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Mallika M. Winsor

University of Connecticut - Storrs, mallika.m.winsor@gmail.com

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Does the Early Bird Really Catch the Worm?

An Economic Analysis of Application Factors for
Honors Students at the University of Connecticut

Mallika Winsor

University of Connecticut, Storrs, Connecticut, USA

Advised by: Dr. Richard N. Langlois, PhD, Professor of Economics, University of Connecticut

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Abstract

Purpose – The purpose of this paper is to test whether application date affects the probability that an entering UConn honors freshman will graduate with Honors.

Design/methodology/approach – Utilizing 1998-2007 Honors and Office of Institutional Research data, the effect of application date is examined using an Ordinary Least Squares (OLS) model in Microsoft Excel.

Findings – Results from an OLS model controlling for measures of academic ability and ambition suggest that applying between October and January increases an incoming honors freshman's honors graduation probability by approximately 30 percentage points each. Application date is significant for Nurses, Engineers who took the new SAT exam, Males who took the new SAT, all students earning a BA, and students earning BS or BSE (holding academic school constant).

Paper type – Research paper

I. Introduction

Does application date, holding constant ability and ambition, affect the probability of an incoming Honors freshman Graduating with Honors (GWH) distinction from the University of Connecticut? In this paper, I aim to address this question by paying particular attention as to whether this relationship is, in fact, causal.

Through a series of regression analyses, I discovered that a student's date of application is only significant to GWH under particular circumstances. Specifically, Nursing

students, Engineers who took the new SAT exam, Males who took the new SAT, all students earning a BA, and students earning a BS or BSE are all significantly impacted by their respective dates of application to UConn.

For Nursing students, application date and application date squared are both highly significant. Application day itself has a positive coefficient of 0.0354, meaning that a Pre-Nursing Honors freshman increases their probability of GWH by 3.54% every *day* that they delay applying to UConn. Application day squared, however, is negatively correlated with GWH, evidenced by its -0.0002 coefficient. This means that for Honors freshmen who intend to graduate with a Nursing degree, it is most likely best to apply between late November and mid-January if GWH is an academic goal.

For Engineering students who have taken the Writing section of the SAT, both application date and application date squared are statistically significant. Application date has a coefficient of -0.0204, meaning that delaying application by a single day reduces an Engineering student's probability of GWH by just over 2%. On the other hand, application date squared has a positive coefficient of 0.0001, implying that applying either extremely early or late, relative to other students, increases an Engineering student's probability of GWH by 0.01%. This supports our earlier hypothesis about Honors students' personalities.

For Males who have taken the Writing section of the SAT, we see again that both application date and application date squared are significant. Similar to Engineering students, application date is negatively correlated with GWH for this group, with a coefficient of -0.0122. This is interesting to note, because it implies that for every day that an Honors male delays his application to UConn, his probability of GWH decreases by 1.22%. So if two males were to apply a mere month apart, the second would be roughly

37% less likely to graduate with honors, on the basis of application date alone. Application date squared has a positive coefficient of 0.0001, implying that applying in either extreme increases probability of GWH.

For students who earn a Bachelor of Arts degree, application day and log of application day are both significant. Similar to earlier results, application day increases a student in this group's probability of GWH by approximately 1%, with a coefficient of 0.0108. In this analysis, I also found that the log of application day coefficient is -2.7138 , implying that as the percentile in which a BA-seeking student applies increases, their probability of GWH drastically decreases. From this, we can assume that it is likely in the best interest of a student intending to earn a BA to apply within the first two months (August and September) if they intend to GWH.

For students who earn a Bachelor of Science or a Bachelor of Science in Engineering degree – excluding individual schools and colleges from the analysis – application day, Q1, Q2, and Q4 are all significant. For these students, application day has a coefficient of -0.0015 , implying that delaying application day by a single day reduces probability of GWH by 0.15%. Looking to application date quartiles, Q1 has a coefficient of -0.5626 , implying that applying between August and the end of September reduces a BS/BSE student's probability of GWH by over 56%. The effect of Q2 is much smaller, with a coefficient of only -0.1652 , which implies that applying between October and November is less harmful for these students. Considering that Q4's coefficient is 0.0000, we can assume that for students who graduate with a BS or BSE, the best time to apply, if GWH is an academic goal, is between the end of Q2 and the end of Q3, or between mid-November and mid-January in other words.

II. Understanding Our Dependent Variable

From a theoretical perspective, an early application date may increase or decrease a student's probability of graduating with Honors. Early application is necessary for scholarship consideration. Assuming that financial aid, in the form of either merit or need-based assistance, is a primary factor in an incoming student's school selection decision, it is reasonable to conclude that a student who is seriously considering UConn will be more likely to enroll here if offered financial incentive. Understanding that most merit scholarships awarded by the university include some minimum grade-point average (GPA) stipulation, we assume that any incoming student who has received a scholarship is also more likely to maintain a higher GPA. Since the Honors program also requires a minimum GPA, it is reasonable to assume that receiving scholarship aid provides some incentive for students to succeed academically, an extension of which can be defined as graduating with Honors distinction. So, an early application date, through its association with scholarship awards, may be linked to a student graduating with Honors.

Historically, UConn has had a rolling admissions process, implying that early application results in early acceptance for strong incoming students. The strongest of these students – in terms of academics, extracurricular activities, and leadership experience – are invited to join the Honors program their freshman year. Naturally, we assume that the strongest students within any incoming Honors freshman class will be the ones to complete the program and graduate with Honors. Again, we see that an early application date may be correlated with Honors graduation.

On the other hand, graduating with Honors may have nothing whatsoever to do with a student's application date, but instead be a product of natural ability and ambition. Having been selected to participate in the Honors program as incoming freshmen, these students have already demonstrated high levels of both academic aptitude and personal ambition. Measures of academic aptitude include SAT and ACT scores, high school GPA, and high school class rank. Ambition, being a personality trait, is more difficult to quantify, but can be characterized by other personality traits including proactivity, attention to detail, definitive career-path objectives, personal organization, and number of incoming credits. Honors graduates are considered the pride of the university, so it is safe to assume that there is some characteristic, whether quantifiable or not, unique to the group of students that graduate with Honors each year. It is entirely plausible, then, that a currently unaccounted-for variable, and not application date, is the best predictor of a student's probability of GWH.

After speaking to several administrators at the University of Connecticut, including Patricia Szarek, Associate Director for Enrollment Management of the Honors Program, I found a general consensus that Honors students tend to display variations of one of two predominant personality types. The first of these personality types is highly organized, punctual, detail-oriented, and regularly attends class. The second is disorganized, procrastinates until the last minute, sees the big-picture, and rarely attends class. The premise of this paper is that these personality differences – which I assume to be independent of both academic ability and ambition – play a large role in when a particular student submits their college application, assuming the first type applies at the very early end and the second type applies at the very end of the submission date spectrum. I believe the more an individual student's individual personality resembles one of these two

extremes, the closer their application date will be to one of the extremes. I predict that application date will be a significant variable for students who apply either “very early” or “very late” on the application spectrum.

III. The Inspiration

Throughout the school year, I worked as a Student Admissions Representative (STAR) in the University of Connecticut’s Admissions Office. There, I became acquainted with the various policies and regulations associated with UConn’s admissions process. I was particularly interested in understanding *which* factors were most significant to our university’s admissions board when considering incoming freshmen classes.

One policy change that caught my attention was the university’s decision to change its longstanding rolling admission process to a process with a single application deadline. After speaking with members of the Admissions Office staff, and drawing upon my own knowledge of incoming freshmen classes, I concluded the primary reason for this change was an observation that a select group of high-caliber applicants who happened to apply later in the application process were routinely unable to secure admission to the university because earlier applicants had filled the rosters. In order to enroll as many high-caliber students as possible, the university decided to eliminate this unintentional deadline barrier.

This decision by our Admissions Office made me curious as to the significance of a student’s application date. Being an Honors student since my freshman year, I know that the goal of the program is to help the best students at the university to graduate with Honors distinction. I knew that many Honors students, including myself, were offered

merit scholarships in our acceptance packages, and that these awards were often driving factors in our ultimate decision to attend UConn. I began to wonder, controlling as much as possible for personality and academic ability, if there was in fact any relationship between a student's application date and their graduation with Honors.

IV. Theoretical Background and Empirical Approach

I chose to examine my data, provided by UConn's Honors Office and Office of Institutional Research, using Microsoft Excel's Ordinary Least Squares (OLS) regression software. I thought OLS was an appropriate choice, particularly because of how little current research has been done on UConn's Honors students.

In setting up my OLS model, I tried to control for various measures of both academic ability and personal ambition to determine whether application date itself is correlated with a given student graduating with Honors.

V. The Data

This paper uses the 1998-2007 incoming Honors freshmen data as provided by UConn's Honors Office and Office of Institutional Research. I thought this was an appropriate group to assess because most shared at least a minimum level of academic and personality skills, which were the two biggest sets of control variables.

Intuitively, I believed that students who graduate with Honors have a common, innate characteristic – be it in terms of either sheer intelligence or personality – that is

unique to this specific group. In my opinion, Honors students are selected on the basis of demonstrated intelligence, work ethic, leadership capabilities, and personal motivation. My question of interest for the purpose of this paper, is whether or not a student's *application date* alone is enough to predict their future academic success.

I used the following control variables as measures of academic ability: graduating high school percentile, SAT Math score, SAT Verbal score, SAT Writing score, and cumulative UConn GPA. I used the following control variables as measures of personal ambition: number of years to graduation, completion of UConn's Honors Sophomore Certificate, application day, days waiting for response from UConn, and the percentage of incoming freshman class with scholarship awards. I also considered gender as a variable of interest, though it measures neither ability, nor ambition, in my opinion.

