ASSESSING EQUITY IN ILLINOIS HIGHER EDUCATION

Presentation to the Illinois Public University Trustees’ Leadership Conference
Ginger Ostro, Executive Director
Illinois Board of Higher Education
October 20, 2020
Introduction

• 10 years ago, Illinois set the 60 by 25 goal: 60% of adults with post-secondary degree or credential by 2025

• While we have made some progress, we have not reached everyone

• As we have analyzed our data, we see that our higher education system serves African American, Latinx, and White students, males and females, and low-income and non-low-income students, very differently

• Today we will explore:
  • Statewide and national comparisons for post-secondary attainment
  • 5 metrics for how the system serves African American and Latinx students compared to White students and for Low-Income compared to Non Low-Income students
    • Share of Enrollment
    • Placement in Developmental Education
    • Retention and Advancement of Freshmen and Transfer Students
    • College Completion Rates
• So we have a two-part imperative:
  • Increase post-secondary attainment to meet Illinois’ workforce and economic needs; and
  • Close equity gaps so that individuals, families, and communities that have been left out can thrive

• We hope you will help us achieve these goals
Post-secondary attainment varies across the state, with improvement overall, but few counties on track for 60% by 2025

Interactive maps available at https://www.ibhe.org/equity.html

Source: 2013 and 2018 American Community Survey 5-Year Estimates of Associate’s Degree Attainment or Higher
Special thanks to Advance Illinois for the inspiration and model for this visualization
Large attainment gaps between White and African American, Latinx adults

Educational Attainment in Illinois (Age 25+) by Race/Ethnicity

- African-American: 21.4% High School Diploma/GED or Less, 64.1% Some College, No Degree, 5.6% Associate, 8.0% Bachelor's or Higher
- Latinx: 14.1% High School Diploma/GED or Less, 16.2% Some College, No Degree, 5.8% Associate, 22.9% Bachelor's or Higher
- Asian: 20.2% High School Diploma/GED or Less, 64.0% Some College, No Degree, 9.9% Associate, 10.0% Bachelor's or Higher
- Other: 27.1% High School Diploma/GED or Less, 22.9% Some College, No Degree, 29.1% Associate, 12.0% Bachelor's or Higher
- White: 38.1% High School Diploma/GED or Less, 21.0% Some College, No Degree, 8.5% Associate, 32.4% Bachelor's or Higher

Source: 2018 American Community Survey IPUMS 5-Year Estimates
Illinois has 11th largest BA attainment gap between Whites and African Americans

Source: 2018 American Community Survey 5-Year Estimates
Illinois has the 7th largest BA attainment gap between Whites and Latinx

Percentage Point Gap: White and Latinx with Bachelor's Degrees or Higher

Source: 2018 American Community Survey 5-Year Estimates
Illinois has become more diverse and will be even more so in the future.

The graph shows the actual and projected population distribution in Illinois. The population distribution is categorized by race and ethnicity, including African American, Latinx, Asian, Other, and White. The graph indicates that the proportion of African Americans and Latinx populations is projected to increase significantly from 1990 to 2050, while the proportion of the Other category is expected to decrease. The White population is projected to remain relatively stable.

Source: National Equity Atlas and American Community Survey 2018 1-Year Estimates
African-Americans make up a declining share of undergraduate enrollment, despite remaining a steady share of the population.

**African-American undergraduates as a % of all undergraduates**

<table>
<thead>
<tr>
<th>Year</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>14.9%</td>
</tr>
<tr>
<td>2014</td>
<td>14.7%</td>
</tr>
<tr>
<td>2015</td>
<td>13.7%</td>
</tr>
<tr>
<td>2016</td>
<td>12.9%</td>
</tr>
<tr>
<td>2017</td>
<td>12.8%</td>
</tr>
<tr>
<td>2018</td>
<td>12.7%</td>
</tr>
</tbody>
</table>

**As a % of undergraduates in each sector**

- Public Universities
- NFP Private Colleges
- Community Colleges
- For-Profit Private Colleges

Source: IPEDS Fall Enrollment Survey: 2013 to 2018
African-American first-year students placed in developmental education at higher rates

