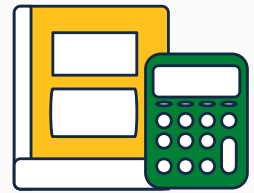


understanding low income student challenges



top factors of success disparities

across all colleges & universities



ACADEMIC FACTORS

- student high school profile
- level of math preparation
- classroom design, grading practices
- poor first GPAs can lead to reduced funding and sense of belonging



SOCIAL FACTORS

- need to develop sense of belonging
- feelings of isolation
- lack of social capital
- inability to pay for "extras" like internships, student orgs and more



FINANCIAL FACTORS

- lack of funding to pay tuition
- food insecurity
- housing insecurity
- unexpected emergencies

“When I was a sophomore, a professor held up an extra copy of the textbook and offered to lend it to “anyone poor” for the semester. My mind raced with questions. Do I take it? Do I reveal that I’m “poor” to my peers and my professor? Will I have to prove I’m too broke to buy my own copy?

I desperately needed that textbook. But my body froze and I couldn’t bring myself to raise my hand. Later that day, I spent an hour in the library searching for the textbook and replaying that moment in the classroom. I couldn’t find the book, so I didn’t read it.



Low-income students experience physical, emotional, and academic stress due to their poverty.

Low-income students also experience physical, emotional, and academic stress due to their poverty. In their book *Scarcity: Why Having Too Little Means So Much*, behavioral economists Sendhil Mullainathan and Eldar Shafir observe a phenomenon called “tunneling.”

When a person’s financial resources are scarce, their focus starts to look like tunnel vision, paying heightened attention to the most immediate crisis at hand. This leaves scarce mental bandwidth to tend to the other obligations; for a low-income student, that can mean neglecting academic, social, and extracurricular commitments.

For low-income students, time is a scarce resource

Time is a limited commodity for everyone. But when low-income students struggle to juggle work, family, and school responsibilities, they will likely experience “time poverty,” says Lindsey Cruse, a researcher at the Institute of Women’s Policy Research.

For a wealthier student, it may take fifteen minutes to find the text in the campus bookstore, wait in line at the register, and walk out with a new purchase. For me, finding one textbook for a single course could take as long as two weeks—if I could track it down at all.

I would first search for a free copy of the textbook online. If I couldn’t find one, I would check to see if the library had an older version. If I was lucky and they had a copy, I could check it out for two hours at a time but the book had to stay in the library. Photocopying chapters could buy me some flexibility, but I had to wait in line at the photocopier to scan each page, every single week, cutting into precious time that could be spent studying.

When I was unlucky, the library didn’t have the textbook. So I had to decide if I could pass the class without the book. If I couldn’t, I had to wait until I or my family could afford to buy it. Sometimes, it took weeks to scrounge up enough money.

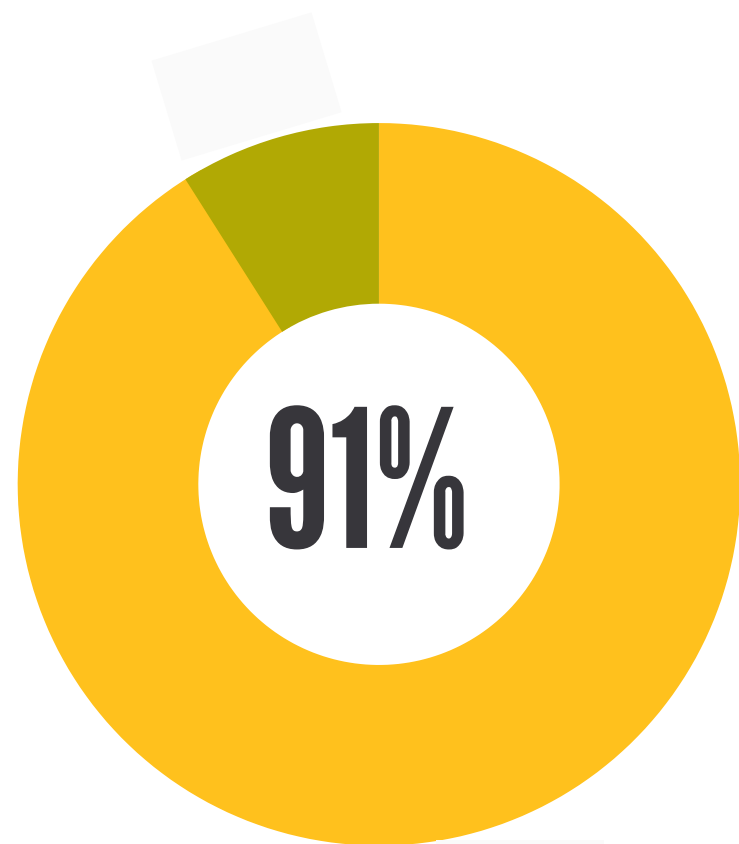
I repeated this process every single semester for every course I took.



