

**Second Annual Release of the**  
***Indicators of Higher Education Equity***  
***in the United States:***  
***2016 Historical Trend Report*** *and the*  
**Search for Solutions-Shared Dialogues**

**Margaret Cahalan, Mika Yamashita, and Khadish Franklin**  
**Pell Institute for Study of Opportunity in Higher Education**  
**Council for Opportunity in Education (COE)**

**Laura Perna and Roman Ruiz**  
**Alliance for Higher Education and Democracy**  
**University of Pennsylvania (PennAHEAD)**

**National Press Club, April 19, 2016**

# ACKNOWLEDGEMENTS

## SPECIAL DEDICATION

ARNOLD MITCHEM  
& TOM MORTENSON

**TRAVELERS** 

- Partnership-Pell Institute and PennAHEAD staff and associates
- Government, contractor, and academic research teams
- Critiques from colleagues

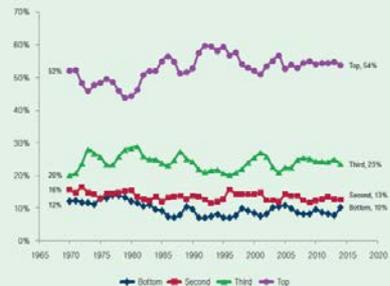
# Agenda

## INDICATORS

OF HIGHER EDUCATION EQUITY  
IN THE UNITED STATES

2016 HISTORICAL  
TREND REPORT

Distribution by Family Income Quartile of  
Bachelor's Degrees Attained by Age 24:  
1970 to 2014



When will the U.S. close  
the gap in higher education  
attainment by family income?

THE PELL INSTITUTE  
for the Study of Opportunity in Higher Education

PennaHEAD  
Alliance for Higher Education and Democracy

1. Welcome
2. Overview of *Indicators*
3. Discussion of dialogue questions
4. Report out
5. Next Steps

# Purposes of Report and Dialogues

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.”

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

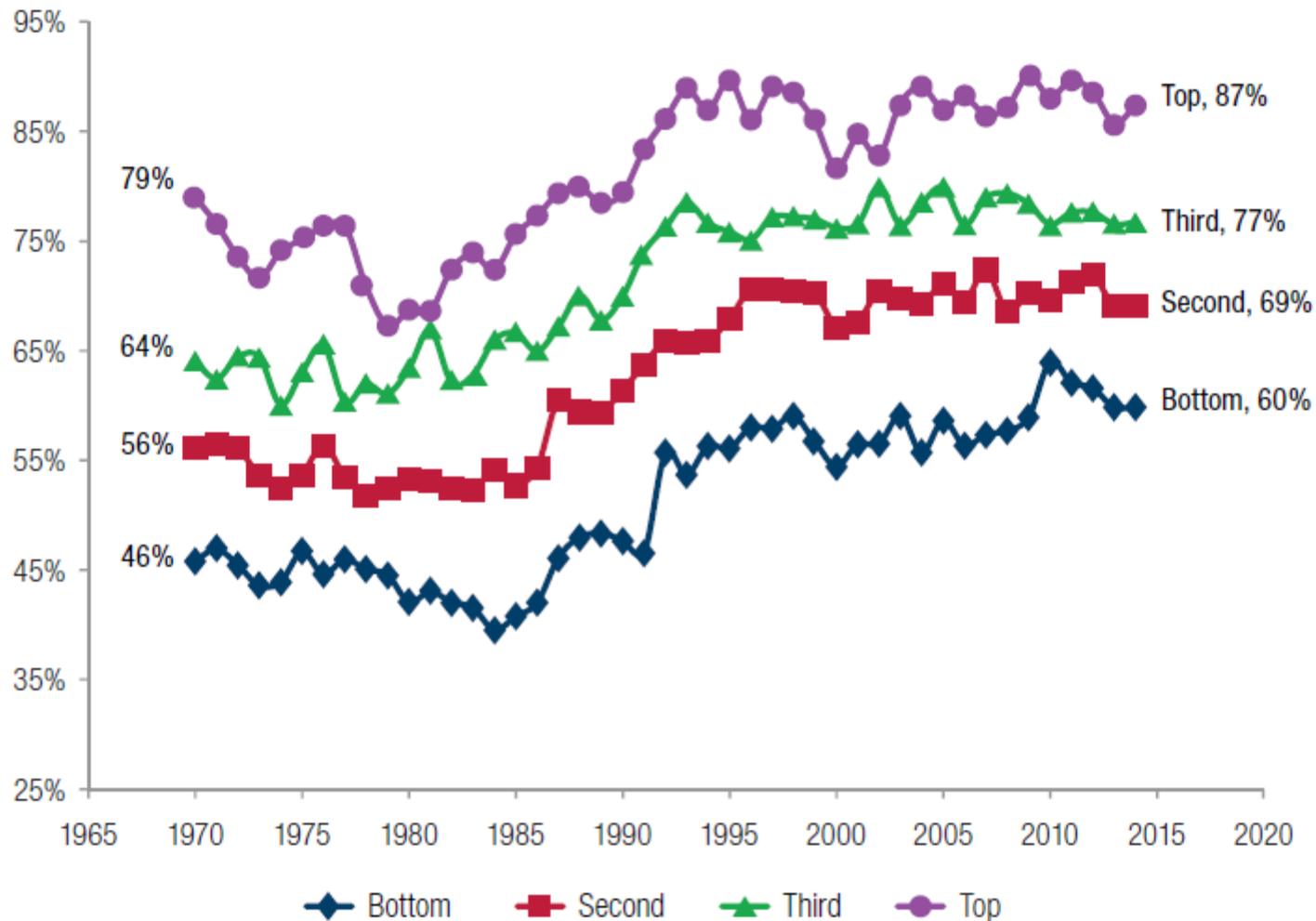
# Shared-Solutions: 2016 Essays

- *Reducing the Stratification of College “Choice”*  
By Laura Perna and Roman Ruiz
- *Eight Proposals to Help Inform Reauthorization of the Higher Education Act with a Focus on Financial Aid*  
By Tom Mortenson
- *Is Higher Education a Human Right or a Competitive Investment Commodity?*  
By Margaret Cahalan, Khadish Franklin, and Mika Yamashita

