

AN ARIZONA BRIEFING ON 25 YEARS OF HSI's



Leadership for Latino Student Success in Higher Education 2021

***Excelencia* in Education's research and strategic briefings: 25 Years of HSIs**

The year 2020 marked 25 years since Hispanic Serving Institutions (HSIs) were specifically funded through federal legislation. *Excelencia* in Education has taken responsibility for chronicling the impact and changes across HSIs, issuing the annual list of institutions, creating the definition of Emerging HSIs, and producing numerous seminal briefs and fact sheets starting with our launch in 2004. In 2021, *Excelencia* brings the full project, **25 Years of HSIs** to the public: www.edexcelencia.org/25yrs-HSIs

This project includes virtual state briefings in Arizona, California, Florida, New York, and Texas, as well as a national briefing. The research, digital release, and briefings will inform powerful engagements by leaders in higher education and policy sectors at a critical time in our country and when record numbers of Latino students should be enrolling in colleges and universities.

To further support action-oriented deliberations and planning about Latino student success in higher education *Excelencia* in Education prepared state information packets for five states. These packets highlight institutions in the state that are HSIs, Emerging HSIs, have graduate programs, support Latino college completion, have evidence-based practices supporting Latino student success, and have earned the Seal of *Excelencia*—a national certification for institutions that strive to go beyond enrollment to intentionally SERVE Latino students.

The following leaders of colleges, universities, systems, and organizations made common cause with *Excelencia* in Education and invested in this project:

Michael Baston, President SUNY-Rockland Community College
Erika Beck, President, California State University, Northridge, (co-host CA)
Alexander Cartwright, President, University of Central Florida
Joseph Castro, Chancellor, California State University
*Michael Crow, President, Arizona State University (co-host AZ briefing)
**Taylor Eighmy, President, University of Texas at San Antonio
Ann Gates, Executive Director, Computing Alliance of Hispanic Serving Institutions (CAHSI)
Steven Gonzales, Interim Chancellor Maricopa Community Colleges
**Jay Hartzell, President, University of Texas at Austin (co-host TX briefing)
Saul Jimenez Sandoval Interim President, California State University, Fresno
Lee Lambert, Chancellor, Pima Community College
Felix Matos Rodriguez, Chancellor, City University of New York
Tomas Morales, President, California State University, San Bernardino
Anthony Munroe, President, CUNY- Borough of Manhattan Community College
Eduardo Ochoa, President, California State University, Monterey Bay
Eloy Oakley, Chancellor, California Community Colleges
Havidan Rodriguez, President, University of Albany (co-host NY briefing)
*Robert Robbins, President, University of Arizona
*Richard Rhodes, Chancellor, Austin Community College
*Mark Rosenberg, President, Florida International University (co-host FL briefing)
Juan Sanchez Muñoz, Chancellor, University of California, Merced
*William Serrata, President, El Paso Community College
Sandy Shugart, President, Valencia College
Denise Trauth, President, Texas State University
Robert Vela, President, San Antonio College
*Heather Wilson, President, University of Texas at El Paso (co-host TX briefing)
*Richard Yao, Interim President, California State University Channel Islands

*2019 Seal of *Excelencia* certified institutions ** 2020 Seal of *Excelencia* certified institutions

An Arizona Briefing on 25 Years of Hispanic-Serving Institutions

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Overview of HSIs

Nationally, HSIs represent less than 20 percent of all colleges and universities yet enroll over 65 percent of all Latinos.

HSIs were first identified in federal legislation in 1992 and are defined 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

According to the most recent data available on Arizona HSIs,²

- Arizona has the 9th most HSIs amongst all states and locations (14 HSIs).
- HSIs represent 23% of all institutions yet enroll 40% of Latino undergraduates and 27% of all undergraduates.
- Of all degrees (certificates, associate’s, and bachelor’s) earned by Latinos, 45% are earned at HSIs and 35% of all degrees earned are at HSIs.
- Of federal grants supporting capacity building (Title V awards), 28 unique grants have been awarded to HSIs, totaling over \$63 million.
- There are 13 institutions close to HSI status (Emerging HSIs—eHSIs) in Arizona and 2 HSIs with graduate programs (gHSIs).

