Plenary Working Session: Equity Case-Making Plenary With Partners

Pathways

Josh Wyner, Executive Director, The Aspen Institute, College Excellence Program
Dave Harrison, President, Columbus State Community College
Rachel James, Transfer Student, Florida Atlantic University
William Serrata, President, El Paso Community College
Janie Valdés, Assistant Vice President, Undergraduate Education, Florida International University
Change in Employment Rate During 2008 Recession by Education Level

- High School: -16%
- Associates: -11%
- Bachelor’s: -7%
Percentage of recent high school completers enrolled in 2- and 4-year colleges, by race/ethnicity

Source: https://nces.ed.gov/programs/digest/d16/tables/dt16_302.20.asp
Bachelor’s degree attainment by race/ethnicity

% of adults over age 25 w/ at least a bachelor's degree

- American Indian/Alaska Native: 13.8%
- Asian (non-Hispanic): 51.4%
- Black (non-Hispanic): 19.5%
- Latino/Hispanic of any Race: 14.3%
- Native Hawaiian/Pacific Islander: 15.3%
- White (non-Hispanic): 33.2%

Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates
Bachelor’s degree attainment by socioeconomic status

% of students who attained a bachelor's degree or higher within 8 years of high school completion

Low SES = bottom quartile socioeconomic status; Middle SES = middle two quartiles; High SES = top quartile
SES is a composite of parents' education, occupation, and family income, as measured when students were sophomores in high school (2002)
Postsecondary enrollment: Race/ethnicity by sector

Source: NCES, Condition of Education 2013.
Postsecondary enrollment: Socioeconomic status by sector/selectivity

Disparities by race/ethnicity in enrollment in majors tied to fast-growing/high-earning fields

Relative to their share of total college enrollment (14% in 2015), African American college students are underrepresented in:

<table>
<thead>
<tr>
<th>Major</th>
<th>% African American</th>
<th>Median Earnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>General engineering</td>
<td>8%</td>
<td>$66,000</td>
</tr>
<tr>
<td>Nursing</td>
<td>10%</td>
<td>$66,000</td>
</tr>
<tr>
<td>Computer Science</td>
<td>8%</td>
<td>$65,000</td>
</tr>
<tr>
<td>Pharmacy/Pharmaceutical Science</td>
<td>6%</td>
<td>$84,000</td>
</tr>
<tr>
<td>Finance and marketing</td>
<td>7%</td>
<td>$48-57,000</td>
</tr>
</tbody>
</table>

And overrepresented in:

<table>
<thead>
<tr>
<th>Major</th>
<th>% African American</th>
<th>Median Earnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Administration</td>
<td>21%</td>
<td>$46,000</td>
</tr>
<tr>
<td>Human Services/Community Organization</td>
<td>20%</td>
<td>$39,000</td>
</tr>
<tr>
<td>Social Work</td>
<td>19%</td>
<td>$41,000</td>
</tr>
</tbody>
</table>

Source: Georgetown Center on Education & the Workforce, *African Americans: College Majors and Earnings* (2016)
Disparities by race/ethnicity in enrollment in majors tied to fast-growing/high-earning fields

Relative to their share of total college enrollment (18% in 2015), Latino/Hispanic college students are **underrepresented in:**

<table>
<thead>
<tr>
<th>Major</th>
<th>% Latino/Hispanic</th>
<th>Median Earnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemical/Electric/Mech. Engineering</td>
<td>7%</td>
<td>$72-75,000</td>
</tr>
<tr>
<td>Nursing</td>
<td>6%</td>
<td>$62,000</td>
</tr>
<tr>
<td>Computer Science</td>
<td>7%</td>
<td>$67,000</td>
</tr>
<tr>
<td>Finance and marketing</td>
<td>6%</td>
<td>$52-61,000</td>
</tr>
</tbody>
</table>

And **overrepresented in:**

<table>
<thead>
<tr>
<th>Major</th>
<th>% Latino/Hispanic</th>
<th>Median Earnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Business</td>
<td>22%</td>
<td>$51,000</td>
</tr>
<tr>
<td>Interdisciplinary studies</td>
<td>19%</td>
<td>$47,000</td>
</tr>
</tbody>
</table>

Source: Georgetown Center on Education & the Workforce, *Hispanics: College Majors and Earnings* (2015)
Who Transfers?

Transfer Outcomes by Income

Transfer to a 4-Year School
- Higher Income Students: 36%
- Lower Income Students: 28%

Earn a Bachelor's Degree Within 6 Years
- Higher Income Students: 44%
- Lower Income Students: 36%
Panel Session

- Josh Wyner, Executive Director, The Aspen Institute, College Excellence Program
- David Harrison, President, Columbus State Community College
- Rachel James, Transfer Student, Florida Atlantic University
- William Serrata, President, El Paso Community College
- Janie Valdés, Assistant Vice President, Undergraduate Education, Florida International University
Role Alike Discussion Session

For this session, you will be using one of the two worksheets in your binder:

If you are on this side of the room, your table should use Scenario 1: Peer Team Meeting.

If you are on this side of the room, your table should use Scenario 2: Transfer Partner Meeting.

15 min. Table Discussions

10 min. Whole-Group Reflection