

LATINO COLLEGE COMPLETION: DELAWARE – 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:

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.

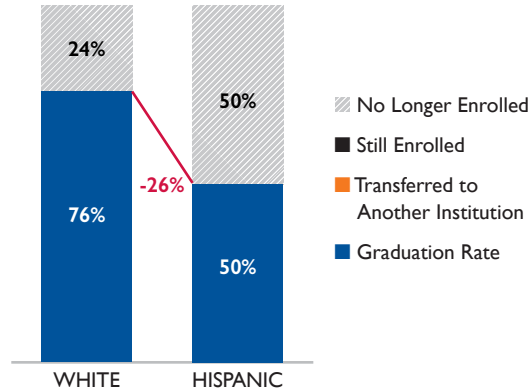
No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.

DEGREE OUTCOMES

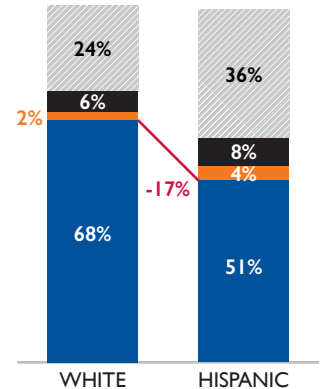
At two-year institutions, Hispanics’ graduation rate was **26%-points lower** than that of their White non-Hispanic peers in Delaware.

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>