For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

To reach the degree attainment goal by 2030, the U.S. 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 the U.S.

### FAST FACTS

**POPULATION PROJECTION:**
The Latino population in the United States is expected to increase by 25% by 2030.²

**K-12 POPULATION:**
In the United States, 25% of the K-12 population was Latino.³

**POPULATION:**
In the United States, 18% of the population was Latino.⁴

**MEDIAN AGE:**
The median age of Hispanics in the United States was 30, compared to 44 for White non-Hispanics.³

**ENROLLMENT:**
In the United States, 21% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to 24% of White non-Hispanics.⁶

**DEGREE ATTAINMENT:**
In the United States, 24% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to 46% of White non-Hispanic adults.⁷

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### ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in the United States, Fall 2018

<table>
<thead>
<tr>
<th>Institution</th>
<th>State</th>
<th>Sector</th>
<th>Grand Total</th>
<th>Hispanic Total</th>
<th>% Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miami Dade College</td>
<td>FL</td>
<td>Public, 4-year</td>
<td>54,973</td>
<td>38,213</td>
<td>70%</td>
</tr>
<tr>
<td>Florida International University</td>
<td>FL</td>
<td>Public, 4-year</td>
<td>48,818</td>
<td>32,877</td>
<td>67%</td>
</tr>
<tr>
<td>South Texas College</td>
<td>TX</td>
<td>Public, 4-year</td>
<td>31,949</td>
<td>30,419</td>
<td>95%</td>
</tr>
<tr>
<td>Lone Star College System</td>
<td>TX</td>
<td>Public, 2-year</td>
<td>73,499</td>
<td>27,925</td>
<td>38%</td>
</tr>
<tr>
<td>El Paso Community College</td>
<td>TX</td>
<td>Public, 2-year</td>
<td>28,819</td>
<td>24,601</td>
<td>85%</td>
</tr>
</tbody>
</table>

### ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in the United States, 2017-18

<table>
<thead>
<tr>
<th>Institution</th>
<th>State</th>
<th>Sector</th>
<th>Grand Total</th>
<th>Hispanic Total</th>
<th>% Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miami Dade College</td>
<td>FL</td>
<td>Public, 4-year</td>
<td>9,594</td>
<td>6,670</td>
<td>70%</td>
</tr>
<tr>
<td>South Texas College</td>
<td>TX</td>
<td>Public, 4-year</td>
<td>4,112</td>
<td>3,923</td>
<td>95%</td>
</tr>
<tr>
<td>El Paso Community College</td>
<td>TX</td>
<td>Public, 2-year</td>
<td>3,438</td>
<td>2,975</td>
<td>87%</td>
</tr>
<tr>
<td>Lone Star College System</td>
<td>TX</td>
<td>Public, 2-year</td>
<td>7,552</td>
<td>2,654</td>
<td>35%</td>
</tr>
<tr>
<td>Valencia College</td>
<td>FL</td>
<td>Public, 4-year</td>
<td>7,864</td>
<td>2,574</td>
<td>33%</td>
</tr>
</tbody>
</table>

### BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in the United States, 2017-18

<table>
<thead>
<tr>
<th>Institution</th>
<th>State</th>
<th>Sector</th>
<th>Grand Total</th>
<th>Hispanic Total</th>
<th>% Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florida International University</td>
<td>FL</td>
<td>Public, 4-year</td>
<td>10,261</td>
<td>6,764</td>
<td>66%</td>
</tr>
<tr>
<td>California State University-Fullerton</td>
<td>CA</td>
<td>Public, 4-year</td>
<td>9,038</td>
<td>3,660</td>
<td>40%</td>
</tr>
<tr>
<td>The University of Texas Rio Grande Valley</td>
<td>TX</td>
<td>Public, 4-year</td>
<td>4,046</td>
<td>3,618</td>
<td>89%</td>
</tr>
<tr>
<td>California State University-Northridge</td>
<td>CA</td>
<td>Public, 4-year</td>
<td>8,806</td>
<td>3,573</td>
<td>41%</td>
</tr>
<tr>
<td>California State University-Long Beach</td>
<td>CA</td>
<td>Public, 4-year</td>
<td>8,615</td>
<td>3,417</td>
<td>40%</td>
</tr>
</tbody>
</table>

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NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

United States Equity Gap in Degree Completion

Closing the equity gap in college completion can be tracked by the 4 measures shown 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 Hispanic and White non-Hispanic cohorts in a single year.

