

COLLEGE TUITION AND STUDENT DEBT: HISTORICAL, POLICY, AND GLOBAL PERSPECTIVES

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For months, persistent problems have plagued the Education Department's debt management computer systems, which handle billions of dollars in defaulted student loans. For tens of thousands of borrowers, the glitches have become a roadblock to returning to good standing, rehabilitating their loans and becoming eligible for additional student aid.

Read more: <http://www.insidehighered.com/news/2012/04/18/problems-plague-education-department-debt-management-process#ixzz1sOkEDsL3>
Inside Higher Ed



COLLEGE TUITION AND STUDENT DEBT

- Perspectives
 - College Finance and Social Justice
 - Globalization and Privatization
 - Academic Capital Formation
- Critical Historical Analysis (U. S.)
 - Policy Changes in Relation to
 - Trends in Student Outcomes
- State Cases (Minnesota & North Carolina)
- Policy Choices
- Primary Source
 - St. John, E. P. Daun-Barnett, N. J. & Moronski-Chapman, K. (In press). *Public Policy and Higher Education*. New York: Routledge.



PERSPECTIVES: COLLEGE FINANCE AND SOCIAL JUSTICE

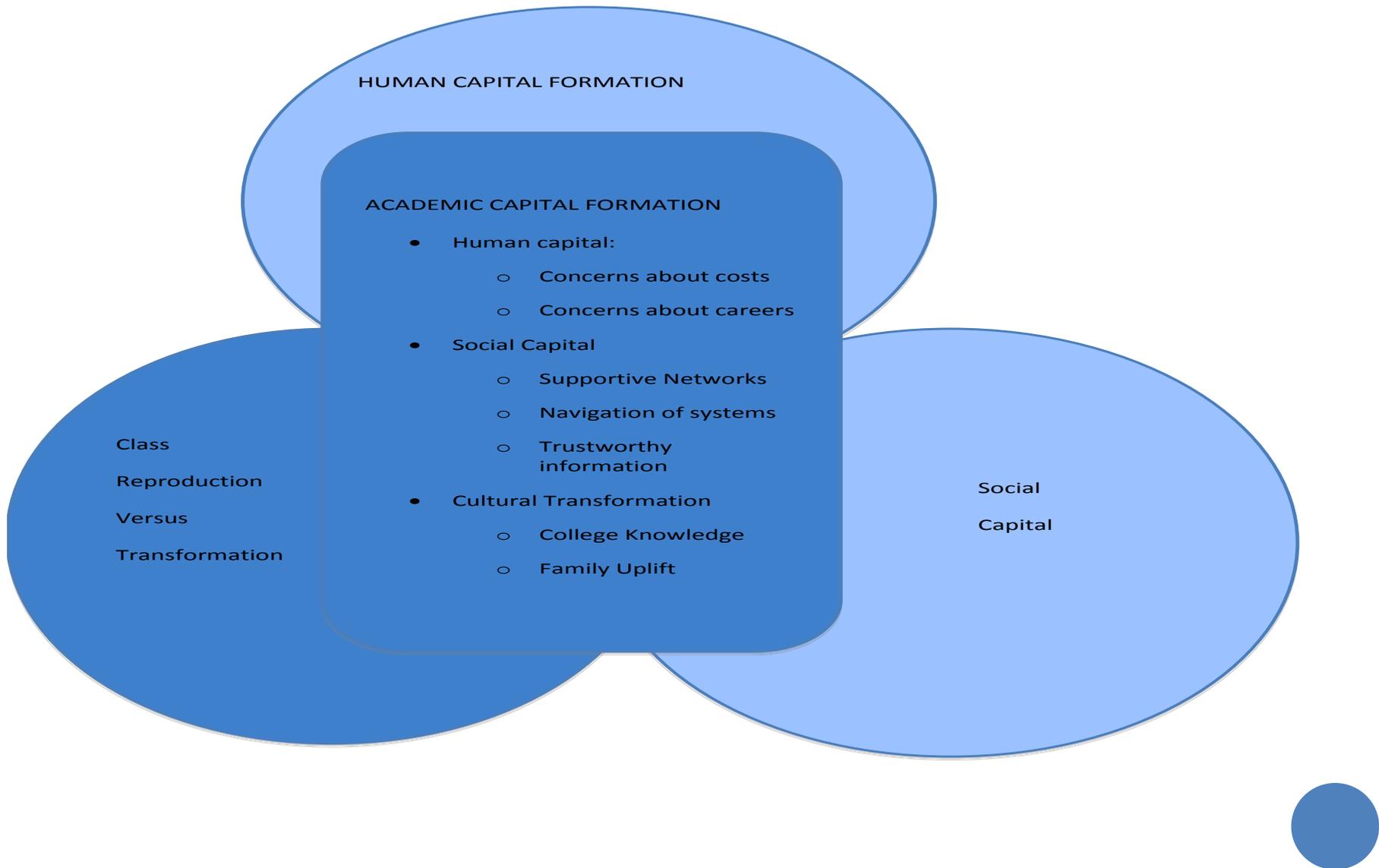
- Principles of Justice (applying John Rawls)
 - Basic right to education: Redefined as college preparation for all in 21st century
 - Difference: Need-based financial aid **provided** means of equalizing opportunity
- Human Capabilities (applying Nussbaum & Sen)
 - New Inequality in basic right for education to a level that can support a family (e.g. Martha Nussbaum)
 - Shift from Social Contract to Information Informing Policy Choices (e.g. Amartya Sen)



Changes in Political Ideologies Influencing Higher Education

Period	Political Ideologies	Values	Higher Education
Progressive Century	Conservative	<ul style="list-style-type: none"> • Economic Development • Low Taxes 	<ul style="list-style-type: none"> • Classical Education • Science & Technology Promoting Economic Growth
	Liberal	<ul style="list-style-type: none"> • Social Progress • Cross-Generation Uplift 	<ul style="list-style-type: none"> • Education for Justice and Social Good • Equal Opportunity
Global Period	Neoconservative	<ul style="list-style-type: none"> • Anti Social Programs • Reduce Taxes 	<ul style="list-style-type: none"> • STEM Pipeline • Merit aid • Corporatization of Science
	Neoliberal	<ul style="list-style-type: none"> • Markets & Efficiency • Universal Human Rights 	<ul style="list-style-type: none"> • Fill gaps in STEM Pipeline • Equalize Preparation Requirements



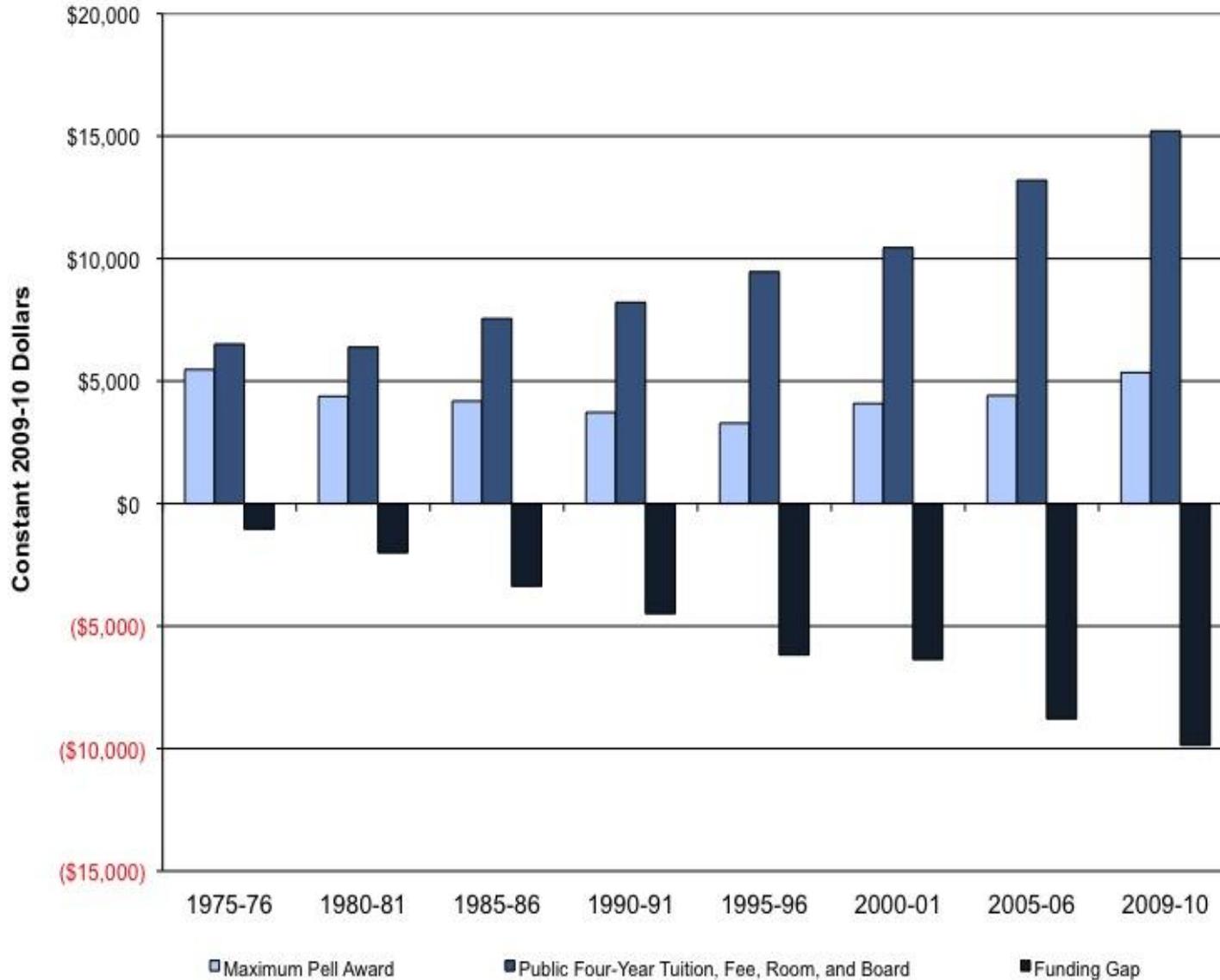


CRITICAL HISTORICAL ANALYSIS

- Three Level Approach
 - Historical Analysis of Policy
 - Trends in Policies and Outcome (focus today)
 - Review of Research on Effects of Policy
- Forms of Action
 - Political Advocacy & Action
 - Ideology Influences Policy
 - Information Informing Policy Choices



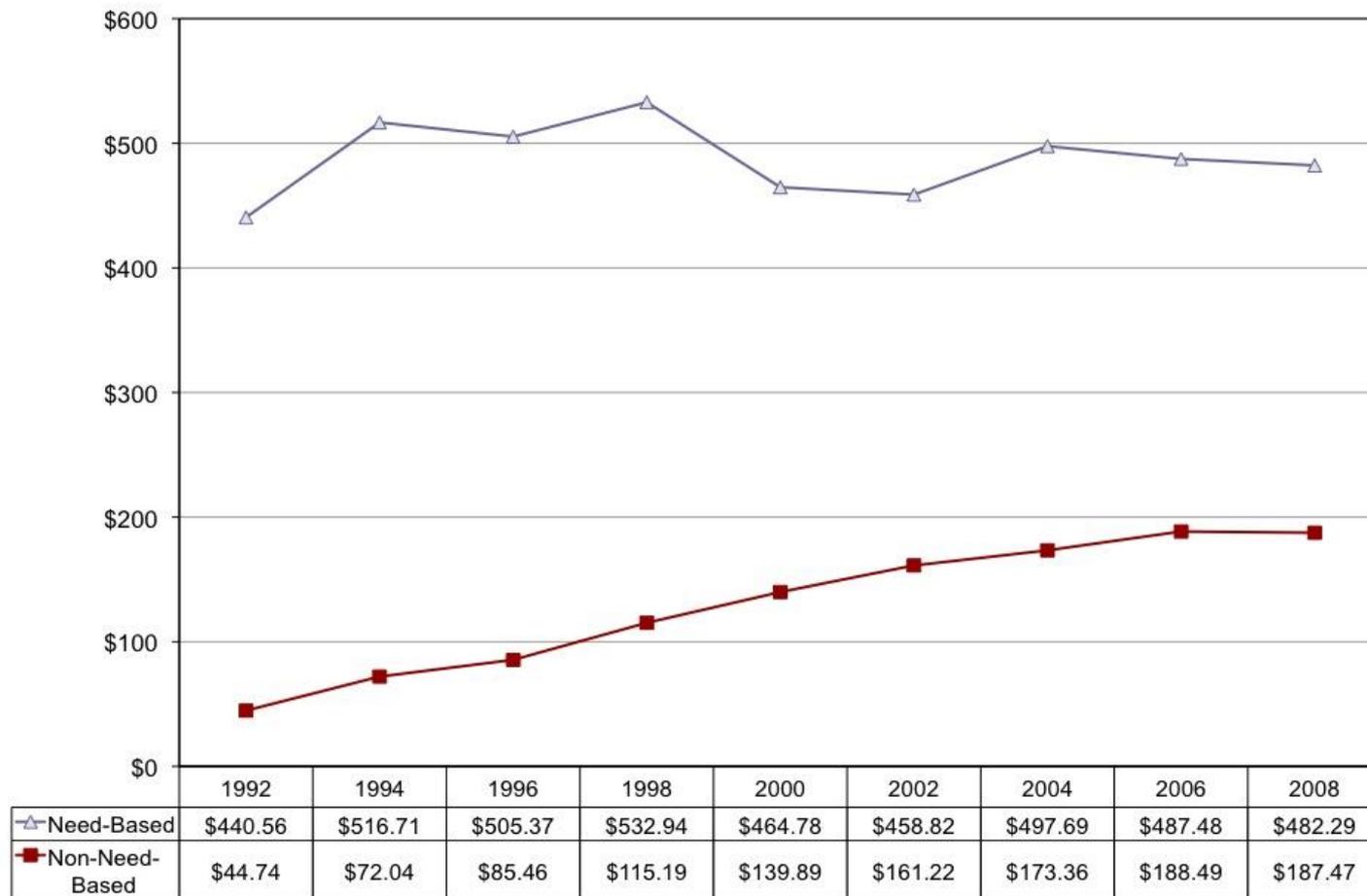
The Gap Between the Actual Maximum Pell Award and University Attendance Costs



Data from College Board: *Trends in College Pricing 2010*, Table 5a; *Trends in Student Aid 2010*, Table 8
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Trends in Average State Need-Based and Non-Need-Based Undergraduate Grants per FTE. 1992-2008 (In 2008 Dollars)

