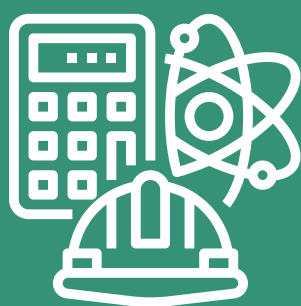


FINDING YOUR WORKFORCE:

LATINO TALENT FOR A GLOBAL ECONOMY



The first in a series
informing employers
and institutions to meet
U.S. workforce needs.



FINDING YOUR WORKFORCE: LATINO TALENT FOR A GLOBAL ECONOMY

February 2024

AUTHORS:

Deborah A. Santiago, *CEO and Co-Founder*

Emily Labandera, *Director of Research*

Cassandra Arroyo, *Research Analyst*

Sami R. Nour, *former Senior Manager for Data Strategy and Systems*

ACKNOWLEDGMENTS:

This publication updates a Finding Your Workforce series created in 2012 and revisited in 2016. This update was developed with the generous support of Bank of America Foundation and benefited from input by Gabriel Bermea, former Senior Research Analyst, and input and perspectives shared by representatives from Miami Dade College, San Diego State University, Texas State University, University of California-Riverside, and University of Texas Rio Grande Valley.

Any opinions expressed in this report are the authors' and do not necessarily represent the views of the Bank of America Foundation, its officers or employees.

The authors are solely responsible for the content, opinions, and any errors in this publication.

SUGGESTED CITATION:

Santiago, D., Labandera, E., Arroyo, C. & Nour, S.R. (2024). *Finding Your Workforce: Latino Talent for a Global Economy*. Washington, D.C.: *Excelencia* in Education.

For more information about this publication, contact: research@edexcelencia.org



Excelencia in Education accelerates Latino student success in higher education by promoting Latino student achievement, conducting analysis to inform educational policy, and advancing institutional practices while collaborating with those committed 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.

TABLE OF CONTENTS

FOREWORD	4
EXECUTIVE SUMMARY	5
INTRODUCTION	6
LATINOS IN THE WORKFORCE.....	8
CREDENTIALS EARNED BY LATINOS	10
WHAT WORKS FOR LATINOS.....	12
FIND YOUR WORKFORCE	15
Top 25 Institutions	15
List of Top 25 Institutions	15
Top Institutions Awarding Certificates to Latinos	17
Top Institutions Awarding Associate Degrees to Latinos.....	18
Top Institutions Awarding Baccalaureate Degrees to Latinos ..	19
Top Institutions Awarding Master’s Degrees to Latinos.....	20
Top Institutions Awarding First Professional Degrees to Latinos.....	21
Top Institutions Awarding Doctorate Degrees to Latinos.....	22
CALL TO ACTION	23
For Employers	23
For Institutions	24
ENSURING AMERICA’S FUTURE	25
REFERENCES	26

FOREWORD

Forward-looking employers recognize the opportunity to tap into the talent pipeline fueled by America's colleges and universities graduates. Many of these same businesses are striving to capture more of the Latino consumer market. A recent report found if U.S. Latinos were an independent country, their gross domestic product (GDP) would rank 5th in the world. Companies recognize the potential to increase their bottom line by providing their customers with relevant goods and services and recognize the role their Latino employees play in developing rapport with their customers. Yet, *Excelencia* in Education is routinely asked where to find the prepared, skilled, and educated Latino workforce they need to compete in today's global economy.

Finding Your Workforce is a series of briefs representing *Excelencia's* initial response to this query. This series includes the top institutions graduating Latinos in STEM, health, and education and is the latest extension of *Excelencia's* hallmark work of identifying and promoting what works to advance Latinos' achievement in higher education and the workforce.

This series provides practical information for companies ready to respond to opportunity. There are no excuses for inaction. Employers who want to recruit more Latinos, now have analysis for where to focus: 1) to find Latino graduates earning certificates to graduate degrees, 2) to engage Latinos in the selected fields they seek, and, 3) to decide if and how to engage Latino college-educated talent at top institutions as they make hiring decisions.

Excelencia in Education brings the *Finding Your Workforce* series to the public with support from Bank of America Foundation.

The series is a resource for more informed dialogue about Latinos' college completion and propels new emphasis on tactical actions to improve workforce success. This series is intended to speak to multiple audiences committed to taking action and including Latinos. For example:

- Business leaders, employers, and graduate schools of all kinds should know which institutions lead the country in the numbers of Latinos earning a credential each year.
- Educators should look to the practices of these institutions for potential adaptation.
- Media should interview their leaders and students to discover stories of success.
- Philanthropy should examine the potential replication of evidence-based practices at these institutions.
- Policy makers should acknowledge these institutions are important to reach degree completion and workforce goals.

Latinos continue to make progress in college attainment and workforce participation. We have the fastest growth in postsecondary enrollment and completion, and our labor force participation is the highest of any group. Both create opportunities for increasing the numbers of Latino graduates and the talent for employers. However, it depends on the actions we take to increase Latino educational attainment and address the concentrated participation in lower-paying jobs. There is more work to be done.



Deborah A. Santiago
CEO



Sarita E. Brown
President

EXECUTIVE SUMMARY

Latino¹ talent is needed in all levels of our workforce and both colleges and employers have shared their aspirations and challenges in recruiting and retaining Latinos. However, 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 needs requires both institutions and employers to play an active role in preparing, selecting, and sourcing Latino talent with a tactical plan to link these graduates to the workforce. This plan should be informed by the following facts about Latinos in the workforce and in education.

WORKFORCE

- Latinos have the nation's **highest labor force participation**, but the majority are in low-wage jobs.
- Latinos are more likely to be **employed in manual labor** than management or professional occupations.
- Latinos earn the **lowest salaries** compared to other groups.
- Latinos will represent the **largest number of new workers** over the next decade.

EDUCATION

- Latinos earning credentials were more **concentrated at certificate and associate levels**.
- Only about one-third of Latino adults' have **earned an associate's degree or higher**.
- The colleges and universities where Latinos **earn the most credentials are Hispanic-Serving Institutions²** (HSIs).

There is an opportunity for both employers and institutions to take action. As employers continue to diversify their workforce, this brief frames opportunity for employers and institutions interested in recruiting Latinos with postsecondary credentials. For institutions looking to develop Latino talent for a global economy, this brief provides actionable steps for institutions to build stronger relations with employers and for

employers to create employment pathways with institutions. For example, consider the following actions:

WHAT EMPLOYERS CAN DO:

- Reconfigure recruitment to focus on the top 25 institutions graduating Latinos at different academic levels
- 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
- Leverage post-completion services that transition graduates to the workforce at institutions graduating more Latino students in disciplines aligned with employer need
- Invest and promote evidence-based programs at colleges and universities that strengthen 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 programs providing post-completion transitioning supports 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 When describing the population, the terms Latino and Hispanic are used interchangeably in this brief.

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.

INTRODUCTION

Latinos continue to make progress in college attainment and workforce participation. We have the fastest growth in postsecondary enrollment and completion, and our labor force participation is the highest of any group. However, Latino talent remains overrepresented in high-skilled, low-wage occupations (U.S. Bureau of Labor Statistics, 2022e). These three conditions create opportunities for increasing the numbers of Latinos earning college credentials, advancing to higher-paying occupations, and providing the talent the workforce needs.

Our knowledge-based economy continues to project an increase in careers that require postsecondary training and education (U.S. Bureau of Labor Statistics, 2022). Employers continue to struggle to diversify their workforce at the very time key colleges and universities are stepping up their efforts by investing in the recruitment, development, and completion of Latino talent.

