

(RE)CONSTRUCTING HISPANIC-SERVING INSTITUTIONS: *Moving Beyond Numbers Toward Student Success*

As Hispanic-serving institutions (HSIs) grow in numbers, it is important to address how these two- and four-year colleges and universities can truly be Hispanic-serving institutions, as opposed to simply being considered Hispanic-enrolling institutions. This policy brief represents a collaborative effort involving the American Association of Hispanics in Higher Education (AAHHE), the Educational Testing Service (ETS), the University of Southern California Center for Urban Education (CUE), and the Departments of Educational Leadership and Policy Studies at Iowa State University and the University of Texas at San Antonio. The goals of this brief are to aid HSIs in: (1) attending to their mission and identity in order to develop programmatic initiatives that promote Latina/o student success, and (2) focusing on collecting data to assess the extent HSIs are meeting their mission to improve educational outcomes for Latino students.

The brief is based on AAHHE's Latina/o Student Success Institute held in March 2010 and co-sponsored by ETS. AAHHE and ETS are pleased to offer HSIs the most current research-based information that can assist them in shaping practice and policy that improves the success of Latina/o students.

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The Importance of Hispanic-Serving Institutions

For several years now, demographers and policy analysts have been relentless in predicting the retirement of baby boomers and the need to dramatically

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increase the number of college-educated Hispanics. These new Latinos can be expected to take the place of the professional positions baby boomers leave vacant (IBM Corporation, 2008; Myers, 2007). One of the biggest fears of a growing population of Hispanics without a college education has been the negative consequences on states' per capita income (de los Santos, 2006; Kelly, 2005; National Center for Public Policy and Higher Education, 2005). Indeed, persistent inequities in higher education access are projected to have the most adverse impact in states with high Latino populations (Kelly, 2005).

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So, it has now become fairly routine for politicians, policy analysts, and college leaders to frame increasing access and success in higher education for Hispanics as a matter of economic self-interest, rather than as a matter of social justice or providing equitable access to a public good.

The reality is that the nation’s ability to remain competitive in the modern economy is indeed contingent upon increasing the educational attainment of Latinos, the fastest growing segment of the U.S. population (Myers, 2007). While these economic arguments have served as the impetus for the renewal of the White House Initiative on Educational Excellence for Hispanic Americans by President Obama and increased federal investments in HSIs by Congress (e.g., Health Care and Education Reconciliation Act of 2010), framing the issue of college access and success for Latinos in strictly economic terms may render the moral and social justice implications invisible.

Hispanic-serving institutions (HSIs) play a critical role in the expansion of educational opportunity for Latinos in the United States and Puerto Rico. These 265 accredited degree-granting, not-for-profit institutions, all of which meet the federal HSI definition of having 25% or greater Latino full-time equivalent (FTE) enrollment, educate more than half (54%) of all Latinos in postsecondary education. While other entities, such as the Hispanic Association of Colleges and Universities (HACU) and the Office of Civil Rights (OCR) maintain lists of HSIs, the U.S. Department of Education determines which institutions meet the criteria for the purpose of federal funding programs (U.S. Department of Education, n.d.). Unlike other special mission institutions (i.e., Historically Black Colleges and Universities and Tribal Colleges and Universities), the majority of HSIs were not founded as

such (Laden, 2004). As a result, the “Hispanic-serving” designation can be seen to be an acquired identity—that is, one that results from demographic changes that happened to the institution and not necessarily purposeful action by the institution. Nonetheless, there is evidence that becoming “Hispanic-serving” has created new institutional priorities for some HSIs, or in many cases, solidified these institutions’ existing commitment to facilitating college access and academic success for Latino students (Santiago, 2009; Santiago & Andrade, 2010).

Institutional Diversity among Hispanic-Serving Institutions

A diverse mix of institutions comprises the nation’s 265 HSIs (see Table 1). The majority of Hispanic-serving institutions are community colleges. However, two-year private institutions, four-year private colleges, public comprehensive colleges and universities, and a small number of research universities are also among HSIs.

