

FINDING YOUR WORKFORCE:

THE TOP 25 INSTITUTIONS GRADUATING LATINOS
IN SCIENCE, TECHNOLOGY, ENGINEERING, AND
MATH (STEM) BY ACADEMIC LEVEL—2009-10



Third in a series linking college
completion with U.S. workforce needs

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AUTHORS

Deborah Santiago is co-founder and vice president for policy and research at *Excelencia in Education* and brings more than 15 years of experience in program, policy, and research to the opportunity of accelerating Latino student success in higher education. **Megan Soliz** is the research assistant at *Excelencia in Education*. The authors are solely responsible for any errors in content.

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EXECUTIVE SUMMARY

Drawing attention to the institutions graduating Latinos in postsecondary education links the college completion goals of the U.S. with the workforce needs of the country. This third brief in the Finding Your Workforce series provides a summary of the top 25 institutions at each academic level graduating Latinos from certificates to doctoral degrees in Science, Technology, Engineering, and Mathematics (STEM) for 2009-10. These lists do not provide information on quality or institutional productivity of the institutions. Additional research on the quality of education or productivity of institutions where Latino students are earning degrees is essential and beyond the scope of this brief.

KEY FINDINGS

Latinos earned a small percentage of certificates/degrees conferred in STEM. Latinos earned 8 percent of all certificates and degrees conferred in STEM. In 2009-10, the top field in STEM graduating Latinos was science (10,900 degrees), followed by engineering (9,930 degrees), technology (8,481 degrees), and mathematics (1,490 degrees).

A small number of institutions graduated a high percentage of Latinos in STEM. Combined, the top institutions conferring certificates or degrees to Latinos in STEM in 2009-10 graduated over 40 percent of Latinos earning a degree in these fields. These institutions awarded 43 percent of all degrees to Latinos in science, 41 percent of degrees awarded to Latinos in technology, 59 percent of degrees awarded in engineering, and 41 percent of degrees awarded to Latinos in mathematics.

Latino degree attainment in STEM is concentrated geographically. At the undergraduate level, the top 25 institutions conferring certificates or degrees to Latinos in 2009-10 were located in just six states—Texas, Florida, California, Arizona, Illinois, New Mexico—and Puerto Rico.

Latino degree attainment in STEM is concentrated at the bachelor level. In 2009-10, 60 percent of degrees conferred to Latinos in STEM were bachelor degrees. In general, these students will be most eligible to enter service occupations in STEM rather than professional occupations in STEM.

Latinos working in STEM are concentrated in lower paying jobs. Latinos in the STEM workforce are more likely to be in lower paying service occupations in 2011—such as electrical, electronics, and electromechanical assemblers, telecommunications line installers and repairers, and aircraft mechanics and service technicians—than higher paying professional occupations—such as architectural and engineering managers and computer and information systems managers.

Given the relative youth of the Latino population relative to the aging of the U.S. population overall, supporting the increased growth of Latinos with postsecondary credentials in STEM is critical to meeting the projected workforce needs of the nation by 2020. Identifying the institutions graduating the most Latinos in STEM for recruitment of students and examining evidence-based institutional efforts to graduate Latinos in these fields is one tactical strategy to meet workforce needs.

The next briefs in the Finding Your Workforce series provide similar lists of the top institutions graduating Latinos in Education, Business, and Liberal Arts in 2009-10 complimented by examples of institutional efforts to improve Latinos' college completion linked to the workforce. The intent of these briefs is threefold: 1) to increase broader awareness that more Latinos are graduating with degrees in occupational growth areas important to our current and future workforce; 2) to respond to those who are interested in recruiting Latinos with postsecondary credentials but do not know where to find them; and, 3) to encourage those in the workforce to do more to engage the Latino community.

BACKGROUND

Occupations in the STEM fields are projected to be critical to ensuring the global competitiveness of the U.S. workforce. A 2012 report by the President’s Council of Advisors on Science and Technology (PCAST)¹, stated: ...if the United States is to maintain its historic preeminence in the fields of science, technology, engineering, and mathematics (STEM)—and gain the social, economic, and national security benefits that come with such preeminence—then it must produce approximately 1 million more STEM professionals over the next decade than are projected to graduate at current rates.

According to the PCAST report, meeting this STEM completion goal, will require over a 30 percent increase in the number of undergraduate STEM degrees over current rates. Given Hispanics are projected to account for 75 percent of the growth in the nation’s labor force between 2010 and 2020, Latinos completing certificates and degrees in STEM fields will be vital to meeting the national STEM college completion goal. Consider the following information about Latino participation in STEM fields:

LABOR FORCE PARTICIPATION — PROJECTIONS

According to the Bureau of Labor Statistics, from 2010 to 2020²:

- Hispanics will increase from 15 to 19 percent of the civilian labor force while non-Hispanic whites will decrease from 68 to 62 percent.
- Hispanic representation in the civilian labor force will increase 34 percent, while others will increase two percent.
- The increase in employment by occupational group in STEM, will be led in computer and mathematics (ranking 12th in occupational groups), architecture and engineering (ranking 19th in occupational groups), and life, physical, and social sciences (ranking 20th in occupational groups).

LABOR FORCE PARTICIPATION — CURRENT WORKFORCE

- In 2010, Hispanics had the highest labor force participation rate (68 percent) of any racial/ethnic group (65 percent overall).³ However, this participation rate was generally in lower paying jobs.

- The top 20 highest paying occupations based on highest median annual pay in 2012 includes six occupations in STEM fields.⁴

1. Architectural and Engineering Managers
2. National Sciences Managers
3. Computer and Information Systems Managers
4. Petroleum Engineers
5. Physicists
6. Financial Managers

- In STEM occupations, Latinos generally represent a smaller percentage of those employed. Further, Latinos were more likely to be represented in lower paying STEM service occupations:

- ▲ Electrical, electronics, and electromechanical assemblers (20%)
- ▲ Telecommunications line installers and repairers (17%)
- ▲ Aircraft mechanics and service technicians (17%)

Than in higher paying STEM professional occupations:

- ▲ Architectural and Engineering managers (5%)
- ▲ Computer and Information Systems managers (4%)⁵

SUMMARY

In 2009-10, Latinos earning certificates or degrees in STEM were very concentrated in a small number of states and institutions.

- Hispanics earned 8 percent of certificates⁶ and degrees awarded in 2009-10 for STEM. The majority of degrees awarded to Latinos were bachelor degrees. [Table 1]
- Latinos had higher representation at certificate levels (24 percent) than at graduate levels (3-4 percent). [Table 1]
- In 2009-10, 60 percent of degrees conferred to Latinos STEM were bachelor degrees. [Table 1]
- Across academic levels, the top 25 institutions conferring degrees to Latinos in STEM awarded 47 percent of all degrees in STEM fields to Latinos. [Table 2]
- The majority of the top 25 institutions conferring degrees to Latinos at the associate and bachelor degree levels were HSI⁷s.
- Of the top 25 institutions by academic level and sector in STEM, the majority were public institutions.
- The top 25 institutions at each academic level conferring certificates or degrees to Latinos were located in 26 states, and Puerto Rico. However, several institutions offer courses of study online and may be represented in other states.
- The top 25 institutions awarding degrees in STEM at the doctoral level in 2009-10 awarded less than 430 degrees to Latinos. [Table 3]
- At the doctoral level, the top institutions awarding degrees to Latinos in 2009-10 in sciences awarded 28 degrees to Latinos in 2009-10. The top institution in computer sciences awarded 2 degrees to Latinos, the top institution in engineering awarded 12 degrees to Latinos, and the top institution in mathematics awarded 5 degrees to Latinos in 2009-10.

Table 1. Total certificates and degrees awarded to Hispanics and to all students in STEM, by academic level: 2009-10

ALL STUDENTS			
Academic level	Hispanic	Total	% Hispanic
Certificate	3,655	14,936	24
Associate	5,016	43,292	12
Bachelor	18,613	246,732	8
Master's	2,822	75,872	4
Doctoral	695	23,644	3
Total:	30,801	404,476	8

Source: U.S. Department of Education, National Center for Education Statistics, IPEDS, 2009-10, Completions survey

Table 2. Total certificates and degrees awarded to Hispanics in STEM by top 25 institutions and all institutions by academic level: 2009-10

TOP 25 VS. ALL INSTITUTIONS			
Academic level	Total by Top 25	Total by all institutions	% of all Hispanic at Top 25
Certificate	2,822	3,655	77
Associate	2,255	5,016	45
Bachelor	7,608	18,613	41
Master's	1,421	2,822	50
Doctoral	427	695	61
Total:	14,533	30,801	47

Source: U.S. Department of Education, National Center for Education Statistics, IPEDS, 2009-10, Completions survey

Table 3. Total certificates and degrees awarded to Hispanics and all students in STEM by top 25 institutions, by academic level: 2009-10

TOP 25 ONLY			
Academic level	Hispanic	Total	% Hispanic
Certificate	2,822	4,662	61
Associate	2,255	9,831	23
Bachelor	7,608	35,401	21
Master's	1,421	17,275	8
Doctoral	427	7,202	6
Total:	14,533	74,371	20

Source: U.S. Department of Education, National Center for Education Statistics, IPEDS, 2009-10, Completions survey

TOP 25 INSTITUTIONS: STEM (2009-10)

■ The top institution awarding certificates or degrees to Latinos in STEM for 2009-10 by academic level was as follows:

SCIENCE: Science fields include biological/biomedical sciences, physical sciences, and science technologies/technicians.

Biological/Biomedical Sciences: 2009-10	
Academic level	Top institution conferring degrees to Latinos
Associate	South Texas College (TX)
Bachelor	University of Puerto Rico- Mayaguez (PR)
Master's	University of South Florida- Main Campus (FL)
Doctoral	Stanford University (CA)
Physical Sciences: 2009-10	
Associate	EDIC College (PR)
Bachelor	University of Puerto Rico- Rio Piedras (PR)
Master's	University of Puerto Rico- Mayaguez (PR)
Doctoral	University of Puerto Rico- Rio Piedras (PR)
Science Technologies/Technicians: 2009-10	
Certificate	San Jacinto Community College (TX)
Associate	College of Southern Nevada (NV)

TECHNOLOGY: Technology includes computer and information technology sciences.

Technology: 2009-10	
Academic level	Top institution conferring degrees to Latinos
Certificate	Instituto de Banco y Comercio (PR)
Associate	University of Phoenix- Online (AZ)
Bachelor	Atlantic College (PR)
Master's	Texas A&M University- Commerce (TX)
Doctoral	Massachusetts Institute of Technology (MA)

ENGINEERING: Engineering includes engineering technologies and related fields.

