

Higher Education and Training for Latino/a/x/Hispanic Students in Oregon

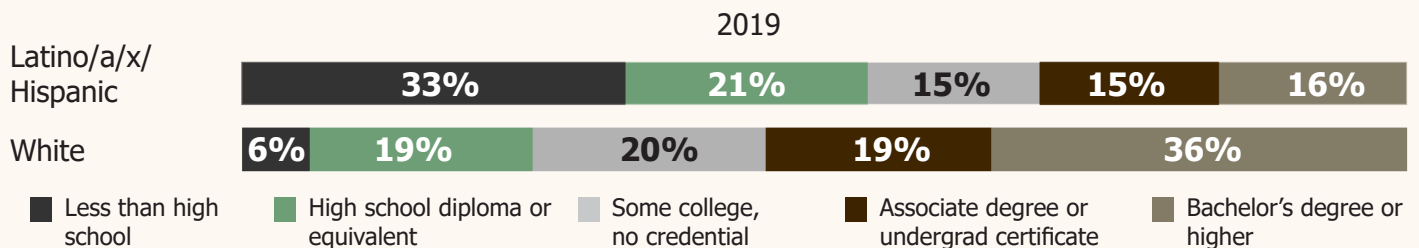
November 2021



This report presents information about education and training after high school for Oregonians who identify as Latino/a/x/Hispanic, focusing mostly on their experience at Oregon’s community colleges and public universities. Postsecondary education and training is the primary route to upward mobility and economic stability for individuals and for communities, and it is a key to Oregon’s recovery from the pandemic recession. However, Oregonians do not experience these benefits to the same degree. This report compares Latino/a/x/Hispanic learners with White learners to show where equity gaps exist and where progress in reducing these gaps has or has not been made. We note that no group experiences these benefits fully. Data shown here come from educational records, employment wage records, and the U.S. Census. We use the terms, “Latino/a/x” and “Hispanic,” interchangeably, to reflect terms used by student groups and on identification forms. Adult learners self-select their racial/ethnic identity usually from seven options: “American Indian or Alaska Native, Asian, Black or African American, Hispanic, Native Hawaiian or Pacific Islander, White,” and no selection.

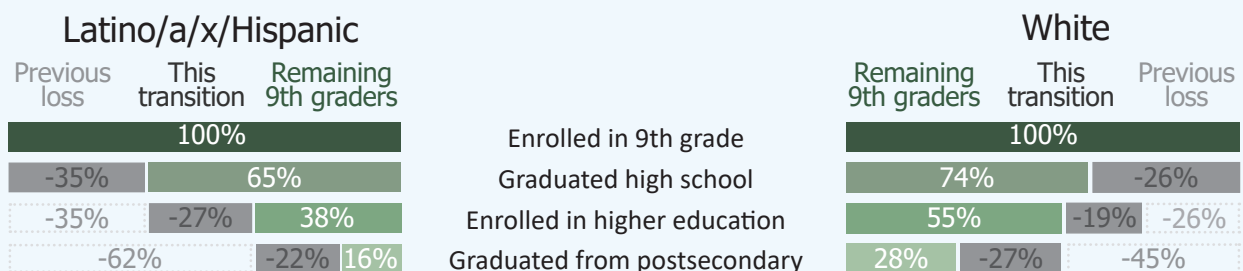
Fewer Latino/a/x/Hispanic Oregonians Can Enjoy the Benefits of Postsecondary Education

The licensures, degrees, and career and technical certificates earned in postsecondary education and training open the door to lifelong benefits for individuals, families, and communities. Inequitable access to preparation and opportunity, marginalizing experiences, and competing obligations mean Latino/a/x/Hispanic Oregonians are less likely than White Oregonians to enjoy these benefits. The graph below shows how many Oregon adults over 25 have different levels of education and training. The rest of this report shows some of the issues leading to this gap.



Source: U.S. Census American Community Survey, Adults 25 and older.

Oregon Loses Latino/a/x/Hispanic Talent at Every Step



84% of Latino/a/x/Hispanic 9th graders did not obtain a college degree or certificate within six years after high school.

72% of White 9th graders did not obtain a college degree or certificate within six years after high school.

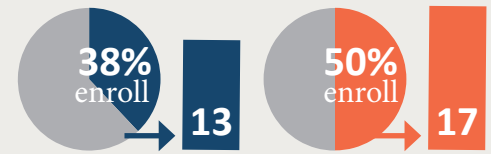
Students lost along each step in our educational system are less equipped to find and maintain economic stability for themselves, their families, and their communities. Opportunities exist at each stage to interrupt this cycle of loss and begin in the earliest grades.

