

THE PELL INSTITUTE
for the Study of Opportunity in Higher Education

PennAHEAD
Pennsylvania Association of Higher Education

WE CORDIALLY INVITE
YOU TO JOIN THE HIGHER
EDUCATION STAKEHOLDER
COMMUNITY IN
A VIRTUAL SHARED SOLUTIONS
DIALOGUE

ANNOUNCING THE PUBLICATION OF

**INDICATORS OF
HIGHER EDUCATION
EQUITY IN THE
UNITED STATES:
2020 HISTORICAL
TREND REPORT**


WED, MAY 20 | 1:30 - 3:00 P.M. | ONLINE

WILL CRISIS OPEN A PORTAL TO
EXPANDING OPPORTUNITY OR WILL
MORE DOORS CLOSE?

[Register Here](#)

RECOVER, REIMAGINE, REBUILD

WHAT STRONG ACTION PLANS AT THE FEDERAL, STATE AND
INSTITUTIONAL LEVELS ARE NEEDED TO REBUILD A MORE
EQUITABLE AND ECOLOGICALLY SUSTAINABLE U.S. HIGHER
EDUCATION SYSTEM?



A Warm Welcome From the Equity Indicators: 2020 Project Team at Pell Institute of COE and PennAHEAD of University of Pennsylvania

Margaret W. Cahalan, Laura W. Perna, Marisha
Addison, Chelsea Murray, Pooja R. Patel, Nathan
Jiang



In this time of a Covid-19 pandemic, we are extending our hands to make a Virtual Linked Circle to Welcome Each Other. We are here to think hard about and to hope strongly for a more equitable, resilient, and ecologically sustainable higher education system —East, West, North and South---
CHEERS and a Warm welcome to all!

"Adjustments Are Not Enough" We Cannot Return to Normal

- ▶ Award winning author, **Arundhati Roy**
- ▶ *"Historically, pandemics have forced humans to break with the past and imagine their world anew. This one is no different. It is a portal, a gateway between one world and the next."*
- ▶ **New Opportunities—Through Problem Solving We Move Forward**
- ▶ Covid-19 has laid bare the systemic inequities too often found at the heart of our communities—and as we start to emerge from this crisis, we must rebuild an economy that truly works for everyone," **Los Angeles Mayor Eric Garcetti, chair of C40 Cities.**
- ▶ Need to Rebuild a Higher ED system that truly works for everyone

ACKNOWLEDGEMENTS

SPECIAL DEDICATION

ARNOLD MITCHEM & TOM MORTENSON

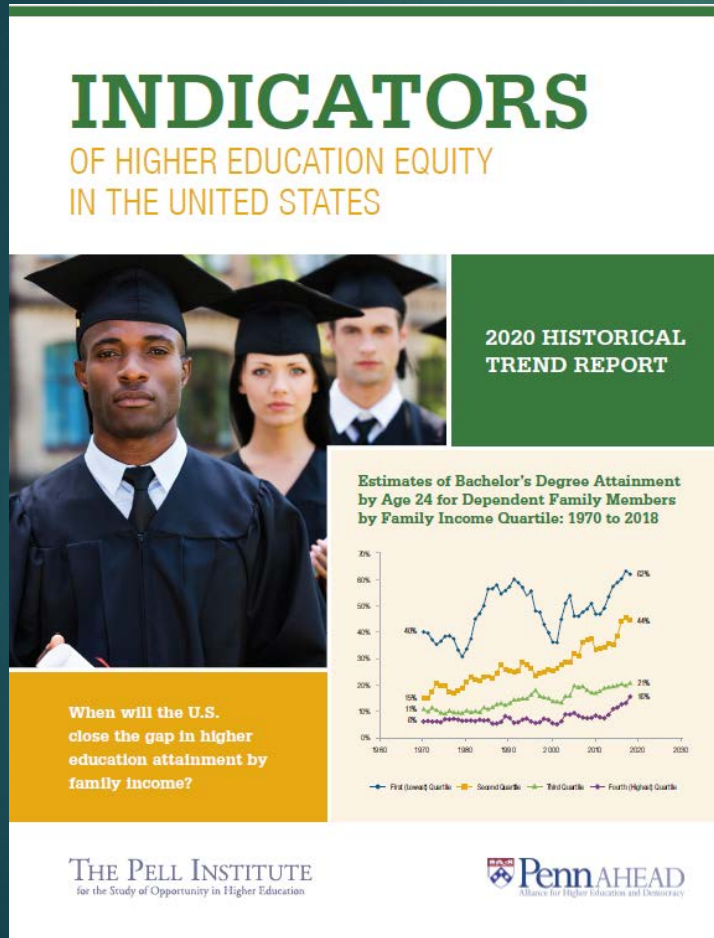
SPECIAL THANKS FOR SUPPORT FROM



BILL & MELINDA
GATES *foundation*

- ▶ Government, contractor, and academic research teams
- ▶ Backbone support from COE & Penn
- ▶ Special thanks to COE board

Recover, Reimagine, Rebuild Agenda



- ▶ Welcome, Overview Reflections (Maggie & Laura)
- ▶ TRIO Student Voice
Veronica Mixon,
University of Alabama--
Birmingham
- ▶ Shared Solutions Dialogues-(11 groups)
- ▶ Report Out (3 groups)
- ▶ Wrap-Up Reflections (Wendy and Jamey)

