EdTrust

October 20, 2020

The Importance of Board Engagement in Closing Equity Gaps in Higher Education

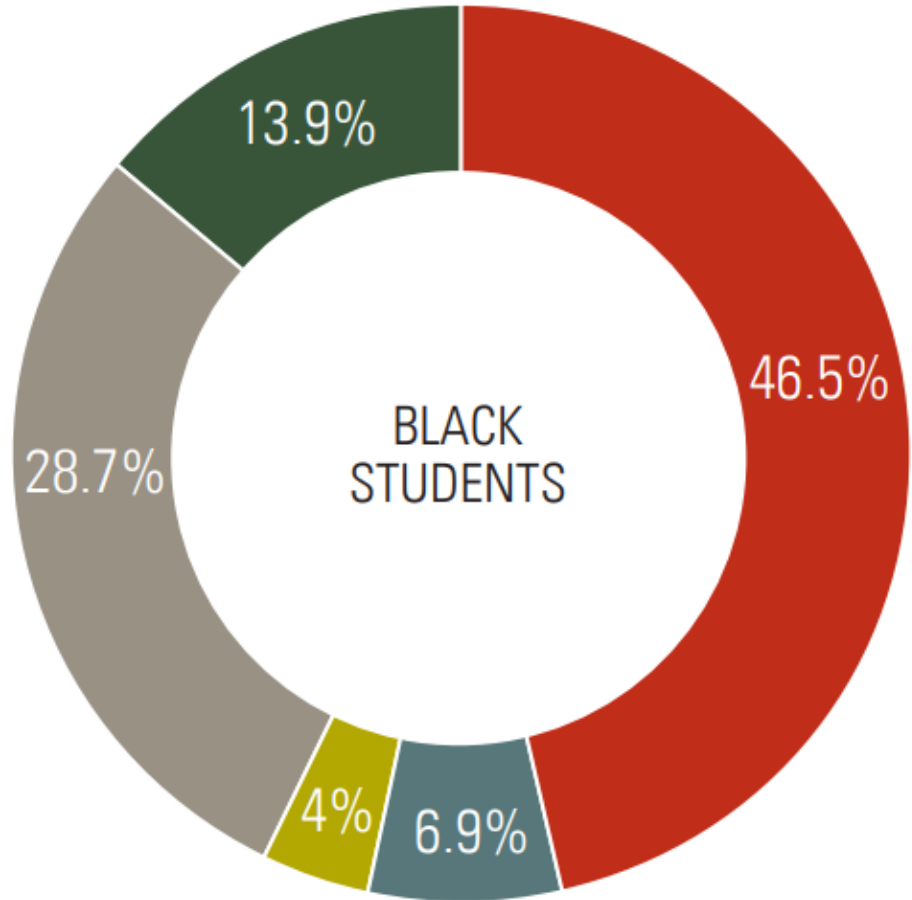**Dr. Kayla C. Elliott, Senior Policy Analyst**

The Education Trust

Reflection

1. Why do you think its hard to talk about race?

2. What responses do you hear when talking about race and higher education?

3. How do you think fellow board members or administrators at your institution would react to conversations about race?

FIGURE 3: Comparing Changes in State Demography and Enrollment at Selective Public Colleges and Universities

BLACK STUDENTS

- 46.5%
- 28.7%
- 13.9%
- 6.9%
- 4%

● INSTITUTION'S % OF BLACK/ LATINO STUDENTS DECREASED AND THE STATE'S % OF BLACK/ LATINO RESIDENTS INCREASED

● INSTITUTION'S % OF BLACK/ LATINO STUDENTS DECREASED MORE THAN THE STATE'S % OF BLACK/ LATINO RESIDENTS DECREASED

● INSTITUTION'S % OF BLACK/ LATINO STUDENTS DECREASED LESS THAN THE STATE'S SHARE OF BLACK/ LATINO RESIDENTS DECREASED
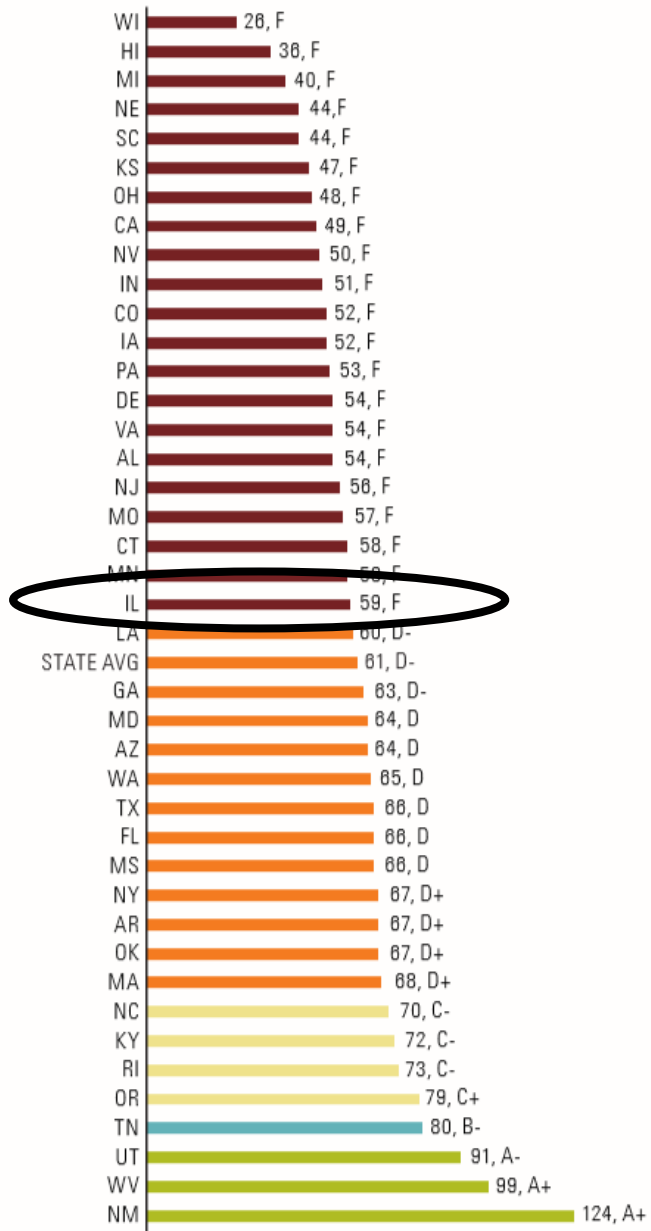
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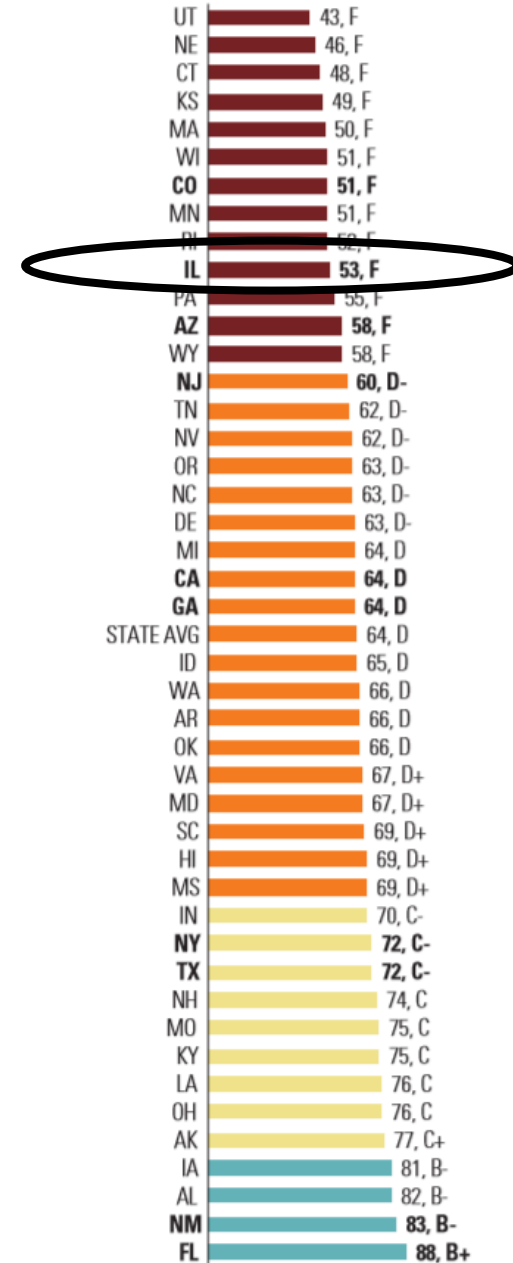
Change in Access Since 2000

