

Trends in Oregon Latinx students

Oregon State University (OSU) serves a significant and increasing number of Latinx students. During the fall 2018 semester, OSU served 2,908 Latinx students, representing 9.3 percent of all student enrolled at OSU. This rate is twice that of fall 2010, when OSU served 1,292 Latinx students (about 5% of total enrollment).¹ As OSU moves towards serving an increasingly Latinx student population, it is important to understand future projections in enrollment and better understand the characteristics of the Latinx student population.

The goal of this memo is to summarize trends in Latinx student enrollment in Oregon K-12 public high schools and Latinx high school graduates' postsecondary enrollment nationally and at OSU, specifically. This information will help OSU gain a sense of future enrollment and better understand their Latinx students. For example, trends in K-12 public school and postsecondary enrollment will provide some indication of future projections in Latinx college enrollment and trends in student characteristics can provide a more complete picture of the characteristics of incoming Latinx students at OSU and how they have changed over time.

To conduct our analysis, we used student-level data from the Oregon Department of Education (ODE) data matched with National Student Clearinghouse (NSC) data. The ODE data contains all students that attend public schools in Oregon from 2004-05 school year to the 2018-19 school year. The NSC data contains postsecondary enrollment information for nearly 100 percent of not-for-profit private and public universities and colleges in the United States.² Descriptive statistics were used to summarize trends in enrollment and to describe characteristics of students.

This memo describes our descriptive findings and is divided into four sections. The first section focuses on trends in Latinx enrollment at Oregon K-12 public schools. The second section focuses on postsecondary enrollment of Latinx public high school graduates, including enrollment trends at Oregon State University. The third section describes the characteristics of Latinx public high school graduates who enrolled at Oregon State University. Throughout, we provide data on non-Hispanic white students as a comparison. The last section concludes with a discussion of the implications of results.

¹ <https://nces.ed.gov/ipeds/datacenter/SummaryTable.aspx?templateId=2310&tableYear=2010>

² Detailed data on enrollment coverage can be found on the NSC website in an excel workbook: <https://nscresearchcenter.org/workingwithourdata/>

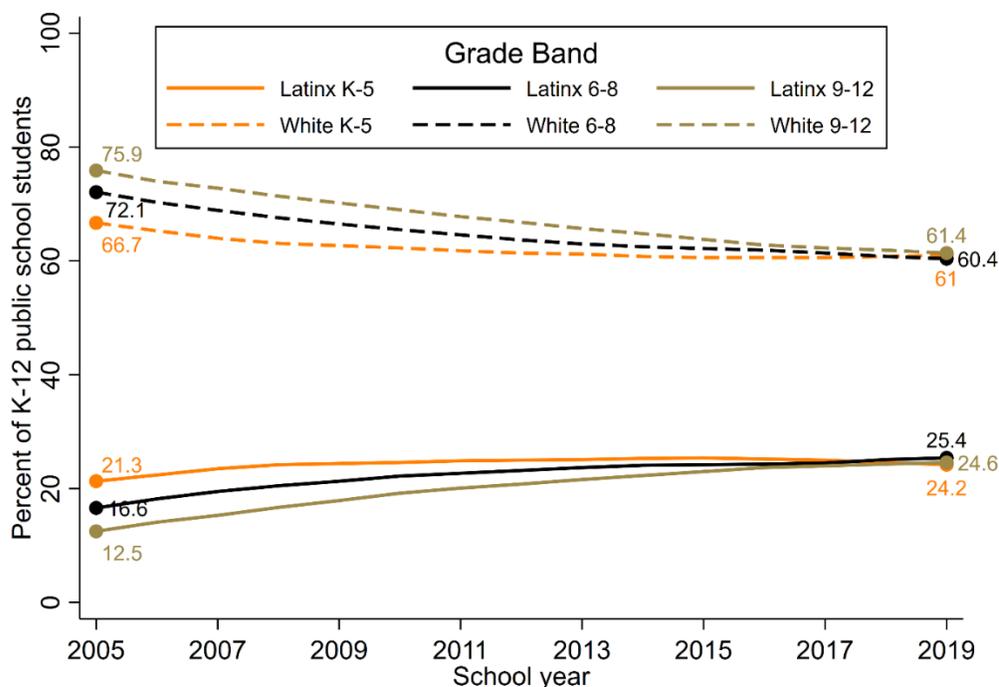
Latinx Enrollment at K-12 Public Schools in Oregon

From 2004-05 to 2018-19, the number of K-12 Latinx students has increased, especially among middle and high school students.

During the 2004-05 school year, there were 100,041 Latinx students enrolled in Oregon K-12 schools, representing about 17 percent of the K-12 public school population. Since then, the number has grown significantly. During the 2018-19 school year, there were 147,944 Latinx students enrolled in Oregon public schools, a 48 percent increase in enrollment. Latinx students now make up 24 percent of all K-12 students in Oregon. During this same time period, the number of non-Hispanic white students decreased from 407,790 to 366,308, a ten percent decrease in enrollment.

