



# Using Big Data to Solve Economic and Social Problems

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# **Part II**

## **Education**

# Education and Upward Mobility

- Education is widely viewed as one of the most scalable pathways to upward mobility
- But there is growing concern that education no longer provides a strong pathway to opportunity in the U.S.
  - U.S. students perform worse on standardized tests on average than in many European countries despite higher spending on schools
  - Sharp differences in quality of schools across districts
  - Rising costs of college → lack of access for low-income students
  - Concern that some colleges (e.g., for-profit institutions) may not produce good outcomes

# Education and Upward Mobility

- How can we improve education in America?
  - Traditionally, measuring impacts of education systematically was difficult
  - Administrative data from colleges and school districts are giving us a more scientific understanding of the “education production function”
- Start with higher education, then turn to K-12 education
  - Reference: Chetty, Friedman, Saez, Turner, Yagan. “Mobility Report Cards: The Role of Colleges in Intergenerational Mobility” Working Paper 2017

# How Do Colleges Shape Income Mobility in the U.S.?

- How does the higher education system affect intergenerational income mobility in the U.S.?
  - In principle, higher education can provide a pathway to upward mobility that is not directly shaped by the neighborhood where a child happens to grow up
  - But if children from higher-income families tend to attend better colleges, higher education system may not promote mobility
  - Colleges could actually *increase* intergenerational persistence of income if disparities in college attendance are sufficiently large

# Effect of Higher Education System on Mobility

- Effect of higher education system on mobility depends upon three factors:
  1. [Inputs] Parental income distributions by college
  2. [Outputs] Students' earnings outcomes conditional on parental income by college
  3. [Causal share] Portion of variation in students' earnings outcomes that is due to colleges' causal effects

## Estimating the Three Parameters: Data

- Chetty et al. (2017) estimate these three parameters using data covering all college students in the U.S. from 1999-2013 (30 million students)
- Combine information from three sources to construct an anonymized dataset:
  1. Parental and Student Income from income tax records
  2. College attendance from 1098-T tax data and Pell grant data
  3. SAT scores from College Board
- Note: all statistics are based on college *attendance* (not completion)

**Parents' Income Distributions by College:  
Income Segregation in the American Higher Education System**

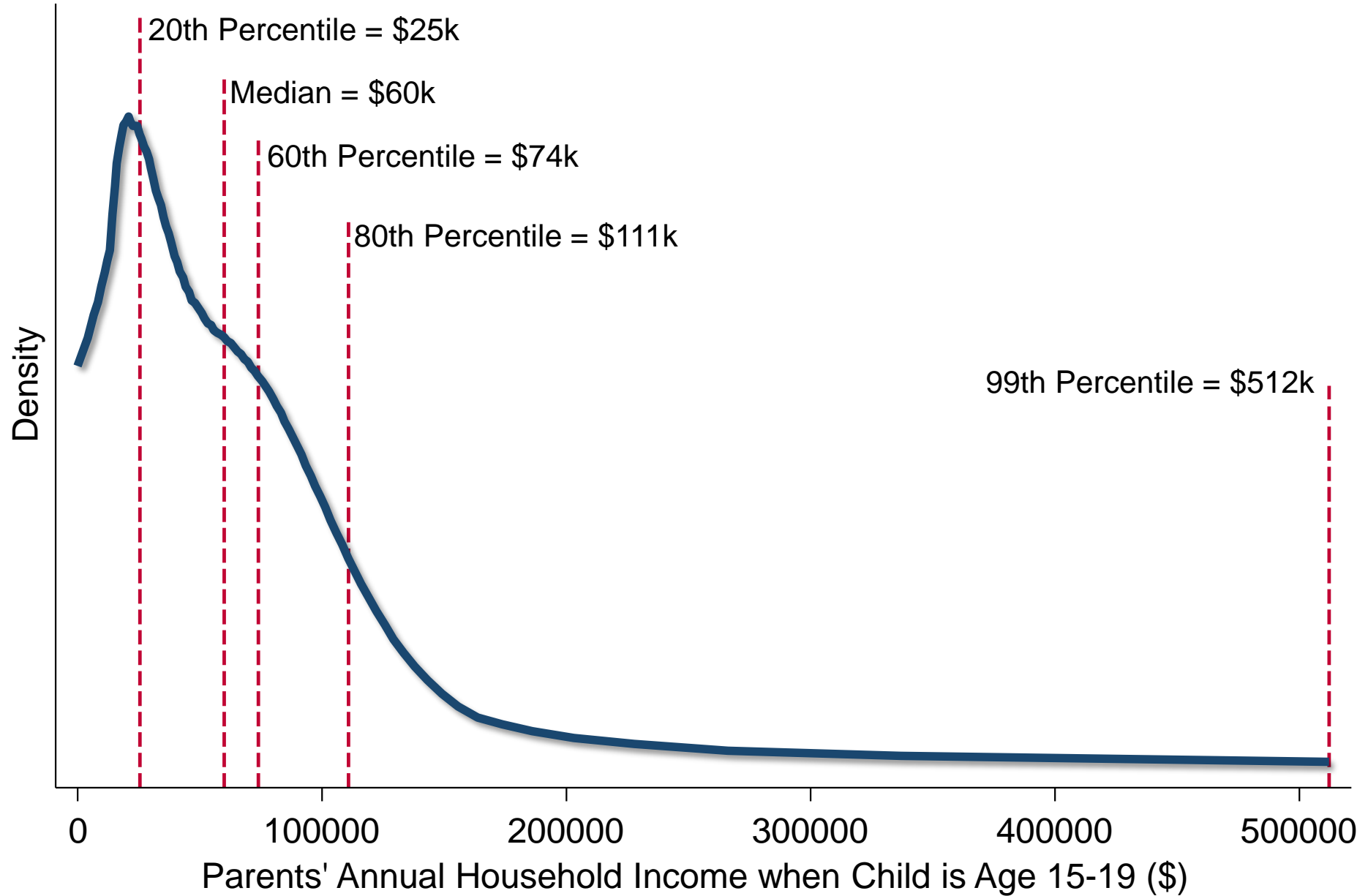


## Measuring Parents' Incomes

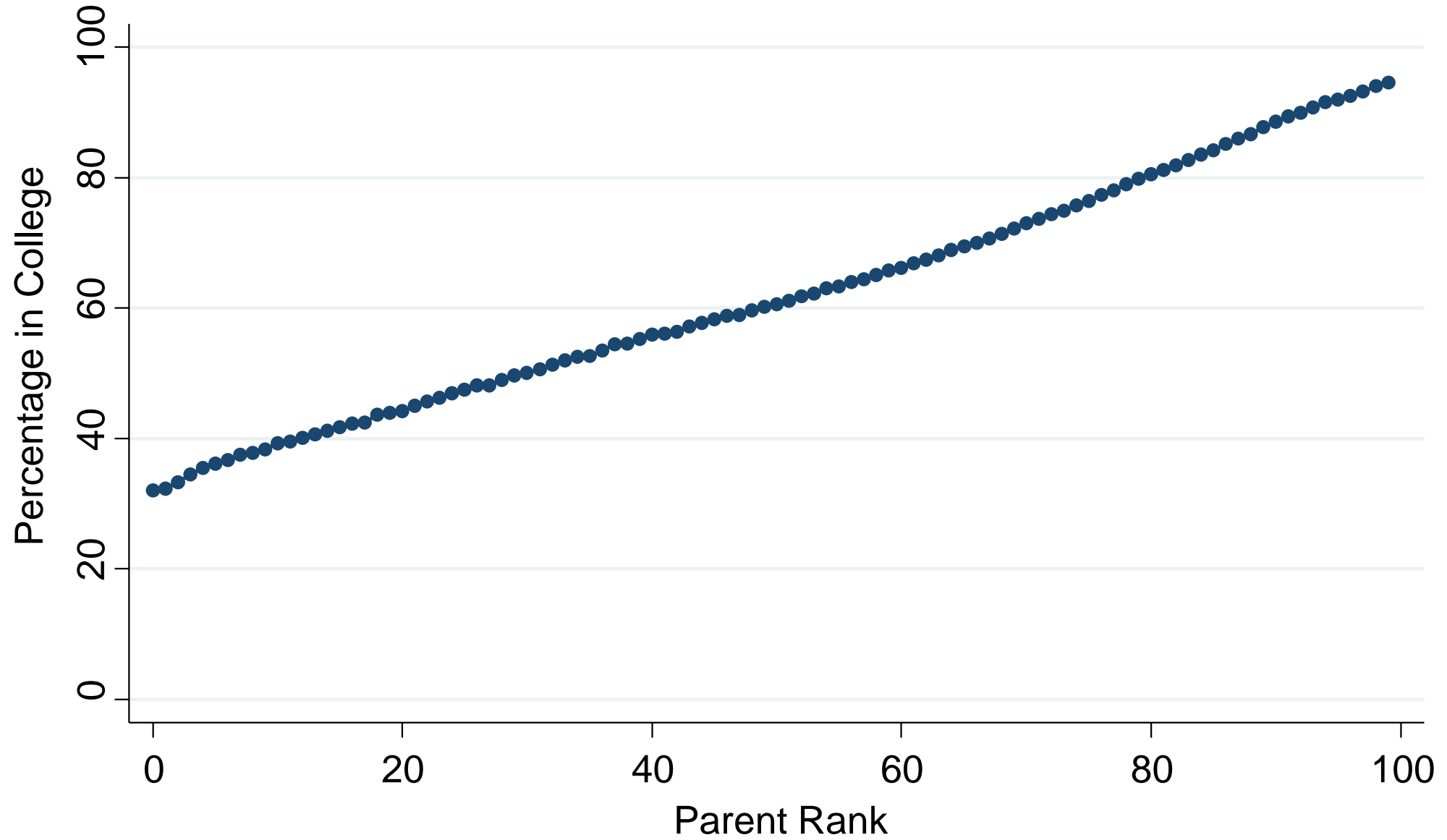
- Parent income: average pre-tax household income during five year period when child is aged 15-19
- Focus on percentile ranks, ranking parents relative to other parents with children in same birth cohort

# Parent Household Income Distribution

## For Parents with Children in 1980 Birth Cohort



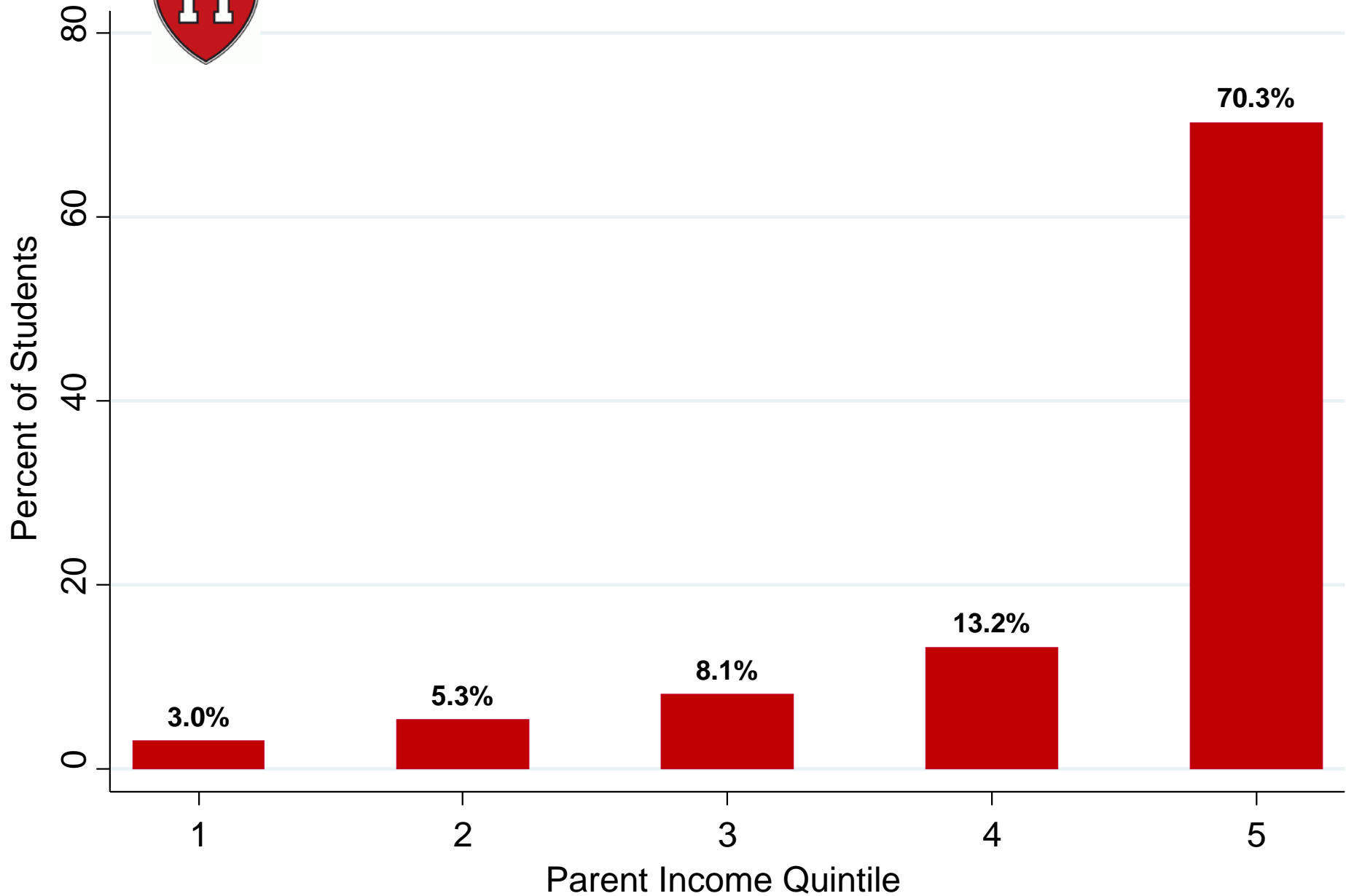
# College Attendance Rates vs. Parent Income Percentile





