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Racial Equity & Postsecondary Attainment: An Analysis of the States

The Education Trust

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Session Overview

- About Ed Trust
- The State Equity Report Card (teaser)
- State ratings on degree attainment among Black and Latino adults
- Racial equity analysis of state attainment goals
- Best practices for centering racial equity in attainment goals

State Equity Report Card

Background

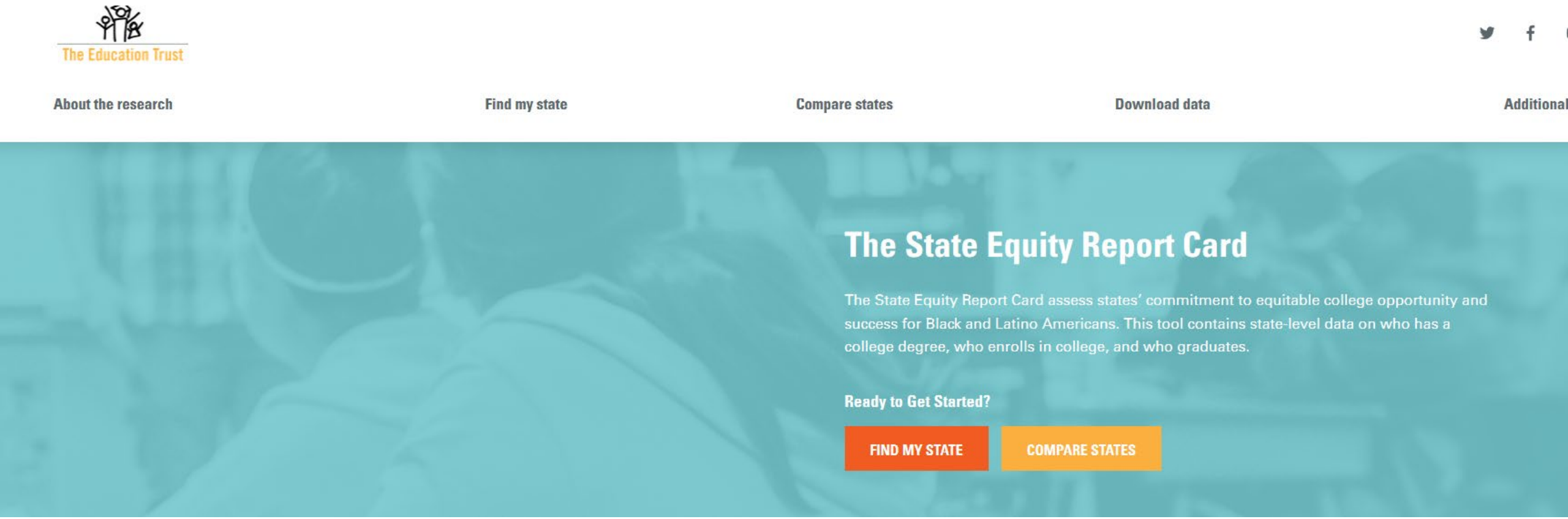
- The State Equity Report Card (SERC)
  - Grading/rating system that communicates states' commitment to equitable college opportunity and success for people of color and individuals from low-income backgrounds

- The SERC project includes a data tool, several reports, and other collateral that focus on:
  - **Degree Attainment (2018)**
  - Undergraduate Enrollment Representation (February/March 2019)
  - Undergraduate Degree Earner Representation (February/March 2019)
  - College Affordability (Spring 2019)

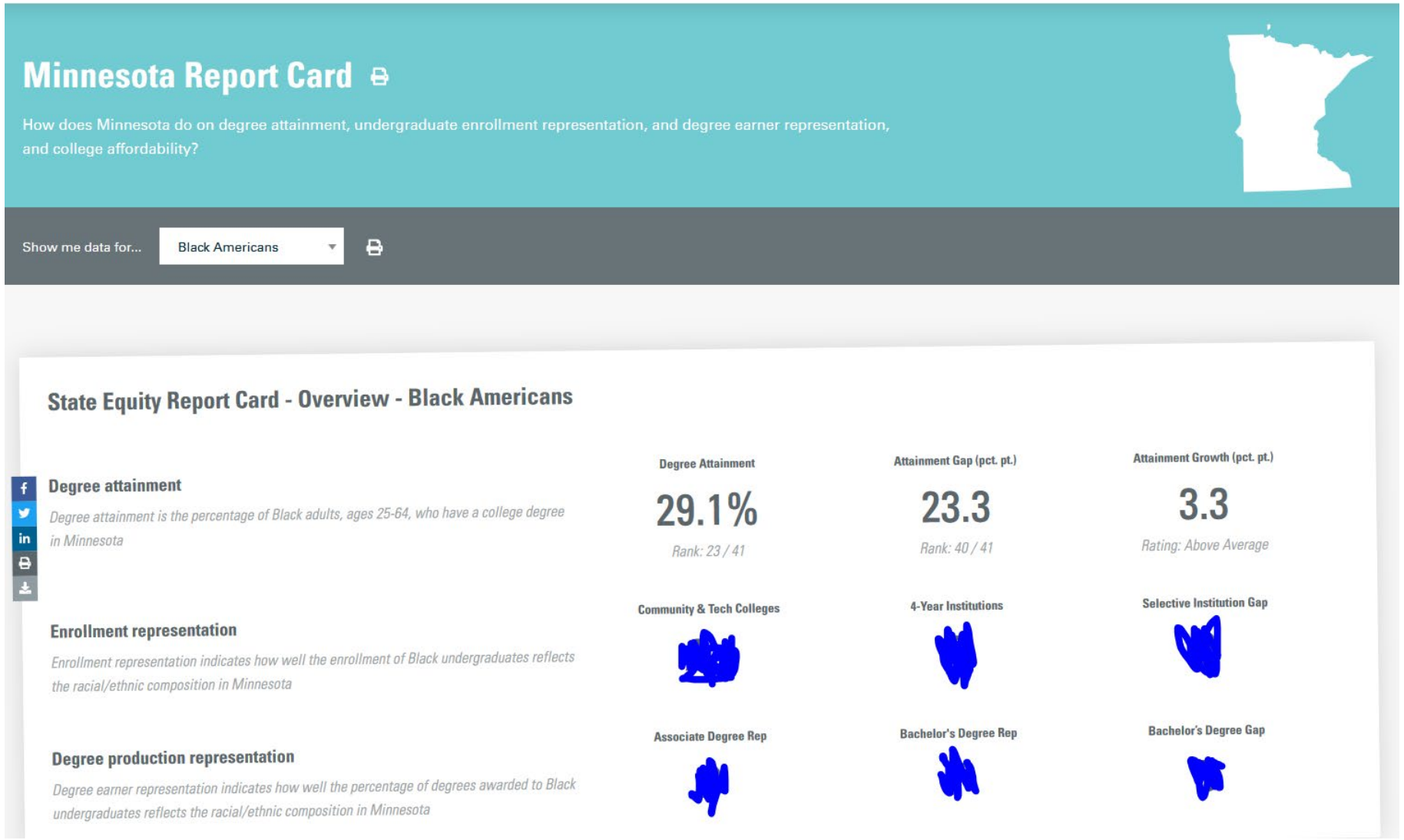
Goals and Audience

- Put pressure on state policymakers and leaders in Higher Ed to improve opportunity and success for Black and Latino students
- Produce state-level data that can be used by advocates and state policymakers
- Provide advocates and policymakers with equity benchmarks that indicate what equity looks like

State Equity Report Card: Entry Page



State Equity Report Card: State Page



State Equity Report Card: Compare States

Compare States

How do states compare on degree attainment, undergraduate enrollment representation, and degree earner representation, and college affordability?

Degree Attainment

Select an option to update the data displayed in the maps and charts below.

Show me... Attainment Level for... Black Americans and... Sort by...

Degree Attainment Level

Which states have the highest and lowest percentage of Black adults who have earned a college degree?

State Ratings on Degree Attainment Among Black and Latino Adults

What is Degree Attainment?

The share of adults, ages 25 to 64, that have some sort of college degree

Degree attainment is not a college graduation rate

Degree attainment looks at education level at a singular point in time

Why Focus on Attainment and Racial Equity?

Over 40 states with degree attainment goals

Achieving these goals will be unlikely without closing gaps in degree attainment

From 2000 to 2016

- Number of Latino adults grew 72%
- Number of Black adults grew 25%
- Number of White adults remained flat

47% of jobs will require a postsecondary degree (77 million jobs)

A college degree provides both individual and social benefits

Degree Attainment Framework

Three Metrics

- Overall Degree Attainment
- Growth in Degree Attainment since 2000
- Gap in Degree Attainment

Data Sources

- National Data - 2016 American Community Survey
- State Data – 3yr Average of 2014-2016 American Community Surveys
- 2000 Decennial Census was used as the baseline to measure growth in attainment for both national and state calculations

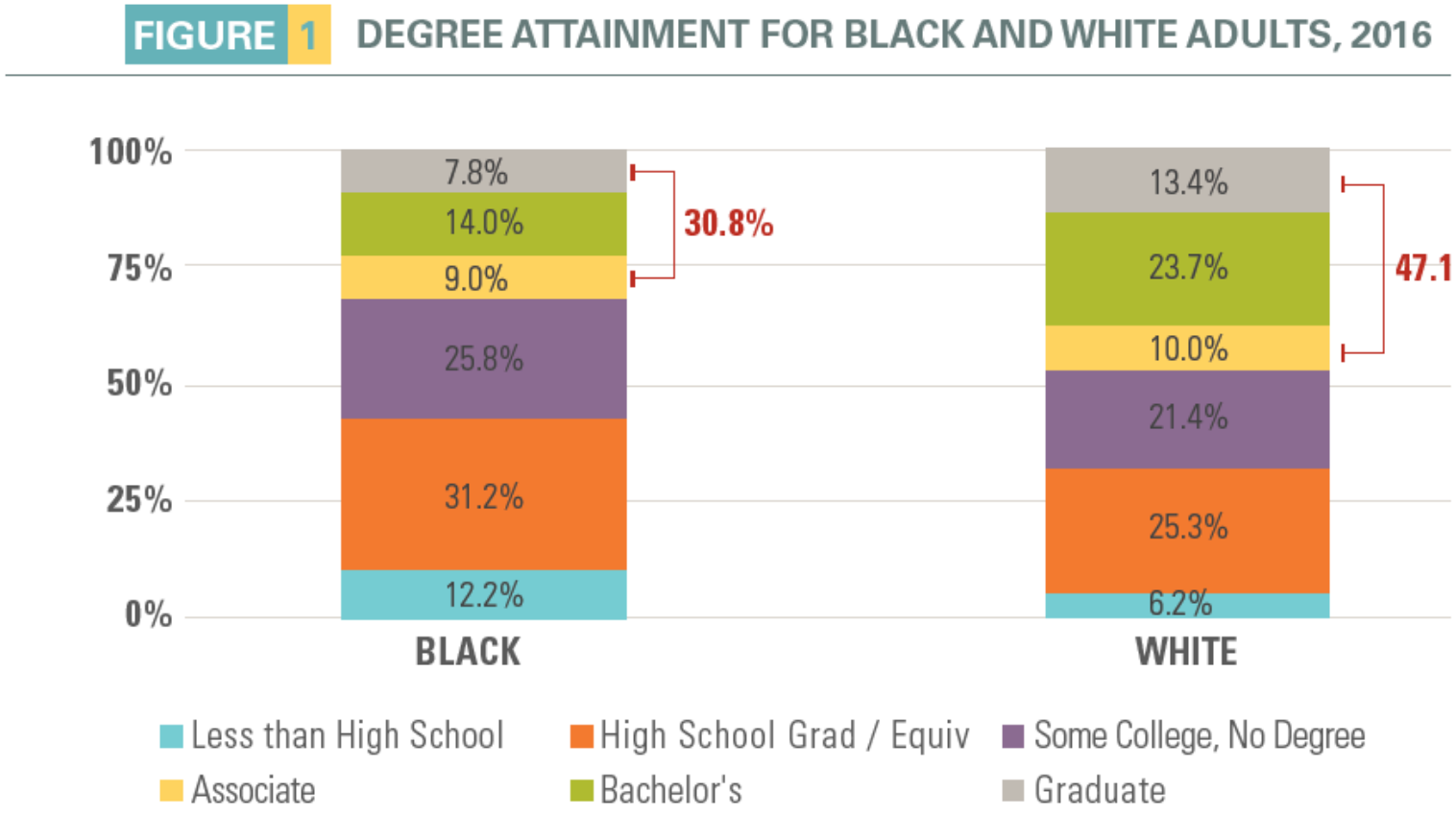
What Affects Degree Attainment?