Latinx representation in K-12 enrollment has increased across all grade bands and especially among middle and high school students. In 2018-19, about one-quarter of K-12 public school students were Latinx.

Figure 1. Percent of K-12 Oregon student population that is Latinx, over time



Source: Analysis of ODE data

During the 2018-19 school year, elementary (K-5) school enrollment in Oregon was 24.2 percent Latinx, 3 percentage points higher compared to the 2004-05 school year. However, growth in Latinx elementary enrollment appears to have slowed in the most recent years. The share of Latinx students has grown much more dramatically for middle and high school. The percent of middle school (grades 6-8) students who are Latinx increased from 16.6 to 25.4 percent and the

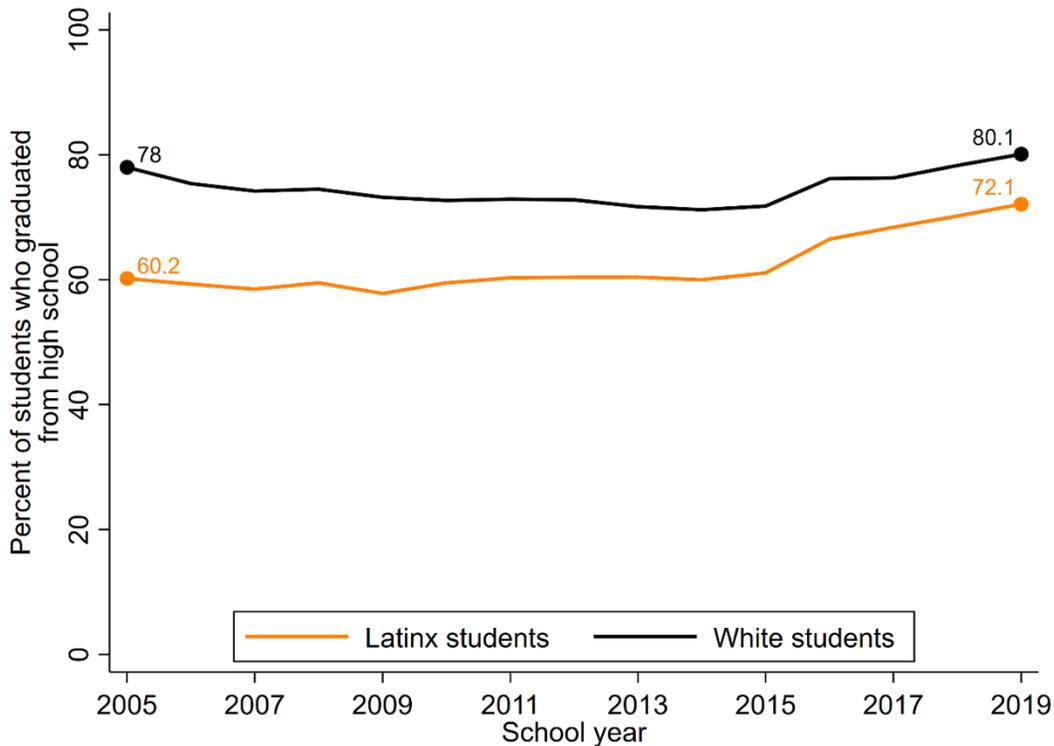
high school share increased from 12.5 to 24.6 percent. The increased representation of Latinx students in Oregon public schools has been followed by a decrease in the share of students who are non-Hispanic white across all grade bands. The continued relatively large number and proportion of Latinx students in elementary grades suggests that Latinx enrollment will continue to be a sizeable proportion of Oregon high school students for years to come.

High school graduation rates have increased for Latinx students.

In addition to increased numbers of students in Oregon schools, Latinx students are also demonstrating improved graduation outcomes. The percent of high school seniors who graduated from Oregon high schools during the 2018-19 school year was 72.1 percent, about 12 percentage points higher compared to the 2004-05 school year.

Latinx students have made substantial gains in closing the graduation gap compared to non-Hispanic white students. During the 2004-05 school year, non-Hispanic white students graduated at rates that were 18 percentage points higher compared to Latinx students. During the 2018-19 school year, non-Hispanic white students graduated at rates that were 8 percentage points higher compared to Latinx students, a decrease of 10 percentage points.