Equity Report Card: Attainment in Illinois
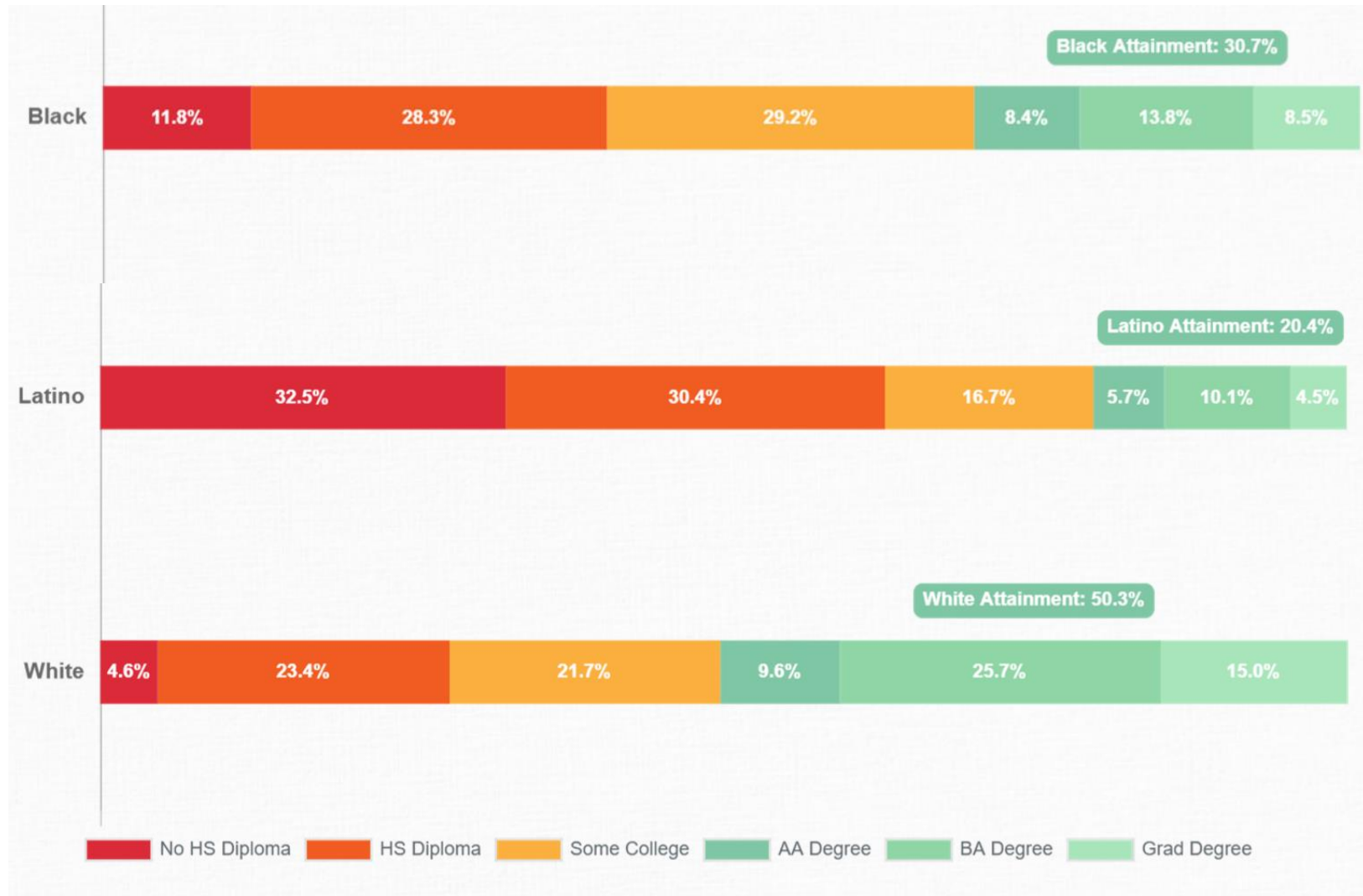
Share of Bachelor's Degrees Earned by Black Students Relative to the Share of Black Residents
(ages 18 to 49 with a high school diploma and no bachelor's degree)

State	Value
WI	28, F
HI	36, F
MI	40, F
NE	44, F
SC	44, F
KS	47, F
OH	48, F
CA	49, F
NV	50, F
IN	51, F
CO	52, F
IA	52, F
PA	53, F
DE	54, F
VA	54, F
AL	54, F
NJ	56, F
MO	57, F
CT	58, F
MN	58, F
IL	59, F
LA	60, D-
STATE AVG	61, D-
GA	63, D-
MD	64, D
AZ	64, D
WA	65, D
TX	66, D
FL	66, D
MS	66, D
NY	67, D+
AR	67, D+
OK	67, D+
MA	68, D+
NC	70, C-
KY	72, C-
RI	73, C-
OR	79, C+
TN	80, B-
UT	91, A-
WV	99, A+
NM	124, A+

Share of Bachelor's Degrees Earned by Latino Students Relative to the Share of Latino Residents

State	Value
UT	43, F
NE	46, F
CT	48, F
KS	49, F
MA	50, F
WI	51, F
CO	51, F
MN	51, F
RI	52, F
IL	53, F
PA	55, F
AZ	58, F
WY	58, F
NJ	60, D-
TN	62, D-
NV	62, D-
OR	63, D-
NC	63, D-
DE	63, D-
MI	64, D
CA	64, D
GA	64, D
STATE AVG	64, D
ID	65, D
WA	66, D
AR	66, D
OK	66, D
VA	67, D+
MD	67, D+
SC	69, D+
HI	69, D+
MS	69, D+
IN	70, C-
NY	72, C-
TX	72, C-
NH	74, C
MO	75, C
KY	75, C
LA	76, C
OH	76, C
AK	77, C+
IA	81, B-
AL	82, B-
NM	83, B-
FL	88, B+

Questions on Equity

CHAT

- What are some possible explanations for these attainment gaps?

- What are some possible solutions boards and trustees can use to address attainment gaps?