# Parent Income Distribution at Harvard

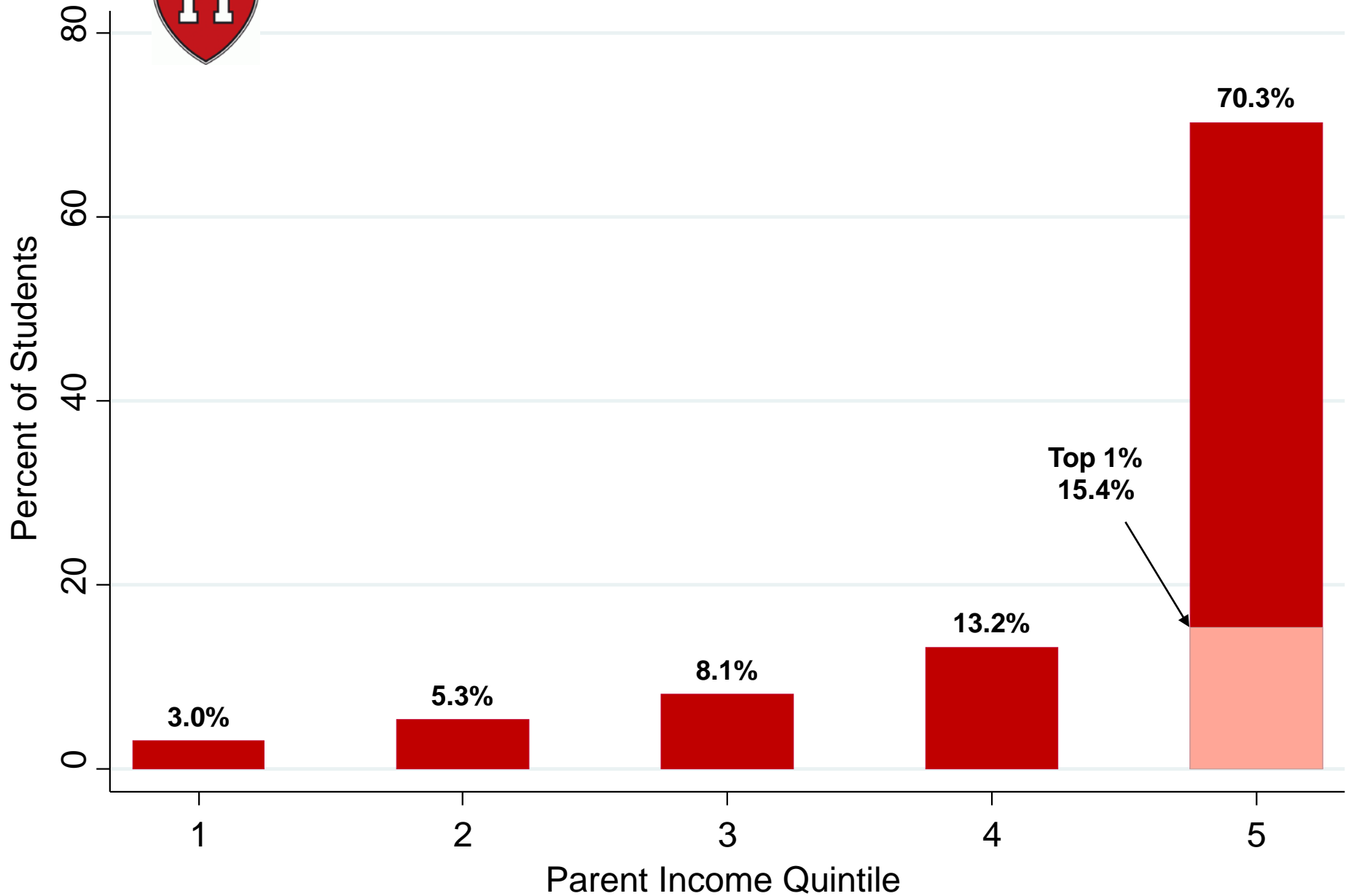
Classes of 2002-2004





# Parent Income Distribution at Harvard

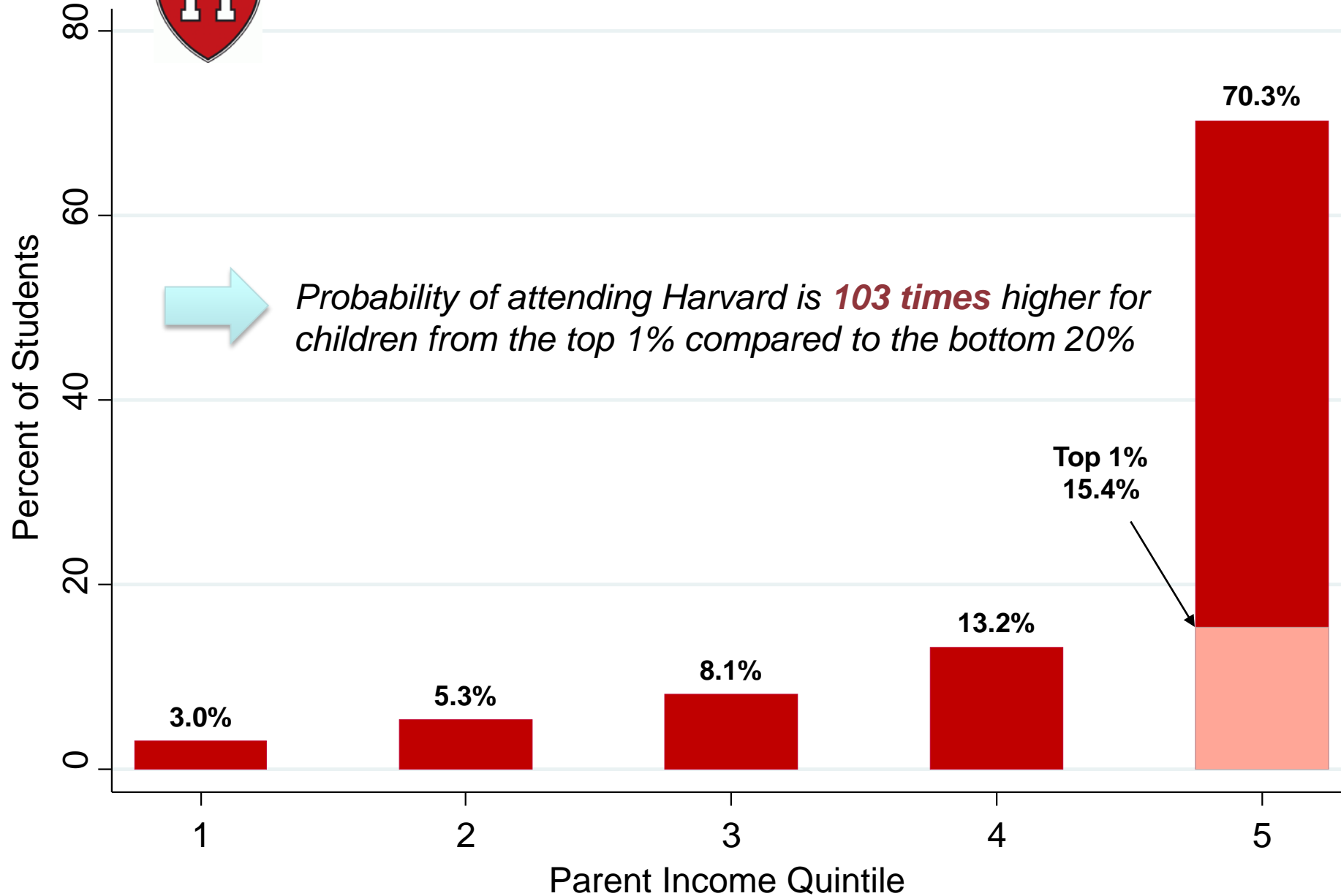
Classes of 2002-2004



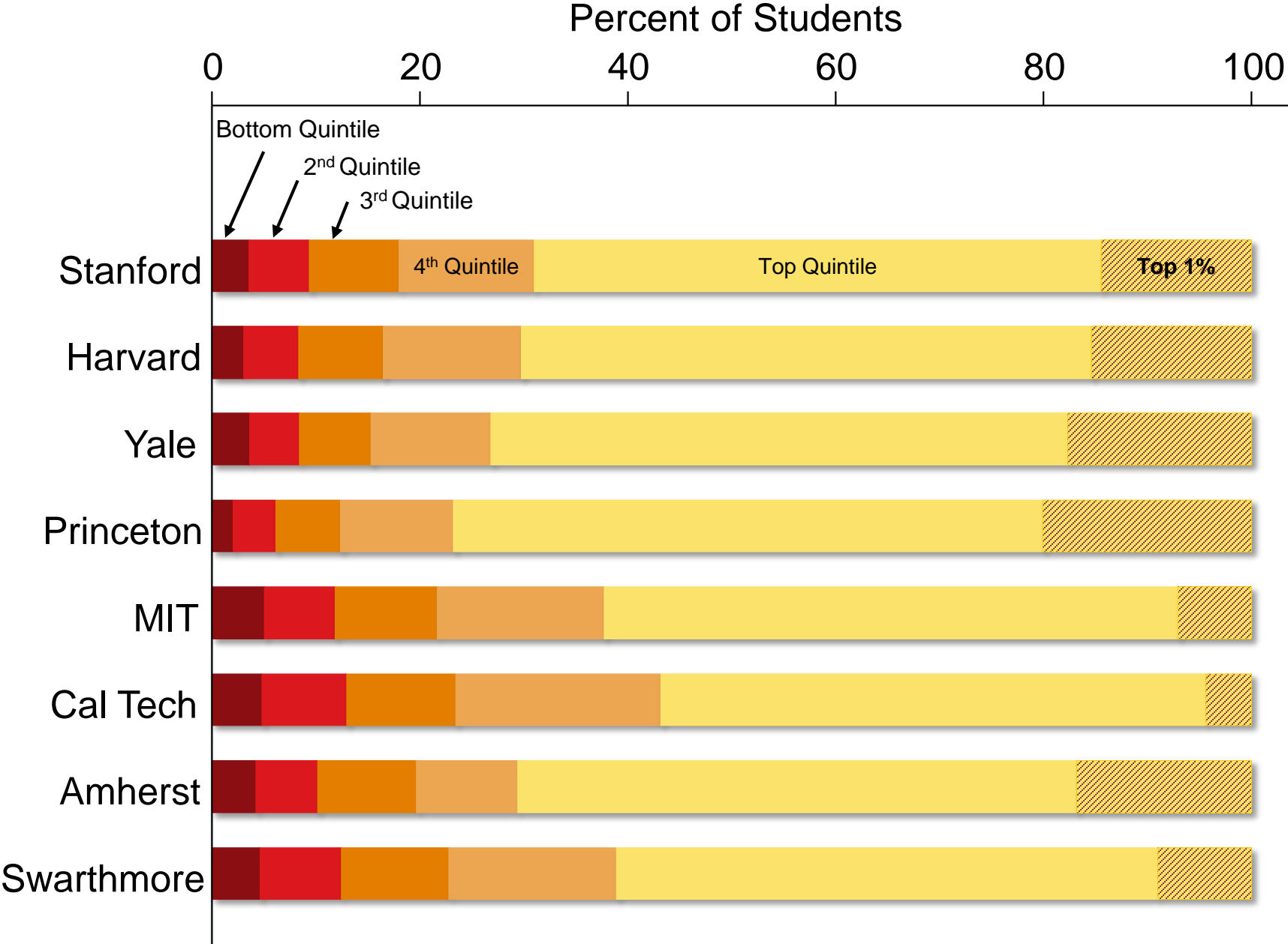


# Parent Income Distribution at Harvard

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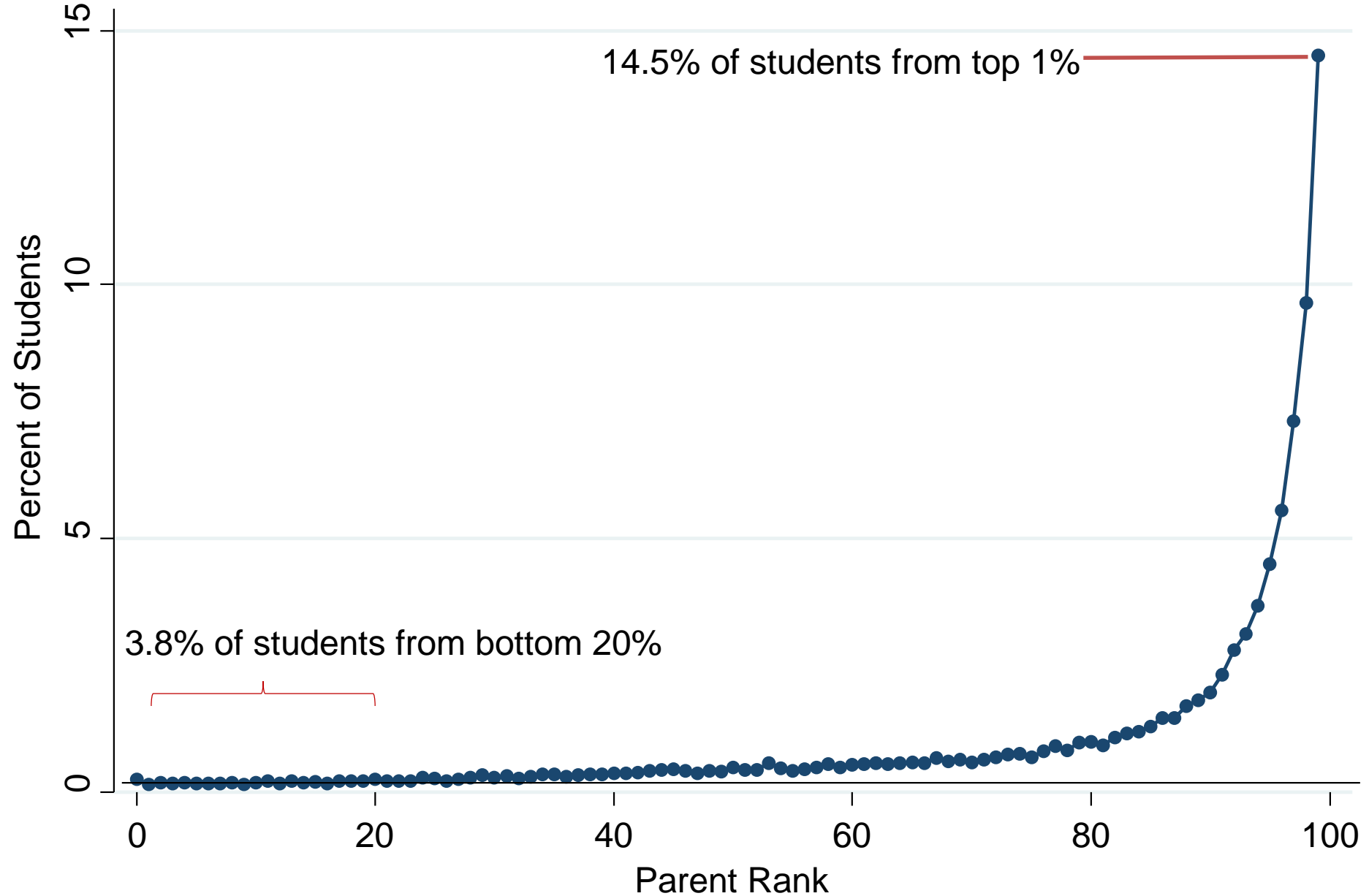


