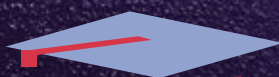


FINDING YOUR WORKFORCE: LATINOS IN HEALTH



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FINDING YOUR WORKFORCE: LATINOS IN HEALTH

APRIL 2015

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Excelencia in Education accelerates higher education success for Latino students by providing data-driven analysis of the educational status of Latinos, and by promoting education policies and institutional practices that support their academic

achievement. A not-for-profit organization, *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.

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FOREWORD

Latinos are making progress in college enrollment, attainment and workforce participation. They have the fastest growth in postsecondary enrollment and completion, and their labor force participation is the highest of any group. However, the Latino educational attainment gap with the overall national average remains, and labor force participation is concentrated in lower paying jobs — there is more work to be done.

Excelencia in Education's mission is to accelerate Latino student success in higher education. Meeting this mission increases the numbers of Latinos prepared for the competitive workforce and civic needs throughout the nation. Forward-looking employers have routinely asked where they can find the educated Latino workforce they need to compete in today's global economy. *Finding Your Workforce* is *Excelencia's* response to this query.

Finding Your Workforce: Latinos in Health is a straightforward informational tool to compel more outreach and engagement of college-educated Latinos. Business leaders and employers of all kinds should know which institutions lead the country in the numbers of Latinos produced each year. Educators and policy makers should look to the practices of these institutions and media should interview their leaders and students to discover stories of success. Philanthropy should examine the potential replication of effective practices at these institutions, and policy makers should look at these institutions as important to reaching national college completion goals. The data and analysis in this series does not speak to the quality of the postsecondary education nor address the productivity of higher education through metrics such as graduation rates.

We offer *Finding Your Workforce: Latinos in Health* to spur more informed dialogue about the college completion of Latinos and to propel new emphasis on actions to address their success and workforce participation in health fields.



Sarita E. Brown



Deborah A. Santiago

EXECUTIVE SUMMARY

Occupations in the health fields are among the fastest growing in the U.S. workforce. *Finding Your Workforce: Latinos in Health* provides a profile of the current Latino workforce in healthcare, draws attention to the top institutions graduating Latinos in health programs for 2012-13 (the most recent data publicly available), and shares some current and potential opportunities for action to improve Latinos' retention and completion of a credential and increase their representation in the healthcare workforce.

KEY FINDINGS

In 2012-13, Latinos graduating with credentials in health professions were highly concentrated in healthcare support fields—useful for some of the fastest growing jobs in the nation. However, these credentials are not sufficient for some of the highest paying healthcare occupations—health practitioners.

- The numbers of Latinos earning credentials in health fields has increased over the last four years.
- Latino degree attainment in health occupations was concentrated at the certificate and associate levels.
- Latinos working in health occupations are concentrated in lower paying jobs.
- Latinos earned credentials in health fields at a relatively small number of institutions, many identified as Hispanic-Serving Institutions (HSIs).
- Institutions can graduate a handful of Latinos and still rank among the top 25 awarding graduate degrees to Latinos.

OPPORTUNITIES FOR ACTION

Colleges and employers have opportunities to implement outreach, engagement, completion, and workforce pathways strategies targeting the Latino community.

Key strategies for action by institutions:

1. Engage alumni for employment opportunities and sharing workforce experiences.
2. Link more overtly between departments and student career services.
3. Develop workforce councils to establish relationships to better link graduates to employers within the institutional service area.
4. Share with students the various job opportunities and salaries available within the fields of study.

Key strategies for action by employers:

1. Recruit employees from the institutions where Latinos are graduating.
2. Invest in scholarships and internship opportunities at institutions within the service area.
3. Provide internships and clinical placement opportunities to students.
4. Provide mentoring between employees and local university students.

INTRODUCTION

Occupations in the health fields are projected to be amongst the fastest growing in the U.S. workforce, given growing healthcare needs. This need is the result of two overlapping trends:

1. INCREASED DEMAND

- The Affordable Care Act has provided increased access to healthcare, which, in turn, increases demand for healthcare occupations.
- The large baby boomer generation is retiring, which will provide increased job openings; and as they age, they will require more healthcare assistance.

2. POPULATION CHANGES

- Hispanics are projected to account for 75 percent of the growth in the nation's labor force by 2020.¹
- Over 20% of the babies born in the U.S. are to Hispanic mothers.² Both the infants and mothers will benefit from healthcare professionals and support service providers can attend them with linguistic and cultural sensitivity.

This brief examines the current condition of Latinos in the health-care workforce, identifies the institutions graduating the most Latinos in health fields for recruitment, and shares evidence-based efforts at institutions to graduate Latinos in these fields.

THIS BRIEF HAS FOUR GOALS:

1. Increase awareness of Latinos graduating with degrees in occupational growth areas important to our current and future workforce;
2. Respond to those interested in recruiting Latinos with post-secondary credentials but do not know where to find them;
3. Highlight the institutions and their efforts in graduating Latinos; and,
4. Encourage institutions and employers to do more to engage the Latino community and the workforce.



LATINOS AND THE HEALTHCARE WORKFORCE

According to the U.S. Bureau of Labor Statistics, occupations in the health sector are projected to grow at faster rates than any other sector in the U.S. economy. However, the salary scale varies widely between practitioner and support occupations. Consider the following:

Employment growth in healthcare is higher for support occupations than practitioner occupations.

- Between 2012 and 2022, overall employment is projected to increase by 11% (15.6 million jobs).³ Occupations in healthcare support are projected to increase 28% and in health practitioners to increase 22%.⁴
- Three of the occupations in the U.S. with the highest projected increases in employment will be in healthcare support occupations – home health aides, personal care aides, and nursing assistants/orderlies.⁵

Concurrent with the projected growth in the healthcare workforce, the Latino population is projected to continue growing; and more so than other racial/ethnic groups. Therefore, Latinos completing certificates and degrees in health professions will be vital for the healthcare workforce.

Consider the following facts on healthcare employment and salaries specific for Latinos:

Latinos are more than twice as likely to be employed in healthcare support than practitioner occupations.

- In 2014, Latino labor force participation overall was generally in lower paying jobs, including those in healthcare.⁶ Hispanics represented 16% of those employed in healthcare support occupations—such as home health aides and personal care aides—and 8% of those employed in health practitioner occupations—such as registered nurses, physicians, and dentists.⁷ [Figure 1]

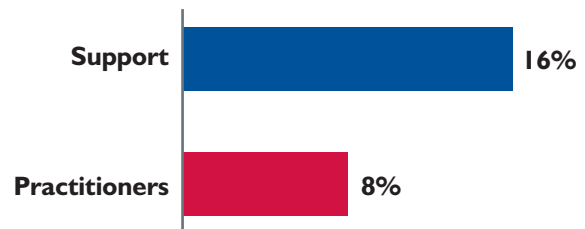
Salaries for healthcare support occupations are significantly lower than those of health practitioner occupations.

