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

• 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

• This is the first in a series of Board presentations and discussions about equity, equity gaps and how we achieve equity

• We will look at equity through multiple lenses including race/ethnicity, gender, income, geography

• Future meetings will focus on gender, income and geographic equity gaps, specific challenges for institutions, and strategies to close gaps
Introduction, continued

• Today will focus on race/ethnicity equity gaps
  • Post-secondary attainment varies across the state and by race
  • The state is becoming more diverse and increasing attainment for the state requires increasing attainment for people of color
  • On every measure, we are failing African American students: enrollment, retention, progression, placement in developmental education, access to early college, completion, attainment, and earnings post-college
  • Latinx students have made progress on most measures, but lag White students and have the lowest current attainment
Post-secondary attainment varies across the state, with improvement overall, but few counties on track for 60% by 2025

2013
State Average: 39%
State Count: 3,308,365
Total State Population 25+: 8,509,739

2018
State Average: 42%
State Count: 3,650,413
Total State Population 25+: 8,682,343

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

Interactive maps available at https://www.ibhe.org/equity.html
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: 28.3%
  - Bachelor’s or Higher: 21.4%

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

- **Asian**
  - High School Diploma/GED or Less: 20.2%
  - Some College, No Degree: 10.0%
  - Bachelor’s or Higher: 64.0%

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

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

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

How are we doing? A look at African-American students
Overall undergraduate enrollment dropped 16% since 2013

Fall Enrollment Trends: All Students

2013 Total: 715,152
2018 Total: 597,899

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

Change in Enrollment 2013 to 2018
- Public Universities
- Community Colleges
- NFP Private Colleges
- FP Private Colleges
- Total

-19.3%
-17.6%
-25.7%
-25.4%
-22.6%
Enrollment for African-Americans declined disproportionately overall...

Fall Enrollment Trends: African Americans

<table>
<thead>
<tr>
<th></th>
<th>2013 Total: 106,914</th>
<th>2018 Total: 75,659</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>20,254</td>
<td>12,250</td>
</tr>
<tr>
<td>2014</td>
<td>13,266</td>
<td>11,275</td>
</tr>
<tr>
<td>2015</td>
<td>53,183</td>
<td>35,501</td>
</tr>
<tr>
<td>2016</td>
<td>20,211</td>
<td>16,633</td>
</tr>
</tbody>
</table>

Change in Enrollment 2013 to 2018

- Public Universities: -17.7%
- Community Colleges: -15.0%
- NFP Private Colleges: -33.2%
- 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>-33.2%</td>
<td></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></td>
<td>-29.2%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>-22.6%</td>
</tr>
</tbody>
</table>

Source: IPEDS Fall Enrollment Survey: 2013 to 2018
African-Americans make up a declining share of undergraduate enrollment, despite remaining a steady share of the population.

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
Public Universities retain and progress significantly smaller proportions of African American freshmen

New First-Time Full-Time Students Fall AY 2017-18

<table>
<thead>
<tr>
<th></th>
<th>Retained Next Academic Year</th>
<th>Progressed to Sophomore Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>62.1%</td>
<td>28.6%</td>
</tr>
<tr>
<td>White</td>
<td>81.7%</td>
<td>63.0%</td>
</tr>
</tbody>
</table>

Source: IBHE IHEIS 2017 and 2018 Fall Enrollment Collection
But African American transfer students more likely to be retained and progressed than freshmen. Gap with Whites smaller.

New Full-Time Transfer Students Fall 2017-18

<table>
<thead>
<tr>
<th></th>
<th>African American</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retained Next Year</td>
<td>68.5%</td>
<td>78.4%</td>
</tr>
<tr>
<td>Progressed to Next</td>
<td>45.8%</td>
<td>58.9%</td>
</tr>
</tbody>
</table>

Source: IBHE IHEIS 2017 and 2018 Fall Enrollment Collection
African-American first-year students placed in developmental education at higher rates

<table>
<thead>
<tr>
<th></th>
<th>% Placed in Developmental Ed: All Public Universities</th>
<th>% Placed in Developmental Ed: Community Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>14.6%</td>
<td>65.3%</td>
</tr>
<tr>
<td>White</td>
<td>5.2%</td>
<td>39.8%</td>
</tr>
</tbody>
</table>

Source: IBHE IHEIS 2018 Fall Enrollment Collection

Source: ICCB Centralized Data System, Fall Semester 2016 -2017
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

<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>15.4%</td>
<td>51.6%</td>
<td>64.6%</td>
</tr>
<tr>
<td>9.0%</td>
<td>53.1%</td>
<td>9.0%</td>
</tr>
</tbody>
</table>

Source: ISBE Report Card
Not surprisingly, completions for African American students dropped…

