



# **ASSESSING EQUITY IN ILLINOIS HIGHER EDUCATION: PART 2**

**Presentation to the Illinois Board of Higher Education**

**Ginger Ostro, Executive Director**

**September 15, 2020**

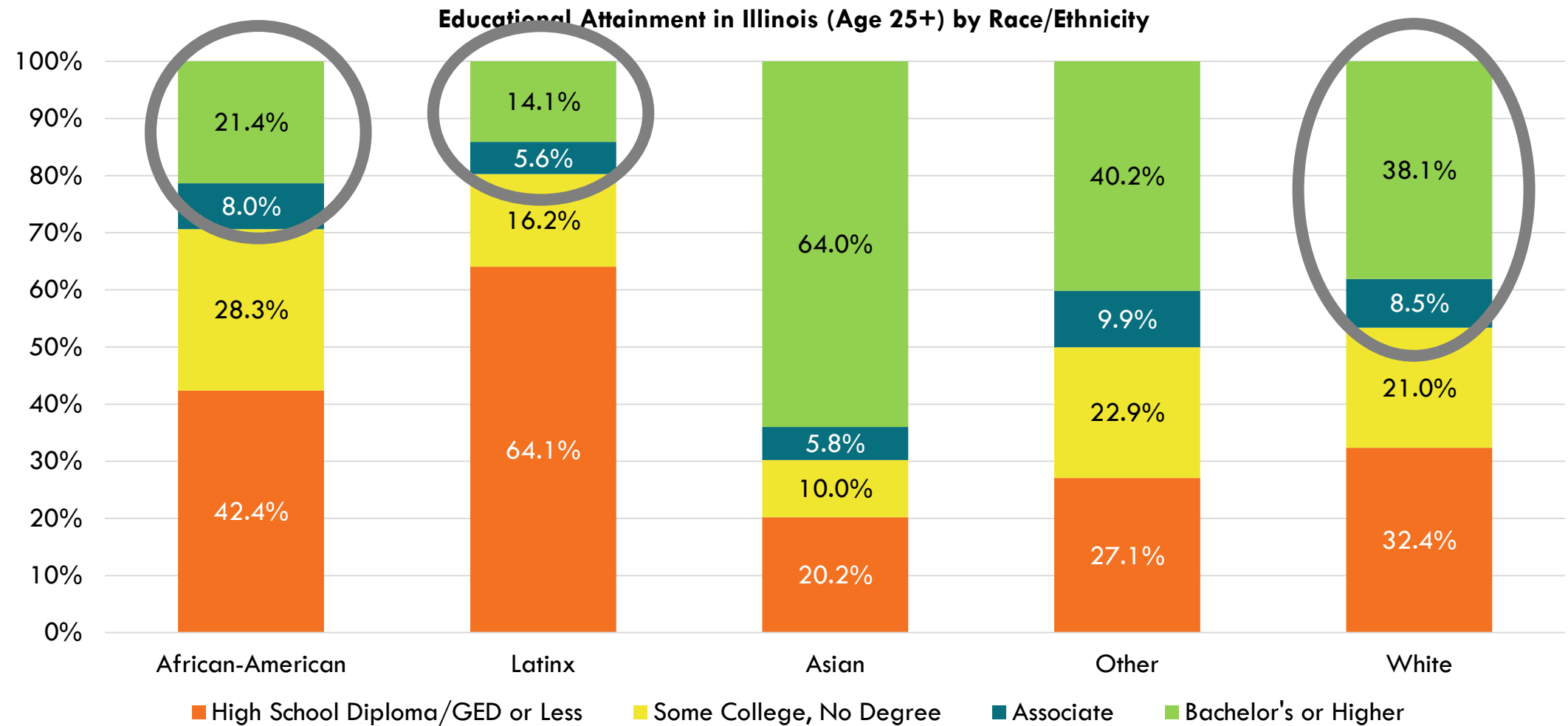


# Introduction

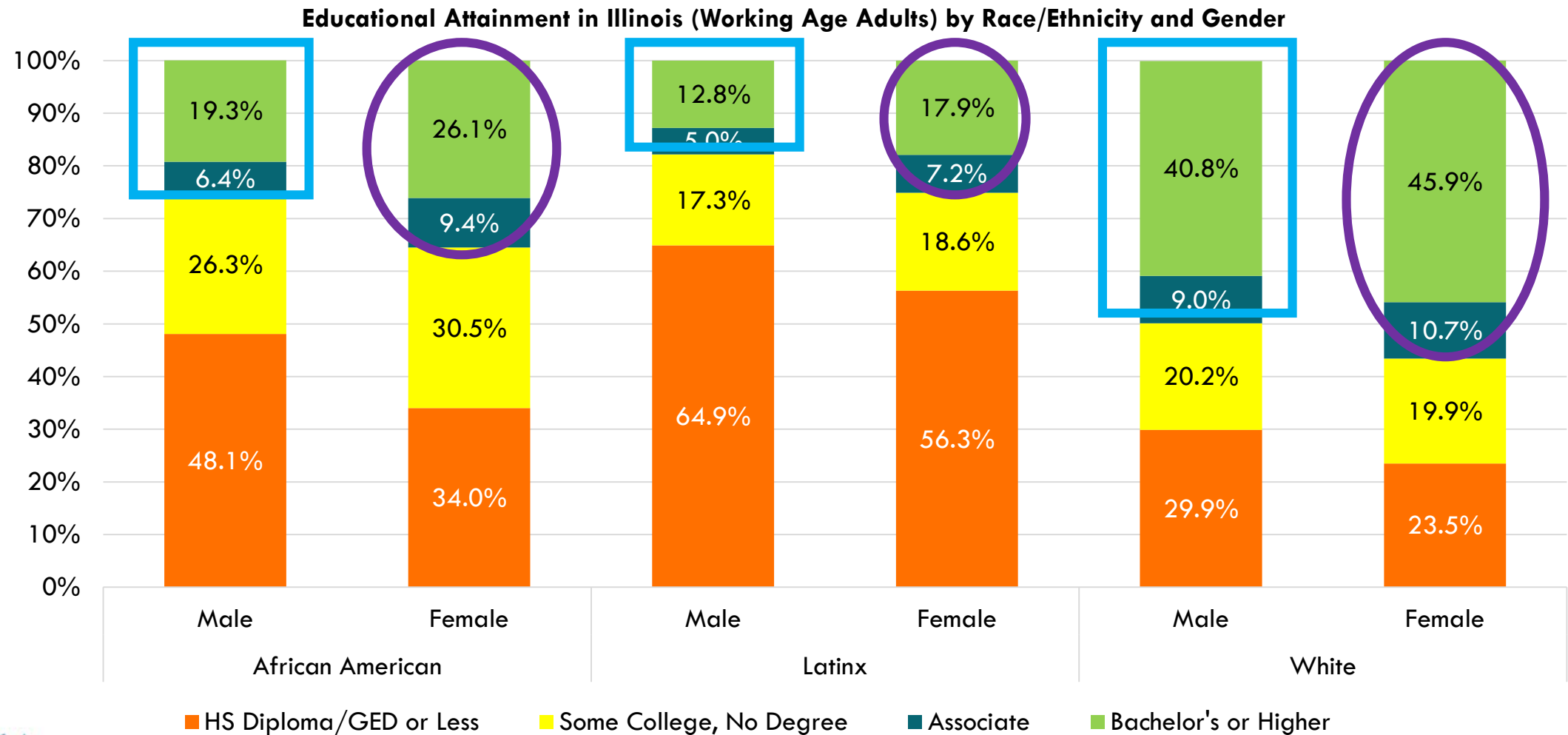
- Last time, we outlined a two-part imperative:
  - To increase post-secondary attainment to meet Illinois' workforce and economic needs
  - To close equity gaps so that individuals, families, and communities can thrive
- Data on race/ethnicity equity gaps showed:
  - Higher education system failing African Americans
  - Latinx students making progress, but gaps exist with White students. Latinx also furthest from the 60% attainment goal
- You asked us to look at the interaction between race/ethnicity and gender. Today, we show:
  - Gender-based differences for most race/ethnicity groups on nearly all measures, with females outperforming males, except for earnings post-degree
- We also look at the different experience of low-income students and non-low-income students
  - Low-income students less likely to graduate from high school and go to college right after graduation. 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.



# Last time we focused on the large attainment gaps between White and African American, Latinx adults



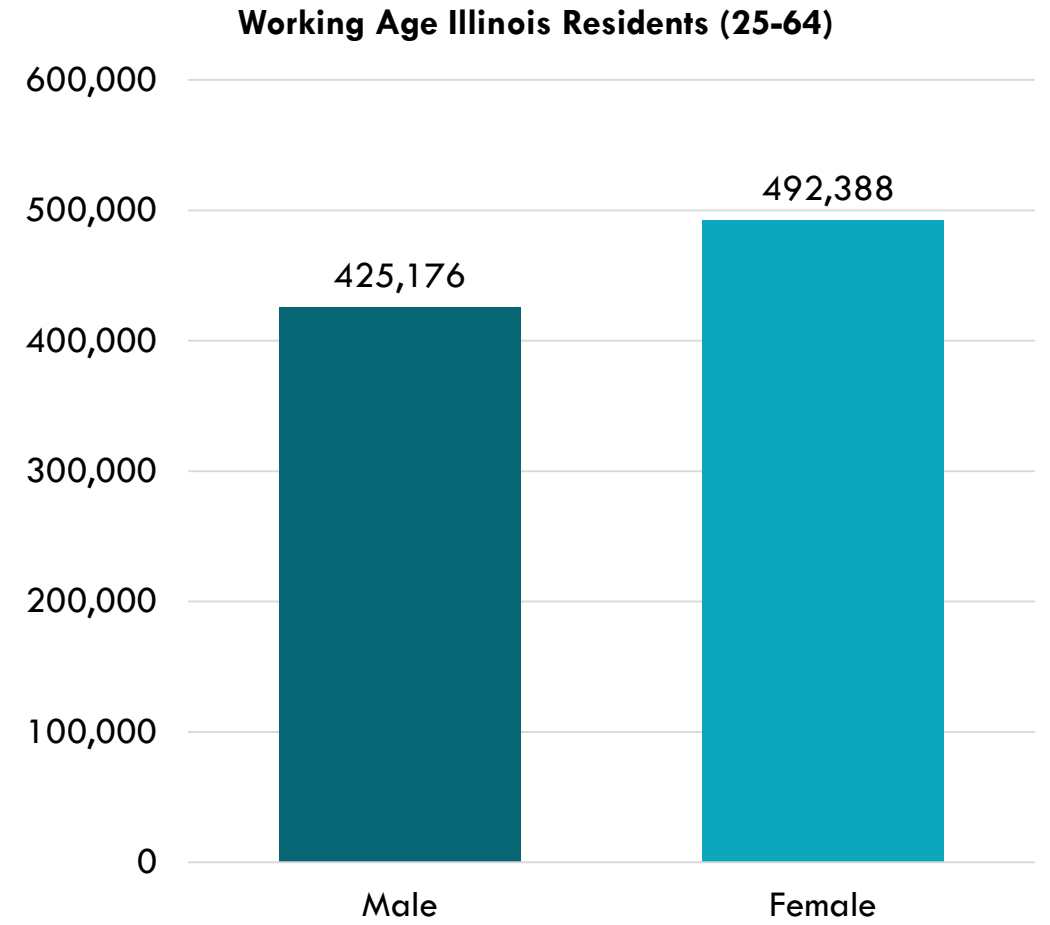
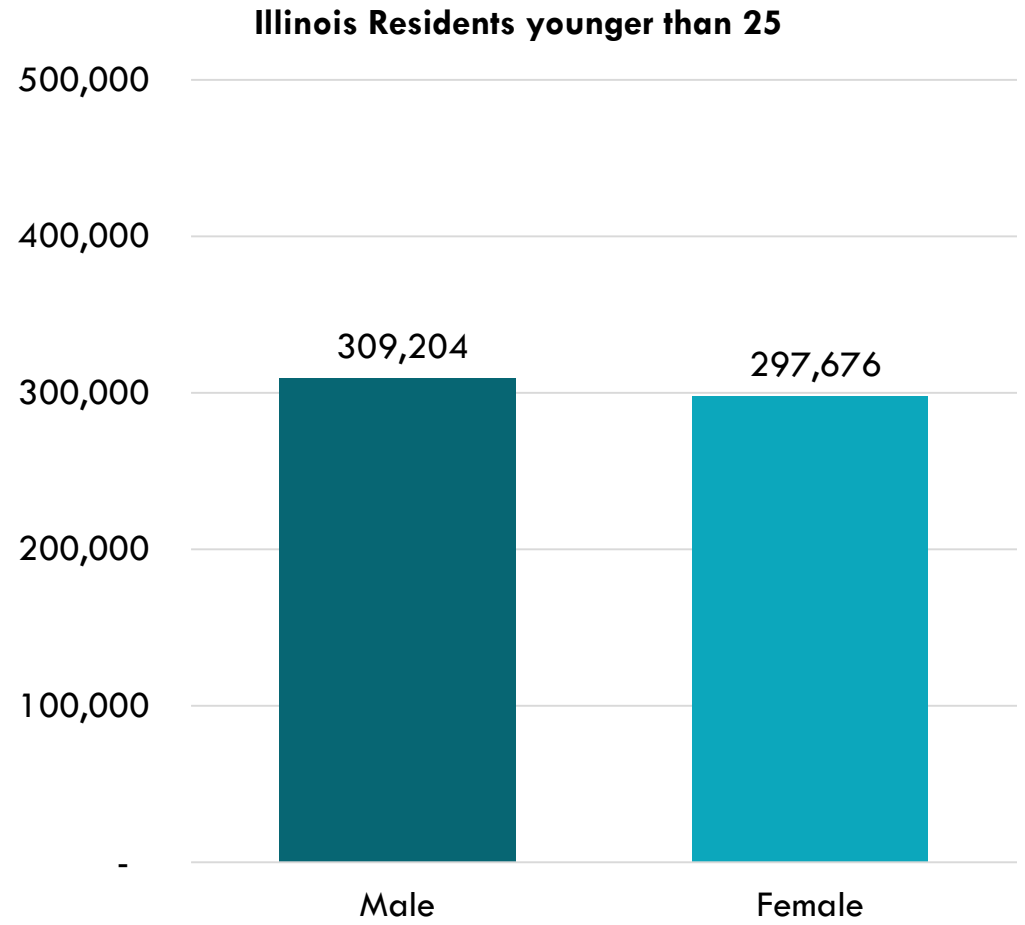
# Here, we see females have higher attainment levels than males across all races/ethnicities



**How are we doing? A look at African-American students and gender**



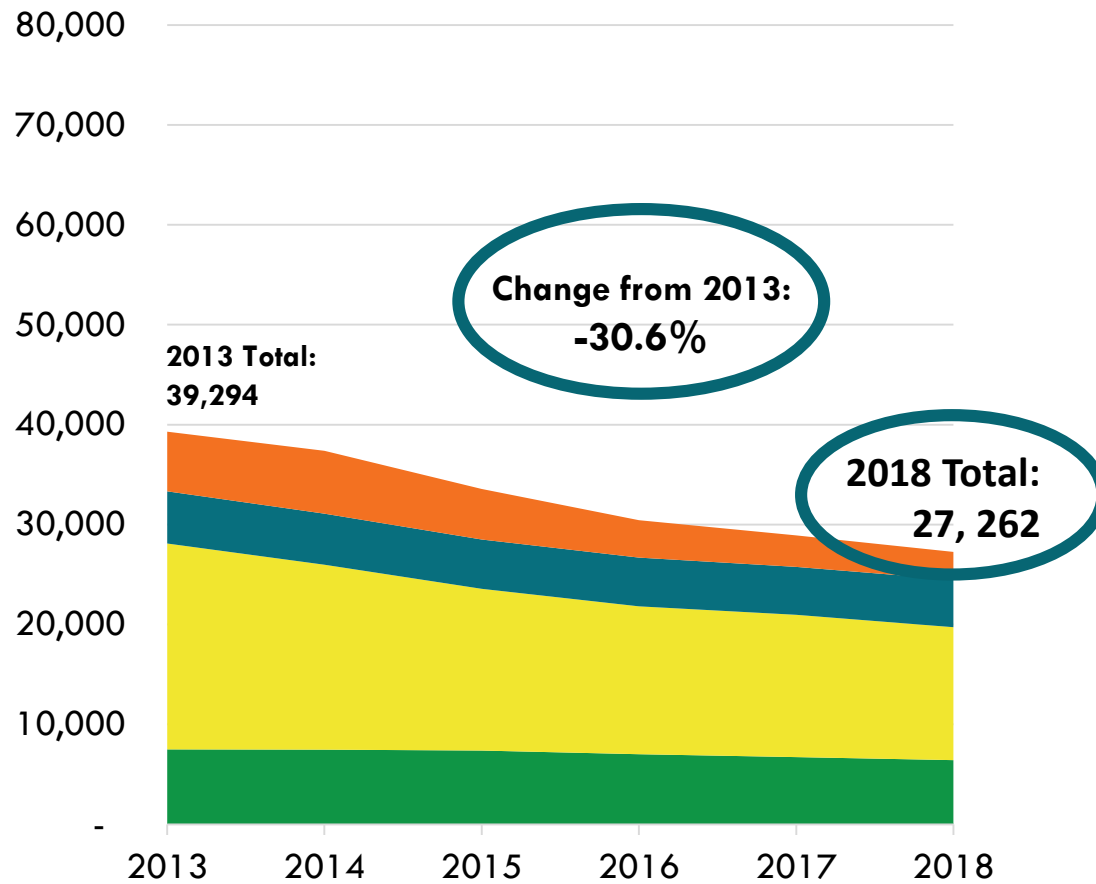
# African American males outnumber females in the under 25 population by 3.7% while females outnumber males in the over 25 population by 15%



