



EQUITY 2030 PROGRESS REPORT (JUNE 2024)

Context

The goal of Equity 2030 is to “close educational equity gaps across race and ethnicity, socioeconomic status, first-generation status by the year 2030, with consideration of Minnesota’s geographic and workforce contexts.”

While there are many facets to equity, Minnesota State has chosen to focus on student success. The reason is simple: Student success is the outcome that matters most to those we serve, our students and their families, their communities, their employers, and to the taxpayers of Minnesota who have charged the Minnesota State with providing the state with the majority of its talented workforce. There are many different approaches that could be used to assess student success, and the metric upon which this report is based is the 2nd Fall Persistence and Completion rate. This metric is a well-established measure that has been reported by Minnesota State for over a decade. It offers a snapshot of how students are doing early in their academic career, and the trajectory for such things as graduation and employment rates.

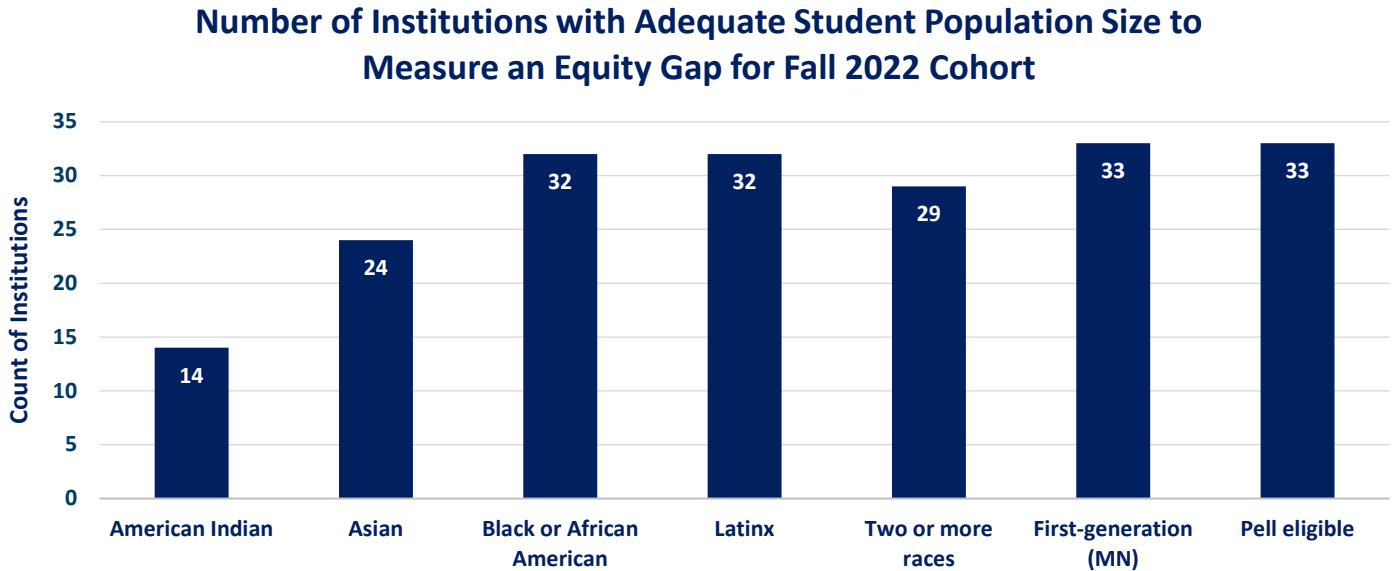
Because we are measuring the success of human cohorts, it is appropriate to identify a narrow “band” of success for gap closure rather than a rigid target as there will always be slight variances from year to year when measuring group outcomes. For the purposes of this report, the “band” is treated as a negative 5% variance from zero equity gap (parity) for student race/ethnic groups, Pell eligible status, and first-generation status. If a student population has a less than -5% equity gap as compared to a reference group for the student success outcome, the gap is considered closed. For Pell eligible students the reference group determining an equity gap (disparate outcome) is non-Pell eligible students. For first-generation college/university students the reference group is non-first-generation students. In comparing outcomes for race and ethnic groups the reference group is white students.

The analysis presented is for the entering cohort of Fiscal Year 2023 (Fall 2022 and Spring 2023). In brief, the report provides an overview of the equity gaps for the 2nd Fall outcome¹ for new incoming and transfer-in undergraduates entering in the Fall 2022 semester.

It is important to note that the diversity of undergraduate students throughout Minnesota State varies considerably, which results in some institutions having insufficient student group counts for the Fall 2022 cohort (at least five students) to measure an equity gap. For example, in looking at Figure 1, 32 of our institutions have sizable cohort counts for Black/African American students, whereas only 14 institutions have sizeable American Indian/Alaskan Native/Indigenous student counts in their cohorts.

¹ A successful outcome entails a student being retained, completing a credential, or transferring to another college or university.