Uncle Sam's Thanksgiving Table—Harpers Weekly 1869

Our Virtual 11 Diverse Round Tables: 2020

ONE - FLAGSHIP/LANDGRANT

TWO - RURAL

THREE - URBAN

FOUR - REGIONAL/STATE

FIVE - RURAL

SIX - MINORITY SERVING

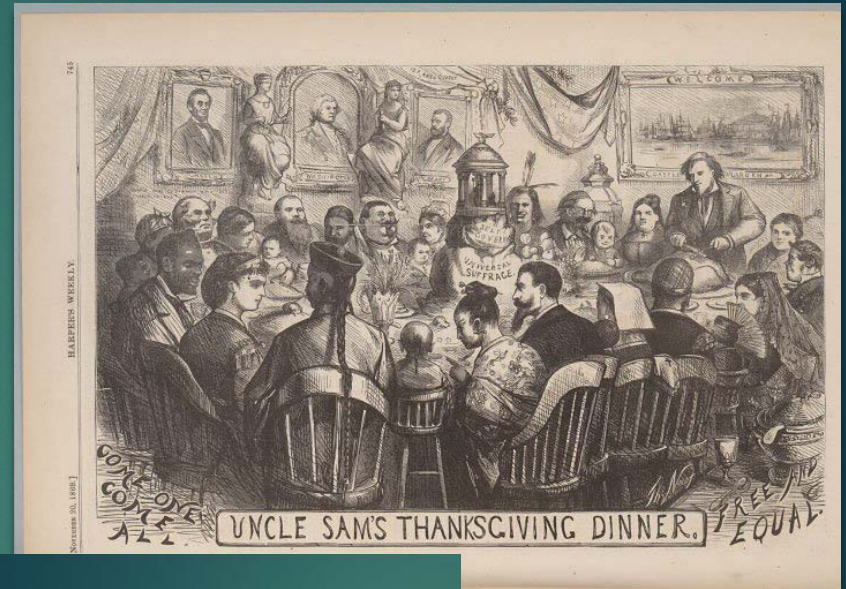
SEVEN - STATE OPPORTUNITY PROGRAMS

EIGHT - COMMUNITY COLLEGES

NINE - REGIONAL/STATE

TEN - REGIONAL/STATE

ELEVEN - Combined Group



Three Major Purposes of the Equity Indicators Project

Report/Track Status

- Report the status of higher education equity in the United States and identify changes over time in measures of equity;

Shared Solutions Dialogues

- Shared Dialogues to Identify policies and practices that promote and hinder progress, and

Support Equity Actions

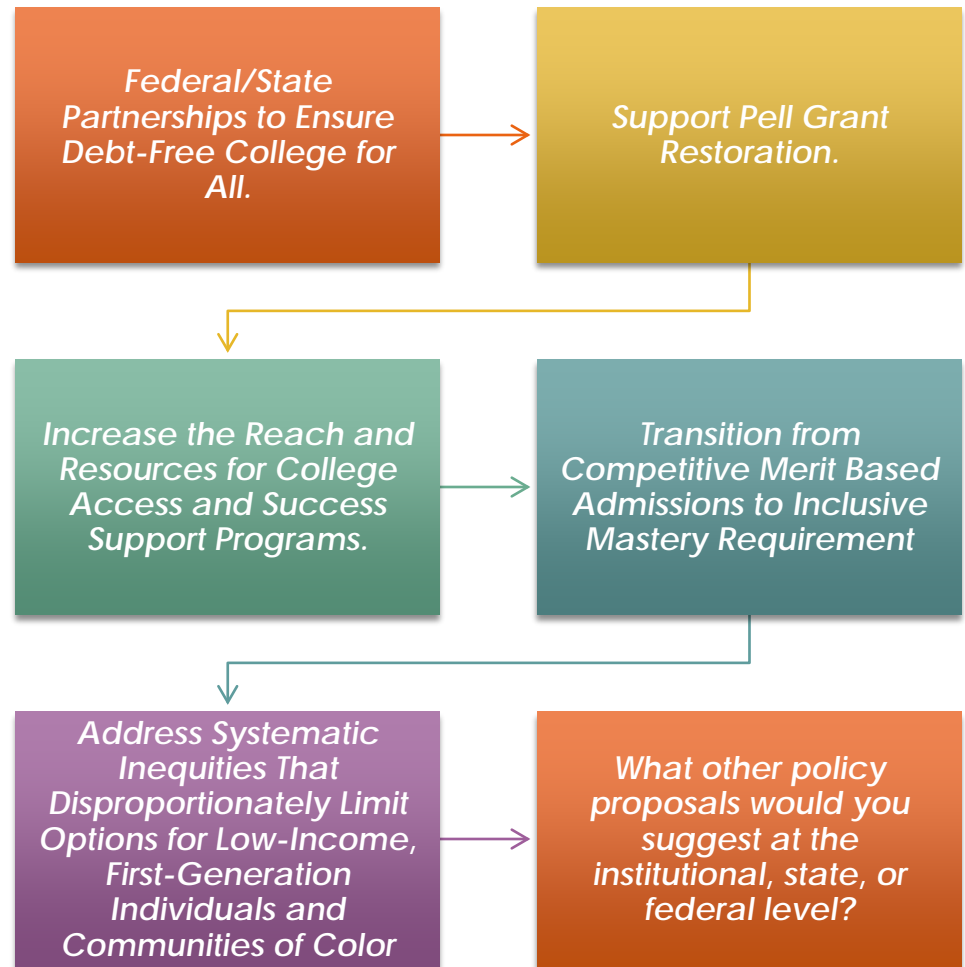
- Illustrate the need for increased support of policies, programs, and practices that not only improve overall attainment in higher education but also create greater equity in higher education opportunity and outcomes.

Key Questions for the Shared Solutions Dialogues: 2020

In what ways has the movement towards mass virtual education that has resulted from the COVID-19 crisis provided insight into the potential to expand equity or exacerbate inequality in postsecondary education?

What steps at the **Federal, State, and Institution** levels should be take in order to ensure that we emerge from the COVID-19 crisis with a more equitable system of higher education ?

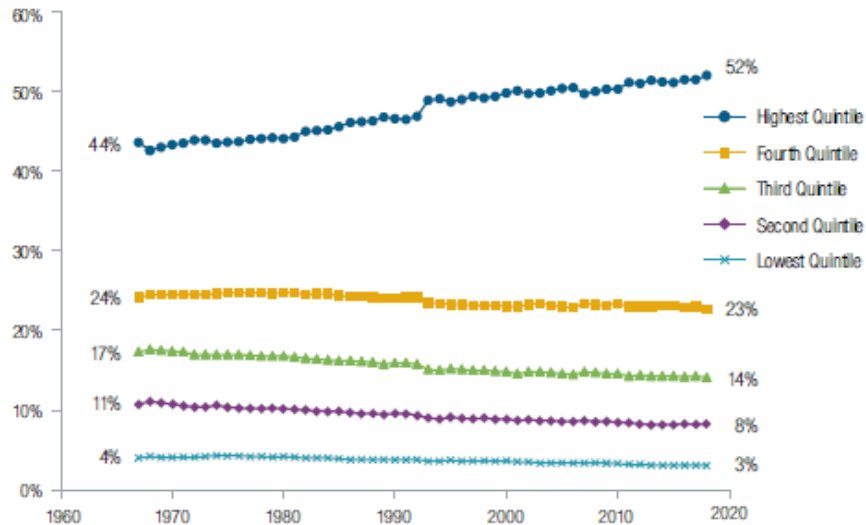
Specific Policies for Consideration



Systemic Inequity Manifest in Data for Each Question

- ✓ Setting the Stage
- 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?