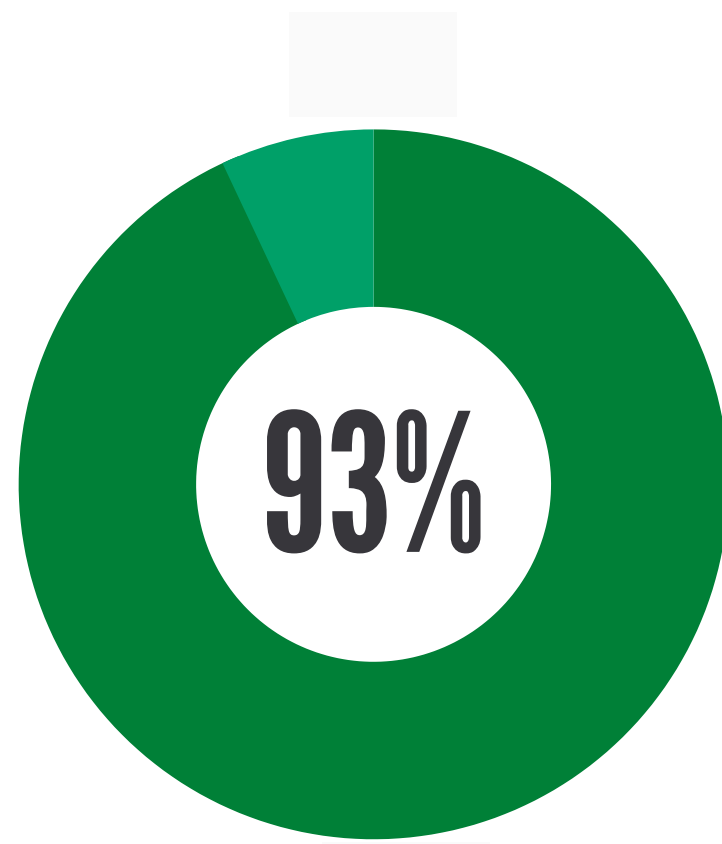
new student survey results

belonging & finances

I am coming back to Baylor next semester.