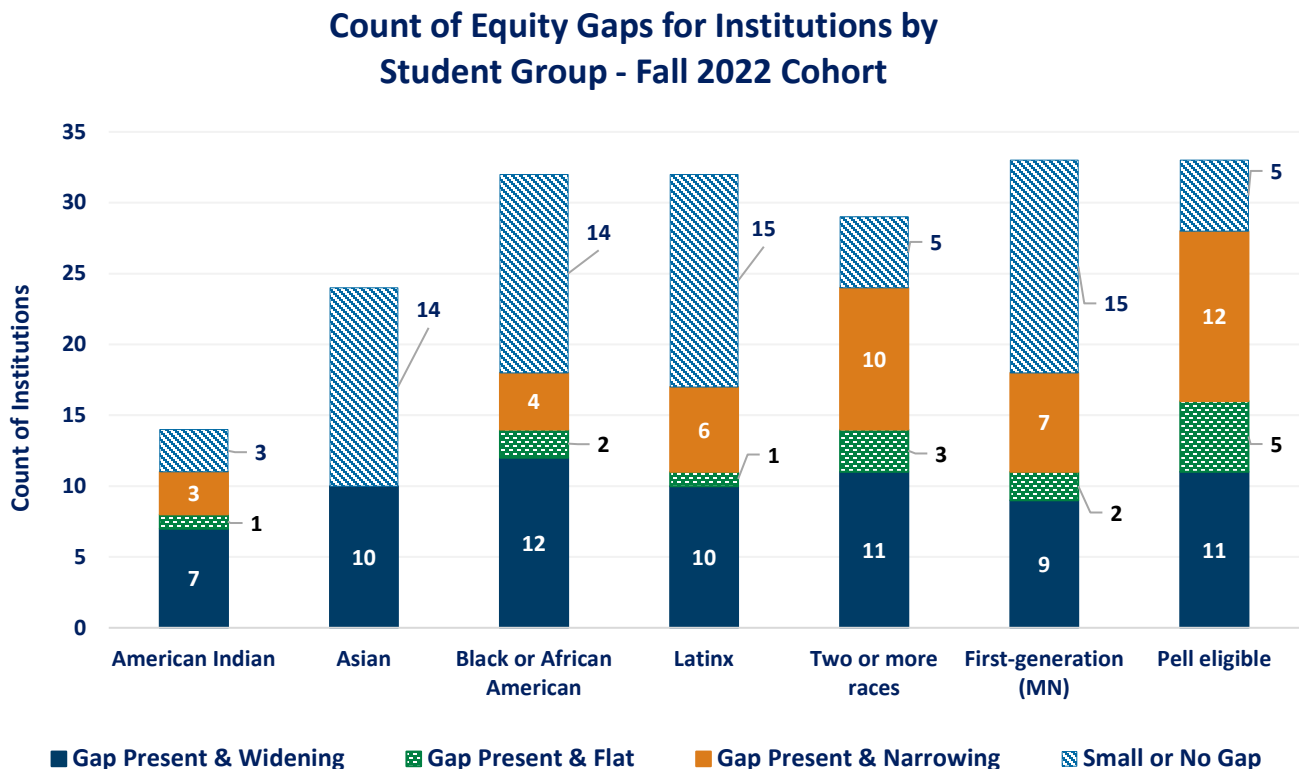
Figure 1: Count of Institutions with Sufficient Student Group Population Size to Measure an Equity Gap



Equity Gap Patterns

Minnesota State institutions are closing equity gaps for Equity 2030’s target student populations of race/ethnicity, Pell eligible status, and first-generation status. Figure 2 shows that Minnesota State institutions have closed equity gaps for all student groups, and there are notable variations in the continued presence of equity gaps.

Figure 2: Institution Equity Gap Counts & Patterns by Target Student Group for Fall 2022 Entering Cohort



The following summary of equity gap patterns is based on the information presented in Figure 2.

- » Asian students have greatest equity in their first-year outcomes relative to the other race/ethnic groups, where 14 of 24 of institutions (58%) have closed the equity gap between white and Asian students. Yet, work remains with 10 of 24 of institutions (42%) continuing to have equity gaps for Asian students.
- » For Black and Latinx students, the colleges and universities have also realized success in closing equity gaps. 14 of 32 (44%) of colleges and universities have closed gaps for Black students and 15 of 32 (47%) have closed gaps for Latinx students. For both the Black and Latinx student groups, most institutions continue to have equity gaps.
- » For American Indian students, 3 of 14 (21%) of colleges and universities have closed equity gaps. The majority of institutions with sufficient American Indian students in their Fall 2022 cohort have an equity gap present.
- » First-generation students have also realized equity in their outcomes relative to their non-first-generation counterparts. 15 of 33 (45%) institutions have closed the equity gap for this student population.
- » Five of 33 (15%) of colleges and universities have closed equity gaps for Pell eligible students relative to non-Pell eligible students.

Where gaps exist, they are mostly widening. For the FY2022 cohort of incoming undergraduates, where there were equity gaps, they were mostly widening rather than narrowing. Figure 3 below shows there are variations in the number of institutions with equity gaps for a given student population, and many of the gaps are widening and some are narrowing.

What are Equity Gap Patterns?

Existing equity gaps are categorized into one of the following three groups: Widening, Flat, or Narrowing. The equity gap trend is based on the change in the equity gap of a student group over the last three years as follows:

- » Widening: Equity gap has increased by at least 0.5 percentage points.
- » Narrowing: Equity gap has decreased by at least 0.5 percentage points.
- » Flat (relatively consistent): Equity gap has changed less than 0.5 percentage points.

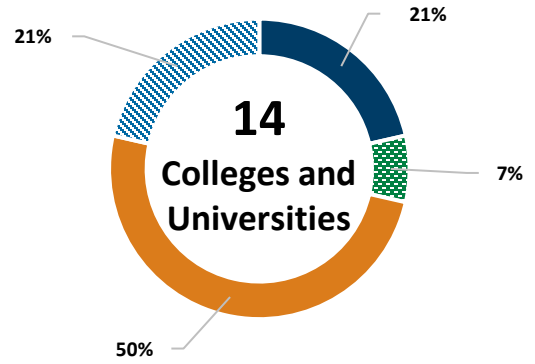
There could be several reasons why these are widening, but the most pronounced is that the FY2022 entering cohort began during COVID-19 shutdowns and interruptions, and some student populations were likely disproportionately and adversely affected by the pandemic. The graphics below (Figure 3) report the equity gap patterns as percentages for specific student populations across Minnesota State institutions. For example, across 32 colleges and universities, 44% of institutions have closed the equity gap for Black students.

Figure 3: Systemwide Equity Gap Patterns for Equity 2030 Student Groups - Fall 2022 Entering Cohort

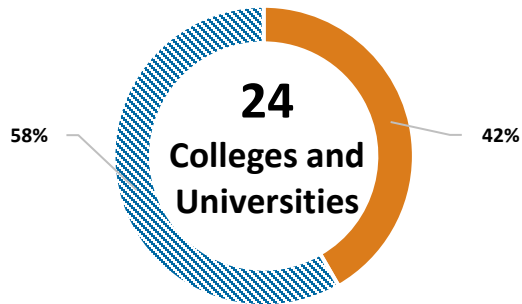
Legend

- Gap present and narrowing
- Gap present and flat
- Gap present and widening
- Small or no gap

