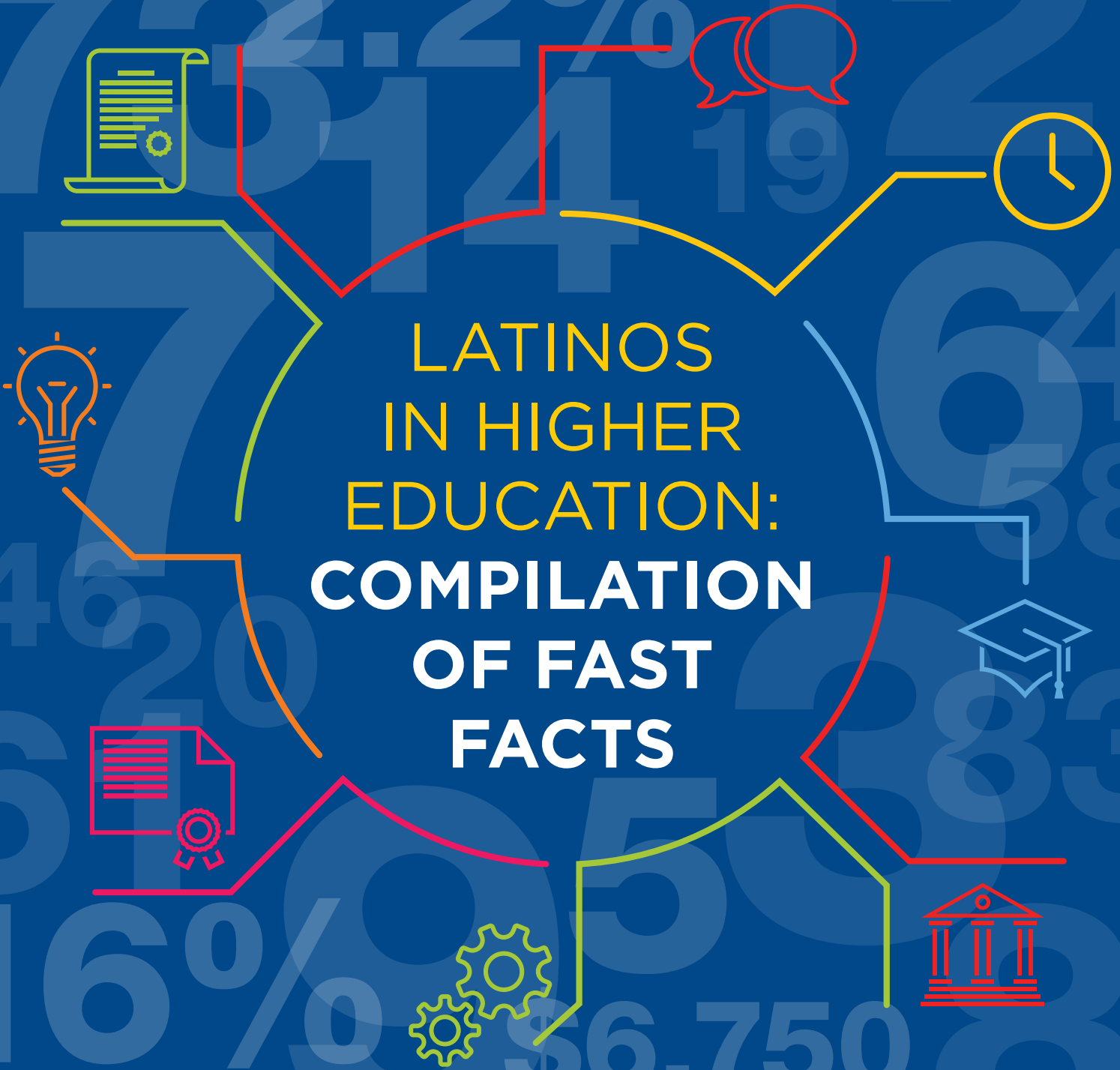


LATINOS
IN HIGHER
EDUCATION:
COMPILATION
OF FAST
FACTS



Latinos in Higher Education: Compilation of Fast Facts

APRIL 2019

COMPILED BY: Deborah A. Santiago, CEO, Julie Laurel, Senior Researcher, Janette Martinez, Senior Policy/Research Analyst, Claudia Bonilla, Policy/Research Analyst, and Emily Labandera, Policy/Research Intern

Note to reader: *Excelencia* in Education originally developed the fast facts in this compilation as individual “one-page” documents to inform policy and practice. At the request of our constituents, we have combined these individual documents into one compilation. As a result, the format of this compilation reflects the combination of fact sheets and pages are not enumerated.

For more information on this publication contact: contact@EdExcelencia.org

This compilation is available for download at *Excelencia* in Education’s website at the following address: www.EdExcelencia.org/FastFacts-2019



Excelencia in Education accelerates Latino student success in higher education by promoting Latino student achievement, conducting analysis to inform educational policies, and advancing institutional practices while collaborating with those committed and ready to meet the mission. Launched in 2004 in the nation’s capital, *Excelencia* is building a network of results-oriented educators and policymakers to address the U.S. economy’s need for a highly educated workforce and engaged civic leadership. For more information, visit: www.EdExcelencia.org.

Copyright © 2019 by *Excelencia* in Education. All rights reserved.

Suggested Citation: *Excelencia* in Education. (April 2019). *Latinos in Higher Education: Compilation of Fast Facts*. Washington, D.C: *Excelencia* in Education.

Latinos in Higher Education: Compilation of Fast Facts

Foreword

Fifteen years ago, we created *Excelencia* in Education because national postsecondary education discussions we participated in either neglected to consider Latinos at all, or were incredibly deficit-based and grounded on inaccurate information. We sought to change the discourse about Latino students and our community to be more accurate, critical, and action-oriented. We wanted the public to know about and use effective practices increasing Latino student success across the country. We wanted to inform public policy on critical issues impacting Latino students and the existing, concrete strategies to improve the education and success of our community, the broader post-traditional student, and thus the nation at large. And we sought to compel educators and policymakers, funders and constituencies to invest in the success of Latino students to achieve the significant success possible through taking positive actions.

Much has changed in these last 15 years. Latinos are making significant progress in educational attainment. There is certainly more attention on the Latino community, and some are recognizing the benefits of investing in Latino success. Yet there is still much more work to do. Great opportunities exist for higher education to increase access, persistence, retention, degree attainment, and workforce participation of Latino students in long-established communities as well as emerging communities.

We began our work with the belief that a country's most precious resource is its human resource. And education is the vehicle for engaging and strengthening this country's human resource. Grounded by these perspectives, *Excelencia* continues to provide an asset-based perspective and concrete data and practices to accelerate Latino student success in higher education that ensures America's brightest future.

The release of "Latinos in Higher Education: Compilation of Fast Facts" continues our commitment to provide baseline information on Latinos' educational progress. This compilation of one-pagers serves as a reference tool to better understand the Latino college students today and can inform data-driven discussions about improving Latino educational achievement. This compilation begins with an overview of Latino college students followed by Latinos in higher education along the following four issue areas: 1) affordability, 2) institutional capacity, 3) retention, transfer, and completion, and, 4) workforce.

As we go forward we remain committed to providing data to advance Latino student success, and to serving as a source for tactical information about practices, policies and partnerships with evidence of effectiveness in serving Latino students. We will continue to advance and expand knowledge and a network of action-oriented leaders to increase Latino college completion. Working together we will accelerate Latino student success and thus develop America's workforce and civic leadership.



Sarita E. Brown
President



Deborah A. Santiago
Chief Executive Officer

Latinos in Higher Education: Compilation of Fast Facts



Table of Contents

Overview

- Profile of Latino College Students
- Latino Males in Higher Education
- Latino Adult Learners in Higher Education
- Higher Education in Puerto Rico

Affordability

- How Latinos Pay for College
- Latinos and Student Loans
- Latinos and Pell Grants

Institutional Capacity

- Hispanic-Serving Institutions (HSIs): 2017-2018
- Developing Hispanic-Serving Institutions (HSI) 101: Building Capacity

Retention, Transfer, and Completion

- Latino Pathways to College Completion
- Latino College Enrollment and Completion: Top States
- Top 25 Institutions Awarding Credentials/Degrees to Latinos:
 - Certificates
 - Associate
 - Baccalaureate
 - Master's
 - Doctorate
 - First Professional

- Latinos and College Completion: Degrees Awarded 2016-2017

- Latino Degree Attainment: 5 Year Overview

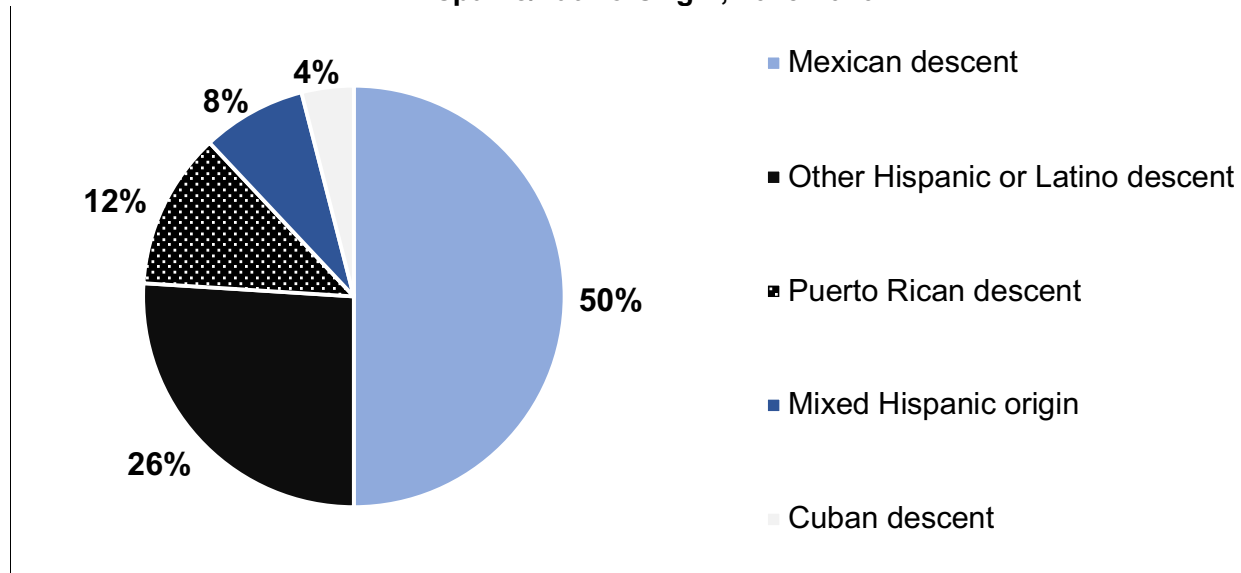
Workforce

- Latino Student Success and the Workforce
- Life Outcomes After Graduation: A Focus on Hispanic-Serving Institutions (HSIs)

Origins and Citizenship

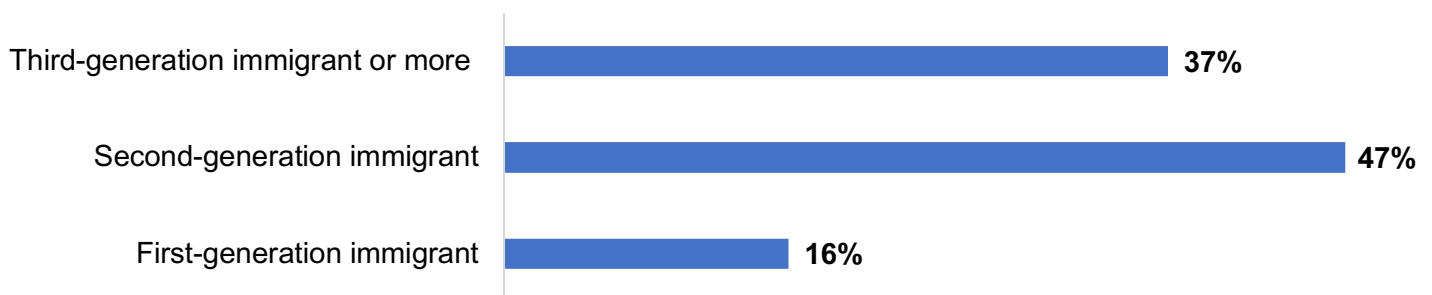
- **The majority of Latino students were of Mexican or Puerto Rican descent.** Half of all Latino students were Mexican, Mexican-American, or Chicano descent (50%), while 26% were of other Hispanic descent, 12% were of Puerto Rican descent, 8% were of mixed Hispanic origin, and 4% were of Cuban descent.