To make my analysis as accurate as possible, I limited my population to those students for whom all data points of interest were recorded. This limited my population to students who: (i) graduated UConn, (ii) had a major within either CLAS, FAMS, Business, Pharmacy, Engineering, Fine Arts, CAGR, Nursing, or Education, (iii) are registered as either Male or Female in gender, (iv) had a recorded high school class percentile, (v) completed the SAT exam, and (vi) had a recorded UConn cumulative GPA. Family Studies students were excluded because there were only 13, 4 of whom graduated with Honors. Fine Arts students were excluded because there were only 26, 5 of whom graduated with Honors.

VI. Empirical specification and results

To draw the most useful conclusions, I decided to run several regressions, each with a clear objective. Below, I will summarize my findings from each regression set. Before

running any regression models, I wanted to make sure that I was only analyzing data sets that could draw potentially useful conclusions. A variable of particular interest to me is a student's academic program (school/college within UConn). Per the data provided, there are nine unique academic schools and colleges at UConn: the College of Liberal Arts and Sciences (CLAS), School of Engineering, School of Business, NEAG School of Education, College of Agriculture and Natural Resources, School of Pharmacy, School of Fine Arts, School of Nursing, and the School of Family Studies¹. To determine if a particular school was worth including in my regressions, I created a simple set of criteria, the results of which are in Table 1. I decided that a particular School/College was worth including in this analysis if (i) it graduated at least 20 incoming Honors freshman in this time period, AND (ii) at least 25% of its graduates also graduated with Honors. This simple selection eliminated three Schools from the analysis: Pharmacy, Fine Arts, and Family Studies. The schools considered in my analysis were: CLAS, Business, Engineering, Education, Agriculture and Natural Resources, and Nursing.

The formula I used to analyze this data set is:

$$\begin{aligned} GWH = & \alpha Years + \beta BA + \gamma BS + \delta UCLAS + \varepsilon FAMS + \zeta UBUSN + \eta UPHAR \\ & + \theta UENGR + \iota UFNAR + \kappa UAGNR + \lambda UNURS + \mu UEDUC \\ & + \nu Female + \xi SophCert + o HS\% + \pi SATMath + \rho SATVerbal \\ & + \varsigma SATWriting + \sigma GPA + \tau AppDay + \upsilon AppDay^2 \\ & + \phi DaysWaiting + \chi Scholarship + \psi \log(AppDay) + \omega Q1 \\ & + AQ2 + BQ3 + \Gamma Q4 \end{aligned}$$

Regression 0. Before analyzing individual sects of my data, I ran two initial regressions to see what variables were likely to be significant for all students in my

¹ Throughout the years considered in this analysis, the School of Family Studies was an independent academic school at UConn. Today, the department is a part of our College of Liberal Arts and Sciences (CLAS). For the purposes of this paper, I chose to consider them as separate schools at the university.

population. After removing those students for whom I did not have complete data in all fields of interest to this study, I found myself with 1833 students in my population. I created a chart of descriptive statistics for all the variables of this regression (Table 2). From this, we can note several interesting observations, including that just 38.19% of Honors freshmen entering UConn between 1998-2007 actually Graduated with Honors. The average student in this population took just over 4 years to graduate, and nearly 73% earned a BS or BSE. CLAS students account for nearly half of this entire population, and just over 52% are female. Of these Honors students who graduated, 42% completed their Sophomore Certificates, and the median cumulative GPA was a 3.56. The average application day was 121, or sometime between mid-November to mid-December.

In my first regression (R0) if the initial set, I included all academic schools and colleges at UConn as variables of interest. Here, I found that Years-to-Graduation, degree (BA vs. BS/BSE), gender, earning a Sophomore Certificate, cumulative GPA, and being enrolled in CLAS, Business School, School of Education were all significant variables in predicting GWH. I then decided to run a second initial set regression, this time excluding academic schools and colleges from my variables of interest. As the results of R0.1 show, Years-to-Graduation, gender, earning a Sophomore Certificate, SAT Verbal score, cumulative GPA, and the percentage of students in the freshman class awarded scholarships are all significant for this analysis.

Regression I. The population of interest for Regression 1 is CLAS students who graduated with a Bachelor of Arts (BA) degree. I ran two separate regression

models on this population, attempting to determine which variables' impacts are the most robust.

In the first regression of this set (results in R1), I included all students who (i) graduated from CLAS, and (ii) earned a BA. My control variables included: number of years to graduation, gender, earning Sophomore Certificate (Y/N), high school graduating percentile, SAT Math score, SAT Verbal score, cumulative UConn GPA, application day, application day squared, number of days waiting for UConn's acceptance, and percent of students in incoming freshman class awarded scholarships. In the second regression of this set (results in R2), I included only those students from the first model of this set who also had SAT Writing scores.

Both of these regression models indicate that earning a Sophomore Certificate and cumulative GPA are both significant, positively-correlated variables for CLAS, BA students who Graduate with Honors (GWH).

Regression II. The population of interest for Regression 2 is CLAS students who graduated with a Bachelor of Science (BS) degree. I ran two separate regression models on this population.

In the first regression of this set (results in R3), I included all students who (i) graduated from CLAS, and (ii) earned a BS. My control variables included: number of years to graduation, gender, earning Sophomore Certificate (Y/N), high school graduating percentile, SAT Math score, SAT Verbal score, cumulative UConn GPA, application day, application day squared, number of days waiting for UConn's acceptance, log of application

day, and percent of students in incoming freshman class awarded scholarships. In the second regression of this set (results in R4), I included only those students from the first model of this set who also had SAT Writing scores.

Each of these regression models indicate that earning a Sophomore Certificate and cumulative GPA are both significant, positively-correlated variables for CLAS, BS students who Graduate with Honors (GWH).

Regression III. The population of interest for Regression 3 is Business students, all of whom graduated with a Bachelor of Science (BS) degree. I ran two separate regression models on this population.

In the first regression of this set (results in R5), I included all students who (i) graduated from the School of Business, and (ii) earned a BS. My control variables included: number of years to graduation, gender, earning Sophomore Certificate (Y/N), high school graduating percentile, SAT Math score, SAT Verbal score, cumulative UConn GPA, application day, application day squared, number of days waiting for UConn's acceptance, and percent of students in incoming freshman class awarded scholarships. In the second regression of this set (results in R6), I included only those students from the previous model set who also had SAT Writing scores.

Each of these regression models indicate that earning a Sophomore Certificate and cumulative GPA are both significant, positively-correlated variables for Business students who Graduate with Honors (GWH). The former model indicates that the percentage of students with scholarship

awards may be a fragile positive indicator of GWH, while the latter model indicates that SAT Writing scores may be a fragile negative indicator.

Regression IV. The population of interest for Regression 4 is Engineering students, all of whom graduated with a Bachelor of Science in Engineering (BSE) degree. I ran two separate regression models on this population.

In the first regression of this set (results in R7), I included all students who (i) graduated from the School of Engineering, and (ii) earned a BSE. My control variables included: number of years to graduation, gender, earning Sophomore Certificate (Y/N), high school graduating percentile, SAT Math score, SAT Verbal score, cumulative UConn GPA, application day, application day squared, number of days waiting for UConn's acceptance, and percent of students in incoming freshman class awarded scholarships. In the second regression of this set (results in R8), I included only those students from the previous model set who also had SAT Writing scores.

Each of these regression models indicate that earning a Sophomore Certificate and high school graduating percentile are both significant, positively-correlated variables for Engineering students who Graduate with Honors (GWH). The former model indicates that cumulative GPA and the percentage of students with scholarship awards may be fragile positive indicators of GWH, while the latter model indicates that application day squared may be a fragile positive indicator.

Regression V. The population of interest for Regression 5 is Nursing students, all of whom graduated with a Bachelor of Science (BS) degree. I ran a single regression model on this population, primarily due to its size. In this regression (results in R9), I included all students who (i) graduated from the School of Nursing, and (ii) earned a BS. My control variables included: number of years to graduation, gender, earning Sophomore Certificate (Y/N), high school graduating percentile, SAT Math score, SAT Verbal score, cumulative UConn GPA, application day, application day squared, and number of days waiting for UConn's acceptance. I did not have enough data points to include SAT Writing score and percent of students in incoming freshman class awarded scholarships as variables.

This regression models indicates that number of years to graduation, earning a Sophomore Certificate, cumulative GPA, and application day are all significant, positively-correlated variables for Nursing students who Graduate with Honors (GWH). It also indicates that application day squared may be negatively correlated with GWH.

Regression VI. The population of interest for Regression 6 is College of Agriculture and Natural Resources students, all of whom graduated with a Bachelor of Science (BS) degree. I ran a single regression model on this population, primarily due to its size. In this regression (results in R10), I included all students who (i) graduated from the College of Agriculture and Natural Resources, and (ii) earned a BS. My control variables included: number of years to graduation, gender, earning Sophomore Certificate (Y/N),

high school graduating percentile, SAT Math score, SAT Verbal score, cumulative UConn GPA, application day, application day squared, number of days waiting for UConn's acceptance, and percentage of students in incoming freshman class awarded scholarships as variables. I did not have enough data points to include SAT Writing score.

This regression models indicates that earning a Sophomore Certificate, SAT Math score, and cumulative GPA are all significant, positively-correlated variables for CAGNR students who Graduate with Honors (GWH).

Regression VII. The population of interest for Regression 7 is Females who graduated from UConn. I ran two separate regression models on this population.

In the first regression of this set (results in R11), I included all female students. My control variables included: number of years to graduation, degree (BA or BS/BSE), academic school/college (CLAS, Business, Engineering, CAGNR, Nursing, Education), earning Sophomore Certificate (Y/N), high school graduating percentile, SAT Math score, SAT Verbal score, cumulative UConn GPA, application day, application day squared, and percentage of students in incoming freshman class awarded scholarships. In the second regression of this set (results in R12), I included only those female students who also had SAT Writing scores.

