separate category. While the average aid amounts are significant, the share of students receiving other aid is relatively low.

Figure 20: Average Federal, State, and Institutional Need-Based and Non-Need-Based Aid by Student Status in Academic Year 2003-2004: Students Enrolled in Participating Institutions



Independent students received about $10,000 on average in need based federal financial aid, and dependent students received about $7,600 on average. On the other hand, dependent students were awarded higher average amounts of institutional non-need based aid ($3,129) than the independent students ($2,046). Interestedly, the dependent students received higher average amounts of need based state financial aid than the independent students.

Table 17 shows that only a small percentage (13 percent) of need based dependent students received 86 percent of total institutional need based aid dollars. While 95 percent of total aided independent students received federal need based gift aid, they also received 38 percent of the total federal need based aid dollars. Relatively small percentages of aided students received state need based or non-need based financial aid.

Table 17: Average Federal, State, and Institutional Need based and Non-Need-Based Aid by Student Status in Academic Year 2003-2004: Students Enrolled in Participating Institutions

Year 2003-2004				Need based Aid			Non-Need based Aid			Total		
	Status	# Aided Students	% Aided Students	% Receiving Aid	Avg. Aid per Recipient	% of Total Need based Aid Dollars	% Receiving Aid	Avg. Aid per Recipient	% of Total Non-Need Aid Dollars	% Receiving Aid	Avg. Aid per Recipient	% of Total Aid Dollars
Federal	Dependent	28,462	59%	63%	7,645	57%	49%	5,277	70%	87%	8,437	61%
	Independent	9,199	19%	95%	10,363	38%	69%	4,092	25%	98%	12,934	34%
	Missing	10,791	22%	13%	8,059	5%	11%	4,683	5%	17%	9,226	5%
State	Dependent	28,462	59%	7%	2,220	66%	11%	2,090	56%	16%	2,266	59%
	Independent	9,199	19%	15%	1,449	32%	5%	2,205	8%	19%	1,706	17%
	Missing	10,791	22%	1%	1,288	2%	19%	2,011	36%	20%	1,988	24%
Institutional	Dependent	28,462	59%	13%	1,869	86%	45%	3,129	54%	54%	3,170	57%
	Independent	9,199	19%	7%	1,148	9%	18%	2,046	5%	24%	1,915	5%
	Missing	10,791	22%	3%	1,351	5%	72%	3,945	41%	76%	3,943	38%

Sources and Distribution of Aid by Race

The number of enrolled students in each racial/ethnic group in each participating institution was summed to determine the denominator used to calculate the percent of students by race who received various types of financial aid. Figure 21 and table 18 show that Caucasian students received $3,872 on average of total gift aid which was less than the average amount awarded to African-American students ($5,642). On average, Caucasian students received $3,406 in non-need based gift aid, while African-American students received $4,961.

In total, Caucasian students represented 83 percent of total enrolled students and received 72 percent of total need based gift aid dollars and 75 percent of all gift aid dollars. African-American students comprised seven percent of total enrolled students and received 17 percent of total need based gift aid dollars and 14 percent of all gift aid dollars. Additionally, 76 percent of total enrolled African-American students received need based aid, but only 45% of the total enrolled Caucasian students were need based aid recipients. Both need- and non-need based loan aid were more equally distributed among racial / ethnic groups.

Figure 21: Percent Receiving Need-Based and Non-Need-Based Aid by Race in Academic Year 2003-2004: Students Enrolled in Participating Institutions

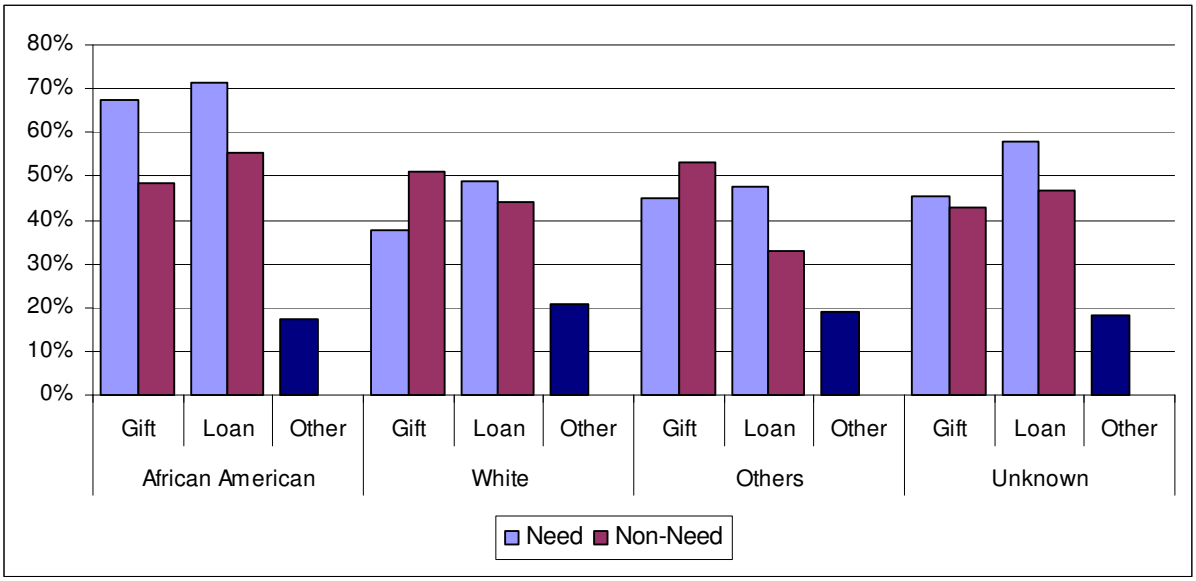


Table 18: Average Need-Based and Non-Need-Based Aid by Race in Academic Year 2003-2004: Students Enrolled in Participating Institutions

Year 2003-2004				Need Aid			Non-Need Aid			Total		
	Race	# Total Enrolled Students	% Total Enrolled Students	% Receiving Aid	Avg. Aid per Recipient	% Total Need Aid Dollars	% Receiving Aid	Avg. Aid per Recipient	% Total Non-Need Aid Dollars	% Receiving Aid	Avg. Aid per Recipient	% of Total Aid Dollars
Gift	African-American	4,530	7%	94%	3,647	17%	45%	4,961	11%	81%	5,642	14%
	Caucasian	50,153	83%	79%	3,056	72%	40%	3,406	78%	59%	3,872	75%
	Others	3,929	6%	77%	3,395	7%	41%	4,375	8%	64%	4,632	8%
	Unknown	2,168	4%	79%	3,244	4%	34%	3,561	3%	61%	3,929	3%
Loan	African-American	4,530	7%	63%	3,878	12%	52%	4,309	10%	78%	6,231	11%
	Caucasian	50,153	83%	30%	3,789	77%	35%	4,984	82%	53%	6,082	80%
	Others	3,929	6%	34%	4,020	6%	25%	4,861	5%	44%	6,140	5%
	Unknown	2,168	4%	36%	4,052	4%	37%	4,757	4%	56%	6,411	4%
Other	African-American	4,530	7%							16%	3,447	8%
	Caucasian	50,153	83%							16%	3,206	79%
	Others	3,929	6%							14%	5,951	10%
	Unknown	2,168	4%							14%	3,933	4%
Total	African-American	4,530	7%	76%	6,477	14%	78%	5,677	10%	94%	10,664	12%
	Caucasian	50,153	83%	45%	5,268	75%	62%	4,911	80%	79%	7,650	78%
	Others	3,929	6%	46%	5,698	7%	57%	5,228	6%	77%	8,511	7%
	Unknown	2,168	4%	51%	5,959	4%	60%	4,899	3%	79%	8,292	4%

Two numbers seem to stand out from the other numbers in Figure 22 and Table 19. One is that only two percent of the total enrolled African-American students received non-need based state aid, compared to 10 percent of the total enrolled Caucasian students. In addition, 75 percent of total enrolled African-American students received need based federal aid, but only 44 percent of total enrolled Caucasian students received the same type of aid. African-American students received a higher average amount of need based federal aid ($9,606) compared to Caucasian students ($8,282). African-American students were also awarded a higher average non-need based institutional award of $4,864, compared to $3,078 awarded to Caucasian students.

Figure 22: Percentage Receiving Federal, State, and Institutional Need-Based and Non-Need-Based Aid by Race in Academic Year 2003-2004: Students Enrolled in Participating Institutions

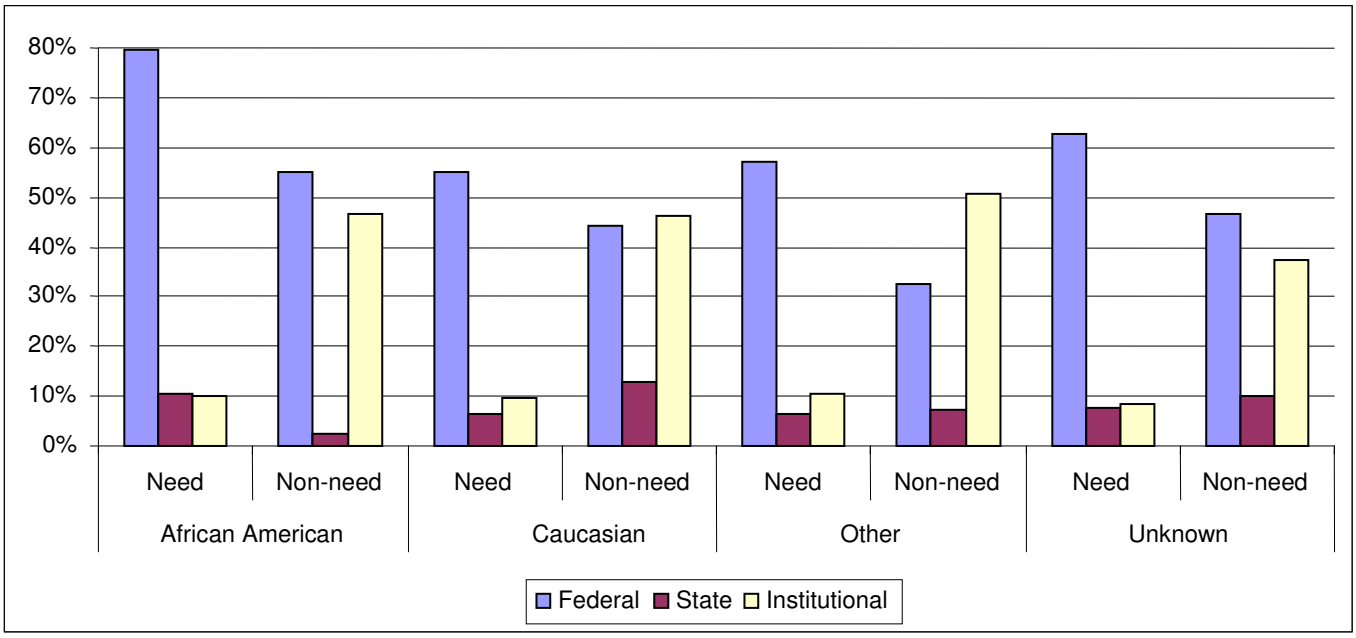


Table 19: Average of Federal, State, and Institutional Need-Based and Non-need-Based Aid by Race in Academic Year 2003-2004: Students Enrolled in Participating Institutions

Year 2003-2004				Need Aid			Non-Need Aid			Total		
	Race	# Total Enrolled Students	% Total Enrolled Students	% Receiving Aid	Avg. Aid per Recipient	% Total Need Aid Dollars	% Receiving Aid	Avg. Aid per Recipient	% Total Non-Need Aid Dollars	% Receiving Aid	Avg. Aid per Recipient	% Total Aid Dollars
Federal	African-American	4,530	7%	75%	9,606	14%	52%	4,308	10%	84%	11,153	12%
	Caucasian	50,153	83%	44%	8,282	76%	35%	4,983	82%	57%	9,335	78%
	Others	3,929	6%	44%	8,803	6%	25%	4,847	5%	51%	9,965	6%
	Unknown	2,168	4%	50%	9,403	4%	37%	4,749	4%	79%	10,699	4%
State	African-American	4,530	7%	10%	1,538	11%	2%	2,243	2%	12%	1,697	5%
	Caucasian	50,153	83%	5%	1,935	80%	10%	2,066	91%	15%	2,108	87%
	Others	3,929	6%	5%	1,904	6%	5%	2,106	4%	10%	2,114	5%
	Unknown	2,168	4%	6%	1,764	4%	8%	2,037	3%	13%	2,051	3%
Institutional	African-American	4,530	7%	9%	1,927	10%	44%	4,864	13%	48%	4,923	13%
	Caucasian	50,153	83%	8%	1,709	80%	36%	3,089	75%	42%	3,078	76%
	Others	3,929	6%	8%	1,914	7%	39%	4,224	9%	44%	4,130	8%
	Unknown	2,168	4%	7%	1,521	3%	30%	3,431	3%	37%	3,138	3%

Sources and Distribution of Aid by ACT Score

In figure 23 and table 20, we present financial aid experience for students grouped by ACT score. As in the prior section, we summed the number of students in each ACT score range in participating institutions to determine the denominator used to calculate percentages. Except for students for whom an ACT score was missing or could not be determined (mostly out-of-state students), the students are fairly evenly distributed among our five ACT composite score subgroups.

Both the need based gift and loan aid dollars are also more equally distributed among the ACT score subgroups. The most striking feature observed in figure 23 is how steep the line showing the percentage of recipients of state non-need based gift aid rises at score 30. This line shows a consistently small (<5 percent) percentage of students receiving aid, but rose sharply to almost 90 percent at score 30. This is reflective of distribution of the state Bright Flight scholarship. Additionally, the percentage of students receiving institutional non-need based gift aid also increased sharply at 27. The University of Missouri offers several institutional scholarships which target students with an ACT score of 27 or higher. Table 20 shows that students with an ACT composite score over 27 comprised about 19 percent of the total enrolled full time students in academic year 2003-2004, and 81 percent of them received non-need based gift aid. They were awarded 40 percent of the total non-need aid dollars, in contrast to less than 10 percent of the total non-need aid dollars awarded to the lowest three score subgroups. Table 20 displays very little variations in average need based gift and loan aid among the ACT score subgroups. In general, we see that gift aid tends to gradually rise with ACT score and loan aid tends to gradually decline.

In Figure 24, state non-need based gift aid does not jump at a composite score of 30 as it does in Figure 23 because the denominators used for the average aid amount are the aided students, rather than all enrolled students. There are a few state A+ award students (343 in total) shown in the state non-need based gift aid category. Therefore, below an ACT score of 30 in Figure 24, the A+ award students are showing average aid that is about equal to the Bright Flight scholarships awarded for scores of 30 or higher, which made the peak disappear in the state non-need based gift aid line.

Figure 23: Percentage Recipients of Federal, State, and Institutional Need-Based and Non-Need-Based Gift Aid by ACT Composite Score in Academic Year 2003-2004: Students Enrolled in Participating Institutions

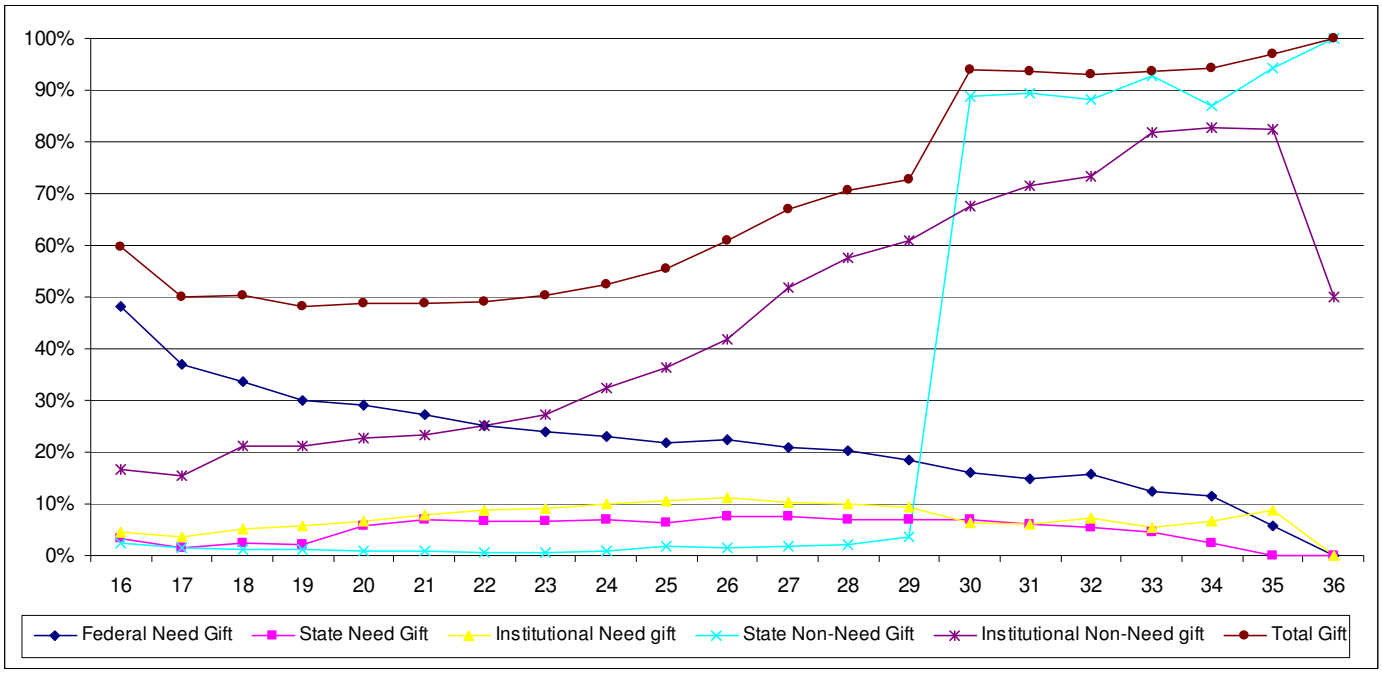


Figure 24: Average Federal, State, and Institutional Need-Based and Non-Need-Based Gift Aid by ACT Composite Score in Academic Year 2003-2004: Students Enrolled in Participating Institutions

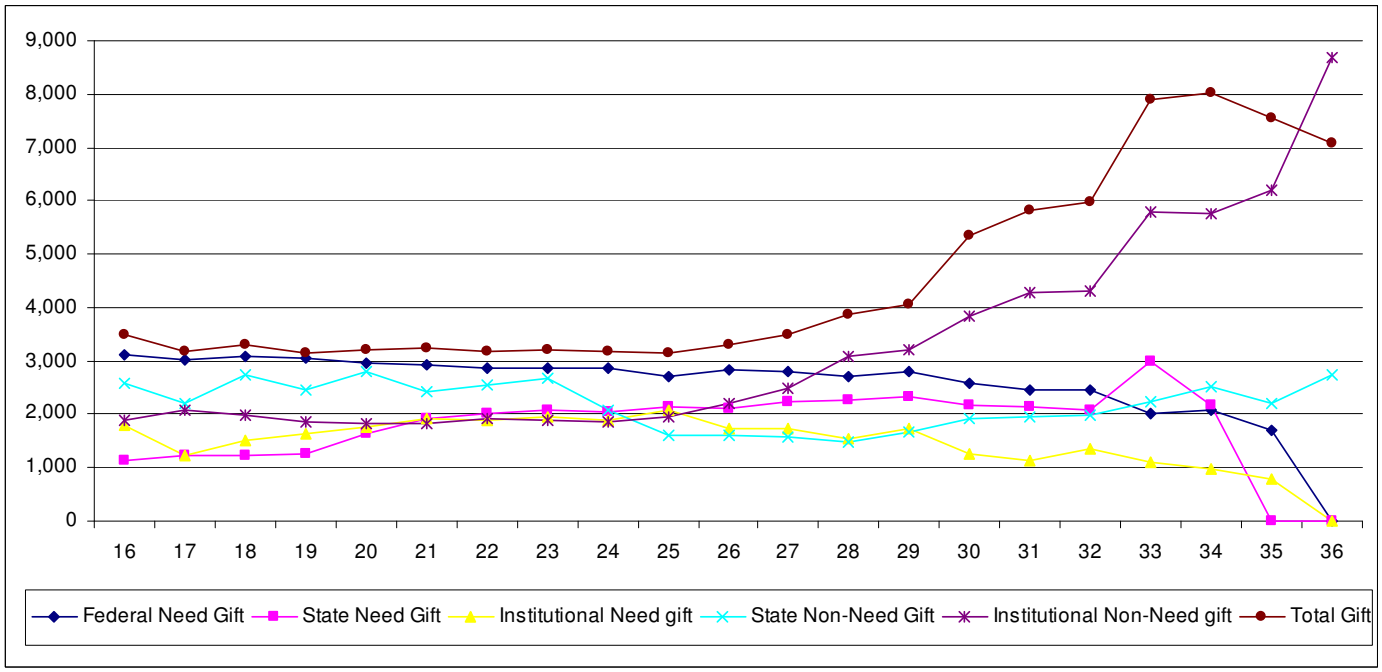


Table 20: Average Need based and Non-Need-Based Aid by ACT Composite Score in Academic Year 2003-2004: Students Enrolled in Participating Institutions

