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, Michigan 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 Michigan.

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

<table>
<thead>
<tr>
<th>Michigan</th>
<th>2007-08</th>
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<tbody>
<tr>
<td></td>
<td>Latinos</td>
</tr>
<tr>
<td>Graduation Rates</td>
<td>39.1</td>
</tr>
<tr>
<td>Completions per 100 FTE Students</td>
<td>15.3</td>
</tr>
<tr>
<td>Completions Relative to the Population in Need</td>
<td>14.5</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

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 Michigan increased about 7% from 2006-08, while all other race/ethnic groups increased 3%.
- among the 50 states, Michigan ranked 26th 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 in Michigan showing success in enrolling, retaining, and graduating Latino students. The following is an example of an institutional program with evidence of effectiveness in serving Latino students nominated for Examples of Excelencia.

Center for Chicano-Boricua Studies – Wayne State University
The mission of the Center for Chicano-Boricua Studies (CBS) is to transform the University, and ultimately society, by providing equitable access to a quality university education to students interested in U.S. Latina/o and Latin American cultural studies while enhancing diversity on campus. Now celebrating its 40th Anniversary, CBS accomplishes its mission through an integrated four-part program including: 1) Comprehensive Student Services and Academic Success Programs, 2) Research on U.S. Latina/o and Latin American Culture, 3) Internal University Advocacy on Latina/o Issues, and 4) Outreach and Service to Broader Communities. CBS participants largely outperform their WSU First Time in Any College (FTIAC) peers in all areas of measured student success. CBS participants passed English 1010 at a rate of 94% during their first fall semester, passed Math 0993 at a rate of 80% during the same semester, were retained at a rate of 86% and persisted into the following semester at a rate of 91%. This is compared to WSU success rates of 71% in English 1010, 44% in Math 0993, an 89% retention rate and a 75% fall-to-fall persistence rate for 2008 FTIACs. Despite enrolling students with lower average high school grade point averages and ACT scores, CBS Scholars generally outperform their WSU FTIAC peers. (http://www.clas.wayne.edu/cllas/)

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 Michigan:
Corporation for a Skilled Workforce: www.skilledwork.org
Kresge Foundation: www.kresge.org
Midwestern Higher Education Compact (MHEC): www.mhec.org