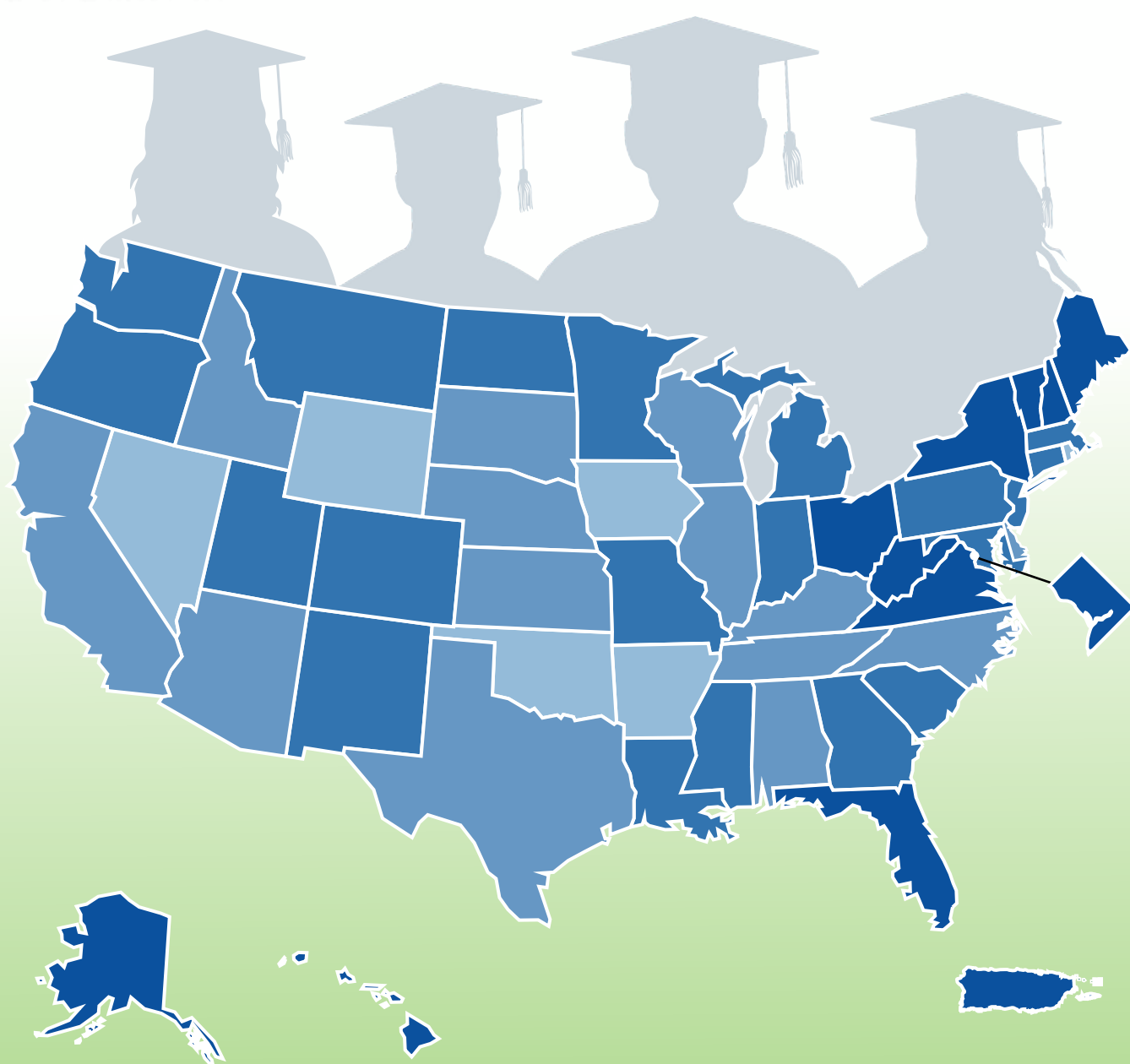




LATINO COLLEGE COMPLETION:U.S. 2026



COMPILATION

LATINO COLLEGE COMPLETION: UNITED STATES 2026 COMPILATION

JULY 2026

This compilation includes 53 fact sheets covering *Excelencia* in Education's latest analysis on Latino enrollment and degree attainment across all 50 states, the District of Columbia, Puerto Rico, and the United States.

Excelencia in Education releases this analysis with the support and public leadership of 22 institutions that have earned the Seal of *Excelencia* for demonstrating continuous improvement in student success:

Arizona State University
California State University-Channel Islands
California State University-Fresno
California State University-Fullerton
California State University-Long Beach
California State University-Los Angeles
California State University-Northridge
California State University-San Bernardino
City Colleges of Chicago-Richard J Daley College
City Colleges of Chicago-Wilbur Wright College
Grand Valley State University

Long Beach City College
Mercy University
Pima Community College
San Antonio College
Sul Ross State University
The University of Texas at Arlington
The University of Texas at San Antonio
University at Albany
University of Arizona
University of Illinois Chicago
University of Nevada-Las Vegas

The authors are solely responsible for the content, opinions, and any errors in this publication.

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For more information about this publication, contact: contact@edexcelencia.org



Excelencia in Education leads a national network of results-oriented educators and policymakers transforming higher education to tap the talents of the Latino community and address the U.S. economy's needs for a highly educated workforce and engaged civic leaders. With this network, *Excelencia* ensures access to excellence by promoting student achievement, informing educational policies, and advancing evidence-based practices to more intentionally serve Latino, and all, students. For more information, visit: EdExcelencia.org.

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How Accelerating Latino College Completion Ensures America's Future

Our [nation's prosperity](#) depends on Latino college completion. Latinos are one of the fastest-growing and youngest demographic groups in the country and will make up one-third of the U.S. labor force by 2060.¹ At the same time, the labor market continues to shift toward jobs requiring education beyond high school.² In this context, the pace at which Latinos complete college will directly shape the size, preparedness, and resilience of the future U.S. workforce.

Latino Economic Power

Latinos represent nearly one in four children under the age of five and one in five adults in the United States, making them a critical part of the country's present and future college-going population, future workforce, and future leaders.³ By 2031, it is projected that Latinos will represent 91 percent of new U.S. workers, being one in five workers nationwide.⁴

At the same time, workforce demands are intensifying. Nearly 75 percent of jobs will require postsecondary education or training in the coming decades.⁵ As older workers retire and labor shortages grow across sectors such as healthcare, education, technology, and engineering, the educational outcomes of young Latinos will increasingly determine whether the nation can meet its economic needs.

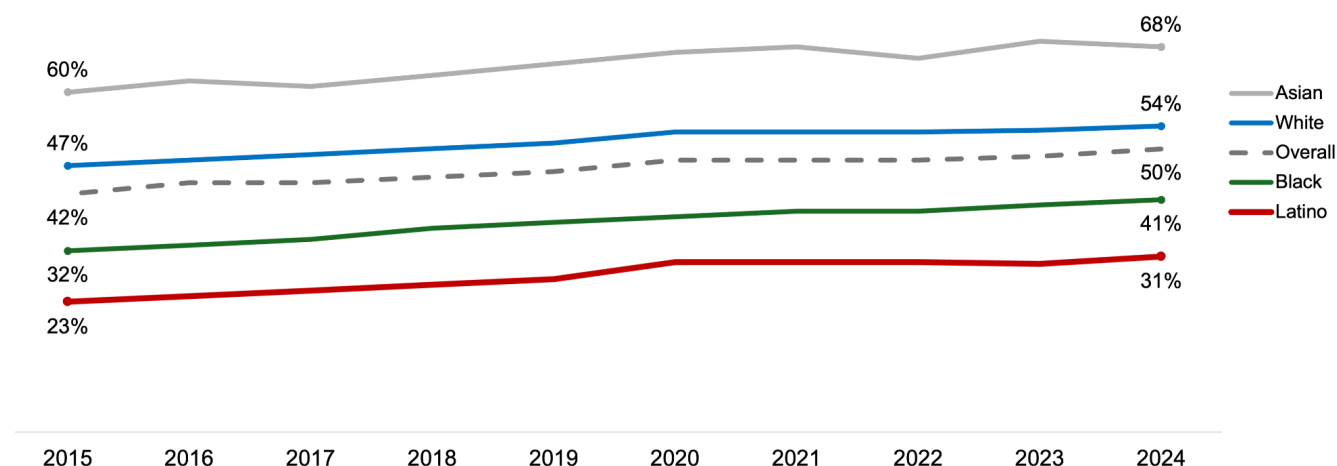
Latinos already play a major role in the economy. In 2023, Latino GDP reached \$4.1 trillion, accounting for nearly one-third of total U.S. GDP growth—despite Latinos representing only 20 percent of the population.⁶ This is all while Latinos are underrepresented in high-paying, professional roles that require postsecondary credentials.⁷ Accelerating Latino degree completion is essential to sustaining economic growth and ensuring the U.S. remains globally competitive.

Latino Degree Attainment Has Increased, Yet Gaps Remain

Over the past decade (2015-2024), educational attainment has increased for all racial and ethnic groups, see Figure 1.⁸ Latino adults have made meaningful gains at both the associate and bachelor's degree levels.⁹

- Latino attainment of an associate degree or higher increased by 8 percentage points—similar to gains among Black, White, and Asian adults.¹⁰
- Bachelor's degree attainment among Latinos increased by 6 percentage points, similar to gains among other groups.¹¹

Figure 1. Education Attainment by Race and Ethnicity: Associate's or Higher, 2015-2024



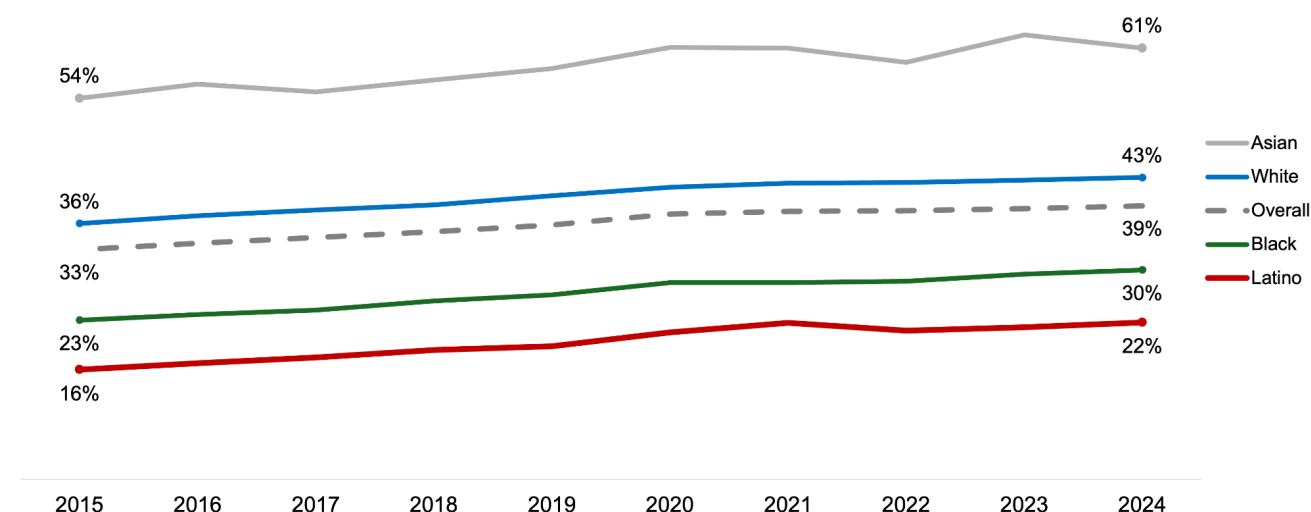
Note: White refers to Non-Hispanic Whites.

Source: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2015-2024.

Despite this progress, Latinos continue to have the lowest levels of college degree attainment, see Figure 2.

- Only 31 percent of Latino adults hold an associate degree or higher, compared to 41 percent of Black adults, 54 percent of White adults, and 68 percent of Asian adults.
- At the bachelor's level, just 22 percent of Latinos hold a degree, compared to 30 percent of Black adults, 43 percent of White adults, and 61 percent of Asian adults.
- Latino attainment remains well below national averages at both levels.

Figure 2. Education Attainment by Race and Ethnicity: Bachelor's or Higher, 2015-2024



Note: White refers to Non-Hispanic Whites.

Source: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2015-2024.

These differences translate into persistent gaps: a 23 percentage-point gap between Latino and White adults at the associate level, and a 21 percentage-point gap at the bachelor's level. The data make clear that similar rates of improvement have not narrowed these gaps. Without intentional strategies, disparities will persist.

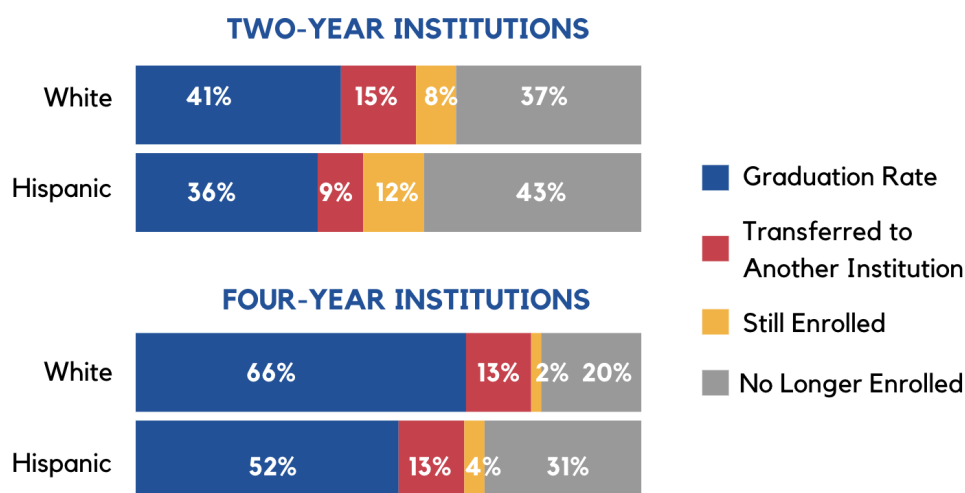
Why These Gaps Persist

Educational attainment gaps are not random. They reflect structural and systemic factors that disproportionately affect Latino and other post-traditional students across the educational pipeline.

Latinos are representative of a post-traditional student majority: they are more likely to be younger than their peers,¹² be first-generation college students,¹³ be low-income, work while enrolled, support family members, and navigate affordability challenges.¹⁴ These pressures affect persistence and time to degree.

Enrollment data further reveal opportunities for re-engagement. Large shares of Latino students are not completing degrees within 150 percent normal time to completion (see Figure 3)—not because they failed academically, but because they stopped out or are still enrolled. At two-year institutions, 55 percent of Latino students are still or no longer enrolled, compared to 45 percent of White students—a **10 percentage-point gap**.¹⁵ At four-year institutions, 35 percent of Latino students are still or no longer enrolled, compared to 22 percent of White students—a **13 percentage-point gap**.¹⁶ These gaps highlight an important pool of students who have earned credits but have not yet completed, and could be re-engaged through intentional institutional strategies and supportive policy interventions.

Figure 3. Degree Completion Gaps Persist Between White and Latino Students at Two and Four-Year Institutions, 2023-24



*Percentages may not add up to 100% due to rounding.

Note: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only. For two-year institutions, 150% normal time to completion is three years, and for four-year institutions, 150% normal time to completion is six years.

Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey, and the Institutional Characteristics Survey.

Scaling What Works

Institutions are implementing evidence-based practices that, when applied intentionally and at scale, improve outcomes for Latino students while benefiting all students.

[Seal of *Excelencia* certified institutions](#) illustrate this point. Though they represent fewer than 1 percent of colleges and universities nationwide, they enroll 15 percent of Latino students and 7% of all students, and graduate 17% of Latino students and 7% of all students.¹⁷ Data show that Seal-certified institutions:

- Have higher retention rates for all undergraduates than the national average;
- Graduate Latinos at higher rates than Latinos nationally; and
- Employ nearly three times the Latino faculty representation of institutions nationwide.

These outcomes are not accidental, rather they reflect intentional investments in structures and practices that support student success. Effective strategies include strengthening academic advising, implementing guided pathways, expanding transfer supports, and providing robust financial aid counseling and career preparation. By embedding these practices into institutional culture and operations, institutions can serve Latino students more effectively while also improving outcomes for all students.

Importantly, students who are no longer enrolled or still enrolled represent a significant opportunity to accelerate degree completion. A large share of Latino students have earned credits but have not yet completed a credential—not because they lack ability, but because financial pressures, work and family responsibilities, or life disruptions interrupted their education. With intentional outreach, flexible pathways, and targeted supports, these students can be re-engaged and brought back to completion. Re-enrollment, credit recovery, and re-entry initiatives are a powerful opportunity to accelerate degree attainment for Latinos while increasing for all.

Scaling what works also requires intentional financial support. [State and federal policy and investments](#) can reinforce institutional efforts by:

- **Sustaining and Scaling Key Investments:** Continue impactful investment in competitive federal funding programs for institutional capacity to retain critical progress in Latino student success at institutions that have historically been underfunded, and ensure long-term dedication and improvement in academic quality for all of their students.

- **Investing in Quality Higher Education:** Have fair and representative investment by states and the federal government in institutions that educate a significant and growing share of Latino students and take responsibility for expanding their impact and building sustainable support systems for student success.
- **Fostering Low-Debt Education:** Advocate for policies that prioritize need-based grants over loans and include basic needs—such as childcare, food, transportation, and housing—within the true cost of attendance.
- **Lowering the Price of Education:** Support and incentivize institutions to lower prices and contain costs to students while investing in academic excellence.
- **Supporting re-engagement and re-entry pathways:** Encourage policies and funding streams that help institutions identify, re-enroll, and support students with prior credits, accelerating completion for Latino students while increasing overall degree attainment.

Investment in proven strategies for Latino, and all, student success is necessary for the development of our nation's future workforce. Realizing this requires sustained commitment to scale effective practices and expand pathways to completion for Latino students.

Conclusion

Closing degree attainment gaps is not about lowering standards or expectations for any group. It is about accelerating access to excellence—ensuring that all students, particularly post-traditional students, have access to high-quality postsecondary education and the supports necessary to succeed. Aligning education policy and practice with demographic reality and economic need requires institutions and policymakers to hold high expectations while intentionally removing structural barriers to completion.

To meet future workforce demands and strengthen the economy, the United States must continue increasing degree attainment for all—while intentionally accelerating Latino college completion. Doing so will expand the skilled workforce, strengthen economic growth, and ensure the United States remains competitive in a rapidly changing global economy.

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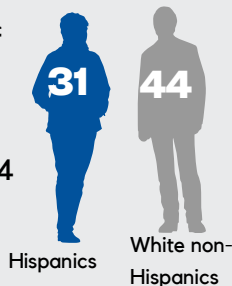
FAST FACTS

In the United States, **27%** of the population aged 0 to 5 years old was Latino.¹

In the United States, **26%** of the K-12 population was Latino.¹

In the United States, **20%** of the population was Latino.¹

The median age of Hispanics in the United States was **31**, compared to 44 for White non-Hispanics.¹



20% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **22%** of White non-Hispanics.¹

29% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **49%** of White non-Hispanic adults.¹

Hispanic Adults



White Adults

Median income of adults without a college degree vs. with a college degree in the United States.¹

\$36,058

\$63,394

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN THE UNITED STATES²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	Florida International University (FL)	4-Pub	68% Latino 26,234 38,761	66% Latino 7,691 11,661
2	The University of Texas Rio Grande Valley (TX)	4-Pub	94% Latino 25,338 27,026	94% Latino 4,530 4,810
3	Miami Dade College (FL)	4-Pub	72% Latino 25,146 35,001	72% Latino 7,038 9,807
4	NUC University (PR)	4-Priv*	90% Latino 23,223 25,881	94% Latino 2,531 2,702
5	Southern New Hampshire University (NH)	4-Priv	14% Latino 22,614 156,755	11% Latino 2,781 24,642

*This institution is a private, for-profit institution.

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend

■ Latino Enrollment ■ Latino Completions
■ All Enrollment ■ All Completions

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates.

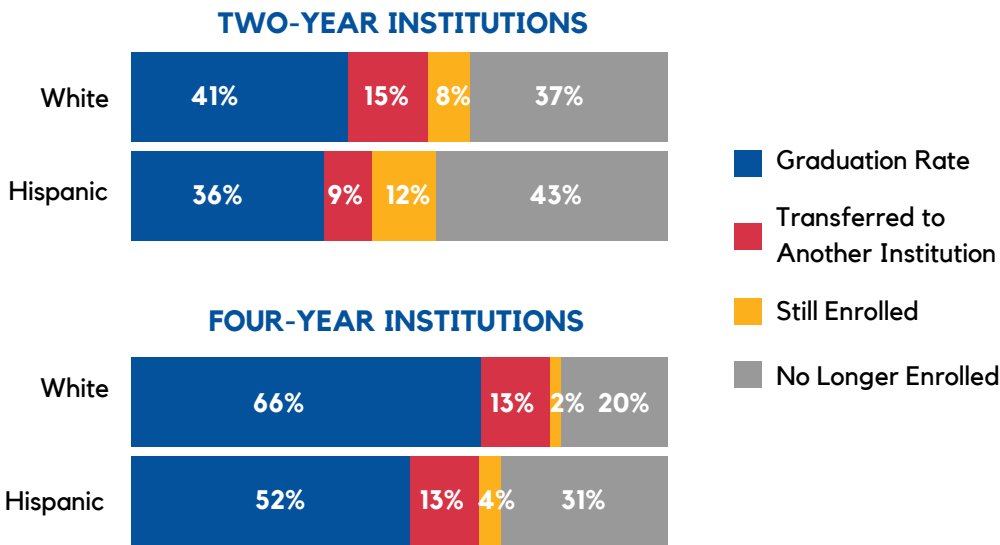
2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey, and Institutional Characteristics Survey.

UNITED STATES DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress—graduated, transferred to another institution, still enrolled, and no longer enrolled—highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

At two-year institutions, Hispanics' graduation rate was 5%-points lower than that of their White non-Hispanic peers in United States.

At four-year institutions, Hispanics' graduation rate was 14%-points lower than that of their White non-Hispanic peers in United States.



*Percentages may not add up to 100% due to rounding.
NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

Cerritos College's **General Motors Automotive Service Educational Program (GM ASEP)** prepares students—many of whom are Latino—for success in the modern automotive industry through a combination of hands-on instruction, industry certifications, paid internships, and mentorship. Established in 1979, the program responds to the regional demand for skilled technicians and provides accessible, manufacturer-specific training in Southeast Los Angeles County. The structured five-semester program blends classroom learning with paid internships at GM dealerships, allowing students to earn while they learn. The program supports: 1) credential attainment through stackable certificates and industry-aligned milestones; 2) early access via dual enrollment with local high schools, accelerating college entry for Latino students; and 3) retention and workforce readiness through a cohort model and mentorship by GM-certified technicians—many of whom are program alumni.

To build early momentum, GM ASEP offers dual-enrollment courses that introduce students to technical education, foster college credit accumulation, and support first-generation college goers. Program outcomes reflect strong success:

- Fall-to-Fall retention for Latino GM ASEP students rose from 69% to 79% (2021-2024), compared to 66% to 68% for non-ASEP students
- On-time degree completion (2023-2024) reached 78%, with 79% of graduates identifying as Latino, versus 11% college-wide
- 96% of Latino graduates (2023-2024) secured employment at GM dealerships

By combining cultural relevance, academic support, and career-aligned training, GM ASEP effectively prepares Latino students for degree completion and immediate entry into high-wage, high-demand careers.

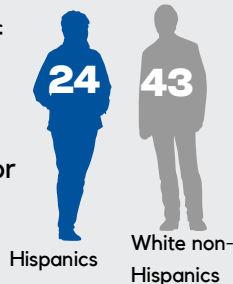
FAST FACTS

32nd largest Latino population in the U.S.¹

6% of the population was Latino¹

10% of the K-12 population was Latino¹

The median age of Hispanics in Alabama was **24**, compared to **43** for White non-Hispanics.



20% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **24%** of White non-Hispanics.¹

30% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **39%** of White non-Hispanic adults.¹

Hispanic Adults



White Adults

Median income of adults **without** a college degree vs. **with** a college degree in Alabama

\$33,047

\$57,592

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN ALABAMA²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	The University of Alabama	4-Pub	7% Latino 2,238 32,323	5% Latino 294 6,505
2	Auburn University	4-Pub	4% Latino 1,111 25,732	3% Latino 174 5,643
3	University of Alabama at Birmingham	4-Pub	8% Latino 940 12,118	6% Latino 181 2,937
4	John C Calhoun State Community College	2-Pub	10% Latino 703 6,928	7% Latino 97 1,463
5	Jefferson State Community College	2-Pub	10% Latino 563 5,443	5% Latino 55 1,042

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend

■ Latino Enrollment
■ All Enrollment

■ Latino Completions
■ All Completions

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

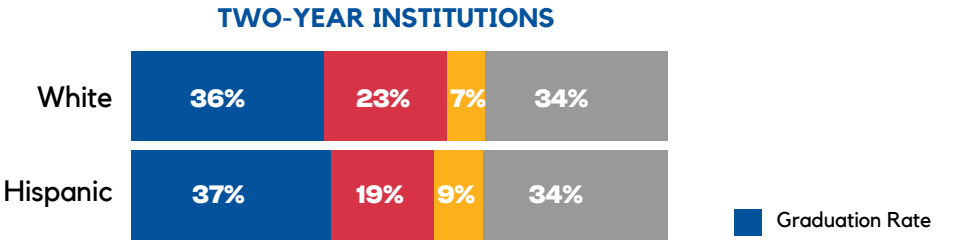
1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates.

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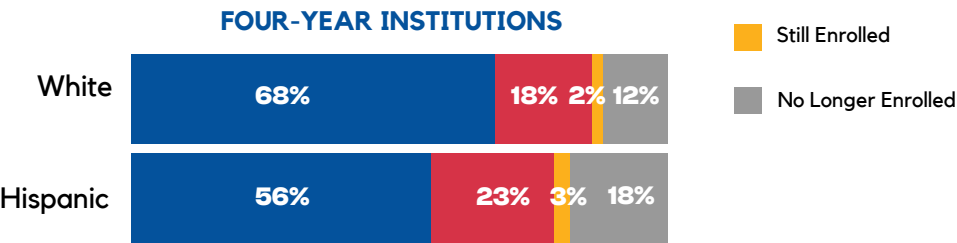
ALABAMA DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

At two-year institutions, Hispanics' graduation rate was 1%-point higher than that of their White non-Hispanic peers in Alabama.



At four-year institutions, Hispanics' graduation rate was 12%-points lower than that of their White non-Hispanic peers in Alabama.



*Percentages may not add up to 100% due to rounding.
NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

DirectConnect was introduced in 2006 as a partnership between the University of Central Florida (UCF) and four Central Florida colleges: Valencia College, Brevard College, Lake-Sumter State College, and Seminole State College. Open to all students, this transfer initiative places emphasis on the student experience, smooth transition from college to the university, shared use of facilities, and strong academic programs/services. Specifically, DirectConnect students receive preferential and concurrent admission to UCF, which increases student access. Shared advisers, curriculum alignment, and a regional approach to programs ensure consistency across institutions, student success in subsequent courses/programs, and smooth transitions. Scholarship funds are raised at joint philanthropic events. Further, shared-use facilities at Valencia include the University Center at West Campus and classrooms and common spaces at the Osceola Campus.

Accelerating Hispanic college transfer and degree completion is an intentional part of DirectConnect, as is a commitment to practices and policies that produce positive results. DirectConnect at Valencia has enabled more of their Hispanic students to fulfill their college aspirations, providing them with a compelling reason to stay the course, graduate from Valencia, and earn a baccalaureate degree at the University of Central Florida.

In 2017-2018:

- Valencia's Hispanic DirectConnect students comprised 44% of all Hispanic transfer students to the University of Central Florida.
- Valencia College transfer students were 24% of all University of Central Florida baccalaureate graduates.
- Hispanic students were 32% of Valencia College students who transferred and graduated from the University of Central Florida with a baccalaureate degree.

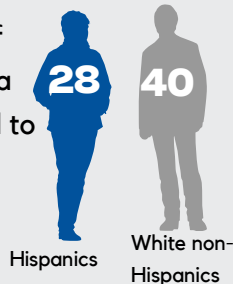
FAST FACTS

44th largest Latino population in the U.S.¹

8% of the population was Latino¹

11% of the K-12 population was Latino¹

The median age of Hispanics in Alaska was **28**, compared to **40** for White non-Hispanics.¹



12% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **14%** of White non-Hispanics.¹

34% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **48%** of White non-Hispanic adults.¹

Hispanic Adults



White Adults

Median income of adults without a college degree vs. **with a college degree** in Alaska¹

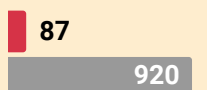
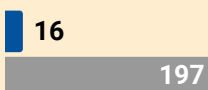
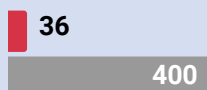
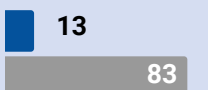
\$39,098

\$67,579

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN ALASKA²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	University of Alaska Anchorage	4-Pub	11% Latino 	9% Latino 
2	Charter College	4-Priv*	23% Latino 	6% Latino 
3	University of Alaska Fairbanks	4-Pub	10% Latino 	7% Latino 
4	University of Alaska Southeast	4-Pub	9% Latino 	8% Latino 
5	Alaska Pacific University	4-Priv	9% Latino 	16% Latino 

*This institution is a private, for-profit institution.

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend

 Latino Enrollment
 All Enrollment

 Latino Completions
 All Completions

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates.

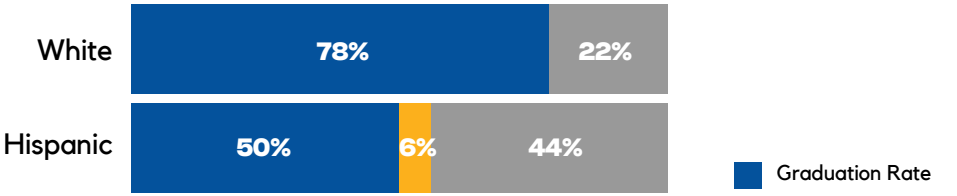
2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey, and Institutional Characteristics Survey.

ALASKA DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

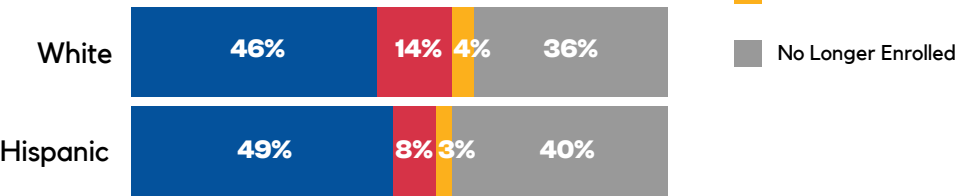
TWO-YEAR INSTITUTIONS

At two-year institutions, Hispanics' graduation rate was 28%-points lower than that of their White non-Hispanic peers in Alaska.



FOUR-YEAR INSTITUTIONS

At four-year institutions, Hispanics' graduation rate was 3%-points higher than that of their White non-Hispanic peers in Alaska.



*Percentages may not add up to 100% due to rounding.
NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

The Advancing Nutrition Development through Alliance for Education and Leadership (ÁNDALE) Latino Research Training Program aims to train 50 underrepresented undergraduate students in Latino nutrition and disease prevention, enhance their professional development, and engage them in research with a faculty mentor to prepare them for graduate school or the workforce. Hispanic/Latino communities continue to be impacted by alarming rates of obesity and chronic conditions such as type 2 diabetes, hypertension, cancer, and cardiovascular disease. Launched in 2020 and housed in the CSULB Center for Latino Community Health, Evaluation, and Leadership Training, ÁNDALE was designed to fill a gap in research opportunities for students in the food, agriculture, natural sciences, and human sciences fields. While the university provides paid research opportunities, the majority target STEM students, require a 1-2-year commitment, and/or require the student to pursue a doctoral degree. Therefore, ÁNDALE was designed for students in the behavioral sciences who might not be eligible for existing campus research and training programs, while providing the unique opportunity to receive culturally responsive training to address the high rates of

nutrition-related chronic conditions among Latino populations. Program practices include (1) common intellectual experiences through a 35-hour training on nutrition and chronic disease prevention in Latino communities, (2) undergraduate research with 90 hours of faculty-led work across nine weeks, and (3) learning experiences that explore Latino culture, health disparities, and inequities.

- Program Outcomes (2021-2024):
- Graduation: 100% of Latino ÁNDALE participants graduated or remain on track to graduate in a health-related field.
 - Academic Success: Participants maintained cumulative GPAs ranging from 3.56 (2021) to 3.77 (2024), consistently above average semester GPAs.
 - Retention: ÁNDALE engaged 53 underrepresented undergraduate students from nutrition, health science, kinesiology, healthcare administration, and psychology majors (surpassing the goal of 50 students) with a 100% retention rate.

