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HOW HSI^s ARE PREPARING
LATINO STUDENTS
FOR THE WORKFORCE



TAPPING LATINO TALENT

How HSIs are Preparing Latino Students for the Workforce

JULY 2020

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Any opinions expressed in this report are the authors and do not necessarily represent the views of the Strada Education Network, its officers or employees.

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Excelencia in Education accelerates Latino student success in higher education by promoting Latino student achievement, conducting analysis to inform educational policies, and advancing institutional practices while collaborating with those committed and ready to meet 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 degree attainment and skill development are important to our nation's need for a competitive workforce and strong civic leadership. To help Latino students enter and be competitive in the workforce, trendsetting institutions are adapting their efforts to support students' strengths and meet their needs. Hispanic-Serving Institutions (HSIs) enroll the majority of Latino students (over 65 percent) and thus can play an integral part in Latino students' academic success and workforce preparation.

Excelencia in Education collaborated with practitioners at four trendsetting HSIs and their employer partners to learn how they are preparing their students to enter into the workforce and remain competitive:

1. Felician University (Rutherford, New Jersey)
2. Florida International University (Miami, Florida),
3. Lehman College (Bronx, New York), and,
4. Texas Woman's University (Denton, Dallas, and Houston, Texas).

In our analysis, we see there is recognition that institutions have a role in both supporting their changing student bodies and connecting to workforce, and they are taking concrete steps to address.

Five common strategies of the institutions' efforts were consistent and are detailed in this brief:

1. **Workforce preparation is a goal across campus, not just the role of the career services offices.**
2. **The institutions have adapted to changes in workforce demands and changes in their student bodies.**
3. **Institutions are emphasizing experiential learning opportunities in and outside the classroom to expand access to hands-on learning.**
4. **Institutions are revamping their workforce efforts based on data and using data to continually evolve.**
5. **The institutions work with local employers to meet the needs of the region and make the transition from school to work easier for their students.**

This brief was ready for release in March 2020. Given the impact of Covid-19 on our communities, institutions, and workforce, we reached back out to the four institutions to share additional efforts and updated this brief for release.



COVID-19 UPDATE

In early 2020, Covid-19 disrupted the world, including the workforce as we know it. Institutions had to pivot to protect their students, staff, and faculty, and quickly moved online. The ongoing pandemic has had a disproportionate negative impact on health and financial well-being of communities of color, including the Latino community. In April, the peak of unemployment, 19 percent of Latinos were unemployed.¹ Institutions are supporting their Latino students and graduates as they navigate the job market in this current reality.

Excelencia in Education asked the leaders of the institutions featured in Tapping Latino Talent (Felician University, Florida International University, Lehman College, and Texas Woman's University) to share how their institutions are adapting to the current environment. Postsecondary education and workforce preparation has historically depended on in-person interactions. However, as one president shared, the institutions profiled in this report were "made for this moment." They were able to quickly adapt to their students' new needs and support their graduates can still be competitive in the changing workforce. Some key trends emerged from the work by the institutions:

- **Helping students meet their basic needs.** Institutions provided additional financial aid to students, either funded through the Coronavirus Aid, Relief, and Economic Security (CARES) Act or additional aid. As institutions went online, many focused on getting laptops to students so they could complete their studies and helping them get food. Health and counseling services were key to student support in this time, too. Many students at these institutions lost their jobs but were still left with rent and bills to pay. Setting up aid, housing support, or food pantries were key to student persistence.
- **Leveraging existing partnerships with employers.** As many students lost job offers or internships, institutions looked to employer partners to help their students. Multiple institutions worked with Parker Dewey for

remote micro-internships where students can continue to use and hone the skills they'll need in the workplace. The existing relationships were also helpful in ensuring students completing internships for credit were able to move their work online and successfully complete the semester. Institutions and career services directors continue to work with employers to provide virtual information and hiring sessions.

- **Providing career services remotely.** Institutions have provided their services to students and employers remotely. Appointments are available through Zoom for resume and cover letter reviews, internship searches, and more. Career preparation workshops continue, too, and have moved to remote offerings. Institutions have even provided career fairs online. Participation in student services has increased, as students who could not make it to the office previously can now access services online.
- **Creating online networking opportunities.** Networking is an important part of the job search and difficult to do without the usual conferences or in-person panels. Institutions have adapted to create virtual mentoring or networking opportunities for their students to interact with others in the workforce.

The following one-pagers are a more detailed summary submitted by each institution on their efforts to support Latino students in their workforce preparation amidst Covid-19.

FLORIDA INTERNATIONAL UNIVERSITY

MIAMI, FLORIDA

As one of the nation's largest Hispanic-Serving Institutions and recipient of the Seal of *Excelencia* in 2019, Florida International University is committed to student excellence and intentional programming that increases equity and student success. FIU's student body is 64 percent Hispanic. First-generation students make up 22 percent of the undergraduate population, and Hispanic first-generation students make up 25 percent.

FIU is committed to Tapping Latino Talent through workforce initiatives, a focus on student success, and innovative programming that is flexible through hardship. This has continued to be the case during the COVID-19 pandemic, as the university works to support the needs of its students and the communities where they live and work by scaling efforts already in place. When courses and work environments became virtual, the university easily transitioned to remote learning and work because of its strong infrastructure and commitment to high quality instruction and service to the university community. Among the measures FIU implemented to support students facing economic and other hardships, FIU guided students to financial aid resources, extended its laptop lending program, kept food pantries open to address food insecurity among students, and instituted a pass/no credit grading option to support students who faced extraordinary challenges during the spring 2020 semester.

FIU is still hosting virtual career fairs and working with students to talk about employment strategies and graduate education. Students may not think of graduate education as a direct pathway after undergraduate school because they want to work and gain skills. But this may be an opportunity to share with them.

President Rosenberg has met with faculty to consider embedding career advising and change the mindset so its mainstream as part of the academic toolkit that Deans and faculty are

aware of. Further, FIU acknowledges universities sensitive to the job market are pivoting quickly to offer new opportunities for students to be competitive and are thus measuring how well each unit is placing their students.

FIU is steadfast in its commitment to graduating students with the skills they need to be leaders and innovators in the 21st century workforce. Students graduate with real-world skills such as resilience, initiative, and financial literacy through career-ready micro-credentialing programs, which continue to be scaled within the curriculum for degree-seeking students and in response to our returning learners needs. FIU's students and graduates use these skills to make great contributions to the local economy. Of 170,000 students tracked, 85 percent live and work in Florida, and 70 percent live and work locally in South Florida.

As many students have lost job and internship opportunities due to COVID-19 and social distancing, the Office of Career & Talent Development leveraged an existing partnership with Parker Dewey to offer innovative solutions. Students can continue to hone their skillsets in micro-internships — short-term, project-based internships where students can deploy skills and test interests.

Through intentional programming, thoughtful initiatives, and dedication to student success and equity, FIU continues to serve its students and community as a core part of its mission.

FELICIAN UNIVERSITY

RUTHERFORD, NEW JERSEY

Felician University's Career Development staff created an action plan prior to the State of New Jersey declaring the "shelter in place" order and is making efforts to facilitate student's workforce development during this unprecedented time. Our priority is to support and provide resources to our students and employer partners.

The Career Development staff has joined the National Association of Colleges and Employers (NACE) Online Career Services Professionals Affinity Group and participates in NACE Town Hall virtual meetings that includes employer updates regarding recruiting and hiring for internships and job opportunities. With so many changes due to COVID-19, the purpose of the group and town hall meetings is for Career Services professionals across the nation to discuss best practices to engage with students, brainstorm ideas, and share future plans of services that can be provided to college students virtually during these uncertain times.

OVERALL STUDENT SUPPORT

Career Development is available remotely for all students/alumni and will provide:

- Student access to schedule virtual I-I career advising appointments through Handshake (our online job/internship portal)
- Zoom appointment slots include resume and cover letter reviews, job/internship search, mock interviews, and career exploration
- Virtual drop-in hours so students can speak with a Career Advisor without an appointment
- Designated "seniors only" drop-in hours to assist in their job search post-graduation
- Virtual workshops on relevant career-related topics such as the job/internship search process, virtual interviews, career exploration, and virtual networking
- Relevant career content and tips, as well as promoting workshops and job/internship opportunities via social media to engage with students

INTERNSHIP SUPPORT

Spring Semester Student Interns:

Career Development created a contingency plan to assist students in completing their internship hours for the spring semester as an option to avoid an Incomplete grade. Some students were able to work remotely while others were not given that option.

- Identified students that were considered "at risk" for not meeting the hours required to complete their internship
- Contacted internship supervisors and faculty advisors and created assignments related to their career development and their internship. These assignments were an option to count towards their hours.

