

Equity in Higher Education: A National Imperative Search for Solutions Dialogues

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ACKNOWLEDGEMENTS

SPECIAL DEDICATION

ARNOLD MITCHEM
& TOM MORTENSON

- Past, current and future
 - Pell Institute and PennAHEAD staff and associates
 - Government and contractor teams who collected the data and produced the comparable estimates

TRAVELERS 

Schedule for the Morning

INDICATORS

OF HIGHER EDUCATION EQUITY
IN THE UNITED STATES



THE PELL INSTITUTE
for the Study of Opportunity in Higher Education

PennaHEAD
Alliance for Higher Education and Democracy

1. Welcome (10 minutes)
2. Overview of *Indicators* (20 minutes)
3. Table discussion of dialogue questions (20 minutes)
4. Table Report-out (20 minutes)
5. Closing/Next Steps (5 minutes)

Purpose of Report and Dialogues

If the ladder of educational opportunity rises high at the doors of some youth and scarcely rises at the doors of others, while at the same time formal education is made a prerequisite to occupational and social advance, then education may become the means, not of eliminating race and class distinctions, but of deepening and solidifying them.

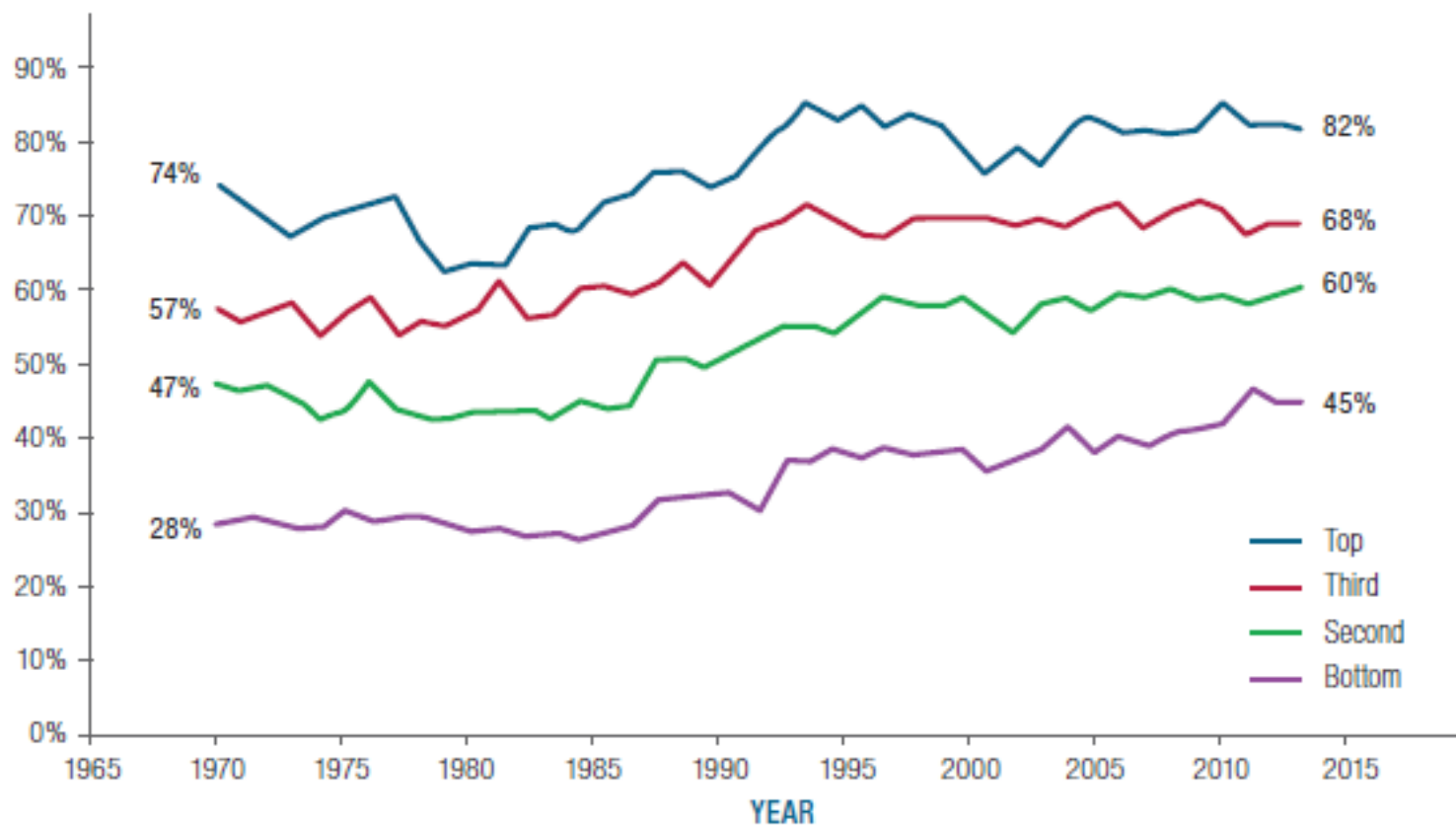
--- President Truman, in releasing a report of the President's Commission on Higher Education, 1947

