

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.

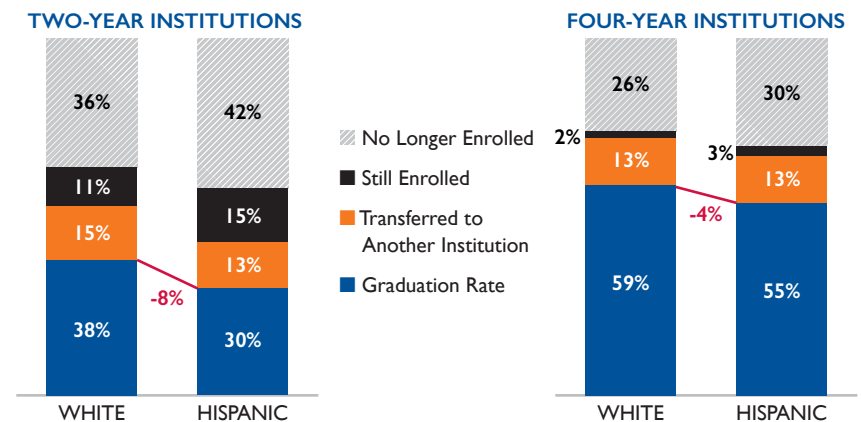
Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

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>