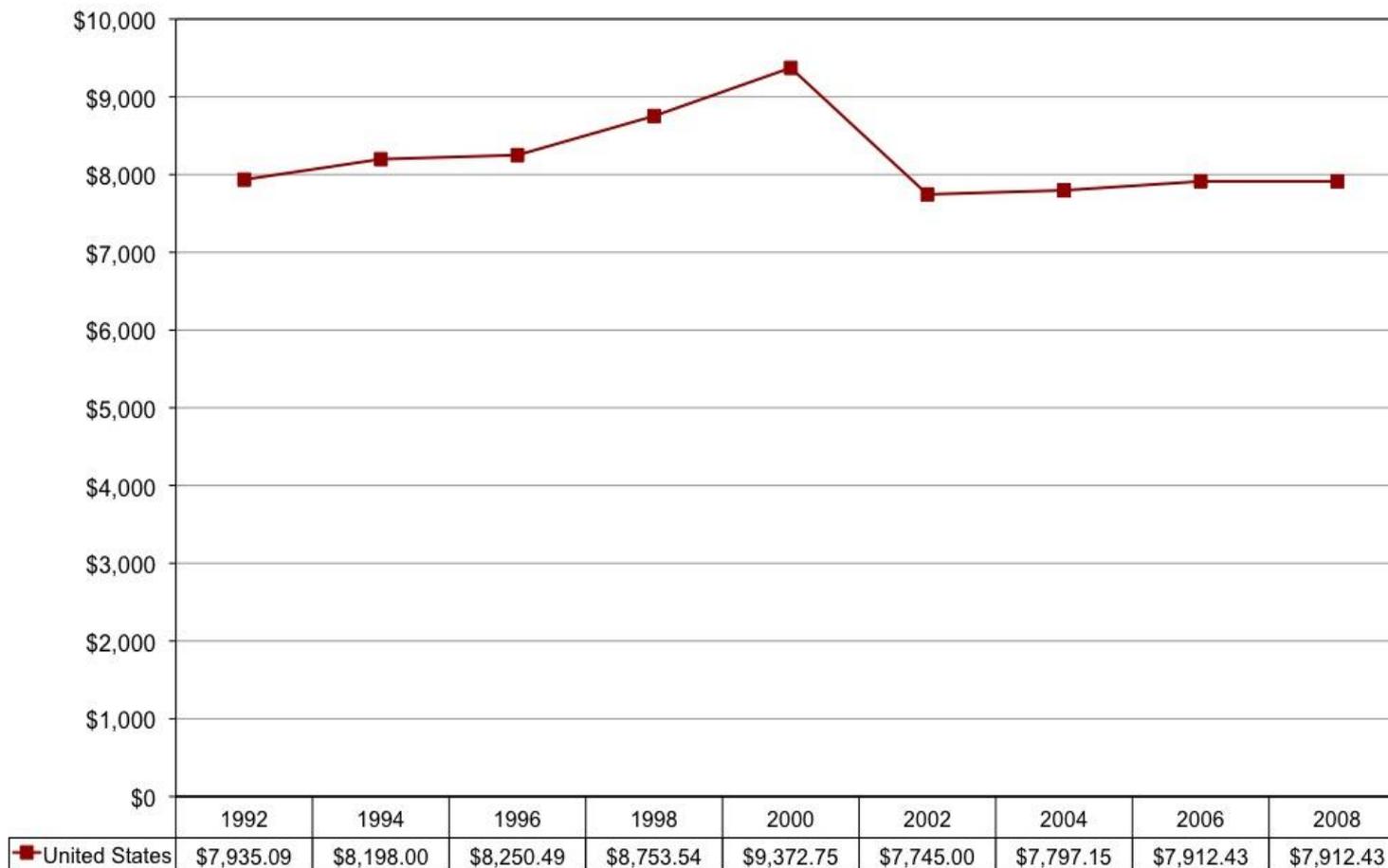


Data from National Association of State Student Grant & Aid Programs

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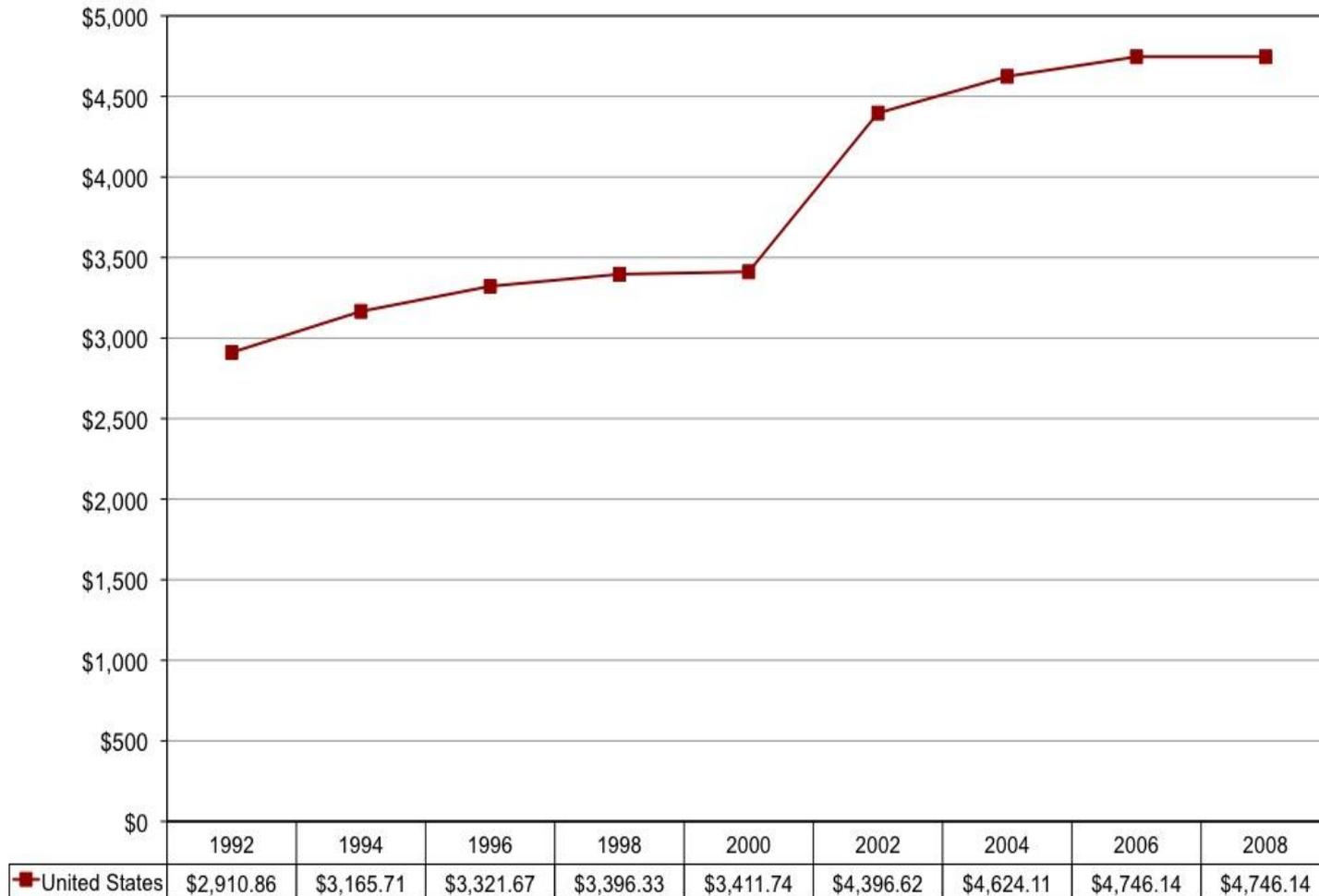
Trends in Average Annual Amount of State and Local Appropriations per FTE for the Public Higher Education System (In 2008 Dollars)



Data from NCES Integrated Postsecondary Education Data System
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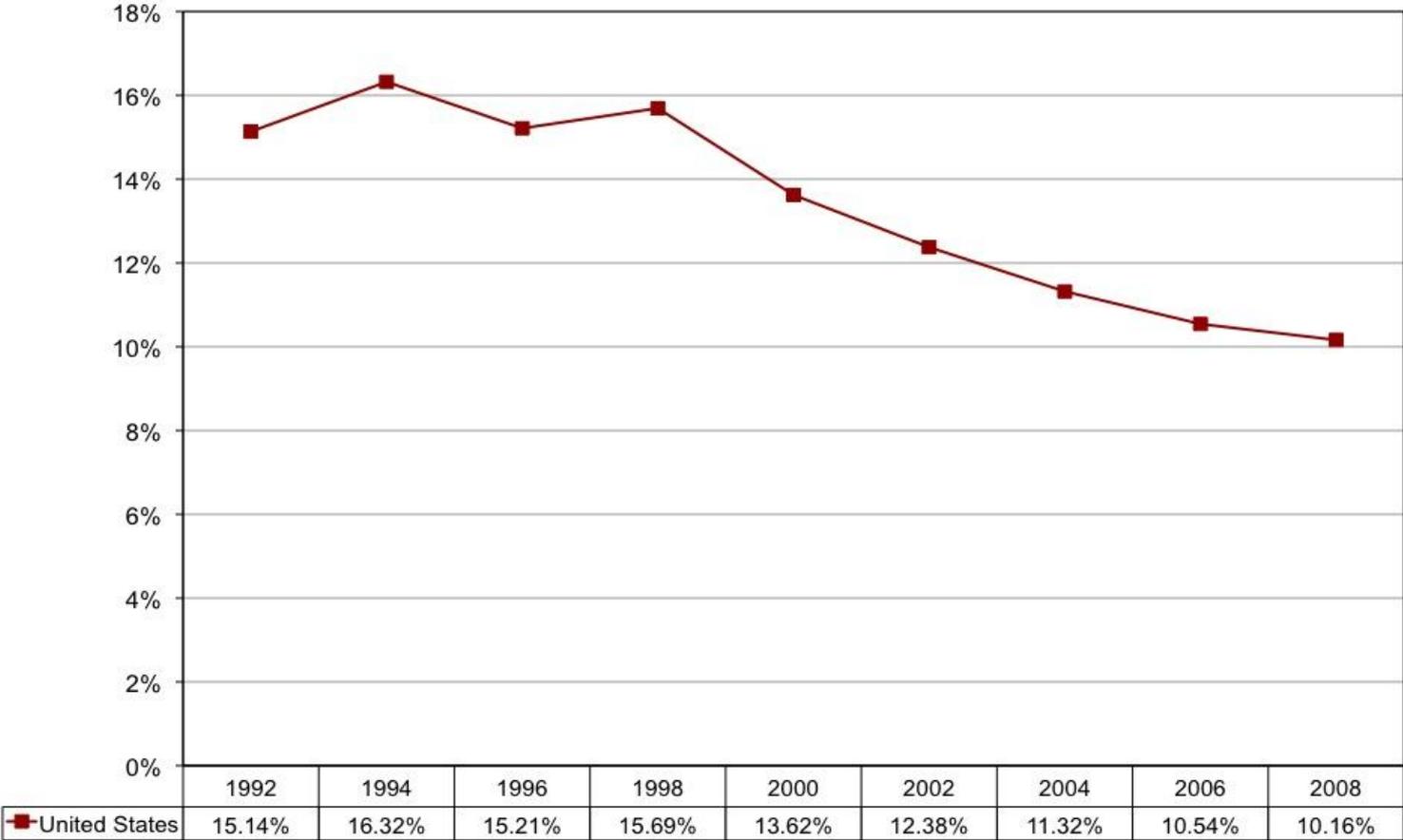
Trends in the Average Amount of Undergraduate In-State Tuition and Fees for per FTE in Public Higher Education System in the US, 1002 to 2008 (In 2008 Dollars)



Data from NCES Integrated Postsecondary Education Data System
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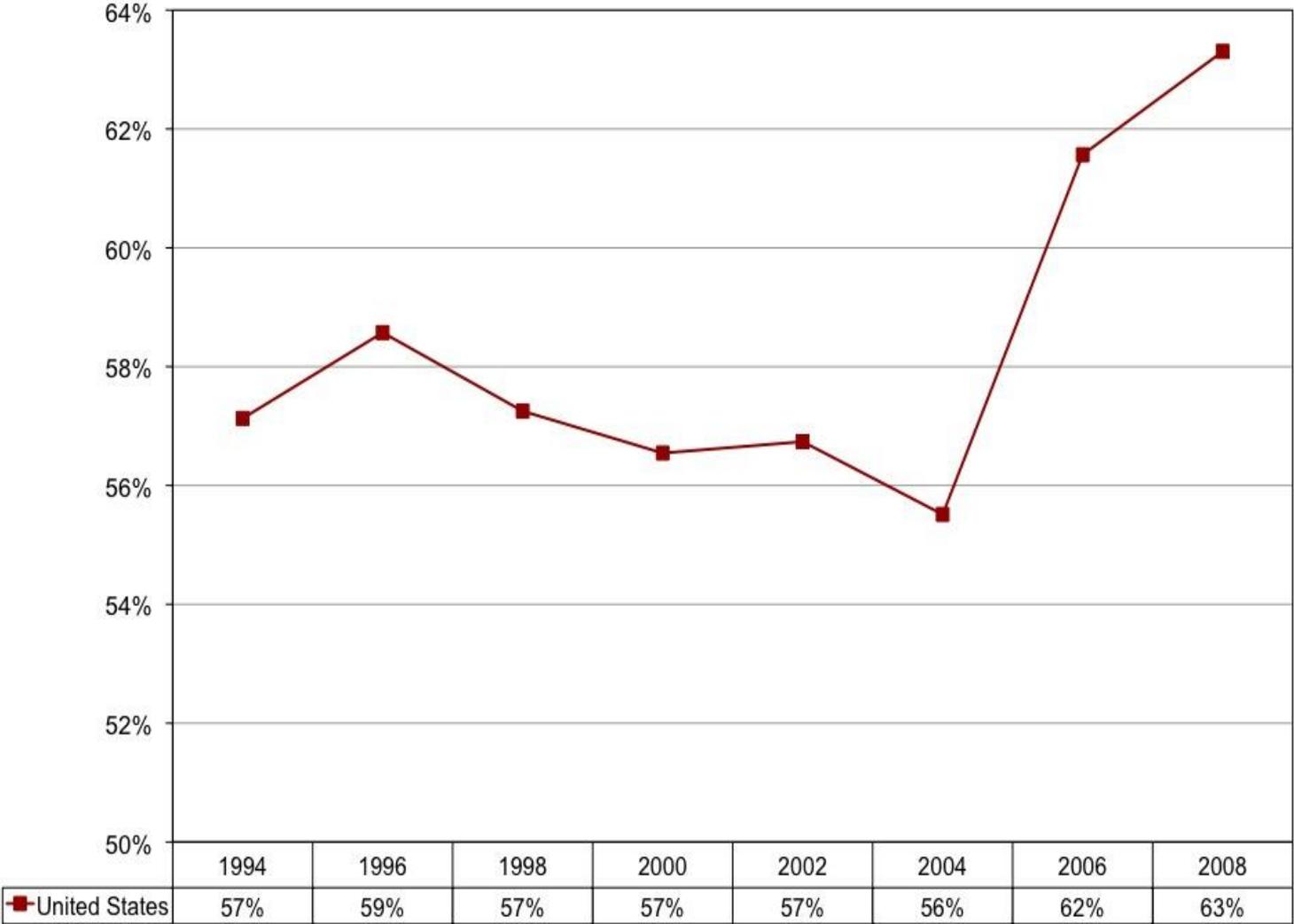
State Trends in the Average Per FTE Funding of Need-based Grants as a Percent of the Average Public College Tuition Charge for Full-Time Students



