Analyzing IPEDS Data by State for the Almanac of Higher Education

A webinar for IPEDS educators sponsored by the Association for Institutional Researchers
2 p.m. February 7, 2019

1. Overview of the Almanac

2. How do we choose the IPEDS and other data we run in the States section?

3. How do we find the data?

4. What are our planning and production processes?

5. How do we expect readers to use the information?

6. How might we expect the section to change?
Presenters

Tyler Davis, data editor
*The Chronicle of Higher Education*
*The Chronicle of Philanthropy*

Ruth Hammond, Almanac editor
*The Chronicle of Higher Education*
Part 1
Overview

Cover of the 31st annual issue of Almanac
Compare the States

AUGUST 19, 2018

Explore the nine sortable tables below to discover how the states and the District of Columbia compare with each other and with the nation over all in terms of their demographic challenges, the educational level of their residents, faculty pay, college enrollment, diversity, graduation rates, tuition costs, and much more. Return to the main Almanac page.

<table>
<thead>
<tr>
<th>STATE</th>
<th>POPULATION</th>
<th>MEDIAN AGE</th>
<th>ASSOCIATE DEGREE</th>
<th>BACHELOR'S DEGREE</th>
<th>MASTER'S DEGREE</th>
<th>DOCTORAL DEGREE</th>
<th>PROFESSIONAL DEGREE</th>
<th>LANGUAGE OTHER THAN ENGLISH SPOKEN AT HOME</th>
<th>POVERTY RATE</th>
<th>PER CAPITA INCOME</th>
<th>PROJECTED CHANGE IN HIGH-SCHOOL GRADUATES OVER NEXT DECADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>4,863,300</td>
<td>39</td>
<td>8.2%</td>
<td>15.4%</td>
<td>6.9%</td>
<td>1.0%</td>
<td>1.5%</td>
<td>5.1% 17.1%</td>
<td>$25,810</td>
<td>-8.6%</td>
<td></td>
</tr>
<tr>
<td>Alaska</td>
<td>741,804</td>
<td>33.5</td>
<td>8.5%</td>
<td>10.9%</td>
<td>7.6%</td>
<td>1.2%</td>
<td>1.8%</td>
<td>16.5% 9.9%</td>
<td>$34,187</td>
<td>6.1%</td>
<td></td>
</tr>
<tr>
<td>Arizona</td>
<td>6,931,071</td>
<td>37.5</td>
<td>8.4%</td>
<td>18.1%</td>
<td>7.8%</td>
<td>1.2%</td>
<td>1.8%</td>
<td>27.1% 16.4%</td>
<td>$27,997</td>
<td>-12.0%</td>
<td></td>
</tr>
<tr>
<td>Arkansas</td>
<td>2,988,248</td>
<td>38</td>
<td>6.7%</td>
<td>14.2%</td>
<td>5.9%</td>
<td>0.9%</td>
<td>1.3%</td>
<td>7.3% 17.2%</td>
<td>$24,264</td>
<td>-4.0%</td>
<td></td>
</tr>
<tr>
<td>California</td>
<td>39,250,017</td>
<td>36.4</td>
<td>7.7%</td>
<td>20.6%</td>
<td>8.4%</td>
<td>1.6%</td>
<td>2.4%</td>
<td>44.6% 14.3%</td>
<td>$33,389</td>
<td>-8.7%</td>
<td></td>
</tr>
<tr>
<td>Colorado</td>
<td>5,540,545</td>
<td>36.7</td>
<td>8.6%</td>
<td>24.3%</td>
<td>10.9%</td>
<td>1.6%</td>
<td>2.3%</td>
<td>17.1% 11.0%</td>
<td>$34,542</td>
<td>-2.3%</td>
<td></td>
</tr>
<tr>
<td>Connecticut</td>
<td>3,576,452</td>
<td>40.9</td>
<td>7.5%</td>
<td>21.9%</td>
<td>12.1%</td>
<td>1.6%</td>
<td>3.0%</td>
<td>22.7% 9.8%</td>
<td>$41,087</td>
<td>-15.5%</td>
<td></td>
</tr>
<tr>
<td>Delaware</td>
<td>952,065</td>
<td>40.6</td>
<td>7.9%</td>
<td>18.4%</td>
<td>8.9%</td>
<td>1.8%</td>
<td>1.9%</td>
<td>12.9% 11.7%</td>
<td>$31,712</td>
<td>-1.2%</td>
<td></td>
</tr>
<tr>
<td>District of Columbia</td>
<td>681,170</td>
<td>33.9</td>
<td>2.9%</td>
<td>24.0%</td>
<td>20.6%</td>
<td>4.3%</td>
<td>8.0%</td>
<td>17.1% 18.0%</td>
<td>$50,567</td>
<td>22.1%</td>
<td></td>
</tr>
</tbody>
</table>
1988-2018
Part 2

