

STATE RANKING

New Hampshire had the 44th largest Latino population in the U.S.¹

K-12 POPULATION

In New Hampshire, 3% of the K-12 population was Latino.²

STATE POPULATION

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

MEDIAN AGE

The median age of Latinos in New Hampshire was 24, compared to 41 for White non-Hispanics.⁴

DEGREE ATTAINMENT

In New Hampshire, 33% of Latino adults (25 to 64 years old) had earned an associate degree or higher, compared to 46% 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, New Hampshire 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 New Hampshire.

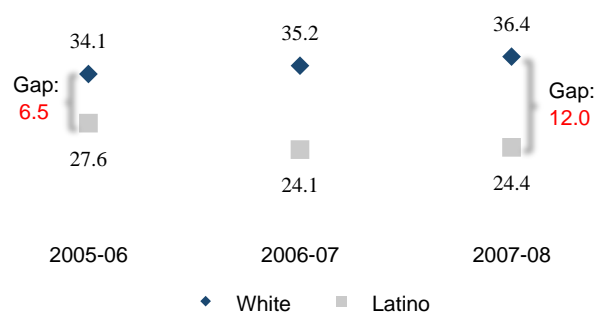
Equity Gap in Degree Completion

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

New Hampshire	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	51.7	55.9	4.2
Completions per 100 FTE Students	18.1	20.9	2.8
Completions Relative to the Population in Need	24.4	36.4	12.0

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: New Hampshire. <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 New Hampshire increased about 4% from 2006-08, while all other race/ethnic groups increased 2%.
- among the 50 states, New Hampshire ranked 49th 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*.

Hispanic Student Success Initiative – Texas A&M International University & Laredo Community College

The Hispanic Student Success Initiative is an initiative that places special emphasis on developing and implementing an effective advisement and retention system at TAMIU and LCC by implementing Freshmen Interest Groups (FIGs). FIGs are clusters of courses that are bound together by a common thread. Through HSSI, students also have access to the Learning Activity Center (LAC), which provides teacher-guided lessons to students in need of tutoring. The LAC has 10 tutors who are evaluated on a weekly basis. The number of students accepted into the College of Education has increased by 26% from the TAMIU and LCC transfers. The retention rate for the students from TAMIU is 96%, and for LCC students, 88%. The Learning Activity Centers (LACs) at both sites have assisted students in various content areas as well as with effective instructional pedagogy. (<http://www.tamtu.edu/coedu/titlev/index.shtml>)

Academic Achievers Program (AAP) – University of Houston & Austin High School

The Academic Achievers Program (AAP) is part of the Center for Mexican American Studies efforts to increase the number of Latino students who graduate from college. The Academic Achievers Program at Austin High School recruits sophomores and works with them throughout their remaining three years of high school. During those three years, the program helps the students prepare for college both academically and financially. Once enrolled at the University of Houston, the students are incorporated into the U of H - Academic Achievers Program where they continue to receive the support services that help them succeed. The AAP provides a \$10,000 four year scholarship and mandatory tutoring, counseling, skills workshops and leadership training. The average graduation rate of AAP students is 77%. This is higher than other Latino students (36%), higher than the University as a whole (39%), higher than the state (48%) and higher than the nation (60%). (http://www.class.uh.edu/CMAS/AAP_austin.asp)

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>