

STATE RANKING

Tennessee had the 27th largest Latino population in the U.S.¹

K-12 POPULATION

In Tennessee, **5%** of the K-12 population was Latino.²

STATE POPULATION

In Tennessee, **5%** of the state population was Latino.³ Projections show a continued increase.

MEDIAN AGE

The median age of Latinos in Tennessee was **25**, compared to **40** for White non-Hispanics.⁴

DEGREE ATTAINMENT

In Tennessee, **15%** of Latino adults (25 to 64 years old) had earned an associate degree or higher, compared to **32%** 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, Tennessee 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 Tennessee.

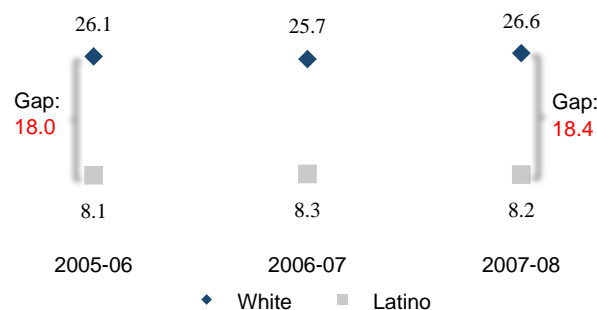
Equity Gap in Degree Completion

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

Tennessee	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	40.4	44.0	3.6
Completions per 100 FTE Students	15.2	17.0	1.8
Completions Relative to the Population in Need	8.2	26.6	18.4

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: Tennessee. <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 Tennessee increased about 18% from 2006-08, while all other race/ethnic groups increased 4%.
- among the 50 states, Tennessee ranked 29th 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 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*.

The Case Management Approach to Academic Advising Program – South Texas College

The Case Management Approach to Academic Advising program is part of STC's Achieving the Dream initiative to undergo a transformational change in addressing the barriers that adversely affect student success. The program began with certified case-managers from the Office of Counseling and Advising serving First-Time-in-College (FTIC) students with personal guidance as they transitioned from high school to a post-secondary institution. There were noticeable increases in the retention rates, course grades, and successful completion rates of the FTIC students that received case-management services. Sixty-five percent of the students that received case-management services successfully completed their courses, 71% of students receiving case-management services had at least a C or better in their grades, and a retention rate of 76%. (<http://studentservices.southtexascollege.edu/advising/index.html>)

Learning Frameworks – Brazosport College

Learning Frameworks (PSYC 1300) is a 3-credit hour, college-level, transferable student success course that is designed to support students by providing them with the academic and personal skills needed for college success. Retention, success of students, and goal attainment directly relate to the targets set for Brazosport College as part of the Closing the Gaps Initiative. During the last three years, students who successfully completed Learning Frameworks were nearly 30% more likely to stay enrolled in college than students who did not take the course. The success rate for Latino students enrolled in Learning Frameworks in developmental English courses was 10% higher than students who did not complete the course. (<http://www.brazosport.edu/Pages/Brazosport%20College%20Homepage.aspx>)

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 Tennessee:

Southern Regional Education Board: www.sreb.org