



Front Line or Bottom Line? A Critical Look at What We Know About 2-year Hispanic-serving Institutions

Margarita Benitez
Senior Associate

ETS Conference on Community Colleges

Educational Testing
Service
May 21-22, 2007



PRESENTED BY
The Institute for Higher Education Policy

Data sources

- National Center for Educational Statistics, U.S. Dept. of Education
- U.S. Census Bureau
- *Excelencia in Education* Briefs
- Institute for Higher Education Policy Studies
- National Articulation and Transfer Network (NATN)

National Articulation and Transfer Network: General Overview

NATN Mission

To enhance access and success in higher education by increasing the number of transfer students, including historically underserved populations, such as students of color, who graduate with baccalaureate degrees.

The Alliance for Equity in Higher Education and the NATN

- NATN is a project of the Alliance for Equity in Higher Education, supported by the Lumina Foundation, and managed by the Institute for Higher Education Policy.
- The Alliance for Equity in Higher Education was established in 1999 by the three major associations of minority-serving institutions (MSIs) in the country: the National Association for Equal Opportunity in Higher Education (NAFEO), the Hispanic Association of Colleges and Universities (HACU), and the American Indian Higher Education Consortium (AIHEC). Together, these associations represent more than 350 MSIs.

Demographic Projections

- The proportion of the total U.S. population comprised of people of color, including African Americans, Asian Americans, American Indians and Hispanics is expected to grow from 28 percent in 2000 to 36 percent in 2020 and 47 percent in 2050.
- By 2015, college enrollments are expected to increase by 5 percent for whites, compared with 23 percent for African Americans and **73 percent for Hispanics.**
- By 2015, California, New Mexico, Hawaii, and the District of Columbia will have enrollments with a majority of students of color. In addition, 10 states will have college enrollments that are 40 percent or greater students of color.
- “Educating the Emerging Majority” — the challenge of our time.

U.S. Undergraduates: A Changing Reality

Seventy-five percent (75%) of undergraduate students are “nontraditional,” meaning they have at least one of the following characteristics:

- not a high school graduate
- did not enroll in an institution of higher education directly after high school
- attend more than one institution
- are attending school part-time or working full-time
- are financially independent, married or have dependents.

Students of Color and Community Colleges

- Students who are from an ethnic minority group, first in their family to attend college or economically disadvantaged are more likely to start at a community college.
- **Thirty-five percent (35%)** of community college students are people of color.
- **Forty-six percent (46%)** of all African American, **55%** of Hispanic, **46%** of Asian/Pacific Islander and **55%** of Native American undergraduates attend community colleges.

Community Colleges and Transfer

- Only about 36% of community college students who expect to earn a baccalaureate degree or higher actually transfer to a four-year institution within three years of entering college.
- Once community college students successfully transfer to a four-year institution, they graduate at the same rate as *native* students and attain job status and earnings equal to *native* students.
- **Among students who had all of their transfer credits accepted, 82% had graduated within six years with a bachelor's degree.**

Headlines on Hispanics!

- Fastest-growing population in the U.S.
 - 22 million in 1990; 42 million in 2005
 - 52% increase 1995-2005 vs. 10% for the total U.S. population
- Younger, poorer and less educated than the average American.
 - 69% high school graduation rate
 - 37% college enrollment among high school graduates aged 18-24

More Headlines on Hispanics!

New communities in unexpected locations.

Controversies about immigration, English language proficiency, discrimination, competition for low-paying jobs, etc.

Higher Ed Statistics on Hispanics

- Hispanics constitute 18.3 percent (4.8M) of the traditional college-age population, and make up 11 percent of the total U.S. enrollment (1.8M).
 - More than 900,000 of the 1.8M attend Hispanic-serving institutions (HSIs).
 - 500,000 of the 900,000 attend Hispanic-serving community colleges (HSCCs).

The Return on Investment Argument

- More than 50% of Latino students attend Hispanic-serving institutions (HSIs).
- HSIs make up 6% of institutions of higher education in the U.S.
- What can you do to address Latino student success? Invest in HSIs!*

* But do not overlook the other half of the Latino student population.

What is an HSI?

- **25% Full-time equivalent Hispanic enrollment.**
- **Federal requirements for Title V:**
 1. 50% of Hispanics must be low-income
 2. low average expenditures per student
 3. accredited nonprofit awarding Associate of Arts or Bachelor of Arts degrees
 4. must be certified as eligible by U.S. Department of Education

There are about 242 HSIs in 14 states and Puerto Rico

- The total number changes according to the definition used, and to enrollment shifts at institutions.
- HSIs also enroll significant percentages of white, African American, Asian American and Native American students.
- 128 of the 242 HSIs are community colleges (HSCCs).
- 65% of HSIs in the continental U.S. are HSCCs.
- 59% of all HSCCs are in California and Texas.
- 88% of all HSCCs are public.

