

## STATE RANKING

Washington had the 12<sup>th</sup> largest Latino population in the U.S.<sup>1</sup>

## K-12 POPULATION

In Washington, 16% of the K-12 population was Latino.<sup>2</sup>

## STATE POPULATION

In Washington, 11% of the state population was Latino.<sup>3</sup>

Projections show a continued increase.

## MEDIAN AGE

The median age of Latinos in Washington was 24, compared to 40 for White non-Hispanics.<sup>4</sup>

## DEGREE ATTAINMENT

In Washington, 18% of Latino adults (25 to 64 years old) had earned an associate degree or higher, compared to 43% of all adults.<sup>5</sup>

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, Washington 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 Washington.

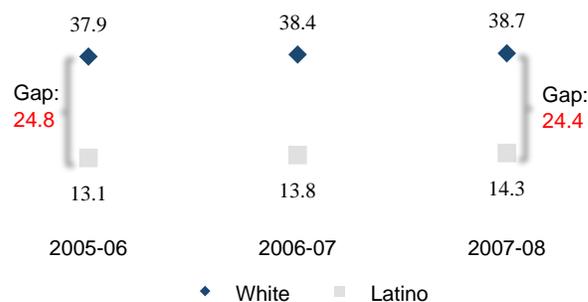
## Equity Gap in Degree Completion

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

Washington	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	36.7	52.8	16.1
Completions per 100 FTE Students	16.6	18.9	2.3
Completions Relative to the Population in Need	14.3	38.7	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



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

<sup>2</sup> 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)

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

<sup>4</sup> U.S. Census Bureau, 2006-2010 American Community Survey. [www.census.gov/acs](http://www.census.gov/acs)

<sup>5</sup> Lumina Foundation for Education. *A Stronger Nation Through Higher Education. Educational Attainment Levels for the States.* [www.luminafoundation.org](http://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 Washington increased about 10% from 2006-08, while all other race/ethnic groups stayed about the same.
- among the 50 states, Washington ranked 15<sup>th</sup> 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](http://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*.

### **The Ortiz Programs – Whittier College**

The mission of the Ortiz Programs is to support Latino students in their academic pursuits and leadership development through workshops and programs offered in collaboration with other departments on campus. In addition, the Ortiz Programs sponsor annual events and co-curricular activities that seek to increase awareness and appreciation of Latino culture and history while creating a close-knit community among students, parents, alumni, faculty, and local organizations. Latino students currently comprise 30% of the total student body at Whittier and constitute the largest minority group on campus. Since 1998, the first-year to sophomore retention rate for Latino students has averaged 80%, compared to 74% for White students; an average graduation rate of 59% for Latino students, compared to 57% for White students; and the majority of students graduate in four years, with only a 4% increase between the four-year graduation rate and the six-year graduation rate.

(<http://www.whittier.edu/Students/CulturalCenter/OrtizPrograms/default.aspx>)

### **Programa en Carpintería Fina, Wood Technology – Laney College**

*Programa en Carpintería Fina* attracts Spanish-speaking students and helps them gain confidence, knowledge and work skills, thereby giving them tools to succeed in woodworking careers. *Carpintería* includes contextualized, embedded math and VESL with initial bilingual instructional supports in a Wood Technology/Fine Woodworking program leading to a certificate and employment in this high skill, high wage industry in the Northern California Bay Area. Student retention rates are about 88% for *Carpintería* students as compared to about 60% for the regular fine carpentry students. Most of the students enrolled in two semesters and took two classes per semester earning a total of 14 credit hours. *Carpintería* students have many more options open and paths to follow as a result of the program completion.

(<http://www.laney.edu/wp/woodtechnology/>)

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 Washington:

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