STS Figure 8c: Shares of United States household income by quintiles: 1967-2018

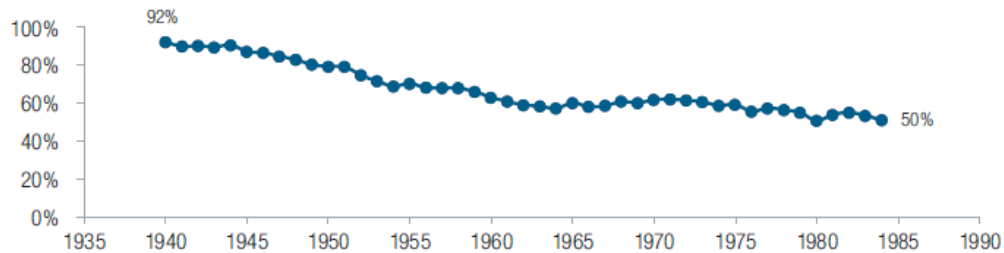


Setting the Stage (STS)

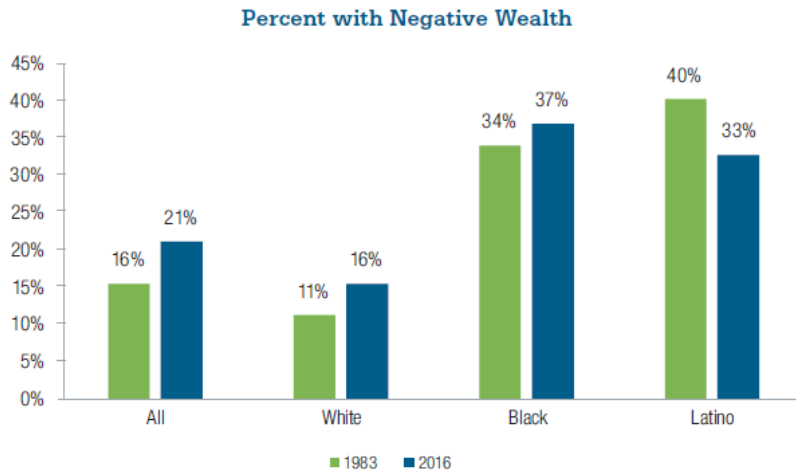
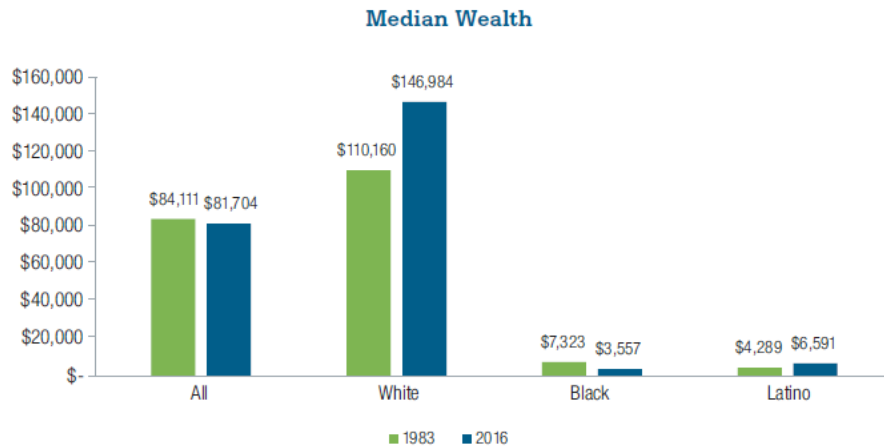
Growth in Inequality in U.S.

Decline of Upward Mobility

STS Figure 9: Percent of cohorts of children who at age 30 have a higher inflation-adjusted income than their parents at age 30: 1940-1984 birth cohorts



STS Figure 8b(ii): Median family wealth and percent of families with negative wealth by race/ethnicity: 1983 and 2016

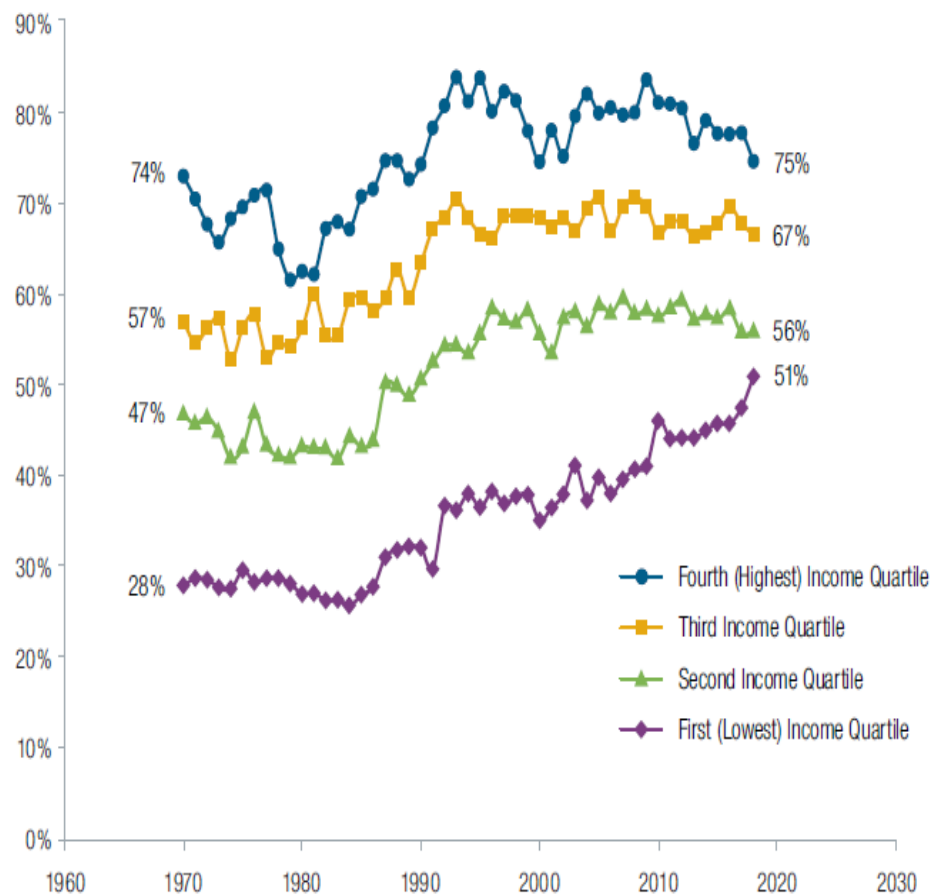


Setting the Stage-

Accumulated Wealth

Persistent Impacts of Systemic Inequality Based on Race/Ethnicity

Equity Indicator 1a: Cohort College Participation Rates by family income quartile for dependent 18-to 24-year-olds: 1970 to 2018



