



ASSESSING EQUITY IN ILLINOIS HIGHER EDUCATION: PART 2

Presentation to the Illinois Board of Higher Education

Ginger Ostro, Executive Director

September 15, 2020

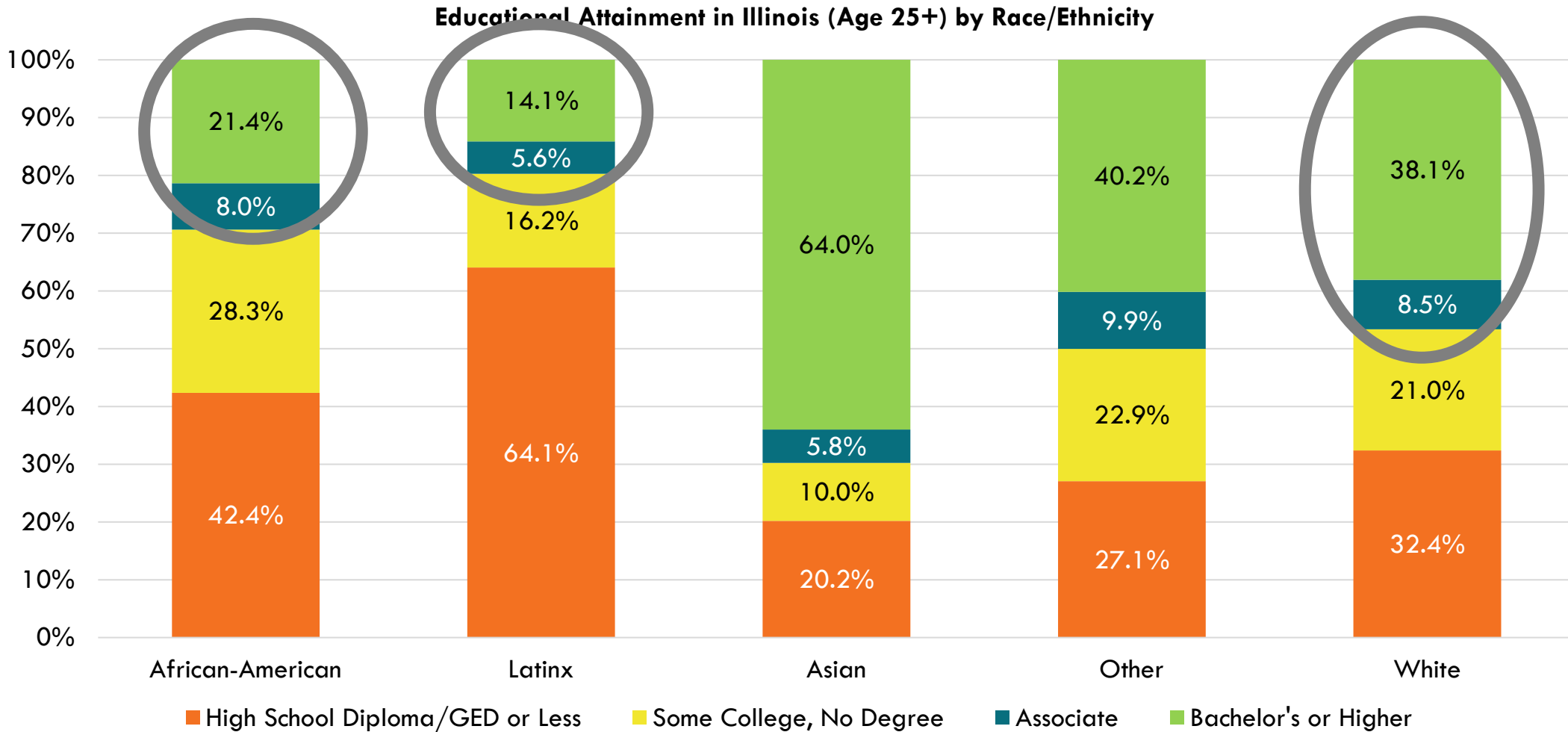


Introduction

- 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.

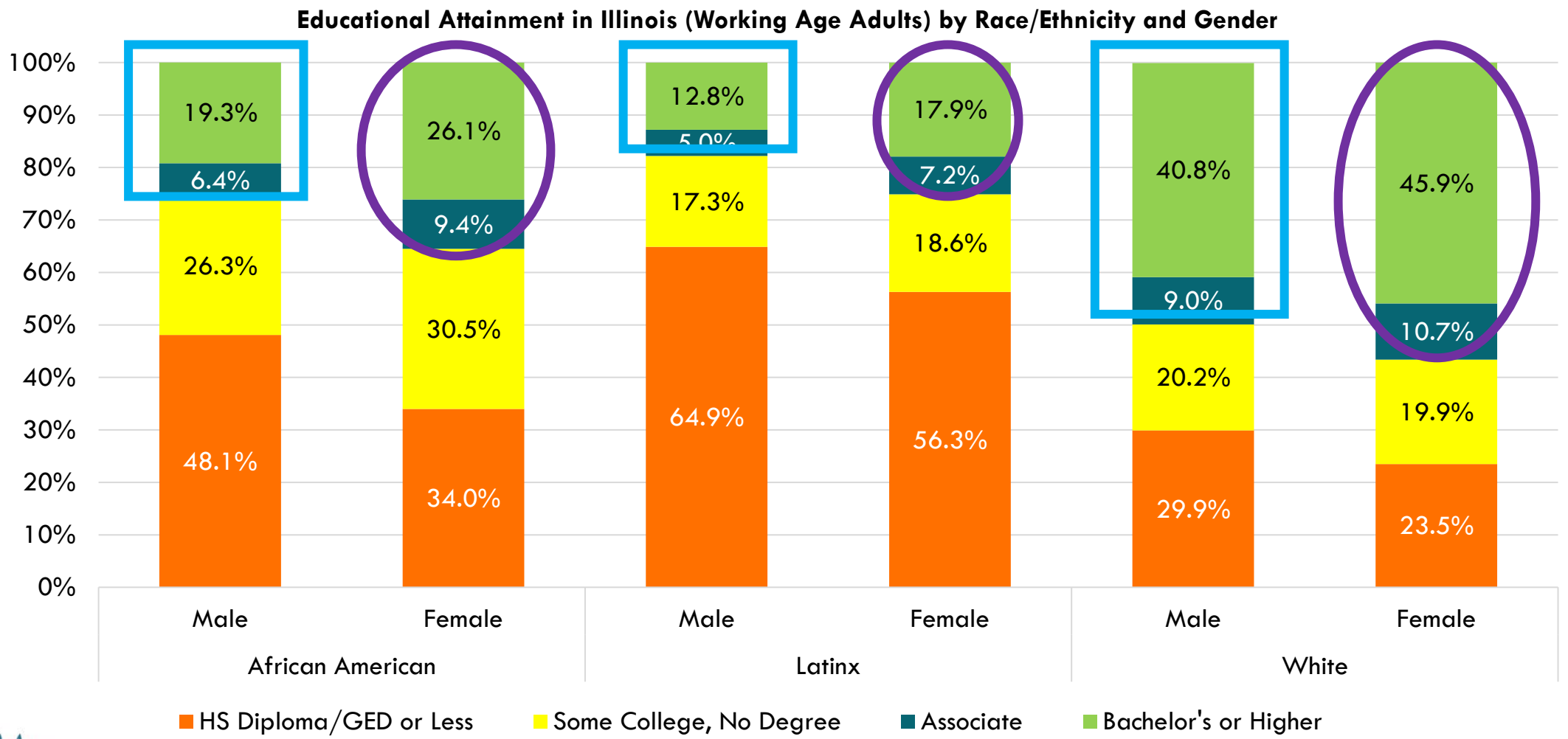


Last time we focused on the large attainment gaps between White and African American, Latinx adults



Source: 2018 American Community Survey IPUMS 5-Year Estimates

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

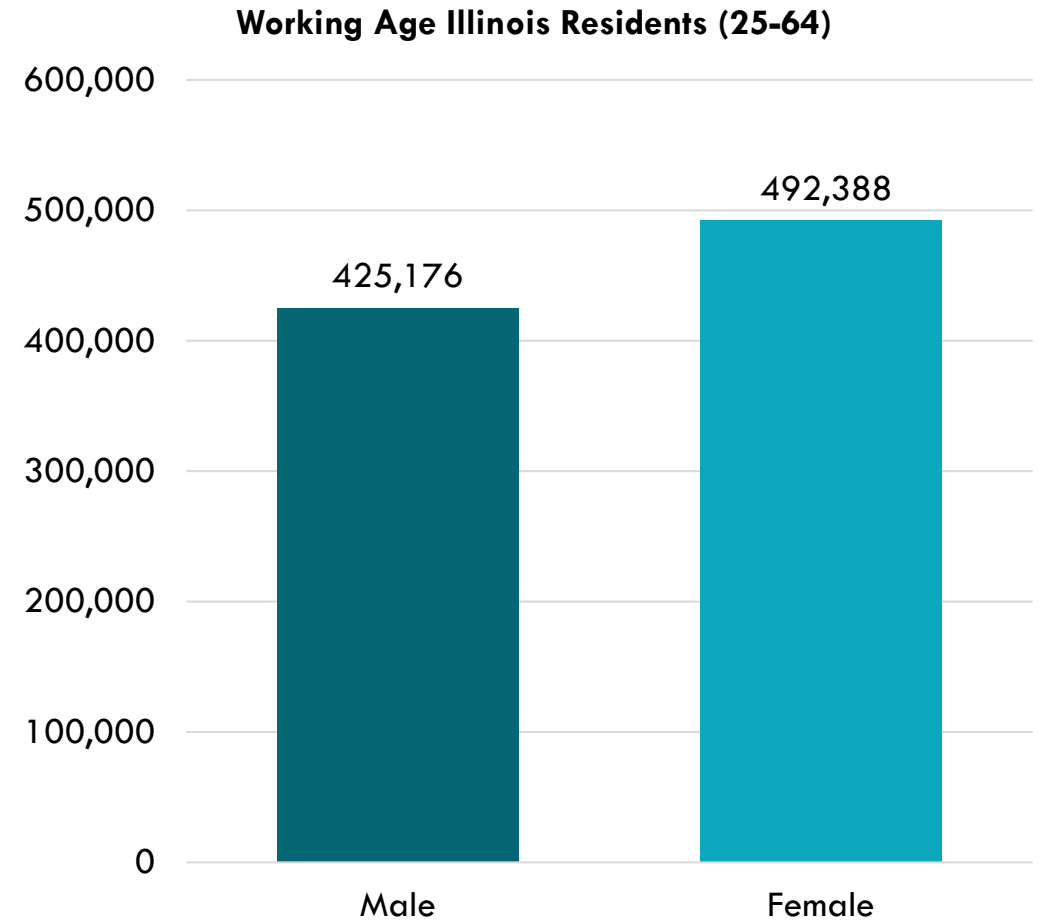
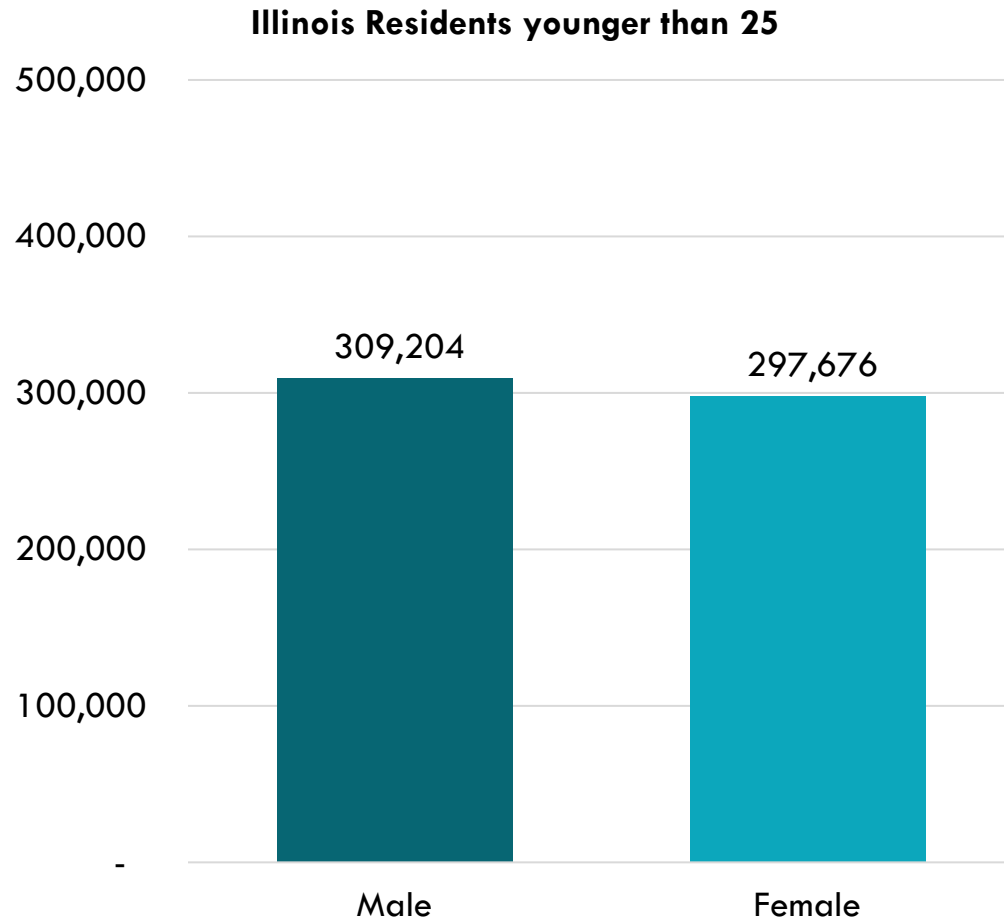


Source: 2018 American Community Survey IPUMS 5-Year Estimates

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



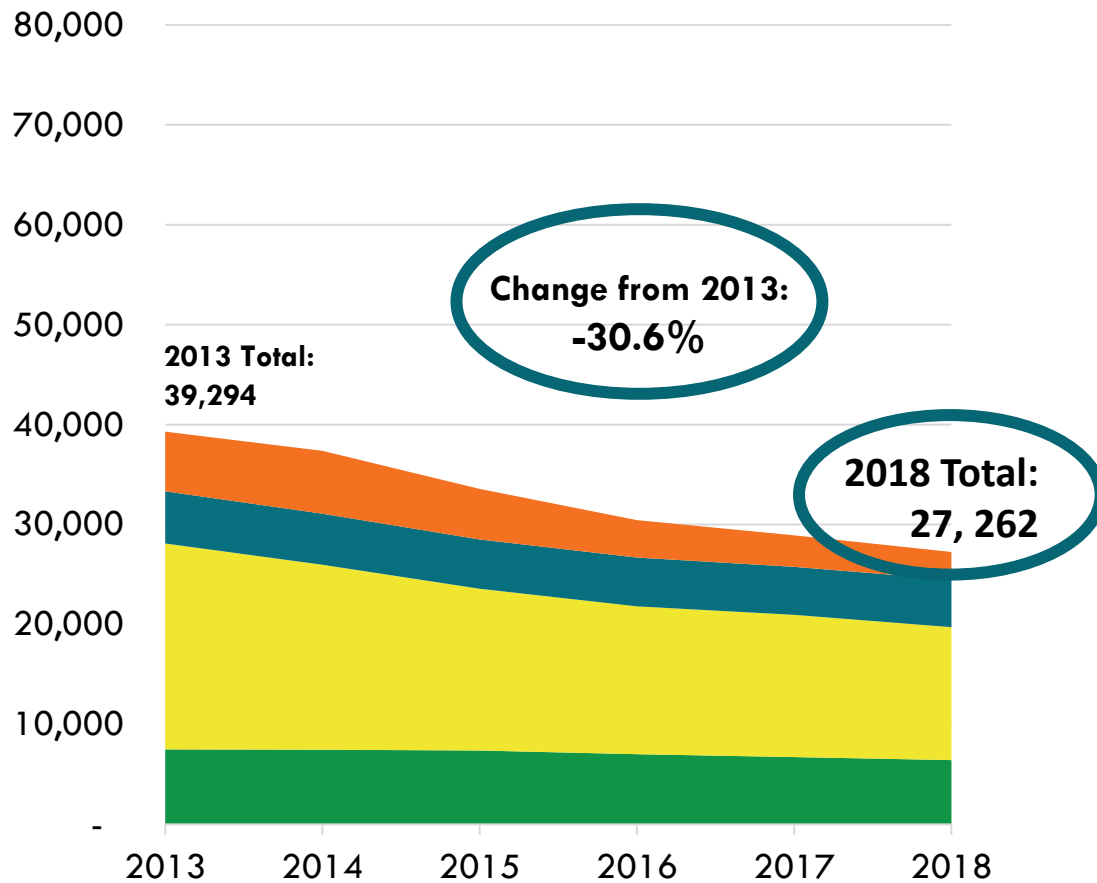
African American males outnumber females in the under 25 population by 3.7% while females outnumber males in the over 25 population by 15%