- Fourteen of the top 20 occupations in the U.S. with the highest median annual pay in 2012 were in health professions that require postsecondary degrees, such as dentists,

physicians, and surgeons.⁸ Health professions with higher salaries require highly advanced degrees (MD or PhD) and have median annual pay from \$80,000 to over \$185,000.

- Six of the 20 fastest growing occupations in the U.S. also had among the lowest annual pay in healthcare—personal care aides, home health aides, and physical therapist aides. Healthcare support occupations have median annual pay from below \$20,000 to about \$32,000.⁹ The entry-level education required for healthcare support occupations is generally less than high school, a high school diploma or a certificate.

FIGURE 1: Representation of Latinos in healthcare occupations, 2014



Source: Bureau of Labor Statistics, US Department of Labor. *Household Data Annual Averages*, Table 11: *Employed persons by detailed occupation, sex, race, and Hispanic or Latino Ethnicity*. 2015.

TABLE 1. Examples of Health Workforce by sector and occupation type

Professional Occupation	Service Occupation
Dentist	Dental Assistant
Physician	Home Health Aide
Physical Therapist	Physical Therapist Aide
Registered Nurse	Nursing Assistant; Licensed Vocational Nurse

CREDENTIALS EARNED BY LATINOS IN HEALTH FIELDS

The numbers of Latinos earning credentials in health fields has increased over the last four years.

- Latinos represented a higher percentage of those who earned degrees in health fields over the last four years. In 2010, Latinos earned 10% of degrees conferred in health fields; in 2013, Latinos earned 13% of degrees conferred in health fields.
- While Latinos increased at all academic levels in health fields, Latinos earned certificates at a higher rate than any other type of credential. Between 2009-10 and 2012-13, the number of certificates earned by Latinos in health fields increased 161%, compared to bachelor (74%), associate (44%), and graduate degrees (38%).
- In the last four years, Latinos more than doubled the number of certificates earned in health fields. Between 2010 and 2013, the number of certificates earned by Latinos in health fields increased 161% (from 20,839 to 54,401 certificates). [Figure 2; Table 2]

Latinos graduating with credentials in health fields in 2012-13 were highly concentrated at the certificate and associate

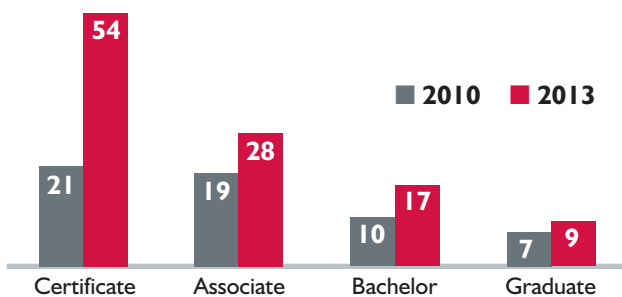
levels. These credentials are useful for some of the fastest growing occupations in the nation—healthcare support occupations. However, these credentials are not sufficient for some of the highest paying healthcare occupations—health practitioners. Consider the following:

- Hispanics earned 13% of all degrees and certificates awarded in 2013 for health fields. [Table 3]
- Of all students earning degrees in health fields, Latinos had higher representation in completions at the certificate (20%) and associate (13%) levels than at graduate levels (4-6%). [Table 3; Figure 3]

Latinos graduating with credentials in health fields in 2012-13 were less likely to be at the bachelor or graduate levels.

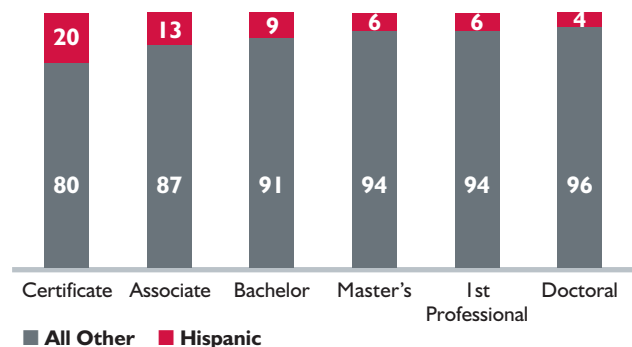
- In 2012-13, over 75% of credentials conferred to Latinos in health professions and related programs were certificates (50%) or associate degrees (26%) and less than 10% were graduate degrees. [Figure 4; Table 4]

FIGURE 2: Total number of credentials earned by Hispanics in health fields, by academic level, 2010 and 2013 (in thousands)



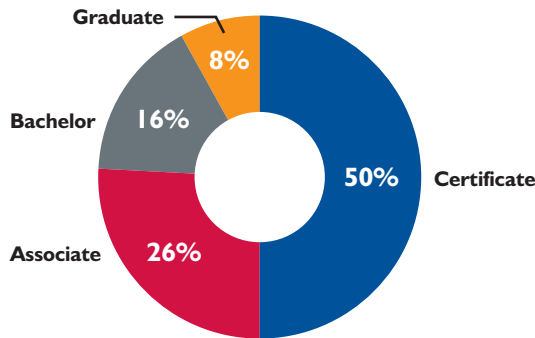
Source: *Excelencia in Education* analysis of the U.S. Department of Education, National Center for Education Statistics, IPEDS, 2009-10 and 2012-13, Completions Surveys.

FIGURE 3: Representation of Hispanics and all others in health program degrees earned, by academic level, 2013



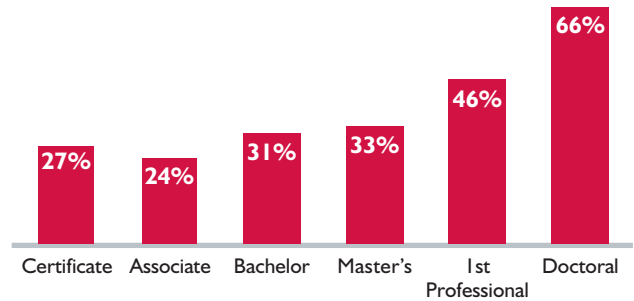
Source: *Excelencia in Education* analysis of the U.S. Department of Education, National Center for Education Statistics, IPEDS, 2012-13, Completions Survey.

FIGURE 4: Credentials earned by Latinos in health professions, by academic level, 2013



Source: *Excelencia in Education* analysis of the U.S. Department of Education, National Center for Education Statistics, IPEDS, 2012-13, Completions survey

FIGURE 5: Percentage of credentials earned by Hispanics in health fields at the Top 25 institutions, by academic level, 2013



Source: *Excelencia in Education* analysis of the U.S. Department of Education, National Center for Education Statistics, IPEDS, 2012-13, Completions Survey.

Latinos earned credentials in health fields at a relatively small number of institutions.

