THE PELL INSTITUTE
for the Study of Opportunity in Higher Education

PennAHEAD
Alliance for Higher Education and Democracy

Reflections on the 2018
INDICATORS of Higher Education Equity in the United States
Historical Trend Report and the
Search for Solutions-Shared Dialogues

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Alliance for Higher Education and Democracy
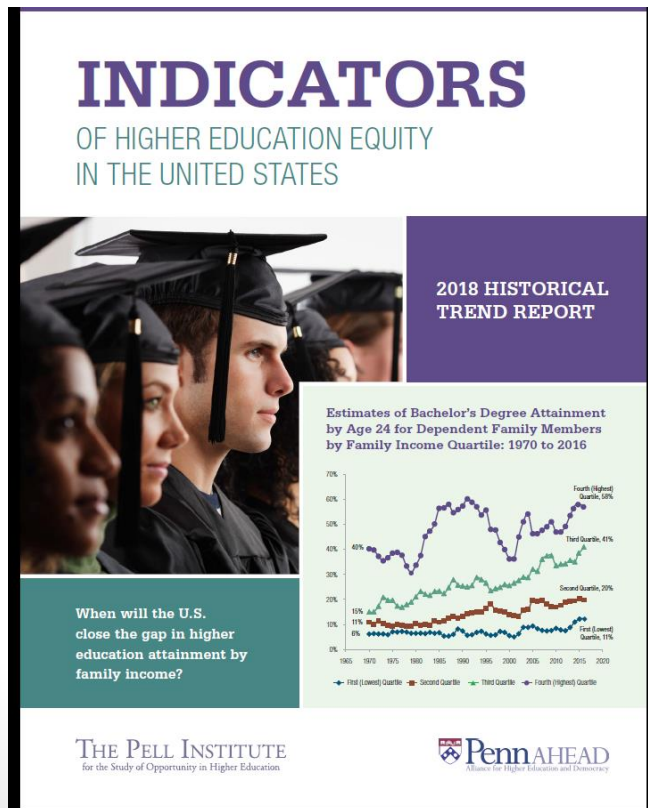
University of Pennsylvania (PennAHEAD)

SFARN—Austin Texas, June 8-9 2018

Indicators Project (2015 began)

http://pellinstitute.org/indicators/

- Goals
  1. Statistical trends through equity lens
  2. Foster dialogue about how to act from policy perspective

Todays Presentation--SFARN 2018

1. Overview of 2018 *Indicators*

2. Shared Dialogue Questions

Motivation for Equity 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's Commission on Higher Education, 1947

Article 13(2)(c) of the International Covenant on Economic, Social and Cultural Rights of 1966 [Adopted and proclaimed by UN General Assembly resolution 217 A (iii)] provides—"Higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education."
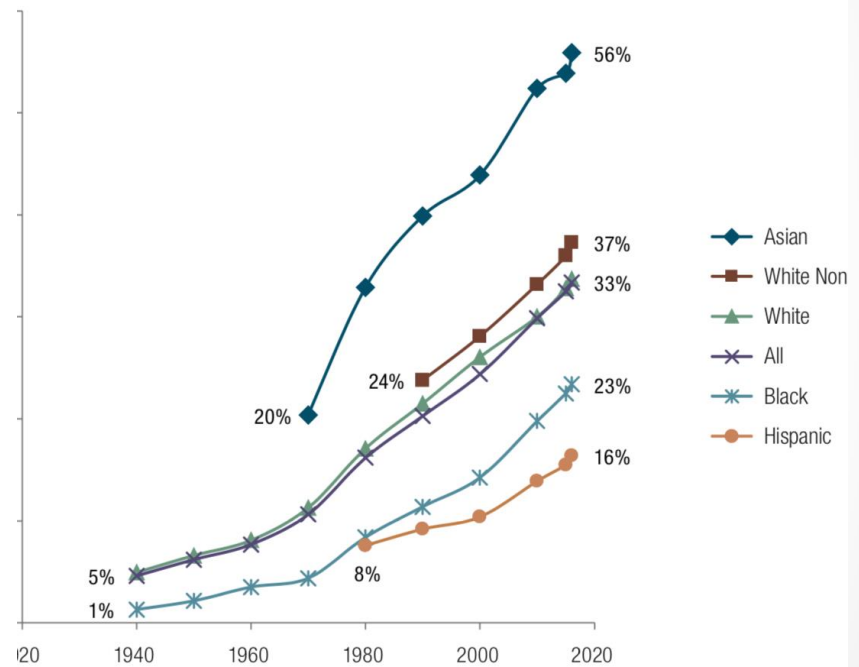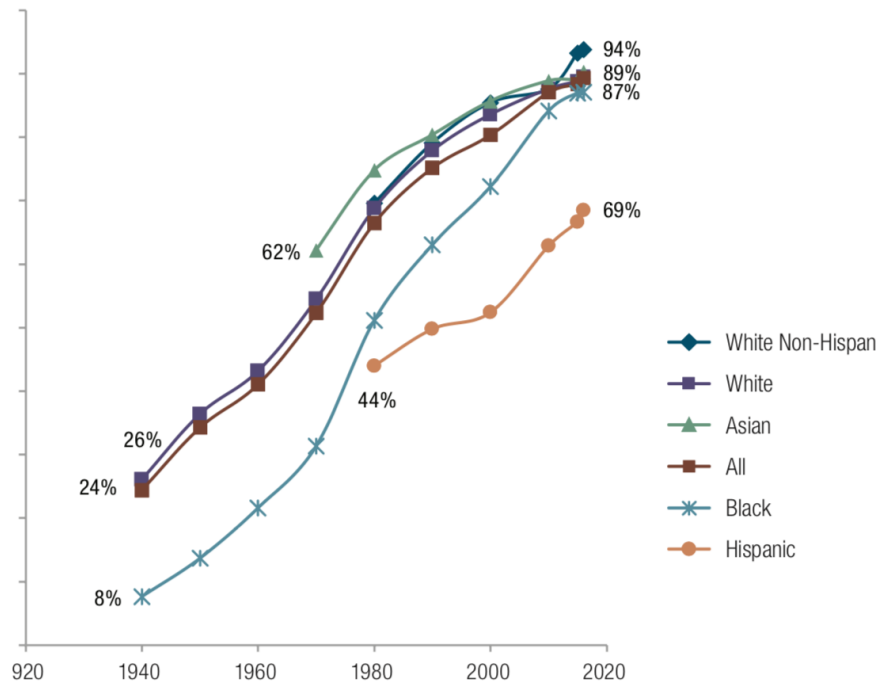
The Equity Indicators

1. **Who enrolls in postsecondary education?**
2. **What type of institution do students attend?**
3. **Does financial aid eliminate financial barriers?**
4. **How do students pay for college?**
5. **Does bachelor's degree attainment vary by family characteristics?**
6. **How do attainment rates in U.S. compare with other nations?**

Looks at Trend Data by:

- Family Income

- Parent Education

- Socio-econmic Status (SES)