**Graduation Rate** — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

**Transferred to Another Institution** — Percentage of students that transferred to another institution. (Only incorporates students who have transferred out from an institution and did not complete a degree.)

**Still Enrolled** — Percentage of students that are still enrolled at the point of 150% normal time to completion.

**No Longer Enrolled** — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.

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**Examples of What Works for Latino Students**

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of Excelencia.

**Attract, Inspire, Mentor, and Support Students – The AIMS2 Program** at California State University Northridge (CSUN) was a 2019 Example of Excelencia. The AIMS2 Program helps transfer students pursue degrees and careers in engineering and computer science. In partnership with Glendale Community College and College of the Canyons, the program offers stipends, special mentoring and advising by faculty, tutoring and peer mentoring, social activities, field trips and opportunities to take part in paid research projects. Latino students in the 2012 through 2017 cohorts had a three-year transfer graduation rate of 70%, almost double the three-year transfer graduation rate of their peers in the college. The program has tripled the number of Latino students graduating in computer engineering and computer science majors from 57 students in 2012-13, to 171 students in 2016-17.

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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/growing-what-works](http://www.edexcelencia.org/growing-what-works)

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5 Median Age: U.S. Census Bureau, 2018 American Community Survey 1-Year Estimates.


7 Degree Attainment: U.S. Census Bureau, 2018 American Community Survey 1-Year Estimates.
Nationally, Latino student enrollment and degree completion continues to increase. However, to reach the Latino degree attainment goal of 6.2 million degrees by 2030 requires a tactical plan for Latino college completion. This plan should include: closing equity gaps in degree completion, and accelerating, not just increasing, Latinos’ degree attainment.

Population overview
The United States has a growing and young Latino population. While 18 percent of the overall population is Latino, 25 percent of students in K-12 education are Latino. Additionally, the Latino population is projected to increase by 25 percent by 2030. Furthermore, the median age for Latinos is 30, compared to 44 for White non-Hispanics. As more Latino students enter higher education, policymakers at the state, institutional, and national level should keep in mind that they’ll have an increasingly young, Latino, first-generation population.

Opportunities for growth
In the United States, Latino students are significantly more likely to enroll in institutions primarily awarding associates degrees. Four of the top five institutions enrolling Latino undergraduates are associate degree-granting institutions. Additionally, each of the top five institutions enroll more than 24,000 Latino students.

However, equity gaps exist in degree attainment and degree completion in the United States. Nationally, only 24 percent of Latino adults have an associate degree or higher, compared to 46 percent of White non-Hispanic adults. Additionally, at two-year institutions, 42 percent of Latino students are no longer enrolled three years after starting their degree, and Latino students graduate at a rate two percentage points lower than their White peers—33 percent and 35 percent, respectively. At four-year institutions, Latinos are graduating 12 percentage points lower than their White peers—51 percent and 63 percent, respectively. Closing the degree attainment gap in the United States will require policies that help the many Latino students entering higher education on their path to completion.

What comes next?
National policies to increase Latino student success should keep in mind the profile of Latino students and adjust to meet their needs. The Latino population in the United States is young, growing, and significantly enrolling in public institutions. Opportunities exist for institutions in the United States to help more Latino students complete their degrees to reach the Latino degree attainment goal by 2030.

Examples of institutional efforts to meet students’ needs can be seen within the Seal of Excelencia. The Seal is a national certification for institutions intentionally SERVING Latino students through data, practice, and leadership.