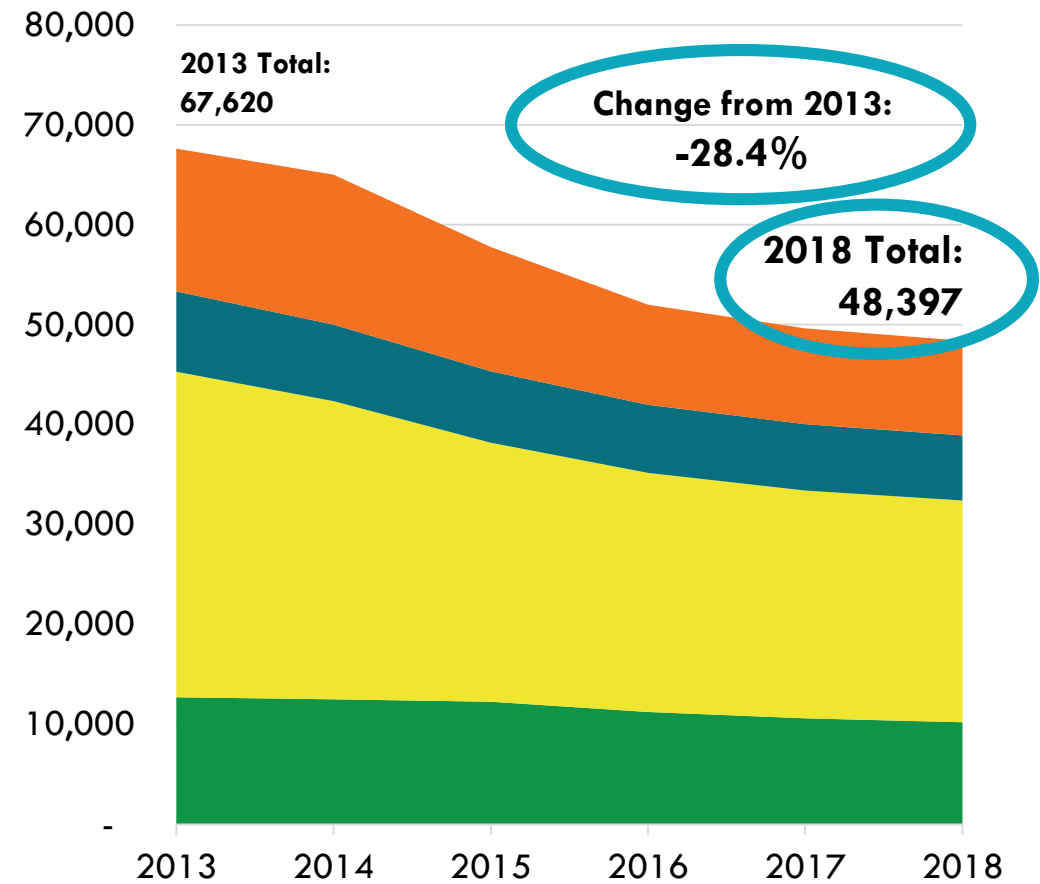
Source: IPUMS American Community Survey 2018 1-Year Estimates

# However, institutions enroll just over half as many African American males as females

**Undergraduate Enrollment Patterns:  
African American Males**



**Undergraduate Enrollment Patterns:  
African American Females**

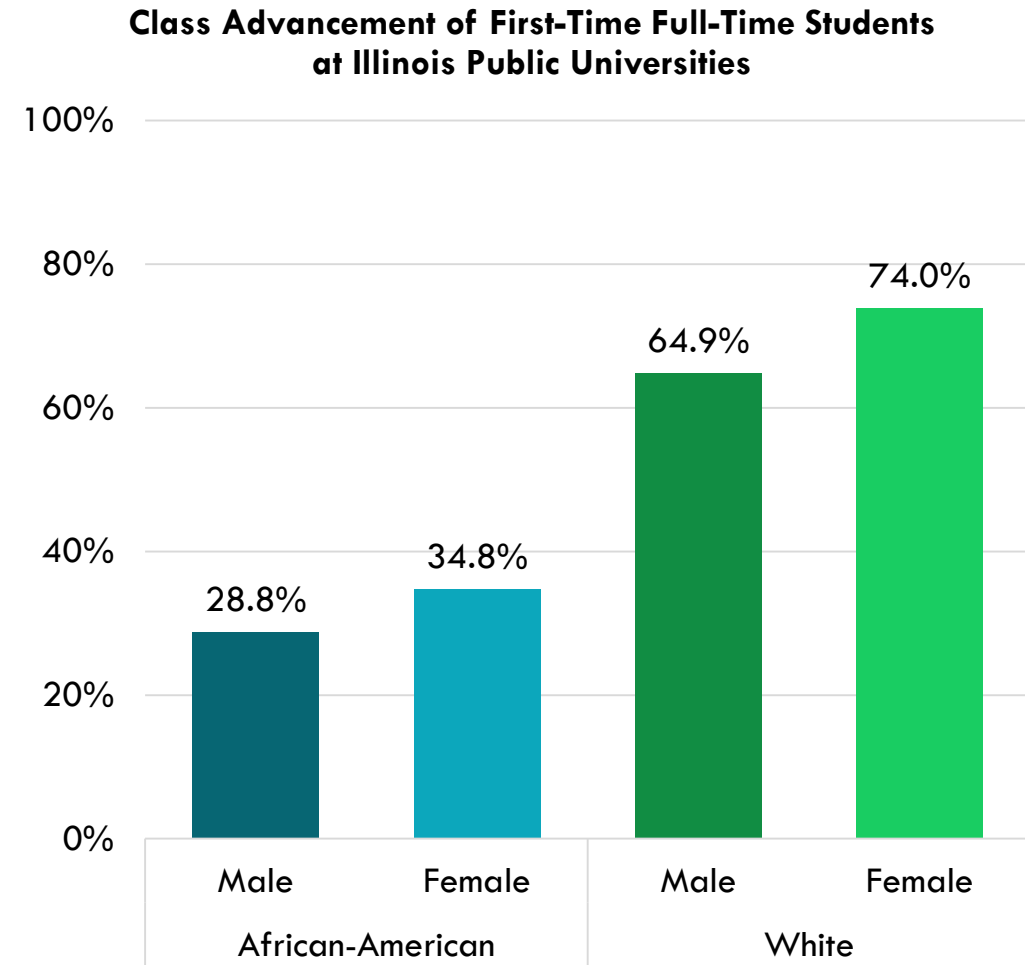
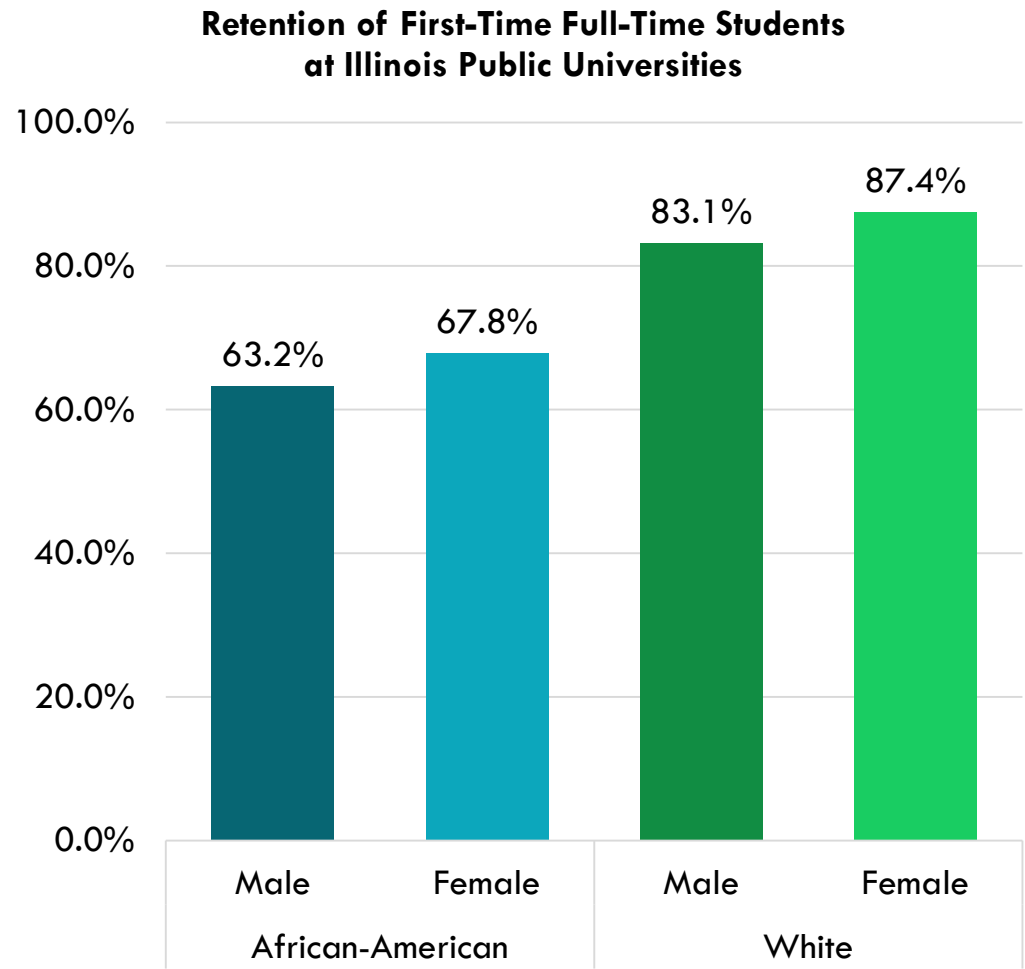


■ Public Universities   ■ Community Colleges   ■ NFP Private Colleges   ■ FP Private Colleges

Source: IPEDS Fall Enrollment Survey from 2013 to 2018

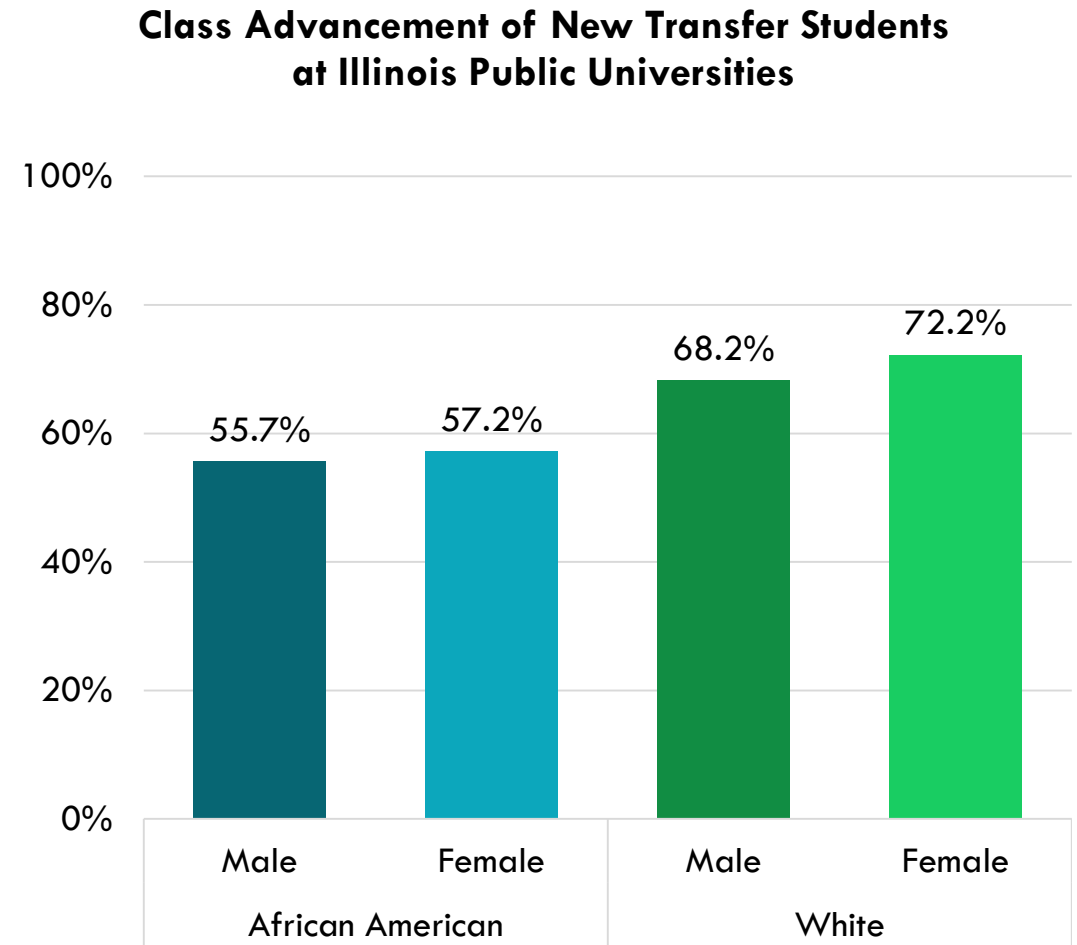
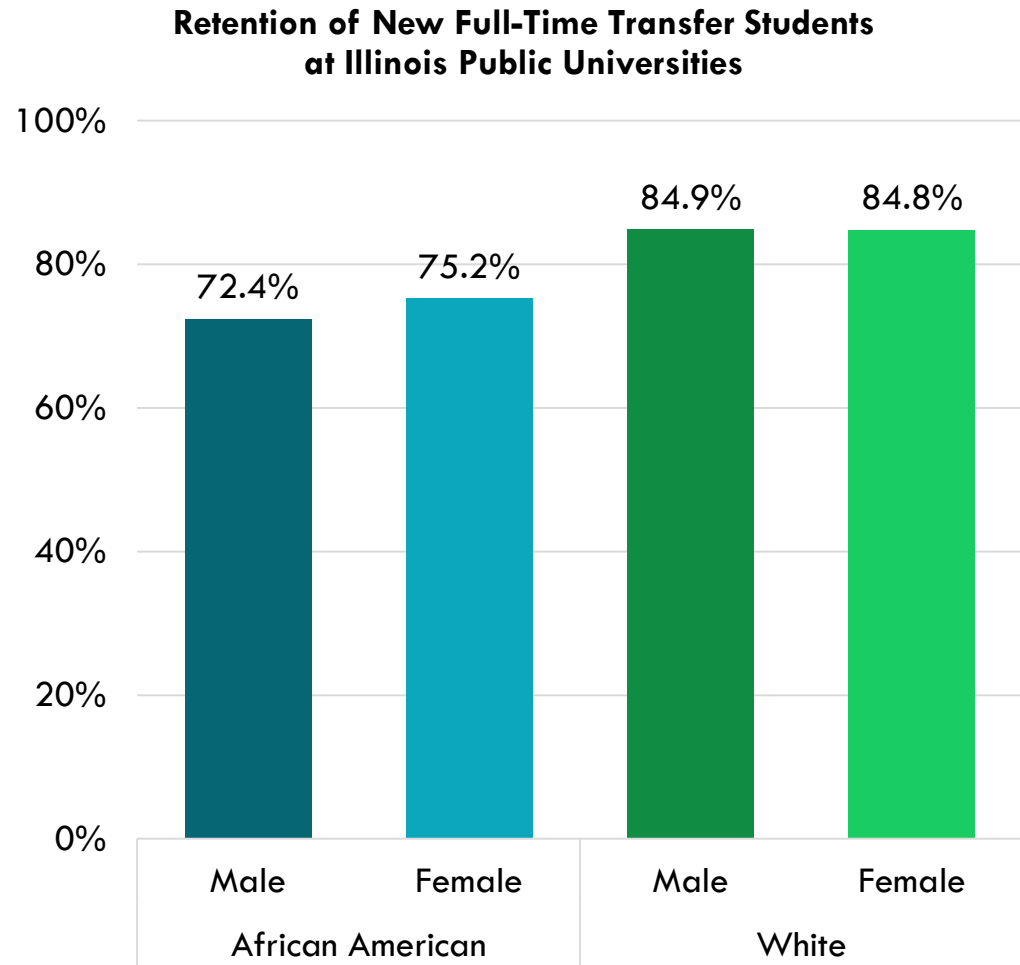