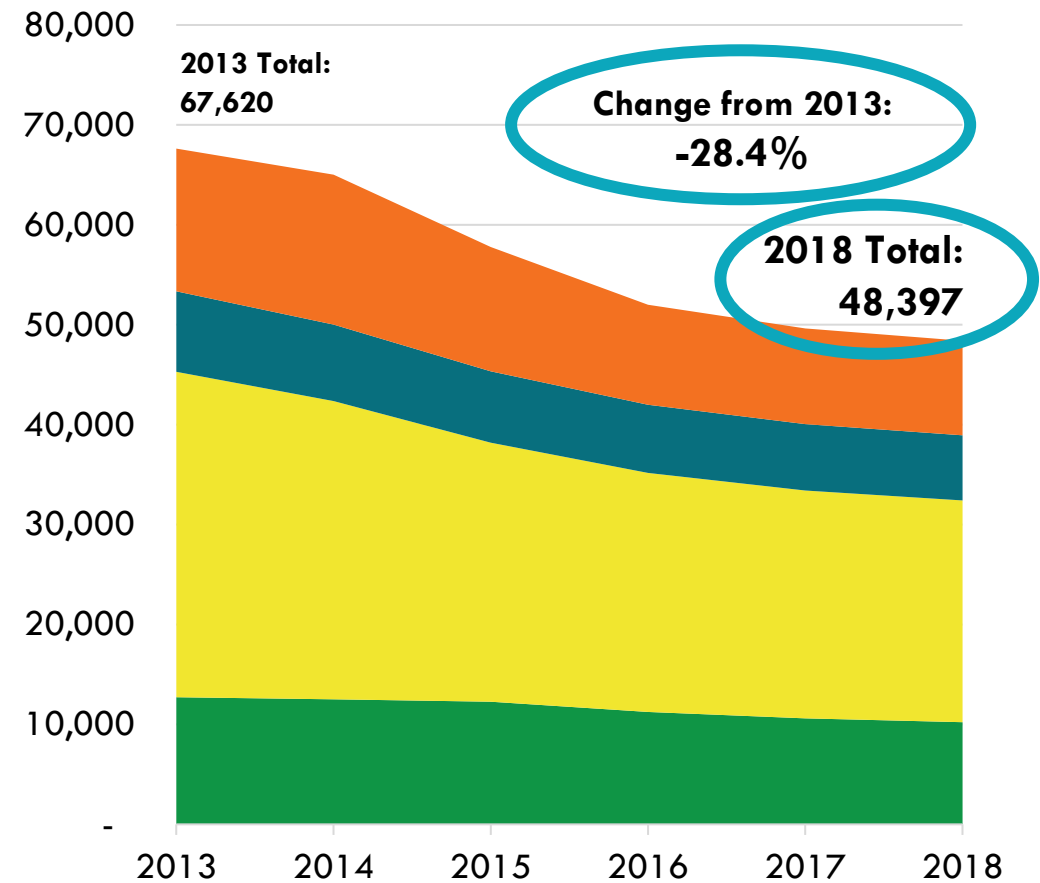
Source: IPUMS American Community Survey 2018 1-Year Estimates

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

**Undergraduate Enrollment Patterns:
African American Males**



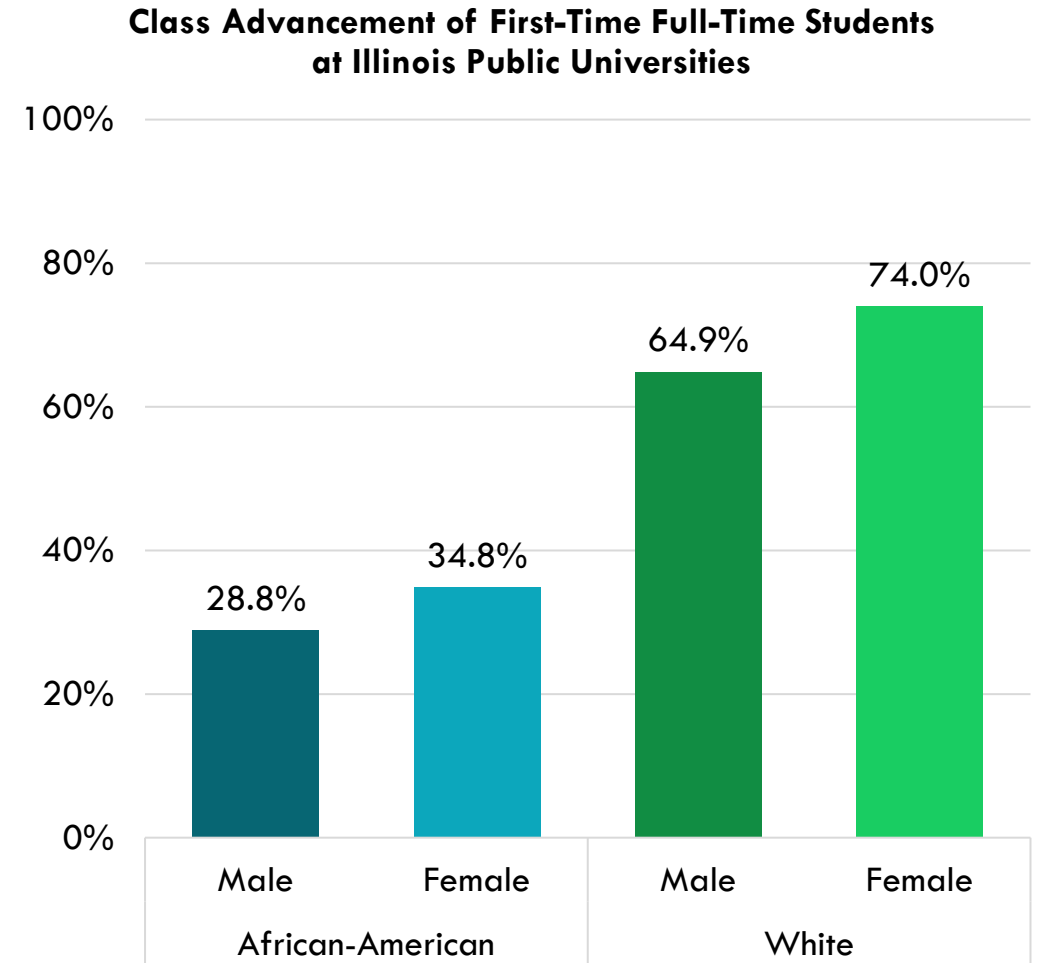
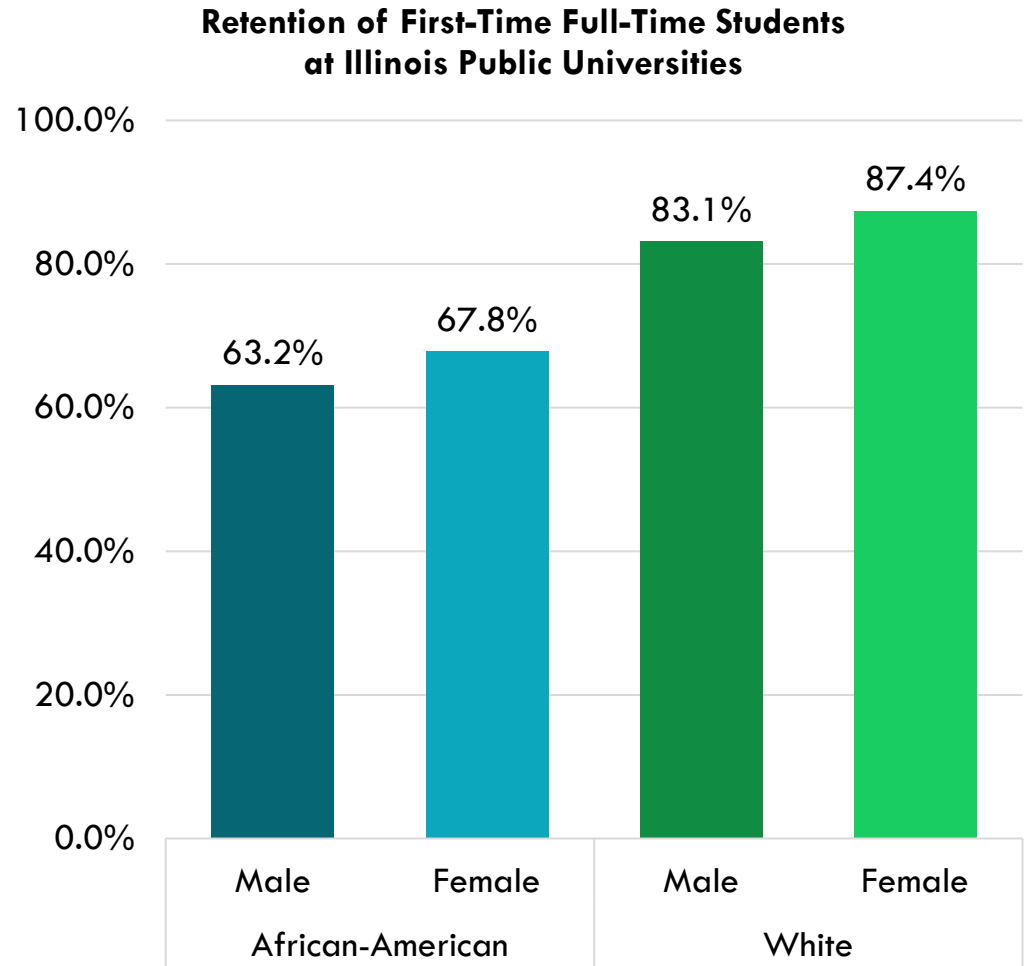
**Undergraduate Enrollment Patterns:
African American Females**



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

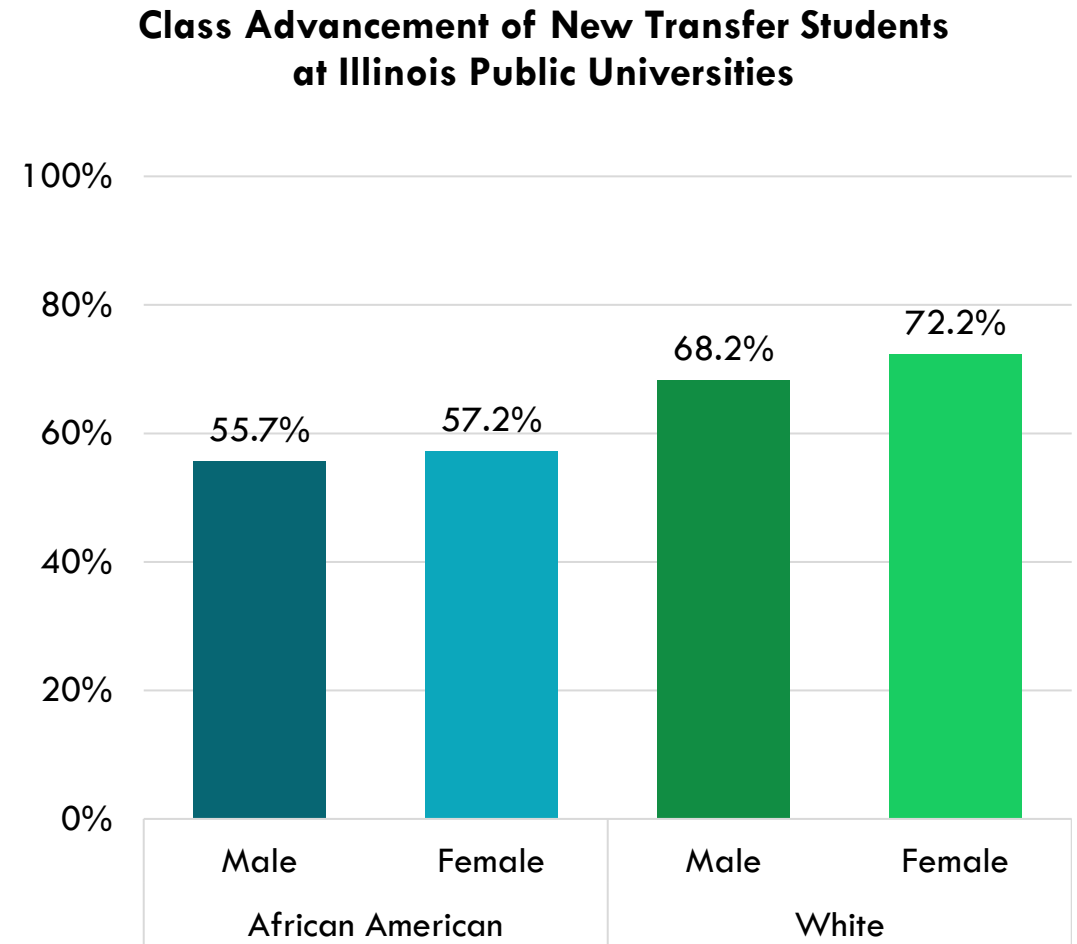
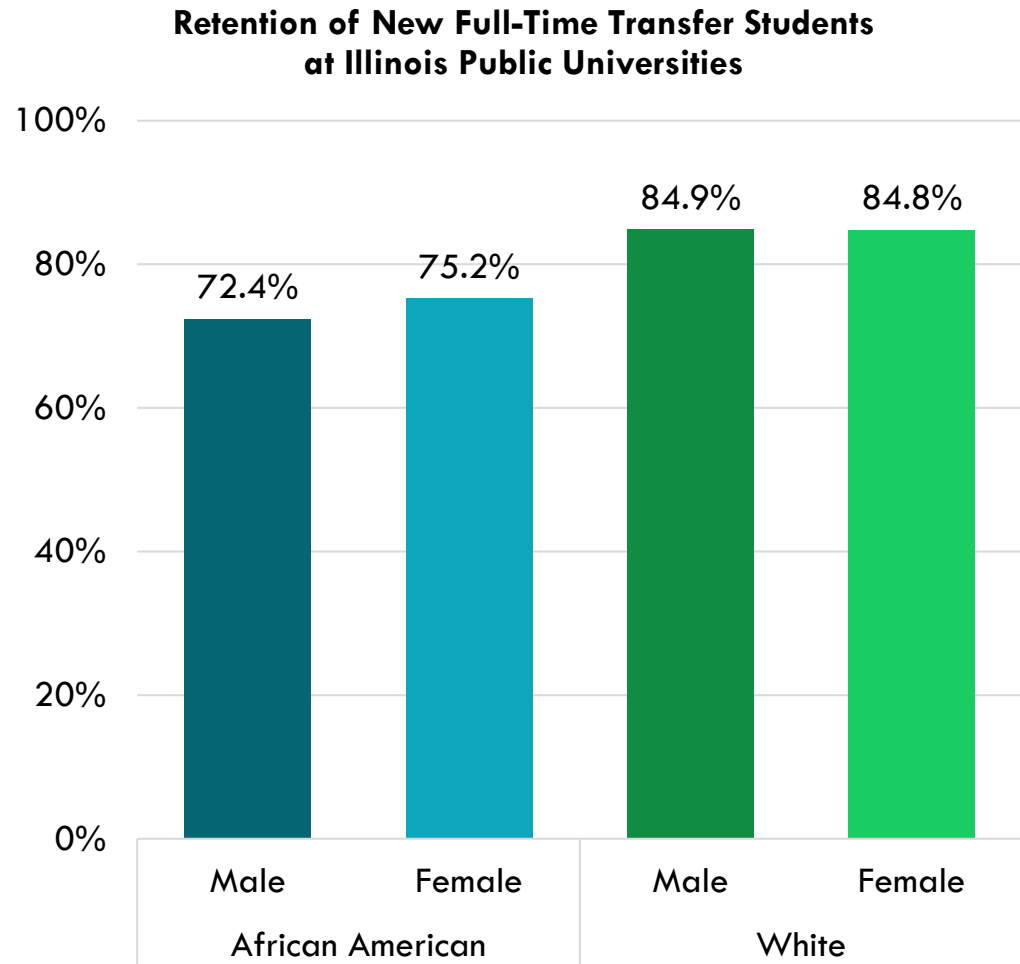
Source: IPEDS Fall Enrollment Survey from 2013 to 2018