- Report on progress and provide tool for monitoring progress
- Identify policy and practices needed to improve equity
- Engage multiple stakeholders in shared dialogue

The Equity Indicators

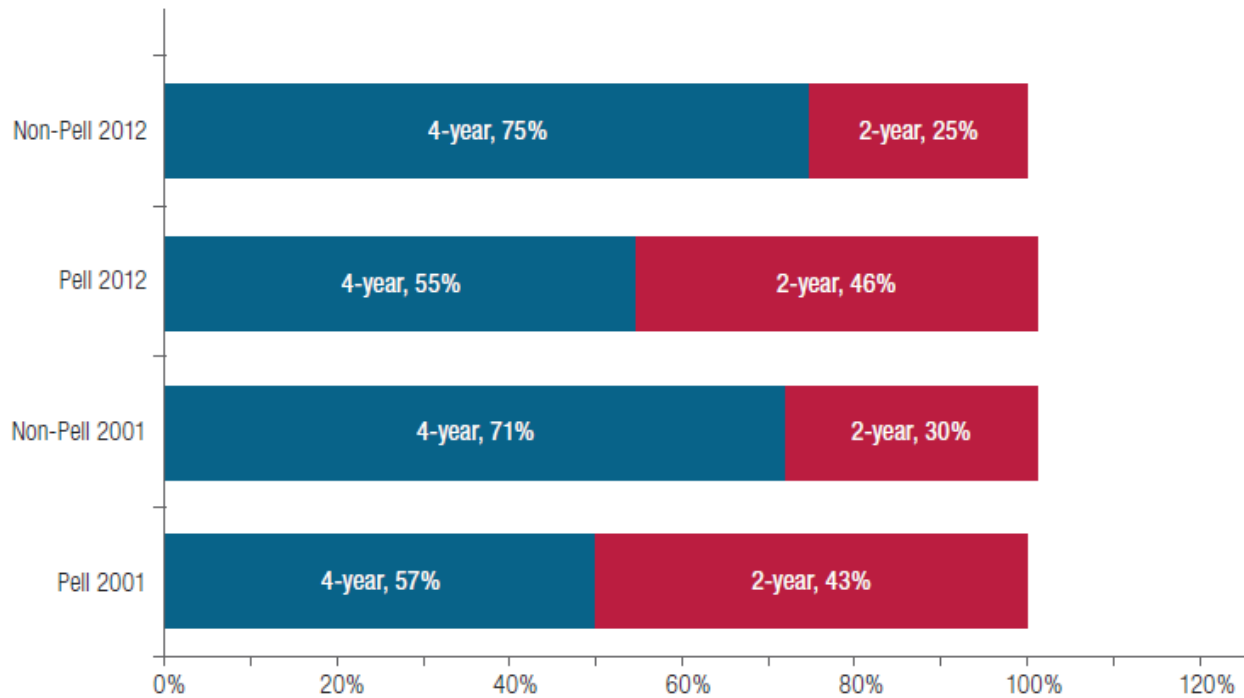
- 1. Who enrolls in postsecondary?**
- 2. What types of institutions do students attend?**
- 3. Does financial aid eliminate the financial barriers?**
- 4. How do students pay for college?**
- 5. How does bachelor's degree attainment vary by family income?**
- 6. How do attainment rates in U.S. compare to other countries?**

