

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

THE PELL INSTITUTE
for the Study of Opportunity in Higher Education

 PennAHEAD
Alliance for Higher Education and Democracy

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

SPECIAL DEDICATION

ARNOLD MITCHEM
& TOM MORTENSON

TRAVELERS 



- Partnership-Pell Institute and PennAHEAD at University of Pennsylvania
- Government, contractor, and academic research teams
- Critiques from colleagues

2015 and 2016 Editions

INDICATORS

OF HIGHER EDUCATION EQUITY
IN THE UNITED STATES

25 YEAR
TREND REPORT
2015 Standard Edition

Difference in Bachelor's Degree for High- and Low-Income Students

What will the U.S. do to close the gap in higher education attainment for family income?

Distribution by Family Income Quintile of Bachelor's Degrees Awarded by Age 25 Before 2014

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UNIVERSITY OF PENNSYLVANIA

INDICATORS

OF HIGHER EDUCATION EQUITY
IN THE UNITED STATES

2016 HISTORICAL
TREND REPORT

What will the U.S. do to close the gap in higher education attainment for family income?

Distribution by Family Income Quintile of Bachelor's Degrees Awarded by Age 25 Before 2014

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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

Essay Topics: 2015 & 2016

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?**

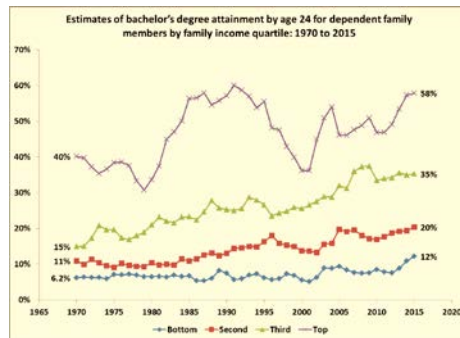
Plans Moving Forward—2017 and 2018

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IN THE UNITED STATES: 2017



Trend Report—



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

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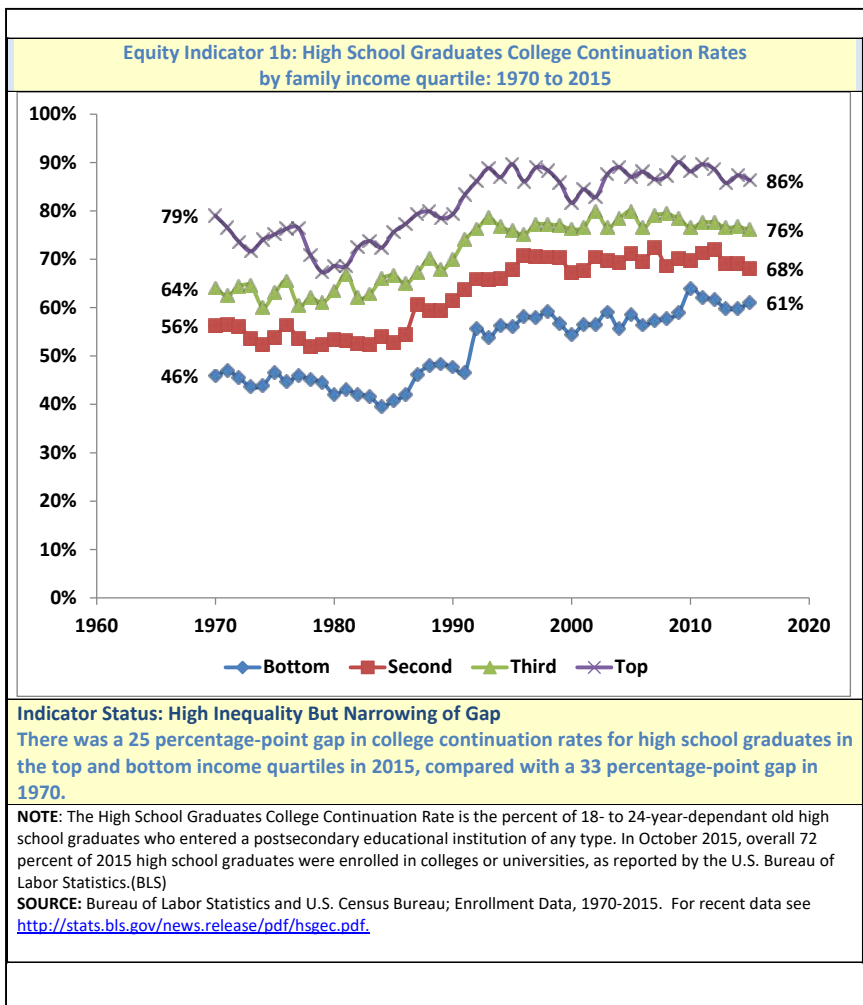
- Save the date-April 25 2017 Release
- Launch Indicators Website also in April
 - On-line excel data to download
 - Methodological Information
 - Essays
 - Dialogue Questions
 - Sponsorship Information and links
- 2018—Include some State Level Indicators

INDICATORS

OF HIGHER EDUCATION EQUITY IN THE UNITED STATES

HISTORICAL

TREND REPORT



	Bottom	Second	Third	Top
1970	46%	56%	64%	79%
1971	47%	57%	62%	77%
1972	45%	56%	64%	74%
1973	44%	54%	64%	72%
1974	44%	52%	60%	74%
1975	47%	54%	63%	75%
1976	45%	56%	65%	76%
1977	46%	54%	60%	76%
1978	45%	52%	62%	71%
1979	45%	52%	61%	67%
1980	42%	53%	63%	69%
1981	43%	53%	67%	69%
1982	42%	52%	62%	72%
1983	42%	52%	63%	74%
1984	40%	54%	66%	72%
1985	41%	53%	67%	76%
1986	42%	54%	65%	77%
1987	46%	61%	67%	79%
1988	48%	59%	70%	80%
1989	48%	59%	68%	78%
1990	48%	61%	70%	79%
1991	47%	64%	74%	83%
1992	56%	66%	76%	86%
1993	54%	66%	79%	89%
1994	56%	66%	77%	87%
1995	56%	68%	76%	90%
1996	58%	71%	75%	86%
1997	58%	71%	77%	89%
1998	59%	70%	77%	88%
1999	57%	70%	77%	86%
2000	54%	67%	76%	82%
2001	56%	68%	77%	84%
2002	57%	70%	80%	83%
2003	59%	70%	77%	88%
2004	56%	69%	78%	89%
2005	59%	71%	80%	87%
2006	56%	69%	76%	88%
2007	57%	72%	79%	87%
2008	58%	69%	79%	87%
2009	59%	70%	78%	90%
2010	64%	70%	77%	88%
2011	62%	71%	78%	90%
2012	62%	72%	78%	89%
2013	60%	69%	77%	86%
2014	60%	69%	77%	87%
2015	61%	68%	76%	86%

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

- Coverage --New Indicators?
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Moving Forward Notes