

**INSIDE**  
HIGHER ED



# Redefining Value and Promoting Economic Mobility and Equity

*An Inside Higher Ed webcast*

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# Presenters

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# Two Years of Consideration

- Bill & Melinda Gates Foundation created the Postsecondary Value Commission to think about ways to measure economic outcomes for students earning certificates and degrees.
- In the interim, the U.S. suffered the coronavirus pandemic and the murder of George Floyd.

# The Report's First Paragraph

“Our country has witnessed the murders of countless Black men and women at the hands of police alongside COVID-19’s startling death tolls and economic and social upheaval, including the rise in anti-Asian hate crimes. The COVID-19 pandemic’s impact has been borne disproportionately by Black, Latinx, Indigenous, and Asian American and Pacific Islander populations, while women -- especially women of color -- have overwhelmingly shouldered the weight of the economic crisis.”

--First paragraph of report

# What Is the Report About?

- It's for everyone, but ...
- Its primary focus is the colleges that most students attend (not the Ivies...).

# Three Main Areas of Report

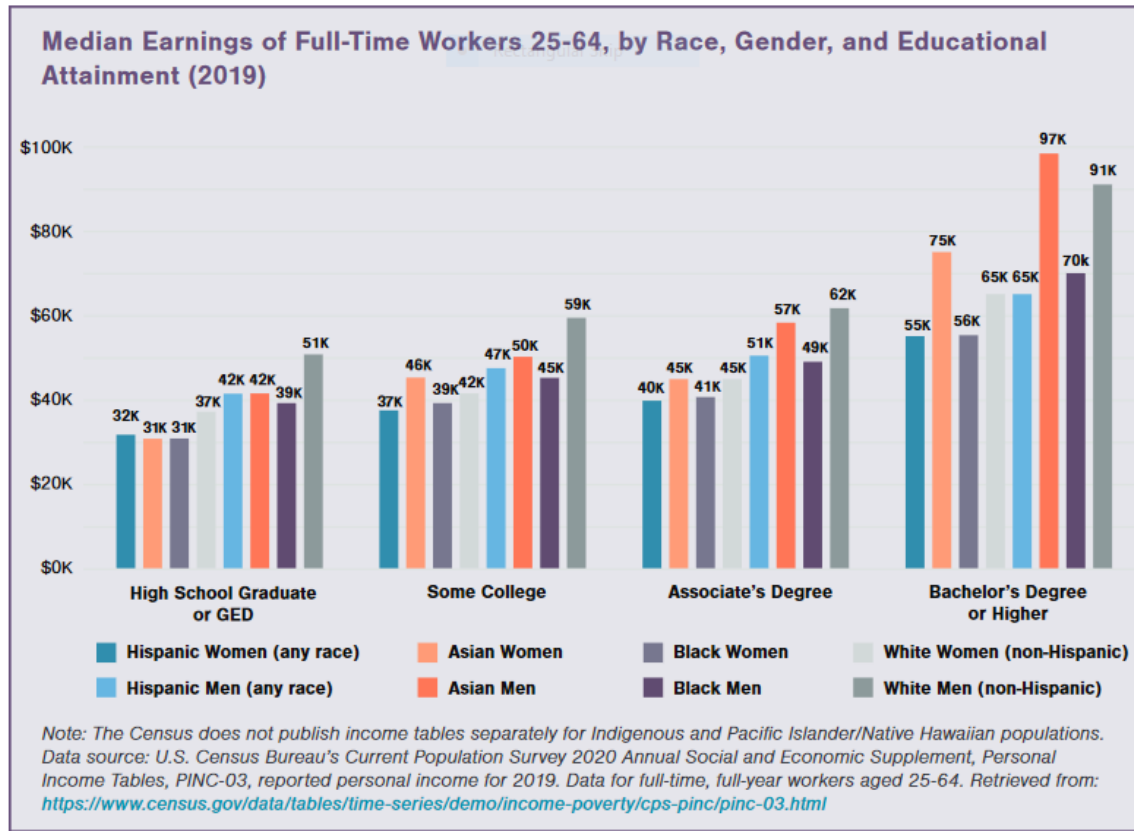
- “A definition of postsecondary value”
- “The clear value-add that postsecondary education can provide to students and society, in both economic and non-economic terms”
- “An action agenda [that] outlines policies and practices that institutional leaders and federal and state policymakers should implement to address systemic barriers that prevent Black, Latinx, Indigenous, and AAPI students, students from low-income backgrounds, and women from reaping equitable returns from postsecondary education and achieving economic and social mobility.”

# Defining Value

"Students experience postsecondary value when provided equitable access and support to complete quality, affordable credentials that offer economic mobility and prepare them to advance racial and economic justice in our society."