Students Seeking Future Internships:

Career Development is conducting virtual Internship Informational sessions via zoom throughout the remainder of the semester, so students are aware of the internship process, and how to search for internship opportunities.

- Continue communicating available internship opportunities and highlight "Hot Internships" as they become available through Handshake
- Provide educational material via Handshake about completing remote internships

EMPLOYER SUPPORT

Career Development will continue to vet and approve employers and job postings through Handshake.

- Continue to work with employers to provide virtual information and hiring sessions
- Employers discuss with students post COVID-19 hiring opportunities and the application process via Zoom

LEHMAN COLLEGE

BRONX, NEW YORK

The Lehman College Career Exploration & Development Center (CEDC) has continued to leverage virtual software and platforms to position students for an economy that has been altered by COVID-19. Between March and May 2020, the center offered 38 career development workshops with 343 participants.

Using the popular software Symplicity — which is used by more than 300,000 employers nationwide — we have connected students to employers registered for Lehman’s Job, Internship and Graduate Fair who are either still recruiting or will plan to recruit once they have determined their budget and strategy plans moving forward. CEDC also utilizes the Virtual Mock Interviews modules for students, and recently began to import career videos from LinkedIn Learning — which include topics such as Recovering from a Layoff and Recession-Proof Career Strategies — into the Document Library on Symplicity.

Lehman College and the CEDC have initiated a few important workforce development programs and pilots in 2020 including:

- Braven, a professional mentoring and networking pilot program, has 68 registered fellows to date; CEDC aims to recruit 125 students for the Fall 2020 cohort.
- Parker Dewey Micro-Internships: Paid Short-Term Remote Projects (20-40 hours of work across 2-4 weeks, starting at \$12/hour) posted by employers across industries on a rolling basis and available for students to apply for year-round.

The Internship Coordinator has scheduled three workshops for students on how to apply for these opportunities. 93 students participated.

- A June Lunch & Learn workshop series consisting of 10 one-hour workshops will target 2020 graduates but will be open to all students and alumni.
- Career Connection Summer Series — CEDC recruited professionals in diverse fields to facilitate one-hour webinars on what working in their respective fields.
- A Student Career Success Series will be launched on May 18th to showcase students who have utilized our services and on-campus resources in meeting their career goals. Alex Moronta, a Biology major and May 2020 graduate who has worked with CEDC for the past two years and will go on to attend medical school, will be the first student featured in the series. Students will also be featured on social media in an effort to inspire and motivate other students.
- A new workshop on the top ten job search strategies during an economic downturn is being developed by the director with the goal of offering it in the summer months.

TEXAS WOMAN'S UNIVERSITY

DENTON, DALLAS, AND HOUSTON, TEXAS

In mid-March 2020, as the COVID-19 pandemic descended on the country, Texas Woman's University joined other universities' mid-semester pivot, moving face-to-face courses online. With our staff of instructional designers, history in pioneering distance education, and extensive portfolio of online programs and courses, Texas Woman's was in a position of strength for the pivot. In fact, Educate to Career ranked Texas Woman's in the top tier for being "adaptable to life and learning during the COVID-19 crisis." Affordability factored into that ranking. The Texas Woman's provost remarked that "all of our baccalaureate students will graduate on time, which is phenomenal."

In addition to transitioning courses online, Texas Woman's dedicated resources to prepare students for the workforce amidst the global pandemic. The Career Connections Center went virtual with the assistance of their new website. Appointments, interactive webinars including a first-generation panel, mock interviews, Instagram video Q&A sessions, job and internship postings, and networking events are now offered online. The center tweaked aspects to make programming relevant to the current economic reality. The center also put together a first-ever virtual career and internship fair on May 19th, 2020; the more than 300 students who registered had an opportunity to connect with 40 employers, including the FBI, FEMA, United Nations, CDC, and more. The Career Connections Center also launched a new Urban Fellows Program in which eligible undergraduate and graduate students apply for a \$1,000 scholarship to gain valuable experience at organizations that historically only offer unpaid internships.

Texas Woman's Pioneer Center for Student Excellence Internship Office provided additional support for students seeking internships. The office organized internship roundtables, drop-in hours, and a social media campaign centered around National Internship Awareness Month. The Internships Office is working to implement "Latinx Prepa," a 5-week program to prepare first-generation, Latinx undergraduate students to apply for internships and connect with employers this summer. At

the end of the 5-week program, students will have completed the HACU Leader-in-Residence program application, which will fully cover a student to attend Adelante Leadership Institute, the student track at the HACU National Conference.

In addition to workforce and career development efforts, Texas Woman's has provided book and technology stipends for participants in Project PIONERAS and other Latinx-related grant programs. These stipends offset costs related to the mid-semester transition online. These programs and grant recipients also participated in family engagement efforts for Latinx students. Staff and faculty in the Bilingual and ESL Education department joined other local universities and school districts to identify and serve the needs of Spanish-speaking English learners and their families.

Finally, the Division of Student Life transitioned other needed services for health and wellbeing online. These included keeping residence halls open and operational to students for whom these quarters are their only home. They also offered online counseling sessions, virtual fitness programming, and telehealth services. Their Office of Diversity, Inclusion, and Outreach provided vital components of the multicultural graduation ceremony, including the stoles for Latinx identifying students.

These COVID-19-related examples are among the many ongoing efforts to intentionally serve Latinx students at Texas Woman's University.

INTRODUCTION

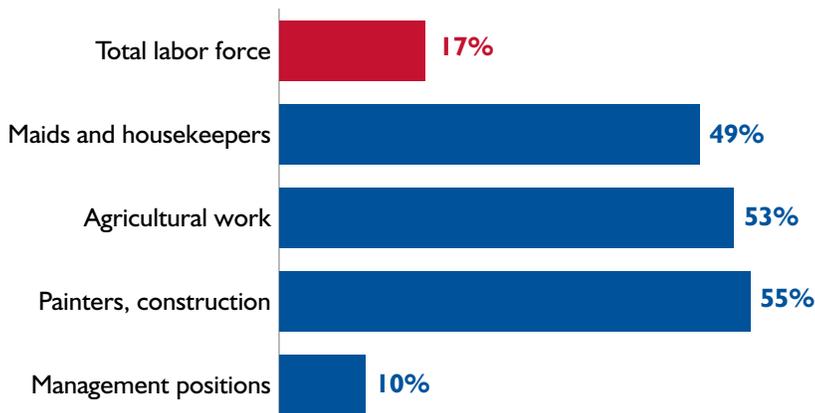
Latinos are a fast-growing population. However, this growth is not reflected evenly in levels of college enrollment, degree attainment or representation in higher paying jobs. Latinos' postsecondary enrollment rate after high school has increased from 51 percent in 1998 to 72 percent in 2018.² While Latinos' postsecondary degree attainment has grown, attainment has not grown at the same rate as enrollment. As of 2018, 26 percent of Latinos have an associate's degree or greater, compared to about 50 percent of Whites.³ Additionally, Latinos are overrepresented in the workforce but concentrated in lower-paying service jobs (Figure 1).⁴ This matters because Latino labor force participation is expected to increase 3 percent every year, while participation is expected to decrease for non-Hispanic Whites.⁵ Latino degree attainment and workforce success matters for the success of our country's economy.

Leveraging Latino students' strengths while also meeting their needs to help them complete college and be competitive in the workforce

are key goals for the trendsetting institutions included in this brief. To learn how they are meeting these goals, *Excelencia* completed interviews and site visits with four diverse institutions: 1) Felician University, 2) Florida International University, 3) Lehman College, and 4) Texas Woman's University.

These four institutions are Hispanic-Serving Institutions (HSIs)* and recognize that as employers look to fill jobs and diversify their workforce, HSIs are a convenient place to look given their Latino student enrollment. Thus, these institutions want to make sure their students are competitive applicants and are ready to enter the workforce. Further, these institutions show the connection between higher education and the workforce with a Latino lens. Consider the following practices to prepare students for the workforce that bore out through the case studies of the four institutions, shown in Table 1.

FIGURE 1: Latino Representation in the Workforce, 2018



SOURCE: *Excelencia* in Education analysis of U.S. Bureau of Labor Statistics, Current Population Survey, Table 11, 2018

* Hispanic-Serving Institutions (HSIs) are defined in federal legislation (the Higher Education Opportunity Act, 2008), as accredited, degree-granting, public or private not-for-profit institutions with an undergraduate Hispanic full-time equivalent enrollment of 25 percent or more."