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

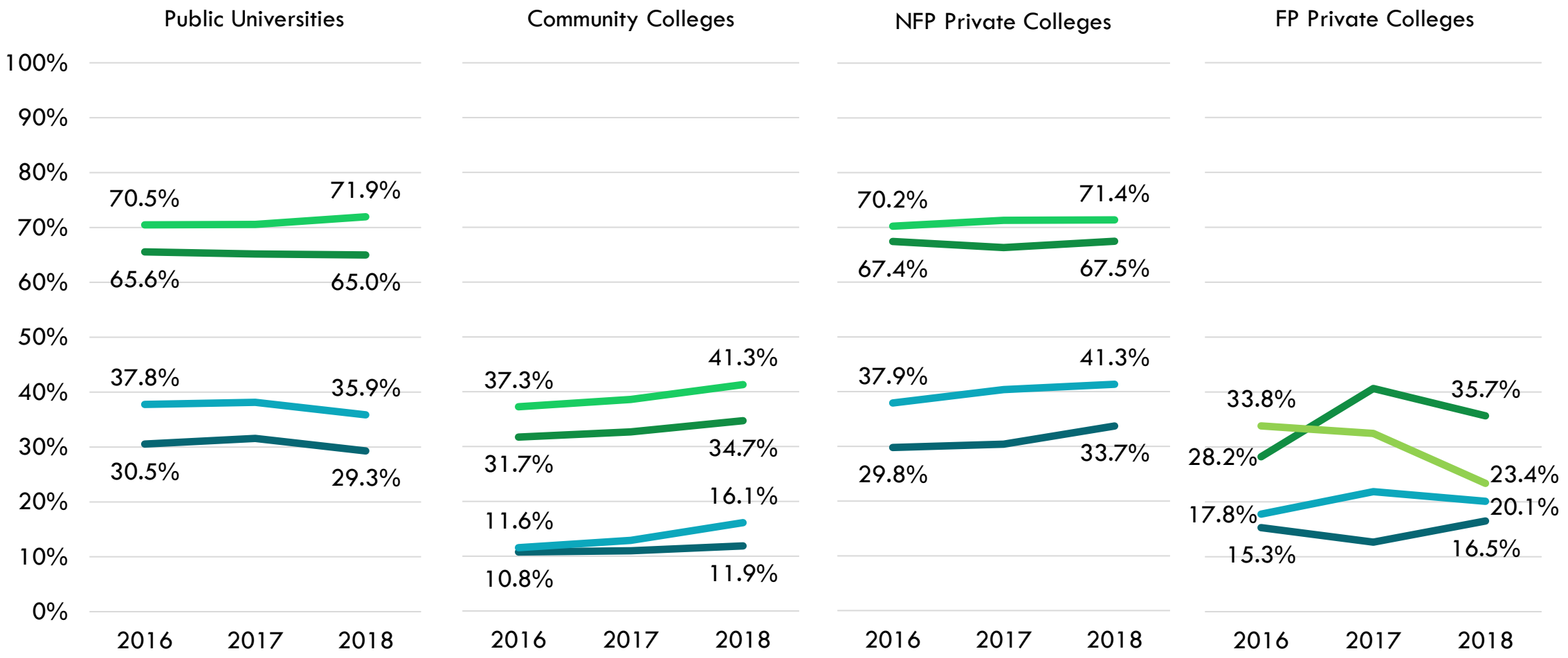


Source: IHEIS Fall Enrollment Collections from 2018-19 and 2019-20

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

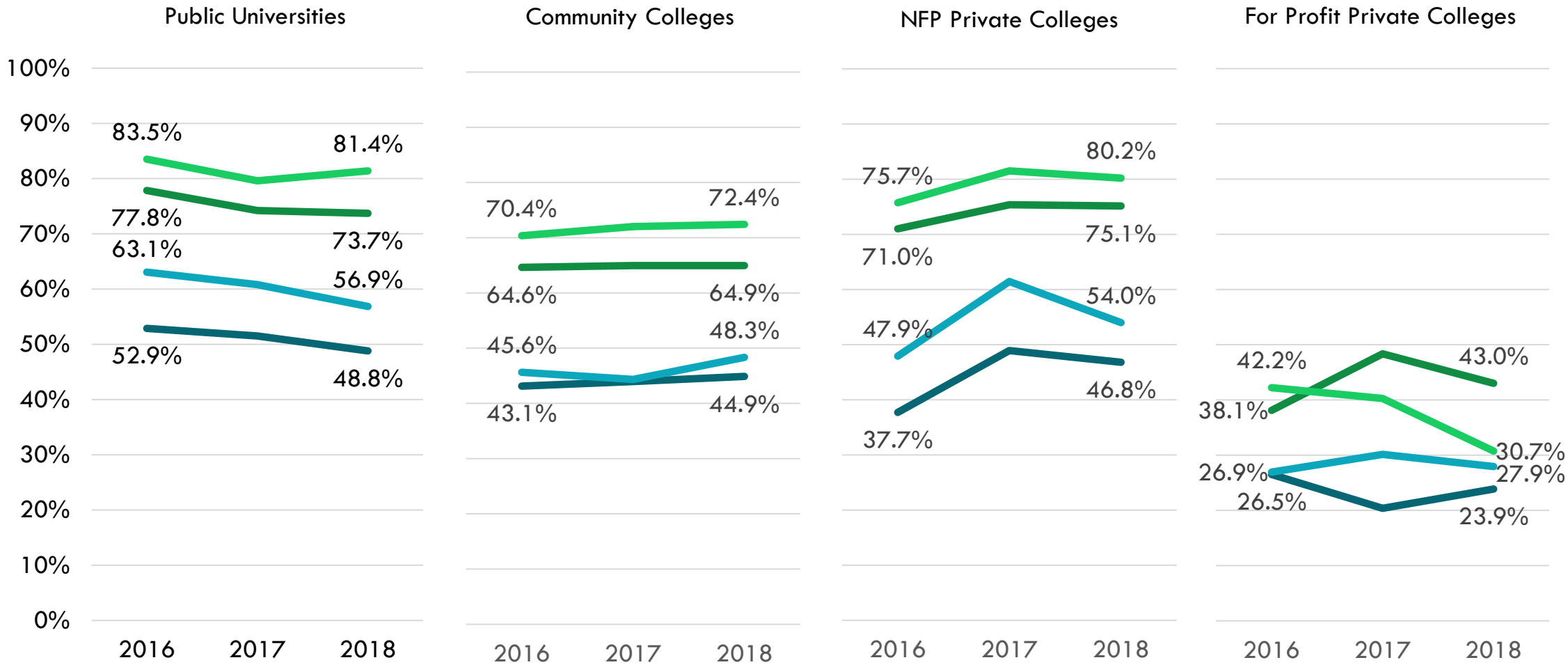


Female completion rates higher than male, but less so at community colleges. Race still matters



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

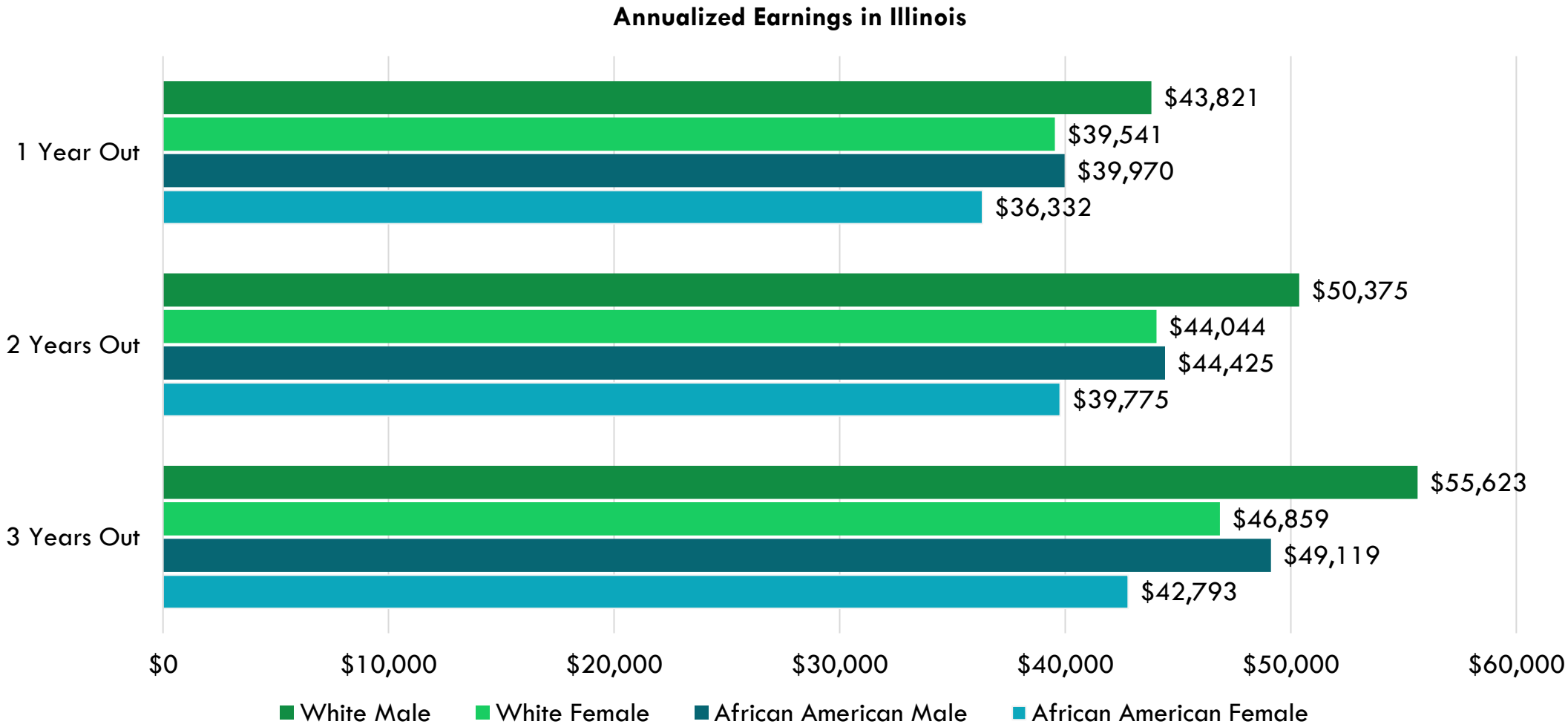
Gaps by gender persist when transfer and continuing enrollment taken into account



— 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.

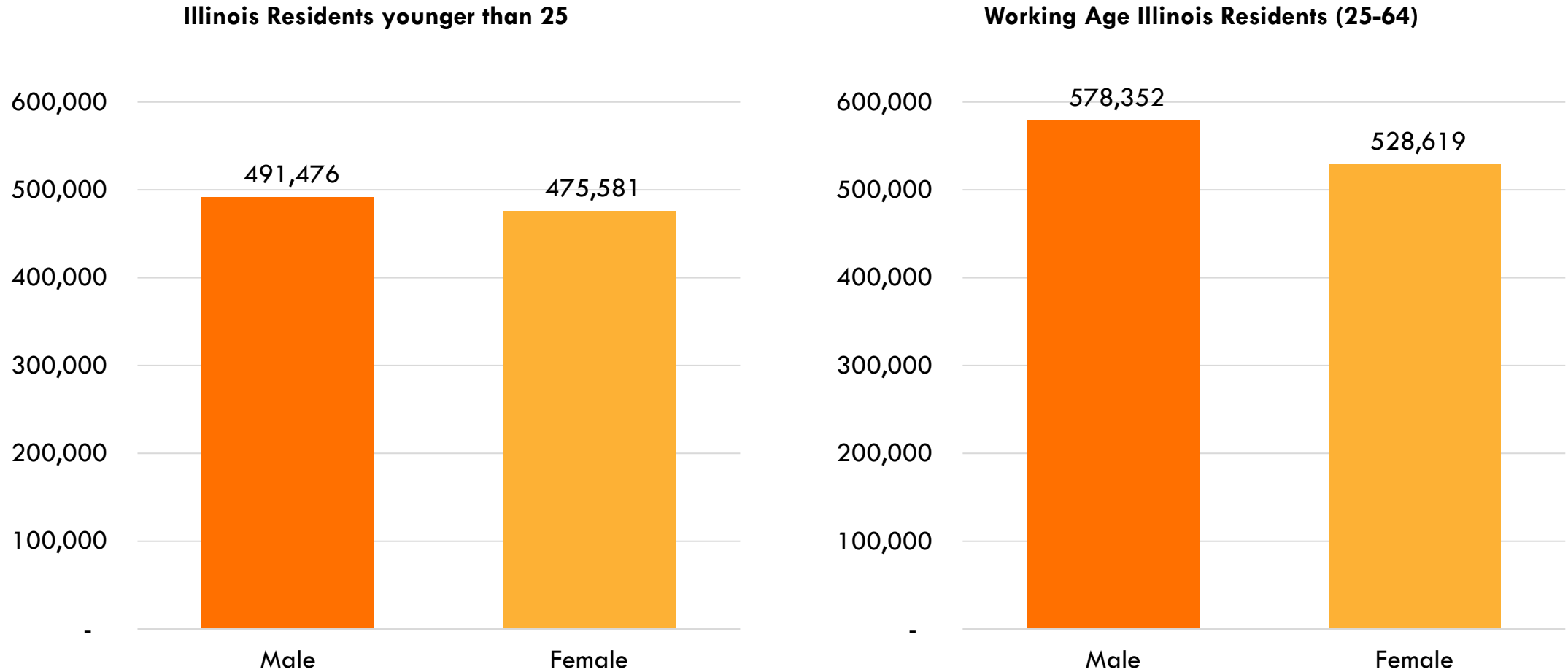


Source: Bachelor's Degree Completers from all MAP-eligible schools from AY 2013-14 and AY 2014-15 in the Illinois College2Career Tool

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



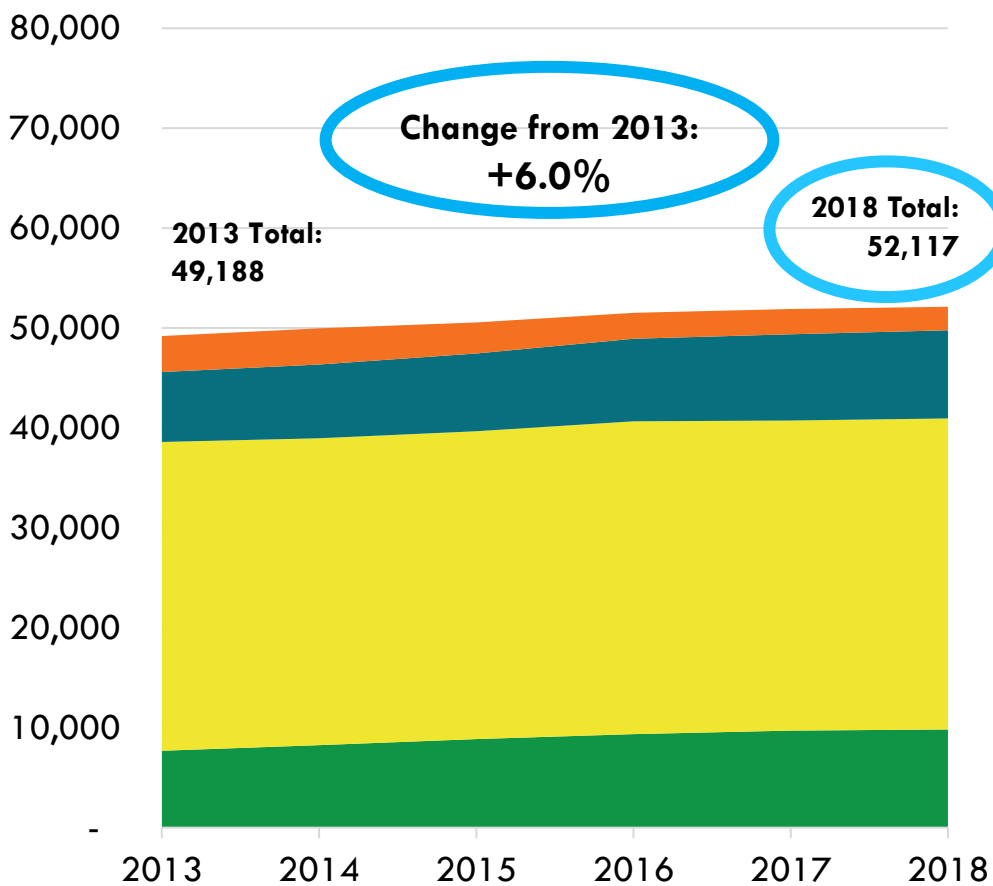
Even though Latinx males outnumber females in Illinois...