Figure 2. Percent of Latinx grade 12 students who graduated over time



Source: Analysis of ODE data

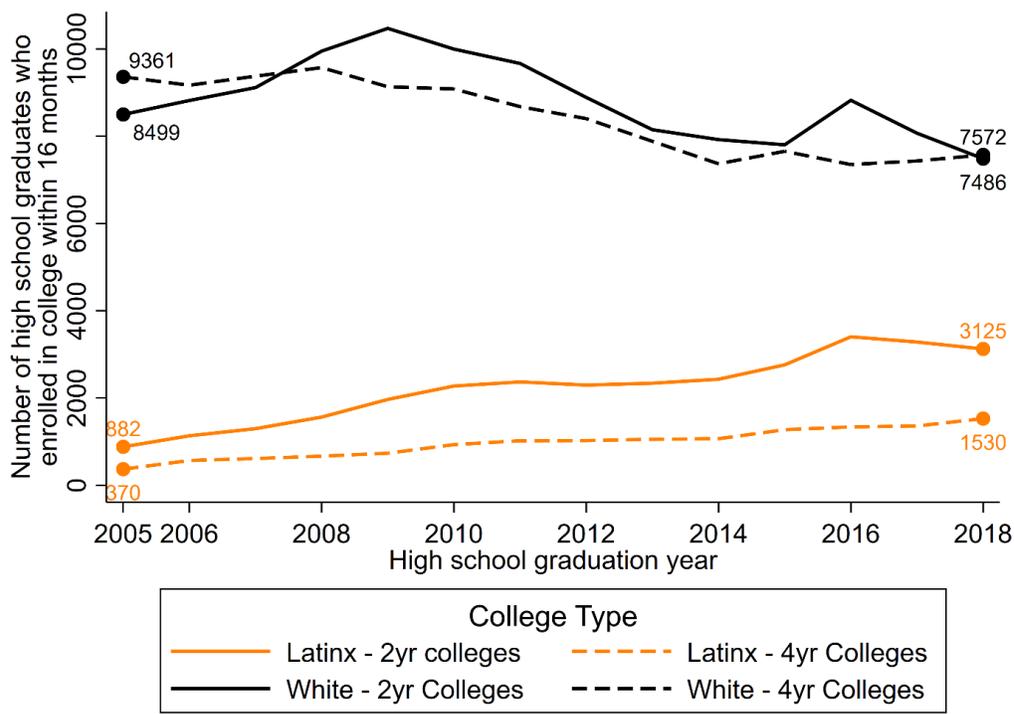
Latinx College Enrollment Trends

In this section, we describe college enrollment trends for Latinx public high school graduates. Our analysis looks at cohorts of students who graduated from high school in 2005 to 2018 and calculates the number and percent of students who enrolled in college within 16 months after high school graduation. The numbers here represent high school graduates who enrolled in college after high school and do not include students who first attended community college and then transferred to university.

From 2005 to 2018, the number of Latinx public high school graduates who enrolled in college after high school increased.

Since the 2004-05 school year, the number of Latinx public high school seniors who enrolled in college after graduating from high school has steadily increased. Among Latinx students who graduated in 2018, 4,655 students enrolled in college 16 months after their graduation (figure 3). This growth represents more than a 250 percent increase in the number of Latinx students enrolling in college after high school relative to the 2004-05 school year when 1,252 students enrolled in college after high school. During the same time, the number of non-Hispanic white students who enrolled in college within 16 months of graduation has trended in the opposite direction. Overall, there were 2,802 fewer non-Hispanic white students who enrolled in college during the 2018-19 school year compared to the 2004-05 school year.

Figure 3. Number of Latinx high school graduates who enrolled in college over time