- Race/ethnicity

- Pell or Federal Grant Receipt

- State

- Institutional Type, Control and Selectivity

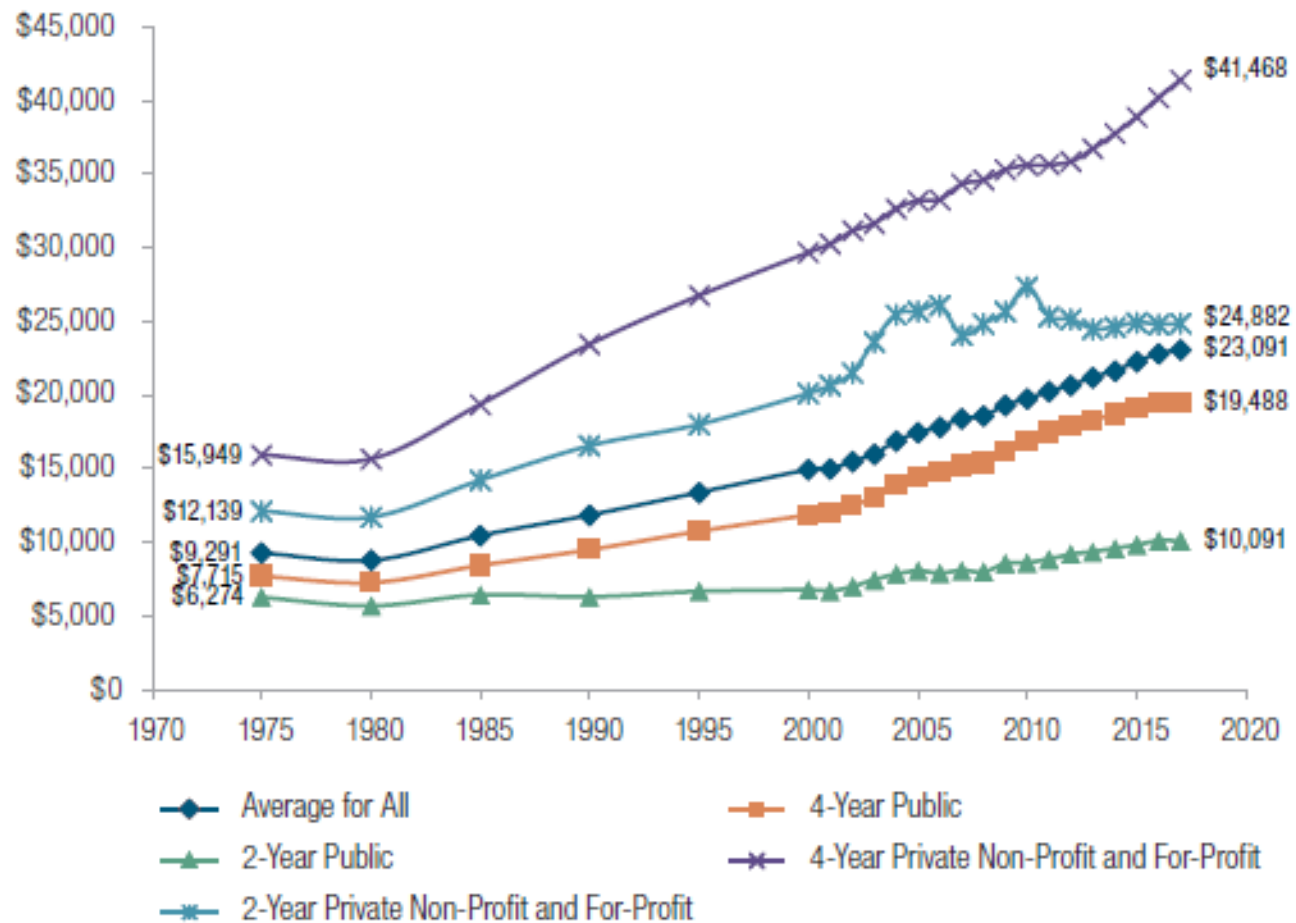# High School and BA Attainment for 25 and older by race/ethnicity: 1940-2016

Equity Indicator 1a: Cohort College Participation Rates by family income quartile for recent school leavers: 1970 to 2016
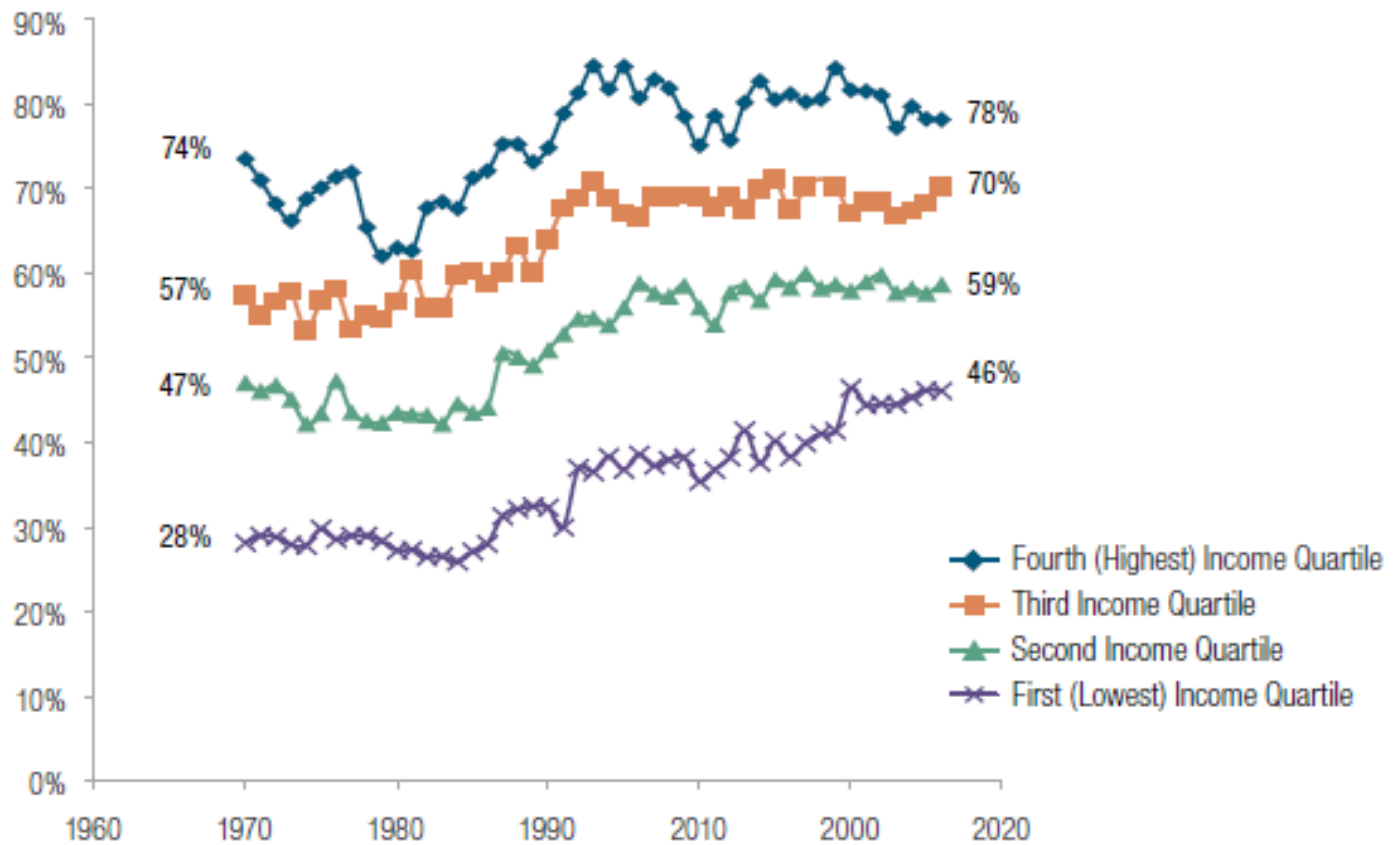
Equity Indicator 2e: Average percentage of full-time, first-time degree/certificate seeking undergraduate students who were awarded Pell or other Federal Grants by institutional selectivity: 1999-2000 to 2014-2015
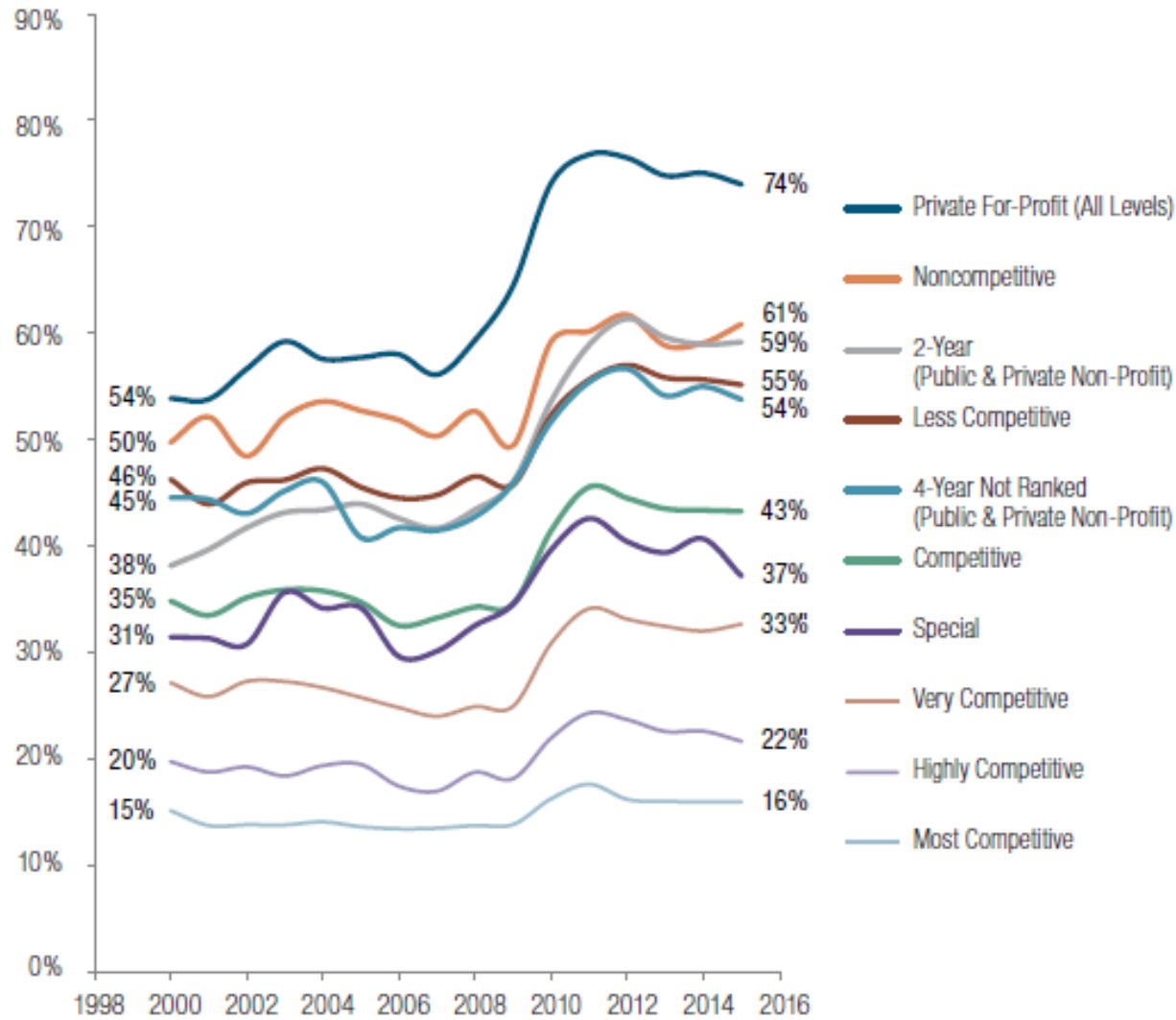
Equity Indicator 3a(i): Average college costs (undergraduate tuition, fees, and room and board) charged for full-time students in degree-granting postsecondary institutions by institutional level and control: 1974-75 to 2016-17 (constant 2016-17 dollars)

