

Data Highlight:
60x30TX Male
Completion Targets



Texas Higher Education
Coordinating Board

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By 2030, the completion goal aims for half of awards
to be earned by male students



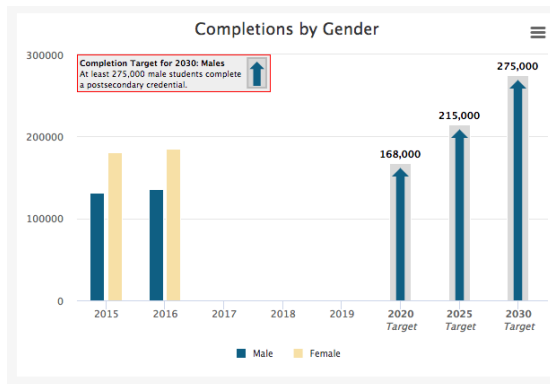
The *60X30TX* Strategic Plan identifies male students as a target population under its **Completion** Goal. By 2030, male completion should reach at least **275,000** out of **550,000** total.



In 2016, male completion lagged female completion by 50,000 CABMs

- In 2016, 58% of all certificates and degrees were completed by females while only 42% were completed by males

$N_{\text{female}} = 185,561$
 $N_{\text{male}} = 135,849$



Source: THECB data, 2016

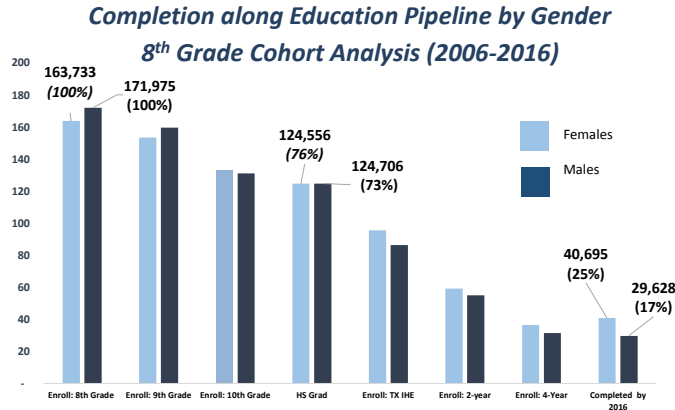
National research suggests several factors that may be related to the gender gap, such as

- Females started graduating at higher rates in the 1970s, while male success remained relatively flat
- Low-income males lag behind as early as kindergarten
- School-aged lower-income and minority males are reported as having more behavioral incidents and repeating grades more often
- Males may feel pressured to “act masculine” in ways that undermine school success; they may leave school to earn income earlier



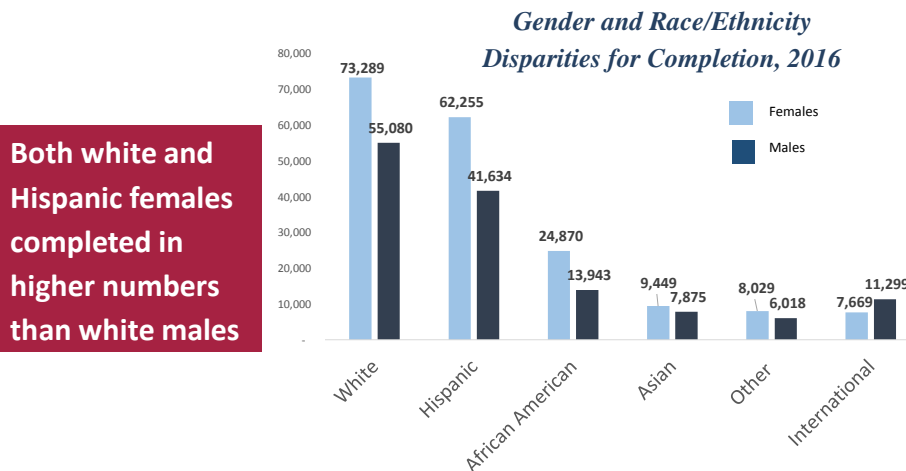
Sources:
 Semuels, A. “Poor girls are leaving their brothers behind.” *The Atlantic*. November 27, 2017.
 The Pell Institute for the Study of Opportunity in Higher Education. “For every 100 girls...” *Postsecondary Education OPPORTUNITY*. No. 271, January 2015.