How well colleges and universities have historically (and currently) enrolled and graduated Black and Latino students

State workforce/economy and migration between states

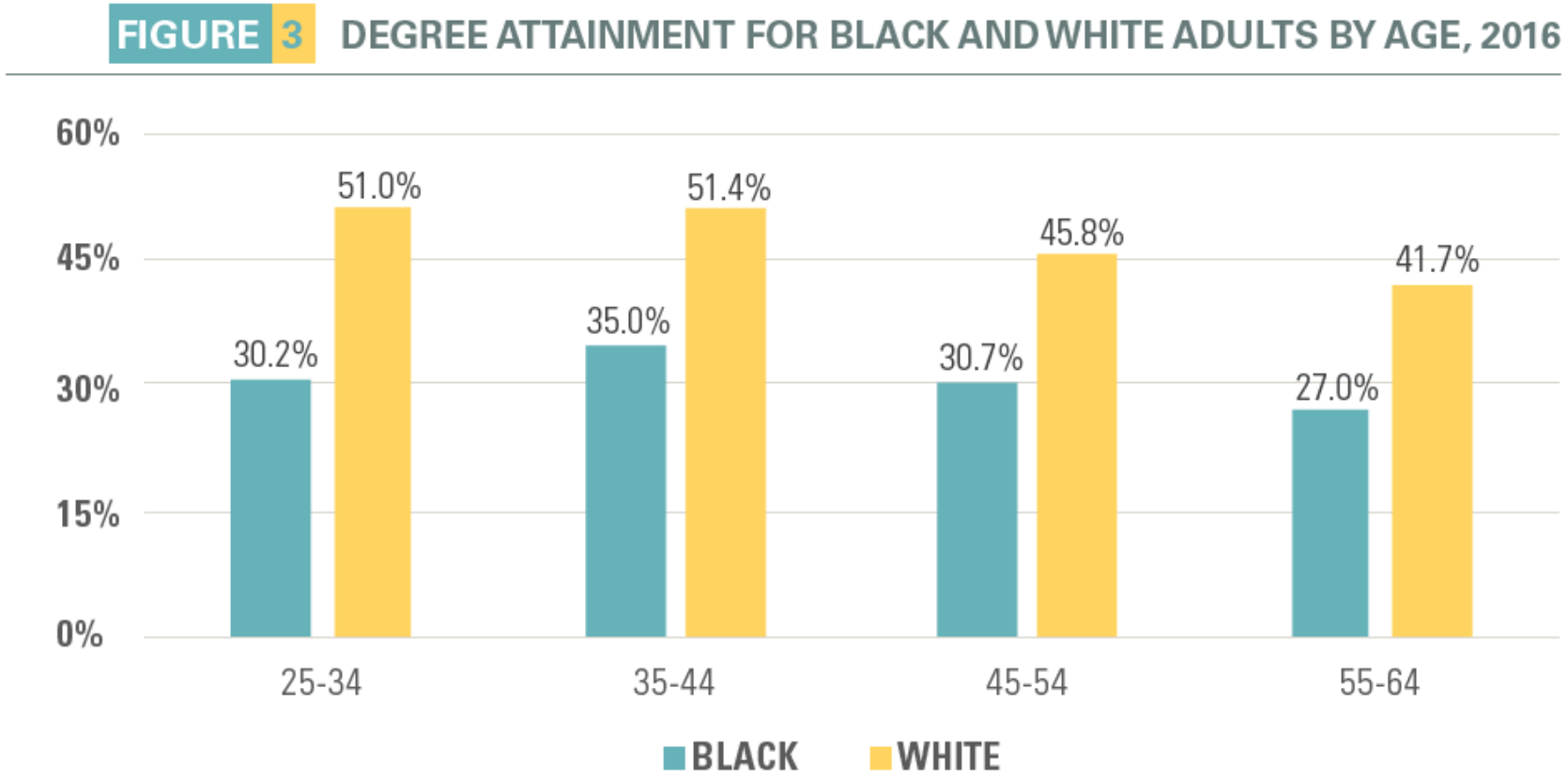
Demographics of residents (e.g., age, immigration status)

31% of Black Adults and 47% of White Adults Have a College Degree or Higher



Source: Ed Trust analysis of the United States Census Bureau's 2016 American Community Survey.

Attainment Gaps are Largest Among Young Black and White Adults

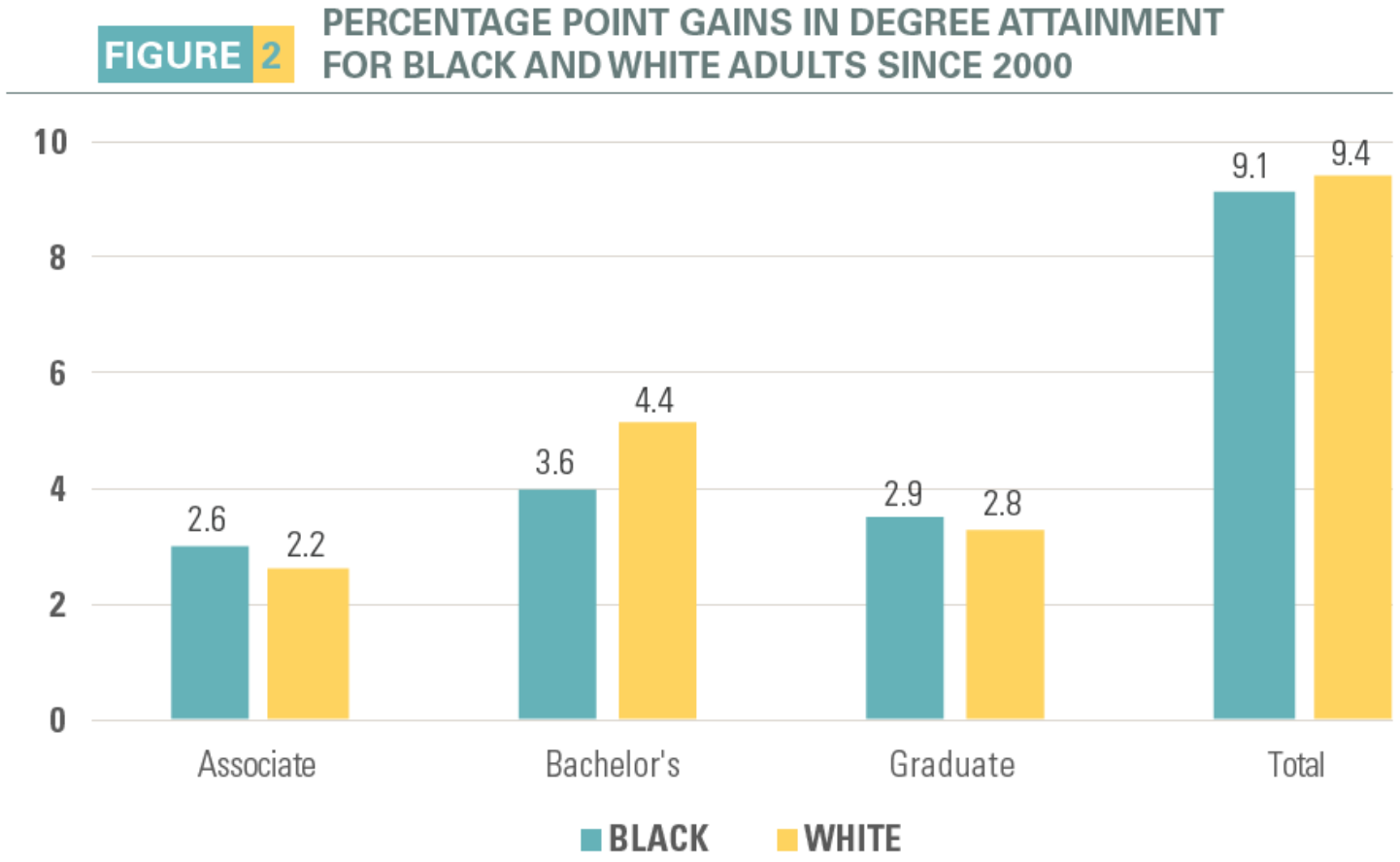


Source: Ed Trust analysis of the United States Census Bureau's 2016 American Community Survey.

FIGURE 4 DEGREE ATTAINMENT FOR BLACK ADULTS BY STATE

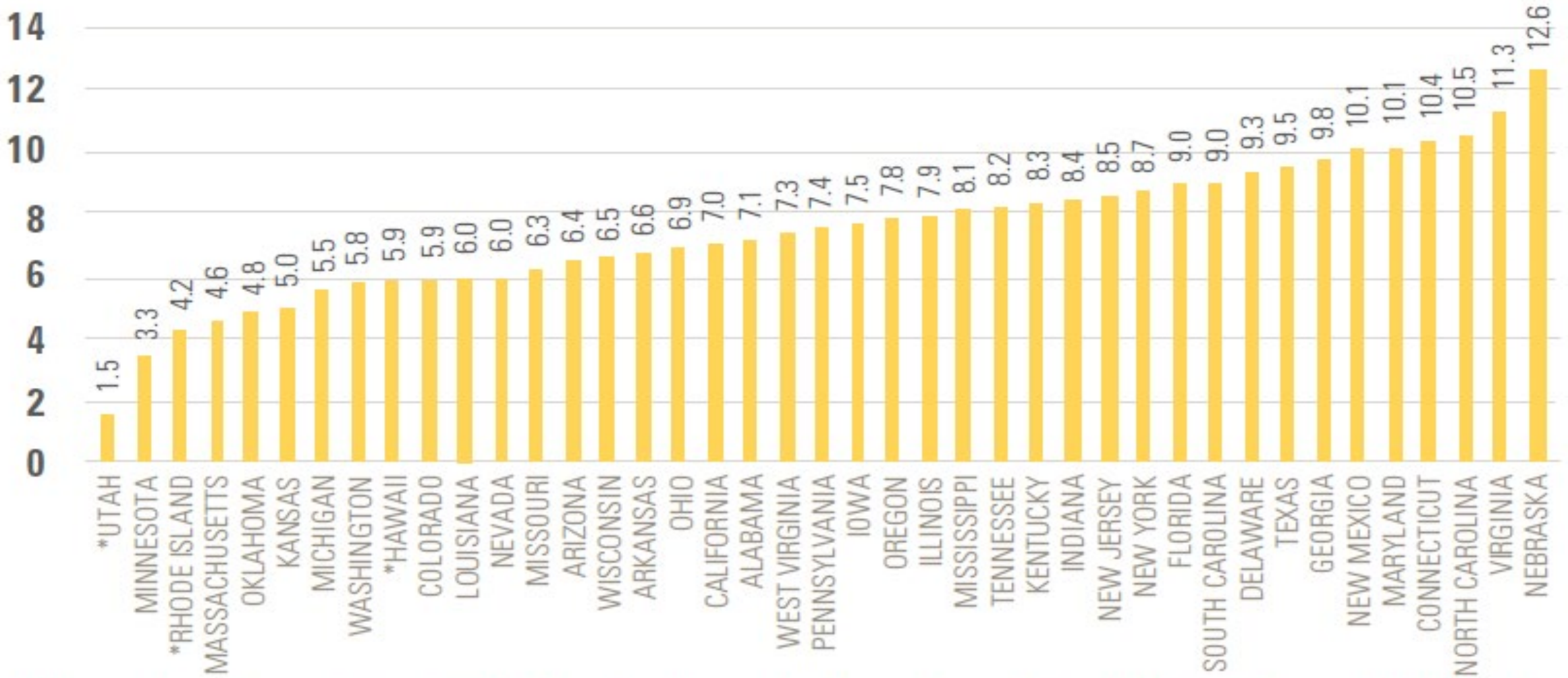
Source: Ed Trust analysis of the United States Census Bureau's 2014, 2015, and 2016 American Community Surveys.

