Projections of Postsecondary Education in Illinois:

Enrollment, Credentials, and Attainment Through 2035

MIDWESTERN HIGHER EDUCATION COMPACT

POLICY REPORT
MAY 2021

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TABLE OF CONTENTS

EXECUTIVE SUMMARY

Many states in the Midwest have set ambitious goals to improve the educational attainment of their residents to meet future demands for a well-educated and innovative workforce. Illinois aims to raise the postsecondary attainment rate — the proportion of adults with a postsecondary certificate or degree — to 60% by 2025.[1] Significant progress has been made in raising the overall attainment rate in Illinois, which increased from 40.8% in 2008 to 54.4% in 2018.[2] However, there are large differences in attainment rates by race/ethnicity and family income. Only 26% of adults from underrepresented racial and ethnic backgrounds[3] (American Indian, Black, and Latinx) in Illinois held an associate degree or higher in 2018, relative to 53% of the White population.[4] Similarly, national data indicate that only 38% of low-income high school sophomores in 2002 obtained a postsecondary credential by age 27, compared to 73% of sophomores from high-income families.[5] The Illinois P-20 Council thus seeks to establish equity goals to bridge college attainment gaps by race/ethnicity and family income over the coming years, in addition to raising the overall college attainment rate to 60%. The importance of addressing college attainment gaps has only grown over the past year as the COVID-19 pandemic disproportionately limited the employment and educational prospects of disadvantaged populations.[6]

The purpose of this report is to provide state-level projections of postsecondary enrollment, credential production, and the college-educated population in order to inform the Illinois P-20 Council's strategy for creating and meeting attainment equity goals. Projections are developed for several underrepresented, non-traditional, and historically disadvantaged groups, including Black, Latinx, low-income, and older adult populations. Two types of projections are provided throughout the report. First, a "status quo" projection assumes that current rates of college enrollment, completion, and attainment will largely remain constant through 2035. These status quo projections show that the state would fail to make significant progress in bridging attainment gaps. Second, "equity scenario" projections show an alternative future created by gradually closing gaps in enrollment, completion, and attainment over the same projection period.

The projections in this report are not intended to be used as precise forecasts or predictions. Several data and methodological limitations combined with the inherent uncertainty of the future permit only broad visions of possible futures in postsecondary education. Rather, the projections should be used to understand the magnitude of the challenges ahead, the potential implications for postsecondary system capacity and resources, and the possible targets that should be set for enrollment and completion to meet attainment goals.

State Policy Goals and Framework

At the direction of the Illinois Coordinating Group, the models in this report were developed to align with the following State policy goals and framework.

- **Progress Toward a Universal Attainment Goal for Subgroups Most Impacted by Systemic Inequities.** The college attainment models establish annual targets for both the Black and Latinx adult populations to achieve a 60% attainment goal by 2030 and a 65% attainment goal by 2035. This approach reflects a state goal to ensure that all population subgroups, including those most impacted by historic systemic inequities, are obtaining postsecondary credentials at rates needed to meet the demands of the future Illinois economy.

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[1] Lumina Foundation. (2019). *States with higher education attainment goals.*

[2] Lumina Foundation. (2020). *A stronger nation.*

[3] Racial and ethnic categories in this report are designated as proper nouns and thus capitalized. For an alternative perspective, see AP Definitive Source | Why we will lowercase white.

[4] MHEC. (2020). *Higher education in focus: Illinois.*

[5] Ibid.

[6] MHEC. (2021). *The digital divide among college students: Lessons learned from the COVID-19 emergency transition.*

- **Eliminating Gaps in Key Enrollment and Completion Measures.** In order to make progress towards meeting annual subgroup attainment targets and sustain equitable attainment into the future, Illinois must work towards eliminating postsecondary enrollment and completion gaps. The models propose equity scenarios for eliminating gaps between the Black and White populations and the Latinx and White populations on several measures.
  - *Direct Enrollment:* Increasing the rate at which Illinois public high school 12th graders enroll at an in-state or out-of-state postsecondary institution in the fall immediately following high school completion.
  - *First-Time Enrollment:* Increasing the in-state, first-time enrollment rates of all younger and older adults, including those who did not directly enroll after high school graduation.
  - *Total Enrollment:* Increasing rates of total student enrollment, including first-time and continuing Illinois resident students at in-state institutions.
  - *First-Time Cohort Completions:* Increasing the percentage of first-time students who complete any credential within 150% to 200% of program time at the first institution or transfer and complete at another institution.[7]
  - *Total Credentials Conferred:* Increasing total credentials conferred to all students regardless of first-time status or enrollment intensity, defined as the number of credentials conferred per 100 students enrolled.

Overview of Methodology

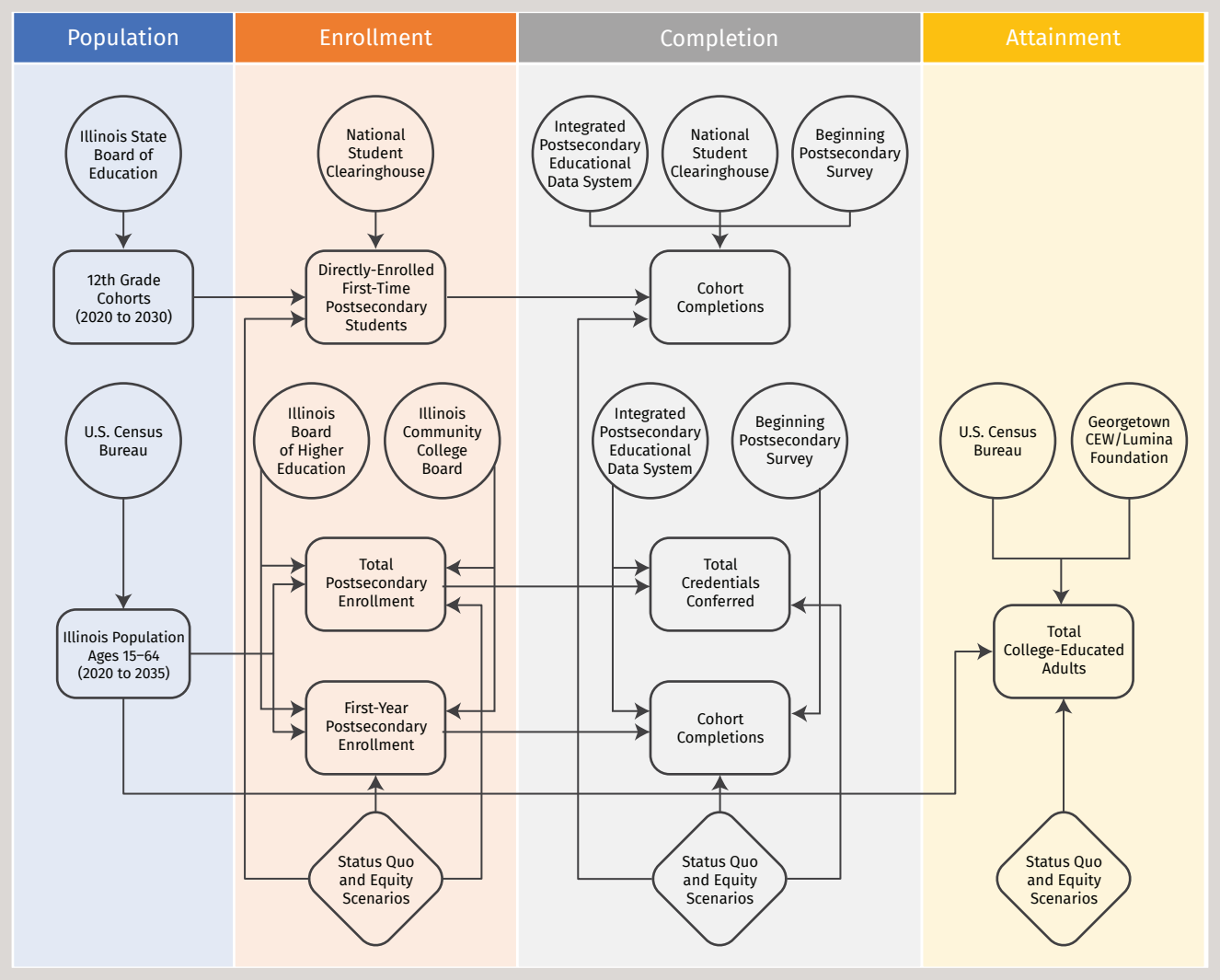
Figure 1 provides an overview of data sources (circles), variables that were projected (rectangles), and scenarios that guided the projections (diamonds). Projections were developed for (a) base populations, (b) college enrollment, (c) college completions, and (d) the population attaining a postsecondary credential.

- *Base Populations*. Projections of 12th grade cohorts from 2020 to 2030 were calculated by income group, race/ethnicity, and gender based on each cohort's actual 2nd grade enrollment from 2010 to 2019. State population projections were developed for 2025, 2030, and 2035 by five-year age group, gender, and race/ethnicity based on trends over the past two decades. Racial/ethnic categories for state population projections included Black, Latinx, White, and Other. Data limitations required an aggregation of several categories into a single "Other" category (approximately 98% Asian), including American Indians, Asians, Pacific Islanders, other race, and two or more races.
- *Enrollment*. First-time and total fall enrollment projections were made by applying current college enrollment rates to projected state populations. Whereas status quo projections were calculated by applying current enrollment rates throughout the projection period, equity scenario projections were calculated by gradually increasing the enrollment rates of underrepresented groups until enrollment gaps were eliminated by 2030/5. As noted below, enrollment projections differ in their coverage of postsecondary sectors and inclusion of in-state/out-of-state students.
- *Completion*. First-time and total completion projections were made by applying current cohort completion rates and credential production rates to projected enrollment. Whereas status quo projections were calculated by applying current completion and degree production rates throughout the projection period, equity scenario projections were calculated by gradually increasing the completion and production rates for underrepresented groups until gaps were eliminated by 2030/5.[8]

[7] For example, a 150% graduation rate is equivalent to completion within three years at a two-year college and six years at a four-year institution.

[8] Due to higher enrollment rates of low-income and underrepresented students in some sectors (e.g., two-year institutions) and in some age groups (e.g., 25–64) relative to higher-income and White students, equity scenarios yield higher *total* enrollment rates for low-income and underrepresented students once their enrollment rates match those of advantaged groups in all sectors and age groups. That is, the model assumes that increases in enrollment in one sector or age group do not result in lower enrollment rates elsewhere.

FIGURE 1.
Projections Approach



- *Attainment*. Projections of college-educated adults were made by applying attainment rates to base populations in constant and historical growth rate models. Constant rate projections assume that the current attainment rate will remain constant over the projection period, and historical growth projections assume that the attainment rate will increase at the same rate as during the prior decade. Annual postsecondary attainment rate targets were established by gradually increasing attainment rates over time until all groups have reached 60% by 2030 or 65% by 2035. The additional number of credentials needed to maintain progress towards the attainment rate targets was calculated as the difference between the number of college-educated adults expected if the attainment targets were met and the number of adults with a postsecondary credential in the constant rate model. (The attainment projections in the main body of the report are based solely on population projections and changes in attainment rates. Additional scenarios were created to simulate linkages among enrollment, completion, and attainment, but these models do not account for interstate migration of college students and completers due to data limitations. See Appendix D).

Base Population Projections

Projections of postsecondary enrollment, completion, and attainment partly depend upon changes in underlying populations. Accordingly, population projections were developed for (a) the total state 12th grade student cohort by family income and race/ethnicity and (b) the total state population by age, sex, and race/ethnicity. Although different projection methods were used for each population, the models consistently show significant declines in the White population, compared to increases or relative stability in the Black and Latinx populations.

- *12th Grade Cohorts.* Based on the number of students currently in the P-12 system, the total number of 12th graders is projected to decrease from about 153,000 to 143,000 between 2020 and 2030. The number of low-income students — those who qualify for free-/reduced-price lunch — is projected to decrease from about 67,000 to 56,000. The number of Latinx 12th graders will increase from 39,000 in 2019 to 44,000 in 2025 before declining to 40,000 in 2029. The number of Black students will remain fairly stable at around 24,500 for most of the projection period, compared to a decline in the White student population from 76,000 to 66,000.
- *State Population Ages 15–24.* The total state population aged 15–24 is projected to increase from 1,767,000 in 2018 to 1,807,000 in 2025 but then decrease to 1,799,000 by 2035. The Latinx population is projected to increase from 372,000 in 2018 to 523,000 in 2035, or from 21% to 29% of the state population. In contrast, the Black population is projected to decrease slightly from 264,000 to 257,000, while the White population is projected to decrease from 1 million to 866,000.
- *State Population Ages 25–64.* The population aged 25–64 is projected to decrease slightly from 6.8 million in 2018 to 6.7 million in 2035. The Black population is projected to increase during the projection period but return to its current level of 917,000 by 2035. In contrast, the Latinx population will steadily increase from 1.1 million in 2018 to 1.6 million in 2035, and the White population will decrease from 4.3 million to 3.6 million.

Projections of the College-Educated Population

Postsecondary attainment is defined as the proportion of the population with a postsecondary certificate or degree. Status quo projections of college-educated adults aged 25 to 64 and 25 to 44 were based on constant attainment rates and historical growth in attainment rates. Taken together, the models provide lower and upper bounds for the number of college-educated adults over the projection period without significant trend disruptions (e.g., policy interventions, shifts in migration). Attainment levels for Black and Latinx adults in both the constant and historical growth rate models fall short of the Illinois 60% attainment goal (see Tables 1 and 2).

- *Constant Rate Models.* When assuming a constant attainment rate over time, the total number of people with a college degree is projected to fall because of the shifting mix of Black, Latinx, and White adults in the population. Whereas the largest decrease in the number of college-educated adults is projected in the White population, the number of Black adults with a postsecondary credential will increase slightly, and a much larger increase is expected in the Latinx population. However, Illinois would not meet the overall 60% attainment goal and would continue to have large gaps by race and ethnicity.
- *Historical Growth Rate Model.* When assuming moderate increases in attainment rates based on historical growth, the state could achieve its overall goal of 60% but would still have large gaps by race and ethnicity. The total number of 25- to 64-year-old adults with a postsecondary credential increases over time due to larger increases in the Black and Latinx populations as well as a more attenuated decrease in the White population. College attainment levels through 2035 increase from 40% to 45% for the Black population and from 29% to 37% for the Latinx population. This scenario indicates that the total population attainment rate would increase to 62% by 2035, though attainment gaps by race/ethnicity would grow larger. A similar pattern is observed among adults aged 25 to 44, wherein the population attainment rate would increase to 69% by 2035.

TABLE 1.
Projected Number and Rate of College-Educated Adults Aged 25–64

	2018	2025	2030	2035
Constant Rate Model				
White	2,665,408 (61.9%)	2,417,855 (61.9%)	2,293,755 (61.9%)	2,224,730 (61.9%)
Black	363,732 (39.7%)	371,548 (39.7%)	366,677 (39.7%)	364,224 (39.7%)
Latinx	314,509 (29.1%)	392,913 (29.1%)	429,237 (29.1%)	456,777 (29.1%)
Other	383,156 (75.4%)	403,244 (75.4%)	424,780 (75.4%)	435,093 (75.4%)
Total	**3,726,805 (54.7%)**	**3,585,560 (53.3%)**	**3,514,448 (52.7%)**	**3,480,823 (52.3%)**
Historical Growth Rate Model				
White	2,665,408 (61.9%)	2,600,645 (66.6%)	2,591,025 (69.9%)	2,633,190 (73.3%)
Black	363,732 (39.7%)	391,710 (41.8%)	400,787 (43.4%)	412,222 (44.9%)
Latinx	314,509 (29.1%)	433,894 (32.2%)	505,986 (34.4%)	572,480 (36.5%)
Other	383,156 (75.4%)	421,082 (78.8%)	456,993 (81.2%)	481,837 (83.5%)
Total	**3,726,805 (54.7%)**	**3,847,331 (57.2%)**	**3,954,791 (59.3%)**	**4,099,730 (61.6%)**

Note. Attainment rate is in parentheses.

TABLE 2.
Projected Number and Rate of College-Educated Adults Aged 25–44

	2018	2025	2030	2035
Constant Rate Model				
White	1,476,172 (70.6%)	1,407,571 (70.6%)	1,372,115 (70.6%)	1,318,835 (70.6%)
Black	203,055 (42.5%)	222,597 (42.5%)	226,542 (42.5%)	217,125 (42.5%)
Latinx	227,961 (33.9%)	278,067 (33.9%)	300,427 (33.9%)	320,981 (33.9%)
Other	247,379 (81.2%)	243,453 (81.2%)	247,463 (81.2%)	255,799 (81.2%)
Total	**2,154,568 (60.8%)**	**2,151,689 (59.2%)**	**2,146,547 (58.6%)**	**2,112,740 (58.1%)**
Historical Growth Rate Model				
White	1,476,171 (70.6%)	1,526,704 (76.6%)	1,571,198 (80.9%)	1,589,918 (85.1%)
Black	203,055 (42.5%)	234,858 (44.8%)	247,934 (46.5%)	246,170 (48.2%)
Latinx	227,961 (33.9%)	306,162 (37.4%)	352,463 (39.8%)	399,742 (42.3%)
Other	247,379 (81.2%)	251,329 (83.8%)	261,185 (85.7%)	275,894 (87.5%)
Total	**2,154,567 (60.8%)**	**2,319,053 (63.8%)**	**2,432,780 (66.4%)**	**2,511,724 (69.0%)**

Note. Attainment rate is in parentheses.

Postsecondary Attainment Targets

Postsecondary attainment targets were developed to better understand the magnitude of change needed to reach several types of attainment goals, including a 60% attainment goal for 2030 and a 65% attainment goal for 2035. The implications of developing goals for specific age groups (i.e., 25 to 44 vs. 25 to 64) were also examined. Annual targets were calculated as both rates and the additional number of college-educated adults needed beyond the constant rate status quo projections.[9] As an example, Tables 3 and 4 show annual attainment targets under the 65% goal for the populations aged 25 to 64 and 25 to 44, respectively.

- *60% Goal.* The 60% attainment goal for 2030 yields the most ambitious annual targets for the 25- to 64-year-old population. The annual number of Black college-educated adults would need to increase by about 19,000; Latinx adults by about 47,000; and total Black and Latinx adults by about 65,000.
- *65% Goal.* Attainment targets for the 25- to 64-year-old population become more viable when adopting a 65% attainment goal for 2035. The annual number of Black college-educated adults would need to increase by about 16,000; Latinx adults by about 38,000; White adults by about 8,000; and total Black, Latinx, and White adults by about 62,000.[10]
- *65% Goal by Age.* Another approach to developing manageable targets revolves around the age group in question. If the 65% goal is limited to the population aged 25 to 44, the Black college attainment rate would need to increase from 43% in 2018, and the Latinx attainment rate would need to increase from 34% in 2018. The White attainment rate was already 71% in 2018. Accordingly, the annual number of Black college-educated adults would need to increase by about 8,000, the number of Latinx college-educated adults would need to increase by about 20,000; and total Black and Latinx adults by about 27,000. Notably, if the

TABLE 3.
Attainment Rate Targets Under 65% Attainment Goal

	2018	2021	2023	2025	2027	2029	2031	2033	2035
Population Aged 25–64									
Black	40%	41%	45%	48%	52%	55%	58%	62%	65%
Latinx	29%	32%	36%	41%	46%	51%	56%	60%	65%
White	62%	62%	63%	63%	63%	64%	64%	65%	65%
Population Aged 25–44									
Black	43%	44%	47%	50%	53%	56%	59%	62%	65%
Latinx	34%	36%	40%	44%	49%	53%	57%	61%	65%
White	71%	71%	71%	71%	71%	71%	71%	71%	71%

[9] Although selecting the growth rate model would make the attainment targets more viable, the more conservative constant rate model was chosen to avoid underestimating the number of college-educated adults needed to meet equity goals, particularly given uncertainty in state funding and enrollment trends stemming from the 2015–17 budget impasse and the COVID-19 pandemic.

[10] The 65% goal results in lower annual targets for Black and Latinx populations because the total number of additional degrees needed is spread over 15 years rather than 10 years in the case of the 60% goal.

TABLE 4. Annual Increases in College-Educated Adults Beyond Status Quo Needed To Reach 65% Attainment Goal

	2021	2023	2025	2027	2029	2031	2033	2035	Cumulative Total
Population Aged 25–64									
Black	15,820	16,013	16,205	15,677	15,509	15,570	15,486	15,401	**235,455**
Latinx	28,782	32,486	36,191	37,292	39,694	40,499	42,321	44,142	**566,498**
White	9,093	8,591	8,088	7,885	7,532	7,610	7,414	7,218	**118,568**
Population Aged 25–44									
Black	7,575	7,975	8,375	8,201	8,315	7,374	7,104	6,834	**116,688**
Latinx	15,440	17,212	18,984	19,427	20,534	21,395	22,413	23,431	**298,028**
White	0	0	0	0	0	0	0	0	**0**

attainment targets were only met for the population aged 25 to 44, the total college attainment rate for the population aged 25 to 64 would increase from 55% to 59%.

Direct Enrollment

One strategic lever for achieving postsecondary attainment equity is to increase direct college enrollment rates among recent high school graduates. Direct enrollment is defined by the number or percentage of 12th graders who graduate from high school and then enroll at an in-state or out-of-state postsecondary institution of any type during the fall immediately following high school completion.[11] Historically, there have been significant disparities in the direct enrollment rates of 12th grade cohorts by family income and race/ethnicity. For example, in 2018–19, only 51% of low-income 12th graders graduated from high school and directly enrolled in college, compared to 74% of higher-income students. Similarly, 51% to 56% of Black and Latinx 12th graders directly enrolled, compared to 70% of White students. Since such disparities persist within status quo projections, equity scenarios were created that show an alternative future wherein gaps in enrollment rates are eliminated by 2030. Table 5 shows that the realization of equity scenarios could result in a significant increase in direct college enrollment in Illinois if most students were to attend an in-state institution.

- *Status Quo Projections.* Reflecting changes in 12th grade cohorts, total direct enrollment is projected to decrease from about 99,500 in 2018 to 92,300 in 2030. The number of directly enrolled low-income students is expected to decrease slightly, though the number of underrepresented minority students is expected to increase through the first half of the decade. Direct enrollment among White students is projected to significantly decline.
- *Equity Scenario: Direct Enrollment Targets.* The 2030 target is for low-income and underrepresented minority students to graduate from high school and

[11] The inclusion of 12th graders who ultimately enroll at an out-of-state college is particularly important for gauging the total potential enrollment in Illinois that could be realized by stemming out-migration as well as providing a more accurate measure of postsecondary enrollment gaps. Illinois has one of the highest out-migration rates of college-going high school graduates in the Midwest (see MHEC, 2020), and out-migration rates may vary by racial/ethnic background and family income.

TABLE 5.
Direct Postsecondary Enrollment Targets for 12th Grade Cohorts Under Equity Scenario

	2019–20	2021–22	2023–24	2025–26	2027–28	2029–30
Enrollment Rate						
Low-Income	51%	56%	61%	66%	71%	77%
Higher-Income*	74%	73%	73%	73%	73%	73%
Black	51%	56%	59%	63%	67%	71%
Latinx	56%	61%	65%	68%	72%	75%
White*	70%	71%	71%	71%	70%	70%
Enrollment Headcount						
Low-Income	33,941	32,870	36,600	41,286	44,029	42,682
Higher-Income*	65,312	73,395	71,109	69,723	63,667	63,907
Black	13,044	13,748	14,371	15,861	15,478	15,460
Latinx	21,919	26,680	28,049	30,304	29,789	30,089
White*	54,443	54,667	52,834	51,275	47,563	46,242

Note. Enrollment rates include part- and full-time students at in-state and out-of-state institutions. Projections by family income and race/ethnicity do not account for race-income intersections, and thus totals from both models cannot be summed. *Higher-income and White enrollments reflect status quo projections.

immediately enroll in college at a rate of 71% to 77%.[12] Accordingly, low-income student enrollment would increase from 34,500 in 2018 to 42,700 by 2030, Black student enrollment would increase from 13,600 to 15,500, and Latinx student enrollment would increase from 21,000 to 30,100.

First-Time Enrollment Among Younger and Older Adults

Many recent high school graduates are not ready for immediate college enrollment, and thus a second strategic lever for raising attainment levels among disadvantaged groups is to increase first-time enrollment equity among broader populations of younger and older adults. First-time enrollment in this report measures in-state college enrollment of Illinois residents who have not previously completed college credit after high school graduation. Whereas the direct enrollment rate mentioned above mainly captures the percentage of 17- to 18-year-olds who enroll in college, the first-time enrollment rate for students of any age is calculated as the number of students per 1,000 adults in the respective population (e.g., number of Black first-time students per 1,000 Black adults in the state population). Projections were developed for younger adults aged 24 and under as well as for older adults aged 25 to 64 at public two-year colleges, public four-year institutions, and private not-for-profit and for-profit four-year institutions.[13]

[12] Targets may also vary by demographic categories (e.g., low-income students as a group vs. underrepresented students as a group).

[13] Although simulations were conducted for older adults aged 25 to 64, it may be more efficient in practice to restrict efforts to increase first-time enrollment to adults under the age of 45.

In 2018, total first-time enrollment rates at in-state institutions varied across racial and ethnic groups, though differences largely favored Black and Latinx populations. For example, at all postsecondary institutions in Illinois, the number of first-time students aged 15 to 24 per 1,000 was larger for Black (41) and Latinx (51) populations than for the White population (37). A notable exception was a lower participation rate for the Black population at private four-year institutions (not-for-profit and for-profit). First-time enrollment rates decline dramatically with age for all racial/ethnic groups.

Based on changes in projected state populations and current enrollment rates, status quo projections were developed for first-time enrollment through 2035. Although the levels of total enrollment for Black and Latinx populations were already relatively high in 2018, equity scenarios were created to chart ideal changes in enrollment over time if gaps within institutional sectors were eliminated by 2035. Table 6 shows that the equity scenario requires modest increases in first-time enrollment.

- *Status Quo Projections.* First-time enrollment of younger adults is projected to increase from about 77,200 in 2018 to 81,700 in 2035, and first-time enrollment of older adults is expected to increase from 8,700 to 8,900. The largest enrollment increase is expected to occur in the Latinx population, while a decrease in enrollment is projected in the White population. Black first-time student enrollment is projected to remain fairly stable.
- *Equity Scenario:* First-Time Enrollment Targets. Among younger adults in the Black and Latinx populations, the 2035 enrollment target is 46 to 52 per 1,000. Among older adults in the Black and Latinx populations, the target is 1 to 2 per 1,000. Accordingly, first-time enrollment of younger and older Black students would increase from 13,100 to 14,100, and Latinx student enrollment would increase from 20,500 to 29,300.

TABLE 6. First-Time Postsecondary Enrollment Rate Targets and Enrollment Headcount Targets Under Equity Scenario Among Residents

	Black		Latinx		White	
	Per 1,000	Headcount	Per 1,000	Headcount	Per 1,000	Headcount
Age 15–24						
2018	41.4	10,965	51.4	19,122	37.4	37,429
2025	43.6	11,570	50.7	24,016	37.4	34,508
2030	45.3	11,694	51.1	25,632	37.6	33,437
2035	46.2	11,902	51.8	27,139	37.6	32,547
Age 25–64						
2018	2.4	2,159	1.3	1,394	0.9	4,041
2025	2.4	2,290	1.4	1,839	1.0	3,763
2030	2.4	2,249	1.4	2,027	1.0	3,620
2035	2.4	2,211	1.4	2,165	1.0	3,503

Note. White enrollment reflects status quo projections.

First-Time Cohort Completions

The expansion of postsecondary enrollment must be coupled with improvements in cohort completion rates to ultimately influence college attainment equity in the population. Following the projections of first-time enrollment, completion models were developed for (a) college students who directly enrolled at an in-state or out-of-state institution after high school graduation and (b) all younger and older first-time students at in-state institutions. Completion rates were generally defined as the percentage of first-time students who complete any credential within 150% to 200% of program time at the first institution or transfer and complete at another institution.

Completion rate gaps vary by institutional sector and enrollment intensity. For example, at public two-year colleges, 50% of full-time White students completed a credential, compared to 24% of Black students and 38% of Latinx students. Among full-time students at public four-year institutions, 82% of White students completed a credential, compared to 45% of Black students and 64% of Latinx students. At private four-year institutions, 81% of White full-time students completed a credential, compared to 54% of Black students and 71% of Latinx students. In addition, part-time students in all demographic groups were much less likely to complete a credential than were full-time students at all types of institutions.

Based on changes in projected first-time enrollment and current completion rates, status quo projections were developed for completions through 2030 for direct enrollment and 2035 for first-time enrollment by age group. Equity scenarios show the number of cohort completions if completion rate gaps were eliminated by the end of the projection period. Table 7 shows that completion rates of younger adults would gradually increase under the equity scenario.

- *Status Quo Projections.* Total completions among directly enrolled cohorts at in- and out-of-state institutions are projected to decrease from about

TABLE 7.
First-Time Postsecondary Completion Rate Targets Under Equity Scenario for Younger Students

	Full-Time				Part-Time			
	2018	2025	2030	2035	2018	2025	2030	2035
Public Two-Year Institutions								
Black	24%	33%	42%	51%	22%	26%	30%	33%
Latinx	38%	42%	46%	51%	26%	29%	31%	33%
White	50%	50%	50%	50%	33%	33%	33%	33%
Public Four-Year Institutions								
Black	45%	58%	70%	83%	27%	32%	38%	43%
Latinx	64%	70%	76%	82%	29%	34%	39%	43%
White	82%	82%	82%	82%	43%	43%	43%	43%
Private Four-Year Institutions								
Black	54%	63%	72%	81%	30%	35%	40%	44%
Latinx	71%	74%	77%	81%	54%	54%	54%	54%
White	81%	81%	81%	81%	44%	44%	44%	44%

Note. White completion rate reflects status quo.

58,000 to 54,000 in 2030, though the number of completions among underrepresented students is expected to increase slightly. When focusing solely on first-time students at in-state institutions, the total number of completions among younger students is projected to increase from about 40,400 in 2018 to 42,200 in 2035, and completions will remain around 2,800 among older adult students. The largest increase in completions is expected to occur in the Latinx student population, while completions among White students is expected to decrease over the projection period.

- *Equity Scenario: Completion Targets for Low-Income Students.* The 2030 targets for completion among students who directly enroll at postsecondary institutions differ by institutional sector and enrollment intensity.[14] The total completion rate for all low-income students would approach 65%. Among full-time, low-income students, completion rates should be increased to 50% at two-year institutions and around 83% at four-year institutions. Accordingly, total completions among low-income students at in-state and out-of-state institutions would increase from about 14,300 to 25,900. [15]
- *Equity Scenario: Completion Targets for Black and Latinx Students.* The 2035 targets for completion differ by institutional sector and enrollment intensity. The completion rate of full-time Black and Latinx students would need to increase to 50% at public two-year institutions, 82% at public four-year institutions, and 81% at private four-year institutions. Accordingly, younger and older Black student completions would increase from around 4,100 in 2018 to 7,600 by 2035, and younger and older Latinx student completions would increase from around 9,200 to 16,500.

Total Student Enrollment

Trends in first-time enrollment and retention have capacity and funding implications for the Illinois postsecondary system. In order to inform institutional planning and finance, projections were developed for *total* fall student enrollment, including first-time and continuing Illinois resident students at in-state public and private less-than-two-year institutions, public and private two-year colleges, and public and private four-year institutions (not-for-profit and for-profit). Enrollment rate disparities for all adults aged 15 to 64 favor Black and Latinx populations (see Table 6), though enrollment rates were low for some age groups within the Black and Latinx populations within some sectors (see Appendix C). Based on changes in projected state populations and current enrollment rates, status quo projections were developed for total student enrollment through 2035. Equity scenarios reflect convergence in the population enrollment rates for Black and Latinx students with rates observed among White students under the status quo. Table 8 shows that the equity scenario requires increases in total enrollment.

- *Status Quo Projections.* Total fall enrollment of younger and older adults is projected to increase from about 492,200 in 2018 to 512,500 in 2035. The largest enrollment increase is expected to occur in the Latinx population, while a decrease in enrollment is projected in the White population. Black total student enrollment is projected to remain fairly stable.
- *Equity Scenario.* Total fall enrollment of Black students would increase from 69,200 to 76,200, and Latinx student enrollment would increase from 107,300 to 159,300.

Total Credentials Conferred

Changes in total college enrollment will lead to changes in the total production of postsecondary credentials in Illinois, which will affect postsecondary attainment rates in the population. Total credential production includes credentials conferred to all students regardless of first-time status or enrollment intensity based on institutional "production rates" for each demographic group, which are defined as the number of credentials conferred per 100 students enrolled. Consistent with the analysis of the cohort completion rate gaps, credential production rates were generally lower for Black and Latinx students than for White students. For example, at all institutions 30 credentials were conferred per

[14] Ibid.

[15] Projections of direct enrollment and completion do not account for migration of recent high school graduates to out-of-state institutions.

TABLE 8. Projected Total Fall Postsecondary Enrollment Among Residents Aged 15-64

	2018	2025	2030	2035
Status Quo				
Black	69,228	69,766	67,791	67,310
Latinx	107,313	138,935	147,997	154,476
Other	62,341	66,958	70,756	71,054
White	253,334	235,203	225,967	219,707
Total	**492,217**	**510,862**	**512,511**	**512,547**
Equity Scenario				
Black	69,228	72,886	73,720	76,203
Latinx	107,313	140,369	151,050	159,276
Other	62,341	66,958	70,756	71,054
White	253,334	235,203	225,967	219,707
Total	**492,217**	**515,416**	**521,493**	**526,240**
Enrollment Rates under Equity Scenario (per 1,000 population)				
Black	59	61	62	65
Latinx	74	77	77	76
Other	98	99	99	98
White	48	49	49	49
Total	**57**	**60**	**62**	**62**

Note. White and Other enrollments reflect status quo projections.

100 White students aged 15 to 24, compared to 21 credentials per 100 Black students and 20 credentials per 100 Latinx students.

Based on changes in projected enrollment and current production rates, status quo projections were developed for total credentials through 2035. Equity scenarios reflect convergence in the production rates for Black and Latinx students with rates observed among White students, while assuming that target rates are met under the enrollment equity scenarios. Table 9 shows that raising enrollment and credential production rates would significantly increase the number of credentials conferred in Illinois.

- *Status Quo Projections.* Following enrollment trends, the annual number of credentials conferred to younger and older students is projected to increase from about 121,900 in 2018 to 123,800 in 2035.
- *Equity Scenario.* Credentials conferred to Black students would increase from around 14,600 to 23,100 by 2035, and credentials conferred to Latinx students would increase from around 21,300 to 46,700. Total credentials conferred to Illinois residents would increase annually from 121,900 to 149,400.

Credential Production Relative to Targets

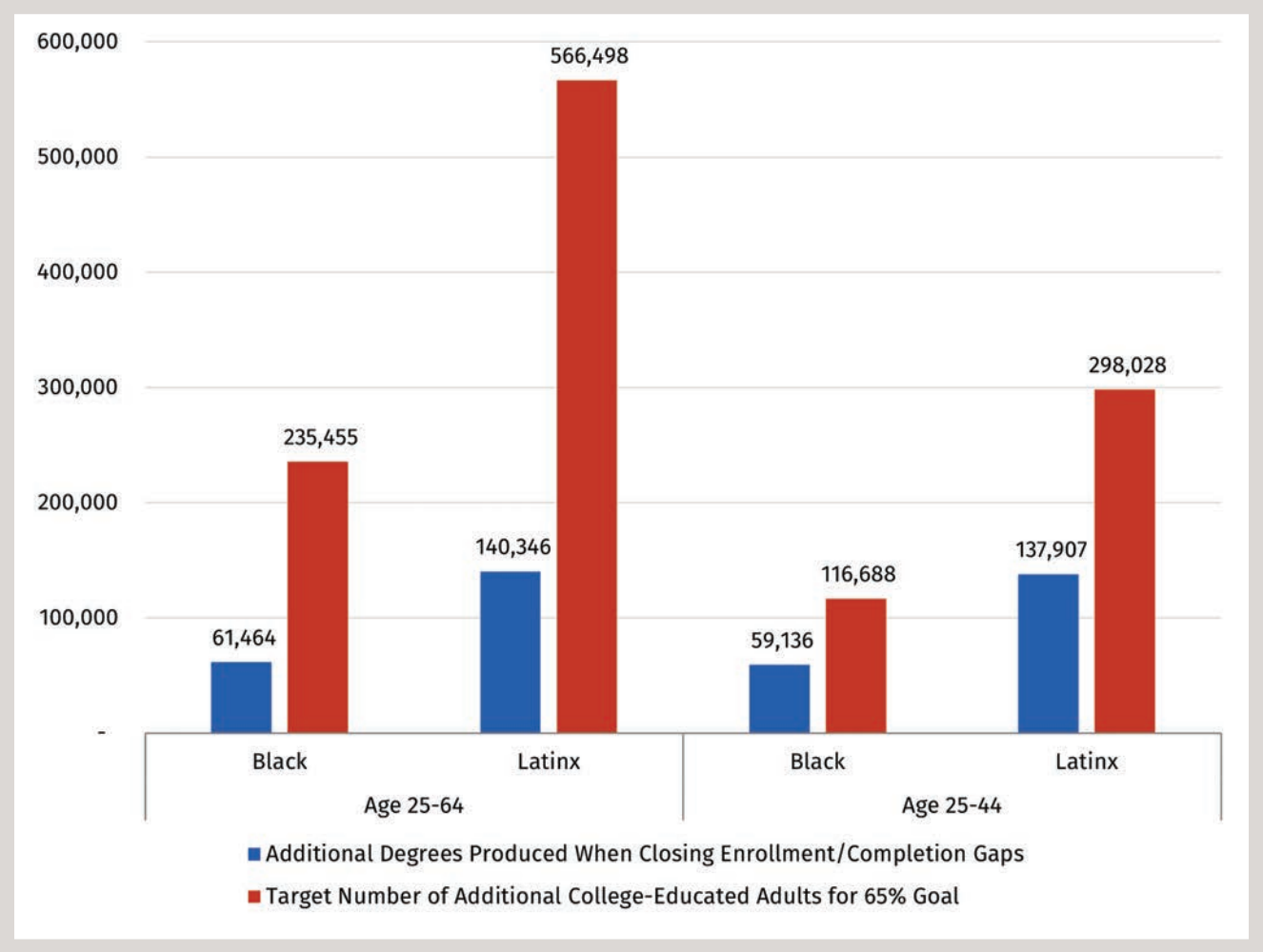
Figure 2 shows that gradually increasing enrollment and completion equity through 2035 would not be sufficient on its own to meet the 65-by-35 attainment goal for Black and Latinx populations, though the shortage of college-educated adults is less pronounced when framing the attainment goal solely for adults aged 25 to 44. Under the equity scenario for ages 25 to 64, the total cumulative number of additional degrees produced for Black and Latinx populations would be 201,800 by 2035. However, projected credential production under the enrollment and completion equity assumptions will still fall short of the total number of additional Black and Latinx college-educated adults needed for attainment equity, which is

TABLE 9. Projected Total Postsecondary Credentials Conferred Among Residents Aged 15-64

	2018	2025	2030	2035
Status Quo				
Black	14,611	16,027	15,592	15,483
Latinx	21,276	25,819	27,516	28,748
Other	10,784	14,733	15,569	15,637
White	75,198	68,466	65,797	63,975
Total	**121,868**	**125,045**	**124,474**	**123,843**
Equity Scenario				
Black	14,611	18,527	20,547	23,071
Latinx	21,276	31,112	38,897	46,731
Other	10,784	14,733	15,569	15,637
White	75,198	68,466	65,797	63,975
Total	**121,868**	**132,839**	**140,810**	**149,413**
Credentials per 100 Students				
Black	21	25	28	30
Latinx	20	22	26	29
Other	17	22	22	22
White	30	29	29	29
Total	**25**	**26**	**27**	**28**

Note. White and Other enrollments reflect status quo projections.

FIGURE 2. Number of Projected Credentials Under Equity Scenario Beyond Status Quo Production Relative to Number of Additional College-Educated Adults Needed To Meet Attainment Goal



equivalent to about 802,000 credentials. This leaves a credential "deficit" of about 600,100. Under this scenario, the overall attainment rate for the population aged 25 to 64 would be 55% by 2035, while the attainment rates for the Black and Latinx populations would be 46% and 38%, respectively.

If enrollment and completion equity scenarios are limited to the population aged 25 to 44, the total cumulative number of additional degrees produced for Black and Latinx populations would be 197,000. Projected credential production would again fall short of the total number of additional Black and Latinx college-educated adults needed for attainment equity among adults aged 25 to 44 (414,700). However, the resulting credential deficit is much smaller (217,700).

The overall attainment rate for the population aged 25 to 44 would be 64% by 2035 while the attainment rates for the Black and Latinx populations would be 54% and 49%, respectively. Under this scenario, the college attainment rate for the population aged 25 to 64 would remain constant at 55% by 2035 instead of decreasing to 52% under the constant rate status quo.

Conclusions

The projections in this report are intended to support the Illinois P-20 Council in its design and realization of state-level equity goals for postsecondary enrollment, completion, and attainment. Specific annual targets are identified to close the existing college attainment gaps for Black, Latinx, and low-income adults by 2035.

The projections and gap analyses are also suggestive of some directions and opportunities as stakeholders in Illinois consider the refinement of attainment goals and strategies for improving enrollment and completion equity.

- **Policy intervention is needed to significantly increase overall attainment and attainment equity.** Given projected population decreases in high-attainment groups (e.g., White adults) and population increases in low-attainment groups (e.g., Latinx adults), the overall attainment rate in Illinois could decrease from 54.7% in 2018 to 52% in 2035 for 25- to 64-year-old adults and from 60.8% to 58% for 25- to 44-year-olds, if participation and completion rates remain constant. An alternative growth model suggests that the total attainment rate for Illinois could reach 62% by 2035 for 25- to 64-year-old adults and 69% for 25- to 44-year-olds, though attainment gaps by race/ethnicity were projected to grow larger.

- **The viability of attainment equity goals is partly a function of combining the desired attainment rate with time span and age group.** The 60% attainment equity goal for 2030 yields the most ambitious annual targets, wherein the annual number of Black and Latinx college-educated adults aged 25 to 64 would need to increase by about 65,000, or an 11% annual increase. In contrast, a 65% goal for 2035 would yield more viable targets for improving equity in statewide attainment levels, requiring an annual increase of 54,000 college-educated Black and Latinx adults, or 9% annually. If a 65% by 2035 goal were limited to the population aged 25 to 44, the annual number of Black and Latinx college-educated adults would need to increase by about 28,000, or 7% annually.

- **Improvements in enrollment and completion equity in the Illinois postsecondary system can play a significant role in realizing state attainment equity goals.** Without changes in college enrollment and production rates, the annual number of credentials conferred is projected to increase from 14,600 to 15,500 for Black students and from 21,300 to 28,700 for Latinx students. When gaps in enrollment and production rates were bridged in the equity scenarios, annual credentials conferred to Black students increased to 23,100 by 2035, and credentials conferred to Latinx students increased to 46,700.

- **First-time college enrollment and completion equity should be monitored and improved across institutional sectors for 12th grade cohorts, younger adults under the age of 25, and older adults.** Enrollment disparities were greatest in direct college enrollment rates of 12th grade cohorts (at in-state and out-of-state institutions) and enrollment rates of younger adults at in-state four-year institutions, particularly private four-year institutions. Moreover, relatively large completion rate gaps among full-time students were evident across institutional sectors. Black students graduate at rates that are 26 to 37 percentage points lower than the graduation rates of White students, and Latinx students graduate at rates that are 11 to 18 percentage points lower.

- **Ensure that curricula and support systems are accessible for part-time students while incentivizing and enabling full-time enrollment.** The completion rates of part-time students were consistently and substantially lower than the completion rates of full-time students, regardless of race and ethnicity. Policymakers and institutional leaders should ensure that students understand the challenges of part-time enrollment and possess the financial resources to enroll full-time.

- **Improvements in enrollment and completion equity may require increases in state funding for higher education and investments in system coordination.** Annual total fall enrollment of younger and older adults is projected to increase under the status quo from about 492,200 in 2018 to 512,500 in 2035. Under the equity scenario, however, annual total enrollment of all students would increase from 492,200 to 526,200 by 2035. Although specific resource implications were not examined in this report, a significant expansion in annual total enrollment without commensurate increases in institutional appropriations may create financial pressures to raise tuition rates or dilute educational quality in ways that impact student learning and

completion rates.[16] Effective interventions for improving college success rates among disadvantaged groups are frequently resource intensive.[17]

- **The role of postsecondary institutions in promoting educational equity should be assessed within the context of broader educational and social systems.** Policymakers should be mindful of the limitations of solely relying on postsecondary institutions to increase enrollment and completion rates among disadvantaged groups. Educational inequities begin in early childhood development and are evident throughout the P-12 system. One component of the Illinois attainment strategy must thus involve significant improvements in college preparation. Reform efforts should also consider how inequities stem from the broader social system involving housing, healthcare, transportation, and criminal justice.

- **Diverse and complimentary strategies should be considered to meet attainment equity goals.** Under the equity scenarios, the total cumulative number of additional degrees produced by the Illinois postsecondary system would fall short of the total target needed to meet the 65% attainment goal for Black and Latinx populations. Additional strategies may be needed to compensate for the remaining credential deficit, which ranged from 217,700 to 600,100. Complimentary approaches include reducing the out-migration of first-time college students through state grant aid programs[18] as well as increasing the net in-migration of college-educated adults through urban planning, knowledge-innovation economic development, and community relocation incentives.

