Eliminating Equity Gaps on the Road to 60% by 2025

Emily Rusca, Education Systems Center at NIU
Lisa Castillo Richmond, Partnership for College Completion
PROGRESS TO CELEBRATE, ROOM FOR GROWTH

Sustained efforts generating results, but gaps exist across sub-groups

Source: Lumina Foundation

*Since 2014, workforce-relevant certificates have been included in the total of postsecondary credentials.
PROGRESS IS UNEVEN

Illinois AA+ Attainment Rate, 2018

- Black / White Gap: 16.2% pt
- Latino / White Gap: 23.9% pt

Black: 32.3%
Latino: 24.6%
White: 48.5%

American Community Survey data via ITHAKA

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PROGRESS IS UNEVEN

Degree Attainment relative to Federal Poverty Line (FPL), 2016

<table>
<thead>
<tr>
<th>Total Population</th>
<th>&lt;= 100% FPL</th>
<th>&lt;= 200% FPL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Less than HS</td>
<td>HS diploma or equiv.</td>
</tr>
<tr>
<td>Total Population</td>
<td>24.1%</td>
<td>23.3%</td>
</tr>
<tr>
<td>&lt;= 100% FPL</td>
<td>21.1%</td>
<td>32.9%</td>
</tr>
<tr>
<td>&lt;= 200% FPL</td>
<td>44.6%</td>
<td>21.9%</td>
</tr>
</tbody>
</table>

Source: American Community Survey
GAPS ARE WIDENING

Attendance vs. Completion by Wealth Group

Lowest wealth group (40%)

- Attending college
  - Born in '70s: 11.3%
  - Born in '80s: 11.8%

Middle wealth group (40%)

- Attending college
  - Born in '70s: 25.7%
  - Born in '80s: 32.5%

Highest wealth group (20%)

- Attending college
  - Born in '70s: 46.0%
  - Born in '80s: 60.1%


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Currently: **1 in 3 Illinoisans** Are Black or Latino

% Point Growth in Attainment, 2000-2016

- Black: 7.9%
- Hispanic: 7.3%
- White: 9.7%

American Community Survey

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THE FACE OF ILLINOIS IS CHANGING


U.S. Census Bureau; NHGIS; Woods & Poole Economics, Inc.

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THE FUTURE OF WORK REQUIRES CREDENTIALS

8 in 10

Illinois employers say their jobs require some sort of postsecondary education

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Image Credit: Georgetown CEW
THE FUTURE OF WORK IS NOT EQUITABLY ACCESSIBLE

Current educational attainment and projected state/national-level job education requirements by race/ethnicity and gender: Illinois, AA degree or higher, 2015

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Jobs in 2020</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>All, male</td>
<td>40%</td>
<td>48%</td>
</tr>
<tr>
<td>All, female</td>
<td>46%</td>
<td>52%</td>
</tr>
<tr>
<td>White, male</td>
<td>47%</td>
<td></td>
</tr>
<tr>
<td>White, female</td>
<td>24%</td>
<td></td>
</tr>
<tr>
<td>Black, male</td>
<td>24%</td>
<td></td>
</tr>
<tr>
<td>Black, female</td>
<td>34%</td>
<td></td>
</tr>
<tr>
<td>Latino, male</td>
<td>17%</td>
<td></td>
</tr>
<tr>
<td>Latino, female</td>
<td>22%</td>
<td></td>
</tr>
</tbody>
</table>

IPUMS; Georgetown University Center on Education and the Workforce

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WHAT CAN BE DONE?

UPDATING THE STATE’S GOAL & SETTING US ON A PATH TOWARD EQUITY

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EMPHASIZING EQUITY

SR 1647 & HR 1017

1) That we recognize there are significant disparities in college degree completion rates for low-income and first generation college students and students of color at institutions across the State.