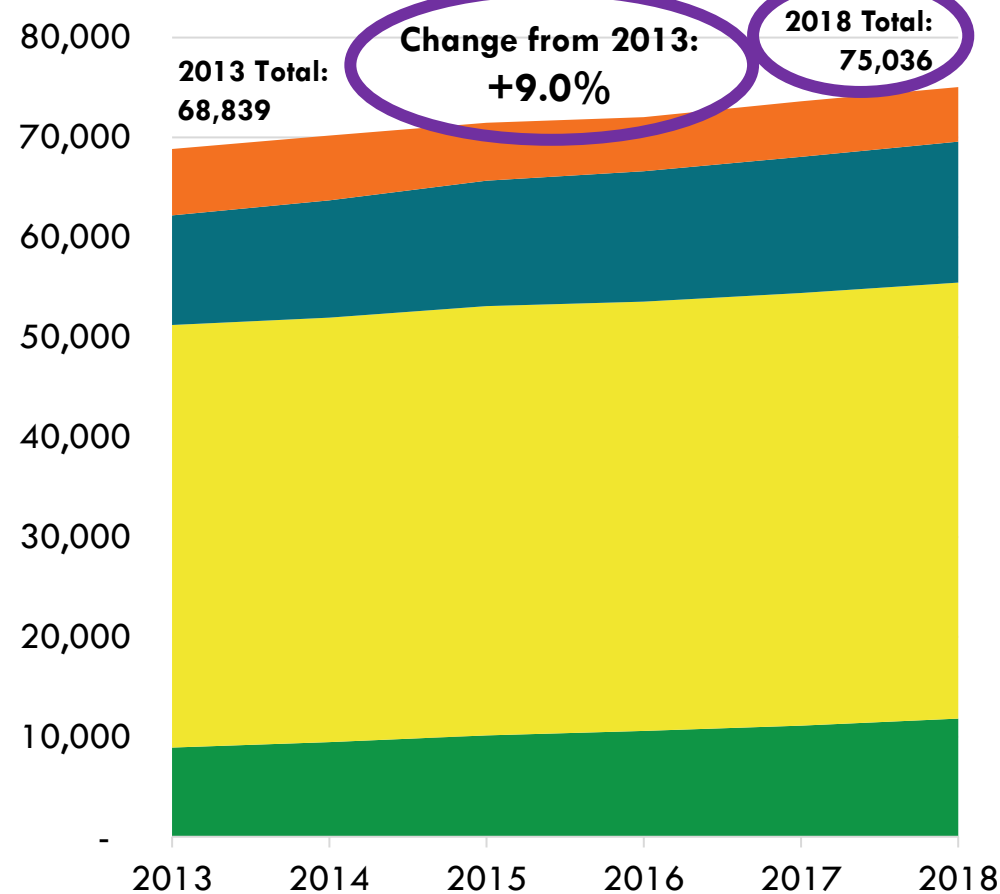
Source: IPUMS American Community Survey 2018 1-Year Estimates

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

**Undergraduate Enrollment Patterns:
Latinx Males**



**Undergraduate Enrollment Patterns:
Latinx Females**

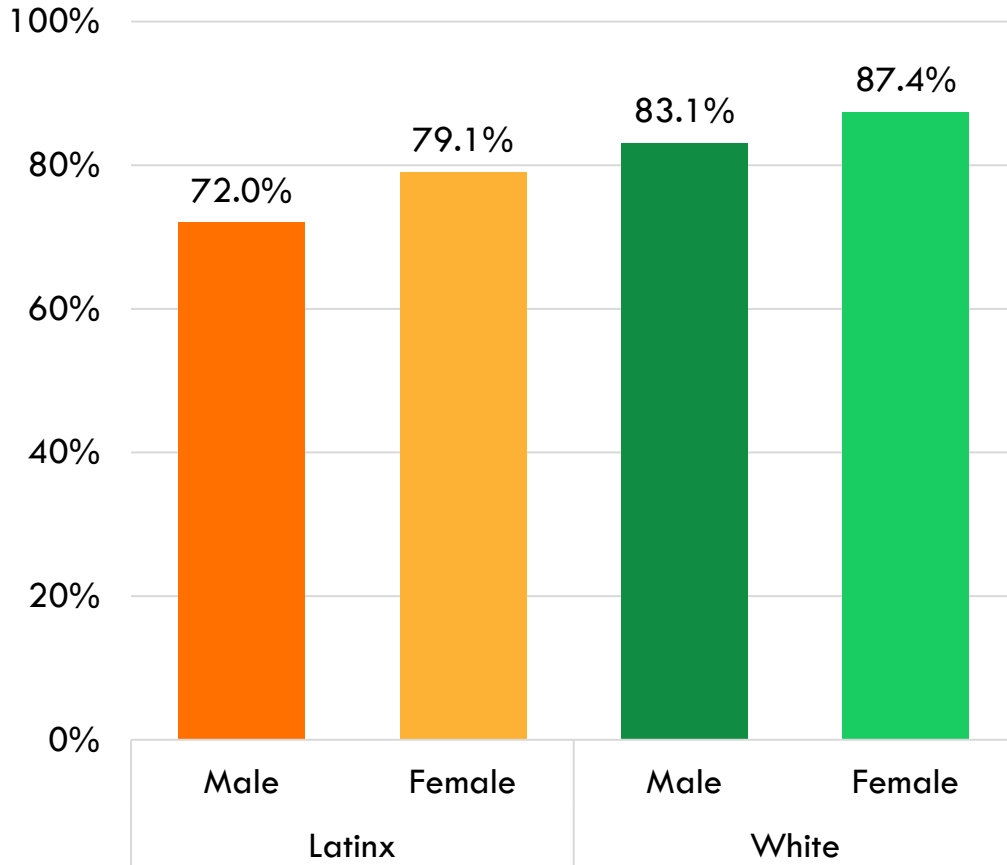


■ Public Universities ■ Community Colleges ■ NFP Private Colleges ■ FP Private Colleges

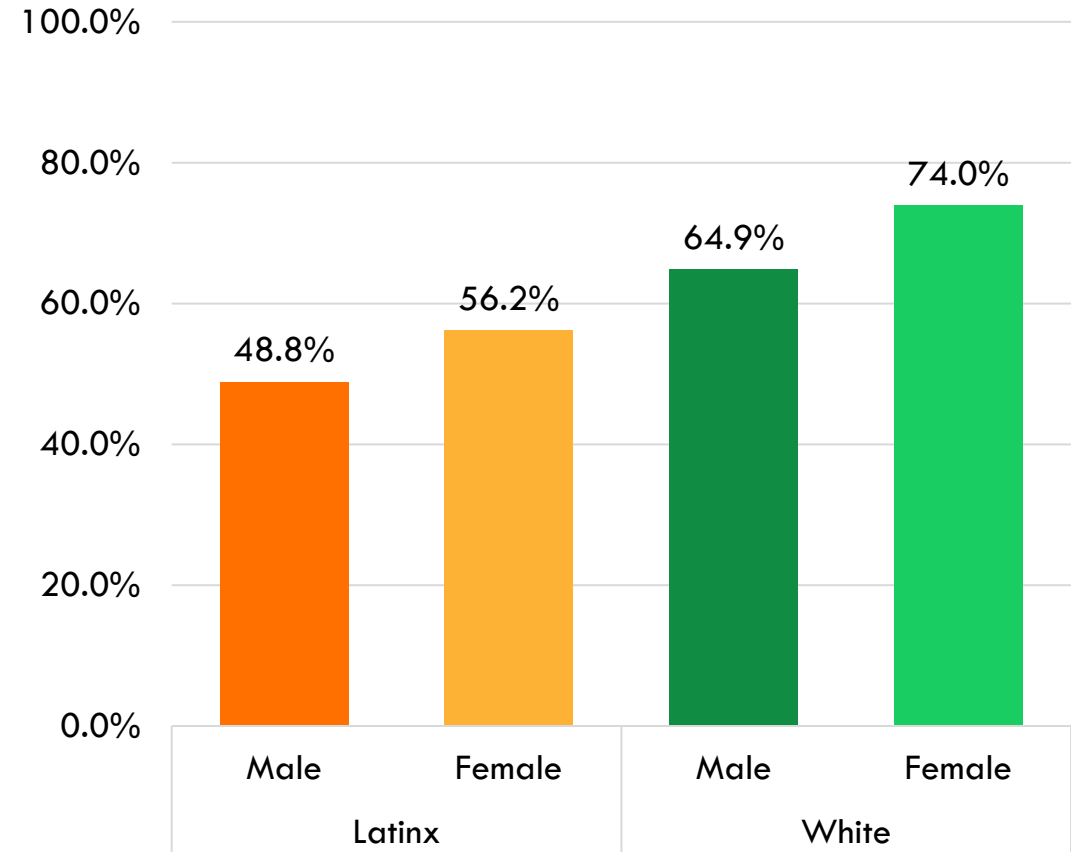
Source: IPEDS Fall Enrollment Survey from 2013 to 2018

Public Universities retain and advance freshmen females more than males

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



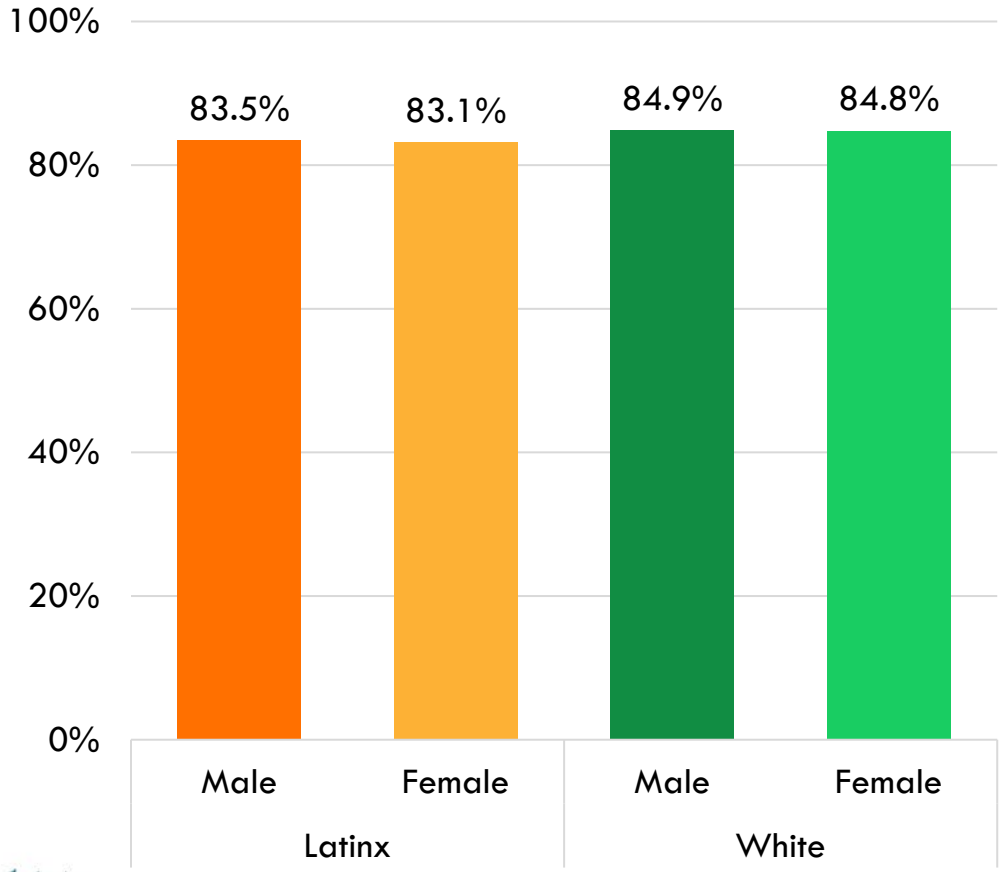
Class Advancement of First-Time Full-Time Students at Illinois Public Universities



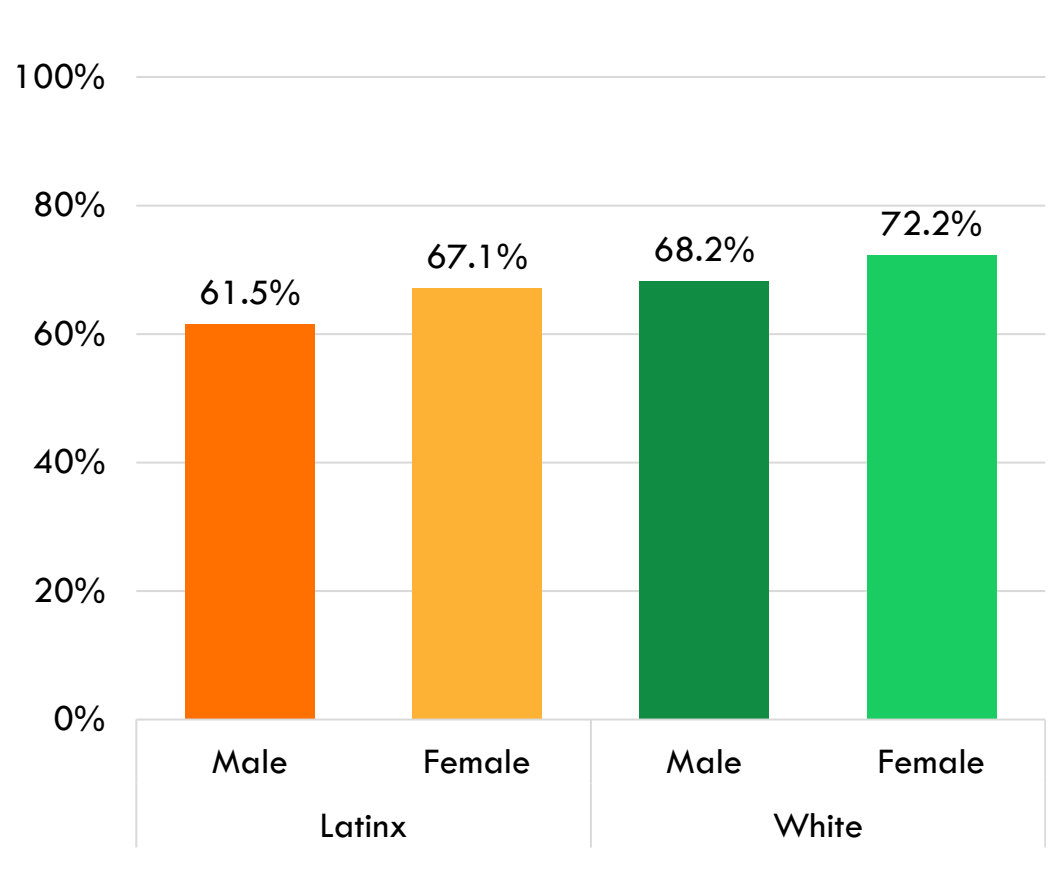
Source: IHEIS Fall Enrollment Collections from 2018-19 and 2019-20