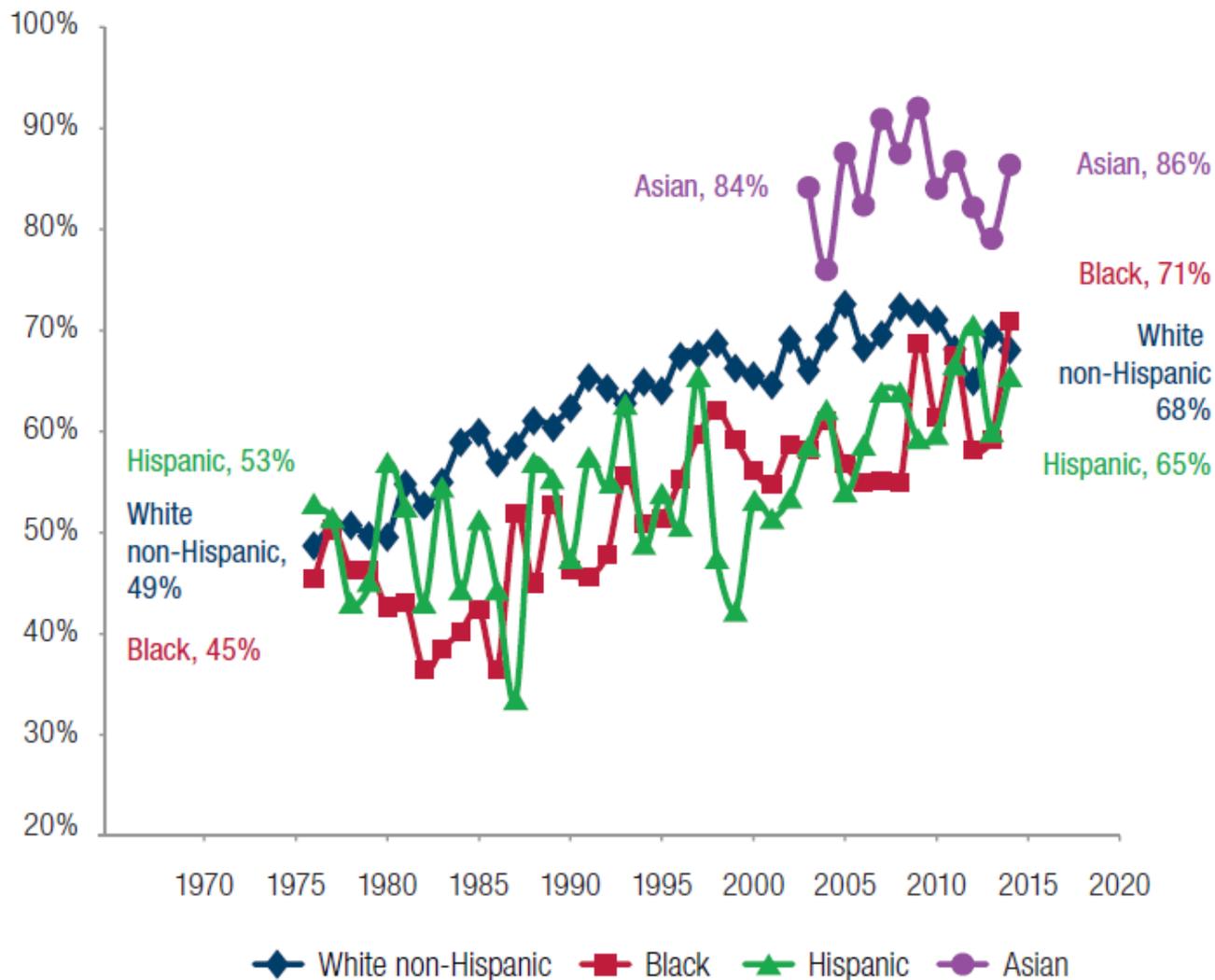
# The Equity Indicators

- 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?**

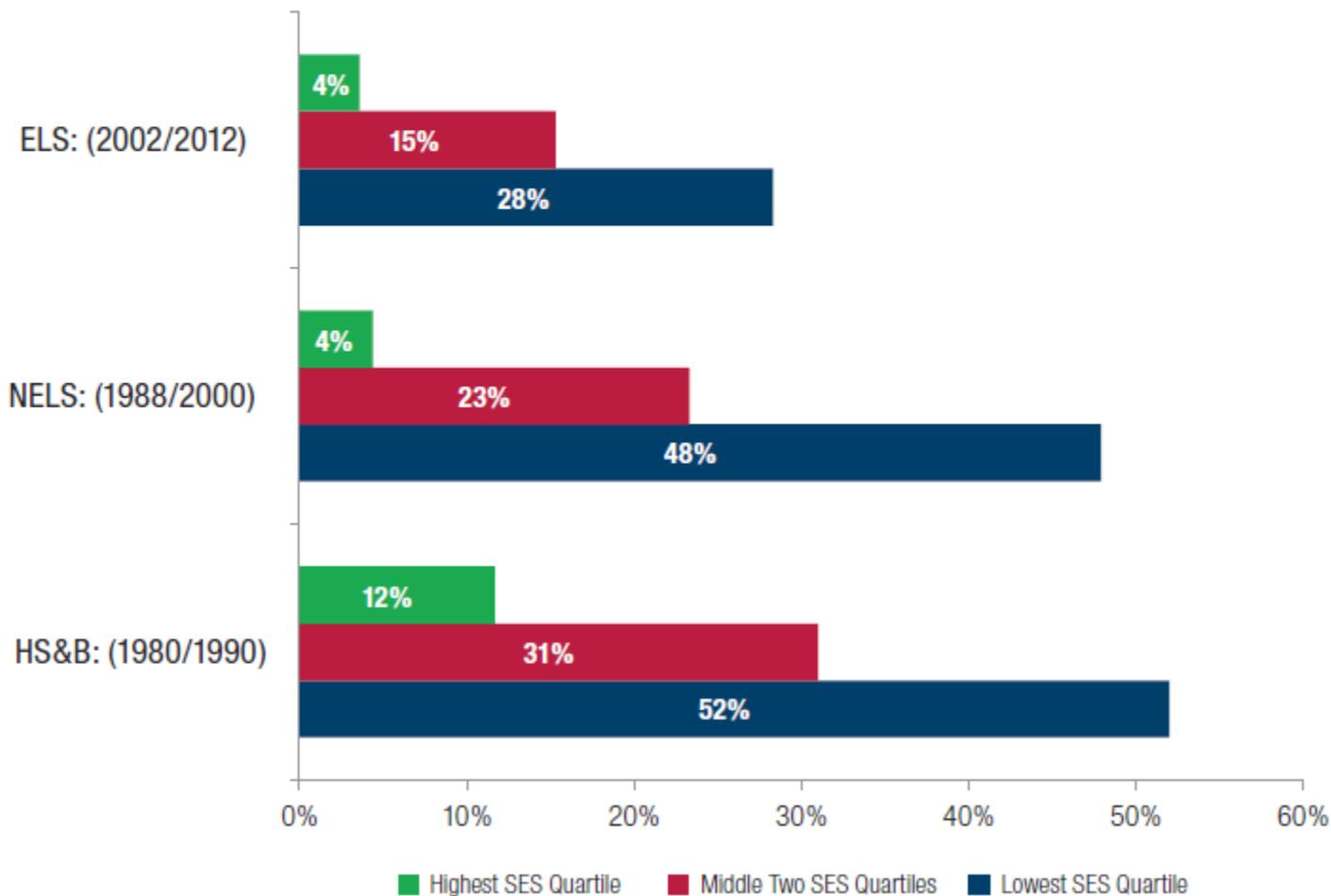
## Equity Indicator 1b: High School Graduates College Continuation Rates by family income quartile: 1970 to 2014