Deficit Vs. Equity Mindedness

HARD TRUTHS:
WHY ONLY RACE-CONSCIOUS POLICIES CAN FIX RACISM IN HIGHER EDUCATION

- Ed Trust's analysis of Black degree attainment revealed that attainment for younger Black adults (ages 25-34) bucks the trend of progression over time and has gotten worse.

- In states that have bans on affirmative action, each one saw declines in their enrollment of Black students at selective public colleges.

TABLE 1

Six-Year Bachelor's Completion Rates and Average Adjusted Gross Income (AGI) by Race/Ethnicity for Dependent Full-Time, First-Time Students at Four-Year Institutions

Family Income	Black Completion	White Completion	Completion Gap	Black AGI	White AGI
Low	37%	51%	14 pts	$14,140	$14,034
Lower middle	50%	67%	17 pts	$39,707	$42,119
Upper middle	59%	73%	15 pts	$78,110	$84,559
High	74%	84%	11 pts	$152,131	$165,451
Overall	**49%**	**74%**	**25 pts**	**$49,845.03**	**$101,807.09**

Note: Family Income: Low < $28,000, Low middle ≥ $28,000 & < $61,000, High middle ≥ $61,000 & < $104,823, High ≥ $104,823
(Numbers may not add up due to rounding.)

Source: Ed Trust analysis of U.S. Department of Education, National Center for Education Statistics, 2012-13
Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:12/17)

TABLE 2 Twelve-Year Default Rates and Average Adjusted Gross Income (AGI) by Race/Ethnicity for Dependent Full-Time, First-Time Students at Four-Year Institutions
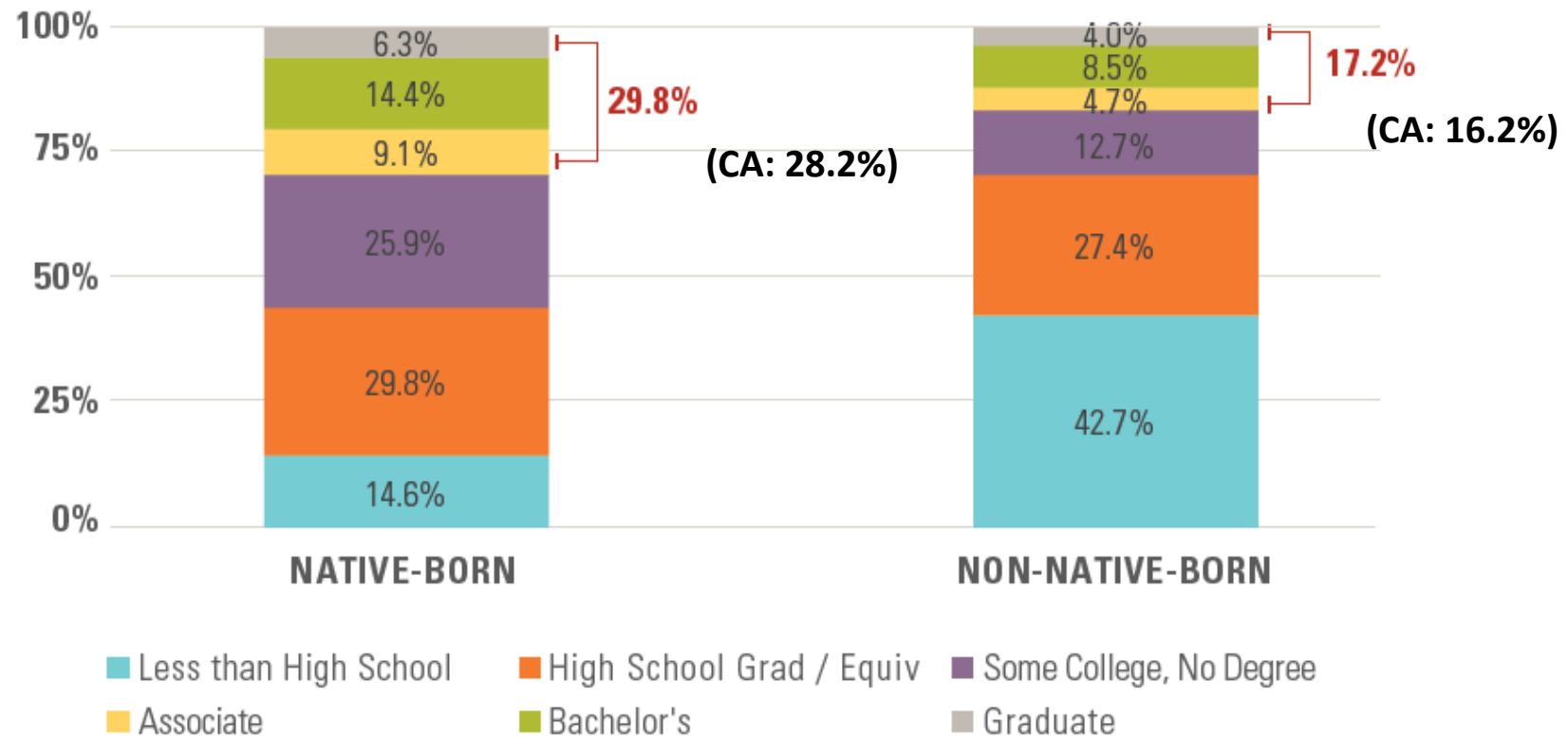
Family Income	Black Default Rates	White Default Rates	Black AGI	White AGI
Low	48%	23%	$14,250	$15,761
Lower middle	40%	15%	$41,920	$41,940
Upper middle	36%	9%	$69,228	$70,449
High	34%	5%	$129,291	$132,348
Overall	**42%**	**11%**	**$38,168**	**$71,367**

Note: Family Income: Low < $32,000, Low middle ≥ $32,000 & < $60,000, High middle ≥ $60,000 & < $92,000, High ≥ $92,000

Source: Ed Trust analysis of U.S. Department of Education, National Center for Education Statistics, 2003-04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09).

Immigration Influences Latino Degree Attainment

FIGURE 9 DEGREE ATTAINMENT FOR LATINO ADULTS BY BIRTHPLACE, 2016

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

29.8% (CA: 28.2%)

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

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

Questions on Equity

CHAT

- What are some possible explanations for these attainment gaps?

- What are some possible solutions boards and trustees can use to address attainment gaps?

3 Arguments For Race-Conscious Policy & Practice

1. Higher Education has used racist policies and practices to exclude students, therefore race-conscious policies are necessary to achieve racial justice

2. Racial inequalities remain and in some cases have worsened because race-conscious approaches were cut short, limiting their effectiveness.

3. Substitutions for race such as income, do not close the gaps in opportunity and outcomes for students of color

Lumina Attainment Goal Guidance

TRACK PROGRESS

Track progress toward the goal

Accountability metrics and dashboards help support and measure progress toward state attainment goals. This includes:

Metrics. Limited number of metrics are identified to monitor interim progress toward the goal	State-identified priority populations. Metrics are disaggregated by the state's priority populations to identify and monitor gaps	Publicly available dashboards. Data dashboard is published online and accessible to the public to show these metrics and their trends	Annual reports. Metrics and dashboard are updated at least annually

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

Race Conscious Policy/Practice for Institutions

1. Use holistic admissions and include race as a factor

2. Stop over-relying on traditional measures of "merit"

3. Provide more data that is disaggregated by race

4. Hire and support more Black, Latino, Native American, and Asian faculty

5. Design and require courses that include the contributions and expertise of people of color and address issues like systemic racism

6. Examine college racial climate

7. Oppose state bans on affirmative action

Small Group Discussion:
What is the role of trustees in closing equity gaps?