# Parental Income Distribution of Students at Highly Selective Colleges



# Parent Income Distribution by Percentile

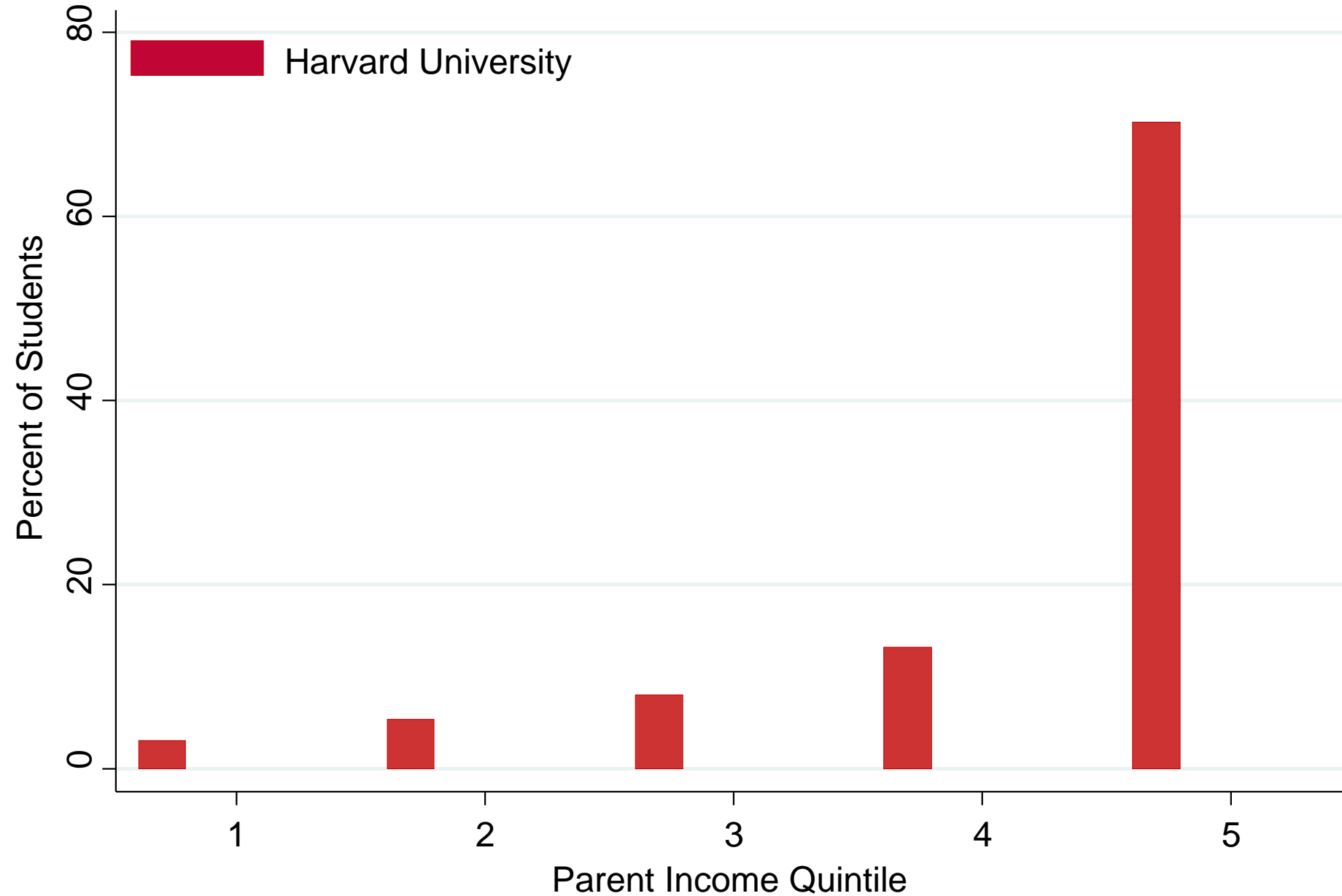
Ivy Plus Colleges (Ivy League plus Stanford, MIT, Duke, and Chicago)





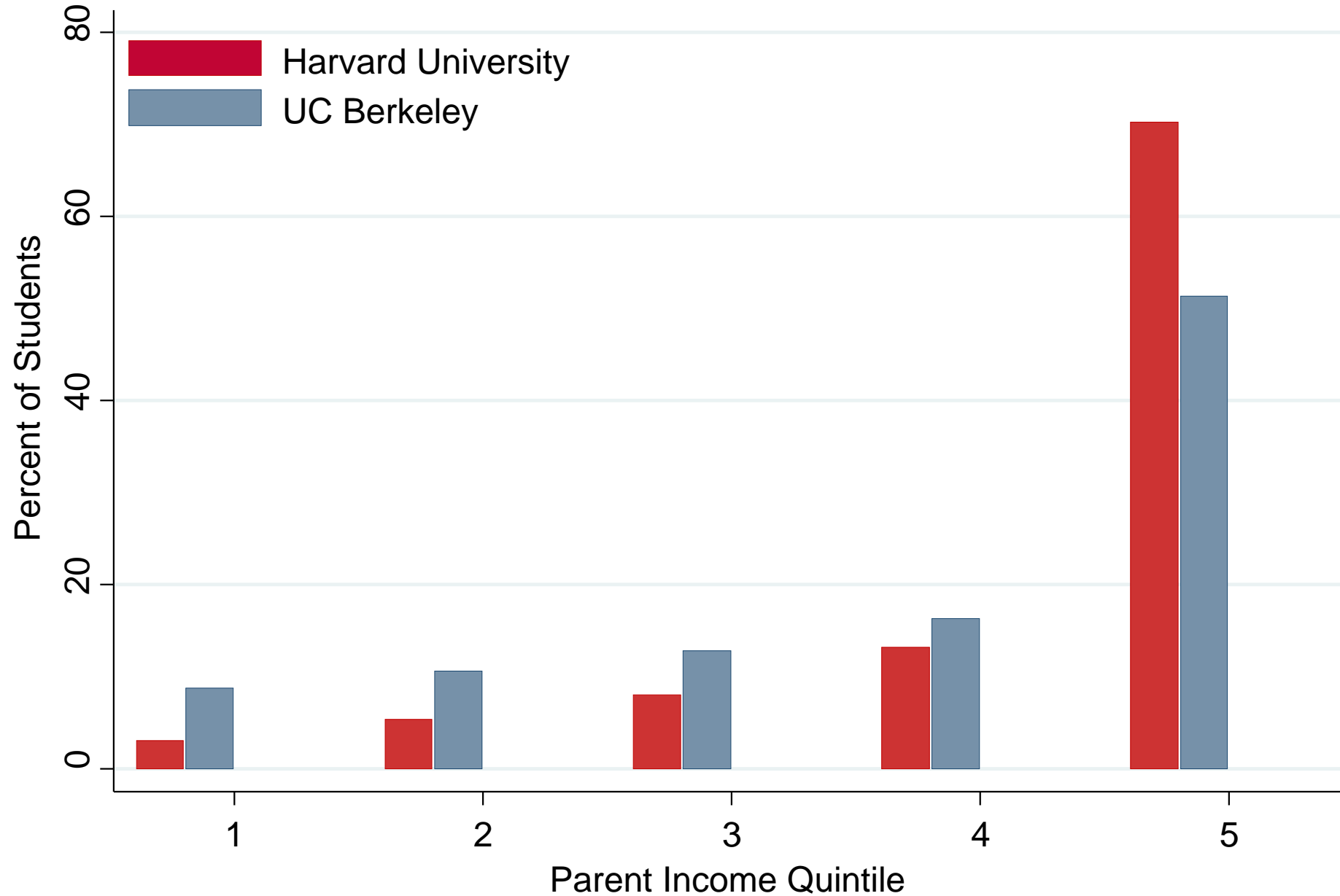
# Parent Income Distributions by Quintile for 1980-82 Birth Cohorts

