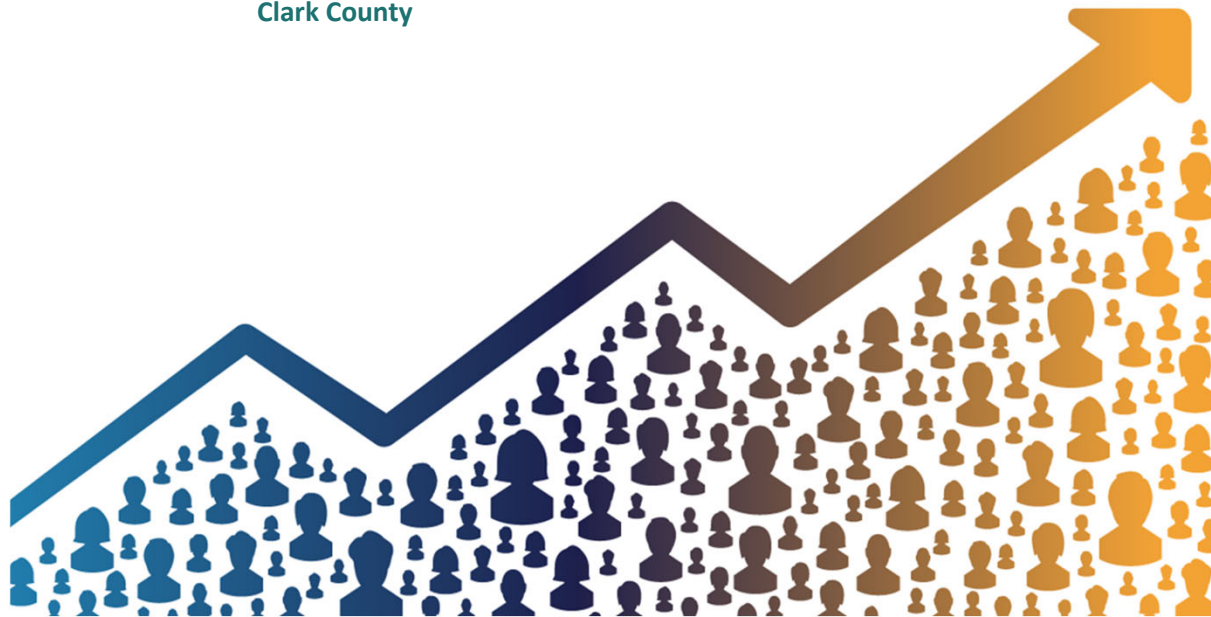




Access, Momentum, Mobility, and Community Vibrancy Data Workbook College of Southern Nevada

Counties Included in Service Area:

Clark County



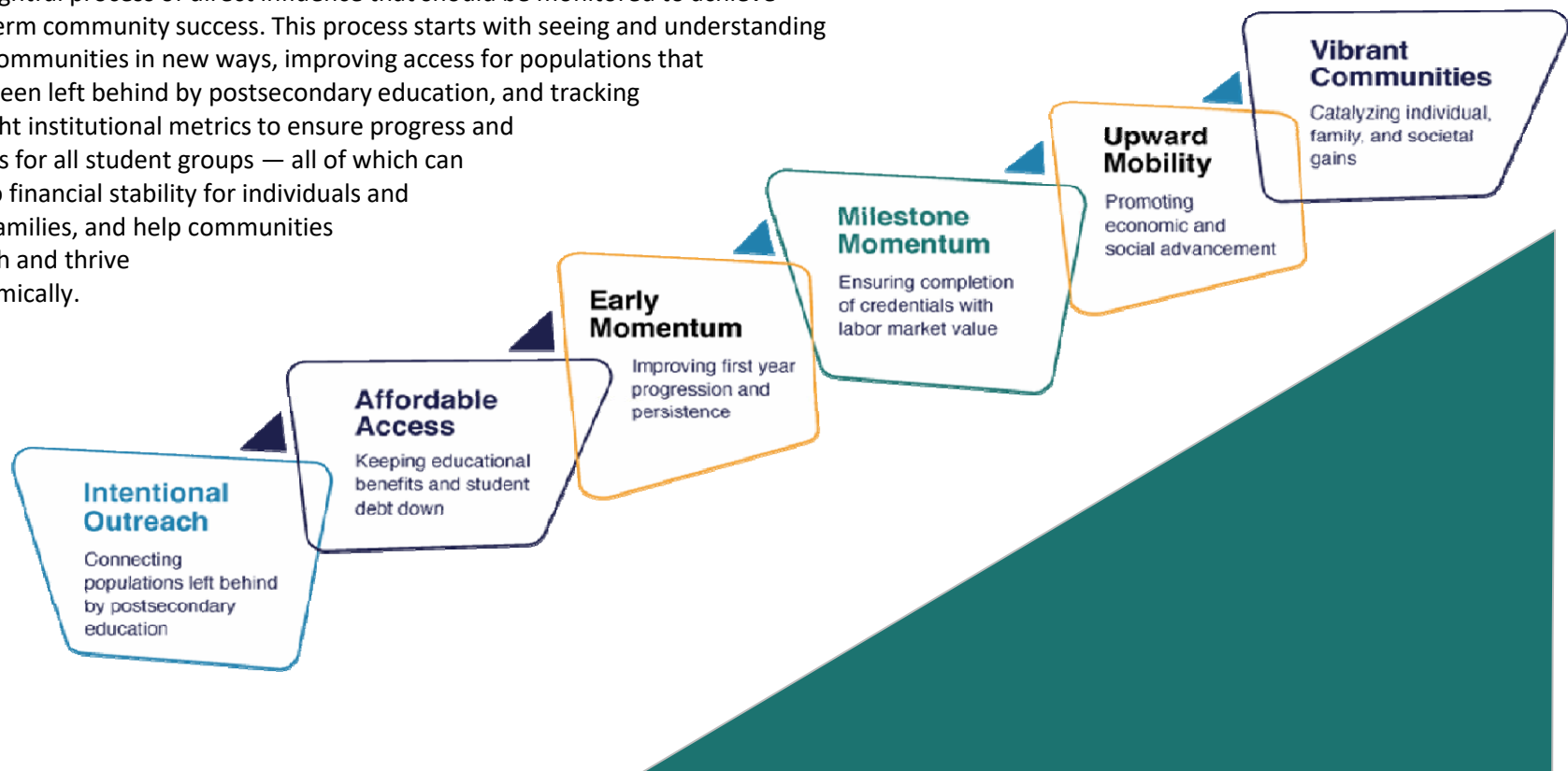
Workbook developed in collaboration with ASA Research

Foreword

A Call to Action

Achieving the Dream has a bold vision for change that we hope will inspire colleges to think bigger and act vigorously to address systemic inequities at both institutional and community levels. This work will require colleges to reach higher than ever before. But, we know that, collectively, we can help millions more Americans — especially those who have tended not to pursue postsecondary education — achieve greater financial security, resulting in significant individual, family, and societal gains.

ATD sees community colleges as strong engines of economic mobility with a pivotal role to play in creating more economically vibrant communities. For this to be achieved, institutions must commit to a thoughtful process of direct influence that should be monitored to achieve long-term community success. This process starts with seeing and understanding local communities in new ways, improving access for populations that have been left behind by postsecondary education, and tracking the right institutional metrics to ensure progress and success for all student groups — all of which can lead to financial stability for individuals and their families, and help communities flourish and thrive economically.



Access

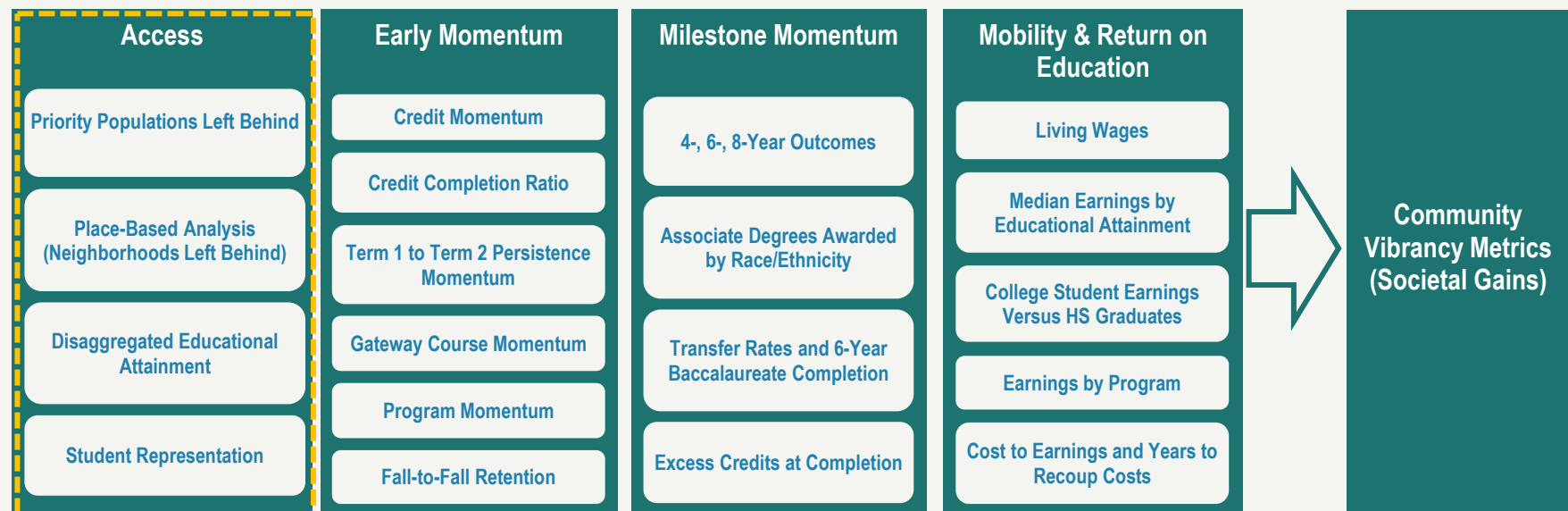
Identifying Priority Populations in Your Community Who Tend Not to Pursue College

The distinctive, open-access agenda makes our community colleges ripe for greater exploration, identification, and service to groups of people and neighborhoods who have been left behind by postsecondary education. The data and data resource links herein are intended to help your college identify possible priority populations to consider for enhanced access to your institution. Data are extracted from publicly available sources, and are provided at the county level within your service area. Please supplement this with your local data resources. Additionally, links are provided to help your college delve deeper into the data resources.