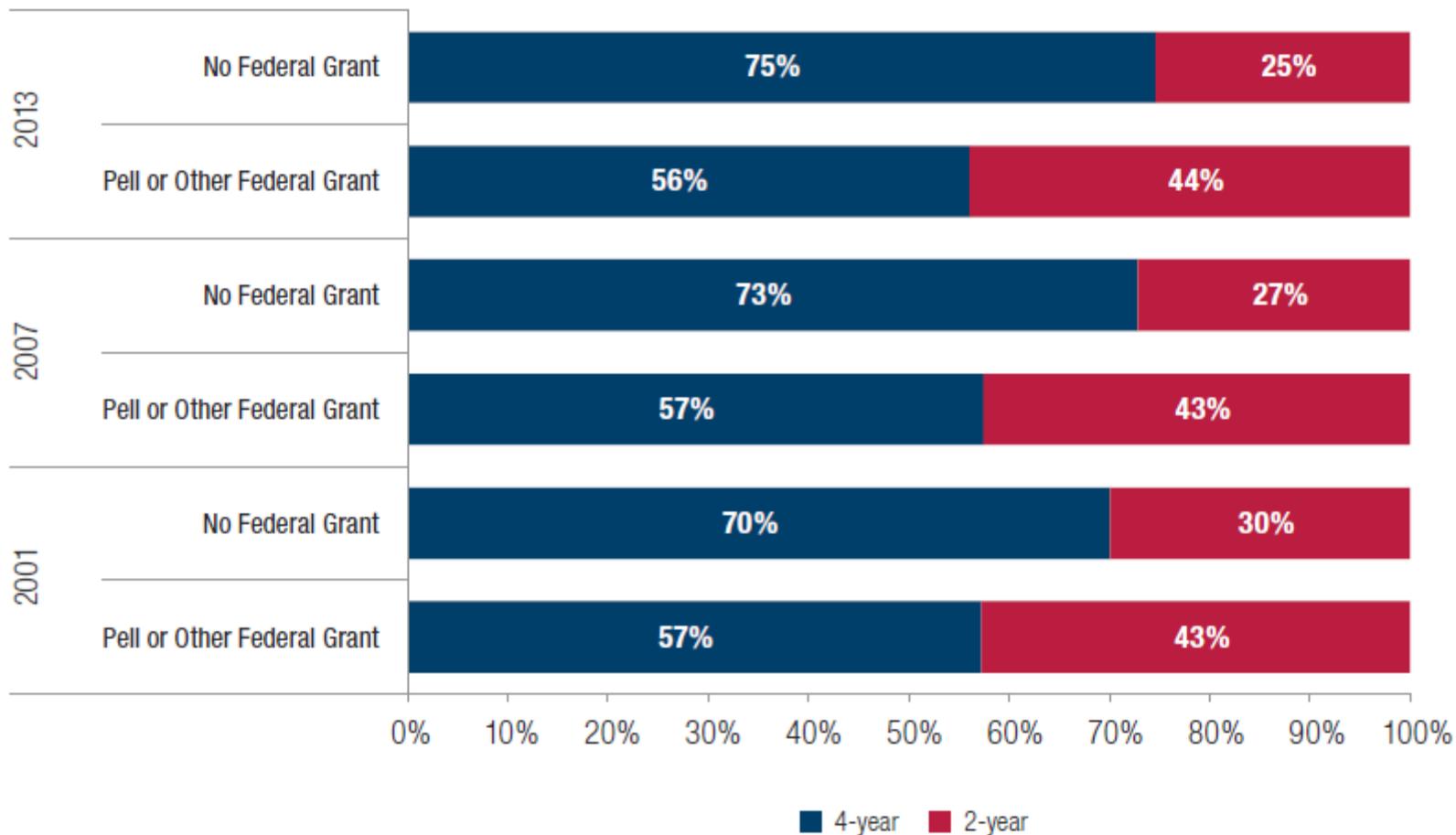
## Equity Indicator 1d: High School Graduates College Continuation Rates by race/ethnicity: 1976 to 2014



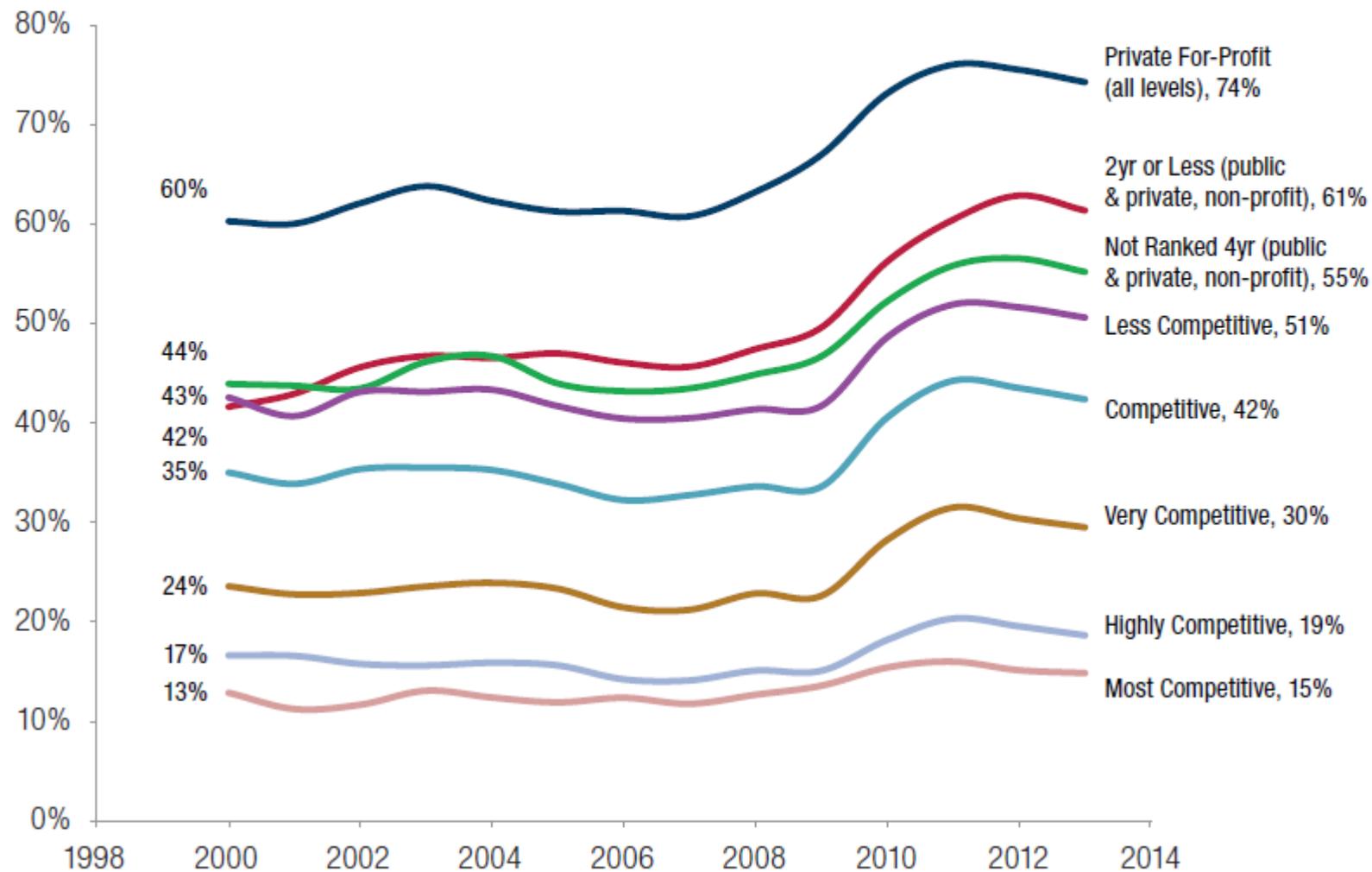
**Equity Indicator 1f: Percentage of young adults who reported no postsecondary enrollment within 8 or 10 years of expected high school graduation by parents' socioeconomic status (SES): high school longitudinal studies (HS&B:1980/1992; NELS:88/2000; ELS:2002/2012)**