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

² For the purposes of this briefing packet only, and at the request of Arizona State University (ASU), we have aggregated ASU’s four in-person campuses as one entity. This results in fewer HSIs in the state than is reflected in the national lists and analysis.

Degrees awarded to Latinos

The top institutions where Latinos earn degrees/certificates are as follows:

Institution	City	Sector	HSI	Degrees/Certificates Earned by Latinos
1. Arizona State University	Tempe	Public, 4-year	No	3,275
2. University of Phoenix-Arizona	Tempe	Private for-profit, 4-year	No	2,828
3. Pima Community College	Tucson	Public, 2-year	Yes	2,123
4. Glendale Community College	Glendale	Public, 2-year	Yes	1,992
5. University of Arizona	Tucson	Public, 4-year	Yes	1,844

Snapshot of HSIs

According to the most recent data available (2018-19), in Arizona,

- There are 14 Hispanic-Serving Institutions (HSIs).
- HSIs represent 23% of all institutions yet enroll 42% of Latino undergraduates and 27% of all undergraduates.
- Of the top 5 institutions where Latinos earn degrees, 3 are HSIs.
- Over two-thirds of HSIs (79%) are public, 2-year institutions (11).
- Over 80% of HSIs enrolled fewer than 10,000 students.
- Over a third of students (37%) enrolled at HSIs are Latino.
- The majority of HSIs (71%) are located in cities.

The following provides a summary of HSIs in Arizona.

Sector

Sector	# HSIs	% HSIs
Public, 2-year	11	79%
Public, 4-year+	2	14%
Private not-for-profit, 4-year+	1	7%
Total:	14	100%

Total FTE Enrollment at HSIs

Race/Ethnicity	Undergraduate
Hispanic/Latino	35,190
All students	94,558
% Latino:	37%

Full-Time Equivalent (FTE) Enrollment

FTE Enrollment	# HSIs	% of HSIs
< 500	2	14%
500-10,000	10	71%
10,000-15,000	1	7%
>15,000	1	7%
Total:	14	100%

Degree of Urbanization

Type	# HSIs	% of HSIs
City	10	71%
Suburb	3	21%
Rural	1	7%
Total:	14	100%

Following is a more detailed list of HSIs, Emerging HSIs, and HSIs with graduate programs.

Hispanic-Serving Institutions (n=14)

Undergraduate FTE Enrollment

	Institution Name	City	Sector	Total	Hispanic	% Hispanic
1	Arizona Western College	Yuma	2 Pub	3,935	2,839	72.1%
2	Central Arizona College	Coolidge	2 Pub	2,832	871	30.8%
3	Chandler-Gilbert Community College	Chandler	2 Pub	7,678	2,004	26.1%
4	Cochise County Community College District	Sierra Vista	2 Pub	2,216	1,046	47.2%
5	CollegeAmerica-Phoenix	Phoenix	4 Priv	488	231	47.3%
6	Estrella Mountain Community College	Avondale	2 Pub	5,418	2,967	54.8%
7	GateWay Community College	Phoenix	2 Pub	2,474	1,155	46.7%
8	Glendale Community College	Glendale	2 Pub	9,653	3,721	38.5%
9	Mesa Community College	Mesa	2 Pub	10,944	3,189	29.1%
10	Phoenix College	Phoenix	2 Pub	5,436	2,998	55.2%
11	Pima Community College	Tucson	2 Pub	9,884	4,593	46.5%
12	South Mountain Community College	Phoenix	2 Pub	2,183	1,248	57.2%
13	University of Arizona	Tucson	4 Pub	31,096	8,172	26.3%
14	University of Arizona-South	Sierra Vista	4 Pub	321	156	48.6%
Total:				94,558	35,190	37.2%

Emerging Hispanic-Serving Institutions (eHSIs)

While Emerging HSIs do not have the 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 IPEDS.

In 2018-19, there were 13 eHSIs in Arizona.

