

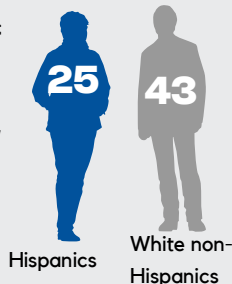
FAST FACTS

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.

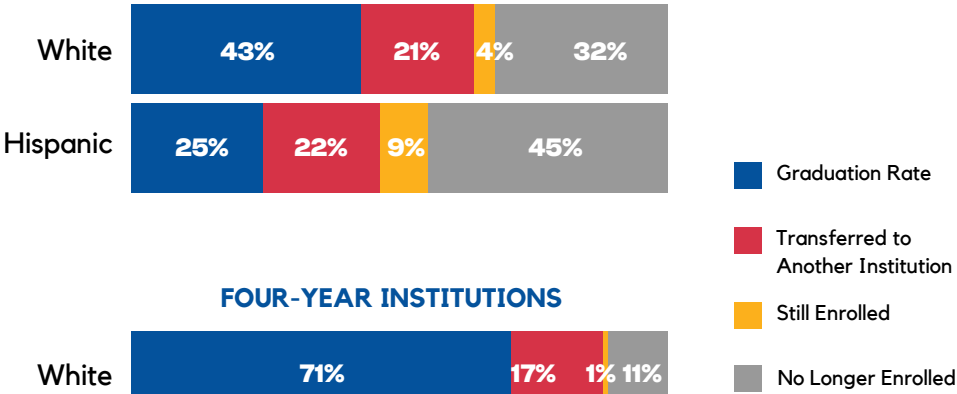
2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

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.

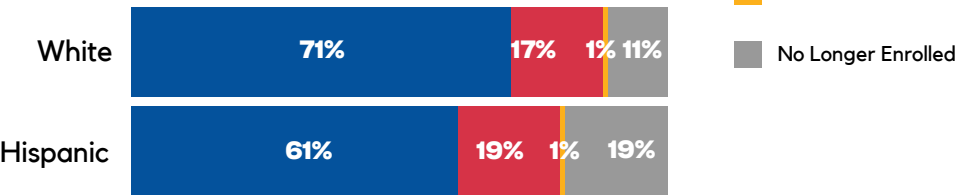
TWO-YEAR INSTITUTIONS

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.