

LATINOS IN HIGHER EDUCATION: 2024 COMPILATION OF FAST FACTS




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2004-2024



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

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Latinos in Higher Education: 2024 Compilation of Fast Facts

Foreword

Data are the language of decisionmakers. Data are key to understanding the current profile of Latino students, but data paired with an understanding of our students' strengths and what works to accelerate their educational success provides opportunities to inform and compel action that can close degree attainment gaps, enhance our civic leadership, and strengthen our competitive workforce with Latino talent.

Excelencia in Education celebrates 20 years of service to accelerate Latino student success in higher education in 2024, and it is a good time to take stock of the condition of Latino students today. When we began our work, national decisionmakers rarely paid attention to Hispanic students; and if they did, it was often an inaccurate and deficit-based profile that did not leverage the strength and opportunities for our community. To address this ignorance, *Excelencia* has informed and compelled positive action in policy and practice by sharing a more accurate profile of Latino students over these past 20 years.

The current profile shows Latino students have navigated their higher educational options making individual, pragmatic choices resulting in a post-traditional pathway to a college degree. To be clear, the profile and pathway of Latino students is representative of most students today and decisionmakers need to know who they are serving, not serving, and need to serve if they are genuinely committed to their leadership role in meeting degree completion goals. In turn, the potential of institutions that disproportionately enroll Latino students to more intentionally serve these students informed by data, practice, and leadership is incredibly clear. Responding to the profiles and pathways of Latino students has led thoughtful educators and policymakers to invest in strategies and practices that more intentionally serve Latino students.

Excelencia in Education presents the information in this compilation as state and national policy continue to evolve their focus from degree completion goals to also include the cost and value of higher education, free speech, and the role of higher education in society. In tandem, the nation's potential success in reaching degree completion goals will rely on our ability to accelerate the degree completion of Latino students. *Excelencia* continues our commitment to accelerating Latino, and all, student success in the coming decade to meet the country's college completion goals that advances civic leadership and workforce talent that ensures America's future.



Sarita E. Brown
President and co-founder



Deborah A. Santiago
CEO and co-founder

Latinos in Higher Education: 2024 Compilation of Fast Facts

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Introduction

For 20 years, *Excelencia* in Education has led the way through innovative, collaborative, and actionable efforts to accelerate Latino student success in higher education throughout the United States. *Excelencia* is nationally recognized for leveraging data to conduct research with a Latino lens, reshaping our understanding of Latino students and advancing strategies to accelerate their success, thereby contributing to increased success for all.

Since the organization's inception in 2004, *Excelencia* has leveraged fact sheets as a core mechanism to inform and compel action towards Latino student success. Fact sheets provide data-driven and easily consumable information for policymakers, institutional leaders, and our other constituents. In 2015, *Excelencia* in Education published our first compilation of fact sheets that profiled Latinos in education from early to graduate education, from students to families, and from faculty to institutions. *Excelencia* continues to leverage fact sheets to inform and compel action by sharing reliable and credible information on Latino students in higher education using publicly available data to ensure policymakers and institutional leaders know who they are serving with their strengths and opportunities to make a positive difference in students' educational journeys.

This new and updated compilation of factsheets serves as a representation of *Excelencia's* steadfast commitment to providing timely information on the current and evolving needs of Latino students and the institutions positioned to serve them. The factsheets included in this compilation provide a wide array of information on Latino students and the institutions they attend to inform policy and mobilize change. Across this compilation, it is apparent that Latinos and the institutions they attend face unique circumstances. Consider the following:

Latinos ...

- ...are more likely to be the first in their family to attend college than any other racial group.
- ...are more likely to receive the federal Pell Grant and are less likely to take out student loans.
- ...have the highest labor force participation rate compared to all other racial groups but are more likely to be represented in occupations with lower salaries.

Institutions serving Latinos...

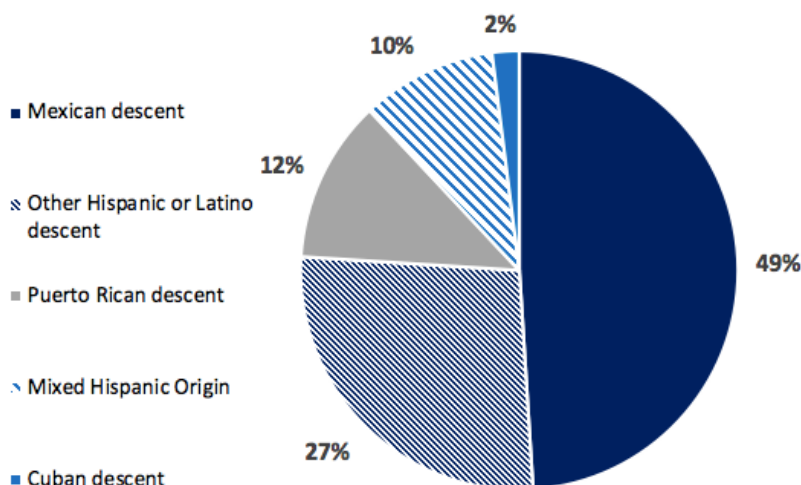
- ...are predominantly Hispanic-Serving Institutions (HSIs), educating 63% of all Latinos in the nation while representing 20% of all postsecondary institutions.
- ...are Seal of *Excelencia* Certified institutions, graduating Latinos at a higher rate than institutions nationally.

This compilation serves as a valuable resource for understanding and addressing the complex dynamics influencing Latino student success in higher education.

Origins and Citizenship

- **The majority of Latino students are of Mexican or Puerto Rican descent.** Half of all Latino students were Mexican, Mexican-American, or Chicano descent (49%), while 27% were of other Hispanic descent, 12% were of Puerto Rican descent, 10% were of mixed Hispanic origin, and 2% were of Cuban descent.

Type of Hispanic/Latino Origin (%), 2019-20



- **The overwhelming majority of Latino students are U.S. citizens.** Overall, 98% of Latino students were either U.S. citizens (90%) or U.S. residents (7%), and 3% were international. Comparatively, 98% of Whites, 92% of African Americans, and 72% of Asian students were U.S. citizens.

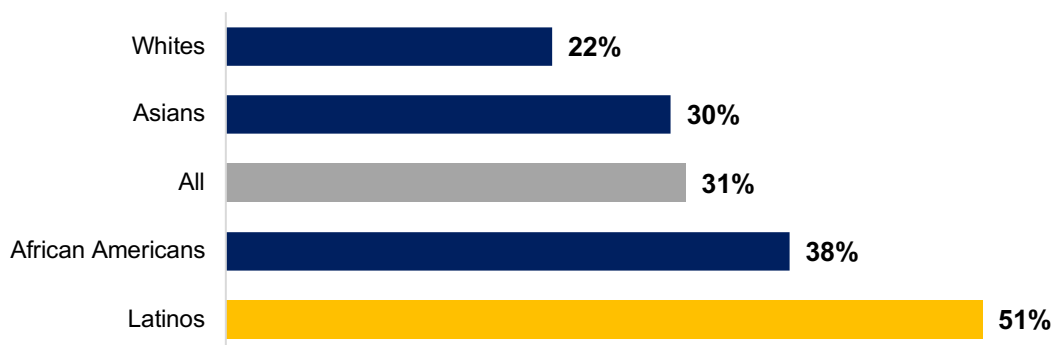
Gender

- **The majority of Latino students identified as female, similar to other racial/ethnic groups.** About 60% of Latino, 66% of African American, 58% of all, 56% of White, and 55% of Asian students identified as female.

Latinos as First-Generation College Students

- **Latinos were more likely to be first-generation college students than other racial/ethnic groups.** Half of Latinos (51%) were the first in their family to attend college, compared to African American (38%), all (31%), Asian (30%), and White (22%) students.

First-Generation Status by Race/Ethnicity, 2019-20



Fields of Study

- **Latino students were less likely to pursue STEM (Science, Technology, Engineering, or Mathematics) fields, similar to other racial/ethnic groups—except Asians.** About 20% of Latinos majored in a STEM field. Comparatively, 35% of Asians, 22% of Whites, 22% of all, and 16% of African Americans majored in a STEM field.

Enrollment and Attendance Intensity

- **The majority of Latino students attended public institutions.** Of all Latino students, 36% enrolled in public 2-year institutions, 36% enrolled in public 4-year institutions, 11% enrolled in 4-year private non-profit institutions, and 6% enrolled in private for-profit institutions.
- **Latino students were more likely to enroll part-time or to mix their enrollment between full and part-time, than be enrolled full-time.** While 46% of Latinos students enrolled exclusively full-time, the remaining 54% enrolled either exclusively part-time (27%) or mixed their enrollment (27%).

Enrollment Intensity of Latino Undergraduate Students, 2019-20



Employment While Enrolled in College

- **While most Latino students worked to pay for college, they primarily saw themselves as students.** About 74% of Latino students identified primarily as students working to meet expenses—much like 82% of Asian, 73% of White, 74% of all, and 71% of African American students.
- **Most Latino students worked more than 30 hours a week, in some cases 40 hours or more, to finance their education.** About 34% of Latino students worked 40 hours or more, 22% worked 30 to 39 hours, 25% worked 20-29 hours, and 19% worked 1 to 19 hours, per week.

Latino Student Employment While Enrolled (hours worked), 2019-20



Type of Residence While Enrolled in College

- **Most Latino students lived off campus and/or with their parents, more so than other racial/ethnic groups.** The majority (79%) of Latinos either lived off campus and/or with their parents. Comparatively, 71% of African Americans, 73% of all, 71% of Whites, and 66% of Asians lived off campus and/or with their parents.

Source: *Excelencia in Education* analysis of U.S. Department of Education, National Center for Education Statistics, 2019-20 National Postsecondary Student Aid Study

Overview: Latino males are underrepresented in higher education despite completing high school at similar rates as their female counterparts. This factsheet provides an overview of Latino male pathways to and through postsecondary education relative to Latina students and males from other racial groups.

Population

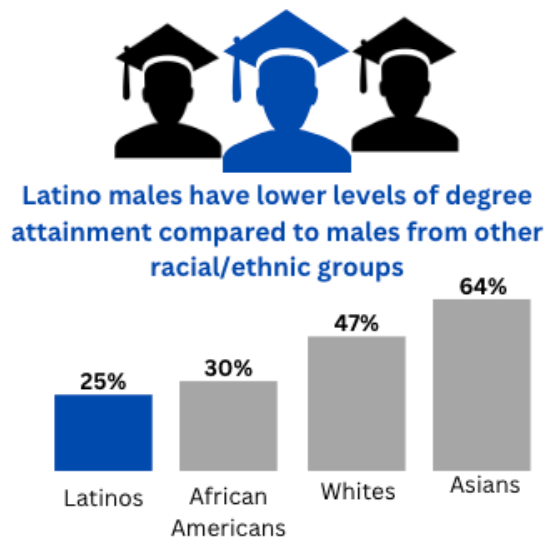
- **Latino male high school dropout rates have decreased in the last decade.** In 2021, 9% of Latino males dropped out of high school, compared to 15% in 2011.¹
- **Latino males and females complete high school at similar rates.** In 2021, the completion rate for Latino males was 89% relative to 92% for females.²
- **Latino males were the second largest group of males of traditional college-age.** In 2021, Latino males represented 24% of the traditional college age population (18-24), compared to Whites (56%), African Americans (13%), and Asians (7%).³

College Enrollment

- **More Latino males were college-age, but fewer were enrolled in college.** In 2021, Latino males represented 51% of the Latino college-age population, yet 40% of Latinos enrolled in college.⁴
- **Latino undergraduate male enrollment increased over the last decade.** From 2011 to 2021, Latino male enrollment in higher education increased by 16% (from 1.14 to 1.32 million).⁵
- **Despite their growth in enrollment, Latino male representation in college was lower than Latino females.** In Fall 2021, Latino males represented 40% of Latino undergraduates and Latinas represented 60% (1.32 million vs. 1.99 million).⁶

Educational Attainment

- **More than half of all Latino male adults have a high school education or less.** In 2022, 58% of Latino male adults (25 and older) had earned a high school diploma (30%) or less (28%) as their highest educational attainment, while 25% had earned an associate degree or higher.⁷
- **Latino males had lower levels of degree attainment than other males.** As of 2022, 25% of Latino males had earned an associate degree or higher, compared to Asian (64%), White (47%), and African American (30%) males.⁸
- **Latino males increased their attainment of associate degrees at a higher rate than other males in the last decade.** Between 2009 and 2019, Latino males increased associate degrees earned by 122%, compared to African American (8%), Asian (53%), and White (-5%) males.⁹
- **Latino males increased their attainment of baccalaureate degrees at a higher rate than other males in the last decade.** Between 2009 and 2019, Latino males increased baccalaureate degrees earned by 113%, compared to African American (25%), Asian (37%), and White (-1%) males.¹⁰