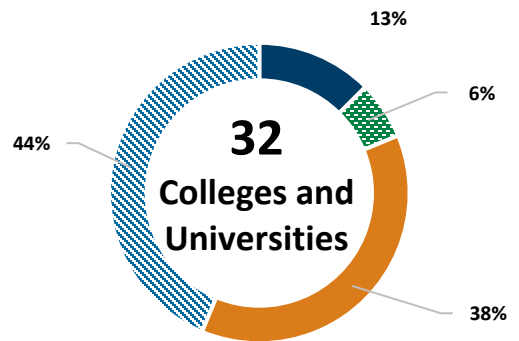
American Indian



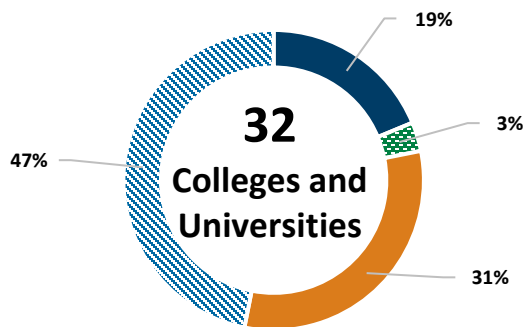
Asian



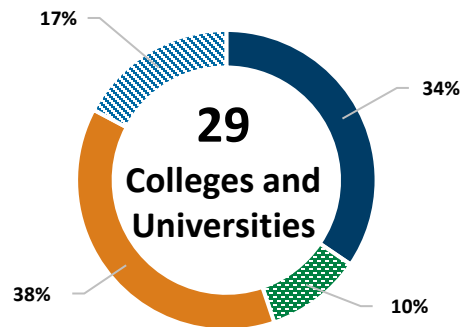
Black or African American

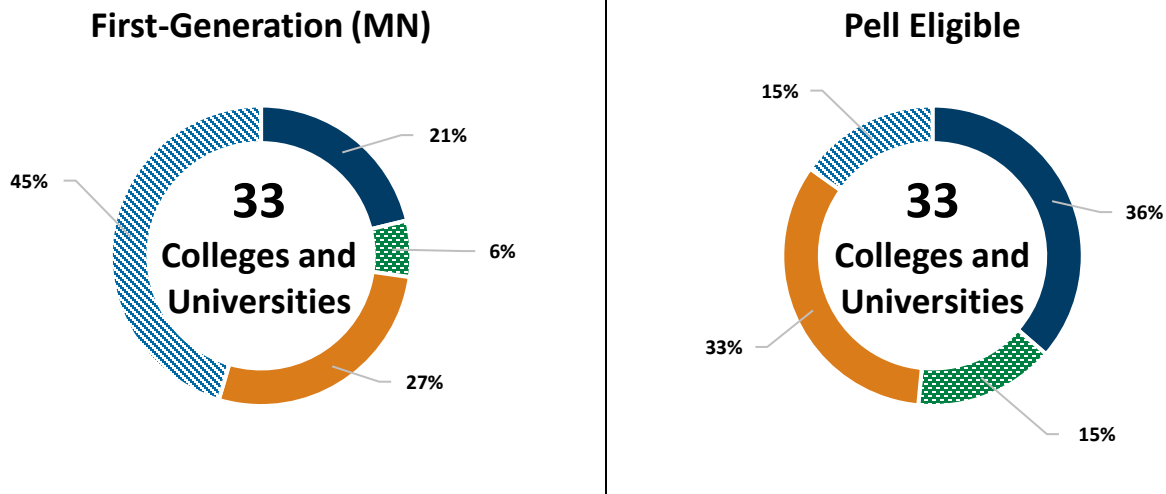


Latinx



Two or More Race





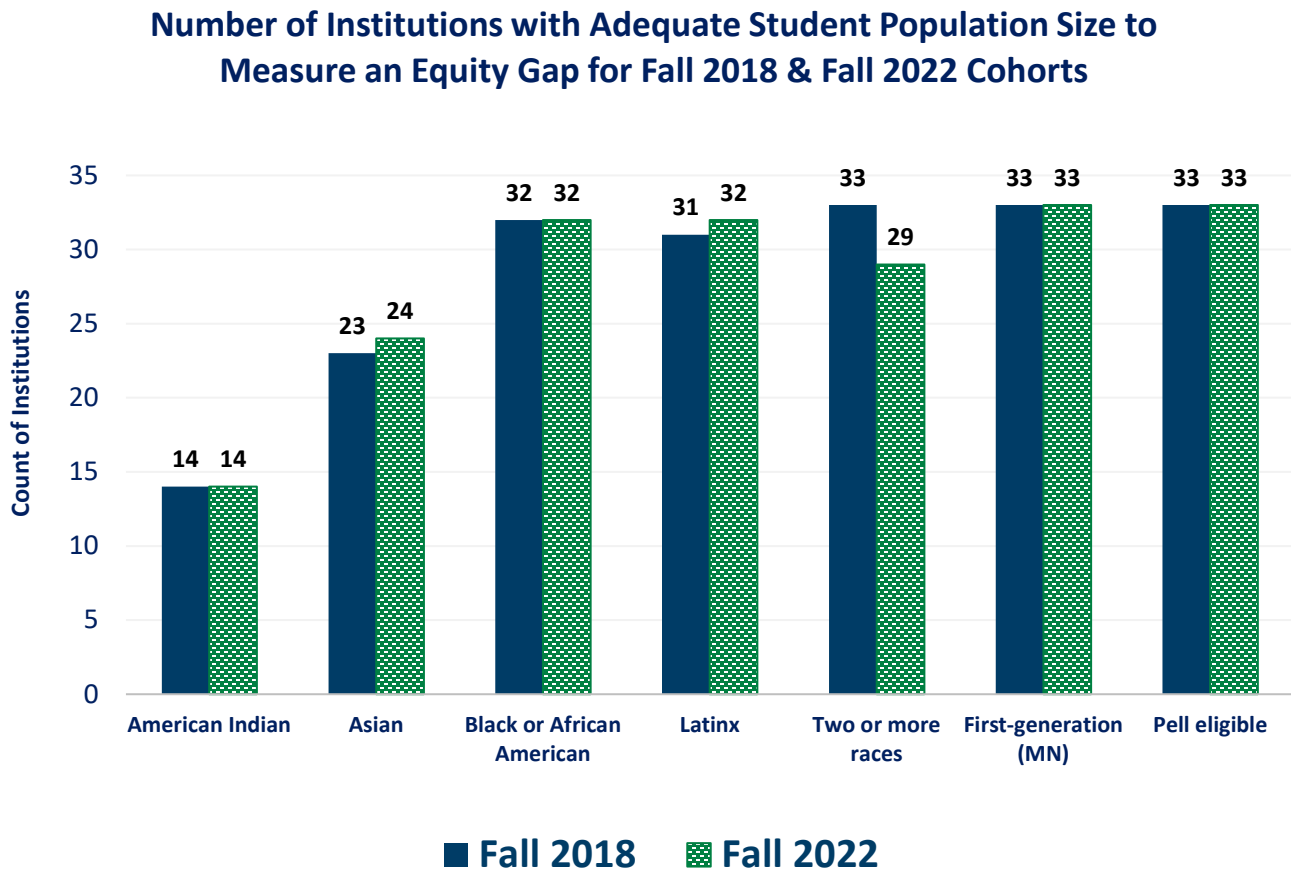
Progress Towards Equity 2030

Gaining an understanding of progress towards Equity 2030 also entails considering how equity has changed since the inception of Equity 2030. The analysis presented here focuses on comparing the equity gap patterns for the Fall entering cohorts of 2018 and 2022. The outcomes for the Fall 2018 cohort approximately coincide with the adoption of the Equity 2030 goals. The charts below provide an overview of the presence and closure of equity gaps for the 2nd Fall Persistence and Completion metric.

For the Fall 2018 entering cohort, which is being compared against the Fall 2022 cohort for this report, the differences in the composition and diversity of the undergraduate student body varies considerably across the 33 colleges and universities of Minnesota State. Some institutions have student group counts that are too small for the Fall 2018 entering cohort (at least five students) to measure an equity gap. For example, in looking at Figure 4, 32 of our institutions have sufficient counts for Black/African American students for the Fall 2018 and Fall 2022 entering cohorts.

Figure 4 offers a comparison of the number of institutions with sufficient student group counts for both the Fall 2018 and Fall 2022 entering cohorts. While there are increases in the number of institutions with sizable counts for the Asian and Latinx race/ethnic group from 2018 to 2022, there are decreases in the number of institutions with sizeable counts for the two or more races student group from 33 to 29. A smaller count for student groups in Fall 2022 means fewer schools had sufficient cohort counts to include in the equity analysis.

