Appendices
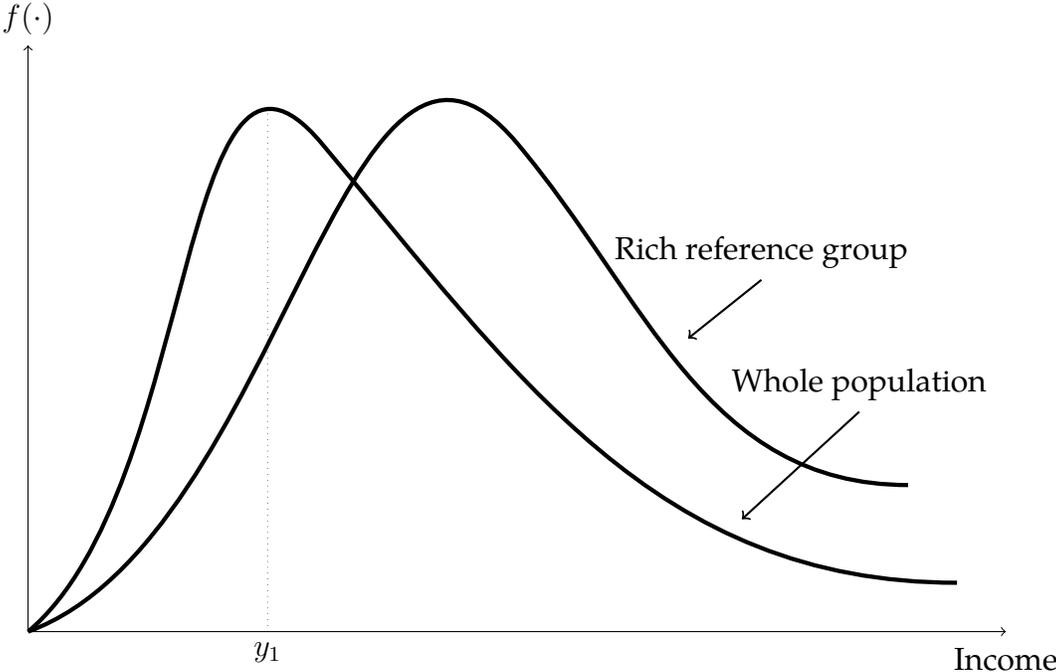
A Additional Figures and Tables

Figure A.1: Illustration of Biases with a Rich Reference Group

Figure A.2: The SES Distribution of Students Entering the Partner University in Spring 2014 and Fall 2014
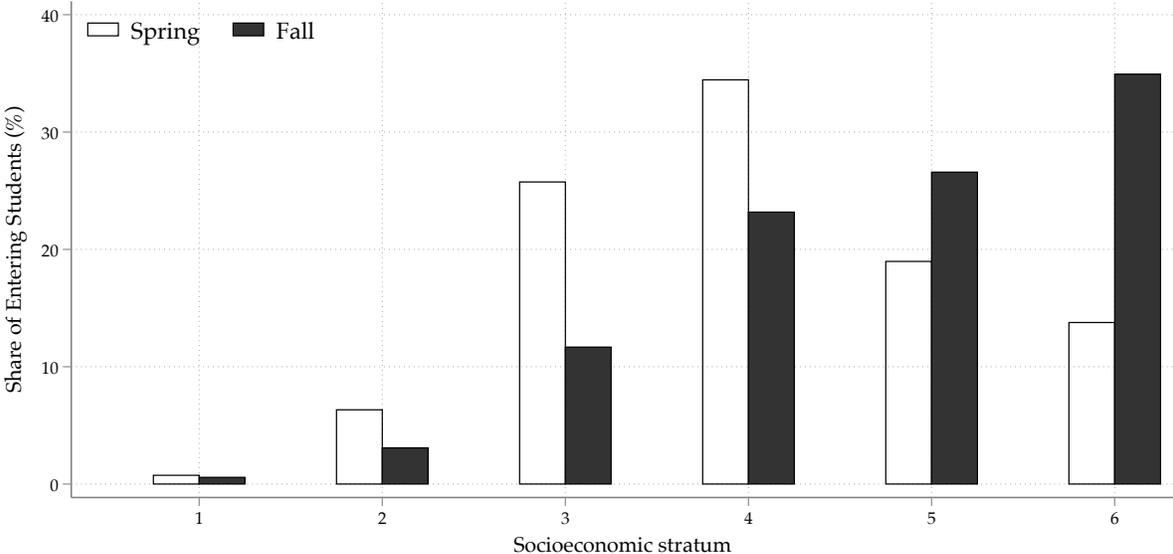

Notes: This figure plots the distribution of entering students by their socioeconomic stratum (1 is the poorest, 6 is the wealthiest) in spring and fall 2014, that is, a year prior to SPP. Spring entering students, most of whom are public high school graduates, are significantly less wealthy than fall entering students, most of whom graduated from elite private high schools.
Sources: Author's calculations using college admissions records.

