

# 25 Years of Funding HSIs: Reviewing the Past, Informing the Future



**April 21, 2021**

@edexcelencia  
@ds\_excelencia  
#LatinoStudentSuccess  
#HSIs

# *Excelencia's strategy*

**Data/research:** Since our inception in 2004, *Excelencia* has conducted research on Latinos and Hispanic Serving Institutions to frame and understand the context of institutional efforts, how they evolve in their efforts, that in turn, inform the context for SERVING Latino and other students.

**Practice:** Since 2005 with the launch of Examples of *Excelencia*, we have evolved our asset-based identification and promotion of evidence-based practices intentionally increasing Latino student success to create awareness and to help sustain, leverage, and promulgate institutional work.

**Leadership/network:** In 2009, we initiated our *Excelencia* in Action network with the Ensuring America's Future initiative. This network has now grown to include an affiliate structure of programs and presidents with the potential for substantially further growth.

# Latinos represent post-traditional majority

Traditional student profile	Post-traditional student profile
College-ready	May need academic prep or remediation
Enroll in a college or university full-time	Enroll at a community college and part-time
Enroll the fall after high school graduation	Delay initial postsecondary enrollment while entering the workforce
Live on-campus	Live off-campus with their parents or with their own dependants
Complete a bachelor degree in four years	Take more than four years to complete a degree
Parents have college degree	First in family to enroll
White, non-Hispanic	Latino or African American
Do not work while enrolled	Many work 30 hours or more a week
Make college choices based on financial aid, academic programs offered, & institutional prestige	Make college choices based on cost of attendance, location, & accessibility

