

Balancing Acts: How High School Counselors View Risks and Opportunities of Student Loans



Findings from the 2006 NACAC Secondary School Counseling Trends Survey

June 2007



National Association for
College Admission Counseling
Guiding the way to higher education

**THE PROJECT ON
STUDENT DEBT**

ABOUT NACAC

NACAC is an Alexandria, VA-based education association of more than 9,800 secondary school counselors, independent counselors, college admission and financial aid officers, enrollment managers, and organizations that work with students as they make the transition from high school to postsecondary education. The association, founded in 1937, is committed to maintaining high standards that foster ethical and social responsibility among those involved in the transition process, as outlined in the NACAC Statement of Principles of Good Practice. More information about NACAC is available at www.nacacnet.org.

ABOUT THE PROJECT ON STUDENT DEBT

For Americans of all socio-economic backgrounds, borrowing has become a primary way to pay for higher education. The Project on Student Debt works to increase public understanding of this trend and the implications for our families, economy, and society. Recognizing that loans play a critical role in making college possible, the Project's goal is to identify cost-effective solutions that expand educational opportunity, protect family financial security, and advance economic competitiveness. More information about the Project on Student Debt is available at www.projectonstudentdebt.org.

ACKNOWLEDGEMENTS

This report was prepared jointly by staff at NACAC and Project on Student Debt. Melissa Clinedinst, assistant director of research at NACAC, and Mari Luna De La Rosa, research consultant at Project on Student Debt were the primary authors. The content also was greatly influenced by input from David Hawkins, director of public policy at NACAC; Lauren Asher, associate director of Project on Student Debt; and Robert Shireman, president of Project on Student Debt.

The authors would like to thank Rachael Deane, public policy assistant at NACAC, for her support in preparing the Appendix tables. We also extend our thanks to the NACAC data team and publications staff for assistance in preparing the survey mailing and final product.

NACAC and Project on Student Debt would like to extend special thanks to the many secondary school counselors who took time from their busy schedules to complete the survey.

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Complete descriptive results of the survey can be found in the Appendix.

METHODOLOGY

In May 2006, NACAC distributed its annual Counseling Trends Survey to 10,000 high school guidance offices across the United States—1,552 NACAC-member high schools and 8,448 nonmember public high schools. The nonmember high schools were selected by random sample using a list of all public high schools from the U.S. Department of Education's Common Core of Data. The survey was sent by mail, and respondents were given the option to complete a paper or online survey. NACAC received 1,508 responses to the survey (15 percent response rate).

A comparison of the characteristics of NACAC survey respondents and those of all public and private schools in the U.S. shows that the survey respondents are somewhat over-representative of private, non-parochial secondary schools and under-representative of public

secondary schools (see Table1). Public NACAC respondents are disproportionately located in rural areas compared to all public schools, while private NACAC respondents are more likely to be located in urban areas in comparison to all private schools. NACAC respondent schools also have larger enrollments on average than all secondary schools. Among public schools, NACAC respondents are representative of all schools in the percentage of students who are eligible for free or reduced-price lunch (FRPL). Due to these discrepancies, caution must be taken when generalizing sample findings to the population.

Crosstabular and correlational analyses were conducted, and complete results are included the Appendix. Results are shown by school characteristics, including control, percent FRPL-eligible, enrollment size, student-to-counselor ratio, and college attendance rate along with significance levels.

Table 1. Counseling Trends Survey Respondent Characteristics Compared to National School Characteristics

	NACAC Respondents	All Schools	NACAC Public Respondents	All Public Schools	NACAC Private, Non-Parochial Respondents	All Private, Non-Parochial Schools	NACAC Private, Parochial Respondents	All Private, Parochial Schools
Total percent of schools	100%	100%	79.4%	89.1%	12.9%	3.4%	7.7%	7.5%
Locale¹								
Urban	20.5	27.0	12.1	26.2	47.4	38.4	62.3	33.4
Suburban	29.6	34.5	28.7	33.9	32.6	41.2	32.5	36.3
Rural	49.9	38.5	59.2	39.9	20.0	20.4	5.3	30.3
Enrollment								
Mean enrollment	883	585	969	758	490	113	654	398
Free and Reduced Priced Lunch²								
Percent eligible	28.4	--	33.7	36.3	3.4	--	4.0	--

-- = Data are not available.

NOTE: For each column, data is for the most recent year available. All NACAC respondent data is for 2005–06. Data for all public schools is for 2003–04. Data for all private schools and for all schools is for 2001-02.

Sources: NACAC Counseling Trends Survey, 2006; *Digest of Education Statistics*, 2005, Tables 5 and 57; *Digest of Education Statistics*, 2004, Table 39; *Public Elementary and Secondary Students, Staff, Schools, and School Districts: School Year 2003–04*, Tables 3, 8, and 9; *Overview of Public Elementary and Secondary Schools and Districts: School Year 2001–02*, Table 8.

¹National data are for elementary and secondary schools combined. For NACAC respondents, locale is defined according to the population of the city or town in which the school is located (rural = fewer than 25,000 people; suburban = 25,000 to 249,999 people; and urban = 250,000 or more people). For national data, locale is defined based on U.S. Department of Education community type classifications (rural = “small town” and “rural” (public) and “rural/small town” (private); suburban = “urban fringe of large/midsize city” and “large town” (public) and “urban fringe/large town” (private); and urban = “large city” and “midsize city” (public) and “central city” (private).

²National data are for elementary and secondary schools combined.

EXECUTIVE SUMMARY

As our higher education finance system relies more heavily on student loans, high school counselors face particular challenges in advising students about borrowing to pay for college. The findings of this survey reflect counselors' dual and sometimes conflicting roles of encouraging students to pursue college opportunities, while acknowledging the risks of taking on debt. Although decisions about whether and how much to borrow are ultimately made by students and their families, high school counselors are a critical source of information about loans and other forms of financial aid. The survey found considerable variation in how prepared counselors feel to answer typical questions about student loans, and how they view the costs and benefits of borrowing for students in different situations. Key findings include:

Widespread Concern About Student Debt

- The vast majority of high school counselors (86%) are concerned about the level of debt students are taking on to pay for college.
- Most school counselors (78%) say that students' and parents' concerns about loan debt affect whether and where students go to college.
 - Counselors at schools with a majority of low-income students are much more likely to say that fear of debt "strongly affects" college choices (56%) than counselors at schools with fewer low-income students (34%).
- Nearly all high school counselors (97%) say that students and families need a lot of help making decisions about student loans.

Giving Advice About Student Loans Can be Challenging

- Most high school counselors feel generally prepared to discuss loans with students and families. Eighty percent feel at least "somewhat prepared," including 25% who feel "very prepared."
- However, counselors find certain typical questions about student loans much more difficult to answer than others.

- o More than half of counselors find it at least “somewhat easy” to answer questions about whether to borrow to pay for college (62%), and what happens if the student does not graduate from college (53%).
- o Three-fourths (76%) of counselors find it at least “somewhat hard” to advise students and families about how much they can afford to borrow; and two-thirds say it is hard to answer questions about what type of loan to take (66%) and what happens if borrowers cannot pay back their loans (64%).

Generally Positive Views of Student Loans, but Concerns About Risks for Low-Income, Less Prepared

- Most high school counselors believe student loans are a good investment for a typical student at their school: 83% believe loans are at least a “somewhat good” investment, including 37% who believe they are a “very good” investment.
- Most counselors (89%) say that student loans help low-income students attend college.
- However, more than one-third of counselors (37%) believe that low-income students should avoid student loans because of the risks of default.
- Counselors in high schools with a majority of low-income students are much more likely to view loans as at least “somewhat risky” for a typical student at their school (33%) than counselors in schools with fewer low-income students (14%).
- Nearly three-quarters (74%) of high school counselors agree that students who *are not* well-prepared for college should *avoid* the risk of student loans. Slightly more (79%) say students who are well prepared can *afford* the risk of student loans.

INTRODUCTION

Guiding students through the college admission process is one of the most important roles of high school counselors. In addition to explaining the procedural requirements of applying to college and helping students with application components, counselors also provide information and advice on obtaining financial aid. In 2006, 84 percent of counselors reported that they provide information about paying for college as part of their jobs. Because student loans have become an increasingly prevalent part of financing college for most students, counselors are expected to help students understand loans and evaluate the costs and benefits of borrowing for college.

Over the past decade, loan aid has been growing faster than grant aid. In 2005–06, about half of all student aid dollars were awarded in the form of federal loans (College Board, 2006). This shift from grants to loans has made borrowing a necessary part of financing college for both low- and middle-income families. Almost 90 percent of Pell grant recipients—an indicator of modest family income—also had student loans (NCES, 2004). Nearly two-thirds (65 percent) of 1999–2000 bachelor's degree recipients had borrowed for college, up from 49 percent for 1992–93 graduates. Over this time period, the average amount borrowed increased from \$12,100 to \$19,300 (Choy, Li, 2005).

With trends showing an increasing reliance on student loan borrowing, students and families turn to high school counselors and financial aid staff to receive the best information on borrowing to pay for college. Students and parents see counselors as a primary and reliable source of information about college costs and financial aid in the junior and senior years (McDonough, Calderone, 2006). In addition, studies on low-income students have documented that even after students have completed the process of applying for aid, they need additional guidance from counselors and financial aid staff on interpreting their financial aid packages and types of aid, especially student loans (Luna De La Rosa, Tierney, 2006).

