

# HOW COLLEGES CAN DRIVE SOCIAL MOBILITY FOR STUDENTS OF COLOR AND STUDENTS FROM LOW-INCOME FAMILIES

Tuesday, June 25, 2019 | Washington, DC

TIAA Institute



## Participant Poll Responses

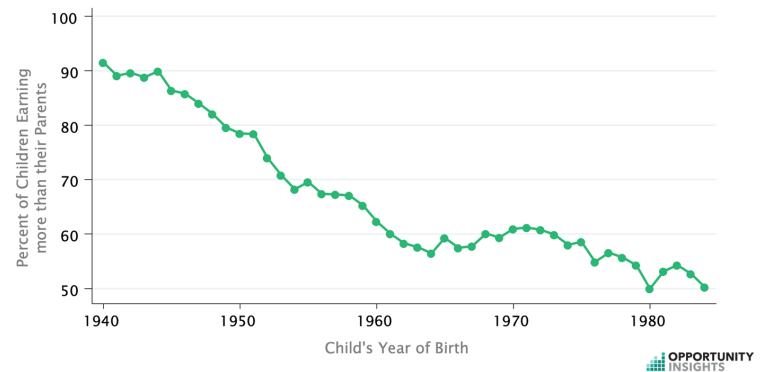
Throughout the day, participants shared “one compelling statistic that colleges or policymakers should focus on.” Here’s what participants said. We’ve grouped their responses into the following categories:

### COLLEGE ACCESS, PROGRESS, AND COMPLETION

- The percentage of all students below 150% of the federal poverty level.
- Credit accumulation.
- Persistence rate, including transfers in and out.
- Transfer from short-term credentialing to associate or four-year degree programs.
- Access statistics are important. Making sure that historically undeserved students who enter higher education do not leave without a credential and leave worse off than how they came.
- Retention rates. Helps you understand who’s gaining access on one end and points towards the rate of success at the end.
- Retention and on-time graduation rates.
- Retention rates among different student populations relative to one another.
- Pell enrollment, retention rates, and outcomes for low-income students and students of color.
- Number of graduates by race, ethnicity, and Pell Grant status
- [College degree] attainment.
- Completion rates for low income students - particularly the differences between institutions that are highly effective and those that are not.

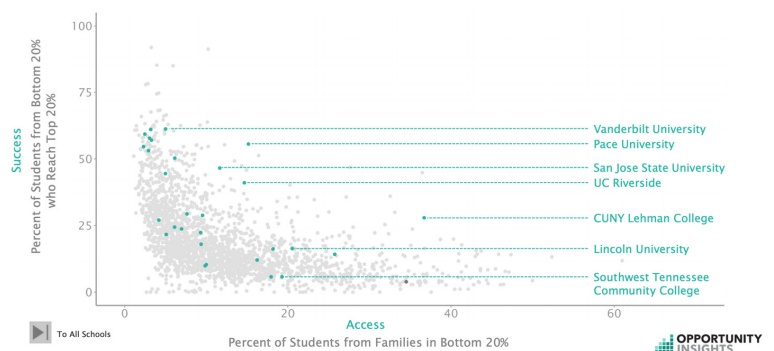
#### The Fading American Dream

Percent of Children Earning More than Their Parents, by Year of Birth



#### Which Colleges Help Move Low-Income Students to the Top of Income Ladder?

Mobility Rates: Success Rate Versus Access Rate, Institutions in the Room Highlighted



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- Degree completion among low-income males.
- Completion rates.
- Grad rates.
- Percentage of Black BA graduates.
- Gender achievement gap.
- Pell Grant student enrollment/completion by institution.

## College Costs, Student Debt, and Student-loan Default

- Institutional affordability for average Pell Grant-eligible students.
- Student loan debt.
- Percentage of student loan debt by race / ethnicity.
- The percentage of student loan debt held by African American students.
- Student financial aid default rates.
- Default rates for students by completion and non-completion [status].
- What are the student loan default rates by EFC [Expected Family Contribution, a measure of family income, wealth, and ability to pay for college used for federal student aid eligibility] and completion status?

## Upward Mobility and the Economic Returns of a College Education

- Mobility [rates of colleges and universities].
- Earning potential and outcomes based on race/gender.
- Mobility rates [of colleges and universities].
- “More than 90% of children born in the 1940s grew up to earn more than their parents. But, over the past fifty years, this measure of the American Dream has been in decline. Today, only half of children grow up to earn more than their parents.” — *Opportunity Insights*

## Other

- Access in terms of cost but also growing physical access issues of travel time, lack of parking, lack of public transportation.
- Per-pupil/student funding from states by institution type. Our states spend more money on already better-resourced institutions rather than providing more funding to the institutions serving today’s students with broader access.
- Many compelling statistics shared and discussed. I want to lift up Lorelle Espinosa’s insistence on cutting all data by race, and the importance of bringing that lens to measures of success.

# DRIVE SOCIAL MOBILITY

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*Throughout the day, participants shared “one idea for researchers, practitioners, or policy leaders working with students as partners.” Here’s what participants said:*

- Look at the whole student. They are more than just low-income students of color.
  - Create a position for students on existing decision making bodies - and plan for succession!
  - Resist tokenizing your student representatives. Entrust them with real decision-making, and create genuine spaces for students to reflect on their role. (Small point: if you fly them out of state for an event and can afford it, cover an extra night of lodging so that they can engage in a day of self-directed exploration and learning.)
  - Create student advisory groups and formal and informal mechanisms for input and feedback.
  - Understanding the need for student support services. What do students really need? This is more important than ever with the rise of mental illness and opioid crisis affecting families (maybe the families of students not students themselves).
- That would require these stakeholders to see us as partners first. I’m a PhD student, with years of work experience, who is still sometimes treated like a child not an institutional investor.
  - Support them to tell their stories to their state and federal elected representatives.
  - Lift them up! Use their voices!
  - Treat them like professionals and experts. They ARE professionals and experts on their lives. This means actually listening and incorporating their ideas in our platforms.
  - Give students voting rights on university boards.
  - Elevate student voice and ideas.