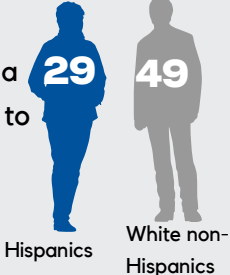
FAST FACTS

6th largest Latino population in the U.S.¹

32% of the population was Latino¹

43% of the K-12 population was Latino¹

The median age of Hispanics in Arizona was **29**, compared to **49** for White non-Hispanics.¹



18% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **22%** of White non-Hispanics.¹

26% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **50%** of White non-Hispanic adults.¹

Hispanic Adults



White Adults

Median income of adults without a college degree vs. **with a college degree** in Arizona¹

\$36,350

\$65,039

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN ARIZONA²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	Arizona State University Campus Immersion	4-Pub	26% Latino 16,763 64,398	25% Latino 3,748 15,108
2	Grand Canyon University	4-Priv*	24% Latino 16,630 68,619	22% Latino 3,047 13,825
3	Arizona State University Digital Immersion	4-Pub	24% Latino 11,627 49,000	22% Latino 1,882 8,471
4	University of Arizona	4-Pub	28% Latino 11,259 40,769	27% Latino 2,120 7,772
5	University of Phoenix-Arizona	4-Priv*	12% Latino 9,174 76,996	13% Latino 1,861 14,526

*These institutions are private, for-profit institutions.

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend

■ Latino Enrollment
■ All Enrollment

■ Latino Completions
■ All Completions

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates.

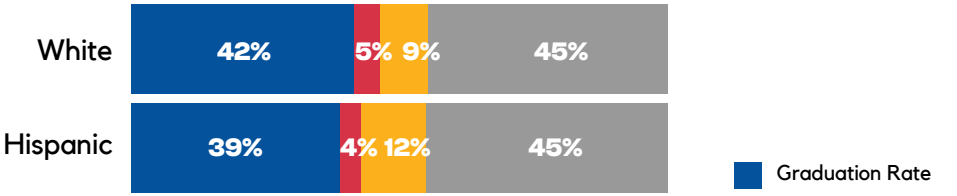
2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey, and Institutional Characteristics Survey.

ARIZONA DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

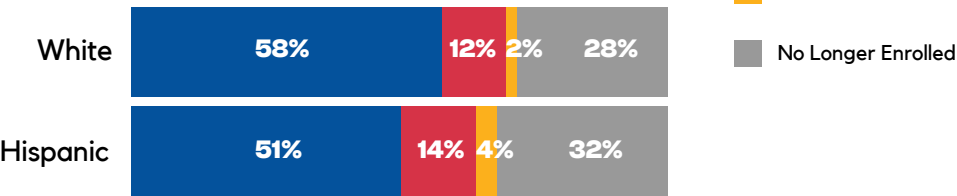
TWO-YEAR INSTITUTIONS

At two-year institutions, Hispanics' graduation rate was 3%-points lower than that of their White non-Hispanic peers in Arizona.



FOUR-YEAR INSTITUTIONS

At four-year institutions, Hispanics' graduation rate was 7%-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 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

The **Joaquin Bustoz Math-Science Honors Program (JBMSHP)** is an intense academic program that provides motivated students an outstanding opportunity to begin university mathematics studies before graduating high school. The program is designed to provide a successful university experience for Arizona high school students who have limited exposure to higher education opportunities in STEM to enhance their prospects for future academic success. Since 1985, 49% of all program alumni are Latino. JBMSHP offers a summer residential mathematics program for Arizona high school students interested in pursuing academic careers in fields requiring mathematics, science, or engineering coursework. Students join a community of peers with similar interests and interact with dedicated and experienced faculty and staff who closely monitor student progress.

Participants live on the Arizona State University (ASU) Tempe campus while enrolled in a university-level mathematics course for college credit. Tutoring is also available for students as they participate in the program. Tuition, room and board, textbooks, and classroom expenses are provided for participants. JBMSHP creates an environment where students can focus on their studies, develop a strong academic work ethic, and become familiar with the university environment, resources, and faculty. As of 2023, 72% of all JBMSHP alumni have graduated with an undergraduate or graduate degree. The program also supports continued student success; since the program's inception, a total of 754 program participants have earned a graduate degree (by 2023). Just between 2017 and 2023, 576 program participants earned a graduate degree.

For more information on institutional programs improving Latino student success in higher education, visit <https://www.edexcelencia.org/what-works/growing-what-works>

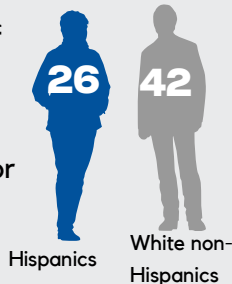
FAST FACTS

33rd largest Latino population in the U.S.¹

9% of the population was Latino¹

14% of the K-12 population was Latino¹

The median age of Hispanics in Arkansas was **26**, compared to **42** for White non-Hispanics.¹



15% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **17%** of White non-Hispanics.¹

20% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **37%** of White non-Hispanic adults.¹

Hispanic Adults



White Adults

Median income of adults without a college degree vs. **with a college degree** in Arkansas¹

\$33,350

\$55,851

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN ARKANSAS²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	University of Arkansas	4-Pub	11% Latino 2,997 27,312	10% Latino 474 4,751
2	NorthWest Arkansas Community College	2-Pub	28% Latino 1,308 4,632	21% Latino 259 1,226
3	University of Arkansas-Fort Smith	4-Pub	19% Latino 791 4,133	16% Latino 219 1,372
4	Arkansas Tech University	4-Pub	12% Latino 706 5,993	10% Latino 246 2,565
5	University of Central Arkansas	4-Pub	8% Latino 570 7,426	6% Latino 90 1,618

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend

■ Latino Enrollment
■ All Enrollment

■ Latino Completions
■ All Completions

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates.

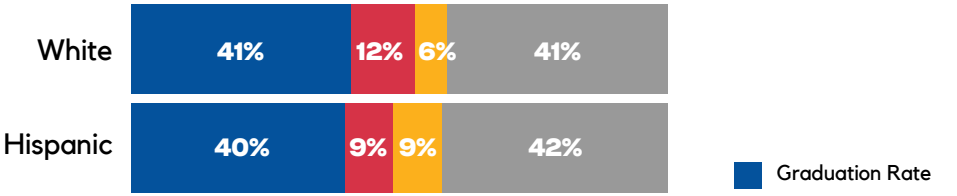
2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey, and Institutional Characteristics Survey.

ARKANSAS DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

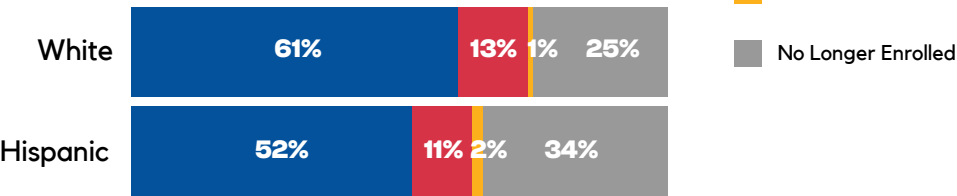
TWO-YEAR INSTITUTIONS

At two-year institutions, Hispanics' graduation rate was 1%-point lower than that of their White non-Hispanic peers in Arkansas.



FOUR-YEAR INSTITUTIONS

At four-year institutions, Hispanics' graduation rate was 9%-points lower than that of their White non-Hispanic peers in Arkansas.



*Percentages may not add up to 100% due to rounding.
NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

Breakthrough Central Texas' **College and Career Success** program aims to build a path to and through college for students who will become the first in their family to earn a college degree. The program provides 12 years of wrap-around support to students in Central Texas, guiding them from middle school through college graduation. Students have access to career exploration opportunities, ongoing academic advising, and personalized, step-by-step guidance on the college admissions and financial aid process. Once enrolled in higher education, they receive intensive support to navigate academics, campus life, and financial responsibilities, including scholarships, aid eligibility, and loan management. Advisors also provide targeted interventions to increase first-year persistence and overcome the "sophomore slump."

To build professional skills, students are placed in paid summer internships in Austin and around the country. The program offers year-round touchpoints, including a summer conference, care packages, and near-peer support. The program's impact is strengthened through formal partnerships with Hispanic-Serving Institutions, where Breakthrough collaborates by co-hosting orientations, sharing data, and coordinating interventions and supports.

Among Latino participating students in the high school graduating class of 2020, 86% enrolled directly in college and 80% persisted to their second year. Between 2020 and 2023, Latino participants approached Breakthrough's 60% six-year graduation goal, with 58% of the class of 2016, 71% of the class of 2015, and 58% of the class of 2014 earning a college degree.

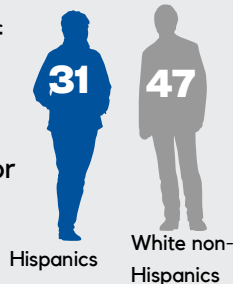
FAST FACTS

1st largest Latino population in the U.S.¹

40% of the population was Latino¹

52% of the K-12 population was Latino¹

The median age of Hispanics in California was **31**, compared to **47** for White non-Hispanics.¹



24% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **25%** of White non-Hispanics.¹

23% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **58%** of White non-Hispanic adults.¹

Hispanic Adults



White Adults

Median income of adults without a college degree vs. with a college degree in California¹

\$36,147

\$77,435

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN CALIFORNIA²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	California State University-Fullerton	4-Pub	54% Latino 20,073 36,956	48% Latino 4,358 9,065
2	California State University-Northridge	4-Pub	57% Latino 18,508 32,357	52% Latino 4,452 8,520
3	California State University-Long Beach	4-Pub	51% Latino 17,500 34,131	47% Latino 4,089 8,633
4	California State University-Los Angeles	4-Pub	77% Latino 16,572 21,478	72% Latino 4,028 5,596
5	Mt San Antonio College	2-Pub	65% Latino 16,566 25,311	64% Latino 2,218 3,484

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend

■ Latino Enrollment
■ All Enrollment

■ Latino Completions
■ All Completions

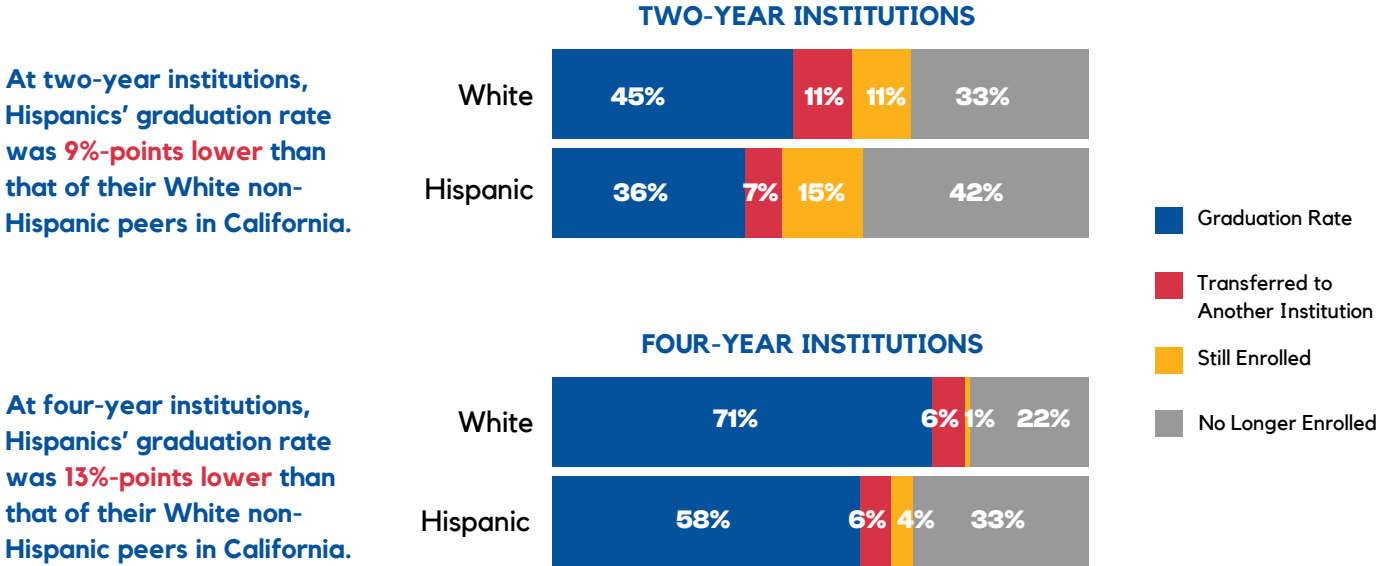
NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates.

2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey, and Institutional Characteristics Survey.

CALIFORNIA DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.



*Percentages may not add up to 100% due to rounding.
NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

The **Puente Project**'s mission is to increase the number of educationally underrepresented students who enroll in college and universities, earn degrees, and return to the community as mentors and leaders to future generations. Puente is an intersegmental academic preparation program in California, Texas, and Washington. Practices include rigorous English, Math, and Ethnic Studies instruction with a culturally relevant and engaging curriculum; academic counseling; structured participation in mentoring and student leadership activities; and community service. Through Puente's unique model, pedagogy of *cariño*, and professional development, the goal is to ensure that every student feels a sense of belonging and has a positive academic experience. Latino students in this program persist at higher rates than Latinos not served by the program and transfer to four-year institutions at higher rates than other underrepresented students.

In 2022-23, 73% of Puente high school graduates completed the A-G course pattern which is required for admission to California's four-year public universities. That rate for California underrepresented students and all California high school graduates is 44% and 52%, respectively. Further, Puente Community College Program students maintain enrollment continuity more often than all California Community Colleges (CCC) students statewide, resulting in increased fall-to-spring persistence rates of first-time students. In the 2021-22 academic year, 91% first-year students enrolled in two continuous semesters (Fall to Spring) as compared with 67% of all CCC students statewide.

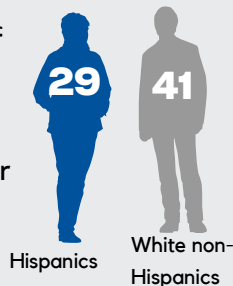
FAST FACTS

8th largest Latino population in the U.S.¹

23% of the population was Latino¹

32% of the K-12 population was Latino¹

The median age of Hispanics in Colorado was **29**, compared to **41** for White non-Hispanics.¹



18% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **21%** of White non-Hispanics.¹

30% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **61%** of White non-Hispanic adults.¹

Hispanic Adults



White Adults

Median income of adults without a college degree vs. **with a college degree** in Colorado¹

\$41,250

\$69,601

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN COLORADO²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	Metropolitan State University of Denver	4-Pub	37% Latino 5,472 14,932	29% Latino 779 2,689
2	University of Colorado Boulder	4-Pub	13% Latino 4,260 31,578	12% Latino 820 6,965
3	Colorado State University-Fort Collins	4-Pub	16% Latino 3,934 25,148	15% Latino 761 5,201
4	Front Range Community College	4-Pub	28% Latino 3,097 11,132	22% Latino 423 1,937
5	University of Colorado Denver/Anschutz Medical Campus	4-Pub	28% Latino 2,956 10,686	21% Latino 535 2,559

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend

■ Latino Enrollment
■ All Enrollment

■ Latino Completions
■ All Completions

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates.

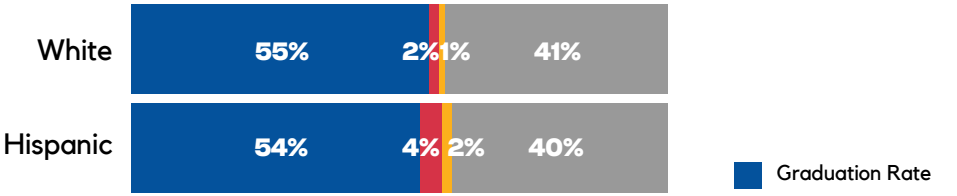
2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey, and Institutional Characteristics Survey.

COLORADO DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

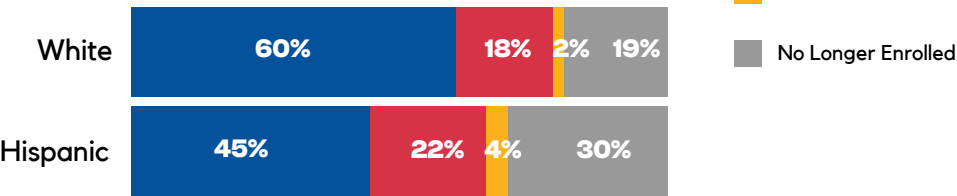
TWO-YEAR INSTITUTIONS

At two-year institutions, Hispanics' graduation rate was 1%-point lower than that of their White non-Hispanic peers in Colorado.



FOUR-YEAR INSTITUTIONS

At four-year institutions, Hispanics' graduation rate was 15%-points lower than that of their White non-Hispanic peers in Colorado.



*Percentages may not add up to 100% due to rounding.
NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

The **CUMBRES Teacher Preparation Program at the University of Northern Colorado (UNC)** is a scholarship and support program for students who aspire to become English as a Second Language (ESL) teachers. Cumbres recruits, supports, and mentors undergraduate students pursuing a degree in education with an endorsement in ESL, preparing them to teach culturally and linguistically diverse students in K-12 education. Students are offered scholarships to ensure persistence in the program. Cumbres is grounded in three high-impact educational practices designed to bridge the service gaps for Latino and all program participants: (1) Residential Community — During their freshman year, participants live in a residential community in which an upper-classman Resident Assistant (RA) serves as a mentor and tutor to students; (2) Learning Community — Participants take classes with their Cumbres cohort, allowing them to be in classes with their

residential community; and (3) Mentorship: First-year participants (including transfer and non-traditional students) meet with a peer academic advisor and a mentor teacher in K-12 education.

Cumbres participants have:

- Higher 6-year graduation rates: In 2020, 61% (14 of 23) of participants from the 2014 cohort graduated within six years, compared to 50% of all students at the institution.
- Stronger persistence: Among the 2019 cohort, 71% (12 of 17) of participants persisted from Fall 2019 to Fall 2020.
- High job placement: Each year, approximately 90% of participants secure K–12 ESL teaching positions before graduation or by the start of the following school year or term.

For more information on institutional programs improving Latino student success in higher education, visit <https://www.edexcelencia.org/what-works/growing-what-works>

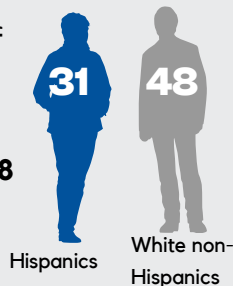
FAST FACTS

18th largest Latino population in the U.S.¹

19% of the population was Latino¹

27% of the K-12 population was Latino¹

The median age of Hispanics in Connecticut was **31**, compared to **48** for White non-Hispanics.¹



21% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **25%** of White non-Hispanics.¹

29% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **56%** of White non-Hispanic adults.¹

Hispanic Adults



White Adults

Median income of adults without a college degree vs. **with a college degree** in Connecticut¹

\$37,296

\$72,559

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN CONNECTICUT²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	Connecticut State Community College	2-Pub	32% Latino  10,444  32,292	23% Latino  1,022  4,380
2	University of Connecticut	4-Pub	16% Latino  3,091  19,147	14% Latino  804  5,558
3	Central Connecticut State University	4-Pub	20% Latino  1,534  7,670	15% Latino  274  1,778
4	Southern Connecticut State University	4-Pub	25% Latino  1,519  6,180	21% Latino  357  1,667
5	Post University	4-Priv*	7% Latino  1,237  18,975	15% Latino  285  1,956

*This institution is a private, for-profit institution.

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend

 Latino Enrollment
 All Enrollment

 Latino Completions
 All Completions

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates.

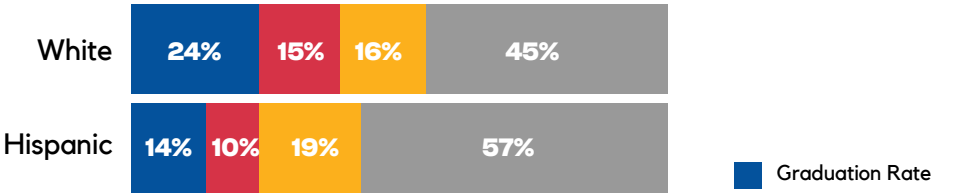
2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey, and Institutional Characteristics Survey.

CONNECTICUT DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

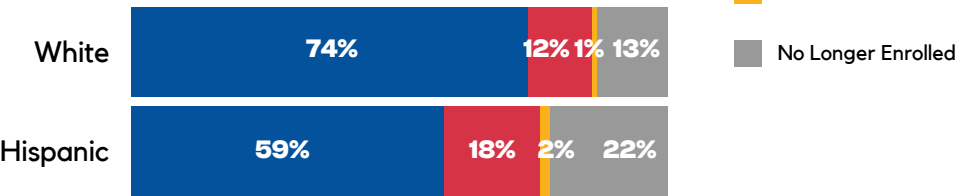
TWO-YEAR INSTITUTIONS

At two-year institutions, Hispanics' graduation rate was 10%-points lower than that of their White non-Hispanic peers in Connecticut.



FOUR-YEAR INSTITUTIONS

At four-year institutions, Hispanics' graduation rate was 15%-points lower than that of their White non-Hispanic peers in Connecticut.



*Percentages may not add up to 100% due to rounding.
NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

Kean University Supera Spanish Speaking Program (SSP) aims to increase the number of Hispanic students attaining a bachelor's degree by providing access to higher education to students who are English Language Learners (ELL). Through Supera, students follow a structured study program designed to achieve full integration into university life. This includes taking courses in Spanish during their first years of study. The program goals are for students to gain access to higher education, obtain acquisition of the English language, progress in their college career and complete their degrees, and increase graduation rates to 75%. The program does not require SAT scores and allows participants to submit admission essays and letters of recommendation in Spanish. Services offered to students include academic advice, financial aid assistance, career counseling,

tutoring, peer mentoring, and scholarship awareness. Additionally, students participate in a four-week summer academy, at no cost to them, that assists them with on-campus job placement.

Consider the following program outcomes:

- The program achieved a 10% increase in student retention from the 2020-2021 to 2021-2022 academic year, reflecting its growing impact on student persistence.
- First-semester retention rates for program participants have consistently remained strong, with rates of 89% in 2019, 82% in 2020, and 92% in 2021. During the same period, the university's overall retention rates were 89%, 86%, and 88% respectively.

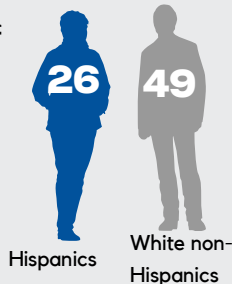
FAST FACTS

40th largest Latino population in the U.S.¹

11% of the population was Latino¹

18% of the K-12 population was Latino¹

The median age of Hispanics in Delaware was **26**, compared to **49** for White non-Hispanics.¹



14% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **25%** of White non-Hispanics.¹

26% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **48%** of White non-Hispanic adults.¹

Hispanic Adults



White Adults

Median income of adults without a college degree vs. **with a college degree** in Delaware¹

\$35,427

\$65,018

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN DELAWARE²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	Delaware Technical Community College-Terry	4-Pub	18% Latino 1,940 11,012	14% Latino 219 1,591
2	University of Delaware	4-Pub	10% Latino 1,859 18,812	9% Latino 390 4,545
3	Wilmington University	4-Priv	16% Latino 1,376 8,497	11% Latino 160 1,499
4	Delaware State University	4-Pub	8% Latino 393 4,630	10% Latino 70 672
5	Goldey-Beacom College	4-Priv	17% Latino 105 634	9% Latino 15 167

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend



NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates.

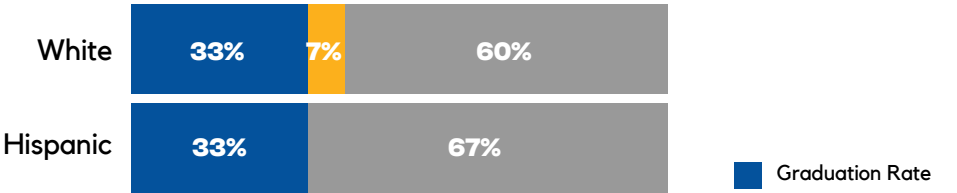
2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey, and Institutional Characteristics Survey.

DELAWARE DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

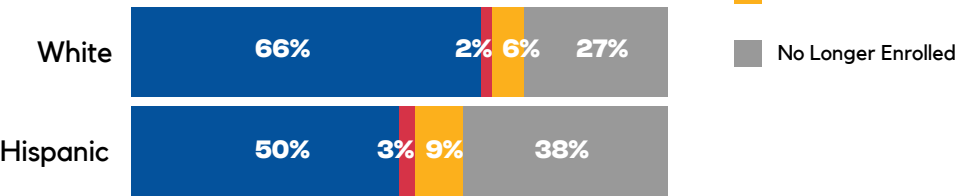
TWO-YEAR INSTITUTIONS

At two-year institutions, Hispanics' graduation rate was equal to that of their White non-Hispanic peers in Delaware.



FOUR-YEAR INSTITUTIONS

At four-year institutions, Hispanics' graduation rate was 16%-points lower than that of their White non-Hispanic peers in Delaware.



*Percentages may not add up to 100% due to rounding.
NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

The **Educational Opportunity Fund (EOF) at County College of Morris (CCM)** provides a gateway to higher education for students who need academic and financial support. EOF is committed to transforming incoming students into scholars. The goals for the program are to: (1) encourage students to continue their post-secondary education and/or to become successful professionals in a diverse society, (2) consistently accomplish high retention and transfer rates, and (3) strive towards timely graduation rates (within 3 years) of students served. Through the years, EOF at CCM has grown into a comprehensive, holistic support system that provides bilingual, first-generation/low-income predominantly Latino college students with customized academic support that fosters persistence to graduation, academic achievement, and personal and leadership development. Today, services include recruitment, a summer bridge/college readiness program, parent orientations,

individual academic/social counseling, pre-advisement, academic planning, transfer assistance, workshops, professional mentorship, online academic support, and a scholarship. The program meets students where they are, regardless of their background, academic aptitude, social challenges, and/or needs, and customizes the support for students individually to help them fulfill their academic and professional goals.

Consider the following program outcomes:

- For the 2018 cohort, the overall program graduation rate was 38%, surpassing the institutional graduation rate of 32%.
- The EOF Latino graduation rate reached 52%, nearly double the institutional graduation rate of 27%.
- EOF has outperformed the college's overall retention rates, with an EOF Latino (First-Time, Full-Time) retention rate of 76% in academic year 2019-20, compared to 71% for the institution's overall rate.

For more information on institutional programs improving Latino student success in higher education, visit <https://www.edexcelencia.org/what-works/growing-what-works>

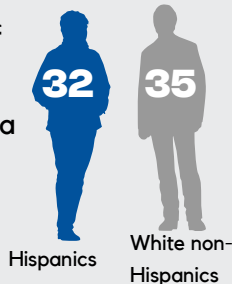
FAST FACTS

In the District of Columbia, **18%** of the population aged 0 to 5 years old was Latino.¹

In the District of Columbia, **17%** of the K-12 population was Latino.¹

In the District of Columbia, **12%** of the population was Latino.¹

The median age of Hispanics in the District of Columbia was **32**, compared to **35** for White non-Hispanics.¹



20% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **24%** of White non-Hispanics.¹

61% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **95%** of White non-Hispanic adults.¹

Hispanic Adults



White Adults

Median income of adults **without a college degree** vs. **with a college degree** in the District of Columbia.¹

\$38,808

\$91,839

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN THE DISTRICT OF COLUMBIA²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	George Washington University	4-Priv	13% Latino 1,420 10,848	12% Latino 336 2,721
2	Strayer University-Global Region	4-Priv*	13% Latino 1,273 10,087	13% Latino 153 1,155
3	American University	4-Priv	13% Latino 972 7,593	12% Latino 216 1,833
4	University of the District of Columbia	4-Pub	28% Latino 859 3,080	20% Latino 129 644
5	Howard University	4-Priv	7% Latino 664 9,604	6% Latino 93 1,657

*This institution is a private, for-profit institution.

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend

 Latino Enrollment
 All Enrollment

 Latino Completions
 All Completions

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates.

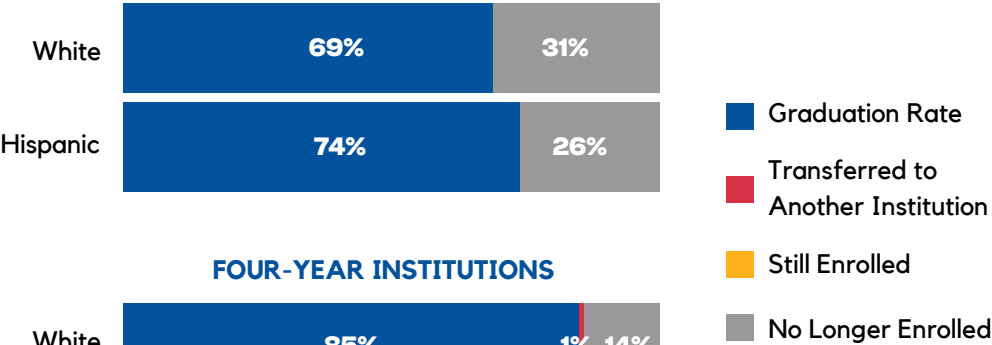
2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey, and Institutional Characteristics Survey.

DISTRICT OF COLUMBIA DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress—graduated, transferred to another institution, still enrolled, and no longer enrolled—highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

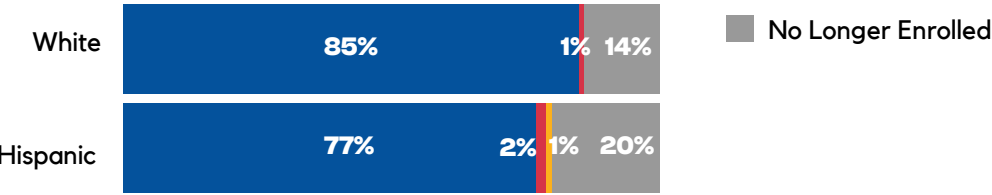
At two-year institutions, Hispanics' graduation rate was 5%-points higher than that of their White non-Hispanic peers in the District of Columbia.

TWO-YEAR INSTITUTIONS



At four-year institutions, Hispanics' graduation rate was 8%-points lower than that of their White non-Hispanic peers in the District of Columbia.

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 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

The **New Futures' Scholars Program** aims to propel underserved young people through certifications and community college degrees and into rewarding careers across the Washington, D.C. region. With 50% of its scholars identifying as Latino, New Futures is the only regional organization supporting systematically excluded young people as they leverage the opportunities of shorter-term postsecondary credentials to pursue lasting careers and financial stability. Programming includes financial support in the form of a scholarship, 1:1 advising and coaching, academic and career skill-building workshops, and an alumni community engagement and support program. To intentionally serve Latino(a) students, New Futures partners closely with other Latino-serving organizations and schools to refer scholars and create a robust pipeline of Latino students. The program defines its success rate as the combination of persistence and degree attainment for all students.

- Consider the following:
- Overall success rate: For the 2016-2020 cohorts, the success rate was 85%. For the 2021-2022 cohorts, the success rates was 88%.
 - Latino student success rate: For the 2017-2022 cohorts, the success rate was 88%.
- The financial well-being and career success of alumni was measured by a financial measure/scale used by the Consumer Financial Protection Bureau (CFPB). New Futures found their rates were higher than the national average for adults within the same demographic categories.
- For New Futures Latino Alumni, the score was 57 compared to the national Latino average of 51.
 - New Futures Alumni with Some College or Associates had an average of 55 compared to 52 nationally.
 - New Futures Alumni with Bachelor's Degree had a score of 56 compared to 51 nationally.

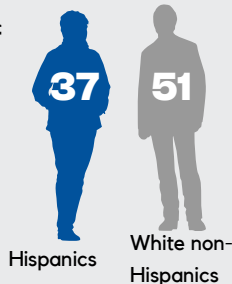
FAST FACTS

3rd largest Latino population in the U.S.¹

27% of the population was Latino¹

32% of the K-12 population was Latino¹

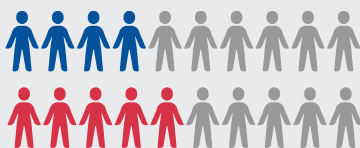
The median age of Hispanics in Florida was **37**, compared to **51** for White non-Hispanics.¹



22% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **22%** of White non-Hispanics.¹

40% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **49%** of White non-Hispanic adults.¹

Hispanic Adults



White Adults

Median income of adults without a college degree vs. with a college degree in Florida¹

\$33,372

\$59,206

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN FLORIDA²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	Florida International University	4-Pub	68% Latino 26,234 38,761	66% Latino 7,691 11,661
2	Miami Dade College	4-Pub	72% Latino 25,146 35,001	72% Latino 7,038 9,807
3	University of Central Florida	4-Pub	31% Latino 18,188 59,095	29% Latino 4,536 15,548
4	Valencia College	4-Pub	44% Latino 15,435 35,125	38% Latino 3,383 8,882
5	Broward College	4-Pub	38% Latino 8,973 23,799	36% Latino 1,983 5,544

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend

■ Latino Enrollment
■ All Enrollment

■ Latino Completions
■ All Completions

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates.

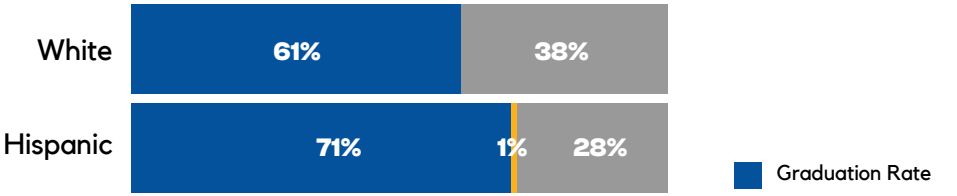
2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey, and Institutional Characteristics Survey.

