

FACTBOOK

The Condition of
Latinos in Education

2015



THE CONDITION OF LATINOS IN EDUCATION:

2015 FACTBOOK

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Excelencia in Education accelerates higher education success for Latino students by providing data-driven analysis of the educational status of Latinos, and by promoting education policies and institutional practices that support their academic achievement. A not-for-profit organization, *Excelencia* is building a network of results-oriented educators and policymakers to address the U.S. economy's need for a highly educated workforce and for civic leadership.



Aprender es Triunfar (Learning is Succeeding) is a national pro-social initiative aimed at encouraging students to pursue education in Science, Technology, Engineering, Arts and Mathematics (STEAM) and seeks to provide useful tools and resources to empower U.S. Hispanic families. A key component of the initiative is a robust digital platform, *available in Spanish* (<http://AprenderesTriunfar.com>) *and English* (<http://LearningisSucceeding.com>)

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**The terms Latino and Hispanic are used interchangeably in this document.*

Foreword

Ten years ago, we created *Excelencia* in Education because the postsecondary education discussions we participated in either neglected to consider Latinos at all, or were incredibly deficit-based and grounded on inaccurate information. We wanted the discourse about the Latino community to be more accurate, critical, and action-oriented. We wanted the public to know about effective practices increasing Latino student success across the country. We wanted to inform public policy about the critical issues and concrete strategies to improve the education and success of our community, the broader post-traditional student, and thus the nation at large. And we wanted to compel Latinos and non-Latinos, educators and policymakers, funders and constituencies alike to invest in the success of our students and recognize the significant return on investment for taking positive action.

In these last 10 years, much has changed. Latinos are making significant progress in educational attainment. There is also much more attention on the Latino community, and the opportunities to invest in their success has grown. Yet there is still much more work to do. Opportunities exist all along the educational pipeline to increase the college readiness, the college going, and college success of Latino students in long-established communities as well as emerging communities. More need to use the data, and learn about the evidence-based practices increasing success. We must also grow the collective will to serve Latino students well and promote their success to fulfill the promise to serve all students.

We began our work with the belief that a country's most precious resource is its human resource. And education is the vehicle for

engaging and strengthening this country's human resource. Grounded by these perspectives *Excelencia* in Education has built an organization that provides an asset-based perspective and concrete data and practices to accelerate Latino student success in higher education that ensures America's brightest future.

The release of "The Condition of Latinos in Education: 2015 FactBook" continues our commitment to provide baseline information on Latino educational progress and to recognize the practices, policies and partnerships with evidence of effectiveness in serving Latino students. As we move forward, we will continue to expand the knowledge and network of action-oriented leaders to increase Latino college completion, and thus develop America's workforce and civic leadership.



Sarita E. Brown
President



Deborah A. Santiago
COO & Vice President for Policy

Introduction

Data about the current condition of student educational achievement establishes a baseline from which to measure performance over time. Data also helps stakeholders determine educational priorities for action, or select reform strategies to improve specific areas of educational achievement. However, data are only as good as they are used to compel and inform action. One of *Excelencia* in Education's strategies to compel action to increase Latino student success is to provide timely information about the condition of the fast growing and young Latino population in education. For us, ignorance abatement is a first step towards taking action to accelerate student success.

Excelencia in Education is committed to using data to inform public policy and institutional practice to achieve our mission of accelerating student success for Latinos in higher education. We know college success does not begin at the college gates. Every educational experience from early childhood to high school and into the workforce influences the potential for college success. For this reason, this publication looks critically at the entire educational pipeline and the context in which our students are learning in order to better understand and inform decisionmakers about the multiple paths to success for Latino, and all, students.

For example, consider the following changes for Latinos in education since 2004, when *Excelencia* was created.

- **Population:** The Latino population has grown from 13 to 17 percent of the population (and increased by 9 million people).
- **K-12 enrollment:** The representation of Hispanic students enrolled in public elementary and secondary schools has increased from 19 to 24 percent of all students.
- **K-12 academic achievement:** The National Assessment of Educational Progress (NAEP) showed in both math and reading, Hispanic students had scores below the national average but have increased by double digits over the last 10 years.
- **High school completion:** Latino students' high school completion increased from 57 to 65 percent, and their percentage of high school dropouts has cut in half to 13 percent.

- **College enrollment:** The college enrollment rate for Latinos increased from 54 to 70 percent, resulting in a higher rate of Hispanic students enrolling directly after their high school graduation than White or African American students.
- **Hispanic-Serving Institutions (HSIs):** The numbers of HSIs (enrolling a high concentration of Latinos) increased from 238 to 370, an increase of over 50 percent.
- **College completion:** Latino adults who had earned an associate degree or higher has increased from 17 to 22 percent.

This factbook synthesizes national and public data in a series of one-page fact sheets that provide a snapshot of the educational progress, strengths, and areas of need of Latino students throughout the education pipeline as well as select educational themes. Recognizing education as the primary means to strengthen human capital, this factbook also includes a fact sheet on Latinos in the workforce.

It is our hope that these fact sheets can spark further conversation and a more critical examination of Latinos in the educational pipeline. While concise, these fact sheets provide reference tools for today's diverse stakeholders and can be used to inform data-driven discussions about their efforts to improve Latino educational achievement.

National Snapshot

The following provides a snapshot of the Hispanic population and the condition of Latinos in education.

POPULATION

- Hispanics were the second largest racial/ethnic group in the United States. In 2012, Latinos were 17% of the total U.S. population (53 million), while Whites were 63%. [NCES, *Digest of Education Statistics 2013*, Table 101.20]
- The Latino population is projected to increase. By 2060, Latinos are projected to represent 31% of the total U.S. population (129 million), while Whites are projected to represent 43%. [U.S. Census Bureau, Population Division, *2012 National Population Projections*, Table 4: Projections of the Population by Sex, Race, and Hispanic Origin for the United States: 2015 to 2060, 2012].
- The Latino population was significantly younger than the majority. In 2013, the median age for Latinos was 28 compared to 43 for non-Hispanic Whites. [U.S. Census Bureau, *American Community Survey 2013, 1 year Estimates*. Table B01002H: Median Age by Sex (White Alone, Not Hispanic or Latino) and Table B01002I: Median Age by Sex (Hispanic or Latino)]
- The majority of Hispanics in the United States were of Mexican descent. In 2012, 64% of Hispanics were of Mexican descent, 9% Puerto Rican, 8% Central American, 6% South American, 3% Cuban, and 9% from other places of origin. [U.S. Census Bureau, People and Households Division. *The Hispanic Population in the United States: 2012*, Table 3]

HOUSEHOLDS

- Hispanic children were more likely to live in poverty, along with African Americans, than others. In 2012, 33% of Hispanic families with children under 18 lived below the poverty level, compared to African American (39%), Asian (14%), and White (13%) families. [NCES, *Digest of Education Statistics 2013*, Table 102.60]

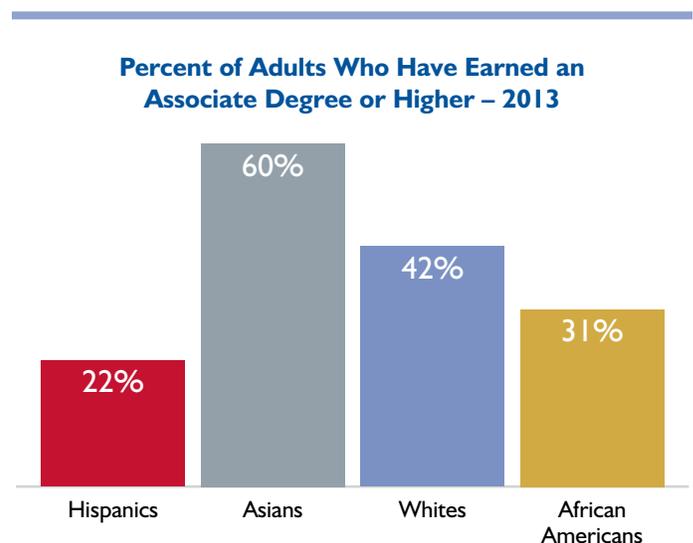
ENROLLMENT

- Hispanic representation in K-12 education has grown nationally. In 2011, Hispanics represented 24% of public school enrollment and are projected to represent 30% by 2023. [NCES, *Digest of Education Statistics 2013*, Table 203.50]

- Latino representation in K-12 education was largest in the Western and Southern regions of the United States. In 2011, Hispanics represented 41% of K-12 student enrollment in the West and 23% of K-12 enrollment in the South. Latinos represented 11% of K-12 students in the Midwest and 18% in the Northeast. [NCES, *Digest of Education Statistics 2013*, Table 203.50]
- Latino enrollment in higher education was the second highest of racial/ethnic groups. In 2012, Latino students represented 16% of undergraduate students, while Whites were 58%. [NCES, *Digest of Education Statistics 2013*, Table 306.10]

EDUCATIONAL ATTAINMENT

- Educational attainment for Latinos increased over the last ten years. Between 2004 and 2013, the number of Latinos earning an associate degree or higher increased 71% (3.8 million to 6.5 million). [U.S. Census Bureau, *Current Population Survey, 2004 and 2013 Annual Social and Economic Supplement*, Table 1: Educational Attainment]
- Hispanics had lower levels of educational attainment than other groups. In 2013, 22% of Hispanic adults (25 years and over) had earned an associate degree or higher, compared to Asians (60%), Whites (46%), and African Americans (31%). [SEE GRAPH] [U.S. Census Bureau, *Current Population Survey, 2013 Annual Social and Economic Supplement*, Table 1: Educational Attainment]

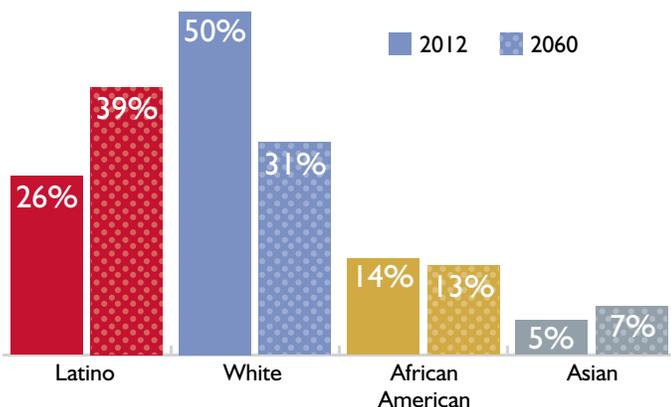


Latinos in Early Childhood Education

POPULATION

- Latinos represented the second largest group of the early childhood population. In 2012, Latinos were 26% of the U.S. population under the age of five, while Whites represented 50%, African Americans 14%, and Asians 5%. [SEE GRAPH] [NCES, *Digest of Education Statistics 2013*, Table 101.20]
- The Latino population under the age of five is projected to increase. By 2060, Latinos are projected to represent 39% of the U.S. population under the age of five, compared to Whites (31%), African Americans (13%), and Asians (7%). [SEE GRAPH] [U.S. Census Bureau, Population Division, *Projected Population by Single Year of Age, Sex, Race, and Hispanic Origin for the United States: 2012 to 2060*, December 2012]

U.S. Population Under the Age of 5 by Race/Ethnicity - 2012 & 2060



ENROLLMENT

- Hispanic children were less likely to be enrolled in early childhood education than other groups. In 2011, 56% of Hispanic children under the age of five were enrolled in nursery school or kindergarten, compared to White (67%), African American (65%), and Asian (64%) children who were enrolled. [NCES, *Digest of Education Statistics 2012*, Table 57]

- Hispanic children attending nursery school or kindergarten were more likely to attend full-day programs. Of Hispanic children under the age of five enrolled in nursery school or kindergarten, 59% were enrolled in full-day programs, while 41% were enrolled in part-day programs. [NCES, *Digest of Education Statistics 2012*, Table 57]
- Hispanic children living in poverty were less likely to enroll in nursery school or preschool. In 2011, 28% of Hispanic children (3-5 years) were enrolled in nursery school or preschool, compared to African Americans (38%) and Whites (33%). [NCES, *Digest of Education Statistics 2012*, Table 57.5]