## At Selected Colleges



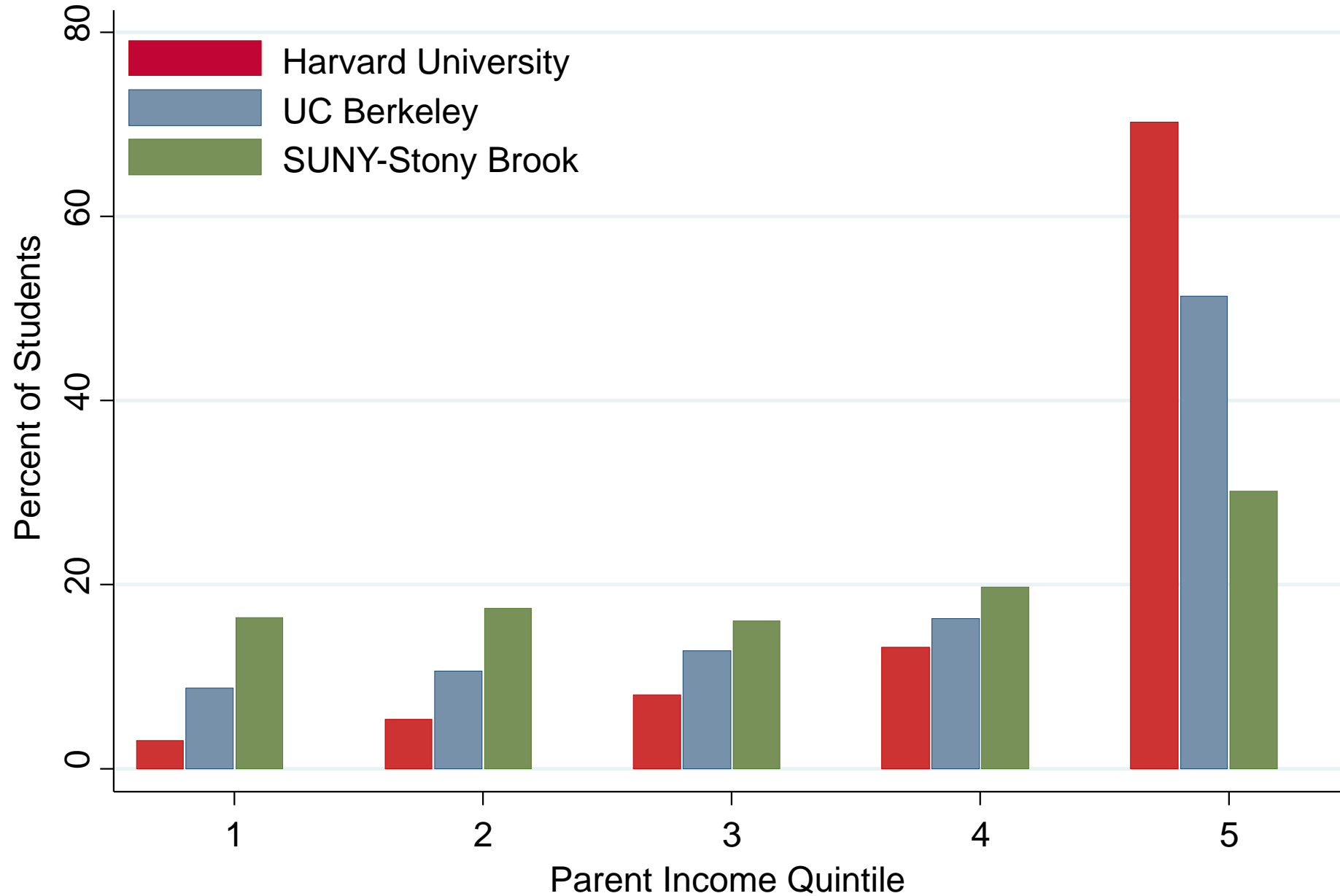
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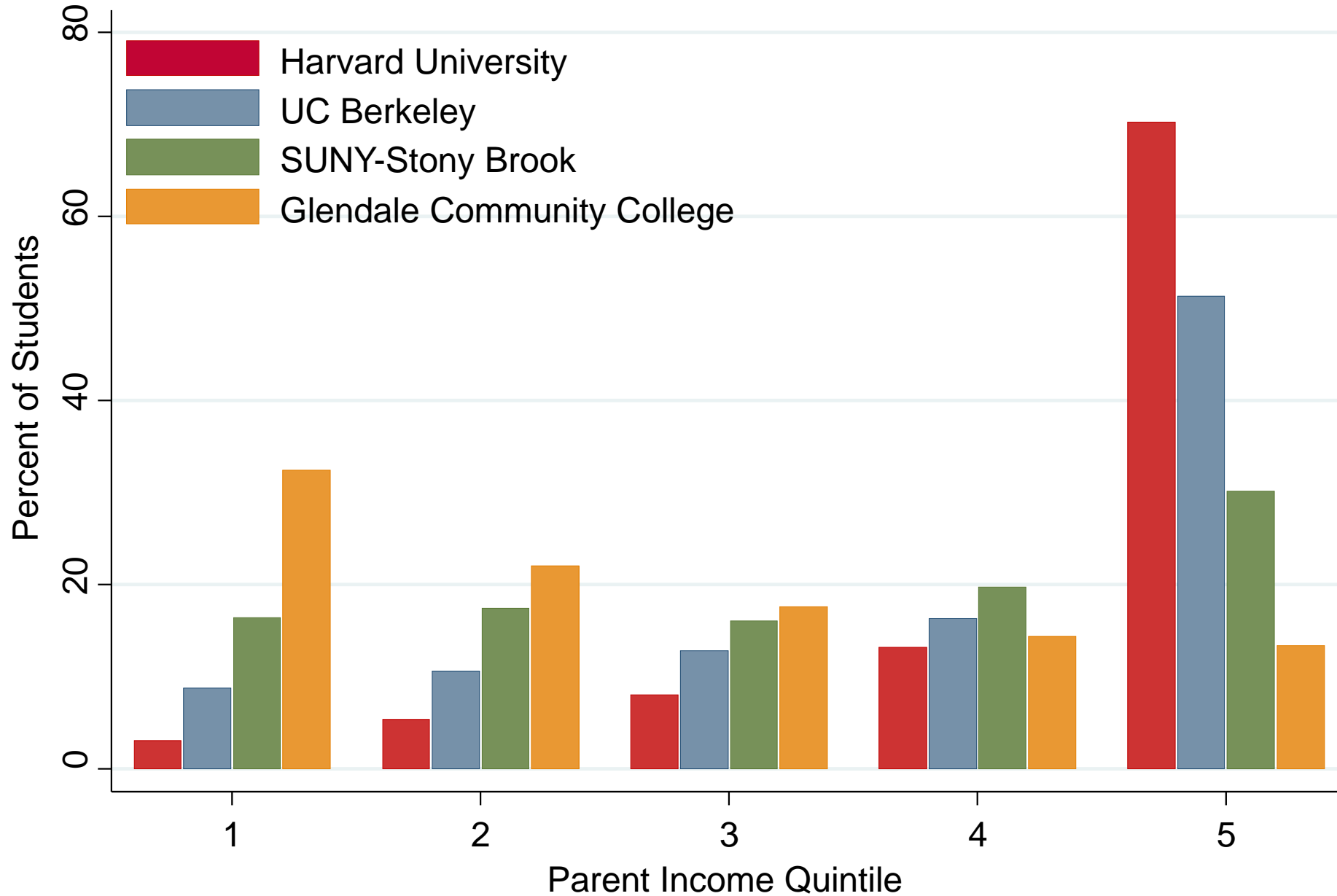
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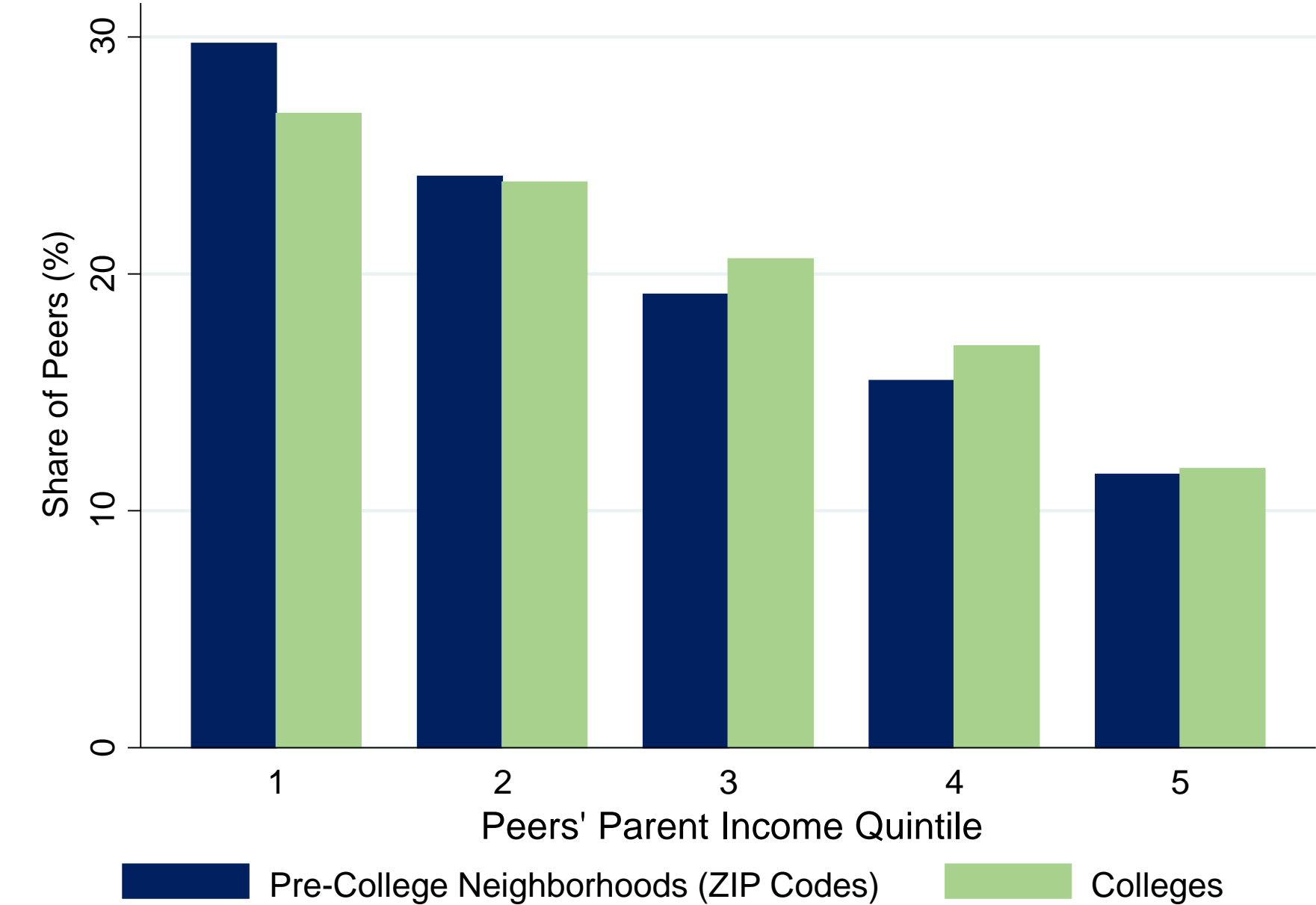
## At Selected Colleges