FLORIDA DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

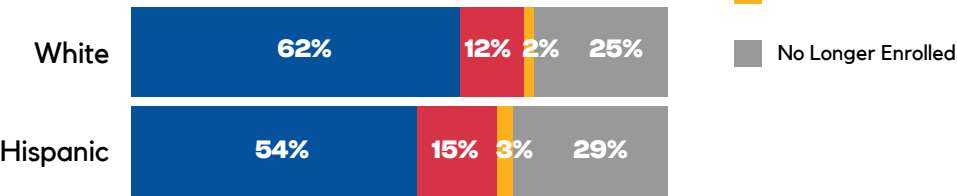
TWO-YEAR INSTITUTIONS

At two-year institutions, Hispanics' graduation rate was 10%-points higher than that of their White non-Hispanic peers in Florida.



FOUR-YEAR INSTITUTIONS

At four-year institutions, Hispanics' graduation rate was 8%-points lower than that of their White non-Hispanic peers in Florida.



*Percentages may not add up to 100% due to rounding.
NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

The School of Science STEM Research Institute (SRI) provides Hispanic and other underrepresented STEM students high-quality, early research experiences to help them acquire knowledge and skills important to their academic success and competitiveness in the STEM workforce. The Institute seeks to increase persistence in STEM and attainment of STEM degrees among underrepresented students. Established in 2012, the Institute began as a pilot of undergraduate research. Aware that activities promoting deeper exposure to STEM have marked impacts on student success and retention, the Institute aimed to bring undergraduate research to the primarily Hispanic population of students at Miami Dade College (MDC). The program requires students to complete 240 hours of research, attend professional skills workshops, and provide various deliverables.

Participants typically engage in 10 to 12 weeks of paid research experiences with interdisciplinary teams during the summer or as part of a year-round project. Program participants may choose to receive mentorship from MDC faculty or faculty at one of MDC's partner research universities to carry out individual research projects.

- Consider the following program outcomes:
- For academic year 2019-2020, the fall-to-fall retention rate of SRI participants was 96% compared to 67% of STEM students who did not participate in undergraduate research experiences.
 - As of 2019, participants took an average of 2.8 years to graduate with an associate degree compared to 3.1 years for non-participant STEM students.

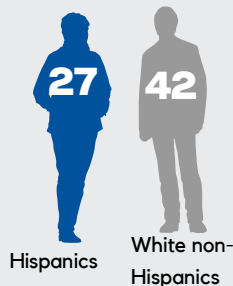
FAST FACTS

10th largest Latino population in the U.S.¹

11% of the population was Latino¹

16% of the K-12 population was Latino¹

The median age of Hispanics in Georgia was **27**, compared to **42** for White non-Hispanics.¹



18% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **21%** of White non-Hispanics.¹

29% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **47%** of White non-Hispanic adults.¹

Hispanic Adults



White Adults

Median income of adults without a college degree vs. **with a college degree** in Georgia¹

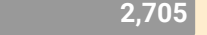
\$33,988

\$62,863

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN GEORGIA²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	Kennesaw State University	4-Pub	16% Latino  6,184  39,503	12% Latino  727  5,826
2	Georgia State University	4-Pub	15% Latino  3,959  27,109	14% Latino  734  5,309
3	Georgia Gwinnett College	4-Pub	28% Latino  3,133  11,156	23% Latino  268  1,156
4	University of North Georgia	4-Pub	17% Latino  2,618  15,542	15% Latino  404  2,705
5	University of Georgia	4-Pub	8% Latino  2,385  31,310	7% Latino  541  8,062

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend



NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates.

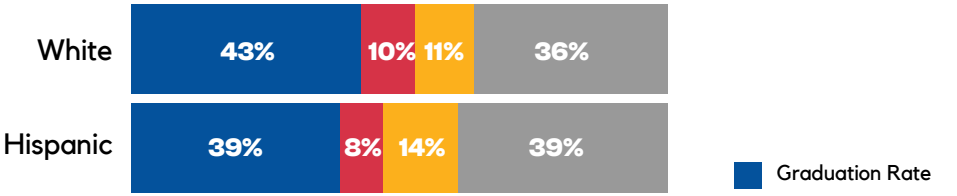
2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey, and Institutional Characteristics Survey.

GEORGIA DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

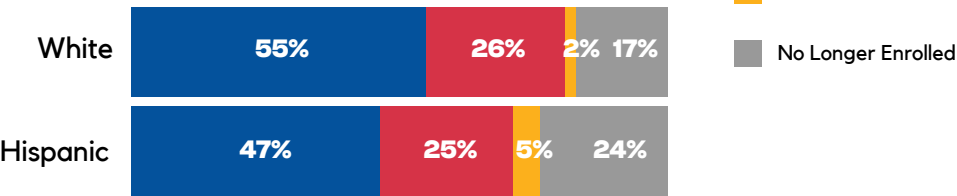
TWO-YEAR INSTITUTIONS

At two-year institutions, Hispanics' graduation rate was 4%-points lower than that of their White non-Hispanic peers in Georgia.



FOUR-YEAR INSTITUTIONS

At four-year institutions, Hispanics' graduation rate was 8%-points lower than that of their White non-Hispanic peers in Georgia.



*Percentages may not add up to 100% due to rounding.
NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

Established in 2002, the mission of **Latinx Student Services and Outreach (LASSO)** at Georgia State University (GSU) is to provide holistic programming to support Latino student success. Through educational, cultural, social, and career services, LASSO promotes student recruitment, retention, empowerment, and graduation. The program is committed to providing a safe space for all students regardless of class, sexual orientation, nationality, citizenship, or immigrant status, and to supporting the development of self-advocacy of students so that they may attain their academic and professional aspirations. LASSO expands the academic, social, and leadership opportunities for Latino/Hispanic students at GSU while also increasing collaborative efforts amongst Latino/Hispanic faculty, staff, and students. The program emphasizes the value of family

involvement in a student's educational journey, engaging families through outreach initiatives. Students who engaged with LASSO experienced higher persistence and academic success rates than non-participating students. In Fall 2019:

- Those who participated in LASSO once had a 93% retention or graduation rate, while students who participated in the program more than twice achieved a 96% rate, compared to 86% for those who did not utilize LASSO services.
- Those who interacted with LASSO once earned GPAs 7 points higher than non-participants, and those who engaged more than twice earned GPAs 29 points higher. LASSO students earned an average GPA of 3.35.

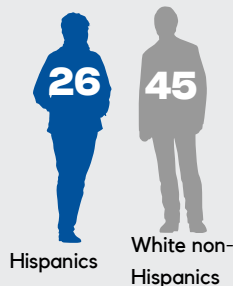
FAST FACTS

39th largest Latino population in the U.S.¹

10% of the population was Latino¹

17% of the K-12 population was Latino¹

The median age of Hispanics in Hawaii was **26**, compared to **45** for White non-Hispanics.¹



20% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **24%** of White non-Hispanics.¹

37% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **59%** of White non-Hispanic adults.¹

Hispanic Adults



White Adults

Median income of adults without a college degree vs. with a college degree in Hawaii¹

\$36,747

\$63,106

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN HAWAII²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	University of Hawaii at Manoa	4-Pub	14% Latino 2,005 14,306	12% Latino 353 3,049
2	Hawaii Pacific University	4-Priv	23% Latino 564 2,502	14% Latino 76 532
3	Leeward Community College	2-Pub	16% Latino 558 3,382	17% Latino 141 841
4	Kapiolani Community College	2-Pub	12% Latino 467 3,955	11% Latino 65 613
5	University of Hawaii-West Oahu	4-Pub	15% Latino 383 2,510	13% Latino 79 630

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend

■ Latino Enrollment
■ All Enrollment

■ Latino Completions
■ All Completions

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates.

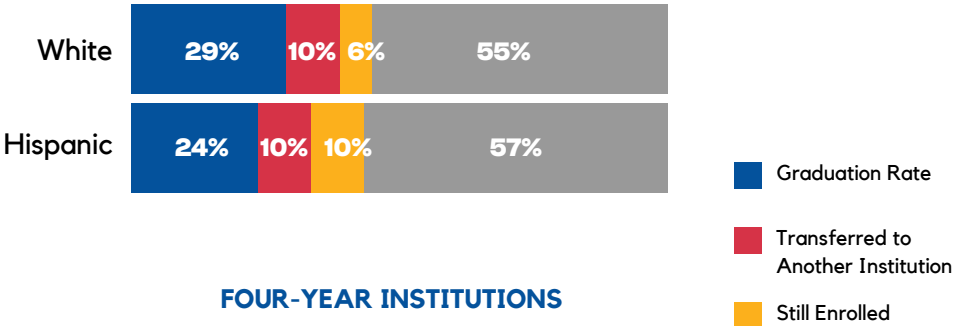
2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey, and Institutional Characteristics Survey.

HAWAII DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

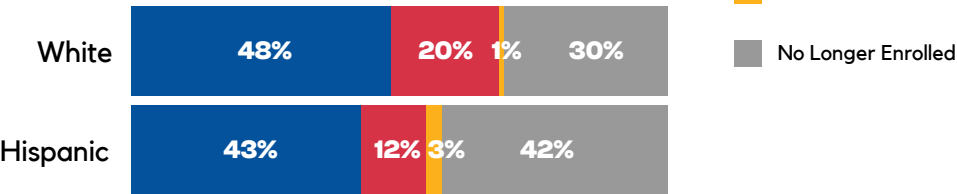
TWO-YEAR INSTITUTIONS

At two-year institutions, Hispanics' graduation rate was 5%-points lower than that of their White non-Hispanic peers in Hawaii.



FOUR-YEAR INSTITUTIONS

At four-year institutions, Hispanics' graduation rate was 5%-points lower than that of their White non-Hispanic peers in Hawaii.



*Percentages may not add up to 100% due to rounding.
NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

The **Center for Educational Partnerships (CEP)** provides opportunities for middle and high school students to successfully progress on to college/navigate higher education, and supports undergraduate students through postbaccalaureate preparation. The program goals are to: (1) improve student graduation, postsecondary and postbaccalaureate enrollment rates, (2) increase knowledge of postsecondary and postbaccalaureate options, preparation, and financing among students and families, (3) engage in active collaboration with community partners, educational institutions, and families through a multi-faceted approach to strengthen equitable access and support, and (4) develop learning opportunities for students that provide them with skills and knowledge to become self-advocates and leaders in their communities. CEP offers programming for 6th to 12th grade students through GEAR UP, Upward Bound, and the Talent Search. Undergraduates receive support through the Ronald E. McNair Postbaccalaureate

Achievement Program. All the programs are culturally responsive and recognize the need to engage Latino families as a whole and provide bilingual services.

Consider the following program outcomes:

- In 2018-19, students received more than 7,000 hours of postsecondary exposure through GEAR UP. As a result, 91% of participants reported understanding California A-G requirements, and over 80% expressed confidence in their knowledge of college entrance requirements.
- Of 2019 graduating Upward Bound scholars, 97% enrolled in postsecondary education immediately after high school, compared to 66% of all 2019 California high school graduates. Similarly, 85% of 2019 Talent Search graduates enrolled in postsecondary education immediately after high school graduation.
- In Fall 2018, 100% of graduating McNair Scholars were accepted to and enrolled in graduate studies immediately after completion of their bachelor's degrees.

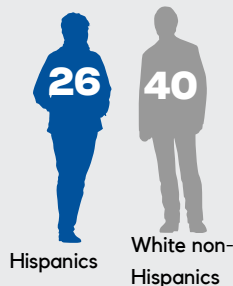
FAST FACTS

34th largest Latino population in the U.S.¹

14% of the population was Latino¹

19% of the K-12 population was Latino¹

The median age of Hispanics in Idaho was **26**, compared to **40** for White non-Hispanics.¹



21% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **21%** of White non-Hispanics.¹

24% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **44%** of White non-Hispanic adults.¹

Hispanic Adults



White Adults

Median income of adults without a college degree vs. **with a college degree** in Idaho¹

\$37,151

\$58,987

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN IDAHO²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	Brigham Young University-Idaho	4-Priv	19% Latino 7,802 42,090	14% Latino 1,197 8,589
2	Boise State University	4-Pub	15% Latino 2,590 17,081	14% Latino 580 4,058
3	College of Western Idaho	2-Pub	21% Latino 1,264 5,898	16% Latino 162 991
4	Idaho State University	4-Pub	15% Latino 1,113 7,260	12% Latino 194 1,640
5	College of Southern Idaho	4-Pub	29% Latino 1,008 3,476	25% Latino 244 991

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend

■ Latino Enrollment
■ All Enrollment

■ Latino Completions
■ All Completions

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates.

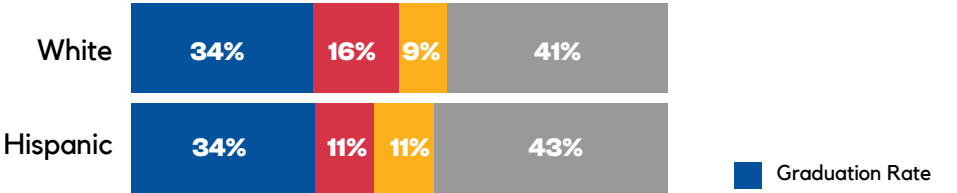
2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey, and Institutional Characteristics Survey.

IDAHO DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

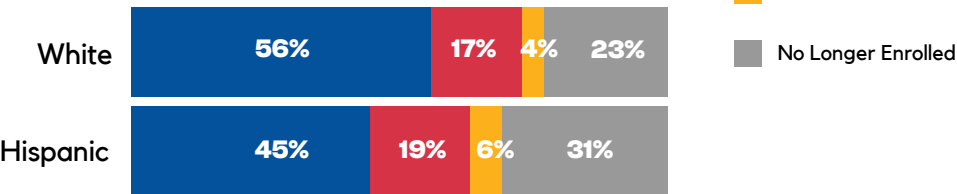
TWO-YEAR INSTITUTIONS

At two-year institutions, Hispanics' graduation rate was equal to that of their White non-Hispanic peers in Idaho.



FOUR-YEAR INSTITUTIONS

At four-year institutions, Hispanics' graduation rate was 11%-points lower than that of their White non-Hispanic peers in Idaho.



*Percentages may not add up to 100% due to rounding.
NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

The Village at Cerritos College is California's first community college housing development exclusively for students facing homelessness. Launched in 2020, The Village offers secure year-round housing and wraparound support—including food, clothing, hygiene items, legal aid, and academic counseling—through a partnership with Falcon's Nest, the college's basic needs program.

- The program aims to:
- Support educational success through individualized academic plans
 - Reduce time-to-completion for Black/African American and Latino students
 - Expand housing access for underserved student populations

As a Hispanic-Serving Institution with a 69% Latino student body, Cerritos College designed The Village to directly address the basic needs disparities affecting its

students. Participants benefit from continuous housing, case management, and connections to local resources, with the flexibility to enter and exit the program as needed.

- Student outcomes highlight the program's effectiveness:
- In 2022–2023, Latino participants completed their programs in 3 years on average, compared to 6 years for non-participants.
 - In 2023–2024, 100% of Latino participants received an educational plan, compared to 82% of non-participants.
 - Students with educational plans were nearly twice more likely to complete their degree within two years.

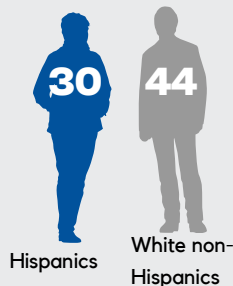
FAST FACTS

5th largest Latino population in the U.S.¹

19% of the population was Latino¹

25% of the K-12 population was Latino¹

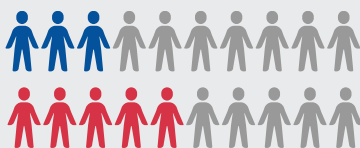
The median age of Hispanics in Illinois was **30**, compared to **44** for White non-Hispanics.¹



21% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **21%** of White non-Hispanics.¹

26% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **51%** of White non-Hispanic adults.¹

Hispanic Adults



White Adults

Median income of adults without a college degree vs. **with a college degree** in Illinois¹

\$37,191

\$68,033

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN ILLINOIS²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	University of Illinois Chicago	4-Pub	37% Latino 7,982 21,814	31% Latino 1,612 5,177
2	University of Illinois Urbana-Champaign	4-Pub	14% Latino 4,805 34,623	13% Latino 1,117 8,482
3	College of DuPage	2-Pub	28% Latino 4,325 15,185	24% Latino 435 1,895
4	College of Lake County	2-Pub	47% Latino 4,322 9,282	36% Latino 493 1,383
5	DeVry University-Illinois	4-Priv*	15% Latino 3,990 25,975	17% Latino 641 3,722

*This institution is a private, for-profit institution.

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend

■ Latino Enrollment	■ Latino Completions
■ All Enrollment	■ All Completions

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates.

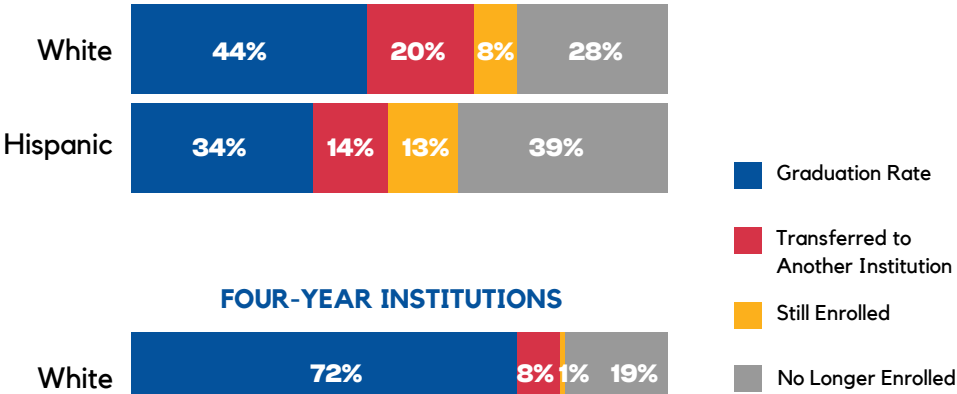
2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey, and Institutional Characteristics Survey.

ILLINOIS DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

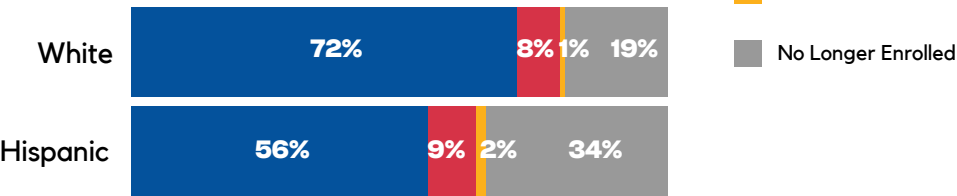
TWO-YEAR INSTITUTIONS

At two-year institutions, Hispanics' graduation rate was 10%-points lower than that of their White non-Hispanic peers in Illinois.



FOUR-YEAR INSTITUTIONS

At four-year institutions, Hispanics' graduation rate was 16%-points lower than that of their White non-Hispanic peers in Illinois.



*Percentages may not add up to 100% due to rounding.
NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

The mission of the **Algebra Recitation Program** at Aurora University is to enhance student success in entry-level college algebra courses by implementing innovative teaching practices and providing comprehensive support for a diverse student body. Launched in 2022 to counter declining math content knowledge of incoming students, the program offers tailored recitation sessions and co-requisite models to ensure students are successfully prepared for subsequent courses that build upon algebra concepts. The program also aims to improve ending content knowledge to an average of above 80%. In fall 2022, College Algebra began requiring students to attend recitation sessions for 5% of their grade. During these sessions, students engage with Academic Success Center (ASC) professionals to solve problems, complete assignments, review materials, and prepare for exams. Additionally, students could sign up for one-on-one appointments with the same tutors. To ensure the program

practices intentionally serve a course with more than 50% Latino students, the program incorporates Open Education Resources (OER) textbooks and ALEKS, an adaptive AI learning and assessment technology system. Instructors also employ culturally responsive teaching methods such as experiential project-based assessments related to the students' lived realities, including projecting the cost of a loan, sales at sporting events, and medicine dosing for patients.

Latino students have shown marked gains:

- **Academic Success:** Latino program participants improved their content knowledge from 25% in Fall 2021 (pre-initiative data) to 79% in Fall 2024.
- **Academic Support/Student Engagement:** Latino students increased their use of the ASC services from nearly 0 visits per semester in Fall 2021 to nearly 4 visits by Fall 2024.

For more information on institutional programs improving Latino student success in higher education, visit <https://www.edexcelencia.org/what-works/growing-what-works>

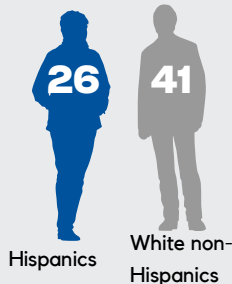
FAST FACTS

21st largest Latino population in the U.S.¹

9% of the population was Latino¹

13% of the K-12 population was Latino¹

The median age of Hispanics in Indiana was **26**, compared to **41** for White non-Hispanics.¹



18% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **19%** of White non-Hispanics.¹

28% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **41%** of White non-Hispanic adults.¹

Hispanic Adults



White Adults

Median income of adults without a college degree vs. with a college degree in Indiana¹

\$36,458

\$60,556

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN INDIANA²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	Purdue University Global	4-Pub	16% Latino 5,072 31,502	15% Latino 1,036 7,077
2	Indiana University-Bloomington	4-Pub	8% Latino 3,076 36,571	7% Latino 527 7,456
3	Purdue University-Main Campus	4-Pub	7% Latino 2,898 39,637	6% Latino 478 8,494
4	Indiana University-Indianapolis	4-Pub	14% Latino 2,335 16,582	10% Latino 445 4,282
5	Ivy Tech Community College	2-Pub	4% Latino 2,331 54,926	4% Latino 332 8,303

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend

■ Latino Enrollment
■ All Enrollment

■ Latino Completions
■ All Completions

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates.

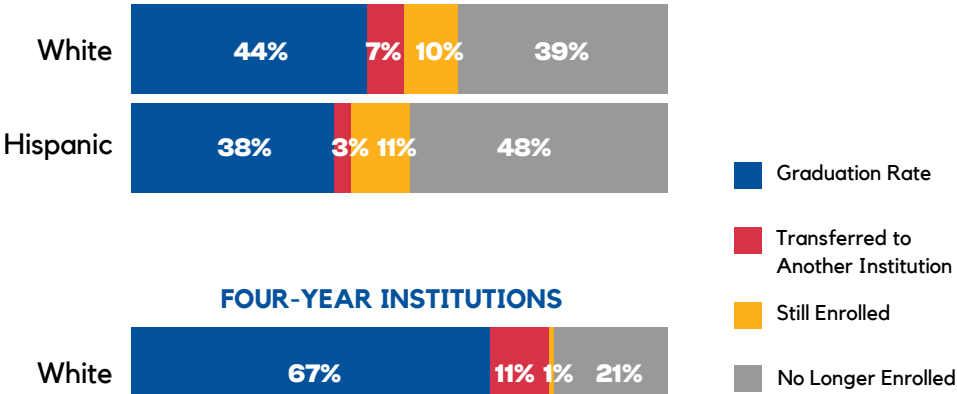
2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey, and Institutional Characteristics Survey.

INDIANA DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

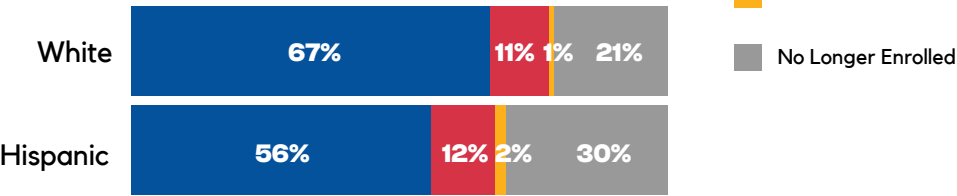
TWO-YEAR INSTITUTIONS

At two-year institutions, Hispanics' graduation rate was 6%-points lower than that of their White non-Hispanic peers in Indiana.



FOUR-YEAR INSTITUTIONS

At four-year institutions, Hispanics' graduation rate was 11%-points lower than that of their White non-Hispanic peers in Indiana.



*Percentages may not add up to 100% due to rounding.
NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

As a Hispanic-Serving and Minority-Serving Institution, Indiana University Northwest (IU Northwest) launched **Pedagogical Interest Groups (PIGs)** to address institutional achievement gaps. These evolving faculty and staff communities of practice explore pedagogical and curricular literature to find techniques relevant to their student body, particularly Latino students. The ultimate goal is for all students to master course content, earn higher grades, and achieve higher retention and graduation rates. PIGs identified and implemented effective pedagogies and procedures, introducing summer bridge programs, first-year seminars, cohort models, and redesigned curricula. These efforts targeted the struggles of Latino students, leading to improved learning, grades, retention, and graduation rates.

Consequently, IU Northwest evolved from an Emerging HSI with 17% Latino students in 2015 to having 28% Latino students as their experiences and retention improved.

Key student outcomes include:

- Between 2015 and 2022, the first-to-second-year retention rate for Latino students increased from 62% to 76%, while the overall retention rate increased from 65% to 68%.
- The six-year graduation rate for Latino students nearly doubled, increasing from 21% in 2015 to 38% in 2022, closely mirroring the overall rate increase from 22% to 38%.

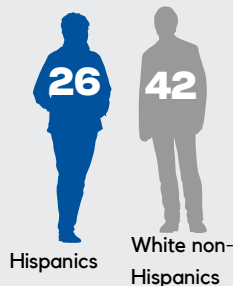
FAST FACTS

36th largest Latino population in the U.S.¹

7% of the population was Latino¹

12% of the K-12 population was Latino¹

The median age of Hispanics in Iowa was **26**, compared to **42** for White non-Hispanics.¹



18% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **22%** of White non-Hispanics.¹

25% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **45%** of White non-Hispanic adults.¹

Hispanic Adults



White Adults

Median income of adults without a college degree vs. with a college degree in Iowa¹

\$37,424

\$60,498

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN IOWA²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	University of Iowa	4-Pub	9% Latino 1,985 21,691	8% Latino 405 5,180
2	Iowa State University	4-Pub	7% Latino 1,803 25,033	6% Latino 375 6,011
3	Des Moines Area Community College	2-Pub	11% Latino 1,112 10,406	8% Latino 164 2,020
4	Western Iowa Tech Community College	2-Pub	23% Latino 594 2,589	20% Latino 85 435
5	Kirkwood Community College	2-Pub	8% Latino 564 7,438	6% Latino 94 1,614

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend

 Latino Enrollment
 All Enrollment

 Latino Completions
 All Completions

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates.

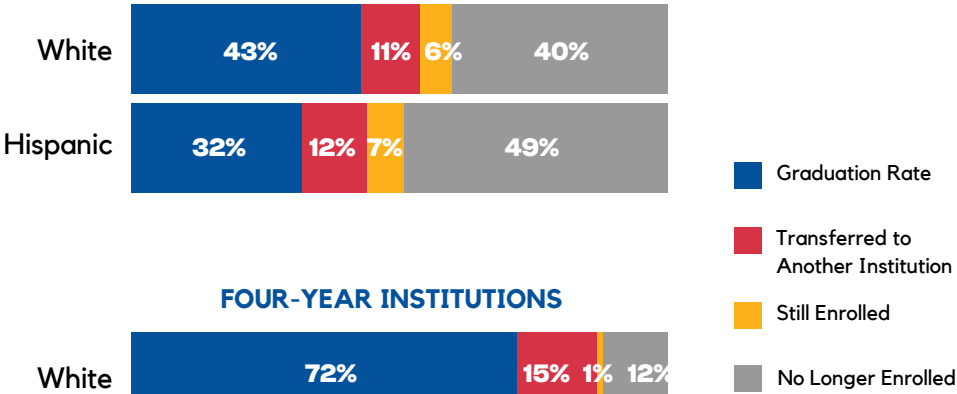
2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey, and Institutional Characteristics Survey.

IOWA DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

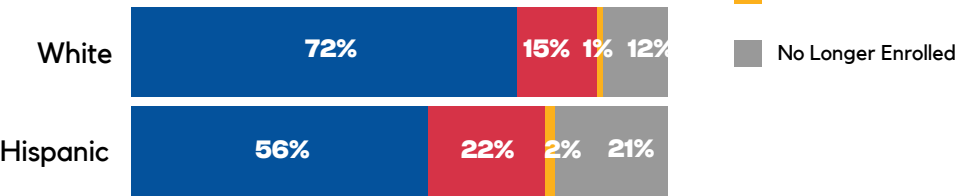
TWO-YEAR INSTITUTIONS

At two-year institutions, Hispanics' graduation rate was 11%-points lower than that of their White non-Hispanic peers in Iowa.



FOUR-YEAR INSTITUTIONS

At four-year institutions, Hispanics' graduation rate was 16%-points lower than that of their White non-Hispanic peers in Iowa.



*Percentages may not add up to 100% due to rounding.
NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

Science Bound (SB) at Iowa State University supports underrepresented youth & families (8th grade through college) to prepare for and pursue degrees in Education, Agriculture, and STEM. The program aims to increase the number of students enrolling in and completing degrees in higher education. SB identifies middle school students with a propensity for math/science and guides them toward earning a bachelor's degree in STEM, and engages high school seniors/parents in college enrollment workshops. After high school, SB offers four-year tuition scholarships for students and has dedicated bilingual and bicultural staff trained in STEM student development. Students participate in a college onboarding retreat focused on academic support and peer mentoring, and attend a weekly seminar connecting first-year students to university resources. SB is intentionally inclusive in making

sure Latino students' cultural assets are incorporated and resources are provided regarding immigration status. Additionally, inclusive language is used when interacting with Latino students/families (e.g., parent letters in Spanish and English, and interpreters for Spanish-speaking families). More than 2,000 students have benefited from the program, and nearly 700 students have earned four-year STEM tuition scholarships. From the 2019-2020 academic year, 65 high school graduates from SB (98%) pursued higher education degrees, with 80% enrolling at Iowa State University. During the 2019-2020 and 2020-2021 academic years, high school student retention increased to 91%. The six-year graduation rate for Latino students in the program was 70%, surpassing the university's overall graduation rate of 60%.

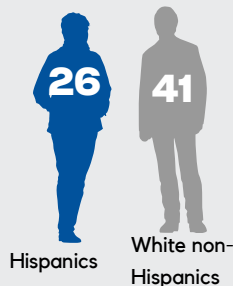
FAST FACTS

27th largest Latino population in the U.S.¹

14% of the population was Latino¹

20% of the K-12 population was Latino¹

The median age of Hispanics in Kansas was **26**, compared to **41** for White non-Hispanics.¹



17% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **23%** of White non-Hispanics.¹

25% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **49%** of White non-Hispanic adults.¹

Hispanic Adults



White Adults



Median income of adults without a college degree vs. **with a college degree** in Kansas¹

\$35,706

\$58,070

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN KANSAS²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	University of Kansas	4-Pub	10% Latino 2,040 19,857	9% Latino 379 4,131
2	Wichita State University	4-Pub	17% Latino 1,780 10,493	14% Latino 304 2,227
3	Johnson County Community College	2-Pub	16% Latino 1,737 10,634	11% Latino 194 1,707
4	Kansas State University	4-Pub	9% Latino 1,354 14,835	8% Latino 261 3,440
5	Butler Community College	2-Pub	16% Latino 904 5,694	10% Latino 108 1,030

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend

■ Latino Enrollment	■ Latino Completions
■ All Enrollment	■ All Completions

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates.

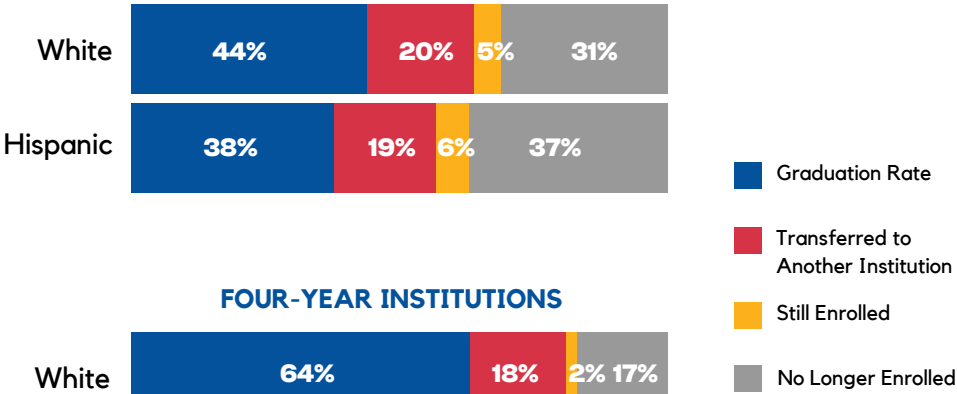
2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey, and Institutional Characteristics Survey.

KANSAS DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

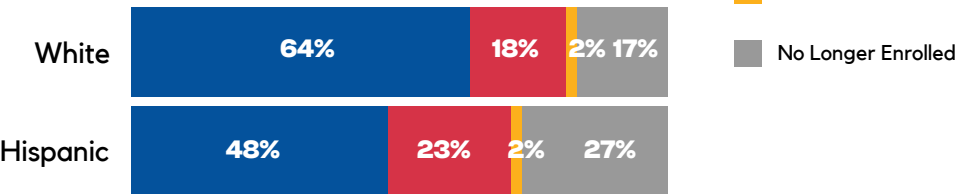
TWO-YEAR INSTITUTIONS

At two-year institutions, Hispanics' graduation rate was 6%-points lower than that of their White non-Hispanic peers in Kansas.



FOUR-YEAR INSTITUTIONS

At four-year institutions, Hispanics' graduation rate was 16%-points lower than that of their White non-Hispanic peers in Kansas.



