

2010

ENSURING AMERICA'S FUTURE:

Benchmarking Latino College Completion to Meet National Goals: 2010 to 2020



ENSURING AMERICA'S FUTURE
BY INCREASING LATINO
COLLEGE COMPLETION

PRODUCED IN PARTNERSHIP WITH THE NATIONAL CENTER FOR PUBLIC POLICY AND HIGHER EDUCATION

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A PDF version is available on the web at www.EdExcelencia.org/EAF/full

ACKNOWLEDGMENTS

This guide was developed with the support of the Bill and Melinda Gates Foundation.

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The opinions expressed in this report are those of the authors and do not necessarily represent the views of the Bill & Melinda Gates Foundation, its officers or employees.



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BENCHMARKING A NATIONAL COLLEGE COMPLETION GOAL

“We will provide the support necessary for you to complete college and meet a new goal: by 2020, America will once again have the highest proportion of college graduates in the world.”

— PRESIDENT BARACK OBAMA, FEBRUARY 24, 2009

In 2009, President Obama set an ambitious goal for the U.S. to become the top ranked country in the world in college degree attainment by 2020.¹ Currently, Canada is the world leader in educational attainment. If one makes a conservative assumption that the next cohort of young adults in Canada will be at least as educated as the current cohort, the college attainment rate of 25 to 64 year-olds in Canada will be 50.8 percent by the year 2020.

In the U.S., currently 39 percent of all adults ages 25 to 64 have earned an associate degree or higher. It is reasonable to estimate that the U.S. will gain some ground in degree attainment by 2020 if one accounts for: 1) the population growth; 2) the number of 25 to 52 year-olds with a college degree; 3) the net migration of degree-holders experienced in the U.S.; and, 4) the accumulation of degrees produced at the current completion rate through to 2020. It is esti-

mated these factors would result in a college attainment rate of 44 percent for the U.S. by 2020— leaving a gap of nearly 7 percent with Canada.

In 2008, the U.S. produced 2.3 million associate’s and bachelor’s degrees. To reach 51 percent college degree attainment and become the world leader, the U.S. will need to produce an additional 13.3 million degrees by 2020.

WHY FOCUS ON LATINOS?



While all groups will have to increase college degree attainment to meet President Obama’s college completion goals, increasing Latino educational attainment is crucial because their educational attainment is lower than other groups (only 19 percent of Latino adults have earned an associate or higher) and the Latino population is rapidly expanding. By 2020, Latinos are projected to represent about 20 percent of the 18-64 year-old U.S. population, compared to 15 percent in 2008. The young Latino population is projected to grow even more rapidly; by 2020 Latinos are projected to represent close to 25 percent of the U.S. 18-29 year-old population, up from 18 percent in 2008. In addition, economically competitive jobs in the U.S. will require education beyond a high school degree. Since Latinos will make up a greater percent of the U.S. population by 2020, increasing Latino college completion is critical for the U.S. to meet its future societal and workforce needs.

¹ Recently, the Obama Administration revised its national degree completion goal to only compare the completion of the population 25-34 years of age in the international rankings.



ABOUT THIS BENCHMARKING GUIDE

This benchmarking guide is not a substitute for more detailed and common metrics developed by other leading national organizations, such as the National Governor's Association, Complete College America, and the College Board. The common set of metrics these organizations have shared are important in guiding both statewide and national efforts to increase college completion.

This benchmarking guide provides a clear framework and public baseline for tracking our nation's college degree completion goal disaggregated by race/ethnicity, and focused on Latino students. This guide includes some of the aforementioned common metrics, and also provides additional ways to consider the progress of college completion. Our framework includes two sets of metrics using existing data: 1) projections of degree completion needs, and 2) analysis of current equity

gaps in degree completion. The guide also includes contextual information about Latinos in the educational pipeline and the equity gap between Latinos and whites in achievement by state.

The analysis in this benchmarking guide assumes racial/ethnic gaps in degree attainment must be eliminated to meet the 2020 goal. If the current racial/ethnic gaps remain, whites and Asians would need to nearly double their college attainment rates by 2020 in order to meet the Obama Administration's attainment goal. Given the current attainment levels of both whites and Asians compared to other groups, it is highly improbable that they alone can increase attainment sufficiently to meet the national goal. These data strongly suggest that the gap between the U.S. and leading countries cannot be closed without closing the racial/ethnic gaps in degree attainment.

NEXT STEPS

Bringing attention to the national college completion goals, projecting degrees needed per year, and disaggregating these projections by race/ethnicity are all tools to inform policy and practice. Therefore, *Excelencia* in Education intends to release, on an annual basis, a more succinct update on the national progress towards college degree completion

goals from 2010 to 2020. To compliment this data tracking, *Excelencia* in Education will also work with other organizations to determine what we are doing, and still need to do, in policy and practice to meet our national goals. The anticipated result will be a roadmap of policies and practices that can help the nation reach its college completion goals.

PROJECTED DEGREE COMPLETION OF 25-64 YEAR-OLDS

The first set of metrics to benchmark college completion includes three measures disaggregated by race/ethnicity and projected from 2010 to 2020: 1) additional degrees; 2) total degrees; and, 3) college attainment rates.

