

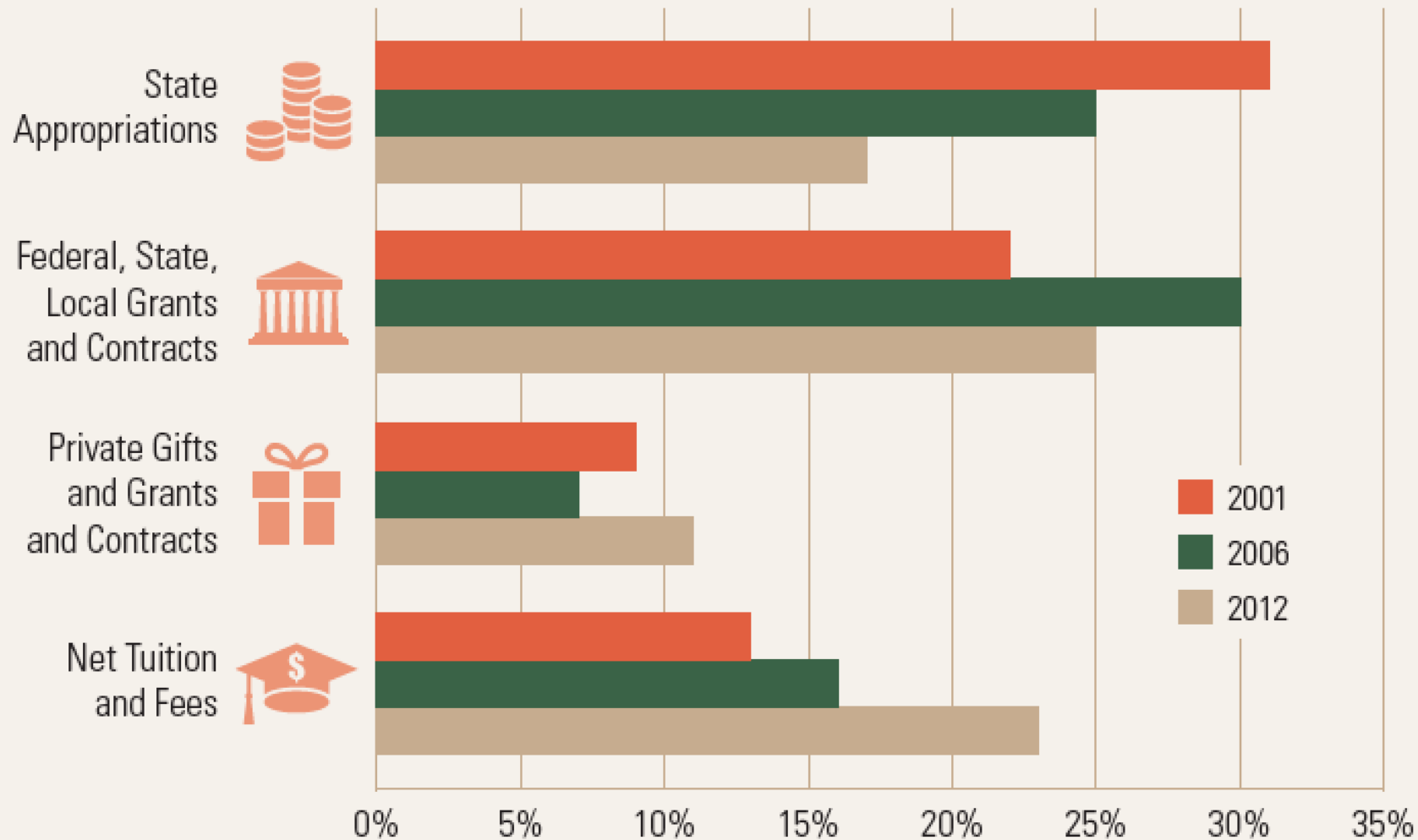
Trends in Support for Higher Education

Christopher G. Maples

October 9, 2015



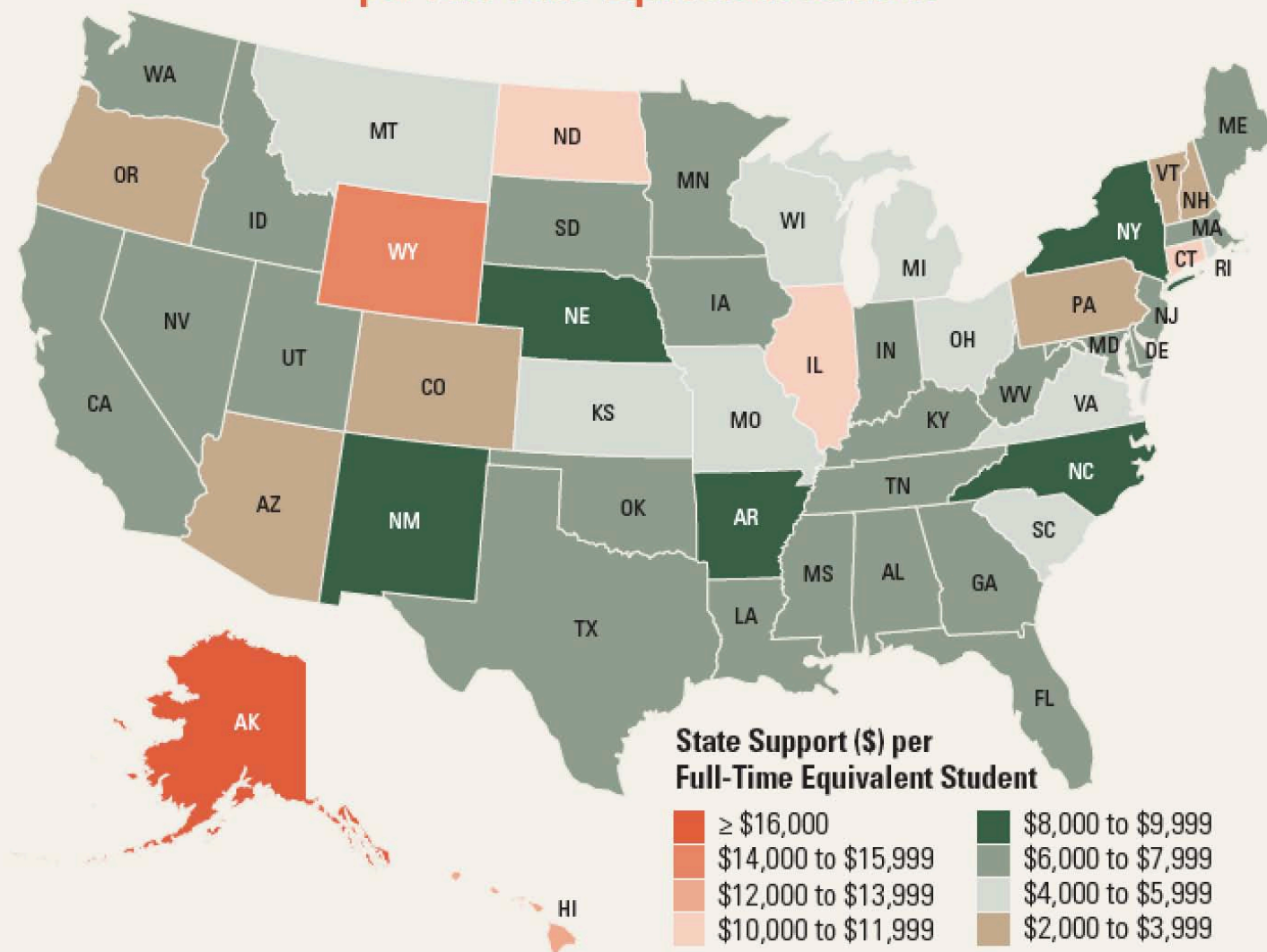
Figure 9: **Revenue Sources of Public Research Universities, 2001, 2006, and 2012**