- Is my institution addressing racial equity? How is it reflected in our institutional values, mission statement, strategic plan, or goals?

- As a board member, what are 1-3 things can I commit to learn, do, or advocate to close my institution's equity gaps?

Q&A

CHAT

Racial Justice in Higher Ed and Beyond

"Higher Education is one of the few tools that can disrupt inequitable systems by providing opportunity to the disenfranchised and by empowering students with the knowledge, motivation, and resources to dismantle inequality"

Thank You!

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APPENDIX

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

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)
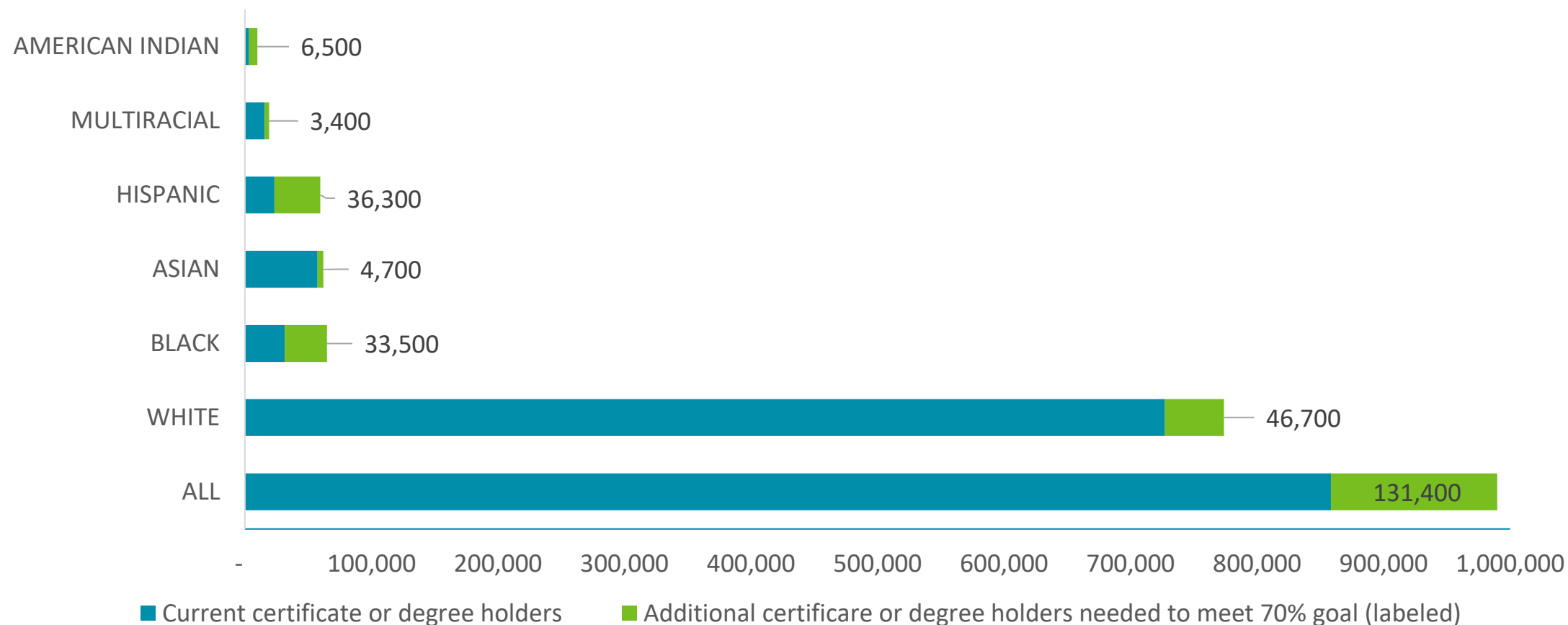
Texas Sets Interim Benchmarks for Racial Equity Goals

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)

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

Focusing on Equity: Washington State

Methods / Framework

How well does the percentage of Black/Latino undergrads @ community colleges (Q1) and at public 4-year colleges (Q2) *mirror the state population*?

How well does the percentage of Black/Latino associate degree earners (Q4) and bachelor's degree earners (Q5) *mirror the state population*?

Do Black/Latino undergrads have the same access to selective institutions *as White peers* (Q3)?

Are Black/Latino cert/degree earners are as likely to be awarded a bachelor's degree *as White peers* (Q6)?

Integrated Postsecondary Education Data System (IPEDS)
American Community Survey (ACS)

Methods / Framework

How well does the percentage of Black/Latino undergrads @ community colleges (Q1) and at public 4-year colleges (Q2) _mirror the state population_?

How well does the percentage of Black/Latino associate degree earners (Q4) and bachelor's degree earners (Q5) _the state population_?

Do Black/Latino undergrads have the same access to selective institutions _as White peers_ (Q3)?

Are Black/Latino degree earners are as likely to be awarded a degree _as White peers_ (Q6)?

Integrated Postsecondary Education Data System (IPEDS)
American Community Survey (ACS)

THESE ARE 2016 SNAPSHOTS, NOT COHORT BASED METRICS

Defining state demographic comparison (Metrics 1, 2, 4, and 5)

1. Public Community &Technical College Enrollment and Associate Degree Earners
   - % of Black/Latino state residents ages 18 to 49 with no college degree

2. Public Four-Year Institution Enrollment and Degree Earners
   - % of Black/Latino state residents ages 18 to 49 **with a high school diploma (or GED) and no bachelor's degree**

How State Demographic Benchmarks Work (Metrics 1, 2, 4, and 5)

Degree Rep Grade

F

Degree Rep Score

59

Equation = (10.5% ÷ 17.9%) x 100

(Degrees Earned) ÷ (Percent of Population)

% **bachelor's degree earners** who are Black at public colleges and universities in the state

Benchmark: % residents, ages 18-49, with HS diploma and no bachelor's degree who are Black in the state

How State Demographic Benchmarks Work (Metrics 1, 2, 4, and 5)

Degree Rep Grade

F

Grade = F since score < 60

Degree Rep Score

59

Equation = (10.5% ÷ 17.9%) x 100

(Degrees Earned) ÷ (Percent of Population)

% **bachelor's degree earners** who are Black at public colleges and universities in the state

Benchmark: % residents, ages 18-49, with HS diploma and no bachelor's degree who are Black in the state

Cautionary Notes on Data Use

- Always remember that algorithms and predictive analytics can reproduce/operationalize implicit bias and reinforce existing inequities, even when they appear to be objective
- Don't let data contribute to deficit framing and 'demography as destiny' narratives
- Don't get held up admiring the problem
- Remember that behind every data point are individual students, interacting with individual teachers, faculty, and administrators
- Solutions aren't always apparent in the data, especially if you're not measuring the underlying cause