# Changing Landscape

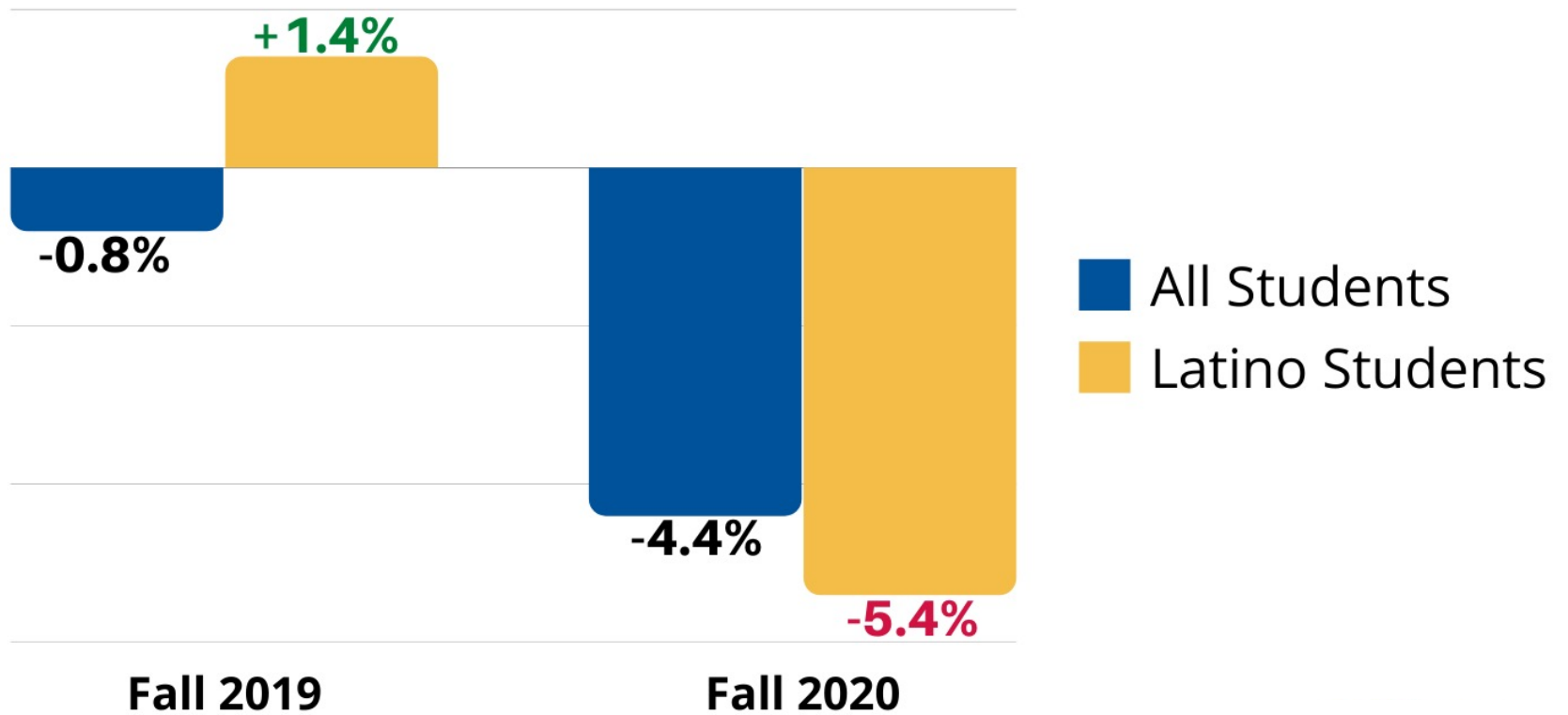
## **Pre-pandemic:**

- Demographic shifts: Latinos primary growth population
- Questions of value & sustainability of business model
- Increasing student debt influencing choices and limiting options
- Free college and debt forgiveness – policy focus for action