Gains in Degree Attainment for Black Adults Have Not Closed Gaps



Source: Ed Trust analysis of the United States Census Bureau's 2016 American Community Survey and the 2000 Decennial Census.

FIGURE 5 PERCENTAGE POINT GAINS IN DEGREE ATTAINMENT FOR BLACK ADULTS SINCE 2000 BY STATE



*Change in degree attainment rate not statistically significant from zero based on an independent sample t-test at the 95 percent level of significance

Source: Ed Trust analysis of the United States Census Bureau's 2014, 2015, and 2016 American Community Surveys and the 2000 Decennial Census.

FIGURE 6 PERCENTAGE POINT GAP IN BLACK AND WHITE DEGREE ATTAINMENT FOR ADULTS BY STATE

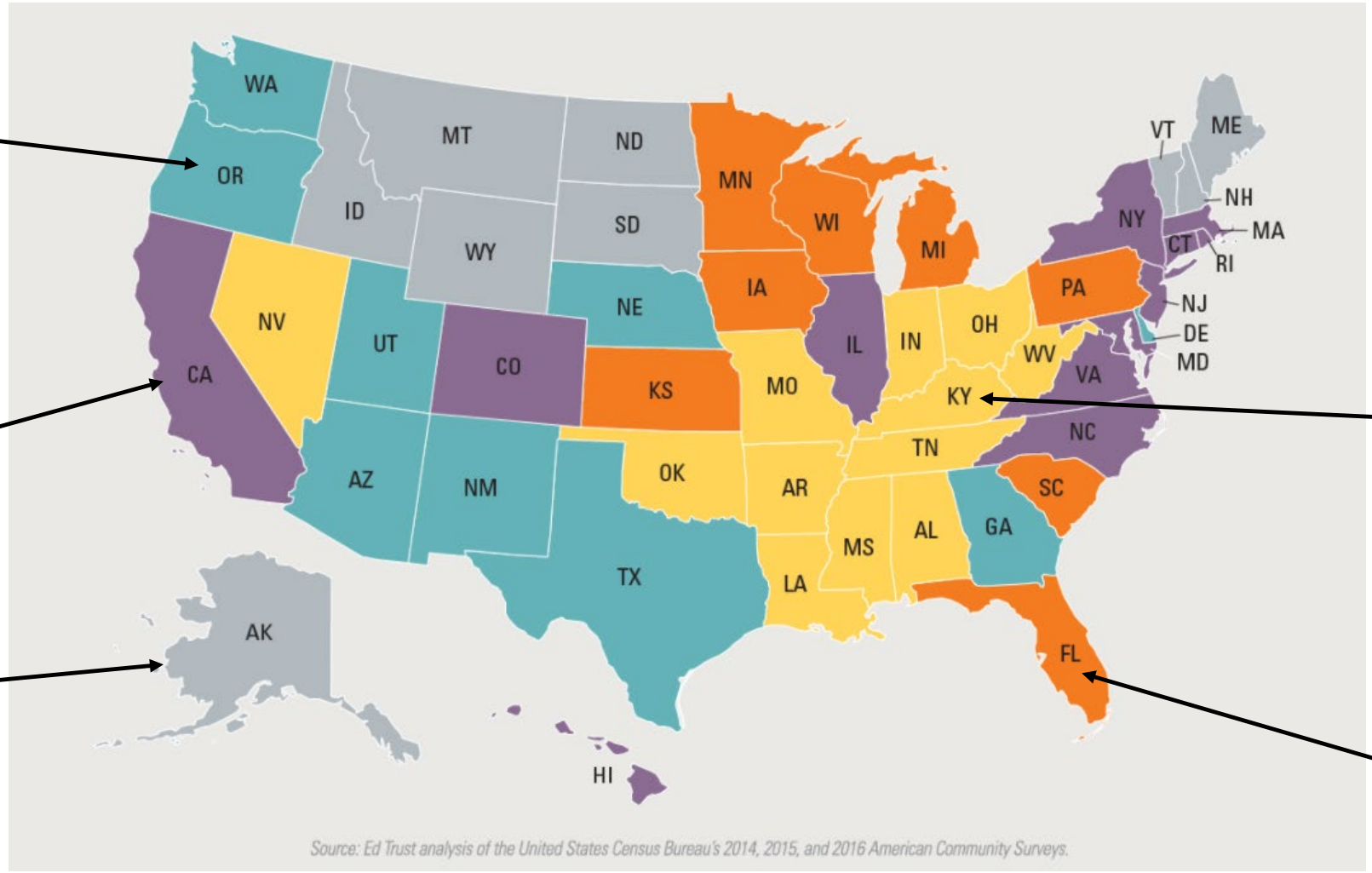
Source: Ed Trust analysis of the United States Census Bureau's 2014, 2015, and 2016 American Community Surveys.

State Attainment Rate and Attainment Gaps Among Black Adults

Higher Black attainment rate and lower Black-White gap

Higher Black attainment rate and higher Black-White gap

Fewer than 15,000 Black adults

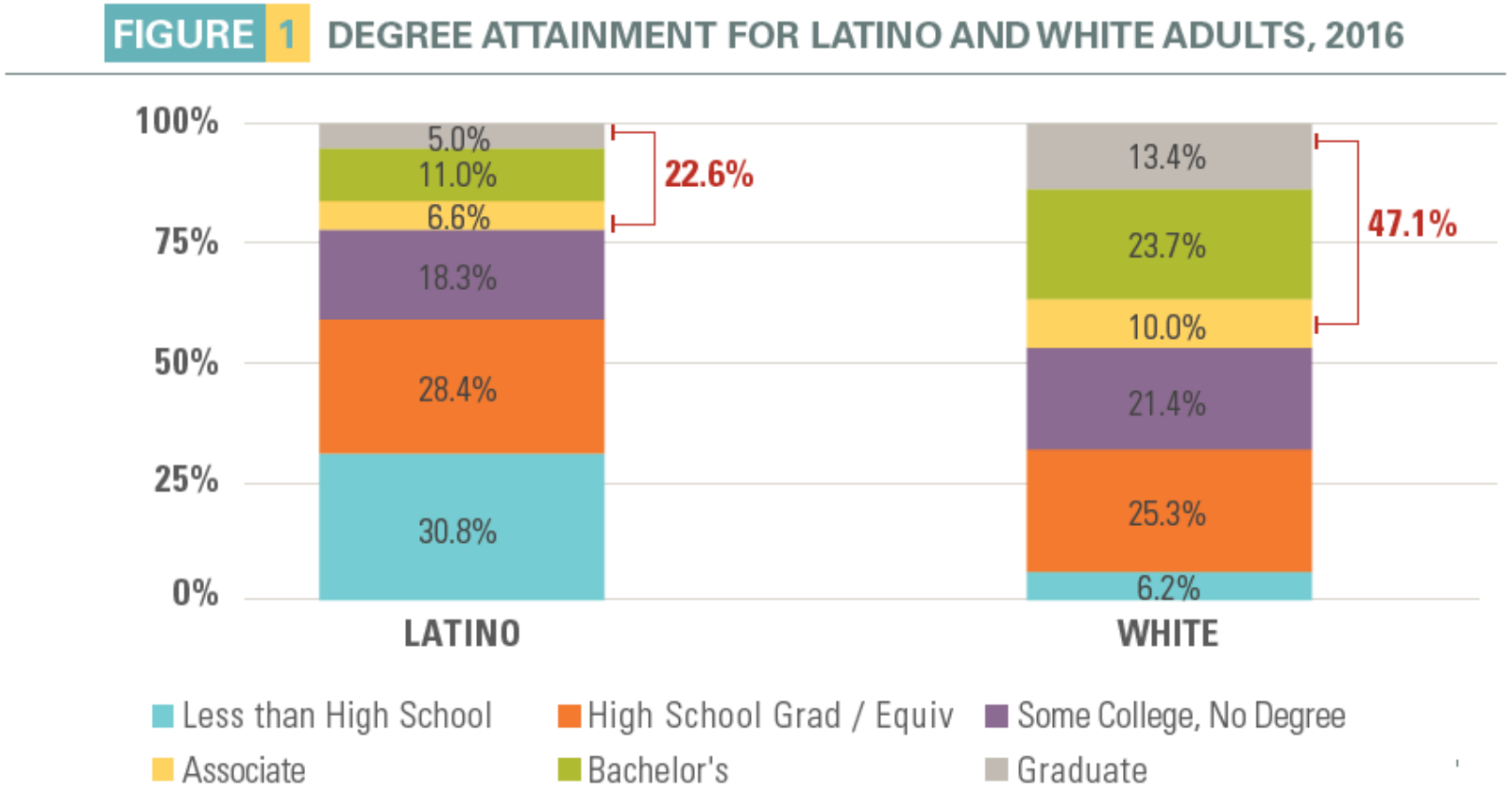


↑ Attain, ↓ Gap
↑ Attain, ↑ Gap
↓ Attain, ↓ Gap
↓ Attain, ↑ Gap

Lower Black attainment rate and lower Black-White gap

Lower Black attainment rate and higher Black-White gap

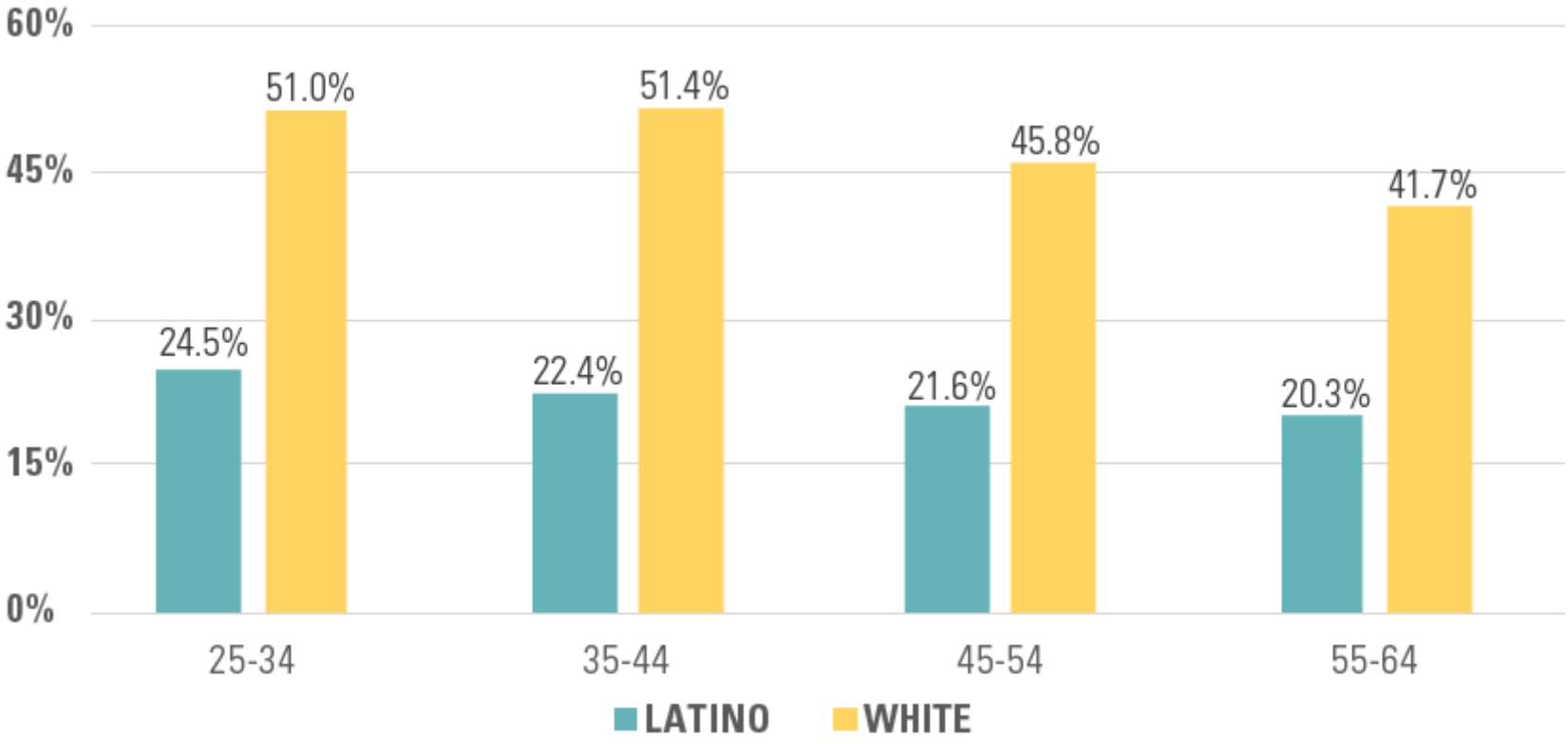
23% of Latino Adults and 47% of White Adults Have a College Degree or Higher



Source: Ed Trust analysis of the United States Census Bureau's 2016 American Community Survey.