Engineering: 2009-10	
Academic level	Top institution conferring degrees to Latinos
Certificate	Instituto de Banco y Comercio (PR)
Associate	South Texas College (TX)
Bachelor	University of Puerto Rico- Mayaguez (PR)
Master's	University of Puerto Rico- Mayaguez (PR)
Doctoral	University of Florida (FL)

MATHEMATICS: Mathematics includes statistics.

Mathematics: 2009-10	
Academic level	Top institution conferring degrees to Latinos
Associate	San Jacinto Community College (TX)
Bachelor	University of Texas at El Paso (TX)
Master's	Inter American University of Puerto Rico- San German (PR)
Doctoral	Arizona State University (AZ)

FINDING YOUR WORKFORCE

Several of the top 25 institutions graduating Latinos in STEM in 2009-10 stand out for representation at multiple academic

levels. The tables provided later in this brief provide more information about these and other institutions conferring degrees in STEM for 2009-10.

WHAT WORKS FOR LATINO STUDENTS IN STEM PROGRAMS

Institutions of higher education across the country have programs with evidence of effectiveness in graduating Latino students in STEM programs. While there are many programs at the high school, community-based and industry-level, the following are a sample of evidence-based programs or departments recognized among the institutions conferring degrees to Latinos in STEM. More information about these and other programs can be found in *Excelencia in Education's* Growing What Works database at: www.EdExcelencia.org/examples.

COLLEGE PREPARATION

Mathematics Intensive Summer Session (MISS): California State University—Fullerton, CA Since 1990, MISS has provided an intensive mathematics experience to females from underrepresented ethnic groups. High school girls attend MISS courses in college preparatory mathematics at the Algebra II level and above during the summer. Assigned to teams of four, students have the opportunity to build collaborative learning skills. Latinas are the largest ethnic group served, accounting for 64% of the participants since 1990. The 2012 cohort is 78% Latina.

EVIDENCE OF EFFECTIVENESS: The 2011 cohort of Latinas had a mean improvement rate of 74% in elementary algebra skills among students, a mean improvement rate of 110% in intermediate algebra skills, a mean gain of 17% in students' attitude toward mathematics, and a mean gain of 16% in students' self-concept in mathematics. As a result of participating in MISS, follow-up questionnaires indicate that 99% of the students we are able to go on to attend college, 34% attend California State University, Fullerton, and 15% have chosen a STEM (science, technology, engineering, or mathematics) major. (<http://www.fullerton.edu/sa/miss/>)

Jaime Escalante Math Program: East Los Angeles Community College, CA Started in 1983, the goal of the East Los Angeles College's (ELAC's) Jaime Escalante Math Program is to engage disadvantaged inner-city youth in a demanding academic regimen of pre-college and college level mathematics to prepare them to take the Advanced Placement Calculus examinations and succeed in college level math courses. The Escalante Math Program is a unique partnership between ELAC and 128 area high schools and middle schools offering a rigorous schedule of an integrated sequence of intermediate and advanced mathematics coursework. Classes are designed to cover one year of course work (two semesters) in six weeks. Participants meet for four hours a day, five days a week for a total of 120 hours. All students take the UCLA Math Readiness

exams before they finish the program; results are used to evaluate the program and to recommend students for the next level. Acknowledging that in Latino culture the family is a tight knit unit, a parental involvement component has been implemented to aid retention of students enrolled in the program, as well as to keep parents updated on their child's progress.

EVIDENCE OF EFFECTIVENESS: In fall 2004, an area high school that was not being serviced by the Escalante Program had a total of 40 students enrolled in Algebra IAB with a failure rate of 61%. The Escalante program was implemented that summer and three years later (in 2007), enrollment in Algebra IAB classes increased to 161 students with a failure rate of only 16%. During this period, the school also experienced an increased percentage of students who scored in the advanced and proficient categories of the math state exam, from 7% to 38%. The rate for 10th graders passing the CAHSEE in 2004-07 went from 59% to 73%. The number of students taking calculus each of the past three years has more than doubled, from four in 2005 to 11 in 2007, with projections for 50 in 2009 and about 15% of the high school population in calculus by 2010. (<http://www.elac.edu/admission/matriculation/orientation/escalante.htm>)

OUTREACH

Diversity Programs in Engineering: Cornell University, NY The Diversity Programs in the Engineering office operates programs at the undergraduate, graduate, and faculty levels to facilitate the outreach, recruitment, retention, and overall success of underrepresented minorities, women, and other underrepresented groups in Engineering. Latino/a students represent over 20% of the participants in the program.

EVIDENCE OF EFFECTIVENESS: The 5-year graduation rates of Latino/a engineering students increased from 59% for the 2002-2007 cohort to 69% for the 2004-2009 cohort. Additionally, many of the Latino/a students that did not ultimately graduate from the College of Engineering still

went on to graduate from another college within Cornell University. Of the Latino/a students that entered the College of Engineering in 2002, 72% of them went on to graduate from any college within Cornell University within five years. For the Latino/a students entering Engineering in 2004, their 5-year graduate rate from any college within the university rose to 79%. (<http://www.engineering.cornell.edu/diversity/>)

Colorado Diversity Initiative (CDI): University of Colorado-Boulder, CO The overall mission of CDI is to catalyze institutional transformation, reinforcing the principal that diversity is valued at all educational and administrative levels in academe. The CDI prepares undergraduates for graduate school; recruits and retains a growing number of doctoral students; and prepares recent PhD recipients for faculty positions through elite postdoctoral fellowships. Its Summer Multicultural Access to Research Training (SMART) program prepares 25 high achieving minority students from institutions nation-wide for doctoral programs in Science, Technology, Engineering and Mathematics (STEM) fields. The 10-week summer program provides in-depth research experience with a faculty mentor at a leading research university. The National Institutes of Health–Howard Hughes Medical Institute (NIH-HHMI) Scholars Program is a year-round comprehensive research program for University of Colorado (CU)-Boulder students majoring in any bioscience or bioengineering field. Approximately 25 NIH-HHMI scholars participate in either entry- or advanced-level research. Both programs offer workshops on scientific writing and dissemination, GRE preparation and the application process for graduate school.

EVIDENCE OF EFFECTIVENESS: CU-Boulder first applied for NSF-AGEP funding in spring 2000. Fall 1999 enrollments were used as a baseline, and, at that time, there were 41 underrepresented doctoral students in STEM departments (4% of total enrollment). Data from fall 2007 indicates enrollment of 80 underrepresented minority doctoral students, an increase of almost 100% and 6% of total STEM students. Of the 80 doctoral students, 56 (70%) are Hispanic. The minority enrollment in the College of Engineering more than tripled during this same time period, increasing from eight students (2% of total) to 26 (6%) in fall 2007. The College awarded seven PhDs to underrepresented minorities in the fiscal year ending June 2007. Since fiscal year 2000, CU-Boulder has awarded 65 PhDs to minorities, 46 (70%) of which went to Hispanics. (<http://www.colorado.edu/graduateschool/DiversityInitiative/index.html>)

ACADEMIC SUPPORT

Computing Alliance of Hispanic-Serving Institutions (CAHSI) - University of Texas at El Paso, TX CAHSI is a consortium of ten Hispanic-Serving institutions with goals to: (1) increase the number of Hispanic students who enter the

computing workforce with advanced degrees; (2) support the retention and advancement of Hispanic students and faculty in computing; and (3) develop and sustain competitive education and research programs. These efforts include the adoption of a pre-computer science course that actively engages students and prepares them for mathematics, engineering, computer science courses; Peer-Led Team Learning activities and Affinity Research Groups that broaden participation in undergraduate research. Also, Mentor-Grad that mentors students in activities that prepare them for graduate studies and onto the professoriate.

EVIDENCE OF EFFECTIVENESS: Contrary to national trends, CAHSI institutions graduated 157 more computer science baccalaureates than expected last year, and 40% of CAHSI computing graduates were Hispanic—a rate almost three times the regional average. Since 2002, bachelor degree production rates in computer science in North America have decreased by 39%, while seven CAHSI campuses have increased their computer science graduation rates by 25% over the same time period. Peer-Led Team Learning (PLTL) has provided 17,580 contact hours of student-centered, collaborative instruction in critical gate-keeper courses. All students are passing these computing courses at greater rates since CAHSI's PLTL initiative began, leading to shorter time-to-graduation and increased retention in the major. (<http://cahsi.org/>)

Biology Undergraduate Scholars Program (BUSP): University of California- Davis, CA The program was initiated with the goal of increasing the performance and persistence of URM students in biology majors at the University of California -- Davis (UCD). Over time, BUSP goals have evolved to include preparing students to pursue post-baccalaureate programs, such as doctoral studies and/or human and veterinary medicine studies. BUSP is a large-scale, professional development program for underrepresented minority (URM) students in life sciences majors. The program takes a holistic approach to assisting students to thrive academically and personally through supplemental education in chemistry, calculus, and biology; through sound academic and personal advising by experienced professional staff and faculty advisors; and, through practical experience in the discipline afforded by internships in research laboratories. Since its inception in 1988, BUSP has provided academic enrichment activities to over 1,000 students, of whom 46% are Latino.

EVIDENCE OF EFFECTIVENESS: Entrants to BUSP in 2003 (the group with the most accurate and complete figures) outperformed their non-BUSP classmates in chemistry, biology, and calculus. Of the 151 BUSP student participants in 2005-2006, 52 (34%) are Latino. Up to 50 freshmen are admitted annually. Another measure of program success is post-baccalaureate achievement of program participants. Recent BUSP Latino graduates are enrolled in life sciences PhD programs at prestigious institutions. (<http://www.busp.ucdavis.edu/>)

RETENTION AND COMPLETION

Model Institutions for Excellence (MIE): University of Texas at El Paso, TX MIE “pathways to success” goal is to increase participation and success of underrepresented minority students, especially Latinos, obtaining degrees in science, technology, engineering, and mathematics (STEM) fields at UTEP. The model supports six interconnected activities that focus on student achievement and faculty development: Circles of Learning for Entering Students (CircLES), Women in Science and Engineering (WiSE), Center for Effective Teaching and Learning (CETaL), Course, Curriculum, and Laboratory Improvement (CCLI), Research Experience for Undergraduate Students (REU), and the Academic Center for Engineers and Scientists (ACES).