SCHOOL READINESS AND ACHIEVEMENT

- Latino children were as likely as all children to have a family member teach them letters, numbers, or words. In a 2012 national survey on early childhood education participation, 97% of Latino families and 98% of all families reported teaching their child letters, words, or numbers. [NCES, *Early Childhood Program Participation, From the National Household Education Surveys Program of 2012*, Table 7]
- The majority of Latino children had families who participated in key learning activities. In 2012, over 90% of Latino children ages 3-5 had parents who read and sang to them, and taught them numbers. [Child Trends, *America's Hispanic Children: Gaining Ground, Looking Forward*, 2014]
- Latino children were less likely to be enrolled in a Head Start program than others. In Fall 2012, of children who were enrolled in a Head Start program, 37% were Latino and 63% were non-Latino. [Office of Head Start, *Services Snapshot: National (2012-13)*]
- Nearly one quarter of all children enrolled in Head Start spoke Spanish at home. In Fall 2012, 25% of children enrolled in Head Start spoke Spanish at home, compared to 71% who spoke English and 4% who spoke some other language. [Office of Head Start, *Services Snapshot: National (2012-13)*]
- Latino children had lower mean reading and math scores than other groups in general. In a 2010-11, Latino children in kindergarten had lower mean reading and math scores than Asians and Whites, and similar scores as African Americans. [NCES, *Digest of Education Statistics 2013*, Table 220.40]

Latinos in Elementary Education

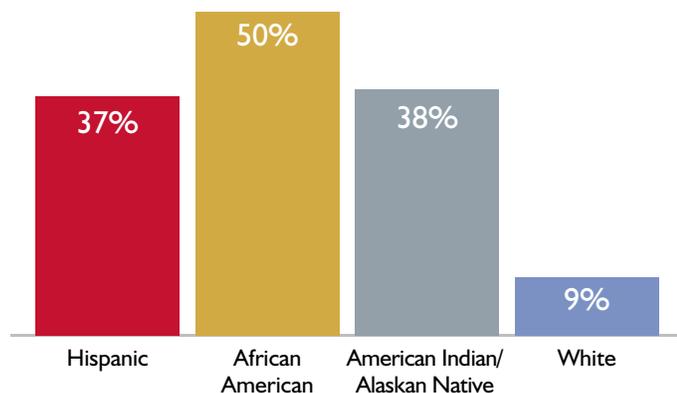
POPULATION

- Latinos represented the second largest group of elementary education students. In 2012, Latinos represented almost 25% of children 5-14 years of age in the U.S., while Whites represented 53%, African Americans 14%, and Asians 5%. [U.S. Census Bureau, *Population Division, Projected Population by Single Year of Age, Sex, Race, and Hispanic Origin for the United States: 2012 to 2060*, December 2012]
- By 2060, Latinos are projected to represent more than one-third of all U.S. children. Of the total population under the age of 14, Latinos will represent 38%, compared to Whites (33%), African Americans (13%), and Asians (7%). [U.S. Census Bureau, *Population Division, Projected Population by Single Year of Age, Sex, Race, and Hispanic Origin for the United States: 2012 to 2060*, December 2012]
- The majority of Latino students spoke English without difficulty. Of the Latino students ages 5 to 17 who spoke a language other than English at home, 84% spoke English with no difficulty. [NCES, *The Condition of Education, 2011*, Table A-6-2]

ENROLLMENT

- Many Latino students were concentrated in schools with high degrees of poverty. In 2011-12, 37% of Hispanic students were enrolled in elementary schools where the majority of students were eligible for the free or reduced-price school lunch program. In comparison, 50% of African American, 38% of American Indian/Alaskan Natives, and 9% of White students were in schools where the majority of students were low-income. [SEE GRAPH] [NCES, *Digest of Education Statistics 2013*, Table 216.60]

Percent of Students in Schools With High Degrees of Poverty – 2012



- Latino students were enrolled in highly segregated schools. In 2011, approximately 60% of Hispanic students attended schools where the majority of students were minorities. In comparison, 55% of African American, 38% of Asian, and 4% of White students were enrolled in segregated schools. [NCES, *Digest of Education Statistics 2013*, Table 216.50]

EDUCATIONAL ACHIEVEMENT

- Latino students were the second largest group represented in gifted and talented education programs. In 2011-12, Latino students represented 17% of students enrolled in gifted and talented education programs, compared to Whites (60%), Asians (10%), and African Americans (9%). [U.S. Department of Education Office for Civil Rights, *Civil Rights Data Collection Data Snapshot: College and Career Readiness, 2014*]
- Hispanic students have accelerated their progress in math. Between 2003 and 2013, the average 4th grade National Assessment of Educational Progress (NAEP) math score for Hispanic students increased 9 points (to 231). In the same time frame, 8th grade math scores for Latinos increased 11 points (to 263). [NCES, *National Assessment of Educational Progress (NAEP), Average Scale Scores for Math: 2013, 2003*]
- Hispanic students have increased progress in reading scores. Between 2003 and 2013, the 4th grade NAEP Hispanic reading scores increased 7 points (to 207). In the same time frame, 8th grade reading scores increased 11 points (to 256). [NCES, *National Assessment of Educational Progress (NAEP), Average Scale Scores for Reading: 2013, 2003*]
- Average math and reading scores for Hispanic students were lower than that of other groups, but higher than African Americans. In 2013, the average 4th grade NAEP math scores for Hispanic students were 27 points below Asians and 19 points below Whites. The average 4th grade NAEP reading scores for Hispanic students were 28 points below Asians and 25 points below Whites. Hispanic students scored 7 points above African Americans in math and 1 point above in reading. [NCES, *National Assessment of Educational Progress (NAEP), Average Scale Scores for Math and Reading: 2013*]

Latinos in Secondary Education

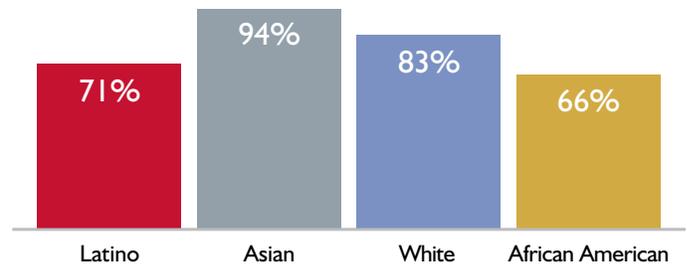
POPULATION

- In 2013, Hispanics were the second largest group enrolled in secondary education. Hispanics represented 22% of high school students, while Whites represented 53%, African Americans 16%, and Asians 5%. [U.S. Census Bureau, *School Enrollment in the United States: 2014*, Table I: Enrollment Status of the Population 3 Years and Over, by Sex, Age, Race, Hispanic Origin, Foreign Born, and Foreign-Born Percentage, October 2013]
- Hispanic representation in high schools is projected to increase. Between 2008 and 2019, the number of Hispanic public high school graduates will increase 41%, compared to Asians (30%), African Americans (9%), and American Indian/Alaska Natives (2%). The number of White high school graduates is projected to decline by 12%. [Western Interstate Commission for Higher Education (WICHE), *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity*, December 2012]
- Of students who participated in special education, Hispanic students were the second largest group. In 2011-12, 21% of all special education students were Hispanic, while Whites represented 54%, African Americans 19%, and Asians 2%. [NCES, *Digest of Education Statistics 2013*, Table 204.40]

ACADEMIC ACHIEVEMENT

- Average NAEP scores in both math and reading for Hispanic high school seniors have consistently increased over the past ten years. In 2013, the average math score increased from 133 to 141 and the average reading score increased from 272 to 276. [NCES, *National Assessment of Educational Progress (NAEP)*, Average Scale Scores for Math and Reading: 2013, 2003]
- Hispanics' high school dropout rates have decreased, but still remain higher than other groups. Between 2003-12, Hispanic status dropout rate decreased by nearly half (from 24% to 13%). However, it remains higher than that of African Americans (8%) and Whites (4%). [NCES, *Digest of Education Statistics 2013*, Table 219.70]
- Latinos were less likely to graduate high school on time than other groups, except for African Americans. In 2010, 71% of Latino high school students graduated within four years of enrolling in high school, compared to Asians (94%), Whites (83%), and African Americans (66%). **[SEE GRAPH]** [NCES, *Digest of Education Statistics 2012*, Table 125]

% Students Graduating on Time by Race/Ethnicity – 2010



ACADEMIC PREPARATION

- Latinos represented 17% of SAT test-takers for 2013 college-bound seniors, but had lower mean scores in all areas of the SAT than did White, Asian, or American Indians/Alaskan Native college-bound seniors. Latinos scored higher in math (459) than reading, but had lower math scores than Asians (597), Whites (534), and American Indian/Alaskan Native (486). [College Board, *2013 College-Bound Seniors: Total Group Profile Report*, Table 8]
- Latinos were the second largest group to take the ACT in 2013, but had lower scores than other groups, along with African Americans. Latinos represented 14% of students who took the ACT in 2013, compared to Whites (58%), African Americans (13%), and Asians (4%). Only 14% of Latinos met all four ACT benchmarks that predict student success, compared to Asians (43%), Whites (33%), and African Americans (5%). [ACT, *The Condition of College & Career Readiness 2013*]
- While much less likely than Whites, Latino students were the second most represented group among students who took at least one AP course. In 2011-12, Latinos represented 18% of students enrolled in at least one AP course, compared to Whites (59%), Asians (10%), African Americans (9%), and students of other groups (4%). [U.S. Department of Education Office for Civil Rights, *Civil Rights Data Collection Data Snapshot: College and Career Readiness*, 2014]

COLLEGE-GOING

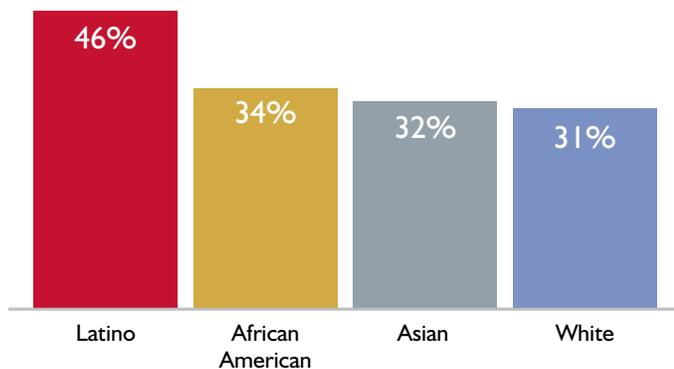
- Latinos had a higher college-going rate than other groups. In 2012, 70% of recent Hispanic high school graduates had enrolled in college, compared to their White (66%) and African American peers (56%). [NCES, *Digest of Education Statistics 2013*, Table 302.20]
- Over the last ten years, Latinos' college-going rate increased considerably. Between 2002 and 2012, Hispanics increased their college-going rate from 54% to 70%. [NCES, *Digest of Education Statistics 2013*, Table 302.20]

Latinos in Community Colleges

ENROLLMENT

- In Fall 2012, Latinos were the second highest group enrolled in community colleges. Hispanics were 20% of the student body enrolled in community colleges, while Whites represented 54%, African Americans 15%, and Asians 6%. [NCES, *Digest of Education Statistics, 2013*, Table 306.20]
- Hispanic students in U.S. higher education were disproportionately enrolled in 2-year institutions. In 2012, almost half of Hispanics in higher education were enrolled in community colleges (46%) or private 2-year institutions (3%). [NCES, *Digest of Education Statistics, 2013*, Table 306.20]
- Latinos were more likely to enroll in community colleges than all other groups. In 2012, 46% of Latinos in higher education were enrolled in community colleges, compared to African American (34%), Asian (32%), and White (31%) students in higher education. [SEE GRAPH] [NCES, *Digest of Education Statistics, 2013*, Table 306.20]

% of Students Enrolled in Community Colleges by Race/Ethnicity – 2012



ACADEMIC PREPARATION

- Over half of Latino students at 2-year colleges needed remediation. Of students who started at a 2-year college in 2006, 58% of Latinos needed remediation, compared to African Americans (68%) and Whites (47%). [Complete College America, *Remediation: Higher Education's Bridge to Nowhere*, 2012]

INSTITUTIONS

- The majority of Latino students earned associate's degrees at community colleges. In 2012-13, 23 of the top 25 institutions where Latinos earned associate degrees were community colleges. [Excelencia in Education analysis of U.S. Department of Education, NCES, IPEDS, 2012-13 Completions Survey]
- Latinos enrolled in community colleges were concentrated in two locations. In 2012-13, 62% of Latinos enrolled in a community college attended an institution in California or Texas. [Excelencia in Education analysis of U.S. Department of Education, NCES, IPEDS, 2012-13: Fall Enrollment Survey]
- Over two-thirds of all Latino students at 2-year institutions enrolled at a Hispanic-Serving Institution (HSI)¹. In 2012-13, 2-year HSIs (193 institutions) represented 18% of all 2-year institutions. These HSIs enrolled 69% of all Latino undergraduates who attended 2-year institutions. [Excelencia in Education analysis of U.S. Department of Education, NCES, IPEDS, 2012-13: Fall Enrollment Survey]

EDUCATIONAL ATTAINMENT

- Over the last ten years, more Latinos earned an associate's degree as the highest degree earned, compared to a bachelor's degree. From 2004-2013, for those who earned an associate degree as their highest degree, Latinos increased 78%, while bachelor degrees as highest degree earned by Latinos increased 65%. [U.S. Census Bureau, *2013 Current Population Survey*, Table 1: Educational Attainment, and *2004 Current Population Survey*, Table 1: Educational Attainment]
- Latinos have earned more academic than occupational associate degrees. In 2013, of the total Latino adult population, 7% earned an associate degree as their highest degree; 4% were academic degrees and 3% were occupational degrees.² [U.S. Census Bureau, *2013 Current Population Survey*, Table 1: Educational Attainment, Hispanic (of any race)]
- The top three disciplines where Latinos earned associate degrees were liberal arts (38%), health professions (16%), and business (12%). The majority of degrees earned in these fields of study have remained consistent over the past ten years for Latinos. [NCES, *Digest of Education Statistics, 2013*, Table 321.30]

¹ HSIs are defined in federal law as accredited and degree-granting public or private nonprofit institutions of higher education with 25 percent or more total undergraduate Hispanic full-time equivalent student (FTE) enrollment.