Attainment Gaps are Largest Among Young Latino and White Adults

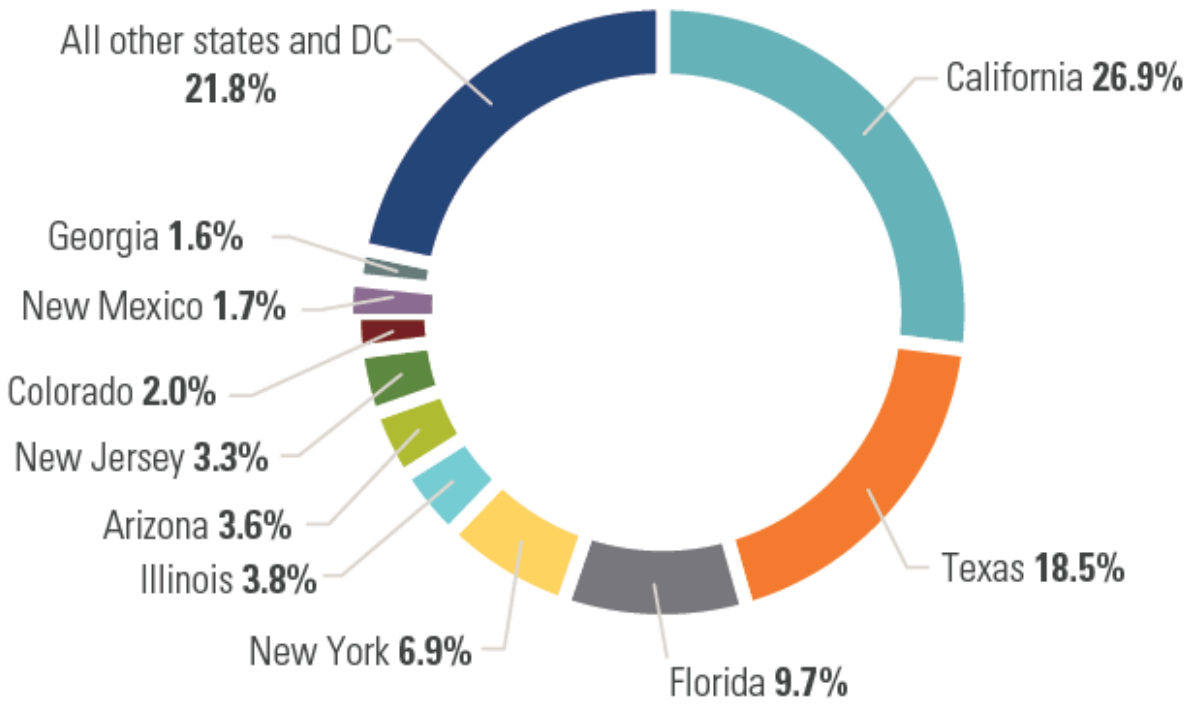
FIGURE 3 DEGREE ATTAINMENT FOR LATINO AND WHITE ADULTS BY AGE, 2016



Source: Ed Trust analysis of the United States Census Bureau's 2016 American Community Survey.

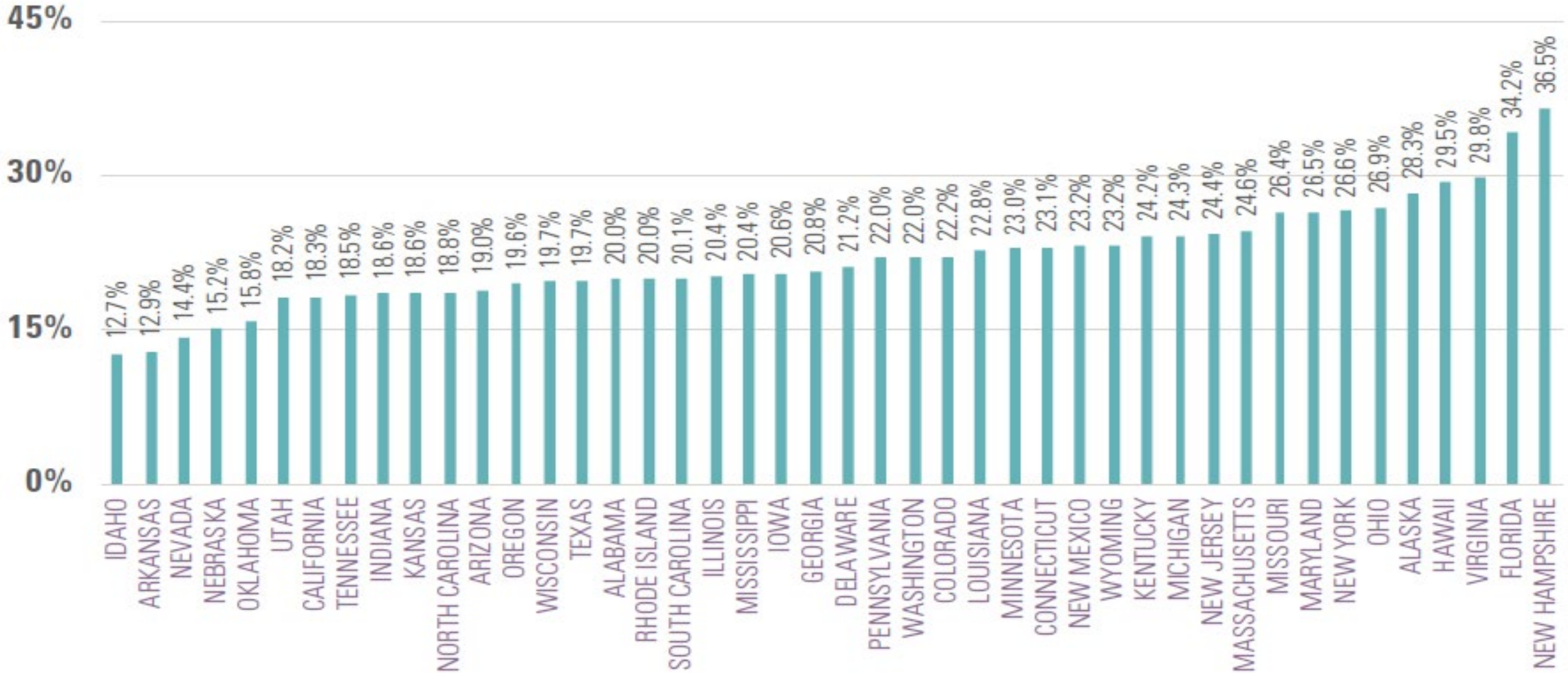
Attainment in Several States Account for Much of the National Attainment Gap

FIGURE 4 LATINO ADULT POPULATION BY STATE, 2016



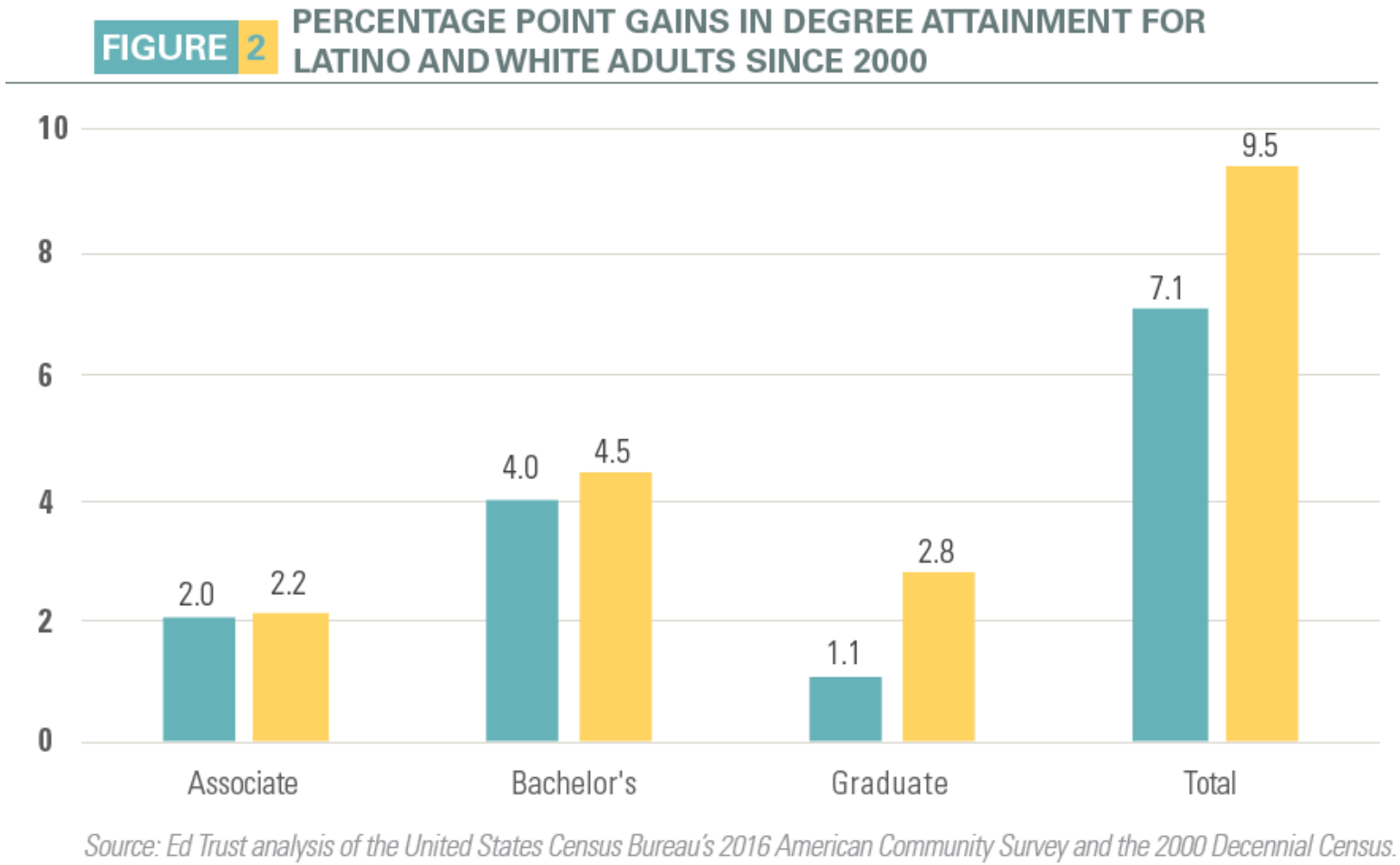
Source: Ed Trust analysis of the United States Census Bureau's 2016 American Community Survey.

FIGURE 5 DEGREE ATTAINMENT FOR LATINO ADULTS BY STATE



Source: Ed Trust analysis of the United States Census Bureau's 2014, 2015, and 2016 American Community Surveys.

