Student Access and Earnings Classification Technical Manual

Updated October 10, 2025

Introduction

This document describes the methodology of the 2025 Student Access and Earnings Classification (SAEC). The Carnegie Classifications team developed this methodology in partnership with a Technical Review Panel, and it reflects insights explored in the Carnegie Classifications White Paper Series.

To view the SAEC results, please visit the classification website.

Purpose of the Student Access and Earnings Classification

The SAEC examines the extent to which an institution is enrolling undergraduate students who reflect the communities that the school serves and whether those students go on to earn competitive wages compared to similar people in their area. Project leadership designed the methodology of the SAEC with several principles in mind:

1. School-level data should be interpreted in the context of the demographic and economic composition of the geographies that schools serve and the labor market realities facing different types of learners.
2. The definition of the geographies that schools serve should be customized to each school and based on observed student enrollment data.
3. In collecting data that describe the geographies that institutions serve, the project should use data at the smallest geographic unit possible and aggregate up into larger geographic units using a student enrollment-weighted averaging approach.
4. The methodology should use publicly available data that are available for all institutions and/or all geographies.
5. The methodology should use calculations that are easily reproducible using spreadsheet software.
6. The SAEC should facilitate comparison of each school's access and earnings values to similar institutions by using groupings from the Institutional Classification.

General Notes on the Student Access and Earnings Classification

School Inclusion Criteria

Schools that did not have sufficient undergraduate enrollment to calculate student access or earnings measures are not classified. Schools belonging to an Institutional Classification grouping for which 50% or fewer schools in the grouping received an SAEC classification are not classified. As a result of this rule, institutions that are classified as Special Focus: Law, Special Focus: Theological Studies, Special Focus: Medical Schools and Centers, and Special Focus: Graduate Studies do not appear in the Student Access and Earnings Classification. Schools located in U.S.

territories or other outlying areas besides Puerto Rico are not included in the SAEC due to lack of regional data with which to contextualize institutional data.

Level of Observation and Data Precision

The classification observes at the UnitID level and follows the reporting structure that institutions use to report to IPEDS.

The SAEC classifications were calculated using unrounded data. The data presented in this document and contained on the Carnegie Classifications website are rounded figures. Users recreating SAEC classifications using rounded data may notice slight differences in final values.

State Residency Data

The student state of origin data used in the Access Measure and Earnings Measure only include counts of students who enrolled from the United States. These calculations include students of unknown residency if the school reported these students as "State Unknown" (meaning they are from the U.S.) but does not include students reported as "Residence not reported (balance line)" on the enrollment survey.

Schools that Receive Regional Geographic Treatment

Schools classified as Associate Colleges and Associate/Baccalaureate Colleges in the 2025 Institutional Classification and institutions identified as Regional Public Universities (RPUs) by the Alliance for Research on Regional Colleges receive a regional/sub-state geographic treatment rather than a state-level treatment. This is described in the methodology below. A list of Associate Colleges and Associate/Baccalaureate Colleges is available here and a list of Regional Public Universities is available here.

Appeals Process

The project provided an opportunity for all institutions to review and provide commentary on the data the project used for their school. Institutional leaders received their data on January 16, 2025 and the appeal window closed on February 28, 2025. The data files posted on the project website and classification results reflect all appeals that the project accepted. Data that were not publicly available at the time of classification, including prior year revisions, were generally not accepted.

Following the release of the 2025 Carnegie Classifications in April 2025, institutions were invited to submit appeals, report anomalies, or raise other relevant issues regarding their data, Institutional Classification, or Student Access and Earnings Classification. Following that process, updates to the data and/or classifications were made in October 2025 for a small number of institutions.

Access Measure

The Access Measure compares the composition of the degree and certificate-seeking undergraduate enrollment at a school to the population in the geographies that the school serves. This measure is the average of two ratios described below: the Pell Ratio and the Underrepresented Minority Ratio.

Pell Ratio Calculation

Purpose

The Pell Ratio calculation compares a school's enrollment of degree/certificate-seeking undergraduate students who received Pell grants to the economic composition of the geographies from which the school enrolls students.