Legend:
- Average for All
- 4-Year Public
- 2-Year Public
- 4-Year Private Non-Profit and For-Profit
- 2-Year Private Non-Profit and For-Profit

Labeled values: $45,000 $40,000 $35,000 $30,000 $25,000 $20,000 $15,000 $10,000 $5,000 $0

$41,468
$24,882
$23,091
$19,488
$10,091
$15,949
$12,139
$9,291
$7,715
$6,274

Equity Indicator 3a(ii): Average 4-year public college costs (undergraduate tuition, fees, and room and board) charged for full-time in-state students by state: 2016-17

State	Cost
New Hampshire	$26,968
Vermont	$26,786
New Jersey	$26,070
Pennsylvania	$25,331
Illinois	$24,541
Massachusetts	$24,473
Connecticut	$24,174
Rhode Island	$23,135
Virginia	$22,567
Michigan	$21,832
New York	$21,750
Delaware	$21,698
South Carolina	$21,508
Arizona	$21,491
California	$21,356
Oregon	$21,324
Hawaii	$21,016
Ohio	$20,961
Colorado	$20,943
Maryland	$20,647
Minnesota	$19,727
Kentucky	$19,673
United States	$19,488
Maine	$19,073
Alabama	$19,052
Indiana	$19,001
Tennessee	$18,340
Louisiana	$18,319
Washington	$18,053
Texas	$17,799
Missouri	$17,639
Iowa	$17,604
Kansas	$17,560
Nebraska	$17,379
Alaska	$17,370
Georgia	$17,353
Nevada	$17,145
West Virginia	$17,096
Arkansas	$16,871
Mississippi	$16,843
North Carolina	$16,635
Wisconsin	$16,246
South Dakota	$16,054
Oklahoma	$15,754
New Mexico	$15,528
North Dakota	$15,388
Montana	$15,241
Florida	$14,806
Idaho	$14,457
Wyoming	$14,354
Utah	$13,709

Equity Indicator 3b(i): Average college costs for full-time undergraduate enrollment and maximum and average Pell Grant awards: 1974-75 to 2016-17 (constant 2016-17 dollars)

