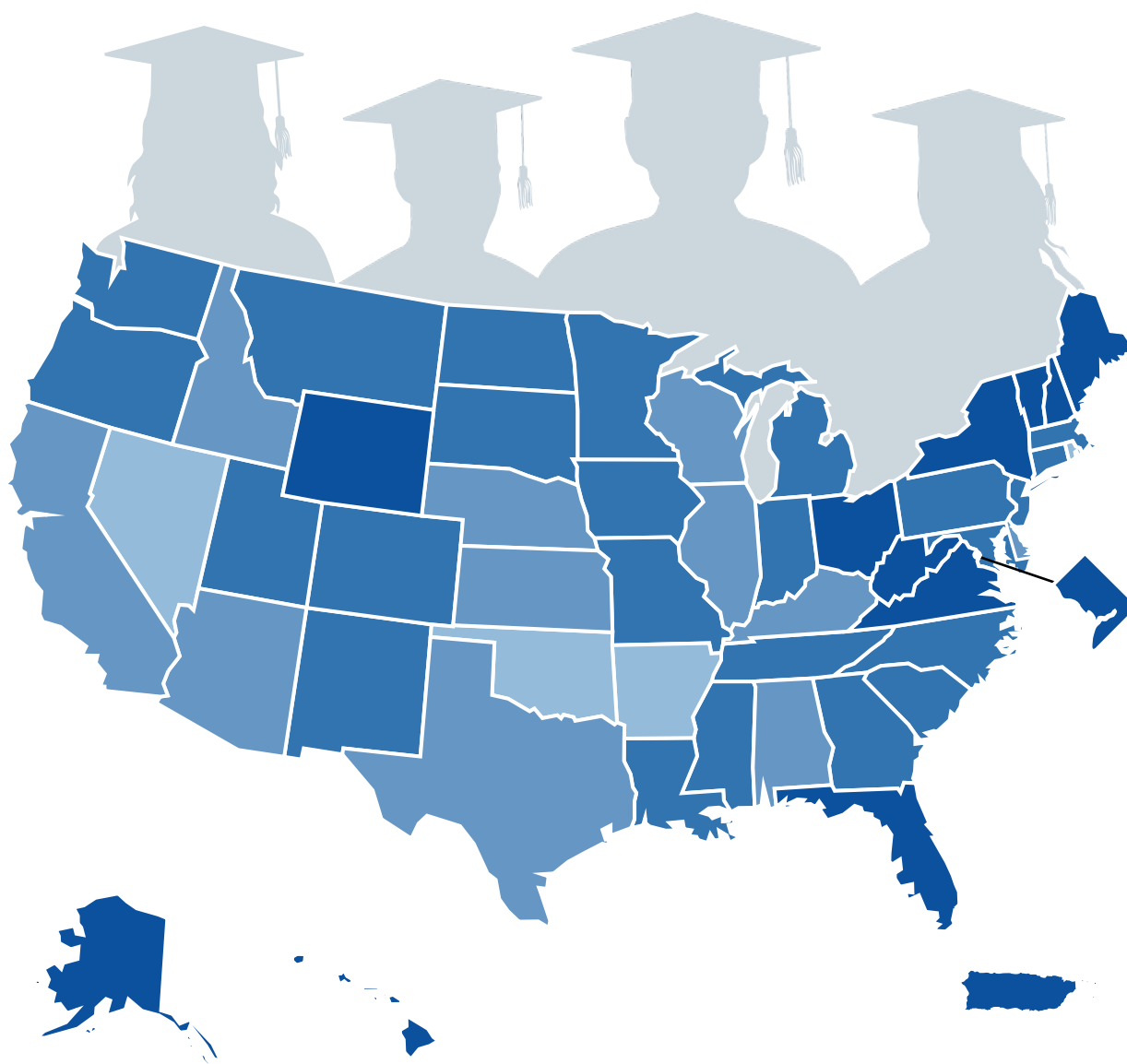




LATINO COLLEGE COMPLETION 2023



COMPILATION

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INTRODUCTION

College degree completion gaps between Latino and White, non-Hispanic students have increased in the last four years as Latino graduation rates have seen little progress. The analysis, “[Latino College Completion: United States 2023](#),” shows that the degree completion gap between Latino and White students has increased in the last four years (2018-2021). At two-year institutions, the gap increased from two to five percentage points, and at four-year institutions, the gap increased from 12 to 13 percentage points.

It is impossible for the U.S. to meet its goal of having an educated workforce without accelerating Latino college completion given the Latino population’s youth, growth, and yet lower educational attainment levels than those of other segments of the population.

Key findings from the analysis include:

- **Degree completion gaps between Latino and White students have increased in the last four years (2018-2021).** Since 2018, the graduation rate for White, non-Hispanics has increased at both two-year institutions (from 35% to 38%) and four-year institutions (from 63% to 65%). In comparison, the rate for Latinos has not changed at two-year institutions (33%) and has increased slightly at four-year institutions (from 51% to 52%).
- **Latino students are more likely to no longer be enrolled in college than their White peers.** At two-year institutions, 45% of Latino students were no longer enrolled at any institution after three years compared to 38% of White, non-Hispanic students in 2021. At four-year institutions, 31% of Latino students were no longer enrolled at any institution after six years compared to 20% of White, non-Hispanic students in 2021.
- **Latino adults have lower levels of educational attainment than other adults.** In 2022, just 30% of Latino adults 25 years of age and older had earned an associate degree or higher, compared to 53% of White, non-Hispanic, 39% of Black, and 66% of Asian adults.
- **While Latinos’ degree attainment has grown overall, it is still significantly lower than that of White, non-Hispanics.** Over the last ten years (2011-2021), Hispanic adults’ degree attainment has increased from 20% to 28%. However, the gap in educational attainment between Hispanic (28%) and White, non-Hispanic adults (48%) is significant — 20%.
- **Latino representation among students continues to grow in every state.** In almost every state, the representation of Latinos enrolled in K-12 education was higher than the representation of Latinos overall. Nationally, one in four students in K-12 and one in five students enrolled in higher education are Latino. However, outcomes in states and in institutions where they are located vary and create opportunities for more intentional action.
- **Nationally, the top institutions enrolling and awarding degrees to Latinos are concentrated geographically.** While Latinos are in every state, the top three states in terms of Latino population are California, Texas, and Florida. Four of the top five institutions enrolling Latino students are in Florida and Texas. California institutions are only two of the top five institutions awarding bachelor’s degrees to Latinos.

- **Colleges and universities in *Excelencia's* national network of Presidents for Latino Student Success (P4LSS) lead the nation in enrolling and graduating Latinos.** Four of the top five institutions enrolling Latinos and all of the top five institutions awarding associate and bachelor's degrees to Latinos in the country are in the P4LSS network. In addition, four of the top five institutions awarding baccalaureate degrees to Latinos have earned the Seal of *Excelencia*, a national certification for intentionally serving Latino students.

The analysis also identifies the top institutions enrolling and graduating Latino students across the country:

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in the United States, 2021-22						
	Institution	State	Sector	Grand Total	Hispanic Total	% Hispanic
1	Miami Dade College	FL	Public, 4-year	39,727	28,583	72%
2	Florida International University	FL	Public, 4-year	39,936	26,890	67%
3	The University of Texas Rio Grande Valley	TX	Public, 4-year	26,402	24,721	94%
4	Lone Star College System	TX	Public, 4-year	49,093	21,610	44%
5	NUC University	PR	Private for-profit, 4-year	23,700	21,597	91%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in the United States, 2020-21						
	Institution	State	Sector	Grand Total	Hispanic Total	% Hispanic
1	Miami Dade College	FL	Public, 4-year	11,361	8,043	71%
2	Dallas College	TX	Public, 4-year	9,786	4,456	46%
3	South Texas College	TX	Public, 4-year	3,918	3,771	96%
4	Lone Star College System	TX	Public, 4-year	8,409	3,359	40%
5	Valencia College	FL	Public, 4-year	9,137	3,170	35%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in the United States, 2020-21						
	Institution	State	Sector	Grand Total	Hispanic Total	% Hispanic
1	Florida International University	FL	Public, 4-year	12,608	8,365	66%
2	The University of Texas Rio Grande Valley	TX	Public, 4-year	4,924	4,598	93%
3	California State University-Northridge	CA	Public, 4-year	9,370	4,280	46%
4	California State University-Fullerton	CA	Public, 4-year	9,750	4,164	43%
5	University of Central Florida	FL	Public, 4-year	14,901	4,158	28%

The Presidents for Latino Student Success network represents just 5% of all colleges and universities, but it enrolled 31% and graduated 33% of all Latino students in 2022.

Excelencia's analysis represents the most up-to-date information available on Latino enrollment and graduation including all 50 states, the District of Columbia, and Puerto Rico. It also identifies evidence-based programs improving Latino degree attainment. *Excelencia* regularly provides this data-driven snapshot of Latino college completion as part of a tactical plan to inform policy and practice that accelerate Latino student success in higher education, and to scale up programs and initiatives that work for Latino, and all, students.

Excelencia released “Latino College Completion: United States 2023” with public leadership and support from 25 colleges, universities and systems in *Excelencia's* national network. Working together, we remain focused on increasing Latino college completion for this country’s workforce and civic leadership:

- Arizona State University
- Austin Community College District
- California State University Channel Islands
- California State University, Fresno
- California State University, Fullerton
- California State University, Northridge
- California State University, Sacramento
- California State University, San Bernardino
- El Paso Community College
- Florida International University
- Grand Valley State University
- Long Beach City College
- Maricopa Community Colleges
- Mercy College
- San Antonio College
- The University at Albany, SUNY
- Texas A&M University-San Antonio
- University of California, Riverside
- University of Central Florida
- University of Illinois Chicago
- The University of Texas at Arlington
- The University of Texas at Austin
- The University of Texas at El Paso
- The University of Texas Rio Grande Valley
- The University of Texas at San Antonio



SUGGESTED CITATION:

Santiago, D., Labandera, E., & Nour, S.R. (2023). *Latino College Completion: United States 2023*. Washington, D.C.: *Excelencia* in Education.

Access the full analysis here: www.edexcelencia.org/LCC2023

For more information about this publication, contact: contact@edexcelencia.org

EXCELENCIA IN EDUCATION

Excelencia in Education accelerates Latino student success in higher education by promoting Latino student achievement, conducting analysis to inform educational policy, and advancing institutional practices while collaborating with those committed and ready to meet our mission. Launched in 2004 in the nation's capital, *Excelencia* is building a network of results-oriented educators and policymakers to address the U.S. economy's need for a highly educated workforce and engaged civic leadership. For more information, visit: www.EdExcelencia.org.

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

POPULATION AGED 0-5:

In the United States, 26% of the population aged 0 to 5 years old was Latino.²

K-12 POPULATION:

In the United States, 26% of the K-12 population was Latino.²

POPULATION:

In the United States, 20% of the population was Latino.²

MEDIAN AGE:

The median age of Hispanics in the United States was 31, compared to 43 for White non-Hispanics.²



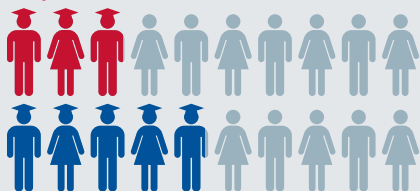
ENROLLMENT:

In the United States, 21% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to 23% of White non-Hispanics.²

DEGREE ATTAINMENT:

In the United States, 28% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to 48% of White non-Hispanic adults.²

Hispanic Adults = 2.8 of 10



White Adults = 4.8 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in the United States, 2021-22

	Institution	State	Sector	Grand Total	Hispanic Total	% Hispanic
1	Miami Dade College	FL	Public, 4-year	39,727	28,583	72%
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ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in the United States, 2020-21

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4	Lone Star College System	TX	Public, 4-year	8,409	3,359	40%
5	Valencia College	FL	Public, 4-year	9,137	3,170	35%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in the United States, 2020-21

	Institution	State	Sector	Grand Total	Hispanic Total	% Hispanic
1	Florida International University	FL	Public, 4-year	12,608	8,365	66%
2	The University of Texas Rio Grande Valley	TX	Public, 4-year	4,924	4,598	93%
3	California State University-Northridge	CA	Public, 4-year	9,370	4,280	46%
4	California State University-Fullerton	CA	Public, 4-year	9,750	4,164	43%
5	University of Central Florida	FL	Public, 4-year	14,901	4,158	28%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

The United States Gap in Degree Completion

Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

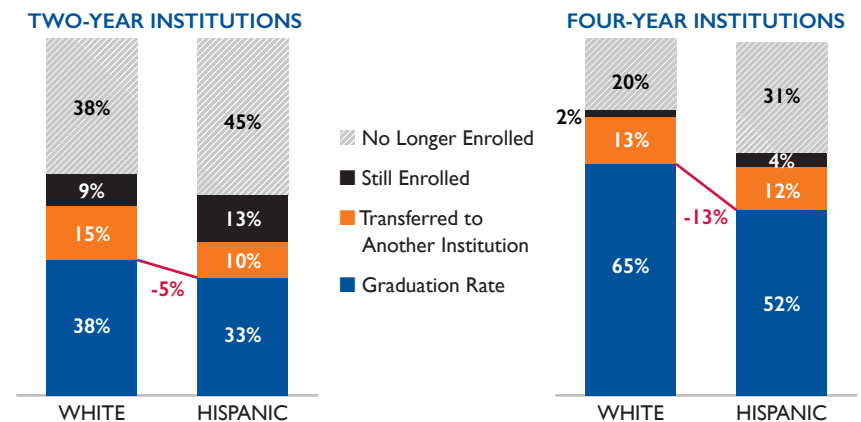
Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.

DEGREE OUTCOMES

At two-year institutions, Hispanics’ graduation rate was **5%-points lower** than that of their White non-Hispanic peers in the United States.

At four-year institutions, Hispanics’ graduation rate was **13%-points lower** than that of their White non-Hispanic peers in the United States.



NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

Latino Promise and HACER Programs at Fairleigh Dickinson University are sister programs whose mission are to provide access to higher education by offering associate degree programs with the benefits of a university setting to traditional-aged, Latino students. Latino Promise-HACER ensures that primarily first-generation college students can transfer into a bachelor’s program of their choice. Latino Promise and HACER offer the same curriculum, but HACER (Hispanics Achieving College Education Recognition) helps students preserve and even improve their native Spanish while teaching them English through ESL; these students gradually transition from taking bi-lingual coursework to English-only. The Latino Promise program offers instruction in English. Both programs seek to redress educational, economic, and social barriers by recruiting in immigrant-heavy school districts, offering workshops for families on financial

aid and a one-credit course on transitioning to college life which promotes student retention. The programs provide a pre-college summer program, small classes, academic support, financial grants, personalized advising, and cultural enrichment all designed to mold high school graduates from the local communities into successful college students.

The average graduation rate since 2010 for Latino Promise is 40%, which is more than double the current average of 18% graduation rate for Latino students in associate programs at New Jersey two-year institutions. Latino Promise time to (associate) degree is at 2.19 years (2012-2021 average). For the HACER cohort, it is 2.13 years (2018-2021). A persistence rate for Latino Promise students is 93% from fall to spring over the past three years. For HACER, the average graduation rate is 25% (2019-2022 anticipated).

For more information on institutional programs improving Latino student success in higher education, access *Excelencia* in Education’s Growing What Works database at <http://www.edexcelencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

STATE RANKING:

Alabama had the **34th largest Latino population** in the U.S.

K-12 POPULATION:

In Alabama, **8%** of the K-12 population was **Latino**.²

POPULATION:

In Alabama, **5%** of the population was **Latino**.²

MEDIAN AGE:

The median age of **Hispanics** in Alabama was **24**, compared to **43** for **White non-Hispanics**.²



ENROLLMENT:

In Alabama, **18%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **23%** of **White non-Hispanics**.²

DEGREE ATTAINMENT:

In Alabama, **25%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **39%** of **White non-Hispanic adults**.²

Hispanic Adults = 2.5 of 10



White Adults = 3.9 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in Alabama, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	The University of Alabama	Public, 4-year	30,725	1,687	5%
2	Auburn University	Public, 4-year	24,782	947	4%
3	University of Alabama at Birmingham	Public, 4-year	13,284	889	7%
4	John C Calhoun State Community College	Public, 2-year	6,795	575	8%
5	Troy University	Public, 4-year	10,916	495	5%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in Alabama, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	John C Calhoun State Community College	Public, 2-year	1,368	79	6%
2	Snead State Community College	Public, 2-year	408	75	18%
3	Northeast Alabama Community College	Public, 2-year	429	57	13%
4	George C Wallace State Community College-Hanceville	Public, 2-year	975	51	5%
5	Columbia Southern University	Private for-profit, 4-year	1,582	49	3%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in Alabama, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	The University of Alabama	Public, 4-year	7,278	364	5%
2	Auburn University	Public, 4-year	5,641	192	3%
3	Columbia Southern University	Private for-profit, 4-year	3,131	163	5%
4	University of Alabama at Birmingham	Public, 4-year	2,870	131	5%
5	Troy University	Public, 4-year	2,326	100	4%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

Alabama Gap in Degree Completion

Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

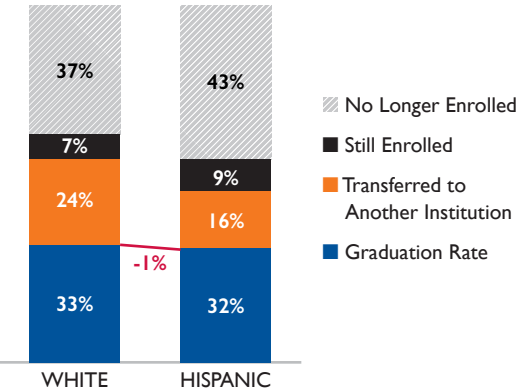
No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.

DEGREE OUTCOMES

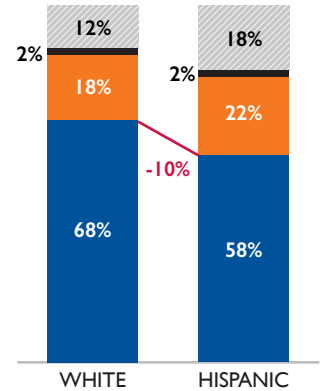
At two-year institutions, Hispanics' graduation rate was **1%-point lower** than that of their White non-Hispanic peers in Alabama.

At four-year institutions, Hispanics' graduation rate was **10%-points lower** than that of their White non-Hispanic peers in Alabama.

TWO-YEAR INSTITUTIONS



FOUR-YEAR INSTITUTIONS



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

The **Masters in School Psychology Program** at the University of Texas at San Antonio supports Latino graduate students to effectively serve the growing number of Latino students in U.S. public schools. Nationally, Latinos are underrepresented in the area of school psychology so the program has a goal to increase the number of Latino school psychologists in the U.S. Established in 2010, the Masters in School Psychology was designed to meet the curricular and practical training requirements for state and national licensure in school psychology. The Masters in School Psychology offers participants an intensive three-year, 66-hour program that requires students to complete 300-hours of school-based practicum experience completed

under the supervision of licensed university faculty and site personnel. In their third year, students complete a full-time internship (1,200 hours) in a school setting. The program also offers students a graduate certificate in bilingual assessment, which provides specialized training and experience for professional assessment and evaluation in Spanish.

In 2018-2019, 60% of program graduates were Latino up from 53% in 2013-2014. In the same time frame Latino student enrollment has been around or above 50% each year. While all students have obtained internships approximately 95% of students have obtained paid internships. Student pass rates on the state licensing exam for psychology was 100%.

For more information on institutional programs improving Latino student success in higher education, access *Excelencia* in Education's Growing What Works database at <http://www.edexcelencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

STATE RANKING:

Alaska had the **44th largest Latino population** in the U.S.

K-12 POPULATION:

In Alaska, **10%** of the K-12 population was **Latino**.²

POPULATION:

In Alaska, **7%** of the population was **Latino**.²

MEDIAN AGE:

The median age of **Hispanics** in Alaska was **27**, compared to **40** for **White non-Hispanics**.²



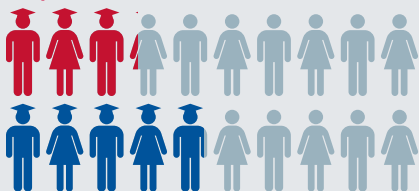
ENROLLMENT:

In Alaska, **13%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **12%** of **White non-Hispanics**.²

DEGREE ATTAINMENT:

In Alaska, **32%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **48%** of **White non-Hispanic adults**.²

Hispanic Adults = 3.2 of 10



White Adults = 4.8 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in Alaska, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	University of Alaska Anchorage	Public, 4-year	7,284	729	10%
2	University of Alaska Fairbanks	Public, 4-year	4,108	353	9%
3	University of Alaska Southeast	Public, 4-year	999	80	8%
4	Alaska Pacific University	Private not-for-profit, 4-year	347	36	10%
5	Alaska Career College	Private for-profit, 2-year	317	29	9%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in Alaska, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	University of Alaska Anchorage	Public, 4-year	665	53	8%
2	University of Alaska Fairbanks	Public, 4-year	254	23	9%
3	University of Alaska Southeast	Public, 4-year	77	7	9%
4	Alaska Career College	Private for-profit, 2-year	29	4	14%
5	–	–	–	–	–

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in Alaska, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	University of Alaska Anchorage	Public, 4-year	1,039	96	9%
2	University of Alaska Fairbanks	Public, 4-year	558	52	9%
3	University of Alaska Southeast	Public, 4-year	144	10	7%
4	Alaska Pacific University	Private not-for-profit, 4-year	52	2	4%
5	Alaska Bible College	Private not-for-profit, 4-year	4	1	25%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

Alaska Gap in Degree Completion

Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

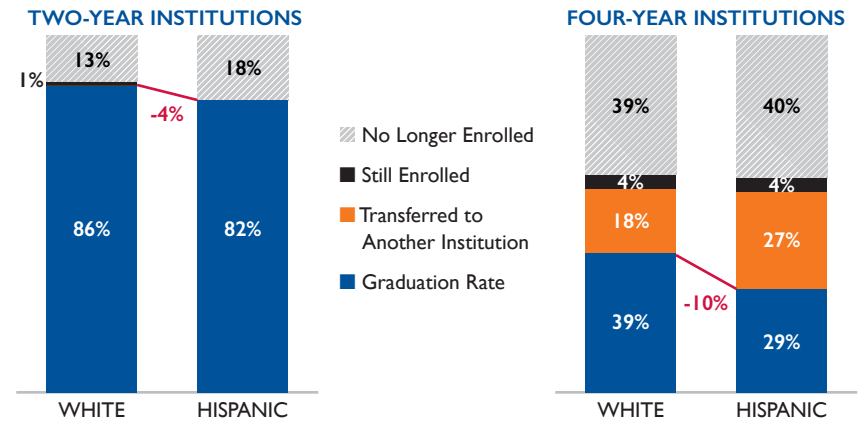
Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.

DEGREE OUTCOMES

At two-year institutions, Hispanics’ graduation rate was **4%-points lower** than that of their White non-Hispanic peers in Alaska.

At four-year institutions, Hispanics’ graduation rate was **10%-points lower** than that of their White non-Hispanic peers in Alaska.



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for *Examples of Excelencia*.

The goal of the **Engage. Develop. Grow. Empower. (EDGE) program** at College of the Desert in California is to increase student success and mitigate achievement gaps in access, retention, persistence, and completion. EDGE provides students with a structured onboarding process, a summer bridge component to prepare for college and college-level coursework, comprehensive wrap-around support services, and financial support (pLEDGE) for students’ first two-years of college. The program provides opportunities for students to connect with faculty, staff and other students before they start their academic journey. During the program, students participate in a rigorous review of subject-specific content in math and English, attend counseling sessions, learn about campus resources, attend special program presentations, and build lasting connections. The program also provides extensive outreach services in

English and Spanish to our local high schools and the community at large to increase access and educational attainment within their service area.

The EDGE/pLEDGE Program serves 87% Hispanic/Latino students and they have higher persistence rates than Hispanic, non-program participants (89% to 73%, respectively). When comparing success rates in college level English, Hispanic/Latino EDGE students were more successful compared to their non-EDGE counterparts (66% vs. 54%, FA ‘18). EDGE/pLEDGE students complete more units in their first semester (9.5) and first year (17.2) compared to their non-EDGE/pLEDGE counterparts (7 units and 12, respectively). pLEDGE students also have a higher 3-year completion rate (14%) compared to their non-pLEDGE counterparts (9%).

For more information on institutional programs improving Latino student success in higher education, access *Excelencia in Education’s Growing What Works* database at <http://www.edexcelencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

STATE RANKING:

Arizona had the **5th largest Latino population** in the U.S.

K-12 POPULATION:

In Arizona, **45%** of the K-12 population was **Latino**.²

POPULATION:

In Arizona, **32%** of the population was **Latino**.²

MEDIAN AGE:

The median age of **Hispanics** in Arizona was **28**, compared to **48** for **White non-Hispanics**.²



ENROLLMENT:

In Arizona, **17%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **23%** of **White non-Hispanics**.²

DEGREE ATTAINMENT:

In Arizona, **24%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **49%** of **White non-Hispanic adults**.²

Hispanic Adults = 2.4 of 10



White Adults = 4.9 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in Arizona, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Arizona State University	Public, 4-year	64,216	16,827	26%
2	Grand Canyon University	Private for-profit, 4-year	64,210	14,779	23%
3	University of Arizona	Public, 4-year	36,560	10,389	28%
4	Arizona State University Digital	Public, 4-year	42,511	9,334	22%
5	Pima Community College	Public, 2-year	13,128	6,447	49%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in Arizona, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Pima Community College	Public, 2-year	1,603	711	44%
2	Arizona Western College	Public, 2-year	776	577	74%
3	Glendale Community College	Public, 2-year	1,518	553	36%
4	Estrella Mountain Community College	Public, 2-year	1,030	542	53%
5	Phoenix College	Public, 2-year	898	482	54%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in Arizona, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Arizona State University	Public, 4-year	13,952	3,322	24%
2	Grand Canyon University	Private for-profit, 4-year	13,491	2,769	21%
3	University of Arizona	Public, 4-year	7,345	2,115	29%
4	University of Phoenix-Arizona	Private for-profit, 4-year	12,924	1,704	13%
5	Northern Arizona University	Public, 4-year	6,070	1,594	26%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

Arizona Gap in Degree Completion

Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

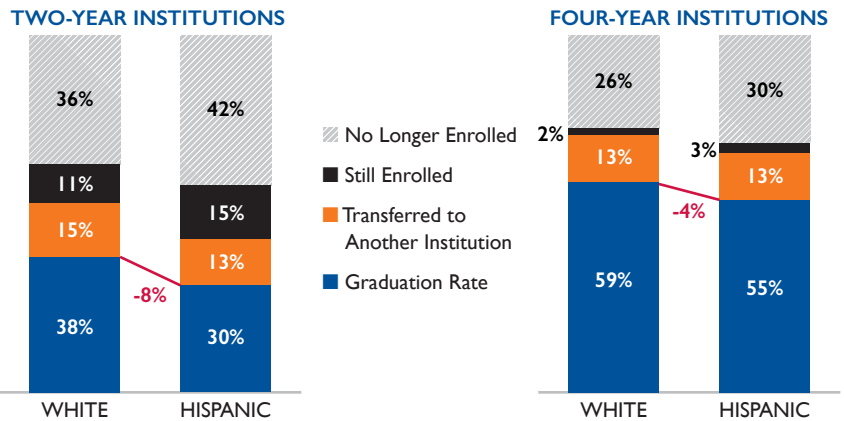
Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.

DEGREE OUTCOMES

At two-year institutions, Hispanics' graduation rate was **8%-points lower** than that of their White non-Hispanic peers in Arizona.

At four-year institutions, Hispanics' graduation rate was **4%-points lower** than that of their White non-Hispanic peers in Arizona.



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

Arizona’s Science, Engineering and Math Scholars (ASEMS) Program at the University of Arizona provides support services toward graduation for underrepresented, undergraduate STEM majors. ASEMS seeks to retain promising STEM students from underrepresented backgrounds, support students in forming a scientist or engineer identity through early STEM career exploration, develop students’ communication skills and confidence needed to build a professional STEM network, and teach students how to be academically and professionally competitive in STEM fields. Established in 2011, ASEMS was first designed as a pilot program to increase persistence and graduation rates of first-generation and low-income STEM students. ASEMS offers participants academic and personal support through student support specialists, peer, and faculty mentors who provide one-on-one meetings and cohort-based research courses. Mentors individualize academic mentoring, career advising, and tutoring to meet Latino students at their academic point of development, recognize their unique circumstances and validate their cultural backgrounds,

creating a sense of belonging and resiliency. ASEMS provides participants early research experience by offering their research readiness course which introduces students to research, coaches them to compete for 25 research positions, and includes shadowing experiences.

Starting with 12 students, the program now serves more than 300 students. Over the past four cohorts, participants have accomplished a combined one-year freshman retention rate of 92% compared to 82% for all University of Arizona (UA) STEM freshmen. Latino participants have accomplished a one-year freshman retention rate of 92% compared to 80% for all UA Latino STEM freshmen. Of Fall 2015 first-time, Latino freshmen, 93% were retained to their fourth year and 81% remained in STEM majors. After taking the Research Readiness course, 87% of students indicated it was likely or extremely likely they would apply to an undergraduate research program. After taking the Professionalism in STEM Course, 95% of students considered applying to graduate or professional school.

For more information on institutional programs improving Latino student success in higher education, access *Excelencia in Education’s Growing What Works* database at <http://www.edexcelencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

STATE RANKING:

Arkansas had the **33rd largest Latino population** in the U.S.

K-12 POPULATION:

In Arkansas, **12%** of the K-12 population was **Latino**.²

POPULATION:

In Arkansas, **8%** of the population was **Latino**.²

MEDIAN AGE:

The median age of **Hispanics** in Arkansas was **24**, compared to **42** for **White non-Hispanics**.²



ENROLLMENT:

In Arkansas, **14%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **19%** of **White non-Hispanics**.²

DEGREE ATTAINMENT:

In Arkansas, **18%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **36%** of **White non-Hispanic adults**.²

Hispanic Adults = 1.8 of 10



White Adults = 3.6 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in Arkansas, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	University of Arkansas	Public, 4-year	24,001	2,493	10%
2	NorthWest Arkansas Community College	Public, 2-year	4,872	1,154	24%
3	University of Arkansas-Fort Smith	Public, 4-year	4,188	644	15%
4	Arkansas Tech University	Public, 4-year	6,467	628	10%
5	University of Central Arkansas	Public, 4-year	7,763	498	6%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in Arkansas, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	NorthWest Arkansas Community College	Public, 2-year	812	187	23%
2	Arkansas Tech University	Public, 4-year	973	75	8%
3	Cossatot Community College of the University of Arkansas	Public, 2-year	157	44	28%
4	University of Arkansas-Fort Smith	Public, 4-year	234	32	14%
5	North Arkansas College	Public, 2-year	247	30	12%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in Arkansas, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	University of Arkansas	Public, 4-year	5,190	491	9%
2	University of Central Arkansas	Public, 4-year	1,831	104	6%
3	Arkansas Tech University	Public, 4-year	1,195	80	7%
4	University of Arkansas-Fort Smith	Public, 4-year	738	77	10%
5	Arkansas State University	Public, 4-year	1,759	60	3%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

Arkansas Gap in Degree Completion

Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

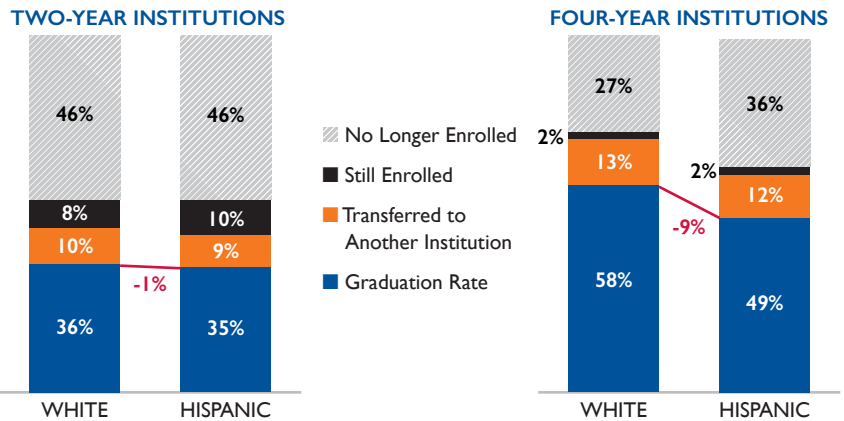
Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.

DEGREE OUTCOMES

At two-year institutions, Hispanics' graduation rate was **1%-point lower** than that of their White non-Hispanic peers in Arkansas.

At four-year institutions, Hispanics' graduation rate was **9%-points lower** than that of their White non-Hispanic peers in Arkansas.



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for *Examples of Excelencia*.

Breakthrough Central Texas' **College and Career Success** program's mission is to build a path to and through college for students who will become the first in their family to earn a college degree. The College and Career Success program provides 12 years of wrap-around support to help students of color from low-income communities become the first in their families to earn a college degree. In 2022, the program was poised to help 800 high school graduates from low-income communities on their journey to achieving their dream of becoming the first in their families to graduate from college. Founded in 2001, their model is shaped by years of research on the underlying drivers of poverty and educational attainment. The program offers year-round advising, and career exploration opportunities, personalized guidance on the college

admissions and financial aid process, and provides intensive support once students enroll at institutions. Advisors are trained in preparing and supporting students of color to navigate predominately White institutions, as well as supporting Latinx students that are immigrants.

Breakthrough offers touchpoints throughout the year, including a summer conference to prepare for freshman year, care packages, and near-peer support. With 76% of students, and nearly half of staff and Board identifying as Hispanic, the program is committed to and embedded in the Latino community. Specific to their Latino students in the program, in the last three years: 96% graduated from high school on time, 88% enrolled directly in college and 51% graduated from college within six years.

For more information on institutional programs improving Latino student success in higher education, access *Excelencia in Education's Growing What Works* database at <http://www.edexcelencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

STATE RANKING:

California had the **largest Latino population** in the U.S.