Additional degrees per year needed to meet 2020 Goal (25-64 year-olds)

According to these projections, the U.S. will need to produce an additional 13.4 million degrees by 2020 in order to meet our national degree completion goal to lead international rankings. For Latinos, de-

gree attainment will have to increase an additional 3.3 million by 2020 to contribute to this national goal. The increase in Latino degrees would represent close to 25 percent of all additional degrees earned.

Additional college degrees needed annually to meet 2020 goal by race/ethnicity						
Year	White	Black	Latino	Native American	Asian/Pacific Islander	U.S. Total
2010	118,005	27,703	42,317	1,402	10,551	199,978
2011	234,419	56,014	86,734	2,815	21,399	401,381
2012	342,579	84,545	133,277	4,200	32,391	596,992
2013	451,032	113,679	182,198	5,612	43,735	796,256
2014	560,783	143,545	233,641	7,053	55,413	1,000,436
2015	670,247	174,163	287,854	8,517	67,337	1,208,117
2016	778,870	205,402	344,980	9,987	79,824	1,419,063
2017	883,541	237,003	404,799	11,449	92,736	1,629,528
2018	984,863	268,739	467,122	12,865	105,904	1,839,493
2019	1,082,688	300,110	531,720	14,228	119,428	2,048,174
2020	1,176,513	330,783	598,521	15,533	133,195	2,254,545
TOTAL	7,283,540	1,941,686	3,313,163	93,661	761,913	13,393,963

Total degrees needed per year to meet 2020 goal (25-64 year-olds)

Another measure of degrees is the total number of degrees awarded, not just those degrees over the current projections. Latinos' projected contribu-

tion to the national goal would result in 5.5 million total degrees in 2020.

Total college degrees needed annually to meet 2020 goal, by race/ethnicity						
Year	White	Black	Latino	Native American	Asian/Pacific Islander	U.S. Total
2010	1,636,580	259,150	242,418	20,426	148,727	2,307,301
2011	1,752,994	287,461	286,835	21,839	159,575	2,508,704
2012	1,861,154	315,992	333,378	23,224	170,567	2,704,315
2013	1,969,607	345,126	382,299	24,636	181,911	2,903,579
2014	2,079,358	374,992	433,742	26,077	193,589	3,107,759
2015	2,188,822	405,610	487,955	27,541	205,513	3,315,440
2016	2,297,445	436,849	545,081	29,011	218,000	3,526,386
2017	2,402,116	468,450	604,900	30,473	230,912	3,736,851
2018	2,503,438	500,186	667,223	31,889	244,080	3,946,816
2019	2,601,263	531,557	731,821	33,252	257,604	4,155,497
2020	2,695,088	562,230	798,622	34,557	271,371	4,361,868
Total	23,987,865	4,487,603	5,514,274	302,925	2,281,849	36,574,516

Total college degree attainment rates per 1,000 population needed to meet 2020 goal

Calculating degree attainment by a portion of the population provides a measure with more scale. With consistent progress each year, and assuming the closing of the attainment gap between racial/ethnic groups, the U.S. would need to produce 25.5 degrees per 1,000 of the population ages 25

to 64 to meet the Obama Administration's degree attainment goal by 2020. As part of this projection, the current attainment rate of 10.4 degrees per 1,000 of the 25-64 year old population for Latinos in the U.S. would have to increase to 25.5 degrees per 1,000 by 2020.

Total college degree attainment rates per 1,000 population needed to meet 2020 goal						
Year	White	Black	Latino	Native American	Asian/Pacific Islander	U.S. Total
2010	15.1	13.3	10.4	16.8	17.9	15.4
2011	16.1	14.5	11.9	17.7	18.6	16.4
2012	17.2	15.7	13.4	18.5	19.4	17.4
2013	18.2	16.9	14.9	19.4	20.2	18.4
2014	19.2	18.2	16.4	20.3	20.9	19.4
2015	20.3	19.4	17.9	21.2	21.7	20.4
2016	21.3	20.6	19.5	22.0	22.5	21.5
2017	22.4	21.8	21.0	22.9	23.2	22.5
2018	23.4	23.1	22.5	23.8	24.0	23.5
2019	24.5	24.3	24.0	24.6	24.7	24.5
2020	25.5	25.5	25.5	25.5	25.5	25.5

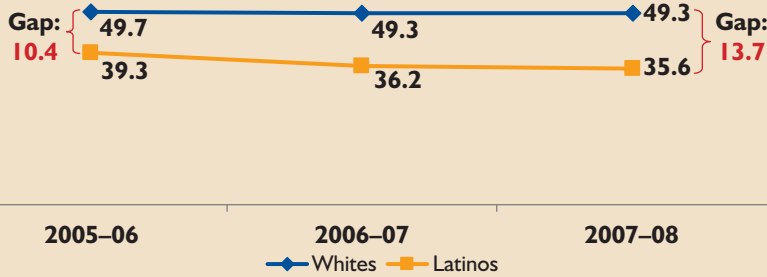


CURRENT EQUITY GAPS IN DEGREE COMPLETION

The second set of metrics to benchmark college completion to meet the 2020 goal includes three measures of current equity in degree completion disaggregated by race/ethnicity. Alone, none of these metrics capture the entire “story” of equity in college