Finding Your Workforce (FYW) identifies the top institutions graduating Latinos (2019-20) from certificates to doctorates. These top 25 institutions are meeting the nation's economic needs by developing Latino talent that benefits our communities and workforce. The series is a resource for more informed dialogue about Latinos' college completion and propels new emphasis on tactical actions to improve workforce success. In turn, these opportunities depend on the actions employers and institutions take to increase Latinos' educational attainment and strengthen the links to the workforce and higher-paying job opportunities.

Over the last 20 years, *Excelencia* has worked with colleges and universities intentionally recruiting, graduating, and preparing Latino talent for the workforce. Many Latinos are first-generation, low-income, and need to complete their education to be competitive in the workforce. Institutions and employers have an opportunity to take active steps to engage Latino students in experiences that promote workforce preparation and foster post-completion success.

Population: Between 2010 and 2020, Latinos accounted for 51 percent of the nation's population growth — the largest share among any other racial/ethnic group (Jones et al., 2021). As the nation's Latino population continues to grow (Krogstad et al., 2022), the Bureau of Labor Statistics (2022) projects Latinos to account for 1 in 5 workers in the labor force at 22 percent and account for 91 percent of net new workers by 2031.

ENROLLMENT

- Between 2010 and 2019, Latino college enrollment increased by 38%, representing the largest enrollment increase among any racial/ethnic group (*Excelencia in Education*, 2022b).
- In 2020, Latinos represented 21% of undergraduate students (U.S. Department of Education, 2022) and are projected to increase over the next decade (*Excelencia in Education*, 2022b).
- Latino enrollment is highly concentrated at Hispanic-Serving Institutions; they enroll 66% of all Latino undergraduates (*Excelencia in Education*, 2022a).

POST-COMPLETION

- Latino graduates are as likely as their non-Latino peers to have had an applied job or internship (60% and 58%, respectively; *Excelencia in Education & Gallup*, 2018, pg. 12).
- The majority of Latino college seniors 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.). These high impact practices³ translate to Latino graduates being workforce ready (Martinez & Santiago, 2020).
- About one-third of *Excelencia* network graduates strongly agree that their alma mater provided them with the knowledge and skills they needed to be successful in the workplace. (*Excelencia in Education & Gallup*, 2018, pg. 2).



- Institutions who expand access to hands-on learning in and outside the classroom are actively investing in Latino talent (Bermea, 2022; Martinez & Santiago, 2020).

This brief, *Finding Your Workforce (FYW)*, initiates a series of briefs with three goals: 1) examining the current profile of Latinos in the workforce, 2) identifying the top 25 institutions where Latinos earned educational credentials in the most recent year available, and, 3) providing examples of what works at institutions to link Latino graduates to the workforce. This brief highlights institutions and their intentional efforts to support post-completion success by providing educational credentials needed to support our current and future workforce. Future briefs in the *Finding Your Workforce* series will provide lists of the top institutions graduating Latinos in STEM, health, and education, complemented by examples of institutional efforts to improve Latinos' college completion linked to the workforce.

³ 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.

LATINOS IN THE WORKFORCE

Labor force projections, employment status, occupations, salaries, and educational attainment influence the current and future workforce. Latinos are poised to advance the nation's growing knowledge-based economy. Consider the following:

Latinos will drive the nation's workforce growth over the next decade.

■ Latinos are among the youngest in the labor force.

In 2021, the median age of Latinos in the labor force was 38 compared to 43 for Whites and 41 for African Americans (U.S. Bureau of Labor Statistics, 2022h).

■ Hispanic participation in the labor force is projected to increase over the next decade.

Between 2021 and 2031, Hispanic participation in the labor force is projected to increase by 2%, while participation for non-Hispanic origin is expected to only increase by 0.1% (U.S. Bureau of Labor Statistics, 2022g).

■ Hispanics will provide the largest number of new workers over the next decade.

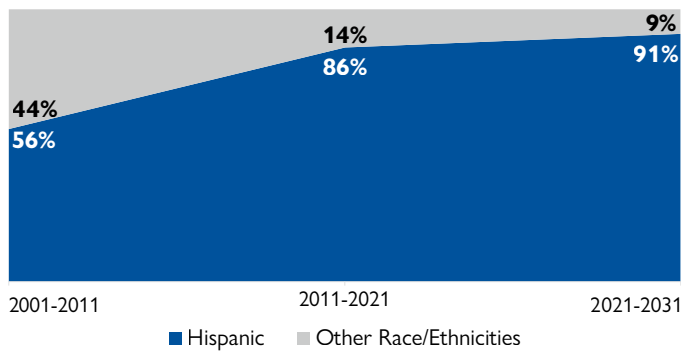
By 2031, Hispanics will make up 91% of new workers (9% will be of other race/ethnicities; U.S. Bureau of Labor Statistics, 2022g). [Figure 1]

Latinos have the nation's highest labor force participation and employment.

■ Latinos have the highest labor force participation.

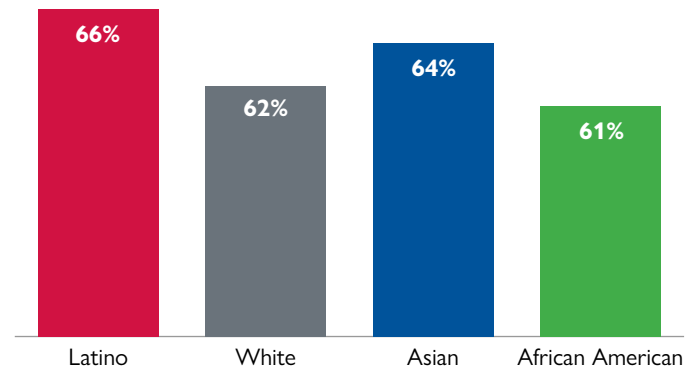
In 2021, 66% of Latinos 16 years and older were in the labor force, compared to 64% of Asians, 62% of Whites, and 61% of African Americans (U.S. Bureau of Labor Statistics, 2022a; 2022b). [Figure 2]

FIGURE 1. Labor Force Projections of New Workers, 2001-2031



Source: U.S. Bureau of Labor Statistics, Employment Projections, Table 3.1.

FIGURE 2. Labor Force Participation, by Race/Ethnicity, 2021



Source: U.S. Bureau of Labor Statistics, Labor Force Statistics from the Current Population Survey, Table 5 and Table 6.

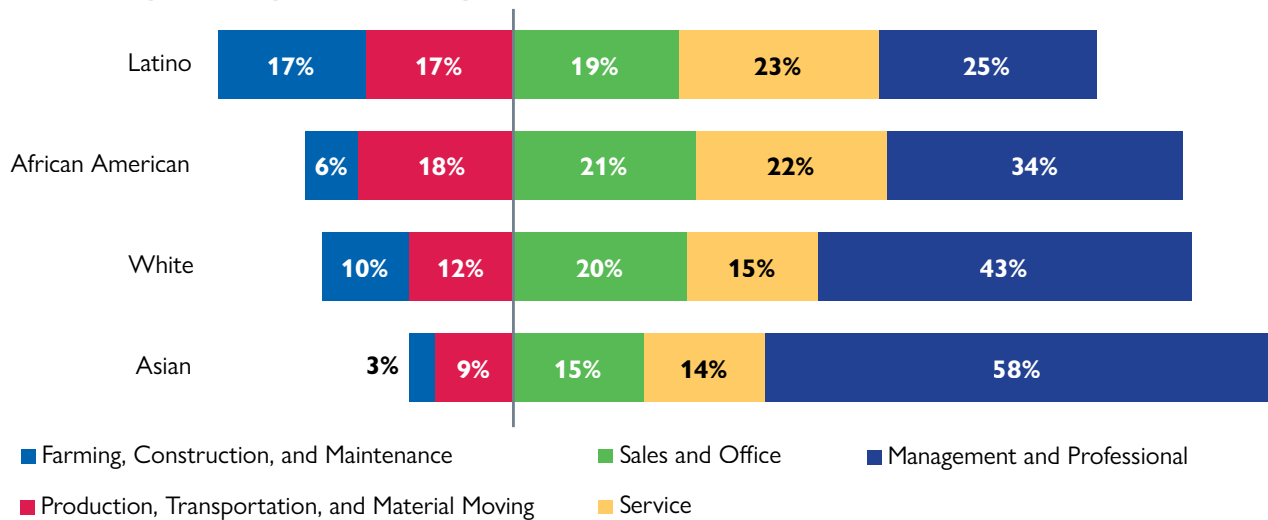


The majority of Latinos are employed in manual labor and service jobs.