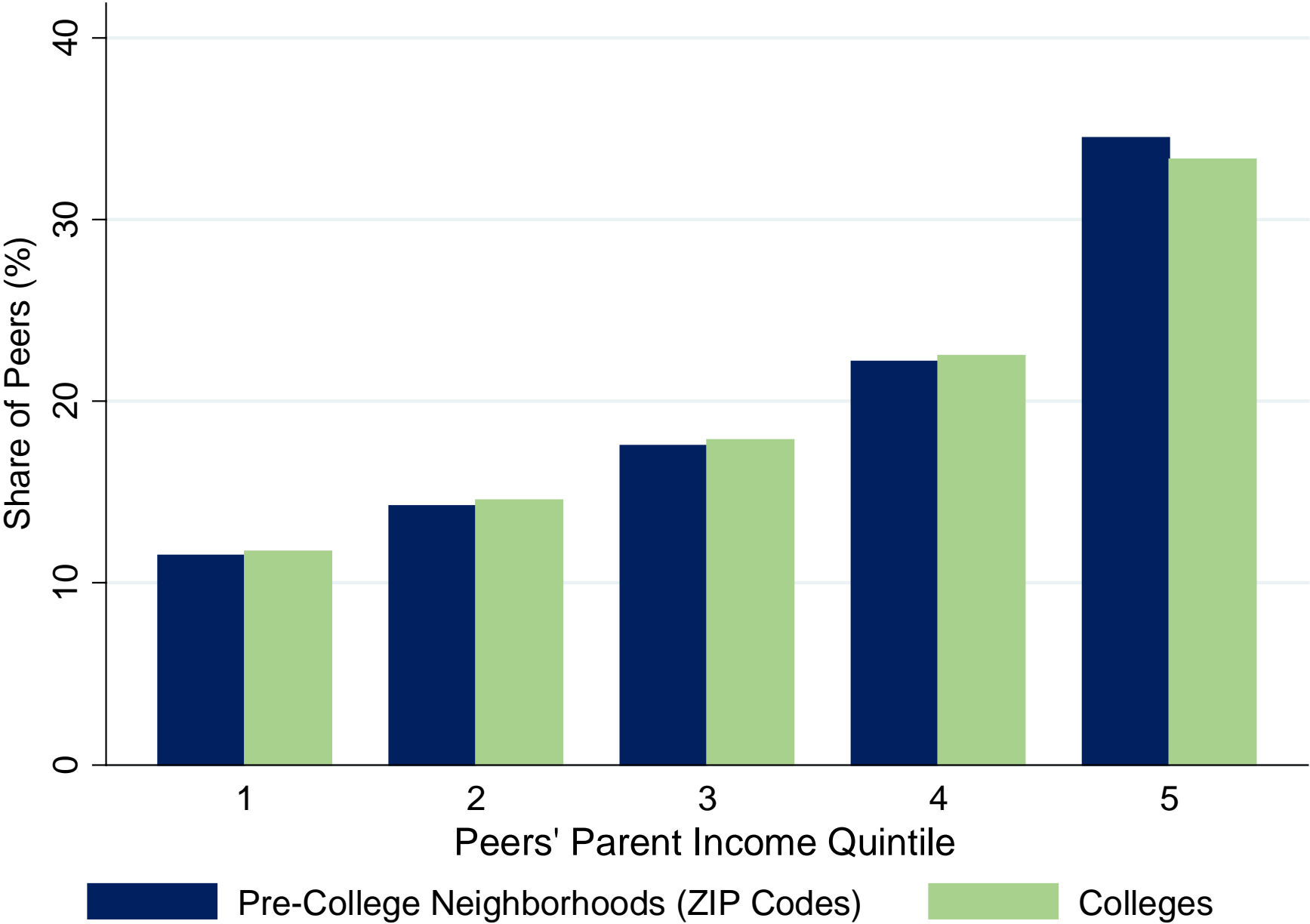
# Parental Income Segregation Across Colleges

- Sharp differences in parental income distributions across colleges → there is significant segregation across colleges
- Useful benchmark to quantify magnitude: compare to degree of segregation across neighborhoods
- Common perception: colleges foster greater interaction between children from different socioeconomic backgrounds than places in which they grew up

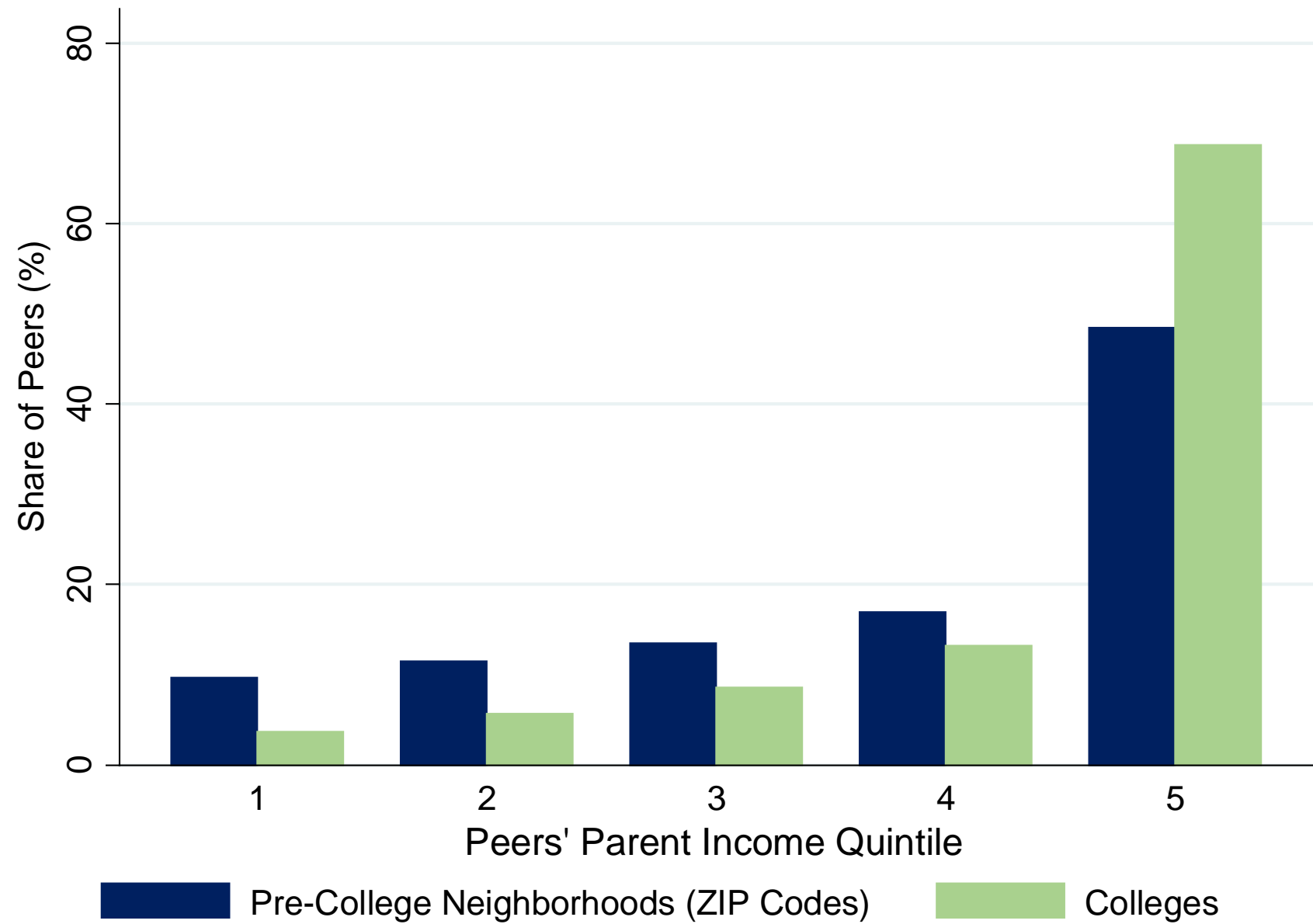
# Parental Income Distribution of Peers of Children from Bottom Quintile



# Parental Income Distribution of Peers of Children from Top Quintile



Parental Income Distribution of Peers of Ivy-Plus College Students from Top Quintile