% Placed in Developmental Ed: All Public Universities

- African American: 14.6%
- White: 5.2%

% Placed in Developmental Ed: Community Colleges

- African American: 65.3%
- White: 39.8%

Source: IBHE IHEIS 2018 Fall Enrollment Collection
Source: ICCB Centralized Data System, Fall Semester 2016 -2017
Public Universities retain and advance significantly smaller proportions of African American freshmen

New First-Time Full-Time Students Fall AY 2018-19

Retained Next Academic Year

- African American: 66.0%
- White: 85.4%

Advanced in Class Status

- African American: 32.5%
- White: 69.6%

Source: IBHE IHEIS Fall 2018-2019 Enrollment Collections—First-Time Full-Time Students from Fall of AY2018-19 tracked to Fall of AY2019-20

Updated 10/25/20 to reflect data on slide 11
Public universities more likely to retain and advance freshmen females than males, but show gaps between African Americans and Whites of both genders.

Source: IHEIS Fall Enrollment Collections from 2018-19 and 2019-20
But African American transfer students more likely to be retained and advanced than freshmen. Gap with Whites smaller.
But gaps in college completion rates are dramatic and persistent

<table>
<thead>
<tr>
<th></th>
<th>Public Universities</th>
<th>Community Colleges</th>
<th>NFP Private Colleges</th>
<th>For Profit Private Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>68.1%</td>
<td>34.3%</td>
<td>31.6%</td>
<td>16.8%</td>
</tr>
<tr>
<td>2017</td>
<td>67.9%</td>
<td>35.5%</td>
<td>36.0%</td>
<td>18.0%</td>
</tr>
<tr>
<td>2018</td>
<td>68.4%</td>
<td>37.8%</td>
<td>37.8%</td>
<td>18.8%</td>
</tr>
</tbody>
</table>

Based on 2016, 2017, and 2018 IPEDS Graduation Rates at 150% of Normal Time for students who first enrolled full time
Female completion rates higher than male, but less so at community colleges. Race still matters.

Based on 2016, 2017, and 2018 IPEDS Graduation Rates at 150% of Normal Time for students who first enrolled full time.
Latinx students increasing as share of undergraduate enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>All Colleges and Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>16.5%</td>
</tr>
<tr>
<td>2014</td>
<td>17.2%</td>
</tr>
<tr>
<td>2015</td>
<td>18.3%</td>
</tr>
<tr>
<td>2016</td>
<td>19.4%</td>
</tr>
<tr>
<td>2017</td>
<td>20.4%</td>
</tr>
<tr>
<td>2018</td>
<td>21.3%</td>
</tr>
</tbody>
</table>

As a % of Undergraduates by Sector

Source: IPEDS Fall Enrollment Survey: 2013 to 2018
But, Latinx first-year students placed in developmental education at higher rates

% Placed in Developmental Ed: All Public Universities

- Latinx: 12.3%
- White: 5.2%

% Placed in Developmental Ed: Community Colleges

- Latinx: 57.7%
- White: 39.8%

Source: IBHE IHEIS 2018 Fall Enrollment Collection

Source: ICCB Centralized Data System, Fall Semester 2016 - 2017
Public Universities retain and advance freshmen females more than males

Retention of First-Time Full-Time Students at Illinois Public Universities

Class Advancement of First-Time Full-Time Students at Illinois Public Universities

Source: IHEIS Fall Enrollment Collections from 2018-19 and 2019-20
Latinx transfer student retention and advancement *higher* than for White students at public universities

New Full-Time Transfer Students Fall AY 2018-19 at Illinois Public Universities

<table>
<thead>
<tr>
<th></th>
<th>Retained Next Academic Year</th>
<th>Advanced in Class Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Latinx</strong></td>
<td>83.3%</td>
<td>64.4%</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td>84.8%</td>
<td>70.1%</td>
</tr>
</tbody>
</table>

Source: IBHE IHEIS Fall 2018-2019 Enrollment Collections—New Transfer Students from Fall of AY2018-19 tracked to Fall of 2019-20
Yet, gender-based completion gaps persist...

Based on 2016, 2017, and 2018 IPEDS Graduation Rates at 150% of Normal Time for students who first enrolled full time
Even with public university enrollment declining, proportion of low-income students increasing

**Illinois Public University Low-Income Enrollment Trends**

Source: 2013 to 2018 IPEDS Student Financial Aid Survey
Low-Income students are significantly more likely to be placed in development education.

