Key Takeaways from Research on Latinx College Completion

Prepared by Meg Bates, Ramona Alcalá, Fructoso Basaldua, Judith Kom Nguiffo, Mariana Barragán Torres, and Stephanie Werner for the Latino Policy Forum





Latinx College Completion: Trends and Influential Factors



Trends

Nationally, Latinx **college graduation rates** (150% normal time) are **54% for 4-year** institutions and **34% for 2-year** institutions. Pathways through college are complicated, and UChicago Consortium's <u>To & Through tool</u> provides detailed data on Chicago Public Schools graduates' postsecondary pathways.



College

Supports

Colleges can support Latinx student persistence. In particular, they can:

- **Provide support for navigating college**, such as orientation programs (for both families & students), connections to faculty and peer mentors, and access to information about topics like transfer expectations.
- Attend to key transition points at which Latinx student persistence can stall, including the summer before college, late registration for a semester, experiencing financial holds, dropping a class, and stopping out.



Latinx students are more likely to be paying for some or all of college than their White and Asian peers. Consequently, they **work more during college** (with 32% working 40+ hours) and are **more likely to be parttime**. Both factors are related to attrition. Need-based aid and timely awareness of aid opportunities can help.

Policies

Policies that support HSIs, provide in-state tuition for undocumented students, honor bilingual education, and articulate 2-year to 4-year transfer processes can be **opportunity-enhancing** for Latinx students. Funding for public colleges is also important to explore in a nuanced way: for example, selective public colleges receive more funding on average, and Latinx students succeed in such colleges, but are underrepresented there on the whole.

Post-College Outcomes



Latinx students who attained Bachelor's degrees in Spring 2020 were **less likely to be employed, to be employed full-time, or to be continuing education** than their White, Asian, Native, and multi-racial peers.

Employment



Earnings

These post-college outcome disparities may influence Latinx students' outlook on the benefits of college.