The Importance of Board Engagement in Closing Equity Gaps in Higher Education

Dr. Kayla C. Elliott, Senior Policy Analyst
Reflection

1. Why do you think it’s hard to talk about race?

2. What responses do you hear when talking about race and higher education?

3. How do you think fellow board members or administrators at your institution would react to conversations about race?
FIGURE 3: Comparing Changes in State Demography and Enrollment at Selective Public Colleges and Universities

Change in Access Since 2000

- Institution's % of Black/Latino students decreased and the state's % of Black/Latino residents increased
- Institution's % of Black/Latino students decreased more than the state's % of Black/Latino residents decreased
- Institution's % of Black/Latino students decreased less than the state's share of Black/Latino residents decreased
- Institution's % of Black/Latino students increased less than the state's share of Black/Latino residents increased
- Institution's % of Black/Latino students increased more than the state's share of Black/Latino residents increased
Equity Report Card: Attainment in Illinois

- **Black**: 11.8% No HS Diploma, 28.3% HS Diploma, 29.2% Some College, 8.4% AA Degree, 13.8% BA Degree, 8.5% Grad Degree
- **Latino**: 32.5% No HS Diploma, 30.4% HS Diploma, 16.7% Some College, 5.7% AA Degree, 10.1% BA Degree, 4.5% Grad Degree
- **White**: 4.6% No HS Diploma, 23.4% HS Diploma, 21.7% Some College, 9.6% AA Degree, 25.7% BA Degree, 15.0% Grad Degree
Questions on Equity

• What are some possible explanations for these attainment gaps?

• What are some possible solutions boards and trustees can use to address attainment gaps?
Deficit Vs. Equity Mindedness
• Ed Trust’s analysis of Black degree attainment revealed that attainment for younger Black adults (ages 25-34) bucks the trend of progression over time and has gotten worse.

• In states that have bans on affirmative action, each one saw declines in their enrollment of Black students at selective public colleges.
### TABLE 1
Six-Year Bachelor’s Completion Rates and Average Adjusted Gross Income (AGI) by Race/Ethnicity for Dependent Full-Time, First-Time Students at Four-Year Institutions

<table>
<thead>
<tr>
<th>Family Income</th>
<th>Black Completion</th>
<th>White Completion</th>
<th>Completion Gap</th>
<th>Black AGI</th>
<th>White AGI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>37%</td>
<td>51%</td>
<td>14 pts</td>
<td>$14,140</td>
<td>$14,034</td>
</tr>
<tr>
<td>Lower middle</td>
<td>50%</td>
<td>67%</td>
<td>17 pts</td>
<td>$39,707</td>
<td>$42,119</td>
</tr>
<tr>
<td>Upper middle</td>
<td>59%</td>
<td>73%</td>
<td>15 pts</td>
<td>$78,110</td>
<td>$84,559</td>
</tr>
<tr>
<td>High</td>
<td>74%</td>
<td>84%</td>
<td>11 pts</td>
<td>$152,131</td>
<td>$165,451</td>
</tr>
</tbody>
</table>

**Overall** | 49% | 74% | 25 pts | $49,845.03 | $101,807.09 |

*Note: Family Income: Low < $28,000, Low middle ≥ $28,000 & < $61,000, High middle ≥ $61,000 & < $104,823, High ≥ $104,823*  
*(Numbers may not add up due to rounding.)*

<table>
<thead>
<tr>
<th>Family Income</th>
<th>Black Default Rates</th>
<th>White Default Rates</th>
<th>Black AGI</th>
<th>White AGI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>48%</td>
<td>23%</td>
<td>$14,250</td>
<td>$15,761</td>
</tr>
<tr>
<td>Lower middle</td>
<td>40%</td>
<td>15%</td>
<td>$41,920</td>
<td>$41,940</td>
</tr>
<tr>
<td>Upper middle</td>
<td>36%</td>
<td>9%</td>
<td>$69,228</td>
<td>$70,449</td>
</tr>
<tr>
<td>High</td>
<td>34%</td>
<td>5%</td>
<td>$129,291</td>
<td>$132,348</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td><strong>42%</strong></td>
<td><strong>11%</strong></td>
<td><strong>$38,168</strong></td>
<td><strong>$71,367</strong></td>
</tr>
</tbody>
</table>

Note: Family Income: Low < $32,000, Low middle ≥ $32,000 & < $60,000, High middle ≥ $60,000 & < $82,000, High ≥ $82,000

Immigration Influences Latino Degree Attainment

Source: Ed Trust analysis of the United States Census Bureau’s 2016 American Community Survey.
Source for CA: 2017 ACS
Questions on Equity

• What are some possible explanations for these attainment gaps?