Choosing the States data

1. Tradition
2. Avoiding redundancy with other data in the Almanac
3. Adding new data as they become available
1995 Almanac

What we’ve kept in States
• State demographic data
• Projections of high-school graduates
• Faculty pay
• Enrollment
• Degrees
• Test scores
• Tuition and other financial data
• AAUP and NCAA penalties

What we’ve dropped
• State summaries
• Miscellany
• State political leadership
• Top-paid chief executive’s salary
• Top endowment
• Top fund raisers
• Graduation rates at NCAA Division 1 colleges
• Higher-education expenditures
• Illustrations
Why we run much of the same information
- Readers expect to find the same data.
- Readers like to compare data year to year.
- Some people collect Almanacs for years.

What we’ve added
- More detail on diversity in enrollment.
- Graduation rates by race.
- Largest institutions in each state.

What we will add this year
- Color.

What we’ll drop
- Some of the detail on research-and-development funds.
Part 3
Finding the States data

More than 30 separate tables make up the States section.

Sources:

1. IPEDS data from the U.S. Department of Education (faculty pay, graduation rates, diversity, tuition and fees, and much more)
2. Census Bureau’s American Community Survey (demographics)
3. Western Interstate Commission for Higher Education (projected change in high-school graduates)
4. ACT and College Board (test scores)
5. Center for the Study of Education Policy at Illinois State University and the State Higher Education Executive Officers (state funds for operating expenses)
6. National Association of State Student Grant and Aid Programs (state student aid)
7. National Science Foundation (research funds)
8. American Association of University Professors (sanctions)
9. National Collegiate Athletic Association (probation)
Links are on our online States data page, under the table
https://www.chronicle.com/interactives/almanac-2018

About the data
Data cover all degree-granting institutions in the United States that are eligible to receive Title IV federal financial aid, unless otherwise specified. Data on state population, age distribution, educational attainment, the proportion of state residents who speak a language other than English at home, per capita income, and the poverty rate are from the U.S. Census Bureau’s 2016 American Community Survey. Racial categories include people of Hispanic origin, and the percentage of Hispanics is also given separately.

The projected change in new high-school graduates over the next decade is estimated for the period from 2018-19 to 2028-29. Data are from the Western Interstate Commission for Higher Education.

Overall enrollment, enrollment by race and ethnicity, and the number of institutions in each sector are from the U.S. Department of Education for the fall of 2016. Minority enrollment represents American Indians/Alaska Natives, Asians, blacks, Hispanics, Native Hawaiians/Pacific Islanders, and students of two or more races. Racial categories for enrollment exclude people of Hispanic ethnicity, who are shown separately and may be of any race. "Nonresident aliens" are natives of foreign countries who are studying in the United States on a temporary basis. Percentages may not add to 100 because students whose race was unknown were excluded.

Average pay of full-time professors is from the 2016-17 academic year, as reported to the U.S. Department of Education, and is adjusted to a standard nine-month work year. Medical-school faculty members are excluded. The number of degrees awarded is based on U.S. Department of Education data collected for the 2015-16 academic year. Professional degrees like medical and law degrees are included in the number of doctorates. Average tuition and fees cover undergraduate charges for 2016-17 and are weighted by full-time-equivalent undergraduate enrollment. Figures for public institutions represent charges to state residents. Six-year graduation rates are for first-time, full-time, degree-seeking students who entered degree-granting four-year institutions in the fall of 2010 and graduated within six years. Those figures are also from the U.S. Department of Education.

