

Student Outcomes

- Among Latino students who started at a four-year institution, 80% earned a bachelor's degree at the institution at which they started.¹²
- About 36% of Latinos who began at a two-year institution completed a degree, including 4% of students completing a degree at a four-year institution.¹³
- Only one of every ten Latino students who started at a two-year institution completed a four-year degree within six years, lower than their White (19%) and Asian (23%) counterparts.¹⁴

What We Can Do

Update federal data policy to better capture Latino students' pathways. Latino students are more likely than their peers to transfer, attend part-time, and/or take longer than six-years to complete a degree, but these students are not represented in federal data. With better data, there is opportunity to also incentivize retaining students and helping them transfer.

Simplify the transfer process by requiring institutions to accept credits and implementing common course numbering across institutions. Articulation agreements between two- and four-year institutions can help students by ensuring the courses they take will be accepted at the institution where they plan to pursue their bachelor's degree. Common course numbering can simplify this process even more for students.

Incentivize effective data sharing to identify potential Latino transfer students, track their persistence across institutions, and document the impact of initiatives on students' transfer to completion. Data sharing should be included in articulation agreements. Publicizing institutions' persistence and completion rates can help Latino students make transfer choices.

Encourage and promote reverse transfer policies. Latino students transfer to four-year institutions and take courses there but may not finish. By allowing students to use credits earned at a four-year institution towards an associate's degree, students can earn a degree.

Provide alternative models of remediation. About 1 in 3 Latino students do not continue after their first year, and almost half of all Latino students are required to take remedial courses in their first year. Alternative models, such as co-requisite courses that allow students to earn entry level college credit while also receiving academic support in their courses, helps cut down on the number of costly, extra credits and keeps students on track towards a degree.

¹ Santiago, D., and Cuozzo, M. (April 2018) College Completion through a Latino Lens. Retrieved from <https://www.edexcelencia.org/media/680>

² *ibid.*

³ National Student Clearinghouse Research Center. (2018). Persistence and Retention- 2018. Retrieved from <https://nscresearchcenter.org/snapshotreport33-first-year-persistence-and-retention/>

⁴ *Ibid.*

⁵ *Ibid.*

⁶ U.S. Department of Education, National Center for Education Statistics, 2015-16 National Postsecondary Student Aid Study (NPSAS:16).

⁷ Shapiro, D., Dundar, A., Huie, F., Wakhungu, P.K., Bhimdiwali, A. & Wilson, S. E. (2018, December). Completing College: A National View of Student Completion Rates – Fall 2012 Cohort (Signature Report No. 16). Herndon, VA: National Student Clearinghouse Research Center.

⁸ National Student Clearinghouse Research Center. (2018).

⁹ Shapiro, D., Dundar, A., Huie, F., Wakhungu, P.K., Bhimdiwali, A. & Wilson, S. E. (2018, December).

¹⁰ *Ibid.*

¹¹ Complete College America. (n.d.). Data Dashboard: Credit Accumulation. Retrieved from <https://completecollege.org/data-dashboard/>

¹² Santiago, D., and Cuozzo, M. (April 2018).

¹³ Shapiro, D., Dundar, A., Huie, F., Wakhungu, P.K., Bhimdiwali, A. & Wilson, S. E. (2018, December).

¹⁴ Santiago, D., and Cuozzo, M. (April 2018).