K-12 POPULATION:

In California, **52%** of the K-12 population was **Latino**.²

POPULATION:

In California, **40%** of the population was **Latino**.²

MEDIAN AGE:

The median age of **Hispanics** in California was **30**, compared to **46** for **White non-Hispanics**.²



ENROLLMENT:

In California, **24%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **25%** of **White non-Hispanics**.²

DEGREE ATTAINMENT:

In California, **22%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **56%** of **White non-Hispanic adults**.²

Hispanic Adults = 2.2 of 10



White Adults = 5.6 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in California, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	California State University-Northridge	Public, 4-year	34,436	18,543	54%
2	California State University-Fullerton	Public, 4-year	35,502	17,378	49%
3	California State University-Los Angeles	Public, 4-year	23,506	16,923	72%
4	East Los Angeles College	Public, 2-year	25,649	16,187	63%
5	California State University-Long Beach	Public, 4-year	33,765	15,812	47%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in California, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Mt San Antonio College	Public, 2-year	3,186	2,016	63%
2	East Los Angeles College	Public, 2-year	2,601	2,006	77%
3	Pasadena City College	Public, 2-year	4,086	1,779	44%
4	Riverside City College	Public, 2-year	2,803	1,724	62%
5	Chaffey College	Public, 2-year	2,423	1,562	64%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in California, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	California State University-Northridge	Public, 4-year	9,370	4,280	46%
2	California State University-Fullerton	Public, 4-year	9,750	4,164	43%
3	California State University-Long Beach	Public, 4-year	8,915	4,006	45%
4	California State University-Los Angeles	Public, 4-year	5,708	3,760	66%
5	California State Polytechnic University-Pomona	Public, 4-year	6,506	2,952	45%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

California Gap in Degree Completion

Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

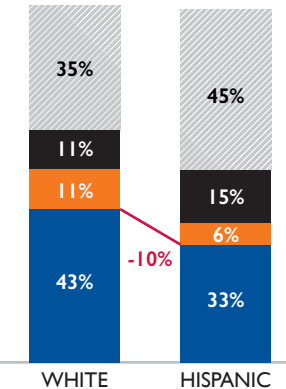
No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.

DEGREE OUTCOMES

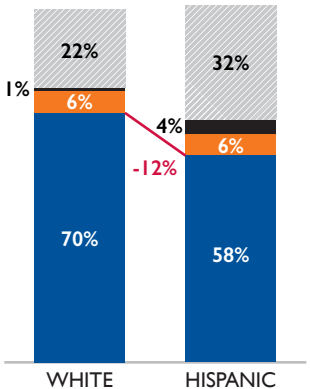
At two-year institutions, Hispanics’ graduation rate was **10%-points lower** than that of their White non-Hispanic peers in California.

At four-year institutions, Hispanics’ graduation rate was **12%-points lower** than that of their White non-Hispanic peers in California.

TWO-YEAR INSTITUTIONS



FOUR-YEAR INSTITUTIONS



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

The University of California-Los Angeles (UCLA) **Center for Community College Partnerships (CCCCP)** works to increase transfer rates and success of underserved community college populations by enhancing transfer-sending and transfer-receptive culture. CCCC holistically equips students with skills and knowledge of available transfer pathways to empower them to become self-advocates and leaders in their communities. CCCC began in 2001 to create programs to inform, motivate, and prepare students to transfer. Summer Programs were developed to address pipeline issues, motivate, and prepare students to be competitive at top research universities. The Scholars program begins with a summer program & continues through the academic year with meetings and workshops focused on keeping the student on a transfer pathway.

The Scholars program has grown from 150 students in two 3-day programs to over 700 students in 12 programs. In Fall 2018, 48% (92 of 193) of Latino CCCC participants were admitted to UCLA compared to the general transfer admit rate of 23%. A majority of CCCC participants (75% to 85%) are admitted to one of the other 8 UC campuses. Approximately 95% of participants are admitted to a bachelor’s granting institution. In 2017-18, 75% (337 of 449) of Latinx participants completed transfer requirements. Approximately 90% of participants who transfer to UCLA or other UC institutions graduate within 3 years after transferring. The Fall 2015 Cohort included 25 Latinx students, and 19 graduated by 2018, with the remaining students continuing to persist.

For more information on institutional programs improving Latino student success in higher education, access *Excelencia in Education’s Growing What Works* database at <http://www.edexcelencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

STATE RANKING:

Colorado had the **8th largest Latino population** in the U.S.

K-12 POPULATION:

In Colorado, **31%** of the K-12 population was **Latino**.²

POPULATION:

In Colorado, **22%** of the population was **Latino**.²

MEDIAN AGE:

The median age of **Hispanics** in Colorado was **29**, compared to **41** for **White non-Hispanics**.²



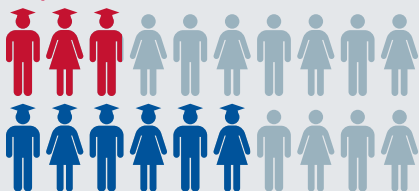
ENROLLMENT:

In Colorado, **18%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **21%** of **White non-Hispanics**.²

DEGREE ATTAINMENT:

In Colorado, **28%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **59%** of **White non-Hispanic adults**.²

Hispanic Adults = 2.8 of 10



White Adults = 5.9 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in Colorado, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Metropolitan State University of Denver	Public, 4-year	15,625	5,198	33%
2	University of Colorado Boulder	Public, 4-year	30,414	4,042	13%
3	Colorado State University-Fort Collins	Public, 4-year	24,344	3,727	15%
4	University of Colorado Denver/Anschutz Medical Campus	Public, 4-year	11,042	2,799	25%
5	Front Range Community College	Public, 4-year	11,436	2,795	24%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in Colorado, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Front Range Community College	Public, 4-year	1,831	337	18%
2	Pikes Peak Community College	Public, 4-year	1,665	318	19%
3	Aims Community College	Public, 2-year	660	222	34%
4	Community College of Denver	Public, 4-year	715	216	30%
5	Pueblo Community College	Public, 4-year	723	213	29%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in Colorado, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	University of Colorado Boulder	Public, 4-year	6,753	840	12%
2	Metropolitan State University of Denver	Public, 4-year	3,100	791	26%
3	Colorado State University-Fort Collins	Public, 4-year	5,195	745	14%
4	University of Colorado Denver/Anschutz Medical Campus	Public, 4-year	2,786	571	20%
5	University of Northern Colorado	Public, 4-year	1,945	393	20%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

Colorado Gap in Degree Completion

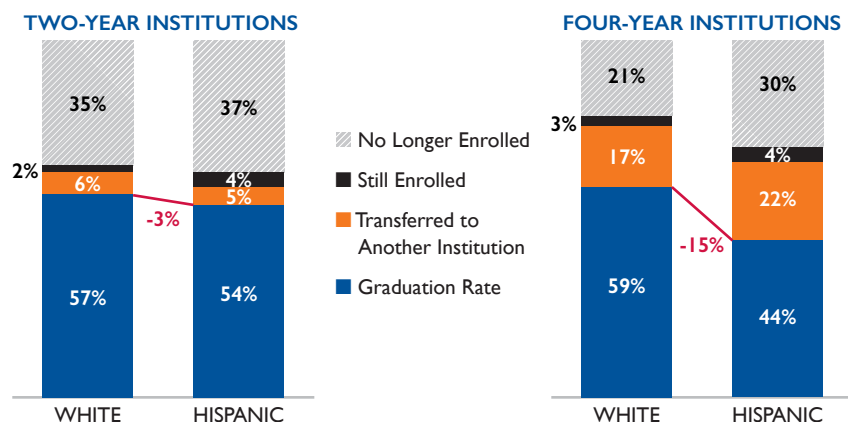
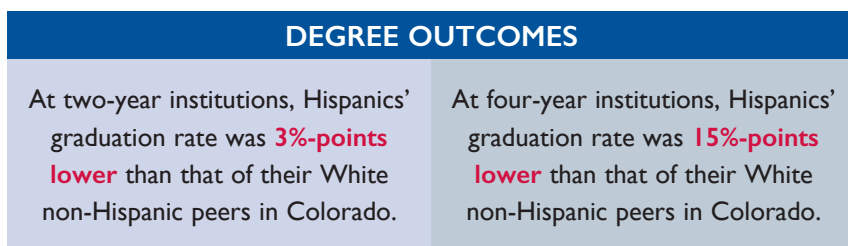
Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

The **CUMBRES Teacher Preparation Program** at University of Northern Colorado (UNC) is a scholarship and support program for students who are planning to become English as a Second Language (ESL) teachers. Cumbres recruits, supports, and mentors undergraduate students who pursue a degree in education and who also declare an endorsement in English as a Second Language (ESL) to work and teach culturally and linguistically diverse students in K-12 education. Students are offered scholarships to ensure persistence in the program. Cumbres is grounded in three high-impact educational practices designed to bridge the service gaps for Latinx and all program participants: (1) Residential Community — During their freshman year, participants live in a residential community. An upper-classman Resident Assistant (RA) who is also a Cumbres student serves as a mentor and tutor to students to provide meaningful, ongoing support; (2) Learning Community — As part of their general education requirements, participants take classes

together with their Cumbres cohort. This allows students to be in classes with their residential community to build a community that supports each other academically and socially; and, (3) Mentorship: First-year participants (including transfer and non-traditional students) meet with a peer academic advisor and a mentor teacher in K-12 education.

Latinos represent 40% of Cumbres Teacher preparation program participants, significantly higher than the institution's overall Latino enrollment rate. As of July 2017, 328 students have graduated from the Cumbres program, 56% of them identifying as Latino. In 2020, 61% (14 of 23) of participants who began the program in the 2014 cohort graduated within six years. In comparison, 50% of all students at UNC graduate within six years. Each year, approximately 90% of participants secure ESL teaching positions in K-12 either prior to graduation or before the start of the next K-12 school year or term.

For more information on institutional programs improving Latino student success in higher education, access *Excelencia in Education's Growing What Works* database at <http://www.edexcelencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

STATE RANKING:

Connecticut had the **18th largest Latino population** in the U.S.

K-12 POPULATION:

In Connecticut, **25%** of the K-12 population was **Latino**.²

POPULATION:

In Connecticut, **18%** of the population was **Latino**.²

MEDIAN AGE:

The median age of **Hispanics** in Connecticut was **30**, compared to **48** for **White non-Hispanics**.²



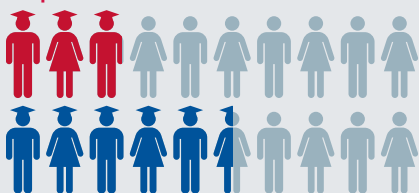
ENROLLMENT:

In Connecticut, **26%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **28%** of **White non-Hispanics**.²

DEGREE ATTAINMENT:

In Connecticut, **28%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **55%** of **White non-Hispanic adults**.²

Hispanic Adults = 2.8 of 10



White Adults = 5.5 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in Connecticut, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	University of Connecticut	Public, 4-year	18,362	2,650	14%
2	Gateway Community College	Public, 2-year	5,194	1,574	30%
3	Norwalk Community College	Public, 2-year	3,557	1,530	43%
4	Naugatuck Valley Community College	Public, 2-year	4,297	1,392	32%
5	Central Connecticut State University	Public, 4-year	7,616	1,299	17%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in Connecticut, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Norwalk Community College	Public, 2-year	542	169	31%
2	Naugatuck Valley Community College	Public, 2-year	604	136	23%
3	Gateway Community College	Public, 2-year	566	135	24%
4	Housatonic Community College	Public, 2-year	357	130	36%
5	Manchester Community College	Public, 2-year	591	104	18%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in Connecticut, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	University of Connecticut	Public, 4-year	5,433	632	12%
2	Central Connecticut State University	Public, 4-year	1,838	273	15%
3	Southern Connecticut State University	Public, 4-year	1,613	202	13%
4	Western Connecticut State University	Public, 4-year	1,035	196	19%
5	Quinnipiac University	Private not-for-profit, 4-year	1,787	175	10%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

Connecticut Gap in Degree Completion

Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

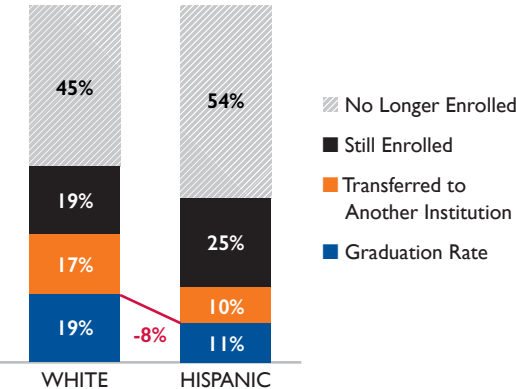
No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.

DEGREE OUTCOMES

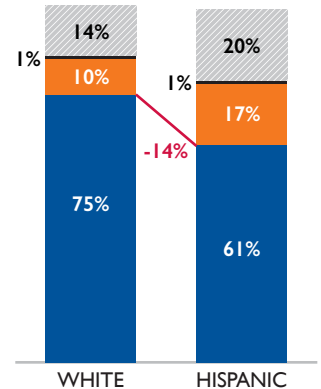
At two-year institutions, Hispanics’ graduation rate was **8%-points lower** than that of their White non-Hispanic peers in Connecticut.

At four-year institutions, Hispanics’ graduation rate was **14%-points lower** than that of their White non-Hispanic peers in Connecticut.

TWO-YEAR INSTITUTIONS



FOUR-YEAR INSTITUTIONS



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

The **UAlbany Educational Opportunity Program (EOP)** at the State University of New York at Albany provides disadvantaged undergraduate students, a significant number who are Latino, college access; academic support; and financial assistance to successfully persist and graduate. EOP’s goal is to ensure high retention, graduation rates, and academic performance for underrepresented students at UAlbany. UAlbany EOP offers participants its Summer Bridge Program, a 5-week intensive experience that provides college readiness instruction (basic writing, reading, mathematics) and support services to participants, including ongoing academic counseling. Being aware that strong parental engagement is vital to Latino student success, EOP provides a variety of services to ensure families of Latino students understand the services their students receive. Letters to parents of EOP freshmen and all EOP meetings, events, and presentations are made available

in English and Spanish. EOP also receives numerous calls from Latino parents, of which 85% are from parents who want to ensure their child is well and adjusting. Three Latino EOP staffers receive and return 95% of calls to parents and even go as far as escorting participants to medical appointments when ill. In collaboration with campus Psychological and Counseling Services, Latino participants are also afforded bilingual mental health services in the EOP complex.

Across 2018 - 2019, 97% of Latino program participants were retained in their first year compared to the institutional average of 79%. Of EOP’s Fall 2013 cohort, 68% of Latino program participants graduated in six years compared to 61% of Latino non-program participants. As of Spring 2019, Latino program participants achieved an average 2.8 GPA compared to 2.7 for Latino non-program participants.

For more information on institutional programs improving Latino student success in higher education, access *Excelencia* in Education’s Growing What Works database at <http://www.edexcelencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

STATE RANKING:

Delaware had the **40th largest Latino population** in the U.S.

K-12 POPULATION:

In Delaware, **16%** of the K-12 population was **Latino**.²

POPULATION:

In Delaware, **10%** of the population was **Latino**.²

MEDIAN AGE:

The median age of **Hispanics** in Delaware was **27**, compared to **49** for **White non-Hispanics**.²



ENROLLMENT:

In Delaware, **18%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **24%** of **White non-Hispanics**.²

DEGREE ATTAINMENT:

In Delaware, **25%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **48%** of **White non-Hispanic adults**.²

Hispanic Adults = 2.5 of 10



White Adults = 4.8 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in Delaware, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	University of Delaware	Public, 4-year	18,707	1,761	9%
2	Delaware Technical Community College-Terry	Public, 4-year	10,837	1,590	15%
3	Wilmington University	Private not-for-profit, 4-year	7,626	1,038	14%
4	Delaware State University	Public, 4-year	4,179	435	10%
5	Goldey-Beacom College	Private not-for-profit, 4-year	667	99	15%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in Delaware, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Delaware Technical Community College-Terry	Public, 4-year	1,685	196	12%
2	University of Delaware	Public, 4-year	325	47	14%
3	Delaware College of Art and Design	Private not-for-profit, 2-year	38	5	13%
4	Goldey-Beacom College	Private not-for-profit, 4-year	26	3	12%
5	Wilmington University	Private not-for-profit, 4-year	52	3	6%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in Delaware, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	University of Delaware	Public, 4-year	4,254	391	9%
2	Wilmington University	Private not-for-profit, 4-year	1,829	138	8%
3	Delaware State University	Public, 4-year	613	73	12%
4	Goldey-Beacom College	Private not-for-profit, 4-year	171	24	14%
5	Delaware Technical Community College-Terry	Public, 4-year	94	7	7%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

Delaware Gap in Degree Completion

Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

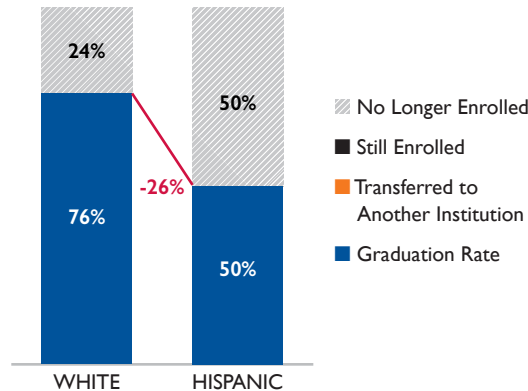
No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.

DEGREE OUTCOMES

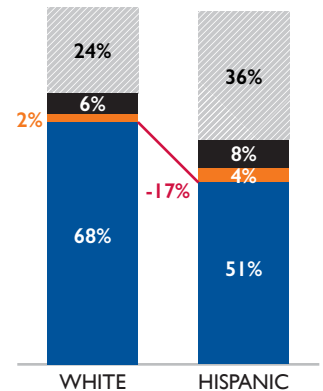
At two-year institutions, Hispanics’ graduation rate was **26%-points lower** than that of their White non-Hispanic peers in Delaware.

At four-year institutions, Hispanics’ graduation rate was **17%-points lower** than that of their White non-Hispanic peers in Delaware.

TWO-YEAR INSTITUTIONS



FOUR-YEAR INSTITUTIONS



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

The mission of the **Center for English language Acquisition and Culture (CELAC)** at Saint Peter’s University flows from the University’s mission to “educate a diverse community of learners to excel intellectually, serve compassionately, lead ethically, and promote justice.” The program aims to increase students’ retention and academic performance of Hispanic and other low-income or minority undergraduate students. CELAC helps give students the confidence they need to reverse any stigmas the students might have about being bilingual. Additionally, they offer tutoring services for international or “Generation 1.5” graduate students. CELAC addresses the needs of their culturally and linguistically diverse students and aims to improve their college-level writing skills. All students in the program are required to take first-year writing courses at CELAC to give students a cocoon where they feel comfortable to grow during their first year. In

the summer, the program offers free college preparatory classes. In the fall, workshop contests are held where students utilize translanguaging to relate their identities and/or journeys to the U.S. In the spring, there is a multicultural symposium where students present research papers about oppression in different parts of the world.

Between 2015-2020:

- Enrollment increased for Hispanic students (by 26%) and decreased for all (by 4%)
- Retention increased for Hispanic students (by 0.2%) and decreased for all (by 0.6%)
- Degree credentials increased for Hispanic students (by 77%) and decreased for all (by 4%)

For more information on institutional programs improving Latino student success in higher education, access *Excelencia in Education’s Growing What Works* database at <http://www.edexcelencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

POPULATION AGED 0-5:

In D.C., 17% of the population aged 0 to 5 years old was Latino.²

K-12 POPULATION:

In D.C., 17% of the K-12 population was Latino.²

POPULATION:

In D.C., 11% of the population was Latino.²

MEDIAN AGE:

The median age of Hispanics in D.C. was 31, compared to 34 for White non-Hispanics.²



ENROLLMENT:

In D.C., 28% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to 27% of White non-Hispanics.²

DEGREE ATTAINMENT:

In D.C., 60% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to 94% of White non-Hispanic adults.²

Hispanic Adults = 6.0 of 10



White Adults = 9.4 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in D.C., 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	George Washington University	Private not-for-profit, 4-year	10,929	1,375	13%
2	American University	Private not-for-profit, 4-year	8,158	950	12%
3	Strayer University-Global Region	Private for-profit, 4-year	7,389	897	12%
4	Georgetown University	Private not-for-profit, 4-year	7,395	593	8%
5	Howard University	Private not-for-profit, 4-year	8,902	576	6%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in D.C., 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Strayer University-Global Region	Private for-profit, 4-year	358	55	15%
2	University of the District of Columbia	Public, 4-year	200	35	17%
3	George Washington University	Private not-for-profit, 4-year	61	12	20%
4	Trinity Washington University	Private not-for-profit, 4-year	11	2	18%
5	Strayer University-District of Columbia	Private for-profit, 4-year	26	2	8%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in D.C., 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	George Washington University	Private not-for-profit, 4-year	3,012	310	10%
2	American University	Private not-for-profit, 4-year	1,882	262	14%
3	Georgetown University	Private not-for-profit, 4-year	1,742	221	13%
4	The Catholic University of America	Private not-for-profit, 4-year	826	103	12%
5	Howard University	Private not-for-profit, 4-year	1,482	90	6%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

1 Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

2 U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

D.C. Gap in Degree Completion

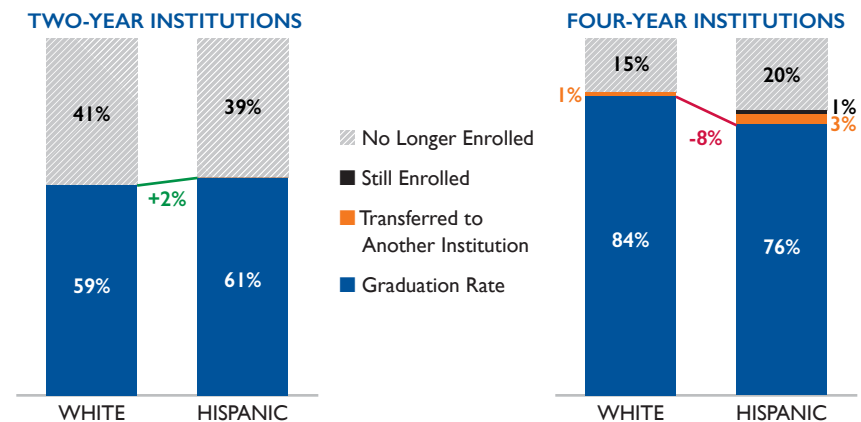
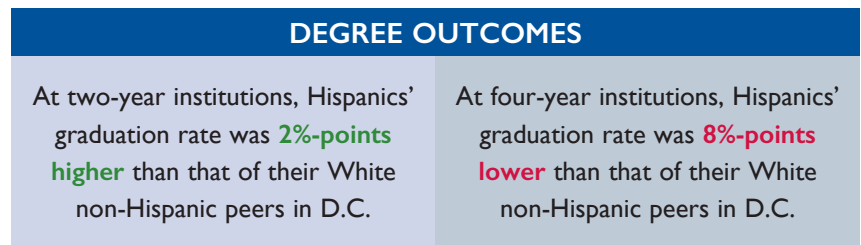
Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

Generation Hope’s **Scholar Program** empowers teen parents, a majority of whom are Latino, to attain college, professional success, and economic stability by providing mentoring, emotional support, and financial resources needed for them to thrive in college, thereby driving a two-generation solution to poverty. Its goal is to help teen parents at 20 two- and four-year colleges in the Washington, DC area earn degrees. Established in 2010, the Scholar Program was designed to address the 98% of teen mothers in the U.S. who do not earn a college degree before age 30. The Scholar Program pairs program participants with a sponsor who provides up to \$2,400 per year in tuition assistance. Scholars are also provided individual, one-on-one mentoring until they graduate from college. Scholars receive one-on-one case management, free tutoring, career preparation, trainings throughout the year on topics including life

balance and academic planning, and an annual Hope Conference which provides life and career skills from experts in the community.

Of Latino program participants, 90% persist through the first year of college. In comparison, nationally, 71% of Latino students persist through their first year of college. Latino program participants have also achieved a year-to-year persistence rate of 92%. Of Latino program participants, 59% graduate college within six years. In comparison, nationally, 50% of Latino college students graduate within six years. 90% of Latino program alumni are employed full-time six months after graduation compared to 55% of all college graduates in the mid-Atlantic region. The average salary reported after graduation for scholars is \$41,500, which is significantly above the federal poverty line.

For more information on institutional programs improving Latino student success in higher education, access *Excelencia in Education’s Growing What Works* database at <http://www.edexcelencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

STATE RANKING:

Florida had the **3rd largest Latino population** in the U.S.

K-12 POPULATION:

In Florida, **31%** of the K-12 population was **Latino**.²

POPULATION:

In Florida, **27%** of the population was **Latino**.²

MEDIAN AGE:

The median age of **Hispanics** in Florida was **37**, compared to **51** for **White non-Hispanics**.²



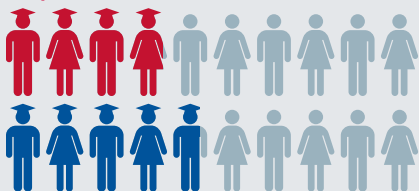
ENROLLMENT:

In Florida, **23%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **22%** of **White non-Hispanics**.²

DEGREE ATTAINMENT:

In Florida, **38%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **47%** of **White non-Hispanic adults**.²

Hispanic Adults = 3.8 of 10



White Adults = 4.7 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in Florida, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Miami Dade College	Public, 4-year	39,727	28,583	72%
2	Florida International University	Public, 4-year	39,936	26,890	67%
3	University of Central Florida	Public, 4-year	59,710	17,533	29%
4	Valencia College	Public, 4-year	36,131	14,744	41%
5	Broward College	Public, 4-year	25,570	9,583	37%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in Florida, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Miami Dade College	Public, 4-year	11,361	8,043	71%
2	Valencia College	Public, 4-year	9,137	3,170	35%
3	Broward College	Public, 4-year	6,672	2,416	36%
4	Palm Beach State College	Public, 4-year	4,813	1,459	30%
5	Hillsborough Community College	Public, 2-year	4,112	1,391	34%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in Florida, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Florida International University	Public, 4-year	12,608	8,365	66%
2	University of Central Florida	Public, 4-year	14,901	4,158	28%
3	University of Florida	Public, 4-year	9,034	2,123	24%
4	University of South Florida	Public, 4-year	10,069	2,080	21%
5	Florida State University	Public, 4-year	8,624	1,802	21%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

Florida Gap in Degree Completion

Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

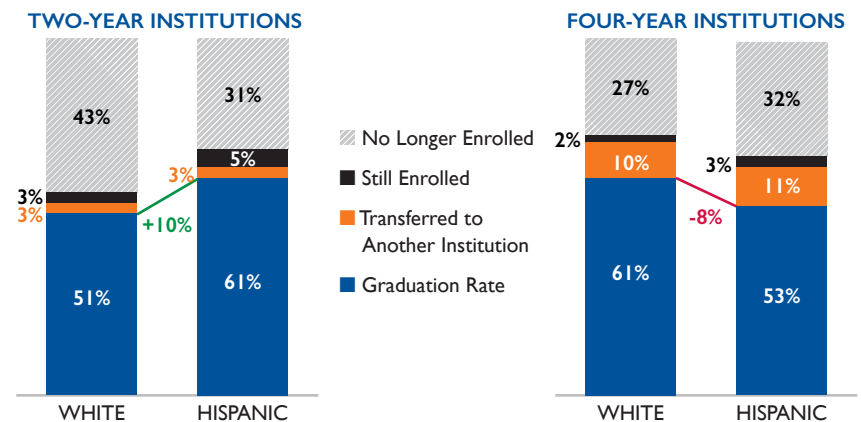
Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.

DEGREE OUTCOMES

At two-year institutions, Hispanics' graduation rate was **10%-points higher** than that of their White non-Hispanic peers in Florida.

At four-year institutions, Hispanics' graduation rate was **8%-points lower** than that of their White non-Hispanic peers in Florida.



*Percentages may not add up to 100% due to rounding.
 NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.
 Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for *Examples of Excelencia*.

Miami Dade College (MDC) and Florida International University (FIU) have collaborated to create the **Connect4Success (C4S) program**. The mission of the program is to establish a guided transfer pathway that facilitates the admission of MDC Associates of Arts (AA) degree graduates to FIU baccalaureate programs. The C4S program has two overarching goals: 1) Providing students with access to postsecondary educational opportunities, and 2) Develop support mechanisms for timely degree completion. From its original conception in 2006 as a Dual Degree Program, C4S has evolved while building on Florida’s 2+2 framework. Approximately 70% of MDC Associates of Arts completers transfer to FIU with the goal of completing a baccalaureate program, which was the main catalyst in creating a structured, seamless process for students to transfer to a partner institution. The program offers wraparound services beginning with

a comprehensive onboarding. After applying to the program, students are assigned an MDC Pre-College advisor who guides them from application through enrollment. Advisors serve as the liaisons to key holistic support services such as Learning Resources, Student Life, Single Stop, and Mental Health Counseling. Students benefit from appreciative advising, extensive co-curricular opportunities, and career and transfer workshops.

Over 70% of C4S graduates who complete an AA at MDC within 3 years matriculate at a partner university. 80% of C4S program participants are Hispanic. Of the C4S students who graduate within 3 years, Hispanics represent 80%. Of the almost 17,000 degrees and certificates awarded in the past academic year, 76% of those credentials were awarded to Hispanic students.

For more information on institutional programs improving Latino student success in higher education, access *Excelencia in Education’s Growing What Works* database at <http://www.edexcelencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

STATE RANKING:

Georgia had the **9th largest Latino population** in the U.S.

K-12 POPULATION:

In Georgia, **14%** of the K-12 population was **Latino**.²

POPULATION:

In Georgia, **10%** of the population was **Latino**.²

MEDIAN AGE:

The median age of **Hispanics** in Georgia was **27**, compared to **42** for **White non-Hispanics**.²



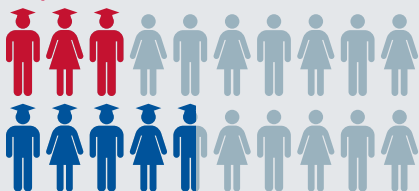
ENROLLMENT:

In Georgia, **21%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **22%** of **White non-Hispanics**.²

DEGREE ATTAINMENT:

In Georgia, **29%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **46%** of **White non-Hispanic adults**.²

Hispanic Adults = 2.9 of 10



White Adults = 4.6 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in Georgia, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Kennesaw State University	Public, 4-year	37,743	5,146	14%
2	Georgia State University	Public, 4-year	28,415	3,865	14%
3	Georgia Gwinnett College	Public, 4-year	10,377	2,662	26%
4	University of North Georgia	Public, 4-year	16,515	2,586	16%
5	University of Georgia	Public, 4-year	30,032	2,095	7%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in Georgia, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Georgia State University-Perimeter College	Public, 2-year	2,535	341	13%
2	University of North Georgia	Public, 4-year	781	153	20%
3	Georgia Military College	Public, 4-year	1,940	152	8%
4	Georgia Highlands College	Public, 4-year	877	116	13%
5	Gwinnett Technical College	Public, 2-year	739	106	14%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in Georgia, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Georgia State University	Public, 4-year	5,370	644	12%
2	Kennesaw State University	Public, 4-year	5,922	585	10%
3	University of Georgia	Public, 4-year	7,896	522	7%
4	Georgia Southern University	Public, 4-year	4,247	274	6%
5	Georgia Institute of Technology-Main Campus	Public, 4-year	3,810	266	7%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

Georgia Gap in Degree Completion

Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

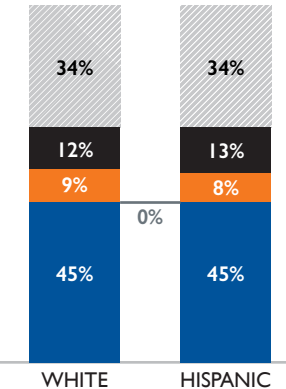
No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.

DEGREE OUTCOMES

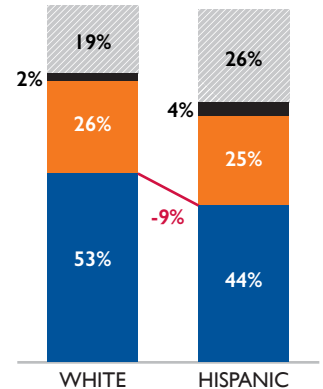
At two-year institutions, Hispanics’ graduation rate was **the same as** that of their White non-Hispanic peers in Georgia.

At four-year institutions, Hispanics’ graduation rate was **9%-points lower** than that of their White non-Hispanic peers in Georgia.

TWO-YEAR INSTITUTIONS



FOUR-YEAR INSTITUTIONS



No Longer Enrolled
 Still Enrolled
 Transferred to Another Institution
 Graduation Rate

*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

The **School of Science STEM Research Institute (SRI)** at Miami Dade College provides Hispanic and other underrepresented STEM students high-quality, early research experiences to help them acquire knowledge and skills important to their academic success and competitiveness in the STEM workforce of the 21st century. The Institute seeks to increase persistence in STEM and attainment of STEM degrees among underrepresented students. Established in 2012, the Institute began as a pilot of undergraduate research. Aware that activities promoting deeper exposure to STEM have marked impacts on student success and retention, the Institute aimed to bring undergraduate research to the primarily Hispanic population of students at Miami Dade College (MDC). The School of Science STEM Research Institute requires students to complete 240 hours of research, attend professional skills workshops, and provide various deliverables. Participants typically engage in 10 to 12 weeks of paid, high-level, and quality research experiences with

faculty mentors and peers in interdisciplinary teams during the summer or as part of a year-round project. Program participants may choose to receive mentorship from MDC faculty or faculty at one of MDC’s partner research universities to carry out individual research projects.

Over 75% of program participants are Hispanic. For academic year 2019-2020, the fall-to-fall retention rate of SRI participants was 96% compared to 67% of STEM students who did not participate in undergraduate research experiences. In the past three years, 68% of participants graduated within 3 years compared to only 28% of non-participant STEM majors and 22% of non-STEM students at MDC. As of 2019, participants took an average of 2.8 years to graduate with an associate degree compared to 3.1 years for non-participant STEM students. As of 2020, students accomplished an average, 3.6 GPA compared to the average 2.8 GPA of non-participant STEM students.

For more information on institutional programs improving Latino student success in higher education, access *Excelencia in Education’s Growing What Works* database at <http://www.edexcelencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

STATE RANKING:

Hawaii had the **39th largest Latino population** in the U.S.

K-12 POPULATION:

In Hawaii, **19%** of the K-12 population was **Latino**.²

POPULATION:

In Hawaii, **11%** of the population was **Latino**.²

MEDIAN AGE:

The median age of **Hispanics** in Hawaii was **26**, compared to **46** for **White non-Hispanics**.²



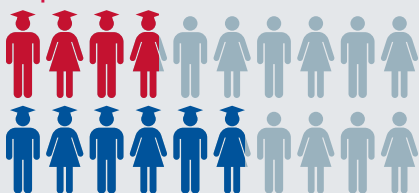
ENROLLMENT:

In Hawaii, **22%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **22%** of **White non-Hispanics**.²

DEGREE ATTAINMENT:

In Hawaii, **37%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **58%** of **White non-Hispanic adults**.²

Hispanic Adults = 3.7 of 10



White Adults = 5.8 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in Hawaii, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	University of Hawaii at Manoa	Public, 4-year	13,839	1,862	13%
2	Leeward Community College	Public, 2-year	4,085	690	17%
3	Hawaii Pacific University	Private not-for-profit, 4-year	2,726	523	19%
4	Kapiolani Community College	Public, 2-year	4,039	427	11%
5	University of Hawaii at Hilo	Public, 4-year	2,630	410	16%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in Hawaii, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Leeward Community College	Public, 2-year	968	154	16%
2	Kapiolani Community College	Public, 2-year	811	80	10%
3	Honolulu Community College	Public, 2-year	560	62	11%
4	Hawaii Community College	Public, 2-year	359	59	16%
5	University of Hawaii Maui College	Public, 4-year	377	51	14%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in Hawaii, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	University of Hawaii at Manoa	Public, 4-year	2,891	322	11%
2	University of Hawaii at Hilo	Public, 4-year	567	83	15%
3	University of Hawaii-West Oahu	Public, 4-year	671	73	11%
4	Hawaii Pacific University	Private not-for-profit, 4-year	497	72	14%
5	Brigham Young University-Hawaii	Private not-for-profit, 4-year	592	26	4%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

Hawaii Gap in Degree Completion

Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

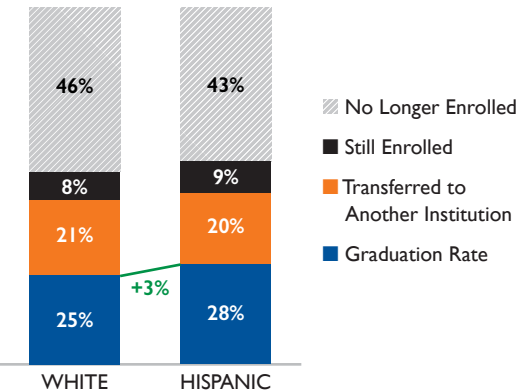
No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.

