

## STATE RANKING

Louisiana had the 31<sup>st</sup> largest Latino population in the U.S.<sup>1</sup>

## K-12 POPULATION

In Louisiana, 3% of the K-12 population was Latino.<sup>2</sup>

## STATE POPULATION

In Louisiana, 4% of the state population was Latino.<sup>3</sup> Projections show a continued increase.

## MEDIAN AGE

The median age of Latinos in Louisiana was 29, compared to 39 for White non-Hispanics.<sup>4</sup>

## DEGREE ATTAINMENT

In Louisiana, 23% of Latino adults (25 to 64 years old) had earned an associate degree or higher, compared to 28% 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, Louisiana 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 Louisiana.

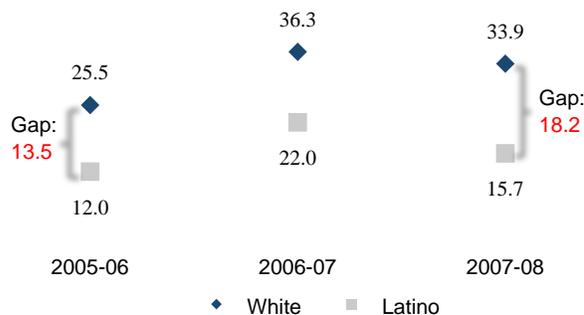
## Equity Gap in Degree Completion

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

Louisiana	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	43.1	43.3	0.2
Completions per 100 FTE Students	17.2	19.7	2.5
Completions Relative to the Population in Need	15.7	33.9	18.2

**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



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

<sup>3</sup> U.S. Census 2010: Louisiana. <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 Louisiana increased about 21% from 2006-08, while all other race/ethnic groups increased 8%.
- among the 50 states, Louisiana ranked 31<sup>st</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*.

### **Early College High School Initiative- El Paso Community College**

The Early College High School (ECHS) Initiative at El Paso Community College (EPCC) provides students in this region the opportunity to complete an associate degree while attending high school. The premise of an ECHS is to provide an accelerated environment for motivated students who, along with their family, have made the commitment to pursue this higher goal. To date, 1,522 students are attending EPCC Early College High Schools. The student population at both EPCC and its ECHS's is over 80% Latino. Of ECHS students, about 110 have completed their associate degree during their junior year and have begun taking courses towards their bachelor degree at the University of Texas at El Paso (UTEP) while in high school. (<http://www.epcc.edu>)

### **UNIV 1301- Learning Framework – University of Texas- Pan American**

Since Fall 2008, UTPA requires entering freshman students with an ACT score of 18 or less, or not in the top 25% of their high school graduating class, to enroll in the UNIV 1301- Learning Framework course during their first year of college. The course is designed to help students understand the principles of learning and motivation, and then apply them to their own university experience. Approximately 77% of entering freshman eventually take the course during their first year. The retention rate for first-time, full-time entering freshman at UTPA has increased by 12 percentage points since Fall 2000, the greatest increase of all institutions of higher education in Texas. (<http://www.utpa.edu>)

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 Louisiana:

Southern Regional Education Board: [www.sreb.org](http://www.sreb.org)