"We can no longer wait for these people to choose us, we must go to them."

— Dr. Stout, CEO of Achieving the Dream

Next Generation Metrics Framework



Disaggregated Institutional Data and Sense Making Through an Equity Lens

Possible Priority Populations

How to Use These Data

The data resources and links are intended to provide options for your college to consider. For example, you might choose a priority population that is largest in size, and therefore likely to have the strongest impact on your community if more of these people were provided pathways to and through college. Most of the data are disaggregated by race/ethnicity so another option is to select a priority population where large equity gaps occur. You might also select groups for which your college has existing relationships with community organizations or those already serving these priority populations (e.g., pre-existing relationship with local jails or prisons). The goal is to provide affordable access to 1-2 new priority populations who have tended not to pursue postsecondary education.

People living below 100% of poverty, 2023: Service Area

	# Living in Poverty	% Living in Poverty
Total/Average	299,896	13%
Asian	24,463	10%
Black/African American	55,766	20%
Hispanic/Latinx	111,496	16%
Native American/Hawaiian	6,123	14%
White	115,540	11%

Data Source: U.S. Census Bureau, 2023 5-year estimate, American Community Survey.

Place-Based Data

Colleges might also take a place-based approach to identify new priority opportunities. This could take the form of ZIP codes or Census tracts with high concentrations of poverty or unemployment in your service area. For example, the *Opportunity Atlas* can help your college identify neighborhoods with high levels of generational poverty; see <https://www.opportunityatlas.org/>. Getting residents from these neighborhoods into and through college can help break cycles of poverty and have a positive impact on other aspects of community vitality.

See *Sample Community Vibrancy Metrics* beginning on page 22.

People living above poverty, below the ALICE threshold: Service Area

Data not available.

Data Source: United for ALICE, 2023.

Notes

- United for ALICE provides data for 35 states.
- Missing data in a cell indicates the population is too small to report.

Labor force participation, 2023: Service Area

	Labor Force Participation	
	Number	Percent
Total/Average	1,169,763	64%
Asian	131,564	64%
Black/African American	138,738	65%
Hispanic/Latinx	367,529	70%
Native American/Hawaiian	8,960	40%
White	463,865	59%

Unemployment rates, 2023: Service Area

	Unemployed	
	Number	Percent
Total/Average	135,891	7%
Asian	11,324	6%
Black/African American	23,588	11%
Hispanic/Latinx	37,438	7%
Native American/Hawaiian	173	7%
White	54,249	7%

Data Source

- U.S. Census Bureau, 2023 5-year estimate, American Community Survey.
- Missing data in a cell indicates the population is too small to report.

Justice impacted population

Vera, an organization that advocates for a fair justice system for all, provides trend data regarding incarcerations by county, for most counties across the U.S. (Note, there is no county-level data for AK, CT, DE, HI, RI, VT as these states operate under unified state systems that combine prisons and jails.) Visit <https://trends.vera.org>, scroll to the bottom of the webpage and enter the county name in the "County Comparison" box to view county level data.

K12 Homeless students, by selected characteristics, 2021-22: State and Service Area

	Number		Percent
	State	Service Area	Service Area Share of State
Total	15,720	12,078	77%
Asian	220	176	80%
Black/African American	4,531	4,312	95%
Hispanic/Latinx	5,962	4,666	78%
Native American/Hawaiian	512	338	66%
White	3,043	1,462	48%
Shelters and transitional housing	767	533	69%
Unsheltered	290	165	57%
Unaccompanied youth	704	273	39%
Doubled-up	12,498	9,814	79%
Hotels/motels	2,088	1,566	75%
English learner	305	188	62%
Children with one or more disabilities (IDEA)	546	347	64%
Migratory students	0		

Data Source

- U.S. Department of Education, ED Data Express, SY 2021-22 Homeless Students Enrolled; U.S. Department of Education, McKinney-Vento Act Data Files.
- Missing data in a cell indicates the population is too small to report.

Immigrants, refugees, migrant workers, 2023: State and Service Area

	State		Service Area	
	Number	Percent	Number	Percent
Of the total population, number and percent foreign born	595,347	19%	497,940	22%
Of the foreign born population, those that are Hispanic/Latino	310,771	52%	253,451	51%
Of the foreign born non-US citizen population, those that are Hispanic/Latino	188,027	32%	153,954	31%

Note

- Immigrant, refugee, and migrant worker data are limited and may not be available for all geographies.

Data Source

- U.S. Census Bureau, 2023 5-year estimate, American Community Survey.
- Missing data in a cell indicates the population is too small to report.

Opportunity youth: Enrollment and employment status, 16- to 19-year olds, 2023: State and Service Area

	State		Service Area	
	Number	Percent	Number	Percent
Total	149,510	100%	109,534	100%
Enrolled in school	117,080	78%	85,163	78%
HS graduate, unemployed	3,128	2%	2,590	2%
Not HS graduate, not enrolled, unemployed	814	1%	620	1%

See Also: Annie E. Casey Foundation provides statistics on children exiting foster care by state, along with other statistics on foster youth. Also, contact your local children services board for localized information.

Data Source

- U.S. Census Bureau, 2023 5-year estimate, ACS.
- Missing data in a cell indicates the population is too small to report.

Percentage Distribution: Highest Level of Education, 2023: State and Service Area

	State		Service Area	
	Number	Percent	Number	Percent
Total, Asian	228,705	100%	200,921	100%
No high school degree	23,286	10%	20,122	10%
High school graduate	43,408	19%	39,236	20%
Some college, no degree	42,308	18%	36,930	18%
Associate degree	21,904	10%	19,859	10%
Bachelor's degree or higher	97,799	43%	84,774	42%
Total, Black/African American	200,976	100%	188,312	100%
No high school degree	16,379	8%	14,552	8%
High school graduate	66,831	33%	62,639	33%
Some college, no degree	57,313	29%	53,410	28%
Associate degree	16,444	8%	15,435	8%
Bachelor's degree or higher	44,009	22%	42,276	22%
Total, Hispanic/Latinx	563,839	100%	447,176	100%
No high school degree	168,751	30%	136,783	31%
High school graduate	177,014	31%	140,360	31%
Some college, no degree	104,957	19%	81,496	18%
Associate degree	36,502	6%	28,039	6%
Bachelor's degree or higher	76,615	14%	60,498	14%
Total, Native American/Hawaiian	46,624	100%	31,118	100%
No high school degree	7,056	15%	5,349	17%
High school graduate	17,159	37%	10,784	35%
Some college, no degree	11,447	25%	7,423	24%
Associate degree	3,668	8%	2,384	8%
Bachelor's degree or higher	7,294	16%	5,178	17%
Total, White	1,228,825	100%	784,111	100%
No high school degree	80,501	7%	52,152	7%
High school graduate	312,651	25%	200,732	26%
Some college, no degree	313,881	26%	192,841	25%
Associate degree	117,378	10%	72,401	9%
Bachelor's degree or higher	404,414	33%	265,985	34%

Note:

- Particularly note the percent of the population with some college, but no degree.

Data Source

- U.S. Census Bureau, 2023 5-year estimate, American Community Survey.
- Missing data in a cell indicates the population is too small to report.

Consider...

- Based on the data, what 1-2 population(s) who have tended not to pursue postsecondary education will you target for enhanced access to college? What difference would it make for these individuals, their families, and the community as a whole?
- What kind of equity gaps do you see in the disaggregated data and how might this help you further refine which priority populations to pursue for enhanced access to college?
- What challenges might you need to overcome to support more of the priority populations to and through college? (e.g., high school equivalency programs/ partnerships)?
- What outreach strategies might you use to connect with this (these) populations?
- What organizations can you partner with in your community to get more of these people into college? What resources can be leveraged locally to ensure affordable access?

Access

Matching the Demographics of Students and Staff with Your Service Area

"A college degree can improve a person's job prospects, wages, and quality of life, but not everyone has equal access to higher education. College enrollment gaps between racial and ethnic groups persist, driven by systemic barriers — like the racial wealth gap, inequitable admission practices, underinvestment in K-12 education, and varying student preferences — as well as policies and practices that often aren't designed to help underrepresented students access high-quality postsecondary education opportunities. These gaps can perpetuate earnings and wealth disparities between racial and ethnic groups."¹

Colleges should carefully consider the racial representativeness of their student body relative to the community they serve and develop strategies to attract historically marginalized people and neighborhoods to their institution.