Completion Trends: African-American

<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>3,630</td>
<td>8,802</td>
<td>3,287</td>
<td>4,645</td>
<td>24,302</td>
</tr>
<tr>
<td>2018</td>
<td>3,160</td>
<td>7,092</td>
<td>2,393</td>
<td>3,160</td>
<td>17,290</td>
</tr>
</tbody>
</table>

Change in Completion 2013 to 2018

- Public Universities: -12.9%
- Community Colleges: -19.4%
- NFP Private Colleges: -27.2%
- FP Private Colleges: -28.9%
- Total: -45.9%

Source: IPEDS Completions Survey: 2013 to 2018
...and dropped more than for White students, except at public universities
Gaps persist across undergraduate completion rates

Based on 2018 IPEDS Completion Rates at 150% of Normal Time
### 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>35.1%</td>
<td>34.3%</td>
<td>34.4%</td>
<td>31.6%</td>
</tr>
<tr>
<td>2017</td>
<td>35.7%</td>
<td>35.5%</td>
<td>36.0%</td>
<td>37.1%</td>
</tr>
<tr>
<td>2018</td>
<td>33.3%</td>
<td>37.8%</td>
<td>37.8%</td>
<td>30.0%</td>
</tr>
</tbody>
</table>

- **African American**
- **White**

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 continuing enrollment are considered

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>Difference</td>
<td>$0</td>
<td>-$1,000</td>
<td>-$2,000</td>
</tr>
<tr>
<td>Percentage</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>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>10,236</td>
<td>17,972</td>
<td>73,198</td>
<td>16,621</td>
<td>118,027</td>
</tr>
<tr>
<td>2018</td>
<td>22,929</td>
<td>74,761</td>
<td></td>
<td>21,654</td>
<td>127,153</td>
</tr>
</tbody>
</table>

% Change

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

Source: IPEDS Fall Enrollment Survey: 2013 to 2018
…with Latinx students increasing as share of undergraduate enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>% Latinx Students</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
Public Universities do a good job with freshmen Latinx retention, but progress 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
...with Latinx first-year students placed in developmental education at higher rates

% Placed in Developmental Ed: All Public Universities

<table>
<thead>
<tr>
<th></th>
<th>Latinx</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latinx</td>
<td>12.3%</td>
<td>5.2%</td>
</tr>
</tbody>
</table>

% Placed in Developmental Ed: Community Colleges

<table>
<thead>
<tr>
<th></th>
<th>Latinx</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latinx</td>
<td>57.7%</td>
<td>39.8%</td>
</tr>
</tbody>
</table>
And when placed developmental ed, Latinx accumulate fewer credit hours than White peers.
Latinx students have less access to dual credit but proportionate access to AP

Recent Illinois Public High School Graduates

% of Participants in Dual Credit by Race/Ethnicity

% of Participants in AP by Race/Ethnicity

24.4% 51.6% 64.6% 53.1%

24.4% 17.7% 24.7%
Latinx transfer student retention and progression *higher* than for White students at public universities

New Public University Transfer Students Fall 2017-18

<table>
<thead>
<tr>
<th></th>
<th>Retained Next Academic Year</th>
<th>Progressed to Next Class Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Latinx</strong></td>
<td>81.4%</td>
<td>59.5%</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td>78.4%</td>
<td>58.9%</td>
</tr>
</tbody>
</table>

Source: IBHE IHEIS 2017 and 2018 Fall Enrollment Collection
All this leads to increasing number of Latinx students completing degrees

Completion Trends: Latinx

2013 Total: 20,908
2018 Total: 25,470

Change in Completion 2013 to 2018
- Public Universities: 45.7%
- Community Colleges: 41.6%
- NFP Private Colleges: 35.0%
- FP Private Colleges: 21.8%
- Total: -33.1%

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

Based on 2018 IPEDS Completion Rates at 150% of Normal Time
...and persist over time

Public Universities

Community Colleges

NFP Private Colleges

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
Gaps somewhat smaller, but still persist when transfer and continued enrollment are considered.

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.

### Annualized Illinois Earnings Post Graduation

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Latinx</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-Year Out</td>
<td>$39,951</td>
<td>$41,483</td>
</tr>
<tr>
<td>2-Years Out</td>
<td>$45,052</td>
<td>$46,958</td>
</tr>
<tr>
<td>3-Years Out</td>
<td>$49,258</td>
<td>$50,948</td>
</tr>
</tbody>
</table>

### Difference in Annualized Earnings between Latinx and White Bachelor's Completers

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Latinx</th>
<th>White</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-Year Out</td>
<td>$0</td>
<td>$47,951</td>
<td>-3.7%</td>
</tr>
<tr>
<td>2-Years Out</td>
<td>$-1,952</td>
<td>$45,958</td>
<td>-4.1%</td>
</tr>
<tr>
<td>3-Years Out</td>
<td>$-2,905</td>
<td>$49,958</td>
<td>-3.3%</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.
Conclusion

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

• And as the employment data shows, inequities do not end with a college degree

• 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