Equity Indicator 1a: Cohort College Continuation Rate (CCCR) by family income quartile for dependent 18 to 24 year olds: 1970 to 2012



How Are We Doing? High Inequity Despite Small Narrowing of Gap

Equity Indicator 2a: Distribution of Pell and Non-Pell Grant full-time, first-time¹² degree or certificate seeking students by level of institution attended: 2001 and 2012

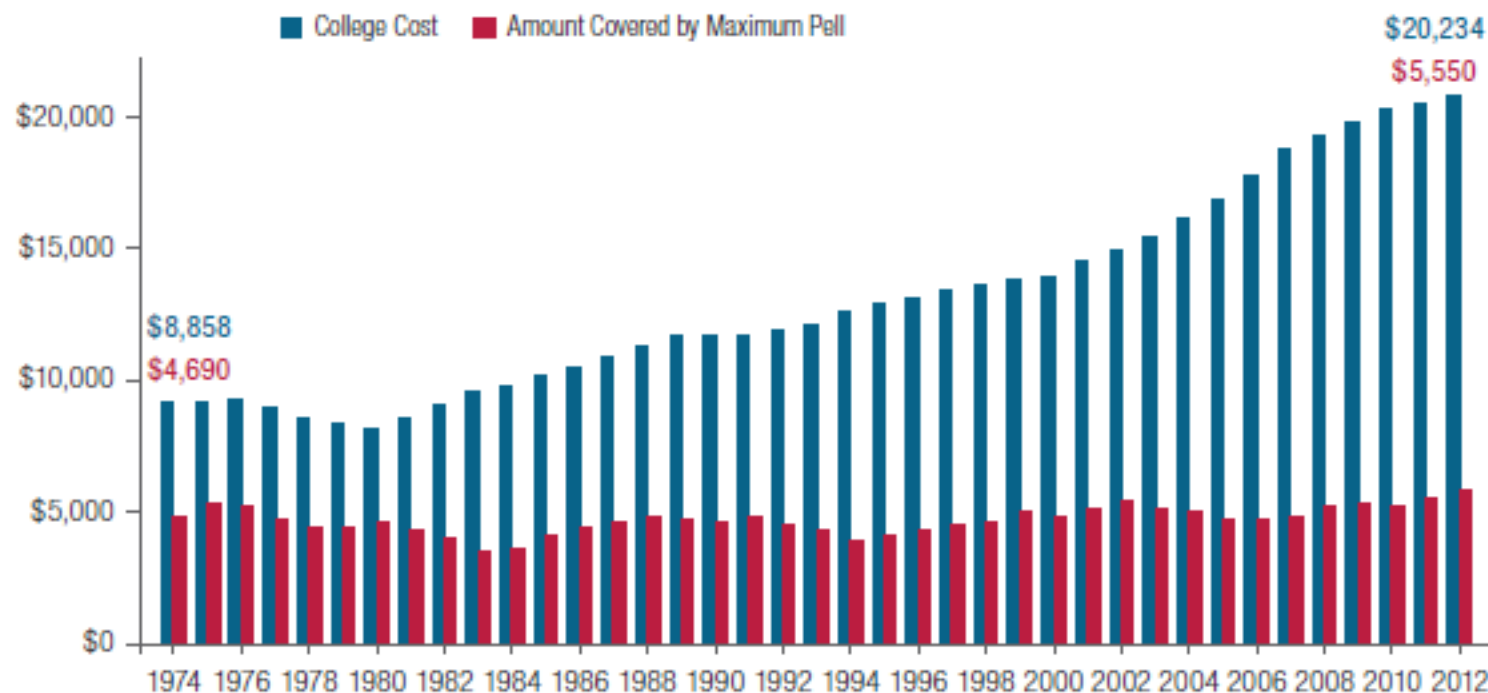


How Well Are We Doing? High Inequity and Widening Gap

20 percentage point gap in enrollment at 4-year rather than 2-year institution in 2012, compared with a 14 percentage point gap in 2001

Source: U.S. Department of Education, Integrated Postsecondary Data System (IPEDS), Digest of Education Statistics, 2013, Table 331.20, graph prepared by Pell Institute, July 2014

Equity Indicator 3a (i): Average college cost and maximum Pell Grant award (in 2012 Constant Dollars): 1974-2012



