

FINDING YOUR WORKFORCE: LATINO TALENT IN HEALTH



Linking Latino college
completion with U.S.
workforce needs.



FINDING YOUR WORKFORCE

LATINO TALENT IN HEALTH

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and ready to meet our 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.

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EXECUTIVE SUMMARY

Latino talent is needed in all levels of our workforce. While Latinos have increased in college enrollment and credentials earned, Latino talent remains overrepresented in high-skilled, low-wage occupations. Ensuring America's future to meet our nation's economic and civic engagement requires students, institutions, and employers play an active role in preparing, selecting, and sourcing Latino talent with a tactical plan to link these graduates to the workforce. The following facts about Latinos in the healthcare workforce and in education can inform this plan.

WORKFORCE

- **Healthcare occupations are projected to increase** over the next decade.
- Latinos have **increased their representation in healthcare occupations** in the last decade.
- Latinos were most likely to be **employed in healthcare support roles** than management or professional occupations.
- Latinos were more likely to be **healthcare occupations with low salaries**.

EDUCATION

- Less than 20 percent of Latino adults have **earned a credential in a healthcare field**.
- Latinos earning credentials in healthcare are more likely to be **concentrated at the certificate level**.
- The colleges and universities where Latinos **earn the most credentials in healthcare are Hispanic-Serving Institutions (HSIs)**.¹

For institutions looking to develop Latino talent for a global economy, this brief provides examples of what institutions are doing and actionable steps to build stronger relations with employers. For employers, this brief identifies programs and institutions to inform recruitment and investment strategies for recruiting Latinos with healthcare credentials.

WHAT EMPLOYERS CAN DO:

- Reconfigure recruitment to focus on the top 25 institutions graduating Latinos in healthcare fields at different

academic levels and support their career pathways into more high-skilled occupations

- Partner with colleges and universities that have earned the Seal of *Excelencia*—these colleges disproportionately and intentionally enroll and graduate Latino students across the nation—to advance workforce preparation and re-training programs, recruitment, and business innovation
- Integrate data sources with institutions to track success of new hires and inform institutional efforts serving Latino, and all, students
- Invest and promote evidence-based practices at colleges and universities that strengthen career pathways and the Latino talent pipeline to the workforce

WHAT INSTITUTIONS CAN DO:

- Intentionally develop career pathways through stackable credentials to meet the immediate needs of Latino students along with workforce advancement and re-training opportunities
- Replicate and/or scale evidence-based practices providing post-completion supports to transition to the workforce for Latino graduates
- Prioritize employment opportunities in high-wage occupations for Latino students
- Partner with HSI collaboratives to prepare Latino talent and connect with employers

¹ HSIs are defined as accredited, degree-granting public or private nonprofit institutions of higher education with 25% or more total undergraduate Hispanic full-time equivalent (FTE) student enrollment, as noted in Title V of the Higher Education Opportunity Act, as amended in 2008. To be eligible for the "Developing HSIs Program," the law further requires that an HSI have a high enrollment of needy students and low core expenditures.

INTRODUCTION

The nation is facing a shortage of healthcare professionals, and this shortage grew larger during the pandemic. The Association of American Medical Colleges (2021) estimates a shortage of physicians, including shortfalls in both primary and specialty care by 2034. Additionally, the Bureau of Labor Statistics (2021) estimates 1.9 million healthcare occupations will require replacement as people leave their professions. Despite the shortfalls and the projected replacements, healthcare occupations are projected to grow by 13 percent over the next decade and account for over 2 million new jobs in the profession (U.S. Bureau of Labor Statistics, 2021).

Latinos are the nation's fastest growing population. Between 2010 and 2020, Latinos accounted for over 50 percent of the nation's population growth—the largest share among all groups (Jones et al., 2021b). Today, Latinos make up 20 percent of the United States population (62.1 million) (*Excelencia in Education*, 2023b) and are projected to account for 91 percent of new workers by 2031 (U.S. Bureau of Labor Statistics, 2022a). As the Latino population grows, so does the need to develop a healthcare workforce that can meet their needs: healthcare professionals who are culturally competent, have strong intercultural communication skills, and enter with dual-language skills. While demand continues to increase, employers continue to struggle with recruiting Latino talent to meet the healthcare needs of the Latino community (Jones et al., 2021a)—an indication that traditional sourcing strategies are not effective in recruiting Latino talent. Increasing the workforce with Latino talent requires the partnership of institutions and employers.

Latinos are earning credentials to meet healthcare needs. Between 2015 and 2019, Latinos' credentials in healthcare fields increased by eight percent and represented the second largest increase of recipients by racial/ethnic group (*Excelencia in Education*, 2022b). While Latinos continue to earn credentials in healthcare, they are overrepresented in healthcare support roles (high-skilled, low-wage occupations) (U.S. Bureau of Labor Statistics, 2021) with limited pathways for Latino talent in higher-skilled occupations with higher-paying wages.

To ensure America's future, institutions and healthcare employers must both play an active role in preparing, selecting, and sourcing Latino talent for a global economy. *Excelencia's* research demonstrates that select institutions are investing in the recruitment, development, and completion of Latino talent and healthcare employers have opportunities to strengthen their

workforce. To bridge this gap, *Excelencia* has analyzed national datasets to connect healthcare employers with institutions that are graduating and preparing Latinos for the workforce.



There is an opportunity for both healthcare employers and institutions to take action. This brief, *Finding Your Workforce: Health (FYW: Health)*, identifies the top institutions graduating Latinos (2019-20) from certificates to the doctoral level in healthcare. These top 25 institutions are meeting the nation's economic needs by intentionally serving Latino students and producing Latino talent. This brief also highlights institutions and their intentional efforts to support post-completion success by providing educational credentials needed to support our current and future healthcare workforce.

BACKGROUND

Our knowledge-based economy continues to project an increase in careers that require postsecondary training and education. As *Excelencia* continues to learn more from institutions and their efforts to increase Latinos' enrollment (*Excelencia* in Education, 2022a), completion (*Excelencia* in Education, 2022b), and post-completion success (Bermea, 2022), it is clear that a select group of institutions are intentionally recruiting, graduating, and preparing Latino talent for the workforce. Healthcare programs and employers have an opportunity to bridge their efforts by taking active steps to engage Latino students in experiences that promote healthcare workforce preparation and foster post-completion success.