Year 2003-2004				Need Aid			Non-Need Aid			Total		
	ACT Composite Score	# Total Enrolled Students	% Total Enrolled Students	% Receiving Aid	Avg. Aid per Recipient	% Total Need Aid Dollars	% Receiving Aid	Avg. Aid per Recipient	% Total Non-Need Aid Dollars	% Receiving Aid	Avg. Aid per Recipient	% Total Aid Dollars
Gift	20 or below	11,395	19%	38%	3,252	20%	30%	2,025	6%	51%	3,213	17%
	21-23	10,247	17%	35%	3,276	21%	37%	2,132	8%	55%	3,202	17%
	24-26	11,502	19%	27%	3,103	20%	51%	2,063	9%	50%	3,270	17%
	27 or higher	11,400	19%	24%	3,105	20%	81%	4,298	40%	80%	4,821	25%
	ACT Missing	16,236	27%	38%	3,151	20%	50%	4,976	37%	66%	4,887	25%
Loan	20 or below	11,395	19%	50%	3,172	20%	52%	5,020	22%	63%	5,948	20%
	21-23	10,247	17%	46%	3,252	21%	49%	5,108	20%	62%	5,865	19%
	24-26	11,502	19%	33%	3,276	20%	44%	4,590	15%	47%	5,820	19%
	27 or higher	11,400	19%	28%	3,103	20%	31%	4,856	14%	43%	5,577	19%
	ACT Missing	16,236	27%	45%	3,105	20%	48%	4,950	29%	55%	6,907	23%
Other	20 or below	11,395	19%							13%	3,075	18%
	21-23	10,247	17%							18%	3,392	20%
	24-26	11,502	19%							16%	2,631	16%
	27 or higher	11,400	19%							21%	3,372	20%
	ACT Missing	16,236	27%							15%	4,196	25%
Total	20 or below	11,395	19%	56%	5,387	20%	54%	4,368	18%	78%	7,359	19%
	21-23	10,247	17%	53%	5,331	20%	59%	4,227	18%	82%	7,236	18%
	24-26	11,502	19%	39%	5,341	20%	52%	4,284	18%	68%	7,340	19%
	27 or higher	11,400	19%	36%	4,984	18%	81%	5,386	22%	89%	7,840	20%
	ACT Missing	16,236	27%	52%	5,914	22%	67%	5,856	24%	82%	9,386	24%

Sources and Distribution of Aid by Class Level

There are more freshmen and senior students than sophomore and junior students in the participating universities in the academic year 2003-2004. More freshmen received need based and non-need based gift aid than the other class students. However, junior and senior students received more need based than non-need based loans, which could be attributed to the fact more of these students are independent, as discussed in the prior section. The freshmen received the smallest average amount of need based loan aid of $2,671, and the juniors were awarded the highest average amount of need based loan aid of $4,579.

Figure 25: Average Need-Based and Non-Need-Based Aid by Student Class Level in Academic Year 2003-2004: Students Enrolled in Participating Institutions

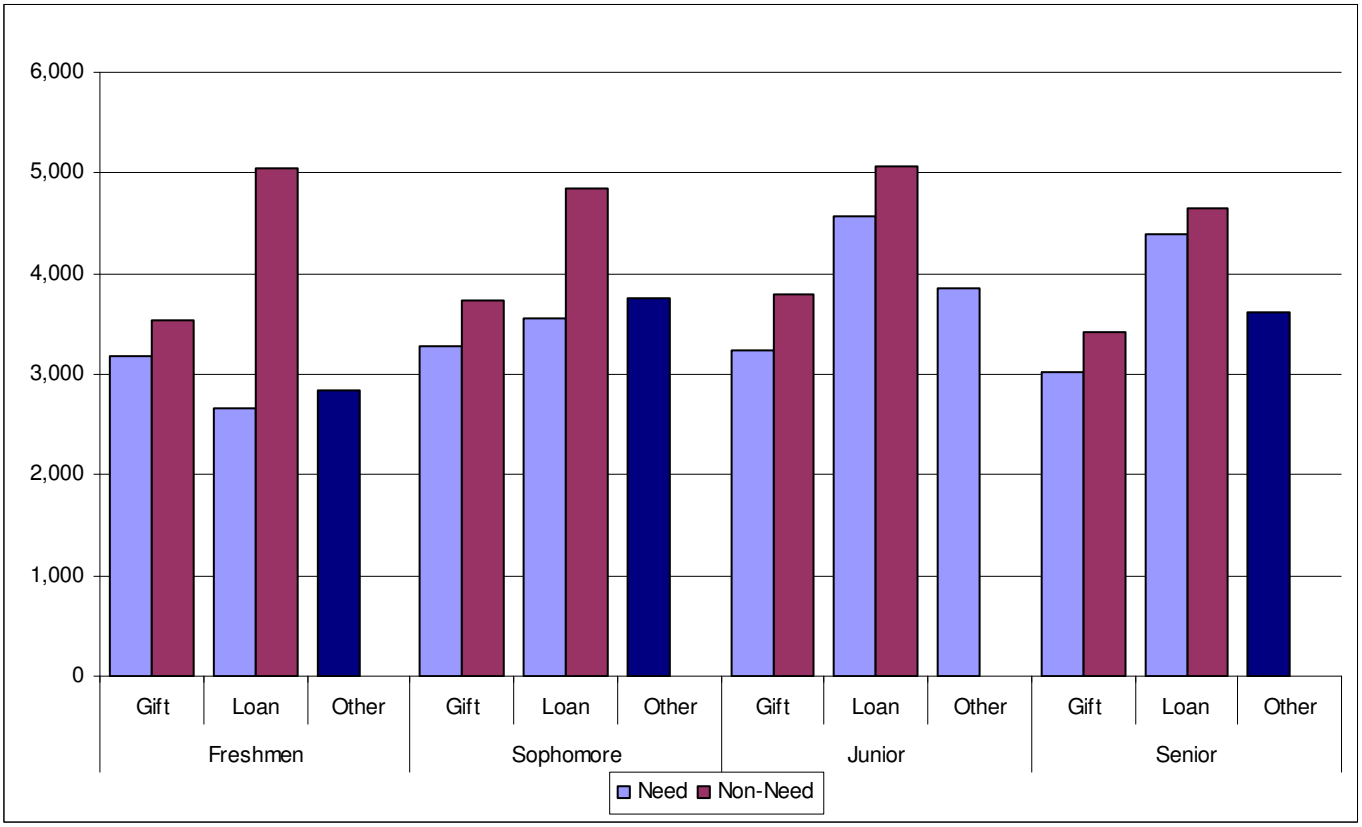


Table 21: Average Need-Based and Non-Need-Based Aid by Student Class Level in Academic Year 2003-2004: Students Enrolled in Participating Institutions

	Year 2003-2004			Need Aid			Non-Need Aid			Total		
	Class Level	# Total Enrolled Students	% Total Enrolled Students	% Receiving Aid	Avg. Aid per Recipient	% Total Need Aid Dollars	% Receiving Aid	Avg. Aid per Recipient	% Total Non-Need Aid Dollars	% Receiving Aid	Avg. Aid per Recipient	% Total Aid Dollars
Gift	Freshmen	16,990	28%	35%	3,175	33%	44%	3,527	30%	65%	4,095	30%
	Sophomore	12,906	21%	30%	3,277	17%	41%	3,745	22%	60%	4,240	22%
	Junior	14,224	23%	33%	3,247	22%	39%	3,790	24%	60%	4,250	24%
	Senior	16,660	27%	33%	3,028	28%	37%	3,409	24%	59%	3,866	25%
Loan	Freshmen	16,990	28%	38%	2,671	18%	34%	5,054	28%	52%	5,235	23%
	Sophomore	12,906	21%	39%	3,556	19%	34%	4,855	20%	52%	5,765	19%
	Junior	14,224	23%	43%	4,579	30%	37%	5,062	25%	56%	6,803	27%
	Senior	16,660	27%	43%	4,396	34%	38%	4,645	28%	55%	6,612	30%
Other	Freshmen	16,990	28%							22%	2,849	31%
	Sophomore	12,906	21%							14%	3,747	21%
	Junior	14,224	23%							14%	3,861	23%
	Senior	16,660	27%							14%	3,625	25%
Total	Freshmen	16,990	28%	46%	4,581	23%	64%	5,088	29%	80%	7,503	26%
	Sophomore	12,906	21%	45%	5,289	19%	62%	4,989	21%	79%	7,753	20%
	Junior	14,224	23%	49%	6,187	27%	63%	5,206	24%	80%	8,639	25%
	Senior	16,660	27%	50%	5,819	31%	63%	4,738	26%	79%	8,116	28%

Figure 26 and Table 22 illustrate that although the federal government is the most prominent source of need based aid, institutions provide non-need based aid to higher percentages of students. The state is the smallest contributor of financial aid; in contrast, institutional need based aid reaches a higher percentage of students. Table 22 also exhibits that the freshmen were awarded the highest average institutional non-need based aid ($8,021), and that juniors received the highest average federal need based aid ($10,038).

Figure 26: Percentage of Federal, State, and Institutional Need-Based and Non-Need-Based Aid by Class Level in Academic Year 2003-2004: Students Enrolled in Participating Institutions

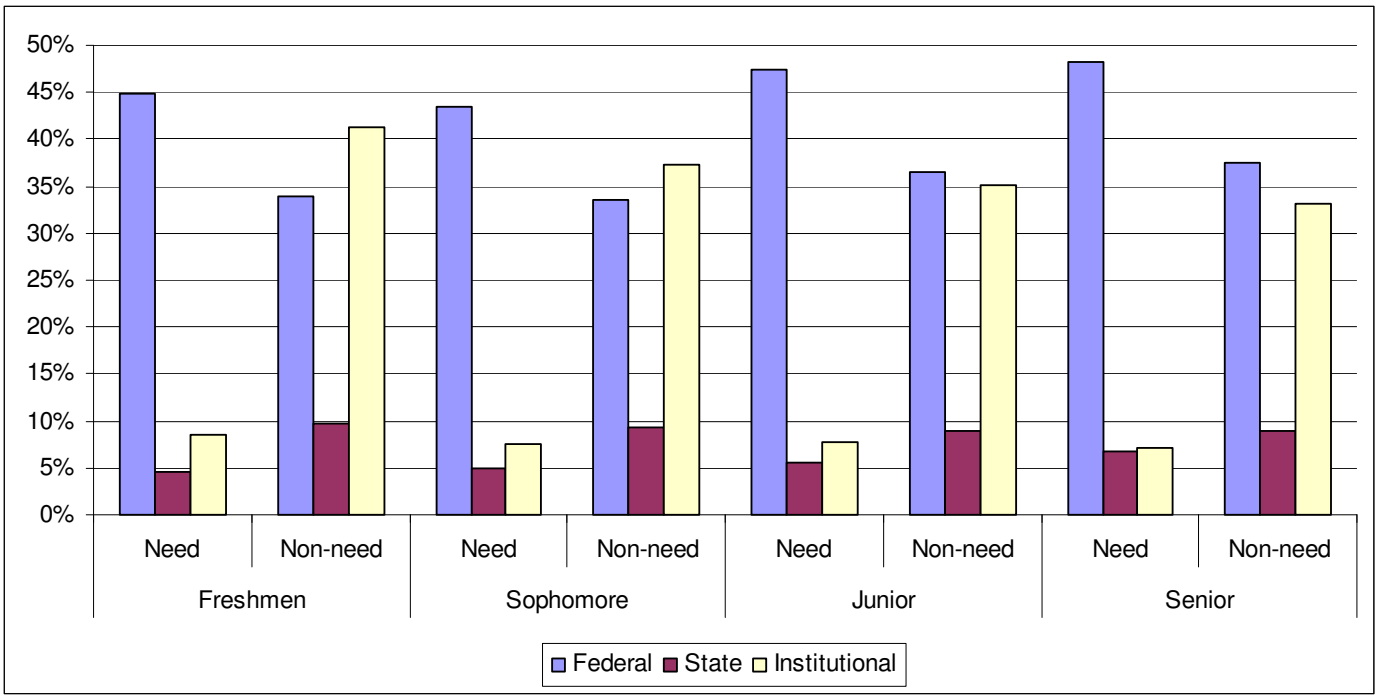


Table 22: Average Federal, State, and Institutional Need-Based and Non-Need-Based Aid by Student Class Level in Academic Year 2003-2004: Students Enrolled in Participating Institutions

Year 2003-2004				Need Aid			Non-Need Aid			Total		
	Class Level	# Total Enrolled Students	% Total Enrolled Students	% Receiving Aid	Avg. Aid per Recipient	% Total Need Aid Dollars	% Receiving Aid	Avg. Aid per Recipient	% Total Non-Need Aid Dollars	% Receiving Aid	Avg. Aid per Recipient	% Total Aid Dollars
Federal	Freshmen	16,990	28%	45%	6,425	21%	34%	5,054	28%	59%	9,959	31%
	Sophomore	12,906	21%	44%	8,089	19%	34%	4,853	20%	57%	7,324	17%
	Junior	14,224	23%	47%	10,038	28%	37%	5,056	25%	60%	8,585	23%
	Senior	16,660	27%	48%	9,525	32%	38%	4,643	28%	60%	9,920	30%
State	Freshmen	16,990	28%	4%	2,042	25%	10%	2,036	29%	14%	2,323	29%
	Sophomore	12,906	21%	5%	2,006	20%	9%	2,091	22%	14%	1,766	17%
	Junior	14,224	23%	6%	1,886	24%	9%	2,123	23%	14%	1,974	21%
	Senior	16,660	27%	7%	1,681	30%	9%	2,045	26%	15%	2,508	34%
Institutional	Freshmen	16,990	28%	9%	1,916	34%	41%	3,282	31%	47%	8,021	38%
	Sophomore	12,906	21%	8%	1,764	21%	37%	3,424	22%	43%	5,536	18%
	Junior	14,224	23%	8%	1,740	23%	35%	3,531	24%	41%	5,824	20%
	Senior	16,660	27%	7%	1,490	22%	33%	3,140	23%	39%	6,477	25%

Sources and Distribution of Aid by Institutional Sector

The more selective institutions have the largest number of students (42 percent of the total), followed by the regional institutions (24 percent of the total) and urban institutions (21 percent of the total). Open admissions institutions schools enrolled 13 percent of total students. Students at the more selective institutions were awarded 51 percent of total non-need gift aid dollars, and students at urban schools received only 14 percent of total non-need gift aid dollars. Students at urban institutions received 34 percent of total need based loan aid dollars, and 37 percent of other aid dollars; both of these categories were disproportionate to overall enrollment at institutions in this category.

Finally, the more selective schools share similar percentages in both total student enrollment and total aid dollars, but the urban schools received a higher percentage of total aid dollars than their percentage of total student enrollment, and students at regional and open admissions institutions received a lower percentage of the total aid dollars than their percentage of total student enrollment.

Figure 27: Average Need based and Non-need based Aid by Type of Institution in Academic Year 2003-2004: Students Enrolled in Participating Institutions

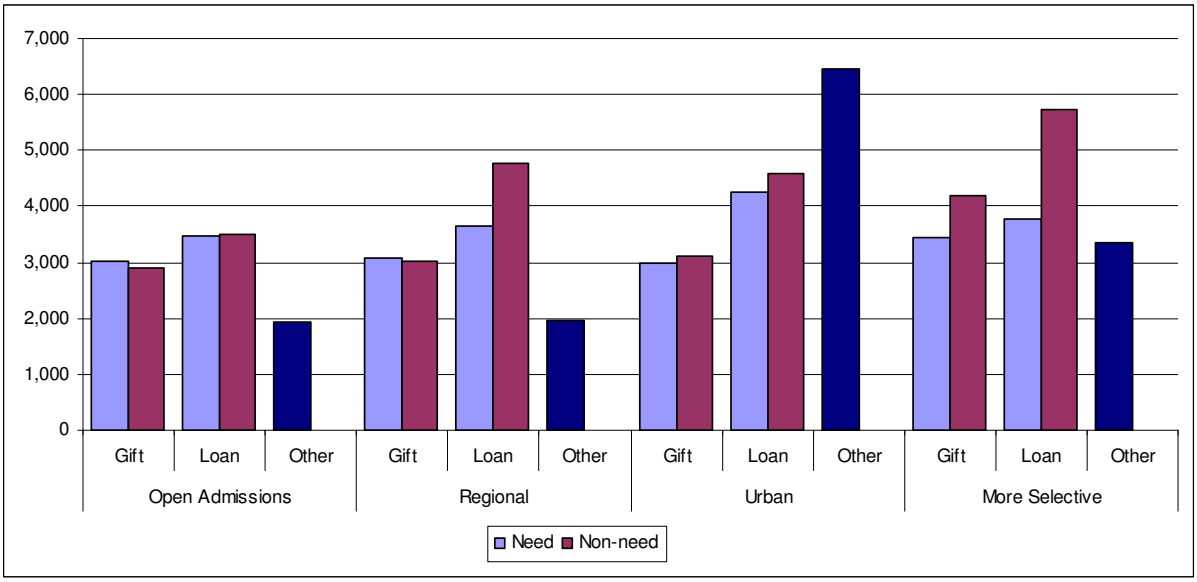


Table 23: Average Need-Based and Non-Need-Based Aid by Institutional Type in Academic Year 2003-2004: Students Enrolled in Participating Institutions

Year 2003-2004			Need Aid			Non-Need Aid			Total		
Institution	# Total Enrolled Students	% Total Enrolled Students	% Receiving Aid	Avg. Aid per Recipient	% Total Need Aid Dollars	% Receiving Aid	Avg. Aid per Recipient	% Total Non-Need Aid Dollars	% Receiving Aid	Avg. Aid per Recipient	% Total Aid Dollars
More Selective	25,408	42%	27%	3,436	37%	49%	4,182	59%	64%	4,668	50%
Urban	12,905	21%	38%	2,997	23%	23%	3,097	11%	52%	3,531	16%
Regional	14,646	24%	32%	3,072	23%	43%	3,013	21%	61%	3,734	22%
Open-Admissions	7,821	13%	46%	3,032	17%	36%	2,903	9%	66%	3,690	13%
More Selective	25,408	42%	32%	3,778	33%	31%	5,722	42%	48%	6,210	38%
Urban	12,905	21%	51%	4,246	29%	39%	4,590	22%	60%	6,614	25%
Regional	14,646	24%	43%	3,649	24%	40%	4,773	26%	58%	6,006	25%
Open-Admissions	7,821	13%	47%	3,472	13%	38%	3,494	10%	57%	5,184	11%
More Selective	25,408	42%							18%	3,361	46%
Urban	12,905	21%							14%	6,451	34%
Regional	14,646	24%							16%	1,947	13%
Open-Admissions	7,821	13%							16%	1,933	7%
More Selective	25,408	42%	38%	5,637	35%	65%	5,752	50%	79%	8,349	43%
Urban	12,905	21%	56%	5,831	27%	55%	4,557	17%	75%	8,877	22%
Regional	14,646	24%	49%	5,153	24%	66%	4,680	24%	82%	7,366	23%
Open-Admissions	7,821	13%	60%	5,024	15%	63%	3,748	10%	85%	6,735	12%

Students at urban institutions received the largest average amount of need based federal aid. Students at the more selective institutions received higher average amounts of the non-need based institutional aid. In addition, a higher percentage of students at open admissions institutions (58 percent) received need based federal aid, and the highest percentage of students at the more selective institutions received both need based and non-need based institutional aid.

