

Overview

Artificial intelligence (AI) is reshaping how institutions design pathways to opportunity, conduct research, and deliver student support. As the youngest and fastest growing, and increasingly AI-engaged population, institutions can use AI responsibly and intentionally to improve education for Latino, and all, students.

Latinos demonstrate strong engagement with emerging AI technologies:¹

Latinos demonstrate strong engagement with emerging AI technologies, offering institutions an opportunity to expand access, build skills, and strengthen pathways into AI-enabled careers.

- **AI usage among Latino youth exceeds that of their White peers.** In 2024, 54% of Latino youth used AI for information searching, compared to 41% of White youth.
- **Latino workforce representation in AI is increasing.** Between 2018 and 2022, Latino representation in AI roles grew by 59%, compared to 26% nationally.
- **AI usage among Latino-owned businesses is high.** In 2024, 14% of Latino-owned businesses used AI, compared to 7% of White-owned businesses.

Institutions Preparing Latinos for Leadership in the AI Workforce

Latinos are central to the future of our nation's AI workforce. As a young and rapidly growing population, their strong presence in the education-to-workforce pipeline makes intentional institutional action necessary to ensure students' AI engagement translates into workforce readiness and economic mobility.

Postsecondary faculty highlight the need for stronger institutional leadership on AI:²

- Most faculty report that their institutions are not prepared to use AI effectively to prepare students for the future, and 63% say recent graduates were not prepared to use AI in the workforce.
- While most faculty develop course-level AI policies, far fewer report department- or institution-wide guidelines.

Institutions can prepare students for an AI-enabled workforce by:

- **Updating curricula:** Integrating AI literacy and applied learning across disciplines and credential levels, aligned with evolving industry and occupational contexts.
- **Leveraging data:** Using labor market information to understand how AI is reshaping skill demand and to inform program design and academic pathways.
- **Partnering intentionally:** Partnering with other institutions, employers, workforce organizations, and alumni to align curriculum with emerging needs and expand access to career-connected learning opportunities.
- **Coordinating policies:** Developing department and institution-wide AI policies that intentionally support faculty teaching and student learning.

AI for Institutional Research & Decision-Making

Institutions rely on data to guide decisions about enrollment, financial aid, curriculum, and student success. AI offers tools to strengthen institutional research and decision-making, enabling institutions to evaluate which practices are most effective for Latino, and all, students.

¹ Latino Donor Collaborative. (2024). 2024 LDC U.S. Latinos in Tech Report™: AI Fourth Annual Edition.

² Watson, C. E., & Rainie, L. (2026). *The AI challenge: How college faculty assess the present and future of higher education in the age of AI*. American Association of Colleges and Universities & Elon University, Imagining the Digital Future Center.

AI adoption in institutional research (IR) is developing:³

- Over four in five IR offices report that AI use is either not occurring or reactive.
- Offices with more mature AI use report improved efficiency and analytical capacity.
- A lack of institutional AI strategy and insufficient professional development are the most common barriers to adoption.

Institutions can use AI for decision-making by:

- **Coordinating strategy:** Developing an institution-wide AI strategy that intentionally includes IR offices and aligns AI use with institutional goals.
- **Building staff capacity:** Investing in professional development that enables staff to move from reactive to proactive AI use and prioritizes the privacy of sensitive data.
- **Enhancing analytics:** Using AI to expand analytical capacity, improve efficiency, and generate more timely, actionable insights for institutional planning and student success.

AI for Institutional Support & Student Services

AI is transforming how institutions deliver student-facing support. From advising to financial aid, AI-enabled tools can reduce administrative barriers, expand access to information, and personalize support—particularly for students navigating complex systems for the first time.

Institutions with a high concentration of Latino students are using AI to increase institutional capacity to intentionally serve their students:⁴

- **The California State University System** has launched a public-private AI initiative, making advanced AI tools and training available to all students, faculty, and staff across all 23 campuses.
- **Arizona State University's Tutorbot** is a course-specific AI chatbot for students to ask questions about course concepts and receive recommendations for additional resources and examples to help address their questions.
- **CSU San Marcos' CougarBot** is an AI texting chatbot operating 24/7 for students to ask common questions related to academics, campus social life, and support services.

Institutions can use AI to expand institutional capacity and support student success by:

- **Strengthening infrastructure:** Upgrading technology systems to responsibly and transparently integrate AI into day-to-day operations and assess its impact.
- **Personalizing academic support:** Implementing AI-enabled advising and tutoring to deliver tailored guidance, identify learning gaps, and provide timely feedback that supports persistence.
- **Intervening proactively:** Using predictive analytics and early-alert systems to identify students at risk and connect them to targeted supports.
- **Scaling student services:** Deploying AI chatbots and virtual assistants to provide 24/7 access to advising, financial aid, and campus information, freeing staff to focus on high-impact engagement.

³ Jones, D., & Ross, L. E. (2024). *The use of generative artificial intelligence in institutional research/effectiveness* (Community Survey Brief). Association for Institutional Research.
<https://www.airweb.org/resources/research/community-surveys/generative-ai-in-ir-ie>

⁴ Brady, C. (2024). The transformative potential of artificial intelligence: Recommendations for student affairs leaders. NASPA—Student Affairs Administrators in Higher Education & Glass Half Full Consulting.