Figure A.3: The Admissions Process for Low- and High-Income Applicants

(a) Number of Applications
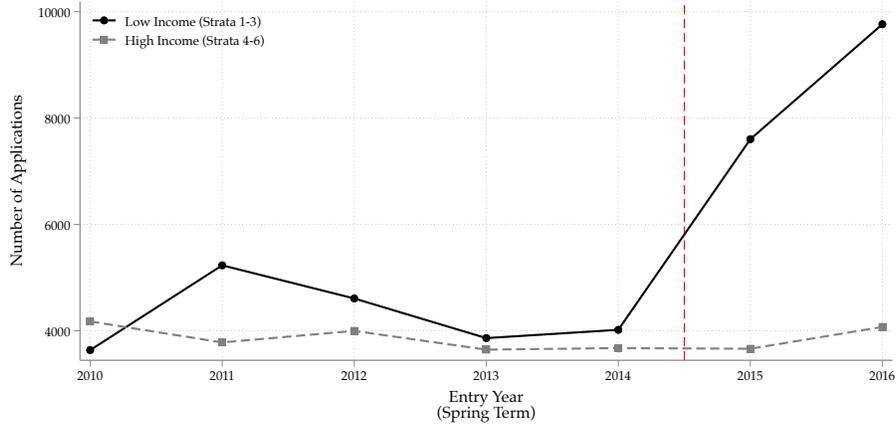
(b) Admission Rate
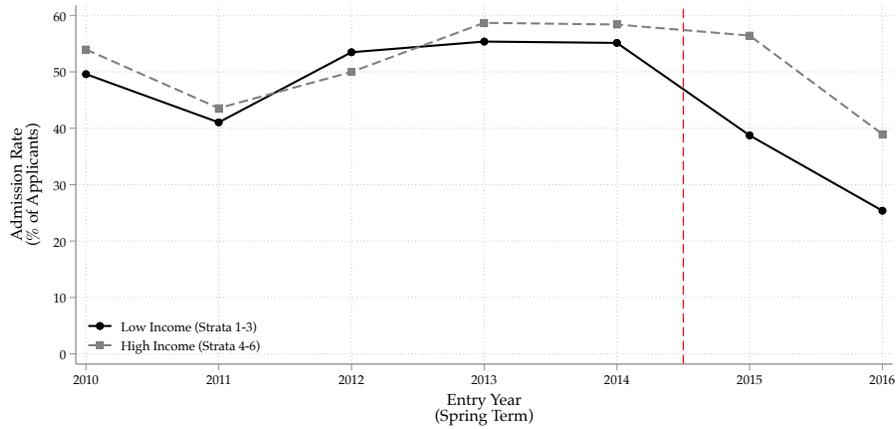
(c) Yield Rate
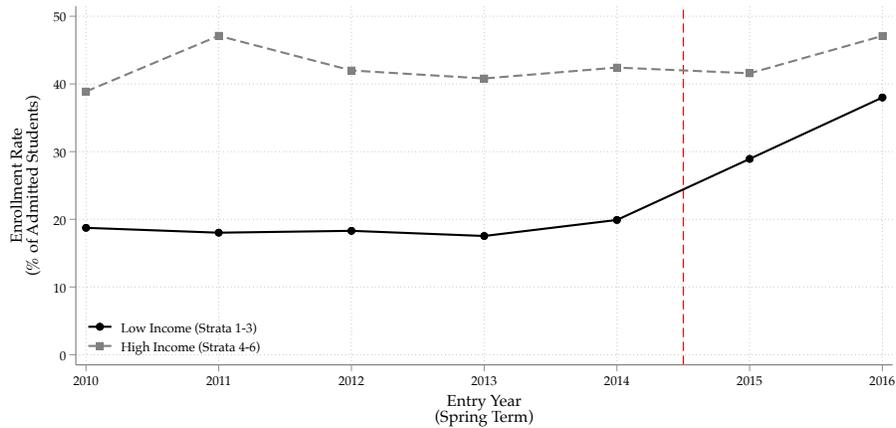
Notes: This figure compares the admissions process for low- and high-income applicants; specifically, the number of applications in Panel (a), the share of applicants who are granted admission in Panel (b), and the share of admitted applicants who enroll in Panel (c). The vertical red line represents SPP.
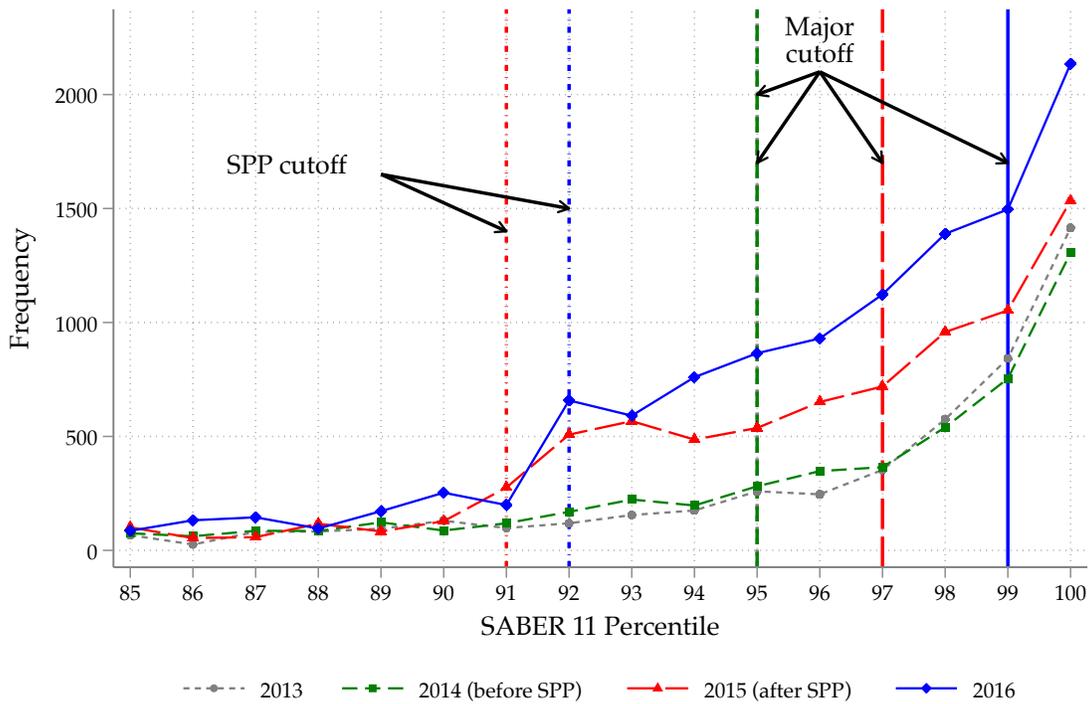*Sources:* Author's calculations using college admissions records.

Figure A.4: SPP Raised Admission Thresholds

Note: This figure plots the distribution of SABER 11 test score percentiles for fall high school test-takers seeking to enroll in the partner university between spring 2013 and spring 2016 immediately after graduating high school. The short dashed and dotted vertical lines mark the SPP eligibility cutoffs in 2015 and 2016. The other vertical lines depict the admission cutoff in the four years for the Civil Engineering major, as an illustration. The figure shows that the number of undergraduate applications increased significantly in 2015 and 2016 after SPP was introduced, with applications spiking after surpassing the eligibility cutoffs. This pushed the admission cutoff rightward; while the cutoff did not change much prior to SPP (the gray and green vertical lines perfectly overlay each other), SPP raised the number of applicants just above the program's eligibility cutoff: as soon as low-income students scored in the top 9% of national test scores (specifically, a score of 310/500), they sent their application to the partner university. The greater demand for admission shifted the admission cutoff rightwards.

Sources: Author's calculations using college admissions records and ICFES.

Figure A.5: A Small Increase in Cohort Size
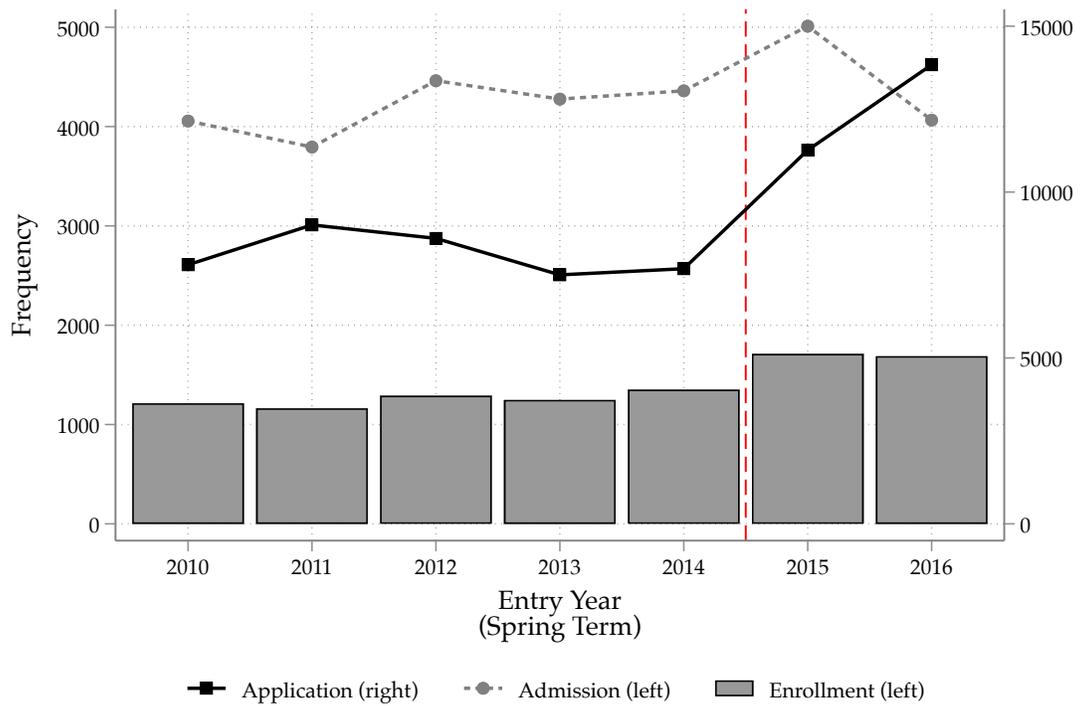
Notes: This figure compares the number of students who apply (solid black line), receive admission (dashed gray line), and enroll (gray bar) in the partner university every spring term between 2010 and 2016. The vertical red line represents SPP. The figure shows that, despite the increase in number of applicants, class size remained relatively constant throughout this time period at this university.
Sources: Author's calculations using college admissions records.