EVIDENCE OF EFFECTIVENESS: Since the CircLES program was implemented in 1998, first year retention rates have been steady at about 80 percent, a 12% increase over the 1997 cohort that did not participate in the pilot CircLES effort. Increases in first semester grade point average (GPA) have also been registered—2.7 for CircLES participants compared to 2.0 for the non-CircLES group. The time to graduation has decreased from 6.8 years in 1997-1998 to 5.1 years for the last academic year. For the 1999-2000 academic year, 219 STEM degrees were awarded to Latino students (289 overall) and for 2004-2005 academic year, 374 STEM degrees were awarded to Latino students (440 overall). WiSE has awarded 330 stipends, 74% of them to Latinas. Of the 330 recipients, 329 were retained in either science or engineering disciplines and 51 have successfully completed their degree. Passing rates have increased from 47% in 1999 to 65% for pre-calculus and from 50% to 80% for general chemistry. Since its inception in 1995, REU has supported a total of 303 students, over 200 of them Latinos/as, and provided them the opportunity to actively participate in research under the guidance of a faculty member in their intended field of study. Over 90% of program participants have earned their Bachelors degree, about 4% are still enrolled, and only about 5% have withdrawn. Of those who have earned their Bachelors degrees, 48% are enrolled in a graduate program or have earned a graduate degree. (<http://research.utep.edu/mie/>)

Science Educational Enhancement Services (SEES): California State Polytechnic University, CA The purpose of the SEES program is to increase the retention and graduation rates for Latino, African American, and Native American students pursuing degrees in the sciences and mathematics. SEES creates a supportive community that provides opportunities for academic support, career networking, and community outreach through advising, mentoring, academic excellence workshops, and study and computer facilities. Over 65% of students served are Latino.

EVIDENCE OF EFFECTIVENESS: The success of SEES can be attributed to its commitment to Content, Community, and Communication—the “3 C’s”. Annually, SEES students who start as freshman have a retention rate 15% higher than under-represented students not in SEES, and have a similarly improved graduation rate. Students who participate in the Academic Excellence Workshops - patterned after the University of California, Berkeley’s Treisman model of merging rather than separating academic and social lives - perform at a higher level in introductory math, physics and chemistry classes: Almost 50% earn grades of A or B in courses for which the average GPA for all students is about 2.15. The SEES program graduates about 35 students/year, with about 20% going on to graduate or professional schools. Since 1992, SEES has graduated more than 500 students who have gone on to earn 32 MDs, 7 DDSs, 20 PhDs and 61 MSs, as well as becoming credentialed K-12 and community college teachers. (<http://www.csupomona.edu/~sees/>)

Department of Chemistry: University of Buffalo (SUNY), NY The Department of Chemistry is a comprehensive unit providing the principal locale to learn, research, and service in the basic science of chemistry at the University at Buffalo (UB). A concerted effort has been established to attract and recruit students into the graduate chemistry program, providing directed-mentorship and facilitating summer research experiences that expose undergraduate students to the activities of a graduate program. The Department offers baccalaureate and graduate degrees in chemistry and medicinal chemistry, and is actively involved in the research enterprise. The Department is vigorously engaged in promoting and advancing diversity and committed to increasing the participation of underrepresented students in the chemical sciences, with a strong emphasis at the graduate Ph.D. level.

EVIDENCE OF EFFECTIVENESS: In 1993, there was no Latino representation in the program. Since 1997, the Department has provided summer research opportunities to 25 Latinos until 2010 - two more students are coming in summer 2011. Eleven (11) of them have gone to graduate school to pursue advanced degrees and three (3) went to medical school. At the graduate level, the Department has seen 20 students enter the Chemistry program; five have obtained a Master’s degree and one more is expected this year; 10 have obtained a PhD degree and four more should be granted within the next 2-3 years. At the graduate level, 14 (10 PhDs and 4 Master’s) advanced degrees have been granted since 1999. Five more (one Master’s and 4 PhDs) are expected within the next 2-3 yrs. All students who have entered the graduate program have earned an advanced degree. At the undergraduate level, about 56% (14 out of 25) of the Latino students who participated in the summer experience have gone to advanced careers (11 to grad school, 3 med school). (<http://www.chemistry.buffalo.edu/>)

REVIEWING THE LIST OF INSTITUTIONS: 2009-10

The following tables list the top 25 institutions awarding certificates or degrees to Latinos for 2009-10 at the certificate, associate, bachelor, master's, and doctorate levels. Each list includes information on location, sector, identification of Hispanic-Serving Institutions (HSI), as well as a summary of each list. The key to the sector (type and control) of each institution is as follows:

KEY	SECTOR
1	4-year public institution
2	2-year public institution
3	4-year private not-for-profit institution
4	2-year private not-for-profit institution
5	4-year private for-profit institution
6	2-year private for-profit institution

ADDITIONAL INFORMATION ON DATA

It should be noted that the lists of top 25 institutions conferring degrees to Latinos by academic level is based solely on the numbers of certificates or degrees awarded in 2009-10. Thus, the lists of institutions are different for each academic level. The lists included in the brief do not provide any information on the quality or productivity of the institutions. This would require additional and more detailed analysis than is provided in this brief. Further, the lists count awards, not an unduplicated headcount of recipients.

The lists were created with data on certificates and degrees conferred from the Integrated Postsecondary Education Data System (IPEDS), Institutional Characteristics and Completions Survey, 2009-10, from the National Center for Education Statistics (NCES), U.S. Department of Education. These data are reported by every institution of higher education participating in Title IV (federal student financial aid programs). Therefore, these lists do not exclude for-profit institutions or those that only offer certificate programs. Certificates of one-year but less than two years are included to reflect the diverse postsecondary options available to those preparing for the current workforce needs of the country.

Appendix 1: STEM CIP Codes, provides a complete list of the STEM programs identified in the IPEDS dataset for 2009-10, aggregated to identify the top institutions conferring degrees to Latinos in 2009-10.

The identification of institutions as HSIs, is based on analysis by *Excelencia* in Education using the IPEDS, Institutional Characteristics and Enrollment Survey, 2009-10, from NCES, U.S. Department of Education. A complete list of the institutions that meet the basic federal definition of an HSI are available at www.EdExcelencia.org/hispanic-serving-institutions-hsis.

ASSOCIATE DEGREES AWARDED TO LATINOS (2009-10)							
	Institution	State	HSI	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Hispanics
1	South Texas College	TX	*	1	108	97	90
2	San Jacinto Community College	TX	*	2	141	42	30
3	Universidad Del Turabo	PR	*	3	41	41	100
4	Keiser University-Ft. Lauderdale	FL		5	46	22	48
5	El Paso Community College	TX	*	2	24	21	88
6	Reedley College	CA	*	2	47	20	43
7	Northwest Vista College	TX	*	2	32	16	50
8	Bakersfield College	CA	*	2	65	15	23
9	Blinn College	TX		2	108	15	14
10	Lee College	TX	*	2	54	12	22
11	Chabot College	CA	*	2	63	11	17
12	San Diego City College	CA	*	2	44	8	18
13	Cosumnes River College	CA		2	28	7	25
14	Mission College	CA		2	69	7	10
15	Sierra College	CA		2	73	7	10
16	Southwestern College	CA	*	2	9	7	78
17	Taft College	CA	*	2	32	7	22
18	Midland College	TX	*	1	12	7	58
19	Arizona Western College	AZ	*	2	7	6	86
20	Union County College	NJ		2	11	6	55
21	Palo Alto College	TX	*	2	14	6	43
22	Canada College	CA	*	2	14	5	36
23	College of the Sequoias	CA		2	10	5	50
24	CUNY Kingsborough Community College	NY		2	107	5	5
25	San Diego Mesa College	CA		2	29	4	14
	Total for Top 25:				1,188	399	34

FAST FACTS

Of the top 25 institutions awarding associate degrees in biological/biomedical sciences to Latinos in 2009-10,

- the majority (21) were community colleges
- 16 were Hispanic-Serving Institutions (HSIs)
- California had the most institutions (12) followed by Texas (8)
- Hispanic representation ranged from 5% to 100% but averaged 34% overall

BACHELOR DEGREES AWARDED TO LATINOS (2009-10)							
	Institution	State	HSI	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Hispanics
1	University of Puerto Rico-Mayaguez	PR	*	I	254	254	100
2	The University of Texas-Pan American	TX	*	I	200	176	88
3	The University of Texas at El Paso	TX	*	I	210	167	80
4	Florida International University	FL	*	I	217	147	68
5	The University of Texas at San Antonio	TX	*	I	343	147	43
6	University of Puerto Rico-Rio Piedras Campus	PR	*	I	138	137	99
7	University of California-Davis	CA		I	1,397	117	8
8	Texas A & M University	TX		I	670	98	15
9	The University of Texas at Austin	TX		I	729	97	13
10	University of South Florida-Main Campus	FL		I	724	96	13
11	University of Miami	FL		3	351	92	26
12	University of New Mexico-Main Campus	NM	*	I	240	88	37
13	University of Florida	FL		I	587	86	15
14	University of California-Riverside	CA	*	I	496	85	17
15	University of California-San Diego	CA		I	1,276	84	7
16	University of California-Irvine	CA		I	982	83	8
17	University of California-Los Angeles	CA		I	1,075	80	7
18	Arizona State University	AZ		I	647	77	12
19	The University of Texas at Brownsville	TX	*	I	80	77	96
20	University of Puerto Rico-Aguadilla	PR	*	I	74	74	100
21	University of Arizona	AZ		I	527	69	13
22	University of Central Florida	FL		I	440	68	15
23	University of California-Berkeley	CA		I	839	63	8
24	University of California-Santa Cruz	CA		I	478	59	12
25	Inter American University of Puerto Rico-San German	PR	*	3	57	57	100
	Total for Top 25:				13,031	2,578	20

FAST FACTS

Of the top 25 institutions awarding bachelor's degrees in biological/biomedical sciences to Latinos in 2009-10,

- the majority (23) were public colleges or universities
- 11 were Hispanic-Serving Institutions (HSIs)
- California had the most institutions (7) followed by Texas (6)
- Hispanic representation ranged from 7% to 100% but averaged 20% overall