Figure 4: Count of Institutions with Sufficient Student Populations to Measure an Equity Gap Comparing Fall Cohorts of '18 & '22.



Improvements in Equity Gaps

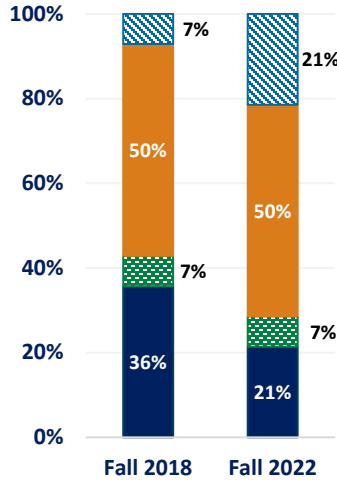
Figure 5 below provides comparison of equity gap patterns by race/ethnicity for student groups for the Fall 2018 and Fall 2022 entering cohorts. In looking at the equity gaps for race and ethnic groups in the Fall 2018 and Fall 2022 cohorts, there have been gains in greater equity for American Indians, Asian, Black, and Latinx students. Conversely, for students of two or more race groups, the number of institutions with equity gaps increased. For example, the percentage of institutions that closed equity gaps for Black students increased from 38% (12 of 32) for the Fall 2018 cohort to 44% (14 of 32) for the Fall 2022 cohort. Table 1 provides the data used for the comparisons presented in Figure 5.

Figure 5: Comparing Equity Gap Patterns by Race/Ethnicity Population for Fall 2018 & Fall 2022 Entering Cohorts

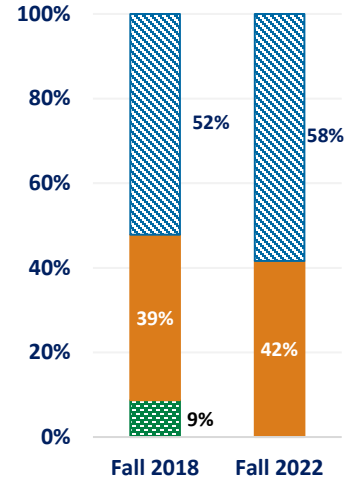
Legend

- Gap present and narrowing
- Gap present and flat
- Gap present and widening
- Small or no gap

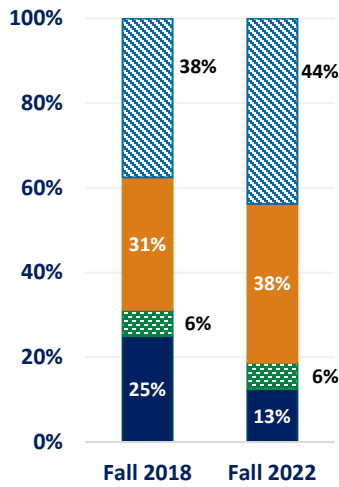
**American Indian
Fall '18 vs Fall '22**



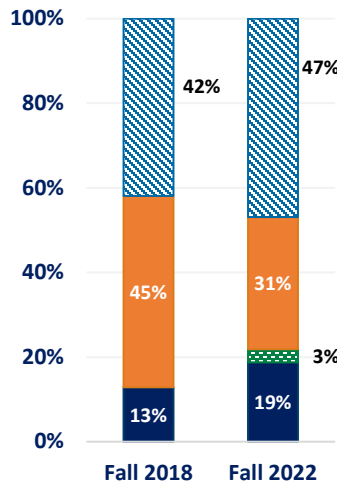
**Asian
Fall '18 vs Fall '22**



**Black
Fall '18 vs Fall '22**



**Latinx
Fall '18 vs Fall '22**



**Two or More Races
Fall '18 vs Fall '22**

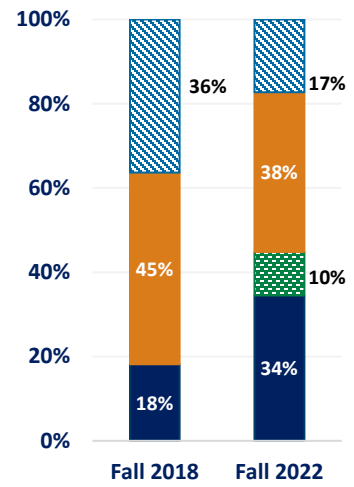


Table 1: Equity Gap patterns for race and ethnic groups for the fall 2018 and fall 2022 entering cohorts.