Figure 28: Percentage of Federal, State, and Institutional Need based and Non-need based Aid by Institution Type in Academic Year 2003-2004: Students Enrolled in Participating Institutions

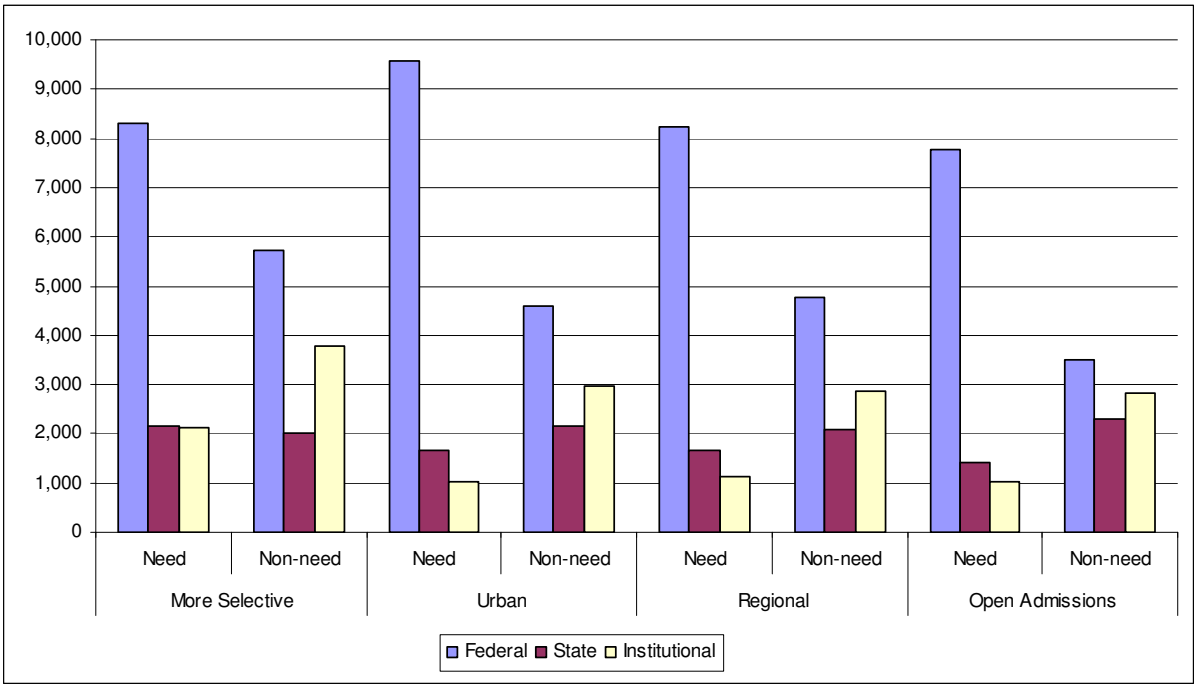


Table 24: Average Federal, State, and Institutional Need-Based and Non-Need-Based Aid by Institutional Type in Academic Year 2003-2004: Students Enrolled in Participating Institutions

	Year 2003-2004			Need Aid			Non-Need Aid			Total		
	Institution	# Total Enrolled Students	% Total Enrolled Students	% Receiving Aid	Avg. Aid per Recipient	% Total Need Aid Dollars	% Receiving Aid	Avg. Aid per Recipient	% Total Non-Need Aid Dollars	% Receiving Aid	Avg. Aid per Recipient	% Total Aid Dollars
Federal	More Selective	25,408	42%	36%	8,293	32%	30%	5,721	42%	51%	9,253	35%
	Urban	12,905	21%	55%	9,566	28%	39%	4,587	22%	63%	11,088	26%
	Regional	14,646	24%	49%	8,250	25%	40%	4,773	26%	63%	9,376	25%
	Open Admissions	7,821	13%	59%	7,769	15%	38%	3,494	10%	68%	8,642	13%
State	More Selective	25,408	42%	6%	2,172	54%	16%	2,028	69%	21%	2,173	64%
	Urban	12,905	21%	6%	1,653	22%	4%	2,163	9%	10%	1,898	13%
	Regional	14,646	24%	4%	1,665	17%	5%	2,080	12%	9%	1,938	14%
	Open Admissions	7,821	13%	4%	1,414	7%	7%	2,295	10%	11%	1,998	9%
Institutional	More Selective	25,408	42%	12%	2,121	78%	45%	3,773	58%	53%	3,781	59%
	Urban	12,905	21%	9%	1,037	15%	22%	2,961	11%	29%	2,595	11%
	Regional	14,646	24%	2%	1,129	3%	39%	2,856	22%	42%	2,900	21%
	Open Admissions	7,821	13%	3%	1,026	3%	32%	2,835	9%	33%	2,830	9%

Summary

During academic year 2003-2004, students received more loan than gift aid across all groups that were researched (income, dependency status, race, ACT score, class level, and institutional sector). Accumulated debt is major concern for students and their families, and institutions and the MDHE should explore processes and develop policies for better tracking loan debt upon exit across all aid sources and across the state's colleges and universities.

Compared with federal and institutional aid, state financial aid is decreasing in proportion to student financial aid packages, both in terms of the percentage of students receiving aid and the total dollar amount. We found that the federal government is the most prominent source of need based aid; institutions provide non-need based aid to higher percentages of students. The state is the smallest contributor of financial aid, with institutional need based aid reaching a higher percentage of students. Freshmen were awarded the highest average institutional non-need based aid ($8,021), and that juniors received the highest average federal need based aid ($10,038). Additional study may be appropriate to determine whether this is a contributing factor or an after-effect of issues in student retention; resulting determinations could inform a distribution of institutional aid to encourage equitable student access.

Section IV: Trends in Financial Aid

The figures and tables in this section are drawn from analysis of data from six institutional campuses: the University of Missouri—Columbia, the University of Missouri—Kansas City, the University of Missouri—St. Louis, Truman State University, Northwest Missouri State University, and Southeast Missouri State University. This is a smaller group of institutions than that reflected in the 2003-2004 analyses in section III, due principally to difficulties in collecting aid and family income data from participating institutions for all years back to 1997-1998.

Financial aid and family income information is analyzed from academic years 1997-1998 to 2003-2004. We will focus primarily on the total need-based verses non-need-based aid, as well as on total gift verses total loan aid by looking at the average aid dollars and percentage of aid recipients across two main variables: income and class level.

Trends in Aid Distribution by Income

Figures 29 and 30 and table 25 demonstrate that total gift aid as a percentage of tuition and fees increased from the academic year 1997-1998 to 2000-2001 for students reporting less than $75,000 in family income, but decreased in the over $75,000 income subgroup. Comparing academic year 2000-2001 to 2003-2004, total gift aid as the percentage of tuition and fees decreased at all income levels by over 16 percent. Comparing academic year 1997-1998 to 2003-2004, total gift aid as the percentage of the tuition and fees also declined dramatically among all income groups.

Similarly, total loan aid as a percentage of tuition and fees decreased from academic year 1997-1998 to 2000-2001, and decreased again from academic year 2000-2001 to 2003-2004 (and at a greater rate).

More positively, total other aid as a percentage of tuition and fees increased significantly from the 1997-1998 through 2000-2001 at all income levels, as well as (although at a slower rate) from 2000-2001 to 2003-2004.

Figure 29: Gift, Loan, and Other Aid as Percentage of the Tuition and Fees in Academic Years 1997-1998, 2000-2001, and 2003-2004: Students Enrolled in Participating Institutions

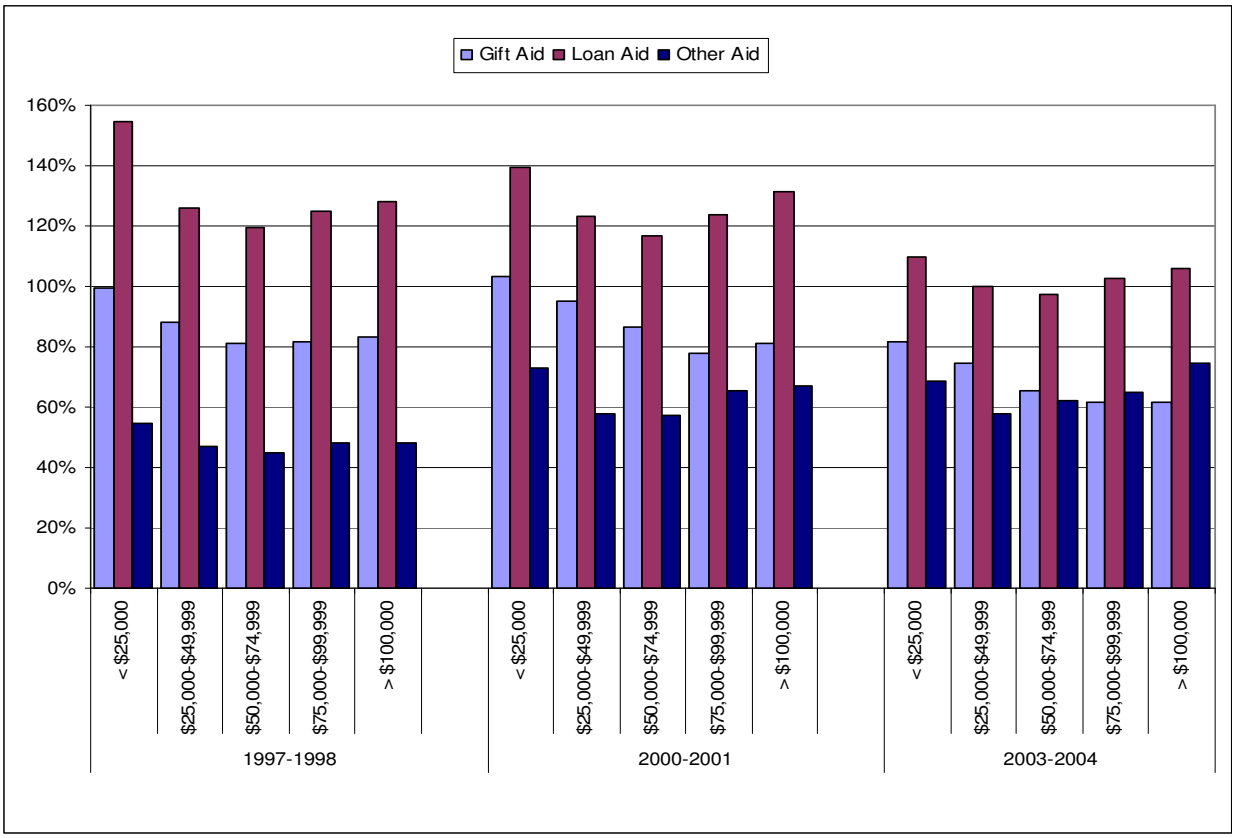


Figure 30: Changes of Gift, Loan and Other Aid as Percentage of the Tuition and Fees by Income Level in Academic Years 1997-1998, 2000-2001, and 2003-2004: Students Enrolled in Participating Institutions

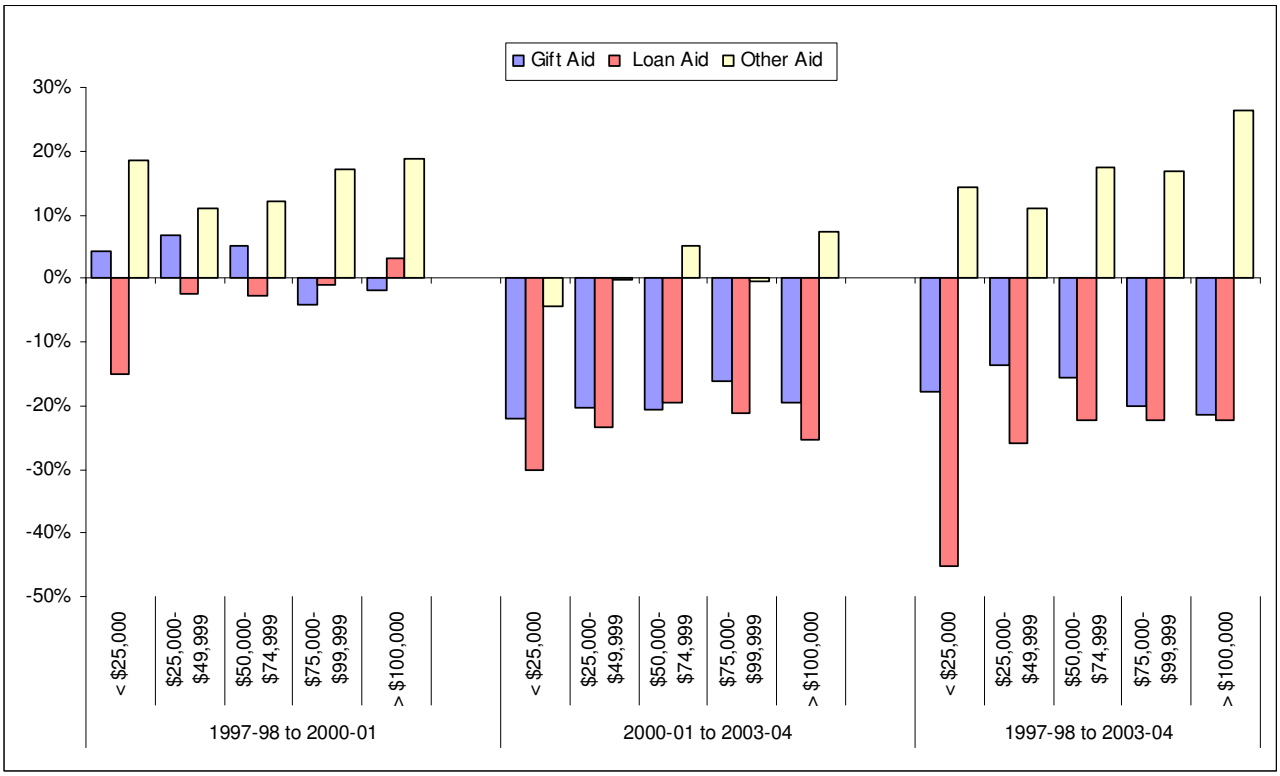


Table 25: Changes in Various Types of Aid as a Percentage of Tuition and Fees by Income Level in Academic Years 1997-1998, 2000-2001, and 2003-2004: Students Enrolled in Participating Institutions

Years	Income	Average Gift Aid as % Tuition and Fees	Average Loan Aid as % Tuition and Fees	Average Other Aid as % Tuition and Fees	Years	Change of Average Gift Aid as % Tuition and Fees	Changes of Average Loan Aid as % Tuition and Fees	Changes of Average Other Aid as % Tuition and Fees
1997-98	< $25,000	99%	155%	54%	1997-98 vs 2000-01	4%	-15%	19%
	$25,000-$49,999	88%	126%	47%		7%	-3%	11%
	$50,000-$74,999	81%	119%	45%		5%	-3%	12%
	$75,000-$99,999	82%	125%	48%		-4%	-1%	17%
	> $100,000	83%	128%	48%		-2%	3%	19%
2000-01	< $25,000	103%	140%	73%	2000-01 vs 2003-04	-22%	-30%	-4%
	$25,000-$49,999	95%	123%	58%		-20%	-23%	0%
	$50,000-$74,999	86%	117%	57%		-21%	-20%	5%
	$75,000-$99,999	78%	124%	65%		-16%	-21%	0%
	> $100,000	81%	132%	67%		-20%	-26%	7%
2003-04	< $25,000	81%	110%	69%	1997-98 vs 2003-04	-18%	-45%	14%
	$25,000-$49,999	75%	100%	58%		-14%	-26%	11%
	$50,000-$74,999	66%	97%	62%		-16%	-22%	17%
	$75,000-$99,999	62%	103%	65%		-20%	-22%	17%
	> $100,000	62%	106%	75%		-22%	-22%	26%

Figure 31 presents a clear inverse correlation between average total need-based and non-need-based aid dollars awarded across income levels in all three years examined. In contrast, Figure 32 presents an interesting pattern in which gift, loan, and other aid all decrease in the middle income subgroups before increasing again in the higher income classifications. Consequently, the median income group ($50,000-$74,999) received the smallest average total loan aid dollars. Students with lower and higher family incomes were awarded higher average total loan aid dollars; students in the lowest income level group received the highest amount of average total gift aid dollars, and as family income increases, average total gift aid dollars decreases until it ticks up for the highest subgroup in all three years.

The absolute dollar amount from figures 31 and 32 and table 26 shows that the average total need and non-need-based aid increased in the all income groups from the academic year 1997-1998 to 2000-2001 (except the income >$100,000), and again from 2000-2001 to 2003-2004.

The total gift aid increased by a greater percentage in the lower income subgroups than in the higher income subgroups when comparing academic year 1997-1998 to 2000-2001. On the other hand, total loan aid increased by a greater percentage for upper income than lower income students / families. This could imply that loan aid is becoming more important for upper income families in addressing unmet financial need. Analysis reveals a similar trend from 2000-2001 to 2003-2004 with even greater increases in total loan aid.