Looking Beyond the Numbers

- The total number changes according to the definition used, and to enrollment shifts at institutions.
 - HSIs are defined by enrollment, not by mission.
 - “Enrolling” does not necessarily mean “serving.”
 - What should it really mean to be a Hispanic-serving institution?
- HSIs also enroll significant percentages of white, African American, Asian American and Native American students.
 - As the fastest-growing and most diverse of minority-serving institutions, HSIs might have much to contribute to our national conversation on diversity in higher education.



If most HSIs are community colleges and most Latinos enroll in HSIs. . .

- Most Latinos are attending low-cost, low-expenditure institutions, often while balancing other commitments.
- Latinos are less likely to attain the baccalaureate.
- Effective transfer and articulation paths are central to Latino student success.

If most HSCCs are public . . .

- State systems and state legislatures have a key role to play in enabling both access and success for the fastest-growing population in the country.
- State scholarships, funding for community colleges, and the encouragement of articulation and transfer pathways would help.

Is the Glass Half-Empty or Half-Full?

- Community colleges often lack resources for research, modern labs and libraries, personalized counseling and financial aid.
- Community college faculty may lack the connections to graduate programs and research projects that lead to opportunities for students.
- Not all community college credits are accepted at BA institutions.

On the Other Hand . . .

- Some community colleges do quite well in those areas.
- Community colleges have a lot of practice with developmental education.
- Community colleges are often more flexible in their offerings and services than BA institutions.
- That's where Latinos are!

Who Gets the Credit?

- Students often lose credits when they transfer.
- If a student transfers, s/he is not counted in the receiving institution's graduation rates and is viewed as a "loss" for the sending institution unless s/he graduated before transferring. Neither school gets credit for the achievements of transfer students.
- With government funding increasingly tied to graduation rates, a lot of hard work at the institutions that serve historically underrepresented students (community colleges in general, and MSIs in particular) is going unacknowledged.



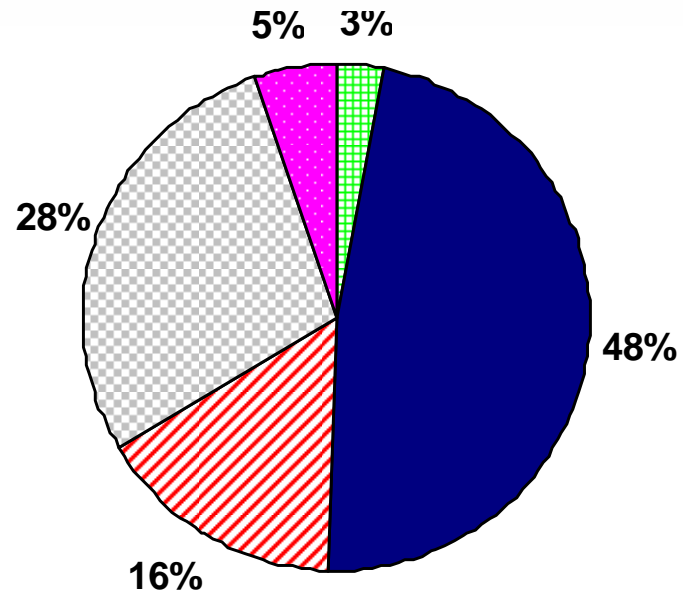
How Latinos Pay for College: Patterns of Financial Aid in 2003-2004

Deborah Santiago, PhD

Excelencia in Education
in collaboration with
the Institute for Higher Education Policy

Funded with support from the USA Funds

Majority of Latino undergraduates are of Mexican descent



■ Cuban descent ■ Mexican or Chicano descent ■ Puerto Rican
■ Other Hispanic origin ■ Mixed Hispanic origin

Source: National Center for Education Statistics (NCES), National Postsecondary Aid Study (NPSAS): 2003-04 Undergraduate Students

Student Profile: Enrollment

	Latino	All
Enrolled part-time	51%	45%
Enrolled at public 2-year	46%	40%
Enrolled at public 4-year	21%	30%
Tuition and fees \leq \$1,000	41%	30%

Source: National Center for Education Statistics (NCES), National Postsecondary Aid Study (NPSAS):
2003-2004 Undergraduate Students