Developmental Education Placement Rates by Pell Status

- Public Universities: 14.9% Pell Recipients, 4.8% No Pell
- Community Colleges: 58.7% Pell Recipients, 42.3% No Pell
- NFP Private Colleges: 10.4% Pell Recipients, 2.8% No Pell

Source: IHEIS Enrollment Collection Fall of AY2018-19 & ICCB Centralized Data System 2014, 2015, and 2016 Tracking Cohorts
Low-Income freshman are retained at a lower rates …

Retention Rates of First-Time Full-Time Students by Pell Status

<table>
<thead>
<tr>
<th></th>
<th>Pell Recipients</th>
<th>No Pell</th>
<th>Pell Recipients</th>
<th>No Pell</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Universities</td>
<td>75.1%</td>
<td>85.7%</td>
<td>66.5%</td>
<td>80.0%</td>
</tr>
<tr>
<td>NFP Private Colleges</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Fall 2018-2019 IHEIS Enrollment
...and are advanced in class status at lower rates than non-low-income students

Advancement Rates of First-Time Full-Time Students

<table>
<thead>
<tr>
<th></th>
<th>Pell Recipients</th>
<th>No Pell</th>
<th>Pell Recipients</th>
<th>NFP Private Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Universities</td>
<td>48.8%</td>
<td>71.2%</td>
<td>54.2%</td>
<td>72.7%</td>
</tr>
<tr>
<td>NFP Private Colleges</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Fall 2018-2019 IHEIS Enrollment
Retention of low-income transfer students gap at public universities small

Retention Rates of New Full-Time Transfer Students by Pell Status

- Pell Recipients
  - Public Universities: 82.2%
  - NFP Private Colleges: 67.3%
- No Pell
  - Public Universities: 84.4%
  - NFP Private Colleges: 75.7%

Source: Fall 2018-2019 IHEIS Enrollment
Completion gaps between low-income and non-low-income students persist over time

For Profit Private Colleges

Based on 2016, 2017, and 2018 IPEDS Graduation Rates at 150% of Normal Time for students who first enrolled full time. The Non-Pell group also includes those not receiving Stafford loans.
Conclusion

• Data show clear and persistent educational equity gaps between African American and Latinx students and their White peers

• Data also show similar educational equity gaps between low-income and non low-income students

• If Illinois is going to meet its workforce and economic needs and ensure communities across the state thrive, we must work together with relentless focus on closing equity gaps
How are we doing? A look at African-American students
And Bachelor’s-level attainment varies across the state for all races/ethnicities

Interactive maps available at [https://www.ibhe.org/equity.html](https://www.ibhe.org/equity.html)

Source: 2018 American Community Survey 5-Year Estimates of Bachelor’s Degree Attainment or Higher

Special thanks to Advance Illinois for the inspiration and the model for this visualization
Overall undergraduate enrollment dropped 16% since 2013

Fall Enrollment Trends: All Students

Source: IPEDS Fall Enrollment Survey: 2013 to 2018
Enrollment for White students decreased 23% overall

Fall Enrollment Trends: Whites

2013 Total: 383,344
2018 Total: 296,874

Enrollment for White students decreased 23% overall.
Enrollment for African-Americans declined disproportionately overall...

Fall Enrollment Trends: African Americans

<table>
<thead>
<tr>
<th>Year</th>
<th>Public Universities</th>
<th>Community Colleges</th>
<th>NFP Private Colleges</th>
<th>FP Private Colleges</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>20,211</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>13,266</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>53,183</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>20,254</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>11,275</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>12,250</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Change in Enrollment 2013 to 2018

- Public Universities: -17.7%
- Community Colleges: -33.2%
- NFP Private Colleges: -15.0%
- FP Private Colleges: -39.5%

Total: -29.2%

Source: IPEDS Fall Enrollment Survey: 2013 to 2018
...but less than for Whites in public and NFP private universities

Change in Enrollment 2013 to 2018 by Sector

<table>
<thead>
<tr>
<th>Sector</th>
<th>African American</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Universities</td>
<td>-17.7%</td>
<td>-19.3%</td>
<td></td>
</tr>
<tr>
<td>Community Colleges</td>
<td>-25.7%</td>
<td>-33.2%</td>
<td></td>
</tr>
<tr>
<td>NFP Private Colleges</td>
<td>-15.0%</td>
<td>-17.6%</td>
<td></td>
</tr>
<tr>
<td>FP Private Colleges</td>
<td>-25.4%</td>
<td>-39.5%</td>
<td></td>
</tr>
</tbody>
</table>

Source: IPEDS Fall Enrollment Survey: 2013 to 2018
And when placed in developmental ed, African-Americans accumulate fewer credit hours.