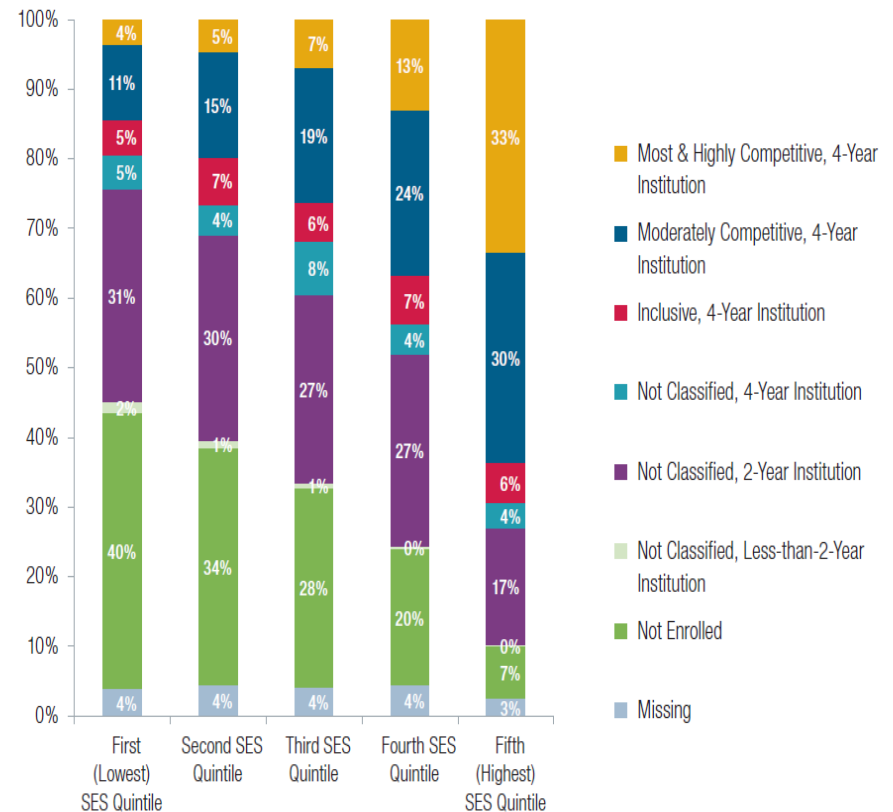
More
Students
Enroll
But....

Exclusion Based on SES Persistent

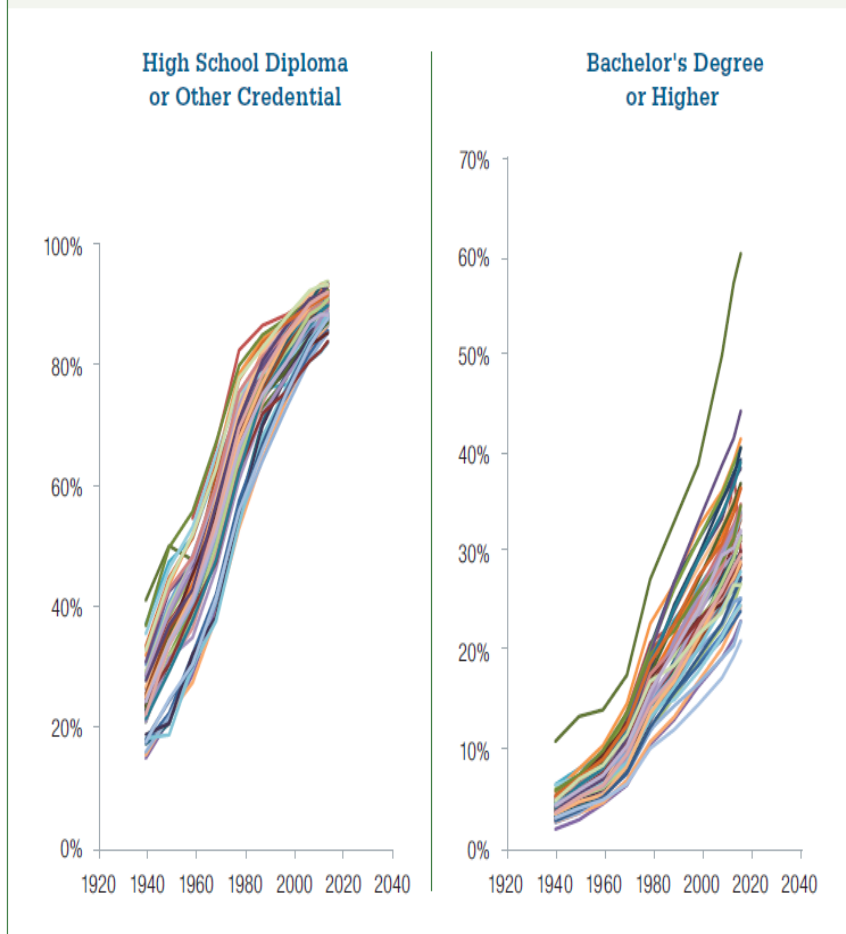
Chance of going
to Most or Highly
Selective college
8 Times Higher

- ▶ 33 % highest Quintile
- ▶ 4 % lowest Quintile

Equity Indicator 2f: Percentage distribution of 2009 9th graders who graduated from high school by institutional selectivity of enrollment in the fall after scheduled high school graduation (in 2013) by SES quintile