Source: Oregon Department of Education (ODE) and HECC analysis of student-level data. Rates may differ from ODE due to cohort definitions.

High School is the Foundation for Postsecondary Education

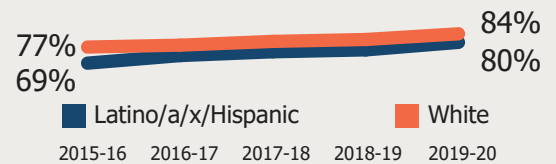
% of students taking college courses in high school and average # of credits they earn

Increasing options to earn college credit while in high school help many students jump-start college at little to no cost. However, Latino/a/x/Hispanic students are less likely to enroll in college courses (38%) and those who do enroll earn fewer credits before high school graduation than White students.



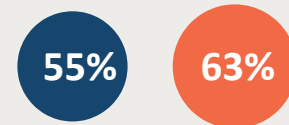
Gaps in high school graduation have been closing, but only 80% of Oregon's Latino/a/x/Hispanic students graduate today, compared to 84% of Whites, and graduation rates were lower for earlier classes, which puts current adults seeking to earn a postsecondary credential at an even greater disadvantage.

High school graduation rate



For those who do graduate from high school, the percentage who enroll in college or university within 16 months is lower for Latino/a/x/Hispanic than White students.

College-going rate for 2017-18 class

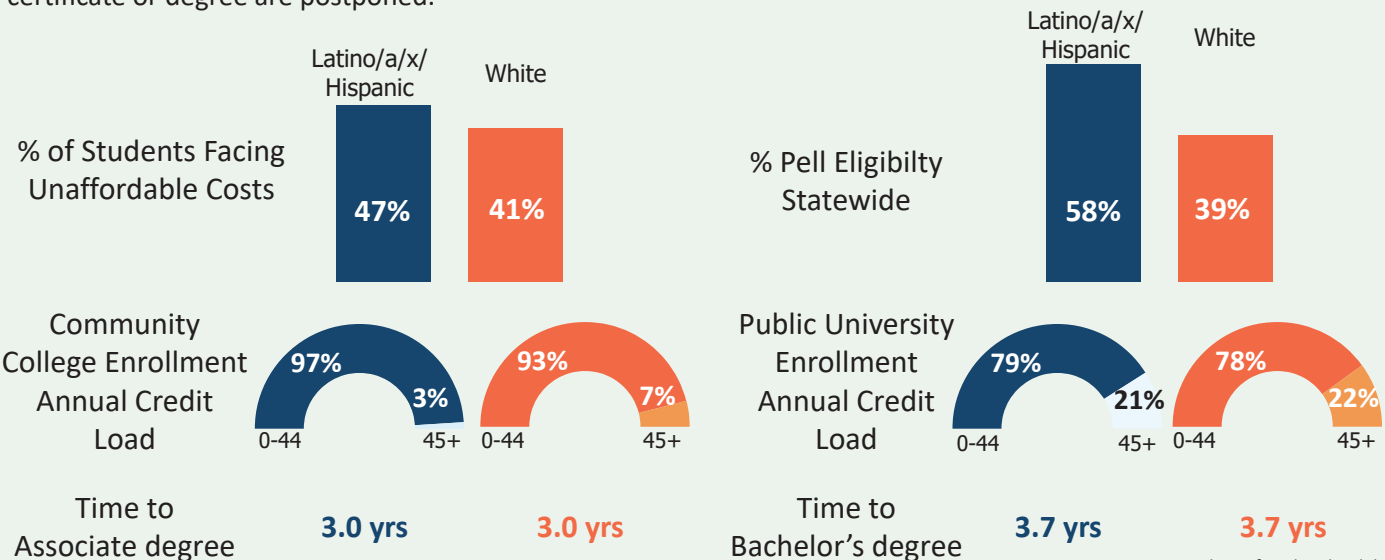


Source: Oregon Department of Education and HECC analysis of student-level data.

“My junior year I finally changed and got involved with M.E.Ch.A. and College Possible and that made the difference in my life.” - Jamie

Paying for School is a Barrier for Many Latino/a/x/Hispanic Students

Nearly half of both Latino/a/x/Hispanic and White students in Oregon's public colleges and universities face educational costs that are higher than their expected resources (grants and scholarships, most institutional aid, expected family contribution, and estimated student earnings). These similar rates are despite Latino/a/x/Hispanic students' greater likelihood of coming from low-income backgrounds (measured with Pell eligibility). Thus, federal, state, institution, and private grants and scholarships are one way to support Latino/a/x/Hispanic student success. Affordability worsens the longer it takes to earn a credential, as costs rise and the higher wages that come with the certificate or degree are postponed.