Data

This calculation uses the following data:

- The number of degree/certificate-seeking undergraduate students who received Pell grants
  - Source: 2022-23 provisional data collected from IPEDS
- The number of 2022-23 degree/certificate-seeking undergraduate students
  - Source: 2022-23 provisional data collected from IPEDS
- The percentage of families with children earning 200% or less of HHS Poverty Guidelines by state and Core-based Statistical Area (CBSA)
  - Source: Custom tabulations from the U.S. Census Bureau based on 2018-2022 American Community Survey
- The enrollment of first-time undergraduate students by state of residency
  - Source: Fall 2020, Fall 2021, and Fall 2022 data collected from IPEDS

Calculation

Step 1: Determine the percentage of degree/certificate-seeking undergraduate students in 2022-23 that received a Pell Grant:

$$\frac{Number\ of\ degree\ or\ certificate\ seeking\ undergraduates\ who\ received\ a\ Pell\ Grant}{Number\ of\ degree\ or\ certificate\ seeking\ undergraduates\ in\ Financial\ Aid\ Cohort}$$

Step 2: Calculate the percentage of domestic/non-international first-time students originating from a.) each of the three most-common U.S. states or territories and b.) the remainder of the United States. In identifying the top three states, sum across data for available years (Fall 2020, Fall 2021, Fall 2022) to make determination rather than within each year.

Step 3: Identify the percentage of families with children earning 200% or less of HHS Poverty Guidelines in the geographies identified in Step 2 as well as the CBSA in which the school is located.

Step 4a, for all schools that are not Associate Colleges, Associate/Baccalaureate Colleges or RPUs: For each geography identified in Step 2, multiply the percentage of domestic/non-international first-time students originating from each of these geographies with the percentage of families with children earning 200% or less of HHS Poverty Guidelines in each of these geographies. Sum these products. This creates a weighted average of the percentage of families with children earning less than 200% of HHS Poverty Guidelines in the geography served by the school.

Step 4b, for all Associate Colleges, Associate/Baccalaureate Colleges, and Regional Public Universities: Repeat Step 4a, but replace data for the first most common state with data from

either the CBSA in which the school is located or the rural portion of the state if the school is not located in CBSA.

Step 5: For each school, divide the result of Step 1 with the result of Step 4. The resulting value is the Pell Ratio for the school.

Interpretation and Notes

A resulting value of one indicates that the school enrolls the same percentage of Pell recipients as expected given the economic makeup of the geographies that the school serves. If the resulting value is more than (less than) one, the school enrolls a higher percentage (lower percentage) of Pell students given the economic makeup of the geographies that the school serves.

The project uses the percentage of the families making 200% or less than HHS Poverty Guidelines as a proxy for the student financial need across geographies. Note that the U.S. Department of Education's Student Aid Index uses various family income multiples of the Federal Poverty Guidelines in determining eligibility and amounts of Pell Grant awards. The project will adjust these thresholds in future years based on changes to the Federal financial aid system and will also work with existing and new data providers to create better and more precise estimates of economic need of qualified students for future releases.

If a U.S. Territory besides Puerto Rico, U.S. outlying area, or "State Unknown" was the first, second, or third most common student geography reported by the school, this calculation used U.S.-level data to contextualize school data in that component of the calculation.

Pell Ratio – School Example

The following shows how to calculate the Pell Ratio for "School A."

Step 1:

School A enrolled 23,078 degree or certificate-seeking undergraduate students in 2022-23 and 8,463 of these students received Pell Grants. This results in a 36.7% Pell enrollment rate.

Step 2:

Across Fall 2020, Fall 2021, and Fall 2022, School A enrolled 8,243 first-time domestic/non-international students. Of those, 6,803 were from State 1, 316 were from State 2, and 296 were from State 3. This results in 82.5% of students originating from State 1, 3.8% from State 2, 3.6% from State 3, and 10.0% from remaining states.