Each of these regression models indicate that being in CLAS, earning a Sophomore Certificate and cumulative GPA are all significant, positively-correlated variables for female students who Graduate with Honors (GWH).

The former model indicates that the percentage of students with scholarship awards may be a fragile positive indicator of GWH.

Regression VIII. The population of interest for Regression 8 is Males who graduated from UConn. I ran two separate regression models on this population.

In the first regression of this set (results in R13), I included all male students. My control variables included: number of years to graduation, degree (BA or BS/BSE), academic school/college (CLAS, Business, Engineering, CAGNR, Nursing, Education), earning Sophomore Certificate (Y/N), high school graduating percentile, SAT Math score, SAT Verbal score, cumulative UConn GPA, application day, application day squared, and percentage of students in incoming freshman class awarded scholarships. In the second regression of this set (results in R14), I included only those male students who also had SAT Writing scores.

Each of these regression models indicate that number of years to graduation and being in the School of Nursing are both significant, negatively-correlated variables for male students who Graduate with Honors (GWH); while earning a Sophomore Certificate and cumulative GPA are both significant and positively-correlated. The former model indicates that the percentage of students with scholarship awards may be a fragile positive indicator of GWH. The latter model indicates that the same may be true of application day squared.

Regression IX. The population of interest for Regression 9 is all students who graduated from UConn with a Bachelor of Arts, all of whom are also in CLAS. I ran a single regression model on this population. In the regression (results in R15), I included all students who graduated with a BA. My control variables included: number of years to graduation, gender, earning Sophomore Certificate (Y/N), high school graduating percentile, SAT Math score, SAT Verbal score, cumulative UConn GPA, application day, application day squared, log of application day, application day quartile (Q1, Q2, Q3, or Q4) and percentage of students in incoming freshman class awarded scholarships. Q1 consists of application days less than 60; Q2 is from day 60-119, Q3 is from day 120-179, and Q4 is any day after 180.

This regression model indicates that being in CLAS, earning a Sophomore Certificate, SAT Verbal score, cumulative GPA, application day, and percentage of students with scholarship awards are all significant, positively-correlated variables for BA students who Graduate with Honors (GWH); while number of years to graduation, SAT Math score, and log of application day are significant and negatively-correlated.

Regression X. The population of interest for Regression 10 is all students who graduated from UConn with a Bachelor of Science (BS) or Bachelor of Science in Engineering (BSE). I ran two separate regression models on this population.

In the first regression of this set (results in R16), I included all students who graduated with a BS or BSE. My control variables included:

number of years to graduation, academic school/college (CLAS, Business, Engineering, CAGNR, Nursing, Education), gender, earning Sophomore Certificate (Y/N), high school graduating percentile, SAT Math score, SAT Verbal score, cumulative UConn GPA, application day, log of application day, and percentage of students in incoming freshman class awarded scholarships. In the second regression of this set (results in R17), I removed academic school/college, and added application day quartile (Q1, Q2, Q3, or Q4) as variables of interest.

Each of these regression models indicate that being female, earning a Sophomore Certificate, cumulative GPA, and percentage of students with scholarship awards are all significant, positively-correlated variables for BS or BSE students who Graduate with Honors (GWH); while being in either the School of Business or School of Education are significant and negatively-correlated.

Regression XI. The population of interest for Regression 11 is all incoming Honors freshmen from 1998-2007. I ran a single regression model on this population. In the regression of this set (results in R18), I included all Honors freshmen who entered UConn between 1998 and 2007. My control variables included: number of years to graduation, degree earned (BA, BS or BSE), the two largest academic schools/colleges by size (CLAS, and Engineering), gender, earning Sophomore Certificate (Y/N), high school graduating percentile, SAT Math and Verbal combined score, cumulative UConn GPA, application day, log of application day, application day quartile (Q1, Q2, Q3,

or Q4), and percentage of students in incoming freshman class awarded scholarships.

This final regression model indicates that earning a BS or BSE, being in either CLAS or School of Engineering, being female, earning a Sophomore Certificate, cumulative GPA, applying in Q2-4, and percentage of students with scholarship awards are all significant, positively-correlated variables for incoming Honors freshman who ultimately Graduate with Honors.

VII. Conclusions

Using data collected by UConn's Honors Office and Office of Institutional Research, this paper demonstrates that earning a Sophomore Certificate, cumulative GPA, years to graduation, percentage of students in the entering freshman class being awarded scholarships, being female, SAT Math score, application day squared, being in CLAS, application day, and pursuing a BS or BSE degree are the most telling variables in determining whether or not an incoming Honors freshman will graduate the University of Connecticut with Honors distinction. Each of these variables is positively-correlated with GWH, with the exceptions of years-to-graduation and SAT Math score.

My analysis of the relationship between application day and GWH implies that there may be a fragile correlation, the sign (positive or negative) of which may change depending on which particular group of students we consider. For Males and Engineering students who have taken the Writing section of the SAT exam, application date is negatively correlated with GWH, with each additional day decreasing the probability by roughly 1%. In our analysis of Engineers who have SAT Writing scores, we see that gender is a

statistically significant variable, as being Female increases probability of GWH by 21.82%. For students who earned a BS or BSE degree, application date is also significant and negatively correlated, although the impact is about 1/10th of the previous two variables. Looking at the bigger picture, there may be some correlation between those students who are male, earn a BS or BSE, and study Engineering at UConn.

On the other hand, we see that for all Nursing students and those students who earned a Bachelor of Arts, application date is significant and *positively* correlated with GWH. Each delayed day of application increases a Nursing student's probability of GWH by about 3.54%, which is by far the largest impact we have observed in this study. For BA students, each delayed day of application increases probability of GWH by about 1%, the opposite effect of what we observed for Males and Engineers who have SAT Writing scores. But while being female is significant and positively correlated for Nursing students, the same is not necessarily true of students earning a BA.

I took several measures to minimize any potential omitted variable bias on my analysis, attempting to control as much as possible for natural intelligence and personal ambition. I tried to quantify all variables I could foresee having an impact on GWH, including gender, graduating high school percentile, SAT Math score, SAT Verbal score, SAT Writing score, cumulative UConn GPA, graduating degree, academic school/college at UConn, number of years to graduate on, completion of UConn's Honors Sophomore Certificate, application day, days waiting for response from UConn, and the percentage of incoming freshman class with scholarship awards.

Earning a Sophomore Certificate is a significant, positive variable in every single regression performed in this analysis. Earning the Sophomore Certificate increases a

student's probability of GWH by 30% on average, and increases a Nursing student's probability of GWH by approximately 86%. Such a strong positive correlation is important, because it indicates that those individual students who take it upon themselves to complete the Certificate requirements are likely to have that "it factor" that also compels them to complete the requirements for GWH. Intuitively, we might jump to the incorrect conclusion that requiring all current freshmen and sophomore Honors students to complete the Sophomore Certificate will increase the rate of GWH. We must remember that the relationship between earning the Sophomore Certificate and GWH is *correlational*, not casual. This implies that further investigation into this relationship could likely reduce the omitted variable bias of this paper's study. In terms of real world application, I recommend that the Honors office pay particular attention to those students who successfully earn their Sophomore Certificates going forward, and encourage them to actively engage in the Honors Program by offering programs and academic opportunities of particular interest to them. I believe that doing so will increase the Honors Program's retention rate, and could potentially increase the rate of GWH.

Cumulative GPA at UConn is the second most influential significant variable in this paper's analysis. Cumulative GPA is an indicator of both natural academic ability and ambition. In the context of academic ability, many upper-level classes – particularly those at the Honors or Graduate studies levels – require a caliber of thinking and understanding that simply requires a higher minimum level of intelligence to comprehend. In the context of ambition, many course grades are calculated as a weighted average of exam and homework assignment scores, the latter of which requires discipline, organization, and time management skills, as well as an implicit level of motivation. Honors students are invited into the program based on personal histories indicating a combination of both raw

intelligence and personal motivation, so it makes sense that these individuals would continue to exhibit these traits throughout their respective college careers. Additionally, the Honors Office requires that students must earn a minimum cumulative GPA (currently 3.4) in order to Graduate with Honors. For these reasons, it makes intuitive sense that cumulative GPA is both significant to and positively-correlated with GWH.

An interesting discovery of this study is the relationship between percentage of students in a given freshman class awarded scholarships and GWH. According to my analysis, scholarship incidence is significantly and positively correlated with GWH, implying that financial awards provide incentive for Honors students to successfully complete the program. On average, a 1% increase in percentage of scholarships awarded to a freshman class increased GWH by 0.10%. Honors students have traditionally been awarded either full-ride or full-tuition merit scholarships. To an individual student, this is a very large percentage of school fees to be awarded, especially considering that these award amount are also tax-free. In today's economic climate, student debt is at an all-time high, and many students are not expected to be able to pay off their college loans in their lifetimes. This makes the price tag of a college education a very important factor in most students' decisions on which college or university to attend. Considering this, it makes perfect sense that receiving a substantial financial award increases a prospective Honors student's probability of choosing to attend UConn. If that student does enroll at UConn, the next logical conclusion is that the minimum GPA requirement to continue receiving the scholarship alone is enough incentive for an Honors student to earn high grades. These students are also likely to complete their Honors degrees, as long as they can maintain a GPA above the GWH minimum requirement. Thus, increasing the percentage of students to whom scholarships are awarded increases each student's probability of GWH, which in

turn increases the total rate of GWH. Scholarship award is clearly a significant financial incentive for Honors students.

