

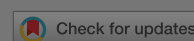
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Articles

Postsecondary Education Impact on Intergenerational Income Mobility: Differences by Completion Status, Gender, Race/Ethnicity, and Type of Major

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ABSTRACT

This study examined intergenerational mobility among former students of The University of Texas System ($n = 98,199$) by comparing parental household income while the students were in college to students' income five years after exiting the system.

The proportion of students whose parents were in the lowest income quintile, and whose children were in the highest income quintile, was 1.5%. The proportion of students whose parents were in the highest income quintile, and whose children were in the lowest income quintile, was 1.5%. The proportion of students whose parents were in the middle income quintile, and whose children were in the middle income quintile, was 97.0%. The proportion of students whose parents were in the lowest income quintile, and whose children were in the middle income quintile, was 1.5%. The proportion of students whose parents were in the highest income quintile, and whose children were in the middle income quintile, was 1.5%.

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Differences in mobility rates on the basis of gender, race/ethnicity, type of major, institution type, and financial aid type were also explored.

Q KEYWORDS:

Intergenerational mobility

transition matrices

rank-rank

logistic regression

education

gender

race/ethnicity

major

Disclosure statement

No potential conflict of interest was reported by the authors.

Correction Statement

This article has been republished with minor changes. These changes do not impact the academic content of the article.

Notes

1. Wage records for former students with a value of zero were also excluded, as the Texas Workforce Commission data did not allow determination of when these values represented true zero earnings versus missing data. Parental income did include zero adjusted gross income.
2. STEM majors were defined as programs in natural resources and conservation, engineering, biology and life sciences, health, physical sciences, computers, statistics, and mathematics.
3. Undergraduate students who self-identified as Hispanic or Latin American were

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