EdTrust

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Broken Mirrors: Public Higher Education and Racial Equity in the States

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The Education Trust

Overview

- Our Mission

- State Equity Report Card
  - Degree Attainment: Black and Latino Adults
  - Broken Mirrors: Black & Latino Representation at Public Colleges and Universities

- The Opportunity: Closing Degree Attainment Gaps

Our Mission

Through our research and advocacy, The Education Trust supports work that:

Expands excellence and equity in education, from preschool through college;

Increases college access and completion, particularly for historically underserved students; and

Builds and engages diverse communities that care about education equity, and increases political and public will to act on equity issues.

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 (Spring 2019)**
  - **Undergraduate Degree Earner Representation (Spring 2019)**
  - College Affordability (2019)

"Broken Mirrors" (Black students) & "Broken Mirrors II" (Latino students)

Degree Attainment

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
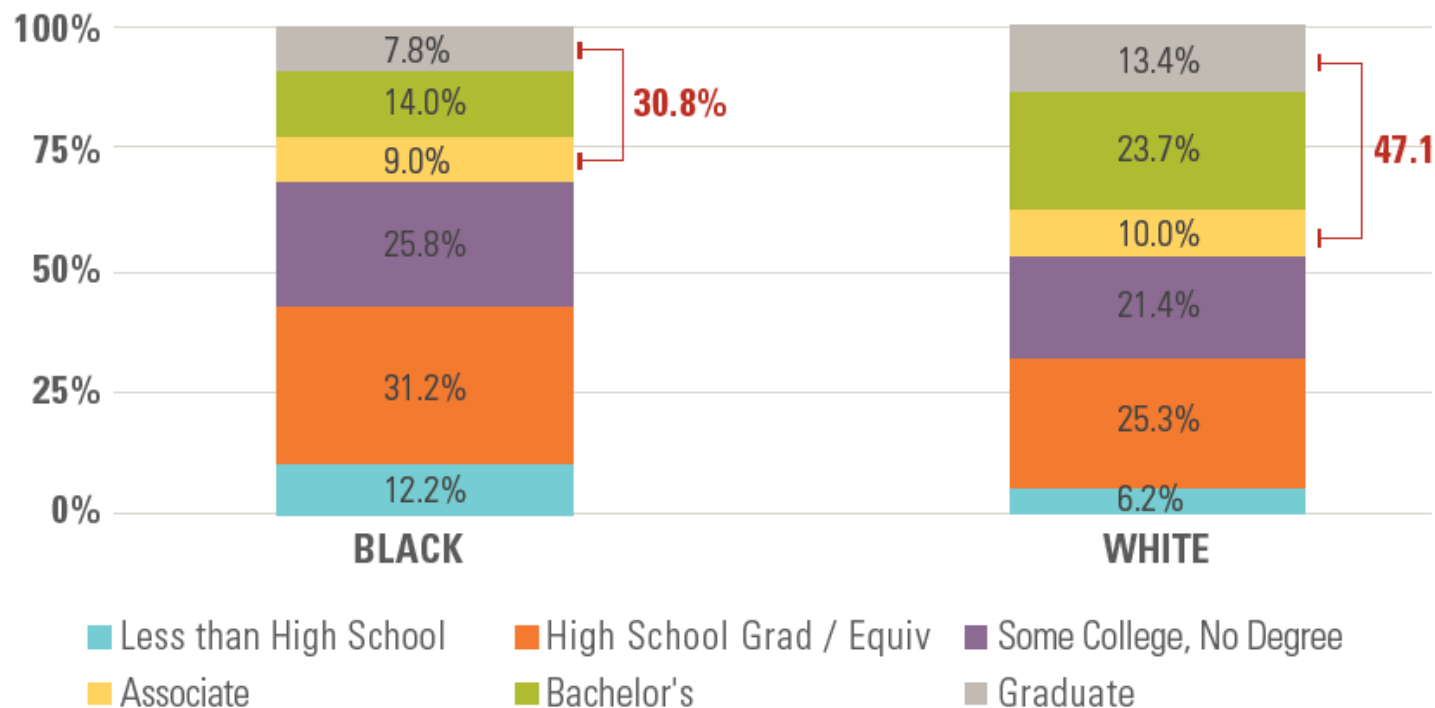
From 2000 to 2016