Gains in Degree Attainment for Latino Adults Have Not Been Enough to Close Persistent Gaps



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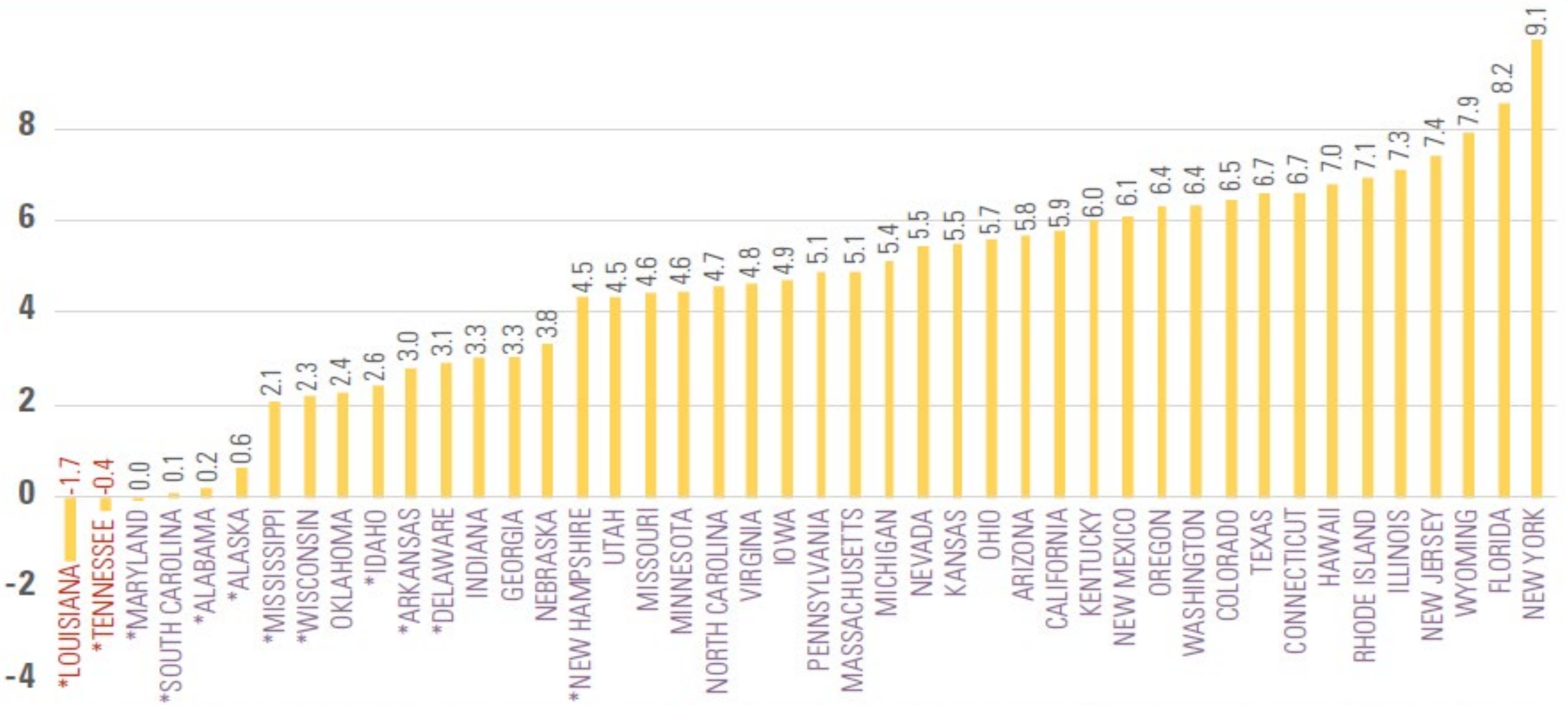

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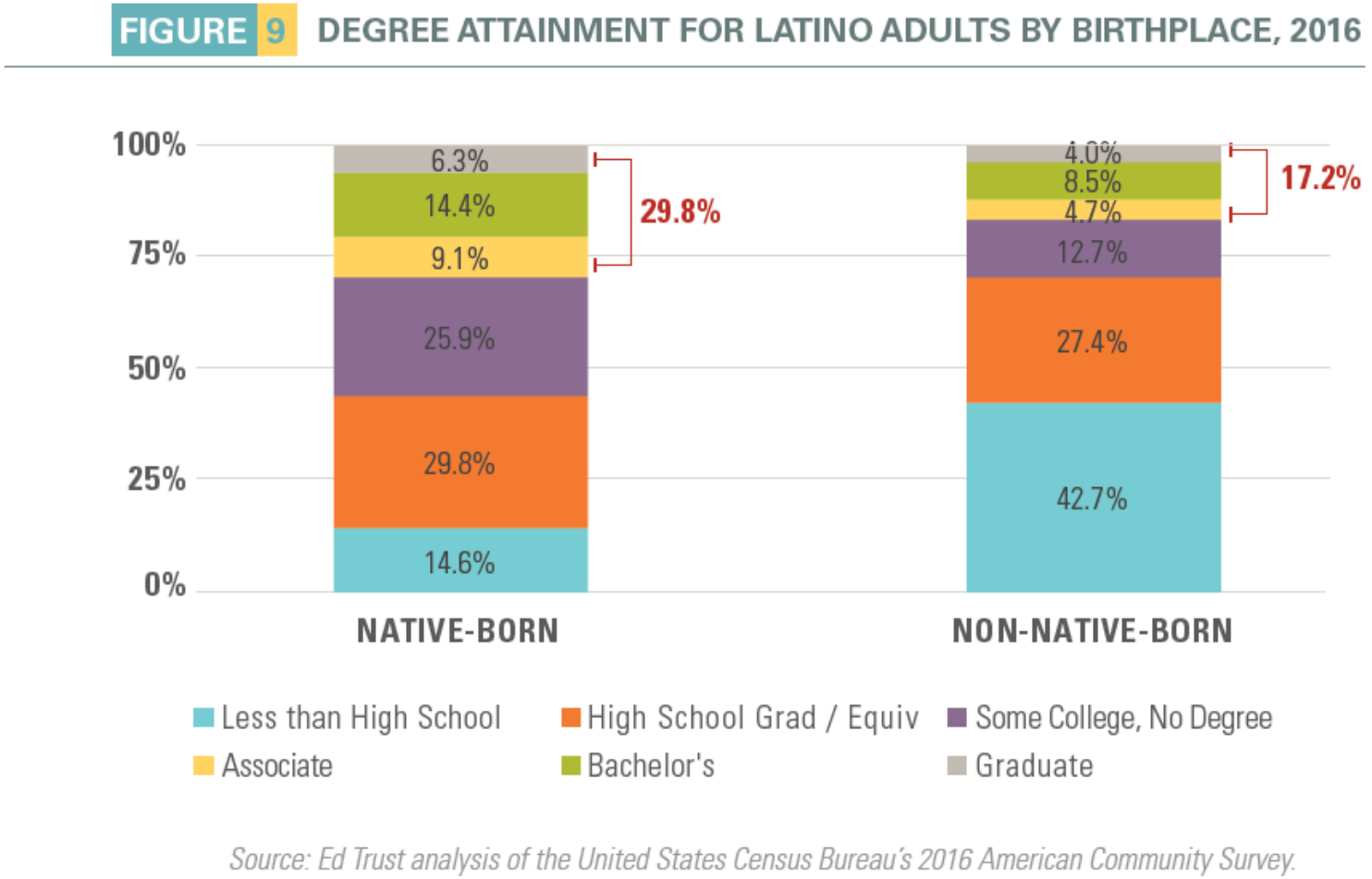
Source: Ed Trust analysis of the United States Census Bureau's 2014, 2015, and 2016 American Community Surveys and the 2000 Decennial Census.

FIGURE 7 PERCENTAGE POINT GAP IN LATINO AND WHITE DEGREE ATTAINMENT FOR ADULTS BY STATE

Source: Ed Trust analysis of the United States Census Bureau's 2014, 2015, and 2016 American Community Surveys.

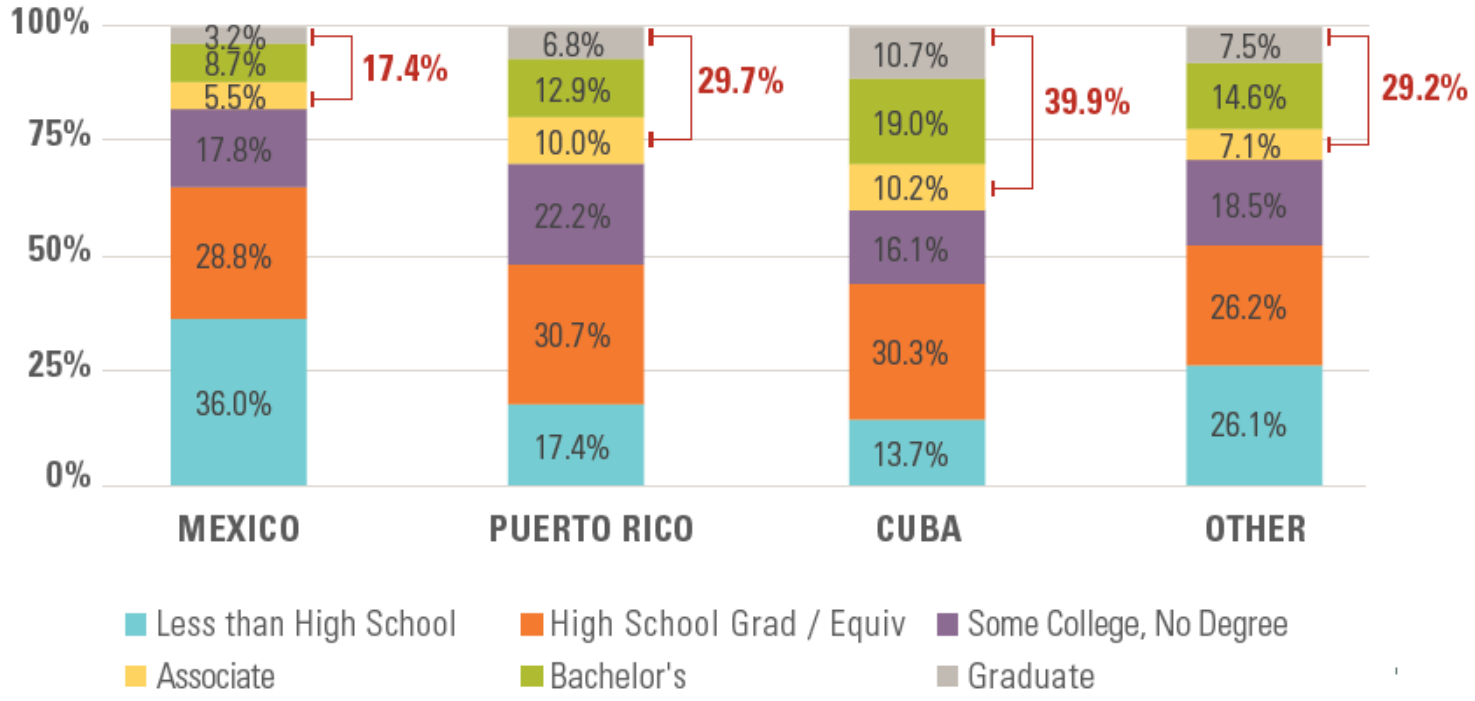
Immigration Influences Latino Degree Attainment



Source: Ed Trust analysis of the United States Census Bureau's 2016 American Community Survey.