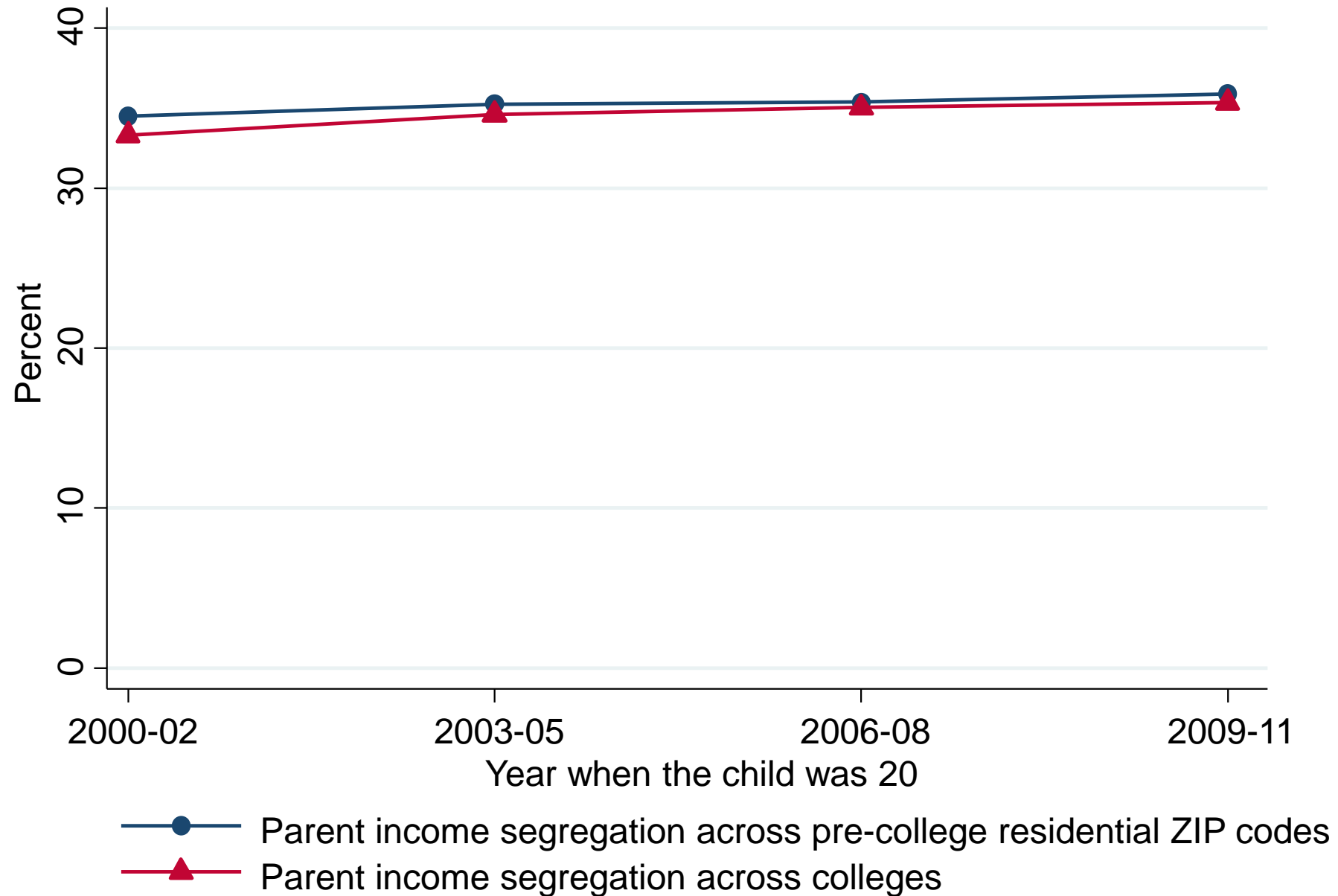




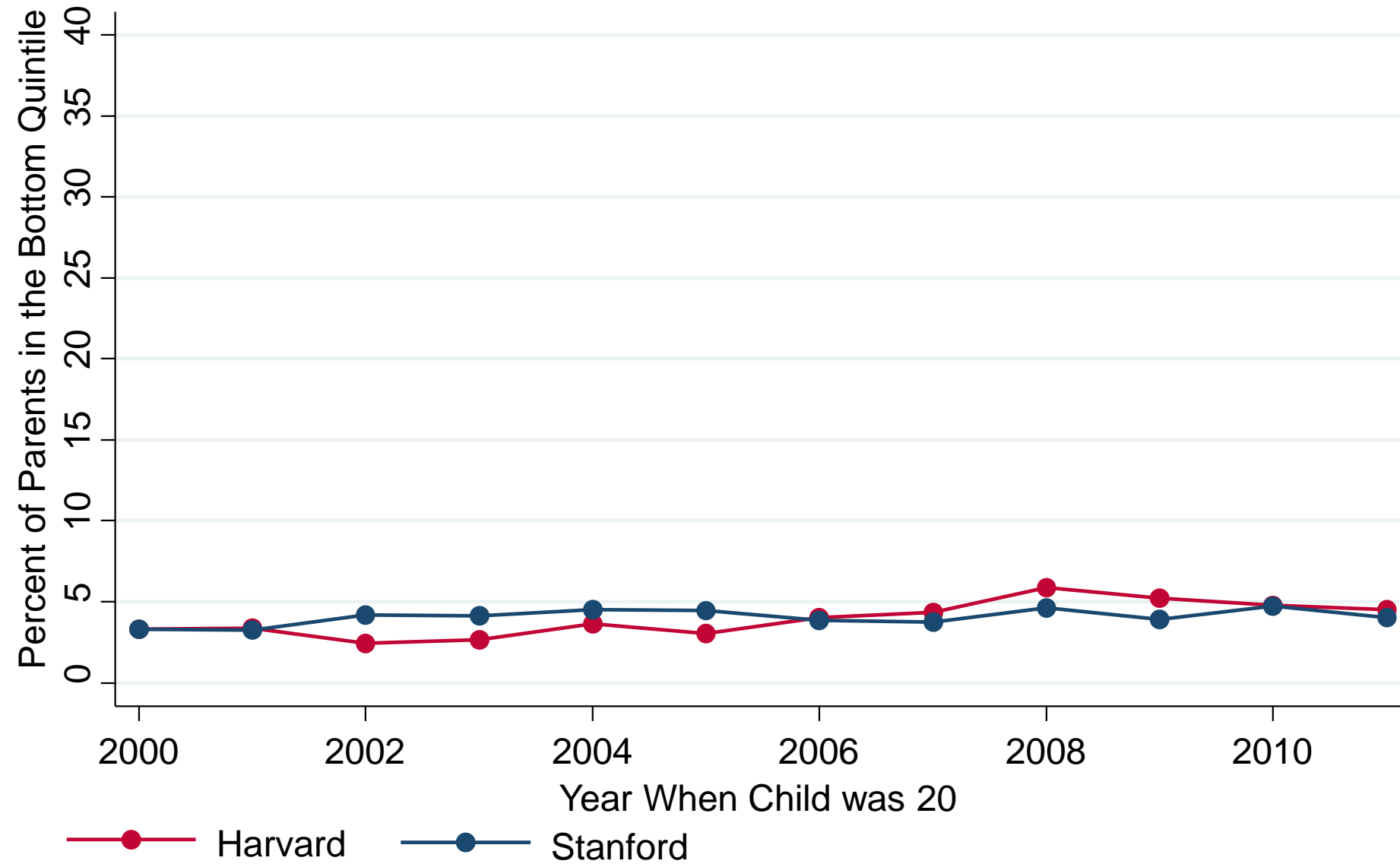
# Trends in Income Segregation

- Preceding estimates are based on children born between 1980-82, who attended college in the early 2000s
- Substantial changes in higher education system since that time, e.g. substantial changes in financial aid and tuition policies
- How has income segregation across colleges changed in recent years?

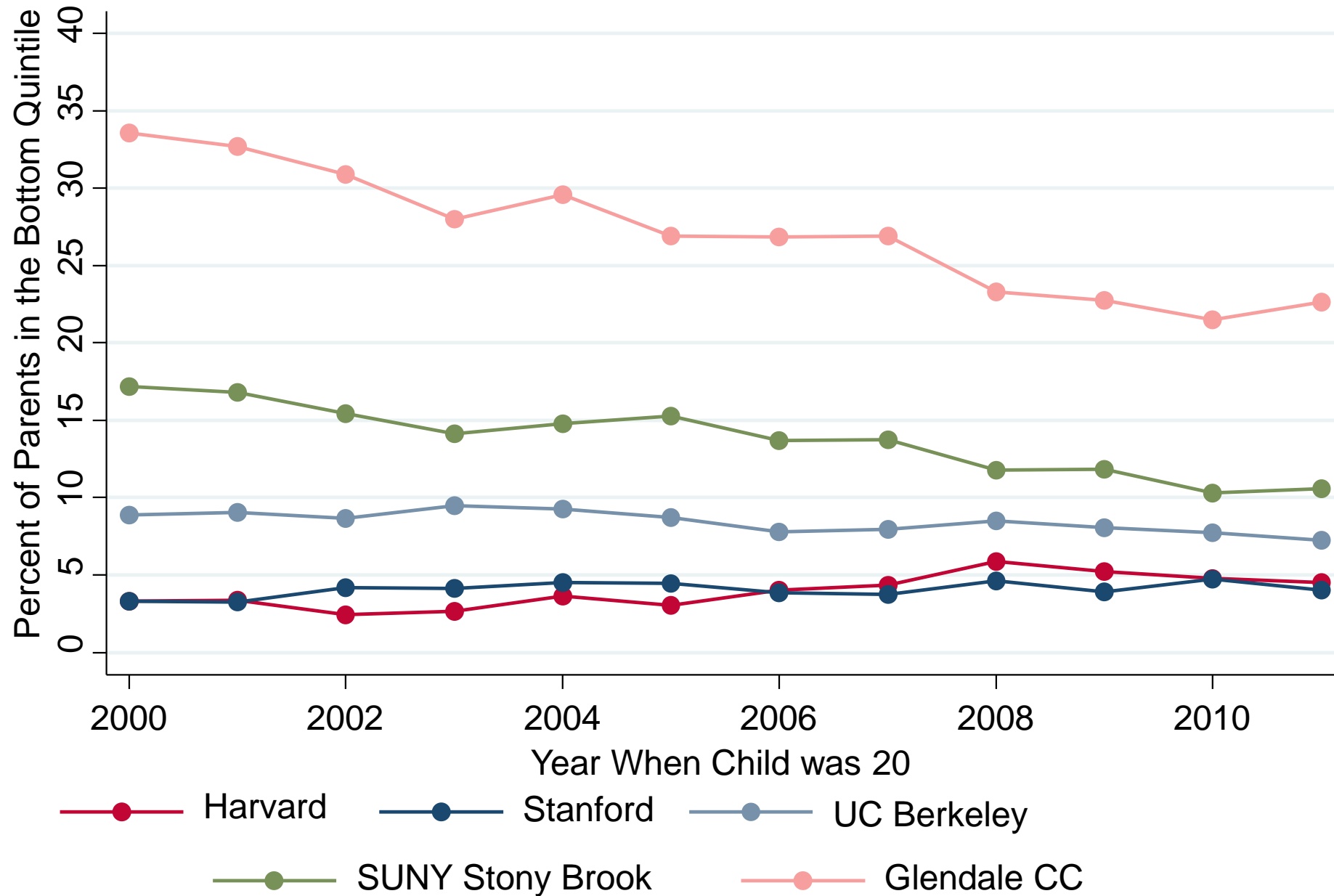
## Fraction of Peers from the Top Quintile for Children from the Top Quintile



Trends in Low-Income Access from 2000-2011 at Selected Colleges



Trends in Low-Income Access from 2000-2011 at Selected Colleges



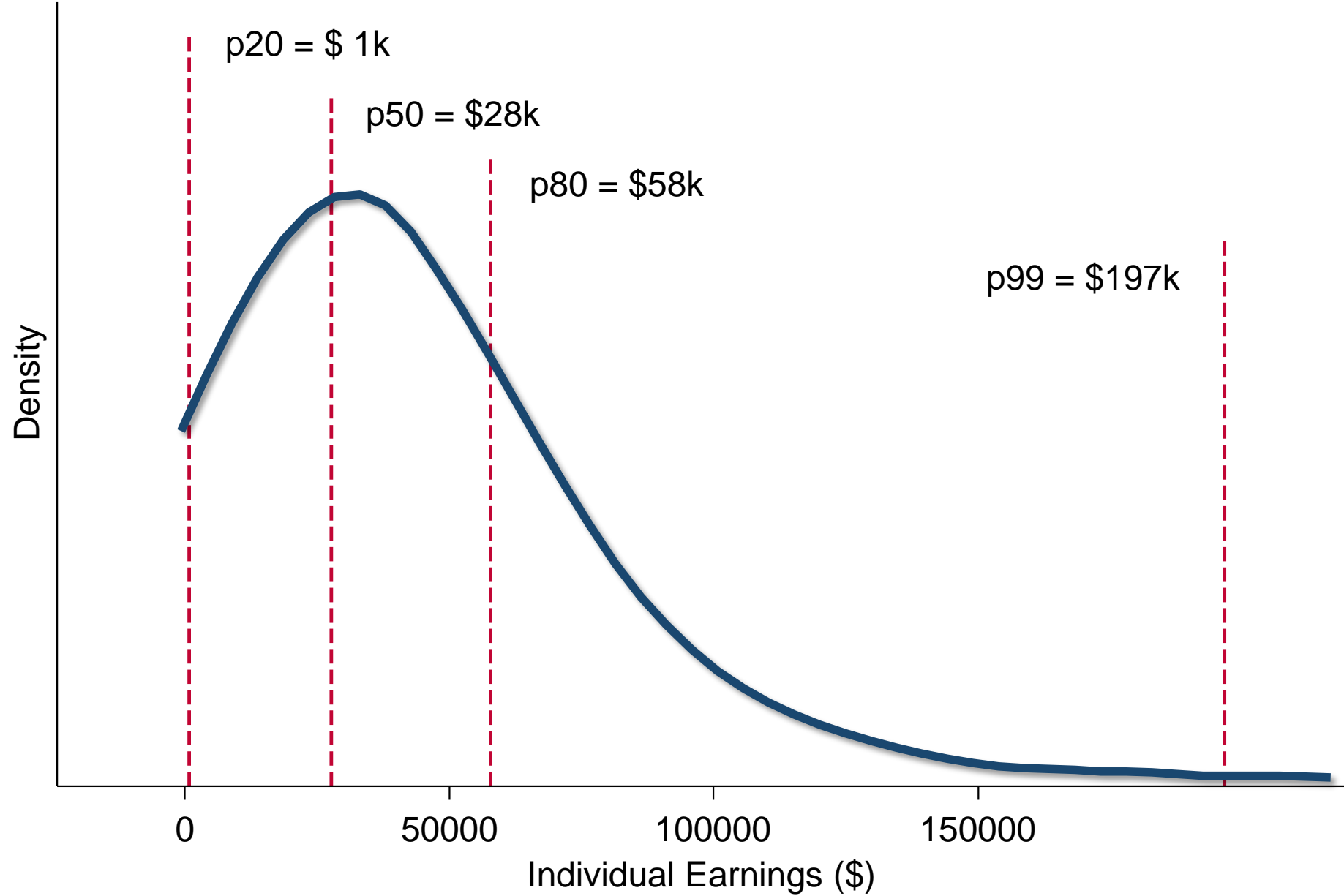
## **Outcomes: Students' Earnings Distributions**

# Students' Earnings Outcomes

- Measure children's individual earnings in their mid-30s
  - Define percentile ranks by ranking children relative to others in same birth cohort