	1st Most Common State	2nd Most Common State	3rd Most Common State	U.S. - 50 State Total	U.S. - Outlying Areas	U.S. Total
Fall 2020	3,674	87	95	4,152	0	4,152
Fall 2021	N/A	N/A	N/A	N/A	N/A	N/A
Fall 2022	3,129	229	201	4,091	0	4,091

Subtotals	6,803	316	296	8,243	0	8,243
Percents	82.5%	3.8%	3.6%			

Step 3:

The percents of families with children in each of these geographies making 200% or less of HHS Federal Poverty Guidelines:

- State 1: 35.5%
- State 2: 30.6%
- State 3: 23.7%
- United States: 31.1%

Step 4:

The sum of the product of the percentage of domestic/non-international first-time students originating from each of these geographies and the percentage of families with children earning 200% or less of HHS Poverty Guidelines in each of these geographies is 34.3% (.29 + .01 + .01 + .03). This represents the geographic-weighted average of the predicted enrollment of Pell students.

State 1			State 2			State 3			Rest of U.S.		
% from State	% FPL 200	Weight	% from State	% FPL 200	Weight	% from State	% FPL 200	Weight	% Other U.S.	% FPL 200	Weight
82.5%	35.3%	0.29	3.8%	30.6%	0.01	3.6%	23.7%	0.01	10.0%	31.1%	0.03

Step 5:

Dividing the observed enrollment of Pell Grant recipients (36.7%) by the geographic-weighted average of the predicted enrollment of Pell students (34.3%) yields a Pell ratio of 1.07.

Under-Represented Minority Ratio Calculation

Purpose

This calculation compares a school's enrollment of degree/certificate-seeking undergraduate students who are from an underrepresented minority group to the demographic composition of the states from which the school enrolls its students.

Data

This calculation uses the following data:

- The number of degree/certificate-seeking undergraduate students by race/ethnicity
  - Source: 2022-23 provisional data collected from IPEDS
- The percentage of the population 25 years and over with a high school diploma or higher by race/ethnicity and by state and Core-based Statistical Area (CBSA)
  - Source: U.S. Census Bureau, 2018-2022 American Community Survey, Table S1501
- The enrollment of first-time undergraduate students by state of residency

- Source: Fall 2020, Fall 2021, and Fall 2022 data collected from IPEDS

Calculation

Step 1: Determine the percentage of degree/certificate-seeking students who are underrepresented minorities (which the project defines as students who schools report as American Indian/Alaska Native, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, or Two or More Races):

$$\frac{Number\ of\ degree\ or\ certificate\ seeking\ undergraduates\ who\ are\ URM}{Number\ of\ degree\ or\ certificate\ seeking\ undergraduates}$$

Note that this calculation excludes from the numerator and the denominator students who are of unknown race/ethnicity or are identified as resident aliens.

Step 2: Calculate the percentage of domestic/non-international first-time students originating from a.) each of the three most-common U.S. states or territories and b.) the remainder of the United States.

Step 3: Identify the percentage of the population 25 years and over with a high school diploma or higher that is an underrepresented minority in the geographies identified in Step 2 as well as the United States and the CBSA in which the school is located. The definition of underrepresented minority for Census data mirrors the definition used for IPEDS data and includes American Indian or Alaska Native, Black, Hispanic or Latino, Native Hawaiian and Other Pacific Islander, Some other Race Alone, and Two or More Races.

Step 4a, for all schools that are not Associate Colleges, Associate/Baccalaureate Colleges, or Regional Public Universities: For each geography identified in Step 2, multiply the percentage of domestic/non-international first-time students originating from each of the three most common states and the remainder U.S. portion with the percentage of the population 25 years and over with a high school diploma or higher that is an underrepresented minority in each of these geographies. Sum these products. This creates a weighted average of the percentage of the population 25 years and over with a high school diploma or higher that is an underrepresented minority in the geographies served by the school.

Step 4b, for all Associate Colleges, Associate/Baccalaureate Colleges, and Regional Public Universities: Repeat Step 4a, but replace data for the first most common state with data from either the CBSA in which the school is located or the rural portion of the state of location if the school is not located in CBSA.

