***Evaluating the Effects of Social Indicators on Enrollment Proportions in Colleges Across Texas***

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Introduction

A large number of academic studies like those published by the National Center for Education Statistics and National Student Clearinghouse Research Center present evidence of the disparity in postsecondary education enrollment by socio-economic status. Enrollment in U.S. colleges is largely representative of students from high-income backgrounds as compared students from to low-income backgrounds.

This paper attempts to explore two key relationships; a) *poverty rates of surrounding zip codes of Texas colleges and enrollment patterns in Texas colleges by race,* and *b) educational attainment of surrounding zip codes of Texas colleges and enrollment patterns in Texas colleges by race.*

A 2016 research study[1] found that local colleges vary along lines of race and class. In particular, it found that communities with large Hispanic populations and low educational attainment had the fewest alternatives nearby, while White and Asian communities tended to have more. These can result in education deserts, or places where there are abundant opportunities for some communities and are rare in others.

This is an interesting topic from a policy perspective since it raises concerns about some populations, when compared to others, not having equal access to quality education because they live in a low-income and high poverty region. Poor access to educational opportunities nearby has implications for these communities in terms of income levels and standard of living. By expanding on this research topic, policymakers can better understand a need for injecting resources in a certain region and increasing educational access for certain communities and break the cycle of poverty and unequal opportunities for the same populations.

Important Links

<https://nscresearchcenter.org/wp-content/uploads/2017HSBenchmarksReport-1.pdf>

<https://collegeforamerica.org/college-completion-low-income-students/>

<http://pellinstitute.org/downloads/publications-Indicators_of_Higher_Education_Equity_in_the_US_2018_Historical_Trend_Report.pdf>

<https://www.aacu.org/aacu-news/newsletter/2018/june/facts-figures>

file:///C:/Users/sr45873/Downloads/Out\_of\_the\_Education\_Desert\_How\_Limited\_Local\_Coll.pdf\

(In case the upper link doesn’t work, Out of the Education Desert: How Limited Local College Options are Associated with Inequity in Postsecondary Opportunities Daniel Klasik 1,\*, Kristin Blagg 2 and Zachary Pekor )

<https://www.census.gov/library/stories/2018/10/off-campus-college-students-poverty.html>

<https://www.acenet.edu/news-room/Documents/Education-Deserts-The-Continued-Significance-of-Place-in-the-Twenty-First-Century.pdf>

<https://www.insidehighered.com/news/2016/02/03/when-students-enroll-college-geography-matters-more-policy-makers-think>

<https://journals.sagepub.com/doi/pdf/10.3102/0002831216653204>

<https://www.pewsocialtrends.org/2018/05/22/demographic-and-economic-trends-in-urban-suburban-and-rural-communities/>

<https://nces.ed.gov/pubs2018/2018144.pdf>