Hispanic/Latino Origin, 2015-2016



- **The overwhelming majority of Latino students were U.S. citizens.** Overall, 98% of Latino students were either U.S. citizens (89%) or U.S. residents (9%), and 2% were international. Comparatively, 97% of Whites, 93% of African Americans, and 64% of Asian students were U.S. citizens.
- **The majority of Latino students were U.S. born.** The majority (84%) of Latinos reported being either second- or third-generation immigrants. About 47% of Latinos were second-generation immigrants—U.S.-born, with either both or one parent born in another country—37% were third-generation immigrants or more—their parents were U.S.-born—16% were first-generation immigrants—born in another country.

Latino Students by Generational Immigration, 2015-2016



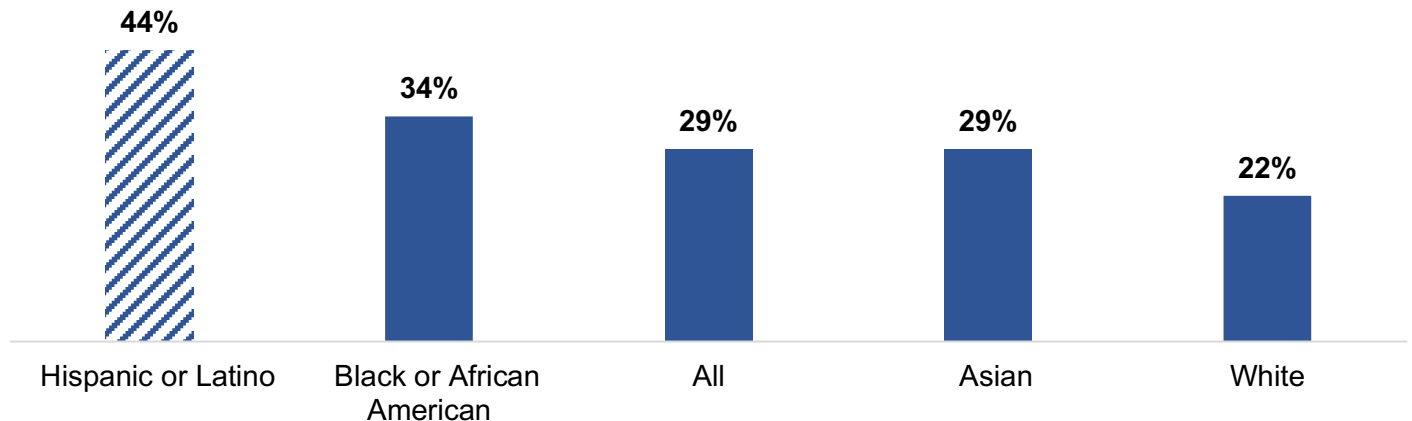
Gender

- **The majority of Latino students identified as female, similar to other racial/ethnic groups.** About 58% of Latino, 62% of African American, 57% of all, 55% of White, and 52% of Asian students identified as female.

Latinos as First-Generation College Students

- **Latinos were much more likely to be first-generation college students than other racial/ethnic groups.** Almost half of Latinos (44%) were the first in their family to attend college, compared to African American (34%), all (29%), Asian (29%), and White (22%) students.

First-Generation Students by Race/Ethnicity, 2015-2016



Field of Study

- **Latino students were less likely to pursue STEM (Science, Technology, Engineering, or Mathematics) fields, similar to other racial/ethnic groups—except Asians.** About 16% of Latinos majored in a STEM field. Comparatively, 28% of Asians, 18% of Whites, 17% of all, and 13% of African Americans majored in a STEM field.

Enrollment and Attendance Intensity

- **The majority of Latino students attended public institutions.** Of all Latino students, 41% enrolled in public 2-year institutions, 28% enrolled in public 4-year institutions, 11% enrolled in private for-profit institutions, and 10% enrolled in private 4-year non-profit institutions.
- **Latino students were more likely to enroll part-time or to mix their enrollment between full and part-time, than be enrolled full-time.** While 40% of Latinos students enrolled exclusively full-time, the remaining 60% enrolled either exclusively part-time (36%) or mixed their enrollment (24%).

Employment While Enrolled in College

- **While most Latino students worked to pay for college, they primarily saw themselves as students.** About 75% of Latino students identified primarily as students working to meet expenses—much like 77% of Asian, 75% of White, 74% of all, and 69% of African American students.
- **Most Latino students worked more than 30 hours a week, in some cases overtime, to finance their education.** About 32% of Latino students worked 40 hours or more, 19% worked 30 to 39 hours, 26% worked 20-29 hours, and 23% worked 1 to 19 hours, per week.

Type of Residence While Enrolled in College

- **Most Latino students lived off campus and/or with their parents, more so than other racial/ethnic groups.** The majority (81%) of Latino students either lived off campus and/or with their parents. Comparatively, 77% of African American, 76% of all, 75% of White, and 73% of Asian students lived off campus and/or with their parents.

Population

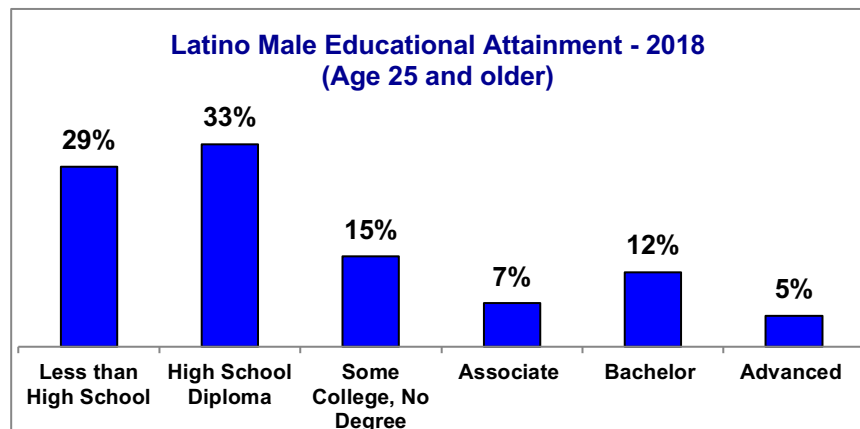
- **Latino male high school dropout rates have decreased significantly.** In 2016, 10% of Latino males dropped out of high school, compared to 25% in 2007.¹
- **Latino males and females graduate from high school at similar rates.** In 2013, Latino males represented 49% of Latino high school graduates and females represented 51%.²
- **Latino males were the second largest group of males of traditional college-age.** In 2017, Latino males represented 22% of the traditional college age population (18-24), compared to Whites (54%), African Americans (15%), and Asians (6%).³

College Enrollment

- **More Latino males were college-age, but less were enrolled in college.** In 2016, Latino males represented 52% of the Latino college-age population, but 42% of Latinos enrolled in college.⁴
- **Latino male enrollment in college increased over the last 10 years.** From 2007 to 2016, Latino male enrollment in higher education increased 67% (from 802,000 to 1.34 million).⁵
- **Despite their growth in enrollment, Latino male representation in college was lower than Latino females.** In Fall 2016, Latino males represented 42% of Latino undergraduates and Latino females represented 58% (1.34 million vs. 1.82 million).⁶
- **Latino males enrolled in graduate programs at lower rates than Latino females.** In 2016, 37% of Latino students enrolled in graduate programs were male, while 63% were female.⁷

Educational Attainment

- **Nearly two-thirds of Latino male adults only have a high school education or less.** In 2018, 62% of Latino male adults (25 and older) had earned a high school diploma (33%) or less than a high school diploma (29%) as their highest educational attainment, while 24% had earned an associate degree or higher.⁸ [SEE GRAPH]
- **Latino males had lower levels of degree attainment than other males.** As of 2018, 21% of Latino males had earned an associate degree or higher, compared to Asian (60%), White (46%), and African American (29%) males.⁹
- **Latino males earned fewer college degrees than Latino females.** As of 2018, 21% of Latino males had earned an associate degree or higher, compared to 27% of Latino females.¹⁰
- **Latino males increased their attainment of associate degrees at much higher rates than other males in the last 10 years.** Between 2007 and 2016, Latino males increased associate degrees earned by 136%, compared to African American (58%), Asian (51%), and White (18%) males.¹¹
- **Latino males saw higher increases in baccalaureate degrees in the last 10 years than other males.** Between 2007 and 2016, Latino males increased baccalaureate degree attainment by 108%, compared to African American (41%), Asian (33%), and White (9%) males.¹²



¹ U.S. Department of Education, National Center for Education Statistics (NCES), *Digest of Education Statistics 2017*, Table 219.70.

² U.S. Department of Education, National Center for Education Statistics (NCES), *Digest of Education Statistics 2017*, Table 219.32.

³ U.S. Census Bureau, *American Community Survey 2017, 1-year Estimates*. Table B01001: Sex by Age.

⁴ U.S. Census Bureau, *American Community Survey 2017, 1-year Estimates*. Table B01001: Sex by Age and NCES, *Digest of Education Statistics 2017*, Table 306.10.

⁵ U.S. Department of Education, National Center for Education Statistics (NCES), *Digest of Education Statistics 2017*, Table 306.10 and NCES, *Digest of Education Statistics 2009*, Table 226.

⁶ U.S. Department of Education, National Center for Education Statistics (NCES), *Digest of Education Statistics 2017*, Table 306.10.

⁷ Ibid.

⁸ U.S. Census Bureau, *Current Population Survey, 2018 Annual Social and Economic Supplement*, Table 1: Educational Attainment.

⁹ Ibid.

¹⁰ Ibid.

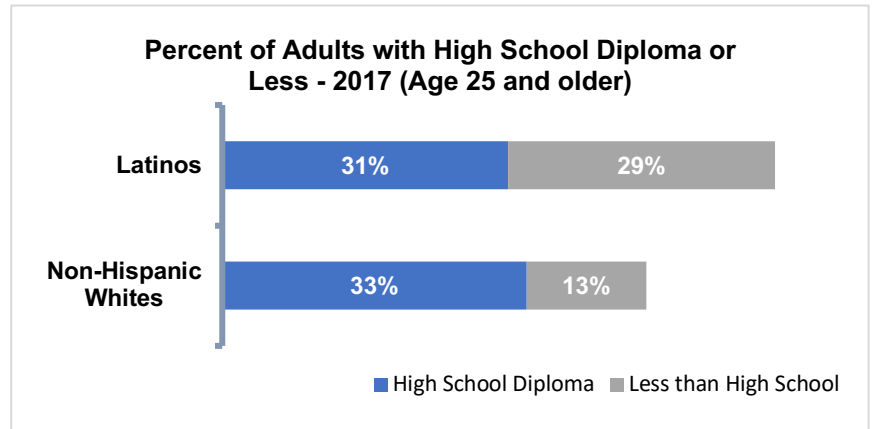
¹¹ U.S. Department of Education, National Center for Education Statistics (NCES), *Digest of Education Statistics 2017*, Table 321.20.

¹² U.S. Department of Education, National Center for Education Statistics (NCES), *Digest of Education Statistics 2017*, Table 322.20.