		Undergraduate FTE Enrollment				
	Institution	City	Sector	Total	Hispanic	% Hispanic
1	Arizona Christian University	Phoenix	4 Priv	695	145	20.9%
2	Arizona State University	Tempe	4 Pub	56,824	13,574	23.9%
3	Arizona State University-Skysong	Scottsdale	4 Pub	18,861	3,872	20.5%
4	Coconino Community College	Flagstaff	2 Pub	1,981	384	19.4%
5	Eastern Arizona College	Thatcher	2 Pub	3,345	705	21.1%
6	Mohave Community College	Kingman	2 Pub	1,904	450	23.6%
7	Northern Arizona University	Flagstaff	4 Pub	23,982	5,847	24.4%
8	Ottawa University-Phoenix	Phoenix	4 Priv	272	63	23.2%
9	Ottawa University-Surprise	Surprise	4 Priv	571	113	19.8%
10	Paradise Valley Community College	Phoenix	2 Pub	4,157	1,014	24.4%
11	Rio Salado College	Tempe	2 Pub	7,534	1,749	23.2%
12	Scottsdale Community College	Scottsdale	2 Pub	4,416	934	21.2%
13	Yavapai College	Prescott	2 Pub	3,549	660	18.6%
Total:				128,091	29,510	23.0%

HSIs with Graduate Programs (gHSIs)

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 IPEDS.

In 2018-19, 2 HSIs (14%) in Arizona offered graduate programs.

	Institution Name	City	Sector	Total Graduate Students	Total Hispanic Graduate Students	% Graduate Hispanic
1	University of Arizona	Tucson	4 Pub	9,944	1,414	14.2%
2	University of Arizona-South	Sierra Vista	4 Pub	35	12	34.3%
Total:				9,979	1,426	14.3%

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

EAST FACTS

POPULATION PROJECTION:

The Latino population in the United States is expected to increase by 25% by 2030.²

K-12 POPULATION:

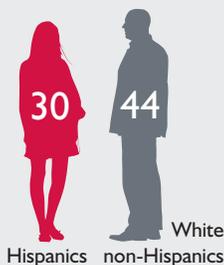
In the United States, 25% of the K-12 population was Latino.³

POPULATION:

In the United States, 18% of the population was Latino.⁴

MEDIAN AGE:

The median age of Hispanics in the United States was 30, compared to 44 for White non-Hispanics.⁵



ENROLLMENT:

In the United States, 21% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to 24% of White non-Hispanics.⁶

DEGREE ATTAINMENT:

In the United States, 24% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to 46% of White non-Hispanic adults.⁷

Hispanic Adults = 2.4 of 10



White Adults = 4.6 of 10

To reach the degree attainment goal by 2030, the U.S. can: 1) close the equity gap in college completion; 2) increase the number of degrees conferred; and, 3) scale up programs and initiatives that work for Latino and other students. The following is a framework for tracking Latino degree attainment in the U.S.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in the United States, Fall 2018

	Institution	State	Sector	Grand Total	Hispanic Total	% Hispanic
1	Miami Dade College	FL	Public, 4-year	54,973	38,213	70%
2	Florida International University	FL	Public, 4-year	48,818	32,877	67%
3	South Texas College	TX	Public, 4-year	31,949	30,419	95%
4	Lone Star College System	TX	Public, 2-year	73,499	27,925	38%
5	El Paso Community College	TX	Public, 2-year	28,819	24,601	85%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in the United States, 2017-18

	Institution	State	Sector	Grand Total	Hispanic Total	% Hispanic
1	Miami Dade College	FL	Public, 4-year	9,594	6,670	70%
2	South Texas College	TX	Public, 4-year	4,112	3,923	95%
3	El Paso Community College	TX	Public, 2-year	3,438	2,975	87%
4	Lone Star College System	TX	Public, 2-year	7,552	2,654	35%
5	Valencia College	FL	Public, 4-year	7,864	2,574	33%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in the United States, 2017-18

	Institution	State	Sector	Grand Total	Hispanic Total	% Hispanic
1	Florida International University	FL	Public, 4-year	10,261	6,764	66%
2	California State University-Fullerton	CA	Public, 4-year	9,038	3,660	40%
3	The University of Texas Rio Grande Valley	TX	Public, 4-year	4,046	3,618	89%
4	California State University-Northridge	CA	Public, 4-year	8,806	3,573	41%
5	California State University-Long Beach	CA	Public, 4-year	8,615	3,417	40%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2018 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

United States Equity Gap in Degree Completion

Closing the equity gap in college completion can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of equity in degree completion. However, in combination, they provide a useful picture of the equity gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution. (Only incorporates students who have transferred out from an institution and did not complete a degree.)

Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

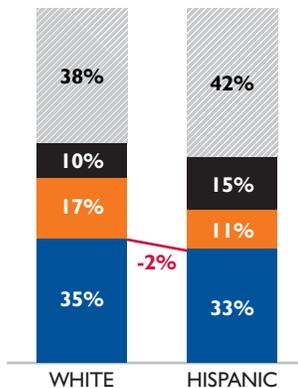
No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.

DEGREE OUTCOMES

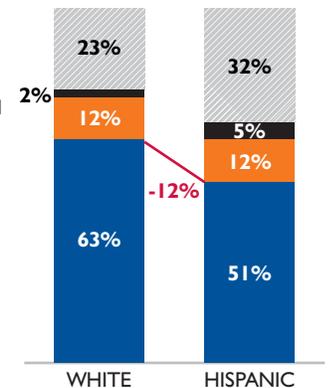
At two-year institutions, Hispanics’ graduation rate was **2%-points lower** than that of their White non-Hispanic peers in the United States.

At four-year institutions, Hispanics’ graduation rate was **12%-points lower** than that of their White non-Hispanic peers in the United States.

TWO-YEAR INSTITUTIONS



FOUR-YEAR INSTITUTIONS



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2015, and for students at four-year institutions who started in Fall 2012.

Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2018 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

Attract, Inspire, Mentor, and Support Students – The AIMS2 Program at California State University Northridge (CSUN) was a 2019 Example of *Excelencia*. The AIMS2 Program helps transfer students pursue degrees and careers in engineering and computer science. In partnership with Glendale Community College and College of the Canyons, the program offers stipends, special mentoring and advising by faculty, tutoring and peer

mentoring, social activities, field trips and opportunities to take part in paid research projects. Latino students in the 2012 through 2017 cohorts had a three-year transfer graduation rate of 70%, almost double the three-year transfer graduation rate of their peers in the college. The program has tripled the number of Latino students graduating in computer engineering and computer science majors from 57 students in 2012-13, to 171 students in 2016-17.

For more information on institutional programs improving Latino student success in higher education, access *Excelencia in Education’s* Growing What Works database at <http://www.edexcelencia.org/growing-what-works>

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

2 Population Projection: U.S. Census Bureau, Projected Race and Hispanic Origin: Main Projections Series for the United States, 2017-2060.

3 K-12 Population: U.S. Census Bureau, 2018 American Community Survey 1-Year Estimates.

4 Population: U.S. Census Bureau, 2018 American Community Survey 1-Year Estimates.

5 Median Age: U.S. Census Bureau, 2018 American Community Survey 1-Year Estimates.

6 Enrollment: U.S. Census Bureau, 2014-2018 American Community Survey 5-Year Estimates.

7 Degree Attainment: U.S. Census Bureau, 2018 American Community Survey 1-Year Estimates.

Nationally, Latino student enrollment and degree completion continues to increase. However, to reach the Latino degree attainment goal of 6.2 million degrees by 2030 requires a tactical plan for Latino college completion. This plan should include: closing equity gaps in degree completion, and accelerating, not just increasing, Latinos' degree attainment.

Population overview

The United States has a growing and young Latino population. While 18 percent of the overall population is Latino, 25 percent of students in K-12 education are Latino. Additionally, the Latino population is projected to increase by 25 percent by 2030. Furthermore, the median age for Latinos is 30, compared to 44 for White non-Hispanics. As more Latino students enter higher education, policymakers at the state, institutional, and national level should keep in mind that they'll have an increasingly young, Latino, first-generation population.

Opportunities for growth

In the United States, Latino students are significantly more likely to enroll in institutions primarily awarding associates degrees. Four of the top five institutions enrolling Latino undergraduates are associate degree-granting institutions. Additionally, each of the top five institutions enroll more than 24,000 Latino students.

However, equity gaps exist in degree attainment and degree completion in the United States. Nationally, only 24 percent of Latino adults have an associate degree or higher, compared to 46 percent of White non-Hispanic adults. Additionally, at two-year institutions, 42 percent of Latino students are no longer enrolled three years after starting their degree, and Latino students graduate at a rate two percentage points lower than their White peers—33 percent and 35 percent, respectively. At four-year institutions, Latinos are graduating 12 percentage points lower than their White peers—51 percent and 63 percent, respectively. Closing the degree attainment gap in the United States will require policies that help the many Latino students entering higher education on their path to completion.