First Semester Credit Hour Accumulation by First-Time/ Full-Time Students at Illinois Public Universities

<table>
<thead>
<tr>
<th></th>
<th>African American</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Only</td>
<td>8.26</td>
<td>10.6</td>
</tr>
<tr>
<td>English Only</td>
<td>7.88</td>
<td>8.41</td>
</tr>
<tr>
<td>Math and English</td>
<td>4.62</td>
<td>5.15</td>
</tr>
</tbody>
</table>

Source: IBHE IHEIS 2018 Fall Enrollment Collection
African-Americans have less access to AP and Dual Credit while in high school

**Recent Illinois Public High School Graduates**
- **Race/Ethnicity Distribution**
  - African Americans: 15.4%
  - White: 51.6%

**% of Participants in Dual Credit by Race/Ethnicity**
- **Grade 12**
  - African Americans: 9.2%
  - White: 64.6%

**% of Participants in AP by Race/Ethnicity**
- **Grade 12**
  - African Americans: 9.0%
  - White: 53.1%

Source: ISBE Report Card
Similarly, gaps by race remain, but public universities do better in retaining and advancing transfer students, except White females. Gender gaps smaller.

Source: IHEIS Fall Enrollment Collections from 2018-19 and 2019-20
Not surprisingly, completions for African American students dropped…

Source: IPEDS Completions Survey: 2013 to 2018
...and dropped more than for White students, except at public universities

### Change in Completions from 2013 to 2018 by Sector

<table>
<thead>
<tr>
<th>Sector</th>
<th>Percentage Change African American</th>
<th>Percentage Change White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Universities</td>
<td>-12.9%</td>
<td>-16.5%</td>
</tr>
<tr>
<td>Community Colleges</td>
<td>-19.4%</td>
<td>-19.4%</td>
</tr>
<tr>
<td>NFP Private Colleges</td>
<td>-9.6%</td>
<td>-27.2%</td>
</tr>
<tr>
<td>FP Private Colleges</td>
<td>-18.9%</td>
<td>-45.9%</td>
</tr>
<tr>
<td>Total</td>
<td>-13.0%</td>
<td>-28.9%</td>
</tr>
</tbody>
</table>

Source: IPEDS Completions Survey: 2013 to 2018
Gaps persist across undergraduate completion rates

<table>
<thead>
<tr>
<th>Category</th>
<th>African American</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Universities</td>
<td>33.3%</td>
<td>68.4%</td>
</tr>
<tr>
<td>Community Colleges</td>
<td>14.2%</td>
<td>37.8%</td>
</tr>
<tr>
<td>NFP Private Colleges</td>
<td>37.8%</td>
<td>69.6%</td>
</tr>
<tr>
<td>For-Profit Private Colleges</td>
<td>18.8%</td>
<td>30.0%</td>
</tr>
</tbody>
</table>

Based on 2018 IPEDS Completion Rates at 150% of Normal Time
Gaps somewhat smaller, but still persist when transfer and continuing enrollment are considered

<table>
<thead>
<tr>
<th></th>
<th>Public Universities</th>
<th>Community Colleges</th>
<th>NFP Private Colleges</th>
<th>For Profit Private Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>80.7%</td>
<td>67.3%</td>
<td>73.7%</td>
<td>40.6%</td>
</tr>
<tr>
<td>2017</td>
<td>76.9%</td>
<td>68.3%</td>
<td>78.8%</td>
<td>45.7%</td>
</tr>
<tr>
<td>2018</td>
<td>77.5%</td>
<td>68.4%</td>
<td>78.0%</td>
<td>37.4%</td>
</tr>
</tbody>
</table>

Based on 2016, 2017, and 2018 IPEDS Graduation Rates at 150% of Normal Time for students who first enrolled full time
Even with the same educational level, earnings are lower for African Americans than Whites, and the gap grows.