Data from NCES Integrated Postsecondary Education Data System and National Association of State Student Grant & Aid Programs
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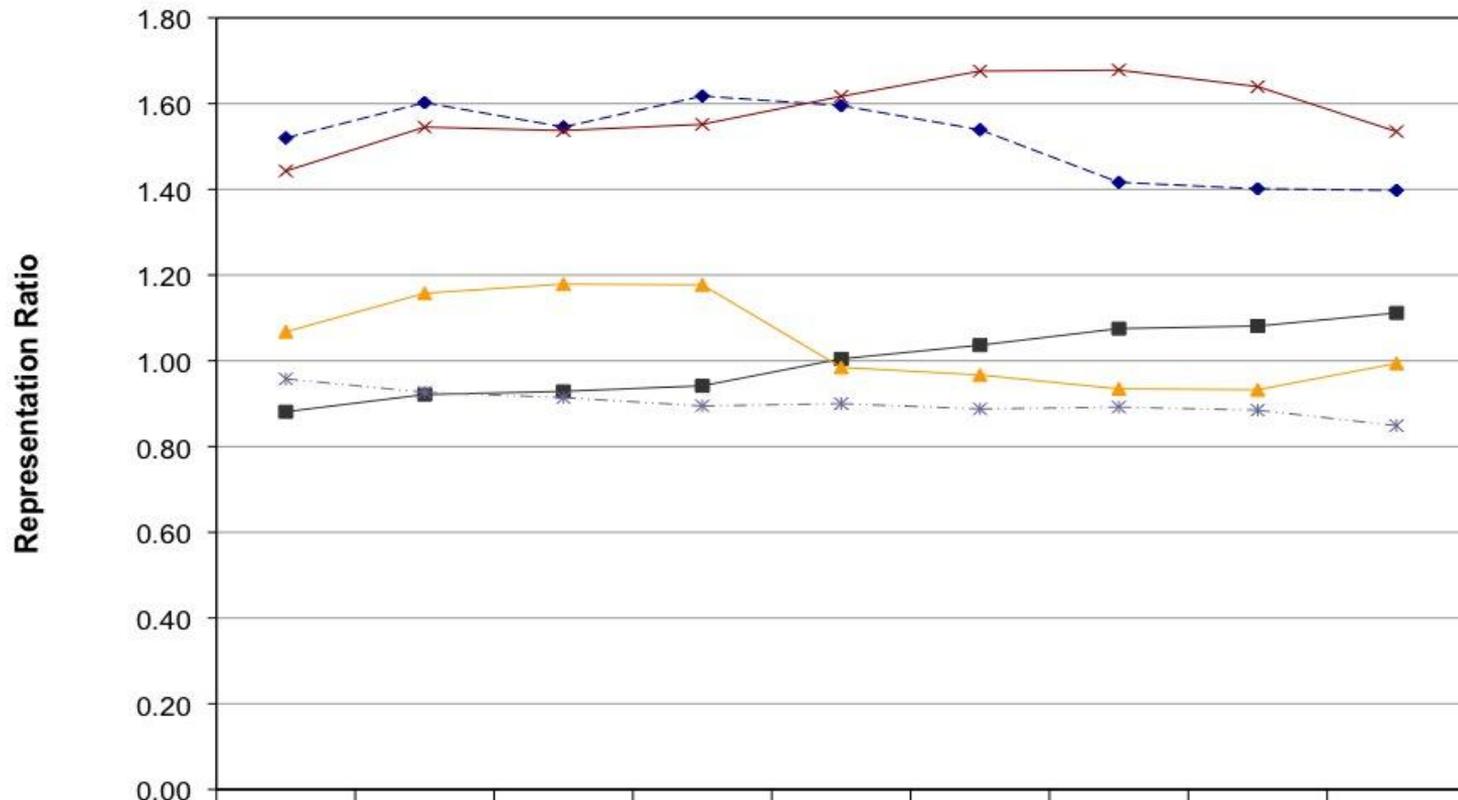
Trends in United States College Continuation Rate (Ratio of High School Graduates to First-Time Freshmen)



Data from Postsecondary Education Opportunity
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Racial/Ethnic Representation in All Public Two-Year Postsecondary Institutions as a Proportion of the United States Population

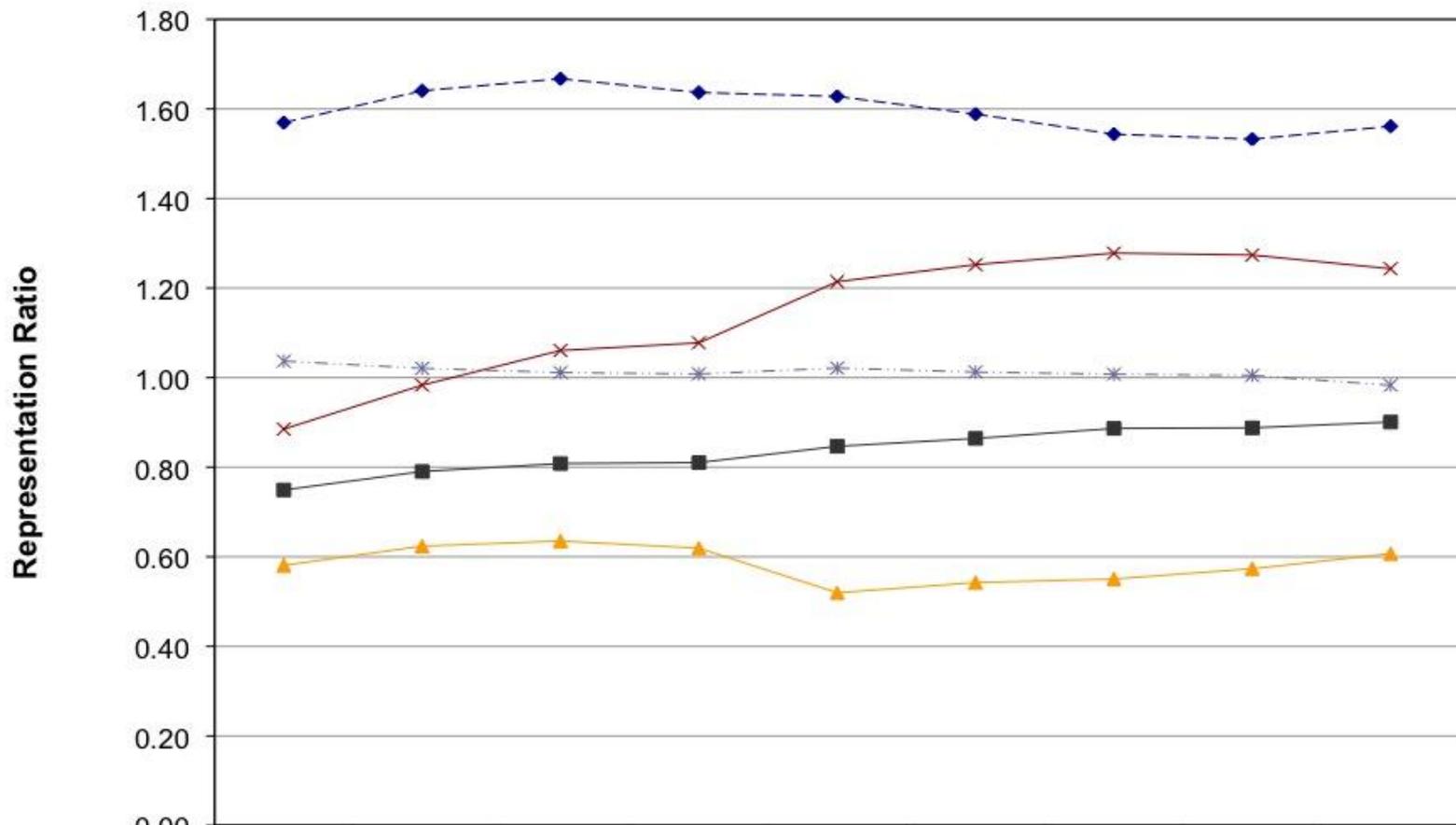


	1992	1994	1996	1998	2000	2002	2004	2006	2008
◆ Asian	1.519867	1.602154	1.545393	1.617621	1.595231	1.538944	1.416331	1.401272	1.397576
■ Black	0.881191	0.921279	0.928794	0.941702	1.004502	1.036491	1.075126	1.081057	1.111747
▲ Latina/o	1.067718	1.157529	1.179015	1.177150	0.984645	0.966946	0.934584	0.932455	0.993997
× Native American	1.442761	1.545134	1.537066	1.551661	1.616841	1.675891	1.678120	1.639588	1.534773
* White	0.957586	0.926544	0.914017	0.894765	0.900015	0.887731	0.891990	0.884823	0.848728

Data from NCES Integrated Postsecondary Education Data System and U.S. Census Bureau
 © 2011 Projects Promoting Equity in Urban and Higher Education, NCID at the University of Michigan



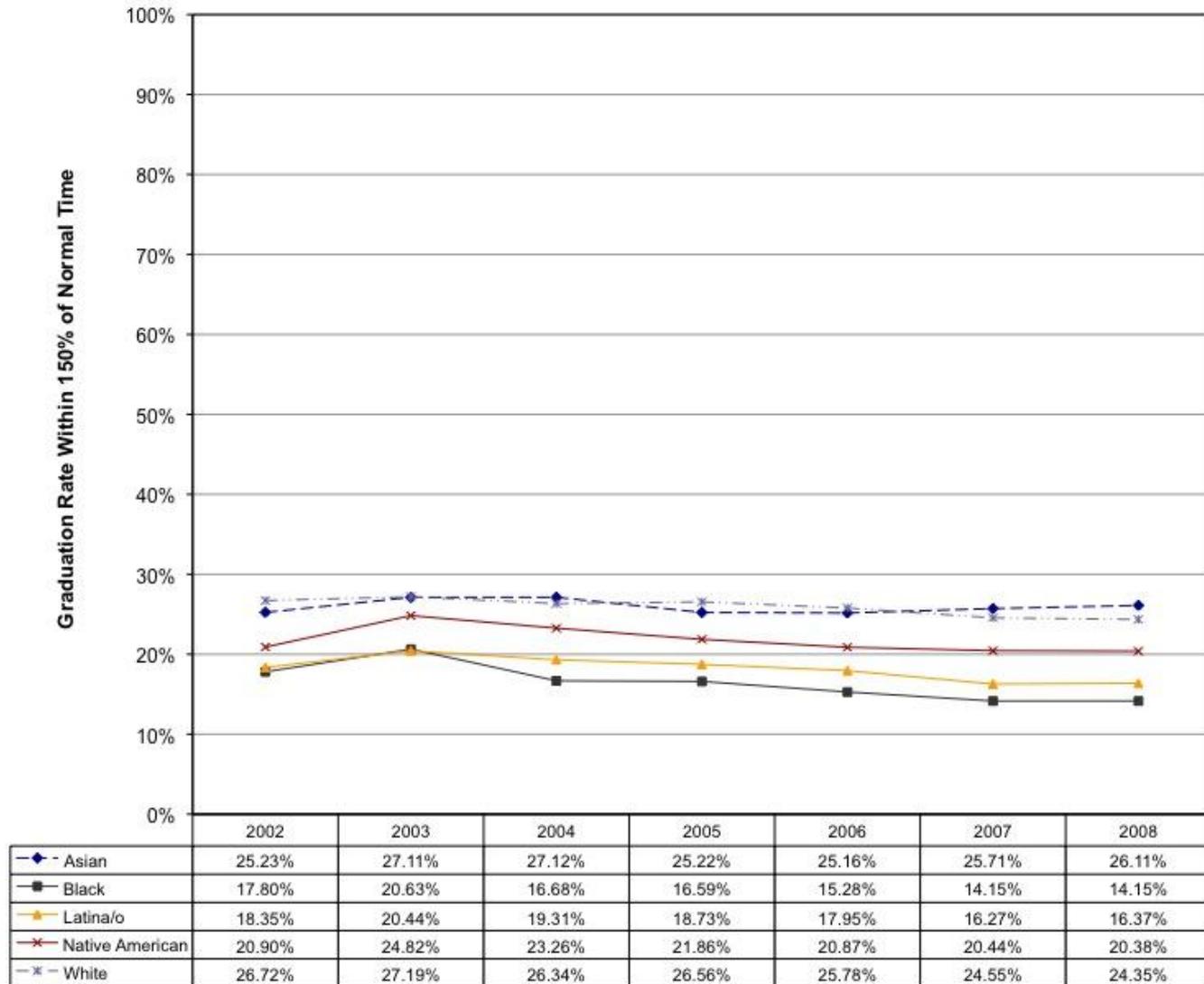
Racial/Ethnic Representation in All Public Four-Year Postsecondary Institutions as a Proportion of the United States Population