2) That we are committed to closing statewide racial and socioeconomic degree attainment gaps and institutional achievement gaps and will help support and encourage institutions of higher education to implement and expand existing student success efforts that have evidence of improving educational outcomes for low-income and first generation college students and students of color.

3) That the State's P20 Council is urged to update the State's 60 by 25 goal to include equity-focused targets aimed at closing institutional racial and socioeconomic achievement gaps.

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WHAT’S BEING DONE?

Workgroup Approach & Framework

Ultimate goal: updating the State’s 60% by 2025 goal to include equity-focused targets aimed at closing institutional racial and socioeconomic achievement gaps, and providing policy recommendations for the State to explore to address those gaps.
GUIDING PRINCIPLE: EQUITY

Equality

Equity

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WHY A GOAL IS NOT ENOUGH

Any system produces what it was designed to produce.
SO HOW DO WE CHANGE THE SYSTEM?

Policy Levers

- Student Readiness for Postsecondary
- Access & Enrollment
- Affordability & Financial Aid
- Completion & Success
- Institutional Funding

Equity in Attainment
The Partnership (PCC)

**Mission**
To catalyze and champion policies, systems and practices that ensure all students in the Chicago area - particularly low-income and first generation students - graduate from college and achieve their career aspirations.

**Goal**
Aligned with the state’s 60x25 Goal, the PCC has set an ambitious goal to eliminate institutional achievement gaps in college degree completion by 2025
Technical Support

Expand and scale implementation of evidence-based approaches to increase graduation rates for Black, Latinx, and low-income college students, while eliminating institutional inequities between these student groups & their higher income & White peers throughout the region and state.

Major Effort ➔ Illinois Equity in Attainment Initiative
Building the Case for Our Work

Significant completion gaps exist by race across IHE type

Illinois graduation rate within 150% of normal time, by sector of institutions and race/ethnicity, 2015

Source: National Center for Education Statistics, IPEDS, Graduation Rates 2015
Building the Case for Our Work

National Degree Completion Disparities

Gaps between Black and White students account for about two-thirds of the national gap in completion.

Illinois has the 4th largest graduation gap between Black and White students at four-year colleges & universities.

Source: National Center for Education Statistics, IPEDS, Graduation Rates 2015
ILEA Member Institutions

28 public and private nonprofit colleges and universities

Public Universities
• 4

Private Colleges
• 8

Community Colleges
• 16

Undergraduates
• 217,000 | 38% of IL enrollment
• 67% of all Latinx undergrads
• 44% of all African-American undergrads
ILEA Member Institutions
ILEA: Defining HE Equity

EQUALITY imagines an equal world.
"I care about all students equally"

But the world ISN'T EQUAL.

Poorly Funded Schools
Less-Skilled Teachers
Counselor Ratios: 1:1000
Truncated Curriculum

Scholarships
Educated Parents
SAT / ACT Tutors
Middle to Upper Class
Honors Courses, AP Credit & Highly Skilled Teachers
Active Social Networks and Social Capital
ILEA: Defining HE Equity

And it has **BIAS AND SYSTEMIC RACISM**.

In contrast, **EQUITY** redirects resources to the pathways with greatest need to fix barriers and intentionally provide support.
What We Are Learning in IL

President & Cabinet
Faculty
Disaggregated Data
More than Data
Are We the Problem?
Sample Question:
Why aren’t our students accumulating more credits?

1. Course withdrawals and credits attempted vs. completed
   - Not taking 15 credits (advising, cost, Ws)
   - VA Commonwealth found correlation between Ws + TTD

2. Success rates in the 25-35 courses with the largest enrollment (generally introductory/developmental)
ILEA Impact

Elimination of the disparity between Black and White students

800+ more Black graduates every year (+78%)

Elimination of the disparity between Latinx and White students

Nearly 1,000 more Latino graduates every year (+32%)

Elimination of the gap between Pell and non-Pell students

425 more Pell recipients graduating every year (+8%)
THANK YOU

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