Figure A.6: There is No Increase in Transfers Across Majors

(a) All Transfers

(b) Transfers to Majors with Less than 20 Percent SPP Share
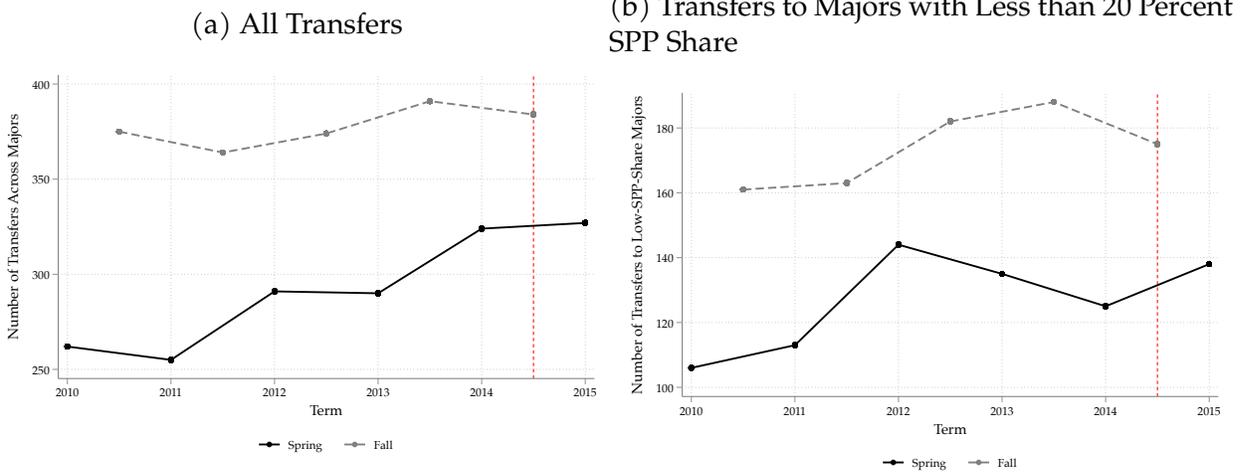
Note: Panel A plots the total number of transfers across majors within the partner university by academic term. Panel B restricts to transfers to majors where less than 20% of Freshmen in spring 2015 are SPP recipients, according to Figure 2: Architecture, Art, Art History, Biomedical Engineering, Business, Undefined, Music, Economics, Government, and Industrial Engineering.

Sources: Author's calculations using college records.

Figure A.7: The Distribution of the Treatment Intensity by Cohort
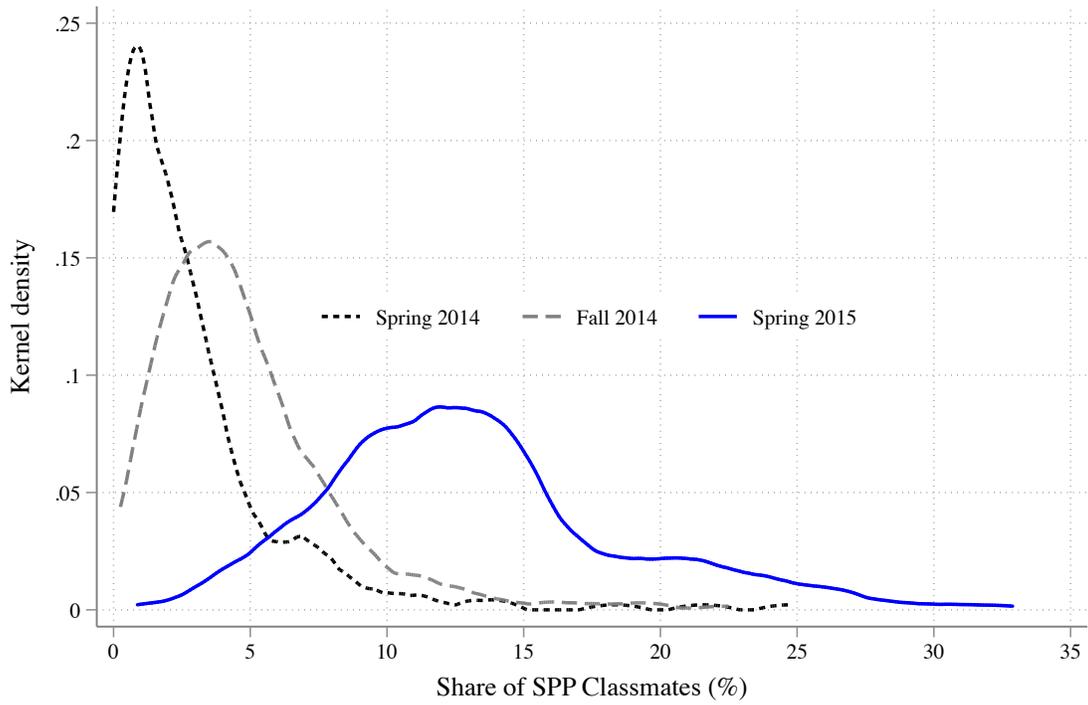
Notes: This figure plots the kernel density estimate of the share of SPP classmates, i.e., the treatment variable, for high-income students (i.e., strata 4, 5, and 6) who first enrolled in the partner university in spring 2014 (before SPP), fall 2014 (before SPP), or spring 2015 (after SPP). The sample includes both survey waves.
Sources: Author's calculations using college records and student survey data.