	1992	1994	1996	1998	2000	2002	2004	2006	2008
◆ Asian	1.569207	1.640461	1.667310	1.636669	1.627894	1.588308	1.543470	1.532374	1.561115
■ Black	0.749197	0.790479	0.808234	0.810238	0.846664	0.864203	0.886679	0.887924	0.900845
▲ Latina/o	0.580921	0.623766	0.635186	0.619210	0.519710	0.542432	0.550466	0.573391	0.606863
× Native American	0.885102	0.983182	1.060624	1.077664	1.214236	1.252358	1.278007	1.273663	1.243088
* White	1.036763	1.020830	1.011395	1.008202	1.021354	1.012533	1.007620	1.004940	0.982987

Data from NCES Integrated Postsecondary Education Data System and U.S. Census Bureau
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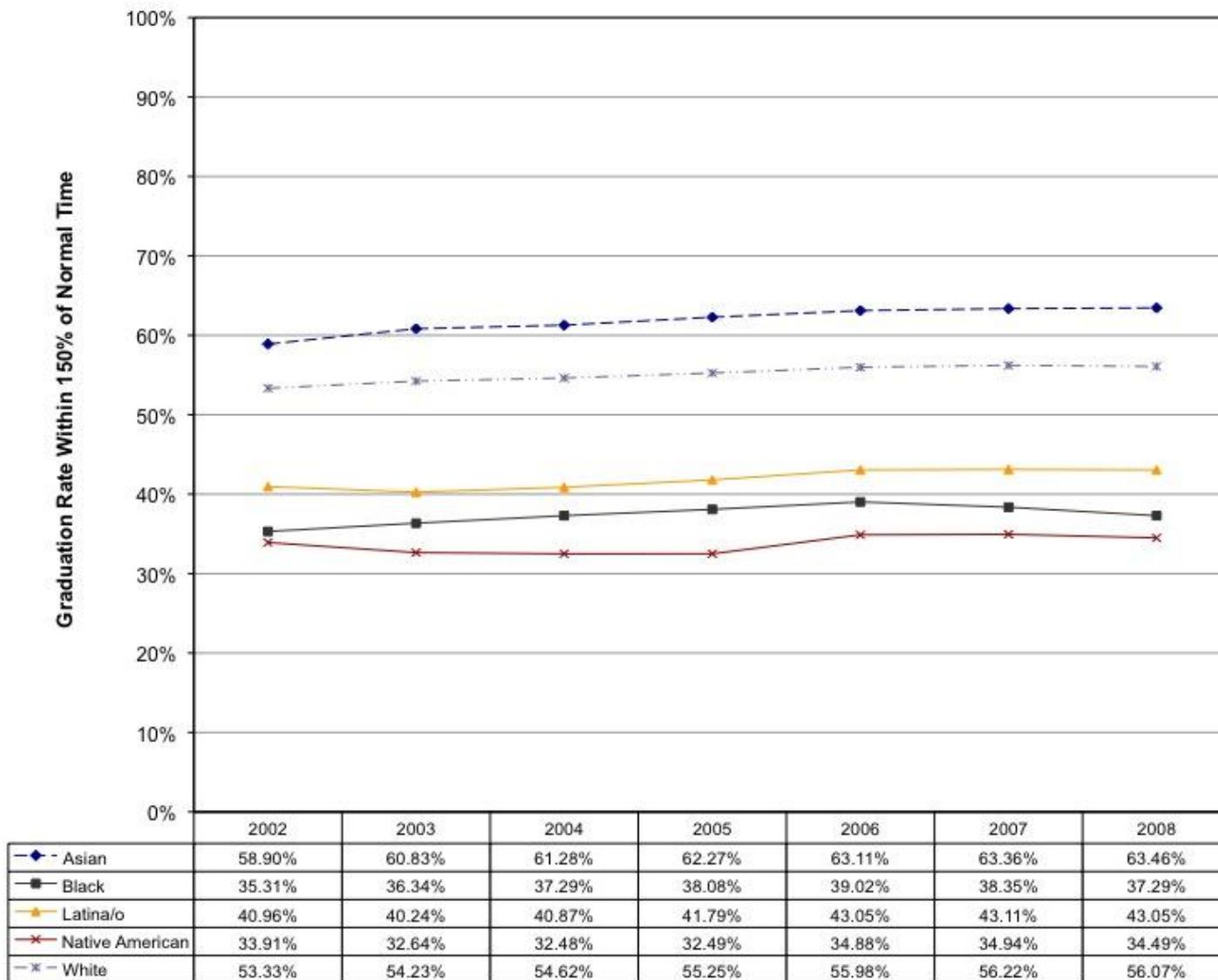
Trends in Graduation Rates in All Public Two-Year Postsecondary Institutions



Data from NCES Integrated Postsecondary Education Data System
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Trends in Graduation Rates in All Public Four-Year Postsecondary Institutions



Data from NCES Integrated Postsecondary Education Data System

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WHAT DO NATIONAL TRENDS TELL US?

- Federal Policy
 - Declining Purchasing Power of Pell
 - Decline of Second Tier Federal Grants (LEAP)
 - Growth in Loans (Borrowing to Meet *Unmet* Need)
- State Policy
 - Decline in State Need-based Grants
 - Decline in Subsidies to Colleges
- Tuition Charges
 - Tuition Substitutes for Decline in State Subsidies
 - Tuition Increases Beyond Substitution
- Growing Inequality
 - Racial/Ethnic Enrollment Gap in 4-Year Colleges
 - Growing Gap in Degree Completion (especially in 2-year colleges)

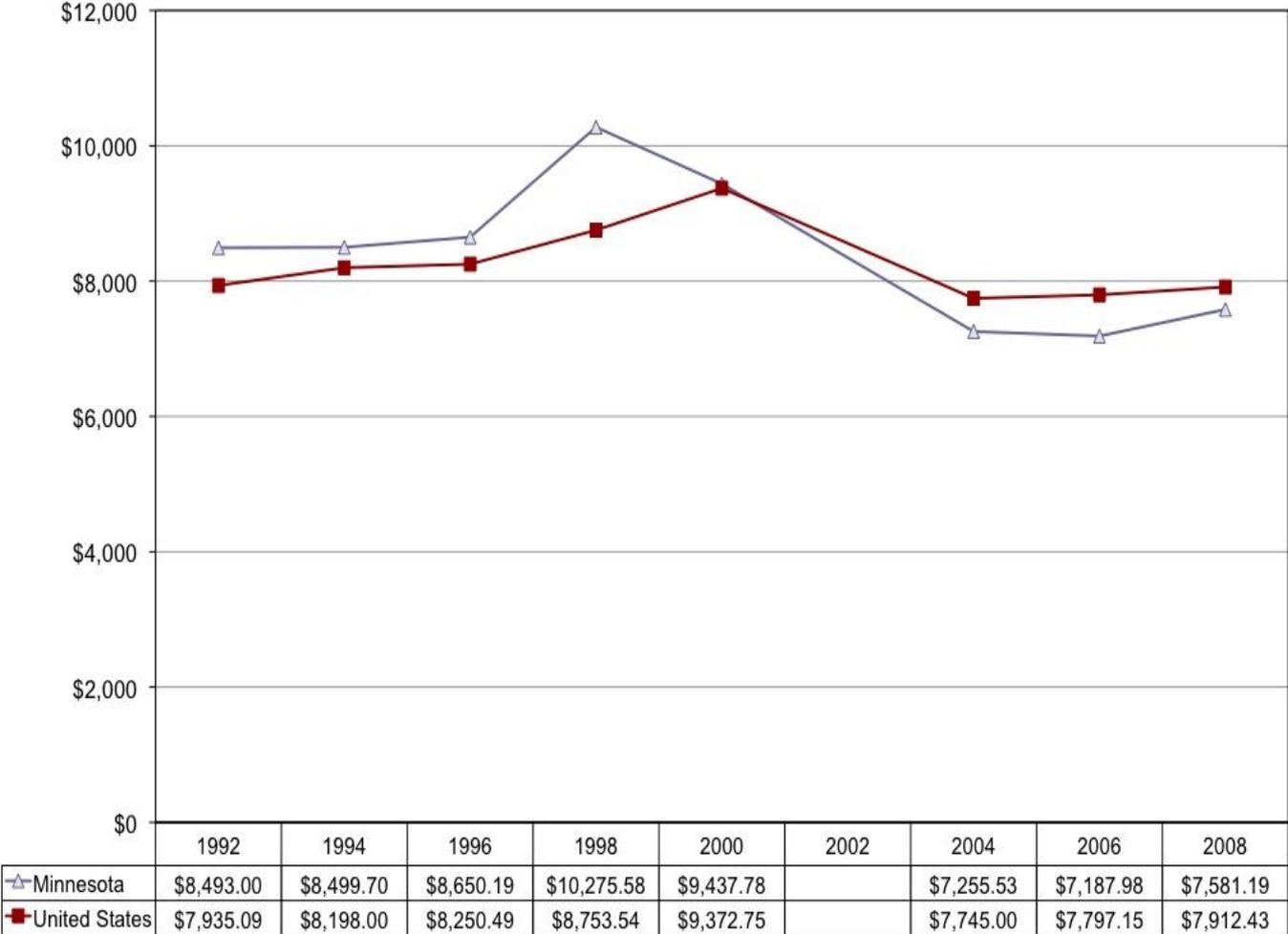


STATE CASES: MINNESOTA

- Policy Model?
 - Early Adoption of Market Model
 - Troubled Maintaining Commitment to Grants
- Indicators Examined
 - State Funding of Public Higher Education
 - Average Public Sector Tuition Charges
 - Racial/Ethnic Representation at Public 2-Year
 - Racial/Ethnic Representation at Public 3-Year
 - Graduation Rates at Public 2-Year
 - Graduation Rates at Public 4-Year



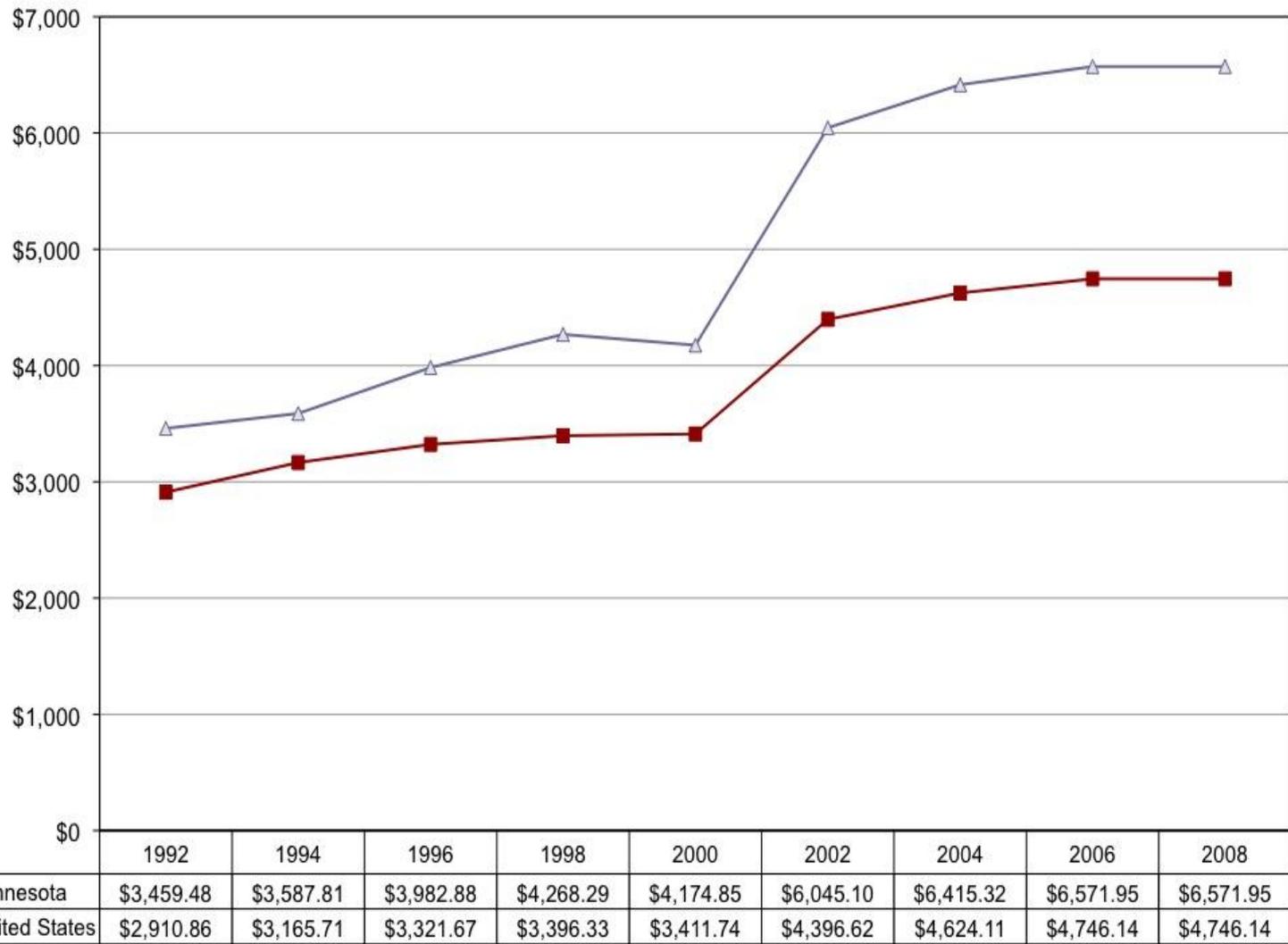
Trend in Minnesota's Average Annual Amount of State and Local Appropriations per FTE for the Public Higher Education System Compared to National Average (In 2008 Dollars)



Data from NCES Integrated Postsecondary Education Data System
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Trend in Minnesota's Average Amount of Undergraduate In-State Tuition and Fees for the Public Higher Education System