Colorado Tracks Equity Completions Over Time

http://masterplan.highered.colorado.gov/dashboard/
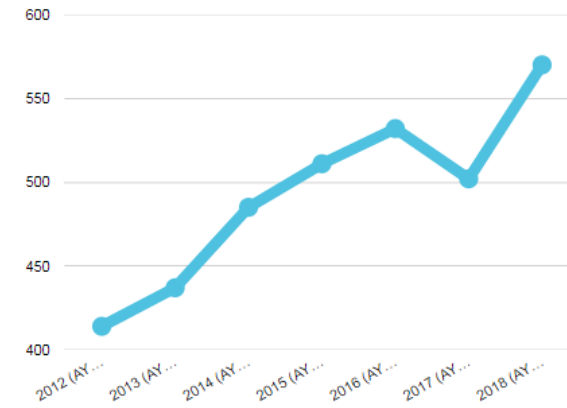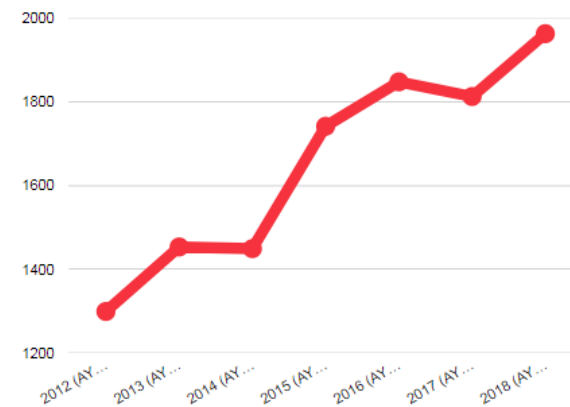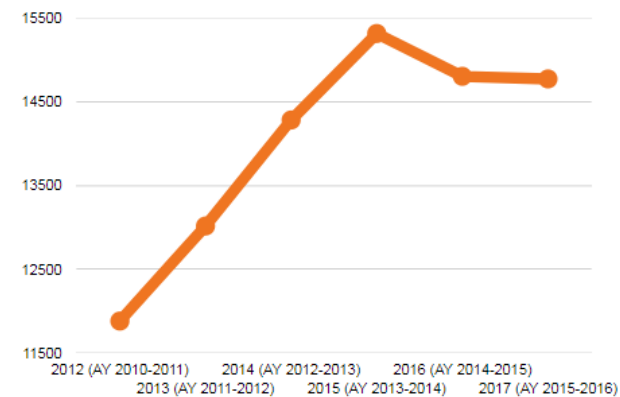
Indiana Tracks Completion Gaps Over Time with Progress Indicators and...
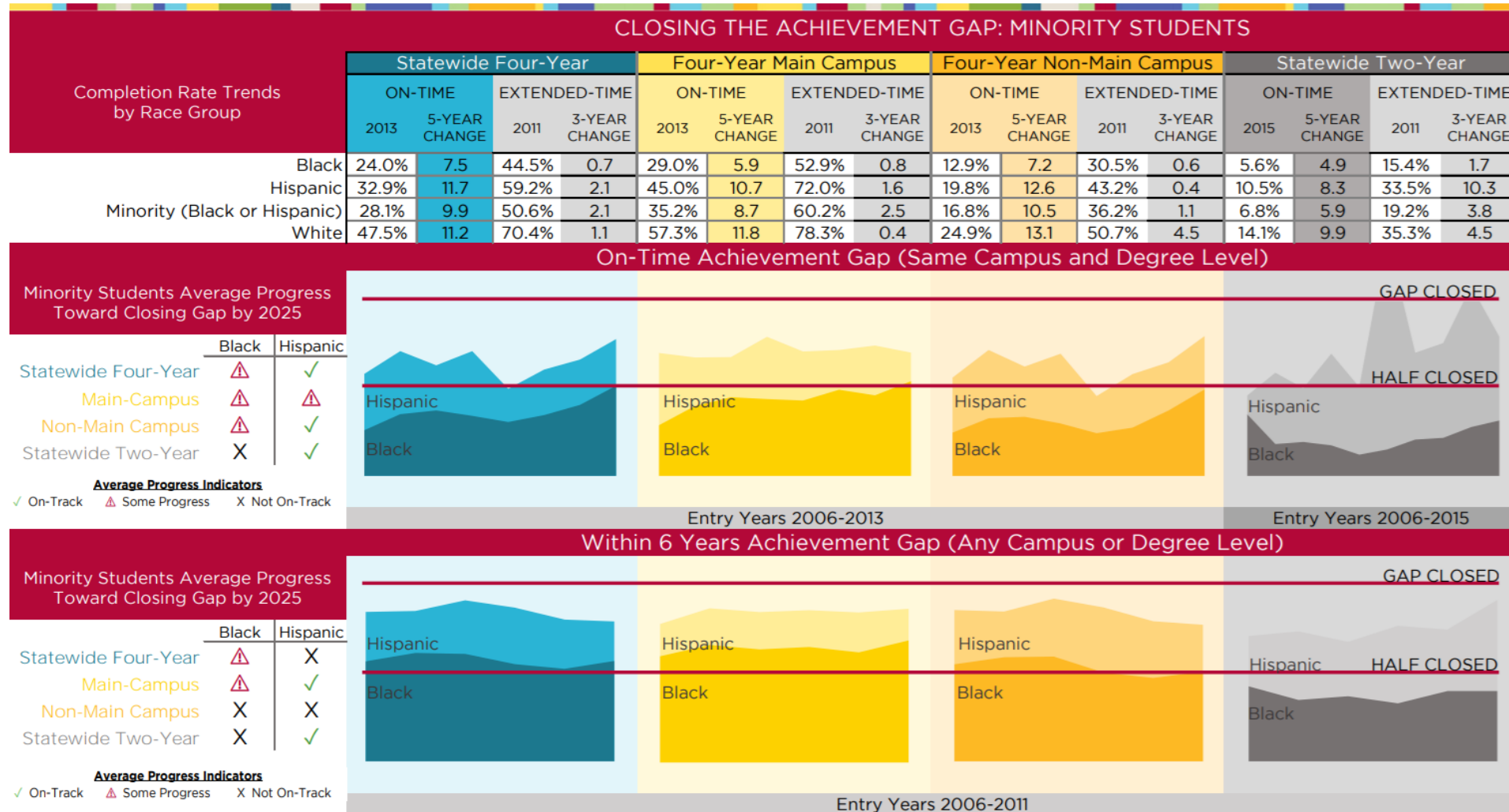
Provides Campus-Level Completion Gap Data
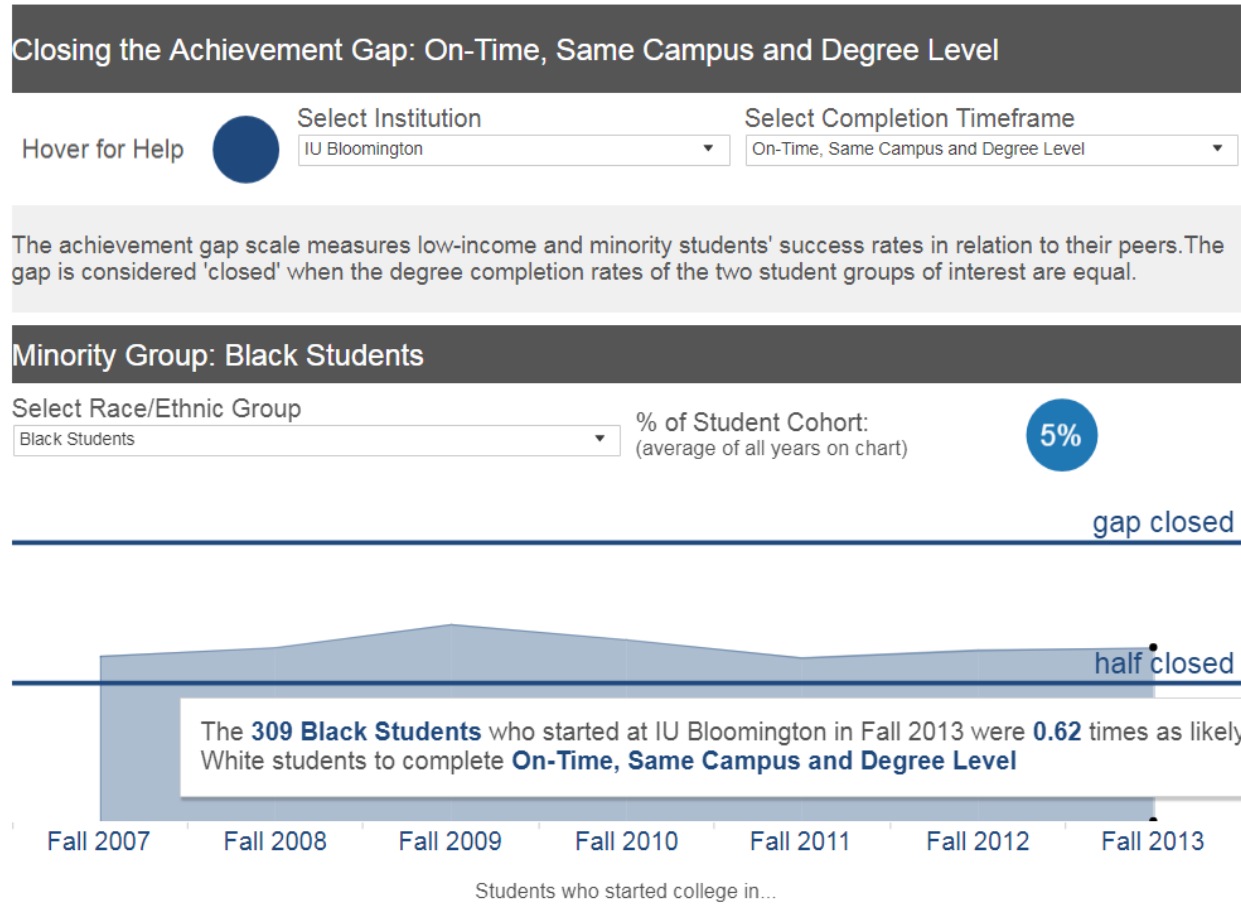
INDIANA UNIVERSITY BLOOMINGTON