There may be some implicit correlation between percentage of scholarship awards and cumulative GPA, due to a minimum GPA requirement on several continuous merit scholarships. However, I do not expect this to result in a significant level of omitted variable bias, primarily because Honors students are expected to have both the ability and personality characteristics to maintain higher GPAs.

I hope that this paper has helped initiate an interest in future research of UConn Honors students. I personally believe that it is important for the university to be able to identify and encourage those students that are most likely to graduate with Honors for several reasons. First and foremost, graduating with Honors distinction is one of the highest academic awards any university bestows upon its students. Honor students in general are considered the “cream of the crop,” and our achievements after graduation are continuously compared against our national cohorts. These achievements – including averages of time to find a first job, starting salary, lifetime salary, and career paths, etc. – are used in promotional material to encourage future college students to enroll at UConn. If our comparative averages are higher, higher-caliber (read: smarter, more likely to be successful) students are more likely to attend our school. If we are able to enroll these better students, we can find ways to encourage them to continue being successful at UConn, and graduate with Honors. The bigger and better our Honors alumni network, the more frequent and larger dollar amount future donations to the program will be as well. This is why it is essential to continue studying the questions this paper poses.

VIII. Tables

Table 1. School Programs Included & Rationale

Academic School/College	CLAS	ENGR	BUSN	EDUC	AGNR	PHAR	FNAR	NURS	FAMS
Rank (#students)	1	2	3	4	5	6	7	8	9
Total Graduates	910	289	235	112	94	93	26	27	13
Total Honors Graduates	428	97	64	34	39	5	5	12	4
Percent (%) Honors	47.0%	33.6%	27.2%	30.4%	41.5%	5.4%	19.2%	44.4%	30.8%
# Graduates > 20?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
% Honors Grads > 25%?	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes
Analysis Decision	Include	Include	Include	Include	Include	Exclude	Exclude	Include	Exclude

Table 2. Descriptive Statistics of Variables Included in Regression

Variable	MEAN	MEDIAN	MAX	MIN
GradwHonrs	0.3819	0	1	0
Yrs-to-Grad	4.1342	4	9	2
BA	0.2744	0	1	0
BS or BSE	0.7256	1	1	0
UCLAS	0.4965	0	1	0
UFAMS	0.0071	0	1	0
UBUSN	0.1282	0	1	0
UPHAR	0.0507	0	1	0
UENGR	0.1577	0	1	0
UFNAR	0.0142	0	1	0
UAGNR	0.0513	0	1	0
UNURS	0.0147	0	1	0
UEDUC	0.0611	0	1	0
Gender	0.5248	1	1	0
SophCert	0.4233	0	1	0
HS Percentile	95.5985	96	100	68
SAT Math Score	689.9182	690	800	500
SAT Verb Score	670.8183	670	800	440
SAT Write Score	670.5556	670	800	480
UC Cuml GPA	3.5629	3.624	4	2.186
App Day	121.2646	115	283	-4
App Day^2	15994.7507	13225	80089	16
Days Waiting	34.7147	32	372	0
Scholarship%	32.0355	0	95	0

IX. Regressions²

Regression 0.

SUMMARY OUTPUT		Initial Set							
Grad W Honors mean	0.4033								
<i>Regression Statistics</i>									
Multiple R	0.5161								
R Square	0.2663								
Adjusted R Square	0.2592								
Standard Error	0.4222								
Observations	1701								
ANOVA									
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>				
Regression	16	109.0165315	6.81353322	40.7764557	1.5137E-107				
Residual	1685	300.3250323	0.178234441						
Total	1701	409.3415638							
	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Means</i>	<i>Elasticity</i>	
Intercept	-0.7876	0.3831	-2.0557	0.0400	-1.5391	-0.0362			
Yrs-to-Grad**	-0.0585	0.0210	-2.7830	0.0054	-0.0997	-0.0173	4.1287	-0.5990	
BA**	-0.0690	0.0287	-2.4065	0.0162	-0.1252	-0.0128	0.2804	-0.0480	
UCLAS**	0.1063	0.0756	1.4070	0.0000	-0.0419	0.2546	0.5350	0.1411	
UBUSN	-0.1083	0.0778	-1.3919	0.1641	-0.2609	0.0443	0.1382	-0.0371	
UENGR	0.0147	0.0772	0.1905	0.8489	-0.1367	0.1661	0.1699	0.0062	
UAGNR	0.0041	0.0848	0.0485	0.9613	-0.1622	0.1704	0.0553	0.0006	
UNURS	0.0011	0.1095	0.0100	0.9920	-0.2136	0.2158	0.0159	0.0000	
UEDUC*	-0.1174	0.0829	-1.4157	0.1571	-0.2800	0.0452	0.0658	-0.0192	
Gender*	0.0414	0.0224	1.8461	0.0650	-0.0026	0.0854	0.5138	0.0528	
Soph Cert**	0.3213	0.0231	13.9095	0.0000	0.2760	0.3666	0.4262	0.3395	
HS Percentile	0.0002	0.0033	0.0740	0.9410	-0.0061	0.0066	95.5426	0.0570	
SAT Math+Verbal	0.0000	0.0001	0.2823	0.7778	-0.0002	0.0003	1361.7519	0.1334	
UC Cuml GPA**	0.3337	0.0376	8.8682	0.0000	0.2599	0.4075	3.5629	2.9482	
App Day	0.0000	0.0003	0.1402	0.8886	-0.0006	0.0007	121.4115	0.0135	
Days Waiting	-0.0004	0.0005	-0.7823	0.4342	-0.0015	0.0006	34.8007	-0.0360	

² Variables in each regression have been denoted significant at the 1% level by a double asterisk (**), and as significant up to the 18% level by a single asterisk (*)

Regression 0.1

SUMMARY OUTPUT		All Students, no schools							
GrawwHons Mean	0.3819								
<i>Regression Statistics</i>									
Multiple R	0.4828								
R Square	0.2331								
Adjusted R Square	0.2267								
Standard Error	0.4272								
Observations	1833								
<i>ANOVA</i>									
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>				
Regression	15	100.8636784	6.724245227	39.4734098	5.3133E-100				
Residual	1818	331.8149905	0.182516496						
Total	1833	432.6786688							
	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Means</i>	<i>Elasticity</i>	
Intercept	-1.0020	0.4333	-2.3128	0.0208	-1.8517	-0.1523			
Yrs-to-Grad**	-0.0523	0.0200	-2.6143	0.0090	-0.0915	-0.0131	4.1342	-0.5657	
BA	0.0275	0.0235	1.1705	0.2419	-0.0186	0.0736	0.2744	0.0198	
BS or BSE	0.0000	0.0000	65535.0000	0.0000	0.0000	0.0000	0.7256	0.0000	
Gender**	0.0335	0.0215	1.5591	0.0000	-0.0086	0.0756	0.5248	0.0460	
Soph Cert**	0.3104	0.0227	13.6491	0.0000	0.2658	0.3550	0.4233	0.3441	
HS Percentile	0.0003	0.0032	0.0987	0.9214	-0.0060	0.0066	95.5985	0.0795	
SAT Math Score	-0.0002	0.0002	-0.8783	0.3799	-0.0006	0.0002	689.9182	-0.3242	
SAT Verb Score*	0.0003	0.0002	1.7241	0.0849	0.0000	0.0007	670.8183	0.5701	
SAT Write Score	0.0000	0.0001	0.0257	0.9795	-0.0001	0.0001	118.5270	0.0004	
UC Cuml GPA**	0.3049	0.0362	8.4316	0.0000	0.2340	0.3758	3.5629	2.8445	
App Day	-0.0017	0.0026	-0.6419	0.5210	-0.0067	0.0034	121.2646	-0.5278	
App Day*2	0.0000	0.0000	0.6526	0.5141	0.0000	0.0000	15,994.7507	0.2094	
Days Waiting	-0.0004	0.0005	-0.7582	0.4484	-0.0015	0.0006	34.7147	-0.0369	
Scholarship%**	0.0008	0.0003	2.3851	0.0172	0.0001	0.0014	32.0355	0.0650	
log(App Day)	0.1664	0.1868	0.8906	0.3732	-0.2000	0.5327	2.0650	0.8996	

Regression 1.

SUMMARY OUTPUT		CLAS, BA							
Grad W Honors mean	0.4109								
Regression Statistics									
Multiple R	0.4887								
R Square	0.2388								
Adjusted R Square	0.2175								
Standard Error	0.4357								
Observations	477								
ANOVA									
	df	SS	MS	F	Significance F				
Regression	13	27.57621278	2.121247137	11.17498961	5.68802E-21				
Residual	463	87.88709959	0.189820949						
Total	476	115.4633124							
	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Means	Elasticity	
Intercept	-0.7545	0.7275	-1.0371	0.3002	-2.1842	0.6751			
Yrs-to-Grad*	-0.0699	0.0382	-1.8325	0.0675	-0.1449	0.0051	4.1321	-0.7033	
Gender	0.0064	0.0432	0.1484	0.0000	-0.0784	0.0912	0.5514	0.0086	
SophCert**	0.2708	0.0458	5.9192	0.0000	0.1809	0.3608	0.3836	0.2529	
HS Percentile	-0.0002	0.0057	-0.0370	0.9705	-0.0113	0.0109	95.0126	-0.0485	
SAT Math Score*	-0.0008	0.0004	-1.9019	0.0578	-0.0015	0.0000	675.6604	-1.2357	
SAT Verb Score**	0.0010	0.0004	2.6308	0.0088	0.0002	0.0017	690.8595	1.6513	
UC CumI GPA**	0.3332	0.0730	4.5643	0.0000	0.1897	0.4766	3.5635	2.8893	
App Day	-0.0012	0.0034	-0.3512	0.7256	-0.0079	0.0055	126.7212	-0.3700	
App Day^2	0.0000	0.0000	0.6660	0.5057	0.0000	0.0000	17,513.1237	0.3312	
Days Waiting	-0.0001	0.0009	-0.1077	0.9143	-0.0018	0.0016	35.6184	-0.0081	
Scholarship%*	0.0010	0.0005	1.8330	0.0674	-0.0001	0.0020	29.1950	0.0685	

Regression 2.