Public research universities are increasingly reliant on tuition and fees in the wake of cuts in state appropriations. Data shown represent public research universities that are members of the Association of American Universities. Source: COGR Costing Committee, "Finances of Research Universities, June 2014 Version" (New York; Washington, D.C.: Council on Governmental Relations, 2014).

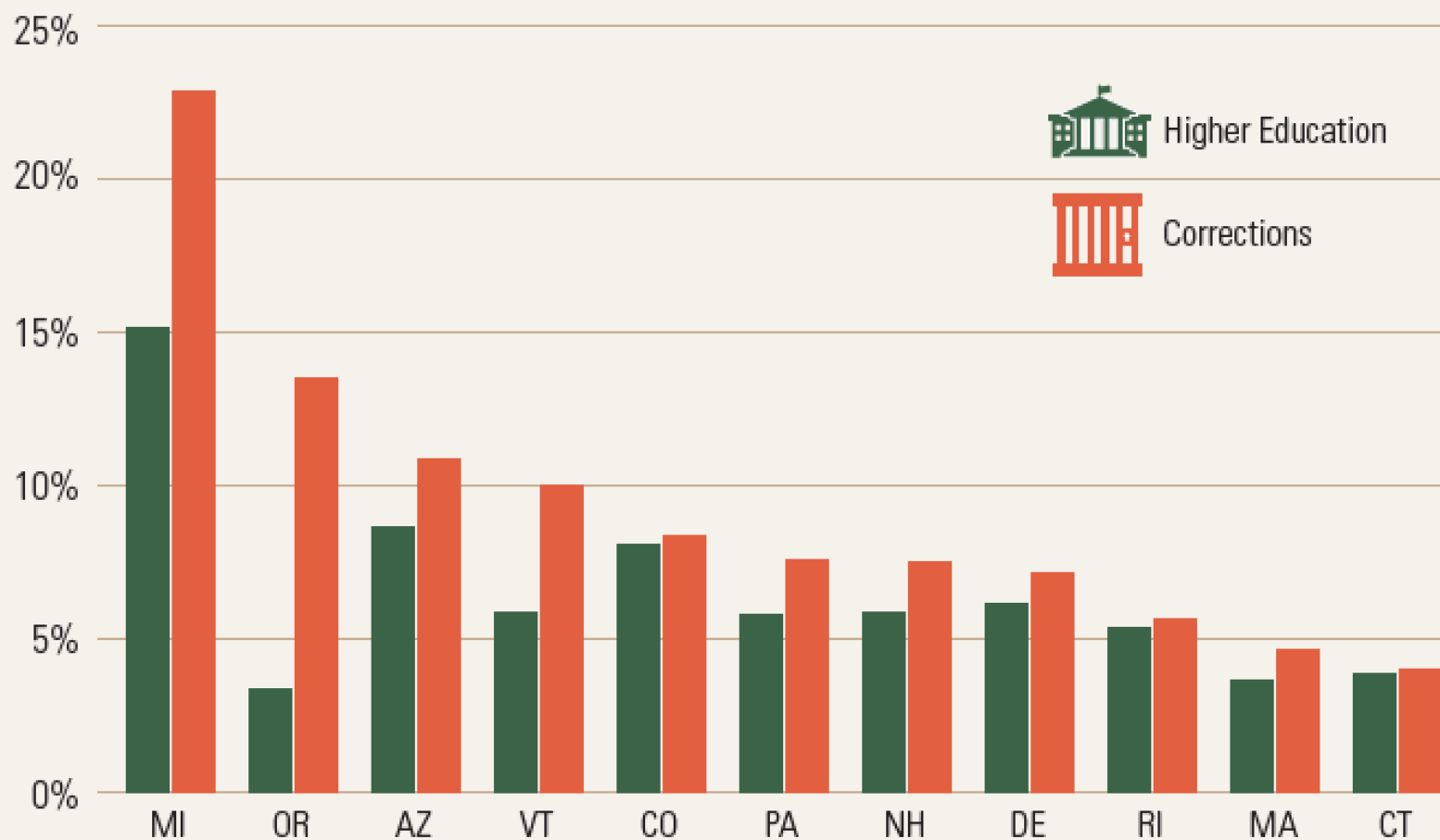


Figure 3: **State Support for Public Higher Education
(All Colleges and Universities) in 2014,
per Full-Time Equivalent Student**



State support for public higher education per full-time equivalent student ranges from about \$3,000 to over \$18,000. Source: State Higher Education Executive Officers (SHEEO) Association, *SHEF: FY 2014—State Higher Education Finance* (Boulder, Colo.: State Higher Education Executive Officers Association, 2015).