*Percentages may not add up to 100% due to rounding.
NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

The **Ichabod Success Institute (ISI)** at Washburn University prepares students for college coursework, supporting full-time and continuous enrollment, and building students' social capital. Launched in 2016 to address low degree attainment among underrepresented individuals in Topeka, ISI provides wraparound support for first-generation, Pell-eligible students from Topeka Public Schools. The program combines intensive tutoring with software designed to help students advance through coursework and reduce or eliminate remedial math. ISI supports full-time enrollment through academic advising, scholarships, and on-campus jobs. Students receive guidance from a social worker, a first-generation advisor, and community mentors. Latino students have access to Spanish-fluent advisors and two free courses that facilitate college literacy and integration. Additionally, summer programming fosters a sense of belonging for underrepresented students.

- Consider the following program outcomes:
- Lower withdrawal rates: Only 11% of all ISI participants and 3% of Latino participants withdrew in year one, compared to 47% of all Washburn University students with similar characteristics.
 - Higher GPAs: The cumulative GPA after two years was 2.99 for ISI participants overall and 3.02 for Latino participants, compared to 2.40 for all Washburn students.
 - Higher credit completion: In their first year, 85% of all ISI participants and 86% of Latino participants completed 30 credits, compared to a national average of 31%.
 - Higher retention rates: The retention rate for ISI's 2016 cohort was 92% for all participants and 96% for Latino participants, compared to the institution's 53% retention rate for students with similar characteristics.

For more information on institutional programs improving Latino student success in higher education, visit <https://www.edexcelencia.org/what-works/growing-what-works>

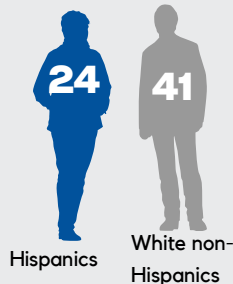
FAST FACTS

37th largest Latino population in the U.S.¹

5% of the population was Latino¹

8% of the K-12 population was Latino¹

The median age of Hispanics in Kentucky was **24**, compared to 41 for White non-Hispanics.¹



19% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **19%** of White non-Hispanics.¹

29% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **37%** of White non-Hispanic adults.¹

Hispanic Adults



White Adults

Median income of adults without a college degree vs. **with a college degree** in Kentucky¹

\$32,147

\$56,627

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN KENTUCKY²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	University of Kentucky	4-Pub	6% Latino 1,492 23,189	6% Latino 302 5,238
2	University of Louisville	4-Pub	8% Latino 1,172 14,187	6% Latino 166 2,932
3	Jefferson Community and Technical College	2-Pub	14% Latino 998 7,105	6% Latino 80 1,235
4	Bluegrass Community and Technical College	2-Pub	11% Latino 838 7,713	6% Latino 94 1,454
5	Western Kentucky University	4-Pub	6% Latino 731 12,267	5% Latino 134 2,689

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend

■ Latino Enrollment
■ All Enrollment

■ Latino Completions
■ All Completions

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates

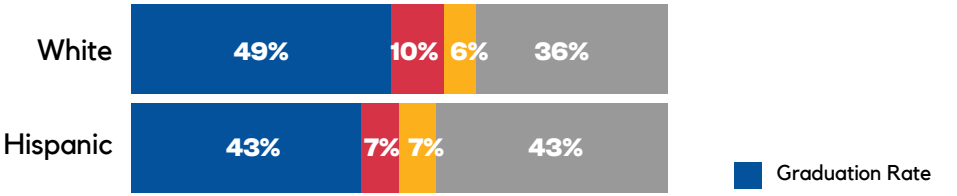
2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey, and Institutional Characteristics Survey.

KENTUCKY DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

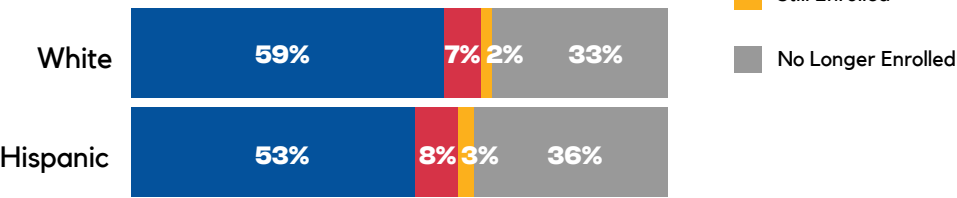
TWO-YEAR INSTITUTIONS

At two-year institutions, Hispanics' graduation rate was 6%-points lower than that of their White non-Hispanic peers in Kentucky.



FOUR-YEAR INSTITUTIONS

At four-year institutions, Hispanics' graduation rate was 6%-points lower than that of their White non-Hispanic peers in Kentucky.



*Percentages may not add up to 100% due to rounding.
NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

The mission of **Cardinal First** at North Central College in Illinois is to provide: 1) a supportive and welcoming community for first-generation college students and their families, 2) a campus culture that recognizes and celebrates first-generation student identity as an asset, and 3) a program that intentionally connects students to faculty, resources, information and experiences that promote academic and personal success from enrollment through graduation. Cardinal First prioritizes retention across all four years through cohort-based, interactive monthly workshops (offered at multiple times) for all first-generation students from first-year students to seniors. Each one-hour workshop includes food and fellowship, first-generation faculty sharing, peer mentoring, and asset-based student success content. To incentivize participation, a meal is provided at every workshop, and a renewable \$1,000 scholarship is awarded to students meeting the participation requirements. Intrusive outreach

- is ongoing to all first-generation students and families (in Spanish as needed). Consider the following:
- The average first-to-second year retention is higher for all students in Cardinal First (92%) compared to all students at the institution (78%) and first-generation students not in the program (61%).
 - The average first-to-second year retention rate for Latino program participants is 89% vs. 72% for all Latino students and 52% for Latino first-generation students not participating in the program.
 - The average first-to-third year retention rate for all participating students is 84% vs. 71% for all students at the institution and 53% for first-generation not participating in the program.
 - The average first-to-third year retention rate for participating Latino students is 85% vs. 69% for all Latino students and 47% for Latino first-generation not participating in the program.

For more information on institutional programs improving Latino student success in higher education, visit <https://www.edexcelencia.org/what-works/growing-what-works>

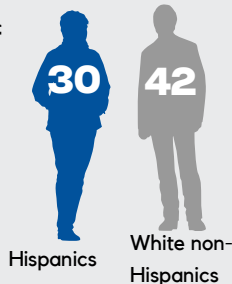
FAST FACTS

30th largest Latino population in the U.S.¹

7% of the population was Latino¹

9% of the K-12 population was Latino¹

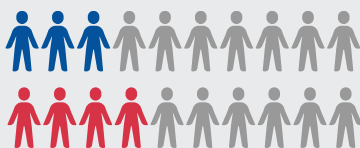
The median age of Hispanics in Louisiana was **30**, compared to **42** for White non-Hispanics.¹



18% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **21%** of White non-Hispanics.¹

30% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **38%** of White non-Hispanic adults.¹

Hispanic Adults



White Adults

Median income of adults without a college degree vs. **with a college degree** in Louisiana¹

\$32,239

\$55,693

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN LOUISIANA²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	Louisiana State University and Agricultural & Mechanical College	4-Pub	10% Latino 2,919 29,207	8% Latino 366 4,839
2	Delgado Community College	2-Pub	12% Latino 1,319 11,182	9% Latino 99 1,088
3	Tulane University of Louisiana	4-Priv	11% Latino 834 7,759	7% Latino 141 2,054
4	Southeastern Louisiana University	4-Pub	7% Latino 683 9,514	7% Latino 130 1,836
5	University of New Orleans	4-Pub	15% Latino 672 4,479	10% Latino 90 878

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend



NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

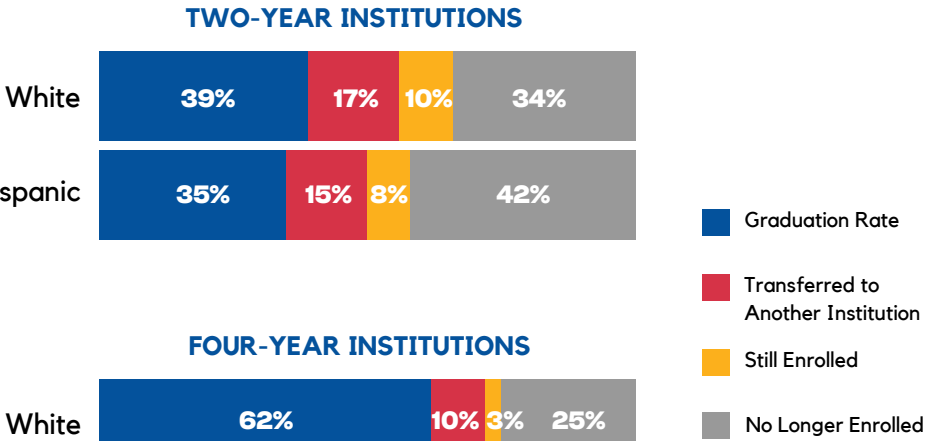
1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates

2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey, and Institutional Characteristics Survey.

LOUISIANA DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

At two-year institutions, Hispanics' graduation rate was 4%-points lower than that of their White non-Hispanic peers in Louisiana.



At four-year institutions, Hispanics' graduation rate was 5%-points lower than that of their White non-Hispanic peers in Louisiana.

*Percentages may not add up to 100% due to rounding.
NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

Project Mentoring to Achieve Latino Educational Success (MALES) mission advances equitable educational outcomes for students of color at the local, state, and national level by implementing an effective mentoring program with a focus on Latino students through a dynamic inter-generational near-peer mentoring approach. Project MALES is a research and evidence-based mentoring initiative that focuses on addressing challenges Latino males in K-12 and higher education through a cultural asset-based approach. The program serves middle and high schools in two local school districts to provide mentorship to boys of color. Training retreats are set at the beginning of the semester to educate mentors on high impact practices, critical mentoring curriculum, restorative practices, and fostering a Latino informed learning community. The IMPACT class supports student engagement and academic achievement through

experiential learning opportunities and introduces students to graduate-level coursework on Latino educational research literature. Project MALES outcomes are tied to graduation rates, leadership development, and community engagement. As of 2019, the program had engaged 203 undergraduate mentors, 178 of whom identified as Latinx. Across all participants, 90% had graduated or were on track to graduate, reflecting the program's positive impact on student persistence and success. During the 2018–2019 academic year, the cohort of 64 undergraduate mentors achieved a 100% completion and retention rate. Seven mentors graduated that year, while the remaining 57 successfully completed the program and committed to returning for the following academic year.

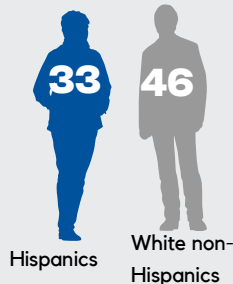
FAST FACTS

49th largest Latino population in the U.S.¹

2% of the population was Latino¹

3% of the K-12 population was Latino¹

The median age of Hispanics in Maine was **33**, compared to **46** for White non-Hispanics.¹



39% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **21%** of White non-Hispanics.¹

54% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **48%** of White non-Hispanic adults.¹

Hispanic Adults



White Adults

Median income of adults without a college degree vs. **with a college degree** in Maine¹

\$38,411

\$57,908

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN MAINE²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	Unity Environmental University	4-Priv	12% Latino 699 5,619	6% Latino 14 225
2	University of Maine	4-Pub	5% Latino 393 8,341	4% Latino 82 1,833
3	Southern Maine Community College	2-Pub	5% Latino 253 5,279	2% Latino 17 684
4	Bowdoin College	4-Priv	13% Latino 248 1,846	12% Latino 59 480
5	University of Southern Maine	4-Pub	5% Latino 193 4,245	3% Latino 32 934

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend



NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates

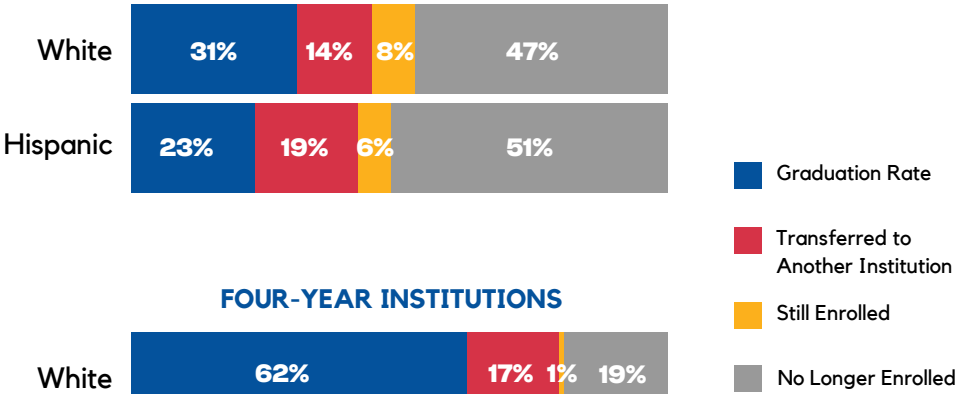
2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey, and Institutional Characteristics Survey.

MAINE DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

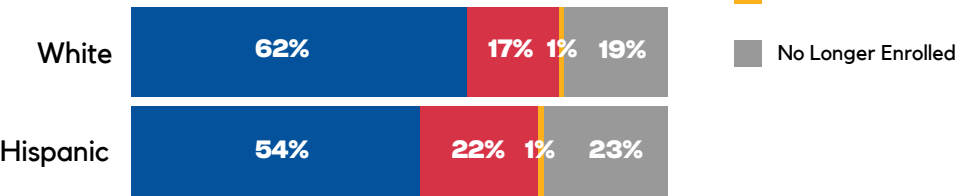
TWO-YEAR INSTITUTIONS

At two-year institutions, Hispanics' graduation rate was 8%-points lower than that of their White non-Hispanic peers in Maine.



FOUR-YEAR INSTITUTIONS

At four-year institutions, Hispanics' graduation rate was 8%-points lower than that of their White non-Hispanic peers in Maine.



*Percentages may not add up to 100% due to rounding.
NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

The **UAlbany Educational Opportunity Program (EOP)** was established in 1968 and provides disadvantaged undergraduate students—many of whom are Latino— with college access, academic support, and financial assistance to successfully persist and graduate. EOP's goal is to ensure high retention, graduation rates, and academic performance for underrepresented students at UAlbany. Students participate in a Summer Bridge Program, which is a five-week intensive experience where students receive college readiness instruction and supportive services, including ongoing academic counseling. Being aware that strong parental engagement is vital to Latino student success, EOP provides a variety of services to ensure families of Latino students understand the services their students receive. Letters to parents of EOP freshmen, all EOP meetings, events, and presentations are done in English and Spanish. EOP also receives numerous calls

from Latino parents, of which 85% are from parents who want to ensure their child is well and adjusting. Latino EOP staffers receive and return 95% of calls to parents and even go as far as escorting participants to medical appointments. In collaboration with campus Psychological and Counseling Services, Latino participants are also afforded bilingual mental health services in the EOP complex. In 2018-2019, 97% of Latino program participants were retained in their first year, compared to the institutional average of 79%. Academic performance has also been strengthened through EOP's support services, with Latino participants achieving an average GPA of 2.8 in Spring 2019, higher than the 2.7 average for Latino non-program participants.

For more information on institutional programs improving Latino student success in higher education, visit <https://www.edexcelencia.org/what-works/growing-what-works>

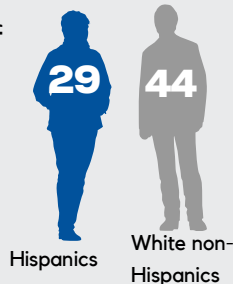
FAST FACTS

17th largest Latino population in the U.S.¹

13% of the population was Latino¹

18% of the K-12 population was Latino¹

The median age of Hispanics in Maryland was **29**, compared to **44** for White non-Hispanics.¹



19% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **21%** of White non-Hispanics.¹

29% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **57%** of White non-Hispanic adults.¹

Hispanic Adults



White Adults

Median income of adults without a college degree vs. **with a college degree** in Maryland¹

\$39,462

\$76,691

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN MARYLAND²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	University of Maryland Global Campus	4-Pub	18% Latino 8,484 48,238	15% Latino 1,527 10,127
2	Montgomery College	2-Pub	30% Latino 4,079 13,519	25% Latino 642 2,594
3	University of Maryland-College Park	4-Pub	11% Latino 3,239 30,246	10% Latino 771 8,075
4	Towson University	4-Pub	11% Latino 1,798 16,400	10% Latino 401 4,064
5	Prince George's Community College	2-Pub	21% Latino 1,691 8,049	16% Latino 203 1,258

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend

■ Latino Enrollment
■ All Enrollment

■ Latino Completions
■ All Completions

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates

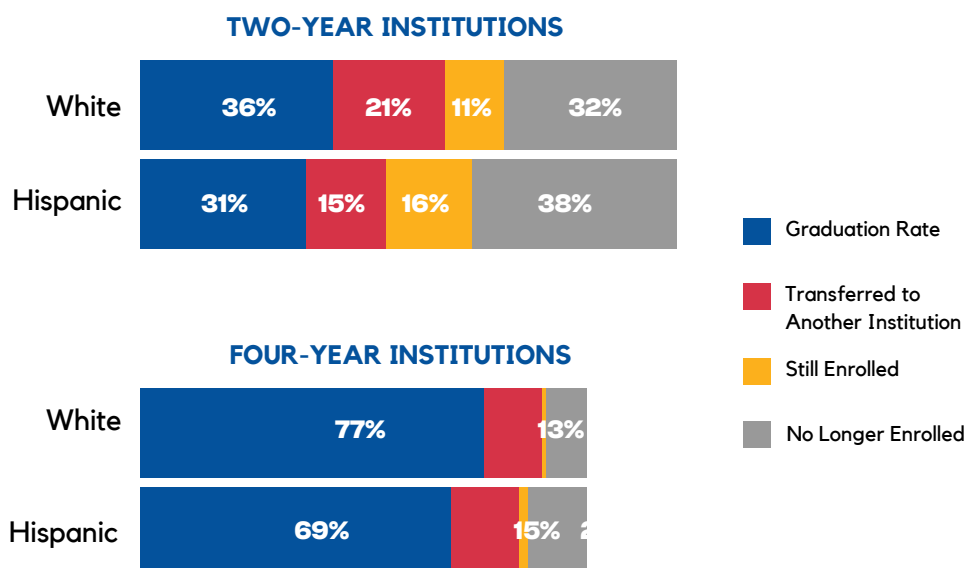
2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey, and Institutional Characteristics Survey.

MARYLAND DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

At two-year institutions, Hispanics' graduation rate was 5%-points lower than that of their White non-Hispanic peers in Maryland.

At four-year institutions, Hispanics' graduation rate was 8%-points lower than that of their White non-Hispanic peers in Maryland.



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.

Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

Ambiciones provides pathways to college completion for Latino students by helping high school students and their families navigate the Howard Community College (HCC) admission process. Once students are enrolled at HCC, the program aims to increase the retention rates of first-year participants and increase graduation/transfer rates by providing intrusive and personalized advising, building community among Latino students, and connecting students to resources. In 2015, HCC saw a growth of Latino student enrollment and created Ambiciones to provide pathways for Latino student success. Ambiciones first started with 20 students and a dedicated bilingual completion advisor. The program has evolved and now primarily works in five county high schools with significant Latino populations to create a supportive, seamless pipeline for high school seniors and families applying to HCC. The program provides college presentations to Howard County Public Schools, meets individually with families, hosts an on-campus senior family night entirely in Spanish, and

triages incoming HCC students over the summer. In partnership with the Howard County Public Schools, Ambiciones provides JumpStart, a dual enrollment program that covers full tuition, books, and fees for low-income, Latino high school students to complete up to 60 credits toward a college degree. Ambiciones has also developed a close partnership with the Howard County Public School System Hispanic Achievement Liaisons. Program outreach includes Deferred Action for Childhood Arrivals (DACA) and undocumented students.

As of spring 2019, Ambiciones served 145 Latino student participants. By fiscal year 2020, participants demonstrated strong persistence. First-time/full time student participants were retained at a rate of 91% compared to 67% of non-participants, while the retention rate of part-time program participants was 50% compared to 45% for non-program participants. In spring 2020, 90% of program participants met the 'good academic standing' goal compared to 81% of non-program participants.

For more information on institutional programs improving Latino student success in higher education, visit <https://www.edexcelencia.org/what-works/growing-what-works>

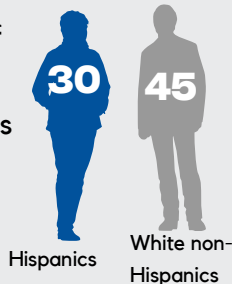
FAST FACTS

16th largest Latino population in the U.S.¹

13% of the population was Latino¹

20% of the K-12 population was Latino¹

The median age of Hispanics in Massachusetts was **30**, compared to **45** for White non-Hispanics.¹



20% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **27%** of White non-Hispanics.¹

30% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **60%** of White non-Hispanic adults.¹

Hispanic Adults



White Adults

Median income of adults without a college degree vs. with a college degree in Massachusetts¹

\$38,127

\$77,006

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN MASSACHUSETTS²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	University of Massachusetts-Boston	4-Pub	20% Latino 2,327 11,848	16% Latino 377 2,389
2	Bunker Hill Community College	2-Pub	30% Latino 2,195 7,322	24% Latino 223 945
3	University of Massachusetts-Amherst	4-Pub	9% Latino 2,067 23,694	8% Latino 524 6,866
4	Boston University	4-Priv	11% Latino 2,018 17,850	11% Latino 505 4,557
5	University of Massachusetts-Lowell	4-Pub	16% Latino 1,838 11,632	12% Latino 342 2,943

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend



NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates

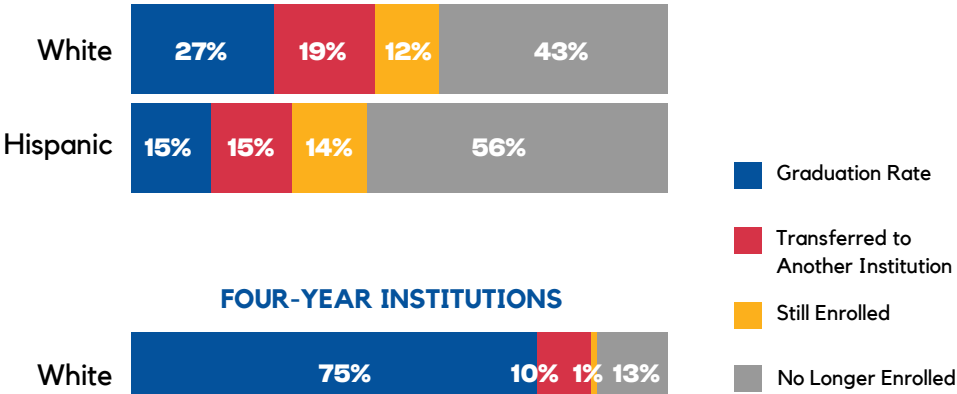
2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey, and Institutional Characteristics Survey.

MASSACHUSETTS DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

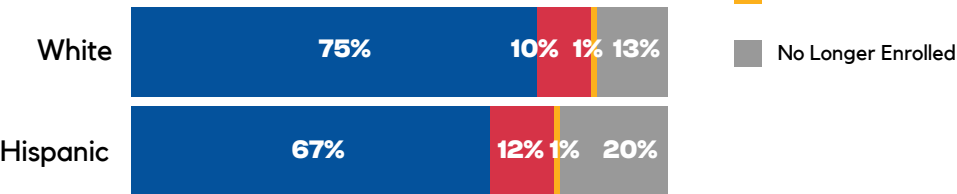
TWO-YEAR INSTITUTIONS

At two-year institutions, Hispanics' graduation rate was 12%-points lower than that of their White non-Hispanic peers in Massachusetts.



FOUR-YEAR INSTITUTIONS

At four-year institutions, Hispanics' graduation rate was 8%-points lower than that of their White non-Hispanic peers in Massachusetts.



*Percentages may not add up to 100% due to rounding.
NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

Hostos Community College (HCC), a Hispanic-Serving Institution located in the South Bronx, established a **Joint Dual (JD) Engineering Degree Program** with The City College of New York's Grove School of Engineering (GSoE) of CUNY. The program's mission is to provide a strong foundation of knowledge in science and mathematics for their multicultural and underrepresented student population as well as provide them with a high-quality general education needed for the training of future engineers. The program goals are to better prepare students to earn advanced degrees in STEM fields, and to increase the number of underrepresented students, particularly Latino and Black students. One of HCC-GSoE partnership's major achievements has been the creation of a pipeline from the South Bronx to Engineering Programs of four-year institutions and graduate schools. The Engineering Program also provides quality curricular, co-extra-curricular activities, and an advisement/mentoring

- model that nurtures the transition from a community college to a four-year institution. Over the past two decades, the program has demonstrated positive impact in advancing student success in STEM.
- Consider the following program outcomes:
- In its early years (2004-2007), fewer than 10 students graduated annually. Between 2017 and 2021, annual graduates increased to more than 20.
 - By 2019, the three-year graduation rate for students in the program per major was higher or similar to the institutional STEM average of 25%. For students starting out at Calculus I or higher, the three-year graduation rate was close to 40%.
 - By the end of the 2019-2020 academic year, 267 students had earned an associate's in Engineering, with Latino students representing nearly 48% of graduates.

For more information on institutional programs improving Latino student success in higher education, visit <https://www.edexcelencia.org/what-works/growing-what-works>

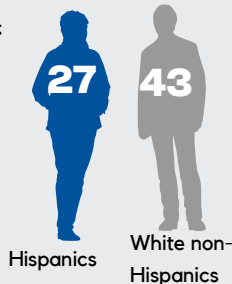
FAST FACTS

20th largest Latino population in the U.S.¹

6% of the population was Latino¹

9% of the K-12 population was Latino¹

The median age of Hispanics in Michigan was **27**, compared to **43** for White non-Hispanics.¹



21% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **21%** of White non-Hispanics.¹

30% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **44%** of White non-Hispanic adults.¹

Hispanic Adults



White Adults

Median income of adults **without** a college degree vs. **with** a college degree in Michigan¹

\$34,419

\$63,032

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN MICHIGAN²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	University of Michigan-Ann Arbor	4-Pub	10% Latino 3,360 33,488	7% Latino 538 8,142
2	Michigan State University	4-Pub	6% Latino 2,512 40,243	5% Latino 482 8,974
3	Grand Rapids Community College	2-Pub	19% Latino 1,952 10,530	12% Latino 160 1,350
4	Grand Valley State University	4-Pub	8% Latino 1,485 19,073	6% Latino 240 4,153
5	Mott Community College	2-Pub	24% Latino 1,233 5,152	10% Latino 117 1,194

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend

 Latino Enrollment
 All Enrollment

 Latino Completions
 All Completions

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates.

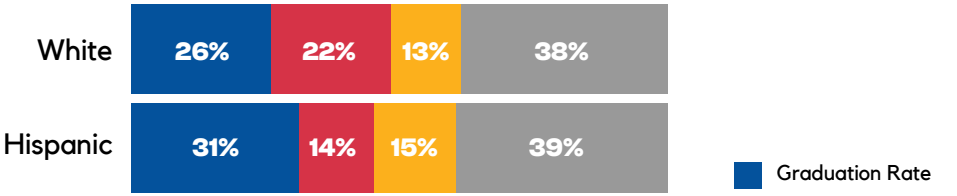
2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

MICHIGAN DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

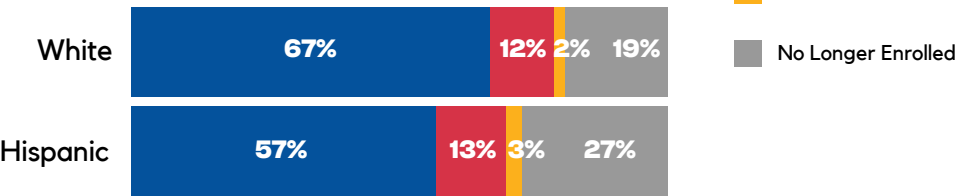
TWO-YEAR INSTITUTIONS

At two-year institutions, Hispanics' graduation rate was 5%-points higher than that of their White non-Hispanic peers in Michigan.



FOUR-YEAR INSTITUTIONS

At four-year institutions, Hispanics' graduation rate was 10%-points lower than that of their White non-Hispanic peers in Michigan.



*Percentages may not add up to 100% due to rounding.
NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey, and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

The **Promesa Scholars Program (PSP)** is a Latino focused leadership and retention program developed in 2013 to assist students in navigating success throughout their education at Ferris State University (FSU). The program was created to support the academic advancement and retention of incoming Promesa Summer Success students at Ferris. The first cohort of PSP consisted of six Latino students entering FSU; however, after the Latino community grew from under 300 students to over 800 students in an academic year, PSP was revised in 2017 to address the on-campus growth. At that point, the program was redeveloped and scaled to provide access to resources and opportunities, empowering more students to achieve college completion and career readiness. The current practices established within PSP were developed with the program's four pillars in mind: leadership, community, cultural identity, and academic success.

These practices have included a 5th and 10th week academic assessment—which helps in keeping scholars on task while addressing their academic needs—cultural intelligence assessments, research mentoring with faculty to help build exposure to research and graduate school, and developing professional networking opportunities. Consider the following program outcomes:

- The retention rate for program participants from Fall 2017 to Spring 2018 was 97% compared to the campus average of 64%. As of 2019, the year-to-year retention rate for program participants was 85%.
- Promesa Scholars averaged a 2.8 GPA for Fall 2018, compared to their FSU peers' average of a 2.3 GPA.

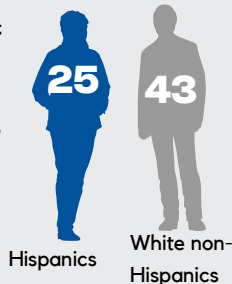
FAST FACTS

29th largest Latino population in the U.S.¹

6% of the population was Latino¹

9% of the K-12 population was Latino¹

The median age of Hispanics in Minnesota was **25**, compared to **43** for White non-Hispanics.¹



16% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **20%** of White non-Hispanics.¹

33% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **54%** of White non-Hispanic adults.¹

Hispanic Adults



White Adults

Median income of adults without a college degree vs. **with a college degree** in Minnesota¹

\$39,634

\$68,424

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN MINNESOTA²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	Capella University	4-Priv*	13% Latino 2,160 16,173	11% Latino 858 7,543
2	University of Minnesota-Twin Cities	4-Pub	6% Latino 1,826 30,469	4% Latino 339 7,640
3	Normandale Community College	2-Pub	16% Latino 952 6,040	11% Latino 125 1,098
4	Rasmussen University-Minnesota	4-Priv*	12% Latino 936 8,033	5% Latino 61 1,228
5	Walden University	4-Priv*	10% Latino 717 7,337	9% Latino 122 1,399

*These institutions are private, for-profit institutions.

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend



NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates.

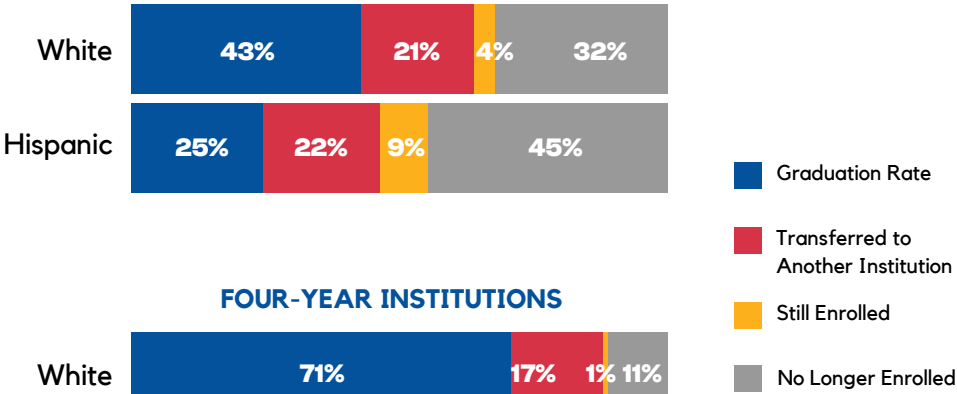
2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

MINNESOTA DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

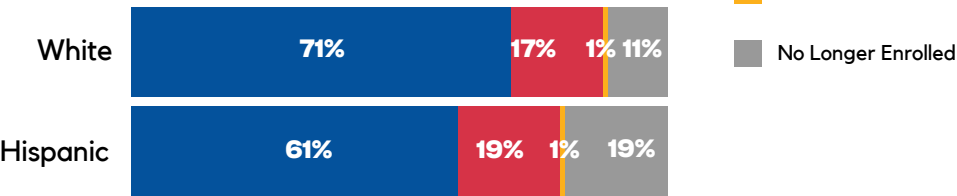
TWO-YEAR INSTITUTIONS

At two-year institutions, Hispanics' graduation rate was 18%-points lower than that of their White non-Hispanic peers in Minnesota.



FOUR-YEAR INSTITUTIONS

At four-year institutions, Hispanics' graduation rate was 10%-points lower than that of their White non-Hispanic peers in Minnesota.



