Helping Our Students Begins with Knowing Them
Comparing Students Awarded a Pell Grant and Students Residing in a Low Income Neighborhood

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Presentation Objectives

• Learn more about our first time in college students, especially those who come from low income environments.
• Compare usefulness of different measures of Socio-Economic Status in assessing academic outcomes for low income students.
Pell Grant eligibility has been used as proxy for low income or low socio-economic status for many years.

A new approach identifies a student as low income based on the neighborhood in which they live.
Resides-Low-SES Neighborhood

• Based on American Community Survey median income and average household size for census tract block-group associated with student’s local or preferred address

• If median household income in the block-group is below 200% of Federal Poverty Guideline, then “Resides-Low-SES” = Yes
Assume students residing in low income neighborhoods and students eligible for Pell grants (due to low estimated family contribution to education) have similarly limited access to:

- High quality primary and secondary education.
- Community resources such as libraries, extracurricular activities, cultural events, etc.
- Parents, guardians, or older siblings with postsecondary education credentials.
- High quality food, parks, and other resources that support good health.
Research Questions

Are students awarded a Pell grant doing better or worse academically than students who are not awarded a Pell grant?

Are students who reside in a low income neighborhood doing better or worse than students who do not reside in low income neighborhood?
Research Questions

• For the Pell-awarded students, are there gaps between white and Black/African-American/Black students, or between white and Hispanic/Latino students?

• For the students who reside in low income neighborhoods, are there gaps between white and Black/African-American students, or between white and Hispanic/Latino students?
Comparing SES Measures

FTIC Cohorts: Students Awarded Pell Grants & Students Residing in Low Income Neighborhoods

<table>
<thead>
<tr>
<th></th>
<th>Pell Awarded (%)</th>
<th>Resides-Low-SES (%)</th>
<th>Both (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013 (6,016)</td>
<td>31%</td>
<td>21%</td>
<td>8%</td>
</tr>
<tr>
<td>Fall 2014 (6,025)</td>
<td>23%</td>
<td>23%</td>
<td>6%</td>
</tr>
<tr>
<td>Fall 2015 (5,642)</td>
<td>30%</td>
<td>23%</td>
<td>9%</td>
</tr>
<tr>
<td>Fall 2016 (5,790)</td>
<td>29%</td>
<td>20%</td>
<td>7%</td>
</tr>
</tbody>
</table>

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Comparing SES Measures

Race/Ethnicity Distribution, 2013-2016

Percentage of Students

- **White**: 36%, 25%, 26%
- **Black**: 7%, 13%, 8%
- **Hispanic**: 39%, 47%, 46%
- **Asian**: 4%, 5%, 3%
- **Other**: 14%, 11%, 16%

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Higher Persistence Rates for Hispanic/Latino Students.

=> Both SES measures are helpful in seeking differences by race/ethnicity.
Much Higher Completion Rates for Whites residing in a low income neighborhood. Equity gaps among all groups.

=> Resides-Low-SES measure is helpful in seeing differences by race/ethnicity.
English Completion

FTIC College-Level ENGL Completion by 1st Year
by Pell Awarded Status

FTIC College-Level ENGL Completion by 1st Year
by Resides-Low-SES Status

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Equity gaps narrow between White and Hispanic/Latino. => Both SES measures are helpful in seeing differences by race/ethnicity.
College-level Attempted Credit Hours Completed

FTIC College-Level Course Completion in 1st Year by Pell Awarded Status

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Pell Award Yes</th>
<th>Pell Award No</th>
</tr>
</thead>
<tbody>
<tr>
<td>F13</td>
<td>63.4%</td>
<td>67.4%</td>
</tr>
<tr>
<td>F14</td>
<td>67.3%</td>
<td>70.8%</td>
</tr>
<tr>
<td>F15</td>
<td>66.2%</td>
<td>71.9%</td>
</tr>
<tr>
<td>F16</td>
<td>69.7%</td>
<td>72.9%</td>
</tr>
</tbody>
</table>

FTIC College-Level Course Completion in 1st Year by Resides-Low-SES Status

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Resides_Low_SES Yes</th>
<th>Resides_Low_SES No</th>
</tr>
</thead>
<tbody>
<tr>
<td>F13</td>
<td>63.1%</td>
<td>67.1%</td>
</tr>
<tr>
<td>F14</td>
<td>69.8%</td>
<td>70.9%</td>
</tr>
<tr>
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</tbody>
</table>

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College-level Attempted Credit Hours Completed

Much Higher Completion Rates for Whites residing in low income neighborhoods.

=> Resides-Low-SES measure is helpful in seeing differences by race/ethnicity.
Credential within 3 Years

FTIC Completion within 3 years by Pell Awarded Status

FTIC Completion within 3 years by Resides-Low-SES Status

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Equity gaps between White and Hispanic/Latino groups are wider in 2016 for students residing in a low income neighborhood. => Both SES measures are helpful in seeing differences by race/ethnicity.
Transfer within 3 Years

FTIC Transfer to 4-Year School within 3 years by Pell Awarded Status

- F13 Cohort: 12.6%
- F14 Cohort: 13.4%
- F15 Cohort: 11.1%
- F16 Cohort: 26.6%

FTIC Transfer to 4-Year School within 3 years by Resides-Low-SES Status

- F13 Cohort: 18.0%
- F14 Cohort: 22.9%
- F15 Cohort: 18.2%
- F16 Cohort: 22.5%
Transfer within 3 Years

Much higher Transfer Rates for Whites residing in a low income neighborhood.

=> Resides-Low-SES measure is helpful in seeing differences by race/ethnicity.
• Academic outcomes for FTIC student cohorts are improving each year.
• Students identified as low income appear to have lower success rates than non-low income students, except for:
  – In completions, Pell-awarded students had higher success rates.
  – In transfers, students residing in low income neighborhoods had higher success rates.
The effectiveness of the Resides-Low-SES as a proxy for economic disadvantage is considerable.

It’s hard to say which measure is better as a proxy of social economic status, but Resides-Low-SES tells more of the story about race/ethnicity disparity.
• Why are success rates higher for Hispanic/Latino students residing in low income neighborhoods? What supports are working that can be scaled for all students?
  – Fall to Fall Persistence
• Why are white students in low income neighborhoods doing so much better than Pell-awarded and other groups?
  – Math Completion by End of 1st Year
  – Attempted College-level Credit Hours Completed in 1st Year
  – Transfer to 4-Year Institution within 3 Years
Limitations of this study

• Populations: The numbers of FTIC students are small, especially when disaggregated by race/ethnicity.
• Pell-awarded measure of low income: FAFSA data is submitted by less than one-third of all students.
• Resides-Low-SES measure of low income: Missing data for some block groups. Some block groups may not be comprised of homogeneous households due to gentrification, out-migration, rapid growth.
Thank you!