# Public universities more likely to retain and advance freshmen females than males, but show gaps between African Americans and Whites of both genders

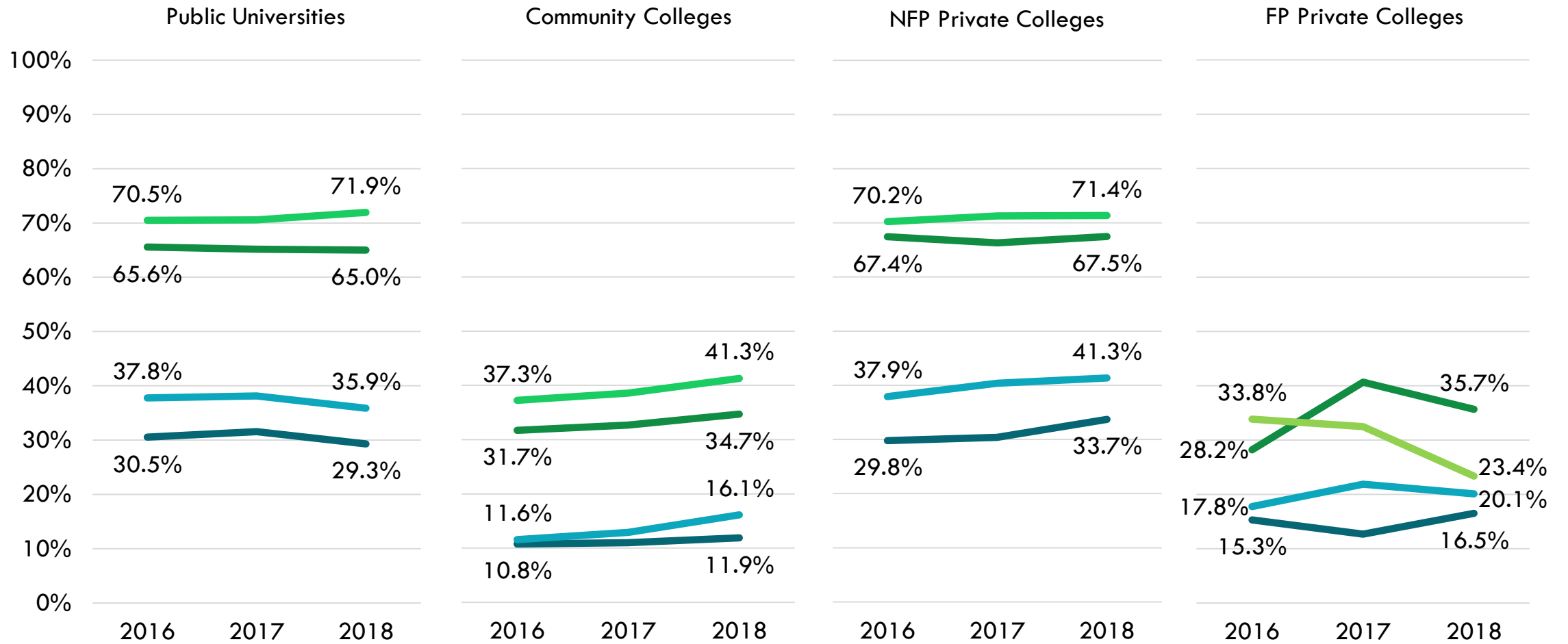


Source: IHEIS Fall Enrollment Collections from 2018-19 and 2019-20

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

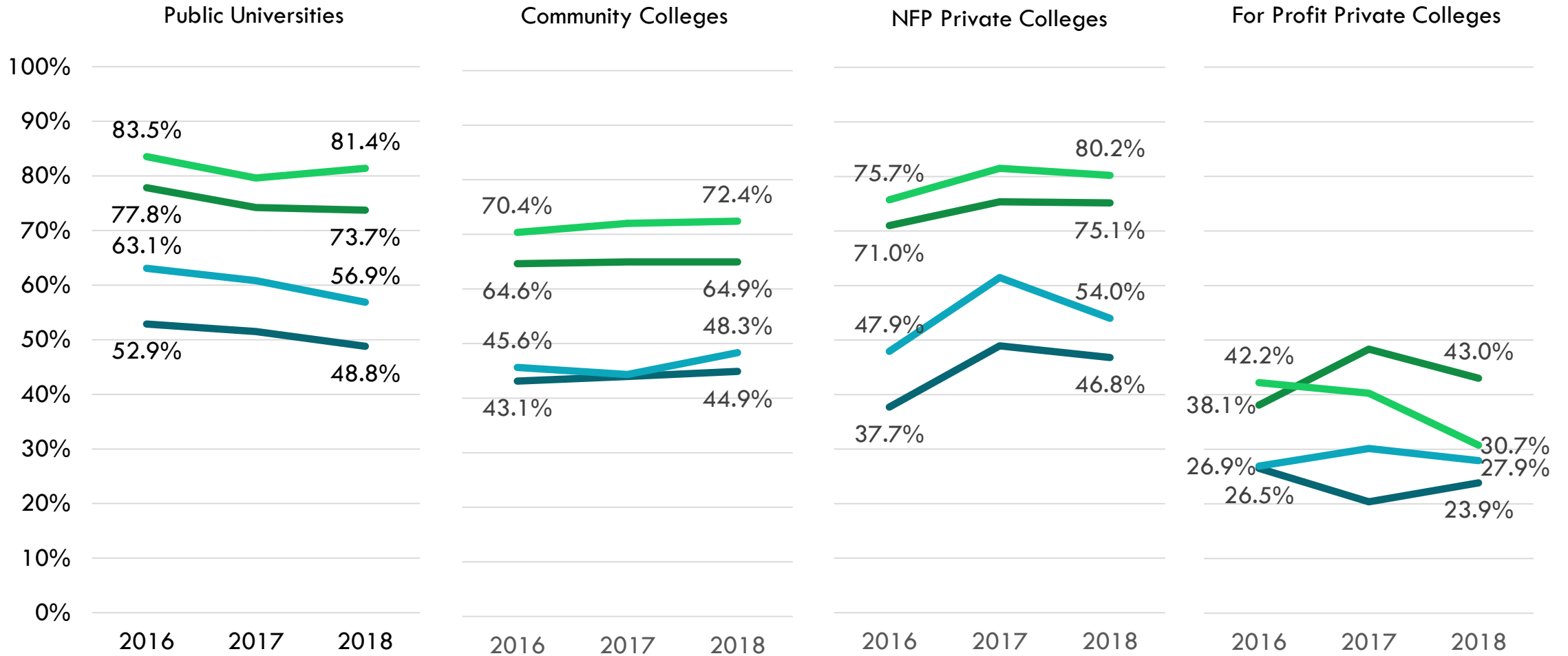


# Female completion rates higher than male, but less so at community colleges. Race still matters



Based on 2016, 2017, and 2018 IPEDS Graduation Rates at 150% of Normal Time for students who first enrolled full time

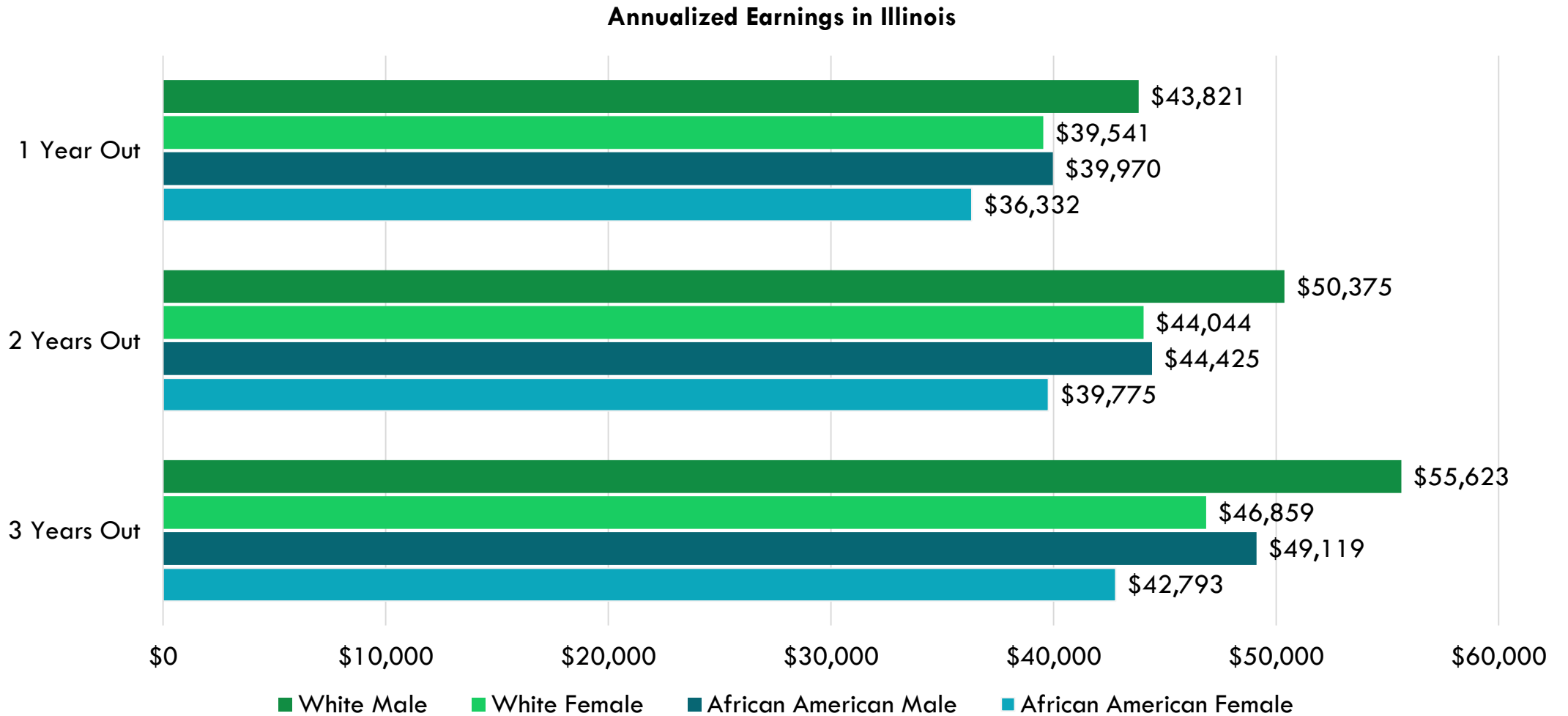
# Gaps by gender persist when transfer and continuing enrollment taken into account



■ African American Male 
 ■ African American Female 
 ■ White Male 
 ■ White Female

Based on 2016, 2017, and 2018 IPEDS Graduation Rates at 150% of Normal Time for students who first enrolled full time

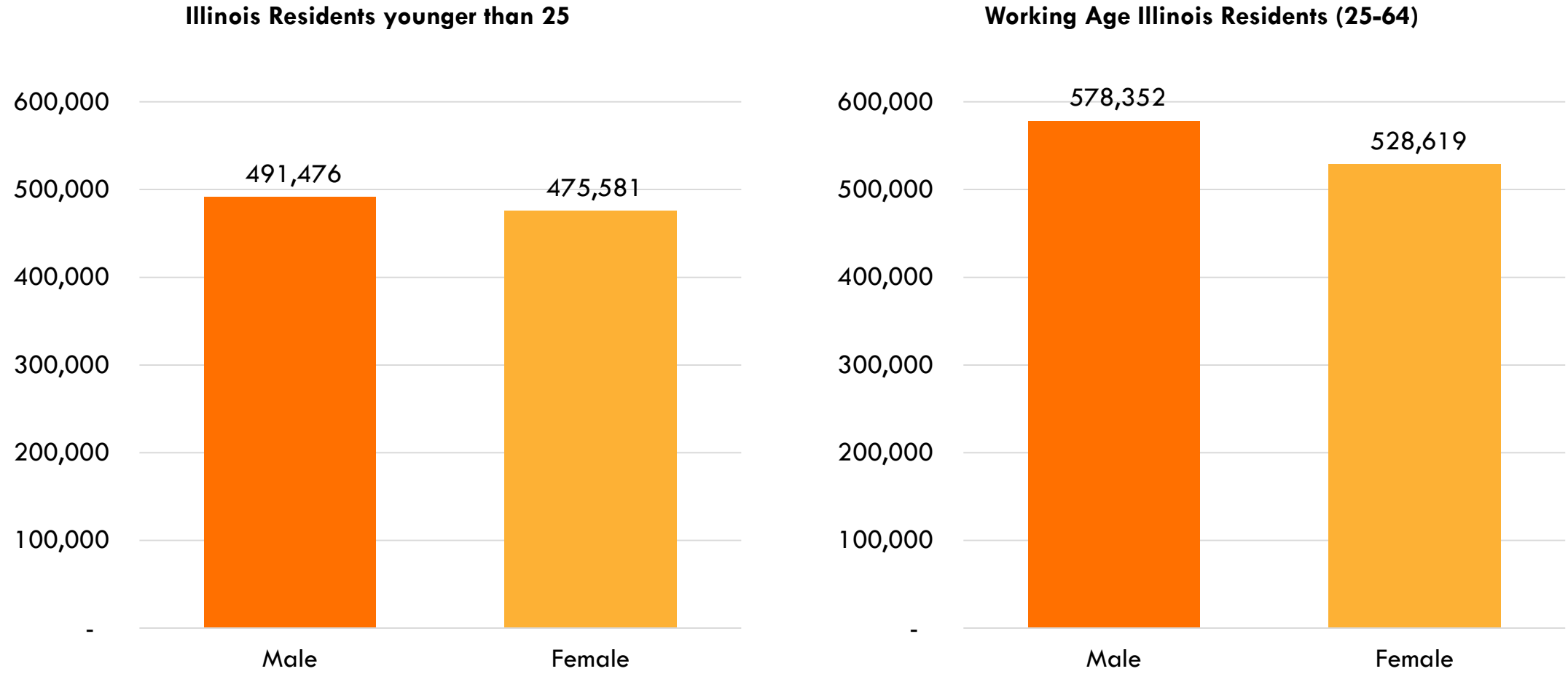
# But patterns flip in the workforce: Males with same education out-earn females. Race gaps in earnings persist.



