

## STATE RANKING

Alaska had the 43<sup>rd</sup> largest Latino population in the U.S.<sup>1</sup>

## K-12 POPULATION

In Alaska, 6% of the K-12 population was Latino.<sup>2</sup>

## STATE POPULATION

In Alaska, 6% of the state population was Latino.<sup>3</sup> Projections show a continued increase.

## MEDIAN AGE

The median age of Latinos in Alaska was 25, compared to 37 for White non-Hispanics.<sup>4</sup>

## DEGREE ATTAINMENT

In Alaska, 26% of Latino adults (25 to 64 years old) had earned an associate degree or higher, compared to 37% 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, Alaska 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 Alaska.

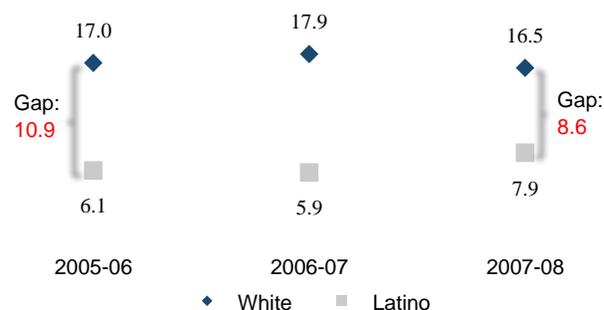
## Equity Gap in Degree Completion

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

| Alaska   | 2007-08 |        |            |
|--|---------|--------|------------|
|  | Latinos | Whites | Equity Gap |
| Graduation Rates                               | 14.8    | 26.3   | 11.5       |
| Completions per 100 FTE Students               | 10.5    | 10.4   | 0.1        |
| Completions Relative to the Population in Need | 7.9     | 16.5   | 8.6        |

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

<sup>3</sup> U.S. Census 2010: Alaska. <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 Alaska increased about 19% from 2006-08, while all other race/ethnic groups increased 8%.
- among the 50 states, Alaska ranked 47<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*.

### **Academy for College Excellence (ACE) – Cabrillo Community College**

ACE is a semester-long program that aims to bring underprepared and Latino students up to college level performance quickly. It offers students an opportunity to bypass some of the lengthy remedial process, which helps to develop their identity as successful college students. ACE's high-risk Latino students at Cabrillo College were more likely to enroll the semester following the ACE bridge semester, more likely to accrue college credits, and more likely than a comparison group to complete associate degree-level and transfer-level English, during the two years following ACE. (<http://academyforcollegeexcellence.org/>)

### **Transfer Alliance Project (TAP) – University of California at Berkeley**

The mission of the UC Berkeley's TAP program is to increase the number of low-income and educationally disadvantaged community college students in California that are competitive transfer applicants to UC Berkeley and other highly selective colleges. TAP serves 400 Latino students each year. Of all Latino California community college students who transfer to Berkeley, 31% are alumni of the Transfer Alliance Project. Each year, more than 85% of Latino TAP students are admitted to Berkeley (a rate of admission that is more than three times the admit rate of overall transfer applicants) and more than 80% enroll. Of Latino TAP students who applied to Berkeley, 100% were admitted to at least one University of California campus. The TAP Latino admit and enroll rate greatly exceeded the 26% admit rate and 62% enroll rate of overall Latino California community college transfer applicants to Berkeley. (<http://cep.berkeley.edu/TAP>)

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 Alaska:

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