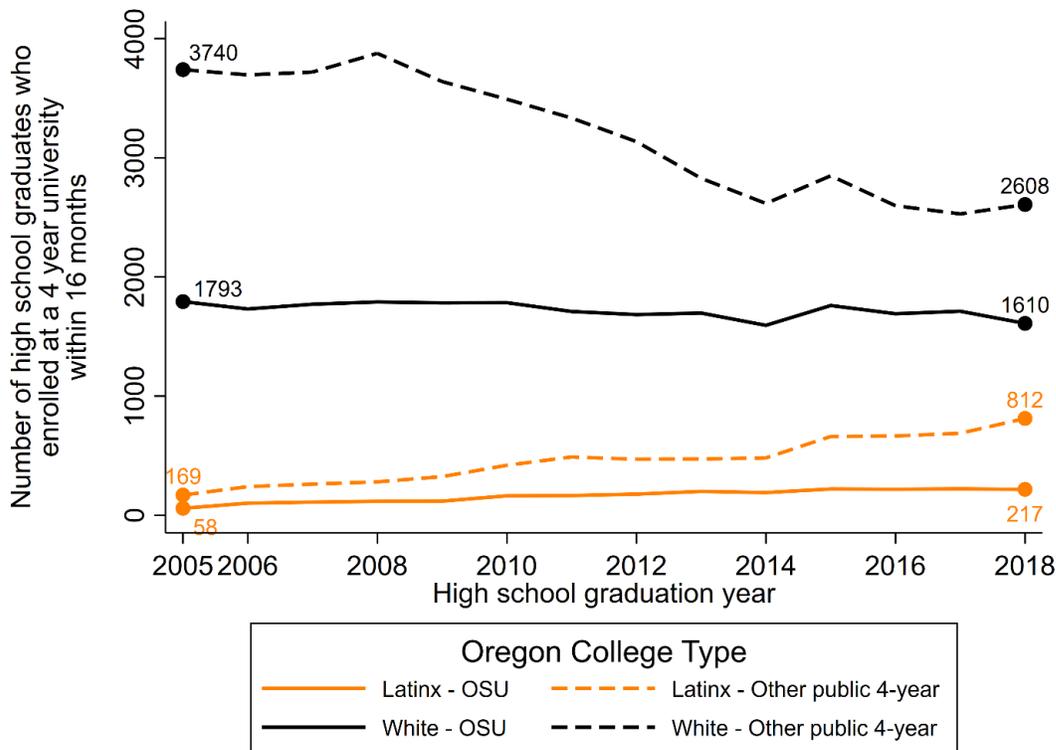
Source: Analysis of ODE and NSC data

Growth in Latinx college enrollment has increased for both two-year and four-year colleges. More Latinx high school graduates who enroll in college elect to attend a two-year college rather than a four-year college (figure 3). However, Latinx enrollment in two-year colleges has decreased since 2016 while Latinx enrollment in four-year colleges has continued to climb since 2005. In comparison, Non-Hispanic white enrollment at two- and four-year colleges has steadily decreased, with the largest decrease occurring in the number of students enrolling at a four-year college.

The number and proportion of Latinx public high school graduates who enroll at OSU is increasing.

The number of Latinx high school graduates who elect to enroll at OSU after high school has steadily increased. Among Latinx graduates in 2005, 58 students enrolled at OSU within 16 months after high school. This number increased to 217 for Latinx graduates in 2018, an increase of more than 250 percent. This level of growth is lower compared to growth in the number who elect to enroll at other public 4-year universities in Oregon. In comparison, non-Hispanic white enrollment at OSU has remained relatively steady. Among non-Hispanic white graduates in 2018, 1,610 enrolled at OSU, 183 fewer compared to 2005. Non-Hispanic white enrollment at other four-year public universities has decreased much more significantly.

Figure 4. Number of Latinx public high school graduates who enroll at OSU and other 4-year colleges over time

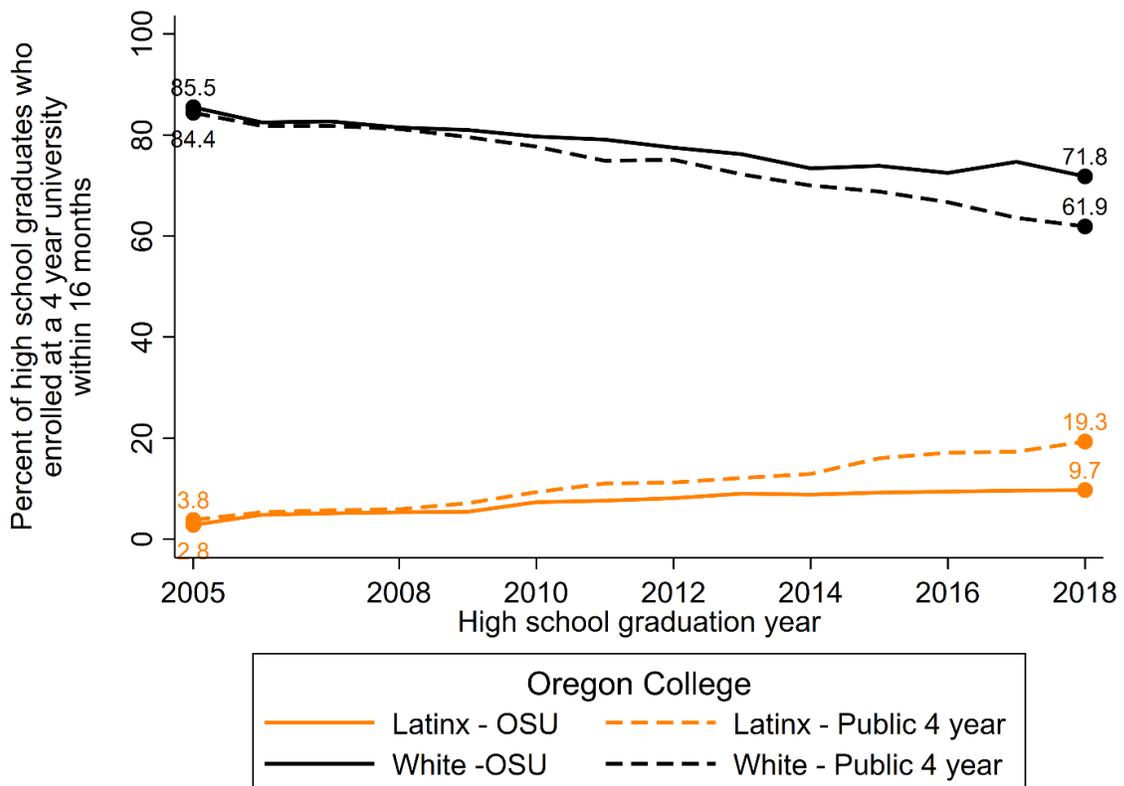


Source: Analysis of ODE and NSC data

While there has been growth in the representation of Latinx students in the public high school graduate population at OSU over the years, this growth has trailed behind other four-year universities in Oregon. Latinx students made up 9.7 percent of 2018 Oregon public high school graduates who enrolled at OSU after high school, an 8-percentage point increase compared to the 2005 graduates. Latinx students made up 19 percent of 2018 Oregon public high school graduates who enrolled at other four-year universities in Oregon after high school.