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

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

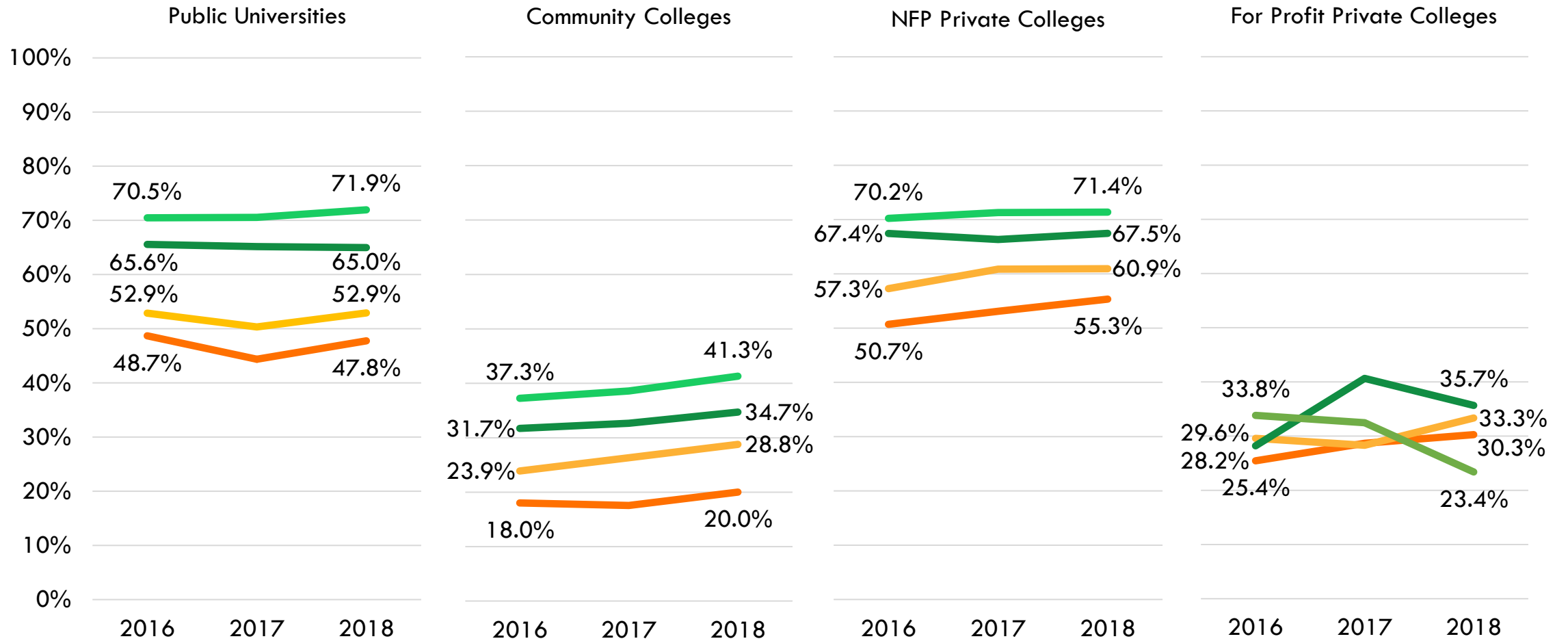


Class Advancement of New Transfer Students at Illinois Public Universities



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

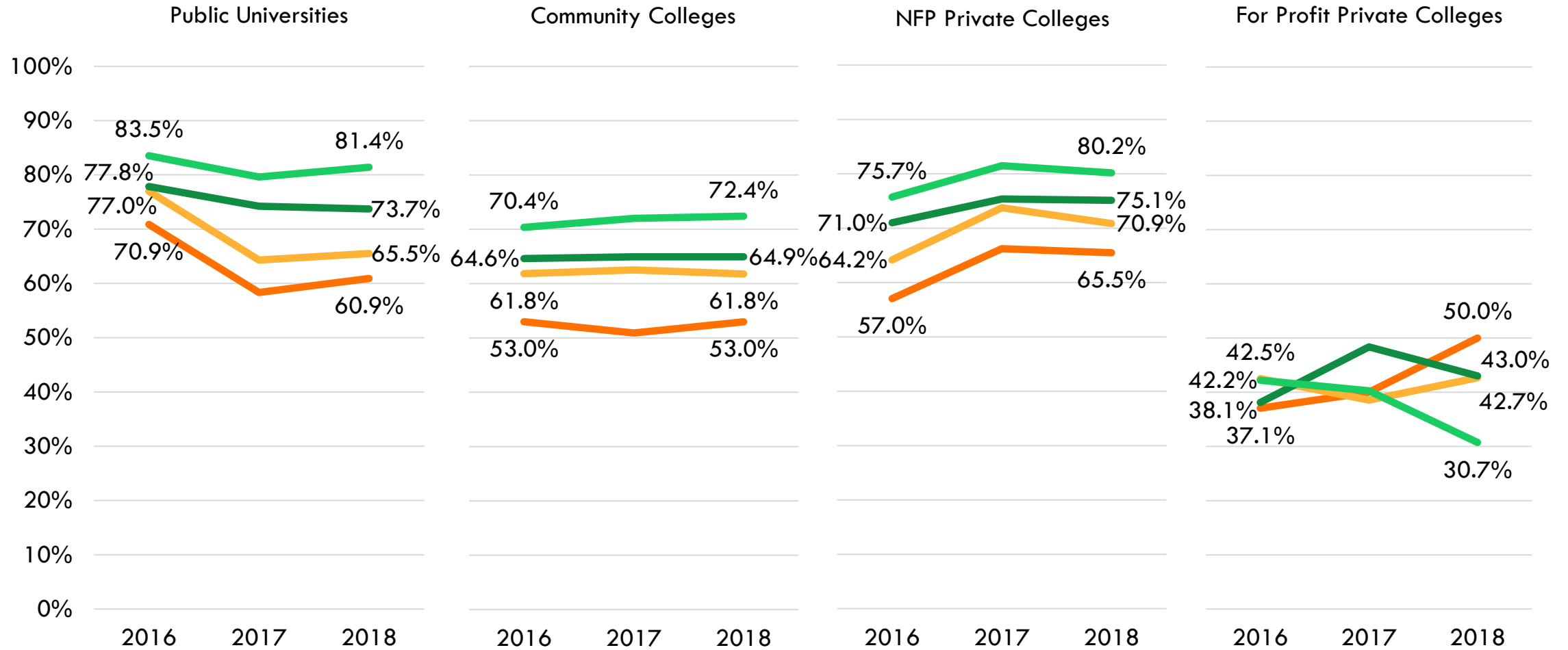
Yet, gender-based completion gaps persist...



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

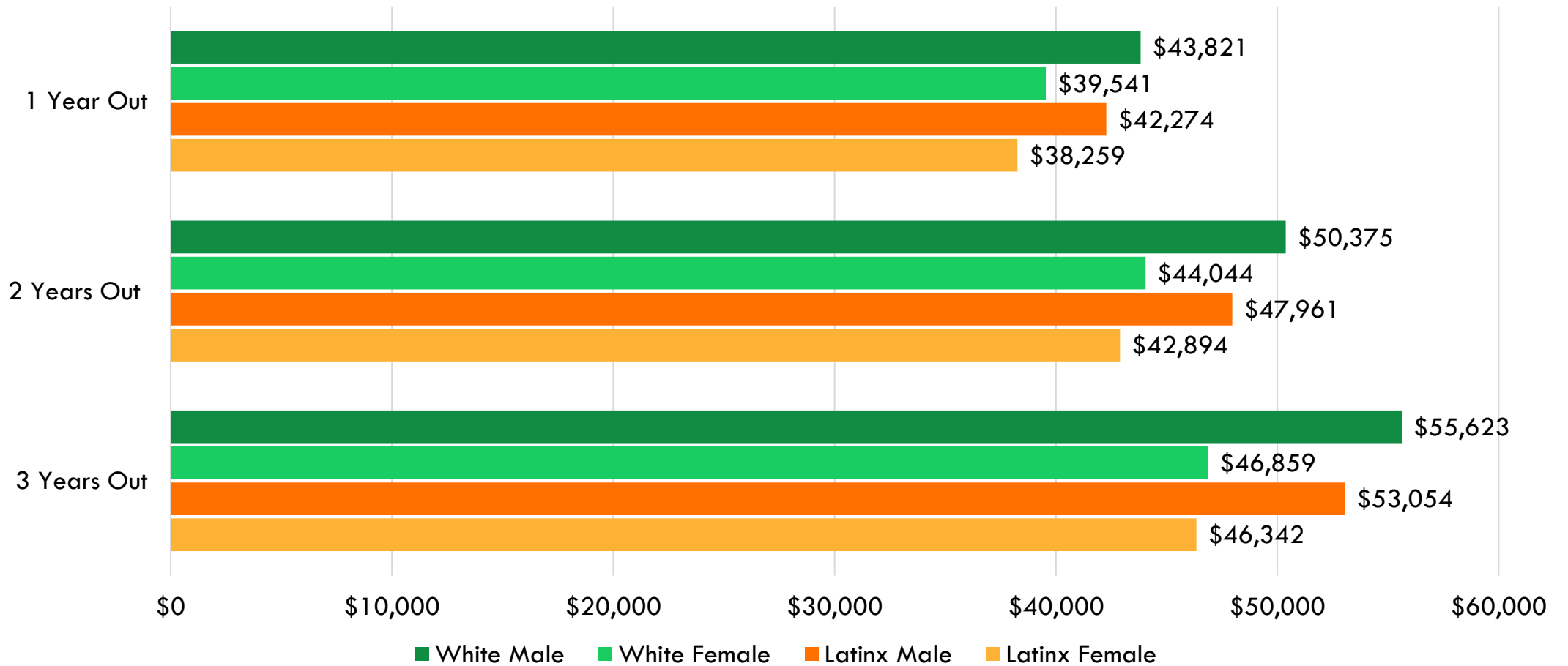


Based on 2016, 2017, and 2018 IPEDS Graduation Rates at 150% of Normal Time for students who first enrolled full time

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

But, again, females with the same educational level earn less than males. Race/ethnicity gaps persist

Annualized Wages in Illinois by Race and Gender

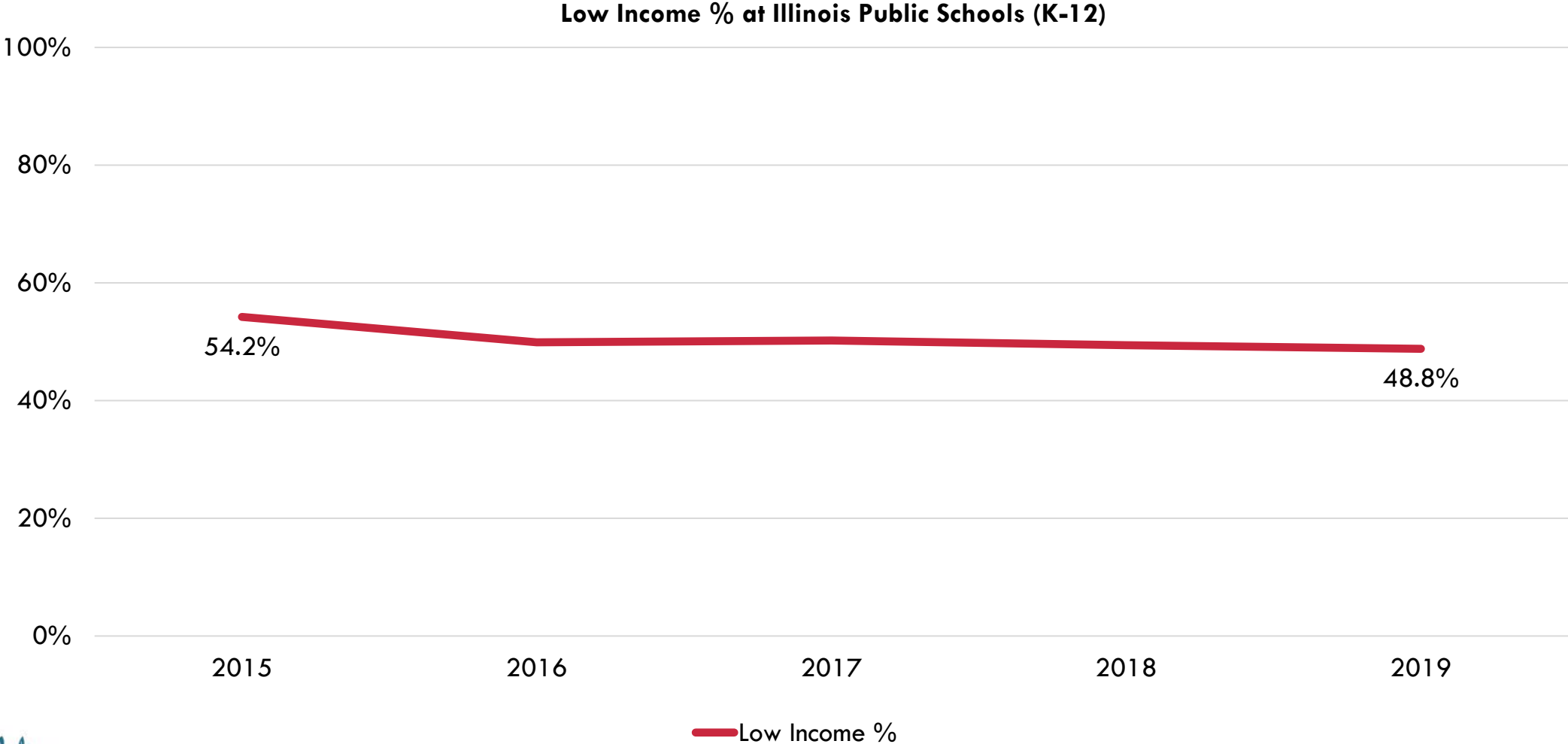


Source: Bachelor's Degree Completers from all MAP-eligible schools from AY 2013-14 and AY 2014-15 in the Illinois College2Career Tool