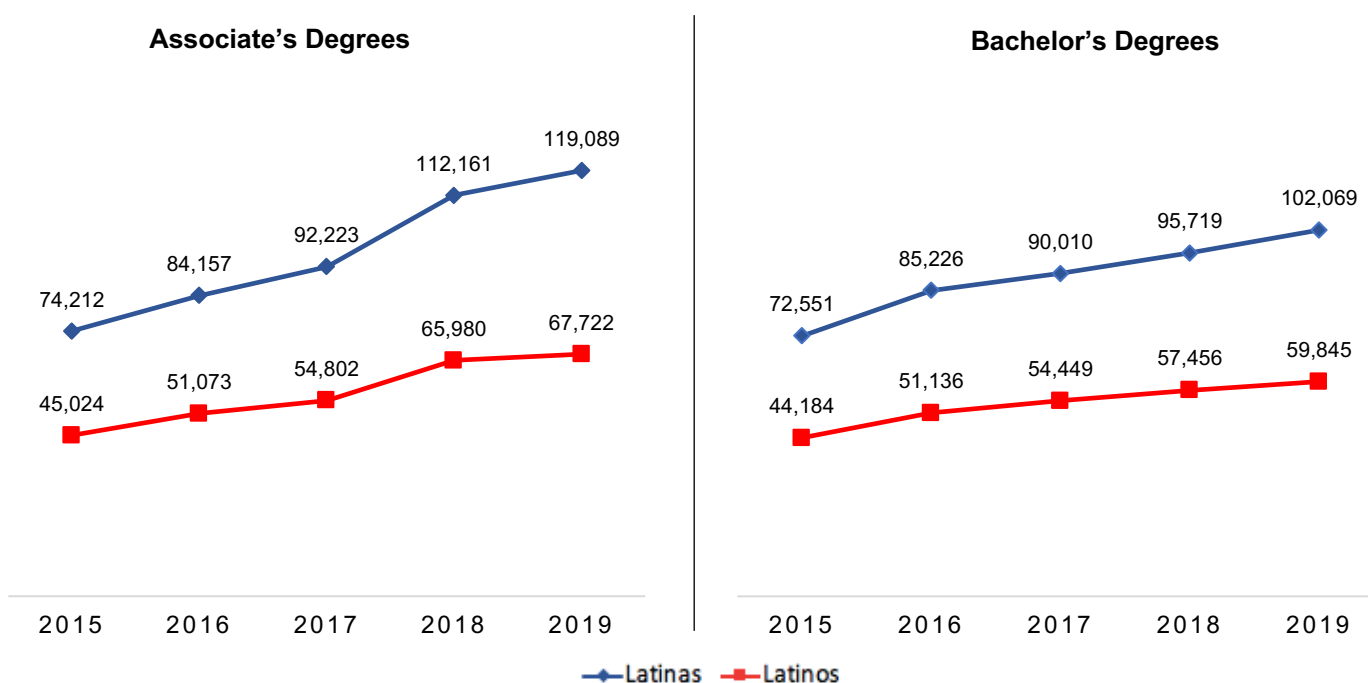


Latino Males' Educational Attainment at HSIs

Degree Attainment at HSIs Overall

- **Of degrees earned by Latino males at HSIs, the majority were at the undergraduate level.** At HSIs, 68% of Latino males earned either an associate's (36%) or bachelor's degree (32%), while 24% earned a certificate and 8% earned a graduate degree.
- **Latino male degree attainment has increased at a lower rate compared to Latinas.** Between 2015 and 2020, the total number of Latino males earning an associate' or bachelor's degree has increased (by 50% and 35%, respectively), but at a lower rate than Latina students (an increase of 60% and 41%, respectively).

Bachelor's and Associate's Degrees Earned at HSIs by Gender, 2015-2020



Degree Attainment at HSIs by Sector

- **Of Latino males attending an HSI, the majority earned their degree at a public HSI at the undergraduate level.** Approximately 94% of Latino males that earned their undergraduate degree at an HSI, did so at a public four-year (52%) or public two-year (48%) institution.
- **A small percentage of Latino males attending an HSI earned their degree at a private HSI at the undergraduate level.** Only 8% of Latino males attending an HSI earned their undergraduate degree at a private not-for-profit institution.

¹ U.S. Department of Education, National Center for Education Statistics (NCES), *Digest of Education Statistics 2021*, Table 219.70.

² U.S. Department of Education, National Center for Education Statistics (NCES), *Digest of Education Statistics 2021*, Table 219.32.

³ U.S. Census Bureau, *American Community Survey 2021*, 1-year Estimates. Table B01001: Sex by Age.

⁴ U.S. Census Bureau, *American Community Survey 2021*, 1-year Estimates. Table B01001: Sex by Age (Hispanic or Latino) and NCES *Digest of Education Statistics 2021*, Table 306.10.

⁵ U.S. Department of Education, National Center for Education Statistics (NCES), *Digest of Education Statistics 2021*, Table 306.10.

⁶ Ibid.

⁷ U.S. Census Bureau, *American Community Survey 2022*, Table B15002: Sex by Educational Attainment for the Population 25 Years and Older.

⁸ Ibid.

⁹ U.S. Department of Education, National Center for Education Statistics (NCES), *Digest of Education Statistics 2021*, Table 321.20.

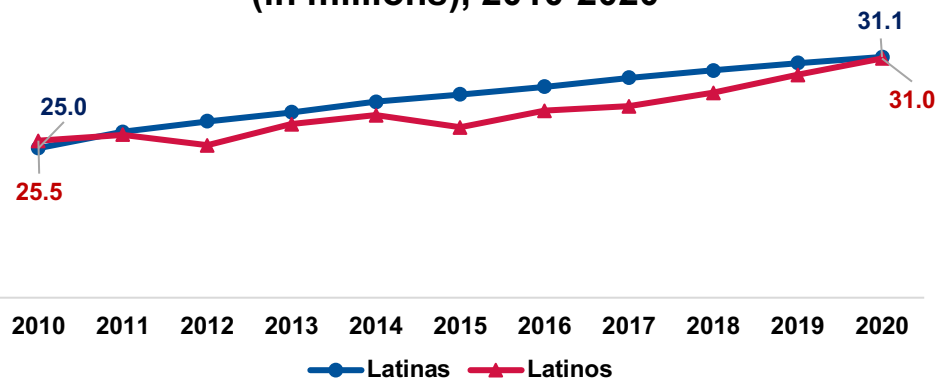
¹⁰ U.S. Department of Education, National Center for Education Statistics (NCES), *Digest of Education Statistics 2021*, Table 322.20.

Overview: The Latino population in the United States has grown significantly over the last decade, and Latina representation has grown more quickly than Latinos. This factsheet provides an overview of the Latina population, as well as the college enrollment and educational attainment of Latinas at Hispanic-Serving Institutions (HSIs)¹—a critical set of institutions enrolling and graduating Latinos in the U.S.

Overview of the Latina Population, 2010-2020

- **In the last 10 years, the Latino population overall has grown in the U.S.** The Latino population grew from 50.5 million (16%) to 62.1 million (19%) of the population between 2010 and 2020.
- **The Latina population has grown at a faster rate than Latinos.** In 10 years, Latinas' representation in the population grew 24% compared to a 22% growth for Latinos.

Growth of Latino Population by Gender (in millions), 2010-2020



Source: Excelencia in Education analysis using U.S. Census Bureau, American Community Survey, 2010-2020. Table B01001I: Sex by Age (Hispanic or Latino)

Latinas' College Enrollment, Fall 2020

At Hispanic-Serving Institutions (HSIs):

- **A large portion of women enrolled at HSIs are Latina.** Of all women enrolled at HSIs, almost half (48%) are Latina.
- **The majority of Latino students enrolled at HSIs are Latina.** Latinas represent almost two-thirds (60%) of the overall Latino population enrolled at HSIs.
- **The majority of Latinas enrolled at HSIs are at a public HSI.** Of Latinas enrolled at HSIs, 90% attend a public HSI and 10% attend a private HSI.

At Emerging Hispanic-Serving Institutions (eHSIs):²

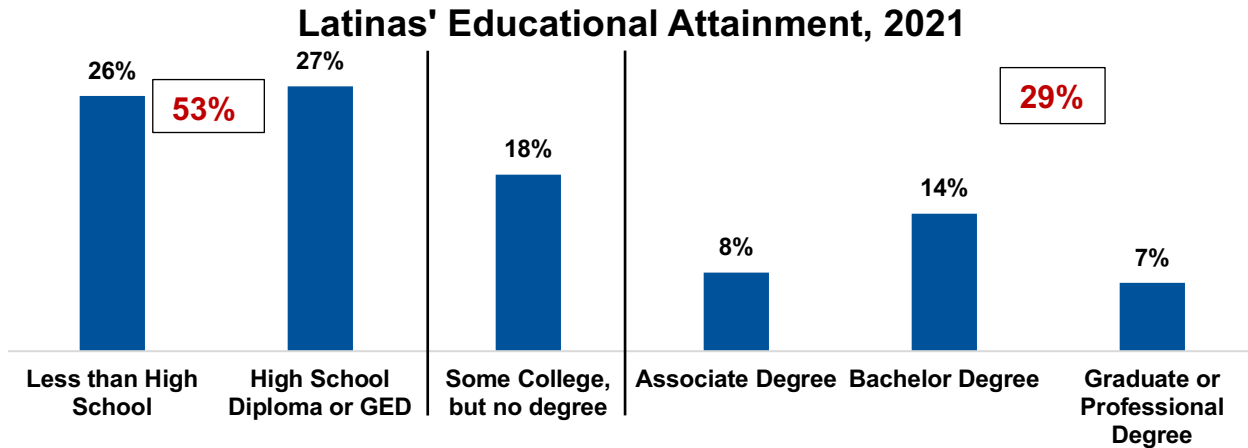
- **A significant portion of women enrolled at eHSIs are Latina.** Latinas represent one in five (21%) of all women enrolled at eHSIs.
- **The majority of Latino students enrolled at eHSIs are Latina.** Of all Latino students enrolled at eHSIs, Latinas represent 59% of full-time and 62% of part-time students.

¹ HSIs are defined as accredited, degree-granting public or private not-for-profit institutions of higher education with 25% or more total undergraduate Hispanic full-time equivalent student (FTE) enrollment. Summary of Title V of the Higher Education Act, as amended in 2008. To be eligible for the "Developing HSIs Program", the law further requires an HSI have a high enrollment of needy students and low core expenditures.

² Excelencia developed the Emerging HSI (eHSI) category—institutions with undergraduate FTE Hispanic enrollment of 15-24.9%—to track the growth of potential HSIs.

Latinas' Educational Attainment, 2021

- The majority of Latina adults have a high school education or less. In 2021, 53% of Latina adults (25 and older) had earned a high school diploma (27%) or less (26%) as their highest educational attainment, while 29% had earned an associate degree or higher.



Note: Educational attainment shown for the population ages 25 and older.

Source: Excelencia in Education analysis using U.S. Census Bureau, American Community Survey, 2021. Table 150021: Sex by Educational Attainment for the Population 25 years and older.

Latinas' Educational Attainment at HSIs, 2020

At HSIs Overall

- Of degrees earned by Latinas at HSIs, the majority were at the undergraduate level. At HSIs, over 70% of Latinas earned an associate's (39%), or a bachelor's (33%) degree, while 19% earned a certificate, and 9% earned a graduate degree.
- Of Latinas earning degrees at HSIs, about one in ten earned a graduate degree. About 8% of Latinas earned a master's degree and about 1% earned a doctorate degree at HSIs.

At Public HSIs

- The majority of Latinas earning degrees at HSIs earned their degrees at a public HSI at the undergraduate level.
 - About 90% of Latinas that earned their degrees at an HSI did so at a public four-year (50%) or at a public two-year (40%) HSI.
 - Over 70% of Latinas earning a degree at public HSIs earned either an associate's (42%) or a bachelor's degree (31%). Further, 21% earned a certificate, and 6% earned a graduate degree.

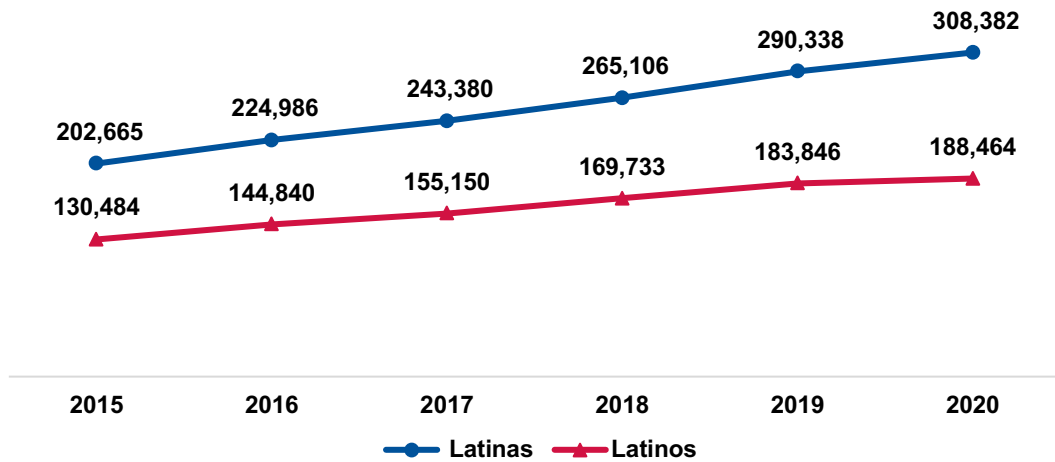
At Private Not-For-Profit HSIs

- A small percentage of Latinas earning degrees at HSIs earned their degrees at a private HSI at the undergraduate level.
 - About 10% of Latinas that earned their degrees at an HSI did so at a private institution.
 - Over 60% of Latinas earning a degree at private HSIs earned either a bachelor's (53%) or an associate's (11%). Further, 4% earned a certificate, and 30% a graduate degree.
- Latinas are more likely to earn a graduate degree at a private HSI than at a public HSI. Of Latinas at private HSIs, 30% earned a graduate degree, compared to 6% of Latinas who earned a graduate degree at public HSIs.