- Average College Cost for Full-Time Undergraduate Enrollment
- Pell Maximum Award
- Pell Average Award
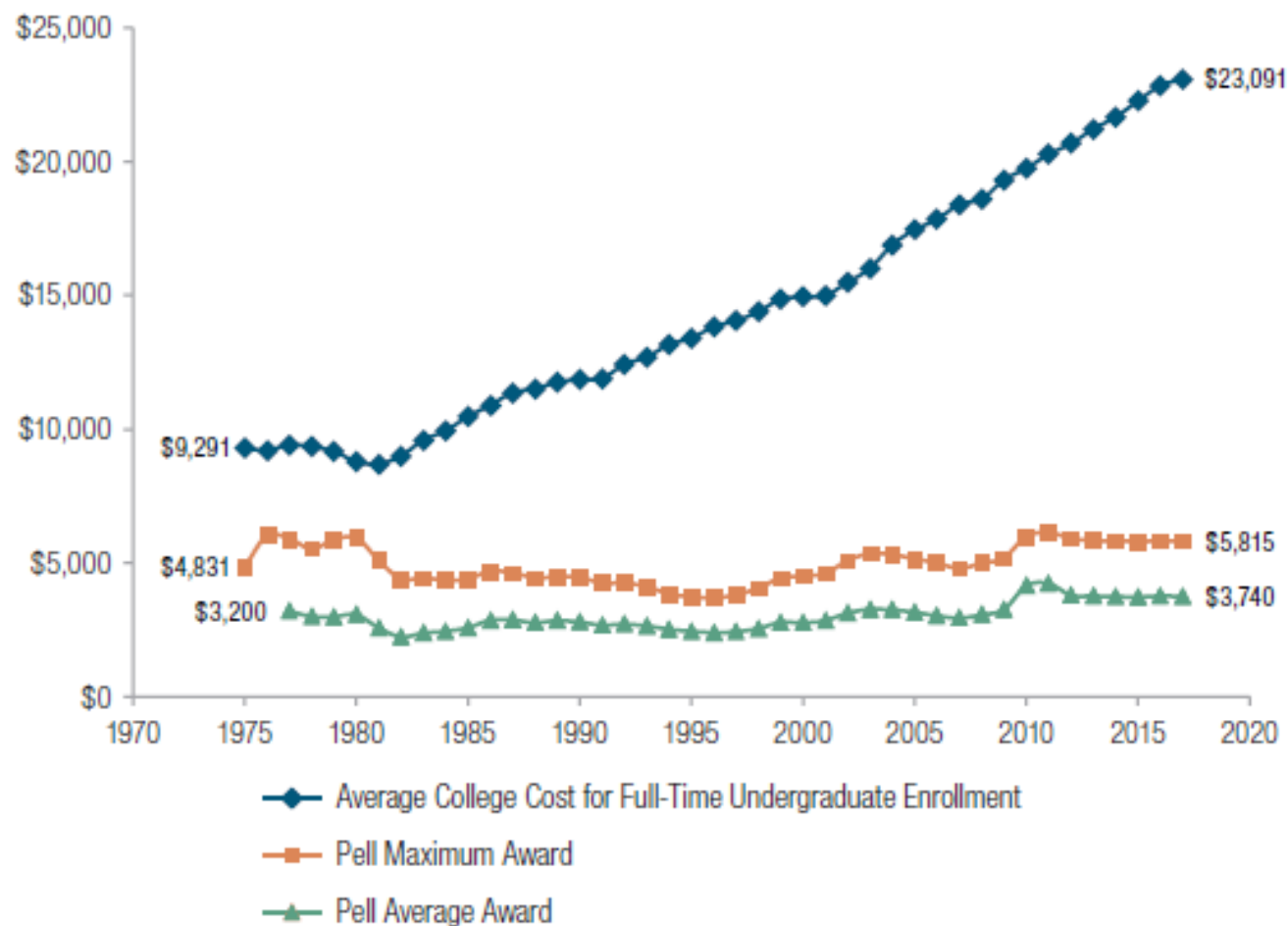
Equity Indicator 3b(ii): Percentage of average college costs covered by the maximum Pell Grant: 1974-75 to 2016-17 (constant 2016-17 dollars)
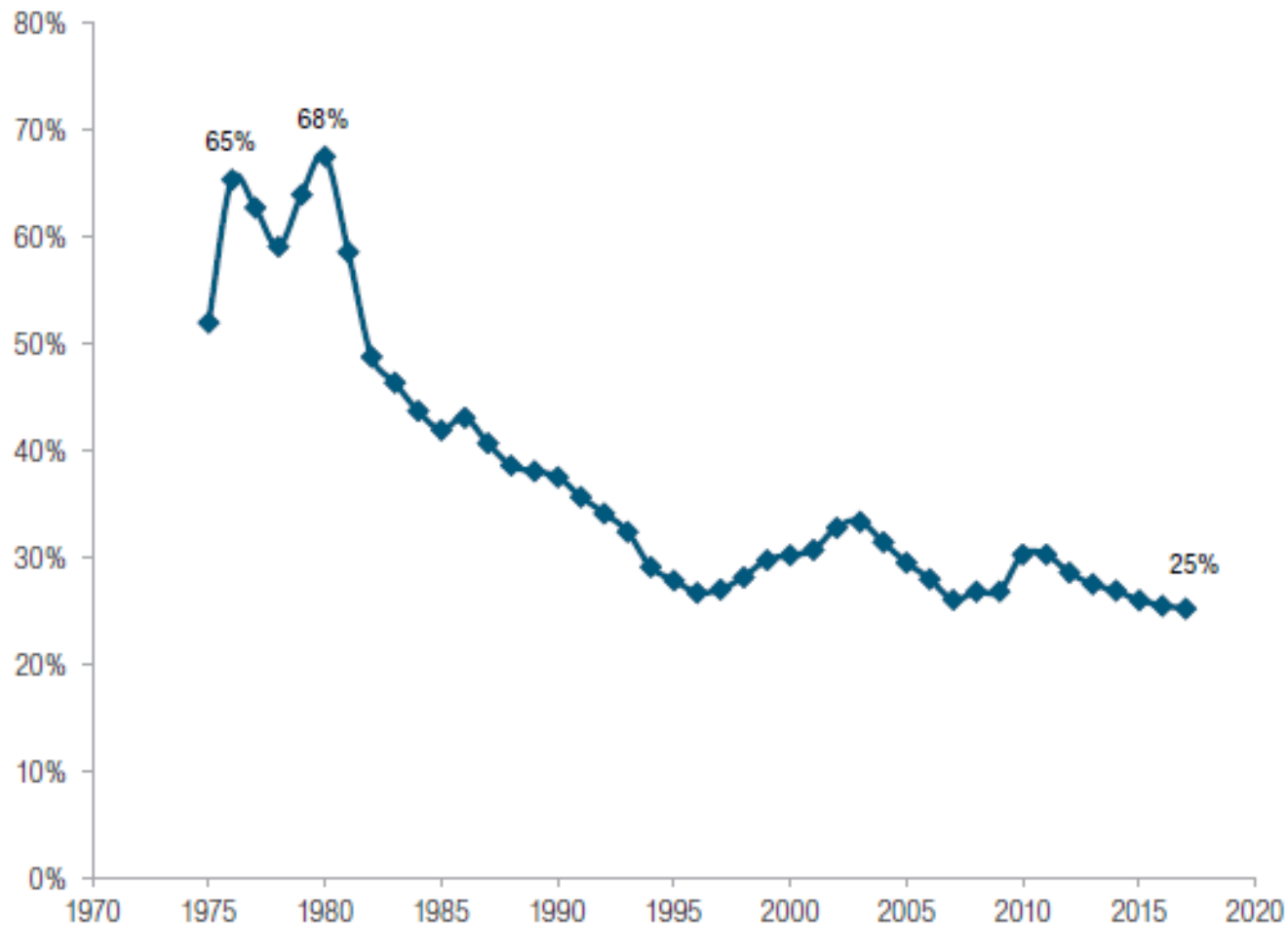
Equity Indicator 4b(ii): Average net price of attendance as a percentage of average family income by income quartile for dependent full-time undergraduate students: 1990 to 2012
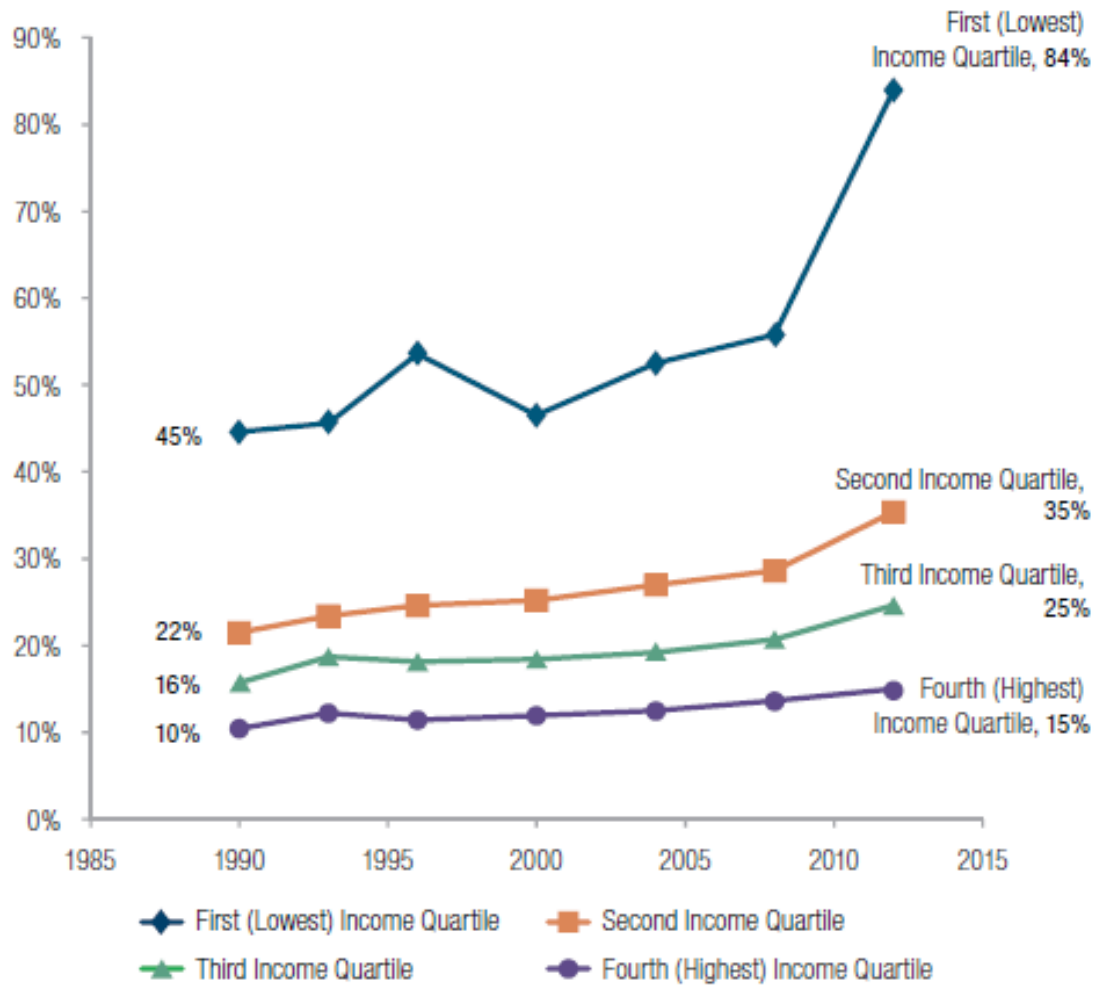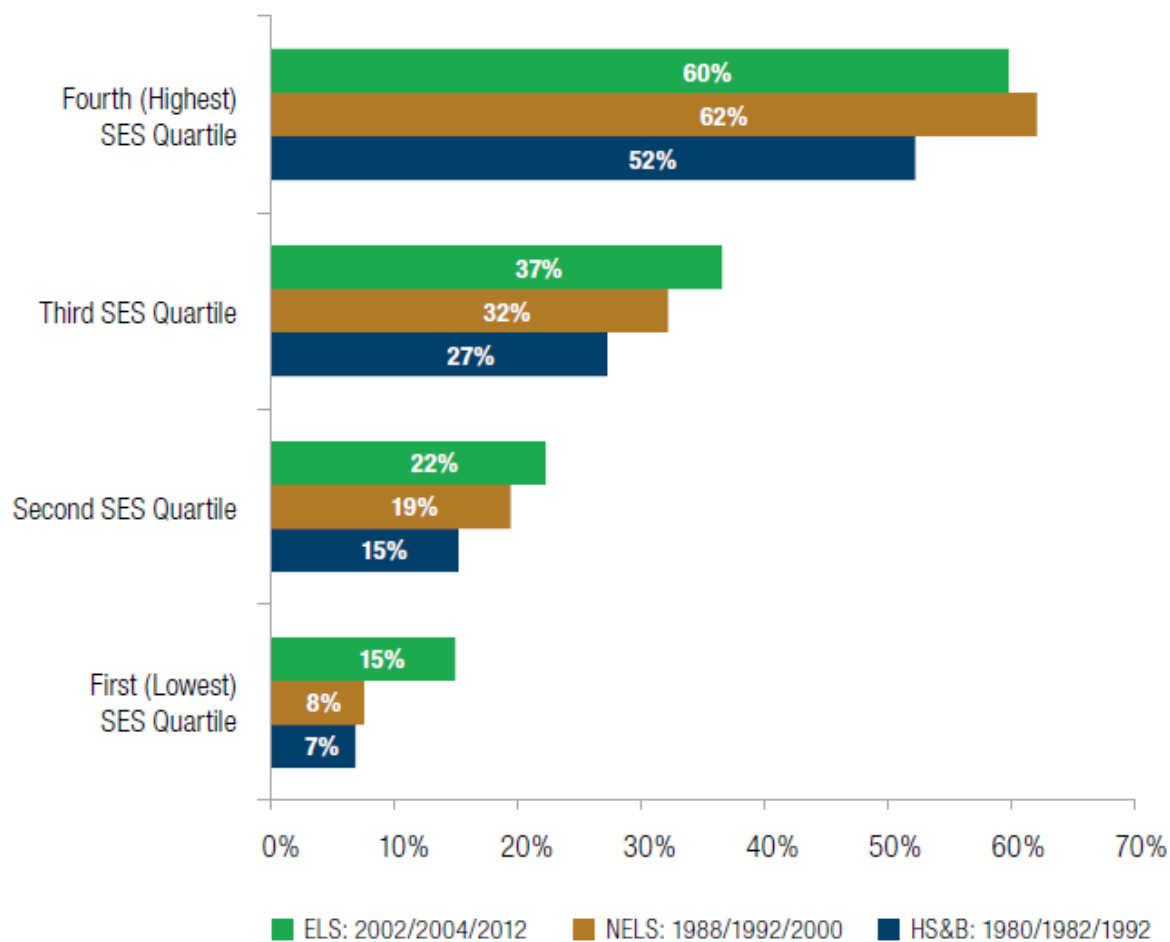
Equity Indicator 4c(ii): Percentage of undergraduate students, age 18 to 24, in their 4th (senior) year or above, who ever received student loans by race/ethnicity: 1990, 2000, and 2012
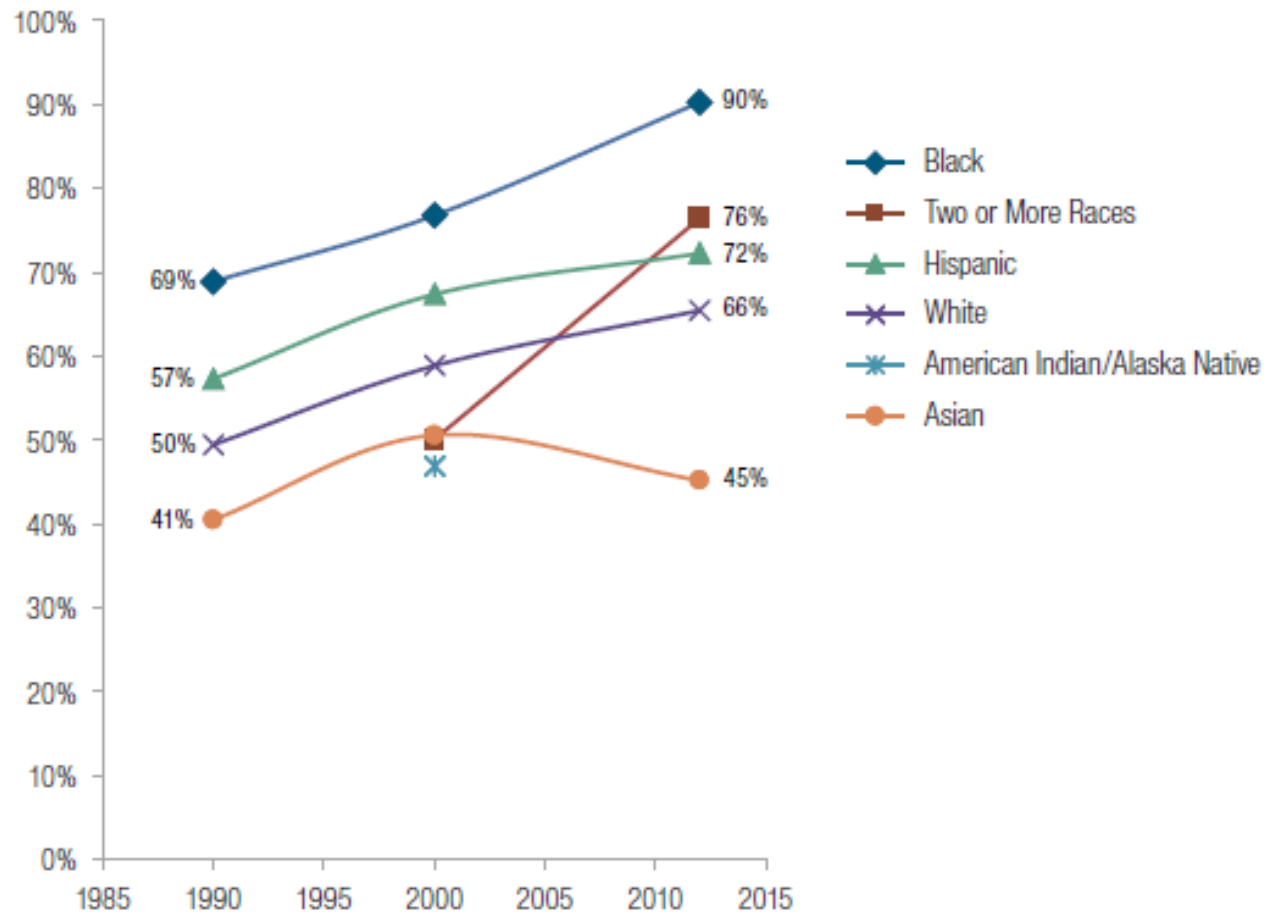
Equity Indicator 4d(ii): Average cumulative loan amounts for undergraduate students, age 18 to 24, in their 4th year or above, who ever received student loans by race/ethnicity: 1990, 2000, 2012 (constant 2015-16 dollars)
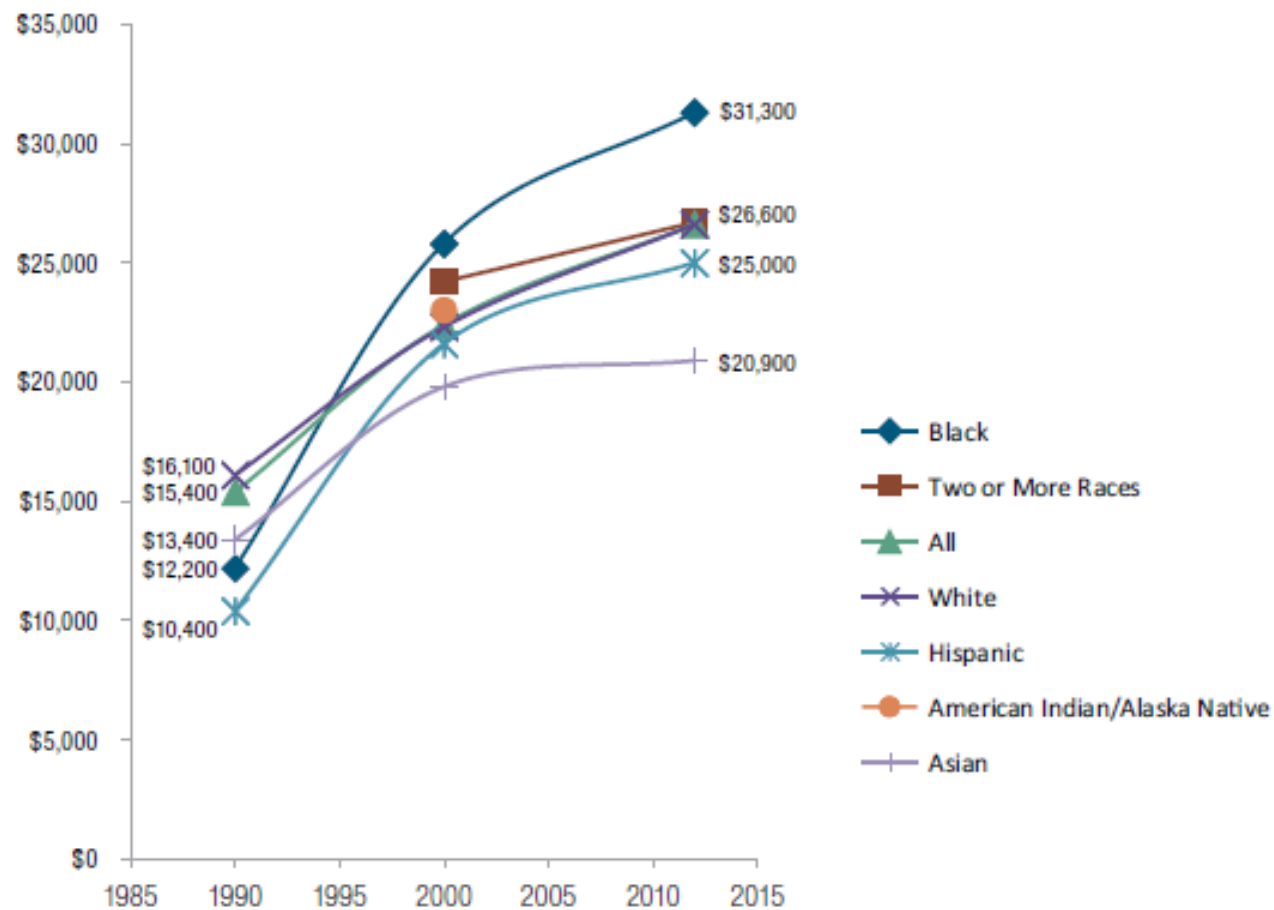
Indicator 5b: Percentage of youth attaining a bachelor's degree or higher within 8 or 10 years of expected high school graduation by parents' socioeconomic status (SES) quartile: 10th grade cohort from HS&B 1980; 8th grade cohort from NELS 1988; 10th grade cohort from ELS 2002