In an effort to bring more attention and awareness to information on borrowing and student loan debt, the National Association for College Admission Counseling (NACAC) and Project on Student Debt for College Access and Success (Project on Student Debt) surveyed high school counselors to ascertain their opinions on student loans and their experiences in counseling students and families about borrowing to pay for college.

Understanding counselors' perceptions about loans are important for two main reasons: 1) counselors' direct experiences with advising students about financial aid can serve as a window into student attitudes and behaviors; and 2) it is reasonable to expect that, as trusted sources, counselors' opinions about loans may influence students' and families' decisions about how to finance postsecondary education. Based on responses to the survey, NACAC and Project on Student Debt provide this report to highlight counselors' opinions and concerns about student loans.

SUMMARY OF FINDINGS

Giving Advice on Student Loans

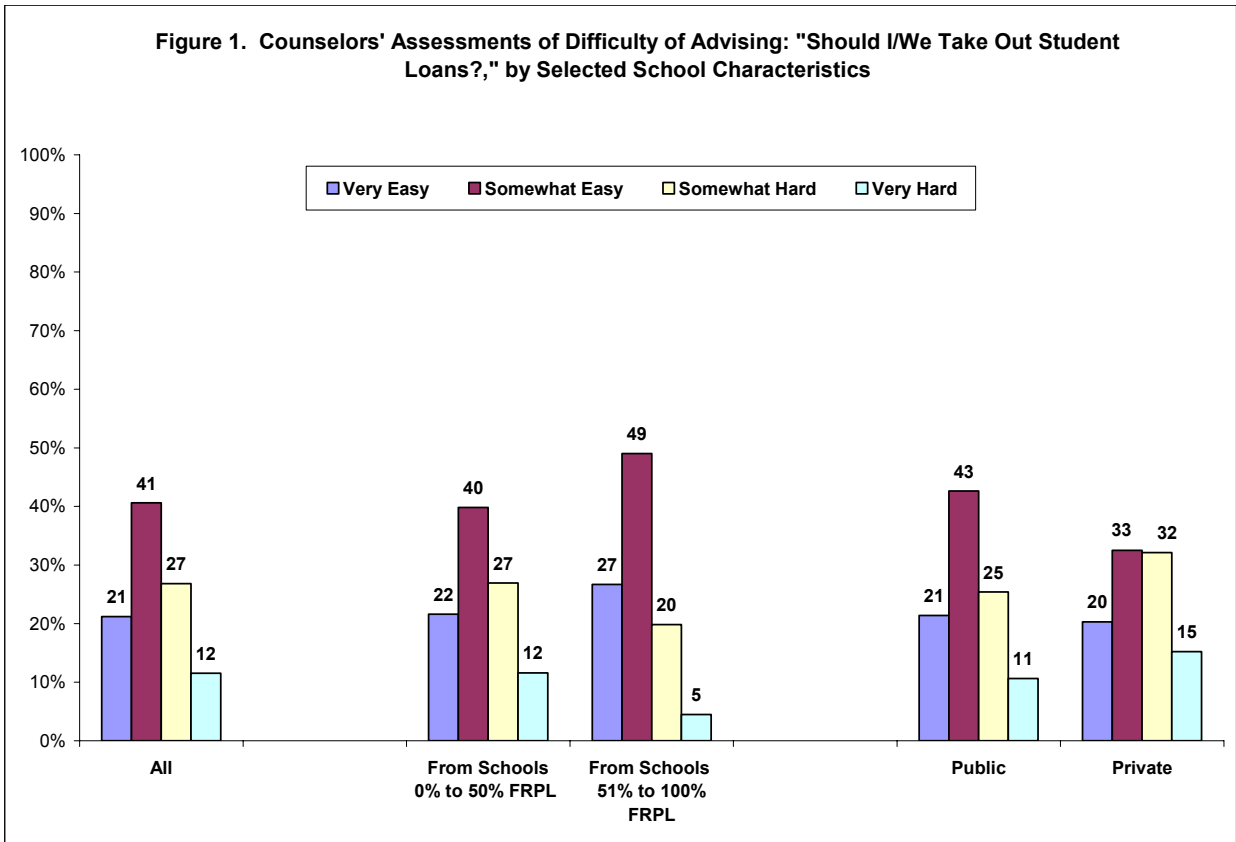
Giving advice on student loans is viewed as a challenging topic for many high school counselors. Although a large majority (80 percent) of counselors feel at least “somewhat prepared” to discuss loans with students and families, only one-quarter feel “very prepared.” Moreover, most counselors (62 percent) reported that it was at least “somewhat easy” to answer questions about whether students and families should take out loans.

However, specific questions about other aspects of borrowing for college proved to be more difficult. For example, counselors find it difficult to advise students and families on how much they can afford to borrow (76 percent), which type of loans are best for them (66 percent), and what happens if students/families cannot pay back their loans (64 percent) (see Table 2).

Table 2. Counselors’ Assessments of Difficulty Answering Questions about Student Loans

	Very Easy	Somewhat Easy	Somewhat Hard	Very Hard
Should I/We Take Out Loans to Pay for College?	21.2	40.6	26.8	11.5
How Much Can I/We Afford to Borrow?	5.4	18.4	36.6	39.6
Which Kind of Loan is the Best for Me/Us?	8.7	25.1	36.6	29.6
What Happens If I/Our Child Doesn’t Finish College?	18.3	34.2	28.1	19.3
What Happens If I/We Cannot Repay the Loans?	12.2	23.7	35.5	28.6

Interestingly, counselors at public schools and schools with larger percentages of low-income students (as measured by the percentage of students eligible for free/reduced priced lunch (FRPL)) find it relatively easier to answer most of these questions compared to their counterparts (see Figure 1). This study does not explore why these groups of counselors would find the questions easier to answer. It may be that counselors at public and relatively low-income schools encounter more students who have to borrow to gain access to college, and have therefore accumulated more experience. It also is possible that families at private and wealthier schools have financial options other than traditional student loans that make decisions about paying for college more complicated.



Despite feeling at least somewhat prepared to discuss loans, 93 percent of counselors think that students and families should make the ultimate decision to take out loans for college. However, they also overwhelmingly agree (97 percent) that students and families need a lot of help making student loan decisions. This suggests that counselors believe that students and parents should privately discuss whether borrowing is right for them after seeking guidance from high school counselors and other resources.

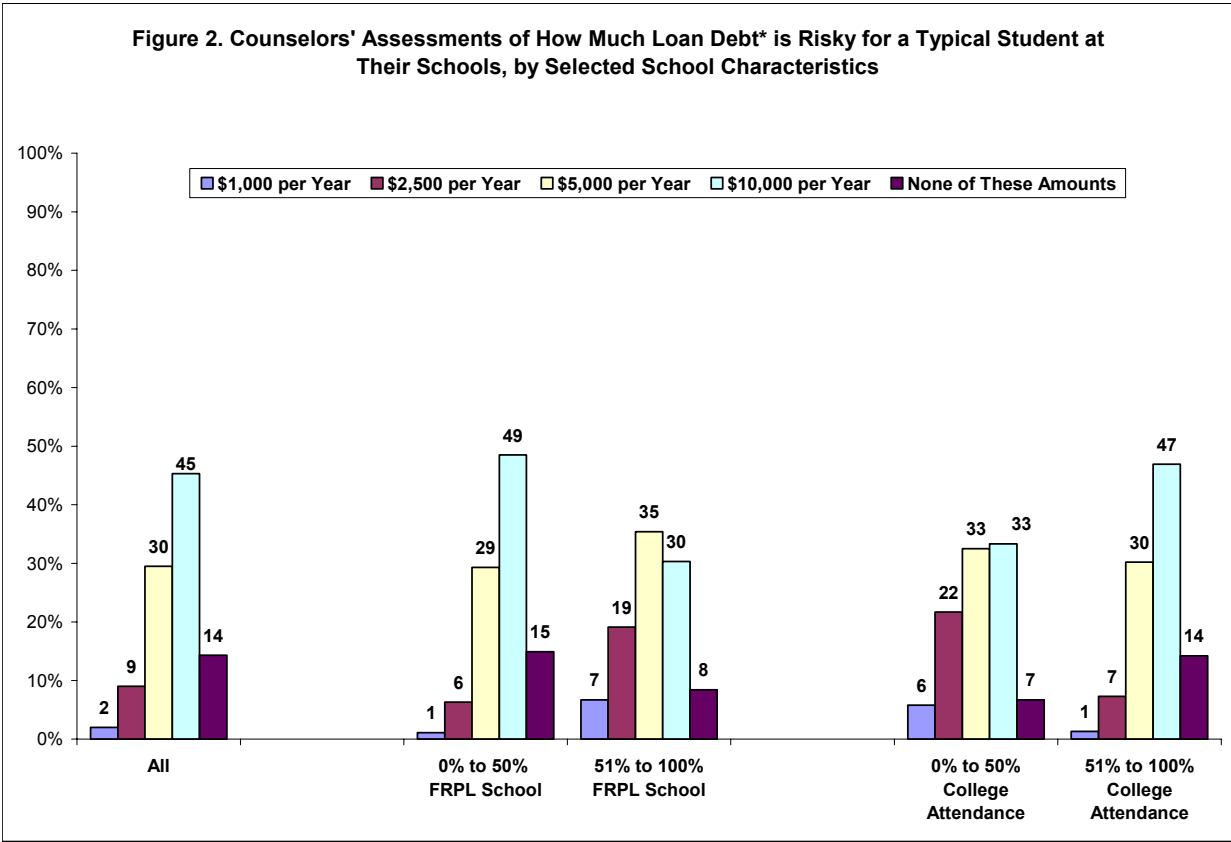
View of Student Loans to Pay for College

Overall, high school counselors view student loans as a necessary form of aid that allows students and families to afford college. However, they also acknowledge that students' individual circumstances influence the risk level involved in taking on student loans. A large majority of counselors (83 percent) agree that student loans are at least a somewhat good investment for a typical student at their schools, but only 37 percent agree that it is a very good investment.