• What are some possible solutions boards and trustees can use to address attainment gaps?
3 Arguments For Race-Conscious Policy & Practice

1. Higher Education has used racist policies and practices to exclude students, therefore race-conscious policies are necessary to achieve racial justice.

2. Racial inequalities remain and in some cases have worsened because race-conscious approaches were cut short, limiting their effectiveness.

3. Substitutions for race such as income, do not close the gaps in opportunity and outcomes for students of color.
Lumina Attainment Goal Guidance

**TRACK PROGRESS**

Track progress toward the goal

Accountability metrics and dashboards help support and measure progress toward state attainment goals. This includes:

- Metrics. Limited number of metrics are identified to monitor interim progress toward the goal.
- State-identified priority populations. Metrics are disaggregated by the state’s priority populations to identify and monitor gaps.
- Publicly available dashboards. Data dashboard is published online and accessible to the public to show these metrics and their trends.
- Annual reports. Metrics and dashboard are updated at least annually.
State Attainment Goals – Best Practices

Set specific, separate attainment goals for racial subgroups

Use current attainment levels of the relevant subgroups as a baseline

Aim to increase the rates of attainment among underrepresented groups more rapidly than the overall population.

Establish interim benchmarks for subgroups, track progress over time, and hold institutions, educators, and policymakers accountable

Identify and pursue strategies aimed specifically at closing racial attainment gaps
### Target Students and Faculty of Color

- **KY**: Academic Leadership Development Institute for early career faculty of color
- **MN**: Equity in Education and Job Connection Grants
- **MO**: efforts to recruit and retain diverse faculty
- **OK**: outreach to immigrant students, connection to ESL services
- **TX**: supporting grants for Minority Male Initiatives

### Prioritize Equity in Planning and Policy Development

- **KY**: statewide diversity policy, campus diversity plans w/ targets on select goals and annual progress tracking
- **MN**: OHE Equity Institute
- **NV**: Diversity Summits; Chancellor’s Diversity Roundtable; Equity, Diversity, and Inclusion Council
- **OR**: Equity Lens

### Target Institutions Serving Students of Color

- **MD**: Support HBCUs, Foster Collaboration Between HBCUs and PWIs
- **NV**: HSI Task Force

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**Numerous States Identify Race-Conscious Strategies for Closing Gaps**
Race Conscious Policy/Practice for Institutions

1. Use holistic admissions and include race as a factor
2. Stop over-relying on traditional measures of “merit”
3. Provide more data that is disaggregated by race
4. Hire and support more Black, Latino, Native American, and Asian faculty
5. Design and require courses that include the contributions and expertise of people of color and address issues like systemic racism
6. Examine college racial climate
7. Oppose state bans on affirmative action
Small Group Discussion:
What is the role of trustees in closing equity gaps?

• Is my institution addressing racial equity? How is it reflected in our institutional values, mission statement, strategic plan, or goals?

• As a board member, what are 1-3 things can I commit to learn, do, or advocate to close my institution’s equity gaps?
Q&A
Racial Justice in Higher Ed and Beyond

“Higher Education is one of the few tools that can disrupt inequitable systems by providing opportunity to the disenfranchised and by empowering students with the knowledge, motivation, and resources to dismantle inequality”
Thank You!

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APPENDIX
### Minnesota Sets Specific Racial Equity Goals

Increase Needed of Minnesotans Age 25-44 with Postsecondary Certificates or Degrees to Attain 70% Goal by 2025, Basic Race/Ethnicity Groups, 2011-2015

Source: IPUMS microdata version of U.S. Census Bureau 2011-2015 American Community Survey, with tabulations and additional analysis by the Minnesota Demographic Center.