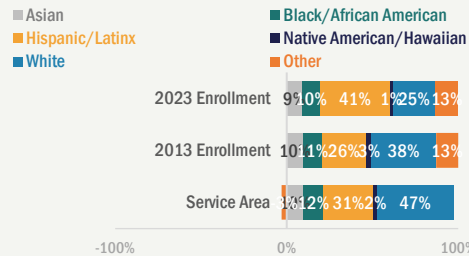
¹The Urban Institute. (June 18, 2020). *How racially representative is your college?* (June 18, 2020). Retrieved from: <https://apps.urban.org/features/college-racial-representation/?geography=school&chart-type=one-school-all-races-container&year=2009&program-length=two&single-sector=two-year-public&state=New>

Assessing Representation of Your Students and Staff

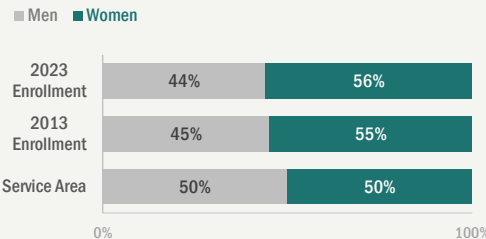
Student Representation Compared to the Service Area Population

College of Southern Nevada

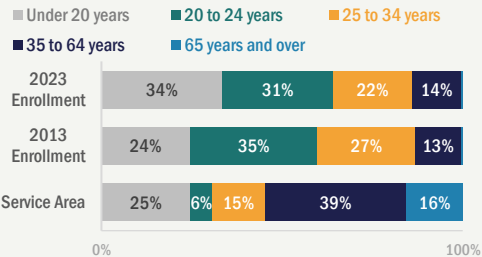
Enrollment distribution compared to the service area population, by race/ethnicity



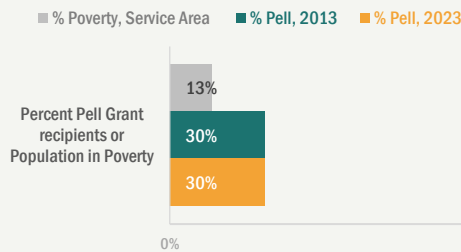
Enrollment distribution compared to service area population, by gender



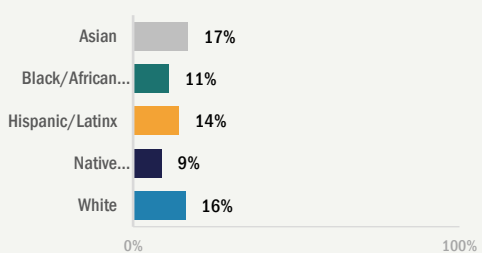
Enrollment distribution compared to the service area population, by age



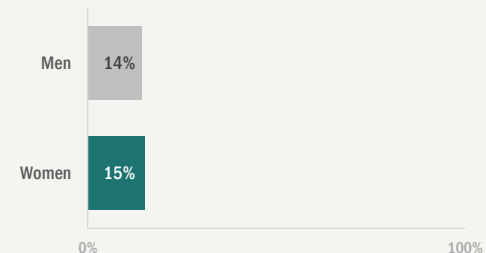
Percent of students receiving Pell Grants and percent population living below 100% of poverty



Dual enrolled students as a percent of all enrollments, by race/ethnicity, 2023-24



Dual enrolled students as a percent of all enrollments, by gender, 2023-24



How to Use These Data

- Groups with smaller shares of enrollment, faculty, or staff compared to their share in the service area population are underrepresented at your college. Those with larger shares are overrepresented. Identify the student groups that are underrepresented at your college and develop strategies to provide affordable access for these students.

Notes

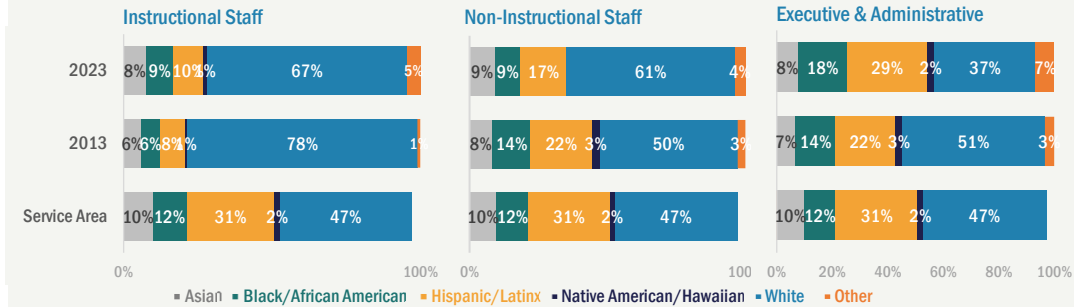
- For tribal areas, see: <https://www.census.gov/tribal/>.

Data Sources

- U.S. Department of Education, National Center for Education Statistics, IPEDS 2013-14, 2023-24 12-Month Enrollment (race/ethnicity and gender); IPEDS 2013, 2023 Fall Enrollment (age); 2022-23 Student Financial Aid; 2023-24 12-Month Enrollment, High School Students.
- U.S. Census Bureau, 2023 5-year estimate, American Community Survey.
- Missing data in a cell indicates the population is too small to report.

Faculty and Staff Representation Compared to Service Area Population

College of Southern Nevada



Data Sources

- U.S. Department of Education, National Center for Education Statistics, 2013 and 2023 Fall Staff data.
- U.S. Census Bureau, 2023 5-year estimate, American Community Survey.

Momentum

Tracking Early and Milestone Momentum

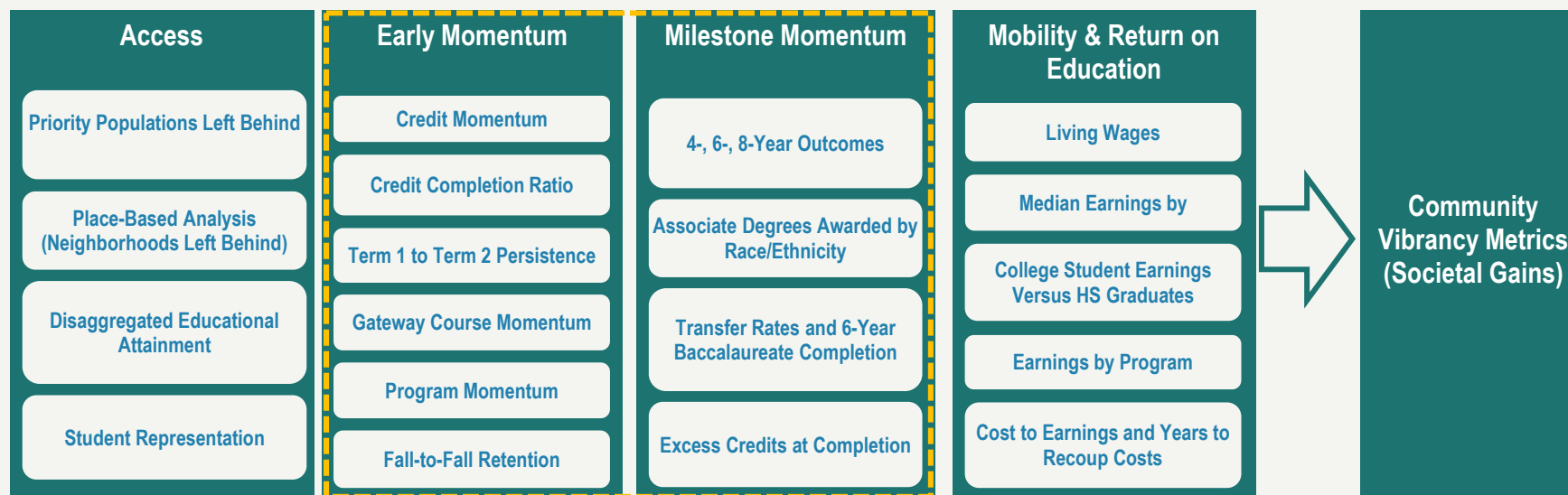
Determine ways to ensure early momentum.

While affordable access to college for those left behind by postsecondary education is imperative, so is ensuring their progress through college — including completion of credentials that offer opportunity for upward economic and social mobility. The Community College Research Center (CCRC) has identified a set of early momentum metrics (EMMs) that are predictive of six-year completion with approximately 80% accuracy. EMMs are actionable.

Determine ways to ensure strong milestone momentum (completion and transfer).

While college completion is important, it is no longer the end goal. Also, while community college students often have different motivations and goals for pursuing postsecondary education, national data shows that four-year degree attainment and higher offers the greatest opportunity for improved earning potential and upward mobility. Data also reveals that students who complete an associate degree are much more likely to complete a four-year degree. According to the Community College Research Center (CCRC), “students who transferred with an associate degree were 49 percent more likely to complete a bachelor’s degree within four years and 22 percent more likely to earn one within six years.”²

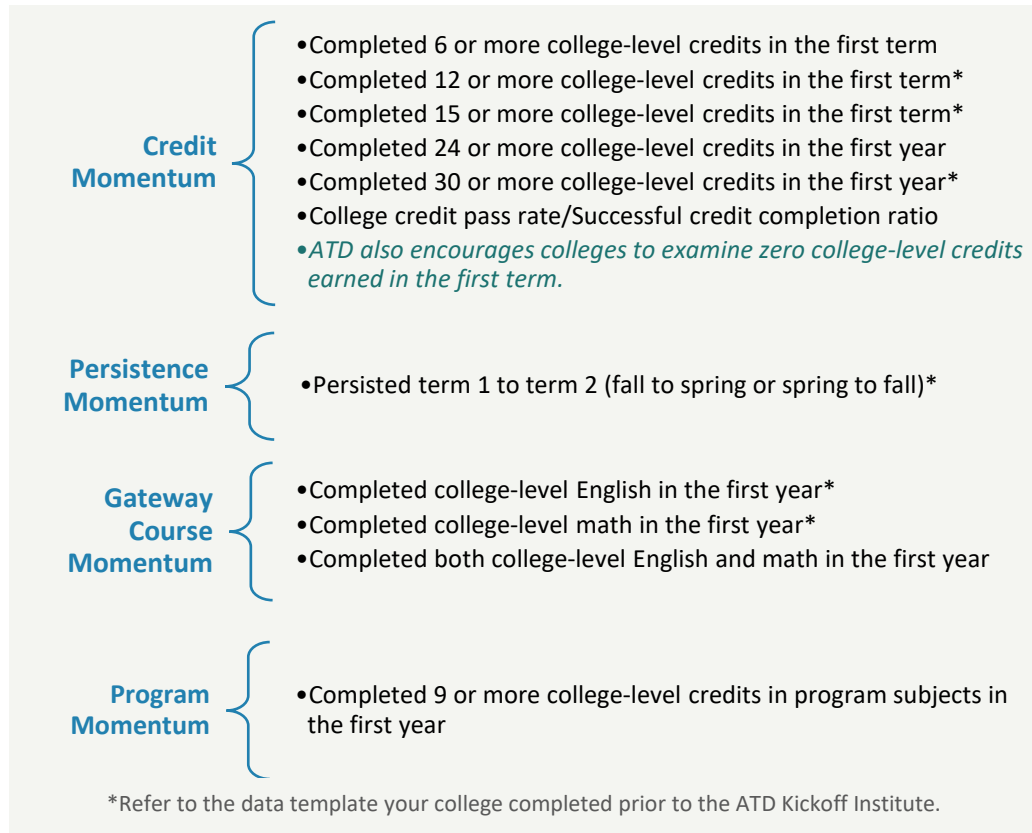
Next Generation Metrics Framework



Disaggregated Institutional Data and Sense Making Through an Equity Lens

² Community College Research Center. (July 18, 2013). Earning an Associate Degree Before Transfer Boosts Students’ Likelihood of Earning Four-Year Degree. Teachers College at Columbia University. Retrieved from: <https://ccrc.tc.columbia.edu/press-releases/earning-associate-degree-offer-benefit.html>