Closing the Achievement Gap: On-Time, Same Campus and Degree Level

Hover for Help

Select Institution	Select Completion Timeframe
IU Bloomington ▼	On-Time, Same Campus and Degree Level ▼

The achievement gap scale measures low-income and minority students' success rates in relation to their peers. The gap is considered 'closed' when the degree completion rates of the two student groups of interest are equal.

Minority Group: Black Students

Select Race/Ethnic Group
Black Students ▼

% of Student Cohort:
(average of all years on chart)

5%

gap closed

half closed

The **309 Black Students** who started at IU Bloomington in Fall 2013 were **0.62** times as likely a White students to complete **On-Time, Same Campus and Degree Level**

Fall 2007 Fall 2008 Fall 2009 Fall 2010 Fall 2011 Fall 2012 Fall 2013

Students who started college in...

% of students who are

9% Minority Students

% Earning 30+ Credits

financial aid reform — all students 42%

32% 35% 37% 36%

% Persisting to Second Year

— all students 93%

92% 90% 88% 92%
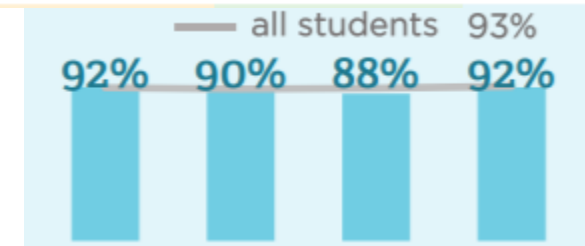
	Complete On Time (same campus & degree level)			Complete Within 6 Years (any campus or degree level)		
	%	1 Yr	5 Yr	%	1 Yr	5 Yr
Minorities (Black or Hispanic)	50.5%	+0.2	+8.4	72.8%	+1.9	+9.6
All Students	66.7%	+2.8	+7.3	83.8%	+1.1	+0.7

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

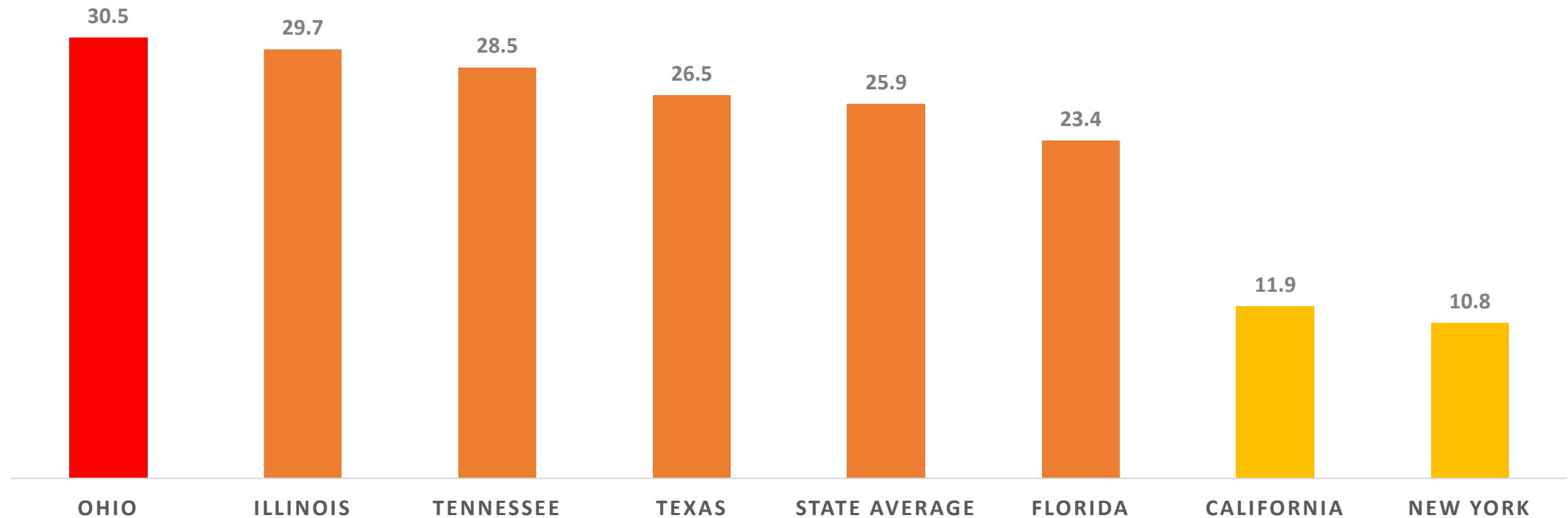# Oregon Provides Enrollment, Affordability, and Outcomes Data by Race for Each Institution
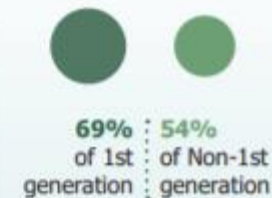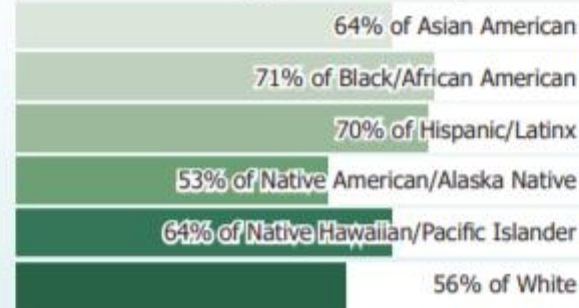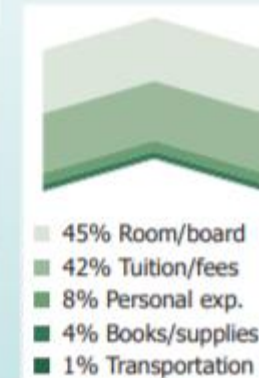
Martin Luther King, Jr advocated for,

"a massive program by the government of special, compensatory measures which could be regarded as a settlement in accordance with the accepted practice of common law...such measures would certainly be less expensive than any computation based on two centuries of unpaid wages and accumulated interest."