- 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

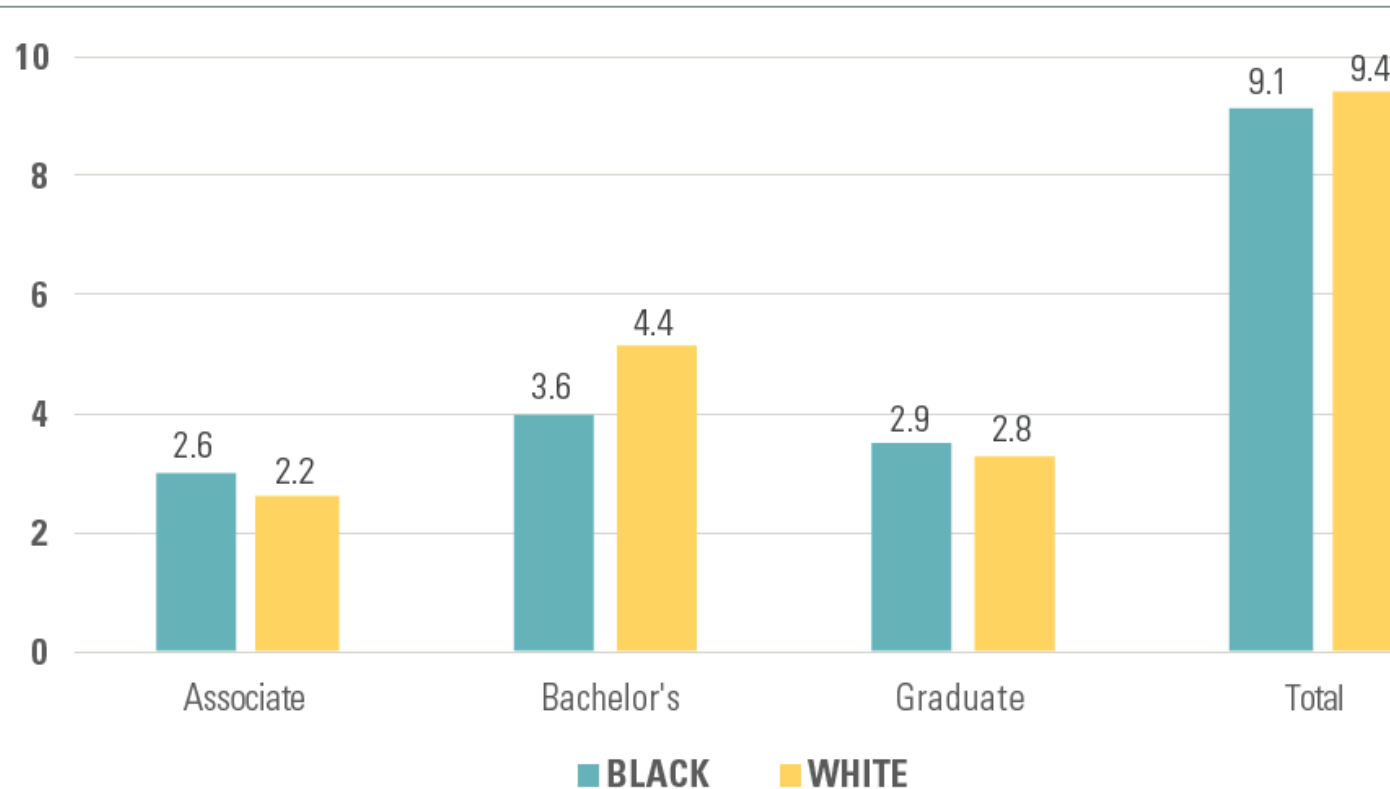# 31% of Black Adults and 47% of White Adults Have a College Degree or Higher

FIGURE 1 DEGREE ATTAINMENT FOR BLACK AND WHITE ADULTS, 2016

BLACK
- 7.8%
- 14.0%
- 9.0%
- 25.8%
- 31.2%
- 12.2%

30.8%

WHITE
- 13.4%
- 23.7%
- 10.0%
- 21.4%
- 25.3%
- 6.2%

47.1

Legend:
- Less than High School
- High School Grad / Equiv
- Some College, No Degree
- Associate
- Bachelor's
- Graduate