- A small number of institutions conferred degrees in health fields to Latinos in 2013. Across academic levels, the top 25 institutions conferring credentials to Latinos in health fields awarded more than 25% of all health credentials to Latinos in 2013. [Figure 5; Table 5]
- In 2013, the majority of the top 25 institutions (16) conferring bachelor degrees to Latinos in health fields were identified as Hispanic-Serving Institutions (HSIs).
- Sector: Of the top 25 institutions, the majority at the certificate level were for-profit institutions, and the majority at the bachelor and graduate levels were public institutions.
- Geography: The top 25 institutions at each academic level conferring credentials to Latinos were primarily located in three states—California, Texas, Florida—and Puerto Rico.

Institutions can graduate a handful of Latinos and still rank among the Top 25 awarding graduate degrees to Latinos.

- At the graduate level, institutions graduating less than 50 Latino students were still in the top 25 of institutions graduating Latinos in 2013. At the 1st professional degree level, institutions conferring less than 35 degrees to Latinos were still in the top 25. The top institution in 2012-13 conferring doctoral degrees in health fields graduated 10 Latinos; and those conferring only two degrees to Latinos were still in the top 25.

- The top 25 institutions at the doctoral level awarded 66% of all doctoral degrees in health fields earned by Latinos in 2012-13. [Table 5]
- The top institution awarding certificates or degrees to Latinos in health professions or related programs for 2012-13 by academic level, is as follows:

Academic Level	Top Institution Awarding to Latinos	Sector
Certificate	Instituto de Banca y Comercio Inc. (PR)	2 year Private For-Profit
Associate	Miami Dade College (FL)	4 year Public
Bachelor	The University of Texas—Pan American (TX)	4 year Public
Master's	University of Puerto Rico—Medical Sciences (PR)	4 year Public
1st Professional	University of Puerto Rico—Medical Sciences (PR)	4 year Public
Doctoral	The University of Texas at El Paso (TX)	4 year Public

Several of the top 25 institutions graduating Latinos in health fields in 2012-13 stand out at multiple academic levels. For example, Miami Dade College (FL) and South Texas College (TX) were represented among the top 25 at both the certificate and associate levels. At both the bachelor and graduate levels, California State University-Long Beach (CA), Florida International University (FL), Nova Southeastern University (FL), The University of Texas-Pan American (TX), The University of Texas Health Science Center at San Antonio (TX), The University of Texas at El Paso (TX), Texas Tech University Health Science Center (TX), and University of Phoenix-Online were represented.

HSIs rank among the top 5 institutions awarding degrees to Latinos across academic levels.

Hispanic-Serving Institutions (HSIs) are defined by federal law as not-for-profit, degree granting institutions with a 25% or more total undergraduate Hispanic full-time equivalent (FTE) student enrollment. Institutions defined as HSIs are eligible to apply for additional federal funding.

- HSIs enroll the majority of Latino undergraduates (60%). While HSIs are defined by their enrollment of Latino students, they also represent the majority of students graduating at the associate & baccalaureate levels.

- Within the top 25 institutions awarding credentials to Latinos for 2012-13, HSIs were represented throughout the academic pipeline. HSIs placed first in awarding degrees to Latinos for 2012-13 at the associate level and above and are the majority of the Top 5 institutions from the associates to first professional levels.
- HSIs awarding health degrees are located in a small number of states. The majority of HSIs in the top 25 across academic levels were located in California, Florida, Texas, and Puerto Rico.

TABLE 2. Total credentials awarded to Hispanics in health fields, by academic level: 2010 & 2013

Academic level	2009-10	2012-13	% Increase
Certificate	20,839	54,401	161
Associate	19,351	27,910	44
Bachelor	9,844	17,141	74
Master's	4,069	5,951	46
Ist Professional	2,635	3,338	27
Doctoral	142	165	16
Total	56,880	108,906	91

Source: *Excelencia in Education* analysis of the U.S. Department of Education, National Center for Education Statistics, IPEDS, 2009-10 and 2012-13, Completions Surveys.

TABLE 4. Credentials earned by Latinos in health professions, by academic level: 2012-13

Academic level	Hispanic	% of total
Certificate	54,401	50
Associate	27,910	26
Bachelor	17,141	16
Graduate		
Master's	5,951	5
Ist Professional	3,338	3
Doctoral	165	<1
Total	108,906	100

Source: *Excelencia in Education* analysis of the U.S. Department of Education, National Center for Education Statistics, IPEDS, 2012-13, Completions Survey.

TABLE 3. Total degrees and certificates awarded to Hispanics and to all students in health fields, by academic level: 2012-13

ALL STUDENTS			
Academic level	Hispanic	Total	% Hispanic
Certificate	54,401	276,338	20
Associate	27,910	217,641	13
Bachelor	17,141	184,259	9
Master's	5,951	91,726	6
Ist Professional	3,338	59,509	6
Doctoral	165	4,639	4
Total	108,906	834,112	13

Source: *Excelencia in Education* analysis of the U.S. Department of Education, National Center for Education Statistics, IPEDS, 2012-13, Completions survey

Table 5. Total certificates and degrees awarded to Hispanics in health fields by Top 25 institutions and all institutions by academic level: 2012-13

HISPANICS: TOP 25 VS. ALL INSTITUTIONS			
Academic level	Total by Top 25	Total by all institutions	% of all Hispanic at Top 25
Certificate	14,563	54,401	27
Associate	6,604	27,910	24
Bachelor	5,240	17,141	31
Master's	1,958	5,951	33
Ist Professional	1,549	3,338	46
Doctoral	109	165	66
Total	30,023	108,906	28

Source: *Excelencia in Education* analysis of the U.S. Department of Education, National Center for Education Statistics, IPEDS, 2012-13, Completions Survey.

WHAT WORKS FOR LATINO STUDENTS IN HEALTH PROGRAMS

Institutions of higher education across the country have programs with evidence of effectiveness in graduating Latino students in health professions and related programs. While there are many programs at the high school, community-based, and industry-level, the following are a sample of evidence-based programs or departments recognized among the top 25 institutions conferring degrees to Latinos in health professions and related programs. More information about these and other programs can be found in *Excelencia* in Education's Growing What Works database at: www.EdExcelencia.org/growing-what-works.

Excelencia in Education conducted informational interviews with representatives from several of the top 25 institutions graduating Latinos in health professions to gain insight into some of these practices. While the information reflected through these interviews is not exhaustive, four consistent areas of focus emerged to increase the numbers of Latino graduates within their programs: 1) financial aid; 2) intrusive advising; 3) alternative pathways; and, 4) community partnerships.