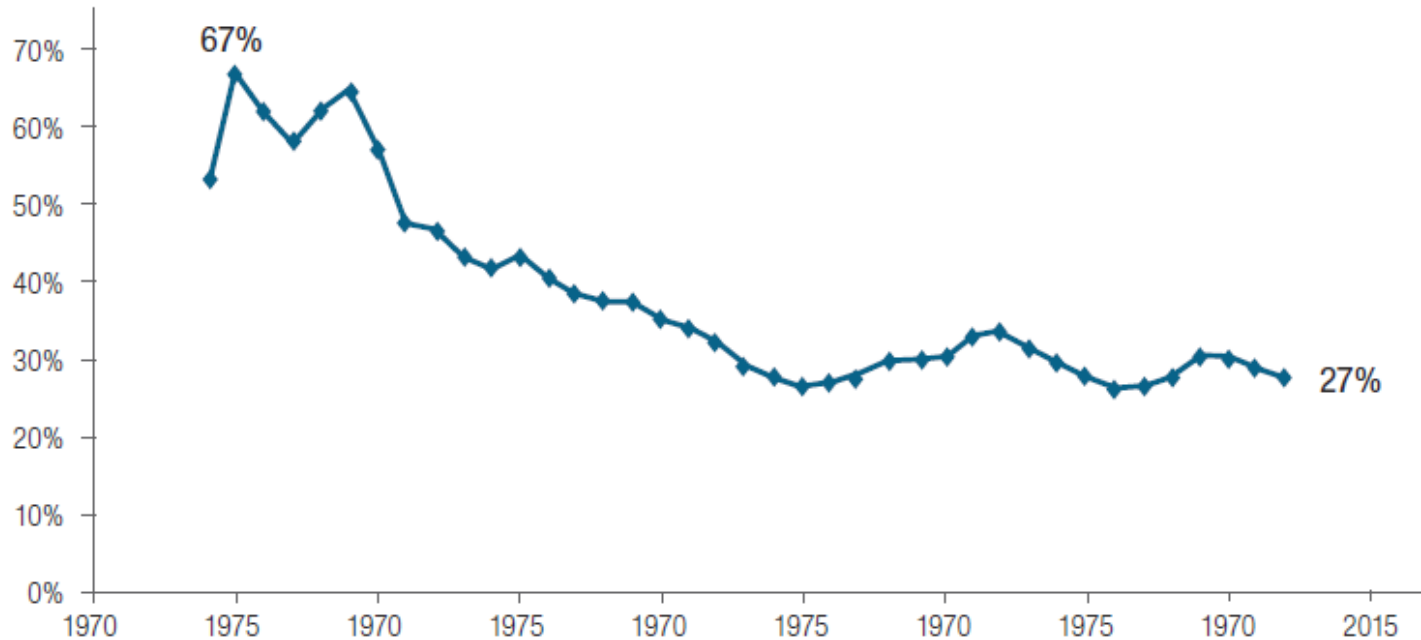
How Are We doing? High Inequality and Widening Gap

In 2012 college costs were 2.3 times higher than in 1975 (in constant 2012 dollars) but the maximum Pell grant was only about 95 percent of what it was in 1975

Note: College Cost includes tuition and fees, room and board. Maximum Pell is the highest amount allowed by law. The average Pell Award is substantially lower than the maximum.

Source: U.S. Department of Education, Summary Pell Grant Statistics for Cross-Year Comparison, Table 1, Pell End of Year Report, 2013; National Center for Education Statistics (2013). Digest of Education Statistics, 2012 (NCES 2014-015), Table 381.

Equity Indicator 3a (ii): Percent of average cost covered by maximum Pell Grant: 1974-2012