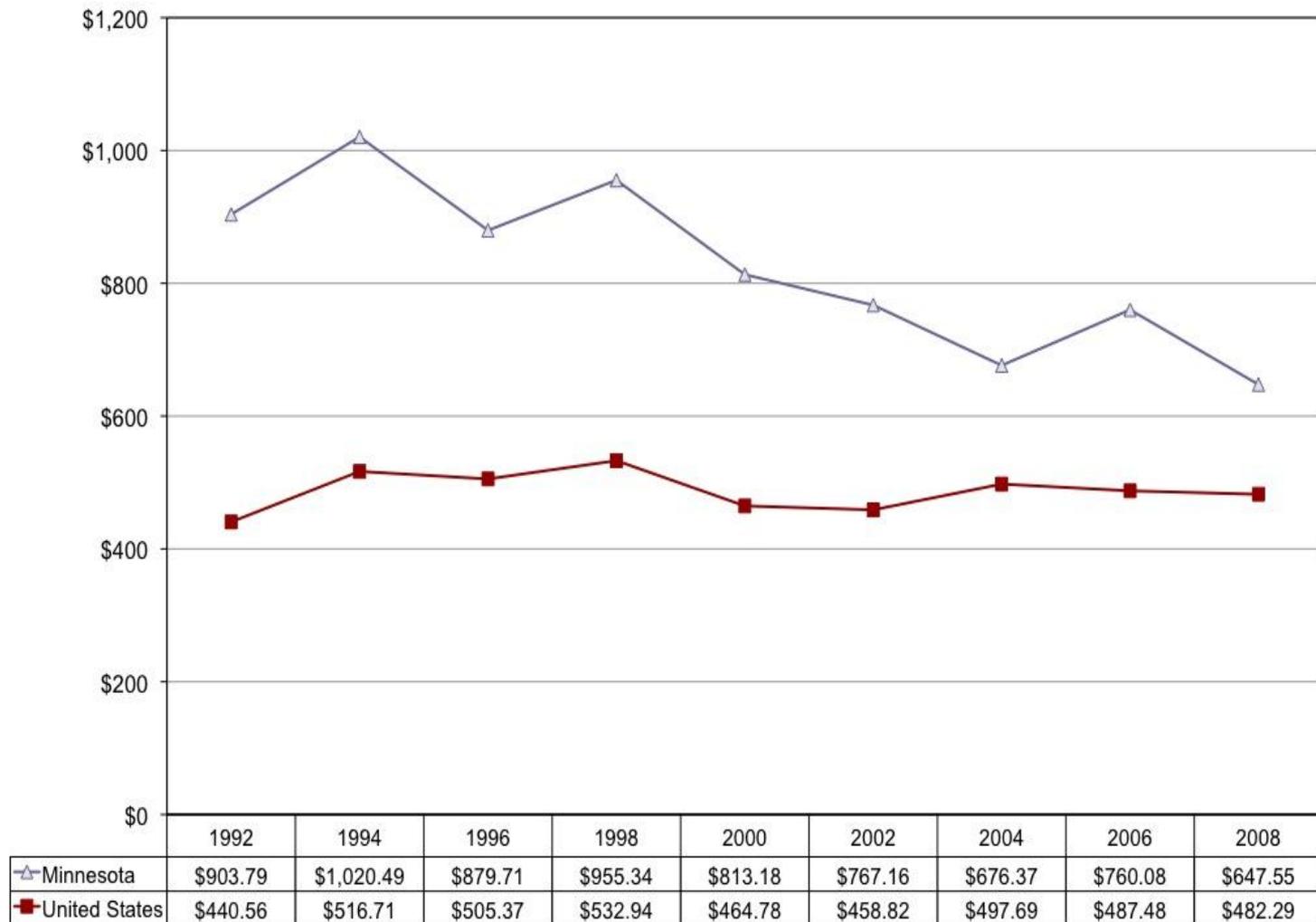


Data from NCES Integrated Postsecondary Education Data System

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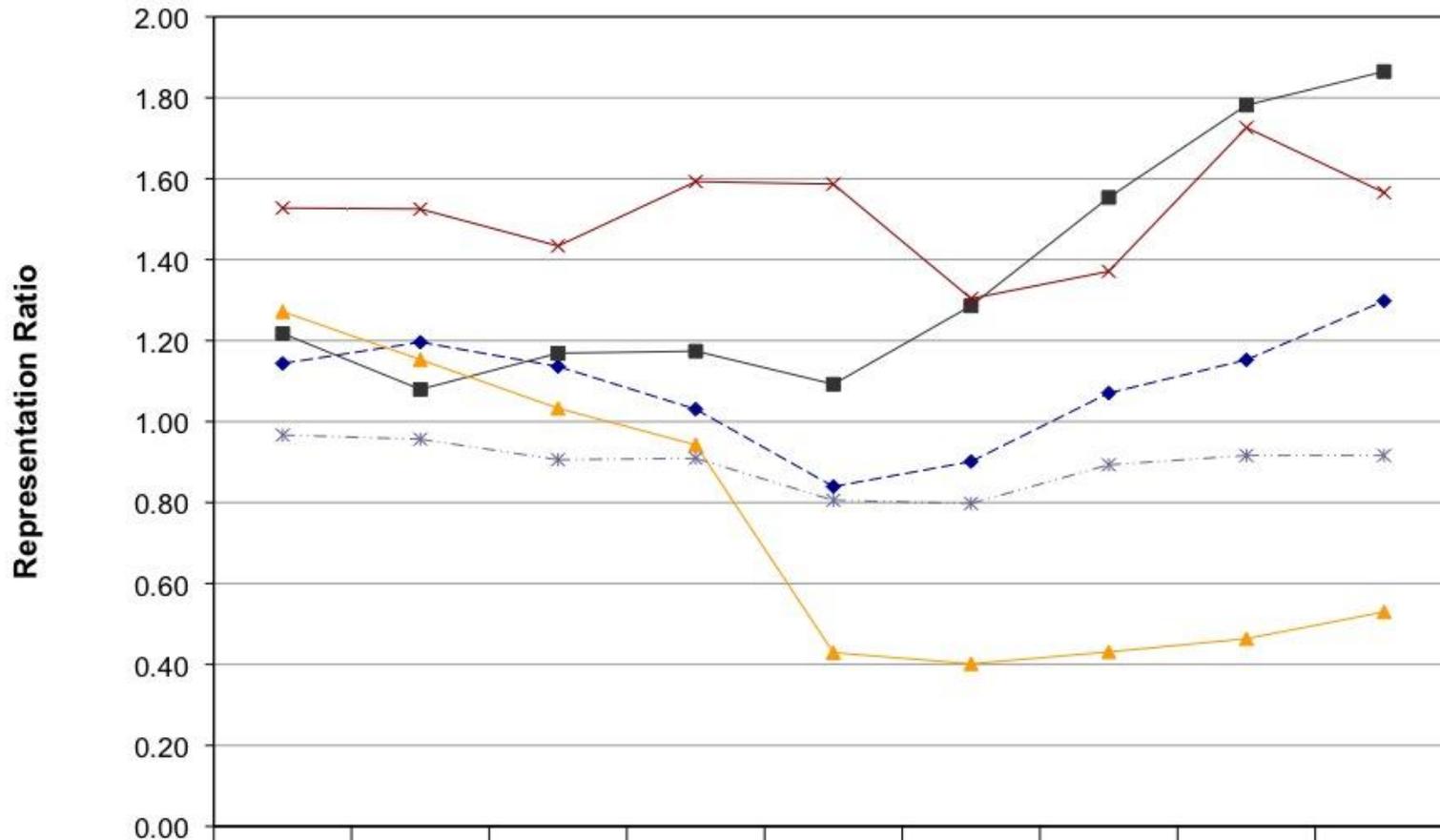
Trend in Minnesota's State Need-Based Undergraduate Grants per FTE Compares to National Average (In 2008 Dollars)



Data from National Association of State Student Grant & Aid Programs

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Trends in Racial/Ethnic Representation in Minnesota Public Two-Year Postsecondary Institutions as a Proportion of the State Population

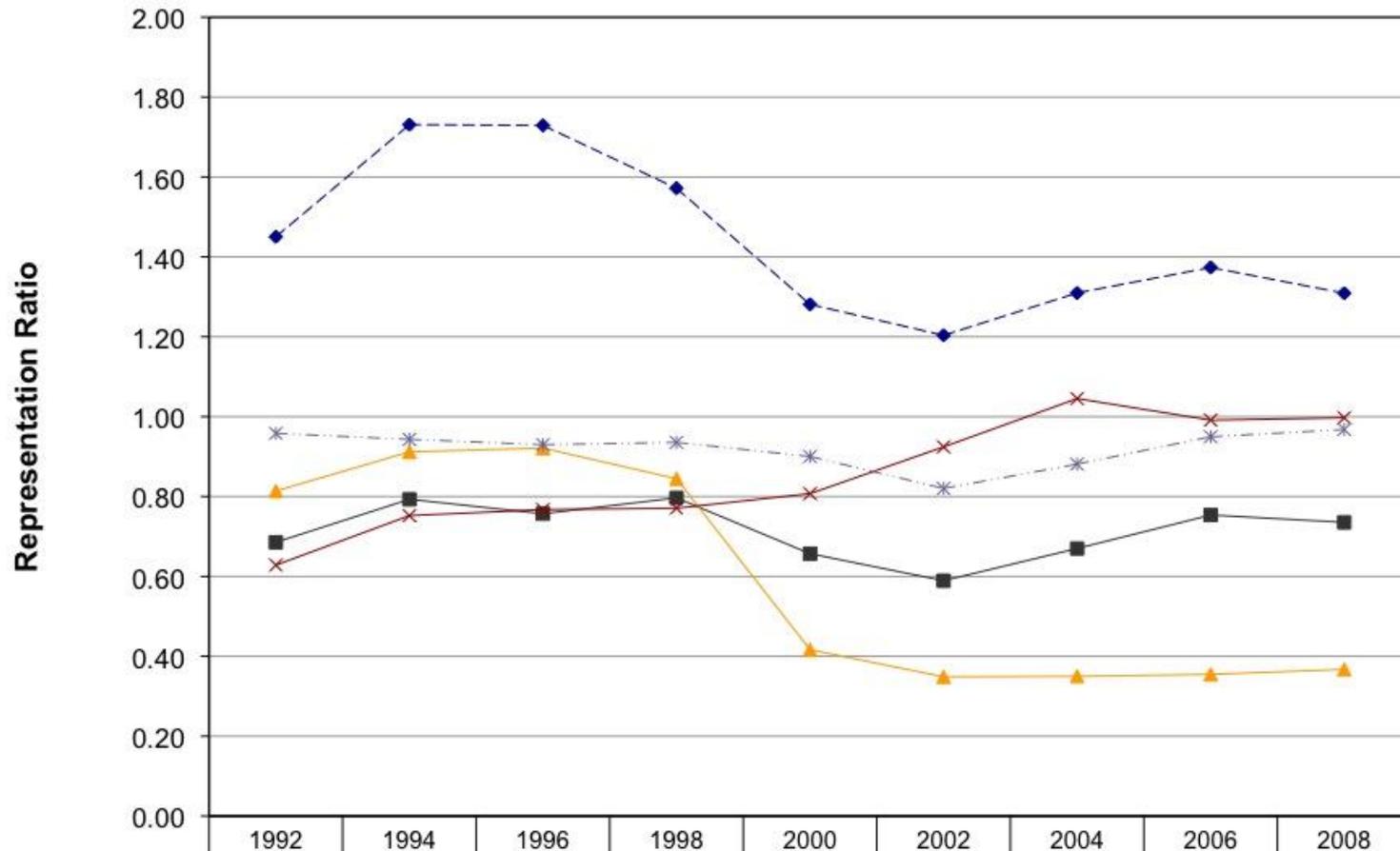


	1992	1994	1996	1998	2000	2002	2004	2006	2008
◆ Asian	1.143552	1.196049	1.136126	1.030487	0.839488	0.901253	1.070435	1.152446	1.298086
■ Black	1.217457	1.079463	1.168918	1.174011	1.092220	1.285982	1.553507	1.781704	1.864790
▲ Latina/o	1.271443	1.153063	1.032821	0.942432	0.429022	0.401548	0.430913	0.463594	0.529911
× Native American	1.527481	1.525120	1.433702	1.592731	1.586674	1.303751	1.371201	1.726129	1.565708
* White	0.966653	0.956519	0.905748	0.909114	0.805474	0.797565	0.893116	0.916204	0.916192

Data from NCES Integrated Postsecondary Education Data System and U.S. Census Bureau
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Trends in Racial/Ethnic Representation in Minnesota Public Four-Year Postsecondary Institutions as a Proportion of the State Population

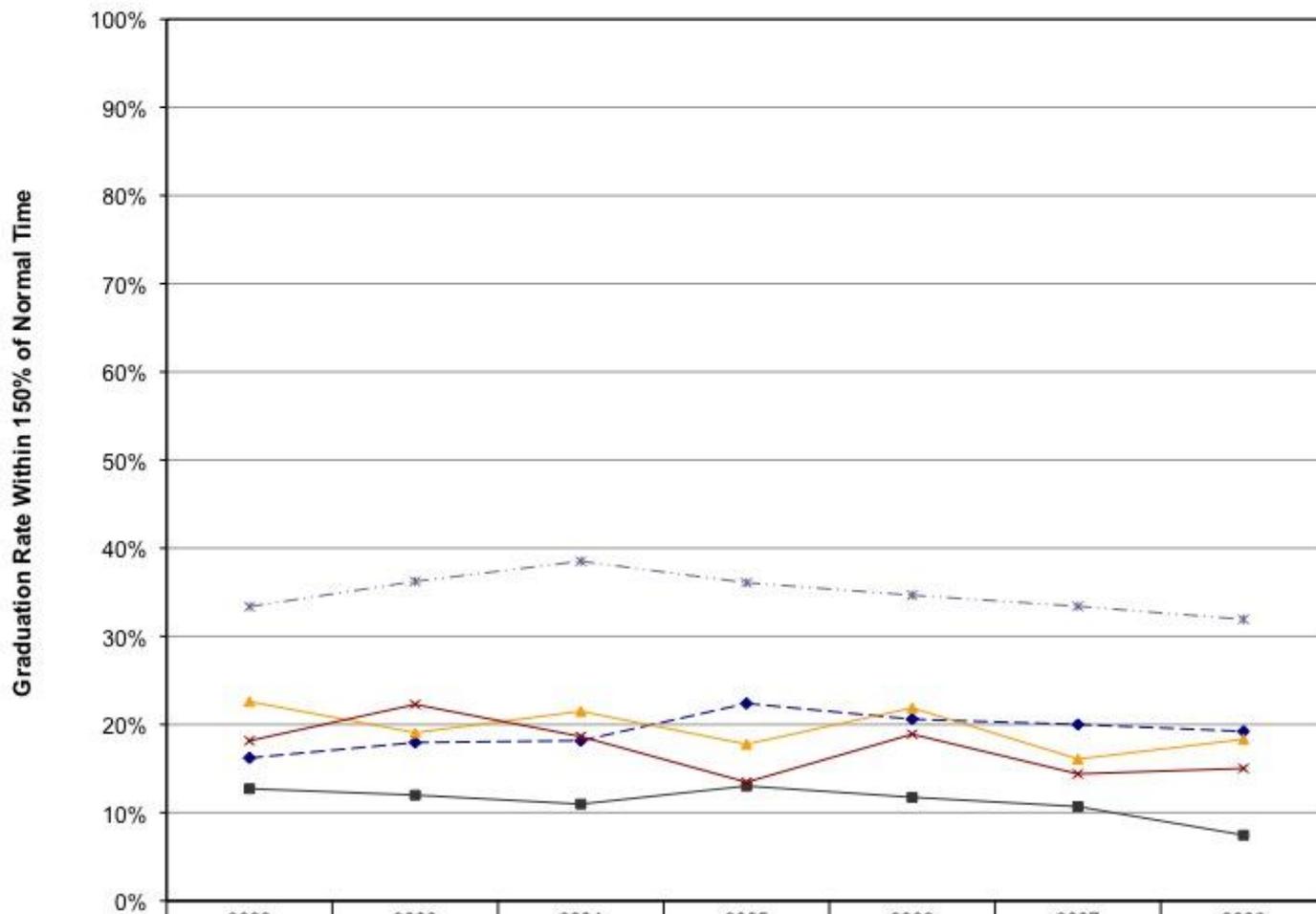


◆ Asian	1.450265	1.731067	1.729187	1.571808	1.281143	1.203623	1.309644	1.373564	1.309046
■ Black	0.685527	0.793057	0.757060	0.796655	0.656966	0.589289	0.669934	0.753664	0.735370
▲ Latina/o	0.813848	0.911812	0.921294	0.844570	0.416544	0.348606	0.350077	0.354761	0.367234
× Native American	0.628313	0.752175	0.767372	0.770837	0.807179	0.924288	1.045264	0.991271	0.997280
* White	0.958083	0.943143	0.929879	0.935602	0.900332	0.820271	0.881088	0.949681	0.967878