To seize the opportunity to increase the number of trained and educated Latinos in the healthcare workforce, employers and institutions can leverage data to identify where Latino talent is located. For example, consider the following facts:

ENROLLMENT:

In 2021, Latinos' undergraduate enrollment was 3.0 million and represented 21 percent of all undergraduate students (*Excelencia* in Education, 2023b). Further, Latinos' enrollment in college is projected to increase over the next decade as they represent a higher proportion of the college-age population (*Excelencia* in Education, 2022a). Combining this demographic growth with the knowledge that Latinos are likely to continue to prioritize access, location, and cost in their choice of institution (Santiago, 2007) has fueled the growth of Hispanic-Serving Institutions (HSIs)². Latino undergraduates are highly concentrated at HSIs—62 percent of all Latino undergraduates are enrolled at HSIs (*Excelencia* in Education, 2023a), and the numbers of HSIs are also projected to grow with Latinos' college enrollment.

COMPLETION:

As a result of completion efforts, 30 percent of Latinos in the workforce (25 years and older) have an associate's degree or higher (*Excelencia* in Education, 2022b). In 2020, Latinos earned 154,500 degrees in healthcare and related programs

and represented 16 percent of all healthcare degree recipients (*Excelencia* in Education, 2022b). Further, a high concentration of Latinos who earned a credential in healthcare did so at an HSI. In 2019-20, HSIs awarded 37 percent of healthcare degrees to Latinos (*Excelencia* in Education, 2022b). Moreover, significantly increasing the number of Latino students attaining college degrees requires that institutions go beyond enrollment to intentionally serve Latino students (*Excelencia* in Education, 2023c). Seal of *Excelencia* certified³ institutions, most of which are HSIs, are setting the pace for institutional transformation and are among the top institutions graduating Latino students.

POST-COMPLETION:

According to a recent survey, over 85 percent of Latinos in their senior year of college earning degrees in health, engage in one or more experiential learning activities (e.g., internships, study abroad, or research with faculty) before graduation (National Survey for Student Engagement, n.d.). High impact practices⁴ such as experiential learning support Latino graduates in being workforce ready (Martinez & Santiago, 2020).

2 HSIs are defined as accredited, degree-granting public or private nonprofit institutions of higher education with 25% or more total undergraduate Hispanic full-time equivalent (FTE) student enrollment, as noted in Title V of the Higher Education Opportunity Act, as amended in 2008. To be eligible for the "Developing HSIs Program," the law further requires that an HSI have a high enrollment of needy students and low core expenditures.

3 To support and reinforce institutional capacity to intentionally serve, *Excelencia* developed the Seal of *Excelencia* framework that integrates essential components of transformation into a comprehensive institutional strategy for SERVING students.

4 Due to their positive impact on student learning and retention, the National Survey for Student Engagement considers senior capstone, service-learning, internships, study abroad, research with faculty, or learning community as High Impact Practices.

WORKFORCE:

In *Excelencia's* national study on life outcomes among graduates of HSIs, Latino graduates are as likely as their non-Latino peers to have applied for a job or internship (60 percent vs. 58 percent, respectively) and to have been extremely active in extracurricular activities and organizations (17 percent and 16 percent, respectively; *Excelencia in Education & Gallup, 2018*). As a result of engaging in these activities, 31 percent of *Excelencia* network⁵ graduates strongly agree that their alma mater provided them with the knowledge and skills they needed to be successful in the workplace (*Excelencia in Education & Gallup, 2018*). When hired, Latino graduates from *Excelencia's* network institutions shared they are fulfilled in their work and actively engaged in their workplace (*Excelencia in Education & Gallup, 2018*). Institutions who expand access to hands-on learning in and

outside the classroom are actively investing in Latino talent (Bermea, 2022; Martinez & Santiago, 2020). These efforts are indicators to pinpoint institutions that are tapping Latino talent and preparing them to enter the workforce.

Excelencia identified the top 25 institutions where Latinos earned a credential across six award levels (i.e. certificate, associates, baccalaureate, master's, doctorate and 1st professional) in healthcare. The top 25 institutions serve as prime locations for sourcing and selecting Latino talent. Highlighting these top 25 institutions, especially HSIs, creates an opportunity for institutions and healthcare employers to make intentional connections and strengthen efforts to develop and source Latino talent. Together, they can build strategic partnerships to facilitate the development of Latino talent into the current and future healthcare workforce.



⁵ Presidents for Latino Student Success (P4LSS) is a network of a diverse group of college and university presidents and chancellors who have committed to making their institutions learning environments where Latino students thrive. They are part of the *Excelencia in Action* network and collaborate with *Excelencia in Education* to leverage collective expertise and resources, foster partnerships, and amplify current efforts at the national level.

LATINOS IN THE HEALTHCARE WORKFORCE: 2021

Latinos in the workforce are projected to reach about 36 million, account for over 90 percent of new workers, and make up one in five workers of the nation's workforce by 2031. In healthcare, jobs are projected to grow faster (13 percent) than other areas of the workforce (5 percent). Within this job growth, medical and health service managers will increase by 28 percent and healthcare support occupations will increase by 18 percent.

Reflecting this accelerated growth, Latinos' representation within the healthcare workforce is on the rise and across various healthcare industries and careers. However, despite this growth, Latinos continue to be underrepresented in healthcare occupations. Consider the following⁶:

REPRESENTATION

Latinos have lower but growing representation in healthcare occupations compared to their peers.

■ **Latinos are less likely to be in healthcare support occupations compared to other racial/ethnic groups.** In 2021, Latinos represented 21% of workers in healthcare support occupations while 65% were White, 25% were African American, and 7% were Asian.

■ **Latinos are less likely to be in medical and health service manager occupations compared to most other racial/ethnic groups.** In 2021, Latinos represented 11% of individuals in medical and health services manager occupations while 76% were White, 14% were African American, and 7% were Asian.

■ **Latinos are less likely to be in healthcare practitioner and technical occupations compared to other racial/ethnic groups.** In 2021, Latinos represented 9% of individuals in healthcare practitioner and technical occupations while 76% were White, 12% were African American, and 10% were Asian.

■ **Latinos have increased their representation in healthcare support, practitioner, and technical occupations.** From 2011 to 2021, Latino representation in healthcare support occupations and healthcare practitioner and technical occupations increased by 119% and 76%, respectively.

EDUCATION

Latinos earn more healthcare credentials and their representation has increased.

■ **The representation of Latinos with healthcare educational credentials is higher than other groups—except Whites.** In 2019-20, 16% of Latinos earned a healthcare credential compared to 54% of Whites, 13% of African Americans, and 7% of Asians.

