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.

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

- **African-American**
  - High School Diploma/GED or Less: 28.3%
  - Some College, No Degree: 64.1%
  - Bachelor’s or Higher: 21.4%

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

- **Asian**
  - High School Diploma/GED or Less: 20.2%
  - Some College, No Degree: 5.8%
  - Bachelor’s or Higher: 64.0%

- **Other**
  - High School Diploma/GED or Less: 27.1%
  - Some College, No Degree: 9.9%
  - Bachelor’s or Higher: 40.2%

- **White**
  - High School Diploma/GED or Less: 32.4%
  - Some College, No Degree: 8.5%
  - 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.

Educational Attainment in Illinois (Working Age Adults) by Race/Ethnicity and Gender

- **African American**
  - Male: HS Diploma/GED or Less 48.1%
  - Female: HS Diploma/GED or Less 34.0%
  - Male: Some College, No Degree 9.4%
  - Female: Some College, No Degree 4.0%
  - Male: Bachelor's or Higher 4.0%
  - Female: Bachelor's or Higher 3.0%

- **Latinx**
  - Male: HS Diploma/GED or Less 17.3%
  - Female: HS Diploma/GED or Less 18.6%
  - Male: Some College, No Degree 7.2%
  - Female: Some College, No Degree 10.2%
  - Male: Bachelor's or Higher 10.2%
  - Female: Bachelor's or Higher 9.6%

- **White**
  - Male: HS Diploma/GED or Less 23.5%
  - Female: HS Diploma/GED or Less 26.1%
  - Male: Some College, No Degree 30.5%
  - Female: Some College, No Degree 9.4%
  - Male: Associate 9.0%
  - Female: Associate 10.7%
  - Male: Bachelor's or Higher 19.9%
  - Female: Bachelor's or Higher 22.7%

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

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

<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>83.5%</td>
<td>70.4%</td>
<td>75.7%</td>
<td>42.2%</td>
</tr>
<tr>
<td>2017</td>
<td>81.4%</td>
<td>72.4%</td>
<td>80.2%</td>
<td>43.0%</td>
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<tr>
<td>2018</td>
<td>83.5%</td>
<td>72.4%</td>
<td>80.2%</td>
<td>43.0%</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.
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…

![Bar chart showing Illinois Residents younger than 25 and Working Age Illinois Residents (25-64)]

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

Change from 2013: +6.0%

2013 Total: 49,188
2018 Total: 52,117

Undergraduate Enrollment Patterns:
Latinx Females

Change from 2013: +9.0%

2013 Total: 68,839
2018 Total: 75,036

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

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
…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.

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<tr>
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<td>77.8%</td>
<td>77.0%</td>
<td>70.4%</td>
<td>71.0%</td>
</tr>
<tr>
<td>2018</td>
<td>70.9%</td>
<td>70.9%</td>
<td>72.4%</td>
<td>75.1%</td>
</tr>
<tr>
<td></td>
<td>64.6%</td>
<td>64.9%</td>
<td>71.0%</td>
<td>70.9%</td>
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<tr>
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<td>65.5%</td>
<td>64.2%</td>
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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

- **1 Year Out**
  - White Male: $42,274
  - White Female: $39,541
  - Latinx Male: $38,259
  - Latinx Female: $38,259

- **2 Years Out**
  - White Male: $47,961
  - White Female: $44,044
  - Latinx Male: $42,894
  - Latinx Female: $42,894

- **3 Years Out**
  - White Male: $53,054
  - White Female: $46,859
  - Latinx Male: $46,342
  - Latinx Female: $46,342

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

Percentage of Recent HS Graduates
- Low Income: 40.7%
- Not Low Income: 59.3%

Percentage of Participants in AP by Low Income Status
- Low Income: 30.1%
- Not Low Income: 69.9%

Percentage of Participants in Dual Credit by Low Income Status
- Low Income: 29.4%
- Not Low Income: 70.6%

Source: Illinois State Board of Education Interactive Report Card
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

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

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

- African American: 37.5%
- Latinx: 7.6%
- White: 29.5%
- 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

Change in Enrollment 2013 to 2018 by Low-Income Status

Public Universities
- Low-Income: -8.1%
- Not Low-Income: -8.4%

Community Colleges
- Low-Income: -13.3%
- Not Low-Income: -28.6%

Private NFP Colleges
- Low-Income: -9.2%
- Not Low-Income: -6.1%

Private FP Colleges
- Low-Income: -32.6%
- Not Low-Income: -50.5%

Total
- Low-Income: -12.7%
- Not Low-Income: -26.2%

Source: 2013 & 2018 IPEDS Student Financial Aid Survey
And once enrolled, low-Income students are significantly more likely to be placed in development education.

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

- Public Universities
  - Pell Recipients: 75.1%
  - No Pell: 85.7%

- NFP Private Colleges
  - Pell Recipients: 66.5%
  - No Pell: 80.0%

- FP Private Colleges
  - Pell Recipients: 16.3%
  - No Pell: 13.8%

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.

### Advancement Rates of First-Time Full-Time Students

<table>
<thead>
<tr>
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<th>Pell Recipients</th>
<th>No Pell</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Public Universities</strong></td>
<td>48.8%</td>
<td>71.2%</td>
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<td><strong>NFP Private Colleges</strong></td>
<td>54.2%</td>
<td>72.7%</td>
</tr>
<tr>
<td><strong>FP Private Colleges</strong></td>
<td>13.6%</td>
<td>12.5%</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Pell Recipients</th>
<th>No Pell</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Public Universities</td>
<td>63.6%</td>
<td>70.8%</td>
<td>NFP Private Colleges</td>
<td>56.0%</td>
<td>66.2%</td>
</tr>
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</table>

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Pell Recipients</th>
<th>Non-Pell</th>
</tr>
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<tbody>
<tr>
<td>2016</td>
<td>21.2%</td>
<td>49.4%</td>
</tr>
<tr>
<td>2017</td>
<td>25.5%</td>
<td>47.1%</td>
</tr>
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<td>32.9%</td>
<td>70.3%</td>
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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?