*Percentages may not add up to 100% due to rounding.
NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey, and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

The **Transitional Bilingual Learning Community (TBLC)** program was launched to assist immigrant students with limited English proficiency in transitioning into college. The program prepares Latino English language learners (ELL) for college-level courses by teaching them English courses for two semesters. TBLC's goal is to have a 70% retention rate for their participants who are recent high school graduates from Chicago Public Schools as well as students currently at City Colleges of Chicago-Harry S Truman College completing GED requirements. The program provides Latino ELL students with opportunities to acquire solid academic skills and knowledge by being a part of a supportive community of students and faculty who help develop self-confidence and leadership. While improving students' English language skills and knowledge, the program promotes the culture of higher education and encourages them to embrace their bilingual identities

- and experiences. TBLC also encourages students to participate in the Latinos United Club and the TBLC Alumni network once they have completed their first year. Consider the following program outcomes:
- Latino TBLC students have earned an average of 3.0 GPA compared to Latino non-TBLC students that earned an average of 2.6 GPA.
 - In 2020, the participating student cohort had a Fall 2019 to Spring 2020 retention rate of 100%.
 - In 2016, 48% of TBLC students earned an associate's degree compared to 21% of non-TBLC students.

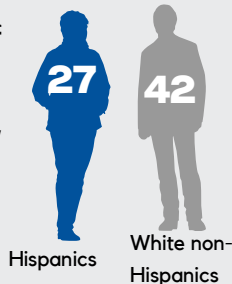
FAST FACTS

41st largest Latino population in the U.S.¹

4% of the population was Latino¹

5% of the K-12 population was Latino¹

The median age of Hispanics in Mississippi was **27**, compared to **42** for White non-Hispanics.¹



23% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **22%** of White non-Hispanics.¹

29% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **41%** of White non-Hispanic adults.¹

Hispanic Adults



White Adults

Median income of adults without a college degree vs. **with a college degree** in Mississippi¹

\$30,191

\$50,776

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN MISSISSIPPI²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	University of Mississippi	4-Pub	5% Latino 1,002 18,995	3% Latino 121 3,887
2	Mississippi State University	4-Pub	4% Latino 761 18,092	3% Latino 135 4,547
3	University of Southern Mississippi	4-Pub	5% Latino 466 9,899	4% Latino 102 2,551
4	Mississippi Gulf Coast Community College	2-Pub	7% Latino 453 6,231	6% Latino 133 2,075
5	Northwest Mississippi Community College	2-Pub	7% Latino 339 5,181	6% Latino 67 1,099

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend

 Latino Enrollment
 All Enrollment

 Latino Completions
 All Completions

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates.

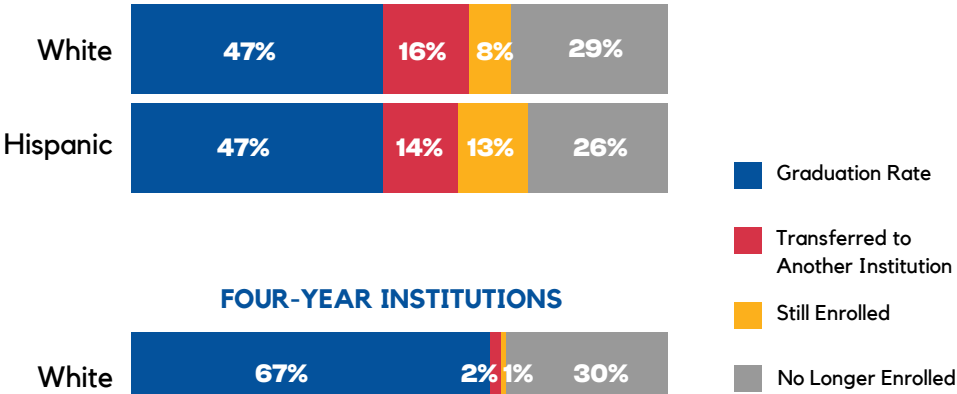
2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

MISSISSIPPI DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

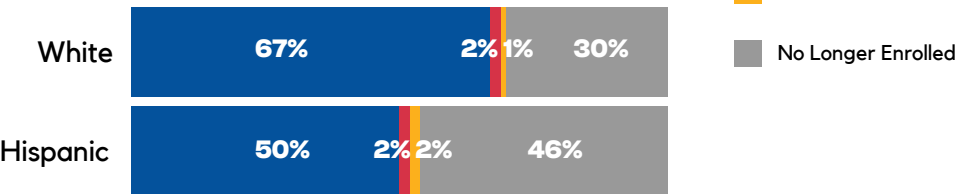
TWO-YEAR INSTITUTIONS

At two-year institutions, Hispanics' graduation rate was equal to that of their White non-Hispanic peers in Mississippi.



FOUR-YEAR INSTITUTIONS

At four-year institutions, Hispanics' graduation rate was 17%-points lower than that of their White non-Hispanic peers in Mississippi.



*Percentages may not add up to 100% due to rounding.
NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey, and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

Austin Community College Guided Pathways Advising through Coaching program aims to increase persistence rates and ultimately increase graduation rates of all students, especially Hispanic students. The goals of the program at Austin Community College (ACC) are to engage students through advisors' coaching to help students develop agency in creating their academic path, establish proactive and highly personalized interactions by fostering student-advisor-faculty and student-mentor relationships, and provide significant internal support resources and help students navigate external resources to support their success. A component of the Guided Pathways Advising through Coaching, the Ascender program, is designed to combine culturally relevant teaching techniques with combined instructional and student service strategies to accelerate student progress.

About 10,000 first-time at ACC students with less than 12 credit hours are case managed, where advisors interact with their caseload a minimum of five times a term, providing tutoring information, student engagement, and continued registration.

From 2017 to 2019, Latino student persistence increased by 9% from Fall to Spring, and Fall-to-Fall persistence rose by 3%. During the same period, the overall graduation rate for ACC's first-time, full-time students grew from 7% to 19%. The program helped increase students' graduation rate from 7% to 19%. The percentage of Latino students earning a GPA above 2.0 increased by 8% from 2017 to 2019. In Fall 2019, students participating in Ascender achieved higher course success rates than non-Acender students: 81% versus 78% in ENGL 1301 and 81% versus 71% in EDUC 1300.

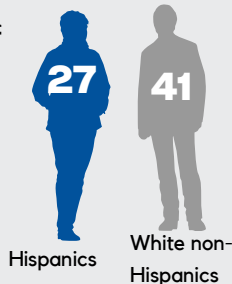
FAST FACTS

31st largest Latino population in the U.S.¹

5% of the population was Latino¹

8% of the K-12 population was Latino¹

The median age of Hispanics in Missouri was **27**, compared to **41** for White non-Hispanics.¹



20% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **19%** of White non-Hispanics.¹

33% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **43%** of White non-Hispanic adults.¹

Hispanic Adults



White Adults

Median income of adults without a college degree vs. **with a college degree** in Missouri¹

\$34,599

\$59,047

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN MISSOURI²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	Metropolitan Community College-Kansas City	2-Pub	15% Latino 1,562 10,412	13% Latino 226 1,791
2	University of Missouri-Columbia	4-Pub	6% Latino 1,327 23,118	5% Latino 307 5,944
3	Park University	4-Priv	23% Latino 1,228 5,250	23% Latino 349 1,527
4	University of Missouri-Kansas City	4-Pub	16% Latino 1,071 6,618	11% Latino 186 1,634
5	Washington University in St Louis	4-Priv	13% Latino 992 7,897	10% Latino 182 1,881

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend

■ Latino Enrollment
■ All Enrollment

■ Latino Completions
■ All Completions

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates.

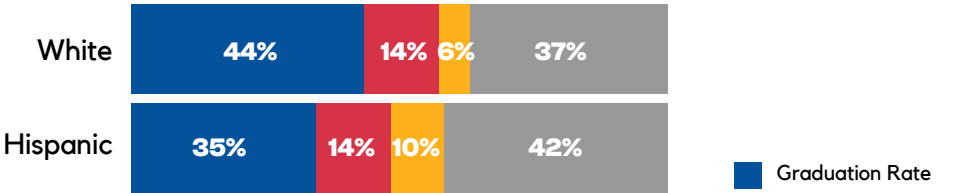
2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

MISSOURI DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

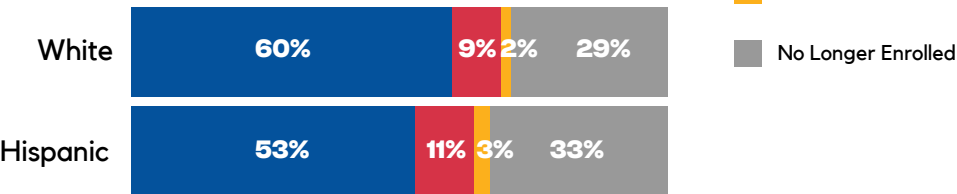
TWO-YEAR INSTITUTIONS

At two-year institutions, Hispanics' graduation rate was 9%-points lower than that of their White non-Hispanic peers in Missouri.



FOUR-YEAR INSTITUTIONS

At four-year institutions, Hispanics' graduation rate was 7%-points lower than that of their White non-Hispanic peers in Missouri.



*Percentages may not add up to 100% due to rounding.
NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey, and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

The **Bachelor of Science in Health Sciences (BSHS)** degree completion program's mission is to prepare highly qualified, diverse graduates interested in pursuing healthcare careers that require advanced levels of professional education. The program outcome goals are to graduate Latino and minority students so they can enter or advance in health science careers that require a bachelor's degree, and to provide Latino and minority students a path to advance their career goals. The BSHS was launched in 2013 at Rush University in collaboration with City Colleges of Chicago – College to Careers initiative to provide minority students a pathway to complete a bachelor's degree focused on healthcare. A cohort model is designed to allow for significant student/faculty interaction with individualized plans of study being developed for each student. Each term, students meet with their Academic Advisor and the Student Professional & Career Development Manager.

During their last term, students complete a clinical practicum where they are able to apply their didactic education at a hospital with various professionals. Among Latino students who matriculated between Fall 2016 and Fall 2019, 82% graduated, 9% are continuing, 5% took military leave, and 5% transferred or did not persist. During 2018-2021, 72% of Latino graduates were accepted into graduate or post-baccalaureate programs (e.g., medicine, health systems management, respiratory therapy, medical laboratory sciences, counseling, and occupational therapy).

For more information on institutional programs improving Latino student success in higher education, visit <https://www.edexcelencia.org/what-works/growing-what-works>

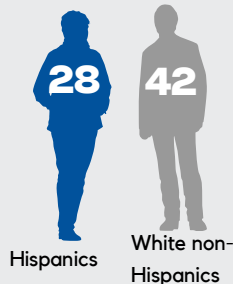
FAST FACTS

45th largest Latino population in the U.S.

5% of the population was Latino ¹

7% of the K-12 population was Latino ¹

The median age of Hispanics in Montana was **28**, compared to **42** for White non-Hispanics. ¹



21% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **20%** of White non-Hispanics. ¹

33% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **47%** of White non-Hispanic adults. ¹

Hispanic Adults



White Adults



Median income of adults without a college degree vs. **with a college degree** in Montana ¹

\$36,748

\$55,502

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN MONTANA ²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	Montana State University	4-Pub	6% Latino 834 14,472	5% Latino 123 2,659
2	The University of Montana	4-Pub	6% Latino 433 7,079	6% Latino 92 1,432
3	Montana State University Billings	4-Pub	8% Latino 212 2,710	6% Latino 36 586
4	Carroll College	4-Priv	8% Latino 79 1,052	4% Latino 11 279
5	Montana Technological University	4-Pub	5% Latino 68 1,428	2% Latino 5 284

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend

 Latino Enrollment
 All Enrollment

 Latino Completions
 All Completions

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

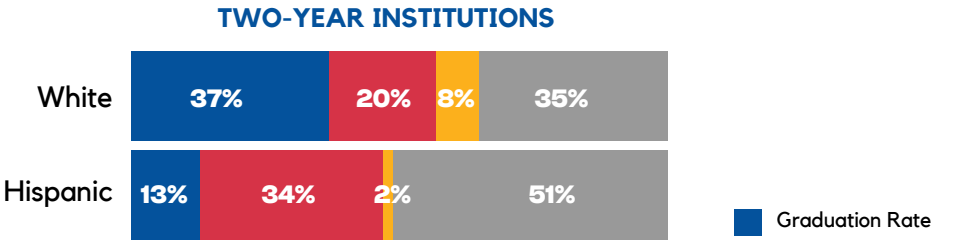
1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates.

2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

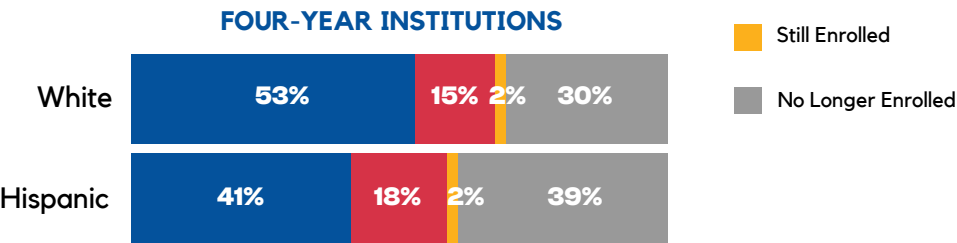
MONTANA DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

At two-year institutions, Hispanics' graduation rate was 24%-points lower than that of their White non-Hispanic peers in Montana.



At four-year institutions, Hispanics' graduation rate was 12%-points lower than that of their White non-Hispanic peers in Montana.



*Percentages may not add up to 100% due to rounding.
NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey, and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

Preparing Underrepresented Educators to Realize their Teaching Ambitions (PUERTA) Project at Sonoma State University (SSU) aims to increase Hispanic and Latina/o student persistence and graduation rates, increase the number of Hispanic and Latino students who earn a teaching credential, and increase the number of students who transfer to SSU from a two-year Hispanic-Serving Institution. PUERTA addresses the high need for educators of color in California by seeking to increase teachers of color who are also linguistically competent. PUERTA has implemented the following activities at SSU that focus on achieving project goals such as implementing a continuum of academic and student support services, Summer Bridge programming, outreach and career development support, improving first-year Latino students' access to General Education (GE) courses, and providing professional development

for aspiring teachers. The program has demonstrated a positive impact on transfer rates, earning of credentials, and first-year credit completion. Between 2019-20 and 2020-21, the number of Latino students transferring to SSU from a community college increased by 40%, rising from 234 to 327. During the same period, enrollment in SSU's credential program grew from 15 to 52, and the number earning a teaching credential increased from 6 to 34. In terms of academic momentum, 50% of Latino students and 59% of PUERTA students overall completed 30 units in their first year of college between Fall 2019 and Fall 2020. Retention also increased: the rate for Latino students rose from 83% to 90%, with 100% of PUERTA transfer students returning the following year.

For more information on institutional programs improving Latino student success in higher education, visit <https://www.edexcelencia.org/what-works/growing-what-works>

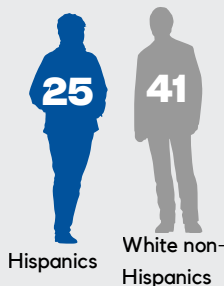
FAST FACTS

35th largest Latino population in the U.S.¹

13% of the population was Latino¹

19% of the K-12 population was Latino¹

The median age of Hispanics in Nebraska was **25**, compared to **41** for White non-Hispanics.¹



15% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **26%** of White non-Hispanics.¹

27% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **50%** of White non-Hispanic adults.¹

Hispanic Adults



White Adults

Median income of adults **without** a college degree vs. **with** a college degree in Nebraska¹

\$39,508

\$59,853

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN NEBRASKA²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	University of Nebraska at Omaha	4-Pub	17% Latino 1,992 11,573	6% Latino 133 2,414
2	University of Nebraska-Lincoln	4-Pub	9% Latino 1,717 18,887	7% Latino 303 4,262
3	Bellevue University	4-Priv	15% Latino 1,585 10,426	13% Latino 238 1,875
4	Metropolitan Community College Area	2-Pub	19% Latino 1,456 7,629	14% Latino 194 1,383
5	Central Community College	2-Pub	32% Latino 1,018 3,206	25% Latino 174 702

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend

■ Latino Enrollment
 ■ Latino Completions
 ■ All Enrollment
 ■ All Completions

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates.

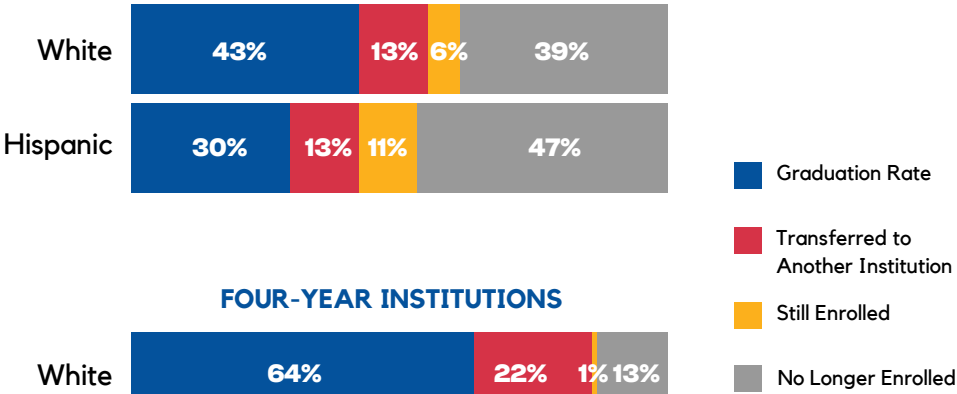
2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

NEBRASKA DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

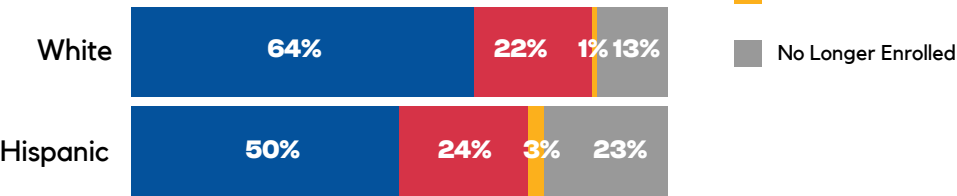
TWO-YEAR INSTITUTIONS

At two-year institutions, Hispanics' graduation rate was 13%-points lower than that of their White non-Hispanic peers in Nebraska.



FOUR-YEAR INSTITUTIONS

At four-year institutions, Hispanics' graduation rate was 14%-points lower than that of their White non-Hispanic peers in Nebraska.



*Percentages may not add up to 100% due to rounding.
NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey, and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

Esperanza's Post-Secondary Initiatives provide financial, professional, and personal support to Hispanic and Latino college students through culturally tailored programs that reach across Greater Cleveland and beyond. The organization exclusively serves Latino students, to advance Hispanic college success and workforce entry—measured by persistence and graduation rates of 70% or higher. Launched in 2016, the postsecondary support program builds on Esperanza's long-standing high school programming. It offers a continuum of care for Latino students who have historically relied on Esperanza's services throughout high school and complements the organization's existing postsecondary scholarship program. Key components of the Post-Secondary Initiatives include: individual case management, scholarships, mentoring, internship assistance, a first-generation

retention program that supports students from their first semester through graduation. Over the past several years, Esperanza has also built strong relationships with college administrators and established a presence on campuses. These efforts help recruit students and provide culturally competent support that empowers them to advocate for themselves and access vital campus services and resources. Program Outcomes:

- The retention rate of 90% is well above the national average for Hispanic students.
- The 2018 cohort had a persistence rate of 92%; the 2019 cohort, 93%; and the 2020 cohort, 99%.
- As of 2022, Esperanza's persistence rates remained relatively stable throughout the pandemic—31% higher than the national Latino persistence rate and nearly 22% higher than that of students overall.

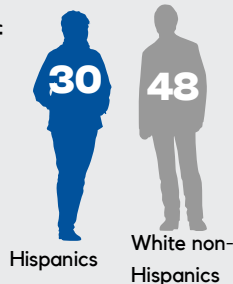
FAST FACTS

15th largest Latino population in the U.S.¹

30% of the population was Latino¹

41% of the K-12 population was Latino¹

The median age of Hispanics in Nevada was **30**, compared to **48** for White non-Hispanics.¹



15% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **17%** of White non-Hispanics.¹

20% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **44%** of White non-Hispanic adults.¹

Hispanic Adults



White Adults

Median income of adults without a college degree vs. **with a college degree** in Nevada¹

\$37,440

\$63,350

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN NEVADA²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	College of Southern Nevada	4-Pub	41% Latino 11,441 27,790	37% Latino 1,211 3,293
2	University of Nevada-Las Vegas	4-Pub	35% Latino 8,510 24,131	33% Latino 1,537 4,719
3	University of Nevada-Reno	4-Pub	25% Latino 3,897 15,723	22% Latino 814 3,623
4	Truckee Meadows Community College	4-Pub	38% Latino 2,569 6,752	34% Latino 417 1,211
5	Nevada State University	4-Pub	46% Latino 1,748 3,791	36% Latino 308 849

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend

■ Latino Enrollment
■ All Enrollment

■ Latino Completions
■ All Completions

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates.

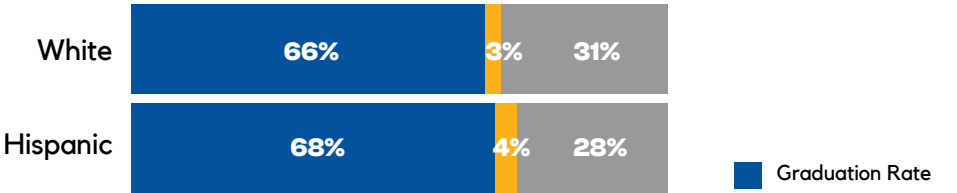
2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

NEVADA DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

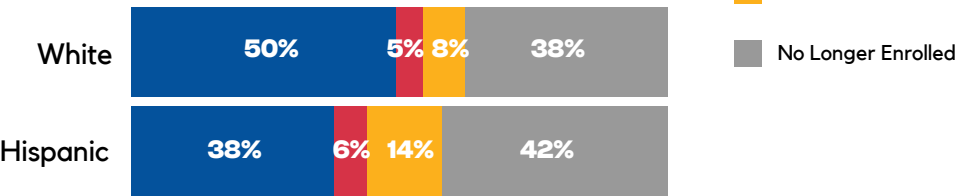
TWO-YEAR INSTITUTIONS

At two-year institutions, Hispanics' graduation rate was 2%-points higher than that of their White non-Hispanic peers in Nevada.



FOUR-YEAR INSTITUTIONS

At four-year institutions, Hispanics' graduation rate was 12%-points lower than that of their White non-Hispanic peers in Nevada.



*Percentages may not add up to 100% due to rounding.
NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey, and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

The **College Assistance Migrant Program Scholars Project at Arizona State University (ASU CAMP)** supports migrant and seasonal farmworker (MSFW) students in Arizona during their first year of college and beyond. ASU CAMP aims to foster academic success and personal growth. The program provides educational and financial support, addressing financial, transitional, and educational needs to ensure students thrive. Emphasizing holistic well-being, ASU CAMP creates a supportive community to help scholars achieve excellent GPAs, maintain good academic standing, and attain high retention rates. ASU CAMP empowers scholars to overcome economic hardships and inspire positive change in their families and communities. With 77% of MSFWs living at or below the federal poverty level, ASU CAMP provides need-based scholarships to alleviate financial strain during the first year of college. The program prioritizes academic support through tutoring, study halls, advising, and study

groups. Additional practices include bilingual peer mentoring, research seminars, professional development workshops, and comprehensive campus resources to help scholars navigate their first year. The program's comprehensive support services are instrumental in improving academic outcomes for migrant Latino students. Consider the following:

- In 2020, 100% of CAMP scholars were retained, compared to 81% of non-participants. In 2021, the retention rate was 92%, compared to 83% of non-participants.
- Between 2020-2023, CAMP Scholars had a first-year completion rate of 78%.
- Among scholars who persisted in higher education from the 2020–2023 cohorts, 96% received additional financial support for housing, transportation, healthcare, and educational expenses.

For more information on institutional programs improving Latino student success in higher education, visit <https://www.edexcelencia.org/what-works/growing-what-works>

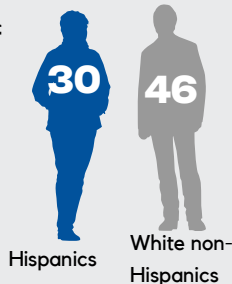
FAST FACTS

42nd largest Latino population in the U.S.¹

5% of the population was Latino¹

8% of the K-12 population was Latino¹

The median age of Hispanics in New Hampshire was **30**, compared to **46** for White non-Hispanics.¹



23% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **21%** of White non-Hispanics.¹

37% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **50%** of White non-Hispanic adults.¹

Hispanic Adults



White Adults

Median income of adults without a college degree vs. **with a college degree** in New Hampshire¹

\$45,390

\$69,792

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN NEW HAMPSHIRE²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	Southern New Hampshire University	4-Priv	14% Latino 22,614 156,755	11% Latino 2,781 24,642
2	University of New Hampshire-Main Campus	4-Pub	4% Latino 464 11,230	3% Latino 90 2,606
3	Dartmouth College	4-Priv	9% Latino 413 4,367	9% Latino 109 1,211
4	Nashua Community College	2-Pub	23% Latino 241 1,039	19% Latino 35 187
5	Manchester Community College	2-Pub	13% Latino 217 1,610	8% Latino 26 306

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend

 Latino Enrollment
 All Enrollment

 Latino Completions
 All Completions

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates.

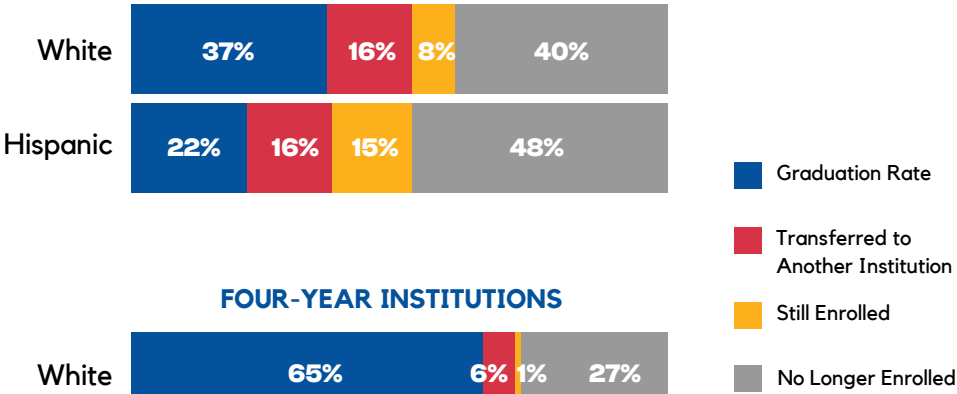
2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

NEW HAMPSHIRE DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

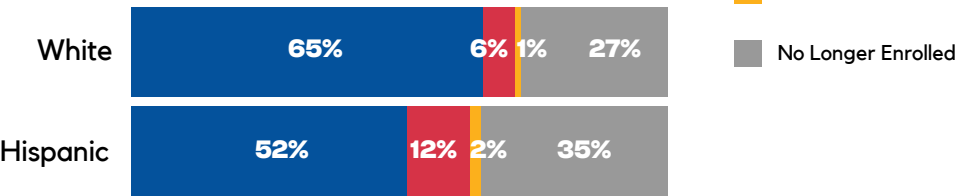
TWO-YEAR INSTITUTIONS

At two-year institutions, Hispanics' graduation rate was 15%-points lower than that of their White non-Hispanic peers in New Hampshire.



FOUR-YEAR INSTITUTIONS

At four-year institutions, Hispanics' graduation rate was 13%-points lower than that of their White non-Hispanic peers in New Hampshire.



*Percentages may not add up to 100% due to rounding.
NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey, and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

CREAR (College Readiness, Achievement and Retention) Futuros is a college success peer-mentor program that recruits qualified Latino students in partner educational institutions of higher learning to mentor, guide, and support younger students, or mentees. Mentors, who are trained and developed by the Hispanic Federation (HF), assist mentees with support needed in navigating the new college landscape and by also sharing resources offered by HF and community-based member organizations and sponsors. The program aims to ensure better academic outcomes, including higher degree completion rates, and promotes leadership while providing financial support to Latino student leaders who serve as mentors. This upcoming year, CREAR will be in 15 Hispanic-Serving Institutions in several states, where recruitment focuses on Latino students but is open to all. CREAR has extensive curricula and includes workshops starting with a National 3-Day In-person Summer Training for mentors, followed

by monthly virtual trainings and career readiness workshops, biweekly 1-on-1 check-ins between mentors and mentees, monthly mentee group meetings, and other national workshops for mentors and mentees (Career Leaders, Financial Literacy, Advocacy, Alumni events).

- Consider the following program outcomes:
- Retention: Between 2022 and 2024, the retention rate of Latino program participants increased from 85% to 89%, while the retention rate for non-program participants increased from 75% to 79%.
 - Academic Success: During the same period, the cumulative GPA of Latino participants increased from 3.5 to 3.7, compared to an increase of 3.2 to 3.4 for non-program participants.
 - Credit Gain: In 2024, Latino program participants earned an average of 34 credits, compared to 22 credits earned by non-program participants.

For more information on institutional programs improving Latino student success in higher education, visit <https://www.edexcelencia.org/what-works/growing-what-works>

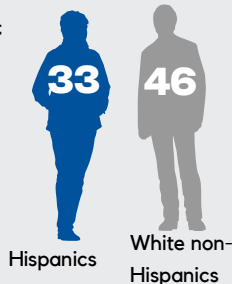
FAST FACTS

7th largest Latino population in the U.S.¹

23% of the population was Latino¹

29% of the K-12 population was Latino¹

The median age of Hispanics in New Jersey was **33**, compared to **46** for White non-Hispanics.¹



20% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **25%** of White non-Hispanics.¹

30% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **56%** of White non-Hispanic adults.¹

Hispanic Adults



White Adults

Median income of adults **without** a college degree vs. **with a** college degree in New Jersey¹

\$37,297

\$77,179

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN NEW JERSEY²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	Montclair State University	4-Pub	39% Latino 6,820 17,677	31% Latino 1,183 3,788
2	Rutgers University-New Brunswick	4-Pub	16% Latino 5,682 36,357	14% Latino 1,193 8,769
3	Bergen Community College	2-Pub	43% Latino 4,558 10,597	34% Latino 545 1,607
4	Kean University	4-Pub	37% Latino 4,002 10,842	31% Latino 723 2,313
5	UCNJ Union College of Union County, NJ	2-Pub	47% Latino 3,643 7,760	38% Latino 537 1,404

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend

■ Latino Enrollment	■ Latino Completions
■ All Enrollment	■ All Completions

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates.

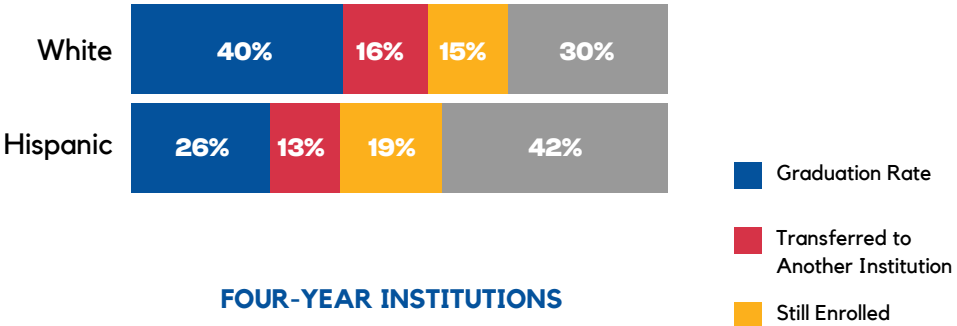
2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

NEW JERSEY DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

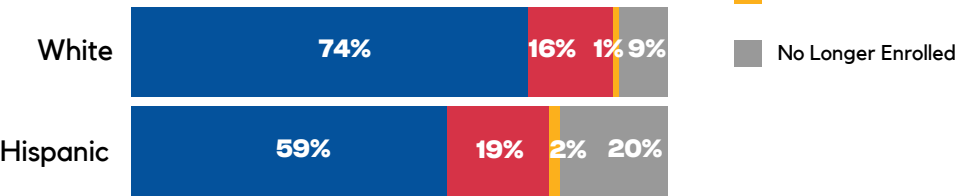
TWO-YEAR INSTITUTIONS

At two-year institutions, Hispanics' graduation rate was 14%-points lower than that of their White non-Hispanic peers in New Jersey.



FOUR-YEAR INSTITUTIONS

At four-year institutions, Hispanics' graduation rate was 15%-points lower than that of their White non-Hispanic peers in New Jersey.



*Percentages may not add up to 100% due to rounding.
NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey, and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

Latino Promise and **HACER (Hispanics Achieving College Education Recognition)** are sister programs whose mission is to provide access to higher education by offering associate degree programs with the benefits of a university setting to traditional-aged, Latino students. Latino Promise-HACER ensures that primarily first-generation college students can transfer into a bachelor's program of their choice. The programs offer the same curriculum, but HACER helps students preserve and even improve their native Spanish while teaching them English through ESL; these students gradually transition from taking bilingual coursework to English-only. The Latino Promise program offers instruction in English. Both programs seek to redress educational, economic, and social barriers by recruiting in immigrant-heavy school districts, offering workshops for families on financial aid, and a one-credit course on transitioning to college life

which promotes student retention. The programs provide a pre-college summer program, small classes, academic support, financial grants, personalized advising, and cultural enrichment all designed to mold high school graduates from the local communities into successful college students. The average graduation rate since 2010 for Latino Promise is 40%, which is more than double the current average of 18% graduation rate for Latino students in associate programs at New Jersey two-year institutions. Further, from Fall 2019 to Spring 2022, Latino Promise students achieved a 93% Fall-to-Spring persistence rate.