■ **Latinos are most likely to be employed in manual labor occupations.** In 2021, 34% of employed Latinos were in production, transportation, and material moving occupations, or in farming, construction, and maintenance occupations compared to 12% of Asians, 22% of Whites, and 24% of African Americans (U.S. Bureau of Labor Statistics, 2022e). [Figure 3]

■ **Latinos are least likely to be employed in management and professional occupations.** In 2021, of those employed, 25% of Latinos were in management and professional occupations, compared to 58% of Asians, 43% of Whites, and 34% of African Americans (U.S. Bureau of Labor Statistics, 2022e).

FIGURE 3. Occupations, by Race/Ethnicity, 2021



Source: U.S. Bureau of Labor Statistics, Labor Force Statistics from the Current Population Survey, Table 10.

Latino employees earn less compared to other race/ethnicities.

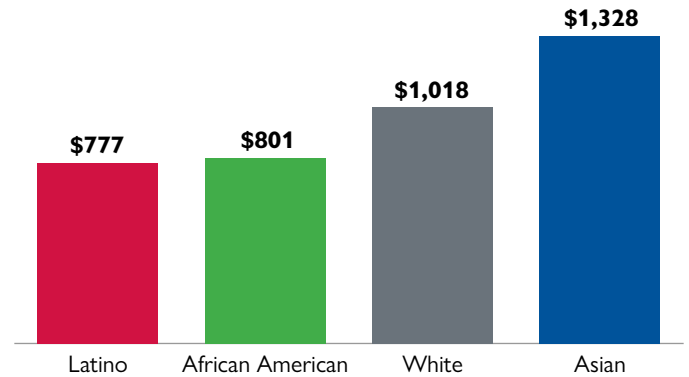
■ **Latinos earn the lowest salary compared to other groups.** In 2021, the weekly median earnings of full-time and salaried Latinos was \$777, compared to \$1,328 for Asians, \$1,018 for Whites, and \$801 for African Americans (U.S. Bureau of Labor Statistics, 2022f). [Figure 4]

Latino adults have lower educational attainment compared to other racial/ethnic groups.

■ **Latinos have lower educational attainment than other groups.** In 2021, 53% of Latinos in the civilian labor force had a high school diploma or less, compared to over 32% of Whites, 36% African Americans, and 18% of Asians (U.S. Bureau of Labor Statistics, 2022c). [Figure 5]

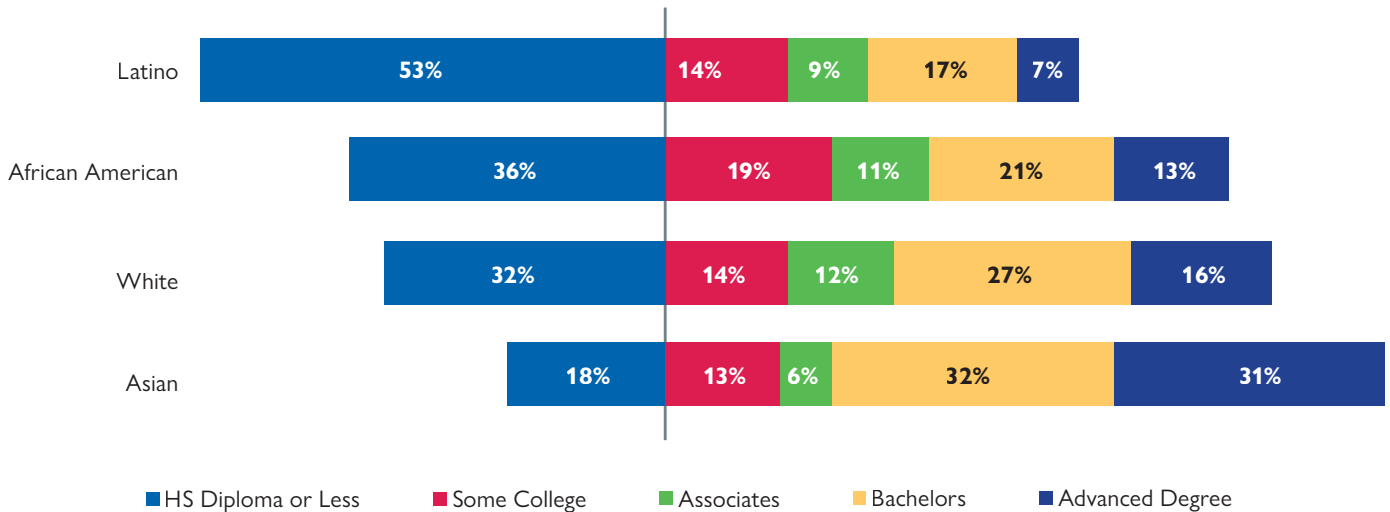
■ **Latinos are less likely to have earned a college degree.** Of those in the civilian labor force in 2021, 33% of Latinos had earned an associate degree or higher, compared to 69% of Asians, 55% of Whites, and 45% of African Americans (U.S. Bureau of Labor Statistics, 2022c).

FIGURE 4. Median Weekly Salaries for Full-time Employees, by Race/Ethnicity, 2021



Source: U.S. Bureau of Labor Statistics, Labor Force Statistics from the Current Population Survey, Table 37.

FIGURE 5. Educational Attainment of Civilian Labor Force, by Race/Ethnicity, 2021



Source: U.S. Bureau of Labor Statistics, Labor Force Statistics from the Current Population Survey, Table 7.

CREDENTIALS EARNED BY LATINOS

The top 25 institutions⁴ where Latinos earned educational credentials in 2019-20 include 104 unique institutions from across 14 states, the District of Columbia, and Puerto Rico. The majority (83 percent) of the top institutions conferring credentials to Latinos at the certificate, associate, baccalaureate, and first professional levels are HSIs across 7 states and Puerto Rico. The top institutions conferring educational credentials to Latinos are primarily public institutions (82 percent) and the remaining are private institutions (18 percent). Almost 25 percent of all Latinos who earned educational credentials did so among the top 25 institutions that represent only 3 percent of the nation's colleges and universities.

The majority of credentials earned by Latinos are at the undergraduate level.

■ **Over half of credentials earned by Latinos are at the certificate and associate level.** In 2019-20, 54% of credentials earned by Latinos were either at the certificate (26%) or associate (28%) level and 35% were at the baccalaureate level. [Table 1].

TABLE 1: Total Credentials Earned by Latinos, by Degree Level, in 2019-20

Credential Level	Total Credentials Earned by Latinos at All Institutions	% of Latinos Earning Degrees by Academic Level
Certificate	234,860	26%
Associate	252,531	28%
Baccalaureate	311,258	35%
Master's	84,602	9%
First Professional	10,596	1%
Doctorate	4,646	1%
Total	898,493	100%

Source: *Excelencia in Education* analysis of U.S. Department of Education, National Center for Education Statistics, IPEDS, 2019-20, Completions Survey.

The number of institutions where Latinos earn credentials is highly concentrated.