Early Momentum Metrics



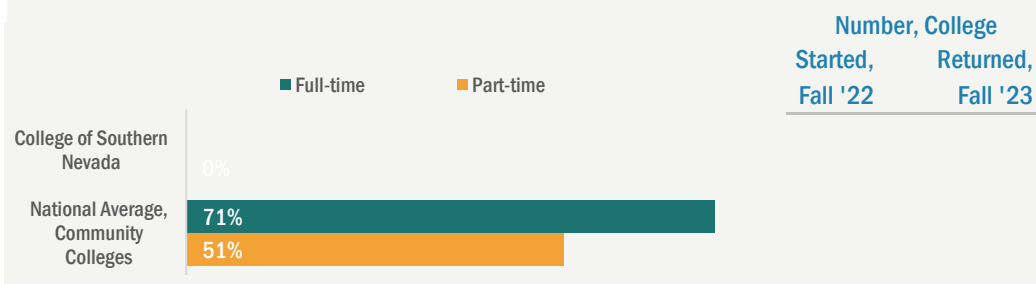
How to Use These Data

Examine your early momentum metrics (EMMs) to determine opportunities for improvement on student progression through college, including where equity gaps occur. Use this information to project how your chosen targeted population(s) will fare relative to early progression, and then strategize what you may need to better understand and do differently to help targeted populations progress.

Consider...

- To what extent is your college making progress on early momentum metrics?
- Which student groups (e.g., racial/ethnic groups, first-generation students, low-income students, etc.) experience inequities in credit momentum, persistence momentum, gateway course momentum and program momentum?
- What other information do you need to better understand the priority population(s) you identified in part 1 of this workbook (for example, data on basic needs, early engagement) to support their progression through college?
- What college reforms or strategies could improve student progression and help identified priority populations increase credit momentum? Persistence momentum? Gateway course momentum? Program momentum?

Fall-to Fall Retention: Students who began their studies in fall 2022 and returned in fall 2023



Data Source

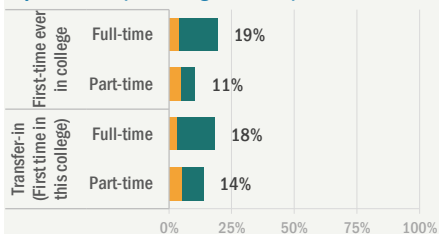
- U.S. Department of Education, National Center for Education Statistics, IPEDS Fall 2023 Enrollment, Student Retention data.
- Note: The national rates are simple averages. National rates computed from the average number of students starting and the average number returning would be weighted and biased to large institutions, and different than the simple average rate reported. Thus, to avoid confusion, the average numbers of students are not reported.

Milestone Momentum Metrics

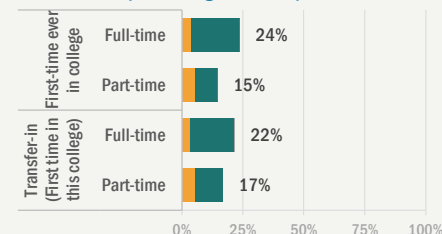
College of Southern Nevada

Percent of 2015-16 cohort earning credentials...

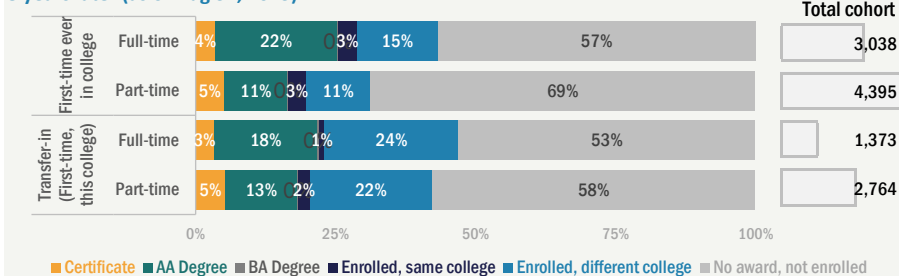
4 years later (as of Aug 31, 2019)



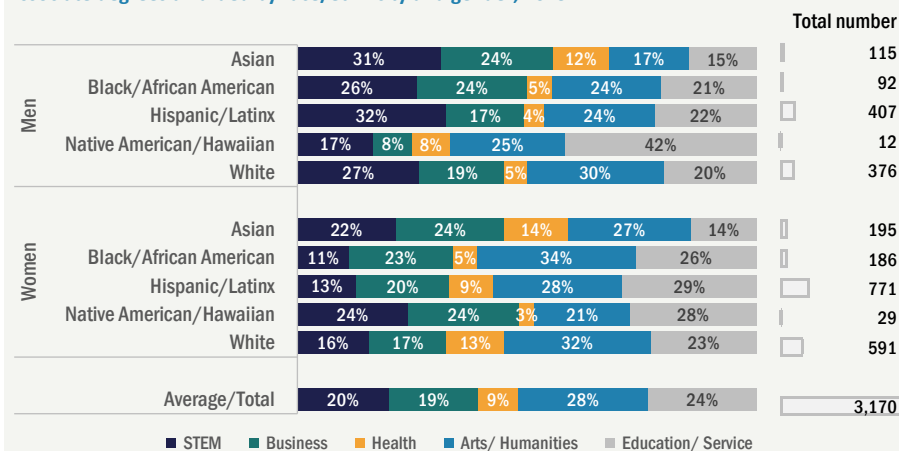
6 Years later (as of Aug 31, 2021)



8 years later (as of Aug 31, 2023)



Associate degrees awarded by race/ethnicity and gender, 2023-24



How to Use These Data

Examine your milestone momentum metrics to determine opportunities for improvement, including achievement gaps for specific groups of students at your college. Use this information to strategize how you can better understand your students and address any unintended barriers by reviewing structures, policies, practices, and programs to help more students complete a credential in a timely manner and without excess credits.

See Also

Graduation Rate

- National Student Clearinghouse (NSC) can provide graduation and transfer data for all students regardless of enrollment type, and disaggregated by race/ethnicity at your college.
- Refer to state resources for disaggregated graduation rates and completions data.

Transfer Students who Attain Bachelor's Degrees

- Understanding the subsequent success of your transfer students is important. For example, how many complete a BA degree within 6 years of first enrolling at your college? NSC can provide BA completion data regarding students who transfer from your college to a 4-year institution.

Consider...

- Which student groups (e.g., racial/ ethnic groups, first generation students, low-income students, etc.) struggle to complete a credential?
- When you disaggregate your completion data, what gaps do you see?
- What strategies have you used to improve student completion? How do you know that these strategies work? Can they be scaled to help your priority populations to complete college?

Data Source

- U.S. Department of Education, National Center for Education Statistics, IPEDS 2023 Outcomes Measures data (which includes both first-time-ever-in-college students and transfer-in students or those first-time at this college); IPEDS 2023-24 Completions data.

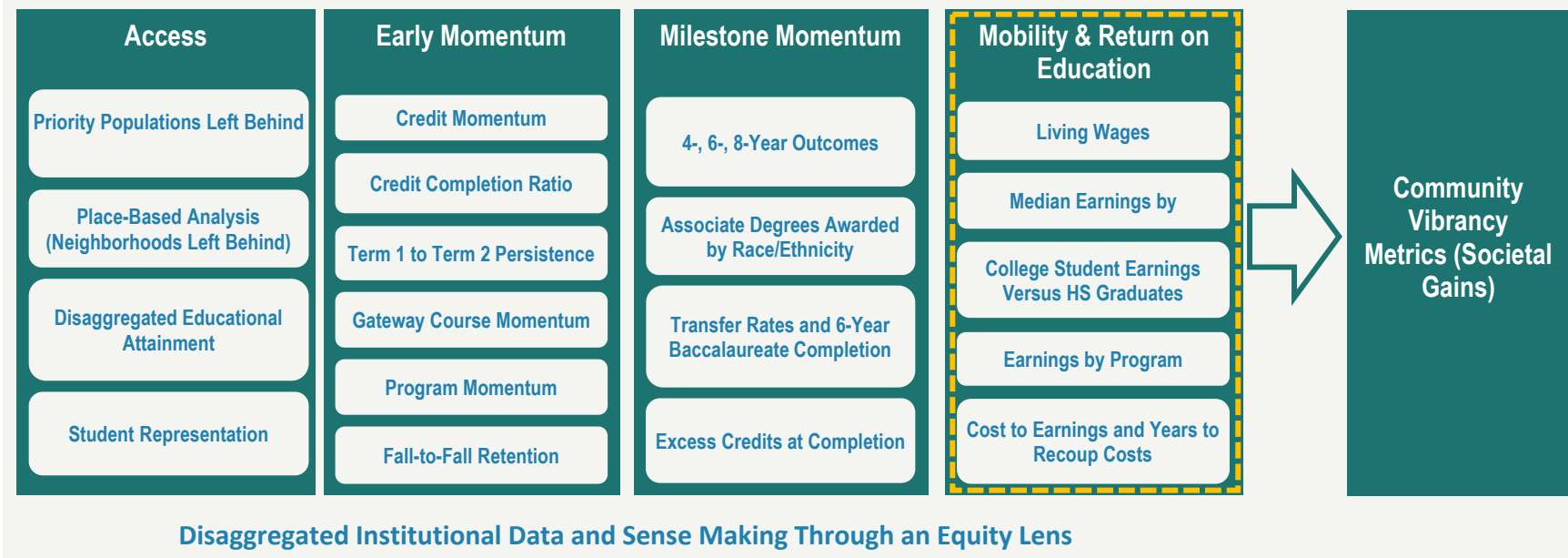
Mobility

Ensuring Post-Completion Value

ATD's vision for change focuses on the elimination of inequities in workforce outcomes.