While all HSIs share the same “Hispanic-serving” label, there is also a wide range in the proportion of Latino enrollment. Some institutions, such as the doctoral-granting University of

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Texas at Brownsville and the community college East Los Angeles College, are historically “Hispanic-serving.” These institutions have had a majority Latino student population long before the official designation was codified in the Higher Education Act in 1992 (U.S. Department of Education, 2009). However, other institutions, like the University of California, Riverside and Yakima Valley Community College in the state of Washington, are relatively recent HSIs, exceeding the 25% threshold within the last few years (U.S. Department of Education, 2009). These newer HSIs are reflective of rising Latino college enrollment and a growing, more geographically dispersed U.S. Latino population. Indeed, 176 two- and four-year institutions with 15 to 24% Latino FTE enrollment have been deemed “emerging HSIs,” as they are on the cusp of attaining Hispanic-serving status (Santiago & Andrade, 2010).

Nearly one-third of HSIs are located in the commonwealth of Puerto Rico (Santiago, 2008). Undoubtedly, these institutions make significant contributions to the educational

Table 1: Institutional Diversity among HSIs

Institutional Type	Number of HSIs	Percent
Public, 2-year	127	48
Private not-for profit, 2-year	10	4
Total, 2-year	137	52
Public, 4-year or above	57	21
Private not-for profit, 4-year or above	71	27
Total, 4-year or above	128	48
All HSIs	265	100

Note: Fifty-one HSIs are located in Puerto Rico. These comprise three public 2-year institutions, four private not-for-profit 2-year institutions, 14 public 4-year institutions, and 30 private not-for-profit institutions.

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, 2006–07, as cited in Santiago (2008).

attainment of Latinos. However, they are not analogous to HSIs located within the continental United States due to the unique social, cultural, and historical context of the commonwealth. In addition, these institutions provide instruction in Spanish and nearly all faculty and administrators at these institutions are Latino (U.S. Department of Education, 2009), making them quite distinct from HSIs in the 50 states. Policymakers, educational researchers, and others ought to be mindful of these factors, as well as others, that contribute to the intra-group variability among HSIs.

Federal Investments in Hispanic-Serving Institutions

In 1992, the federal government formally recognized Hispanic-serving institutions and included them in the funding provisions previously reserved for Historically Black Colleges and Universities and Tribal Colleges and Universities under Title III of the Higher Education Act (HEA) (Laden, 2004). Institutions with high Latino enrollment have been historically underfunded (20 U.S.C. 1101 as amended; see also Dowd, Malcom, & Macias, 2010; HACU, n.d.), and these new appropriations were intended to begin closing the funding gap between HSIs and other postsecondary institutions. This victory, which resulted from years of advocacy on behalf of colleges and universities that served large numbers of Latinas and Latinos in the United States and its territories, was solidified when, in 1998, Congress authorized the *Developing Hispanic-Serving Institutions Program* under its own title of the HEA known as Title V.

The purpose of the Title V HSI Program is to make competitive grant funds available to two-year and four-year Hispanic-serving institutions to build their instructional capacity, ensure institutional stability, and to assist HSIs

Hispanic-serving institutions need to be centers of educational equity and excellence for Latinas and Latinos, particularly those who may be first-generation and/or low income.

“to expand educational opportunities for, and improve the attainment of, Hispanic students” (20 U.S.C. 1101 as amended). In recent years, additional funding has been made available to HSIs through new Title V programs. For example, the Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA) Program was established to provide grants to HSIs in order to increase Latinos’ postbaccalaureate educational opportunity and attainment. Many HSIs also have been awarded funds through the College Cost Reduction and Access Act (CCRAA-HSI), a program that seeks to improve access and degree completion for Latino students (see sidebar on page 4 for an analysis of the grants made through this program). These programs, and others authorized under the America COMPETES Act and the 2010 Education and Reconciliation Health Care Bill serve as evidence that policymakers have recognized the need to provide currently underfunded HSIs with additional resources, enabling them to carry out their implied mission of serving Latino students.

Assessing the Institutional Performance of HSIs

Though Hispanic-serving institutions represent just 8% of all U.S. postsecondary institutions, they enroll more than half of the over two million Latinos currently attending college. Clearly, HSIs are successful at granting access to Latino students. However, a better understanding of the ways in which HSIs serve Latinas and Latinos beyond granting access is necessary.