DEGREE OUTCOMES

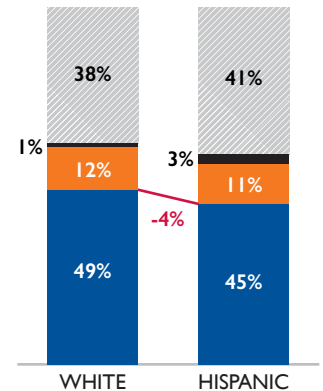
At two-year institutions, Hispanics' graduation rate was **3%-points higher** than that of their White non-Hispanic peers in Hawaii.

At four-year institutions, Hispanics' graduation rate was **4%-points lower** than that of their White non-Hispanic peers in Hawaii.

TWO-YEAR INSTITUTIONS



FOUR-YEAR INSTITUTIONS



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

Gaining Access ‘N Academic Success (GANAS) is an innovative access and retention program at California State University-East Bay that targets and serves newly arrived community college transfer students. The GANAS model offers integrated academic and cultural approaches that welcome and socialize new transfer students while increasing their confidence, engagement, resiliency, academic success, persistence, and, ultimately, baccalaureate degree attainment rates. GANAS is open to all students. It provides a supportive environment that focuses on Latina/o and multicultural content. GANAS aims to smooth the process of transition for Latino community college transfer students and increase baccalaureate degree attainment for program participants. Once students successfully transfer to Cal State East Bay, they participate in a 1-year cohort-based learning community that is paired with a success seminar, intrusive academic counseling, and peer mentoring. Their cohort model establishes

a sense of *familia* among its members and builds their academic and social support networks. By completing the required GANAS courses, students fulfill their upper division GE requirements. The courses focus on themes related to Latino identity, use innovative pedagogy, and three of the four courses are taught by Latino professors. Beyond the first-year there is continued advising, graduate school exploration, and community support

GANAS' 1-year persistence rate is 96%, compared to 86% of non-GANAS transfer students. The graduation rates of transfer students who take part in GANAS is 78% in 3 years, compared to 66% for overall transfer students. GANAS students' graduation rates for 4-years is 90% and 91% for 5-years. GANAS students graduate at a faster rate, within 1 to 2 years compared to non-GANAS students.

For more information on institutional programs improving Latino student success in higher education, access *Excelencia in Education's Growing What Works* database at <http://www.edexcelencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

STATE RANKING:

Idaho had the **32nd largest Latino population** in the U.S.

K-12 POPULATION:

In Idaho, **19%** of the K-12 population was **Latino**.²

POPULATION:

In Idaho, **13%** of the population was **Latino**.²

MEDIAN AGE:

The median age of **Hispanics** in Idaho was **26**, compared to **40** for **White non-Hispanics**.²



ENROLLMENT:

In Idaho, **14%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **22%** of **White non-Hispanics**.²

DEGREE ATTAINMENT:

In Idaho, **22%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **43%** of **White non-Hispanic adults**.²

Hispanic Adults = 2.2 of 10



White Adults = 4.3 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in Idaho, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Brigham Young University-Idaho	Private not-for-profit, 4-year	43,532	3,358	8%
2	Boise State University	Public, 4-year	17,075	2,414	14%
3	College of Western Idaho	Public, 2-year	6,261	1,266	20%
4	College of Southern Idaho	Public, 4-year	3,550	1,033	29%
5	Idaho State University	Public, 4-year	6,842	992	14%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in Idaho, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	College of Southern Idaho	Public, 4-year	876	227	26%
2	College of Western Idaho	Public, 2-year	921	162	18%
3	Idaho State University	Public, 4-year	489	43	9%
4	Brigham Young University-Idaho	Private not-for-profit, 4-year	1,654	42	3%
5	North Idaho College	Public, 2-year	676	41	6%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in Idaho, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Boise State University	Public, 4-year	3,754	516	14%
2	Brigham Young University-Idaho	Private not-for-profit, 4-year	5,977	192	3%
3	University of Idaho	Public, 4-year	1,568	163	10%
4	Idaho State University	Public, 4-year	1,227	141	11%
5	Lewis-Clark State College	Public, 4-year	589	47	8%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

Idaho Gap in Degree Completion

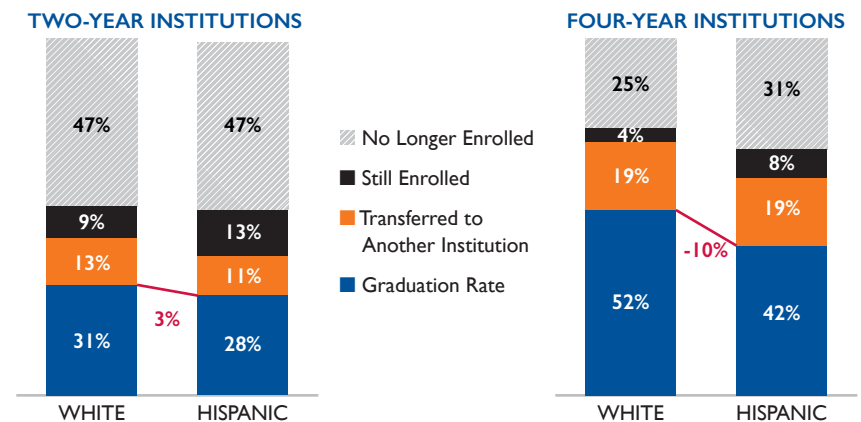
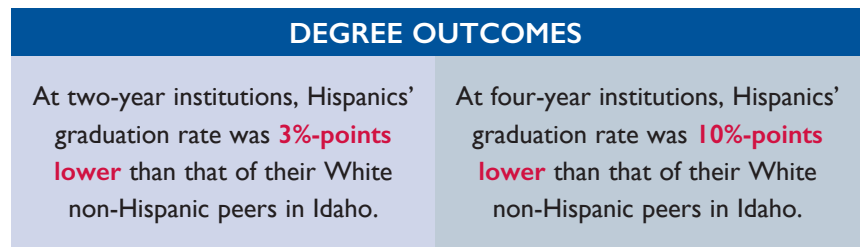
Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

The Parent Institute for Quality Education, Inc. (PIQE), founded in 1987 implemented their **Nine-Week Parent Engagement in Education program**, with an aim to provide economic and social equity by providing low-income families, immigrants, and English Language Learners with the tools and skills necessary to support their children's academic achievement and preparation for postsecondary education and promoting a college-going culture. The Nine-Week Parent Engagement in Education program has a statewide presence in California, being in 36 of 58 California counties. In addition to having a statewide presence in California, they have been able to expand to 14 other U.S. states and Mexico City. The program engages, empowers, and transforms parents to become advocates for their children's education. The program teaches parents about the importance of being involved in their children's education and how to navigate and impact the K-12 education system effectively. In addition to working with parents, PIQE also works with district personnel and school leaders to help teachers

and school administrators successfully engage with families from diverse socioeconomic and cultural backgrounds.

As of 2020, 85% of parents affirm that because they engaged with PIQE, they are better able to encourage and support their children, understand the school system, their children's GPA, and college admission requirements. Their 2018 longitudinal study indicates that students whose parents graduated from their Nine-Week Parent Engagement in Education Program graduate from high school at a 96% rate, compared to the 80% graduation rate reported by the California Department of Education for the class of 2017. In the same study, students were also attending a college or university at a rate of 70%, compared to the 40% rate reported by the California Postsecondary Education Commission in 2010, the latest year for which data is available. This is an update to their 2013 data that showed that 90% of PIQE's Latino students graduated from high school and 78% of those students enrolled in college school as a direct result of their parents' participation in the program.

For more information on institutional programs improving Latino student success in higher education, access *Excelencia in Education's Growing What Works* database at <http://www.edexcelencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

STATE RANKING:

Illinois had the **6th largest Latino population** in the U.S.

K-12 POPULATION:

In Illinois, **24%** of the K-12 population was **Latino**.²

POPULATION:

In Illinois, **18%** of the population was **Latino**.²

MEDIAN AGE:

The median age of **Hispanics** in Illinois was **30**, compared to **43** for **White non-Hispanics**.²



ENROLLMENT:

In Illinois, **21%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **23%** of **White non-Hispanics**.²

DEGREE ATTAINMENT:

In Illinois, **25%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **50%** of **White non-Hispanic adults**.²

Hispanic Adults = 2.5 of 10



White Adults = 5.0 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in Illinois, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	University of Illinois Chicago	Public, 4-year	22,011	7,811	35%
2	University of Illinois Urbana-Champaign	Public, 4-year	33,889	4,759	14%
3	College of DuPage	Public, 2-year	14,801	4,079	28%
4	College of Lake County	Public, 2-year	9,124	3,980	44%
5	DePaul University	Private not-for-profit, 4-year	14,059	3,093	22%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in Illinois, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	City Colleges of Chicago-Harold Washington College	Public, 2-year	1,283	637	50%
2	City Colleges of Chicago-Wilbur Wright College	Public, 2-year	898	538	60%
3	College of DuPage	Public, 2-year	2,223	530	24%
4	William Rainey Harper College	Public, 2-year	1,921	475	25%
5	College of Lake County	Public, 2-year	1,233	432	35%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in Illinois, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	University of Illinois Chicago	Public, 4-year	4,974	1,474	30%
2	Chamberlain University-Illinois	Private for-profit, 4-year	8,124	1,061	13%
3	University of Illinois Urbana-Champaign	Public, 4-year	8,301	944	11%
4	DePaul University	Private not-for-profit, 4-year	3,335	610	18%
5	Northern Illinois University	Public, 4-year	3,003	567	19%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

Illinois Gap in Degree Completion

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Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

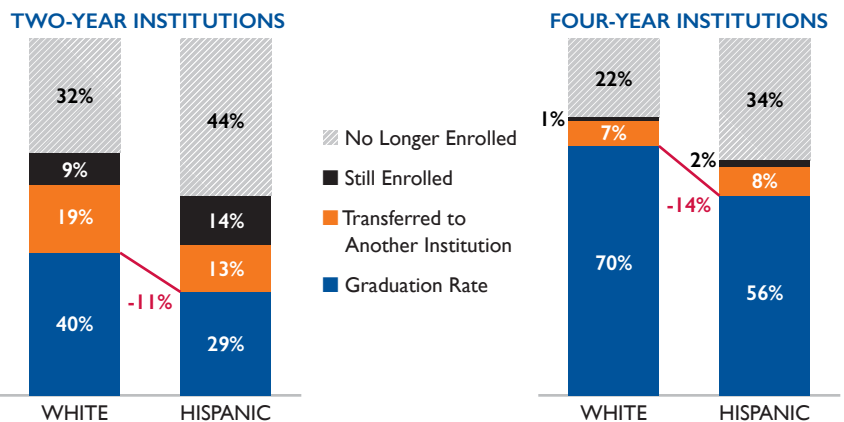
Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.

DEGREE OUTCOMES

At two-year institutions, Hispanics' graduation rate was **11%-points lower** than that of their White non-Hispanic peers in Illinois.

At four-year institutions, Hispanics' graduation rate was **14%-points lower** than that of their White non-Hispanic peers in Illinois.



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

The mission of **Cardinal First** at North Central College in Illinois is to 1) provide a supportive and welcoming community for first-generation college students and their families, 2) provide a campus culture that recognizes and celebrates first-generation student identity as an asset, and 3) provide a program that intentionally connects students to faculty, resources, information and experiences that promote academic and personal success from enrollment through graduation. Cardinal First prioritizes retention across all four years through cohort-based, interactive monthly workshops (offered at multiple times) for all first-gen students from first-year students to seniors. Each one-hour workshop includes food and fellowship, first-gen faculty sharing, peer mentoring, and asset-based, student success content. To incentivize participation, a meal is provided at every workshop and a renewable \$1,000 scholarship is awarded to students meeting the participation

requirements. Intrusive outreach is ongoing to all first-gen students and families (in Spanish as needed).

Average first-to-second year retention:

- Is higher for all students in Cardinal First (92%) compared to all students (78%) and first-gen students not in the program (61%)
- Is higher for Latino students in Cardinal First (89%) compared to all Latino students (72%) and Latino first-gen students not in the program (52%)

Average first-to-third year retention:

- Is higher for all students in Cardinal First (84%) compared to all students (71%) and first-gen students not in the program (53%)
- Is higher for Latino students in Cardinal First (85%) compared to all Latino students (69%) and Latino first-gen students not in the program (47%)”

For more information on institutional programs improving Latino student success in higher education, access *Excelencia in Education's Growing What Works* database at <http://www.edexcelencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

STATE RANKING:

Indiana had the **21st largest Latino population** in the U.S.

K-12 POPULATION:

In Indiana, **12%** of the K-12 population was **Latino**.²

POPULATION:

In Indiana, **8%** of the population was **Latino**.²

MEDIAN AGE:

The median age of **Hispanics** in Indiana was **25**, compared to **41** for **White non-Hispanics**.²



ENROLLMENT:

In Indiana, **18%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **21%** of **White non-Hispanics**.²

DEGREE ATTAINMENT:

In Indiana, **26%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **39%** of **White non-Hispanic adults**.²

Hispanic Adults = 2.6 of 10



White Adults = 3.9 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in Indiana, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Purdue University Global	Public, 4-year	32,213	4,650	14%
2	Indiana University-Bloomington	Public, 4-year	33,995	2,693	8%
3	Ivy Tech Community College	Public, 2-year	51,522	2,440	5%
4	Purdue University-Main Campus	Public, 4-year	37,658	2,355	6%
5	Indiana University-Purdue University-Indianapolis	Public, 4-year	18,707	2,195	12%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in Indiana, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Purdue University Global	Public, 4-year	1,985	323	16%
2	Ivy Tech Community College	Public, 2-year	8,664	322	4%
3	Vincennes University	Public, 4-year	1,404	179	13%
4	Indiana Wesleyan University-National & Global	Private not-for-profit, 4-year	544	23	4%
5	International Business College-Indianapolis	Private for-profit, 2-year	152	16	11%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in Indiana, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Purdue University Global	Public, 4-year	4,943	575	12%
2	Indiana University-Bloomington	Public, 4-year	7,495	502	7%
3	Purdue University-Main Campus	Public, 4-year	7,591	392	5%
4	Indiana University-Purdue University-Indianapolis	Public, 4-year	4,427	334	8%
5	Purdue University Northwest	Public, 4-year	1,624	323	20%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

Indiana Gap in Degree Completion

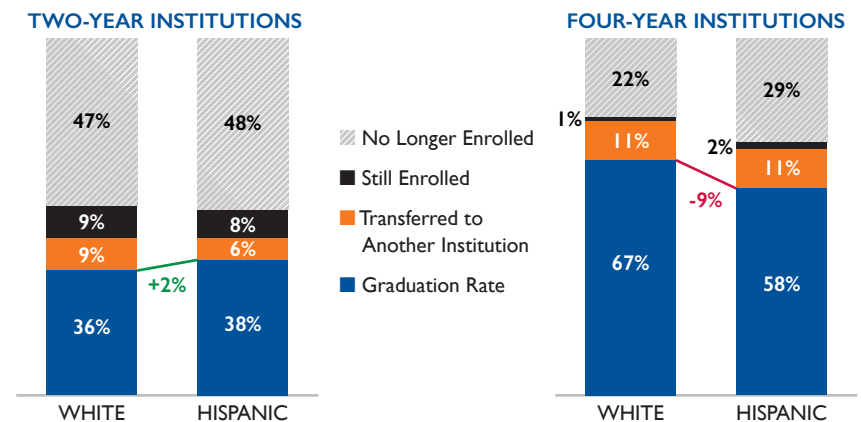
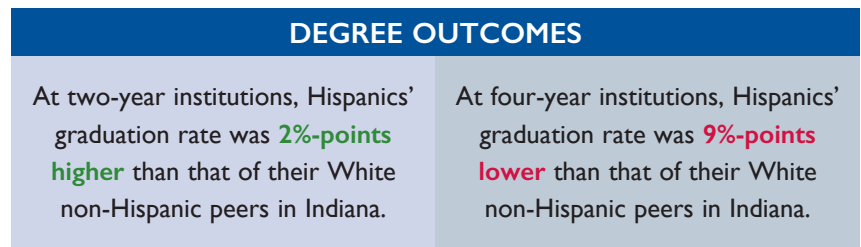
Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

The objective of Community Education Coalition's **TuFuturo** was to develop a learning system which would ensure each student (with support from their parents) is ready for the next step in their education pathway. Our mission is to support the Latino community to improve their lives through education. Support is provided from Pre-K through community college and/or baccalaureate degree attainment. The primary goals are to co-create solutions to eliminate Latino education achievement gaps, align Latino education programming, and create a network for information sharing. Since 2011, TuFuturo has implemented a number of strategies to improve educational outcomes for our Latino community. Services are provided to the youngest children and their parents as a gateway to the

rest of the educational system and college and career readiness support is provided through workshops from middle school through college for Latino students and families.

Latinx high school graduation rates have increased from 64% in 2007 to 83% in 2021. The equity gap for high school graduation rates between Latinx and all students was reduced from 17.6% in 2007 to 1.9% in 2021. The percentage of Latinx students who transition to postsecondary education increased by 13%. In 2011 just 39% of the Latinx high school graduates enrolled in postsecondary education but by 2019 this increased to 52% enrolled in postsecondary education.

For more information on institutional programs improving Latino student success in higher education, access *Excelencia in Education's Growing What Works* database at <http://www.edexcelencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

STATE RANKING:

Iowa had the 36th largest Latino population in the U.S.

K-12 POPULATION:

In Iowa, 11% of the K-12 population was Latino.²

POPULATION:

In Iowa, 7% of the population was Latino.²

MEDIAN AGE:

The median age of Hispanics in Iowa was 23, compared to 41 for White non-Hispanics.²



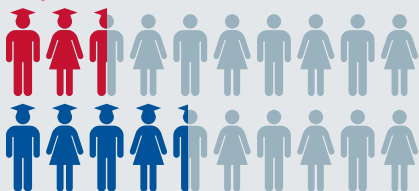
ENROLLMENT:

In Iowa, 21% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to 25% of White non-Hispanics.²

DEGREE ATTAINMENT:

In Iowa, 26% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to 44% of White non-Hispanic adults.²

Hispanic Adults = 2.6 of 10



White Adults = 4.4 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in Iowa, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	University of Iowa	Public, 4-year	21,198	1,811	9%
2	Iowa State University	Public, 4-year	25,537	1,790	7%
3	Des Moines Area Community College	Public, 2-year	10,175	852	8%
4	Western Iowa Tech Community College	Public, 2-year	2,657	587	22%
5	Kirkwood Community College	Public, 2-year	7,778	548	7%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in Iowa, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Des Moines Area Community College	Public, 2-year	1,996	125	6%
2	Kirkwood Community College	Public, 2-year	1,625	110	7%
3	Eastern Iowa Community College District	Public, 2-year	835	94	11%
4	Western Iowa Tech Community College	Public, 2-year	417	59	14%
5	Iowa Central Community College	Public, 2-year	732	48	7%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in Iowa, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	University of Iowa	Public, 4-year	5,283	408	8%
2	Iowa State University	Public, 4-year	6,405	345	5%
3	University of Northern Iowa	Public, 4-year	2,227	92	4%
4	Upper Iowa University	Private not-for-profit, 4-year	933	74	8%
5	Drake University	Private not-for-profit, 4-year	628	49	8%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

Iowa Gap in Degree Completion

Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

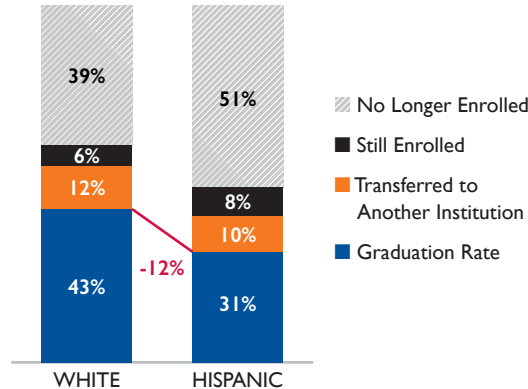
No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.

DEGREE OUTCOMES

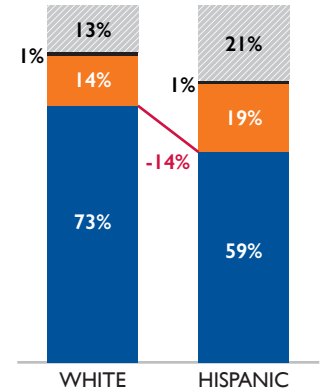
At two-year institutions, Hispanics' graduation rate was **12%-points lower** than that of their White non-Hispanic peers in Iowa.

At four-year institutions, Hispanics' graduation rate was **14%-points lower** than that of their White non-Hispanic peers in Iowa.

TWO-YEAR INSTITUTIONS



FOUR-YEAR INSTITUTIONS



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

Science Bound (SB) at Iowa State University works with underrepresented youth & families (8th grade through college) toward their preparation and pursuit of Education, Agriculture, and STEM degrees. They aim to increase the number of students enrolling in and completing degrees in higher education. Science Bound identifies middle school students with a propensity for math/science and supports them through their earning of a bachelor’s degree in STEM. SB engages high school seniors/parents in college enrollment workshops. After high school, SB offers four-year tuition scholarships for students and has dedicated bilingual and bicultural staff trained in STEM student development. They host a college onboarding retreat focused on academic support and peer mentoring, a weekly seminar connecting first-year students to university resources, develop college study skills, and acclimate them to

predominantly white institutions. Science Bound is intentionally inclusive in making sure Latino students’ cultural assets are incorporated and resources are provided regarding immigration status. Additionally, inclusive language is used when interacting with Latino students/families (i.e. parent letters in Spanish and English, and interpreters for Spanish-speaking families).

More than 2,000 students have benefitted from Science Bound and nearly 700 students have earned four-year STEM tuition scholarships. From 2019-2020, 65 high school graduates (98%) are pursuing higher education degrees (80% at Iowa State University). During 2019-2020 and 2020-2021 there has been an increase in high school student retention of 91%. The six-year graduation rate for Latino students in the program was 70%, higher than the university’s overall graduation rate of 60%.

For more information on institutional programs improving Latino student success in higher education, access *Excelencia in Education’s Growing What Works* database at <http://www.edexcelencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

STATE RANKING:

Kansas had the **27th largest Latino population** in the U.S.

K-12 POPULATION:

In Kansas, **19%** of the K-12 population was **Latino**.²

POPULATION:

In Kansas, **13%** of the population was **Latino**.²

MEDIAN AGE:

The median age of **Hispanics** in Kansas was **25**, compared to **41** for **White non-Hispanics**.²



ENROLLMENT:

In Kansas, **16%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **23%** of **White non-Hispanics**.²

DEGREE ATTAINMENT:

In Kansas, **23%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **47%** of **White non-Hispanic adults**.²

Hispanic Adults = 2.3 of 10



White Adults = 4.7 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in Kansas, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	University of Kansas	Public, 4-year	18,427	1,719	9%
2	Johnson County Community College	Public, 2-year	10,583	1,465	14%
3	Wichita State University	Public, 4-year	10,466	1,456	14%
4	Kansas State University	Public, 4-year	15,372	1,235	8%
5	Butler Community College	Public, 2-year	6,129	941	15%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in Kansas, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Johnson County Community College	Public, 2-year	1,685	197	12%
2	Garden City Community College	Public, 2-year	267	121	45%
3	Butler Community College	Public, 2-year	1,081	117	11%
4	Seward County Community College	Public, 2-year	196	109	56%
5	Hutchinson Community College	Public, 2-year	772	79	10%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in Kansas, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	University of Kansas	Public, 4-year	4,184	379	9%
2	Wichita State University	Public, 4-year	2,479	305	12%
3	Kansas State University	Public, 4-year	3,634	246	7%
4	Fort Hays State University	Public, 4-year	3,171	179	6%
5	Washburn University	Public, 4-year	829	86	10%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

Kansas Gap in Degree Completion

Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

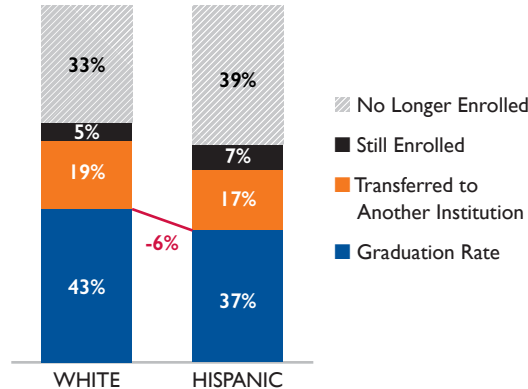
No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.

DEGREE OUTCOMES

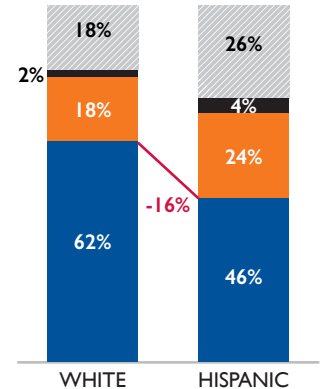
At two-year institutions, Hispanics’ graduation rate was **6%-points lower** than that of their White non-Hispanic peers in Kansas.

At four-year institutions, Hispanics’ graduation rate was **16%-points lower** than that of their White non-Hispanic peers in Kansas.

TWO-YEAR INSTITUTIONS



FOUR-YEAR INSTITUTIONS



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

The **Ichabod Success Institute** at Washburn University seeks to prepare students for college coursework, supporting full-time and continuous enrollment, and building students’ social capital. To graduate low-income students, the program layers financial, personal, and academic supports. Program activities, such as the 5-week summer experience where students live on campus and take 6 credit hours for free, facilitate these goals by cultivating institutional integration, literacy skills, and a learning community. In 2016, Washburn University launched the Ichabod Success Institute (ISI) to address low degree attainment among underrepresented individuals in Topeka. Only 10% of Latinos in Topeka have a Bachelor’s degree or higher, compared to 12% of African Americans and 29% of Whites. To help more underrepresented individuals earn a degree, ISI provides wrap-around support for 20 first-generation, Pell-eligible students from Topeka Public Schools each year. ISI offers intensive tutoring and software designed to reduce or eliminate remedial math to advance students through coursework while encouraging full-time enrollment by providing advising,

scholarships, and on-campus jobs. To build social capital, ISI provides a social worker, first-generation advisor, and community mentors. ISI serves Latinos through Spanish-fluent advisors and two free courses that facilitate college literacy and integration. In addition, summer programming cultivates belief among underrepresented groups that they belong at the university.

Only 11% of Ichabod Institute participants and 3% of Latino participants withdrew in year one, compared to 47% of Washburn University students with similar characteristics. In addition, cumulative GPA after two years is 2.99 for Institute students overall and 3.02 for Latino participants, compared to 2.40 for Washburn students. 85% of Ichabod Institute students and 86% of Latino participants complete 30 credits in their first year. Nationally, only 31% of students achieve this goal. The Ichabod Institute’s 2016 cohort boasts a 92% student retention rate overall and 96% for Latinos, compared to Washburn University’s retention rate of similar students characteristics is 53%. Overall, 92% of Latinos in the cohort are on track to graduate with an associate degree in 3 years.

For more information on institutional programs improving Latino student success in higher education, access *Excelencia in Education’s Growing What Works* database at <http://www.edexcelencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

STATE RANKING:

Kentucky had the **38th largest Latino population** in the U.S.

K-12 POPULATION:

In Kentucky, **6%** of the K-12 population was **Latino**.²

POPULATION:

In Kentucky, **4%** of the population was **Latino**.²

MEDIAN AGE:

The median age of **Hispanics** in Kentucky was **25**, compared to **41** for **White non-Hispanics**.²



ENROLLMENT:

In Kentucky, **20%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **21%** of **White non-Hispanics**.²

DEGREE ATTAINMENT:

In Kentucky, **25%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **37%** of **White non-Hispanic adults**.²

Hispanic Adults = 2.5 of 10



White Adults = 3.7 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in Kentucky, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	University of Kentucky	Public, 4-year	21,358	1,251	6%
2	University of Louisville	Public, 4-year	13,815	898	7%
3	Jefferson Community and Technical College	Public, 2-year	7,286	766	11%
4	Bluegrass Community and Technical College	Public, 2-year	7,612	675	9%
5	Western Kentucky University	Public, 4-year	12,526	643	5%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in Kentucky, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Jefferson Community and Technical College	Public, 2-year	1,305	78	6%
2	Bluegrass Community and Technical College	Public, 2-year	1,677	64	4%
3	Southcentral Kentucky Community and Technical College	Public, 2-year	614	34	6%
4	West Kentucky Community and Technical College	Public, 2-year	599	31	5%
5	Hopkinsville Community College	Public, 2-year	360	30	8%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in Kentucky, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	University of Kentucky	Public, 4-year	4,748	215	5%
2	University of Louisville	Public, 4-year	2,975	152	5%
3	Western Kentucky University	Public, 4-year	2,784	88	3%
4	Eastern Kentucky University	Public, 4-year	2,406	77	3%
5	Northern Kentucky University	Public, 4-year	2,168	73	3%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

Kentucky Gap in Degree Completion

Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

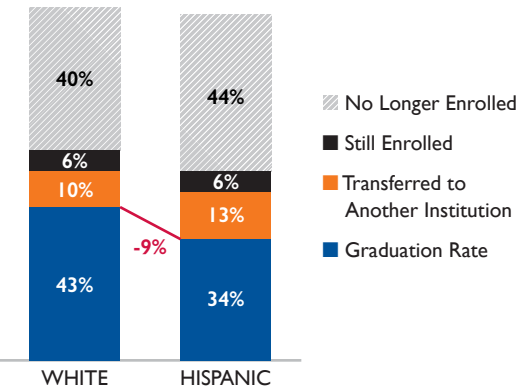
No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.

DEGREE OUTCOMES

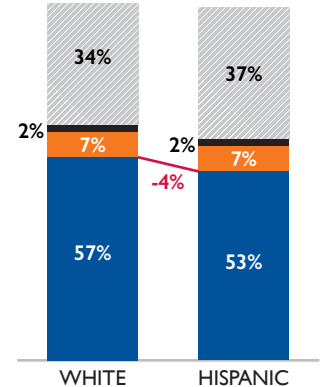
At two-year institutions, Hispanics' graduation rate was **9%-points lower** than that of their White non-Hispanic peers in Kentucky.

At four-year institutions, Hispanics' graduation rate was **4%-points lower** than that of their White non-Hispanic peers in Kentucky.

TWO-YEAR INSTITUTIONS



FOUR-YEAR INSTITUTIONS



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

Adelante Hispanic Achievers aims to inspire and empower Latino youth to achieve their dreams and contribute as creative and educated world citizens. All students receive mentoring, enrichment, tutoring, college readiness, and ambassadors. The program is designed to assist students in becoming high academic achievers, graduate from high school, and make sure they are prepared to pursue higher education, and are connected with sufficient resources to afford higher education. Adelante Hispanic Achievers is the only organization in Louisville supporting Latino student success. They now serve 135 students across 7 free programs weekly including Mentoring & Enrichment, 2 after-school tutoring programs, College Readiness & College Corps, ACT Prep, and ambassadors leadership. Adelante Hispanic Achievers students are 100% Latino, first-generation, immigrant, and refugee youth ages 11-18 and attend middle or high schools across Louisville. The program's unique model includes wraparound services that are long-term beginning in the 6th grade and through high school. They focus on the holistic and individual development

of each child, including academics, career exploration, cultural awareness, and personal/social development. They engage parents as partners and improve the lives of their participants and the vitality of the Latino community. In 2016, Adelante Hispanic Achievers began their College/University Ally partnership. The partnership allows them to continue supporting their students after they have finished high school and graduated out of their program. Students who continue on into the College/University Ally partnership receive a four-year renewal scholarship and are provided an on-campus community of support to ensure students' obtain a college degree. Currently, their ally institutions include Hanover College, Centre College, Transylvania University, and Eastern Kentucky University.

100% of Adelante Hispanic Achievers graduate high school on time. 97% of Adelante Hispanic Achievers have gone to college directly after high school. 94% of Adelante Hispanic Achievers who have gone to college have graduated on time or are on track to do so. In 2017-18, the average GPA was 3.14, attendance was 96% and average graduating GPA was 3.34.

For more information on institutional programs improving Latino student success in higher education, access *Excelencia in Education's Growing What Works* database at <http://www.edexcelencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

STATE RANKING:

Louisiana had the **31st largest Latino population** in the U.S.