SAT scores are for 2017; figures are from the College Board. ACT scores are also for 2017. One-year change in state funds for higher-education operating expenses reflect the difference between 2016-17 and 2017-18; data are from the Center for the Study of Education Policy at Illinois State University and the State Higher Education Executive Officers. Total state spending on student aid is for 2015-16; data are from the National Association of State Student Grant and Aid Programs.

Figures on state spending for higher-education operating costs cover 2017-18 and are from the Center for the Study of Education Policy at Illinois State University and the State Higher Education Executive Officers. Data on state spending on student aid are for 2015-16 and are from the National Association of State Student Grant and Aid Programs.
Links are also on our Sources & Notes page in print.
Example of a useful source: The Western Interstate Commission for Higher Education has great visualizations projecting the number of high-school graduates to 2032. See https://knocking.wiche.edu/nation-region-profile/
Part 4
Planning and production

1. We decide what we will run each year based on what has worked in the past.
2. We do the print States section first.
3. Editors double-check all the data against original data by ticking off figures.
4. Designers lay out the pages for print.
5. Tyler and Brian O’Leary, our interactive news editor, export the States data to execute the online version of the table.
6. Ruth and copy editors review the final data online and in print, double-checking them against the original data, and offering any corrections.
Before 2013, we used FileMaker to export data.
We list all the tables that make up the States section in a Google Doc.

<table>
<thead>
<tr>
<th>Table No.</th>
<th>Table Title</th>
<th>Person who will pull data</th>
<th>Status</th>
<th>Subcategory</th>
<th>Data Source</th>
<th>Year for data Updated for 2019</th>
<th>Data Source URL</th>
<th>Second URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Population</td>
<td>Tyler</td>
<td>To do</td>
<td>Demographics</td>
<td>Census Bureau, American Community Survey</td>
<td>2017</td>
<td><a href="http://www.census.gov/acs">http://www.census.gov/acs</a></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Poverty rate</td>
<td>Tyler</td>
<td>To do</td>
<td>Demographics</td>
<td>Census Bureau, American Community Survey</td>
<td>2017</td>
<td><a href="http://www.census.gov/acs">http://www.census.gov/acs</a></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Educational attainment of adults</td>
<td>Tyler</td>
<td>To do</td>
<td>Demographics</td>
<td>Census Bureau, American Community Survey</td>
<td>2017</td>
<td><a href="http://www.census.gov/acs">http://www.census.gov/acs</a></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Proportion who speak a language other than English at home</td>
<td>Tyler</td>
<td>To do</td>
<td>Demographics</td>
<td>Census Bureau, American Community Survey</td>
<td>2017</td>
<td><a href="http://www.census.gov/acs">http://www.census.gov/acs</a></td>
<td></td>
</tr>
<tr>
<td>107</td>
<td>New high-school graduates</td>
<td>Tyler</td>
<td>To do</td>
<td>Demographics</td>
<td>WICHE 2016</td>
<td></td>
<td>nokoing.wiche.edu</td>
<td></td>
</tr>
<tr>
<td>108</td>
<td>New GED diploma recipients (if you can’t get recent data, let’s omit this in the 2019 Almanac)</td>
<td>Tyler</td>
<td>Could skip</td>
<td>Demographics</td>
<td>GED Testing Services</td>
<td>2017, but we have not been able to get these numbers the past few years so we can skip this if still unavailable</td>
<td><a href="http://www.gdtesting.com">www.gdtesting.com</a></td>
<td></td>
</tr>
<tr>
<td>109</td>
<td>High-school dropout rate</td>
<td>Tyler</td>
<td>To do</td>
<td>Demographics</td>
<td>Census Bureau, American Community Survey</td>
<td>2017</td>
<td><a href="http://www.census.gov/acs">http://www.census.gov/acs</a></td>
<td></td>
</tr>
<tr>
<td>110</td>
<td>18- to 24-year-olds enrolled in college</td>
<td>Tyler</td>
<td>To do</td>
<td>Demographics</td>
<td>Census Bureau, American Community Survey</td>
<td>2017</td>
<td><a href="https://www.census.gov/acs/ww">https://www.census.gov/acs/ww</a></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Average pay of full-time professors Public doctoral institutions</td>
<td>Tyler</td>
<td>To do</td>
<td>Faculty pay</td>
<td>Education Dept.</td>
<td>2017-18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>201</td>
<td>Public masters</td>
<td>Tyler</td>
<td>To do</td>
<td>Faculty pay</td>
<td>Education Dept.</td>
<td>2017-18</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Producing States Data