[16] See Tandberg, D., & Laderman, S. (2018). *Evaluating state funding effort in higher education.*

[17] E.g., Scrivener et al. (2015). Doubling graduation rates three-year effects of CUNY's Accelerated Study in Associate Programs (ASAP) for developmental education students.

[18] See MHEC. (2019). *State grant aid: An overview of programs and recent research.*

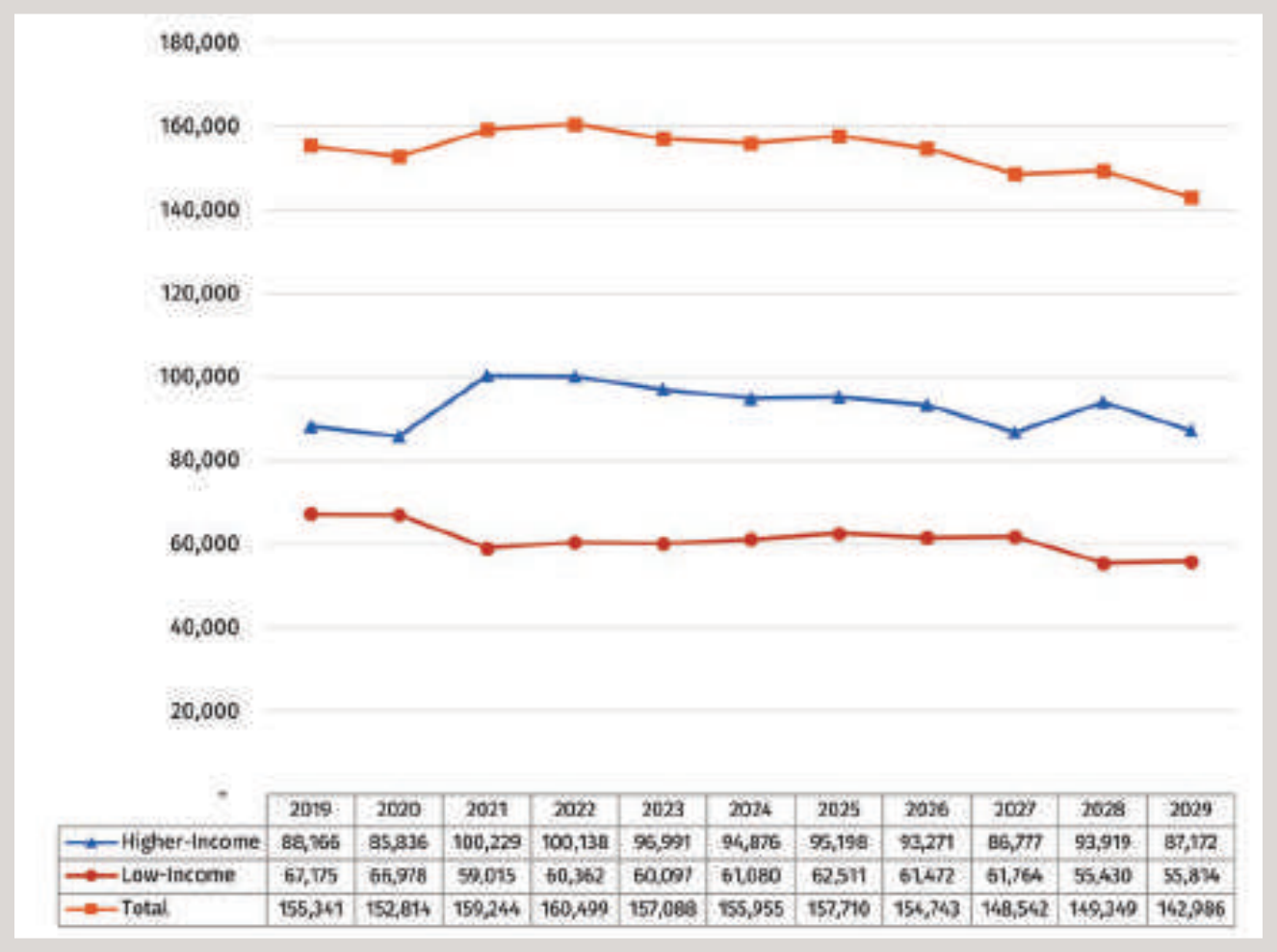
BASE POPULATIONS

Projections of 12th Grade Cohorts and Total State Populations

Populations were defined for postsecondary projections based on (a) the total state 12th grade student cohort by family income and race/ethnicity and (b) the total state population by age, sex, and race/ethnicity. Twelfth grade cohort projections were developed with a direct participation ratio method based on the number of students currently enrolled in the educational system, and projections by age, sex, and race/ethnicity were developed with a cohort survival ratio method that accounts for migration patterns based on the 2010 U.S. Census data. Whereas 12th grade cohort projections account for a broad range of racial and ethnic categories, racial/ethnic categories for state population projections are limited to Black, Latinx, White, and Other. Data limitations required an aggregation of several categories into a single "Other" category (approximately 98% Asian), including American Indians, Asians, Pacific Islanders, other race, and two or more races. Differences in datasets and methods also required differential projection horizons. Whereas 12th grade cohort projections span from 2020–21 to 2029–30, the state population projections by age, sex, and race/ethnicity span from 2025 to 2035. (See Appendix A for further methodological details.)

Figures in this section show projections for (a) the number of 12th graders by family income and race/ethnicity; (b) the total population aged 15 to 24 and aged 25 to 64; and (c) the number of persons by race and ethnicity within younger and older populations.

FIGURE 1A.
Public High School 12th Grade Student Projections by Family Income



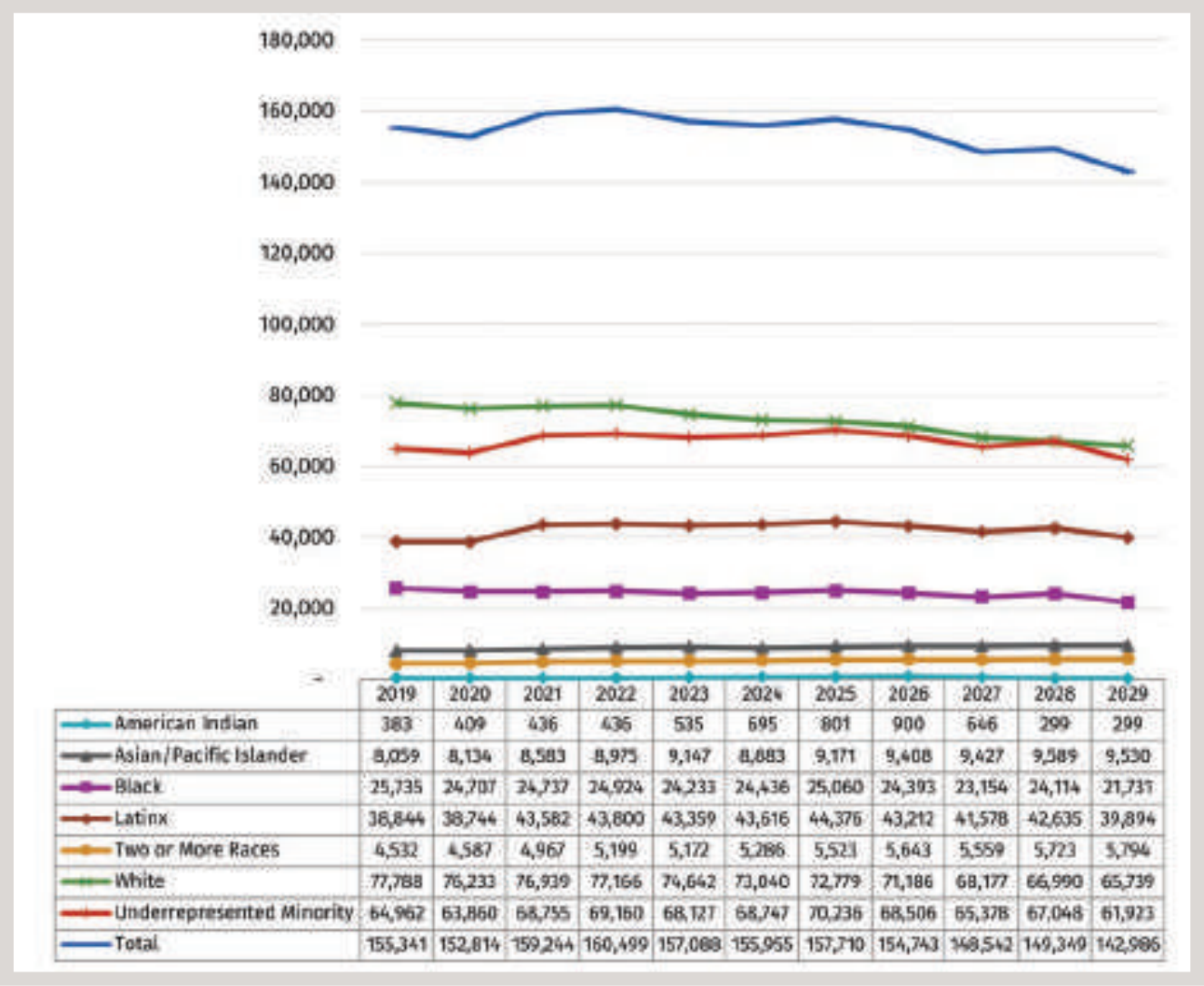
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Higher-Income	88,166	85,836	100,229	100,138	96,991	94,876	95,198	93,271	86,777	93,919	87,172
Low-Income	67,175	66,978	59,015	60,362	60,097	61,080	62,511	61,472	61,764	55,430	55,814
Total	155,341	152,814	159,244	160,499	157,088	155,955	157,710	154,743	148,542	149,349	142,986

Note. Students who qualified for free- or reduced-price lunch were classified as low-income, while students who were not eligible to participate in the National School Lunch Program were classified as higher-income.

Takeaway

The total number of 12th graders is projected to decrease from about 155,000 to 143,000 between 2019–20 and 2029–30. The number of low-income students — those who quality for free-/reduced-price lunch — is projected to decrease from about 67,000 to 56,000 between 2019–20 and 2029–30, compared to a smaller decrease in higher-income students — those that do not qualify for free-/reduced-price lunch — from 88,000 to 87,000. Low-income students will constitute between 37% and 44% of all 12th graders during the projection period.

FIGURE 1B.
Public High School 12th Grade Student Projections by Race and Ethnicity

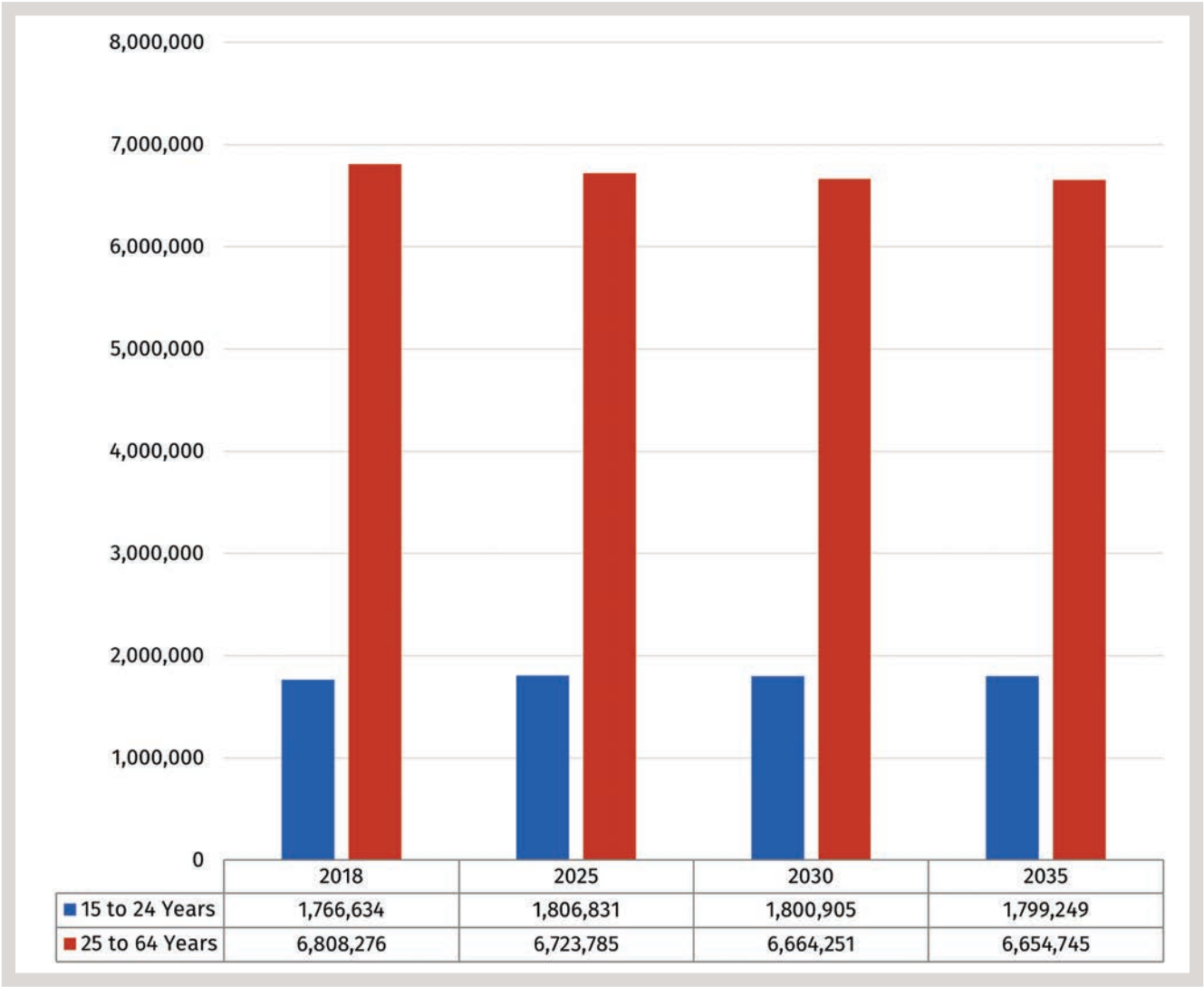


	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
American Indian	383	409	436	436	535	695	801	900	646	299	299
Asian/Pacific Islander	8,059	8,134	8,583	8,975	9,147	8,883	9,171	9,408	9,427	9,589	9,530
Black	25,735	24,707	24,737	24,924	24,233	24,436	25,060	24,393	23,154	24,114	21,731
Latinx	38,844	38,744	43,582	43,800	43,359	43,616	44,376	43,212	41,578	42,635	39,894
Two or More Races	4,532	4,587	4,967	5,199	5,172	5,286	5,523	5,643	5,559	5,723	5,794
White	77,788	76,233	76,939	77,166	74,642	73,040	72,779	71,186	68,177	66,990	65,739
Underrepresented Minority	64,962	63,860	68,755	69,160	68,127	68,747	70,236	68,506	65,378	67,048	61,923
Total	155,341	152,814	159,244	160,499	157,088	155,955	157,710	154,743	148,542	149,349	142,986

Takeaway

The number of Latinx students will increase from 39,000 in 2019 to 44,000 in 2025 before declining to 40,000 in 2029. The number of underrepresented minority students as a group — those who identify as American Indian, Black, or Latinx — is projected to decrease from 65,000 to 62,000 between 2019–20 and 2029–30, compared to a decrease among White students from 78,000 to 66,000. Underrepresented minority students will constitute between 42% and 45% of all 12th graders during the projection period.

FIGURE 2A.
Projections of the Total State Population Aged 15–24 and 25–64

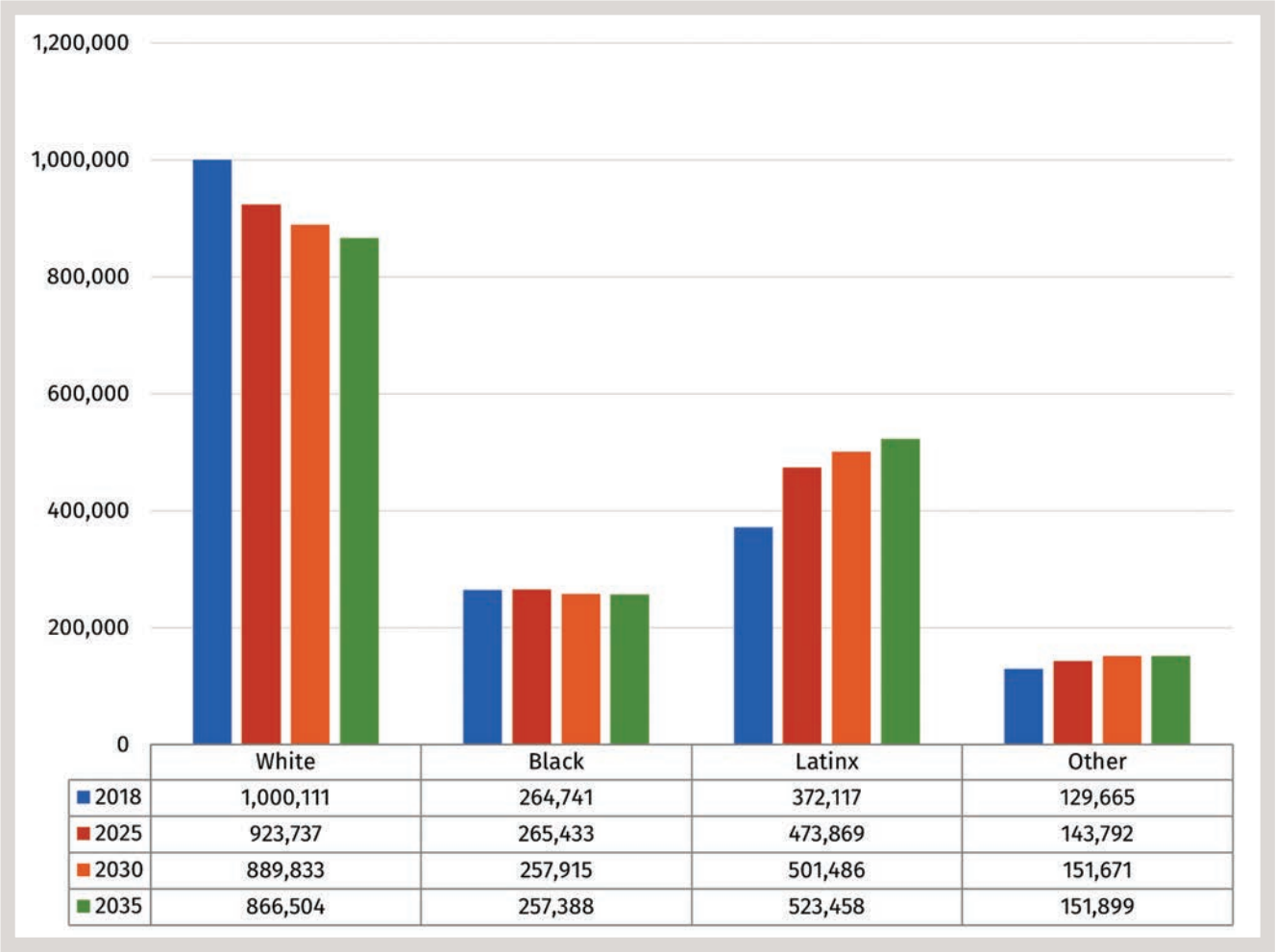


	2018	2025	2030	2035
15 to 24 Years	1,766,634	1,806,831	1,800,905	1,799,249
25 to 64 Years	6,808,276	6,723,785	6,664,251	6,654,745

Takeaway

The total state population aged 15–24 is projected to increase from 1,767,000 in 2018 to 1,807,000 in 2025 but then decrease to 1,799,000 by 2035. The population aged 25–64 is projected to remain fairly stable at around 6.7 million.

FIGURE 2B.
Projections of the Total State Population Aged 15–24 by Race and Ethnicity

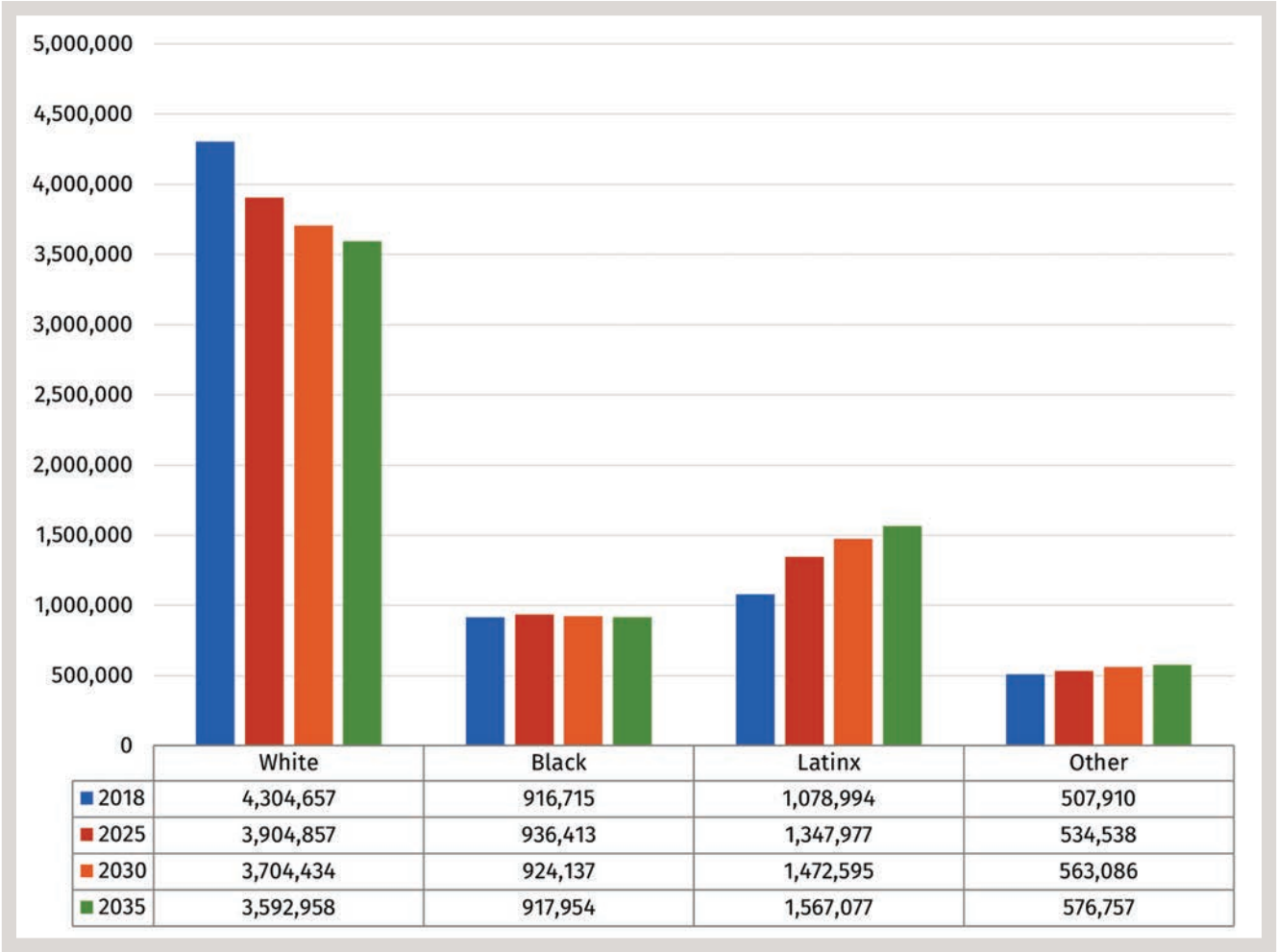


	White	Black	Latinx	Other
2018	1,000,111	264,741	372,117	129,665
2025	923,737	265,433	473,869	143,792
2030	889,833	257,915	501,486	151,671
2035	866,504	257,388	523,458	151,899

Takeaway

The Latinx state population aged 15–24 is projected to increase from 372,000 in 2018 to 523,000 in 2035, or from 21% to 29% of the state population. In contrast, the Black population is projected to decrease slightly from 265,000 to 257,000, while the White population aged 15–24 is projected to decrease from 1 million to 867,000.

FIGURE 2C.
Projections of the Total State Population Aged 25–64 by Race and Ethnicity



	White	Black	Latinx	Other
2018	4,304,657	916,715	1,078,994	507,910
2025	3,904,857	936,413	1,347,977	534,538
2030	3,704,434	924,137	1,472,595	563,086
2035	3,592,958	917,954	1,567,077	576,757

Takeaway

Among older adults aged 25–64, the Black population is projected to increase during the projection period but then decline to 918,000 by 2035. In contrast, the Latinx population will steadily increase from 1.1 million in 2018 to 1.6 million in 2035, and the White population is projected to decrease from 4.3 million to 3.6 million.

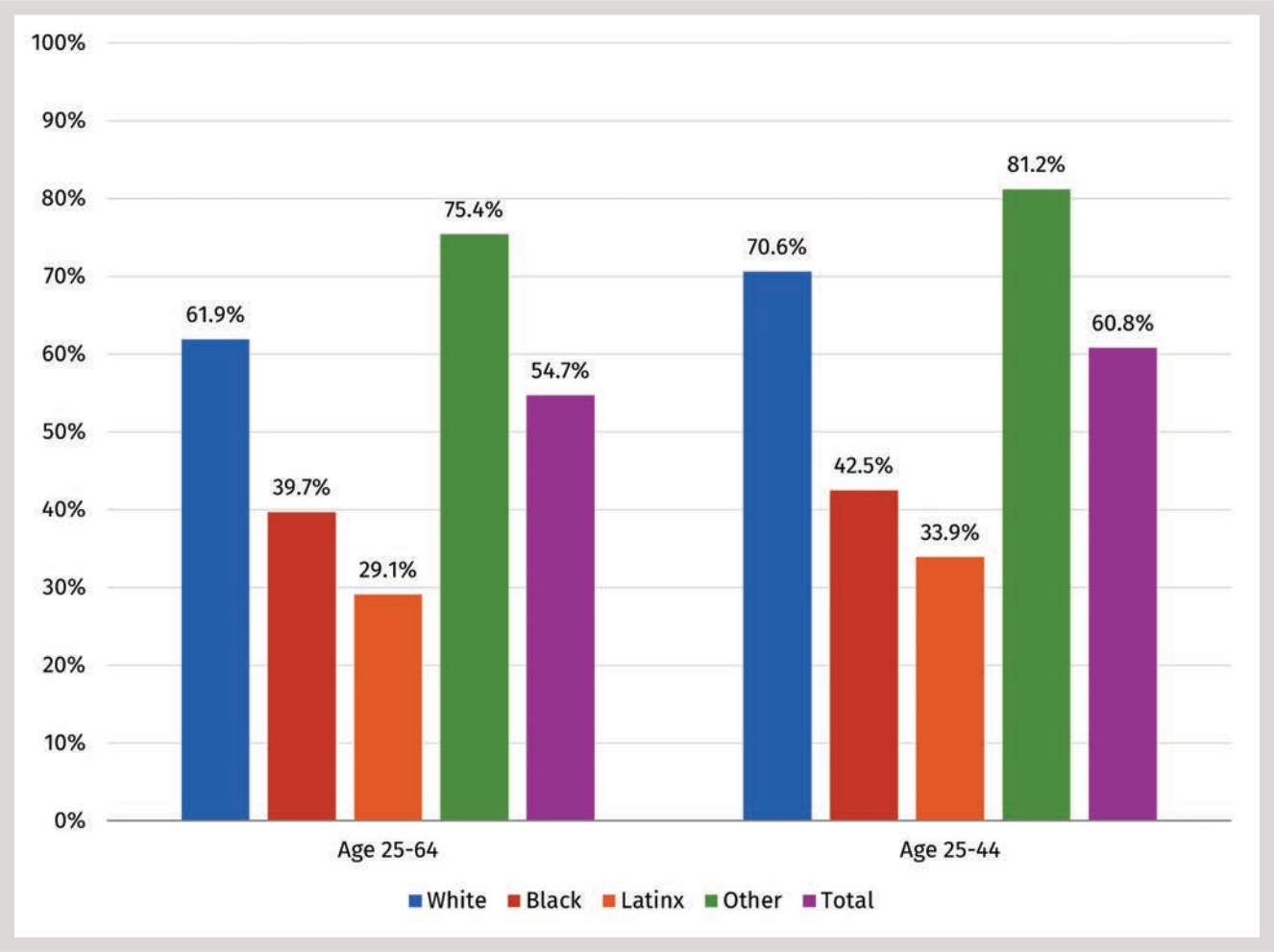
POSTSECONDARY ATTAINMENT

Projections of the College-Educated Population by Age, Race, and Ethnicity

Postsecondary attainment is defined as the proportion of the population with a postsecondary certificate or degree. Constant and historical growth rate projections were calculated for each racial and ethnic population aged 25 to 64 years. Whereas the constant rate model assumes that the attainment rate will remain constant over the projection period, the historical growth model assumes that the attainment rate will increase at the same rate as during the prior decade. Taken together, the models provide lower and upper bounds on the number of college-educated adults over the projection period without significant trend disruptions (e.g., policy interventions, shifts in migration). The proportion of the population with a postsecondary credential is partly a function of college enrollment and completion rates, interstate migration patterns of college-educated adults, and changes in the size of populations by race and ethnicity.

Figures in this section show (a) the percentage of the adult population with a postsecondary credential; (b) projections of the number of adults with a postsecondary credential under the constant rate model; (c) projections of the number of adults with a postsecondary credential assuming that historical growth in attainment rates continues into the future; and (d) projections of attainment rates assuming both constant and historical growth rates.

FIGURE 3.
Percentage of Adults with a Postsecondary Credential by Race/Ethnicity in Illinois in 2018

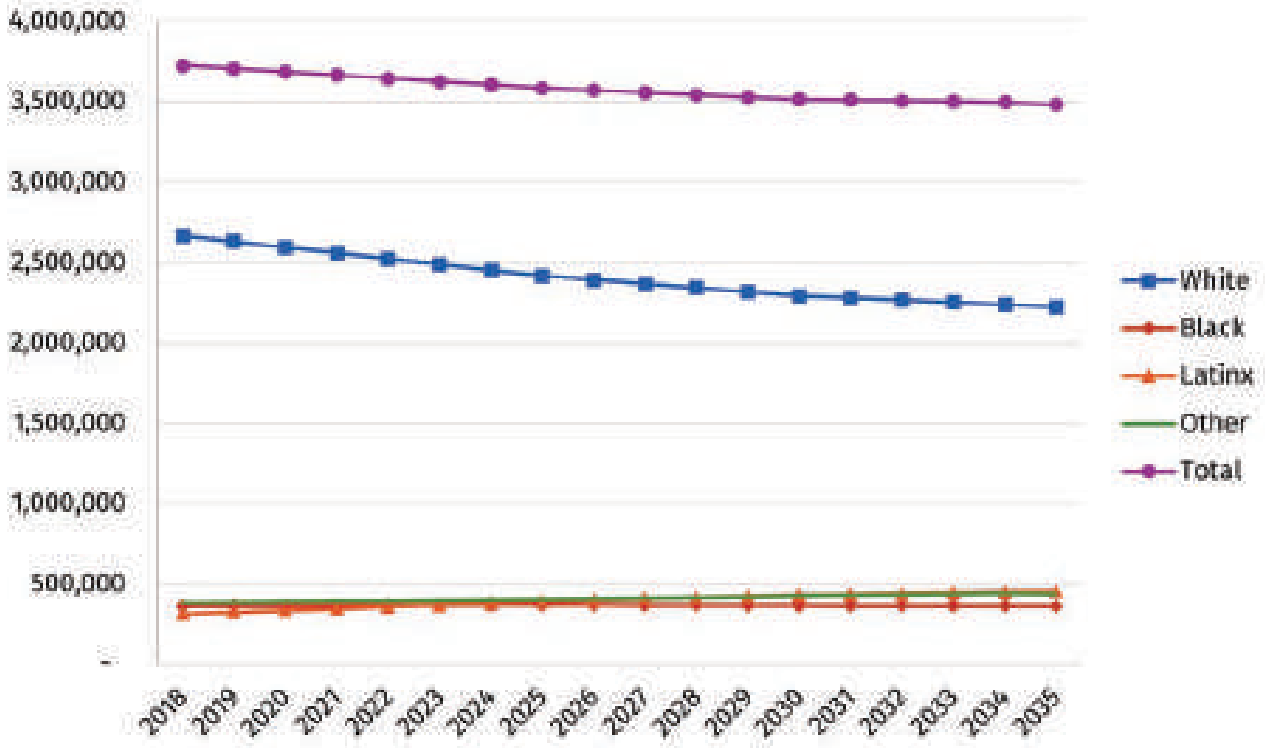


Takeaway

There are significant gaps in postsecondary attainment in Illinois by race and ethnicity. Among adults aged 25–64, the gap in college attainment between underrepresented groups and the White population is 22 percentage points for the Black population and 33 percentage points for the Latinx population. The total attainment rate was 54.7%.[19] While the total attainment rate among adults aged 25–44 is higher at 60.8%, the gaps in college attainment between underrepresented groups and the White population are wider with 28 percentage points for the Black population and 37 percentage points for the Latinx population.

[19] The total attainment rate is calculated as a function of sub-group attainment. In contrast, when using the total state population of college-educated adults, the attainment rate in 2018 was slightly lower, 54.4%.

FIGURE 4a.
Constant Rate Projections of College-Educated Adults Aged 25–64 by Race/Ethnicity in Illinois

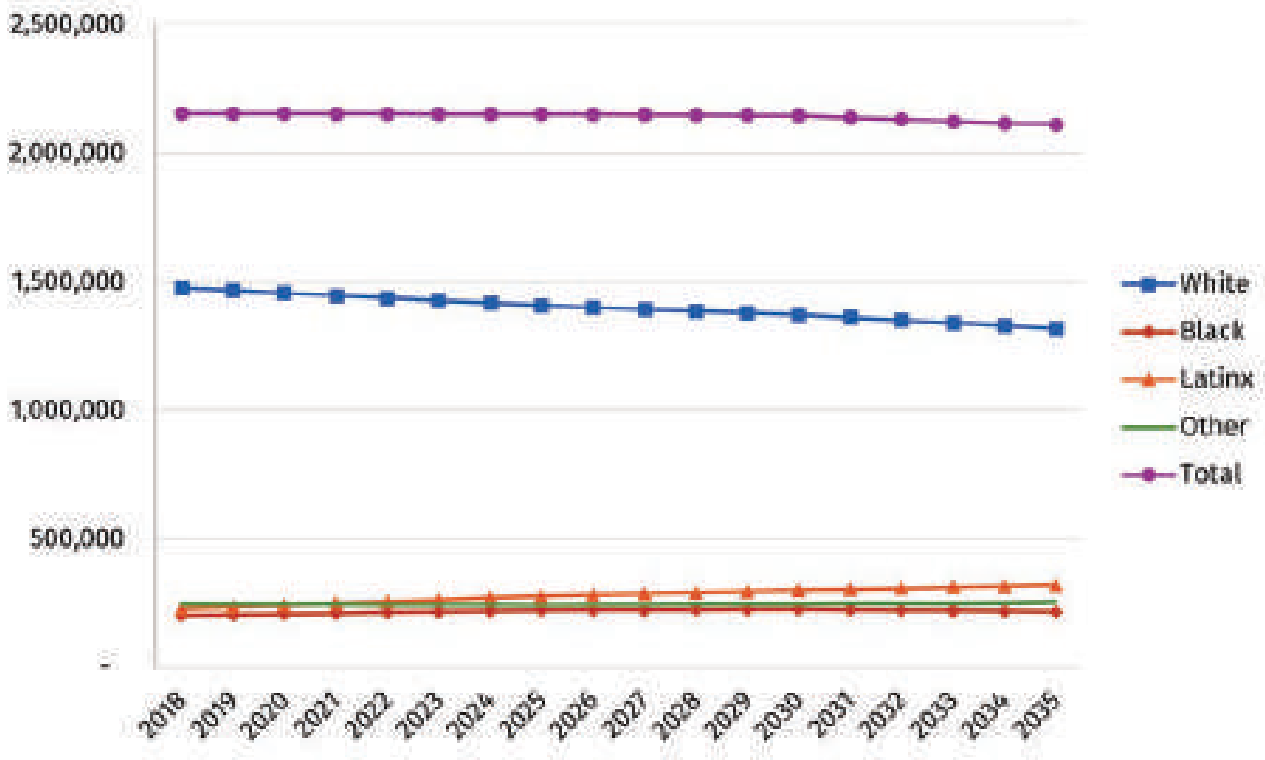


	White	Black	Latinx	Other	Total
2018	2,665,408	363,732	314,509	383,156	3,726,805
2019	2,630,043	364,849	325,709	386,026	3,706,627
2020	2,594,678	365,965	336,910	388,896	3,686,449
2021	2,559,314	367,082	348,110	391,765	3,666,271
2022	2,523,949	368,199	359,311	394,635	3,646,093
2023	2,488,584	369,315	370,512	397,504	3,625,916
2024	2,453,220	370,432	381,712	400,374	3,605,738
2025	2,417,855	371,548	392,913	403,244	3,585,560
2026	2,393,035	370,574	400,177	407,551	3,571,337
2027	2,368,215	369,600	407,442	411,858	3,557,115
2028	2,343,395	368,626	414,707	416,165	3,542,893
2029	2,318,575	367,652	421,972	420,472	3,528,670
2030	2,293,755	366,677	429,237	424,780	3,514,448
2031	2,279,950	366,187	434,745	429,087	3,509,968
2032	2,266,145	365,696	440,253	433,394	3,505,487
2033	2,252,340	365,205	445,761	437,701	3,501,007
2034	2,238,535	364,715	451,269	442,008	3,496,526
2035	2,224,730	364,224	456,777	435,093	3,480,823

Takeaway

When assuming a constant attainment rate over time, the number of Whites with a postsecondary credential decreases, but the number of Blacks, Latinx, and others with a postsecondary credential increases over the period. Due to the large decreases in the White population, the total number of adults aged 25–64 with a postsecondary credential decreases from 2018 to 2035.

FIGURE 4B.
Constant Rate Projections of College-Educated Adults Aged 25–44 by Race/Ethnicity in Illinois

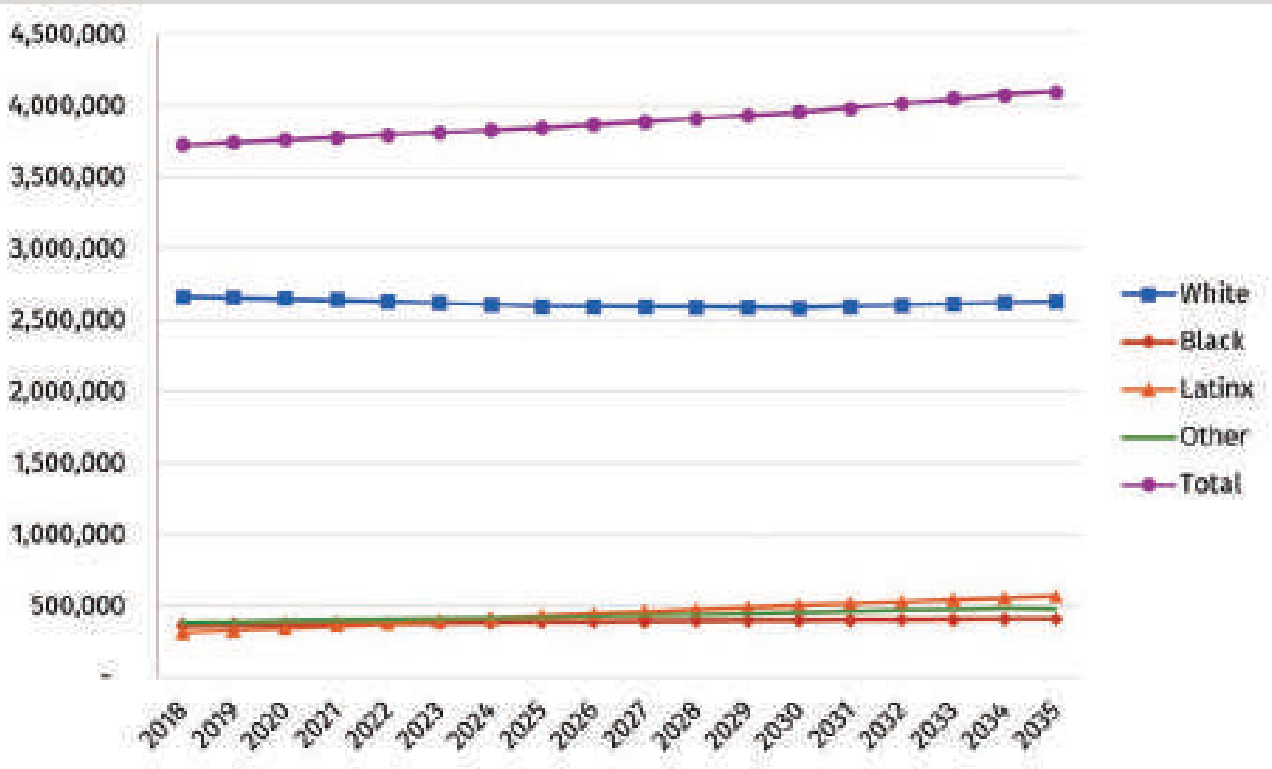


	White	Black	Latinx	Other	Total
2018	1,476,172	203,055	227,961	247,379	2,154,568
2019	1,466,372	205,846	235,119	246,818	2,154,156
2020	1,456,572	208,638	242,277	246,258	2,153,745
2021	1,446,772	211,430	249,435	245,697	2,153,334
2022	1,436,972	214,222	256,593	245,136	2,152,923
2023	1,427,172	217,013	263,751	244,575	2,152,512
2024	1,417,372	219,805	270,909	244,014	2,152,100
2025	1,407,571	222,597	278,067	243,453	2,151,689
2026	1,400,480	223,386	282,539	244,255	2,150,661
2027	1,393,389	224,175	287,011	245,057	2,149,632
2028	1,386,298	224,964	291,483	245,859	2,148,604
2029	1,379,206	225,753	295,955	246,661	2,147,575
2030	1,372,115	226,542	300,427	247,463	2,146,547
2031	1,361,459	224,659	304,538	248,265	2,138,920
2032	1,350,803	222,775	308,649	249,067	2,131,293
2033	1,340,147	220,892	312,759	249,868	2,123,666
2034	1,329,491	219,008	316,870	250,670	2,116,040
2035	1,318,835	217,125	320,981	255,799	2,112,740

Takeaway

When assuming a constant attainment rate over time, the number of Whites with a postsecondary credential decreases, but the number of Blacks, Latinx, and others with a postsecondary credential increases over the period. Due to large decreases in the White population, the total number of adults aged 25–44 with a postsecondary credential decreases from 2018 to 2035.

FIGURE 4C.
Historical Growth Projections of College-Educated Adults Aged 25–64 by Race/Ethnicity in Illinois

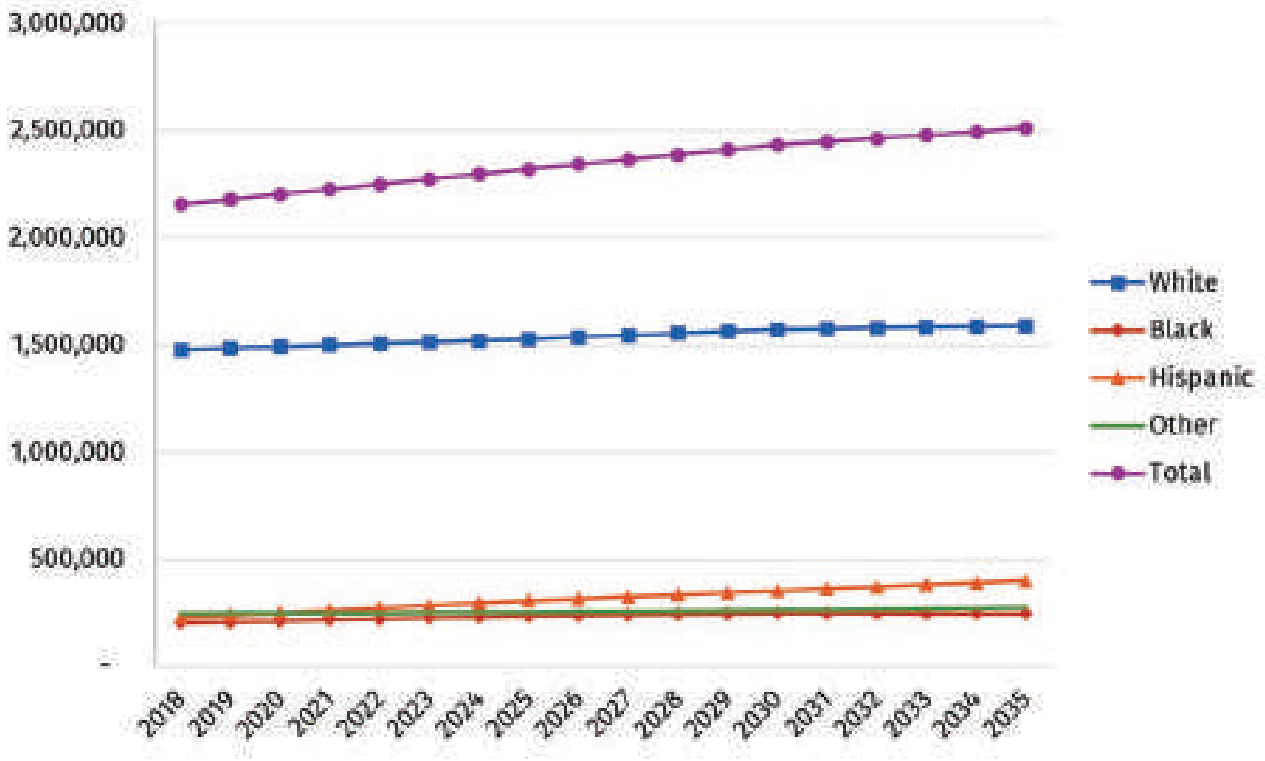


	White	Black	Latinx	Other	Total
2018	2,665,408	363,732	314,509	383,156	3,726,805
2019	2,658,448	367,677	330,562	388,466	3,745,153
2020	2,650,724	371,639	346,950	393,811	3,763,124
2021	2,642,236	375,619	363,671	399,193	3,780,718
2022	2,632,984	379,616	380,726	404,611	3,797,936
2023	2,622,968	383,630	398,115	410,065	3,814,778
2024	2,612,188	387,661	415,838	415,556	3,831,243
2025	2,600,645	391,710	433,894	421,082	3,847,331
2026	2,599,793	393,555	447,880	428,156	3,869,384
2027	2,598,405	395,386	462,081	435,283	3,891,156
2028	2,596,481	397,201	476,500	442,466	3,912,648
2029	2,594,021	399,002	491,134	449,702	3,933,860
2030	2,591,025	400,787	505,986	456,993	3,954,791
2031	2,600,055	403,089	518,956	464,339	3,986,439
2032	2,608,786	405,384	532,091	471,739	4,017,999
2033	2,617,219	407,671	545,390	479,193	4,049,473
2034	2,625,354	409,950	558,853	486,702	4,080,859
2035	2,633,190	412,222	572,480	481,837	4,099,730

Takeaway

When assuming a constant attainment rate over time, the number of Whites with a postsecondary credential decreases, but the number of Blacks, Latinx, and others with a postsecondary credential increases over the period. Due to large decreases in the White population, the total number of adults aged 25–44 with a postsecondary credential decreases from 2018 to 2035.

