

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.

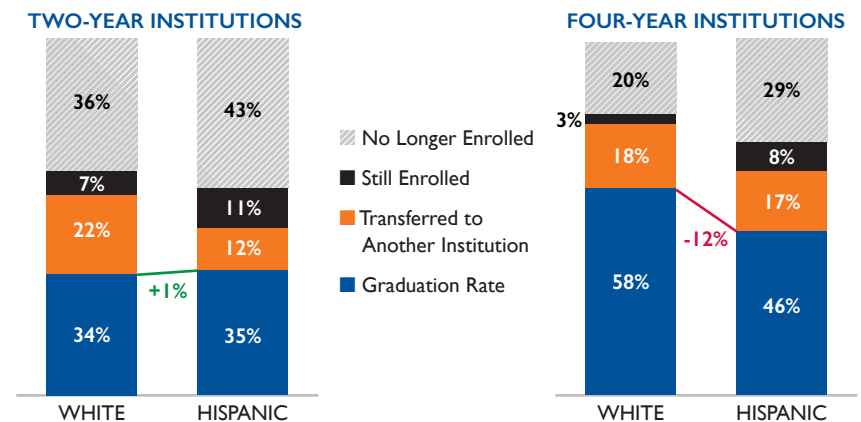
Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

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>