MASTER'S DEGREES AWARDED TO LATINOS (2009-10)							
	Institution	State	HSI	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Hispanics
1	University of South Florida-Main Campus	FL		1	192	30	16
2	Barry University	FL	*	3	132	27	20
3	University of Puerto Rico-Medical Sciences	PR	*	1	16	16	100
4	Boston University	MA		3	313	15	5
5	Johns Hopkins University	MD		3	354	14	4
6	University of North Texas Health Science Center	TX		1	108	12	11
7	University of Puerto Rico-Rio Piedras Campus	PR	*	1	12	12	100
8	California State University-Los Angeles	CA	*	1	24	10	42
9	The University of Texas at San Antonio	TX	*	1	36	10	28
10	University of Puerto Rico-Mayaguez	PR	*	1	15	10	67
11	The University of Texas Health Science Center at Houston	TX		1	88	9	10
12	Columbia University	NY		3	178	8	4
13	Pontifical Catholic University of Puerto Rico-Ponce	PR	*	3	8	8	100
14	Stanford University	CA		3	56	8	14
15	Midwestern University	AZ		3	83	8	10
16	Nova Southeastern University	FL	*	3	46	6	13
17	Tulane University of Louisiana	LA		3	165	6	4
18	New York Medical College	NY		3	70	6	9
19	University of Rochester	NY		3	78	6	8
20	Yeshiva University	NY		3	53	6	11
21	The University of Texas-Pan American	TX	*	1	10	6	60
22	University of California-San Diego	CA		1	93	5	5
23	Florida Atlantic University	FL		1	37	5	14
24	University of Florida	FL		1	99	5	5
25	University of Iowa	IA		1	27	5	19
	Total for Top 25:				2,293	253	11

FAST FACTS

Of the top 25 institutions awarding master's degrees in biological/biomedical sciences to Latinos in 2009-10,

- the majority (13) were public while 12 were private colleges or universities
- 9 were Hispanic-Serving Institutions (HSIs)
- Florida had the most institutions (5) followed by New York, Puerto Rico, and Texas (4)
- Hispanic representation ranged from 4% to 100% but averaged 11% overall

DOCTORATE DEGREES AWARDED TO LATINOS (2009-10)							
	Institution	State	HSI	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Hispanics
1	Stanford University	CA		3	112	16	14
2	University of California-San Diego	CA		1	124	13	10
3	University of California-Los Angeles	CA		1	135	9	7
4	Harvard University	MA		3	121	8	7
5	University of Michigan-Ann Arbor	MI		1	121	8	7
6	Columbia University	NY		3	90	8	9
7	Yeshiva University	NY		3	50	8	16
8	The University of Texas Health Science Center at Houston	TX		1	91	8	9
9	University of Puerto Rico-Medical Sciences Campus	PR	*	1	8	8	100
10	University of California-Berkeley	CA		1	124	7	6
11	University of Medicine and Dentistry of New Jersey	NJ		1	76	7	9
12	Baylor College of Medicine	TX		3	69	7	10
13	University of Puerto Rico-Mayaguez	PR	*	1	8	7	88
14	University of California-Irvine	CA		1	67	6	9
15	Cornell University	NY		3	87	6	7
16	University of Texas Southwestern Medical Center at Dallas	TX		1	86	6	7
17	University of Wisconsin-Madison	WI		1	142	6	4
18	University of Kentucky	KY		1	47	5	11
19	The University of Texas at Austin	TX		1	74	5	7
20	Ponce School of Medicine and Health Sciences	PR		3	5	5	100
21	University of California-Davis	CA		1	141	4	3
22	University of Florida	FL		1	138	4	3
23	University of Miami	FL		3	60	4	7
24	University of Illinois at Urbana-Champaign	IL		1	77	4	5
25	University of North Carolina at Chapel Hill	NC		1	132	4	3
	Total for Top 25:				2,185	173	8

FAST FACTS

Of the top 25 institutions awarding doctorate degrees in biological/biomedical sciences to Latinos in 2009-10,

- the majority (17) were public colleges or universities
- 2 were Hispanic-Serving Institutions (HSIs)
- California had the most institutions (6) followed by Texas (4)
- Hispanic representation ranged from 3% to 100% but averaged 8% overall

ASSOCIATE DEGREES AWARDED TO LATINOS (2009-10)							
	Institution	State	HSI	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Hispanics
1	EDIC College	PR		6	25	25	100
2	Glendale Community College	AZ		2	116	18	16
3	San Antonio College	TX	*	2	24	16	67
4	South Mountain Community College	AZ	*	2	33	14	42
5	Middlesex County College	NJ		2	103	14	14
6	South Texas College	TX	*	1	15	14	93
7	Truckee Meadows Community College	NV		2	68	12	18
8	Chandler/Gilbert Community College	AZ		2	55	11	20
9	Mesa Community College	AZ		2	86	9	10
10	El Paso Community College	TX	*	1	11	9	82
11	Santa Ana College	CA	*	2	25	8	32
12	University of New Mexico-Valencia County Branch	NM	*	2	11	8	73
13	Pontifical Catholic University of Puerto Rico-Arecibo	PR	*	3	8	8	100
14	Hartnell College	CA	*	2	13	7	54
15	Moorpark College	CA		2	12	7	58
16	College of the Sequoias	CA		2	11	7	64
17	American River College	CA		2	82	6	7
18	San Bernardino Valley College	CA	*	2	9	6	67
19	Richard Bland College of the College of William and Mary	VA		2	182	6	3
20	Walla Walla Community College	WA		2	8	6	75
21	Estrella Mountain Community College	AZ	*	2	25	6	24
22	Chaffey College	CA	*	2	8	5	63
23	SUNY Empire State College	NY		1	47	5	11
24	Phoenix College	AZ	*	2	25	4	16
25	Del Mar College	TX	*	2	9	4	44
Total for Top 25:					1,011	235	23

FAST FACTS

Of the top 25 institutions awarding associate degrees in physical sciences to Latinos in 2009-10,

- the majority (20) were community colleges
- 13 were Hispanic-Serving Institutions (HSIs)
- California had the most institutions (7) followed by Arizona (6)
- Hispanic representation ranged from 3% to 100% but averaged 23% overall

BACHELOR DEGREES AWARDED TO LATINOS (2009-10)							
	Institution	State	HSI	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Hispanics
1	University of Puerto Rico-Rio Piedras Campus	PR	*	I	68	67	99
2	University of Puerto Rico-Mayaguez	PR	*	I	57	57	100
3	Florida International University	FL	*	I	71	51	72
4	University of Puerto Rico-Humacao	PR	*	I	30	30	100
5	University of Florida	FL		I	182	25	14
6	The University of Texas at Austin	TX		I	186	25	13
7	Texas A & M University-Corpus Christi	TX	*	I	46	22	48
8	The University of Texas-Pan American	TX	*	I	22	22	100
9	Inter American University of Puerto Rico-San German	PR	*	3	22	22	100
10	University of California-San Diego	CA		I	218	19	9
11	University of California-Santa Barbara	CA		I	110	18	16
12	The University of Texas at El Paso	TX	*	I	31	18	58
13	Pontifical Catholic University of Puerto Rico-Ponce	PR	*	3	17	17	100
14	University of California-Los Angeles	CA		I	125	16	13
15	University of Arizona	AZ		I	127	15	12
16	University of Puerto Rico at Cayey	PR	*	I	15	15	100
17	Massachusetts Institute of Technology	MA		3	114	14	12
18	The University of Texas at San Antonio	TX	*	I	53	14	26
19	California State University-San Bernardino	CA	*	I	37	13	35
20	University of California-Irvine	CA		I	184	13	7
21	Inter American University of Puerto Rico-Metro	PR	*	3	14	13	93
22	University of California-Davis	CA		I	119	12	10
23	Florida State University	FL		I	91	12	13
24	University of New Mexico-Main Campus	NM	*	I	51	12	24
25	Texas A & M University	TX		I	138	12	9
	Total for Top 25:				2,128	554	26

FAST FACTS

Of the top 25 institutions awarding bachelor's degrees in physical sciences to Latinos in 2009-10,

- the majority (21) were public colleges or universities
- 14 were Hispanic-Serving Institutions (HSIs)
- Puerto Rico had the most institutions (7) followed by California and Texas (6)
- Hispanic representation ranged from 7% to 100% but averaged 26% overall

MASTER'S DEGREES AWARDED TO LATINOS (2009-10)							
	Institution	State	HSI	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Hispanics
1	University of Puerto Rico-Mayaguez	PR	*	I	29	14	48
2	Texas A & M University-Commerce	TX		I	12	8	67
3	The University of Texas at El Paso	TX	*	I	20	7	35
4	California State University-Los Angeles	CA	*	I	15	6	40
5	Florida International University	FL	*	I	12	5	42
6	Pennsylvania State University-Main Campus	PA		I	50	4	8
7	University of Arizona	AZ		I	95	3	3
8	California State University-Fresno	CA	*	I	8	3	38
9	California State University-Long Beach	CA	*	I	18	3	17
10	University of California-Berkeley	CA		I	57	3	5
11	University of California-Los Angeles	CA		I	48	3	6
12	Georgia State University	GA		I	51	3	6
13	Johns Hopkins University	MD		3	127	3	2
14	University of New Mexico-Main Campus	NM	*	I	28	3	11
15	New Mexico State University-Main Campus	NM	*	I	21	3	14
16	Columbia University	NY		3	70	3	4
17	CUNY City College	NY	*	I	24	3	13
18	Ohio State University-Main Campus	OH		I	50	3	6
19	Lehigh University	PA		3	60	3	5
20	University of South Carolina-Columbia	SC		I	32	3	9
21	The University of Texas-Pan American	TX	*	I	5	3	60
22	Texas A & M University	TX		I	50	3	6
23	Pontifical Catholic University of Puerto Rico-Ponce	PR	*	3	3	3	100
24	University of Puerto Rico-Rio Piedras Campus	PR	*	I	4	3	75
25	California State University-Fullerton	CA	*	I	21	2	10
	Total for Top 25:				910	100	11

FAST FACTS

Of the top 25 institutions awarding master's degrees in physical sciences to Latinos in 2009-10,

- the majority (21) were public colleges or universities
- 13 were Hispanic-Serving Institutions (HSIs)
- California had the most institutions (6) followed by Texas (4)
- Hispanic representation ranged from 2% to 100% but averaged 11% overall