■ **Over the last five years, the number of healthcare credentials Latinos earned increased while other groups have decreased—except Asians.** From 2015 to 2020, the number of healthcare credentials Latinos earned increased by 4%, while Asians increased by 16%. During this same time, the numbers of credentials decreased for African Americans (-9%), and Whites (-7%).

DEGREE CONCENTRATION:

More Latinos are earning credentials, especially at the certificate level.

■ **Latinos' healthcare credentials are concentrated at the certificate level.** In 2019-20, 40% of all healthcare credentials Latinos earned were certificates, followed by baccalaureate (25%), associate (21%), master's (10%), 1st professional (4%) and doctorates (0.3%).

■ **The number of healthcare degrees earned by Latinos increased.** Between 2015 and 2020, Latinos' degree attainment in healthcare increased by 94% for master's, 55% for baccalaureate, 60% for 1st professional, 46% for doctorate, and 10% for associate degrees.

⁶ Source: *Excellencia in Education* analysis of the U.S. Bureau of Labor Statistics' Current Population Survey 2011, 2020, and 2021 Tables 5, 6, 7, 8, 10, 11, 13, and 37.

SALARIES

Latinos are in lower-paying healthcare support occupations.⁷

■ **Latinos are more likely to be in healthcare support occupations, which offer a lower median salary.** In 2021, Latinos represented 21% of healthcare support occupations, which had a median annual salary of \$29,880.

■ **Latinos are least represented among healthcare practitioners and technical occupations, which offer a higher median salary.** In 2021, Latinos represented 9% of healthcare practitioners and technical occupations, which had a median annual salary of \$75,040.

■ **Latinos are least represented among medical and health services managers occupations, which offer a higher median salary.** In 2021, Latinos represented 11% of medical and health services managers, which had a median annual salary of \$101,340.



7 U.S. Bureau of Labor Statistics. (2023). Occupation Outlook Handbook: Healthcare Occupations. Retrieved from <https://www.bls.gov/ooh/healthcare/home.htm>

HEALTHCARE CREDENTIALS EARNED BY LATINOS IN 2019-20

The top institutions awarding educational credentials to Latinos in 2019-20 include 112 unique institutions from across 23 states, the District of Columbia, and Puerto Rico. Almost half (46 percent) of the top 25 institutions where Latinos earned credentials at the certificate, associates, baccalaureate, and 1st professional levels were HSIs across eight states and Puerto Rico. Over half of the top institutions awarding education credentials to Latinos are private institutions (53 percent). Consider the following:

HEALTHCARE CREDENTIALS EARNED BY LATINOS AT TOP 25 AND ALL INSTITUTIONS

Latinos earning healthcare credentials are concentrated in a small number of institutions.

In 2019-20:

- Less than 5% of institutions (112) represent the top institutions graduating Latinos with credentials in healthcare fields, yet they graduated 25% of Latinos earning healthcare credentials (see Table 1).

- About one in three of all Latinos who earned healthcare baccalaureate (32%) or master's (35%) degrees graduated from a top 25 institution awarding healthcare degrees to Latinos.
- Over half (58%) of Latinos who earned healthcare doctorate degrees and 38% of Latinos who earned healthcare 1st professional degrees graduated from a top 25 institution awarding healthcare degrees to Latinos.

TABLE 1: TOTAL HEALTHCARE CREDENTIALS EARNED BY LATINOS AT TOP 25 INSTITUTIONS AND ALL INSTITUTIONS, BY DEGREE LEVEL, IN 2019-20

| Credential Level | Total Healthcare Credentials Earned by Latinos | | |
|------------------------------|--|------------------|--------------------------|
| | Top 25 Institutions | All Institutions | % at Top 25 Institutions |
| Certificate | 9,843 | 59,362 | 17% |
| Associate | 7,338 | 31,387 | 23% |
| Baccalaureate | 11,770 | 37,363 | 32% |
| Master's | 5,004 | 14,415 | 35% |
| Doctorate | 237 | 412 | 58% |
| 1 st Professional | 2,145 | 5,677 | 38% |
| Total | 36,337 | 148,616 | 25% |

Source: *Excelexia* in Education analysis of U.S. Department of Education, National Center for Education Statistics, IPEDS, 2020 Institutional Characteristics and Completions Survey

WHAT WORKS FOR LATINO STUDENTS IN HEALTH

Excelencia in Education identified evidence-based practices among the top 25 institutions graduating Latino students that demonstrated a commitment to furthering the pipeline from degree completion to careers in health. The institutional programs highlighted below demonstrate the importance of university partnerships with local hospitals and medical centers and support programs for licensure exams. These institutional practices are considered to be particularly valuable because they contribute to careers in healthcare in the following ways:

| EVIDENCE-BASED PRACTICE | WHY IT WORKS |
|---|--|
| (1) Collaboration with local hospitals or medical centers | Institutional partnerships with local hospitals or medical centers provide hands-on clinical training opportunities for students in healthcare related fields. |
| (2) Support services for licensure exams | Given that many healthcare professions require students to pass licensure examinations, institutions that provide preparation materials and/or reduce the cost of these examinations help facilitate students' pathways to healthcare occupations. |

INSTITUTIONAL COLLABORATION WITH LOCAL HOSPITALS OR MEDICAL CENTERS

Strong partnerships and collaboration between institutional health programs and local medical centers are critical for improving the health and well-being of their surrounding communities and facilitating career pathways. Consider the following example of a program at a top 25 institution graduating Latinos:

Miami Dade College Partnership with Health Care Education Partners

The HCA Scholarship program at Miami Dade College is a partnership with Health Care Education Partners, which is designed to help alleviate the national nursing shortage. Students interested in becoming Registered Nurses (RNs) and working at an eligible HCA hospital can apply for the scholarship during their first semester in the nursing program. The scholarship covers tuition and books and supplies for the nursing program in exchange for a two-year working contract with an HCA Hospital in South Florida (Aventura Hospital

and Medical Center, Cedars Medical Center, or Kendall Medical Center). Miami Dade College's partnership with the HCA Scholarship program both alleviates the financial burden of pursuing a postsecondary education and connects students directly to a career in nursing at local partner hospitals.