## **Pandemic made more public structural and systemic inequities we already knew existed**

- Will numbers of Latinos in postsecondary education grow?
- Students and pathways will be increasingly post-traditional
- Opportunity for short term institutional transformation... but long term?

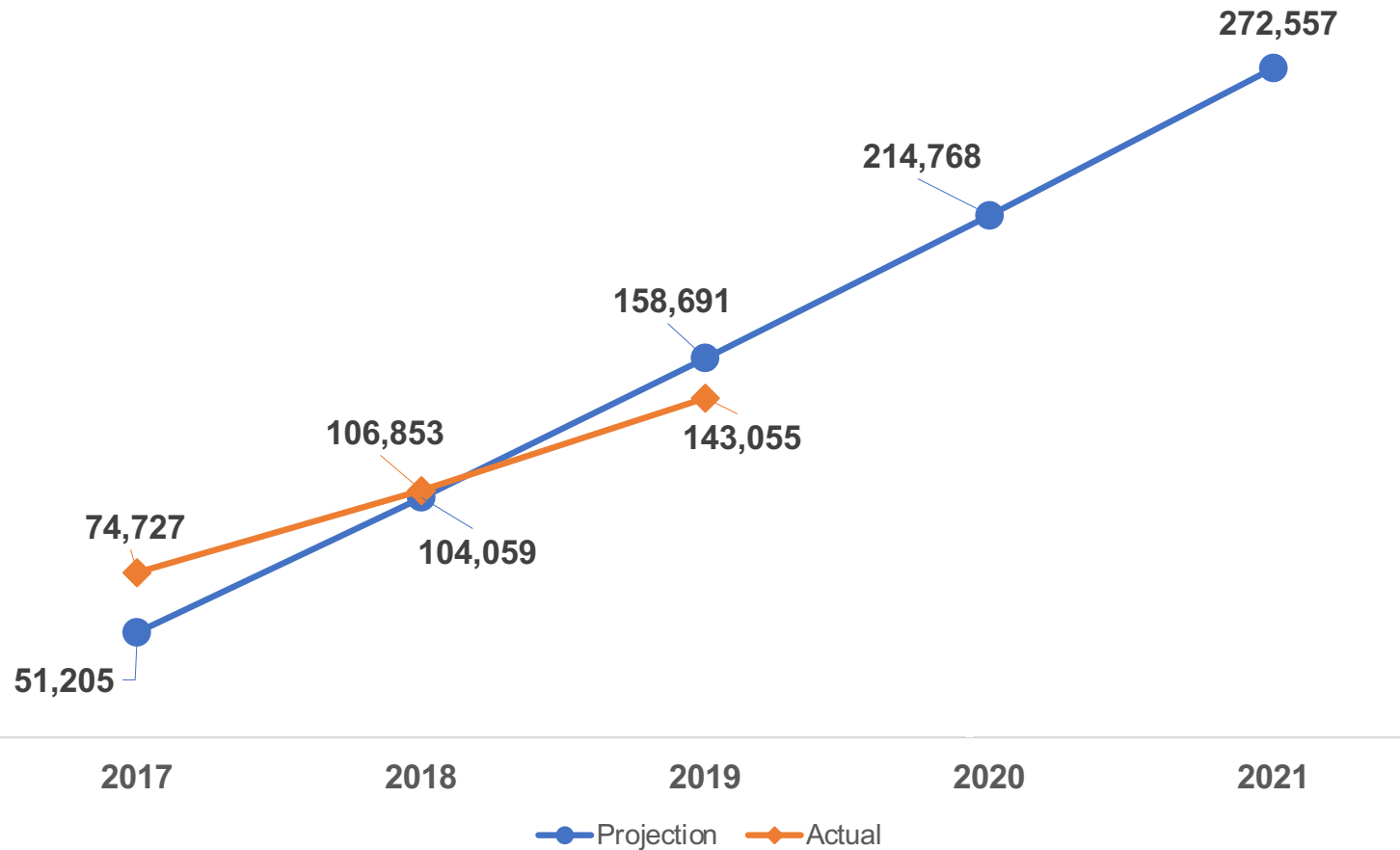
# Significant backtracking on progress - enrollment