■ **HSIs graduate more than half of all Latinos earning a credential.** In 2019-20, 55% of Latinos earning certificates and degrees graduated from an HSI (*Excelencia in Education*, 2022c).

TABLE 2: Total Credentials Earned by Latinos at Hispanic-Serving Institutions And All Institutions, by Degree Level, in 2019-20

Credential Level	Credentials Earned by Latinos		
	Total at HSIs	Total at All Institutions	% at HSIs
Certificate	107,495	234,860	46%
Associate	186,811	252,531	74%
Baccalaureate	161,914	311,258	52%
Master's	34,004	84,602	40%
First Professional	2,809	10,596	27%
Doctorate	1,521	4,646	33%
Total	494,554	898,493	55%

Source: *Excelencia in Education* analysis of U.S. Department of Education, National Center for Education Statistics, IPEDS, 2019-20, Completions Survey.

⁴ The top 25 institutions are where Latinos earned a credential (e.g., certificate, associate, baccalaureate, master's, doctorate or 1st professional) in absolute numbers.

■ **The top 25 institutions graduate almost 25% of all Latinos earning a credential.**

In 2019-20, 24% of Latinos earning degrees graduated from one of the top 25 institutions [Table 2].

TABLE 3: Total Credentials Earned by Latinos at Top 25 Institutions And All Institutions, by Degree Level, In 2019-20

Credential Level	Credentials Earned by Latinos		
	Total At Top 25 Institutions	Total At All Institutions	% at Top 25 Institutions
Certificate	47,337	234,860	20%
Associate	65,857	252,531	26%
Baccalaureate	78,334	311,258	25%
Master's	19,820	84,602	23%
First Professional	3,209	10,596	30%
Doctorate	1,481	4,646	32%
Total	216,038	898,493	24%

Source: *Excelencia* in Education analysis of U.S. Department of Education, National Center for Education Statistics, IPEDS, 2019-20, Completions Survey.

Where Latinos earn their credentials are concentrated geographically.

■ **Ten states and locations graduate the majority of Latinos.** In 2019-20, 78% of all Latinos earning credentials graduated from institutions in 10 states and locations.

■ **California, Texas, and Florida are the top 3 states graduating Latinos.** In 2019-20, over half of Latinos earning credentials (54%) graduated from institutions in California, Texas, and Florida.

TABLE 4: Top 10 States Where Latinos Earn Credentials, in 2019-20

Rank	State/Location	Total Credentials Earned by Latinos at State/Location	% of all Latinos Earning Credentials
1	California	260,925	29%
2	Texas	135,187	15%
3	Florida	90,464	10%
4	New York	49,365	5%
5	Puerto Rico	47,065	5%
6	Arizona	37,958	4%
7	Illinois	31,620	4%
8	New Jersey	18,982	2%
8	New Mexico	15,124	2%
10	Colorado	14,783	2%
	Top 10 State TOTAL	701,473	78%
	US TOTAL	898,493	

Source: *Excelencia* in Education analysis of U.S. Department of Education, National Center for Education Statistics, IPEDS, 2019-20, Completions Survey.

WHAT WORKS FOR LATINOS

Excelencia in Education conducted informational interviews with representatives from a small group among the top 25 institutions graduating Latinos that are working to connect their graduates to the workforce. These institutions recognize their role in attracting, retaining, graduating, and aligning academic and employment pathways for Latino students. By leveraging the strength of collaborative and strategic partnerships, institutions align academic and employment pathways by expanding entry points to a profession, allowing for innovative learning experiences, and creating a talent pool of future Latino professionals for employers and community organizations.

For these institutional leaders, institutional strategies include: 1) direct career pathways, 2) transition services into their career and future education, and 3) connections between the Latino talent pipeline and employers. Below are three institutional strategies with evidence-based practices that align academic and employment pathways and are essential to increase Latinos' preparation and talent for the workforce.

1. INVEST IN HIGH-WAGE, HIGH-DEMAND CAREERS PATHWAYS

Some of the institutions graduating Latino talent are investing in high-wage, high-demand, high-skilled career pathways by embracing community and industry partnerships to address workforce gaps and increase talent to close these gaps. For example, institutions are partnering with employers and their respective communities to develop stackable credentials in careers that meet high-demand areas. These career pathways allow students to earn industry-level certifications, then college-level certificates, followed by associate degrees. Additionally, institutions are funding short-term career programs to address workforce gaps.

■ Develop Stackable Credentials

Institutions are developing stackable credentials to create career and employment pathways for Latino talent. For example, Miami Dade College (MDC) offers industry-level certifications at the course level through their Up Skills Programs building upon their stackable credentials curriculum model. Relatedly, through the Kick Start Program, students can take additional courses to earn a college-level certificate

in industries such as business, healthcare, and technology. Students then have the option to continue to apply their earned course credits towards an associate degree program and baccalaureate degree program. Recently, in partnership with Tesla, MDC students were able to successfully complete an industry-level certification that resulted in 100 percent job placement as Tesla Technicians. MDC's efforts also demonstrate that 90 percent of their associate degree graduates find a job within a year of completing. With aligned curriculum and strategic partnerships with industry and communities, students are able to gain rapid credentials aimed at helping them retrain and be employed sooner while advancing their education at MDC.

■ Fund Short-Term Career Programs

Institutions are working with employers and community leaders to identify workforce gaps that exist between high-demand jobs and low Latino representation. As a result, institutions saw an opportunity to invest in short-term programs that bridged this gap. For example, Miami Dade College, with the use of CARES Funds⁵, covered the cost of tuition, fees, and books for "programs with an emphasis on high demand jobs with medium to low Hispanic representation." Additionally, institutions invested in online professional development courses, such as a Certified Nursing Assistant and 911 Public Safety Telecommunicator, to aid students rejoining the workforce. The investment in rapid credential programs helped individuals retrain in a career while offering career options for students upon completion.

⁵ The Coronavirus Aid, Relief, and Economic Security Act (CARES Act) provided \$14 billion to the Office of Postsecondary Education as the Higher Education Emergency Relief Fund (HEERF) to support students and institutions of higher education that were negatively impacted by COVID-19 pandemic.



2. PROVIDE TRANSITION SERVICES BETWEEN COMPLETION AND EMPLOYMENT/GRADUATE SCHOOL

Some of the institutions graduating Latino talent are providing transition services to support talent between completion and employment/graduate school. For example, institutions are providing career coaching and mental health support to completers. Additionally, institutions are rethinking their own internal policy barriers. As a result, institutions are creating more direct pathways to graduate education. These active efforts showcase how institutions can continue to support students after completion while also identifying an opportunity to serve students in new and creative ways.

■ Focus on Services that Support Transition to Career

In an effort to support completers, institutions take active steps to aid in the transition between completion and employment/graduate school. For example, at the height of COVID-19, San Diego State University (SDSU) offered sessions on mental health and wellness to support students in their transition from a student to an employee. SDSU efforts are working as students report feeling increased motivation, reduced stress, and heightened support in their career journey. Furthermore, program faculty at select institutions provide career coaching to students looking to secure employment. Going beyond completion, institutions are expanding their scope and providing exit strategies and practices to support Latino graduates in their career success and personal well-being.

■ Create Career Pathways through a Graduate Education

Institutions graduating Latino talent create career pathways through a graduate level education. Texas State University offers a Building Bridges to a Graduate Degree Program for Latinos considering career options that require graduate level education and training. The program focuses on preparing seniors from underrepresented populations for the graduate school admissions process. This program supports students in “learning how graduate school works, crafting a high-quality graduate school application, and setting the stage for success in a graduate program.” Students accepted into the program are provided a \$1,300 stipend, reimbursement for the institution’s graduate application fee, and reimbursement for the GRE. In the pilot term, 50% of participants were Latino with 100% of them in the process of applying to or submitting their application to graduate school at Texas State University and other institutions. The success of the program has resulted in the institution doubling the program capacity and increasing the stipend to \$1,500 in Fall 2023. These efforts remove barriers to graduate education while providing Latino talent with financial support and services to aid them post-completion.