FINANCIAL AID

Most students need financial aid to pay for postsecondary education, and Latinos are no exception. Each of the institutional representatives interviewed highlighted the importance of financial aid and scholarships beyond federal financial aid to help students continue in their programs. Institutional strategies included the following:

- Require a minimum GPA once in the program to be eligible for department and university-wide scholarships.
- Have individual disciplines apply for Health Resources and Service Administration (HRSA) funds—used to provide scholarships to students in those disciplines.
- Develop relationships with community partners and professional schools to raise funds for scholarships that are explicitly for students in health sciences.

INTRUSIVE ADVISING

Institutions used various forms of intrusive advising to increase retention and reduce time to graduation. Among the strategies included the following:

- Use a student/parent orientation program to prepare incoming students and their families on what is expected to be successful in the program.

- Use college retention specialists to target students who are at risk of falling behind. By targeting these issues before they become problems, retention specialists help students find alternative options through which they can be successful.
- Require all students in a selected discipline to enroll in a course that helps them plan out their courses to graduation and discuss career opportunities. This allows for the institution to actively engage its students within their degrees, and provides for a common learning and integrative experience.
- Have faculty dedicated to mentoring and working to ensure the students succeed, either by working with students on remediation, finding alternative solutions for clinical/internship placements, or providing additional support through passage of licensure exams.

ALTERNATIVE PATHWAYS

Each of the participating institutions discussed how they enroll high numbers of post-traditional students—first-generation, working and raising families, and commuting to campus. The institutions implemented student-driven approaches and alternative pathways that acknowledge the realities of the student body they are serving. Among the institutional strategies shared are the following:

- Allow students with previous work experience, such as military medics, to earn credit for the skills they garnered through their work. Such programs allow students to earn degrees at an accelerated rate because of the credits they enter the program with from their past experiences.
- Provide alternatives for students who are unable to complete required clinical/internship hours such as digital simulations or gaining exposure on a monthly or summer basis.

COMMUNITY PARTNERSHIPS

Partnerships between institutions of higher education and the surrounding community provide a linkage to the workforce for students after graduation. In health professions, these partnerships allow students to gain on-the-job experience through internships and clinical rotations. These opportunities also connect students to mentors and professionals in their fields of study to further develop relationships between the institution and the community. Partnerships fostered by institutions of higher education with the workforce community and with graduate schools also provide students with a professional network throughout their careers. Several strategies shared include the following:

- Maintain relationships with their alumni specifically through their individual programs and disciplines. Alumni often hire recent graduates because of their connection with their alma mater and their knowledge of the rigor of the program. These alumni can also become mentors for students to shadow and provide insight into various careers within the healthcare professions.
- Work directly with community colleges as their students potentially transfer to four-year institutions and provide a critical pathway to increase diversity within the academic and workforce pipeline.
- Create bridge programs or early acceptance programs for undergraduate students as they prepare for graduate programs in allied health helped to provide students a streamlined approach and direction for their careers.

THE UNIVERSITY OF TEXAS – PAN AMERICAN (UTPA)

Top 25 ranking-Bachelor: 1st

Top 25 ranking-Master’s: 3rd

Measures of Success

- **Graduation Rate** — All nine disciplines in the College of Health Sciences have a 90% and above graduation rate.
- **Licensure Test Pass Rate** — Most disciplines have high first attempt passage rates on board exams. The Family Nurse Practitioner program has had 100% certification exam passage rate on the first attempt for 14 of the last 15 years.
- **Workforce Placement** — Many students are given offers of employment prior to completing their clinical placements.

Examples of Replicable Practices

- **Financial Assistance** — Each discipline applies for HRSA funds, and if received, provide scholarships to students within their program. These funds cover tuition and fees, and as long as students maintain

a 3.0 GPA, they continue to qualify to receive funds. This GPA also ensures student eligibility for university-wide scholarships.

- **Alternative Pathways** — Dedicated faculty are aware of the post-traditional student body they serve and make adjustments to help the students achieve success. UTPA developed anatomy, virtual, and simulation labs for students to work with patients and potential patients. These labs also provide alternatives to clinical placement positions for students who cannot get into their preferred placement or need some adjustments in completing their required hours.
- **Community Partnerships** — UTPA recognizes the importance of understanding the region and community they serve and has developed health programs to target these needs. All programs require a supervised work placement and since alumni are also placed at nearly every health provider in the region, there is a robust workforce network that continues to open doors for graduates.

EXAMPLES OF WHAT WORKS

Reinforcing these areas of support, the following are programs in alternative pathways and community partnerships within *Excelencia's* online Growing What Works database.

ALTERNATIVE PATHWAYS

Foreign-Educated Physician-To-BSN Program (FEP-BSN) at Florida International University, Florida. FEP-BSN is an innovative, specialized, first-in-the-nation nursing program where foreign-educated physicians (FEPs) residing in the United States who are either unemployed or underemployed attend an accelerated baccalaureate curriculum that awards them the Bachelor of Science in Nursing (BSN) degree and allows them to become employed as registered nurses (RNs). (<http://edexcelencia.org/program/foreign-educated-physician-bsn-program-fep-bsn>)

Colloquium Series Program is a partnership with I199SEIU Training & Upgrading Fund and the City University of New York- Lehman College. The Colloquium is a one-year, credit-based, bridge to college program for Latino adult workers/learners and uses a contextualized curriculum and skills-specific workshops to help Latino Healthcare Workers pass the CUNY admission tests. The program identifies Latino workers interested in college degrees in Health allied professions, engages them in career/education pathways by offering college-level, credit-bearing courses, while avoiding traditional remediation classes that delay admission to college. The program integrates workshops, tutoring, childcare, and strong case management — all strategies that improve students' retention and completion of the program. In 2.5 years, 55 Latinos enrolled in the program. (<http://edexcelencia.org/program/colloquium-series-program>)

FLORIDA INTERNATIONAL UNIVERSITY (FIU)

Top 25 ranking-Master's: 2nd

Top 25 ranking-Bachelor: 7th

Top 25 ranking-1st Professional: 23rd

Measures of Success

- **Diverse Student Body** — The School of Nursing student body is over 60% Latino, 18% of African descent, 14% White, and 5% Asian. About 33% of students are male. More than 60% speak a language other than English as their first language.
- **Simulated Hospital** — Students learn basic training in a state of the art simulated hospital on simulated patients.
- **Workforce placement** — Many students receive employment offers from the clinics and hospitals at which they do their required practicum. Healthcare recruiters seek out graduates from FIU's Foreign-Education Physician-to-BSN program due to the training and the skillsets they bring to the workplace from their previous experiences.

Examples of Replicable Practices

- **Financial Assistance** — The School of Nursing raises money for over 200 scholarships per year. These scholarships are both merit- and need-based. Special scholarships are also available for first-generation college students.
- **Intrusive Advising** — Students are assigned a trained advisor when they enter the program that assist with creating Major Maps where students plan out their courses until graduation. Faculty provide another layer of advising for students at the course level, especially those who need academic assistance. These systems of advising ensure students continue on a successful path.
- **Alternative Pathways** — An accelerated bachelor's degree program in nursing (BSN) is available for students seeking a secondary career. This program targets students who have established a career in another field, such as military medics, who wish to go into nursing. Students can earn credit toward their BSN degree for the skills they earned through their military experience.