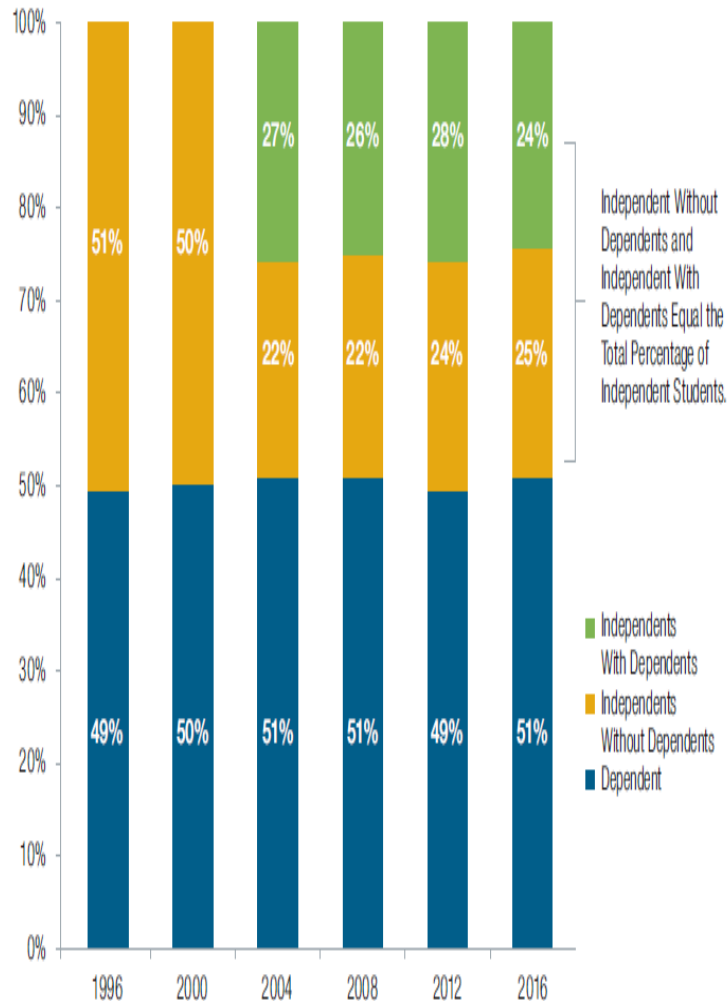


Equity Indicator 5f(i): Scatter plots of the percentage of the population age 25 and older who had attained a high school diploma or equivalent credential and who had attained a bachelor's degree or higher by state: 1940-2018



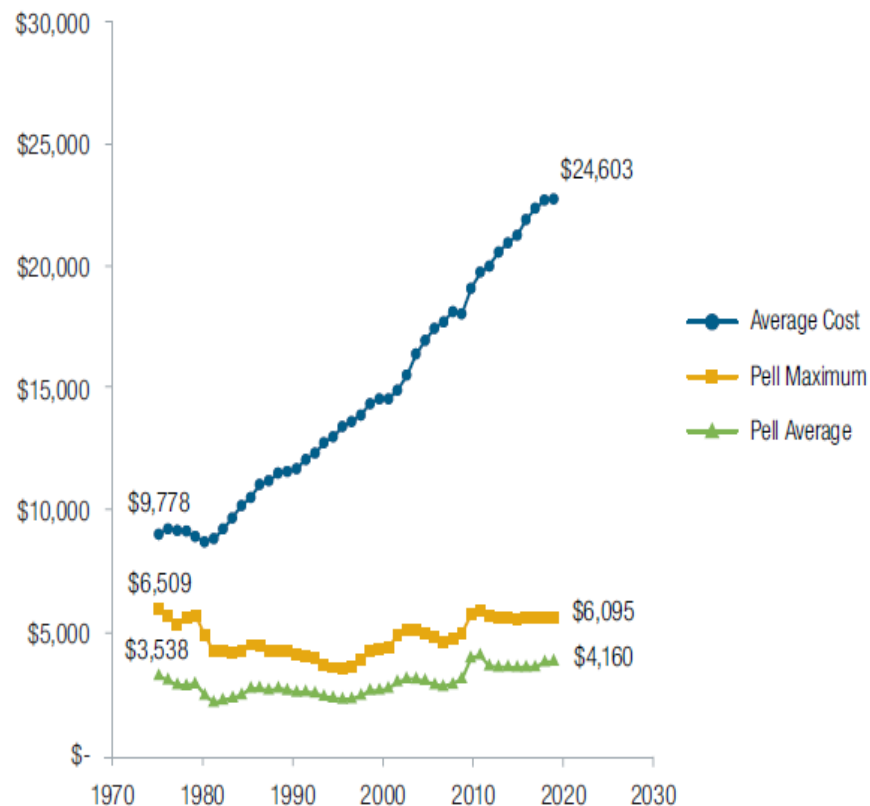
**Widening Gap
Among States in
Attainment Has
Many
Consequences**

Equity Indicator 1k(i): Percentage distribution of undergraduate students by dependency status: 1996 to 2016



About 50 percent of undergraduates are Independent students. Most are at Risk of Not Graduating.

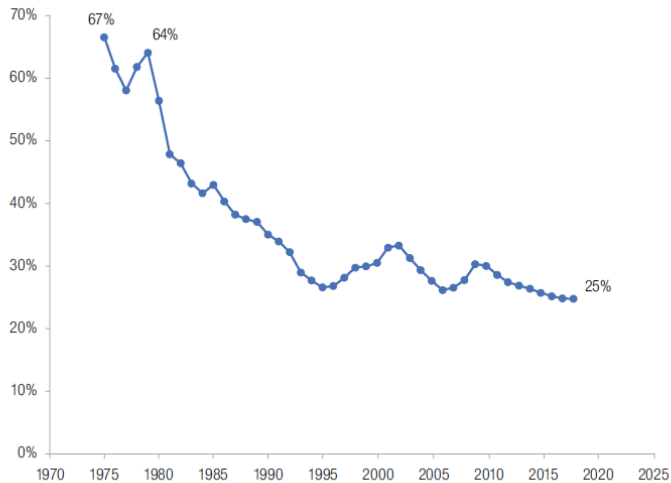
Equity Indicator 3b(i): Average costs (tuition and required fees plus room and board) for full-time undergraduate enrollment and maximum and average Pell Grant awards: 1975-76 to 2018-19 (constant 2018 dollars)