² Academic associate degrees are perceived as a precursor to additional education, while occupational associate degrees prepare students for a specific occupation they will enter upon graduation.

Latinos in Undergraduate Education

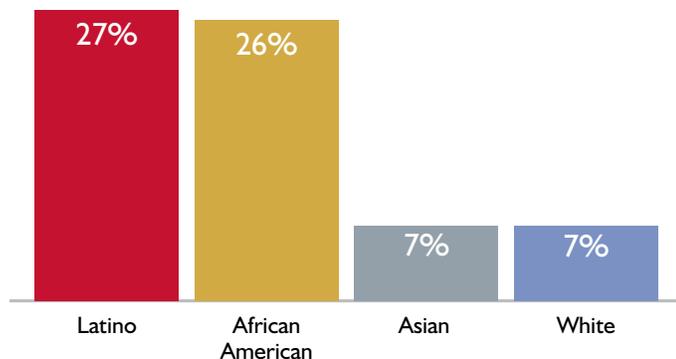
POPULATION

- Latinos represented the second largest group of the traditional college age population (18-24 years old). In 2012, 21% of the U.S. population of traditional college age students were Latino, while Whites represented 56%, African Americans 15%, and Asians 5%. [U.S. Census Bureau, *Population Division, Projected Population by Single Year of Age, Sex, Race, and Hispanic Origin for the United States: 2012 to 2060*, December 2012]
- More Latino males were of traditional college age than females. In 2012, 53% of all Latinos of traditional college age were male. [U.S. Census Bureau, *Population Division, Projected Population by Single Year of Age, Sex, Race, and Hispanic Origin for the United States: 2012 to 2060*, December 2012]

COLLEGE ENROLLMENT

- Latinos were the second largest group enrolled at the undergraduate level. In 2012, 2.8 million Latinos were enrolled at the undergraduate level (16%), compared to 10.2 million Whites (59%), 2.6 million African Americans (15%), and 1.1 million Asians (6%). [NCES, *Digest of Education Statistics 2013*, Table 306.10]
- Most Latino freshmen who had taken the ACT persist in enrollment. In 2011, 73% of Latino undergraduate freshmen who had taken the ACT returned for their second year. [ACT & *Excelencia in Education, The Condition of College & Career Readiness 2013*, 2014]
- Latino college enrollment is projected to increase more than other groups. Between 2011 and 2022, Latinos' college enrollment is projected to increase 27%, compared to African Americans (26%), Whites (7%), and Asians (7%). [SEE GRAPH] [NCES, *Projections of Education Statistics to 2022*, 2014]

Projected Increase in College Enrollment, 2011 to 2022

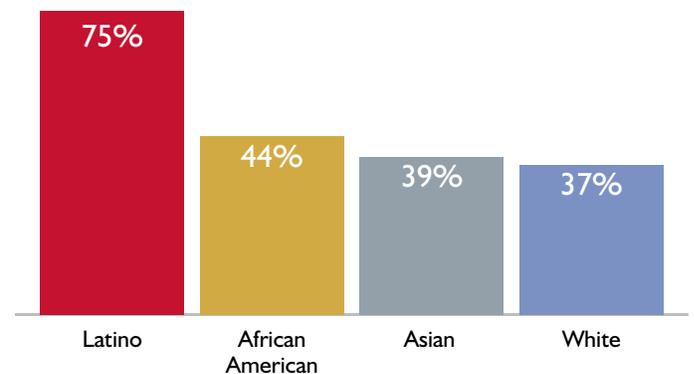


- Latino undergraduates enrolled in 4-year institutions and 2-year institutions were about equal. In Fall 2012, 51% of Latinos were enrolled in a four-year institution and 49% were enrolled at a 2-year institution. [NCES, *Digest of Education Statistics 2013*, Table 306.20]
- The majority of Latino students were concentrated in a small number of institutions. In 2012-13, almost 60% of Latino undergraduates were enrolled in the 11% of institutions of higher education identified as Hispanic-Serving Institutions (HSIs). [*Excelencia in Education* analysis of U.S. Department of Education, NCES, IPEDS, Fall Institutional Characteristics and Enrollment Surveys for 2012-13]

EDUCATIONAL ATTAINMENT

- Latinos significantly increased associate degrees in the last 10 years compared to other groups. From 2003-04 to 2012-13, the number of Latinos receiving an associate degree increased 75%. In that same timeframe, African Americans increased 44%, Asians increased 39%, and Whites increased 37%. [SEE GRAPH] [U.S. Census Bureau, *2013 Current Population Survey*, Table 1: Educational Attainment, and *2004 Current Population Survey*, Table 1: Educational Attainment]

Increase in Population with an Associate Degree or Higher, 2004 to 2013



- Latinos increased bachelor degree attainment in the last ten years. In 2013, 3.1 million Latinos had earned a bachelor degree as their highest degree earned. This was a 63% increase from the 1.9 million Latinos who held a bachelor degree in 2004. [U.S. Census Bureau, *2013 Current Population Survey*, Table 1: Educational Attainment, and *2004 Current Population Survey*, Table 1: Educational Attainment]

Latinos in Graduate Education

COLLEGE ENROLLMENT

- Hispanics represented a lower percentage of students in graduate programs than other groups. In 2012, Hispanics represented 7% of students enrolled in graduate education, compared to Whites (60%), African Americans (13%), international students (11%), Asians (7%), and Native Americans (0.5%). [NCES, *Digest of Education Statistics 2013*, Table 306.10]
- Latino graduate student enrollment is relatively concentrated. In 2012-13, 37% of all Latino graduate students enrolled at a Hispanic-Serving Institution (HSI). These 139 HSIs represented 4% of all institutions with graduate offerings. [Excelencia in Education analysis of U.S. Department of Education, NCES, IPEDS, 2012-13: Fall Enrollment Survey]
- Latinos enrolled in graduate programs were concentrated in five locations. In 2012-13, 63% of Latinos enrolled in a graduate program attended an institution in California, Texas, Puerto Rico, New York, and Florida. [Excelencia in Education analysis of U.S. Department of Education, NCES, IPEDS, 2012-13: Fall Enrollment Survey]

EDUCATIONAL ATTAINMENT

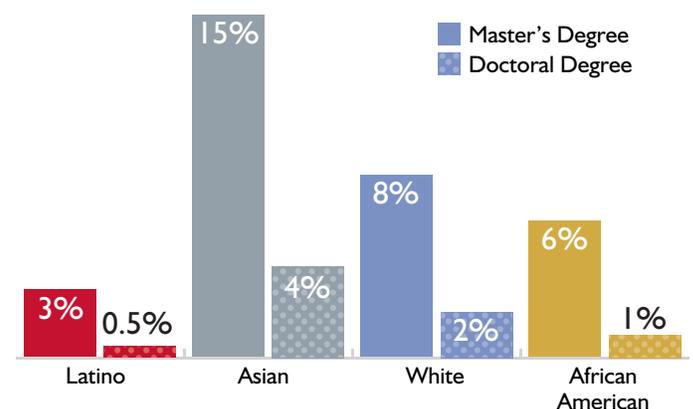
Master's Degree

- Latinos represented a small percentage of the population earning master's degrees. In 2012, 7% of all master's degrees conferred were earned by Latino students. [NCES, *Digest of Education Statistics 2013*, Table 323.20]
- Latinos significantly increased the number of master's degrees they earned in the past ten years compared to other groups. From 2003 – 2012, the number of master's degrees earned by Latinos increased 103%, compared to African Americans (89%), Asians (65%), and Whites (36%). [NCES, *Digest of Education Statistics 2013*, Table 323.20]
- Over half of Latino graduate students earned their master's degree in three disciplines. The top three disciplines where Latinos earned their master's degrees were in education (26%), business (25%), and health professions (10%). [NCES, *Digest of Education Statistics 2013*, 323.30]
- Fewer Latinos have earned a master's degree as their highest degree than other groups. As of 2013, 3% of Latino adults had a master's degree as their highest degree, compared to Asians (15%), Whites (8%), and African Americans (6%). [SEE GRAPH] [U.S. Census Bureau, 2013 Current Population Survey, Table I: Educational Attainment]

Doctoral Degree

- Latinos represented a small percentage of the population earning doctoral degrees. In 2011-12, 5% of all doctoral degrees conferred were earned by Latinos. [NCES, *Digest of Education Statistics 2013*, Table 324.20]
- Latinos increased the number of doctoral degrees they earned in the past ten years. From 2003 – 2012, the number of doctoral degrees earned by Latinos increased 67%, compared to African Americans (56%), Asians (49%) and Whites (32%). [NCES, *Digest of Education Statistics 2013*, Table 324.20]
- The majority of Latino doctoral students earned their degrees in two fields of study. The top two disciplines where Latino doctoral students earned their degrees were in legal professions (39%) and health professions (32%). [NCES, *Digest of Education Statistics 2013*, Table 324.25]
- Fewer Latinos had earned doctoral degrees than other groups. As of 2013, less than 1% of Latino adults had earned a doctoral degree as the highest degree attained, compared to Asians (4%), Whites (2%), and African Americans (1%). [SEE GRAPH] [U.S. Census Bureau, 2013 Current Population Survey, Table I: Educational Attainment]
- Latinos earned doctoral degrees at lower levels than other groups. As of 2013, 141,000 Latinos had earned a doctoral degree as the highest degree earned, compared to Whites (2.6 million), Asians (502,000), and African Americans (192,000). [U.S. Census Bureau, 2013 Current Population Survey, Table I: Educational Attainment]

Graduate Degree Attainment – 2013



Latinos in the Workforce

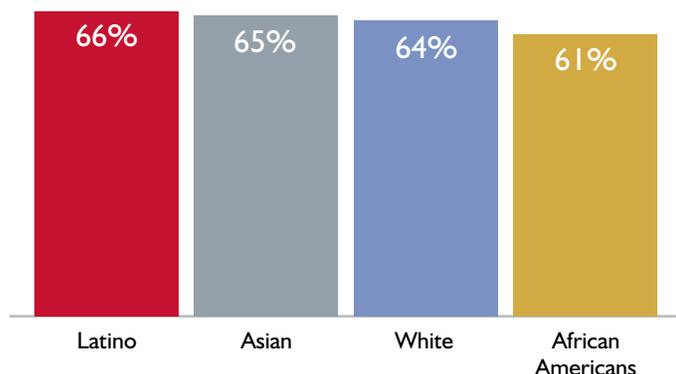
REPRESENTATION

- Latino representation in the workforce and population are similar. In 2013, Latinos represented 17% of the total population, 16% of the total population employed full-time, and 15% of those employed part-time. [U.S. Bureau of Labor Statistics, *Labor Statistics from the Current Population Survey*, Table 8: Employed and unemployed full- and part-time workers by age, sex, race, and Hispanic or Latino ethnicity, 2014]
- Latino representation of the unemployed looking for work is higher than their total population representation. Latinos represented 20% of the unemployed population looking for full-time work, and 19% of the total unemployed population looking for part-time work. [U.S. Bureau of Labor Statistics, *Labor Statistics from the Current Population Survey*, Table 8: Employed and unemployed full- and part-time workers by age, sex, race, and Hispanic or Latino ethnicity, 2014]
- Latino participation in the labor force is expected to increase. Between 2012 and 2022, Latino participation in the labor force is projected to increase 2.5% annually, while participation for non-Hispanic Whites is expected to decrease 0.2%. [U.S. Bureau of Labor Statistics, *Employment Projections: 2012-22*, Table 1. Civilian labor force by age, sex, race, and ethnicity, 1992, 2002, 2012, and projected 2022, 2013]