In Illinois, low-income students have to work more to pay for **public four-year college**

HOURS PER WEEK LOW-INCOME UNDERGRADS WOULD NEED TO WORK TO PAY THE NET PRICE AT PUBLIC FOUR-YEAR INSTITUTIONS

OHIO	ILLINOIS	TENNESSEE	TEXAS	STATE AVERAGE	FLORIDA	CALIFORNIA	NEW YORK
30.5	29.7	28.5	26.5	25.9	23.4	11.9	10.8

Affordability gap is greater than $5,000 at **public four-year institutions** in Ohio, Illinois, and Tennessee

AFFORDABILITY GAP AT PUBLIC FOUR-YEAR INSTITUTIONS
(NET PRICE MINUS EARNINGS FROM 10 HOURS OF WORK PER WEEK)
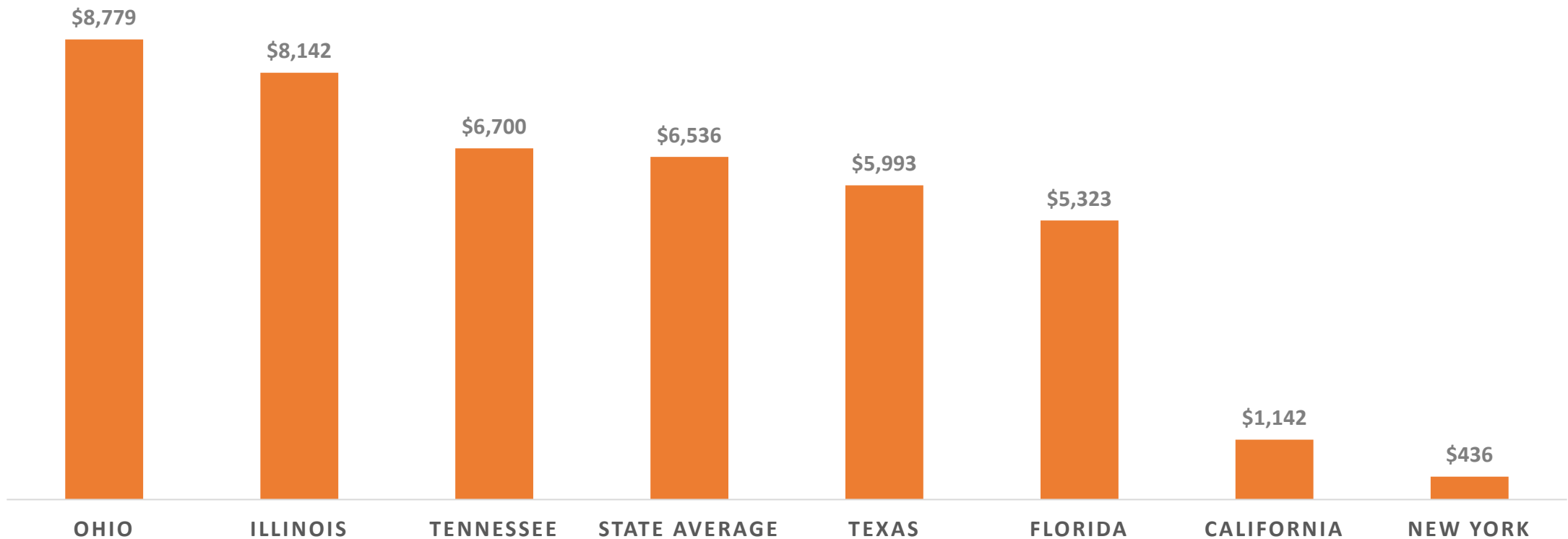
OHIO	$8,779
ILLINOIS	$8,142
TENNESSEE	$6,700
STATE AVERAGE	$6,536
TEXAS	$5,993
FLORIDA	$5,323
CALIFORNIA	$1,142
NEW YORK	$436

Source: Integrated Postsecondary Education Data System (IPEDS), Student Financial Aid Component; National Conference of State Legislatures
NOTE: Hours of work per week, assuming student is paid state minimum wage and works 50 weeks in the year

Low-income students have to work too much to pay for **community college** in Ohio, Tennessee, and Texas

HOURS PER WEEK LOW-INCOME UNDERGRADS WOULD NEED TO WORK TO PAY THE NET PRICE AT COMMUNITY AND TECHNICAL COLLEGES
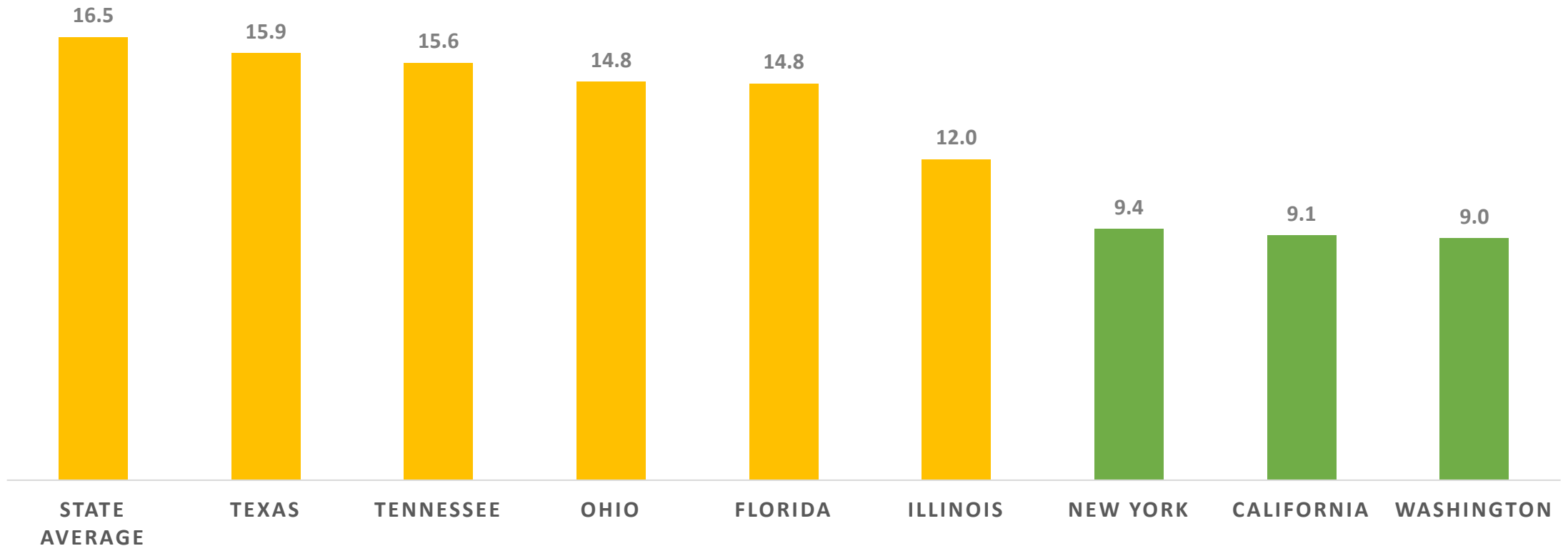
STATE AVERAGE	TEXAS	TENNESSEE	OHIO	FLORIDA	ILLINOIS	NEW YORK	CALIFORNIA	WASHINGTON
16.5	15.9	15.6	14.8	14.8	12.0	9.4	9.1	9.0