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

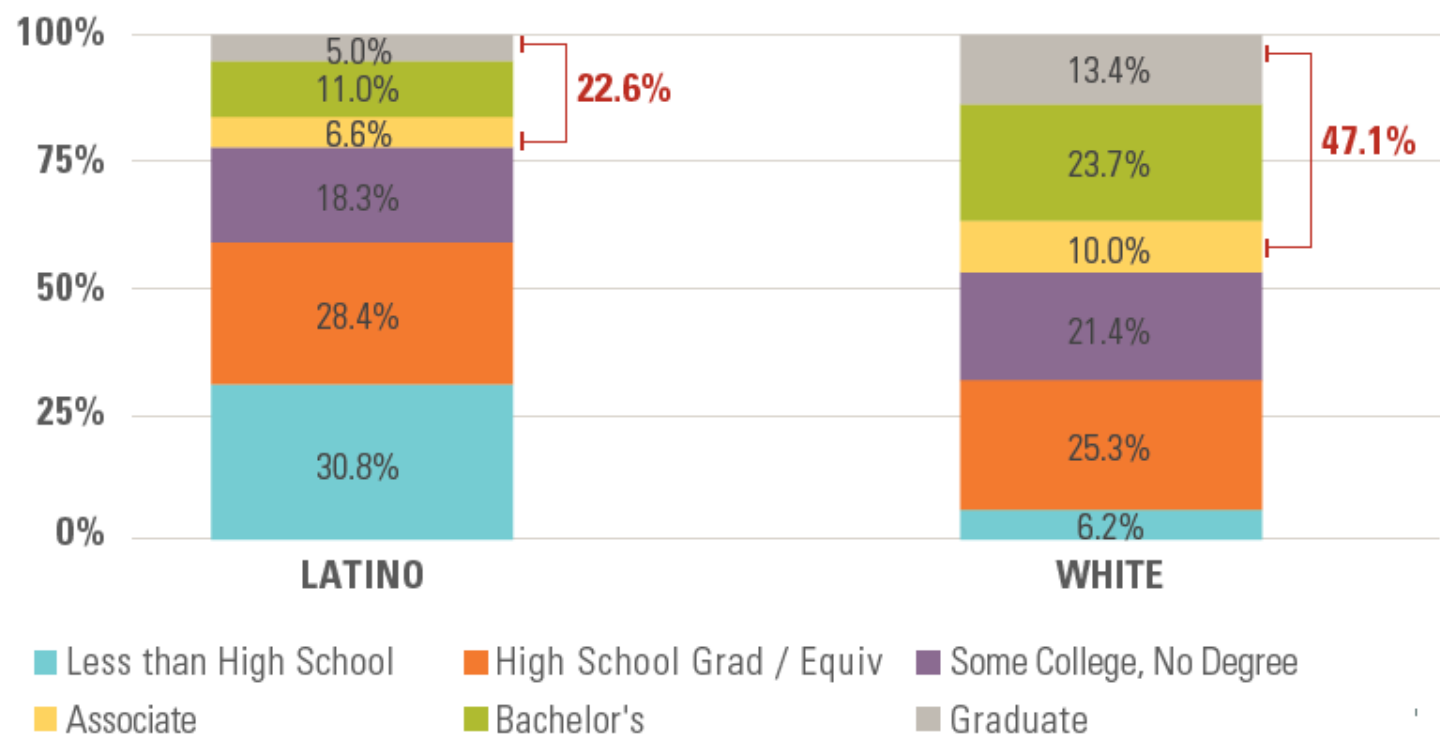# Gains in Degree Attainment for Black Adults Have Not Closed Gaps