Source: Bachelor's Degree Completers from all MAP-eligible schools from AY 2013-14 and AY 2014-15 in the Illinois College2Career Tool

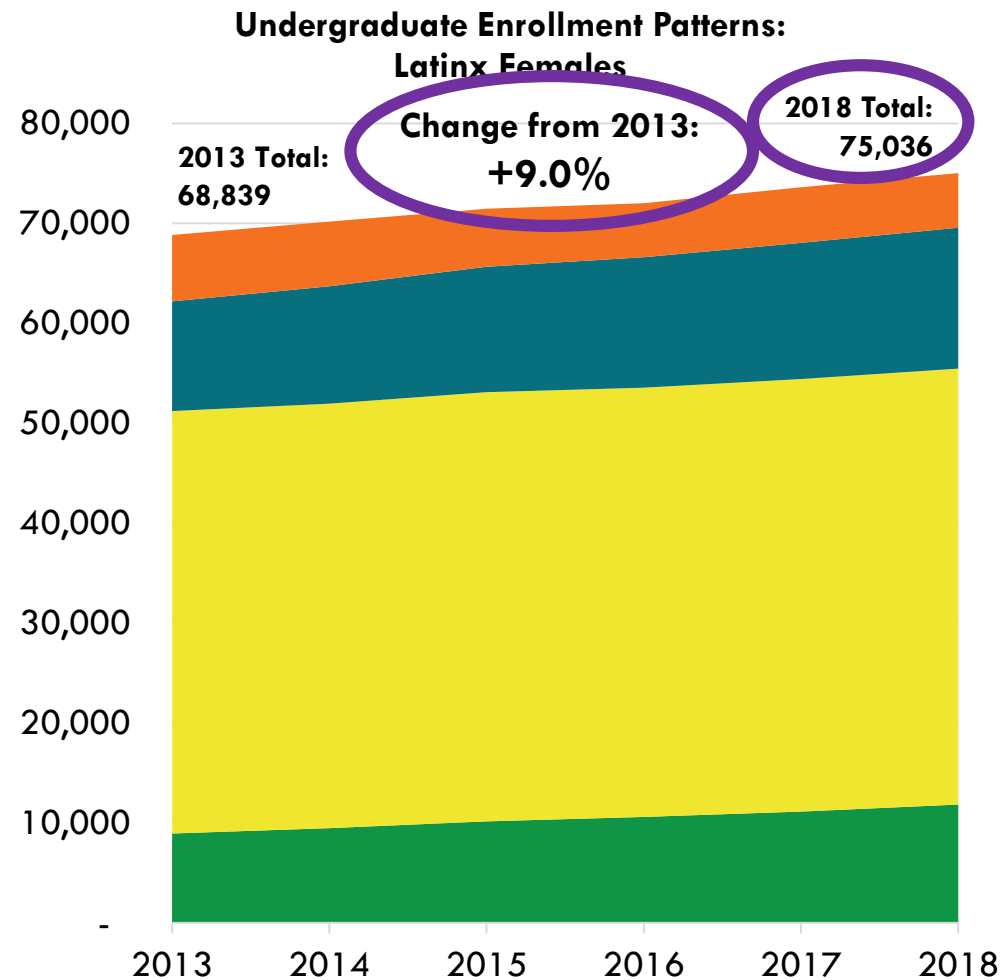
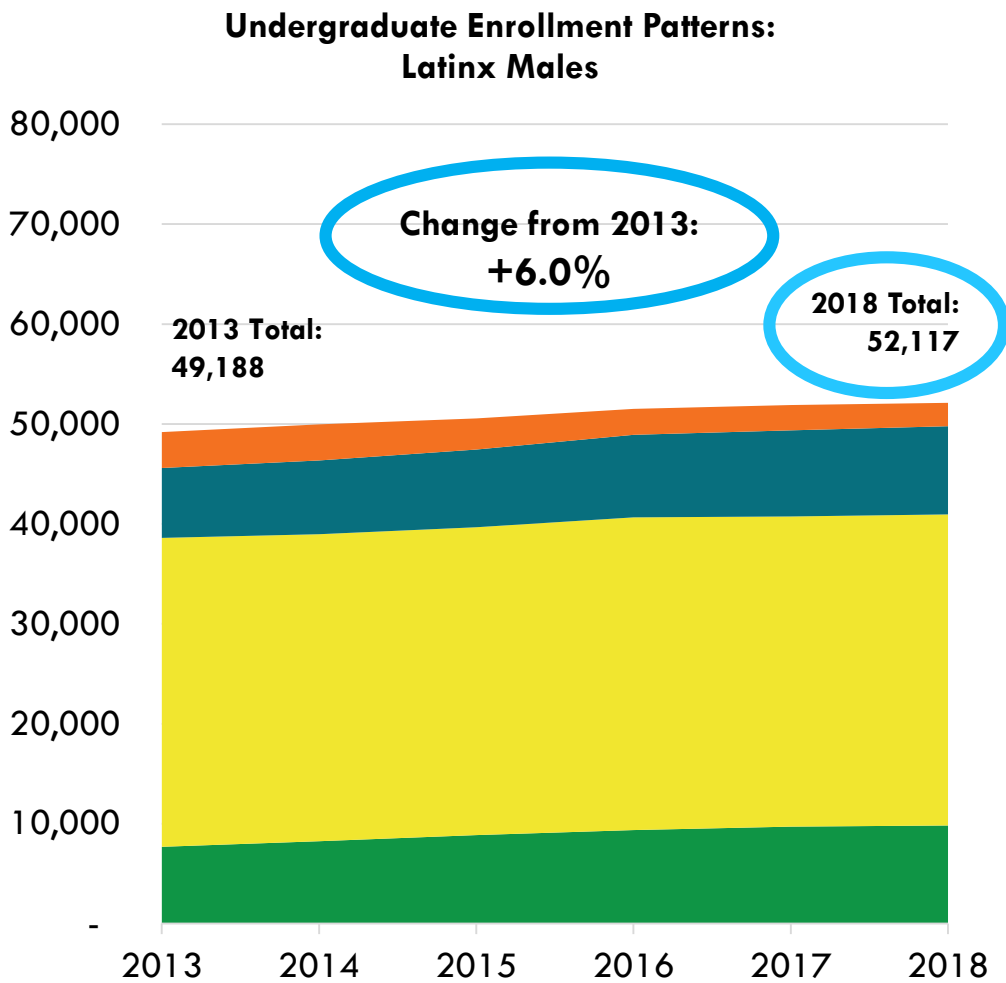
# How are we doing? A look at Latinx students and gender

# Even though Latinx males outnumber females in Illinois...



Source: IPUMS American Community Survey 2018 1-Year Estimates

# ...more Latinx females are enrolled, and enrollment increasing faster than for Latinx males



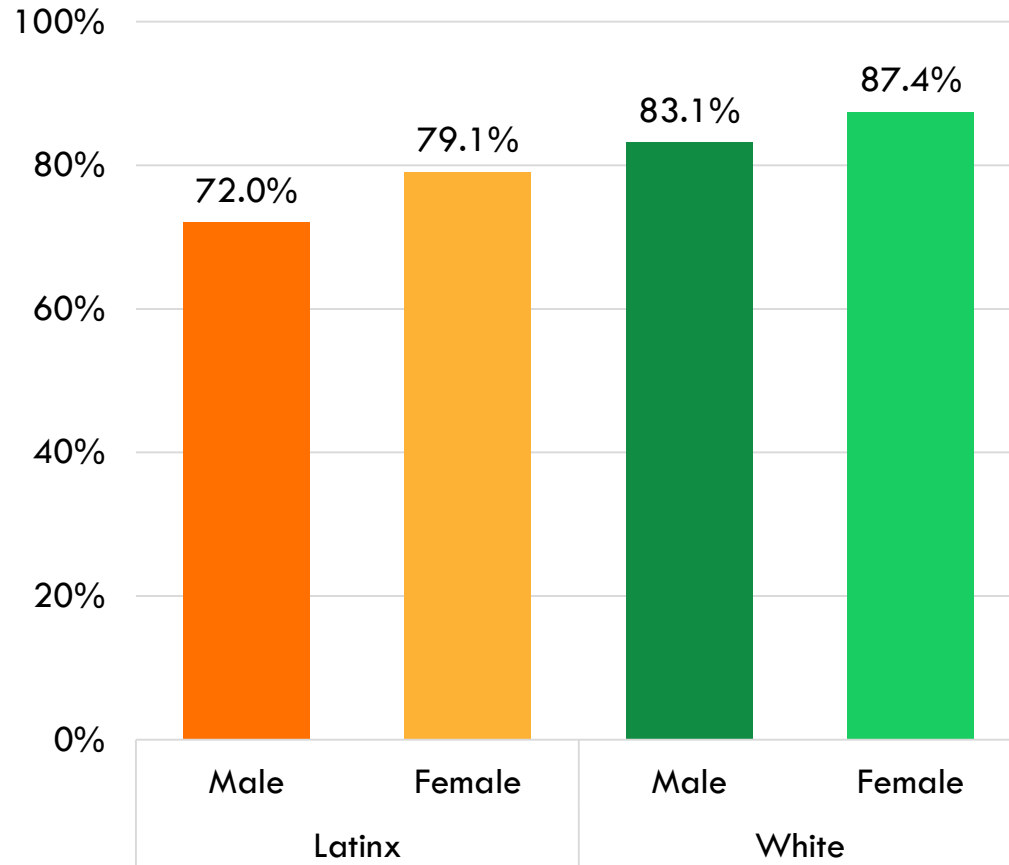
■ Public Universities   ■ Community Colleges   ■ NFP Private Colleges   ■ FP Private Colleges

Source: IPEDS Fall Enrollment Survey from 2013 to 2018

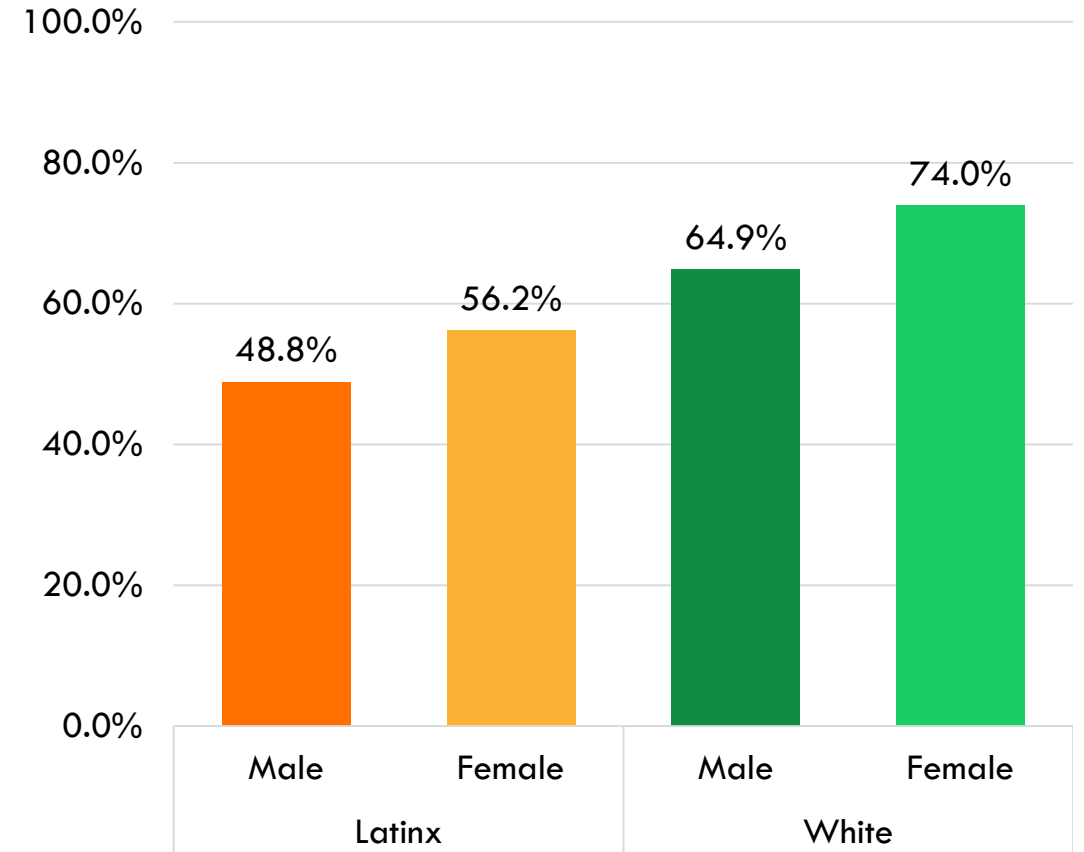


# Public Universities retain and advance freshmen females more than males

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



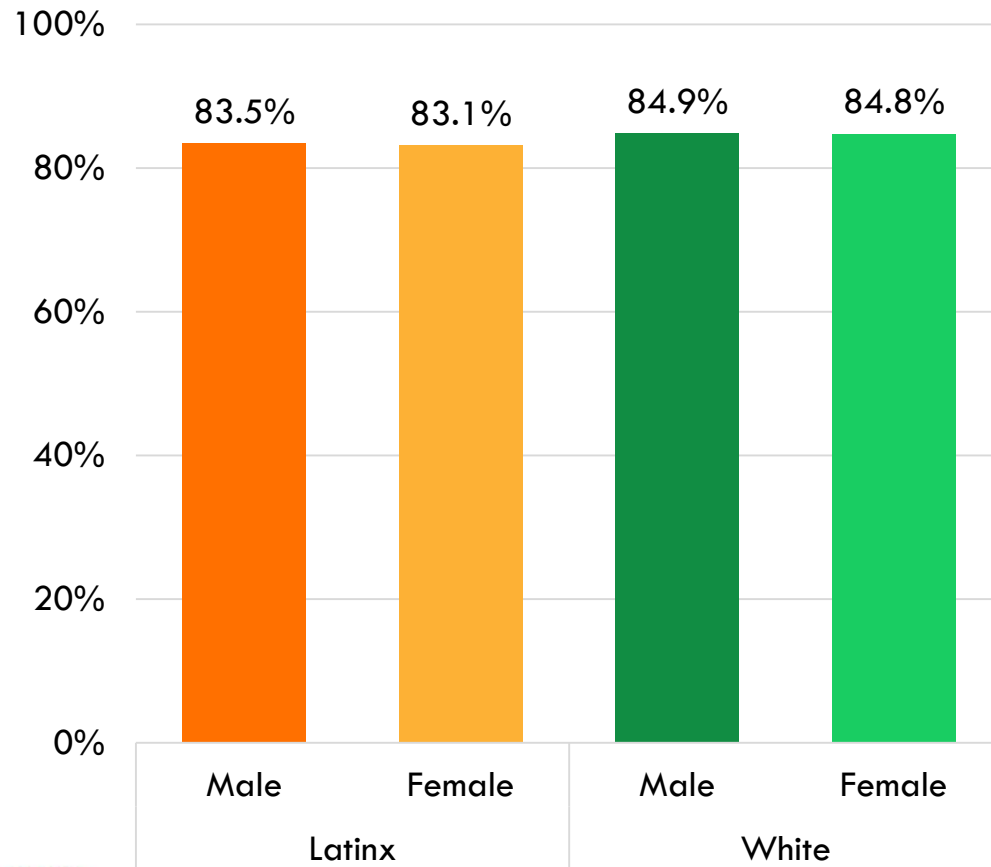
**Class Advancement of First-Time Full-Time Students at Illinois Public Universities**



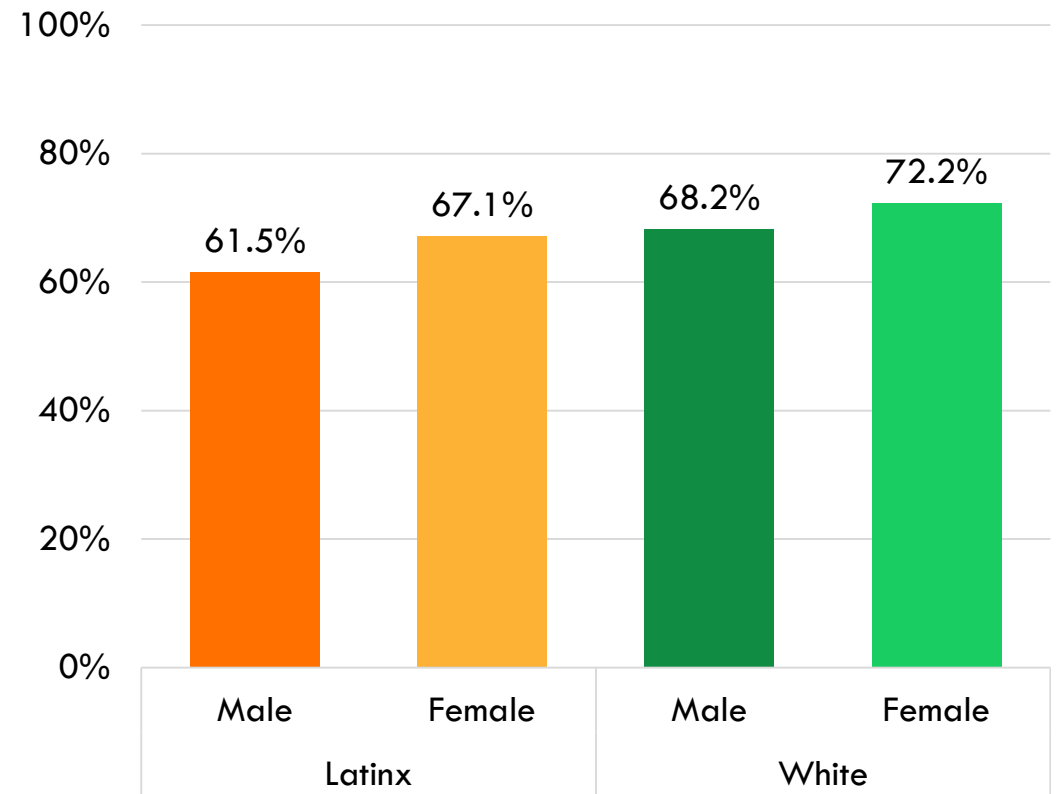
Source: IHEIS Fall Enrollment Collections from 2018-19 and 2019-20