FIGURE 4D.
Historical Growth Projections of College-Educated Adults Aged 25–44 by Race/Ethnicity in Illinois



	White	Black	Latinx	Other	Total
2018	1,476,172	203,055	227,961	247,379	2,154,568
2019	1,484,102	207,466	238,513	247,959	2,178,041
2020	1,491,795	211,922	249,271	248,534	2,201,522
2021	1,499,251	216,421	260,236	249,103	2,225,011
2022	1,506,470	220,964	271,408	249,667	2,248,509
2023	1,513,452	225,552	282,786	250,226	2,272,016
2024	1,520,197	230,183	294,371	250,780	2,295,531
2025	1,526,705	234,858	306,163	251,328	2,319,054
2026	1,535,947	237,448	315,164	253,285	2,341,845
2027	1,545,017	240,051	324,295	255,249	2,364,613
2028	1,553,916	242,666	333,555	257,220	2,387,358
2029	1,562,644	245,294	342,944	259,199	2,410,081
2030	1,571,200	247,934	352,462	261,185	2,432,781
2031	1,575,459	247,640	361,681	263,179	2,447,959
2032	1,579,460	247,317	371,018	265,180	2,462,976
2033	1,583,204	246,964	380,474	267,188	2,477,831
2034	1,586,691	246,582	390,049	269,204	2,492,526
2035	1,589,919	246,170	399,742	275,894	2,511,725

Takeaway

When assuming the attainment rate will increase at the same rate as occurred over the last decade, the total number of adults aged 25–44 with a postsecondary credential is projected to increase from 2018 to 2035. The number of Whites with a postsecondary credential increases slightly, and more significant increases would be observed among Black and Latinx populations (relative to the constant rate model in Figure 4b).

TABLE 1A. Changes in Postsecondary Attainment Rates Under Status Quo Projections, Ages 25–64

	2018	2025	2030	2035
Constant Rate Model				
White	61.9%	61.9%	61.9%	61.9%
Black	39.7%	39.7%	39.7%	39.7%
Latinx	29.1%	29.1%	29.1%	29.1%
Other	75.4%	75.4%	75.4%	75.4%
Total	**54.7%**	**53.3%**	**52.7%**	**52.3%**
Historical Growth Rate Model				
White	61.9%	66.6%	69.9%	73.3%
Black	39.7%	41.8%	43.4%	44.9%
Latinx	29.1%	32.2%	34.4%	36.5%
Other	75.4%	78.8%	81.2%	83.5%
Total	**54.7%**	**57.2%**	**59.3%**	**61.6%**

Takeaway

When assuming a constant attainment rate among racial/ethnic groups, the college attainment rate for the total population decreases over time from 55% in 2018 to 52% in 2035, mainly due to decreases in the total White population and increases in the Latinx population. When assuming that the historical growth rate for attainment will continue into the future, the total attainment rate of adults aged 25–64 with a postsecondary credential increases from 55% in 2018 to 62% in 2035. While attainment rates increase for Black and Latinx populations under historical growth assumptions, attainment gaps would also be expected to grow larger.

TABLE 1B. Changes in Postsecondary Attainment Rates Under Status Quo Projections, Ages 25–44

	2018	2025	2030	2035
Constant Status Quo				
White	70.6%	70.6%	70.6%	70.6%
Black	42.5%	42.5%	42.5%	42.5%
Latinx	33.9%	33.9%	33.9%	33.9%
Other	81.2%	81.2%	81.2%	81.2%
Total	**60.8%**	**59.2%**	**58.6%**	**58.1%**
Constant Status Quo				
White	70.6%	76.6%	80.9%	85.1%
Black	42.5%	44.8%	46.5%	48.2%
Latinx	33.9%	37.4%	39.8%	42.3%
Other	81.2%	83.8%	85.7%	87.5%
Total	**60.8%**	**63.8%**	**66.4%**	**69.0%**

Takeaway

When assuming a constant attainment rate among racial/ethnic groups, the college attainment rate for the total population decreases over time from 61% in 2018 to 58% in 2035, mainly due to decreases in the total White population and increases in the Latinx population. When assuming the historical growth rate for attainment will continue into the future, the total attainment rate of adults aged 25–44 with a postsecondary credential increase from 61% in 2018 to 69% in 2035. While attainment rates increase for Black and Latinx populations under historical growth assumptions, attainment gaps would also be expected to grow larger.

Postsecondary Attainment Targets by Age, Race, and Ethnicity

Postsecondary attainment rate targets and projections of additional credentials needed to meet targets are guided by the goal to raise the postsecondary attainment rates of all groups to 60% by 2030 or 65% by 2035. The implications of developing goals for specific age groups (i.e., 25 to 44 vs. 25 to 64) were also examined. Attainment projections in the constant rate model (rather than the historical growth model) provide the baseline. The cumulative number of additional credentials needed by 2030/5 is distributed over the projection years to estimate the annual number of additional college-educated adults needed to make progress towards the attainment goal. Notably, under the status quo attainment projections for adults aged 25–64, the subpopulation defined as "Other" has a 2018 attainment rate of 75%, and thus additional attainment targets were not created. Similarly, under the status quo attainment projections for adults aged 25–44, both the White and Other groups had 2018 attainment rates of 71% and 81%, respectively, and thus additional targets were unnecessary.

Figures in this section show (a) annual attainment goals for progression towards a 60% attainment goal; (b) attainment targets by age group needed to reach a 65% attainment goal by 2035; and (c) the projected total population attainment rates as progress is made in meeting sub-group attainment goals. Table 2 provides the baselines from the constant rate models used in estimating the annual increases in college-educated adults needed to reach attainment equity goals.

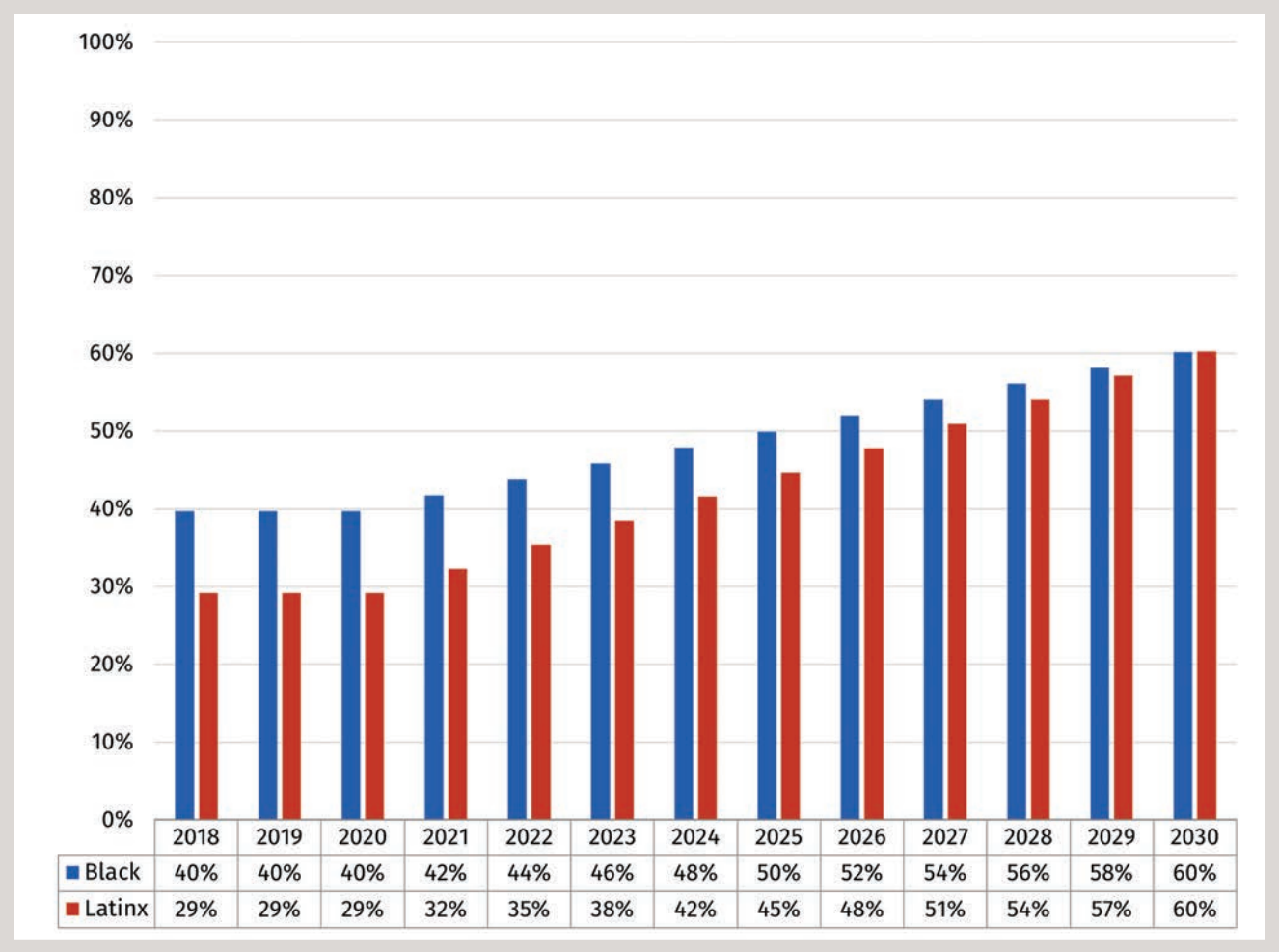
TABLE 2.
Baseline Projected Number and Rate of College-Educated Adults Aged 25–64

	2018	2025	2030	2035
Baseline from Constant Rate Model: Ages 25–64				
White	2,665,408 (61.9%)	2,417,855 (61.9%)	2,293,755 (61.9%)	2,224,730 (61.9%)
Black	363,732 (39.7%)	371,548 (39.7%)	366,677 (39.7%)	364,224 (39.7%)
Latinx	314,509 (29.1%)	392,913 (29.1%)	429,237 (29.1%)	456,777 (29.1%)
Other	383,156 (75.4%)	403,244 (75.4%)	424,780 (75.4%)	435,093 (75.4%)
Total	**3,726,805 (54.7%)**	**3,585,560 (53.3%)**	**3,514,448 (52.7%)**	**3,480,823 (52.3%)**
Baseline from Constant Rate Model: Ages 25–44				
White	1,476,172 (70.6%)	1,407,571 (70.6%)	1,372,115 (70.6%)	1,318,835 (70.6%)
Black	203,055 (42.5%)	222,597 (42.5%)	226,542 (42.5%)	217,125 (42.5%)
Latinx	227,961 (33.9%)	278,067 (33.9%)	300,427 (33.9%)	320,981 (33.9%)
Other	247,379 (81.2%)	243,453 (81.2%)	247,463 (81.2%)	255,799 (81.2%)
Total	**2,154,568 (60.8%)**	**2,151,689 (59.2%)**	**2,146,547 (58.6%)**	**2,112,740 (58.1%)**

Note. Attainment rate is in parentheses.

Attainment Targets Needed to Reach 60% Attainment Goal by 2030

FIGURE 5A. Postsecondary Attainment Rate Targets Under 60% Attainment Equity Goal by 2030 for Population Aged 25–64

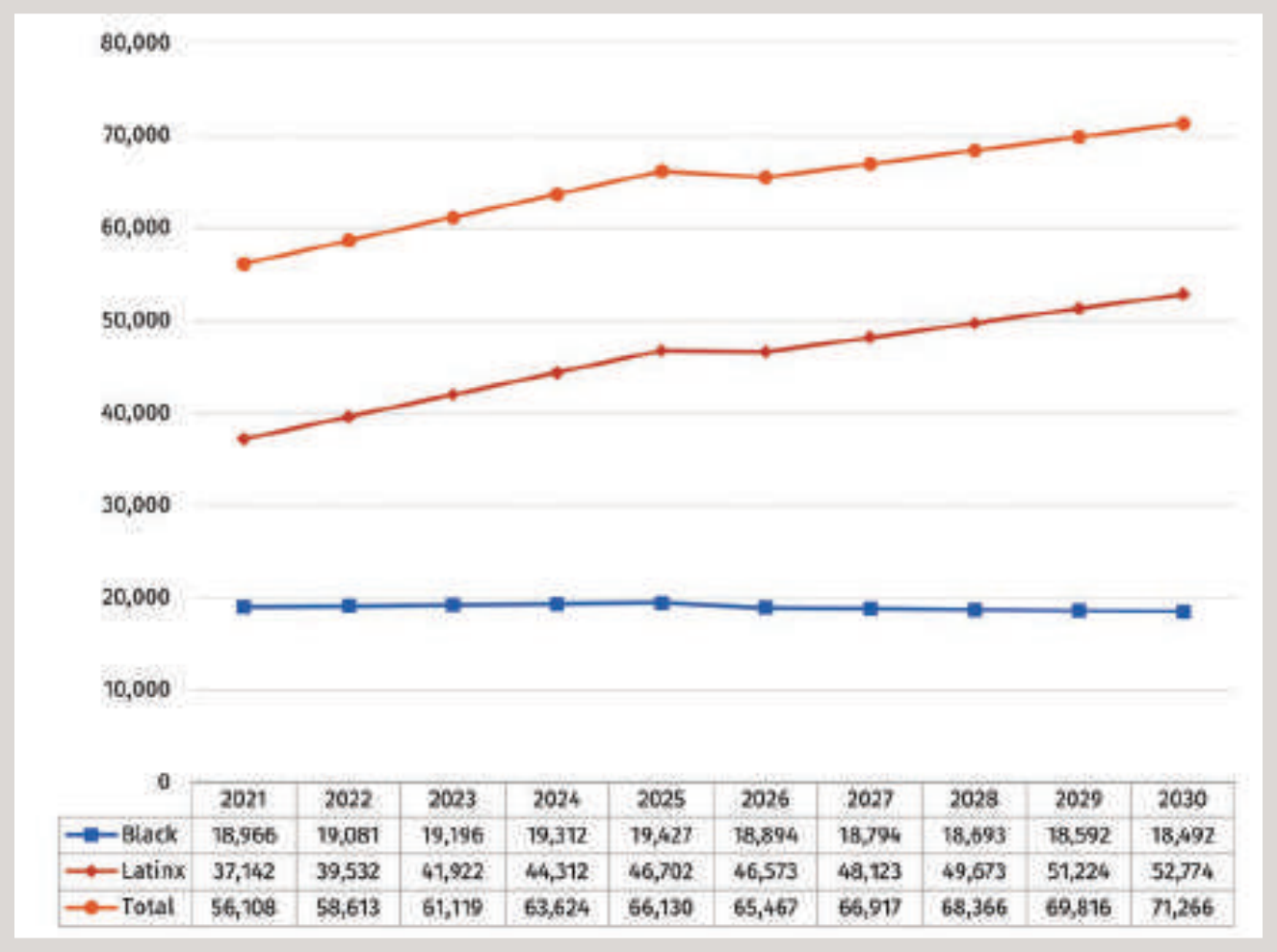


	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Black	40%	40%	40%	42%	44%	46%	48%	50%	52%	54%	56%	58%	60%
Latinx	29%	29%	29%	32%	35%	38%	42%	45%	48%	51%	54%	57%	60%

Takeaway

The attainment target projections for the 25- to 64-year-old population show that the Black college attainment rate would need to increase by about 1.7 percentage points every year from 40% in 2018 to 60% in 2030, and the Latinx attainment rate would need to increase by about 2.6 percentage points every year from 29% in 2018 to 60% in 2030. The White attainment rate was already 62% in 2018.

FIGURE 5B. Annual Increases in College-Educated Adults Aged 25–64 Needed to Reach Attainment Equity Goal by 2030



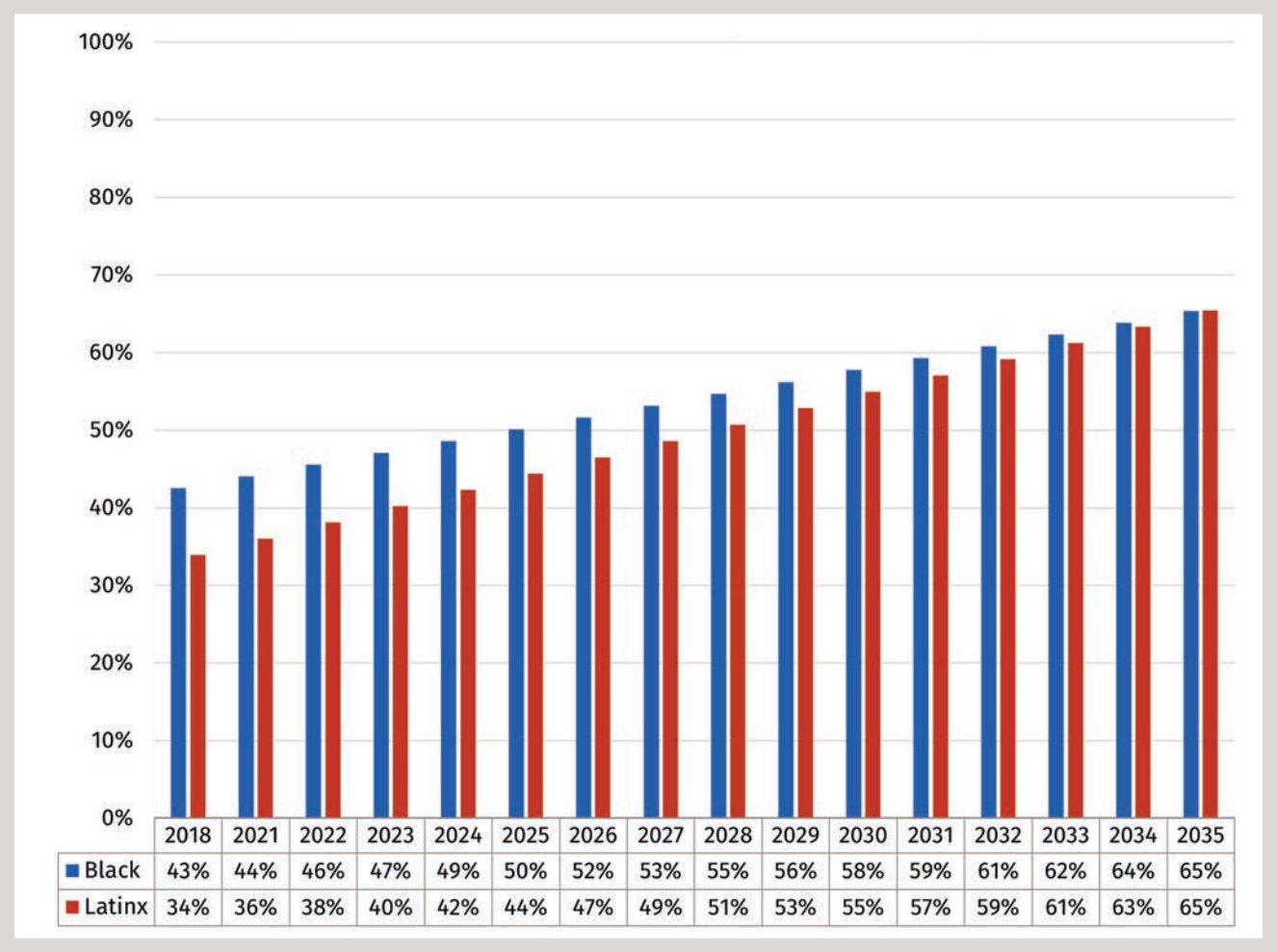
	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Black	18,966	19,081	19,196	19,312	19,427	18,894	18,794	18,693	18,592	18,492
Latinx	37,142	39,532	41,922	44,312	46,702	46,573	48,123	49,673	51,224	52,774
Total	56,108	58,613	61,119	63,624	66,130	65,467	66,917	68,366	69,816	71,266

Takeaway

Relative to the baseline in the constant rate model, the attainment target projections for the 25- to 64-year-old population show that the annual number of Black college-educated adults would need to increase by about 19,000; Latinx adults by about 47,000; and total Black and Latinx adults by about 65,000. The White attainment rate was already 62% in 2018.

Attainment Targets by Age Group Needed to Reach 65% Attainment Goal by 2035

FIGURE 6A. Postsecondary Attainment Rate Targets Under 65% Attainment Goal by 2035 for Population Aged 25–44

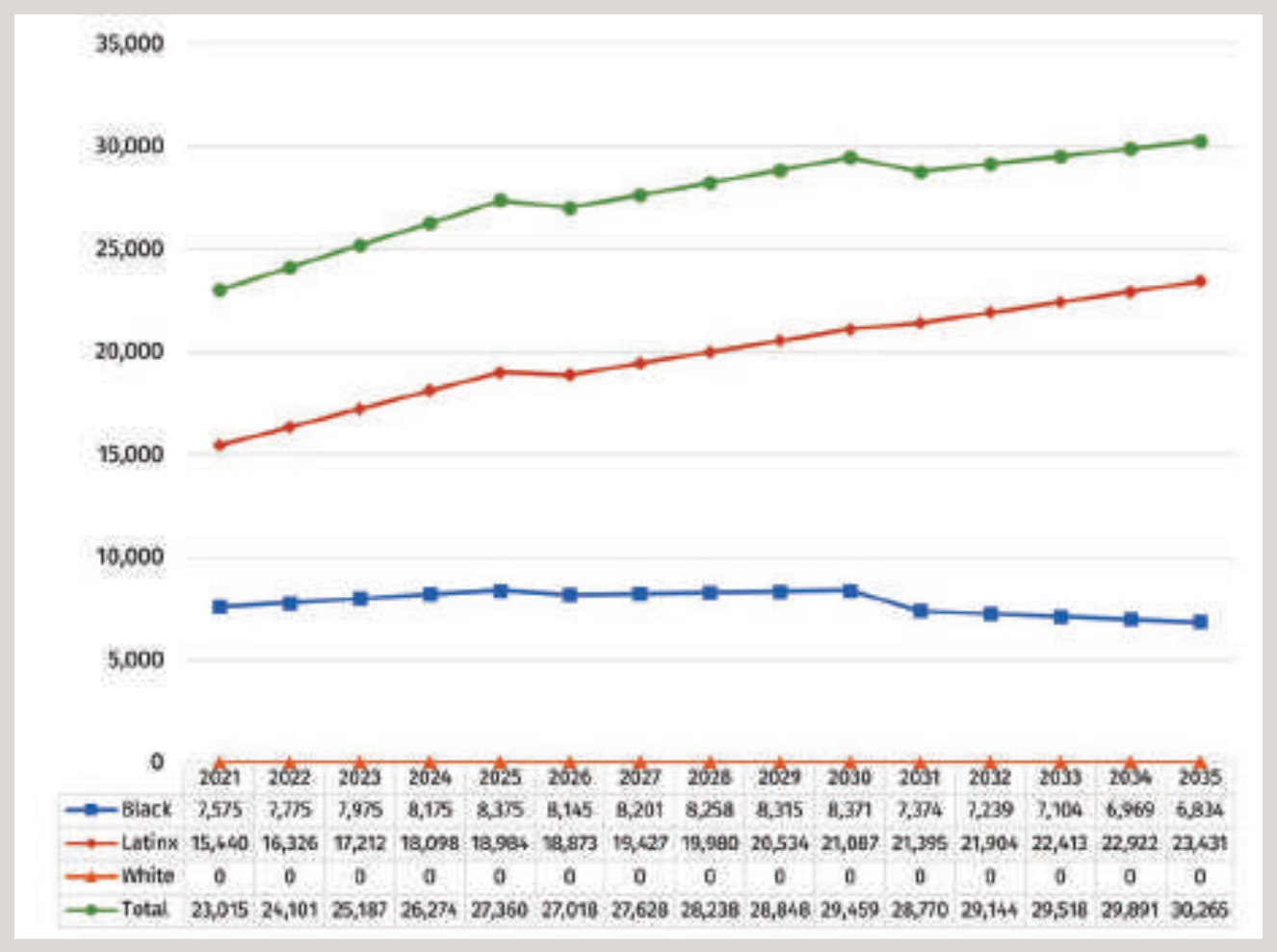


	2018	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Black	43%	44%	46%	47%	49%	50%	52%	53%	55%	56%	58%	59%	61%	62%	64%	65%
Latinx	34%	36%	38%	40%	42%	44%	47%	49%	51%	53%	55%	57%	59%	61%	63%	65%

Takeaway

The attainment target projections for the 25- to 44-year-old population show that the Black college attainment rate would need to increase by about 1.5 percentage points every year from 43% in 2018 to 65% in 2035, and the Latinx attainment rate would need to increase by about two percentage points every year from 34% in 2018 to 65% in 2035. The White attainment rate was already 71% in 2018.

FIGURE 6B. Annual Increases in College-Educated Adults Aged 25–44 Needed to Reach 65% Attainment Goal by 2035

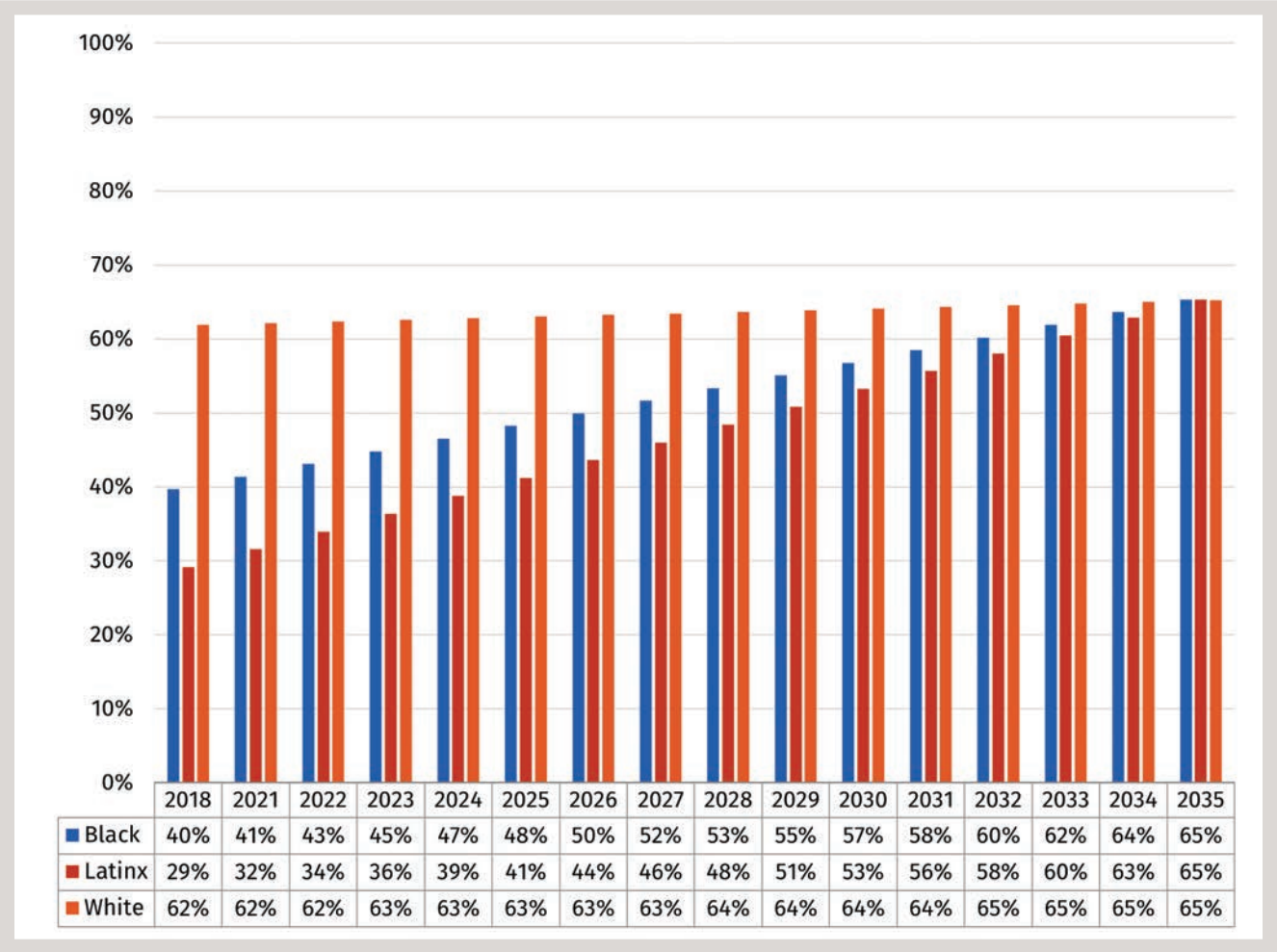


	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Black	7,575	7,775	7,975	8,175	8,375	8,145	8,201	8,258	8,315	8,371	7,374	7,239	7,104	6,969	6,834
Latinx	15,440	16,326	17,212	18,098	18,984	18,873	19,427	19,980	20,534	21,087	21,395	21,904	22,413	22,922	23,431
White	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	23,015	24,101	25,187	26,274	27,360	27,018	27,628	28,238	28,848	29,459	28,770	29,144	29,518	29,891	30,266

Takeaway

Relative to the baseline in the constant rate model, the attainment target projections for the 25- to 44-year-old population show that the annual number of Black college-educated adults would need to increase by about 8,000, and the number of Latinx college-educated adults would need to increase by about 20,000.

FIGURE 7A. Postsecondary Attainment Rate Targets Under 65% Attainment Goal by 2035 for Population Aged 25–64

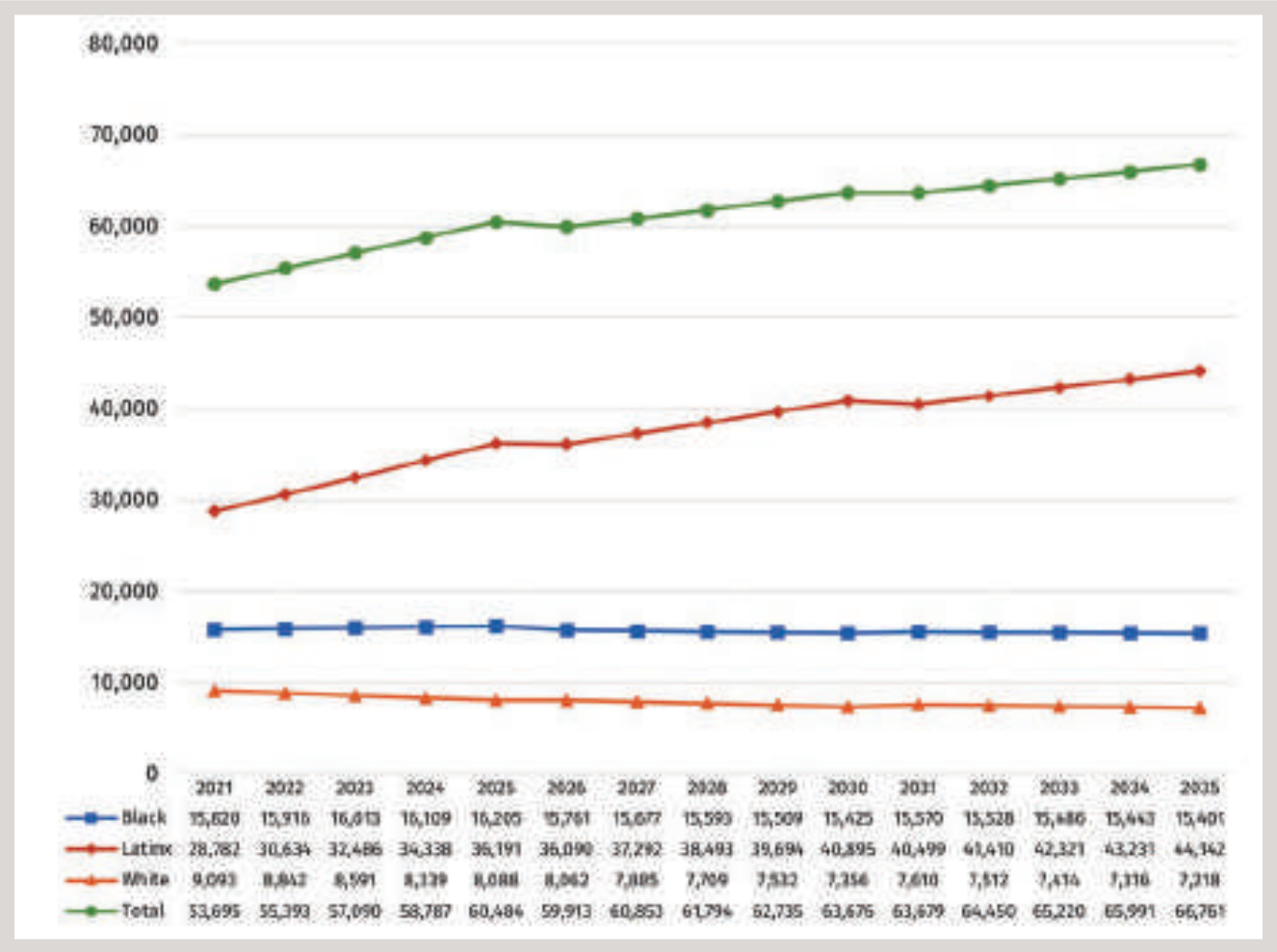


	2018	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Black	40%	41%	43%	45%	47%	48%	50%	52%	53%	55%	57%	58%	60%	62%	64%	65%
Latinx	29%	32%	34%	36%	39%	41%	44%	46%	48%	51%	53%	56%	58%	60%	63%	65%
White	62%	62%	62%	63%	63%	63%	63%	63%	64%	64%	64%	64%	65%	65%	65%	65%

Takeaway

The attainment target projections for the 25- to 64-year-old population show that the Black college attainment rate would need to increase by about two percentage points per year from 40% in 2018 to 65% in 2035; the Latinx attainment rate would need to increase by about 2.5 percentage points per year from 29% in 2018; and the White attainment rate would need to increase by about 0.2 percentage points every year from 62% in 2018.

FIGURE 7B. Annual Increases in College-Educated Adults Aged 25–64 Needed to Reach 65% Attainment Goal by 2035



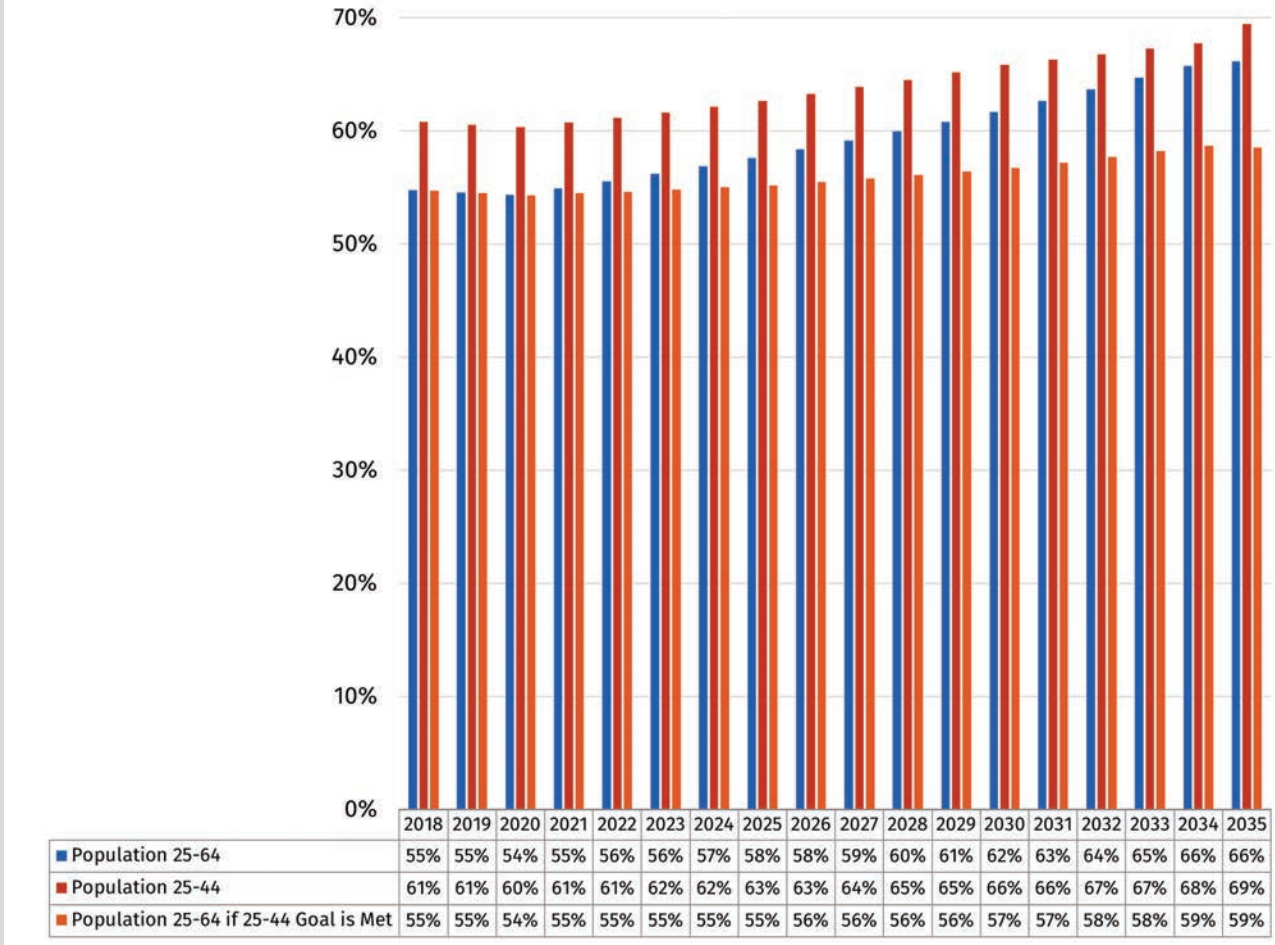
	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Black	15,620	15,916	16,013	16,109	16,205	15,761	15,677	15,593	15,509	15,425	15,570	15,528	15,486	15,443	15,401
Latinx	28,782	30,634	32,486	34,338	36,191	36,090	37,292	38,493	39,694	40,895	40,499	41,410	42,321	43,231	44,142
White	9,093	8,842	8,591	8,339	8,088	8,062	7,885	7,709	7,532	7,356	7,610	7,512	7,414	7,316	7,218
Total	53,695	55,393	57,090	58,787	60,484	59,913	60,853	61,794	62,735	63,676	63,679	64,450	65,220	65,991	66,761

Takeaway

Relative to the baseline in the constant rate model, the attainment target projections for the 25- to 64-year-old population show that the annual number of Black college-educated adults would need to increase by about 16,000; Latinx adults by about 38,000; and White adults by about 8,000.

Total Population Attainment Rates While Meeting Sub-Group Attainment Goals

FIGURE 8. Projected Total Postsecondary Attainment Rates if 65% Attainment Goal for All Groups Is Met by 2035



	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Population 25-64	55%	55%	54%	55%	56%	56%	57%	58%	58%	59%	60%	61%	62%	63%	64%	65%	66%	66%
Population 25-44	61%	61%	60%	61%	61%	62%	62%	63%	63%	64%	65%	65%	66%	66%	67%	67%	68%	69%
Population 25-64 if 25-44 Goal is Met	55%	55%	54%	55%	55%	55%	55%	55%	56%	56%	56%	56%	57%	57%	58%	58%	59%	59%

Takeaway

If the attainment targets are met for Black, Latinx, and White groups by 2035, the total college attainment rate would be 66% for the population aged 25 to 64, 69% for the population aged 25 to 44, and 59% for the population aged 25 to 64 if the attainment goal for ages 25 to 44 is met.

FIRST-TIME COLLEGE ENROLLMENT AND COMPLETIONS

First-Time Enrollment of 12th Grade Cohorts and Populations by Age, Race, and Ethnicity

One possible strategic lever for improving college attainment rates in the Black and Latinx populations is to increase their postsecondary enrollment rates. The first set of models in this vein focuses on the direct enrollment of 12th grade cohorts. Direct enrollment is defined as the number or percentage of 12th graders who graduate from high school and then enroll in a postsecondary institution of any type during the fall immediately following high school completion. The 12th grade cohort models were unique in their measurement of (a) both family income and racial/ethnic groups and (b) both in- and out-of-state college enrollment. The inclusion of 12th graders who ultimately enroll at an out-of-state college is particularly important for gauging the total potential enrollment in Illinois that could be realized by stemming out-migration as well as providing a more accurate measure of postsecondary enrollment gaps. Illinois has one of the highest out-migration rates of college-going high school graduates in the Midwest,[20] and out-migration rates may vary by racial/ethnic background and family income. Moreover, a focus on 12th grade cohorts rather than high school graduates ensures that students who fail to graduate from high school are still counted in the denominator of the college enrollment rate. The second set of models examined first-time enrollment by age group, spanning ages 15 to 64. This age group model was unique in its focus on the enrollment of Illinois residents at in-state public two-year, public four-year, and private four-year for-profit and not-for-profit institutions.

TABLE 3.
Direct Postsecondary Enrollment Targets for 12th Grade Cohorts Under Equity Scenario

	2019–20	2021–22	2023–24	2025–26	2027–28	2029–30
Enrollment Rate						
Low-Income	51	56	61	66	71	77
Higher-Income	74	73	73	73	73	73
Black	51	56	59	63	67	71
Latinx	56	61	65	68	72	75
White	70	71	71	71	70	70

Note. White enrollment rates reflect status quo projections.

[20] See MHEC. (2020). Adjusted out-migration. Retrieved from https://www.mhec.org/dashboard/adjusted-out-migration

College enrollment rate gaps were evident in both models, though gaps were largest in the 12th grade cohort models due to the inclusion of Illinois residents who enroll at an out-of-state institution (many of whom may be higher-income and White students). For example, enrollment rate differences frequently approximated twenty percentage points for the 12th grade cohort in 2018 between low-income (51%) and higher-income (74%) groups and among American Indian (52%), Black (51%), and Latinx (56%) groups relative to White (70%) and Asian (82%) groups. Enrollment disparities were also apparent between two- and four-year institutions, wherein larger shares of White 12th graders attended four-year institutions.

In contrast, an analysis of *in-state* college enrollment rates among younger and older adult residents revealed differences that largely favored Black and Latinx populations. For example, at all postsecondary institutions in Illinois, the number of first-time students aged 15 to 24 per 1,000 was larger for Black (41) and Latinx (51) populations than for the White population (37). A notable exception was a lower participation rate for the Black population at private four-year institutions.