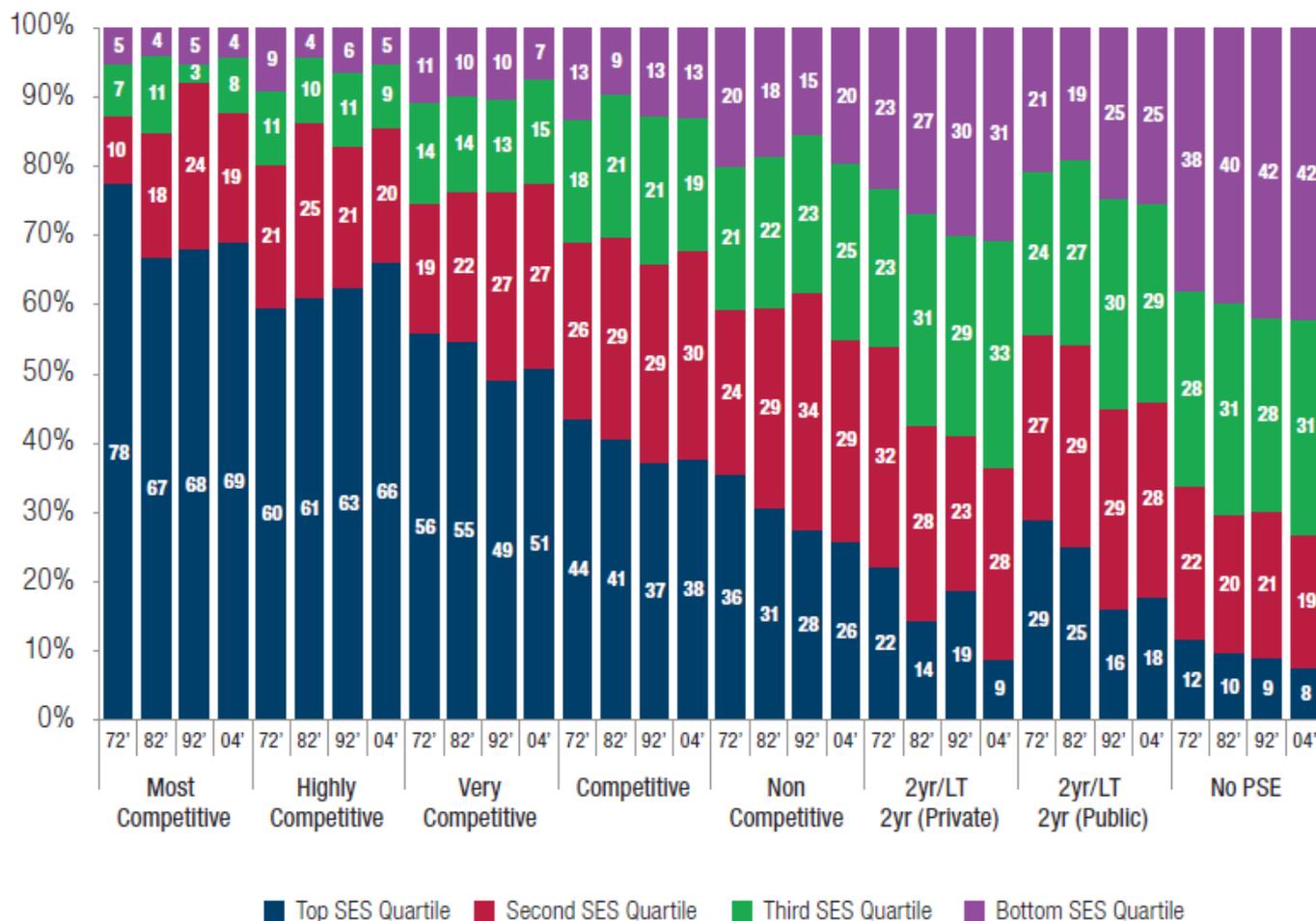
**Equity Indicator 2a: Distribution of full-time, first-time degree-seeking undergraduate students who did and did not receive Federal Grants (Pell or other Federal Grants) by level of institutions attended: 2001, 2007, 2013**



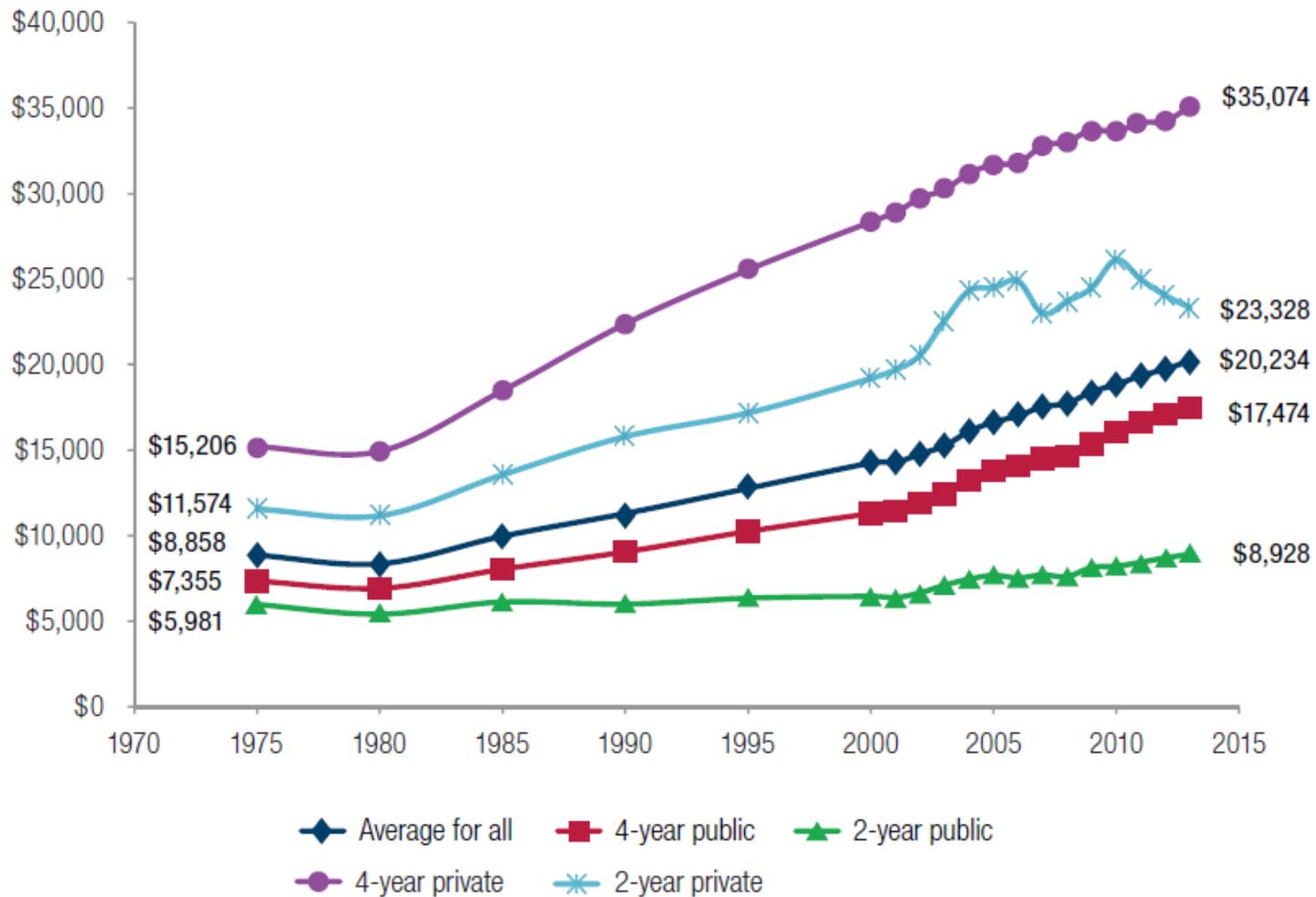
**Equity Indicator 2e: Percent of full-time, first-time degree/certificate seeking undergraduate students receiving Pell or other Federal Grants by institutional selectivity: 2000 to 2013**