Step 5: Divide the result of Step 1 with the result of Step 4. The resulting value is the Underrepresented Minority Ratio value for the school.

Interpretation and Notes

A resulting value of one indicates that the school enrolls the same percentage of underrepresented minorities as expected given the demographic makeup of the geographies that the school serves. If

the value is more than (less than) one, the school enrolls a higher percentage (lower percentage) of these students given the demographic makeup of the geographies that the school serves.

The project uses the racial composition of the adult population with a high school diploma or higher as a proxy for the racial composition of the population from which schools enroll students. The project will work with data providers to create more precise estimates of the populations from which schools enroll students for future releases.

If a U.S. Territory besides Puerto Rico, U.S. outlying area, or "State Unknown" was the first, second, or third most common student geography reported by the school, this calculation used U.S.-level data to contextualize school data in that component of the calculation.

Under-represented Minority Ratio – School Example

The following shows how to calculate the Under-represented Minority Ratio for "School A."

Step 1:

School A enrolled 14,381 degree or certificate-seeking undergraduate students who were underrepresented minority in 2022-23 (sum of students reported as American Indian/Alaska Native, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, or Two or More Races). Given that there are 26,168 degree or certificate-seeking undergraduates that are not of unknown race/ethnicity or resident aliens, 55.0% of degree or certificate-seeking undergraduates at School A were underrepresented minority.

	2022-23 Enrollment
American Indian / Alaska Native	31
Asian	1,045
Black	5,238
Hispanic	8,011
Native Hawaiian	31
White	10,742
Two or More	1,070
Unknown	305
Resident Alien	773

Step 2:

Across Fall 2020, Fall 2021, and Fall 2022, School A enrolled 8,243 first-time domestic/non-international students. Of those, 6,803 domestic/non-international first-time students from State 1, 316 from State 2, and 296 from State 3. This results in 82.5% of students originating from State 1, 3.8% from State 2, 3.6% from State 3, and 10.0% from remaining states.

	1st Most Common State	2nd Most Common State	3rd Most Common State	U.S. - 50 State Total	U.S. - Outlying Areas	U.S. Total
Fall 2020	3,674	87	95	4,152	0	4,152

Fall 2021	N/A	N/A	N/A	N/A	N/A	N/A
Fall 2022	3,129	229	201	4,091	0	4,091
Subtotals	6,803	316	296	8,243	0	8,243
Percents	82.5%	3.8%	3.6%			

Step 3:

The percents of adults with a high school diploma who are from underrepresented minority group in these geographies are:

- State 1: 45.1%
- State 2: 37.7%
- State 3: 37.0%
- United States: 33.0%

Step 4:

The sum of the product of the percentage of domestic/non-international first-time students originating from each of these geographies and the percentage of adults with a high school diploma and beyond is 43.3% (.37 + .01 + .01 + .03). This represents the geographic-weighted average of the predicted enrollment of Pell students.

State 1			State 2			State 3			Rest of U.S.		
% from State	% URM	Weight	% from State	% URM	Weight	% from State	% URM	Weight	% Other U.S.	% URM	Weight
82.5%	45.1%	0.37	3.8%	37.7%	0.01	3.6%	37.0%	0.01	10.0%	33.0%	0.03

Step 5:

Dividing the observed enrollment of underrepresented minority undergraduates (55.0%) by the enrollment-weighted geographic average of the predicted enrollment of underrepresented minority students (43.3%) yields a URM ratio of 1.27.

Access Measure Calculation

The overall Access Measure value is calculated by averaging the Pell Ratio and the Underrepresented Minority ratio.

Interpretation and Notes

An Access Ratio of one indicates that the school offers a level of student access that is expected given the economic and demographic makeup of the geographies that the school serves. If the value is more than (less than) one, the school offers a higher (lower) level of student access given the makeup of the geographies that the school serves.

Access Measure – School Example

The Access Measure for School A is 1.17 (simple average between Pell Ratio and Underrepresented Minority Ratio):

$$\frac{(1.07 + 1.27)}{2}$$

Earnings Measure

Purpose

This calculation compares the median earnings of students who start at a school to a group of people with a similar educational, racial/ethnic, and geographic composition as those students.