DOCTORATE DEGREES AWARDED TO LATINOS (2009-10)							
	Institution	State	HSI	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Hispanics
1	University of Puerto Rico-Rio Piedras Campus	PR	*	1	15	12	80
2	University of California-Berkeley	CA		1	150	8	5
3	Pennsylvania State University-Main Campus	PA		1	100	5	5
4	University of California-Los Angeles	CA		1	64	4	6
5	University of Illinois at Urbana-Champaign	IL		1	99	4	4
6	Massachusetts Institute of Technology	MA		3	104	4	4
7	The University of Texas at El Paso	TX	*	1	8	4	50
8	Stanford University	CA		3	105	4	4
9	University of California-Irvine	CA		1	44	3	7
10	University of California-Riverside	CA		1	24	3	13
11	University of California-San Diego	CA		1	59	3	5
12	University of California-Santa Cruz	CA		1	37	3	8
13	Florida International University	FL	*	1	12	3	25
14	University of Kansas	KS		1	20	3	15
15	Rice University	TX		3	49	3	6
16	The University of Texas at Austin	TX		1	88	3	3
17	Purdue University-Main Campus	IN		1	77	3	4
18	University of California-Davis	CA		1	50	2	4
19	University of California-Santa Barbara	CA		1	55	2	4
20	University of Central Florida	FL		1	20	2	10
21	Northwestern University	IL		3	50	2	4
22	University of Maryland-College Park	MD		1	74	2	3
23	Harvard University	MA		3	97	2	2
24	Michigan State University	MI		1	65	2	3
25	Cornell University	NY		3	65	2	3
	Total for Top 25:				1,531	88	6

FAST FACTS

Of the top 25 institutions awarding doctorate degrees in physical sciences to Latinos in 2009-10,

- the majority (19) were public colleges or universities
- 3 were Hispanic-Serving Institutions (HSIs)
- California had the most institutions (9) followed by Texas (3)
- Hispanic representation ranged from 2% to 80% but averaged 6% overall

CERTIFICATES AWARDED TO LATINOS (2009-10)							
	Institution	State	HSI	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Hispanics
1	San Jacinto Community College	TX	*	2	72	33	46
2	Del Mar College	TX	*	2	32	25	78
3	Alvin Community College	TX		2	43	8	19
4	San Joaquin Delta College	CA	*	2	14	6	43
5	Los Angeles Trade Technical College	CA	*	2	8	4	50
6	Houston Community College	TX	*	2	9	4	44
7	Brazosport College	TX	*	1	8	3	38
8	Montgomery College	MD		2	10	2	20
9	Delta College	MI		2	53	2	4
10	Lamar State College-Orange	TX		2	19	2	11
11	Lamar State College-Port Arthur	TX		2	9	2	22
12	Elgin Community College	IL	*	2	9	1	11
13	Hagerstown Community College	MD		2	4	1	25
14	Texas State Technical College Waco	TX		2	15	1	7
15	Victoria College	TX	*	2	5	1	20
16	Fortis College Landover	MD		6	22	1	5
	Total for Top 25†:				332	96	29

FAST FACTS

Of the top 25 institutions awarding certificates of at least 1 year but less than 2 academic years in science technologies/technicians to Latinos in 2009-10,

- the majority (14) were community colleges
- 8 were Hispanic-Serving Institutions (HSIs)

- Texas had the most institutions (9) followed by Maryland (3)
- Hispanic representation ranged from 4% to 78% but averaged 29% overall

† According to data in IPEDS, only 16 institutions awarded any certificates to Latinos in science technologies/technicians in 2009-10.

ASSOCIATE DEGREES AWARDED TO LATINOS (2009-10)							
	Institution	State	HSI	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Hispanics
1	College of Southern Nevada	NV		1	128	29	23
2	San Jacinto Community College	TX	*	2	65	27	42
3	University of Puerto Rico-Humacao	PR	*	1	15	15	100
4	Lee College	TX	*	2	65	13	20
5	College of the Mainland	TX		2	67	13	19
6	Wharton County Junior College	TX	*	2	58	13	22
7	Alvin Community College	TX		2	44	9	20
8	Brazosport College	TX	*	1	31	9	29
9	Texas State Technical College Harlingen	TX	*	2	10	8	80
10	Instituto Tecnológico de Puerto Rico-Manati	PR		2	6	6	100
11	Lamar Institute of Technology	TX		2	89	6	7
12	Middlesex Community College	MA		2	18	5	28
13	Houston Community College	TX	*	2	18	5	28
14	Los Angeles Trade Technical College	CA	*	2	5	4	80
15	Rochester Institute of Technology	NY		3	21	3	14
16	Victoria College	TX	*	2	19	3	16
17	Community College of Aurora	CO		2	36	2	6
18	Palm Beach State College	FL		1	3	2	67
19	Montgomery College	MD		2	8	2	25
20	Delta College	MI		2	56	2	4
21	Oakland Community College	MI		2	16	2	13
22	Linn State Technical College	MO		2	39	2	5
23	Cape Fear Community College	NC		2	24	2	8
24	Forsyth Technical Community College	NC		2	18	2	11
25	Vance-Granville Community College	NC		2	9	2	22
	Total for Top 25:				868	186	21

FAST FACTS

Of the top 25 institutions awarding associate degrees in science technologies/technicians to Latinos in 2009-10,

- the majority (20) were community colleges
- 9 were Hispanic-Serving Institutions (HSIs)
- Texas had the most institutions (10) followed by North Carolina (3)
- Hispanic representation ranged from 4% to 100% but averaged 21% overall

CERTIFICATES AWARDED TO LATINOS (2009-10)							
	Institution	State	HSI	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Hispanics
1	Instituto de Banca y Comercio Inc	PR		6	425	425	100
2	Florida Career College	FL		5	125	73	58
3	South Texas College	TX	*	1	48	45	94
4	Central Arizona College	AZ	*	2	195	38	19
5	Vista College (Computer Career Center)	TX		6	39	37	95
6	Walla Walla Community College	WA		2	43	34	79
7	Grays Harbor College	WA		2	38	33	87
8	Coleman University	CA		3	140	31	22
9	Universidad Metropolitana	PR		3	30	30	100
10	Universal Career Community College Inc	PR	*	6	29	29	100
11	The College of Office Technology	IL		6	117	24	21
12	Laredo Community College	TX	*	2	20	20	100
13	East San Gabriel Valley Regional Occupational Program	CA	*	2	23	20	87
14	Chaffey College	CA	*	2	48	19	40
15	Robert Morris University Illinois	IL		3	70	14	20
16	Career Point College	TX		6	30	14	47
17	ICPR Junior College-General Institutional	PR		6	13	13	100
18	North Lake College	TX		2	45	12	27
19	Central Texas College	TX		2	52	11	21
20	Inter American University of Puerto Rico-San German	PR	*	3	11	11	100
21	ICPR Junior College-Arecibo	PR		6	10	10	100
22	Florida National College-Main Campus	FL		5	10	10	100
23	Blinn College	TX		2	23	9	39
24	Richland College	TX		2	54	9	17
25	Universidad Del Este	PR	*	3	9	9	100
	Total for Top 25:				1,647	980	60

FAST FACTS

Of the top 25 institutions awarding certificates of at least 1 year but less than 2 academic years in computer/information sciences to Latinos in 2009-10,

- the majority (10) were community colleges while 9 were for-profit institutions
- 8 were Hispanic-Serving Institutions (HSIs)
- Texas had the most institutions (8) followed by Puerto Rico (7)
- Hispanic representation ranged from 17% to 100% but averaged 60% overall

ASSOCIATE DEGREES AWARDED TO LATINOS (2009-10)							
	Institution	State	HSI	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Hispanics
1	University of Phoenix-Online Campus	AZ		5	3,516	225	6
2	DeVry University-Illinois	IL		5	316	68	22
3	ITT Technical Institute-Miami	FL		5	69	64	93
4	Clover Park Technical College	WA		2	67	48	72
5	Monroe College-Main Campus	NY		5	73	46	63
6	Technical Career Institutes	NY		6	105	46	44
7	ITT Technical Institute-San Antonio	TX		5	75	46	61
8	CUNY Borough of Manhattan Community College	NY	*	2	134	43	32
9	Keiser University-Ft. Lauderdale	FL		5	194	40	21
10	South Texas College	TX	*	1	40	39	98
11	Western Technical College	TX		6	52	37	71
12	Hallmark College of Technology/Hallmark College of Aeronautics	TX		5	57	36	63
13	El Paso Community College	TX	*	2	40	29	73
14	ITT Technical Institute-Torrance	CA		5	59	29	49
15	ITT Technical Institute-San Diego	CA		5	100	28	28
16	ITT Technical Institute-San Bernardino	CA		5	63	28	44
17	Laredo Community College	TX	*	2	27	27	100
18	Colorado Technical University Online	CO		5	341	27	8
19	College of Business and Technology-Flagler Campus	FL		6	27	27	100
20	Miami Dade College	FL	*	1	43	26	60
21	DeVry University-New Jersey	NJ		5	104	26	25
22	Central New Mexico Community College	NM	*	2	60	26	43
23	Northern Virginia Community College	VA		2	280	26	9
24	ITT Technical Institute-San Dimas	CA		5	56	24	43
25	The College of Westchester	NY		5	73	24	33
Total for Top 25:					5,971	1,085	18

FAST FACTS

Of the top 25 institutions awarding associate degrees in computer/information sciences to Latinos in 2009-10,

- the majority (17) were for-profit institutions
- 6 were Hispanic-Serving Institutions (HSIs)
- Texas had the most institutions (6) followed by California, Florida, and New York (4)
- Hispanic representation ranged from 6% to 100% but averaged 18% overall

BACHELOR DEGREES AWARDED TO LATINOS (2009-10)							
	Institution	State	HSI	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Hispanics
1	Atlantic College	PR	*	3	148	148	100
2	University of Phoenix-Online Campus	AZ		5	1,739	96	6
3	Florida International University	FL	*	1	125	78	62
4	Full Sail University	FL		5	454	53	12
5	DeVry University-Illinois	IL		5	482	43	9
6	Inter American University of Puerto Rico-Bayamon	PR	*	3	42	42	100
7	American InterContinental University-Online	IL		5	463	39	8
8	DeVry University-California	CA		5	125	35	28
9	The University of Texas at El Paso	TX	*	1	43	33	77
10	University of Puerto Rico-Mayaguez	PR	*	1	33	33	100
11	University of Puerto Rico-Bayamon	PR	*	1	32	32	100
12	CUNY Lehman College	NY	*	1	59	31	53
13	Westwood College-Los Angeles	CA		5	275	30	11
14	Pennsylvania State University-Main Campus	PA		1	818	30	4
15	University of Phoenix-Albuquerque Campus	NM		5	46	30	65
16	Inter American University of Puerto Rico-Ponce	PR	*	3	29	29	100
17	South Texas College	TX	*	1	31	29	94
18	Al Miami International University of Art and Design	FL		5	109	28	26
19	University of Maryland-University College	MD		1	657	28	4
20	New Jersey Institute of Technology	NJ		1	143	27	19
21	The University of Texas at San Antonio	TX	*	1	59	27	46
22	The University of Texas at Brownsville	TX	*	1	35	26	74
23	Colegio Universitario de San Juan	PR	*	1	25	25	100
24	Inter American University of Puerto Rico-Metro	PR	*	3	26	25	96
25	CUNY New York City College of Technology	NY	*	1	110	23	21
Total for Top 25:					6,108	1,020	17