Annualized Illinois Earnings Post Graduation

<table>
<thead>
<tr>
<th></th>
<th>African American</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-Year Out</td>
<td>$37,769</td>
<td>$41,483</td>
</tr>
<tr>
<td>2-Years Out</td>
<td>$41,472</td>
<td>$46,958</td>
</tr>
<tr>
<td>3-Years Out</td>
<td>$45,115</td>
<td>$50,948</td>
</tr>
</tbody>
</table>

Difference in Annualized Illinois Earnings between African American and White Bachelor’s Completers

<table>
<thead>
<tr>
<th></th>
<th>1-Year Out</th>
<th>2-Years Out</th>
<th>3-Years Out</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$0</td>
<td>-$1,000</td>
<td>-$3,000</td>
</tr>
<tr>
<td></td>
<td>-$1,000</td>
<td>-$2,000</td>
<td>-$4,000</td>
</tr>
<tr>
<td></td>
<td>-$2,000</td>
<td>-$3,000</td>
<td>-$5,000</td>
</tr>
<tr>
<td></td>
<td>-$3,000</td>
<td>-$4,000</td>
<td>-$6,000</td>
</tr>
<tr>
<td></td>
<td>-9.0%</td>
<td>-11.7%</td>
<td>-11.4%</td>
</tr>
</tbody>
</table>

Source: Bachelor’s Degree Completers from all MAP-eligible schools from AY 2013-14 and AY 2014-15 in the Illinois College2Career Tool.
How are we doing? A look at Latinx students
While enrollment overall decreased, enrollment for Latinx students increased...

**Fall Enrollment Trends: Latinx**

<table>
<thead>
<tr>
<th>Year</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>118,027</td>
<td>125,989</td>
<td>133,960</td>
<td>141,931</td>
<td>149,902</td>
<td>157,873</td>
</tr>
<tr>
<td>Public Universities</td>
<td>10,236</td>
<td>11,048</td>
<td>11,860</td>
<td>12,672</td>
<td>13,484</td>
<td>14,296</td>
</tr>
<tr>
<td>Community Colleges</td>
<td>17,972</td>
<td>19,192</td>
<td>20,412</td>
<td>21,632</td>
<td>22,852</td>
<td>24,072</td>
</tr>
<tr>
<td>NFP Private Colleges</td>
<td>73,198</td>
<td>81,301</td>
<td>89,403</td>
<td>97,505</td>
<td>105,607</td>
<td>113,709</td>
</tr>
<tr>
<td>FP Private Colleges</td>
<td>16,621</td>
<td>17,560</td>
<td>18,499</td>
<td>19,438</td>
<td>20,377</td>
<td>21,318</td>
</tr>
</tbody>
</table>

**Change in Enrollment 2013 to 2018**

- Public Universities: 30.3%
- Community Colleges: 27.6%
- NFP Private Colleges: 2.1%
- FP Private Colleges: 7.7%
- Total: -23.7%

Source: IPEDS Fall Enrollment Survey: 2013 to 2018
And when placed developmental ed, Latinx accumulate fewer credit hours than White peers.

First Semester Credit Hour Accumulation by First-Time/Full-Time Students at Illinois Public Universities

- **Math Only**
  - Hispanic: 8.68
  - White: 10.6

- **English Only**
  - Hispanic: 8.15
  - White: 8.41

- **Math and English**
  - Hispanic: 4.48
  - White: 5.15

Source: IBHE IHEIS 2018 Fall Enrollment Collection
Public Universities do a good job with freshmen Latinx retention, but progress a smaller proportion.

New First-Time Public University Students Fall AY 2017-18

- Retained Next Academic Year:
  - Latinx: 74.7%
  - White: 81.7%

- Progressed in Class Status:
  - Latinx: 47.7%
  - White: 63.0%

Source: IBHE IHEIS 2017 and 2018 Fall Enrollment Collection
Latinx students have less access to dual credit but proportionate access to AP.