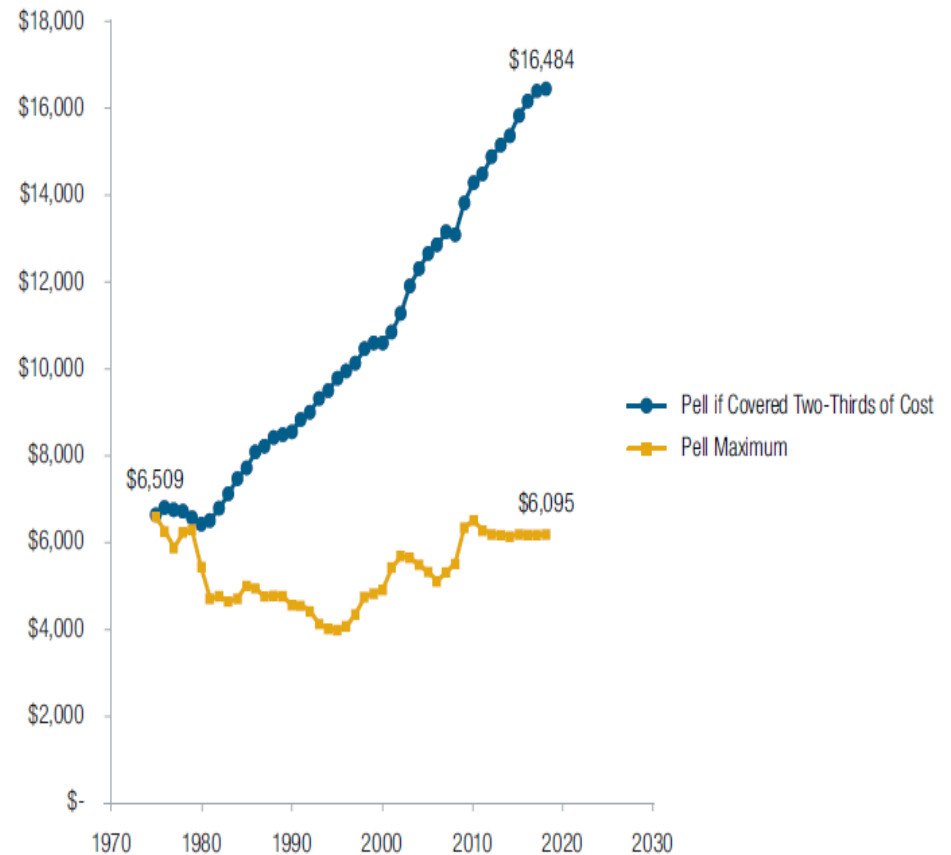
Pell
Grants
Have Not
Kept Up
with
Costs

In 2018 Pell Maximum Covers 25 % of Costs

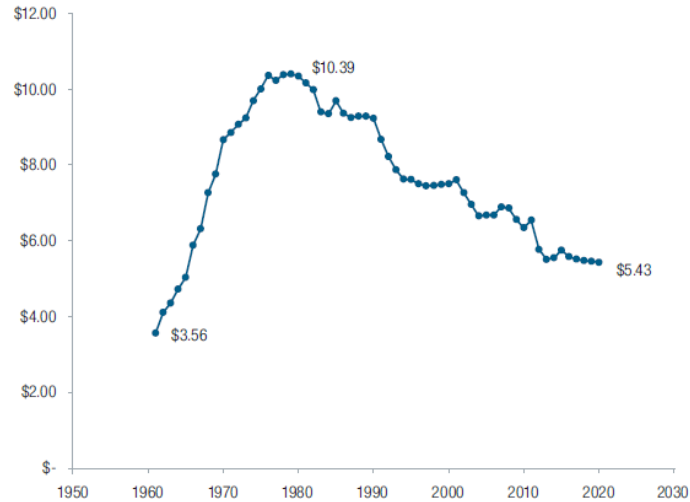
Equity Indicator 3b(ii): Percentage of average costs (tuition and required fees plus room and board) covered by the maximum Pell Grant: 1975-76 to 2018-19 (constant 2018 dollars)



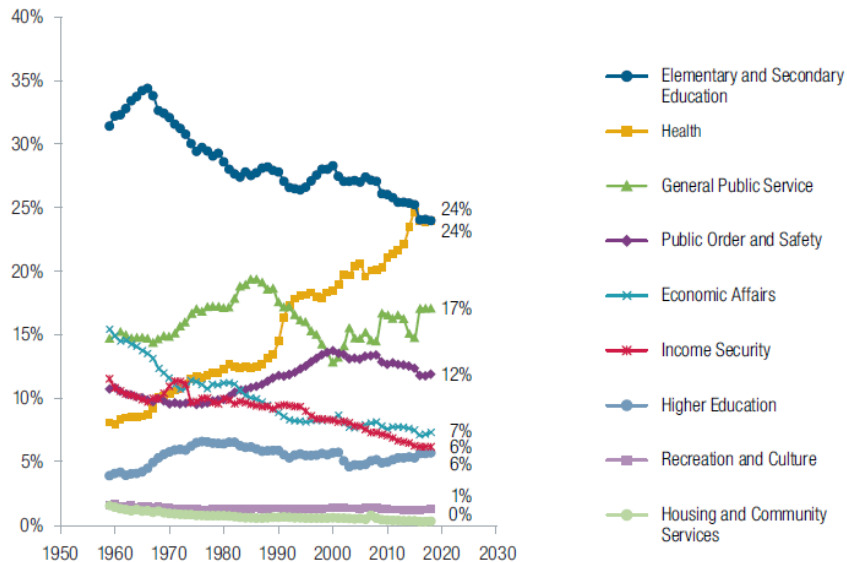
Equity Indicator 3b(iii): Maximum Pell Grant if the Pell Grant maximum covered two-thirds of average college costs (tuition and fees; room and board): 1975-76 to 2018-19 (constant 2018 dollars)



Equity Indicator 4a(ii): State fiscal support for higher education per \$1,000 of personal income: FY1961 to FY2020



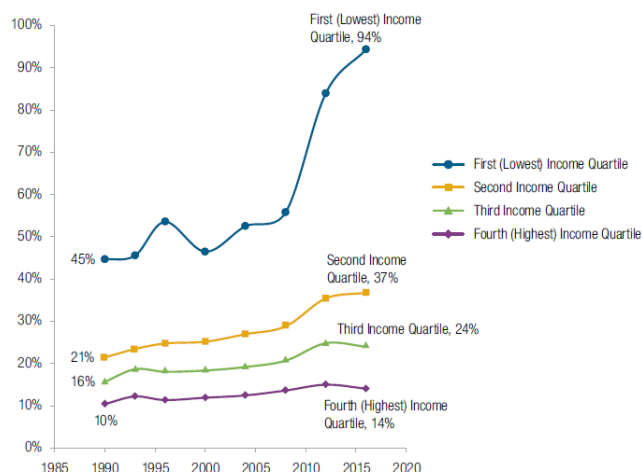
Equity Indicator 4a(iii): Distribution of state appropriations by function: 1959-2018