On the other hand, there has been a decrease in the share of non-Hispanic white students in the public high school graduate population at OSU over the years. Among 2018 high school graduates who enrolled at OSU, 71.8 percent were non-Hispanic white, a 14-percentage point drop compared to 2005 seniors who enrolled at OSU.

Figure 5. Share of Oregon public high school graduate population at 4-year universities who are Latinx



Source: Analysis of ODE and NSC data

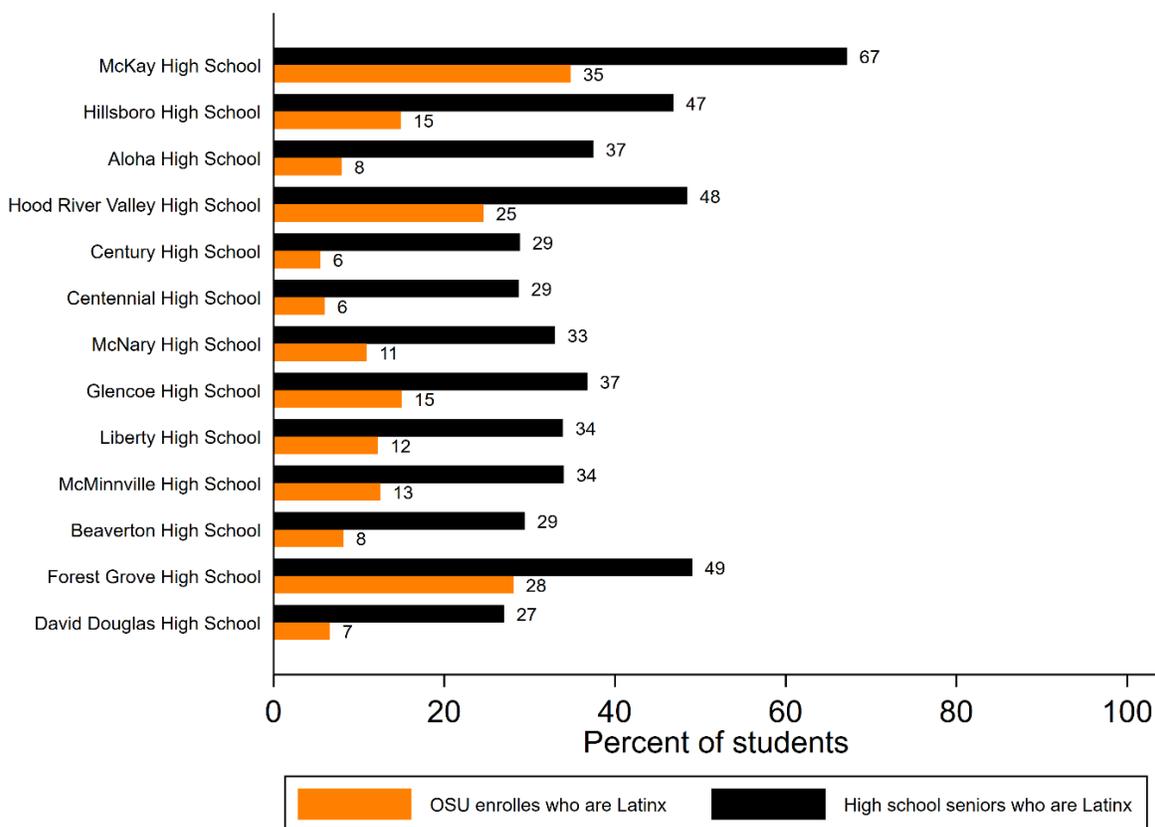
OSU enrolls a relatively small share of Latinx students from medium or large high schools that send many students to OSU.

We identified a set of schools that could potentially be large feeders of Latinx students to OSU. These high schools met the following criteria:

- They were medium or large Oregon high schools, meaning they averaged at least 100 seniors between 2015/16 to 2017/18.
- They were also in the highest quintile of seniors enrolling at OSU from the graduating classes of 2016 to 2018. The range of students that enrolled at OSU and originated from these high schools ranged from 45 to 207 individuals across the three years.
- They also served a significant concentration of Latinx students (20% or more of seniors).

Among these high schools, Latinx students were underrepresented among students who enrolled at OSU relative to their school population (Figure 6). For example, over the three cohorts of graduating seniors, 67 percent of seniors at McKay High School were Latinx, and 35 percent of students who enrolled at OSU from this high school were Latinx, a 32-percentage point gap. Furthermore, there was 20 percentage point gap or higher at 13 of these feeder high schools.