Population

- **The Latino population is significantly younger than non-Hispanic Whites.** In 2017, the median age of Latinos was 29, compared to 41 for non-Hispanic Whites.¹
- **The number of Latino adults has increased.** From 2000 to 2016, the number of Latino adults increased by 72% while the number of White adults has remained flat.²

- **A majority of Latino adults have a high school education or less.** In 2017, 60% of Latino adults (25 years and older) had a high school diploma (31%) or less (29%), compared to 46% of non-Hispanic Whites who had a high school diploma (33%) or less (13%).³
[SEE GRAPH]



- **Latino adults have lower degree attainment than non-Hispanic White adults.** Only 23% of Latino adults have earned a college degree compared to 47% of non-Hispanic Whites. Degree attainment of Latino adults is 10% lower than attainment levels of non-Hispanic Whites from 25 years ago.⁴

Undergraduate Enrollment

- **Very small percentages of Latino adults are enrolled as undergraduates.** In Fall 2016, 3% of Latino adults (ages 25 and older) were enrolled in college. This is similar to non-Hispanic White adults (3%) and slightly less than African-American/Black adults (5%) and Asian adults (4%).⁵
- **Two-thirds of Latino adults enrolled in college were born in the United States.** In 2015, 67% of Latino adult residents (ages 25 and older) enrolled in college were born in the United States.⁶
- **More than half (55%) of Latino adults have a cumulative GPA of 3.0 and higher.** In comparison, 65% of non-Hispanic White adult students and 61% of Asian adult students had similar GPAs.⁷
- **A majority of Latino adults work more than 30 hours per week while enrolled as undergraduates.** In 2015-16 academic year, 71% of Latinos adults (25 years and older) worked 30 hours or more while enrolled in college.⁸
- **About one-third of Latina (female) students are also caring for dependent children.** In 2011-12, 32% of Latino female undergraduates had dependent children, compared to only 18% of Latino male undergraduates.⁹

Prior Learning Assessment (PLA)

- **On average, Latino adults were less likely to take advantage of innovations such as PLA, but that difference may be mostly a function of access rather than of interest.**¹⁰ Multi-institutional research studies have shown that, across all institutions, Latino adults were less likely to participate in PLA to earn credits compared to all students (15% vs. 35%).¹¹ In 2014-15, almost half of all Latino students were enrolled in community colleges (45%)¹² where there have historically been fewer PLA options. When controlling for institution, Latinos took advantage of PLA at similar rates as other groups.¹³

This fact sheet was developed in partnership with Council for Adult and Experiential Learning (CAEL).

¹ U.S. Census Bureau, *2017 American Community Survey*. Table B01002: Median Age by Sex.

² Schak, J.O. and Howard-Nichols, A. (2017). *Degree Attainment for Latino Adults: National and State Trends*. Washington, D.C.: The Education Trust.

³ U.S. Census Bureau (December 2017), *Current Population Survey, 2017 Annual Social and Economic Supplement*, Table 1: Educational Attainment of the Population 18 Years and Over, by Age, Sex, Race, and Hispanic Origin: 2017

⁴ Schak, J.O. and Howard-Nichols, A. (2017). *Degree Attainment for Latino Adults: National and State Trends*. Washington, D.C.: The Education Trust.

⁵ U.S. Census Bureau (August 2017), *Current Population Survey Data on Enrollment, October 2016*. Table 1: Enrollment Status of the Population 3 Years and Over, by Sex, Age, Race, Hispanic Origin, Foreign Born, and Foreign-Born Parentage: October 2016.

⁶ Stepler, R. and Brown, A. (2017). *Facts on U.S. Latinos, 2015: Statistical Portrait of Hispanics in the United States*. Washington, D.C.: Pew Research Center Hispanic Trends.

⁷ U.S. Department of Education, National Center for Education Statistics, 2015-16 National Postsecondary Student Aid Study (NPSAS:16)

⁸ U.S. Department of Education, National Center for Education Statistics, 2015-16 National Postsecondary Student Aid Study (NPSAS:16).

⁹ Institute for Women's Policy Research. (2018). *Understanding the new college majority: The demographic and financial characteristics of independent students and their postsecondary outcomes*. Washington, D.C.: IWPR.

¹⁰ Prior Learning Assessment (PLA) allows students to gain college credit for skills learned through work or life experience.

¹¹ Klein-Collins, R. and Olson, R. (2014). *Random Access: The Latino Student Experience with Prior Learning Assessment*. Washington, D.C.: The Council for Adult and Experiential Learning (CAEL).

¹² U.S. Department of Education, National Center for Education Statistics (NCES), *Digest of Education Statistics 2015*, Table 306.20

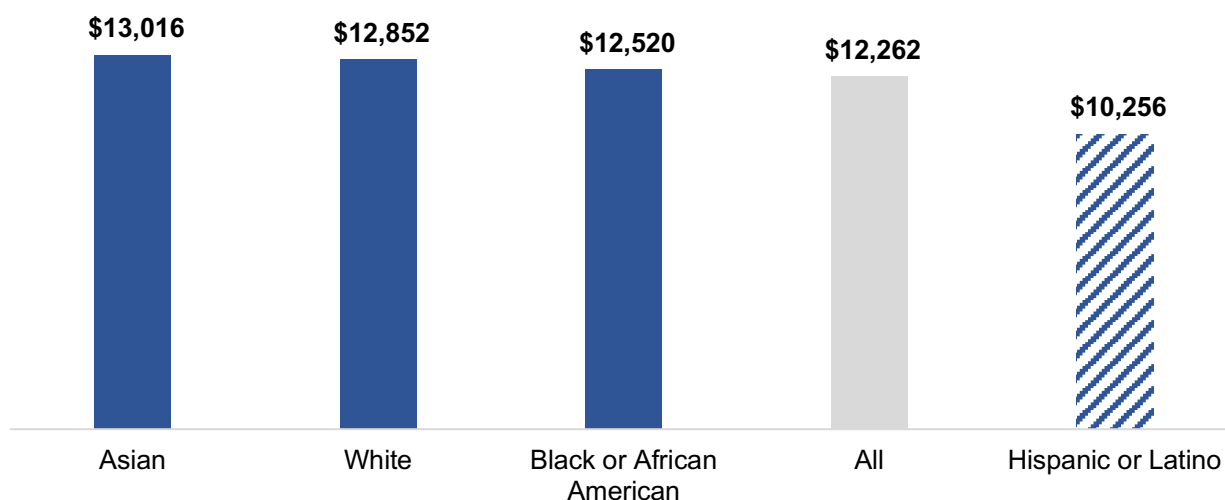
¹³ Klein-Collins, R. and Olson, R. (2014). *Random Access: The Latino Student Experience with Prior Learning Assessment*. Washington, D.C.: The Council for Adult and Experiential Learning (CAEL).

Latinos are one of the fastest growing racial/ethnic groups in postsecondary education. To better inform financial aid policy to ensure Latino college access and success, we provide a summary of how Latinos finance their education.

Participation

- **The majority of Latinos applied for and received financial aid.** Almost three-quarters (74%) of Latino students applied for financial aid and 72% of Latinos received some form of financial aid in academic year 2015-2016.
- **Latinos received the lowest average financial aid award among all racial/ethnic groups.** Average total aid for all students was \$12,262. Asians received the highest average (\$13,016) while Latinos received the lowest (\$10,256).

Average Total Aid Awarded by Race/Ethnicity in 2015-2016



Expected Family Contribution

- **Latinos' average family income was significantly lower than most racial/ethnic groups.** Latino students' average family income (\$58,923) was only slightly higher than African Americans' (\$54,130) but was much lower than Asians' (\$85,008), all students' (\$88,267), and Whites' (\$107,149).
- **Latinos' Expected Family Contribution (EFC) was significantly lower than most racial/ethnic groups.** EFC is a measure used to determine each student's financial aid eligibility which considers each family's taxed and untaxed income and assets, household size, and number of who will attend college or career school. The average EFC for Latinos was \$5,911 and for African Americans it was \$4,125. In comparison, the EFC for Whites was \$13,319, for Asians was \$11,485, and for all was \$10,053.

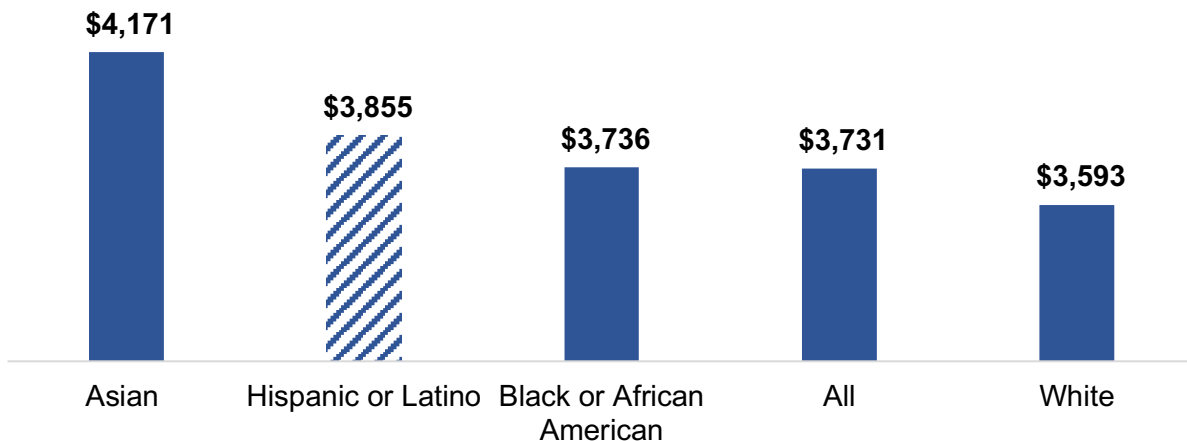
Federal Aid

- **Latinos were more dependent on federal aid than institutional or state aid.** Federal aid includes federal grants, federal student loans, federal work-study awards and federal Direct PLUS loans to parents. More than half (56%) of Latinos received federal aid compared to state aid (29%) including state grants, state scholarships and state fellowships, and institutional aid (19%) including need-based and non-need based institutional grants.
- **Latinos received the lowest average amount of federal aid when compared to all students.** While the average federal aid award to all students was \$8,584, Latinos received an average of \$7,544 in federal aid—\$1,000 less.

Federal Grants: Pell

- **Almost half of all Latino students received a Pell Grant.** About 47% of Latino students received a Pell Grant— which is awarded only to students displaying exceptional financial need¹ and who have not yet attained a bachelor's degree—compared to 58% of African American, 39% of all, 32% of White, and 31% of Asian students.
- **Latinos received a slightly larger average Pell Grant than other racial/ethnic groups—except Asians.** Latino students received an average Pell Grant of \$3,855, compared to Asians (\$4,171), African American (\$3,736), all (\$3,731), and White (\$3,593) students.

Average Pell Grant Award Amount by Race/Ethnicity in 2015-2016



Federal Work-Study

- **Latinos were less likely receive work-study aid than all racial/ethnic groups.** Federal work-study is a federal aid program that is both campus-based and need-based. About 4% of Latino students received federal work-study aid, compared to 5% of all, 5% of African Americans, 5% of Asians, and 5% of Whites.
- **Latinos received slightly higher average amounts of federal work-study aid than other racial/ethnic groups—except Asians.** Latino students received an average of \$2,444 in work-study aid. In comparison, the average work-study aid was \$2,534 for Asians, \$2,340 for all students, \$2,320 for African Americans, and \$2,282 for Whites.

Federal Loans

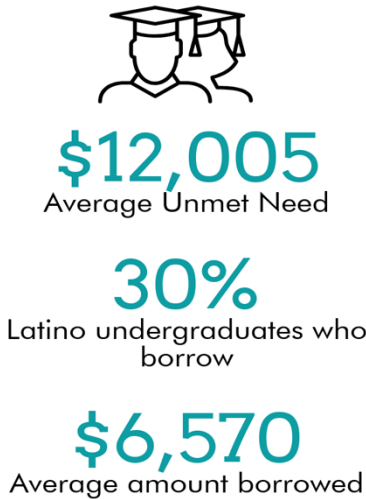
- **Latinos were much more likely to receive federal grants than to accept federal loans.** About 47% of all Latino students received federal grants and only about 29% accepted federal loans. Federal loans include Federal Direct Loans, Perkins loans, and federal health professional loans, but exclude Parent PLUS loans.
- **Latinos were less likely to accept federal loans than other racial/ethnic groups—except Asians.** About 29% of Latino students accepted federal loans, compared to African Americans (49%), Whites (38%), all (36%), and Asians (21%).
- **Latinos borrowed less, on average, than other racial/ethnic groups.** Latino students accepted an average total federal loan amount of \$6,570, compared to African Americans (\$6,955), all (\$6,720), Whites (\$6,670), and Asians (\$6,600).