Source: Integrated Postsecondary Education Data System (IPEDS), Student Financial Aid Component; National Conference of State Legislatures
NOTE: Hours of work per week, assuming student is paid state minimum wage and works 50 weeks in the year

Affordability gap exceeds $2,000 at **community colleges** in Texas, Ohio, Florida, and Tennessee
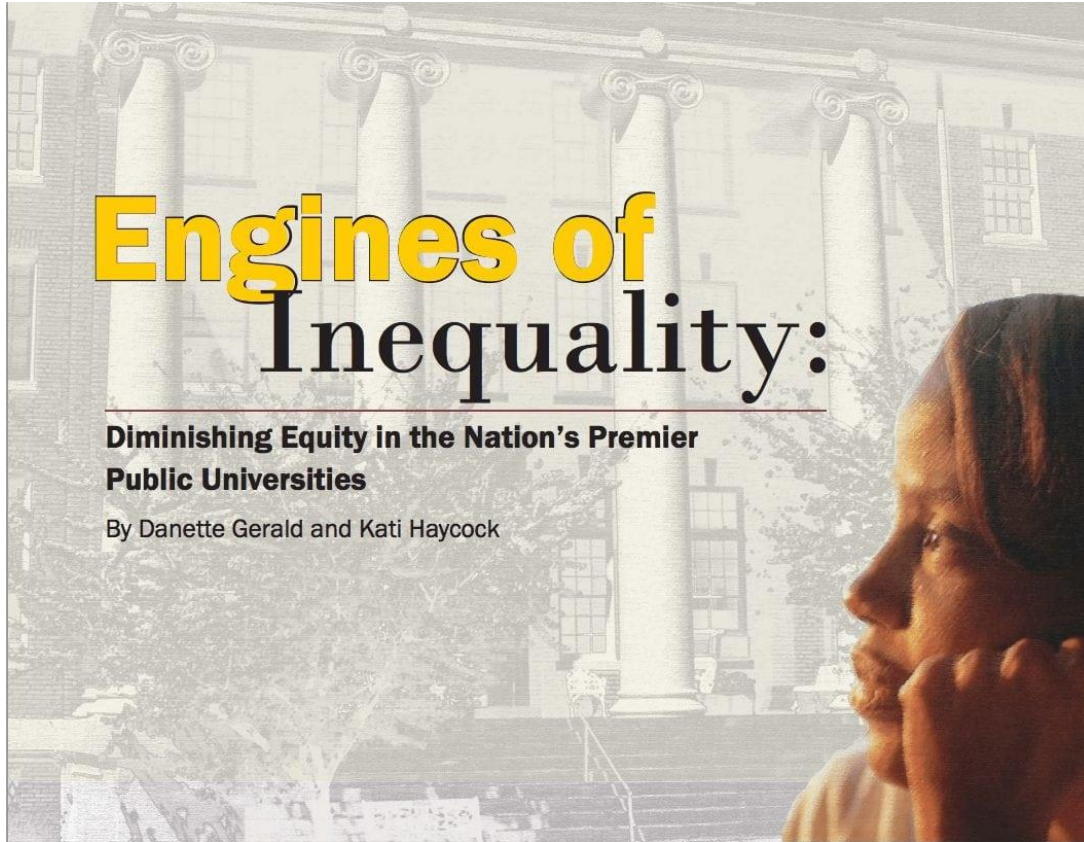
AFFORDABILITY GAP AT COMMUNITY AND TECHNICAL COLLEGES
(NET PRICE MINUS EARNINGS FROM 10 HOURS OF WORK PER WEEK)
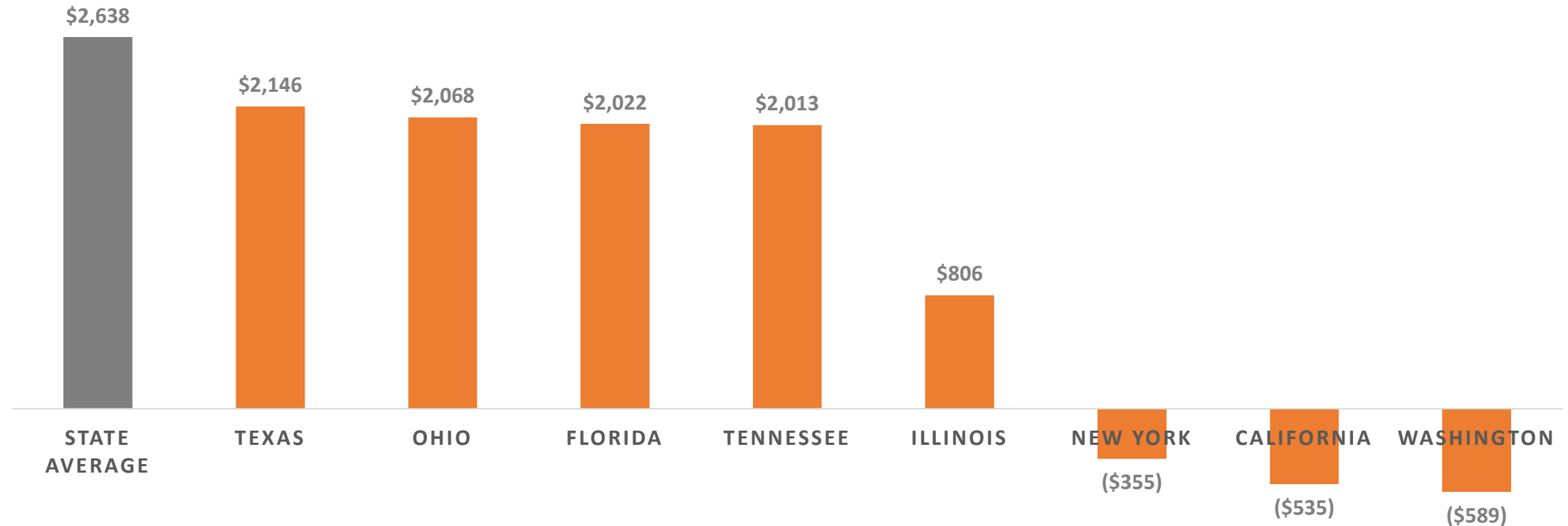
Source: Integrated Postsecondary Education Data System (IPEDS), Student Financial Aid Component; National Conference of State Legislatures
NOTE: Hours of work per week, assuming student is paid state minimum wage and works 50 weeks in the year

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