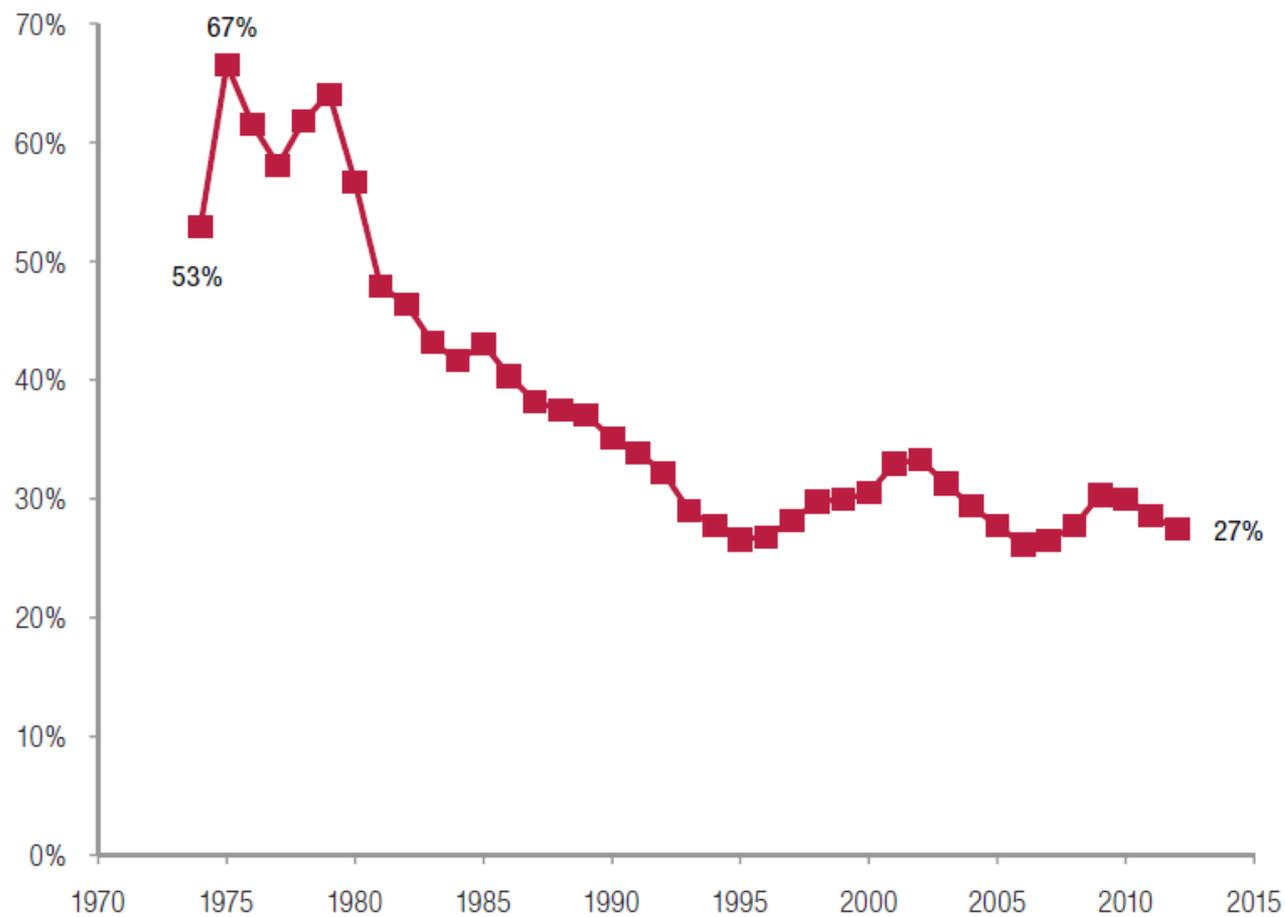
**Equity Indicator 2d: Family socioeconomic status (SES) representation in each selectivity category of institutional destinations for high school class cohorts: 1972, 1982, 1992, 2004**



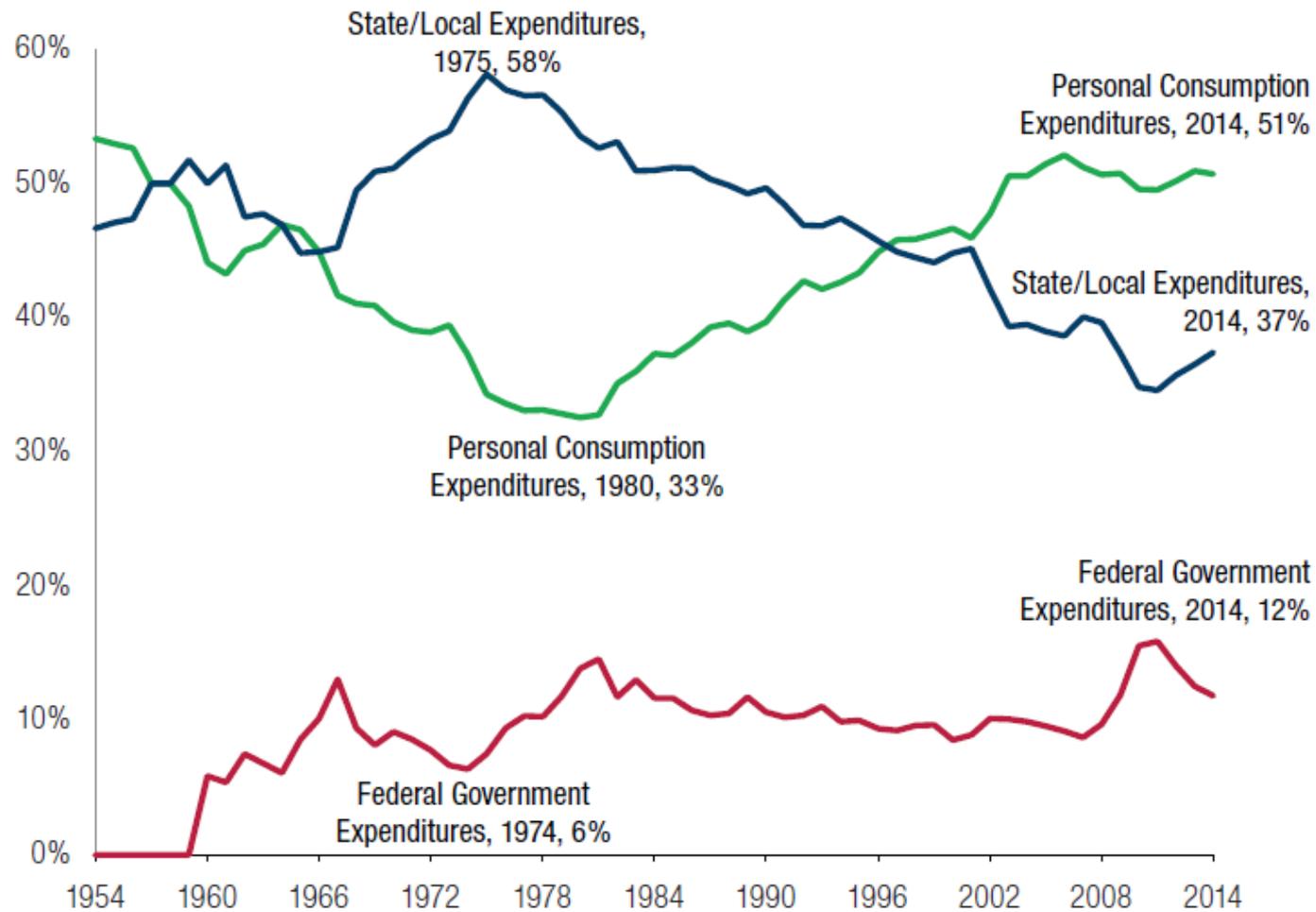
**Equity Indicator 3a: Average undergraduate tuition and fees, and room and board rates charged for full-time students in degree-granting postsecondary institutions by level and control: 1974-75 to 2012-13 (in constant 2012 dollars)**