# Public universities more likely to retain transfer students, with gender gaps closing

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

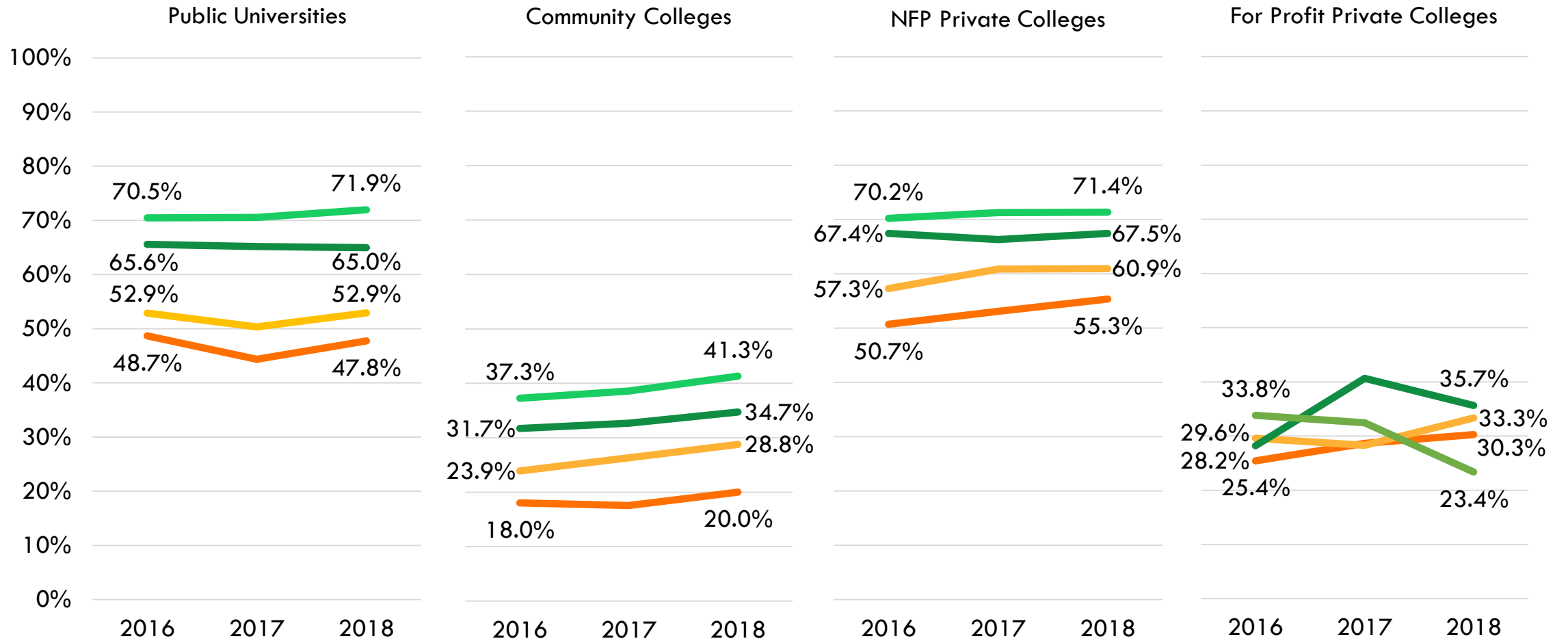


**Class Advancement of New Transfer Students at Illinois Public Universities**



Source: IHEIS Fall Enrollment Collections from 2018-19 and 2019-20

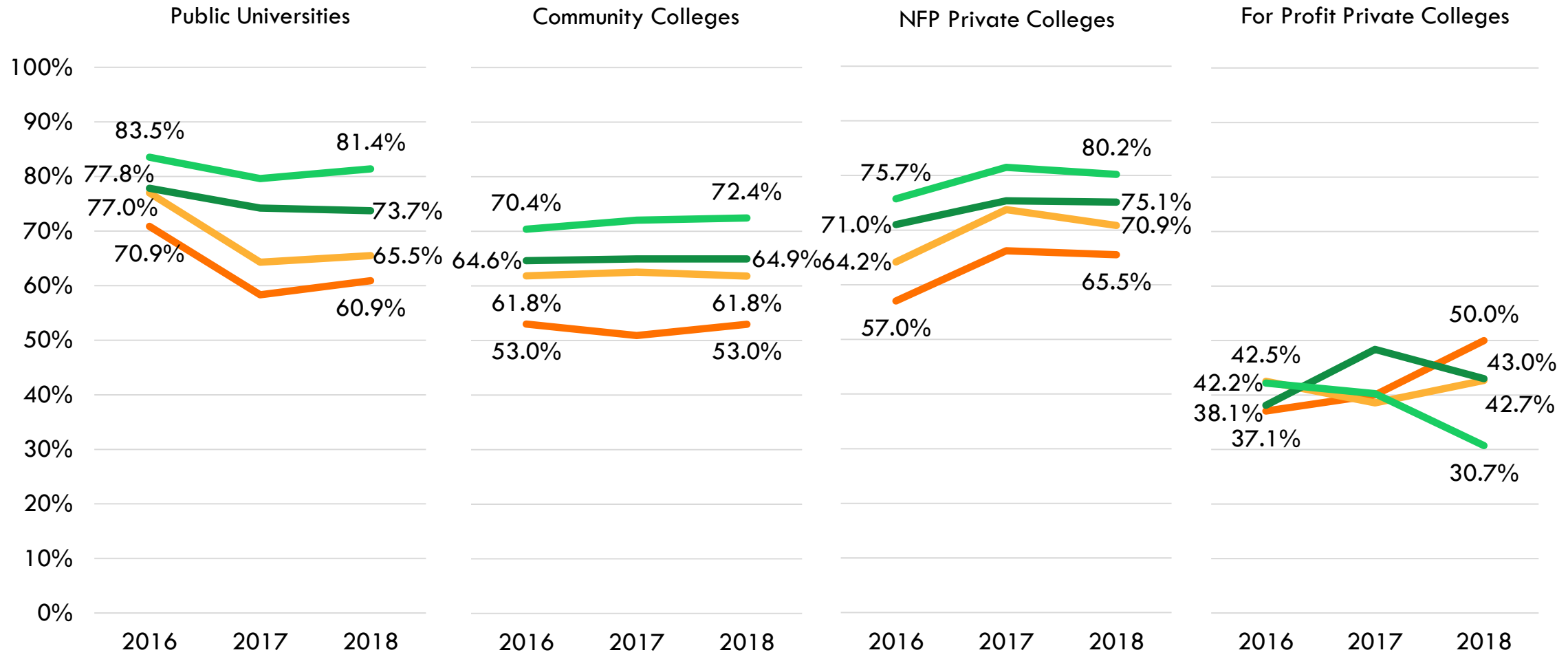
# Yet, gender-based completion gaps persist...



Based on 2016, 2017, and 2018 IPEDS Graduation Rates at 150% of Normal Time for students who first enrolled full time

— Latinx Male   
 — Latinx Female   
 — White Male   
 — White Female

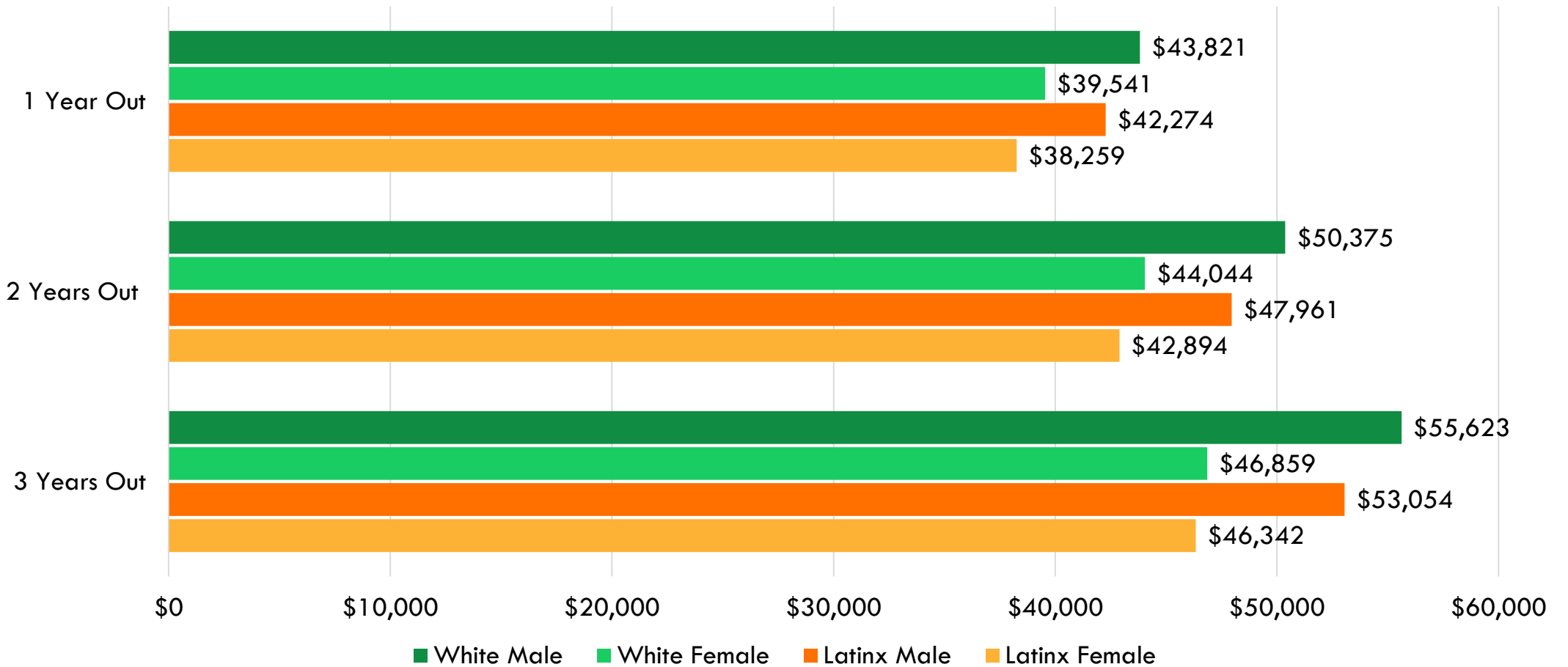
# ...even when transfer and continuing enrollment are taken into account



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

Annualized Wages in Illinois by Race and Gender

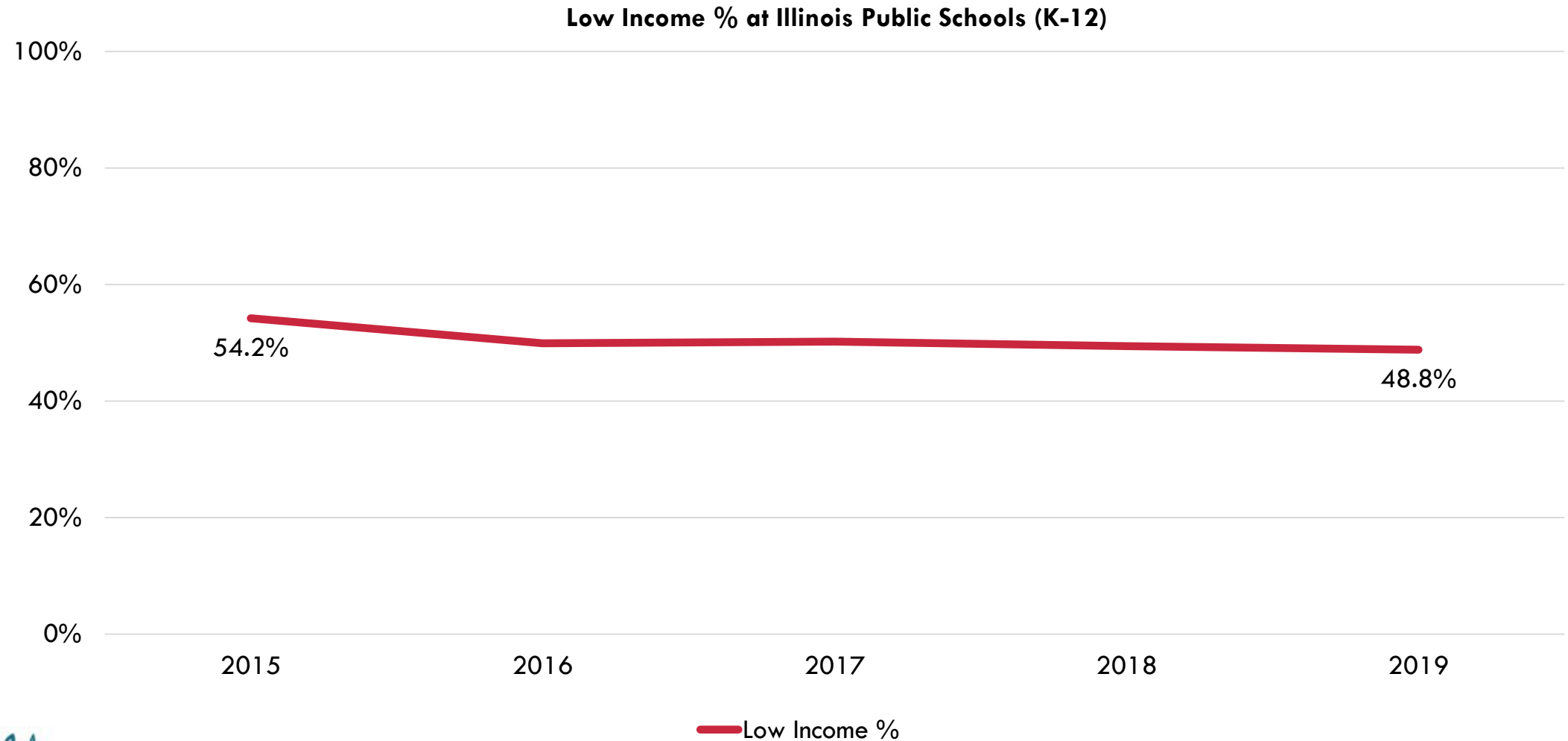


Source: Bachelor's Degree Completers from all MAP-eligible schools from AY 2013-14 and AY 2014-15 in the Illinois College2Career Tool

