

STATE RANKING

Texas had the 2nd largest Latino population in the U.S. (19%).¹

K-12 POPULATION

Almost 50% of the K-12 population in Texas (48%) was Latino.²

LATINO POPULATION

In Texas, 38% of the state population was Latino and projections show a continued increase.³

DEGREE ATTAINMENT

In Texas, 33% of adults (25 to 64 years old) had earned an associate degree or higher, compared to the national average of 38%.⁴

LATINO DEGREE ATTAINMENT

Of Latino adults in Texas, 16% had earned an associate degree or higher.⁵

Information in support of *Excelencia's* initiative Ensuring America's Future by Increasing Latino College Completion

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 3.3 million additional degrees by 2020 (5.5 million total).

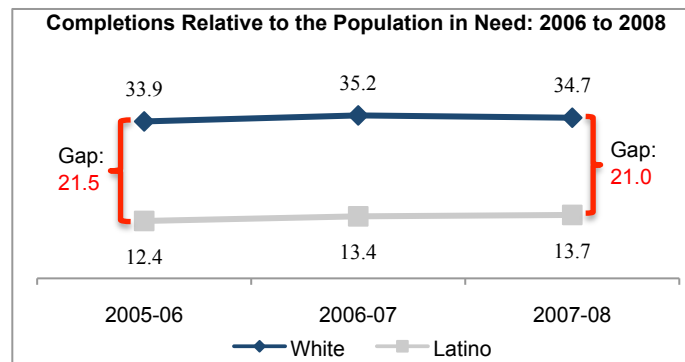
To reach the degree attainment goal by 2020, Texas can: 1) close the equity gap in college completion; 2) increase the number of degrees conferred; and, 3) scale up programs and initiatives that work for Latino and other students. The following is a framework for tracking Latino degree attainment in Texas.

Equity Gap in Degree Completion

Closing the equity gap in college completion can be tracked by the 3 measures provided below. Alone, none of these measures capture the entire "story" of equity in degree completion. However, in combination, they provide a useful picture of the equity gap in degree attainment between Latino and white cohorts in Texas in a single year (2007-08) and the persistence of the gap over time (2006-08).

| 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 |

Graduation rates - Total graduation within 150% percent of program time for first-time, full-time freshman
Completions per 100 FTE students - Total undergraduate degrees and certificates awarded per 100 full-time equivalent students (incorporates part-time students)
Completions relative to the population in need - Total undergraduate degrees and certificates awarded per 1,000 adults aged 18 to 44 relative to the adult population with no college degree



¹ United States Census 2010, American Fact Finder, Demographic Profile Summary. <http://factfinder2.census.gov>

² US Department of Education. ED Data Express: National State Snapshot. Common Core of Data. 2008-09. www.nces.ed.gov/ccd

³ United States Census 2010: Texas. <http://2010.census.gov/2010census/data/>

⁴ National Center for Higher Education Management Systems. Educational Attainment by Degree-Level and Age-Group (American Community Survey). www.higheredinfo.org

⁵ Lumina Foundation for Education. Educational Attainment Levels for the States. www.luminafoundation.org

Degrees Conferred

Another metric to benchmark college completion is to track the progress of total degrees awarded over time. This measure may be the result of an increase in overall enrollment numbers rather than an increase in rates of completion. From 2005-06 to 2007-08,

- the number of Hispanics who earned an undergraduate degree in Texas increased about 7% from 2006-08, while all other race/ethnic groups increased 4%.
- Texas had one of the largest increases in degrees conferred to Latinos over 3 years (3,192 degrees) among the top 10 states enrolling Latinos.

For more information on benchmarking Latino college completion, download *Benchmarking Latino College Completion to Meet National Goals: 2010 to 2020* at www.EdExcelencia.org/initiatives/EAF

Examples of What Works for Latino Students

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

Dual Enrollment Program - The University of Texas Brownsville and Texas Southmost College

The University of Texas Brownsville offers a dual enrollment program that enables high school students who meet institutional and course-based admissions requirements to receive simultaneous credit for high school level and college level classes. In fall 2007, dual enrollment population accounted for approximately one-third of the UTB total enrollment of 17,215 and represented 18 South Texas high schools. Further, these students had higher retention rates than other students at the University. The one-year retention rate for college students who were former dual enrollment students was 73 percent, compared to 59 percent for non-dual enrollment students. (<http://www.utb.edu/vpaa/dual/Pages>)

Model Institutions for Excellence (MIE) - University of Texas at El Paso

The program's goal is to increase participation and success of underrepresented minority students, especially Latinos, obtaining degrees in science, technology, engineering, and mathematics (STEM) fields at UTEP. For the 1999-2000 academic year, 219 STEM degrees were awarded to Latino students (289 overall) and for the 2004-2005 academic year, 374 STEM degrees were awarded to Latino students (440 overall). (<http://research.utep.edu/mie>)

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/examples>

Ensuring America's Future partners in Texas:

Hispanic Association of Colleges and Universities: www.hacu.net

Intercultural Development Research Association: www.idra.org

Project Grad USA: www.projectgrad.org

Texas House of Representatives, Representative Joaquin Castro:

<http://www.house.state.tx.us/members/member-page/?district=125>

TG: www.tgslc.org

University of Texas at Brownsville and Texas Southmost College: www.utb.edu

University of Texas at El Paso: www.utep.edu

University of Texas System: www.utsystem.edu