TABLE 1: INSTITUTIONAL PRACTICES TO PREPARE STUDENTS FOR THE WORKFORCE

Practices	Assumption	Reality
1. Career service offices vs. integrated institutionally	Career services is the primary way institutions link graduates to the workforce.	Workforce preparation is a goal across campus, not just the role of the career services offices.
2. Resistant to change vs. adapting to new realities	Institutions are resistant to change despite the demography and economy around them.	The institutions have adapted to changes in workforce demands and changes in their student bodies.
3. Academic focus vs. hands-on learning	Students lack hands-on experiences, despite employers ability to pay students for their work as interns.	Institutions are emphasizing experiential learning opportunities in and outside the classroom to expand access to hands-on learning.
4. Unaware of needs vs. responding to data	Institutions are out of touch with the needs of both students and the current workforce.	Institutions are continually revamping their efforts based on data and workforce demands
5. Broad perspective vs. service area focus	Institutions have a general and broad perspective based on the national workforce opportunities	These institutions work with local employers to meet the needs of the region and make the transition from school to work easier for their students.

BACKGROUND

All four institutions profiled in this brief are Hispanic-Serving Institutions. HSIs are an integral part of the higher education system in the United States and to Latino student success. Unlike other minority-serving institutions that are classified based on their mission, Hispanic-Serving Institutions are classified based on their enrollment of Latino students.

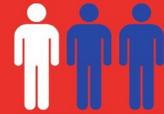
In early 2018, *Excelencia* worked with Gallup to conduct a survey of life outcomes among graduates. Gallup surveyed alumni of institutions nationally, HSIs, and 12 institutions that are part of the *Excelencia* in Action (E-Action) network. E-Action is a national network of institutions that leverage their collective expertise and resources to accelerate Latino student success. The survey showed while HSIs and E-Action graduates responded positively about their experiences at their institutions, there are still areas of opportunity that could further support graduates preparing for and entering the workforce. For example,

- Among students who visited career services at least once, two-thirds found it difficult or very difficult to access, regardless of transfer status, ethnicity, or first-generation college student status.
- E-Action graduates were less likely than graduates nationally (7 percent vs. 11 percent) to have participated in the three high-impact experiential learning opportunities identified by Gallup—internships, projects in class that spanned the semester, or being extremely active in student activities.

VOICES OF E-ACTION GRADUATES ON THE WORKFORCE

60%

either strongly agreed or agreed that they were **well prepared** for life outside of college



1 in 3

strongly agreed that their alma mater provided them with the **knowledge and skills** needed to be successful in the workplace

E-Action Network Graduates...

- Reported that their alma mater is creating an **inclusive environment** for the success of all students,
- Indicated that they had a **strong support systems** at college, and
- Were more likely than college graduates nationally to be **fulfilled in their work** and to have **higher levels of well being**.



FINDINGS

How institutions are counteracting assumptions of higher education and preparing their students for today's workforce

Institutions of higher education can be key drivers to economic and social mobility for students. A college education is increasingly necessary in today's economy to move up in the workforce, so higher education can be a game changer for Latino students' mobility. In this section, we share how four Hispanic-Serving Institutions are using five strategies to support Latino students as they enter the workforce and working against the common assumptions of higher education's role in preparing students for the workforce.

Assumption: Career services is the primary way institutions link graduates to the workforce.

Reality: Workforce preparation is a goal across campus, not just the role of the career services offices.

Throughout our conversations, institutions shared that workforce preparation was a shared goal throughout the institution, not just from the career services office. Institutions made this goal clear in various ways. For example, Presidents and Provosts set up committees to push forward this shared vision and bring together personnel working on career readiness. Additionally, career readiness is recognized as a goal when institutions explicitly include it in their strategic plans. One institution partner emphasized that career and diversity needs to be part of the strategic plan: "There should be a direct phrase around serving Latino students," and it should be acted upon.

Multiple institutions pointed out the importance of bridging career and academic services so students understand the institution is a team that's working together for their post-graduation success. At FIU, the career services department was moved under academic affairs to streamline but also show that these two goals are connected, not separate. The career services office is often the entry point for outside employers looking to get involved on campus, and career service offices use their relationships with other on-campus offices to help employers find candidates. Because of the growing involvement in

workforce preparation, these institutions have some sort of council or meeting where academic and student affairs come together to make sure efforts are not duplicated or causing confusion for students.

Involving faculty in workforce preparation is key to student success. Faculty can provide students and career services offices with invaluable connections. Faculty can identify students in their classes who would be good fits for job opportunities that the career services offices are prompting. Additionally, faculty can connect students to opportunities in their field.

Efforts to emphasize workforce preparation at HSIs also helps employers as they look to hire more employees of color. Institutions shared that employers know their HSI status means they have many Latino graduates. However, to remain competitive, institutions look beyond graduation and prepare their students with the skills they need to be successful. Furthermore, when employers learn about HSIs, it impacts the recruitment technique. One employer partner shared that it helps them know what institutions to look for first if they're looking for bilingual students or employees who reflect the community.

Why does this matter for Latino students?

1. Almost half of Latino students are first-generation college students, so they may not know how to navigate different offices and opportunities on campus. Streamlining services eliminates a hurdle to career services.
2. Bringing the information to the student instead of waiting for the student to find it can increase participation in different workforce development opportunities, in which Latino students currently have low participation rates.
3. A commitment across campus to workforce readiness emphasizes the importance of this goal to students.

Assumption: Institutions are resistant to change despite the demography and economy around them.

Reality: The institutions have adapted to changes in workforce demands and changes in their student bodies.

All four institutions discussed how they are adapting their practices to make their services accessible to students. For example, many expanded career services hours and added courses in the evenings and weekends to accommodate students' work schedules. Lehman and Texas Woman's both highlighted their evening programs as another way to make opportunities accessible.

Engaging parents was also important to meeting Latino students' needs, many of who are the first in their family to attend college. Parent buy-in can boost students' participation in internships and other experiential learning opportunities. FIU works with parents whose students are looking to work abroad because the thought of moving to a different country can be daunting, especially for parents. FIU does not want their students to miss out on opportunities, so they host parent meetings to answer any questions and quell any fears parents may have. TWU engages parents at orientation and beyond, and employer partners, such as GEICO, work closely with parents. As one career services practitioner said, "If you get the family on your side, you'll get the student."

Mentorship is critical for Latino students, many of whom are first-generation students and may not already have a support system in the workforce. Institutions engage alumni as mentors or partner with businesses to find upper level management to act as mentors, too. Multiple career services staff shared that mentoring was important for students because it allows them to see themselves in leadership positions.

Institutions are supporting Latino students by helping them capitalize on their skills through academic offerings. Multiple institutions have created a Spanish course or minor where students can hone the professional language, such as that needed in health professions. Instead of asking students to put their Spanish aside, institutions are helping students improve it because they recognize bilingualism as an asset. Latino students enter the workforce with skills they may not realize. Geico's representative shared that often, students think they are not qualified for a job, even though the recruiter has seen the skills needed in the student. "Many students don't know how to articulate that

they're leaders. Building the confidence and teaching students how to articulate their transferrable skills: it is huge," she shared.

Interviewing for and starting a professional job can come with unexpected costs. Institutions recognize this and understand that Latino students are more likely to be from low-income backgrounds, so they try to help. Students have various opportunities to get new clothes in preparation for interviews and office jobs. Almost all the institutions with whom we spoke partnered with JCPenny for discounts on professional attire. FIU collects donations of professional clothes from faculty and staff, and students who complete a certain number of workshops receive a free suit. Career services offices understand that students may not have the clothes needed for office jobs and these clothes are expensive, so such opportunities help students overcome another barrier to success.

The career offices shared that they often partnered with student organizations to find students for opportunities. For internships that targeted Latino students, Latino sororities and fraternities or organizations like Latinos in Business were helpful in getting the word out to their membership. Opportunities for certain fields, like geographers, were shared with geography clubs to expand their reach and find multiple ways to get information to students.

Why does this matter for Latino students?

1. Expanded availability of services and courses is key for students' ability to access them. Over half of Latinos while enrolled, and many work over 30 hours a week. Additional hours make it easier for students to take use what the campus has to offer.
2. Engaging parents and providing mentorship opportunities is important to creating a sense of community for Latino students. Latinos are more likely than their peers to be the first-generation students. Parents want to be helpful but may not have experience with the college system, so engaging them can help them help their students. Mentors can also play an important role and pass down knowledge to students based on their experiences.
3. Allowing Latinos to expand their Spanish and use it in a professional setting helps them see their knowledge as an asset, not a deficit. Professional Spanish can also give Latino students a competitive edge in the workforce.

Assumption: Students lack hands-on experience, and employers are able and willing to pay students for their work as interns.