Data

- The 8-year post-entry median earnings
  - Source: College Scorecard, January 16, 2025 Release, Variable MD_EARN_WNE_P8
- The median earnings for the population aged 22-40 years old with a high school diploma or higher by race/ethnicity and by state and CBSA
  - Source: Custom tabulations from the U.S. Census Bureau based on 2018-2022 American Community Survey
- The number of undergraduate students by race/ethnicity
  - Source: 2011-12 and 2012-13 data collected from IPEDS
- The enrollment of first-time undergraduate students by state of residency
  - Source: Fall 2011 and Fall 2012 data collected from IPEDS

Calculation

Step 1: Identify the 8-year post-entry median earnings from the College Scorecard.

Step 2: Sum the undergraduate enrollment data from 2011-12 and 2012-13 to create a pooled cohort that best matches the College Scorecard measurement cohort. Excluding students who are Resident Alien, calculate the percentage of enrollment in each race/ethnicity category.

Step 3: Sum the state of residency data from Fall 2011 and Fall 2012 to create a pooled cohort that best matches the College Scorecard measurement cohort. Calculate the percentage of domestic/non-international first-time students originating from a.) each of the three most-common U.S. states or territories and b.) the remainder of the United States.

Step 4: Identify the median earnings for each corresponding race/ethnic category in each of the top three states identified in Step 2 as well as the United States and the CBSA in which the school is located.

Step 5a, for all schools that are not Associate Colleges, Associate/Baccalaureate Colleges, or Regional Public Universities: For each geography identified in Step 3, multiply the median earnings for each of the racial/ethnic categories in these geographies with the percentage of first-time students in the 2011-12 and 2012-13 pooled undergraduate cohort that are of these racial/ethnic categories. Sum these products.

Step 5b, Associate Colleges, Associate/Baccalaureate Colleges, or Regional Public Universities: Repeat Step 4a, but replace data for the first most common state with data from either the CBSA in which the school is located or the rural portion of the state of location if the school is not located in CBSA.

Step 6: Multiply the weights from Step 5 for each of the geographies with the percentage of students from these geographies (determined in Step 3). Sum these products. This creates a weighted average of the median earnings of people with a similar geographic, educational, and demographic makeup as the students represented in the College Scorecard earnings cohort.

Step 7: Divide the median earnings from the 8-year post-entry earnings with the value from Step 6. This value is the Earnings Measure.

Interpretation and Notes

A resulting value of one indicates that students who attended the school earn as much as expected given the labor market characteristics of the communities that the school serves. If the resulting value is more than (less than) one, students who attended the school earn more than (less than) expected given the labor market characteristics of the communities they serve.

Note that the student median earnings from College Scorecard are measured on the pooled 2011-12 and 2012-13 entry cohort. In order to align with these data, the project pooled undergraduate enrollment data from 2011-12 and 2012-2013. The range of 22-40 years of age that the project used in the median earnings estimates from the Census Bureau roughly align with the ages that many students in the entry cohorts would be when their earnings were measured by College Scorecard.

This project observes at the UnitID level and uses a UnitID-OPEID (Office of Postsecondary Education Identifier) crosswalk created by the Department of Education's National Center for Education Statistics and Federal Student Aid office to report data collected at a the OPEID level of aggregation. Data collected at higher levels of organizational aggregation is the reason that some campuses of multi-campus institutions have the same post-entry earnings.

More information of the College Scorecard earnings variable is available in the College Scorecard technical documentation.

This calculation assumes 1.) that the geographic distribution of incoming students matches the geographic distribution of students after they attend the school and 2.) that the racial/ethnic composition of students from different locations is equal. The project will work with current and alternative data providers to generate more detailed data for this calculation that will allow these assumptions to be relaxed or eliminated.