Figure 8: **Corrections and Higher Education Spending as Percentage of State General Fund Expenditures (FY2013)**

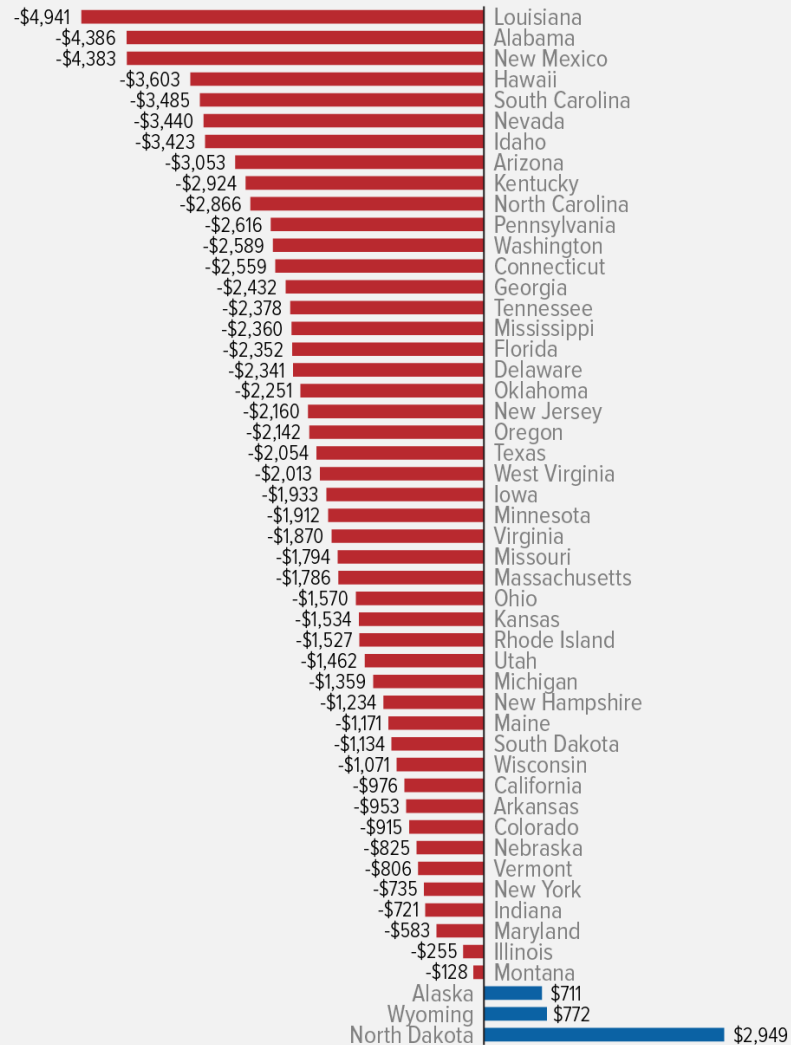


Source: The Henry J. Kaiser Family Foundation, "Distribution of State General Fund Expenditures (in millions): Fiscal Year 2013," <http://kff.org/other/state-indicator/distribution-of-general-fund-spending/>. Note also that when excluding appropriations for community colleges and technical schools, additional states—including California—have spent more on corrections than on higher education in recent years.



State Funding for Higher Education Remains Far Below Pre-Recession Levels in Most States

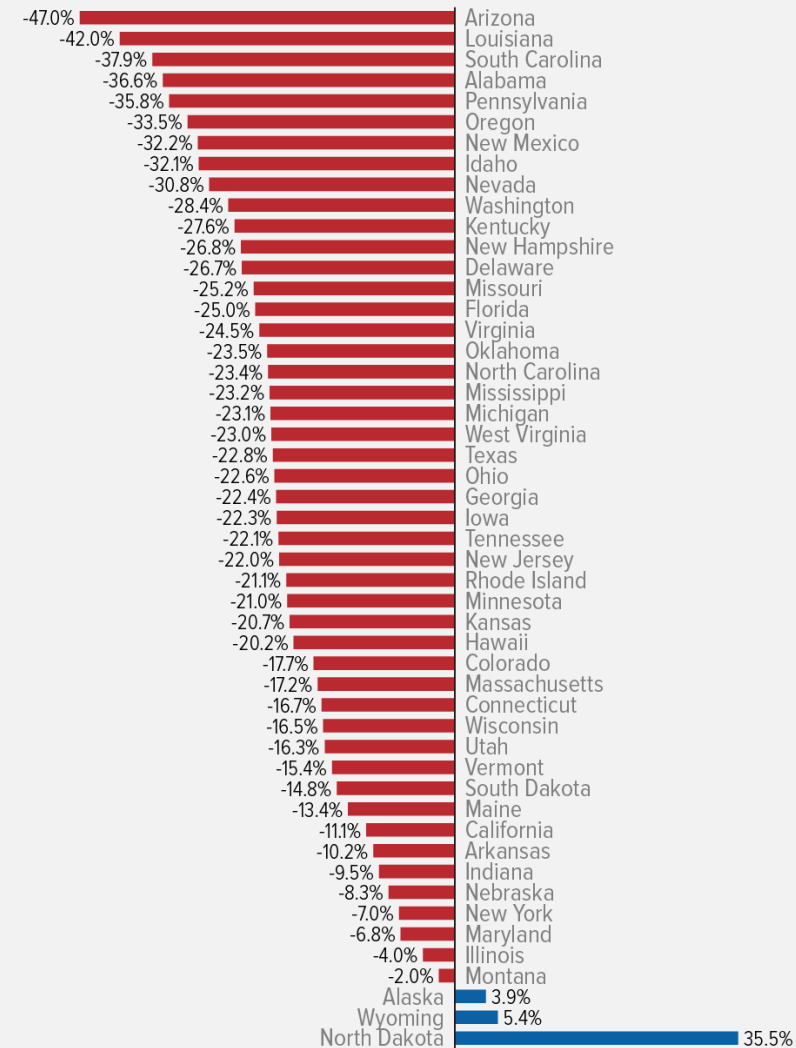
Change in state spending per student, inflation adjusted, 2008 - 2015



Source: CBPP calculations using data from Illinois State University's annual Grapevine Report and the State Higher Education Executive Officers Association. Illinois funding data is provided by the Fiscal Policy Center at Voices for Illinois Children. Because enrollment data is only available through the 2014 school year, enrollment for the 2014-15 school year is estimated using data from past years. Years are fiscal years.