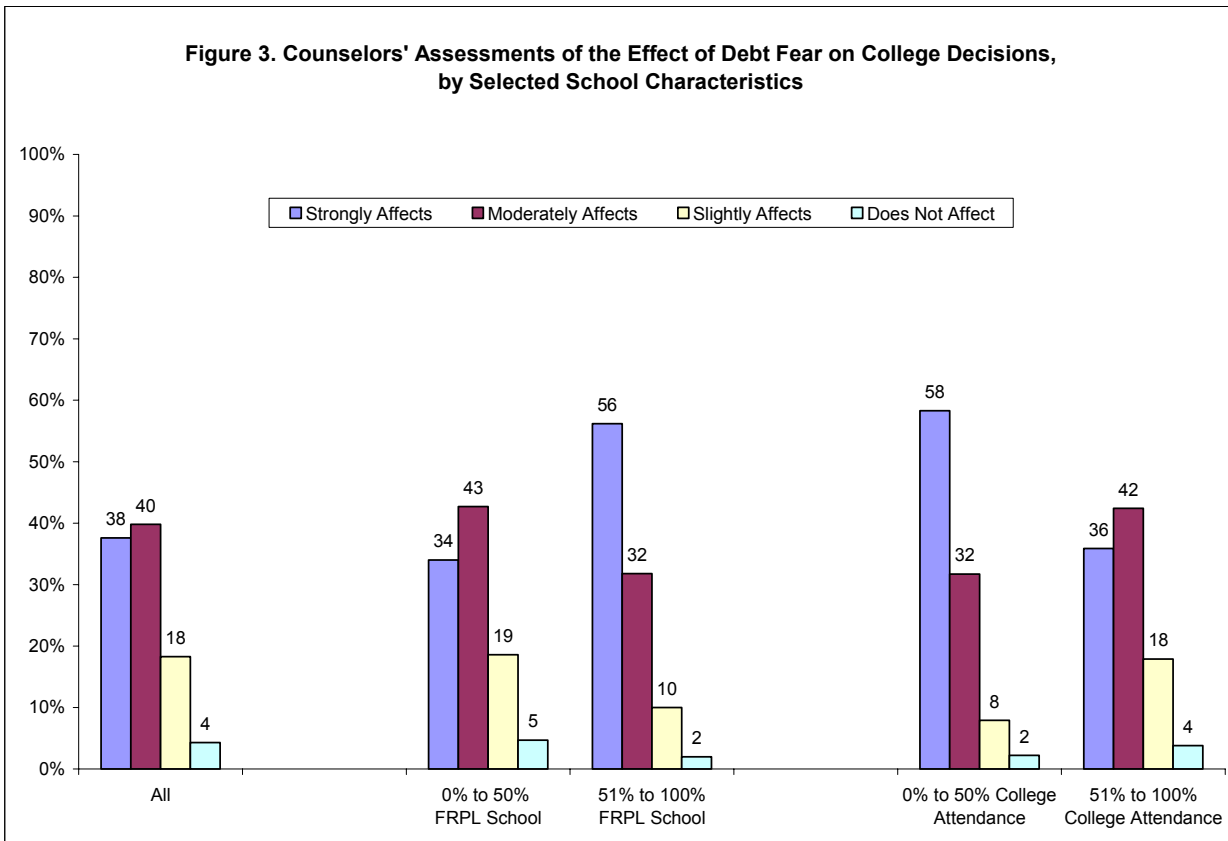
Slightly fewer counselors (69 percent) agree that student loans are a good investment for students at all income levels. Moreover, counselors

at schools with higher percentages of low-income students (more than 50 percent FRPL-eligible) are more likely to see loans as a somewhat risky investment (33 percent) compared to those at schools with fewer low-income students (14 percent). In addition, counselors at schools with higher college attendance rates (more than 50 percent) are much less likely to see loans as a risky investment (14 percent) than those at school where fewer students go to college (30 percent).

As another means of gauging a threshold of risk, respondents were asked how much money in student loans (for each year toward a four-year bachelor's degree) would be a very risky investment for a typical student at their schools. Overall, 30 percent of counselors indicated \$5,000 per year, and 45 percent indicated \$10,000 per year. Perceptions of risk vary depending on student characteristics. Counselors at schools with higher percentages of low-income students and lower college attendance rates were more likely to indicate smaller loans amounts of \$2,500 to \$5,000 as risky (see Figure 2).



A large majority of counselors (78 percent) agree that students' and families' concerns about student loan debt influence their decisions about whether and where to attend college. Not surprisingly, the effect of loan debt on college decisions is particularly prevalent at public schools and schools with higher percentages of low-income students (see Figure 3). Moreover, at schools where counselors say debt fear strongly affects college decisions, only 46 percent of students attended a 4-year college, compared to 81 percent of students at schools where counselors said debt fear does not affect their students.

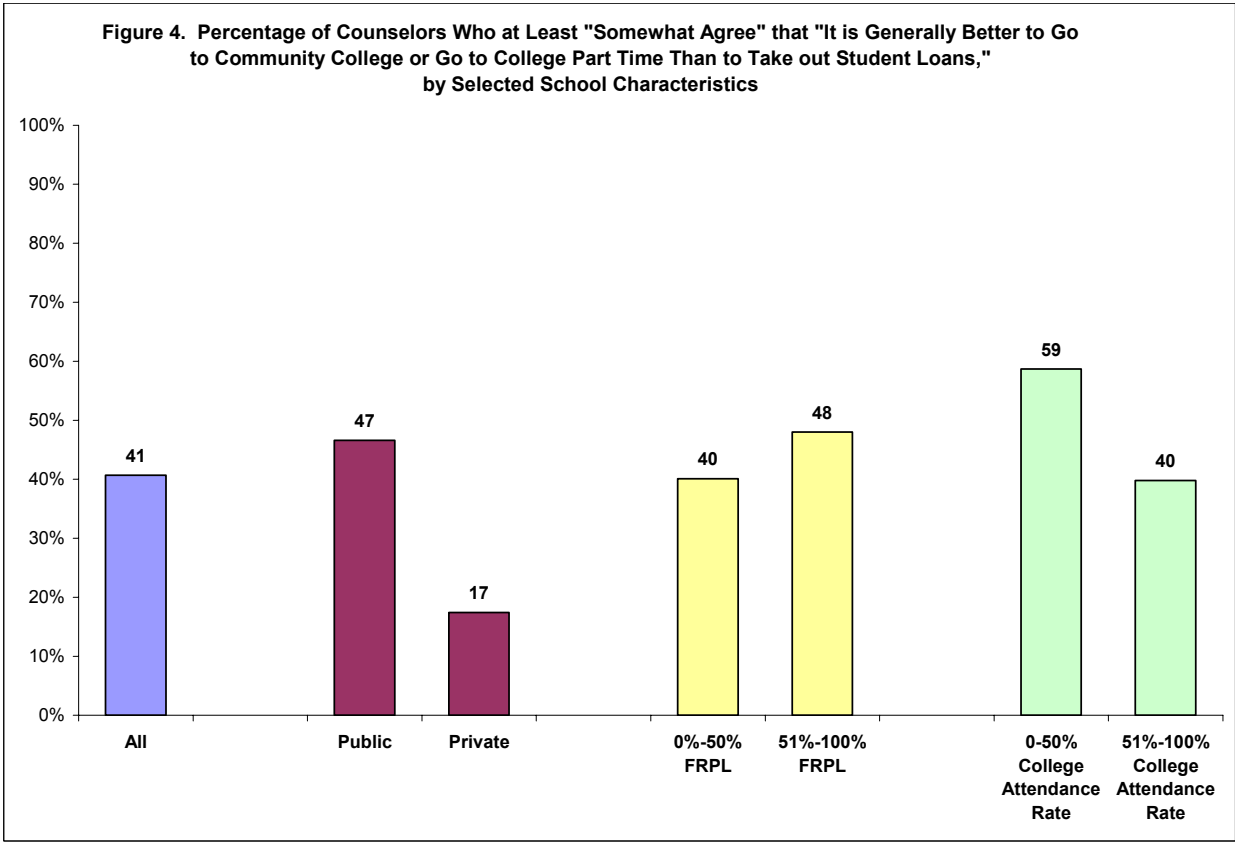


View of Debt Burden

As a group, counselors are overwhelmingly concerned (86 percent) about the amount of debt students are taking on to pay for college. More specifically, counselors have distinct perspectives of debt burden in relation to college choice and academic preparation.

In terms of college destination, more than three-fourths (77 percent) of counselors at least “somewhat agree” that it is better for students to attend a college that best meets their needs and interests even if it means taking out student loans. Additionally, a slight majority (59 percent) of counselors also

tend to disagree that it is better for students to attend a community college or enroll part time to avoid student loans. Public school counselors are far more likely to agree with the above statement (47 percent) compared to private school counselors (17 percent). Counselors at schools where more than half of students are low-income (FRPL-eligible) also are more likely to agree (see Figure 4). At schools where counselors strongly disagreed with this statement, 70 percent of students attended a four-year college, compared to only 38 percent of students at schools where counselors strongly agreed. In summary, results show that counselors differ on the worth of borrowing in relationship to choice of college and part-time attendance.