K-12 POPULATION:

In Louisiana, **7%** of the K-12 population was **Latino**.²

POPULATION:

In Louisiana, **6%** of the population was **Latino**.²

MEDIAN AGE:

The median age of **Hispanics** in Louisiana was **30**, compared to **41** for **White non-Hispanics**.²



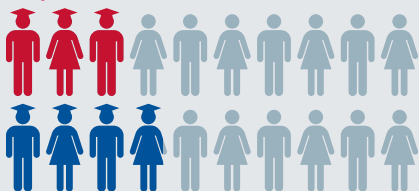
ENROLLMENT:

In Louisiana, **19%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **22%** of **White non-Hispanics**.²

DEGREE ATTAINMENT:

In Louisiana, **30%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **38%** of **White non-Hispanic adults**.²

Hispanic Adults = 3.0 of 10



White Adults = 3.8 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in Louisiana, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Louisiana State University and Agricultural & Mechanical College	Public, 4-year	26,455	2,180	8%
2	Delgado Community College	Public, 2-year	11,287	1,211	11%
3	Tulane University of Louisiana	Private not-for-profit, 4-year	8,700	738	8%
4	University of Louisiana at Lafayette	Public, 4-year	12,612	735	6%
5	Southeastern Louisiana University	Public, 4-year	10,106	687	7%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in Louisiana, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Delgado Community College	Public, 2-year	1,176	115	10%
2	South Louisiana Community College	Public, 2-year	697	32	5%
3	Baton Rouge Community College	Public, 2-year	551	31	6%
4	Bossier Parish Community College	Public, 2-year	479	24	5%
5	Northwestern State University of Louisiana	Public, 4-year	365	21	6%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in Louisiana, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Louisiana State University and Agricultural & Mechanical College	Public, 4-year	4,568	306	7%
2	University of Louisiana at Lafayette	Public, 4-year	2,796	179	6%
3	Tulane University of Louisiana	Private not-for-profit, 4-year	2,070	157	8%
4	University of New Orleans	Public, 4-year	1,143	135	12%
5	Loyola University New Orleans	Private not-for-profit, 4-year	662	119	18%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

Louisiana Gap in Degree Completion

Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

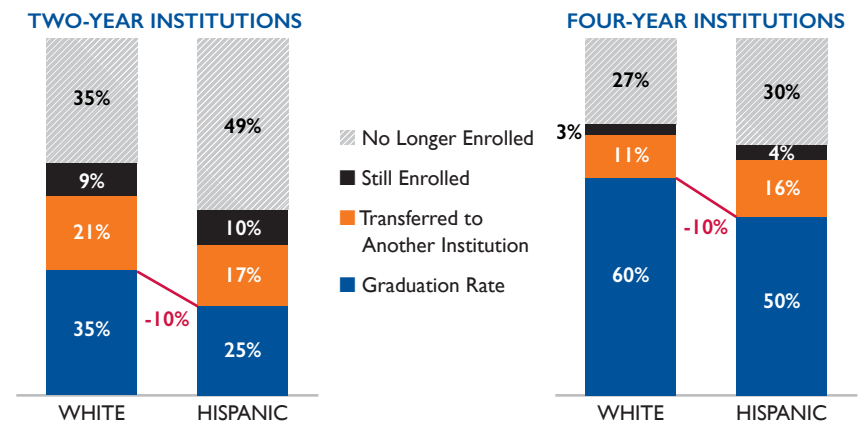
Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.

DEGREE OUTCOMES

At two-year institutions, Hispanics' graduation rate was **10%-points lower** than that of their White non-Hispanic peers in Louisiana.

At four-year institutions, Hispanics' graduation rate was **10%-points lower** than that of their White non-Hispanic peers in Louisiana.



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

The University of Texas at San Antonio's **M.S. in Business (MSB) program's** mission is to equip recent college graduates from non-business majors with fundamental business knowledge and focused career coaching to help them take the next step in their career. The MSB program is designed as a 1-year program with flexibility for those that wish/need to complete the program at a slower pace due to personal considerations. The program also offers automatic admission to qualified students which enables the students to be admitted without additional expense (e.g., GMAT/GRE exam fee is waived which avoids time and costs) and refunds the application fee. The College of Business reserves about 15% of the graduate-student scholarships exclusively for MSB students. Scholarships are awarded with consideration of need and first-generation status. In addition, many students receive paid Teaching Assistant or Graduate Assistant positions. Approximately 20% of the MSB students receive scholarships and/or assistantship positions.

For the past 3 years, 57% of the students enrolled in the program are of Hispanic descent, compared to 40% graduate Hispanic students in the College of Business. The percentage of Hispanic students has grown to 64% of new MSB students in the 2019-2020 academic year. The retention and graduation rates are proof of the effectiveness of the program. Ninety-three percent (93%) of students graduate and are awarded a graduate degree, with 84% of those enrolled in the program graduating within 1 year. MSB alumni achieve an average 35% salary increase after graduation. Between 20% to 30% of the students who apply to the MSB program each year are referred by a current or former MSB student. The high level of referrals and the high retention and graduation rates is partly attributed to the comradery created within the cohort and the servant leadership displayed by administrators and faculty members.

For more information on institutional programs improving Latino student success in higher education, access *Excelencia in Education's* Growing What Works database at <http://www.edexcelencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

STATE RANKING:

Maine had the **49th largest Latino population** in the U.S.

K-12 POPULATION:

In Maine, **3%** of the K-12 population was **Latino**.²

POPULATION:

In Maine, **2%** of the population was **Latino**.²

MEDIAN AGE:

The median age of **Hispanics** in Maine was **33**, compared to **46** for **White non-Hispanics**.²



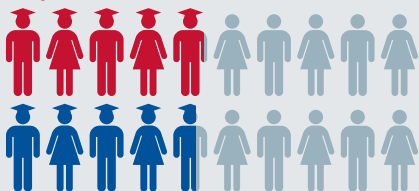
ENROLLMENT:

In Maine, **30%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **21%** of **White non-Hispanics**.²

DEGREE ATTAINMENT:

In Maine, **48%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **46%** of **White non-Hispanic adults**.²

Hispanic Adults = 4.8 of 10



White Adults = 4.6 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in Maine, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	University of Maine	Public, 4-year	9,246	439	5%
2	Bowdoin College	Private not-for-profit, 4-year	1,948	217	11%
3	University of Southern Maine	Public, 4-year	4,668	190	4%
4	Colby College	Private not-for-profit, 4-year	2,262	185	8%
5	Southern Maine Community College	Public, 2-year	4,163	175	4%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in Maine, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Southern Maine Community College	Public, 2-year	713	23	3%
2	Kennebec Valley Community College	Public, 2-year	286	10	3%
3	Central Maine Community College	Public, 2-year	361	6	2%
4	Eastern Maine Community College	Public, 2-year	290	5	2%
5	York County Community College	Public, 2-year	188	4	2%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in Maine, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	University of Maine	Public, 4-year	1,825	70	4%
2	Bowdoin College	Private not-for-profit, 4-year	448	44	10%
3	Colby College	Private not-for-profit, 4-year	523	43	8%
4	University of Southern Maine	Public, 4-year	1,203	26	2%
5	Bates College	Private not-for-profit, 4-year	466	24	5%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

Maine Gap in Degree Completion

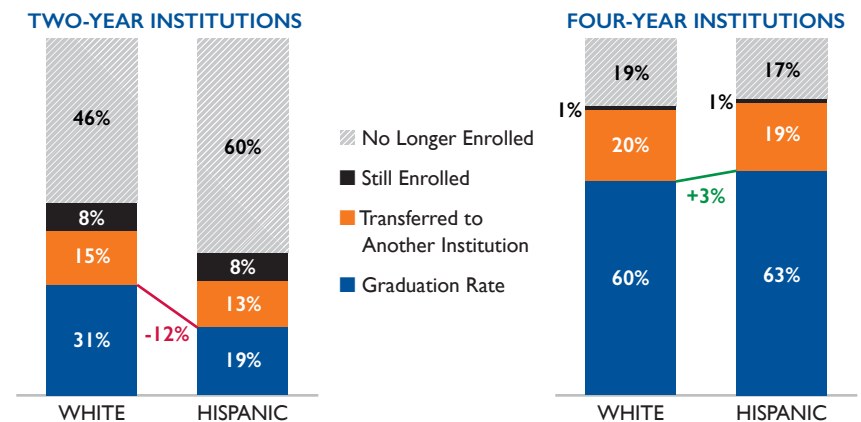
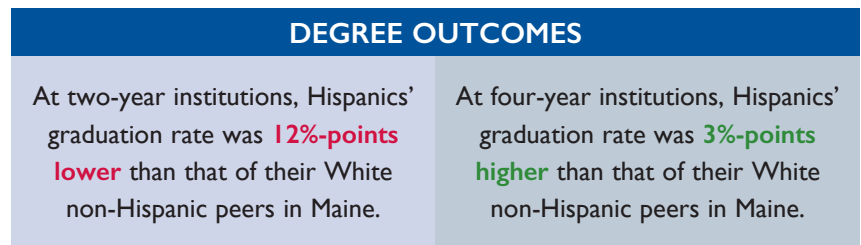
Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

The **Sam Houston Establishing Leadership In and Through Education (SH ELITE)** program at Sam Houston State University was established in 2010 and was developed in support of the “Closing the Gaps: The Texas Higher Education Plan” to increase minority retention and graduation rates in higher education institutions. The SH ELITE Program is a male, minority initiative designed to promote the retention and graduation of male, minority (i.e., Hispanic and African American) students at Sam Houston State University (SHSU). Established as a one-year freshmen program the SH ELITE program has now evolved into a four-year comprehensive program that serves incoming Hispanic and/or African American, male, first-time freshmen. Program components include:

1. Small group meetings build camaraderie and support networks, the program participants discuss topics and themes of student success strategies, personal development, and professional development.

2. Program participants attend a guest speaker series in which successful minority male professionals discuss their life and leadership experience.
3. Program participants attend workshops and seminars that range in topic from Microsoft Excel to How to Leverage Social Media for your Career.

88.2% of SH ELITE students persist after their first-year, compared to 76.5% of all minority male first-time freshmen at SHSU. 57.8% of ELITE students earn a degree within 6 years, compared to all minority males (44.7%) and all undergraduates at SHSU (51.5%). Course completion rates for SH ELITE students was 95%, compared to 81% of all minority male first-time freshmen at SHSU.

For more information on institutional programs improving Latino student success in higher education, access *Excelencia in Education's Growing What Works* database at <http://www.edexcelencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

STATE RANKING:

Maryland had the **17th largest Latino population** in the U.S.

K-12 POPULATION:

In Maryland, **16%** of the K-12 population was **Latino**.²

POPULATION:

In Maryland, **11%** of the population was **Latino**.²

MEDIAN AGE:

The median age of **Hispanics** in Maryland was **29**, compared to **44** for **White non-Hispanics**.²



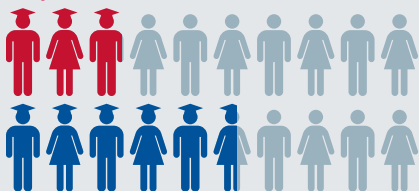
ENROLLMENT:

In Maryland, **19%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **24%** of **White non-Hispanics**.²

DEGREE ATTAINMENT:

In Maryland, **29%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **56%** of **White non-Hispanic adults**.²

Hispanic Adults = 2.9 of 10



White Adults = 5.6 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in Maryland, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	University of Maryland Global Campus	Public, 4-year	42,992	6,770	16%
2	Montgomery College	Public, 2-year	13,650	3,746	27%
3	University of Maryland-College Park	Public, 4-year	30,368	3,097	10%
4	Towson University	Public, 4-year	17,817	1,745	10%
5	Prince George's Community College	Public, 2-year	8,397	1,501	18%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in Maryland, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Montgomery College	Public, 2-year	2,874	709	25%
2	University of Maryland Global Campus	Public, 4-year	2,510	543	22%
3	Prince George's Community College	Public, 2-year	1,203	169	14%
4	Anne Arundel Community College	Public, 2-year	1,712	145	8%
5	Frederick Community College	Public, 2-year	886	126	14%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in Maryland, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	University of Maryland Global Campus	Public, 4-year	7,637	928	12%
2	University of Maryland-College Park	Public, 4-year	7,573	768	10%
3	Towson University	Public, 4-year	4,620	377	8%
4	University of Maryland-Baltimore County	Public, 4-year	2,548	234	9%
5	Johns Hopkins University	Private not-for-profit, 4-year	1,425	202	14%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

Maryland Gap in Degree Completion

Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

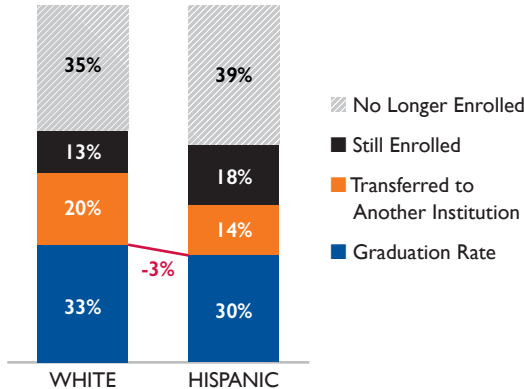
No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.

DEGREE OUTCOMES

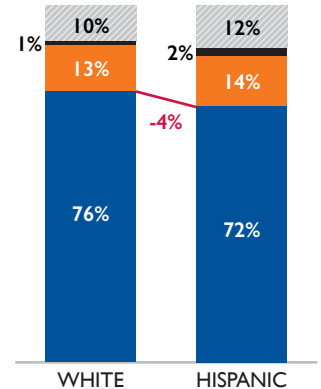
At two-year institutions, Hispanics' graduation rate was **3%-points lower** than that of their White non-Hispanic peers in Maryland.

At four-year institutions, Hispanics' graduation rate was **4%-points lower** than that of their White non-Hispanic peers in Maryland.

TWO-YEAR INSTITUTIONS



FOUR-YEAR INSTITUTIONS



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

Ambiciones provides pathways to college completion for Latino students by helping high school students and their families navigate the Howard Community College (HCC) entrance process. Once students are enrolled at HCC, the program aims to increase the retention rates of first-year participants and increase graduation/transfer rates by providing intrusive, personalized advising, building community among Latino students, and connecting students to resources. In 2015, HCC saw a growth of Latino student enrollment and created Ambiciones to provide pathways for Latino student success. Ambiciones first started with 20 students and a dedicated bilingual completion advisor. The program has evolved and now primarily works in five county high schools with significant Latino populations to create a supportive, seamless pipeline for high school seniors and families applying to HCC. The program provides college presentations to Howard County Public Schools, meets individually with families, hosts an on-campus senior family night entirely in Spanish, and triages incoming HCC students

over the summer. In partnership with the Howard County Public Schools, Ambiciones provides JumpStart, a dual enrollment program that covers full tuition, books, and fees for low-income, Latino high school students to complete up to 60 credits towards a college degree. Ambiciones has also developed a close partnership with the Howard County Public School System Hispanic Achievement Liaisons. Program outreach includes Deferred Action for Childhood Arrivals (DACA) and undocumented students. As of spring 2019, Ambiciones served 145 Latino student participants.

The retention rate for first-time/ full time student participants was 91% compared to 67% of non-participants. The retention rate for part-time program participants was 50% compared to 45% for non-program participants. In fiscal year 2019, 16 students completed an associate degree and/or a certificate, with two students transferring to a four-year institution. In spring 2020, 90% of program participants met the good academic standing goal compared to 81% of non-program participants.

For more information on institutional programs improving Latino student success in higher education, access *Excelencia in Education's Growing What Works* database at <http://www.edexcelencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

STATE RANKING:

Massachusetts had the **15th largest Latino population** in the U.S.

K-12 POPULATION:

In Massachusetts, **19%** of the K-12 population was **Latino**.²

POPULATION:

In Massachusetts, **13%** of the population was **Latino**.²

MEDIAN AGE:

The median age of **Hispanics** in Massachusetts was **29**, compared to **45** for **White non-Hispanics**.²



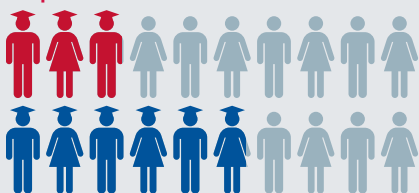
ENROLLMENT:

In Massachusetts, **22%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **29%** of **White non-Hispanics**.²

DEGREE ATTAINMENT:

In Massachusetts, **29%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **58%** of **White non-Hispanic adults**.²

Hispanic Adults = 2.9 of 10



White Adults = 5.8 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in Massachusetts, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Bunker Hill Community College	Public, 2-year	8,006	2,319	29%
2	University of Massachusetts-Boston	Public, 4-year	11,949	2,259	19%
3	University of Massachusetts-Amherst	Public, 4-year	23,947	2,048	9%
4	Boston University	Private not-for-profit, 4-year	17,501	1,881	11%
5	Northern Essex Community College	Public, 2-year	3,884	1,788	46%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in Massachusetts, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Bunker Hill Community College	Public, 2-year	1,173	290	25%
2	Springfield Technical Community College	Public, 2-year	780	186	24%
3	Northern Essex Community College	Public, 2-year	478	159	33%
4	North Shore Community College	Public, 2-year	719	157	22%
5	Middlesex Community College	Public, 2-year	881	141	16%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in Massachusetts, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Boston University	Private not-for-profit, 4-year	4,417	517	12%
2	University of Massachusetts-Amherst	Public, 4-year	5,970	422	7%
3	University of Massachusetts-Boston	Public, 4-year	2,674	415	16%
4	University of Massachusetts-Lowell	Public, 4-year	3,111	387	12%
5	Northeastern University	Private not-for-profit, 4-year	4,295	316	7%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

Massachusetts Gap in Degree Completion

Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

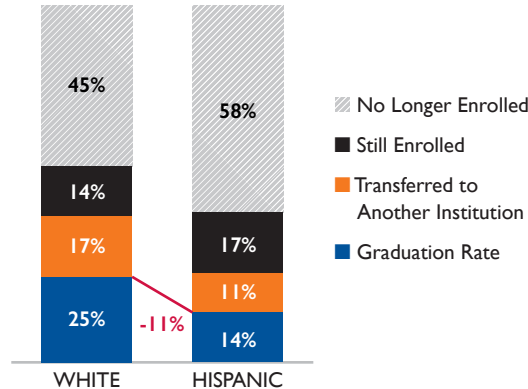
No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.

DEGREE OUTCOMES

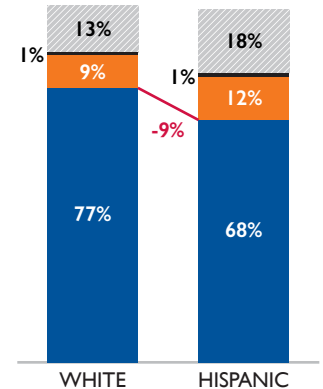
At two-year institutions, Hispanics' graduation rate was **11%-points lower** than that of their White non-Hispanic peers in Massachusetts.

At four-year institutions, Hispanics' graduation rate was **9%-points lower** than that of their White non-Hispanic peers in Massachusetts.

TWO-YEAR INSTITUTIONS



FOUR-YEAR INSTITUTIONS



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for *Examples of Excelencia*.

The **Latinx Leadership Initiative (LLI)** at Boston College trains and supports Latino, bilingual MSW and PhD students to transform how the social work profession works with Latinx communities in the United States. LLI's goal is to increase the number of Latino social workers in the U.S. and develop social work leaders equipped to work effectively with the Latino community. Established in 2013, LLI was designed to meet the needs of a growing Latinx population in the U.S. Currently, fewer than 5 percent of social workers in the U.S. are Latinx. Research shows that social work services that are language and ethnic concordant are the most beneficial for Latinx communities. However, the dismal number of Latinx social workers in the U.S. cannot meet the current needs of Latinx communities. As a result, many Latinx communities receive services from non-Latinx social workers who do not understand Latinx culture. LLI offers its participants a cohort-based learning model emphasizing a paradigm of cultural capital among the Latinx community. Together, all LLI students take 8 Master's in Social Work core classes in Spanish, allowing students to develop professional proficiency in Spanish required to work with

Latinx communities and create an academic space in which the assets of Latinx culture can flourish. Students are also offered internship placements supervised by LLI alumni that allow students to work closely with Latinx communities and require them to use their bilingual background. Faculty and LLI advisors, who themselves are bilingual Latinxs and are often LLI alumni, serve as mentors to program participants.

Of program graduates, 100% have secured full-time positions and many are now in leadership positions informing practice and serving their community. LLI has established a network of 148 Latino alumni across 23 states that support current students as advisors and mentors. A substantial proportion of LLI participants have received competitive awards including the national Council of Social Work Education's Minority Fellowship. In just the last two years, 9 LLI students have received this coveted fellowship aimed at increasing the number of individuals trained to work with underserved ethno-racial minorities at risk for mental health and/or substance abuse disorders.

For more information on institutional programs improving Latino student success in higher education, access *Excelencia in Education's Growing What Works* database at <http://www.edexcelencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

STATE RANKING:

Michigan had the **20th largest Latino population** in the U.S.

K-12 POPULATION:

In Michigan, **9%** of the K-12 population was **Latino**.²

POPULATION:

In Michigan, **6%** of the population was **Latino**.²

MEDIAN AGE:

The median age of **Hispanics** in Michigan was **27**, compared to **43** for **White non-Hispanics**.²



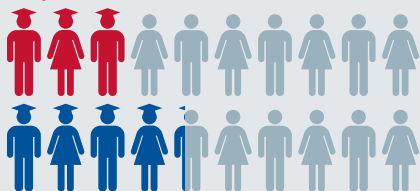
ENROLLMENT:

In Michigan, **22%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **23%** of **White non-Hispanics**.²

DEGREE ATTAINMENT:

In Michigan, **30%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **43%** of **White non-Hispanic adults**.²

Hispanic Adults = 3.0 of 10



White Adults = 4.3 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in Michigan, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	University of Michigan-Ann Arbor	Public, 4-year	32,063	2,352	7%
2	Michigan State University	Public, 4-year	38,424	2,344	6%
3	Grand Rapids Community College	Public, 2-year	11,244	1,689	15%
4	Western Michigan University	Public, 4-year	14,286	1,208	8%
5	Grand Valley State University	Public, 4-year	19,239	1,208	6%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in Michigan, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Grand Rapids Community College	Public, 2-year	1,393	152	11%
2	Lansing Community College	Public, 2-year	1,157	93	8%
3	Washtenaw Community College	Public, 2-year	1,293	90	7%
4	Oakland Community College	Public, 2-year	1,644	67	4%
5	Delta College	Public, 2-year	911	66	7%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in Michigan, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	University of Michigan-Ann Arbor	Public, 4-year	7,995	495	6%
2	Michigan State University	Public, 4-year	9,245	397	4%
3	Grand Valley State University	Public, 4-year	4,543	256	6%
4	Western Michigan University	Public, 4-year	3,528	193	5%
5	Wayne State University	Public, 4-year	3,959	185	5%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

Michigan Gap in Degree Completion

Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

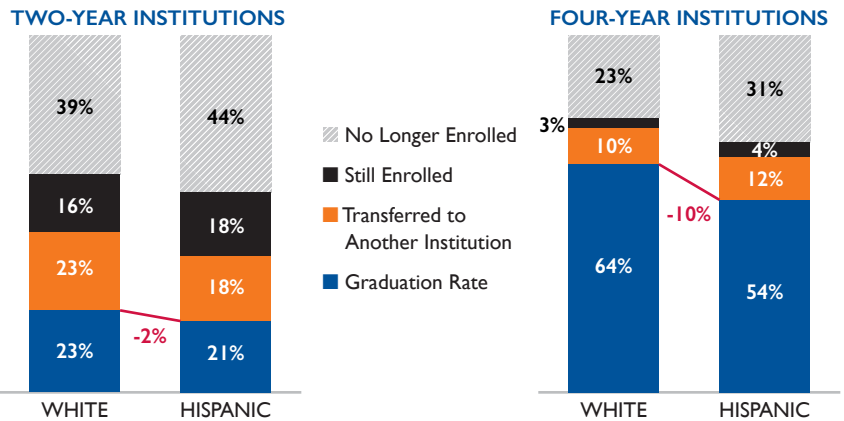
Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.

DEGREE OUTCOMES

At two-year institutions, Hispanics' graduation rate was **2%-points lower** than that of their White non-Hispanic peers in Michigan.

At four-year institutions, Hispanics' graduation rate was **10%-points lower** than that of their White non-Hispanic peers in Michigan.



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

The mission of West Michigan Hispanic Chamber of Commerce's **Building Bridges Through Education (BBTE)** is to help grow a dynamic and inclusive workforce in West Michigan and impact the workplace by cultivating a Latino talent pipeline. BBTE is an education and workforce development program with a goal to prepare and connect high potential Latino college students with the tools and opportunities to reach their career goals while educating and encouraging businesses to invest in their communities by creating job and internship opportunities. BBTE is grounded as a collective impact initiative that partners with Michigan industry-leading partners and Michigan colleges and universities. BBTE supports pathways to success for future leaders by providing coaching to Latino college students. Face-to-face and online, their collective effort serves all majors, developing career-ready characteristics and sparking leadership in all Michigan colleges & universities. The program fosters success and builds upon the skills and assets of Latino talent that promote candidacy for career placement. Students in the program live as everyday examples of leadership principles and skills they have gained from education, lived experiences, and BBTE's experiential

programming. Additionally, BBTE's signature Get Focused events were designed by BBTE Interns to focus on early career readiness and placement with an average attendance of 130 students and hiring managers. Finally, in response to the need to support students in resume writing and job interviews, BBTE launched the BBTE Fellowship, where students from colleges and universities across Michigan gain skills in emotional intelligence, online branding, and design thinking.

In 2019, BBTE launched a soft pilot of internship placements that provided coaching and mentoring from the initial application to the end of the internship. Of those initial six participants, 100% successfully completed the internship and 67% were offered continuing employment (part-time jobs or full-time positions). Data analysis in January of 2020 showed BBTE serving 160 students statewide and working with 52 (33%) to find internship/job placement. Of the 100 applications submitted, 27% were offered interviews and 6% received employment offers. Placements have been greatly impacted by the pandemic, but BBTE continued with virtual programming and by the end of 2020 doubled the number of students served to 300.

For more information on institutional programs improving Latino student success in higher education, access *Excelencia in Education's Growing What Works* database at <http://www.edexcelencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

STATE RANKING:

Minnesota had the **28th largest Latino population** in the U.S.

K-12 POPULATION:

In Minnesota, **9%** of the K-12 population was **Latino**.²

POPULATION:

In Minnesota, **6%** of the population was **Latino**.²

MEDIAN AGE:

The median age of **Hispanics** in Minnesota was **25**, compared to **42** for **White non-Hispanics**.²



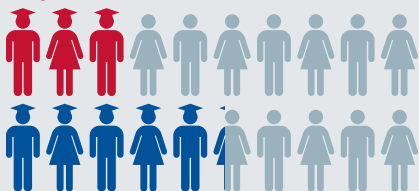
ENROLLMENT:

In Minnesota, **18%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **21%** of **White non-Hispanics**.²

DEGREE ATTAINMENT:

In Minnesota, **30%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **53%** of **White non-Hispanic adults**.²

Hispanic Adults = 3.0 of 10



White Adults = 5.3 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in Minnesota, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	University of Minnesota-Twin Cities	Public, 4-year	30,734	1,593	5%
2	Capella University	Private for-profit, 4-year	12,378	1,480	12%
3	Normandale Community College	Public, 2-year	6,157	858	14%
4	Century College	Public, 2-year	6,270	630	10%
5	Minneapolis Community and Technical College	Public, 2-year	4,806	627	13%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in Minnesota, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Normandale Community College	Public, 2-year	1,156	110	10%
2	Minneapolis Community and Technical College	Public, 2-year	767	106	14%
3	Century College	Public, 2-year	1,086	73	7%
4	St Catherine University	Private not-for-profit, 4-year	354	64	18%
5	Saint Paul College	Public, 2-year	653	59	9%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in Minnesota, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Capella University	Private for-profit, 4-year	5,208	479	9%
2	University of Minnesota-Twin Cities	Public, 4-year	8,268	412	5%
3	Walden University	Private for-profit, 4-year	1,729	130	8%
4	Metropolitan State University	Public, 4-year	1,886	129	7%
5	Minnesota State University-Mankato	Public, 4-year	2,441	108	4%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

Minnesota Gap in Degree Completion

Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

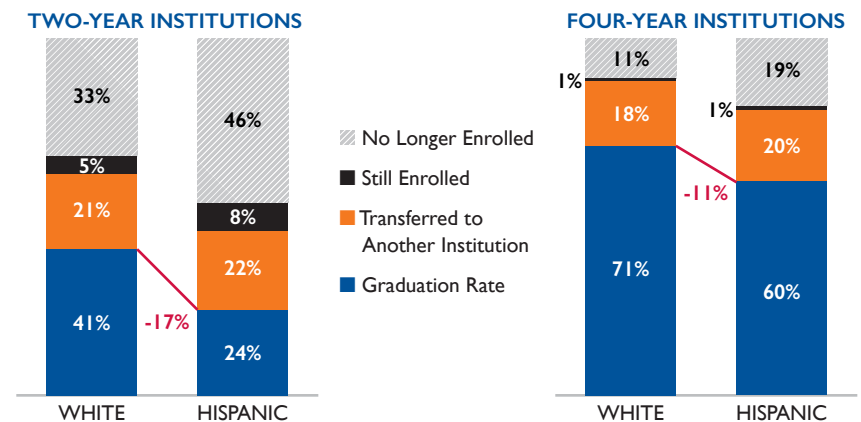
Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.

DEGREE OUTCOMES

At two-year institutions, Hispanics' graduation rate was **17%-points lower** than that of their White non-Hispanic peers in Minnesota.

At four-year institutions, Hispanics' graduation rate was **11%-points lower** than that of their White non-Hispanic peers in Minnesota.



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

The mission of Northfield Healthy Community Initiative and Northfield Public Schools' **Tackling Obstacles and Raising College Hopes (TORCH)** is to support and empower students in graduating from high school and pursuing future goals, with an intentional focus on partnering with Northfield's students of color, youth from low income families, and first-generation college attendees. The program was founded to identify and respond to Latinx needs when the Latinx graduation rate from the local high school was just 37%. Students are about 75% Latinx today, and staff includes bilingual team members to include families in programming at every level. TORCH aims to support the whole student by getting to know them and helping them develop social-emotional and academic competencies. Working one-on-one with youth, TORCH provides academic counseling, tutoring, after school homework help, college visits, internships, and ACT preparation. The program also sponsors a

post-secondary education optional program, where students earn college credit while still in high school. During the summer, TORCH connects students with summer academic programming on college campuses. When students participate in the summer program, they receive assistance with identifying potential colleges, applying to colleges, help with financial aid, and scholarship. Lastly, TORCH conducts home visits with participating families and makes regular contact with the parents.

In 2005, the program began with 17 students and currently serves 572 students in middle school, high school, and college. Two-thirds of TORCH youth identify as Latino. TORCH has helped Latino on-time high school graduation rates increase from 37% in 2005 to 83% in 2015. As of 2020, at least 95% of program participants have graduated from high school on-time over the past ten years.

For more information on institutional programs improving Latino student success in higher education, access *Excelencia* in Education's Growing What Works database at <http://www.edexcelencia.org/growing-what-works>

LATINO COLLEGE COMPLETION: MISSISSIPPI – 2023

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

STATE RANKING:

Mississippi had the **41st largest Latino population** in the U.S.

K-12 POPULATION:

In Mississippi, **4%** of the K-12 population was **Latino**.²

POPULATION:

In Mississippi, **3%** of the population was **Latino**.²

MEDIAN AGE:

The median age of **Hispanics** in Mississippi was **26**, compared to **42** for **White non-Hispanics**.²



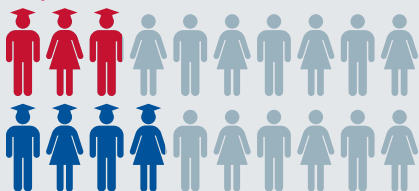
ENROLLMENT:

In Mississippi, **27%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **22%** of **White non-Hispanics**.²

DEGREE ATTAINMENT:

In Mississippi, **29%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **39%** of **White non-Hispanic adults**.²

Hispanic Adults = 2.9 of 10



White Adults = 3.9 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in Mississippi, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	University of Mississippi	Public, 4-year	15,994	683	4%
2	Mississippi State University	Public, 4-year	18,451	679	4%
3	University of Southern Mississippi	Public, 4-year	10,597	415	4%
4	Mississippi Gulf Coast Community College	Public, 2-year	6,633	383	6%
5	Northwest Mississippi Community College	Public, 2-year	5,212	279	5%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in Mississippi, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Mississippi Gulf Coast Community College	Public, 2-year	1,888	99	5%
2	Northwest Mississippi Community College	Public, 2-year	1,060	46	4%
3	Hinds Community College	Public, 2-year	1,410	45	3%
4	Itawamba Community College	Public, 2-year	1,093	31	3%
5	Holmes Community College	Public, 2-year	1,196	25	2%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in Mississippi, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	University of Mississippi	Public, 4-year	4,422	148	3%
2	Mississippi State University	Public, 4-year	4,422	106	2%
3	University of Southern Mississippi	Public, 4-year	2,620	104	4%
4	Delta State University	Public, 4-year	574	30	5%
5	Mississippi College	Private not-for-profit, 4-year	730	27	4%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

Mississippi Gap in Degree Completion

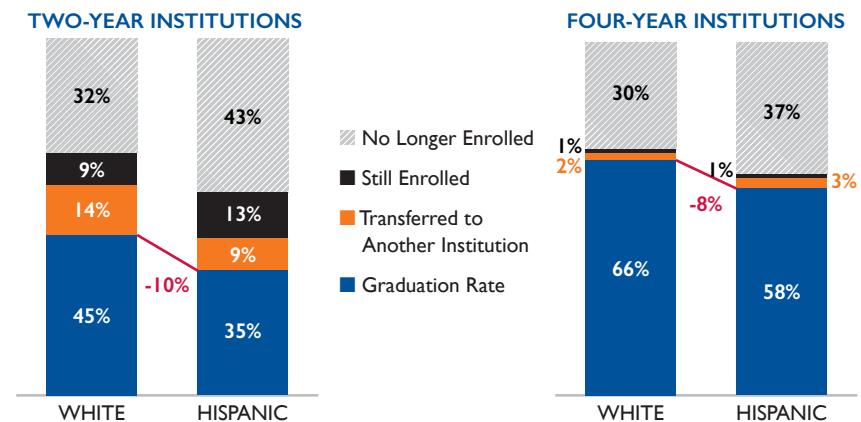
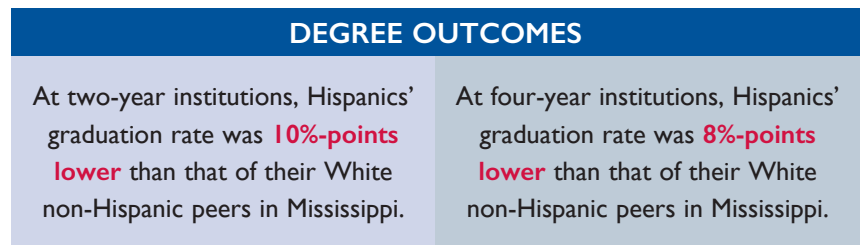
Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excellencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excellencia*.

Austin Community College Guided Pathways Advising through Coaching program provides students with personalized, proactive advising to help them select an academic path, persist, and graduate. The goals of the program are to create a model where advisors coach students to develop agency in creating their academic path, foster student-advisor relationships through timely nudging at critical points, and helping students navigate resources to support their success. The tangible goals for the program are to increase persistence rates, and ultimately increase graduation rates of all students, especially Hispanic students. ACC redesigned their advising training, program development, and student engagement to empower staff and students to make holistically informed decisions. They redesigned transfer and career pathways to minimize barriers and prepare students for degrees and gainful employment. ACC also reimagined a student-centered community through the college’s Diversity Framework to create equitable outcomes for all students. In 2019, the advising team formed

a close alliance with the Ascender program contributing to ACC’s strategic goals of advancing inclusion, equity, social justice, persistence, and completion. About 10,000 first-time at ACC (FTACC) students with less than 12 credit hours are case managed, where advisors interact with their caseload a minimum of 5 times a term, providing tutoring information, student engagement, and continued registration.