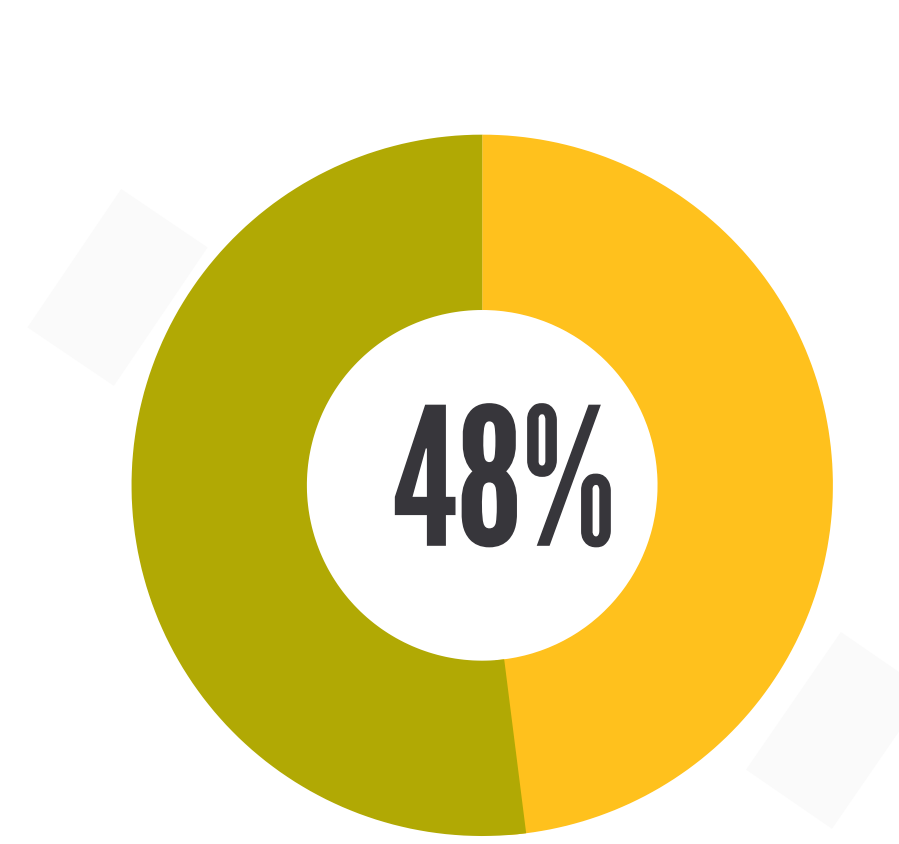


low income undergrads

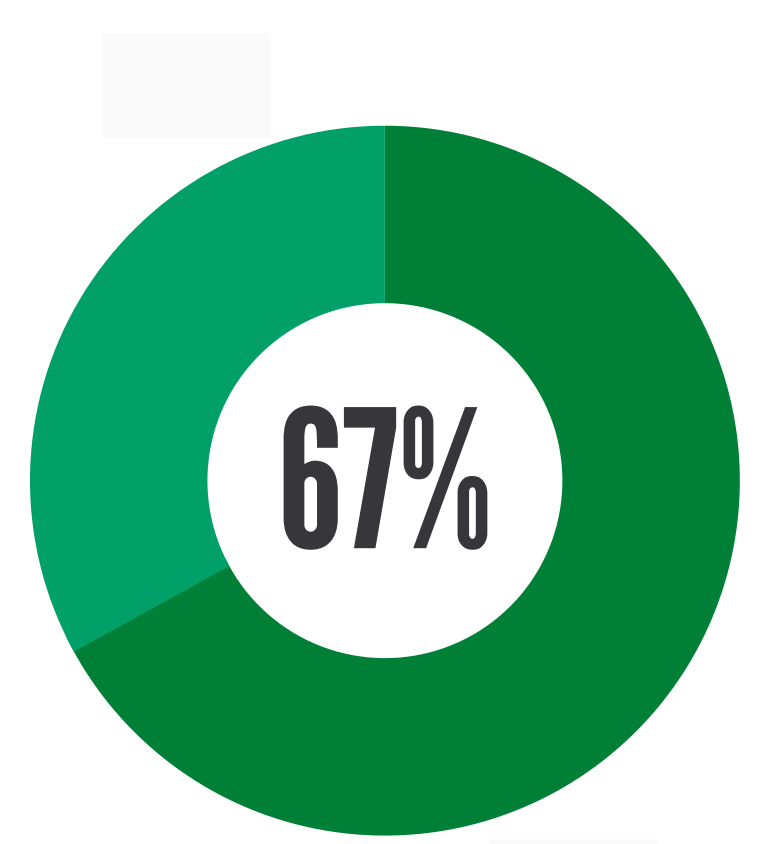


all undergrads

I know how my costs for next semester will be covered.



