

## STATE RANKING

Nebraska had the 35<sup>th</sup> largest Latino population in the U.S.<sup>1</sup>

## K-12 POPULATION

In Nebraska, 14% of the K-12 population was Latino.<sup>2</sup>

## STATE POPULATION

In Nebraska, 9% of the state population was Latino.<sup>3</sup> Projections show a continued increase.

## MEDIAN AGE

The median age of Latinos in Nebraska was 23, compared to 38 for White non-Hispanics.<sup>4</sup>

## DEGREE ATTAINMENT

In Nebraska, 13% of Latino adults (25 to 64 years old) had earned an associate degree or higher, compared to 42% 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, Nebraska 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 Nebraska.

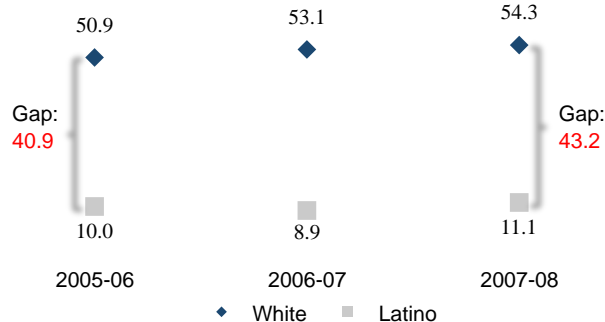
## Equity Gap in Degree Completion

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

Nebraska	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	33.1	49.8	16.7
Completions per 100 FTE Students	11.5	16.0	4.5
Completions Relative to the Population in Need	11.1	54.3	43.2

**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: Nebraska. <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 Nebraska increased about 25% from 2006-08, while all other race/ethnic groups increased 1%.
- among the 50 states, Nebraska ranked 32<sup>nd</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*.

### **Puente Project – College of the Sequoias**

The College of the Sequoias (COS) Puente Project (Puente) seeks to improve student persistence and college transfer rates in a county that continues to hover near the bottom of several socio-economic measures. Puente has four main components: 1) first-year students take English 251 and English 001, 2) students work closely with their counselor, meeting several times each semester to develop an educational plan with a view to transferring to a four-year institution, 3) students are matched with professionals from the community who share their knowledge and experience, and 4) students take educational field trips to universities each year. For the first six years of the program, COS Puente students passed English 251 (Pre-Transfer) at a rate 26% higher than other Latinos taking the same course. The overall COS one-year persistence rate for 2005-06 was 62%, the Puente one-year persistence rate was 83%. From 1997 to 2003, 52% of COS Puente have transferred to four-year institutions, compared to 34% of all other COS students. (<http://cospuente.org/>)

### **Engineering and Computer Science Scholars Program – California State University - Fullerton**

The Engineering and Computer Science Scholars Program uses a learning communities model that integrates interventions for four different support areas for the purpose of promoting academic success of first-time Latino students in the engineering field. The program's goal is to increase retention and academic success of first-year Latino students in the College of Engineering and Computer Science, and to identify specific interventions, including tutoring, study groups, and service learning opportunities to acclimate first-year Latino students to college life. Of the students who participated in the program, 80% of the students were retained. (<http://www.fullerton.edu/ecs/>)

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 Nebraska:

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