For this to happen, workforce outcomes need to be embedded in everything colleges do – from the point at which a student first connects with the institution through graduation and beyond. Economic mobility is rooted in the aspiration that all children have a greater chance at economic success than their parents did, no matter their background.³ However, research shows that opportunity for economic mobility is declining in our nation. Additionally, both the Brookings Institution and CCRC research reveal that many community college awards do not always lead to good paying jobs, jeopardizing upward mobility and the ability to recoup financial investments in higher education in a timely manner.

Next Generation Metrics Framework



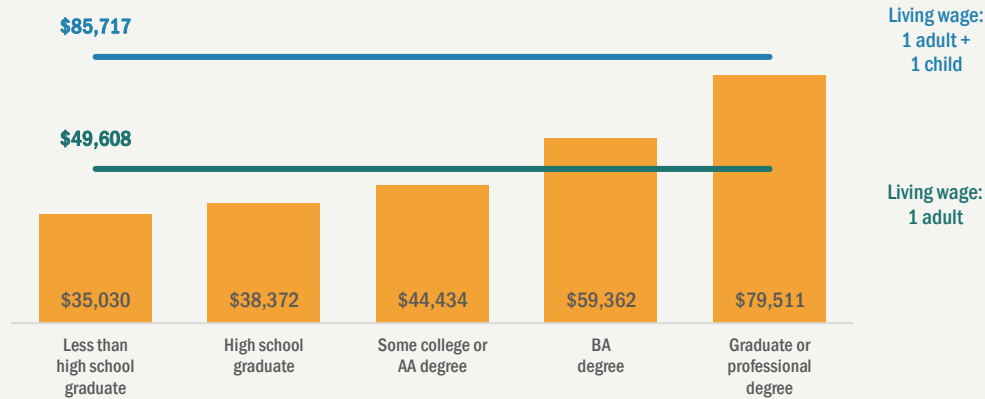
³Opportunity Insights. *National Trends: The American Dream is Fading*.

https://opportunityinsights.org/national_trends/#:~:text=We%20find%20that%20more%20than,earn%20more%20than%20their%20parents.

Post-Completion Value

Living wages and earnings by educational attainment in your state

2025 Living wage in the state compared with 2023 median annual earnings for the population 25 and older in the county



Notes

- Median earnings are reported for the college's county of operation; median earnings cannot be averaged over several counties.
- Living wages are the earnings a full-time worker needs to cover the costs of minimum basic needs for the reported family size. The *MIT Living Wage Calculator* includes: food, childcare, health care, housing, transportation, civic engagement, broadband, and other necessities. The living wage for 1 adult + 1 child assumes the adult provides the sole financial support for both themselves and the child.
- Data for some college and AA degree holders are not available separately. "Some college or AA degree" includes certificate holders.

Data Sources

- Median Earnings: U.S. Bureau of Census, 202 5-year estimate, American Community Survey.
- Living Wage: Glasmeier, A. K. "Living Wage Calculator," Massachusetts Institute of Technology, 2025.

Earnings of 2-year college attendees

53% The percent of former College of Southern Nevada undergraduates that earned more than the typical high school graduate 6 years after entering college.

Median earnings of individuals that began at this institution 10 years ago



Note

- **Earnings of 2-year college attendees** are measured regardless of college-completion status. HS graduate earnings reflect the median wage of workers ages 25 to 34 (\$30,000 in 2022 dollars) that identify HS completion as their highest level of education.

Note

- **Median earnings of individuals who first enrolled 10 years ago** includes those who are working and not enrolled at time of data collection, regardless of credential receipt. Earnings are based on 2009-10 and 2010-11 cohorts, measured in calendar years 2020 and 2021, and corrected to 2022 dollars.

Median earnings 4 years after completion in the 10 largest reported programs and state's living wage, College of Southern Nevada

Field of Study	Award Level	Median Earnings
1 Adult, Living Wage		\$49,608
1 Adult + 1 Child, Living Wage		\$85,717
Registered Nursing, Nursing Administration, Nursing Research and Clinical Nursing.	Associate's Degree	\$80,225
Dental Support Services and Allied Professions.	Associate's Degree	\$71,702
Allied Health Diagnostic, Intervention, and Treatment Professions.	Associate's Degree	\$67,852
Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician (HAC, HACR, HVAC, HVACR).	Associate's Degree	\$49,699
Legal Support Services.	Associate's Degree	\$45,975
Business Administration, Management and Operations.	Associate's Degree	\$45,956
Computer and Information Sciences, General.	Associate's Degree	\$45,896
Science Technologies/Technicians, Other.	Associate's Degree	\$45,193
Special Education and Teaching.	Associate's Degree	\$43,079
Agriculture/Veterinary Preparatory Programs.	Associate's Degree	\$42,465

†Data not available.

Note

- **Median earnings 4 years after completion** in the 10 largest programs includes completers at the specified award level 4 years after attaining the award. Earnings are based on 2014-15 and 2015-16 cohorts, measured in calendar years 2019 and 2020, and corrected for inflation to 2021 dollars.

See Also

The Postsecondary Value Commission provides *the Equitable Value Explorer*, a data tool that allows users to compare institutions against the Commission's *Postsecondary Value Framework*. See: postsecondaryvalue.org.

Data Sources

- U.S. Department of Education, College Scorecard. Note: Data are available for programs with large enough numbers of degree earners and that carry earnings data.
- Living Wage: Glasmeier, A. K. "Living Wage Calculator," Massachusetts Institute of Technology, 2025.

Median earnings 5 years after completion in the 10 largest reported programs and state's living wage, College of Southern Nevada

Field of Study	Award Level	Median Earnings
1 Adult, Living Wage		\$49,608
1 Adult + 1 Child, Living Wage		\$85,717
†	†	†
†	†	†
†	†	†
†	†	†
†	†	†
†	†	†
†	†	†
†	†	†
†	†	†

†Data not available.

Note

• **Median earnings 5 years after completion** in the 10 largest reported programs includes completers at the specified award level, 5 years after attaining the award. Earnings are based on the 2011 to 2016 cohorts measured in the calendar year 5 years after completion (e.g., for a May 2016 completer, earnings are measured in calendar year 2021). All

Consider...

- What more can your college do to ensure career and program choice lead to improved earning potential and financial stability for students/graduates, taking into consideration living wages in your state?
- Are program offerings at your college aligned with living wages in the area and are they structured to facilitate upward mobility (e.g., stackable credentials, non-credit to credit pathways, etc.)?
- What else can be done to ensure your credential earners are earning higher wages than non-college going populations in your area and/or can move up 2 or more income quintiles in 10 years relative to your state?

Data Sources

- U.S. Census Bureau, Longitudinal Employer-Household Dynamics, Post-Secondary Employment Outcomes (PSEO). Note: Data are available for programs with large enough numbers of degree earners and that carry earnings data. The PSEO data carry earnings data for institutions in 30 states, ranging from a 4 percent representation of graduates in the state (Rhode Island) to 87 percent (Virginia).
- Living Wage: Glasmeier, A. K. "Living Wage Calculator," Massachusetts Institute of Technology, 2025.

Mobility

Return on Education

Across the nation, students and families are questioning the value of a college education.

Student loan debt is the second highest consumer debt category in the U.S., and the student loan balance is growing quickly. Contributing to the student debt issue is the fact that some college credentials do not lead to a living wage. According to CCRC, less than 1-in-3 associate degree recipients and 1-in-4 certificate holders earn more than \$40,000, a threshold needed for college graduates to experience economic mobility.⁴ Additionally, it can take a long time to recoup the full cost of a postsecondary education. According to Thirdway, "1-in-4 college programs' graduates do not earn enough to recoup their net cost of attendance within 20 years after earning their credential, and some programs fail to show any economic premium whatsoever beyond a high school graduate's earnings."⁵ All academic awards are not created equal; a student's field of study is strongly related to earnings potential and the ability to repay loans. Notably, Black and Hispanic students are more likely to be in fields that lead to lower earnings, exacerbating their chances for financial stability and hindering the closing of equity gaps.