From 2017 to 2019, the number of Latino students persisting from fall to spring increased by 9%. From fall 2017 to fall 2019, the number of Latino students persisting increased by two and half percent. The program has helped all students in that ACC’s FTIC full time student increase the graduation rate from 7% to 19% in that same 2017 to 2019 period. From 2017 to 2019, Latino students with a GPA over 2.0 increased by 8%. For fall 2019, the students participating in Ascender had success rates in Engl 1301 of 81% versus 78% for non-Ascender students and 81% for EDUC 1300 versus 71% for non-Ascender students.

For more information on institutional programs improving Latino student success in higher education, access *Excellencia* in Education’s Growing What Works database at <http://www.edexcellencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

STATE RANKING:

Missouri had the **30th largest Latino population** in the U.S.

K-12 POPULATION:

In Missouri, **7%** of the K-12 population was **Latino**.²

POPULATION:

In Missouri, **5%** of the population was **Latino**.²

MEDIAN AGE:

The median age of **Hispanics** in Missouri was **26**, compared to **41** for **White non-Hispanics**.²



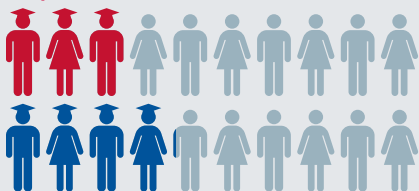
ENROLLMENT:

In Missouri, **21%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **22%** of **White non-Hispanics**.²

DEGREE ATTAINMENT:

In Missouri, **30%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **41%** of **White non-Hispanic adults**.²

Hispanic Adults = 3.0 of 10



White Adults = 4.1 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in Missouri, 2021-22					
	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Park University	Private not-for-profit, 4-year	7,131	1,659	23%
2	Metropolitan Community College-Kansas City	Public, 2-year	11,784	1,576	13%
3	University of Missouri-Columbia	Public, 4-year	23,092	1,210	5%
4	Washington University in St Louis	Private not-for-profit, 4-year	7,713	854	11%
5	University of Missouri-Kansas City	Public, 4-year	6,762	852	13%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in Missouri, 2020-21					
	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Metropolitan Community College-Kansas City	Public, 2-year	1,856	190	10%
2	Columbia College	Private not-for-profit, 4-year	817	104	13%
3	Saint Louis Community College	Public, 2-year	2,055	84	4%
4	Ozarks Technical Community College	Public, 2-year	1,598	77	5%
5	Crowder College	Public, 2-year	643	52	8%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in Missouri, 2020-21					
	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Park University	Private not-for-profit, 4-year	1,687	387	23%
2	University of Missouri-Columbia	Public, 4-year	4,742	230	5%
3	Washington University in St Louis	Private not-for-profit, 4-year	1,891	190	10%
4	Columbia College	Private not-for-profit, 4-year	1,646	174	11%
5	University of Missouri-Kansas City	Public, 4-year	1,764	162	9%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

Missouri Gap in Degree Completion

Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

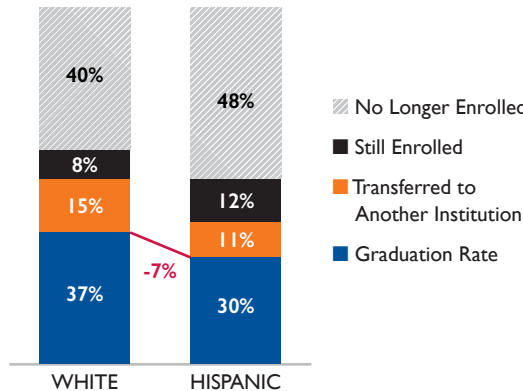
No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.

DEGREE OUTCOMES

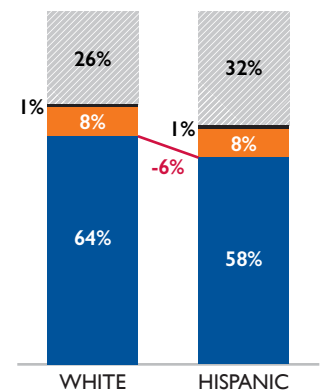
At two-year institutions, Hispanics' graduation rate was **7%-points lower** than that of their White non-Hispanic peers in Missouri.

At four-year institutions, Hispanics' graduation rate was **6%-points lower** than that of their White non-Hispanic peers in Missouri.

TWO-YEAR INSTITUTIONS



FOUR-YEAR INSTITUTIONS



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

The **San Antonio College Honors Academy Program** provides underserved community college students, the majority of whom are Latino, honors-designated core courses, comprehensive academic services, one-on-one guidance by dedicated professors/advisors, scholarship and transfer support. The Honors Academy Program seeks to increase the number of underserved students who receive an associate degree and transfer to a four-year university. Established in 2012, the Academy was founded to replace the former honors program that served just a few dozen students. In 2012, the Jessie Ball DuPont Fund awarded a 3-year grant to support a new focus on recruiting a larger, more diverse population of students, particularly those in neighboring inner-city, at-risk Title I/III schools which are 60-90% Latino. The Academy offers specialized honors curriculum centered on identity, communication, teamwork, marketable skills, critical thinking, and research. Participants receive intrusive advising/mentoring that emphasizes clear pathways to graduation/transfer and are offered workshops on transfer admissions, career choice, stress/time management, scholarships, and internships. Aside from taking honors-designated core subject courses to earn honors

course equivalencies, students can complete semester-long experiential learning opportunities. Participants also have access to an Honors Center with study space, 20 computers, a printer, lounge area, kitchenette, and faculty offices for advising and engagement. The Academy also offers a Strategies for Success course emphasizing time management, grit, fluid intelligence, and goal setting for participants whose GPA falls below 3.25.

Hispanic participants are over 67% of those enrolled in the program and transfer at a much higher rate than Hispanic non-participants.

- Of the Academy's Fall 2016 cohort, 42% of program participants graduated in 3 years compared to only 28% of non-program participants
- Of the Academy's Fall 2015 cohort, 49% of program participants graduated in 3 years compared to only 29% of non-program participants
- Of the Academy's Fall 2013 cohort, 46% of program participants transferred within 6 years compared to the institutional average of 30%
- Of the Academy's Fall 2012 cohort, 73% of program participants transferred within 6 years compared to the institutional average of 30%

For more information on institutional programs improving Latino student success in higher education, access *Excelencia in Education's Growing What Works* database at <http://www.edexcelencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

STATE RANKING:

Montana had the **45th largest Latino population** in the U.S.

K-12 POPULATION:

In Montana, **7%** of the K-12 population was **Latino**.²

POPULATION:

In Montana, **4%** of the population was **Latino**.²

MEDIAN AGE:

The median age of **Hispanics** in Montana was **25**, compared to **42** for **White non-Hispanics**.²



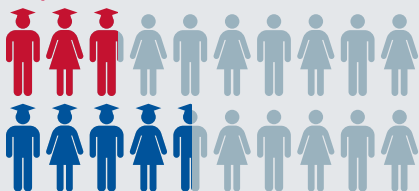
ENROLLMENT:

In Montana, **18%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **17%** of **White non-Hispanics**.²

DEGREE ATTAINMENT:

In Montana, **28%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **45%** of **White non-Hispanic adults**.²

Hispanic Adults = 2.8 of 10



White Adults = 4.5 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in Montana, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Montana State University	Public, 4-year	14,329	745	5%
2	The University of Montana	Public, 4-year	7,026	439	6%
3	Montana State University Billings	Public, 4-year	2,818	183	6%
4	Rocky Mountain College	Private not-for-profit, 4-year	807	72	9%
5	The University of Montana-Western	Public, 4-year	1,283	62	5%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in Montana, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Montana State University Billings	Public, 4-year	220	20	9%
2	The University of Montana	Public, 4-year	253	15	6%
3	Great Falls College Montana State University	Public, 2-year	214	14	7%
4	Montana State University	Public, 4-year	115	9	8%
5	Helena College University of Montana	Public, 2-year	168	8	5%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in Montana, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Montana State University	Public, 4-year	2,572	98	4%
2	The University of Montana	Public, 4-year	1,263	60	5%
3	Montana State University Billings	Public, 4-year	408	21	5%
4	Carroll College	Private not-for-profit, 4-year	254	10	4%
5	The University of Montana-Western	Public, 4-year	189	8	4%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

Montana Gap in Degree Completion

Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

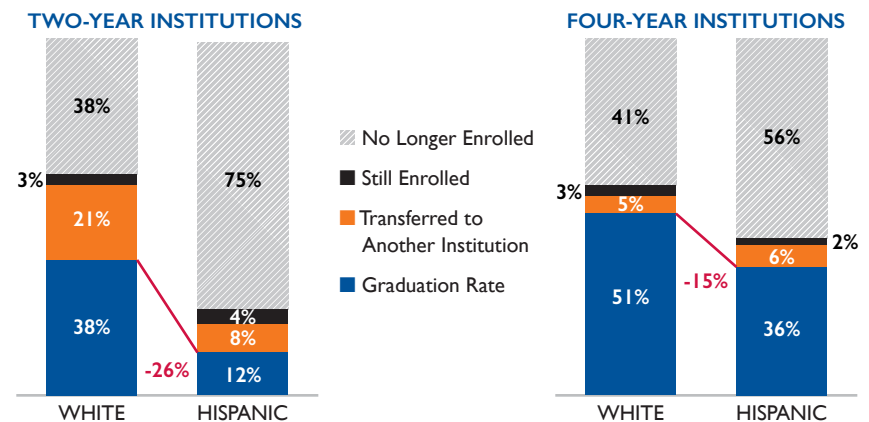
Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.

DEGREE OUTCOMES

At two-year institutions, Hispanics’ graduation rate was **26%-points lower** than that of their White non-Hispanic peers in Montana.

At four-year institutions, Hispanics’ graduation rate was **15%-points lower** than that of their White non-Hispanic peers in Montana.



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

Preparing Underrepresented Educators to Realize their Teaching Ambitions (PUERTA) Project at Sonoma State University (SSU) has three primary goals: Increase Hispanic and Latina/o student persistence and graduation rates, increase the number of Hispanic and Latino students who earn a teaching credential, and increase the number of students who transfer to SSU from a two-year Hispanic-Serving Institution. There is a high need for educators of color in California, specifically in the field of bilingual education. PUERTA aims to increase teachers of color who are also linguistically competent. PUERTA implemented the following activities at SSU that focus on achieving project goals such as implementing a continuum of academic and student support services, Summer Bridge programming, outreach and career development support, improving first-year Latinx students’ access to General

Education (GE) courses, and providing professional development engagement for aspiring teachers.

Between 2019-20 and 2020-21:

- Latinx students transferring to SSU from a community college increased 40% from 234 to 327.
- Enrollment in a SSU credential program increased from 15 to 52 and earning a teaching credential at SSU increased from 6 to 34.
- 50% of Latinx students completed 30 units in their first year of college, compared to 59% of PUERTA students.
- Latinx students increased their retention from 83% to 90%.
- 100% of transfer students returned.

For more information on institutional programs improving Latino student success in higher education, access *Excelencia* in Education’s **Growing What Works** database at <http://www.edexcelencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

STATE RANKING:

Nebraska had the **35th largest Latino population** in the U.S.

K-12 POPULATION:

In Nebraska, **17%** of the K-12 population was **Latino**.²

POPULATION:

In Nebraska, **12%** of the population was **Latino**.²

MEDIAN AGE:

The median age of **Hispanics** in Nebraska was **24**, compared to **40** for **White non-Hispanics**.²



ENROLLMENT:

In Nebraska, **23%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **26%** of **White non-Hispanics**.²

DEGREE ATTAINMENT:

In Nebraska, **23%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **48%** of **White non-Hispanic adults**.²

Hispanic Adults = 2.3 of 10



White Adults = 4.8 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in Nebraska, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	University of Nebraska at Omaha	Public, 4-year	12,010	1,943	16%
2	University of Nebraska-Lincoln	Public, 4-year	19,448	1,613	8%
3	Bellevue University	Private not-for-profit, 4-year	8,903	1,312	15%
4	Metropolitan Community College Area	Public, 2-year	6,467	1,112	17%
5	Central Community College	Public, 2-year	3,477	1,045	30%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in Nebraska, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Metropolitan Community College Area	Public, 2-year	1,420	161	11%
2	Central Community College	Public, 2-year	675	134	20%
3	Southeast Community College Area	Public, 2-year	1,051	98	9%
4	Northeast Community College	Public, 2-year	740	82	11%
5	Western Nebraska Community College	Public, 2-year	176	38	22%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in Nebraska, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Bellevue University	Private not-for-profit, 4-year	2,334	275	12%
2	University of Nebraska-Lincoln	Public, 4-year	4,311	249	6%
3	University of Nebraska at Omaha	Public, 4-year	2,438	126	5%
4	Creighton University	Private not-for-profit, 4-year	1,173	89	8%
5	University of Nebraska at Kearney	Public, 4-year	871	81	9%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

Nebraska Gap in Degree Completion

Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

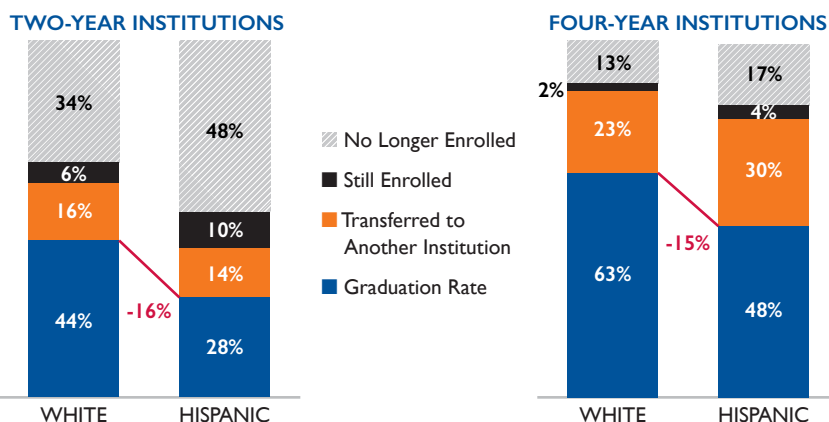
Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.

DEGREE OUTCOMES

At two-year institutions, Hispanics' graduation rate was **16%-points lower** than that of their White non-Hispanic peers in Nebraska.

At four-year institutions, Hispanics' graduation rate was **15%-points lower** than that of their White non-Hispanic peers in Nebraska.



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

The Center for Educational Partnerships at California State University-Fullerton provides opportunities for middle and high school students to successfully progress onto college/navigate higher education and supports undergraduate students through postbaccalaureate preparation. The Educational Partnership's goals are to: improve student graduation, postsecondary and postbaccalaureate enrollment rates; increase knowledge of postsecondary and postbaccalaureate options, preparation, and financing among students and families; engage in active collaboration with community partners, educational institutions, and families through a multi-faceted approach to strengthen equitable access and supports; develop learning opportunities for students that provide them skills and knowledge to become self-advocates and leaders in their communities. Established in 2007, California State University-Fullerton's Division of Student Affairs created the department to coordinate three TRIO grants: GEAR UP, Upward Bound, and Talent Search. Undergraduates receive support through the Ronald E. McNair Postbaccalaureate Achievement Program. The Center also leads campus efforts through four intersegmental partnerships and five initiatives

with non-profit community-based organizations, local school districts, and community colleges to intentionally develop early interventions and practices that prepare students for a range of college and career options. All programs provided are culturally-sensitive and recognize the need to engage Latinx families as a whole and provide bilingual services.

Since its inception the program has served over 26,000 students and over 18,500 (70%) of them were Latino participants. Of 2019 graduating Upward Bound scholars, 97% enrolled in an institution of postsecondary education immediately after high school graduation compared to 66% of all 2019 California graduating high school students. Similarly, 85% of Talent Search scholars in 2019 enrolled in an institution of postsecondary education immediately after high school graduation. In Fall 2018, 100% of graduating McNair Scholars were accepted to and enrolled in graduate studies immediately following completion of their bachelor's. In 2018, 83% of McNair Scholars in their first year of graduate school persisted to their second year.

For more information on institutional programs improving Latino student success in higher education, access *Excelencia in Education's* Growing What Works database at <http://www.edexcelencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

STATE RANKING:

Nevada had the **14th largest Latino population** in the U.S.

K-12 POPULATION:

In Nevada, **41%** of the K-12 population was **Latino**.²

POPULATION:

In Nevada, **30%** of the population was **Latino**.²

MEDIAN AGE:

The median age of **Hispanics** in Nevada was **29**, compared to **47** for **White non-Hispanics**.²



ENROLLMENT:

In Nevada, **15%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **19%** of **White non-Hispanics**.²

DEGREE ATTAINMENT:

In Nevada, **20%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **43%** of **White non-Hispanic adults**.²

Hispanic Adults = 2.0 of 10



White Adults = 4.3 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in Nevada, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	College of Southern Nevada	Public, 4-year	27,817	10,725	39%
2	University of Nevada-Las Vegas	Public, 4-year	24,835	8,303	33%
3	University of Nevada-Reno	Public, 4-year	16,274	3,853	24%
4	Truckee Meadows Community College	Public, 4-year	6,307	2,394	38%
5	Nevada State College	Public, 4-year	4,110	1,749	43%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in Nevada, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	College of Southern Nevada	Public, 4-year	3,323	1,105	33%
2	Truckee Meadows Community College	Public, 4-year	1,272	377	30%
3	Western Nevada College	Public, 4-year	604	162	27%
4	Great Basin College	Public, 4-year	339	82	24%
5	Career College of Northern Nevada	Private for-profit, 2-year	93	49	53%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in Nevada, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	University of Nevada-Las Vegas	Public, 4-year	4,823	1,395	29%
2	University of Nevada-Reno	Public, 4-year	3,730	803	22%
3	Nevada State College	Public, 4-year	761	249	33%
4	Roseman University of Health Sciences	Private not-for-profit, 4-year	287	42	15%
5	Arizona College of Nursing-Las Vegas	Private for-profit, 4-year	83	33	40%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

1 Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

2 U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

Nevada Gap in Degree Completion

Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

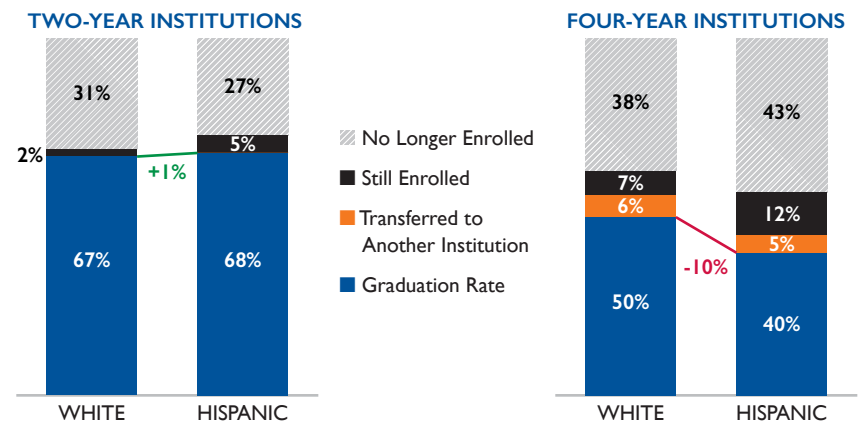
Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.

DEGREE OUTCOMES

At two-year institutions, Hispanics' graduation rate was **1%-point higher** than that of their White non-Hispanic peers in Nevada.

At four-year institutions, Hispanics' graduation rate was **10%-points lower** than that of their White non-Hispanic peers in Nevada.



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

The **Mathematical and Theoretical Biology Institute (MTBI)** is embedded in Arizona State University’s (ASU) Simon A. Levin Mathematical, Computational, and Modeling Sciences Center to connect the center’s education-through-research mission directly to trans-disciplinary undergraduate and graduate programs in the mathematical sciences. MTBI seeks to recruit students to careers in the mathematical sciences by providing an intensive research experience of student-driven research where participants actively contribute to setting the research agenda. MTBI hosts a summer research program, encouraging and facilitating access and completion of a graduate studies degree in mathematics and science. A collaborative learning environment and community among students and faculty aids students

in their research and provides a source of support in graduate school and beyond. MTBI gives students an insight into what to expect in the pursuit of a Ph.D. and aims to strengthen and diversify the pool of U.S. students pursuing graduate degrees in math and sciences. Alumni progress is monitored for at least six years after participation to provide support, community, and measure program success.

From 1996 through 2016, MTBI has recruited and enrolled 533 students, 70% of them are underrepresented minorities, and approximately half of them identified as Latino. Through February 2017, 71% of MTBI students enrolled in graduate or professional school programs. 108 MTBI students have completed their Ph.D. and 67 of those students were Hispanic/Latino.

For more information on institutional programs improving Latino student success in higher education, access *Excelencia* in Education’s Growing What Works database at <http://www.edexcelencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

STATE RANKING:

New Hampshire had the **43rd largest Latino population** in the U.S.

K-12 POPULATION:

In New Hampshire, **7%** of the K-12 population was **Latino**.²

POPULATION:

In New Hampshire, **4%** of the population was **Latino**.²

MEDIAN AGE:

The median age of **Hispanics** in New Hampshire was **29**, compared to **45** for **White non-Hispanics**.²



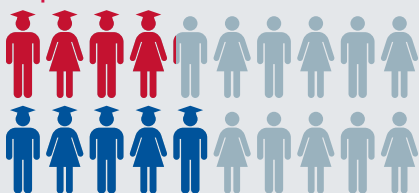
ENROLLMENT:

In New Hampshire, **22%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **22%** of **White non-Hispanics**.²

DEGREE ATTAINMENT:

In New Hampshire, **41%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **50%** of **White non-Hispanic adults**.²

Hispanic Adults = 4.1 of 10



White Adults = 5.0 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in New Hampshire, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Southern New Hampshire University	Private not-for-profit, 4-year	119,248	12,982	11%
2	Dartmouth College	Private not-for-profit, 4-year	4,533	453	10%
3	University of New Hampshire-Main Campus	Public, 4-year	11,429	448	4%
4	Nashua Community College	Public, 2-year	1,033	218	21%
5	Manchester Community College	Public, 2-year	1,887	187	10%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in New Hampshire, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Southern New Hampshire University	Private not-for-profit, 4-year	3,227	376	12%
2	NHTI-Concord's Community College	Public, 2-year	486	22	5%
3	Manchester Community College	Public, 2-year	301	19	6%
4	Nashua Community College	Public, 2-year	226	18	8%
5	Great Bay Community College	Public, 2-year	246	9	4%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in New Hampshire, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Southern New Hampshire University	Private not-for-profit, 4-year	15,584	1,561	10%
2	Dartmouth College	Private not-for-profit, 4-year	1,150	116	10%
3	University of New Hampshire-Main Campus	Public, 4-year	2,911	74	3%
4	Keene State College	Public, 4-year	706	35	5%
5	New England College	Private not-for-profit, 4-year	327	22	7%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

New Hampshire Gap in Degree Completion

Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

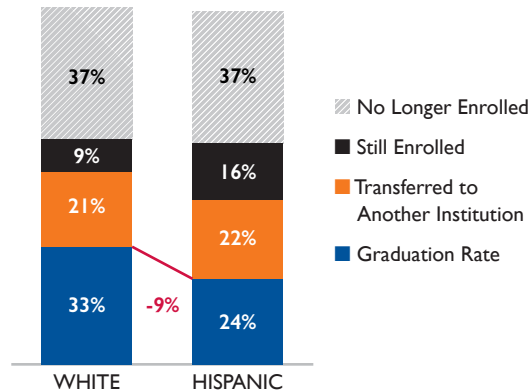
No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.

DEGREE OUTCOMES

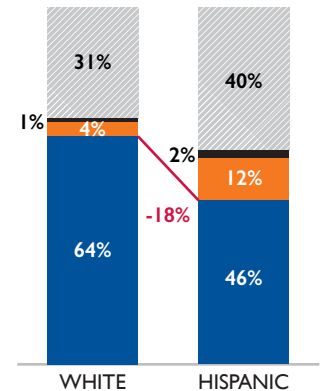
At two-year institutions, Hispanics' graduation rate was **9%-points lower** than that of their White non-Hispanic peers in New Hampshire.

At four-year institutions, Hispanics' graduation rate was **18%-points lower** than that of their White non-Hispanic peers in New Hampshire.

TWO-YEAR INSTITUTIONS



FOUR-YEAR INSTITUTIONS



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

Trinity University's **Upward Bound** program mission is to close the achievement gap and college graduation rates between underserved students and their more affluent peers. They aim to increase GPA, proficiency levels on state assessments in language arts and mathematics, college preparation, graduation rates, and six-year post-secondary graduation rates. Since 1980, Upward Bound at Trinity University has served the same target community in a thoughtful effort to create a deep network of college access by serving high school students. Upward Bound transports students to Trinity University to increase the comfort of students and families in a post-secondary environment. Participants attend 15 Saturday sessions (90 hours annually), reinforcing the high school curriculum and strengthening academic skills to ensure college readiness. During the summer, they attend a six-week summer program (240 hours annually) where they engage participants in courses including research writing, literature,

mathematics, and science. During the academic year, while still in high school, students meet weekly with an academic advisor, providing guidance and support in individual sessions. Additionally, all families meet with advisors annually in English and Spanish meetings, where the participants' unique educational goals are addressed. Through such intrusive advising, students develop academic goals, identify personal competencies, and families are empowered in the college process.

For the 2016-2017 academic year: 100% of senior high school participants graduated and had a cumulative GPA of 2.5 or better. 88% of high school participants enrolled in the fall term immediately following high school, compared to 45% of students at the targetted high schools. 58% of program graduates and 57% of Hispanics program graduates earned an associate or baccalaureate degree within six years, compared to 11% of students at the targetted high schools.

For more information on institutional programs improving Latino student success in higher education, access *Excelencia in Education's* Growing What Works database at <http://www.edexcelencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

STATE RANKING:

New Jersey had the **7th largest Latino population** in the U.S.

K-12 POPULATION:

In New Jersey, **28%** of the K-12 population was **Latino**.²

POPULATION:

In New Jersey, **21%** of the population was **Latino**.²

MEDIAN AGE:

The median age of **Hispanics** in New Jersey was **33**, compared to **46** for **White non-Hispanics**.²



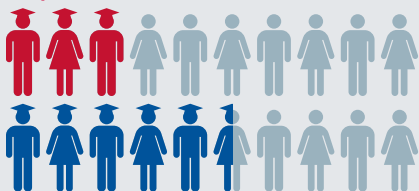
ENROLLMENT:

In New Jersey, **20%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **27%** of **White non-Hispanics**.²

DEGREE ATTAINMENT:

In New Jersey, **30%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **55%** of **White non-Hispanic adults**.²

Hispanic Adults = 3.0 of 10



White Adults = 5.5 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in New Jersey, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Montclair State University	Public, 4-year	15,993	5,113	32%
2	Rutgers University-New Brunswick	Public, 4-year	35,827	4,884	14%
3	Bergen Community College	Public, 2-year	9,587	3,691	39%
4	Kean University	Public, 4-year	10,291	3,585	35%
5	Hudson County Community College	Public, 2-year	6,286	3,512	56%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in New Jersey, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Union County College	Public, 2-year	1,652	636	38%
2	Bergen Community College	Public, 2-year	2,271	622	27%
3	Hudson County Community College	Public, 2-year	1,066	578	54%
4	Middlesex College	Public, 2-year	1,802	567	31%
5	Essex County College	Public, 2-year	1,052	293	28%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in New Jersey, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Rutgers University-New Brunswick	Public, 4-year	8,799	1,181	13%
2	Montclair State University	Public, 4-year	3,753	1,090	29%
3	Kean University	Public, 4-year	2,562	660	26%
4	Rutgers University-Newark	Public, 4-year	2,346	641	27%
5	William Paterson University of New Jersey	Public, 4-year	1,755	555	32%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

New Jersey Gap in Degree Completion

Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

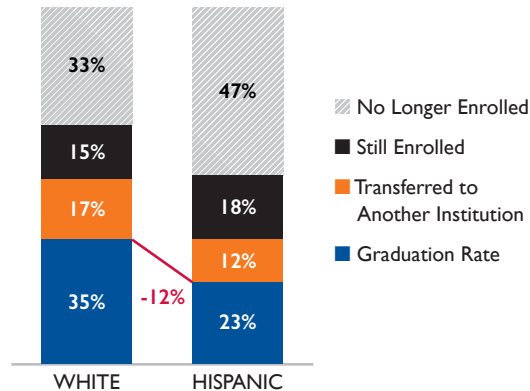
No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.

DEGREE OUTCOMES

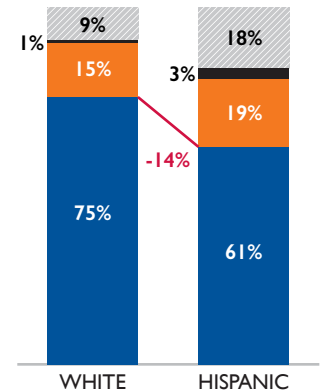
At two-year institutions, Hispanics' graduation rate was **12%-points lower** than that of their White non-Hispanic peers in New Jersey.

At four-year institutions, Hispanics' graduation rate was **14%-points lower** than that of their White non-Hispanic peers in New Jersey.

TWO-YEAR INSTITUTIONS



FOUR-YEAR INSTITUTIONS



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

The Mission of the Kean University **Supera Spanish Speaking Program (SSP)** is to increase the number of Hispanic students attaining a bachelor's degree by providing access to higher education to students who are English Language Learners (ELL). Through Supera, students follow a structured study program designed to achieve full integration into university life. This includes taking courses in Spanish during their first years of study. Program goals include: gaining access to higher education, obtaining acquisition of the English language, progressing in their college career and complete their degrees, and increasing graduation rates to 75%. SSP was established in 1972 by a group of faculty members concerned with the low number of Hispanic students enrolled in the University at the time. The program does not require SAT scores and allows participants to submit admission essays and letters of recommendation in Spanish. The admission GPA is 2.5, and TOEFL is not required. The following services are offered to help students persist to graduation: academic advisement,

financial aid assistance, career counseling, tutoring, peer mentoring, scholarship awareness, and completing the FAFSA and the New Jersey Alternative Financial Aid Application for Dreamers. Additionally, students participate in a four-week summer academy, at no cost to them, that assists them with on-campus job placement. High school information sessions, parent-teacher conferences, and parent orientations help raise program exposure and enrollment.

The number of applications for the fall of 2022 is 262 thus far, compared to 148 in 2021 and 244 in 2020, representing an increase of 43% from Fall 2021 for program enrollment. There was a significant 10% increase in retention from the academic year 2020-2021 to the academic year 2021-2022. The first-semester retention rates for program participants have been 89%, 82%, and 92% for academic years 2019, 2020, and 2021, respectively in comparison to the university rates of 89%, 86%, and 88%, respectively.

For more information on institutional programs improving Latino student success in higher education, access *Excelencia in Education's Growing What Works* database at <http://www.edexcelencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

STATE RANKING:

New Mexico had the **12th largest Latino population** in the U.S.

K-12 POPULATION:

In New Mexico, **62%** of the K-12 population was **Latino**.²

POPULATION:

In New Mexico, **50%** of the population was **Latino**.²

MEDIAN AGE:

The median age of **Hispanics** in New Mexico was **33**, compared to **51** for **White non-Hispanics**.²



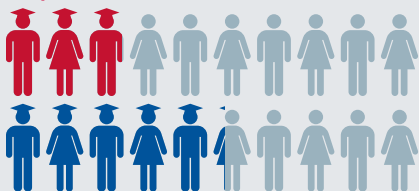
ENROLLMENT:

In New Mexico, **18%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **22%** of **White non-Hispanics**.²

DEGREE ATTAINMENT:

In New Mexico, **28%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **53%** of **White non-Hispanic adults**.²

Hispanic Adults = 2.8 of 10



White Adults = 5.3 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in New Mexico, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Central New Mexico Community College	Public, 2-year	15,275	8,236	54%
2	University of New Mexico-Main Campus	Public, 4-year	15,092	7,550	50%
3	New Mexico State University-Main Campus	Public, 4-year	10,674	6,791	64%
4	New Mexico State University-Dona Ana	Public, 2-year	4,707	3,432	73%
5	Eastern New Mexico University-Main Campus	Public, 4-year	2,861	1,237	43%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in New Mexico, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Central New Mexico Community College	Public, 2-year	3,387	1,733	51%
2	New Mexico State University-Dona Ana	Public, 2-year	812	588	72%
3	San Juan College	Public, 2-year	654	135	21%
4	Santa Fe Community College	Public, 2-year	237	128	54%
5	Eastern New Mexico University-Main Campus	Public, 4-year	266	124	47%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in New Mexico, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	University of New Mexico-Main Campus	Public, 4-year	3,880	1,880	48%
2	New Mexico State University-Main Campus	Public, 4-year	2,236	1,297	58%
3	Eastern New Mexico University-Main Campus	Public, 4-year	687	267	39%
4	New Mexico Highlands University	Public, 4-year	389	229	59%
5	Western New Mexico University	Public, 4-year	229	110	48%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

1 Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

2 U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

New Mexico Gap in Degree Completion

Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

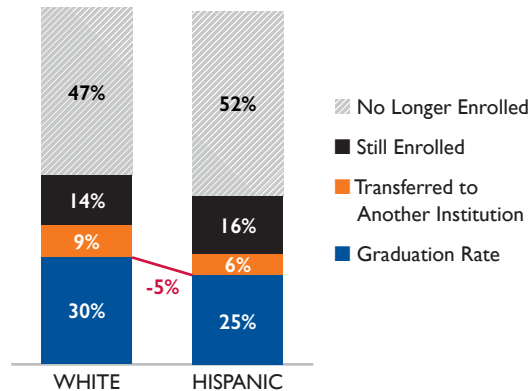
No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.

DEGREE OUTCOMES

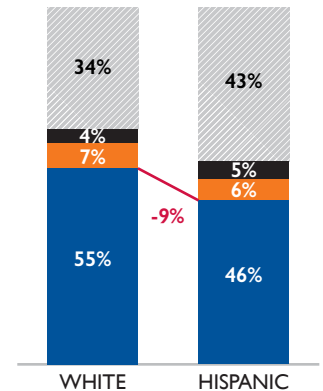
At two-year institutions, Hispanics' graduation rate was **5%-points lower** than that of their White non-Hispanic peers in New Mexico.

At four-year institutions, Hispanics' graduation rate was **9%-points lower** than that of their White non-Hispanic peers in New Mexico.

TWO-YEAR INSTITUTIONS



FOUR-YEAR INSTITUTIONS



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

Research Initiative for Scientific Enhancement (RISE) to the Postdoctorate Program at New Mexico State University (NMSU) works to diversify the health scientist research community by furthering the Ph.D. degree completion of students who are members of groups traditionally underrepresented in biomedical and biobehavioral fields. Increasing the number of underrepresented minorities Ph.D. recipients in STEM disciplines ensures the broadest possible talent and perspectives can contribute to the task of finding treatments for diseases and disorders that affect human health, such as those associated with health disparities between populations. RISE Masters in Science and Ph.D. students are prepared for the next career step through mentored research experiences, professional development, workshops, technical skills, off-site research training internship, formal education in responsible conduct in research, and guided expansion of their social research network. Student self-efficacy and career independence are promoted through individualized development plans, professional portfolios, and submission of applications for fellowships and other independent support. Clear communication of program expectations for mentors and students, structured benchmarks,

and regular progress review with feedback keeps students on track to degree completion. Assessment and evaluation of program practices and outcomes ensure continual refinement of programmatic elements.