EMPLOYMENT STATUS

- Latinos had higher labor force participation compared to other groups. In 2013, 66% of Latinos 16 years and older participated in the labor force, compared to Asians (65%), Whites (64%), and African Americans (61%). [SEE GRAPH] [U.S. Bureau of Labor Statistics, *Labor Force Characteristics by Race and Ethnicity*, 2013]

Labor Force Participation Rate – 2013



- Latinos have higher rates of unemployment compared to other groups, except for African Americans. In September 2014, 7% of Latinos ages 16 and older were unemployed, compared to African Americans (11%), Whites (5%), and Asians (4%). [U.S. Bureau of Labor Statistics, *Charting the Labor Market: Data from the Current Population Survey*, 2014]
- Latinos represented significantly less of those employed in the highest paying occupations than other groups. In 2013, Latinos represented 20% of management, professional, and related occupations, compared to Asians (50%), Whites (39%), and African Americans (29%). [U.S. Bureau of Labor Statistics, *Labor Force Characteristics by Race and Ethnicity*, 2013]
- Latinos were significantly overrepresented in lower paying service occupations. In 2013, Latinos represented 50% of agricultural workers, 45% of grounds maintenance workers, and 44% of housekeeping workers. [U.S. Bureau of Labor Statistics, *Labor Force Characteristics by Race and Ethnicity*, 2013]
- Latinos in health professions were in less skilled positions. In 2013, Latinos represented 16% of those employed in healthcare support occupations and 7% of those employed as healthcare practitioners or in technical occupations. [U.S. Bureau of Labor Statistics, *Household Data Annual Averages*. Table 11: Employed persons by detailed occupation, sex, race, and Hispanic of Latino ethnicity, 2014]

EARNINGS AND EDUCATION

- The median weekly earnings of Latinos were lower than that of other groups. In 2013, the weekly median earnings for Latinos were \$578, compared to Asians (\$942), Whites (\$802), and African Americans (\$629). [U.S. Bureau of Labor Statistics, *Labor Force Characteristics by Race and Ethnicity*, 2013]
- Latinos in the labor force had lower levels of degree attainment compared to other groups. In 2013, 71% of Latinos (25 years and older) in the labor force had at least a high school diploma, compared to over 90% of Whites, African Americans, and Asians who had completed high school. Of those in the labor force, 18% of Latinos earned a bachelor's degree or higher, compared to Asians (59%), Whites (37%), and African Americans (27%). [U.S. Bureau of Labor Statistics, *Labor Force Characteristics by Race and Ethnicity*, 2013]

K-12 Enrollment of Latinos by State: 2011-12

- In 2011-12, Latinos represented 24% of K-12 students enrolled in the United States.
- Nearly half (49%) of all Latino K-12 students were enrolled in two states: California and Texas.
- In 5 five states and Puerto Rico, Latino students represented 40% or more of all K-12 students – New Mexico, California, Texas, Arizona, Nevada and Puerto Rico.
- In 28 states and Puerto Rico, Latinos were at least 10% of the K-12 students enrolled.

The following provides total and Hispanic K-12 enrollment by state in 2011-12. States are ranked by the total number of K-12 Hispanic students enrolled.

K-12 ENROLLMENT				
Rank	State	Grand Total	Hispanic	Percent Hispanic
	United States	49,373,649	11,711,375	24%
1	California	6,214,204	3,239,296	52
2	Texas	5,000,470	2,541,966	51
3	Florida	2,668,156	762,854	29
4	New York	2,704,718	630,920	23
5	Illinois	2,083,097	493,698	24
6	Arizona	1,080,319	462,624	43
7	New Jersey	1,356,431	305,026	22
8	Colorado	854,265	272,490	32
9	Georgia	1,685,016	205,317	12
10	Washington	1,045,453	205,031	20
11	North Carolina	1,507,864	203,503	13
12	New Mexico	337,225	200,483	59
13	Nevada	439,634	174,121	40
14	Pennsylvania	1,771,395	153,519	9
15	Massachusetts	953,369	153,324	16
16	Virginia	1,257,883	149,272	12
17	Oregon	568,208	119,790	21
18	Connecticut	554,437	108,165	20
19	Maryland	854,086	103,594	12
20	Michigan	1,573,537	97,494	6
21	Indiana	1,040,765	93,230	9
22	Utah	598,832	91,722	15
23	Oklahoma	666,120	87,496	13
24	Wisconsin	871,105	84,561	10
25	Kansas	486,108	83,488	17
26	Tennessee	999,693	66,268	7
27	Ohio	1,740,030	66,120	4
28	Minnesota	839,738	62,083	7
29	Arkansas	483,114	49,504	10
30	Nebraska	301,296	49,405	16
31	South Carolina	727,186	48,644	7
32	Idaho	279,873	45,486	16
33	Missouri	916,584	44,581	5
34	Iowa	495,870	44,191	9
35	Alabama	744,621	34,722	9
36	Rhode Island	142,854	30,816	5
37	Kentucky	681,987	29,457	22
38	Louisiana	703,390	28,276	4
39	Delaware	128,946	16,846	13
40	Mississippi	490,619	12,609	3
41	Hawaii	182,706	11,758	6
42	Wyoming	90,099	11,326	13
43	Alaska	131,167	8,147	6
44	New Hampshire	191,900	7,429	4
45	Montana	142,349	5,248	4
46	South Dakota	128,016	4,993	4
47	West Virginia	282,870	3,368	1
48	Maine	188,969	3,080	2
49	North Dakota	97,646	2,783	3
50	Vermont	89,429	1,251	1
	D.C.	73,911	9,711	13
	Puerto Rico	452,740	451,674	100

Source: *Excelencia in Education* analysis of the National Center for Education Statistics Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2011-12, provisional release data file housed at the Department of Education, released March 2014.

Undergraduate Enrollment of Latinos by State: 2012-13

- In 2012-13, Latinos represented 16% of undergraduate students enrolled in the United States.
- The majority (60%) of Latino undergraduates were enrolled in four states – California, Texas, Florida, and New York.
- In three states and Puerto Rico, Latinos represented one-third or more of students enrolled – California, Texas, New Mexico, and Puerto Rico.
- In 11 states Latinos were at least 10% of undergraduate students enrolled.

The following provides total and Hispanic undergraduate enrollment by state in 2012-13. States are ranked by the total number of undergraduate Hispanic students enrolled.

UNDERGRADUATE ENROLLMENT				
Rank	State	Grand Total	Hispanic	Percent Hispanic
	United States	17,952,311	2,819,080	16%
1	California	2,359,659	816,147	35
2	Texas	1,362,852	466,378	34
3	Florida	1,023,813	231,503	23
4	New York	1,072,032	163,917	15
5	Arizona	621,610	110,672	18
6	Illinois	713,711	110,101	15
7	New Jersey	376,901	67,599	18
8	New Mexico	141,773	61,553	43
9	Colorado	305,211	44,345	15
10	Massachusetts	381,832	38,312	10
11	Pennsylvania	640,348	35,470	6
12	Virginia	492,552	31,989	7
13	Washington	329,617	29,293	9
14	North Carolina	508,270	25,535	5
15	Georgia	476,813	24,902	5
16	Nevada	106,854	21,958	21
17	Connecticut	166,812	21,815	13
18	Maryland	302,485	20,555	7
19	Oregon	225,194	20,164	9
20	Michigan	575,510	19,257	3
21	Indiana	392,625	18,448	5
22	Utah	239,025	18,402	8
23	Iowa	315,418	18,382	6
24	Ohio	618,887	18,313	3
25	Wisconsin	329,773	15,921	5
26	Kansas	190,545	14,340	8
27	Missouri	363,308	13,568	4
28	Minnesota	335,747	13,131	4
29	Oklahoma	202,064	12,220	6
30	Louisiana	227,269	9,410	4
31	Tennessee	295,289	9,251	3
32	Idaho	99,901	8,766	9
33	Nebraska	115,721	7,725	7
34	South Carolina	233,835	7,428	3
35	Rhode Island	73,338	7,405	10
36	Arkansas	157,504	7,036	5
37	Hawaii	69,272	6,839	10
38	Alabama	265,917	6,610	3
39	West Virginia	136,155	6,570	5
40	Kentucky	245,942	5,805	2
41	Delaware	47,816	2,846	6
42	Wyoming	35,103	2,517	7
43	Mississippi	155,386	2,328	2
44	New Hampshire	66,770	2,189	3
45	Alaska	30,018	2,096	7
46	Montana	48,424	1,470	3
47	Vermont	37,798	1,328	4
48	Maine	63,168	1,284	2
49	South Dakota	49,259	1,215	3
50	North Dakota	48,123	1,084	2
	D.C.	47,699	3,328	7
	Puerto Rico	215,972	210,198	97

Source: *Excelencia in Education* analysis of the National Center for Education Statistics' Institutional Postsecondary Education Data System (IPEDS) housed at the Department of Education, 2012-13: Fall Enrollment Final Release Data File.

Undergraduate Degrees Conferred to Latinos by State: 2009-2013

■ Over the past five years, the number of undergraduate degrees conferred to Latinos increased by 56%, while the number of undergraduate degrees conferred to students overall increased by 21%.

■ 10 states had over a 100% increase in the number of degrees¹ conferred to Latinos in the past five years.

The following provides the total and Hispanic undergraduate degrees conferred by state in 2008-09 and 2012-13, and the percentage change over this five-year period. States are ranked by the total Hispanic degrees conferred in 2012-13.

¹ Includes certificates below the baccalaureate level, associate degrees, and baccalaureate degrees from degree-granting, public, private non-profit, and private for-profit institutions.

Source: *Excelencia* in Education analysis of the National Center for Education Statistics' Institutional Postsecondary Education Data System (IPEDS) housed at the Department of Education, 2008-09 Final Release and 2012-13 Provisional Release Data File.