Figure 31: Changes in Average Need-based and Non-Need-based Aid by Income Level in Academic Years 1997-1998, 2000-2001, and 2003-2004: Students Enrolled in Participating Institutions

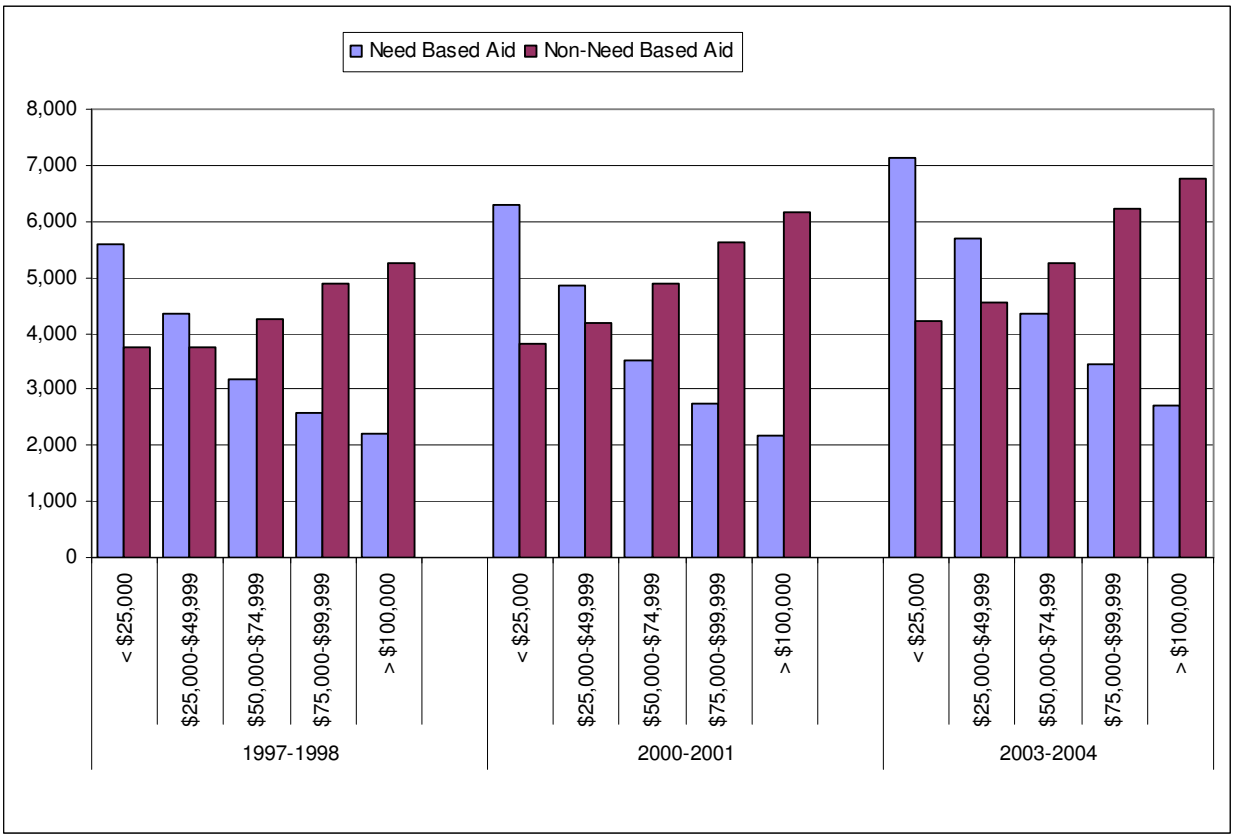


Figure 32: Changes in Average Total Gift, and Total Loan Aid Dollars by Income Level in Academic Years 1997-1998, 2000-2001, and 2003-2004: Students Enrolled in Participating Institutions

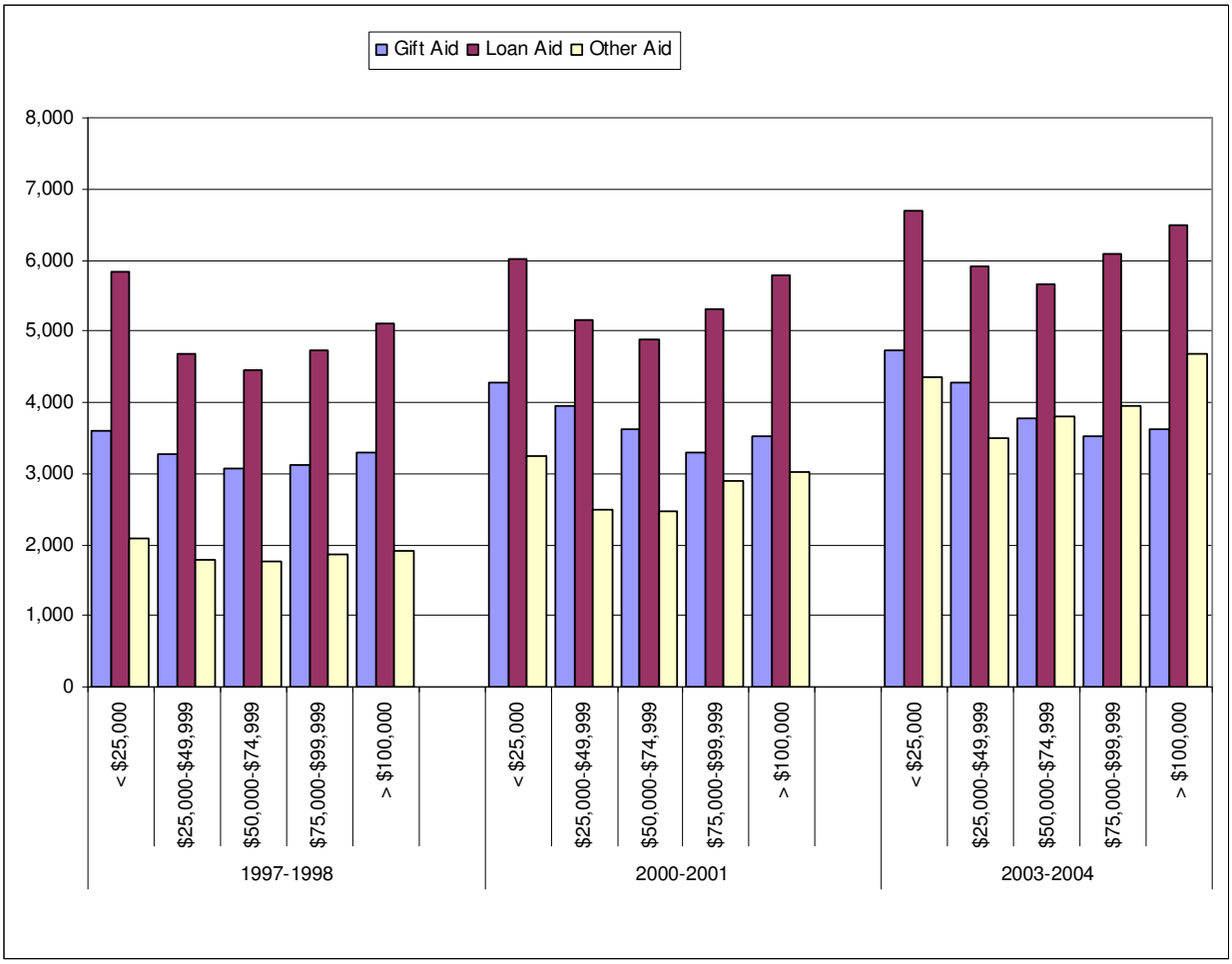


Table 26: Changes in Various Types of Aid as a Percentage of Tuition and Fees by Income Level in Academic Years 1997-1998, 2000-2001, and 2003-2004: Students Enrolled in Participating Institutions

Years	Income	% Changes of Average Need-based Aid Dollars	% Changes of Average Non-Need-based Aid Dollars	% Changes of Average Other Aid Dollars	% Changes of Average Gift Aid Dollars	% Changes of Average Loan Aid Dollars
1997-98 vs. 2000-01	< $25,000	13%	2%	55%	19%	3%
	$25,000-$49,999	12%	11%	38%	20%	10%
	$50,000-$74,999	10%	15%	41%	18%	10%
	$75,000-$99,999	6%	15%	55%	6%	12%
	> $100,000	-1%	18%	58%	7%	13%
2000-01 vs. 2003-04	< $25,000	13%	10%	34%	11%	11%
	$25,000-$49,999	17%	9%	41%	9%	15%
	$50,000-$74,999	24%	8%	53%	4%	16%
	$75,000-$99,999	26%	11%	37%	6%	15%
	> $100,000	24%	10%	56%	3%	12%
1997-98 vs. 2003-04	< $25,000	28%	12%	108%	32%	15%
	$25,000-$49,999	31%	21%	95%	31%	26%
	$50,000-$74,999	36%	24%	116%	23%	27%
	$75,000-$99,999	33%	27%	113%	12%	28%
	> $100,000	24%	29%	146%	10%	27%

As we might expect, Figure 33 details that the percentage of students receiving need-based aid decreases from the low income to high income level groups. In contrast, the percentage receiving non-need-based aid tracks upward from low income to high income level groups. For both the need and non-need-based aid distribution, minimal differences exist between the two income groups below $50,000.

Figure 33 also demonstrates that the percentage of students receiving need-based aid reflects downward lines into higher income subgroups across all three years, and while non-need-based aid increases inversely, it reflects less dramatic differences among income subgroups.

Figure 34 shows that while the percentage of students receiving gift aid decreases with rising income levels, that the percentage of students receiving loan aid remains relatively stable across income levels—with variations of less than 10%—and across the years examined

Finally, Table 27 illustrates that particularly from 2000-2001 to 2003-2004, the number of students in the median income level groups receiving need-based aid grew at the highest percentage (13 percent). Eight percent more of the highest income students received need-based aid in 2003-2004 than in 2000-2001, while only 1-2 percent more of the lowest income students received need-based aid. In contrast, the percentages of students awarded non-need-based aid in the over $50,000 subgroups decreased over the period studied.

Figure 33: Percent Receiving Need-based, and Non-need-based Aid by Income Level in Academic Years 1997-1998, 2000-2001, and 2003-2004: Students Enrolled in Participating Institutions

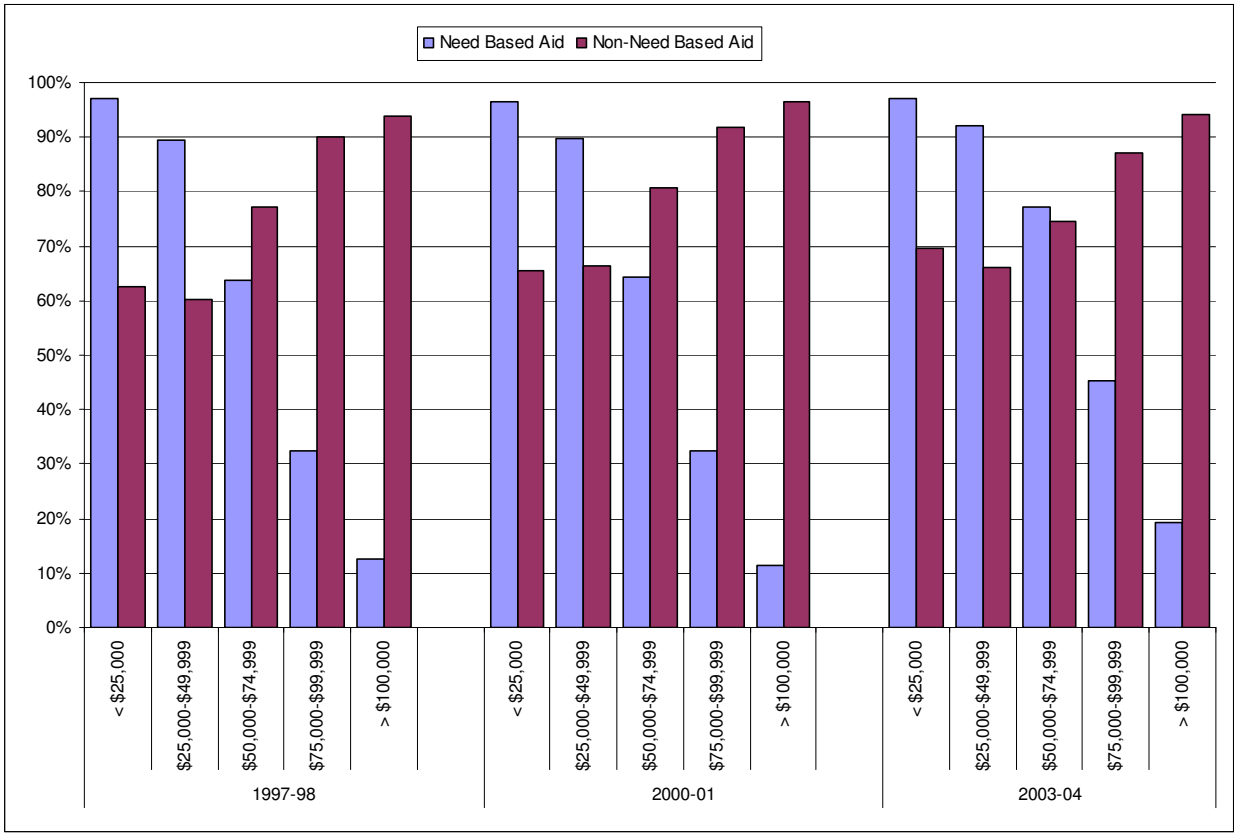


Figure 34: Percent Receiving Gift, Loan and Other Aid by Income Level in Academic Years 1997-1998, 2000-2001, and 2003-2004: Students Enrolled in Participating Institutions

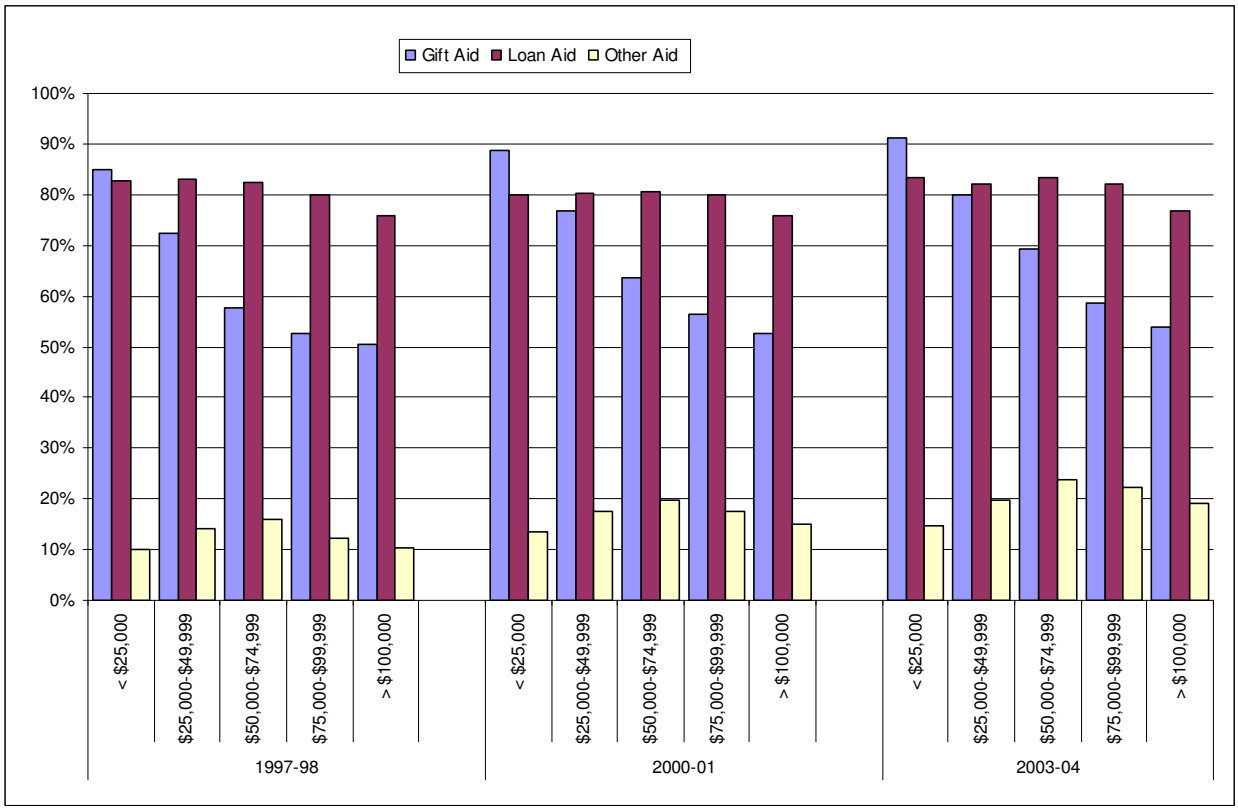


Table 27: Changes in Percent Receiving Various Types of Aid by Income Level in Academic Years 1997-1998, 2000-2001, and 2003-2004: Students Enrolled in Participating Institutions

Years	Income	Changes of % Receiving Need-based Aid	Changes of % Receiving Non-Need-based Aid	Changes of % Receiving Other Aid	Changes of % Receiving Gift Aid	Changes of % Receiving Loan Aid
1997-98 vs. 2000-01	< $25,000	-1%	3%	4%	4%	-3%
	$25,000-$49,999	0%	6%	3%	4%	-3%
	$50,000-$74,999	0%	4%	4%	6%	-2%
	$75,000-$99,999	0%	2%	5%	4%	0%
	> $100,000	-1%	3%	5%	2%	0%
2000-01 vs. 2003-04	< $25,000	1%	4%	1%	2%	3%
	$25,000-$49,999	2%	0%	2%	3%	2%
	$50,000-$74,999	13%	-6%	4%	6%	3%
	$75,000-$99,999	13%	-5%	5%	2%	2%
	> $100,000	8%	-2%	4%	1%	1%
1997-98 vs. 2003-04	< $25,000	0%	7%	5%	6%	1%
	$25,000-$49,999	3%	6%	6%	8%	-1%
	$50,000-$74,999	13%	-3%	8%	12%	1%
	$75,000-$99,999	13%	-3%	10%	6%	2%
	> $100,000	7%	0%	9%	3%	1%

Trends in Aid Distribution by Class Level

In figure 35, we detail that freshmen received the lowest average need-based aid in all three trend analyses, while juniors consistently received the highest average need-based aid. Figure 36 further reveals that all classes had more average loan aid than average gift aid, although the average differences in the gift aid are smaller than the differences in the loan aid. The average other aid has increased greatly, and is approaching levels of average gift aid in the sophomore, junior and senior classes in the academic year 2003-2004. But in the next section, we will see that only a small percentage of students received this type of aid.

Table 28 suggests that while in past (1997-1998) upperclassmen had received a larger share of most types of aid, that in the more recent years examined (2001-2002 and 2003-2004) have seen larger increases in almost all types of aid for freshman and sophomore students, decreasing those differences to more equitable distributions of need and non-need, and gift and loan aid. The exception to this trend is other aid, which follows a less discernable trend.

Figure 35: Average Need-based and Non-need-based Aid by Class Level in Academic Years 1997-1998, 2000-2001, and 2003-2004: Students Enrolled in Participating Institutions

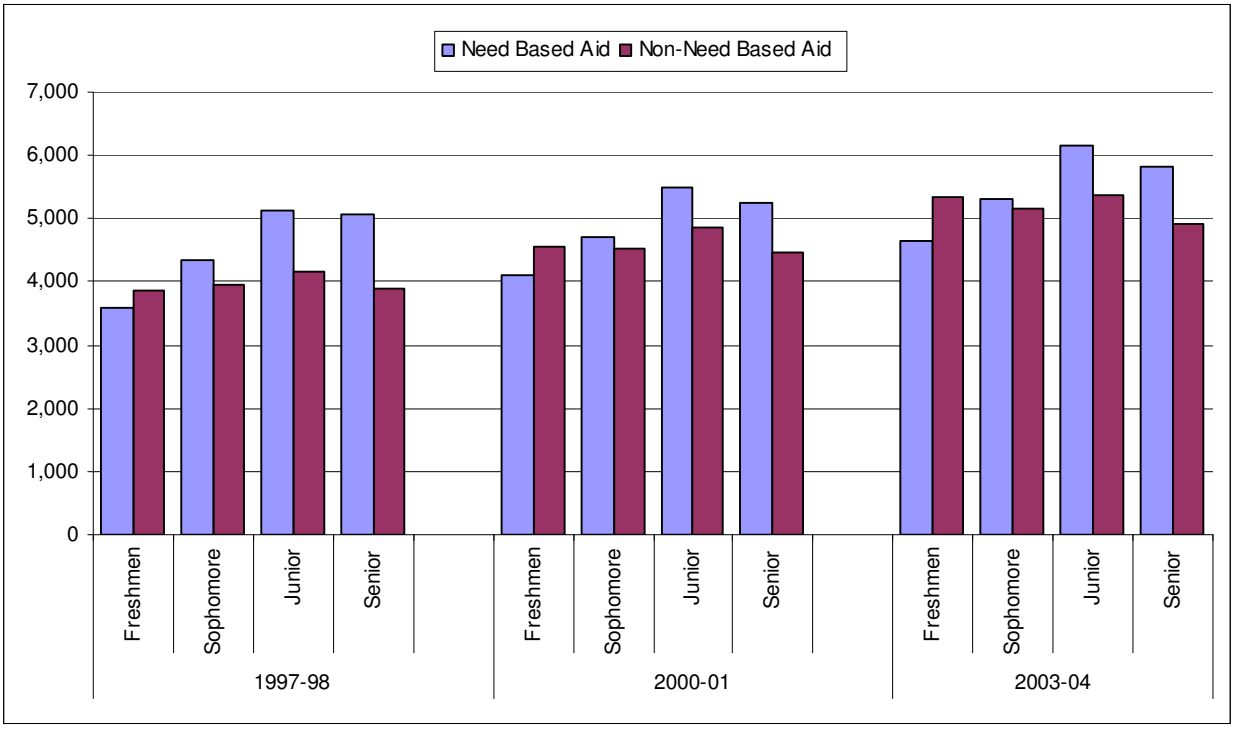


Figure 36: Average Gift and Loan Aid Dollars by Class Level in Academic Years 1997-1998, 2000-2001, and 2003-2004: Students Enrolled in Participating Institutions