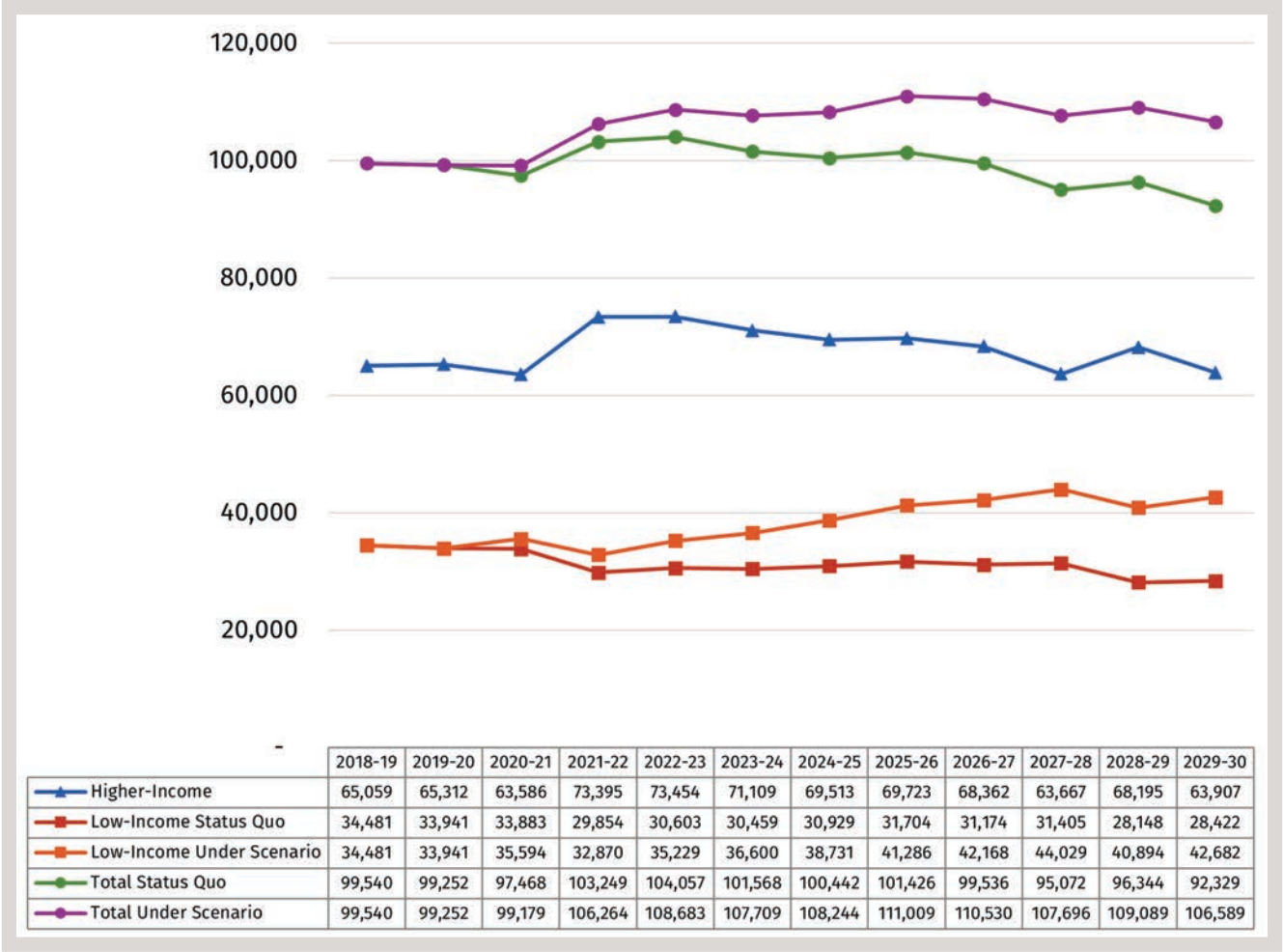
Enrollment figures in this section show a status quo projection and an equity scenario. Whereas the status quo projection reflects a constant enrollment rate based on present values, the equity scenario shows projected enrollment if the enrollment rates of disadvantaged groups were to gradually increase over time to equal those of advantaged groups by 2029–30. In projections by family income, convergence in enrollment rates is shown between lower- and higher-income students. In projections by race and ethnicity, convergence in enrollment rates is shown between White students and underrepresented students. Tables 3 and 4 summarize enrollment rate progression under the equity scenarios. Due to higher enrollment rates of low-income and underrepresented students in some sectors (e.g., two-year institutions) and in some age groups (e.g., 25–64) relative to higher-income and White students, equity scenarios yield higher total enrollment rates for low-income and underrepresented students once their enrollment rates match those of advantaged groups in all sectors and age groups. That is, the model assumes that increases in enrollment in one sector or age group do not result in lower enrollment rates elsewhere. (Figures in Appendix B provide projections by institutional sector, and tables in Appendix C show the rates used in equity scenarios for each year in the projection period.)

TABLE 4. First-Time Postsecondary Enrollment Rate Targets Under Equity Scenario (per 1,000)

	Black	Latinx	White
Age 15–24			
2018	41	51	37
2025	44	51	37
2030	45	51	38
2035	46	52	38
Age 25–64			
2018	2	1	1
2025	2	1	1
2030	2	1	1
2035	2	1	1

Note. White enrollment rates reflect status quo projections.

FIGURE 9. Projected Direct Postsecondary Enrollment Among Public High School 12th Grade Students by Family Income: Total Headcount at All Institutions



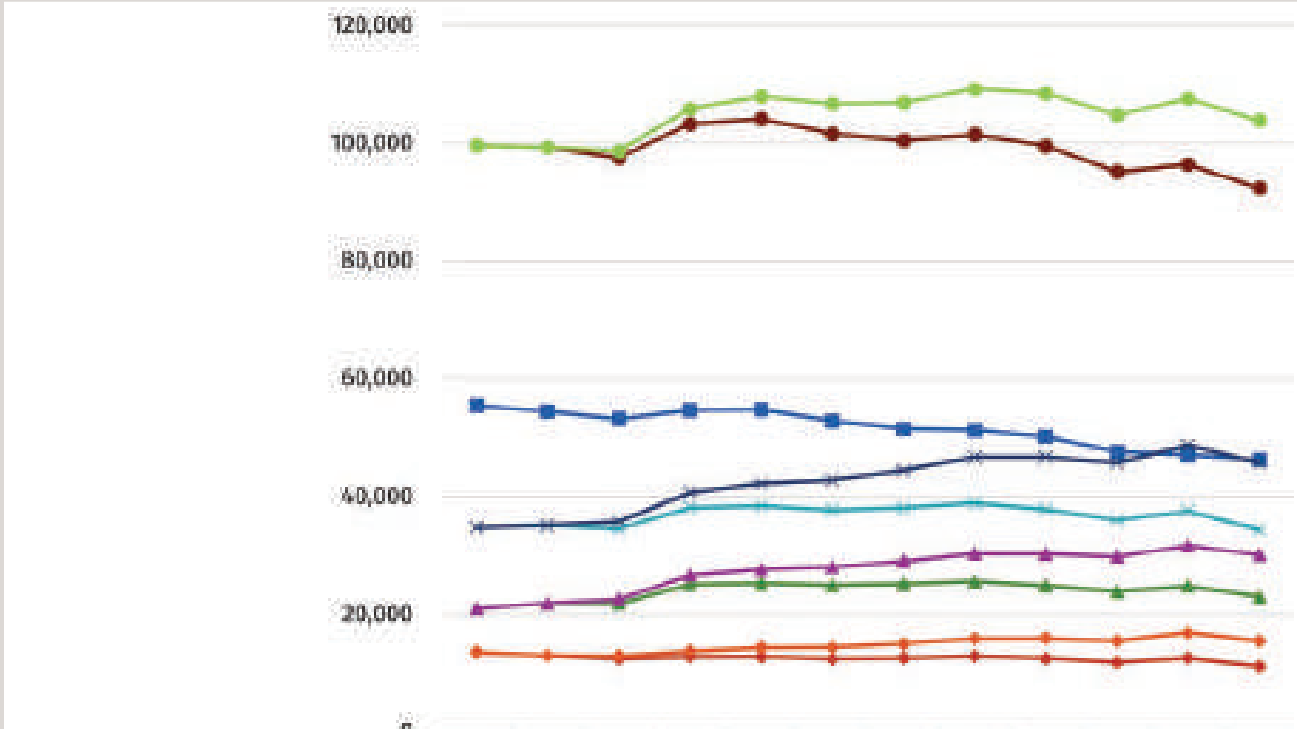
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Higher-Income	65,059	65,312	63,586	73,395	73,454	71,109	69,513	69,723	68,362	63,667	68,195	63,907
Low-Income Status Quo	34,481	33,941	33,883	29,854	30,603	30,459	30,929	31,704	31,174	31,405	28,148	28,422
Low-Income Under Scenario	34,481	33,941	35,594	32,870	35,229	36,600	38,731	41,286	42,168	44,029	40,894	42,682
Total Status Quo	99,540	99,252	97,468	103,249	104,057	101,568	100,442	101,426	99,536	95,072	96,344	92,329
Total Under Scenario	99,540	99,252	99,179	106,264	108,683	107,709	108,244	111,009	110,530	107,696	109,089	106,589

Note. Students who qualified for free- or reduced-price lunch were classified as low-income, while students who were not eligible to participate in the National School Lunch Program were classified as higher-income.

Takeaway

The number of low-income college students is expected to decrease from 34,500 to 28,400 under the status quo, but low-income student enrollment would increase to 43,000 under the equity scenario.

FIGURE 10. Projected Direct Postsecondary Enrollment Among Public High School 12th Grade Students: Total Headcount at All Institutions

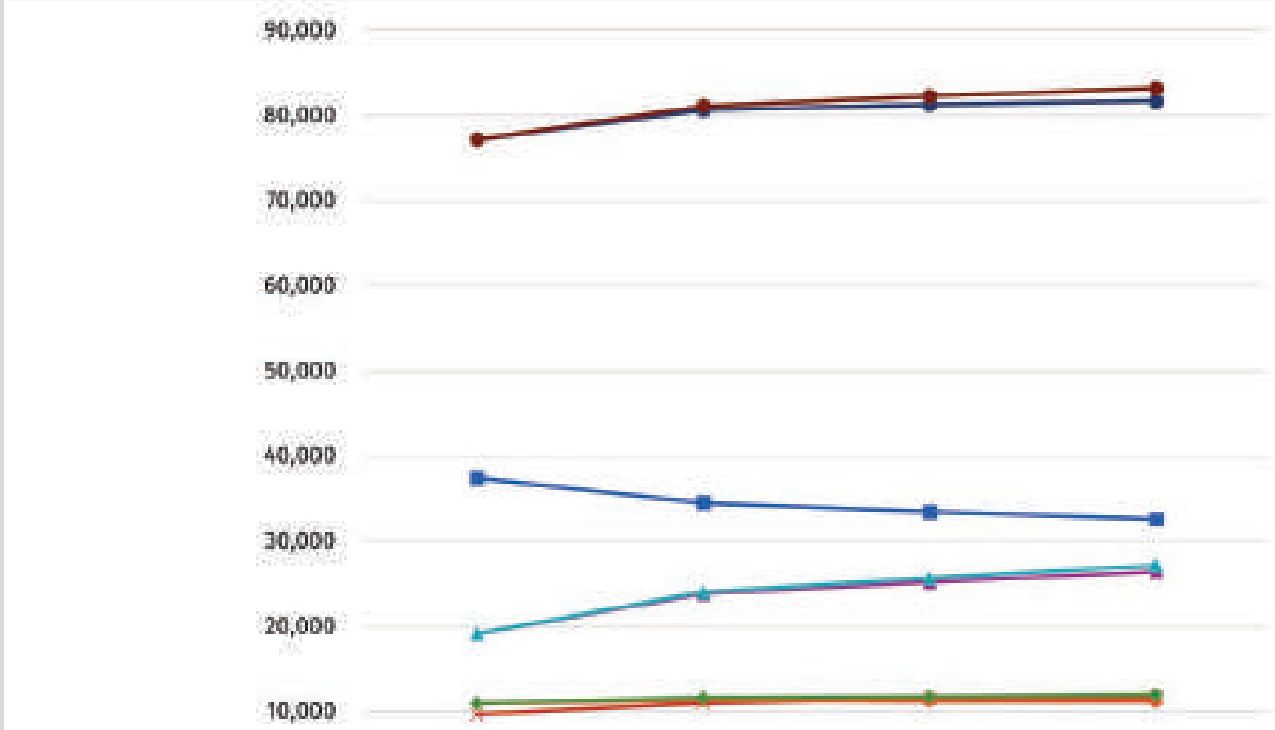


	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
White	55,421	54,443	53,201	54,667	54,755	52,834	51,498	51,275	50,134	47,583	47,055	46,242
Black Status Quo	13,581	13,044	12,471	12,775	12,857	12,465	12,367	12,905	12,534	11,836	12,600	11,188
Black Under Scenario	13,581	13,044	12,957	13,748	14,327	14,371	14,969	15,861	15,891	15,478	16,866	15,469
Latinx Status Quo	21,005	21,919	21,861	25,132	25,277	24,968	25,148	25,574	24,874	23,879	24,795	23,001
Latinx Under Scenario	21,005	21,919	22,559	26,680	27,612	28,049	29,022	30,304	30,248	29,789	31,612	30,089
Underrepresented Minority Status Quo	34,797	35,161	34,544	38,130	38,359	37,708	38,065	38,878	37,850	36,037	37,548	34,343
Underrepresented Minority Under Scenario	34,797	35,161	35,727	40,671	42,193	42,744	44,420	46,673	46,724	45,705	48,892	45,770
Total Status Quo	99,540	99,252	97,468	103,249	104,057	101,568	100,442	101,426	99,536	95,072	96,344	92,329
Total Under Scenario	99,540	99,252	98,652	105,790	107,891	106,603	106,797	109,222	108,411	104,741	107,489	103,757

Takeaway

Under the status quo, the number of underrepresented minority students is expected to increase through 2025–26 and then begin to return to the starting number of about 34,300 in 2030. Under the equity scenario, underrepresented student enrollment would increase from around 34,800 to 45,800; Black student enrollment would increase from around 13,600 to 15,500; and Latinx student enrollment would need to increase from around 21,000 to 30,100.

FIGURE 11. Projected First-Time Postsecondary Enrollment Among Residents Aged 15–24: Total Headcount at All Institutions

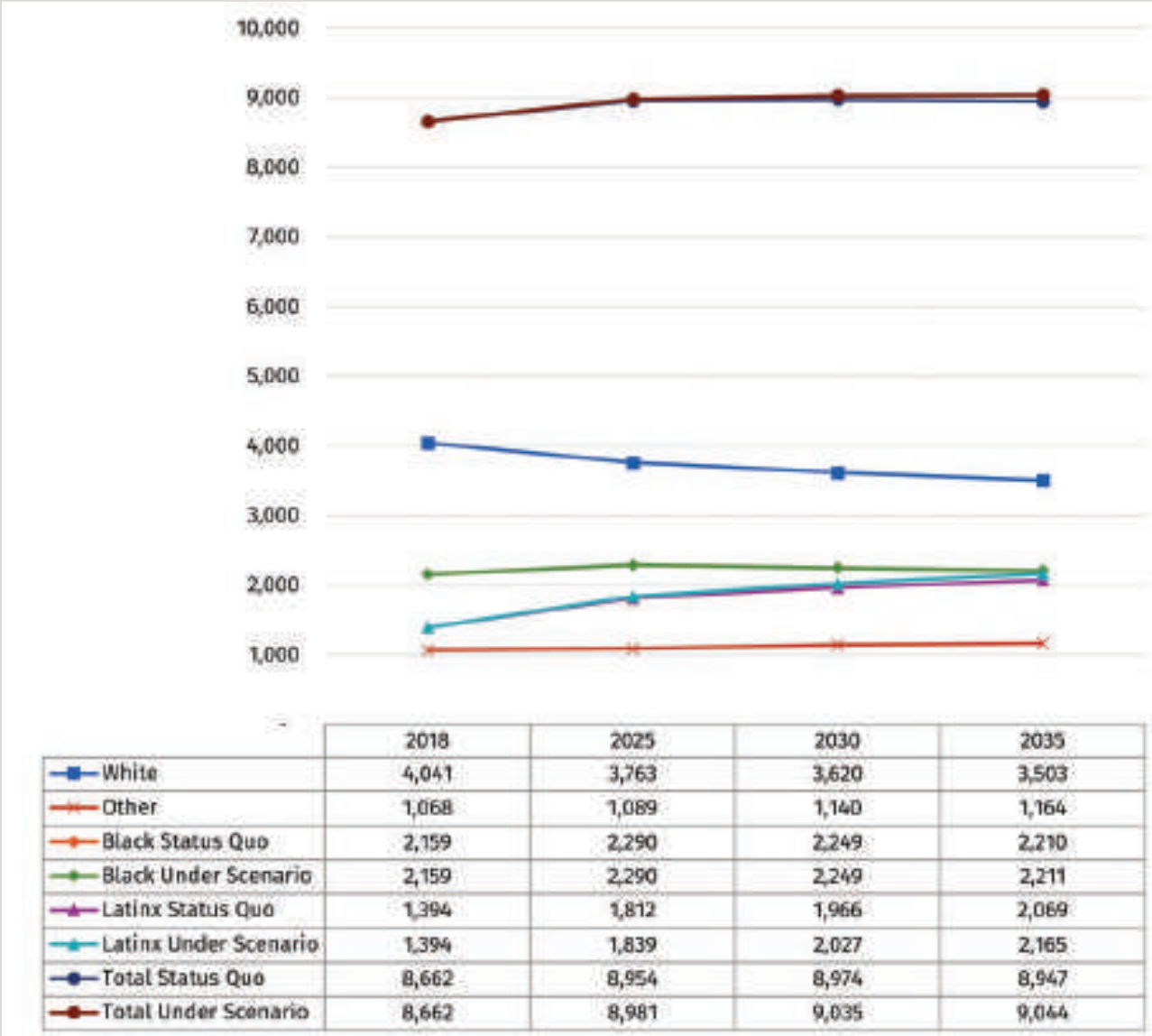


	2018	2025	2030	2035
White	37,429	34,508	33,437	32,547
Other	9,660	10,999	11,491	11,590
Black Status Quo	10,965	11,318	11,189	11,148
Black Under Scenario	10,965	11,570	11,694	11,902
Latinx Status Quo	19,122	23,795	25,164	26,401
Latinx Under Scenario	19,122	24,016	25,632	27,139
Total Status Quo	77,176	80,621	81,281	81,686
Total Under Scenario	77,176	81,094	82,254	83,178

Takeaway

Under the status quo, first-time enrollment of younger adults is projected to increase from about 77,200 in 2018 to 81,700 in 2035. The largest enrollment increase is expected to occur in the Latinx population, while a decrease in enrollment is projected in the White population. Under the equity scenario, total first-time enrollment would need to increase from 77,200 to 83,200 by 2035 (from 44 to 46 people per 1,000 in the population). Black first-time enrollment would need to increase from about 11,000 to 11,900 by 2035 (from 41 to 46 people per 1,000). Latinx first-time enrollment would need to increase from around 19,100 to 27,100 by 2035 (51 to 52 people per 1,000).

FIGURE 12. Projected First-Time Postsecondary Enrollment Among Residents Aged 25–64: Total Headcount at All Institutions



	2018	2025	2030	2035
White	4,041	3,763	3,620	3,503
Other	1,068	1,089	1,140	1,164
Black Status Quo	2,159	2,290	2,249	2,210
Black Under Scenario	2,159	2,290	2,249	2,211
Latinx Status Quo	1,394	1,812	1,966	2,069
Latinx Under Scenario	1,394	1,839	2,027	2,165
Total Status Quo	8,662	8,954	8,974	8,947
Total Under Scenario	8,662	8,981	9,035	9,044

Takeaway

Total first-time enrollment of older adults is projected to increase from around 8,700 to 8,900 by 2035. A small increase in enrollment is projected across most racial groups, though a decrease in enrollment is projected for the White population. Under the equity scenario, total first-time enrollment of older adults would need to increase from around 8,700 to 9,000 by 2035 (1.27 to 1.36 people per 1,000 in the population). Black first-time enrollment would need to increase from around 2,160 to 2,210 by 2035 (2.36 to 2.41 people per 1,000). Latinx first-time enrollment would need to increase from around 1,400 to 2,200 by 2035 (1.29 to 1.38 people per 1,000).

Completion Projections Among First-Time Students

The expansion of postsecondary enrollment must be linked with improvements in cohort completion rates to ultimately influence college attainment equity in the population. Following the analysis of first-time enrollment, completion models were developed for (a) college students who directly enrolled at an in-state or out-of-state institution after high school graduation and (b) all younger and older first-time students at in-state institutions. The completion projections by family income account for completion within 200% of program time at the first institution or transfer and completion at another institution. The completion projections by race and ethnicity account for completion within 150% at the first institution or transfer and completion at another institution.

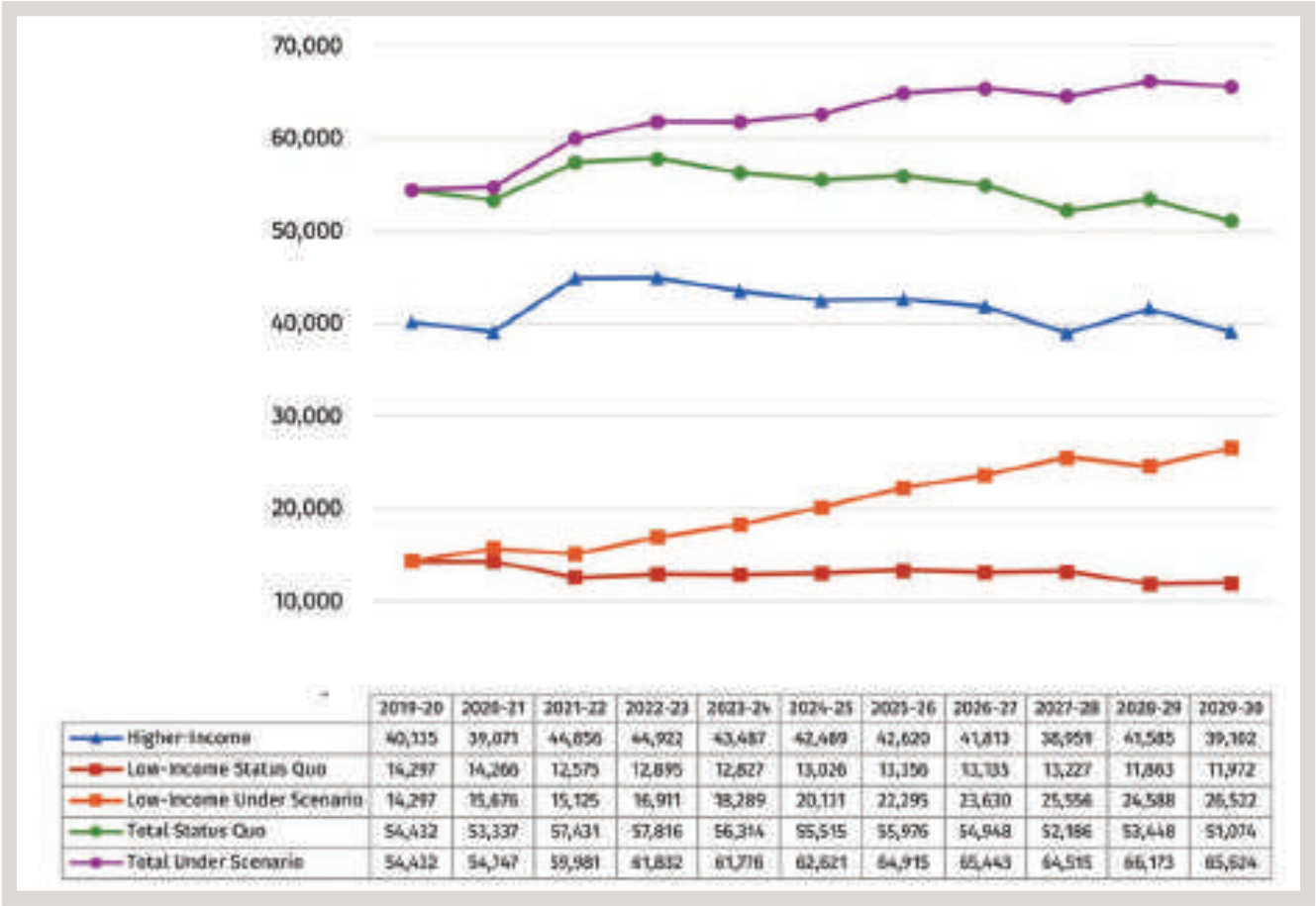
Completion rate gaps by family income and race/ethnicity vary by institutional sector. The size of gaps also differs by enrollment intensity, though it is noteworthy that completion rates are significantly higher among full-time than part-time students across demographic groups at all types of institutions. At two-year institutions, 44% of full-time, low-income students completed a credential in 2019–20, compared to 50% of higher-income students. Among those starting at a four-year institution, 59% of full-time, low-income students completed a credential, compared to 83% of higher-income students. Completion rate gaps by race/ethnicity are much larger. For example, at public two-year colleges, 50% of full-time White students completed a credential, compared to 24% of Black students and 38% of Latinx students. Among full-time students at public four-year institutions, 82% of White students completed a credential, compared to 45% of Black students and 64% of Latinx students. At private four-year institutions, 81% of White full-time students completed a credential, compared to 54% of Black students and 71% of Latinx students. Disparities in cohort completion rates by sector stem from a variety of factors, including differences in the academic preparation of freshman cohorts and varying levels of institutional resources (which can affect educational quality).

Completion figures show a status quo projection and an equity scenario. Whereas the status quo projection reflects a constant completion rate based on present values, the equity scenario shows projected completions if the completion rates of Black and Latinx populations were to gradually increase over time to equal the White population completion rate by 2030/5. Projection years for completions correspond with the entering cohort year and thus show the number of completions that can be expected within three to eight years, depending upon the completion rate. Table 5 summarizes the completion rate progression under the equity scenarios for younger students. (Figures in Appendix B provide projections by institutional sector, and tables in Appendix C show the rates used in equity scenarios for each year in the projection period.)

TABLE 5.
First-Time Postsecondary Completion Rate Targets Under Equity Scenario for Younger Adults

	Full-Time				Part-Time			
	2018	2025	2030	2035	2018	2025	2030	2035
Public Two-Year Institutions								
Black	24	33	42	51	22	26	30	33
Latinx	38	42	46	51	26	29	31	33
White	50	50	50	50	33	33	33	33
Public Four-Year Institutions								
Black	45	58	70	83	27	32	38	43
Latinx	64	70	76	82	29	34	39	43
White	82	82	82	82	43	43	43	43
Private Four-Year Institutions								
Black	54	63	72	81	30	35	40	44
Latinx	71	74	77	81	54	54	54	54
White	81	81	81	81	44	44	44	44

FIGURE 13. Projected Postsecondary Completions Among Public High School 12th Grade Students Who Directly Enroll by Family Income: Total Completions at All Institutions

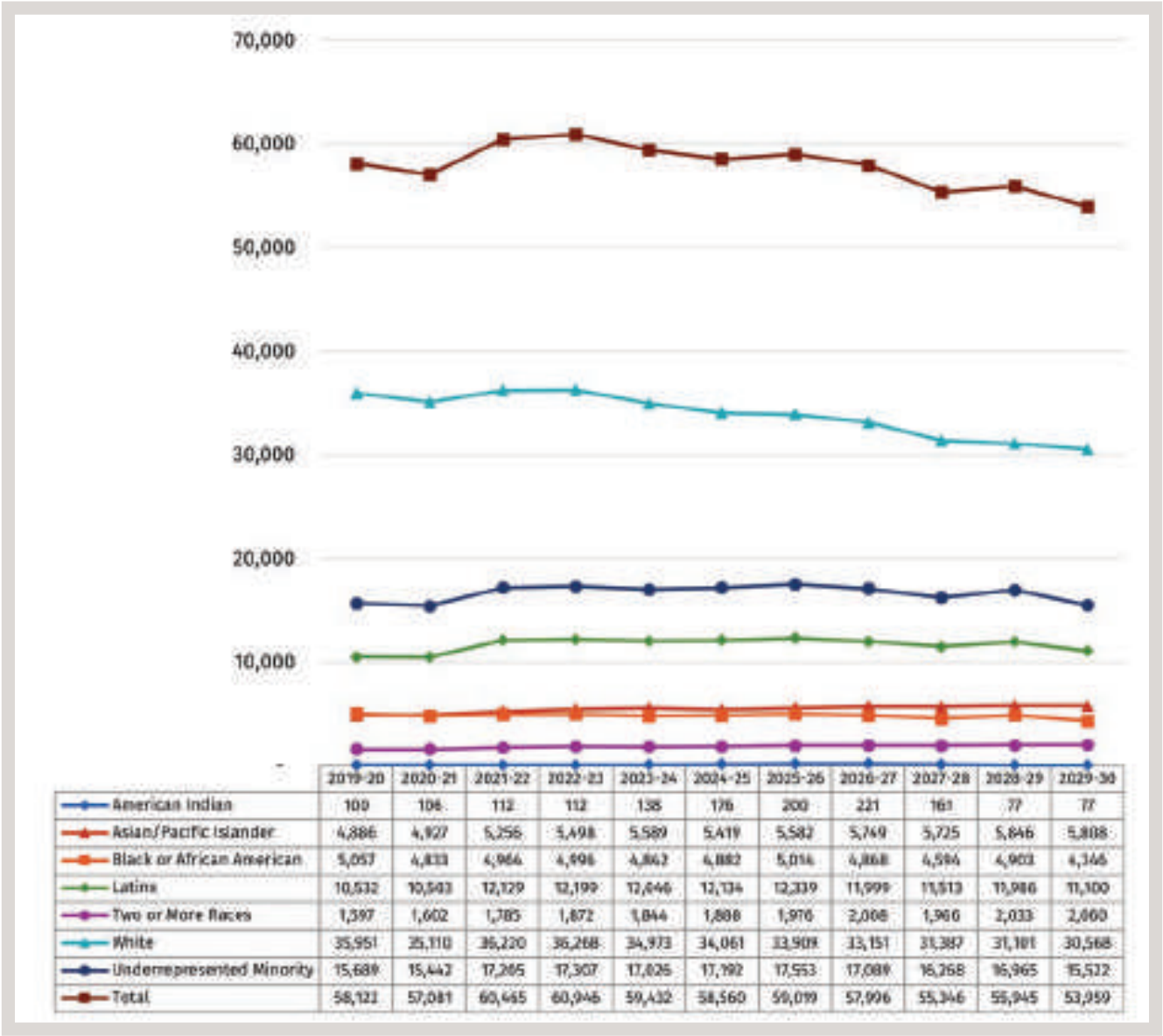


	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Higher Income	40,135	39,071	44,656	44,922	43,487	42,489	42,620	41,813	38,959	41,585	39,102
Low-Income Status Quo	14,297	14,266	12,575	12,895	12,827	13,026	13,156	13,133	13,227	11,863	11,972
Low-Income Under Scenario	14,297	15,676	15,125	16,911	18,289	20,131	22,295	23,630	25,556	24,588	26,522
Total Status Quo	54,432	53,337	57,431	57,816	56,314	55,515	55,976	54,948	52,186	53,448	51,074
Total Under Scenario	54,432	54,747	59,981	61,832	61,776	62,621	64,915	65,443	64,515	66,173	65,624

Takeaway

Under the status quo, total completions of 12th graders who directly enroll is projected to decrease from about 54,400 in 2018 to 51,100 in 2030. The largest decrease in completions is expected to occur in the low-income population, while completions among higher-income 12th graders are expected to remain stable over the projection period. Under the equity scenario, the completion rate for low-income students would need to increase from 42% to 62% by 2029–30. Accordingly, low-income student completions would increase from around 14,300 to 26,500 by 2029–30.

FIGURE 14A. Projected Postsecondary Completions Among Public High School 12th Grade Students Who Directly Enroll by Race and Ethnicity: Status Quo Total Completions at All Institutions

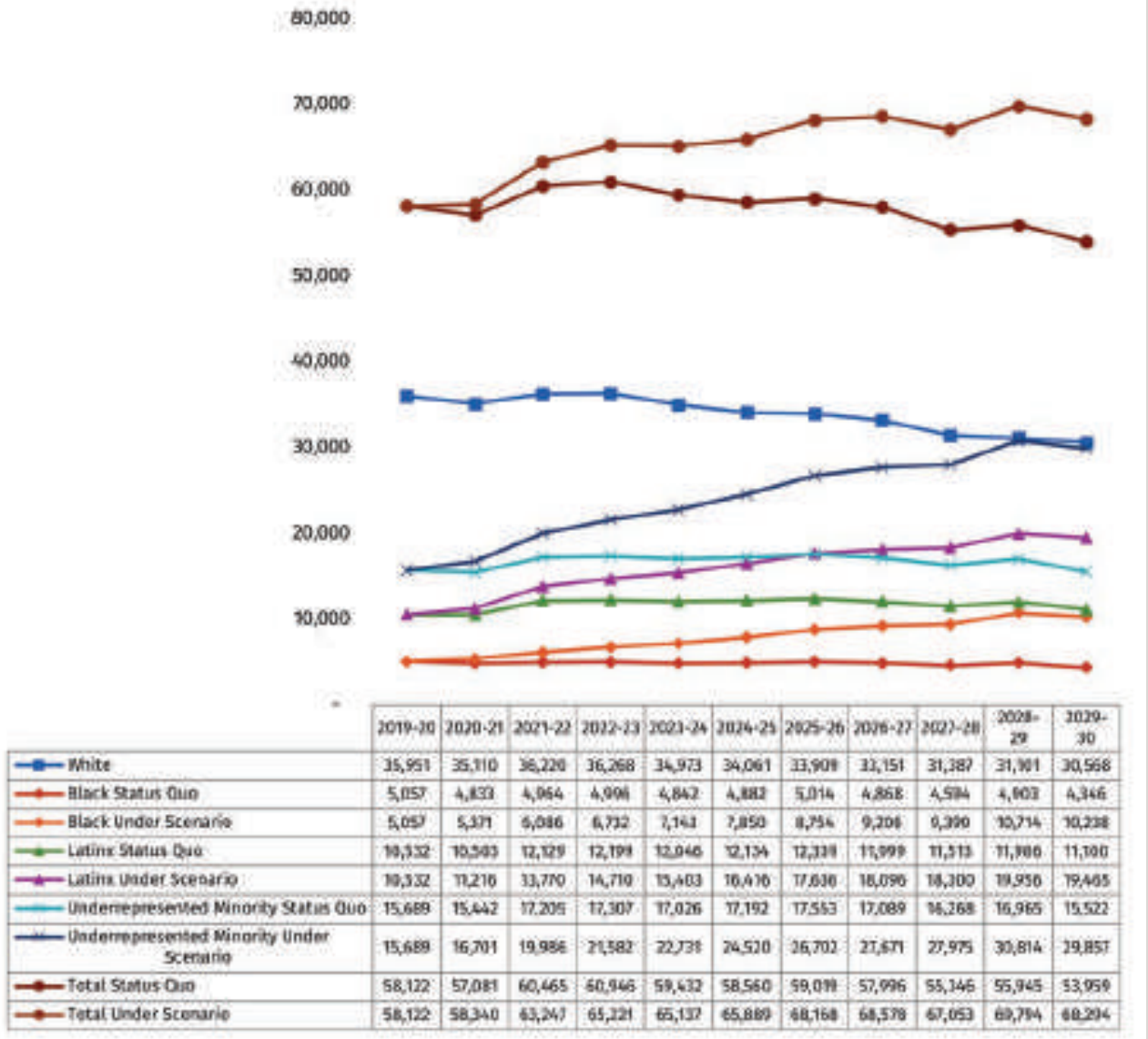


	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
American Indian	109	106	112	112	138	176	200	221	161	77	77
Asian/Pacific Islander	4,886	4,927	5,256	5,498	5,589	5,419	5,582	5,749	5,725	5,846	5,808
Black or African American	5,057	4,833	4,964	4,996	4,842	4,882	5,014	4,868	4,594	4,903	4,346
Latinx	10,532	10,503	12,129	12,199	12,646	12,134	12,339	11,999	11,513	11,986	11,100
Two or More Races	1,397	1,602	1,785	1,872	1,844	1,888	1,976	2,008	1,960	2,033	2,060
White	35,951	35,110	36,220	36,268	34,973	34,061	33,909	33,151	31,387	31,181	30,568
Underrepresented Minority	15,689	15,442	17,265	17,307	17,026	17,192	17,553	17,089	16,268	16,965	15,522
Total	58,121	57,081	60,445	60,946	59,432	58,560	59,019	57,996	55,346	55,945	53,959

Takeaway

Under the status quo, the largest decrease in completions by race and ethnicity is expected to occur in the White population, while completions among underrepresented students as a group are expected to increase over the coming years before returning to the starting value of about 15,700.

FIGURE 14B. Projected Postsecondary Completions Among Public High School 12th Grade Students Who Directly Enroll: Scenario Completions at All Institutions

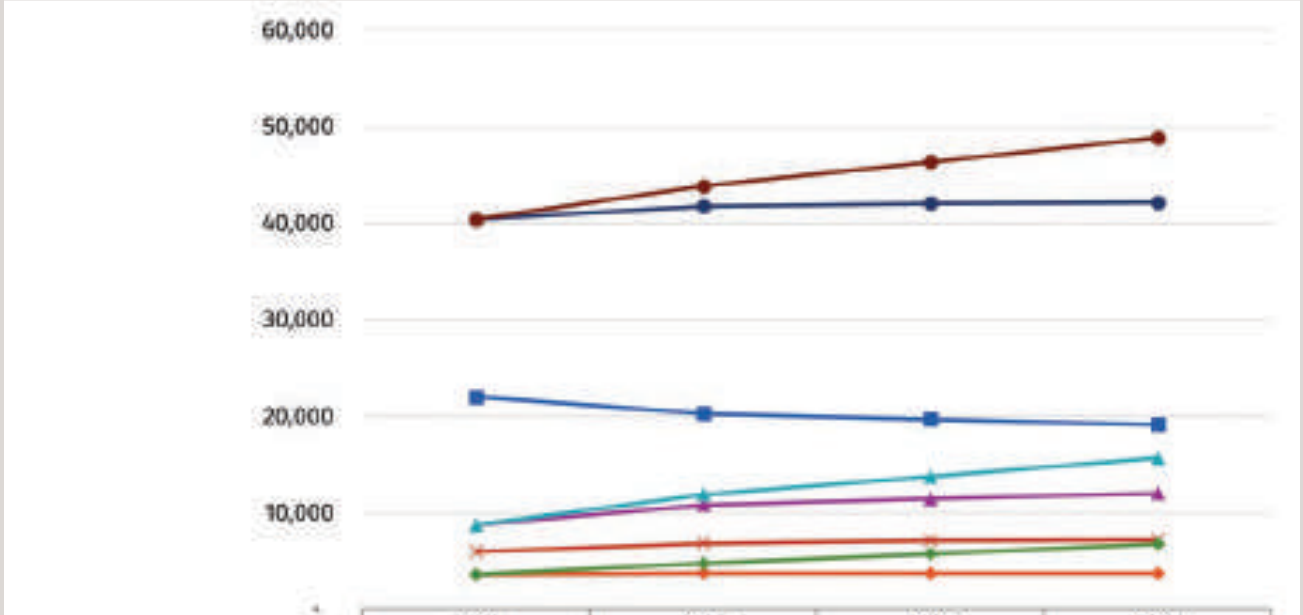


	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
White	35,951	35,110	36,220	36,268	34,973	34,061	33,909	33,151	31,387	31,101	30,568
Black Status Quo	5,057	4,833	4,964	4,996	4,842	4,882	5,014	4,868	4,584	4,803	4,346
Black Under Scenario	5,057	5,371	6,086	6,732	7,143	7,850	8,754	9,206	9,390	10,714	10,238
Latinx Status Quo	10,532	10,503	12,129	12,199	12,046	12,134	12,338	11,999	11,513	11,986	11,100
Latinx Under Scenario	10,532	11,216	13,770	14,710	15,403	16,416	17,630	18,096	18,300	19,950	19,465
Underrepresented Minority Status Quo	15,689	15,442	17,205	17,307	17,026	17,192	17,553	17,089	16,268	16,965	15,522
Underrepresented Minority Under Scenario	15,689	16,701	19,986	21,582	22,731	24,520	26,702	27,671	27,975	30,814	29,857
Total Status Quo	58,122	57,081	60,465	60,946	59,432	58,560	59,019	57,996	55,146	55,945	53,959
Total Under Scenario	58,122	58,340	63,247	65,221	65,137	65,889	68,168	68,578	67,053	69,794	68,294

Takeaway

Under the equity scenario by race and ethnicity, the completion rate for underrepresented minority students as a group would need to increase from 45% to 65% by 2029–30. Accordingly, underrepresented student completions would increase from around 15,700 to 29,000 by 2029–30; Black student completions would increase from around 5,100 to 10,200; and Latinx student completions would increase from around 10,500 to 19,500 by 2029–30.

FIGURE 15. Projected First-Time Postsecondary Completions Among Residents Aged 15–24: Total at All Institutions

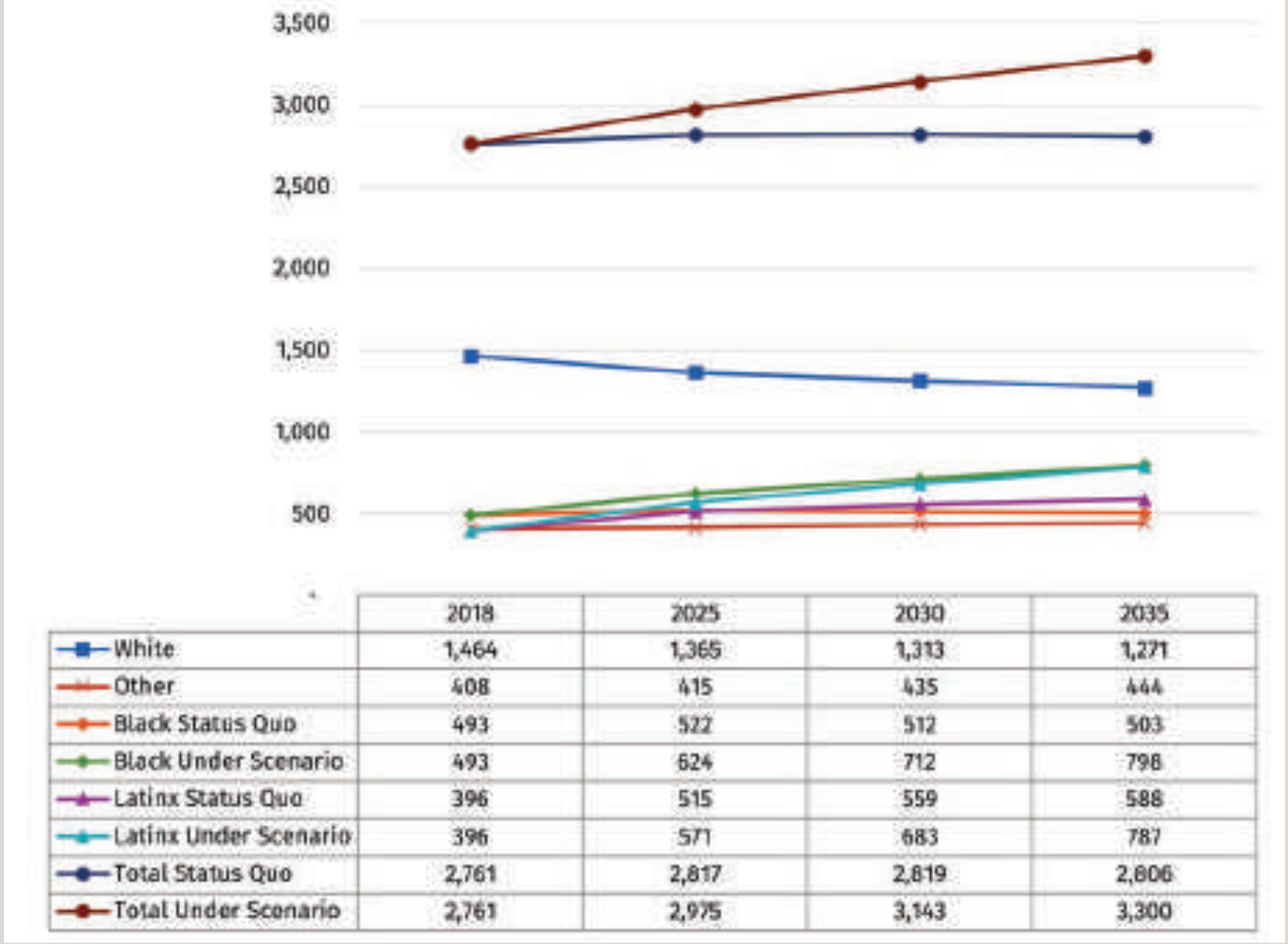


	2018	2025	2030	2035
White	22,034	20,308	19,698	19,172
Other	6,004	6,860	7,156	7,226
Black Status Quo	3,635	3,784	3,758	3,743
Black Under Scenario	3,635	4,774	5,765	6,795
Latinx Status Quo	8,761	10,852	11,474	12,049
Latinx Under Scenario	8,761	11,919	13,759	15,691
Total Status Quo	40,434	41,803	42,087	42,190
Total Under Scenario	40,434	43,860	46,378	48,884

Takeaway

Under the status quo, the total number of completions among younger adult students is projected to increase from about 40,400 in 2018 to 42,200 in 2035. The largest increase in completions is expected to occur in the Latinx student population, while completions among White students are expected to decrease over the projection period. Under the equity scenario, the completion rate of full-time Black students would need to increase from 41% to 73% at all institutions, 24% to 51% at public two-year institutions, 45% to 83% at public four-year institutions, and 54% to 81% at private four-year institutions. The completion rate of full-time Latinx students would need to increase from 57% to 71% at all institutions, 38% to 51% at public two-year institutions, 64% to 82% at public four-year institutions, and 70% to 81% at private four-year institutions. Accordingly, Black student completions would increase from around 3,600 to 6,800 by 2035, and Latinx student completions would increase from around 8,800 to 15,700 by 2035.

FIGURE 16. Projected First-Time Postsecondary Completions Among Residents Aged 25–64: Total at All Institutions



	2018	2025	2030	2035
White	1,464	1,365	1,313	1,271
Other	408	415	435	444
Black Status Quo	493	522	512	503
Black Under Scenario	493	624	712	798
Latinx Status Quo	396	515	559	588
Latinx Under Scenario	396	571	683	787
Total Status Quo	2,761	2,817	2,819	2,806
Total Under Scenario	2,761	2,975	3,143	3,300

Takeaway

Under the status quo, the total number of completions among older adult students is projected to remain around 2,800 from 2018 to 2035. The largest increase in completions is expected to occur in the Latinx student population, while completions among White students are expected to decrease over the projection period. Under the equity scenario, the completion rate of full-time Black students would need to increase from 26% to 53% at all institutions, 24% to 50% at public two-year institutions, 44% to 82% at public four-year institutions, and 56% to 82% at private four-year institutions. The completion rate of full-time Latinx students would need to increase from 41% to 54% at all institutions, 37% to 50% at public two-year institutions, 64% to 80% at public four-year institutions, and 71% to 82% at private four-year institutions. Accordingly, Black student completions would increase from around 500 to 800 by 2035, and Latinx student completions would increase from around 400 to 800 by 2035.