## Equity Indicator 3b (ii): Percent of average college cost covered by maximum Pell Grant: 1974-75 to 2012-13



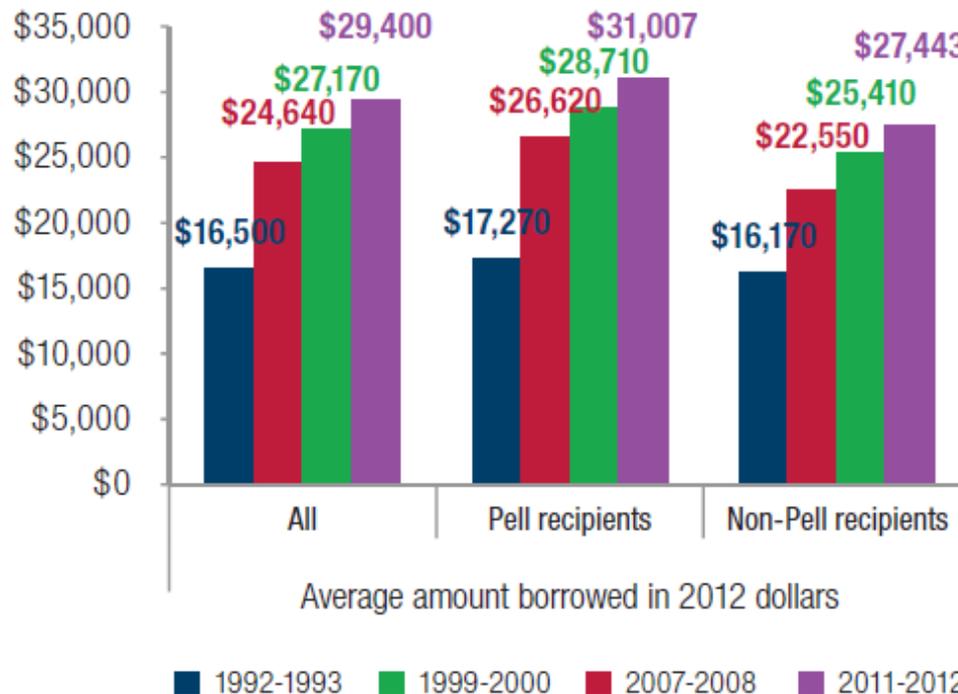
## Equity Indicator 4a: Distribution of higher education funding responsibilities: 1954 to 2014



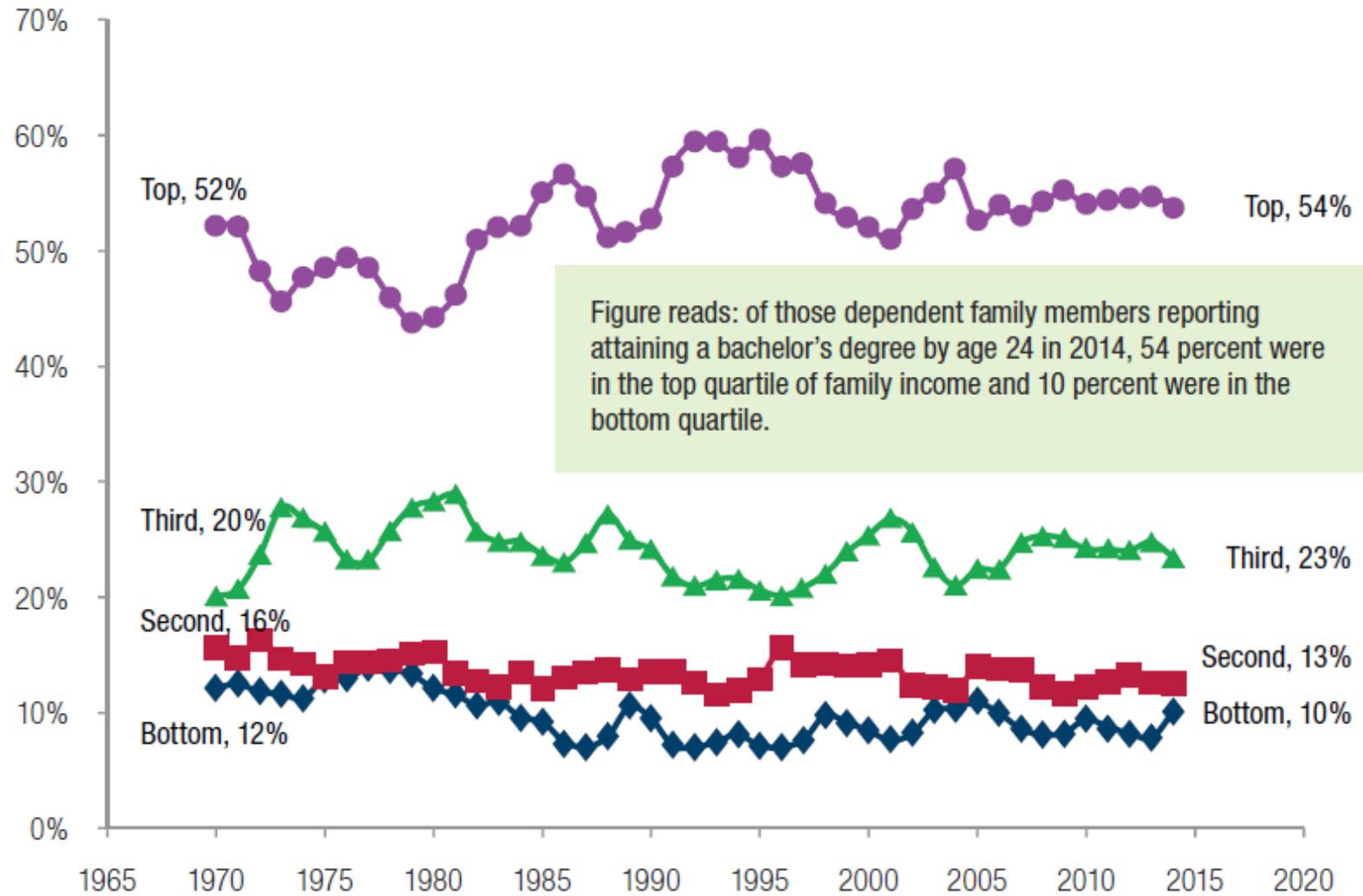
## Equity Indicator 4b (ii): Average Net Price as a percent of average family income by income quartile: 1990 to 2012



