Promoting Latina and Latino Success at Hispanic Serving Institutions

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Hispanic Serving Institutions by State

Puerto Rico (IPEDS, 2006-2007)

CA: 84
AZ: 24
NM: 24
CO: 3
KS: 5
TX: 43
IL: 10
NY: 14
NJ: 1
MA: 51
CT: 1
FL: 11
Types of Hispanic Serving Institutions of Higher Education
Total 265

- Public, 4-year or above: 21% (N: 57)
- Public, 2-year: 48% (N: 127)
- Private not-for-profit, 4-year or above: 27% (N: 71)
- Private not-for-profit, 2-year: 4% (N: 10)

Source: NCES, IPEDS, Enrollment Surveys, 2006-07 as cited in Excelencia in Education
The Demographic Revolution

The Hispanics are Coming! The Hispanics are Coming!

Population

Hispanic/Latino

Others
The Center for Urban Education (CUE) conducts socially conscious research and develops tools needed for institutions of higher education to produce equity in student outcomes.
What does it mean to be a Hispanic Serving Institution?
The invention of Hispanic Serving Institutions

“The invention of Hispanic-serving Institutions in the 1980’s was grounded in the theory that institutions enrolling a large concentration of Latino students adapt their institutional practices to serve these students better.” (Excelencia)
2 million (2,076,156) or eleven (11%) percent of undergraduate students enrolled in degree-granting institutions are Hispanic.

Latinos Enrollment in Hispanic Serving Institutions (HSIs)

HSIs represent only seven percent (7%) of all degree-granting institutions of higher education

Yet, fifty-four (54%) percent of all Latino undergraduates attend an HSI

Source: NCES, IPEDS, Enrollment Surveys, 2006-07 as cited in Excelencia in Education
Six-Year Graduation Rates at Public 4-Year Non-HSIs, Emerging HSIs, and HSIs, by Race

Source: IPEDS, 2006-07
Six-Year Graduation Rates at Private 4-Year Non-HSIs, Emerging HSIs, and HSIs, by Race

Source: IPEDS, 2006-07
Latino Faculty and Administrators at 4-Year Non-HSIs, Emerging HSIs, and HSIs

Source: IPEDS, 2006-07
<table>
<thead>
<tr>
<th>State/Location</th>
<th># HSIs</th>
<th>State/Location</th>
<th>FY 2008 Awards</th>
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<td><strong>265</strong></td>
<td><strong>Total</strong></td>
<td><strong>99,900,061</strong></td>
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</table>
Title V Requirements from Department of Education

Overview of Common Activities

• Academic Quality
  Faculty development
  Curriculum development
  Improvement of basic skills courses
  Acquisition of library materials and laboratory equipment

• Student Services
  Counseling (peer, career, personal)
  Tutoring and mentoring
  Establishing learning communities
  Improving student facilities and computer labs

• Student Outcomes
  Improving student retention and graduation rates
  Increasing academic achievement

• Fiscal Stability
  Establishing or improving a development office
  Strengthening Alumni relationships and fundraising
  Building an endowment
  Increase research dollars

• Institutional Management
  Creating and maintaining Management Information Systems
  Training and developing staff other than teaching faculty
  Construction and renovation
  Improving the infrastructure for internet access
Title V Requirements from Department of Education

Effectiveness of the HSI program is assessed by:

- Number of full-time degree-seeking undergraduates enrolled at HSIs.

- The percentage of first-time, full-time degree-seeking undergraduate students who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same institution.
Title V Requirements from Department of Education

Effectiveness of the HSI program, Continued

- Percentage of first-time, full-time degree-seeking undergraduate students enrolled at four-year HSIs graduating within six years of enrollment.

- Percentage of first-time, full-time degree-seeking undergraduate students enrolled at two-year HSIs graduating within three years of enrollment.
What is missing?

- Direct benefits to Latinas/os from Title V funding
- Cohort level data to assess continuous progress through milestones
- Success goals and benchmarks, particularly to close the gaps.
Secretary of Education Duncan Asks Us:

• In what ways could the Federal Government assist Hispanic Serving Institutions to increase degree completion among Latinas and Latinos?
What could we say based on what we know?

1. You cannot meet the college completion goals set by President Obama for 2020 without an increase in Latino/a degree attainment.
2. You cannot attain an increase in Latino/a degree attainment without Hispanic Serving Institutions.
3. You cannot on the one hand talk about dramatic demographic shifts and on the other hand leave race/ethnicity out of policy initiatives and processes.
So what needs to happen?

1. **National Data.** National data bases have to be structured to provide outcome data on basic indicators of access and success for Latina and Latino students in two-and four-year Hispanic Serving Institutions. Seems odd that the IPEDS menu of variables has one for HBCU’s, Tribal Colleges, Men and Women’s Colleges—but not Hispanic Serving!!!

2. **Institutional Accountability.** As part of Title V funding, establish basic indicators of Latino/a student outcomes that will enable Hispanic Serving Institutions to assess their effectiveness.
So what needs to happen?

3. **Theory of Change.** Change the theory of action that governs the application and awarding of Title V funds.

4. **Incentives.** Reward institutions that have a data-based process for monitoring and documenting Latino and Latina access to key resources and opportunities.

5. **Mission Intentionality.** Require institutions to discuss specific strategies or methods they have used or are planning to use to integrate their Hispanic Serving identity into their core processes and policies.

6. Your Suggestions?
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