Recent Illinois Public High School Graduates

<table>
<thead>
<tr>
<th>Race/Ethnicity Distribution</th>
<th>% of Participants in Dual Credit by Race/Ethnicity</th>
<th>% of Participants in AP by Race/Ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>24.4%</td>
<td>17.7%</td>
<td>24.7%</td>
</tr>
<tr>
<td>51.6%</td>
<td>64.6%</td>
<td>53.1%</td>
</tr>
</tbody>
</table>

Source: ISBE Report Card
All this leads to increasing number of Latinx students completing degrees

Completion Trends: Latinx

<table>
<thead>
<tr>
<th>Year</th>
<th>Public Universities</th>
<th>Community Colleges</th>
<th>NFP Private Colleges</th>
<th>FP Private Colleges</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>3,013</td>
<td>3,970</td>
<td>5,350</td>
<td>4,389</td>
<td>20,908</td>
</tr>
<tr>
<td>2014</td>
<td>3,578</td>
<td>4,077</td>
<td>5,359</td>
<td>4,832</td>
<td>20,839</td>
</tr>
<tr>
<td>2015</td>
<td>4,389</td>
<td>4,930</td>
<td>5,359</td>
<td>5,350</td>
<td>25,470</td>
</tr>
<tr>
<td>2016</td>
<td>5,359</td>
<td>6,079</td>
<td>5,350</td>
<td>5,350</td>
<td>25,308</td>
</tr>
<tr>
<td>2017</td>
<td>12,144</td>
<td>11,671</td>
<td>3,578</td>
<td>3,578</td>
<td>25,470</td>
</tr>
<tr>
<td>2018</td>
<td>25,470</td>
<td>12,144</td>
<td>3,578</td>
<td>3,578</td>
<td>25,470</td>
</tr>
</tbody>
</table>

Change in Completion 2013 to 2018

- Public Universities: 45.7% increase
- Community Colleges: 41.6% increase
- NFP Private Colleges: 35.0% increase
- FP Private Colleges: 21.8% increase
- Total: -33.1% decrease

Source: IPEDS Completions Survey: 2013 to 2018
Yet, gaps in completion rates between White and Latinx students are significant…

<table>
<thead>
<tr>
<th>Institution Type</th>
<th>Latinx</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Universities</td>
<td>50.6%</td>
<td>68.4%</td>
</tr>
<tr>
<td>Community Colleges</td>
<td>24.6%</td>
<td>37.8%</td>
</tr>
<tr>
<td>NFP Private Colleges</td>
<td>31.8%</td>
<td>69.6%</td>
</tr>
<tr>
<td>For-Profit Private Colleges</td>
<td>30.0%</td>
<td>78.8%</td>
</tr>
</tbody>
</table>

Based on 2018 IPEDS Completion Rates at 150% of Normal Time
Public universities more likely to retain transfer students, with gender gaps closing

Retention of New Full-Time Transfer Students at Illinois Public Universities

- Male: 83.5%
- Female: 83.1%
- Male: 84.9%
- Female: 84.8%

Class Advancement of New Transfer Students at Illinois Public Universities

- Male: 61.5%
- Female: 67.1%
- Male: 68.2%
- Female: 72.2%

Source: IHEIS Fall Enrollment Collections from 2018-19 and 2019-20
...and persist over time

- **Public Universities**
  - 2016: 68.1%
  - 2017: 67.9%
  - 2018: 68.4%

- **Community Colleges**
  - 2016: 51.0%
  - 2017: 47.5%
  - 2018: 50.6%

- **NFP Private Colleges**
  - 2016: 69.0%
  - 2017: 69.1%
  - 2018: 69.6%

- **For Profit Private Colleges**
  - 2016: 31.6%
  - 2017: 37.1%
  - 2018: 31.8%

Based on 2016, 2017, and 2018 IPEDS Graduation Rates at 150% of Normal Time for students who first enrolled full time.
Gaps somewhat smaller, but still persist when transfer and continued enrollment are considered.