--From the report

# The Power of a College Degree

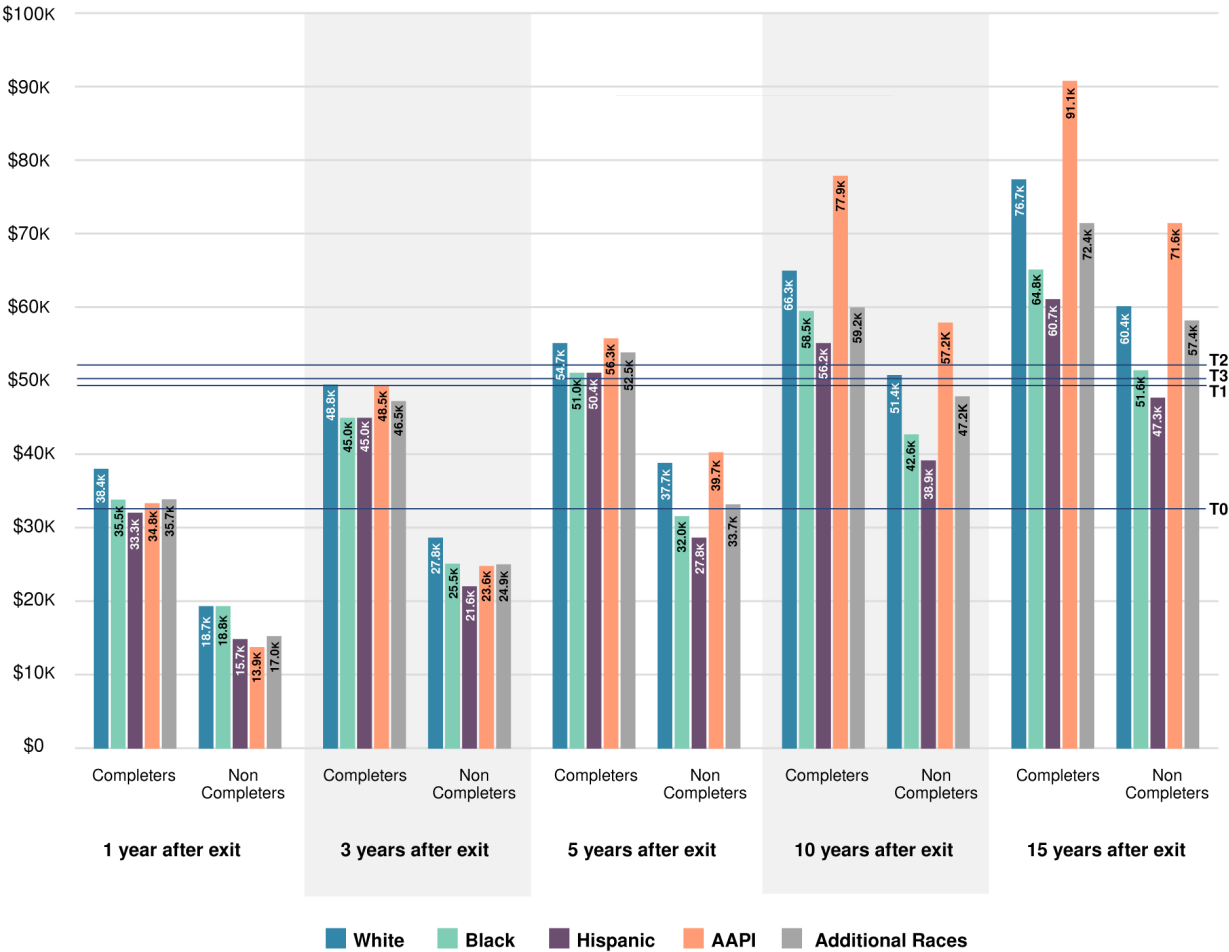




# The Power of Race/Ethnicity

Group	Public 4-Year	Public 2-Year	Private Not-For-Profit 4-Year	For-Profit	Total
	<b>Enrollment<sup>1</sup></b>				
Black	30%	39%	14%	17%	100%
Latinx	31%	46%	11%	12%	100%
American Indian or Alaska Native*	33%	52%	6%	9%	100%
AAPI	40%	38%	16%	6%	100%
White	37%	37%	18%	8%	100%
Women	34%	39%	16%	11%	100%
Low-Income/Pell	35%	34%	15%	16%	100%
Total	35%	39%	15%	10%	100%
	<b>Completion<sup>2</sup></b>				
Black	41%	13%	50%	11%	23%
Latinx	50%	17%	71%	12%	24%
American Indian or Alaska Native*	27%	-	-	-	15%
AAPI	66%	21%	85%	-	53%
White	65%	19%	78%	14%	43%
Women	63%	18%	76%	12%	39%
Low-Income/Pell	47%	18%	59%	13%	26%
Total	59%	18%	74%	13%	37%
	<b>Loan Default<sup>3</sup></b>				
Black	38%	41%	43%	66%	49%
Latinx	25%	22%	28%	54%	35%
American Indian or Alaska Native*	-	-	-	-	40%
AAPI	-	-	-	-	11%
White	14%	23%	11%	45%	20%
Women	16%	26%	15%	53%	27%
Low-Income/Pell	27%	29%	26%	56%	35%
Total	18%	26%	17%	53%	28%

# The Crucial Data From the University of Texas System



# A Framework for Value

## The Postsecondary Value Framework

### Pipeline to Equitable Value

For Black, Latinx, Indigenous, and AAPI students, students from low-income backgrounds, and women—and the intersectional identities within and across these groups



# The Agenda

- Equalize access to increase postsecondary value.
- Remove affordability as an impediment to postsecondary value.
- Eliminate completion gaps and strengthen postcollege outcomes to ensure postsecondary value.
- Improve data to expose and address inequitable postsecondary value.
- Promote social justice by providing equitable postsecondary value.

# The Reaction in Higher Education



*Images*

*--Hiranmay Baidya / Getty*

# Q&A

- Your questions
- Your suggestions for future coverage

# With Thanks ...

BILL & MELINDA  
GATES *foundation*