Source: *Excelencia* in Education analysis of U.S. Department of Education, National Center for Education Statistics, 2015-16 National Postsecondary Student Aid Study.

¹ Federal Student Aid, an office of the U.S. Department of Education

Latinos' Student Loan Borrowing Patterns

While Latino students are less likely to take out loans to pay for college compared to other racial/ethnic groups, Latinos' borrowing patterns vary widely by institutional sector.



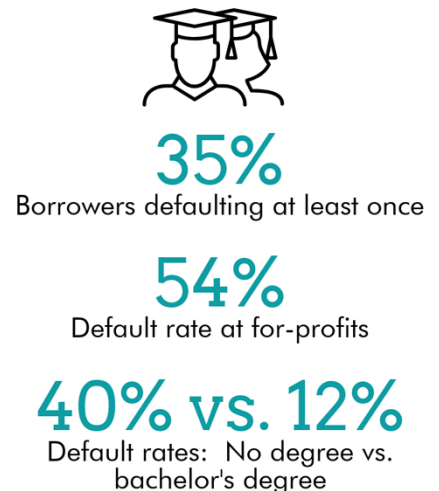
- At public institutions, only about 20% of Latinos take out a federal loan compared to 55% of Latinos at for-profit institutions.
- The average amount borrowed varies from a low of \$4,410 at public two-year institutions to a high of \$7,600 at for-profit institutions.
- Unlike at public institutions, Latinos borrow as much as their peers at for-profit institutions (about \$7,600, on average).
- Latinos who take out loans rely heavily on federal student loans, with only about 2% of students taking out only non-federal loans and 4% borrowing a mix of both.

Latinos' Student Loan Default Patterns

Latino students are more likely to default on their loans to pay for college compared to their White peers; and default rates vary by sector and by degree level.

- About 35% of Latinos have defaulted on student loans at least once in the last 12 years compared to 20% of White students.
- Latinos' default rates at for-profit are 31 percentage-points higher than at public institution (54% vs. 23%).
- Default rates for Latinos also vary by degree level—about 50% of those with a certificate and 40% of those who did not complete a degree defaulted compared to just 12% of bachelor's degree earners.
- Latinos default at a higher rate than White borrowers at every degree level—

Non-completers	Bachelor's degree holders
Latinos—40%	Latinos—12%
Whites—33%	Whites—6%

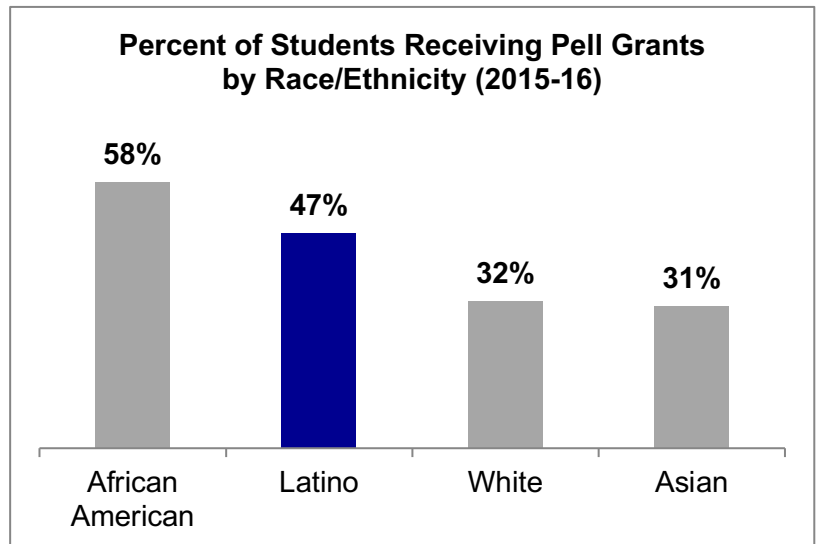


Source: *Excelencia* in Education analysis of U.S. Department of Education, National Center for Education Statistics, 2015-16 National Postsecondary Student Aid Study (NPSAS:16) and 2003-04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09).

- **Latinos are the second largest group enrolled in higher education.** In 2015-16, Latinos represented 19% of all undergraduate students, compared to Whites (56%), African Americans (14%), Asians (6%).¹

Pell Grant Recipients

- **Almost half of all Latino undergraduates received a Pell Grant.** In 2015-16, 47% of Latino undergraduates received a Pell Grant, compared to 58% of African American, 32% of White, and 31% of Asian undergraduates.
- **Latinos received a slightly larger average Pell Grant than most groups.** In 2015-16, the average Pell Grant awarded to Latinos was \$3,855, compared to \$3,593 for Whites, \$3,736 for African Americans, and \$4,171 for Asians.
- **Pell Grant award amounts were not enough to cover Latino students' cost of attendance.** In 2015-16, the average cost of attendance for Latinos was \$16,081, yet the average Pell Grant award for Latinos was \$3,855, covering only 24% of their total cost of attendance.



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

Pell Grants & Other Aid

- **Latino Pell Grant recipients were more likely than other Pell Grant recipient groups to also accept federal student loans.** In 2015-16, Latino Pell Grant recipients were more likely to accept federal student loans (71%) than White (49%), and Asian (61%) Pell Grant recipients, but less likely than African American (78%) Pell Grant recipients.
- **Latino Pell Grant recipients were less likely than other Pell Grant recipient groups to also receive a state grant.** In 2015-16, Latino Pell Grant recipients were less likely to also receive a state grant (67%) than Asian (68%) and African American (80%) Pell Grant recipients, but more likely than White (60%) Pell Grant recipients.
- **Latino Pell Grant recipients were more likely than other Pell Grant recipient groups to also receive institutional grants.** In 2015-16, Latino Pell Grant recipients were more likely to also receive an institutional grant (60%) than White (35%) and Asian (44%) Pell Grant recipients, but less likely than African American (68%) Pell Grant recipients.

Latino Pell Grant Recipients by Sector

- **Latinos enrolled at community colleges were less likely to receive Pell Grants than Latinos enrolled in other institutions.** In 2015-16, 34% of Latinos enrolled at community colleges received a Pell Grant, compared to 71% enrolled at for-profit institutions, 55% enrolled at 4-year private nonprofit institutions, and 52% enrolled at 4-year public institutions.

¹ U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics, 2017. Table 306.10.

History and Definition

In the 1980s, leaders recognized a small set of institutions enrolled a large percentage of Latino students but had limited resources to educate these students. The classification of Hispanic-Serving Institutions (HSIs) formally recognized these institutions for capacity-building and other support.

HSIs are defined in federal law as accredited and degree-granting public or private nonprofit institutions of higher education with 25 percent or more total undergraduate Hispanic full-time equivalent student (FTE) enrollment.¹

Overview: 2017-18

- **HSIs represent a small segment of higher education.** There were 523 HSIs, representing 17% of all colleges/universities.²
- **HSIs enroll the majority of Latino undergraduates.** Two-thirds (66%) of Latino undergraduates were enrolled at HSIs.
- **The number of HSIs is growing.** Over the last 10 years (2007-2017), the number of HSIs grew from 264 to 523 (98%).
- **Latino representation at HSIs is high.** Almost half of students enrolled at HSIs (46%) were Latino.
- **HSIs are relatively small.** The majority of HSIs (62%) had an FTE enrollment of 5,000 students or less.

Location

- **HSIs are very concentrated geographically.** While HSIs are located in 25 states, District of Columbia, and Puerto Rico, 69% were located in 3 states and Puerto Rico. California had the most HSIs (170), followed by Texas (94), Puerto Rico (63), and New York (34).
- **HSIs were also located in states not generally known for having large Latino populations.** Arkansas, DC, Idaho, Louisiana, North Carolina, Ohio, Pennsylvania, and Wisconsin each had 1 HSI.
- **The majority of HSIs were located in cities or suburbs.** Over 80% of HSIs were either in the city (273) or suburbs (163), while 16% were in towns (49) or rural areas (38).

Governance

- **A majority of HSIs were four-year institutions.** Overall, 53% of HSIs are 4-year institutions (public – 25%; private—28%). Of 2-year HSIs, 42% were public and 4% were private.
- **The majority of HSIs were public institutions.** Overall, 68% of HSIs were public and 32% were private institutions.

Emerging HSIs

- **Emerging HSIs represent a small subset of colleges/universities.** There were 328 Emerging HSIs (defined as institutions with 15-24% undergraduate full-time equivalent Hispanic enrollment).
- **Emerging HSIs are in the majority of states.** Emerging HSIs were located in 35 states, including Utah, Oregon, Nebraska, Iowa, Georgia, and Hawaii.
- **The majority of Emerging HSIs are 4-year institutions.** Of Emerging HSIs, 67% were either 4-year private (40%), or 4-year public (27%). Further, 30% were 2-year public, and 2% were 2-year private.

HSIs with Graduate Programs

- **Less than half of HSIs offer graduate degrees.** Of the 523 HSIs, 209 offered graduate degrees (40%).
- **HSIs offering graduate degrees are concentrated geographically.** About 30% of HSIs with graduate programs were in California (54), Puerto Rico (39), Texas (38), and New York (20).

¹ Summary of Title V of the Higher Education Act, as amended in 2008. To be eligible for the “Developing HSIs Program”, the law further requires an HSI have a high enrollment of needy students and low core expenditures.

² IPEDS is a system of surveys designed to collect institution-level data from all primary providers of postsecondary education. IPEDS is maintained at the National Center for Education Statistics (NCES), U.S. Department of Education.

Excelencia in Education reviewed almost 20 years (1999 to 2018) of abstracts from the U.S Department of Education's Developing Hispanic-Serving Institutions¹ (HSI) grants to better understand capacity building efforts and potential impact.

What is the Developing Hispanic-Serving Institutions Program (Higher Education Act (HEA), Title V)?

Title V is a federal competitive grant that provides five years of funding to HSIs.² Grantees are awarded five- year individual development grants, five-year cooperative arrangement development grants, or one-year planning grants. The federal government invests in the development of HSIs to expand and enhance the institutions' capacity, quality, and educational achievement of their Latinos and other low-income students. Over time, questions on the impact of this investment has risen.³

What do we see? Based on *Excelencia* in Education's analysis of project abstracts for Title V grantees, we see:

Use of Grants:

Title V has 16 allowable activities for grantees.

- Almost half of grantees invested in student support services (**29%**) and/or faculty development (**18%**). The third most common investment was in creating or improving facilities for distance learning (**12%**).
- Grantees were significantly less likely (**less than 1%**) to use Title V grants as follows: 1) joint use of facilities, 2) expansion of courses and institutional resources, and, 3) strengthening funds management.

Distribution of Funds:

- There has been an almost **even representation between 2- year and 4- year institutions** among grantees. The total number of 2-year institutions was 402 and the total number of 4-year institutions was 349.

Growth of HSIs & Title V Funding:

- The growth in HSIs has exceeded the numbers of those receiving HSI grants. In 1995, there were **189 HSIs** and **\$12 million** available for the first cohort of **37 new grant recipients**. In 2017, there were **492 HSIs** and **\$200.7 million** available for only **20 new grant recipients**. The remaining 2017 funds were for more than **120 non-competing continuation grants** where the majority of grants were in their 2nd- 5th year of funding.
- **Title V funding has increased 1,571%** since its inception. In 1995, there were **\$12 million** available and in 2017, there were **\$200.7 million** available for HSIs.