1. We use a set of Python scripts to prepare and export States data to print and web.
2. The States section depends on data from non-IPEDS sources as well as IPEDS.
3. The IPEDS data are fairly straightforward, as we keep a set of internal IPEDS databases dating back to the 1990s.
Updating Sources

1. The export process is fairly automated — sources and queries are the only things that need to be updated annually.
2. Generally this involves updating any URLs to our non-IPEDS sources.
3. Any data we cannot download via Python needs to be requested and the paths to the files need to be updated in our scripts (ACT, SAT, Census).
4. IPEDS queries need to be updated to use the correct academic year’s data.

```python
for state in states:
    state_record = state['state']

    state['institutions'] = ipeds_conn.execute(""
        SELECT
            COUNT(
                CASE WHEN
                    `hd2016`.ICLEVEL = 1  # Four-year
                    AND `hd2016`.CONTROL = 1  # Public
                    THEN
                        `hd2016`.UNITID
                    END
                ) AS `public_4`,
        "_,
    os.path.join(
        SOURCES_PATH, 'che_state_demographics',
        'ACS_16_1YR_DP05.zip'),
    'r', zipfile.ZIP_DEFLATED)
```
Exporting States Data to Print

1. Once the sources are updated, the scripts can be run and will export the data to a text file that can be imported into InDesign to render the print States section.
2. The page previews first go out to editors, and I make any programmatic changes that need to be resolved on the text file itself before the page goes to designers.
3. This file contains all the styles and structure the print page needs, so the designer can focus on details and other fixes that need to be made.
4. The file is similar to HTML or XML in structure, and the text file itself is very ugly.
Exporting States Data to Web

1. For the web, we must first export the year’s IPEDS data to a table - this is usually a massive query with many joins across several IPEDS tables that yields all the fields we discuss in States.

2. Our scripts already exported the non-IPEDS data to a table, so all that is left is to join the IPEDS data to the non-IPEDS data and to ensure the final table’s structure closely matches the structure of the table we use last year.

3. Below is a sample of the table that powers our online Compare the States section.

4. The table itself has more than 100 fields.
Previously, we ran a table for each state online, with a comparison to the national total.

## New Mexico: Almanac 2012

### Demographics

<table>
<thead>
<tr>
<th></th>
<th>State:</th>
<th>Nation:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Population:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State rank:</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2,059,179,308</td>
<td>745,538</td>
</tr>
<tr>
<td><strong>Age distribution:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Up to 4</td>
<td>7.0%</td>
<td>6.5%</td>
</tr>
<tr>
<td>5 to 14</td>
<td>13.8%</td>
<td>13.3%</td>
</tr>
<tr>
<td>15 to 19</td>
<td>7.3%</td>
<td>7.1%</td>
</tr>
<tr>
<td>20 to 24</td>
<td>6.9%</td>
<td>7.0%</td>
</tr>
<tr>
<td>25 to 44</td>
<td>25.0%</td>
<td>26.6%</td>
</tr>
<tr>
<td>45 to 64</td>
<td>26.7%</td>
<td>26.4%</td>
</tr>
<tr>
<td>65 and older</td>
<td>13.2%</td>
<td>13.0%</td>
</tr>
</tbody>
</table>
In 2012, we also ran one comparative table with just nine measures of comparison. Our current States interactive table has 85 data points that readers can compare.