Note that the spatial aggregation procedure used in this calculation produces the enrollment-weighted average of median earnings for a comparison group residing in the unique geography of

each school. Since a median value is not an algebraic quantity (such as a mean value) and cannot be aggregated across areas while preserving its definition relative to the spatially aggregated unit, the enrollment-weighted average of median earnings does not equal the overall median earnings of the spatially aggregated geography of each school. For this reason, the SAEC refers to the enrollment-weighted average of median earnings values across each school's geography as that school's earnings comparison value. The 2025 Carnegie Classifications use median values to capture the central tendency of measures of interest, a common practice for socioeconomic data that often have skewed distributions such as earnings.

The Census Bureau labeled a small number of median earnings estimates for specific racial/ethnic groups in CBSAs and states with small populations as "Missing Estimate," "Low Estimate," or "High Estimate." This occurred when there was an insufficient number of sample observations. Additionally, some median earnings estimates were unreliable, which the project defined as occurring when the margin of error exceeded 15% of the point estimate for the median earnings value. In these cases, the project used the corresponding median earnings value at the next highest level of geography (meaning that a median earnings estimate for a race/ethnic group in a CBSA may be swapped with a state-level estimate or a state-level estimate may be swapped with a national-level estimate). For example, the median earnings for Native Hawaiians in Durango, Colorado was labeled "Missing Estimate" by the Census Bureau. Since the state-level median earnings for Native Hawaiian in the state of Colorado was $37,531 with a margin of error of $4,028, the enrollment of Native Hawaiians at schools located in Durango, Colorado that received a regional treatment was adjusted using a state-level estimate. The project applied this procedure to each median earnings estimate for each racial/ethnic group in each geography in the dataset. This approach attempts to balance the error of survey-based estimates with the large differential of median earnings across both demographic categories and geographies within the same state.

If a U.S. territory besides Puerto Rico or a U.S. outlying area was the first, second, and/or third most common student geography for a school physically located in a U.S. state, District of Columbia, or Puerto Rico, the project used median earnings estimates for Puerto Rico in the component of the earnings measure calculation represented by the U.S. territory or outlying area. Lack of available data from the Census Bureau necessitated this substitution.

The project used Puerto Rico-level earnings estimates instead of Puerto Rico CBSA-level earnings for Regional Public Universities and schools that primarily grant associated degrees located in Puerto Rico.

The project matched the enrollment percentage of undergraduates identified as "Race/ethnicity unknown" with median earnings estimates from the Census Bureau for people identified as "Some Other Race."

Earnings Measure – School Example

The following shows how to calculate the Earnings Measure for "School A."

Step 1:

The median 8-year post-entry earnings value calculated by College Scorecard for School A is $51,826.

Step 2:

Sum the undergraduate enrollment figures by race and ethnicity in AY2011-12 and AY2012-13 to create a pooled two-year cohort. Calculate the percentage enrollment of each race/ethnicity, removing Resident Alien from the denominator of the percentage calculation:

	AY 2011-12	AY 2012-13	Pooled 2011-12 and 2012-13 Cohort	Percent in Pooled Cohort
American Indian	53	45	98	0.2%
Asian	1,053	1,092	2,145	4.4%
Black	4,467	4,520	8,987	18.4%
Hispanic	5,616	5,978	11,594	23.7%
Native Hawaiian	26	33	59	0.1%
White	12,365	12,148	24,513	50.1%
Two or More	465	634	1,099	2.2%
Unknown	179	294	473	1.0%
Resident Alien	347	361	708	
Total Undergraduates	24,571	25,105	49,676	
Total Less Resident Alien	24,224	24,744	48,968	

Step 3:

Using the same approach as shown in Step 2 of the Pell Ratio illustration above, the geographic composition of School A's first-time undergraduates in Fall 2011 and Fall 2012 was:

- State 1: 92.5%
- State 2: 1.5%
- State 3: 1.4%
- Rest of U.S.: 4.7%

Steps 4 and 5:

The tables below provide the percent of students by race/ethnicity in the 2011-12 and 2012-13 pooled cohort at the school and the median earnings for those groups in the relevant geography. The weight column reflects the product of the enrollment percentages at the school and the median earnings for a comparable group of people in the relevant geography.

