

## STATE RANKING

Nevada had the 14<sup>th</sup> largest Latino population in the U.S.<sup>1</sup>

## K-12 POPULATION

In Nevada, **38%** of the K-12 population was Latino.<sup>2</sup>

## STATE POPULATION

In Nevada, **27%** of the state population was Latino.<sup>3</sup> Projections show a continued increase.

## MEDIAN AGE

The median age of Latinos in Nevada was **26**, compared to **38** for White non-Hispanics.<sup>4</sup>

## DEGREE ATTAINMENT

In Nevada, **13%** of Latino adults (25 to 64 years old) had earned an associate degree or higher, compared to **29%** 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, Nevada 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 Nevada.

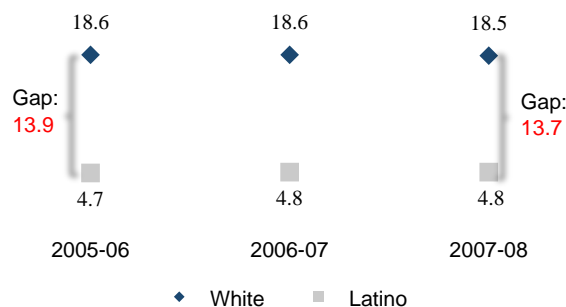
## Equity Gap in Degree Completion

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

| Nevada                                         | 2007-08 |        |            |
|------------------------------------------------|---------|--------|------------|
|                                                | Latinos | Whites | Equity Gap |
| Graduation rates                               | 33.9    | 37.7   | 3.8        |
| Completions per 100 FTE students               | 9.4     | 13.1   | 3.7        |
| Completions relative to the population in need | 4.8     | 18.5   | 13.7       |

**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: Nevada. <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 Nevada increased about 11% from 2006-08, while all other race/ethnic groups increased 5%.
- among the 50 states, Nevada ranked 33<sup>rd</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*.

### **College Assistance Migrant Program (CAMP) – California State University –San Marcos**

The College Assistance Migrant Program is a unique educational program that helps students from migrant and seasonal farm worker backgrounds to succeed in college. CAMP offers students pre-college transition and first-year support services to help develop the skills needed to stay in school and to successfully graduate from college. CAMP is a small program with a proven track record of retention. CAMP students are retained at a higher rate than the overall CSU system-wide. CAMP is able to retain 80% or more of its population annually, while the CSU system retains only 70% of its freshman population.

(<http://www.csusm.edu/camp/>)

### **Bachelor of Architecture Program – Woodbury University**

Woodbury's Bachelor of Architecture (BArch) program's curricular focus and support systems are matched to the needs of the Latino population. As schools in low-income communities seldom can afford art or design programs that result in portfolios, Woodbury does not require a portfolio for entrance, but instead targets students who display passion for the discipline and habits of hard work. The program actively encourages students to express their identities and value their heritage through the practice of architecture. In the past five years, the number of Latino students in BArch has grown steadily from 127 to 203 in academic year 2007. First-year retention rates for Latinos in BArch, a five-year program, surpass the university average for a total of 80% compared to 76% for all students. The number of Latinos finishing their degrees has risen nearly 90% since 2003, going from 18% of the graduating class that year to 34% in 2007. Many of these students came from low-income households, were the first in their families to attend college, and a majority of them required remedial courses in English and math on entrance. (<http://architecture.woodbury.edu/programs-2/b-arch-los-angeles/>)

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 Nevada:

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