Figure A.8: Correlation between Index Outcomes and the Treatment Variable

(a) Perception of Poverty

(b) Support for Progressive Redistribution
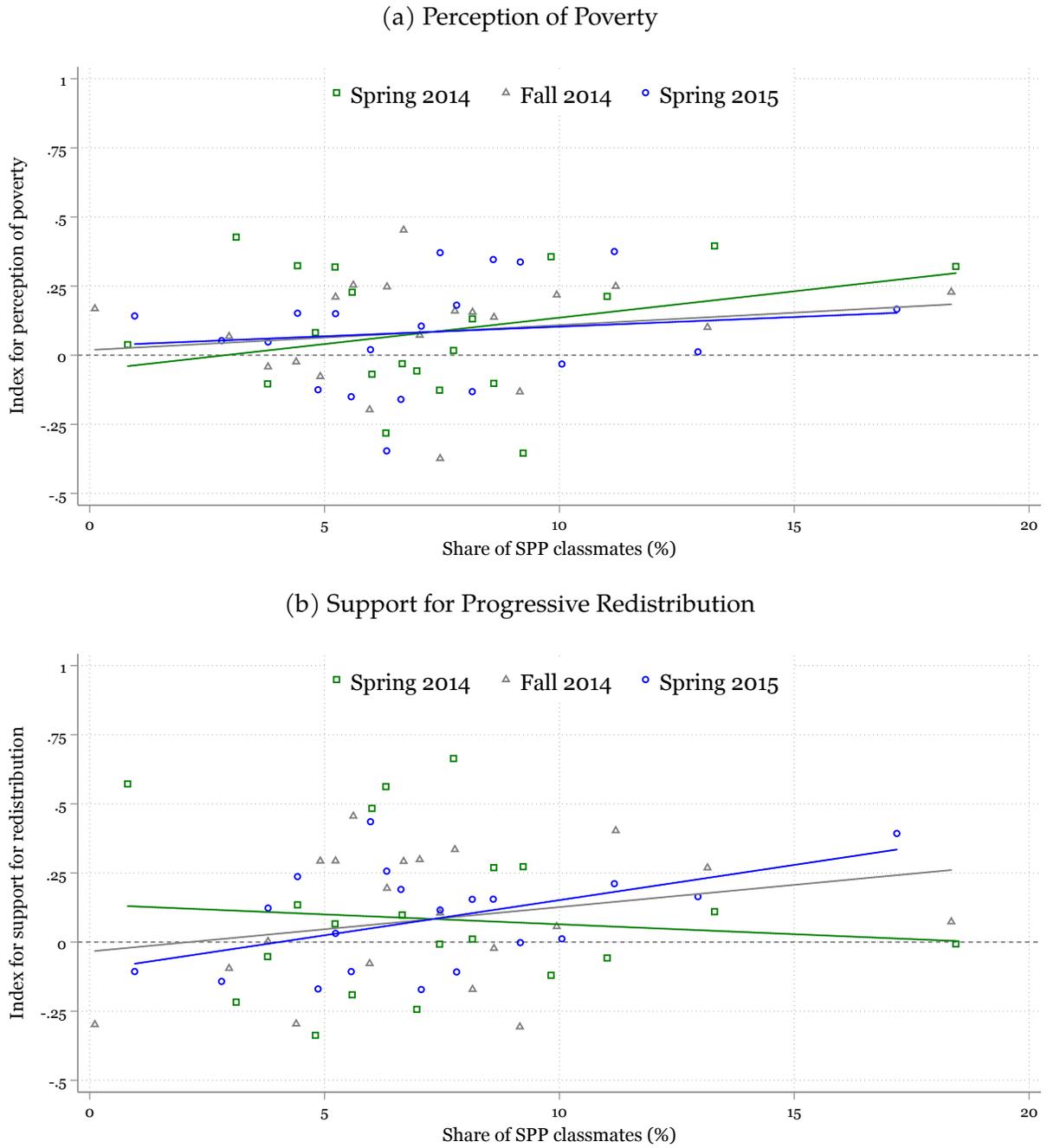
Note: This figure illustrates the variation in the share of SPP classmates—the treatment variable—leveraged in the regression analysis. The outcome variable is the index of perception of poverty in Panel A and the index of support for progressive redistribution in Panel B. The plotted lines show the correlation between the treatment and the outcome within a major-cohort-wave cell for each cohort (there are 20 equally-sized bins for each cohort); the β coefficient from Specification (1) captures the average slope of the plotted lines. For instance, Panel B shows that the correlation between the treatment and the index of support for redistribution is negative and not significant (the p-value is 0.610) for the spring 2014 cohort. By contrast, the correlation is positive and significant for the spring 2015 cohort (the p-value is 0.006).

Sources: Author's calculations using college records and student survey data.

VIII

Figure A.9: Balance in Baseline Observable Characteristics

(a) Beliefs about the income distribution
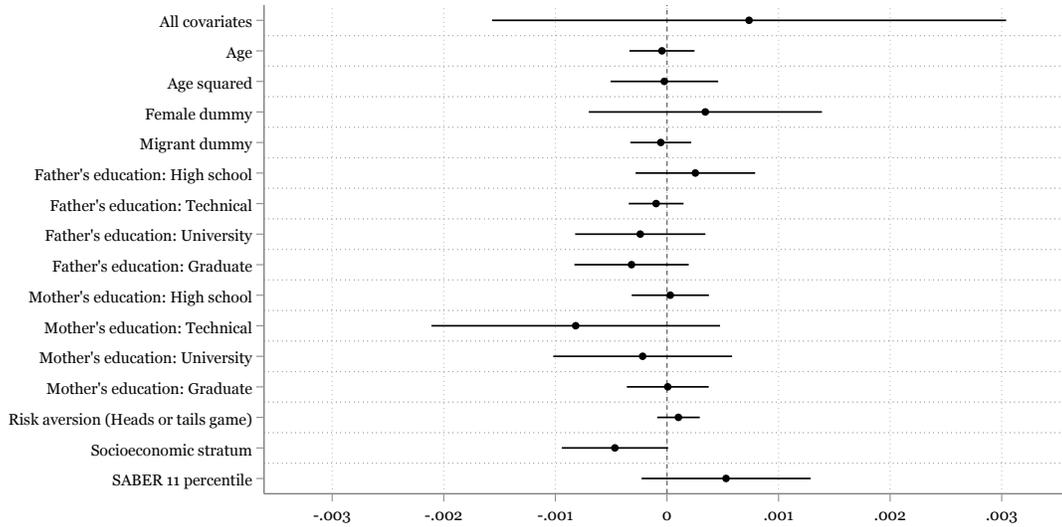
(b) Preferences for redistribution
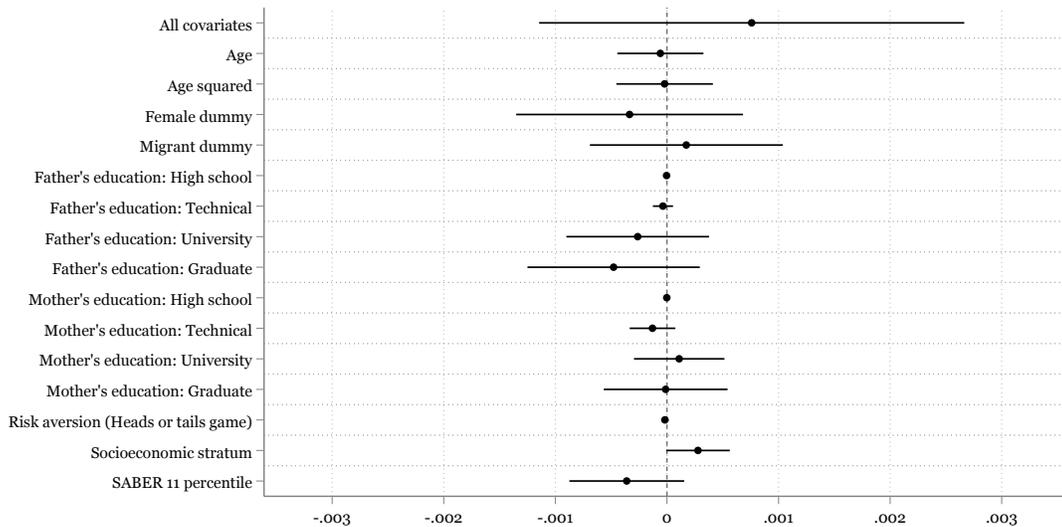
Notes: This figure plots the coefficients and associated 95% confidence intervals from regressing the predicted value of the outcome—the index of perceptions about the income distribution in Panel (a) or the index of redistributive preferences in Panel (b)—using a given baseline covariate on the observed share of SPP classmates using cohort fixed effects, wave fixed effects, and major fixed effects as in Specification (1). Standard errors are clustered at the major-by-cohort level. Each row is a separate regression that uses a different observable characteristic to generate the predicted outcome; the first row uses all of the observable covariates to calculate the predicted outcome, while the rest use one covariate at a time. It is common to use the predicted outcomes when assessing balance to rescale the covariates to the same scale as the outcome (e.g., Chetty et al., 2014). The sample uses waves 1 and 2 and is composed of 901 survey respondents from high-income students (strata 4, 5, and 6) who first enrolled in the partner university in spring 2014 (before SPP), fall 2014 (before SPP), or spring 2015 (after SPP).
Sources: Author's calculations using college records and student survey data.