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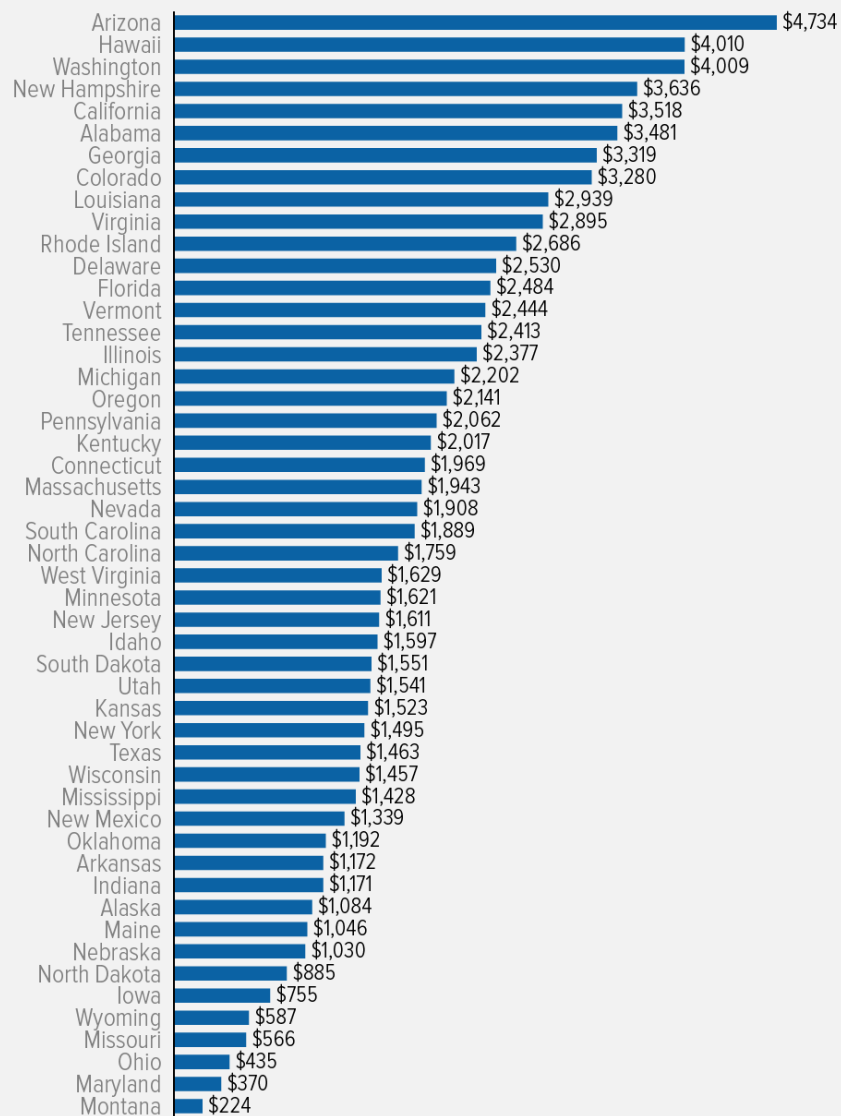


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Tuition Has Increased Sharply at Public Colleges and Universities

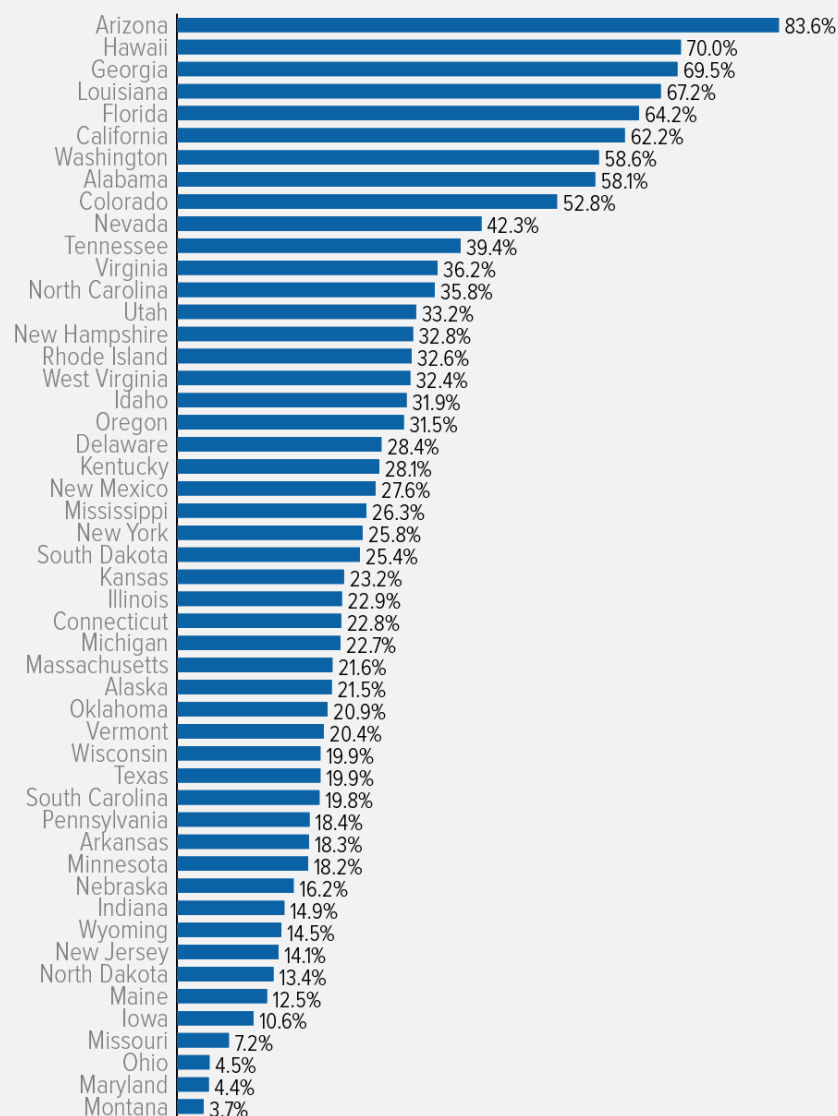
Change in average tuition at public, four-year colleges, inflation adjusted, 2008 - 2015



Source: College Board, "Trends in College Pricing," 2014. Years are fiscal years.