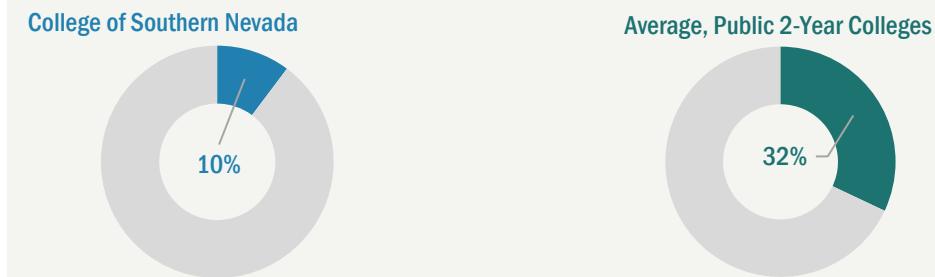


⁴Jenkins, D. and Fink, J. (2021). To Build Back Enrollment, Community Colleges Must Ensure That Their Programs Are Worth Completing. Community College Research Center. Available: <https://ccrc.tc.columbia.edu/easyblog/community-college-enrollment-value.html>

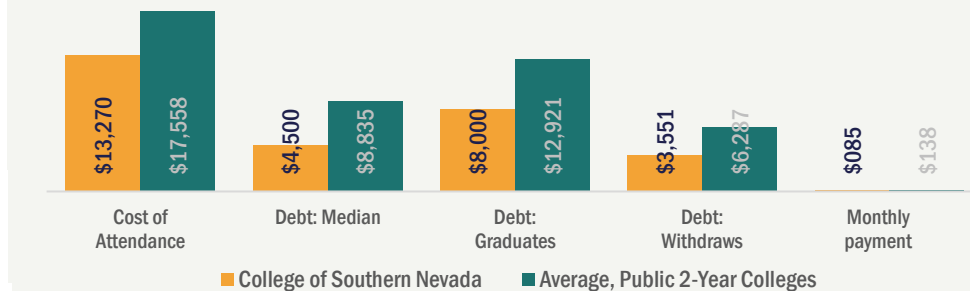
⁵Thirdway. (2021). Which College Programs Give Students the Best Bang for Their Buck. Available: <https://www.thirdway.org/report/which-college-programs-give-students-the-best-bang-for-their-buck>.

Recouping the Cost of Education

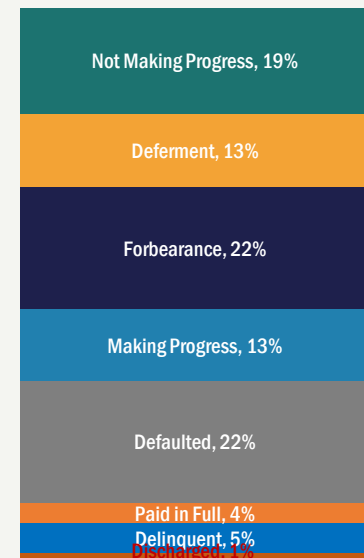
Borrowers: Percent of students receiving federal student loans



Cost and Debt: Average annual cost of attendance, median total debt, monthly loan payment



Loan Repayment Status: Borrowers status 2 years after entering repayment of federal loans, College of Southern Nevada



Data Source

- U.S. Department of Education, College Scorecard. Timeframe of measurement is not the same for each metric; see *Notes* below for timeframe information.

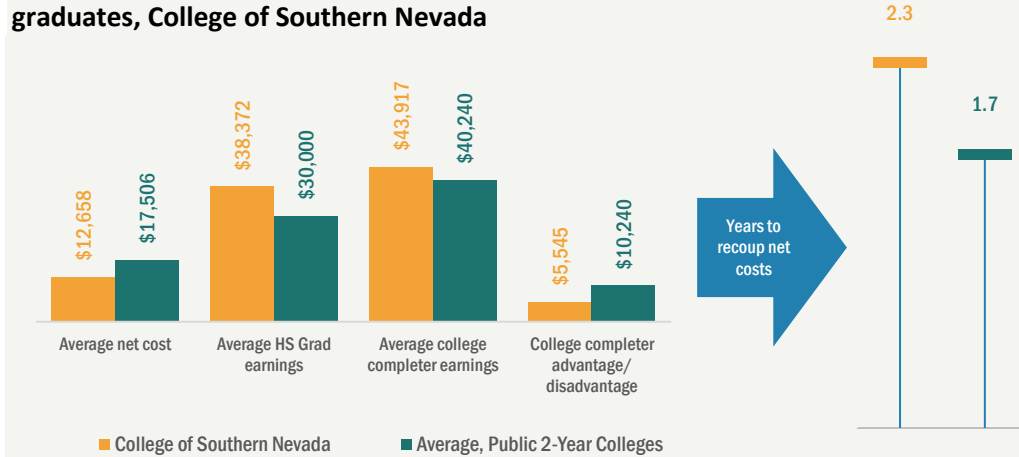
Notes

- Federal loan data reflect full-time, first-time undergraduate students with federal loans; this does not include students who transferred in, part-time, or non-first-year students. Includes up to 4 cohorts, ending with the first-time, full-time degree-seeking 2020-21 cohort.
- Average annual cost of attendance includes tuition, living costs, books and supplies, and fees. Data reflect the 2021-22 first-time, full-time degree-seeking cohort.
- Debt reflects graduates' cumulative debt of federal student loans originating at the college awarding the credential; private, PLUS loans, or loans originating elsewhere are excluded. Includes the 2021 and 2022 leaving cohorts.
- Loan repayment status reflects share of borrowers that completed with federal student loans, two years after entering repayment. Includes the 2015-16 and 2016-17 award year cohorts.

Repayment Status Definitions

- Default.** Failure to repay loans for more than 360 days.
- Delinquent.** Failure to pay for a period between 31 and 360 days.
- Forbearance.** A period when monthly payments are temporarily stopped or reduced.
- Deferment.** A temporary postponement of loan payment under certain conditions, e.g., re-enrollment.
- Not making progress.** Making regular payments but the outstanding loan balance exceeds the original loan balances.
- Making progress.** Making regular payments + the sum of all outstanding balance is less than the original balance.
- Paid in full.** The outstanding loan balance is \$0 (not discharged).
- Discharged:** The obligation to repay has been removed (e.g., death, disability, bankruptcy, fraud, or identity theft).

Net cost to earnings and years to recoup costs: College completers compared to HS graduates, College of Southern Nevada



Top 5 programs with lowest debt, completers, College of Southern Nevada

College of Southern Nevada	Award Level	Median Debt	Median Earnings
Registered Nursing, Nursing Administration, Nursing Research and Clinical Nursing.	Associate's Degree	\$9,608	\$80,225 *
Allied Health Diagnostic, Intervention, and Treatment Professions.	Associate's Degree	\$10,433	\$67,852 *
Business Administration, Management and Operations.	Associate's Degree	\$7,785	\$45,956
Science Technologies/Technicians, Other.	Associate's Degree	\$7,118	\$45,193
Teacher Education and Professional Development, Specific Levels and Methods.	Associate's Degree	\$8,062	\$39,963

*At or above the state's living wage for 1 adult.

†Not available.

Carnegie Classification, College of Southern Nevada

Student Access and Earnings Classifications	Access Ratio	Earnings Ratio
Higher Access, Medium Earnings	1.14	1.05

Notes

- The ratio of the net cost (cost of attendance minus average grants and scholarships) to credential completion (estimated to be 2 full-time years), to the difference in earnings of college completers and high school graduates can be used to estimate the number of years needed to recoup the cost of education.
- The computation is:

$$\frac{(\text{Net cost} * \text{Estimated 2 years to complete})}{(\text{College completer earnings} - \text{HS grad earnings in the state})}$$

- Nationally, high school graduates ages 25 to 34 are estimated to earn \$30,000, in 2022 dollars (per the College Scorecard).
- College completer earnings reflects earnings of graduates working and not enrolled 4 years after completing. Based on 2019 and 2020, inflation adjusted to 2021 dollars.
- Where the college completers' average earnings are less than that of high school graduates, the college completer does not have an earnings advantage over high school graduates, and the estimated

Consider...

- How can you reduce student debt and maximize the ability of graduates to recoup their higher education investment in a timely manner so your college does not contribute to additional financial burden/hardship for students?
- What kind of patterns or equity gaps exist at your college relative to different student groups enrolling in and completing programs offering the highest earnings and lowest debt?

Data Source

- U.S. Department of Education, College Scorecard. www.collegescorecard.ed.gov.
- Debt is based on 2020-21 and 2021-22 award year cohorts.
- Earnings are based on 2014-15 and 2015-16 award year cohorts 4 years after completion, and adjusted to 2021 dollars.

Data Source

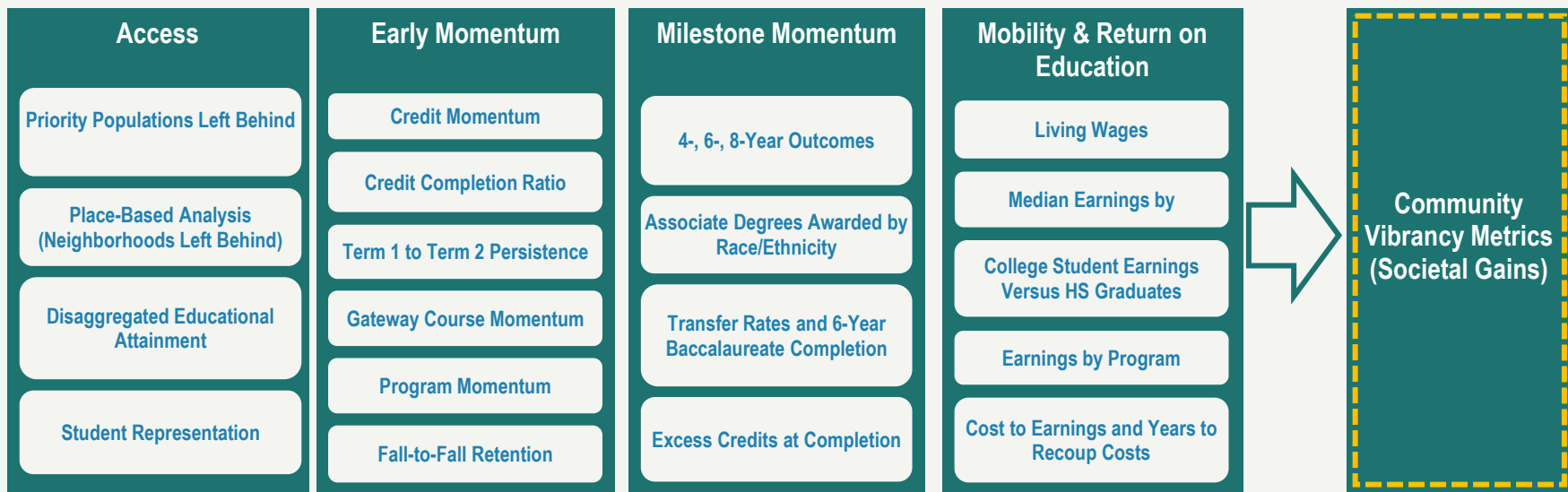
- American Council on Education (ACE) 2025

Community Vibrancy Metrics

If colleges focus their efforts on equitable access to postsecondary education for those who have been left behind, continue to break down structural, policy and attitudinal barriers to student progression, improve completion, and ensure post-completion value for graduates – broader societal gains are possible. Contributing to more equitable and economically vibrant communities will require colleges to think bigger about the pivotal role they play within their communities; but, realizing this position will help colleges plan, dedicate resources, and implement change through a collective impact model.