State 1:

	State 1		
Race/Ethnicity	Percent	Median Earnings	Weight
American Indian	0.2%	$22,643	45.3
Asian	4.4%	$33,233	1455.7
Black	18.4%	$27,582	5062.1
Hispanic	23.7%	$30,159	7140.7
Native Hawaiian	0.1%	$24,740	29.8

White	50.1%	$35,696	17869.1
Two or More Races	2.2%	$30,638	687.6
Some other Race	1.0%	$28,751	277.7
Weight Sum			32568.1

State 2:

	State 2		
Race/Ethnicity	Percent	Median Earnings	Weight
American Indian	0.2%	$22,643	45.3
Asian	4.4%	$65,152	2853.9
Black	18.4%	$30,054	5515.8
Hispanic	23.7%	$31,778	7524.0
Native Hawaiian	0.1%	$32,294	38.9
White	50.1%	$49,902	24980.6
Two or More Races	2.2%	$34,114	765.6
Some other Race	1.0%	$30,659	296.1
Weight Sum			42020.2

State 3:

	State 3		
Race/Ethnicity	Percent	Median Earnings	Weight
American Indian	0.2%	$22,643	45.3
Asian	4.4%	$44,820	1963.3
Black	18.4%	$29,984	5502.9
Hispanic	23.7%	$32,192	7622.0
Native Hawaiian	0.1%	$32,294	38.9
White	50.1%	$47,146	23600.9
Two or More Races	2.2%	$35,147	788.8
Some other Race	1.0%	$29,403	284.0
Weight Sum			39846.2

Remainder U.S.:

	Rest of U.S.		
Race/Ethnicity	Percent	Median Earnings	Weight
American Indian	0.2%	$22,643	45.3

Asian	4.4%	$45,685	2001.2
Black	18.4%	$28,095	5156.2
Hispanic	23.7%	$30,629	7251.9
Native Hawaiian	0.1%	$32,294	38.9
White	50.1%	$40,676	20362.1
Two or More Races	2.2%	$32,378	726.7
Some other Race	1.0%	$29,753	287.4
Weight Sum			35869.7

Step 6:

Multiplying the state percentages from Step 2 with the weighted sums from Step 4 and 5 and summing the result yields an earnings comparison value of $32,999.52:

$$(.925 * \$32568.1) + (.015 * \$42020.2) + (.014 * \$39{,}846.2) + (.047 * \$35869.7)$$

Step 7:

The earnings ratio for School A is 1.57 (8-year post-entry College Scorecard median earnings divided by the earnings comparison value from Step 6):

$$\frac{\$51{,}826}{\$33{,}000}$$

SAEC Visualization

The project plots each school on a visualization based on their Access Measure and Earnings Measure. Combinations of these values are used to determine the school's SAEC classification. In general, the variable thresholds for classification are:

- Opportunity Colleges and Universities (Higher Access, Higher Earnings): Institutions whose access ratio is at or higher than 1 and whose earnings ratio is at or higher than 1.5 (for baccalaureate and higher institutions) or 1.25 (for primarily associate colleges).
- Higher Access, Medium Earnings: Institutions whose access ratio is at or higher than 1 and whose earnings ratio is between 1 and 1.5 (for baccalaureate and higher institutions) and 1 and 1.25 (for primarily associate colleges).
- Higher Access, Lower Earnings: Institutions whose access ratio is at or higher than 1 and whose earnings ratio is less than 1.
- Lower access, Higher Earnings: Institutions whose access ratio is less than 1 and whose earnings ratio is at or higher than 1.5 (for baccalaureate and higher institutions) or 1.25 (for primarily associate colleges).

- Lower Access, Medium Earnings: Institutions whose access ratio is less than 1 and whose earnings ratio is between 1 and 1.5 (for baccalaureate and higher institutions) and 1 and 1.25 (for primarily associate colleges).
- Lower Access, Lower Earnings: Institutions whose access ratio is less than 1 and whose earnings ratio is less than 1.

Some Institutional Classifications include colleges with a mix of award levels. In those cases, the threshold for the higher earnings category for all institutions in that classification is set at 1.25 regardless of the award level focus at a particular institution.