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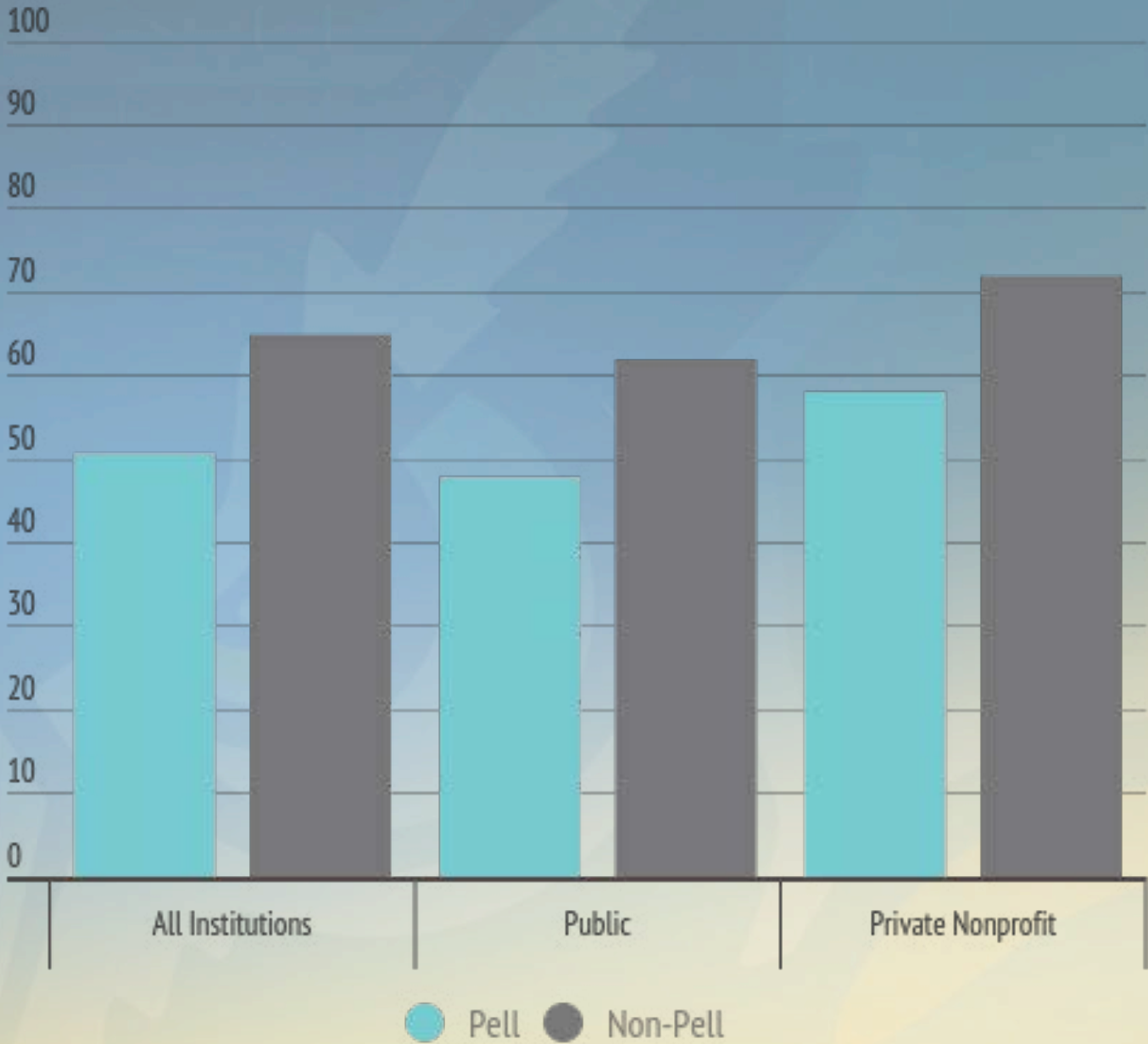
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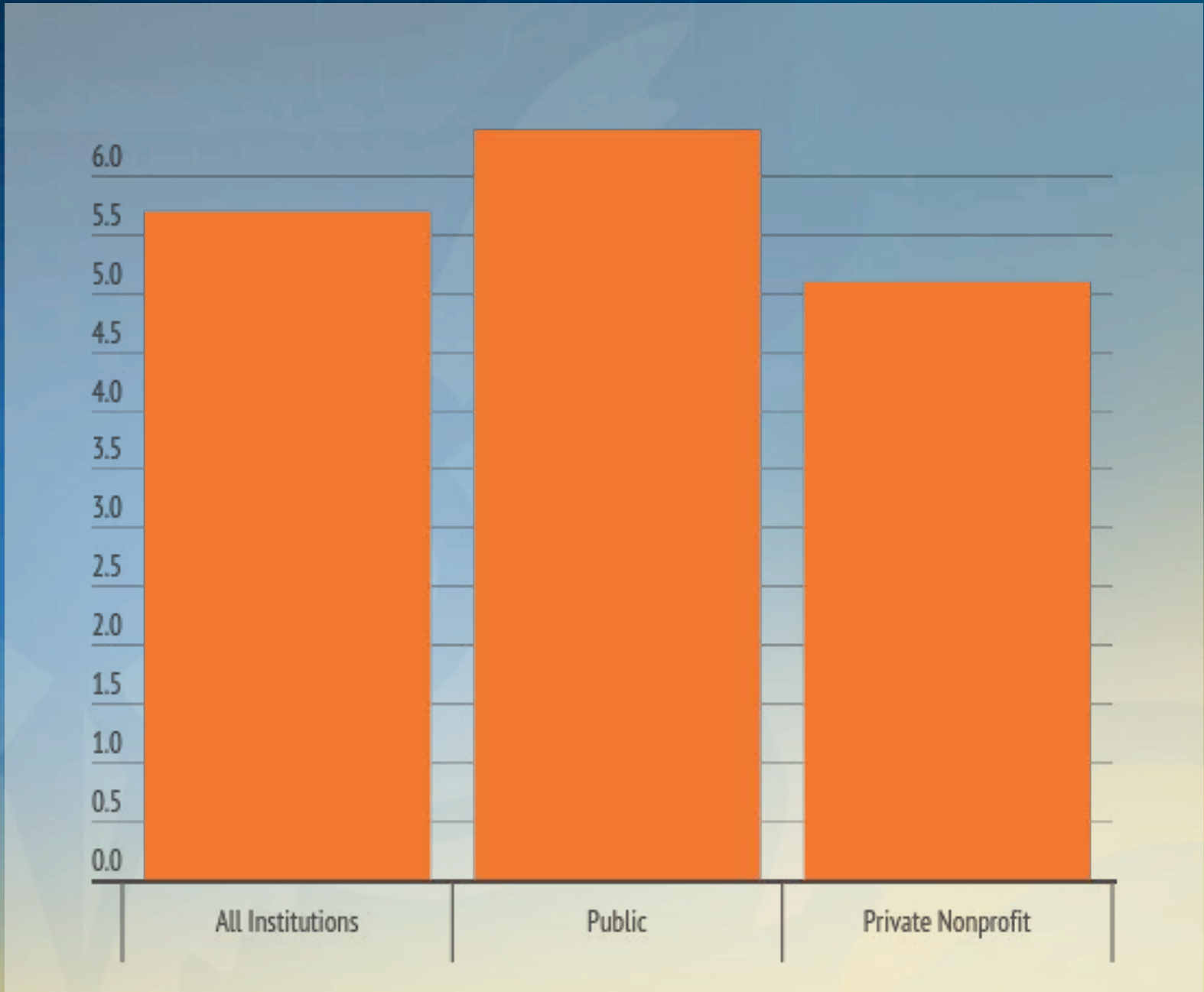
Source: College Board, "Trends in College Pricing," 2014. Years are fiscal years.