Figure A.10: Distribution of Beliefs about the Distribution of Income

(a) Perceived Poverty Incidence

(b) Perceived Share Living in Strata 1 and 2
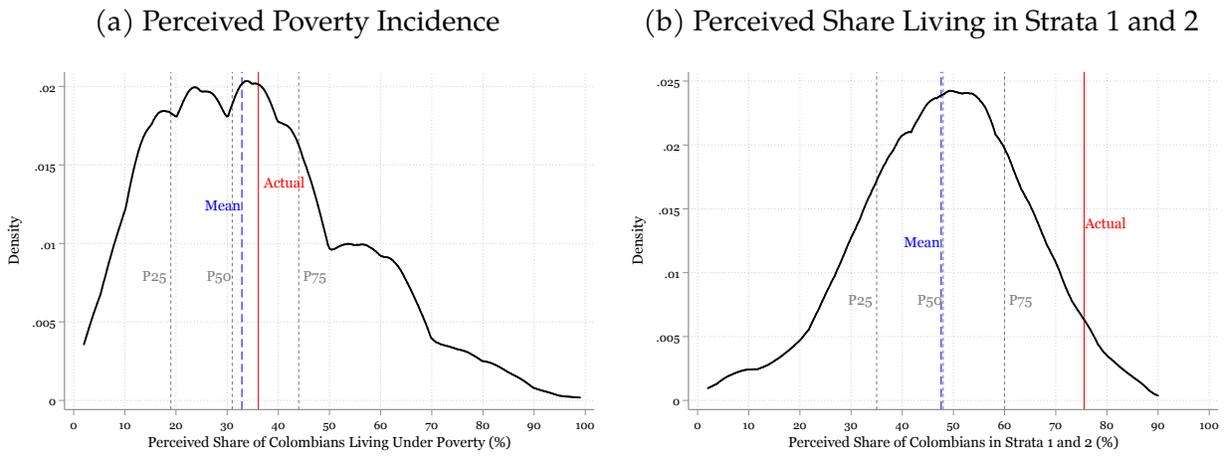
Note: This figure plots the kernel density of the perceived share of Colombians living under poverty in Panel (a) and the perceived share of Colombians living in strata 1 and 2 in Panel (b). The dashed blue vertical line reports the mean response, the gray lines report the responses at P25, P50, and P75 of the distribution, and the red vertical line reports the actual rates. The sample is composed of high-income survey respondents from the spring 2014 cohort six months after SPP was implemented.
Sources: Author's calculations using college records, DANE (2020), and ICFES (2014).

Table A.1: Survey Response Balance Test

| | *Dependent variable:* Responded survey | | | |
	(1)	(2)	(3)	(4)
Spring 2014 cohort	0.01	-0.002	-0.022	
	(0.014)	(0.015)	(0.015)	
Spring 2015 cohort	0.018	0.005	-0.008	
	(0.014)	(0.014)	(0.014)	
Female		0.004	0.01	0.008
		(0.012)	(0.012)	(0.012)
Socioeconomic stratum		-0.022***	-0.015**	-0.014*
		(0.007)	(0.007)	(0.007)
SABER 11 percentile			0.005***	0.005***
			(0.001)	(0.001)
Share of SPP classmates (%)				0.002
				(0.002)
Wave FE		X	X	X
Major FE		X	X	X
Cohort FE				X
N	4991	4991	4956	4893
R^2	0	0.02	0.02	0.02

Note: This table shows the survey response balance test for the 4,991 students who were emailed a link to the survey in waves 1 and 2. Column (1) reports the coefficients and standard errors on the cohort dummies (fall 2014 is the omitted category). Column (2) adds sex and socioeconomic stratum, wave fixed effects, and major dummies. Column (3) adds the SABER 11 score. The p-value on the joint F-statistic that the three cohort dummies are equal is 0.4294 in Column (1), 0.8736 in Column (2), and 0.3318 in Column (3). Column (4) tests whether the main treatment variable, the share of SPP classmates, affects the survey response rate. I cannot reject the null hypothesis the p-value is 0.213 with controls.
Sources: Author's calculations using college records and student survey data.

Table A.2: Robustness of Effects on Distributive Perceptions to the Treatment Variable

	(1)	(2)	(3)	(4)	(5)
Panel A: Perceived Poverty Incidence					
Share of strata 1 or 2 classmates (%)	0.391***	0.340**	0.276**	0.319**	0.301*
	(0.139)	(0.149)	(0.129)	(0.123)	(0.171)
Wave FE		X	X	X	X
Major FE			X	X	X
Controls				X	X
Cohort FE					X
N	894	894	893	893	893
Panel B: Perceived Share in Strata 1 and 2					
Share of strata 1 or 2 classmates (%)	0.193*	0.14	0.146	0.163	0.11
	(0.098)	(0.102)	(0.106)	(0.111)	(0.166)
Wave FE		X	X	X	X
Major FE			X	X	X
Controls				X	X
Cohort FE					X
N	899	899	898	898	898
Panel C: Perceived Share in Strata 4, 5, and 6					
Share of strata 1 or 2 classmates (%)	-0.198**	-0.177*	-0.193**	-0.208**	-0.172
	(0.096)	(0.098)	(0.087)	(0.094)	(0.156)
Wave FE		X	X	X	X
Major FE			X	X	X
Controls				X	X
Cohort FE					X
N	899	899	898	898	898
Panel D: Summary Index of Perceived Poverty					
Share of strata 1 or 2 classmates (%)	0.016***	0.013**	0.012**	0.013**	0.011
	(0.006)	(0.006)	(0.006)	(0.006)	(0.008)
Wave FE		X	X	X	X
Major FE			X	X	X
Controls				X	X
Cohort FE					X
N	901	901	900	900	900

Notes: This table presents the β coefficient from Specification (1) when the treatment variable is the share of classmates from strata 1 or 2. The dependent variable is the perceived share of Colombians living under poverty in Panel A, in strata 1 and 2 in Panel B, and in strata 4, 5, and 6 in Panel C. Panel D uses an index measure of perceptions about poverty, i.e., the perceived share of Colombians living under poverty and in strata 1 and 2, following the procedure described in Anderson (2008). The sample includes both survey waves and is composed of high-income students (strata 4, 5, and 6) who first enrolled in the partner university in spring 2014 (before SPP), fall 2014 (before SPP), or spring 2015 (after SPP). Each column represents a separate regression. Controls include age, age squared, sex, SABER 11 test score percentile, socioeconomic stratum, an indicator for having attended high school outside of Bogotá D.C., a measure of risk aversion, and dummies for parental education. Standard errors, in parentheses, are clustered at the major-by-cohort level. $***p < 0.01, **p < 0.05, *p < 0.1$.
Sources: Author's calculations using college admissions records and student survey data.