### Almanac 2012: A Comparison of the 50 States: Key Measures in Higher Education

<table>
<thead>
<tr>
<th>State</th>
<th>Average salary, full professor, public doctoral institution, 2010-11</th>
<th>% of students who are members of minority groups, fall 2010</th>
<th>% of adults with 6-year graduation bachelor's rates, 2010 or above, 2010</th>
<th>% of adults with tuition and fees, 4-year fees, 4-year degree or above, 2010</th>
<th>Average tuition and fees, public institutions, 2010-11</th>
<th>Average tuition and fees, private institutions, 2010-11</th>
<th>Change in state spending for higher education operations: 2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>$106,204</td>
<td>31.5%</td>
<td>47.5%</td>
<td>22%</td>
<td>$6,808</td>
<td>$16,649</td>
<td>-5.0%</td>
</tr>
<tr>
<td>Alaska</td>
<td>$100,107</td>
<td>33.3%</td>
<td>26.6%</td>
<td>27%</td>
<td>$5,578</td>
<td>$21,070</td>
<td>4.0%</td>
</tr>
<tr>
<td>Arizona</td>
<td>$113,769</td>
<td>27.0%</td>
<td>57.1%</td>
<td>26%</td>
<td>$7,685</td>
<td>$12,261</td>
<td>-25.0%</td>
</tr>
<tr>
<td>Arkansas</td>
<td>$90,884</td>
<td>23.0%</td>
<td>38.7%</td>
<td>19%</td>
<td>$6,117</td>
<td>$16,103</td>
<td>-1.0%</td>
</tr>
<tr>
<td>California</td>
<td>$128,650</td>
<td>42.4%</td>
<td>65.1%</td>
<td>30%</td>
<td>$7,357</td>
<td>$26,519</td>
<td>-13.0%</td>
</tr>
<tr>
<td>Colorado</td>
<td>$106,155</td>
<td>18.7%</td>
<td>53.3%</td>
<td>36%</td>
<td>$6,670</td>
<td>$19,116</td>
<td>-15.0%</td>
</tr>
<tr>
<td>Connecticut</td>
<td>$122,151</td>
<td>22.4%</td>
<td>61.5%</td>
<td>35%</td>
<td>$8,854</td>
<td>$32,581</td>
<td>-12.0%</td>
</tr>
<tr>
<td>Delaware</td>
<td>$132,536</td>
<td>31.1%</td>
<td>70.8%</td>
<td>28%</td>
<td>$9,646</td>
<td>$12,989</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
In 2017, we did the first extensive sortable comparison table on the web, but we had only five categories of data instead of the nine we had in 2018.

### Compare the States

AUGUST 13, 2017

Explore the five sortable tables below to discover how the states and the District of Columbia compare in terms of their demographic challenges, the educational level of their residents, faculty pay, college enrollment, tuition costs, and much more. For an overview of higher education in the country, see the United States page. Return to the main Almanac page.