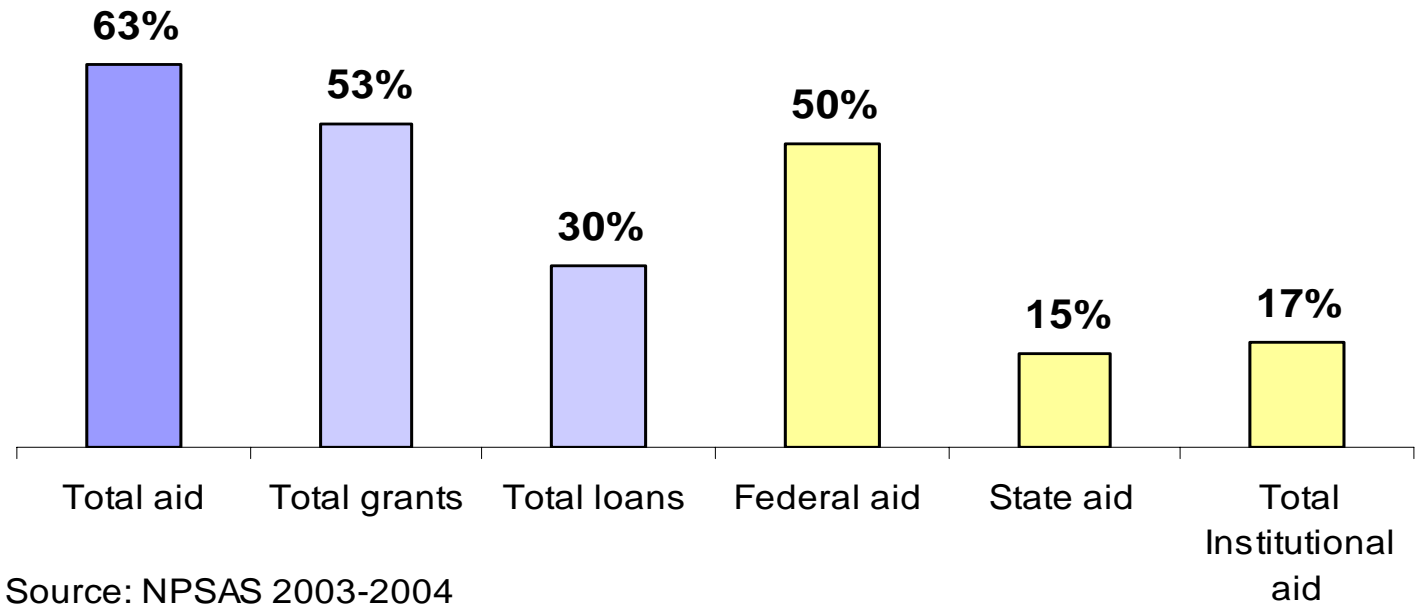
Student Profile: Background

	Latino	All
First generation college-goer	49%	35%
Live with parents	33%	24%
U.S. citizens	85%	93%

Source: National Center for Education Statistics (NCES), National Postsecondary Aid Study (NPSAS):
2003-2004 Undergraduate Students

Total Aid

Percentage of Latino undergraduates receiving aid, by type and source of aid, 2003-2004



Student Profile - Income

	Latino	All
Family income < \$40,000	25%	16%
Family income >\$80,000	8%	16%
EFC ≤ \$1,000	42%	30%

Source: National Center for Education Statistics (NCES), National Postsecondary Aid Study (NPSAS):
2003-2004 Undergraduate Students

Are There Promising Practices?

- Achieving the Dream (Lumina).
- ENLACE (Kellogg).
- The Latino Student Success Project and “Starting Point: Community College” (*Excelencia in Education* and U.S. Department of Education).
- Title V has funded initiatives such as “LifeMap” at Valencia Community College, e-portfolios at LaGuardia Community College, the Academic Success Center at San Diego CC, and the renovation of STEM programs at Laredo CC.
- NATN has made possible regional Articulation and Transfer Councils based at the Houston Community College System and at San Antonio Community College to facilitate student and credit transfer.

Lessons Learned from the Latino Student Success Project (LSS)

- Six public 4-year HSIs in Texas, California, and New York applied the LSS Inquiry Model to gauge how well they were serving their Hispanic students. Lessons learned:
 - Disaggregate your data!
 - Partner with other institutions and groups
 - Use a holistic approach to student success
 - Presidential leadership is essential

Why single out Latinos?

- The LSS inquiry model will work with any group.
- However, one size does not fit all — whatever group of students you work with deserves thoughtful and informed consideration.
- If your fastest-growing student population is coming at you with high dropout rates and low testing scores, you'd better pay attention to their needs and your strategies.
- And because most Latino students start at community colleges . . .

“Starting Point: Community College”

- Recognized higher ed is not a smooth sequence for many Latinos
- Documented student pathways among 6 pairs of HSIs: 6 Baccalaureate and 6 feeder Community Colleges in California, Texas and New York.
- Adapted the LSS Inquiry Model to community college realities
- Explored transfer and articulation practices

National Articulation and Transfer Network

NATN Marching Orders

- Improve graduation rates of transfer students, **particularly students of color**
- Enable important policy discussions, raise awareness
- Promote new ideas around articulation and transfer models and pilots
- Track state activities, mandates, legislation and systems of transfer

National Articulation and Transfer Network: www.NATN.org

NATN.org: A New Online Educational Tool

- ***A must-see site*** for mobile students and college leadership
- Centralization of information, best practices, virtual advising, college search, career tools, scholarship search, and transfer research/reports all available on one site
- **Student Portal at NATN.org** opens doors for all students who are considering college, transfer and the **goal of a baccalaureate degree**



For more information, please visit
the following websites:

www.edexcelencia.org

www.ihep.org

www.natn.org

www.luminafoundation.org