Figure 6. Share of Latinx students who enroll at OSU by high school of origin



Source: Analysis of ODE and NSC data

We then broadened the set of schools to 18 high schools that met the following criteria:

- They were medium or large Oregon high schools, meaning they averaged at least 100 seniors between 2015/16 to 2017/18.
- They also served a significant concentration of Latinx students (20% or more of seniors).

Among these high schools, few students from the graduating classes of 2016 to 2018 enrolled at OSU. Despite the high number of Latinx seniors at these high schools, fewer than 3 Latinx students from each school enrolled at OSU over the last three cohorts of graduating seniors (Table 1). Overall, few Latinx seniors from the listed high schools are enrolling at any four-year college after graduation. However, at a few of these schools, Latinx students are enrolling at other 4-year public universities at higher rates. For example, other 4-year public institutions attracted 10 or more Latinx students from Phoenix, McLoughlin, and Milwaukie High School over the last three years while OSU attracted fewer than 3 students from each of these high schools.

Table 1. Number of graduating seniors who enroll at 4-year colleges by high school of origin

High School	Total Students	Latinx Students	Percent Latinx	Number of Latinx students who enrolled at		
				OSU	Other public 4 year	Private 4 year
Roberts High School	1358	651	48	*	*	*
Summit Community College High School	936	460	49	*	*	*
Reynolds Learning Academy	403	266	66	*	*	*
Milwaukie High School	837	263	31	*	11	*
McLoughlin High School	414	225	54	*	10	*
Phoenix High School	556	203	37	*	29	*
Eugene Education Options	857	179	21	*	*	*
Central Medford High School	519	170	33	*	*	*
Albany Options School	690	165	24	*	*	*
Metro East Web Academy	596	158	27	*	*	*
Alliance High School	556	157	28	*	*	*
Klamath Union High School	506	145	29	*	*	*
Durham Center	302	123	41	*	*	*
Mazama High School	491	111	23	*	*	*
Insight School of Oregon Painted Hills	478	103	22	*	*	*
Gateways High School	326	94	29	*	*	*
Taft High School	339	77	23	*	*	*
Seaside High School	327	73	22	*	*	*

Note: Asterisk indicates cell size less than 10.
Source: Analysis of ODE and NSC data.

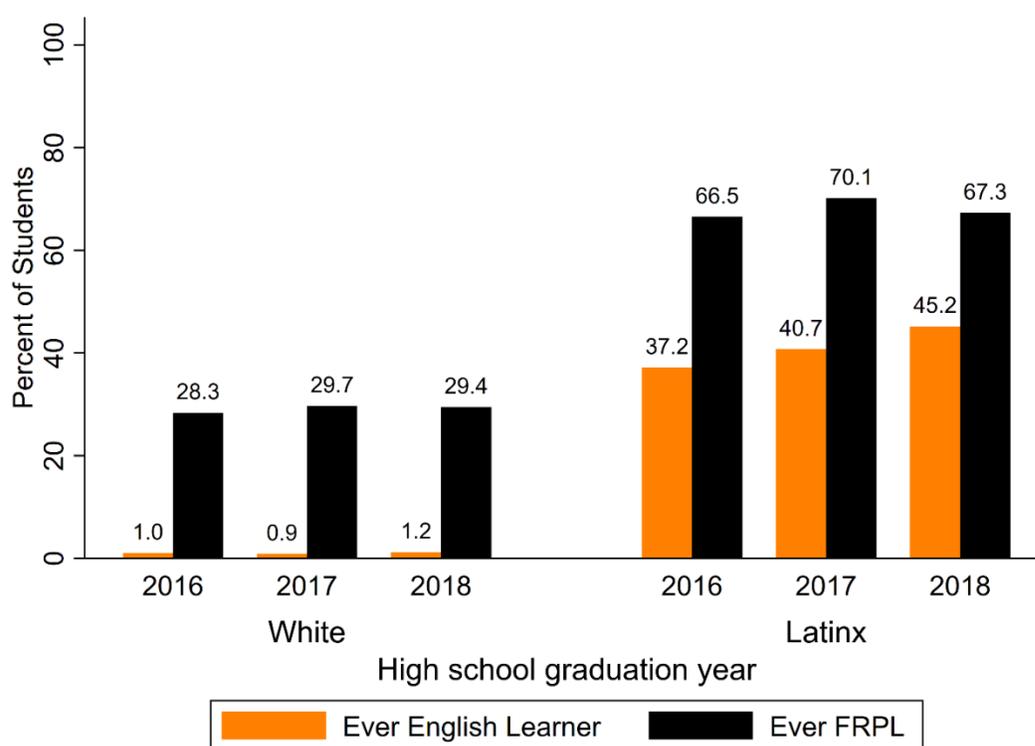
Characteristics of Latinx Students at Oregon State University

In this section, we explore the demographic and academic characteristics of Latinx students who enroll at OSU. We focus on describing the characteristics of the three most recent cohorts of high school graduates who enrolled at OSU after high school.