Total Degrees Latinas Earned at HSIs, 2015-2020

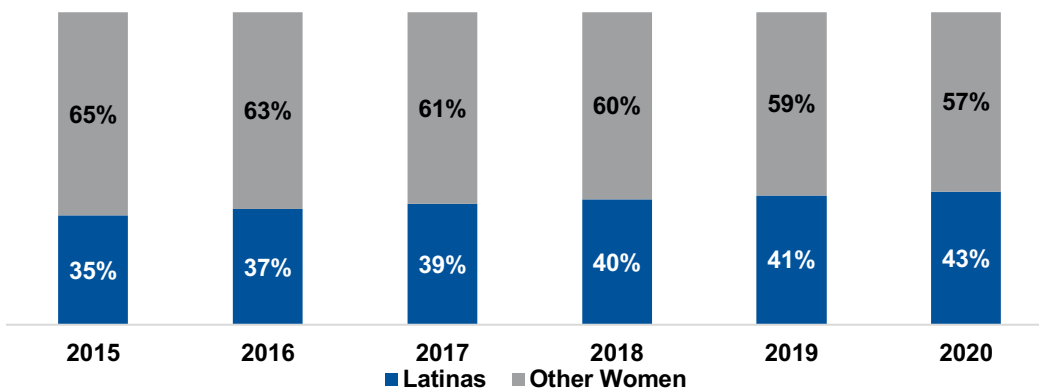
- **Latinas have increased their degree attainment at HSIs over the last five years.** Degree attainment for Latinas increased by 52% from 2015 to 2020.
- **Over the last five years, Latinas' degree attainment is accelerating at a higher rate compared to Latinos.** In 2020, Latinas earned over 300,000 degrees at HSIs (growth of 52%) compared to 188,000 degrees earned by Latinos at HSIs (growth of 44%).

Total Degrees Earned by Latinos at HSIs by Gender, 2015-2020



- **Almost half of all women earning degrees at HSIs are Latinas.** By 2020, 43% of all women earning degrees at HSIs are Latinas, up from 35% in 2015.

Concentration of Degrees Earned by Women and Race/Ethnicity at HSIs, 2015-2020



Source: Excelencia in Education analysis of U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2020 Fall Enrollment, Completions, and Institutional Characteristics Surveys.

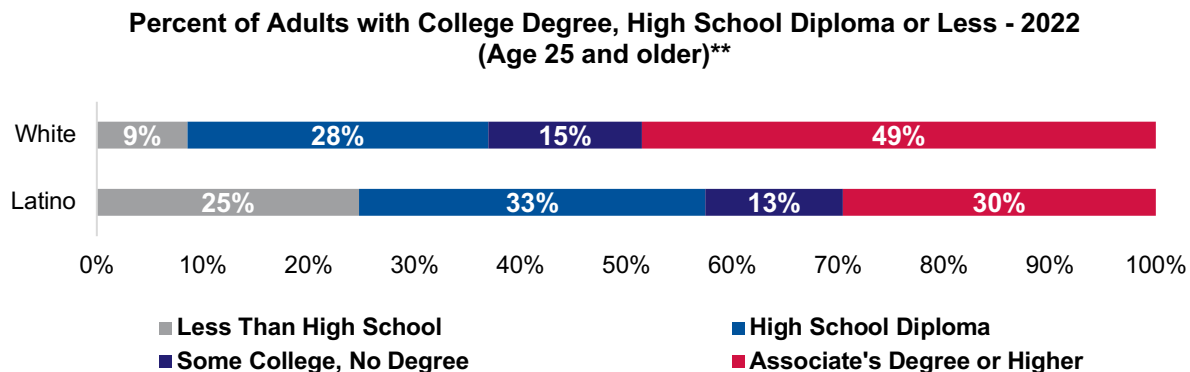
Overview: From 2000 to 2020, the number of Latino adults in the U.S. nearly doubled. Latino adults are steadily advancing in degree attainment while balancing full-time work and their families. Between 2012 and 2022, more Latino adults earned college degrees although attainment gaps still remain.

Undergraduate Enrollment

- **Nearly one third of Latino undergraduates are adult learners (25 years and over).** In the 2019-20 academic year, 31% of Latino undergraduates were over the age of 25. This is similar to White undergraduates (33%), less than Black undergraduates (41%), and more than Asian undergraduates (25%).^{1 *}
- **Three quarters of Latino adults enrolled in college were born in the United States.** In 2020, 75% of Latino adult students (ages 25 and older) enrolled in college were born in the United States.²
- **A majority of (65%) Latino adults have a cumulative GPA of 3.0 and higher.** In comparison, 57% of Black adult students, 74% of White non-Hispanic adult students, 76% of Asian adult students, and 67% of all adult students had similar GPAs.³
- **More than half of Latino adults work more than 30 hours per week while enrolled as undergraduates.** In the 2019-20 academic year, 60% of Latino adults (25 years and older) worked 30 hours or more while enrolled in college.⁴
- **Over half of Latina (female) adult students age 25 and over are also caring for dependent children.** In the 2019-20 academic year, 56% of Latina female undergraduates had dependent children, compared to 31% of Latino male undergraduates.⁵

Educational Attainment (2012-2022)⁶

- **Over half of Latino adults have a high school education or less.** In 2022, 58% of Latino adults (25 years and older) had a high school diploma (33%) or less (25%), compared to 37% of non-Hispanic Whites who had a high school diploma (28%) or less (9%).
- **The percentage of Latino adults age 25 and older who had completed high school has increased.** Between 2012 and 2022, Latino high school completion increased from 65% to 75%.



¹ U.S. Department of Education, National Center for Education Statistics, 2019-20 National Postsecondary Student Aid Study (NPSAS:20).

² Ibid.

³ Ibid.

⁴ Ibid.

⁵ U.S. Census Bureau (February 2023), Current Population Survey, 2022 Annual Social and Economic Supplement, Table 1: Educational Attainment of the Population 25 years and Over by Age, Sex, Race, Hispanic Origin.

⁶ U.S. Census Bureau (February 2023), Current Population Survey, 2022 Annual Social and Economic Supplement, Table 1: Educational Attainment of the Population 25 years and Over by Age, Sex, Race, Hispanic Origin.

*Note: These data were updated May 30, 2024.

**Note: Percentages may not add up to 100 due to rounding.

Overview: In 2021, Puerto Rico had more colleges and universities than most states (80), 61 of which met the federal definition of a Hispanic-Serving Institutions (HSI). In recent years, institutions in Puerto Rico have faced a convergence of challenges such as natural disasters, fiscal austerity, demographic shifts, and a global health pandemic. This factsheet provides an overview of the postsecondary landscape in Puerto Rico to inform and compel action.

Population Demographics & K-12 Pipeline in Puerto Rico¹

The total population and K-12 educational pipeline has decreased, potentially affecting the future college-going pool of applicants.

- Over the last 10 years, the population has decreased from 3.7 million to just under 3.2 million people in 2019.
- The student population in grades K-12 has decreased, with students in K-8 showing the largest drop (200,000) between 1999 and 2018.
- The number of teachers has dropped significantly, decreasing by nearly 10,000 from 1999 to 2018.
- The total number of K-12 public schools in Puerto Rico has decreased by over 600 schools from 1999 to 2018.



The K-12 pipeline in Puerto Rico is shrinking

- Smaller K-12 student population
- Fewer K-12 teachers
- Decrease in K-12 public schools

Higher Education in Puerto Rico¹

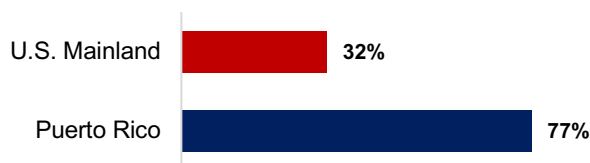
- **Enrollment in postsecondary education has declined.** From 2008-09 to 2018-19, enrollment has decreased for undergraduate students enrolled full-time by 50,000 students, while part-time enrollment has remained relatively stagnant at 30,000.
- **Despite drops in enrollment, full-time retention rates have increased and are higher than the national average.** The retention rate of students enrolled full-time has increased from 65% to 70% between 2003-04 and 2018-19 and was higher than Latino students' national retention rate for the Fall 2018 cohort (70% compared to 64%).
- **The total number of degrees awarded has increased in the last 20 years.** There has been a 40% increase in the total number of certificates and degrees awarded between 1999 and 2018.

Economic Mobility²

Economic mobility measures how an individual's economic status has improved over time. *Excelencia* examined how well institutions in Puerto Rico perform on three economic mobility indicators in 2020-21 and found that compared to institutions on the mainland, institutions in Puerto Rico:

1. **Provide a larger relative increase in earnings for low income students.** In Puerto Rico, the earnings premium (difference in earnings between college and high school graduates) for low-income students is a 67% increase, higher than the 43% increase among institutions in the 50 states and DC.
2. **Enroll a larger percentage of low income students.** About 77% of students enrolled at institutions in Puerto Rico are Pell-Grant recipients compared to 32% at institutions in the mainland.
3. **Are more affordable for low income students.** The median net price for low-income students is \$10,853 for institutions in the mainland across all sectors, while it is \$7,097 for institutions in Puerto Rico.

Percentage of Pell-Grant Recipients in Puerto Rico and the U.S. Mainland



¹ Labandera, E., Santiago, D., and Laurel, J. (May 2021). Higher Education in Puerto Rico: Conditions and Context Influencing Institutional Resilience. Washington, D.C.: *Excelencia* in Education. <https://www.edexcelencia.org/research/publications/higher-education-puerto-rico-conditions-and-context-influencing-institutional>

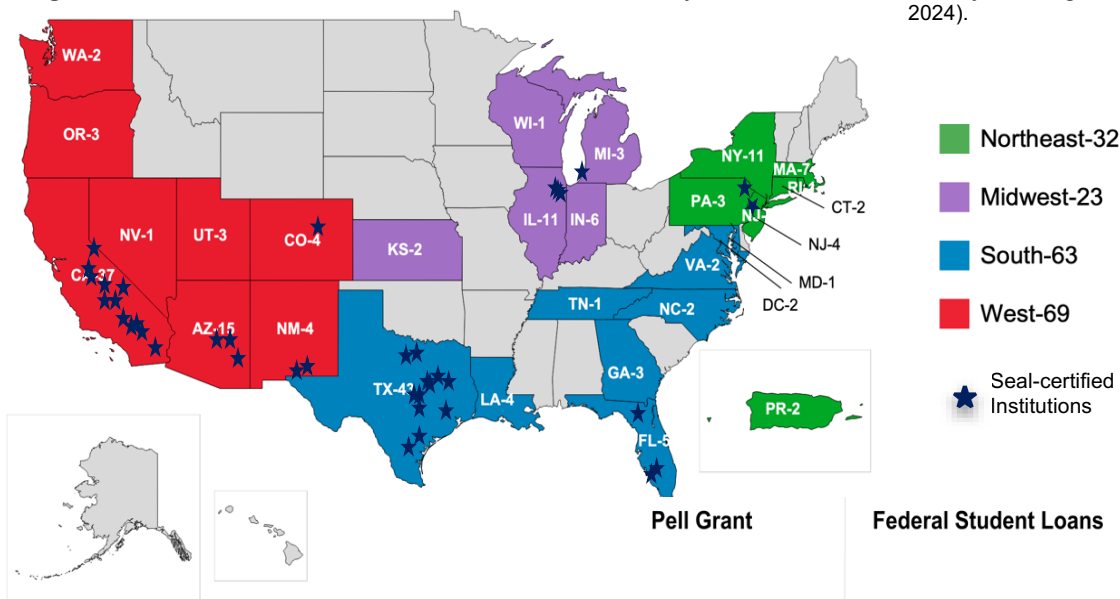
² Nour, S. (March 2). Colleges and Universities in Puerto Rico Outperform the Rest of the Nation on Earning Premiums for Low-Income Students. Medium. <https://excelenciaineducation.medium.com/colleges-and-universities-in-puerto-rico-outperform-the-rest-of-the-nation-on-earnings-premiums-for-997583c0dd74>

Presidents for Latino Student Success (P4LSS) is a network of more than [193](#)¹ postsecondary leaders from 27 states, Washington, D.C., and Puerto Rico committed to a collective goal with *Excelencia* in Education of Ensuring America's Future by making our country stronger with the talents, skills, and contributions of Latino college graduates.

The P4LSS network represented only 6% of colleges/universities yet enrolled 33% and graduated 35% of all Latino students.