Equity Indicator 5c(ii): Percentage of dependent first-year students who first enrolled in a postsecondary education institution in academic year 2003-04 who completed a bachelor's degree or higher within 6 years, by low-income and first-generation status and by institutional level of initial enrollment
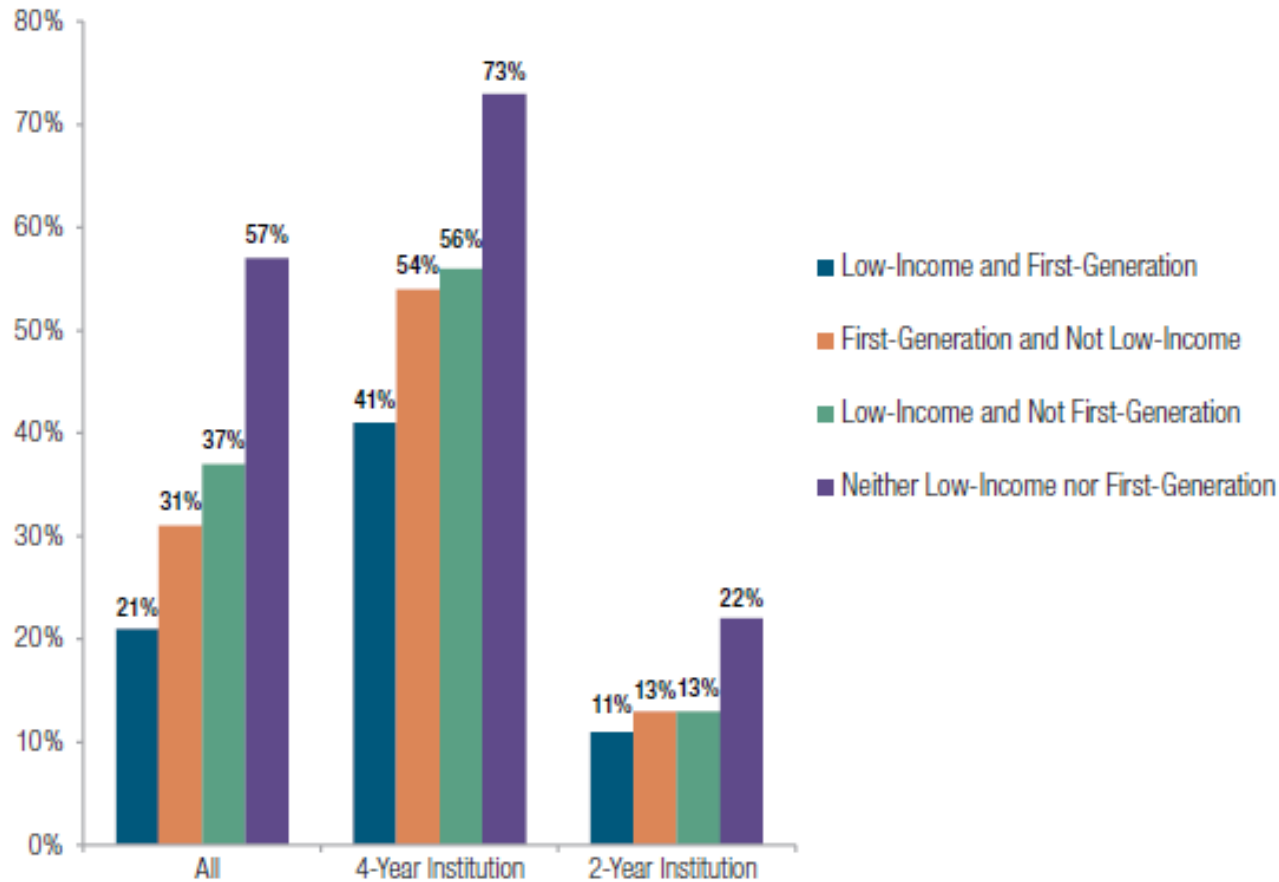
Equity Indicator 5f(i): Scatter plots of the percent of the population 25 years of age and older who has attained a high school diploma or equivalent credential and who has attained a bachelor's degree or higher by state: 1940-2015

