

STATE RANKING

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

K-12 POPULATION

In Idaho, 15% of the K-12 population was Latino.²

STATE POPULATION

In Idaho, 11% of the state population was Latino.³ Projections show a continued increase.

MEDIAN AGE

The median age of Latinos in Idaho was 23, compared to 35 for White non-Hispanics.⁴

DEGREE ATTAINMENT

In Idaho, 12% of Latino adults (25 to 64 years old) had earned an associate degree or higher, compared to 35% of all adults.⁵

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

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

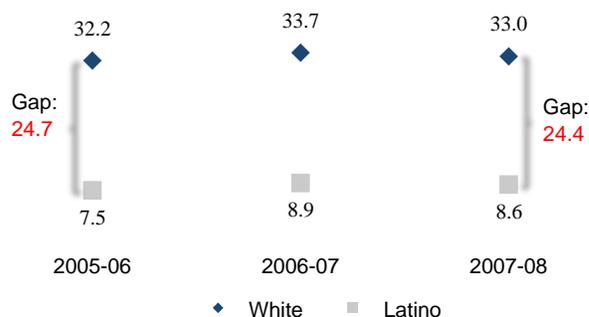
Equity Gap in Degree Completion

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

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

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

Completions Relative to the Population in Need: 2006 to 2008



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

² U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Public Elementary/Secondary Education Survey", 2009-10, v.1b. [www.nces.ed.gov/ccd](http://nces.ed.gov/ipeds/data/)

³ U.S. Census 2010: Idaho. <http://2010.census.gov/2010census/data/>

⁴ U.S. Census Bureau, 2006-2010 American Community Survey. www.census.gov/acs

⁵ Lumina Foundation for Education. *A Stronger Nation Through Higher Education. Educational Attainment Levels for the States.* www.luminafoundation.org

Degrees Conferred

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

- the number of Hispanics who earned an undergraduate degree in Idaho increased about 27% from 2006-08, while all other race/ethnic groups stayed about the same.
- among the 50 states, Idaho ranked 33rd for the increase in degrees conferred to Latinos over 3 years.

For more information on these metrics, download *Benchmarking Latino College Completion to Meet National Goals: 2010 to 2020* and *Degrees Conferred to Latinos: 2006-2008* at www.EdExcelencia.org/research/EAF/Benchmarking

Examples of What Works for Latino Students

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

Mathematics Intensive Summer Session (MISS) – California State University –Fullerton

MISS provides an intensive mathematics experience to females from underrepresented ethnic groups. High school girls attend MISS courses for four weeks during the summer in college preparatory mathematics at the Algebra II level and above. The long-term goal of MISS is to encourage these young women to take and complete calculus at the college level, thus creating for them access to university STEM majors. Latinas are by far the largest ethnic group served, accounting for 57% of the participants. Latinas had a mean improvement rate of 83% in elementary algebra skills among students, a mean improvement rate of 65% in intermediate algebra skills, a mean gain of 18% in students' attitude toward mathematics, and a mean gain of 20% in students' self-concept in mathematics. As a result of participating in MISS, follow-up questionnaires indicate that 99% of the students went on to attend college, 34% attend California State University, Fullerton, and 15% chose a STEM (science, technology, engineering, or mathematics) major. (<http://www.fullerton.edu/sa/miss/>)

.XL Summer Bridge/ First-Year Experience Program – Pasadena City College

The .XL Program is based on a learning community model, as well as research that has established a strong correlation between first-term enrollment in English and math and increased retention and persistence. The goal of the programs is to help students make a smooth transition from high school to college. Latinos make up 79% of .XL students. Students in .XL cohorts 4-6 succeeded in all of their classes at a higher rate (79%) than PCC students in all classes (66%) and PCC students in basic skills classes (59%). Success in the next level of English was 63% for .XL students, compared to 24 % of their PCC counterparts. The fall-to-spring persistence rate of .XL students is 88%, compared to 69% for all first-time students.

(<http://www.pasadena.edu/externalrelations/TLC/xl.cfm>)

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

Ensuring America's Future partners in Idaho:

Western Interstate Commission for Higher Education (WICHE): <http://wiche.edu>