UNDERGRADUATE DEGREES CONFERRED							
Rank	State	2008-09 Hispanic Total	2012-13 Hispanic Total	Hispanic Percentage Change	2008-09 Grand Total	2012-13 Grand Total	Grand Total Percentage Change
	United States	301,789	470,819	56	2,893,045	3,506,708	21
1	California	75,756	115,047	52	332,650	395,803	19
2	Texas	48,207	73,916	53	180,644	234,634	30
3	Florida	34,578	55,100	59	183,130	246,774	35
4	New York	18,173	25,924	43	184,886	205,907	11
5	Arizona	15,366	23,258	51	106,420	142,287	34
6	Illinois	12,458	17,189	38	136,380	151,351	11
7	New Mexico	6,078	11,605	91	16,097	27,781	73
8	New Jersey	6,002	9,252	54	53,559	63,906	19
9	Colorado	5,798	7,906	36	53,012	61,236	16
10	Pennsylvania	3,918	6,542	67	125,130	136,341	9
11	Washington	3,981	6,539	64	67,183	87,533	30
12	Massachusetts	3,773	6,111	62	65,145	75,497	16
13	Virginia	2,670	6,081	128	70,529	99,000	40
14	North Carolina	2,360	4,428	88	83,228	100,660	21
15	Georgia	2,453	4,042	65	91,063	91,639	1
16	Iowa	998	3,408	241	44,586	67,111	51
17	Michigan	2,383	3,187	34	92,342	107,285	16
18	Oregon	1,314	3,144	139	30,070	43,397	44
19	Connecticut	1,850	2,977	61	25,576	30,925	21
20	Maryland	1,647	2,946	79	42,918	53,450	25
21	Ohio	1,911	2,901	52	100,444	115,025	15
22	Indiana	1,726	2,866	66	60,479	76,431	26
23	Utah	1,561	2,772	78	36,454	43,833	20
24	Nevada	1,543	2,756	79	12,254	16,264	33
25	Wisconsin	1,635	2,676	64	62,288	70,680	13
26	Kansas	1,530	2,486	62	32,285	39,936	24
27	Missouri	1,829	2,298	26	59,878	67,946	13
28	Minnesota	1,124	2,280	103	61,321	71,864	17
29	Oklahoma	1,189	1,755	48	31,505	35,952	14
30	Louisiana	1,232	1,750	42	44,789	49,810	11
31	Tennessee	898	1,663	85	46,101	57,889	26
32	Alabama	623	1,236	98	38,507	51,160	33
33	Idaho	642	1,181	84	14,044	17,499	25
34	South Carolina	638	1,175	84	36,554	45,181	24
35	Arkansas	597	1,142	91	26,536	32,731	23
36	Kentucky	534	1,078	102	48,435	56,849	17
37	Nebraska	639	1,047	64	19,880	23,180	17
38	Rhode Island	743	1,001	35	14,656	15,211	4
39	Hawaii	305	974	219	9,459	11,662	23
40	West Virginia	265	774	192	16,313	21,452	32
41	Alaska	126	758	502	3,047	5,632	85
42	Wyoming	323	526	63	6,101	7,414	22
43	Delaware	295	442	50	7,877	8,771	11
44	New Hampshire	309	442	43	12,545	13,456	7
45	Mississippi	200	410	105	24,628	29,311	19
46	Vermont	146	267	83	7,251	7,884	9
47	Montana	115	227	97	7,427	8,592	16
48	Maine	115	195	70	9,996	11,064	11
49	North Dakota	71	160	125	8,568	9,219	8
50	South Dakota	86	130	51	7,800	9,132	17
	D.C.	661	685	4	12,558	10,198	-19
	Puerto Rico	28,415	42,164	48	28,517	42,963	51

Latino Parents in Education

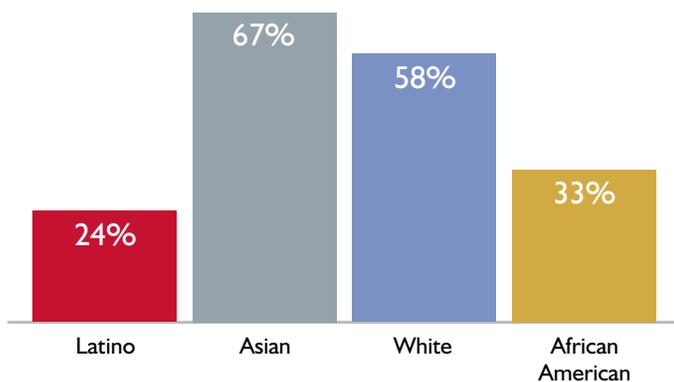
HOUSEHOLDS

- The majority of Hispanic children lived in two-parent homes. In 2013, 65% of Hispanic children lived in two-parent households. [U.S. Census Bureau, *People and Households, America's Families and Living Arrangements: 2013: Children*, Table C3]
- Compared to other groups, Latino children were more likely than African American children (39%), and less likely than Asian (85%) and White (77%) children, to live in two-parent households. [U.S. Census Bureau, *People and Households, America's Families and Living Arrangements: 2013: Children*, Table C3]

PARENT EDUCATIONAL ATTAINMENT

- Latino children were significantly less likely to have a parent with a college degree. In 2012, 24% of Hispanic children ages 6-18 had a parent who had earned an associate degree or higher. In comparison, 67% of Asian, 58% of White, and 33% of African American children had a parent who earned an associate degree or higher. [SEE GRAPH] [NCES, *Digest of Education Statistics*, 2013, Table 104.7]

Parent Educational Attainment – 2012



PARENT EXPECTATIONS AND SATISFACTION

- Latino parents value higher education for their children. In a 2011-12 survey of parents with children in middle or high school, 91% of Hispanic parents expected their child to obtain some level of higher education. [NCES, *Parent and Family Involvement in Education, from the National Household Education Surveys Program of 2012, First Look*, 2013, Table 5]

- Hispanic parents were satisfied with their child's education. In a 2011-12 survey, 59% of Hispanic parents reported being "very satisfied" with their child's school, 60% with their child's teachers, and 58% with the academic standards of the school. [NCES, *Parent and Family Involvement in Education, from the National Household Education Surveys Program of 2012, First Look*, 2013, Table 3]

PARENT INVOLVEMENT

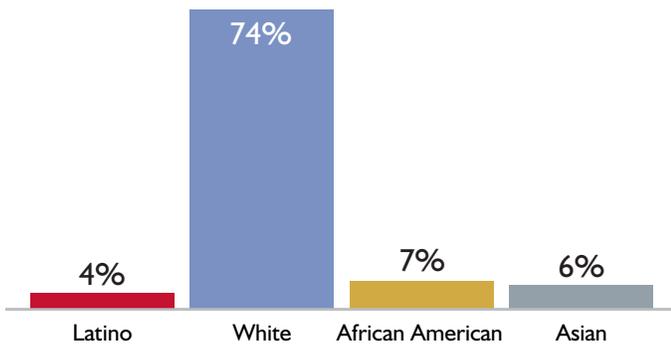
- Hispanic parents were as likely to be engaged in their child's education as other parents. In 2011-12, over 85% of all Hispanic parents and all parents reported attending a general school meeting or PTA meeting and over 70% reported attending parent/teacher conferences. [NCES, *Parent and Family Involvement in Education, from the National Household Education Surveys Program of 2012, First Look*, 2013, Table 2]
- Hispanic parents were less likely than all parents to participate in classroom activities. Hispanic parents reported they were less likely to volunteer in the classroom (32% vs. 42%) or attend a class event (64% vs. 74%) than all parents. [NCES, *Parent and Family Involvement in Education, from the National Household Education Surveys Program of 2012, First Look*, 2013, Table 2]
- Hispanics had the second highest percentage of homeschooling of all racial/ethnic groups. In 2011-12, 15% of homeschooled students were Hispanic, compared to Whites (68%), African Americans (8%), Asians (4%), and those of other racial/ethnic backgrounds (5%). [NCES, *Parent and Family Involvement in Education, from the National Household Education Surveys Program of 2012, First Look*, 2013, Table 7]
- Hispanic parents had high levels of engagement in their child's homework. The majority of Hispanic parents (84%) reported there is a specific place set aside in the household for their child to complete their homework, and 69% reported always checking their child's homework when it was done. [NCES, *Parent and Family Involvement in Education, from the National Household Education Surveys Program of 2012, First Look*, 2013, Table 4]
- Hispanic parents' participation in other activities with educational value was mixed. In 2011-12, Hispanic parents were about as likely as all parents to visit a library in the past month (38% vs. 39%), more likely than all parents to have taken their child to an aquarium or zoo (24% vs. 19%), and less likely to a play or concert (26% vs. 31%). [NCES, *Parent and Family Involvement in Education, from the National Household Education Surveys Program of 2012, First Look*, 2013, Table 6]

Latino Faculty in Higher Education

FACULTY REPRESENTATION

- Latinos are significantly underrepresented as faculty in higher education. In 2011, Latinos represented just 4% of faculty (instruction and research), compared to Whites (74%), African Americans (7%), and Asians (6%). [SEE GRAPH] [NCES, *Digest of Education Statistics, 2012, Table 287*]

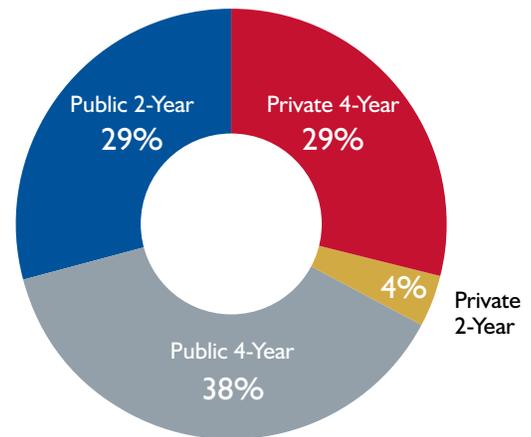
Faculty by Race/Ethnicity – 2011



- Latino faculty representation is low in all faculty ranks. In 2011, Latinos represented 3% of full professors, 4% of associate professors, 4% of assistant professors, 5% of lecturers, and 6% of instructors. [NCES *Digest of Education Statistics, 2013, Table 315.20*]
- Latino representation is low in one potential faculty pipeline, compared to others – graduate assistants. In 2011, Latinos represented 4% of graduate assistants, compared to Whites (50%), Asians (7%), and African Americans (4%). [NCES, *Digest of Education Statistics, 2012, Table 287*]
- Latino males were slightly more likely to be faculty, but significantly less likely to work in administrative positions than females. In 2011, Latino males represented the majority (51%) of Latino faculty (instruction and research) and represented 41% of Latinos in executive, administrative, and managerial positions. [NCES, *Digest of Education Statistics, 2012, Table 287*]
- The majority of Latino faculty were not full-time faculty. In 2011, 52% of Latino faculty were employed part-time. [NCES, *Digest of Education Statistics, 2012, Table 287*]

- The majority of Latino faculty were employed at public colleges and universities. In 2011, 38% of Latino faculty were employed at public four-year institutions, 29% at public two-year institutions, 29% of Latino faculty were employed at four-year private institutions, and 4% at two-year private institutions. [SEE GRAPH] [NCES, *Digest of Education Statistics, 2012, Table 287*]

Latino Faculty by Sector – 2011



- The majority of full-time Latino faculty were in tenure/tenure-track positions. In 2011, 24% of full-time Latino tenure/tenure-track faculty were assistant professors, 20% associate professors, and 17% full professors. The full-time Latino faculty not in tenure/tenure-track positions were lecturers and instructors (28%) or had some other faculty position (11%). [NCES, *Digest of Education Statistics, 2013, Table 315.20*]

GENDER

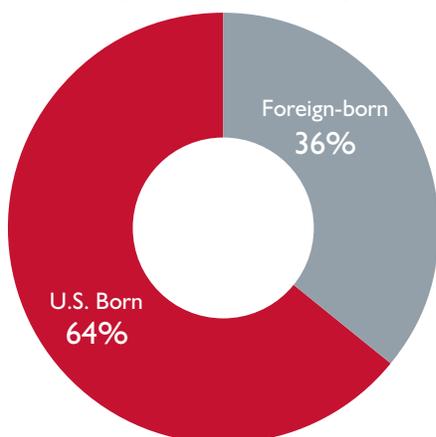
- More Latino males were full professors than Latino women. In 2011, 68% of Latino full professors were male, while 32% were female. [NCES, *Digest of Education Statistics, 2013, Table 315.20*]
- Latino males were more likely to be associate professors than Latino females. In 2011, 56% of all Latino associate professors were male, while 46% were female. [NCES, *Digest of Education Statistics, 2013, Table 315.20*]
- Latino males and females were equally represented among Latino assistant professors. In 2011, Latino males and females each represented 50% of all Latino assistant professors. [NCES, *Digest of Education Statistics, 2013, Table 315.20*]
- Latino females were more likely to be lecturers and instructors than Latino males. In 2011, 55% of all Latino lecturers and instructors were female, while 45% were male. [NCES, *Digest of Education Statistics, 2013, Table 315.20*]

Latino Immigrants in Higher Education

POPULATION

- The majority of the Latino population in the United States was native-born in the U.S. In 2012, 64% of the Latino population was born in the United States. [SEE GRAPH] [Pew Research Hispanic Trends Project, *Statistical Portrait of the Foreign-Born Population in the United States, 2012, 2014, Table 6*]

Latino Population by Nativity – 2012



- The median age of immigrant Latinos was much higher than that of U.S.-born Latinos. In 2012, the median age of immigrant Latinos was 40, compared to 18 for that of U.S.-born Latinos. [Pew Research Hispanic Trends Project, *Statistical Portrait of Hispanics in the United States, 2012, 2014, Table 9*]

- Mexico was the country of origin accounting for the majority of youth immediately eligible¹ for Deferred Action for Childhood Arrivals (DACA). In 2012, 65% of youth immediately eligible for DACA were from Mexico. Of those who had applied for DACA, Mexicans represented 77%. [Migration Policy Institute, *DACA at the Two-Year Mark: A National and State Profile of Youth Eligible and Applying for Deferred Action, 2014, Table 3*]