Table A.3: Robustness of Effects on Redistributive Preferences to the Treatment Variable

	(1)	(2)	(3)	(4)	(5)
Panel A: *State Should Tax the Rich*					
Share of strata 1 or 2 classmates (%)	0.003	0.003	0.005*	0.007**	0.010**
	(0.002)	(0.002)	(0.003)	(0.003)	(0.005)
Wave FE		X	X	X	X
Major FE			X	X	X
Controls				X	X
Cohort FE					X
N	901	901	900	900	900
Panel B: *State Should Subsidize the Poor*					
Share of strata 1 or 2 classmates (%)	0.004	0.003	0.006*	0.007*	0.006
	(0.003)	(0.003)	(0.003)	(0.003)	(0.005)
Wave FE		X	X	X	X
Major FE			X	X	X
Controls				X	X
Cohort FE					X
N	901	901	900	900	900
Panel C: *Summary Index of Preferences for Redistribution*					
Share of strata 1 or 2 classmates (%)	0.007	0.007	0.011**	0.014***	0.017**
	(0.004)	(0.005)	(0.005)	(0.005)	(0.008)
Wave FE		X	X	X	X
Major FE			X	X	X
Controls				X	X
Cohort FE					X
N	901	901	900	900	900

Notes: This table presents the β coefficient from Specification (1) . The dependent variable is an indicator for supporting the rich and subsidizing the poor in Panels A and B, respectively. Panel C uses an index of support for redistribution based on these two variables, i.e., taxing the rich and subsidizing the poor, following the procedure described in Anderson (2008). The sample includes both survey waves and is composed of high-income students (strata 4, 5, and 6) who first enrolled in the partner university in spring 2014 (before SPP), fall 2014 (before SPP), or spring 2015 (after SPP). Each column represents a separate regression. Controls include age, age squared, sex, SABER 11 test score percentile, socioeconomic stratum, an indicator for having attended high school outside of Bogotá D.C., a measure of risk aversion, and dummies for parental education. Standard errors, in parentheses, are clustered at the major-by-cohort level. $***p < 0.01, **p < 0.05, *p < 0.1$. *Sources:* Author's calculations using college admissions records and student survey data.

Table A.4: Winsorizing the Treatment Variable at 1st and 99th Percentiles

	(1)	(2)	(3)	(4)	(5)
Panel A: Summary Index of Perceived Poverty					
Share of SPP classmates (%)-Winsor(p1,p99)	0.013***	0.011**	0.011**	0.013***	0.013*
	(0.005)	(0.005)	(0.005)	(0.005)	(0.007)
Wave FE		X	X	X	X
Major FE			X	X	X
Controls				X	X
Cohort FE					X
N	901	901	900	900	900
Panel B: Summary Index of Support for Redistribution					
Share of SPP classmates (%)-Winsor(p1,p99)	0.005	0.005	0.009**	0.012***	0.015**
	(0.004)	(0.004)	(0.004)	(0.004)	(0.007)
Wave FE		X	X	X	X
Major FE			X	X	X
Controls				X	X
Cohort FE					X
N	901	901	900	900	900

Notes: This table presents the β coefficient from Specification (1) when the share of SPP classmates is winsorized at the 1st and 99th percentiles. The dependent variable is the index measure of perceptions about poverty in Panel A and the index measure of support for redistribution in Panel B, following the procedure described in Anderson (2008). The sample includes both survey waves and is composed of high-income students (strata 4, 5, and 6) who first enrolled in the partner university in spring 2014 (before SPP), fall 2014 (before SPP), or spring 2015 (after SPP). Each column represents a separate regression. Controls include age, age squared, sex, SABER 11 test score percentile, socioeconomic stratum, an indicator for having attended high school outside of Bogotá D.C., a measure of risk aversion, and dummies for parental education. Standard errors, in parentheses, are clustered at the major-by-cohort level. $***p < 0.01, **p < 0.05, *p < 0.1$. *Sources:* Author's calculations using college records and student survey data.

Table A.5: Comparing Treatment Effects by Survey Wave

	Wave 1				Wave 2			
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

Panel A: Summary Index of Perceived Poverty

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Share of SPP classmates (%)	0.012**	0.013**	0.013**	0.012	0.009	0.007	0.01	0.012
	(0.006)	(0.006)	(0.006)	(0.009)	(0.007)	(0.008)	(0.008)	(0.012)
Major FE		X	X	X		X	X	X
Controls			X	X			X	X
Cohort FE				X				X
N	454	453	453	453	447	443	443	443

Panel B: Summary Index of Support for Redistribution

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Share of SPP classmates (%)	0.010**	0.011**	0.012**	0.009	-0.004	0.004	0.01	0.018**
	(0.004)	(0.004)	(0.005)	(0.009)	(0.008)	(0.007)	(0.007)	(0.009)
Major FE		X	X	X		X	X	X
Controls			X	X			X	X
Cohort FE				X				X
N	454	453	453	453	447	443	443	443

Notes: This table presents the effects of exposure to socioeconomic diversity separately by survey wave. The dependent variable is the index measure of perceived poverty from in Panel A and the index measure of support for redistribution in Panel B. Students from the spring 2014 cohort become *more* exposed to SPP classmates over time, which shrinks the treatment gap across cohorts in the second wave compared to the first wave. The sample is composed of high-income students (strata 4, 5, and 6) who first enrolled in the partner university in spring 2014 (before SPP), fall 2014 (before SPP), or spring 2015 (after SPP). Each column represents a separate regression. Controls include age, age squared, sex, SABER 11 test score percentile, socioeconomic stratum, an indicator for having attended high school outside of Bogotá D.C., a measure of risk aversion, and dummies for parental education. Standard errors, in parentheses, are clustered at the major-by-cohort level. $***p < 0.01, **p < 0.05, *p < 0.1$.

Sources: Author's calculations using college records and student survey data.

Table A.6: Including Additional Cohorts: Spring 2013, Fall 2013, and Fall 2015

	(1)	(2)	(3)	(4)	(5)
Panel A: Summary Index of Perceived Poverty					
Share of SPP classmates (%)	0.014***	0.010**	0.008**	0.010**	0.009
	(0.004)	(0.004)	(0.004)	(0.004)	(0.006)
Wave FE		X	X	X	X
Major FE			X	X	X
Controls				X	X
Cohort FE					X
N	1,306	1,306	1,305	1,305	1,305
Panel B: Summary Index of Preferences for Redistribution					
Share of SPP classmates (%)	0.005	0.005	0.008**	0.009**	0.012**
	(0.003)	(0.003)	(0.003)	(0.004)	(0.006)
Wave FE		X	X	X	X
Major FE			X	X	X
Controls				X	X
Cohort FE					X
N	1,306	1,306	1,305	1,305	1,305
Panel C: Upward social mobility for low-income people (strata 1 and 2)					
Share of SPP classmates (%)	0.001	0.009**	0.008*	0.006	0.011*
	(0.004)	(0.004)	(0.004)	(0.005)	(0.007)
Wave FE		X	X	X	X
Major FE			X	X	X
Controls				X	X
Cohort FE					X
N	1,306	1,306	1,305	1,305	1,305
Panel D: Downward social mobility for high-income people (strata 4, 5 and 6)					
Share of SPP classmates (%)	0.002	0.001	-0.001	-0.005	0.005
	(0.003)	(0.003)	(0.003)	(0.004)	(0.007)
Wave FE		X	X	X	X
Major FE			X	X	X
Controls				X	X
Cohort FE					X
N	1,306	1,306	1,305	1,305	1,305