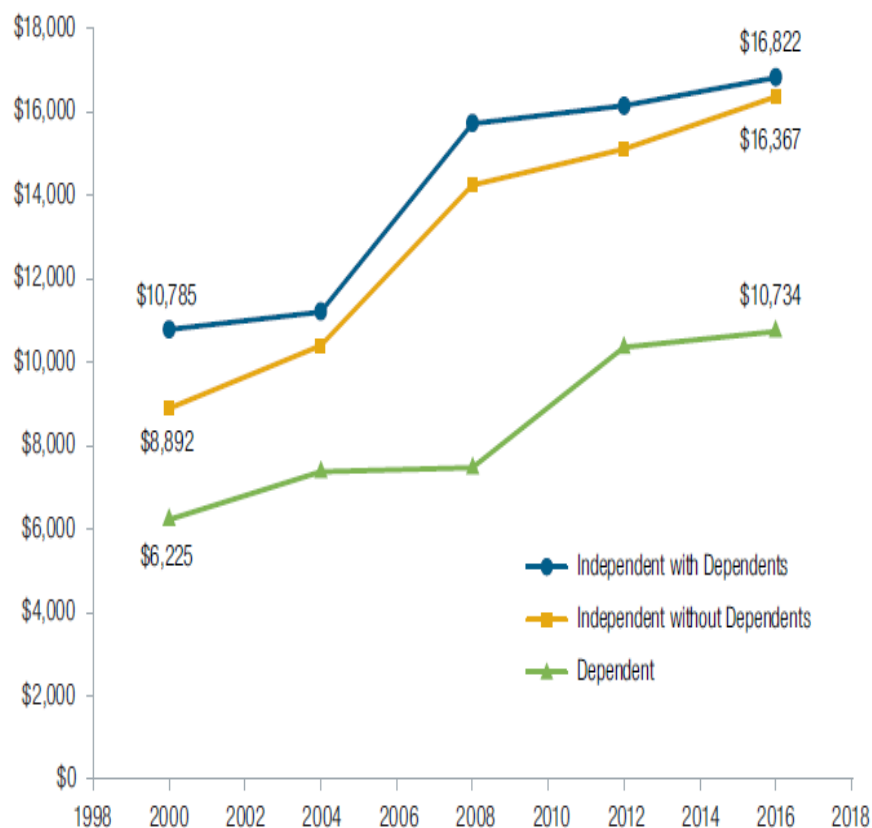
State Funding Declines

Extreme Unmet Need

Equity Indicator 4b(ii): Average net price as a percentage of average family income by income quartile for dependent full-time undergraduate students: 1990 to 2016

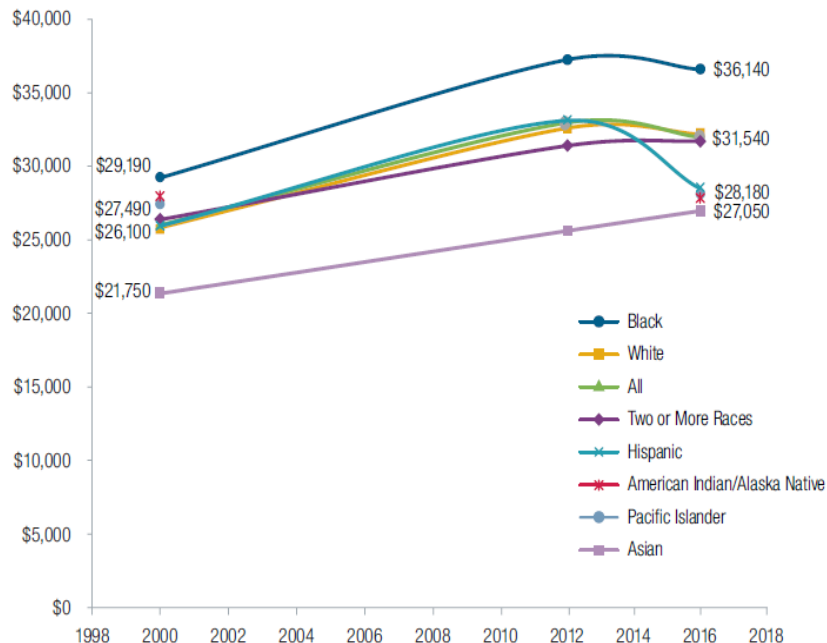


Equity Indicator 3c(ii): Unmet financial need among full-time undergraduates by dependency status: 2000 to 2016 (in constant 2018 dollars)



Student Debt Crisis Worse for Minorities

Equity Indicator 4d(iii): Average cumulative loan amounts for bachelor's degree completers who ever received loans (federal and non-federal loans to students and Parent Plus Loans) by race/ethnicity: 2000, 2012, and 2016 (constant 2018 dollars)



- ▶ 70 percent of all bachelor's completers and 85 percent of Black completers have debt
- ▶ Forbes, by the end of 2019, total student loan debt was \$1.56 trillion
- ▶ Total U.S. borrowers with student debt was 44.7 million.
- ▶ The default rate was 11.4 percent (90 days delinquent).
- ▶ The total amount of money in Default (360+ days delinquent) was \$101 billion from 5.1 million borrowers

Equity Indicator 5c(iii): Percentage of dependent students who first enrolled in a postsecondary education institution in academic year 2011-12 who completed a bachelor's degree or higher within 6 years, by low-income and first-generation status and institutional level of initial enrollment: 2012/17

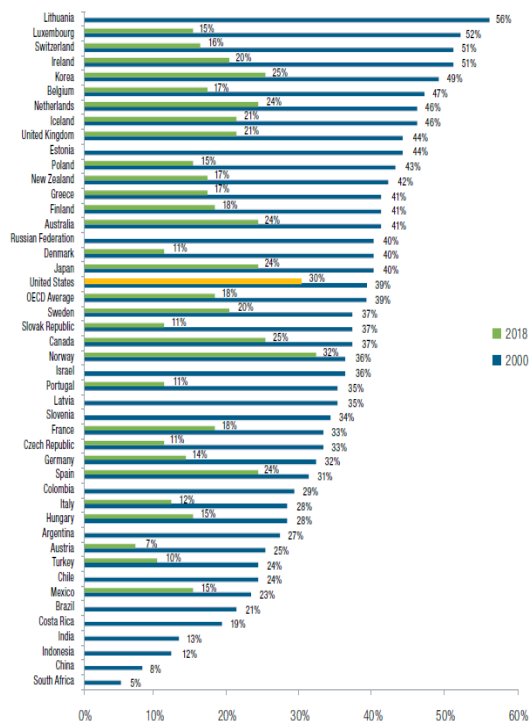


6-year
Completions
21% for low income
and first generation
66 % for those
neither low income
or first generation