CALIFORNIA STATE UNIVERSITY – FULLERTON (CSU-FULLERTON)

Top 25 ranking-Bachelor: 17th

Measures of Success

- **Reduction of Time to Degree** — Mandatory academic advising keeps students on the path to success through the development of study plans with students having 70-80% on-time completion rates.
- **Active Alumni** — Alumni remain active in the program and come back as guest speakers for students throughout the semester. Students are also able to shadow and intern with alumni.
- **Workforce Placement** — Integrated university services allow for partnering with the Center for Internships and Community Engagement and the Career Services Center to place students in internships and jobs after graduation.

Examples of Replicable Practices

- **Intrusive Advising** — Provide a multi-pronged approach to increasing student success through a mandatory course for students in the health sciences minor, faculty who work with students in their classes, retention specialists for students who may be having academic difficulty,

academic advising provided every semester, and specific health professions advising for students who have questions about the workforce. The campus-wide “Titan Degree Audit” allows for a centralized location of notes on what has been discussed and recommendations made as the student progresses through their degree, and are accessible to students, staff and administrators.

- **Community Partnerships** — Early/provisional acceptance agreements and bridge programs with allied health schools target qualified, underrepresented and low income students for early admissions into graduate programs in the allied sciences. These programs provide students with set metrics they need to achieve to successfully complete their undergraduate program and be prepared for graduate-level work.
- **Community Partnerships** — CSU-Fullerton works with Mi Mentor (www.mimmentor.org) to connect students to medical professionals working in the health sciences field. Through this network, CSU-Fullerton has reconnected with alumni and further developed relationships within the community.

Undergraduate Pre-Health Program at the University of Colorado Denver, Anschutz Medical Campus, Denver. The objective is to produce competitive applicants from traditionally underrepresented populations for professional health programs by, (1) helping to increase the number of underrepresented individuals within the health care professions to reduce health disparities in Colorado, and (2) exposing students to health disparities and their impact on the underserved populations. Overall, this program has assisted in increasing the enrollment of historically ethnic minority populations in health-related programs at the University of Colorado Denver, Anschutz Medical Campus. Twenty-five Latino students have completed the program. (<http://www.edexcelencia.org/program/undergraduate-pre-health-program>)

Medical Professions Institute (MPI) at the University of Texas, El Paso (UTEP), Texas. UTEP created the MPI to work with students interested in pursuing a postgraduate degree in medical, dental, veterinarian, optometry, or physician assistant schools. As a Texas border institution, UTEP realizes the need for Latino health care professionals to serve the growing numbers of Hispanic residents as well as to address the growing disparity of health care for Hispanics, especially along the border. (<http://edexcelencia.org/program/medical-professions-institute>)

COMMUNITY PARTNERSHIPS

Medical Spanish for Heritage Learners at the University of Texas, Pan American, Texas. The Medical Spanish for Heritage Learners program affirms the cultural knowledge and Spanish language proficiency of Latino students in the health sciences and builds on these competencies to ensure a critical mass of bilingual and bicultural leaders for tomorrow’s health care workforce. The program is an academic minor consisting of four intermediate and advanced level Spanish classes that develop advanced medical terminology in Spanish, medical interpreting and translation skills, and basic understanding of the public health disciplines. The program has a unique curriculum that is fully articulated with South Texas College and has created community-based learning opportunities in community health centers throughout the Rio Grande Valley. (<http://edexcelencia.org/program/medical-spanish-heritage-learners>)

Cooperative Doctoral Program in Pharmacy at The University of Texas Pan American and The University of Texas at Austin, Texas. The UTPA/UT- Austin Cooperative Doctoral Program in Pharmacy (CDPP) encourages students from the Rio Grande Valley and Laredo regions of South Texas to pursue pharmacy as a career, and provides recruitment, training and retention of proficient pharmacists

that understand the language and culture of the largely Hispanic South Texas community. Since 2001, the CDPP has graduated 84 pharmacists. Over 80% of alumni have stayed to work in the area. (<http://www.edexcelencia.org/program/cooperative-doctoral-program-pharmacy>)

Institute for Behavioral and Community Health Studies (IBACH) at San Diego State University, California. IBACH’s mission is to improve health through research, application, and evaluation of principles and programs related to health promotion, disease prevention, and behavior change in community settings. IBACH’s emphasis has been on research related to chronic-disease risk reduction, with a special focus on the Latino community. (<http://edexcelencia.org/program/ibach>)

Clinical Psychology Program, Ph.D. at Carlos Albizu University, San Juan Campus, Puerto Rico. The program’s mission is to train culturally sensitive psychologists in a Hispanic/Latino cultural context by increasing the number of Latinos trained in Clinical Psychology who master the required clinical and research skills to investigate mental health issues, particularly those associated with a disadvantaged population. (<http://edexcelencia.org/program/phd-clinical-psychology-program>)



MIAMI DADE COLLEGE (MDC)

Top 25 ranking-Associate: 1st

Top 25 ranking-Certificate: 20th

Measures of Success

- **High Retention Rate** – The School of Nursing has a 92% retention rate.
- **Diverse Student Body** –The nursing program is almost 40% male, compared to 7-8% nationally. The student body is diverse, with large Hispanic (over 60%) and African American populations.
- **Workforce Placement** – Partnerships with clinics and hospitals in the surrounding community result in students having high workforce placement after graduation.

Examples of Replicable Practices

- **Financial Assistance** – Miami Dade College recognizes that their students fit the post-traditional profile with family obligations. The School of Nursing provides emergency funding to students who face unexpected financial need. These funds allow students to pay tuition and stay enrolled in the program.

- **Intrusive Advising** – The School of Nursing has two retention specialists work with students in their first semester and specifically target at-risk students. These retention specialists seek out students who failed an exam during their first semester and work with them to get back on track in the program. Retention specialists also refer students to tutors who assist them as they continue on through the program and assist with developing time management skills.
- **Alternative Pathways** – MDC offers a nursing transition program for students in the workforce with prior medical training, such as emergency medical technicians. This program is geared towards students who have the desire to become a registered nurse. Through the program, students earn an associate degree through a three semester full-time or a six-semester part-time bridge program.