Source: National Student Clearinghouse Research Center, *COVID-19 Stay Informed*, <https://nscresearchcenter.org/stay-informed/>

# Projections to 2030: acceleration needed

2030 Goal: 6.2 million



# Why focus on Hispanic-Serving Institutions?

Emerging **REPRESENTATION**  
Undergraduate Location  
ENROLLMENT Private 2-year  
**GROWTH DIVERSITY**  
Institutions of 4-year Latino  
Higher Education ETHNICITY  
CONCENTRATED GEOGRAPHICALLY Full-time  
**RACE 25%+ Public** GRADUATE  
Highly Populated Areas

# Defining HSIs

- **1980s:** HSI construct created by community & institution leaders recognizing concentrated enrollment & need for investment
- **1990s:** HSIs recognized in federal legislation (Higher Education Act) for program eligibility

**HSIs\*:** public/private non-profit degree-granting colleges with 25% or more undergraduate full-time equivalent enrollment

Definition is based on enrollment, not mission to serve

\*Title V eligibility further requires a high enrollment of needy students and low core expenses



# Federal support for HSIs has grown

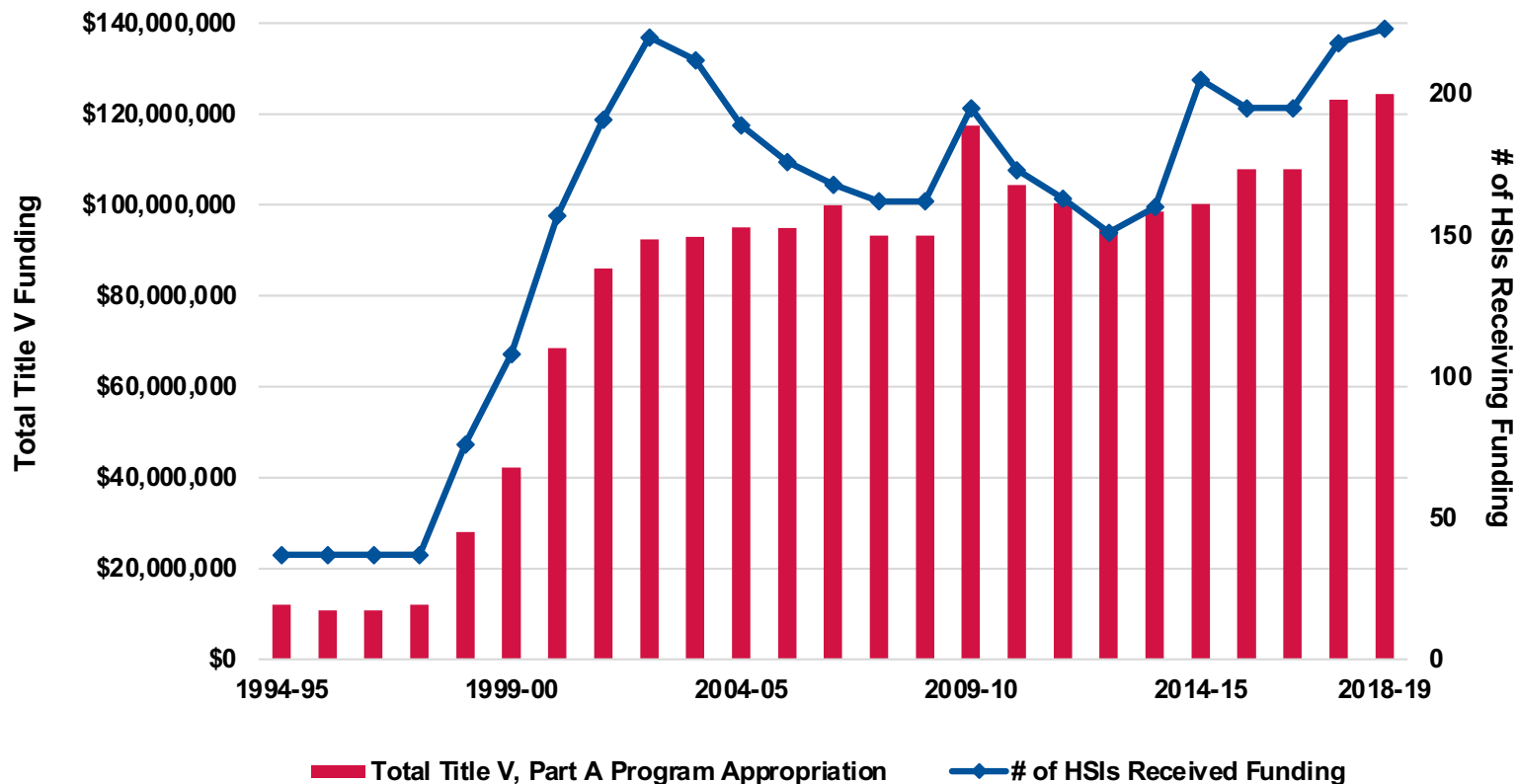
## Title V of the Higher Education Act

Developing Hispanic-Serving Institutions (HSIs) Program:

- Assist HSIs **expanding educational opportunities** for, and improve the **attainment** of, Hispanic & other low-income students
- **Expand and enhance HSIs' academic offerings, program quality, and institutional stability.**
  - ✓ In 25 years, over 835 unique federal grants to HSIs totaling over \$1.9 billion.