low income undergrads

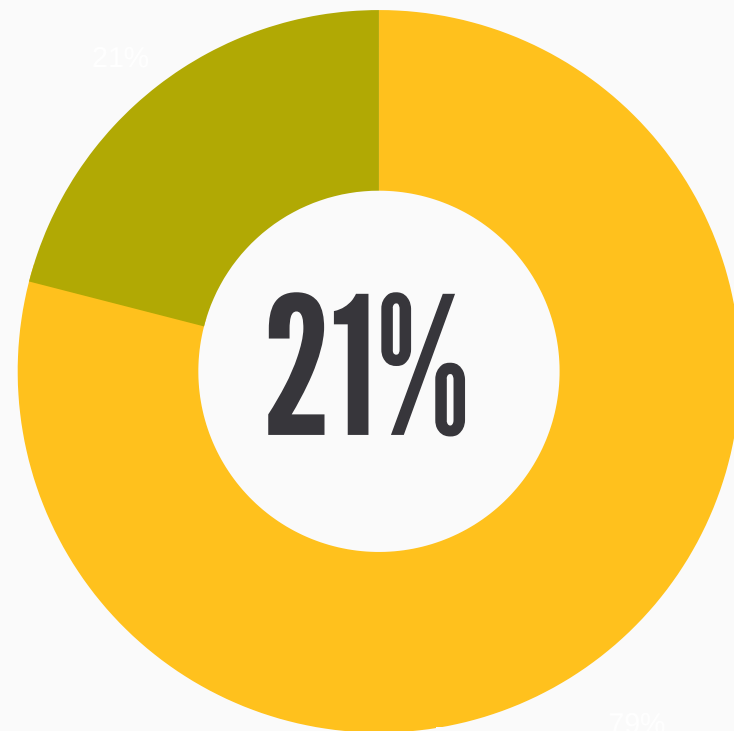


all undergrads

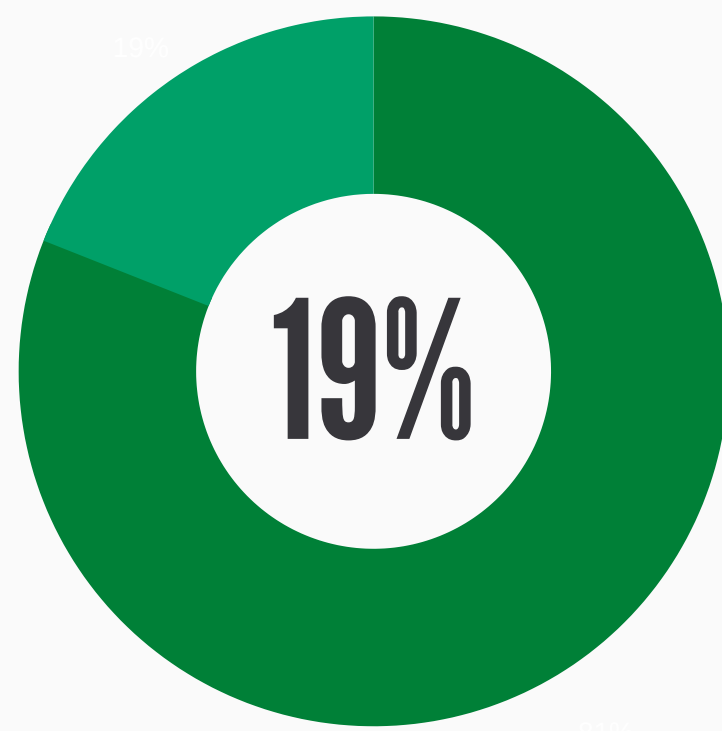
new student survey results

homesickness & stress

I think about going home much of the time.