PERCENTAGE POINT GAINS IN DEGREE ATTAINMENT FOR BLACK AND WHITE ADULTS SINCE 2000

FIGURE 2

BLACK   WHITE

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

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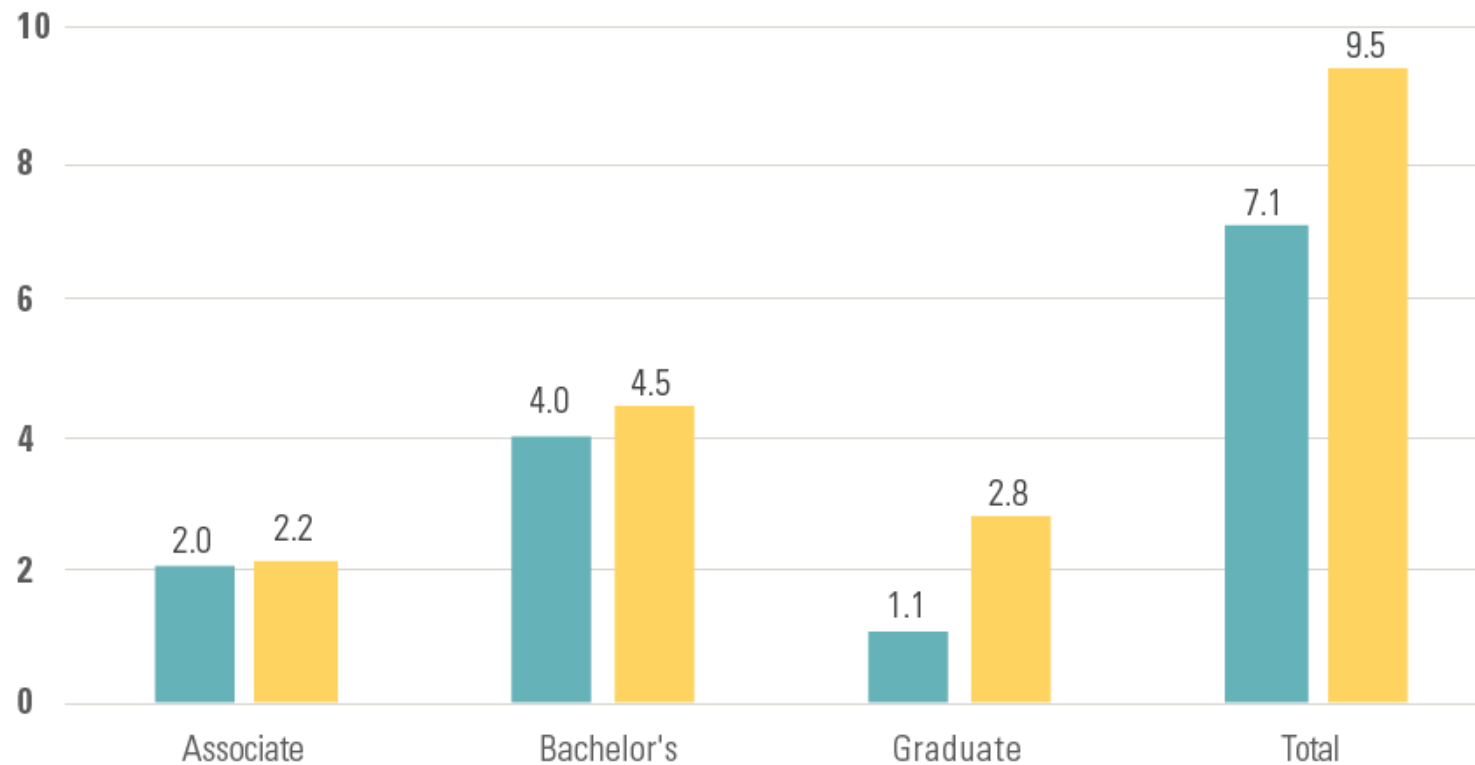

