

STATE RANKING

Maryland had the 18th largest Latino population in the U.S.¹

K-12 POPULATION

In Maryland, **10%** of the K-12 population was Latino.²

STATE POPULATION

In Maryland, **8%** of the state population was Latino.³ Projections show a continued increase.

MEDIAN AGE

The median age of Latinos in Maryland was **28**, compared to **41** for White non-Hispanics.⁴

DEGREE ATTAINMENT

In Maryland, **24%** of Latino adults (25 to 64 years old) had earned an associate degree or higher, compared to **45%** 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, Maryland 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 Maryland.

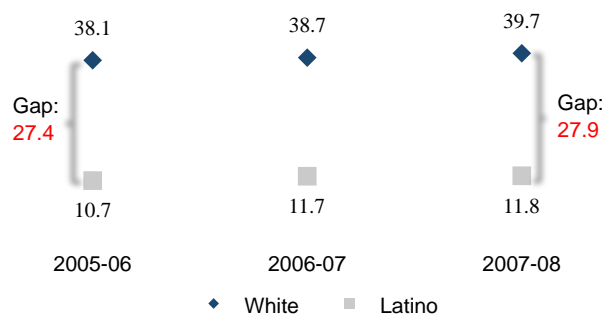
Equity Gap in Degree Completion

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

Maryland	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	45.0	51.8	6.8
Completions per 100 FTE Students	16.1	18.5	2.4
Completions Relative to the Population in Need	11.8	39.7	27.9

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: Maryland. <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 Maryland increased about 16% from 2006-08, while all other race/ethnic groups increased 5%.
- among the 50 states, Maryland ranked 18th 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 Maryland 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*.

Montgomery Scholars Program – Montgomery College

In 1999, the Montgomery Scholars Program was established to create a signature honors program for incoming 'traditional' age freshmen (i.e. straight out of high school). The program was designed to give students, in Montgomery County, the option of enrolling in a competitive honors program that would prepare them for transfer to four-year schools, both public and private. Latino students in the program have the highest completion and retention rate of all groups, including Whites. Of Latino students in the program, 95% have completed the program, transferred to four-year schools, and are on track to graduate in 2-3 years at their transfer institution. Eighty five percent of Latino students in the program graduated with an AA degree, although some who complete the two years and finish the program choose to transfer without finishing all the requirements of an AA degree. Twenty five percent of Latino students in the program have had their capstone sophomore research papers selected as finalists in the Beacon Conference, a competition for two-year schools for excellence in student writing. (<http://cms.montgomerycollege.edu/EDU/Department.aspx?id=13453>).

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 Maryland:

Latin American Youth Center: <http://www.layc-dc.org/>

Southern Regional Education Board: www.sreb.org