Reality: Experiential learning opportunities that allows students to apply their learning to a long-term project or job outside the classroom are key to workforce success.

Institutions are building experiential learning opportunities (ELOs) into the curriculum so every student has the opportunity to participate, no matter their obligations. Lehman is making many of their ELOs available in class or offer class credit for internships so students balancing work and school do not feel like it is a competing priority. Many institutions embedded ELOs into the curriculum—majors like education and nursing require students complete at least a semester of hands-on training. Institutions like Lehman are making these hands-on courses easier to find by flagging them in their registration system so students know what they can pursue.

Experiential learning opportunities are an important part of workforce preparation, and all four institutions recognized the importance of making internships accessible for low-income students. Funding students in unpaid or underpaid internships was a common theme. Felician established the Internship Fund to help cover expenses for students—and other institutions are in the process of setting up similar programs. FIU reviews all internship postings and works with the employers who offer unpaid internships to try to make them paid. As a result, over 80 percent of the internships posted on FIU’s website are paid.

Over half of Latino students work over 30 hours a week to finance their education.⁶ Students show a commitment to work but may not have the opportunity to tie it to their learning without experiential learning opportunities. Employers and the institutions, however, see the commitment to work as an asset rather than a deficit. One employer partner shared that he knew the students at the local institution had work experience, so students get started on their internship projects faster.

Why does this matter for Latino students?

1. Providing hands-on opportunities for students allows them to apply their classroom learning and build up the skills needed to enter the workforce and move beyond entry-level positions. Given that Latinos remain concentrated at entry-level positions, even with a bachelor’s degree, opportunities to progress faster can ensure Latinos access the economic mobility they sought with their degrees.
2. Over two-thirds of Latino students are from low-income families. Opportunities like paid internships exposes students to experiences they otherwise would not have, especially for students who are working to cover their costs.
3. Latino students may not know what positions or companies are available beyond what they see around them on a daily basis. Exposure to new jobs can expand opportunities.





Assumption: Institutions are out of touch with the needs of both students and the current workforce.

Reality: Institutions are revamping their workforce efforts based on data and continually evolving.

Data are key to institutions' workforce development practices, and they are continually improving and expanding the ways they use data. One common tool institutions use is the First Destination survey. Institutions administer the survey at graduation time and six months later. While institutions also use state and national data systems, they all shared this survey as being one of the most useful for modifying their practices because they can ask specific questions. Institutions can track which internships are resulting in full-time positions and which majors have lower job placement rates. However, it is a voluntary survey, so not all students answer, but institutions are persistent in their efforts given the data they can gather.

Career offices shared that they use surveys and pre- and post-tests to measure the effectiveness of their programming. Students are asked to fill out a survey after they've visited the career center so advisors know if the appointment was useful. If a workshop covered a specific topic, like cover letter writing, advisors may send a pre- and post-test to make sure their learning objectives were met. Career services offices also solicit student

feedback. A couple institutions discussed student advisory boards that function as a focus group for career services and help drive the content and delivery of programming.

Advisory groups were a common way for institutions to receive qualitative data on their workforce needs. Some institutions have employers that work with faculty and academic departments to talk about the skills their employees should possess. The information helps inform the curriculum and career services offerings. Institutions, like Lehman College, have advisory boards of students who share feedback on career programming. The career services offices want to ensure their programming and delivery is effective.

Why does this matter for Latino students?

1. Making data-informed decisions can guide programming to better reflect students' needs. Students may not know what they don't know, and thus, data that assess learning can help identify needs rather than waiting for students to realize what help they need.
2. Latino students possess different skills than students previously in higher education. With feedback about student needs provided through focus groups and student surveys, institutions have the information to adapt.

Assumption: If institutions are focused on workforce preparation, they have a general and broad perspective based on the national workforce opportunities.

Reality: These institutions work with local employers to meet the needs of the region and make the transition from school to work easier for their students.

The four institutions in the report are committed to their service area, and many of their graduates remain local. Thus, all four have practices to connect with the community and facilitate a smooth transition into the workforce for their students. TWU emphasizes service learning, and most majors have a community service requirement. Felician works with local K-12 schools and hospitals as students do their experiential learning, and many of their students end up being hired full-time. FIU works with their local tourism companies to place their students during and after graduation. Lehman partners with local non-profits to place interns and provides space for the non-profit. Local area chambers of commerce are key to understanding workforce needs in the community. Institutions often send faculty and staff to these meetings.

Alumni are an important part of the community. Graduates of these institutions tend to stay close, which allows them to volunteer on campus as mentors for current students. Regardless of location, alumni were frequently mentioned as people who help create a pipeline from the institution into their organization, especially at larger, national organizations. For

example, one employer partner who works to train underrepresented students for jobs in the corporate world shared that her organization, INROADS, and JP Morgan now have a long-standing national partnership because of their alumni.

Relationships with institutions serving large numbers of Latino students is also important for the employers, too. For example, community focused non-profits and school districts are often serving large Latino populations. Employers recognize that their staff and leadership should reflect their service communities. Working with HSIs can help employers identify employees that better reflect the community. Additionally, one institution partner shared that colleges and universities need to think about themselves as employers, too. An institution hires employees, and they need to prepare their students for jobs in higher education so faculty and staff better reflect the community makeup.

Why does this matter for Latino students?

1. Latino students attend college close to home and many choose to stay in the area after graduating. Building connections with the community not only shows a commitment to the community, but it helps students find jobs when they graduate.
2. A connection to alumni, especially other Latino alumni, helps Latino students find mentors. Community connections are important to Latino students and such a connection can help students navigate the workforce.

FELICIAN UNIVERSITY

Rutherford, NJ | Private | 1,624 UG Enrollment | 30% Latino

Most Degrees Awarded, Overall and Latino (2018-2019): 1) Health Professions 2) Business⁷



MISSION: Felician's mission is to provide a full complement of learning experiences, reinforced with strong academic and student development programs designed to bring students to their highest potential and prepare them to meet the challenges of the new century with informed minds and understanding hearts.⁸

Felician University is a small, private university in northern New Jersey, close to Newark and New York City. Felician enrolls 2,400 students, of which 90 percent are New Jersey residents. Sixty percent of students are Pell eligible and first-generation, and 20 percent of students have children of their own. Felician's special recognitions include being ranked 22nd nationally, and 2nd in the Northeast in social mobility, the safest college campus in NJ, and ranked 3rd among independent higher education institutions in NJ for Return-On-Investment.

Felician has a diverse set of workforce opportunities near its campus, including some at neighborhood hospitals and schools in addition to jobs and internships in New York City's industries. Felician prides itself on being a majority-minority institution and a Hispanic-Serving Institution. Black and Latino students make up 53 percent of the student population, and many of their students are first-generation students. Felician highlights its diversity, location, skills, and majors when they market their students to employers.

Felician is developing in its workforce practices. Because Felician is a small university, faculty and staff work hard to provide students with opportunities typical at a large university. Of the Class of 2017, 75 percent are employed in a degree-related position, and 17 percent of those students are also in graduate school. An additional 8 percent of graduates are currently in graduate school.⁹

Workforce preparation is a goal across campus, not just the role of the career services offices.

The growth in the work-ready culture has been led by President Anne Prisco. Throughout our conversations, multiple people attributed the culture change to her vision. President Prisco pushed the visibility of the institution and has been proactive in engaging the community and the state. Deans, Vice Presidents, and faculty also collaborate on workforce readiness efforts. The university is writing their next strategic plan which will include goals around career readiness. They want their graduates to have soft skills and technical knowledge so they can compete against students from larger universities.

Felician's Career Development Center (CDC) coordinates most of the workforce preparation efforts and offers services including resume, internship, and career guidance. Between 2016-17 and 2017-18, the Center saw a 64 percent increase in student appointments and a 26 percent increase in resumes reviewed. The CDC increased participation through a new emphasis on student relationships. The CDC director and staff connect with students and build relationships. The director recognizes that it's challenging to fit career services into students' daily lives, so she provides multiple opportunities for students to engage.

Felician has adapted to changes in workforce demands and changes in their student body.

As curriculum responds to the market, Felician's VP of Academics has remained responsive to changes in the market and works to make sure new opportunities are open to all students. Faculty and staff play an active part in workforce development outside the classroom. Several faculty work at hospitals which creates connections between students and employers. Staff attend meetings where they network with other programs and find opportunities for their students. Departments are actively involved in developing ideas for new majors, minors, and curriculum changes. For example, Felician's Master's of Counseling program recently became a PhD program at the request from those in the college.