Latino Degree Attainment Varies by Ethnic Group

FIGURE 10 DEGREE ATTAINMENT FOR LATINO ADULTS BY ORIGIN, 2016



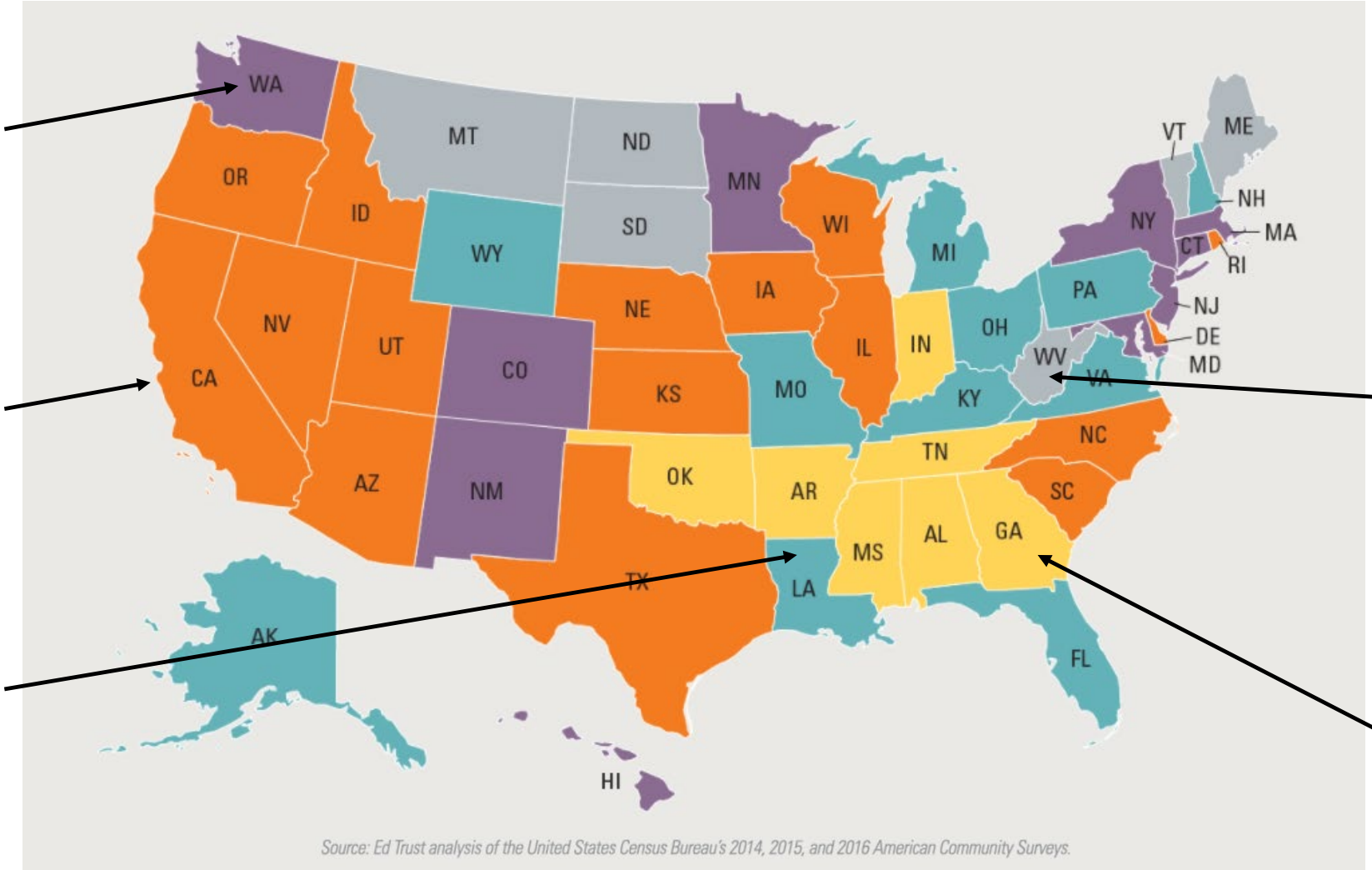
Source: Ed Trust analysis of the United States Census Bureau's 2016 American Community Survey.

State Attainment Rate and Attainment Gap Among Latino Adults

Higher Latino attainment rate and higher Latino-White gap

Lower Latino attainment rate and higher Latino-White gap

Higher Latino attainment rate and lower Latino-White gap



Fewer than 15,000 Latino adults

Lower Latino attainment rate and lower Latino-White gap

Racial Equity Analysis of State Attainment Goals

State Attainment Goals – National Context

Obama – 60% of 25-34 year olds with associate's or above by 2020

Lumina – 60% of 25-64 year olds with a high quality certificate or above by 2025

As of 2016, 41.8% of adults held an associate's or higher– 47% of White adults, 31% of Black adults and 23% of Latino adults

ETS Projections		
US will meet the Obama goal in 2041	US will meet the Lumina goal in 2056.	Black and Latino populations will not have met either goal by 2060 (last year projected)

Why Goals Matter

Setting Goals Can:

- Inspire
- Impact priorities
- Encourage strategic decision making
- Formalize the good intentions of individual actors

Race & Attainment Goals – The Opportunity

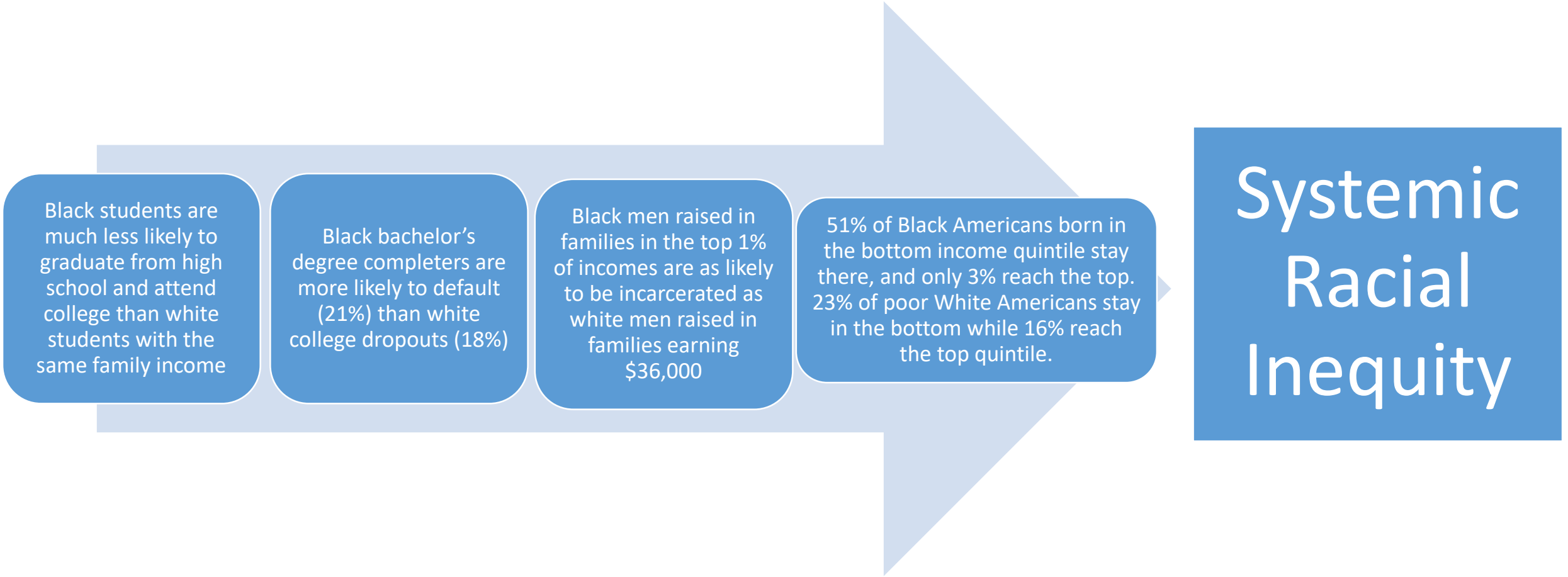
Gaps persist despite attainment gains

White adults outpaced Black and Latino adults in BA attainment growth since 2000

Some states with the largest percentages of people of color have no goals or have goals that don't address racial equity

In some states, the lack of focus on race in attainment goals correlates with the actual attainment rates of Black and Latino adults

Income is Not a Proxy for Race



Income is Not a Proxy for Race

Exhibit 5.1: Percentage bachelor's degree attainment of students within six years of postsecondary enrollment, by race and ethnicity and family income quartile: From 2003–04 through 2008–09

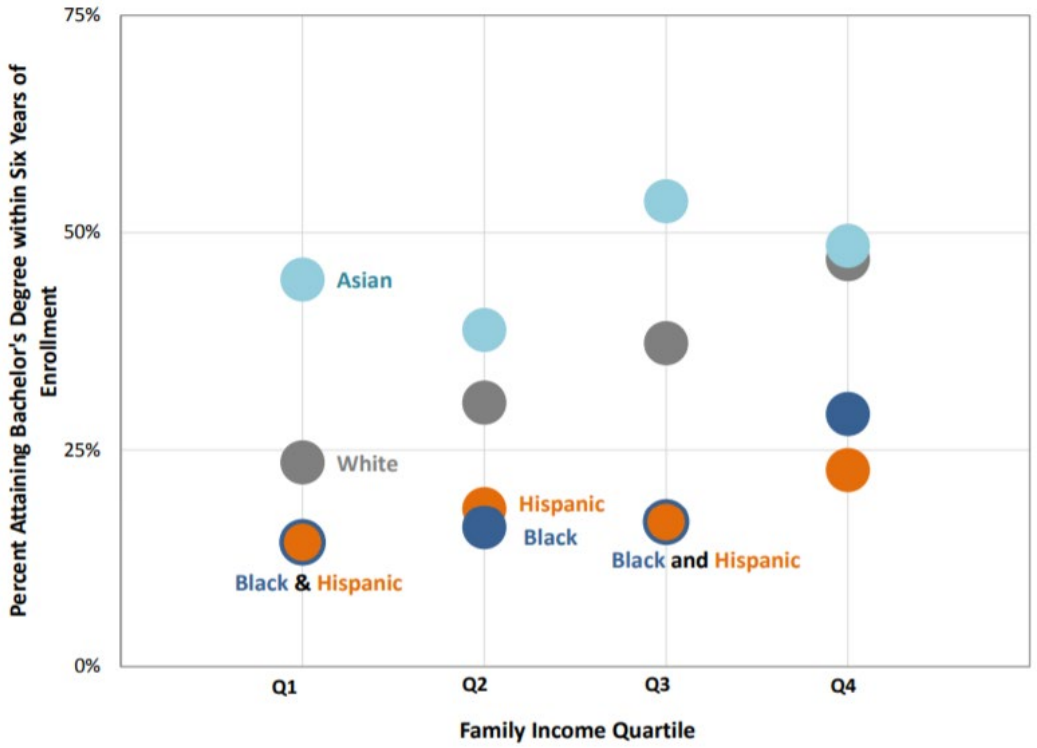
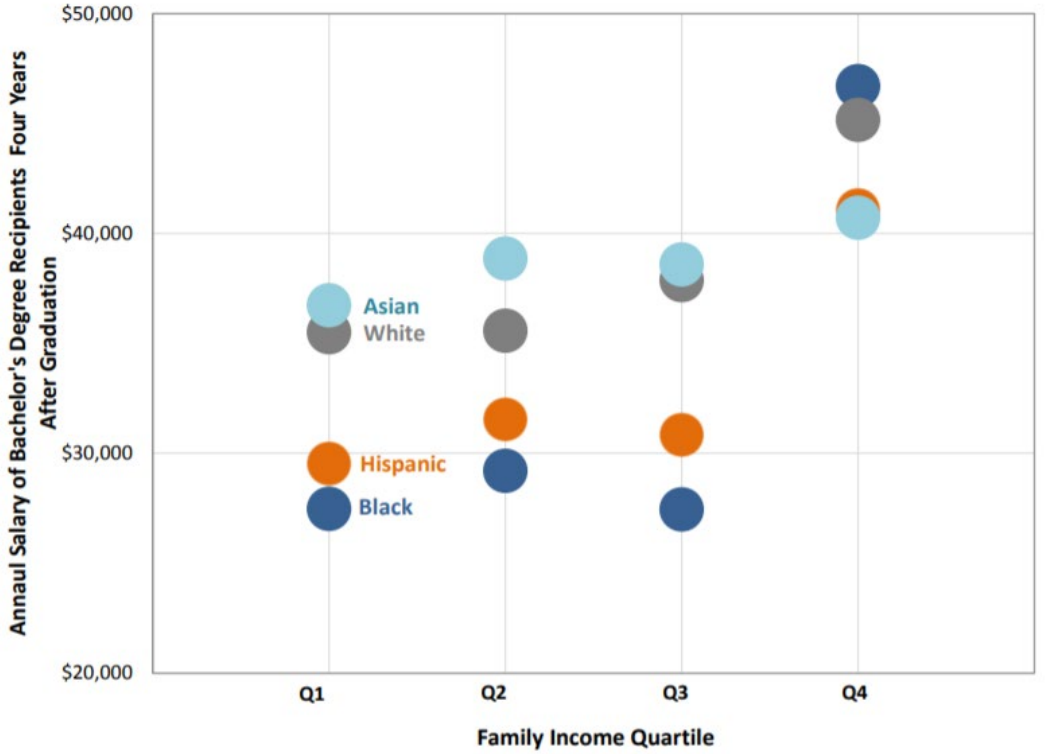