Postsecondary data illustrate that as a whole, Hispanic-serving institutions grant a significant number of certificates and degrees in high-demand fields, like allied health, science, and other technical fields, to Latino students. Additionally, Latinos who complete a STEM bachelor’s degree at an HSI are more likely to have earned that degree in a math-intensive science field (e.g., computer science, engineering) than their counterparts who graduate from non-HSIs (Dowd, Malcom, & Macias, 2010). Current data also illustrate that Hispanic-serving institutions act as pathways to graduate degrees for Latino students. Between 2003 and 2007, nearly 40% of Latino STEM Ph.D. recipients completed their undergraduate degree at an HSI (National Science Foundation, 2009). These indicators suggest that in several aspects, HSIs do in fact meet the mission implied by their designation—to serve Latino students.

On the other hand, Hispanic-serving institutions do not perform as well as non-HSIs on some critical metrics. For example, the six-year graduation rate for Latinos at four-year public HSIs is just 31%—eight percentage points lower than Latinos’ graduation rate at four-year non-HSIs (U.S. Department of Education, 2009). While the average Latino graduation rate is higher for private Hispanic-serving institutions, private non-HSIs outperform their HSI counterparts in terms of conferring degrees to Latino students (47% versus 44%) (U.S. Department of Education, 2009). At HSIs and non-HSIs alike, however, Latinos are less likely to

Analysis of Hispanic-Serving Focus of CCRAA-HSI Funding for FY 2008–2009

The overall goals of College Cost Reduction and Access Act-Hispanic-Serving Institutions Program (CCRAA-HSI) are to increase the number of Hispanics and other low-income students in science, technology, engineering, and mathematics (STEM) fields and develop articulation agreements between two-year HSIs and four-year institutions. The federal Student Aid and Financial Responsibility Act, which was adopted as part of the health care reform act, directs one billion dollars to CCRAA-HSI through 2019.

The 80 programs funded under CCRAA-HSI for the FY 2008–2009 were located at 41 community colleges and 28 four-year universities. Twenty-seven of the grants involved community colleges and universities in collaborative programs. The funded institutions were in 10 states: Arizona (2), California (30), Colorado (2), Florida (2), Illinois (1), New Jersey (3), New Mexico (7), New York (6), Puerto Rico (7), and Texas (20). The analysis focused on the type of interventions the grant funded, thereby utilizing a frequency count for each intervention category demonstrated by the data.

How Were the CCRAA-HSI Funds Most Commonly Used?

A content analysis of the 80 programs funded through CCRAA for FY 2008–2009 focused on the type of interventions the grant funded. The analysis utilized a frequency count for each intervention category, as developed through the analysis. The following STEM-related foci were evident in the funded programs.

- Transfer and articulation agreements (84%)
- Academic advising (52%)
- Labs and other facilities (42%)
- Creation of STEM-focused centers or programs (41%)
- Curriculum (40%)
- Faculty professional development (35%)

- K–12 recruitment and community outreach (31%)
- Student research opportunities (30%)
- Technology updates (30%)
- Pedagogy (26%)

It is important to note that transfer and articulation (the most prevalent category) was the explicit focus of the request for proposals. Therefore, the predominance of this focus is to be expected.

The following activities were less common:

- Campus effort (i.e., change in campus culture that reflects increased support for STEM students) (2%)
- Benchmarking (16%)
- Assessment/data collection (9%)

Were These Funded CCRAA-HSI Programs Hispanic Serving?

Our college is challenged by a large number of underprepared Hispanic and low-income students...too few of them successfully complete STEM course work or transfer to four-year universities.

—Excerpt from a CCRAA-HSI Program Description

Although all activities listed were, in fact, STEM-related, few, if any reflected an intentionally Hispanic-serving identity. In general, there was a lack of focus on any aspect of culture, student or institutional. For example, improving STEM curriculum was frequently indicated across institutions in order to increase retention and graduation rates for “STEM students.” However, very few programs acknowledged a focus on Latino students or a need for culturally inclusive curriculum development. Even fewer institutions acknowledged a need for cultural change on the institutional level to bring about equitable outcomes for Latino students. Most institutions utilized “deficit-minded” language. For example, one institution

successfully funded by CCRAA began with the following, “[Our college] is challenged by a large number of underprepared Hispanic and low-income students...too few of them successfully complete STEM course work or transfer to four-year universities.”

