

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.<sup>1</sup>

## FAST FACTS

### STATE RANKING:

South Carolina had the **29th largest Latino population** in the U.S.

### K-12 POPULATION:

In South Carolina, **10%** of the K-12 population was **Latino**.<sup>2</sup>

### POPULATION:

In South Carolina, **6%** of the population was **Latino**.<sup>2</sup>

### MEDIAN AGE:

The median age of **Hispanics** in South Carolina was **27**, compared to **44** for **White non-Hispanics**.<sup>2</sup>



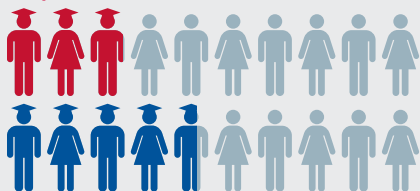
### ENROLLMENT:

In South Carolina, **15%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **21%** of **White non-Hispanics**.<sup>2</sup>

### DEGREE ATTAINMENT:

In South Carolina, **28%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **46%** of **White non-Hispanic adults**.<sup>2</sup>

**Hispanic Adults = 2.8 of 10**



**White Adults = 4.6 of 10**

To reach the degree attainment goal by 2030, the U.S. can: close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students. The following demographics, institutional data, and practices inform Latino degree attainment.

### ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in South Carolina, 2021-22

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Clemson University	Public, 4-year	21,577	1,558	7%
2	University of South Carolina-Columbia	Public, 4-year	26,430	1,440	5%
3	Greenville Technical College	Public, 4-year	7,884	995	13%
4	Trident Technical College	Public, 2-year	8,755	754	9%
5	College of Charleston	Public, 4-year	9,770	692	7%

### ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in South Carolina, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Greenville Technical College	Public, 4-year	1,184	121	10%
2	Horry-Georgetown Technical College	Public, 2-year	995	64	6%
3	Midlands Technical College	Public, 2-year	993	58	6%
4	York Technical College	Public, 2-year	655	55	8%
5	Spartanburg Community College	Public, 2-year	591	49	8%

### BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in South Carolina, 2020-21

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	University of South Carolina-Columbia	Public, 4-year	6,472	296	5%
2	Clemson University	Public, 4-year	4,957	184	4%
3	College of Charleston	Public, 4-year	1,938	128	7%
4	Coastal Carolina University	Public, 4-year	1,895	85	4%
5	University of South Carolina-Upstate	Public, 4-year	1,135	67	6%

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

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

<sup>1</sup> Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

<sup>2</sup> U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

# South Carolina Gap in Degree Completion

Closing the degree completion gap can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of degree completion. However, in combination, they provide a useful picture of the gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

**Graduation Rate** — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

**Transferred to Another Institution** — Percentage of students that transferred to another institution and did not complete a degree.

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

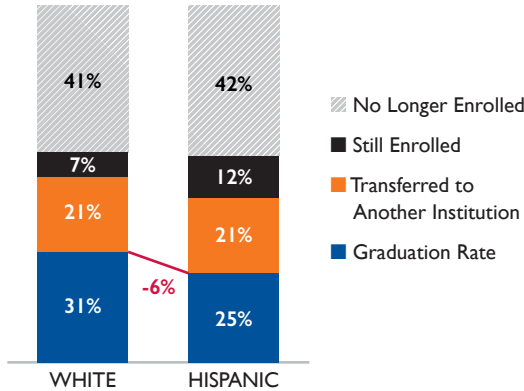
**No Longer Enrolled** — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.

**DEGREE OUTCOMES**

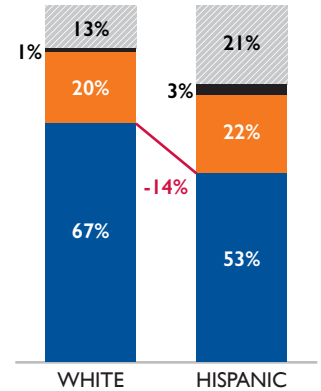
At two-year institutions, Hispanics’ graduation rate was **6%-points lower** than that of their White non-Hispanic peers in South Carolina.

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

**TWO-YEAR INSTITUTIONS**



**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 2018, and for students at four-year institutions who started in Fall 2015.

Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

## Examples of What Works for Latino Students

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

The University of Central Florida’s (UCF) **McNair Scholars Program** is designed to assist first generation and low-income students, and groups underrepresented in graduate education in gaining admission to graduate programs leading to a doctorate. Of the 169 students who have participated in the McNair program since its inception, 53% identify as Latino. Approximately 53% of Latino students who enter UCF intend to attend graduate school, however only 14% have applied or been accepted into graduate programs by the time they graduate. McNair Scholars works to improve those rates by offering students guidance and support in identifying UCF research mentors, applying to external summer research programs, developing presentation skills, articulating their research interests, navigating the graduate school and fellowship application process, and preparing for the graduate school experience. Scholars receive individual advising, participate in McNair Seminars, and are provided with peer, graduate, and faculty mentors. Scholars also travel to various graduate schools and attend research conferences. Armed with an internal/research agenda (through summer research), scholars have a layered research experience and extensive networks. Scholars identify familial connections that serve as support systems throughout their journey to the doctorate, and articulate the impact the doctorate will have on themselves, their

family, and their community. The mission of McNair Scholars is to increase the number of first-generation college students from low-income families and members of underrepresented groups in the nation’s professoriate. The program objectives are: 1) To promote completion of research and scholarly activities that will directly impact educational progression during each academic year, 2) To promote bachelor degree attainment rates, 3) To promote graduate enrollment of first-generation and low income, and underrepresented minority students, and 4) To promote doctoral degree retention and completion.

For Entry Cohorts 2008-2009 through 2018-2019, 100% (138/138) of McNair participants have completed their bachelor’s degree. 57% of McNair scholars who have completed their bachelor’s degree are Latino students. 122 UCF McNair participants have enrolled in graduate school, of which 55% (67 of 122) are Latino students. 99% (66/67) of Latino scholars who enrolled in graduate school have either completed a graduate degree (masters or doctorate) or are currently enrolled in a graduate program. 12 UCF McNair Scholars have completed doctoral degrees, of which 83% (10 of 12) are Latino students. 57 UCF McNair Scholars are currently enrolled in doctoral degrees, 61% who are Latino (35 of 57).

For more information on institutional programs improving Latino student success in higher education, access *Excelencia in Education’s Growing What Works* database at <http://www.edexcelencia.org/growing-what-works>