FIGURE 1 DEGREE ATTAINMENT FOR LATINO AND WHITE ADULTS, 2016

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

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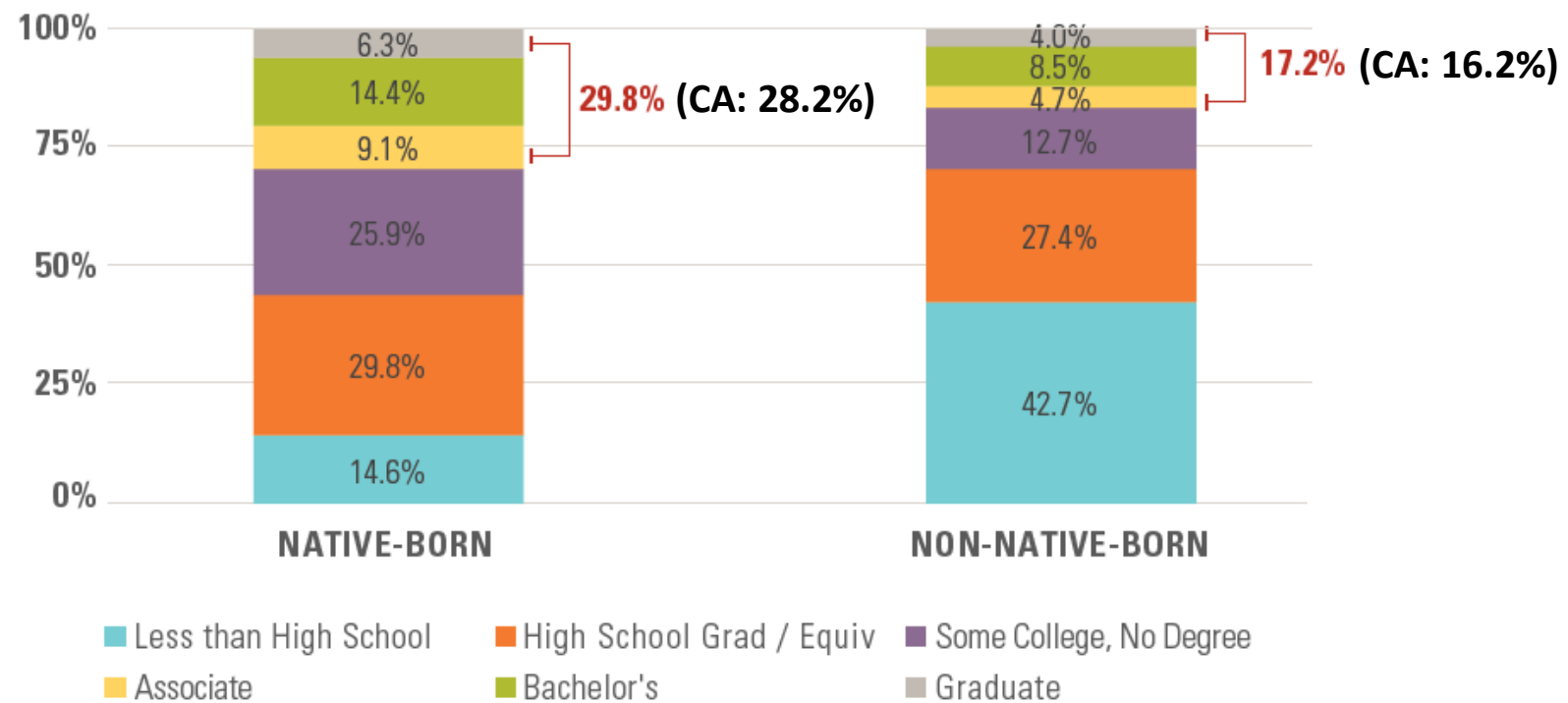