<table>
<thead>
<tr>
<th>Race/Ethnicity Group</th>
<th>Current Certificate or Degree Holders</th>
<th>Additional Certificate or Degree Holders Needed to Meet 70% Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMERICAN INDIAN</td>
<td>6,500</td>
<td></td>
</tr>
<tr>
<td>MULTIRACIAL</td>
<td>3,400</td>
<td></td>
</tr>
<tr>
<td>HISPANIC</td>
<td>36,300</td>
<td></td>
</tr>
<tr>
<td>ASIAN</td>
<td>4,700</td>
<td></td>
</tr>
<tr>
<td>BLACK</td>
<td>33,500</td>
<td></td>
</tr>
<tr>
<td>WHITE</td>
<td>46,700</td>
<td></td>
</tr>
<tr>
<td>ALL</td>
<td>131,400</td>
<td></td>
</tr>
</tbody>
</table>
Texas Sets Interim Benchmarks for Racial Equity Goals

<table>
<thead>
<tr>
<th>Goal and Interim Benchmarks</th>
<th>2020</th>
<th>2025</th>
<th>2030</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the number of students completing a certificate, associate, bachelor’s, or master’s from an institution of higher education in Texas to at least…</td>
<td>376,000</td>
<td>455,000</td>
<td>550,000</td>
</tr>
</tbody>
</table>

The first four targets are directly related to the completion goal. To reach this goal, Texas will need to maintain the strong degree production increases that it has experienced in recent years. (298,989 as of 2014)

<table>
<thead>
<tr>
<th>Targets to Reach the Goal</th>
<th>2020</th>
<th>2025</th>
<th>2030</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the number of Hispanic students completing a certificate or degree to at least…</td>
<td>138,000</td>
<td>198,000</td>
<td>285,000</td>
</tr>
</tbody>
</table>

This target and the next one will help increase parity across completers for groups that have traditionally been underrepresented. (Hispanics 89,355 as of 2014; African Americans 37,658 as of 2014)

| Increase the number of African American students completing a certificate or degree to at least… | 48,000 | 59,000 | 76,000 |
| Increase the number of male students completing a certificate or degree to at least… | 168,000 | 215,000 | 275,000 |

The percentage of women enrolled in and graduating from higher education institutions has grown and men are not keeping pace. This target provides a means to monitor progress toward gender parity. (122,744 as of 2014)
### The How - Strategies for Embedding Equity in State Attainment Goals & Postsecondary Plans

**From the USC Center for Urban Education**

<table>
<thead>
<tr>
<th>Know your state.</th>
<th>• Conduct a rigorous analysis of economic and demographic contexts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create goals.</td>
<td>• Create attainment goals that are clear, ambitious, and reflect equity priorities.</td>
</tr>
<tr>
<td>Build a careful process.</td>
<td>• Start the equity conversation by establishing a deliberate, inclusive process of plan development.</td>
</tr>
<tr>
<td>Craft a strong message.</td>
<td>• Develop a clear “story” about the equity imperative in your state.</td>
</tr>
<tr>
<td>Know what works.</td>
<td>• Identify policy assets and levers that can reinforce equity-focused attainment goals.</td>
</tr>
<tr>
<td>Make the plan a living document.</td>
<td>• Monitor and report publicly on progress and update goals regularly.</td>
</tr>
</tbody>
</table>

Focusing on Equity: Washington State
Methods / Framework

How well does the percentage of Black/Latino undergrads @ community colleges (Q1) and at public 4-year colleges (Q2) mirror the state population?

How well does the percentage of Black/Latino associate degree earners (Q4) and bachelor’s degree earners (Q5) mirror the state population?

Do Black/Latino undergrads have the same access to selective institutions as White peers (Q3)?

Are Black/Latino cert/degree earners as likely to be awarded a bachelor’s degree as White peers (Q6)?

Integrated Postsecondary Education Data System (IPEDS)
American Community Survey (ACS)
Methods / Framework

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Are Black/Latino cert/degree earners as likely to be awarded a bachelor’s degree as White peers (Q6)?

Integrated Postsecondary Education Data System (IPEDS)
American Community Survey (ACS)
Defining state demographic comparison (Metrics 1, 2, 4, and 5)

1. Public Community & Technical College Enrollment and Associate Degree Earners
   • % of Black/Latino state residents ages 18 to 49 with no college degree

2. Public Four-Year Institution Enrollment and Degree Earners
   • % of Black/Latino state residents ages 18 to 49 with a high school diploma (or GED) and no bachelor’s degree
How State Demographic Benchmarks Work (Metrics 1, 2, 4, and 5)

% bachelor’s degree earners who are Black at public colleges and universities in the state

Benchmark: % residents, ages 18-49, with HS diploma and no bachelor’s degree who are Black in the state
How State Demographic Benchmarks Work (Metrics 1, 2, 4, and 5)

Degree Rep Grade

F

Grade = F since score < 60

Degree Rep Score

59

Equation = \( \frac{10.5\%}{17.9\%} \times 100 \)