For more information on institutional programs improving Latino student success in higher education, visit <https://www.edexcelencia.org/what-works/growing-what-works>

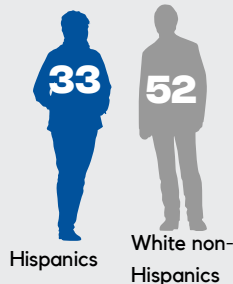
FAST FACTS

13th largest Latino population in the U.S.

49% of the population was Latino ¹

60% of the K-12 population was Latino ¹

The median age of Hispanics in New Mexico was **33**, compared to **52** for White non-Hispanics. ¹



19% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **24%** of White non-Hispanics. ¹

28% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **56%** of White non-Hispanic adults. ¹

Hispanic Adults



White Adults

Median income of adults without a college degree vs. **with a college degree** in New Mexico ¹

\$30,788

\$56,358

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN NEW MEXICO ²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	University of New Mexico-Main Campus	4-Pub	51% Latino 8,429 16,686	50% Latino 1,510 3,050
2	Central New Mexico Community College	2-Pub	55% Latino 8,398 15,246	52% Latino 1,570 2,995
3	New Mexico State University-Main Campus	4-Pub	63% Latino 7,256 11,561	63% Latino 1,505 2,407
4	New Mexico State University-Dona Ana	2-Pub	72% Latino 3,450 4,812	77% Latino 704 916
5	Eastern New Mexico University-Main Campus	4-Pub	45% Latino 1,445 3,186	45% Latino 416 929

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend

■ Latino Enrollment
■ All Enrollment

■ Latino Completions
■ All Completions

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates.

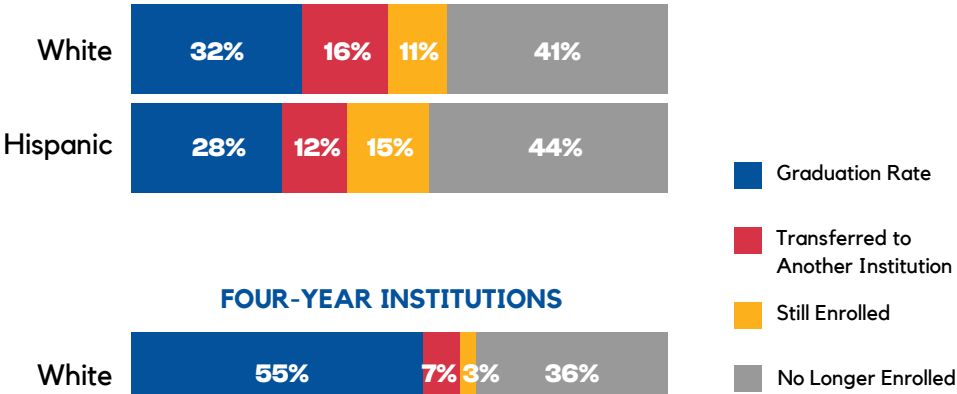
2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

NEW MEXICO DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

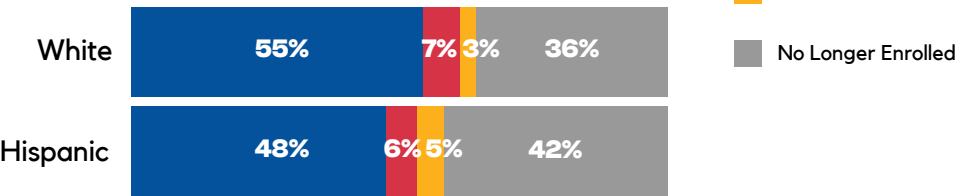
TWO-YEAR INSTITUTIONS

At two-year institutions, Hispanics' graduation rate was 4%-points lower than that of their White non-Hispanic peers in New Mexico.



FOUR-YEAR INSTITUTIONS

At four-year institutions, Hispanics' graduation rate was 7%-points lower than that of their White non-Hispanic peers in New Mexico.



*Percentages may not add up to 100% due to rounding.
NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey, and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

Engaging LATino Communities for Education (ENLACE) is a grassroots initiative dedicated to empowering marginalized Hispanic/Latino communities by providing a comprehensive pre-school through graduate/professional educational pipeline. ENLACE sustains and increases learning opportunities and the degree of engagement among constituents at every level of education, beginning in early elementary school and culminating with college- and graduate-level education. ENLACE endeavors to reduce the Hispanic dropout rates in grades P-12 by helping to create statewide systemic change throughout a P-20 educational pipeline and, therefore, contribute to increasing the number of Hispanic students successfully graduating from institutions of higher education. ENLACE works in collaboration with the state Department of Education, Higher Education Department, as well as many legislators. The program also sets out to institutionalize

culturally-rooted best practices in classrooms across New Mexico. Other long-term goals involve policy work to mobilize Hispanic/Latino communities to continue advocating for improvements in educational opportunities for their youths and importing cultural competence into the school culture through parental input. During FY20, 179 of 181 students graduated, reflecting a 99% graduation rate. In the same year, 646 of 679 retained students matriculated to the next grade level, resulting in a 95% matriculation rate. Further, 675 of 679 participants were retained in the program (99% retention rate).

For more information on institutional programs improving Latino student success in higher education, visit <https://www.edexcelencia.org/what-works/growing-what-works>

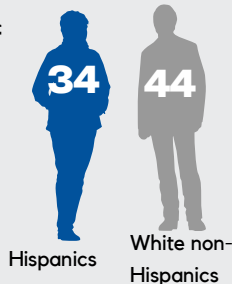
FAST FACTS

4th largest Latino population in the U.S.¹

20% of the population was Latino¹

25% of the K-12 population was Latino¹

The median age of Hispanics in New York was **34**, compared to **44** for White non-Hispanics.¹



22% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **25%** of White non-Hispanics.¹

32% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **57%** of White non-Hispanic adults.¹

Hispanic Adults



White Adults

Median income of adults **without** a college degree vs. **with** a college degree in New York¹

\$35,239

\$71,186

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN NEW YORK²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	CUNY Borough of Manhattan Community College	2-Pub	45% Latino 7,648 16,850	41% Latino 1,409 3,399
2	CUNY Lehman College	4-Pub	57% Latino 5,930 10,438	56% Latino 1,395 2,490
3	CUNY John Jay College of Criminal Justice	4-Pub	51% Latino 5,798 11,340	47% Latino 1,501 3,188
4	Suffolk County Community College	2-Pub	40% Latino 5,670 14,134	31% Latino 850 2,755
5	CUNY Hunter College	4-Pub	32% Latino 5,317 16,642	28% Latino 907 3,252

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend

■ Latino Enrollment	■ Latino Completions
■ All Enrollment	■ All Completions

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates.

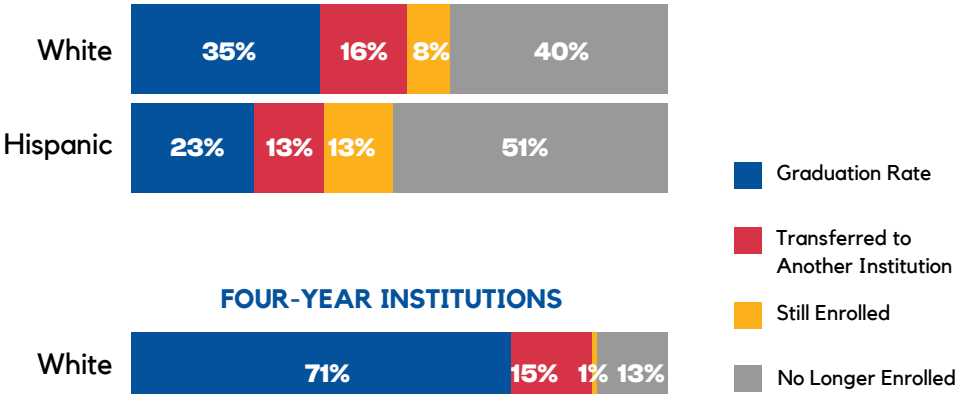
2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

NEW YORK DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

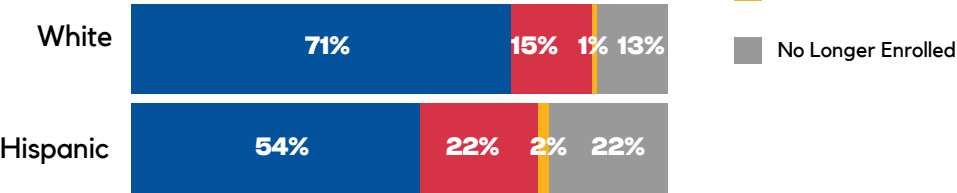
TWO-YEAR INSTITUTIONS

At two-year institutions, Hispanics' graduation rate was 12%-points lower than that of their White non-Hispanic peers in New York.



FOUR-YEAR INSTITUTIONS

At four-year institutions, Hispanics' graduation rate was 17%-points lower than that of their White non-Hispanic peers in New York.



*Percentages may not add up to 100% due to rounding.
NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey, and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

The Percy Ellis Sutton Search for Education, Elevation, and Knowledge (S.E.E.K.) Program at Lehman College is a pioneering initiative of the City University of New York—and the first educational opportunity program established at a senior college in the United States. S.E.E.K.'s mission is to ensure that all students, regardless of background, have access to higher education and the tools to thrive. The program is designed for students who demonstrate the drive and potential to succeed in college but may not meet traditional admissions criteria due to academic and economic barriers. S.E.E.K. supports up to 900 undergraduates and enrolls a minimum of 225 freshmen each year; over 60% are Latino and 85% are 19 years or younger. S.E.E.K. provides a robust network of support to ensure students thrive in college and beyond, including career integrated advising and counseling; academic enrichment through tutoring, supplemental

instruction, and academic coaching; critical thinking development and targeted workshops; and enhanced financial assistance. Through skill development, experiential learning, and social capital building, the program supports student persistence, fosters graduation, and prepares students for meaningful careers. The first year retention was 80% for cohort 2023 and 94% for (Fall to Spring) for cohort 2024. There was a 15% (from 80% to 95%) increase in first-year transfer retention rate of Latino students from 2019 to 2023, and a 47% (from 48% to 95%) increase in second-year transfer retention rates of Latinos over the same period.

For more information on institutional programs improving Latino student success in higher education, visit <https://www.edexcelencia.org/what-works/growing-what-works>

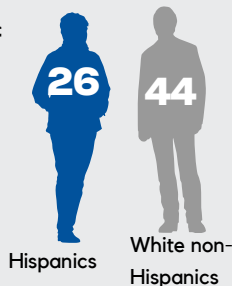
FAST FACTS

9th largest Latino population in the U.S.

11% of the population was Latino ¹

18% of the K-12 population was Latino ¹

The median age of Hispanics in North Carolina was **26**, compared to **44** for White non-Hispanics. ¹



17% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **22%** of White non-Hispanics. ¹

26% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **51%** of White non-Hispanic adults. ¹

Hispanic Adults



White Adults

Median income of adults without a college degree vs. **with a college degree** in North Carolina ¹

\$33,694

\$60,706

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN NORTH CAROLINA ²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	University of North Carolina at Charlotte	4-Pub	15% Latino 3,472 23,567	12% Latino 690 5,534
2	Wake Technical Community College	2-Pub	18% Latino 3,382 18,605	15% Latino 410 2,758
3	Central Piedmont Community College	2-Pub	20% Latino 2,684 13,640	16% Latino 355 2,262
4	University of North Carolina at Greensboro	4-Pub	17% Latino 2,300 13,848	13% Latino 447 3,316
5	North Carolina State University at Raleigh	4-Pub	9% Latino 2,247 26,389	7% Latino 459 6,486

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend

 Latino Enrollment
 All Enrollment

 Latino Completions
 All Completions

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates.

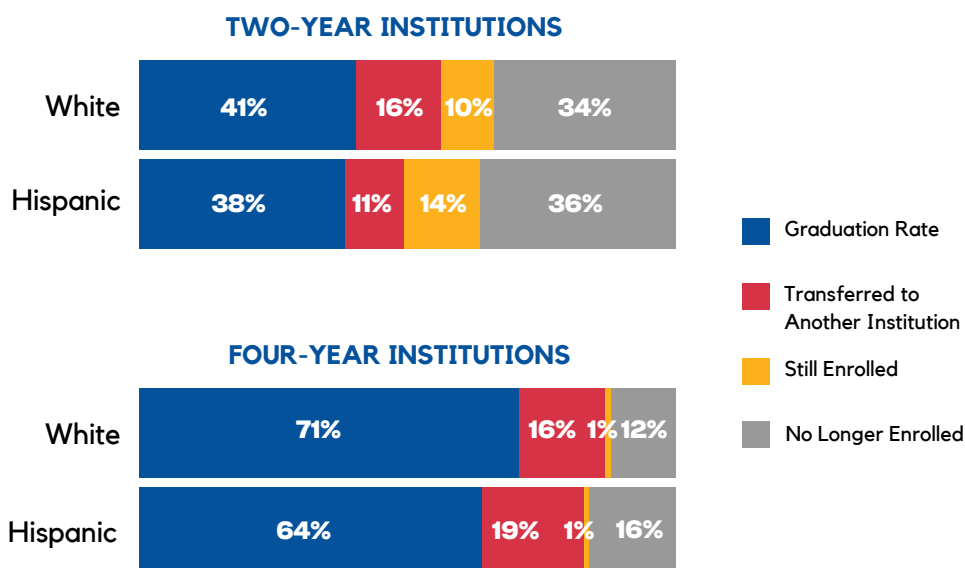
2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey, and Institutional Characteristics Survey.

NORTH CAROLINA DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

At two-year institutions, Hispanics' graduation rate was 3%-points lower than that of their White non-Hispanic peers in North Carolina.

At four-year institutions, Hispanics' graduation rate was 7%-points lower than that of their White non-Hispanic peers in North Carolina.



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.

Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

Shark Path is a coordinated set of strategies, programs, and interventions at Miami Dade College (MDC) designed to support students at every stage of their journey — from admission to credential completion to transition into a bachelor's program or the workforce. The guided pathway integrates a three-tiered model of advising using a case management proactive approach. Pre-college advisors (PCA) engage students early and encourage their attendance in college while forming connections with MDC. Once enrolled, during mandatory orientation, new students are assigned a First Year Advisor (FYA), who, during the first term, provides career exploration and, in conjunction with the student, develops an Individualized Academic Plan using the Course Sequence Guides. Once 25% of students' classes are completed, they are assigned a college mentor, a faculty or department advisor who provides guidance on internships, career options, and transfer to a four-year

institution while focusing on persistence and completion. The program has two complementary goals: to transform the student experience and increase students' progression and completion, and to enhance organizational capacity for innovation and improvement.

Consider the following:

- Between 2012 and 2019, more than 80,000 new, first-time-in-college direct-entry (FTIC-DE) students benefited from the program.
- In 2019, by the end of their first term, 96% of Hispanic students had declared a program of study.
- The number of Hispanic applicants grew by 30% between 2016 and 2018, and Hispanic enrollment increased by 12% during the same period.
- From 2016 to 2019, FTIC-DE Hispanic students' Fall-to-Spring retention rate was 72%, compared to 68% for non-Hispanic students.

For more information on institutional programs improving Latino student success in higher education, visit <https://www.edexcelencia.org/what-works/growing-what-works>

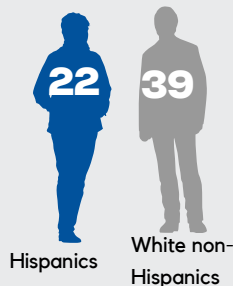
FAST FACTS

47th largest Latino population in the U.S.

5% of the population was Latino ¹

7% of the K-12 population was Latino ¹

The median age of Hispanics in North Dakota was **22**, compared to **39** for White non-Hispanics. ¹



14% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **26%** of White non-Hispanics. ¹

34% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **49%** of White non-Hispanic adults. ¹

Hispanic Adults



White Adults

Median income of adults without a college degree vs. with a college degree in North Dakota ¹

\$40,777

\$62,419

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN NORTH DAKOTA ²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	University of North Dakota	4-Pub	6% Latino 532 9,296	4% Latino 78 1,859
2	North Dakota State University- Main Campus	4-Pub	3% Latino 293 9,567	3% Latino 63 2,131
3	Minot State University	4-Pub	10% Latino 197 2,072	8% Latino 39 489
4	Bismarck State College	4-Pub	6% Latino 148 2,629	4% Latino 28 670
5	Williston State College	2-Pub	19% Latino 133 686	10% Latino 25 240

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend



NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates.

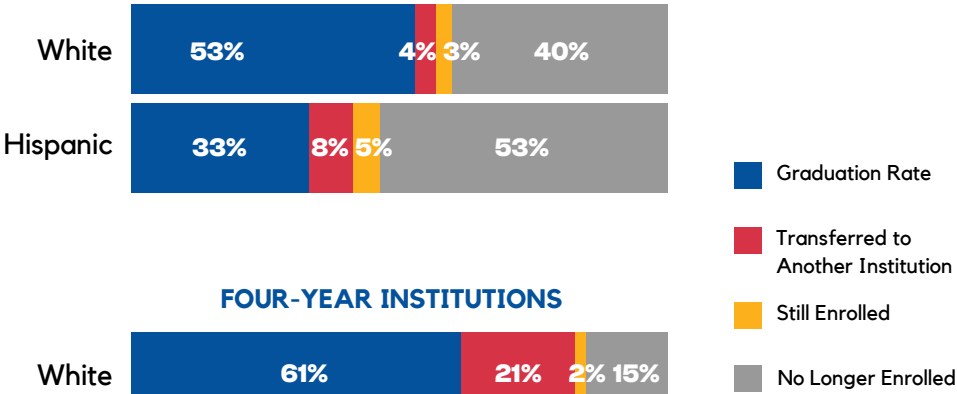
2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey, and Institutional Characteristics Survey.

NORTH DAKOTA DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

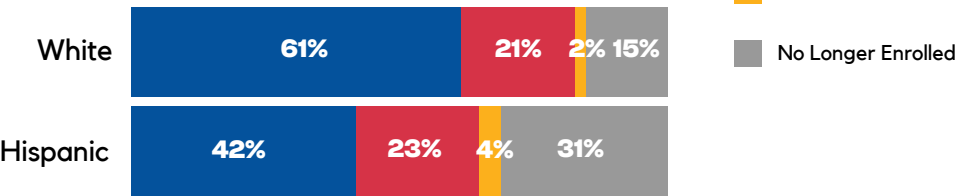
TWO-YEAR INSTITUTIONS

At two-year institutions, Hispanics' graduation rate was 20%-points lower than that of their White non-Hispanic peers in North Dakota.



FOUR-YEAR INSTITUTIONS

At four-year institutions, Hispanics' graduation rate was 19%-points lower than that of their White non-Hispanic peers in North Dakota.



*Percentages may not add up to 100% due to rounding.
NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

The **Pathways to Academic Success and Opportunities (PASO)** program at California State University San Marcos (CSUSM) aims to expand educational opportunities and improve academic outcomes for Latino students. With a focus on retention and graduation, PASO addresses achievement gaps through innovative student services, culturally relevant curriculum, and meaningful co-curricular experiences. PASO Scholars report a stronger cultural connection to their coursework and demonstrate higher pass rates than the general CSUSM student population. Dedicated student and parent orientations support a smooth high school-to-college transition, and the program's full-time Financial Aid Technician has facilitated increasing financial aid awards offered to Latino students.

- Notable outcomes of PASO include:
- A rise in Latino enrollment and retention: Latino enrollment increased from 29% in Fall 2017 to 45% in Fall 2018, while retention rose from 70% to 78% over the same period.
 - Stronger academic performance in PASO courses: Pass rates for PASO courses range from 85% to 100%, averaging 10 percentage points higher than comparable CSUSM courses.
 - Improved financial aid outcomes for Latino students: Among 509 PASO Scholars, 421 (83%) were selected for financial aid verification. Over 90% completed the process, and 88% were awarded financial aid—a 30% increase in aid awarded to Latino students in the program.

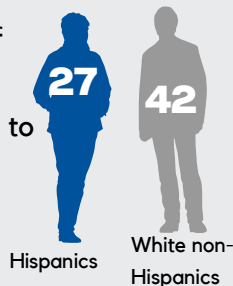
FAST FACTS

22nd largest Latino population in the U.S.

5% of the population was Latino ¹

7% of the K-12 population was Latino ¹

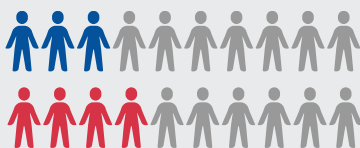
The median age of Hispanics in Ohio was **27**, compared to **42** for White non-Hispanics. ¹



18% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **19%** of White non-Hispanics. ¹

32% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **42%** of White non-Hispanic adults. ¹

Hispanic Adults



White Adults

Median income of adults without a college degree vs. **with a college degree** in Ohio ¹

\$34,752

\$63,283

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN OHIO ²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	Ohio State University-Main Campus	4-Pub	6% Latino 2,544 44,617	5% Latino 544 11,163
2	Eastern Gateway Community College	2-Pub	17% Latino 2,196 13,293	17% Latino 1,259 7,599
3	Columbus State Community College	2-Pub	8% Latino 1,402 17,128	7% Latino 174 2,411
4	University of Cincinnati-Main Campus	4-Pub	5% Latino 1,343 29,094	3% Latino 226 6,519
5	Cuyahoga Community College District	2-Pub	9% Latino 1,121 12,641	7% Latino 137 1,852

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend



NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates.

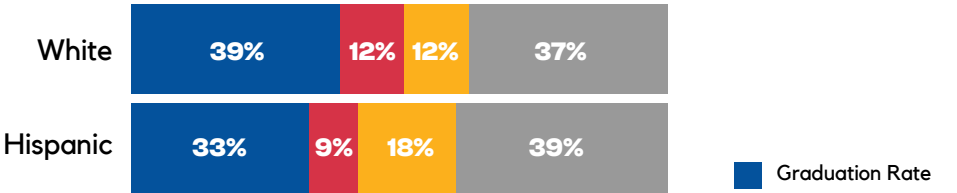
2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey, and Institutional Characteristics Survey.

OHIO DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

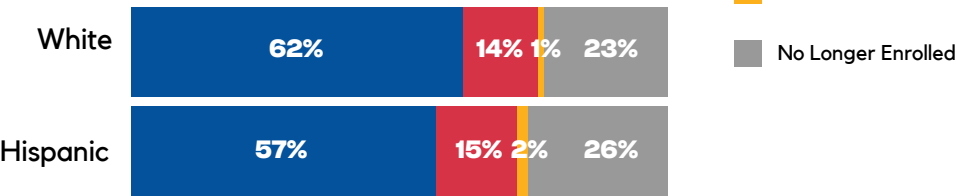
TWO-YEAR INSTITUTIONS

At two-year institutions, Hispanics' graduation rate was 6%-points lower than that of their White non-Hispanic peers in Ohio.



FOUR-YEAR INSTITUTIONS

At four-year institutions, Hispanics' graduation rate was 5%-points lower than that of their White non-Hispanic peers in Ohio.



*Percentages may not add up to 100% due to rounding.
NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

The **Community Health Worker (CHW)** program at Richard J. Daley College and the Arturo Velasquez Institute provides Latino adult learners in Chicago's southwest side with access to higher education and a pathway to becoming community health leaders. Developed in partnership with Enlace Chicago, the bilingual (English/Spanish) curriculum is designed to increase the number of credentialed community health workers. To remove financial barriers, the program offers four funding streams: the Gateway Scholarship, Adult Education Bridge, Future Ready Initiative, and HRSA Grant. These resources ensure that students have the support needed to pursue and complete their credentials. In early 2018, Daley College began offering the CHW program in collaboration with Enlace Chicago. The college secured approval from the Illinois Community College Board (ICCB) for a certificate program, and the first cohort launched in Spring 2020. To encourage participation and support a smooth transition into college,

Spanish-language information sessions are held year-round in partnership with community-based organizations. These sessions introduce potential students to program benefits, funding opportunities, and the Adult Education Bridge—designed to help adult learners transition from noncredit to credit-bearing college coursework. Additional workshops help students navigate the college application process, prepare for the English placement exam, and meet with financial aid advisors to remove further barriers to access. Program outcomes include:

- High retention and completion: As of Fall 2023, five cohorts have completed the program with a 91% retention and completion rate.
- Strong transition from Adult Education to Course Credit: Over 90% of participants in all five cohorts successfully transitioned from Daley's Adult Education program into credit-bearing coursework.

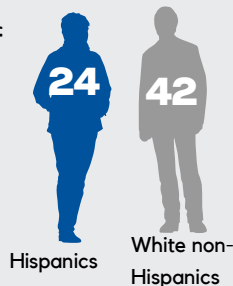
FAST FACTS

25th largest Latino population in the U.S.¹

13% of the population was Latino¹

19% of the K-12 population was Latino¹

The median age of Hispanics in Oklahoma was **24**, compared to **42** for White non-Hispanics.¹



15% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **20%** of White non-Hispanics.¹

22% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **40%** of White non-Hispanic adults.¹

Hispanic Adults



White Adults

Median income of adults without a college degree vs. **with a college degree** in Oklahoma¹

\$33,109

\$55,393

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN OKLAHOMA²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	University of Oklahoma-Norman Campus	4-Pub	14% Latino 3,055 21,496	12% Latino 526 4,464
2	Oklahoma City Community College	2-Pub	24% Latino 2,257 9,578	16% Latino 259 1,593
3	Oklahoma State University-Main Campus	4-Pub	10% Latino 2,016 20,814	8% Latino 382 4,790
4	Tulsa Community College	2-Pub	16% Latino 1,844 11,397	12% Latino 312 2,600
5	University of Central Oklahoma	4-Pub	15% Latino 1,547 10,132	13% Latino 304 2,265

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend

 Latino Enrollment
 All Enrollment

 Latino Completions
 All Completions

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates.

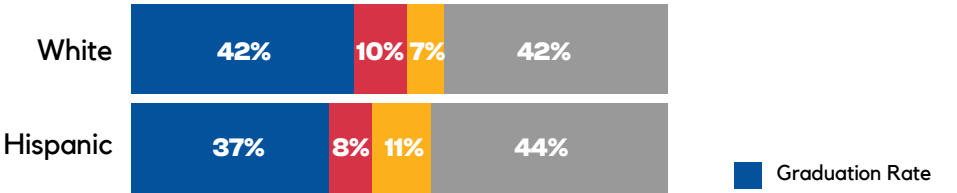
2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey, and Institutional Characteristics Survey.

OKLAHOMA DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

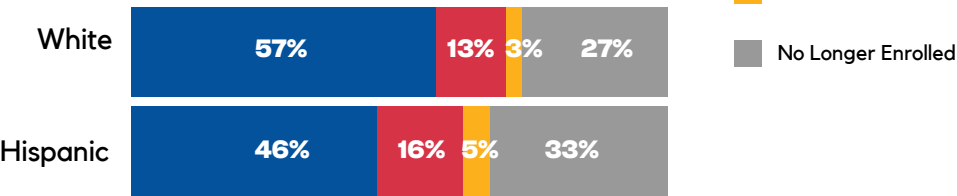
TWO-YEAR INSTITUTIONS

At two-year institutions, Hispanics' graduation rate was 5%-points lower than that of their White non-Hispanic peers in Oklahoma.



FOUR-YEAR INSTITUTIONS

At four-year institutions, Hispanics' graduation rate was 11%-points lower than that of their White non-Hispanic peers in Oklahoma.



*Percentages may not add up to 100% due to rounding.
NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

The **College Assistance Migrant Program (CAMP)** at New Mexico State University (NMSU) supports the postsecondary success of eligible farmworkers, dairy workers, and ranch workers across New Mexico. The program focuses on recruiting and retaining students through to graduation, with the vast majority (99%) of participants identifying as Latino and most being first-generation college students. CAMP collaborates with community-based organizations that serve the farmworking community, leveraging their expertise to enhance student recruitment, support, and internship development. A peer mentoring program fosters academic and emotional support among students, helping build a sense of belonging and encouraging persistence. In addition, CAMP has established several university STEM partnerships, which serve as pipelines into STEM fields. These partnerships expose students to research

opportunities and career pathways they might not otherwise encounter. The program also provides financial assistance, educational workshops, and cultural activities, ensuring that students receive holistic support throughout their college experience. Program outcomes include:

- Among the Fall 2018 entering cohort, 88% of CAMP students were retained the following fall, compared to 75% of all full-time first-year students at NMSU.
- Of the Fall 2013 entering cohort, 24% graduated within four years and 64% within six years, with seven students still enrolled as of Fall 2019.
- 37% of CAMP students (80 of 215) have earned at least two degrees, showing momentum in attainment.

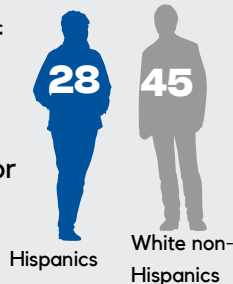
FAST FACTS

19th largest Latino population in the U.S.¹

15% of the population was Latino¹

24% of the K-12 population was Latino¹

The median age of Hispanics in Oregon was **28**, compared to **45** for White non-Hispanics.¹



18% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **18%** of White non-Hispanics.¹

27% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **49%** of White non-Hispanic adults.¹

Hispanic Adults



White Adults

Median income of adults without a college degree vs. **with a college degree** in Oregon¹

\$36,495

\$66,428

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN OREGON²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	Portland Community College	2-Pub	22% Latino 4,122 18,365	16% Latino 476 2,921
2	Oregon State University	4-Pub	13% Latino 3,724 29,557	10% Latino 605 5,829
3	University of Oregon	4-Pub	16% Latino 3,113 19,758	14% Latino 575 4,086
4	Portland State University	4-Pub	23% Latino 3,103 13,619	18% Latino 704 3,839
5	Chemeketa Community College	4-Pub	34% Latino 2,169 6,457	28% Latino 312 1,119

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend

■ Latino Enrollment
■ All Enrollment

■ Latino Completions
■ All Completions

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates.

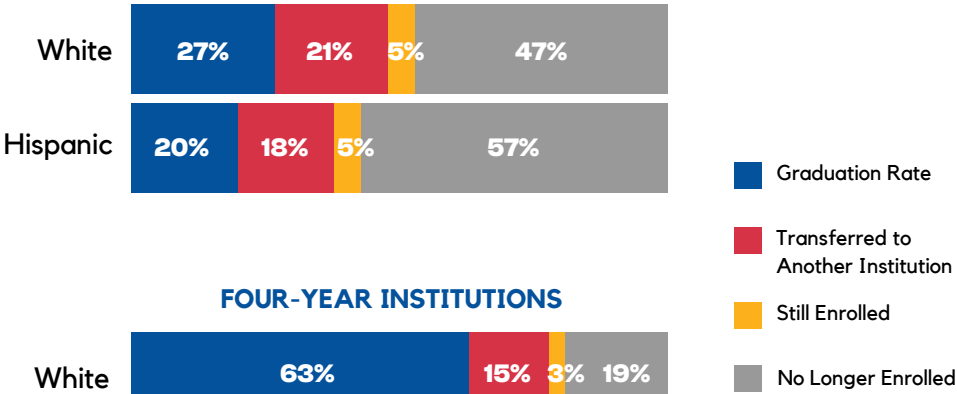
2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey, and Institutional Characteristics Survey.

OREGON DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

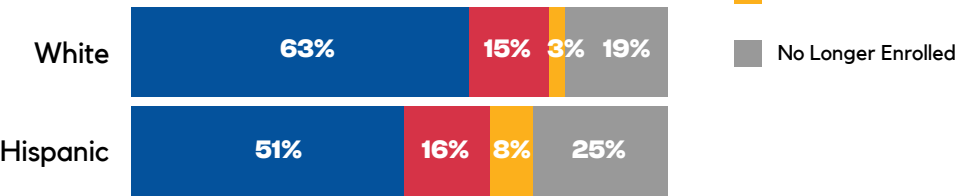
TWO-YEAR INSTITUTIONS

At two-year institutions, Hispanics' graduation rate was 7%-points lower than that of their White non-Hispanic peers in Oregon.



FOUR-YEAR INSTITUTIONS

At four-year institutions, Hispanics' graduation rate was 12%-points lower than that of their White non-Hispanic peers in Oregon.



*Percentages may not add up to 100% due to rounding.
NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

The **College Access Latinx Initiative (CALI)**, launched in 2022 at Portland Community College (PCC), supports Latino and Indigenous students of Mexican, Central and South American, and Caribbean heritage by addressing systemic inequities through culturally and linguistically responsive support. CALI engages students from high school through their first year of college, fostering inclusive and affirming environments that strengthen family involvement and center the experiences of DREAMers, DACA recipients, and mixed-status students. The program ensures students are prepared, affirmed, and equipped to succeed academically and beyond. To better serve the Latino community, CALI involves family and community voices in decision-making. An Advisory Board composed of parents and representatives from culturally specific community-based organizations helps guide the program to reflect the diverse perspectives and needs of Latino students. CALI also coordinates and streamlines existing services—aligning recruitment, outreach, and support efforts to create a more

integrated and effective student experience. To continuously improve, CALI gathers participant feedback through surveys that assess outreach strategies and summer program effectiveness. Results are reviewed by the Advisory Board to inform and refine programming.

Program outcomes include:

- Higher credit completion rates: In 2022-23, CALI participants completed 74% of credits attempted (452 of 614), compared to 71% for Latino non-participants. In 2023-24, completion rose to 77% (702 of 917), compared to 74% for Latino non-participants.
- High retention: CALI achieved a 100% first-year retention rate in both 2022-23 and 2023-24. In contrast, the retention rate was 50% for all non-program participants and 53% for Latino non-participants.