3. CONNECT THE LATINO TALENT PIPELINE TO EMPLOYERS

Some of the institutions graduating Latino talent are taking steps to serve as a conduit to strengthen the Latino talent pipeline. Going beyond completion, institutions are embracing their role to connect students and employers. In particular, institutions are prioritizing their internal employment opportunities with their graduating Latino talent. Externally, institutions are mobilizing to accelerate Latino talent connections with employers. Collectively, these intentional efforts are designed to coordinate the Latino talent pipeline and provide direct pathways to employers.

■ Prioritize Employment Opportunities

Institutions are looking internally to create employment opportunities for their Latino talent. In addition to playing a role in preparing students for post-completion success, the University of California-Riverside (UCR) also sees it has a role as an employer. To strengthen their internal Latino talent pipeline, the UCR consulted with their Office of Diversity, Equity and Inclusion and their own Human Resources Talent Acquisition Office “to provide clear and direct pathways to and prioritization for employment opportunities at UCR for our undergraduate students as they graduate.” Through the College to Career Program, UCR provides coaching and support to navigate the institution’s job application and search process. Additionally, the institution provides interview coaching, resume review, cover letter support, and more. To date, the program has hosted over 25 workshops impacting 700 students. For Spring 2023, more than 70 students are in their College to Career Network and the institution has identified 15 full-time, entry level positions for qualified new UCR graduates. After launching the College to Career program during the 2021-22 academic year, UCR has more than doubled the number of new undergraduates hired at the institution from the previous 2020-21 academic year. These efforts illustrate institutions, as an employer, play an active role in graduating and recruiting Latino talent to serve their current students and local community.

■ Engage in the HSI Career Collaborative

Institutions are looking externally to create employment opportunities for their Latino talent. To strengthen the external Latino pipeline, the University of Texas Rio Grande Valley, along with 12 other HSIs, joined the HSI Career Collaborative, which hosted a two-day career conference and exposition “to engage industry in meaningful conversation about how to develop effective recruitment and retention strategies when connecting with Latino talent.” This conference included a virtual career fair, which included 169 employers from over 48 industries. The Collaborative connects these employers with 1.4 million diverse alumni, institutions with Latino undergraduate enrollment of 63 percent, and over 280,000 students. These efforts highlight how multiple institutions in the top 25 came together to play an active role in preparing Latino talent and coordinating the Latino talent pipeline with employers. Furthermore, in partnership with institutions, employers play a central role in connecting with Latino talent and strengthening the Latino talent pipeline.

EMPLOYERS AND INSTITUTIONAL PARTNERSHIPS

Many of the top 25 institutions realize that in order to strengthen the Latino talent pipeline they must find ways to partner with employers. As illustrated by their strategic efforts and practices, the top 25 institutions recognize the interdependence between institutions, employers and Latino talent. However, while interdependent, their efforts are frequently uncoupled. This creates an opportunity for the top 25 institutions and employers to better position themselves to ensure that Latino talent have the workforce skills needed to fill gaps the employers have in their ranks. This results in the alignment of needs, increased marketability, and improved career opportunities for Latino students. Collectively, a mutually-beneficial partnership, sustained communication, and common cause with employers are essential to better prepare Latino talent, ensure the Latino talent pipeline is benefiting all vested stakeholders, and creating talent ecosystems that work for all.

FIND YOUR WORKFORCE

Employers who are diversifying their workforce should intentionally seek out Latino talent and partner with institutions to create employment pathways to recruit, source, and select Latino talent.

- Latinos are earning their college education with the highest concentration at the certificate and associate degree level - setting the stage for continued success at the baccalaureate level and beyond.
- As the youngest members with the highest labor force participation, Latinos are more likely to enter the workforce with learning experiences designed to set them up for success and meet the needs of employers.
- Latinos are projected to increase their labor force participation and will make up the majority of new workers by 2031.

Employers who are looking to the future recognize our knowledge-based economy relies on the potential of the nation's Latino community. As employers look to tap into Latino talent, the top 25 institutions where Latinos earn educational credentials provides a starting place for those invested in hiring well-prepared Latino talent.

TOP 25 INSTITUTIONS

The top 25 institutions represent only 3 percent of the nation's colleges and universities yet graduate almost 25 percent of all Latinos who earned educational credentials. The concentration of Latino talent provides an opportunity for institutions and employers to partner and facilitate the recruitment, sourcing, and selection of talent. Collectively, the top 25 institutions where Latinos earned educational credentials in 2019-20 include 104 unique institutions from across 14 states, the District of Columbia, and Puerto Rico. The majority (83 percent) of the top 25 institutions are HSIs and reside in seven states and Puerto Rico. The top 25 institutions are primarily public institutions (82 percent) and the remaining are private institutions (18 percent).

Furthermore, many of the top 25 institutions are intentionally preparing their Latino talent for the workforce and partnering with employers to strengthen the Latino talent pipeline. Their proactive strategies and practices illustrate the alignment of academic and employment pathways.

Finally, the top 25 institutions are open to partnering with employers who are invested in hiring Latino talent. These institutions seek more active relationships with employers through intentional employer programming and the strategic use of institutional data to strengthen the Latino talent pipeline. In partnership with willing employers, the top 25 institutions can help ensure the Latino talent pipeline is benefiting all vested stakeholders.

LIST OF TOP 25 INSTITUTIONS

The following tables list the top 25 institutions awarding certificates or degrees to Latinos for 2019-20 at the certificate, associate, baccalaureate, master's, first professional, and doctorate levels. Each list includes information on location, sector, identification of Hispanic-Serving Institutions (HSIs), as well as a summary of each list. Notably, the list also identifies institutions that are Seal of *Excelencia* certified. *Excelencia* in Education established the Seal of *Excelencia*, which is a national certification for institutions that strive to go beyond enrollment to intentionally serve Latino students

In 2019-20, the top institution conferring educational credentials to Latinos by academic level were in Puerto Rico and Florida, as follows:

CREDENTIAL LEVEL	TOP INSTITUTION	STATE/ LOCATION
Certificate	NUC University	Puerto Rico
Associate	Miami Dade College	Florida
Baccalaureate	Florida International University	Florida
Masters	Florida International University	Florida
First Professional	Nova Southeastern University	Florida
Doctorate	Nova Southeastern University	Florida

Source: *Excelencia* in Education analysis of U.S. Department of Education, National Center for Education Statistics, IPEDS, 2019-20, Completions Survey.

Several of the top 25 institutions where Latinos earn credentials ranked across multiple academic levels.

Three institutions ranked across four academic levels:

- Florida International University (FL)
- Texas A&M University-College Station (TX)
- University of Florida (FL)

Five institutions ranked across three academic levels:

- Grand Canyon University (AZ)
- Nova Southeastern University (FL)
- The University of Texas at Austin (TX)
- The University of Texas at El Paso (TX)
- University Southern California (CA)



METHODOLOGY

The lists of top 25 institutions where Latinos earned degrees by academic level are 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. 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). Furthermore, these lists include for-profit institutions or those that only offer certificate 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 *Excelexencia* in Education using the U.S. Department of Education, NCES, IPEDS, 2020 Fall Enrollment and Institutional Characteristics Surveys. A complete list of the institutions that meet the basic federal definition of an HSI are available at <https://www.edexcelencia.org/research-policy/hispanic-serving-institutions-hsis>.