(Degrees Earned) ÷ (Percent of Population)

% bachelor’s degree earners who are Black at public colleges and universities in the state

Benchmark: % residents, ages 18-49, with HS diploma and no bachelor’s degree who are Black in the state
Cautionary Notes on Data Use

• Always remember that algorithms and predictive analytics can reproduce/operationalize implicit bias and reinforce existing inequities, even when they appear to be objective

• Don’t let data contribute to deficit framing and ‘demography as destiny’ narratives

• Don’t get held up admiring the problem

• Remember that behind every data point are individual students, interacting with individual teachers, faculty, and administrators

• Solutions aren’t always apparent in the data, especially if you’re not measuring the underlying cause
Colorado Tracks Equity Completions Over Time

http://masterplan.highered.colorado.gov/dashboard/
Indiana Tracks Completion Gaps Over Time with Progress Indicators and…

### Closing the Achievement Gap: Minority Students

<table>
<thead>
<tr>
<th>Completion Rate Trends by Race Group</th>
<th>Statewide Four-Year</th>
<th>Four-Year Main Campus</th>
<th>Four-Year Non-Main Campus</th>
<th>Statewide Two-Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ON-TIME 2013</td>
<td>5-YEAR CHANGE</td>
<td>ON-TIME 2011</td>
<td>5-YEAR CHANGE</td>
</tr>
<tr>
<td>Black</td>
<td>24.0%</td>
<td>7.5</td>
<td>44.5%</td>
<td>0.7</td>
</tr>
<tr>
<td>Hispanic</td>
<td>32.9%</td>
<td>11.7</td>
<td>59.2%</td>
<td>2.1</td>
</tr>
<tr>
<td>Minority (Black or Hispanic)</td>
<td>28.1%</td>
<td>9.9</td>
<td>50.6%</td>
<td>2.1</td>
</tr>
<tr>
<td>White</td>
<td>47.5%</td>
<td>11.2</td>
<td>70.4%</td>
<td>1.1</td>
</tr>
</tbody>
</table>

#### Minority Students Average Progress Toward Closing Gap by 2025

- Statewide Four-Year: Black, Hispanic
- Main-Campus: Black, Hispanic
- Non-Main Campus: Black, Hispanic
- Statewide Two-Year: Black, Hispanic

#### On-Time Achievement Gap (Same Campus and Degree Level)

- GAP CLOSED

#### Within 6 Years Achievement Gap (Any Campus or Degree Level)

- GAP CLOSED

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Entry Years 2006-2013

#### Statewide Four-Year
- Black: X
- Hispanic: X

#### Main-Campus
- Black: X
- Hispanic: X

#### Non-Main Campus
- Black: X
- Hispanic: X

#### Statewide Two-Year
- Black: X
- Hispanic: X

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Entry Years 2006-2011

#### Statewide Four-Year
- Black: X
- Hispanic: X

#### Main-Campus
- Black: X
- Hispanic: X

#### Non-Main Campus
- Black: X
- Hispanic: X

#### Statewide Two-Year
- Black: X
- Hispanic: X
Provides Campus-Level Completion Gap Data

Closing the Achievement Gap: On-Time, Same Campus and Degree Level

Hover for Help
Select Institution: IU Bloomington
Select Completion Timeframe: On-Time, Same Campus and Degree Level

The achievement gap scale measures low-income and minority students’ success rates in relation to their peers. The gap is considered ‘closed’ when the degree completion rates of the two student groups of interest are equal.

Minority Group: Black Students

Select Race/Ethnic Group: Black Students
% of Student Cohort: (average of all years on chart)

% of students who are

% Earning 30+ Credits

financial aid reform
all students 42%
32%
35%
37%
36%

% Persisting to Second Year

all students 93%
92%
90%
88%
92%

Complete On Time (same campus & degree level)

<table>
<thead>
<tr>
<th>Minority (Black or Hispanic)</th>
<th>%</th>
<th>1 Yr</th>
<th>5 Yr</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>50.5%</td>
<td>+0.2</td>
<td>+8.4</td>
</tr>
</tbody>
</table>

Complete Within 6 Years (any campus or degree level)

<table>
<thead>
<tr>
<th>%</th>
<th>1 Yr</th>
<th>5 Yr</th>
</tr>
</thead>
<tbody>
<tr>
<td>72.8%</td>
<td>+1.9</td>
<td>+9.6</td>
</tr>
<tr>
<td>83.8%</td>
<td>+1.1</td>
<td>+0.7</td>
</tr>
</tbody>
</table>