**How are we doing? A look at low-income students**

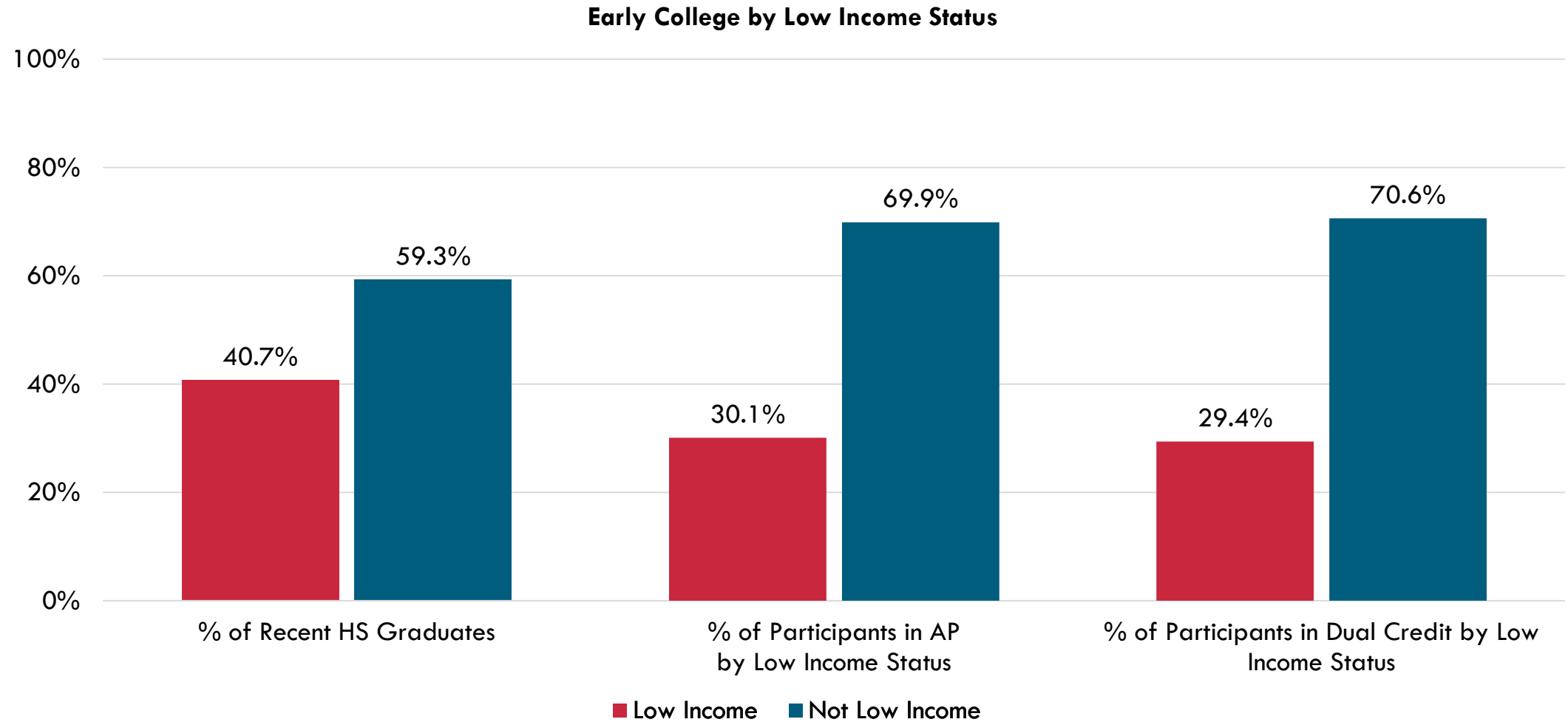


# One out of two students at public schools are low-income



Source: Illinois State Board of Education Interactive Report Card

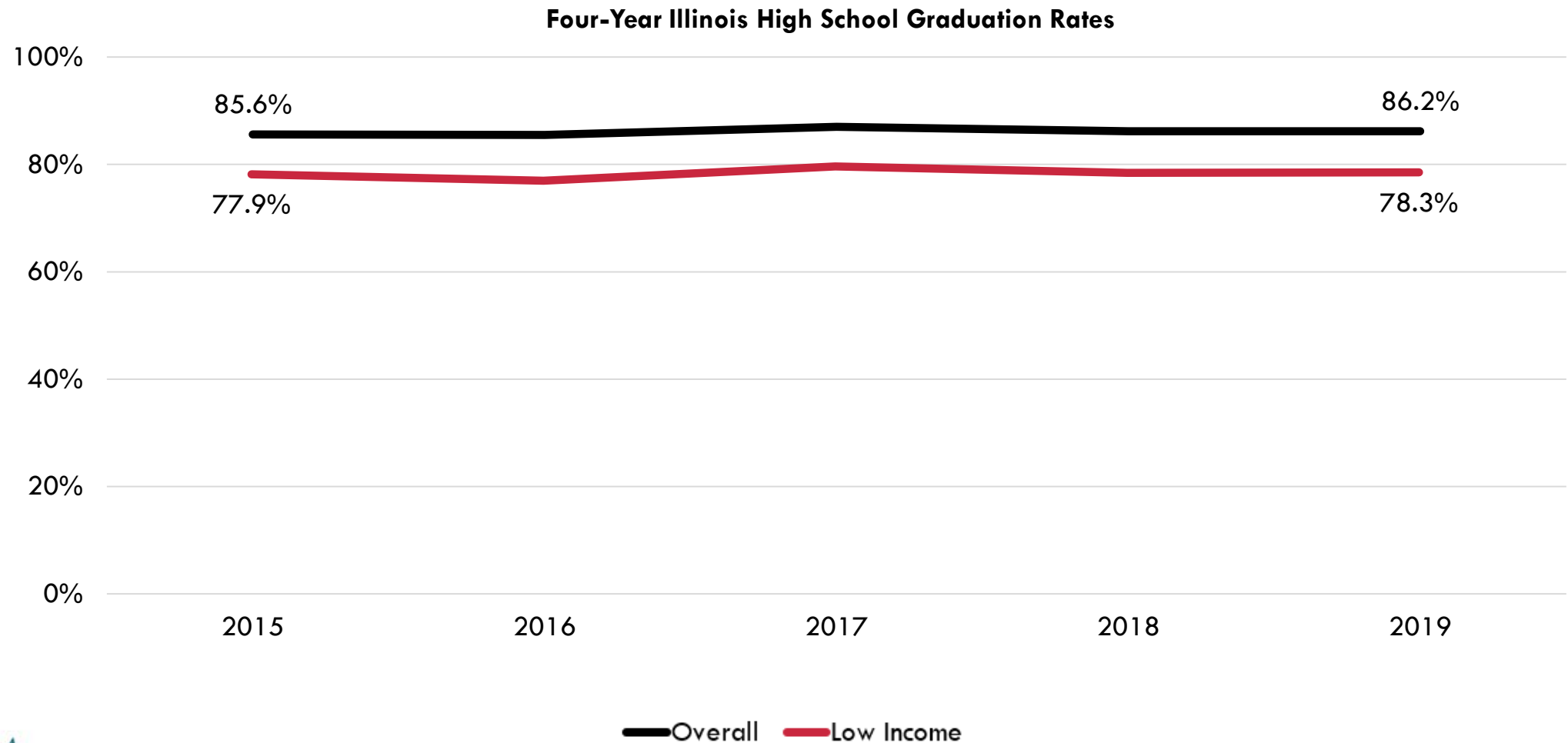
# Low-Income high school seniors have less access to AP and Dual Credit



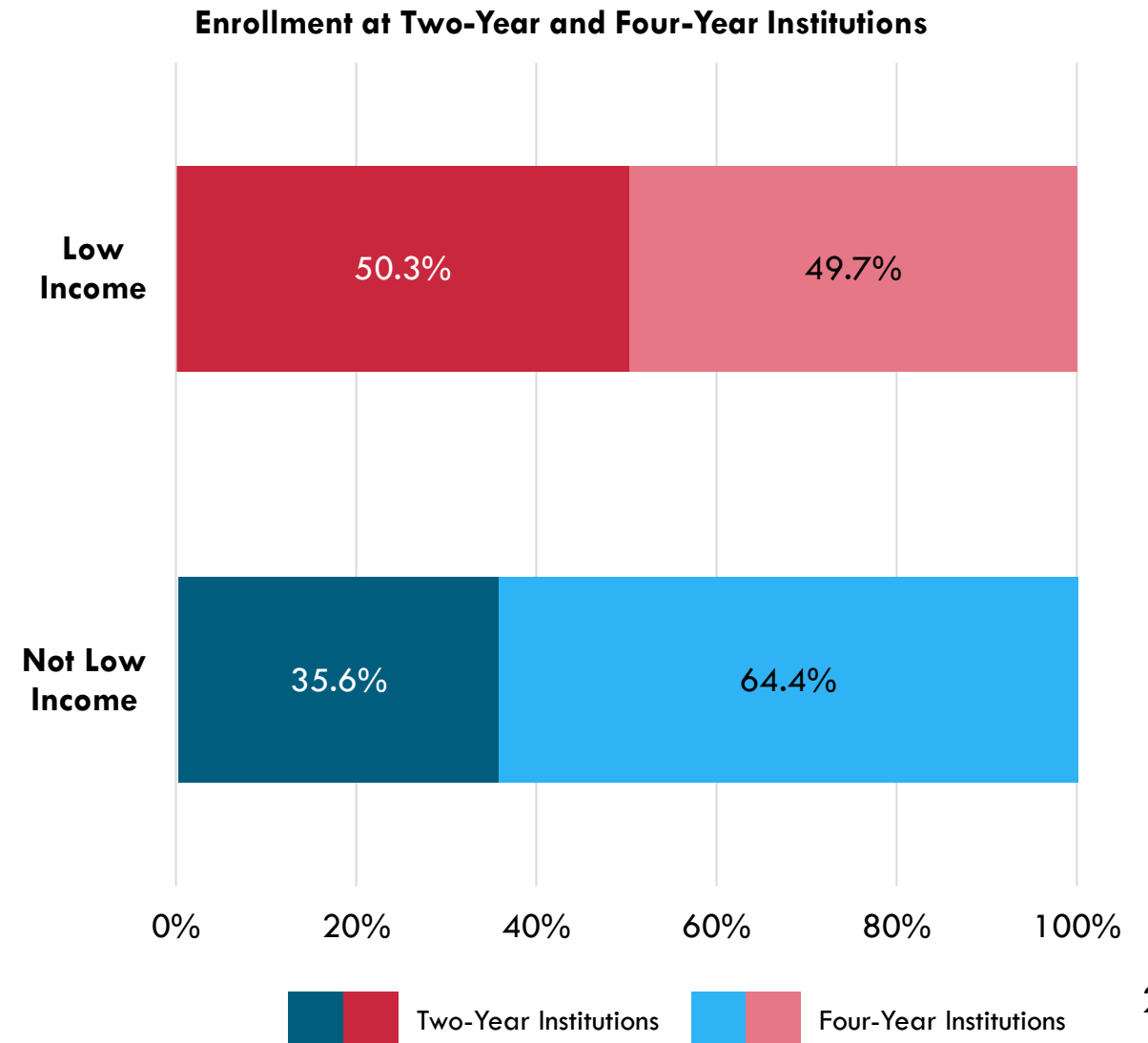
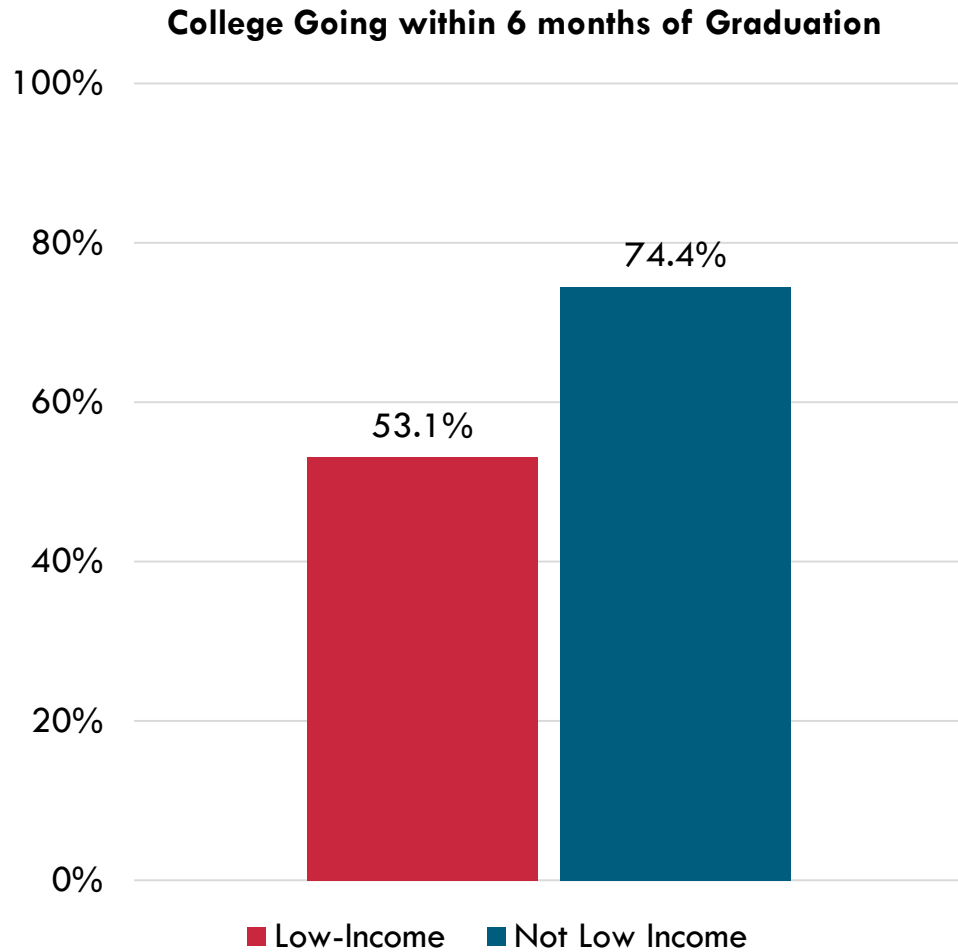
Source: Illinois State Board of Education Interactive Report Card



# Low income high school students have lower graduation rates than the overall state average



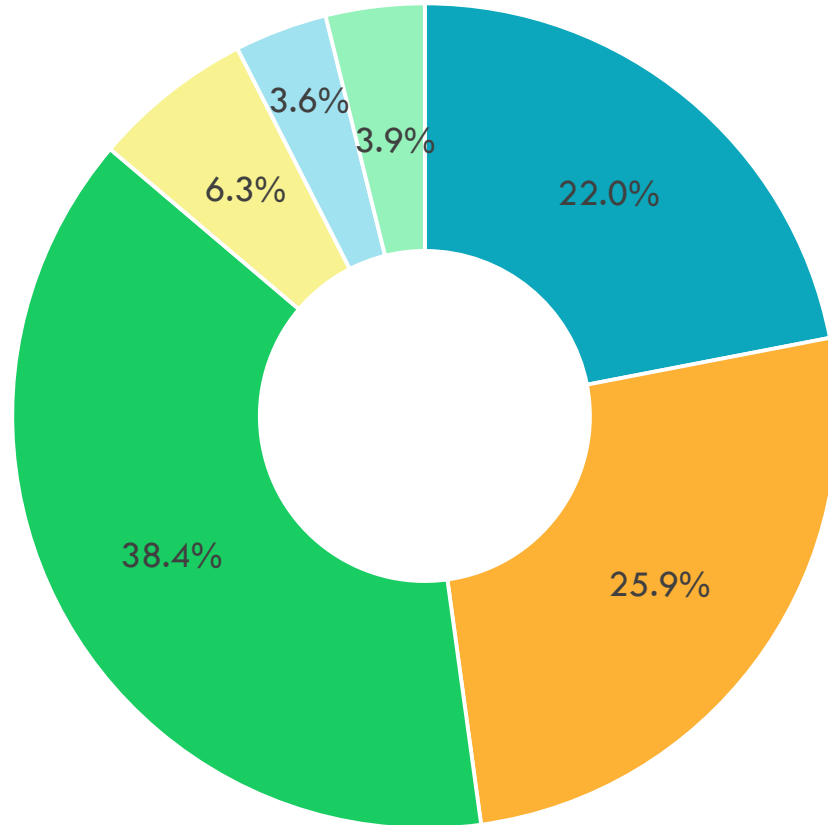
# Low-income high school grads are less likely to go straight to college, and if they go, more likely to go to community college



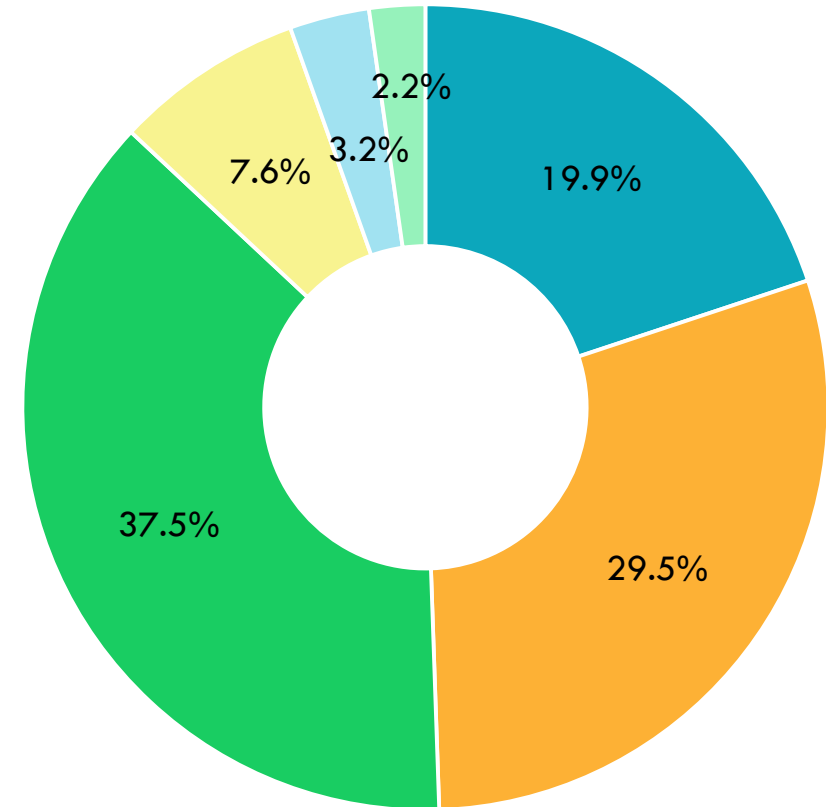
Source: Illinois State Board of Education