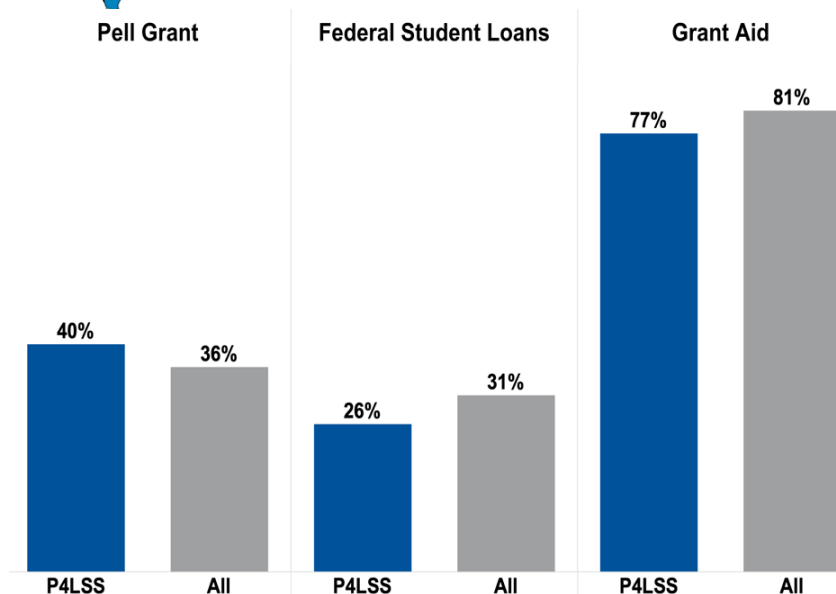
Currently, most colleges and universities in the P4LSS network are:

- **Hispanic-Serving Institutions (HSIs).** About 75% are HSIs, 13% are Emerging HSIs (eHSIs), 12% are neither.
- **Public institutions.** Over 84% are public institutions, and the others are private 4-year institutions.
- **In the West and South regions.** About three-quarters are in the South (34%) and West (37%).
- **Working to be Seal of Excelencia certified.** 39 are nationally certified for intentionally serving Latinos (Mar 2024).



Comparing the P4LSS network to all institutions:

- **Retention rates are higher.** About 79% of full-time, and 48% of part-time students were retained, compared to 77% of full-time, and 44% of part-time students at all institutions.
- **Latino faculty representation is about twice as high.** Latinos represent 12% of faculty compared to only 7% at all institutions.
- **Students are more likely to receive Pell Grants and less likely to receive federal student loans or total grant aid.**² About 40% of students received Pell Grants compared to 36% of students nationally, 26% received federal loans compared to 31% nationally, and 77% received total grant aid compared to 81% nationally.



¹Includes four system heads.

²Grant of scholarship aid includes aid received from federal, state and/or local government, the institution, and other sources known by the institution.

The Seal of *Excelencia* is a national certification for colleges and universities demonstrating positive momentum and intentionality in SERVING Latino students. The certification is valid for three years. [As of September 2023, 39 institutions have earned the Seal of Excelencia.](#) Of these, 14 have been recertified and are continuing their journey to innovate policies and practices to more intentionally serve Latino, and all, students.

Seal of *Excelencia* certified institutions represented less than 1% of colleges/universities yet enrolled 15% and graduated 17% of all Latino students.

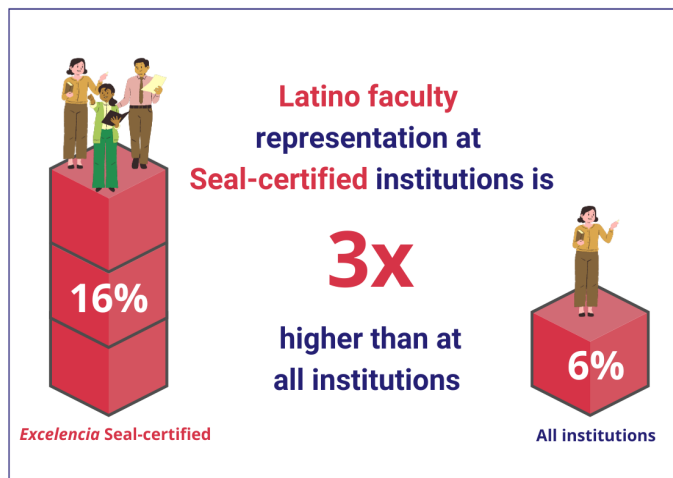
- The Seal-certified institutions are located in 8 states and enroll around 1 in 3 Latino undergraduate students in three states and a significant concentration in the other 5 states.

Of Latino students, Seal-certified institutions enroll:

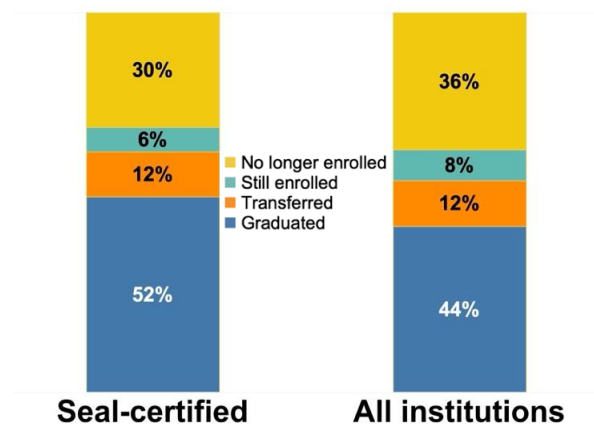


Among Seal-certified institutions:

- Undergraduates have higher retention rates than students at all institutions.** About 83% of full-time, and 52% of part-time, students were retained compared to 76% and 43% at all institutions.
- Undergraduates are more likely to receive Pell Grants and less likely to receive federal student loans or total grant aid.** About 42% of students received Pell Grants compared to 36% nationally, 28% received federal student loans compared to 33% nationally, and 71% received total grant aid compared to 75% nationally.
- Latino faculty representation is almost three times higher than at all institutions.** Latinos represent 16% of faculty compared to 6% at all institutions.
- Latinos' degree outcomes are better than at all institutions.** Latinos have higher graduation rates (52%) than Latinos nationally (44%), and are less likely to no longer be enrolled (30% vs. 36%).



Degree Outcomes of Latino Students 2022-23



Source: *Excelencia* in Education analysis of U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2022 Fall Enrollment, Retention, Student Financial Aid and Net Price, Graduation Rates, Completions, Fall Staff and Institutional Characteristics Surveys. **Note:** Institutions in this analysis are defined as Title IV participating degree-granting public and private, non-profit institutions. Some institutions may not have IPEDS data available for the relevant year.

Certificates Awarded to Latinos Academic Year: 2019-20

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

Fast Facts

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

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

Note: 'Seal' signifies institutions that have earned the Seal of *Excelencia*, a national certification of institutions that strive to go beyond enrollment to intentionally SERVE Latino students.

Source: *Excelencia* in Education analysis using U.S. Department of Education, NCES, IPEDS, 2020 Completions and Institutional Characteristics Surveys.

Associate Degrees Awarded to Latinos

Academic Year: 2019-20

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

Fast Facts

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

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

Note: 'Seal' signifies institutions that have earned the Seal of *Excelencia*, a national certification of institutions that strive to go beyond enrollment to intentionally SERVE Latino students.

Source: *Excelencia* in Education analysis using U.S. Department of Education, NCES, IPEDS, 2020 Completions and Institutional Characteristics Surveys.

Baccalaureate Degrees Awarded to Latinos

Academic Year: 2019-20

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

Fast Facts

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

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

Note: 'Seal' signifies institutions that have earned the Seal of *Excelencia*, a national certification of institutions that strive to go beyond enrollment to intentionally SERVE Latino students.

Source: *Excelencia* in Education analysis using U.S. Department of Education, NCES, IPEDS, 2020 Completions and Institutional Characteristics Surveys.

Master's Degrees Awarded to Latinos

Academic Year: 2019-20

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

Fast Facts

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

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

¹ NFP refers to not-for-profit

Note: 'Seal' signifies institutions that have earned the Seal of *Excelencia*, a national certification of institutions that strive to go beyond enrollment to intentionally SERVE Latino students.

Source: *Excelencia* in Education analysis using U.S. Department of Education, NCES, IPEDS, 2020 Completions and Institutional Characteristics Surveys.

Doctorate Degrees Awarded to Latinos¹

Academic Year: 2019-20

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

Fast Facts

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

- The majority (15) were public institutions
- 10 were Hispanic-Serving Institutions (HSIs)
- 5 earned the Seal of *Excelencia*
- California had the most institutions (6), followed by Arizona, Florida, Puerto Rico, and Texas (3 each)
- Latino representation ranged from 3% to 100% and overall was 10%
- These top 25 institutions awarded 1 in 3 of all Latinos earning doctoral degrees

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

²NFP refers to not-for-profit

Note: 'Seal' signifies institutions that have earned the Seal of *Excelencia*, a national certification of institutions that strive to go beyond enrollment to intentionally SERVE Latino students.

Source: *Excelencia* in Education analysis using U.S. Department of Education, NCES, IPEDS, 2020 Completions and Institutional Characteristics Surveys.

First Professional Degrees Awarded to Latinos¹

Academic Year: 2019-20

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

Fast Facts

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

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

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

² NFP refers to not-for-profit

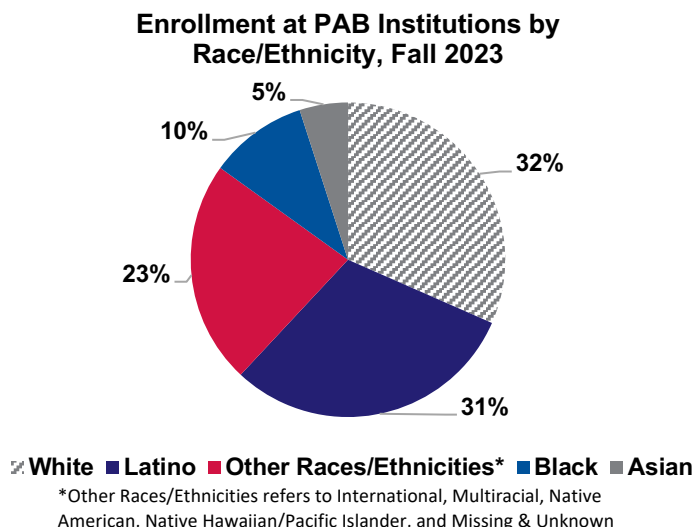
Note: 'Seal' signifies institutions that have earned the Seal of *Excelencia*, a national certification of institutions that strive to go beyond enrollment to intentionally SERVE Latino students.

Source: *Excelencia* in Education analysis using U.S. Department of Education, NCES, IPEDS, 2020 Completions and Institutional Characteristics Surveys.

Overview: Latino students represent one-third of those enrolled at primarily associate degree-granting baccalaureate institutions (PABs). PABs are institutions that had focused solely on granting associate degrees but have begun to offer bachelor's degrees.¹ While PABs still confer most degrees at the associate degree level, there has been a surge in reclassification.

Undergraduate Enrollment²

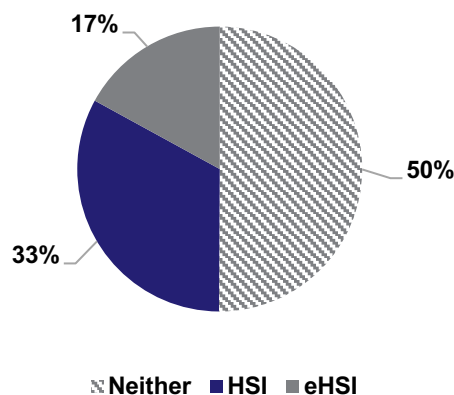
- **Latinos are the second largest population at PAB institutions after White students.** In Fall 2023, Latino students made up 31% of all students enrolled at PAB institutions compared to White (32%), Black (10%), and Asian (5%) students.
- **Latino students lead enrollment growth at PAB institutions.** Between Fall 2021 and Fall 2023, Latino student enrollment at PAB institutions increased by 4% and Asian students grew by 3%. In comparison, Black student enrollment declined by 3%, and White student enrollment declined by 10%.



Institutional Profile³

- **The majority of PAB institutions are public institutions.** In 2021-22, 134 institutions were classified as PABs. Of those, 82% were public institutions, 15% were private nonprofit institutions, and 3% were private for-profit institutions.
- **Half of all PAB institutions were either Hispanic-Serving Institutions (HSIs)⁴ or Emerging Hispanic Serving Institutions (eHSIs).⁵** In the 2021-22 academic year, 33% of PAB institutions were HSIs and 17% were eHSIs.

Percent of PAB Institutions Designated as HSIs, eHSIs, or Neither, 2021-2022



¹ Berg, B., Lee, S., Randolph, B., Ryu, M., & Shapiro, D. (May 2023), Current Term Enrollment Estimates: Spring 2023, Herndon, VA: National Student Clearinghouse Research Center.

² Excelencia in Education Analysis of Berg, B., Cohen, J., Gardner, A., Karamarkovich, S., Kim, H., Randolph, B., and Shapiro, D. (October 2023), Stay Informed Fall 2023, Herndon, VA: National Student Clearinghouse Research Center.

³ Excelencia in Education Analysis of Berg, B., Lee, S., Randolph, B., Ryu, M., & Shapiro, D. (May 2023), Current Term Enrollment Estimates: Spring 2023, Herndon, VA: National Student Clearinghouse Research Center.