TOP 25 INSTITUTIONS GRADUATING LATINOS BY ACADEMIC LEVEL

The following tables include the top 25 institutions awarding credentials to Latinos for 2012-13 at the certificate, associate, bachelor, master’s, 1st professional, and doctoral levels. Each list includes information on location, sector, identification of Hispanic-Serving Institutions (HSIs), as well as a summary. In the case of a tie between institutions for the top 25 institutions awarding degrees to Latinos, institutions are arranged in alphabetical order. The institution sector key is as follows:

Additional information on data

The lists of top 25 institutions conferring degrees to Latinos by academic level are based solely on the numbers of certificates or degrees awarded in 2012-13. Thus, the institutions are different for each academic level. The lists included in the brief do not provide any information on the quality or productivity of the institutions. This would require additional and more detailed analysis outside of the scope of this project. Further, the lists count awards, not an unduplicated headcount of recipients.

The top 25 were created with data on certificates and degrees conferred from the Integrated Postsecondary Education Data System (IPEDS), Institutional Characteristics and Completions Survey, 2012-13, from the National Center for Education Statistics (NCES), U.S. Department of Education. These data are reported by every institution of higher education participating in Title IV (federal student financial aid programs). Therefore, these lists do not exclude for-profit institutions or those that only offer certificate programs.

Certificates of less than two years are included to reflect the diverse postsecondary options available to those preparing for the current workforce needs of the country. First professional degrees reflect degrees earned at the doctoral-professional practice level and doctoral degrees reflect degrees earned at

KEY	SECTOR
1	4-year public institution
2	2-year public institution
3	4-year private not-for-profit institution
4	2-year private not-for-profit institution
5	4-year private for-profit institution
6	2-year private for-profit institution

the doctoral-research/scholarship level. Institutions located in the United States and Puerto Rico were used in this analysis.

Appendix I: Health Classification of Instructional Programs (CIP) Codes, provides a complete list of the health professions and related programs identified in the IPEDS dataset for 2012-13, aggregated to identify the top institutions conferring degrees to Latinos in 2012-13.

The identification of institutions as HSIs, is based on analysis by *Excelencia* in Education using the IPEDS, Institutional Characteristics and Enrollment Survey, 2012-13, from NCES, U.S. Department of Education. For more information about HSIs and the entire 2012-13 HSI List, visit *Excelencia* in Education’s Hispanic-Serving Institutions Center for Policy and Practice (HSI-CP2) at <http://www.EdExcelencia.org/hsi-cp2>

CERTIFICATES AWARDED TO LATINOS							
LESS THAN TWO YEAR COURSE OF STUDY							
	Institution	State	HSI	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Hispanics
1	Instituto de Banca y Comercio Inc	PR		6	3,134	3,134	100
2	United Education Institute-Huntington Park	CA		6	2,746	1,229	45
3	Florida Career College-Miami	FL		5	2,155	662	31
4	Vista College	TX		6	1,118	633	57
5	Central New Mexico Community College	NM	*	2	1,338	588	44
6	American Career College-Los Angeles	CA		6	984	583	59
7	ICDC College	CA		6	1,005	481	48
8	American Career College-Anaheim	CA		6	877	479	55
9	Ponce Paramedical College Inc	PR		6	471	471	100
10	American Career College-Ontario	CA		6	785	468	60
11	Kaplan College-McAllen	TX		6	474	462	97
12	Ultimate Medical Academy-Tampa	FL		6	5,351	453	8
13	Sanford-Brown Institute-New York	NY		6	956	446	47
14	College of Lake County	IL	*	2	2,556	439	17
15	Kaplan College-El Paso	TX		6	496	432	87
16	Downey Adult School	CA		2	503	406	81
17	Kaplan College-San Antonio-San Pedro	TX		6	603	390	65
18	South Texas College	TX	*	1	416	387	93
19	Florida Technical College	FL		6	667	377	57
20	Miami Dade College	FL	*	1	613	368	60
21	Everest College-City of Industry	CA		6	448	357	80
22	Career Colleges of America	CA		6	489	335	69
23	Career Point College	TX		5	522	334	64
24	Pima Medical Institute-Tucson	AZ		5	604	326	54
25	Charter College-Anchorage	AK		5	806	323	40
Total for Top 25:					30,117	14,563	48

SUMMARY

Of the top 25 institutions where Latinos earned certificates (less than 2 years) in Health in 2012-13,

- The majority (20) were for-profit institutions
- 4 were Hispanic-Serving Institutions (HSIs)
- California had the most institutions (8), followed by Texas (6)
- Hispanic representation ranged from 8% to 100%, but averaged 48% overall

ASSOCIATE DEGREES AWARDED TO LATINOS							
	Institution	State	HSI	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Hispanics
1	Miami Dade College	FL	*	1	1,061	602	57
2	Keiser University-Ft Lauderdale	FL	*	3	2,620	601	23
3	Centro de Estudios Multidisciplinarios-San Juan	PR	*	3	365	365	100
4	University of Phoenix-Online	AZ		5	5,196	355	7
5	Ponce Paramedical College Inc	PR		6	334	334	100
6	ASA College	NY		6	714	318	45
7	Florida National University-Main	FL		5	320	283	88
8	Central New Mexico Community College	NM	*	2	631	263	42
9	Universidad Del Este	PR	*	3	261	261	100
10	South Texas College	TX	*	1	292	257	88
11	Huertas College	PR		6	249	249	100
12	National University College-Bayamon	PR		5	238	238	100
13	Columbia Centro Universitario-Caguas	PR		5	226	226	100
14	El Paso Community College	TX	*	2	275	223	81
15	Centro de Estudios Multidisciplinarios-Humacao	PR	*	3	216	216	100
16	San Joaquin Valley College-Visalia	CA		6	516	216	42
17	Dade Medical College-Miami	FL		6	240	200	83
18	San Joaquin Valley College-Fresno	CA		6	332	185	56
19	San Antonio College	TX	*	2	389	182	47
20	Dewey University-Hato Rey	PR	*	3	181	181	100
21	Centro de Estudios Multidisciplinarios-Bayamon	PR	*	3	178	178	100
22	National University College-Arecibo	PR		5	176	176	100
23	Atenas College	PR	*	3	170	170	100
24	EDP University of Puerto Rico Inc-San Sebastian	PR	*	3	163	163	100
25	Fresno City College	CA	*	2	513	162	32
	Total for Top 25:				15,856	6,604	42

SUMMARY

Of the top 25 institutions where Latinos earned associate degrees in Health in 2012-13,

- 11 were for-profit institutions
- 14 were Hispanic-Serving Institutions (HSIs)
- Puerto Rico had the most institutions (12), followed by Florida (4)
- Hispanic representation ranged from 7% to 100%, but averaged 42% overall