# 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**



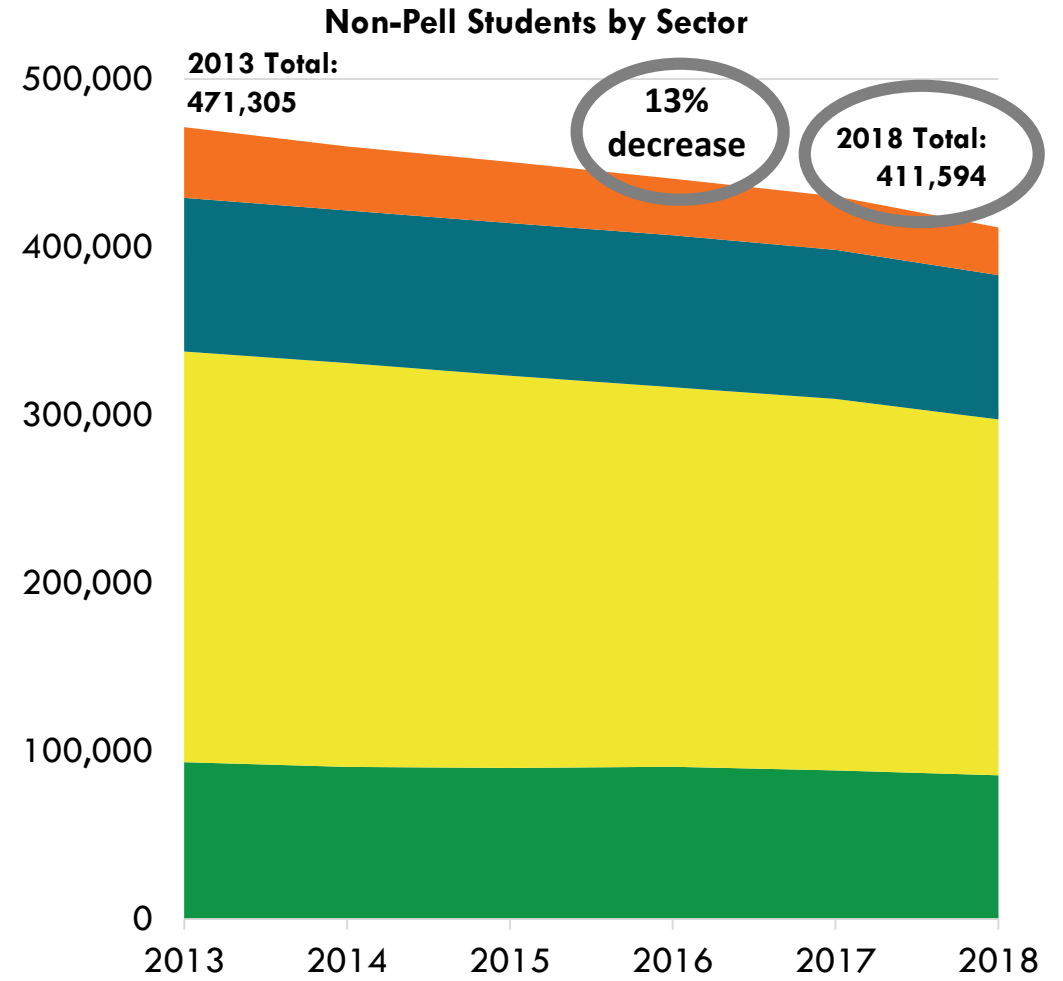
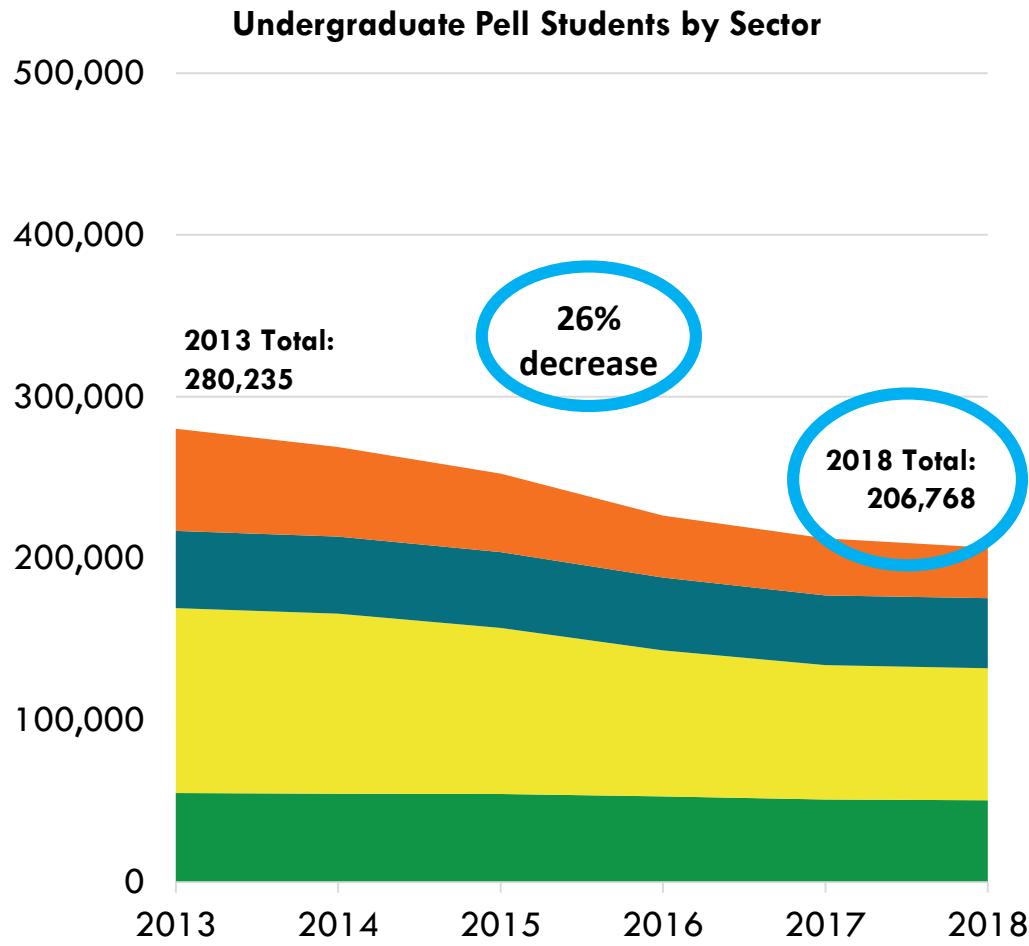
**Race/Ethnicity Distribution of MAP Recipients at All Illinois Degree-granting Institutions**



■ African American ■ Latinx ■ White ■ Asian ■ Other ■ Not Reported/Non-Resident Alien



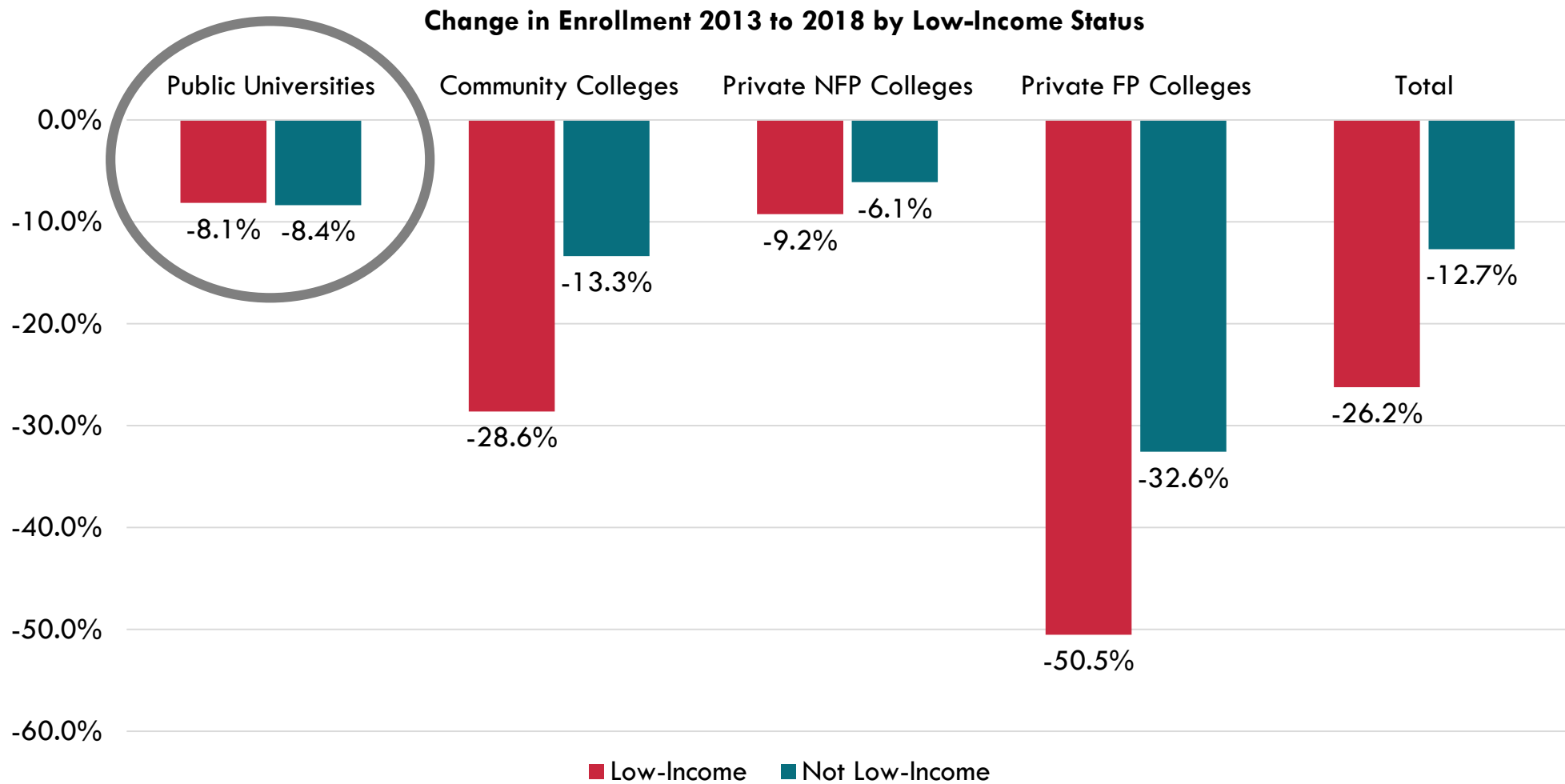
# Illinois colleges lost nearly 75,000 low-income undergraduate students between 2013 and 2018...



■ Public Universities   ■ Community Colleges   ■ NFP Private Colleges   ■ FP Private Colleges

Source: 2013 to 2018 IPEDS Student Financial Aid Survey

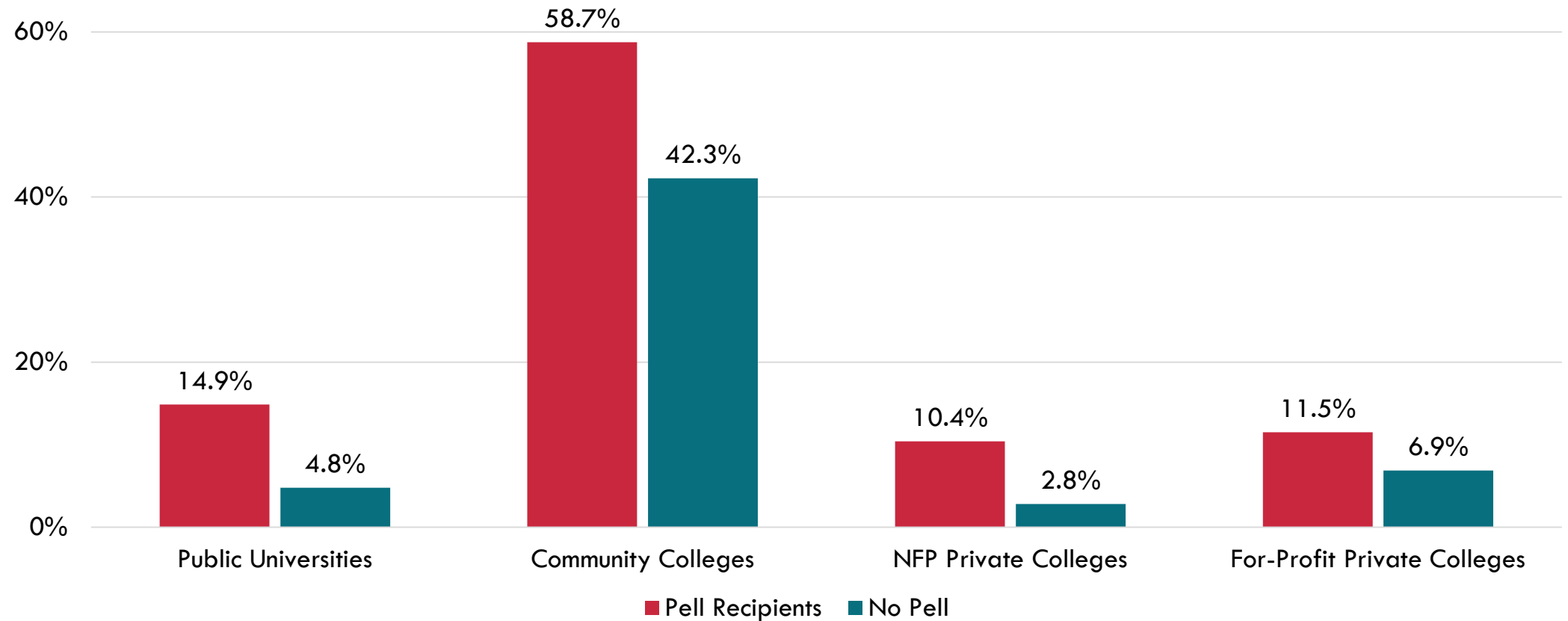
## ...a disproportionate share, except at public universities



Source: 2013 & 2018 IPEDS Student Financial Aid Survey

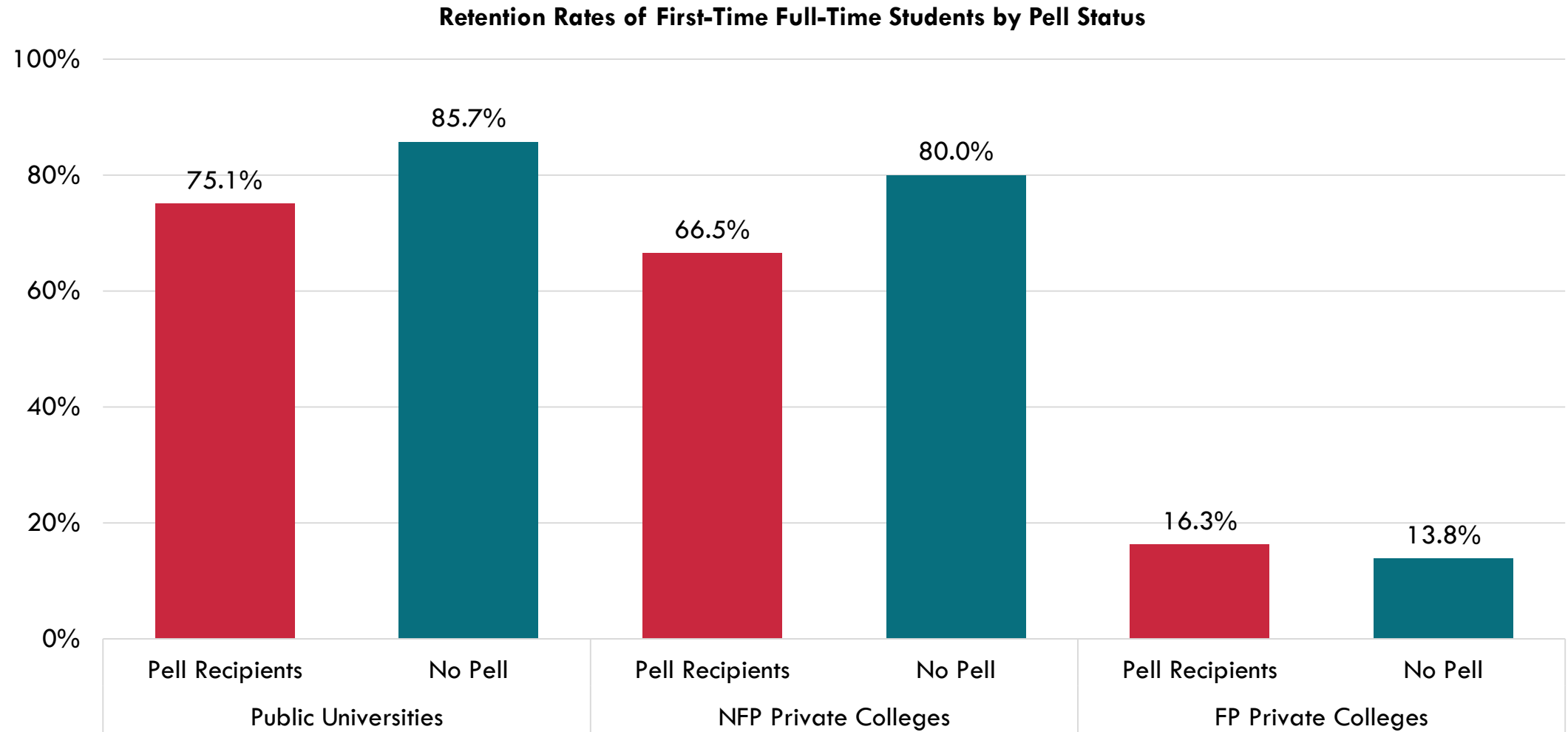
# And once enrolled, low-income students are significantly more likely to be placed in development education.