What comes next?

National policies to increase Latino student success should keep in mind the profile of Latino students and adjust to meet their needs. The Latino population in the United States is young, growing, and significantly enrolling in public institutions. Opportunities exist for institutions in the United States to help more Latino students complete their degrees to reach the Latino degree attainment goal by 2030.

Examples of institutional efforts to meet students' needs can be seen within the Seal of *Excelencia*. The Seal is a national certification for institutions intentionally SERVING Latino students through data, practice, and leadership.

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

EAST FACTS

STATE RANKING:

Arizona had the **5th largest Latino population** in the U.S.

K-12 POPULATION:

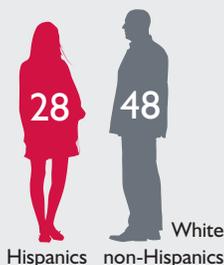
In Arizona, **45%** of the K-12 population was **Latino**.²

POPULATION:

In Arizona, **32%** of the population was **Latino**.³

MEDIAN AGE:

The median age of **Hispanics** in Arizona was **28**, compared to **48** for **White non-Hispanics**.⁴



ENROLLMENT:

In Arizona, **19%** of **Hispanics** (ages 18 to 34) were enrolled in higher education, compared to **26%** of **White non-Hispanics**.⁵

DEGREE ATTAINMENT:

In Arizona, **21%** of **Hispanic adults** (25 and older) had earned an associate degree or higher, compared to **46%** of **White non-Hispanic adults**.⁶

Hispanic Adults = 2.1 of 10



White Adults = 4.6 of 10

To reach the degree attainment goal by 2030, the U.S. can: 1) close the equity gap in college completion; 2) increase the number of degrees conferred; and, 3) scale up programs and initiatives that work for Latino and other students. The following is a framework for tracking Latino degree attainment in the U.S.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in Arizona, Fall 2018

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Grand Canyon University	Private for-profit, 4-year	54,139	11,046	20%
2	Arizona State University-Tempe	Public, 4-year	42,844	9,157	21%
3	University of Arizona	Public, 4-year	34,153	9,085	27%
4	Pima Community College	Public, 2-year	19,594	8,986	46%
5	University of Phoenix-Arizona	Private for-profit, 4-year	74,061	8,042	11%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in Arizona, 2017-18

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Pima Community College	Public, 2-year	2,074	828	40%
2	Glendale Community College	Public, 2-year	1,954	661	34%
3	University of Phoenix-Arizona	Private for-profit, 4-year	5,190	595	11%
4	Arizona Western College	Public, 2-year	818	574	70%
5	Phoenix College	Public, 2-year	1,012	552	55%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in Arizona, 2017-18

	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Grand Canyon University	Private for-profit, 4-year	10,670	1,756	16%
2	University of Arizona	Public, 4-year	6,924	1,734	25%
3	University of Phoenix-Arizona	Private for-profit, 4-year	12,943	1,711	13%
4	Arizona State University-Tempe	Public, 4-year	9,291	1,704	18%
5	Northern Arizona University	Public, 4-year	5,937	1,357	23%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2018 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

Arizona Equity Gap in Degree Completion

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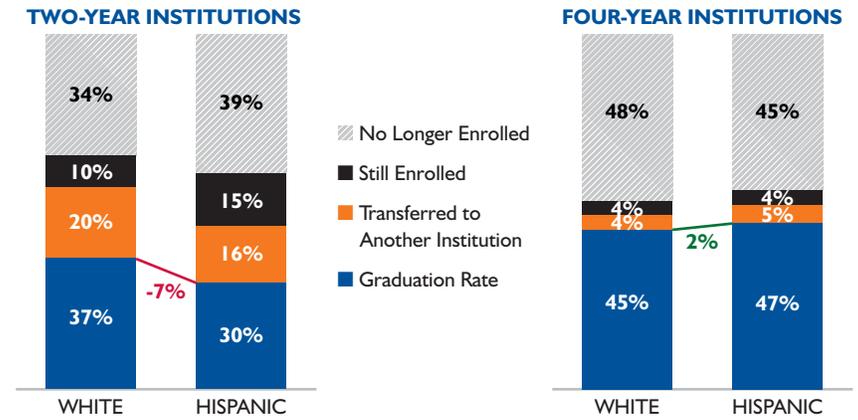
Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.