# Funding does not match HSI growth

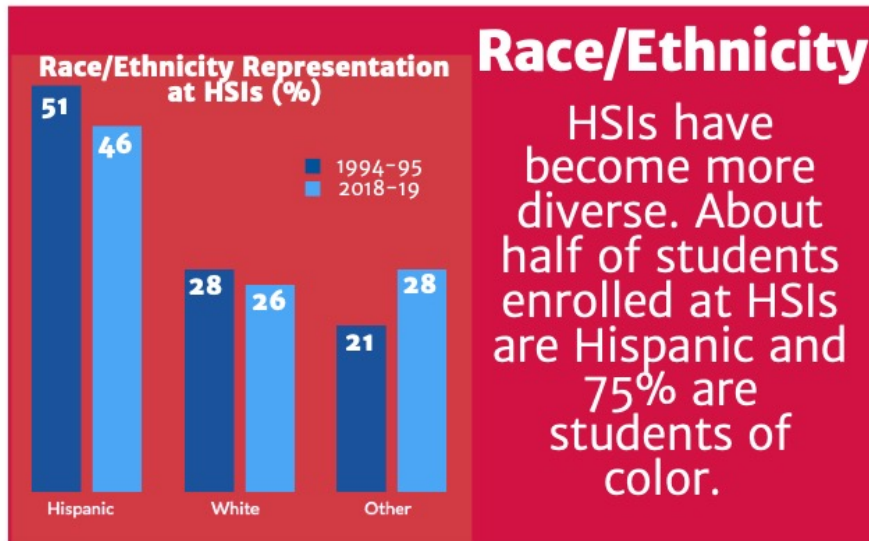
Title V Developing HSIs Program Funding



Source: *Excelencia* in Education analysis using U.S. Department of Education, NCES, IPEDS, 1995-96 through 2018-19 Enrollment Survey



# HSIs: What we know over 25 years

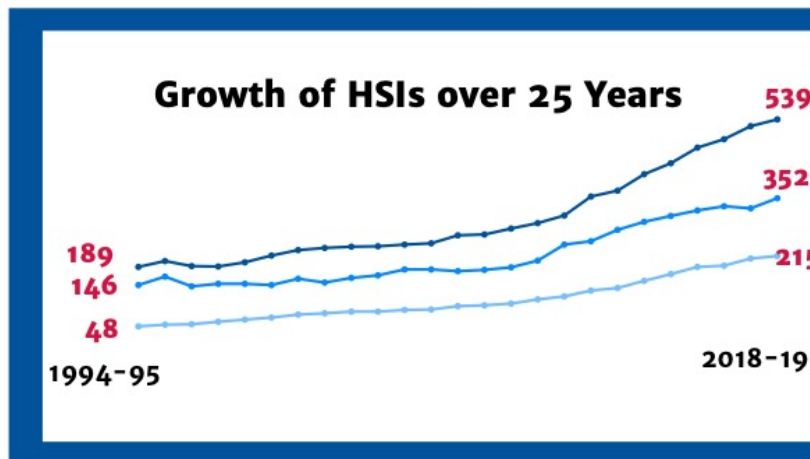


### Race/Ethnicity

HSIs have become more diverse. About half of students enrolled at HSIs are Hispanic and 75% are students of color.