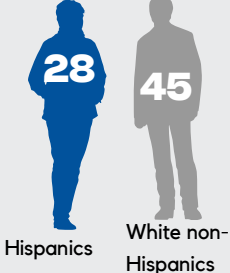
FAST FACTS

11th largest Latino population in the U.S.¹

9% of the population was Latino¹

14% of the K-12 population was Latino¹

The median age of Hispanics in Pennsylvania was **28**, compared to **45** for White non-Hispanics.¹



17% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **24%** of White non-Hispanics.¹

27% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **46%** of White non-Hispanic adults.¹

Hispanic Adults



White Adults

Median income of adults without a college degree vs. with a college degree in Pennsylvania¹

\$36,467

\$65,307

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN PENNSYLVANIA²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	Pennsylvania State University-Main Campus	4-Pub	9% Latino 3,833 41,862	7% Latino 762 10,775
2	Northampton County Area Community College	2-Pub	28% Latino 2,126 7,512	21% Latino 203 973
3	Temple University	4-Pub	10% Latino 2,113 21,249	8% Latino 445 5,570
4	Community College of Philadelphia	2-Pub	18% Latino 2,058 11,312	15% Latino 234 1,575
5	Reading Area Community College	2-Pub	49% Latino 1,651 3,338	31% Latino 142 452

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend

 Latino Enrollment
 All Enrollment

 Latino Completions
 All Completions

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates.

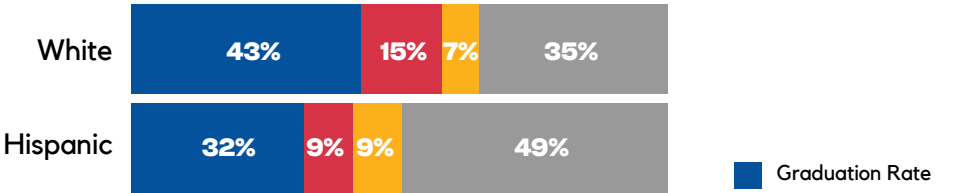
2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey, and Institutional Characteristics Survey.

PENNSYLVANIA DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

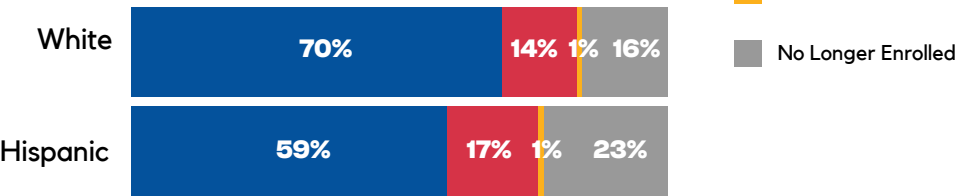
TWO-YEAR INSTITUTIONS

At two-year institutions, Hispanics' graduation rate was 11%-points lower than that of their White non-Hispanic peers in Pennsylvania.



FOUR-YEAR INSTITUTIONS

At four-year institutions, Hispanics' graduation rate was 11%-points lower than that of their White non-Hispanic peers in Pennsylvania.



*Percentages may not add up to 100% due to rounding.
NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

The **English for Academic Purposes (EAP)** program at Reading Area Community College provides developmental courses in reading, writing, and speaking for bilingual and non-native English speakers. With a strong focus on Latino students, the program enhances academic English skills, offers tutoring, and promotes cooperative learning to support college readiness. EAP is designed to remove barriers to college access and prepare students for success in freshman composition and other first-year courses. Through tailored support and a culturally responsive approach, the program maintains high course success and retention rates, helping more students complete freshman composition within one year. Latino participants in the EAP program consistently outperform their non-Latino peers in both course success and persistence.

In 2022-23, the program reached an all-time high course success rate of 86% for all participants, while also closing the gap in outcomes between Latino and non-Latino students. Retention among Latino students also surpassed institutional averages. In 2022-23, the EAP program's retention rate for Latino students was 63%, which was 18 percentage points higher than the college's overall retention rate.

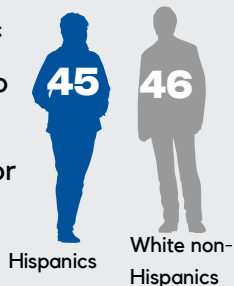
FAST FACTS

In Puerto Rico, **98%** of the population aged 0 to 5 years old was Latino.¹

In Puerto Rico, **99%** of the K-12 population was Latino.¹

In Puerto Rico, **99%** of the population was Latino.¹

The median age of Hispanics in Puerto Rico was **45**, compared to **46** for White non-Hispanics.¹



26% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **14%** of White non-Hispanics.¹

43% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **60%** of White non-Hispanic adults.¹

Hispanic Adults



White Adults

Median income of adults **without a college degree** vs. **with a college degree** in Puerto Rico.¹

\$15,073

\$31,382

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN PUERTO RICO²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	NUC University	4-Priv*	90% Latino 23,223 25,881	94% Latino 2,531 2,702
2	University of Puerto Rico-Mayagüez	4-Pub	94% Latino 8,946 9,564	93% Latino 1,629 1,745
3	Universidad Ana G. Méndez-Gurabo Campus	4-Priv	100% Latino 7,666 7,666	100% Latino 1,301 1,301
4	University of Puerto Rico-Río Piedras	4-Pub	84% Latino 7,392 8,748	80% Latino 1,147 1,433
5	Universidad Ana G. Méndez-Cupey Campus	4-Priv	100% Latino 4,579 4,579	100% Latino 758 758

*This institution is a private, for-profit institution.

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend

■ Latino Enrollment ■ Latino Completions
■ All Enrollment ■ All Completions

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates.

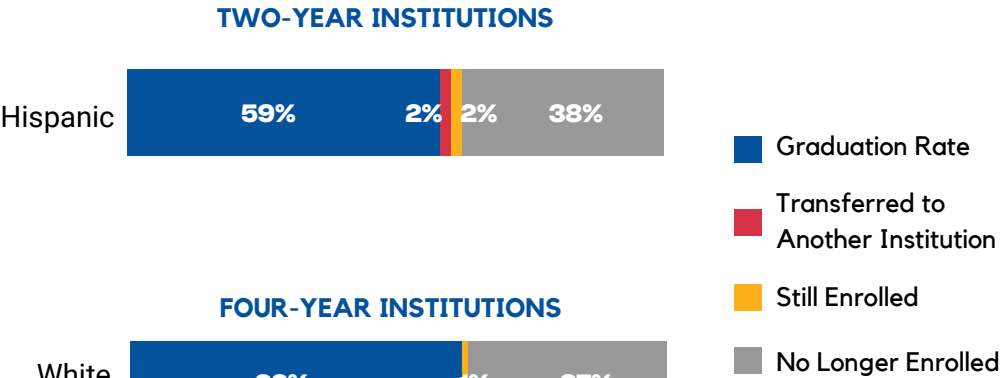
2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey, and Institutional Characteristics Survey.

PUERTO RICO DEGREE COMPLETION GAP

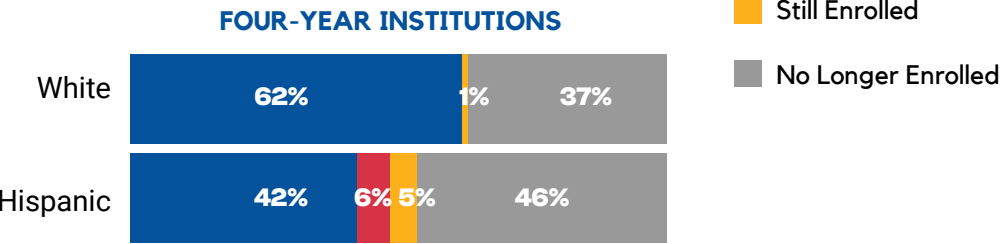
Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress—graduated, transferred to another institution, still enrolled, and no longer enrolled—highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

At two-year institutions in Puerto Rico, Hispanics' graduation rate is 59%.

Note: For two-year institutions in this cohort, there were no White non-Hispanic students reported.



At four-year institutions, Hispanics' graduation rate was 20%-points lower than that of their White non-Hispanic peers in Puerto Rico.



*Percentages may not add up to 100% due to rounding.
NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

The **Institute of Interdisciplinary Research (IIR)** at the University of Puerto Rico-Cayey (UPR-Cayey) advances undergraduate research, academic inquiry, and community service, with a mission to support interdisciplinary, regional, and applied research that responds to the needs of the surrounding communities. Established in 2003 as an undergraduate research initiative, the IIR has driven a major institutional shift—from a primarily teaching-focused college to one that values and invests in student research and scholarly output. The IIR provides students—many of whom are Latino—with: research assistant positions and training in research methodology; mentorship networks and Personal Development Plans; coaching and guidance for graduate school preparation; and opportunities for publication and academic dissemination. During the pandemic, IIR expanded its student-centered

support through: a formal coaching program; stipends to support research participation; tuition assistance; and the launch of the Antonia Pantojas mentorship program, designed to provide holistic guidance for student researchers. Results demonstrate student success:

- As of 2020, 79% of undergraduate participants had applied to graduate school, and 92% of those were accepted.
 - By comparison, only 41% of the overall student body applied to graduate school between 2015 and 2018.
- As of 2022, IIR supports one-third of the UPR-Cayey graduating class.

For more information on institutional programs improving Latino student success in higher education, visit <https://www.edexcelencia.org/what-works/growing-what-works>

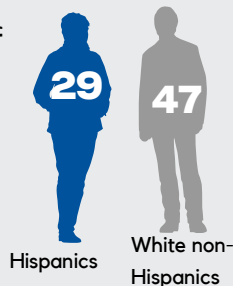
FAST FACTS

38th largest Latino population in the U.S.¹

18% of the population was Latino¹

28% of the K-12 population was Latino¹

The median age of Hispanics in Rhode Island was **29**, compared to **47** for White non-Hispanics.¹



27% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **30%** of White non-Hispanics.¹

23% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **52%** of White non-Hispanic adults.¹

Hispanic Adults



White Adults

Median income of adults without a college degree vs. with a college degree in Rhode Island¹

\$37,462

\$68,760

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN RHODE ISLAND²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	Community College of Rhode Island	2-Pub	29% Latino 3,276 11,455	20% Latino 347 1,769
2	University of Rhode Island	4-Pub	11% Latino 1,586 13,822	10% Latino 334 3,433
3	Rhode Island College	4-Pub	26% Latino 1,212 4,630	23% Latino 236 1,048
4	Brown University	4-Priv	12% Latino 886 7,273	11% Latino 177 1,682
5	Johnson & Wales University-Providence	4-Priv	15% Latino 576 3,913	13% Latino 140 1,075

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend

■ Latino Enrollment
■ All Enrollment

■ Latino Completions
■ All Completions

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates.

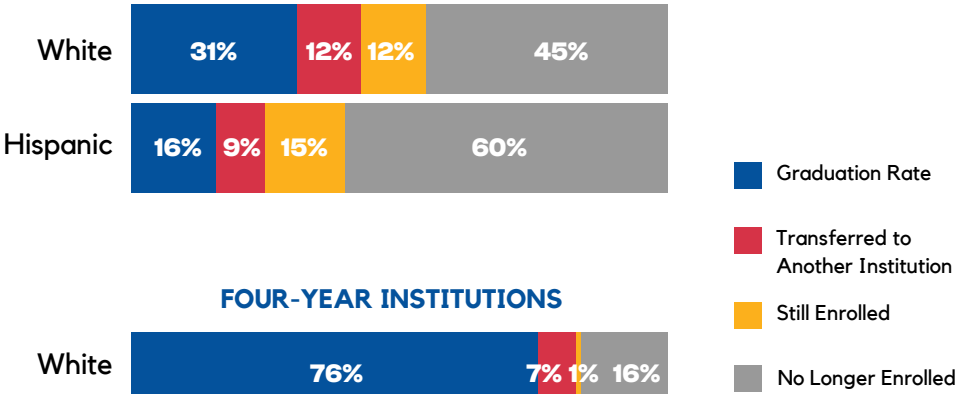
2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey, and Institutional Characteristics Survey.

RHODE ISLAND DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

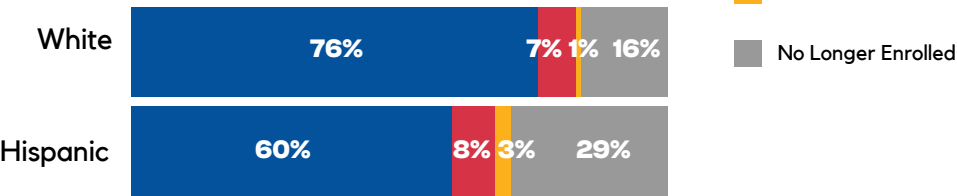
TWO-YEAR INSTITUTIONS

At two-year institutions, Hispanics' graduation rate was 15%-points lower than that of their White non-Hispanic peers in Rhode Island.



FOUR-YEAR INSTITUTIONS

At four-year institutions, Hispanics' graduation rate was 16%-points lower than that of their White non-Hispanic peers in Rhode Island.



*Percentages may not add up to 100% due to rounding.
NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

The **Program for Research Initiatives in Science and Math (PRISM)** at John Jay College has transformed the institution from a minor player in STEM education to a leading baccalaureate origin institution for Latino students pursuing STEM PhDs and professional careers. Through a comprehensive support system, PRISM fosters strong relationships with faculty, staff, and peer mentors to increase student engagement, help participants see themselves as scientists, and reduce feelings of impostor syndrome. The program provides direct career exposure, immerses students in the culture and practice of science, and works intentionally to counteract negative stereotypes, supporting students' long-term academic and professional success. The program staff are bilingual, and PRISM activities intentionally reflect the backgrounds of the students it serves. Students are introduced to Latino, Black, and

female scientists, and families are invited to participate in events—reinforcing students' sense of belonging and identity in STEM. These efforts have helped double graduation rates within three years, and three students advanced to STEM PhD programs—compared to only five over the prior decade. Since its launch, PRISM has contributed to a four-fold increase in overall graduates at John Jay College from science programs, and a nearly ten-fold increase in Latino graduates. In PRISM's most recent years (2014-2022), the program has helped 99 students (average of 12 per year) transition to graduate school, including 31 Latino students (average of 3 per year), reinforcing its role as a launchpad for underrepresented students in STEM.

For more information on institutional programs improving Latino student success in higher education, visit <https://www.edexcelencia.org/what-works/growing-what-works>

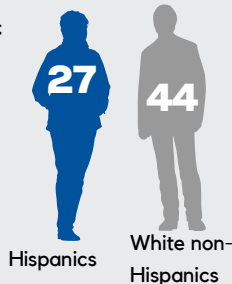
FAST FACTS

28th largest Latino population in the U.S.¹

7% of the population was Latino¹

11% of the K-12 population was Latino¹

The median age of Hispanics in South Carolina was **27**, compared to **44** for White non-Hispanics.¹



18% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **22%** of White non-Hispanics.¹

27% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **48%** of White non-Hispanic adults.¹

Hispanic Adults



White Adults

Median income of adults without a college degree vs. **with a college degree** in South Carolina¹

\$33,385

\$57,220

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN SOUTH CAROLINA²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	Clemson University	4-Pub	9% Latino 1,984 22,778	7% Latino 347 5,311
2	University of South Carolina-Columbia	4-Pub	6% Latino 1,667 28,113	5% Latino 359 6,529
3	Greenville Technical College	4-Pub	16% Latino 1,268 8,171	4% Latino 49 1,201
4	Trident Technical College	2-Pub	9% Latino 1,048 11,091	5% Latino 64 1,410
5	College of Charleston	4-Pub	7% Latino 731 10,366	7% Latino 135 2,020

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend

 Latino Enrollment
 All Enrollment

 Latino Completions
 All Completions

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates.

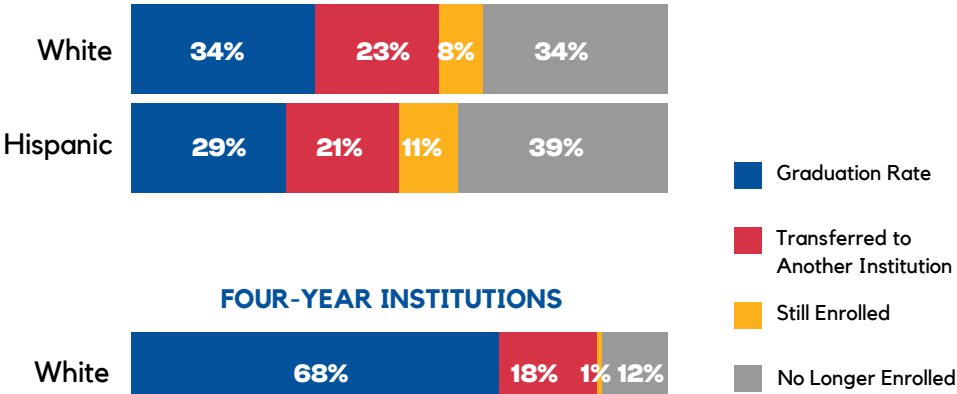
2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey, and Institutional Characteristics Survey.

SOUTH CAROLINA DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

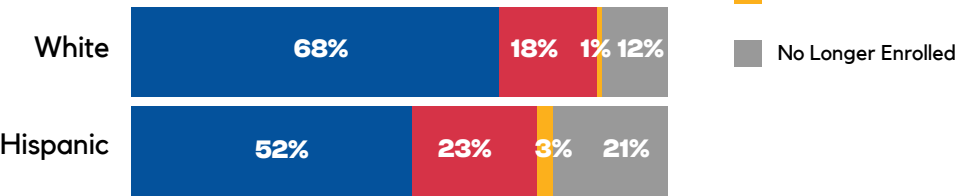
TWO-YEAR INSTITUTIONS

At two-year institutions, Hispanics' graduation rate was 5%-points lower than that of their White non-Hispanic peers in South Carolina.



FOUR-YEAR INSTITUTIONS

At four-year institutions, Hispanics' graduation rate was 16%-points lower than that of their White non-Hispanic peers in South Carolina.



*Percentages may not add up to 100% due to rounding.
NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

Connect4Success (C4S) at Florida International University (FIU) was relaunched in 2016 as a redesigned, rebranded, and strategically funded evolution of the university's original 2006 Dual Degree Program. Building on Florida's 2+2 transfer framework, C4S incorporates evidence-based, transfer-affirming and transfer-receptive strategies to support students in achieving their educational goals in transformational ways. C4S reinforces students' commitment to earning a bachelor's degree by providing personalized, strengths-based advising and coaching from the moment they begin their academic journey at a partner institution. Throughout the process, students are supported in maintaining a strong four-year identity and academic momentum, even while completing their associate degree. The program is designed to (1) increase access to a bachelor's degree, (2) support timely completion of the bachelor's degree, and (3) boost the percentage of Florida College System (FCS) students who graduate without excess credits.

C4S focuses on preparing students from its three FCS partner institutions (Miami Dade College, Broward College, and Palm Beach State College) to be transfer- and major-ready by the time they enroll at FIU. Key outcomes include:

- Among each annual cohort of approximately 1,200 students starting at a partner college, 32% transfer to FIU within three years with an associate degree, and another 12% transfer in the fourth year, resulting in 44% transferring within four years or less.
- Once at FIU, at least 80% of each eligible cohort either earn a bachelor's degree within three years or are actively enrolled. These outcomes are strongest for Latino students, who graduate at a rate of 62%.
- FIU has increased (1) the percentage of FCS transfer-ins with associate's degrees from 78% to 83%, (2) the share of transfer students graduating without excess credits from 78% in 2014-15 to 86% in 2019-20, and (3) two- and three-year bachelor's degree completion rates for transfer students overall.

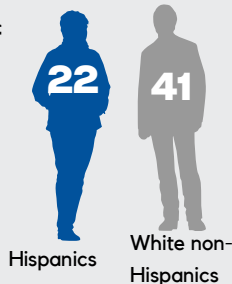
FAST FACTS

46th largest Latino population in the U.S.¹

5% of the population was Latino¹

7% of the K-12 population was Latino¹

The median age of Hispanics in South Dakota was **22**, compared to **41** for White non-Hispanics.¹



17% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **20%** of White non-Hispanics.¹

28% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **48%** of White non-Hispanic adults.¹

Hispanic Adults



White Adults

Median income of adults without a college degree vs. **with a college degree** in South Dakota¹

\$34,562

\$56,549

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN SOUTH DAKOTA²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	University of South Dakota	4-Pub	6% Latino 300 5,239	4% Latino 50 1,190
2	South Dakota State University	4-Pub	3% Latino 255 8,798	2% Latino 43 1,948
3	National American University-Rapid City	4-Priv*	16% Latino 132 832	12% Latino 23 195
4	South Dakota School of Mines and Technology	4-Pub	6% Latino 115 2,042	5% Latino 19 383
5	Dakota State University	4-Pub	5% Latino 103 1,969	3% Latino 13 400

*This institution is a private, for-profit institution.

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend

■ Latino Enrollment
■ All Enrollment

■ Latino Completions
■ All Completions

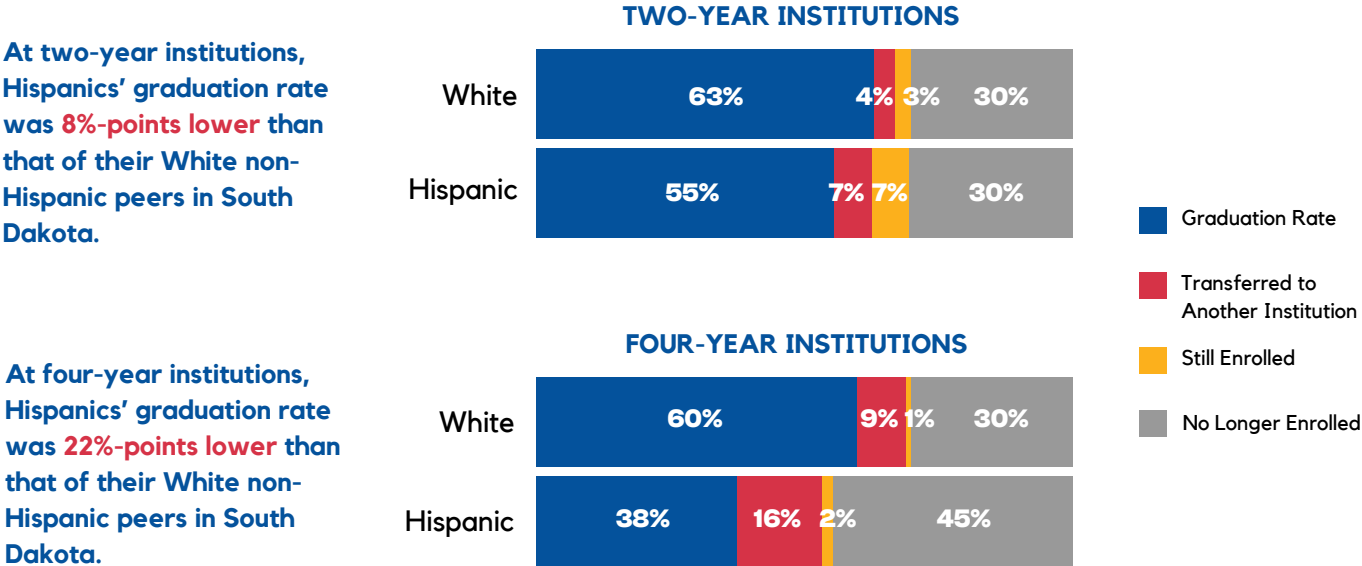
NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates.

2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey, and Institutional Characteristics Survey.

SOUTH DAKOTA DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.



*Percentages may not add up to 100% due to rounding.
NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

The **Compact Scholars Program** at San Diego State University (SDSU) supports undergraduate students through academic and social support, while helping them cultivate a strong sense of identity connected to their academic work and community. The program is grounded in a commitment to eliminating the national achievement gap in Latino college completion. Established in 2006, Compact Scholars serves as the postsecondary component of the Compact for Success partnership between SDSU and the Sweetwater Union High School District (SUHSD)—a district where the majority of students are Latino. The program promotes higher graduation rates among SUHSD students by providing a comprehensive support structure that includes first-year experience programming, holistic and intrusive academic advising, peer and faculty mentoring, and experiential learning opportunities such as study abroad, undergraduate research, service learning, and internships.

To reduce financial barriers, students can apply for scholarships to support participation in these high-impact activities, including research, service, and creative work.

- Consider the following among Latino participants:
- Enrollment growth: As of Fall 2019, 318 Latino students had enrolled in the program, an increase from just 84 students in Fall 2006.
 - Strong first-year persistence: In 2019, 86% of Latino program participants continued after their first year, compared to 84% of Latino non-participants.
 - Improved graduation rates: In 2000, only 38% of SUHSD Latino students at SDSU graduated within six years. By 2019, the six-year graduation rate for Latino Compact Scholars participants had increased to 69%, compared to 65% for Latino students not in the program.

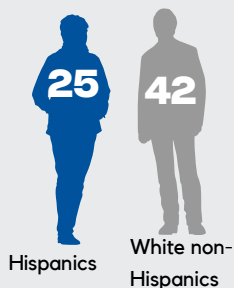
FAST FACTS

24th largest Latino population in the U.S.¹

7% of the population was Latino¹

12% of the K-12 population was Latino¹

The median age of Hispanics in Tennessee was **25**, compared to **42** for White non-Hispanics.¹



17% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **19%** of White non-Hispanics.¹

27% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **42%** of White non-Hispanic adults.¹

Hispanic Adults



White Adults

Median income of adults without a college degree vs. **with a college degree** in Tennessee¹

\$34,164

\$59,424

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN TENNESSEE²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	The University of Tennessee-Knoxville	4-Pub	6% Latino 1,727 28,763	5% Latino 273 5,568
2	Middle Tennessee State University	4-Pub	10% Latino 1,567 16,115	7% Latino 285 3,847
3	University of Memphis	4-Pub	11% Latino 1,504 13,645	8% Latino 224 2,948
4	Vanderbilt University	4-Priv	12% Latino 854 7,143	9% Latino 172 1,820
5	Austin Peay State University	4-Pub	11% Latino 845 7,365	10% Latino 257 2,528

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend

■ Latino Enrollment
■ All Enrollment

■ Latino Completions
■ All Completions

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates.

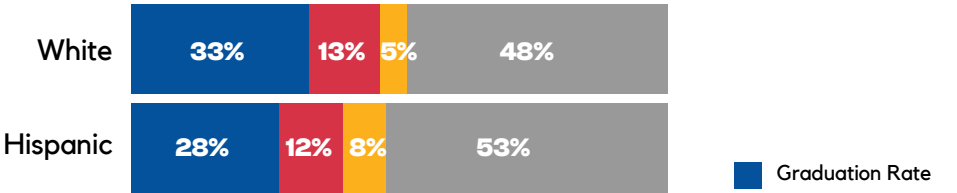
2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

TENNESSEE DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

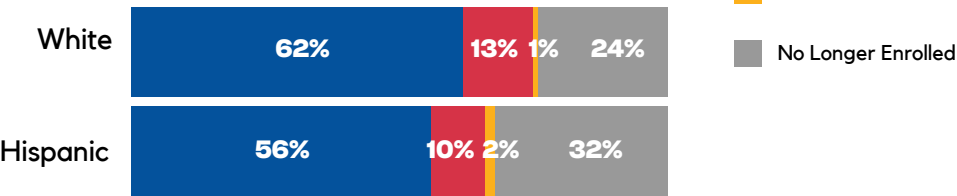
TWO-YEAR INSTITUTIONS

At two-year institutions, Hispanics' graduation rate was 5%-points lower than that of their White non-Hispanic peers in Tennessee.



FOUR-YEAR INSTITUTIONS

At four-year institutions, Hispanics' graduation rate was 6%-points lower than that of their White non-Hispanic peers in Tennessee.



*Percentages may not add up to 100% due to rounding.
NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

Mi Casa Es Su Casa connects Latino community college students at Lone Star College to the campus community, helping them acclimate to academic life, succeed throughout their college careers, and prepare for achievement beyond college. Established in 2016 to serve the needs of a growing Latino student population, the program aims to increase persistence, graduation, and transfer rates among these students. Mi Casa delivers 12 targeted interventions organized into three key initiatives: (1) iMALLs (Information Technology Enhanced Multidisciplinary Academic Learning Lounges): Collaborative, active learning environments that boost student engagement; (2) CAST (Center for Academic Success and Transition): Provides tutoring, career counseling, and support for transfer and graduation; and (3) MATCH (Meaningfully Aligned Targeted Courses for Hispanic Students): Ensures students receive instruction tailored to their needs through proven methods.

- The program has demonstrated the following for their Latino participants:
- In Fall 2019, 68% of Latino program participants persisted from their first to second year, significantly higher than the institutional average of 50% and the overall program average of 60%.
 - From the Fall 2016 cohort, 20% of Latino participants graduated within three years, compared to the 7% institutional average and 17% overall program average.
 - Additionally, 12% of Latino participants from the same cohort transferred within three years, compared to the institutional average transfer rate of 6%.

For more information on institutional programs improving Latino student success in higher education, visit <https://www.edexcelencia.org/what-works/growing-what-works>

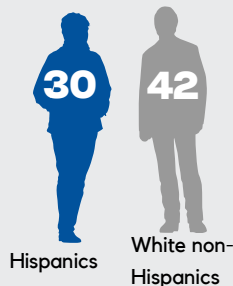
FAST FACTS

2nd largest Latino population in the U.S.¹

40% of the population was Latino¹

48% of the K-12 population was Latino¹

The median age of Hispanics in Texas was **30**, compared to **42** for White non-Hispanics.¹



18% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **21%** of White non-Hispanics.¹

26% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **52%** of White non-Hispanic adults.¹

Hispanic Adults



White Adults

Median income of adults without a college degree vs. **with a college degree** in Texas¹

\$33,737

\$65,146

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN TEXAS²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	The University of Texas Rio Grande Valley	4-Pub	94% Latino 25,338 27,026	94% Latino 4,530 4,810
2	Lone Star College System	4-Pub	45% Latino 21,532 47,486	42% Latino 3,685 8,790
3	Dallas College	4-Pub	50% Latino 20,761 41,815	51% Latino 3,973 7,729
4	El Paso Community College	2-Pub	83% Latino 19,005 22,893	86% Latino 2,850 3,321
5	The University of Texas at San Antonio	4-Pub	61% Latino 18,170 29,675	59% Latino 3,441 5,880

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend

■ Latino Enrollment	■ Latino Completions
■ All Enrollment	■ All Completions

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates.

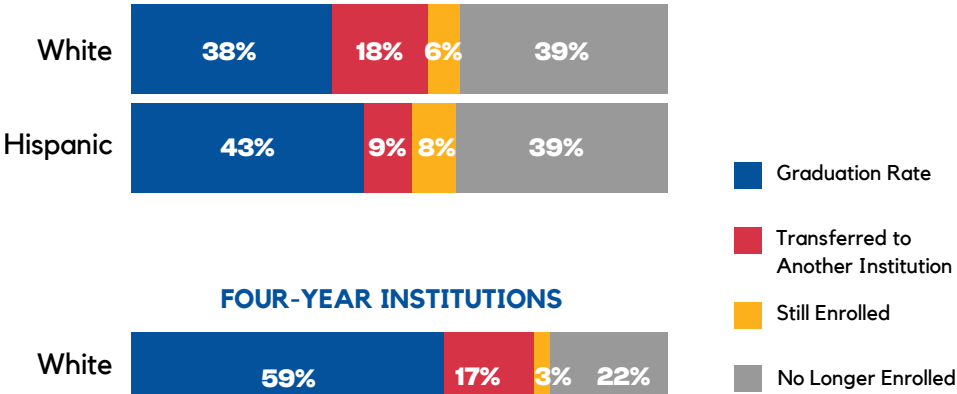
2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey, and Institutional Characteristics Survey.

TEXAS DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

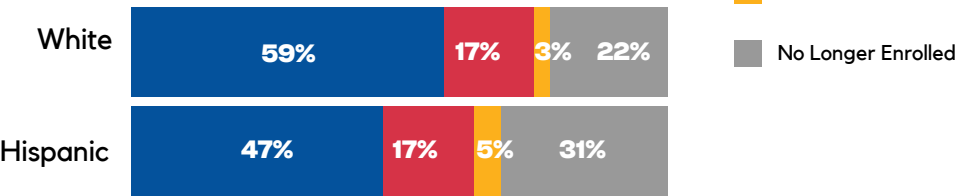
TWO-YEAR INSTITUTIONS

At two-year institutions, Hispanics' graduation rate was 5%-points higher than that of their White non-Hispanic peers in Texas.



FOUR-YEAR INSTITUTIONS

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 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

The mission of the **Spanish Community Translation and Interpreting Program** at the University of Texas at Arlington (UTA) is to provide a high-quality education that prepares graduates to meet the growing demand for translators and interpreters in the U.S. Through a B.A. degree and two certificates in Spanish Translation and Interpreting, the program affirms and maximizes students' bilingual skills by offering courses aligned with current market and professional needs.

The program also provides students with leadership and networking opportunities through internships, service-learning, mentoring, and practical instruction, equipping them with the credentials and experience necessary for career success. UTA's Translation and Interpreting (T&I) B.A. is one of the few such programs nationwide—and the only one focused on community translation and interpreting with an emphasis on service-learning and internships.

- Many Latino students in the program serve as language brokers for their immigrant families, translating for parents and relatives. UTA actively recruits Hispanic heritage speakers who view this program as a valuable opportunity to professionalize their language skills.
- Program highlights include:
- In the 2021-22 academic year, over 80% of T&I students identified as Hispanic, compared to 34% of the overall UTA student population. Additionally, of program participants, 72% were first-generation college students, and 75% were Pell-eligible.
 - Since its inception in Fall 2014, the T&I B.A. program has grown significantly, with Latino enrollment increasing from 7 students in its first year to 40 in Fall 2022.
 - As of 2023, the four-year graduation rate for transfer Latino students in the T&I program was 92%, significantly higher than the university-wide rate of 63%.