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

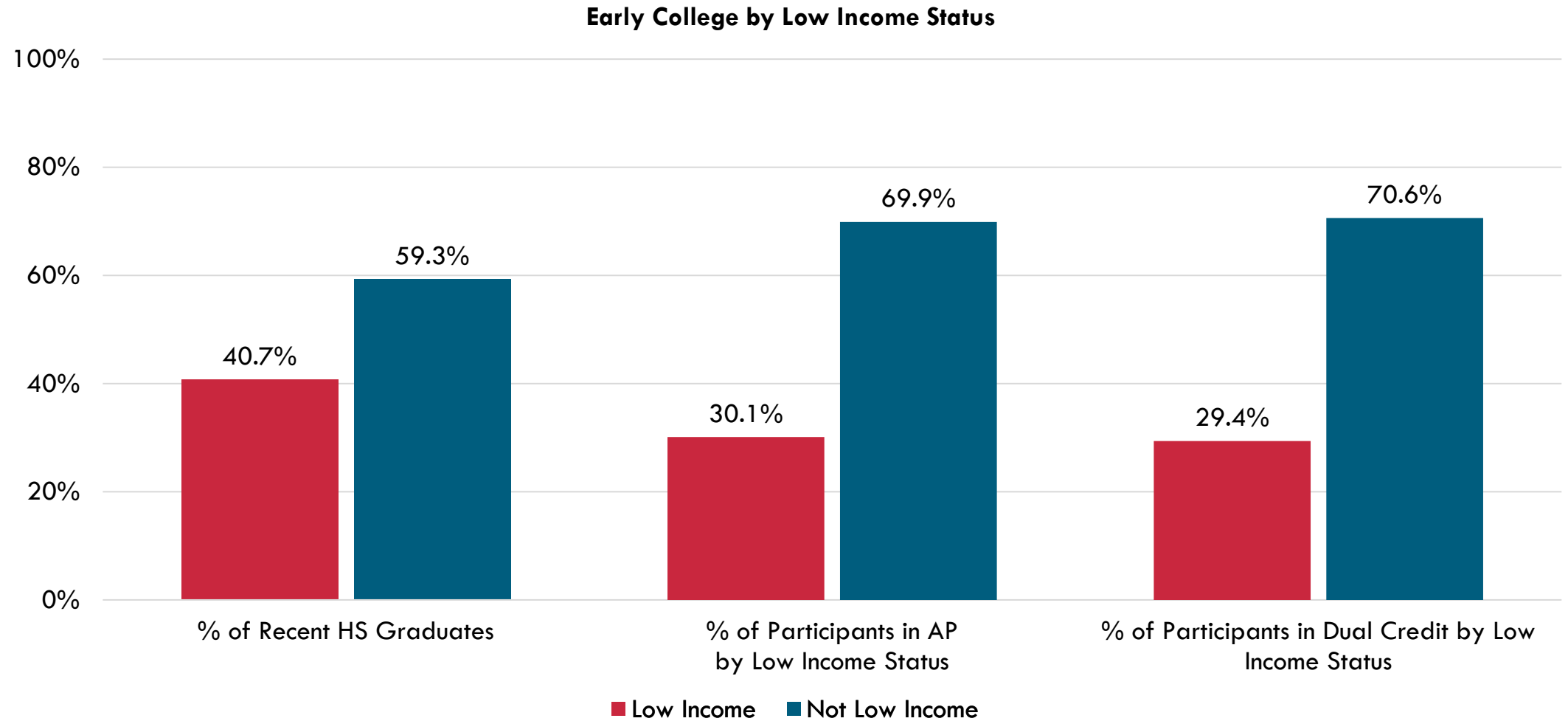


One out of two students at public schools are low-income

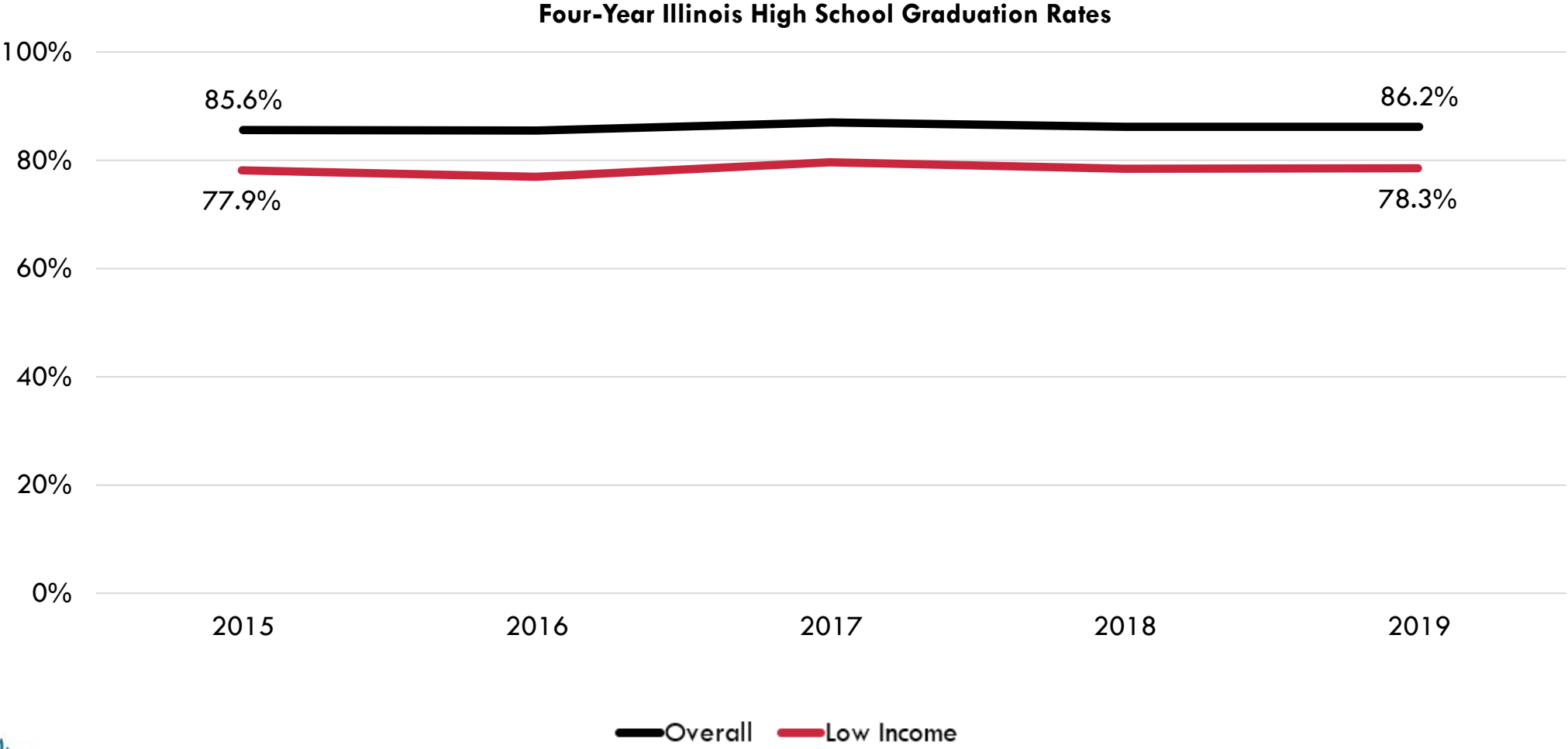


Source: Illinois State Board of Education Interactive Report Card

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

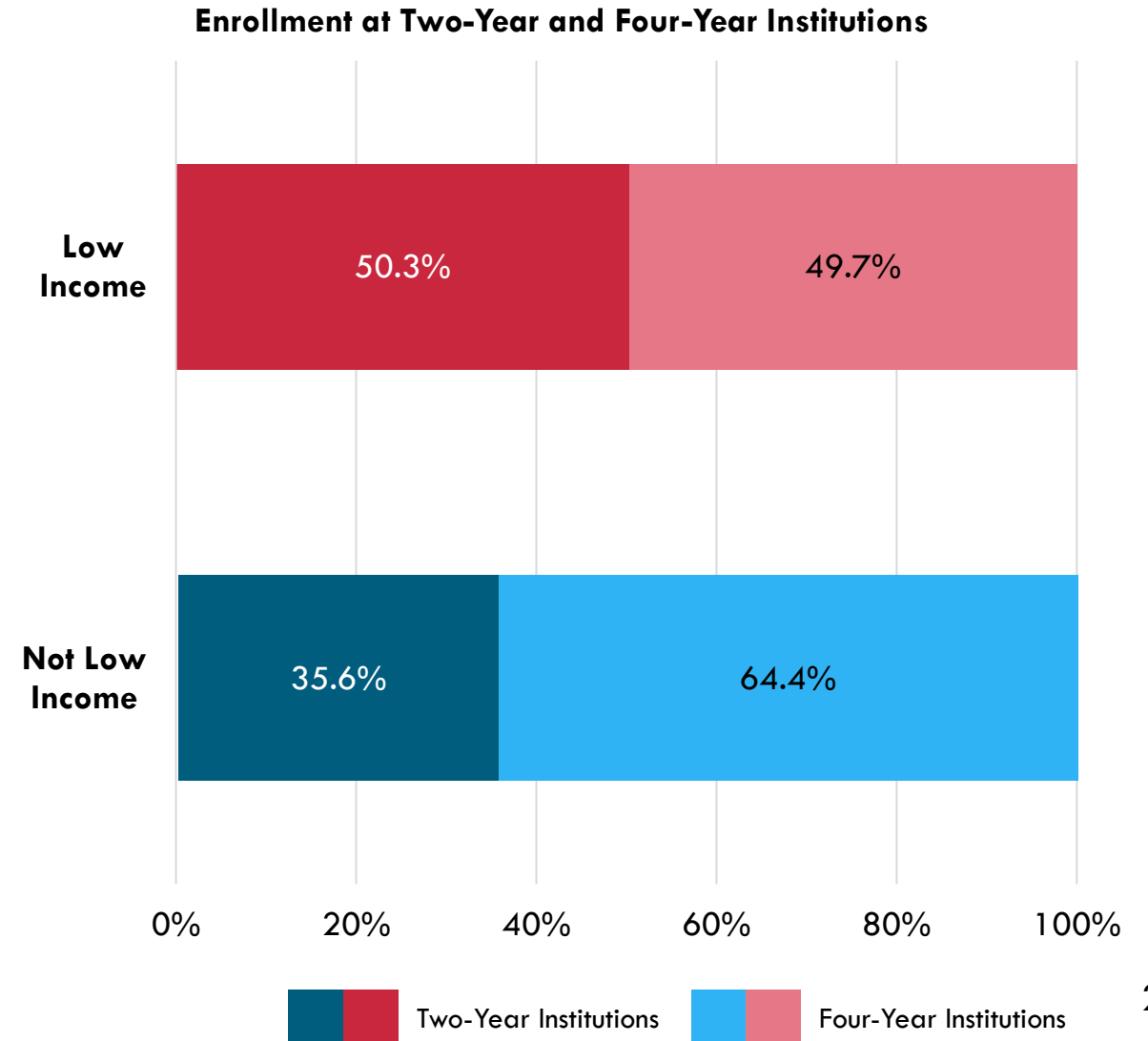
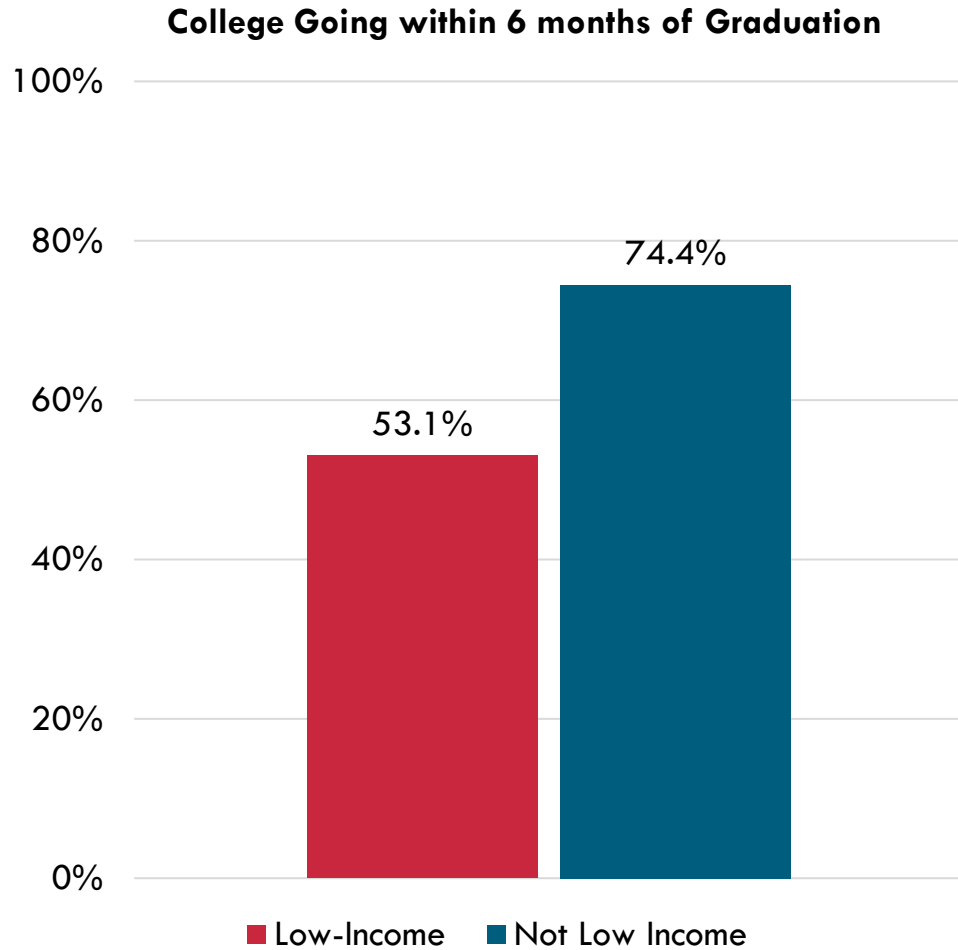


Low income high school students have lower graduation rates than the overall state average



Source: Illinois State Board of Education Interactive Report Card

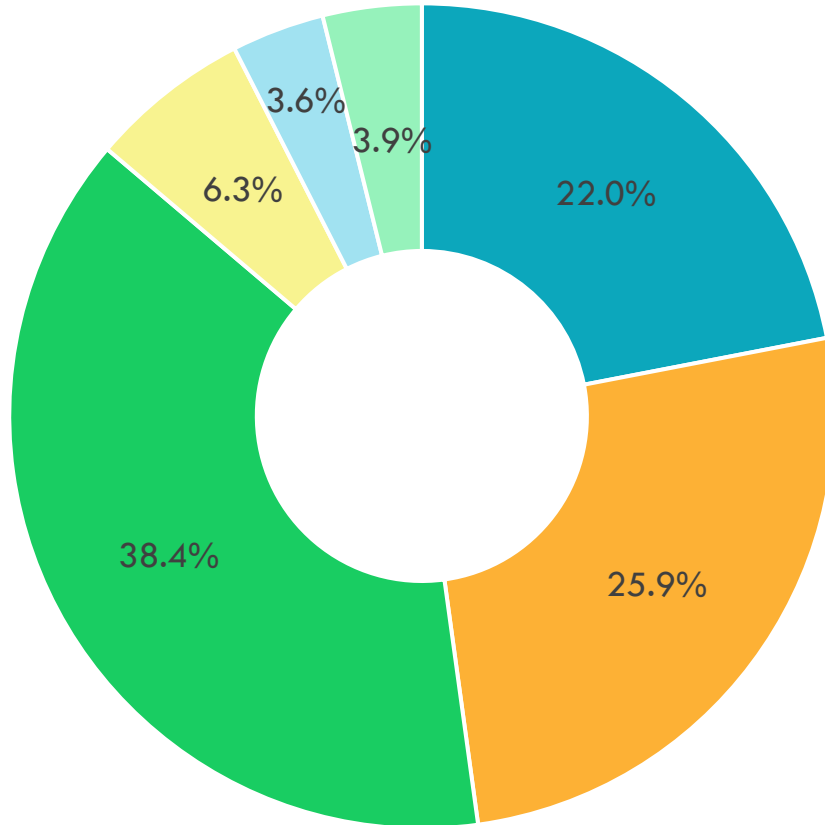
Low-income high school grads are less likely to go straight to college, and if they go, more likely to go to community college



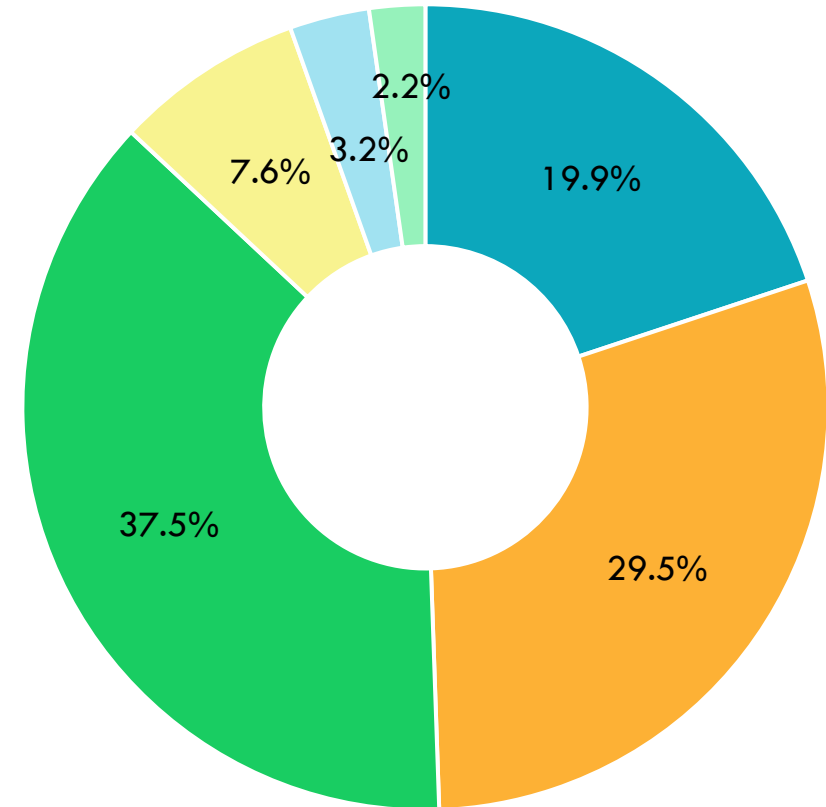
Source: Illinois State Board of Education