### Enrollment

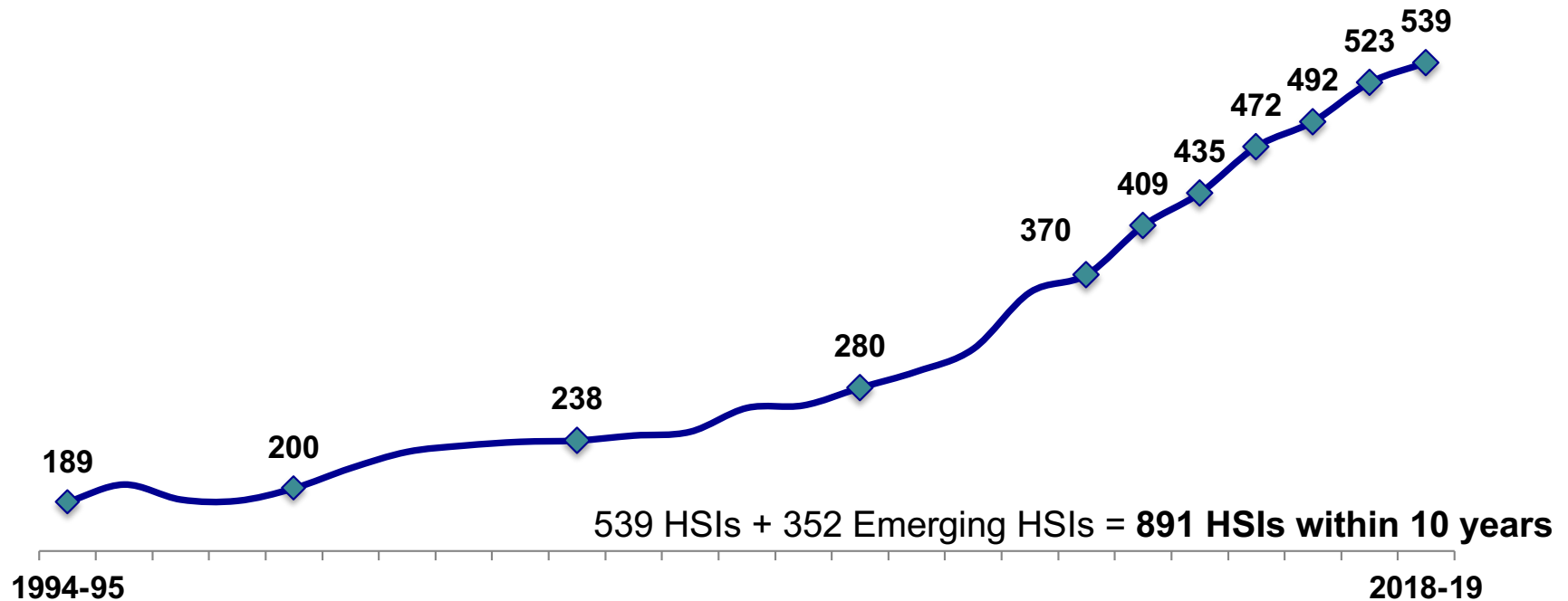
**1.1 million** more Latino full-time equivalent (FTE) students enrolled at HSIs since 1994-95.



### Growth

- HSIs have increased from 189 to 539 (+350)
- Emerging HSIs have increased from 146 to 352 (+206)
- HSIs with graduate programs have increased from 48 to 215 (+167)

# HSIs: Growth



**The number of HSIs has more than doubled over 25 years.** In 2018-19, there were 539 HSIs, compared to 189 in 1994-95 – a net increase of 350 institutions (185%).

**Latino student enrollment at HSIs has more than tripled in the last 25 years.** In 2018-19, HSIs enrolled over 2.1 million Latino undergraduates, compared to 490,000 in 1994-95 – a net increase of 1.31 million students (367%).

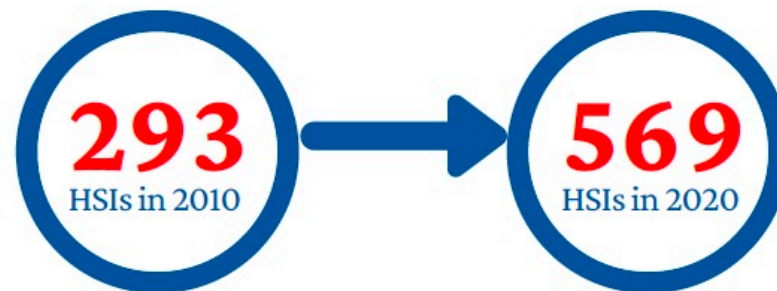
# HSIs: What we know (2019-20)