High School Diploma or Equivalent Credential
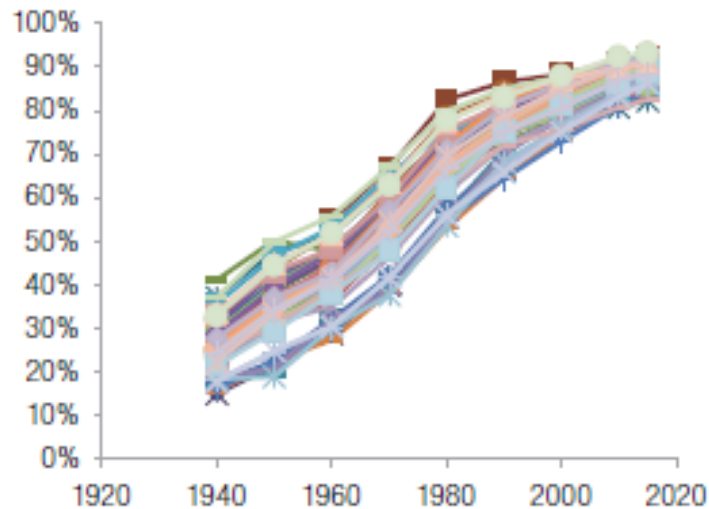
Bachelor's Degree or Higher