Felician focuses on getting as many students as possible engaged in their career services offerings. When opportunities arise specifically for Latino students and alumni, they work across offices to reach out to Latino students. Each academic area has a way of engaging with Latino students. For example, the College of Arts and Sciences' Psychology and Counseling Program works with the Hispanic Psychology Association of New Jersey to provide opportunities for Latino students. Working with different offices helps the CDC get information to their students.

Mentorships are an important way that Felician students get to know those working in similar fields. Felician partners with KPMG, the Hispanics Inspiring Students' Performance and Achievement program, and their alumni programs to find mentors. At least half of Felician alumni stay in northern New Jersey which provides a strong network for students in the area but also nationwide.

Internships are highly encouraged at Felician, and the institution recognizes that may be financially out of reach for students. In response,

the Board of Trustees created the Internship Fund, which provides financial resources for students in unpaid or underpaid internships. Without this financial support, students are unable to take upon these opportunities because they are often working part-time jobs to cover their costs. The scholarship fund seeks to address that opportunity cost so students can gain hands-on experience.

Reality: Institutions are emphasizing experiential learning opportunities in and outside the classroom to expand access to hands-on learning.

Felician offers a variety of experiential learning experiences, including service learning, internships, and in-class projects. Felician's goal is to expose students to jobs related to their current studies so they can get a sense of job fit. Thus, students are encouraged to participate in internships early. The CDC helps students find and apply to internships and coordinates site visits. Internships are not required by every department but are highly recommended. In 2017-18, students participated in a total of 181 internships, a 77 percent increase from the previous year. Felician's location is an asset because students have access to a range of occupations. Students participate in experiential learning in New Jersey or Manhattan at organizations like the Federal Bureau of Investigations, FedEx, school districts, and the Secret Service.

Health professions, the most common field of study, has experiential learning built into the curriculum. Nursing students complete clinical rotations, and health students work in the nearby hospitals. Nursing students have access to experiential learning on campus in the Barbara J. Toscano Nursing Resource and Simulation Center. The Center mirrors a hospital setting and provides students an opportunity to work in a realistic patient setting.¹⁰ The Center helps students feel comfortable in a hospital setting before practicing on a patient. Previously, students practiced through

roleplays; now, students work with high fidelity mannequins with chest, heart, and abdominal sounds. Students also practice telehealth, a growing practice in medicine. In the Bachelor of Science in Nursing program, students complete a Clinical Residency Program that allows students to choose a specialization and work 12-hour shifts under the supervision of an RN clinical preceptor. The hands-on learning has had positive impacts—Felician’s 2016 graduates had an 87.8% pass rate on the National Council Licensure Exam, and many students land jobs in their residency unit.¹¹

The School of Education has embedded experiential learning into its curriculum. Students complete fieldwork through internships at schools during their first three years in the program. Many education students, upon graduation, work full-time in the school where they completed their internships. Students in their final semester complete a student teaching experience having had experience in the classroom previously.

Felician embeds workforce preparation into extracurricular activities. The Gamers’ Garrison, a place where students can play video games, is an example of how academic and student affairs work together.¹² Students run the Gamers’ Garrison and are employees of the institution. In Fall 2018, computer science faculty started a gaming and programming development class, taught in the Gamers’ Garrison.

Felician is revamping their workforce efforts based on data and continually evolving

Felician uses data frequently for internal and external review of their practices. Felician surveys seniors at graduation and six months after graduation on topics including including internship participation, post-graduation employment status, and if they are pursuing graduate studies. These data are useful for Felician’s internal planning and for prospective students who want to know Felician’s workforce outcomes.

The National Education Student Satisfaction Survey provides Felician with the “heartbeat” of their students. Through the survey, staff better understand students’ interests and satisfaction so they can improve their co-curricular and educational offerings. The feedback is used to improve student advising and programing.

Felician works with local employers to meet the needs of the region and make the transition from school to work easier for their students.

In addition to the many hands-on experiences provided for students through local hospitals and schools, Felician also works closely with different area Chambers of Commerce to better understand the community’s workforce needs. The Hispanic Chamber of Commerce works with the university to sponsor events and provide mentorship and internship opportunities.

Felician is committed to serving its community, and students can develop as professionals at the same time. For example, the School of Arts and Sciences is currently working with Paterson School District high schools to develop a new English, art, and music curriculum based on Paterson’s history. The institution, including students and professors, works with Paterson to host Saturday cyberscience camps and work on a community school grant where Felician provides workshops for Passaic families. The Master of Counseling program works with community centers in the area to provide mental health services.

The Northern New Jersey community has provided many opportunities for Felician’s students. However, students and staff shared that recruiting is difficult when it comes to working with larger, national companies. Once their alumni have a job in such a company, the door is open for future Felician students. Without the name recognition, Felician staff works hard to make sure their students are not overlooked.

FLORIDA INTERNATIONAL UNIVERSITY



Miami, FL | Public | 48,818 UG Enrollment | 67% Latino

MOST DEGREES AWARDED, Overall and Latino (2018-19): 1) Business, 2) Psychology¹³

MISSION: Florida International University is committed to high-quality teaching, state-of-the-art research and creative activity, and collaborative engagement with our local and global communities.¹⁴

Florida International University (FIU) is a large, public institution in South Florida. FIU is matured in its career practices and offers various opportunities to connect students to the workforce.

FIU's HSI status impacts their work because two-thirds of their undergraduate students are Latino. They do not use practices just for Latinos but rather, build their practices around Latino students' needs. As an HSI, employers looking to diversify their organization know they can recruit at FIU. FIU prides itself on the diversity of its student body and their students' assets.

Workforce preparation is a goal across campus, not just the role of the career services offices.

Preparing students for the workforce is a core goal at FIU. The State of Florida uses a performance-based funding model to award \$560 million a year to institutions of higher education. Workforce development makes up 20 percent of the metrics: 1) the percent of students who are employed full-time and earning at least \$25,000 and 2) median salaries after graduation. FIU was ranked second overall among Florida's public institutions in 2017-2018.¹⁵ In its strategic plan, FIU has a goal to increase participation in internships. In our conversations, the metrics and performance-

based funding came up frequently as a catalyst to increase opportunities for students to participate in experiential learning opportunities.

Communication across different departments is essential to students' success. FIU launched a career council to bring together people working on career development including faculty, human resources, and non-career services staff. The council's goal is to better prepare students for the workforce and meet employer needs through increased collaboration, minimized duplication of effort, and cross promoting events. FIU's career services model is decentralized advising with some central coordination, so the council provides opportunities for communication.

To make career services more accessible and embed career readiness across campus, the University moved Career and Talent Development (CTD) into their Academic Success department. Four colleges have their own career offices, and the university's Career and Talent Development office has staff members embedded within colleges without a career office. These staff members work within the academic advising offices. No two career services units are the same but career readiness is a part of every program.

The embedded career advisor model has shown success and is growing. Advisors are part of the academic unit but belong to the central Career and Talent Development team. The embedded advisor model has been in place for over a decade at the College of Engineering, and two more colleges added embedded advisors in the past five years. Career advisors train with academic advisors so academic advisors can provide better understand career opportunities and provide basic information when they meet with students. Academic advisors also understand the career center's work so they can refer students. The career teams that are embedded in the academic departments now better know faculty and staff and have had more opportunities to speak in class. Working together has helped students understand that FIU has a team working to get them through college and into a career.

FIU has adapted to changes in workforce demands while meeting their students' needs.

Because FIU has a predominantly Latino population, they approach serving Latino students at scale because what helps Latino students helps all their students. Career services' programming is created with students' needs in mind. Latino students benefit from culturally relevant practices and FIU leverages their assets. For example, career services works with parents—they send out a parent and family newsletter, and leadership at FIU helps parents understand career options and required experiences. For a job that required students to go abroad, the career center hosted a parent information session to help them feel comfortable with their students leaving the country.

FIU is committed to making internships accessible to all students. Career and Talent Development speaks with employers offering unpaid or low-pay

internships before they're allowed to post their internship to FIU's portal and tries to convince them to provide pay. These efforts resulted in 80 percent of internships posted on FIU's website being paid and at a higher rate than other jobs. With the higher wage internships, students earn the same amount they would if they worked over 30 hours a week in retail but work fewer hours and gain experience in their field. If a school year internship is not feasible for students, Career and Talent Development works with students to find summer internships. FIU ensures employers follow Department of Labor laws on internship pay and helps students navigate these laws. Although CTD hopes all internships are paid and paid well, the office is working to offer scholarships for unpaid internships where organizations have insufficient resources. Many great opportunities go unfilled because no money is attached, but a scholarship could alleviate these concerns.