Most counselors do not agree that a student's income background should inhibit his ability to borrow. For example, a large majority of counselors (89 percent) at least "somewhat agree" that student loans help low-income students attend college when they otherwise could not afford it. In addition, counselors tend to disagree (63 percent) that low-income students should avoid loans because of the consequences of default. However, 14

percent of counselors at the lowest-income schools (greater than 75 percent FRPL-eligible students) “strongly agree” that low-income students should avoid loans.

Despite general agreement that loans help increase access for low-income students, counselors indicated some concern about students’ abilities to pay back loans. Most counselors (85 percent) believe students from their schools who take out student loans to attend college will be able to pay them back. However, only 65 percent of counselors with higher percentages of FRPL-eligible students (more than half) agree with the above statement, compared to 88 percent of counselors with lower percentage of FRPL-eligible students. In addition, at schools where counselors strongly agreed with this statement, 73 percent of students attended at four-year institution, compared to only 32 percent at schools where counselors strongly disagreed.

Findings also show that opinions about the appropriateness of borrowing are dependent on counselors’ assessments of academic preparation. Nearly three-quarters of counselors (74 percent) agree that students who are not well-prepared for college should avoid the risk of student loans, while 79 percent think that students who are well-prepared for college can afford student loans. On the other hand, more than one-third (35 percent) of counselors with the highest percentage of low-income students (more than 75 percent) disagree that even well-prepared students can afford borrowing for college, indicating that loans may be a deterrent for some academically prepared, low-income students.

IMPLICATIONS AND RECOMMENDATIONS

Because they are a trusted source of information, high school counselors witness first-hand the process that students and parents go through as they make important decisions about college, and how the prospect of debt can affect students’ choices and aspirations. This survey found that counselors feel at least somewhat prepared to discuss loans, but they also find certain important questions difficult to answer. Counselors believe that students and families need a great deal of help to make informed choices about borrowing, but that the ultimate decisions about loans must be made by the borrowers themselves. And while counselors voice near unanimous concern about the amount of debt that students are taking on, most see student loans in a generally favorable light. Still, more than one in three believe that low-income students should avoid loans because of the risks of default, and that it is better to go to community college or enroll part time than to borrow, even though such choices can significantly lower the odds of completing a degree.

These results are indicative of the difficult task counselors face in advising students about borrowing for college. Weighing the costs and benefits of student loans is very complex and shaped by factors such as a student's college aspirations, academic preparation, and economic resources, as well as the likely availability of different types of aid. The perspectives portrayed in this report reflect counselors' dual and sometimes conflicting roles of encouraging students to pursue college opportunities, while acknowledging the risks of taking on debt.

Larger federal, state and campus policies also set the context for how counselors perceive and communicate the risks and opportunities of borrowing to pay for college. The tools and options available to counselors are directly affected by the complexity of the financial aid system, the relatively high average levels of unmet student financial need, the emphasis of the student financial aid system on loans, and the criteria used to award financial aid (Perna, 2006).

While helping students identify and reach their higher education goals, counselors are also faced with trying to find clear and effective ways to convey the terms, borrowing limits, and eligibility criteria of the four different types of federal student loans (Perkins, Subsidized Stafford, Unsubsidized Stafford, and PLUS), a growing range of private student loan options, complex and inadequate borrower protections, and the severe consequences of default. This is in addition to explaining a federal financial aid application that is longer than the IRS 1040, various federal and state grant programs, in some cases separate state aid applications and loan programs, and the particular aid policies of individual colleges and universities.

Counselors are uniquely positioned to convey the pros and cons of borrowing to pay for college, and to do so in ways that help students attend and graduate from schools that will best meet their needs. However, our survey found that many do not feel well prepared to address key issues that come up in discussions about student loans. Counselors are also witnesses to the significant fears students and families have about this form of debt, and share the growing public concern about how much students are borrowing to keep up with college costs.

The following brief recommendations address the need for more support and resources related to student loans, and for policy changes to reduce the risks of student debt.

Information Recommendation

- *The U.S. Department of Education, state education agencies, and school districts should ensure that high school counselors have regular access to*

student-loan trainings and materials that are comprehensive, up-to-date, and unbiased. Clear information about student loans should also be easily available in many different languages to meet the needs of diverse student and parent populations. (A brief listing of currently available online resources is included at the end of this report.)

- o Given the findings of this report, trainings and materials should focus particular attention on:
 - The tradeoffs between strategies for avoiding loans (by going to a two-year rather than four-year school, attending part-time instead of full-time, and/or working long hours) and the likelihood of completing a degree;
 - The costs and risks of different types of borrowing for college, including federal and private student loans as well as home equity loans and credit cards;
 - The options available to borrowers who encounter difficulty paying back their loans.

Policy Recommendation

- *Make loan payments fair and manageable.* Prospective college students and their families, as well as the high school counselors who advise them, have legitimate concerns about the risks of student loans. There are many unpredictable circumstances, from an economic downturn to a family health crisis, that can far too easily send student-loan borrowers into decades of burdensome debt. The current system of borrower protections is inadequate, inconsistent, and hard for even policy experts to understand and explain. That is why the Project on Student Debt, NACAC, and a wide range of organizations (including those representing students, parents, higher education institutions and administrators, the student loan industry, civil rights and education advocates) support the policy goals of the Plan for Fair Loan Payments. These goals are:
 - o Limit student loan payments to a reasonable percentage of income.
 - o Recognize that family size affects how much income is available for loan payments.
 - o Protect borrowers from high interest charges when they face hardship situations.
 - o Cancel remaining debts when borrowers have made regular payments for 20 years.
 - o Provide borrowers in both the Direct Loan and the Federal Family Education Loan programs with easy access to all repayment options and protections.

Helping counselors communicate about current loan repayment options and protections is an important first step. However, making those options and protections fairer, stronger, and easier to explain in the first place would allow counselors to focus more of their limited time and resources on getting students ready for and into college.

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INFORMATION RESOURCES ON BORROWING FOR COLLEGE

The National Association for College Admission Counseling, where you can learn more about all steps in the college admission process.

www.nacacnet.org

The Project on Student Debt, where you can find tips and questions to ask about the process of borrowing for college.

www.projectonstudentdebt.org

Other Resources

The U.S. Department of Education provides grants, loans, and work-study opportunities to eligible students attending participating colleges or career schools. Information about student loans from the federal government in English and Spanish.

[/www.studentaid.ed.gov](http://www.studentaid.ed.gov)

Repaying Your Student Loans is a comprehensive resource (English and Spanish) on how to pay back student loans received from the U.S. Department of Education.

http://studentaid.ed.gov/students/publications/repaying_loans/index.html

FinAid, the smart guide to financial aid is the most comprehensive annotated collection of information about student financial aid on the web including student loans.

www.finaid.org/loans/

Student loan tips, or what you really need to know about student loans.

www.smith.edu/wfi/student_loans.htm

FinaidFacts.org provides free and accurate financial aid information for students progressing in their education. This site includes understanding college costs and student loans. It is the product of combined efforts of several financial aid counselors.

www.finaidfacts.org

APPENDIX: COMPLETE RESULTS

Table A.1. Counselors' Self Assessments of Their Preparation to Discuss Student Loans, by Selected School Characteristics

	Not at All Prepared	Not Very Prepared	Somewhat Prepared	Very Prepared
All Schools	2.1%	17.6%	55.7%	24.6%
Control*				
Public	2.2	18.0	53.7	26.1
Private	1.6	16.0	64.6	17.7
<i>Private Non-Parochial</i>	<i>2.0</i>	<i>17.3</i>	<i>66.0</i>	<i>14.7</i>
<i>Private Parochial</i>	<i>1.1</i>	<i>14.0</i>	<i>62.4</i>	<i>22.6</i>
Free and Reduced Price Lunch				
0 to 25%	1.4	15.7	57.4	25.5
26 to 50%	3.3	16.7	54.9	25.1
51 to 75%	0.8	15.2	56.8	27.2
76 to 100%	1.3	17.7	45.6	35.4
Enrollment				
Fewer than 500	2.0	17.1	60.4	20.4
500 to 999	1.3	17.8	55.9	25.1
1,000 to 1,499	2.7	20.7	50.0	26.6
1,500 to 1,999	1.8	13.4	50.0	34.8
2,000 or more	3.1	16.5	48.5	32.0
Student-to-Counselor Ratio				
Fewer than 100:1	0.0	25.4	53.7	20.9
100:1 to 199:1	1.8	18.3	56.3	23.7
200:1 to 299:1	2.3	15.2	54.4	28.1
300:1 to 399:1	1.2	16.1	57.1	25.5
400:1 to 499:1	2.7	18.7	54.7	24.0
500:1 to more	3.8	21.3	57.5	17.5
College Attendance Rate				
0 to 25%	0.0	17.2	58.6	24.1
26 to 50%	2.7	20.7	54.1	22.5
51 to 75%	1.5	18.0	55.1	25.4
76 to 100%	2.1	17.2	55.2	25.6

* significant chi-square

Table A.2b. Counselors' Assessments of Their Difficulty Answering, "How Much Can I/We Afford to Borrow?," by Selected School Characteristics