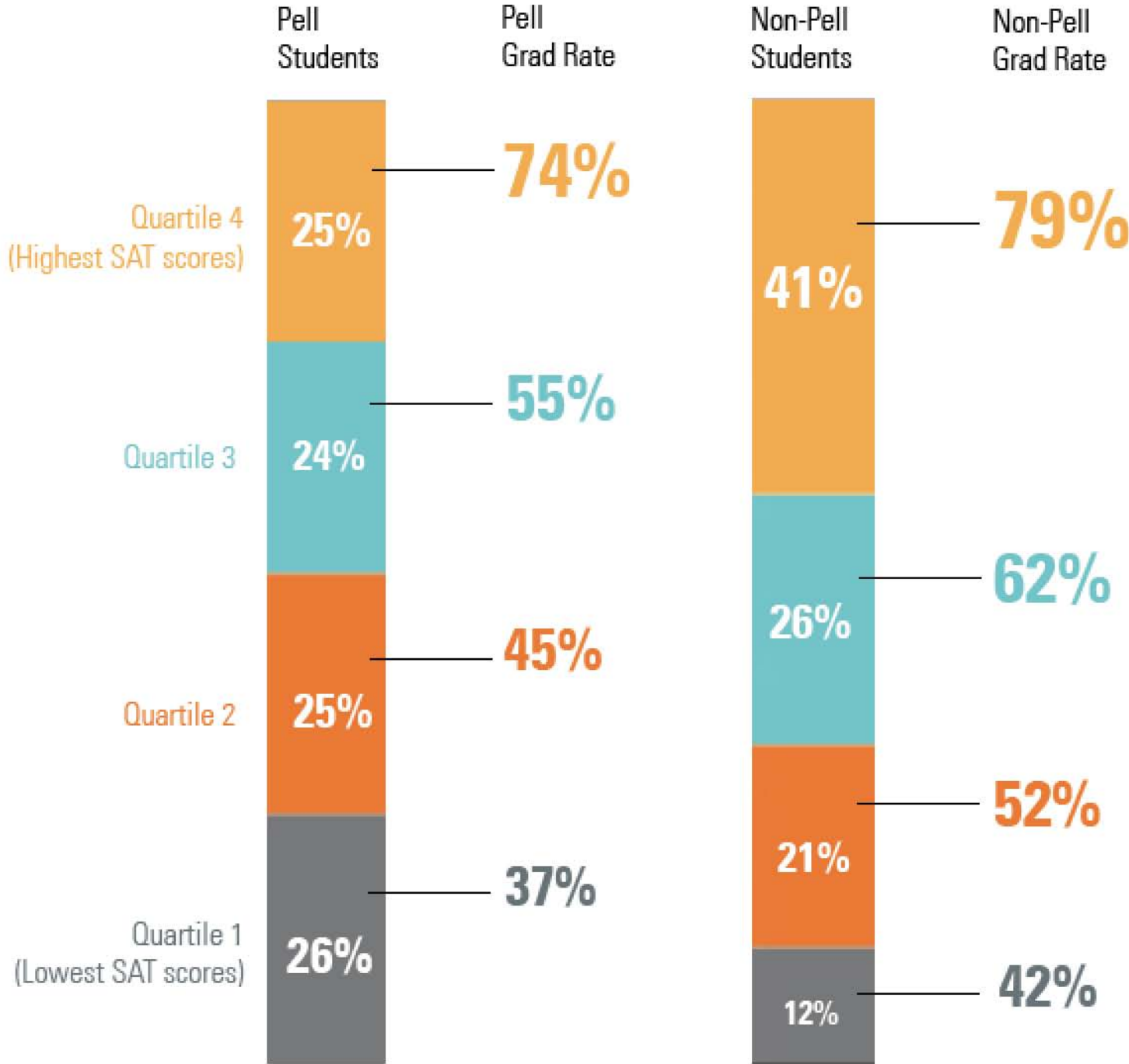
6-Year Bachelors Degree Completion Rates



Average Institutional Completion Gap Between Pell and non-Pell



Enrollment and Graduation Rates by SAT Quartile

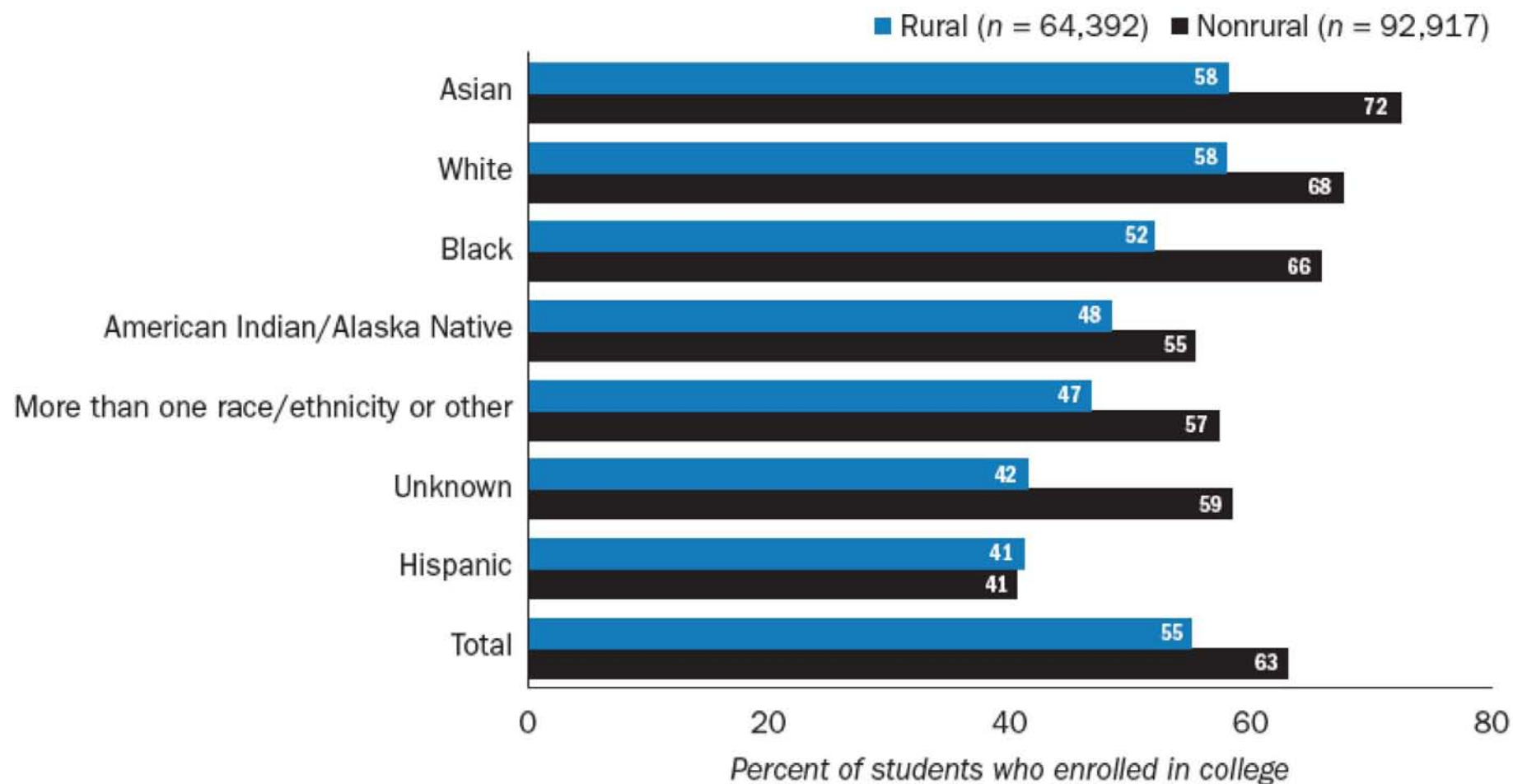




- Persistence.