⁴ HSIs are defined as accredited, degree-granting public or private not-for-profit institutions of higher education with 25% or more total undergraduate Hispanic full-time equivalent student (FTE) enrollment. Summary of Title V of the Higher Education Act, as amended in 2008. To be eligible for the "Developing HSIs Program", the law further requires an HSI have a high enrollment of needy students and low core expenditures.

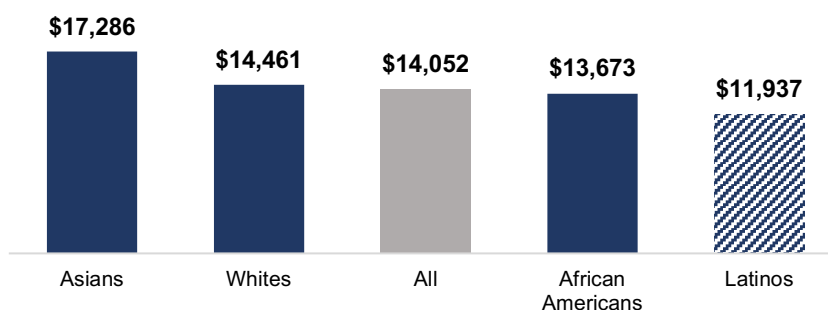
⁵ Excelencia developed the Emerging HSI (eHSI) category—institutions with undergraduate FTE Hispanic enrollment of 15-24.9%—to track the growth of potential HSIs

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

Participation

- **The majority of Latinos applied for and received financial aid.** Almost three-quarters (74%) of Latino students applied for financial aid and 72% of Latinos received some form of financial aid in the 2019-20 academic year.
- **Latinos were more dependent on federal aid than institutional or state aid.** Federal aid includes federal grants, federal student loans, federal work-study awards. More than half (58%) of Latinos received federal aid compared to state aid (30%) and institutional aid (23%).
- **Latinos received the lowest average financial aid award among all racial/ethnic groups.** Average total aid for all students was \$14,052. Asians received the highest average (\$17,286) while Latinos received the lowest (\$11,937).

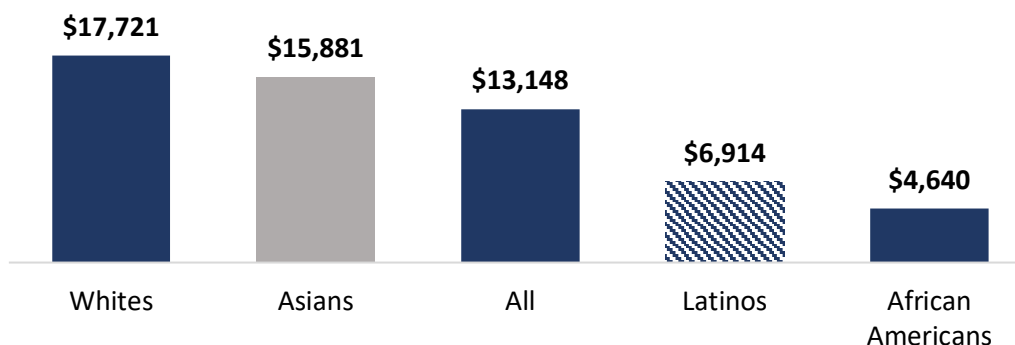
Average Financial Aid Awarded by Race/Ethnicity, 2019-20



Expected Family Contribution

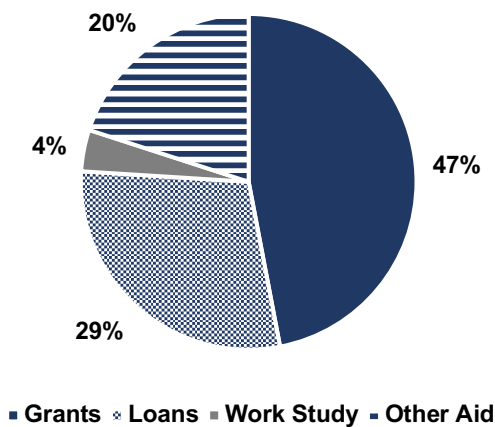
- **Latinos' average family income was significantly lower than most racial/ethnic groups.** Latino students' average family income (\$65,221) was higher than African Americans' (\$58,333) but was lower than Whites' (\$129,431), all students' (\$104,479), and Asians' (\$104,184).
- **Latinos' Expected Family Contribution (EFC) was significantly lower than most racial/ethnic groups.** EFC is a measure used to determine each student's financial aid eligibility which considers each family's taxed and untaxed income and assets, size, and number of family members who will attend college or career school. The average EFC for Latinos was \$6,914 and for African Americans it was \$4,640. In comparison, the EFC for Whites was \$17,721, for Asians was \$15,881, and for all was \$13,148.

Average Expected Family Contribution by Race/Ethnicity, 2019-20



Type of Aid Received by Latinos

Type of Federal Aid Received by Latinos, 2019-20



Federal Grants: Pell

- **Almost half of all Latino students received a Pell Grant.** About 50% of Latino students received a Pell Grant—which is awarded only to students displaying exceptional financial need and who have not yet attained a bachelor's degree—compared to 59% of African American, 40% of all, 34% of Asian, and 32% of White students.
- **Latinos received a larger average Pell Grant than other racial/ethnic groups—except Asians.** Latino students received an average Pell Grant of \$4,246, compared to Asians (\$4,722), African Americans (\$4,172), all (\$4,120), and Whites (\$3,925).

Federal Loans

- **Latinos were much more likely to receive federal grants than to accept federal loans.** Federal loans include Federal Direct Loans, Perkins loans, but exclude Parent PLUS loans. About 47% of all Latino students received federal grants and only about 30% accepted federal loans.
- **Latinos were less likely to accept federal loans than other racial/ethnic groups—except Asians.** About 26% of Latino students accepted federal loans, compared to African Americans (47%), Whites (36%), all (34%), and Asians (25%).
- **Latinos borrowed less, on average, than other racial/ethnic groups.** Latino students accepted an average total federal loan amount of \$6,286, compared to African-Americans (\$6,855), all (\$6,534), Whites (\$6,468), and Asians (\$6,572).

Federal Work-Study

- **Latinos received less work-study aid than other racial/ethnic groups.** Federal work-study is a federal aid program that allows students to earn money for school through part-time on- or off-campus employment. About 5% of Latino and African American students received federal work-study aid, compared to 6% of Asians, and 5% of Whites.
- **Latinos received similar amounts of federal work-study aid compared with other racial/ethnic groups—except Asians.** Latino students received an average amount of \$2,446 as federal work-study aid. In comparison, the average amount of work-study aid was \$2,616 for Asians, \$2,461 for African Americans, \$2,427 for all students, and \$2,382 for Whites.

Average Amount of Work Study Awarded by Race/Ethnicity, 2019-20



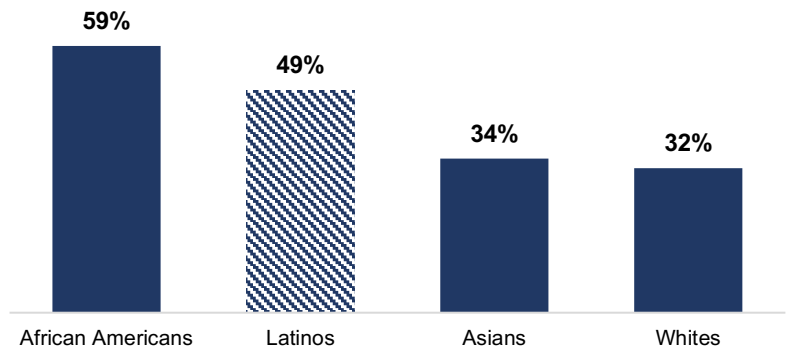
Source: *Excelencia* in Education analysis of U.S. Department of Education, National Center for Education Statistics, 2019-20 National Postsecondary Student Aid Study (NPSAS:20).

Overview: The cost of college deters many students from pursuing a postsecondary education. Latino students, in particular, depend on federal financial aid to offset the cost of a college degree. Nearly half of all Latino undergraduate students rely on the Pell Grant, along with other types of grant aid and loans to fund their education.

Pell Grant Recipients

- **Nearly half of all Latino undergraduates received a Pell Grant.** In 2019-20, 49% of Latino undergraduates received a Pell Grant, compared to 59% of African American, 34% of Asian, 32% of White undergraduates.
- **Latinos received a higher average Pell Grant than most groups.** In 2019-20, the average Pell Grant awarded to Latinos was \$4,246, compared to \$4,171 for Asians, \$3,925 for Whites, \$3,736 for African Americans.

Percentage of Pell Grant Recipients by Race/Ethnicity, 2019-20



- **Pell Grant award amounts were not enough to cover Latino students' cost of attendance.** In 2019-20, the average cost of attendance for Latinos was \$18,956, yet the average Pell Grant award for Latinos was \$4,246, covering only 22% of their total average cost of attendance.

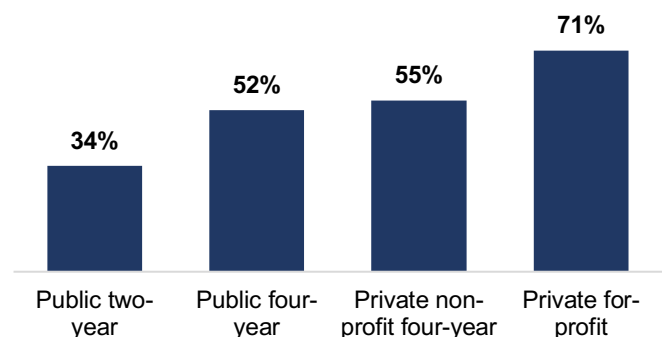
Pell Grants & Other Aid

- **Latino Pell Grant recipients were more likely than other Pell Grant recipients to also accept federal student loans.** In 2019-20, Latino Pell Grant recipients were more likely to accept federal student loans (69%) than White (49%), and Asian (54%) Pell Grant recipients, but less likely than African American (78%) Pell Grant recipients.
- **Latino Pell Grant recipients were more likely than other Pell Grant recipients to also receive a state grant.** In 2019-20, Latino Pell Grant recipients were more likely to also receive a state grant (74%) than White (61%) Asian (72%) Pell Grant recipients, but less likely than African American (81%) Pell Grant recipients.
- **Latino Pell Grant recipients were more likely than other Pell Grant recipients to also receive institutional grants.** In 2019-20, Latino Pell Grant recipients were more likely to also receive an institutional grant (63%) than White (36%) and Asian (46%) Pell Grant recipients, but less likely than African American (67%) Pell Grant recipients.

Latino Pell Grant Recipients by Sector

- **Latinos enrolled at public, two-year institutions were less likely to receive Pell Grants than Latinos enrolled in other institutions.** In 2019-20, 34% of Latinos enrolled at public two-year institutions received a Pell Grant, compared to 71% enrolled at for-profit institutions, 55% enrolled at 4-year private nonprofit institutions, and 52% enrolled at 4-year public institutions.

Latino Pell Grant Recipients by Sector, 2019-20



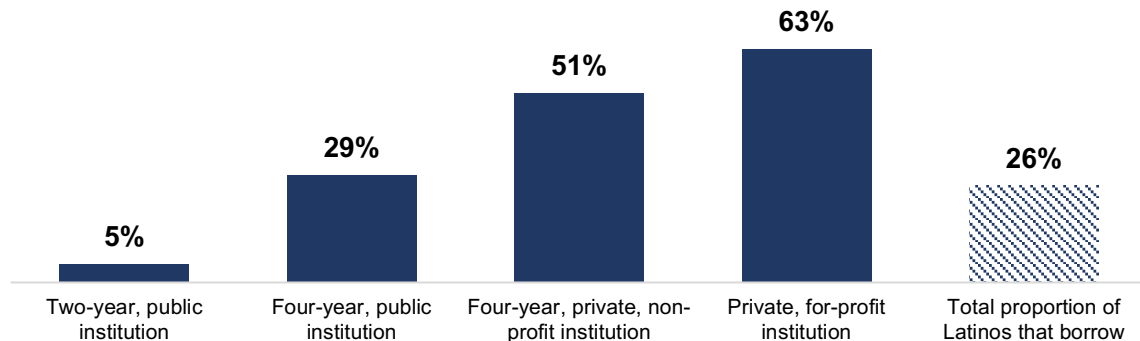
Source: *Excelencia in Education* analysis of U.S. Department of Education, National Center for Education Statistics, 2019-20 National Postsecondary Student Aid Study (NPSAS:20).

Latino Student Loan Borrowing Patterns

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

- Overall, 26% of Latino undergraduates take out federal loans to pay for college compared to 47% of African American, 36% of White, and 25% of Asian students.
- On average, Latinos borrow less in federal loans (\$6,286) compared to African Americans (\$6,855), Asians (\$6,572), and Whites (\$6,468).
- Latinos that attend public two-year institutions take out less student loans (5%) compared to those at private, for-profit institutions (63%), private, non-profit, four-year institutions (51%), and public, four-year institutions (29%).
- The average federal loan amount Latinos borrow varies from a low of \$4,354 at public two-year institutions to a high of \$7,354 at for-profit institutions.