<table>
<thead>
<tr>
<th></th>
<th>Public Universities</th>
<th>Community Colleges</th>
<th>NFP Private Colleges</th>
<th>For Profit Private Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2016</strong></td>
<td>80.7%</td>
<td>67.3%</td>
<td>73.7%</td>
<td>40.6%</td>
</tr>
<tr>
<td><strong>2017</strong></td>
<td>76.9%</td>
<td>68.3%</td>
<td>78.8%</td>
<td>45.7%</td>
</tr>
<tr>
<td><strong>2018</strong></td>
<td>77.5%</td>
<td>68.4%</td>
<td>78.0%</td>
<td>46.4%</td>
</tr>
</tbody>
</table>

Based on 2016, 2017, and 2018 IPEDS Graduation Rates at 150% of Normal Time for students who first enrolled full time.
However, even with the same educational level Latinx have lower earnings relative to Whites

Source: Bachelor’s Degree Completers from all MAP-eligible schools from AY 2013-14 and AY 2014-15 in the Illinois College2Career Tool
Last time we focused on the large attainment gaps between White and African American, Latinx adults.

Educational Attainment in Illinois (Age 25+) by Race/Ethnicity

- **African-American**:
  - High School Diploma/GED or Less: 42.4%
  - Some College, No Degree: 64.1%
  - Associate: 20.2%
  - Bachelor’s or Higher: 21.4%

- **Latinx**:
  - High School Diploma/GED or Less: 28.3%
  - Some College, No Degree: 64.1%
  - Associate: 16.2%
  - Bachelor’s or Higher: 14.1%

- **Asian**:
  - High School Diploma/GED or Less: 20.2%
  - Some College, No Degree: 5.8%
  - Associate: 10.0%
  - Bachelor’s or Higher: 40.2%

- **Other**:
  - High School Diploma/GED or Less: 9.9%
  - Some College, No Degree: 22.9%
  - Associate: 27.1%
  - Bachelor’s or Higher: 38.1%

- **White**:
  - High School Diploma/GED or Less: 8.5%
  - Some College, No Degree: 21.0%
  - Associate: 32.4%
  - Bachelor’s or Higher: 38.1%

Source: 2018 American Community Survey IPUMS 5-Year Estimates
Here, we see females have higher attainment levels than males across all races/ethnicities.
How are we doing? A look at African-American students and gender
African American males outnumber females in the under 25 population by 3.7% while females outnumber males in the over 25 population by 15%.
However, institutions enroll just over half as many African American males as females.

Undergraduate Enrollment Patterns:
African American Males

- 2013 Total: 39,294
- 2018 Total: 27,262
- Change from 2013: -30.6%

Undergraduate Enrollment Patterns:
African American Females

- 2013 Total: 67,620
- 2018 Total: 48,397
- Change from 2013: -28.4%

Source: IPEDS Fall Enrollment Survey from 2013 to 2018
Gaps by gender persist when transfer and continuing enrollment taken into account

Based on 2016, 2017, and 2018 IPEDS Graduation Rates at 150% of Normal Time for students who first enrolled full time
But patterns flip in the workforce: Males with same education out-earn females. Race gaps in earnings persist.

Annualized Earnings in Illinois

<table>
<thead>
<tr>
<th></th>
<th>1 Year Out</th>
<th>2 Years Out</th>
<th>3 Years Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>White Female</td>
<td>$39,541</td>
<td>$44,044</td>
<td>$46,859</td>
</tr>
<tr>
<td>African American Male</td>
<td>$39,970</td>
<td>$44,425</td>
<td>$49,119</td>
</tr>
<tr>
<td>African American Female</td>
<td>$36,332</td>
<td>$39,775</td>
<td>$42,793</td>
</tr>
</tbody>
</table>

Source: Bachelor's Degree Completers from all MAP-eligible schools from AY 2013-14 and AY 2014-15 in the Illinois College2Career Tool
How are we doing? A look at Latinx students and gender
Even though Latinx males outnumber females in Illinois...

<table>
<thead>
<tr>
<th>Illinois Residents younger than 25</th>
<th>Working Age Illinois Residents (25-64)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male 491,476</td>
<td>Male 578,352</td>
</tr>
<tr>
<td>Female 475,581</td>
<td>Female 528,619</td>
</tr>
</tbody>
</table>

Source: IPUMS American Community Survey 2018 1-Year Estimates
more Latinx females are enrolled, and enrollment increasing faster than for Latinx males

**Undergraduate Enrollment Patterns: Latinx Males**

- 2013 Total: 49,188
- 2018 Total: 52,117
- Change from 2013: +6.0%

**Undergraduate Enrollment Patterns: Latinx Females**

- 2013 Total: 68,839
- 2018 Total: 75,036
- Change from 2013: +9.0%

Source: IPEDS Fall Enrollment Survey from 2013 to 2018
…even when transfer and continuing enrollment are taken into account

Based on 2016, 2017, and 2018 IPEDS Graduation Rates at 150% of Normal Time for students who first enrolled full time
But, again, females with the same educational level earn less than males. Race/ethnicity gaps persist.