DEGREE OUTCOMES

At two-year institutions, Hispanics’ graduation rate was **7%-points lower** than that of their White non-Hispanic peers in Arizona.

At four-year institutions, Hispanics’ graduation rate was **2%-points higher** than that of their White non-Hispanic peers in Arizona.



*Percentages may not add up to 100% due to rounding.
 NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2015, and for students at four-year institutions who started in Fall 2012.
 Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2018 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

The Hispanic Mother-Daughter Program (HMDP) at Arizona State University in Tempe was a 2017 Examples of *Excelencia* finalist. HMDP was founded to increase the number of minority, first-generation, and low-income students that enter higher education. Since its inception, it has expanded from a one-year to five-year program that recently began accepting male students and fathers. Of program participants, 99% identify as Hispanic, and 93% of parent participants have

an education level of a high school diploma/GED or less. The program structure incorporates mentoring, parent involvement, and early outreach. The program begins in the 8th grade and aims to increase participant cultural and social capital to promote college readiness and success. About 73% of HMDP graduates attend an institution of higher education directly after high school, and 56% of HMDP students will graduate college in four years or less, 71% will graduate in six years.

For more information on institutional programs improving Latino student success in higher education, access *Excelencia in Education’s* Growing What Works database at <http://www.edexcelencia.org/growing-what-works>

- 1 Projections to 2030: *Excelencia in Education*. (2020). Ensuring America’s Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.
- 2 K-12 Population: U.S. Census Bureau, 2018 American Community Survey 1-Year Estimates.
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- 5 Enrollment: U.S. Census Bureau, 2014-2018 American Community Survey 5-Year Estimates.
- 6 Degree Attainment: U.S. Census Bureau, 2018 American Community Survey 1-Year Estimates.

Nationally, Latino student enrollment and degree completion continues to increase. However, different patterns emerge within each state. For example, Arizona is home to the fifth largest Latino population in the country. Latinos in Arizona graduate at a higher rate than their White peers at four-year institutions. However, Arizona lags in Latinos' degree completion and overall degree attainment.

Population overview

Arizona has a large and young Latino population. The state is home to the fifth largest Latino population in the country—about 32 percent of the overall population is Latino. The Latino population is young and will continue to grow. Almost half (45 percent) of students in K-12 education are Latino. Furthermore, the median age for Latinos is 28, compared to 48 for White non-Hispanics. As more Latino students enter higher education, policymakers at the state and institutional level should keep in mind that they'll have an increasingly young, Latino, first-generation population.

Where Arizona leads

Significantly more Latinos are enrolling in four-year institutions in Arizona. Four of the top five institutions enrolling Latino undergraduates are four-year institutions. Each of the top five institutions enroll between 8,000 and 11,100 Latino students, much higher enrollment than in other states. All top five institutions enrolling Latinos are also among the top five awarding associate degrees and bachelor's degrees to Latinos. Also, at four-year institutions, Latinos are graduating at a higher rate than their White peers—47 percent and 45 percent, respectively, one of the few states where this occurs.

Where Arizona lags

In Arizona, equity gaps exist in degree attainment overall among adults. Many Latino students in Arizona who begin higher education do not complete. Statewide, only 21 percent of Latino adults have an associate degree or higher, compared to 46 percent of White non-Hispanic adults. Moreover, at two-year institutions, Latino students graduate at a lower rate than White students—30 percent and 37 percent, respectively. Closing the degree attainment gap in Arizona will require policies that help the many Latino students entering higher education on their path to completion.

What comes next?

State policies to increase Latino student success should keep in mind the profile of Latino students and adjust to meet their needs. Arizona has a young and growing Latino population that is significantly more likely to enroll in a four-year institution. While some institutions are contributing to the success of Latinos in Arizona, degree attainment is not reflective of their enrollment. Opportunities exist for institutions in Arizona to help more Latino students attain a postsecondary degree.

Examples of institutional efforts to meet students' needs can be seen within the Seal of *Excelencia*. The Seal is a national certification for institutions intentionally SERVING Latino students through data, practice, and leadership. Arizona is home to two Seal certified institutions; both are public, four-year institutions, and in the top five institutions graduating Latino students in the state.