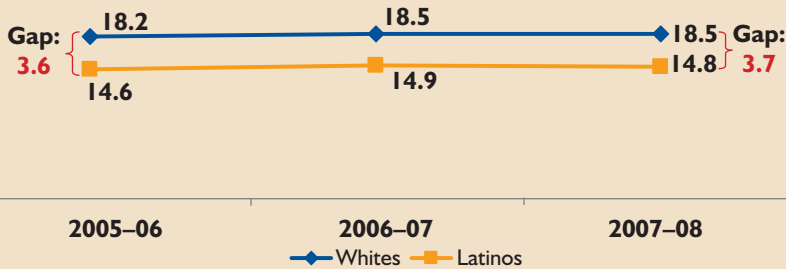
completion. However, in combination, they provide a useful picture. These measures use public data from the most recent three years (2005-2008): 1) graduation rates; 2) degrees per full-time equivalent; and, 3) degrees per 1,000 population with no degree.

Total Graduation Within 150% of Program Time



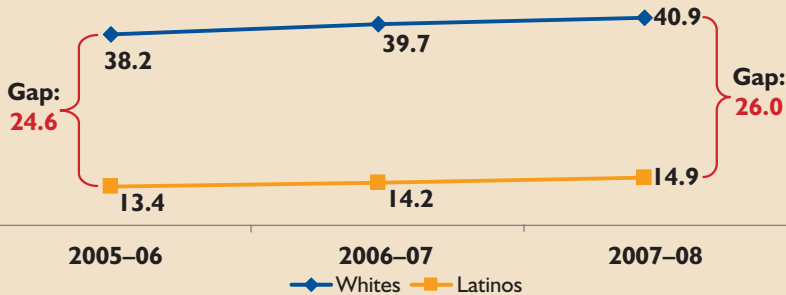
Sources: NCES, IPEDS, 2006-2008; U.S. Census Bureau, American Community Survey, Public Use Microdata Sample, 2006-2008.

Total Undergraduate Credentials Awarded per 100 Full-Time Equivalent (FTE) Students – All Colleges



Sources: NCES, IPEDS, 2006-2008; U.S. Census Bureau, American Community Survey, Public Use Microdata Sample, 2006-2008.

Total Undergraduate Credentials Awarded per 1,000 Adults with No College Degree (Aged 18 to 44)



Sources: NCES, IPEDS, 2006-2008; U.S. Census Bureau, American Community Survey, Public Use Microdata Sample, 2006-2008.

Graduation rates

Graduation rates are computed as the number of first-time, full-time freshman who complete a degree, either an associate’s or bachelor’s, within 150 percent of program time (six years for a bachelor’s degree and three years for an associate’s degree). This is a generally accepted metric but only presents the picture of a limited number of students in college today. For example, this metric does not include part-time or transfer students. However, it provides a snapshot of traditional students enrolling in traditional pathways.

In 2005-06, the gap in degree attainment between Latino and white cohorts of first-time, full-time students was 10 percent. Below, the graphic shows that in 2007-08, the gap in degree attainment by the same cohort had grown and was almost 14 percent.

Credentials per 100 FTE

The number of certificates, degrees and diplomas awarded per 100 full-time equivalent students (FTEs) gauges the degrees awarded relative to the number of students enrolled. The amount of degrees awarded is divided by 100 FTEs; part-time students are aggregated to the full-time count of students to determine the combined metric.

In 2005-06, the gap in degree attainment between the Latino and white cohorts per 100 FTEs was about four percent. Below, the graphic shows that in 2007-08, the gap in degree attainment by the same cohort did not change dramatically—the gap was still about four percent.

Credentials per 1,000 adults with no college degree

The number of degrees produced per 1,000 residents with no degree measures the credentials earned relative to the population in need.

In 2005-06, the gap in degree attainment between the Latino and white cohorts per 1,000 adults with no college degree was about 25 percent. Below, the graphic shows that in 2007-08, the gap in degree attainment by the same cohort had widened to 26 percent.

CURRENT CONDITION OF LATINOS IN EDUCATION

The following contextual data provides a snapshot of Latinos and other groups in education that can inform policy efforts to increase college completion:

- 1) the distribution of students in the educational pipeline;
- 2) current gaps in degree attainment;
- 3) increases in degrees awarded per FTE over three years; and,
- 4) the equity gap in degree completion between Latinos and whites for key states.