FIGURE 2 PERCENTAGE POINT GAINS IN DEGREE ATTAINMENT FOR LATINO AND WHITE ADULTS SINCE 2000

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

Immigration Influences
Latino Degree Attainment

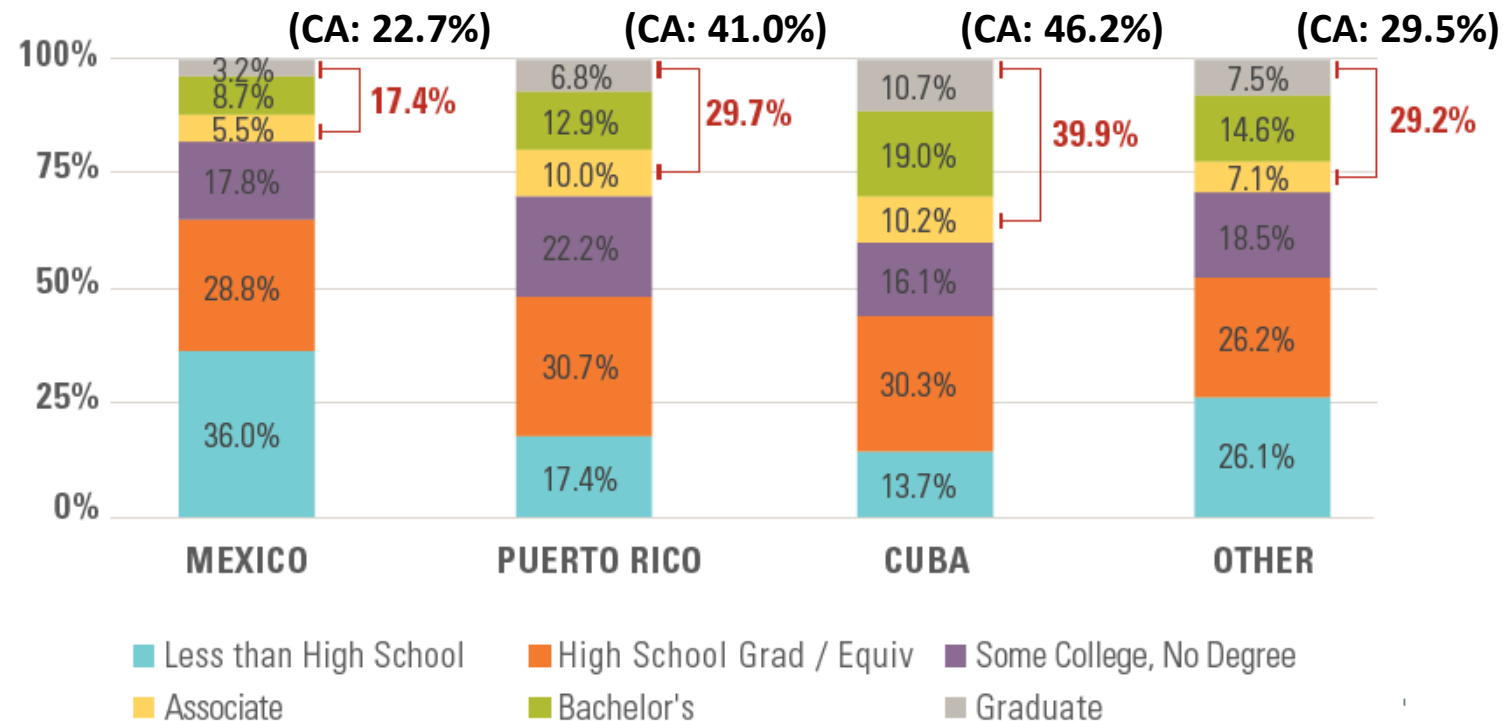FIGURE 9 DEGREE ATTAINMENT FOR LATINO ADULTS BY BIRTHPLACE, 2016

NATIVE-BORN

- Graduate: 6.3%
- Bachelor's: 14.4%
- Associate: 9.1%
- Some College, No Degree: 25.9%
- High School Grad / Equiv: 29.8%
- Less than High School: 14.6%

29.8% (CA: 28.2%)

NON-NATIVE-BORN

- Graduate: 4.0%
- Bachelor's: 8.5%
- Associate: 4.7%
- Some College, No Degree: 12.7%
- High School Grad / Equiv: 27.4%
- Less than High School: 42.7%

17.2% (CA: 16.2%)

Legend:
- Less than High School
- High School Grad / Equiv
- Some College, No Degree
- Associate
- Bachelor's
- Graduate

Source: Ed Trust analysis of the United States Census Bureau's 2016 American Community Survey.
Source for CA: 2017 ACS

Latino Degree Attainment Varies by Ethnic Group

FIGURE 10 DEGREE ATTAINMENT FOR LATINO ADULTS BY ORIGIN, 2016

(CA: 22.7%) **(CA: 41.0%)** **(CA: 46.2%)** **(CA: 29.5%)**

MEXICO

3.2%	
8.7%	17.4%
5.5%	
17.8%	
28.8%	
36.0%	

PUERTO RICO

6.8%	
12.9%	29.7%
10.0%	
22.2%	
30.7%	
17.4%	

CUBA

10.7%	
19.0%	39.9%
10.2%	
16.1%	
30.3%	
13.7%	

OTHER

7.5%	
14.6%	29.2%
7.1%	
18.5%	
26.2%	
26.1%	

■ Less than High School   ■ High School Grad / Equiv   ■ Some College, No Degree
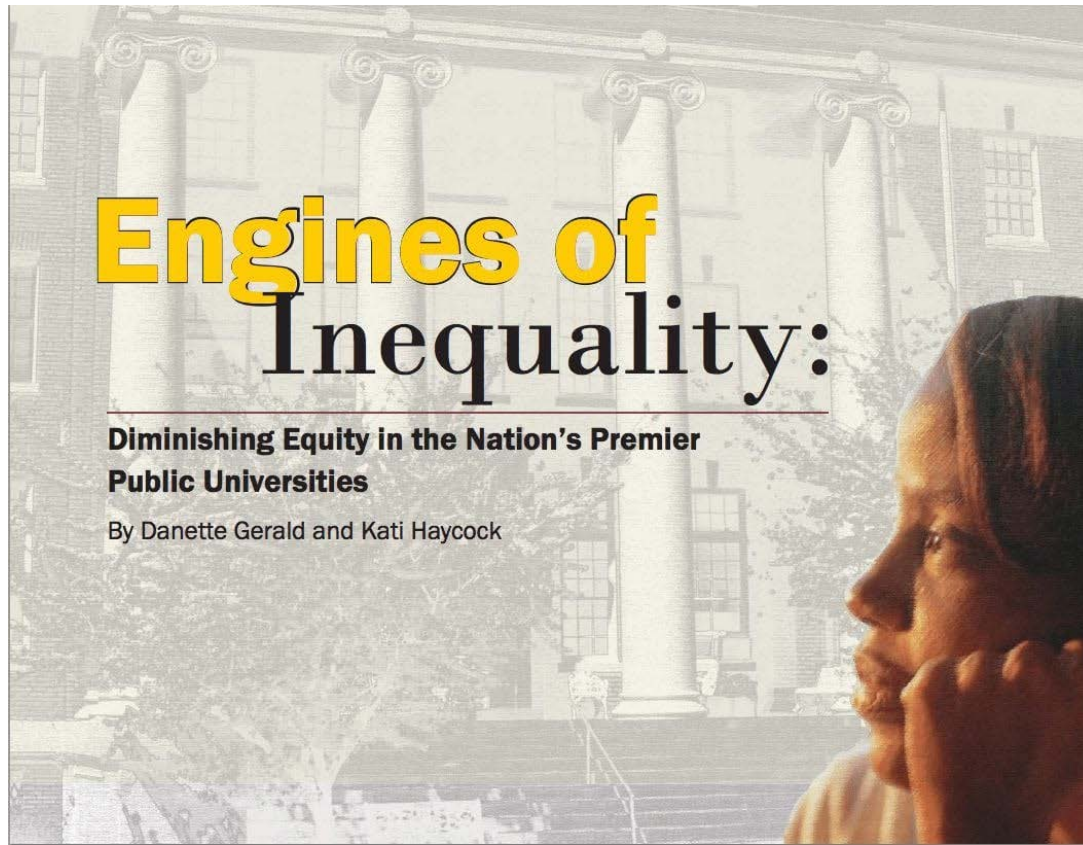■ Associate   ■ Bachelor's   ■ Graduate

