STATE RANKING
West Virginia had the 46th largest Latino population in the U.S.[1]

K-12 POPULATION
In West Virginia, **1%** of the K-12 population was Latino.[2]

STATE POPULATION
In West Virginia, **1%** of the state population was Latino.[3] Projections show a continued increase.

MEDIAN AGE
The median age of Latinos in West Virginia was **27**, compared to **42** for White non-Hispanics.[4]

DEGREE ATTAINMENT
In West Virginia, **28%** of Latino adults (25 to 64 years old) had earned an associate degree or higher, compared to **26%** 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, West Virginia 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 West Virginia.
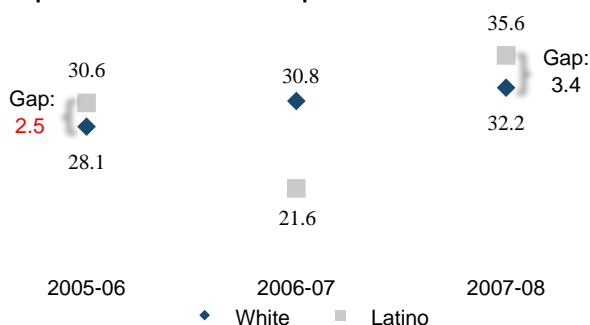
Equity Gap in Degree Completion
Closing the equity gap in college completion can be tracked by the 3 measures provided below. Alone, none of these measures capture the entire "story" of equity in degree completion. However, in combination, they provide a useful picture of the equity gap in degree attainment between Latino and white cohorts in West Virginia in a single year (2007-08) and the persistence of the gap over time (2006-08).

West Virginia	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	35.4	40.5	5.1
Completions per 100 FTE Students	10.0	16.2	6.2
Completions Relative to the Population in Need	35.6	32.2	(3.4)

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
[3] U.S. Census 2010: West Virginia. 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 West Virginia increased about 95% from 2006-08, while all other race/ethnic groups increased 11%.
- among the 50 states, West Virginia ranked 30th 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*.

College Readiness Initiative – El Paso Community College

The College Readiness Initiative was undertaken, in 2005, to address the need to increase the number of high school graduates who met the Texas Success Initiative standards upon entry into college, and who placed into college level courses (avoiding the need for remediation). The initiative addresses college readiness from two perspectives: 1) while the student is still in high school, and 2) when the student arrives on campus. From 2003 to 2009 there was a 4% increase in the number of students placing college ready in math; a 13% increase in students placing college ready in reading; and a 27% increase in students placing college ready in writing. From 2001 to 2010, the number of students graduating increased by 145%, while enrollment only increased by 62%. (http://www.epcc.edu)

The Scholar's Academy – University of Houston- Downtown

The Scholar's Academy (SA) is an academically competitive scholarship and mentoring program supporting exceptional minority, female, first time in college (FTIC), first generation, and transfer students pursing baccalaureate degrees in science, technology, engineering, and mathematics (STEM). By providing tuition support scholarships and year-round mentoring with both peer mentors and STEM PhD faculty mentors, a scholar's community forms the foundation for success in this program. The Scholars Academy maintains membership of 150 students per semester. In 2009, the SA membership was comprised of 79% minority and 55% female, with 82% of SA students being first generation entrants (first-time in college-FTIC). SA currently has a FTIC retention rate of 69% and an FTIC six-year graduation rate of 49%. Over 57% maintain a GPA between 3.5-4.0, while over 29% maintain a GPA between 3.81-4.0. (http://www.uhd.edu/scholars)

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 West Virginia:

Southern Regional Education Board: www.sreb.org