- Rural students were less likely than nonrural students to persist to the second year of college.
- At all types of two- and four-year institutions—private, public, in-state, and out-of-state—rural students had lower rates of persistence to the second year of college than nonrural students.
- Across all levels of high school achievement, rural students persisted in college at lower rates than nonrural students.
- Among all students, those who received financial aid were more likely than their counterparts who did not receive financial aid to persist in college; the relationship between financial aid and persistence was similar for rural and nonrural students.
- For most community college students, passing the first college-level math or writing course in a sequence was not associated with an increased likelihood of persisting.

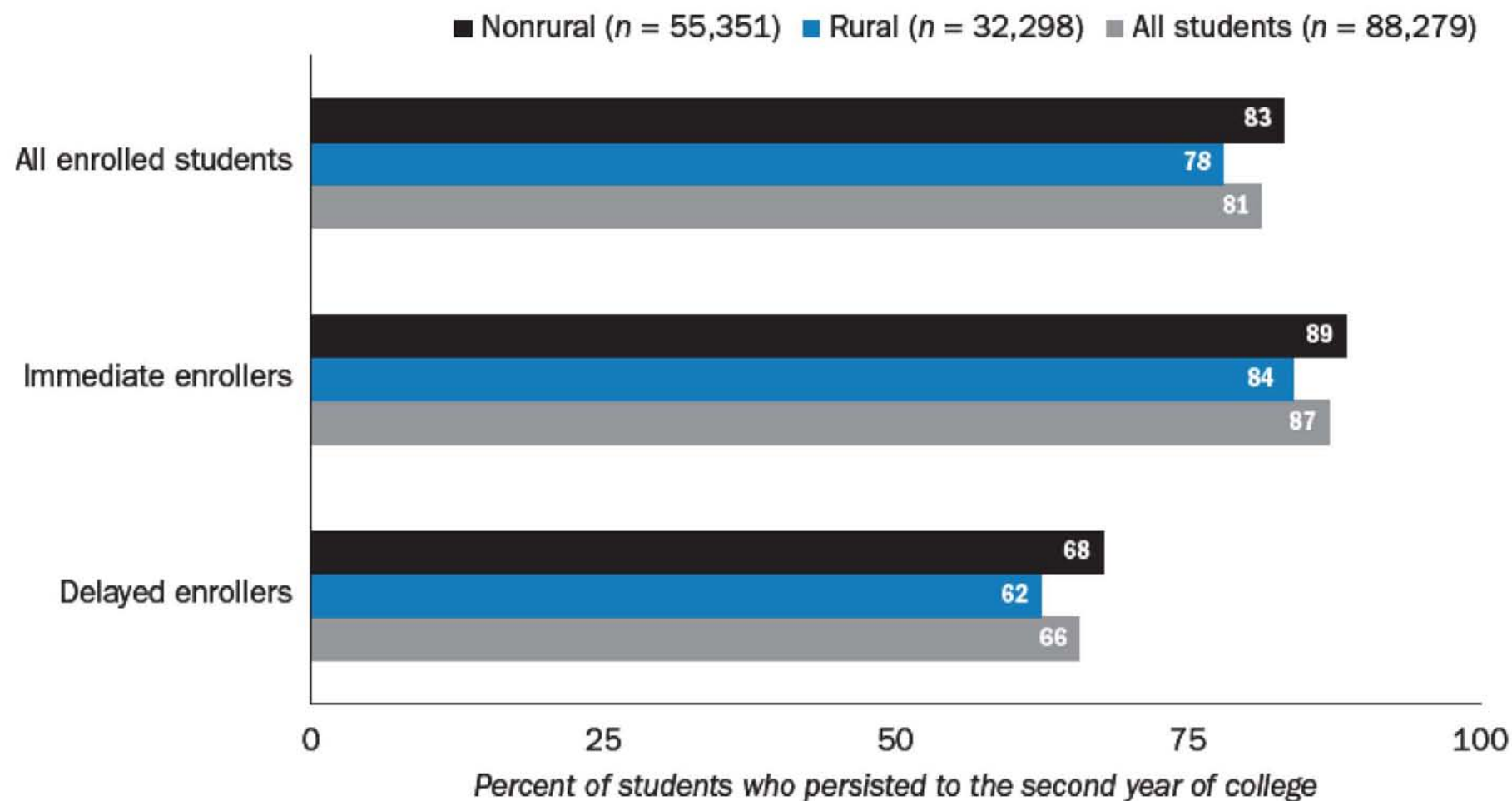
Figure 2. Among rural students, White and Asian students had the highest postsecondary enrollment rates



Source: Authors' calculations based on data described in appendix B.