	American Indian/Native American		Asian or Asian American		Black or African American		Latinx		Two or more races	
	Fall 2018	Fall 2022	Fall 2018	Fall 2022	Fall 2018	Fall 2022	Fall 2018	Fall 2022	Fall 2018	Fall 2022
Gap present and narrowing	36% (5 of 14)	21% (1 of 14)	0% (0 of 23)	0% (0 of 24)	25% (8 of 32)	13% (2 of 32)	13% (4 of 31)	19% (1 of 32)	18% (6 of 33)	34% (3 of 29)
Gap present and flat	7% (1 of 14)	7% (1 of 14)	9% (2 of 23)	0% (0 of 24)	6% (2 of 32)	6% (2 of 32)	0% (0 of 31)	3% (1 of 32)	0% (0 of 33)	10% (3 of 29)
Gap present and widening	50% (7 of 14)	50% (7 of 14)	39% (9 of 23)	42% (10 of 24)	31% (10 of 32)	38% (12 of 32)	45% (14 of 31)	31% (10 of 32)	45% (15 of 33)	38% (11 of 29)
Small or no gap	7% (1 of 14)	21% (3 of 14)	52% (12 of 23)	58% (14 of 24)	38% (12 of 32)	44% (14 of 32)	42% (13 of 31)	47% (15 of 32)	36% (12 of 33)	17% (5 of 29)

For the equity gap patterns among first-generation and Pell eligible students, there have been gains for both groups (Figure 6). The percentage of institutions that closed equity gaps for first-generation students increased from 27% (9 of 33) for the Fall 2018 cohort to 45% (15 of 33) for the Fall 2022 cohort. Likewise, the percentage of institutions that closed equity gaps for Pell eligible students increased from 9% (3 of 33) for the Fall 2018 cohort to 15% (5 of 33) for the Fall 2022 cohort. Table 2 provides the data used for the comparisons presented in Figure 6.

Figure 6: Comparing equity gap patterns for first-generation and Pell eligible students for Fall 2018 & Fall 2022 entering cohorts.

Legend

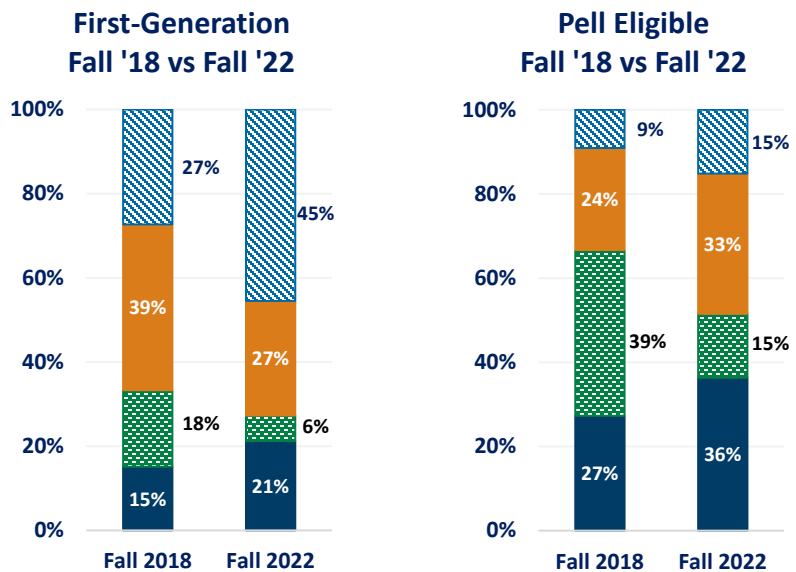
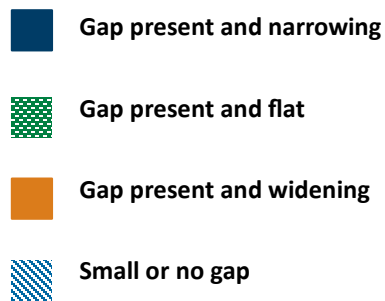


Table 2: Equity Gap patterns for first-generation Status and Pell eligible student for the fall 2018 and fall 2022 entering cohorts.

	First-Generation (MN) Status		Pell Eligible Status	
	Fall 2018	Fall 2022	Fall 2018	Fall 2022
Gap Present & Narrowing	15% (5 of 33)	21% (2 of 33)	27% (9 of 33)	36% (5 of 33)
Gap Present & Flat	18% (6 of 33)	6% (2 of 33)	39% (13 of 33)	15% (5 of 33)
Gap Present & Widening	39% (13 of 33)	27% (9 of 33)	24% (8 of 33)	33% (11 of 33)
Small or No Gap	27% (9 of 33)	45% (15 of 33)	9% (3 of 33)	15% (5 of 33)

Student Success Over Time by Race/Ethnicity

In looking at the longitudinal trends (Figures 7 and 8) for first year outcomes at Minnesota State colleges and universities, there have been some improvements among the student race/ethnic groups. Disparate outcomes between the race/ethnic groups persist, where white students have the highest outcomes at both colleges and universities.

Figure 7: Longitudinal First Year Outcomes by Student Race/Ethnic Group - Colleges.

