

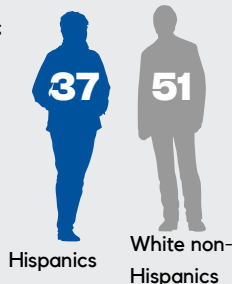
FAST FACTS

3rd largest Latino population in the U.S.¹

27% of the population was Latino¹

32% of the K-12 population was Latino¹

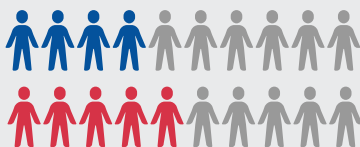
The median age of Hispanics in Florida was **37**, compared to **51** for White non-Hispanics.¹



22% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to **22%** of White non-Hispanics.¹

40% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to **49%** of White non-Hispanic adults.¹

Hispanic Adults



White Adults

Median income of adults without a college degree vs. with a college degree in Florida¹

\$33,372

\$59,206

ACCELERATING COLLEGE COMPLETION

To make our country stronger and meet the economy's demand for a highly educated workforce, we must ensure access to quality higher education for Latino, and all, students. This requires accelerating Latino degree completion, increasing completion for all students, and scaling programs and initiatives proven to support Latino, and all, student success. The following demographics, institutional data, and practices inform Latino degree attainment.

TOP 5 INSTITUTIONS ENROLLING AND GRADUATING HISPANIC UNDERGRADUATES IN FLORIDA²

	Institution	Sector	Enrollment (Fall 2023)	Completions (2022-23)
1	Florida International University	4-Pub	68% Latino 26,234 38,761	66% Latino 7,691 11,661
2	Miami Dade College	4-Pub	72% Latino 25,146 35,001	72% Latino 7,038 9,807
3	University of Central Florida	4-Pub	31% Latino 18,188 59,095	29% Latino 4,536 15,548
4	Valencia College	4-Pub	44% Latino 15,435 35,125	38% Latino 3,383 8,882
5	Broward College	4-Pub	38% Latino 8,973 23,799	36% Latino 1,983 5,544

NOTE: The institutions in this chart are ordered from highest to lowest Latino enrollment.

Legend

■ Latino Enrollment
■ All Enrollment

■ Latino Completions
■ All Completions

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

1. U.S. Census Bureau, 2023 American Community Survey 1-Year Estimates.

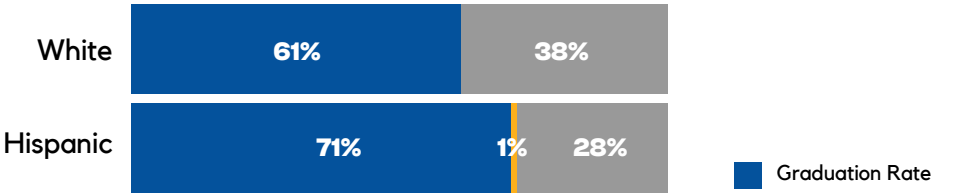
2. Excelencia in Education analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Fall Enrollment, Graduation Rates Survey, and Institutional Characteristics Survey.

FLORIDA DEGREE COMPLETION GAP

Tracking the progress of students along their educational pathways can inform strategies and practices to close the degree completion gap. Four key indicators of student progress highlight different stages on the path to graduation. Together, they provide a clearer picture of how degree attainment varies between Hispanic and White non-Hispanic student cohorts in a given year. While no single indicator tells the whole story, collectively they help illustrate the extent of the gap and where targeted efforts can make a difference.

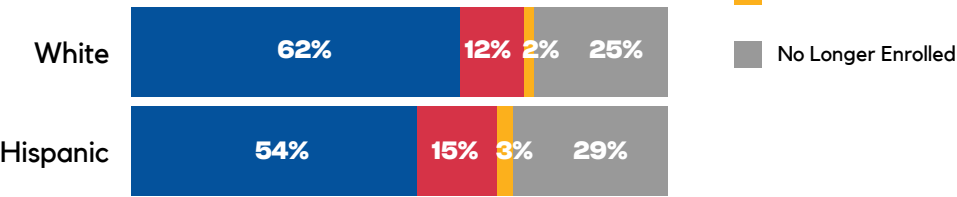
TWO-YEAR INSTITUTIONS

At two-year institutions, Hispanics' graduation rate was 10%-points higher than that of their White non-Hispanic peers in Florida.



FOUR-YEAR INSTITUTIONS

At four-year institutions, Hispanics' graduation rate was 8%-points lower than that of their White non-Hispanic peers in Florida.



*Percentages may not add up to 100% due to rounding.
NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2020, and for students at four-year institutions who started in Fall 2017. These rates are at the point of 150% normal time to completion, and capture first-time, full-time undergraduate students only.
Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2023 Graduation Rates Survey and the Institutional Characteristics Survey.

EXAMPLE OF WHAT WORKS FOR LATINO STUDENTS

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following is an example of a program across the country with evidence of effectiveness in serving Latino students recognized for Examples of *Excelencia*.

The School of Science STEM Research Institute (SRI) provides Hispanic and other underrepresented STEM students high-quality, early research experiences to help them acquire knowledge and skills important to their academic success and competitiveness in the STEM workforce. The Institute seeks to increase persistence in STEM and attainment of STEM degrees among underrepresented students. Established in 2012, the Institute began as a pilot of undergraduate research. Aware that activities promoting deeper exposure to STEM have marked impacts on student success and retention, the Institute aimed to bring undergraduate research to the primarily Hispanic population of students at Miami Dade College (MDC). The program requires students to complete 240 hours of research, attend professional skills workshops, and provide various deliverables.

Participants typically engage in 10 to 12 weeks of paid research experiences with interdisciplinary teams during the summer or as part of a year-round project. Program participants may choose to receive mentorship from MDC faculty or faculty at one of MDC's partner research universities to carry out individual research projects.

- Consider the following program outcomes:
- For academic year 2019-2020, the fall-to-fall retention rate of SRI participants was 96% compared to 67% of STEM students who did not participate in undergraduate research experiences.
 - As of 2019, participants took an average of 2.8 years to graduate with an associate degree compared to 3.1 years for non-participant STEM students.