SUPPORT SERVICES FOR LICENSURE EXAMS

Students seeking careers in healthcare are often required to successfully complete licensing examinations, which require substantial preparation and are often costly. Consider the following examples of programs at top 25 institutions graduating Latinos:

Progresando Initiative

As part of their \$1.25 billion commitment to promote economic opportunity for communities of color, Bank of America partnered with 12 HSIs to expand education and employment opportunities for Hispanic adults in healthcare. Of these 12 HSIs, we highlight the following two:

– at the University of Central Florida

The Progresando Initiative at the University of Central Florida (UCF) is funded by Bank of America with the goal to increase Latino representation in healthcare careers while also addressing the shortage of Spanish-speaking health providers in the nation, specifically those in nursing. Less than 6% of nurses are Latino, which does not reflect the growing Latino population who are disproportionately underserved in healthcare (American Association of Colleges of Nursing, 2023). As part of this initiative, UCF offers healthcare examination test preparation sessions, tutoring services, and an undergraduate research and writing lab. UCF also subsidizes students' testing fees by up to \$500 for individuals that demonstrate financial need. More than 400 students are expected to benefit from the healthcare examination test preparation sessions and supplemental tutoring services.

– at South Texas College

South Texas College was awarded a Bank of America Progresando Grant with the goal of increasing Latino representation in health care. The grant funding is used to help support enrollment efforts and expand the college's capacity to meet the diverse needs of today's workforce in healthcare fields. South Texas College plans to use these funds to help students cover state licensure exams and related fees as well as support non-credit healthcare pathway programs. Most healthcare professions, including nursing, require students to successfully pass standardized tests. The test preparation sessions and tutoring services allow students to be better prepared to take the exam and increase their success rates.



FINDING YOUR WORKFORCE

TOP 25 INSTITUTIONS GRADUATING LATINOS IN HEALTH

The lists of top 25 institutions graduating Latinos in health serve as a resource and starting place for employers and institutions interested in recruiting Latinos with postsecondary credentials and learning more about what they are doing to prepare and support their graduates for the workforce. Several of the top 25 institutions have aligned pathways for educational progress in healthcare fields for Latinos and are thus represented at multiple academic levels.

| INSTITUTION | AMONG TOP 25 INSTITUTIONS, BY ACADEMIC LEVEL |
|---|--|
| Nova Southeastern University (FL) | baccalaureate, master's, doctorate, and 1 st professional |
| Florida International University (FL) | baccalaureate, master's, and 1 st professional |
| Grand Canyon University (AZ) | baccalaureate, master's, and doctorate |
| NUC University (PR) | certificate, associates, and baccalaureate |
| Texas Tech University Health Sciences Center (TX) | baccalaureate, master's, and 1 st professional |
| The University of Texas at El Paso (TX) | baccalaureate, master's, and doctorate |
| The University of Texas Health Science Center at Houston (TX) | master's, doctorate, and 1 st professional |
| University of Arizona (AZ) | master's, doctorate, and 1 st professional |
| University of South Florida (FL) | baccalaureate, master's, and 1 st professional |

The following section includes lists of the top 25 institutions awarding certificates or degrees to Latinos in health for 2019-20 at the certificate, associate, baccalaureate, master's, doctorate, and first professional level. Each list includes information on location, sector, identification of HSIs, as well as a summary of each list. Notably, the list also identifies institutions who are Seal of *Excelencia* certified, a national certification for institutions that strive to go beyond enrollment to intentionally SERVE Latino students.

ADDITIONAL INFORMATION ON LISTS OF TOP 25 INSTITUTIONS

It should be noted that the lists of top 25 institutions conferring degrees to Latinos by academic level is based solely on the numbers of certificates or degrees awarded in 2019-20. Thus, the lists of 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 and their programs of study. This would require additional and more detailed analysis than is provided in this

brief. Further, the lists count awards, not an unduplicated headcount of recipients. The lists were created with data on certificates and degrees conferred from the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2020 Institutional Characteristics and Completions Survey. These data are reported by every institution of higher education participating in Title IV (federal student financial aid programs). Institutions awarding certificates of less than one-year and those of one-year but less than two years are included in the certificate level to reflect the diverse postsecondary options available to those preparing for the current workforce needs of the country. The identification of institutions as HSIs is based on analysis by *Excelencia* in Education using the U.S. Department of Education, NCES, IPEDS, 2021 Fall Enrollment and Institutional Characteristics Surveys. A complete list of the institutions that meet the basic federal definition of an HSI is available at <https://www.edexcelencia.org/research-policy/hispanic-serving-institutions-hsis>.

TOP INSTITUTIONS AWARDING HEALTH CERTIFICATES TO LATINOS ACADEMIC YEAR: 2019-20

| | Institutions | State | HSI | Seal | Sector | Total Degrees Awarded | Total Degrees: Hispanics | % Total Degrees: Awarded |
|----|---|-------|-----|------|-----------------------------|-----------------------|--------------------------|--------------------------|
| 1 | NUC University | PR | | | 4 Private (FP) ⁸ | 1,825 | 1,445 | 79% |
| 2 | Vista College | TX | | | 2 Private (FP) | 1,212 | 604 | 50% |
| 3 | Rio Grande Valley College | TX | | | 2 Private (FP) | 569 | 562 | 99% |
| 4 | American Career College-Los Angeles | CA | | | 2 Private (FP) | 760 | 548 | 72% |
| 5 | South Texas College | TX | * | ** | 4 Public | 539 | 509 | 94% |
| 6 | City Colleges of Chicago-Malcolm X College | IL | * | | 2 Public | 851 | 459 | 54% |
| 7 | Downey Adult School | CA | | | 2 Public | 481 | 387 | 80% |
| 8 | Ivy Tech Community College | IN | | | 2 Public | 6,178 | 338 | 5% |
| 9 | American Career College-Ontario | CA | | | 2 Private (FP) | 513 | 336 | 65% |
| 10 | Central New Mexico Community College | NM | * | | 2 Public | 649 | 335 | 52% |
| 11 | Florida Vocational Institute | FL | | | 2 Private (FP) | 345 | 316 | 92% |
| 12 | College of Lake County | IL | * | | 2 Public | 783 | 312 | 40% |
| 13 | Northwest Career College | NV | | | 2 Private (FP) | 823 | 309 | 38% |
| 14 | College of Southern Nevada | NV | * | | 4 Public | 959 | 304 | 32% |
| 15 | American Career College-Anaheim | CA | | | 2 Private (FP) | 488 | 300 | 61% |
| 16 | North-West College-West Covina | CA | | | 2 Private (FP) | 364 | 295 | 81% |
| 17 | The College of Health Care Professions-McAllen Campus | TX | | | 2 Private (FP) | 307 | 294 | 96% |
| 18 | South Florida Institute of Technology | FL | | | > 2 Private (FP) | 293 | 293 | 100% |
| 19 | The College of Health Care Professions-Northwest | TX | | | 4 Private (FP) | 469 | 287 | 61% |
| 20 | Contra Costa Medical Career College | CA | | | 2 Private (FP) | 664 | 285 | 43% |
| 21 | Southern Careers Institute-San Antonio | TX | | | > 2 Private (FP) | 434 | 273 | 63% |
| 22 | EDIC College | PR | | | 4 Private (FP) | 269 | 269 | 100% |
| 23 | PCI Health Training Center | TX | | | > 2 Private (FP) | 378 | 268 | 71% |
| 24 | Praxis Institute | FL | | | > 2 Private (FP) | 261 | 261 | 100% |
| 25 | San Jacinto Community College | TX | * | | 4 Public | 510 | 254 | 50% |
| | Total Top 25: | | | | | 20,924 | 9,843 | 47% |