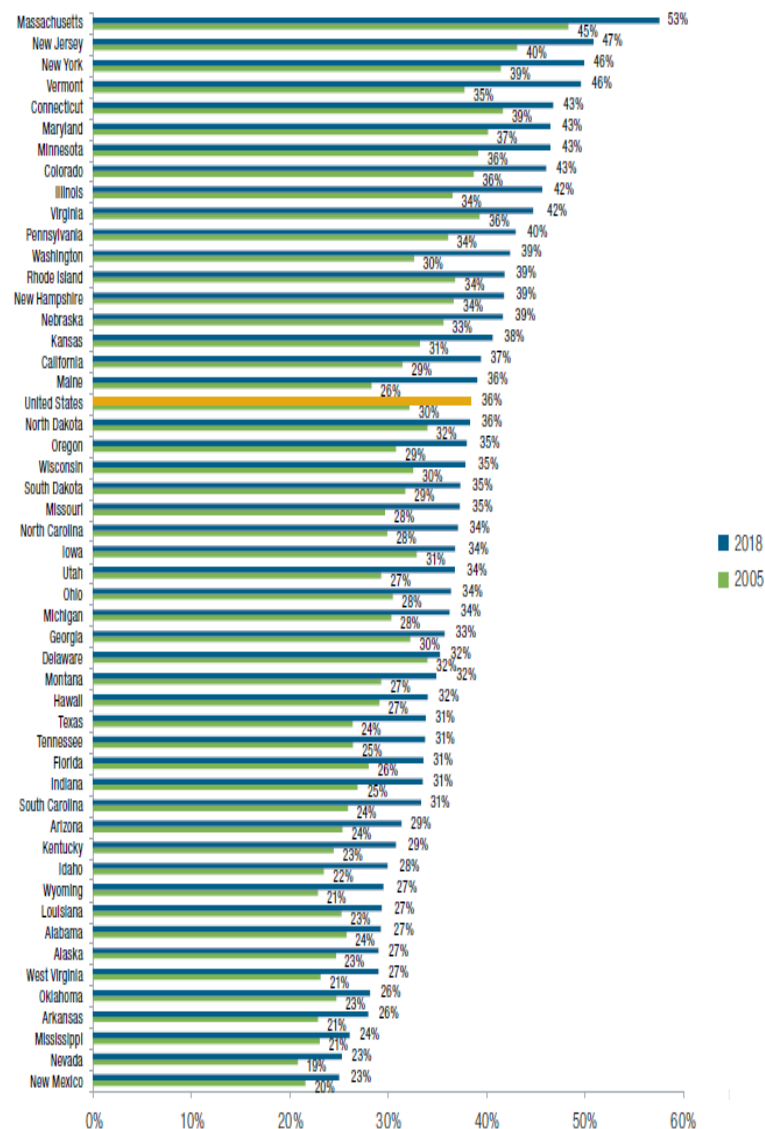
CHANCE OF COMPLETION
STRONGLY RELATED TO
FAMILY INCOME AND PARENT
EDUCATION

U.S. States Vary Almost as Much as OECD Countries

Equity Indicator 6a: Percentage of adults age 25 to 34 with a type A (equivalent of bachelor's degree or above) tertiary degree: 2000 and 2018



Equity Indicator 5f(v): Percentage of population age 25 to 34 who had attained a bachelor's degree by state: 2005 and 2018



INDICATORS OF HIGHER EDUCATION EQUITY IN THE UNITED STATES

Website

<http://pellinstitute.org/indicators/>



- ▶ Repository for past and future reports
- ▶ Provides excel data for each of the charts
- ▶ Posting of the essays and Dialogue questions
- ▶ Presentations & video discussions
- ▶ Link to PennAHEAD Equity BLOG
- ▶ Coming Soon—Interactive Dynamic Charts



Penn GSE
GRADUATE SCHOOL OF EDUCATION
UNIVERSITY *of* PENNSYLVANIA

Laura W. Perna

- ▶ Centennial Presidential Professor of Education
- ▶ Chair Higher Education Division
- ▶ Executive Director, Penn AHEAD
- ▶ As of July, Vice Provost for Faculty



Implications for Equity in Higher Education Over Time

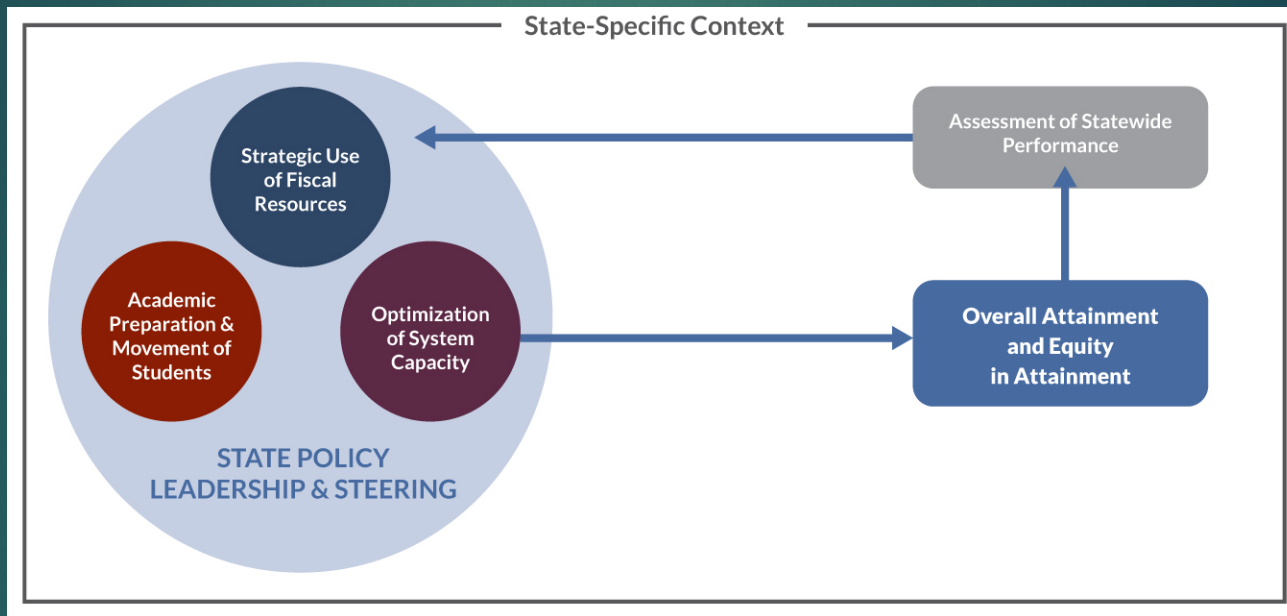


Spring –
Summer 2020

2020 – 21
Academic
Year

2021 and
Beyond

Implications For Equity in Higher Education: The Roles and Responsibilities of Different Actors



Source: Perna, L.W. & Finney, J.E. (2014). *The Attainment Agenda: State Policy Leadership for Higher Education*. Baltimore, MD: Johns Hopkins University Press.

Veronica Mixon

- ▶ University of Alabama--
Birmingham
- ▶ Senior, Major
Psychology and
Africana Studies
- ▶ McNair
Postbaccalaureate
Achievement

