

STATE RANKING

Iowa had the 36th largest Latino population in the U.S.¹

K-12 POPULATION

In Iowa, 8% of the K-12 population was Latino.²

STATE POPULATION

In Iowa, 5% of the state population was Latino.³ Projections show a continued increase.

MEDIAN AGE

The median age of Latinos in Iowa was **22**, compared to **40** for White non-Hispanics.⁴

DEGREE ATTAINMENT

In Iowa, **15%** of Latino adults (25 to 64 years old) had earned an associate degree or higher, compared to **40%** 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, Iowa 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 Iowa.

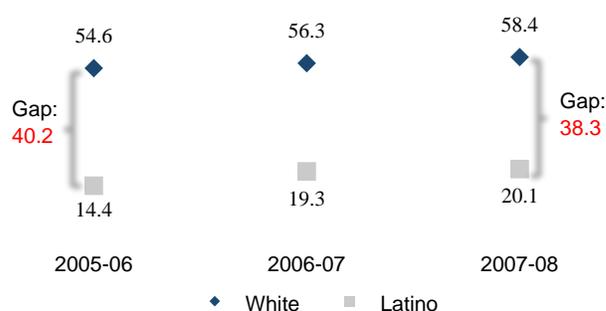
Equity Gap in Degree Completion

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

Iowa	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	35.6	53.7	18.1
Completions per 100 FTE Students	6.9	18.2	11.3
Completions Relative to the Population in Need	20.1	58.4	38.3

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: Iowa. <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 Iowa increased about 22% from 2006-08, while all other race/ethnic groups increased 6%.
- among the 50 states, Iowa ranked 23rd 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*.

Jaime Escalante Math Program – East Los Angeles Community College

Started in 1983, the goal of the Escalante Program is to engage disadvantaged inner-city youth in a demanding academic regimen of pre-college and college level mathematics to prepare them to take the Advanced Placement Calculus examinations and succeed in college level math courses. In fall 2004, an area high school that was not being serviced by the Escalante Program had a total of 40 students enrolled in Algebra 1AB with a failure rate of 61%. The Escalante program was implemented that summer and three years later (in 2007), enrollment in Algebra 1AB classes increased to 161 students with a failure rate of only 16%. During this period, the school also experienced an increased percentage of students who scored in the advanced and proficient categories of the math state, from 7% to 38%. The rate for 10th graders passing the CAHSEE in 2004-07 went from 59% to 73%.

(<http://www.elac.edu/studentervices/asu/studentprograms.htm>)

Fresno Latino Center for Medical Education and Research – University of California San Francisco

The University of San Francisco (UCSF)-Fresno Latino Center for Medical Education and Research (LaCMER) has created a strong educational pipeline with the public schools in Fresno County and is preparing students to graduate from high school with the academic qualifications necessary to enter four-year colleges and universities. Sunnyside High School in Fresno had been identified by researchers as a “drop-out factory.” Since 2003, the year of the first Doctors Academy (DA) graduating class at Sunnyside, through the 2006-07 school year, 161 DA participants have enrolled as first time college freshmen. Ninety percent of DA graduates enrolled in a four-year college, the remaining opted for community college. One hundred percent of DA graduates were accepted into a four-year college/university. Forty-one students (25%) from the five cohorts of DA graduating seniors were selected as valedictorians.

(<http://www.fresno.ucsf.edu/latinocenter/>)

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 Iowa:

Midwestern Higher Education Compact (MHEC): www.mhec.org