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



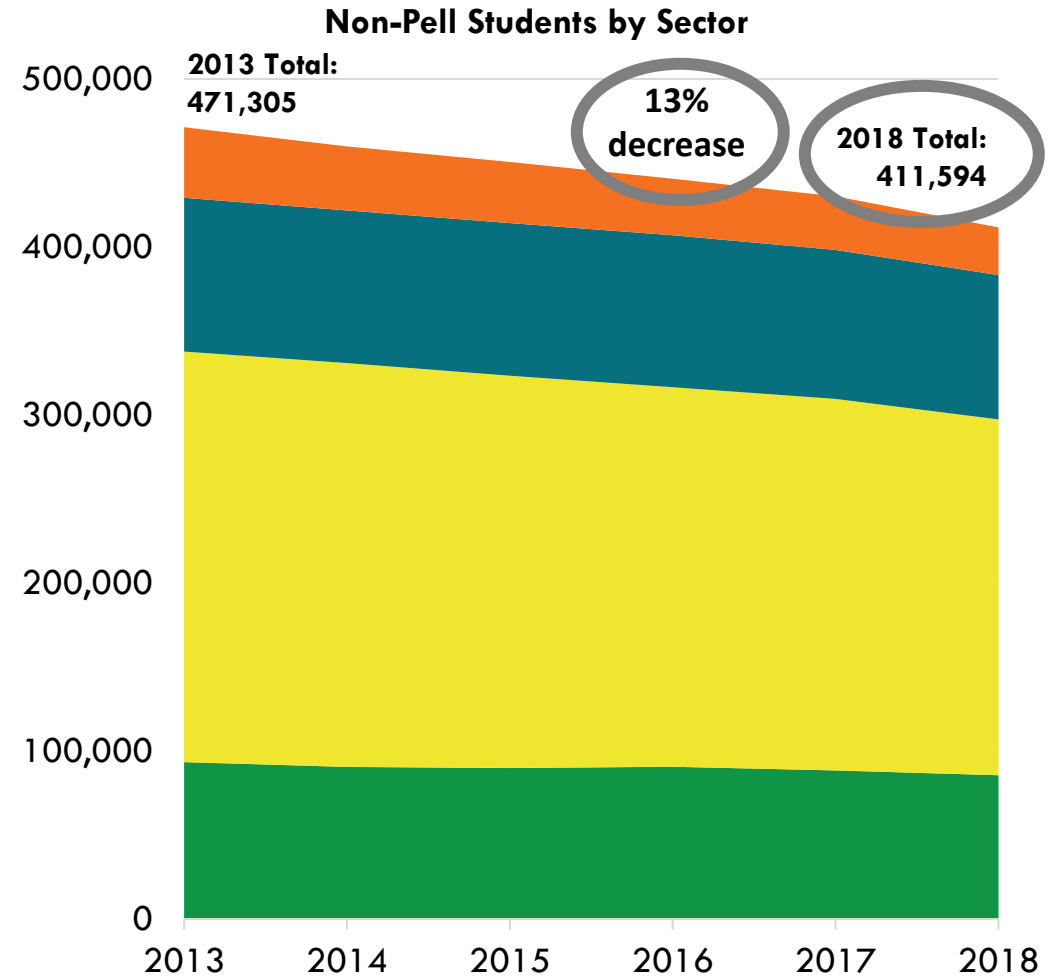
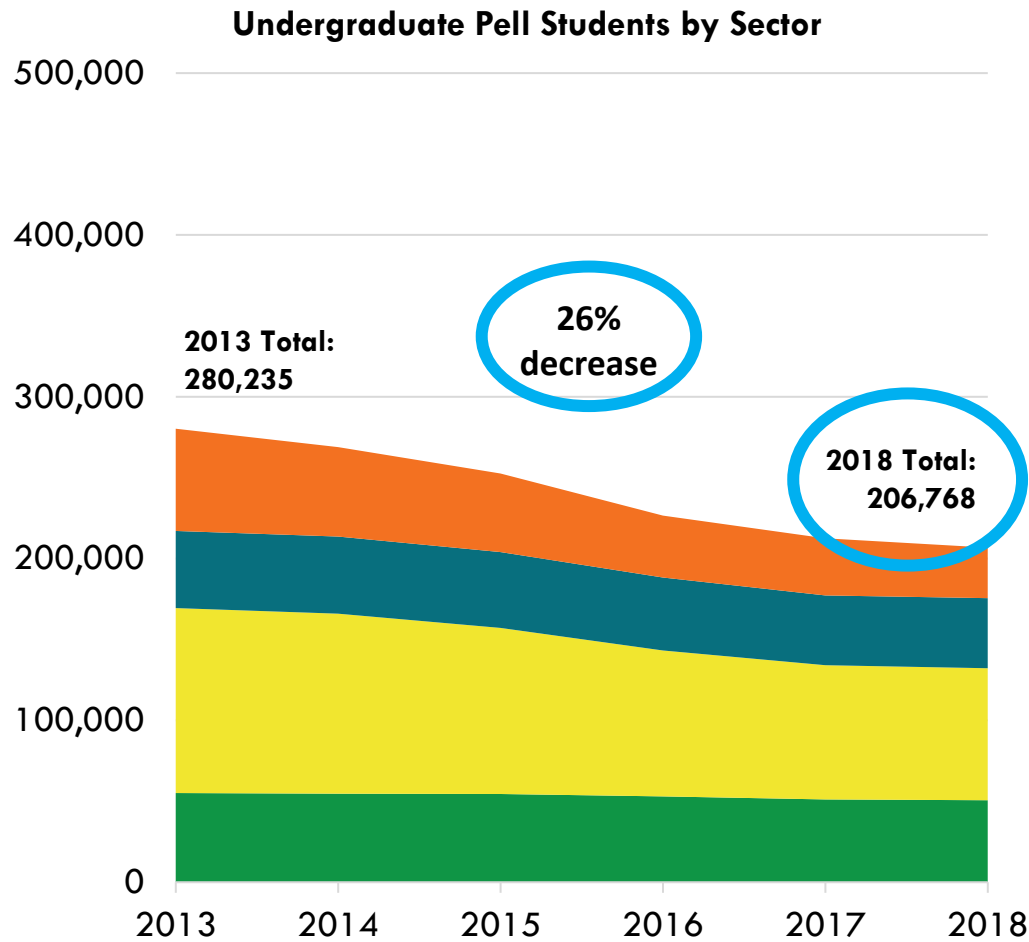
Race/Ethnicity Distribution of MAP Recipients at All Illinois Degree-granting Institutions



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

Source: IHEIS Enrollment Collection Fall of AY2018-19; ICCB Centralized Data System: Annual Headcount Enrollments AY2018-19

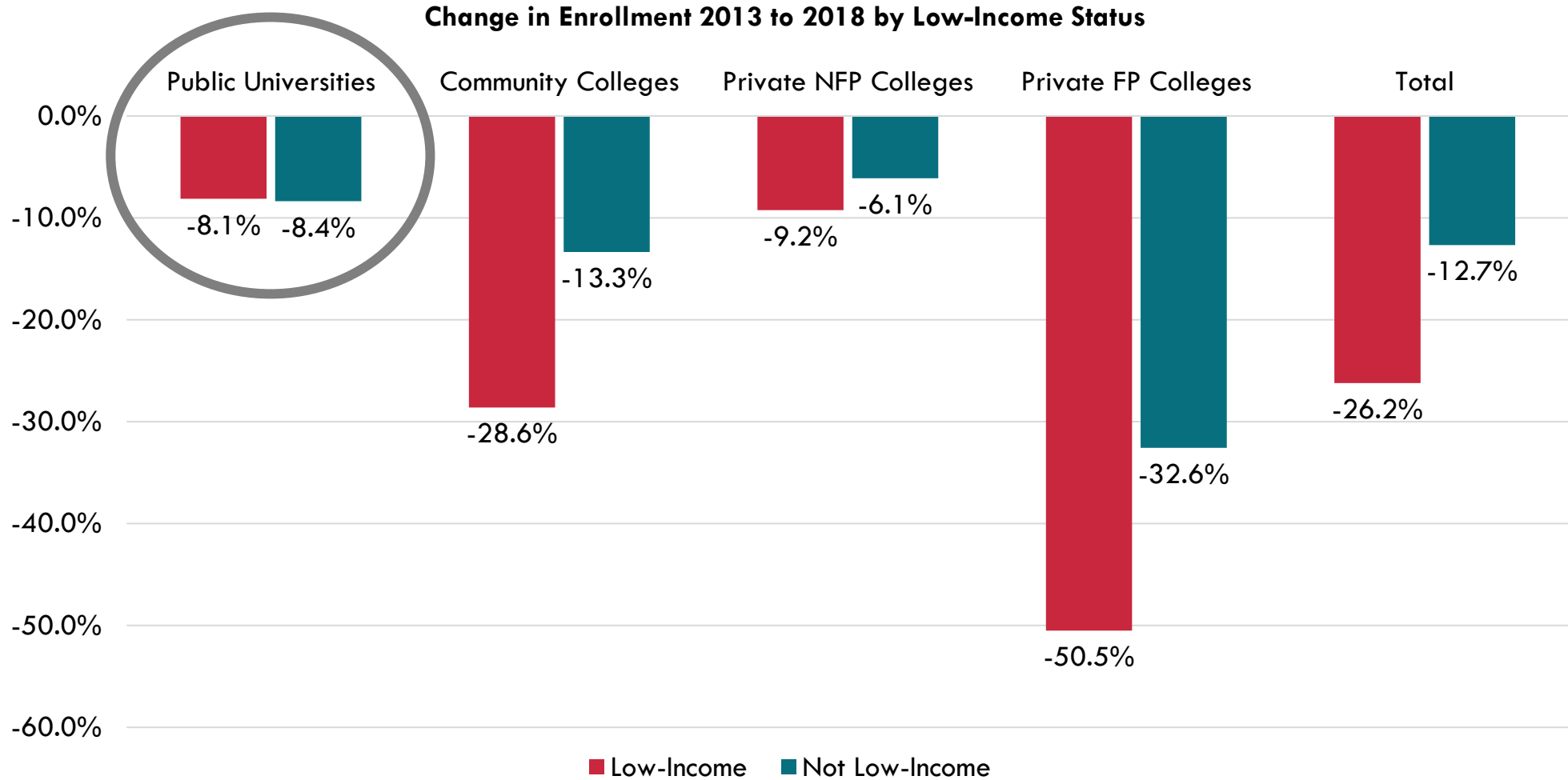
Illinois colleges lost nearly 75,000 low-income undergraduate students between 2013 and 2018...



Source: 2013 to 2018 IPEDS Student Financial Aid Survey

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

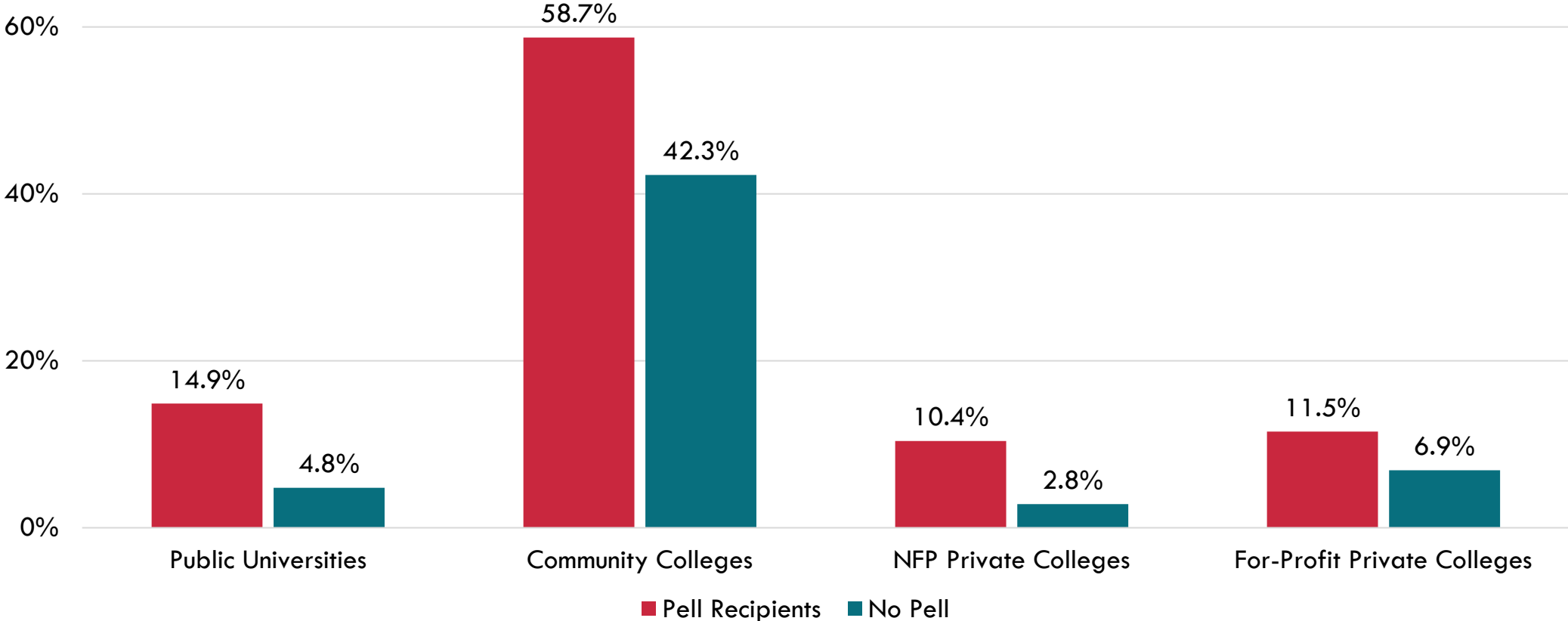
...a disproportionate share, except at public universities



Source: 2013 & 2018 IPEDS Student Financial Aid Survey

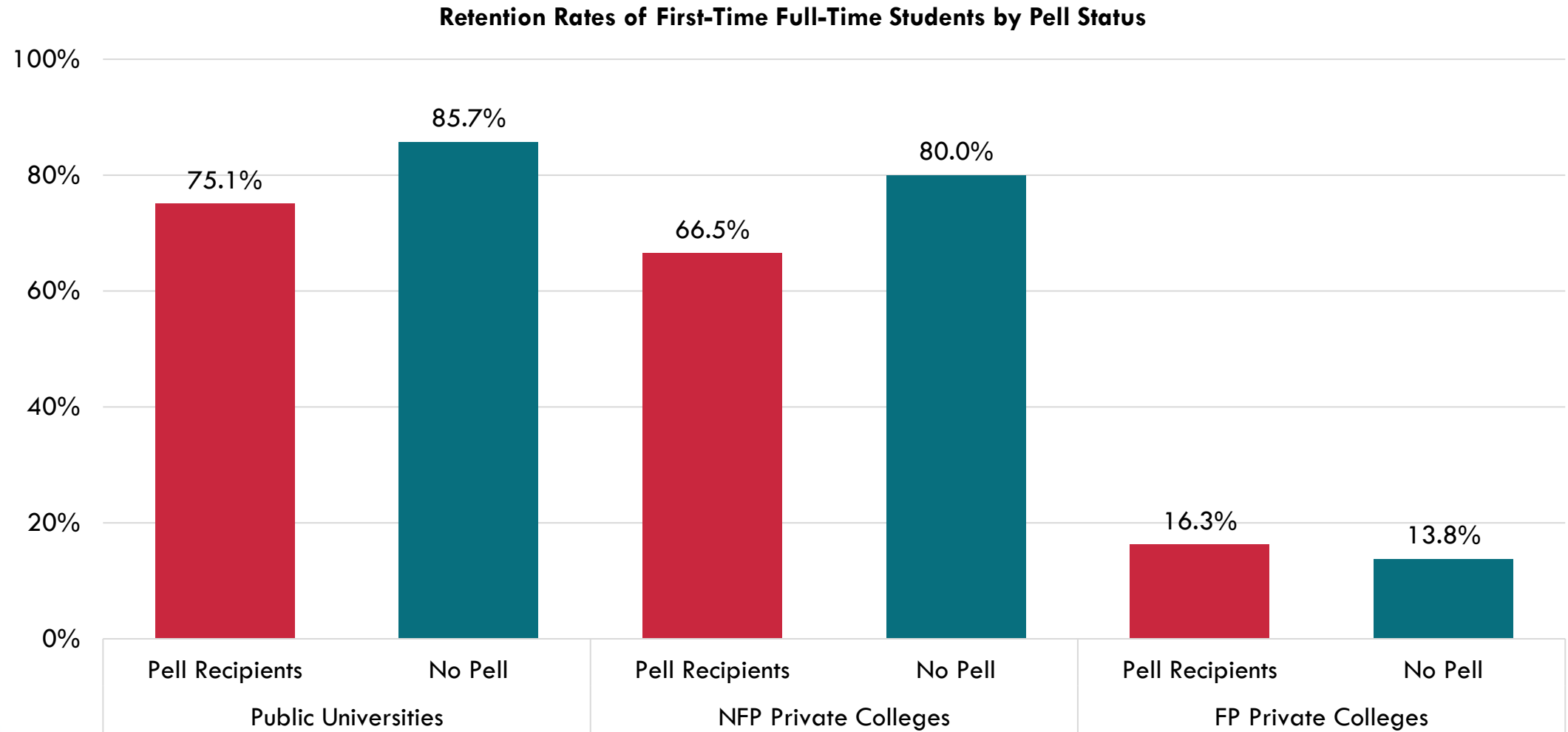
And once enrolled, low-income students are significantly more likely to be placed in development education.