Meeting Latino Student Needs: In almost 20 years...

- **5%** of grantees invested in pathway agreements and student support programs designed to facilitate transfer from 2-year to 4-year institutions. Latino students are **more likely to start at public 2-year institutions** than at 4-year public institutions.⁴
- **4%** of grantees used their funds to establish community outreach programs to encourage K-12 students to develop the academic skills and interest to pursue higher education. Community outreach is important for Latino students because they tend to enroll at community college and/or part-time and live off-campus with their parents or with their own dependents when going to school.⁵
- **2%** of grantees invested in establishing or improving an endowment fund. In general, HSIs do not have endowments or unrestricted resources from which to draw for student financial aid or new programs even as they seek to serve this growing and evolving population of Hispanic, low-income, and post-traditional students.

Source: *Excelencia* in Education's additional analysis using U.S. Department of Education's Developing Hispanic-Serving Institution Program - Title V project abstracts.

¹ HSIs are defined in federal law as accredited and degree-granting public or private nonprofit institutions of higher education with 25% or more total undergraduate Hispanic full-time equivalent (FTE) student enrollment.

² Title V, Part A of Higher Education Act (HEA), as amended ([20 U.S.C. 1101-1101d; 1103-1103g](#))

³ Santiago, D., Taylor, M., Calderón Galdeano, E. (May 2016). From Capacity to Success: HSIs, Title V, and Latino Students. Washington, D.C.: *Excelencia* in Education.

⁴ Shapiro, D., Dundar, A., Huie, F., Wakhungu, P., Yuan, X., Nathan, A & Hwang, Y., A. (2017, April). Completing College: A National View of Student Attainment Rates by Race and Ethnicity, Fall 2010 Cohort (Signature Report No. 12b). Herndon, VA: National Student Clearinghouse Research Center. Although the National Student Clearinghouse Research Center reported data on Hispanic students, we use the term Latino in this brief.

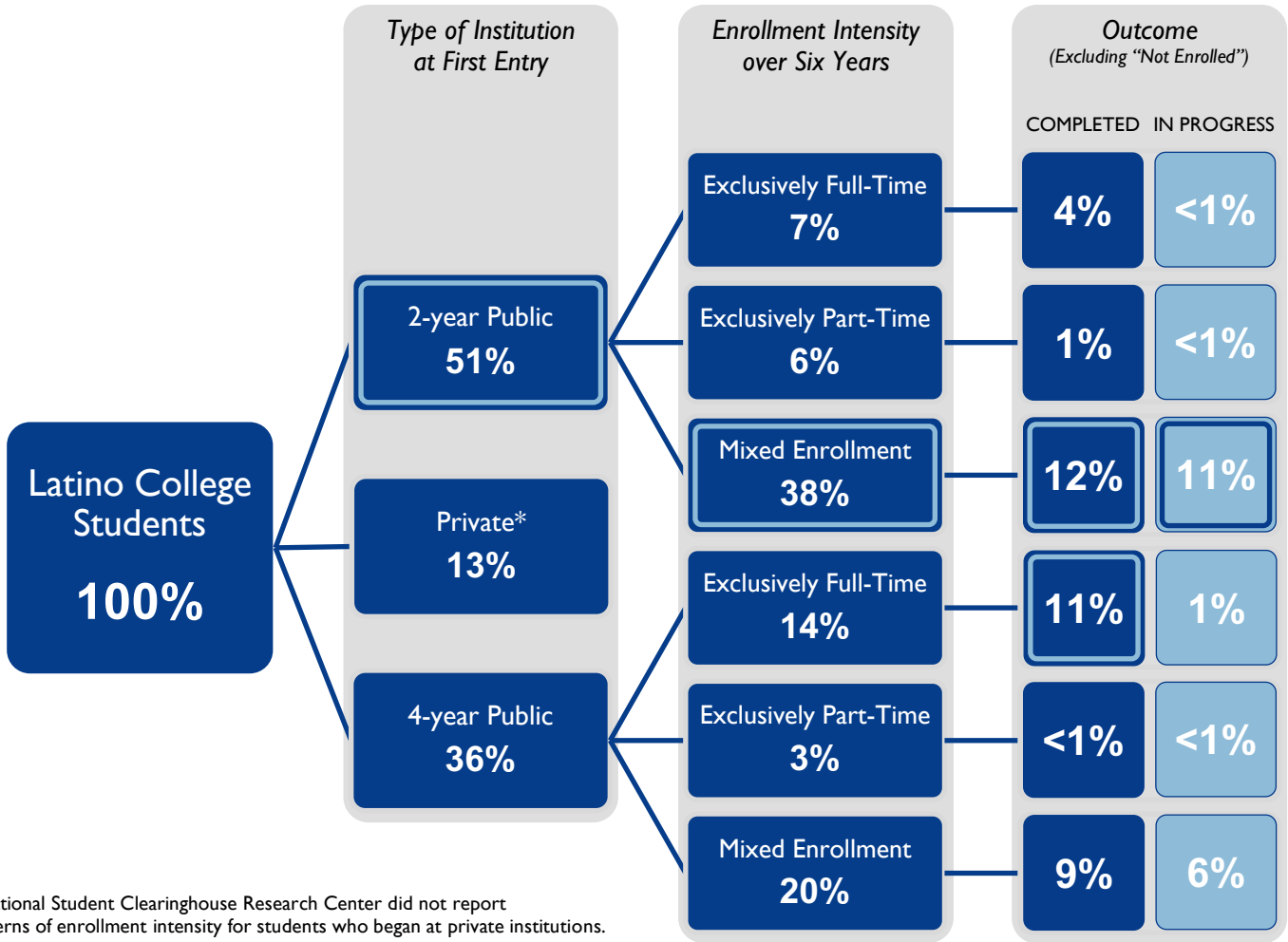
⁵ Santiago, D., Taylor, M., Calderón Galdeano, E. (May 2016). From Capacity to Success: HSIs, Title V, and Latino Students. Washington, D.C.: *Excelencia* in Education.

Latino Pathways to College Completion

What are Latino students' pathways through college? A report by the National Student Clearinghouse Research Center examined college students over six years and their degree outcomes by race/ethnicity, institutional type, and enrollment intensity. *Excelencia in Education* mapped Latino students' pathways through college and outcomes.



Of the 65% of Latino students who completed a degree or were in progress, their pathways were as follows:



* National Student Clearinghouse Research Center did not report patterns of enrollment intensity for students who began at private institutions.

Source: *Excelencia in Education's* analysis of Shapiro, D., Dundar, A., Huie, F., Wakhungu, P., Yuan, X., Nathan, A & Hwang, Y., A. (2017, April). *Completing College: A National View of Student Attainment Rates by Race and Ethnicity, Fall 2010 Cohort* (Signature Report No. 12b). Herndon, VA: National Student Clearinghouse Research Center. Although the National Student Clearinghouse Research Center reported data on *Hispanic* students, we use the term *Latino* in this brief.

Completion rates vs. graduation rates: College completion rates go beyond graduation rates. Graduation rates only count first-time, full-time students who complete a degree at the institution where they started. Completion rates include students who attend part-time or transfer to other institutions, which is common among Latino students. Looking at completion rates by state allows us to better understand Latino students' completion patterns compared to a national average.

National overview: Latino students are completing college at public four-year institutions at a lower rate than their peers across the country. The gap between the national (66%) and Latino student (57%) completion rate is 8% and between Latino and White students (72%) is 15%.

Top five states with the largest Latino enrollment

- All five states with the largest college enrollment of Latinos—Florida, California, Texas, New York, and Arizona—have significant completion gaps between Latino and White students.
- California (64%) and Arizona (62%) have the highest Latino completion rates, but also have double-digit completion gaps between White and Latino students.
- Although the completion gaps between White and Latino students are smaller in Florida and Texas than California and Arizona, Latinos in Florida and Texas have the lowest completion rates of the top five states with the largest Latino enrollment.
- While Latinos' completion rate in New York is identical to the national average (57%), the completion gap between Latinos and Whites (19%) is the largest of these top 5 states.

Table 1: Six-year completion rates at public four-year institutions in states with highest Latino representation, Fall 2012 cohort¹ (completed by 2018)

State	Latino cohort enrollment	Latino completion rate (%)	White completion rate (%)	Completion gap (%)
<i>National</i>		57	72	-15
1. Florida	22,572	51	63	-12
2. California	20,118	64	80	-16
3. Texas	18,475	56	73	-12
4. New York	4,169	57	76	-19
5. Arizona	2,458	62	74	-13

Top five states with growing Latino enrollment and small completion gaps

- Of the states with small but growing Latino population—Georgia, Virginia, Washington, North Carolina, and Connecticut—the Latino completion rates are higher than the national average, and completion gaps are smaller than the national average.

Table 2: Six-year completion rates at public four-year institutions in states with completion gaps less than 10 points and large Latino enrollment, Fall 2012 cohort (completed by 2018)

State	Latino cohort enrollment	Latino completion rate (%)	White completion rate (%)	Completion gap (%)
<i>National</i>		57	72	-15
1. Washington	1,847	60	69	-9
2. Georgia	1,733	65	70	-5
3. Virginia	1,358	79	87	-8
4. North Carolina	1,092	73	81	-8
5. Connecticut	643	68	77	-9

¹ The cohort is defined as first-time undergraduates enrolled in the Fall of 2012.

Top five states with the smallest completion gaps

- The top five states with the smallest completion gaps—West Virginia, South Carolina, Kentucky, Georgia, and Tennessee—have relatively small Latino enrollment.
- These five states have lower than average completion rates for White students except for South Carolina, but all have higher than average Latino completion rates.
- Of these five states, Georgia has the highest enrollment of Latinos and their completion rate is 8% above the national average. Latinos’ completion gap in Georgia is also 10% lower than the national average.

Table 3: Six-year completion rates at public four-year institutions in states with smallest completion gaps, Fall 2012 cohort (completed by 2018)

State	Latino cohort enrollment	Latino completion rate (%)	White completion rate (%)	Completion gap (%)
<i>National</i>		57	72	-15
1. Georgia	1,733	65	70	-5
2. South Carolina	515	77	81	-4
3. Tennessee	495	61	66	-5
4. Kentucky	375	62	67	-5
5. West Virginia	342	58	62	-4

Top five states with the largest completion gaps

- The states with the largest completion gaps between Whites and Latinos—Kansas, New York, Texas, California, and New Jersey—are also among the states with the largest Latino enrollment, except Kansas.
- All five states have higher than average White completion rates while only two, California and New Jersey, have higher Latino completion rates than the national average.
- All five states have double digit attainment gaps, and all but New Jersey have gaps higher than the national average.

Table 4: Six-year completion rates at public four-year institutions in states with largest completion gaps, Fall 2012 cohort (completed by 2018)

State	Latino cohort enrollment	Latino completion rate (%)	White completion rate (%)	Completion gap (%)
<i>National</i>		57	72	-15
1. California	20,118	64	80	-16
2. Texas	18,475	56	73	-17
3. New York	4,169	57	76	-19
4. New Jersey	2,063	69	83	-14
5. Kansas	744	52	73	-21

Source: *Excelencia in Education's* analysis of Shapiro, D., Dundar, A., Huie, F., Wakhungu, P., Bhimdiwala, A., & Wilson, S. (2019, February). *Completing College: A State-Level View of Student Completion Rates* (Signature Report No. 16a). Herndon, VA: National Student Clearinghouse Research Center.

Overview: Hurricane Maria hit Puerto Rico, a U.S. commonwealth, over a year ago (September 2017) and most educational institutions were severely impacted. Many are still recovering. As those on the island look to rebuild, it's important potential allies on the mainland are more aware of the enrollment and completion, funding patterns, and future challenges of higher education in Puerto Rico. Consider the following facts and trends:

Puerto Ricans are the second largest Latino population in the U.S. and are citizens.

- Of Latinos in the U.S., the largest populations are Mexican American (64%), and Puerto Rican (10%). All Puerto Ricans are American citizens at birth. (U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates, 2017)

Demographic declines are impacting educational institutions in Puerto Rico.