Latino Undergraduate Student Borrowing Patterns by Sector, 2019-20



Latino Student Loan Default Patterns

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

- About 18% of Latino students have defaulted³ on student loans at least once compared to 12% of White students.
- Default rates for Latino students who attended a for-profit are about 20 percentage-points higher than the rates for public institution students (30% vs. 12%).
- The default rate for Latino students who attended two-year for-profit institutions is 29% compared to just 14% for Latinos at two-year public institutions.
- Default rates for Latinos also vary by degree completion—about 32% of those who did not complete a degree defaulted compared to just 2% of bachelor's degree earners.
- Latinos default at a higher rate than White borrowers regardless of degree completion—32% of Latinos without a degree and 2% of Latino with a degree default compared 27% of Whites without a degree and less than 1% of Whites with a degree.

Latino Student Loan Default



18%

Borrowers defaulting at least once

30%

Default rate at for-profits

32% vs. 2%

Default rates: No degree vs bachelor's degree

Source: *Excelencia* in Education analysis of U.S. Department of Education, National Center for Education Statistics, 2019-20 National Postsecondary Student Aid Study (NPSAS:20) and 2003-04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09).

³ Default is defined as whether a student defaulted on a Title IV loan (excluding Parent PLUS loans) from when they first enrolled in an undergraduate institution (academic year 2011-12) through 2016-17.

Background

The classification of Hispanic-Serving Institutions (HSIs) was formally recognized in federal legislation for capacity-building support to improve the access and quality of education for Latino and other low-income students. HSIs are defined as accredited, degree-granting public or private not-for-profit institutions of higher education with 25% or more total undergraduate Hispanic full-time equivalent student (FTE) enrollment.¹ [To create this list](#), *Excelencia* uses the Integrated Postsecondary Education Data System (IPEDS), from the National Center for Education Statistics (NCES) and maintained by the U.S. Department of Education. The information presented below is the most recent data as of February 2024.

Overview: 2022-23

- **HSIs represent a small segment of higher education and yet enroll the majority of Latino undergraduates.** There are 600 HSIs, which represent 20% of all colleges and universities and enroll 63% of all Latino undergraduates.
- **The number of HSIs is growing significantly.** The number of HSIs has increased to 600 in 2022-23 up from 571 in 2021-22 (an increase of 29 institutions, compared to an increase of 12 the year before).
- **The majority of Seal of *Excelencia* certified institutions are now HSIs.** Of the 39 Seal of *Excelencia*-certified institutions, 37 are now HSIs. These colleges and universities have demonstrated their commitment to intentionally serve their Latino students, and all, students.
- **Latino representation at HSIs is high.** Almost half of students enrolled at HSIs (45%) are Latino.

Location

- **HSIs are geographically concentrated.** HSIs are located in 28 states, the District of Columbia, and Puerto Rico. California has the most HSIs (172), followed by Texas (111), Puerto Rico (56), and New York (39).
- **Locations not generally known for having large Latino populations have HSIs.** Arkansas, Indiana, Kansas, Ohio, and Oklahoma each have at least one HSI.
- **The majority of HSIs are located in cities or suburbs.** Over 80% of HSIs are either in a city (314) or suburb (180), while less than 20% are in towns (60) or rural areas (46).

Sector

- **A majority of HSIs are four-year institutions.** Overall, 60% of HSIs are four-year institutions (public—30%; private—30%), and 40% are two-year institutions (public—39%; private—1%).
- **The majority of HSIs are public institutions.** Overall, 69% of HSIs are public and 31% are private.

Emerging HSIs (eHSIs)

- **Emerging HSIs represent a growing subset of colleges and universities.** There are 412 eHSIs (institutions with 15-24.9% undergraduate full-time equivalent Hispanic enrollment), representing 13% of all institutions.
- **The number of eHSIs continues to increase.** The number of eHSIs has increased by 11 (from 401 to 412).
- **The majority of states have at least one eHSI.** eHSIs are in 43 states and the District of Columbia, including Alabama, Hawaii, Iowa, Missouri, Nebraska, North Carolina, Tennessee, Utah, Wisconsin, and Wyoming.
- **The majority of eHSIs are four-year institutions.** Overall, 72% of eHSIs are four-year institutions (private—45%; public—27%), and 29% are two-year institutions (public—28%; private—1%).²

HSIs with Graduate Programs (gHSIs)

- **More than a third of HSIs offer graduate degrees.** Of the 600 HSIs, 252 offer graduate degrees (42%).
- **gHSIs are concentrated geographically.** Two-thirds (67%) of gHSIs are in California (56), Texas (55), Puerto Rico (35), and New York (23).

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

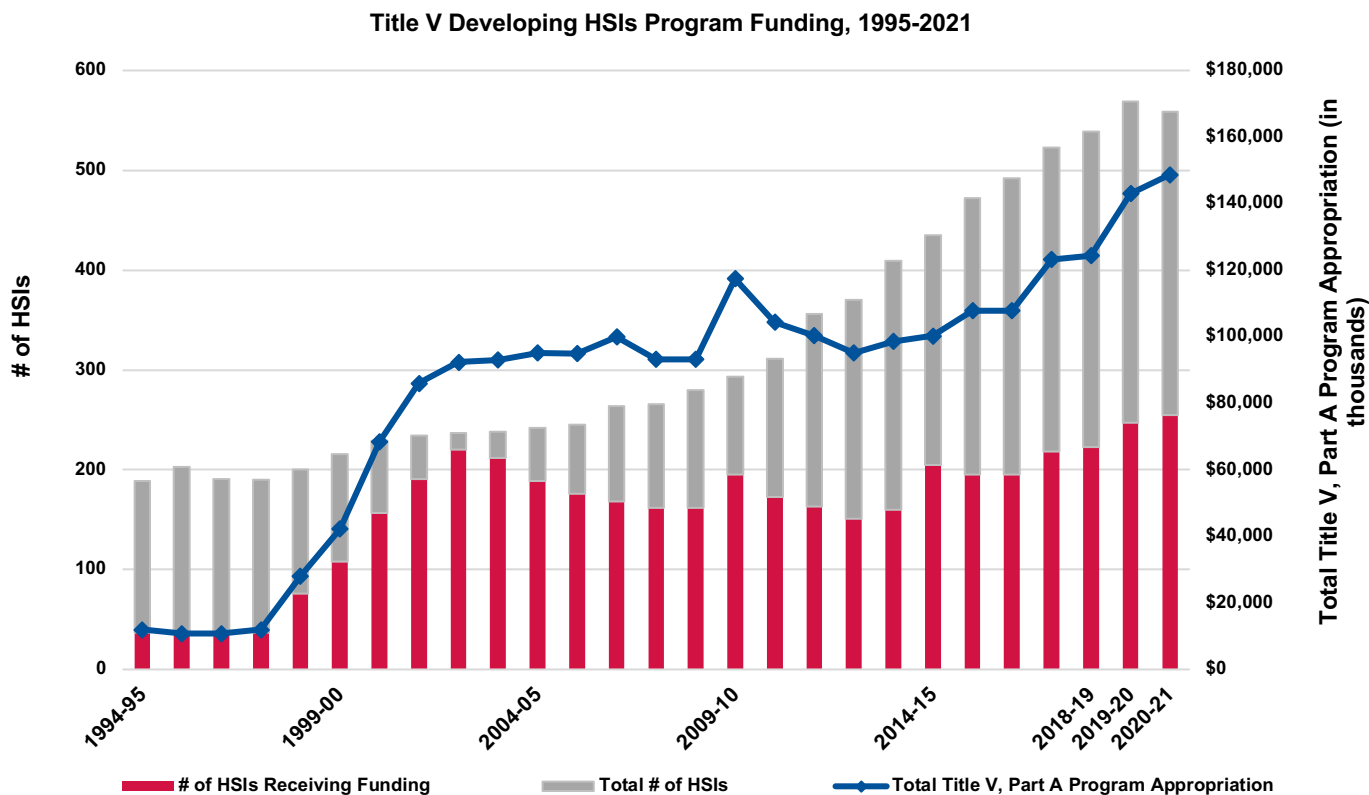
² Percentages might not add to 100% due to rounding.

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

Title V is a federal competitive grant that provides five years of funding to HSIs to expand and enhance the institutions' capacity, quality, and educational achievement of their Latino and other low-income students.¹ Grantees are awarded five-year individual development grants, five-year cooperative arrangement development grants, or one-year planning grants. Understanding the impact of this program can inform strategies for more intentionally serving Latino and low-income students.²

Growth of HSIs & Title V Funding:

- **Federal spending to support HSIs have increased in the last decade.** In 2022, the Department of Education (ED) allocated \$257 million to support HSIs, representing a 29% increase since 2012.³
 - The majority of these funds for HSIs are allocated through the Title V, Part A program. In 2022, 58% of ED funding to HSIs were allocated through the Title V program (\$149 million).*
- **The growth in HSIs has exceeded the numbers of those receiving Title V grants, despite the increase in federal funding.** In the last decade (2011 to 2021), the number of HSIs has increased by 60% (from 356 to 571 institutions).⁴ During this same time, funding to the Title V program has increased by 49% (about \$100 million to \$149 million).⁵
- **Less than a third of HSIs have received a Title V grant.** While most HSIs have applied for Title V funds at least once, less than a third have successfully received this funding.⁶



Source: Excelencia in Education analysis using U.S. Department of Education, NCES, IPEDS, 1994-2020 Fall Enrollment and Institutional Characteristics Surveys; and, U.S. Department of Education, Budget Summary 1995-2021.

Excelencia in Education reviewed 20 years (1999 to 2020) of abstracts from the U.S Department of Education’s Title V grants to better understand capacity building efforts and potential impact.⁷

Access to Title V, Part A Funds

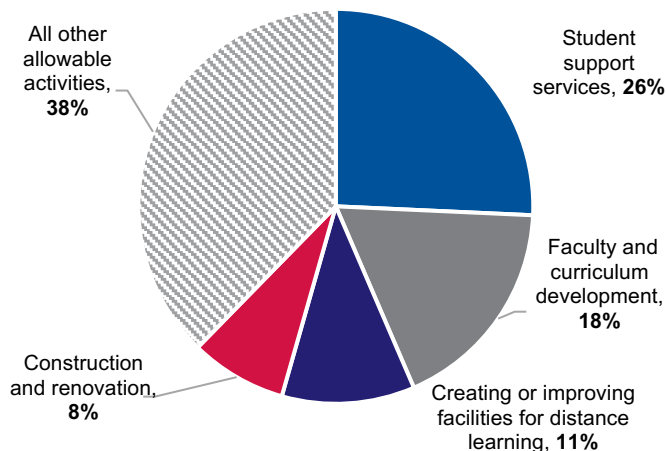
A competitive application requires effectively gathering and presenting institutional data, using campus-wide staff input, and having a clear understanding of their institution’s needs.⁸ Consider the following:

- **The majority of Title V grant recipients have been two-year institutions.** The percentage of awards granted to two-year HSIs was 59% and the total number of awards to four-year HSIs was 41%.
- **The majority of Title V grant recipients have been public institutions.** The percentage of awards to public HSIs was 83% compared to 17% for private HSIs.

Use of Grants

- **Almost half of grantees used Title V funds to invest in student support services and instruction.**
 - About one-fourth of grantees used funds to improve student services (26%) and one-fifth invested in faculty and curriculum development (18%).
- **Few grantees used Title V grants for:** 1) joint use of facilities, 2) purchase or rental of scientific equipment, and, 3) strengthening funds management.

Use of Title V Grants, 1999-2020



Meeting Latino Student Needs

- **Latino students are more likely to start at public 2-year institutions than at 4-year public institutions.⁹** Yet only 5% of grantees invested in pathway agreements and student support programs designed to facilitate transfer from 2-year to 4-year institutions.
- **Community outreach is important for Latino students because they tend to enroll at community college and/or part-time and live off-campus with their parents or with their own dependents when going to school.¹⁰** Yet only 4% of grantees used their funds to establish community outreach programs to encourage K-12 students to develop the academic skills and interest to pursue higher education.
- **Too few HSIs have endowments or unrestricted resources to invest in their Latino students.¹¹** Yet only 2% of grantees invested in establishing or improving an endowment fund, which could be leveraged to invest in student financial aid or new programs to serve the growing and evolving population of Hispanic, low-income, and post-traditional students.

*Note: The \$257 million to support Hispanic-Serving Institutions (HSIs) includes the Title V, Part A, Developing Hispanic-Serving institutions program (\$149 million), the Title III, Part F, HSI STEM program (\$94 million) and Title V, Part B, Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA) program (\$14 million).

¹ Title V, Part A of Higher Education Act (HEA), as amended ([20 U.S.C. 1101-1101d; 1103-1103g](https://www.ed.gov/laws/policies/2010/1101-1101d;1103-1103g))

² Santiago, D., Taylor, M., Calderón Galdeano, E. (May 2016). From Capacity to Success: HSIs, Title V, and Latino Students. Washington, D.C.: Excelencia in Education. <https://www.edexcelencia.org/media/57>

³ U.S. Department of Education Fiscal Year 2022 Budget Summary (2022).

<https://www2.ed.gov/about/overview/budget/budget22/summary/22summary.pdf>

⁴ Excelencia in Education. (2023b). *Evolution of HSIs Over 28 Years*. <https://www.edexcelencia.org/research/publications/evolution-hsis-over-28-years>

⁵ U.S. Department of Education Fiscal Year 2013 Budget Summary (2013) and Fiscal Year 2022 Budget Summary (2022).