FIU helps students attain professional attire. The Employer Engagement Team offers students a career closet program for interview and job attire. If a student participates in three events with Career and Talent Development, they receive a full suit. FIU sustains this by partnering with employers who donate clothes. Career and Talent Development also hosts a Dress for Success Workshop which covers how to get business clothes on a tight budget. JCPenny partners with FIU to host a Suit Up night, a widely popular program among students that provides a 40 percent discount on professional clothing.

FIU works closely with INROADS, a non-profit whose mission is to develop and place underrepresented students in corporate organizations through their leadership development program and for these students to ultimately be prepared for leadership in corporate America and in their communities.¹⁶

FIU has partnered with INROADS for over 15 years. FIU's location in South Florida, where there's a large corporate market, its status as an HSI, and that it's one of the largest public institutions in the state makes FIU a great partner for INROADS. INROADS provides coaching, professional mentors, leadership training, and paid internship placements. FIU and INROADS work together to recruit students for INROADS but also to run workshops on topics like resume writing, interviewing skills, and managing one's personal brand. INROADS not only helps students get in the door but provides a coach that supports them before, during, and after their internships. INROADS' goal is for internships to turn into full-time careers with a pathway to leadership; but to get the job, students need to graduate. INROADS supports students throughout their academic year(s) to ensure students maintain their grades, successfully graduate, and feel comfortable about moving into their first full-time professional position.

FIU provides experiential learning opportunities that allows students to apply their learning.

FIU has committed to increasing the number of internship placements. In 2016-2017, students participated in 6,101 internships, up from 4,737 in 2014-2015, the first year that data were available. FIU has access to over 8,000 internships and is working to better match students with opportunities in their field of study. Among Spring 2018 graduates, 56 percent of students who participated in an internship were offered a full-time position by their internship employer. Of these students, 58 percent accepted the job offer, up from just 36 percent in 2014. Career and Talent Development hosts internship fairs every fall and workshops every semester, and students learn about internship benefits through student and employer panels.

FIU is adapting their experiential learning opportunities as they consider what work looks like in the 21st century. Career and Talent Development has discussed different opportunities that are not internships. FIU is identifying small to mid-size partner companies and working with a clearinghouse to vet the companies. Once approved, students can work with them to do short-term project-based opportunities, like gigs for internship work.

FIU participates in the Workforce Development Program, an innovative program between U.S. Department of Energy (DOE)'s Office of Environmental Management and the University's Applied Research Center to create a pipeline of minority engineers to enter the DOE workforce in technical areas of need. This innovative program was designed to help address DOE's future workforce needs by partnering with academic, government, and DOE contractor organizations to mentor future minority scientists and engineers in the research, development, and deployment of new technologies addressing DOE's environmental cleanup challenges.

FIU has used data to inform their workforce efforts and is continually evolving

Data are an important part of Career and Talent Development's work. FIU follows their students after graduation to monitor their workforce progress through the US Department of Labor's Wage-Record Interchange System.¹⁷ While the data do not include all their students, it provides a sense of how alumni are progressing. FIU is working on creating their own internal and central data set to have access to better information in the workforce.

Career and Talent Development uses the First Destination survey to collect more robust student

data every semester. The survey data allows CTD to target support to students without jobs after graduation and see the conversion rate of internship to full-time jobs, salary ranges, and more. These data help them adjust their programming and allocate resources. For example, Biomedical Engineering previously needed more on-campus engagement, so Career and Talent Development worked to increase the number of companies visiting FIU from that field. The department also completes pre- and post-assessments for students' interactions with the career center, including workshops and appointments, to gauge students' needs and learning and adjust programming and appointments appropriately.

FIU is part of a consortium of research universities in Florida, including the University of Central Florida, University of South Florida. One of the consortium's four pillars is career development, and the universities share information and data career development. The institutions work together on process improvement strategies and have applied for joint funding. New technology platforms have made this partnership easier to facilitate. All the institutions represent a large percentage of Florida's Latino students. The consortium works with employers to give them a larger network to find Latino students.

FIU works with local employers to meet the needs of South Florida and make the transition from school to work easier for their students.

Creating community connections is critical to FIU students' success because over 85 percent of graduates stay in South Florida. Many businesses in the area are small "mom-and-pop" shops, especially in the service sector. FIU spends time connecting with the area employers. Employers

are involved on campus; for example, the Resume and Interview Skill Enhancement (RISE) program is an interviewing and resume critique program that employers conduct on campus. RISE was developed to address employer feedback on students' and alumni's behavioral interviewing skills and resumes. Tourism is the primary industry in Miami, and FIU works with companies like Marriott, American Traveler, and Royal Caribbean to host career panels, guest speakers, and mock interviews.

FIU is part of the Talent Development Network, a collective effort between Miami's seven major educational institutions, including six institutions of higher education and Miami-Dade County Public Schools.¹⁸ The Network works with Miami's economic development agency and industry partners to build and retain talent and align academic curriculum with industry needs. Currently, TDN provides a portal for students to find internships across Miami-Dade.

Career and Talent Development hosts the Panther Shadows program twice a year. The one-day program is an on-site opportunity for students and alumni to connect with employers and learn about roles related to majors and industries of interest. In Spring 2018, 53 students and alumni shadowed various employers, including the City of Coral Gables, City Year, Miami-Dade County, Titan, and Raymond James, and 23 participants received internship or employment offers.

FIU connects its local alumni to current students through a week of class presentations, industry panels, and networking events called Panther Alumni Week (PAW). Through these relationship building opportunities, students are able to find internship, mentoring, and career opportunities.

LEHMAN COLLEGE

Bronx, NY | Public | 12,639 UG Enrollment | 58% Latino

MOST DEGREES AWARDED, Overall and Latino (2018-19):

1) Health Professions, 2) Business¹⁹



LEHMAN
COLLEGE

MISSION: Lehman College serves the Bronx and surrounding region as an intellectual, economic, and cultural center. Lehman College provides undergraduate and graduate studies in the liberal arts and sciences and professional education within a dynamic research environment, while embracing diversity and actively engaging students in their academic, personal, and professional development.²⁰

Lehman College, part of the City University of New York (CUNY) system is a moderately-sized, public university, and the only CUNY four-year college in the Bronx.²¹ Lehman has the nation's fourth highest mobility rate according to the National Bureau of Economic Research and the Equality of Opportunity Project. The College is unique in that it enrolls three times as many transfer students as it does first-time freshmen.²² Most first-time students are NYC high school graduates.

Lehman College is rapidly developing in its workforce efforts. The college has a growing number of experiential learning opportunities, a centralized career services office with a wide range of programming, and works closely with the community. Their workforce efforts are also influenced by policy—both from the CUNY system and New York State.

Among the classes of 2017 and 2018, 77 percent of students were either working or continuing their education. Of those students, 42 percent were employed full-time and 21 percent were continuing their studies. Among respondents who chose to disclose their salary, 43 percent earn more than \$50,000 a year in their first year after graduation.

Lehman's HSI status is attractive to employers and is a recruitment asset. Employers looking to fill bilingual roles or diversify their workforce look to Lehman. Employers tend to overlook the Bronx as a place to find employees compared to other boroughs in New York City, but Lehman is committed to making sure their students are sought after for jobs and to bring economic mobility to their students.

Workforce preparation is a campus-wide effort at Lehman College

Lehman College is in their 90x30 initiative. The initiative aims to “double the number of high-quality degrees and certificates [their] students will earn by the year 2030” to a total of 90,000.²³ The CUNY system has a CUNY Career Services Initiative, which provides funding and resources to institutions. The New York governor has also called for growth in experiential learning.

The Career Exploration and Development Center (CEDC) works with students and alumni. Services provided include career exploration and counseling, deciding a major, providing employer connections, and internships. Engagement with the CEDC has grown. From Fall 2016 to Spring 2018, the number of visits increased from

2,927 to 3,205 or about 10 percent. During the 2017-2018 academic year, CEDC hosted 214 activities with 2,286 attendees. Additionally, 4,524 companies registered with the CEDC and 3,916 new jobs were posted on their website.

Because involvement with the CEDC is optional compared to an office like academic advising, their goal is that students will opt-in to their services early. Faculty are an important part of outreach efforts. The CEDC assigns career counselors to certain academic programs so faculty know where to refer students who have questions about careers. Faculty reach out to their community partners and invite them to internship and career fairs. The CEDC partners with the Office of Academic Affairs to capitalize on their connections with local industry. The goal is to minimize students' need to run around campus to get information and make workforce opportunities available to all students.

Lehman has adapted to changes in workforce demands while meeting their students' needs.

The CEDC's practices are made to meet students' needs. Career services are provided to students and alumni, free of charge. The CEDC offers extended evening hours, Saturday hours, and online services so those who work traditional 9-5 hours can still access services.

