



MAPS Data Dashboards Use Case

A California Community College President Looks to Better Support Hispanic Students

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charting the shifting landscape
of the future of higher education

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How Well is Your College or University Performing Financially and Addressing Student Equity?

In the wake of student demographic changes and their accompanying and increasing needs, higher education leaders will need to take a data-backed approach to decisions affecting students, especially historically underserved students. The MAPS Project gives higher education leaders actionable insights and tools to navigate challenges, empowering them to create a more equitable future for historically marginalized students.

The **Financial Health Dashboard** offers a first-of-its-kind visibility into the financial health of more than 3,000 colleges and universities nationwide and the system as a whole. Leveraging sector-specific models, this interactive resource provides decision makers with a data-driven way to understand the current financial state, learn from peers, and together shape a system where every student can succeed.

The **Institutional Equity Outcomes (IEO) Dashboard** helps institutions of higher learning more easily understand their own college or university's data on enrollment, retention, and graduation. It aims to address the need for consistent, system-wide metrics to measure equity and implementation of solutions that can be applied to the specific needs of each school and its student population. Academic institutions can use the platform to see if the efforts they are making around equity and inclusion are working and how they should best utilize their resources.

Finally, the **Student Trends and Enrollment Projections (STEP) Dashboard** is an interactive data tool that visualizes historical enrollment and population trends, forecasts future trends until 2030, and provides insights into student migration flow and online-only education. Using IPEDS, College Scorecard, and US Census Data, the STEP Dashboard allows users to drill down to the state level and filter by institution type, student race, student gender, and more to understand potential areas of opportunity. These actionable insights can help inform recruitment efforts, strategic planning, resource allocation, and innovative investment opportunities.



Use Case: A California Community College President Looks to Better Support Hispanic Students

While this is a fictional example, it is based on real data from the MAPS dashboards about an actual institution that will remain anonymous.

THE CHALLENGE

Michelle is the president of a community college, which is part of a larger district, in California. She works closely with district leadership and the gov to ensure the college is best serving the students' needs in its community. The county is predominantly Hispanic and is becoming more so.

KEY FINDINGS: STEP DASHBOARD

First, she starts with the STEP Dashboard. She is most interested in seeing trends affecting California, since she knows it is her institution's top recruitment state.

- **Student Demographic and Enrollment Trends**
 - In 2021, 49.67% of enrollees in public, 2-year institutions in California were Hispanic. This makes Hispanic students the single largest demographic group aged 18-24 attending the state's 2-year public institutions.
 - The STEP Dashboard shows Michelle that the population of Hispanic adults between the ages of 18-24 is projected to rise in California by the year 2030. However, enrollment among this group is projected to decline to nearly half of what it was in 2021. As a result, the proportion of population to enrollment in this group is projected to drop precipitously.
 - When looking at the breakdown between Hispanic men and women, both groups are projected to grow in population and decline in enrollment by 2030. Enrollment of Hispanic men in public, 2-year institutions is expected to decline from roughly 126,011 in 2020 to 38,310 in 2030. Meanwhile, Hispanic women are also projected to see a sustained and pronounced decline in enrollment in this sector, from 184,985 in 2020 to 80,533 in 2030.

At this point, Michelle decides to look at enrollment and population projections for students of other races in California for comparison.



Enrollment Projections for 2-Year Public		
Race/Ethnicity	2021	2030
Hispanic	284,807	138,726
Asian	69,137	35,938
White	137,949	53,897
Black	29,513	10,158
Two or More Races	26,484	19,456

Population of 18- to 24-Year-Olds		
Race/Ethnicity	2021	2030
Hispanic	1,780,479	2,075,545
Asian	446,218	522,743
White	961,517	892,500
Black	197,300	193,159
Two or More Races	144,009	180,922

Michelle sees that regardless of race, enrollment is projected to decline substantially in public, 2-year institutions among students aged 18-24, even as some of those groups grow in population. This trend worries her, and she believes that her institution will either need to focus more on attracting nontraditional students aged 25 or older to make up for this decline, or find groundbreaking new ways to recruit a growing population of young Hispanic students. Maybe recruiting from out of state might help improve enrollment rates.

- **Student Migration:**
 - Michelle now sees how many enrollments in California's public, 2-year in-state institutions are from in-state or out-of-state.
 - California first-year enrollments in public 2-year institutions:
 - 94.5% enroll from in-state
 - 5.5% enroll from out of state.



- She notices that most of these out-of-state enrollments actually come from foreign countries (2.7%).
 - Now, she wants to see how many California resident students stay in state and how many go out of state. This can help inform the university's recruitment strategy, as she isn't sure whether first-year students who are interested in pursuing public 2-year options tend to stay in California or go elsewhere.
 - California first-year students who chose a public 2-year institution in 2021:
 - Stayed in state: 98.4%
 - Went out of state: 1.6%
 - Michelle isn't surprised that the overwhelming majority community college students in California enroll in-state.
 - However, she is curious to know where California residents are going to attend community college if they leave. She figures that understanding which states are most popular with California residents may help her identify states and schools from which she can draw inspiration for recruitment strategies. She can later explore demographic trends in these key states, as she has done for California.
 - Most Outbound First Year Students Leave California for:
 - Arizona
 - Oregon
 - New York
 - Massachusetts
 - Washington
- **Remote Distance Learning:**
 - Next Michelle looks at remote distance learning trends in California. She can deduce that, while exclusively remote learning isn't the most popular option for students in California, interest in this learning modality has been steadily increasing over time, even before it shot up in 2020 due to the pandemic.
 - Exclusive remote enrollment from students in state at public 2-year institutions:
 - In 2012: 7.3%
 - In 2019: 12.3%
 - In 2020: 42.5%
 - In 2021: 48.8%
 - She sees that exclusively remote enrollment is still growing for 2-year public institutions, even as other sectors, like public 4-year and private 4-year see declines.