The educational pipeline

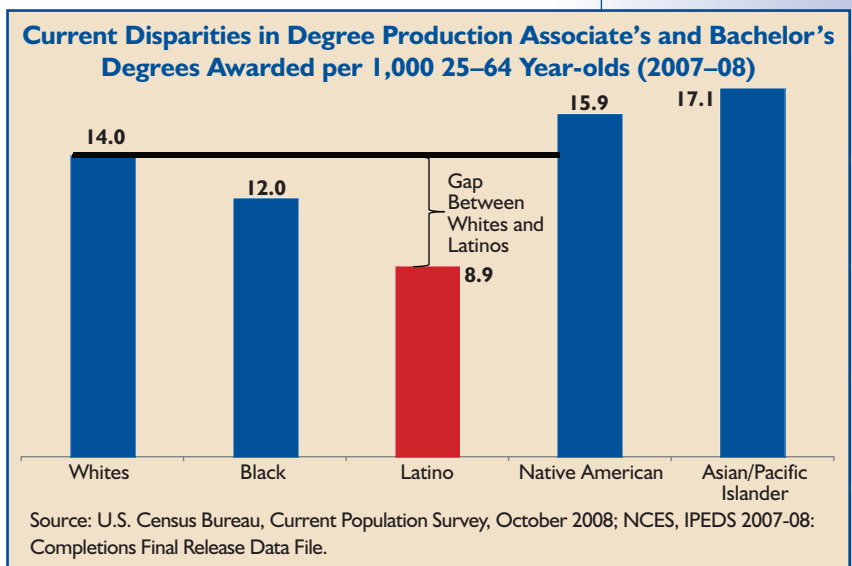
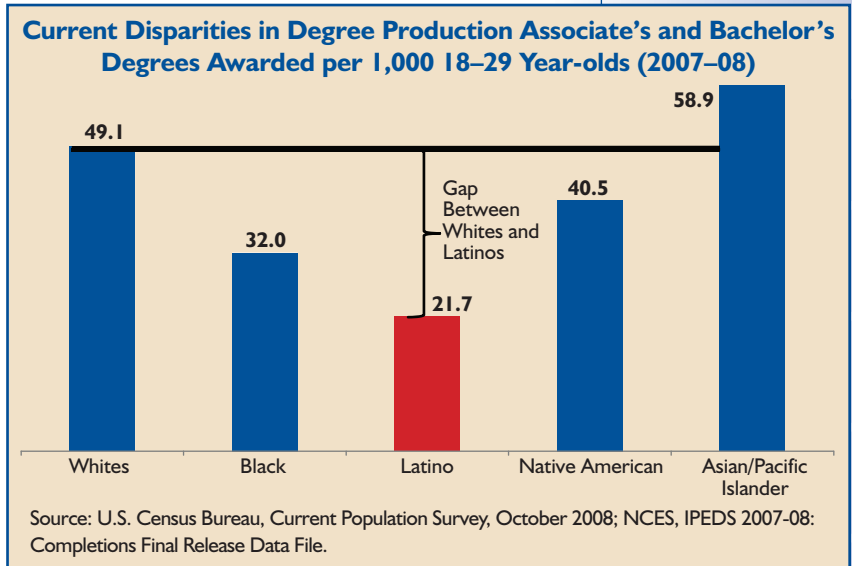
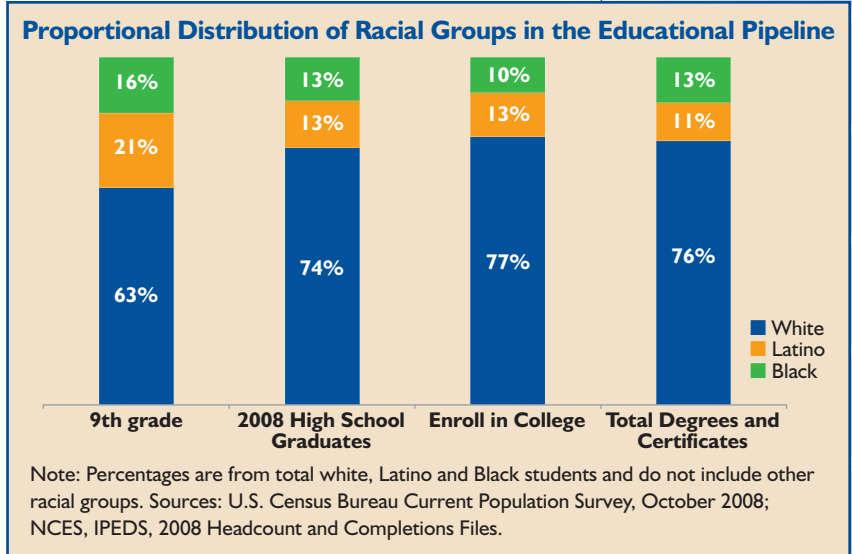
As shown in the graphic below, Latinos make up 21 percent of ninth graders, but only 13 percent of high school graduates. Latinos also fall out of the educational pipeline in college; while 13 percent of high school graduates who enroll in college are Latino only 11 percent of students completing a credential, associate's or bachelor's degree are Latino. In contrast, the representation of whites increases along the education pipeline, with a greater percentage of whites make it through high school and completing college.

Current attainment gaps

The current snapshot of degree production by race/ethnicity shows attainment gaps. However, there is a larger disparity between young adults than among adults that can inform public policy in college completion.

In 2007-08, Latino degree attainment lagged behind other racial/ethnic groups per 1,000 young adults (18-29 year-olds). This is the cohort most likely to be engaged in college. The degree attainment gap between whites and Latinos ages 18-29 was almost 27 percent (49 vs. 22 percent respectively). The following chart shows the degree attainment gap from 2007-08 by racial/ethnic groups per 1,000 young adults.

This attainment gap between groups is still in evidence for adults (25-64 year-olds). In 2007-08, Latino degree attainment lagged behind other racial/ethnic groups per 1,000 adults. The degree attainment gap between whites and Latinos adults was about five percent (14 vs. 9 percent respectively). The following chart shows the degree attainment gap from 2007-08 by racial/ethnic groups per 1,000 adults.



Increase in degrees conferred over 3 years

It will be constructive to track the progress of the numbers of degrees awarded by state as well as nationally. This measure provides data on states' progress in degree attainment over the last three years and by race/ethnicity.

