

STATE RANKING

Wyoming had the 42nd largest Latino population in the U.S.¹

K-12 POPULATION

In Wyoming, 12% of the K-12 population was Latino.²

STATE POPULATION

In Wyoming, 9% of the state population was Latino.³ Projections show a continued increase.

MEDIAN AGE

The median age of Latinos in Wyoming was 26, compared to 38 for White non-Hispanics.⁴

DEGREE ATTAINMENT

In Wyoming, 18% of Latino adults (25 to 64 years old) had earned an associate degree or higher, compared to 37% 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, Wyoming 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 Wyoming.

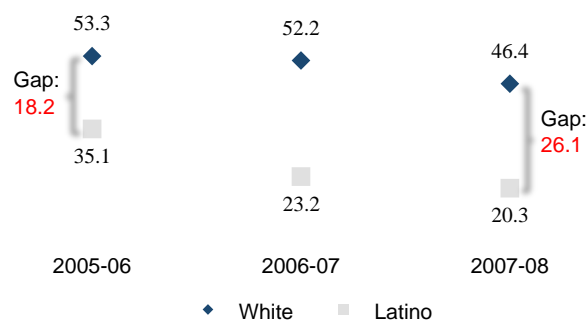
Equity Gap in Degree Completion

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

Wyoming	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	55.5	59.4	3.9
Completions per 100 FTE Students	20.0	19.3	0.7
Completions Relative to the Population in Need	20.3	46.4	26.1

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: Wyoming. <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 Wyoming decreased about 14% from 2006-08, while all other race/ethnic groups decreased 12%.
- among the 50 states, Wyoming was the only state that had a decrease 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*.

Louis Stokes Alliance for Minority Participation – University of Texas at El Paso

The primary vehicle by which the University of Texas Louis Stokes Alliance for Minority Participation (UT-LSAMP) has maintained its success is the Summer Research Academy (SRA). SRA is a residential program in which undergraduate science, technology, engineering and mathematics (STEM) majors spend a summer working full-time on stipend-supported, ongoing research projects under the direction of tenured faculty mentors. Since 1992, the UT-LSAMP program has served a total of 1,171 undergraduate students. Of this total, 618 students (53%) are Latinos; the remaining 47% are students belonging to other underrepresented minorities (URMs). Over the life of the program, more than 90% of the LSAMP scholars have graduated from UT System institutions, and the remaining students are currently enrolled and making progress toward their STEM degree. (<http://research.utep.edu/lisamp>)

UNT Student Money Management Center – University of North Texas

The University of North Texas (UNT) Money Management Center addresses financial barriers to college entrance and persistence, in addition to cultural issues relating to debt and credit, by educating students regarding student loans and other personal debt. Latino students, and by extension their families, learn about the earning potential a college degree can provide, and address concerns about lost earnings due to foregoing employment for a postsecondary education. The Center works closely with the university's TRIO programs, the Multicultural Center, and the Division of Equity and Diversity to ensure that the content of its workshops are both culturally relevant and sensitive to the university's Latino students, as UNT has seen a 360% Latino enrollment increase from 1987 to 2007. Students who attend a workshop walk away with a greater knowledge of managing their personal finances and financial obligations with increased confidence, as well as a greater insight into themselves and what they are capable of achieving as informed and responsible adults. (<http://moneymanagement.unt.edu/index.html>)

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 Wyoming:

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