Data from NCES Integrated Postsecondary Education Data System and U.S. Census Bureau
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Trends in Graduation Rates in Minnesota Public Two-Year Postsecondary Institutions by Race/ethnic Group

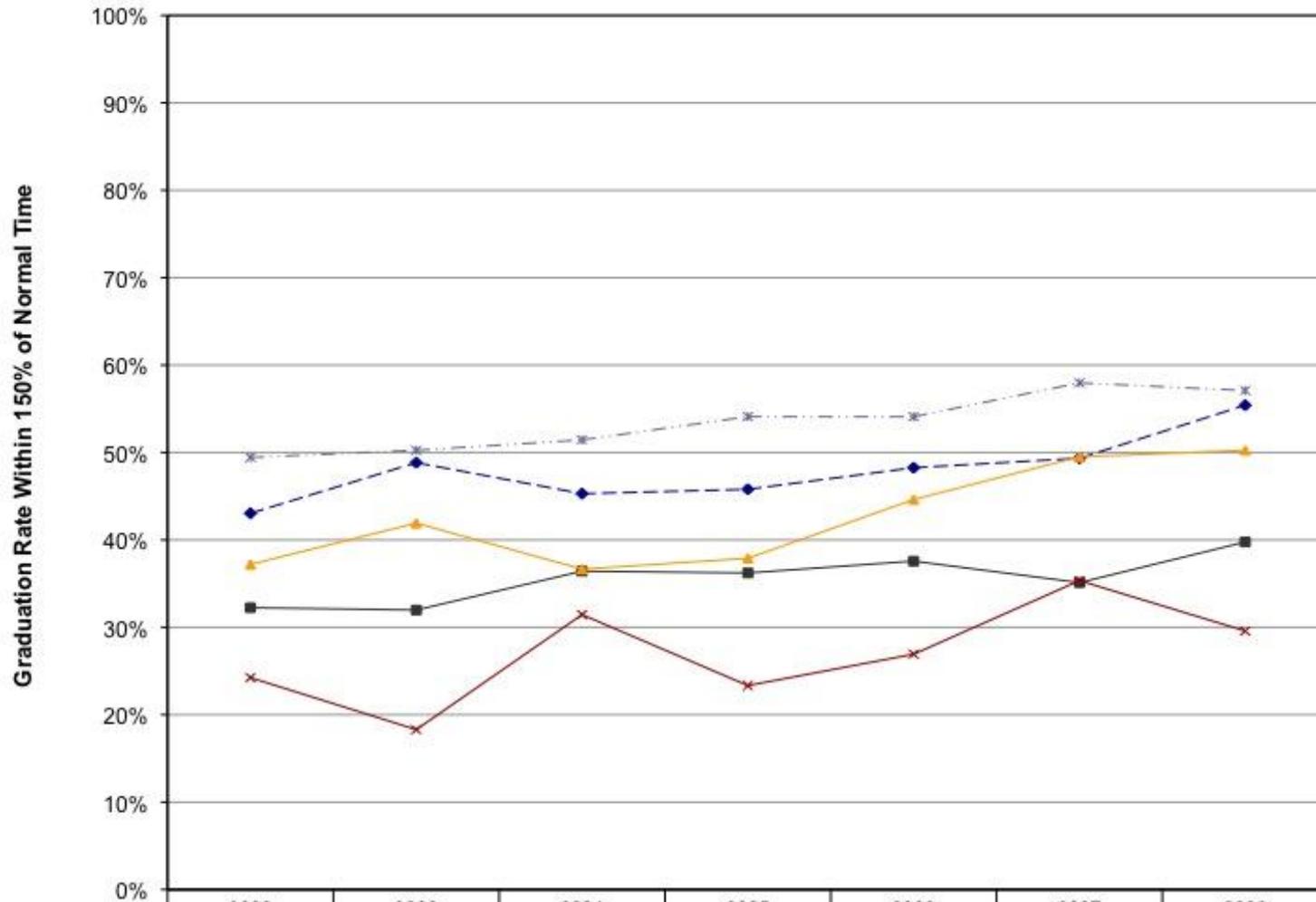


	2002	2003	2004	2005	2006	2007	2008
◆ Asian	16.20%	17.95%	18.16%	22.38%	20.60%	20.00%	19.22%
■ Black	12.71%	11.99%	10.97%	13.02%	11.74%	10.69%	7.45%
▲ Latina/o	22.59%	19.07%	21.49%	17.76%	21.88%	16.07%	18.32%
× Native American	18.15%	22.27%	18.63%	13.45%	18.89%	14.39%	15.01%
-x- White	33.37%	36.23%	38.51%	36.08%	34.66%	33.41%	31.92%

Data from NCES Integrated Postsecondary Education Data System
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Trends in Graduation Rates in Minnesota Public Four-Year Postsecondary Institutions



	2002	2003	2004	2005	2006	2007	2008
◆ - Asian	43.04%	48.84%	45.29%	45.79%	48.26%	49.34%	55.41%
■ - Black	32.24%	31.97%	36.42%	36.22%	37.57%	35.11%	39.76%
★ - Latina/o	37.20%	41.92%	36.65%	37.89%	44.62%	49.51%	50.25%
× - Native American	24.24%	18.29%	31.45%	23.33%	26.92%	35.34%	29.58%
- * - White	49.44%	50.25%	51.44%	54.10%	54.09%	57.96%	57.09%

Data from NCES Integrated Postsecondary Education Data System

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STATE CASES: NORTH CAROLINA

○ Policy Model?

- Carolina Covenant ©
- State Follow UNC Leadership

○ Indicators Examined

- UNC Covenant Scholars
- State Funding of Public Higher Education
- Average Public Sector Tuition Charges
- Racial/Ethnic Representation at Public 2-Year
- Racial/Ethnic Representation at Public 3-Year
- Graduation Rates at Public 2-Year
- Graduation Rates at Public 4-Year



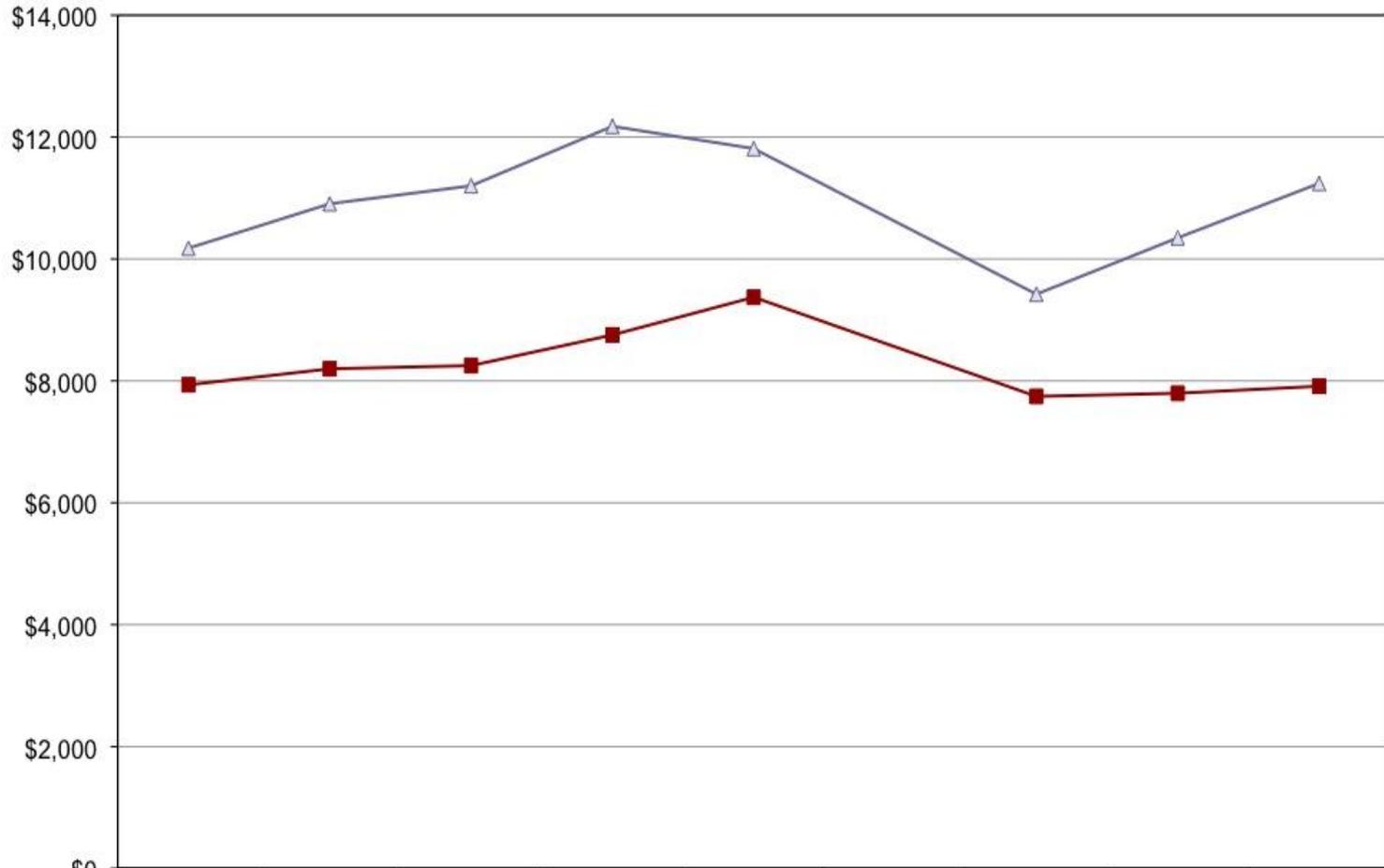
Table 12.1 Characteristics of UNC Carolina Covenant Scholars

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Number of New Covenant Scholars	224	350	417	398	410	537	563
Average High School GPA	4.21	4.25	4.19	4.26	4.30	4.31	4.44
Average SAT Scores	1209	1223	1198	1202	1206	1230	1232
State of Origin: North Carolina	87%	89%	84%	87%	84%	84%	84%
North Carolina Counties Represented	68	74	72	77	74	78	76
Gender							
Female	69%	63%	61%	63%	60%	61%	64%
Male	31%	37%	39%	37%	40%	39%	36%
Students of Color	63%	60%	63%	61%	61%	62%	57%
First Generation College Graduate	55%	52%	57%	53%	55%	57%	56%

Source: Ort, Williford, & St. John (in press).



North Carolina Average Annual Amount of State and Local Appropriations per FTE for the Public Higher Education System (In 2008 Dollars)



	1992	1994	1996	1998	2000	2002	2004	2006	2008
△ North Carolina	\$10,177.02	\$10,906.20	\$11,201.44	\$12,177.53	\$11,811.64		\$9,422.48	\$10,347.20	\$11,240.07
■ United States	\$7,935.09	\$8,198.00	\$8,250.49	\$8,753.54	\$9,372.75		\$7,745.00	\$7,797.15	\$7,912.43