Longitudinal First Year Outcomes by Student Race/Ethnic Group - Colleges

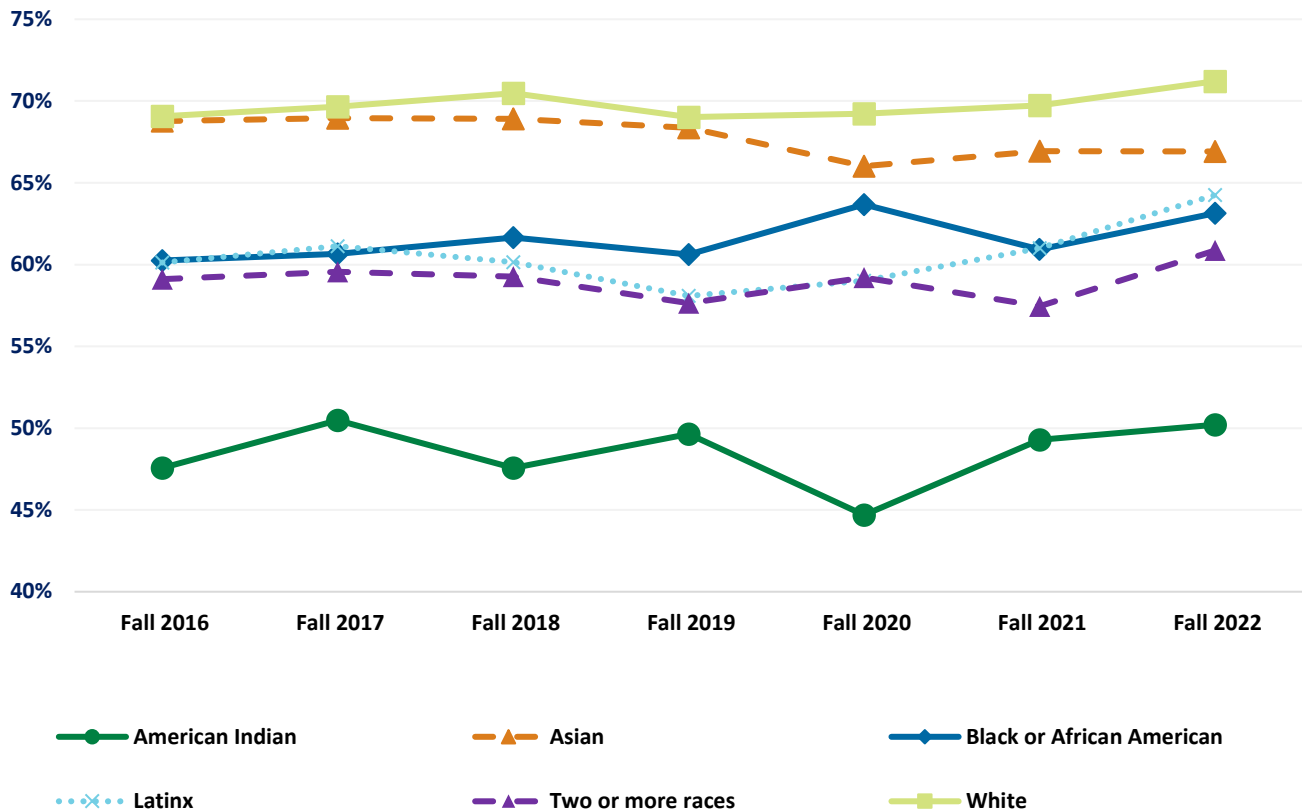
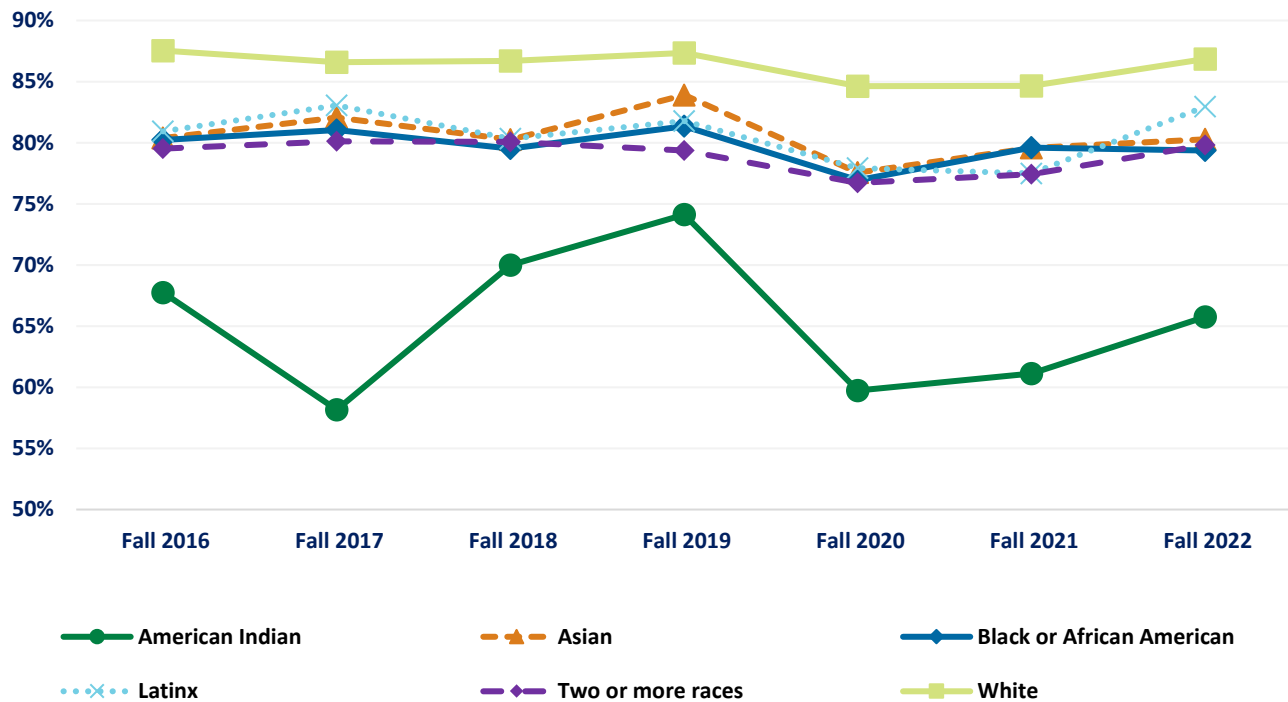


Table 34: Longitudinal First Year Outcomes by Student Race/Ethnic Group - Colleges (2nd Fall Outcome by Race/Ethnic Group).

Race/Ethnic Group	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
American Indian	48%	50%	48%	50%	45%	49%	50%
Asian	69%	69%	69%	68%	66%	67%	67%
Black or African American	60%	61%	62%	61%	64%	61%	63%
Latinx	60%	61%	60%	58%	59%	61%	64%
Two or more races	59%	60%	59%	58%	59%	57%	61%
White	69%	70%	70%	69%	69%	70%	71%

Figure 8: Longitudinal First Year Outcomes by Student Race/Ethnic Group - Universities.

Longitudinal First Year Outcomes by Student Race/Ethnic Group - Universities

Table 5: Longitudinal First Year Outcomes by Student Race/Ethnic Group - Universities (2nd Fall Outcome by Race/Ethnic Group).