	Very Easy	Somewhat Easy	Somewhat Hard	Very Hard
All Schools	5.4	18.4	36.6	39.6
Control				
Public	5.8	19.3	37.1	37.8
Private	3.8	14.8	34.6	46.8
<i>Private Non-Parochial</i>	<i>4.1</i>	<i>15.9</i>	<i>35.2</i>	<i>44.8</i>
<i>Private Parochial</i>	<i>3.3</i>	<i>13.0</i>	<i>33.7</i>	<i>50.0</i>
Free and Reduced Price Lunch				
0 to 25%	5.1	18.0	34.4	42.5
26 to 50%	5.7	17.9	38.7	37.7
51 to 75%	7.3	26.6	37.9	28.2
76 to 100%	13.2	28.9	35.5	22.4
Enrollment*				
Fewer than 500	5.2	22.7	36.0	36.2
500 to 999	5.8	16.2	37.3	40.6
1,000 to 1,499	3.9	12.9	37.1	46.1
1,500 to 1,999	5.3	22.1	35.4	37.2
2,000 or more	8.5	9.6	38.3	43.6
Student-to-Counselor Ratio				
Fewer than 100:1	4.6	27.7	36.9	30.8
100:1 to 199:1	5.0	17.4	35.2	42.5
200:1 to 299:1	6.2	20.4	35.8	37.6
300:1 to 399:1	5.1	18.2	35.8	40.9
400:1 to 499:1	4.1	16.9	37.2	41.9
500:1 to more	7.7	9.0	44.9	38.5
College Attendance Rate				
0 to 25%	6.9	27.6	37.9	27.6
26 to 50%	6.3	16.2	33.3	44.1
51 to 75%	3.8	22.3	36.6	37.4
76 to 100%	5.7	17.7	36.1	40.5

* significant chi-square correlation with control (public/private) = .079, $p < .01$

Table A.2c. Counselors' Assessments of Their Difficulty Answering, "Which Kind of Loan is Best for Me/Us?," by Selected School Characteristics

	Very Easy	Somewhat Easy	Somewhat Hard	Very Hard
All Schools	8.7	25.1	36.6	29.6
Control*				
Public	9.3	27.0	35.7	28.0
Private	5.9	17.3	40.1	36.7
<i>Private Non-Parochial</i>	7.6	15.9	40.0	36.6
<i>Private Parochial</i>	3.3	19.6	40.2	37.0
Free and Reduced Price Lunch				
0 to 25%	7.8	26.5	35.7	30.0
26 to 50%	8.7	26.6	39.1	25.6
51 to 75%	11.4	32.5	34.1	22.0
76 to 100%	14.5	27.6	39.5	18.4
Enrollment*				
Fewer than 500	9.0	28.6	37.6	24.8
500 to 999	9.5	22.9	36.6	31.4
1,000 to 1,499	7.3	19.7	37.6	35.4
1,500 to 1,999	5.3	29.2	34.5	31.0
2,000 or more	12.2	21.1	33.3	33.3
Student-to-Counselor Ratio				
Fewer than 100:1	7.7	32.3	36.9	23.1
100:1 to 199:1	9.6	24.8	37.2	28.4
200:1 to 299:1	9.0	26.3	37.1	27.5
300:1 to 399:1	8.7	24.2	35.5	31.6
400:1 to 499:1	8.2	24.7	34.9	32.2
500:1 to more	7.7	19.2	41.0	32.1
College Attendance Rate				
0 to 25%	3.4	27.6	41.4	27.6
26 to 50%	7.1	25.9	34.8	32.1
51 to 75%	9.2	28.7	37.2	24.9
76 to 100%	9.0	24.7	35.6	30.7

* significant chi-square

correlation with control (public/private) = .108, $p < .01$; correlation with FRPL = -.105, $p < .01$

Table A.2d. Counselors' Assessments of Their Difficulty Answering, "What Happens If I/Our Child Doesn't Finish College?," by Selected School Characteristics

	Very Easy	Somewhat Easy	Somewhat Hard	Very Hard
All Schools	18.3	34.2	28.1	19.3
Control*				
Public	19.5	34.7	29.0	16.8
Private	14.0	31.4	25.4	29.2
<i>Private Non-Parochial</i>	<i>15.2</i>	<i>31.7</i>	<i>20.7</i>	<i>32.4</i>
<i>Private Parochial</i>	<i>12.1</i>	<i>30.8</i>	<i>33.0</i>	<i>24.2</i>
Free and Reduced Price Lunch				
0 to 25%	16.8	35.4	28.6	19.2
26 to 50%	21.2	36.3	27.4	15.1
51 to 75%	21.1	43.9	25.2	9.8
76 to 100%	27.6	28.9	30.3	13.2
Enrollment*				
Fewer than 500	20.6	37.0	25.2	17.3
500 to 999	16.6	36.7	26.9	19.8
1,000 to 1,499	15.8	26.0	36.7	21.5
1,500 to 1,999	14.4	40.5	27.0	18.0
2,000 or more	24.7	20.4	30.1	24.7
Student-to-Counselor Ratio				
Fewer than 100:1	15.4	36.9	24.6	23.1
100:1 to 199:1	19.4	29.2	30.1	21.3
200:1 to 299:1	20.3	35.6	28.8	15.3
300:1 to 399:1	18.6	37.2	24.7	19.6
400:1 to 499:1	15.5	35.8	27.7	20.9
500:1 to more	16.9	26.0	35.1	22.1
College Attendance Rate				
0 to 25%	17.2	34.5	27.6	20.7
26 to 50%	21.6	37.8	24.3	16.2
51 to 75%	19.2	35.0	32.0	13.9
76 to 100%	17.9	33.9	27.6	20.6

* significant chi-square
correlation with control (public/private) = .108, p < .01; correlation with FRPL = -.109, p < .01

Table A.2e. Counselors' Assessments of Their Difficulty Answering, "What Happens If I/We Cannot Repay the Loans?," by Selected School Characteristics

	Very Easy	Somewhat Easy	Somewhat Hard	Very Hard
All Schools	12.2	23.7	35.5	28.6
<i>Control*</i>				
Public	13.2	24.1	35.6	27.1
Private	8.0	21.9	35.4	34.6
<i>Private Non-Parochial</i>	<i>10.3</i>	<i>20.0</i>	<i>35.2</i>	<i>34.5</i>
<i>Private Parochial</i>	<i>4.3</i>	<i>25.0</i>	<i>35.9</i>	<i>34.8</i>
<i>Free and Reduced Price Lunch*</i>				
0 to 25%	12.3	22.6	35.6	29.5
26 to 50%	11.7	26.3	35.7	26.3
51 to 75%	11.5	34.4	34.4	19.7
76 to 100%	23.7	30.3	32.9	13.2
<i>Enrollment*</i>				
Fewer than 500	12.9	28.4	33.6	25.1
500 to 999	11.7	21.8	36.7	29.9
1,000 to 1,499	10.1	18.4	36.9	34.6
1,500 to 1,999	11.5	27.4	36.3	24.8
2,000 or more	16.1	12.9	35.5	35.5
<i>Student-to-Counselor Ratio</i>				
Fewer than 100:1	7.7	32.3	32.3	27.7
100:1 to 199:1	13.8	20.6	34.9	30.7
200:1 to 299:1	14.1	25.5	36.4	24.0
300:1 to 399:1	10.5	24.2	35.7	29.6
400:1 to 499:1	11.5	22.3	33.1	33.1
500:1 to more	11.7	19.5	37.7	31.2
<i>College Attendance Rate</i>				
0 to 25%	3.4	41.4	31.0	24.1
26 to 50%	13.4	27.7	35.7	23.2
51 to 75%	13.5	24.4	37.6	24.4
76 to 100%	11.9	22.4	35.0	30.7

* significant chi-square correlation with college attendance rate = .063, $p < .05$

Table A.3a. Counselors' Views about Student Loans as an Option for the Typical Student at Their Schools, by Selected School Characteristics

	Very Good Investment	Somewhat Good Investment	Somewhat Risky Investment	Very Risky Investment
All Schools	37.2	46.2	13.9	2.6
Control*				
Public	35.5	46.4	15.0	3.2
Private	43.5	46.0	10.1	0.4
<i>Private Non-Parochial</i>	45.2	45.9	8.2	0.7
<i>Private Parochial</i>	40.7	46.2	13.2	0.0
Free and Reduced Price Lunch				
0 to 25%	41.4	47.8	10.1	0.7
26 to 50%	34.0	44.3	16.5	5.2
51 to 75%	27.2	44.0	21.6	7.2
76 to 100%	29.9	29.9	32.5	7.8
Enrollment				
Fewer than 500	36.8	45.7	15.0	2.5
500 to 999	36.7	48.1	12.3	2.9
1,000 to 1,499	41.7	43.3	11.7	3.3
1,500 to 1,999	38.9	46.9	12.4	1.8
2,000 or more	33.7	45.3	18.9	2.1
Student-to-Counselor Ratio				
Fewer than 100:1	40.0	46.2	12.3	1.5
100:1 to 199:1	40.3	44.9	13.4	1.4
200:1 to 299:1	38.3	45.4	13.9	2.4
300:1 to 399:1	36.4	46.7	12.8	4.0
400:1 to 499:1	36.3	44.5	16.4	2.7
500:1 to more	30.8	50.0	16.7	2.6
College Attendance Rate*				
0 to 25%	24.1	41.4	24.1	10.3
26 to 50%	25.2	45.9	22.5	6.3
51 to 75%	34.0	50.2	13.6	2.3
76 to 100%	39.9	46.7	11.6	1.8

* significant chi-square
correlation with control (public/private) = -.096, $p < .01$; correlation with FRPL = .236, $p < .01$;
correlation with college attendance rate = -.191, $p < .01$; correlation with student-to-counselor ratio = .068, $p < .05$

Table A.3b. Mean College Attendance Rates, by Counselors' Views about Student Loans as an Option for the Typical Student at Their Schools

Counselors' Views	Percent Attended 4-Year Institution	Percent Attended 2-Year Institution	Percent Attended 2- or 4-Year Institution
Very Good Investment	60.6	24.1	80.3
Somewhat Good Investment	55.0	25.9	77.0
Somewhat Risky Investment	46.9	26.8	69.9
Very Risky Investment	33.1	28.7	62.5

NOTE: 2-year college attendance rate mean differences are not significant.