TOTAL COLLEGE ENROLLMENT AND CREDENTIALS

Total Enrollment Projections for Younger and Older Adult Populations

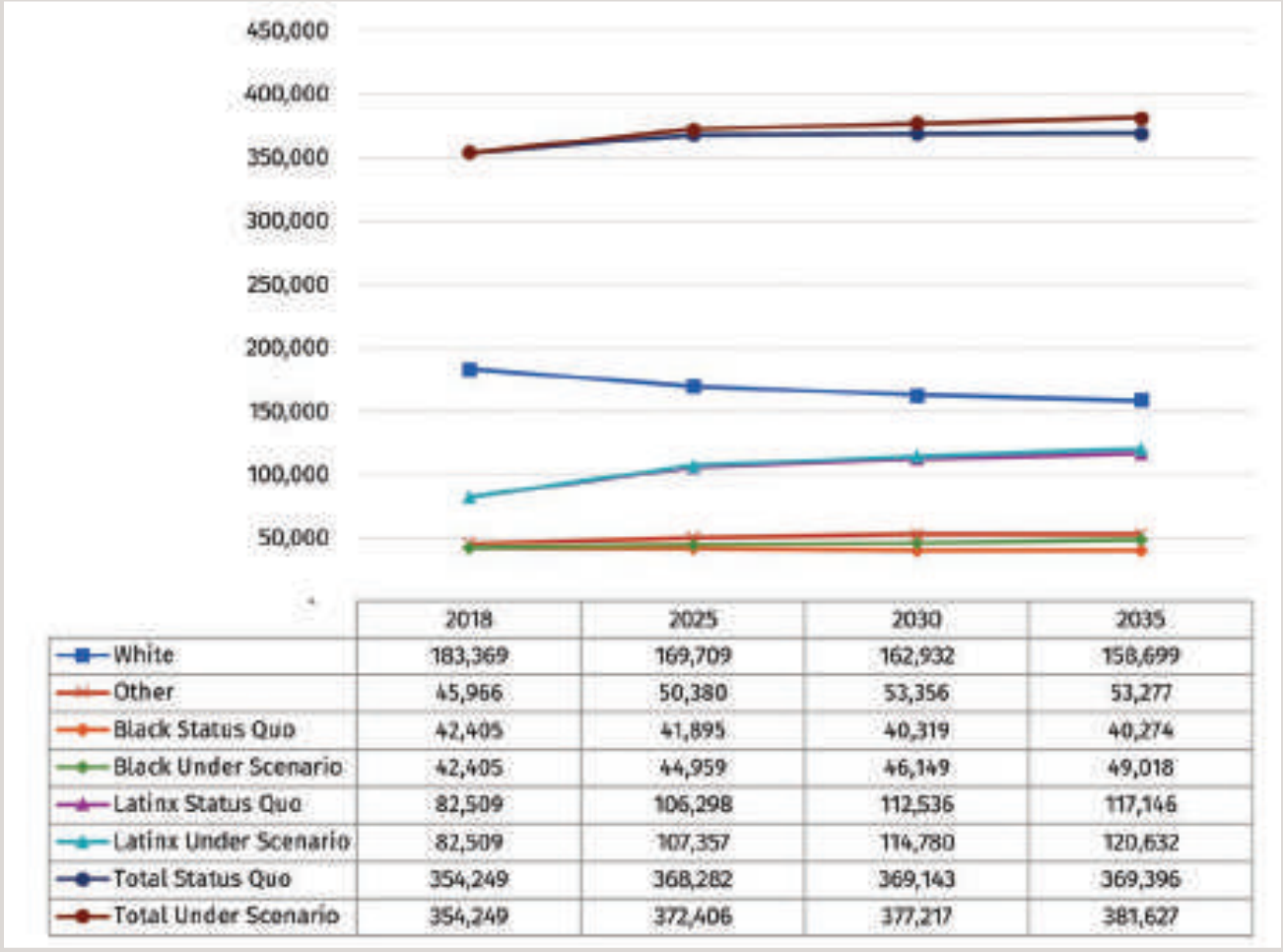
Trends in first-time enrollment, retention, and completion have capacity and funding implications for the Illinois postsecondary system. In order to inform institutional planning and finance, projections were developed for *total* fall student enrollment, including first-time and continuing Illinois resident students at in-state public and private less-than-two-year institutions, public and private two-year colleges, and public and private four-year institutions (not-for-profit and for-profit). Dissimilar to the gap analysis of first-time student enrollment, the *total* enrollment rates of younger Black students were frequently low across institutional sectors (except at less-than-two-year and private two-year colleges), which suggests that persistence challenges may disproportionately affect younger Black students. Consequently, at all postsecondary institutions in Illinois, the number of students aged 15 to 24 per 1,000 was lower for the Black population (169) than for the Latinx (222) and White (183) populations. Latinx young adult students aged 20 to 24 were underrepresented at public four-year institutions. Among older adult students, disparities in total enrollment favored Black and Latinx populations across institutional sectors with the exception of public four-year institutions. Moreover, total enrollment rate disparities favor Black and Latinx populations when aggregating all adults aged 15 to 64 as a single group (see Table 6).

Enrollment figures in this section show a status quo projection and an equity scenario. Whereas the status quo projection reflects a constant enrollment rate based on present values, the equity scenario shows projected enrollment if the enrollment rates of Black and Latinx populations were to gradually increase over time to equal the White population enrollment rate by 2035. Table 6 summarizes the annual enrollment rates in the equity scenarios. As noted earlier, due to higher enrollment rates of underrepresented students in some sectors (e.g., two-year institutions) and in some age groups (e.g., 25–64) relative to White students, equity scenarios yield higher total enrollment rates for underrepresented students once their enrollment rates match those of advantaged groups in all sectors and age groups. That is, the model assumes that increases in enrollment in one sector or age group do not result in lower enrollment rates elsewhere. (Figures in Appendix B provide projections by institutional sector, and tables in Appendix C show the rates used in equity scenarios for each year in the projection period.)

TABLE 6. Total Postsecondary Enrollment Rates (per 1,000) Among Residents Aged 15-64 Under Equity Scenario

	2018	2025	2030	2035
Black	59	61	62	65
Latinx	74	77	77	76
Other	98	99	99	98
White	48	49	49	49
Total	**57**	**60**	**62**	**62**

FIGURE 17. Projected Total Postsecondary Enrollment Among Residents Aged 15–24: Total Headcount at All Institutions

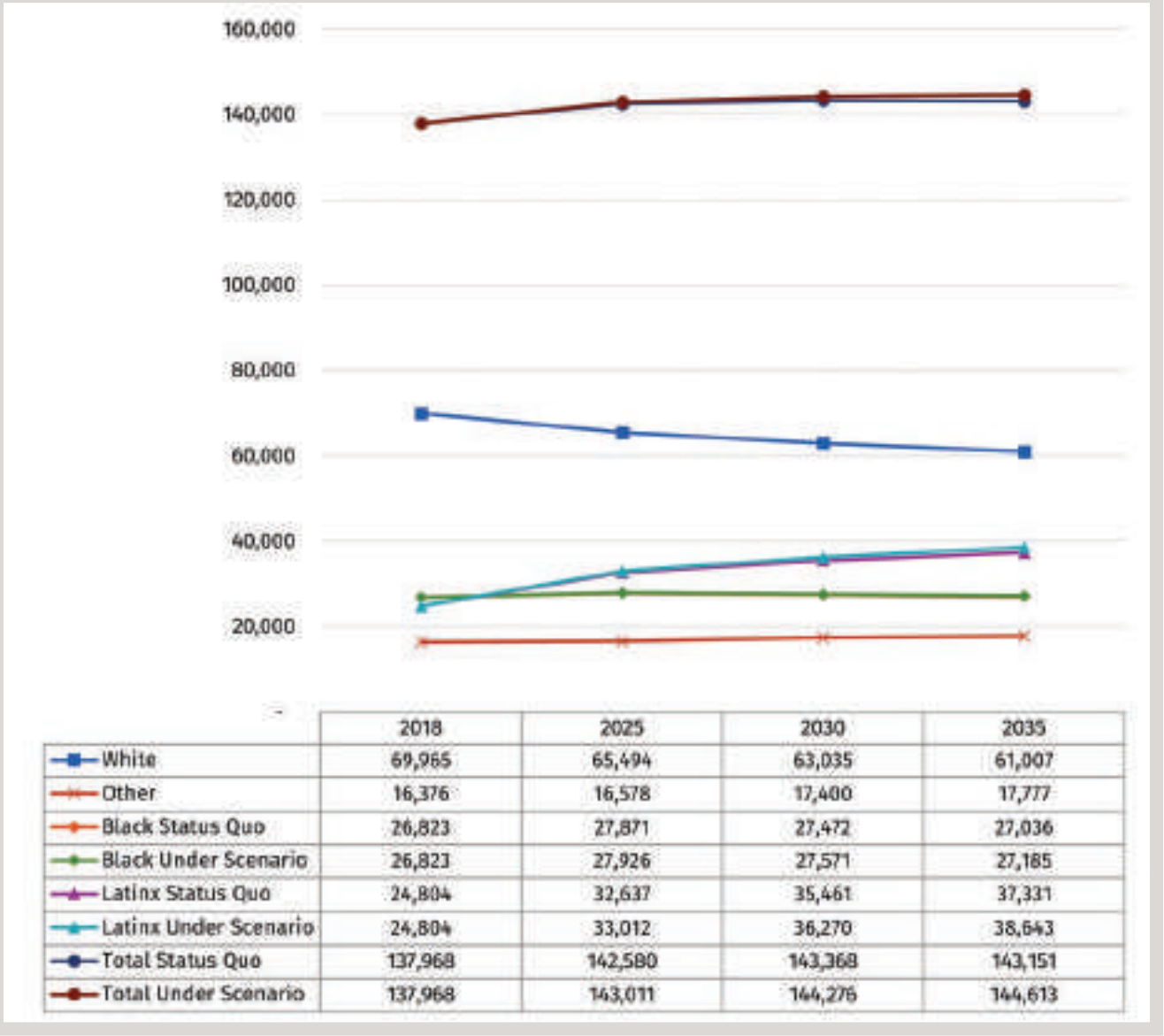


	2018	2025	2030	2035
White	183,369	169,709	162,932	158,699
Other	45,966	50,380	53,356	53,277
Black Status Quo	42,405	41,895	40,319	40,274
Black Under Scenario	42,405	44,959	46,149	49,018
Latinx Status Quo	82,509	106,298	112,536	117,146
Latinx Under Scenario	82,509	107,357	114,780	120,632
Total Status Quo	354,249	368,282	369,143	369,396
Total Under Scenario	354,249	372,406	377,217	381,627

Takeaway

Under the status quo, total enrollment of younger adults is projected to increase from about 354,000 in 2018 to 369,000 in 2035. The largest enrollment increase is expected to occur in the Latinx population, while a decrease in enrollment is projected in the White and Black populations. Under the equity scenario, total enrollment would need to increase from around 354,000 to 382,000 by 2035 (201 to 212 people per 1,000 in the population). Black total enrollment would need to increase from around 42,400 to 49,000 by 2035 (160 to 190 people per 1,000). Latinx total enrollment would need to increase from around 82,500 to 120,600 by 2035 (222 to 230 people per 1,000).

FIGURE 18. Projected Total Postsecondary Enrollment Among Residents Aged 25–64: Total Headcount at All Institutions



	2018	2025	2030	2035
White	69,965	65,494	63,035	61,007
Other	16,376	16,578	17,400	17,777
Black Status Quo	26,823	27,871	27,472	27,036
Black Under Scenario	26,823	27,926	27,571	27,185
Latinx Status Quo	24,804	32,637	35,461	37,331
Latinx Under Scenario	24,804	33,012	36,270	38,643
Total Status Quo	137,968	142,580	143,368	143,151
Total Under Scenario	137,968	143,011	144,276	144,613

Takeaway

Under the status quo, total enrollment of older adults is projected to increase from about 138,000 in 2018 to 143,000 in 2035. The largest enrollment increase is expected to occur in the Latinx population, while a decrease in enrollment is projected in the White population. Under the equity scenario, total enrollment would need to increase from around 138,000 to 145,000 by 2035 (20.3 to 21.7 people per 1,000 in the population). Black total enrollment would need to increase from around 26,800 to 27,200 by 2035 (29.3 to 29.6 people per 1,000). Latinx total enrollment would need to increase from around 24,800 to 38,600 by 2035 (23.0 to 24.7 people per 1,000).

Total Credential Projections for Younger and Older Adult Populations

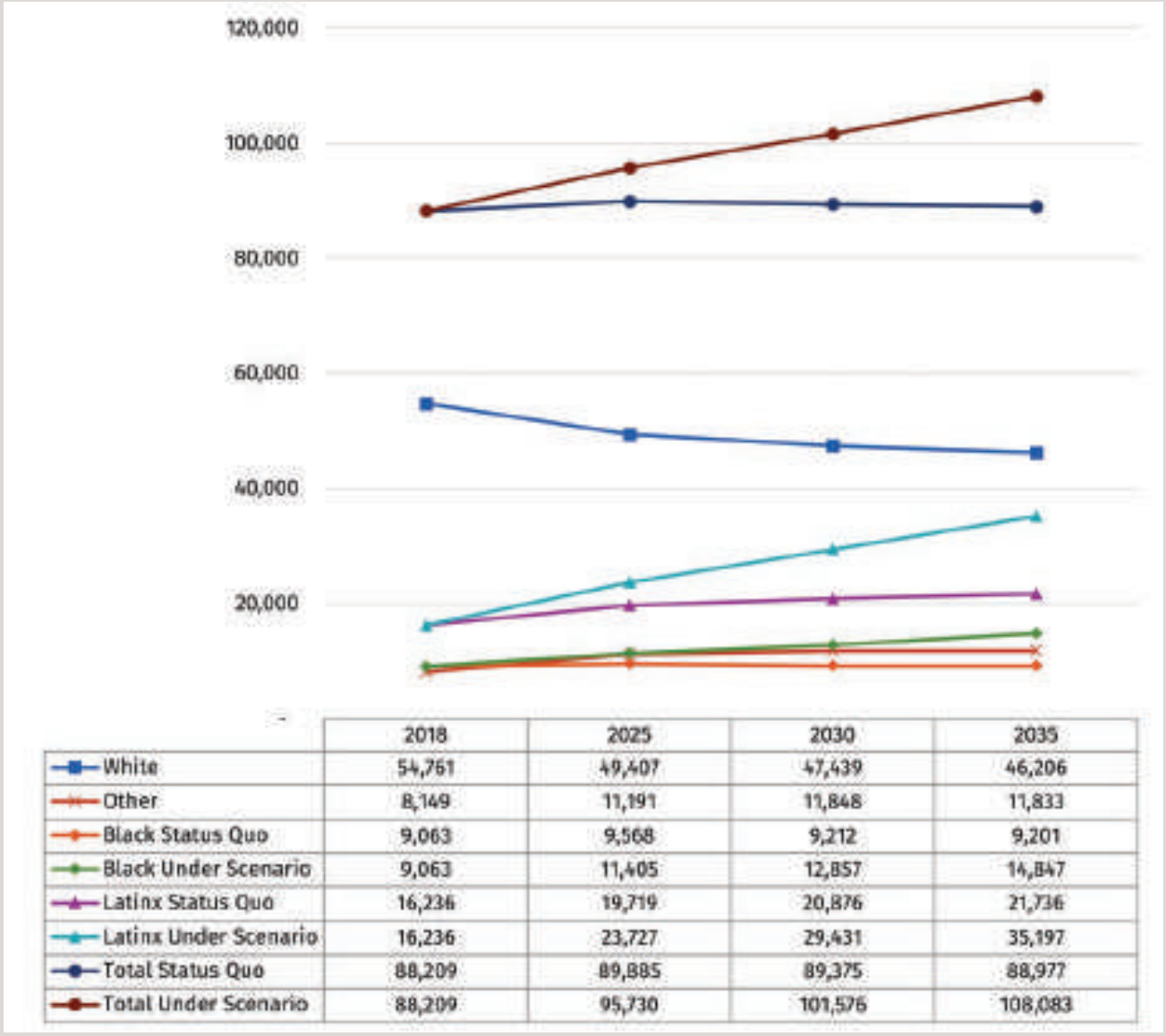
Changes in total college enrollment will naturally lead to changes in the total production of postsecondary credentials in Illinois, which will affect postsecondary attainment rates in the population. Total credential production includes credentials conferred to all students regardless of first-time status or enrollment intensity based on institutional "production rates" for each demographic group, which are defined as the number of credentials conferred per 100 students enrolled. Consistent with the analysis of the cohort completion rate gaps, credential production rates were generally lower for Black and Latinx students than for White students. For example, at all institutions 30 credentials were conferred per 100 White students aged 15 to 24, compared to 21 credentials per 100 Black students and 20 credentials per 100 Latinx students. Among older adults, production rates also varied for White students (29), Black students (21), and Latinx students (20).

Projections of total credentials were then compared with credential production targets identified in the attainment section of this report. Table 7 summarizes production rates under equity scenarios. (Figures in Appendix B provide projections by institutional sector, and tables in Appendix C show the rates used in equity scenarios for each year in the projection period. Appendix D summarizes the results of enrollment and completion simulations that would generate enough credentials to fully meet attainment targets.)

TABLE 7. Projected Total Postsecondary Credentials Conferred per 100 Students

	2018	2025	2030	2035
All Institutions: Age 15–24				
White	30	29	29	29
Black	21	25	28	30
Latinx	20	22	26	29
Other	18	22	22	22
Total	**25**	**26**	**27**	**28**
All Institutions: Age 25–64				
White	29	29	29	29
Black	21	26	28	30
Latinx	20	22	26	30
Other	16	21	21	21
Total	**24**	**26**	**27**	**29**

FIGURE 19.
Projected Total Postsecondary Completions Among Residents Aged 15–24: All Institutions

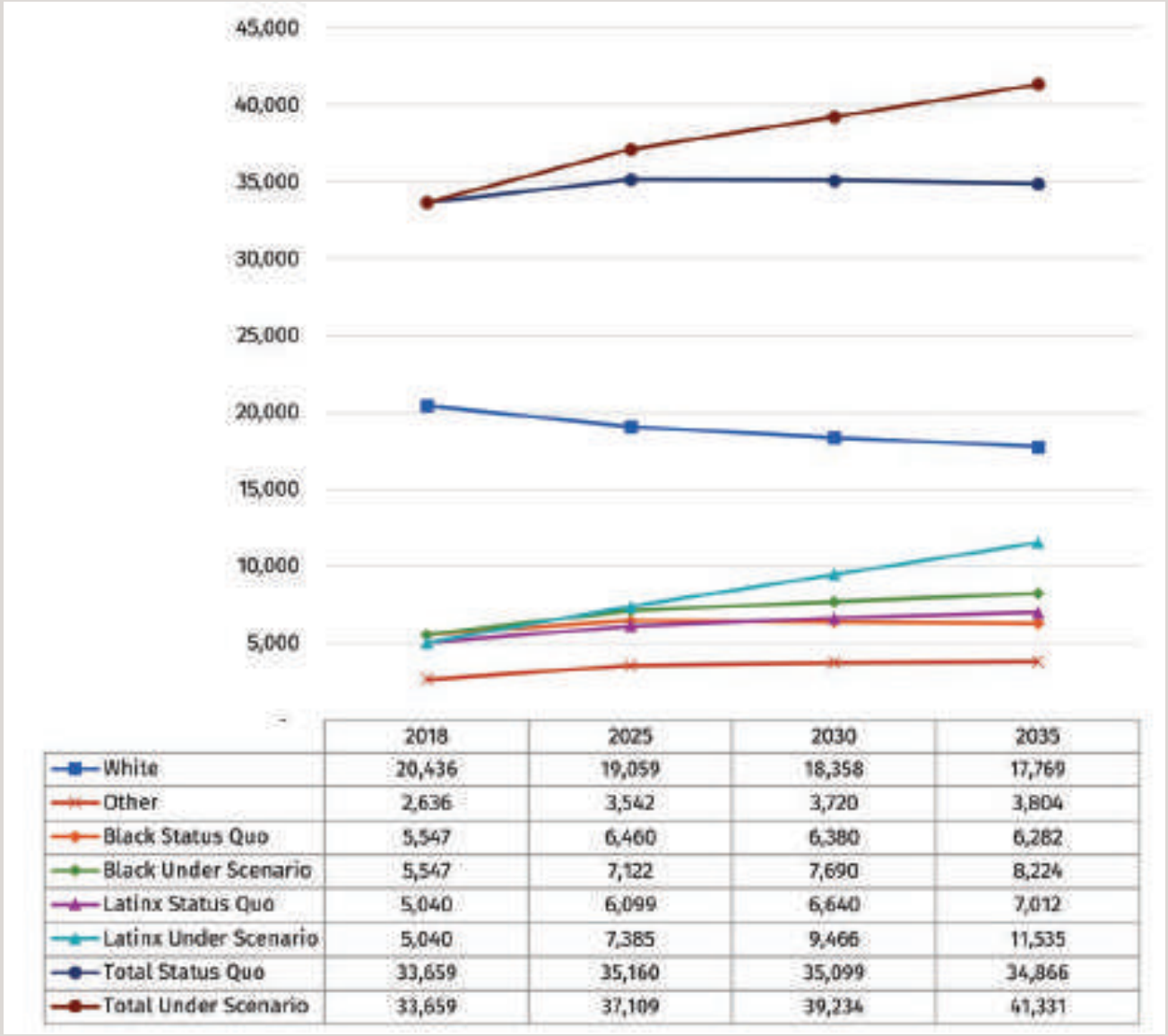


	2018	2025	2030	2035
White	54,761	49,407	47,439	46,206
Other	8,149	11,191	11,848	11,833
Black Status Quo	9,063	9,568	9,212	9,201
Black Under Scenario	9,063	11,405	12,857	14,847
Latinx Status Quo	16,236	19,719	20,876	21,736
Latinx Under Scenario	16,236	23,727	29,431	35,197
Total Status Quo	88,209	89,885	89,375	88,977
Total Under Scenario	88,209	95,730	101,576	108,083

Takeaway

Under the status quo, the total number of completions among younger adult students is projected to increase slightly from 88,200 in 2018 to 89,000 in 2035. The largest increase in completions is expected to occur in the Latinx student population, while completions among White students are expected to decrease over the projection period. Under the equity scenario, total completions would need to increase from around 88,200 to 108,100 by 2035. Black student completions would increase from around 9,100 to 14,900 by 2035, and Latinx student completions would increase from around 16,200 to 35,200 by 2035.

FIGURE 20.
Projected Total Postsecondary Completions Among Residents Aged 25–64: All Institutions

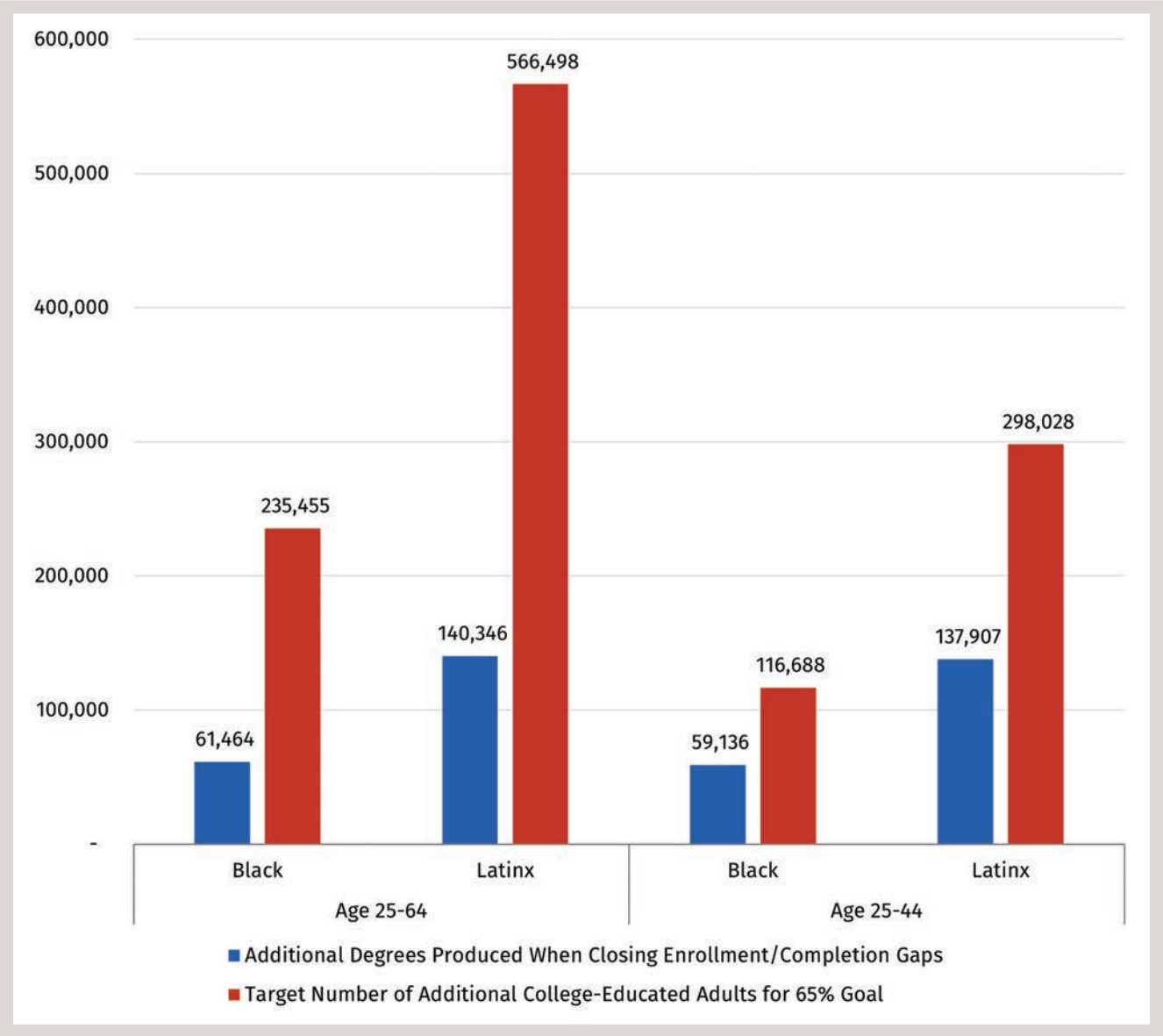


	2018	2025	2030	2035
White	20,436	19,059	18,358	17,769
Other	2,636	3,542	3,720	3,804
Black Status Quo	5,547	6,460	6,380	6,282
Black Under Scenario	5,547	7,122	7,690	8,224
Latinx Status Quo	5,040	6,099	6,640	7,012
Latinx Under Scenario	5,040	7,385	9,466	11,535
Total Status Quo	33,659	35,160	35,099	34,866
Total Under Scenario	33,659	37,109	39,234	41,331

Takeaway

Under the status quo, the total number of completions among older adult students is projected to increase slightly from 33,700 in 2018 to 34,900 in 2035. The largest increase in completions is expected to occur in the Latinx student population, while completions among White students are expected to decrease over the projection period. Under the equity scenario, total completions would need to increase from around 33,700 to 41,300 by 2035. Black student completions would increase from around 5,500 to 8,200 by 2035, and Latinx student completions would increase from around 5,000 to 11,500 by 2035.

FIGURE 21. Number of Projected Credentials Under Equity Scenario Beyond Status Quo Production Relative to Number of Additional College-Educated Adults Needed To Meet Attainment Goal



Takeaway

Under the equity scenario, the total cumulative number of additional degrees produced for Black and Latinx populations would be 201,800 by 2035. However, projected credential production under the enrollment and completion equity assumptions will still fall short of the total number of additional Black and Latinx college-educated adults needed for attainment equity, which is equivalent to about 802,000 credentials when using the constant rate status quo model. This leaves a credential "deficit" of about 600,100.

TABLE 8.
Projected Attainment Rates Under Equity Scenario, 2018–2035

	2018	2025	2030	2035
Age 25–64				
White	61.9%	61.9%	61.9%	61.9%
Black	39.7%	40.6%	42.8%	46.4%
Latinx	29.1%	30.6%	33.5%	38.1%
Other	75.4%	75.4%	75.4%	75.4%
Total	**54.7%**	**53.7%**	**54.1%**	**55.3%**
Age 25–44				
White	70.6%	70.6%	70.6%	70.6%
Black	42.5%	44.1%	47.7%	54.1%
Latinx	33.9%	36.2%	41.0%	48.5%
Other	81.2%	81.2%	81.2%	81.2%
Total	**60.8%**	**59.9%**	**61.0%**	**63.5%**
Age 25-64 if Age 25-44 Equity Scenarios are Met				
White	61.9%	61.9%	61.9%	61.9%
Black	39.7%	40.6%	42.7%	46.1%
Latinx	29.1%	30.5%	33.4%	37.9%
Other	75.4%	75.4%	75.4%	75.4%
Total	**54.7%**	**53.7%**	**54.1%**	**55.3%**

Takeaway

Under the equity scenario, the overall attainment rate for the population aged 25 to 64 would be 55% by 2035 while the attainment rates for the Black and Latinx populations would be 46% and 38%, respectively. For the population aged 25 to 44, the overall attainment rate would be 64% by 2035 while the attainment rates for the Black and Latinx populations would be 54% and 49%, respectively. Under the scenario for adults aged 25 to 44, the college attainment rate for the population aged 25 to 64 would remain at 55% by 2035.

SUMMARY AND CONCLUSIONS

This report sought to inform the Illinois P-20 Council's strategy for creating and meeting state attainment equity goals. Using status quo and equity scenario assumptions, projections were developed through 2030/35 for populations by age, sex, and race/ethnicity in Illinois; the college-educated population; direct enrollment and completions among 12th grade cohorts; first-time postsecondary enrollment and completions; and total enrollment and credentials conferred. Status quo projections showed the expected number of individuals who will enroll, complete, and possess a postsecondary credential if current rates of enrollment, completion, and attainment remain constant throughout the projection period. In contrast, equity scenario projections showed an alternative future by gradually closing gaps over the projection period. The development of equity scenarios provided a basis for identifying potential annual targets for raising enrollment, completion, and attainment among low-income and underrepresented minority 12th grade cohorts; Black and Latinx state populations; and older adults. Possible targets were presented as both rates and headcounts. A summary of key projections follows, and several implications and recommendations are provided.

Postsecondary Attainment Projections

Given projected population decreases in high-attainment groups (e.g., White adults) and population increases in low-attainment groups (e.g., Latinx adults), the overall attainment rate among ages 25 to 64 in Illinois was projected to decrease under one scenario to 52% and increase to 62% under another scenario. The overall attainment rate among ages 25–44 was projected to decrease to 58% or increase to 69%, depending upon the scenario. Attainment gaps by race/ethnicity were assumed to persist or grow larger in all cases. Taken together, the models provide lower and upper bounds on the number of college-educated adults over the projection period without significant trend disruptions (e.g., policy interventions, shifts in migration). Attainment levels for Black and Latinx adults in both the constant and historical growth rate models fall short of the Illinois 60% attainment goal.

Postsecondary Attainment Targets

The implications of three types of attainment equity scenarios were examined: a 60% goal by 2030 for all adults aged 25 to 64, a 65% goal by 2035, and a 65% goal by 2035 only for adults aged 25 to 44. However, the analysis suggests that a 65% goal limited to the population aged 25 to 44 would yield the most viable targets for improving equity in statewide attainment levels. This is due to higher starting attainment levels of Black (43% vs. 40%) and Latinx (34% vs. 29%) populations aged 25 to 44 and greater feasibility of increasing college enrollment and completion among younger than older adults. Moreover, attainment targets for adults aged 25 to 44 are also relatively lower since the college attainment rate of White adults aged 25 to 44 was already 71% in 2018 (compared to 62% for White adults aged 25 to 64), thereby precluding any need for additional White college-educated adults beyond the projected status quo.

First-Time Enrollment Projections

Reflecting changes in 12th grade cohorts, total direct enrollment at in- and out-of-state institutions is projected to decrease from about 99,500 in 2018 to 92,300 in 2030. The number of directly enrolled low-income students is expected to decrease slightly, though the number of underrepresented minority students is expected to increase through the first half of the decade. Direct enrollment among White students is projected to significantly decline.

Following changes in the state population, first-time enrollment of younger adults aged 15 to 24 under the status quo is projected to increase from about 77,200 in 2018 to 81,700 in 2035. First-time enrollment of older adults aged 25 to 64 is only expected to increase from 8,700 to 9,000 (enrollment rates decline dramatically with age for all racial/ethnic groups). The largest enrollment increase is expected to occur in the Latinx population, while a decrease in enrollment is projected in the White population. Black first-time student enrollment is projected to remain fairly stable.

Given the large gaps in enrollment among 12th grade cohorts, equity scenarios yielded significant changes

in low-income student enrollment at in-state and out-of-state institutions, increasing from 34,500 to a peak of 43,000 in 2027. Black student enrollment would increase from 13,600 to 15,500, and Latinx student enrollment would increase from 21,000 to 30,100 by 2030.[21] While the magnitude of gaps was smaller in the age group models, bridging those gaps would require non-trivial increases in student enrollment at in-state institutions. Specifically, first-time enrollment of younger and older Black students would increase from 13,100 to 14,100, and Latinx student enrollment would increase from 20,500 to 29,300 by 2035.

First-Time Cohort Completion Projections

Under the status quo, total completions among directly enrolled cohorts at in- and out-of-state institutions are projected to decrease from about 58,000 to 54,000 in 2030, though the number of completions among underrepresented students is expected to increase slightly. When focusing solely on first-time students at in-state institutions, the total number of completions among younger students is projected to increase from about 40,400 in 2018 to 42,200 in 2035, and completions will remain around 2,800 among older adult students. The largest increase in completions is expected to occur in the Latinx student population, while completions among White students are expected to decrease over the projection period.

As the relatively large gaps in completion rates were bridged in the equity scenarios, the number of credentials awarded increased significantly. Completions from direct enrollments under the equity scenario would increase from 58,100 to 68,300 in 2030. Completions among low-income students would increase from about 14,300 to 26,500; completions among Black students would increase from 5,100 to 10,200; and completions among Latinx students would increase from 10,500 to 19,500.[22] When combining completions among younger and older adults at in-state institutions in the age group models, Black student completions would increase from around 4,100 to 7,600 by 2035, and Latinx student completions would increase from around 9,200 to 16,500.

Total Enrollment

According to the status quo models, total enrollment of younger and older adults is projected to increase from about 492,200 in 2018 to 512,550 in 2035. The largest enrollment increase is expected to occur in the Latinx population, while a decrease in enrollment is projected in the White population. Black total student enrollment is projected to remain fairly stable. Under the equity scenario, total enrollment of all students would increase from 492,200 to 526,200 by 2035. Total enrollment of Black students would increase from 69,200 to 76,200, and Latinx student enrollment would increase from 107,300 to 159,300.

Total Credentials

Following enrollment patterns, the total number of credentials conferred to younger and older students under the status quo is projected to increase from about 121,900 in 2018 to 123,800 in 2035. When gaps in production rates were bridged in the equity scenarios, credentials conferred to Black students increased from around 14,600 to 23,100 by 2035, and credentials conferred to Latinx students increased from around 21,300 to 46,700. Total credentials conferred to Illinois residents increased from 121,900 to 149,400.

When comparing the cumulative number of additional credentials conferred beyond the status quo with the cumulative number of additional college-educated adults needed to meet the 65-by-35 attainment goal for Black and Latinx populations, it becomes evident that gradually establishing enrollment and completion equity through 2035 could facilitate progress towards attainment equity in the population, though significant gaps would remain. Under the equity scenario for ages 25–64, the total cumulative number of additional degrees produced for Black and Latinx populations would be 201,800 by 2035. However, projected credential

[21] Projections by family income and race/ethnicity do not account for race-income intersections, and thus totals from both models cannot be summed.

[22] Projections of direct enrollment and completion do not account for migration of recent high school graduates to out-of-state institutions.

production under the enrollment and completion equity assumptions will still fall short of the total number of additional Black and Latinx college-educated adults needed for attainment equity, which is equivalent to about 802,000 credentials. This leaves a credential "deficit" of about 600,100. For ages 25–44, the total cumulative number of additional degrees produced for Black and Latinx populations would be 197,043 by 2035. Projected credential production would again fall short of the total number of additional Black and Latinx college-educated adults needed for attainment equity (414,700). However, the resulting credential deficit is much smaller (217,657).

Conclusions

The projections in this report are intended to support the Illinois P-20 Council in its design and realization of state-level equity goals for postsecondary enrollment, completion, and attainment. Specific annual targets were identified to close the existing college attainment gaps for Black, Latinx, and low-income adults by 2035. The projections and gap analyses are also suggestive of some directions and opportunities as stakeholders in Illinois consider the refinement of attainment goals and strategies for improving enrollment and completion equity.

- **Policy intervention is needed to significantly increase overall attainment and attainment equity.** Given projected population decreases in high-attainment groups (e.g., White adults) and population increases in low-attainment groups (e.g., Latinx adults), the overall attainment rate in Illinois could decrease from 54.7% in 2018 to 52% in 2035 for 25- to 64-year-old adults and from 60.8% to 58% for 25- to 44-year-olds, if participation and completion rates remain constant. An alternative growth model suggests that the total attainment rate for Illinois could reach 62% by 2035 for 25- to 64-year-old adults and 69% for 25- to 44-year-olds, though attainment gaps by race/ethnicity were projected to grow larger.

- **The viability of attainment equity goals is partly a function of combining the desired attainment rate with time span and age group.** The 60% attainment equity goal for 2030 yields the most ambitious annual targets, wherein the annual number of Black and Latinx college-educated adults aged 25 to 64 would need to increase by about 65,000, or an 11% annual increase. In contrast, a 65% goal for 2035 would yield more viable targets for improving equity in statewide attainment levels, requiring an annual increase of 54,000 college-educated Black and Latinx adults, or 9% annually. If a 65% by 2035 goal were limited to the population aged 25 to 44, the annual number of Black and Latinx college-educated adults would need to increase by about 28,000, or 7% annually.

- **Improvements in enrollment and completion equity in the Illinois postsecondary system can play a significant role in realizing state attainment equity goals.** Without changes in college enrollment and production rates, the annual number of credentials conferred is projected to increase from 14,600 to 15,500 for Black students and from 21,300 to 28,700 for Latinx students. When gaps in enrollment and production rates were bridged in the equity scenarios, annual credentials conferred to Black students increased to 23,071 by 2035, and credentials conferred to Latinx students increased to 46,732.

- **First-time college enrollment and completion equity should be monitored and improved across institutional sectors for 12th grade cohorts, younger adults under the age of 25, and older adults.** Enrollment disparities were greatest in direct college enrollment rates of 12th grade cohorts (at in-state and out-of-state institutions) and enrollment rates of younger adults at in-state four-year institutions, particularly private four-year institutions. Moreover, relatively large completion rate gaps among full-time students were evident across institutional sectors. Black students graduate at rates that are 26 to 37 percentage points lower than the graduation rates of White students, and Latinx students graduate at rates that are 11 to 18 percentage points lower.

- **Ensure that curricula and support systems are accessible for part-time students while incentivizing and enabling full-time enrollment.** The completion rates of part-time students were consistently and substantially lower than the completion rates of full-time students, regardless of race and ethnicity. Policymakers and institutional leaders should ensure

that students understand the challenges of part-time enrollment and possess the financial resources to enroll full-time.

- **Improvements in enrollment and completion equity may require increases in state funding for higher education and investments in system coordination.** Annual total fall enrollment of younger and older adults is projected to increase under the status quo from about 492,200 in 2018 to 512,500 in 2035. Under the equity scenario, however, annual total enrollment of all students would increase from 492,200 to 526,200 by 2035. Although specific resource implications were not examined in this report, a significant expansion in annual total enrollment without commensurate increases in institutional appropriations may create financial pressures to raise tuition rates or dilute educational quality in ways that impact student learning and completion rates.[23] Effective interventions for improving college success rates among disadvantaged groups are frequently resource intensive.[24]

- **The role of postsecondary institutions in promoting educational equity should be assessed within the context of broader educational and social systems.** Policymakers should be mindful of the limitations of solely relying on postsecondary institutions to increase enrollment and completion rates among disadvantaged groups. Educational inequities begin in early childhood development and are evident throughout the P-12 system. One component of the Illinois attainment strategy must thus involve significant improvements in college preparation. Reform efforts should also consider how inequities stem from the broader social system involving housing, healthcare, transportation, and criminal justice.

- **Diverse and complimentary strategies should be considered to meet attainment equity goals.** Under the equity scenarios, the total cumulative number of additional degrees produced by the Illinois postsecondary system would fall short of the total target needed to meet the 65% attainment goal for Black and Latinx populations. Additional strategies may be needed to compensate for the remaining credential deficit, which ranged from 217,700 to 600,100. Complimentary approaches include reducing the out-migration of first-time college students through state grant aid programs[25] as well as increasing the net in-migration of college-educated adults through urban planning, knowledge-innovation economic development, and community relocation incentives.

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[23] See Tandberg, D., & Laderman, S. (2018). *Evaluating state funding effort in higher education.*

[24] E.g., Scrivener et al. (2015). *Doubling graduation rates three-year effects of CUNY's Accelerated Study in Associate Programs (ASAP) for developmental education students.*

[25] See MHEC. (2019). *State grant aid: An overview of programs and recent research.*

APPENDIX A: PROJECTIONS METHODOLOGY

State Population by Age, Gender, and Race/Ethnicity

Population projections for 2025, 2030, and 2035 by five-year age group, gender, and race/ethnicity were developed using the Hamilton-Perry approach, which is a reduced form of the cohort-component method. Census counts for 1990, 2000, 2010 and estimates for 2017 were used as input data. Baseline projections were developed for 2020, 2030, and 2040, and then interpolated to obtain estimates for 2025 and 2035. Further, the projections were developed for the U.S. as well as all 50 states and D.C., including Illinois, ensuring the state population is built within the context of national trends.

The exponential growth rate is calculated using population totals from 2010 and 2017. Using 2017 as the launch year, we apply this exponential growth rate to get the final state-level projections for 2020.[26] After constructing the U.S. population projections and corresponding age-distribution, each of the state populations for 2030 and 2040 is projected using exponential growth, and the state totals, including Illinois, are raked to the national total. This is the final state-level projection for 2030 and 2040.

For projecting the population by age, we apply the state-specific child population ratios (CPRs) and cohort change ratios (CCRs) to age forward the 2010 population for each state. This generates the proper Hamilton-Perry age distribution for 2020 within each state, which can then be applied to the state population for 2020 calculated earlier, in order to get the projected population by age for 2020. This process is repeated for 2030 and 2040 by applying the Hamilton-Perry age forwarding to the state population in the immediately preceding decade and using this age distribution to redistribute the previously calculated state total projections.

Race and ethnicity projections are developed using Hamilton-Perry method to project age groups by race (White, Black, Asian, and Other) and Hispanic origin (Hispanic and non-Hispanic). National-level age-race/ethnicity-specific CCRs (based on 2000 to 2010) and CPRs (held constant to 2010) were used to minimize randomness. Projections by gender are determined by maintaining the population's age-specific sex-ratio as per the 2010 census. Projections for non-Hispanic race categories were based on the 2010 Census distribution of White, Black, Asian, and Other who also reported "Hispanic:" 11%, 2%, 1%, and 82%, respectively. Subsequent limitations in enrollment and completion data necessitated an aggregation of Other and Asian population counts into a single "Other" category (approximately 98% Asian).

Finally, we calculated Illinois' mid-decade projections for 2025 and 2035 by interpolating between 2020, 2030, and 2040. We also ensure state population projections are controlled to the national total, age is controlled to the state total population, race and ethnicity are controlled to each age, and sex is controlled to each age-race and age-ethnicity group.

The assumptions of the population projections model include:

- The future population in Illinois is expected to grow at the same rate observed between 2010–2018, constrained by the national total and the totals of other 49 states and District of Columbia.
- Age-specific migration is assumed the same as that of the last two decades and is incorporated in the cohort change ratio.
- Race projections are assumed to follow the trends observed in the last two decades.

The model limitations include:

- The future is inherently unknown; therefore, any projection is only one of many possible outcomes, based on one set of assumptions.
- State total and age projections tend to be more accurate than race projections. Race is fluid. How the U.S. Census Bureau asks and tabulates race, how people perceive themselves and self-report race, and how immigration policy changes the U.S. population will all affect future race data.

[26] The detailed projections methodology for the U.S. population for 2020, 2030, and 2040, including the Hamilton-Perry method, CPRs (child population ratio) and CCRs (cohort change ratio) is available here: https://demographics.coopercenter.org/sites/demographics/files/2019-02/NationalProjections_MethodologyOverview_Dec2018.pdf

12th Grade Cohorts

Projections of 12th grade cohorts were made by race/ethnicity, sex, and income. Seven racial/ethnic groups were modeled: American Indian, Asian, Black, Latinx, Native Hawaiian or other Pacific Islander, two or more races, and White. (Asian, Native Hawaiian, and Pacific Islander students were aggregated into a single category in a subsequent stage.) Two sexes were modeled: male and female. Two income groups were modeled: students receiving free-/reduced-price lunch and students not receiving free-/reduced-price lunch. Future 12th grade cohorts were projected based on each cohort's 2nd grade enrollment data. For each combination of race/ethnicity, sex, and income, a ratio of 12th grade enrollment to 2nd grade enrollment was created based on the high school class of 2019's 12th grade to 2nd grade enrollment. The ratios were applied to the classes of 2020 to 2029 by using each cohort's actual 2nd grade enrollment from 2010 to 2019.