Exhibit 5.2: Total annual salary of bachelor's degree recipients four years after graduation, by race and ethnicity and family income: 2012



State Attainment Goals – Racial Equity Ratings Framework

Does the state have a degree attainment goal? (43/50)

Do the **materials related to the goal** mention race? (37/43)

Do they include data on gaps in enrollment, persistence, completion or attainment by race? (29/37)

Do they include a goal to improve outcomes for students of color and/or close racial equity gaps? (30/37)

Is the state's goal to improve outcomes for students of color or close racial equity gaps supported by additional numerical targets, goals, benchmarks, and/or data analysis? (18/30)

Do the attainment goal materials identify strategies the state has used, is using, or will use to improve outcomes for students of color or close racial equity gaps? (25/37)

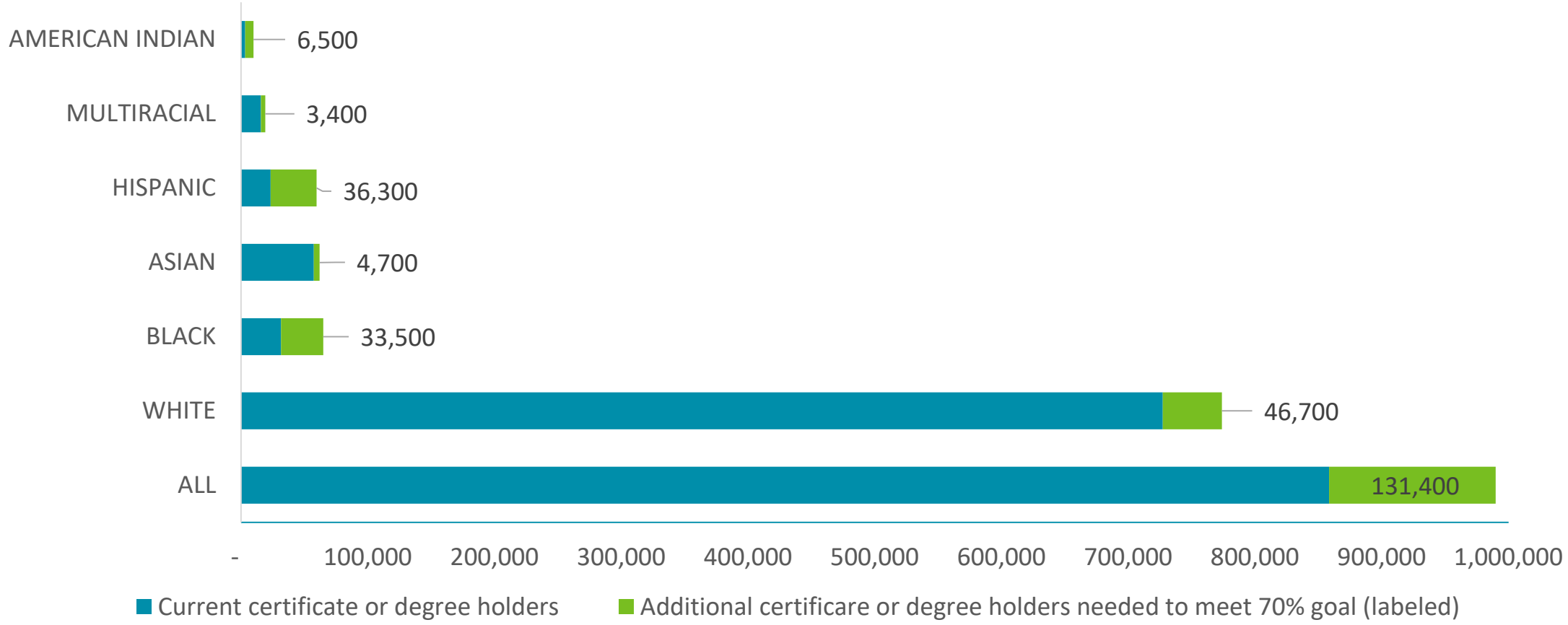
In order to be considered in our analysis, the state's materials related to the attainment goal had to be publicly available online, explicitly tied to the attainment goal, and issued by an entity responsible for developing or pursuing the goal.

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

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

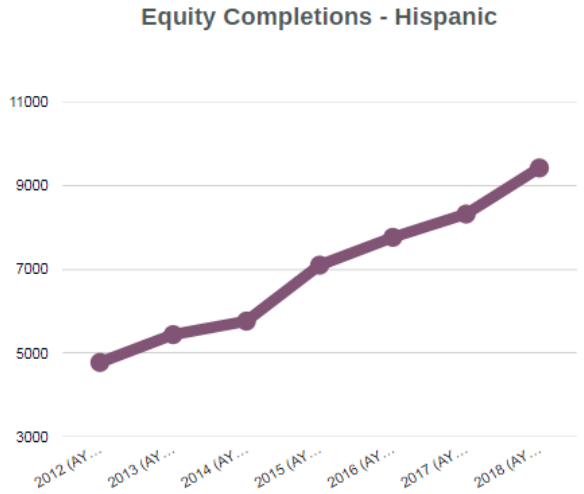


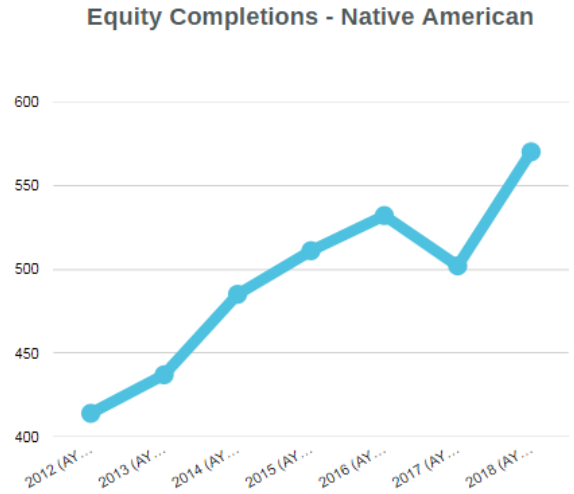
Source: IPUMS microdata version of U.S. Census Bureau 2011-2015 American Community Survey, with tabulations and additional analysis by the Minnesota Demographic Center.

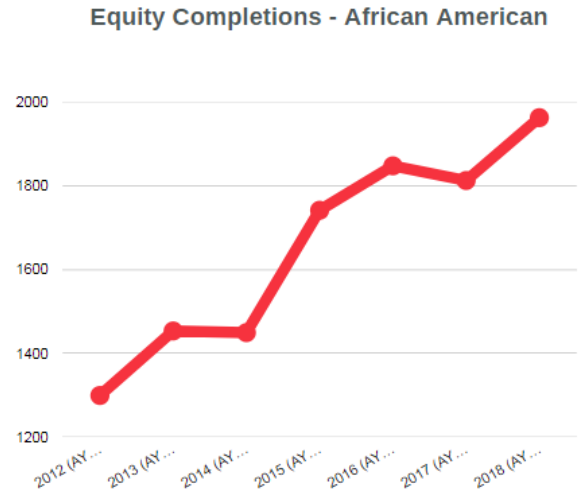
Texas Sets Interim Benchmarks for Racial Equity Goals

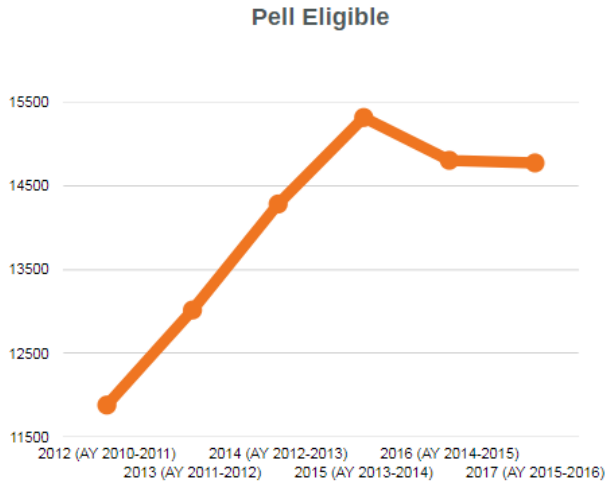
Goal and Interim Benchmarks	2020	2025	2030
Increase the number of students completing a certificate, associate, bachelor's, or master's from an institution of higher education in Texas to at least…	376,000	455,000	550,000
The first four targets are directly related to the completion goal. To reach this goal, Texas will need to maintain the strong degree production increases that it has experienced in recent years. (298,989 as of 2014)			
Targets to Reach the Goal	**2020**	**2025**	**2030**
Increase the number of Hispanic students completing a certificate or degree to at least…	138,000	198,000	285,000
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)			

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

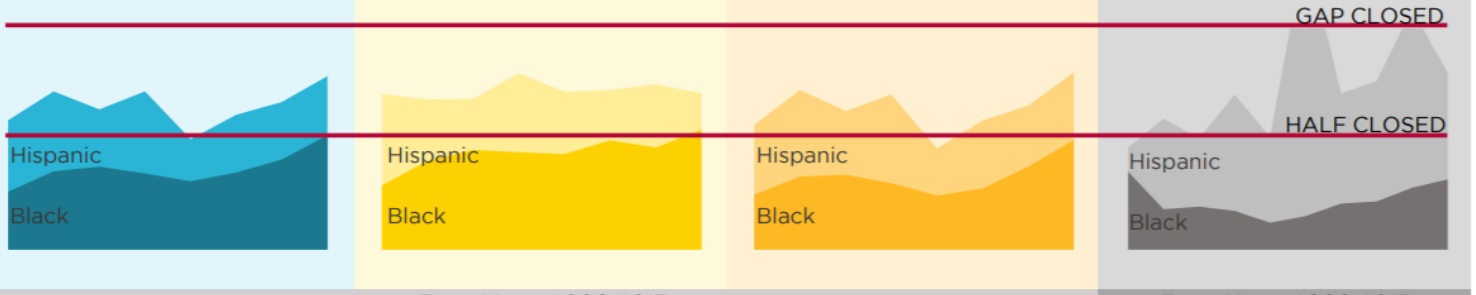
Completion Rate Trends by Race Group	Statewide Four-Year				Four-Year Main Campus				Four-Year Non-Main Campus				Statewide Two-Year			
	ON-TIME		EXTENDED-TIME		ON-TIME		EXTENDED-TIME		ON-TIME		EXTENDED-TIME		ON-TIME		EXTENDED-TIME	
	2013	5-YEAR CHANGE	2011	3-YEAR CHANGE	2013	5-YEAR CHANGE	2011	3-YEAR CHANGE	2013	5-YEAR CHANGE	2011	3-YEAR CHANGE	2015	5-YEAR CHANGE	2011	3-YEAR CHANGE
Black	24.0%	7.5	44.5%	0.7	29.0%	5.9	52.9%	0.8	12.9%	7.2	30.5%	0.6	5.6%	4.9	15.4%	1.7
Hispanic	32.9%	11.7	59.2%	2.1	45.0%	10.7	72.0%	1.6	19.8%	12.6	43.2%	0.4	10.5%	8.3	33.5%	10.3
Minority (Black or Hispanic)	28.1%	9.9	50.6%	2.1	35.2%	8.7	60.2%	2.5	16.8%	10.5	36.2%	1.1	6.8%	5.9	19.2%	3.8
White	47.5%	11.2	70.4%	1.1	57.3%	11.8	78.3%	0.4	24.9%	13.1	50.7%	4.5	14.1%	9.9	35.3%	4.5