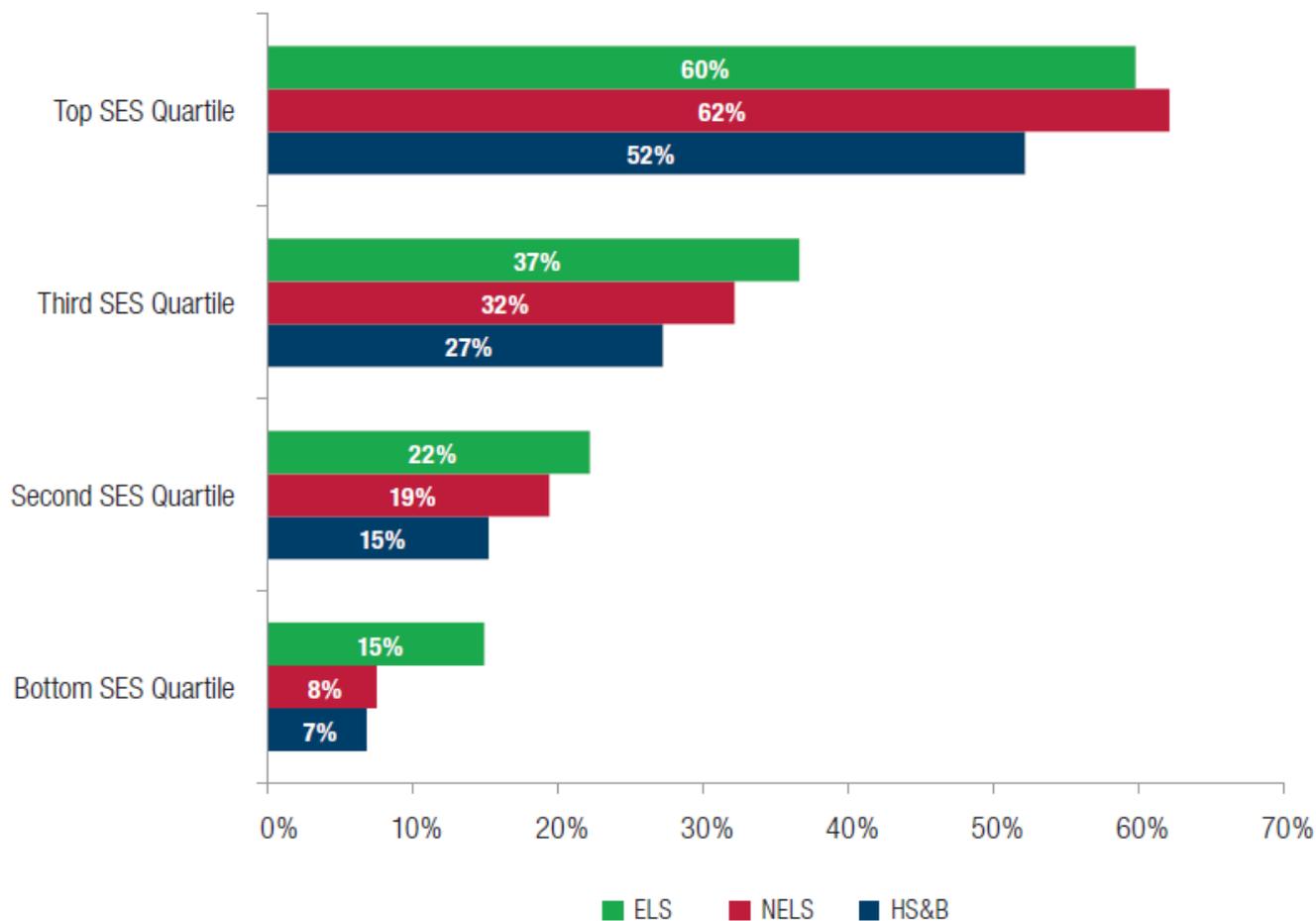
# Indicator 4c. Average amount borrowed by graduating bachelor's degree recipients, by Pell receipt status: 1993, 2000, 2008, 2012



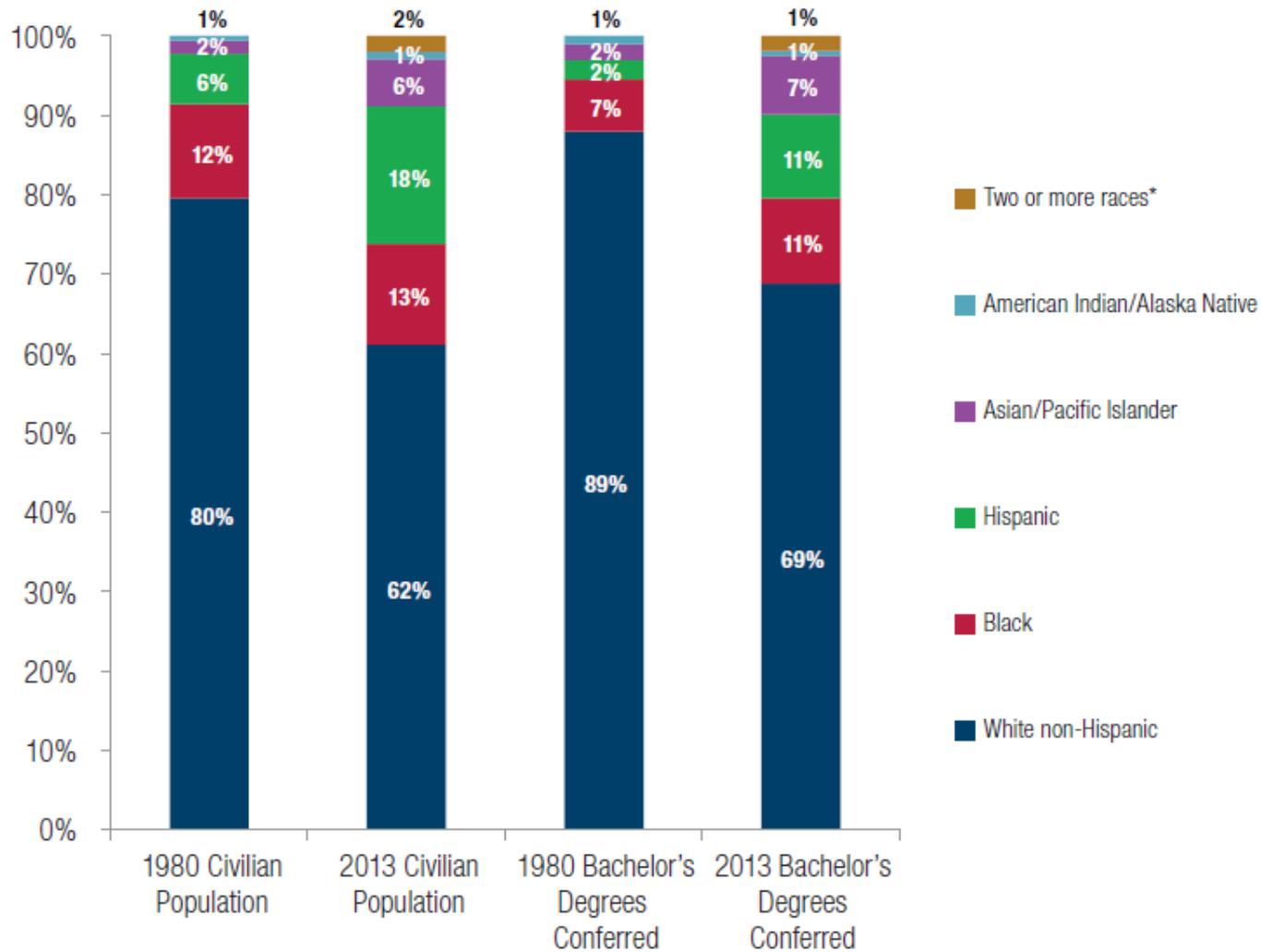
## Equity Indicator 5a: Distribution by family income quartile of dependent family members age 18 to 24 who attained a bachelor's degree by age 24: 1970 to 2014