Notes: This table presents the β coefficient from Specification (1). The sample includes both survey waves and is composed of high-income students (strata 4, 5, and 6) who first enrolled in the partner university in spring 2013 (before SPP), fall 2013 (before SPP), spring 2014 (before SPP), fall 2014 (before SPP), spring 2015 (after SPP), and fall 2015 (after SPP). Each column represents a separate regression. Controls include age, age squared, sex, SABER 11 test score percentile, socioeconomic stratum, an indicator for having attended high school outside of Bogotá D.C., a measure of risk aversion, and dummies for parental education. Standard errors, in parentheses, are clustered at the major-by-cohort level. $***p < 0.01, **p < 0.05, *p < 0.1$.
Sources: Author's calculations using college records and student survey data.

B Screenshots of the Qualtrics Survey Questionnaire

This section shows the screenshots of the Qualtrics survey. The questions have been translated from Spanish to English by the author.

Figure B.1: Question on List of Friends

The following questions ask about your friends in college. List the full names of your **five closest friends in college** below:

1

2

3

4

5

Figure B.2: Question on List of Study Partners

Please list the full names of **five study partners** you have **THIS semestre in college** below:

1

2

3

4

5

Figure B.3: Question on Friends' Socioeconomic Strata

Think about the **five closest friends in college** you listed above. What **socioeconomic stratum** do you think they belong to? (Check all that apply)

Stratum 1

Stratum 2

Stratum 3

Stratum 4

Stratum 5

Stratum 6

Figure B.4: Question on Perceived Share of SPP Classmates

Now think about your classmates. What percentage of your **classmates** do you think are receiving "Ser Pilo Paga" scholarship?

Recall that "Ser Pilo Paga" refers to the recent government program that awarded 10,000 scholarship-loans to low income, achieving students to study at high-quality universities.

Percentage (%)

| 0 | 20 | 40 | 60 | 80 | 100 |

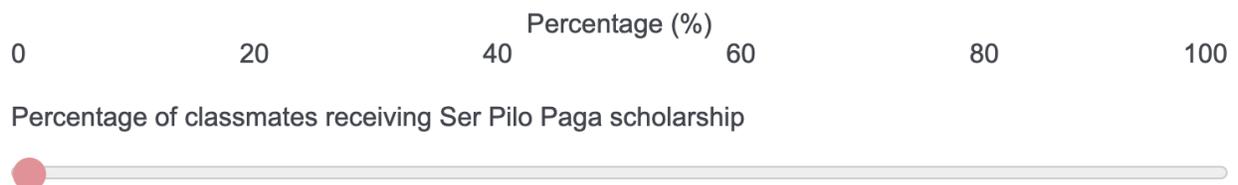Percentage of classmates receiving Ser Pilo Paga scholarship

Figure B.5: Question on Number of Times Worked with SPP Beneficiary

How many times have worked in a group project with a student with "Ser Pilo Paga" scholarship?

Never

1 or 2 times

3 or 4 times

5 or 6 times

7 or 8 times

9 or 10 times

More than 10 times

Figure B.6: Question on Perceived Poverty Incidence

What percentage of **Colombians** do you think are **poor** (that is, those earning less than $200 thousand pesos per month)?

Percentage that are poor (%)

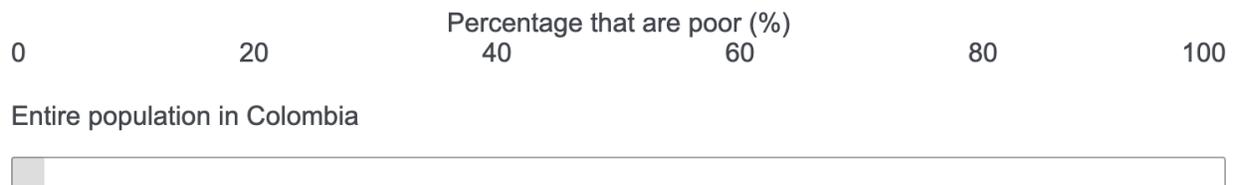| 0 | 20 | 40 | 60 | 80 | 100 |

Entire population in Colombia

Figure B.7: Question on Perceived Distribution of Socioeconomic Strata

What share of **Colombians** do you think belong to each **socioeconomic stratum**?

Please make sure that the 5 numbers entered below add up to 100%.

Percentage of Colombians in each stratum (%)

	0 10 20 30 40 50 60 70 80 90 100	
Stratum 1		0
Stratum 2		0
Stratum 3		0
Stratum 4		0
Stratum 5		0
Stratum 6		0
Total:		**0**

Figure B.8: Question on Preferences for Redistribution

This question asks your opinion on certain state policies. Please indicate your views on the scale provided.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
The state should tax the rich	O	O	O	O	O	O	O
The state should subsidize the poor	O	O	O	O	O	O	O

Figure B.9: Question on Perception of Social Mobility

Suppose a baby is born in a given stratum in Colombia. Where do you think he or she will end up as an adult?

Then the baby, as an adult, is likely to end up in:

	Stratum 1	Stratum 2	Stratum 3	Stratum 4	Stratum 5	Stratum 6
If a baby is born in stratum **1**...	○	○	○	○	○	○
If a baby is born in stratum **2**...	○	○	○	○	○	○
If a baby is born in stratum **3**...	○	○	○	○	○	○
If a baby is born in stratum **4**...	○	○	○	○	○	○
If a baby is born in stratum **5**...	○	○	○	○	○	○
If a baby is born in stratum **6**...	○	○	○	○	○	○

Figure B.10: Question on Perception of Fairness

How often do you think...

	Never	Almost never	Rarely	Sometimes	Most of the time	Almost always	Always
... the economic system provides Colombians equal opportunity to exit poverty?	○	○	○	○	○	○	○

Figure B.11: Question on Being Uncomfortable Working with Classmates of Different Socioeconomic Background

Pedro says that, students in his classroom feel "uncomfortable" having classmates from different socioeconomic backgrounds in their study groups.

	Strongly Agree	Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Disagree	Strongly Disagree
Do you agree or disagree with him?	O	O	O	O	O	O	O

Figure B.12: Question on Whether Diversity is Important

How important is it that **your university** bring together students from all socioeconomic backgrounds?