FAST FACTS

Of the top 25 institutions where Latinos earned healthcare certificates in 2019-20:

- The majority (17) were private institutions
- 6 were Hispanic-Serving Institutions (HSIs)
- 1 earned the Seal of *Excelencia*
- Texas had the most institutions (8), followed by California (6) and Florida (3)
- Latino representation ranged from 5% to 100% and overall was 47%

⁸ FP refers to for-profit

TOP INSTITUTIONS AWARDING HEALTH ASSOCIATE DEGREES TO LATINOS ACADEMIC YEAR: 2019-20

| | Institutions | State | HSI | Seal | Sector | Total Degrees Awarded | Total Degrees: Hispanics | % Total Degrees: Awarded |
|----|--|-------|-----|------|-------------------------------|-----------------------|--------------------------|--------------------------|
| 1 | NUC University | PR | | | 4 Private (FP) ⁹ | 1,189 | 1,099 | 92% |
| 2 | Keiser University-Ft Lauderdale | FL | * | | 4 Private (NFP) ¹⁰ | 2,468 | 671 | 27% |
| 3 | Miami Dade College | FL | * | ** | 4 Public | 963 | 604 | 63% |
| 4 | Central New Mexico Community College | NM | * | | 2 Public | 1,013 | 531 | 52% |
| 5 | Southwest University at El Paso | TX | | | 4 Private (FP) | 536 | 463 | 86% |
| 6 | South Texas College | TX | * | ** | 4 Public | 376 | 339 | 90% |
| 7 | San Jacinto Community College | TX | * | | 4 Public | 618 | 270 | 44% |
| 8 | Universidad Ana G. Mendez-Carolina Campus | PR | * | | 4 Private (NFP) | 242 | 242 | 100% |
| 9 | EDP University of Puerto Rico Inc-San Juan | PR | * | | 4 Private (NFP) | 241 | 241 | 100% |
| 10 | Florida National University-Main Campus | FL | | | 4 Private (FP) | 235 | 224 | 95% |
| 11 | El Paso Community College | TX | * | ** | 2 Public | 260 | 217 | 83% |
| 12 | Sierra College | CA | | | 2 Public | 831 | 210 | 25% |
| 13 | Del Mar College | TX | * | | 2 Public | 335 | 196 | 59% |
| 14 | EDP University of Puerto Rico Inc-San Sebastian | PR | * | | 4 Private (NFP) | 195 | 195 | 100% |
| 15 | Broward College | FL | * | | 4 Public | 550 | 193 | 35% |
| 16 | Universal Career School | FL | | | 2 Private (FP) | 189 | 189 | 100% |
| 17 | Galen College of Nursing-San Antonio | TX | | | 4 Private (FP) | 474 | 172 | 36% |
| | Miami Regional University | FL | | | 4 Private (FP) | 183 | 172 | 94% |
| 19 | Fresno City College | CA | * | | 2 Public | 368 | 171 | 46% |
| 20 | CUNY Borough of Manhattan Community College | NY | * | | 2 Public | 491 | 161 | 33% |
| 21 | Pima Medical Institute-Tucson | AZ | | | 4 Private (FP) | 444 | 158 | 36% |
| | Universidad Ana G. Mendez-Cupey Campus | PR | * | | 4 Private (NFP) | 158 | 158 | 100% |
| 23 | Baptist Health System School of Health Professions | TX | | | 4 Private (FP) | 293 | 156 | 53% |
| 24 | Lone Star College System | TX | * | | 4 Public | 647 | 154 | 24% |
| 25 | Dallas College | TX | * | | 4 Public | 439 | 152 | 35% |
| | Total Top 25: | | | | | 13,738 | 7,228 | 53% |

FAST FACTS

Of the top 25 institutions where Latinos earned healthcare associate degrees in 2019-20:

- The majority (13) were private institutions
- 16 were Hispanic-Serving Institutions (HSIs)

- 3 earned the Seal of *Excellencia*
- Texas had the most institutions (9), followed by Florida (6), and Puerto Rico (5)
- Latino representation ranged from 24% to 100% and overall was 53%

