

## STATE RANKING

Rhode Island had the 38<sup>th</sup> largest Latino population in the U.S.<sup>1</sup>

## K-12 POPULATION

In Rhode Island, 19% of the K-12 population was Latino.<sup>2</sup>

## STATE POPULATION

In Rhode Island, 12% of the state population was Latino.<sup>3</sup>

Projections show a continued increase.

## MEDIAN AGE

The median age of Latinos in Rhode Island was 25, compared to 42 for White non-Hispanics.<sup>4</sup>

## DEGREE ATTAINMENT

In Rhode Island, 17% of Latino adults (25 to 64 years old) had earned an associate degree or higher, compared to 41% 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, Rhode Island 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 Rhode Island.

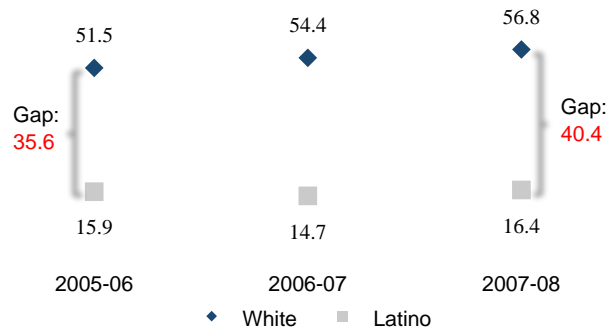
## Equity Gap in Degree Completion

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

Rhode Island	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	47.2	57.7	10.5
Completions per 100 FTE Students	15.3	21.2	5.9
Completions Relative to the Population in Need	16.4	56.8	40.4

**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



<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: Rhode Island. <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 Rhode Island increased about 17% from 2006-08, while all other race/ethnic groups increased 5%.
- among the 50 states, Rhode Island ranked 27<sup>th</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*.

### ***Fiesta Oak Cliff: Cultural Studies 2370 – Mountain View College***

Cultural Studies 2370 is a transfer community college course that focuses on the cultures and ethnicities of Oak Cliff, a large, predominantly Latino community in southwest Dallas. The course accelerates Latino students' academic achievement by teaching basic techniques of active reading, academic writing in English, and critical thinking. The course also teaches research skills in the social and behavioral sciences, which are needed to succeed at both the community college and university level. Cultural Studies 2370 has enrolled 251 students, who retention rates are significantly higher than those not enrolled in the course (71% vs. 55%). Rates of success (earning the grade of A, B, or C) and graduation rates were also higher for students enrolled in the course. (<http://www.mvc.dcccd.edu/Pages/default.aspx>)

### ***Upward Bound Parent-to-Parent Program – University of Texas at Brownsville & Texas Southmost College***

The Upward Bound Parent-to-Parent Program is a program created to strengthen the parental role in order to create a college success culture by giving parents the tools they need to support their children beyond the college admission process. The mission of the program is to increase high school parents' understanding of the benefits of college and their role in influencing their children's academic success, increase parents understanding of college requirements and the college application process, and facilitate parents' leadership in promoting college knowledge to other families. The program trains parent advocates/mentors to conduct college access outreach to Latino parents as well as on-going mentoring. The program increased student preparation and enrollment in college. A total of 42 parent volunteers were recruited and trained, reaching 652 other parents who attended workshops around core lessons.

(<http://www.utb.edu/sa/cub/Pages/default.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>