Lehman's School of Continuing and Professional Studies (SCPS) offers an adult degree program for bachelor's and master's degrees and a continuing education program for professional certificates. The adult education program includes student services that are tailored to help adult learners, such as longer office hour availability, interdisciplinary classes offered only to adult learners, and the opportunity to earn credits toward their degree for prior experience. Lehman currently serves about 9,000 adult education students and helps adults attain a GED and

provides entry-level opportunities in health care for those without a degree, for example.

The CEDC's staff actively engages Latino students, and the staff is intentionally reflective and knowledgeable of the community's composition.

The CEDC's internship coordinator partners with departments who work specifically with Latino students to advertise opportunities. They understand that Black and Latino students may not naturally engage as much as their peers, so Lehman reaches out to students through initiatives like their equal opportunity program, mentorship programs, and director engagement. The CEDC Director goes to students through student organization meetings and department meetings with Chairs and Deans. The CEDC also works with off-campus organizations that have a special emphasis on engaging Latino students, like the Hispanic Association of Colleges and Universities, Latinos on the Verge of Excellence, and Women in Tech and Entrepreneurship in New York.

Lehman approaches working with Latino students by recognizing that they have similar needs as all students at Lehman. Staff intentionally create an environment that supports students. Many Lehman students are first-generation, so they receive support early through the Freshman Year Initiative. The CEDC visits the First-Year Experience course to provide information on their services early rather than waiting for students to come to them in their senior year. The support and early interaction have a ripple effect of improving graduation rates and thus, improving opportunities for students to find gainful employment.

Lehman provides experiential learning opportunities where students can apply their learning.

The increase and development of experiential learning opportunities (ELOs) has been driven by policy at multiple levels. New York Governor

Andrew Cuomo recently urged public universities to look at ways to expand ELOs for students.²⁴ In response, the CUNY system developed a report on ELOs and encouraged campuses to actively explore ways to promote and increase experiential learning by making what's already available even clearer. One of the CEDC's 90x30 goals is to enhance the current experiential learning opportunities and increase the number of opportunities available. The CEDC has worked to offer a wider variety of internships so they better relate to a student's major, are challenging, and fill the entire work term. Through the efforts across Lehman to increase participation in ELOs, the number of students participating in internships has tripled from 2014 to 2018, from 47 to 141 internships in 2017-2018. Of those internships, 44 percent were paid.

Lehman offers a variety of experiential learning opportunities because they understand the diverse needs of their students. Lehman has many adult learners and part-time students, so they provide various opportunities for students to apply their learning to real-life situations. Most experiential learning opportunities take place within class. Competing priorities, such as finances, limits students' abilities to take on unpaid or out-of-class internships. Lehman hopes to increase internship participation over the next three years by providing academic credit and some form of monetary benefit.

Lehman has a committee that aims to connect experiential learning opportunities across departments. The committee—made up of faculty, staff, and administrators and co-chaired by the Vice President of Student Affairs and the Vice Provost for Academic Affairs—completed a review of all their courses to identify those that provide an experiential learning opportunity. These courses are tagged in the registration system so students can easily see them. These

classes range from project-based learning opportunities to externships.

Lehman understands that having a diverse staff can help students' workforce outcomes, so they are working to increase representation in higher education administration. Lehman offers an internship program for students considering higher education administration. Students work in offices like student affairs and enrollment management and attend conferences with financial help from Lehman. The goal is to expose students to different career options and increase staff diversity.

The college uses technology to improve access to opportunities for both students and employers. The CEDC and Office of Community Engagement, which handles volunteer opportunities, use the same online system to engage with partners that provide experiential learning opportunities. With this system, students can find opportunities ranging from short-term volunteering to internships and part-time jobs. Lehman is expanding this idea and creating a one-stop portal for employers and community-based organizations, including for-profits, non-profits, and governmental agencies. The goal is to create a place where partners can look for students in one place and students can easily access all opportunities.

Lehman College uses data to inform their workforce efforts and is continually evolving

New technology has made it easier to use data to track towards goals. For example, Symplicity allows offices to track student engagement, assess participation, and make evidence-based decisions on how to modify or grow their programs. The CEDC tracks the results of their outreach efforts so they can create and assess new programs. If a program is offered multiple times but does not get a student response, the CEDC will change or eliminate it.

Lehman works to understand workforce needs by listening to others. The Career Advisory Board consists of 10 students from many majors who provide recommendations on how the CEDC can better serve and engage students. Additionally, academic programs have or are creating advisory committees with employers in their fields to inform curriculum. For example, through a recent grant from the City of New York, Lehman created a technology focused advisory board to link employers to students. Employers meet with Math and Computer Science faculty to discuss industry trends and meet students. The committee was created in response to New York's growing technology sector.

Lehman College works with local employers to meet workforce needs and make the transition from school to work easier for their students.

Lehman College's relationship with the community is exemplified through their relationship with an employer partner, the Bronx Arts Ensemble (BAE), a non-profit that brings arts education and live music performances to schools and neighborhoods throughout the Bronx.²⁵ BAE has had a long-

standing relationship with Lehman through the arts program, but the relationship expanded under the newest executive director. BAE worked with career services to identify students for office internships, some of whom now work full-time with BAE. The relationship continues to grow as arts and education students now serve as interns who assist teaching artists in Bronx public school classrooms. Such a partnership helps BAE as it grows its programs and gives interns the hands-on experience often needed in majors like education.

Alumni are a valuable resource for current students and are invited to program with the CEDC. For example, alumni who have been successful in the technology space are invited to present to current students. The CEDC encourages students to attend these presentations and frame it as a valuable opportunity to ask questions to someone who has been in their seat before. The CEDC recently launched the "Executives at Lehman" program. The program works with Lehman's alumni office to run their mentorship program that connects Lehman students with Lehman alumni and interested employers.

TEXAS WOMAN'S UNIVERSITY

Denton, Dallas, and Houston, TX | Public
10,388 UG Enrollment | 32% Latino

MOST DEGREES AWARDED, Overall (2018-19):
1) Health Professions, 2) Business²⁶

MISSION: Texas Woman's University cultivates engaged leaders and global citizens by leveraging its historical strengths in health, liberal arts, and education and its standing as the nation's largest public university primarily for women. Committed to transformational learning, discovery, and service in an inclusive environment that embraces diversity, Texas Woman's inspires excellence and a pioneering spirit.²⁷

Texas Woman's University (TWU) is a moderately-sized public university with locations in Denton (the northern point of the Dallas-Fort Worth Metroplex), Dallas, and Houston. TWU was the first public university in Texas to serve women and today admits women and men. Women make up about 90 percent of the student body, and 51 percent of all new undergraduates are transfer students.²⁸

TWU is emerging in its workforce strategies. TWU prides itself for its contributions in the fields of nursing, education, health care professions, nutrition, the arts and sciences, and business.²⁹ TWU status as an HSI allows them to highlight the diversity of its students, including to organizations looking to diversify their workforce.

Workforce preparation as a system-wide effort

Texas Woman's University's largest campus is in Denton, but all three campuses across the state are part of the larger efforts to prepare their students for the workforce. The Career Connections Center (CCC) works with the three campuses to connect their Latino students to their local workforce.

Texas Woman's University's work has been influenced by the state's 60x30TX Higher Education Plan.³⁰ The campaign's overarching goal is by 2030, at least 60 percent of Texans age 25 to 34 will have an associate's degree or higher. There are four

additional goals, including one directly related to workforce development: Marketable Skills, meaning all graduates will have completed programs with identified marketable skills. The goal's purpose is to "challenge institutions to think more explicitly about the programs they offer and the job skills that students learn within those programs."³¹

Texas Woman's has always highlighted their student diversity, but the move to more upgraded career services management helped increase recruiter engagement. The Career Connections Center (CCC) reorganized in March 2016 and added several full-time professional staff, including career consultants dedicated to each academic college. Since then, the CCC has seen a significant increase in satisfaction and participation. During the 2015-16 academic year, before the reorganization, 2,205 students participated in the CCC's activities. After the new director joined in Spring 2016, participation went up to 11,900 students during the 2016-17 academic year. In Fall 2018, they had over 15,000 students participate in one semester alone.

TWU continues to better embed workforce preparation into academic affairs. CCC staff recognize that students have competing priorities; first and foremost, getting through school. Students are less likely to show up to



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career preparation workshops if they're optional. To increase student engagement, the CCC has focused on developing connections with faculty and staff by partnering on programs, getting into classrooms, developing webinars, and being visible throughout campus.

TWU has adapted to changes in workforce demands and at the needs of their student body.