This section begins with an example theory of change illustrating the potential community impact and societal gains that are possible, followed by a list of publicly available data resources for tracking community vibrancy.

Next Generation Metrics Framework



Disaggregated Institutional Data and Sense Making Through an Equity Lens

Theory of Change in Action Example

Goal

Improve educational pathways and attainment for children and adults in targeted neighborhood(s).

Targeted neighborhood(s)

Local neighborhood (ZIP code or Census tract) with high concentration of low-income families (e.g., individuals and families at or below federal poverty level; TANF or SNAP recipients).

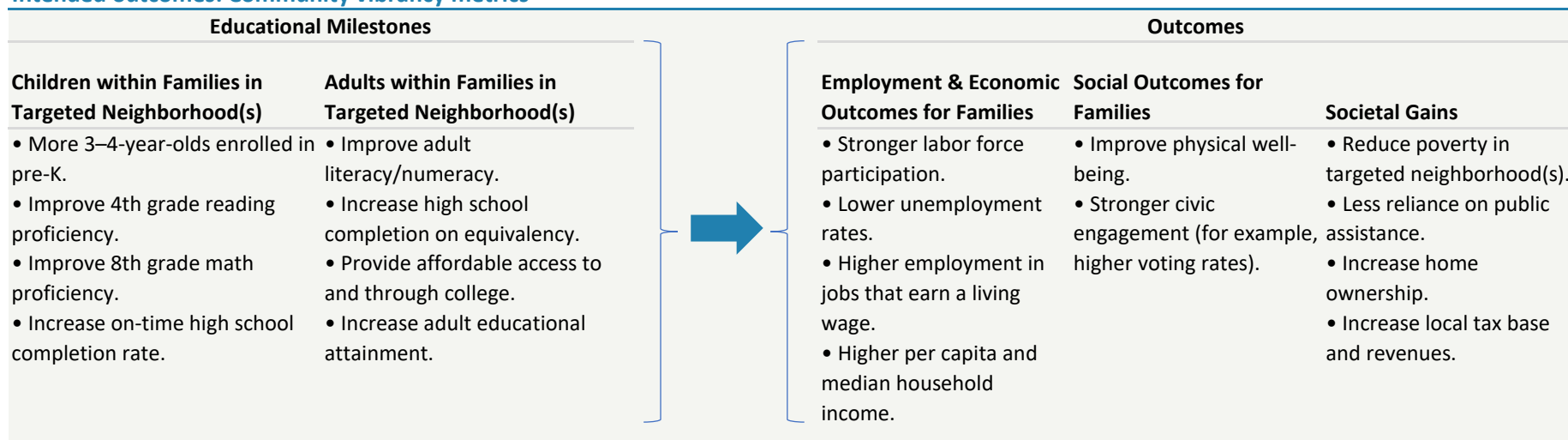
Local partners

- **Outreach.** Faith-based organization, local civic leaders, local block watch program, community center, Big Brothers/Big Sisters.
- **Basic needs.** Local public assistance administrator, local housing authority, YWCA, community action agency, local transportation authority, family childcare centers, local health department.
- **Education.** Head Start, preschool programs, neighborhood public schools, high school equivalency programs, local adult basic education program, higher education partners, P-16 council.
- **Funding.** United Way, community foundations, college foundation, local governments.
- **Measurement.** Local university, college institutional research office, federal reserve board.

Consider...

- What role will your college play in this community collaborative – to convene partners, engage in fund raising, administer partner contracts/sub-grants, facilitate meetings, track program implementation and outcomes, hold partners accountable, etc.? Does your college have the capacity to serve in these important functions?

Intended outcomes: Community vibrancy metrics



Sample Community Vibrancy Metrics

Topic		Resource	Source	Location
Educational Milestones	Access to Early Learning (3–4-year-old Pre-K)	Interactive map & dashboards at state, county, and city levels.	Kids Count Data Center, The Annie E. Casey Foundation	https://datacenter.kidscount.org/locations
		U.S. Census Bureau, American Community Survey, Table B14003, 2015.	U.S. Census Bureau	https://data.census.gov/table?q=b14003
		Data Explorer Tool.	The Nation's Report Card	https://www.nationsreportcard.gov/ndecore/landing
		Local data on access to early learning.	Your State Department of Education Statistics	
	Improvements in 4 th Grade Reading Proficiency	Interactive map at county and zip code levels.	Measure of America, The Social Science Research Council	https://measureofamerica.org/maps/
		National assessment of educational progress (NAEP), 2011, 2013, 2015, 2017, and 2019 reading assessments.	U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics	https://www.nationsreportcard.gov/ndecore/xplore/NDE
	Improvements in 8 th Grade Math Proficiency	Interactive map at county and zip code levels.	Measure of America, The Social Science Research Council	https://measureofamerica.org/maps/
		National assessment of educational progress (NAEP), 2011, 2013, 2015, 2017, and 2019 mathematics assessments	U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics	https://www.nationsreportcard.gov/ndecore/xplore/NDE
	On-Time High School Completion (% freshman graduating in 4 years)	Graphic: Measure of America.	Measure of America, The Social Science Research Council	https://measureofamerica.org/maps/?state^d y^all all^Education^education
		Public high school 4-year adjusted cohort graduation rate, by selected student characteristics and state: 2010-11 through 2018-19.	National Center for Education Statistics, Digest of Education Statistics, Table 219.46	https://nces.ed.gov/programs/digest/d20/tables/dt20_219.46.asp
	Strengthening Adult Literacy & Numeracy	Interactive map with county data, 2017.	National Center for Education Statistics, The Program for the International Assessment of Adult Competencies (PIAAC)	https://nces.ed.gov/surveys/piaac/skillsmap/
	Increasing Adult Educational Attainment	Graphic source.	American Council on Education	https://www.equityinhighered.org/indicators/u-s-population-trends-and-educational-attainment/educational-attainment-by-race-and-ethnicity/
		Data tables on adult educational attainment.	U.S. Census Bureau	https://www.census.gov/data/tables/2021/demo/educational-attainment/cps-detailed-tables.html

Sample Community Vibrancy Metrics

Topic	Resource	Source	Location
Employment Opportunities	Strong Labor Force Participation	Percentage of persons in the civilian noninstitutional population 16 years of age and older that are employed or actively looking for work.	U.S. Census Bureau https://www.bls.gov/eag/home.htm
	Lower Unemployment Rates	Interactive maps at the metropolitan area level on employment and unemployment; Local area unemployment statistics at city/town level.	U.S. Bureau of Labor Statistics https://www.bls.gov/charts/metro-area-employment-and-unemployment/metro-area-unemployment-rates-map.htm# https://beta.bls.gov/dataQuery/find?fq=survey:%5Bla%5D&s=popularity:D https://data.bls.gov/lausmap/showMap.jsp;jsessionid=4132A8AF5863E143C1961E1D35DD5CE0.t3_07v https://www.bls.gov/eag/home.htm
	Fewer Unemployment Claims	Interactive map with county level data.	Opportunity Insight Economic Tracker https://tracktherecovery.org/
	Industries Providing Living Wages	Living wage calculator to compute wages for states and counties. Metrics available for 1 adult, 2 adults (1 working), and 2 adults (both working) by number of children in the household.	MIT Living Wage Calculator https://livingwage.mit.edu/
		Employment and wage viewer by county and industry sector to assess which industries in your area offer living wages.	U.S. Bureau of Labor Statistics https://data.bls.gov/cew/apps/data_views/data_views.htm#tab=Tables
	More People Working in Medium-High Wage Jobs	Economic tracker.	Opportunity Insights https://www.tracktherecovery.org/

Sample Community Vibrancy Metrics

Topic		Resource	Source	Location
	More People Working in Full-Time, Salaried Positions	A tool to visualizing and understand vulnerable jobs in your local economy. Dashboard tool available at state, metropolitan, and city levels; data also available by industry sector. Vulnerable jobs (1) pay low wages (less than the median wage, adjusted for location, and (2) are not covered by employer-sponsored health care benefits (10% of all U.S. jobs in 2018).	A product of the Brookings Workforce of the Future Initiative	https://www.brookings.edu/interactives/visualizing-vulnerable-jobs-across-america/
Economic Outcomes	Higher Median Household Income	Interactive map by state, county, and school district.	U.S. Census Bureau, Small Area Income and Poverty Estimates (SAIPE) Program	https://www.census.gov/data-tools/demo/saipe/#/?map_geoSelector=aa_c
		Justice map to visualize race and income for your community and country.	Justicemap.org	http://www.justicemap.org/
	Increases in Per Capita Income	Interactive map at state and county levels.	Federal Reserve Economic Data (FRED)	https://geofred.stlouisfed.org/
		Interactive map.	Bureau of Economic Analysis	https://www.bea.gov/data/income-saving/personal-income-county-metro-and-other-areas
	Narrowing Income Gaps	The new gilded age: Income inequality in the U.S. by state, metropolitan area, and county.	Economic Policy Institute	https://www.epi.org/multimedia/unequal-states-of-america/
	Home Ownership as a Measure of Wealth Equity	Interactive map at county level.	ArcGIS	https://www.arcgis.com/apps/mapviewer/index.html?webmap=5a40a5796ce84f04a1bdb0cefad4951d
	Reduction in Poverty	Small area income and poverty estimates (SAIPE) interactive map.	U.S. Census Bureau	https://www.census.gov/data-tools/demo/saipe/#/?map_geoSelector=aa_c
Social Outcomes	Strengthening Physical Well Being	Education pays, 2019: The benefits of higher education for individuals and society.	Ma, J. Pender, M., Welch, M., College Board	https://research.collegeboard.org/pdf/education-pays-2019-full-report.pdf
		Interactive map of general, physical and mental health indicators at the county level.	ArcGIS	https://experience.arcgis.com/experience/22c7182a162d45788dd52a2362f8ed65