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

Source for CA: 2017 ACS

Broken Mirrors: Black & Latino Representation at Public Colleges and Universities

The students and graduates of public colleges and universities should mirror the demography of the state...

What did we do?

We asked 6 questions of public higher education in each state

- 3 questions focused on *enrollment representation*

- 3 questions focused on *degree earner representation*

Developed a metric to measure performance on each question

BLACK REPRESENTATION AT PUBLIC COLLEGES AND UNIVERSITIES

High-level Findings on Black Enrollment

Q1: In roughly half of the 41 states, Black enrollment at **community and technical colleges** fails to reflect the state's racial composition of Black residents.

Q2: Black students are underrepresented at **public four-year** institutions in roughly 37 of the 41 states we examined.

Q3: Roughly three-quarters of states have considerable gaps in the enrollment of Black and White students at **selective public four-year institutions**.

High-level Findings on Black Degree Earners

Q4: Black graduates were underrepresented among **associate** degree earners in 33 of the 41 states we examined.

Q5: In 38 of 41 states the share of Black **bachelor's** degree earners was underrepresented compared to the state's demographics.

Q6: Roughly half of 41 states have double-digit gaps between the shares of Black and White graduates who are awarded a bachelor's degree.

LATINO REPRESENTATION AT PUBLIC COLLEGES AND UNIVERSITIES

High-level Findings on Latino Enrollment

Q1: Latino students are underrepresented at **community and technical colleges** in roughly 40 of the 44 states we examined.

Q2: Latino students are underrepresented at **public four-year** institutions in 33 out of 44 states in our analysis.

Q3: Over half of the states have gaps in the enrollment of Latino and White students at **selective public four-year institutions**.

High-level Findings on Latino Degree Earners

Q4: Latino residents are underrepresented among **associate** degree earners in _all_ 44 states.

Q5: Latino residents are underrepresented among **bachelor's** degree earners in _all_ 44 states.

Q6: Latino graduates are less likely to receive a bachelor's degree than their White peers in the majority of states.

Two-thirds of Latinos with no college degree live in just five states: California, Texas, Florida, New York, and Illinois.

Enrollment Representation

How well does Latino enrollment reflect the racial/ethnic composition of the state?

Example: Metric 2: Public Four-Year Undergraduate Enrollment Representation

State	% Latino undergrads	% Latino residents, ages 18-49, with HS diploma and no BA	Score	Grade
California	34.9%	45.7%	76	C
Texas	34.7%	41.4%	84	B
Florida	28.1%	28.4%	99	A+
New York	21.6%	22.6%	95	A
Illinois	14.3%	20.4%	70	C-

Five key states need to improve on mirroring the state population among degree earners

Degree Earner Representation

How well does the race/ethnicity of undergraduate degree earners reflect the racial/ethnic composition of the state?