**569** HSIs, representing **18%** of all colleges and universities

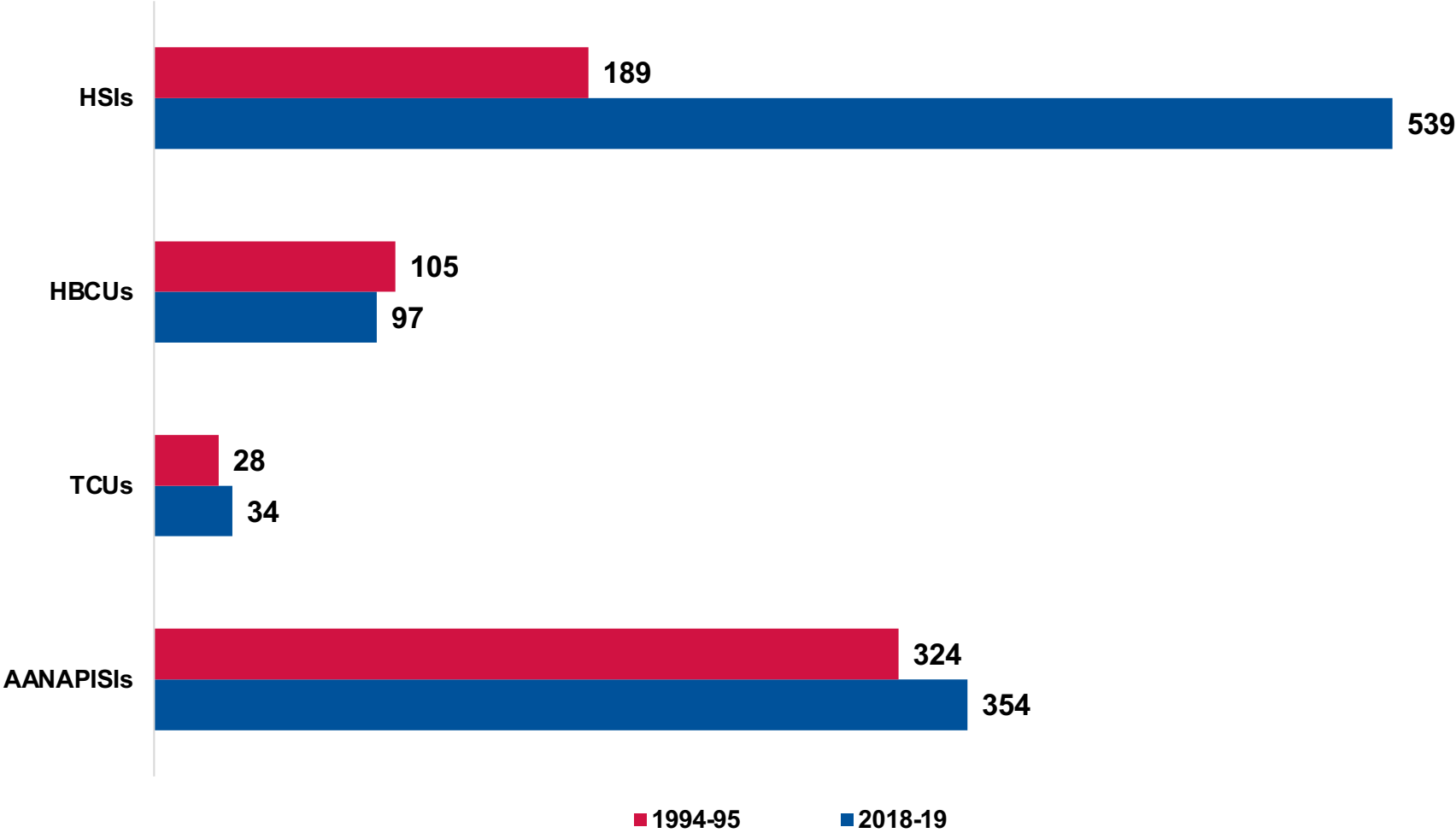
**67%** of all Latino undergraduates are enrolled at HSIs

