

STATE RANKING

New York had the 4th largest Latino population in the U.S.¹

K-12 POPULATION

In New York, 21% of the K-12 population was Latino.²

STATE POPULATION

In New York, 18% of the state population was Latino.³
Projections show a continued increase.

MEDIAN AGE

The median age of Latinos in New York was 30, compared to 41 for White non-Hispanics.⁴

DEGREE ATTAINMENT

In New York, 23% of Latino adults (25 to 64 years old) had earned an associate degree or higher, compared to 44% 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, New York 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 New York.

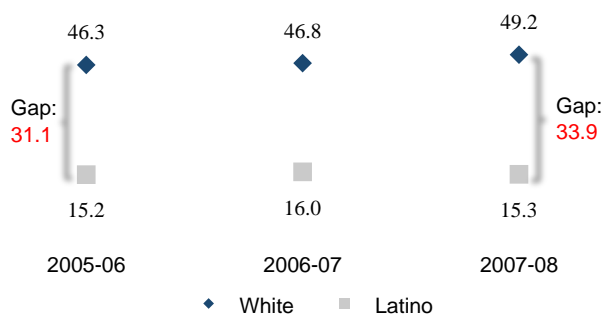
Equity Gap in Degree Completion

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

New York	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	32.4	51.8	19.4
Completions per 100 FTE Students	14.7	19.6	4.9
Completions Relative to the Population in Need	15.3	49.2	33.9

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

³ U.S. Census 2010: New York. <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 New York increased about 8% from 2006-08, while all other race/ethnic groups increased 6%.
- New York had one of the largest increases in degrees conferred to Latinos over 3 years among the top 10 states enrolling Latinos.

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 New York showing success in enrolling, retaining, and graduating Latino students. The following are examples of institutional programs with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

Diversity Programs in Engineering – Cornell University

The vision of the program was to create an office that would operate and develop programs at the pre-college, undergraduate, graduate, and faculty levels to facilitate the outreach, recruitment, retention, and overall success of underrepresented groups in engineering. The 5-year graduation rates of Latino engineering students increased from 59% for the 2002-2007 cohort to 69% for the 2004-2009 cohort. Of the Latino students that entered the College of Engineering in 2002, 72% of them went on to graduate from Cornell University within five years. For the Latino students entering Engineering in 2004, their 5-year graduate rate rose to 79%. (<http://www2.engineering.cornell.edu/diversity/>)

The Bronx Institute Enlace Latino Collegiate Society (Engaging Latino Communities in Education) – Lehman College CUNY

The ENLACE Latino Collegiate Society Project goals are to: 1) ensure accountable, and competitive and rigorous instruction for Latino students, 2) parental, family and community engagement, 3) system(s) change and institutional policy reform. The objectives of the ENLACE Collegiate Society is for students to graduate from high school with honors and advanced New York State Regents Diplomas, prepare for and apply to top programs at top public and private universities, and have students aspire to leadership positions in careers in which Latinos are traditionally underrepresented. Of the 48 students in the first cohort, all are in colleges which span from the State Universities of New York, the City University system, to MIT, Cornell, Hobart William Smith, Boston College, Wesleyan University, NYU, Columbia, Haverford, among others. (<http://www.thebronxinstitute.org/>)

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 New York:

College Board: www.collegeboard.org

Edwin Gould Foundation: www.edwingouldfoundation.org

Ford Foundation: www.fordfoundation.org

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