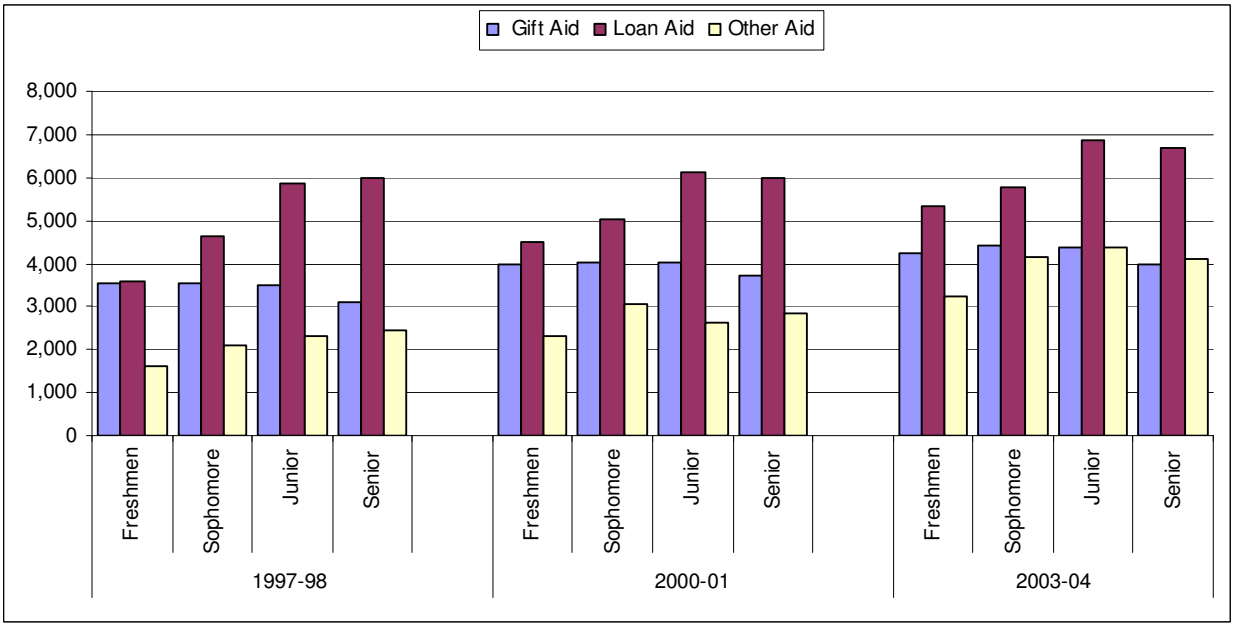


Table 28: Percentage Changes in Average Need, Non-need, Other, Gift, and Loan Aid Dollars by Class Level in Academic Years 1997-1998, 2000-2001, and 2003-2004: Students Enrolled in Participating Institutions

Years	Class Level	% Changes of Average Need-based Aid Dollars	% Changes of Average Non-Need-based Aid Dollars	% Changes of Average Other Aid Dollars	% Changes of Average Gift Aid Dollars	% Changes of Average Loan Aid Dollars
1997-98 vs. 2000-01	Freshmen	15%	18%	43%	13%	25%
	Sophomore	8%	15%	45%	14%	8%
	Junior	7%	16%	13%	15%	5%
	Senior	4%	15%	16%	19%	0%
2000-01 vs. 2003-04	Freshmen	13%	17%	39%	7%	19%
	Sophomore	13%	14%	36%	9%	15%
	Junior	12%	11%	66%	9%	12%
	Senior	11%	10%	44%	7%	12%
1997-98 vs. 2003-04	Freshmen	30%	38%	99%	20%	49%
	Sophomore	23%	31%	97%	25%	24%
	Junior	20%	29%	88%	25%	17%
	Senior	15%	27%	67%	28%	12%

In figure 37, we observe that a greater percentage of students received total non-need-based aid than need-based aid in all class levels in all years. It is notable that a higher percentage of juniors received need and non-need-based aid than any other class in both 2000-2001 and 2003-2004, but juniors had the lowest percentage receiving total need-based aid and the second lowest percentage receiving total non need-based aid in 1997-1998 academic year.

Figure 38 demonstrates that greater percentages of students received gift aid than loan aid. The percentage of seniors receiving gift and loan aid in 2000-2001 and 2003-2004 was lower than the other classes and only small percentages of students in any class received other aid in all three years.

From table 29, we see that only a few positive increases occurred among the class levels in the percentage receiving need-based and non-need-based aid from academic years 1997-1998 to 2000-2001 or from 2000-2001 to 2003-2004. The share of juniors receiving need and non-need-based aid increased 16 percent and 17 percent from academic years 1997-1998 to 2000-2001, respectively. This could be attributed to a higher population of independent students who are more likely to qualify for need-based aid. Similarly, freshmen reflected the highest increase in the percentage receiving other aid (11%) from 1997-1998 to 2000-2001. However, they also reflect the largest percentage decrease (-10%) in the proportion receiving other aid from 2000-2001 to 2003-2004.

The percentages receiving total gift and loan aid also reflected uneven growth over all three trend analyses. The percentages of juniors receiving gift and loan aid increased by 8

percent and 22 percent from academic years 1997-1998 to 2000-2001, and the percentage of freshmen receiving gift aid increased by 9 percent over the same period.

Conversely, 4 percent fewer freshmen received loans in 2000-2001 than in 1997-1998, and 2 percent fewer freshmen and sophomores were awarded loans in 2003-2004 than in 2000-2001. Additionally, from 2000-2001 to 2003-2004, 12 percent fewer freshmen received gift aid, while a greater number of sophomores received gift aid.

Figure 37: Percent Receiving Need-based and Non-need-based Aid by Class Level in Academic Years 1997-1998, 2000-2001, and 2003-2004: Students Enrolled in Participating Institutions

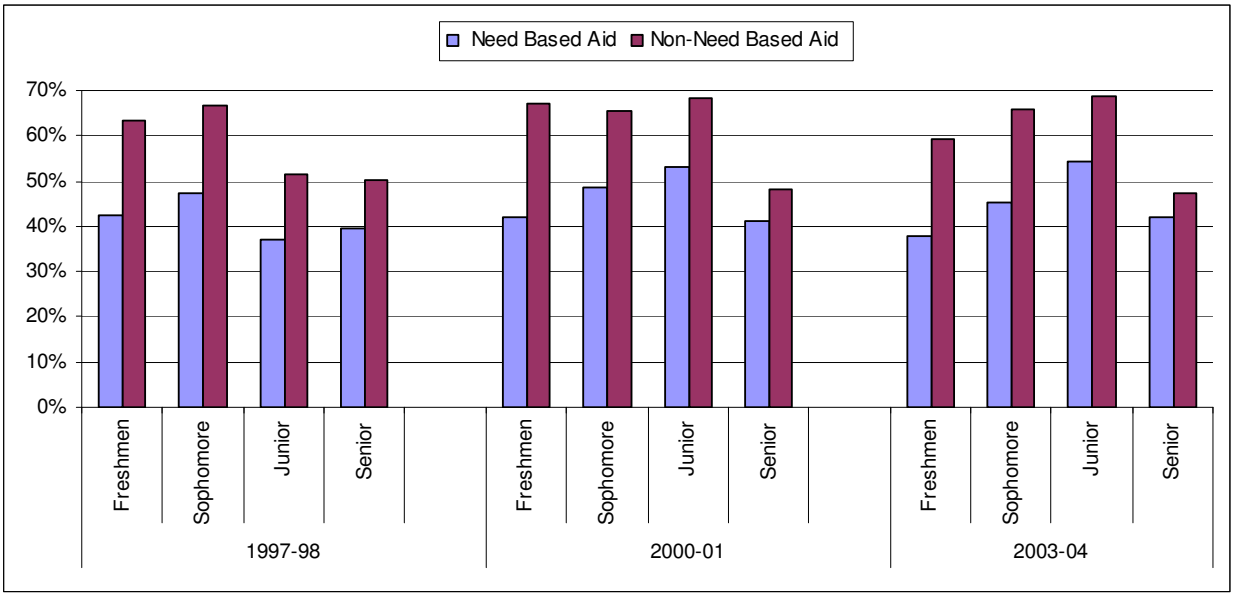


Figure 38: Percent Receiving Gift, Loan and Other Aid by Class Level in Academic Years 1997-1998, 2000-2001, and 2003-2004: Students Enrolled in Participating Institutions

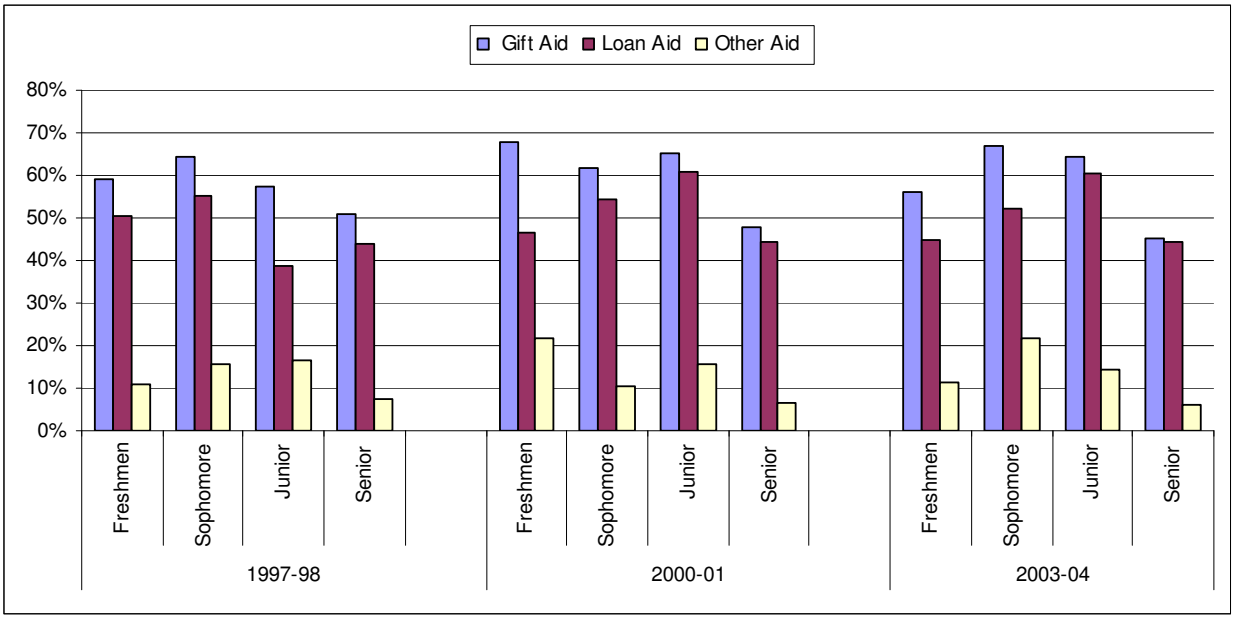


Table 29: Changes in Percent Receiving Various Types of Aid by Class Level in Academic Years 1997-1998, 2000-2001, and 2003-2004: Students Enrolled in Participating Institutions

Years	Class Level	Changes of % Need Base Aid Recipients	Changes of % Non-Need-based Aid Recipients	Changes of % Other Aid Recipients	Changes of % Gift Aid Recipients	Changes of % Loan Aid Recipients
1997-98 vs. 2000-01	Freshmen	0%	3%	11%	9%	-4%
	Sophomore	1%	-1%	-5%	-3%	-1%
	Junior	16%	17%	-1%	8%	22%
	Senior	1%	-2%	-1%	-3%	0%
2000-01 vs. 2003-04	Freshmen	-4%	-8%	-10%	-12%	-2%
	Sophomore	-3%	0%	11%	5%	-2%
	Junior	1%	0%	-1%	-1%	0%
	Senior	1%	-1%	-1%	-3%	0%
1997-98 vs. 2003-04	Freshmen	-4%	-4%	1%	-3%	-6%
	Sophomore	-2%	-1%	6%	3%	-3%
	Junior	17%	17%	-2%	7%	22%
	Senior	2%	-3%	-1%	-6%	0%

Summary

While most of the trends in aid have followed predictable patterns, both in distribution and change over time, there have been a few notable exceptions:

The overall trends in financial aid as a percentage of tuition and fees has decreased over the 1997-1998, 2001-2002, and 2003-2004 academic years examined. This is due to a combination of modest increases in the average award available to students and higher than historical average increases in tuition and fees. Data suggests that middle income groups (50,000 to 99,000 dollars) felt the effects of these changes most noticeably, both because the average award was lower for these groups than for other income levels and the percentage of students receiving financial aid increased over the seven-year period. Policy development in this area could address the unequal distribution of aid to this middle income group.

With regards to aid patterns across student class level, variations in distribution of need-based aid have skewed toward junior-level students. This trend occurs both in the average award amount as well as in the percentage of students receiving aid. This could be due to the factors mentioned above with rising tuition costs or with the changing demographics of postsecondary students. Further research is necessary to identify influences on these variables and to develop better ways to fund student education throughout their undergraduate education.

Section V: Discussion, Next Steps, and Conclusions

In addition to the policy implications outlined in Section I of our report, the preceding analyses raise a number of interesting discussion issues, as well as provide direction regarding potential for further research. While we continue to study the connections between access to financial aid and postsecondary student success, prior studies, including ours, have demonstrated "limited causal relationships between the impact of various forms of student financial aid on access to and successful participation in higher education and selected student outcomes"[19]. There continues to be a need for greater detail in student-level study of financial aid, including distribution and impact on student outcomes in other educational sectors (e.g. independent and for-profit). Further research could lead to the discovery the ways in which existing financial aid programs might be working at "cross-purposes" or otherwise be failing to meet the needs of their intended target recipients.

Closing the Circle

In the interim, however, since we know that a host of other factors impact student success, there's value in continuing policy work and collaborative initiatives in other areas to the benefit of Missouri's students. Other policy work is ongoing in the state to strengthen student preparation and outcomes in postsecondary education apart from issues of financial access, and any initiatives relevant to our interests here can certainly be informed by work in other areas, and vice versa.

Alignment of Expectations

In 2006, Governor Blunt signed legislation creating what has become known as Missouri's "P-20 Council", a statutory coordinating body comprised of the Commissioners of Education and Higher Education, the Director of the Missouri Department of Economic Development, and the presiding chairs of the Coordinating Board for Higher Education and the State Board of Education. The Council, similar to what have become known as "workforce/education roundtables" in other states, is directed by statute to work towards positively impacting student success at "transition points" e.g. high school graduation to college enrollment; to strengthen collaboration across education sectors and into the business community; to work toward greater alignment of educational expectations across systems; and to promote greater feedback to all stakeholders regarding the needs and academic progress of students. The Council meets regularly to better coordinate the work of presiding agencies and other stakeholders, and is required to submit an annual report to the Governor and General Assembly.

Additionally, a number of state agencies, grass-roots groups, and quasi-governmental organizations are working in Missouri toward clearer alignment of expectations between the requirements for high school graduation and required competencies for success in entry-level collegiate work, although greater coordination is likely needed. The P-20 Council will provide greater guidance and a forum for collaboration as these efforts move forward.

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[19] Podgursky, M., Cheshier, D., Wittstruck, J., Watson, D., and Monroe, R. (2004). *Access and Affordability: Patterns of Financial Aid and Student Performance for a Cohort of Missouri College Freshmen*. University of Missouri-Columbia.

In this vein, over the past 12-18 months, the State Board of Education and the Coordinating Board for Higher Education have adopted revised high school graduation requirements (the State Board of Education), and a revised recommended high school core curriculum (the CBHE) are better aligned to project consistent messages to students and families regarding effective preparation for postsecondary / workforce participation. Other organizations, e.g. ACT and Achieve / The American Diploma Project, are also working to project the importance of core curriculum completion for high school seniors who plan to enter the workforce as well as for those who plan to enroll in postsecondary education.

The Missouri Developmental Education Consortium (MODEC) is a grassroots group comprised of postsecondary faculty and staff working in remedial / developmental education and academic support around the state. Members primarily represent two-year institutions, although the group is open to all institutions. Over the course of the 2005-2006 academic year, members worked to define suggested competencies for entering students which would be predictive or supportive of success in entry-level collegiate mathematics, English/writing, and reading (primarily social science) courses. Members worked with secondary faculty and staff in their respective service regions to develop and review the competencies, and are now working to distribute the final product, especially to secondary counselors, students, and parents, and to project a more consistent message regarding expectations for student preparation for success in collegiate coursework.

The Missouri METS (Mathematics, Engineering, Technology, and Science) Coalition, which grew out of a charge by Governor Blunt to strengthen educational participation and economic development in METS fields in the state, has also begun working toward stronger curriculum alignment in METS disciplines, both in K-12 and postsecondary education. Subgroups of faculty, other educational staff, and representatives of relevant non-governmental organizations are working to clarify suggested core outcomes and competencies in these areas. In addition, the Department of Elementary and Secondary Education, while participating in the METS Coalition efforts, is also working independently to examine grade-level expectations (GLEs) in several disciplines associated with statewide end-of-course assessments to be implemented in public Missouri high schools beginning in the 2008-2009 academic year. The first end-of-course exams would be developed/implemented in algebra, biology, and language arts, and would replace the current non-high-stakes (for students) state assessments in these areas.

Clearly, while greater coordination among interested groups is desirable, and could be provided by the formal P-20 Council as its structure develops, many organizations, agencies, and stakeholders are already working to better align expectations for student transition from high school graduation into college or the workforce, and to decrease the need for labor- and cost-intensive remedial instruction or workforce training of basic skills.

Transfer and Articulation

The CBHE Committee on Transfer and Articulation (COTA) is delegated primary policymaking authority by the Coordinating Board in areas related to student transfer and program articulation, which also greatly impact student persistence and success. Recently, COTA has worked to restart a statewide conference on transfer issues, providing a cross-sector forum for discussion of key issues, policy work, and problem solving in these areas. Over the course of the 2005-2006 academic year, COTA also charged and coordinated the development of a statewide articulated associate of arts in teaching (AAT) degree, which community colleges across the state will offer, and which will largely standardize lower-

division course requirements for students transferring into four-year teacher education programs, regardless of chosen destination institution. Additionally, COTA is working to study the administration of dual / advanced credit opportunities around the state, and to better educate all stakeholders regarding existing policy guidelines in this important area of P-20 student transition.

Teacher Quality / Professional Development

The MDHE administers a share of Title II federal funds in Missouri, which are distributed under the auspices of the Improving Teacher Quality Grant to colleges and public schools for projects directed at professional development of public school teachers, specifically in math and science. These funds, currently approximately $1.2 million annually, support collaborative projects to strengthen teaching and student success, and certainly dovetail with statewide focused attention to METS disciplines as described above. Of course, DESE is also a prominent provider of professional development to teachers, much of which is delivered via nine state-funded Regional Professional Development Centers (RPDCs). While opportunities exist for greater cross-agency / cross-sector coordination in teacher education and professional development, there is certainly recognition that DESE, the MDHE, colleges and universities, and the K-12 community share responsibility for the promotion of effective teaching.

Integrated Data Systems

The MDHE is working with DESE, the Office of the Governor, the University of Missouri, and other interested stakeholders to promote the development and appropriate use of linked longitudinal P-20 data systems in the state. There are certainly models in other states for the technical and legal/political linkages of student-level education and workforce data to facilitate the most robust and effective study of financial aid policy, program effectiveness, teacher quality, student preparation, and a host of related fields. Missouri is currently working toward a model for appropriate integration of data and research access, as well as pursuing additional funding to support and augment relevant technology, research, and policy coordination.

Next Steps – Additional Research

The 2004 and 2007 *Access and Affordability* reports suggest a range of other issues and avenues for research which might provide a foundation for ongoing analyses. Apart from the value of trend data in the demographics of FAFSA submission in Missouri, as well as in continuing analyses of the distribution and impact of financial aid in the state, other areas for research might include:

- integration of data and analysis detailing other educational sectors, including public two-year and independent institutions
- additional study of the interrelationships between financial aid distribution and student income, including post-graduate workforce follow-up
- longitudinal cohort study of aided students to analyze correlations among aid awarded, changes in dependency status, student earnings, as well as postsecondary persistence and completion

- additional study of the impact of differences in parental educational attainment on student outcomes
- greater focus in research and reporting on student persistence and success among part-time students, and/or other students following non-traditional attendance patterns

Findings from these types of studies would serve as a foundation for additional policy work to increase access, affordability, and student success in Missouri.