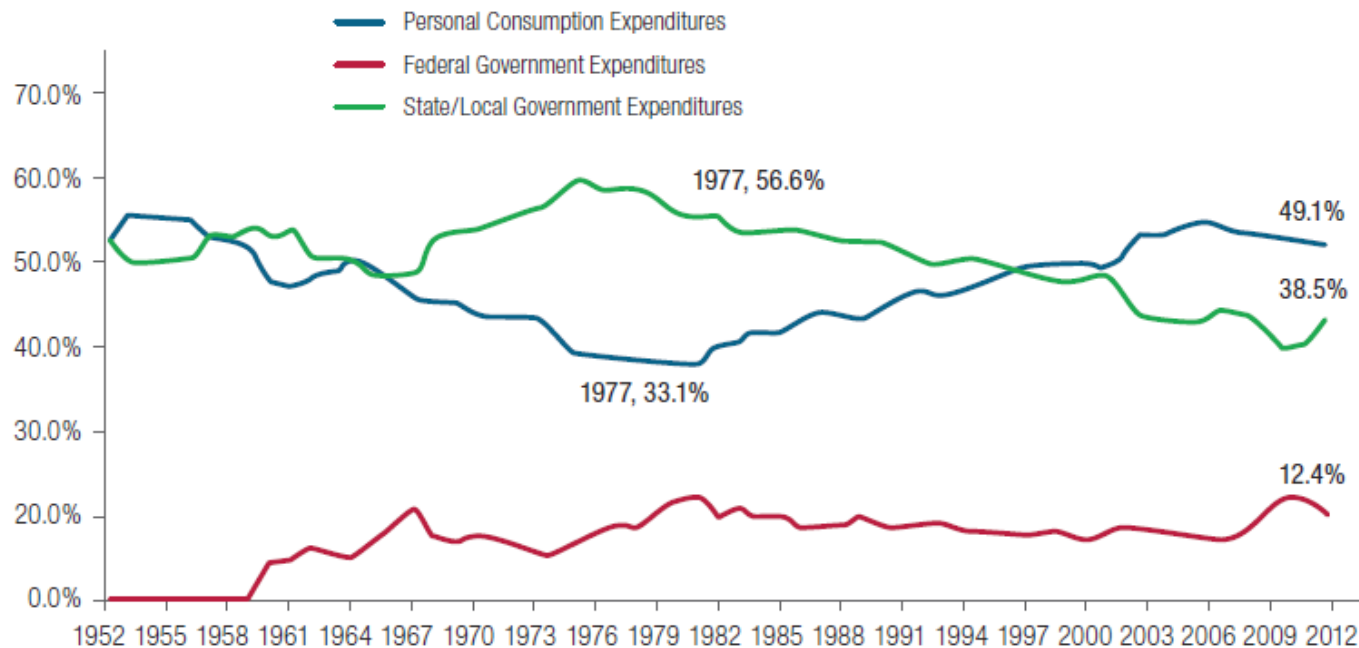
How Are We doing? High Inequality and Widening Gap

Percent of average college costs covered by the maximum Pell declined from a high of 67 percent in 1975 to 27 percent in 2012 -- a 40 percentage-point decline

Note: The figure shows the maximum Pell grant as a percent of average college cost. The maximum Pell is the highest amount allowed by law.

Source: U.S. Department of Education, Summary Pell Grant Statistics for Cross-Year Comparison, Table 1, Pell End of Year Report, 2013; National Center for Education Statistics (2013). Digest of Education Statistics, 2012 (NCES 2014-015), Table 381.

Equity Indicator 4a: Distribution of sources of higher education revenues: 1952 to 2012