- Over the last 3 years, there has been a decrease in K-12 enrollment (-16%), teacher retention (-35%), and school availability (-34%). These decreases continue to impact college readiness as well as the number of potential college goers.

Academic Year	Number Students	Percent Change	Number Teachers	Percent Change	Number Schools	Percent Change
2016-17	365,181	-	33,273	-	1,292	-
2017-18	346,096	-5%	32,119	-3%	1,131	-12%
2018-19	307,587	-16%	21,630	-35%	856	-34%

Source: Statistics from the Puerto Rico Department of Education as of Sept. 17, 2018.

Puerto Rico is small in size but has more colleges/universities than most states.

- Puerto Rico is comparable in size to Connecticut and bigger than the states of Delaware and Rhode Island combined. (Retrieved on 10/6/18 at <https://islandsofpuertorico.com/facts/>)
- Puerto Rico ranked among the top 15 of U.S. states/territories in the number of colleges/universities (93). Michigan, Arizona, and Illinois are larger in size geographically but have less colleges/universities. (U.S. Department of Education, Digest of Education Statistics, 2017, Table 317.20)

The majority of colleges/universities in Puerto Rico are private institutions.

- The vast majority of colleges/universities are 4-year private, not-for-profit (45), followed by private, for-profit (25), 4-year public (14), 2-year private (5), and 2-year public institutions (4).

College enrollment in Puerto Rico has decreased even more than in the U.S. overall.

- Over 3 years (2014-16), student enrollment decreased 2% nationally, but 7% in Puerto Rico.
- While enrollment increased in public institutions (8%), enrollment at private not-for-profits decreased 8%. The largest loss in enrollment was in for-profit institutions (-20%).

Enrollment, U.S. and Puerto Rico, by Control of Institution, from 2014-15 to 2016-17

Academic Year	United States		Puerto Rico				Percent Change
	Total	Percent Change	Public	Private, Not-For-Profit	For-Profit	Total	
2014-15	17,292,787		56,415	110,474	45,593	212,482	
2015-16	17,036,778		58,850	106,626	39,128	204,604	
2016-17	16,869,212		60,785	100,334	36,445	197,564	
Change	-423,575	-2%	4,370	-8,656	-9,148	-14,918	-7%

Source: U.S. Department of Education, National Center for Education Statistics (NCES), Digest of Education Statistics, 2015, 2016, 2017, Table 304.80

The majority of colleges/universities in Puerto Rico are small and are Hispanic-Serving Institutions (HSIs).¹

- Over 90% of colleges/universities in Puerto Rico meet the federal definition of an HSI. Further, over 40% of HSIs in Puerto Rico enroll less than 1,000 Hispanic/Latino students. (*Excelencia* in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Institutional Postsecondary Education Data System (IPEDS), 2016-2017 enrollment data)

Private institutions have higher student/faculty ratios than public institutions in Puerto Rico.

- At public institutions, the student to faculty ratio is significantly lower (14:1) than at private institutions (21:1) in Puerto Rico. (U.S. Department of Education, National Center for Education Statistics (NCES), Digest of Education Statistics, 2017, Table 314.50 and Table 314.60)

Despite the decrease in enrollment, degree completion increased in Puerto Rico higher than in the U.S. overall.

- Over 3 years (2013-15), degree completion increased 2% nationally, but 3% in Puerto Rico.
- While public institutions saw a decrease in degrees awarded over the most recent 3 years, degree completion increased at private and for-profit institutions.

Degree completion, U.S. and Puerto Rico, by Control, from 2013-14 to 2015-16

Academic Year	United States		Puerto Rico				
	U.S. Total	Percent Change	Public	Private, Not-For-Profit	For-Profit	Total	Percent Change
2013-14	3,807,474		9,922	20,428	4,897	35,247	
2014-15	3,846,662		9,602	20,558	6,031	36,191	
2015-16	3,892,494		9,394	21,178	5,646	36,218	
Change	85,020	2%	-528	750	749	971	3%

Source: U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics, 2015, 2016, and 2017, Table 319.10

Public investment in higher education in Puerto Rico is expected to decrease.

- The University of Puerto Rico (UPR) system receives approximately \$708 million annually, of which 70% is provided by public funds. (Puerto Rico Fiscal Agency and Financial Advisory Authority, AAFAF, 2018)
- The Puerto Rico Fiscal Agency and Financial Advisory Authority proposed in 2018 a fiscal plan to reduce public support to the University of Puerto Rico in 4 areas:
 - 1) Consolidating campuses
 - 2) Reducing UPR employee pensions
 - 3) Reducing tuition exemptions and special scholarships
 - 4) Increasing tuition over the coming years so that it is equivalent to the Federal Pell Grant minus the cost of living. (Puerto Rico Fiscal Agency and Financial Advisory Authority, AAFAF, 2018)

Job growth projections in Puerto Rico are highest in low-skill, low-paying jobs.

- Net job growth projections through 2019 suggest growth in vocational courses or associate degrees for lower-skill, lower-paying jobs such as those in: sales, food preparation and service, healthcare, construction, maintenance and repair, and office and administrative support. (Departamento del Trabajo y Recursos Humanos del Gobierno de Puerto Rico, DEPR CTE Vocational Course and Associate Degree Offering).

¹ HSIs are defined in federal law as accredited and degree-granting public or private not-for-profit institutions of higher education with 25 percent or more total undergraduate Hispanic full-time equivalent student (FTE) enrollment

Certificates Awarded to Latinos Academic Year: 2016-17

	Institution	State	HSI	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Hispanics
1	Instituto de Banca y Comercio Inc	PR		2 Private (for-profit)	6,065	6,049	100
2	Central New Mexico Community College	NM	*	2 Public	8,032	3,895	48
3	East Los Angeles College	CA	*	2 Public	3,555	2,412	68
4	Broward College	FL	*	4 Public	5,806	2,044	35
5	South Texas College	TX	*	4 Public	2,009	1,923	96
6	Valencia College	FL	*	4 Public	4,793	1,528	32
7	San Jacinto Community College	TX	*	2 Public	2,911	1,516	52
8	Santa Ana College	CA	*	4 Public	2,199	1,452	66
9	Rio Salado College	AZ		2 Public	4,251	1,376	32
10	Pima Community College	AZ	*	2 Public	3,031	1,184	39
11	San Antonio College	TX	*	2 Public	1,873	1,121	60
12	Chaffey College	CA	*	2 Public	1,934	1,116	58
13	Mech-Tech College	PR		2 Private (for-profit)	1,113	1,095	98
14	Citrus College	CA	*	2 Public	1,574	971	62
15	Los Angeles Trade Technical College	CA	*	2 Public	1,441	916	64
16	Vista College	TX		2 Private (for-profit)	2,028	904	45
17	American River College	CA		2 Public	3,880	853	22
18	College of the Canyons	CA	*	2 Public	1,850	842	46
19	Ventura College	CA	*	2 Public	1,356	799	59
20	Glendale Community College	AZ	*	2 Public	2,325	796	34
21	Palomar College	CA	*	2 Public	2,052	792	39
22	San Joaquin Valley College-Visalia	CA		4 Private (for-profit)	1,378	787	57
23	Lone Star College System	TX	*	2 Public	2,312	766	33
24	Florida Technical College	FL		4 Private (for-profit)	1,202	753	63
25	Bakersfield College	CA	*	4 Public	1,163	750	64
Total for Top 25:					70,133	36,640	52

Fast facts

Of the top 25 institutions where Latinos earned certificates in 2016-17,

- The majority (20) were public institutions
- 18 were Hispanic-Serving Institutions (HSIs)
- California had the most institutions (11) followed by Texas (5) and Florida and Arizona (3 each)
- Hispanic representation ranged from 22% to 100% but averaged 52% overall

Source: *Excelencia* in Education using the IPEDS, Institutional Characteristics and Enrollment Survey, 2016-17, from NCES, U.S. Department of Education

Associate Degrees Awarded to Latinos Academic Year: 2016-17

	Institution	State	HSI	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Hispanics
1	Miami Dade College	FL	*	4 Public	9,618	6,434	67
2	South Texas College	TX	*	4 Public	3,674	3,511	96
3	El Paso Community College	TX	*	2 Public	3,649	3,128	86
4	Valencia College	FL	*	4 Public	8,077	2,731	34
5	Lone Star College System	TX	*	2 Public	7,223	2,516	35
6	Central New Mexico Community College	NM	*	2 Public	4,877	2,266	46
7	Broward College	FL	*	4 Public	6,533	2,226	34
8	San Jacinto Community College	TX	*	2 Public	4,734	2,213	47
9	San Antonio College	TX	*	2 Public	3,831	2,188	57
10	Northwest Vista College	TX	*	2 Public	3,460	2,161	62
11	Houston Community College	TX	*	2 Public	6,213	1,937	31
12	Chaffey College	CA	*	2 Public	3,190	1,903	60
13	Pasadena City College	CA	*	2 Public	4,107	1,819	44
14	Citrus College	CA	*	2 Public	2,935	1,811	62
15	Tarrant County College District	TX	*	2 Public	5,771	1,750	30
16	East Los Angeles College	CA	*	2 Public	2,140	1,733	81
17	Santa Ana College	CA	*	4 Public	2,453	1,727	70
18	CUNY Borough of Manhattan Community College	NY	*	2 Public	3,852	1,631	42
19	El Camino Community College District	CA	*	2 Public	2,781	1,402	50
20	CUNY LaGuardia Community College	NY	*	2 Public	2,976	1,350	45
21	Rio Hondo College	CA	*	4 Public	1,506	1,263	84
22	Mt San Antonio College	CA	*	2 Public	2,196	1,253	57
23	Riverside City College	CA	*	2 Public	2,104	1,233	59
24	Palm Beach State College	FL	*	4 Public	4,293	1,186	28
25	San Joaquin Delta College	CA	*	2 Public	2,816	1,179	42
Total for Top 25:					105,009	52,551	50

Fast facts

Of the top 25 institutions where Latinos earned associate degrees in 2016-17,

- All were public colleges and universities (25)
- All were Hispanic-Serving Institutions (HSIs)
- California had the most institutions (10) followed by Texas (8)
- Hispanic representation ranged from 28% to 96% but averaged 50% overall

Source: *Excelencia* in Education using the IPEDS, Institutional Characteristics and Enrollment Survey, 2016-17, from NCES, U.S. Department of Education

Baccalaureate Degrees Awarded to Latinos Academic Year: 2016-17

	Institution	State	HSI	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Hispanics
1	Florida International University	FL	*	4 Public	9,520	6,219	65
2	The University of Texas Rio Grande Valley	TX	*	4 Public	3,975	3,593	90
3	California State University-Northridge	CA	*	4 Public	8,421	3,321	39
4	California State University-Long Beach	CA	*	4 Public	8,461	3,288	39
5	California State University-Fullerton	CA	*	4 Public	8,450	3,142	37
6	University of Central Florida	FL	*	4 Public	13,071	3,070	23
7	The University of Texas at El Paso	TX	*	4 Public	3,397	2,795	82
8	California State University-Los Angeles	CA	*	4 Public	4,799	2,762	58
9	The University of Texas at San Antonio	TX	*	4 Public	4,733	2,405	51
10	San Diego State University	CA	*	4 Public	7,085	2,378	34
11	Texas A & M University-College Station	TX		4 Public	11,378	2,349	21
12	Texas State University	TX	*	4 Public	7,095	2,318	33
13	The University of Texas at Austin	TX		4 Public	10,105	2,233	22
14	California State University-San Bernardino	CA	*	4 Public	3,803	2,125	56
15	University of Houston	TX	*	4 Public	6,726	2,100	31
16	California State Polytechnic University-Pomona	CA	*	4 Public	5,163	1,930	37
17	California State University-Fresno	CA	*	4 Public	4,364	1,928	44
18	The University of Texas at Arlington	TX	*	4 Public	8,049	1,919	24
19	California State University-Sacramento	CA	*	4 Public	6,754	1,797	27
20	University of Phoenix-Arizona	AZ		4 Private (for-profit)	14,254	1,787	13
21	University of Florida	FL		4 Public	8,267	1,768	21
22	University of New Mexico-Main Campus	NM	*	4 Public	4,006	1,738	43
23	University of California-Irvine	CA	*	4 Public	7,148	1,725	24
24	Arizona State University-Tempe	AZ		4 Public	9,366	1,718	18
25	University of California-Los Angeles	CA		4 Public	8,471	1,690	20
Total for Top 25:					186,861	62,098	33