<table>
<thead>
<tr>
<th>Years Out</th>
<th>White Male</th>
<th>White Female</th>
<th>Latinx Male</th>
<th>Latinx Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Year Out</td>
<td>$42,894</td>
<td>$40,044</td>
<td>$44,044</td>
<td>$41,274</td>
</tr>
<tr>
<td>2 Years Out</td>
<td>$47,961</td>
<td>$45,375</td>
<td>$47,961</td>
<td>$45,375</td>
</tr>
<tr>
<td>3 Years Out</td>
<td>$55,623</td>
<td>$53,054</td>
<td>$55,623</td>
<td>$53,054</td>
</tr>
</tbody>
</table>

Annualized Wages in Illinois by Race and Gender

Source: Bachelor’s Degree Completers from all MAP-eligible schools from AY 2013-14 and AY 2014-15 in the Illinois College2Career Tool
How are we doing? A look at low-income students
One out of two students at public schools are low-income

Low Income % at Illinois Public Schools (K-12)

Source: Illinois State Board of Education Interactive Report Card
Low-Income high school seniors have less access to AP and Dual Credit

Source: Illinois State Board of Education Interactive Report Card
Low income high school students have lower graduation rates than the overall state average.

Four-Year Illinois High School Graduation Rates

Source: Illinois State Board of Education Interactive Report Card
Low-income high school grads are less likely to go straight to college, and if they go, more likely to go to community college.
Pell v. MAP: A quick look at defining low-income and the relationship between low-income and race

Race/Ethnicity Distribution of Pell Recipients at All Degree-granting Institutions

- African American: 38.4%
- Latinx: 22.0%
- White: 6.3%
- Asian: 3.6%
- Other: 3.9%
- Not Reported/Non-Resident Alien: 25.9%

Race/Ethnicity Distribution of MAP Recipients at All Illinois Degree-granting Institutions

- African American: 37.5%
- Latinx: 29.5%
- White: 7.6%
- Asian: 3.2%
- Other: 2.2%
- Not Reported/Non-Resident Alien: 19.9%

Source: IHEIS Enrollment Collection Fall of AY2018-19; ICCB Centralized Data System: Annual Headcount Enrollments AY2018-19
Illinois colleges lost nearly 75,000 low-income undergraduate students between 2013 and 2018...

Source: 2013 to 2018 IPEDS Student Financial Aid Survey
...a disproportionate share, except at public universities

<table>
<thead>
<tr>
<th></th>
<th>Low-Income</th>
<th>Not Low-Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Universities</td>
<td>-8.1%</td>
<td>-8.4%</td>
</tr>
<tr>
<td>Community Colleges</td>
<td>-28.6%</td>
<td>-13.3%</td>
</tr>
<tr>
<td>Private NFP Colleges</td>
<td>-9.2%</td>
<td>-6.1%</td>
</tr>
<tr>
<td>Private FP Colleges</td>
<td>-32.6%</td>
<td>-50.5%</td>
</tr>
<tr>
<td>Total</td>
<td>-12.7%</td>
<td></td>
</tr>
</tbody>
</table>

Source: 2013 & 2018 IPEDS Student Financial Aid Survey
But the gap widens for transfer students advancing in class status

Source: Fall 2018-2019 IHEIS Enrollment
Conclusion

• Gender gaps exist, with institutions less likely to enroll, retain, advance, and complete males than females of the same race/ethnicity.

• However, males earn more than females across race, even with the same educational level. Earnings gap grows over first three years in workforce.

• Low-income students less likely to graduate from high school and go straight to college than non-low-income. Fewer low-income students are enrolled, and enrollment has declined disproportionately. They are more likely to be placed in developmental education and less likely to be retained, advanced, and completed.

• These equity gaps are in addition to gaps we showed last month between African Americans and Whites and Latinx and Whites.

• All the data points to the imperative to close equity gaps. What will it take?