

Who is *Excelencia in Education*?

Excelencia in Education, founded in 2004, accelerates Latino student success in higher education to address the U.S. economy's need for a highly educated workforce and civic leadership by:

- Providing data-driven analysis on issues in higher education with a Latino lens;
- Promoting education policies and institutional practices that support Latinos' academic achievement and that of other post-traditional students; and,
- Organizing a network of institutions and professionals with the common cause of Latino student success.

Policy must keep up with our country's changing demographics to serve students. At *Excelencia*, our current policy priorities are the following: **affordability, institutional capacity, retention and transfer, and workforce preparation**. The current state of Latinos' educational attainment and their success are predicated on these issues.

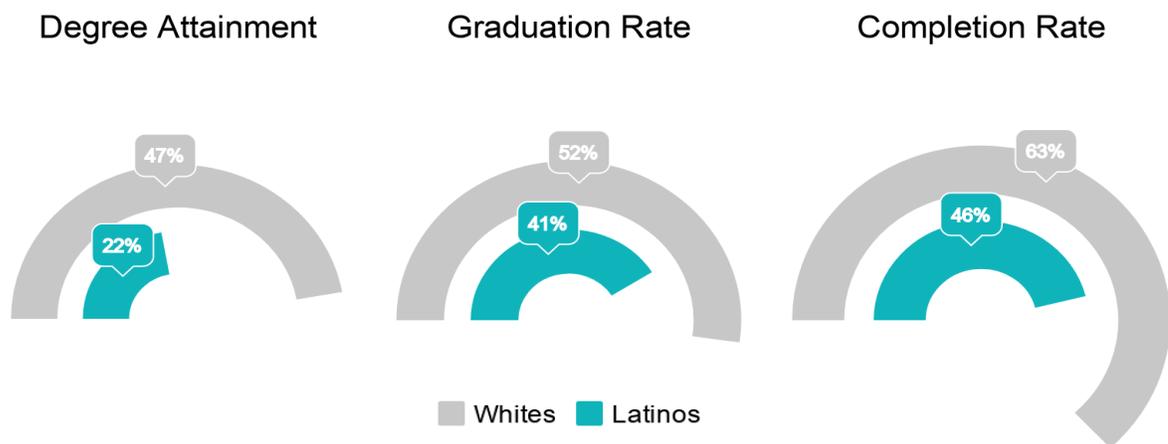
What is the current state of Latinos' educational attainment?

There are positives in Latino educational attainment. Since 2010, Latinos'

- college enrollment has grown 25%,
- bachelor's degree attainment grew 52%, and
- associate's degree attainment grew 55%.ⁱ

However, gaps continue to exist between Latinos and their peers.

- Degree attainment (associate degree and above): 22% for Latinos, 47% for Whites- a **25 percentage point gap**.ⁱⁱ
- Graduation rate for first-time, full-time students: 41% for Latinos, 52% for Whites- an **11-percentage point gap**.ⁱⁱⁱ
- Six-year completion rate, including part-time, transfer, and stop out students: 46% for Latinos, 63% for Whites- a **17-percentage point gap**.^{iv}



If our postsecondary institutions and federal policies were serving all students well, we would not see the persistent educational attainment gaps that continue to be evident today.

Why does Latino student success matter?

Achieving the nation's educational attainment goals and ensuring our nation's prosperity is impossible without significant improvements in the postsecondary completion rates of Latino students.

Latinos represent a large and growing portion of the US population from Pre-K through the workforce.

- In K-12: 1 in 4 students^v
- In postsecondary education: 1 in 5 students^{vi}
- In the workforce: 1 in 6 part- and full-time workers^{vii}
- In the overall population: 1 in 5 people^{viii}

What is the current profile of Latino students?

Excelencia's analysis of federal data shows that Latinos are more likely to

- enroll at public institutions (69%),
- attend at mixed enrollment intensity—switching between part- and full-time (24%),
- begin their bachelor's degree at a two-year institution (51%),
- be first-generation students (44%),
- come from low-income families (71% have an income less than \$63,000),
- receive federal aid (56%) compared to state (29%) and institutional (19%) aid,
- work (62%) and work 30 or more hours while pursuing their studies (62%),
- receive larger Federal Work-Study grants (\$2,444 compared to \$2,340 students overall),
- take remedial courses (47% compared to 40% students overall),
- attend a Hispanic-Serving Institution (65% of all Latino students), and
- be overrepresented in the workforce (66% of Latinos participate in the labor force) but in lower skilled jobs (22% of Latinos are in the highest paying occupations).

Guiding Principles

The following guiding principles frame an approach to reassess current federal policies using a Latino lens.

- Efficiency in serving traditional students today can limit effectiveness in serving a majority of students tomorrow.
- Increase educational and economic opportunity for all students, prioritizing access and success for low-income and underrepresented students.
- Transparency of information requires strategic outreach and engagement for maximum effectiveness.
- Institutions that have a concentration of Latinos can transform to better serve the needs of the students they enroll.
- However a student starts, they need support along their pathway to and through college completion.

ⁱ Excelencia in Education. (2018). Closing the Equity Gap in Educational Attainment for Latinos. Retrieved from <https://www.edexcelencia.org/media/799>

ⁱⁱ Lumina Foundation. (2018) A Stronger Nation: Learning beyond high school builds American talent. Retrieved from <http://strongernation.luminafoundation.org/report/2018/#nation>

ⁱⁱⁱ Excelencia in Education analysis using Institutional Postsecondary Education Data System (IPEDS), 2014-2015 enrollment and completions data, National Center for Education Statistics (NCES), U.S. Department of Education. Retrieved from <https://www.edexcelencia.org/research/latino-college-completion>

^{iv} Excelencia in Education. (2018). Pathways to College Completion. Retrieved from <https://www.edexcelencia.org/media/669>

^v U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 1995-96 through 2015-16; and National Elementary and Secondary Enrollment by Race/Ethnicity Projection Model, 1972 through 2027. (This table was prepared February 2018.)

^{vi} U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1976 and 1980; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90); and IPEDS Spring 2001 through Spring 2017, Fall Enrollment component. (This table was prepared December 2017.)

^{vii} U.S. Bureau of Labor Statistics, Employment Projections: 2016-2026, Table 3.1. Civilian labor force, by age, sex, race, and ethnicity, 1996, 2006, 2016, and projected 2026.

^{viii} *Ibid.*