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

	Institution	State	HSI	Seal	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Hispanics
1	NUC University	PR			4 Private (FP) ⁶	6,105	5,492	90%
2	Miami Dade College	FL	*	**	4 Public	4,750	3,273	69%
3	Valencia College	FL	*		4 Public	9,145	3,225	35%
4	Central New Mexico Community College	NM	*		2 Public	5,823	2,953	51%
5	East Los Angeles College	CA	*		2 Public	3,462	2,306	67%
6	Broward College	FL	*		4 Public	5,808	2,176	37%
7	Dallas College	TX	*		4 Public	4,537	2,108	46%
8	Santa Ana College	CA	*		4 Public	2,946	1,982	67%
9	Santa Monica College	CA	*		4 Public	4,807	1,777	37%
10	South Texas College	TX	*	**	4 Public	1,772	1,690	95%
11	Reedley College	CA	*		2 Public	2,166	1,635	75%
12	Santa Rosa Junior College	CA	*		2 Public	4,702	1,552	33%
13	Bakersfield College	CA	*		4 Public	2,252	1,535	68%
14	Rio Salado College	AZ	*		2 Public	4,707	1,530	33%
15	Chaffey College	CA	*		2 Public	2,425	1,525	63%
16	San Jacinto Community College	TX	*		4 Public	2,487	1,486	60%
17	Long Beach City College	CA	*	**	2 Public	2,260	1,414	63%
18	Citrus College	CA	*		2 Public	2,157	1,386	64%
19	Cerritos College	CA	*		2 Public	1,924	1,334	69%
20	South Florida Institute of Technology	FL			<2 Private (FP)	1,296	1,296	100%
21	Pima Community College	AZ	*		2 Public	2,874	1,255	44%
22	College of Lake County	IL	*		2 Public	3,076	1,224	40%
23	College of the Canyons	CA	*		2 Public	2,276	1,085	48%
24	Ventura College	CA	*		2 Public	1,729	1,073	62%
25	Fullerton College	CA	*		2 Public	1,852	1,025	55%
	Total for Top 25:					87,338	47,337	54%

FAST FACTS

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

- The majority (23) were public institutions
- 23 were Hispanic-Serving Institutions (HSIs)
- 3 earned the Seal of *Excelencia*
- California had the most institutions (13), followed by Florida (4), and Texas (3)
- Latino representation ranged from 33% to 100% and overall was 54%
- These top 25 institutions awarded 1 in 5 of all Latinos earning certificates

⁶ FP refers to for-profit.

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

	Institution	State	HSI	Seal	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Hispanics
1	Miami Dade College	FL	*	**	4 Public	10,700	7,388	69%
2	South Texas College	TX	*	**	4 Public	4,350	4,169	96%
3	Dallas College	TX	*		4 Public	7,976	3,348	42%
4	Pasadena City College	CA	*		2 Public	7,647	3,233	42%
5	Valencia College	FL	*		4 Public	8,582	3,078	36%
6	Lone Star College System	TX	*		4 Public	7,681	3,011	39%
7	El Paso Community College	TX	*	**	2 Public	3,469	2,986	86%
8	Bakersfield College	CA	*		4 Public	4,184	2,821	67%
9	San Jacinto Community College	TX	*		4 Public	4,603	2,568	56%
10	Riverside City College	CA	*		2 Public	3,957	2,538	64%
11	Chaffey College	CA	*		2 Public	4,028	2,520	63%
12	Central New Mexico Community College	NM	*		2 Public	4,724	2,444	52%
13	East Los Angeles College	CA	*		2 Public	3,034	2,331	77%
14	Broward College	FL	*		4 Public	6,447	2,307	36%
15	Tarrant County College District	TX	*		2 Public	5,931	2,119	36%
16	Fullerton College	CA	*		2 Public	3,640	2,098	58%
17	Mt San Antonio College	CA	*		2 Public	3,287	2,095	64%
18	CUNY Borough of Manhattan Community College	NY	*		2 Public	4,748	2,062	43%
19	Northwest Vista College	TX	*		2 Public	3,057	2,001	65%
20	Santa Ana College	CA	*		4 Public	2,843	1,999	70%
21	Houston Community College	TX	*		2 Public	5,725	1,893	33%
22	San Antonio College	TX	*		2 Public	2,966	1,783	60%
23	El Camino Community College District	CA	*		2 Public	3,278	1,748	53%
24	Rio Hondo College	CA	*		4 Public	1,936	1,659	86%
25	Imperial Valley College	CA	*		2 Public	1,817	1,658	91%
	Total for Top 25:					120,610	65,857	55%

FAST FACTS

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

- All (25) were public institutions
- All (25) were Hispanic-Serving Institutions (HSIs)
- 3 earned the Seal of *Excelencia*
- California had the most institutions (11) followed by Texas (9)
- Latino representation ranged from 33% to 96% and overall was 55%
- These top 25 institutions awarded 1 in 4 of all Latinos earning associate degrees

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

	Institution	State	HSI	Seal	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Hispanics
1	Florida International University	FL	*	**	4 Public	13,137	8,781	67%
2	California State University-Northridge	CA	*	**	4 Public	9,262	4,233	46%
3	California State University-Fullerton	CA	*	**	4 Public	9,688	4,024	42%
4	The University of Texas Rio Grande Valley	TX	*	**	4 Public	4,389	3,959	90%
5	University of Central Florida	FL	*	**	4 Public	14,400	3,907	27%
6	California State University-Los Angeles	CA	*	**	4 Public	6,045	3,860	64%
7	California State University-Long Beach	CA	*	**	4 Public	8,914	3,729	42%
8	Arizona State University	AZ	*	**	4 Public	14,694	3,369	23%
9	The University of Texas at San Antonio	TX	*	**	4 Public	5,981	3,345	56%
10	The University of Texas at El Paso	TX	*	**	4 Public	3,870	3,170	82%
11	California State University-San Bernardino	CA	*		4 Public	5,000	3,116	62%
12	Texas A & M University-College Station	TX			4 Public	13,134	2,954	22%
13	Texas State University	TX	*	**	4 Public	7,567	2,819	37%
14	California State University-Fresno	CA	*	**	4 Public	5,390	2,760	51%
15	University of Houston	TX	*		4 Public	8,072	2,733	34%
16	San Diego State University	CA	*	**	4 Public	8,185	2,648	32%
17	University of California-Riverside	CA	*	**	4 Public	5,736	2,548	44%
18	The University of Texas at Austin	TX	*	**	4 Public	10,815	2,477	23%
19	California State Polytechnic University-Pomona	CA	*		4 Public	5,744	2,454	43%
20	University of California-Irvine	CA	*		4 Public	9,320	2,440	26%
21	Grand Canyon University	AZ			4 Private (FP) ⁷	12,370	2,385	19%
22	The University of Texas at Arlington	TX	*	**	4 Public	8,553	2,350	27%
23	California State University-Sacramento	CA	*	**	4 Public	7,526	2,324	31%
24	University of California-Los Angeles	CA			4 Public	10,006	2,292	23%
25	University of Florida	FL			4 Public	9,923	2,204	22%
	Total for Top 25:					217,721	80,881	37%

FAST FACTS

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

- The majority (24) were public institutions
- 21 were Hispanic-Serving Institutions (HSIs)
- 17 earned the Seal of *Excellencia*
- California had the most institutions (12), followed by Texas (8)
- Latino representation ranged from 19% to 90% and overall was 37%
- These top 25 institutions awarded 1 in 4 of all Latinos earning baccalaureate degrees

⁷ FP refers to for-profit.