<https://www2.ed.gov/about/overview/budget>

⁶ Aguilar-Smith, S., & Yun, J. (2023). Toward ensuring the equitable allocation of federal funding: An analysis of Hispanic-serving institutions’ pursuit and receipt of Title V grants. Education Policy Analysis Archives, 31. <https://doi.org/10.14507/epaa.31.7281>

⁷ Excelencia in Education (Forthcoming). Investing in Latino Student Success: How HSIs Leverage Title V to Increase Value. Washington, D.C.: Excelencia in Education.

⁸ Arroyo, A & Santiago, D. (2023). Beyond an HSI Designation: Exploring Strategic Practices for HSI Grant Participation. Washington, D.C.: Excelencia in Education. <https://www.edexcelencia.org/media/2079>

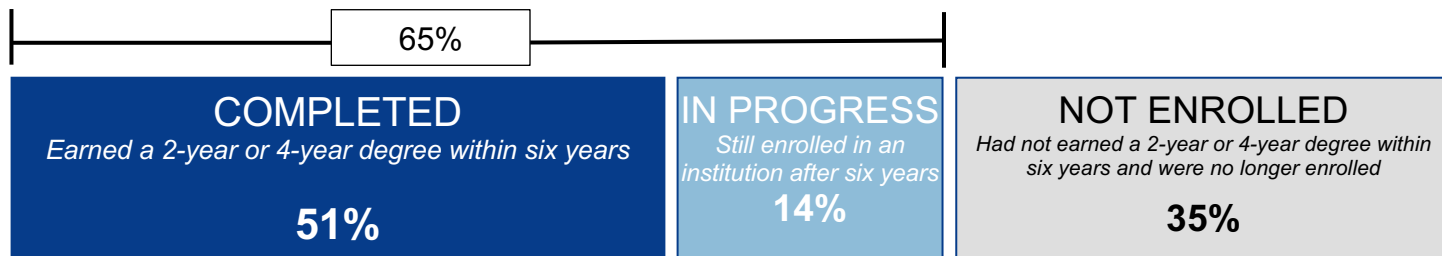
⁹ Excelencia in Education’s analysis of National Student Clearinghouse Research Center, Current Term Enrollment Estimates Fall 2022.

¹⁰ Santiago, D., Taylor, M., Calderón Galdeano, E. (May 2016). From Capacity to Success: HSIs, Title V, and Latino Students. Washington, D.C.: Excelencia in Education. <https://www.edexcelencia.org/media/57>

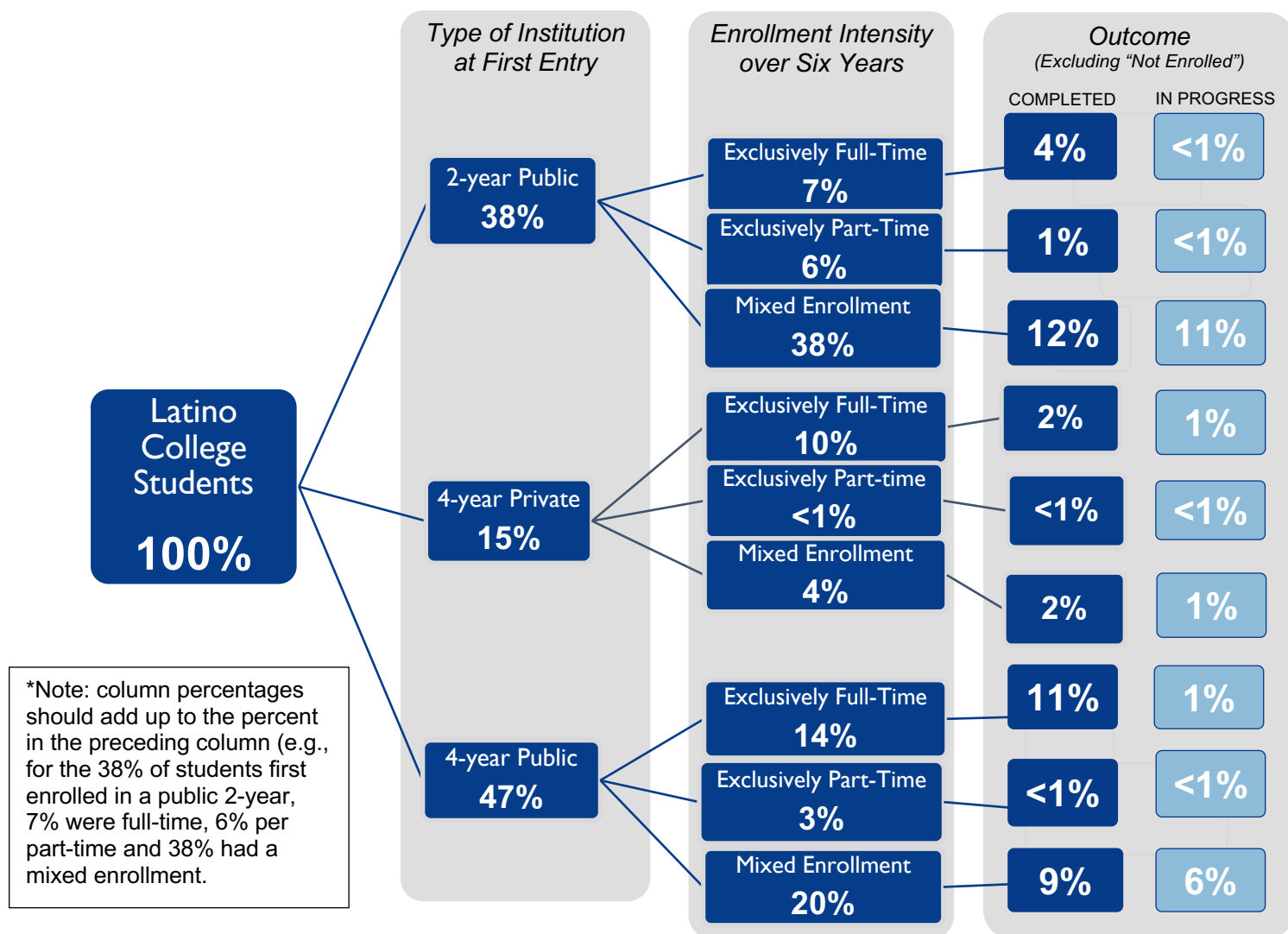
¹¹ Nour, S. (2023). Funding America’s Future: Larger Endowments Could Help HSIs Further Accelerate Latino Student Success.

<https://excelenciaineducation.medium.com/funding-americas-future-larger-endowments-could-help-hsis-further-accelerate-latino-student-3d013b2346e0>

What are Latino students' pathways through college? Latino student pathways to and through higher education are post-traditional and include varying levels of enrollment intensity. The National Student Clearinghouse Research Center provides data on students' pathways through college. *Excelencia in Education* used nationally representative data to map Latino students' pathways through college over six years, including their degree outcomes by race/ethnicity, institutional type, and enrollment intensity.



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



Source: *Excelencia in Education's* analysis of National Student Clearinghouse. College Completion 2021. Although the National Student Clearinghouse Research Center reported data on *Hispanic* students, we use the term *Latino* in this brief.

Overview:

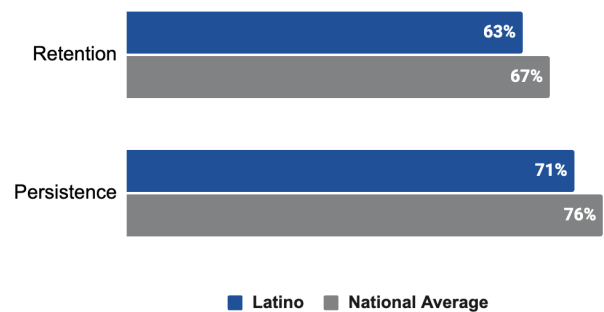
Retention and persistence rates for Latino students continue to be lower than that of the national average. However, these rates have increased since 2020.

Excelencia in Education analyzed trends in first-year retention rates for Latino students from the Fall 2019 cohort to the Fall 2021 cohort. By looking at patterns in retention and persistence for Latino students in college, we can outline the post-traditional pathways through college (often attending part-time, caring for dependents while enrolled, and/or transferring institutions) as a resource for decision-makers to intentionally serve their Latino students.¹ Retention and persistence are indicators of institutional effort and student success, respectively.²

Retention and Persistence by Race/Ethnicity, Fall 2021 Cohort

- **Latino students had lower retention rates than the national average.** The retention rate for Latino students who first enrolled in Fall 2021 is 63% across all sectors, lower than the national average (67%).
- **Latino students had lower persistence rates than the national average.** The persistence rate for Latino students who started in Fall 2021 was 71% for all sectors, lower than the national average (76%).

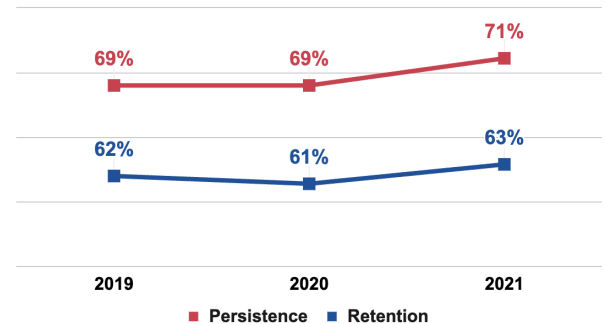
Average First-Year Retention and Persistence Rates, Fall 2021 Entering Cohort



Retention and Persistence Trends (2019-2021)

- **Retention rates for Latino students have increased slightly.** Latino students who first enrolled in Fall 2021 have higher retention rates than those who first enrolled in 2019 (63% and 62%, respectively).
- **Persistence rates for Latino students have increased slightly.** Latino students who first enrolled in Fall 2021 have higher persistence rates than those who first enrolled in 2019 (71% and 69%, respectively).

First-Year Retention and Persistence Rates for Latino Students Across All Sectors, Fall 2019-2021 Entering Cohorts



¹ *Excelencia in Education*. (March 2013). Using a Latino Lens to Reimagine Aid Design and Delivery. Washington, D.C.: *Excelencia in Education*.

² *Excelencia in Education* (April 2019). Latinos in Higher Education: Compilation of Fast Facts. Washington, DC: *Excelencia in Education*. Source: *Excelencia in Education* analysis of National Student Clearinghouse Research Center, Persistence and Retention Report.

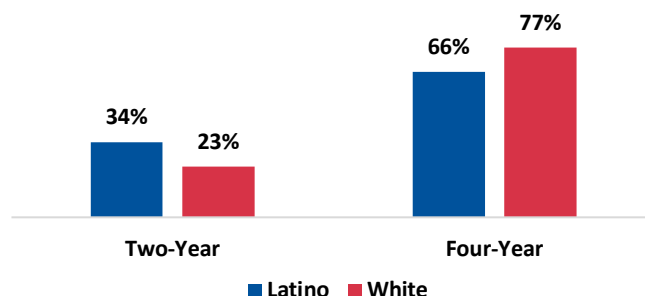
NOTE: First-year retention rates measure the percentage of first-time undergraduate students who return to the same institution the following fall. Persistence rate is measured by the percentage of students who return to college at any institution for their second year.

Overview: Latino students at two-year institutions transfer at much lower rates than White students despite enrolling at much higher rates.

Enrollment¹

- **Amongst Latinos, about a third enroll in a two-year institution.** In Fall 2021, 34% of Latino students enrolled at a two-year and 66% at a four-year.
- **Latino students enroll at two-year institutions at a higher rate compared to White students.** In Fall 2021, a third of Latinos (34%) enrolled at a two-year compared to their White peers (23%). Meanwhile, 66% of Latinos enrolled at a four-year compared 77% of White students.

Percentage of Students Enrolled at Two-Year and Four-Year by Race/Ethnicity, Fall 2021

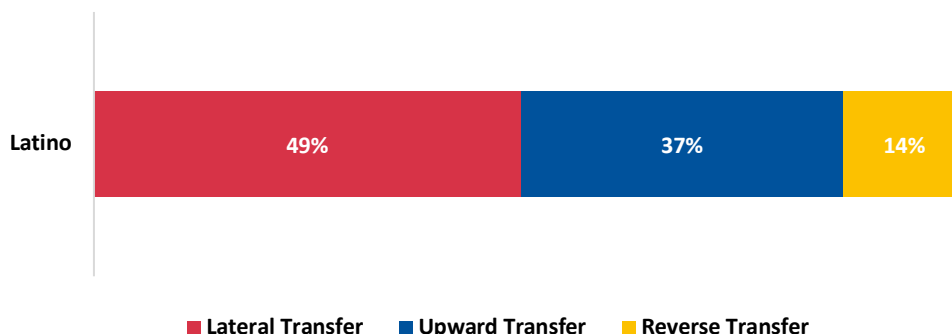


Transfer

Latino students' most common transfer pathway is transferring within the same institution type (lateral transfer).²

- In Fall 2022, nearly half (49%) of Latino transfer students transferred laterally (either from a two-year to a two-year or from a four-year to a four-year).
- In Fall 2022, 37% of Latino transfer students transferred from a two-year to a four-year (upward transfer) and 14% transferred from four-year to two-year (reverse transfer).