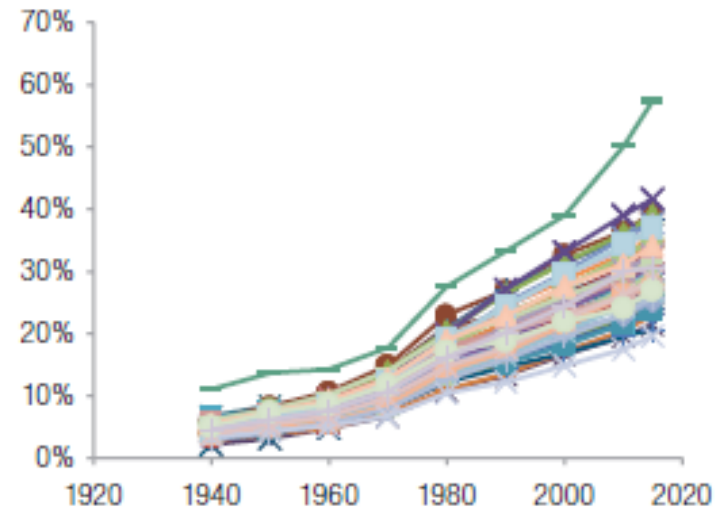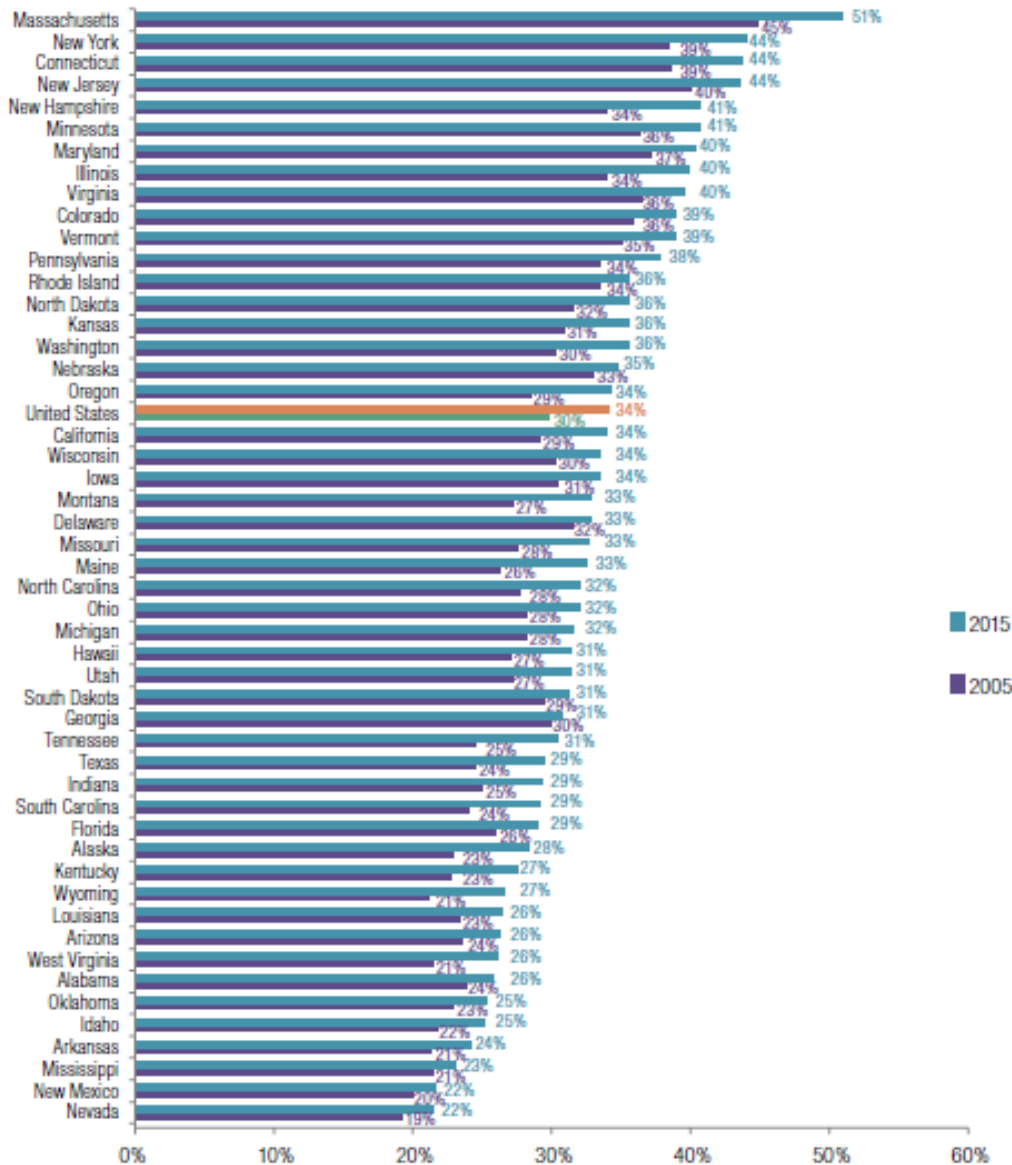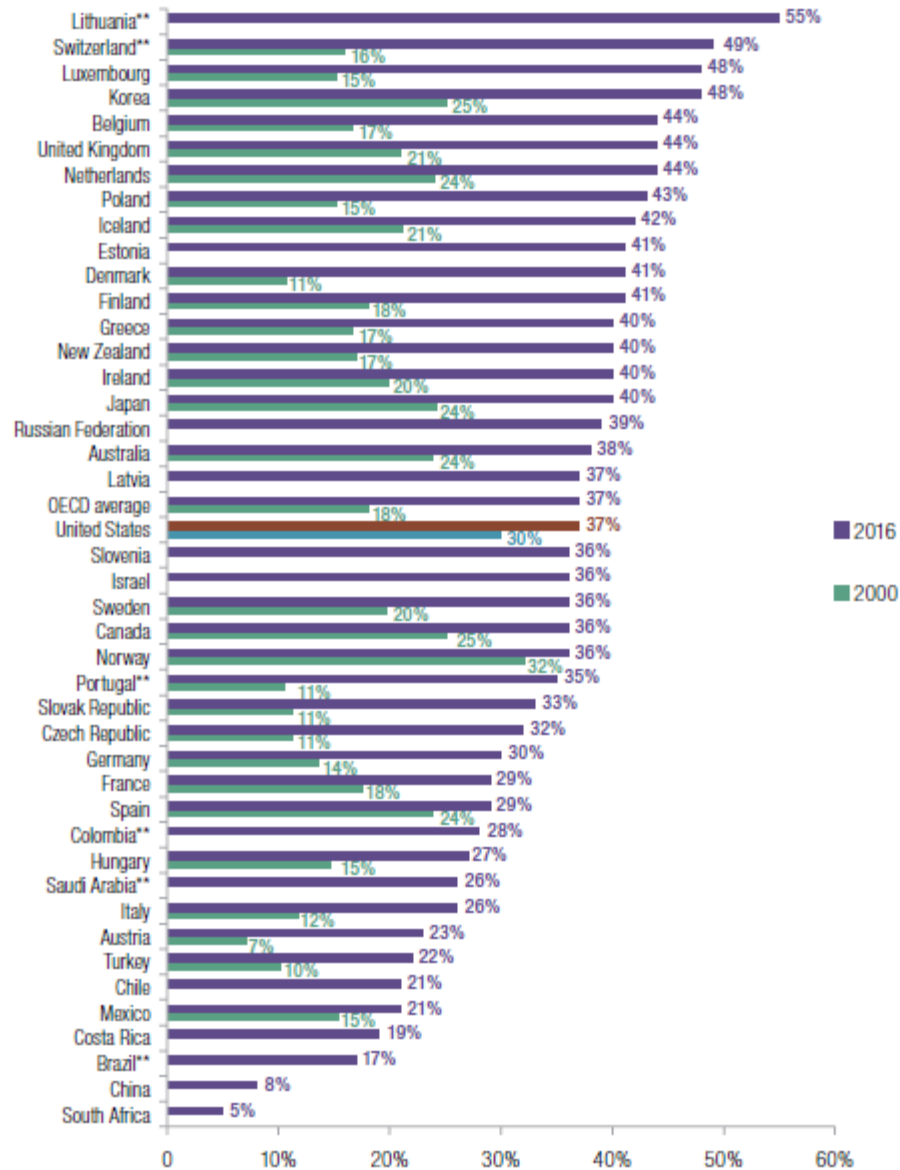Equity Indicator 5f(v): Percentage of population age 25 to 34 that had attained a bachelor's degree by state: 2005 and 2015