POSTSECONDARY ENROLLMENT

State Population by Age, Gender, and Race/Ethnicity

Enrollment projections were made for both first-time enrollment and total fall enrollment at public two-year colleges (Illinois Community College Board), public and private four-year institutions (Illinois Board of Higher Education), private two-year colleges (IPEDS, total enrollment), and less than two-year colleges (IPEDS, total enrollment only).[27] Postsecondary enrollment projections for 2025, 2030, and 2035 were based on enrollment shares from 2018. Enrollment shares were created for each of the eight age groups in combination with gender and race/ethnicity. The enrollment shares are the number of students enrolled per 1,000 people in the corresponding population. After total enrollment is calculated based on enrollment shares, enrollment intensity by age, gender, and race/ethnicity is estimated. Enrollment intensity was estimated by using a ratio of full-time and part-time students in 2018. After enrollment intensity is applied to the enrollment projections, the data are aggregated into two larger age groups: 15 to 24, and 25 and older. The status quo enrollment projections were created by applying constant enrollment rates from 2018 to projected populations. Equity scenarios were developed by setting the rate of increase such that the enrollment rate of the underrepresented group in question equaled that of the White group by 2035 unless the former was already higher than the latter. (Equity simulations were developed with age sub-categories, which may not be evident when examining rate tables in Appendix C.)

12th Grade Cohorts

For projecting college enrollment by income, data were aggregated by eligibility for free-/reduced-price lunch. A ratio was created based on each income group's first-time college enrollment based on data from the National Student Clearinghouse in the fall of 2018 to their 12th grade enrollment in 2017–18. These ratios were applied to each projected 12th grade cohort. Enrollment intensity was then estimated by the distribution within each racial/ethnic group of full-time and part-time first-time students in the fall of 2018 by Pell grant-recipient status based on data from IPEDS. This distribution was applied to all projected first-time freshmen cohorts. Projected FTE enrollment is calculated by dividing the number of projected part-time students by three and adding it to the total number of projected full-time students. The status quo enrollment projections were created by applying constant enrollment rates from the fall of 2018 to projected 12th grade populations. Equity scenarios were developed by setting the full-time/part-time rate of increase such that the full-time/part-time enrollment rate of low-income students equaled that of higher-income students by 2030.

For projecting college enrollment by race/ethnicity, a ratio was created based on each racial/ethnic group's first-time college enrollment based on data from the National Student Clearinghouse in the fall of 2018 to their 12th grade enrollment in 2017–18. These ratios were applied to each projected 12th grade cohort. Enrollment intensity was estimated by the distribution within each racial/ethnic group of full-time and part-time first-time

[27] The enrollment and completion projection models do not account for changes in likely covariates, such as economic conditions (e.g., unemployment rates), out-state student migration, tuition rates, pandemics, and technological advances.

students in the fall of 2018 for two-year institutions (based on data from the Illinois Community College Board) and four-year institutions (based on data from IPEDS). This distribution was applied to all projected first-time freshmen cohorts. Projected FTE enrollment is calculated by dividing the number of projected part-time students by three and adding it to the total number of projected full-time students. The status quo enrollment projections were created by applying constant enrollment rates from fall of 2018 to projected 12th grade populations. Equity scenarios were developed by setting the rate of increase such that the full-time/part-time enrollment rate of the underrepresented group in question equaled that of the White group by 2030 unless the former was already higher than the latter.

POSTSECONDARY COMPLETION

State Population First-Time Student Completions

Two sets of ratios were created for projecting college completion by race for first-time students. Completions included any undergraduate credential, including short-term certificates, associate degrees, and bachelor's degrees awarded within 150% of program time (e.g., six years for a student starting at a four-year institution). The first was a completion rate of any award for first-time students by race/ethnicity and enrollment intensity (IPEDS was used for full-time students; NCES Beginning Postsecondary Survey was used for part-time students). The second is a transfer completion ratio for students who transferred and completed at another institution. This second ratio was computed by enrollment intensity and race/ethnicity using the NCES Beginning Postsecondary Survey data. The completion ratios do not account for differences by sex and residency status, which is a limitation of the model. Both ratios were multiplied by a cohort's projected enrollment and are summed together to project total completions. The status quo completion projection was created by applying constant IPEDS completion rates from 2018 to projected enrollment. The equity scenario was developed by setting the rate increase such that the completion rate of the underrepresented group in question in each sector equaled that of the White group in each sector by 2035 unless the former was already higher than the latter. The completion rates of the White and Other group were held at the status quo in the equity scenario.

State Population Total Student Completions

A single production ratio was created for projecting college credentials by race based on total fall enrollment projections. Completions included any undergraduate credential, including short-term certificates, associate degrees, and bachelor's degrees. Using IPEDS data, the credential production rate was computed as the average number of completions over three years (2016, 2017, and 2018) divided by the average total undergraduate fall enrollment over the same three-year period. The credential production ratio does not account for differences by sex, age, and residency status, which is a limitation of the model. The 2018 credential estimates were revised by applying a harmonization factor that constrained subgroup credentials to total residency-adjusted credential counts derived from IPEDS. The residency-adjusted credential counts were based on the following residency ratios derived from fall enrollment: all less-than-two-year institutions (.97); public two-year institutions (.99); private for profit and not-for-profit two-year institutions (.85); public four-year institutions (.91); and private four-year (.59).

The status quo credential production projection was created by applying constant credential production rates to projected enrollment. The equity scenario was developed by setting the rate increase such that the credential production rate of the underrepresented group in question equaled that of the White group in each sector by 2035 unless the former was already higher than the latter. The completion rate of the Other group was held at the status quo in the equity scenario.

12th Grade Cohort Completions

Two sets of ratios were created for projecting college completion by income. The first one is an eight-year completion rate of any postsecondary credential of first-time students by Pell grant recipient status and enrollment intensity but not residency status (derived from IPEDS). The second one is a transfer completion ratio that was derived from the National Student

Clearinghouse and was disaggregated by enrollment intensity but not income or residency status, which is a limitation of the model. Both ratios are multiplied by a cohort's projected enrollment and are then summed to project total completions. To compute the total number of FTE completions, the total number of completions by part-time students was divided by three and added to the total number of completions by full-time students. The status quo completion projections were created by applying constant IPEDS completion rates from 2018 to projected enrollment. Equity scenarios were developed by setting the rate of increase such that the full-time/part-time completion rate of low-income students equaled that of higher-income students by 2030.

Two sets of ratios were created for projecting college completion by race/ethnicity. The first is a completion rate of first-time students by race and enrollment intensity but not residency status (IPEDS was used for full-time students; BPS was used for part-time students). The second is a transfer completion ratio by enrollment intensity and race/ethnicity (but not residency) that was derived from BPS. Both ratios were multiplied by a cohort's projected enrollment and summed to project total completions. To compute the total number of FTE completions, the total number of completions by part-time students was divided by three and summed with the total number of completions by full-time students. The status quo completion projections were created by applying the constant IPEDS completion rates from 2018 for first-time, full-time students and the BPS rates from 2017 for all other students to projected enrollment. Equity scenarios were developed by setting the rate of increase such that the full-time/part-time completion rate of the underrepresented group in question equaled that of the White group unless the former was already higher than the latter.

POSTSECONDARY ATTAINMENT

State Population by Age, Sex, and Race/Ethnicity

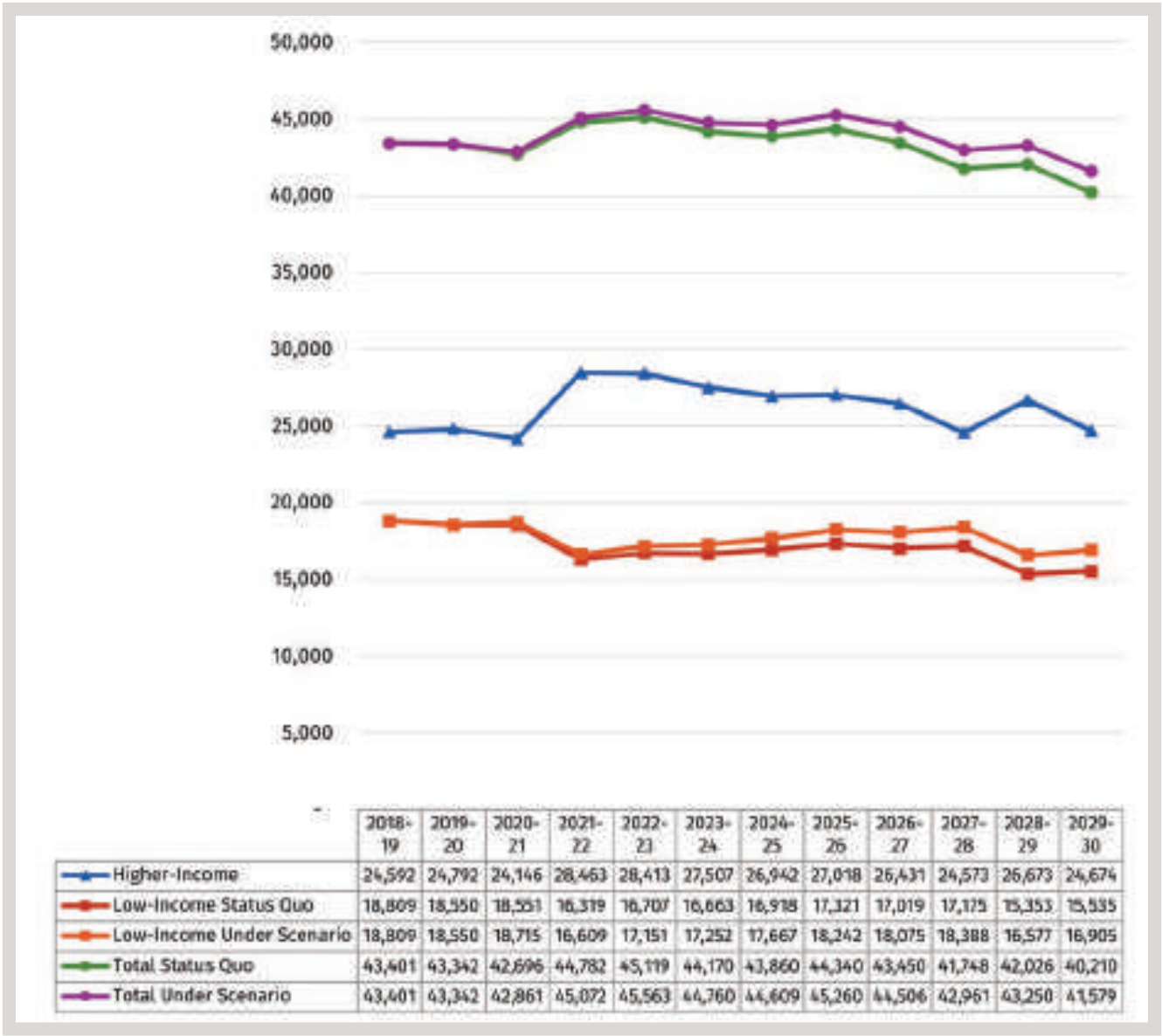
Several steps were taken to develop (a) projections of college-educated adults, (b) target attainment rates, and (c) the number of additional credentials needed to meet targets. Before attainment rates are calculated, the data by both sex and age group are aggregated to the race/ethnicity level. Linear interpolation was used to derive population projections over the 17–year period. The starting values for the total attainment rates by race and ethnicity are a sum of the 2018 associate and above attainment rates from the U.S. Census Bureau and an estimate of certificate attainment in Illinois. To estimate certificate attainment, the number of 2017–18 certificate completions at all Illinois postsecondary institutions are divided by the total number of enrolled students at Illinois postsecondary institutions in fall 2016 for both the state total and each race/ethnicity (using IPEDS data). The overall rate and race-specific rates are then weighted to Illinois' 25 to 64 certificate attainment rate (derived from the Georgetown University Center on Education and the Workforce and the Lumina Foundation).[28] Two types of status quo projections were then produced for the number of adults with a postsecondary credential: constant and growth. The constant rate projections were created by applying constant attainment rates from 2018 to projected populations. In the growth rate model, the attainment rate annually increases at the same rate as between 2007 and 2018. For the population aged 25 to 64, the annual growth rate for the total population was 0.53%. For Whites, the rate was 0.67%, for Blacks, the rate was 0.31%, for the Latinx group, the rate was 0.43%, and for the Other group, the rate was 0.48%. For the population aged 25 to 44, the annual growth rate for the total population was 0.68%. For Whites, the rate was 0.85%, for Blacks, the rate was 0.33%, for the Latinx group, the rate was 0.49%, and for the Other group, the rate was 0.38%.

Annual postsecondary attainment rate targets were established by setting an attainment goal of 60% by 2030 or 65% by 2035 and then equally distributing percentage increases over the intervening years. The additional number of credentials needed to maintain progress towards the attainment rate targets was calculated as the difference between the number of college-educated adults expected if the attainment targets were met and the number of adults with a postsecondary credential in the constant rate model.

[28] Lumina Foundation. (2019). A stronger nation. Retrieved from http://strongernation.luminafoundation.org/report/2019/#nation

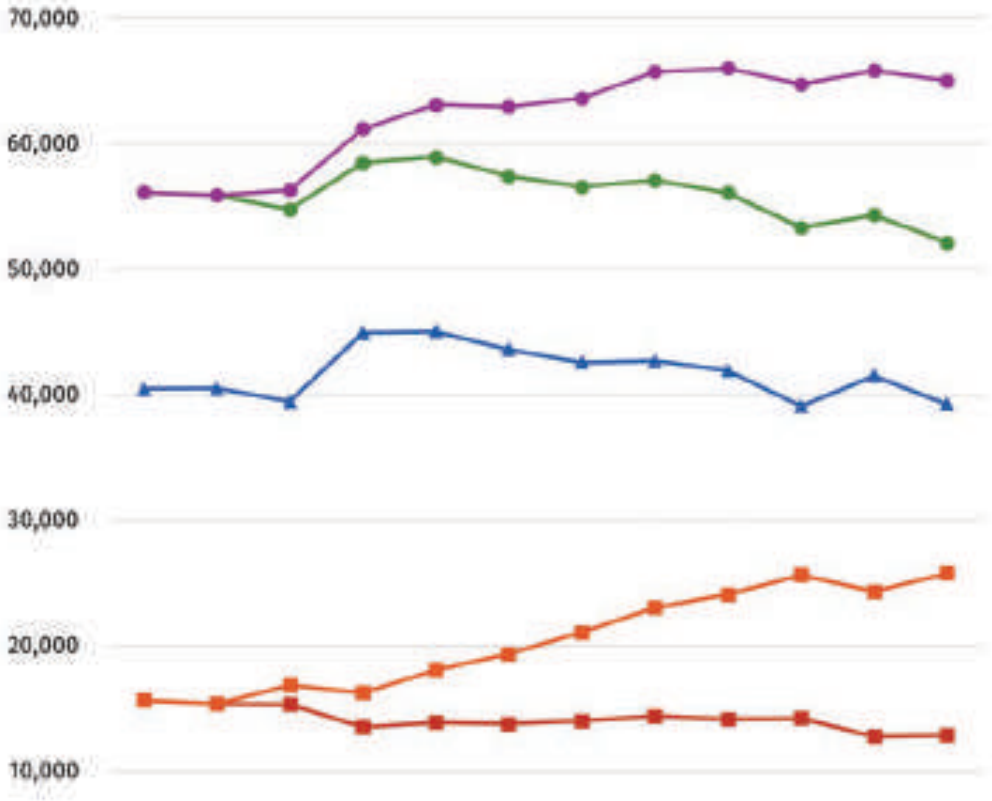
APPENDIX B: PROJECTIONS BY SECTOR

FIGURE B1. Projected Direct Postsecondary Enrollment Among Public High School 12th Grade Students by Family Income: Total Headcount at Two-Year Institutions



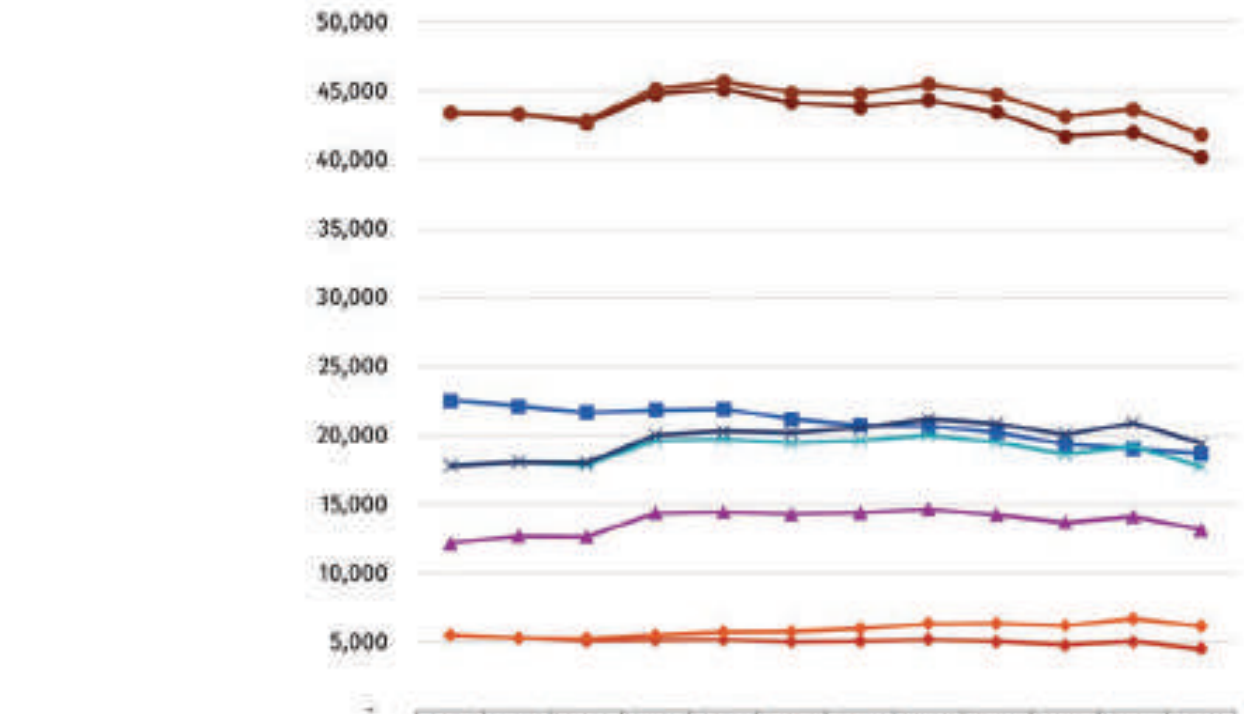
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Higher-Income	24,592	24,792	24,146	28,463	28,413	27,507	26,942	27,018	26,431	24,573	26,673	24,674
Low-Income Status Quo	18,809	18,550	18,551	16,319	16,707	16,663	16,918	17,321	17,019	17,175	15,353	15,535
Low-Income Under Scenario	18,809	18,550	18,715	16,609	17,151	17,252	17,667	18,242	18,075	18,388	16,577	16,905
Total Status Quo	43,401	43,342	42,696	44,782	45,119	44,170	43,860	44,340	43,450	41,748	42,026	40,210
Total Under Scenario	43,401	43,342	42,861	45,072	45,563	44,760	44,609	45,260	44,506	42,961	43,250	41,579

FIGURE B2. Projected Direct Postsecondary Enrollment Among Public High School 12th Grade Students by Family Income: Total Headcount at Four-Year Institutions



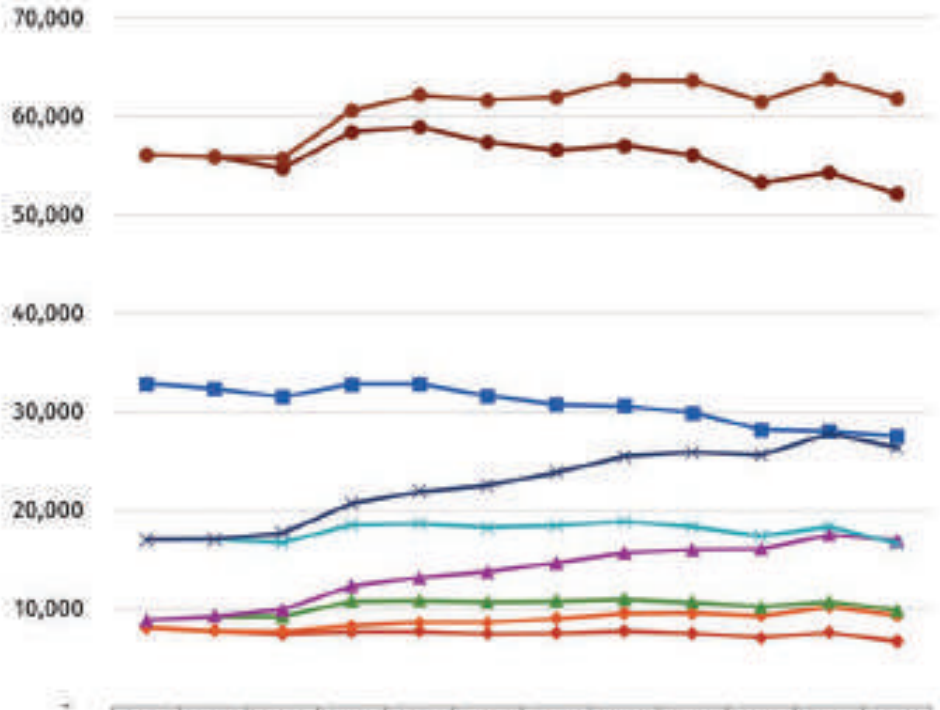
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Higher-Income	40,467	40,519	39,440	44,932	45,041	43,602	42,571	42,705	41,932	39,094	41,522	39,233
Low-Income Status Quo	15,672	15,391	15,332	13,535	13,896	13,796	14,011	14,382	14,155	14,230	12,796	12,887
Low-Income Under Scenario	15,672	15,391	16,879	16,261	18,078	19,348	21,064	23,044	24,093	25,641	24,317	25,777
Total Status Quo	56,139	55,910	54,772	58,467	58,937	57,398	56,582	57,087	56,087	53,324	54,318	52,119
Total Under Scenario	56,139	55,910	56,319	61,193	63,120	62,949	63,635	65,749	66,024	64,736	65,839	65,010

FIGURE B3. Projected Direct Postsecondary Enrollment Among Public High School 12th Grade Students: Total Headcount at Two-Year Institutions



	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
White	22,556	22,118	21,675	21,853	21,918	21,213	20,759	20,682	20,233	19,383	19,033	18,690
Black Status Quo	5,512	5,296	5,076	5,138	5,171	5,020	5,061	5,192	5,052	4,783	5,034	4,505
Black Under Scenario	5,512	5,296	5,265	5,515	5,742	5,760	5,993	6,339	6,355	6,196	6,690	6,163
Latinx Status Quo	12,184	12,690	12,661	14,371	14,454	14,290	14,387	14,635	14,242	13,693	14,112	13,156
Latinx Under Scenario	12,184	12,690	12,661	14,371	14,454	14,290	14,387	14,635	14,242	13,693	14,112	13,156
Underrepresented Minority Status Quo	17,804	18,089	17,845	19,634	19,740	19,453	19,631	20,036	19,528	18,845	19,225	17,740
Underrepresented Minority Under Scenario	17,804	18,089	18,035	20,004	20,315	20,200	20,575	21,200	20,852	20,076	20,889	19,408
Total Status Quo	43,401	43,342	42,696	44,782	45,119	44,170	43,860	44,340	43,450	41,748	42,026	40,210
Total Under Scenario	43,401	43,342	42,886	45,162	45,694	44,917	44,804	45,503	44,774	43,179	43,690	41,878

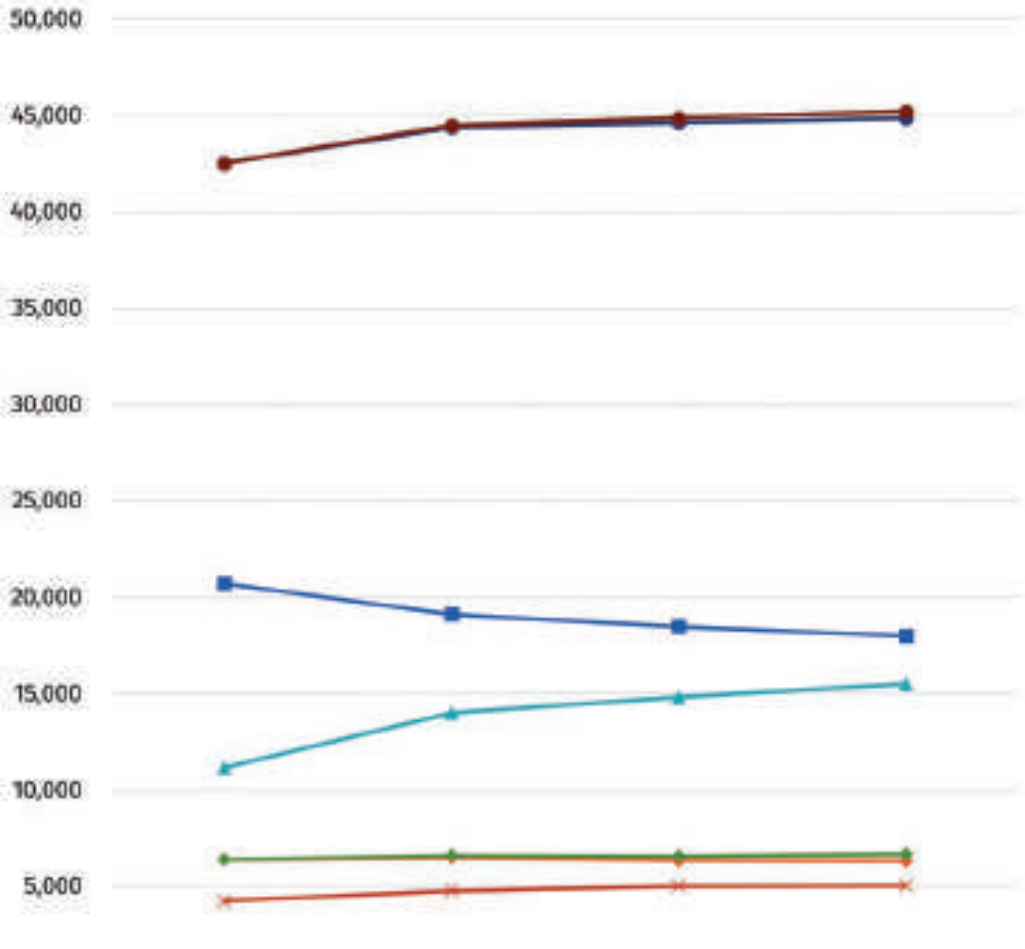
FIGURE B4. Projected Direct Postsecondary Enrollment Among Public High School 12th Grade Students: Total Headcount at Four-Year Institutions



	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
White	32,865	32,326	31,526	32,814	32,837	31,621	30,739	30,593	29,901	28,180	28,023	27,552
Black Status Quo	8,069	7,747	7,395	7,637	7,686	7,445	7,506	7,713	7,482	7,053	7,565	6,682
Black Under Scenario	8,069	7,747	7,693	8,232	8,585	8,611	8,976	9,522	9,537	9,282	10,177	9,297
Latinx Status Quo	8,821	9,228	9,201	10,761	10,824	10,677	10,761	10,939	10,633	10,187	10,684	9,845
Latinx Under Scenario	8,821	9,228	9,889	12,309	13,158	13,759	14,635	15,669	16,007	16,096	17,501	16,933
Underrepresented Minority Status Quo	16,993	17,072	16,699	18,506	18,618	18,255	18,434	18,841	18,322	17,391	18,323	16,602
Underrepresented Minority Under Scenario	16,993	17,072	17,692	20,667	21,878	22,544	23,846	25,473	25,872	25,629	27,803	26,362
Total Status Quo	56,139	55,910	54,772	58,467	58,937	57,398	56,582	57,087	56,087	53,324	54,318	52,119
Total Under Scenario	56,139	55,910	55,765	60,628	62,197	61,686	61,993	63,719	63,636	61,562	63,798	61,879

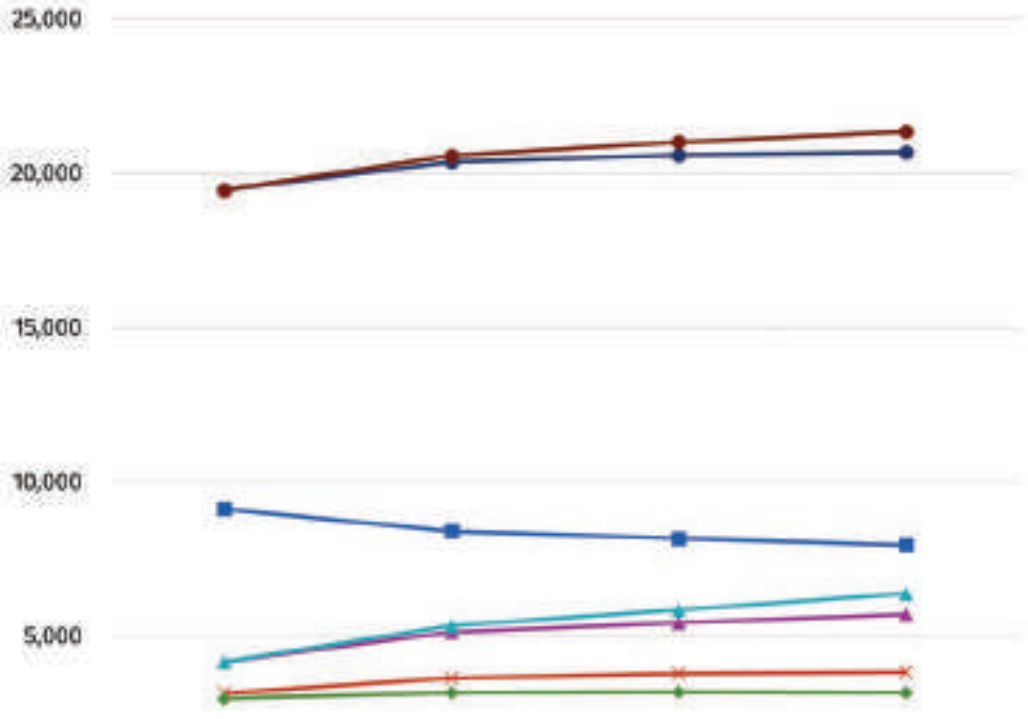
First-Time Enrollment Projections for Younger and Older Adult Population by Race and Ethnicity

FIGURE B5. Projected First-Time Postsecondary Enrollment Among Residents Aged 15–24: Total Headcount at Public Two-Year Institutions



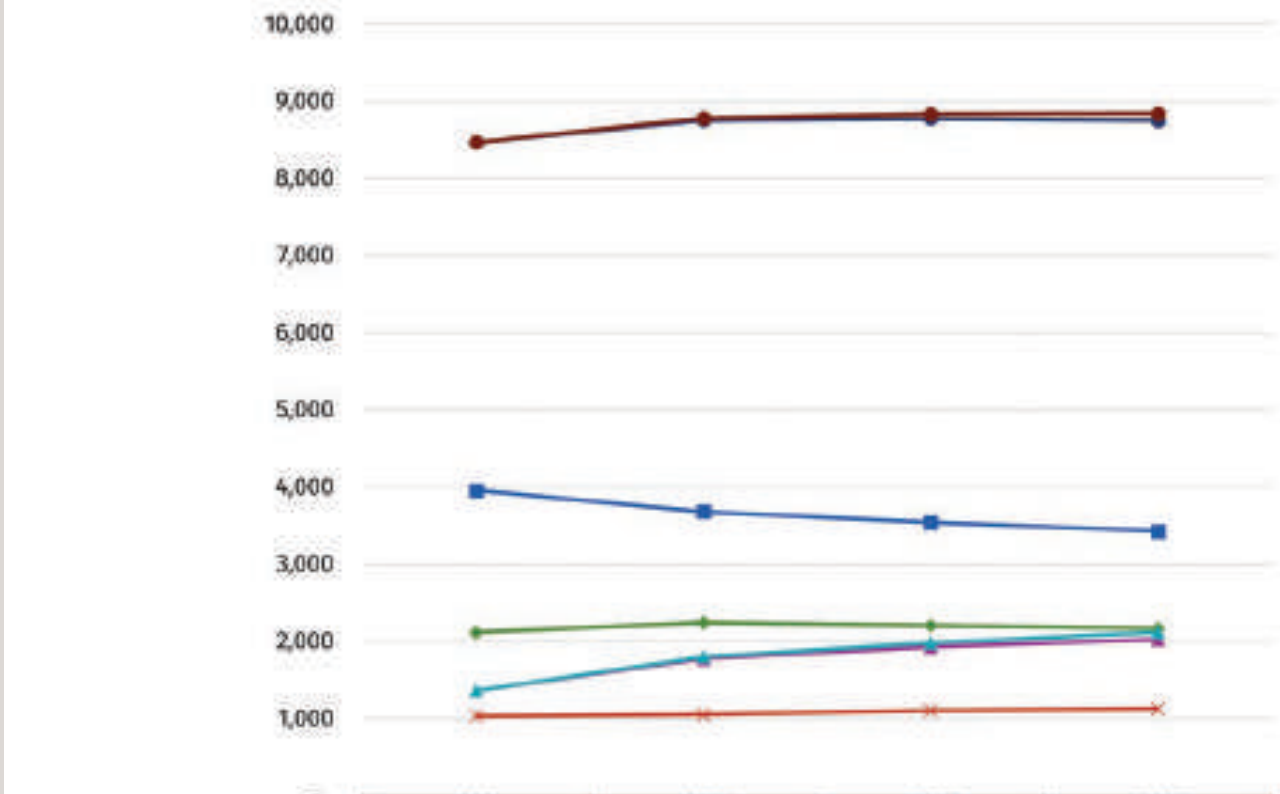
	2018	2025	2030	2035
White	20,729	19,124	18,490	18,000
Other	4,240	4,769	5,007	5,031
Black Status Quo	6,401	6,489	6,346	6,329
Black Under Scenario	6,401	6,606	6,581	6,680
Latinx Status Quo	11,160	13,997	14,806	15,508
Latinx Under Scenario	11,160	13,997	14,806	15,508
Total Status Quo	42,530	44,379	44,648	44,868
Total Under Scenario	42,530	44,496	44,884	45,220

FIGURE B6. Projected First-Time Postsecondary Enrollment Among Residents Aged 15–24: Total Headcount at Public Four-Year Institutions



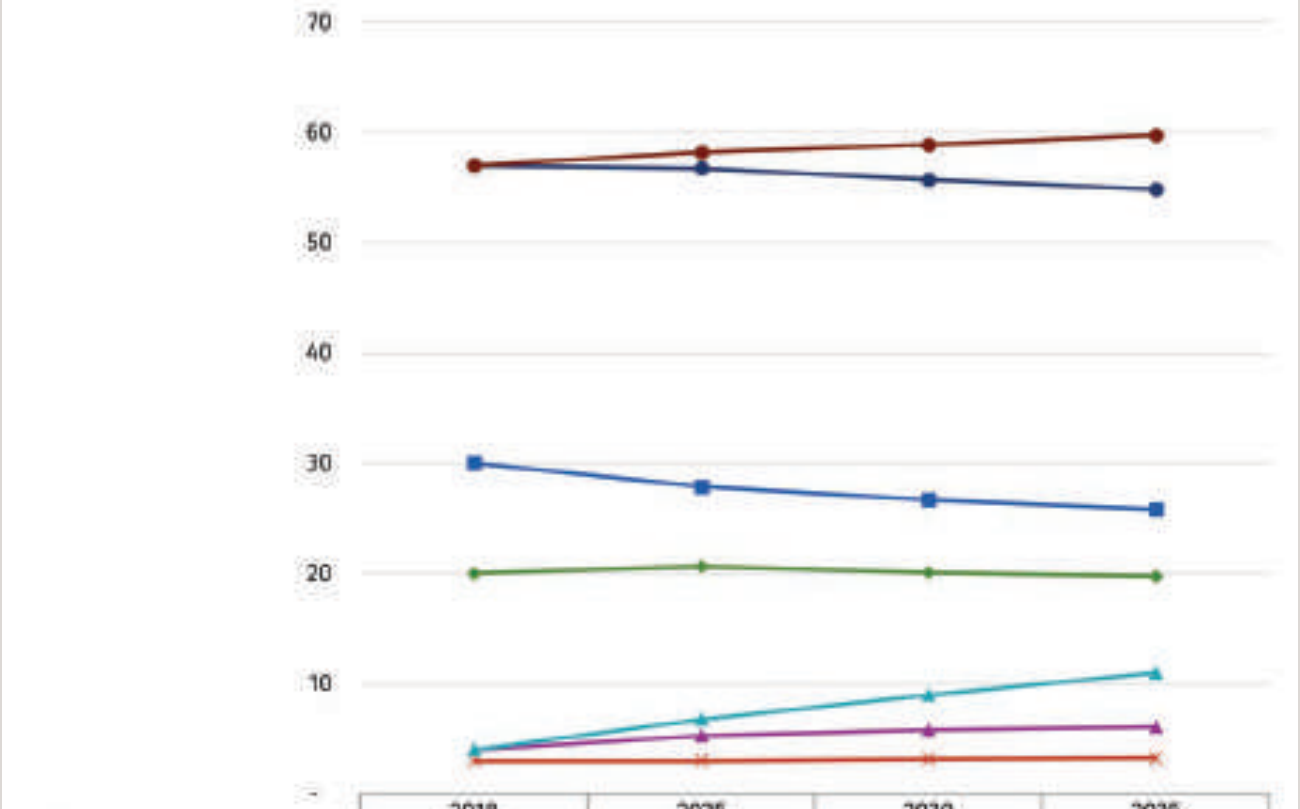
	2018	2025	2030	2035
White	9,132	8,411	8,175	7,956
Other	3,166	3,651	3,798	3,843
Black Status Quo	2,991	3,176	3,191	3,175
Black Under Scenario	2,991	3,176	3,191	3,175
Latinx Status Quo	4,179	5,141	5,435	5,717
Latinx Under Scenario	4,179	5,342	5,859	6,386
Total Status Quo	19,468	20,380	20,599	20,690
Total Under Scenario	19,468	20,581	21,024	21,360

FIGURE B7. Projected First-Time Postsecondary Enrollment Among Residents Aged 25–64: Total Headcount at Public Two-Year Institutions



	2018	2025	2030	2035
White	3,956	3,683	3,543	3,429
Other	1,032	1,053	1,103	1,127
Black Status Quo	2,115	2,245	2,205	2,167
Black Under Scenario	2,115	2,245	2,205	2,167
Latinx Status Quo	1,366	1,775	1,927	2,027
Latinx Under Scenario	1,366	1,801	1,984	2,118
Total Status Quo	8,469	8,757	8,778	8,751
Total Under Scenario	8,469	8,783	8,835	8,842

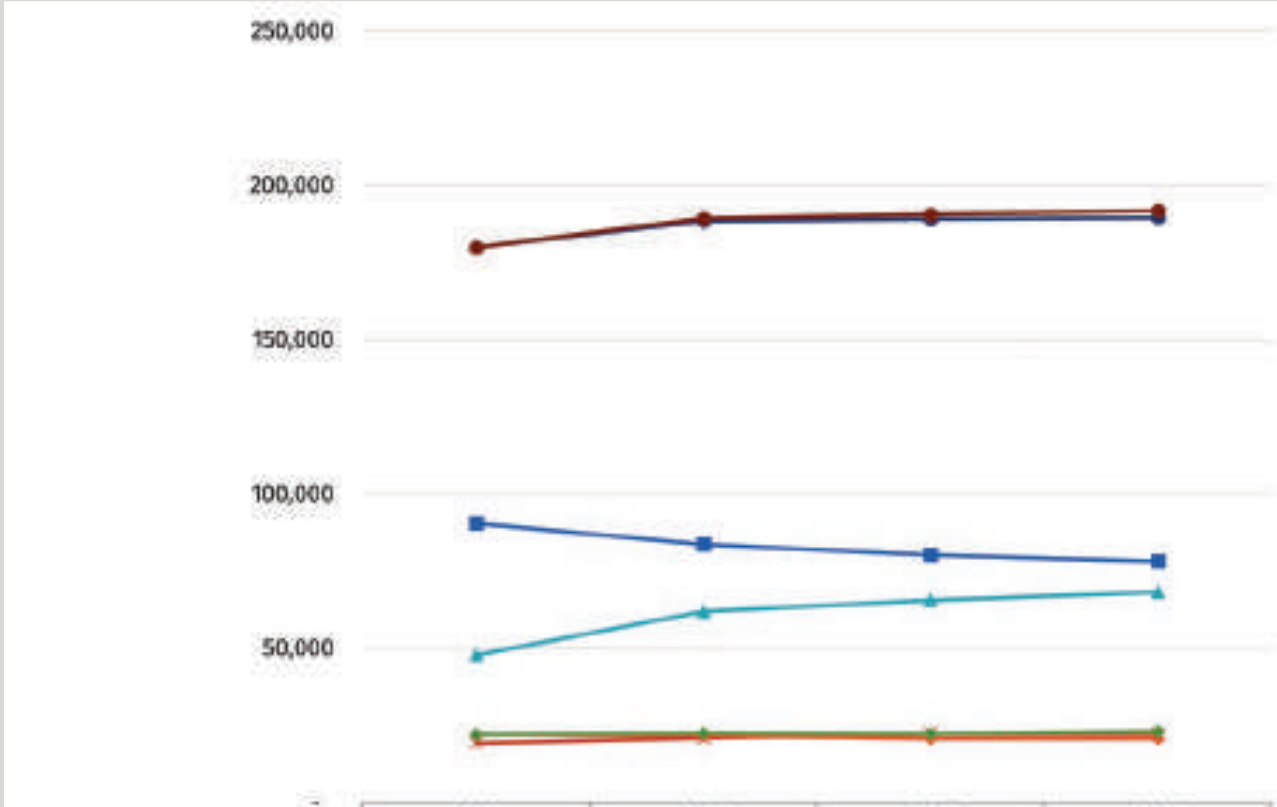
FIGURE B8. Projected First-Time Postsecondary Enrollment Among Residents Aged 25–64: Total Headcount at Public Four-Year Institutions



	2018	2025	2030	2035
White	30	28	27	26
Other	3	3	3	3
Black Status Quo	20	21	20	20
Black Under Scenario	20	21	20	20
Latinx Status Quo	4	5	6	6
Latinx Under Scenario	4	7	9	11
Total Status Quo	57	57	56	55
Total Under Scenario	57	58	59	60

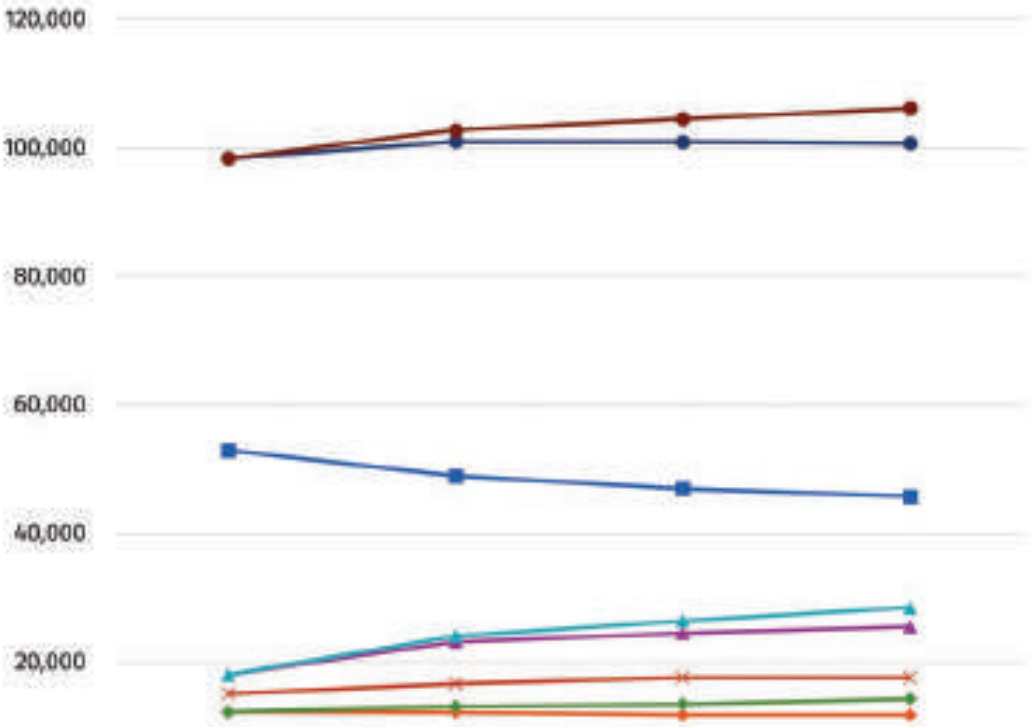
Total Enrollment Projections for Younger and Older Adult Population by Race and Ethnicity

FIGURE B9. Projected Total Postsecondary Enrollment Among Residents Aged 15–24: Total Headcount at Public Two-Year Institutions