Percentage of Latino Transfer Enrollment by Transfer Pathways, Fall 2022



Latino students are less likely to transfer out of two-year than White students.^{3,4}

- In 2021, 10% of Latino and 15% of White students who started at two-year institutions in Fall 2018 transferred to another institution.

Latino students have similar transfer rates as White students at four-year institutions.^{3,4}

- In 2021, 12% of Latino and 13% of White students who started at four-year institutions in Fall 2015 transferred to another institution.

U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1976 and 1980; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90); and IPEDS Spring 2001 through Spring 2022, Fall Enrollment component.

² Causey, J., Cohen, J., Gardner, A., Karamarkovich, S., Kim, H., Lee, S., Randolph, B., Ryu, M., and Shapiro, D. (March 2023), Transfer and Progress Fall 2022, Herndon, VA: National Student Clearinghouse Research Center.

³ Excelencia in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2021 Graduation Rates Survey and the Institutional Characteristics Survey.

⁴ Note: Percentage of students graduating within 3 years at a two-year institution and within 6 years at a four-year institution.

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

National overview: Latino students are completing college at public four-year institutions¹ at a lower rate than their White peers across the country. In 2022, the gap between all students' (69%) and Latino (60%) students' six-year completion rates is 9% and between Latino (60%) and White (74%) students is 14%.

Top five states with the smallest completion gaps

- Hawaii, Vermont, Maine, West Virginia, and Kentucky have the smallest completion gaps between Latino and White students, and smaller gaps than the national average (-14%), with Latino students in Hawaii earning a degree at the same rate as their White peers.
- While Vermont, Hawaii, West Virginia, and Kentucky had Latino completion rates higher than the national average, they were still lower than their White peers within their states—except Hawaii.

Table 1: Six-year completion rates at public four-year institutions in states with smallest completion gaps, Fall 2015 cohort

State	Latino completion rate (%)	White completion rate (%)	Completion gap (%)
1. Hawaii	62	62	0
2. Vermont	83	87	-4
3. Maine	57	61	-4
4. West Virginia	61	66	-5
5. Kentucky	64	70	-6
National	60	74	-14

Top five states with the largest completion gaps

- South Dakota, New York, Colorado, Illinois, and Texas have the largest completion gaps between Latino and White students, AND larger gaps than the national average (-14%).²
- New York, Illinois, and Texas have higher than average White completion rates while only Illinois has higher Latino completion rates than the national average.

Table 2: Six-year completion rates at public four-year institutions in states with largest completion gaps, Fall 2015 cohort

State	Latino completion rate (%)	White completion rate (%)	Completion gap (%)
1. South Dakota	45	72	-27
2. New York	59	78	-19
3. Colorado	54	72	-18
4. Illinois	64	81	-17
5. Texas	58	75	-17
National	60	74	-14

¹ This brief is focused on public four-year institutions due to the nature of the data source.

² New York, Colorado, Illinois, and Texas are states with some of the highest Latino populations. See: *Excelencia in Education*. (2023). *Latino College Completion: United States*. Excelencia in Education. Washington, D.C.

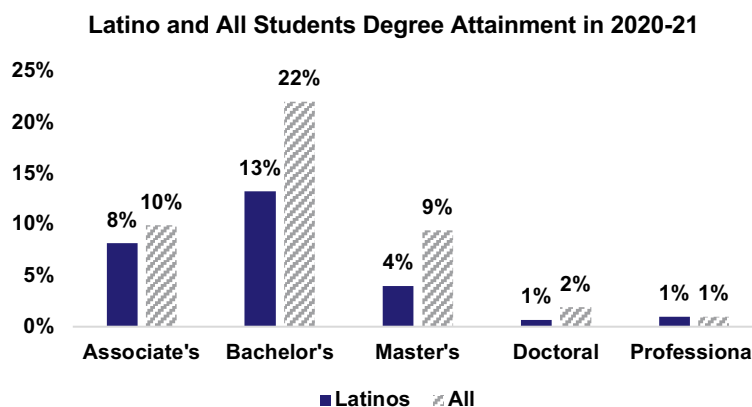
Source: Excelencia in Education's analysis of Causey, J., Pevitz, A., Ryu, M., Scheetz, A., & Shapiro, D. (Feb 2022), *Completing College: National and State Report on Six Year Completion Rates for Fall 2015 Beginning Cohort* (Signature Report 20), Herndon, VA: National Student Clearinghouse Research Center.

Overview: Latinos are making significant gains in degree completion. While Latino students have lower degree attainment compared to all students, they represent nearly 80% of our nation's growth in degree attainment. Examining 5-year trends in degree attainment provides a way to gauge the momentum of Latino student success to reach the 2030 degree attainment goal of 6.2 million more degrees.¹

Degree Attainment (2021-22): Latino and All Students²

Latino students have lower degree attainment relative to students overall.

- In 2021-2022, 27% of Latinos (18 and older) had earned an associate's degree or higher compared to 44% of all people 18 and older in the U.S.
- Latinos were more likely to be represented at the bachelor's level (13%) followed by associate's (8%), master's (4%), doctoral (1%), and professional degree levels (1%).
- Latino students were underrepresented across all degree levels—except professional degrees—with the largest gap at the bachelor's level (see Figure 1).



Degree Attainment: 5-year Trends (2017-18 to 2021-2022)³

Latinos had the largest gains in degree attainment at the graduate level.

- The overall number of certificates and degrees earned increased by 4% (nearly 190,000) with Latinos accounting for 79% of this increase.
- Latinos' degree attainment increased by 23% in five years.
- Latinos' highest growth was at the master's (41%) and doctoral (35%) levels.
- While the number of associate's degrees earned overall decreased (-2%), Latino students increased associate's degree attainment by 15%.

Table 1: Total credentials awarded to Latinos and all students, by award level, 2017-18 and 2021-2022

Award level	2017-18		2021-22		% Change: 5-Years	
	Latinos	All	Latinos	All	Latinos	All
Certificates	140,076	701,893	174,852	795,305	25%	13%
Associate's	192,488	942,613	220,649	923,761	15%	-2%
Bachelor's	254,691	1,954,034	310,958	1,986,329	22%	2%
Master's	67,059	815,075	94,485	874,804	41%	7%
Doctoral	12,362	183,501	16,634	203,483	35%	11%
Total	666,676	4,597,116	817,578	4,783,682	23%	4%

¹ Projections to 2030: *Excelencia in Education*. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

² *Excelencia in Education* analysis using Degree Attainment data: U.S. Census Bureau, 2022 American Community Survey

³ *Excelencia in Education's* analysis of IPEDS 2017-18 and 2021-22 Completion Surveys, NCES, U.S. Department of Education.

Overview: During a time where employers are looking to diversify their workforce, it's important to identify ways to invest in the recruitment, development, and completion of Latino talent.

Consider the following [context of Latinos in the workforce](#):

- **The growth in Latino college completion** has been mostly **concentrated at the certificate and associate levels**, limiting access to the economic benefits of a bachelor's degree—which is required of most positions.
- **Latinos have the highest participation in the workforce** and will provide the largest number of new workers in the next decade.
- **Latinos are disproportionately underrepresented in management and professional occupations**, meaning Latinos are less likely than other racial groups to be represented in the highest paying jobs.

Degree Attainment

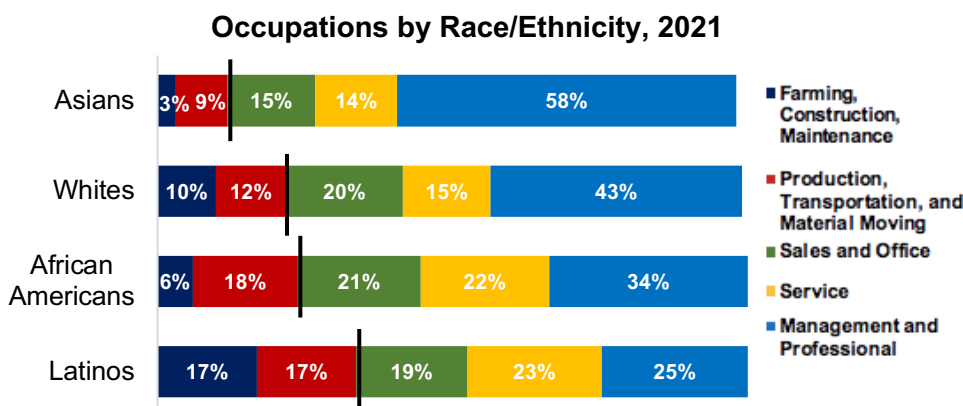
- Latinos in the labor force have lower levels of degree attainment compared to other groups.
 - In 2021, 53% of Latinos in the civilian labor force had a high school diploma or less, compared to over 32% of Whites, 36% African Americans, and 18% of Asians
 - Of those in the civilian labor force in 2021, 33% of Latinos had earned an associate degree or higher, compared to 69% of Asians, 55% of Whites, and 45% of African Americans
- HSIs graduate more than half of all Latinos earning a credential. In 2019-20, 55% of Latinos earning certificates and degrees graduated from an HSI.

Workforce Representation

- Latinos have higher labor force participation compared to other groups. Two-thirds (66%) of Latinos (16 years or older) participated in the labor force in 2022, compared to 65% of Asians, 62% of Whites, and 62% of African Americans.
- Latinos will represent the vast majority of our nation's workforce in the next decade. By 2031, Latinos will make up 91% of new workers (9% will be of other race/ethnicities).

Salary

- Latinos are significantly overrepresented in lower-paying occupations. In 2021, 34% of employed Latinos were in production, transportation, and material moving occupations, or in farming, construction, and maintenance occupations compared to 12% of Asians, 22% of Whites, and 24% of African Americans
- Latinos are least likely to be employed in higher paying occupations. In 2021, of those employed, 25% of Latinos were in management and professional occupations, compared to 58% of Asians, 43% of Whites, and 34% of African Americans
- The median weekly earnings of Latinos are lower than that of other groups. In 2021, the weekly median earnings of full-time and salaried Latinos was \$777, compared to \$1,328 for Asians, \$1,018 for Whites, and \$801 for African Americans



Source: Santiago, D., Labandera, E., Arroyo, C., & Nour, S.R. (February 2024). *Finding Your Workforce: Latino Talent for a Global Economy*. Washington, D.C.: Excelencia in Education. <https://www.edexcelencia.org/research/publications/finding-your-workforce-latino-talent-global-economy>

By 2031, STEM, health, and education occupations are projected to increase and advancing Latino talent is key to meeting this growing demand and ensuring America's future.

LATINOS IN THE WORKFORCE: STEM¹

Degree Attainment

- **The number of STEM credentials Latinos earned increased at a faster rate compared to other groups.** From 2015 to 2020, the number of STEM credentials Latinos earned increased by 44%, compared to Asians (42%), African Americans (11%), and Whites (10%).

Workforce Representation

- **In STEM management occupations, Latinos are disproportionately underrepresented relative to their White peers.** In 2021, Latinos represented 7% of computer and information system managers and 7% of architectural and engineering managers, compared to their White peers (72% and 80%, respectively).

Salary

- **Latinos in STEM earn lower median salaries in science and engineering occupations when compared to other groups.** In 2019, the median salary for Latinos in science occupations was \$72,000, compared to Asians (\$105,000), Whites (\$91,000), and African Americans (\$82,000).

LATINOS IN THE WORKFORCE: HEALTH²

Degree Attainment

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

Workforce Representation

- **Latinos have lower representation in healthcare occupations compared to their peers.** In 2021, Latinos represented 21% of workers in healthcare support occupations while 65% were White, 25% were African American, and 7% were Asian.

Salary

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

LATINOS IN THE WORKFORCE: EDUCATION³

Degree Attainment

- **The number of education credentials earned by Latinos increased at a higher rate than other groups.** From 2015 to 2020, the number of education credentials earned by Latinos increased by 31%, compared to Asians (19%), African Americans (-7%), and Whites (-5%).

Workforce Representation

- **Latinos are less likely to be in education occupations compared to their White peers.** In 2021, Latinos represented 11% of those employed in education occupations compared to 82% of Whites, 10% of African Americans, and 6% of Asians.

Salary

- **Latinos are more likely to hold teaching assistant or tutor positions, which offer a lower salary, compared to other teaching roles.** In 2021, Latinos represented 17% of teaching assistants (with a median salary of \$29,550), 12% of tutors (with a median salary of \$36,470), and 11% of teachers and instructors (with a median salary of \$50,540).

¹ Santiago, D., Labandera, E., Arroyo, C., & Nour, S.R. (February 2024). *Finding Your Workforce: Latino Talent in STEM*. Washington, D.C.: Excelencia in Education. <https://www.edexcelencia.org/research/publications/finding-your-workforce-latino-talent-stem>

² Santiago, D., Labandera, E., Arroyo, C., & Nour, S.R. (February 2024). *Finding Your Workforce: Latino Talent in Health*. Washington, D.C.: Excelencia in Education. <https://www.edexcelencia.org/research/publications/finding-your-workforce-latino-talent-health>

³ Santiago, D., Labandera, E., Arroyo, C., & Nour, S.R. (February 2024). *Finding Your Workforce: Latino Talent in Education*. Washington, D.C.: Excelencia in Education. <https://www.edexcelencia.org/research/publications/finding-your-workforce-latino-talent-education>

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