K-12

- Although high school dropout rates declined in the last ten years, Latino immigrants were more likely to be high school dropouts than U.S.-born Latinos. From 2000 to 2012, the dropout rate of immigrant Latinos dropped by more than half (36% to 12%). However, in 2012, dropout rates for immigrant Latinos (12%) was higher than U.S.-born Latinos (5%). [Pew Research Hispanic Trends Project, *Statistical Portrait of Hispanics in the United States, 2012, 2014, Table 25*]

- The majority of Latino immigrant undergraduates earned a high school diploma from the United States. In 2007-08, about 80% of Latino immigrant undergraduates earned a high school diploma from the United States, compared to 12% who graduated from a foreign high school, 8% who earned a GED or equivalent, and 2% who earned a high school completion certificate, had no completion certificate, or were homeschooled. [NCES, *Stats in Brief: New Americans in Postsecondary Education. A Profile of Immigrant and Second-Generation American Undergraduates, 2012*]

COLLEGE ENROLLMENT

- Latino immigrants represented the second highest group among immigrant undergraduates. In 2007-08, 26% of immigrant undergraduates were Latino, compared to Asians (30%), Whites (24%), and Blacks (15%). [NCES, *Stats in Brief: New Americans in Postsecondary Education. A Profile of Immigrant and Second-Generation American Undergraduates, 2012*]

- Latino immigrants represented a small proportion of all Latinos at the undergraduate level. In 2007-08, 21% of all Latino undergraduates were immigrants, compared to second-generation Latino Americans (45%) and third- or higher generation Latino Americans (33%). [NCES, *Stats in Brief: New Americans in Postsecondary Education. A Profile of Immigrant and Second-Generation American Undergraduates, 2012*]

EDUCATIONAL ATTAINMENT

- Latino immigrants have lower levels of degree attainment than U.S.-born Latinos. In 2009, 4% of Latino immigrants had attained an associate degree, compared to 8% of U.S.-born Latinos. [U.S. Census Bureau, *2009 Population Characteristics, Table 1: Educational Attainment in the United States, 2012*]
- Foreign-born Latinos were less likely to have earned bachelor degrees than U.S.-born Latinos. In 2012, 11% of foreign-born Latinos had earned a bachelor's degree or higher, compared to 18% of U.S.-born Latinos. [Pew Research Hispanic Trends Project, *Statistical Portrait of Hispanics in the United States, 2012, 2014, Table 22*]

¹ Individuals who are immediately eligible for DACA are defined as those who met the following requirements at the time of the program's launch: between 15 and 30 years of age, are currently enrolled in school or have a high school diploma or equivalent, lived in the US continuously since June 15, 2007, and no record of misdemeanors or felonies.

Latino Males in Higher Education

POPULATION

- Latino males were the second largest group of males representing the traditional college age group. In 2011-12, Latino males represented 21% of the 18-24 year old population, compared to Whites (56%), African Americans (15%), and Asians (5%). [U.S. Census Bureau, *American Community Survey 2012, 1 year Estimates*. Table B01001: Sex by Age]
- Latino males represented a higher percentage of college-age students, but less of them enrolled. In 2012, Latino males represented 52% of the traditional college age group. However, they represented 42% of all Latinos enrolled in institutions of higher education. [U.S. Census Bureau, *American Community Survey 2012, 1 year Estimates*. Table B01001: Sex by Age and NCES, *Digest of Education Statistics 2013*, Table 306.10]
- Latino males' high school dropout rates have decreased significantly. In 2012, 14% of Latino males dropped out of high school, compared to 30% in 2002. [NCES, *Digest of Education Statistics 2013*, Table 219.70]

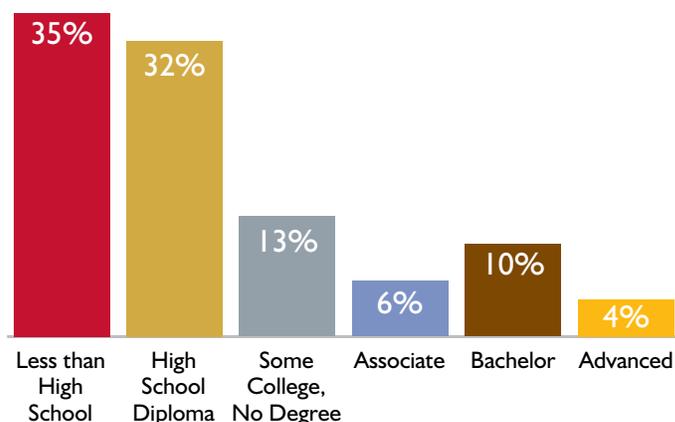
COLLEGE ENROLLMENT

- Latino male enrollment in higher education continued to increase. From 2002 to 2012, Latino male enrollment increased almost 80% (from 699,000 to 1.25 million). [NCES, *Digest of Education Statistics 2013*, Table 306.10 and NCES, *Digest of Education Statistics 2005*, Table 205]
- Latino male representation in higher education was lower than females. In Fall 2012, Latino males represented 6% and females represented 8% of the total undergraduate population. [NCES, *Digest of Education Statistics 2013*, Table 306.10]
- Latino males enrolled in graduate programs at lower rates than Latino females. In 2012, 62% of Latino students enrolled in graduate programs were female, while 38% were male. [NCES, *Digest of Education Statistics 2013*, Table 306.10]

EDUCATIONAL ATTAINMENT

- Over half of Latino male adults (25 and older) have completed some educational attainment. In 2013, of all Latino males 25 years and older, 35% had less than a high school diploma, 32% had a high school diploma, 13% had some college but no degree, 6% had an associate degree, 10% had a bachelor degree, and 4% had an advanced degree as their highest level of educational attainment. [SEE GRAPH] [U.S. Census Bureau, *Current Population Survey, 2013 Annual Social and Economic Supplement*, Table 1: Educational Attainment]

Latino Male Educational Attainment – 2013



- Latino males earned slightly fewer degrees than females. As of 2013, 20% of Latino males earned an associate degree or higher, compared to 25% of females. [U.S. Census Bureau, 2013 *Current Population Survey*. Table 1: Educational Attainment]
- Latino males increased their attainment of associate degrees at much higher rates than other males in the last 10 years. Between 2003 and 2012, Latino males increased associate degrees earned by 119%, compared to African Americans (80%), Asians (46%), and Whites (40%). [NCES, *Digest of Education Statistics 2013*, Table 321.20]
- Latino males saw higher increases in master's degrees in the last 10 years than other males. Between 2003 and 2012, Latino males increased master's degree attainment by 101%, compared to African Americans (90%), Asians (64%), and Whites (35%). [NCES, *Digest of Education Statistics 2013*, Table 323.20]
- Latino males have increased doctoral degree attainment more than other males. From 2003 to 2012, Latino males increased their doctorate degrees by 58%, compared to African Americans (50%), Asians (37%), and Whites (26%). [NCES, *Digest of Education Statistics 2013*, Table 324.20]

Latinas in Science, Technology, Engineering, and Mathematics (STEM)

COLLEGE ENROLLMENT

- Fewer Latinas¹ reported intending to major in STEM in college than Latino males. In 2012, 37% of Latina freshmen surveyed at four-year colleges reported they intended to major in science and engineering fields, compared to 48% of Latino males. [National Science Foundation, National Science Board, *Science and Engineering Indicators, 2014*, Chapter 2, Appendix Table 2-16]
- More Latinas reported intending to major in STEM compared to 10 years ago. In 2012, 37% of Latinas reported intending to major in STEM fields in college, an increase from 32% in 2003. [National Science Foundation, National Science Board, *Science and Engineering Indicators, 2014*, Chapter 2, Appendix Table 2-16]

EDUCATIONAL ATTAINMENT

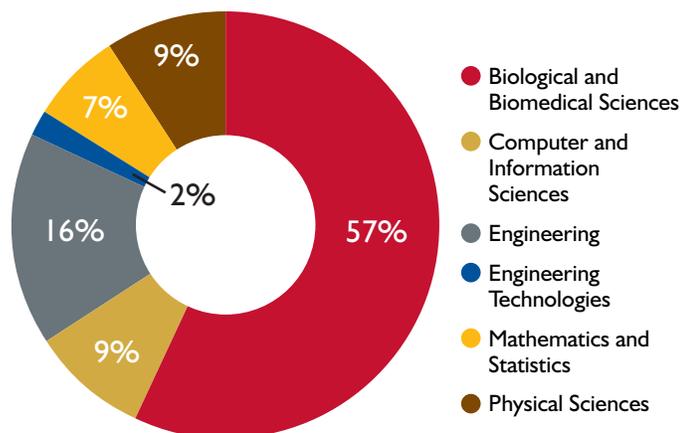
- Latinas represent a small percentage of all women who earned bachelor degrees in STEM. In 2011-12, 8% of all women who earned bachelor degrees in STEM were Latinas, compared to Whites (61%), Asians (14%), African Americans (9%), and other groups (7%). [NCES, *Digest of Education Statistics 2013*, Tables 322.30, 322.40, 322.50]
- Latinas earned more bachelor degrees in biological and biomedical sciences than other STEM fields. In 2011-12, of all Latinas with degrees in STEM, 57% had degrees in biological and biomedical sciences, 16% in engineering, 9% in computer and information sciences, 9% in physical sciences, 7% in mathematics and statistics, and 2% in engineering technologies. [SEE GRAPH] [NCES, *Digest of Education Statistics 2013*, Tables 322.50]

- Latinas earned more overall bachelor degrees than Latinos, but less in STEM. In 2011-12, Latinas earned 60% of all bachelor degrees awarded to Latinos, but only 37% in STEM fields. [NCES, *Digest of Education Statistics 2013*, Table 322.50]
- Latinas earned fewer bachelor degrees in computer science, engineering, and mathematics than Latinos. Of all bachelor degrees earned by Latinos in 2011-12, Latinas earned 45% of degrees awarded in mathematics, 21% of degrees in engineering, and 19% in computer science. [NCES, *Digest of Education Statistics 2013*, Tables 322.30, 322.40, 322.50]
- Latinas were significantly underrepresented in the number of all STEM degrees earned, across academic levels. In 2011-12, Latinas earned 3% of all bachelor degrees, 1% of all master's degrees, and 1% of all doctoral degrees earned in STEM. [NCES, *Digest of Education Statistics 2013*, Tables 322.30, 322.50, 323.30, 323.50, 324.25, and 324.35]

WORKFORCE

- Hispanics have lower representation in science and engineering occupations compared to other groups, and the same representation as African Americans. In 2010, 5% of those working in science and engineering were Hispanics and 5% were African Americans, compared to Whites (70%) and Asians (19%). [National Science Foundation, National Science Board, *Science and Engineering Indicators, 2014*, Chapter 3, Table 3-22]
- Latinas with STEM degrees were less likely to work in science and engineering compared to Latino males. In 2010, 19% of Latinas with STEM degrees worked in science and engineering occupations, while 37% of Latino males with STEM degrees worked in science and engineering. [National Science Foundation, National Science Board, *Science and Engineering Indicators, 2014*, Chapter 3]
- Latinas were slightly more likely to be STEM faculty than Latino males. In 2010, Latinas with PhDs in science and engineering represented 5% of faculty at colleges and universities, while Latino males represented 4%. [National Science Foundation, National Science Board, *Science and Engineering Indicators, 2014*, Chapter 5]

Latina Bachelor Degrees in STEM Fields – 2012



¹ The term Latina(s) refers to Latino females; men are referred to as Latino males.