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

Minority Students Average Progress Toward Closing Gap by 2025

	Black	Hispanic
Statewide Four-Year	⚠	✓
Main-Campus	⚠	⚠
Non-Main Campus	⚠	✓
Statewide Two-Year	X	✓

Average Progress Indicators
✓ On-Track ⚠ Some Progress X Not On-Track

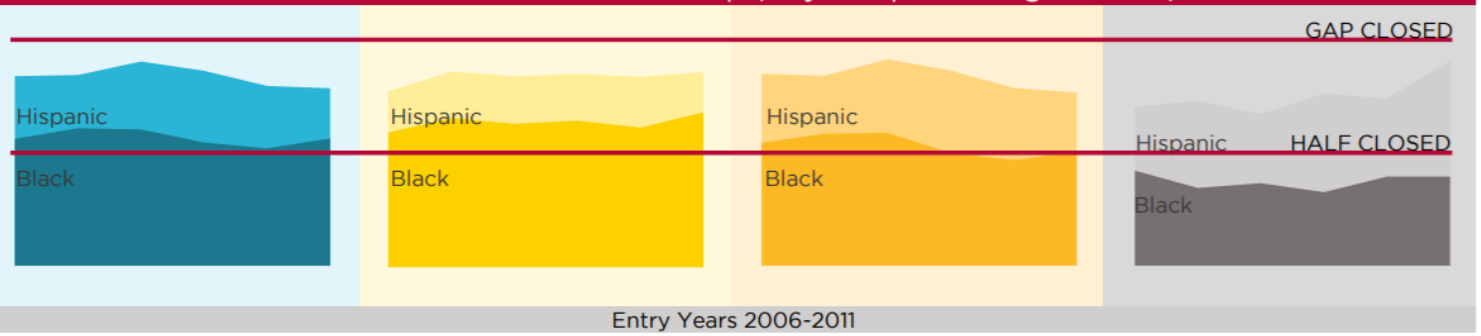


Within 6 Years Achievement Gap (Any Campus or Degree Level)

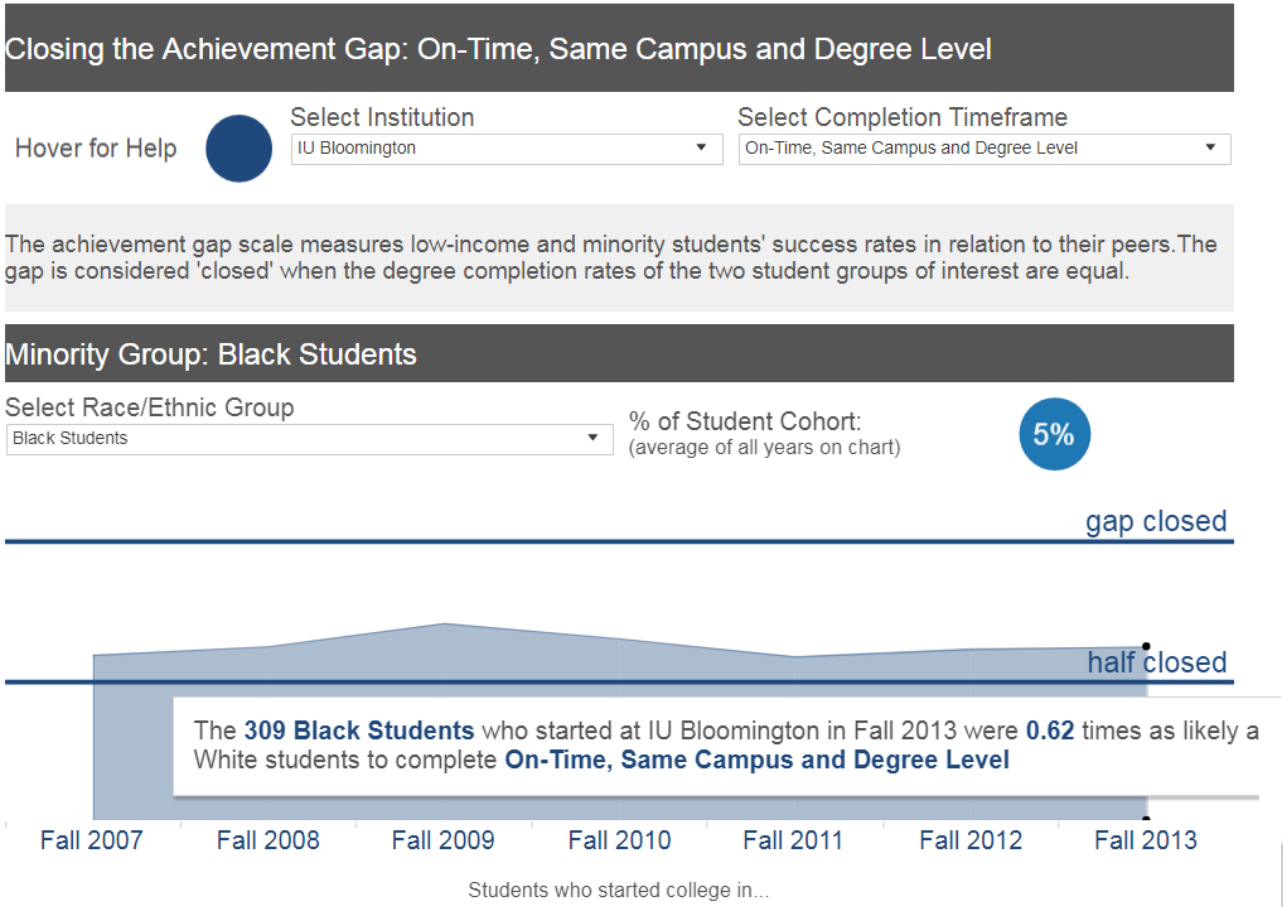
Minority Students Average Progress Toward Closing Gap by 2025

	Black	Hispanic
Statewide Four-Year	⚠	X
Main-Campus	⚠	✓
Non-Main Campus	X	X
Statewide Two-Year	X	✓

Average Progress Indicators
✓ On-Track ⚠ Some Progress X Not On-Track



Provides Campus-Level Completion Gap Data



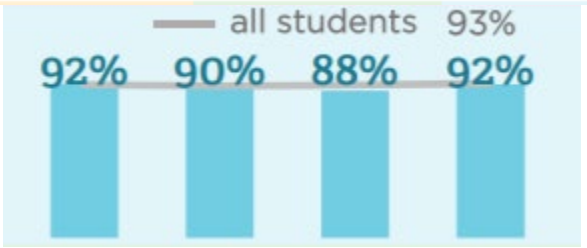
https://www.in.gov/che/3032.htm

INDIANA UNIVERSITY BLOOMINGTON

% of students who are

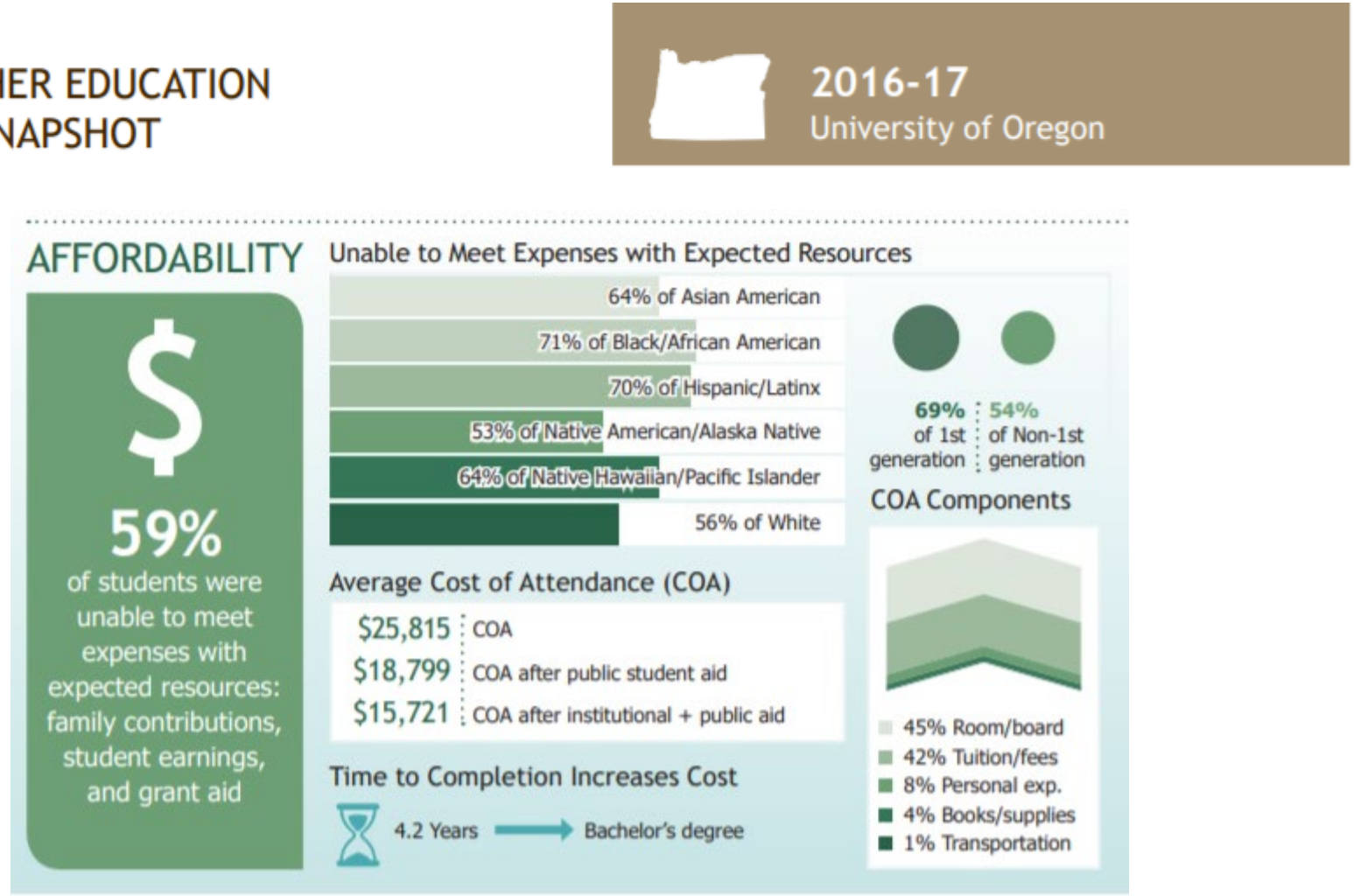
% Earning 30+ Credits

% Persisting to Second Year



	Complete On Time (same campus & degree level)			Complete Within 6 Years (any campus or degree level)		
	%	1 Yr	5 Yr	%	1 Yr	5 Yr
Minorities (Black or Hispanic)	50.5%	+0.2	+8.4	72.8%	+1.9	+9.6
All Students	66.7%	+2.8	+7.3	83.8%	+1.1	+0.7

Oregon Provides Enrollment, Affordability, and Outcomes Data by Race for Each Institution



Numerous States Identify Race-Conscious Strategies for Closing 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

The How - Strategies for Embedding Equity in State Attainment Goals & Postsecondary Plans

From the USC Center for Urban Education

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

https://cue.usc.edu/files/2017/02/Making-Equity-Part-of-Your-State%E2%80%99s-Postsecondary-Planning_Final_Web.pdf

Thank You!

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