

STATE RANKING

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

K-12 POPULATION

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

STATE POPULATION

In Massachusetts, 10% of the state population was Latino.³ Projections show a continued increase.

MEDIAN AGE

The median age of Latinos in Massachusetts was 26, compared to 41 for White non-Hispanics.⁴

DEGREE ATTAINMENT

In Massachusetts, 23% of Latino adults (25 to 64 years old) had earned an associate degree or higher, compared to 51% 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, Massachusetts 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 Massachusetts.

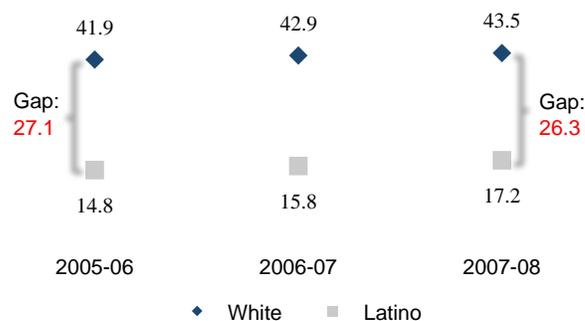
Equity Gap in Degree Completion

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 Massachusetts in a single year (2007-08) and the persistence of the gap over time (2006-08).

Massachusetts	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	43.4	59.0	15.6
Completions per 100 FTE Students	15.6	19.1	3.5
Completions Relative to the Population in Need	17.2	43.5	26.3

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/ipeds/data/](http://nces.ed.gov/ipeds/data/)

³ U.S. Census 2010: Massachusetts. <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 Massachusetts increased about 15% from 2006-08, while all other race/ethnic groups increased 5%.
- Massachusetts had one of the largest increases in degrees conferred to Latinos over 3 years among the top 10 states enrolling Latinos.

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*.

Connecting Resources to Enhance College Excellence and Retention (CRECER) Program – La Guardia Community College - CUNY

The CRECER Program's mission is to increase staff capacity to support Latino and other low-income students through cross-training of five counselors, increase the number of Adult and Continuing Education students who enroll in credit classes by 6%, and increase the number of Adult and Continuing Education students who persist through their first year of college by 5%. Around 120 students were served through CRECER. Of these, there was a 100% conversion rate, meaning that all 120 students transitioned from Adult and Continuing Education and enrolled in credit classes. Of the 120 students, 76% persisted through the fall 2009 term. In addition, 78% were retained for spring 2010, an increase of 9%. (<http://www.lagcc.cuny.edu>)

Leap2Success (Latinos Educación, Acción y Poder)/Exito – SUNY Fredonia

The Leap 2 Success program is a three-stage college access/retention program including early college exposure at the middle school level, college access programming for prospective students and parents, and targeted services for first-time Latino students. The program's mission is to increase 8th grade Latino middle school students' exposure to the university experience, increase prospective Latino students and their families exposure to information on college application, financial aid, and campus life, and facilitate acclimatization and success of these first-time Latino students. LEAP2Success was able to reach middle and high school students, as well as parents and other members of the larger community.

(<http://www.sunyfredoniacma.com>)

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 Massachusetts:

Jobs for the Future: www.jff.org/