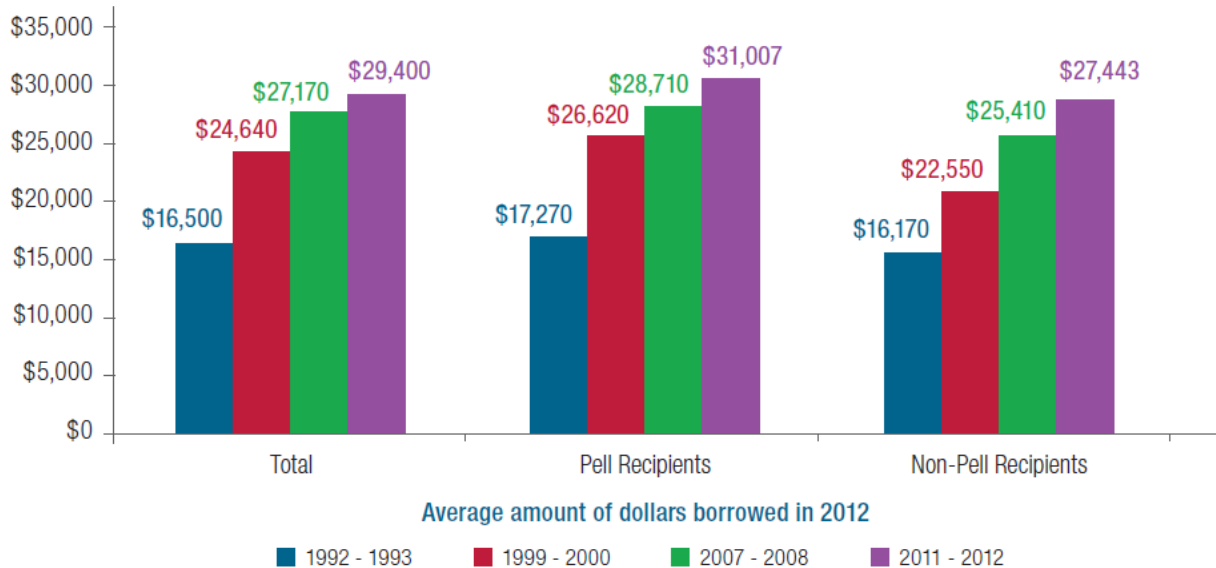
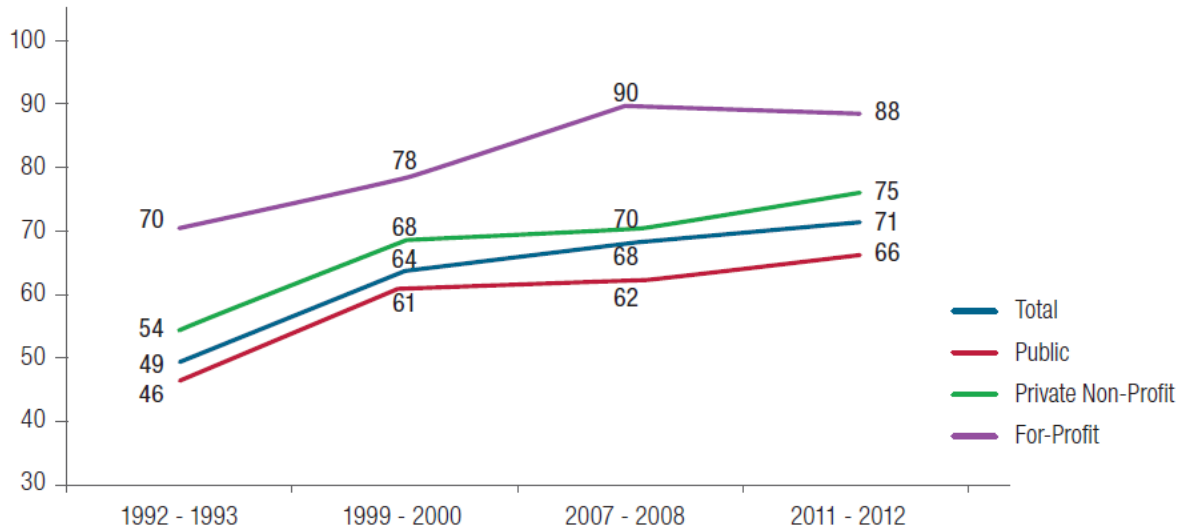