Table A.4a. Counselors' Assessments of How Much Loan Debt is Risky for a Typical Student at Their Schools, by Selected School Characteristics

	\$1,000 per year	\$2,500 per year	\$5,000 per year	\$10,000 per year	None of These Amounts
All Schools	2.0	9.0	29.5	45.3	14.3
Control*					
Public	2.5	10.6	31.5	42.8	12.6
Private	0.0	2.0	21.4	55.6	20.9
<i>Private Non-Parochial</i>	<i>0.0</i>	<i>2.4</i>	<i>16.3</i>	<i>58.5</i>	<i>22.8</i>
<i>Private Parochial</i>	<i>0.0</i>	<i>1.4</i>	<i>30.1</i>	<i>50.7</i>	<i>17.8</i>
Free and Reduced Price Lunch*					
0 to 25%	0.4	4.5	27.1	50.5	17.5
26 to 50%	2.8	11.0	34.8	43.1	8.3
51 to 75%	4.6	22.0	33.9	32.1	7.3
76 to 100%	10.1	14.5	37.7	27.5	10.1
Enrollment*					
Fewer than 500	2.9	10.5	30.7	46.2	9.8
500 to 999	2.0	9.1	33.3	40.9	14.7
1,000 to 1,499	1.3	4.6	27.8	47.0	19.2
1,500 to 1,999	1.0	7.3	22.9	50.0	18.8
2,000 or more	0.0	9.6	24.7	42.5	23.3
Student-to-Counselor Ratio					
Fewer than 100:1	1.9	11.1	22.2	42.6	22.2
100:1 to 199:1	1.6	7.7	26.2	53.6	10.9
200:1 to 299:1	1.7	9.0	28.8	43.8	16.7
300:1 to 399:1	2.6	8.1	35.4	39.5	14.4
400:1 to 499:1	1.6	8.1	31.5	50.8	8.1
500:1 or more	3.1	13.8	24.6	40.0	18.5
College Attendance Rate*					
0 to 25%	4.3	21.7	30.4	30.4	13.0
26 to 50%	6.2	21.6	33.0	34.0	5.2
51 to 75%	0.9	12.6	34.2	47.6	4.8
76 to 100%	1.6	4.9	28.5	46.6	18.5

* significant chi-square

correlation with control (public/private) = .189, $p < .01$; correlation with FRPL = -.320, $p < .01$;

correlation with enrollment = .102, $p < .01$; correlation with college attendance rate = .284, $p < .01$

Table A4.b. Mean College Attendance Rates, by Counselors' Assessments of How Much Loan Debt is Risky for a Typical Student at Their Schools

	Percent Attended 4-Year Institution	Percent Attended 2-Year Institution	Percent Attended 2- or 4-Year Institution
How Much Loan Debt is Risky			
\$1,000 per year	30.3	33.7	64.1
\$2,500 per year	37.2	29.5	63.6
\$5,000 per year	50.3	27.2	74.1
\$10,000 per year	58.8	24.2	78.7
None of the above	67.3	24.8	86.2

Table A.5a. Counselors' Assessments of the Effect of Debt Fear on College Decisions, by Selected School Characteristics

	Strongly Affects	Moderately Affects	Slightly Affects	Does Not Affect
All Schools	37.6	39.8	18.3	4.3
Control*				
Public	41.2	41.2	14.7	2.8
Private	23.2	34.4	32.4	10.0
<i>Private Non-Parochial</i>	<i>20.1</i>	<i>30.2</i>	<i>36.2</i>	<i>13.4</i>
<i>Private Parochial</i>	<i>28.3</i>	<i>41.3</i>	<i>26.1</i>	<i>4.3</i>
Free and Reduced Price Lunch*				
0 to 25%	30.4	43.4	20.2	6.0
26 to 50%	43.1	41.2	14.4	1.4
51 to 75%	57.3	30.6	11.3	0.8
76 to 100%	54.5	33.8	7.8	3.9
Enrollment				
Fewer than 500	38.8	38.4	17.9	4.9
500 to 999	36.1	39.9	20.1	3.8
1,000 to 1,499	35.2	47.3	14.3	3.3
1,500 to 1,999	32.7	39.8	23.9	3.5
2,000 or more	44.6	33.7	16.3	5.4
Student-to-Counselor Ratio				
Fewer than 100:1	34.3	35.8	19.4	10.4
100:1 to 199:1	32.6	39.4	23.1	5.0
200:1 to 299:1	37.9	42.0	16.3	3.8
300:1 to 399:1	37.0	42.1	18.0	2.8
400:1 to 499:1	43.2	37.2	16.9	2.7
500:1 or more	43.0	31.6	17.7	7.6
College Attendance Rate*				
0 to 25%	65.5	17.2	17.2	0.0
26 to 50%	56.4	35.5	5.5	2.7
51 to 75%	44.6	43.1	11.6	0.7
76 to 100%	32.2	42.1	20.6	5.1

* significant chi-square
correlation with control (public/private) = .237, p < .01; correlation with FRPL = -.256, p < .01;
correlation with college attendance rate = .235, p < .01; correlation with student-to-counselor ratio = -.080,
p < .01

Table A.5b. Mean College Attendance Rates, by Counselors' Assessments of the Effect of Debt Fear on College Decisions

	Percent Attended 4-Year Institution	Percent Attended 2-Year Institution	Percent Attended 2- or 4-Year Institution
Counselors' Assessments			
Strongly Affects	45.9	28.6	71.7
Moderately Affects	56.4	24.8	78.0
Slightly Affects	67.5	22.7	83.3
Does Not Affect	80.5	13.5	89.0

Table A.6. Counselors' Level of Concern About the Amount of Debt Students in General are Taking on to Pay for College, by Selected School Characteristics

	Not at all Concerned	Not Very Concerned	Somewhat Concerned	Very Concerned
All Schools	2.2	11.8	44.0	42.0
Control				
Public	2.1	11.1	43.9	42.9
Private				
<i>Private Non-Parochial</i>	2.7	14.9	46.6	35.8
<i>Private Parochial</i>	2.2	15.2	42.4	40.2
Free and Reduced Price Lunch				
0 to 25%	1.8	12.0	44.1	42.1
26 to 50%	2.8	8.8	50.7	37.7
51 to 75%	1.6	12.9	37.9	47.6
76 to 100%	0.0	6.5	42.9	50.6
Enrollment				
Fewer than 500	1.0	13.4	41.0	44.5
500 to 999	3.8	9.3	43.6	43.3
1,000 to 1,499	1.1	12.1	50.0	36.8
1,500 to 1,999	1.8	14.0	45.6	38.6
2,000 or more	5.3	9.5	45.3	40.0
Student-to-Counselor Ratio				
Fewer than 100:1	1.5	20.9	37.3	40.3
100:1 to 199:1	3.2	9.0	43.4	44.3
200:1 to 299:1	2.3	12.0	39.3	46.3
300:1 to 399:1	1.6	11.3	48.0	39.2
400:1 to 499:1	2.0	12.0	50.0	36.0
500:1 or more	2.6	13.0	44.2	40.3
College Attendance Rate				
0 to 25%	0.0	21.4	25.0	53.6
26 to 50%	2.7	11.8	45.5	40.0
51 to 75%	1.1	10.5	44.7	43.6
76 to 100%	2.4	11.8	44.4	41.4

 correlation with FRPL = .064, $p < .05$

Table A.7a. Counselors’ Level of Agreement with: “Student Loans are a Good Investment for Students at All Income Levels,” by Selected School Characteristics

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
All Schools	18.4	50.9	23.0	7.7
Control				
Public	18.7	51.5	22.2	7.7
Private	17.0	48.5	26.4	8.1
<i>Private Non-Parochial</i>	<i>15.1</i>	<i>52.1</i>	<i>26.7</i>	<i>6.2</i>
<i>Private Parochial</i>	<i>20.2</i>	<i>42.7</i>	<i>25.8</i>	<i>11.2</i>
Free and Reduced Price Lunch				
0 to 25%	19.2	51.6	22.2	7.0
26 to 50%	18.5	52.6	21.3	7.6
51 to 75%	15.3	48.4	22.6	13.7
76 to 100%	17.9	39.7	35.9	6.4
Enrollment				
Fewer than 500	16.9	51.4	23.5	8.2
500 to 999	20.3	48.5	22.6	8.5
1,000 to 1,499	17.8	54.4	22.2	5.6
1,500 to 1,999	19.5	49.6	23.9	7.1
2,000 or more	20.7	50.0	23.9	5.4
Student-to-Counselor Ratio				
Fewer than 100:1	18.2	47.0	27.3	7.6
100:1 to 199:1	21.7	47.9	23.5	6.9
200:1 to 299:1	15.7	52.4	23.4	8.6
300:1 to 399:1	21.5	50.3	22.2	6.0
400:1 to 499:1	14.9	58.1	15.5	11.5
500:1 or more	14.1	46.2	34.6	5.1
College Attendance Rate				
0 to 25%	13.8	48.3	17.2	20.7
26 to 50%	15.5	50.9	22.7	10.9
51 to 75%	16.7	53.0	22.3	8.0
76 to 100%	20.5	49.6	22.8	7.1

correlation with FRPL = .064, $p < .05$; correlation with college attendance rate = -.069, $p < .05$