SUMMARY OUTPUT		CLAS, BA, SAT Writing						
Grad W Honors mean:	0.453							
Regression Statistics								
Multiple R	0.5139							
R Square	0.2641							
Adjusted R Square	0.0924							
Standard Error	0.4775							
Observations	75							
ANOVA								
	df	SS	MS	F	Significance F			
Regression	14	4.908949937	0.350639281	1.53814831	0.125286618			
Residual	60	13.67771673	0.227961945					
Total	74	18.58666667						
	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Means	Elasticity
Intercept	-0.7952	2.4607	-0.3232	0.7477	-5.7173	4.1269		
Yrs-to-Grad	-0.0842	0.1602	-0.5256	0.6011	-0.4046	0.2362	4.0133	-0.7454
Gender	0.0932	0.1333	0.6989	0.0000	-0.1735	0.3598	0.4533	0.0932
Soph Cert	0.2529	0.1301	1.9446	0.0565	-0.0072	0.5131	0.4933	0.2753
HS Percentile	0.0146	0.0169	0.8627	0.3918	-0.0192	0.0483	95.3867	3.0618
SAT Math Score	-0.0007	0.0013	-0.5499	0.5844	-0.0033	0.0019	693.6000	-1.0930
SAT Verb Score	0.0011	0.0013	0.8426	0.4028	-0.0016	0.0038	702.0000	1.7542
SAT Write Score	-0.0014	0.0012	-1.1509	0.2544	-0.0038	0.0010	678.9333	-2.0581
UC CumI GPA	0.2490	0.2330	1.0687	0.2895	-0.2171	0.7150	3.5783	1.9654
App Day	-0.0171	0.0132	-1.2959	0.2000	-0.0434	0.0093	113.2000	-4.2643
App Day*2	0.0001	0.0001	1.5085	0.1367	0.0000	0.0002	14084.2133	2.3452
Days Waiting	0.0007	0.0052	0.1341	0.8938	-0.0097	0.0111	35.0933	0.0542
Scholarship%	0.0069	0.0110	0.6248	0.5345	-0.0152	0.0290	89.8400	1.3657

Regression 3.

SUMMARY OUTPUT		CLAS, BS						
Grad W Honors mean:	0.5358							
Regression Statistics								
Multiple R	0.5544							
R Square	0.3074							
Adjusted R Square	0.2842							
Standard Error	0.4224							
Observations	433							
ANOVA								
	df	SS	MS	F	Significance F			
Regression	14	33.10092446	2.364351747	13.24900181	5.34019E-26			
Residual	418	74.59422565	0.178455085					
Total	432	107.6951501						
	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Means	Elasticity
Intercept	-7.7764	6.0668	-1.2818	0.2006	-19.7016	4.1488		
Yrs-to-Grad	-0.0585	0.0437	-1.3376	0.1818	-0.1444	0.0275	4.0624	-0.4434
Gender**	0.1061	0.0431	2.4634	0.0000	0.0214	0.1908	0.5404	0.1070
SophCert**	0.3064	0.0468	6.5499	0.0000	0.2145	0.3984	0.5543	0.3170
HS Percentile	0.0010	0.0069	0.1420	0.8872	-0.0125	0.0145	96.1247	0.1747
SAT Math Score	-0.0003	0.0004	-0.7167	0.4739	-0.0012	0.0005	699.2148	-0.4047
SAT Verb Score	-0.0003	0.0004	-0.8887	0.3747	-0.0011	0.0004	670.6005	-0.4206
UC CumI GPA**	0.3966	0.0743	5.3353	0.0000	0.2505	0.5427	3.5548	2.6312
App Day	-0.0293	0.0297	-0.9845	0.3254	-0.0878	0.0292	117.9654	-6.4475
App Day*2	0.0000	0.0001	0.8004	0.4239	-0.0001	0.0002	15,129.1386	1.3060
Days Waiting	0.0002	0.0015	0.1485	0.8820	-0.0028	0.0032	34.7159	0.0147
Scholarship%*	0.0010	0.0005	1.8235	0.0689	-0.0001	0.0020	37.3395	0.0682
log(app day)	4.8533	4.2145	1.1516	0.2501	-3.4309	13.1375	2.0546	18.6110

Regression 4.

SUMMARY OUTPUT		CLAS, BS, SAT Writing						
Grad W Honors mean	0.6458							
Regression Statistics								
Multiple R	0.5838							
R Square	0.3408							
Adjusted R Square	0.2269							
Standard Error	0.4227							
Observations	96							
ANOVA								
	df	SS	MS	F	Significance F			
Regression	14	7.483499239	0.53453566	2.991218288	0.000997362			
Residual	81	14.47483409	0.178701655					
Total	95	21.95833333						
	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Means	Elasticity
Intercept	-1.8265	2.0750	-0.8802	0.3813	-5.9551	2.3021		
Yrs-to-Grad	-0.0429	0.1095	-0.3916	0.6964	-0.2607	0.1749	3.9271	-0.2606
Gender	-0.0427	0.0894	-0.4780	0.0000	-0.2205	0.1351	0.5104	-0.0338
SophCert**	0.3051	0.1075	2.8371	0.0058	0.0911	0.5191	0.7083	0.3346
HS Percentile	0.0095	0.0162	0.5871	0.5588	-0.0228	0.0419	96.5208	1.4256
SAT Math Score*	-0.0014	0.0010	-1.3971	0.1662	-0.0034	0.0006	711.5625	-1.5399
SAT Verb Score	-0.0001	0.0010	-0.0700	0.9444	-0.0021	0.0019	680.7292	-0.0747
SAT Write Score	-0.0001	0.0010	-0.1535	0.8784	-0.0021	0.0018	678.9583	-0.1554
UC Cuml GPA**	0.5508	0.1743	3.1593	0.0022	0.2039	0.8976	3.6091	3.0778
App Day	-0.0030	0.0126	-0.2354	0.8145	-0.0281	0.0221	104.1042	-0.4785
App Day^2	0.0000	0.0001	0.3784	0.7061	-0.0001	0.0001	11500.7708	0.3399
Days Waiting	0.0001	0.0037	0.0329	0.9738	-0.0073	0.0075	36.5313	0.0069
Scholarship%	0.0085	0.0096	0.8830	0.3798	-0.0107	0.0277	90.1250	1.1861

Regression 5.

SUMMARY OUTPUT		BUSN						
Grad W Honors mean	0.2723							
Regression Statistics								
Multiple R	0.5015							
R Square	0.2515							
Adjusted R Square	0.2075							
Standard Error	0.3971							
Observations	235							
ANOVA								
	df	SS	MS	F	Significance F			
Regression	13	11.71266158	0.900973968	5.712255743	5.19803E-09			
Residual	221	34.85755118	0.157726476					
Total	234	46.57021277						
	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Means	Elasticity
Intercept	-0.9244	1.1025	-0.8385	0.4027	-3.0971	1.2483		
Yrs-to-Grad	-0.0437	0.0549	-0.7957	0.4270	-0.1520	0.0646	4.0766	-0.6543
Gender	0.0058	0.0579	0.1000	0.0000	-0.1082	0.1198	0.4383	0.0093
SophCert**	0.3422	0.0619	5.5287	0.0000	0.2202	0.4642	0.3745	0.4705
HS Percentile	0.0030	0.0093	0.3223	0.7475	-0.0154	0.0214	95.1532	1.0499
SAT Math Score	0.0000	0.0005	-0.0922	0.9266	-0.0011	0.0010	686.7660	-0.1256
SAT Verb Score	0.0003	0.0006	0.4503	0.6529	-0.0009	0.0014	659.6170	0.6108
UC Cuml GPA*	0.2349	0.1075	2.1849	0.0299	0.0230	0.4468	3.6010	3.1061
App Day	-0.0007	0.0039	-0.1707	0.8646	-0.0083	0.0070	119.2936	-0.2895
App Day^2	0.0000	0.0000	0.2929	0.7699	0.0000	0.0000	15621.6851	0.2410
Days Waiting	-0.0011	0.0016	-0.6961	0.4871	-0.0042	0.0020	35.4553	-0.1444
Scholarship%*	0.0010	0.0007	1.3802	0.1689	-0.0004	0.0024	32.7277	0.1204

Regression 6.