How Are We Doing? High Inequality and Widening Gap

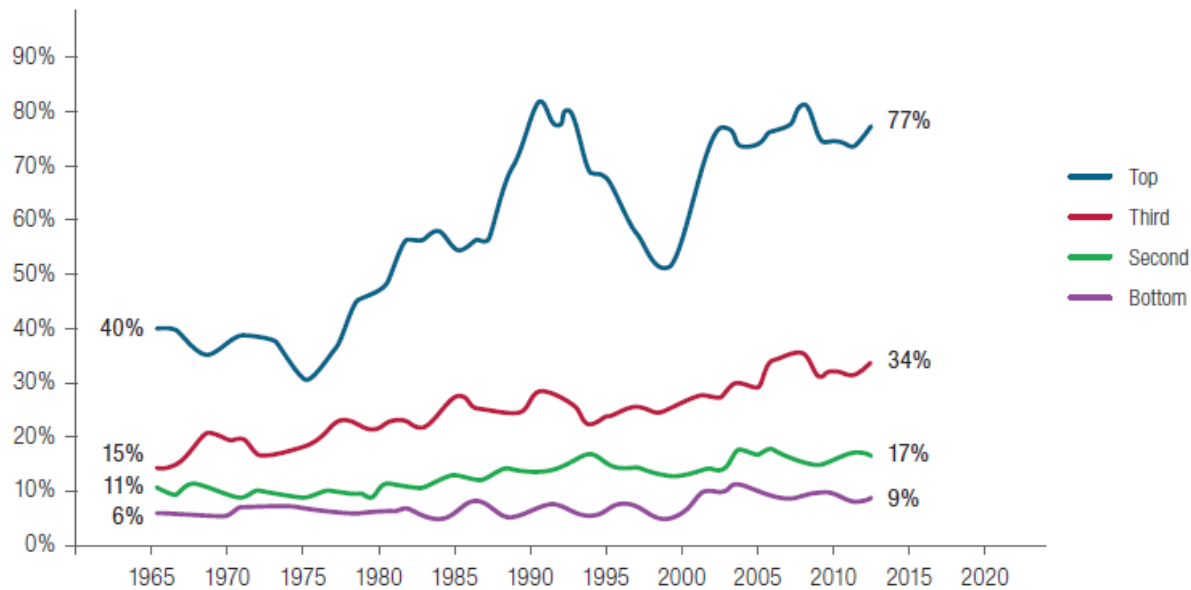
Share of higher education costs paid for by students and families increased from 33 percent in 1977 to 49 percent in 2012.

Source: Bureau of Economic Analysis, National Income and Product Accounts, 1952-2012/2014, Mortenson, Thomas, "State Investment and Disinvestment in Higher Education, FY1961 to FY2014," no. 260, *Postsecondary Educational Opportunity*, Pell Institute for the Study of Opportunity in Higher Education, Washington DC, February, Washington, DC <http://www.postsecondary.org/>

Equity Indicator 4c: Percentage of graduating bachelor's degree-seeking seniors who borrowed by institution control and average amount borrowed by Pell and Non-Pell status: 1990-2012



Equity Indicator 5a: Bachelor's degree attainment by age 24 for dependent family members by family income quartile: 1970-2013

