

## STATE RANKING

South Dakota had the 47<sup>th</sup> largest Latino population in the U.S.<sup>1</sup>

## K-12 POPULATION

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

## STATE POPULATION

In South Dakota, 3% of the state population was Latino.<sup>3</sup>

Projections show a continued increase.

## MEDIAN AGE

The median age of Latinos in South Dakota was 22, compared to 40 for White non-Hispanics.<sup>4</sup>

## DEGREE ATTAINMENT

In South Dakota, 26% of Latino adults (25 to 64 years old) had earned an associate degree or higher, compared to 41% 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, South Dakota 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 South Dakota.

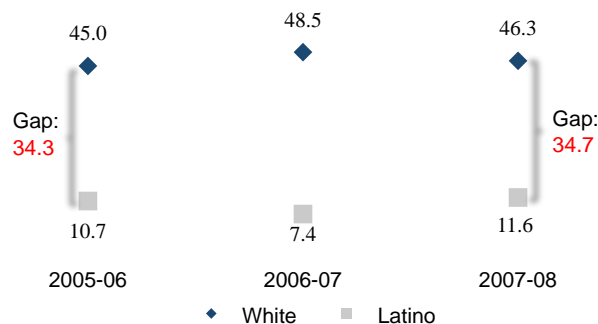
## Equity Gap in Degree Completion

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

South Dakota	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	26.2	51.3	25.1
Completions per 100 FTE Students	12.9	19.2	6.3
Completions Relative to the Population in Need	11.6	46.3	34.7

**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: South Dakota. <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 South Dakota increased about 20% from 2006-08, while all other race/ethnic groups stayed about the same.
- among the 50 states, South Dakota ranked 48<sup>th</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*.

### **Supporting Achievement for Latino Students ¡Ahora! (SALSA) – Texas A&M University - Commerce**

Through the SALSA program, the University developed a model for expanding proven institutional practices and strategies in the areas of advising, supplemental education, student services and academic support so that student persistence and graduation rates improve among first-generation Latino college-goers. This program increased the number of students registered to receive communications from the Office of Hispanic Outreach. It served an average of 1,000 students per semester. The program offered tutoring and supplemental instruction to students in math, chemistry and biology and had an increased retention rate from 61% (Fall 2010) to 73% (Fall 2011). SALSA also had a 12% increase in enrollment of Hispanic students at the university over the past year.

(<http://web.tamu-commerce.edu/communityOutreach/hispanicOutreach/default.aspx>)

### **Center for Civic Engagement – University of Texas at El Paso**

Almost 75% of the more than 20,000 University of Texas at El Paso (UTEP) students are Hispanic, the majority of them first-generation college students. The mission and purpose of the Center for Civic Engagement (CCE) is to engage faculty and students in the area through community-based activities to enhance student learning, promote civic engagement, and actively improve the El Paso-Ciudad Juárez region. A large sampling of participants suggests that nearly 80% of students participating in CCE are Hispanic. Over 50 students have participated in a CCE internship, and 100% of the current interns are Hispanic/Latino. Using a variety of methods, CCE can document the effectiveness of its services in advancing Latino student achievement and development. More than 86% of students who participated in service learning agreed or strongly agreed that they understood the link between what they learned in class and what they learned in the community, 75% felt that the experience contributed to their development in leadership, and 71% believed their self-confidence increased as a result of the experience. (<http://academics.utep.edu/cce>)

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 South Dakota:

Midwestern Higher Education Compact (MHEC): [www.mhec.org](http://www.mhec.org)

Western Interstate Commission for Higher Education (WICHE): <http://wiche.edu>