For more information on institutional programs improving Latino student success in higher education, visit <https://www.edexcelencia.org/what-works/growing-what-works>

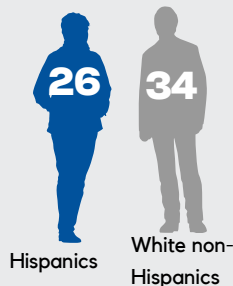
FAST FACTS

23rd largest Latino population in the U.S.¹

16% of the population was Latino¹

20% of the K-12 population was Latino¹

The median age of Hispanics in Utah was **26**, compared to **34** for White non-Hispanics.¹



20% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **26%** of White non-Hispanics.¹

30% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **51%** of White non-Hispanic adults.¹

Hispanic Adults



White Adults

Median income of adults **without** a college degree vs. **with** a college degree in Utah¹

\$39,421

\$67,337

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN UTAH²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	Western Governors University	4-Priv	15% Latino 20,783 135,822	10% Latino 2,435 23,973
2	Salt Lake Community College	2-Pub	26% Latino 4,406 17,247	20% Latino 584 2,938
3	University of Utah	4-Pub	14% Latino 3,668 26,041	14% Latino 758 5,556
4	Utah Valley University	4-Pub	13% Latino 3,665 27,481	10% Latino 667 6,788
5	Brigham Young University	4-Priv	8% Latino 2,577 32,221	7% Latino 454 6,638

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend

■ Latino Enrollment
■ All Enrollment

■ Latino Completions
■ All Completions

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates.

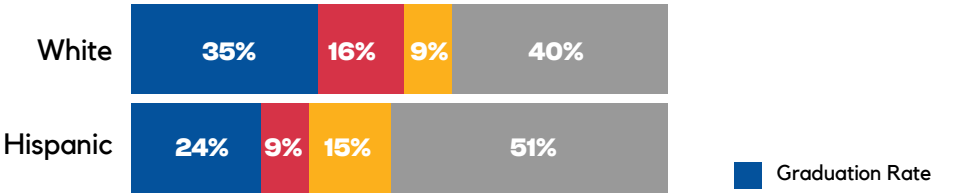
2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey, and Institutional Characteristics Survey.

UTAH DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

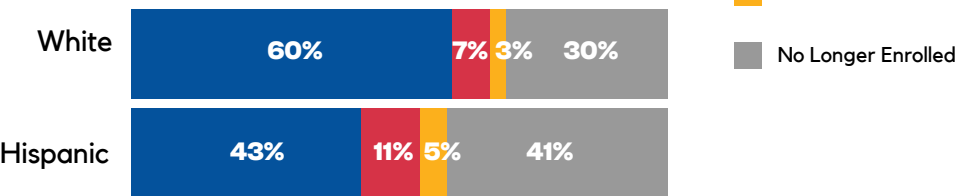
TWO-YEAR INSTITUTIONS

At two-year institutions, Hispanics' graduation rate was 11%-points lower than that of their White non-Hispanic peers in Utah.



FOUR-YEAR INSTITUTIONS

At four-year institutions, Hispanics' graduation rate was 17%-points lower than that of their White non-Hispanic peers in Utah.



*Percentages may not add up to 100% due to rounding.
NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

The **Achieving a College Education (ACE)** Program at the Maricopa Community College District is nationally recognized for its over 30-year track record of motivating underrepresented students to graduate from high school and pursue college degrees. Designed as a two-year program, ACE brings together local universities, high schools, students identified as "at-risk," and their families to foster a supportive, college-going culture. The program has three central goals: 1) increase the number of students graduating from high school; 2) increase the number of students enrolling in college; and 3) increase the number of students earning a college degree or certificate. ACE integrates nine essential elements and provides students with the opportunity to take college courses during the fall, spring, and summer semesters at a Maricopa Community College or through Rio Salado

College's online ACE format. Over two years, students can earn up to 24 college credits while still in high school. Families also participate in a required orientation and a series of workshops on topics such as financial aid, careers, and college readiness—ensuring students remain supported and informed throughout their ACE experience. Program results underscore its success:

- In 2018, ACE students had an average high school GPA of 3.43 and a college GPA of 3.08, with a 94% high school graduation rate.
- As of 2020, 62% of students completing the ACE program in the previous five cohorts continued their education at Maricopa Community Colleges.
- To date, 5,259 ACE alumni have earned over 10,273 postsecondary degrees and certificates.

For more information on institutional programs improving Latino student success in higher education, visit <https://www.edexcelencia.org/what-works/growing-what-works>

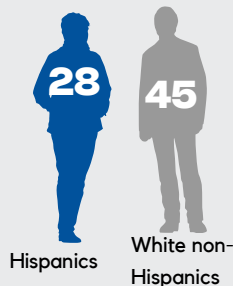
FAST FACTS

50th largest Latino population in the U.S.¹

2% of the population was Latino¹

4% of the K-12 population was Latino¹

The median age of Hispanics in Vermont was **28**, compared to **45** for White non-Hispanics.¹



39% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **27%** of White non-Hispanics.¹

65% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **52%** of White non-Hispanic adults.

Hispanic Adults



White Adults

Median income of adults without a college degree vs. **with a college degree** in Vermont¹

\$41,691

\$59,088

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN VERMONT²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	University of Vermont	4-Pub	5% Latino 622 11,614	5% Latino 119 2,603
2	Middlebury College	4-Priv	12% Latino 327 2,785	9% Latino 58 611
3	Champlain College	4-Priv	10% Latino 277 2,870	11% Latino 77 733
4	Norwich University	4-Priv	10% Latino 250 2,490	9% Latino 68 731
5	Vermont State University	4-Pub	5% Latino 171 3,567	3% Latino 29 1,028

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend

■ Latino Enrollment
 ■ Latino Completions
 ■ All Enrollment
 ■ All Completions

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates.

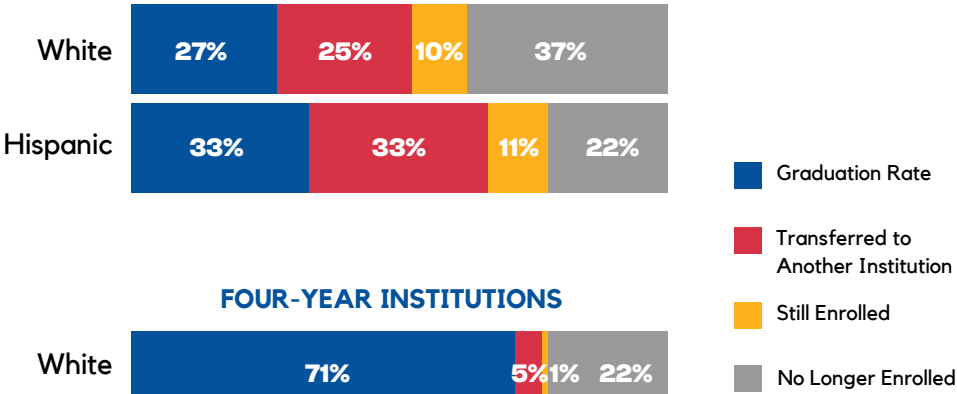
2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey, and Institutional Characteristics Survey.

VERMONT DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

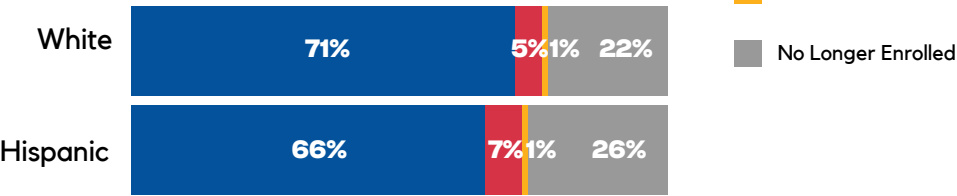
TWO-YEAR INSTITUTIONS

At two-year institutions, Hispanics' graduation rate was 6%-points higher than that of their White non-Hispanic peers in Vermont.



FOUR-YEAR INSTITUTIONS

At four-year institutions, Hispanics' graduation rate was 5%-points lower than that of their White non-Hispanic peers in Vermont.



*Percentages may not add up to 100% due to rounding.
NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

The **Personalized Achievement Contract (PACT)** Program at Mercy University provides undergraduate students—most of whom are Latino—with dedicated mentoring throughout their entire college journey, supporting their persistence and path to graduation. Launched in 2009 as a pilot to improve student outcomes among Mercy's diverse population, PACT aims to increase the retention and graduation rates of Latino students and close long-standing achievement gaps. Each student in the program is matched with a professional mentor who serves as a consistent guide throughout their college experience. Mentors and students work together on a range of success-driven topics, including selecting a major, understanding degree requirements, registering for courses, tracking academic progress, exploring career opportunities, and building financial literacy. Today, PACT includes 40 professional mentors, many of whom are Mercy alumni, Spanish

speakers, first-generation college graduates, or professionals with experience in students' chosen fields—ensuring culturally and academically relevant guidance. PACT's impact has been substantial:

- Increased retention: Before PACT, the first-year retention rate for Latino, first-time, full-time students was 60%. By 2018, it had risen to 77%.
- Higher graduation rates: The six-year graduation rate for Latino students increased from 27% pre-PACT to 43% as of 2019.
- Closing the achievement gap: The graduation gap between Latino and White students dropped from 22 percentage points before PACT to just 6 percentage points in 2019.

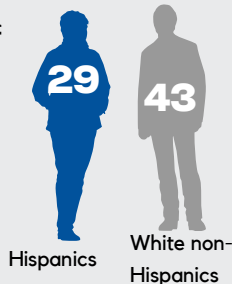
FAST FACTS

14th largest Latino population in the U.S.¹

11% of the population was Latino¹

16% of the K-12 population was Latino¹

The median age of Hispanics in Virginia was **29**, compared to **43** for White non-Hispanics.¹



21% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **23%** of White non-Hispanics.¹

35% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **54%** of White non-Hispanic adults.¹

Hispanic Adults



White Adults

Median income of adults without a college degree vs. **with a college degree** in Virginia¹

\$36,861

\$73,834

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN VIRGINIA²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	Northern Virginia Community College	2-Pub	29% Latino 9,352 31,737	24% Latino 1,341 5,526
2	George Mason University	4-Pub	17% Latino 4,724 27,083	17% Latino 999 6,047
3	Liberty University	4-Priv	7% Latino 3,722 50,059	6% Latino 690 11,406
4	Virginia Polytechnic Institute and State University	4-Pub	10% Latino 3,138 30,435	7% Latino 586 8,075
5	Virginia Commonwealth University	4-Pub	12% Latino 2,424 20,797	11% Latino 497 4,679

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend

■ Latino Enrollment
■ All Enrollment

■ Latino Completions
■ All Completions

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates.

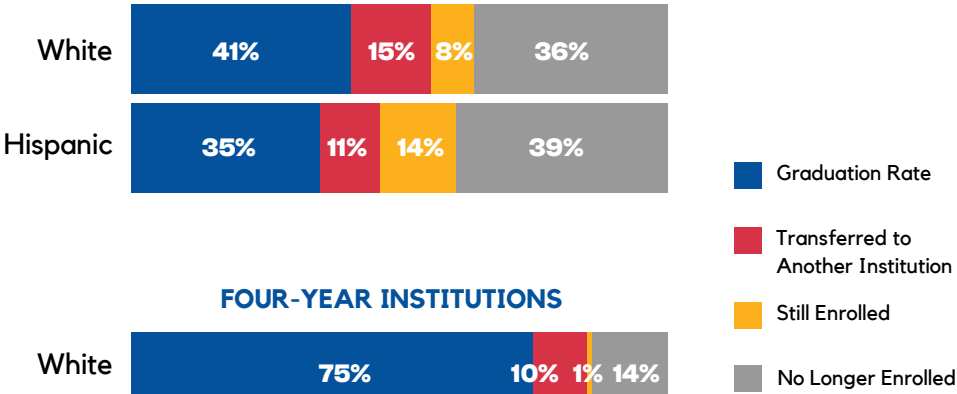
2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey, and Institutional Characteristics Survey.

VIRGINIA DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

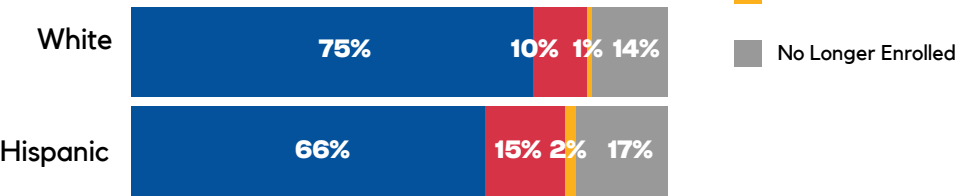
TWO-YEAR INSTITUTIONS

At two-year institutions, Hispanics' graduation rate was 6%-points lower than that of their White non-Hispanic peers in Virginia.



FOUR-YEAR INSTITUTIONS

At four-year institutions, Hispanics' graduation rate was 9%-points lower than that of their White non-Hispanic peers in Virginia.



*Percentages may not add up to 100% due to rounding.
NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

The **Early Childhood Education (ECE)** programs at Reading Area Community College (RACC) prepare students—many of whom are Latino—to become qualified, culturally responsive early childhood educators ready to apply theory to practice in diverse, equitable, and inclusive settings. Designed to meet the needs of the incumbent ECE workforce, the program offers open access to the first three courses of the ECE college credit certificate or associate degree with no prerequisites, making it accessible to learners at all levels. RACC's ECE programs integrate embedded English as a Second Language (ESL) support through peer mentoring and ESL coaching in every course. Instruction is aligned with Universal Design for Learning (UDL) and culturally responsive teaching principles, ensuring that students' linguistic and cultural assets are recognized and valued. Early support from United Way helped establish a model in which each course includes a dedicated ESL coach

(partner-funded) and an in-class peer mentor (college-provided). Grant funding has further enhanced the program by enabling tuition assistance, ESL tutoring, peer mentoring, and intentional curriculum redesign using Open Educational Resources (OER) and Spanish-captioned videos to reinforce course concepts. Bilingual, Spanish-speaking faculty and mentors play a key role in supporting students inside and outside the classroom, helping create a welcoming and effective learning environment. Success is measured by student success rates of Latino students in the three courses identified, compared to success rates of all Latino students in 100-level courses. In 2021–22, the average success rate for Latino students in the ECE courses was 74%, compared to 66% for Latinos in all 100-level courses.

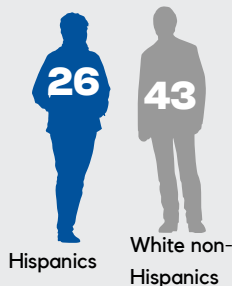
FAST FACTS

12th largest Latino population in the U.S.¹

15% of the population was Latino¹

24% of the K-12 population was Latino¹

The median age of Hispanics in Washington was **26**, compared to **43** for White non-Hispanics.¹



16% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **17%** of White non-Hispanics.¹

29% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **52%** of White non-Hispanic adults.¹

Hispanic Adults



White Adults

Median income of adults **without** a college degree vs. **with a** college degree in Washington¹

\$40,847

\$77,718

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN WASHINGTON²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	Washington State University	4-Pub	17% Latino 3,772 21,583	15% Latino 859 5,788
2	University of Washington-Seattle Campus	4-Pub	10% Latino 3,078 31,588	9% Latino 762 8,434
3	Columbia Basin College	4-Pub	52% Latino 2,183 4,226	42% Latino 536 1,267
4	Central Washington University	4-Pub	22% Latino 1,758 8,081	16% Latino 336 2,078
5	Yakima Valley College	4-Pub	62% Latino 1,565 2,539	58% Latino 404 698

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend

■ Latino Enrollment
■ All Enrollment

■ Latino Completions
■ All Completions

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

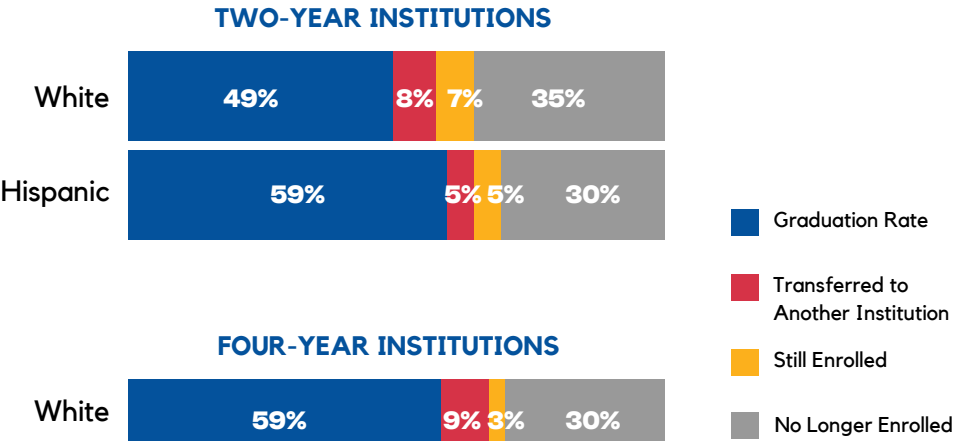
1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates.

2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey, and Institutional Characteristics Survey.

WASHINGTON DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

At two-year institutions, Hispanics' graduation rate was 10%-points higher than that of their White non-Hispanic peers in Washington.



At four-year institutions, Hispanics' graduation rate was 13%-points lower than that of their White non-Hispanic peers in Washington.

*Percentages may not add up to 100% due to rounding.
NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

The **College Assistance Migrant Program (CAMP)** at Washington State University (WSU) supports the academic success of students from migrant and seasonal farmworker backgrounds, focusing on a strong first-year experience that leads to retention and graduation. CAMP's mission is rooted in helping students complete their first year, persist into their second year, and ultimately earn a degree, with services delivered in both Spanish and English to reflect the cultural and linguistic strengths of its students and their families. Established in 2006, WSU CAMP offers a wide range of supports: individualized academic advising, tutoring, recruitment, community-building events, and Spanish-language orientation for parents. Students also benefit from priority registration, personalized academic and life coaching, and a \$1,000 financial stipend to help meet basic needs and reduce financial pressure.

The program consistently exceeds federal key performance indicators (KPIs). Specifically:

- KPI 1: Completion of 24 college credits in the first year — CAMP has maintained an average rate of 89% since its founding.
- KPI 2: Fall-to-fall retention for students who complete the 24 credits — CAMP has achieved an average retention rate of 98%.

Even through the challenges of the COVID-19 pandemic and recovery years, Latino students in the program have sustained high achievement. From 2020–2023, 86% of CAMP students met the 24-credit benchmark, and 92% were retained into their second year. Most recently, CAMP's three-year average retention rate stands at 86%, significantly outperforming the 68% retention rate for a matched control group.

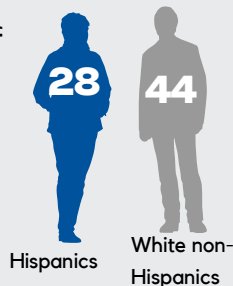
FAST FACTS

48th largest Latino population in the U.S.¹

2% of the population was Latino¹

3% of the K-12 population was Latino¹

The median age of Hispanics in West Virginia was **28**, compared to **44** for White non-Hispanics.¹



36% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **19%** of White non-Hispanics.¹

32% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **33%** of White non-Hispanic adults.¹

Hispanic Adults



White Adults

Median income of adults without a college degree vs. **with a college degree** in West Virginia¹

\$33,333

\$54,414

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN WEST VIRGINIA²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	American Public University System	4-Priv*	19% Latino 7,408 38,976	16% Latino 1,704 10,876
2	West Virginia University	4-Pub	4% Latino 777 17,705	4% Latino 155 4,374
3	Martinsburg College	4-Priv*	16% Latino 513 3,214	10% Latino 3 29
4	Shepherd University	4-Pub	8% Latino 199 2,375	6% Latino 32 510
5	Marshall University	4-Pub	3% Latino 198 7,149	2% Latino 30 1,558

*These institutions are private, for-profit institutions.

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend

■ Latino Enrollment
■ All Enrollment

■ Latino Completions
■ All Completions

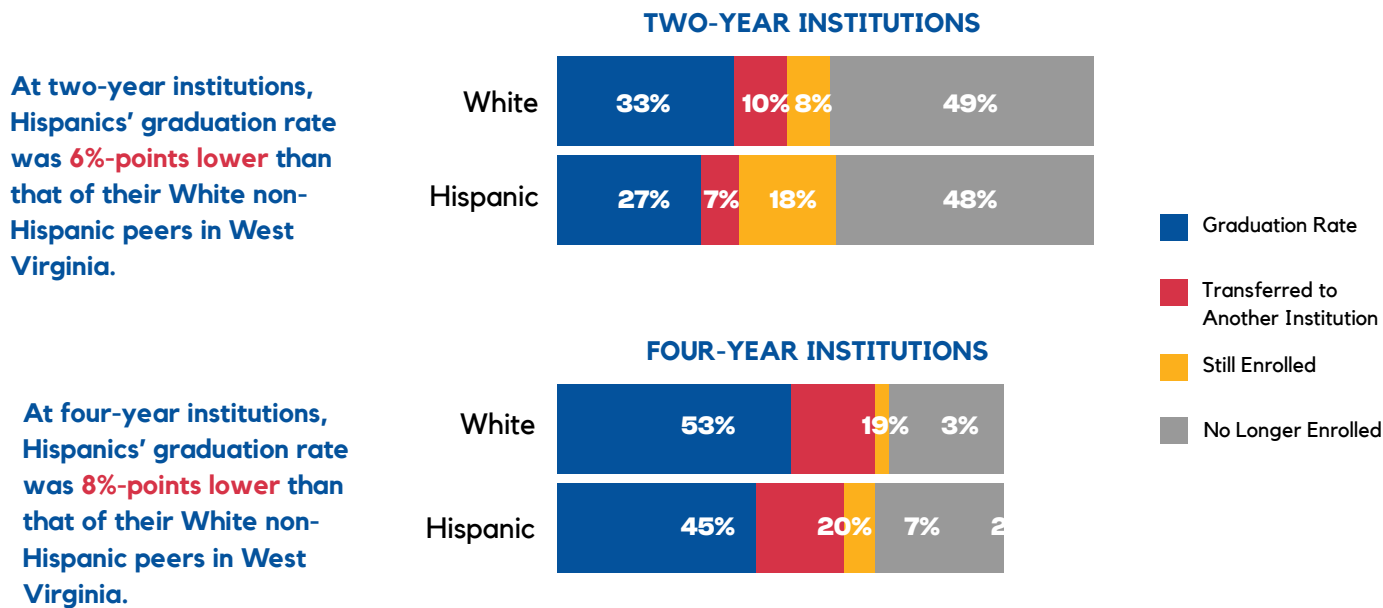
NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates.

2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey, and Institutional Characteristics Survey.

WEST VIRGINIA DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.

Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

The **Machen Florida Opportunity Scholars (MFOS)** program at the University of Florida (UF) reimagines the first-generation college experience by providing transformative access, full scholarships, and high-impact support. Established in 2006 under the leadership of then-President Machen, MFOS was created to remove financial barriers for academically talented Florida students from low-income, first-generation backgrounds—ensuring they can earn a degree from the state's flagship institution without taking on student debt.

The program provides comprehensive financial aid packages that cover the full cost of attendance through a combination of grants and scholarships, eliminating the need for student loans. In addition to financial support, MFOS offers programming that fosters personal development, life skills, self-awareness, career planning, and financial literacy.

Students are encouraged to participate in the First-Generation Academy (FGA)—a year-long leadership

program focused on career preparation, self-discovery, and global citizenship.

MFOS is driving strong outcomes for Latino students:

- As of Spring 2023, 89% of Latino MFOS scholars earned a GPA of 3.0 or higher, with an average GPA of 3.41—on par with the overall MFOS student average, highlighting consistent academic achievement across groups.
- MFOS is closing gaps in graduation rates. Among First-Time-In-College students in the 2015 cohort:
 - 126 Latino students were supported by MFOS, out of a total of 292.
 - The four-year graduation rate for Latino MFOS students was 68%, and the six-year rate was 91%.
 - These outcomes are closely resemble the university-wide averages (72% four-year, 91% six-year), demonstrating that MFOS is leveling the playing field for Latino scholars.

For more information on institutional programs improving Latino student success in higher education, visit <https://www.edexcelencia.org/what-works/growing-what-works>

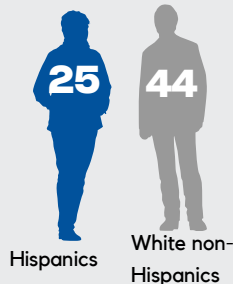
FAST FACTS

26th largest Latino population in the U.S.¹

8% of the population was Latino¹

14% of the K-12 population was Latino¹

The median age of Hispanics in Wisconsin was **25**, compared to **44** for White non-Hispanics.¹



18% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **22%** of White non-Hispanics.¹

27% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **47%** of White non-Hispanic adults.¹

Hispanic Adults



White Adults

Median income of adults without a college degree vs. **with a college degree** in Wisconsin¹

\$38,499

\$63,061

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN WISCONSIN²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	University of Wisconsin-Madison	4-Pub	8% Latino 2,965 35,665	6% Latino 453 8,121
2	University of Wisconsin-Milwaukee	4-Pub	15% Latino 2,563 16,762	12% Latino 425 3,562
3	Milwaukee Area Technical College	2-Pub	20% Latino 2,242 11,362	19% Latino 240 1,232
4	Madison Area Technical College	4-Pub	15% Latino 1,405 9,273	10% Latino 121 1,229
5	Gateway Technical College	2-Pub	26% Latino 1,230 4,657	20% Latino 135 692

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend

■ Latino Enrollment ■ Latino Completions
■ All Enrollment ■ All Completions

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates.

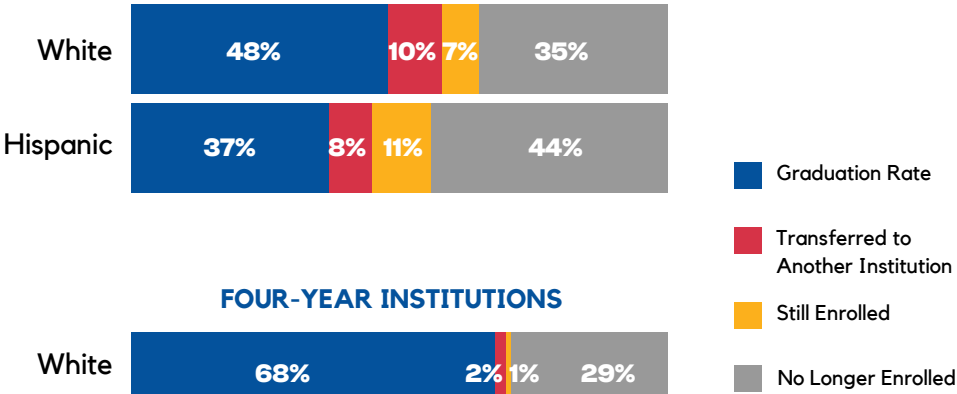
2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey, and Institutional Characteristics Survey.

WISCONSIN DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

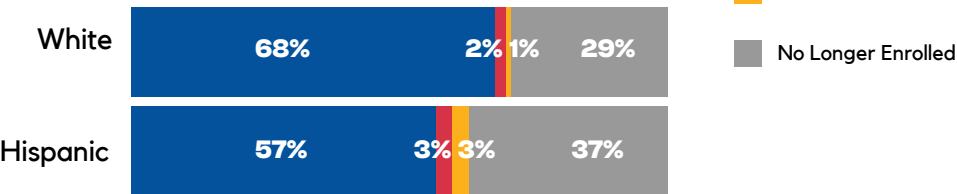
TWO-YEAR INSTITUTIONS

At two-year institutions, Hispanics' graduation rate was 11%-points lower than that of their White non-Hispanic peers in Wisconsin.



FOUR-YEAR INSTITUTIONS

At four-year institutions, Hispanics' graduation rate was 11%-points lower than that of their White non-Hispanic peers in Wisconsin.



*Percentages may not add up to 100% due to rounding.
NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

Proyecto Pa'Lante is an academic support unit committed to enhancing student success, historically and continuously serving Latino students who are first-generation college freshmen. The program provides holistic, cultural, and academic advisement; tutoring; vocational and career guidance; personal and financial counseling; and a college support system that fosters a positive self-image and sense of belonging. It primarily serves students from Chicago and the surrounding suburbs who show academic potential but may not meet general admission requirements. Proyecto Pa'Lante builds relationships with Chicago Public Schools high school coaches and counselors as well as community partners such as Enlace Chicago to create a pipeline to the university, and assists with the admissions and onboarding process of Latino students. Students participate in a two-year adjustment period designed to

increase scholastic achievement and persistence toward graduation, which includes a Latino college success course (3 credits), individualized holistic advising, scholarships, and bilingual and culturally affirming programming for students and parents. Retention outcomes include:

- 2019: 69% of 86 students were retained from Fall to Fall; 93% were Latino
- 2020: 62% of 61 students were retained from Fall to Fall; 100% were Latino

Proyecto Pa'Lante students were retained at a higher rate than General Admits in 2019, and at a similar rate in 2020.

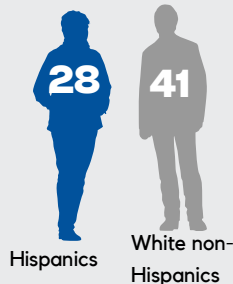
FAST FACTS

43rd largest Latino population in the U.S.¹

11% of the population was Latino¹

16% of the K-12 population was Latino¹

The median age of Hispanics in Wyoming was **28**, compared to **41** for White non-Hispanics.¹



15% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **19%** of White non-Hispanics.¹

21% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **45%** of White non-Hispanic adults.¹

Hispanic Adults



White Adults

Median income of adults without a college degree vs. **with a college degree** in Wyoming¹

\$40,268

\$56,753

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN WYOMING²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	University of Wyoming	4-Pub	9% Latino 757 8,047	8% Latino 160 2,126
2	Laramie County Community College	4-Pub	20% Latino 505 2,563	15% Latino 71 459
3	WyoTech	2-Priv*	28% Latino 339 1,204	19% Latino 35 181
4	Casper College	2-Pub	11% Latino 236 2,239	7% Latino 39 549
5	Western Wyoming Community College	4-Pub	18% Latino 226 1,289	19% Latino 50 269

*This institution is a private, for-profit institution.

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend

■ Latino Enrollment	■ Latino Completions
■ All Enrollment	■ All Completions

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates.

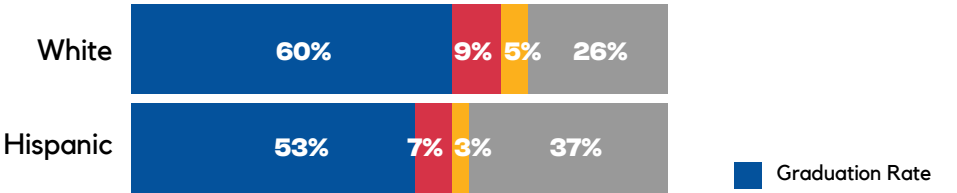
2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey, and Institutional Characteristics Survey.

WYOMING DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

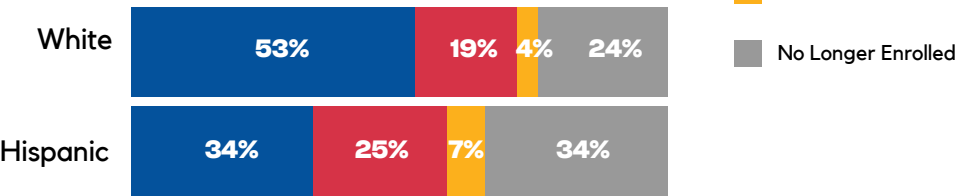
TWO-YEAR INSTITUTIONS

At two-year institutions, Hispanics' graduation rate was 7%-points lower than that of their White non-Hispanic peers in Wyoming.



FOUR-YEAR INSTITUTIONS

At four-year institutions, Hispanics' graduation rate was 19%-points lower than that of their White non-Hispanic peers in Wyoming.



*Percentages may not add up to 100% due to rounding.
NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia* in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

Career Pathways: Empowering Students to Succeed aims to build pathways to success for Immokalee youth, primarily Hispanic, by providing tools, opportunities, support, and encouragement. Empowering over a thousand youth annually, The Immokalee Foundation (TIF) offers transformative learning experiences and comprehensive support, including Florida-specific prepaid college scholarships awarded upon high school graduation. TIF's evidence-based commitment begins with early reading programs, career introductions in middle school, and career planning in high school. Students receive vital tools such as mentors, tutors, and scholarships, and are prepared for high-demand professional careers through partnerships with public schools, industry professionals, and higher education institutions. Every student is equipped with academic skills, career-focused wraparound support, hands-on experience, and credentials that lead to a professional career. Career Pathways guides students in discovering and pursuing the

best postsecondary career path while providing ongoing support—mentors, advocates, and academic assistance—throughout their postsecondary journey. TIF tracks real-time outcome indicators, including internships, credentials, literacy gains, job placements, and starting salaries to ensure student success.

As of 2024:

- 100% of Latino students graduate from high school and enter a college program, secure a job in their chosen career field, or join the military.
- 100% of Latino high school students earn industry certifications and complete internships to strengthen their resumes and marketability.
- TIF college graduates surpass the national average, with 93% earning college degrees and 89% working in their field of study.