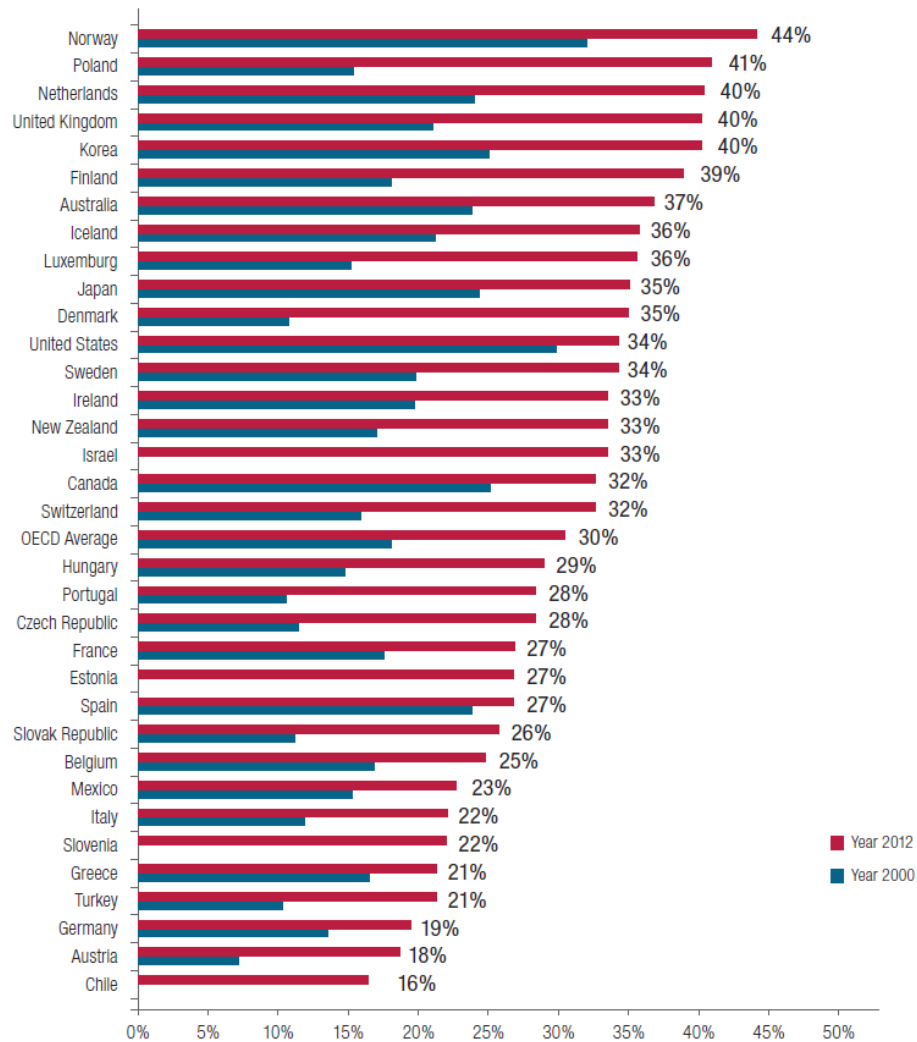


How Are We Doing? High Inequality and Widening Gap

In 2013 those from high-income families were 8 times more likely to obtain a bachelor's degree by age 24 than those from low-income families. In 1970 individuals from high-income families were 5 times more likely to obtain a bachelor's degree than those from low-income families.

Source: U.S. Census Bureau, Current Population Survey, October Education Supplement. Data from 1970 to 1986 consider unmarried 18 to 24 year olds and data from 1987 to 2013 are based on dependent 18 to 24 year olds. We used data in Table 14 in Census Bureau P20 report on School Enrollment. After 2006, the Census Bureau no longer published Table 14. We received unpublished data. Mortenson, Thomas, 2014, "Unequal Family Income and Unequal Higher Education Opportunity, 1970 to 2013", Postsecondary Educational Opportunity, no. 267, Pell Institute for the Study of Opportunity in Higher Education, Washington DC, September. <http://www.postsecondary.org/>

Equity Indicator 6a: Percent of 25 to 34 year olds with a Type A Tertiary Degree: 2000 and 2012



Source: Organization for Economic Cooperation and Development (OECD), Education at a Glance. http://www.oecd.org/findDocument/0,3770,en_2649_39263294_1_119699_1_1_37455,00.htm

Improving Equity in Higher Education Attainment: A National Imperative—Laura's Reflection

Improving equity requires policies that improve:

- College affordability
- Academic readiness for college-level work
- Knowledge of college and financial aid
- Transfer across higher education institutions

Improving equity is a responsibility shared by:

- Federal government
- State governments
- Colleges and universities

16 Strategies for Widening Participation—Maggie’s Reflection

1. Setting place based achievable targets and means to attain
2. Increasing reach of proven high school college access programs
3. Focus on retention and increased support services in institutions
4. Competency based learning and prior learning recognition (PLR)
5. Focus on transition point support
6. Restoring public funding levels
7. Universal free first two years
8. Place based scholarship for students private and public supported—Kalamazoo, Denver
9. Incentivize completion –loans to grants if complete
10. Address SAP issues through prevention and rewarding improvement
11. Integration of work and learning
12. Increased support for full-time attendance and reduced work loads for students
13. Inclusivity valued over selectivity rewarding institutions for serving less prepared students
14. Holistic approach to support throughout life cycle of individual
15. Institutional equalization and increased valuing of diversity of assets
16. Recognizing the need for reform of evaluation research to be more valid and responsive and respectful of expert knowledge of practitioners

Table Dialogue Questions

1. What do you personally think are the top 3 changes needed to improve equity in higher education in the U.S.?
2. What is required to implement the changes?
3. How can we encourage more attention among the higher education research and policy community to questions of poverty, equity, and mobility?
4. What should the next generation of equity research and evaluation look like? Lessons learned from past attempts?
5. What are the possibilities for practitioners, government, and academics to partner in achieving needed changes?

Closing

Next steps:

- Continuing the shared dialogue
 - Reflections on today's discussion
 - Posting of the compiled results
- Continuing to track trends in higher education equity
 - Second edition of this annual publication
 - Focus of subsequent editions