Developmental Education Placement Rates by Pell Status



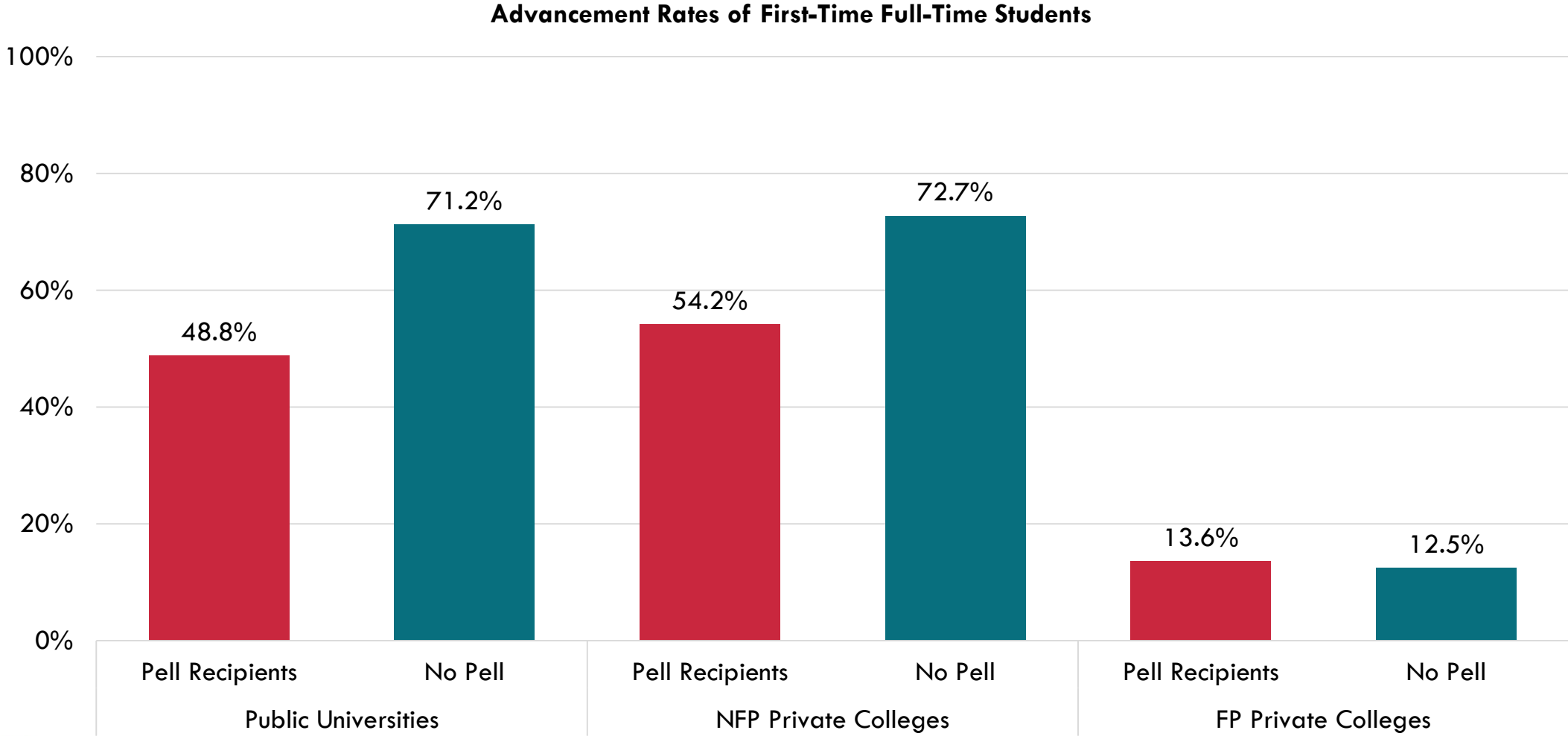
Source: IHEIS Enrollment Collection Fall of AY2018-19 & ICCB Centralized Data System 2014, 2015, and 2016 Tracking Cohorts

# Low-Income freshman are retained at a lower rates ...



Source: Fall 2018-2019 IHEIS Enrollment

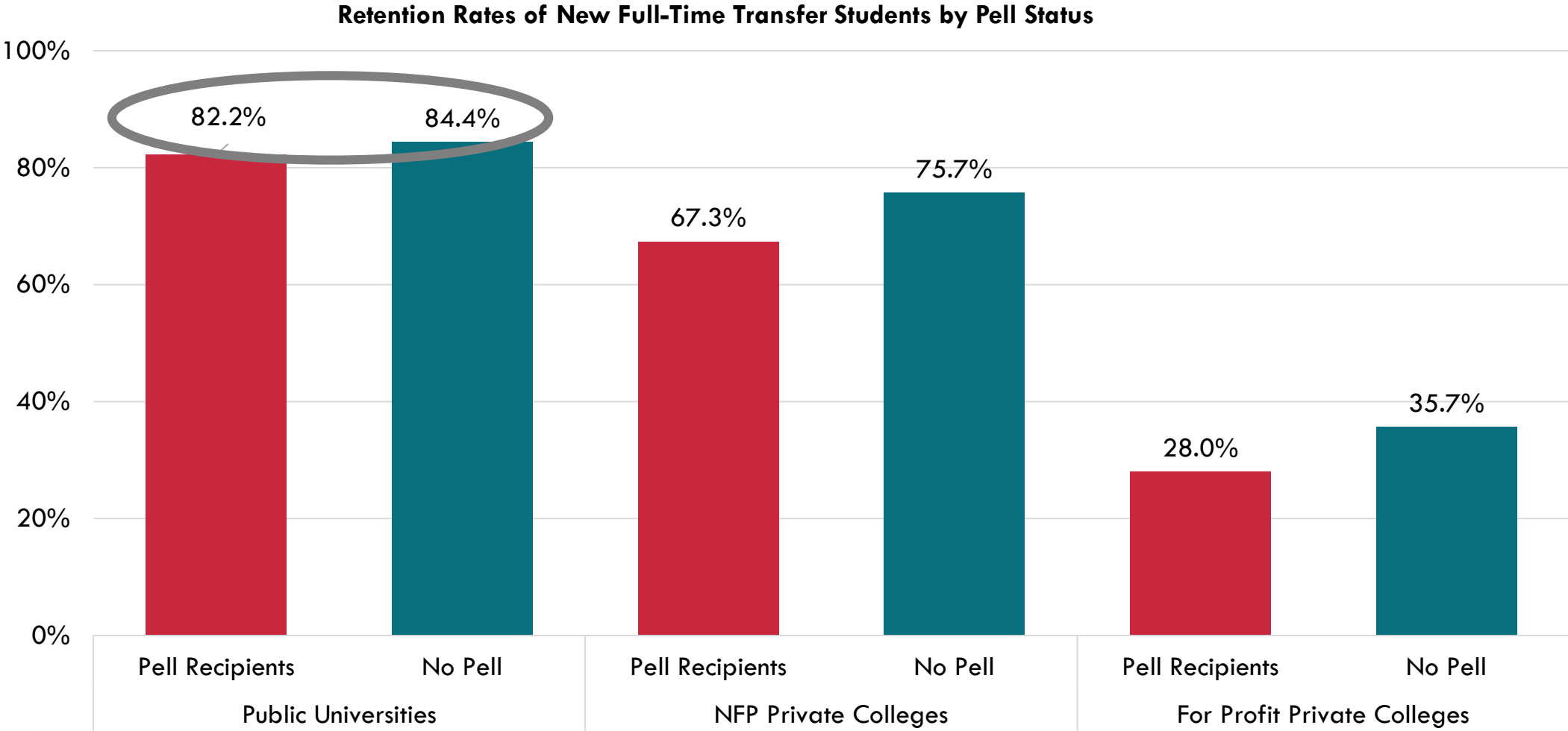
...and are advanced in class status at lower rates than non-low-income students, except at FP Colleges, where retention and advancement is extremely low



Source: Fall 2018-2019 IHEIS Enrollment

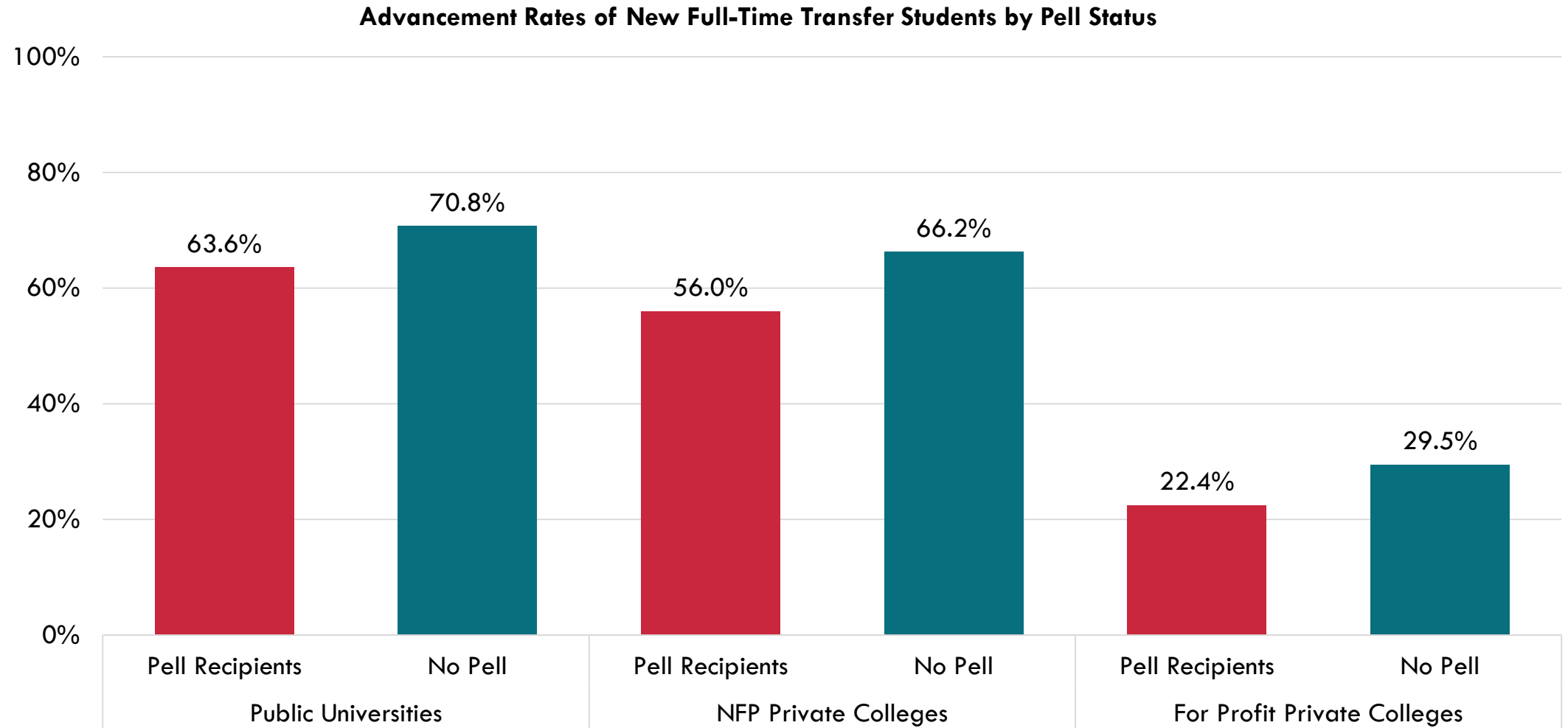


# Retention of low-income transfer students is lower than for non-low-income, with the gap at public universities small



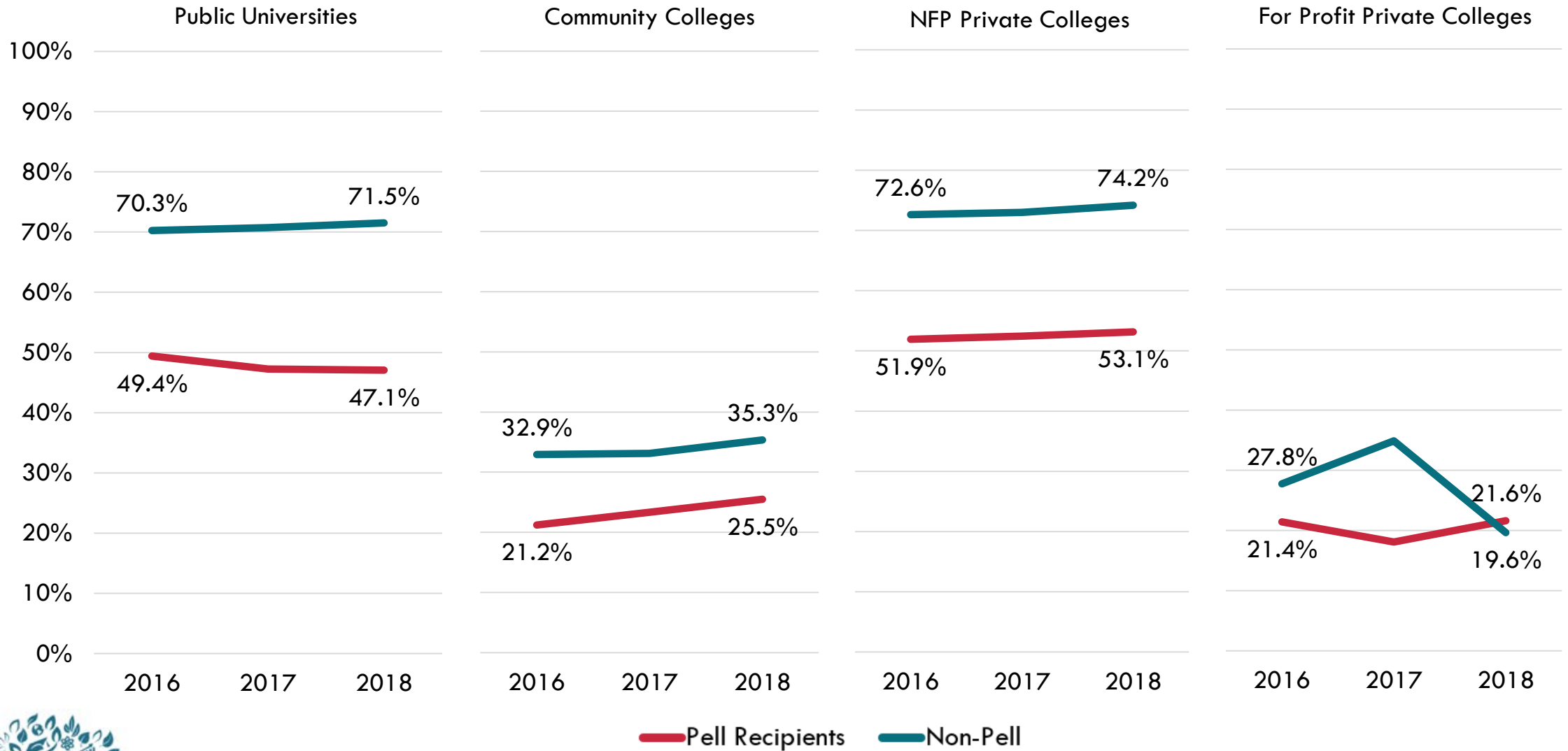
Source: Fall 2018-2019 IHEIS Enrollment

## But the gap widens for transfer students advancing in class status



Source: Fall 2018-2019 IHEIS Enrollment

# Completion gaps between low-income and non-low-income students persist over time



Based on 2016, 2017, and 2018 IPEDS Graduation Rates at 150% of Normal Time for students who first enrolled full time. The information is limited to Title IX eligible institution that were active in 2018. The Non-Pell group also includes those not receiving Stafford loans.

# 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?