⁹ FP refers to for-profit
¹⁰ NFP refers to not-for-profit

TOP INSTITUTIONS AWARDING HEALTH BACCALAUREATE DEGREES TO LATINOS ACADEMIC YEAR: 2019-20

| | Institutions | State | HSI | Seal | Sector | Total Degrees Awarded | Total Degrees: Hispanics | % Total Degrees: Awarded |
|----|--|-------|-----|------|-------------------------------|-----------------------|--------------------------|--------------------------|
| 1 | Western Governors University | UT | | | 4 Private (NFP) ¹¹ | 12,835 | 1,104 | 9% |
| 2 | NUC University | PR | | | 4 Private (FP) ¹² | 1,113 | 1,051 | 94% |
| 3 | Chamberlain University-Illinois | IL | | | 4 Private (FP) | 7,888 | 994 | 13% |
| 4 | Grand Canyon University | AZ | | | 4 Private (FP) | 5,453 | 958 | 18% |
| 5 | The University of Texas at Arlington | TX | * | ** | 4 Public | 3,624 | 826 | 23% |
| 6 | University of Central Florida | FL | * | ** | 4 Public | 2,442 | 646 | 26% |
| 7 | Universidad Ana G. Mendez-Cupey Campus | PR | * | | 4 Private (NFP) | 460 | 460 | 100% |
| 8 | University of South Florida | FL | | | 4 Public | 1,893 | 407 | 22% |
| 9 | California State University-Fullerton | CA | * | ** | 4 Public | 913 | 391 | 43% |
| 10 | Florida International University | FL | * | ** | 4 Public | 625 | 383 | 61% |
| 11 | California State University-Northridge | CA | * | ** | 4 Public | 772 | 373 | 48% |
| 12 | California State University-Los Angeles | CA | * | ** | 4 Public | 591 | 357 | 60% |
| 13 | CUNY Lehman College | NY | * | | 4 Public | 709 | 355 | 50% |
| 14 | Universidad del Sagrado Corazon | PR | * | | 4 Private (NFP) | 353 | 353 | 100% |
| 15 | The University of Texas at El Paso | TX | * | ** | 4 Public | 459 | 352 | 77% |
| 16 | Universidad Ana G. Mendez-Gurabo Campus | PR | * | | 4 Private (NFP) | 347 | 347 | 100% |
| 17 | The University of Texas Rio Grande Valley | TX | * | ** | 4 Public | 378 | 343 | 91% |
| 18 | Texas Tech University Health Sciences Center | TX | * | | 4 Public | 1,223 | 320 | 26% |
| 19 | University of New Mexico-Main Campus | NM | * | | 4 Public | 594 | 276 | 46% |
| 20 | California State University-Long Beach | CA | * | ** | 4 Public | 778 | 271 | 35% |
| 21 | University of Phoenix-Arizona | AZ | | | 4 Private (FP) | 2,182 | 267 | 12% |
| 22 | The University of Texas at San Antonio | TX | * | ** | 4 Public | 471 | 250 | 53% |
| 23 | Nova Southeastern University | FL | * | | 4 Private (NFP) | 521 | 246 | 47% |
| 24 | California State University-Fresno | CA | * | ** | 4 Public | 510 | 220 | 43% |
| | Northern Arizona University | AZ | * | | 4 Public | 905 | 220 | 24% |
| | Total Top 25: | | | | | 48,039 | 11,770 | 25% |

FAST FACTS

Of the top 25 institutions where Latinos earned healthcare baccalaureate degrees in 2019-20:

- The majority (16) were public institutions
- 19 were Hispanic-Serving Institutions (HSIs)
- 11 earned the Seal of *Excelencia*
- California (5) and Texas (5) had the most institutions, followed by Florida (4), and Puerto Rico (4)
- Latino representation ranged from 9% to 100% and overall was 25%

¹¹ NFP refers to not-for-profit

¹² FP refers to for-profit

TOP INSTITUTIONS AWARDING HEALTH MASTER'S DEGREES TO LATINOS ACADEMIC YEAR: 2019-20

| | Institutions | State | HSI | Seal | Sector | Total Degrees Awarded | Total Degrees: Hispanics | % Total Degrees: Awarded |
|----|--|-------|-----|------|-------------------------------|-----------------------|--------------------------|--------------------------|
| 1 | Miami Regional University | FL | | | 4 Private (FP) ¹³ | 493 | 469 | 95% |
| 2 | Grand Canyon University | AZ | | | 4 Private (FP) | 3,228 | 411 | 13% |
| 3 | Chamberlain University-Illinois | IL | | | 4 Private (FP) | 3,703 | 344 | 9% |
| 4 | Florida International University | FL | * | ** | 4 Public | 622 | 327 | 53% |
| 5 | The University of Texas at Arlington | TX | * | ** | 4 Public | 1,588 | 319 | 20% |
| 6 | The University of Texas Rio Grande Valley | TX | * | ** | 4 Public | 357 | 247 | 69% |
| 7 | Western Governors University | UT | | | 4 Private (NFP) ¹⁴ | 4,222 | 226 | 5% |
| 8 | Universidad Ana G. Mendez-Gurabo Campus | PR | * | | 4 Private (NFP) | 222 | 222 | 100% |
| 9 | University of Puerto Rico-Medical Sciences | PR | * | | 4 Public | 207 | 204 | 99% |
| 10 | Nova Southeastern University | FL | * | | 4 Private (NFP) | 1,037 | 202 | 19% |
| 11 | The University of Texas at El Paso | TX | * | ** | 4 Public | 304 | 174 | 57% |
| 12 | Universidad Ana G. Mendez-Carolina Campus | PR | * | | 4 Private (NFP) | 167 | 167 | 100% |
| 13 | South University-Savannah Online | GA | | | 4 Private (FP) | 1,090 | 151 | 14% |
| 14 | University of Southern California | CA | | | 4 Private (NFP) | 951 | 150 | 16% |
| 15 | Capella University | MN | | | 4 Private (FP) | 2,290 | 149 | 7% |
| 16 | University of Phoenix-Arizona | AZ | | | 4 Private (FP) | 1,164 | 148 | 13% |
| 17 | Texas Tech University Health Sciences Center | TX | * | | 4 Public | 718 | 137 | 19% |
| 18 | Inter American University of Puerto Rico-Metro | PR | * | | 4 Private (NFP) | 130 | 129 | 99% |
| 19 | The University of Texas Health Science Center at Houston | TX | | | 4 Public | 581 | 125 | 22% |
| 20 | Texas Woman's University | TX | * | ** | 4 Public | 559 | 124 | 22% |
| 21 | Walden University | MN | | | 4 Private (FP) | 5,028 | 122 | 2% |
| 22 | George Washington University | DC | | | 4 Private (NFP) | 1,201 | 120 | 10% |
| | University of South Florida | FL | | | 4 Public | 841 | 120 | 14% |
| 24 | University of Arizona | AZ | * | ** | 4 Public | 520 | 110 | 21% |
| 25 | Loma Linda University | CA | * | | 4 Private (NFP) | 378 | 107 | 28% |
| | Total Top 25: | | | | | 31,601 | 5,004 | 16% |

FAST FACTS

Of the top 25 institutions where Latinos earned healthcare master's degrees in 2019-20:

- The majority (15) were private institutions
- 13 were Hispanic-Serving Institutions (HSIs)

- 6 earned the Seal of *Excelencia*
- Texas had the most institutions (6), followed by Florida (4), and Puerto Rico (4)
- Latino representation ranged from 2% to 100% and overall was 16%