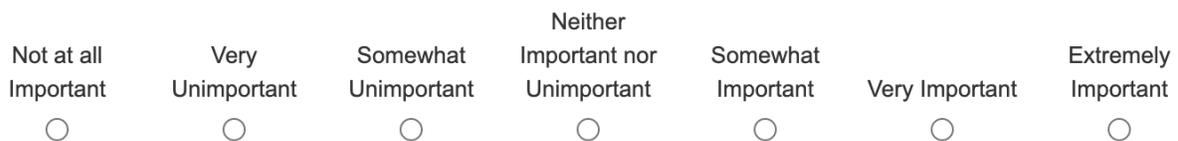| Not at all Important	Very Unimportant	Somewhat Unimportant	Neither Important nor Unimportant	Somewhat Important	Very Important	Extremely Important
O	O	O	O	O	O	O

Figure B.13: Question on Support for Need-Based Financial Aid

This question asks your opinion on certain state policies. Please indicate your views on the scale provided.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
The state should offer financial aid for poor students	O	O	O	O	O	O	O

Figure B.14: Question on Expanding SPP

The Colombian government is considering a financial aid policy that would allow more poor students with high Saber 11 scores to afford attending a college like yours. What is your view of this?
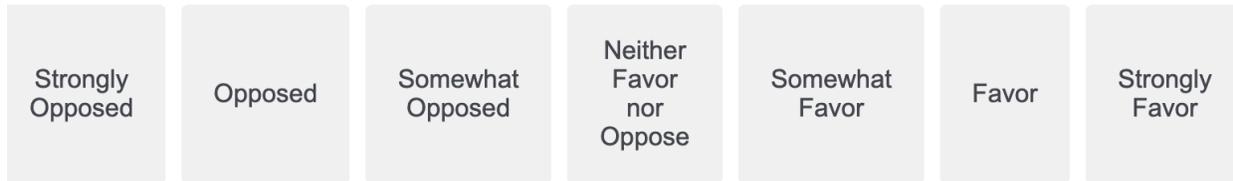
Strongly Opposed	Opposed	Somewhat Opposed	Neither Favor nor Oppose	Somewhat Favor	Favor	Strongly Favor

Figure B.15: Question on Meritocracy in University Admissions

How often do you think...

|	Never	Almost never	Rarely	Sometimes	Most of the time	Almost always	Always
... the most talented students get into the best universities in Colombia?	○	○	○	○	○	○	○

Figure B.16: Question on Donation

Thank you very much for your time. You can now collect your $10,000 pesos as compensation for answering this questionnaire.

Would you like to donate part of this amount to fund poor, high-achieving students studying at high-quality universities in Colombia? If so, what percentage would you like to donate? (Otherwise, simply mark 0).

Percentage Donated (%)

0	20	40	60	80	100

I will donate this percentage of $10,000 pesos
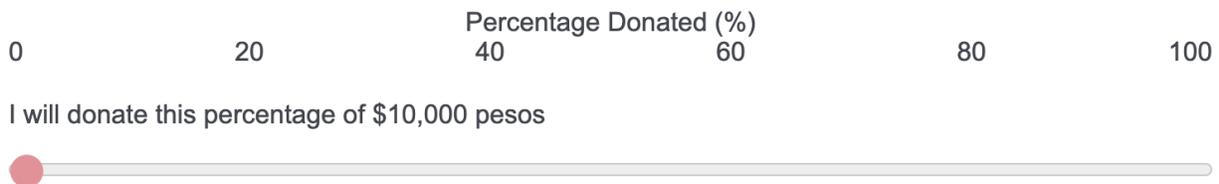
C   Attitudes Towards SPP Recipients and Financial Aid

This section examines high-income students' attitudes towards SPP recipients, need-based financial aid policy, and promoting socioeconomic diversity in colleges. I included this module in the first survey wave to address the concern, expressed in various media outlets soon after SPP was implemented, that low-income students would be bullied or discriminated against by traditional students at elite universities or that the policy would foster negative interactions and out-group prejudice. In short, I find no evidence of such effects.

First, it is possible that group work among students of heterogeneous family backgrounds raises coordination problems. For instance, since high- and low-income students likely live in far away from each other (as on-campus housing was uncommon by 2015), a group project would require students work on campus. I therefore asked students whether they agreed or not with "Pedro" in that working with students from different socioeconomic backgrounds was "uncomfortable" (see Figure B.11). Column (1) of Table C.1 shows that only 10% of students from the spring 2014 cohort agreed with this statement and the treatment had no effect on the likelihood of agreeing with it.

Second, I asked students how important it was that their university bring together students from all socioeconomic backgrounds (see Figure B.12). Column (2) of Table C.1 shows that 74% of students from the spring 2014 cohort believe that diversity is important and the treatment had no statistically significant impact on this outcome.

Third, I asked whether students thought the state should offer financial aid for low-income students (see Figure B.13). Column (3) of Table C.1 shows that 78% consider the state should offer need-based financial aid and the treatment had no impact.

Fourth, I asked students whether they would support a policy that would allow more low-income high-achievers to afford attending a university like theirs (see Figure B.14). Column (4) of Table C.1 shows that 83% of students from the spring 2014 cohort reported to support such a policy and the treatment had no impact on this outcome.

Fifth, I asked students how often they believed the most talented students were admitted in the best universities in the country (see Figure B.15). Column (5) of Table C.1 shows there is widespread skepticism towards meritocracy in college admissions: only 28% of students from the spring 2014 cohort believe the best students get into the best universities. However, the treatment appears to have raised the perception that the college admission process had become more meritocratic. This is consistent with the evidence from Londoño-Vélez et al. (2020) showing how SPP leveled the playing field, eliminating the SES gradient in college admissions for high-achievers.

Sixth, respondents who completed the survey received a compensation of 10,000 pesos (2015 US$ 3.4, which roughly covers the cost of a cheap lunch in Bogotá). Students could donate part of their compensation "to fund poor, high-achieving students studying at high-quality universities in Colombia" (see Figure B.16). Column (6) of Table C.1 shows that 61% of students from the spring 2014 cohort chose to donate some fraction of their compensation to this purpose. However, the treatment had no statistically significant effect on likelihood of donating.

In sum, the findings from Table C.1 show that high-income students have generally positive attitudes towards SPP recipients, need-based financial aid policy, and promoting

socioeconomic diversity in colleges. The last column of this table uses a summary index of these six measures of attitudes (see Anderson, 2008). The treatment had no statistically significant impact on this index (the p-value is 0.757).

Table C.1: Attitudes Towards SPP Recipients, Diversity, and Need-Based Financial Aid

	Dependent variable						
	Uncomfortable working w/ SPP peers (1)	Diversity is important (2)	State should offer need-based financial aid (3)	Supports expanding financial aid (4)	Meritocracy in college admissions (5)	Donated compensation to SPP (6)	Index (7)
Share of SPP classmates (%)	0	-0.002	0.005	0.001	0.010*	0.002	0.005
	(0.004)	(0.006)	(0.004)	(0.005)	(0.005)	(0.007)	(0.007)
Major FE	X	X	X	X	X	X	X
Controls	X	X	X	X	X	X	X
Cohort FE	X	X	X	X	X	X	X
N	453	453	453	453	453	453	453
$\bar{y}_{\text{Spring 2014}}$	0.1	0.74	0.78	0.83	0.28	0.61	0

Notes: This table presents the β coefficient from Specification (1) without wave fixed effects as only survey wave #1 is included. Each column represents a separate regression using a different dependent variable. The sample includes only survey wave #1 and is composed of high-income students (strata 4, 5, and 6) who first enrolled in the partner university in spring 2014 (before SPP), fall 2014 (before SPP), or spring 2015 (after SPP). Controls include age, age squared, sex, SABER 11 test score percentile, socioeconomic stratum, an indicator for having attended high school outside of Bogotá D.C., a measure of risk aversion, and dummies for parental education. Standard errors, in parentheses, are clustered at the major-by-cohort level. $***p < 0.01, **p < 0.05, *p < 0.1$.
Sources: Author's calculations using college records and student survey data.