CCRAA programs and activities that provide the greatest foundation for strengthening an institution’s Hispanic-serving identity were rarely indicated in the grant proposals:

- Change in campus culture (2%)
- Benchmarking (16%)
- Assessment/data collection (9%)

Innovative institutional strategies, such as data-driven inquiry into the intercultural effort of one’s own campus, foster the greatest opportunities to increase STEM participation and degree completion among Latinos. A Hispanic-serving agenda includes strategies that address both academic and cultural support of Latino students on a campus. It is beneficial to institutions to examine their own identity and culture and question ways in which their cultural climate supports Latino students, faculty, and staff populations. Such cultural-based interventions that address issues of access and support at the institutional level would impact Latino students on multiple levels (e.g., campus climate, classroom culture, inclusive pedagogical practices, etc.). Latino students who feel supported inside and outside of the classroom on a campus are more likely to succeed.

(Analysis of CCRAA-HSI grants completed by Misty Sawatzky, Research Assistant in the Center for Urban Education)

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complete the bachelor's degree than Asians and whites.

With Latinos so highly concentrated in Hispanic-serving institutions, it is critical that these institutions examine what it means to be an HSI and to assess how well they are serving their current Latino student populations. In many respects, HSIs are centers of educational opportunity for Latino students—many of whom may not have otherwise had a chance to attend college. However, providing access is not enough. Hispanic-serving institutions also need to be centers of educational equity and excellence for Latinas and Latinos, particularly those who may be first-generation and/or low-income. To meet this challenge, HSIs must align their institutional priorities with those articulated in the Title V legislation and enact policies and practices that facilitate Latino student success.

Taking on the Identity of a Hispanic-Serving Institution

As pointed out by Excelencia in Education (Santiago, 2006), the invention of Hispanic-serving institutions was driven by the expectation that institutions enrolling a large concentration of Latino students would adapt their institutional practices to serve these students effectively. Analysis of HSI mission statements, documents, characteristics, and data suggests that, contrary to the hopes of advocates, only a small number of institutions are transparently HSIs (Contreras, Malcom, & Bensimon, 2008).

From an organizational culture perspective, institutional identity is both a reflection of and a directive for the core values and mission of an organization (Argyris & Schön, 1996; Chaffee & Tierney, 1988; Schein, 1992). Further, the various aspects of an institution's identity (e.g., language and symbols) are capable of shaping the social reality at that institution

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(Smircich, 1983). Institutional leaders embed organization culture through language, their priorities, and the values that they articulate (Schein, 1992). College leaders who regularly remind their campuses that they are an HSI will help to create a widespread awareness of this status and bring about an understanding of what this status means in relation to institutional aspirations for their students. Further, the institutional discourse can provide more clarity regarding the roles and responsibilities of faculty and staff in terms of being responsive to Latino students.

There are no scripts or models that show the essential characteristics of an effective HSI. To redesign HSIs to fulfill their special mission requires that leaders, practitioners, and policymakers be willing to invest the intellectual and political effort to learn to be “authentically” Hispanic-serving—that is, how to incorporate the “Hispanic-serving” designation into the core work of the institution and to make it a point to evaluate practices, structures, and policies from the standpoint of how to serve Latinos. Transforming an institution's identity requires leaders who know how to use language, symbols, and actions to set a tone for change.

Setting the Tone for HSIs to Educate Latinos Equitably

The leaders of community colleges, colleges, and universities are in a position to articulate their institution's

priorities to faculty, staff, students, and the surrounding communities, and to direct resources in such a way as to meet those priorities. This process begins with leadership consciously integrating the “Hispanic-serving” designation into their institution's identity.

Leaders of HSIs can set the tone for transformation by engaging institutional members in a serious and long-term dialogue framed by questions such as:

- *What does it mean to be a Hispanic-serving institution? What makes an HSI distinct from non-HSIs?*
- *How is the “Hispanic-serving” designation reflected in the institution's mission, curriculum, outcomes, resource allocation, hiring, reward system, and priorities? Is there a shared understanding of a Hispanic-serving identity? In what ways do leaders embed “Hispanic-serving” into structures, policies, and practices? How is this shared understanding communicated to students, faculty, staff, other constituents, etc.?*
- *What evidence is used to assess performance as a Hispanic-serving institution? How effective is the HSI in retaining and graduating Latina/o students? Does it expand opportunities in graduate education? Does it facilitate the entry of Latina/o students into high-demand professions?*
- *Does the “Hispanic-serving” identity drive institutional plans and priorities?*
- *What qualifications, experiences, and knowledge contribute to the effectiveness of HSI leaders and practitioners?*
- *Can faculty members articulate how the HSI identity influences course content?*

Tools for HSI Self-Assessment

Assisting institutions to meet their mission to improve the attainment of Latinos involves using student outcome data as a learning tool via *benchmarking*. Here, we use the term “benchmarking” to describe the process of evaluating institutional performance data in order

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to understand the relationship between educational practices and student outcomes.