Race/Ethnic Group	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
American Indian	68%	58%	70%	74%	60%	61%	66%
Asian	80%	82%	80%	84%	78%	80%	80%
Black or African American	80%	81%	80%	81%	77%	80%	79%
Latinx	81%	83%	80%	82%	78%	77%	83%
Two or more races	80%	80%	80%	79%	77%	77%	80%
White	88%	87%	87%	87%	85%	85%	87%

Student Success Over Time by First-Generation Status

The longitudinal trends for the first-year outcomes of first-generation students (Figures 9 and 10) indicate slight decreases in success outcomes for first-generation students at the colleges and universities.

Figure 9: Longitudinal First Year Outcomes by First-Generation Status – Colleges.

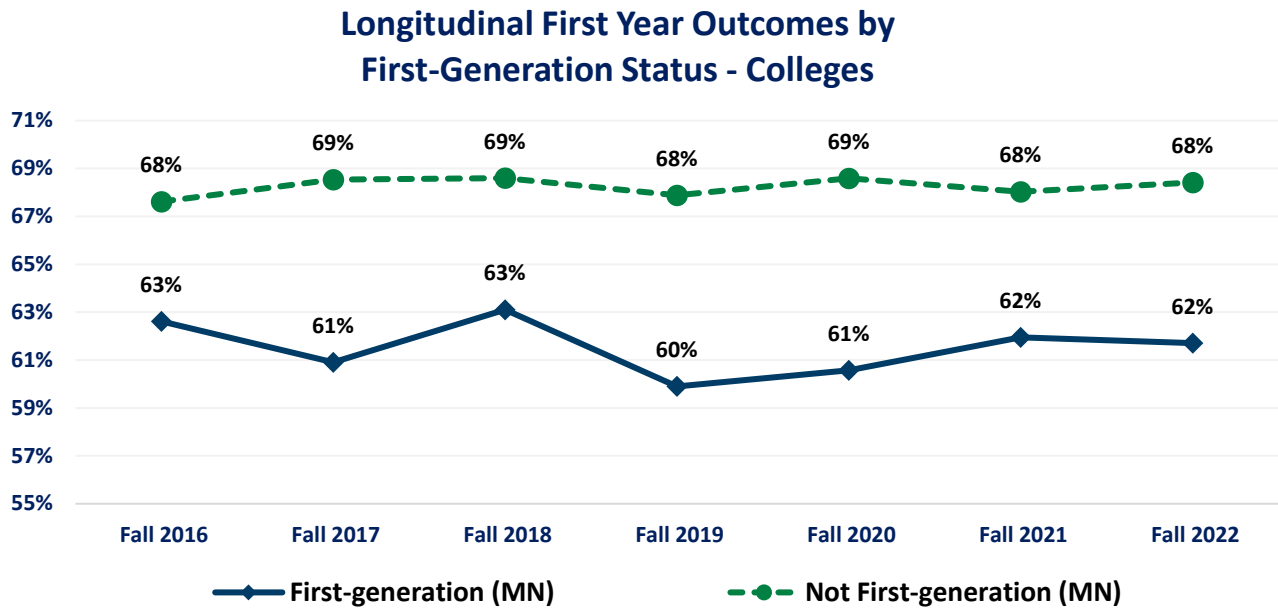
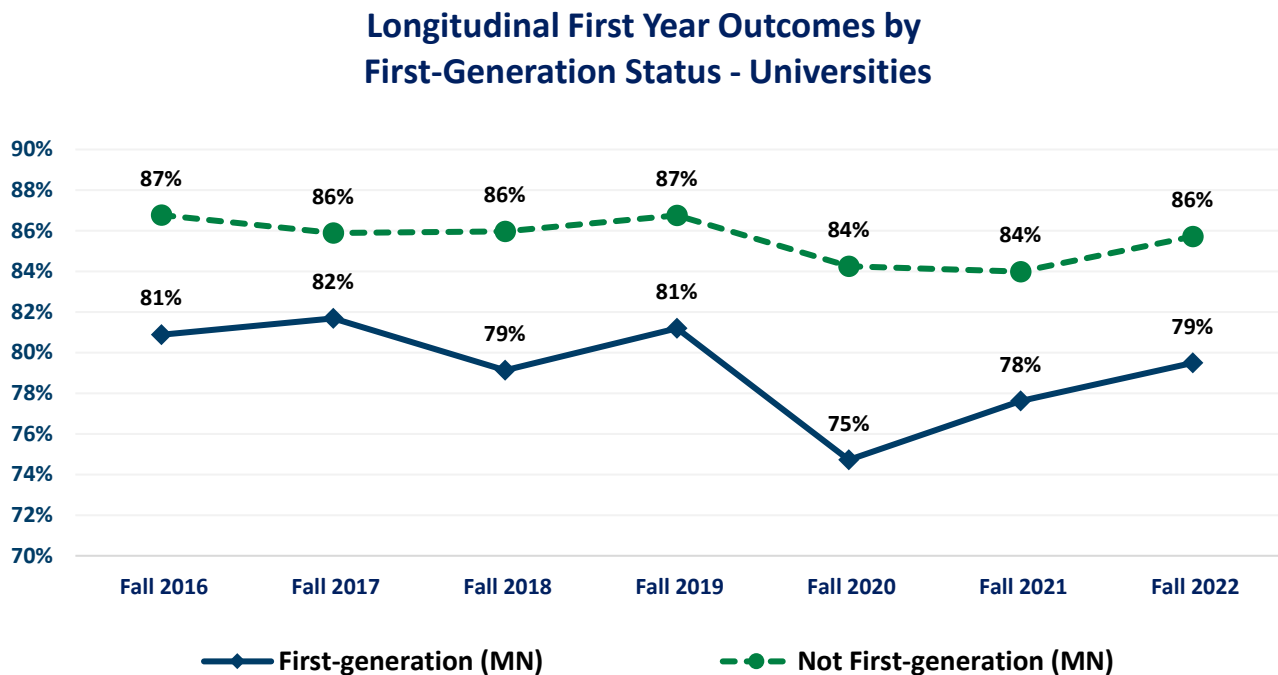


Figure 10: Longitudinal First Year Outcomes by First- Generation Status – Universities.



Student Success Over Time by Pell Eligible Status

The longitudinal trends for the first-year outcomes of Pell eligible students (Figures 11 and 12) show a slight increase in their success outcomes at the colleges and a slight decrease at the universities.

Figure 11: Longitudinal First Year Outcomes by Pell Eligible Status – Colleges.