BACHELOR DEGREES AWARDED TO LATINOS							
	Institution	State	HSI	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Hispanics
1	The University of Texas-Pan American	TX	*	1	429	388	90
2	University of Phoenix-Online	AZ		5	5,605	370	7
3	University of Central Florida	FL		1	1,683	283	17
4	Inter American University of Puerto Rico-Metro	PR	*	3	281	278	99
5	Universidad Metropolitana	PR	*	3	260	260	100
6	The University of Texas at El Paso	TX	*	1	355	253	71
7	Florida International University	FL	*	1	392	242	62
8	Grand Canyon University	AZ		5	3,115	238	8
9	The University of Texas at Arlington	TX		1	2,064	234	11
10	Universidad del Sagrado Corazon	PR	*	3	232	232	100
11	Texas Tech University Health Sciences Center	TX		1	968	207	21
12	The University of Texas Health Science Center at San Antonio	TX	*	1	515	186	36
13	Universidad Del Este	PR	*	3	184	184	100
14	Nova Southeastern University	FL	*	3	472	182	39
15	Chamberlain College of Nursing-Illinois	IL		5	3,767	175	5
16	Dewey University-Hato Rey	PR	*	3	171	171	100
17	California State University-Fullerton	CA	*	1	571	171	30
18	Columbia Centro Universitario-Caguas	PR		5	164	164	100
19	University of Puerto Rico-Medical Sciences	PR	*	1	158	158	100
20	National University College-Bayamon	PR		5	154	154	100
21	National University College-Ponce	PR		5	151	151	100
22	Pontifical Catholic University of Puerto Rico-Ponce	PR	*	3	152	147	97
23	CUNY Lehman College	NY	*	1	493	140	28
24	California State University-Long Beach	CA	*	1	655	136	21
25	Texas A & M International University	TX	*	1	146	136	93
	Total for Top 25:				23,137	5,240	23

SUMMARY

Of the top 25 institutions where Latinos earned bachelor degrees in Health in 2012-13,

- 16 were Hispanic-Serving Institutions (HSIs)
- Puerto Rico had the most institutions (10), followed by Texas (6)
- 12 were 4-year public institutions
- Hispanic representation ranged from 5% to 100%, but averaged 23% overall

MASTER'S DEGREES AWARDED TO LATINOS							
	Institution	State	HSI	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Hispanics
1	University of Puerto Rico-Medical Sciences	PR	*	1	220	220	100
2	Florida International University	FL	*	1	444	201	45
3	The University of Texas-Pan American	TX	*	1	177	153	86
4	Walden University	MN		5	3,012	104	3
5	Nova Southeastern University	FL	*	3	759	98	13
6	University of Phoenix-Online	AZ		5	2,129	81	4
7	Grand Canyon University	AZ		5	1,024	68	7
8	The University of Texas Health Science Center at San Antonio	TX	*	1	169	67	40
9	Mercy College	NY	*	3	288	67	23
10	New Mexico Highlands University	NM	*	1	164	64	39
11	Texas Tech University Health Sciences Center	TX		1	398	62	16
12	University of South Florida-Main	FL		1	563	62	11
13	Columbia Centro Universitario-Caguas	PR		5	61	61	100
14	Brandman University	CA		3	261	60	23
15	Universidad Del Turabo	PR	*	3	58	58	100
16	University of Phoenix-Southern California	CA		5	266	57	21
17	University of Southern California	CA		3	555	56	10
18	The University of Texas at El Paso	TX	*	1	111	55	50
19	Barry University	FL		3	254	54	21
20	Texas Woman's University	TX		1	487	54	11
21	University of Florida	FL		1	619	54	9
22	Columbia University in the City of New York	NY		3	666	52	8
23	University of California-Los Angeles	CA		1	367	51	14
24	Carlos Albizu University-San Juan	PR	*	3	50	50	100
25	St Mary's University	TX	*	3	75	49	65
	Total for Top 25:				13,177	1,958	15

SUMMARY

Of the top 25 institutions where Latinos earned master's degrees in Health in 2012-13,

- 11 were public universities
- 11 were Hispanic-Serving Institutions (HSIs)
- Texas had the most institutions (6), followed by Florida (5)
- Hispanic representation ranged from 3% to 100%, but averaged 15% overall

1 ST PROFESSIONAL DEGREES AWARDED TO LATINOS							
	Institution	State	HSI	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Hispanics
1	University of Puerto Rico-Medical Sciences	PR	*	1	179	169	94
2	Nova Southeastern University	FL	*	3	758	156	21
3	University of California-Davis	CA		1	234	103	44
4	University of Florida	FL		1	853	98	11
5	The University of Texas Health Science Center at San Antonio	TX	*	1	385	82	21
6	Ponce School of Medicine and Health Sciences	PR		3	72	69	96
7	University of Illinois at Chicago	IL		1	622	63	10
8	Texas A & M University Health Science Center	TX		1	309	62	20
9	Universidad Central Del Caribe	PR	*	3	70	62	89
10	The University of Texas Medical Branch	TX		1	318	60	19
11	The University of Texas Health Science Center at Houston	TX		1	336	58	17
12	Cornell University	NY		3	89	52	58
13	University of New Mexico-Main	NM	*	1	175	49	28
14	University of Medicine and Dentistry of New Jersey	NJ		1	585	45	8
15	Texas Tech University Health Sciences Center	TX		1	404	44	11
16	University of California-San Francisco	CA		1	435	42	10
17	University of Miami	FL		3	281	42	15
18	University of Southern California	CA		3	639	40	6
19	San Juan Bautista School of Medicine	PR	*	3	38	38	100
20	Palmer College of Chiropractic-Davenport	IA		3	585	37	6
21	Western University of Health Sciences	CA		3	710	37	5
22	Loma Linda University	CA	*	3	387	36	9
23	Florida International University	FL	*	1	83	36	43
24	A T Still University of Health Sciences	MO		3	673	35	5
25	University of the Incarnate Word	TX	*	3	153	34	22
Total for Top 25:					9,373	1,549	17

SUMMARY

Of the top 25 institutions where Latinos earned 1st professional degrees in Health in 2012-13,

- The majority (13) were 4-year public universities
- 9 were Hispanic-Serving Institutions (HSIs)

- Texas had the most institutions (6), followed by California (5)
- Hispanic representation ranged from 5% to 100%, but averaged 17% overall

DOCTORAL DEGREES AWARDED TO LATINOS							
	Institution	State	HSI	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Hispanics
1	The University of Texas at El Paso	TX	*	1	13	10	77
2	University of Medicine and Dentistry of New Jersey	NJ		1	165	9	5
3	University of Washington-Seattle	WA		1	158	8	5
4	Texas Tech University Health Sciences Center	TX		1	38	6	16
5	Texas Woman's University	TX		1	37	6	16
6	University of Florida	FL		1	58	6	10
7	Loma Linda University	CA	*	3	34	5	15
8	University of Illinois at Chicago	IL		1	75	5	7
9	Virginia Commonwealth University	VA		1	137	5	4
10	Alliant International University	CA	*	3	20	4	20
11	Shenandoah University	VA		3	98	4	4
12	The University of Texas Health Science Center at Houston	TX		1	13	4	31
13	A T Still University of Health Sciences	MO		3	46	3	7
14	Harvard University	MA		3	68	3	4
15	San Diego State University	CA	*	1	20	3	15
16	The University of Texas at Austin	TX		1	28	3	11
17	University of Arizona	AZ		1	26	3	12
18	University of California-Los Angeles	CA		1	33	3	9
19	University of Michigan-Ann Arbor	MI		1	53	3	6
20	University of Nevada-Las Vegas	NV		1	37	3	8
21	University of Phoenix-Online	AZ		5	46	3	7
22	University of South Florida-Main	FL		1	31	3	10
23	Walden University	MN		5	122	3	2
24	Baylor College of Medicine	TX		3	13	2	15
25	California State University-Fresno	CA	*	1	15	2	13
	Total for Top 25:				1,384	109	8