SUMMARY OUTPUT		BUSN, SAT Writing						
Grad W Honors mean	0.5128							
Regression Statistics								
Multiple R	0.7335							
R Square	0.5380							
Adjusted R Square	0.2685							
Standard Error	0.4331							
Observations	39							
ANOVA								
	df	SS	MS	F	Significance F			
Regression	14	5.241956445	0.37442546	1.996211253	0.066018161			
Residual	24	4.501633298	0.187568054					
Total	38	9.743589744						
	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Means	Elasticity
Intercept	2.4951	4.1944	0.5949	0.5575	-6.1618	11.1520		
Yrs-to-Grad	-0.1450	0.2272	-0.6383	0.5293	-0.6139	0.3239	3.9231	-1.1093
Gender	0.1662	0.1856	0.8955	0.0000	-0.2169	0.5493	0.4615	0.1496
SophCert*	0.3102	0.2182	1.4216	0.1680	-0.1402	0.7607	0.5641	0.3413
HS Percentile	-0.0293	0.0267	-1.0960	0.2840	-0.0843	0.0258	94.4359	-5.3874
SAT Math Score	0.0011	0.0017	0.6623	0.5141	-0.0024	0.0046	712.0513	1.5593
SAT Verb Score	0.0019	0.0017	1.0968	0.2836	-0.0016	0.0053	677.1795	2.4481
SAT Write Score*	-0.0035	0.0018	-1.9563	0.0622	-0.0071	0.0002	666.9231	-4.5100
UC Cuml GPA*	0.7624	0.3947	1.9318	0.0653	-0.0522	1.5770	3.6685	5.4541
App Day	0.0054	0.0245	0.2216	0.8265	-0.0451	0.0560	101.4359	1.0742
App Day^2	0.0000	0.0001	-0.3608	0.7214	-0.0003	0.0002	10745.6923	-0.7931
Days Waiting	-0.0056	0.0052	-1.0710	0.2948	-0.0163	0.0052	38.0000	-0.4117
Scholarship%	-0.0153	0.0185	-0.8262	0.4168	-0.0536	0.0229	89.7692	-2.6804

Regression 7.

SUMMARY OUTPUT		ENGR						
Grad W Honors mean	0.3356							
Regression Statistics								
Multiple R	0.5194							
R Square	0.2698							
Adjusted R Square	0.2353							
Standard Error	0.4137							
Observations	289							
ANOVA								
	df	SS	MS	F	Significance F			
Regression	13	17.38676872	1.337443748	7.816132972	3.15687E-13			
Residual	275	47.05613785	0.171113229					
Total	288	64.44290657						
	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Means	Elasticity
Intercept	-1.0312	1.0181	-1.0128	0.3120	-3.0355	0.9731		
Yrs-to-Grad	-0.0131	0.0523	-0.2497	0.8030	-0.1161	0.0900	4.2491	-0.1655
Gender	0.0055	0.0575	0.0964	0.0000	-0.1076	0.1187	0.2595	0.0043
SophCert**	0.2820	0.0589	4.7896	0.0000	0.1661	0.3980	0.3529	0.2966
HS Percentile*	0.0118	0.0081	1.4634	0.1445	-0.0041	0.0276	95.6644	3.3578
SAT Math Score*	-0.0010	0.0005	-1.8295	0.0684	-0.0020	0.0001	714.2215	-2.0768
SAT Verb Score	0.0004	0.0005	0.8311	0.4066	-0.0005	0.0013	662.2837	0.7622
UC Cuml GPA**	0.2655	0.0832	3.1903	0.0016	0.1017	0.4293	3.4894	2.7603
App Day	-0.0042	0.0050	-0.8574	0.3920	-0.0140	0.0055	120.2215	-1.5205
App Day^2	0.0000	0.0000	0.8898	0.3743	0.0000	0.0000	15649.8547	0.7048
Days Waiting*	-0.0024	0.0018	-1.3623	0.1742	-0.0059	0.0011	34.0173	-0.2454
Scholarship%**	0.0018	0.0006	2.9002	0.0040	0.0006	0.0031	35.8270	0.1946

Regression 8.

SUMMARY OUTPUT		ENGR, SAT Writing						
Grad W Honors mean	0.5172							
Regression Statistics								
Multiple R	0.6963							
R Square	0.4848							
Adjusted R Square	0.3170							
Standard Error	0.4166							
Observations	58							
ANOVA								
	df	SS	MS	F	Significance F			
Regression	14	7.020836442	0.501488317	2.889871688	0.003793139			
Residual	43	7.461922179	0.173533074					
Total	57	14.48275862						
	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Means	Elasticity
Intercept	-5.4659	3.0730	-1.7787	0.0824	-11.6632	0.7313		
Yrs-to-Grad	0.0279	0.2389	0.1170	0.9074	-0.4539	0.5098	4.0690	0.2198
Gender**	0.2182	0.1371	1.5919	0.0000	-0.0582	0.4947	0.2759	0.1164
SophCert*	0.2193	0.1532	1.4311	0.1596	-0.0897	0.5283	0.6207	0.2632
HS Percentile**	0.0542	0.0194	2.7880	0.0079	0.0150	0.0933	95.2759	9.9752
SAT Math Score	0.0016	0.0018	0.8876	0.3797	-0.0020	0.0053	725.3448	2.2567
SAT Verb Score	-0.0005	0.0013	-0.3602	0.7205	-0.0031	0.0022	672.7586	-0.6208
SAT Write Score	0.0001	0.0012	0.1115	0.9118	-0.0023	0.0026	651.8966	0.1722
UC CumI GPA	0.2180	0.2905	0.7502	0.4572	-0.3679	0.8038	3.5783	1.5078
App Day*	-0.0204	0.0143	-1.4297	0.1600	-0.0492	0.0084	111.3276	-4.3939
App Day^2*	0.0001	0.0001	1.6552	0.1052	0.0000	0.0002	13227.1897	2.4771
Days Waiting	-0.0031	0.0052	-0.6046	0.5486	-0.0136	0.0073	36.2069	-0.2193
Scholarship%	-0.0011	0.0126	-0.0855	0.9323	-0.0266	0.0244	89.5000	-0.1869

Regression 9.

SUMMARY OUTPUT		NURSE (no SAT Writing, no Scholarship)						
Grad W Honors mean	0.4444							
Regression Statistics								
Multiple R	0.8975							
R Square	0.8055							
Adjusted R Square	0.6388							
Standard Error	0.3043							
Observations	27							
ANOVA								
	df	SS	MS	F	Significance F			
Regression	12	5.370029111	0.447502426	4.831754205	0.003303695			
Residual	14	1.296637556	0.092616968					
Total	26	6.666666667						
	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Means	Elasticity
Intercept	0.3415	3.2808	0.1041	0.9186	-6.6951	7.3781		
Yrs-to-Grad*	0.2032	0.1307	1.5553	0.1422	-0.0770	0.4835	4.4444	2.0324
Gender**	0.2525	0.2477	1.0191	0.0000	-0.2789	0.7838	0.9259	0.5260
SophCert**	0.8569	0.1484	5.7753	0.0000	0.5387	1.1751	0.4815	0.9283
HS Percentile	-0.0349	0.0239	-1.4620	0.1658	-0.0862	0.0163	96.2593	-7.5672
SAT Math Score	-0.0022	0.0018	-1.2280	0.2397	-0.0060	0.0016	660.0000	-3.2207
SAT Verb Score	-0.0007	0.0013	-0.5470	0.5930	-0.0036	0.0021	665.5556	-1.1009
UC CumI GPA*	0.5558	0.3780	1.4703	0.1636	-0.2550	1.3666	3.6955	4.6217
App Day*	0.0354	0.0165	2.1454	0.0499	0.0000	0.0708	103.4444	8.2417
App Day^2*	-0.0002	0.0001	-2.3188	0.0360	-0.0003	0.0000	11504.4074	-3.9415
Days Waiting	-0.0035	0.0073	-0.4725	0.6439	-0.0192	0.0123	36.8889	-0.2882

Regression 10.

SUMMARY OUTPUT		AGNR (no SAT Writing)						
Grad W Honors mean	0.4149							
<i>Regression Statistics</i>								
Multiple R	0.5829							
R Square	0.3398							
Adjusted R Square	0.2325							
Standard Error	0.4339							
Observations	94							
ANOVA								
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>			
Regression	13	7.754264751	0.596481904	3.167535291	0.000737334			
Residual	80	15.06488419	0.188311052					
Total	93	22.81914894						
	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Means</i>	<i>Elasticity</i>
Intercept	-0.6561	2.2280	-0.2945	0.7692	-5.0900	3.7779		
Yrs-to-Grad	0.1107	0.1148	0.9642	0.3379	-0.1178	0.3393	4.0319	1.0760
Gender	-0.0826	0.1151	-0.7173	0.0000	-0.3116	0.1465	39.0106	-7.7620
SophCert**	0.3349	0.1136	2.9481	0.0042	0.1088	0.5610	0.4574	0.3693
HS Percentile	-0.0058	0.0191	-0.3019	0.7635	-0.0437	0.0322	95.9362	-1.3302
SAT Math Score*	0.0018	0.0011	1.6668	0.0995	-0.0003	0.0039	681.4894	2.8897
SAT Verb Score	-0.0012	0.0010	-1.2262	0.2237	-0.0031	0.0007	669.7872	-1.9282
UC CumI GPA**	0.4181	0.1647	2.5384	0.0131	0.0903	0.7459	3.5678	3.5954
App Day	-0.0101	0.0126	-0.8028	0.4245	-0.0351	0.0149	117.5426	-2.8614
App Day^2	0.0000	0.0000	0.5488	0.5847	-0.0001	0.0001	14687.5426	0.8933
Days Waiting	0.0006	0.0012	0.5229	0.6025	-0.0018	0.0030	39.0106	0.0595
Scholarship%	-0.0004	0.0012	-0.3066	0.7599	-0.0028	0.0021	4.0319	-0.0036

Regression 11.