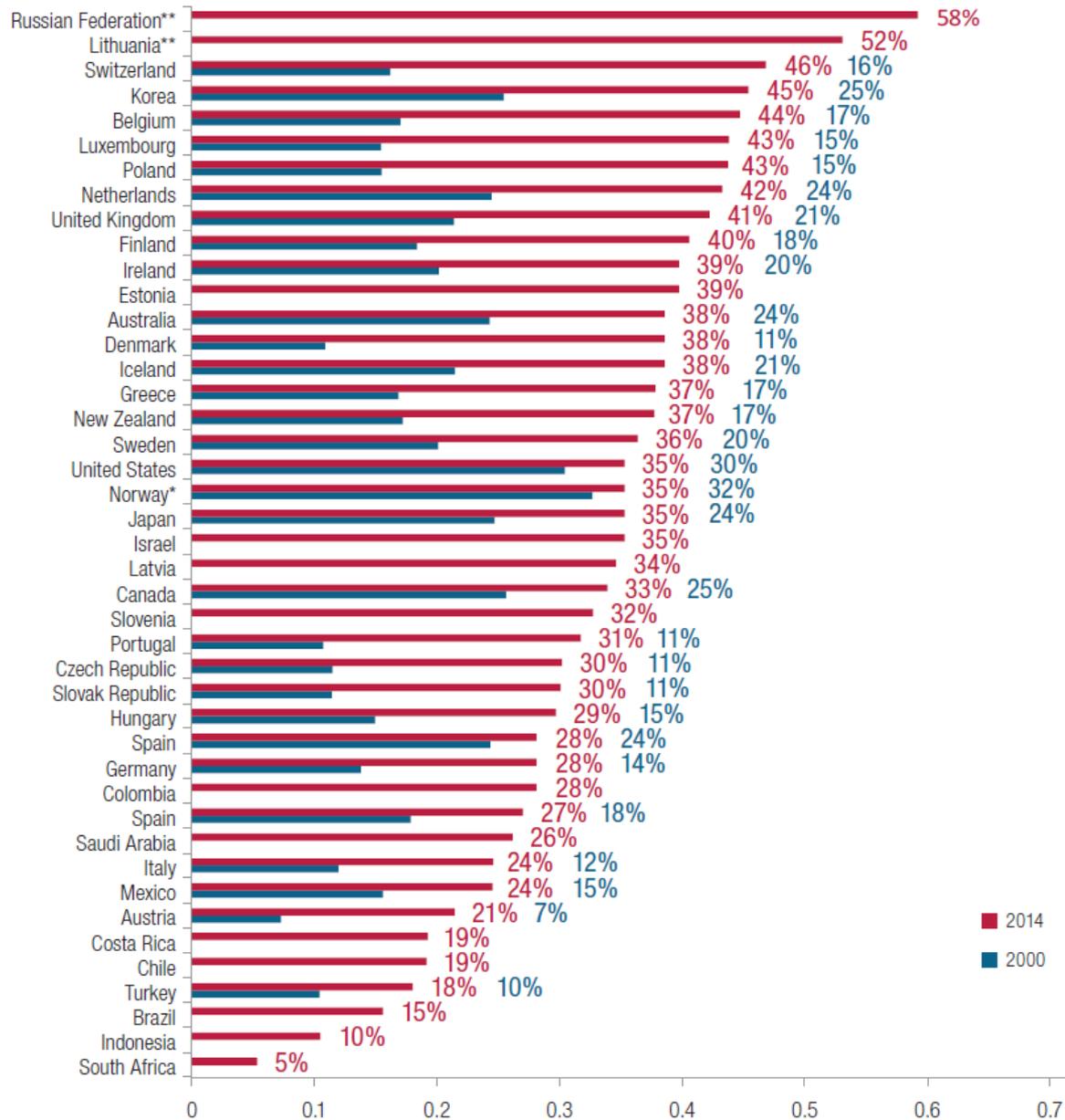
**Indicator 5b: Percent of youth attaining a bachelor's degree or higher within 8 or 10 years of expected high school graduation by socioeconomic status (SES) quartile: HS&B 1980 tenth graders, NELS 1988 eighth graders, and ELS 2002 tenth graders**



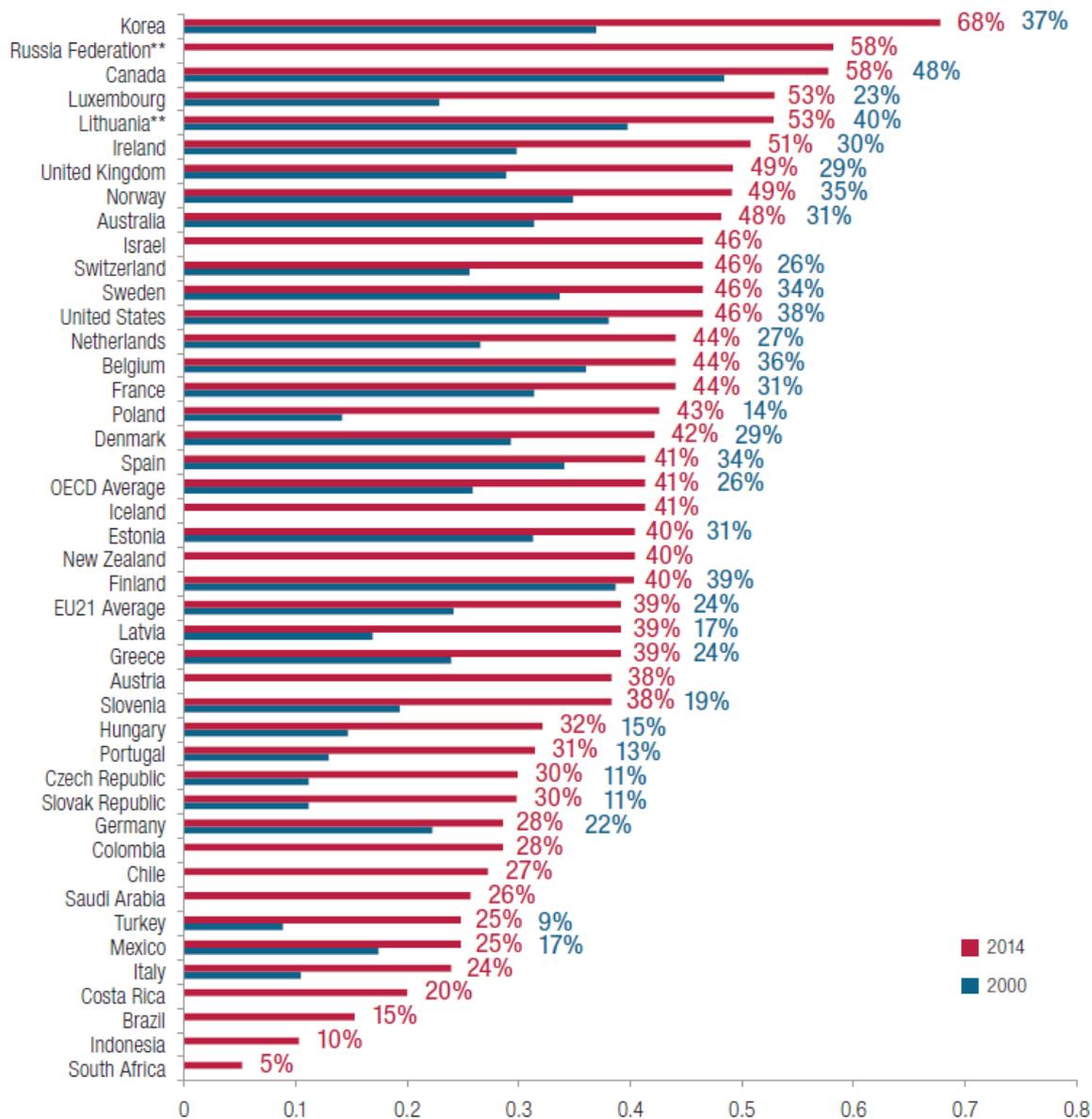
**Indicator 5d: Percentage distributions by race/ethnicity of bachelor's degrees conferred by postsecondary institutions and of the civilian population: 1980 and 2013**



**Equity Indicator 6a: Percent of 25- to 34-year-olds with a Type A (bachelor's or equivalent or above) tertiary degree: 2000 and 2014**



**Equity Indicator 6b: Percent of 25- to 34-year olds with a Type A (bachelor's or equivalent) or Type B (Short Cycle) tertiary degree: 2000 and 2014**



# Table Dialogue Questions

1. What do you think are the top 3 changes needed to improve equity in higher education in the U.S.?
2. Why have we (as a nation) made so little progress in closing the gaps in higher education attainment? What are the biggest hurdles to creating change?
3. How do we best communicate information about equity in higher education? 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?

# Next Steps

Continue the shared dialogue

- Reflections on today's discussion

Continue to track trends in higher education equity

- Third edition of this publication
- Focus of subsequent editions