FAST FACTS

Of the top 25 institutions awarding bachelor's degrees in computer/information sciences to Latinos in 2009-10,

- the majority (13) were public colleges or universities
- 14 were Hispanic-Serving Institutions (HSIs)
- Puerto Rico had the most institutions (7) followed by Texas (4)
- Hispanic representation ranged from 4% to 100% but averaged 17% overall

MASTER'S DEGREES AWARDED TO LATINOS (2009-10)							
	Institution	State	HSI	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Hispanics
1	Texas A & M University-Commerce	TX		1	64	63	98
2	Nova Southeastern University	FL	*	3	130	26	20
3	DePaul University	IL		3	486	19	4
4	Inter American University of Puerto Rico-Metro	PR	*	3	19	19	100
5	New Jersey Institute of Technology	NJ		1	253	18	7
6	University of Puerto Rico-Rio Piedras Campus	PR	*	1	18	18	100
7	Southern New Hampshire University	NH		3	27	16	59
8	Universidad Politecnica de Puerto Rico	PR	*	3	14	14	100
9	University of Maryland-University College	MD		1	312	13	4
10	Pace University-New York	NY		3	156	13	8
11	University of North Texas	TX		1	83	10	12
12	Florida International University	FL	*	1	25	9	36
13	New York University	NY		3	185	9	5
14	University of Washington-Seattle Campus	WA		1	156	9	6
15	Colorado Technical University Online	CO		5	140	9	6
16	Capitol College	MD		3	157	8	5
17	American InterContinental University-Online	IL		5	112	8	7
18	Johns Hopkins University	MD		3	344	7	2
19	Boston University	MA		3	208	7	3
20	The University of Texas at El Paso	TX	*	1	17	7	41
21	Inter American University of Puerto Rico-Barranquitas	PR	*	3	7	7	100
22	Capella University	MN		5	232	7	3
23	Western International University	AZ		5	69	6	9
24	George Washington University	DC		3	201	6	3
25	Hawaii Pacific University	HI		3	56	6	11
Total for Top 25:					3,471	334	10

FAST FACTS

Of the top 25 institutions awarding master's degrees in computer/information sciences to Latinos in 2009-10,

- the majority (13) were private colleges or universities
- 7 were Hispanic-Serving Institutions (HSIs)
- Puerto Rico had the most institutions (4) followed by Texas and Maryland (3)
- Hispanic representation ranged from 2% to 100% but averaged 10% overall

DOCTORATE DEGREES AWARDED TO LATINOS (2009-10)							
	Institution	State	HSI	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Hispanics
1	Massachusetts Institute of Technology	MA		3	45	2	4
2	University of Puerto Rico-Mayaguez	PR	*	1	4	2	50
3	University of California-Irvine	CA		1	44	1	2
4	University of California-Los Angeles	CA		1	35	1	3
5	University of California-San Francisco	CA		1	6	1	17
6	University of California-Santa Cruz	CA		1	8	1	13
7	Colorado State University	CO		1	3	1	33
8	Nova Southeastern University	FL	*	3	44	1	2
9	Georgia Institute of Technology-Main Campus	GA		1	38	1	3
10	Iowa State University	IA		1	17	1	6
11	Johns Hopkins University	MD		3	13	1	8
12	University of Maryland-Baltimore County	MD		1	16	1	6
13	Pace University-New York	NY		3	12	1	8
14	Texas A & M University	TX		1	19	1	5
15	The University of Texas at El Paso	TX	*	1	3	1	33
Total for Top 25†:					307	17	6

FAST FACTS

Of the top 25 institutions awarding doctorate degrees in computer/information sciences to Latinos in 2009-10,

- the majority (11) were public colleges and universities
- 3 were Hispanic-Serving Institutions (HSIs)
- California had the most institutions (4) followed by Maryland and Texas (2)

- Hispanic representation ranged from 2% to 50% but averaged 6% overall

† According to data in IPEDS, only 15 institutions awarded any doctorate degrees to Latinos in computer/information sciences in 2009-10.

CERTIFICATES AWARDED TO LATINOS (2009-10)							
	Institution	State	HSI	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Hispanics
1	Instituto de Banca y Comercio Inc	PR		6	818	818	100
2	Refrigeration School Inc	AZ		6	442	131	30
3	Huertas Junior College	PR		6	86	86	100
4	Universidad Del Turabo	PR	*	3	78	78	100
5	Universal Technology College of Puerto Rico	PR	*	4	78	78	100
6	San Joaquin Valley College-Visalia	CA		6	94	69	73
7	South Texas College	TX	*	1	65	60	92
8	Mech-Tech College LLC	PR		6	46	46	100
9	San Joaquin Valley College-Fresno	CA		6	69	41	59
10	Lincoln College of Technology - Denver	CO		6	98	35	36
11	Coastal Bend College	TX	*	2	43	35	81
12	College of the Sequoias	CA		2	44	28	64
13	Chemeketa Community College	OR		2	32	28	88
14	San Jacinto Community College	TX	*	2	69	27	39
15	Universidad Metropolitana	PR	*	3	24	24	100
16	Eastfield College	TX	*	2	96	22	23
17	Pennco Tech - Bristol	PA		6	167	19	11
18	Trinidad State Junior College	CO	*	2	33	17	52
19	San Joaquin Valley College-Modesto Campus	CA		6	36	17	47
20	El Paso Community College	TX	*	2	20	16	80
21	ICPR Junior College-Mayaguez	PR		6	15	15	100
22	Interactive College of Technology - Chamblee	GA		6	158	14	9
23	Mountain View College	TX	*	2	43	14	33
24	The University of Texas at Brownsville	TX	*	1	15	14	93
25	Humacao Community College	PR	*	3	14	14	100
	Total for Top 25:				2,683	1,746	65

FAST FACTS

Of the top 25 institutions awarding certificates of at least 1 year but less than 2 academic years in engineering technology to Latinos in 2009-10,

- the majority (11) were for profit institutions while 8 were community colleges
- 12 were Hispanic-Serving Institutions (HSIs)
- Puerto Rico had the most institutions (8) followed by Texas (7)
- Hispanic representation ranged from 9% to 100% but averaged 65% overall

ASSOCIATE DEGREES AWARDED TO LATINOS (2009-10)

	Institution	State	HSI	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Hispanics
1	South Texas College	TX	*	1	35	33	94
2	Humacao Community College	PR	*	3	21	21	100
3	University of Puerto Rico-Carolina	PR	*	1	19	19	100
4	Northern Virginia Community College	VA		2	95	13	14
5	John Dewey College-University Division	PR	*	3	11	11	100
6	San Joaquin Delta College	CA	*	2	23	10	43
7	El Paso Community College	TX	*	2	13	10	77
8	San Antonio College	TX	*	2	20	10	50
9	Union County College	NJ		2	21	9	43
10	Central New Mexico Community College	NM	*	2	17	7	41
11	Essex County College	NJ		2	20	6	30
12	Pace Institute	PA		6	15	6	40
13	Northwest Vista College	TX	*	2	10	6	60
14	Amarillo College	TX	*	2	8	5	63
15	Cabrillo College	CA	*	2	11	4	36
16	Canada College	CA	*	2	5	4	80
17	Ventura College	CA	*	2	7	4	57
18	City Colleges of Chicago-Richard J Daley College	IL	*	2	6	4	67
19	Garden City Community College	KS		2	6	4	67
20	Montgomery College	MD		2	38	4	11
21	CUNY Hostos Community College	NY	*	2	7	4	57
22	National University College-Arecibo	PR		5	4	4	100
23	Arizona Western College	AZ	*	2	7	3	43
24	El Camino Community College District	CA	*	2	11	3	27
25	College of the Sequoias	CA		2	5	3	60
	Total for Top 25:				435	207	48

FAST FACTS

Of the top 25 institutions awarding associate degrees in engineering to Latinos in 2009-10,

- the majority (19) were community colleges
- 17 were Hispanic-Serving Institutions (HSIs)
- California had the most institutions (6) followed by Texas (5)
- Hispanic representation ranged from 11% to 100% but averaged 48% overall

BACHELOR DEGREES AWARDED TO LATINOS (2009-10)

	Institution	State	HSI	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Hispanics
1	University of Puerto Rico-Mayaguez	PR	*	1	630	629	100
2	Universidad Politecnica de Puerto Rico	PR	*	3	400	400	100
3	Florida International University	FL	*	1	304	190	63
4	The University of Texas at El Paso	TX	*	1	269	178	66
5	University of Florida	FL		1	1,007	169	17
6	Texas A & M University	TX		1	1,065	130	12
7	The University of Texas at Austin	TX		1	981	120	12
8	California Polytechnic State University-San Luis Obispo	CA		1	955	100	10
9	California State Polytechnic University-Pomona	CA	*	1	528	98	19
10	The University of Texas-Pan American	TX	*	1	122	95	78
11	The University of Texas at San Antonio	TX	*	1	193	90	47
12	Georgia Institute of Technology-Main Campus	GA		1	1,644	84	5
13	Arizona State University	AZ		1	593	81	14
14	University of Central Florida	FL		1	472	69	15
15	San Diego State University	CA		1	285	66	23
16	San Jose State University	CA		1	383	65	17
17	Texas A & M University-Kingsville	TX	*	1	121	65	54
18	Massachusetts Institute of Technology	MA		3	431	62	14
19	University of Houston	TX		1	221	61	28
20	Universidad Del Turabo	PR	*	3	61	61	100
21	Inter American University of Puerto Rico-Bayamon	PR	*	3	60	60	100
22	New Jersey Institute of Technology	NJ		1	348	59	17
23	University of California-Irvine	CA		1	451	58	13
24	University of Miami	FL		3	162	57	35
25	University of California-Berkeley	CA		1	849	56	7
	Total for Top 25:				12,535	3,103	25

FAST FACTS

Of the top 25 institutions awarding bachelor’s degrees in engineering to Latinos in 2009-10,

- the majority (20) were public colleges or universities
- 10 were Hispanic-Serving Institutions (HSIs)
- Texas had the most institutions (7) followed by California (6)
- Hispanic representation ranged from 5% to 100% but averaged 25% overall

MASTER'S DEGREES AWARDED TO LATINOS (2009-10)