Over 18 years, RISE has supported 59 STEM Ph.D. students, 36 of them identifying as Latino and 54 identifying as underrepresented minority students. As of December 2017:

- RISE has had 28 Latino students and 44 underrepresented minority students earn a Ph.D.
- RISE has supported 44 Latino students and 49 underrepresented minority students to receive a Masters in STEM.
- 97% Ph.D. completion and 84% Masters degree completion compared to 70% national average.
- 8 of the 28 RISE Latino NMSU Ph.Ds hold faculty positions, a number that exceeds national estimates of 20% Ph.Ds in STEM faculty jobs.
- RISE has exceeded goals of 90% Ph.D. and 75% Masters degree completion for Latinos and underrepresented minorities.

For more information on institutional programs improving Latino student success in higher education, access *Excelencia in Education's Growing What Works* database at <http://www.edexcelencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

STATE RANKING:

New York had the **4th largest Latino population** in the U.S.

K-12 POPULATION:

In New York, **25%** of the K-12 population was **Latino**.²

POPULATION:

In New York, **19%** of the population was **Latino**.²

MEDIAN AGE:

The median age of **Hispanics** in New York was **33**, compared to **44** for **White non-Hispanics**.²



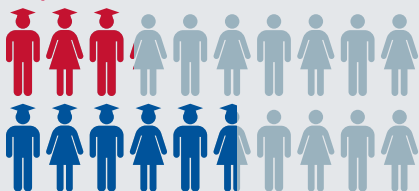
ENROLLMENT:

In New York, **22%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **25%** of **White non-Hispanics**.²

DEGREE ATTAINMENT:

In New York, **31%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **56%** of **White non-Hispanic adults**.²

Hispanic Adults = 3.1 of 10



White Adults = 5.6 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in New York, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	CUNY Borough of Manhattan Community College	Public, 2-year	18,255	7,924	43%
2	CUNY Lehman College	Public, 4-year	11,609	6,613	57%
3	CUNY John Jay College of Criminal Justice	Public, 4-year	12,834	6,390	50%
4	CUNY LaGuardia Community College	Public, 2-year	11,737	5,313	45%
5	CUNY Hunter College	Public, 4-year	17,293	5,292	31%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in New York, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	CUNY Borough of Manhattan Community College	Public, 2-year	4,478	1,868	42%
2	CUNY LaGuardia Community College	Public, 2-year	3,071	1,249	41%
3	CUNY Bronx Community College	Public, 2-year	1,554	938	60%
4	Suffolk County Community College	Public, 2-year	3,439	916	27%
5	SUNY Westchester Community College	Public, 2-year	1,684	729	43%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in New York, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	CUNY Lehman College	Public, 4-year	2,958	1,658	56%
2	CUNY John Jay College of Criminal Justice	Public, 4-year	3,354	1,636	49%
3	CUNY Hunter College	Public, 4-year	3,569	1,169	33%
4	CUNY Queens College	Public, 4-year	3,630	1,019	28%
5	CUNY City College	Public, 4-year	2,649	984	37%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

New York Gap in Degree Completion

Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

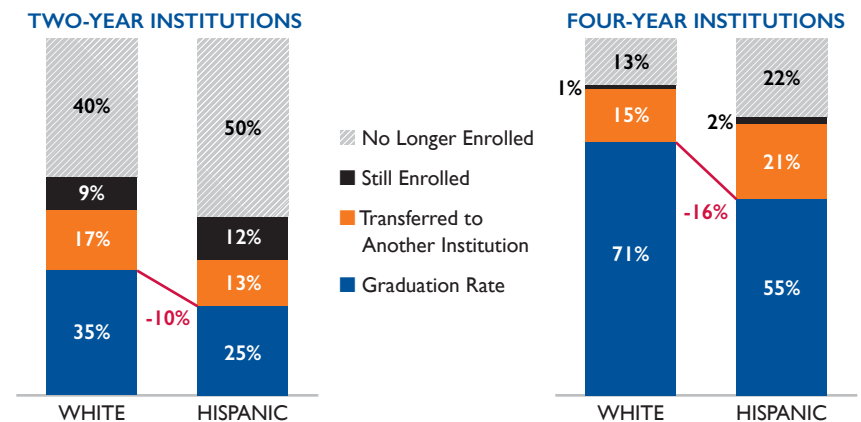
Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.

DEGREE OUTCOMES

At two-year institutions, Hispanics' graduation rate was **10%-points lower** than that of their White non-Hispanic peers in New York.

At four-year institutions, Hispanics' graduation rate was **16%-points lower** than that of their White non-Hispanic peers in New York.



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

The **Accelerated Study in Associate Programs (ASAP)** was launched in 2007 to improve the low graduation rates of City University of New York's (CUNY) Community Colleges. Their mission is to graduate at least 50% of its students within three years. To realize its mission, ASAP provides students with a battery of comprehensive services delivered with a clear degree completion strategy and guided by three principles: maintaining academic momentum, achieving a successful student integration in the institution, and removing institutional difficulties by building guided pathways. ASAP provides wraparound services to students at six CUNY community colleges. About 90% of ASAP students receive full financial aid and 85% enter the program with at least one developmental education need. The ASAP theory of action includes removing financial barriers for students

who enroll full time, providing structured degree pathways, comprehensive support services, establishing clear expectations for students, building community through early engagement, a cohort model, and block scheduling.

As of 2017, ASAP at CUNY Bronx Community College served 1,280 Latino students, 65% of all those enrolled. The semester to semester retention rate for ASAP students was 93% rate, compared to 84% in the control group. The two year graduation rate was 23%, compared to 7% in the control group. ASAP students enroll in bachelor's programs at a 59% rate, compared to 50% in the control group. ASAP students earn a bachelor's degree within six years at a 27% rate, compared to 18% in the control group.

For more information on institutional programs improving Latino student success in higher education, access *Excelencia in Education's Growing What Works* database at <http://www.edexcelencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

STATE RANKING:

North Carolina had the **11th largest Latino population** in the U.S.

K-12 POPULATION:

In North Carolina, **16%** of the K-12 population was **Latino**.²

POPULATION:

In North Carolina, **10%** of the population was **Latino**.²

MEDIAN AGE:

The median age of **Hispanics** in North Carolina was **25**, compared to **44** for **White non-Hispanics**.²



ENROLLMENT:

In North Carolina, **18%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **23%** of **White non-Hispanics**.²

DEGREE ATTAINMENT:

In North Carolina, **26%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **50%** of **White non-Hispanic adults**.²

Hispanic Adults = 2.6 of 10



White Adults = 5.0 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in North Carolina, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	University of North Carolina at Charlotte	Public, 4-year	23,708	3,036	13%
2	Wake Technical Community College	Public, 2-year	18,327	2,715	15%
3	Central Piedmont Community College	Public, 2-year	13,449	2,356	18%
4	University of North Carolina at Greensboro	Public, 4-year	14,889	2,161	15%
5	University of North Carolina at Chapel Hill	Public, 4-year	19,722	1,911	10%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in North Carolina, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Wake Technical Community College	Public, 2-year	2,977	383	13%
2	Central Piedmont Community College	Public, 2-year	2,397	330	14%
3	Fayetteville Technical Community College	Public, 2-year	1,756	239	14%
4	Forsyth Technical Community College	Public, 2-year	1,151	168	15%
5	Guilford Technical Community College	Public, 2-year	1,450	160	11%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in North Carolina, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	University of North Carolina at Charlotte	Public, 4-year	5,902	633	11%
2	University of North Carolina at Chapel Hill	Public, 4-year	4,951	411	8%
3	North Carolina State University at Raleigh	Public, 4-year	5,973	376	6%
4	University of North Carolina at Greensboro	Public, 4-year	3,525	360	10%
5	East Carolina University	Public, 4-year	4,939	352	7%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

North Carolina Gap in Degree Completion

Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

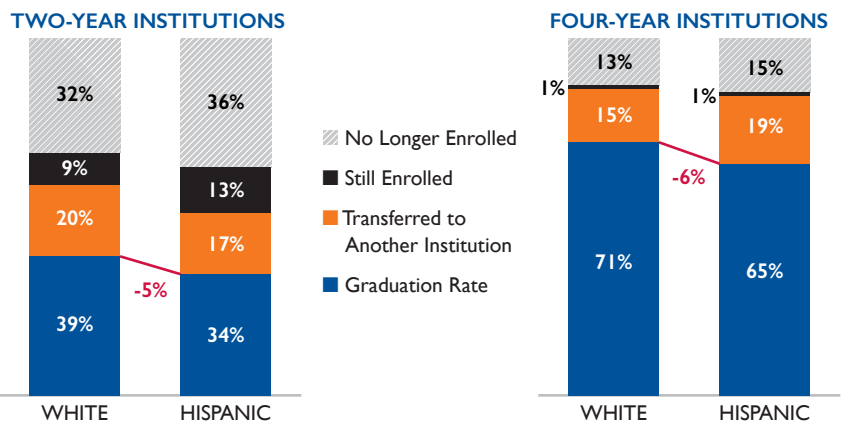
Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.

DEGREE OUTCOMES

At two-year institutions, Hispanics' graduation rate was **5%-points lower** than that of their White non-Hispanic peers in North Carolina.

At four-year institutions, Hispanics' graduation rate was **6%-points lower** than that of their White non-Hispanic peers in North Carolina.



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

The **Crosby Scholars Program** works to assist all Forsyth County public middle and high school students in preparing themselves for successful college enrollment. Crosby offers leadership and academic programs, assists with FAFSA completion, and provides need-based Last Dollar Grants. Crosby also helps DACA students find and afford education opportunities at private institutions. Crosby Scholars began in 1992 with the goal to provide a path to college for all public Forsyth County students. Students sign a partnership agreement and commit to being drug-free, attend classes in academic skills and leadership development, and complete community service. Students who complete the program are eligible to apply for need-based Last Dollar Grants of up to \$1,200 for up to four years. Crosby's Hispanic Outreach programs are specifically for Latino students: Crosby's *Excelencia* Program helps Latina girls learn their bilingual and bicultural abilities to increase their opportunities. Crosby Scholars collaborated with the YMCA Latino Achievers program, N.C. State, and WSFCS to develop what is now *Unidos* to provide after-school tutoring and also offer parent classes. We partner with the YMCA

in *Exitosos* to introduce high school students to successful professional Latino community members. Our SHE Project introduces 8th-grade Latina and African American girls to STEM opportunities.

For the past 10 years, 100% of Crosby Scholars have graduated from high school, and 98% have reported they enrolled immediately in a 4- or 2-year college. The 2011 Crosby Scholars cohort had 70% of their students graduate in six-years, compared to the national rate of 58% for 2012, the highest national six-years graduation rate recorded (National Student Clearinghouse). From 2016 to 2017 there was a 117% increase in Hispanic students who received the Crosby Scholars' Last Dollar Grant, and a 175% increase from 2017 to 2018. In 2018:

- 96% of Hispanic Crosby Scholars took the ACT and earned an average score of 19.
- 75% of Hispanic Scholars also had a weighted GPA of 2.5 or higher.
- 96% of Hispanic Crosby Scholars enrolled in college immediately after graduation: 48% in 2-year and 47% in 4-year colleges.

For more information on institutional programs improving Latino student success in higher education, access *Excelencia in Education's* Growing What Works database at <http://www.edexcelencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

STATE RANKING:

North Dakota had the **47th largest Latino population** in the U.S.

K-12 POPULATION:

In North Dakota, **4%** of the K-12 population was **Latino**.²

POPULATION:

In North Dakota, **4%** of the population was **Latino**.²

MEDIAN AGE:

The median age of **Hispanics** in North Dakota was **24**, compared to **38** for **White non-Hispanics**.²



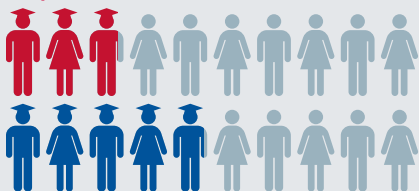
ENROLLMENT:

In North Dakota, **20%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **27%** of **White non-Hispanics**.²

DEGREE ATTAINMENT:

In North Dakota, **27%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **48%** of **White non-Hispanic adults**.²

Hispanic Adults = 2.7 of 10



White Adults = 4.8 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in North Dakota, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	University of North Dakota	Public, 4-year	8,998	462	5%
2	North Dakota State University-Main Campus	Public, 4-year	9,932	320	3%
3	Minot State University	Public, 4-year	2,248	191	8%
4	Bismarck State College	Public, 4-year	2,613	150	6%
5	University of Jamestown	Private not-for-profit, 4-year	992	99	10%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in North Dakota, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Bismarck State College	Public, 4-year	704	27	4%
2	Williston State College	Public, 2-year	170	17	10%
3	Rasmussen University-North Dakota	Private for-profit, 4-year	189	14	7%
4	Lake Region State College	Public, 2-year	197	13	7%
5	North Dakota State College of Science	Public, 2-year	454	9	2%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in North Dakota, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	University of North Dakota	Public, 4-year	1,878	73	4%
2	North Dakota State University-Main Campus	Public, 4-year	2,433	52	2%
3	Minot State University	Public, 4-year	504	34	7%
4	University of Mary	Private not-for-profit, 4-year	548	23	4%
5	University of Jamestown	Private not-for-profit, 4-year	142	13	9%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

North Dakota Gap in Degree Completion

Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

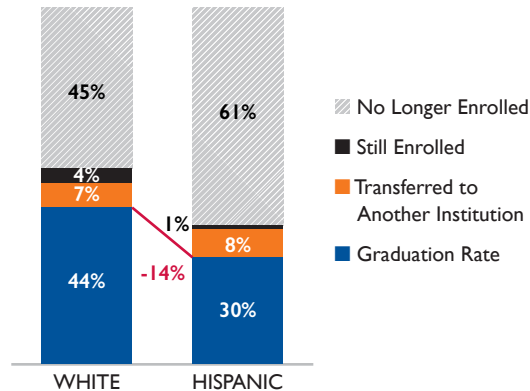
No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.

DEGREE OUTCOMES

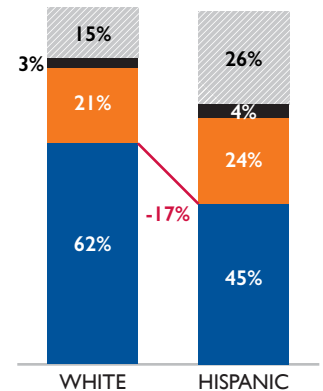
At two-year institutions, Hispanics’ graduation rate was **14%-points lower** than that of their White non-Hispanic peers in North Dakota.

At four-year institutions, Hispanics’ graduation rate was **17%-points lower** than that of their White non-Hispanic peers in North Dakota.

TWO-YEAR INSTITUTIONS



FOUR-YEAR INSTITUTIONS



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

The **Pathways to Academic Success and Opportunities (PASO)** at California State University-San Marcos (CSUSM) aims to expand educational opportunities and improve the academic attainment of Latino students. With a focus on retention and graduation of Latino students, they address the achievement gap among Latino students by implementing innovative student services, culturally-relevant curriculum, and meaningful co-curricular offerings aimed at increasing retention and graduation rates specifically for Latino students. Strong collaborative efforts with Student and Academic Affairs are infused into their Title V grant. PASO Scholars have demonstrated higher pass rates than the overall California State University San Marcos population and greater cultural connection with PASO classes. New efforts to reach students within Student Affairs, has yielded long term changes to the financial aid process, outreach, admissions, and CSUSM advising. Student Orientations for PASO parents and students are essential to assist with the high school to college transition. PASO has its own full-time Financial Aid technician, which has increased awarded Latino students.

Upper-division students work as PASO community researchers with the CSUSM-National Latino Research Center gaining experience in the field. PASO offers a pilot Chicano Studies course that has now catapulted the request for a Chicano Studies major at CSUSM.

PASO has helped increase overall Latino enrollment from 29% in Fall 2017 to 45% in Fall 2018 and Latino retention from 70% to 78% in the same timeframe. All students in PASO courses are Latino first-year students, demonstrating a higher pass rate than students taking non-PASO courses. The pass rates for PASO courses range from 85% to 100% and average a 10% higher pass rate than other equivalent CSUSM courses. Increased financial aid application completion by Latinos and Latinos awarded financial aid: 421 of 509 PASO Scholars (83%) were selected for financial aid verification. Over 90% of PASO students completed the verification process. Overall, 88% of all PASO Scholars were awarded financial aid, a 30% improvement in Latino students awarded financial aid.

For more information on institutional programs improving Latino student success in higher education, access *Excelencia in Education's Growing What Works* database at <http://www.edexcelencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

STATE RANKING:

Ohio had the **22nd largest Latino population** in the U.S.

K-12 POPULATION:

In Ohio, **7%** of the K-12 population was **Latino**.²

POPULATION:

In Ohio, **4%** of the population was **Latino**.²

MEDIAN AGE:

The median age of **Hispanics** in Ohio was **26**, compared to **42** for **White non-Hispanics**.²



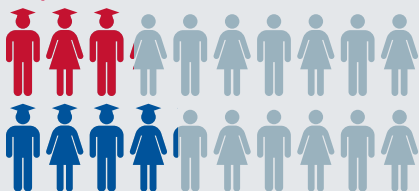
ENROLLMENT:

In Ohio, **19%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **21%** of **White non-Hispanics**.²

DEGREE ATTAINMENT:

In Ohio, **31%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **41%** of **White non-Hispanic adults**.²

Hispanic Adults = 3.1 of 10



White Adults = 4.1 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in Ohio, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Eastern Gateway Community College	Public, 2-year	43,555	7,755	18%
2	Ohio State University-Main Campus	Public, 4-year	45,986	2,385	5%
3	Columbus State Community College	Public, 2-year	16,911	1,207	7%
4	University of Cincinnati-Main Campus	Public, 4-year	27,188	1,040	4%
5	Cuyahoga Community College District	Public, 2-year	12,745	1,038	8%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in Ohio, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Eastern Gateway Community College	Public, 2-year	3,623	489	13%
2	Cuyahoga Community College District	Public, 2-year	2,961	185	6%
3	Lorain County Community College	Public, 4-year	1,295	162	13%
4	Columbus State Community College	Public, 2-year	2,713	147	5%
5	Sinclair Community College	Public, 4-year	2,132	83	4%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in Ohio, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Ohio State University-Main Campus	Public, 4-year	11,286	522	5%
2	University of Cincinnati-Main Campus	Public, 4-year	6,125	212	3%
3	Miami University-Oxford	Public, 4-year	3,925	209	5%
4	Kent State University at Kent	Public, 4-year	4,956	195	4%
5	Ohio University-Main Campus	Public, 4-year	6,228	195	3%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

Ohio Gap in Degree Completion

Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

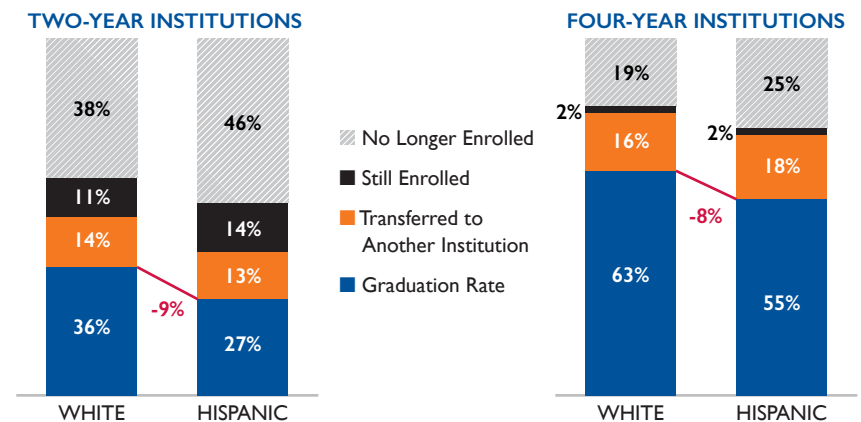
Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.

DEGREE OUTCOMES

At two-year institutions, Hispanics' graduation rate was **9%-points lower** than that of their White non-Hispanic peers in Ohio.

At four-year institutions, Hispanics' graduation rate was **8%-points lower** than that of their White non-Hispanic peers in Ohio.



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

Esperanza, Inc.'s mission is to improve the academic achievement of Hispanics in Greater Cleveland by supporting students to graduate high school and promoting postsecondary educational attainment. Their goal is to steward Hispanic college success and entry into the workforce measured by persistence and graduation at 70% or higher and is addressed by their **Post-Secondary Initiatives** program. The Initiatives program was developed in 2016 as an expansion to its successful, longstanding high school programming. This effort offers a continuum of care for Latinx students who had historically relied heavily on Esperanza's programs throughout high school and serves as a complement to Esperanza's existing postsecondary scholarship program. When first developed, the program provided cohorts of students programming using UnidosUS' *Lideres Avanzando* curriculum, allowing them to participate in interactive activities/workshops on

topics relevant to the first-gen college experience. Over time, they have built upon this model, offering more robust case management, internship support, and additional scholarship opportunities, in addition to *Lideres Avanzando*. These add-ons have allowed Esperanza to better support college persistence, graduation, and preparedness for the job market upon graduation.

The program serves 100% Latinx students, including undocumented students. The retention rate of 90% is well above the average retention rate of Hispanic students nationwide. The 2020 cohort has a persistence rate of 99%. Esperanza's persistence rates have stayed relatively stable through the pandemic and are 31% higher than the reported national Latinx persistence rate and nearly 22% higher than students overall.

For more information on institutional programs improving Latino student success in higher education, access *Excelencia* in Education's **Growing What Works** database at <http://www.edexcelencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

STATE RANKING:

Oklahoma had the **24th largest Latino population** in the U.S.

K-12 POPULATION:

In Oklahoma, **18%** of the K-12 population was **Latino**.²

POPULATION:

In Oklahoma, **12%** of the population was **Latino**.²

MEDIAN AGE:

The median age of **Hispanics** in Oklahoma was **24**, compared to **42** for **White non-Hispanics**.²



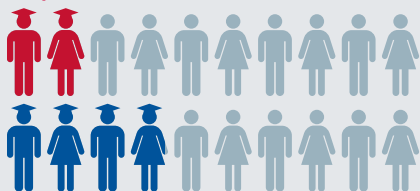
ENROLLMENT:

In Oklahoma, **14%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **19%** of **White non-Hispanics**.²

DEGREE ATTAINMENT:

In Oklahoma, **20%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **39%** of **White non-Hispanic adults**.²

Hispanic Adults = 2.0 of 10



White Adults = 3.9 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in Oklahoma, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	University of Oklahoma-Norman Campus	Public, 4-year	20,800	2,607	13%
2	Oklahoma State University-Main Campus	Public, 4-year	19,841	1,757	9%
3	Oklahoma City Community College	Public, 2-year	9,759	1,746	18%
4	University of Central Oklahoma	Public, 4-year	11,420	1,625	14%
5	Tulsa Community College	Public, 2-year	11,810	1,459	12%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in Oklahoma, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Oklahoma City Community College	Public, 2-year	1,770	266	15%
2	Tulsa Community College	Public, 2-year	2,401	241	10%
3	Oklahoma State University-Oklahoma City	Public, 4-year	806	106	13%
4	Rose State College	Public, 2-year	772	68	9%
5	Northern Oklahoma College	Public, 2-year	565	66	12%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in Oklahoma, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	University of Oklahoma-Norman Campus	Public, 4-year	4,665	479	10%
2	Oklahoma State University-Main Campus	Public, 4-year	4,519	333	7%
3	University of Central Oklahoma	Public, 4-year	2,442	271	11%
4	Northeastern State University	Public, 4-year	1,465	90	6%
5	Mid-America Christian University	Private not-for-profit, 4-year	287	76	26%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

Oklahoma Gap in Degree Completion

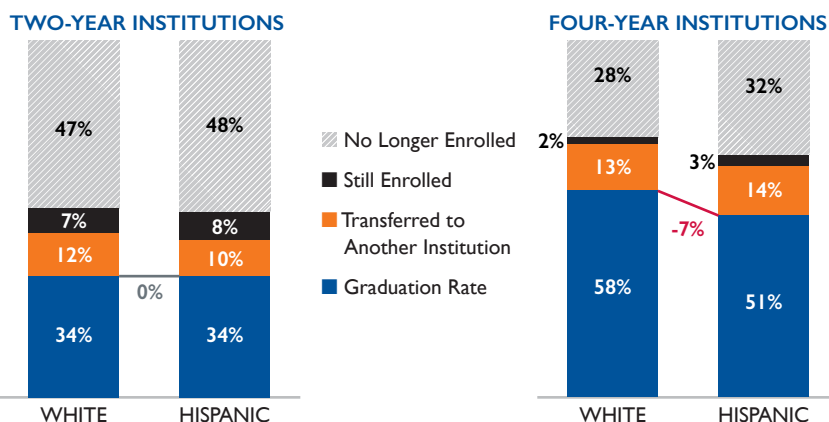
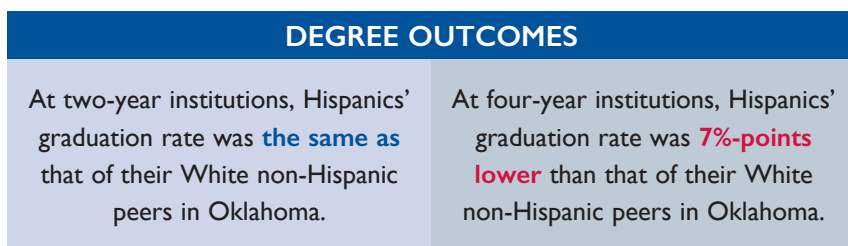
Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

The **Early College High School Program** was developed in 2006 when South Texas College partnered with Progreso Independent School District (a small rural district with a high school student population of approx. 300 students). South Texas College designed the Early College High School program to provide an environment that is conducive to learning where students become more engaged, inquisitive, and are able to advocate for themselves. Their objective is to provide students with a seamless transition to a four-year institution or a technical degree in a high skill, high demand career field. The Early College High Schools program is designed under a small school model, where 100 to 125 ninth grade students start the program every year. Teaching and learning in all courses are based on common instructional frameworks that emphasize collaborative learning, intensive writing, critical thinking, open discussion, scaffolding, and mastery learning. Early College High Schools specifically target populations of students that are potential first-generation college attendees from low socio-economic backgrounds. They provide a nurturing atmosphere for

students that require extra support systems and accelerated programs to help them succeed. Ideally, the 9th and 10th-grade years of the Early College High School student experience are designed to prepare students for college-level coursework. In the 11th and 12th grade years, students are eligible to enroll in and complete dual enrollment/dual credit courses.

There are approximately 6,000 students in the pipeline who successfully enrolled in college coursework. Of students enrolled in South Texas College's 30 Early College High Schools, 98% are Hispanic, and 100% of them qualify for free or reduced lunch. There are an estimated 950 additional students that will graduate “core complete” or with a minimum of 12 college credit hours. Early College High Schools program has steadily increased the number of seniors graduating with associate degrees from 28 in 2011 to an estimated 530 in 2015. In total, 1,431 students have graduated with an associate degree during the last 5 years.

For more information on institutional programs improving Latino student success in higher education, access *Excelencia in Education's Growing What Works* database at <http://www.edexcelencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

STATE RANKING:

Oregon had the **19th largest Latino population** in the U.S.

K-12 POPULATION:

In Oregon, **23%** of the K-12 population was **Latino**.²

POPULATION:

In Oregon, **14%** of the population was **Latino**.²

MEDIAN AGE:

The median age of **Hispanics** in Oregon was **27**, compared to **44** for **White non-Hispanics**.²



ENROLLMENT:

In Oregon, **20%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **20%** of **White non-Hispanics**.²

DEGREE ATTAINMENT:

In Oregon, **26%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **47%** of **White non-Hispanic adults**.²

Hispanic Adults = 2.6 of 10



White Adults = 4.7 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in Oregon, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Portland Community College	Public, 2-year	19,601	3,784	19%
2	Oregon State University	Public, 4-year	27,038	3,231	12%
3	Portland State University	Public, 4-year	15,674	3,165	20%
4	University of Oregon	Public, 4-year	18,489	2,776	15%
5	Chemeketa Community College	Public, 2-year	6,524	1,977	30%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in Oregon, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Portland Community College	Public, 2-year	3,384	408	12%
2	Chemeketa Community College	Public, 2-year	1,330	376	28%
3	Lane Community College	Public, 2-year	1,080	130	12%
4	Mt Hood Community College	Public, 2-year	946	116	12%
5	Central Oregon Community College	Public, 2-year	658	77	12%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in Oregon, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Portland State University	Public, 4-year	4,675	754	16%
2	Oregon State University	Public, 4-year	5,878	566	10%
3	University of Oregon	Public, 4-year	4,133	498	12%
4	Western Oregon University	Public, 4-year	964	174	18%
5	University of Portland	Private not-for-profit, 4-year	731	90	12%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

Oregon Gap in Degree Completion

Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

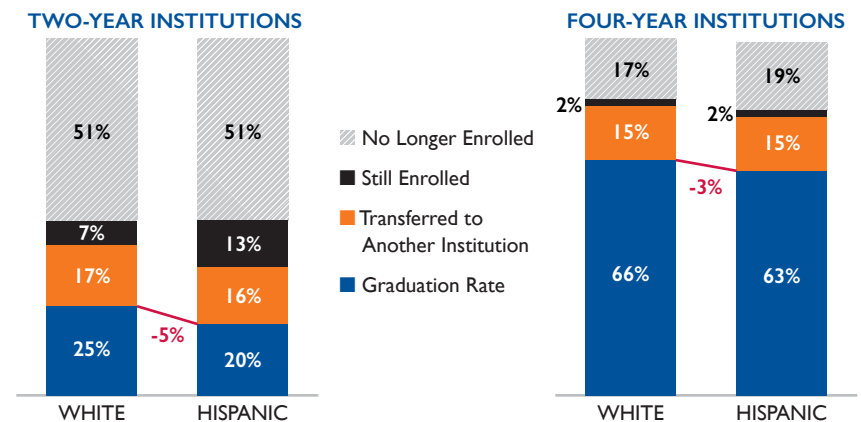
Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.

DEGREE OUTCOMES

At two-year institutions, Hispanics' graduation rate was **5%-points lower** than that of their White non-Hispanic peers in Oregon.

At four-year institutions, Hispanics' graduation rate was **3%-points lower** than that of their White non-Hispanic peers in Oregon.



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

The goal of the **Gaining Awareness and Networking for Academic Success (GANAS) Program** is to help support and retain students throughout their first year at Portland State University (PSU). The program works to create a sense of community that reflects the Latino culture. By building a shared sense of community, the student can create a support network, which helps the student feel safe and comfortable on campus. The GANAS program consists of a bridge program prior to the first week of classes. Each student is required to meet with the GANAS adviser once a month where the adviser uses a holistic approach to support the student. The adviser also tracks the academic progress of the student through grade reports and grade checks each term. Students also meet with their mentors, who host events throughout each term to create community and build relationships across the program. Students also receive priority

registration to ensure they can get into the classes they need. Lastly, each student is presented with a financial award in the form of tuition remission.

Almost all program participants in the GANAS Program are Latino. The average retention rate for all cohorts into their second year is 87%. The institution's overall first-year retention rate from 2010-2017 is 72%. The 4-year graduation rate for the most recent year was 41% compared to approximately 25% 4-year graduation rate with the overall university. The 6-year graduation rate average is 63% across all cohorts. PSU's 6-year graduation rate is approximately 47% compared to the same time frame as the GANAS program. The program saw the biggest jump in 4-year graduation rates between 2012-2013 and 2015-2016 from 3% to 45%. Data collected also showed 5-year retention numbers steadily increased from 40% with their first cohort to 62% with their 2015-2016 cohort.

For more information on institutional programs improving Latino student success in higher education, access *Excelencia in Education's Growing What Works* database at <http://www.edexcelencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

STATE RANKING:

Pennsylvania had the **10th largest Latino population** in the U.S.

K-12 POPULATION:

In Pennsylvania, **13%** of the K-12 population was **Latino**.²

POPULATION:

In Pennsylvania, **8%** of the population was **Latino**.²

MEDIAN AGE:

The median age of **Hispanics** in Pennsylvania was **28**, compared to **45** for **White non-Hispanics**.²



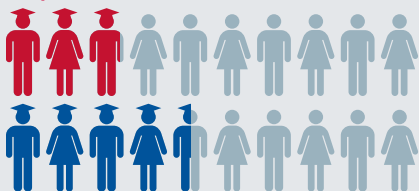
ENROLLMENT:

In Pennsylvania, **18%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **23%** of **White non-Hispanics**.²

DEGREE ATTAINMENT:

In Pennsylvania, **28%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **45%** of **White non-Hispanic adults**.²

Hispanic Adults = 2.8 of 10



White Adults = 4.5 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in Pennsylvania, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	The Pennsylvania State University	Public, 4-year	72,229	6,184	9%
2	Temple University	Public, 4-year	25,596	2,205	9%
3	Community College of Philadelphia	Public, 2-year	10,881	1,826	17%
4	Northampton County Area Community College	Public, 2-year	7,173	1,825	25%
5	Harrisburg Area Community College	Public, 2-year	11,295	1,550	14%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in Pennsylvania, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Northampton County Area Community College	Public, 2-year	1,159	229	20%
2	Community College of Philadelphia	Public, 2-year	1,657	223	13%
3	Lehigh Carbon Community College	Public, 2-year	834	173	21%
4	Harrisburg Area Community College	Public, 2-year	1,876	169	9%
5	Reading Area Community College	Public, 2-year	433	144	33%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in Pennsylvania, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	The Pennsylvania State University	Public, 4-year	15,903	1,142	7%
2	Temple University	Public, 4-year	6,572	484	7%
3	University of Pennsylvania	Private not-for-profit, 4-year	2,636	289	11%
4	Drexel University	Private not-for-profit, 4-year	3,150	216	7%
5	University of Pittsburgh-Pittsburgh Campus	Public, 4-year	4,652	188	4%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

Pennsylvania Gap in Degree Completion

Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

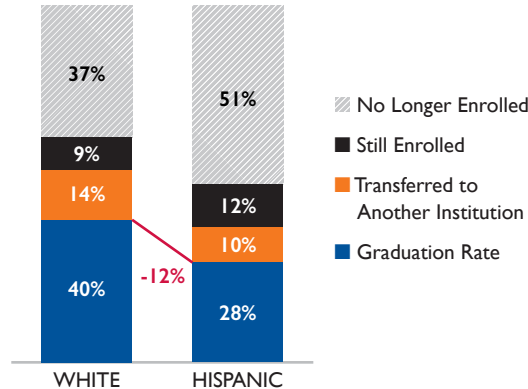
No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.