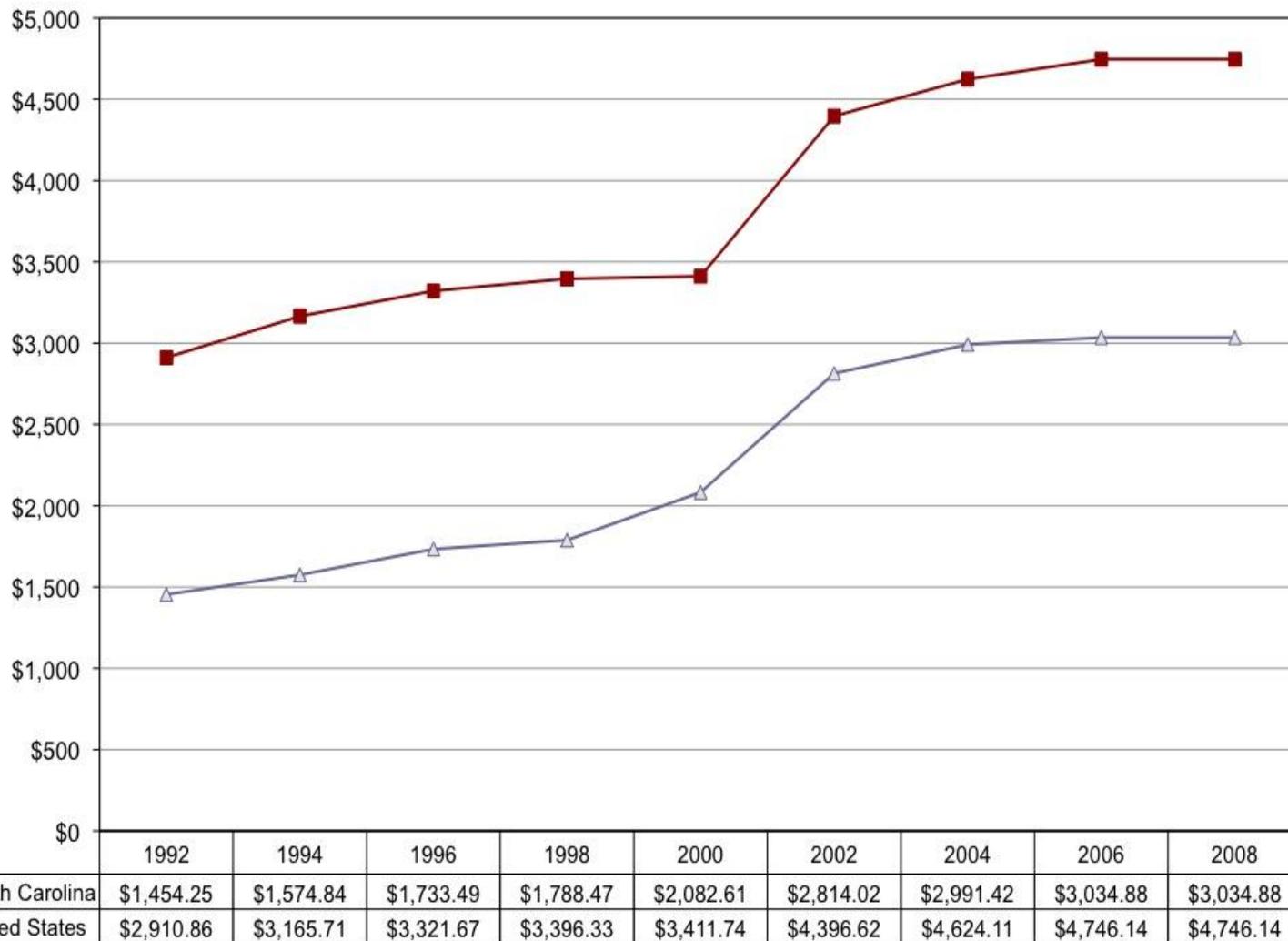
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Trends in Weighted Average Public Tuition Charge in North Carolina

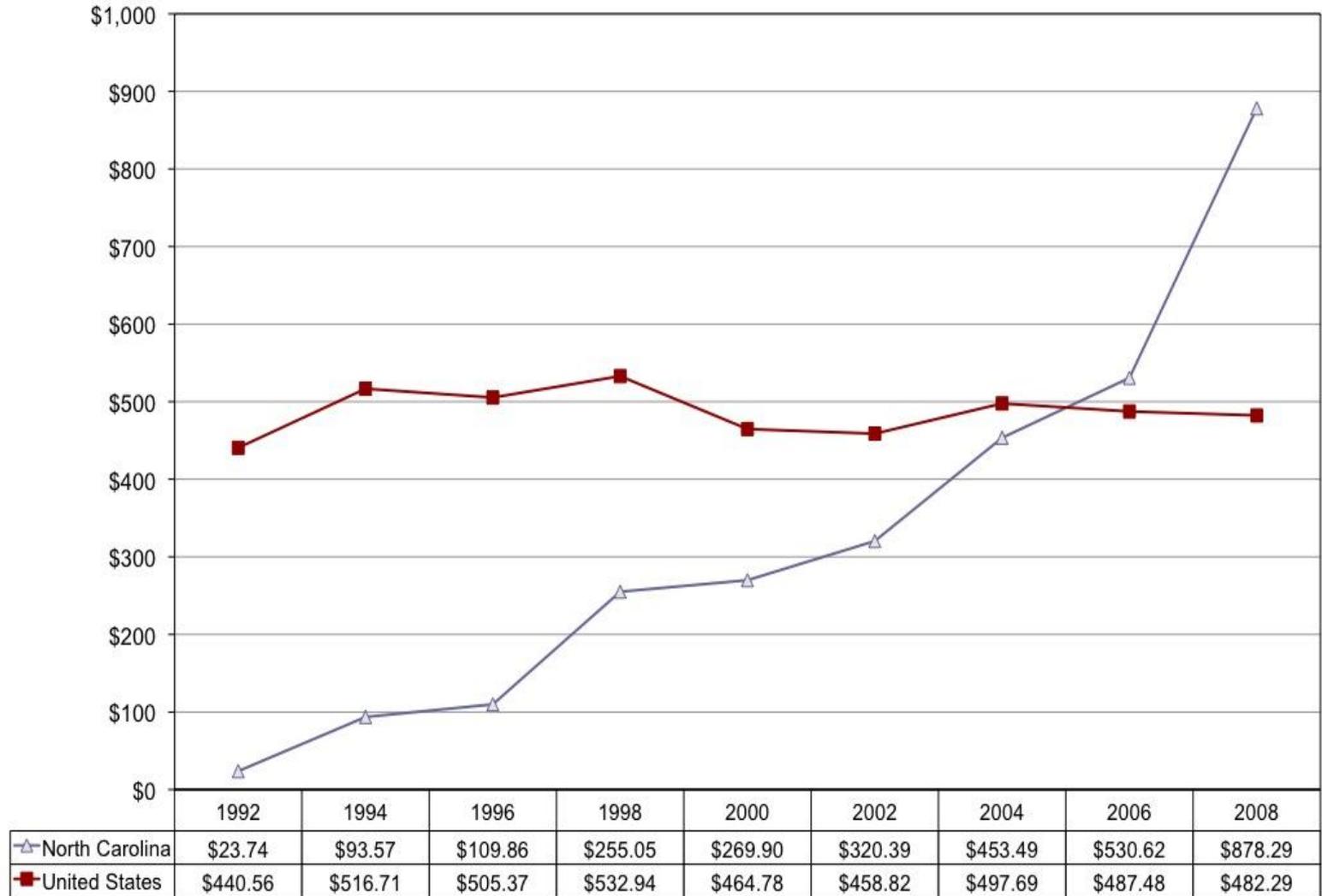
North Carolina Average Amount of Undergraduate In-State Tuition and Fees for the Public Higher Education System (In 2008 Dollars)



Data from NCES Integrated Postsecondary Education Data System
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4 North Carolina State Need-Based Undergraduate Grants per FTE (In 2008 Dollars)

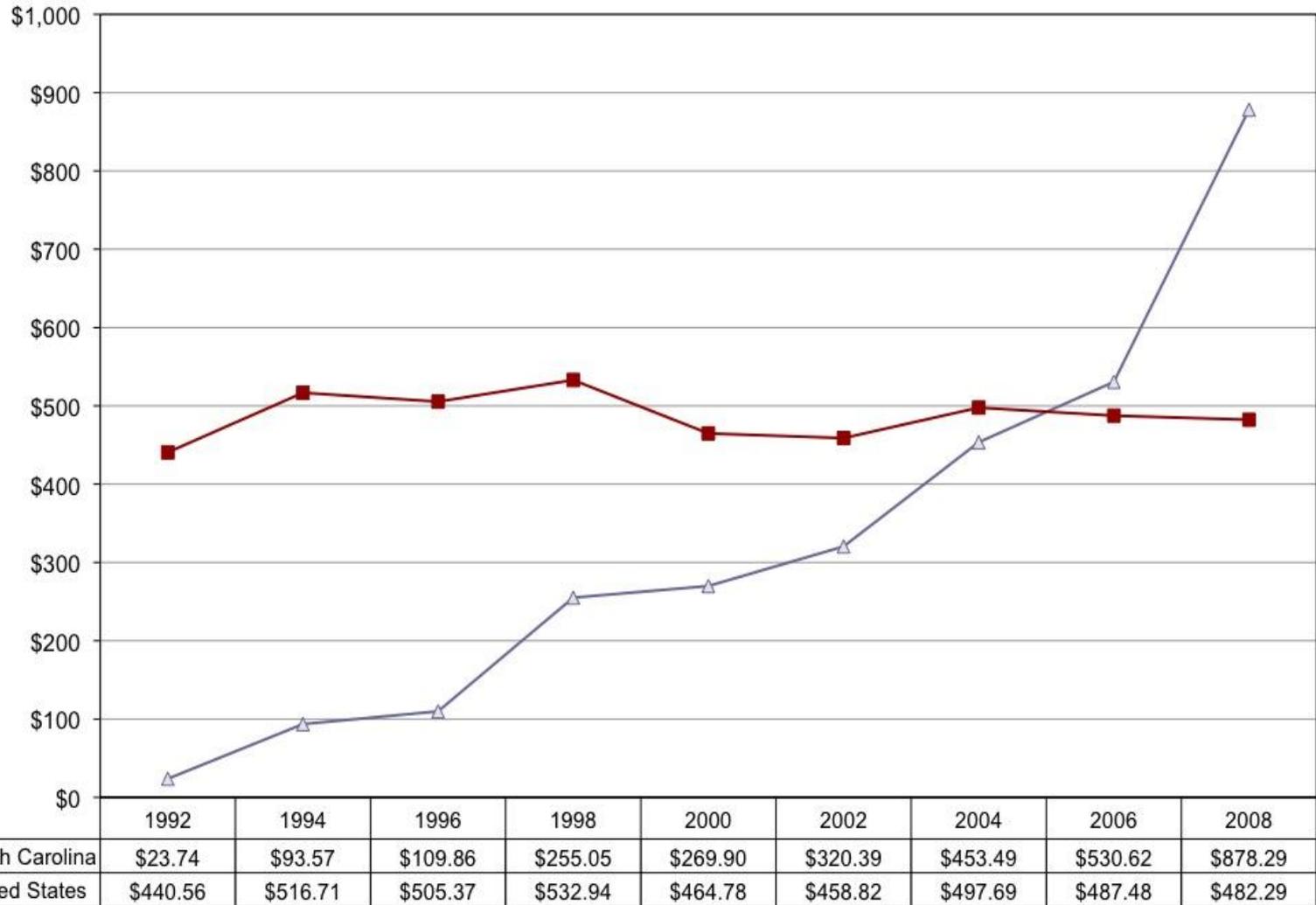


Data from National Association of State Student Grant & Aid Programs

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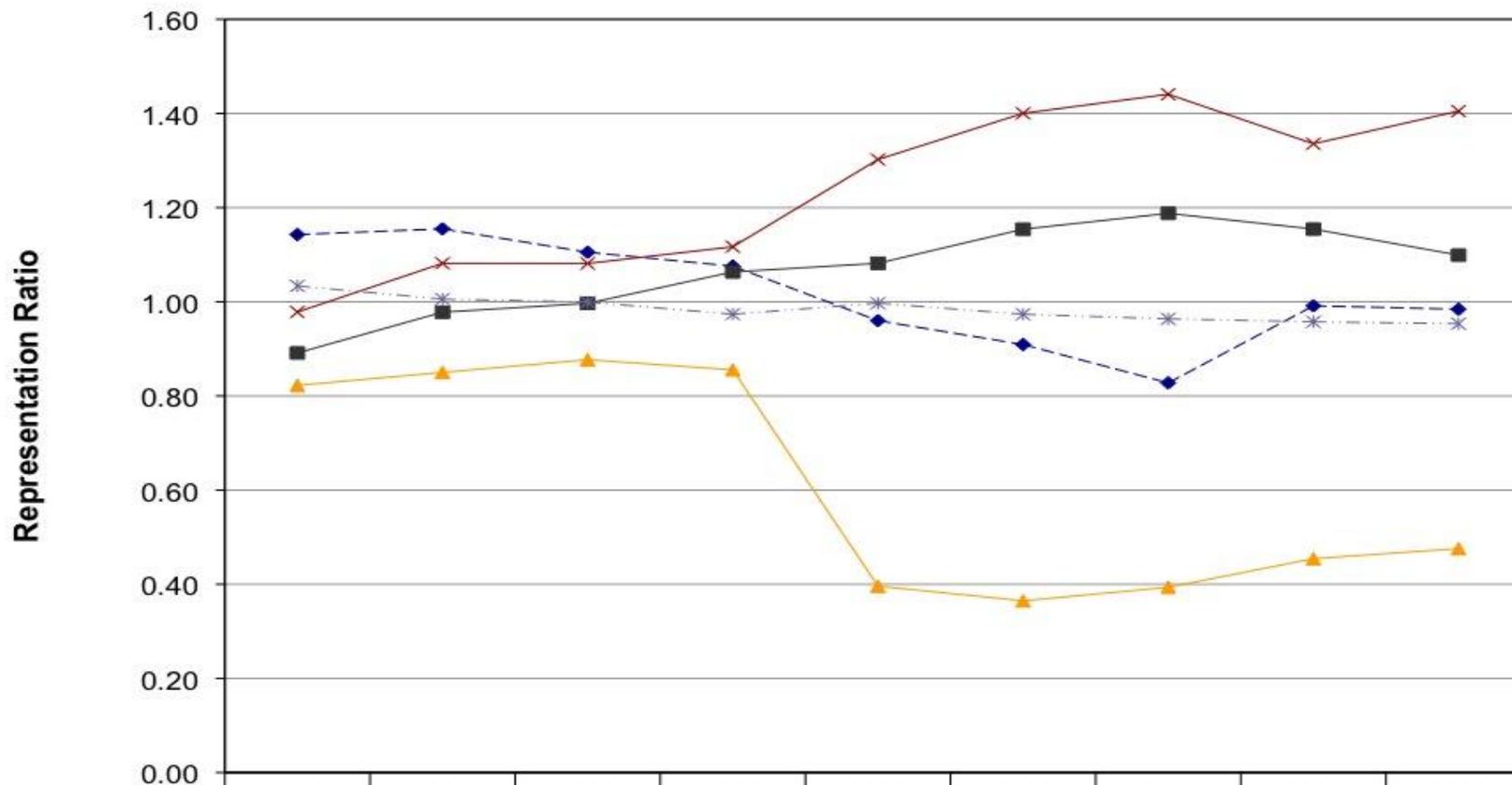
North Carolina State Need-Based Undergraduate Grants per FTE (In 2008 Dollars)