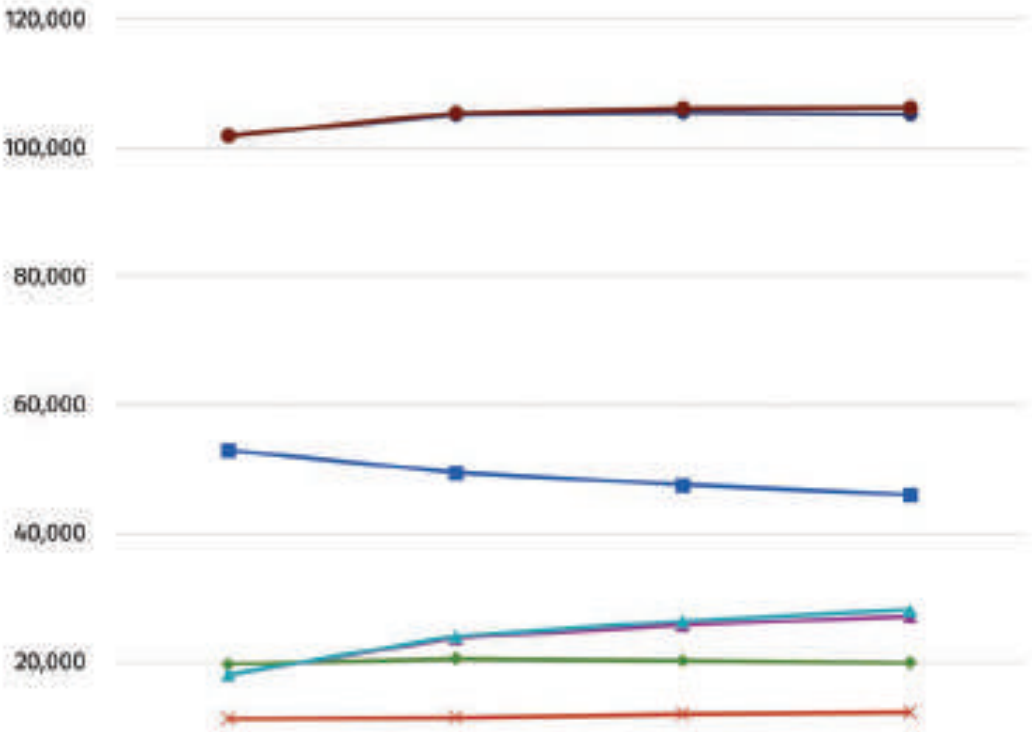
	2018	2025	2030	2035
White	90,508	83,763	80,373	78,288
Other	19,347	21,105	22,397	22,330
Black Status Quo	22,145	21,699	20,773	20,760
Black Under Scenario	22,145	22,489	22,282	23,022
Latinx Status Quo	47,914	61,960	65,604	68,237
Latinx Under Scenario	47,914	61,960	65,604	68,237
Total Status Quo	179,914	188,527	189,146	189,615
Total Under Scenario	179,914	189,317	190,655	191,878

FIGURE B10. Projected Total Postsecondary Enrollment Among Residents Aged 15–24: Total Headcount at Public Four-Year Institutions



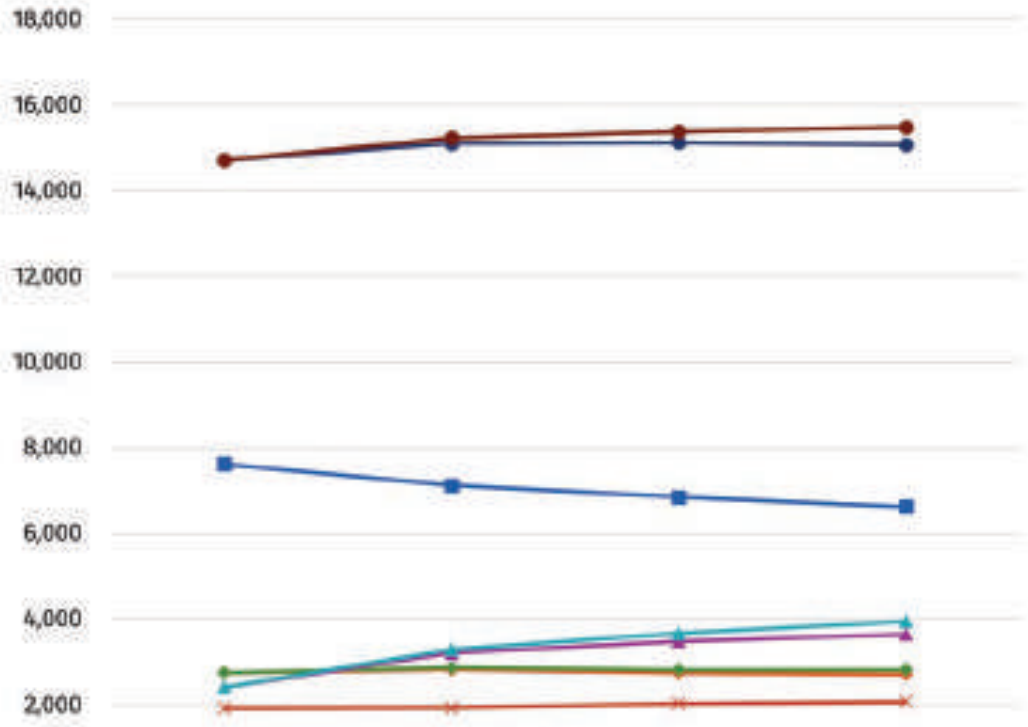
	2018	2025	2030	2035
White	52,940	48,955	47,008	45,786
Other	15,114	16,651	17,606	17,601
Black Status Quo	12,260	12,203	11,799	11,781
Black Under Scenario	12,260	13,093	13,478	14,301
Latinx Status Quo	18,046	23,160	24,516	25,542
Latinx Under Scenario	18,046	24,054	26,410	28,484
Total Status Quo	98,360	100,969	100,929	100,710
Total Under Scenario	98,360	102,753	104,502	106,172

FIGURE B11. Projected Total Postsecondary Enrollment Among Residents Aged 25–64: Total Headcount at Public Two-Year Institutions



	2018	2025	2030	2035
White	52,927	49,485	47,598	46,064
Other	11,226	11,382	11,938	12,193
Black Status Quo	19,694	20,537	20,233	19,892
Black Under Scenario	19,694	20,537	20,233	19,892
Latinx Status Quo	18,052	23,744	25,773	27,092
Latinx Under Scenario	18,052	24,034	26,397	28,108
Total Status Quo	101,899	105,147	105,542	105,241
Total Under Scenario	101,899	105,437	106,166	106,257

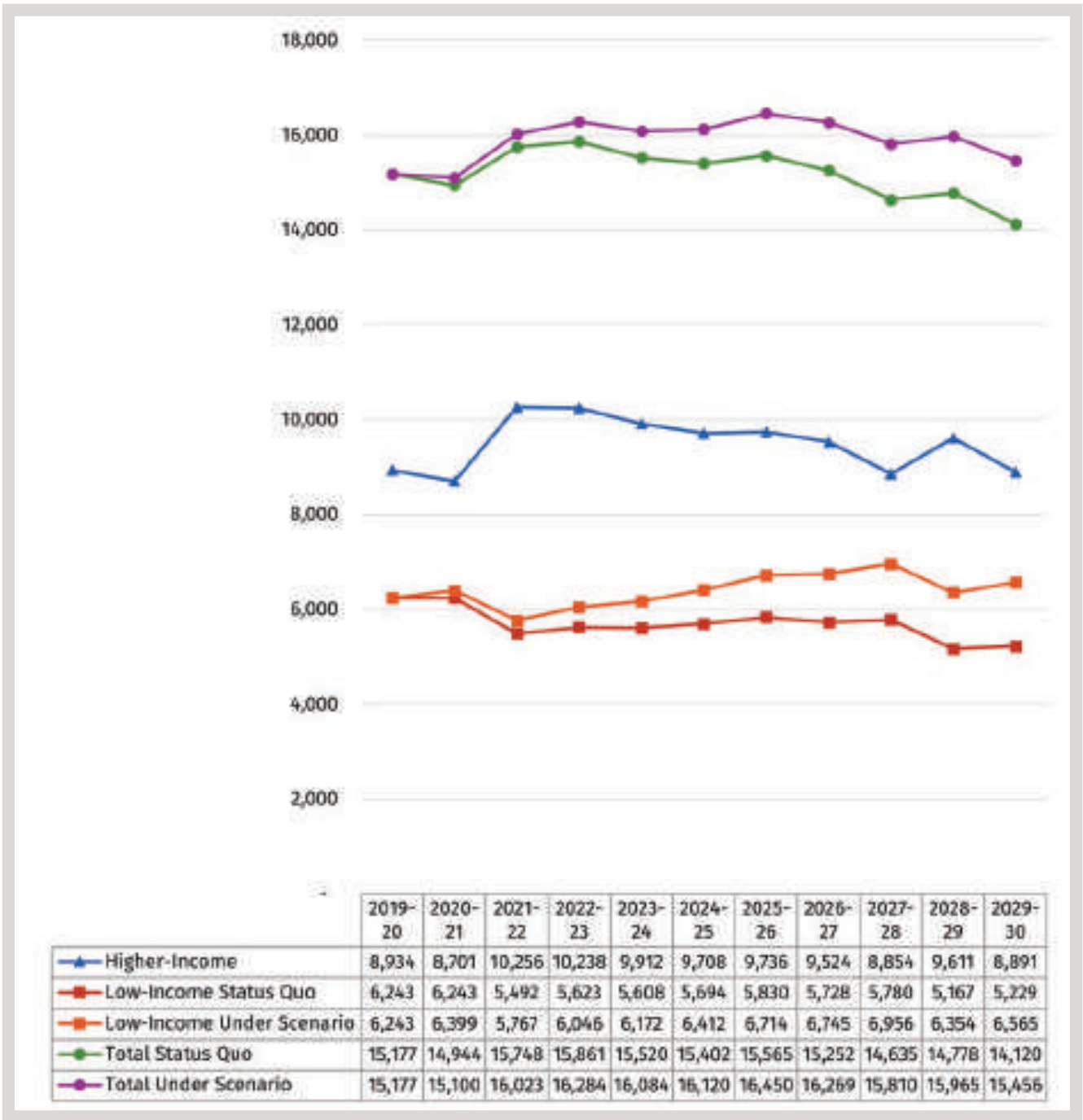
FIGURE B12. Projected Total Postsecondary Enrollment Among Residents Aged 25–64: Total Headcount at Public Four-Year Institutions



	2018	2025	2030	2035
White	7,622	7,126	6,850	6,630
Other	1,924	1,933	2,036	2,079
Black Status Quo	2,753	2,833	2,750	2,715
Black Under Scenario	2,753	2,872	2,822	2,822
Latinx Status Quo	2,414	3,212	3,487	3,652
Latinx Under Scenario	2,414	3,297	3,671	3,949
Total Status Quo	14,713	15,104	15,124	15,077
Total Under Scenario	14,713	15,229	15,379	15,480

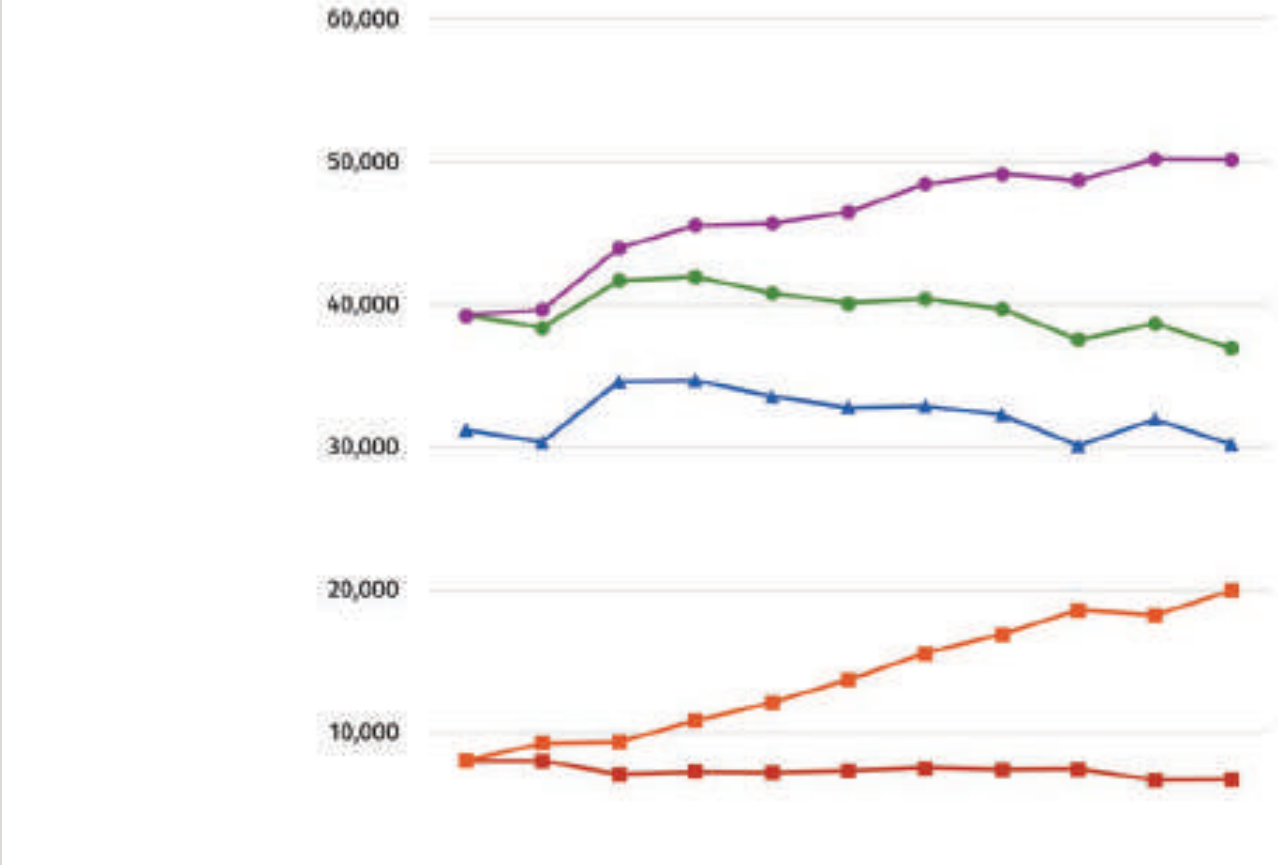
Completion Projections for 12th Grade Cohorts

FIGURE B13. Projected Postsecondary Completions Among Public High School 12th Grade Students Who Directly Enroll by Family Income: Total Completions at Two-Year Institutions



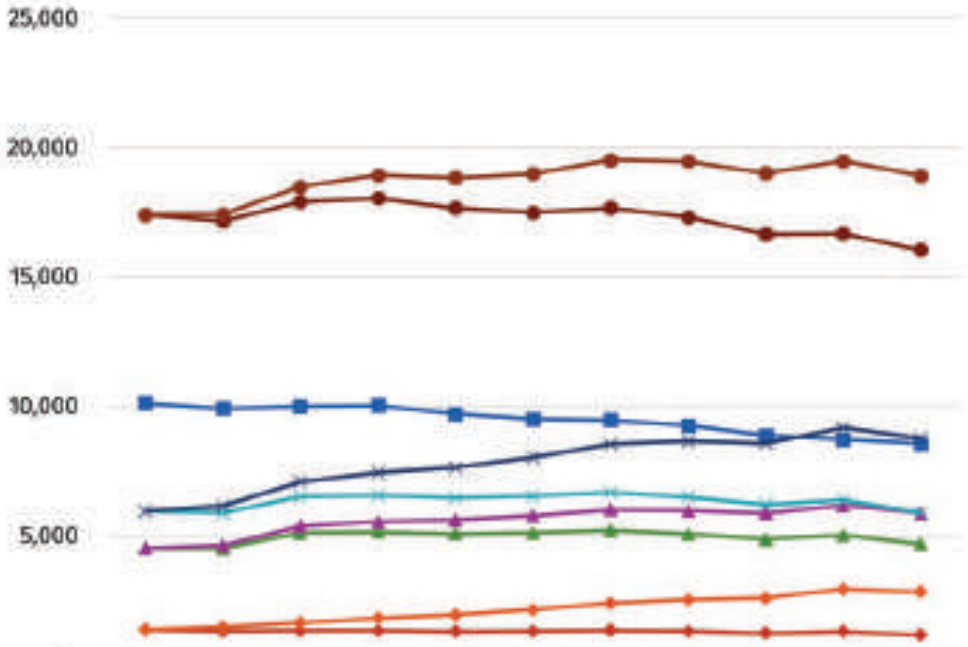
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Higher-Income	8,934	8,701	10,256	10,238	9,912	9,708	9,736	9,524	8,854	9,611	8,891
Low-Income Status Quo	6,243	6,243	5,492	5,623	5,608	5,694	5,830	5,728	5,780	5,167	5,229
Low-Income Under Scenario	6,243	6,399	5,767	6,046	6,172	6,412	6,714	6,745	6,956	6,354	6,565
Total Status Quo	15,177	14,944	15,748	15,861	15,520	15,402	15,565	15,252	14,635	14,778	14,120
Total Under Scenario	15,177	15,100	16,023	16,284	16,084	16,120	16,450	16,269	15,810	15,965	15,456

FIGURE B14. Projected Postsecondary Completions Among Public High School 12th Grade Students Who Directly Enroll by Family Income: Total Completions at Four-Year Institutions



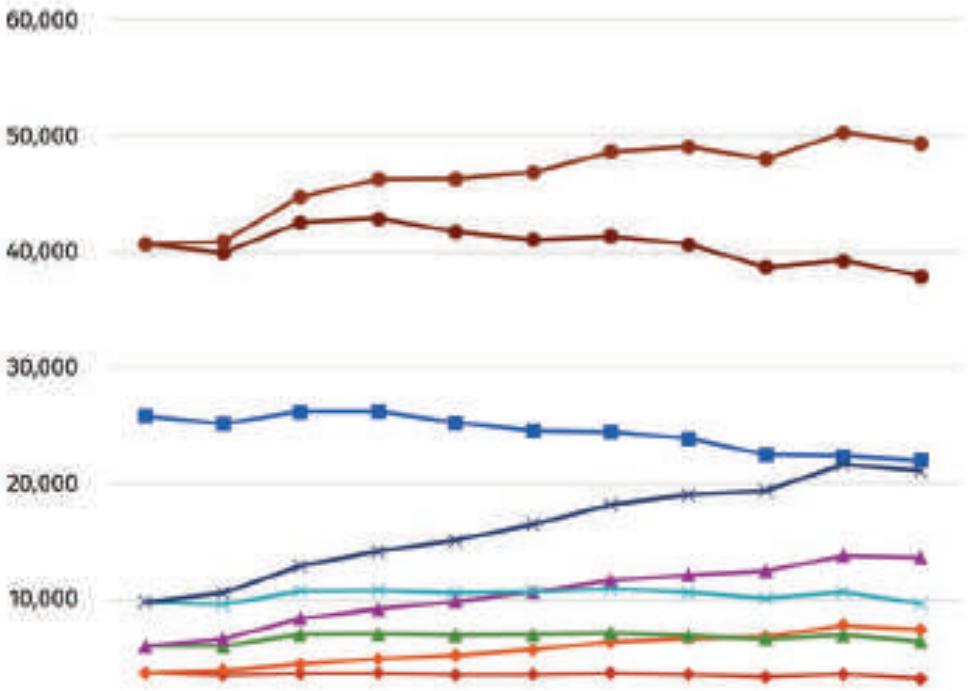
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Higher-Income	31,201	30,370	34,599	34,683	33,575	32,781	32,884	32,289	30,104	31,974	30,211
Low-Income Status Quo	8,054	8,023	7,083	7,272	7,219	7,332	7,526	7,407	7,447	6,696	6,744
Low-Income Under Scenario	8,054	9,277	9,358	10,865	12,117	13,719	15,581	16,885	18,600	18,234	19,957
Total Status Quo	39,255	38,393	41,682	41,955	40,794	40,113	40,410	39,696	37,551	38,670	36,954
Total Under Scenario	39,255	39,647	43,958	45,548	45,692	46,501	48,465	49,174	48,704	50,208	50,168

FIGURE B15. Projected Postsecondary Completions Among Public High School 12th Grade Students Who Directly Enroll: Scenario Completions at Two-Year Institutions



	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
White	10,134	9,931	10,012	10,042	9,719	9,511	9,476	9,270	8,881	8,720	8,563
Black Status Quo	1,381	1,323	1,339	1,348	1,309	1,319	1,354	1,317	1,247	1,312	1,175
Black Under Scenario	1,381	1,474	1,651	1,831	1,951	2,150	2,402	2,536	2,600	2,943	2,839
Latinx Status Quo	4,525	4,514	5,124	5,153	5,095	5,130	5,218	5,078	4,882	5,032	4,691
Latinx Under Scenario	4,525	4,629	5,385	5,548	5,615	5,784	6,017	5,985	5,879	6,187	5,888
Underrepresented Minority Status Quo	5,956	5,892	6,521	6,559	6,475	6,540	6,676	6,512	6,214	6,383	5,905
Underrepresented Minority Under Scenario	5,956	6,159	7,097	7,442	7,645	8,038	8,540	8,660	8,581	9,179	8,777
Total Status Quo	17,411	17,160	17,918	18,052	17,666	17,502	17,666	17,323	16,653	16,679	16,046
Total Under Scenario	17,411	17,427	18,494	18,934	18,836	18,999	19,529	19,471	19,021	19,475	18,918

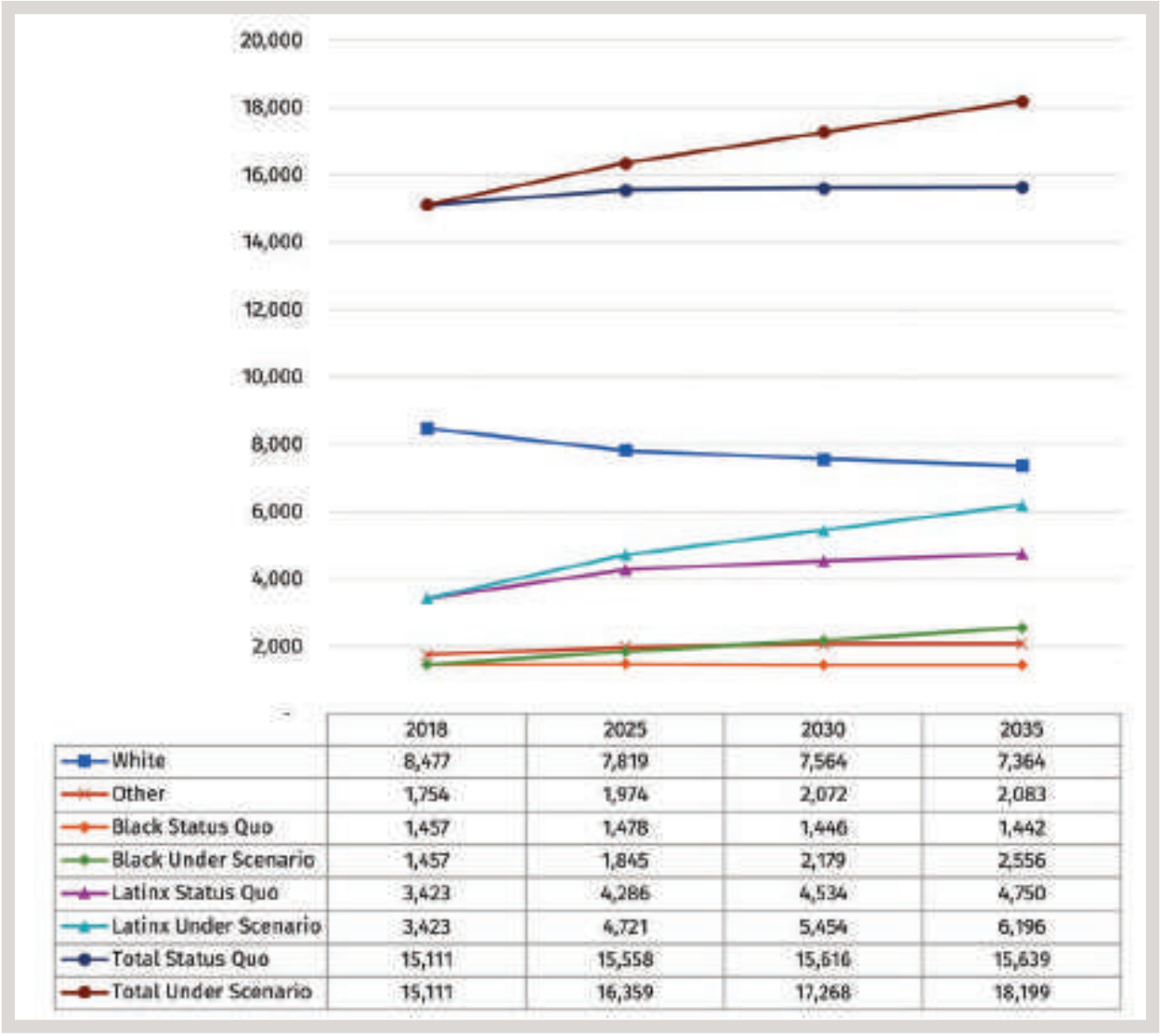
FIGURE B16. Projected Postsecondary Completions Among Public High School 12th Grade Students Who Directly Enroll: Scenario Completions at Four-Year Institutions



	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
White	25,817	25,179	26,207	26,225	25,254	24,550	24,433	23,880	22,506	22,380	22,005
Black Status Quo	3,677	3,510	3,624	3,648	3,533	3,562	3,660	3,551	3,347	3,590	3,171
Black Under Scenario	3,677	3,897	4,435	4,900	5,192	5,700	6,353	6,669	6,790	7,771	7,399
Latinx Status Quo	6,007	5,989	7,005	7,046	6,951	7,005	7,121	6,921	6,631	6,955	6,409
Latinx Under Scenario	6,007	6,587	8,385	9,162	9,787	10,632	11,619	12,111	12,421	13,769	13,577
Underrepresented Minority Status Quo	9,733	9,551	10,684	10,748	10,551	10,651	10,876	10,577	10,055	10,582	9,618
Underrepresented Minority Under Scenario	9,733	10,543	12,889	14,141	15,086	16,483	18,162	19,011	19,394	21,635	21,080
Total Status Quo	40,712	39,921	42,547	42,894	41,766	41,058	41,354	40,673	39,693	39,266	37,914
Total Under Scenario	40,712	40,913	44,753	46,287	46,301	46,889	48,639	49,107	48,033	50,319	49,376

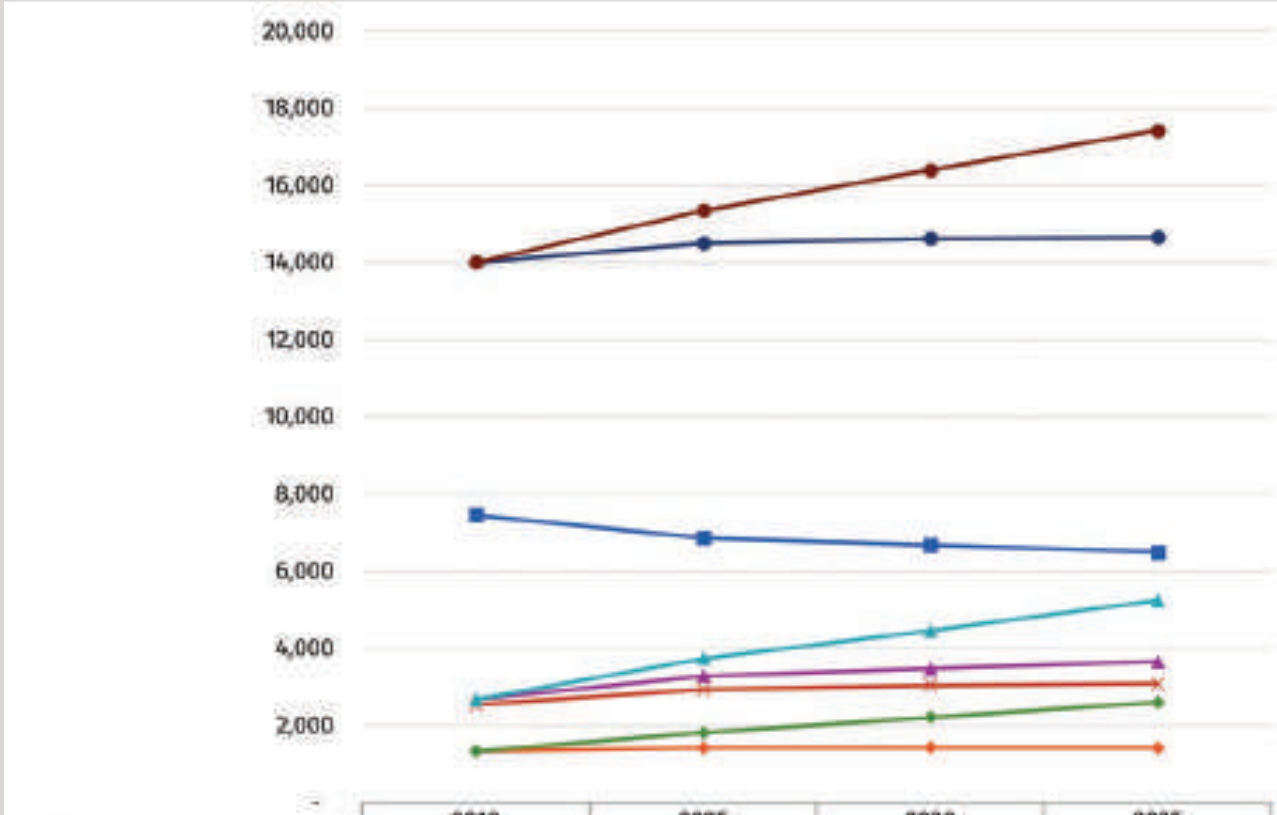
First-Time Completion Projections for Younger and Older Adult Population by Race and Ethnicity

FIGURE B17. Projected First-Time Postsecondary Completions Among Residents Aged 15–24: Total at Public Two-Year Institutions



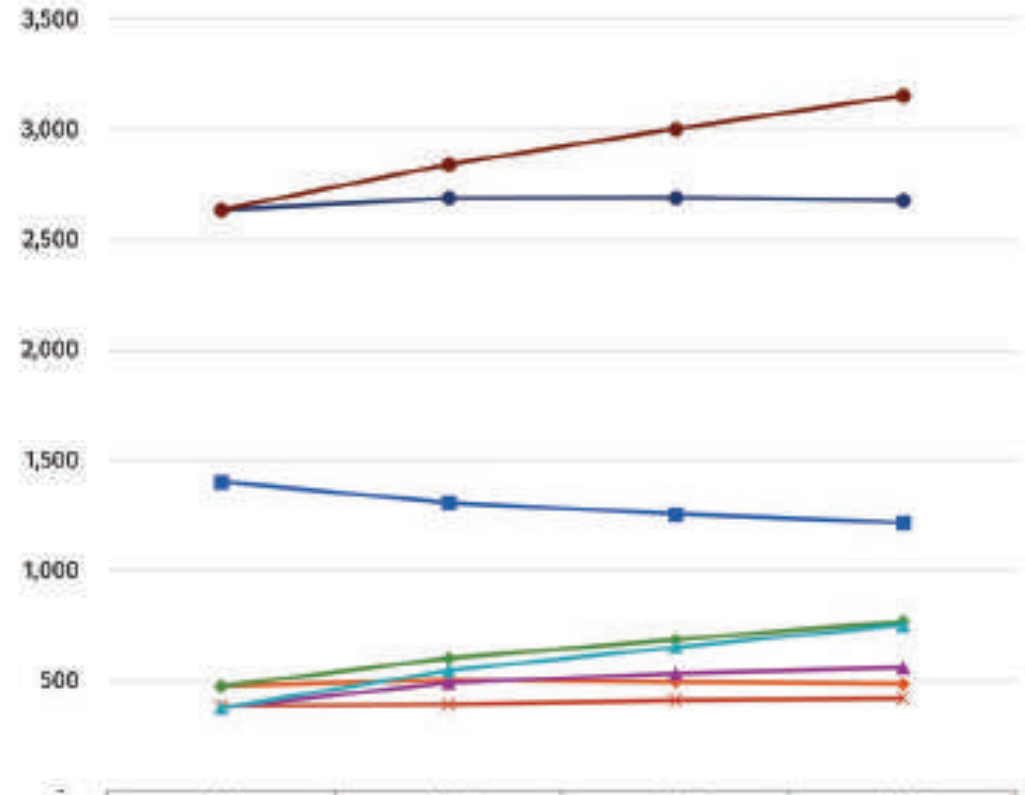
	2018	2025	2030	2035
White	8,477	7,819	7,564	7,364
Other	1,754	1,974	2,072	2,083
Black Status Quo	1,457	1,478	1,446	1,442
Black Under Scenario	1,457	1,845	2,179	2,556
Latinx Status Quo	3,423	4,286	4,534	4,750
Latinx Under Scenario	3,423	4,721	5,454	6,196
Total Status Quo	15,111	15,558	15,616	15,639
Total Under Scenario	15,111	16,359	17,268	18,199

FIGURE B18. Projected First-Time Postsecondary Completions Among Residents Aged 15–24: Total at Public Four-Year Institutions



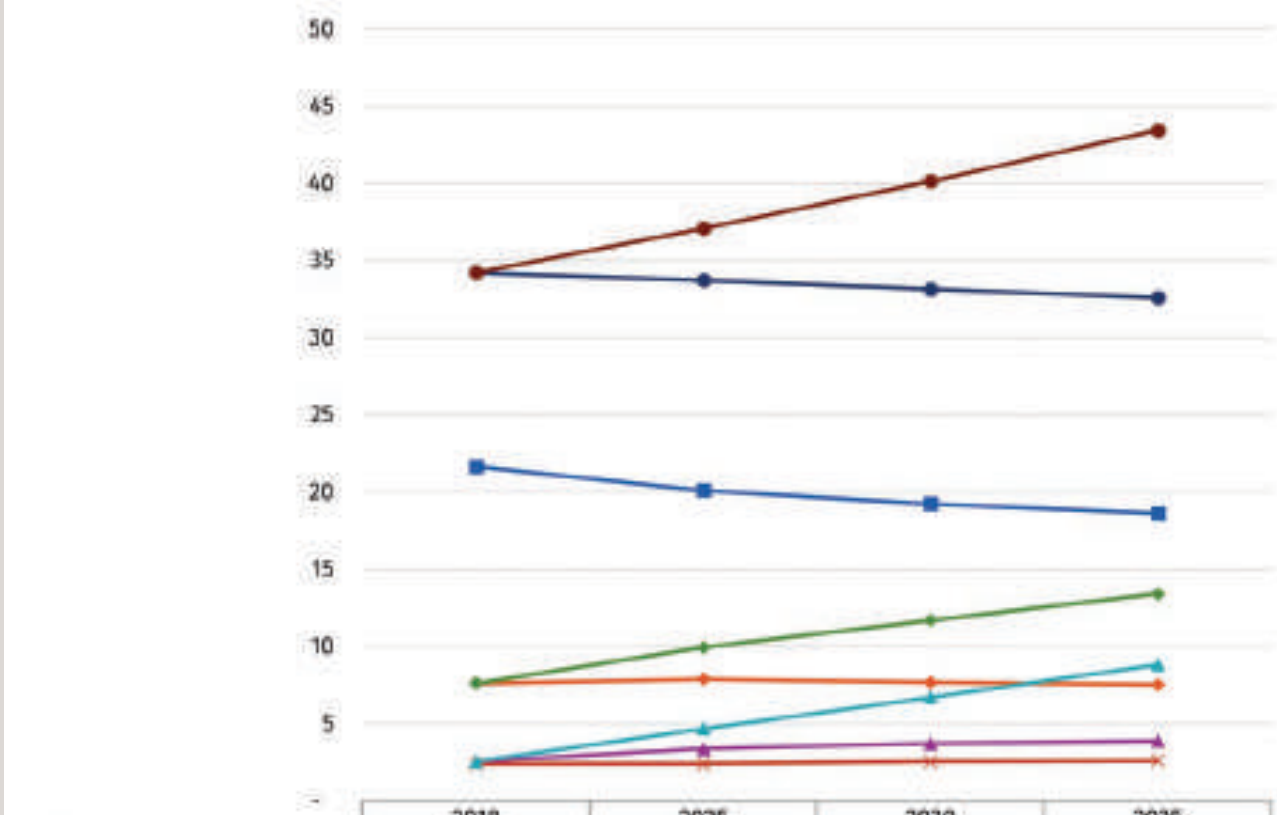
	2018	2025	2030	2035
White	7,458	6,869	6,676	6,497
Other	2,541	2,928	3,047	3,082
Black Status Quo	1,338	1,422	1,429	1,421
Black Under Scenario	1,338	1,815	2,218	2,600
Latinx Status Quo	2,673	3,287	3,475	3,655
Latinx Under Scenario	2,673	3,739	4,456	5,246
Total Status Quo	14,009	14,507	14,626	14,656
Total Under Scenario	14,009	15,351	16,398	17,425

FIGURE B19. Projected First-Time Postsecondary Completions Among Residents Aged 25–64: Total at Public Two-Year Institutions



	2018	2025	2030	2035
White	1,401	1,305	1,256	1,216
Other	384	391	410	419
Black Status Quo	473	502	493	485
Black Under Scenario	473	600	685	768
Latinx Status Quo	377	490	532	560
Latinx Under Scenario	377	545	651	751
Total Status Quo	2,635	2,689	2,691	2,679
Total Under Scenario	2,635	2,841	3,003	3,153

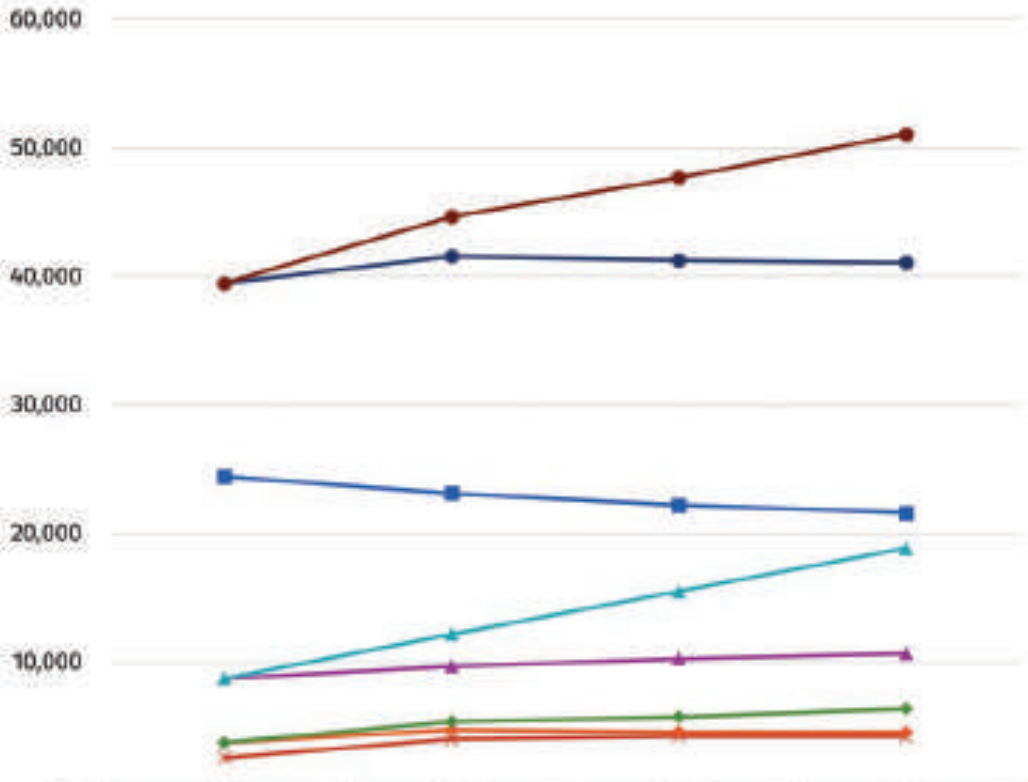
FIGURE B20. Projected First-Time Postsecondary Completions Among Residents Aged 25–64: Total at Public Four-Year Institutions



	2018	2025	2030	2035
White	22	20	19	19
Other	2	2	3	3
Black Status Quo	8	8	8	8
Black Under Scenario	8	10	12	13
Latinx Status Quo	3	3	4	4
Latinx Under Scenario	3	5	7	9
Total Status Quo	34	34	33	33
Total Under Scenario	34	37	40	43

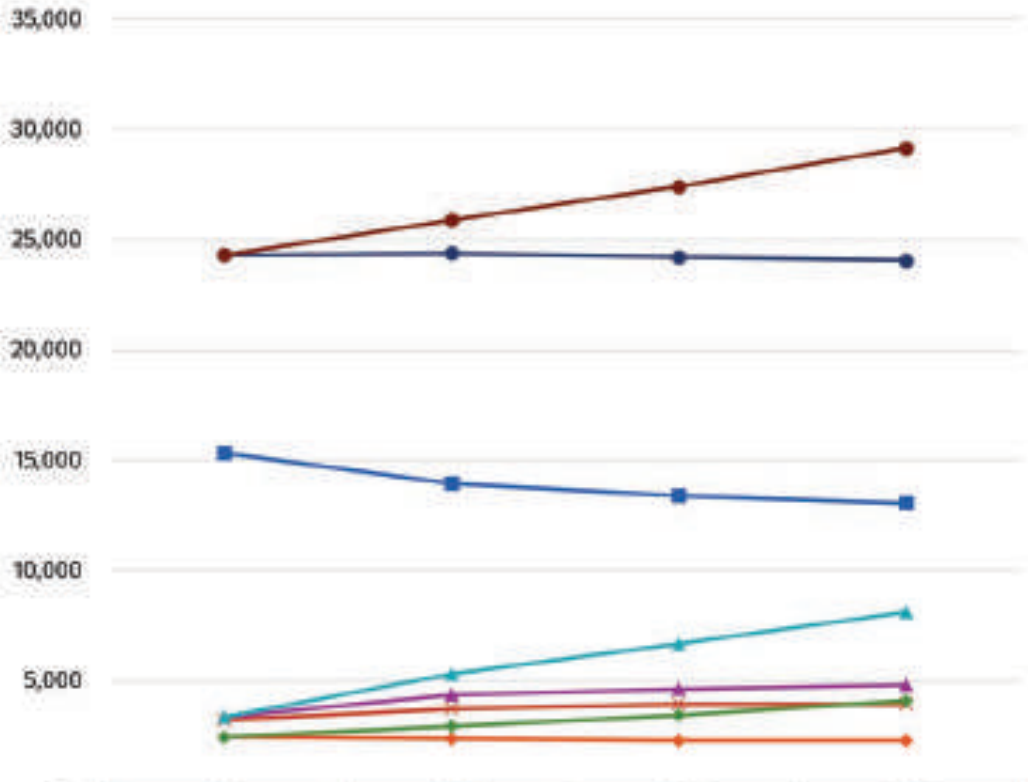
Total Completion Projections for Younger and Older Adult Population by Race and Ethnicity

FIGURE B21. Projected Total Postsecondary Completions Among Residents Aged 15–24: Total at Public Two-Year Institutions



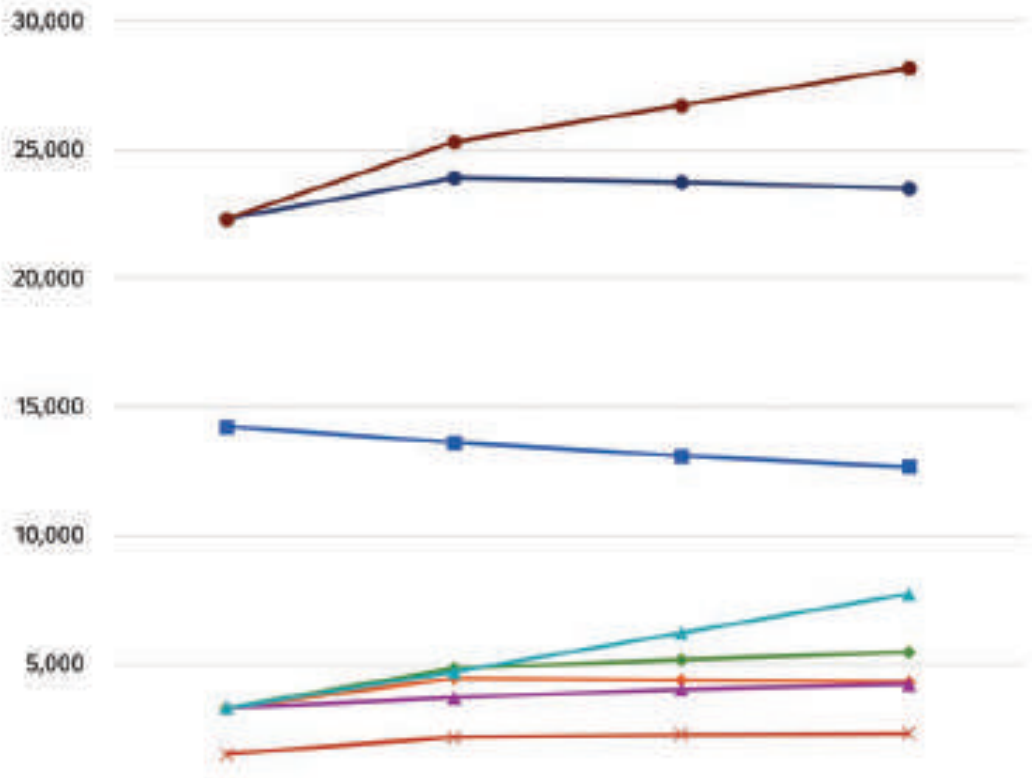
	2018	2025	2030	2035
White	24,429	23,135	22,198	21,623
Other	2,566	3,991	4,236	4,223
Black Status Quo	3,735	4,755	4,552	4,549
Black Under Scenario	3,735	5,368	5,744	6,364
Latinx Status Quo	8,726	9,690	10,259	10,671
Latinx Under Scenario	8,726	12,166	15,504	18,854
Total Status Quo	39,457	41,571	41,245	41,066
Total Under Scenario	39,457	44,660	47,681	51,063