Overall, the increase in the number of undergraduate degrees awarded nationally from 2005-06 to 2007-08 was six percent. In these three years, Hispanics had the largest growth in undergraduate degrees earned by any racial/ethnic group—12.5 percent. Of this total, 60 percent of the additional degrees for Hispanics came from three states: California, Florida, and Texas.

The following table shares analysis from the most recent three years of public data available on degree completion by race/ethnicity for the top 10 states that have increased the number of degrees conferred to Latinos, as well as the percentage increase over three years. These 10 states are ranked by the highest increase in the number of degrees awarded to Latinos increase over the last three years. As noted in the table, California, Texas, and Florida had the largest increases in degrees conferred to Latinos between 2005 and 2008. The increase in degrees for these states may be the result of an increase in overall enrollment numbers.

Top 10 states with increased undergraduate degrees conferred for Latinos and all races/ethnicities, from 2005 to 2008				
States	Latino		All Races/Ethnicity	
	Increase in degrees over 3 years	% increase	Increase in degrees over 3 years	% increase
California	8,605	13.2	23,262	7.7
Texas	4,436	11.2	8,137	5.0
Florida	3,932	14.3	11,328	6.9
Arizona	828	7.3	1,408	2.3
Illinois	739	6.6	2,005	1.5
New Jersey	679	13.9	3,234	6.7
Massachusetts	568	18.7	2,898	4.7
Pennsylvania	559	18.1	2,274	1.9
Virginia	545	28.3	5,814	9.4
Colorado	542	11.0	2,734	5.7

Sources: NCES, IPEDS 2005-06, 2006-07, and 2007-08: Completions Final Release Data File; 12-Month Unduplicated Headcount Enrollment Final Release Data File; and, Fall Enrollment Final Release Data Files.

Beyond the top 10 states that have increased degrees conferred to Latinos, there is value in reviewing the data of total degrees conferred by race/ethnicity for each state. The following table provides analysis from the most recent three years

of public data available on degree completion by race/ethnicity for all states and DC, as well as the percentage increase over three years. The states are sorted by the highest percentage increase for all race/ethnicities from 2005 to 2008.

Increase in Undergraduate Awards by State and Race/Ethnicity for Degree Granting Institutions, from 2005-06 to 2007-08 (three years)