<table>
<thead>
<tr>
<th>OVERVIEW</th>
<th>ENROLLMENT</th>
<th>GRADUATION RATES</th>
<th>FINANCE</th>
<th>DEMOGRAPHICS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ALL</td>
<td>MEN</td>
<td>WOMEN</td>
<td>AMERICAN INDIAN</td>
</tr>
<tr>
<td>Alabama</td>
<td>49.0%</td>
<td>44.8%</td>
<td>52.6%</td>
<td>40.0%</td>
</tr>
<tr>
<td>Alaska</td>
<td>32.0%</td>
<td>29.0%</td>
<td>34.6%</td>
<td>16.8%</td>
</tr>
<tr>
<td>Arizona</td>
<td>50.9%</td>
<td>49.9%</td>
<td>51.8%</td>
<td>29.1%</td>
</tr>
<tr>
<td>Arkansas</td>
<td>44.3%</td>
<td>40.7%</td>
<td>47.3%</td>
<td>41.6%</td>
</tr>
<tr>
<td>California</td>
<td>66.6%</td>
<td>63.9%</td>
<td>68.6%</td>
<td>62.9%</td>
</tr>
<tr>
<td>Colorado</td>
<td>56.4%</td>
<td>53.8%</td>
<td>59.1%</td>
<td>41.8%</td>
</tr>
<tr>
<td>Connecticut</td>
<td>68.3%</td>
<td>65.7%</td>
<td>70.5%</td>
<td>50.8%</td>
</tr>
<tr>
<td>Delaware</td>
<td>66.6%</td>
<td>61.2%</td>
<td>70.7%</td>
<td>50.0%</td>
</tr>
<tr>
<td>District of Columbia</td>
<td>76.0%</td>
<td>74.2%</td>
<td>77.1%</td>
<td>71.0%</td>
</tr>
<tr>
<td>Florida</td>
<td>58.8%</td>
<td>53.9%</td>
<td>63.1%</td>
<td>47.6%</td>
</tr>
</tbody>
</table>
Part 5

How readers use the States data

1. College presidents bring the Almanac to state legislators to show how their state is falling behind others.

2. College officials compare their states to other states.

3. Professors see how pay in their state compares with other states and perhaps think about moving to other states, or staying where they are and asking for higher pay.

4. College officials and student reporters see how they are doing on various measures like diversity and graduation rates. They may cite these figures as they seek grants to improve on those measures.

5. College officials worry about an anticipated decline in enrollment and make predictions and develop strategies. Could they be keeping more students in state? Could they be serving poorer students better?

6. College consultants figure out which colleges might be in trouble and offer their services to help.
Data from a 2018 Almanac survey suggest who our readers are.

25. What best describes your current role?

- Chief executive of a college or college administrator: 45%
- Chief academic officer: 20%
- Student-affairs official: 12.5%
- Other college administrator: 10%
- Faculty member or instructional-staff member: 5%
- College employee not involved in instruction: 5%
- Retired from higher education: 5%
- Higher-education consultant or recruiter: 5%
- College student: 5%
- Work outside higher education: 5%
- Researcher, NH Department of Education: 5%
- Communications director: 5%

40 responses
Survey takers valued the States data.

Interest in particular areas of data

22. Data at the individual-state level on demographics, faculty pay, enrollment, diversity, student aid, and research spending

40 responses

- High: 50%
- Medium: 42.5%
- Low: 7.5%
- No interest: 0%
An assistant vice president for institutional research at Stony Brook University is one loyal reader.
A senior policy analyst from the Education Trust used our data to look at racial inequities in graduation rates by state.

Katie Berger @katielberger · 24 Aug 2018
THREAD: I thought I was beyond being shocked by racial inequity data but looking at the @chronicle almanac some of these grad rate gaps are truly atrocious. In AZ over half of white BA-seeking students graduate within 6 years compared to fewer than 1/5 of their black peers 1/

Katie Berger @katielberger · 24 Aug 2018
14 states have 6yr grad rates for black students under 1/3. There are only 8 states where black students at four year institutions have better than even odds of earning a BA within six years, and in all but 2 of those cases the black-white gap is over 10 pp. 2/

Katie Berger @katielberger · 24 Aug 2018
The 2 states with comparatively high black grad rates and small gaps? Maine and New Hampshire. The almanac also helpfully shows the share of enrollment by race. In ME 3.5% of students are black, in NH it’s higher than I would have thought at 9.3%. 3/

Katie Berger @katielberger · 24 Aug 2018
Grad rates in NH are high across the board, about 2/3 for white, black, and Hispanic students. Makes me wonder if there’s something special going on in the Granite State, or if there’s a quirk in the data I’m missing. 4/

Katie Berger @katielberger · 24 Aug 2018
Anyway back to bummies -- While AZ stands out as worst in class for low black grad rate + large B-W gap, the black grad rates in Arkansas, Kansas, and West Virginia are still insanely low and under half the white grad rates (~25% vs ~50%). 5/
Her thread continues, calling out states that have huge graduation-rate gaps for black students.