Fast facts

Of the top 25 institutions where Latinos earned bachelor degrees in 2016-17,

- 24 of the institutions were 4-year public institutions
- 19 were Hispanic-Serving Institutions (HSIs)
- California had the most institutions (11), followed by Texas (8)
- Hispanic representation ranged from 13% to 90% but averaged 33% overall

Source: *Excelencia in Education* using the IPEDS, Institutional Characteristics and Enrollment Survey, 2016-17, from NCES, U.S. Department of Education

Master's Degrees Awarded to Latinos Academic Year: 2016-17

	Institution	State	HSI	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Hispanics
1	Florida International University	FL	*	4 Public	3,185	1,624	51
2	University of Southern California	CA		4 Private (NFP) ¹	8,234	1,064	13
3	Grand Canyon University	AZ		4 Private (for-profit)	8,438	1,043	12
4	The University of Texas Rio Grande Valley	TX	*	4 Public	1,234	897	73
5	Nova Southeastern University	FL		4 Private (NFP)	3,369	890	26
6	Universidad del Turabo	PR	*	4 Private (NFP)	801	801	100
7	University of Phoenix-Arizona	AZ		4 Private (for-profit)	7,239	763	11
8	National University	CA	*	4 Private (NFP)	3,354	748	22
9	Universidad Metropolitana	PR	*	4 Private (NFP)	659	659	100
10	The University of Texas at El Paso	TX	*	4 Public	1,026	629	61
11	California State University-Los Angeles	CA	*	4 Public	1,697	576	34
12	Inter American University of Puerto Rico-Metro	PR	*	4 Private (NFP)	520	519	100
13	California State University-Northridge	CA	*	4 Public	1,786	500	28
14	California State University-Long Beach	CA	*	4 Public	1,732	475	27
15	New York University	NY		4 Private (NFP)	8,545	471	6
16	Western Governors University	UT		4 Private (NFP)	7,913	435	5
17	Columbia University	NY		4 Private (NFP)	7,864	426	5
18	The University of Texas at Arlington	TX	*	4 Public	4,134	406	10
19	The University of Texas at San Antonio	TX	*	4 Public	1,190	405	34
20	Walden University	MN		4 Private (for-profit)	8,653	399	5
21	California State University-Fullerton	CA	*	4 Public	2,038	383	19
22	University of Florida	FL		4 Public	4,101	377	9
23	University of Miami	FL		4 Private (NFP)	1,465	373	25
24	Universidad del Este	PR	*	4 Private (NFP)	365	365	100
25	University of South Florida-Main Campus	FL		4 Public	3,193	362	11
Total for Top 25:					92,735	15,590	17

Fast facts

Of the top 25 institutions where Latinos earned master's degrees in 2016-17,

- The majority (22) were public or private non-profit universities
- 14 were Hispanic-Serving Institutions (HSIs)
- California had the most institutions (6) followed by Florida (5), and Texas and Puerto Rico (4 each)
- Hispanic representation ranged from 5% to 100% but averaged 17% overall

Source: *Excelencia* in Education using the IPEDS, Institutional Characteristics and Enrollment Survey, 2016-17, from NCES, U.S. Department of Education

¹ NFP stands for not-for-profit

Doctorate Degrees Awarded to Latinos¹ Academic Year: 2016-17

	Institution	State	HSI	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Hispanics
1	Nova Southeastern University	FL		4 Private (NFP) ²	818	167	20
2	CUNY Graduate School & University Center	NY	*	4 Public	431	120	28
3	University of Puerto Rico-Rio Piedras	PR	*	4 Public	126	114	90
4	University of Southern California	CA		4 Private (NFP)	693	66	10
5	Universidad del Turabo	PR	*	4 Private (NFP)	66	66	100
6	Pontifical Catholic University of Puerto Rico-Ponce	PR	*	4 Private (NFP)	66	65	98
7	The University of Texas at Austin	TX		4 Public	827	64	8
8	Walden University	MN		4 Private (for-profit)	1,300	61	5
9	University of California-Los Angeles	CA		4 Public	770	60	8
10	University of California-Berkeley	CA		4 Public	818	59	7
11	Capella University	MN		4 Private (for-profit)	1,178	58	5
12	Carlos Albizu University-San Juan	PR	*	4 Private (NFP)	56	56	100
13	Center for Advanced Studies On Puerto Rico and the Caribbean	PR		4 Private (NFP)	54	54	100
14	Inter American University of Puerto Rico-Metro	PR	*	4 Private (NFP)	52	52	100
15	Texas A & M University-College Station	TX		4 Public	761	52	7
16	The University of Texas at El Paso	TX	*	4 Public	106	50	47
17	University of Wisconsin-Madison	WI		4 Public	873	50	6
18	Alliant International University-San Diego	CA		4 Private (for-profit)	335	49	15
19	University of California-Davis	CA		4 Public	517	45	9
20	Stanford University	CA		4 Private (NFP)	752	43	6
21	University of California-San Diego	CA		4 Public	531	42	8
22	University of Arizona	AZ	*	4 Public	442	39	9
23	University of Michigan-Ann Arbor	MI		4 Public	813	39	5
24	University of Washington-Seattle Campus	WA		4 Public	762	37	5
25	Ponce Health Sciences University	PR		4 Private (for-profit)	36	36	100
Total for Top 25:					13,183	1,544	12

Fast facts

Of the top 25 institutions where Latinos earned doctoral degrees in 2016-17,

- 13 were public universities
- 8 were Hispanic-Serving Institutions (HSIs)
- California and Puerto Rico had the most institutions (7 each)
- Hispanic representation ranged from 5% to 100% but averaged 12% overall

Source: *Excelencia* in Education using the IPEDS, Institutional Characteristics and Enrollment Survey, 2016-17, from NCES, U.S. Department of Education

¹ Doctorate degree reflects degrees awarded at the doctor's degrees-research/scholarship level

² NFP stands for not-for-profit

First Professional Degrees Awarded to Latinos¹ Academic Year: 2016-17

	Institution	State	HSI	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Hispanics
1	Nova Southeastern University	FL		4 Private (NFP) ²	1,156	275	24
2	University of Puerto Rico-Medical Sciences	PR	*	4 Public	193	192	99
3	Inter American University of Puerto Rico-School of Law	PR		4 Private (NFP)	187	187	100
4	University of Florida	FL		4 Public	1,280	183	14
5	University of Puerto Rico-Rio Piedras	PR	*	4 Public	176	168	95
6	Florida International University	FL	*	4 Public	328	147	45
7	Pontifical Catholic University of Puerto Rico-Ponce	PR	*	4 Private (NFP)	139	138	99
8	University of New Mexico-Main Campus	NM	*	4 Public	335	126	38
9	Texas A & M University-College Station	TX		4 Public	682	117	17
10	University of Miami	FL		4 Private (NFP)	546	112	21
11	St Thomas University	FL	*	4 Private (NFP)	174	111	64
12	University of Southern California	CA		4 Private (NFP)	1,110	104	9
13	Ponce Health Sciences University	PR		4 Private (for-profit)	85	80	94
14	University of Illinois at Chicago	IL	*	4 Public	692	80	12
15	Harvard University	MA		4 Private (NFP)	810	78	10
16	New York University	NY		4 Private (NFP)	1,011	77	8
17	The University of Texas Health Science Center at San Antonio	TX	*	4 Public	344	77	22
18	St. Mary's University	TX	*	4 Private (NFP)	194	77	40
19	University of California-Los Angeles	CA		4 Public	648	76	12
20	The University of Texas at Austin	TX		4 Public	457	65	14
21	University of Houston	TX	*	4 Public	451	65	14
22	Western University of Health Sciences	CA		4 Private (NFP)	856	65	8
23	Southwestern Law School	CA		4 Private (NFP)	287	65	23
24	Regis University	CO		4 Private (NFP)	158	62	39
25	University of St. Augustine for Health Sciences	CA		4 Private (for-profit)	1,156	62	11
Total for Top 25:					12,865	2,789	22

Fast facts

- Of the top 25 institutions where Latinos earned first professional degrees in 2016-17,
- 11 were public universities
 - 10 were Hispanic-Serving Institutions (HSIs)
 - California, Florida, Texas, and Puerto Rico had the most institutions (5 each)
 - Hispanic representation ranged from 8% to 100% but averaged 22% overall

Source: *Excelencia in Education* using the IPEDS, Institutional Characteristics and Enrollment Survey, 2016-17, from NCES, U.S. Department of Education

¹ First professional degrees reflect degrees awarded at the doctor's degree-professional practice level

² NFP stands for not-for-profit

Educational Attainment

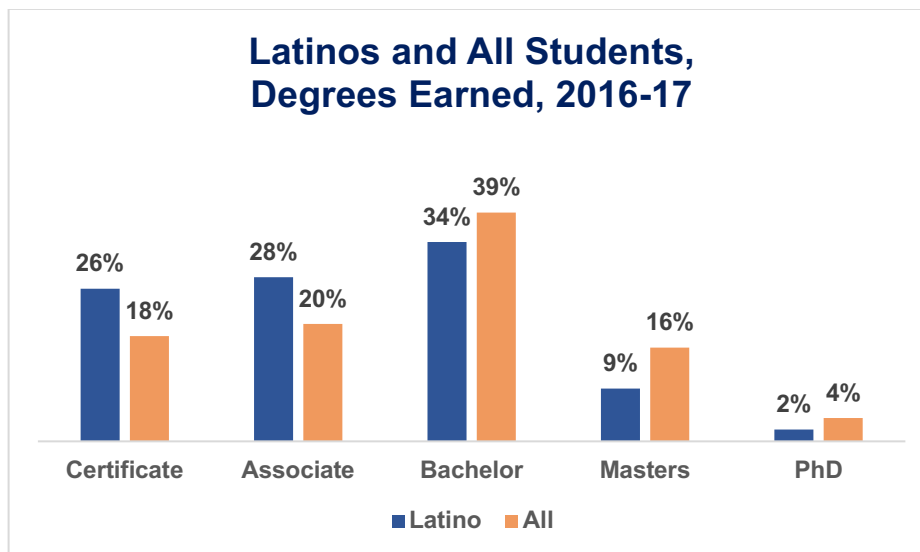
- In 2016-2017, 24% of Latino adults (25 and older) had earned an associate degree or higher compared to 44% of all adults in the U.S.¹
- Among all students, degrees earned was most represented at the bachelor (39%) and the associate (20%) degree level while completion was less represented at the certificate (18%), masters (16%), and doctoral (4%) levels.

Degrees Earned

- In 2016-2017, Latinos represented the second largest group earning degrees (14%) after Whites (54%) and followed by African Americans (11%), Asians (6%), and others (14%).
- Among Latinos earning degrees, over one-third (34%) earned a bachelor's degree, 28% an associate degree, 26% a certificate, and 10% a graduate degree.
- Latino representation was two times larger at the associate (14%) than at the graduate level (7%).
- Latino representation was highest at the certificate degree level (21%) and Whites' representation was the highest at the bachelor degree level (59%).

Latinos and All Students

- Latinos were more likely to be represented at the certificate and associate level (54%) compared to all students (38%).
- Latinos were less likely to be represented among graduate degrees earned. Of degrees earned, 11% of those earned by Latinos were at the graduate level compared to 20% for all students.
- Among groups, Latinos were more likely to be represented at the certificate and associate level (54%) while Whites were more likely to be at bachelor and graduate levels (62%).



