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, Delaware 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 Delaware.

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

<table>
<thead>
<tr>
<th>Delaware</th>
<th>2007-08</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Latinos</td>
</tr>
<tr>
<td>Graduation Rates</td>
<td>41.0</td>
</tr>
<tr>
<td>Completions per 100 FTE Students</td>
<td>15.5</td>
</tr>
<tr>
<td>Completions Relative to the Population in Need</td>
<td>11.3</td>
</tr>
</tbody>
</table>

**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

1 U.S. Census 2010, American Fact Finder, Demographic Profile Summary. [http://factfinder2.census.gov](http://factfinder2.census.gov)
4 U.S. Census Bureau, 2006-2010 American Community Survey. [www.census.gov/acs](http://www.census.gov/acs)
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 Delaware increased about 37% from 2006-08, while all other race/ethnic groups increased 2%.
- among the 50 states, Delaware ranked 37th 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.

Doorway to Success: Latino Male Retention Initiative – Monroe Community College
Doorway to Success is a Latino male-focused college retention program including academic advising, dual-enrollment courses, peer mentoring program, and Latino male focus groups. Their mission is to improve Latino male study habits and engagement activities, increase retention of Latino male participants by 5%, achieve 80% participation in co-curricular activities and program activities among students and families, and develop internal and external collaborative partnerships for counseling, learning assistance and referral services. One hundred, new and returning, adult Latino male students were served by the program. This represents a 50% increase from the prior year. Retention rates of students participating in the program were 5% higher than for those not participating, and 90% of all participants attending co-curricular and program activities. (www.monroecc.edu/depts/dstuserv/pdf/Doorways.pdf)

College-Now, Algebra Transition Program – CUNY-Lehman College
College-Now is an algebra transition program for 11th graders in Bronx high schools aimed at increasing college readiness and enrollment, and has a cooperative design with Bronx Community College. Their mission is to increase the academic performance of 11th grade students in the algebra transition cohort, increase efficacy of teachers implementing new algebra curriculum, increase student and parent preparation and readiness for postsecondary education, and improve the alignment of high school and college mathematics curriculum. The project surpassed the objectives: 85% of the students in the cohort completed the algebra transition course, all families received bilingual college materials and introductory letter explaining the purpose of the intervention, five teachers taught six algebra classes, and 85% of the students in the cohort passed the algebra course with 75 or better grade. (http://www.lehman.edu/college-now/bcti.php)

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 Delaware:
Southern Regional Education Board: www.sreb.org