SUMMARY OUTPUT		Females							
Grad W Honors mean		0.4657							
<i>Regression Statistics</i>									
Multiple R		0.5108							
R Square		0.2609							
Adjusted R Square		0.2471							
Standard Error		0.4331							
Observations		874							
<i>ANOVA</i>									
		<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>			
Regression		16	56.73991076	3.546244423	18.90826245	2.64448E-46			
Residual		857	160.730341	0.187549989					
Total		873	217.4702517						
		<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Means</i>	<i>Elasticity</i>
Intercept		-0.1529	0.6163	-0.2481	0.8041	-1.3627	1.0568		
Yrs-to-Grad*		-0.0524	0.0345	-1.5201	0.1289	-0.1201	0.0153	4.0789	-0.4592
BS or BSE**		0.1365	0.0408	3.3473	0.0009	0.0565	0.2165	0.6991	0.2049
UCLAS*		0.1297	0.0977	1.3271	0.1848	-0.0621	0.3215	0.5686	0.1584
UBUSN*		-0.1599	0.1029	-1.5551	0.1203	-0.3618	0.0419	0.1178	-0.0405
UENGR		0.0035	0.1064	0.0332	0.9735	-0.2052	0.2123	0.0858	0.0007
UAGNR		-0.0472	0.1067	-0.4422	0.6585	-0.2566	0.1622	0.0812	-0.0082
UNURS		0.0198	0.1282	0.1541	0.8775	-0.2319	0.2714	0.0286	0.0012
UEDUC		-0.1244	0.1050	-1.1854	0.2362	-0.3305	0.0816	0.0927	-0.0248
SophCert**		0.3098	0.0332	9.3204	0.0000	0.2445	0.3750	0.4908	0.3265
HS Percentile		-0.0043	0.0050	-0.8631	0.3883	-0.0141	0.0055	96.0515	-0.8889
SAT Math Score**		-0.0009	0.0003	-2.7991	0.0052	-0.0015	-0.0003	675.6407	-1.2459
SAT Verb Score		0.0001	0.0003	0.4208	0.6740	-0.0004	0.0007	670.6751	0.1686
UC Cuml GPA**		0.3564	0.0602	5.9233	0.0000	0.2383	0.4744	3.6202	2.7703
App Day		0.0019	0.0027	0.6899	0.4904	-0.0034	0.0071	120.2540	0.4781
App Day^2		0.0000	0.0000	-0.6333	0.5267	0.0000	0.0000	15704.2220	-0.2014
Scholarship%**		0.0014	0.0004	3.3958	0.0007	0.0006	0.0022	29.9291	0.0886

Regression 12.

SUMMARY OUTPUT		Females, SAT Writing						
Grad W Honors mean	0.5972							
Regression Statistics								
Multiple R	0.4697							
R Square	0.2206							
Adjusted R Square	0.1214							
Standard Error	0.4593							
Observations	144							
ANOVA								
	df	SS	MS	F	Significance F			
Regression	16	7.641020951	0.477563809	2.415130666	0.003356511			
Residual	128	26.99786794	0.210920843					
Total	144	34.63888889						
	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Means	Elasticity
Intercept	-0.5393	1.7080	-0.3157	0.7527	-3.9188	2.8402		
Yrs-to-Grad	-0.0126	0.1152	-0.1091	0.9133	-0.2406	0.2154	3.9722	-0.0836
BS or BSE	0.0994	0.1111	0.8943	0.3729	-0.1205	0.3192	0.7639	0.1271
UCLAS*	0.3439	0.1789	1.9229	0.0567	-0.0100	0.6979	0.5764	0.3319
UBUSN	0.1833	0.1991	0.9208	0.3589	-0.2106	0.5773	0.1250	0.0384
UENGR*	0.4039	0.2011	2.0086	0.0467	0.0060	0.8018	0.1111	0.0751
UAGNR	0.2069	0.2065	1.0019	0.3183	-0.2017	0.6154	0.1042	0.0361
UNURS	0.1337	0.3046	0.4389	0.6615	-0.4690	0.7363	0.0278	0.0062
UEDUC	0.0000	0.0000	65535.0000	0.0000	0.0000	0.0000	0.0556	0.0000
SophCert**	0.2329	0.0935	2.4917	0.0000	0.0480	0.4179	0.7014	0.2736
HS Percentile	-0.0059	0.0126	-0.4678	0.6407	-0.0309	0.0191	96.2847	-0.9537
SAT Math+Verbal	0.0001	0.0006	0.0850	0.9324	-0.0012	0.0013	1379.6528	0.1200
SAT Write Score**	-0.0021	0.0008	-2.5978	0.0105	-0.0036	-0.0005	677.4306	-2.3434
UC CumI GPA**	0.4820	0.1819	2.6499	0.0091	0.1221	0.8419	3.6508	2.9464
App Day	-0.0031	0.0092	-0.3399	0.7345	-0.0213	0.0150	102.5764	-0.5358
App Day^2	0.0000	0.0000	0.4814	0.6311	-0.0001	0.0001	11301.8125	0.3473
Scholarship%	0.0100	0.0083	1.2034	0.2310	-0.0065	0.0265	90.3264	1.5174

Regression 13.

SUMMARY OUTPUT		Males						
Grad W Honors mean	0.3374							
<i>Regression Statistics</i>								
Multiple R	0.5267							
R Square	0.2774							
Adjusted R Square	0.2631							
Standard Error	0.4061							
Observations	827							
ANOVA								
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>			
Regression	16	51.27826369	3.204891481	19.43126277	3.65272E-47			
Residual	810	133.5971898	0.164934802					
Total	826	184.8754534						
	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Means</i>	<i>Elasticity</i>
Intercept	-1.3126	0.5283	-2.4846	0.0132	-2.3496	-0.2756		
Yrs-to-Grad*	-0.0526	0.0264	-1.9903	0.0469	-0.1045	-0.0007	4.1814	-0.6521
BS or BSE	0.0098	0.0420	0.2325	0.8162	-0.0726	0.0921	0.7412	0.0214
UCLAS	0.0158	0.1217	0.1302	0.8965	-0.2230	0.2546	0.4994	0.0234
UBUSN	-0.1334	0.1233	-1.0820	0.2796	-0.3753	0.1086	0.1596	-0.0631
UENGR	-0.0306	0.1210	-0.2530	0.8003	-0.2681	0.2069	0.2588	-0.0235
UAGNR	0.0439	0.1456	0.3012	0.7634	-0.2420	0.3297	0.0278	0.0036
UNURS*	-0.4906	0.3124	-1.5702	0.1168	-1.1038	0.1227	0.0024	-0.0035
UEDUC	-0.1807	0.1388	-1.3023	0.1932	-0.4531	0.0917	0.0375	-0.0201
SophCert**	0.2909	0.0339	8.5839	0.0000	0.2244	0.3574	0.3579	0.3086
HS Percentile	0.0052	0.0042	1.2208	0.2225	-0.0032	0.0135	95.0048	1.4609
SAT Math Score	0.0002	0.0003	0.5853	0.5585	-0.0004	0.0007	705.2237	0.3581
SAT Verb Score	0.0002	0.0003	0.7259	0.4681	-0.0003	0.0007	672.8416	0.3905
UC Cuml GPA**	0.3265	0.0483	6.7563	0.0000	0.2316	0.4213	3.5024	3.3893
App Day	-0.0024	0.0025	-0.9572	0.3388	-0.0072	0.0025	122.6348	-0.8611
App Day*2	0.0000	0.0000	1.1755	0.2401	0.0000	0.0000	16384.0447	0.5012
Scholarship%*	0.0006	0.0004	1.5330	0.1257	-0.0002	0.0013	34.2140	0.0570

Regression 14.

SUMMARY OUTPUT		Males, SAT Writing							
Grad W Honors mean	0.4810								
<i>Regression Statistics</i>									
Multiple R	0.6335								
R Square	0.4013								
Adjusted R Square	0.3334								
Standard Error	0.4092								
Observations	158								
<i>ANOVA</i>									
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>				
Regression	16	15.82914008	0.989321255	5.907296525	9.66297E-10				
Residual	141	23.61389789	0.167474453						
Total	157	39.44303797							
	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Means</i>	<i>Elasticity</i>	
Intercept	-1.1836	1.6424	-0.7206	0.4723	-4.4304	2.0633			
Yrs-to-Grad*	-0.1337	0.0916	-1.4599	0.1465	-0.3148	0.0474	3.9937	-1.1101	
BS or BSE*	0.1635	0.0926	1.7656	0.0796	-0.0196	0.3465	0.7405	0.2516	
UCLAS	-0.4586	0.4206	-1.0904	0.2774	-1.2901	0.3729	0.5570	-0.5310	
UBUSN	-0.4880	0.4282	-1.1394	0.2565	-1.3346	0.3586	0.1329	-0.1348	
UENGR*	-0.5691	0.4209	-1.3521	0.1785	-1.4012	0.2630	0.2658	-0.3145	
UAGNR	-0.5922	0.4642	-1.2760	0.2041	-1.5098	0.3254	0.0253	-0.0312	
UNURS*	-1.2596	0.6012	-2.0949	0.0380	-2.4482	-0.0710	0.0063	-0.0166	
UEDUC	-0.4323	0.6026	-0.7175	0.4743	-1.6236	0.7590	0.0063	-0.0057	
SophCert**	0.3245	0.0797	4.0709	0.0001	0.1669	0.4821	0.5506	0.3715	
HS Percentile*	0.0179	0.0106	1.6835	0.0945	-0.0031	0.0389	95.0380	3.5350	
SAT Math+Verbal	0.0003	0.0007	0.4474	0.6553	-0.0011	0.0017	1402.2152	0.9280	
SAT Write Score	0.0006	0.0007	0.9243	0.3569	-0.0007	0.0020	661.5823	0.8780	
UC CumI GPA**	0.3244	0.1372	2.3634	0.0195	0.0530	0.5957	3.5590	2.4000	
App Day*	-0.0122	0.0076	-1.6104	0.1095	-0.0272	0.0028	110.0886	-2.7976	
App Day*2*	0.0001	0.0000	1.8921	0.0605	0.0000	0.0001	13034.9873	1.5633	
Scholarship%	-0.0082	0.0071	-1.1521	0.2512	-0.0223	0.0059	89.3987	-1.5254	

Regression 15.