Data from National Association of State Student Grant & Aid Programs

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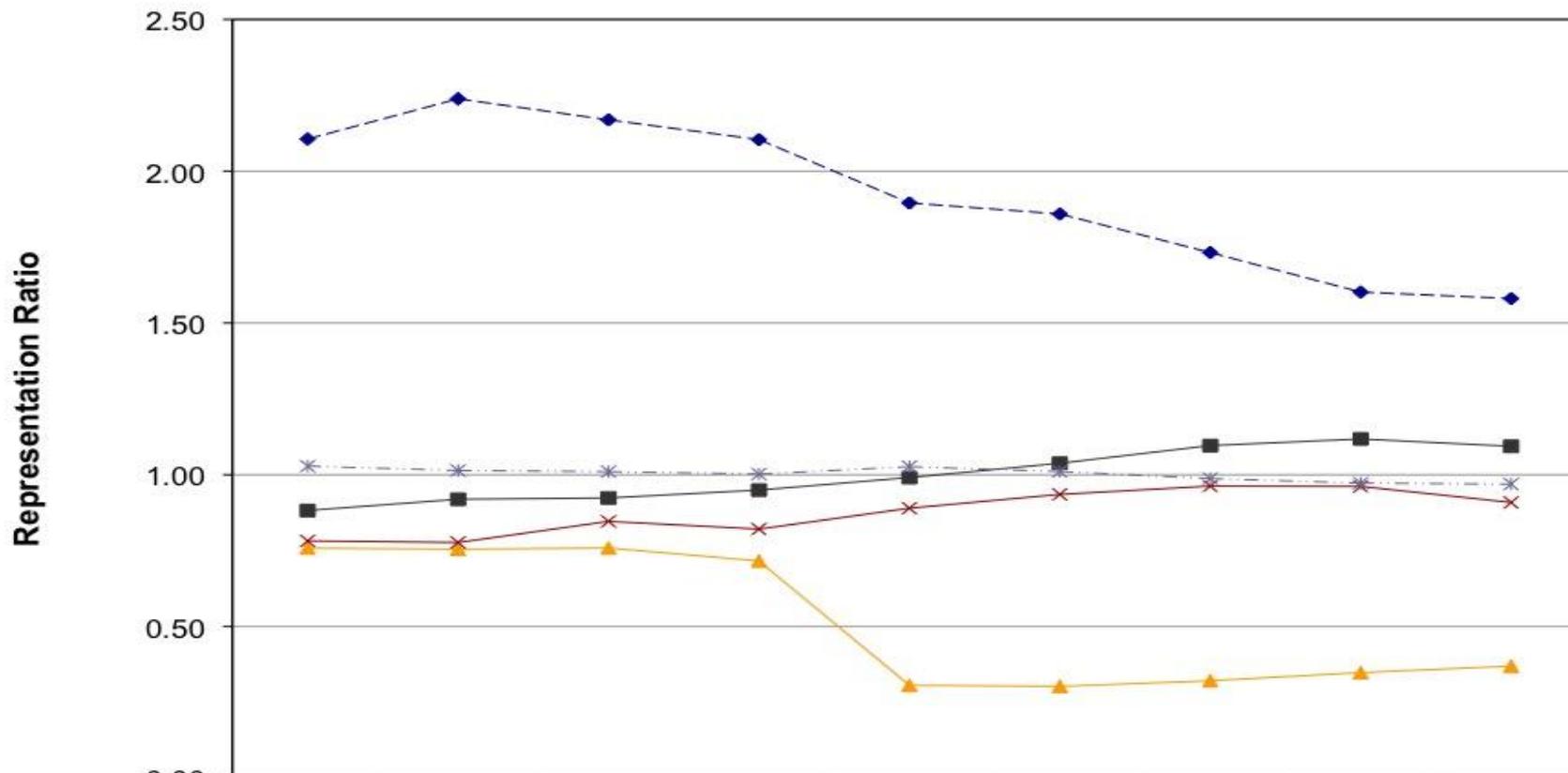
Trends in Racial/Ethnic Representation in North Carolina Public Two-Year Postsecondary Institutions as a Proportion of the State Population



	1992	1994	1996	1998	2000	2002	2004	2006	2008
◆ Asian	1.142718	1.154859	1.105225	1.075537	0.959915	0.909071	0.827641	0.991364	0.984156
■ Black	0.891219	0.977842	0.996705	1.063353	1.081713	1.154104	1.187740	1.154382	1.099091
▲ Latina/o	0.822330	0.850028	0.876839	0.855328	0.395820	0.364869	0.393424	0.454360	0.475599
× Native American	0.978120	1.081596	1.081372	1.116738	1.302159	1.400279	1.440755	1.335561	1.404974
* White	1.033553	1.005677	0.999427	0.973581	0.996856	0.973403	0.963570	0.957488	0.953346

Data from NCES Integrated Postsecondary Education Data System and U.S. Census Bureau
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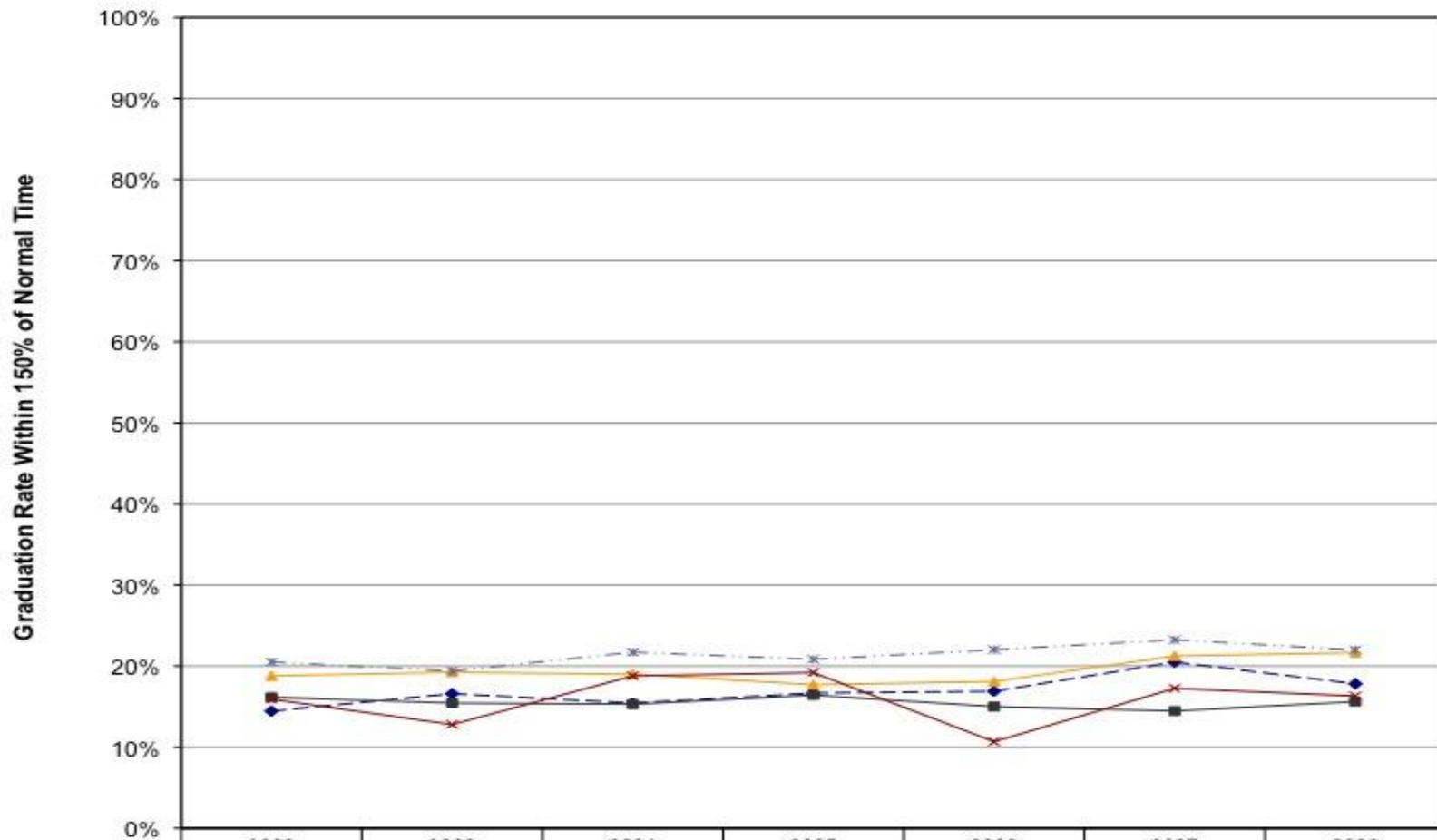
Trends in Racial/Ethnic Representation in North Carolina Public Four-Year Postsecondary Institutions as a Proportion of the State Population



	1992	1994	1996	1998	2000	2002	2004	2006	2008
◆ - Asian	2.105989	2.238506	2.169156	2.104145	1.895442	1.859079	1.731870	1.601773	1.580521
■ - Black	0.882256	0.919239	0.923517	0.949550	0.990752	1.037850	1.096066	1.117925	1.093748
▲ - Latina/o	0.758176	0.754912	0.758735	0.715802	0.306371	0.302791	0.321319	0.348245	0.369471
× - Native American	0.781875	0.776745	0.846325	0.820976	0.889823	0.935263	0.962670	0.961527	0.908580
* - White	1.028260	1.013988	1.010393	1.002292	1.026495	1.010604	0.987510	0.972377	0.969100

Data from NCES Integrated Postsecondary Education Data System and U.S. Census Bureau
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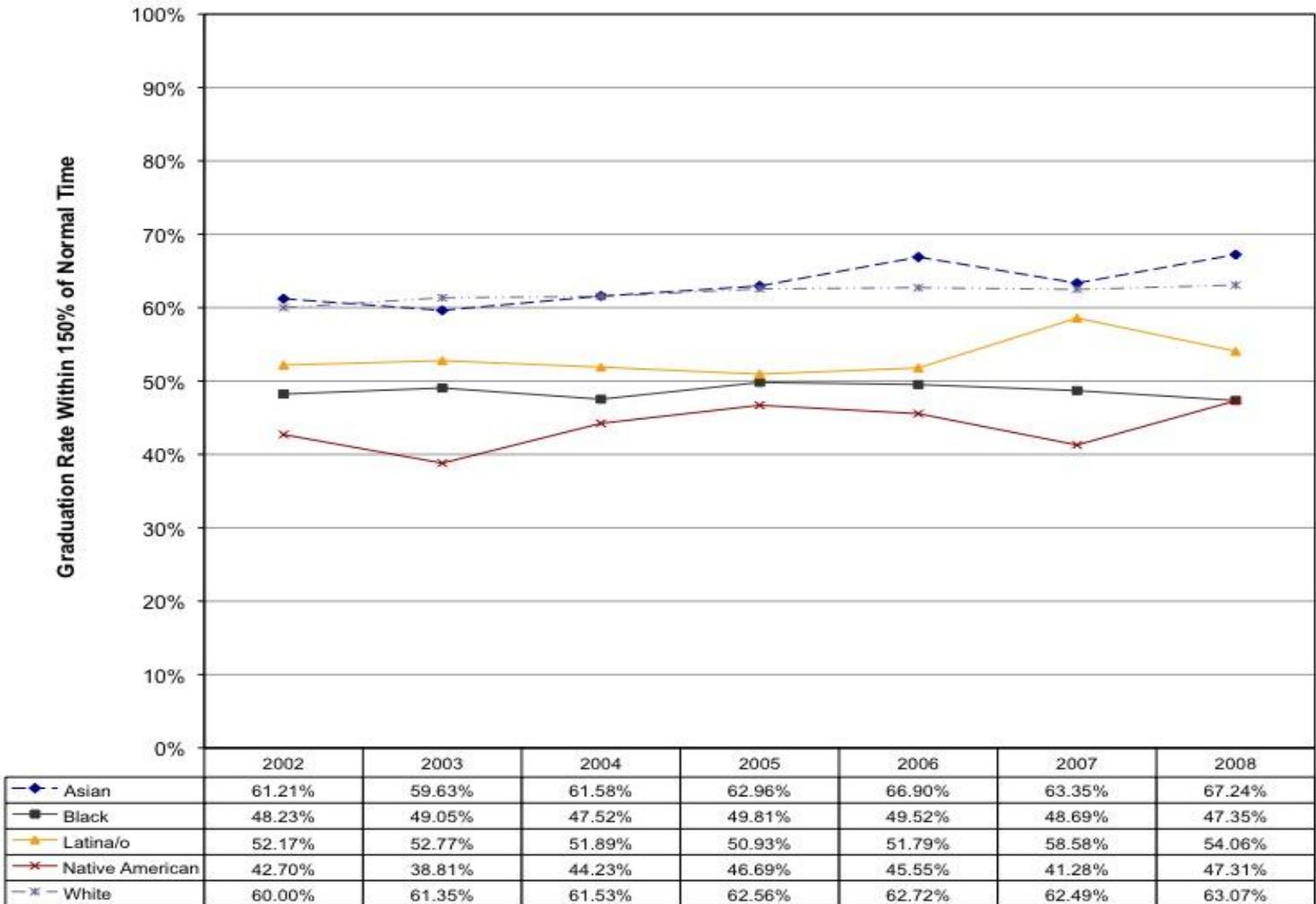
Trends in Graduation Rates in North Carolina Public Two-Year Postsecondary Institutions



	2002	2003	2004	2005	2006	2007	2008
—◆— Asian	14.46%	16.59%	15.44%	16.67%	16.90%	20.50%	17.82%
—■— Black	16.16%	15.44%	15.30%	16.41%	15.00%	14.47%	15.61%
—▲— Latina/o	18.79%	19.24%	18.99%	17.71%	18.10%	21.23%	21.66%
—×— Native American	15.92%	12.79%	18.79%	19.20%	10.68%	17.25%	16.31%
—*— White	20.50%	19.40%	21.71%	20.83%	22.02%	23.24%	22.00%

Data from NCES Integrated Postsecondary Education Data System
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Trends in Graduation Rates in North Carolina Public Four-Year Postsecondary Institutions



Data from NCES Integrated Postsecondary Education Data System
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POLICY CHOICES

- Financing Higher Education in the Global Period
 - New Ideologies Influencing Policy
 - National & International Trends Toward Privatization and Inequality
- Alternative Models
 - Requires Partnerships Between Institutions, States, and Federal Government
 - Difficult to Sustain Coalitions to Support Fair Approach in States
- Levels of Action
 - Federal: Pell Grants Plus (Strong LEAP)
 - State Coordination of
 - Institutional Subsidies,
 - Tuition, &
 - Need-Based Grants
 - Institutional Responsibility for Managing Tuition & Need-Based Grants
 - Student Political Action