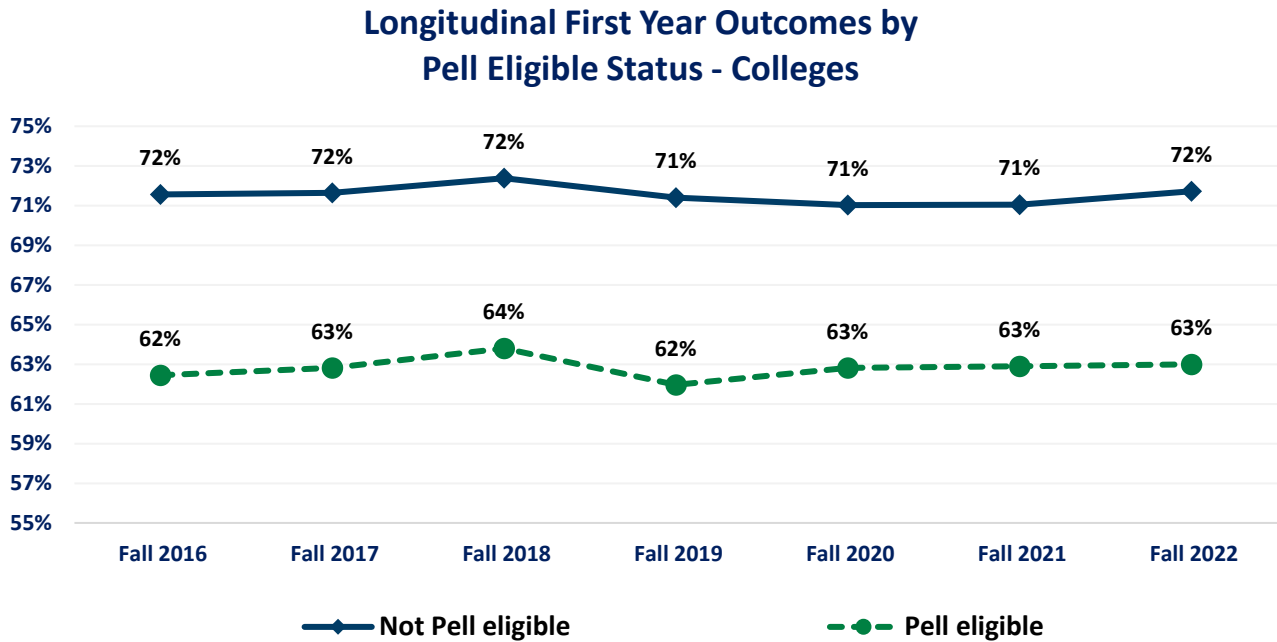
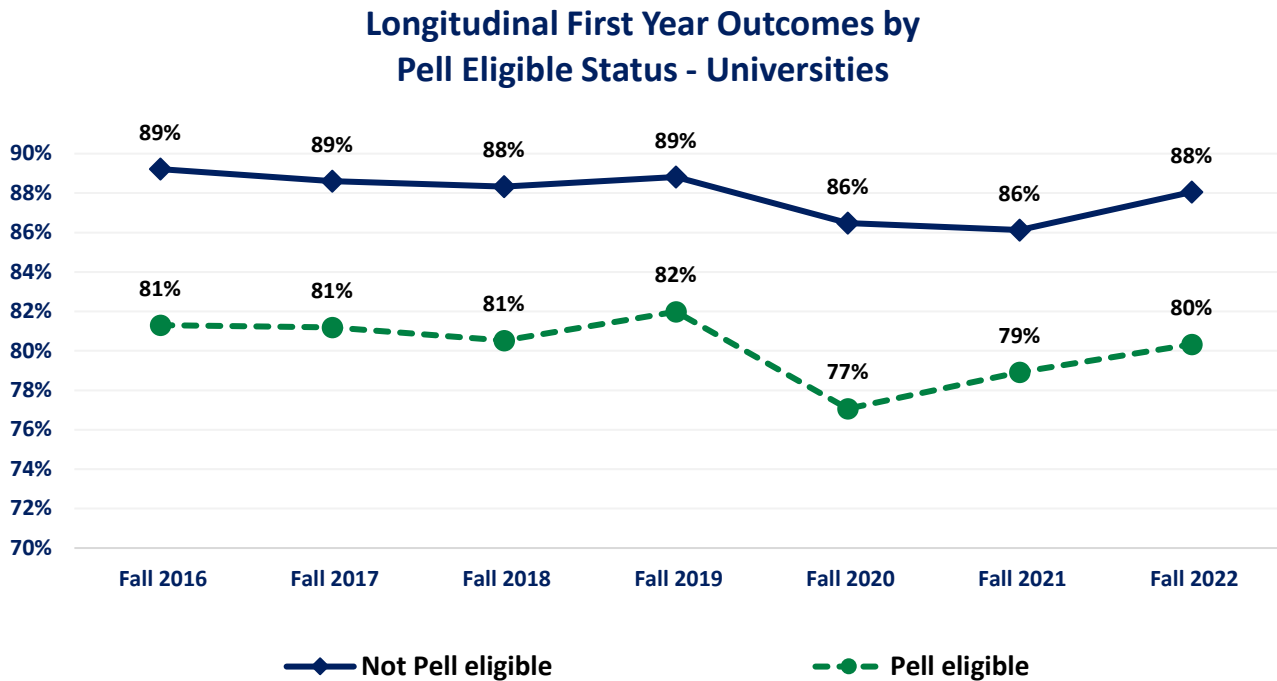


Figure 12: Longitudinal First Year Outcomes by Pell Eligible Status – Universities.



Comparison Group as the Highest Performing Group

While the Equity 2030 Progress Report uses the white student group as the comparison group to calculate racial/ethnic equity gaps in a consistent manner across all institutions, it is important to note that white students are not always the highest performing group across the colleges and universities (Table 5). While at a majority of our institutions (18) white students are the highest performing group, at other institutions the highest performing group is another racial/ethnic student group.

Table 6: Highest Performing Race/Ethnic Student Group for the 2nd Fall Outcome – Fall 2022 Entering Cohort.

Highest Performing Race/Ethnic Student Group	Count Of institutions
American Indian or Alaska Native	2
Asian	5
Black or African American	1
Hispanic of any race	4
Two or more races	3
White	18
Total	33