The Center for Urban Education (CUE) at the University of Southern California has created data tools and inquiry protocols to assist colleges and universities to engage in self-assessment processes to learn what is working and what needs to be changed. The purpose of these tools is to increase awareness of equity gaps in student outcomes and to help practitioners question why their practices are not working equitably with all students.

CUE's institutional assessment tools were created specifically to facilitate the involvement of practitioners in a structured process of gathering evidence about institutional outcomes. The aim of the inquiry processes is to bring practitioners to the realization that even in Hispanic-serving institutions, Latina/o students may experience unequal outcomes.

Data tools such as the vital signs, Equity Scorecard, and Benchmarking Equity and Student Success help teams of practitioners analyze data on access, retention, completion, excellence, and campus effort. These benchmarks also help to set numerical improvement goals and identify intervention points. The Equity Assessment Toolkit provides protocols for qualitative inquiry into routine practices, including observation instruments to learn what goes on in

the academic support center or the office that administers placement tests; protocols to review syllabi content; protocols to assess what is represented in documents and websites and what is missing. A STEM Toolkit provides profiles of institutional agents—individuals in positions of authority who possess critical resources and intentionally use them to assist Latina and Latino success. The profiles help practitioners learn the specific ways in which they can assist students to access important resources. The toolkit also includes instruments for leaders and practitioners to assess ways in which they act as institutional agents.

The use of data in assessing institutional performance is not a new concept to higher education. Most postsecondary campuses have institutional researchers whose duties include analyzing student outcome data. However, these data are not always presented in a way that is ideal for assessing equity in student outcomes. Failing to disaggregate data by race and ethnicity, for example, can mask differences in outcomes that need to be addressed by the institution. Further, relegating data analysis to the few practitioners in the office of institutional research significantly reduces the chances that these data will spark purposeful changes in practices among administrators, faculty, and staff. We are aware that disaggregating data by race can, simultaneously, increase awareness of inequities and elicit explanations for any inequities that deflect them to the students or their cultures. Therefore, it is important for institutional leaders to model equity-minded interpretations of data, which call into question the role and responsibilities of the institution to produce equity in educational outcomes for all students (Bensimon, Harris, & Rueda, 2007).

Building HSIs' capacity to create equity and promote Latino student success is an institutional responsibility and requires the engagement of all stakeholders in benchmarking activities. The leaders of HSIs can help their institutions to meet their "Hispanic-serving" mission by: (1) requiring that all institutional data be disaggregated by race and ethnicity; (2) encouraging faculty, administrators, and staff to engage in collaborative and critical data examination; (3) committing to measurable goals in basic indicators of success (e.g., degree completion, retention, transfer from community colleges) for Latino and Latina students; and (4) monitoring progress toward these goals using benchmarking.

Implications for Higher Education Policy Pertaining to HSIs

Policymakers have signaled their support for HSIs by continuing to invest in these institutions through Title V and other authorized federal programs and funding streams. Certainly, historically underfunded HSIs can benefit from additional resources from the federal government. We recognize that the gap in funding between HSIs and non-HSIs persists and applaud recent appropriations to fund HSIs contained in the America COMPETES Act and the 2010 Health Care and Education Reconciliation Bill. However, we argue that policymakers can and should be doing more to help HSIs promote Latino student success.

Currently, Title V funds can be used for many activities including purchase of equipment for education and research; improvement of instructional facilities, including construction, maintenance; faculty and staff development; curriculum revision and development;

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purchase of educational materials; improvement of telecommunications capacity; enhancement of student services; establishment or improvement of a development office; establishment or increase of an institutional endowment fund; improvement of student services; and transfer. Title V funds are awarded on a competitive basis. However, the funds are distributed to HSIs absent requirements to demonstrate the investments actually result in improved outcomes for Latino students (Bensimon, 2010). Instead, the U.S. Department of Education determines the effectiveness of Title V funded activities by assessing the aggregate enrollment, retention rates, and completion rates of the HSI's entire student body. This is problematic because it does not entail examining data with the explicit purpose of assessing the implications of the Title V funds for Latinos.