SUMMARY

Of the top 25 institutions where Latinos earned doctoral degrees in Health in 2012-13,

- 5 were Hispanic-Serving Institutions (HSIs)
- The majority (17) were public universities
- Texas had the most institutions (6), followed by California (5)
- Hispanic representation ranged from 2% to 77%, but averaged 8% overall

APPENDIX I. HEALTH CIP CODES

The following lists the health professions and related program identified in the IPEDS dataset for 2012-13, aggregated to identify the top institutions conferring credentials to Latinos in healthcare fields.

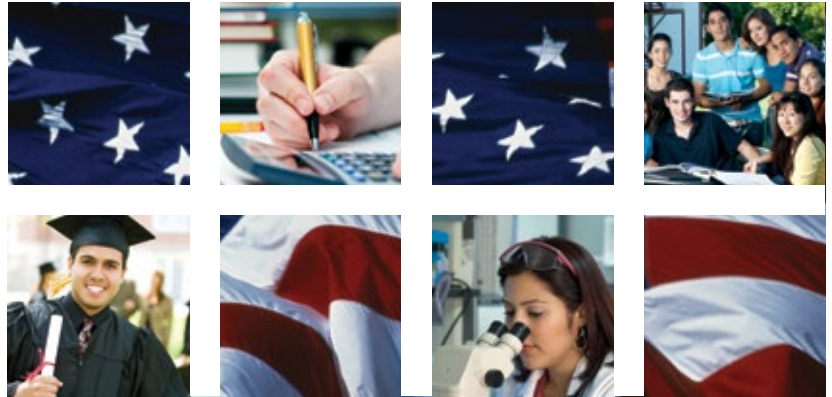
51 – HEALTH PROFESSIONS AND RELATED PROGRAMS

- | | |
|---|---|
| 51.00 – Health Services/Allied Health/Health Sciences, General | 51.21 – Podiatric Medicine/Podiatry |
| 51.01 – Chiropractic | 51.22 – Public Health |
| 51.02 – Communication Disorders Sciences and Services | 51.23 – Rehabilitation and Therapeutic Professions |
| 51.04 – Dentistry | 51.24 – Veterinary Medicine |
| 51.05 – Advanced/Graduate Dentistry and Oral Sciences | 51.25 – Veterinary Biomedical and Clinical Sciences |
| 51.06 – Dental Support Services and Allied Professions | 51.26 – Health Aides/Attendants/Orderlies |
| 51.07 – Health and Medical Administrative Services | 51.27 – Medical Illustration and Informatics |
| 51.08 – Allied Health and Medical Assisting Services | 51.31 – Dietetics and Clinical Nutrition Services |
| 51.09 – Allied Health Diagnostic, Intervention, and Treatment Professions | 51.32 – Bioethics/Medical Ethics |
| 51.10 – Clinical/Medical Laboratory Science/Research and Allied Professions | 51.33 – Alternative and Complementary Medicine and Medical Systems |
| 51.11 – Health/Medical Preparatory Programs | 51.34 – Alternative and Complementary Medical Support Services |
| 51.12 – Medicine | 51.35 – Somatic Bodywork and Related Therapeutic Services |
| 51.14 – Medical Clinical Sciences/Graduate Medical Studies | 51.36 – Movement and Mind–Body Therapies and Education |
| 51.15 – Mental and Social Health Services and Allied Professions | 51.37 – Energy and Biologically Based Therapies |
| 51.17 – Optometry | 51.38 – Registered Nursing, Nursing Administration, Nursing Research & Clinical Nursing |
| 51.18 – Ophthalmic and Optometric Support Services and Allied Professions | 51.39 – Practical Nursing, Vocational Nursing and Nursing Assistants |
| 51.19 – Osteopathic Medicine/Osteopathy | 51.99 – Health Professions and Related Clinical Sciences, Other |
| 51.20 – Pharmacy, Pharmaceutical Sciences, and Administration | |

ENSURING AMERICA'S FUTURE BY INCREASING LATINO COLLEGE COMPLETION

An emphasis on college degree attainment by the Obama Administration, and major foundations including the Bill & Melinda Gates Foundation and the Lumina Foundation for Education, reflects the growing recognition that increasing college completion is key to future prosperity. Given the magnitude of the Latino

proportion of the American society, the current educational attainment levels for Latinos, and America's need for a skilled workforce, increasing Latino college degree attainment is vital.



According to the U.S. Census, only 23 percent of Hispanics in the United States had earned an associate degree or higher in 2013. In comparison, 46 percent of whites, 33 percent of blacks, and 59 percent of Asians had earned an associate or higher.¹⁰ Further, demographic predictions show Latinos will represent 20 percent of the U.S. population by 2025.¹¹ In combination, these facts create a compelling call to action.

To meet this challenge, *Excelencia* in Education is shaping a policy strategy with measures, tactics, and strategies focused on young adults generally, and Latino students specifically. Through the initiative Ensuring America's Future by Increasing Latino College Completion (EAF) launched in 2010, *Excelencia* in Education established a baseline for informing, benchmarking and organizing stakeholder efforts to increase Latino college completion at the national and state levels. For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 5.5 million more degrees by 2020.

Ensuring America's Future analysis and research including an interactive national profile of Latinos and college completion

with top five institutions enrolling and graduating Latinos nationally, and by state may be found at www.edexcelencia.org/ensuring-americas-future/research

Further, through Ensuring America's Future, *Excelencia* in Education engaged national, regional and state organizations and institutions in seven sectors—business and workforce, educational associations and policy groups, government and elected officials, institutions and systems of higher education, Latino advocacy, media and philanthropy. In 2015 *Excelencia* in Education is organizing the next phase for collective impact to increase Latino college completion.

Accelerating Latino college degree completion requires: (1) intentionality in serving this group of students; (2) delineation of degree completion goals and measures of progress; (3) commitment to practices and policies that produce positive results; and, (4) clarity about the federal, state and institutional policy environments that affect Latino student success. There is a role for all stakeholders committed to increasing U.S. college degree completion.

FOR MORE INFORMATION PLEASE VISIT: www.edexcelencia.org/ensuring-americas-future

ENDNOTES

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