# Distribution of Children's Individual Labor Earnings at Age 34

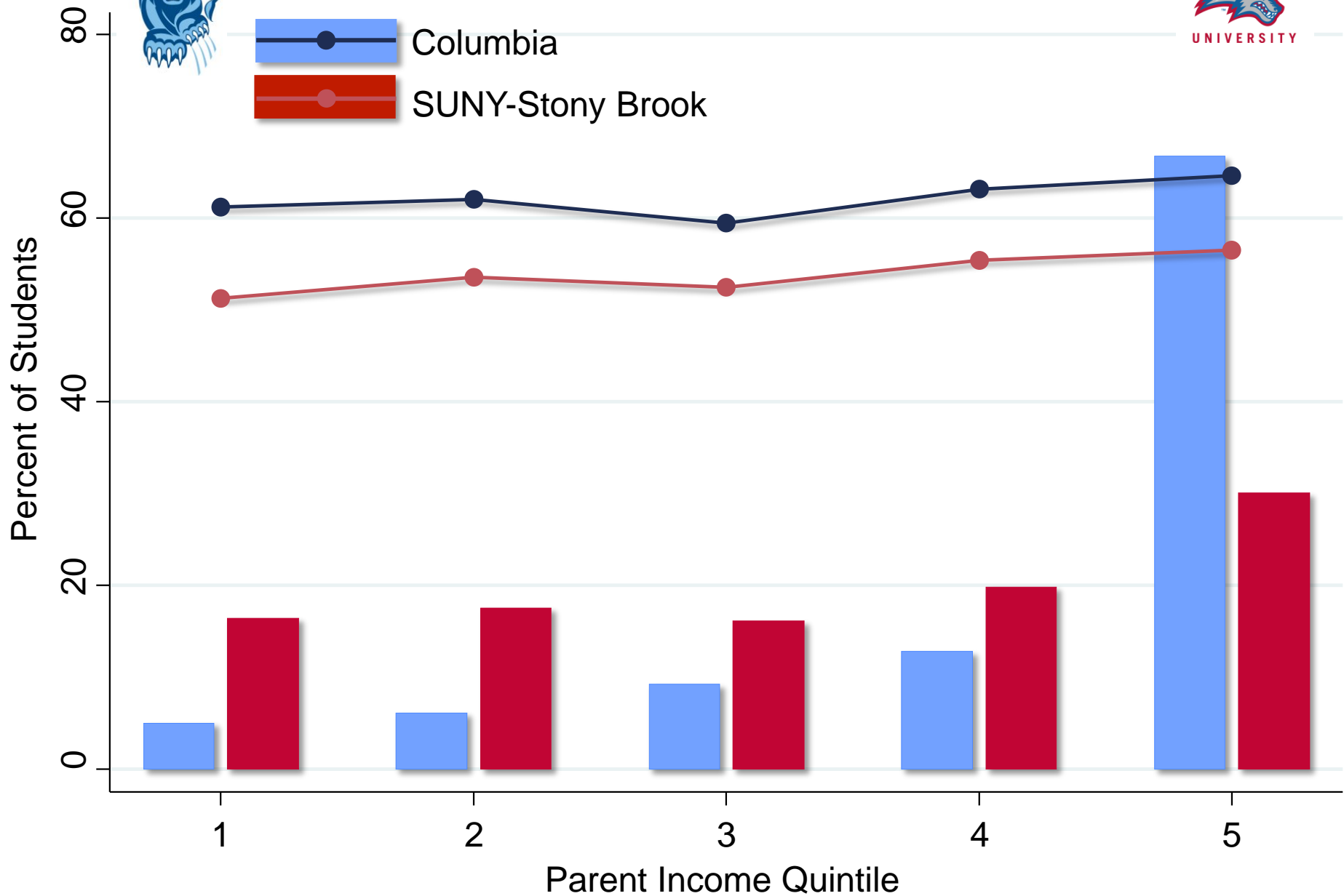
## 1980 Birth Cohort





# Students' Earnings Outcomes

## Columbia vs. SUNY-Stony Brook





# Students' Earnings Outcomes

- Key lesson: most of the gap in outcomes between children from low vs. high-income families is explained by differences **between** rather than **within** colleges
- Raises possibility that reallocating student across colleges could potentially have a significant impact on intergenerational mobility
  - If gap in outcomes by parental income were large even within a given college, there would be little scope to have an impact through changes in college admissions policies

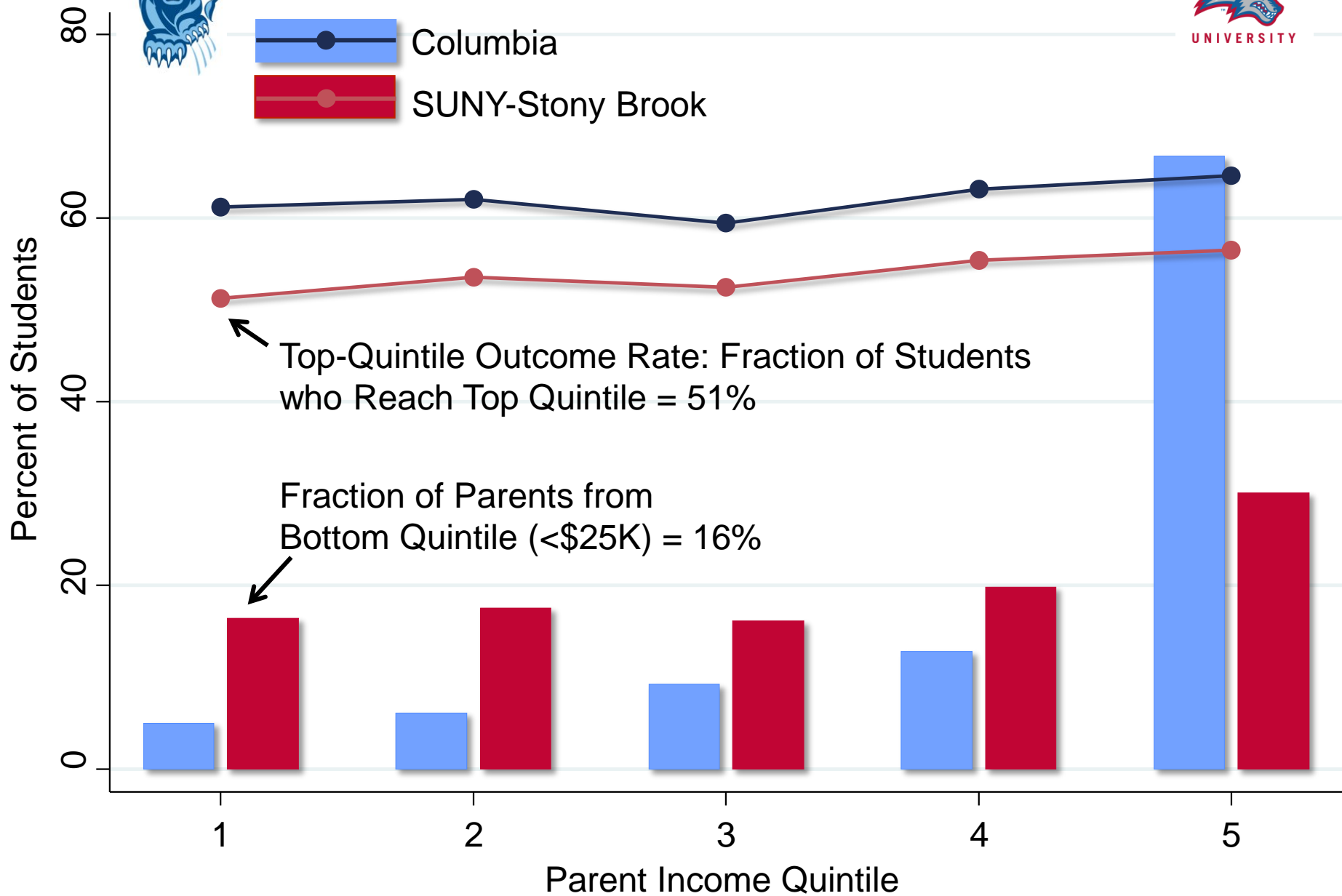
# Differences in Mobility Rates Across Colleges

- We can combine data on parents' incomes and students' outcomes to characterize colleges' mobility rates
  - At which colleges in America do the largest number of children come from poor families and end up in the upper middle class?