Conclusion

We believe that the 2007 *Access and Affordability* project will provide an invaluable contribution to ongoing and collaborative work aimed at strengthening student participation, persistence and success in postsecondary education, both in Missouri and nationwide. We certainly acknowledge that a host of factors impact student progress and completion, and that, as detailed in this report, other policy work, legislative initiatives, and fiscal and financial changes will draw more students into Missouri's colleges and universities, and support them upon their arrival.

In concert with these equally important initiatives, however, a more thorough understanding of the demographics, distribution, and effects of financial aid in the state will support discussions of the most effective strategies for positively impacting educational attainment and success in the state. As the number of high school graduates in Missouri continues to flatten or even decrease, a multi-disciplinary approach will be required to maximize Missouri's available human and financial capital in an evolving economy. We believe the 2007 *Access and Affordability* project will serve as an important resource in this effort, and we look forward to working with policymakers, institutions, the State Student Financial Aid Task Force, and all partners and interested stakeholders to further inform these efforts as they move forward in the state.

Appendix A: All FAFSA Filers

Table A1: 2002-03 Missouri FAFSA Filers by Date of Application

All Filers	Dependent		Independent		Total	
Period	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
January 1, 2003 – April 1, 2003	56,769	54.6%	32,868	30.7%	89,637	42.5%
April 2, 2003 – August 31, 2003	40,488	38.9%	56,480	52.8%	96,968	46.0%
September 1, 2003 – June 30, 2004	6,722	6.5%	17,561	16.4%	24,283	11.5%
Total	103,979	100.0%	106,909	100.0%	210,888	100.0%

Table A2: 2003-04 Missouri FAFSA Filers by Date of Application

All Filers	Dependent		Independent		Total	
Period	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
January 1, 2003 – April 1, 2003	60,800	52.7%	37,759	28.6%	98,559	39.8%
April 2, 2003 – August 31, 2003	42,769	37.1%	60,903	46.1%	103,672	41.9%
September 1, 2003 – June 30, 2004	11,787	10.2%	33,494	25.3%	45,281	18.3%
Total	115,356	100.0%	132,156	100.0%	247,512	100.0%

Table A3: 2004-05 Missouri FAFSA Filers by Date of Application

All Filers	Dependent		Independent		Total	
Period	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
January 1, 2004 – April 1, 2004	63,396	53.1%	40,569	28.6%	103,965	39.8%
April 2, 2004 – August 31, 2004	44,027	36.8%	65,430	46.2%	109,457	41.9%
September 1, 2004 – June 30, 2005	12,069	10.1%	35,689	25.2%	47,758	18.3%
Total	119,492	100.0%	141,688	100.0%	261,180	100.0%

Table A4: Missouri FAFSA Filers by Date of Application: Changes From 2002-03 to 2003-04

All Filers	Dependent		Independent		Total	
Period	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
January 1, 2003 – April 1, 2003	4,031	7.1%	4,891	14.9%	8,922	10.0%
April 2, 2003 – August 31, 2003	2,281	5.6%	4,423	7.8%	6,704	6.9%
September 1, 2003– June 30, 2004	5,065	75.3%	15,933	90.7%	20,998	86.5%
Total	11,377	10.9%	25,247	23.6%	36,624	17.4%

Table A4: Missouri FAFSA Filers by Date of Application: Changes From 2003-04 to 2004-05

All Filers	Dependent		Independent		Total	
Period	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
January 1, 2003 – April 1, 2003	2,596	4.3%	2,810	7.4%	5,406	5.5%
April 2, 2003 – August 31, 2003	1,258	2.9%	4,527	7.4%	5,785	5.6%
September 1, 2003– June 30, 2004	282	2.4%	2,195	6.6%	2,477	5.5%
Total	4,136	3.6%	9,532	7.2%	13,668	5.5%

Table A5: 2002-03 Missouri FAFSA Filers by Gender and Age

All FAFSA Filers		Dependent		Independent		Total	
	Gender	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
	Male	45,891	44.1%	33,989	31.8%	79,880	37.9%
	Female	57,254	55.1%	71,863	67.2%	129,117	61.2%
	Missing Data	834	0.8%	1,057	1.0%	1,891	0.9%
	Total	103,979	100.0%	106,909	100.0%	210,888	100.0%
		Dependent		**Independent**		**Total**	
	Age	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
	19 or under	46,921	45.1%	2,608	2.4%	49,529	23.5%
	20 to 24	57,033	54.9%	28,717	26.9%	85,750	40.7%
	25 to 29	0	0.0%	30,968	29.0%	30,968	14.7%
	30 to 34	0	0.0%	17,748	16.6%	17,748	8.4%
	35 to 39	0	0.0%	10,683	10.0%	10,683	5.1%
	40 and over	0	0.0%	16,153	15.1%	16,153	7.7%
	Missing Data	25	0.0%	32	0.0%	57	0.0%
	Total	103,979	100.0%	106,909	100.0%	210,888	100.0%

Table A6: 2003-04 Missouri FAFSA Filers by Gender and Age

All FAFSA Filers		Dependent		Independent		Total	
	Gender	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
	Male	50,948	44.2%	41,353	31.3%	92,301	37.3%
	Female	63,709	55.2%	89,917	68.0%	153,626	62.1%
	Missing Data	699	0.6%	886	0.7%	1,585	0.6%
	Total	115,356	100.0%	132,156	100.0%	247,512	100.0%
		Dependent		**Independent**		**Total**	
	Age	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
	19 or under	51,678	44.8%	2,941	2.2%	54,619	22.1%
	20 to 24	63,659	55.2%	32,947	24.9%	96,606	39.0%
	25 to 29	0	0.0%	38,415	29.1%	38,415	15.5%
	30 to 34	0	0.0%	22,619	17.1%	22,619	9.1%
	35 to 39	0	0.0%	13,665	10.3%	13,665	5.5%
	40 and over	0	0.0%	21,544	16.3%	21,544	8.7%
	Missing Data	19	0.0%	25	0.0%	44	0.0%
	Total	115,356	100.0%	132,156	100.0%	247,512	100.0%

Table A7: 2004-05 Missouri FAFSA Filers by Gender and Age

All FAFSA Filers		Dependent		Independent		Total	
	Gender	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
	Male	52,650	44.1%	44,413	31.3%	97,063	37.2%
	Female	65,989	55.2%	96,050	67.8%	162,039	62.0%
	Missing Data	853	0.7%	1,225	0.9%	2,078	0.8%
	Total	119,492	100.0%	141,688	100.0%	261,180	100.0%
		Dependent		**Independent**		**Total**	
	Age	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
	19 or under	53,554	44.8%	3,029	2.1%	56,583	21.7%
	20 to 24	65,919	55.2%	34,794	24.6%	100,713	38.6%
	25 to 29	0	0.0%	41,648	29.4%	41,648	15.9%
	30 to 34	0	0.0%	24,291	17.1%	24,291	9.3%
	35 to 39	0	0.0%	14,773	10.4%	14,773	5.7%
	40 and over	0	0.0%	23,137	16.3%	23,137	8.9%
	Missing Data	19	0.0%	16	0.0%	35	0.0%
	Total	119,492	100.0%	141,688	100.0%	261,180	100.0%

Table A8: Missouri FAFSA Filers by Gender and Age: Changes Between 2002-03 & 2003-04

All FAFSA Filers		Dependent		Independent		Total	
	Gender	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
	Male	5,057	11.0%	7,364	21.7%	12,421	15.5%
	Female	6,455	11.3%	18,054	25.1%	24,509	19.0%
	Missing Data	-135	-16.2%	-171	-16.2%	-306	-16.2%
	Total	11,377	10.9%	25,247	23.6%	36,624	17.4%
		Dependent		**Independent**		**Total**	
	Age	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
	19 or under	4,757	10.1%	333	12.8%	5,090	10.3%
	20 to 24	6,626	11.6%	4,230	14.7%	10,856	12.7%
	25 to 29	0	---	7,447	24.0%	7,447	24.0%
	30 to 34	0	---	4,871	27.4%	4,871	27.4%
	35 to 39	0	---	2,982	27.9%	2,982	27.9%
	40 and over	0	---	5,391	33.4%	5,391	33.4%
	Missing Data	-6	-24.0%	-7	-21.9%	-13	-22.8%
	Total	11,377	10.9%	25,247	23.6%	36,624	17.4%

Table A9: Missouri FAFSA Filers by Gender and Age: Changes Between 2003-04 & 2004-05

All FAFSA Filers		Dependent		Independent		Total	
	Gender	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
	Male	1,702	3.3%	3,060	7.4%	4,762	5.2%
	Female	2,280	3.6%	6,133	6.8%	8,413	5.5%
	Missing Data	154	22.0%	339	38.3%	493	31.1%
	Total	4,136	3.6%	9,532	7.2%	13,668	5.5%
		Dependent		**Independent**		**Total**	
	Age	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
	19 or under	1,876	3.6%	88	3.0%	1,964	3.6%
	20 to 24	2,260	3.6%	1,847	5.6%	4,107	4.3%
	25 to 29	0	---	3,233	8.4%	3,233	8.4%
	30 to 34	0	---	1,672	7.4%	1,672	7.4%
	35 to 39	0	---	1,108	8.1%	1,108	8.1%
	40 and over	0	---	1,593	7.4%	1,593	7.4%
	Missing Data	0	0.0%	-9	-36.0%	-9	-20.5%
	Total	4,136	3.6%	9,532	7.2%	13,668	5.5%

Table A10: 2002-03 Missouri FAFSA Filers by Education of Parent

All FAFSA Filers		Dependent		Independent		Total	
	Level of Parent's Education	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
	Mother						
	Middle School	3,891	3.7%	11,247	10.5%	15,138	7.2%
	High School	50,136	48.2%	50,922	47.6%	101,058	47.9%
	College and/or Beyond	43,994	42.3%	30,775	28.8%	74,769	35.5%
	Other/Unknown	3,380	3.3%	8,787	8.2%	12,167	5.8%
	Missing Data	2,578	2.5%	5,178	4.8%	7,756	3.7%
	Total	103,979	100.0%	106,909	100.0%	210,888	100.0%
	Father						
	Middle School	4,710	4.5%	11,978	11.2%	16,688	7.9%
	High School	48,102	46.3%	46,138	43.2%	94,240	44.7%
	College and/or Beyond	41,741	40.1%	29,112	27.2%	70,853	33.6%
	Other/Unknown	6,163	5.9%	14,544	13.6%	20,707	9.8%
	Missing Data	3,263	3.1%	5,137	4.8%	8,400	4.0%
	Total	103,979	100.0%	106,909	100.0%	210,888	100.0%
	Highest Level of One Parent						
	Middle School	1,479	1.4%	5,262	4.9%	6,741	3.2%
	High School	36,816	35.4%	40,506	37.9%	77,322	36.7%
	College and/or Beyond	55,441	53.3%	39,307	36.8%	94,748	44.9%
	Other/Unknown	8,080	7.8%	17,010	15.9%	25,090	11.9%
	Missing Data	2,163	2.1%	4,824	4.5%	6,987	3.3%
	Total	103,979	100.0%	106,909	100.0%	210,888	100.0%

Table A11: 2003-04 Missouri FAFSA Filers by Education of Parent

All FAFSA Filers		Dependent		Independent		Total	
	Level of Parent's Education	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
	Mother						
	Middle School	4,533	3.9%	13,759	10.4%	18,292	7.4%
	High School	54,529	47.3%	62,150	47.0%	116,679	47.1%
	College and/or Beyond	48,988	42.5%	38,306	29.0%	87,294	35.3%
	Other/Unknown	4,161	3.6%	11,117	8.4%	15,278	6.2%
	Missing Data	3,145	2.7%	6,824	5.2%	9,969	4.0%
	Total	115,356	100.0%	132,156	100.0%	247,512	100.0%
	Father						
	Middle School	5,441	4.7%	14,775	11.2%	20,216	8.2%
	High School	53,104	46.0%	56,314	42.6%	109,418	44.2%
	College and/or Beyond	45,712	39.6%	35,618	27.0%	81,330	32.9%
	Other/Unknown	7,289	6.3%	18,682	14.1%	25,971	10.5%
	Missing Data	3,810	3.3%	6,767	5.1%	10,577	4.3%
	Total	115,356	100.0%	132,156	100.0%	247,512	100.0%
	Highest Level of One Parent						
	Middle School	1,698	1.5%	6,417	4.9%	8,115	3.3%
	High School	40,085	34.7%	49,112	37.2%	89,197	36.0%
	College and/or Beyond	61,204	53.1%	48,464	36.7%	109,668	44.3%
	Other/Unknown	9,704	8.4%	21,782	16.5%	31,486	12.7%
	Missing Data	2,665	2.3%	6,381	4.8%	9,046	3.7%
	Total	115,356	100.0%	132,156	100.0%	247,512	100.0%

Table A12: 2004-05 Missouri FAFSA Filers by Education of Parent

		Dependent		Independent		Total	
	Level of Parent's Education	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Freshmen only	**Mother**						
	Middle School	4,763	4.0%	14,777	10.4%	19,540	7.5%
	High School	56,386	47.2%	67,795	47.8%	124,181	47.5%
	College and/or Beyond	52,595	44.0%	43,807	30.9%	96,402	36.9%
	Other/Unknown	4,662	3.9%	12,446	8.8%	17,108	6.6%
	Missing Data	1,086	0.9%	2,863	2.0%	3,949	1.5%
	Total	119,492	100.0%	141,688	100.0%	261,180	100.0%
	Father						
	Middle School	5,767	4.8%	15,872	11.2%	21,639	8.3%
	High School	55,812	46.7%	61,645	43.5%	117,457	45.0%
	College and/or Beyond	48,145	40.3%	40,123	28.3%	88,268	33.8%
	Other/Unknown	8,160	6.8%	21,155	14.9%	29,315	11.2%
	Missing Data	1,608	1.3%	2,893	2.0%	4,501	1.7%
	Total	119,492	100.0%	141,688	100.0%	261,180	100.0%
	Highest Level of One Parent						
	Middle School	1,715	1.4%	6,707	4.7%	8,422	3.2%
	High School	41,173	34.5%	53,024	37.4%	94,197	36.1%
	College and/or Beyond	64,919	54.3%	54,571	38.5%	119,490	45.8%
	Other/Unknown	10,919	9.1%	24,773	17.5%	35,692	13.7%
	Missing Data	766	0.6%	2,613	1.8%	3,379	1.3%
	Total	119,492	100.0%	141,688	100.0%	261,180	100.0%

Table A13: Missouri Filers by Parent Education:
Changes Between 2002-03 & 2003-04

All FAFSA Filers		Dependent		Independent		Total	
	Level of Parent's Education	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
	Mother						
	Middle School	642	16.5%	2,512	22.3%	3,154	20.8%
	High School	4,393	8.8%	11,228	22.0%	15,621	15.5%
	College and/or Beyond	4,994	11.4%	7,531	24.5%	12,525	16.8%
	Other/Unknown	781	23.1%	2,330	26.5%	3,111	25.6%
	Missing Data	567	22.0%	1,646	31.8%	2,213	28.5%
	Total	11,377	10.9%	25,247	23.6%	36,624	17.4%
	Father						
	Middle School	731	15.5%	2,797	23.4%	3,528	21.1%
	High School	5,002	10.4%	10,176	22.1%	15,178	16.1%
	College and/or Beyond	3,971	9.5%	6,506	22.3%	10,477	14.8%
	Other/Unknown	1,126	18.3%	4,138	28.5%	5,264	25.4%
	Missing Data	547	16.8%	1,630	31.7%	2,177	25.9%
	Total	11,377	10.9%	25,247	23.6%	36,624	17.4%
	Highest Level of One Parent						
	Middle School	219	14.8%	1,155	21.9%	1,374	20.4%
	High School	3,269	8.9%	8,606	21.2%	11,875	15.4%
	College and/or Beyond	5,763	10.4%	9,157	23.3%	14,920	15.7%
	Other/Unknown	1,624	20.1%	4,772	28.1%	6,396	25.5%
	Missing Data	502	23.2%	1,557	32.3%	2,059	29.5%
	Total	11,377	10.9%	25,247	23.6%	36,624	17.4%

Table A14: Missouri Filers by Parent Education: Changes Between 2003-04 & 2004-05

All FAFSA Filers		Dependent		Independent		Total	
	Level of Parent's Education	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
	Mother						
	Middle School	230	5.1%	1,018	7.4%	1,248	6.8%
	High School	1,857	3.4%	5,645	9.1%	7,502	6.4%
	College and/or Beyond	3,607	7.4%	5,501	14.4%	9,108	10.4%
	Other/Unknown	501	12.0%	1,329	12.0%	1,830	12.0%
	Missing Data	(2,059)	-65.5%	(3,961)	-58.0%	(6,020)	-60.4%
	Total	4,136	3.6%	9,532	7.2%	13,668	5.5%
	Father						
	Middle School	326	6.0%	1,097	7.4%	1,423	7.0%
	High School	2,708	5.1%	5,331	9.5%	8,039	7.3%
	College and/or Beyond	2,433	5.3%	4,505	12.6%	6,938	8.5%
	Other/Unknown	871	11.9%	2,473	13.2%	3,344	12.9%
	Missing Data	(2,202)	-57.8%	(3,874)	-57.2%	(6,076)	-57.4%
	Total	4,136	3.6%	9,532	7.2%	13,668	5.5%
	Highest Level of One Parent						
	Middle School	17	1.0%	290	4.5%	307	3.8%
	High School	1,088	2.7%	3,912	8.0%	5,000	5.6%
	College and/or Beyond	3,715	6.1%	6,107	12.6%	9,822	9.0%
	Other/Unknown	1,215	12.5%	2,991	13.7%	4,206	13.4%
	Missing Data	(1,899)	-71.3%	(3,768)	-59.1%	(5,667)	-62.6%
	Total	4,136	3.6%	9,532	7.2%	13,668	5.5%

Table A15: 2002-03 Missouri FAFSA Filers by Family Adjusted Gross Income

All FAFSA Fillers		Dependent		Independent		Total	
	Adjusted Gross Income	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
	<$0 to $14,999	9,543	9.2%	45,200	42.3%	54,743	26.0%
	$15,000 to $24,999	9,237	8.9%	21,745	20.3%	30,982	14.7%
	$25,000 to $34,999	10,862	10.4%	13,916	13.0%	24,778	11.7%
	$35,000 to $49,999	16,395	15.8%	11,159	10.4%	27,554	13.1%
	$50,000 to $74,999	25,115	24.2%	7,901	7.4%	33,016	15.7%
	$75,000 to $99,999	17,488	16.8%	2,141	2.0%	19,629	9.3%
	$100,000 or Greater	14,830	14.3%	971	0.9%	15,801	7.5%
	Missing Data	509	0.5%	3,876	3.6%	4,385	2.1%
	Total	103,979	100.0%	106,909	100.0%	210,888	100.0%

Table A16: 2003-04 Missouri FAFSA Filers by Family Adjusted Gross Income

All FAFSA Fillers		Dependent		Independent		Total	
	Adjusted Gross Income	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
	<$0 to $14,999	10,518	9.1%	49,462	37.4%	59,980	24.2%
	$15,000 to $24,999	10,242	8.9%	26,156	19.8%	36,398	14.7%
	$25,000 to $34,999	12,241	10.6%	16,848	12.7%	29,089	11.8%
	$35,000 to $49,999	17,663	15.3%	13,827	10.5%	31,490	12.7%
	$50,000 to $74,999	26,807	23.2%	10,336	7.8%	37,143	15.0%
	$75,000 to $99,999	19,693	17.1%	3,057	2.3%	22,750	9.2%
	$100,000 or Greater	16,655	14.4%	1,294	1.0%	17,949	7.3%
	Missing Data	1,537	1.3%	11,176	8.5%	12,713	5.1%
	Total	115,356	100.0%	132,156	100.0%	247,512	100.0%