Katie Berger @katielberger · 24 Aug 2018
Some states that are doing comparatively well by white students also have huge gaps for black students-- for ex Michigan (35 v 66), Illinois (35 vs 68), and Delaware (40 vs 78). Note black students also make up large shares of the enrollment in these states (12%, 12% and 20%). 6/

Katie Berger @katielberger · 24 Aug 2018
For Hispanic students the story is better but still distressing. ~1/3 of Hispanic students graduate in Alaska, Montana, and North Dakota. Alaska has low grad rates for everyone but MT and ND graduate about half of white students. 7/

Katie Berger @katielberger · 24 Aug 2018
I know you’re not supposed to quote more than three stats to make a point and people’s eyes glaze over if you use too much data and lots of people will probably give up before getting to the end of this tread, but for those who stuck around and want to keep indulging me... 8/

Katie Berger @katielberger · 24 Aug 2018
I’m going to try and wrap my head around these gaps. If you’re like me (white, middle class, college educated parents) you can think about your friends and HS classmates. Some probably went military, some dropped out of college, some took longer to finish, maybe due to kids. 9/

Katie Berger @katielberger · 24 Aug 2018
But at the end of the day the system worked, for the most part, for you and most of your peers. These data are a stark reminder that people of color generally have less than even odds--and often quite worse odds--for getting the same outcome. 10/
“For people of color in America,” she writes, “the system is broken more often than it works. Grad rates are one small part of that.”
Her analysis ended with a link to our Compare the States table.

Oh and you can find all the data in the Chronicle's almanac here chronicle.com/interactives/a.... Hopefully I tricked you into reading this far to find the link.

16/16
More opportunities for comparisons

Compare the States

AUGUST 19, 2018

Explore the nine sortable tables below to discover how the states and the District of Columbia compare with each other and with the nation over all in terms of their demographic challenges, the educational level of their residents, faculty pay, college enrollment, diversity, graduation rates, tuition costs, and much more. Return to the main Almanac page.