DEGREE OUTCOMES

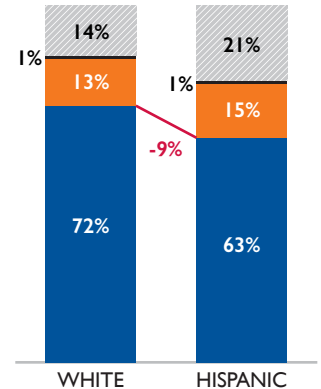
At two-year institutions, Hispanics’ graduation rate was **12%-points lower** than that of their White non-Hispanic peers in Pennsylvania.

At four-year institutions, Hispanics’ graduation rate was **9%-points lower** than that of their White non-Hispanic peers in Pennsylvania.

TWO-YEAR INSTITUTIONS



FOUR-YEAR INSTITUTIONS



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excellencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excellencia*.

Reading Area Community College’s **English for Academic Purposes (EAP) Program** offers credit courses in reading, writing, listening, and speaking for bilingual Spanish/English and non-native English speakers pursuing a college credential. The EAP program was redesigned in 2012 to reduce credits and accelerate students through the ESL sequence to increase enrollment and enrollee success rates and repurpose the ESL lab. Since 2012, the EAP program has evolved to consist of a standardized curriculum for each course, offer paid professional development to faculty and staff, and enhance accessibility and resources to the Multilingual Learning Center. Through intentionally

structured curricula, engagement in relevant and contextualized activities, and leverage of students’ use of their native languages to aid English acquisition, their program develops non-native English speakers’ proficiency in academic English to become college-ready.

In Fall 2017, 59% of new Latino students enrolled became college-ready in reading and writing within one year, compared to 39% in Fall 2012. From 2015-2017, an average of 31% of Latinos completed their first-year composition courses one year after their ESL enrollment, a 16% increase from 2012-2014.

For more information on institutional programs improving Latino student success in higher education, access *Excellencia* in Education’s Growing What Works database at <http://www.edexcellencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

POPULATION AGED 0-5:

In Puerto Rico, 99% of the population aged 0 to 5 years old was Latino.²

K-12 POPULATION:

In Puerto Rico, 99% of the K-12 population was Latino.²

POPULATION:

In Puerto Rico, 99% of the population was Latino.²

MEDIAN AGE:

The median age of Hispanics in Puerto Rico was 44, compared to 53 for White non-Hispanics.²



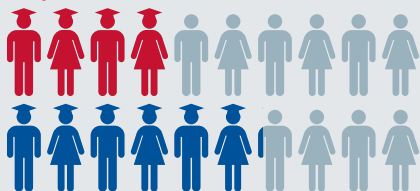
ENROLLMENT:

In Puerto Rico, 29% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to 20% of White non-Hispanics.²

DEGREE ATTAINMENT:

In Puerto Rico, 40% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to 62% of White non-Hispanic adults.²

Hispanic Adults = 4.0 of 10



White Adults = 6.2 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in Puerto Rico, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	NUC University	Private for-profit, 4-year	23,700	21,597	91%
2	University of Puerto Rico-Mayaguez	Public, 4-year	11,050	10,316	93%
3	Universidad Ana G. Mendez-Gurabo Campus	Private not-for-profit, 4-year	8,772	8,772	100%
4	University of Puerto Rico-Rio Piedras	Public, 4-year	10,133	8,531	84%
5	Universidad Ana G. Mendez-Cupey Campus	Private not-for-profit, 4-year	6,116	6,116	100%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in Puerto Rico, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	NUC University	Private for-profit, 4-year	1,108	1,051	95%
2	Columbia Central University-Caguas	Private for-profit, 4-year	438	438	100%
3	Universidad Ana G. Mendez-Gurabo Campus	Private not-for-profit, 4-year	403	403	100%
4	EDP University of Puerto Rico Inc-San Juan	Private not-for-profit, 4-year	296	295	100%
5	Universidad Ana G. Mendez-Carolina Campus	Private not-for-profit, 4-year	223	223	100%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in Puerto Rico, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	University of Puerto Rico-Mayaguez	Public, 4-year	1,853	1,766	95%
2	NUC University	Private for-profit, 4-year	1,680	1,508	90%
3	University of Puerto Rico-Rio Piedras	Public, 4-year	1,663	1,347	81%
4	Universidad Ana G. Mendez-Gurabo Campus	Private not-for-profit, 4-year	1,296	1,296	100%
5	Universidad Ana G. Mendez-Cupey Campus	Private not-for-profit, 4-year	1,136	1,136	100%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

Puerto Rico Gap in Degree Completion

Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

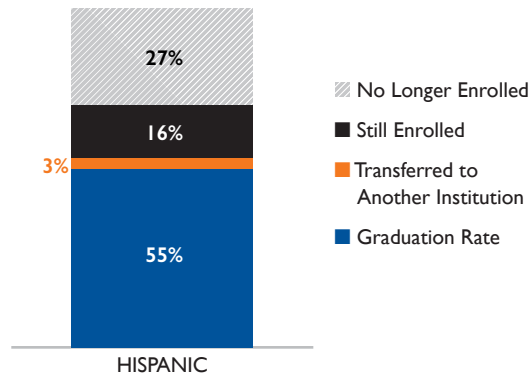
No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.

DEGREE OUTCOMES

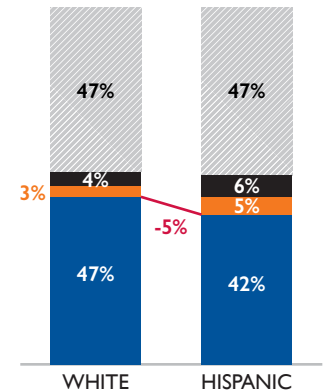
At two-year institutions in Puerto Rico, Hispanics' graduation rate is **55%.****

At four-year institutions, Hispanics' graduation rate was **5%-points lower** than that of their White non-Hispanic peers in Puerto Rico.

TWO-YEAR INSTITUTIONS



FOUR-YEAR INSTITUTIONS



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

**For two-year institutions in this cohort, there were no White students reported.

Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

The **Institute of Interdisciplinary Research (IIR)**'s mission is to advance undergraduate research, community service and academic creation at the University of Puerto Rico (UPR) Cayey by supporting interdisciplinary, regional and applied research projects. Their goals are: to advance and facilitate interdisciplinary research, to produce knowledge relevant to Puerto Rico and to the UPR-Cayey service region, to provide undergraduate research experiences that lead to student success, to provide a supportive environment for researchers, and to disseminate the results of their research projects. The IIR started as an undergraduate research effort in 2003 and spearheaded an institutional transformation from being a predominantly teaching institution to one where scholarly research is valued and supported. Students participate as research assistants and receive mentorship in research methodologies, Personal Development Plans, coaching, a network of mentors and opportunities from partnerships in PR and

the US, travel awards, and opportunities for publication. Additional innovative strategies have been developed during the pandemic to support students, including a coaching program, stipends for enrollment and participation in research programs, monetary support for tuition costs, and the creation of the Antonia Pantojas program that serves as a mentorship program.

Of undergraduate students, 762 out of 968 (79%) applied to graduate school and 92% of the applicants were accepted. In contrast 41% of the overall body of students from 2015 to 2018, applied to a graduate school. Undergraduate participants have higher graduation rates (90%) than the institutional graduation rates (50%) for the same cohort period. Student involvement in research has increased from eight in 2003 to an average of 205 annually in the past ten years; a total of 1,619 students. The IIR supports a third of the UPR-Cayey graduating class.

For more information on institutional programs improving Latino student success in higher education, access *Excelencia in Education's Growing What Works* database at <http://www.edexcelencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

STATE RANKING:

Rhode Island had the **37th largest Latino population** in the U.S.

K-12 POPULATION:

In Rhode Island, **27%** of the K-12 population was **Latino**.²

POPULATION:

In Rhode Island, **17%** of the population was **Latino**.²

MEDIAN AGE:

The median age of **Hispanics** in Rhode Island was **29**, compared to **46** for **White non-Hispanics**.²



ENROLLMENT:

In Rhode Island, **27%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **32%** of **White non-Hispanics**.²

DEGREE ATTAINMENT:

In Rhode Island, **22%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **50%** of **White non-Hispanic adults**.²

Hispanic Adults = 2.2 of 10



White Adults = 5.0 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in Rhode Island, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Community College of Rhode Island	Public, 2-year	11,136	2,840	26%
2	University of Rhode Island	Public, 4-year	13,850	1,469	11%
3	Rhode Island College	Public, 4-year	5,128	1,258	25%
4	Brown University	Private not-for-profit, 4-year	7,125	802	11%
5	Johnson & Wales University-Providence	Private not-for-profit, 4-year	4,591	716	16%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in Rhode Island, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Community College of Rhode Island	Public, 2-year	2,064	353	17%
2	New England Institute of Technology	Private not-for-profit, 4-year	752	57	8%
3	Johnson & Wales University-Providence	Private not-for-profit, 4-year	301	45	15%
4	Roger Williams University	Private not-for-profit, 4-year	42	4	10%
5	Providence College	Private not-for-profit, 4-year	6	2	33%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in Rhode Island, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	University of Rhode Island	Public, 4-year	3,312	308	9%
2	Rhode Island College	Public, 4-year	1,357	279	21%
3	Brown University	Private not-for-profit, 4-year	1,563	165	11%
4	Johnson & Wales University-Providence	Private not-for-profit, 4-year	1,061	127	12%
5	Providence College	Private not-for-profit, 4-year	985	82	8%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

Rhode Island Gap in Degree Completion

Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

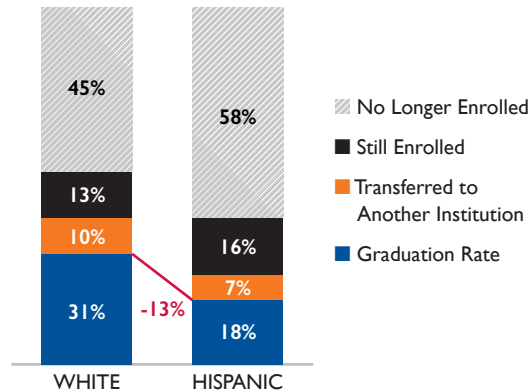
No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.

DEGREE OUTCOMES

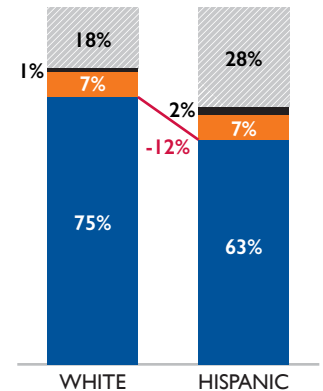
At two-year institutions, Hispanics' graduation rate was **13%-points lower** than that of their White non-Hispanic peers in Rhode Island.

At four-year institutions, Hispanics' graduation rate was **12%-points lower** than that of their White non-Hispanic peers in Rhode Island.

TWO-YEAR INSTITUTIONS



FOUR-YEAR INSTITUTIONS



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

The **College Crusade of Rhode Island** is Rhode Island’s largest college access program aimed at increasing high school graduation, college readiness, and college completion for students from the state’s low-income communities. They focus on reducing remediation rates among college-going students, promoting early college coursework, and improving families’ knowledge of post-secondary options. Latino students make up 70% of the students served with a majority of students identifying as first-generation and living predominantly in Spanish-speaking households. Students enroll in the College Crusade in the 6th grade and receive ongoing services into their undergraduate college years. They provide personalized support through 29 advisors who operate in 37 middle schools, high schools, and at the state’s three public colleges. Advisors are full-time college readiness professionals, many of whom share a similar lived experience. They provide over 60 programs to meet students’ academic, social and emotional development, career exploration, and college preparation needs. College Crusade also provides direct college scholarships and has awarded nearly \$19 million to 2,175 Latino students. They serve over 1,400 families a year through one-on-one meetings, parent councils, family forums, and 100 workshops that build parents’ financial literacy skills and capacity to

advocate for their children’s success. All family engagement programming is presented by native speakers in both Spanish and English.

Between 2010 and 2017, students’ on-time high school graduation rates increased from 69% to 86% and now exceeds the state rate of 84%. During the same time period, students’ immediate college enrollment rates increased from 50% to 84%, well above the state rate of 59%. Students’ first-year college persistence rates have exceeded the rates for all students at the state’s public colleges for over a decade, most recently by 8 percentage points (84% vs. 76%). Analysis by Drexel University finds, from the point of entry in sixth grade, Latino students in their program are 7.4% more likely to graduate high school on time, 27% more likely to immediately enroll in college, and 43% more likely to persist to a second year of college than Latino students in the comparison group. Findings among Latino students are similar to overall findings for College Crusade students vs. comparison group students, where 11% are more likely to graduate high school on time, 30% are more likely to enroll college immediately after graduation, and 39% are more likely to persist to a second year of college.

For more information on institutional programs improving Latino student success in higher education, access *Excelencia in Education’s Growing What Works* database at <http://www.edexcelencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

STATE RANKING:

South Carolina had the **29th largest Latino population** in the U.S.

K-12 POPULATION:

In South Carolina, **10%** of the K-12 population was **Latino**.²

POPULATION:

In South Carolina, **6%** of the population was **Latino**.²

MEDIAN AGE:

The median age of **Hispanics** in South Carolina was **27**, compared to **44** for **White non-Hispanics**.²



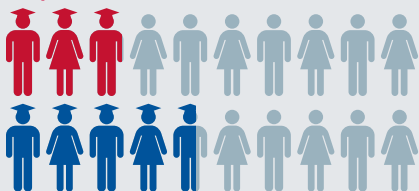
ENROLLMENT:

In South Carolina, **15%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **21%** of **White non-Hispanics**.²

DEGREE ATTAINMENT:

In South Carolina, **28%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **46%** of **White non-Hispanic adults**.²

Hispanic Adults = 2.8 of 10



White Adults = 4.6 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in South Carolina, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Clemson University	Public, 4-year	21,577	1,558	7%
2	University of South Carolina-Columbia	Public, 4-year	26,430	1,440	5%
3	Greenville Technical College	Public, 4-year	7,884	995	13%
4	Trident Technical College	Public, 2-year	8,755	754	9%
5	College of Charleston	Public, 4-year	9,770	692	7%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in South Carolina, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Greenville Technical College	Public, 4-year	1,184	121	10%
2	Horry-Georgetown Technical College	Public, 2-year	995	64	6%
3	Midlands Technical College	Public, 2-year	993	58	6%
4	York Technical College	Public, 2-year	655	55	8%
5	Spartanburg Community College	Public, 2-year	591	49	8%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in South Carolina, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	University of South Carolina-Columbia	Public, 4-year	6,472	296	5%
2	Clemson University	Public, 4-year	4,957	184	4%
3	College of Charleston	Public, 4-year	1,938	128	7%
4	Coastal Carolina University	Public, 4-year	1,895	85	4%
5	University of South Carolina-Upstate	Public, 4-year	1,135	67	6%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

South Carolina Gap in Degree Completion

Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

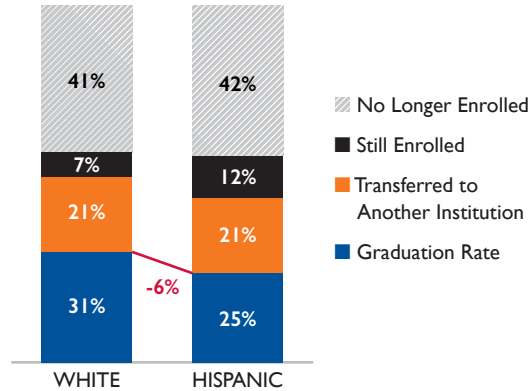
No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.

DEGREE OUTCOMES

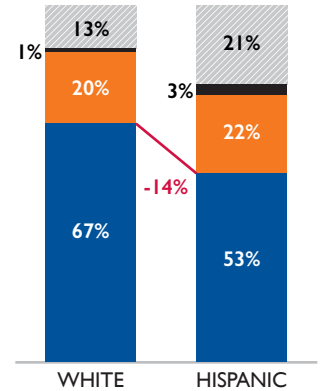
At two-year institutions, Hispanics’ graduation rate was **6%-points lower** than that of their White non-Hispanic peers in South Carolina.

At four-year institutions, Hispanics’ graduation rate was **14%-points lower** than that of their White non-Hispanic peers in South Carolina.

TWO-YEAR INSTITUTIONS



FOUR-YEAR INSTITUTIONS



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excellencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excellencia*.

The University of Central Florida’s (UCF) **McNair Scholars Program** is designed to assist first generation and low-income students, and groups underrepresented in graduate education in gaining admission to graduate programs leading to a doctorate. Of the 169 students who have participated in the McNair program since its inception, 53% identify as Latino. Approximately 53% of Latino students who enter UCF intend to attend graduate school, however only 14% have applied or been accepted into graduate programs by the time they graduate. McNair Scholars works to improve those rates by offering students guidance and support in identifying UCF research mentors, applying to external summer research programs, developing presentation skills, articulating their research interests, navigating the graduate school and fellowship application process, and preparing for the graduate school experience. Scholars receive individual advising, participate in McNair Seminars, and are provided with peer, graduate, and faculty mentors. Scholars also travel to various graduate schools and attend research conferences. Armed with an internal/research agenda (through summer research), scholars have a layered research experience and extensive networks. Scholars identify familial connections that serve as support systems throughout their journey to the doctorate, and articulate the impact the doctorate will have on themselves, their

family, and their community. The mission of McNair Scholars is to increase the number of first-generation college students from low-income families and members of underrepresented groups in the nation’s professoriate. The program objectives are: 1) To promote completion of research and scholarly activities that will directly impact educational progression during each academic year, 2) To promote bachelor degree attainment rates, 3) To promote graduate enrollment of first-generation and low income, and underrepresented minority students, and 4) To promote doctoral degree retention and completion.

For Entry Cohorts 2008-2009 through 2018-2019, 100% (138/138) of McNair participants have completed their bachelor’s degree. 57% of McNair scholars who have completed their bachelor’s degree are Latino students. 122 UCF McNair participants have enrolled in graduate school, of which 55% (67 of 122) are Latino students. 99% (66/67) of Latino scholars who enrolled in graduate school have either completed a graduate degree (masters or doctorate) or are currently enrolled in a graduate program. 12 UCF McNair Scholars have completed doctoral degrees, of which 83% (10 of 12) are Latino students. 57 UCF McNair Scholars are currently enrolled in doctoral degrees, 61% who are Latino (35 of 57).

For more information on institutional programs improving Latino student success in higher education, access *Excellencia* in Education’s **Growing What Works** database at <http://www.edexcellencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

STATE RANKING:

South Dakota had the **46th largest Latino population** in the U.S.

K-12 POPULATION:

In South Dakota, **7%** of the K-12 population was **Latino**.²

POPULATION:

In South Dakota, **4%** of the population was **Latino**.²

MEDIAN AGE:

The median age of **Hispanics** in South Dakota was **22**, compared to **41** for **White non-Hispanics**.²



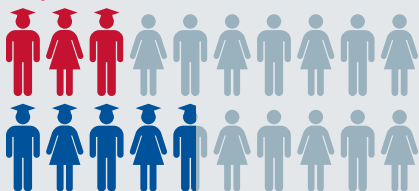
ENROLLMENT:

In South Dakota, **15%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **21%** of **White non-Hispanics**.²

DEGREE ATTAINMENT:

In South Dakota, **29%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **46%** of **White non-Hispanic adults**.²

Hispanic Adults = 2.9 of 10



White Adults = 4.6 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in South Dakota, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	University of South Dakota	Public, 4-year	5,328	240	5%
2	South Dakota State University	Public, 4-year	8,651	221	3%
3	National American University-Rapid City	Private for-profit, 4-year	937	124	13%
4	South Dakota School of Mines and Technology	Public, 4-year	1,976	106	5%
5	Dakota State University	Public, 4-year	1,910	94	5%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in South Dakota, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	National American University-Rapid City	Private for-profit, 4-year	106	13	12%
2	Southeast Technical College	Public, 2-year	619	13	2%
3	Mitchell Technical College	Public, 2-year	321	11	3%
4	Western Dakota Technical College	Public, 2-year	226	10	4%
5	Lake Area Technical College	Public, 2-year	571	8	1%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in South Dakota, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	University of South Dakota	Public, 4-year	1,230	37	3%
2	South Dakota State University	Public, 4-year	1,850	37	2%
3	National American University-Rapid City	Private for-profit, 4-year	244	28	11%
4	Black Hills State University	Public, 4-year	423	25	6%
5	South Dakota School of Mines and Technology	Public, 4-year	352	16	5%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

South Dakota Gap in Degree Completion

Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

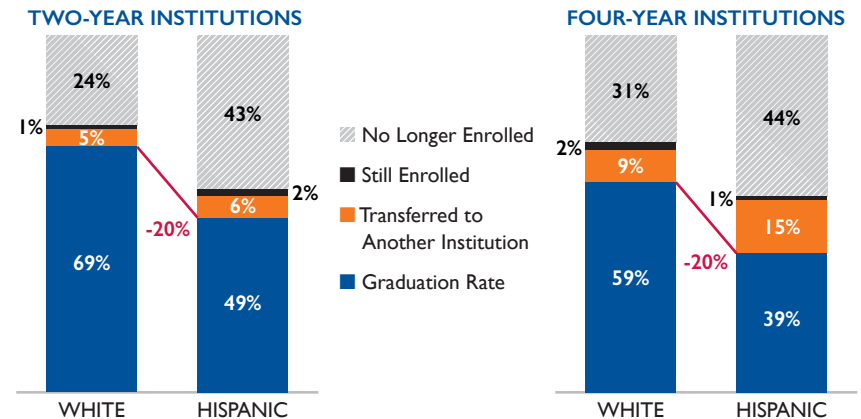
Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.

DEGREE OUTCOMES

At two-year institutions, Hispanics’ graduation rate was **20%-points lower** than that of their White non-Hispanic peers in South Dakota.

At four-year institutions, Hispanics’ graduation rate was **20%-points lower** than that of their White non-Hispanic peers in South Dakota.



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

The **Compact Scholars Program** provides undergraduate students academic, social support, and the opportunity to cultivate a sense of identity in connection to their academic work and community. The program seeks to eliminate the national achievement gap in Latino college completion. Established in 2006, Compact Scholars was designed as the postsecondary component of Compact for Success’ partnership between the Sweetwater Union High School District (SUHSD) and San Diego State University (SDSU) to promote higher graduation rates for Sweetwater District students, a majority of whom are Latino. Compact for Success offers undergraduate students first-year experiences, holistic intrusive academic advising, peer/faculty mentoring, and experiential learning including study abroad

opportunities, undergraduate research, and service-learning. Program participants also have the opportunity to apply for scholarships which can help cover costs of experiential learning activities including internships, service learning, research and other creative activities.

As of Fall 2019, 318 Latino students served had enrolled in college compared to only 84 students as of Fall 2006. As of 2019, one-year continuation rates for Latino program participants is 86%, compared to 84% for Latino, non-program participants. In 2000, the six-year graduation rate for SUHSD Latino students at SDSU was only 38%. As of 2019, 69% of Latino program participants graduated within 6 years compared to 65% for Latino, non-program participants.

For more information on institutional programs improving Latino student success in higher education, access *Excelencia in Education’s Growing What Works* database at <http://www.edexcelencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

STATE RANKING:

Tennessee had the **26th largest Latino population** in the U.S.

K-12 POPULATION:

In Tennessee, **10%** of the K-12 population was **Latino**.²

POPULATION:

In Tennessee, **6%** of the population was **Latino**.²

MEDIAN AGE:

The median age of **Hispanics** in Tennessee was **25**, compared to **42** for **White non-Hispanics**.²



ENROLLMENT:

In Tennessee, **15%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **21%** of **White non-Hispanics**.²

DEGREE ATTAINMENT:

In Tennessee, **26%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **40%** of **White non-Hispanic adults**.²

Hispanic Adults = 2.6 of 10



White Adults = 4.0 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in Tennessee, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Middle Tennessee State University	Public, 4-year	17,713	1,412	8%
2	The University of Tennessee-Knoxville	Public, 4-year	24,957	1,375	6%
3	University of Memphis	Public, 4-year	14,591	1,195	8%
4	Vanderbilt University	Private not-for-profit, 4-year	7,104	758	11%
5	Austin Peay State University	Public, 4-year	7,490	721	10%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in Tennessee, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Austin Peay State University	Public, 4-year	1,301	133	10%
2	Nashville State Community College	Public, 2-year	1,025	101	10%
3	Motlow State Community College	Public, 2-year	1,112	96	9%
4	Pellissippi State Community College	Public, 2-year	1,599	88	6%
5	Volunteer State Community College	Public, 2-year	1,243	80	6%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in Tennessee, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Middle Tennessee State University	Public, 4-year	3,916	238	6%
2	The University of Tennessee-Knoxville	Public, 4-year	5,170	214	4%
3	University of Memphis	Public, 4-year	3,152	171	5%
4	Vanderbilt University	Private not-for-profit, 4-year	1,712	167	10%
5	Belmont University	Private not-for-profit, 4-year	1,536	109	7%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

Tennessee Gap in Degree Completion

Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

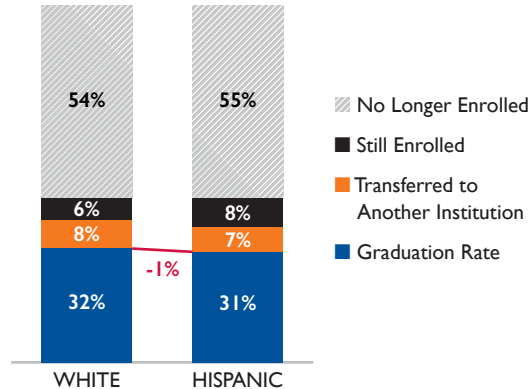
No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.

DEGREE OUTCOMES

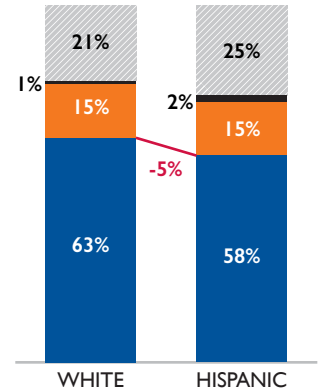
At two-year institutions, Hispanics' graduation rate was **1%-point lower** than that of their White non-Hispanic peers in Tennessee.

At four-year institutions, Hispanics' graduation rate was **5%-points lower** than that of their White non-Hispanic peers in Tennessee.

TWO-YEAR INSTITUTIONS



FOUR-YEAR INSTITUTIONS



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

The **YMCA Latino Achievers program** inspires and empowers Latino students to discover their strengths, shape their futures, and transform the world. Latino Achievers program uses evidence-based strategies to increase high school graduation, college application, and enrollment rates for Latino youth. They serve Latino high school students (ages 14-21) in nine public schools in Nashville’s metro schools. The Latino Achievers program serves schools that have two to seven times more Latino youth than the state average of 9.0%, lower than average high school graduation rates, have lower than average ACT scores, and will graduate mostly first-generation college students. Latino Achievers was adopted by the YMCA of Middle Tennessee in 2002 to address low high school graduation rates and college matriculation rates of Latino students. Since then, the program has grown to serve nine schools, with students from 18 area high schools attending workshops and field trips. Latino Achievers seeks to close the achievement gap for Latino students by using evidence-based practices to increase college application and enrollment rates for Latino students. These include: increasing exposure to college through tours and fairs, building skills including ACT preparation and financial aid

planning, encouraging mentorship and providing individualized counseling, introducing professions through the world of work tours, and after-school programming using a college readiness curriculum with a culturally responsive emphasis. Latino Achievers invites local Latino professionals to inspire and empower their students by sharing their experiences of being Latino in college and professional settings, both as guest speakers and in one-on-one meetings with students during their annual power lunch. In addition to continued participation with the program, students are encouraged to meet regularly with staff to receive additional support in their college application process. Latino Achievers also offers scholarships for their students, especially those who are ineligible for financial aid due to their residency status.

For the 2017- 2018 academic year the graduation rate for the 51 active Latinx students was 100% compared to the district average of 74% and the national average of 79%. In addition, for the 2010-2011 academic year, 93% of participants graduated high school. Of the 2017-2018 graduates, 98% enrolled in college compared to 38% for the 2010-2011 graduates.

For more information on institutional programs improving Latino student success in higher education, access *Excelencia in Education’s Growing What Works* database at <http://www.edexcelencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

STATE RANKING:

Texas had the **2nd largest Latino population** in the U.S.

K-12 POPULATION:

In Texas, **49%** of the K-12 population was **Latino**.²

POPULATION:

In Texas, **40%** of the population was **Latino**.²

MEDIAN AGE:

The median age of **Hispanics** in Texas was **29**, compared to **42** for **White non-Hispanics**.²



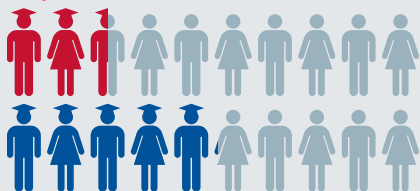
ENROLLMENT:

In Texas, **18%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **21%** of **White non-Hispanics**.²

DEGREE ATTAINMENT:

In Texas, **25%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **51%** of **White non-Hispanic adults**.²

Hispanic Adults = 2.5 of 10



White Adults = 5.1 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in Texas, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	The University of Texas Rio Grande Valley	Public, 4-year	26,402	24,721	94%
2	Lone Star College System	Public, 4-year	49,093	21,610	44%
3	El Paso Community College	Public, 2-year	24,423	20,891	86%
4	South Texas College	Public, 4-year	19,668	18,737	95%
5	Dallas College	Public, 4-year	42,033	18,737	45%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in Texas, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Dallas College	Public, 4-year	9,786	4,456	46%
2	South Texas College	Public, 4-year	3,918	3,771	96%
3	Lone Star College System	Public, 4-year	8,409	3,359	40%
4	El Paso Community College	Public, 2-year	3,457	2,951	85%
5	San Jacinto Community College	Public, 4-year	4,991	2,874	58%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in Texas, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	The University of Texas Rio Grande Valley	Public, 4-year	4,924	4,598	93%
2	The University of Texas at San Antonio	Public, 4-year	6,262	3,672	59%
3	The University of Texas at El Paso	Public, 4-year	3,910	3,251	83%
4	University of Houston	Public, 4-year	8,817	3,136	36%
5	Texas A & M University-College Station	Public, 4-year	13,092	3,063	23%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

Texas Gap in Degree Completion

Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

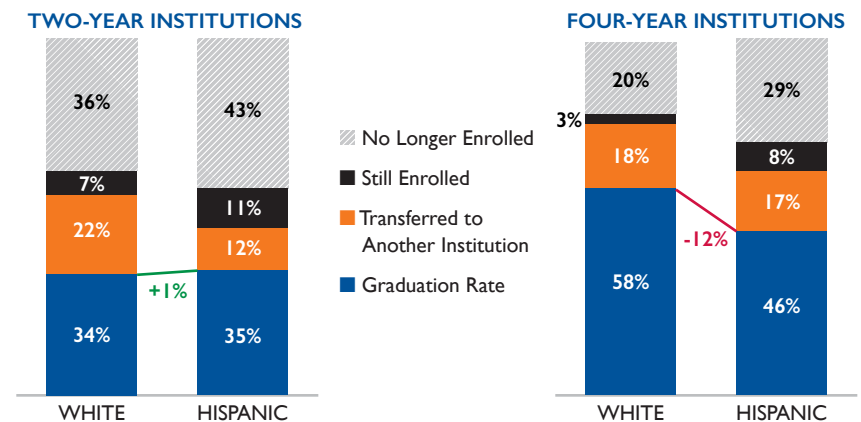
Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.

DEGREE OUTCOMES

At two-year institutions, Hispanics' graduation rate was **1%-point higher** than that of their White non-Hispanic peers in Texas.

At four-year institutions, Hispanics' graduation rate was **12%-points lower** than that of their White non-Hispanic peers in Texas.



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

The mission of the **Master’s Program in Environmental Science** at the University of Texas at San Antonio is to educate, inspire, assist, and prepare students through a comprehensive curriculum, emergent pedagogy, and collaborative research to become scientists and leaders in environmental science. Its goals are: develop students’ science identity and prepare them to be leaders in environmental science; increase graduation rates, thesis completion, and job placement among students; develop written and oral communication skills, teamwork, and leadership skills. Developing the skills above is essential for all students but is most important for our Latino participants. Previous to implementing our intentional mentoring initiatives, Latino participants were challenged by a thesis project, lacked a science identity, and often did not complete the thesis or degree. Initial need analysis occurred in 2015, after recognizing that there were enthusiastic Latino graduate students interested in completing our thesis-track master’s program, but after a few semesters, they switched to the less challenging non-thesis degree. In consultation with employers who hire our students, the faculty understood that the thesis track would be the most beneficial for our students to be competitive in the job market, advance in these

agencies, and become leaders in these agencies. The model tackles imposter syndrome through holistic mentoring, science writing, and public science communication, focusing on developing their science identity, in addition to: developing writing-to-learn pedagogy, experiential learning opportunities, professionalization opportunities designed explicitly for minoritized students, development of a science communication scholar’s program, recruitment of successful minority role-model professionals, and workshops for faculty to specifically address the unique need for mentoring and validation for Latino participants.

The total number of Latino students enrolled in the program has increased from 9 (32%) to 23 (55%) to 32 (60%) over the last three years. Latino student retention increased from 91% (prior to the implementation of the program) to 98% (2017-present; program participants), this was even while the overall program saw a slight decrease for the same time period. Prior to the implementation of the program 33% of the Latino students pursued the thesis option, and after the implementation of the program 45% of the Latino participants completed the thesis-track.

For more information on institutional programs improving Latino student success in higher education, access *Excelencia in Education’s Growing What Works* database at <http://www.edexcelencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

STATE RANKING:

Utah had the **23rd largest Latino population** in the U.S.