	Institution	State	HSI	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Hispanics
1	University of Puerto Rico-Mayaguez	PR	*	1	108	62	57
2	Universidad Politecnica de Puerto Rico	PR	*	3	60	60	100
3	University of Southern California	CA		3	1,017	43	4
4	Florida International University	FL	*	1	157	41	26
5	University of Florida	FL		1	882	38	4
6	The University of Texas at El Paso	TX	*	1	117	36	31
7	The University of Texas at Austin	TX		1	446	28	6
8	Stanford University	CA		3	626	27	4
9	Massachusetts Institute of Technology	MA		3	643	25	4
10	University of California-Los Angeles	CA		1	339	22	6
11	University of Central Florida	FL		1	211	22	10
12	Georgia Institute of Technology-Main Campus	GA		1	846	22	3
13	Cornell University	NY		3	520	21	4
14	University of Michigan-Ann Arbor	MI		1	795	20	3
15	Southern Methodist University	TX		3	233	20	9
16	University of South Florida-Main Campus	FL		1	180	17	9
17	University of New Mexico-Main Campus	NM	*	1	84	17	20
18	The University of Texas at San Antonio	TX	*	1	90	17	19
19	University of California-Berkeley	CA		1	343	16	5
20	New Jersey Institute of Technology	NJ		1	377	16	4
21	Stevens Institute of Technology	NJ		3	588	16	3
22	New Mexico State University-Main Campus	NM	*	1	96	16	17
23	Texas A & M University	TX		1	580	16	3
24	University of Washington-Seattle Campus	WA		1	290	16	6
25	California State University-Long Beach	CA	*	1	157	15	10
	Total for Top 25:				9,785	649	7

FAST FACTS

Of the top 25 institutions awarding master's degrees in engineering to Latinos in 2009-10,

- the majority (18) were public colleges or universities
- 8 were Hispanic-Serving Institutions (HSIs)
- California and Texas had the most institutions (5) followed by Florida (4)
- Hispanic representation ranged from 3% to 100% but averaged 7% overall

DOCTORATE DEGREES AWARDED TO LATINOS (2009-10)

	Institution	State	HSI	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Hispanics
1	University of Florida	FL		I	228	12	5
2	Georgia Institute of Technology-Main Campus	GA		I	263	8	3
3	Massachusetts Institute of Technology	MA		I	284	8	3
4	University of California-Berkeley	CA		I	152	7	5
5	University of Colorado Boulder	CO		I	68	7	10
6	University of Puerto Rico-Mayaguez	PR	*	I	12	6	50
7	Florida International University	FL	*	I	30	5	17
8	Northwestern University	IL		3	93	5	5
9	Texas A & M University	TX		I	153	5	3
10	University of Wisconsin-Madison	WI		I	101	5	5
11	University of South Florida-Main Campus	FL		I	51	4	8
12	University of Illinois at Urbana-Champaign	IL		I	198	4	2
13	The University of Texas at El Paso	TX	*	I	16	4	25
14	Virginia Polytechnic Institute and State University	VA		I	149	4	3
15	Purdue University-Main Campus	IN		I	204	4	2
16	Auburn University	AL		I	53	3	6
17	University of California-Los Angeles	CA		I	133	3	2
18	University of Southern California	CA		3	84	3	4
19	University of Central Florida	FL		I	68	3	4
20	University of Maryland-College Park	MD		I	112	3	3
21	University of Michigan-Ann Arbor	MI		I	212	3	1
22	Rutgers University-New Brunswick	NJ		I	65	3	5
23	University of New Mexico-Main Campus	NM	*	I	32	3	9
24	Cornell University	NY		3	105	3	3
25	CUNY Graduate School and University Center	NY		I	27	3	11
	Total for Top 25:				2,893	118	4

FAST FACTS

Of the top 25 institutions awarding doctorate degrees in engineering to Latinos in 2009-10,

- the majority (22) were public colleges or universities
- 4 were Hispanic-Serving Institutions (HSIs)
- Florida had the most institutions (4) followed by California (3)
- Hispanic representation ranged from 1% to 50% but averaged 4% overall

ASSOCIATE DEGREES AWARDED TO LATINOS (2009-10)							
	Institution	State	HSI	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Hispanics
1	San Jacinto Community College	TX		2	89	34	38
2	Hartnell College	CA	*	2	9	7	78
3	South Texas College	TX	*	1	7	7	100
4	Cuyamaca College	CA		2	12	6	50
5	Los Angeles Mission College	CA	*	2	10	6	60
6	Cumberland County College	NJ		2	23	6	26
7	Fullerton College	CA		2	25	5	20
8	Imperial Valley College	CA	*	2	5	5	100
9	San Bernardino Valley College	CA	*	2	10	5	50
10	Arizona Western College	AZ	*	2	7	4	57
11	Antelope Valley College	CA		2	13	4	31
12	Bakersfield College	CA	*	2	8	4	50
13	College of the Canyons	CA	*	2	22	4	18
14	Contra Costa College	CA	*	2	8	4	50
15	East Los Angeles College	CA	*	2	9	4	44
16	El Camino Community College District	CA	*	2	9	4	44
17	Reedley College	CA	*	2	4	4	100
18	Orange Coast College	CA		2	22	4	18
19	Southwestern College	CA	*	2	7	4	57
20	CUNY Kingsborough Community College	NY		2	18	4	22
21	El Paso Community College	TX	*	2	5	4	80
22	San Antonio College	TX	*	2	6	4	67
23	Northwest Vista College	TX	*	2	9	4	44
24	Allan Hancock College	CA	*	2	13	3	23
25	Chabot College	CA	*	2	8	3	38
	Total for Top 25:				358	143	40

FAST FACTS

Of the top 25 institutions awarding associate degrees in mathematics/statistics to Latinos in 2009-10,

- the majority (24) were community colleges
- 18 were Hispanic-Serving Institutions (HSIs)
- California had the most institutions (17) followed by Texas (5)
- Hispanic representation ranged from 18% to 100% but averaged 40% overall

BACHELOR DEGREES AWARDED TO LATINOS (2009-10)							
	Institution	State	HSI	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Hispanics
1	The University of Texas at El Paso	TX	*	I	35	29	83
2	The University of Texas at Austin	TX		I	158	27	17
3	The University of Texas-Pan American	TX	*	I	30	26	87
4	The University of Texas at San Antonio	TX	*	I	58	22	38
5	California State University-San Bernardino	CA	*	I	43	19	44
6	University of California-San Diego	CA		I	115	19	17
7	University of California-Los Angeles	CA		I	206	17	8
8	University of Arizona	AZ		I	74	14	19
9	California State University-Los Angeles	CA	*	I	43	14	33
10	University of California-Santa Barbara	CA		I	103	14	14
11	University of California-Berkeley	CA		I	200	13	7
12	California State Polytechnic University-Pomona	CA	*	I	57	12	21
13	California State University-Fullerton	CA	*	I	45	12	27
14	University of California-Riverside	CA	*	I	52	12	23
15	The University of Texas at Brownsville	TX	*	I	13	11	85
16	University of California-Irvine	CA		I	75	10	13
17	San Diego State University	CA		I	64	10	16
18	Florida International University	FL	*	I	11	10	91
19	Texas A & M International University	TX	*	I	10	10	100
20	California State University-Fresno	CA	*	I	42	9	21
21	Montclair State University	NJ		I	48	9	19
22	University of Houston-Downtown	TX	*	I	19	9	47
23	Sul Ross State University	TX	*	I	10	9	90
24	California State University-Stanislaus	CA	*	I	23	8	35
25	California State University-Long Beach	CA	*	I	65	8	12
	Total for Top 25:				1,599	353	22

FAST FACTS

Of the top 25 institutions awarding bachelor's degrees in mathematics/statistics to Latinos in 2009-10,

- all were public colleges or universities
- 16 were Hispanic-Serving Institutions (HSIs)
- California had the most institutions (14) followed by Texas (8)
- Hispanic representation ranged from 7% to 100% but averaged 22% overall

MASTER'S DEGREES AWARDED TO LATINOS (2009-10)							
	Institution	State	HSI	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Hispanics
1	Inter American University of Puerto Rico-San German	PR	*	3	12	12	100
2	The University of Texas at El Paso	TX	*	1	19	8	42
3	The University of Texas-Pan American	TX	*	1	15	7	47
4	Florida State University	FL		1	55	6	11
5	California State University-Fullerton	CA	*	1	28	4	14
6	California State University-Los Angeles	CA	*	1	25	4	16
7	The University of Texas at Austin	TX		1	57	4	7
8	California State Polytechnic University-Pomona	CA	*	1	16	3	19
9	University of California-Santa Barbara	CA		1	30	3	10
10	Fairleigh Dickinson University-Metropolitan Campus	NJ		3	10	3	30
11	University of New Mexico-Main Campus	NM	*	1	22	3	14
12	Arizona State University	AZ		1	16	2	13
13	California State University-San Bernardino	CA	*	1	10	2	20
14	University of California-Riverside	CA	*	1	26	2	8
15	University of Colorado Boulder	CO		1	35	2	6
16	Georgetown University	DC		3	24	2	8
17	University of Florida	FL		1	30	2	7
18	University of Iowa	IA		1	48	2	4
19	University of Nevada-Reno	NV		1	14	2	14
20	Columbia University	NY		3	269	2	1
21	University of Oklahoma Norman Campus	OK		1	5	2	40
22	Texas A & M University-Corpus Christi	TX	*	1	6	2	33
23	Rice University	TX		3	27	2	7
24	The University of Texas at San Antonio	TX	*	1	14	2	14
25	West Texas A & M University	TX		1	3	2	67
	Total for Top 25:				816	85	10

FAST FACTS

Of the top 25 institutions awarding master's degrees in mathematics/statistics to Latinos in 2009-10,

- the majority (20) were public colleges or universities
- 11 were Hispanic-Serving Institutions (HSIs)
- Texas had the most institutions (7) followed by California (6)
- Hispanic representation ranged from 1% to 100% but averaged 10% overall

DOCTORATE DEGREES AWARDED TO LATINOS (2009-10)							
	Institution	State	HSI	Sector	Total Degrees Awarded	Total Degrees: Hispanics	% Total Degrees: Hispanics
1	Arizona State University	AZ		1	23	5	22
2	University of California-Los Angeles	CA		1	39	3	8
3	University of Washington-Seattle Campus	WA		1	35	3	9
4	Colorado State University	CO		1	13	2	15
5	University of Miami	FL		3	3	2	67
6	University of Michigan-Ann Arbor	MI		1	40	2	5
7	The University of Texas at Arlington	TX		1	12	2	17
8	University of California-Berkeley	CA		1	26	1	4
9	University of California-San Diego	CA		1	10	1	10
10	University of California-Santa Barbara	CA		1	14	1	7
11	University of California-Santa Cruz	CA		1	3	1	33
12	Florida Atlantic University	FL		1	8	1	13
13	Florida State University	FL		1	13	1	8
14	Northeastern University	MA		3	7	1	14
15	Saint Louis University-Main Campus	MO		3	2	1	50
16	University of Rochester	NY		3	6	1	17
17	Stony Brook University	NY		1	21	1	5
18	Southern Methodist University	TX		3	9	1	11
19	University of Puerto Rico-Rio Piedras Campus	PR	*	1	2	1	50
	Total for Top 25†:				286	31	11

FAST FACTS

Of the top 25 institutions awarding doctorate degrees in mathematics/statistics to Latinos in 2009-10,

- the majority (14) were public colleges and universities
- 1 was an Hispanic-Serving Institutions (HSIs)
- California had the most institutions (5) followed by Florida (3)

- Hispanic representation ranged from 4% to 67% but averaged 11% overall

† According to data in IPEDS, only 19 institutions awarded any doctorate degrees to Latinos in mathematics/statistics in 2009-10.