Example: Metric 5: Bachelor's Degree Earner Representation

State	% Latino BA degree earners	% Latino residents, ages 18-49, with HS diploma and no BA	Score	Grade
California	29.1%	45.7%	64	D
Texas	29.9%	41.4%	72	C-
Florida	24.9%	28.4%	88	B+
New York	16.2%	22.6%	72	C-
Illinois	10.7%	20.4%	53	F

State Equity Report Card: Entry Page

Data and grades available at stateequity.org

The Opportunity: Closing Degree Attainment Gaps

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

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

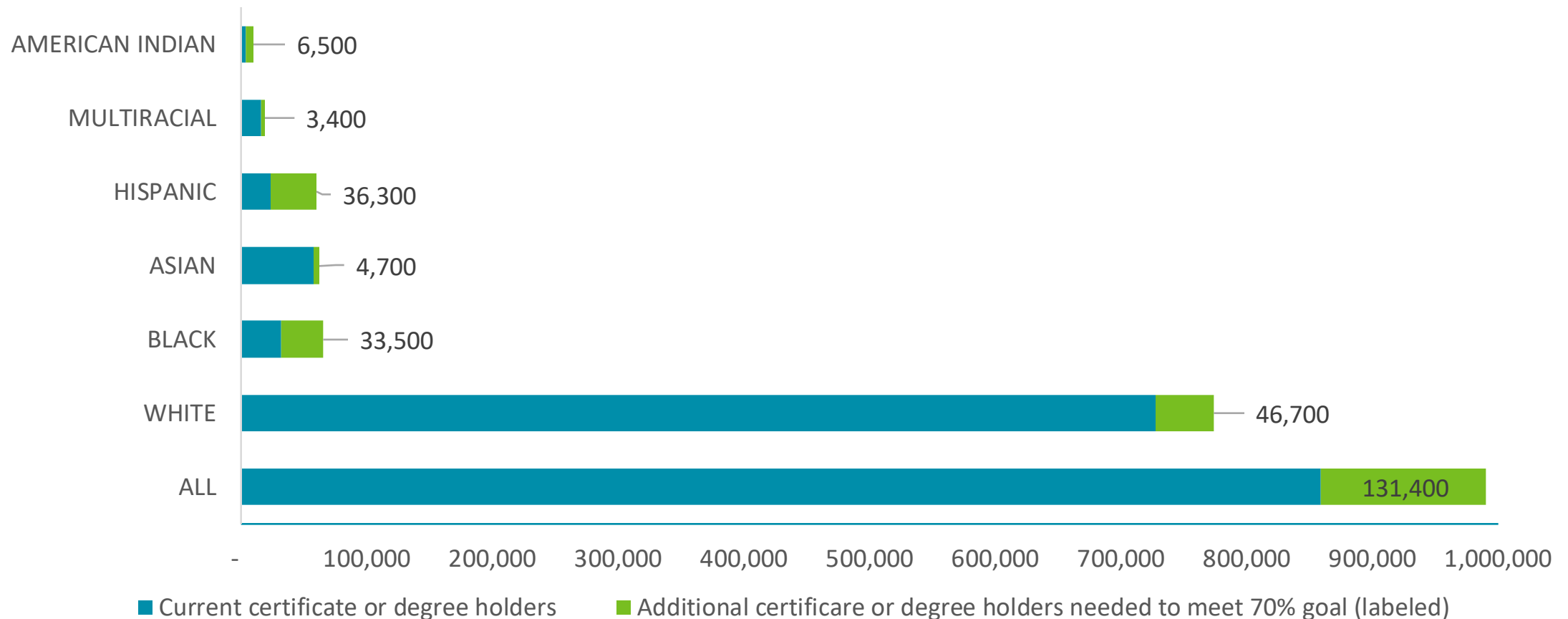- **KY:** statewide diversity policy, campus diversity plans w/ targets on select goals and annual progress tracking
- **MN:** OHE Equity Institute
- **NV:** Diversity Summits; Chancellor's Diversity Roundtable; Equity, Diversity, and Inclusion Council
- **OR:** Equity Lens

Target Institutions Serving Students of Color

- **MD:** Support HBCUs, Foster Collaboration Between HBCUs and PWIs
- **NV:** HSI Task Force

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

Group	Value
AMERICAN INDIAN	6,500
MULTIRACIAL	3,400
HISPANIC	36,300
ASIAN	4,700
BLACK	33,500
WHITE	46,700
ALL	131,400

■ Current certificate or degree holders   ■ Additional certificare or degree holders needed to meet 70% goal (labeled)

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)

	2020	2025	2030
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)

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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