Table A.7b. Counselors' Level of Agreement with: "Students From Lower-Income Families Should Avoid Student Loans Because the Consequences of Default are So Severe," by Selected School Characteristics

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
All Schools	5.1	31.5	47.8	15.6
Control				
Public	5.3	30.5	48.3	15.9
Private	4.3	35.0	46.2	14.5
<i>Private Non-Parochial</i>	<i>2.8</i>	<i>33.6</i>	<i>49.7</i>	<i>14.0</i>
<i>Private Parochial</i>	<i>6.6</i>	<i>37.4</i>	<i>40.7</i>	<i>15.4</i>
Free and Reduced Price Lunch*				
0 to 25%	3.5	31.6	48.4	16.5
26 to 50%	5.7	31.8	47.2	15.2
51 to 75%	7.4	34.4	41.0	17.2
76 to 100%	14.3	32.5	33.8	19.5
Enrollment				
Fewer than 500	5.6	31.1	47.5	15.8
500 to 999	4.6	31.8	47.2	16.4
1,000 to 1,499	4.4	33.3	52.2	10.0
1,500 to 1,999	4.5	28.6	47.3	19.6
2,000 or more	4.3	32.6	42.4	20.7
Student-to-Counselor Ratio				
Fewer than 100:1	12.1	24.2	45.5	18.2
100:1 to 199:1	5.1	31.2	49.8	14.0
200:1 to 299:1	5.1	33.3	44.6	17.0
300:1 to 399:1	3.8	31.0	48.4	16.8
400:1 to 499:1	5.4	32.4	48.6	13.5
500:1 or more	2.6	32.5	48.1	16.9
College Attendance Rate				
0 to 25%	6.9	44.8	31.0	17.2
26 to 50%	7.4	30.6	46.3	15.7
51 to 75%	4.9	33.1	47.5	14.4
76 to 100%	3.9	30.3	48.5	17.3

* significant chi-square correlation with FRPL = -.076, $p < .05$

Table A.7c. Counselors' Level of Agreement with: "It is Important to Go to the School That Best Fits Your Needs and Interests Even if That Means Taking Out Student Loans," by Selected School Characteristics

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
All Schools	26.2	51.0	18.7	4.0
Control				
Public	26.3	51.3	18.6	3.9
Private	25.7	50.6	19.0	4.6
<i>Private Non-Parochial</i>	25.3	50.0	21.2	3.4
<i>Private Parochial</i>	26.4	51.6	15.4	6.6
Free and Reduced Price Lunch				
0 to 25%	26.1	51.2	18.7	4.0
26 to 50%	24.9	50.7	18.3	6.1
51 to 75%	23.6	53.7	19.5	3.3
76 to 100%	32.1	46.2	19.2	2.6
Enrollment				
Fewer than 500	26.4	51.8	18.6	3.3
500 to 999	29.6	48.5	16.9	4.9
1,000 to 1,499	22.1	50.8	23.2	3.9
1,500 to 1,999	28.3	49.6	16.8	5.3
2,000 or more	21.7	57.6	16.3	4.3
Student-to-Counselor Ratio*				
Fewer than 100:1	40.3	38.8	11.9	9.0
100:1 to 199:1	28.6	49.8	19.4	2.3
200:1 to 299:1	22.8	50.9	22.5	3.8
300:1 to 399:1	28.4	50.5	17.0	4.1
400:1 to 499:1	18.2	62.2	14.9	4.7
500:1 to more	30.8	46.2	17.9	5.1
College Attendance Rate				
0 to 25%	31.0	55.2	13.8	0.0
26 to 50%	31.2	53.2	13.8	1.8
51 to 75%	23.1	55.3	17.8	3.8
76 to 100%	26.6	49.4	19.8	4.2

* significant chi-square

Table A.7d. Counselors' Level of Agreement with: "It is Generally Better to Go to Community College or Go to College Part Time Than to Take Out Student Loans," by Selected School Characteristics

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
All Schools	8.0	32.7	42.3	17.1
Control*				
Public	9.5	37.1	41.5	11.9
Private	2.1	15.3	45.5	37.0
<i>Private Non-Parochial</i>	<i>1.4</i>	<i>13.6</i>	<i>42.9</i>	<i>42.2</i>
<i>Private Parochial</i>	<i>3.4</i>	<i>18.2</i>	<i>50.0</i>	<i>28.4</i>
Free and Reduced Price Lunch*				
0 to 25%	7.4	29.1	43.3	20.2
26 to 50%	7.1	42.5	39.2	11.3
51 to 75%	13.1	36.9	34.4	15.6
76 to 100%	12.8	32.1	42.3	12.8
Enrollment				
Fewer than 500	8.5	32.7	40.8	18.0
500 to 999	5.2	33.4	42.3	19.0
1,000 to 1,499	7.9	34.5	41.8	15.8
1,500 to 1,999	12.6	27.0	48.6	11.7
2,000 or more	5.4	34.8	43.5	16.3
Student-to-Counselor Ratio*				
Fewer than 100:1	7.6	31.8	39.4	21.2
100:1 to 199:1	4.1	23.4	42.7	29.8
200:1 to 299:1	9.8	32.6	42.4	15.1
300:1 to 399:1	8.0	35.6	42.6	13.8
400:1 to 499:1	5.5	39.0	44.5	11.0
500:1 to more	11.8	36.8	38.2	13.2
College Attendance Rate*				
0 to 25%	13.8	48.3	27.6	10.3
26 to 50%	11.9	45.9	30.3	11.9
51 to 75%	9.6	39.1	40.6	10.7
76 to 100%	7.1	28.9	45.6	18.3

* significant chi-square correlation with control (public/private) = .291, $p < .01$; correlation with FRPL = -.139, $p < .01$ correlation with student-to-counselor ratio = -.123, $p < .01$; correlation with college attendance rate = .214, $p < .01$

Table A.7e. Mean College Attendance Rates, by Counselors' Level of Agreement with: "It is Generally Better to Go to Community College or Go to College Part Time Than to Take Out Student Loans," by Selected School Characteristics

	Percent Attended 4-Year Institution	Percent Attended 2-Year Institution	Percent Attended 2- or 4-Year Institution
Counselor's Views			
Strongly Agree	38.4	32.2	69.6
Somewhat Agree	47.4	27.3	72.7
Somewhat Disagree	59.2	24.8	79.3
Strongly Disagree	69.8	20.4	83.5

Table A.7f. Counselors' Level of Agreement with: "Student Loans Help Lower-Income Students Go To College When They Otherwise Could Not Afford To," by Selected School Characteristics

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
All Schools	33.2	55.4	9.1	2.4
Control				
Public	33.1	55.4	8.8	2.7
Private	33.8	55.3	9.7	1.3
<i>Private Non-Parochial</i>	<i>35.1</i>	<i>54.7</i>	<i>8.8</i>	<i>1.4</i>
<i>Private Parochial</i>	<i>31.5</i>	<i>56.2</i>	<i>11.2</i>	<i>1.1</i>
Free and Reduced Price Lunch				
0 to 25%	34.7	54.6	8.6	2.0
26 to 50%	33.5	53.1	9.1	4.3
51 to 75%	28.5	56.1	13.0	2.4
76 to 100%	24.4	55.1	15.4	5.1
Enrollment				
Fewer than 500	33.5	55.7	8.5	2.3
500 to 999	31.1	55.4	11.1	2.3
1,000 to 1,499	33.5	57.0	6.7	2.8
1,500 to 1,999	38.9	47.8	10.6	2.7
2,000 or more	30.8	61.5	5.5	2.2
Student-to-Counselor Ratio				
Fewer than 100:1	35.8	52.2	10.4	1.5
100:1 to 199:1	36.1	52.5	8.2	3.2
200:1 to 299:1	33.1	57.3	8.1	1.5
300:1 to 399:1	31.7	56.1	9.9	2.2
400:1 to 499:1	38.4	49.3	9.6	2.7
500:1 to more	22.1	64.9	7.8	5.2
College Attendance Rate				
0 to 25%	27.6	51.7	10.3	10.3
26 to 50%	36.1	52.8	9.3	1.9
51 to 75%	33.5	55.8	8.5	2.3
76 to 100%	33.4	55.6	8.7	2.3

correlation with FRPL = .083, $p < .05$

Table A.7g. Counselors' Level of Agreement with: "Students Who Are Not Well Prepared For College Should Not Risk Taking On Student Loans," by Selected School Characteristics