About two-thirds of Latinx high school graduates who enroll at OSU are low-income and over one-third are English Learners.

The majority of Latinx students who enrolled at OSU after high school qualified for free or reduced-price lunch (FRPL) at some point during their K-12 enrollment. Among the cohorts studied, the rate of students who were ever FRPL ranged from 64 to 70 percent, depending on the year. In comparison, less than a third of non-Hispanic white students ever qualified for free or reduced-price lunch. Furthermore, about one in three Latinx student who enrolled at OSU were identified as an English Learner (EL) and received services to improve English proficiency. In comparison, about 1 percent of non-Hispanic white students were ever classified as an EL.

Figure 7. Percent of Latinx high school graduates at OSU who qualified for free or reduced priced lunch and were identified as an English Learner



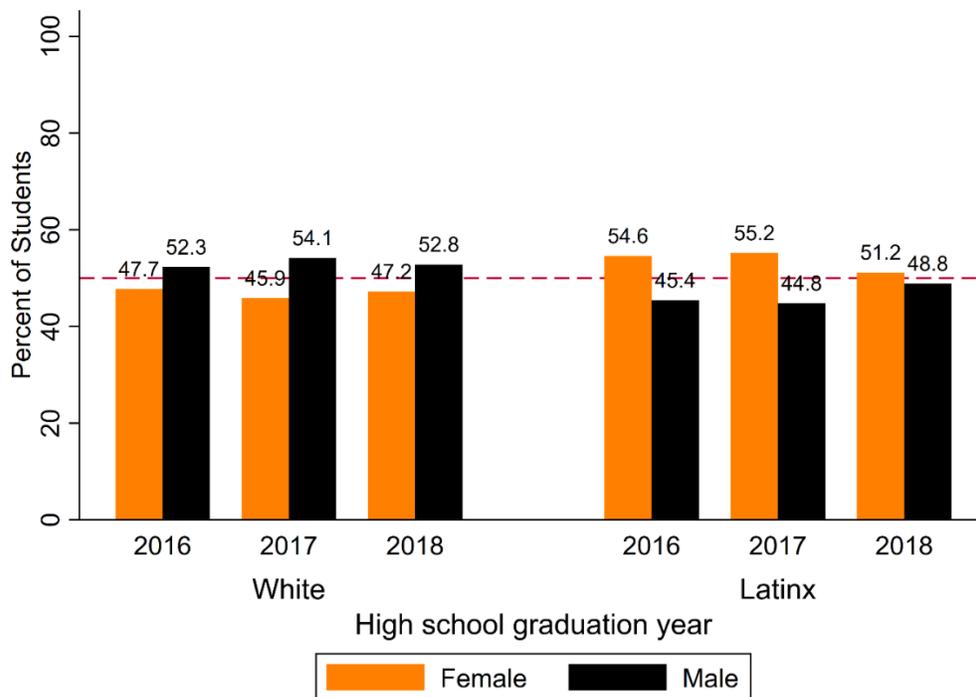
Source: Analysis of ODE and NSC data

Among Latinx students who were ever identified as EL in K-12, almost all of the students reclassified as fully English proficient before high school. Overall, less than 5 percent of students were still identified as EL during their senior year of high school.

A higher proportion of Latinx high school graduates at OSU are female.

Latinx female students consistently make up a larger proportion of the Latinx high school graduates who enroll at OSU. Among the cohorts analyzed, the proportion of Latinx students who were female ranged from 2.5 to 9.2 percentage points higher relative to male Latinx students. These patterns are similar compared to national trends that show a growing gap between male and female Latinx college outcomes (Pérez-Huber et al., 2015; Saenz & Panjuan, 2011). In contrast, the non-Hispanic white student population tends to be more male than female.