309 Black Students who started at IU Bloomington in Fall 2013 were 0.62 times as likely a White students to complete On-Time, Same Campus and Degree Level

Students who started college in...

https://www.in.gov/che/3032.htm
Oregon Provides Enrollment, Affordability, and Outcomes Data by Race for Each Institution

**Oregon Higher Education University Snapshot**

**Affordability**
- 59% of students were unable to meet expenses with expected resources: family contributions, student earnings, and grant aid.
- 64% of Asian American
- 71% of Black/African American
- 70% of Hispanic/Latina
- 53% of Native American/Alaska Native
- 65% of Native Hawaiian/Pacific Islander
- 56% of White

**Average Cost of Attendance (COA)**
- $25,815: COA
- $18,799: COA after public student aid
- $15,721: COA after institutional + public aid

**Time to Completion Increases Cost**
- 4.2 Years → Bachelor’s degree

**COA Components**
- 45% Room/board
- 42% Tuition/fees
- 8% Personal expenses
- 4% Books/supplies
- 1% Transportation

**2016-17**
University of Oregon
Martin Luther King, Jr advocated for,

“a massive program by the government of special, compensatory measures which could be regarded as a settlement in accordance with the accepted practice of common law...such measures would certainly be less expensive than any computation based on two centuries of unpaid wages and accumulated interest.”
In Illinois, low-income students have to work more to pay for **public four-year college**

**HOURS PER WEEK LOW-INCOME UNDERGRADS WOULD NEED TO WORK TO PAY THE NET PRICE AT PUBLIC FOUR-YEAR INSTITUTIONS**

<table>
<thead>
<tr>
<th>State</th>
<th>Hours per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohio</td>
<td>30.5</td>
</tr>
<tr>
<td>Illinois</td>
<td>29.7</td>
</tr>
<tr>
<td>Tennessee</td>
<td>28.5</td>
</tr>
<tr>
<td>Texas</td>
<td>26.5</td>
</tr>
<tr>
<td>State Average</td>
<td>25.9</td>
</tr>
<tr>
<td>Florida</td>
<td>23.4</td>
</tr>
<tr>
<td>California</td>
<td>11.9</td>
</tr>
<tr>
<td>New York</td>
<td>10.8</td>
</tr>
</tbody>
</table>

Source: Integrated Postsecondary Education Data System (IPEDS), Student Financial Aid Component; National Conference of State Legislatures

NOTE: Hours of work per week, assuming student is paid state minimum wage and works 50 weeks in the year
Affordability gap is greater than $5,000 at **public four-year institutions** in Ohio, Illinois, and Tennessee.

### Affordability Gap at Public Four-Year Institutions

<table>
<thead>
<tr>
<th>State</th>
<th>Affordability Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohio</td>
<td>$8,779</td>
</tr>
<tr>
<td>Illinois</td>
<td>$8,142</td>
</tr>
<tr>
<td>Tennessee</td>
<td>$6,700</td>
</tr>
<tr>
<td>State Average</td>
<td>$6,536</td>
</tr>
<tr>
<td>Texas</td>
<td>$5,993</td>
</tr>
<tr>
<td>Florida</td>
<td>$5,323</td>
</tr>
<tr>
<td>California</td>
<td>$1,142</td>
</tr>
<tr>
<td>New York</td>
<td>$436</td>
</tr>
</tbody>
</table>

*Source: Integrated Postsecondary Education Data System (IPEDS), Student Financial Aid Component; [National Conference of State Legislatures](https://www.ncsl.org/research/education/state-comparison-of-college-affordability.aspx)*

**NOTE:** Hours of work per week, assuming student is paid state minimum wage and works 50 weeks in the year.
Low-income students have to work too much to pay for community college in Ohio, Tennessee, and Texas

Source: Integrated Postsecondary Education Data System (IPEDS), Student Financial Aid Component; National Conference of State Legislatures

NOTE: Hours of work per week, assuming student is paid state minimum wage and works 50 weeks in the year
Affordability gap exceeds $2,000 at community colleges in Texas, Ohio, Florida, and Tennessee

Source: Integrated Postsecondary Education Data System (IPEDS), Student Financial Aid Component; National Conference of State Legislatures

NOTE: Hours of work per week, assuming student is paid state minimum wage and works 50 weeks in the year
The students and graduates of public colleges and universities should mirror the demography of the state...