Sample Community Vibrancy Metrics

Topic	Resource	Source	Location
	Closing the Gaps in Health Disparities	Interactive map of county data on health disparities statistics and other related topics.	HDPulse https://hdpulse.nimhd.nih.gov/data-portal/home
	Improved Voting Rates (As a measure of Civic Engagement) By Congressional District in Your Area	Congressional district voting rates and population characteristics: Interactive map by state and congressional district by age, gender, race/ethnicity, educational attainment, and poverty level.	U.S. Census Bureau https://www.census.gov/library/visualizations/interactive/congressional-district-voting-rates-and-population-characteristics.html
Societal Gains	Less Reliance on Public Assistance	Profile of supplemental nutrition assistance program (SNAP) households; interactive map by state and congressional district.	USDA Food & Nutrition Service https://www.fns.usda.gov/ops/snap-community-characteristics
	Increased Tax Base & Revenue	Seek state and local data sources through government agencies.	
	Reduced Housing Cost Burden & Housing Problems	Interactive map with county level data: Percent of households with at least 1 of 4 housing problems: overcrowding, high housing costs, lack of kitchen facilities, or lack of plumbing facilities.	County Health Rankings & Roadmaps (CHR&R) Program, University of Wisconsin Population Health Institute https://www.countyhealthrankings.org/app/alabama/2021/measure/factors/136/map
	Lower Crime Rates	Interactive tool by state, county, local law enforcement agency disaggregated by age, gender, race and ethnicity for both offenders and victims of violent crimes; property crimes.	FBI Crime Data Explorer https://cde.ucr.cjis.gov/LATEST/webapp/#/pages/home

See Also

The Urban Institute developed an Upward Mobility Dashboard to help people understand key conditions affecting upward mobility from poverty and racial equity in communities.

See: <https://upward-mobility.urban.org/measuring-upward-mobility-counties-and-cities-across-us>.

Appendix: Links to Data Sources, Fall 2025

Note

The links provided were active at the time of extraction for this workbook. Websites may change links rendering the information below inactive.

Topic Access	Data	Source	Location
	People living below 100% of poverty	U.S. Census Bureau, 2023 5-year estimate, American Community Survey.	https://data.census.gov/table/ACSST5Y2023.S1701?q=s1701&g=040XX00US24
	People living above poverty, below the ALICE threshold	United for ALICE, 2023.	https://unitedforalice.org/
	Labor force participation and unemployment rates	U.S. Census Bureau, 2023 5-year estimate, American Community Survey.	https://data.census.gov/table/ACSST5Y2023.S2301?q=labor%20force%20participation&g=040XX00US24
	Justice impacted population	U.S. Department of Education, ED Data Express, SY 2021-22 Homeless Students Enrolled; U.S. Department of Education, McKinney-Vento Act Data Files.	https://eddataexpress.ed.gov/download/data-library
		U.S. Department of Education, School District Geographic Location Files.	https://nces.ed.gov/programs/edge/geographic/schoollocations
	Immigrants, refugees, migrant workers	U.S. Census Bureau, 2023 5-year estimate, American Community Survey.	https://data.census.gov/table/ACSPP1Y2023.S0201?q=foreign%20born%20&g=040XX00US24
	Opportunity youth: Enrollment and employment status, 16- to 19-year olds	U.S. Census Bureau, 2023 5-year estimate, American Community Survey.	https://data.census.gov/table?q=education+and+employment&g=050XX00US24005,24031,24510&tid=ACSDT5Y2023.B14005
	Highest Level of Education	U.S. Census Bureau, 2023 5-year estimate, American Community Survey.	https://data.census.gov/table/ACSDT5Y2023.B15002?q=b15002&g=040XX00US24
	Student representation compared to the service area population	U.S. Department of Education, National Center for Education Statistics, IPEDS 2013-14, 2023-24 12-Month Enrollment (race/ethnicity and gender); IPEDS 2013, 2023 Fall Enrollment (age); 2022-23 Student Financial Aid; 2023-24 12-Month Enrollment, High School Students; 2023 Fall Staff data.	12-Month Enrollment https://nces.ed.gov/ipeds/datacenter/DataFiles.aspx?year=2023&surveyNumber=14&sid=cda9d5ed-0af6-47bb-b3ea-a731a562d4e8&rtid=7 Fall Enrollment https://nces.ed.gov/ipeds/datacenter/DataFiles.aspx?year=2023&surveyNumber=2&sid=cda9d5ed-0af6-47bb-b3ea-a731a562d4e8&rtid=7

Appendix: Links to Data Sources, Fall 2025

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Topic	Data	Source	Location
Access, Continued	Student representation compared to the service area population, continued	U.S. Department of Education, National Center for Education Statistics, IPEDS 2013-14, 2023-24 12-Month Enrollment (race/ethnicity and gender); IPEDS 2013, 2023 Fall Enrollment (age); 2022-23 Student Financial Aid; 2023-24 12-Month Enrollment, High School Students; 2023 Fall Staff data.	Pell (Student Financial Aid) https://nces.ed.gov/ipeds/datacenter/DataFiles.aspx?year=2023&surveyNumber=7&sid=cd9d5ed-0af6-47bb-b3ea-a731a562d4e8&rtid=7
		U.S. Census Bureau, 2023 5-year estimate, American Community Survey.	Staff https://nces.ed.gov/ipeds/datacenter/DataFiles.aspx?year=2023&surveyNumber=5&sid=cd9d5ed-0af6-47bb-b3ea-a731a562d4e8&rtid=7
			High School Students https://nces.ed.gov/ipeds/datacenter/DataFiles.aspx?year=2023&surveyNumber=14&sid=7d69c005-491a-4258-b15d-c9fefac6c28c&rtid=7
Momentum	Fall-to-fall retention	U.S. Department of Education, National Center for Education Statistics, IPEDS Fall 2023 Enrollment, Student Retention data.	Population https://nces.ed.gov/ipeds/datacenter/DataFiles.aspx?year=2023&surveyNumber=2&sid=7d69c005-491a-4258-b15d-c9fefac6c28c&rtid=7
	Outcomes	U.S. Department of Education, National Center for Education Statistics, IPEDS 2023 Outcomes Measures data.	Poverty https://nces.ed.gov/ipeds/datacenter/DataFiles.aspx?year=2023&surveyNumber=18&sid=181fa640-00a0-4654-8320-e29400a71482&rtid=7
	Associate degrees awarded	U.S. Department of Education, National Center for Education Statistics, IPEDS 2023-24 Completions data.	https://nces.ed.gov/ipeds/datacenter/DataFiles.aspx?year=2023&surveyNumber=3&sid=181fa640-00a0-4654-8320-e29400a71482&rtid=7

Appendix: Links to Data Sources, Fall 2025

Note

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Topic	Data	Source	Location
Workforce	Living wages and earnings by educational attainment in your state	Median Earnings: U.S. Census Bureau, 2023 5-year estimate, American Community Survey.	https://data.census.gov/table/ACSDT5Y2023.B20004?q=earnings%20by%20educational%20attainment
		Living Wage: Glasmeier, A. K. Living Wage Calculator. 2024. Massachusetts Institute of Technology.	https://livingwage.mit.edu
	Earnings of high school graduates and college attendees	U.S. Department of Education, College Scorecard.	https://collegescorecard.ed.gov/data
	Median earnings 4 years after completion in the 10 largest reported programs, and state's living wage	Earnings: U.S. Department of Education, College Scorecard.	https://collegescorecard.ed.gov/data
		Living Wage: Glasmeier, A. K. <i>Living Wage Calculator</i> . 2025. Massachusetts Institute of Technology.	https://livingwage.mit.edu
	Median earnings 5 years after completion in the 10 largest reported programs, and state's living wage	U.S. Census Bureau, Longitudinal Employer-Household Dynamics, Post-Secondary Employment Outcomes (PSEO).	https://lehd.ces.census.gov/data/pseo_experimental.html
		Living Wage: Glasmeier, A. K. <i>Living Wage Calculator</i> . 2025. Massachusetts Institute of Technology.	https://livingwage.mit.edu
Return on Education	Borrowers: Percent of students receiving federal student loans	U.S. Department of Education, College Scorecard.	https://collegescorecard.ed.gov/data
	Cost and Debt: Average annual cost of attendance, median total debt after graduation, monthly loan payment	U.S. Department of Education, College Scorecard.	https://collegescorecard.ed.gov/data
	Cost to earnings advantage/deficit: College enrollees compared to HS graduates	U.S. Department of Education, College Scorecard; computations by ASA Research.	https://collegescorecard.ed.gov/data
	Top 5 programs with lowest debt	U.S. Department of Education, College Scorecard.	https://collegescorecard.ed.gov/data
	Carnegie Student Access and Earnings Classifications	American Council on Education, 2025	https://carnegieclassifications.acenet.edu/