The number of females begins to surpass the number of males in the completion pipeline after high school



Source: THECB data, 2006-2016

Female completion among every race/ethnicity group outpaces male completion, except for international students

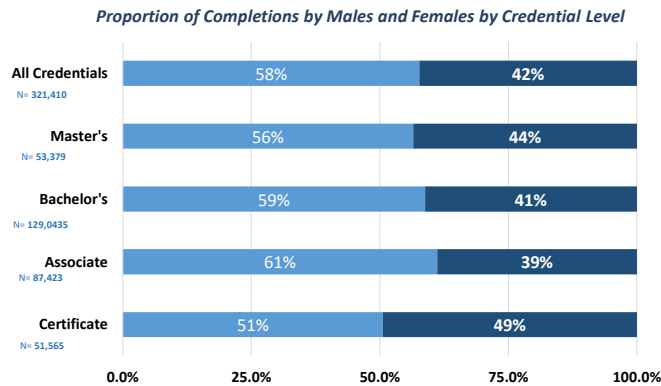


Both white and Hispanic females completed in higher numbers than white males



Source: THECB data, 2016

The largest completion gaps occur at the associate and bachelor's levels



Source: THECB data, 2016

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The completion gap also varies significantly by major

“Male Dominated” Fields

MAJORS	Total	Female		Male	
	(N)	(N)	(%)	(N)	(%)
Engineering	12,007	2,513	20.9%	9,494	79.1%
Computer Science	11,009	3,000	27.3%	8,009	72.7%
Security & Protective Services	10,869	4,162	38.3%	6,707	61.7%
Mechanics & Repairers	5,490	319	5.8%	5,171	94.2%
Precision Production Trades	4,062	235	5.8%	3,827	94.2%



Source: THECB data, 2016

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Female-dominated fields tend to have larger enrollments than male-dominated fields

“Female Dominated” Fields

MAJORS	Overall	Female		Male	
	(N)	(N)	(%)	(N)	(%)
Liberal Arts	45,986	28,770	62.6%	17,216	37.4%
Allied Health	34,923	28,302	81.0%	6,621	19.0%
Interdisciplinary	10,958	8,403	76.7%	2,555	23.3%
Education	9,786	7,799	79.7%	1,987	20.3%
Psychology	7,980	6,397	80.2%	1,583	19.8%



Source: THECB data, 2016

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Some programs are completed by roughly the same number of males and females

“Gender Balanced” Fields

MAJORS	Overall	Female		Male	
	(N)	(N)	(%)	(N)	(%)
Social Sciences	6,146	3,049	49.6%	3,097	50.4%
Agriculture	3,058	1,469	48.0%	1,589	52.0%
Parks and Rec	5,509	2,713	49.2%	2,796	50.8%
Architecture	1,145	552	48.2%	593	51.8%
Natural Resources & Conservation	1,042	501	48.1%	541	51.9%

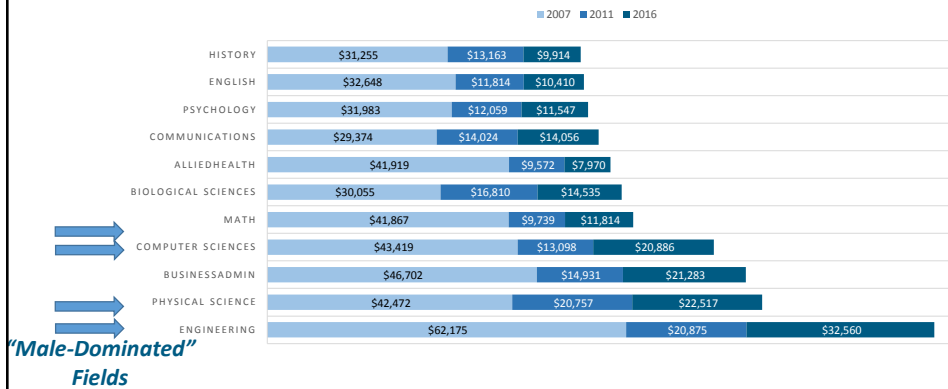


Source: THECB data, 2016

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The gender gap is complex; wages are higher in “male-dominated” fields

EARNINGS OF 2006 BACHELOR'S GRADUATES OVER 10 YEARS



Key Takeaways

- Male completion significantly trails female completion in higher education in Texas and nationally
- Increasing male completion is critical for achieving our 60x30TX goals
- While research suggests the related factors are many and occur throughout childhood, there is an important role higher education can play in closing gender gaps by:
 - Encouraging male college readiness and matriculation to higher education
 - Addressing barriers related to gender for different majors
 - Supporting completion for all students