- Michelle sees that exclusively remote enrollment skyrocketed in 2020 and only continued to grow in 2021. Investing more in online options may be worthwhile, considering that so many 2-year students have experience with this mode of learning.

KEY FINDINGS: FINANCIAL HEALTH DASHBOARD

Now Paul moves to the Financial Health Dashboard. This dashboard uses IPEDS data from 2014-2021 to uniquely assess the financial standing of over 3,000 institutions of higher education. The tool calculates institutional financial health by using a weighted formula and ranks within an institution's sector for comparability of funding models and resources. Percentile ranks are meant to provide insight into a school's financial standing, priorities, and opportunities.

- **Financial Health percentile:** Michelle sees that her community college falls in the **19th percentile of public, 2-year or above higher education institutions.**
- **Comparing peer institutions:** Michelle then compares her community college to her state and sector average and finds that her institution falls in the below both benchmarks. However, when she compares her school to four nearby peer institutions, she finds that her community college is roughly in the middle of the pack; two colleges fall below hers, while two others outperform hers.
- **Areas of strength:** When looking at the components of her institution's financial health score, she notices that two scores sit above the median:
 - "Expenses", or the reduction in value of an asset as is used to generate revenue;
 - "Revenue", or an increase in assets or decrease in liabilities caused by the provision of services or products to customers.
- **Areas to examine:** However, her community college falls below the median in three other scores, negatively impacting her institution's score:
 - "Assets", or resources of economic value;
 - This is by far her lowest score. When she looks into it further, she discovers that her institution's low Total Current Assets as % Total Expenses appears to have an outsized effect on reducing her score.
 - "Debt", or the amount owed for funds borrowed;
 - "Student", or the aggregate of enrollment changes over time, retention rate, and retention rate over time.



KEY FINDINGS: INSTITUTIONAL EQUITY DASHBOARD

Finally, Michelle looks at the MAPS Institutional Equity Dashboard, which contextualizes racial and socioeconomic data.

- **University Overview (2021):**
 - Full-time Undergrad Enrollment: 1,375
 - Undergrad Pell Recipients: 27% are Pell recipients
 - Full-time Undergraduate Graduation Rate: 51%
 - Retention Rate: 59%
- **Majority Race of Instructors:** 56% White
- **Demographic Information:**
 - Race of Undergraduate Enrollment (2021) :
 - Hispanic: 71%
 - White: 11%
 - Black: 9%
 - Asian: 5%
 - Two or more races: 3%

She sees that, compared to a student body that is 71% Hispanic, only 24% of faculty was Hispanic. She can then compare the disparity between students and faculty for other races at her institution. She sees that Black students make up a larger proportion of enrollees than Black instructors, while Asian students are over-represented by Asian instructors. The most notable gap, however, remains between White students and instructors (11% to 52%) and Hispanic students and instructors (71% to 24%).

Race/ethnicity	2021 Enrollment Percent	2021 Instructor Percent
White	11	52
Hispanic	71	24
Black	9	7
Asian	5	8

INSIGHTS

First, the STEP Dashboard showed Michelle that, despite the population of Hispanic people aged 18-24 being projected to grow in the next few years, the proportion of those young people enrolling in 2-year public institutions is set to decline dramatically, resulting in nearly half as many students of that population enrolling by 2030. This troubling projection makes her wonder



if more outreach is needed to attract those students. The popularity of exclusively remote learning in California has grown significantly in the past, and she wonders if, after conducting more research to confirm, that mode of learning might help better reach that proportion of people not enrolling.

Second, the Financial Health Dashboard showed her that her community college is doing well financially compared with its peers and has strong net positive income. He also sees that his university ranked low in its peer group in instruction expenses, tuition discounts, scholarships and fellowships, which could create barriers to access and decrease student success in historically marginalized racial groups.

Third, the Institutional Equity Outcomes Dashboard showed him that compared with its peers, it has low graduation and retention rates. It also made clear how heavily they rely on white residents for undergraduate enrollment and for their faculty positions. He knows that the school will need to diversify its student body and its faculty if it wants to remain competitive and truly fulfill the institutional mission of providing a public good to all residents. He can also look at providing services to students like weekend/evening college and distance education programs to lower barriers for students outside the traditional 18-24 year old range.

Michelle is now empowered to approach the president's cabinet with a portfolio of data-backed ideas to strengthen outreach to Hispanic students in her state.

SOLUTIONS

Paul explores [MAPS Resources](#) to find examples and information about how colleges and universities can better support students of diverse racial backgrounds through programs and student services.