TWU builds workforce preparation into classes. They offer professional development courses, typically for juniors or seniors, for multiple majors, and an introductory course for all first-year students which includes career development. Students discuss their majors and self-reflect on their preparation for jobs after graduation. Career consultants come to class and provide guidance on resumes, cover letters, interviews, and articulating their talents and strengths with employers. Other PD courses involve a research project or informational interviews of professionals in their field. Students review national and local industry trends for their field to gain an understanding of their future job market.

TWU helps Latino students leverage their skills through their new Spanish minor. The minor helps students promote their bilingual skills and hone their professional Spanish. It was created after seeing the need for Spanish speakers in the community. The Career Connections Center partners with the English, Speech, and Foreign Languages department and employers to provide mock interviews in Spanish for students each year, thus connecting students' learning in the classroom with career preparation.

TWU offers a Bachelor's of Science in Nursing program with classes during weekends and evenings. The program fulfills all the requirements of a traditional BS degree and is geared towards students seeking a career change. Students attend classes two evenings during the week and complete clinical experiences on the weekend.

Meeting students' needs is a shared responsibility, and TWU's employer partner at GEICO shared the multiple strategies she uses to recruit Latino students. The employer shared the importance of translating accurately the experiences offered so parents could understand job opportunities; for example, GEICO talked about their internships. In an effort to increase applications, she gave career staff verbiage in Spanish to describe it as a job demonstration or preview program, which was a more descriptive translation. Additionally, she moved from recruiting primarily from business majors to also looking at liberal arts majors or Integrated Studies where she may find more diverse and first-generation students. To work in GEICO's Leadership programs, students are required to complete certain business classes, but those classes can be taken upon completing their degree. Part of GEICO's complete benefit package includes Tuition Reimbursement that is a direct benefit to students that may not have a business major. Educating students that GEICO is invested in their career has helped diversify the applicant pool. Third, GEICO's recruiter actively looks for students through LinkedIn and Handshake—TWU's online job portal—rather than waiting for students to come to her.

TWU reaches Latino students through its efforts to reach all their students. The Career Connections Center reaches out to students through targeted emails, flyers, social media posts, tabling across campus, and classroom presentations. Career consultants partner closely with academic advisors who share important career development information with students and refer them to the CCC. The CCC also works with the Diversity, Inclusion and Outreach Office, which celebrates different heritage months and brings together students and their families for multicultural graduation events. The CCC works with student groups, such as Latino sorority and fraternities, to reach Latino students. They also participate at orientation where they meet with incoming Latino families and share information and resources on career preparation.

TWU engages their Latino students in their graduate education programs and has worked to increase the number of Latino students. Over the past five years, Latino participation in graduate programs has gone up from 14 percent to 19 percent. Additionally, about half of the most recently entering graduate students identified as Latino.³² Latino graduate students are active participants in Career Connection activities and are connected to their local workforce partners in Dallas and Houston, where graduate programs are more prominent.

Experiential learning opportunities that allows students to apply their learning to a long-term project or job outside the classroom is key to workforce success.

Experiential learning is a core part of Texas Woman's curriculum and is noted as a priority in their strategic plan because it allows students to connect theory with practice. TWU has a Director and a Coordinator for Internships, and multiple majors at TWU include an internship requirement. In Spring 2018, TWU offered 113 courses with an experiential learning element. During that time, 3,391 students participated in such a course, and Latinos made up 21 percent of participants, similar to their representation at TWU overall.

Community service and service learning is an important part of TWU's culture. Many majors have a service component and all students are strongly encouraged to participate in community service. The Career Connections Center supports community service by helping students write about it on their resumes and asks about service during their mock interviews.

TWU uses experiential learning to prepare students for industry exams, including teachers and health professionals. One example is Project PIONERAS, a scholarship and research project "dedicated to enhancing Spanish language competencies, content, pedagogical knowledge, and family engagement skills."³³ Undergraduate students in the Early Childhood through 6th Grade bilingual program are

eligible to participate. Project PIONERAS covers tuition and fees for three undergraduate courses, the cost of a study abroad program in Costa Rica, and provides a stipend for books, supplies, materials, and bilingual proficiency exams.

Texas Woman's teacher preparation program provides hands-on summer teaching experiences, lab opportunities, and student teaching opportunities. Graduates receive mentorship and professional development through the New Teacher Academy during their first three years of teaching. Every year, about 96 percent of students pass the state teacher exam, and TWU's Teacher Education graduates have the highest retention rates from their first to their second year among 56 Texas universities.³⁴

TWU works with local employers to meet workforce needs and make the transition from school to work easier for their students.

Project PIONERAS partners with the local school district to offer the program to current bilingual teachers. Pioneras complete three graduate courses in Spanish. After completing the courses, Pioneras can apply for a full scholarship to complete an M.Ed. or Ph.D. in Special Education, Curriculum and Instruction, Reading, or Educational Administration. PIONERAS covers tuition and fees for the three courses, provides stipends for books and exams, and provides a stipend for teaching materials upon completion.

TWU works closely with GEICO, who has a corporate office in the Dallas area. GEICO offers an internship program that can lead to full-time employment and has actively recruited from TWU because of its location and the diversity of its students. The two organizations collaborate on career fairs, and the current recruiter is continually finding new ways to interact with TWU students. For example, the recruiter attends events targeted at freshmen and sophomores so by the time they're juniors, students know GEICO and feel more comfortable applying for an internship.

CONCLUSION AND RECOMMENDATIONS

These trendsetting institutions are preparing their students for the workforce. Through the case studies, we see a commitment from faculty, staff, and leadership to workforce development across these diverse institutions. Such an institutional commitment is driven by service to students and the surrounding community and is informed by data. A summary of the strategies and practices that emerged from the case studies is below.

Workforce preparation is a goal across campus, not just the role of the career services offices. Institutions have made these efforts possible through the following strategies:

- Include workforce development goals in strategic plans
- Provide frequent opportunities for faculty and career services staff collaboration
- Create councils that connect academic and career services
- Highlight their HSI status as a place employers can find diverse, prepared talent

The institutions have adapted to changes in workforce demands and changes in their student bodies. To better prepare students for the workforce based on their current needs, common practices include:

- Offer courses, office hours, and events in the evenings or weekends
- Engage parents from orientation through career preparation
- Create ways for students to interact with professionals with similar backgrounds through mentorship programs
- Build upon students' skills through minors or courses such as Spanish for Health Professions or professional development based on major

- Help students meet basic needs, such as providing professional clothing for interviews and the job
- Partner with student organizations to reach Latino students

Institutions are emphasizing experiential learning opportunities in and outside the classroom to expand access to hands-on learning. Institutions have made these opportunities available through the following:

- Build in experiential learning into the curriculum to meet long-standing needs and keep up with new workforce demands
- Speak with and vet employers who offer unpaid internships
- Create a scholarship fund to support unpaid internships

Institutions are revamping their workforce efforts based on data and using data to continually evolve. Data are collected and used in various ways:

- Use First Destination survey of graduates to target majors that need more support
- Conduct surveys before and after an appointment or event to measure learning
- Create advisory boards of students and/or employers to understand career needs



The institutions work with local employers to meet the needs of the region and make the transition from school to work easier for their students. Common practices include:

- Partner with neighborhood K-12 schools, hospitals, and non-profits for experiential learning, community service, and employment opportunities
- Maintain and capitalize on relationships with alumni across different fields

Hispanic-Serving Institutions play an important role in the success of their communities, and these four institutions are continually evolving as they refine their workforce practices. They've found many ways to help students but challenges persist. Below, we detail recommendations that can support institutions and employers' efforts around Latino student success in the workforce.

How can policy support efforts to link Latino students to the workforce?

1. Promote participation in experiential learning opportunities. Experiential learning opportunities—opportunities that allow students to apply their learning—are often unpaid or come in the form of internships, making it difficult for working students to participate. By expanding opportunities in class, like labs or student teaching, or ensuring

internships are paid, Latino students can access these important experiences. Increasing funding to already existing federal programs, such as Federal Work-Study, can help students gain these experiences outside the classroom.

2. Make workforce development an allowable activity for Title V grants to support institutions in creating workforce programs.

Currently, there is not an allowable activity explicitly focused on workforce development. Hispanic-Serving Institutions can be supported in building their workforce development capacities with funding to, for example, set up scholarships for students pursuing internships, partnerships with local non-profits, or supporting their career services work.

3. Incentivize engagement between employers and institutions, especially those serving Latino students. To best prepare Latino students for the workforce, institutions need to know their community's and national workforce demands. At the same time, employers are looking to diversify so their employees reflect today's demographics. The pipeline between these two entities can be improved. One way to do is through pilot programs between Hispanic-Serving Institutions, which graduate two-thirds of Latino graduates, and employers committed to diversifying their staff.

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