State	White		Black		Hispanic		American Indian or Alaska Native		Asian or Pacific Islander		All Races/Ethnicity	
	Increase over 3 years	%	Increase over 3 years	%	Increase over 3 years	%	Increase over 3 years	%	Increase over 3 years	%	Increase over 3 years	%
Louisiana	6,029	33.5	2,377	30.9	332	60.5	137	93.2	97	19.3	8,893	31.3
West Virginia	1,434	11.2	256	43.1	127	105.0	2	4.2	56	43.4	2,295	16.1
Kentucky	3,812	10.4	445	13.2	110	32.1	25	22.5	97	24.1	4,464	10.2
Virginia	2,241	5.4	911	7.6	545	28.3	42	14.9	385	12.2	5,814	9.4
Arkansas	1,425	8.3	289	8.3	142	44.9	36	16.5	78	34.8	1,968	9.0
California	6,372	5.2	836	4.6	8,605	13.2	6	0.2	3,655	6.9	23,262	7.7
Ohio	3,963	5.2	1,427	16.1	377	24.7	-4	-1.3	240	13.3	7,186	7.7
Maine	651	8.0	33	30.8	29	28.7	6	6.1	43	29.1	724	7.6
Georgia	2,387	4.9	1,360	5.5	492	29.4	30	15.1	507	20.8	5,771	7.2
Florida	4,111	4.4	1,717	6.5	3,932	14.3	-49	-6.9	657	13.1	11,328	6.9
North Carolina	2,191	4.2	1,266	8.0	306	18.4	-27	-3.0	238	13.7	4,994	6.7
New Jersey	2,015	7.0	377	7.0	679	13.9	-10	-6.9	113	2.8	3,234	6.7
Michigan	4,106	6.3	326	4.3	218	11.2	112	20.1	154	5.9	5,462	6.4
Colorado	1,287	3.6	644	33.6	542	11.0	29	4.9	308	19.8	2,734	5.7
Mississippi	429	3.0	654	8.5	54	37.8	-2	-2.2	46	28.9	1,176	5.2
Iowa	950	2.9	185	17.4	185	24.9	26	17.4	97	15.5	2,104	5.1
Texas	1,410	1.6	810	4.4	4,436	11.2	117	13.8	733	9.4	8,137	5.0
Connecticut	775	4.6	-48	-2.3	157	10.0	11	9.8	85	8.9	1,138	4.8
Massachusetts	1,584	3.8	348	9.2	568	18.7	46	20.3	171	4.3	2,898	4.7
Wisconsin	2,004	4.0	163	7.0	165	11.6	0	0.0	218	15.5	2,688	4.6
South Carolina	938	4.1	91	1.1	96	21.0	-34	-24.3	-4	-0.8	1,468	4.3
New York	3,120	3.0	216	1.0	301	1.8	33	5.9	598	4.8	7,206	4.1
Vermont	183	3.2	18	24.7	46	46.9	-9	-23.1	9	7.3	258	3.9
New Mexico	514	8.2	96	28.7	270	4.7	-64	-4.8	23	8.8	594	3.9
Alabama	436	1.8	295	3.1	90	21.7	1	0.4	-10	-2.1	1,345	3.7
Indiana	1,450	3.0	854	20.4	2	0.1	12	6.1	93	8.6	2,097	3.6
Maryland	40	0.2	216	2.5	237	16.4	2	1.2	184	6.9	1,461	3.6
Kansas	170	0.7	42	2.5	184	14.9	52	10.7	-744	-49.6	1,018	3.3
Minnesota	2,996	6.6	287	14.0	128	15.8	101	20.0	389	19.7	1,807	3.2
Rhode Island	51	0.5	-72	-9.8	23	3.3	2	4.3	-16	-2.9	423	3.0
Arizona*	1,656	4.6	103	3.4	828	7.3	25	1.1	164	8.6	1,408	2.3
Missouri	798	1.9	-259	-4.2	95	6.5	12	3.8	244	23.0	1,189	2.1
Oregon	121	0.5	50	10.9	186	16.3	51	14.0	156	10.1	619	2.1
Tennessee	439	1.4	28	0.4	104	15.2	25	20.5	104	15.8	880	2.1
Alaska	-85	-4.0	-14	-13.9	5	5.0	133	38.8	25	17.6	58	2.0
Pennsylvania	-306	-0.3	335	3.1	559	18.1	0	0.0	264	6.3	2,274	1.9
Nebraska	108	0.6	-58	-7.0	91	17.6	-4	-3.7	13	3.7	351	1.8
New Hampshire	-60	-0.6	17	8.4	2	0.7	-24	-25.5	-1	-0.4	212	1.7
Washington	72	0.2	129	5.8	393	12.8	4	0.4	318	5.7	1,067	1.7
Illinois	1,783	2.0	302	1.7	739	6.6	-26	-5.2	527	7.5	2,005	1.5
Utah	1,096	3.9	117	64.3	296	24.0	29	10.9	111	13.5	508	1.5
District of Columbia	159	2.9	384	11.7	118	23.6	28	65.1	65	9.0	155	1.3
North Dakota	-30	-0.4	13	17.3	17	30.4	-49	-10.7	10	16.1	96	1.2
Oklahoma	55	0.2	-167	-6.6	125	13.2	14	0.5	122	19.6	132	0.4
Delaware	-29	-0.5	5	0.5	48	21.0	-1	-3.7	44	22.8	7	0.1
Montana	-154	-2.5	-2	-5.7	24	24.5	-29	-5.2	6	9.8	2	0.0
Idaho	-89	-0.8	-2	-2.7	100	24.0	-30	-22.6	4	2.1	-10	-0.1
South Dakota	199	3.0	8	9.8	13	21.7	22	6.1	7	10.9	-8	-0.1
Hawaii	-60	-2.4	-9	-3.3	93	36.3	-34	-39.5	-380	-6.6	-56	-0.6
Nevada	-136	-2.0	-28	-3.4	66	5.4	-7	-4.5	29	2.4	-158	-1.4
Wyoming	-817	-13.3	16	35.6	-53	-14.0	-2	-2.0	17	28.8	-756	-11.0
Total (50 States + DC)	70,957	4.1	19,635	6.8	28,360	12.5	930	4.0	10,820	7.4	153,041	5.9

Sources: NCES, IPEDS 2005-06, 2006-07, and 2007-08: Completions Final Release Data File; 12-Month Unduplicated Headcount Enrollment Final Release Data File; and, Fall Enrollment Final Release Data Files.

EQUITY GAP IN DEGREE COMPLETION: AT NATIONAL AND STATE LEVELS

In 2008, approximately 60 percent of Latinos enrolled in college were enrolled in California, Texas and Florida. These states will also see significant population growth for Latinos in the next decade; California and Texas will become majority minority population states by 2020. Texas will see a growth in the Latino population of 1.3 million in the next 10 years and California will see its Latino population grow by over 8 million.

These three states also have large percentages of students who stay in-state for college; in all three states over 80 percent of students stay in-state for

college. Because these states will experience some of the largest increases in the Latino population during the next decade, and the majority of the young population will stay in-state for college, it is more important than ever that completion rates for Latinos in these states increase.

The following tables provide the most recent public data available on graduation rates, degree completions per 100 FTE students, completion relative to the population in need, and the equity gap in completion for Latinos and whites for the nation, top three states, and other selected states.