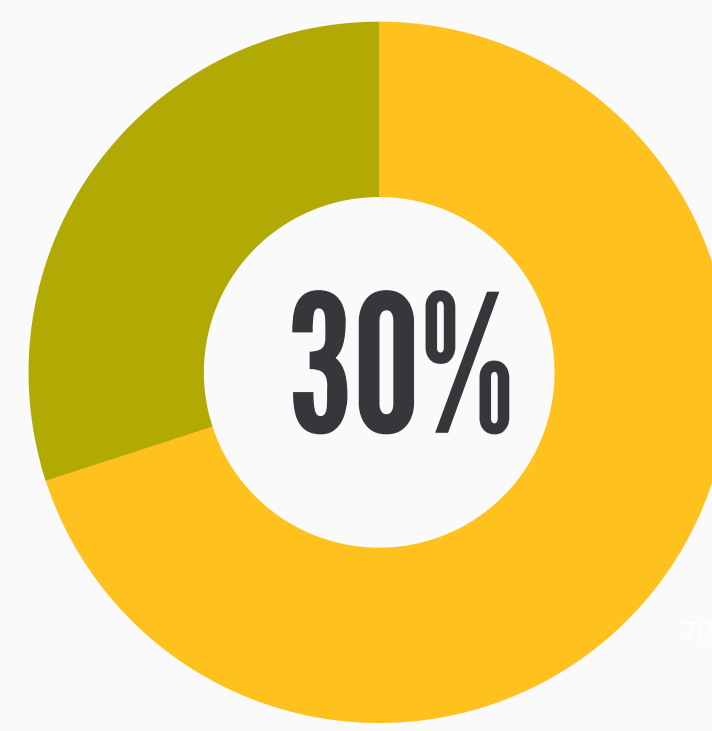


low income undergrads

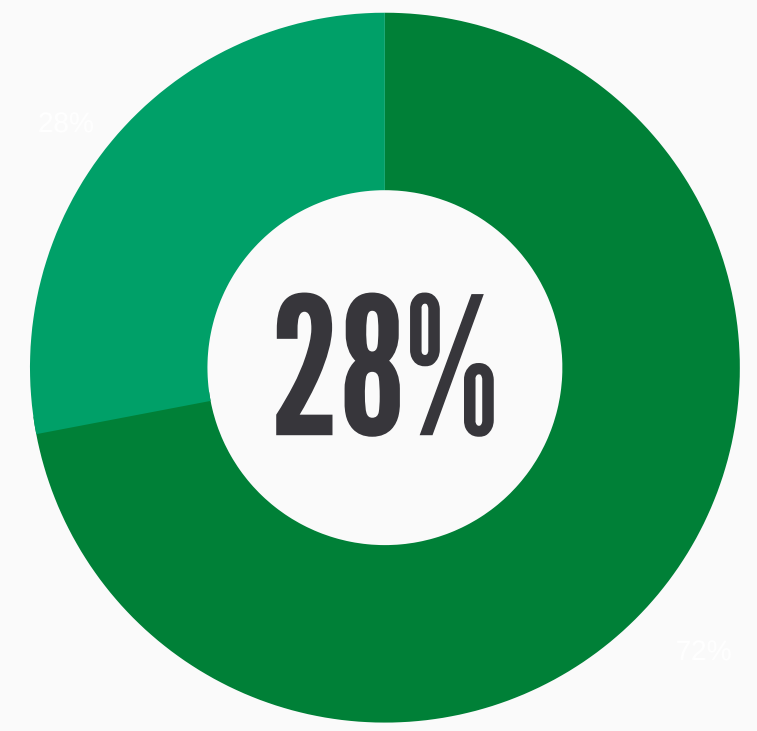


all undergrads

My current level of stress is impacting my ability to be successful as a student.



low income undergrads




all undergrads

new student survey results

food insecurity

Since the beginning of classes, I have eaten less than I felt I should because I did not have enough money.



all new students	15.4%
low income	22.2%
low income male	17.2%
low income, 1st gen.	23.7%
low income female	25%
low income, black male	32%

goal: reduce Pell graduation gap
from 15% to 5% by 2027



student outreach

Paul L. Foster Success Center & low income task force

- identified students for outreach based on PROFILE EFC who may struggle financially
- provides opportunities for outreach in navigate system
- working to raise funds for books
- manages the STORE (a student food pantry)
- researches student data to identify trends
- collaborates with campus partners to provide additional student support
- educates campus partners on student needs at the 30K foot level



I have loved my time at Baylor; I've had the opportunity to interact with some many different kinds of people in my field of study and have loved every minute of it. Unfortunately, I have struggled a lot financially. Due to this, I was under a lot of stress making sure that I had enough money to pay for school, rent, and groceries.

This made it difficult for me to concentrate on my studies sometimes.

Sociology Graduate,
December 2019



RECENT WINS!



\$18,373



Faculty Senate raised
funds for the Store



KEN CARRIVEAU

Associate Librarian
Now Chair of
Textbook Action Team



**RESEARCH
COMMISSIONED**

Provost Brickhouse, CBO Brett
Dalton, VP Kevin Jackson

faculty role

in low-income student success

1

**Spread the
Word!
Educate your
colleagues.**

2

**Consider using
free, online
materials for
your class
rather than
costly text
books.**

3

**Watch for
signs that
students are
struggling
with basic
needs.**

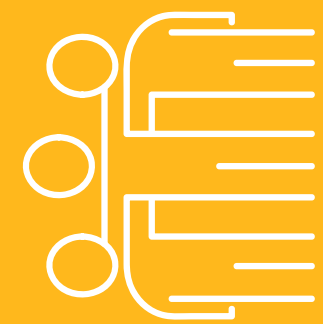
4

**Know the
resources
and make
referrals**

5

**Get
*Creative!***

Meet the Team and your Resources



Student Success Initiatives

Michelle Cohenour

Director

Austin Morell

Assistant Director



Financial Literacy & McNair Scholars Programs

Steven Fernandez

Director

Low Income Student Success Team

Jared Brannon: Student Financial Aid

Jen Carron: Enrollment Management

Ken Carriveau: Libraries

Whitney Jones: New Student Programs

Wes Null: Provost Office

Christopher Richmann: Academy Teaching & Learning

Sinda Vanderpool: Paul L. Foster Success Center

Meaghann Wheelis: Institutional Research

Lynn Wisely: College of Arts & Sciences

Brian Raines: College of Arts & Sciences



Imagine what a
Baylor Degree
can do....