¹³ FP refers to for-profit

¹⁴ NFP refers to not-for-profit

TOP INSTITUTIONS AWARDING HEALTH DOCTORATE DEGREES TO LATINOS ACADEMIC YEAR: 2019-20

| | Institutions | State | HSI | Seal | Sector | Total Degrees Awarded | Total Degrees: Hispanics | % Total Degrees: Awarded |
|----|--|-------|-----|------|-------------------------------|-----------------------|--------------------------|--------------------------|
| 1 | Rutgers University-New Brunswick | NJ | | | 4 Public | 274 | 25 | 9% |
| 2 | Grand Canyon University | AZ | | | 4 Private (FP) ¹⁵ | 288 | 23 | 8% |
| 3 | Nova Southeastern University | FL | * | | 4 Private (NFP) ¹⁶ | 162 | 17 | 10% |
| 4 | Arizona State University | AZ | * | ** | 4 Public | 104 | 14 | 13% |
| 5 | Boston University | MA | | | 4 Private (NFP) | 145 | 11 | 8% |
| | Duke University | NC | | | 4 Private (NFP) | 218 | 11 | 5% |
| 7 | University of Nevada-Las Vegas | NV | * | | 4 Public | 72 | 10 | 14% |
| 8 | The University of Texas Health Science Center at Houston | TX | | | 4 Public | 76 | 9 | 12% |
| | University of North Carolina at Chapel Hill | NC | | | 4 Public | 86 | 9 | 10% |
| 10 | A T Still University of Health Sciences | MO | | | 4 Private (NFP) | 76 | 8 | 11% |
| | Walden University | MN | | | 4 Private (FP) | 488 | 8 | 2% |
| 12 | Capella University | MN | | | 4 Private (FP) | 330 | 7 | 2% |
| | Johns Hopkins University | MD | | | 4 Private (NFP) | 80 | 7 | 9% |
| | Ohio State University-Main Campus | OH | | | 4 Public | 188 | 7 | 4% |
| | University of Iowa | IA | | | 4 Public | 132 | 7 | 5% |
| 16 | Texas Woman's University | TX | * | ** | 4 Public | 48 | 6 | 13% |
| | The University of Texas at Austin | TX | * | ** | 4 Public | 47 | 6 | 13% |
| | University of Arizona | AZ | * | ** | 4 Public | 37 | 6 | 16% |
| | University of the Pacific | CA | | | 4 Private (NFP) | 67 | 6 | 9% |
| 20 | Baylor University | TX | | | 4 Private (NFP) | 41 | 5 | 12% |
| | Medical University of South Carolina | SC | | | 4 Public | 161 | 5 | 3% |
| | The University of Tennessee Health Science Center | TN | | | 4 Public | 168 | 5 | 3% |
| | The University of Texas at El Paso | TX | * | ** | 4 Public | 16 | 5 | 31% |
| | The University of Texas Health Science Center at San Antonio | TX | * | | 4 Public | 12 | 5 | 42% |
| | University of California-Los Angeles | CA | | | 4 Public | 38 | 5 | 13% |
| | University of Pennsylvania | PA | | | 4 Private (NFP) | 52 | 5 | 10% |
| | University of Washington-Seattle Campus | WA | | | 4 Public | 65 | 5 | 8% |
| | Total Top 25: | | | | | 3,471 | 237 | 7% |

FAST FACTS

Of the top 25 institutions where Latinos earned healthcare doctorate degrees in 2019-20:

- The majority (16) were public institutions
- 8 were Hispanic-Serving Institutions (HSIs)
- 5 earned the Seal of *Excellencia*
- Texas had the most institutions (6), followed by Arizona (3)
- Latino representation ranged from 2% to 42% and overall was 7%

¹⁵ FP refers to for-profit

¹⁶ NFP refers to not-for-profit

TOP INSTITUTIONS AWARDING HEALTH 1ST PROFESSIONAL DEGREES TO LATINOS ACADEMIC YEAR: 2019-20

| | Institutions | State | HSI | Seal | Sector | Total Degrees Awarded | Total Degrees: Hispanics | % Total Degrees: Awarded |
|----|--|-------|-----|------|-------------------------------|-----------------------|--------------------------|--------------------------|
| 1 | Nova Southeastern University | FL | * | | 4 Private (NFP) ¹⁷ | 828 | 249 | 30% |
| 2 | University of Puerto Rico-Medical Sciences | PR | * | | 4 Public | 225 | 225 | 100% |
| 3 | University of St. Augustine for Health Sciences | CA | | | 4 Private (NFP) | 904 | 125 | 14% |
| 4 | University of Florida | FL | | | 4 Public | 725 | 114 | 16% |
| 5 | Florida International University | FL | * | ** | 4 Public | 236 | 98 | 42% |
| 6 | University of Illinois Chicago | IL | * | ** | 4 Public | 782 | 89 | 11% |
| 7 | University of New Mexico-Main Campus | NM | * | | 4 Public | 205 | 86 | 42% |
| 8 | The University of Texas Health Science Center at San Antonio | TX | * | | 4 Public | 346 | 79 | 23% |
| 9 | Life University | GA | | | 4 Private (NFP) | 386 | 78 | 20% |
| 10 | Lake Erie College of Osteopathic Medicine | PA | | | 4 Private (NFP) | 910 | 76 | 8% |
| | University of Southern California | CA | | | 4 Private (NFP) | 709 | 76 | 11% |
| 12 | University of the Incarnate Word | TX | * | | 4 Private (NFP) | 227 | 73 | 32% |
| 13 | Texas A & M University-College Station | TX | | | 4 Public | 394 | 72 | 18% |
| | University of Arizona | AZ | * | ** | 4 Public | 423 | 72 | 17% |
| 15 | Palmer College of Chiropractic | IA | | | 4 Private (NFP) | 582 | 69 | 12% |
| 16 | Ponce Health Sciences University | PR | | | 4 Private (FP) ¹⁸ | 70 | 66 | 94% |
| 17 | University of Miami | FL | | | 4 Private (NFP) | 281 | 63 | 22% |
| 18 | Rutgers University-New Brunswick | NJ | | | 4 Public | 687 | 62 | 9% |
| 19 | The University of Texas Medical Branch at Galveston | TX | * | | 4 Public | 293 | 60 | 20% |
| 20 | Western University of Health Sciences | CA | | | 4 Private (NFP) | 694 | 58 | 8% |
| 21 | San Juan Bautista School of Medicine | PR | * | | 4 Private (NFP) | 58 | 56 | 97% |
| 22 | Texas Tech University Health Sciences Center | TX | * | | 4 Public | 442 | 53 | 12% |
| 23 | The University of Texas Health Science Center at Houston | TX | | | 4 Public | 346 | 50 | 14% |
| 24 | Boston University | MA | | | 4 Private (NFP) | 392 | 49 | 13% |
| 25 | University of South Florida | FL | | | 4 Public | 375 | 47 | 13% |
| | Total Top 25: | | | | | 11,520 | 2,145 | 19% |