Source: HECC analysis of student-level data.

Some Latino/a/x/Hispanic Students Do Not Return for Their Second Year

Latino/a/x/Hispanic students return after their first year in college or university at similar rates to their White counterparts. How many students return after their first year in college or university (the retention rate) is one indicator of the obstacles students face, which may include financial need, cultural isolation, academic challenge, and competing obligations outside of school.

2019-20 Retention Rate By Sector



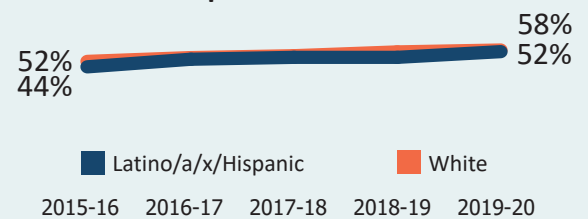
Source: HECC analysis of student-level data.

Graduation and Transfer Rates are Lower for Latino/a/x/Hispanic Students

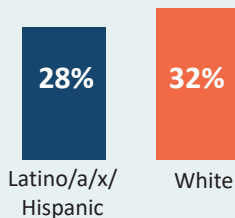
2019-20 Completion Rate By Sector

	Latino/a/x/Hispanic		White
	Num	%	%
Public Universities	1,987	59%	68%
Community Colleges	2,002	50%	54%

Completion



Transfer*



Graduation rates at the universities and completion and transfer rates at the community colleges have been rising for both Latino/a/x/Hispanic and White students. However, in both sectors, Latino/a/x/Hispanic students remain less likely to complete their program of study than White students.

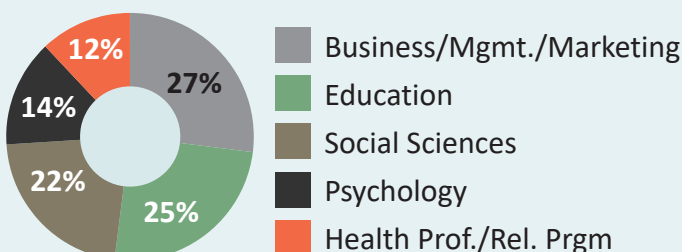
*Transfer to any four-year institution nationwide.
Source: HECC analysis of student-level data.

“The hurdles I had to face was wondering if I could even afford to go to college. I know there’s financial aid but filling out the paperwork, I didn’t know how to do it, other students who were first generation, I am sure they didn’t know how to do it as well.” - Christian

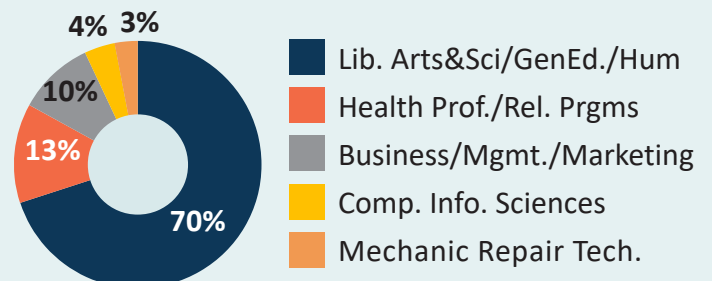
Top Majors Among Latino/a/x/Hispanic Students

Latino/a/x/Hispanic students earn certificates and degrees in areas that are similar to those earned by White students.