SUMMARY OUTPUT BA								
Grad W Honors mean	0.4109							
<i>Regression Statistics</i>								
Multiple R	0.4936							
R Square	0.2436							
Adjusted R Square	0.2181							
Standard Error	0.4343							
Observations	477							
ANOVA								
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>			
Regression	15	28.13118622	1.875412415	11.47233053	5.40899E-24			
Residual	463	87.33212614	0.188622303					
Total	478	115.4633124						
	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Means</i>	<i>Elasticity</i>
Intercept	3.1523	2.3621	1.3346	0.1827	-1.4894	7.7940		
Yrs-to-Grad*	-0.0661	0.0382	-1.7284	0.0846	-0.1412	0.0091	4.1321	-0.6646
UCLAS**	0.0000	0.0000	65535.0000	0.0000	0.0000	0.0000	1.0000	0.0000
Gender	0.0037	0.0430	0.0858	0.0000	-0.0809	0.0883	0.5514	0.0050
SophCert**	0.2768	0.0457	6.0549	0.0000	0.1870	0.3666	0.3836	0.2584
HS Percentile	-0.0003	0.0056	-0.0493	0.9607	-0.0114	0.0108	95.0126	-0.0643
SAT Math Score*	-0.0007	0.0004	-1.8067	0.0715	-0.0015	0.0001	675.6604	-1.1744
SAT Verb Score**	0.0010	0.0004	2.6532	0.0082	0.0003	0.0017	690.8595	1.6646
UC Cuml GPA**	0.3282	0.0724	4.5321	0.0000	0.1859	0.4705	3.5635	2.8460
App Day*	0.0108	0.0050	2.1576	0.0315	0.0010	0.0206	126.7212	3.3241
log(App Day)*	-2.7138	1.4181	-1.9137	0.0563	-5.5005	0.0729	2.0844	-13.7664
Q1	0.0000	0.0000	65535.0000	0.0000	0.0000	0.0000	0.0042	0.0000
Q2	0.3652	0.3404	1.0729	0.0000	-0.3037	1.0341	0.4717	0.4193
Q3	0.3693	0.3616	1.0214	0.3076	-0.3413	1.0799	0.3920	0.3524
Q4	0.2068	0.3782	0.5469	0.5847	-0.5363	0.9500	0.1321	0.0665
Scholarship%*	0.0009	0.0005	1.6537	0.0989	-0.0002	0.0019	29.1950	0.0620

Regression 16.

SUMMARY OUTPUT		BS						
Grad W Honors mean	0.4003							
<i>Regression Statistics</i>								
Multiple R	0.5431							
R Square	0.2949							
Adjusted R Square	0.2856							
Standard Error	0.4143							
Observations	1224							
ANOVA								
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>			
Regression	16	86.66048341	5.416280213	31.55454	3.11035E-80			
Residual	1207	207.1793859	0.171648207					
Total	1223	293.8398693						
	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Means</i>	<i>Elasticity</i>
Intercept	-0.7423	0.4608	-1.6110	0.1074	-1.6462	0.1617		
Yrs-to-Grad	-0.0328	0.0256	-1.2828	0.1998	-0.0830	0.0174	4.1275	-0.3382
UCLAS	0.0895	0.0746	1.1991	0.2307	-0.0569	0.2358	0.3538	0.0791
UBUSN*	-0.1251	0.0768	-1.6274	0.1039	-0.2758	0.0257	0.1920	-0.0600
UENGR	-0.0006	0.0764	-0.0073	0.9942	-0.1504	0.1493	0.2361	-0.0003
UAGNR	-0.0184	0.0836	-0.2197	0.8262	-0.1824	0.1456	0.0768	-0.0035
UNURS	-0.0262	0.1080	-0.2424	0.8085	-0.2381	0.1857	0.0221	-0.0014
UEDUC*	-0.1312	0.0817	-1.6061	0.1085	-0.2916	0.0291	0.0915	-0.0300
Gender*	0.0494	0.0266	1.8571	0.0635	-0.0028	0.1017	0.4992	0.0617
SophCert**	0.3219	0.0277	11.6205	0.0000	0.2676	0.3763	0.4428	0.3561
HS Percentile	0.0013	0.0040	0.3129	0.7544	-0.0067	0.0092	95.7492	0.3024
SAT Math Score	-0.0002	0.0003	-0.8601	0.3899	-0.0007	0.0003	695.6209	-0.3754
SAT Verb Score	-0.0002	0.0002	-0.9098	0.3631	-0.0007	0.0002	664.2729	-0.3432
UC Cuml GPA**	0.3374	0.0444	7.6037	0.0000	0.2504	0.4245	3.5627	3.0029
App Day	0.0000	0.0004	-0.1110	0.9117	-0.0009	0.0008	119.3423	-0.0145
log(App Day)	0.0288	0.0549	0.5243	0.6001	-0.0789	0.1364	2.0539	0.1476
Scholarship%**	0.0009	0.0003	2.6936	0.0072	0.0002	0.0015	33.1103	0.0711

Regression 17.

SUMMARY OUTPUT		BS (no Schools/Colleges)						
Grad W Honors mean	0.4003							
<i>Regression Statistics</i>								
Multiple R	0.5208							
R Square	0.2712							
Adjusted R Square	0.2625							
Standard Error	0.4207							
Observations	1224							
ANOVA								
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>			
Regression	14	79.68939792	5.692099851	34.63566488	1.15247E-78			
Residual	1210	214.1504714	0.176983861					
Total	1224	293.8398693						
	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Means</i>	<i>Elasticity</i>
Intercept	-0.6419	0.5017	-1.2795	0.2010	-1.6261	0.3423		
Yrs-to-Grad*	-0.0410	0.0256	-1.6018	0.1095	-0.0913	0.0092	4.1275	-0.4231
Gender*	0.0525	0.0260	2.0190	0.0437	0.0015	0.1035	0.4992	0.0654
SophCert**	0.3544	0.0277	12.7727	0.0000	0.3000	0.4089	0.4428	0.3921
HS Percentile	0.0038	0.0041	0.9233	0.3561	-0.0042	0.0118	95.7492	0.9009
SAT Math Score	0.0000	0.0003	0.0304	0.9757	-0.0005	0.0005	695.6209	0.0132
SAT Verb Score	-0.0001	0.0002	-0.3092	0.7572	-0.0005	0.0004	664.2729	-0.1178
UC CumI GPA**	0.2758	0.0437	6.3115	0.0000	0.1901	0.3616	3.5627	2.4548
App Day*	-0.0015	0.0010	-1.5444	0.1228	-0.0034	0.0004	119.3423	-0.4418
log(App Day)	0.0029	0.0607	0.0482	0.9616	-0.1162	0.1221	2.0539	0.0150
Q1**	-0.5626	0.2105	-2.6725	0.0076	-0.9756	-0.1496	0.0065	-0.0092
Q2*	-0.1652	0.1001	-1.6501	0.0992	-0.3617	0.0312	0.5817	-0.2401
Q3	-0.0963	0.0706	-1.3638	0.1729	-0.2348	0.0422	0.3162	-0.0761
Q4**	0.0000	0.0000	65535.0000	0.0000	0.0000	0.0000	0.0956	0.0000
Scholarship%**	0.0008	0.0003	2.6261	0.0000	0.0002	0.0015	33.1103	0.0701

Regression 18.

SUMMARY OUTPUT		Final Regression						
Grad W Honors mean		0.4033						
<i>Regression Statistics</i>								
Multiple R	0.5188							
R Square	0.2691							
Adjusted R Square	0.2620							
Standard Error	0.4214							
Observations	1701							
ANOVA								
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>			
Regression	16	110.1736096	6.885850597	41.36863134	5.389E-109			
Residual	1685	299.1679542	0.177547747					
Total	1701	409.3415638						
	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Means</i>	<i>Elasticity</i>
Intercept	-1.0996	0.3951	-2.7832	0.0054	-1.8745	-0.3247		
Yrs-to-Grad**	-0.0495	0.0210	-2.3559	0.0186	-0.0908	-0.0083	4.1287	-0.5071
BS or BSE**	0.0679	0.0286	2.3767	0.0176	0.0119	0.1240	0.7196	0.1212
UCLAS**	0.1792	0.0285	6.2861	0.0000	0.1233	0.2351	0.5350	0.2377
UENGR**	0.0885	0.0325	2.7190	0.0066	0.0247	0.1523	0.1699	0.0373
Gender*	0.0506	0.0221	2.2923	0.0220	0.0073	0.0939	0.5138	0.0645
SophCert**	0.3086	0.0236	13.0539	0.0000	0.2622	0.3549	0.4262	0.3261
HS Percentile	-0.0001	0.0033	-0.0285	0.9773	-0.0065	0.0063	95.5426	-0.0220
SAT M+V	-0.0001	0.0001	-0.4502	0.6526	-0.0003	0.0002	1361.7519	-0.2184
UC Cuml GPA**	0.3366	0.0374	8.9901	0.0000	0.2632	0.4100	3.5629	2.9737
App Day	-0.0003	0.0008	-0.4349	0.6637	-0.0019	0.0012	121.4115	-0.1044
log(App Day)	-0.0046	0.0596	-0.0765	0.9390	-0.1214	0.1123	2.0625	-0.0233
Q1	0.0000	0.0000	65535.0000	0.0000	0.0000	0.0000	0.0059	0.0000
Q2**	0.2949	0.1471	2.0054	0.0000	0.0065	0.5834	0.5509	0.4028
Q3*	0.3257	0.1570	2.0746	0.0382	0.0178	0.6336	0.3374	0.2725
Q4*	0.3672	0.1807	2.0318	0.0423	0.0127	0.7216	0.1058	0.0963
Scholarship%**	0.0009	0.0003	3.2281	0.0013	0.0003	0.0014	32.0123	0.0696

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