Figure 8. Percent of Latinx high school graduates at OSU who are male or female



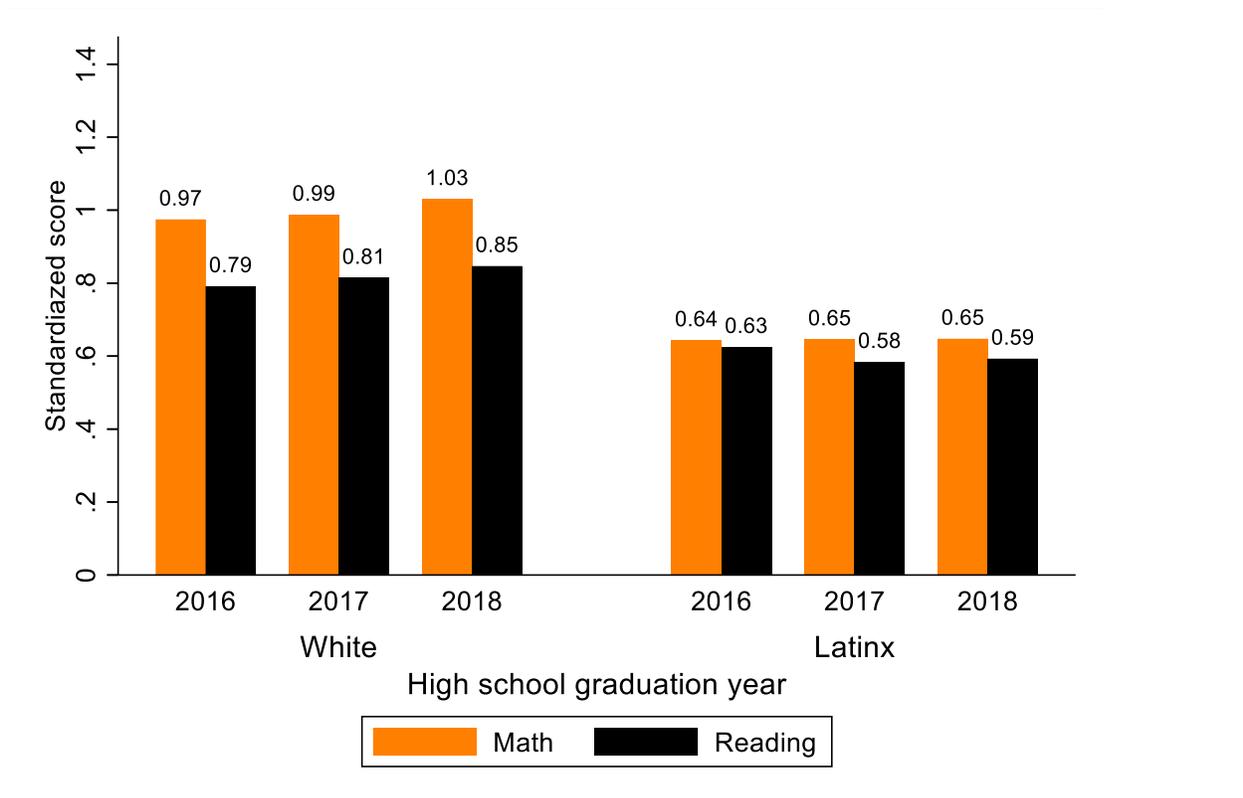
Note: Red line represents the 50 percent point.
Source: Analysis of ODE and NSC data

Latinx high school graduates at OSU scored above average on state standardized assessments, especially in math.

Latinx students who enrolled at OSU scored significantly above state average test scores on the Smarter Balanced Assessments in math and reading. In math, the average score was consistently about 0.6 standard deviations above the mean. This means that the average Latinx student who enrolled at OSU scored higher in their math state assessment compared to 73 percent of students in their respective year. The average reading score was slightly lower across all years and ranged from 0.59 to 0.62 standard deviations above the mean. This means that the average Latinx student scored higher than about 72 percent of students in their respective year.

Non-Hispanic white students who enrolled at OSU earned higher scores in both reading and math. In math, non-Hispanic white students earned an average score of 0.97 to 1.03 standard deviations above the mean in math and 0.79 to 0.85 standard deviations above the mean in reading. This means that the average non-Hispanic white student who enrolled at OSU scored higher than about 83 percent of students in math and 79 percent in reading.

Figure 9. Mean math and reading Smarter Balanced Assessment scores for Latinx high school graduates at OSU



Potential implications of findings

This analysis points to the following implications for OSU:

- Latinx college enrollment may continue to increase in Oregon due to an increase in the raw number of Latinx students in high school grade bands and increases in public high school graduation rates among Latinx students.
- Enrollment of Latinx high school graduates is increasing at OSU, but there is an opportunity to increase enrollment given that enrollments at OSU are lower than enrollments at other four-year colleges in Oregon.
- Recruitment opportunities for OSU exist both at schools that already send a significant number of students to OSU and at schools that do not. OSU is recruiting a significant

number of students from multiple high schools, but few of those students are Latinx. Additionally, there are several schools with a large number of Latinx students that are consistently not choosing OSU. These may be candidate schools that OSU can target for future outreach

- Latinx high school graduates at OSU are high-achievers and many are low-income. These characteristics point to opportunities to potentially increase financial aid and other incentives and supports to better recruit and retain Latinx students.
- There are differences in the academic and lived experiences of Latinx students compared to non-Hispanic white students. As described in this report, a higher proportion of Latinx students are low-income, come from a home where a language other than English is spoken, and female. These findings suggest important characteristics of these students not captured from this data, such as the challenges and opportunities of coming from a mixed status family and other sociocultural factors that are more prevalent for Latinx students. As OSU transitions to serving a student body that is increasingly Latinx, institutional changes will need to happen to address changing needs. A starting point may be to define what it means to serve Latinx students at OSU (Garcia, et. al., 2019).

References

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