Top 5 University Majors



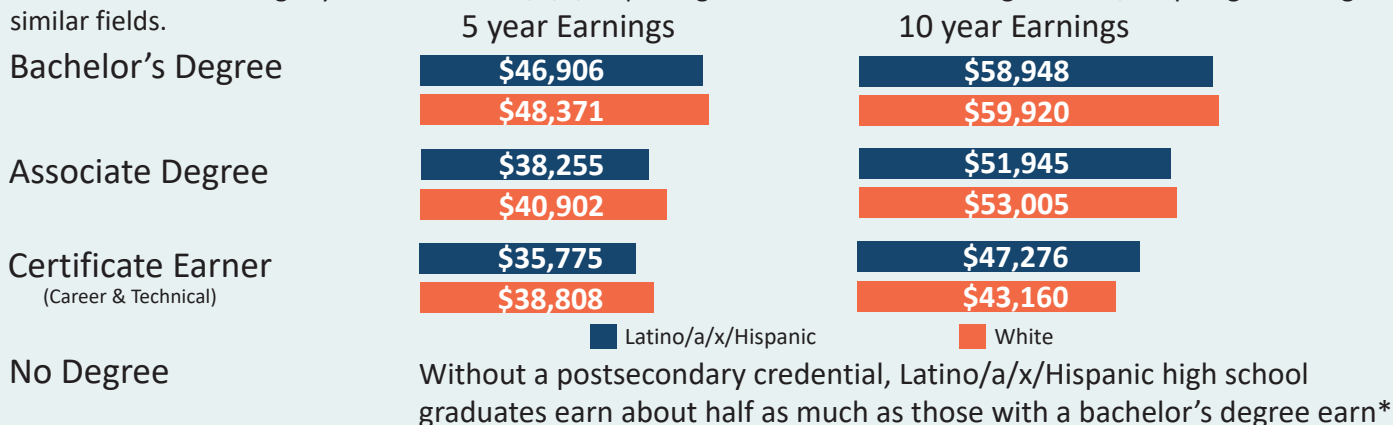
Top 5 Community College Majors



Source: HECC analysis of student-level data.

Long-term Outcomes for Latino/a/x/Hispanic Students

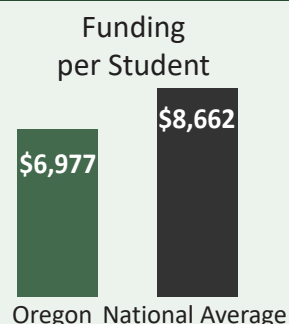
Both Latino/a/x/Hispanic and White students who graduate from Oregon’s public colleges and universities experience the higher earnings and lower unemployment that postsecondary credentials bring. However, earnings outcomes are often slightly lower for Latino/a/x/Hispanic graduates than for White graduates, despite graduating in similar fields.



Source: HECC analysis of student-level data matched with wage records from Oregon Employment Dept. for assoc. and bach. degree graduates. Includes those employed in Oregon. National Center for Education Statistics data for high school graduates, https://nces.ed.gov/programs/raceindicators/indicator_rfd.asp

State Investment in Higher Education and Training

One way to close equity gaps in education is to invest in student outcomes. Research shows that nationally and in Oregon, increasing student financial aid increases successful completion of postsecondary programs. However, Oregon lags in per capita funding of postsecondary education and training for both students and institutions, as indicated in the chart to the right. In addition, recent evidence shows that low-income students who receive Oregon’s financial aid grants are more likely than other low-income students to complete their program of study. These programs disproportionately serve Latino/a/x/Hispanic students. For example, 33% of Latino/a/x/Hispanic students received an Oregon Opportunity Grant, compared to 24% of White students (among FAFSA filers) at all Oregon institutions.



Sources: Nguyen, T. D., Kramer, J. W., & Evans, B. J. (2019). The Effects of Grant Aid on Student Persistence and Degree Attainment: A Systematic Review and Meta-Analysis of the Causal Evidence. *Review of Educational Research*, 89(6), 831-874. Higher Education Coordinating Commission (Cox et al). Annual Evaluation of the Oregon Opportunity Grant: House Bill 2407 (2015), 2021. Data show funding per full-time equivalent student and are from State Higher Education Executive Officers, *State Higher Education Finance Report*, 2020.

The Work in Front of Us...

The discrete measures and charts in this research brief give only a glimpse into students’ experiences. Yet even this glimpse indicates there is work to do to make the benefits of postsecondary education and training experienced equitably across Oregon. Structural investments in culturally responsive systems, financial aid, and community and student engagement can shift student trajectories to more equitable outcomes. Some of this work includes:

- **Build** on the diversity, equity, and inclusion standards for an inclusive campus culture required at all community colleges and public universities by House Bill 2864, 2017. We need to ensure the standards are fully implemented and used and have the resources needed to create culturally responsive pedagogies and safe environments for students, faculty, and staff.
- **Increase** financial aid for students. State grants increase retention and completion and disproportionately support Latino/a/x/Hispanic students.
- **Engage** culturally specific community organizations and students in the postsecondary enterprise as key partners to serve learners better.
- **Improve** coordination across institutions and across the K-12, community college, and public university sectors to increase college-going rates, transfer, and graduation and to reduce the time to completion.

Let us know how we can improve this report. info@hecc.oregon.gov

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