Source: *Excelencia* in Education analysis using the U.S Department of Education, NCES, IPEDS, 2016-2017, Awards conferred at Title IV degree-granting institutions.

¹ Degree Attainment data: U.S. Census Bureau, 2016 American Community Survey.

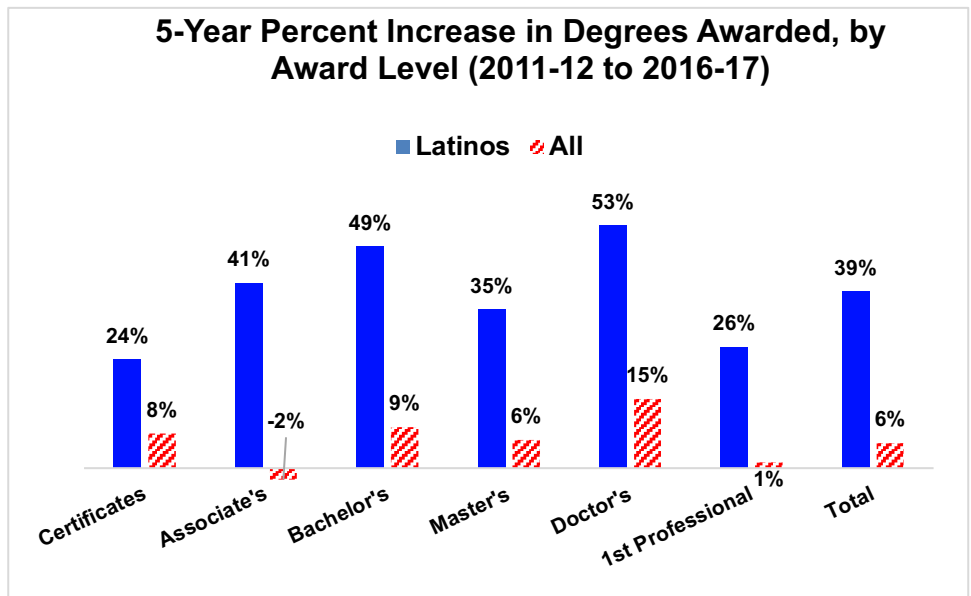


Latino Degree Attainment: 5-Year Overview

Latinos are making significant gains in certificate and degree completion. Examining 5-year trends in certificate and degree attainment provide a way to gauge the momentum of Latino student success.

Total credentials awarded to Latinos and all students, by award level, 2011-12 and 2016-17						
Award level	2011-12		2016-17		% Change: 5-Years	
	Latinos	All	Latinos	All	Latinos	All
Certificates	119,592	657,943	148,120	707,905	24%	8%
Associate's	148,890	1,032,098	209,209	1,006,614	41%	-2%
Bachelor's	176,889	1,814,640	262,700	1,977,432	49%	9%
Master's	50,460	766,940	67,947	814,214	35%	6%
Doctor's	2,780	63,977	4,254	73,647	53%	15%
1st Professional	6,950	108,120	8,785	109,434	26%	1%
Total	505,561	4,443,718	701,015	4,689,246	39%	6%

- The overall number of certificates and degrees earned increased by 6% (nearly 250,000) from 2011-12 to 2016-17.
- Latinos increased degree attainment (almost 200,000 more degrees and certificates), 39% over 5-years (2011-12 to 2016-17).
- Of the nearly 250,000 increase in credentials earned between 2011 and 2016, Latinos accounted for 80% of this increase.
- Latinos' highest growth was at the doctorate (53%), bachelor (49%), and associate (41%) level.
- Overall, there was a negative gain for associate's degrees (-2%), however, Latinos had an increase of 41% over 5-years.
- At every degree level, Latino degree completion increased by nearly 25% over 5-years.



Source: *Excelencia in Education's* analysis of IPEDS 2012-13 and 2016-17 Completion Surveys, NCES, U.S. Department of Education.

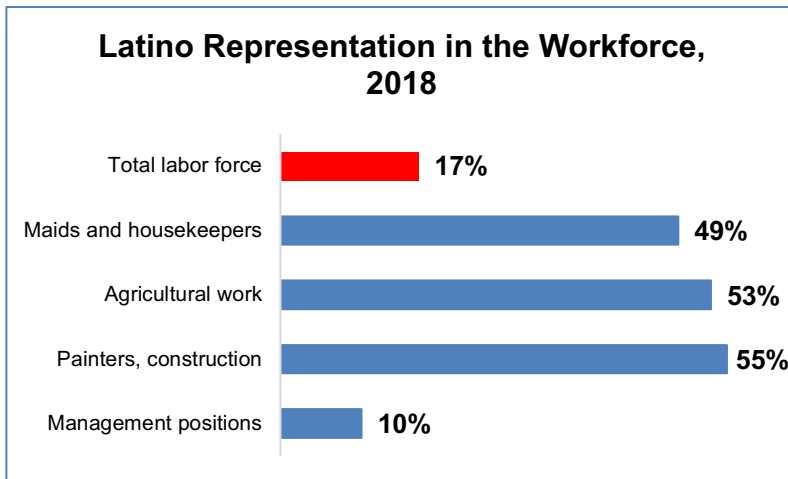
Given that undergraduate experiences are linked to career outcomes, it's important for institutions to understand how to best prepare students for the workforce and for employers to know how to harness the power of this growing population and help Latinos land high-quality and high-paying jobs. Consider the following context of Latinos in the workforce:

- **Latinos have the highest participation in the workforce** and are the fastest-growing population of college students. However, Latinos are still less likely than other groups to be represented in the highest paying jobs.
- The **growth in Latino college completion** has been mostly concentrated at the **certificate and associate levels**, limiting access to the economic benefits of a bachelor's degree.
- **Latino labor force participation is expected to increase 3 percent every year** while it is expected to decrease for non-Hispanic Whites.

Representation

Latino representation in the workforce and population are similar. Latinos represent 18% of the total population, 16% of the total population employed full-time, and 15% of those employed part-time. [U.S. Bureau of Labor Statistics, *Employment Projections: 2016-2026*, Table 3.1. Civilian labor force, by age, sex, race, and ethnicity, 1996, 2006, 2016, and projected 2026]

Latinos have higher labor force participation compared to other groups—66% of Latinos (16 years or older) participate in the labor force, compared to Asians (64%), Whites (63%), and African-Americans (62%). [U.S. Bureau of Labor Statistics, *Employment Projections: 2016-2026*, Table 3.1. Civilian labor force, by age, sex, race, and ethnicity, 1996, 2006, 2016, and projected 2026]



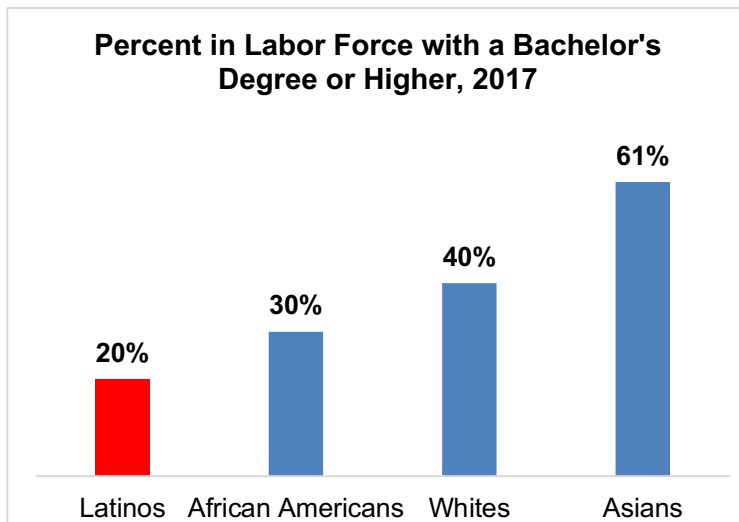
Latinos are less likely to be employed in the highest-paying occupations than other groups. Only 22% Latinos are employed in management, professional, and related occupations, compared to Asians (54%), Whites (41%), and African-Americans (31%). [U.S. Bureau of Labor Statistics, *Current Population Survey*, Table 11, 2018]

Latinos are significantly overrepresented in lower-paying service occupations. Latinos are 17% of the labor force but represent 55% of painters, construction, and maintenance workers; 53% of agricultural workers; and 49% of maids and housekeeping cleaners. [U.S. Bureau of Labor Statistics, *Current Population Survey*, Table 11, 2018]

Earnings and Education

The median weekly earnings of Latinos are lower than that of other groups. The weekly median earnings for Latinos are \$680, compared to Asians (\$1,095), Whites (\$916), and African Americans (\$694). [U.S. Bureau of Labor Statistics, *Current Population Survey Table 37*, 2018]

Latinos in the labor force have lower levels of degree attainment compared to other groups. 75% of Latinos (25 years and older) in the labor force had at least a high school diploma, compared to over 90% of Whites, African Americans, and Asians who had completed high school. Of those in the labor force, 20% of Latinos had earned a bachelor's degree or higher, compared to Asians (61%), Whites (40%), and African Americans (30%). [U.S. Bureau of Labor Statistics, *Labor Force Characteristics by Race and Ethnicity*, 2017]





Life Outcomes After Graduation: A Focus on Hispanic-Serving Institutions (HSIs)

Hispanic-serving institutions (HSIs) are an integral part of the higher education system in the United States and enroll a large number of historically underrepresented students. Unlike other minority-serving institutions that are classified based on their mission to serve their minority students, HSIs are classified based on their enrollment of Latino students. However, as more HSIs move to a mission-oriented model of serving students, they can utilize these results to more effectively use resources to prepare their students for life outside of college. Results for this study are based on 12 HSIs that were or currently are members of *Excelencia's* national network of institutions that leverage their collective expertise and resources to accelerate Latino student success.

Excelencia network graduates believe their alma mater is creating an inclusive environment for the success of all students.

- Latino graduates are more likely than non-Latino graduates (91% vs. 79%, respectively) to say their alma mater was a good place for students of racial and ethnic minorities.
- One in four *Excelencia* network graduates (26%) strongly agree that their alma mater is passionate about the long-term success of its students, higher than other HSI graduates (22%).

Excelencia network graduates indicate they had strong support systems at college.

- Over one-third of *Excelencia* network graduates (36%) strongly agree that their professors cared about them as a person — higher than college graduates nationally (32%) and other HSI graduates (28%).
- Eighty percent of *Excelencia* network graduates met with their academic adviser at least once per year, and 46% spoke often or very often with faculty or staff members about possible career options.

There are areas of opportunity that could further support graduates in finding jobs and learning skills that carry over into the workplace.

- Among the 59% of *Excelencia* network graduates who visited career services at least once, nearly half say their career services office was helpful or very helpful — higher than both comparison groups.
- Among those who visited at least once, two-thirds (66%) found it difficult or very difficult to access — regardless of transfer status, ethnicity or first-generation college student status.
- Only 7% of *Excelencia* network graduates had all three high-impact experiential learning opportunities identified by Gallup — lower than college graduates nationally (11%).

Twenty-seven percent of Excelencia network graduates strongly agree that they were prepared well for life outside of college.

- Graduates who strongly agree that they were prepared well for life outside of college are more likely to say they had a job waiting for them when they graduated and to be engaged at work.
- Thirty-one percent of *Excelencia* network graduates strongly agree that their alma mater provided them with the knowledge and skills they needed to be successful in the workplace.

Excelencia network graduates are more likely than college graduates nationally to be fulfilled in their work and to have higher levels of well-being.

- *Excelencia* network graduates are more likely than college graduates nationally to strongly agree that they have the ideal job for them (26% vs. 22%, respectively) and that their job gives them the opportunity to do work that interests them (41% vs. 37%).
- *Excelencia* network graduates are more likely than college graduates nationally to be thriving in more elements of well-being.

Source: Extraction from *Excelencia in Education* and Gallup, 2018. Executive summary from *Examining Life Outcomes Among Graduates of Hispanic-Serving Institutions, 2018 HSIs and Workforce Survey*. Washington, DC.