FIGURE B22. Projected Total Postsecondary Completions Among Residents Aged 15–24: Total at Public Four-Year Institutions



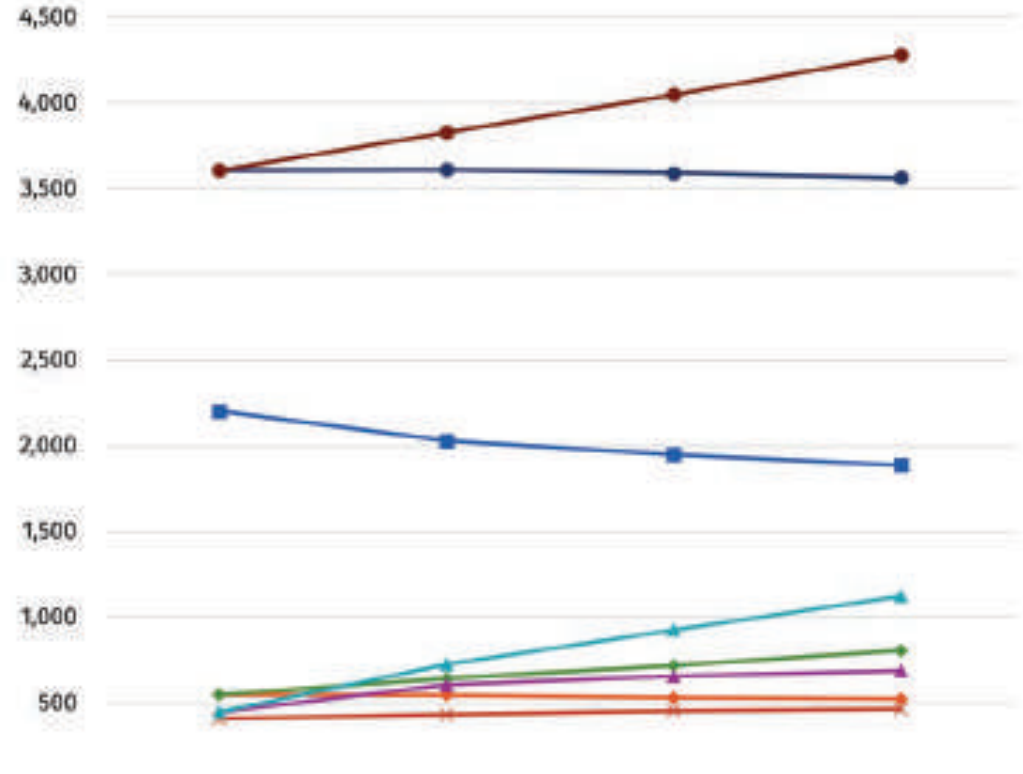
	2018	2025	2030	2035
White	15,315	13,949	13,394	13,046
Other	3,207	3,716	3,929	3,928
Black Status Quo	2,441	2,354	2,276	2,273
Black Under Scenario	2,441	2,924	3,424	4,077
Latinx Status Quo	3,345	4,358	4,613	4,807
Latinx Under Scenario	3,345	5,297	6,662	8,099
Total Status Quo	24,309	24,377	24,213	24,053
Total Under Scenario	24,309	25,885	27,409	29,150

FIGURE B23. Projected Total Postsecondary Completions Among Residents Aged 25–64: Total at Public Two-Year Institutions



	2018	2025	2030	2035
White	14,232	13,618	13,098	12,676
Other	1,502	2,152	2,257	2,305
Black Status Quo	3,286	4,442	4,378	4,304
Black Under Scenario	3,286	4,842	5,165	5,465
Latinx Status Quo	3,297	3,697	4,013	4,219
Latinx Under Scenario	3,297	4,698	6,209	7,731
Total Status Quo	22,316	23,909	23,746	23,504
Total Under Scenario	22,316	25,310	26,730	28,177

FIGURE B24. Projected Total Postsecondary Completions Among Residents Aged 25–64: Total at Public Four-Year Institutions



	2018	2025	2030	2035
White	2,203	2,028	1,950	1,887
Other	408	431	454	464
Black Status Quo	549	546	530	523
Black Under Scenario	549	642	718	806
Latinx Status Quo	448	605	657	688
Latinx Under Scenario	448	727	927	1,123
Total Status Quo	3,607	3,611	3,592	3,563
Total Under Scenario	3,607	3,828	4,049	4,280

APPENDIX C: EQUITY SCENARIO RATES

Direct Enrollment Projections for 12th Grade Cohorts

TABLE C1. Growth in Projected Direct Postsecondary Enrollment Rate Under Equity Scenarios Among Low-income Public High School 12th Grade Students by Institutional Type

	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30
All Institutions Headcount												
Higher-Income	74.2	74.1	74.1	73.2	73.4	73.3	73.3	73.2	73.3	73.4	72.6	73.3
Low-Income	50.5	50.5	53.1	55.7	58.4	60.9	63.4	66.0	68.6	71.3	73.8	76.5
Total	**63.8**	**63.9**	**64.9**	**66.7**	**67.7**	**68.6**	**69.4**	**70.4**	**71.4**	**72.5**	**73.0**	**74.5**
Two-Year Institutions Headcount												
Higher-Income	28.0	28.1	28.1	28.4	28.4	28.4	28.4	28.4	28.3	28.3	28.4	28.3
Low-Income	27.5	27.6	27.9	28.1	28.4	28.7	28.9	29.2	29.4	29.8	29.9	30.3
Total	**27.8**	**27.9**	**28.0**	**28.3**	**28.4**	**28.5**	**28.6**	**28.7**	**28.8**	**28.9**	**29.0**	**29.1**
Private Four-Year Institutions												
Higher-Income	46.1	46.0	45.9	44.8	45.0	45.0	44.9	44.9	45.0	45.1	44.2	45.0
Low-Income	22.9	22.9	25.2	27.6	29.9	32.2	34.5	36.9	39.2	41.5	43.9	46.2
Total	**36.0**	**36.0**	**36.9**	**38.4**	**39.3**	**40.1**	**40.8**	**41.7**	**42.7**	**43.6**	**44.1**	**45.5**

TABLE C2. Growth in Projected Direct Postsecondary Enrollment Rate Under Race/Ethnicity Equity Scenarios Among 12th Grade Students by Institutional Type

	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30
All Institutions Headcount												
American Indian	52.1	51.8	53.8	55.7	58.2	60.4	61.7	63.5	64.9	67.8	71.6	74.1
Asian/ Pacific Islander	82.2	82.3	82.2	82.7	82.7	82.6	82.5	82.4	82.6	82.3	82.5	82.5
Black or African American	50.8	50.7	52.4	55.6	57.5	59.3	61.3	63.3	65.1	66.8	69.9	71.1
Latinx	56.3	56.4	58.2	61.2	63.0	64.7	66.5	68.3	70.0	71.6	74.1	75.4
Two or More Races	65.8	66.6	66.1	67.5	67.7	67.1	67.2	67.3	67.1	66.8	67.0	67.0
White	69.8	70.0	69.8	71.1	71.0	70.8	70.5	70.5	70.4	69.8	70.2	70.3
Underrep-resented Minority	54.0	54.1	55.9	59.2	61.0	62.7	64.6	66.5	68.2	69.9	72.6	73.9
Total	**63.8**	**63.9**	**64.6**	**66.4**	**67.2**	**67.9**	**68.5**	**69.3**	**70.1**	**70.5**	**72.0**	**72.6**
Two-Year Institutions Headcount												
American Indian	26.7	26.5	26.9	27.0	27.5	27.9	28.0	28.2	28.4	28.9	29.4	29.9
Asian/ Pacific Islander	24.2	24.2	24.3	23.5	23.5	23.6	23.6	23.8	23.5	24.0	23.7	23.8
Black or African American	20.6	20.6	21.3	22.3	23.0	23.8	24.5	25.3	26.1	26.8	27.7	28.4
Latinx	32.6	32.7	32.7	33.0	33.0	33.0	33.0	33.0	33.0	32.9	33.1	33.0
Two or More Races	26.4	26.2	26.2	26.0	26.0	26.1	26.1	26.1	26.1	26.2	26.1	26.1
White	28.4	28.4	28.4	28.4	28.4	28.4	28.4	28.4	28.4	28.4	28.4	28.4
Underrep-resented Minority	27.6	27.8	28.2	29.1	29.4	29.6	29.9	30.2	30.4	30.7	31.2	31.3
Total	**27.8**	**27.9**	**28.1**	**28.4**	**28.5**	**28.6**	**28.7**	**28.9**	**28.9**	**29.1**	**29.3**	**29.3**
Four-Year Institutions Headcount												
American Indian	25.4	25.3	27.0	28.7	30.7	32.5	33.7	35.3	36.5	38.9	42.2	44.3
Asian/ Pacific Islander	58.0	58.1	58.0	59.2	59.2	59.0	58.9	58.6	59.0	58.3	58.8	58.7
Black or African American	30.2	30.1	31.1	33.3	34.4	35.5	36.7	38.0	39.1	40.1	42.2	42.8
Latinx	23.6	23.8	25.5	28.2	30.0	31.7	33.6	35.3	37.0	38.7	41.0	42.4
Two or More Races	39.4	40.4	39.9	41.5	41.6	41.1	41.2	41.2	40.9	40.6	40.8	40.9
White	41.4	41.6	41.4	42.6	42.6	42.4	42.1	42.0	42.0	41.3	41.8	41.9
Underrep-resented Minority	26.3	26.3	27.7	30.1	31.6	33.1	34.7	36.3	37.8	39.2	41.5	42.6
Total	**36.0**	**36.0**	**36.5**	**38.1**	**38.8**	**39.3**	**39.8**	**40.4**	**41.1**	**41.4**	**42.7**	**43.3**

TABLE C3. Growth in Projected First-Time Postsecondary Enrollment Rate Under Equity Scenarios Among Residents Aged 15–24 by Institutional Type (per 1,000 population)

	White	Black	Latinx	Other	Total
All Institutions					
2018	37.42	41.42	51.39	74.50	43.69
2025	37.36	43.59	50.68	76.49	44.88
2030	37.58	45.34	51.11	75.76	45.67
2035	37.56	46.24	51.85	76.30	46.23
Public 2-Year Institutions					
2018	20.73	24.18	29.99	32.70	24.07
2025	20.70	24.89	29.54	33.16	24.63
2030	20.78	25.52	29.52	33.01	24.92
2035	20.77	25.95	29.63	33.12	25.13
Public 4-Year Institutions					
2018	9.13	11.30	11.23	24.42	11.02
2025	9.11	11.97	11.27	25.39	11.39
2030	9.19	12.37	11.68	25.04	11.67
2035	9.18	12.33	12.20	25.30	11.87
Private 4-Year Institutions					
2018	7.57	5.94	10.17	17.38	8.59
2025	7.55	6.73	9.87	17.94	8.86
2030	7.61	7.45	9.90	17.71	9.08
2035	7.61	7.95	10.02	17.88	9.22

TABLE C4. Growth in Projected First-Time Postsecondary Enrollment Rate Under Equity Scenarios Among Residents Aged 25–64 by Institutional Type (per 1,000 population)

	White	Black	Latinx	Other	Total
All Institutions					
2018	0.94	2.36	1.29	2.10	1.27
2025	0.96	2.45	1.36	2.04	1.34
2030	0.98	2.43	1.38	2.02	1.36
2035	0.98	2.41	1.38	2.02	1.36
Public 2-Year Institutions					
2018	0.92	2.31	1.27	2.03	1.24
2025	0.94	2.40	1.34	1.97	1.31
2030	0.96	2.39	1.35	1.96	1.33
2035	0.95	2.36	1.35	1.95	1.33
Public 4-Year Institutions					
2018	0.01	0.02	0.00	0.01	0.01
2025	0.01	0.02	0.00	0.01	0.01
2030	0.01	0.02	0.01	0.01	0.01
2035	0.01	0.02	0.01	0.01	0.01
Private 4-Year Institutions					
2018	0.01	0.03	0.02	0.06	0.02
2025	0.01	0.03	0.02	0.06	0.02
2030	0.01	0.03	0.02	0.06	0.02
2035	0.01	0.03	0.02	0.06	0.02

Total Enrollment Projections for Younger and Older Adult Population by Race and Ethnicity

TABLE C5. Growth in Projected Total Postsecondary Enrollment Rate Under Equity Scenarios Among Residents by Age 15–24 Subgroup by Institutional Type (per 1,000 population)

	Year	White	Black	Latinx	Other	Total
All Institutions						
15 to 19 Years	2018	113.30	106.10	142.32	244.27	**127.78**
	2025	113.28	111.12	142.13	243.99	**130.84**
	2030	113.28	115.83	142.13	243.99	**132.29**
	2035	113.28	120.55	142.13	243.99	**133.50**
20 to 24 Years	2018	247.75	192.61	297.37	447.61	**264.53**
	2025	248.13	210.85	301.91	447.53	**272.81**
	2030	248.13	229.38	306.41	447.53	**279.23**
	2035	248.13	247.92	310.90	447.53	**283.63**
Public 2-Year Institutions						
15 to 19 Years	2018	51.74	47.66	72.76	81.86	**57.86**
	2025	51.74	49.30	72.71	81.93	**59.27**
	2030	51.74	50.84	72.71	81.93	**59.87**
	2035	51.74	52.38	72.71	81.93	**60.41**
20 to 24 Years	2018	129.46	116.69	189.37	210.51	**145.81**
	2025	129.62	120.99	189.39	210.53	**150.51**
	2030	129.62	125.44	189.39	210.53	**152.84**
	2035	129.62	129.89	189.39	210.53	**154.06**
Public 4-Year Institutions						
15 to 19 Years	2018	34.56	39.41	37.29	95.55	**40.12**
	2025	34.56	40.15	37.24	95.55	**40.89**
	2030	34.56	40.72	37.24	95.55	**41.18**
	2035	34.56	41.30	37.24	95.55	**41.35**
20 to 24 Years	2018	71.40	52.64	60.62	135.69	**71.23**
	2025	71.44	58.73	64.42	135.71	**72.92**
	2030	71.44	64.92	68.21	135.71	**75.23**
	2035	71.44	71.12	72.00	135.71	**77.12**
Private 4-Year Institutions						
15 to 19 Years	2018	26.99	19.03	32.27	66.86	**29.80**
	2025	26.99	21.67	32.18	66.51	**30.68**
	2030	26.99	24.27	32.18	66.51	**31.24**
	2035	26.99	26.87	32.18	66.51	**31.74**
20 to 24 Years	2018	46.89	23.27	47.38	101.40	**47.49**
	2025	47.07	31.13	48.10	101.29	**49.38**
	2030	47.07	39.02	48.80	101.29	**51.16**
	2035	47.07	46.91	49.51	101.29	**52.45**

TABLE C6. Growth in Projected Total Postsecondary Enrollment Rate Under Equity Scenarios Among Residents Aged 15–24 by Institutional Type (per 1,000 population)

	White	Black	Latinx	Other	Total
All Institutions					
2018	183.35	160.18	221.73	354.50	200.52
2025	183.72	169.38	226.55	350.37	206.11
2030	183.10	178.93	228.88	351.79	209.46
2035	183.15	190.44	230.45	350.74	212.10
Public 2-Year Institutions					
2018	90.50	83.65	128.76	149.21	101.84
2025	90.68	84.72	130.75	146.77	104.78
2030	90.32	86.39	130.82	147.67	105.87
2035	90.35	89.45	130.36	147.01	106.64
Public 4-Year Institutions					
2018	52.93	46.31	48.50	116.56	55.68
2025	53.00	49.33	50.76	115.80	56.87
2030	52.83	52.26	52.66	116.08	58.03
2035	52.84	55.56	54.42	115.87	59.01
Private 4-Year Institutions					
2018	36.92	21.24	39.53	84.94	38.64
2025	37.03	26.34	40.10	84.05	40.01
2030	36.94	31.30	40.46	84.29	41.10
2035	36.95	36.45	40.74	84.11	41.96

TABLE C7. Growth in Projected Total Postsecondary Enrollment Rate Under Equity Scenarios Among Residents Aged 25–64 by Institutional Type (per 1,000 population)

	White	Black	Latinx	Other	Total
All Institutions					
2018	16.25	29.26	22.99	32.24	20.26
2025	16.77	29.82	24.49	31.01	21.27
2030	17.02	29.83	24.63	30.90	21.65
2035	16.98	29.61	24.66	30.82	21.73
Public 2-Year Institutions					
2018	12.30	21.48	16.73	22.10	14.97
2025	12.67	21.93	17.83	21.29	15.68
2030	12.85	21.89	17.93	21.20	15.93
2035	12.82	21.67	17.94	21.14	15.97
Public 4-Year Institutions					
2018	1.77	3.00	2.24	3.79	2.16
2025	1.82	3.07	2.45	3.62	2.26
2030	1.85	3.05	2.49	3.62	2.31
2035	1.85	3.07	2.52	3.60	2.33
Private 4-Year Institutions					
2018	1.76	3.18	2.99	5.77	2.44
2025	1.82	3.23	3.14	5.51	2.57
2030	1.85	3.25	3.12	5.48	2.63
2035	1.84	3.23	3.09	5.47	2.64

TABLE C8. Growth in Projected Direct Postsecondary Completion Rate Under Equity Scenarios Among Low-income Public High School 12th Grade Students by Institutional Type (Percentage)

	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30
All Institutions Full-Time Students											
Higher-Income	54.6	54.5	54.5	53.5	53.7	53.6	53.6	53.6	53.6	53.7	53.0
Low-Income	34.0	34.0	36.3	38.5	40.9	43.1	45.3	47.6	49.9	52.2	54.4
Total	**45.6**	**45.6**	**46.5**	**48.0**	**48.9**	**49.6**	**50.3**	**51.2**	**52.1**	**53.1**	**53.5**
All Institutions Part-Time Students											
Higher-Income	19.6	19.6	19.6	19.7	19.7	19.7	19.7	19.7	19.7	19.7	19.6
Low-Income	16.5	16.5	16.9	17.2	17.5	17.8	18.1	18.4	18.7	19.1	19.3
Total	**18.2**	**18.3**	**18.4**	**18.7**	**18.9**	**19.0**	**19.1**	**19.2**	**19.3**	**19.4**	**19.5**
Two-Year Institutions Full-Time Students											
Higher-Income	49.8	49.8	49.8	49.8	49.8	49.8	49.8	49.8	49.8	49.8	49.8
Low-Income	44.1	45.1	46.0	47.0	48.0	48.9	49.9	50.9	51.8	52.8	53.8
Total	**47.1**	**47.5**	**48.3**	**48.6**	**49.0**	**49.4**	**49.8**	**50.2**	**50.7**	**51.0**	**51.5**
Two-Year Institutions Part-Time Students											
Higher-Income	25.1	25.1	25.1	25.1	25.1	25.1	25.1	25.1	25.1	25.1	25.1
Low-Income	22.3	22.6	22.9	23.1	23.4	23.7	24.0	24.3	24.5	24.8	25.1
Total	**24.0**	**24.1**	**24.3**	**24.4**	**24.5**	**24.6**	**24.7**	**24.8**	**24.9**	**25.0**	**25.1**
Four-Year Institutions Full-Time Students											
Higher-Income	82.7	82.7	82.7	82.7	82.7	82.7	82.7	82.7	82.7	82.7	82.7
Low-Income	58.9	61.3	63.7	66.1	68.5	71.0	73.4	75.8	78.2	80.6	83.0
Total	**76.5**	**76.5**	**77.8**	**78.1**	**78.4**	**78.9**	**79.5**	**80.2**	**80.9**	**81.9**	**82.8**
Four-Year Institutions Part-Time Students											
Higher-Income	16.9	16.9	16.9	16.9	16.9	16.9	16.9	16.9	16.9	16.9	16.9
Low-Income	13.6	13.9	14.2	14.6	14.9	15.3	15.6	15.9	16.3	16.6	17.0
Total	**15.6**	**15.7**	**16.0**	**16.1**	**16.2**	**16.3**	**16.4**	**16.5**	**16.6**	**16.8**	**16.9**

TABLE C9. Growth in Projected Direct Postsecondary Completion Rate Under Race/Ethnicity Equity Scenarios Among 12th Grade Students by Institutional Type (Percentage)

	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30
All Institutions Full-Time Students											
American Indian	39.9	39.7	41.7	43.7	46.2	48.4	49.8	51.7	53.2	56.0	59.6
Asian/Pacific Islander	75.3	75.3	75.3	75.9	76.0	75.8	75.7	75.5	75.8	75.4	75.7
Black or African American	41.6	41.5	43.3	46.3	48.3	50.1	52.0	54.1	55.9	57.7	60.6
Latinx	44.2	44.4	46.1	49.0	50.8	52.4	54.2	56.0	57.6	59.3	61.7
Two or More Races	57.6	58.5	58.0	59.5	59.6	59.1	59.1	59.2	59.0	58.7	58.9
White	61.4	61.5	61.3	62.6	62.5	62.3	62.0	62.0	62.0	61.3	61.8
Underrepresented Minority	43.1	43.2	45.0	48.0	49.8	51.6	53.4	55.2	57.0	58.7	61.3
Total	**54.4**	**54.5**	**55.2**	**56.9**	**57.7**	**58.3**	**58.9**	**59.7**	**60.5**	**60.9**	**62.3**
All Institutions Part-Time Students											
American Indian	12.2	12.1	12.1	12.0	12.1	12.1	11.9	11.8	11.7	11.8	12.0
Asian/Pacific Islander	6.9	6.9	7.0	6.8	6.8	6.8	6.8	6.8	6.8	6.9	6.8
Black or African American	9.1	9.1	9.1	9.2	9.2	9.2	9.2	9.2	9.2	9.2	9.3
Latinx	12.0	12.0	12.1	12.2	12.3	12.3	12.3	12.3	12.4	12.4	12.5
Two or More Races	8.2	8.1	8.1	8.1	8.1	8.1	8.1	8.1	8.1	8.1	8.1
White	8.5	8.5	8.5	8.5	8.5	8.5	8.5	8.5	8.5	8.5	8.5
Underrepresented Minority	10.8	10.9	10.9	11.1	11.2	11.2	11.2	11.2	11.2	11.2	11.3
Total	**9.3**	**9.4**	**9.4**	**9.5**	**9.5**	**9.5**	**9.6**	**9.6**	**9.6**	**9.6**	**9.6**
Two-Year Institutions Full-Time Students											
American Indian	65.6	65.6	65.6	65.6	65.6	65.6	65.6	65.6	65.6	65.6	65.6
Asian/Pacific Islander	53.3	53.3	53.3	53.3	53.3	53.3	53.3	53.3	53.3	53.3	53.3
Black or African American	28.5	30.7	33.0	35.2	37.5	39.7	41.9	44.2	46.4	48.7	50.9
Latinx	40.8	41.8	42.8	43.8	44.9	45.9	46.9	47.9	48.9	50.0	51.0
Two or More Races	32.3	32.3	32.3	32.3	32.3	32.3	32.3	32.3	32.3	32.3	32.3
White	50.4	50.4	50.4	50.4	50.4	50.4	50.4	50.4	50.4	50.4	50.4
Underrepresented Minority	37.4	38.8	40.2	41.5	42.9	44.2	45.6	47.0	48.3	49.6	51.0
Total	**45.0**	**45.5**	**45.8**	**46.3**	**46.8**	**47.3**	**47.8**	**48.4**	**49.0**	**49.6**	**50.2**

TABLE C9. CONTINUED Growth in Projected Direct Postsecondary Completion Rate Under Race/Ethnicity Equity Scenarios Among 12th Grade Students by Institutional Type (Percentage)

	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30
Two-Year Institutions Part-Time Students											
American Indian	20.7	22.0	23.3	24.5	25.8	27.1	28.3	29.6	30.9	32.2	33.4
Asian/Pacific Islander	35.3	35.3	35.3	35.3	35.3	35.3	35.3	35.3	35.3	35.3	35.3
Black or African American	22.2	23.3	24.4	25.6	26.7	27.8	29.0	30.1	31.2	32.3	33.5
Latinx	26.3	27.0	27.7	28.4	29.2	29.9	30.6	31.3	32.0	32.7	33.4
Two or More Races	30.6	30.6	30.6	30.6	30.6	30.6	30.6	30.6	30.6	30.6	30.6
White	33.4	33.4	33.4	33.4	33.4	33.4	33.4	33.4	33.4	33.4	33.4
Underrepresented Minority	25.0	25.9	26.8	27.6	28.5	29.3	30.1	30.9	31.8	32.6	33.4
Total	**29.3**	**29.7**	**30.0**	**30.5**	**30.9**	**31.3**	**31.7**	**32.1**	**32.6**	**33.0**	**33.4**
Four-Year Institutions Full-Time Students											
American Indian	53.3	56.1	58.8	61.6	64.4	67.2	69.9	72.7	75.5	78.3	81.0
Asian/Pacific Islander	84.5	84.5	84.5	84.5	84.5	84.5	84.5	84.5	84.5	84.5	84.5
Black or African American	48.3	51.6	54.8	58.1	61.3	64.5	67.8	71.0	74.3	77.5	80.7
Latinx	65.7	67.2	68.8	70.3	71.8	73.3	74.8	76.3	77.8	79.3	80.8
Two or More Races	67.1	67.1	67.1	67.1	67.1	67.1	67.1	67.1	67.1	67.1	67.1
White	80.6	80.6	80.6	80.6	80.6	80.6	80.6	80.6	80.6	80.6	80.6
Underrepresented Minority	57.9	60.5	63.2	65.5	67.8	70.0	72.2	74.3	76.5	78.7	80.8
Total	**73.6**	**74.1**	**74.6**	**75.2**	**75.8**	**76.4**	**77.1**	**77.9**	**78.7**	**79.6**	**80.5**
Four-Year Institutions Part-Time Students											
American Indian	26.9	28.5	30.2	31.8	33.5	35.2	36.8	38.5	40.2	41.8	43.5
Asian/Pacific Islander	43.4	43.4	43.4	43.4	43.4	43.4	43.4	43.4	43.4	43.4	43.4
Black or African American	27.7	29.3	30.9	32.4	34.0	35.6	37.2	38.8	40.3	41.9	43.5
Latinx	32.0	33.2	34.3	35.5	36.6	37.8	38.9	40.1	41.2	42.4	43.5
Two or More Races	32.0	32.0	32.0	32.0	32.0	32.0	32.0	32.0	32.0	32.0	32.0
White	43.4	43.4	43.4	43.4	43.4	43.4	43.4	43.4	43.4	43.4	43.4
Underrepresented Minority	29.1	30.7	32.2	33.7	35.1	36.5	37.9	39.3	40.7	42.1	43.5
Total	**36.8**	**37.5**	**38.0**	**38.6**	**39.2**	**39.8**	**40.4**	**41.1**	**41.8**	**42.4**	**43.1**

First-Time Completion Projections for Younger and Older Adult Population by Race and Ethnicity

TABLE C10. Growth in Projected First-Time Postsecondary Completion Rate Under Equity Scenarios Among Residents Aged 15–24 by Institutional Type (Percentage)

	Full-Time				Part-Time			
	2018	2025	2030	2035	2018	2025	2030	2035
All Institutions								
White	70	70	70	70	34	34	34	34
Black	41	52	63	73	22	26	30	34
Latinx	57	62	66	71	26	29	31	34
Other	72	72	72	72	36	36	36	36
Total	**64**	**66**	**68**	**71**	**30**	**31**	**32**	**34**
Public Two-Year Institutions								
White	50	50	50	50	33	33	33	33
Black	24	33	42	51	22	26	30	33
Latinx	38	42	46	51	26	29	31	33
Other	50	50	50	50	35	35	35	35
Total	**44**	**46**	**48**	**50**	**30**	**31**	**32**	**34**
Public Four-Year Institutions								
White	82	82	82	82	43	43	43	43
Black	45	58	70	83	27	32	38	43
Latinx	64	70	76	82	29	34	39	43
Other	81	81	81	81	43	43	43	43
Total	**72**	**75**	**78**	**82**	**35**	**38**	**40**	**43**
Private Four-Year Institutions								
White	81	81	81	81	44	44	44	44
Black	54	63	72	81	30	35	40	44
Latinx	71	74	78	81	54	54	54	54
Other	76	76	76	76	54	54	54	54
Total	**75**	**76**	**78**	**80**	**43**	**45**	**46**	**48**

TABLE C11. Growth in Projected First-Time Postsecondary Completion Rate Under Equity Scenarios Among Residents Aged 25–64 by Institutional Type (Percentage)

	Full-Time				Part-Time			
	2018	2025	2030	2035	2018	2025	2030	2035
All Institutions								
White	54	54	54	54	33	33	33	33
Black	26	35	44	53	22	26	30	33
Latinx	41	46	50	54	26	29	31	34
Other	54	54	54	54	36	36	36	36
Total	**45**	**47**	**50**	**54**	**30**	**31**	**32**	**34**
Public Two-Year Institutions								
White	50	50	50	50	33	33	33	33
Black	24	32	41	50	22	26	30	33
Latinx	37	41	46	50	26	29	31	33
Other	50	50	50	50	35	35	35	35
Total	**41**	**44**	**47**	**50**	**30**	**31**	**32**	**34**
Public Four-Year Institutions								
White	79	79	79	79	43	43	43	43
Black	44	57	69	82	27	32	38	43
Latinx	64	69	75	80	N/A	N/A	N/A	N/A
Other	80	80	80	80	N/A	N/A	N/A	N/A
Total	**68**	**71**	**76**	**80**	**35**	**37**	**40**	**43**
Private Four-Year Institutions								
White	81	81	81	81	44	44	44	44
Black	56	64	73	82	30	35	40	44
Latinx	71	75	78	82	54	54	54	54
Other	76	76	76	76	54	54	54	54
Total	**74**	**76**	**78**	**80**	**47**	**48**	**49**	**50**

Total Completion Projections for Younger and Older Adult Population by Race and Ethnicity

TABLE C12. Growth in Projected Total Postsecondary Production Rate Under Equity Scenarios Among Residents Aged 15–24 by Institutional Type (Percentage)

	2018	2025	2030	2035
All Institutions				
White	30	29	29	29
Black	21	25	28	30
Latinx	20	22	26	29
Other	18	22	22	22
Total	**25**	**26**	**27**	**28**
Public Two-Year Institutions				
White	27	28	28	28
Black	17	24	26	28
Latinx	18	20	24	28
Other	13	19	19	19
Total	**22**	**24**	**25**	**27**
Public Four-Year Institutions				
White	29	28	28	28
Black	20	22	25	29
Latinx	19	22	25	28
Other	21	22	22	22
Total	**25**	**25**	**26**	**27**
Private Four-Year Institutions				
White	35	31	31	31
Black	32	27	29	30
Latinx	22	26	28	31
Other	19	26	26	26
Total	**29**	**28**	**29**	**30**

TABLE C13. Growth in Projected Total Postsecondary Production Rate Under Equity Scenarios Among Residents Aged 25–64 by Institutional Type (Percentage)

	2018	2025	2030	2035
All Institutions				
White	29	29	29	29
Black	21	26	28	30
Latinx	20	22	26	30
Other	16	21	21	21
Total	**24**	**26**	**27**	**29**
Public Two-Year Institutions				
White	27	28	28	28
Black	17	24	26	27
Latinx	18	20	24	28
Other	13	19	19	19
Total	**22**	**24**	**25**	**27**
Public Four-Year Institutions				
White	29	28	28	28
Black	20	22	25	29
Latinx	19	22	25	28
Other	21	22	22	22
Total	**25**	**25**	**26**	**28**
Private Four-Year Institutions				
White	36	31	31	31
Black	35	28	29	31
Latinx	22	26	29	31
Other	19	27	27	27
Total	**30**	**28**	**29**	**30**

APPENDIX D

Enrollment and Completion Scenarios for Achieving 65% Attainment Goal

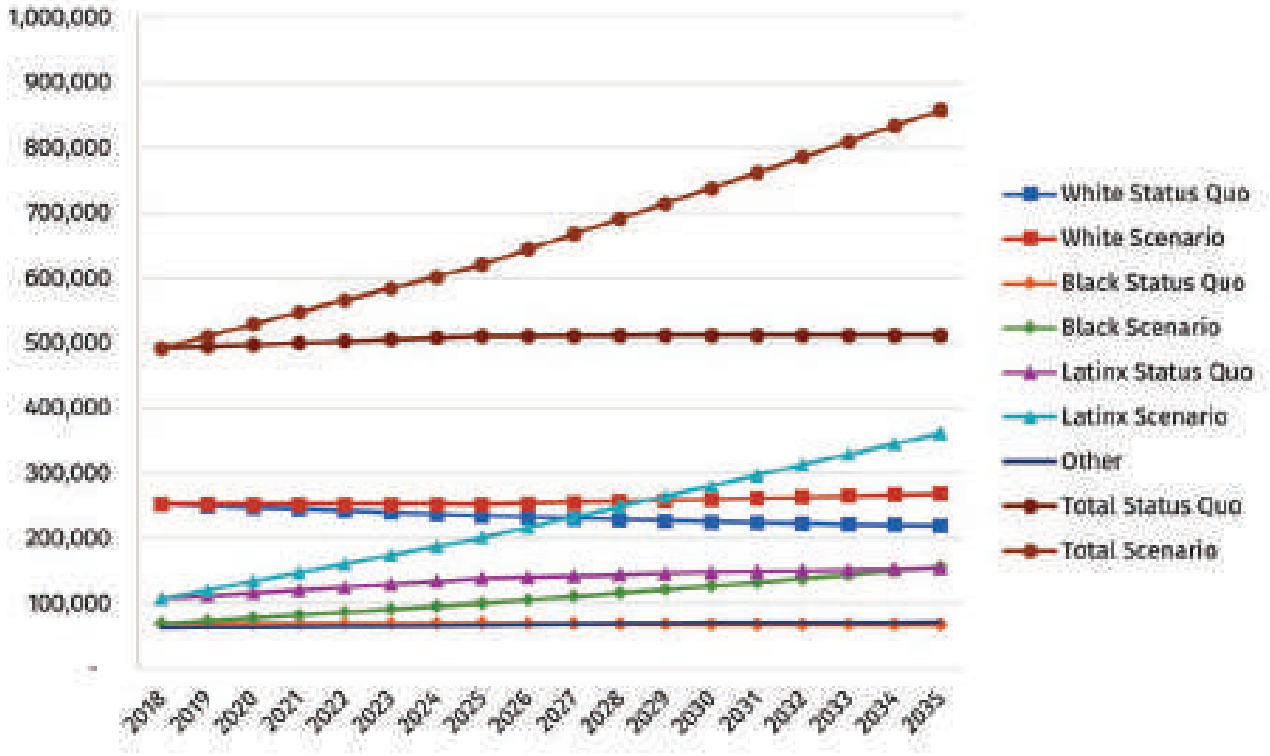
A dashboard was created to simulate linkages among enrollment, completion, and attainment. The dashboard allows users to project credentials conferred to all students by race and ethnicity toward the 65% attainment goal by 2035 among adults ages 25–64. Users can simulate changes in enrollment and completion rates relative to the status quo while monitoring the distribution of credentials across less-than-two-year colleges, public two-year, public four-year, and private four-year (both not-for-profit and for-profit) sectors. The dashboard displays the number of credentials produced annually under the status quo and the number of credentials produced annually using the user's simulated changes in enrollment and completion rates relative to the status quo. The dashboard also shows the cumulative number of additional degrees needed each year to meet the 65% goal by 2035 and the cumulative number of degrees over or under the total needed to meet the 65% attainment goal (termed the "credential deficit"). The model assumptions and limitations include:

1. The model assumes that institutions must produce the target number of degrees above and beyond the number they are expected to produce under the status quo degree production.
2. The model assumes that the completion rates for Black and Latinx students will gradually reach parity with the White group.
3. Both models assume that increases in enrollment and completion will only occur among adults aged 44 and under.
4. The model does not account for cross-state migration of students or college completers[29] and does not account for projected changes in economic conditions. (Additional data collection and analysis would be required to model these effects.)

As an illustration below, the status quo for total enrollment was created by keeping all changes in enrollment and production rates at zero. The equity scenario for the total enrollment model was created in three steps: (a) enrollment and production rates were kept at the status quo for the Other group; (b) the rate of increase in production rates was set such that the production rates of underrepresented female and male groups matched the rates of the White group by 2035; and (c) total enrollment rates of underrepresented and White groups were increased such that the number of additional degrees needed to reach the 65% attainment goal was met by 2035. Enrollment rate increases were distributed across sectors to yield a credential distribution of 42% for public two-year, 3% for less-than-two-year, 3% for private two-year, 25% for public four-year, and 27% for private four-year institutions.

[29] Stated differently, the model assumes that all residents educated in Illinois will stay in Illinois. The model also fails to capture the effect educating non-resident students who decide to stay in Illinois.

FIGURE D1. Projected Annual Enrollments Needed Among College-Educated Adults Aged 64 and Under to Reach 65% Attainment Goal by 2035

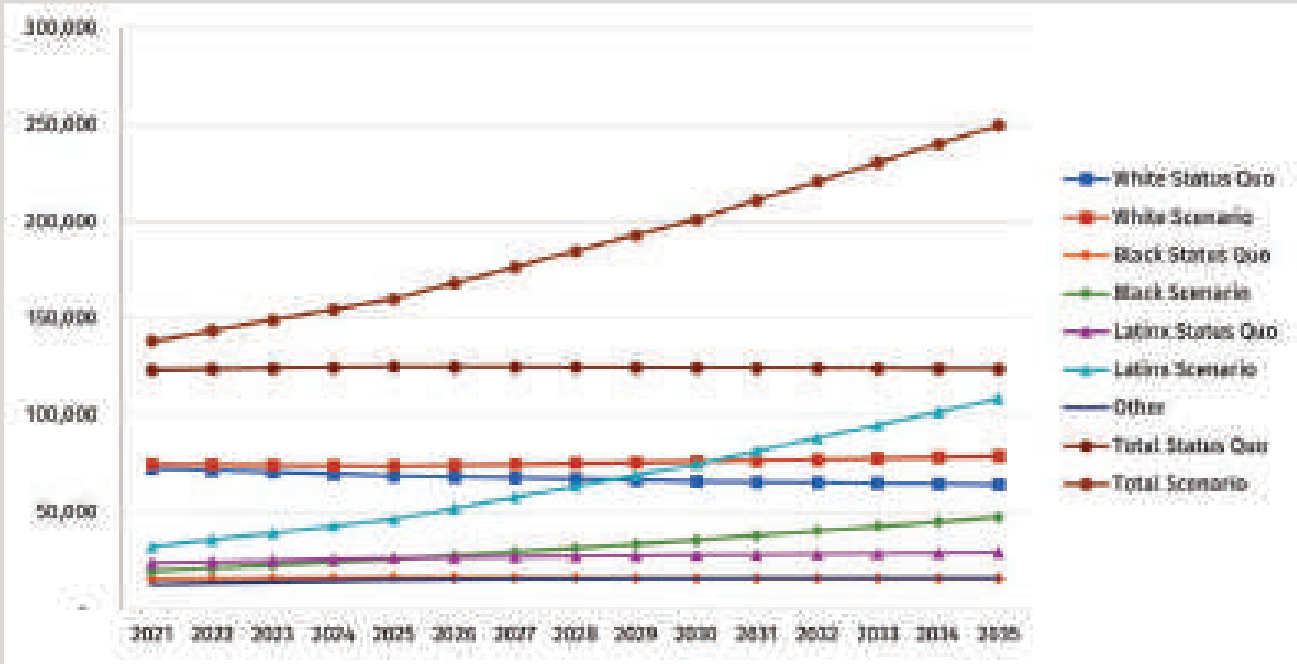


	White Status Quo	White Scenario	Black Status Quo	Black Scenario	Latinx Status Quo	Latinx Scenario	Other	Total Status Quo	Total Scenario
2018	253,334	253,334	69,228	69,228	107,313	107,313	62,341	492,217	492,217
2019	250,744	253,233	69,305	73,655	111,830	120,748	63,001	494,880	510,637
2020	248,154	253,132	69,382	78,081	116,348	134,184	63,660	497,544	529,058
2021	245,564	253,031	69,459	82,507	120,865	147,620	64,320	500,208	547,478
2022	242,974	252,929	69,536	86,934	125,382	161,056	64,980	502,871	565,899
2023	240,383	252,828	69,612	91,360	129,900	174,492	65,639	505,535	584,319
2024	237,793	252,727	69,689	95,787	134,417	187,928	66,299	508,199	602,740
2025	235,203	252,625	69,766	100,213	138,935	201,364	66,958	510,862	621,160
2026	233,356	254,016	69,371	105,568	140,747	217,176	67,718	511,192	644,478
2027	231,509	255,406	68,976	110,923	142,560	232,989	68,477	511,522	667,795
2028	229,661	256,796	68,581	116,278	144,372	248,801	69,237	511,851	691,112
2029	227,814	258,187	68,186	121,633	146,185	264,614	69,996	512,181	714,430
2030	225,967	259,577	67,791	126,988	147,997	280,426	70,756	512,511	737,747
2031	224,715	261,420	67,694	132,750	149,293	296,706	70,816	512,518	761,692
2032	223,463	263,263	67,598	138,513	150,589	312,986	70,875	512,525	785,638
2033	222,211	265,107	67,502	144,275	151,885	329,267	70,935	512,533	809,583
2034	220,959	266,950	67,406	150,038	153,181	345,547	70,995	512,540	833,529
2035	219,707	268,793	67,310	155,800	154,476	361,827	71,054	512,547	857,474

Takeaway

Among adults aged 64 and under, total postsecondary enrollment must increase from about 492,000 in 2018 to 857,000 in 2035 (an increase of 74%). Total Black enrollment must increase from about 69,000 in 2018 to 156,000 in 2035 (an increase of 125%). Total Latinx enrollment must increase from about 107,000 in 2018 to 362,000 in 2035 (an increase of 237%).

FIGURE D2. Projected Annual Completions Needed Among College-Educated Adults Aged 64 and Under to Reach 65% Attainment Goal by 2035



	White Status Quo	White Scenario	Black Status Quo	Black Scenario	Latinx Status Quo	Latinx Scenario	Other	Total Status Quo	Total Scenario
2021	72,313	74,554	15,218	19,213	23,223	31,923	12,477	123,230	138,166
2022	71,351	74,340	15,420	20,747	23,872	35,472	13,041	123,684	143,599
2023	70,390	74,125	15,623	22,281	24,521	39,021	13,605	124,137	149,031
2024	69,428	73,911	15,825	23,815	25,170	42,570	14,169	124,591	154,464
2025	68,466	73,696	16,027	25,349	25,819	46,119	14,733	125,045	159,897
2026	67,933	74,135	15,940	27,323	26,158	51,793	14,900	124,931	168,151
2027	67,399	74,573	15,853	29,298	26,498	57,468	15,067	124,817	176,406
2028	66,865	75,011	15,766	31,272	26,837	63,143	15,234	124,702	184,660
2029	66,331	75,449	15,679	33,246	27,177	68,818	15,401	124,588	192,915
2030	65,797	75,888	15,592	35,220	27,516	74,492	15,569	124,474	201,169
2031	65,433	76,452	15,570	37,586	27,763	81,265	15,582	124,348	210,886
2032	65,068	77,017	15,549	39,952	28,009	88,037	15,596	124,222	220,602
2033	64,704	77,582	15,527	42,318	28,256	94,809	15,609	124,096	230,319
2034	64,339	78,146	15,505	44,684	28,502	101,582	15,623	123,970	240,035
2035	63,975	78,711	15,483	47,050	28,748	108,354	15,637	123,843	249,751

Takeaway

Among adults aged 64 and under, total postsecondary completions must increase from about 138,000 in 2021 to 250,000 in 2035 (an increase of 81%). Total Black completions must increase from about 19,000 in 2021 to 47,000 in 2035 (an increase of 145%). Total Latinx completions must increase from about 32,000 in 2021 to 108,000 in 2035 (an increase of 239%).

MIDWESTERN HIGHER EDUCATION COMPACT

Vision MHEC members collaborate to address the region's most pressing challenges in higher education and transform educational opportunities so that people and communities thrive.

Mission MHEC brings together midwestern states to develop and support best practices, collaborative efforts, and cost-sharing opportunities. Through these efforts it works to ensure strong, equitable postsecondary educational opportunities and outcomes for all.

Who MHEC Serves MHEC is comprised of member states from the midwestern United States. MHEC works with and for a variety of stakeholders within and across member states, including higher education system leaders, state policymakers, legislators, and institutional leaders, while always maintaining a focus on students and their success.

How MHEC Works MHEC's strategic approach highlights member states' strong desire for collaboration, effectiveness, and efficiency. MHEC believes that collaborative actions informed by research and best practices are the catalyst for improving quality, accessibility, relevance, and affordability of postsecondary educational opportunities. MHEC does this primarily through the following approaches: convenings, programs, research, and cost-savings contracts. Increasingly, MHEC looks to leverage these approaches in conjunction with each other to serve its strategic priorities.

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