<table>
<thead>
<tr>
<th>STATE</th>
<th>TOTAL</th>
<th>WOMEN</th>
<th>MINORITY</th>
<th>AMERICAN INDIAN</th>
<th>ASIAN</th>
<th>BLACK</th>
<th>HISPANIC</th>
<th>PACIFIC ISLANDER</th>
<th>WHITE</th>
<th>2 OR MORE RACES</th>
<th>NONRESIDENT ALIEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>304,498</td>
<td>56.9%</td>
<td>33.6%</td>
<td>0.6%</td>
<td>1.9%</td>
<td>25.5%</td>
<td>3.3%</td>
<td>0.1%</td>
<td>60.3%</td>
<td>2.2%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Alaska</td>
<td>28,446</td>
<td>59.3%</td>
<td>33.2%</td>
<td>9.2%</td>
<td>5.4%</td>
<td>2.9%</td>
<td>6.9%</td>
<td>0.7%</td>
<td>52.4%</td>
<td>7.9%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Arizona</td>
<td>608,084</td>
<td>60.4%</td>
<td>37.8%</td>
<td>2.1%</td>
<td>3.2%</td>
<td>8.7%</td>
<td>20.6%</td>
<td>0.4%</td>
<td>41.2%</td>
<td>2.8%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Arkansas</td>
<td>167,320</td>
<td>57.9%</td>
<td>27.7%</td>
<td>0.8%</td>
<td>1.7%</td>
<td>15.9%</td>
<td>6.0%</td>
<td>0.1%</td>
<td>67.6%</td>
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<td>3.8%</td>
</tr>
<tr>
<td>California</td>
<td>2,702,996</td>
<td>54.8%</td>
<td>63.2%</td>
<td>0.4%</td>
<td>14.2%</td>
<td>6.2%</td>
<td>37.7%</td>
<td>0.4%</td>
<td>27.7%</td>
<td>4.2%</td>
<td>5.2%</td>
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<tr>
<td>Colorado</td>
<td>356,533</td>
<td>55.4%</td>
<td>30.7%</td>
<td>0.9%</td>
<td>3.4%</td>
<td>6.6%</td>
<td>15.5%</td>
<td>0.3%</td>
<td>59.7%</td>
<td>4.0%</td>
<td>3.4%</td>
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<tr>
<td>Connecticut</td>
<td>198,011</td>
<td>57.1%</td>
<td>33.8%</td>
<td>0.2%</td>
<td>5.0%</td>
<td>11.9%</td>
<td>14.0%</td>
<td>0.1%</td>
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</tr>
<tr>
<td>Delaware</td>
<td>61,139</td>
<td>59.9%</td>
<td>33.4%</td>
<td>0.5%</td>
<td>3.4%</td>
<td>20.5%</td>
<td>6.5%</td>
<td>0.1%</td>
<td>52.9%</td>
<td>2.4%</td>
<td>9.1%</td>
</tr>
<tr>
<td>District of Columbia</td>
<td>93,040</td>
<td>58.6%</td>
<td>40.9%</td>
<td>0.2%</td>
<td>6.3%</td>
<td>23.7%</td>
<td>7.9%</td>
<td>0.1%</td>
<td>41.4%</td>
<td>2.7%</td>
<td>11.3%</td>
</tr>
<tr>
<td>Florida</td>
<td>1,075,406</td>
<td>57.9%</td>
<td>48.9%</td>
<td>0.3%</td>
<td>3.3%</td>
<td>17.2%</td>
<td>25.1%</td>
<td>0.2%</td>
<td>42.6%</td>
<td>2.8%</td>
<td>4.2%</td>
</tr>
<tr>
<td>Georgia</td>
<td>532,907</td>
<td>59.1%</td>
<td>45.9%</td>
<td>0.3%</td>
<td>5.0%</td>
<td>30.8%</td>
<td>6.9%</td>
<td>0.1%</td>
<td>47.5%</td>
<td>2.7%</td>
<td>4.1%</td>
</tr>
</tbody>
</table>
Generating articles from States data

In 2017, our reporter, Peter Olsen-Phillips looked at two states with poverty rates of around 16 percent, Florida and South Carolina, and how they approach access. Florida keeps tuition relatively low and pays out a higher proportion of need-based aid to merit aid than South Carolina does.
In 2018, we investigated two data points, on student migration to and from New Jersey.

**DEMOGRAPHICS**

Population: 8,944,469 (Rank: 11)

Age distribution:
- Up to 4: 5.8%
- 5 to 14: 12.5%
- 15 to 19: 6.4%
- 20 to 24: 6.4%
- 25 to 44: 25.8%
- 45 to 64: 27.9%
- 65 and older: 15.2%

Racial and ethnic distribution:
- American Indian: 0.2%
- Asian: 9.1%
- Black: 13.4%
- Pacific Islander: 0.0%
- White: 68.1%
- 2 or more races: 2.7%
- Hispanic: 20.0%
- Other: 6.1%

Test scores: Students averaged 23.9 on the ACT, which was taken by an estimated 34% of New Jersey’s high-school seniors. Students averaged 1056 on the SAT, which was taken by an estimated 70% of New Jersey’s high-school seniors.

Residence of new students: In the fall of 2016, state residents made up 93% of all freshmen enrolled in New Jersey who had graduated from high school in the previous year; 57% of all New Jersey residents who were freshmen attended college in-state.

**LEVEL:**
- Undergraduate: 357,452
- Graduate:
That examination resulted in this article that opened the States section in 2018.
Part 6

What’s ahead for the States section?

1. We will continue to be responsive to reader interest.

2. We will always seek newer and more interesting data, keeping our eye, especially, on outcomes data that may become available.

3. We will introduce color in print. This will allow us to have more charts in the first sections of the issue.

4. We will always keep in mind our goal of shedding light on the higher-education picture in each state and helping college officials plan for the future.