# Students' Earnings Outcomes

## Columbia vs. SUNY-Stony Brook

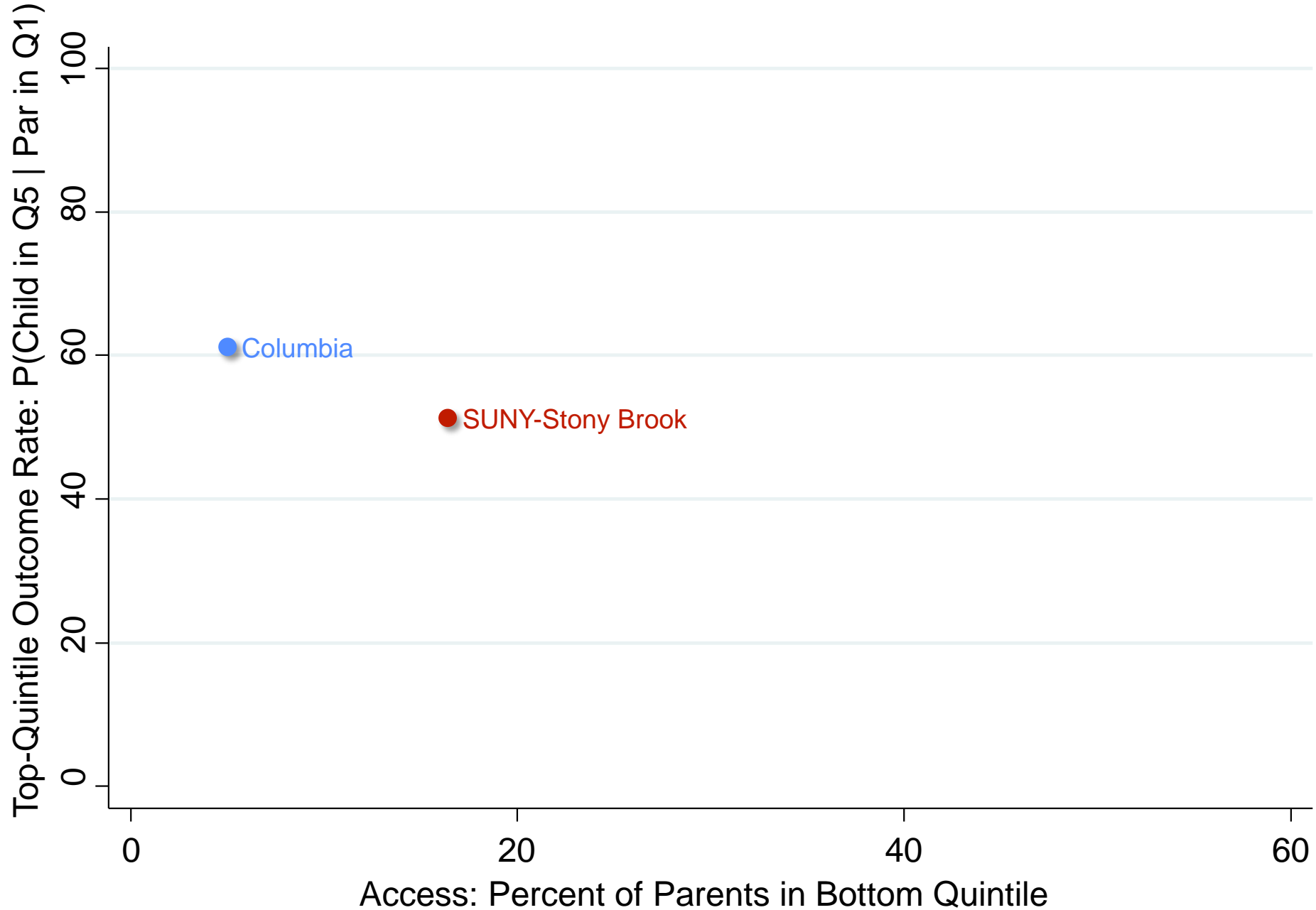


# Measuring Mobility Rates

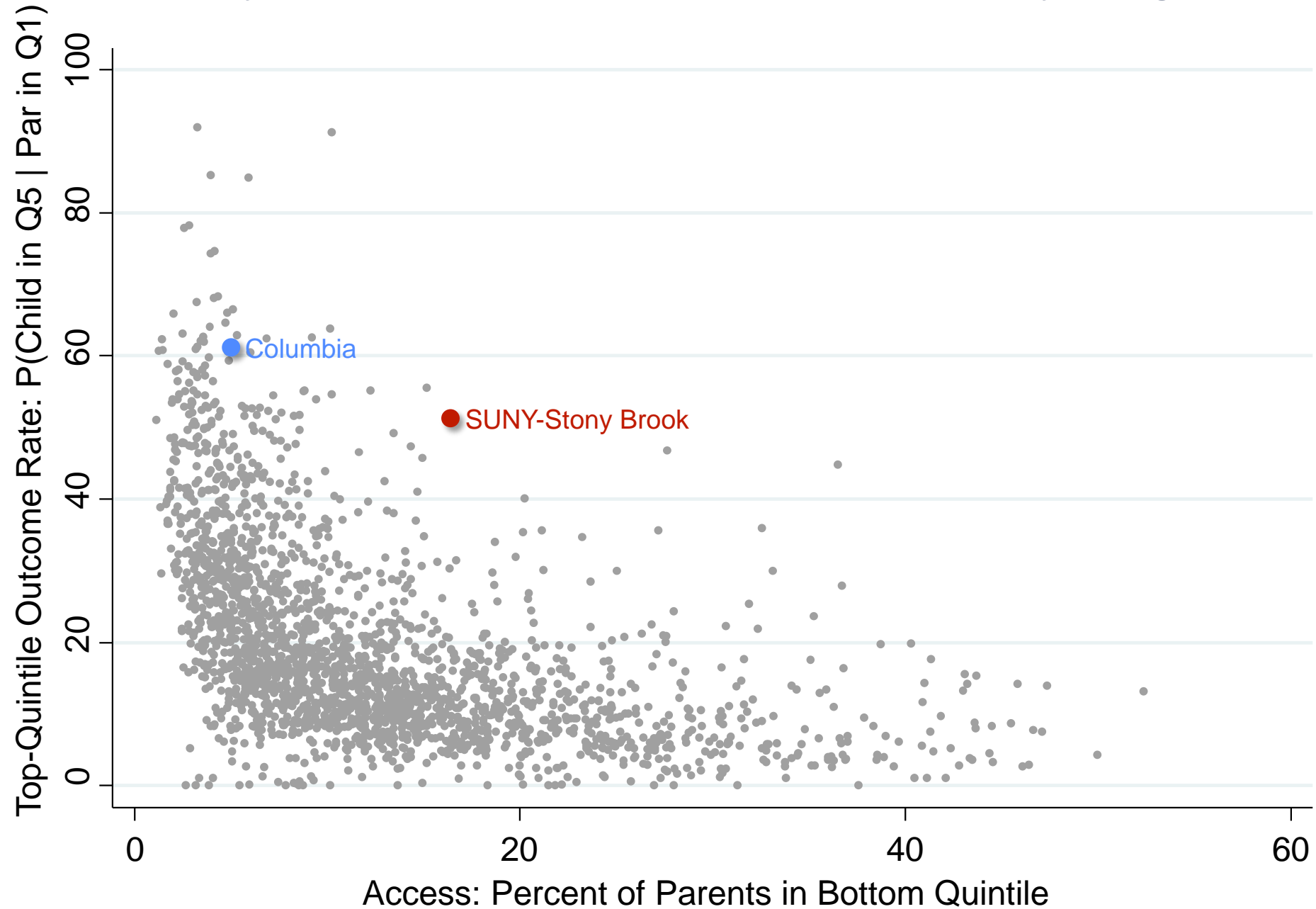
- Define a college's *mobility rate* (MR) as the fraction of its students who come from bottom quintile and end up in top quintile
- Mobility rate is:

$$\begin{array}{ccccccc} \text{Mobility Rate} & = & \text{Low-Inc. Access} & \times & \text{Top-Quintile Rate} \\ \nearrow & & \nearrow & & \nearrow \\ \text{At SUNY: } & \mathbf{8.4\%} & = & \mathbf{16\%} & \mathbf{x} & \mathbf{51\%} \\ \text{Frac. of Parents in Q1} & & & & & & \text{Frac. of Students} \\ \text{and Children in Q5} & & & & & & \text{who reach Q5 Given} \\ & & & & & & \text{Parents in Q1} \end{array}$$

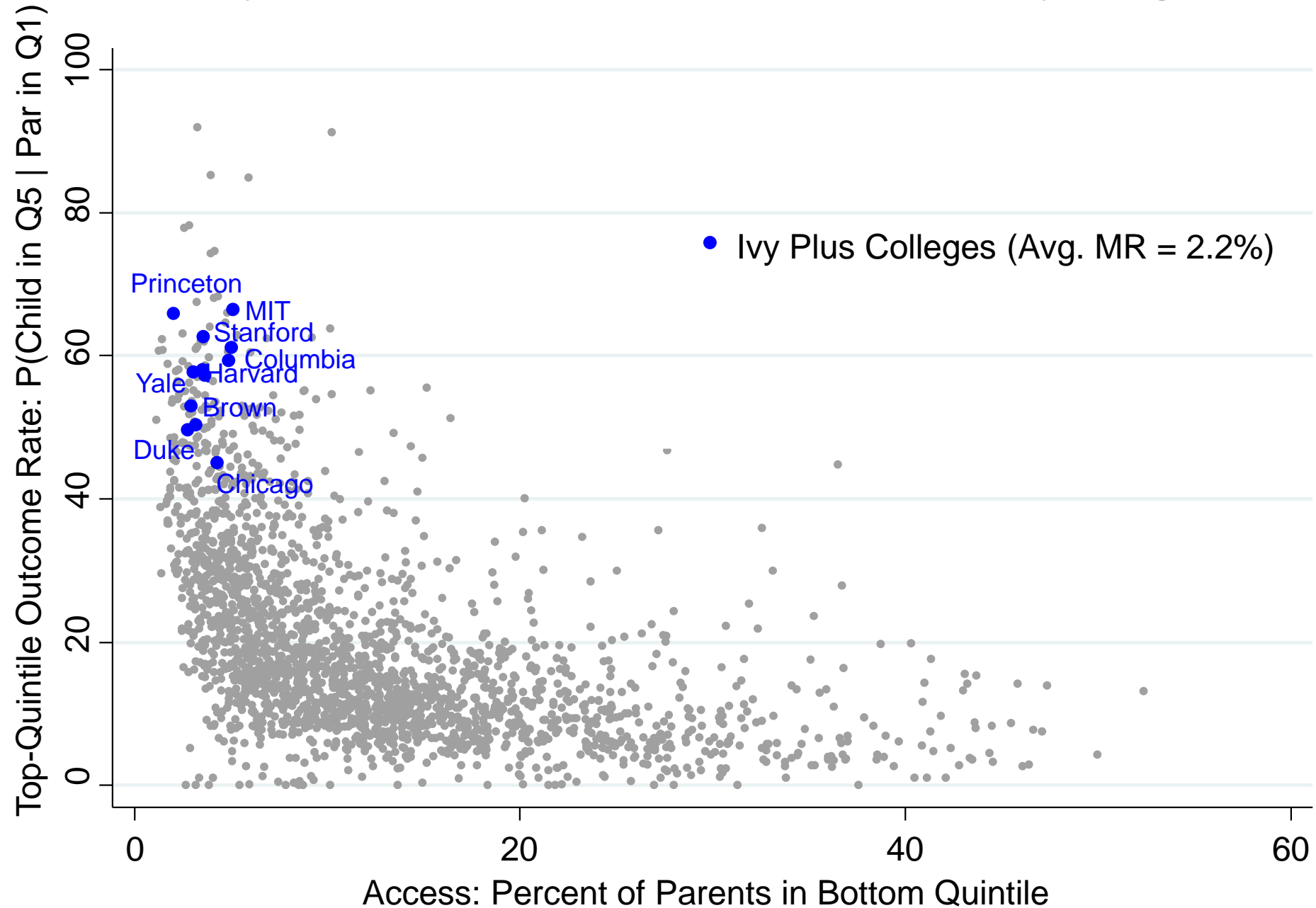
Mobility Rates: Top-Quintile Outcome Rate vs. Access by College



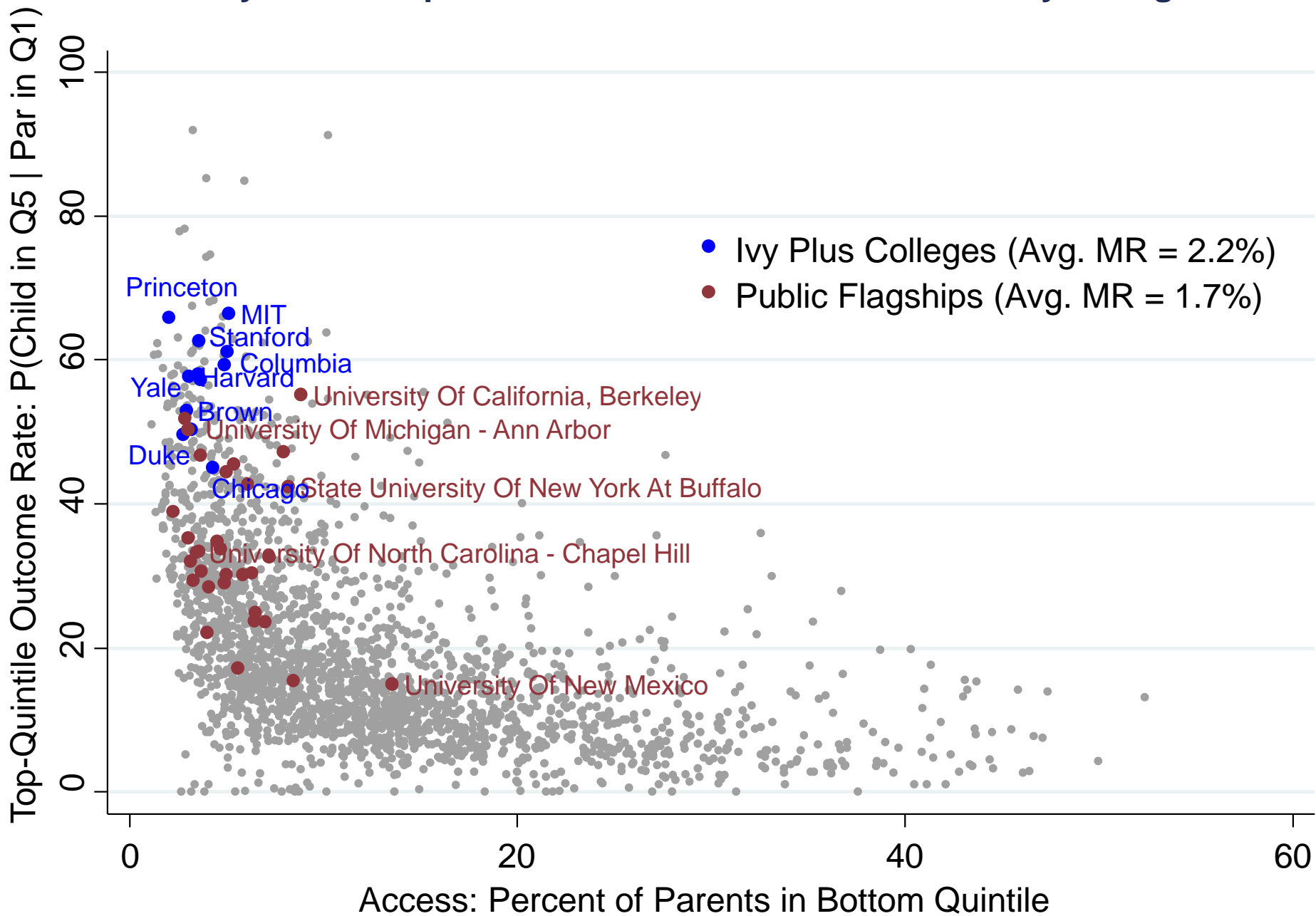
**Mobility Rates: Top-Quintile Outcome Rate vs. Access by College**



**Mobility Rates: Top-Quintile Outcome Rate vs. Access by College**



# Mobility Rates: Top-Quintile Outcome Rate vs. Access by College





# Top 10 Colleges in America By Bottom-to-Top Quintile Mobility Rate

Fraction of Students who come from Bottom Fifth and End up in Top Fifth