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

	Institution	State	HSI	Seal	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Hispanics
1	Florida International University	FL	*	**	4 Public	3,448	1,844	53%
2	Grand Canyon University	AZ			4 Private (FP) ⁸	12,530	1,818	15%
3	University of Southern California	CA			4 Private (NFP) ⁹	9,751	1,404	14%
4	Western Governors University	UT			4 Private (NFP)	17,808	1,226	7%
5	National University	CA	*		4 Private (NFP)	3,929	1,058	27%
6	The University of Texas Rio Grande Valley	TX	*	**	4 Public	1,351	1,028	76%
7	The University of Texas at Arlington	TX	*	**	4 Public	4,882	859	18%
8	Universidad Ana G. Méndez-Gurabo	PR	*		4 Private (NFP)	820	820	100%
9	Nova Southeastern University	FL	*		4 Private (NFP)	2,883	776	27%
10	Arizona State University-Digital	AZ			4 Public	4,083	731	18%
11	New York University	NY			4 Private (NFP)	9,570	712	7%
12	The University of Texas at El Paso	TX	*	**	4 Public	1,143	695	61%
13	University of Phoenix-Arizona	AZ			4 Private (FP)	5,481	655	12%
14	California State University-Long Beach	CA	*	**	4 Public	1,714	618	36%
15	California State University-Los Angeles	CA	*	**	4 Public	1,292	597	46%
16	Universidad Ana G. Méndez-Cupey	PR	*		4 Private (NFP)	582	582	100%
17	The University of Texas at San Antonio	TX	*	**	4 Public	1,308	573	44%
18	University of Florida	FL			4 Public	3,881	516	13%
19	University of Central Florida	FL	*	**	4 Public	2,576	498	19%
20	Capella University	MN			4 Private (FP)	5,896	497	8%
21	Miami Regional University	FL			4 Private (FP)	509	483	95%
22	California State University-Northridge	CA	*	**	4 Public	1,575	477	30%
23	Columbia University in the City of New York	NY			4 Private (NFP)	9,178	468	5%
24	University of Miami	FL			4 Private (NFP)	1,782	454	25%
25	Texas A&M University-College Station	TX			4 Public	3,555	450	13%
	Total for Top 25:					111,527	19,839	18%

FAST FACTS

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

- The majority (21) were public or private not-for-profit institutions
- 13 were Hispanic-Serving Institutions (HSIs)
- 9 earned the Seal of *Excelencia*
- Florida had the most institutions (6), followed by California and Texas (5 each)
- Latino representation ranged from 5% to 100% and overall was 18%
- These top 25 institutions awarded 1 in 4 of all Latinos earning master's degrees

⁸ FP refers to for-profit.

⁹ NFP refers to not-for-profit

TOP INSTITUTIONS AWARDING FIRST PROFESSIONAL DEGREES TO LATINOS ACADEMIC YEAR: 2019-20

	Institution	State	HSI	Seal	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Hispanics
1	Nova Southeastern University	FL	*		4 Private (NFP) ¹⁰	1,098	352	32%
2	University of Puerto Rico-Medical Sciences	PR	*		4 Public	225	225	100%
3	University of Florida	FL			4 Public	1,180	201	17%
4	University of Miami	FL			4 Private (NFP)	637	190	30%
5	Inter American University of Puerto Rico-School of Law	PR			4 Private (NFP)	179	178	99%
6	Florida International University	FL	*	**	4 Public	365	158	43%
7	Pontifical Catholic University of Puerto Rico-Ponce	PR	*		4 Private (NFP)	141	137	97%
8	University of St. Augustine for Health Sciences	CA			4 Private (FP) ¹¹	904	125	14%
9	University of New Mexico-Main Campus	NM	*		4 Public	325	124	38%
10	Texas A&M University-College Station	TX			4 Public	658	115	17%
11	University of Puerto Rico-Río Piedras	PR	*		4 Public	180	113	63%
12	St. Thomas University	FL	*		4 Private (NFP)	162	111	69%
13	St. Mary's University	TX	*		4 Private (NFP)	233	108	46%
14	University of Southern California	CA			4 Private (NFP)	898	93	10%
15	University of Illinois Chicago	IL	*	**	4 Public	792	89	11%
16	The University of Texas at Austin	TX	*	**	4 Public	504	88	17%
17	South Texas College of Law Houston	TX			4 Private (NFP)	284	87	31%
18	New York University	NY			4 Private (NFP)	1,005	84	8%
	Western University of Health Sciences	CA			4 Private (NFP)	794	84	11%
20	University of Arizona	AZ	*	**	4 Public	516	81	16%
21	The University of Texas Health Science Center at San Antonio	TX	*		4 Public	350	80	23%
22	Columbia University in the City of New York	NY			4 Private (NFP)	831	79	10%
23	Life University	GA			4 Private (NFP)	386	78	20%
24	University of California-Davis	CA			4 Public	414	77	19%
25	American University	DC			4 Private (NFP)	382	76	20%
	Total for Top 25:					13,443	3,133	23%

FAST FACTS

Of the top 25 institutions where Latinos earned first professional degrees in 2019-20:

- 13 were private not-for-profit and 11 were public institutions
- 12 were Hispanic-Serving Institutions (HSIs)
- 4 earned the Seal of *Excelencia*
- Florida and Texas had the most institutions (5 each), followed by California and Puerto Rico (4 each)
- Latino representation ranged from 8% to 100% and overall was 23%
- These top 25 institutions awarded 1 in 3 of all Latinos earning first professional degrees

¹⁰ NFP refers to not-for-profit .

¹¹ FP refers to for-profit

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

	Institution	State	HSI	Seal	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Hispanics
1	Nova Southeastern University	FL	*		4 Private (NFP) ¹²	555	140	25%
2	University of Southern California	CA			4 Private (NFP)	786	88	11%
3	University of Puerto Rico-Río Piedras	PR	*		4 Public	96	87	91%
4	Capella University	MN			4 Private (FP) ¹³	1,443	75	5%
5	The University of Texas at Austin	TX	*	**	4 Public	806	65	8%
	University of Michigan-Ann Arbor	MI			4 Public	876	65	7%
7	The University of Texas at El Paso	TX	*	**	4 Public	139	63	45%
8	Alliant International University-San Diego	CA			4 Private (FP)	292	62	21%
9	University of California-Berkeley	CA			4 Public	812	59	7%
10	Arizona State University	AZ	*	**	4 Public	656	58	9%
	Texas A&M University-College Station	TX			4 Public	813	58	7%
12	Grand Canyon University	AZ			4 Private (FP)	639	55	9%
13	Rutgers University-New Brunswick	NJ			4 Public	711	54	8%
14	Walden University	MN			4 Private (FP)	1,623	53	3%
15	Florida International University	FL	*	**	4 Public	194	50	26%
16	Albizu University-San Juan	PR	*		4 Private (NFP)	49	48	98%
	CUNY Graduate School and University Center	NY	*		4 Public	421	48	11%
	University of California-Los Angeles	CA			4 Public	676	48	7%
	University of California-San Diego	CA			4 Public	553	48	9%
20	University of Illinois Urbana-Champaign	IL			4 Public	867	47	5%
21	University of Florida	FL			4 Public	679	45	7%
22	Harvard University	MA			4 Private (NFP)	681	43	6%
23	Pontifical Catholic University of Puerto Rico-Ponce	PR	*		4 Private (NFP)	42	42	100%
	Stanford University	CA			4 Private (NFP)	770	42	5%
	University of Arizona	AZ	*	**	4 Public	435	42	10%
	Total for Top 25:					15,614	1,485	10%

FAST FACTS

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

- The majority (15) were public institutions
- 10 were Hispanic-Serving Institutions (HSIs)
- 5 earned the Seal of *Excelencia*

- California had the most institutions (6), followed by Arizona, Florida, Puerto Rico, and Texas (3 each)
- Latino representation ranged from 3% to 100% and overall was 10%
- These top 25 institutions awarded 1 in 3 of all Latinos earning doctoral degrees

¹² NFP refers to not-for-profit

¹³ FP refers to for-profit.