K-12 POPULATION:

In Utah, **18%** of the K-12 population was **Latino**.²

POPULATION:

In Utah, **15%** of the population was **Latino**.²

MEDIAN AGE:

The median age of **Hispanics** in Utah was **26**, compared to **33** for **White non-Hispanics**.²



ENROLLMENT:

In Utah, **19%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **27%** of **White non-Hispanics**.²

DEGREE ATTAINMENT:

In Utah, **26%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **50%** of **White non-Hispanic adults**.²

Hispanic Adults = 2.6 of 10



White Adults = 5.0 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in Utah, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Western Governors University	Private not-for-profit, 4-year	107,952	12,955	12%
2	Salt Lake Community College	Public, 2-year	18,373	4,218	23%
3	University of Utah	Public, 4-year	24,850	3,554	14%
4	Utah Valley University	Public, 4-year	27,489	3,429	12%
5	Brigham Young University	Private not-for-profit, 4-year	31,642	2,353	7%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in Utah, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Utah Valley University	Public, 4-year	5,422	584	11%
2	Salt Lake Community College	Public, 2-year	3,184	580	18%
3	Weber State University	Public, 4-year	2,986	287	10%
4	Dixie State University	Public, 4-year	779	95	12%
5	Ensign College	Private not-for-profit, 4-year	437	73	17%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in Utah, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Western Governors University	Private not-for-profit, 4-year	26,612	2,338	9%
2	University of Utah	Public, 4-year	5,027	641	13%
3	Brigham Young University	Private not-for-profit, 4-year	6,685	441	7%
4	Utah Valley University	Public, 4-year	3,975	393	10%
5	Weber State University	Public, 4-year	2,641	258	10%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

Utah Gap in Degree Completion

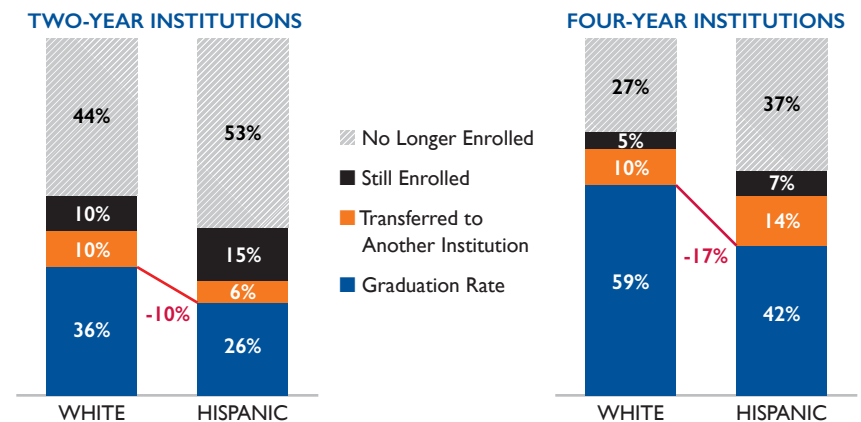
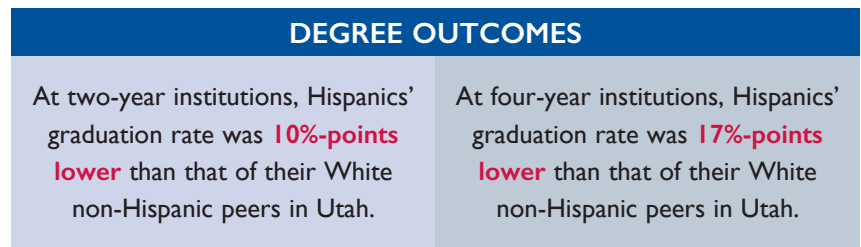
Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

The **Latino Initiative Program** at Utah Valley University (UVU) was established in 2007 to provide access and equitable opportunities for Latino students to enroll and graduate with a college degree. Their goal is to close the achievement gap in Utah by engaging students, parents, educators, and community leaders in dialogues, programs, resources, and services to provide college access and graduation opportunities for Latina/o youth and their families. Additionally, they work towards increasing the number of Latina/o students who enroll in and complete their college education and create and foster K-16 and community partnerships to increase academic opportunities for Latina/o students. The Latino Initiative started in 2007 to fulfill an institutional need to provide access and equitable opportunities to increase the number of Latino students who graduate from Utah Valley University. They have established strong K-16 and community partnerships that have allowed them to work with thousands of students and their families. They provide 14-20 Latino parent open houses in a year, free summer bridge programs for high students where over 850 students have received 5-6 college credits, Latino student conferences, and events where the experiences of Latino students are validated. Their practices

include advocating for services, resources, and Latino student leadership participation. They advocate and influence institutional practices to lower barriers for all Latina/o students, particularly those who are low income, first-generation, and undocumented. Also, through their K-12 collaboration, they have been able to impact many of the school cultures on Latino parental engagement and Latino student academic excellence. One of those examples is the Rising Wolverine award, where they recognize over 112 Latino middle school students during their annual Latin American Celebration dinner, where they host 1,100 students, parents, community members, leaders, faculty, and staff.

UVU has had the largest Latino student population as a four-year higher education institution since 2008. In 2019, the UVU Latino enrollment was 4,911 students which accounted for 12% of student population. In 2019, the UVU Latino graduation headcount was 609 students. The Latino Initiative reaches out to approximately 6,000 - 7,000 Latino students and their parents per year. Since inception, the Latino Initiative has increased Latino student enrollment by 361% and Latino graduation headcount by 425%.

For more information on institutional programs improving Latino student success in higher education, access *Excelencia in Education's Growing What Works* database at <http://www.edexcelencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

STATE RANKING:

Vermont had the **50th largest Latino population** in the U.S.

K-12 POPULATION:

In Vermont, **2%** of the K-12 population was **Latino**.²

POPULATION:

In Vermont, **2%** of the population was **Latino**.²

MEDIAN AGE:

The median age of **Hispanics** in Vermont was **35**, compared to **44** for **White non-Hispanics**.²



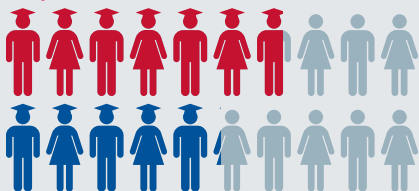
ENROLLMENT:

In Vermont, **42%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **29%** of **White non-Hispanics**.²

DEGREE ATTAINMENT:

In Vermont, **67%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **52%** of **White non-Hispanic adults**.²

Hispanic Adults = 6.7 of 10



White Adults = 5.2 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in Vermont, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	University of Vermont	Public, 4-year	11,081	504	5%
2	Middlebury College	Private not-for-profit, 4-year	2,837	299	11%
3	Norwich University	Private not-for-profit, 4-year	2,924	296	10%
4	Champlain College	Private not-for-profit, 4-year	3,170	262	8%
5	Community College of Vermont	Public, 2-year	3,754	133	4%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in Vermont, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Community College of Vermont	Public, 2-year	416	12	3%
2	Landmark College	Private not-for-profit, 4-year	55	4	7%
3	Northern Vermont University	Public, 4-year	41	3	7%
4	Vermont Technical College	Public, 4-year	278	3	1%
5	Champlain College	Private not-for-profit, 4-year	53	2	4%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in Vermont, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	University of Vermont	Public, 4-year	2,632	109	4%
2	Middlebury College	Private not-for-profit, 4-year	605	64	11%
3	Champlain College	Private not-for-profit, 4-year	762	61	8%
4	Norwich University	Private not-for-profit, 4-year	738	56	8%
5	Saint Michael's College	Private not-for-profit, 4-year	321	22	7%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

Vermont Gap in Degree Completion

Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

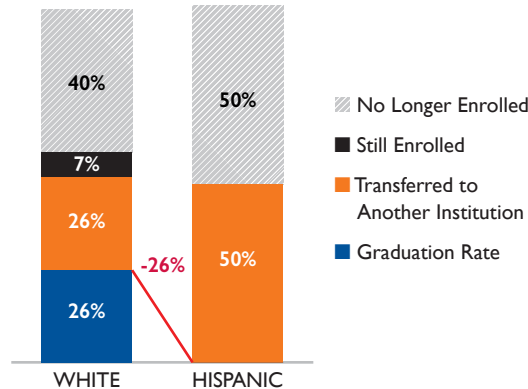
No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.

DEGREE OUTCOMES

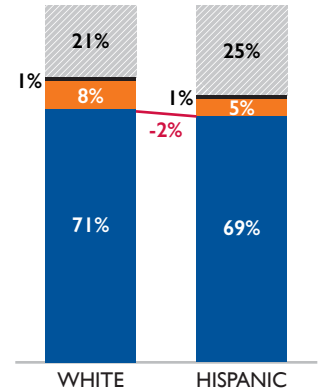
At two-year institutions, Hispanics' graduation rate was **26%-points lower** than that of their White non-Hispanic peers in Vermont.

At four-year institutions, Hispanics' graduation rate was **2%-points lower** than that of their White non-Hispanic peers in Vermont.

TWO-YEAR INSTITUTIONS



FOUR-YEAR INSTITUTIONS



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

The Percy Ellis Sutton Search for Education, Elevation, and Knowledge (SEEK) Program at Lehman College is an educational opportunity program of the City University of New York. The SEEK program targets students who have demonstrated motivation and potential for college success but do not meet traditional admissions requirements and need academic and financial assistance to succeed in college. Beyond providing a means for these students to enter a CUNY senior college, a prospect not otherwise available to students with their academic and economic profiles, SEEK delivers an array of essential support services to help them complete in a competitive educational environment. Services include counseling, advisement, supplemental instruction, and tutoring focused on student persistence/retention, academic performance, and graduation and fostering the non-cognitive skills and attributes needed for college and career success. The overall mission of SEEK is to provide access to higher education to historically underserved students to increase their level of education, social capital, and workforce preparedness. SEEK fulfills its mission by providing a range of specialized support and enrichment programs and activities dedicated to encouraging SEEK student learning, performance,

persistence, and graduation. SEEK at Lehman College aims to contribute to closing the New York equity gap in college completion rates by increasing its retention and graduation rates and ensuring that students make timely progress toward degree completion. Over the last eight years, the SEEK Program at Lehman College has implemented several strategies that they believe have contributed to improved outcomes in retention, performance, graduation, and other areas.

The SEEK program supports about 855 full-time undergraduates and enrolls 225 freshmen each year; 73% are Latino. There was a 21% increase in the first-year retention rate of Latino students from 2007 to 2012, from 67% to 88% and a 29% increase in second-year retention rates of Latinos over the same period. The average cumulative GPA for 2007 entering cohort was 2.46, and the average cumulative GPA for the 2013 cohort was 2.97. SEEK's six-year graduation rate for Latinos increased from 29% (cohort 2007) to 43% (cohort 2008). One program component, Reaching into the Science Experience (RISE) initiative, targeted students interested in STEM and health careers by providing them with science-focused supplemental academic support services, including year-round science preparation workshops.

For more information on institutional programs improving Latino student success in higher education, access *Excelencia in Education's Growing What Works* database at <http://www.edexcelencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

STATE RANKING:

Virginia had the **16th largest Latino population** in the U.S.

K-12 POPULATION:

In Virginia, **15%** of the K-12 population was **Latino**.²

POPULATION:

In Virginia, **10%** of the population was **Latino**.²

MEDIAN AGE:

The median age of **Hispanics** in Virginia was **29**, compared to **42** for **White non-Hispanics**.²



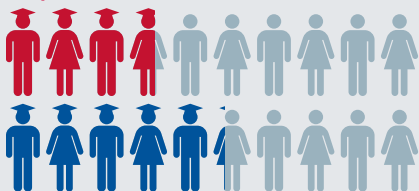
ENROLLMENT:

In Virginia, **22%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **24%** of **White non-Hispanics**.²

DEGREE ATTAINMENT:

In Virginia, **36%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **53%** of **White non-Hispanic adults**.²

Hispanic Adults = 3.6 of 10



White Adults = 5.3 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in Virginia, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Northern Virginia Community College	Public, 2-year	32,902	8,757	27%
2	George Mason University	Public, 4-year	26,339	4,354	17%
3	Liberty University	Private not-for-profit, 4-year	47,179	3,436	7%
4	Virginia Polytechnic Institute and State University	Public, 4-year	29,699	2,556	9%
5	Virginia Commonwealth University	Public, 4-year	20,918	2,307	11%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in Virginia, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Northern Virginia Community College	Public, 2-year	5,860	1,354	23%
2	ECPI University	Private for-profit, 4-year	2,046	249	12%
3	Tidewater Community College	Public, 2-year	2,384	199	8%
4	Germanna Community College	Public, 2-year	986	130	13%
5	Brightpoint Community College	Public, 2-year	978	123	13%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in Virginia, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	George Mason University	Public, 4-year	6,236	956	15%
2	Liberty University	Private not-for-profit, 4-year	10,300	590	6%
3	Virginia Commonwealth University	Public, 4-year	5,155	538	10%
4	Virginia Polytechnic Institute and State University	Public, 4-year	6,943	471	7%
5	James Madison University	Public, 4-year	4,797	328	7%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

Virginia Gap in Degree Completion

Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

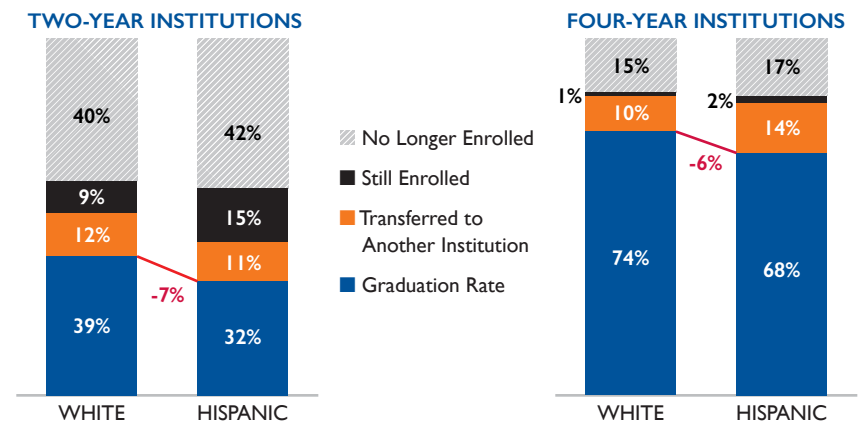
Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.

DEGREE OUTCOMES

At two-year institutions, Hispanics’ graduation rate was **7%-points lower** than that of their White non-Hispanic peers in Virginia.

At four-year institutions, Hispanics’ graduation rate was **6%-points lower** than that of their White non-Hispanic peers in Virginia.



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

Bilingual Undergraduate Studies for Collegiate Advancement (BUSCA), an Associate of Arts degree program at La Salle University, offers Hispanic students a unique opportunity to transform their lives and their futures. BUSCA helps students by developing their foundational knowledge, improving their academic and language skills, deepening their intellectual curiosity, and increasing their self-confidence. BUSCA provides bilingual support services to help students through every stage of their education, from the time they are applicants through their graduation from their bachelor’s degrees at La Salle University. The students in BUSCA take courses in a shelter-immersion environment to improve their academic English and

Spanish in the hopes that they are able to speak, listen, read, and write proficiently and professionally in both languages.

BUSCA continues to educate the next generation of Philadelphia Latino leaders successfully: 375 students have earned their associate’s degrees; many have gone on to earn their bachelor’s degrees here (88) and at other institutions. Six students have earned master’s degrees from La Salle University. In January 2014, 49 students graduated from BUSCA. Of that group, 75% immediately enrolled in a bachelor’s degree program. For the past five years, BUSCA’s graduation rate has been above 50%; for the past two years, it was over 60%.

For more information on institutional programs improving Latino student success in higher education, access *Excelencia* in Education’s Growing What Works database at <http://www.edexcelencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

STATE RANKING:

Washington had the **13th largest Latino population** in the U.S.

K-12 POPULATION:

In Washington, **22%** of the K-12 population was **Latino**.²

POPULATION:

In Washington, **14%** of the population was **Latino**.²

MEDIAN AGE:

The median age of **Hispanics** in Washington was **26**, compared to **43** for **White non-Hispanics**.²



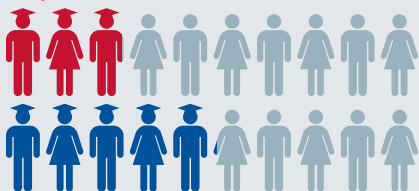
ENROLLMENT:

In Washington, **18%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **18%** of **White non-Hispanics**.²

DEGREE ATTAINMENT:

In Washington, **28%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **51%** of **White non-Hispanic adults**.²

Hispanic Adults = 2.8 of 10



White Adults = 5.1 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in Washington, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Washington State University	Public, 4-year	23,966	3,843	16%
2	University of Washington-Seattle Campus	Public, 4-year	31,367	2,949	9%
3	Columbia Basin College	Public, 4-year	5,301	2,403	45%
4	Central Washington University	Public, 4-year	9,508	1,752	18%
5	Yakima Valley College	Public, 4-year	2,761	1,588	58%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in Washington, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Columbia Basin College	Public, 4-year	1,364	587	43%
2	Yakima Valley College	Public, 4-year	783	435	56%
3	Pierce College District	Public, 4-year	1,576	240	15%
4	Wenatchee Valley College	Public, 4-year	643	236	37%
5	Bellevue College	Public, 4-year	2,211	214	10%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in Washington, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Washington State University	Public, 4-year	6,157	924	15%
2	University of Washington-Seattle Campus	Public, 4-year	8,100	685	8%
3	Central Washington University	Public, 4-year	2,756	456	17%
4	Western Washington University	Public, 4-year	3,427	350	10%
5	Eastern Washington University	Public, 4-year	2,191	334	15%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

Washington Gap in Degree Completion

Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

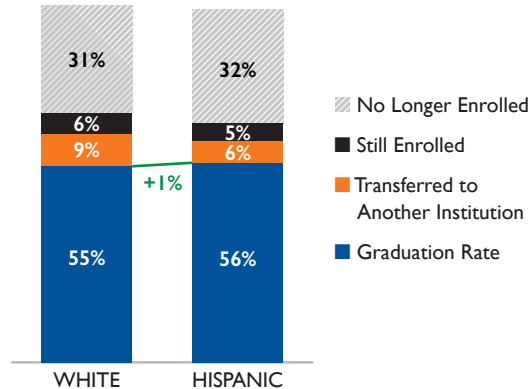
No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.

DEGREE OUTCOMES

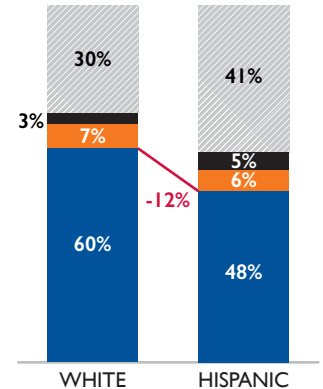
At two-year institutions, Hispanics' graduation rate was **1%-point higher** than that of their White non-Hispanic peers in Washington.

At four-year institutions, Hispanics' graduation rate was **12%-points lower** than that of their White non-Hispanic peers in Washington.

TWO-YEAR INSTITUTIONS



FOUR-YEAR INSTITUTIONS



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

Washington State University’s **College Assistance Migrant Program (CAMP)**’s mission is to improve the lives of migrant or seasonal farmworkers (MSFW) and their families through higher education attainment. CAMP’s claim is that qualified and motivated MSFW students, who participate in WСУ CAMP and actively seek opportunities to engage with the university community will successfully complete their freshman year (24 credits) and be retained as they continue to their sophomore year. Additionally, students receive non-monetary support from CAMP staff during the entirety of their academic careers to reach the ultimate goal of graduation. In 2006, Latinx undergraduate enrollment at WСУ was at about 1000 of 19,000 students - about 5% of the student body. This low number of Latinx students prompted the university to strategically provide programming which targeted Latinx student success. CAMP was part of this strategy. CAMP is housed within Student Affairs with the intent to easily connect students to other service departments. WСУ CAMP has evolved to include priority registration for classes, personalized academic coaching, a Spanish

language parent-centric orientation, collaboration with other institutions, departments, and constituents for a regional leadership conference, a weekend personal development retreat, the inclusion of a career development course, and increased financial assistance (\$1000 stipend).

Students participating in CAMP are more likely to graduate compared to the control group, Latinx students not participating in CAMP, and the general student population at WСУ. WСУ CAMP has averaged 90% first-year completion of 24 credits, and 98% retention Fall-to-Fall for freshmen completing 24 credits over the past ten (10) years. This performance is significant compared to WСУ’s general New Freshmen Full-Time Student Fall-to-Fall retention rate of 79%, and all other Fall-to-Fall full-time, minority, low income, and first-generation students of 75%. The WСУ CAMP Graduation Rate for 4 - 6 years is 13% higher than the general WСУ population, 16% higher than the control group made up of migrant or seasonal farm working qualified students, and 19% higher than the general Latinx student population.

For more information on institutional programs improving Latino student success in higher education, access *Excelencia in Education’s Growing What Works* database at <http://www.edexcelencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

STATE RANKING:

West Virginia had the **48th largest Latino population** in the U.S.

K-12 POPULATION:

In West Virginia, **3%** of the K-12 population was **Latino**.²

POPULATION:

In West Virginia, **2%** of the population was **Latino**.²

MEDIAN AGE:

The median age of **Hispanics** in West Virginia was **27**, compared to **44** for **White non-Hispanics**.²



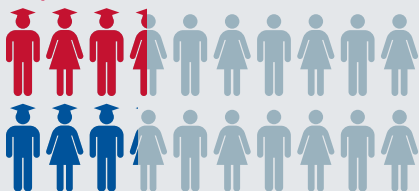
ENROLLMENT:

In West Virginia, **27%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **19%** of **White non-Hispanics**.²

DEGREE ATTAINMENT:

In West Virginia, **34%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **32%** of **White non-Hispanic adults**.²

Hispanic Adults = 3.4 of 10



White Adults = 3.2 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in West Virginia, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	American Public University System	Private for-profit, 4-year	37,245	6,407	17%
2	West Virginia University	Public, 4-year	18,878	792	4%
3	Martinsburg College	Private for-profit, 2-year	2,061	327	16%
4	Shepherd University	Public, 4-year	2,299	173	8%
5	Marshall University	Public, 4-year	7,175	169	2%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in West Virginia, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	American Public University System	Private for-profit, 4-year	3,409	585	17%
2	Blue Ridge Community and Technical College	Public, 2-year	347	25	7%
3	BridgeValley Community & Technical College	Public, 2-year	319	7	2%
4	Martinsburg College	Private for-profit, 2-year	51	5	10%
5	Salem University	Private for-profit, 4-year	71	5	7%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in West Virginia, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	American Public University System	Private for-profit, 4-year	7,002	897	13%
2	West Virginia University	Public, 4-year	4,396	167	4%
3	Marshall University	Public, 4-year	1,440	35	2%
4	University of Charleston	Private not-for-profit, 4-year	588	33	6%
5	Shepherd University	Public, 4-year	556	29	5%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

West Virginia Gap in Degree Completion

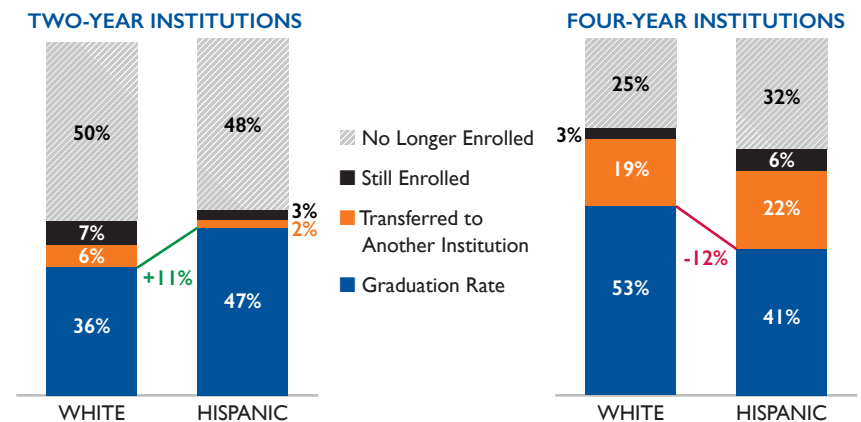
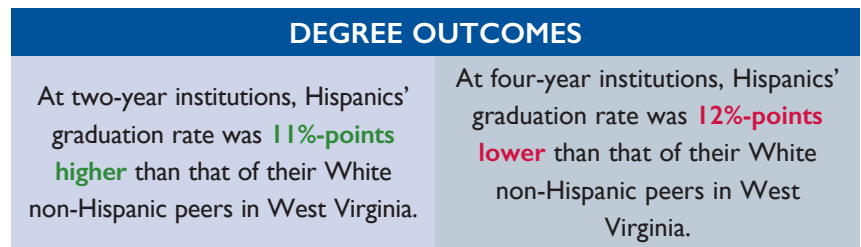
Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

The **Noble College Access and Success Program** facilitates Latino high school students' transition to college during grades 9 to 12 to encourage college matriculation and college completion. The Noble College Access and Success Program seeks to maximize the number of Chicago students who matriculate to college and persist through to their degree by making the transition from high school to college seamless for students. Established in 2003, the Noble College Access and Success Program emerged out of the need to support the Noble Network of Charter Schools' Class of 2003 who graduated from high school and enrolled in college. The Noble College Access and Success Program offers Noble Network of Charter Schools students in grades 9 to 11 the opportunity to participate in college summer programs and embark on college visits. When students become seniors in high school, they are encouraged to enroll in a year-long College Seminar course led by a team of college counselors. During this course, students apply

to college, complete scholarship applications, file for financial aid, and make their college selection. To encourage students to pursue higher education at an institution that is the best fit for them, Noble uses their tool, the College Bot. The College Bot inputs student demographic and academic performance data, including an analysis of graduation rates for underrepresented students at colleges, ensuring that Noble students who identify as Latinx attend a college equipped to meet their needs. With this information, the Bot provides each student a customized list of safety, match, and reach schools.

Of Latino program participants from the Class of 2019, 90% enrolled directly into college. On average, 89% of program participants matriculate. Of Latino program participants from the Class of 2019, 95% were admitted to at least one four-year college. On average, participants received more than six college acceptance offers each.

For more information on institutional programs improving Latino student success in higher education, access *Excelencia in Education's Growing What Works* database at <http://www.edexcelencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

STATE RANKING:

Wisconsin had the **25th largest Latino population** in the U.S.

K-12 POPULATION:

In Wisconsin, **13%** of the K-12 population was **Latino**.²

POPULATION:

In Wisconsin, **7%** of the population was **Latino**.²

MEDIAN AGE:

The median age of **Hispanics** in Wisconsin was **26**, compared to **44** for **White non-Hispanics**.²



ENROLLMENT:

In Wisconsin, **18%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **23%** of **White non-Hispanics**.²

DEGREE ATTAINMENT:

In Wisconsin, **24%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **46%** of **White non-Hispanic adults**.²

Hispanic Adults = 2.4 of 10



White Adults = 4.6 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in Wisconsin, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	University of Wisconsin-Milwaukee	Public, 4-year	18,322	2,532	14%
2	University of Wisconsin-Madison	Public, 4-year	33,506	2,266	7%
3	Milwaukee Area Technical College	Public, 2-year	11,010	2,057	19%
4	Marquette University	Private not-for-profit, 4-year	7,466	1,162	16%
5	Madison Area Technical College	Public, 4-year	8,536	1,120	13%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in Wisconsin, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Milwaukee Area Technical College	Public, 2-year	1,239	191	15%
2	Gateway Technical College	Public, 2-year	719	144	20%
3	Madison Area Technical College	Public, 4-year	1,445	114	8%
4	Northeast Wisconsin Technical College	Public, 2-year	937	66	7%
5	Fox Valley Technical College	Public, 2-year	912	40	4%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in Wisconsin, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	University of Wisconsin-Madison	Public, 4-year	7,743	417	5%
2	University of Wisconsin-Milwaukee	Public, 4-year	3,711	404	11%
3	Marquette University	Private not-for-profit, 4-year	1,905	257	13%
4	University of Wisconsin-Whitewater	Public, 4-year	2,145	141	7%
5	University of Wisconsin-Parkside	Public, 4-year	652	126	19%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

Wisconsin Gap in Degree Completion

Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

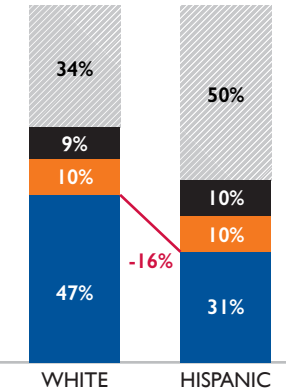
No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.

DEGREE OUTCOMES

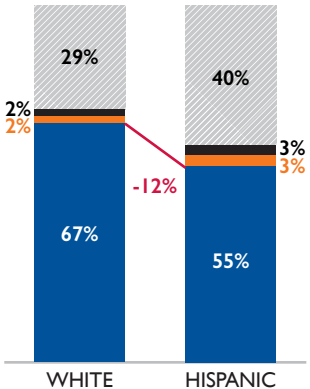
At two-year institutions, Hispanics’ graduation rate was **16%-points lower** than that of their White non-Hispanic peers in Wisconsin.

At four-year institutions, Hispanics’ graduation rate was **12%-points lower** than that of their White non-Hispanic peers in Wisconsin.

TWO-YEAR INSTITUTIONS



FOUR-YEAR INSTITUTIONS



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for *Examples of Excelencia*.

The Inter-University Program for Latino Research and the University of Illinois-Chicago **IUPLR/UIC Mellon Fellows Program** is a Ph.D. dissertation completion fellowship that mentors, supports, and professionalizes an annual national cohort of humanities-based doctoral candidates specializing in Latino Studies. Its mission is to strengthen the field of Latino Studies by building a growing network of early-career academics, researchers, and professionals. The IUPLR/UIC Mellon Fellows Program began as an initiative to increase the number of Latino scholars and advance dissertations and research in Latino Studies. Through a multi-faceted approach, the program has accelerated fellows’ time to degree completion, prepared them professionally, expanded their networks, and equipped them with long-term research and writing strategies. The program is organized around four guiding practices: 1) financial support; 2) creating a supportive environment through mentoring, cohorts, and structure; 3) writing support; and 4) professionalization. In addition to the monetary award, cohorts benefit from a supportive network of

staff, mentors, and alumni. The writing program offers the structure, accountability, and encouragement needed to become more confident and productive writers who can balance the demands of an academic career. We prepare the fellows for the job market through a series of workshops and ongoing consulting through the job market season.

Almost all of the program participants are Latinos. In all cases, the program shortened the time to degree by helping doctoral candidates maintain a dissertation writing schedule. As of 2021, 95% of program alumni have graduated with their PhDs; the remaining two doctoral candidates are set to defend their dissertations this year. As of 2021, the doctoral candidates have a 0% attrition rate which is attributed in large part to their participation in the program. Approximately 77% of fellows have full-time work, which is significantly higher than the 59% average. The most recent cohort (not in these calculations) has already received two tenure-track offers.

For more information on institutional programs improving Latino student success in higher education, access *Excelencia in Education’s Growing What Works* database at <http://www.edexcelencia.org/growing-what-works>

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

FAST FACTS

STATE RANKING:

Wyoming had the **42nd largest Latino population** in the U.S.

K-12 POPULATION:

In Wyoming, **15%** of the K-12 population was **Latino**.²

POPULATION:

In Wyoming, **11%** of the population was **Latino**.²

MEDIAN AGE:

The median age of **Hispanics** in Wyoming was **27**, compared to **41** for **White non-Hispanics**.²



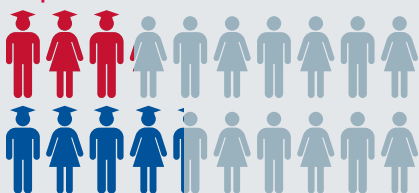
ENROLLMENT:

In Wyoming, **28%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **18%** of **White non-Hispanics**.²

DEGREE ATTAINMENT:

In Wyoming, **31%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **43%** of **White non-Hispanic adults**.²

Hispanic Adults = 3.1 of 10



White Adults = 4.3 of 10

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in Wyoming, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	University of Wyoming	Public, 4-year	8,700	657	8%
2	Laramie County Community College	Public, 4-year	2,489	415	17%
3	Western Wyoming Community College	Public, 4-year	1,394	218	16%
4	Casper College	Public, 2-year	2,358	211	9%
5	WyoTech	Private for-profit, 2-year	742	139	19%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in Wyoming, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Laramie County Community College	Public, 4-year	497	65	13%
2	Northern Wyoming Community College District	Public, 2-year	505	45	9%
3	Casper College	Public, 2-year	520	42	8%
4	Western Wyoming Community College	Public, 4-year	248	36	15%
5	Central Wyoming College	Public, 4-year	209	25	12%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in Wyoming, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	University of Wyoming	Public, 4-year	2,120	132	6%
2	–	–	–	–	–
3	–	–	–	–	–
4	–	–	–	–	–
5	–	–	–	–	–

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

Wyoming Gap in Degree Completion

Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution and did not complete a degree.

Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

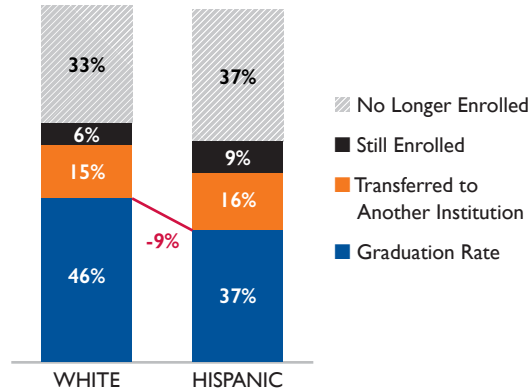
No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.

DEGREE OUTCOMES

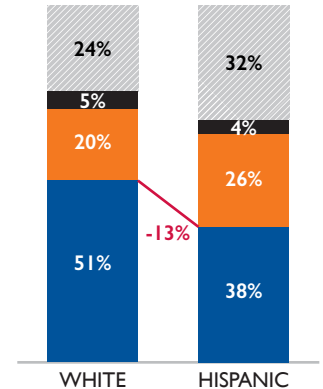
At two-year institutions, Hispanics’ graduation rate was **9%-points lower** than that of their White non-Hispanic peers in Wyoming.

At four-year institutions, Hispanics’ graduation rate was **13%-points lower** than that of their White non-Hispanic peers in Wyoming.

TWO-YEAR INSTITUTIONS



FOUR-YEAR INSTITUTIONS



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

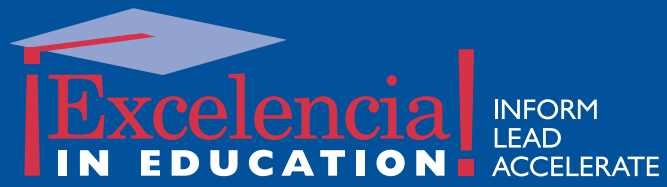
There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

The **Joaquin Bustoz Math-Science Honors Program (JBMSHP)** at Arizona State University is an intense academic program that provides motivated high school students the opportunity to begin university mathematics studies before graduating high school. JBMSHP aims to increase the number of underrepresented students in the mathematics/science fields and increase college access for underrepresented students. JBMSHP offers participants a summer residential mathematics program for motivated high school students interested in academic careers requiring mathematics, science, or engineering-based coursework. Students join a community of peers with similar interests and interact with dedicated and experienced faculty and staff who closely monitor student progress. Participants live on the Arizona State University (ASU) Tempe campus while enrolled in a university-level mathematics course for college credit

and conduct research to present at a poster symposium. Tutoring is also available for students as they participate in the program. Tuition, room and board, textbooks, and classroom expenses are provided for participants. JBMSHP creates an environment where students can focus on their studies, develop a strong academic work ethic, and become familiar with the university environment, resources, and faculty.

Of all program alumni since 1985, 58% are Hispanic. As of 2020, 72% of all JBMSHP alumni have graduated with an undergraduate or graduate degree. This is a 2% increase from 2016. At ASU, JBMSHP alumni also earn higher grade point averages than their non-JBMSHP counterparts. Fifty-two percent (52%) of all JBMSHP alumni degrees earned were Hispanic. From inception until 2017, 178 JBMSHP alumni have earned a graduate degree.

For more information on institutional programs improving Latino student success in higher education, access *Excelencia in Education’s Growing What Works* database at <http://www.edexcelencia.org/growing-what-works>



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