Top 25 All Disciplines

ASSOCIATE DEGREES AWARDED TO LATINOS ACADEMIC YEAR: 2012-13							
	Institution	State	HSI	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Hispanics
1	Miami Dade College	FL	•	4 Public	10,425	7,074	68
2	El Paso Community College	TX	•	2 Public	3,404	2,876	84
3	University of Phoenix-Online			4 Private (for-profit)	25,820	2,054	8
4	South Texas College	TX	•	4 Public	2,231	2,052	92
5	Valencia College	FL	•	4 Public	7,117	2,017	28
6	Broward College	FL	•	4 Public	6,084	1,935	32
7	Central New Mexico Community College	NM	•	2 Public	3,368	1,445	43
8	Houston Community College	TX	•	2 Public	4,410	1,228	28
9	Lone Star College System	TX	•	2 Public	4,373	1,157	26
10	East Los Angeles College	CA	•	2 Public	1,615	1,141	71
11	San Antonio College	TX	•	2 Public	2,034	1,051	52
12	Palm Beach State College	FL		4 Public	4,598	1,044	23
13	San Jacinto Community College	TX	•	2 Public	2,696	1,042	39
14	Mt San Antonio College	CA	•	2 Public	1,962	1,002	51
15	Santa Ana College	CA	•	2 Public	1,683	989	59
16	CUNY Borough of Manhattan Community College	NY	•	2 Public	2,928	972	33
17	Keiser University-Ft Lauderdale	FL	•	4 Private (not-for-profit)	3,842	953	25
18	San Joaquin Delta College	CA	•	2 Public	2,441	908	37
19	Tarrant County College District	TX	•	2 Public	4,059	879	22
20	Pima Community College	AZ	•	2 Public	2,630	878	33
21	Northern Virginia Community College	VA		2 Public	5,636	850	15
22	CUNY Bronx Community College	NY	•	2 Public	1,390	830	60
23	Hillsborough Community College	FL		2 Public	3,727	829	22
24	CUNY LaGuardia Community College	NY	•	2 Public	2,217	790	36
25	El Camino Community College District	CA	•	2 Public	2,012	775	39
Total for Top 25:					112,702	36,771	33

FAST FACTS

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

- The majority (23) were public colleges and universities
- 21 were Hispanic-Serving Institutions (HSIs)
- Texas had the most institutions (7), followed by Florida (6)
- Hispanic representation ranged from 8% to 100%, but averaged 33% overall

Top 25 All Disciplines

BACHELOR'S DEGREES AWARDED TO LATINOS ACADEMIC YEAR: 2012-13							
	Institution	State	HSI	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Hispanics
1	Florida International University	FL	•	4 Public	7,746	5,007	65
2	University of Phoenix-Online			4 Private (for-profit)	31,776	2,683	8
3	The University of Texas at El Paso	TX	•	4 Public	3,194	2,552	80
4	The University of Texas-Pan American	TX	•	4 Public	2,734	2,446	89
5	University of Central Florida	FL		4 Public	12,320	2,232	18
6	California State University-Fullerton	CA	•	4 Public	7,472	2,219	30
7	The University of Texas at San Antonio	TX	•	4 Public	4,384	2,059	47
8	California State University-Northridge	CA	•	4 Public	6,885	1,910	28
9	California State University-Long Beach	CA	•	4 Public	6,831	1,850	27
10	University of Puerto Rico-Mayaguez	PR	•	4 Public	1,698	1,696	100
11	The University of Texas at Austin	TX		4 Public	9,154	1,583	17
12	San Diego State University	CA	•	4 Public	5,881	1,580	27
13	California State University-Los Angeles	CA	•	4 Public	3,599	1,552	43
14	University of Houston	TX	•	4 Public	5,730	1,496	26
15	Arizona State University-Tempe	AZ		4 Public	9,278	1,479	16
16	Texas A & M University-College Station	TX		4 Public	9,538	1,456	15
17	University of Florida	FL		4 Public	8,244	1,450	18
18	Texas State University	TX	•	4 Public	5,715	1,428	25
19	Universidad Del Turabo	PR	•	4 Private (not-for-profit)	1,375	1,375	100
20	California State University-San Bernardino	CA	•	4 Public	3,129	1,360	43
21	University of Puerto Rico-Rio Piedras	PR	•	4 Public	1,824	1,331	73
22	University of California-Riverside	CA	•	4 Public	4,402	1,319	30
23	University of New Mexico-Main	NM	•	4 Public	3,493	1,286	37
24	University of South Florida-Main	FL		4 Public	7,617	1,285	17
25	California State University-Fresno	CA	•	4 Public	3,702	1,284	35
	Total for Top 25:				167,721	45,918	27

FAST FACTS

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

- The majority (23) were 4-year public institutions
- 18 were Hispanic-Serving Institutions (HSIs)

- California had the most institutions (8), followed by Texas (7)
- Hispanic representation ranged from 8% to 100%, but averaged 27% overall

Top 25 All Disciplines

MASTER'S DEGREES AWARDED TO LATINOS ACADEMIC YEAR: 2012-13

	Institution	State	HSI	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Hispanics
1	Florida International University	FL	•	4 Public	3,014	1,333	44
2	University of Phoenix-Online			4 Private (for-profit)	14,147	945	7
3	Nova Southeastern University	FL	•	4 Private (not-for-profit)	3,708	818	22
4	Universidad Del Turabo	PR	•	4 Private (not-for-profit)	796	796	100
5	University of Southern California	CA		4 Private (not-for-profit)	6,332	717	11
6	Universidad Metropolitana	PR	•	4 Private (not-for-profit)	674	674	100
7	The University of Texas at El Paso	TX	•	4 Public	1,110	641	58
8	National University	CA	•	4 Private (not-for-profit)	3,101	615	20
9	The University of Texas-Pan American	TX	•	4 Public	744	604	81
10	Inter American University of Puerto Rico—Metro	PR	•	4 Private (not-for-profit)	525	524	100
11	The University of Texas at San Antonio	TX	•	4 Public	1,298	444	34
12	California State University-Long Beach	CA	•	4 Public	1,696	386	23
13	Grand Canyon University	AZ		4 Private (for-profit)	5,356	383	7
14	California State University-Los Angeles	CA	•	4 Public	1,152	356	31
15	Columbia University in the City of New York	NY		4 Private (not-for-profit)	6,958	353	5
16	Webster University	MO		4 Private (not-for-profit)	5,433	348	6
17	New York University	NY		4 Private (not-for-profit)	6,965	342	5
18	University of New Mexico-Main	NM	•	4 Public	1,231	326	26
19	The University of Texas at Austin	TX		4 Public	3,058	322	11
20	Ashford University	IA		4 Private (for-profit)	4,548	316	7
21	University of California-Los Angeles	CA		4 Public	2,978	311	10
22	The University of Texas at Arlington	TX		4 Public	2,984	307	10
23	San Jose State University	CA		4 Public	2,352	304	13
24	Walden University	MN		4 Private (for-profit)	7,104	294	4
25	CUNY Hunter College	NY		4 Public	2,211	288	13
	Total for Top 25:				89,475	12,747	14

FAST FACTS

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

- The majority (21) were public or private non-profit universities

- 12 were Hispanic-Serving Institutions (HSIs)

- California had the most institutions (6), followed by Texas (5)

- Hispanic representation ranged from 5% to 100%, but averaged 14% overall

Top 25 All Disciplines

FIRST PROFESSIONAL DEGREES AWARDED TO LATINOS' ACADEMIC YEAR: 2012-13							
	Institution	State	HSI	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Hispanics
1	Pontifical Catholic University of Puerto Rico-Ponce	PR	•	4 Private (not-for-profit)	243	243	100
2	Nova Southeastern University	FL	•	4 Private (not-for-profit)	1,121	228	20
3	Inter American University of Puerto Rico-School of Law	PR		4 Private (not-for-profit)	227	226	100
4	University of Puerto Rico-Medical Sciences	PR	•	4 Public	179	169	94
5	University of Florida	FL		4 Public	1,222	145	12
6	University of California-Davis	CA		4 Public	430	127	30
7	University of Puerto Rico-Rio Piedras	PR	•	4 Public	189	121	64
8	University of Miami	FL		4 Private (not-for-profit)	711	112	16
9	Florida International University	FL	•	4 Public	251	106	42
10	St Thomas University	FL	•	4 Private (not-for-profit)	235	95	40
11	Ponce School of Medicine and Health Sciences	PR		4 Private (not-for-profit)	94	91	97
12	American University	DC		4 Private (not-for-profit)	507	87	17
13	The University of Texas at Austin	TX		4 Public	502	87	17
14	The University of Texas Health Science Center at San Antonio	TX	•	4 Public	385	82	21
15	St Mary's University	TX	•	4 Private (not-for-profit)	276	78	28
16	University of New Mexico-Main	NM	•	4 Public	285	77	27
17	Cornell University	NY		4 Private (not-for-profit)	281	76	27
18	Florida Coastal School of Law	FL		4 Private (for-profit)	566	69	12
19	Fordham University	NY		4 Private (not-for-profit)	476	63	13
20	Harvard University	MA		4 Private (not-for-profit)	778	63	8
21	University of Illinois at Chicago	IL		4 Public	622	63	10
22	Texas A & M University Health Science Center	TX		4 Public	309	62	20
23	Universidad Central Del Caribe	PR	•	4 Private (not-for-profit)	70	62	89
24	University of California-Berkeley	CA		4 Public	367	60	16
25	The University of Texas Medical Branch	TX		4 Public	318	60	19
	Total for Top 25:				10,644	2,652	25

FAST FACTS

Of the top 25 institutions where Latinos earned first professional degrees in 2012-13,

■ 12 were public universities

■ 10 were Hispanic-Serving Institutions (HSIs)

■ Florida and Puerto Rico had the most institutions (6 each)

■ Hispanic representation ranged from 8% to 100%, but averaged 25% overall

¹ First professional degrees reflect degrees awarded at the doctor's degree-professional practice level

Top 25 All Disciplines

DOCTORATE DEGREES AWARDED TO LATINOS ¹							
ACADEMIC YEAR: 2012-13							
	Institution	State	HSI	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Hispanics
1	Carlos Albizu University-San Juan	PR	•	4 Private (not-for-profit)	83	83	100
2	University of Southern California	CA		4 Private (not-for-profit)	663	68	10
3	University of California-Los Angeles	CA		4 Public	784	66	8
4	Nova Southeastern University	FL	•	4 Private (not-for-profit)	560	65	12
5	The University of Texas at Austin	TX		4 Public	849	60	7
6	Texas A & M University-College Station	TX		4 Public	693	59	9
7	Alliant International University	CA	•	4 Private (not-for-profit)	429	54	13
8	Pontifical Catholic University of Puerto Rico-Ponce	PR	•	4 Private (not-for-profit)	56	53	95
9	University of California-Berkeley	CA		4 Public	937	51	5
10	The University of Texas at El Paso	TX	•	4 Public	103	50	49
11	University of Puerto Rico-Rio Piedras	PR	•	4 Public	80	49	61
12	Inter American University of Puerto Rico-Metro	PR	•	4 Private (not-for-profit)	43	43	100
13	Stanford University	CA		4 Private (not-for-profit)	764	40	5
14	University of Florida	FL		4 Public	742	39	5
15	University of California-San Diego	CA		4 Public	489	34	7
16	University of Michigan-Ann Arbor	MI		4 Public	882	32	4
17	Arizona State University-Tempe	AZ		4 Public	519	32	6
18	University of Illinois at Urbana-Champaign	IL		4 Public	809	31	4
19	University of Houston	TX	•	4 Public	317	29	9
20	University of California-Santa Barbara	CA		4 Public	387	29	7
21	University of California-Davis	CA		4 Public	579	28	5
22	Capella University	MN		4 Private (for-profit)	885	28	3
23	University of New Mexico-Main	NM	•	4 Public	202	27	13
24	University of Washington-Seattle	WA		4 Public	763	27	4
25	University of California-Irvine	CA		4 Public	435	25	6
Total for Top 25:					13,053	1,102	8

FAST FACTS

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

■ 17 were public universities

■ 9 were Hispanic-Serving Institutions (HSIs)

■ California had the most institutions (9), followed by Texas and Puerto Rico (4)

■ Hispanic representation ranged from 3% to 100%, but averaged 8% overall

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

Hispanic-Serving Institutions (HSIs): 2012-13

HISTORY AND DEFINITION

In the 1980s, leaders recognized a small set of institutions enrolled a large percentage of Latino students, but had low levels of resources to educate these students. The classification of Hispanic-Serving Institutions (HSIs) formally recognized these institutions for capacity-building and other support.

HSIs are defined in federal law as accredited and degree-granting public or private nonprofit institutions of higher education with 25 percent or more total undergraduate Hispanic full-time equivalent (FTE) student enrollment.¹

OVERVIEW IN 2012-13

- There were 370 HSIs, representing 11% of all institutions of higher education.²
- HSIs enroll the majority of Latino undergraduates. Over half of Latino undergraduates (59%) were enrolled at HSIs.
- The number of HSIs is growing. In 10 years (2003-13), the number of HSIs grew from 238 to 370.
- Almost half of FTE students enrolled at HSIs (47%) were Latino.
- Over half of HSIs (57%) had Latino student FTE enrollments of 2,000 or less, and 15% (57 institutions) had FTE enrollments of over 5,000 Latino students.

