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.”

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.

New Opportunities—Through Problem Solving We Move Forward

Need to Rebuild a Higher ED system that truly works for everyone
SPECIAL DEDICATION
ARNOLD MITCHEM & TOM MORTENSON

SPECIAL THANKS FOR SUPPORT FROM

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

Lumina Foundation
Bill & Melinda Gates Foundation

The Pell Institute for the Study of Opportunity in Higher Education
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,

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

- Federal/State Partnerships to Ensure Debt-Free College for All.
- Support Pell Grant Restoration.
- Increase the Reach and Resources for College Access and Success Support Programs.
- Transition from Competitive Merit Based Admissions to Inclusive Mastery Requirement.
- Address Systematic Inequities That Disproportionately Limit Options for Low-Income, First-Generation Individuals and Communities of Color.

What other policy proposals would you suggest at the institutional, state, or federal level?
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?
Setting the Stage (STS)

Growth in Inequality in U.S.

Decline of Upward Mobility
Setting the Stage-

Accumulated Wealth

Persistent Impacts of Systemic Inequality Based on Race/Ethnicity
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
Widening Gap Among States in Attainment Has Many Consequences
About 50 percent of undergraduates are Independent students. Most are at Risk of Not Graduating.
Pell Grants Have Not Kept Up with Costs
In 2018 Pell Maximum Covers 25% of Costs

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)
State Funding Declines
Extreme Unmet Need

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

- 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
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
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
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

Veronica Mixon

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