FAST FACTS

Of the top 25 institutions where Latinos earned healthcare 1st professional degrees in 2019-20:

- The majority (13) were public institutions
- 11 were Hispanic-Serving Institutions (HSIs)

- 3 earned the Seal of *Excelencia*
- Texas had the most institutions (6), followed by Florida (5)
- Latino representation ranged from 8% to 100% and overall was 19%

¹⁷ NFP refers to not-for-profit
¹⁸ FP refers to for-profit

CALL TO ACTION IN HEALTH

The opportunity exists for institutions and employers to make intentional connections to strengthen efforts to develop and recruit Latino talent. Additionally, institutions and employers can build strategic partnerships to facilitate the development and selection of Latino talent into the current and future workforce.

FOR EMPLOYERS

Latinos are an essential population to help advance the nation's economy. Our growing knowledge-based economy calls for employers to have intentional relationships with institutions who are producing Latino talent to create a talent ecosystem that increases Latino, and all, groups representation in the workforce.

■ Invest in the Creation of Latino Talent

Ecosystems. Employers can invest in career pathways by providing paid internships, scaling up scholarships, expanding clinical opportunities, and committing to hiring local Latino talent.

■ Establish Common Cause with Institutions.

Employers can be proactive in aligning their goals with the institutions they partner with by leveraging effective recruitment strategies that account for diverse student experiences and institutional outcomes.

■ Integrate Data Sources with Institutions.

Employers can work with institutions to identify and integrate data sources that are more comprehensive and robust. These data sources can track post-completion success of new hires and help identify needs within industry and academic programs.

■ Connect Current Employees with Future Hires.

Employers can connect current employees with their graduating institution to help current undergraduate students make informed post-completion decisions.

■ **Connect with Faculty.** Employers can increase their engagement with faculty by offering faculty tours of their facilities, engage in regular industry discussions, inform curricular design as advisors, and coordinate with faculty on paid student internships.

As a result, employers who partner with institutions are likely to see the benefit of creating ecosystems that promote and attract diversity, foster resilience, and hire local talent from

local institutions. Employers who take action to connect with institutions are also likely to experience potential benefits such as an increased understanding of workplace culture by new employees, strengthened practices for recruitment, and validated fit between Latino talent and the employer.

FOR INSTITUTIONS

Institutions have an active role in Latino post-completion success by developing Latino talent for a global economy. Our growing knowledge-based economy calls for institutions to go beyond completion and take active steps to intentionally serve Latino talent through intentional post-completion services and strengthening their employer partnerships.

■ Invest in Post-Completion Wrap-Around

Services. Institutions have an opportunity to invest in services that support students after completion. Students completing their education can benefit from wrap-around services such as career mentorship, job placement support, ongoing professional development, continued access to career services, and connections to professional networks within their department and college.

■ Take Inventory of Existing Employer

Partnerships. Institutions have an opportunity to take stock of their current employer relations. An internal analysis of current employer relations can highlight institutional strengths with employers (e.g., strategies and practices) and identify opportunities to connect with new industries to intentionally serve Latino, and all, students.

■ Include Career and Workforce Experiences as Post-Completion Success Outcomes.

While most programs and practices often provide completion outcomes, institutions have an opportunity to assess and evaluate how their intentional workforce strategies and practices impact Latino, and all, students after completion and disaggregate their post-completion outcomes data to identify trends and patterns.

■ **Build Institutional Partnerships to Strengthen the Latino Talent Pipeline.** Institutions have an opportunity to recruit from other institutions that yield high Latino enrollment and completion rates. In doing so, institutional partnerships can strengthen the Latino talent pipeline through shared data agreements, aligned curriculum, and opportunities to connect with employers.

As a result, institutions have an opportunity to work with other institutions and employers to clarify and align post-completion pathways towards career goals and opportunities

that work in tandem with career preparation activities to intentionally serve Latino students beyond completion. Institutions with a focus on post-completion success are likely to experience stronger post-completion outcomes, increased student satisfaction, a stronger alumni base, and higher donorship from alumni.



ENSURING AMERICA'S FUTURE BY INCREASING LATINO COLLEGE COMPLETION

An emphasis on college degree attainment by the Biden Administration, and major foundations including the Bill & Melinda Gates Foundation and the Lumina Foundation, reflects the growing recognition that increasing college completion is key to future prosperity. Given current educational attainment levels for Latinos, demands for economic competitiveness, and projected Latino demographic growth in the United States, increasing American college degree attainment is vital.

According to the Bureau of Labor Statistics, only 33 percent of Hispanics in the United States had earned an associate degree or higher in 2020. In comparison, 73 percent of Asians, 54 percent of Whites, and 45 percent of African Americans had earned an associate degree or higher in 2020. Further, demographic predictions show Latinos will represent 24 percent of the U.S. civilian labor force by 2031. 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. The initiative, Ensuring America's Future by Increasing Latino College Completion (EAF) brings to the forefront of public attention the role Latinos play in meeting the country's college degree completion goal. With over 170 institutions and systems of higher education—the coalition is actively collaborating for collective impact to increase Latino college completion.

Excelencia in Education is uniquely positioned to tackle this challenge in several ways. By using its voice and convening power, *Excelencia* makes the case for the importance of getting Latino students to and through college. It has



expanded its information role to track progress towards Latino college degree completion, as well as engage stakeholders at national, state, and institutional levels in purposeful deliberations to develop and deploy a policy roadmap to accelerate Latino college degree 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/research/latino-college-completion

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APPENDIX 1

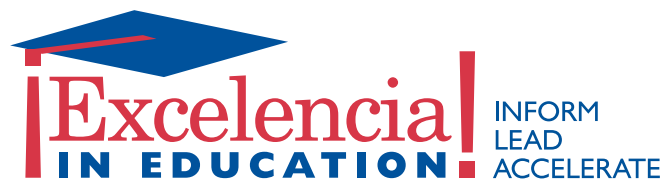
HEALTHCARE AND RELATED PROGRAMS CIP CODES

The following lists the Healthcare and related programs identified in the IPEDS dataset for 2019-20, aggregated to identify the top institutions conferring degrees to Latinos.

HEALTH PROFESSIONS AND RELATED PROGRAMS.

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





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