LOCATION

- HSIs are very concentrated geographically. While HSIs are located in 15 states and Puerto Rico, 85% were located in 5 states and Puerto Rico. California has the most HSIs (127), followed by Texas (68), Puerto Rico (59), New Mexico (22), Florida (20), and New York (18).
- HSIs were also located in states not generally known for having large Latino populations, such as Indiana, Kansas, and Washington.
- The majority of HSIs were located in cities (52%) or suburbs (31%).

GOVERNANCE

- The majority of HSIs were two-year institutions. Almost half of HSIs (48%) were community colleges (178) and 4% (15) were private not-for-profit 2-year institutions. In comparison, about 20% of HSIs (72) were public colleges or universities and 28% (105) were private, not-for-profit 4-year institutions.

ADMISSIONS

- HSIs provided greater access to degree-granting institutions of higher education. In 2012-13, 61% of HSIs (226) had an open admissions policy³, compared to 38% of all degree-granting institutions.

EMERGING HSIs

- In 2012-13, there were 277 emerging HSIs (defined as institutions with 15-24% undergraduate full-time equivalent Hispanic enrollment).
- Emerging HSIs were located in 31 states; 35% were public 2-year institutions and 38% were private not-for-profit 4-year institutions.

HSIs WITH GRADUATE PROGRAMS

- Of the 370 HSIs, 139 offered graduate degrees in 2012-13 (66 offered doctoral degrees).
- The largest number of HSIs with graduate programs were in California (36), Puerto Rico (36) and Texas (26).

Source: *Excellencia* in Education analysis of the National Center for Education Statistics' Institutional Postsecondary Education Data System (IPEDS) housed at the U.S. Department of Education, 2012-13: institutional characteristics and fall enrollment surveys.

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 have a high enrollment of needy students and low educational and general expenditures.

² Institutions of higher education are defined as public or private not-for-profit degree-granting institutions.

³ IPEDS defines an open admissions policy as one where the institution will admit all applicants.

Hispanic-Serving Institutions (HSIs): 2012-13

SUMMARY OF THE 2012-13 HSI LIST

In the 1980s, leaders recognized a small set of institutions enrolled a large percentage of Latino students, but had low levels of resources to educate these students. The classification of Hispanic-Serving Institutions (HSIs) formally recognized these institutions for capacity-building and other support.

HSIs are defined in federal law as accredited and degree-granting public or private nonprofit institutions of higher education with 25 percent or more total undergraduate Hispanic full-time equivalent (FTE) student enrollment. These institutions were first recognized in federal law in 1994 in the creation of the Developing HSIs program.¹

In 2012-13, 370 institutions met the enrollment definition of HSIs, enrolling almost 60 percent of Latino undergraduates, and representing 11 percent of institutions of higher education.

The list of institutions identified as HSIs in this analysis is not intended to designate eligibility for any specific program; rather, the list is meant to assist in considering and analyzing the institutions that meet the basic legislative definition of a Hispanic-Serving Institution. The following list of HSIs was created using data from the Integrated Postsecondary Education Data System (IPEDS).²

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 that an HSI have a high enrollment of needy students and low educational and general expenditures.

² IPEDS is a system of surveys designed to collect institution-level data from all primary providers of postsecondary education. IPEDS is maintained at the National Center for Education Statistics (NCES), U.S. Department of Education.

SECTOR			
Key	Sector	# HSIs	% of HSIs
1	Public, 4-year or above	72	20
2	Public, 2-year	178	48
3	Private not-for-profit, 4-year or above	105	28
4	Private not-for-profit, 2-year	15	4
Total:		370	100%

HISPANIC/LATINO ENROLLMENT		
Hispanic/Latino FTE Enrollment	# HSIs	% of HSIs
< 100	26	7
100 – 1,000	110	30
1,001 – 2,000	73	20
2,001 – 3,000	46	12
3,001 – 4,000	36	10
4,001 – 5,000	21	6
5,001 – 10,000	44	11
> 10,000	14	4
Total:	370	100%

LOCATION	
State/Location	# HSIs
Arizona	10
California	127
Colorado	8
Connecticut	3
Florida	20
Illinois	13
Indiana	1
Kansas	4
Massachusetts	2
New Jersey	9
New Mexico	22
New York	18
Oregon	1
Puerto Rico	59
Texas	68
Washington	5
Total:	16 370

FTE ENROLLMENT AT HSIs	
Race/Ethnicity	Undergraduate
Hispanic/Latino	997,858
All students	2,107,437
% Latino:	47%

DEGREE OF URBANIZATION	
Degree of Urbanization	% of all HSIs
City	52
Suburb	31
Town	10
Rural	7
Total:	100%

Emerging Hispanic-Serving Institutions (HSIs): 2012-13

Over half of all Latino undergraduate students in higher education (59%) are enrolled in 11 percent of institutions in the United States identified as Hispanic-serving Institutions (HSIs).

HSIs are defined in federal law as accredited and degree-granting public or private nonprofit institutions of higher education with 25 percent or more total undergraduate Hispanic full-time equivalent (FTE) student enrollment.¹ While there were 370 institutions that met the HSI enrollment criteria in 2012-13, there were also 277 institutions that had between 15 and 24 percent undergraduate FTE Hispanic enrollment. *Excelencia* in Education identifies these institutions as emerging HSIs.

SUMMARY OF THE 2012-13 EMERGING HSI LIST

While emerging HSIs do not have the critical mass of Latino student enrollment required to meet the definition of an HSI, these institutions may soon meet the criteria as their enrollment grows and Latino representation increases. The following list of emerging HSIs was created using data from the Integrated Postsecondary Education Data System (IPEDS).²

SECTOR			
Key	Sector	# Emerging HSIs	% of Emerging HSIs
1	Public, 4-year or above	65	24
2	Public, 2-year	98	35
3	Private not-for-profit, 4-year or above	104	38
4	Private not-for-profit, 2-year	10	3
	Total:	277	100%

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 that an HSI have a high enrollment of needy students and low educational and general expenditures.

² IPEDS is a system of surveys designed to collect from all primary providers of postsecondary education institution-level data and is maintained by the National Center for Education Statistics (NCES), U.S. Department of Education.

LOCATION	
State/Location	# Emerging HSIs
Arizona	10
Arkansas	1
California	71
Colorado	7
Connecticut	8
Florida	23
Georgia	1
Idaho	1
Illinois	16
Indiana	2
Kansas	1
Louisiana	2
Maryland	1
Massachusetts	13
Missouri	2
Nebraska	1
Nevada	4
New Jersey	14
New Mexico	3
New York	30
North Carolina	2
Ohio	2
Oklahoma	1
Oregon	2
Pennsylvania	5
Rhode Island	1
Tennessee	1
Texas	48
Virginia	1
Washington	2
Wisconsin	1
Total:	31

FTE ENROLLMENT AT EMERGING HSIs	
Race/Ethnicity	Undergraduate
Hispanic/Latino	352,503
All Students	1,792,642
% Latino	20%

DEGREE OF URBANIZATION	
Degree of Urbanization	% of all HSIs
City	49
Suburb	34
Town	9
Rural	8
Total:	100%

Hispanic-Serving Institutions (HSIs) with Graduate Programs: 2012-13

HSIs are defined in federal law as accredited and degree-granting public or private nonprofit institutions of higher education with 25 percent or more total undergraduate Hispanic full-time equivalent (FTE) student enrollment.¹ In 2012-13, over half of all Latino undergraduate students in higher education (59 percent) were enrolled in 370 institutions in the United States known as Hispanic-Serving Institutions (HSIs). HSIs represent 11 percent of all institutions of higher education.

While the majority of HSIs (52 percent) were 2-year institutions, there were also HSIs that offered graduate programs in 2012-13. Title V, Part B of the Higher Education Act authorizes the “Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA) Program” to expand postbaccalaureate educational opportunities for, and improve the academic attainment of, Hispanic and other low-income students.

SUMMARY OF THE 2012-13 LIST OF HSIS WITH GRADUATE PROGRAMS

Of the 370 HSIs, 139 offered graduate degrees (66 offered doctoral degrees as the highest degree, 64 offered master’s degrees, and 9 offered either post-master’s or post-baccalaureate certificates).

The list of institutions identified as HSIs with graduate programs in this analysis is not intended to designate eligibility for any specific program; rather, the list is meant to assist in considering and analyzing the institutions that meet the legislative definition of an HSI and offer graduate programs. The following list of HSIs was created using data from the Integrated Postsecondary Education Data System (IPEDS).²

SECTOR			
Key	Sector	# HSIs w/ Graduate Programs	% of HSIs w/ Graduate Programs
1	Public, 4-year or above	53	38
2	Private not-for-profit, 4-year or above	86	62
Total:		139	100%

LOCATION	
State/Location	# HSIs w/ Graduate Programs
Arizona	1
California	36
Colorado	3
Florida	11
Illinois	2
Indiana	1
New Jersey	3
New Mexico	8
New York	10
Oregon	1
Puerto Rico	36
Texas	26
Washington	1
Total:	13

UNDERGRADUATE FTE ENROLLMENT AT HSIS W/ GRADUATE PROGRAMS	
Race/Ethnicity	Undergraduate
Hispanic/Latino	388,205
All students	756,106
% Latino:	51%

GRADUATE ENROLLMENT AT HSIS W/ GRADUATE PROGRAMS	
Race/Ethnicity	Graduate
Hispanic/Latino	73,149
All students	214,784
% Latino:	34%

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 that an HSI have a high enrollment of needy students and low educational and general expenditures.

² IPEDS is a system of surveys designed to collect institution-level data from all primary providers of postsecondary education. IPEDS is maintained at the National Center for Education Statistics (NCES), U.S. Department of Education.



THE CONDITION OF LATINOS IN EDUCATION 2015

was developed with the support of the *Excelencia in Action* network. *Excelencia in Action* launched in 2011 when selected institutions were invited to form a network of affiliated colleges and universities working to increase Latino—and all—student success in higher education. The network has continued to grow, and in 2014, Presidents for Latino Student Success was initiated with 22 presidents.

EXCELENCIA IN ACTION 2015 PRESIDENTS FOR LATINO STUDENT SUCCESS

Antonio Pérez	Borough of Manhattan Community College, CUNY	Eloy Ortiz Oakley	Long Beach City College
Willie J. Hagan	California State University, Dominguez Hills	Tim Hall	Mercy College
Mildred Garcia	California State University, Fullerton	Anna Solley	Phoenix College
Tomás Morales	California State University, San Bernardino	Bruce Baron	San Bernardino Community College District
Ricardo R. Fernández	Lehman College, CUNY	Shirley A. Reed	South Texas College
Félix Matos Rodríguez	Queens College, CUNY	Ira H. Rubenzahl	Springfield Technical Community College
Elsa M. Nuñez	Eastern Connecticut State University	Ray M. Keck III	Texas A&M International University
William Serrata	El Paso Community College	Flavius C. Killebrew	Texas A&M University – Corpus Christi
Anne M. Prisco	Felician College, The Franciscan College of New Jersey	William Powers	The University of Texas at Austin
Mark B. Rosenberg	Florida International University	Diana Natalicio	The University of Texas at El Paso
Gail O. Mellow	LaGuardia Community College, CUNY	Leo E. Morton	University of Missouri – Kansas City

EXCELENCIA IN ACTION ALSO INCLUDES AFFILIATES FROM 12 STATES AND PUERTO RICO:

Arizona

Maricopa County Community College District
Phoenix College
The University of Arizona

California

California State University, Dominguez Hills
California State University, Los Angeles
California State University, Fullerton
California State University, San Bernardino
El Camino College
Long Beach City College
San Bernardino Community College District

Connecticut

Eastern Connecticut State University
University of Saint Joseph

Florida

Florida International University
Palm Beach State College

Massachusetts

Springfield Technical Community College

Missouri

University of Missouri – Kansas City

North Carolina

North Carolina State University

New Jersey

Felician College

New York

Borough of Manhattan Community College, CUNY
Hostos Community College, CUNY
LaGuardia Community College, CUNY
Lehman College, CUNY
Mercy College
Monroe Community College
Syracuse University

Pennsylvania

Kutztown University

Puerto Rico

Ana G Mendez University

Texas

El Paso Community College
Our Lady of the Lake University
South Texas College
Texas A&M International University
Texas A&M University, Commerce
Texas A&M University, Corpus Christi
The University of Texas, Pan American
The University of Texas at Austin
The University of Texas at El Paso

Washington

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