Table A17: 2004-05 Missouri FAFSA Filers by Family Adjusted Gross Income

All FAFSA Fillers		Dependent		Independent		Total	
	Adjusted Gross Income	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
	<$0 to $14,999	10,972	9.2%	52,629	37.1%	63,601	24.4%
	$15,000 to $24,999	10,441	8.7%	27,077	19.1%	37,518	14.4%
	$25,000 to $34,999	12,166	10.2%	17,780	12.5%	29,946	11.5%
	$35,000 to $49,999	17,643	14.8%	14,510	10.2%	32,153	12.3%
	$50,000 to $74,999	27,078	22.7%	11,116	7.8%	38,194	14.6%
	$75,000 to $99,999	20,548	17.2%	3,559	2.5%	24,107	9.2%
	$100,000 or Greater	18,624	15.6%	1,542	1.1%	20,166	7.7%
	Missing Data	2,020	1.7%	13,475	9.5%	15,495	5.9%
	Total	119,492	100.0%	141,688	100.0%	261,180	100.0%

Table A18: Missouri FAFSA Filers by Family Adjusted Gross Income: Changes Between 2002-03 & 2003-04

All FAFSA Fillers		Dependent		Independent		Total	
	Adjusted Gross Income	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
	<$0 to $14,999	975	10.2%	4,262	9.4%	5,237	9.6%
	$15,000 to $24,999	1,005	10.9%	4,411	20.3%	5,416	17.5%
	$25,000 to $34,999	1,379	12.7%	2,932	21.1%	4,311	17.4%
	$35,000 to $49,999	1,268	7.7%	2,668	23.9%	3,936	14.3%
	$50,000 to $74,999	1,692	6.7%	2,435	30.8%	4,127	12.5%
	$75,000 to $99,999	2,205	12.6%	916	42.8%	3,121	15.9%
	$100,000 or Greater	1,825	12.3%	323	33.3%	2,148	13.6%
	Missing Data	1,028	202.0%	7,300	188.3%	8,328	189.9%
	Total	11,377	10.9%	25,247	23.6%	36,624	17.4%

Table A19: Missouri FAFSA Filers by Family Adjusted Gross Income: Changes Between 2003-04 & 2004-05

All FAFSA Fillers		Dependent		Independent		Total	
	Adjusted Gross Income	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
	<$0 to $14,999	454	4.3%	3,167	6.4%	3,621	6.0%
	$15,000 to $24,999	199	1.9%	921	3.5%	1,120	3.1%
	$25,000 to $34,999	(75)	-0.6%	932	5.5%	857	2.9%
	$35,000 to $49,999	(20)	-0.1%	683	4.9%	663	2.1%
	$50,000 to $74,999	271	1.0%	780	7.5%	1,051	2.8%
	$75,000 to $99,999	855	4.3%	502	16.4%	1,357	6.0%
	$100,000 or Greater	1,969	11.8%	248	19.2%	2,217	12.4%
	Missing Data	483	31.4%	2,299	20.6%	2,782	21.9%
	Total	4,136	3.6%	9,532	7.2%	13,668	5.5%

Table A20: 2002-03 Missouri FAFSA Filers by Family Adjusted Gross Income

Freshmen Only		Dependent		Independent		Total	
	Adjusted Gross Income	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
	<$0 to $14,999	4,074	11.3%	8,790	50.0%	12,864	23.9%
	$15,000 to $24,999	3,779	10.4%	3,593	20.4%	7,372	13.7%
	$25,000 to $34,999	4,033	11.1%	1,772	10.1%	5,805	10.8%
	$35,000 to $49,999	5,788	16.0%	1,299	7.4%	7,087	13.2%
	$50,000 to $74,999	8,454	23.3%	657	3.7%	9,111	16.9%
	$75,000 to $99,999	5,354	14.8%	107	0.6%	5,461	10.1%
	$100,000 or Greater	4,459	12.3%	44	0.3%	4,503	8.4%
	Missing Data	272	0.8%	1,332	7.6%	1,604	3.0%
	Total	36,213	100.0%	17,594	100.0%	53,807	100.0%

Table A21: 2003-04 Missouri FAFSA Filers by Family Adjusted Gross Income

Freshmen Only		Dependent		Independent		Total	
	Adjusted Gross Income	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
	<$0 to $14,999	4,772	11.4%	11,032	44.3%	15,804	23.7%
	$15,000 to $24,999	4,384	10.5%	4,925	19.8%	9,309	14.0%
	$25,000 to $34,999	4,798	11.5%	2,414	9.7%	7,212	10.8%
	$35,000 to $49,999	6,508	15.6%	1,717	6.9%	8,225	12.4%
	$50,000 to $74,999	9,229	22.1%	986	4.0%	10,215	15.3%
	$75,000 to $99,999	6,117	14.7%	187	0.8%	6,304	9.5%
	$100,000 or Greater	5,134	12.3%	67	0.3%	5,201	7.8%
	Missing Data	747	1.8%	3,559	14.3%	4,306	6.5%
	Total	41,689	100.0%	24,887	100.0%	66,576	100.0%

Table A22: 2004-05 Missouri FAFSA Filers by Family Adjusted Gross Income

		Dependent		Independent		Total	
	Adjusted Gross Income	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Freshmen Only	<$0 to $14,999	4,986	11.5%	11,601	43.8%	16,587	23.7%
	$15,000 to $24,999	4,568	10.5%	4,869	18.4%	9,437	13.5%
	$25,000 to $34,999	4,820	11.1%	2,470	9.3%	7,290	10.4%
	$35,000 to $49,999	6,430	14.8%	1,688	6.4%	8,118	11.6%
	$50,000 to $74,999	9,455	21.8%	983	3.7%	10,438	14.9%
	$75,000 to $99,999	6,383	14.7%	199	0.8%	6,582	9.4%
	$100,000 or Greater	5,676	13.1%	65	0.2%	5,741	8.2%
	Missing Data	1,086	2.5%	4,640	17.5%	5,726	8.2%
	Total	43,404	100.0%	26,515	100.0%	69,919	100.0%

Table A23: Missouri FAFSA Filers by Family Adjusted Gross Income: Changes Between 2002-03 and 2003-04

		Dependent		Independent		Total	
	Adjusted Gross Income	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Freshmen Only	<$0 to $14,999	698	17.1%	2,242	25.5%	2,940	22.9%
	$15,000 to $24,999	605	16.0%	1,332	37.1%	1,937	26.3%
	$25,000 to $34,999	765	19.0%	642	36.2%	1,407	24.2%
	$35,000 to $49,999	720	12.4%	418	32.2%	1,138	16.1%
	$50,000 to $74,999	775	9.2%	329	50.1%	1,104	12.1%
	$75,000 to $99,999	763	14.3%	80	74.8%	843	15.4%
	$100,000 or Greater	675	15.1%	23	52.3%	698	15.5%
	Missing Data	475	174.6%	2,227	167.2%	2,702	168.5%
	Total	5,476	15.1%	7,293	41.5%	12,769	23.7%

Table A24: Missouri FAFSA Filers by Family Adjusted Gross Income: Changes Between 2003-04 and 2004-05

		Dependent		Independent		Total	
	Adjusted Gross Income	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Freshmen Only	<$0 to $14,999	214	4.5%	569	5.2%	783	5.0%
	$15,000 to $24,999	184	4.2%	(56)	-1.1%	128	1.4%
	$25,000 to $34,999	22	0.5%	56	2.3%	78	1.1%
	$35,000 to $49,999	(78)	-1.2%	(29)	-1.7%	(107)	-1.3%
	$50,000 to $74,999	226	2.4%	(3)	-0.3%	223	2.2%
	$75,000 to $99,999	266	4.3%	12	6.4%	278	4.4%
	$100,000 or Greater	542	10.6%	(2)	-3.0%	540	10.4%
	Missing Data	339	45.4%	1,081	30.4%	1,420	33.0%
	Total	1,715	4.1%	1,628	6.5%	3,343	5.0%

Table A25: 2002-03 Missouri FAFSA Filers by Expected Family Contribution

		Dependent		Independent		Total	
	Expected Family contribution	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
All FAFSA Filers	Equal 0	10,592	10.2%	39,930	37.3%	50,522	24.0%
	$1 to $1,500	11,255	10.8%	18,909	17.7%	30,164	14.3%
	$1,501 to $2,500	6,539	6.3%	8,748	8.2%	15,287	7.2%
	$2,501 to $3,500	6,194	6.0%	6,207	5.8%	12,401	5.9%
	$3,501 to $3,850	2,054	2.0%	1,760	1.6%	3,814	1.8%
	$3,851 to $4,499	4,204	4.0%	3,215	3.0%	7,419	3.5%
	$4,500 to $5,999	8,268	8.0%	5,727	5.4%	13,995	6.6%
	$6,000 to $7,499	6,889	6.6%	4,477	4.2%	11,366	5.4%
	$7,500 to $8,999	5,728	5.5%	3,535	3.3%	9,263	4.4%
	$9,000 to $10,499	5,029	4.8%	2,548	2.4%	7,577	3.6%
	$10,500 to $15,499	12,700	12.2%	4,791	4.5%	17,491	8.3%
	$15,500 to $20,499	7,748	7.5%	2,039	1.9%	9,787	4.6%
	$20,500 to $25,499	4,659	4.5%	1,033	1.0%	5,692	2.7%
	>= $25,500	9,030	8.7%	1,443	1.3%	10,473	5.0%
	Missing Data	3,090	3.0%	2,547	2.4%	5,637	2.7%
	Total	103,979	100.0%	106,909	100.0%	210,888	100.0%

Table A26: All Missouri FAFSA Filers Mean and Median EFC for 2002-03 Missouri FAFSA Applicants by Income

	Dependent			Independent			Total		
Mean and Median EFC by Income Group	Number	Median EFC	Mean EFC	Number	Median EFC	Mean EFC	Number	Median EFC	Mean EFC
<$0 to $14,999	9,543	$0	$1,245	45,200	$0	$663	54,743	$0	$765
$15,000 to $24,999	9,237	$105	$987	21,745	$851	$2,389	30,982	$528	$1,971
$25,000 to $34,999	10,862	$1,685	$2,303	13,916	$1,878	$4,091	24,778	$1,770	$3,307
$35,000 to $49,999	16,395	$3,658	$4,325	11,159	$3,617	$5,990	27,554	$3,644	$4,999
$50,000 to $74,999	25,115	$7,473	$8,660	7,901	$8,310	$10,635	33,016	$7,626	$9,132
$75,000 to $99,999	17,488	$14,305	$15,101	2,141	$16,097	$18,290	19,629	$14,501	$15,449
>=$100,000	14,830	$25,069	$30,475	971	$27,729	$33,903	15,801	$25,208	$30,685
Missing Data	509	$0	$1,478	3,876	$0	$583	4,385	$0	$687

Table A27: 2003-04 Missouri FAFSA Filers by Expected Family Contribution

		Dependent		Independent		Total	
	Expected Family contribution	Number	Percent	Number	Percent	Number	Percent
All FAFSA Filers	Equal 0	12,781	11.1%	50,768	38.4%	63,549	25.7%
	$1 to $1,500	12,074	10.5%	22,276	16.9%	34,350	13.9%
	$1,501 to $2,500	7,135	6.2%	10,087	7.6%	17,222	7.0%
	$2,501 to $3,500	6,663	5.8%	7,475	5.7%	14,138	5.7%
	$3,501 to $3,850	2,066	1.8%	2,173	1.6%	4,239	1.7%
	$3,851 to $4,499	4,532	3.9%	3,800	2.9%	8,332	3.4%
	$4,500 to $5,999	8,726	7.6%	7,172	5.4%	15,898	6.4%
	$6,000 to $7,499	7,415	6.4%	5,314	4.0%	12,729	5.1%
	$7,500 to $8,999	6,197	5.4%	4,399	3.3%	10,596	4.3%
	$9,000 to $10,499	5,512	4.8%	3,262	2.5%	8,774	3.5%
	$10,500 to $15,499	13,732	11.9%	6,356	4.8%	20,088	8.1%
	$15,500 to $20,499	8,707	7.5%	2,841	2.1%	11,548	4.7%
	$20,500 to $25,499	5,393	4.7%	1,382	1.0%	6,775	2.7%
	>= $25,500	10,254	8.9%	1,993	1.5%	12,247	4.9%
	Missing Data	4,169	3.6%	2,858	2.2%	7,027	2.8%
	Total	115,356	100.0%	132,156	100.0%	247,512	100.0%

Table A28: Mean and Median EFC for 2003-04 Missouri FAFSA Filers by Income

All FAFSA Filers	Dependent			Independent			Total		
Mean and Median EFC by Income Group	Number	Median EFC	Mean EFC	Number	Median EFC	Mean EFC	Number	Median EFC	Mean EFC
<$0 to $14,999	10,518	$0	$876	49,462	$0	$654	59,980	$0	$693
$15,000 to $24,999	10,242	$88	$1,037	26,156	$844	$2,418	36,398	$556	$2,029
$25,000 to $34,999	12,241	$1,703	$2,366	16,848	$1,940	$4,199	29,089	$1,823	$3,428
$35,000 to $49,999	17,663	$3,711	$4,459	13,827	$3,773	$6,220	31,490	$3,736	$5,232
$50,000 to $74,999	26,807	$7,540	$8,687	10,336	$8,579	$10,744	37,143	$7,759	$9,260
$75,000 to $99,999	19,693	$14,467	$15,224	3,057	$16,061	$18,304	22,750	$14,692	$15,638
>=$100,000	16,655	$25,132	$30,311	1,294	$28,795	$35,420	17,949	$25,316	$30,679
Missing Data	1,537	$0	$1,261	11,176	$0	$383	12,713	$0	$489

Table A29: 2004-05 Missouri FAFSA Filers by Expected Family Contribution

		Dependent		Independent		Total	
	Expected Family contribution	Number	Percent	Number	Percent	Number	Percent
All FAFSA Filers	Equal 0	13,441	11.2%	56,468	39.9%	69,909	26.8%
	$1 to $1,500	12,889	10.8%	22,679	16.0%	35,568	13.6%
	$1,501 to $2,500	6,988	5.8%	10,611	7.5%	17,599	6.7%
	$2,501 to $3,500	6,518	5.5%	7,702	5.4%	14,220	5.4%
	$3,501 to $3,850	2,112	1.8%	2,175	1.5%	4,287	1.6%
	$3,851 to $4,499	4,479	3.7%	4,019	2.8%	8,498	3.3%
	$4,500 to $5,999	8,782	7.3%	7,533	5.3%	16,315	6.2%
	$6,000 to $7,499	7,380	6.2%	5,839	4.1%	13,219	5.1%
	$7,500 to $8,999	6,389	5.3%	4,603	3.2%	10,992	4.2%
	$9,000 to $10,499	5,588	4.7%	3,485	2.5%	9,073	3.5%
	$10,500 to $15,499	14,095	11.8%	6,986	4.9%	21,081	8.1%
	$15,500 to $20,499	9,389	7.9%	3,209	2.3%	12,598	4.8%
	$20,500 to $25,499	5,933	5.0%	1,608	1.1%	7,541	2.9%
	>= $25,500	12,023	10.1%	2,463	1.7%	14,486	5.5%
	Missing Data	3,486	2.9%	2,308	1.6%	5,794	2.2%
	Total	119,492	100.0%	141,688	100.0%	261,180	100.0%

Table A30: All FAFSA Filers Mean and Median EFC for 2004-05 Missouri FAFSA Filers by Income

	Dependent			Independent			Total		
Mean and Median EFC by Income Group	**Number**	**Median EFC**	**Mean EFC**	**Number**	**Median EFC**	**Mean EFC**	**Number**	**Median EFC**	**Mean EFC**
<$0 to $14,999	10,972	$0	$775	52,629	$0	$654	63,601	$0	$675
$15,000 to $24,999	10,441	$98	$1,011	27,077	$877	$2,461	37,518	$564	$2,058
$25,000 to $34,999	12,166	$1,668	$2,361	17,780	$2,024	$4,343	29,946	$1,838	$3,538
$35,000 to $49,999	17,643	$3,763	$4,521	14,510	$3,843	$6,328	32,153	$3,789	$5,337
$50,000 to $74,999	27,078	$7,666	$8,846	11,116	$8,773	$11,168	38,194	$7,914	$9,522
$75,000 to $99,999	20,548	$14,901	$15,771	3,559	$16,751	$18,997	24,107	$15,199	$16,248
>=$100,000	18,624	$25,868	$31,194	1,542	$29,162	$34,909	20,166	$26,059	$31,478
Missing Data	2,020	$0	$823	13,475	$0	$291	15,495	$0	$360

Appendix B: Missouri Freshmen FAFSA Filers

Table B1: 2002-03 Missouri Freshmen FAFSA Filers by Date of Application

2002-03 Missouri FAFSA Applicants by Date of Application						
Freshmen only	**Dependent**		**Independent**		**Total**	
Period	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
January 1, 2003 – April 1, 2003	21,472	59.3%	3,082	17.5%	24,554	45.6%
April 2, 2003 – August 31, 2003	12,123	33.5%	9,291	52.8%	21,414	39.8%
September 1, 2003 – June 30, 2004	2,618	7.2%	5,221	29.7%	7,839	14.6%
Total	36,213	100.0%	17,594	100.0%	53,807	100.0%

Table B2: 2003-04 Missouri Freshmen FAFSA Filers by Date of Application

2003-04 Missouri FAFSA Applicants by Date of Application						
Freshmen only	**Dependent**		**Independent**		**Total**	
Period	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
January 1, 2003 – April 1, 2003	23,225	55.7%	3,808	15.3%	27,033	40.6%
April 2, 2003 – August 31, 2003	13,149	31.5%	10,310	41.4%	23,459	35.2%
September 1, 2003- June 30, 2004	5,315	12.7%	10,769	43.3%	16,084	24.2%
Total	41,689	100.0%	24,887	100.0%	66,576	100.0%

Table B3: 2002-03 Missouri Freshmen FAFSA Filers by Date of Application

2004-05 Missouri FAFSA Applicants by Date of Application						
Freshmen only	Dependent		Independent		Total	
Period	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
January 1, 2004 – April 1, 2004	24,329	56.1%	4,094	15.4%	28,423	40.7%
April 2, 2004 – August 31, 2004	13,552	31.2%	10,813	40.8%	24,365	34.8%
September 1, 2004- June 30, 2005	5,523	12.7%	11,608	43.8%	17,131	24.5%
Total	43,404	100.0%	26,515	100.0%	69,919	100.0%

Table B4: Missouri Freshmen FAFSA Filers by Date of Application: Changes From 2002-03 to 2003-04

Missouri FAFSA Applicants by Date of Application: Changes From 2002-03 to 2003-04						
Freshmen only	Dependent		Independent		Total	
Period	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
January 1, 2003 – April 1, 2003	1,753	8.2%	726	23.6%	2,479	10.1%
April 2, 2003 – August 31, 2003	1,026	8.5%	1,019	11.0%	2,045	9.5%
September 1, 2003 – June 30, 2004	2,697	103.0%	5,548	106.3%	8,245	105.2%
Total	5,476	15.1%	7,293	41.5%	12,769	23.7%

Table B5: Missouri Freshman FAFSA Filers by Date of Application: Changes From 2003-04 to 2004-05

Missouri FAFSA Applicants by Date of Application: Changes From 2003-04 to 2004-05						
Freshmen only	Dependent		Independent		Total	
Period	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
January 1, 2003 – April 1, 2003	1,104	4.8%	286	7.5%	1,390	5.1%
April 2, 2003 – August 31, 2003	403	3.1%	503	4.9%	906	3.9%
September 1, 2003 – June 30, 2004	208	3.9%	839	7.8%	1,047	6.5%
Total	1,715	4.1%	1,628	6.5%	3,343	5.0%