United States	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	35.6	49.3	13.7
Completions per 100 FTE Students	14.8	18.5	3.7
Completions Relative to the Population in Need	14.9	40.9	26.0

Alaska	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	14.8	26.3	11.5
Completions per 100 FTE Students	10.5	10.4	0.1
Completions Relative to the Population in Need	7.9	16.5	8.6

California	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	34.8	47.4	12.6
Completions per 100 FTE Students	13.7	16.8	3.1
Completions Relative to the Population in Need	14.5	41.3	26.8

Arizona	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	43.9	51.1	7.2
Completions per 100 FTE Students	18.9	18.9	-
Completions Relative to the Population in Need	16.6	47.1	30.5

Florida	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	43.5	51.3	7.8
Completions per 100 FTE Students	19.9	23.2	3.2
Completions Relative to the Population in Need	26.9	44.3	17.4

Arkansas	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	34.3	39.2	4.9
Completions per 100 FTE Students	4.8	19.8	15.0
Completions Relative to the Population in Need	7.2	33.4	26.2

Texas	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	29.7	39.6	9.9
Completions per 100 FTE Students	15.0	16.7	1.7
Completions Relative to the Population in Need	13.7	34.7	21.0

Colorado	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	41.4	51.3	9.9
Completions per 100 FTE Students	15.7	18.8	3.1
Completions Relative to the Population in Need	14.9	50.	35.2

Alabama	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	30.6	40.4	9.8
Completions per 100 FTE Students	12.7	16.5	3.8
Completions Relative to the Population in Need	9.7	32.6	22.9

Connecticut	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	34.8	53.6	18.8
Completions per 100 FTE Students	14.2	18.8	4.6
Completions Relative to the Population in Need	11.1	38.3	27.2

Delaware	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	41.0	56.1	15.1
Completions per 100 FTE Students	15.5	19.9	4.4
Completions Relative to the Population in Need	11.3	40.4	29.1

Georgia	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	37.8	42.3	4.5
Completions per 100 FTE Students	18.3	22.7	4.4
Completions Relative to the Population in Need	6.7	38.1	31.4

Hawaii	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	26.5	31.2	4.7
Completions per 100 FTE Students	18.9	18.4	0.5
Completions Relative to the Population in Need	9.4	32.3	22.9

Idaho	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	33.3	43.5	10.2
Completions per 100 FTE Students	13.5	16.2	2.7
Completions Relative to the Population in Need	8.6	33.0	24.4

Illinois	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	35.8	50.6	14.8
Completions per 100 FTE Students	12.9	17.3	4.4
Completions Relative to the Population in Need	16.0	52.4	36.4

Indiana	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	47.5	53.5	6.0
Completions per 100 FTE Students	13.7	17.8	4.1
Completions Relative to the Population in Need	12.5	37.9	25.4

Iowa	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	35.6	53.7	18.1
Completions per 100 FTE Students	6.9	18.2	11.3
Completions Relative to the Population in Need	20.1	58.4	38.3

Kansas	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	35.6	47.4	11.8
Completions per 100 FTE Students	16.4	18.6	2.2
Completions Relative to the Population in Need	14.3	50.5	36.2

Kentucky	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	29.2	41.2	12.0
Completions per 100 FTE Students	16.7	23.0	6.3
Completions Relative to the Population in Need	10.7	40.8	30.1

Louisiana	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	43.1	43.3	0.2
Completions per 100 FTE Students	17.2	19.7	2.5
Completions Relative to the Population in Need	15.7	33.9	18.2

Maine	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	56.9	48.3	8.6
Completions per 100 FTE Students	17.3	17.8	0.5
Completions Relative to the Population in Need	34.9	29.7	5.2

Maryland	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	45.0	51.8	6.8
Completions per 100 FTE Students	16.1	18.5	2.4
Completions Relative to the Population in Need	11.8	39.7	27.9

Massachusetts	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	43.4	59.0	15.6
Completions per 100 FTE Students	15.6	19.1	3.5
Completions Relative to the Population in Need	17.2	43.5	26.3

Michigan	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	39.1	46.9	7.8
Completions per 100 FTE Students	15.3	18.2	2.9
Completions Relative to the Population in Need	14.5	38.8	24.3

Minnesota	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	37.6	49.9	12.3
Completions per 100 FTE Students	16.7	20.7	4.0
Completions Relative to the Population in Need	11.4	54.8	43.4

Mississippi	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	23.9	36.5	12.6
Completions per 100 FTE Students	14.8	17.4	2.6
Completions Relative to the Population in Need	7.4	35.6	28.2

Missouri	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	45.8	49.7	3.9
Completions per 100 FTE Students	16.3	18.4	2.1
Completions Relative to the Population in Need	24.0	37.5	13.5

Montana	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	31.7	42.3	10.6
Completions per 100 FTE Students	14.8	16.6	1.8
Completions Relative to the Population in Need	15.0	29.6	14.6

Nebraska	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	33.1	49.8	16.7
Completions per 100 FTE Students	11.5	16.0	4.5
Completions Relative to the Population in Need	11.1	54.3	43.2

Nevada	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	33.9	37.7	3.8
Completions per 100 FTE Students	9.4	13.1	3.7
Completions Relative to the Population in Need	4.8	18.5	13.7

New Hampshire	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	51.7	55.9	4.2
Completions per 100 FTE Students	18.1	20.9	2.8
Completions Relative to the Population in Need	24.4	36.4	12.0

New Jersey	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	27.3	44.6	17.3
Completions per 100 FTE Students	12.1	17.6	5.5
Completions Relative to the Population in Need	11.0	32.6	21.6

New Mexico	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	27.3	33.9	6.6
Completions per 100 FTE Students	13.6	15.5	1.9
Completions Relative to the Population in Need	20.2	40.8	20.6

New York	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	32.4	51.8	19.4
Completions per 100 FTE Students	14.7	19.6	4.9
Completions Relative to the Population in Need	15.3	49.2	33.9