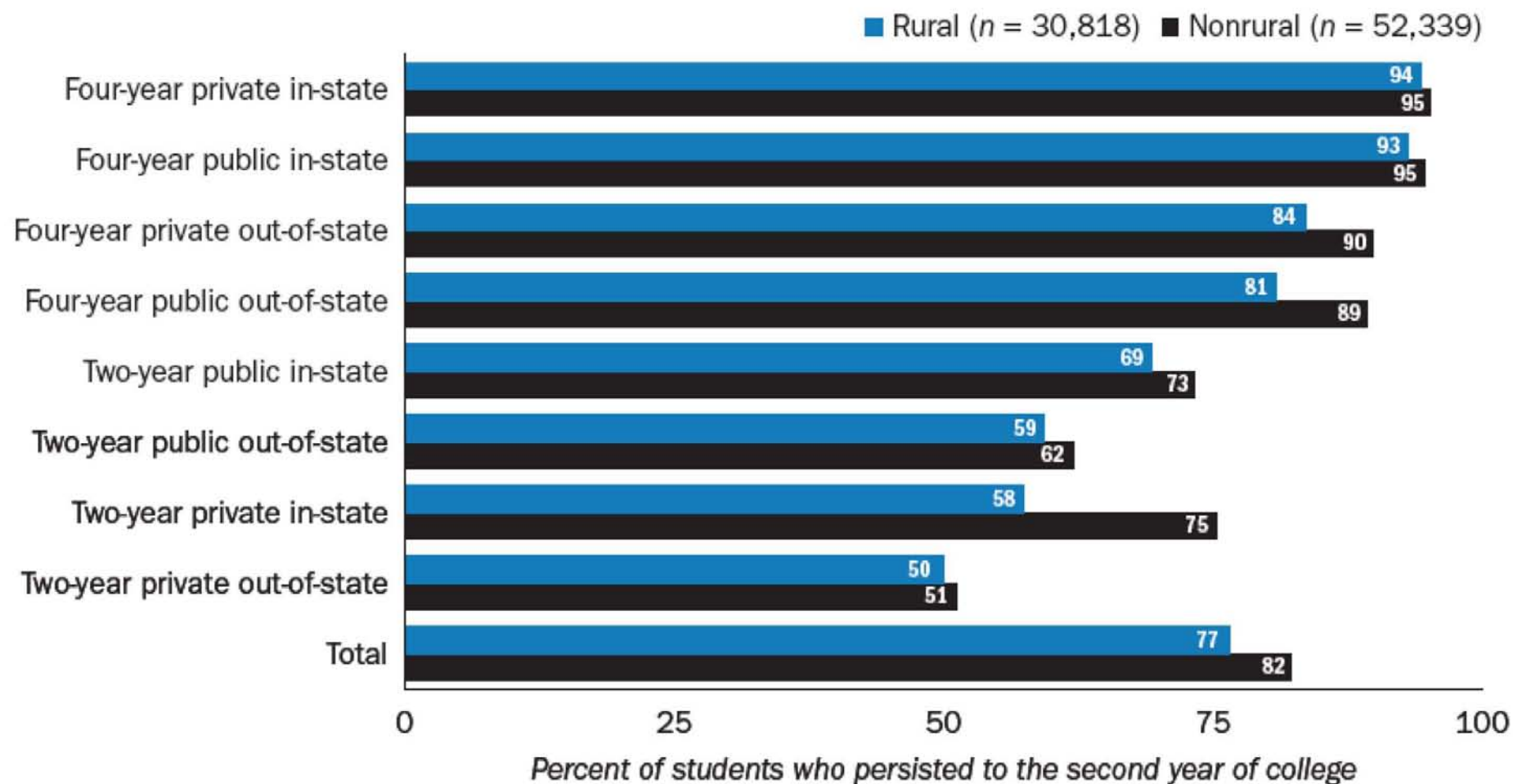
Figure 5. The percentage of students who persisted to the second year of college was lower for rural students than for nonrural students across all enrollment categories



Source: Authors' calculations based on data described in appendix B.

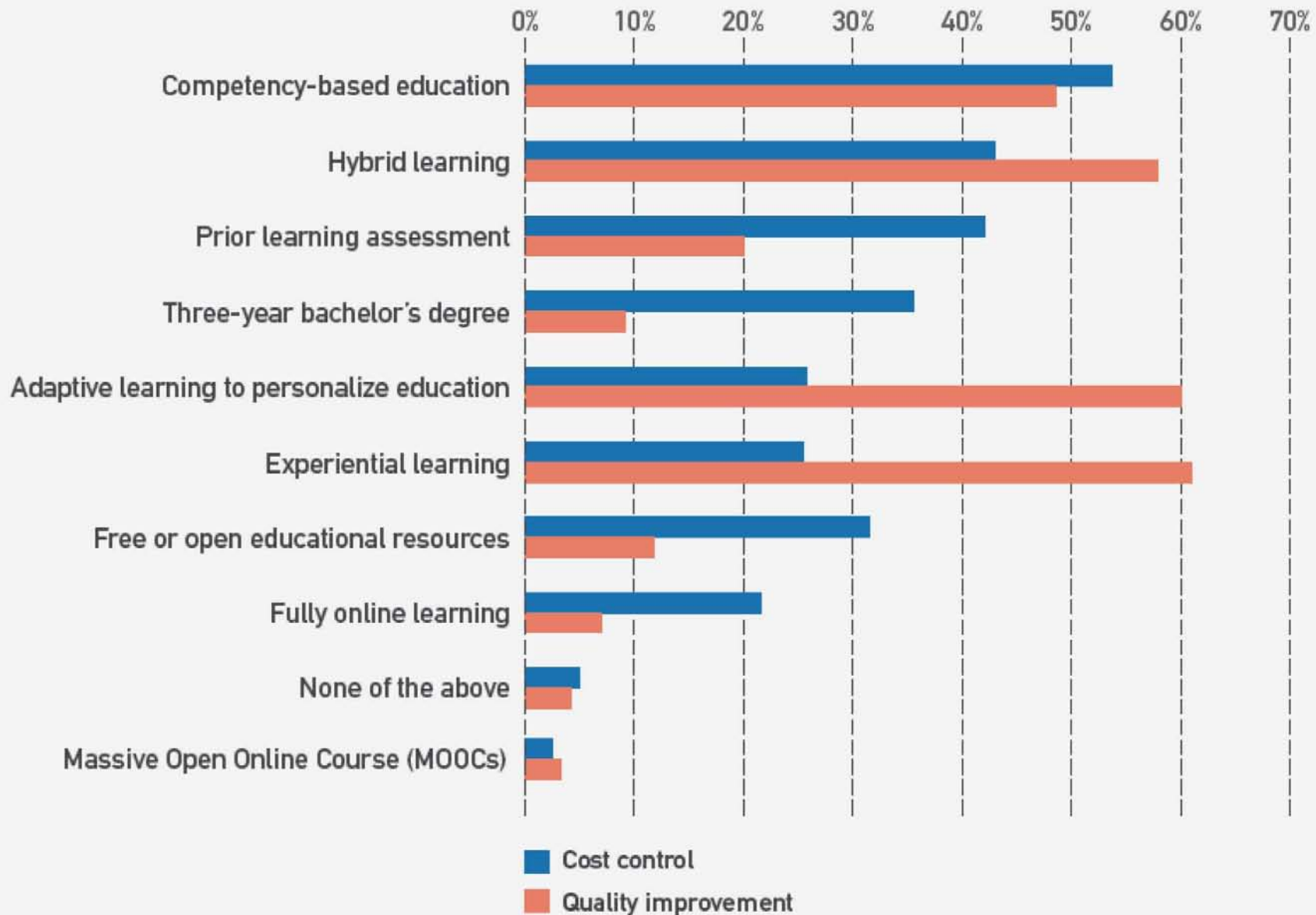


Figure 6. Rural students who attended a four-year postsecondary institution had higher rates of persistence than rural students who attended a two-year institution



Source: Authors' calculations based on data described in appendix B.

MOST PROMISING INNOVATIONS BASED ON THEIR POTENTIAL TO CONTROL COST OR IMPROVE THE QUALITY OF UNDERGRADUATE HIGHER EDUCATION



LEVEL OF SUPPORT FOR GROWTH AND DEVELOPMENT OF COMPETENCY- BASED PROGRAMS

