

STATE RANKING

Utah had the 22nd largest Latino population in the U.S.¹

K-12 POPULATION

In Utah, 15% of the K-12 population was Latino.²

STATE POPULATION

In Utah, 13% of the state population was Latino.³ Projections show a continued increase.

MEDIAN AGE

The median age of Latinos in Utah was 24, compared to 30 for White non-Hispanics.⁴

DEGREE ATTAINMENT

In Utah, 16% of Latino adults (25 to 64 years old) had earned an associate degree or higher, compared to 40% 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, Utah 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 Utah.

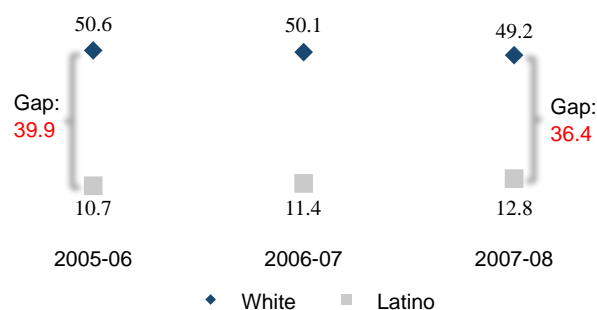
Equity Gap in Degree Completion

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

Utah	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	41.1	48.8	7.7
Completions per 100 FTE Students	16.0	19.1	3.1
Completions Relative to the Population in Need	12.8	49.2	36.4

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/ccd

³ U.S. Census 2010: Utah. <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 Utah increased about 11% from 2006-08, while all other race/ethnic groups stayed about the same.
- among the 50 states, Utah ranked 28th 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 in Utah showing success in enrolling, retaining, and graduating Latino students. The following is an example of an institutional program with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

Culturally Responsive Special Education/English as a Second Language Program – Brigham Young University

The Culturally Responsive Special Education/ESL Program was started in response to the overrepresentation of minority students in special education. In an effort to help Latino students, the program actively recruits teacher candidates who are ethnically diverse, bilingual-preferably Spanish speakers, or have a disability. These individuals all receive full tuition support towards their dual licensure in special education and ESL. Within the program there is mentoring to help ensure the success of the students. This program is one of a handful in the US that trains teacher candidates in both special education and ESL. It is unique in its recruitment efforts of Hispanic teacher candidates and has significantly increased the diversity of the School of Education at Brigham Young University. The program has both an undergraduate and post baccalaureate track and is currently servicing 53 students, 22 of these are Hispanic students and 42 of them speak Spanish. There have been a total of 90 students enrolled in the program including graduates. We currently have 41 graduates to the program; 14 of these students are Hispanic and 32 of them speak Spanish. All of these students are employed in schools teaching Special Education. (<http://education.byu.edu/>)

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 Utah:

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