Developmental Education Placement Rates by Pell Status



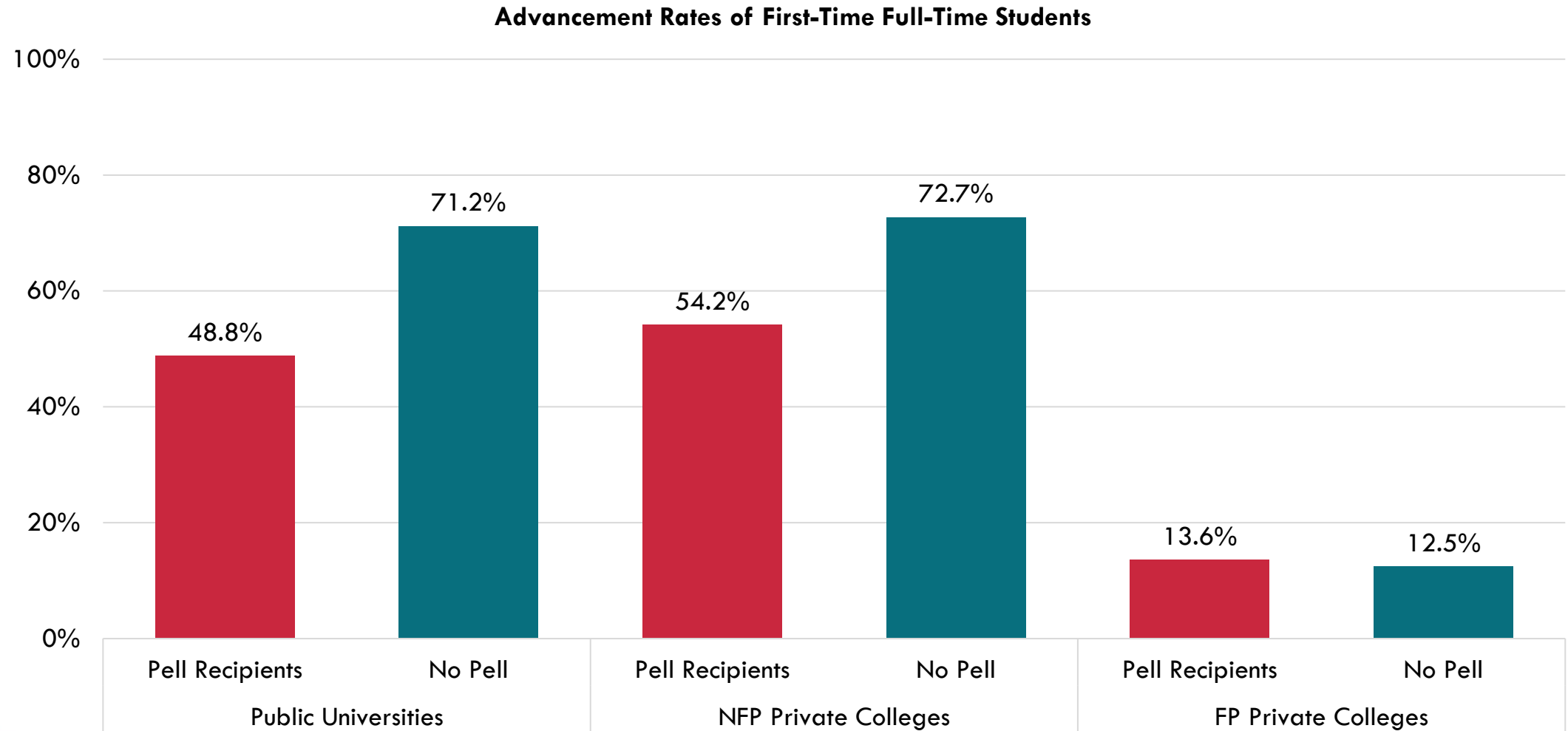
Source: IHEIS Enrollment Collection Fall of AY2018-19 & ICCB Centralized Data System 2014, 2015, and 2016 Tracking Cohorts

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



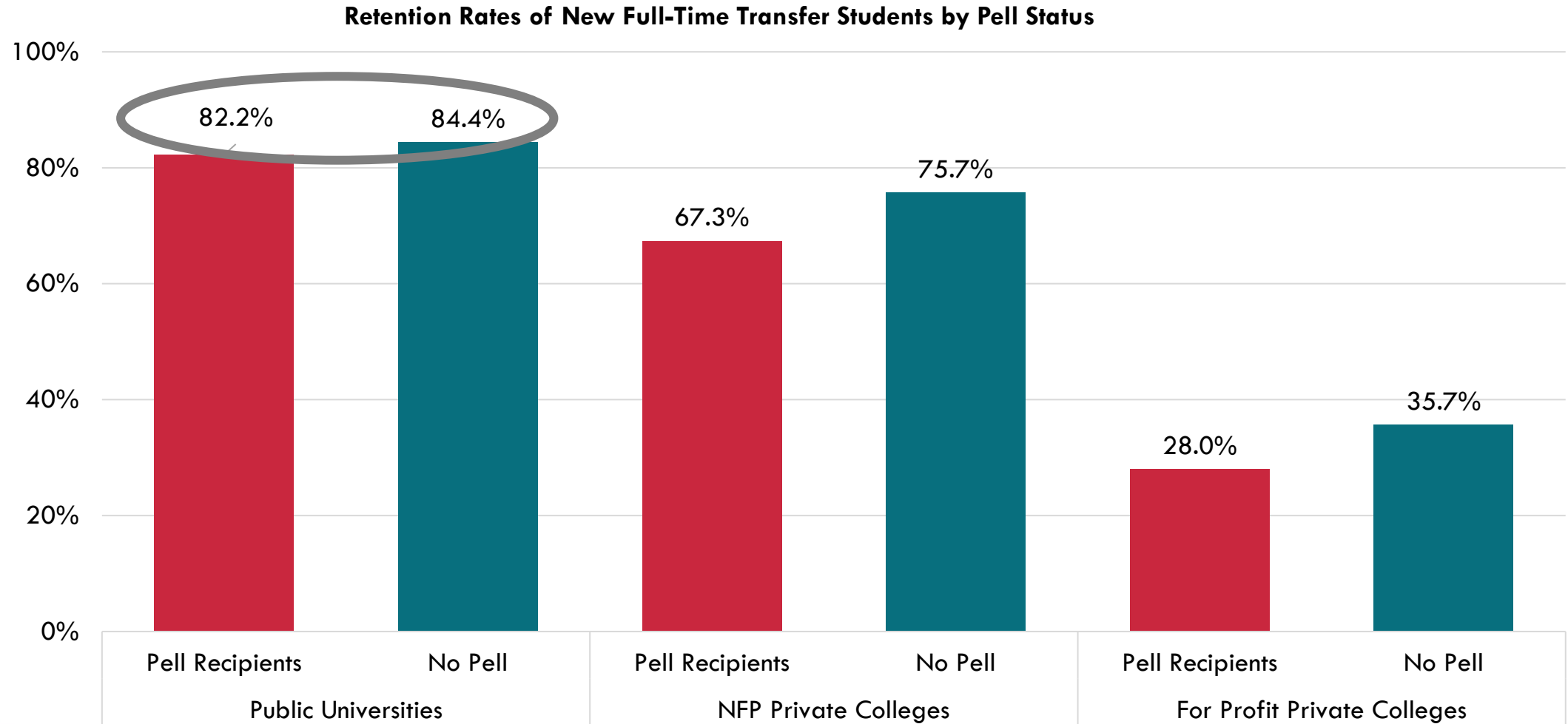
Source: Fall 2018-2019 IHEIS Enrollment

...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



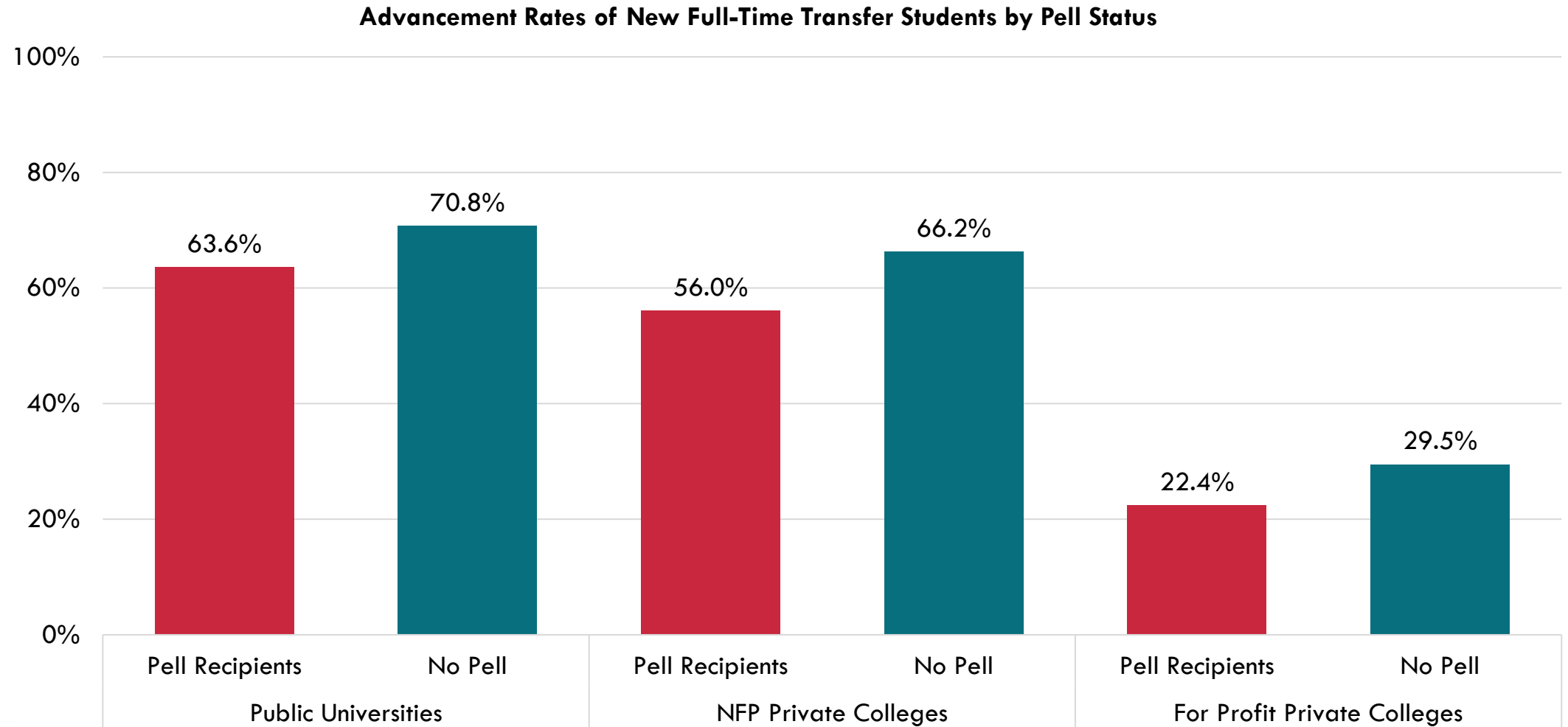
Source: Fall 2018-2019 IHEIS Enrollment

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



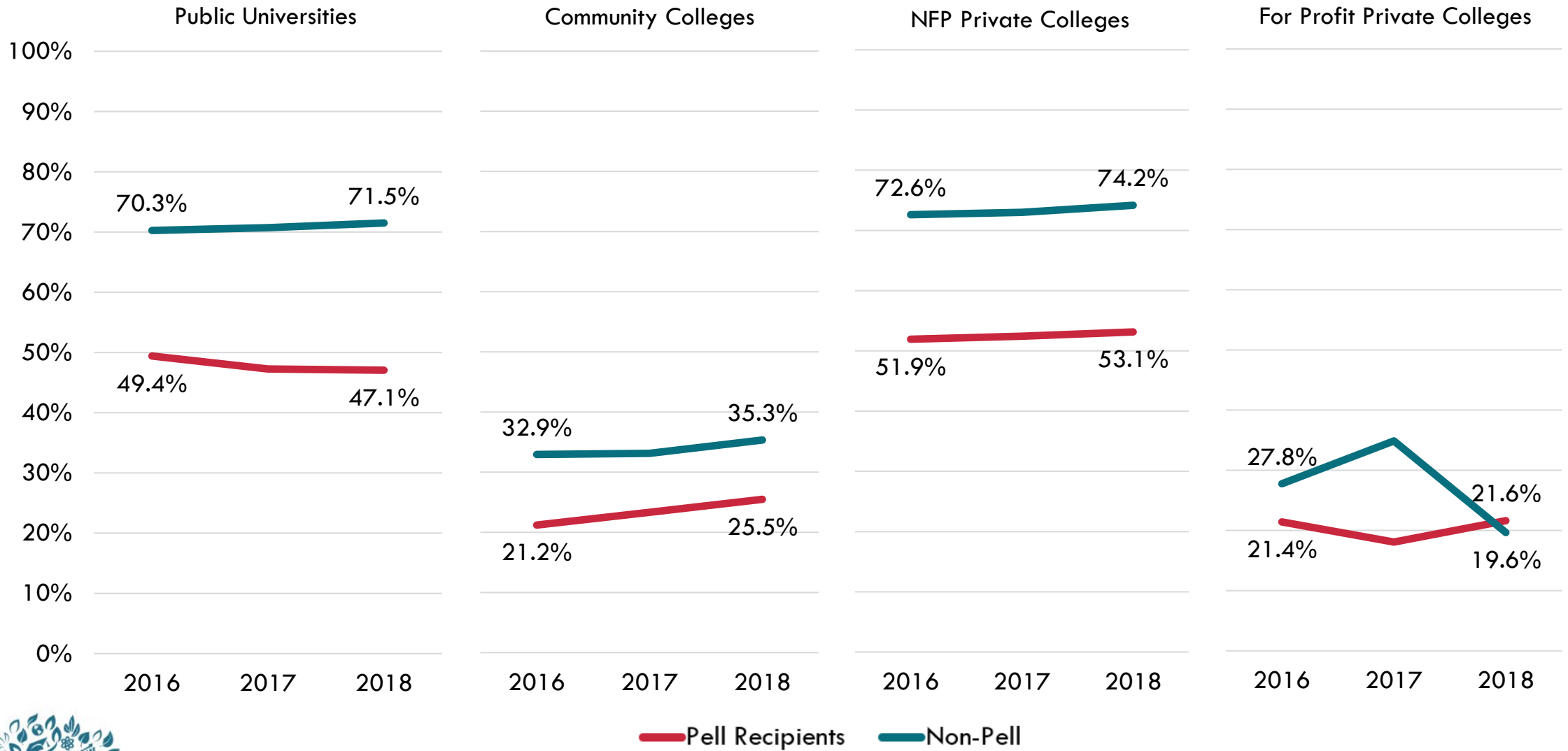
Source: Fall 2018-2019 IHEIS Enrollment

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?

