January 27 2017
Advisory Board Meeting
Improving Equity in Higher Education Attainment in the United States

Indicators of Higher Education Equity
Institutional Practices for Improving Equity
Overview of this Morning—Indicators of Higher Education Equity

- Background on History and Goals of the Project
- Where we’ve been—2015 and 2016 Reports overview
- What we did; What we learned
- Where should we be going? (Input from Advisory Panel Sought)
  - Coverage --New Indicators?
  - Data Breakouts by Income, SES Quartiles, Pell/Non-Pell, Race/ethnicity, Selectivity
  - New Data Sets? Using imperfect data vs. no data?
  - State level comparative indicators?
  - New approaches to dissemination?
  - Role and topics of Dialogues and Essays?
  - How Can the project be sustained?
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 Truman, in releasing a report of the 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.”
Purposes of Indicators Project

• Report on progress and provide tool for monitoring progress
• Identify policies and practices needed to improve equity
• Engage multiple stakeholders in shared dialogue
Project Built Upon Work and Support of Many

- Partnership-Pell Institute and PennAHEAD at University of Pennsylvania
- Government, contractor, and academic research teams
- Critiques from colleagues
2015 and 2016 Editions
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?
Key Data Sources

- Census Bureau/BLS---Current Population Survey—ACS,
- NCES
  - IPEDS
  - High School Longitudinal Studies (NLS, HS&B; NELS, ELS, HSLS)
  - NPSAS
  - BPS
  - B&B
- Pell Annual Reports
- National Income and Product Accounts
- National School Lunch Data
- OECD

2015 Essays
• Improving Equity in Higher Education Attainment: A National Imperative

• Sixteen Strategies for Widening Equity of Participation in Higher Education in the United States: Reflections from International Comparisons

2016 Essays
• Reducing the Stratification of College “Choice”

• Eight Proposals to Help Inform Reauthorization of the Higher Education Act with a Focus on Financial Aid By

• Is Higher Education a Human Right or a Competitive Investment Commodity?
## Dialogue Questions

### 2015

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?

### 2016

1. What do you think are the top 3 changes needed to improve equity in higher education in the U.S.?
2. Tom Mortenson has put forth 8 proposals for HEOA reauthorization he believes would improve higher education opportunity in the United States. Which of these do you think would be a good idea? And which do you think would have a chance of being implemented?
3. What would be your vision for the ideal system of higher education finance from a student equity and, talent development perspective and also from the perspective of the common good of the US democracy? What ideas –inside or outside of the box are most attractive to you?
Plans Moving Forward—2017 and 2018

INDICATORS
OF HIGHER EDUCATION EQUITY
IN THE UNITED STATES: 2017

• Save the date-April 25 2017 Release
• Launch Indicators Website also in April
  • On-line excel data to download
  • Methodological Information
  • Essays
  • Dialogue Questions
  • Sponsorship Information and links
• 2018—Include some State Level Indicators
Indicator Status: High Inequality But Narrowing of Gap

There was a 25 percentage-point gap in college continuation rates for high school graduates in the top and bottom income quartiles in 2015, compared with a 33 percentage-point gap in 1970.

NOTE: The High School Graduates College Continuation Rate is the percent of 18- to 24-year-dependant old high school graduates who entered a postsecondary educational institution of any type. In October 2015, overall 72 percent of 2015 high school graduates were enrolled in colleges or universities, as reported by the U.S. Bureau of Labor Statistics (BLS).

Where Should we be Going? (Input from Advisory Panel Sought)

- Coverage -- New Indicators?
- Data Breakouts by Income, SES Quartiles, Pell/Non-Pell, Race/ethnicity, Selectivity
- New Data Sets? Using imperfect data vs. no data?
- State level comparative indicators?
- New approaches to dissemination?
- Role and topics of Dialogues and Essays?
- How Can the project be sustained?
Moving Forward Notes