Title V grants are intended for general capacity building. Yet the criteria for eligible activities are so broad, it is very difficult to know the value-added of these grants for Hispanics. Strengthening institutions in the context of Title V does not always appear to extend to explicit responsiveness to Latina/o students or to be more accountable for student educational outcomes.

For example, Hispanic-serving institutions are not required to report the *direct* benefits to Latinas/os derived from Title V funding. HSIs do not need to conduct cohort level analysis to assess Latino students' continuous progress through educational milestones. Most strikingly, the Title V Program does not request student outcome data disaggregated by race/ethnicity. Nor does Title V request that HSIs establish success goals and benchmarks to close equity gaps between Latinos and students from other racial/ethnic groups.

Federal Policy Recommendations

To assist Hispanic-serving institutions in increasing degree completion for Latino students, we recommend the federal government do the following:

Title V Program

- As part of Title V funding, establish basic indicators of Latina/o student outcomes that will enable Hispanic-serving institutions to assess their effectiveness.
- Reward institutions that have a data-based process for monitoring and documenting Latina/o access to key resources and opportunities.
- Require institutions to discuss and implement specific strategies or methods they have used or are planning to use to integrate their Hispanic-serving identity into their core processes and policies.

National Educational Surveys and Student Outcome Data

- Structure national databases to provide outcome data on basic indicators of access and success for Latina and Latino students in two- and four-year Hispanic-serving institutions.
- In publicly available web-based data tools (e.g., IPEDS, WebCASPAR) and restricted national databases, allow users to quickly examine the performance outcome data of Hispanic-serving institutions by flagging HSIs, as is currently done with Historically Black Colleges and Universities and Tribal Colleges and Universities.

Some institutions designated as HSIs have achieved this status accidentally, due to the growing "Latinization" of their service areas. The ways in which these institutions are perceived by their constituencies, supporters, policymakers, and prospective students will depend on how they perform on basic indicators of quality: retention and

total degrees awarded. Their destiny will rest on their capacity to create equity and excellence in educational outcomes for Latinas and Latinos. Therefore, it is important that HSIs identify those areas in which they may be falling short of facilitating Latino student success and develop plans of action to improve Latino student outcomes (e.g., Bensimon, 2010; Contreras, Malcom, & Bensimon, 2008; Dowd, Malcom, & Bensimon, 2009; Dowd, Malcom, & Macias, 2010; Santiago & Andrade, 2010). Ongoing assessments of institutional performance will enable administrators and practitioners to understand those areas to which they ought to turn their attention to improve Latino student outcomes and completely fulfill their "Hispanic-serving" mission.

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About AAHHE

The American Association of Hispanics in Higher Education has a 20-year history. Their activities are focused around three goals: (1) increasing the pipeline of Hispanic faculty in higher education; (2) bringing issues pertinent to Hispanics to the attention of the larger academic community; and (3) recognizing the achievements and accomplishments of Hispanics as they pertain to our academy. AAHHE is an institutional and individual member-based organization with sponsorship from colleges and universities throughout the country. It also is sponsored by businesses that recognize the value and importance Hispanics bring to our communities, states, and country. This EP³ stems from the 2010 AAHHE- and ETS-sponsored Latina/o Student Success Institute. Presenters at the institute included Laura I. Rendón, Amaury Nora, and this issue's authors, Lindsey E. Malcom, Estela Mara Bensimon, and Brianne Dávila.

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ETS sponsored the 2010 AAHHE Latina/o Student Success Institute. Their mission is to advance quality and equity in education by providing fair and valid assessment and research services. ETS values social responsibility, equity, opportunity, and quality.

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About CUE

Established at the University of Southern California in 1999 as part of the university's Urban Initiative, the Center for Urban Education (CUE) leads socially conscious research and develops tools needed for institutions of higher education to produce equity in student outcomes. CUE's research team pioneered a multi-disciplined inquiry approach that is helping higher education institutions across the country become more accountable to students from underserved racial and ethnic communities.

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