North Carolina	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	43.3	50.1	6.8
Completions per 100 FTE Students	15.7	20.0	4.3
Completions Relative to the Population in Need	6.9	38.7	31.8

North Dakota	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	27.8	46.3	18.5
Completions per 100 FTE Students	14.6	19.8	5.2
Completions Relative to the Population in Need	11.3	57.4	46.1

Ohio	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	37.5	49.8	12.3
Completions per 100 FTE Students	15.5	18.4	2.9
Completions Relative to the Population in Need	20.2	35.5	15.3

Oklahoma	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	37.1	42.8	5.7
Completions per 100 FTE Students	14.8	17.8	3.0
Completions Relative to the Population in Need	9.9	34.7	24.8

Oregon	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	32.8	45.2	12.4
Completions per 100 FTE Students	11.7	15.8	-4.1
Completions Relative to the Population in Need	8.2	32.3	24.1

Pennsylvania	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	49.5	60.1	10.6
Completions per 100 FTE Students	16.8	20.1	3.3
Completions Relative to the Population in Need	17.2	42.5	25.3

Rhode Island	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	47.2	57.7	10.5
Completions per 100 FTE Students	15.3	21.2	5.9
Completions Relative to the Population in Need	16.4	56.8	40.4

South Carolina	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	37.8	45.4	7.6
Completions per 100 FTE Students	14.6	19.0	4.4
Completions Relative to the Population in Need	7.4	36.0	28.6

South Dakota	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	26.2	51.3	25.1
Completions per 100 FTE Students	12.9	19.2	6.3
Completions Relative to the Population in Need	11.6	46.3	34.7

Tennessee	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	40.4	44.0	3.6
Completions per 100 FTE Students	15.2	17.0	1.8
Completions Relative to the Population in Need	8.2	26.6	18.4

Utah	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	41.1	48.8	7.7
Completions per 100 FTE Students	16.0	19.1	3.1
Completions Relative to the Population in Need	12.8	49.2	36.4

Vermont	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	49.1	63.3	14.2
Completions per 100 FTE Students	17.7	18.7	1.0
Completions Relative to the Population in Need	55.3	44.7	10.6

Virginia	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	43.6	56.7	13.1
Completions per 100 FTE Students	14.5	18.0	3.5
Completions Relative to the Population in Need	12.5	39.1	26.6

Washington	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	36.7	52.8	16.1
Completions per 100 FTE Students	16.6	18.9	2.3
Completions Relative to the Population in Need	14.3	38.7	24.4

West Virginia	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	35.4	40.5	5.1
Completions per 100 FTE Students	10.0	16.2	6.2
Completions Relative to the Population in Need	35.6	32.2	-3.4

Wisconsin	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	41.6	53.7	12.1
Completions per 100 FTE Students	16.8	20.8	4.0
Completions Relative to the Population in Need	14.4	48.8	34.4

Wyoming	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	55.5	59.4	3.9
Completions per 100 FTE Students	20.0	19.3	0.7
Completions Relative to the Population in Need	20.3	46.4	26.1

Sources: NCES, IPEDS 2007-08 Completions File; c2008_a Final Release Data File. NCES, IPEDS 2007-08 12-Month Unduplicated Headcount Enrollment File; effy2008 Final Release Data File. U.S. Census Bureau, 2008 American Community Survey (ACS) Public Use Microdata Sample (PUMS) File.

ABOUT THE INITIATIVE

ENSURING AMERICA'S FUTURE

BY INCREASING LATINO COLLEGE COMPLETION

Ensuring America's Future by Increasing Latino College Completion is an *Excelencia* in Education initiative in collaboration with partners from diverse sectors and supported by the Bill and Melinda Gates Foundation, the Lumina Foundation for Education, and the Kresge Foundation. The purpose of the initiative is to inform, engage, and sustain efforts to promote the role of Latinos in making the U.S. the world leader in college degree completion.

Excelencia in Education was founded in 2004 to accelerate Latino student success in higher education through strategic information that applies research and knowledge to public policy and institutional practice. In 2011 and with 60 national partners, the Ensuring America's Future initiative leverages the convergence of *Excelencia*'s mission with the emphasis on college degree attainment by the Obama Administration and national and state leaders in government, philanthropy, higher education and business.

TOOLS AND RESOURCES

Roadmap for Ensuring America's Future www.EdExcelencia.org/initiatives/EAF/Roadmap

Benchmarking Latino College Completion to Meet National Goals: 2010 to 2020

www.EdExcelencia.org/research/EnsuringAmericasFutureBenchmarking

Federal Policy and Latino College Completion

www.EdExcelencia.org/research/EnsuringAmericasFutureFederalPolicy

National Partners www.EdExcelencia.org/initiatives/EAF/Partners

COMING SOON: STATE BY STATE ANALYSIS

Excelencia in Education is Ensuring America's Future by:

- Using its voice and convening power to emphasize the benefits to America of helping Latino students access and complete college;
- Filling an existing void by informing, organizing, and tracking progress towards Latino college degree completion;
- Engaging national, state, community, and institutional stakeholders in meaningful discussion to develop and deploy concrete efforts to accelerate Latino college degree attainment; and,
- Promoting effective practices and policies that accelerate Latino college degree attainment.

To learn more about the Ensuring America's Future initiative, visit:

www.EdExcelencia.org/initiatives/EAF



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