Examples of *Excelencia*

Examples of *Excelencia* is the only national effort to identify and promote evidence-based practices that help accelerate Latino student success in higher education. The effort recognizes programs at the associate, baccalaureate, graduate, and community-based organization level. Since its inception, over 300 programs have been recognized as evidence-based practices for their efforts accelerating Latino student success, including over 50 Examples of *Excelencia*.

Below are seven evidence-based practices in Arizona. Many of the recognized practices focus on college access and preparation, and have a special focus in STEM and health.

1. [Bilingual Nursing Fellows Program](#) at South Mountain Community College is an academic program focused on bilingual/ESL and Health studies at the associate level.
2. [Achieving a College Education \(ACE\) Program- Maricopa Community College District](#) at Maricopa Community College District is an access program focused on dual degree/dual credit/early college high school and summer bridge at the associate level.
3. [Hispanic Mother-Daughter Program](#) at Arizona State University-Tempe is a college access program focused on Latinas and parental/family engagement at the baccalaureate level.
4. [College Academy for Parents](#) at University of Arizona is a support services program focused on college prep and parental/family engagement at the baccalaureate level.
5. [Arizona's Science, Engineering, and Math Scholars \(ASEMS\) Program](#) at the University of Arizona is a retention program focused on STEM and undergraduate research at the baccalaureate level.
6. [Joaquin Bustoz Math-Science Honors Program](#) at Arizona State University-Tempe is an access program focused on pathway/pipeline through higher education, STEM, and Honors programs at the baccalaureate level.
7. [Mathematical and Theoretical Biology Institute \(MTBI\)](#) at Arizona State University-Tempe is an access program focused on STEM and undergraduate research at the graduate level.

Excelencia in Education is working with a network of results-oriented educators and policymakers committed to providing learning environments where Latino students thrive to address the U.S. economy’s need for a highly educated workforce and civic leadership. This network includes 14 Seal of *Excelencia* certified institutions, over 100 Presidents for Latino Student Success, and more than 50 programs recognized in Examples of *Excelencia*.

Seal Certified Institutions

Excelencia in Education established the Seal of *Excelencia*, a national certification for institutions that strive to go beyond enrollment to intentionally SERVE Latino students. The first institutions were certified in 2019, and 14 institutions across the country have earned the Seal.

There are two Seal Certified Institutions in Arizona. Institutions that have earned the Seal of *Excelencia* are certified for three years.

Institution Name	First Certified in 2019	First Certified in 2020
Arizona State University	✓	
University of Arizona	✓	

Arizona State University (ASU), a public research university with campuses across Arizona, serves over 100,000 undergraduates and postgraduates—including a growing number of Latinos. Two examples that show ASU’s commitment to SERVING Latino students are in their retention and partnerships. ASU was recognized in part for its programs that seek to improve retention among undergraduates, including the choice to make support systems more readily available by housing students of similar majors in the same communities. ASU is improving college readiness with its American Dream Academy—a program that has graduated more than 40,000 parents and students across Arizona.

University of Arizona (UA) is a public research university that serves over 40,000 students in Tucson, Arizona. Two examples that show UA’s commitment to SERVING Latino students are through their outreach and campus culture. UA’s work in recruiting Latino students begins with an intentional focus on recruiting Latino high school and community college students, and adults who are looking to return to school. UA’s College Academy for Parents (CAP) goes a step further, reaching out to Latino families with a college prep program designed to give parents the tools to help their children succeed in the admissions process and in their education. Additionally, on campus, the Guerrero Center helps build a culture where Latino students can feel comfortable, offering a first-year success course that gives Latino students the skills and information they need to thrive in college.

Presidents for Latino Student Success (P4LSS)

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

There are nine P4LSS in Arizona:

Institution Name	President	Chancellor
Arizona State University	Michael Crow	
Chandler-Gilbert Community College	Greg Peterson	
Estrella Mountain Community College	Rey Rivera	
Glendale Community College	Teresa Leyba Ruiz	
Mesa Community College	Lori Berquam (Interim)	
Phoenix College	Larry Johnson, Jr.	
Pima Community College		Lee Lambert
South Mountain Community College	Shari Olson	
University of Arizona	Robert C. Robbins	