

Presidential Postsecondary Value Commission Task Force Talking Points

Elevator Pitch	<p>As AASCU works to expand life-changing opportunities and close opportunity gaps, we know it is more important than ever to better understand and communicate the value of postsecondary education. AASCU campuses educate over 3 million undergraduates, a large share of them being the “new majority”—low-income, first-generation, and/or students of color. Therefore, AASCU and its member institutions are uniquely positioned to further the work of the Postsecondary Value Commission.</p>				
Outcome Priorities	<p>AASCU is playing a vital role in reimagining a postsecondary education system centered on ensuring equitable value and reimagining our postsecondary system as an instrument to create a stronger and more just society together. This ongoing initiative focuses on the five key areas the Postsecondary Value Commission outlined:</p>				
	Equalize access to increase postsecondary value	Remove affordability as impediment to postsecondary value	Eliminate completion gaps and strengthen post-college outcomes to ensure postsecondary value	Improve data to expose and address inequitable postsecondary value	Promote social justice by providing equitable postsecondary value
Key Assertions	<p>American colleges and universities are underserving first-generation, low-income, and/or students of color due to inequitable access to postsecondary education.</p> <p>A postsecondary degree is an indispensable part of the American education and workforce-training equation.</p> <p>Colleges and universities have perpetuated racial inequality and oppression for centuries and have a responsibility to make college more accessible to students from all backgrounds.</p>	<p>Families are spending a significant percentage of their income, just so their children can have the opportunity to pursue a postsecondary degree.</p> <p>State colleges and universities offer broad educational experiences and multiple hands-on learning opportunities with affordable tuition.</p> <p>The full cost of postsecondary attendance is too often associated with non-need factors such as GPA, standardized test scores, or high school ranking.</p>	<p>AASCU institutions provide educational experiences that increase students’ knowledge of themselves and position them to be informed, engaged citizens.</p> <p>The number of well-paying jobs for people without a postsecondary education is decreasing, making a college degree more important to quality of life.</p> <p>Students experience postsecondary value when provided equitable access and support to obtain quality, affordable credentials that offer economic mobility and prepare them to advance justice in our society.</p>	<p>Emerging workforce data are prompting much-needed conversations about whether—and how—colleges and universities are providing opportunities for economic mobility to their students.</p> <p>Using data helps students and families make decisions about where and how to pursue their educational goals.</p> <p>Data can inform decisions about how to advise and guide students as they choose their path to a career, as well as decisions about how and where policymakers should invest resources to help more students reach their goals.</p>	<p>A postsecondary degree is essential for ensuring upward mobility for students from all racial and ethnic groups, breaking the cycle of poverty in many American communities.</p> <p>Beyond economic mobility, AASCU institutions prepare students to advance equity and justice, and be more engaged citizens in their communities.</p> <p>A postsecondary degree continues to be an excellent investment in our nation’s future.</p> <p>Millions of low-income students must be better positioned to receive good-paying jobs, start businesses, and positively contribute to their communities.</p>

<p>Proof Points</p>	<p>Fewer Latinx students graduate high school than any other racial group.</p> <p>Nearly half of institutions have enrollment and admissions policies that don't consider student background, thus failing to increase college access to underserved students. Just over a third of higher education institution leaders say they are willing to consider students' backgrounds to increase access.</p>	<p>A high-income student is five times more likely than a low-income student to have a bachelor's degree by 24.</p> <p>Low-income families and families of color are, on average, spending nearly their entire family income to send one child to college, while high-income and white families are spending less than one-sixth of their family income.</p> <p>As of 2016, the median net worth of Latinx and African-American households was \$20,700 and \$17,600, respectively, compared with \$171,000 for white households.</p>	<p>Students who earn a degree are likely to earn over a million dollars more than their peers without a degree.</p> <p>Five years after graduation, Latinx and African-American completers earn significantly more than their peers without a degree.</p> <p>Students who are both low-income and first-generation who enter college have a 21% chance of earning a bachelor's degree in six years. Peers who are not low-income or first-generation have a 57% chance.</p>	<p>Many students and families identify with multiple racial and ethnic groups.</p> <p>Aggregation limitations, particularly in 25 diverse AAPI communities, do not allow for adequate data representation of issues facing these groups.</p> <p>Public data limitations inhibit a fully accurate calculation of students' total investment in college—especially for students who attend part-time or transfer.</p>	<p>Postsecondary institutions provide significantly more opportunities for civic participation than those presented to groups who cannot and do not attend postsecondary institutions.</p> <p>A more equitably educated populace benefits society through increases in tax revenues and GDP, decreases in expenditures on public health, and public assistance.</p> <p>A more equitably educated populace benefits society through an increase in voting, volunteerism, pluralism, and civic participation.</p>
----------------------------	---	---	---	---	---

Postsecondary Value Commission Action Agenda

To address these issues of inequity, AASCU's Presidential Postsecondary Value Commission Task Force will amplify the efforts of campuses to:

<p>Postsecondary Value Commission Action Agenda</p>	<p>Challenge admissions requirements that could limit access for the new majority, such as legacy status, standardized test scores, and criminal history.</p> <p>Communicate best practices in equitable recruitment and develop stronger relationships with local schools, community colleges, and community organizations serving all underserved groups.</p> <p>Advocate for equal access to all programs and fields of study for all underserved groups.</p>	<p>Advocate for increased investment in Minority Serving Institutions to strengthen financial support for underserved students and the institutions that serve them.</p> <p>Monitor data on tuition increases to promote affordability and increase the predictability of expenses for students with financial need.</p> <p>Advocate for the creation of a comprehensive affordability plan to stabilize and secure state and federal investment in public postsecondary institutions.</p> <p>Advocate for accountability measures.</p>	<p>Advocate for incentivizing employers to expand their workforce pipelines to include more underserved groups, including by recruiting aggressively from the institutions that serve them.</p> <p>Strengthen pathways to degree completion and into careers by advocating for high learning standards and opportunities that expand students' minds and prepare them for workplace success (e.g., paid internships).</p> <p>Develop solutions and share promising practices to deliver a return on the substantial investment made by students, families, and taxpayers.</p>	<p>Leverage data assets and help to develop a culture of data use to identify and remedy gaps in enrollment, completion, and value.</p> <p>Help to strengthen education data and identify value metrics for all students, programs, and institutions.</p> <p>Publicly report disaggregated value related to student outcomes data.</p> <p>Measure value of state colleges and universities using consistent, reliable data to show outcomes for different types of students in different types of programs.</p>	<p>Foster a safe, welcoming, and unbiased learning environment that facilitates excellence and attainment for underserved groups.</p> <p>Advocate for racial and gender diversity, including diverse student representation, in state-appointed boards, state higher education agency leadership, and institutional leadership in public postsecondary education.</p> <p>Identify and respond to changing trends that contribute to inequities in educational achievement across the postsecondary landscape.</p> <p>Provide institutions with secure access to workforce outcomes data to monitor postsecondary value.</p>
--	--	---	---	---	---



www.aascu.org | www.aascutellingourstory.org

This work of AASCU's Postsecondary Value Commission Task Force is based on research funded by (or in part by) the Bill & Melinda Gates Foundation. The findings and conclusions contained within are those of the authors and do not necessarily reflect positions or policies of the Bill & Melinda Gates Foundation.

Data cited in this document is derived from the report titled *Equitable Value: Promoting Economic Mobility and Social Justice through Postsecondary Education and references therein.*

www.postsecondaryvalue.org/reports