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, Tennessee 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 Tennessee.

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

### Tennessee

<table>
<thead>
<tr>
<th>Measure</th>
<th>2007-08</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Latinos</td>
</tr>
<tr>
<td>Graduation Rates</td>
<td>40.4</td>
</tr>
<tr>
<td>Completions per 100 FTE Students</td>
<td>15.2</td>
</tr>
<tr>
<td>Completions Relative to the Population</td>
<td>8.2</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 Tennessee increased about 18% from 2006-08, while all other race/ethnic groups increased 4%.
- among the 50 states, Tennessee ranked 29th 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.

The Case Management Approach to Academic Advising Program – South Texas College
The Case Management Approach to Academic Advising program is part of STC’s Achieving the Dream initiative to undergo a transformational change in addressing the barriers that adversely affect student success. The program began with certified case-managers from the Office of Counseling and Advising serving First-Time-in-College (FTIC) students with personal guidance as they transitioned from high school to a post-secondary institution. There were noticeable increases in the retention rates, course grades, and successful completion rates of the FTIC students that received case-management services. Sixty-five percent of the students that received case-management services successfully completed their courses, 71% of students receiving case-management services had at least a C or better in their grades, and a retention rate of 76%. (http://studentservices.southtexascollege.edu/advising/index.html)

Learning Frameworks – Brazosport College
Learning Frameworks (PSYC 1300) is a 3-credit hour, college-level, transferable student success course that is designed to support students by providing them with the academic and personal skills needed for college success. Retention, success of students, and goal attainment directly relate to the targets set for Brazosport College as part of the Closing the Gaps Initiative. During the last three years, students who successfully completed Learning Frameworks were nearly 30% more likely to stay enrolled in college than students who did not take the course. The success rate for Latino students enrolled in Learning Frameworks in developmental English courses was 10% higher than students who did not complete the course. (http://www.brazosport.edu/Pages/Brazosport%20College%20Homepage.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

Ensuring America’s Future partners in Tennessee:
Southern Regional Education Board: www.sreb.org