Table B6: 2002-03 Missouri First-Time Freshman FAFSA Filers by Gender and Age

Freshmen only		Dependent		Independent		Total	
	Gender	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
	Male	16,469	45.5%	5,183	29.5%	21,652	40.2%
	Female	19,329	53.4%	12,209	69.4%	31,538	58.6%
	Missing Data	415	1.1%	202	1.1%	617	1.1%
	Total	36,213	100.0%	17,594	100.0%	53,807	100.0%
		Dependent		**Independent**		**Total**	
	Age	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
	19 or under	32,447	89.6%	1,639	9.3%	34,086	63.3%
	20 to 24	3,754	10.4%	5,085	28.9%	8,839	16.4%
	25 to 29	0	0.0%	4,376	24.9%	4,376	8.1%
	30 to 34	0	0.0%	2,563	14.6%	2,563	4.8%
	35 to 39	0	0.0%	1,624	9.2%	1,624	3.0%
	40 and over	0	0.0%	2,295	13.0%	2,295	4.3%
	Missing Data	12	0.0%	12	0.1%	24	0.0%
	Total	36,213	100.0%	17,594	100.0%	53,807	100.0%

Table B7: 2003-04 Missouri First-Time Freshman FAFSA Filers by Gender and Age

Freshmen only		Dependent		Independent		Total	
	Gender	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
	Male	18,669	44.8%	7,167	28.8%	25,836	38.8%
	Female	22,680	54.4%	17,516	70.4%	40,196	60.4%
	Missing Data	340	0.8%	204	0.8%	544	0.8%
	Total	41,689	100.0%	24,887	100.0%	66,576	100.0%
		Dependent		**Independent**		**Total**	
	Age	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
	19 or under	36,356	87.2%	2,015	8.1%	38,371	57.6%
	20 to 24	5,324	12.8%	6,750	27.1%	12,074	18.1%
	25 to 29	0	0.0%	6,359	25.6%	6,359	9.6%
	30 to 34	0	0.0%	3,865	15.5%	3,865	5.8%
	35 to 39	0	0.0%	2,440	9.8%	2,440	3.7%
	40 and over	0	0.0%	3,456	13.9%	3,456	5.2%
	Missing Data	9	0.0%	2	0.0%	11	0.0%
	Total	41,689	100.0%	24,887	100.0%	66,576	100.0%

Table B8: 2004-05 Missouri First-Time Freshman FAFSA Filers by Gender and Age

Freshmen only		Dependent		Independent		Total	
	Gender	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
	Male	19,558	45.1%	8,126	30.6%	27,684	39.6%
	Female	23,408	53.9%	18,100	68.3%	41,508	59.4%
	Missing Data	438	1.0%	289	1.1%	727	1.0%
	Total	43,404	100.0%	26,515	100.0%	69,919	100.0%
		Dependent		**Independent**		**Total**	
	Age	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
	19 or under	37,736	86.9%	2,143	8.1%	39,879	57.0%
	20 to 24	5,657	13.0%	7,216	27.2%	12,873	18.4%
	25 to 29	0	0.0%	6,886	26.0%	6,886	9.8%
	30 to 34	0	0.0%	4,131	15.6%	4,131	5.9%
	35 to 39	0	0.0%	2,501	9.4%	2,501	3.6%
	40 and over	0	0.0%	3,632	13.7%	3,632	5.2%
	Missing Data	11	0.0%	6	0.0%	17	0.0%
	Total	43,404	100.0%	26,515	100.0%	69,919	100.0%

Table B9: Missouri Freshman FAFSA Filers by Gender and Age: Changes Between 2002-03 & 2003-04

Freshmen only		Dependent		Independent		Total	
	Gender	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
	Male	2,200	13.4%	1,984	38.3%	4,184	19.3%
	Female	3,351	17.3%	5,307	43.5%	8,658	27.5%
	Missing Data	-75	-18.1%	2	1.0%	-73	-11.8%
	Total	5,476	15.1%	7,293	41.5%	12,769	23.7%
		Dependent		**Independent**		**Total**	
	Age	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
	19 or under	3,909	12.0%	376	22.9%	4,285	12.6%
	20 to 24	1,570	41.8%	1,665	32.7%	3,235	36.6%
	25 to 29	0	---	1,983	45.3%	1,983	45.3%
	30 to 34	0	---	1,302	50.8%	1,302	50.8%
	35 to 39	0	---	816	50.2%	816	50.2%
	40 and over	0	---	1,161	50.6%	1,161	50.6%
	Missing Data	-3	-25.0%	-10	-83.3%	-13	-54.2%
	Total	5,476	15.1%	7,293	41.5%	12,769	23.7%

Table B10: Missouri FAFSA Filers by Gender and Age: Changes Between 2003-04 and 2004-05

		Dependent		Independent		Total	
	Gender	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Freshmen only	Male	889	4.8%	959	13.4%	1,848	7.2%
	Female	728	3.2%	584	3.3%	1,312	3.3%
	Missing Data	98	28.8%	85	41.7%	183	33.6%
	Total	1,715	4.1%	1,628	6.5%	3,343	5.0%
		Dependent		**Independent**		**Total**	
	Age	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
	19 or under	1,380	3.8%	128	6.4%	1,508	3.9%
	20 to 24	333	6.3%	466	6.9%	799	6.6%
	25 to 29	0	---	527	8.3%	527	8.3%
	30 to 34	0	---	266	6.9%	266	6.9%
	35 to 39	0	---	61	2.5%	61	2.5%
	40 and over	0	---	176	5.1%	176	5.1%
	Missing Data	2	22.2%	4	200.0%	6	54.5%
	Total	1,715	4.1%	1,628	6.5%	3,343	5.0%

Table B11: 2002-03 Freshman FAFSA Filers by Education of Parent

		Dependent		Independent		Total	
	Level of Parent's Education	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Freshmen only	**Mother**						
	Middle School	1,802	5.0%	2,759	15.7%	4,561	8.5%
	High School	17,601	48.6%	8,202	46.6%	25,803	48.0%
	College and/or Beyond	14,241	39.3%	3,066	17.4%	17,307	32.2%
	Other/Unknown	1,444	4.0%	2,377	13.5%	3,821	7.1%
	Missing Data	1,125	3.1%	1,190	6.8%	2,315	4.3%
	Total	36,213	100.0%	17,594	100.0%	53,807	100.0%
	Father						
	Middle School	2,086	5.8%	2,657	15.1%	4,743	8.8%
	High School	17,124	47.3%	7,692	43.7%	24,816	46.1%
	College and/or Beyond	13,045	36.0%	2,331	13.2%	15,376	28.6%
	Other/Unknown	2,526	7.0%	3,756	21.3%	6,282	11.7%
	Missing Data	1,432	4.0%	1,158	6.6%	2,590	4.8%
	Total	36,213	100.0%	17,594	100.0%	53,807	100.0%
	Highest Level of One Parent						
	Middle School	713	2.0%	1,297	7.4%	2,010	3.7%
	High School	13,549	37.4%	7,148	40.6%	20,697	38.5%
	College and/or Beyond	17,676	48.8%	3,735	21.2%	21,411	39.8%
	Other/Unknown	3,338	9.2%	4,331	24.6%	7,669	14.3%
	Missing Data	937	2.6%	1,083	6.2%	2,020	3.8%
	Total	36,213	100.0%	17,594	100.0%	53,807	100%

Table B12: 2003-04 Missouri FAFSA Filers by Education of Parent

		Dependent		Independent		Total	
	Level of Parent's Education	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Freshmen only	**Mother**						
	Middle School	2,136	5.1%	3,592	14.4%	5,728	8.6%
	High School	19,740	47.4%	11,391	45.8%	31,131	46.8%
	College and/or Beyond	16,476	39.5%	4,259	17.1%	20,735	31.1%
	Other/Unknown	1,860	4.5%	3,358	13.5%	5,218	7.8%
	Missing Data	1,477	3.5%	2,287	9.2%	3,764	5.7%
	Total	41,689	100.0%	24,887	100.0%	66,576	100.0%
	Father						
	Middle School	2,554	6.1%	3,633	14.6%	6,187	9.3%
	High School	19,560	46.9%	10,378	41.7%	29,938	45.0%
	College and/or Beyond	14,611	35.0%	3,141	12.6%	17,752	26.7%
	Other/Unknown	3,225	7.7%	5,467	22.0%	8,692	13.1%
	Missing Data	1,739	4.2%	2,268	9.1%	4,007	6.0%
	Total	41,689	100.0%	24,887	100.0%	66,576	100.0%
	Highest Level of One Parent						
	Middle School	873	2.1%	1,730	7.0%	2,603	3.9%
	High School	15,164	36.4%	9,676	38.9%	24,840	37.3%
	College and/or Beyond	20,163	48.4%	5,048	20.3%	25,211	37.9%
	Other/Unknown	4,252	10.2%	6,269	25.2%	10,521	15.8%
	Missing Data	1,237	3.0%	2,164	8.7%	3,401	5.1%
	Total	41,689	100.0%	24,887	100.0%	66,576	100.0%

Table B13: 2004-05 Missouri FAFSA Filers by Education of Parent

		Dependent		Independent		Total	
	Level of Parent's Education	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Freshmen only	**Mother**						
	Middle School	2,287	5.3%	3,872	14.6%	6,159	8.8%
	High School	20,624	47.5%	12,384	46.7%	33,008	47.2%
	College and/or Beyond	17,901	41.2%	5,043	19.0%	22,944	32.8%
	Other/Unknown	2,034	4.7%	3,930	14.8%	5,964	8.5%
	Missing Data	558	1.3%	1,286	4.9%	1,844	2.6%
	Total	43,404	100.0%	26,515	100.0%	69,919	100.0%
	Father						
	Middle School	2,654	6.1%	3,779	14.3%	6,433	9.2%
	High School	20,722	47.7%	11,271	42.5%	31,993	45.8%
	College and/or Beyond	15,649	36.1%	3,896	14.7%	19,545	28.0%
	Other/Unknown	3,637	8.4%	6,279	23.7%	9,916	14.2%
	Missing Data	742	1.7%	1,290	4.9%	2,032	2.9%
	Total	43,404	100.0%	26,515	100.0%	69,919	100.0%
	Highest Level of One Parent						
	Middle School	841	1.9%	1,764	6.7%	2,605	3.7%
	High School	15,652	36.1%	10,357	39.1%	26,009	37.2%
	College and/or Beyond	21,745	50.1%	5,941	22.4%	27,686	39.6%
	Other/Unknown	4,771	11.0%	7,237	27.3%	12,008	17.2%
	Missing Data	395	0.9%	1,216	4.6%	1,611	2.3%
	Total	43,404	100.0%	26,515	100.0%	69,919	100.0%

Table B14: Missouri Filers by Parent Education:
Changes Between 2002-03 & 2003-04

		Dependent		Independent		Total	
	Level of Parent's Education	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Freshmen only	**Mother**						
	Middle School	334	18.5%	833	30.2%	1,167	25.6%
	High School	2,139	12.2%	3,189	38.9%	5,328	20.6%
	College and/or Beyond	2,235	15.7%	1,193	38.9%	3,428	19.8%
	Other/Unknown	416	28.8%	981	41.3%	1,397	36.6%
	Missing Data	352	31.3%	1,097	92.2%	1,449	62.6%
	Total	5,476	15.1%	7,293	41.5%	12,769	23.7%
	Father						
	Middle School	468	22.4%	976	36.7%	1,444	30.4%
	High School	2,436	14.2%	2,686	34.9%	5,122	20.6%
	College and/or Beyond	1,566	12.0%	810	34.7%	2,376	15.5%
	Other/Unknown	699	27.7%	1,711	45.6%	2,410	38.4%
	Missing Data	307	21.4%	1,110	95.9%	1,417	54.7%
	Total	5,476	15.1%	7,293	41.5%	12,769	23.7%
	Highest Level of One Parent						
	Middle School	160	22.4%	433	33.4%	593	29.5%
	High School	1,615	11.9%	2,528	35.4%	4,143	20.0%
	College and/or Beyond	2,487	14.1%	1,313	35.2%	3,800	17.7%
	Other/Unknown	914	27.4%	1,938	44.7%	2,852	37.2%
	Missing Data	300	32.0%	1,081	99.8%	1,381	68.4%
	Total	5,476	15.1%	7,293	41.5%	12,769	23.7%

Table B15: 2002-03 Missouri Freshman FAFSA Filers by EFC

	Dependent		Independent		Total	
Expected Family contribution	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Equal 0	4,731	13.1%	9,292	52.8%	14,023	26.1%
$1 to $1,500	4,269	11.8%	2,910	16.5%	7,179	13.3%
$1,501 to $2,500	2,471	6.8%	1,119	6.4%	3,590	6.7%
$2,501 to $3,500	2,217	6.1%	735	4.2%	2,952	5.5%
$3,501 to $3,850	704	1.9%	218	1.2%	922	1.7%
$3,851 to $4,499	1,406	3.9%	371	2.1%	1,777	3.3%
$4,500 to $5,999	2,650	7.3%	602	3.4%	3,252	6.0%
$6,000 to $7,499	2,090	5.8%	417	2.4%	2,507	4.7%
$7,500 to $8,999	1,732	4.8%	277	1.6%	2,009	3.7%
$9,000 to $10,499	1,534	4.2%	184	1.0%	1,718	3.2%
$10,500 to $15,499	3,883	10.7%	314	1.8%	4,197	7.8%
$15,500 to $20,499	2,468	6.8%	125	0.7%	2,593	4.8%
$20,500 to $25,499	1,465	4.0%	66	0.4%	1,531	2.8%
>= $25,500	3,171	8.8%	74	0.4%	3,245	6.0%
Missing Data	1,422	3.9%	890	5.1%	2,312	4.3%
Total	36,213	100.0%	17,594	100.0%	53,807	100.0%

Table B16: Mean and Median EFC for 2002-03 Missouri Freshman FAFSA Filers by Family Income

	Dependent			Independent			Total		
Mean and Median EFC by Income Group	**Number**	**Median EFC**	**Mean EFC**	**Number**	**Median EFC**	**Mean EFC**	**Number**	**Median EFC**	**Mean EFC**
<$0 to $14,999	4,074	$0	$1,082	8,790	$0	$383	12,864	$0	$604
$15,000 to $24,999	3,779	$70	$993	3,593	$259	$1,578	7,372	$150	$1,278
$25,000 to $34,999	4,033	$1,558	$2,275	1,772	$1,197	$2,666	5,805	$1,433	$2,394
$35,000 to $49,999	5,788	$3,425	$4,240	1,299	$2,756	$4,386	7,087	$3,294	$4,267
$50,000 to $74,999	8,454	$7,529	$8,929	657	$7,283	$9,248	9,111	$7,517	$8,952
$75,000 to $99,999	5,354	$14,908	$15,769	107	$15,873	$18,031	5,461	$14,923	$15,813
>=$100,000	4,459	$27,105	$33,456	44	$31,609	$37,152	4,503	$27,118	$33,492
Missing Data	272	$0	$1,095	1,332	$0	$267	1,604	$0	$408

Table B17: 2003-04 Missouri Freshman FAFSA Filers by EFC

	Dependent		Independent		Total	
Expected Family contribution	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Equal 0	6,011	14.4%	13766	55.3%	19,777	29.7%
$1 to $1,500	4,780	11.5%	3875	15.6%	8,655	13.0%
$1,501 to $2,500	2,855	6.8%	1376	5.5%	4,231	6.4%
$2,501 to $3,500	2,566	6.2%	1032	4.1%	3,598	5.4%
$3,501 to $3,850	780	1.9%	274	1.1%	1,054	1.6%
$3,851 to $4,499	1,518	3.6%	483	1.9%	2,001	3.0%
$4,500 to $5,999	2,915	7.0%	800	3.2%	3,715	5.6%
$6,000 to $7,499	2,341	5.6%	550	2.2%	2,891	4.3%
$7,500 to $8,999	1,954	4.7%	414	1.7%	2,368	3.6%
$9,000 to $10,499	1,652	4.0%	268	1.1%	1,920	2.9%
$10,500 to $15,499	4,271	10.2%	489	2.0%	4,760	7.1%
$15,500 to $20,499	2,637	6.3%	197	0.8%	2,834	4.3%
$20,500 to $25,499	1,669	4.0%	99	0.4%	1,768	2.7%
>= $25,500	3,640	8.7%	109	0.4%	3,749	5.6%
Missing Data	2,100	5.0%	1155	4.6%	3,255	4.9%
Total	41,689	100.0%	24887	100.0%	66,576	100.0%

Table B18: Mean and Median EFC for 2003-04 Missouri Freshman FAFSA Filers by Family Income

	Dependent			Independent			Total		
Mean and Median EFC by Income Group	**Number**	**Median EFC**	**Mean EFC**	**Number**	**Median EFC**	**Mean EFC**	**Number**	**Median EFC**	**Mean EFC**
<$0 to $14,999	4,772	$0	$746	11,032	$0	$348	15,804	$0	$468
$15,000 to $24,999	4,384	$53	$1,014	4,925	$257	$1,583	9,309	$151	$1,315
$25,000 to $34,999	4,798	$1,566	$2,223	2,414	$1,254	$2,809	7,212	$1,438	$2,419
$35,000 to $49,999	6,508	$3,370	$4,251	1,717	$2,955	$4,561	8,225	$3,281	$4,315
$50,000 to $74,999	9,229	$7,428	$8,696	986	$7,337	$9,572	10,215	$7,417	$8,781
$75,000 to $99,999	6,117	$14,770	$15,673	187	$14,820	$16,678	6,304	$14,776	$15,703
>=$100,000	5,134	$26,857	$32,907	67	$30,739	$38,747	5,201	$26,859	$32,982
Missing Data	747	$0	$865	3,559	$0	$234	4,306	$0	$344

Table B19: 2004-05 Missouri Freshmen FAFSA Filers by EFC

Freshmen Only		Dependent		Independent		Total	
	Expected Family contribution	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
	Equal 0	6,461	14.9%	15,341	57.9%	21,802	31.2%
	$1 to $1,500	5,236	12.1%	3,930	14.8%	9,166	13.1%
	$1,501 to $2,500	2,850	6.6%	1,502	5.7%	4,352	6.2%
	$2,501 to $3,500	2,481	5.7%	968	3.7%	3,449	4.9%
	$3,501 to $3,850	720	1.7%	275	1.0%	995	1.4%
	$3,851 to $4,499	1,533	3.5%	459	1.7%	1,992	2.8%
	$4,500 to $5,999	2,962	6.8%	848	3.2%	3,810	5.4%
	$6,000 to $7,499	2,411	5.6%	587	2.2%	2,998	4.3%
	$7,500 to $8,999	2,028	4.7%	467	1.8%	2,495	3.6%
	$9,000 to $10,499	1,744	4.0%	269	1.0%	2,013	2.9%
	$10,500 to $15,499	4,353	10.0%	494	1.9%	4,847	6.9%
	$15,500 to $20,499	2,913	6.7%	225	0.8%	3,138	4.5%
	$20,500 to $25,499	1,833	4.2%	88	0.3%	1,921	2.7%
	>= $25,500	4,156	9.6%	109	0.4%	4,265	6.1%
	Missing Data	1,723	4.0%	953	3.6%	2,676	3.8%
	Total	43,404	100.0%	26,515	100.0%	69,919	100.0%

Table B20: Mean and Median Estimated Family Contribution (EFC) for 2004-05 Missouri Freshman FAFSA Filers by Family Income

	Dependent			Independent			Total		
Mean and Median EFC by Income Group	**Number**	**Median EFC**	**Mean EFC**	**Number**	**Median EFC**	**Mean EFC**	**Number**	**Median EFC**	**Mean EFC**
<$0 to $14,999	4986	$0	$635	11601	$0	$331	16587	$0	$422
$15,000 to $24,999	4568	$74	$985	4869	$299	$1,635	9437	$163	$1,320
$25,000 to $34,999	4820	$1,546	$2,240	2470	$1,390	$2,926	7290	$1,480	$2,472
$35,000 to $49,999	6430	$3,456	$4,365	1688	$2,960	$4,716	8118	$3,346	$4,438
$50,000 to $74,999	9455	$7,563	$8,945	983	$7,630	$9,660	10438	$7,568	$9,013
$75,000 to $99,999	6383	$15,261	$16,146	199	$15,368	$17,239	6582	$15,261	$16,179
>=$100,000	5676	$27,802	$33,851	65	$34,579	$37,246	5741	$27,820	$33,889
Missing Data	1086	$0	$827	4640	$0	$187	5726	$0	$309

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