Equity Indicator 6a: Percentage of 25- to 34-year olds with a type A (bachelor's equivalent or above) tertiary degree: 2000 and 2016

Country	2016	2000
Lithuania**	55%	
Switzerland**	49%	16%
Luxembourg	48%	15%
Korea	48%	25%
Belgium	44%	17%
United Kingdom	44%	21%
Netherlands	44%	24%
Poland	43%	15%
Iceland	42%	21%
Estonia	41%	
Denmark	41%	11%
Finland	41%	18%
Greece	40%	17%
New Zealand	40%	17%
Ireland	40%	20%
Japan	40%	24%
Russian Federation	39%	
Australia	38%	24%
Latvia	37%	
OECD average	37%	18%
United States	37%	30%
Slovenia	36%	
Israel	36%	
Sweden	36%	20%
Canada	36%	25%
Norway	36%	32%
Portugal**	35%	11%
Slovak Republic	33%	11%
Czech Republic	32%	11%
Germany	30%	14%
France	29%	18%
Spain	29%	24%
Colombia**	28%	
Hungary	27%	15%
Saudi Arabia**	26%	
Italy	26%	12%
Austria	23%	7%
Turkey	22%	10%
Chile	21%	
Mexico	21%	15%
Costa Rica	19%	
Brazil**	17%	
China	8%	
South Africa	5%	

2018 Indicators
Addressing the Hard Questions
Shared Dialogue

1. When you think about equity in US higher education, what is your biggest concern? What is the most important change in policies or practices that is needed to foster a higher education system in which each individual has the opportunity to fully develop their diverse talents?

2. How can we develop a higher education structure and supporting systems that is a win -win for all students and not a zero-sum game?

3. What are the social justice implications of a system built on justifying exclusion based on merit?

Mika's Response to Questions

1. When you think about equity in US higher education, what is your biggest concern? What is the most important change in policies or practices that is needed to foster a higher education system in which each individual has the opportunity to fully develop their diverse talents? Quality education for all from an early age.

2. How can we develop a higher education structure and supporting systems that is a win -win for all students and not a zero-sum game? Student loans -- view them as an investment to students who will make a contribution to our society.

3. What are the social justice implications of a system built on justifying exclusion based on merit?   It will exclude people.

Bob's Responses
Addressing the Hard Questions
Shared Dialogue

1. When you think about equity in US higher education, what is your biggest concern? Children do not have an equal chance and what they get depends on what their parents already have. What is the most important change in policies or practices that is needed to foster a higher education system in which each individual has the opportunity to fully develop their diverse talents? Extend quality free public education through the college level.

2. How can we develop a higher education structure and supporting systems that is a win -win for all students and not a zero-sum game? Make education a team activity rather than just an individual competition and make multidimensional diversity of each team a high priority

3. What are the social justice implications of a system built on justifying exclusion based on merit? The word merit is meaningless. People are each of equal value. The idea that people can be distinguished by merit is absurd.

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1. When you think about equity in US higher education, what is your biggest concern? (That we have increasingly a stratified system that is too competitive and fosters competition over co-learning) What is the most important change in policies or practices that is needed to foster a higher education system in which each individual has the opportunity to fully develop their diverse talents? (Change in how we view higher education to be a human right and a common good rather than a commodity or private investment---and institutional equalization)

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Maggie continued

2. How can we develop a higher education structure and supporting systems that is a win -win for all students and not a zero-sum game? (Institutional equalization as a overt policy and way to guarantee each person a quality k-16 education---Incentivise completion—loan forgiveness when complete--)

3. What are the social justice implications of a system built on justifying exclusion based on merit? The more one studies the concept of merit based on standardized testing of merit its seems like the more problematic it is.   (Its well established that parent education is the single most predictor of differences in traditional measures of academic merit. We value what we can measure---dampening motivation---need to empower students with understanding of meaning of scores and that can achieve.

Invitation to Participate in the Equity Blog

We are also pleased to announce that the *Improving Equity in Higher Education Search for Solutions Blog* will soon be launched. The blog hosted by PennAHEAD (http://www.ahead-penn.org/) is intended to further advance discussion of how to create meaningful improvements in higher education equity. We invite each of you to consider writing a short piece (500 to 1000 words) for posting

Website

- Provides data for each of the 2017 and 2018 charts

- Repository for past and future reports

- Posting of the essays & links to new Equity Blog at PennAHEAD

- Dialogue questions, presentations & video discussions