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
All Schools	21.9	51.7	24.3	2.0
<i>Control</i>				
Public	22.5	52.5	23.0	1.9
Private	19.7	48.9	28.8	2.6
<i>Private Non-Parochial</i>	19.3	44.1	33.8	2.8
<i>Private Parochial</i>	20.5	56.8	20.5	2.3
<i>Free and Reduced Price Lunch</i>				
0 to 25%	21.8	50.7	25.5	2.0
26 to 50%	26.2	51.9	20.0	1.9
51 to 75%	23.8	52.5	23.8	0.0
76 to 100%	23.1	44.9	26.9	5.1
<i>Enrollment</i>				
Fewer than 500	19.9	52.7	24.7	2.7
500 to 999	21.5	49.3	26.2	3.0
1,000 to 1,499	25.4	50.3	24.3	0.0
1,500 to 1,999	26.1	55.5	17.1	1.8
2,000 or more	22.8	52.2	25.0	0.0
<i>Student-to-Counselor Ratio</i>				
Fewer than 100:1	18.2	59.1	22.7	0.0
100:1 to 199:1	22.1	46.5	27.6	3.7
200:1 to 299:1	20.8	53.3	24.7	1.2
300:1 to 399:1	21.7	54.3	22.7	1.3
400:1 to 499:1	24.3	51.4	21.6	2.7
500:1 to more	24.0	44.0	26.7	5.3
<i>College Attendance Rate</i>				
0 to 25%	20.7	44.8	31.0	3.4
26 to 50%	25.5	53.6	20.0	0.9
51 to 75%	23.2	53.6	22.4	0.8
76 to 100%	19.7	53.2	24.9	2.3

Table A.7h. Counselors' Level of Agreement with: "Students Who Are Well Prepared For College Can Afford to Take on Student Loans," by Selected School Characteristics

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
All Schools	20.2	59.2	18.2	2.5
Control				
Public	20.5	58.2	18.9	2.5
Private	18.6	64.0	14.8	2.5
<i>Private Non-Parochial</i>	<i>18.2</i>	<i>65.5</i>	<i>14.2</i>	<i>2.0</i>
<i>Private Parochial</i>	<i>19.3</i>	<i>61.4</i>	<i>15.9</i>	<i>3.4</i>
Free and Reduced Price Lunch*				
0 to 25%	19.8	63.7	14.6	1.9
26 to 50%	21.2	55.7	19.3	3.8
51 to 75%	20.3	53.7	25.2	0.8
76 to 100%	17.9	47.4	30.8	3.8
Enrollment*				
Fewer than 500	19.7	60.0	18.3	2.1
500 to 999	24.4	55.8	18.2	1.7
1,000 to 1,499	16.3	66.9	13.5	3.4
1,500 to 1,999	17.0	61.6	16.1	5.4
2,000 or more	18.5	51.1	28.3	2.2
Student-to-Counselor Ratio*				
Fewer than 100:1	19.7	60.6	16.7	3.0
100:1 to 199:1	23.5	61.8	12.4	2.3
200:1 to 299:1	15.8	61.3	20.2	2.7
300:1 to 399:1	21.3	60.5	16.2	1.9
400:1 to 499:1	20.7	58.6	18.6	2.1
500:1 to more	22.4	40.8	31.6	5.3
College Attendance Rate				
0 to 25%	24.1	48.3	24.1	3.4
26 to 50%	18.2	59.1	20.9	1.8
51 to 75%	22.7	56.5	18.5	2.3
76 to 100%	20.4	60.5	16.5	2.6

* significant chi-square
correlation with FRPL = .089, $p < .01$; correlation with enrollment = .062, $p < .05$
correlation with student-to-counselor ratio = .059, $p < .05$

Table A.7i. Counselors’ Level of Agreement with: “Decisions About Whether to Take Out Student Loans Are Best Left to Students and Their Families,” by Selected School Characteristics

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
All Schools	61.5	31.2	6.5	0.8
Control				
Public	61.9	30.5	6.8	0.8
Private	60.3	34.2	5.1	0.4
<i>Private Non-Parochial</i>	<i>59.2</i>	<i>34.0</i>	<i>6.8</i>	<i>0.0</i>
<i>Private Parochial</i>	<i>62.2</i>	<i>34.4</i>	<i>2.2</i>	<i>1.1</i>
Free and Reduced Price Lunch*				
0 to 25%	62.6	31.3	5.1	0.9
26 to 50%	58.0	34.4	7.5	0.0
51 to 75%	59.7	26.6	10.5	3.2
76 to 100%	48.7	41.0	9.0	1.3
Enrollment				
Fewer than 500	57.5	34.6	7.0	0.8
500 to 999	65.0	28.1	5.6	1.3
1,000 to 1,499	66.3	28.2	5.0	0.6
1,500 to 1,999	67.3	23.0	8.8	0.9
2,000 or more	55.4	38.0	6.5	0.0
Student-to-Counselor Ratio				
Fewer than 100:1	55.2	34.3	9.0	1.5
100:1 to 199:1	57.3	35.3	6.9	0.5
200:1 to 299:1	65.3	28.2	5.6	0.9
300:1 to 399:1	66.2	27.4	6.0	0.3
400:1 to 499:1	58.1	34.5	6.8	0.7
500:1 to more	50.6	37.7	7.8	3.9
College Attendance Rate				
0 to 25%	55.2	24.1	17.2	3.4
26 to 50%	64.5	29.1	4.5	1.8
51 to 75%	62.2	30.5	6.9	0.4
76 to 100%	62.4	30.4	6.4	0.8

* significant chi-square

correlation with FRPL = .106, $p < .01$; correlation with student-to-counselor ratio = .063, $p < .05$

Table A.7j. Counselors’ Level of Agreement with: “Students and Families Need Lots of Help and Information to Make Good Choices About Student Loans,” by Selected School Characteristics

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
All Schools	67.6	29.8	2.4	0.2
Control				
Public	69.2	28.3	2.2	0.2
Private				
<i>Private Non-Parochial</i>	<i>61.9</i>	<i>33.3</i>	<i>4.8</i>	<i>0.0</i>
<i>Private Parochial</i>	<i>60.7</i>	<i>38.2</i>	<i>1.1</i>	<i>0.0</i>
Free and Reduced Price Lunch				
0 to 25%	66.2	30.8	2.8	0.2
26 to 50%	68.4	27.8	3.8	0.0
51 to 75%	74.8	23.6	0.8	0.8
76 to 100%	69.2	28.2	2.6	0.0
Enrollment				
Fewer than 500	66.0	31.5	2.3	0.2
500 to 999	70.1	27.3	2.6	0.0
1,000 to 1,499	67.2	28.8	4.0	0.0
1,500 to 1,999	63.7	34.5	0.9	0.9
2,000 or more	71.4	26.4	2.2	0.0
Student-to-Counselor Ratio				
Fewer than 100:1	56.7	40.3	3.0	0.0
100:1 to 199:1	63.6	33.2	2.8	0.5
200:1 to 299:1	70.7	27.8	1.5	0.0
300:1 to 399:1	70.3	27.5	2.2	0.0
400:1 to 499:1	64.6	32.0	3.4	0.0
500:1 to more	67.1	26.3	5.3	1.3
College Attendance Rate*				
0 to 25%	75.9	20.7	3.4	0.0
26 to 50%	76.9	18.5	2.8	1.9
51 to 75%	68.3	29.0	2.7	0.0
76 to 100%	66.7	31.1	2.3	0.0

* significant chi-square correlation with control (public/private) = .064, p < .05

Table A.7k. Counselors' Level of Agreement with: "Students From My School Who Go to College Will Be Able to Pay Back the Loans They Take Out," by Selected School Characteristics

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
All Schools	22.3	62.3	13.4	1.9
Control*				
Public	16.6	65.0	16.1	2.2
Private	44.1	52.4	2.6	0.9
<i>Private Non-Parochial</i>	48.3	48.3	2.8	0.7
<i>Private Parochial</i>	37.2	59.3	2.3	1.2
Free and Reduced Price Lunch*				
0 to 25%	29.8	61.2	7.8	1.1
26 to 50%	12.8	68.0	18.2	1.0
51 to 75%	8.3	61.7	25.8	4.2
76 to 100%	4.1	52.7	31.1	12.2
Enrollment				
Fewer than 500	20.8	64.5	12.3	2.4
500 to 999	24.0	62.5	11.8	1.7
1,000 to 1,499	23.1	60.7	15.0	1.2
1,500 to 1,999	23.4	59.5	14.4	2.7
2,000 or more	23.0	57.5	18.4	1.1
Student-to-Counselor Ratio*				
Fewer than 100:1	32.3	58.5	9.2	0.0
100:1 to 199:1	29.5	57.6	10.0	2.9
200:1 to 299:1	21.1	61.5	14.7	2.8
300:1 to 399:1	21.7	65.0	12.3	1.0
400:1 to 499:1	18.9	64.3	16.1	0.7
500:1 to more	8.3	69.4	18.1	4.2
College Attendance Rate*				
0 to 25%	0.0	58.6	27.6	13.8
26 to 50%	11.5	60.6	25.0	2.9
51 to 75%	12.9	65.1	20.1	2.0
76 to 100%	27.1	62.2	9.7	1.0

* significant chi-square
correlation with control (public/private) = $-.267$, $p < .01$; correlation with FRPL = $.387$, $p < .01$
correlation with student-to-counselor ratio = $.144$, $p < .01$; correlation with college attendance rate = $-.325$, $p < .01$

Table A.7I. Mean College Attendance Rates, by Counselors' Level of Agreement with: "Students From My School Who Go to College Will Be Able to Pay Back the Loans They Take Out," by Selected School Characteristics

	Percent Attended 4-Year Institution	Percent Attended 2-Year Institution	Percent Attended 2- or 4-Year Institution
Counselors' Views			
Strongly Agree	72.7	19.1	87.2
Somewhat Agree	53.6	26.9	76.5
Somewhat Disagree	39.2	28.9	66.7
Strongly Disagree	31.6	24.9	57.1