CALL TO ACTION

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, 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 serve Latino talent through intentional post-completion services and strengthen 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 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.

- **Strengthen the Latino Talent Development Pipeline.** Institutions have an opportunity to recruit from institutions that yield high Latino enrollment and completion rates. In doing so, institutional partnerships can strengthen the Latino talent development pipeline through shared data agreements, aligned curriculum, and leverage such partnerships 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 serve Latino students beyond completion. Institutions with a focus on post-completion success are likely to experience stronger post-completion outcomes, increased student satisfaction with their education, 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.

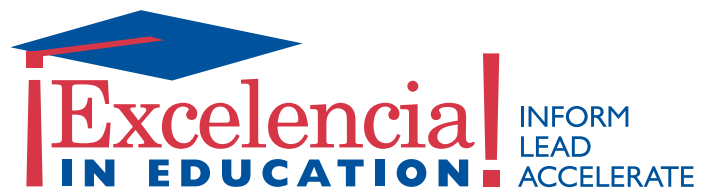
Excelencia in Education is uniquely positioned nationally to tackle this challenge in several ways. By using its voice and convening power, *Excelencia* makes the case for the importance of getting Latino students to and through college. It has expanded its information role to track progress towards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

REFERENCES

- Bermea, G. O. (2022, July). *Beyond Completion: Post-Completion Efforts at Hispanic-Serving Institutions*. *Excelencia in Education*. Retrieved December 5, 2022, from <https://www.edexcelencia.org/research/publications/beyond-completion-post-completion-efforts-hispanic-serving-institutions>
- Excelencia in Education. (2022a, March). *Hispanic-Serving Institutions (HSIs) Fact Sheet: 2020-21*. *Excelencia in Education*. Retrieved December 5, 2022, from <https://www.edexcelencia.org/research/fact-sheets/hsis-fact-sheet-2020-21>
- Excelencia in Education. (2022b, April). *Latino College Enrollment: Past, Current, and Projections*. *Excelencia in Education*. Retrieved December 5, 2022, from <https://www.edexcelencia.org/research/fact-sheets/latino-college-enrollment-past-current-and-projections>
- Excelencia in Education. (2022c, July). *Latino College Completion: 2019-2020*. *Excelencia in Education*. Retrieved December 5, 2022, from <https://www.edexcelencia.org/research/fact-sheets/latino-college-completion-2019-2020>
- Excelencia in Education & Gallup. (2018, September). *Examining Life Outcomes Among Graduates of Hispanic-Serving Institutions (HSIs)*. *Excelencia in Education*. Retrieved December 6, 2022, from <https://www.edexcelencia.org/research/publications/examining-life-outcomes-among-graduates-hispanic-serving-institutions>
- Jones, C., Fraser, J., & Zhang, D. (2021, July 17). Racial justice in the workplace: In-depth look at diversity's struggle to crack corporate boardrooms. *USA Today*. Retrieved December 5, 2022, from <https://www.usatoday.com/in-depth/money/business/2021/07/18/workplace-diversity-struggles-break-into-corporate-boardrooms/7906529002/>
- Jones, N., Marks, R., Ramirez, R., & Ríos-Vargas, M. (2021, August 12). *Improved Race, Ethnicity Measures Show U.S. is More Multiracial*. U.S. Census Bureau. Retrieved December 5, 2022, from <https://www.census.gov/library/stories/2021/08/improved-race-ethnicity-measures-reveal-united-states-population-much-more-multiracial.html>
- Martinez, J., & Santiago, D. (2020, July). *Tapping Latino Talent: How HSIs are Preparing Latino Students for the Workforce*. *Excelencia in Education*. Retrieved December 5, 2022, from <https://www.edexcelencia.org/research/publications/tapping-latino-talent>
- National Survey for Student Engagement. (n.d.). *NSSE High-Impact Practices 2021: An Interactive Data Display Summary Data*. NSSE Interactive Report. Retrieved December 6, 2022, from nsse.indiana.edu
- Santiago, D. (2012, May). *Finding Your Workforce: The Top 25 Institutions Graduating Latinos*. *Excelencia in Education*. Retrieved December 5, 2022, from <https://www.edexcelencia.org/research/publications/finding-your-workforce-top-25-institutions-graduating-latinos>
- U.S. Bureau of Labor Statistics. (2022a, January 20). *Household Data Annual Averages Table 5: Employment status of the civilian noninstitutional population by sex, age, and race*. Labor Force Statistics from the Current Population Survey CPS CPS Program Links. Retrieved December 5, 2022, from <https://www.bls.gov/cps/cpsaat05.htm>
- U.S. Bureau of Labor Statistics. (2022b, January 20). *Household Data Annual Averages Table 6: Employment status of the Hispanic or Latino population by sex, age, and detailed ethnic group*. Labor Force Statistics from the Current Population Survey CPS CPS Program Links. Retrieved December 6, 2022, from <https://www.bls.gov/cps/cpsaat06.htm>
- U.S. Bureau of Labor Statistics. (2022c, January 20). *Household Data Annual Averages Table 7: Employment status of the civilian noninstitutional population 25 years and over by educational attainment, sex, race, and Hispanic or Latino ethnicity*. Labor Force Statistics from the Current Population Survey CPS CPS Program Links. Retrieved December 6, 2022, from <https://www.bls.gov/cps/cpsaat07.htm>
- U.S. Bureau of Labor Statistics. (2022d, January 20). *Household Data Annual Averages Table 8: Employed and unemployed full- and part-time workers by age, sex, race, and Hispanic or Latino ethnicity*. Labor Force Statistics from the Current Population Survey CPS CPS Program Links. Retrieved December 5, 2022, from <https://www.bls.gov/cps/cpsaat08.htm>
- U.S. Bureau of Labor Statistics. (2022e, January 20). *Household Data Annual Averages Table 10: Employed persons by occupation, race, Hispanic or Latino ethnicity, and sex*. Labor Force Statistics from the Current Population Survey CPS CPS Program Links. Retrieved December 6, 2022, from <https://www.bls.gov/cps/cpsaat10.htm>
- U.S. Bureau of Labor Statistics. (2022f, January 20). *Household Data Annual Averages Table 37: Median weekly earnings of full-time wage and salary workers by selected characteristics*. Labor Force Statistics from the Current Population Survey CPS CPS Program Links. Retrieved December 6, 2022, from <https://www.bls.gov/cps/cpsaat37.htm>
- U.S. Bureau of Labor Statistics. (2022g, September 8). *Table 3.1 Civilian labor force by age, sex, race, and ethnicity, 2001, 2011, 2021, and projected 2031*. Employment Projections. Retrieved December 5, 2022, from <https://www.bls.gov/emp/tables/civilian-labor-force-summary.htm>
- U.S. Bureau of Labor Statistics. (2022h, September 8). *Table 3.4 Median age of the labor force, by sex, race, and ethnicity, 2001, 2011, 2021, and projected 2031*. Employment Projections. Retrieved December 6, 2022, from <https://www.bls.gov/emp/tables/median-age-labor-force.htm>
- U.S. Bureau of Labor Statistics. (2022i, September 8). *Table 5.2 Employment, wages, and projected change in employment by typical entry-level education*. Employment Projections. Retrieved December 5, 2022, from <https://www.bls.gov/emp/tables/education-summary.htm>
- U.S. Department of Education (2021). National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2020 Fall Enrollment and Institutional Characteristics Surveys. Retrieved December 5, 2022, from <https://nces.ed.gov/ipeds/>



1156 15th St. NW, Suite 1001 • Washington, DC 20005

www.EdExcelencia.org