

STATE RANKING

Arkansas had the 32nd largest Latino population in the U.S.¹

K-12 POPULATION

In Arkansas, 9% of the K-12 population was Latino.²

STATE POPULATION

In Arkansas, 6% of the state population was Latino.³ Projections show a continued increase.

MEDIAN AGE

The median age of Latinos in Arkansas was 23, compared to 40 for White non-Hispanics.⁴

DEGREE ATTAINMENT

In Arkansas, 13% of Latino adults (25 to 64 years old) had earned an associate degree or higher, compared to 28% 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, Arkansas 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 Arkansas.

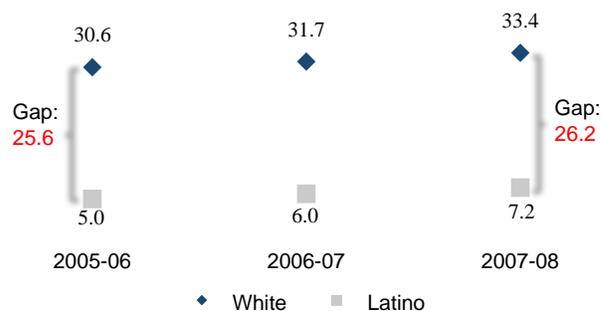
Equity Gap in Degree Completion

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

Arkansas	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	34.3	39.2	4.9
Completions per 100 FTE Students	4.8	19.8	15.0
Completions Relative to the Population in Need	7.2	33.4	26.2

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: Arkansas. <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 Arkansas increased about 32% from 2006-08, while all other race/ethnic groups increased 6%.
- among the 50 states, Arkansas ranked 35th 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*.

The Victoria K.E.Y. Center (Trio Support Services) – Victoria College

The K.E.Y. (Knowledge, Exploration, and You) Center is dedicated to providing an academically enriching and supportive environment for student participants. The K.E.Y. Center focuses on expanding the students' knowledge base by providing individualized and group tutoring, educational enrichment workshops, and mentoring services. Annually, the K.E.Y. Center serves 160 students who are first-generation, low-income, and/or have a documented disability. The goal of the Center is to retain these students until they receive a certificate, graduate with an associate degree, transfer to a four-year university, or leave school to enter the workforce. The retention rate for first-time-in-college Hispanic K.E.Y. students at Victoria College is higher than for all first-time-in-college Hispanic students (76% vs. 73%).

(<http://www.victoriacollege.edu/keycenter>)

Rising Star Program Transfer Scholarship – Dallas County Community College District

The Rising Star Program Transfer Scholarship facilitates the next step in a student's educational journey. The Rising Star Program at DCCCD has worked with local participating universities to offer transfer scholarships. Students in the program, who decide to transfer to a participating four-year college or university, after first meeting the "core complete" requirements and/or receiving an associate degree from DCCCD, are allowed to apply for these transfer scholarships. These scholarships allow students to apply for and potentially receive funding without competing against an entire incoming college class, as they are limited to applicants who initially come through the DCCCD Rising Star Program. In fall 2007, the Rising Star Program Transfer Scholarship received 70 applications, with 54% of the applicants being accepted into four-year institutions.

(<http://www.dcccd.edu/Future%20Students/Paying%20for%20College/Scholarships/RisingStar/Pages/TransferScholarships.aspx>)

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 Arkansas:

Southern Regional Education Board: www.sreb.org