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, Ohio 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 Ohio.

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

<table>
<thead>
<tr>
<th>Measure</th>
<th>2007-08</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Rates</td>
<td>37.5</td>
<td>49.8</td>
</tr>
<tr>
<td>Completions per 100 FTE Students</td>
<td>15.5</td>
<td>18.4</td>
</tr>
<tr>
<td>Completions Relative to the Population in Need</td>
<td>20.2</td>
<td>35.5</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

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**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 Ohio increased about 26% from 2006-08, while all other race/ethnic groups increased 6%.
- among the 50 states, Ohio ranked 12th for the increase in degrees conferred to Latinos over 3 years.


**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*.

**Grow Your Own Teachers – Northeastern Illinois University**
The mission of Grow Your Own Teachers, a community-based initiative, is to prepare highly effective teachers of color who will teach in the low-income communities where they live. Grow Your Own has three goals: 1) to develop a pipeline of teachers of color; 2) to reduce high rates of teacher turnover in low-income schools; and 3) to develop teachers who share the culture, language, and community of the students. GYO candidates (84% are people of color) have an impressive average 3.3 GPA in their major subjects. Sixteen percent of candidates are preparing to be bilingual teachers and another 21% are preparing to be special education teachers. The program enjoys a 52% retention rate, impressive since half the candidates come from families with incomes of $30,000 or less. Latino teachers make up a very small percentage of the total number of teachers in Illinois, although during the last decade the percentage of Latino students increased from 14% to 20%.
([http://www.neiu.edu/Academics/College%20of%20Education/College_of_Education.html](http://www.neiu.edu/Academics/College%20of%20Education/College_of_Education.html))

**Transitional Bilingual Learning Community (TBLC) – Truman College**
The TBLC program is a two-semester, full-time college credit initiative. The goal of the transitional Bilingual Learning Community (TBLC) is to increase the number of immigrant, English Language Learner Latino students who enroll in the college credit division of Truman College, earn AA/AS degrees, transfer to four-year colleges or universities and ultimately earn college degrees. The number of TBLC students earning AA/AS degrees doubled and reached 20 this year. The program completion rate is 87% with an average GPA for active TBLC students being 2.8. 60% of TBLC students enroll full-time after completing the first year. 60 of the 150 TBLC graduating candidates have earned an AA/AS degree or transferred to a four-year college or university. 73% of the students who got an associate degree got Honors or Higher Honors.
([http://www.ccc.edu/colleges/truman/departments/Pages/Transitional-Bilingual-Learning-Community.aspx](http://www.ccc.edu/colleges/truman/departments/Pages/Transitional-Bilingual-Learning-Community.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](http://www.edexcelencia.org/examples)

**Ensuring America’s Future partners in Ohio:**
Midwestern Higher Education Compact (MHEC): [www.mhec.org](http://www.mhec.org)