APPENDIX I. STEM CIP CODES

The following lists the Science, Technology, Engineering, and Mathematics (STEM) programs identified in the IPEDS dataset for 2009-10, aggregated to identify the top institutions conferring degrees to Latinos.

SCIENCE

- 26 - Biological and Biomedical Sciences
 - 26.01 - Biology, General
 - 26.02 - Biochemistry, Biophysics and Molecular Biology
 - 26.03 - Botany/Plant Biology
 - 26.04 - Cell/Cellular Biology and Anatomical Sciences
 - 26.05 - Microbiological Sciences and Immunology
 - 26.07 - Zoology/Animal Biology
 - 26.08 - Genetics
 - 26.09 - Physiology, Pathology and Related Sciences
 - 26.10 - Pharmacology and Toxicology
 - 26.11 - Biomathematics, Bioinformatics, and Computational Biology
 - 26.12 - Biotechnology
 - 26.13 - Ecology, Evolution, Systematics, and Population Biology
 - 26.14 - Molecular Medicine
 - 26.15 - Neurobiology and Neurosciences
 - 26.99 - Biological and Biomedical Sciences, Other
- 40 - Physical Sciences
 - 40.01 - Physical Sciences
 - 40.02 - Astronomy and Astrophysics
 - 40.04 - Atmospheric Sciences and Meteorology
 - 40.05 - Chemistry
 - 40.06 - Geological and Earth Sciences/Geosciences
 - 40.08 - Physics
 - 40.10 - Materials Sciences
 - 40.99 - Physical Sciences, Other
- 41 - Science Technologies/Technicians
 - 41.00 - Science Technologies/Technicians, General
 - 41.01 - Biology Technician/Biotechnology Laboratory Technician

- 41.02 - Nuclear and Industrial Radiologic Technologies/Technicians
- 41.03 - Physical Science Technologies/Technicians
- 41.99 - Science Technologies/Technicians, Other

TECHNOLOGY

- 11 - Computer and Information Sciences and Support Services
 - 11.01 - Computer and Information Sciences, General
 - 11.02 - Computer Programming
 - 11.03 - Data Processing
 - 11.04 - Information Science/Studies
 - 11.05 - Computer Systems Analysis
 - 11.06 - Data Entry/Microcomputer Applications
 - 11.07 - Computer Science
 - 11.08 - Computer Software and Media Applications
 - 11.09 - Computer Systems Networking and Telecommunications
 - 11.10 - Computer/Information Technology Administration and Management
 - 11.99 - Computer and Information Sciences and Support Services, Other

ENGINEERING

- 14 - Engineering
 - 14.01 - Engineering, General
 - 14.02 - Aerospace, Aeronautical and Astronautical Engineering
 - 14.03 - Agricultural Engineering
 - 14.04 - Architectural Engineering
 - 14.05 - Biomedical/Medical Engineering
 - 14.06 - Ceramic Sciences and Engineering
 - 14.07 - Chemical Engineering
 - 14.08 - Civil Engineering
 - 14.09 - Computer Engineering

- 14.10 - Electrical, Electronics and Communications Engineering
- 14.11 - Engineering Mechanics
- 14.12 - Engineering Physics
- 14.13 - Engineering Science
- 14.14 - Environmental/Environmental Health Engineering
- 14.18 - Materials Engineering
- 14.19 - Mechanical Engineering
- 14.20 - Metallurgical Engineering
- 14.21 - Mining and Mineral Engineering
- 14.22 - Naval Architecture and Marine Engineering
- 14.23 - Nuclear Engineering
- 14.24 - Ocean Engineering
- 14.25 - Petroleum Engineering
- 14.27 - Systems Engineering
- 14.28 - Textile Sciences and Engineering
- 14.32 - Polymer/Plastics Engineering
- 14.33 - Construction Engineering
- 14.34 - Forest Engineering
- 14.35 - Industrial Engineering
- 14.36 - Manufacturing Engineering
- 14.37 - Operations Research
- 14.38 - Surveying Engineering
- 14.39 - Geological/Geophysical Engineering
- 14.40 - Paper Science and Engineering
- 14.41 - Electromechanical Engineering
- 14.42 - Mechatronics, Robotics, and Automation Engineering
- 14.43 - Biochemical Engineering
- 14.44 - Engineering Chemistry
- 14.45 - Biological/Biosystems Engineering
- 14.99 - Engineering, Other

- 15 - Engineering Technologies and Engineering-related Fields
 - 15.00 - Engineering Technology, General
 - 15.01 - Architectural Engineering Technologies/Technicians
 - 15.02 - Civil Engineering Technologies/Technicians
 - 15.03 - Electrical Engineering Technologies/Technicians
 - 15.04 - Electromechanical Instrumentation and Maintenance Technologies/Technicians
 - 15.05 - Environmental Control Technologies/Technicians
 - 15.06 - Industrial Production Technologies/Technicians
 - 15.07 - Quality Control and Safety Technologies/Technicians
 - 15.08 - Mechanical Engineering Related Technologies/Technicians
 - 15.09 - Mining and Petroleum Technologies/Technicians
 - 15.10 - Construction Engineering Technologies
 - 15.11 - Engineering-Related Technologies
 - 15.12 - Computer Engineering Technologies/Technicians
 - 15.13 - Drafting/Design Engineering Technologies/Technicians
 - 15.14 - Nuclear Engineering Technologies/Technicians
 - 15.15 - Engineering-Related Fields
 - 15.16 - Nanotechnology
 - 15.99 - Engineering Technologies/Technicians, Other

MATHEMATICS

- 27 - Mathematics and Statistics
 - 27.01 - Mathematics
 - 27.03 - Applied Mathematics
 - 27.05 - Statistics
 - 27.99 - Mathematics and Statistics, Other

ENSURING AMERICA'S FUTURE BY INCREASING LATINO COLLEGE COMPLETION

An emphasis on college degree attainment by the Obama Administration, and major foundations including the Bill & Melinda Gates Foundation and the Lumina Foundation for Education, reflects the growing recognition that increasing college completion is key to future prosperity. Given current educational attainment levels for Latinos, demands for economic competitiveness, and projected Latino demographic growth in the United States, increasing American college degree attainment is vital.



According to the U.S. Census, only 20 percent of Hispanics in the United States had earned an associate degree or higher in 2010. In comparison, 39 percent of whites, 28 percent of blacks, and 59 percent of Asians had earned an associate or higher in 2008. Further, demographic predictions show Latinos will represent 22 percent of the U.S. population by 2025. In combination, these facts create a compelling call to action.

To meet this challenge, *Excelencia* in Education is shaping a policy strategy with measures, tactics, and strategies focused on young adults generally, and Latino students specifically. The initiative, Ensuring America's Future by Increasing Latino College Completion (EAF) brings to the forefront of public attention the role Latinos play in meeting the country's college degree completion goal. With 65 national and community based partner organizations representing seven sectors—business and workforce, educational associations and policy groups, government and elected officials, institutions and systems of higher education, Latino advocacy, media and philanthropy—the coalition is actively collaborating for collective impact to increase Latino college completion.

Excelencia in Education is uniquely positioned nationally to tackle this challenge in several ways. By using its voice and convening power, *Excelencia* makes the case for the importance of getting Latino students to and through college. *Excelencia* expands its information role to track progress towards Latino college degree completion, as well as engage stakeholders at national, state, and institutional levels in purposeful deliberations to develop and deploy a policy roadmap to accelerate Latino college degree completion.

Accelerating Latino college degree completion requires: (1) intentionality in serving this group of students; (2) delineation of degree completion goals and measures of progress; (3) commitment to practices and policies that produce positive results; and, (4) clarity about the federal, state and institutional policy environments that affect Latino student success. There is a role for all stakeholders committed to increasing U.S. college degree completion.

FOR MORE INFORMATION PLEASE VISIT:
www.edexcelencia.org/initiatives/EAF/full

ENDNOTES

- 1 President's Council of Advisors on Science and Technology (PCAST). "Engage to Excel: Producing One Million Additional College Graduates with Degrees in Science, Technology, Engineering, and Mathematics." February 7, 2012. Washington, D.C.
- 2 Bureau of Labor Statistics, U.S. Department of Labor. News Release. Employment Projections: 2010-2020. USDL-12-0160. Table 1. Civilian labor force, by age, sex, race, and ethnicity, 1990, 2000, 2010, and projected 2020.
- 3 *Labor Force Characteristics by Race and Ethnicity, 2010*, U.S. Bureau of Labor Statistics, Department of Labor, August 2011, Report 1032. <http://www.bls.gov/cps/cpsrace2010.pdf>
- 4 *Highest Paying Occupations, Occupational Outlook Handbook*. U.S. Bureau of Labor Statistics, Department of Labor. Released March 29, 2012. <http://www.bls.gov/ooh/highest-paying.htm>
- 5 Bureau of Labor Statistics, U.S. Department of Labor. *Household Data, Annual Averages*, Table 11. Employed persons by detailed occupation, sex, race, and Hispanic or Latino ethnicity.
- 6 This brief includes certificates for a completed course of study of at least 1 year but less than 2 academic years.
- 7 Hispanic-Serving Institutions (HSIs) 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 student enrollment in the Higher Education Opportunity Act, as amended in 2008.



1717 N Street NW, 2nd Floor • Washington, DC 20036

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