**46%** of students enrolled at HSIs are Latino

**94%** increase in HSIs over the past 10 years.



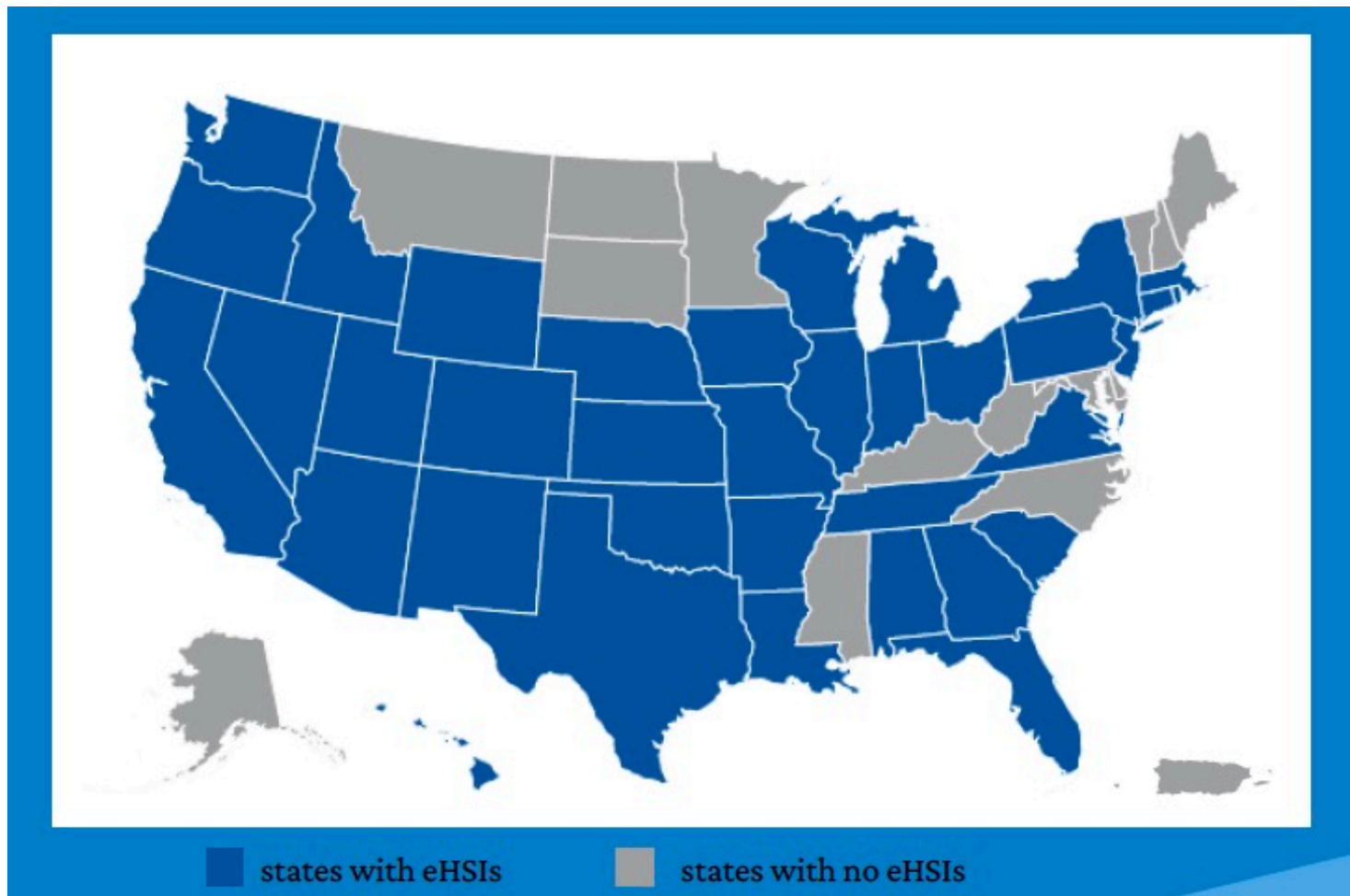
# HSIs represent the majority of MSIs



Source: *Excelencia* in Education analysis using U.S. Department of Education, NCES, IPEDS, 1995-96 through 2018-19 Enrollment Survey



# The HSI pipeline continues to grow - eHSIs



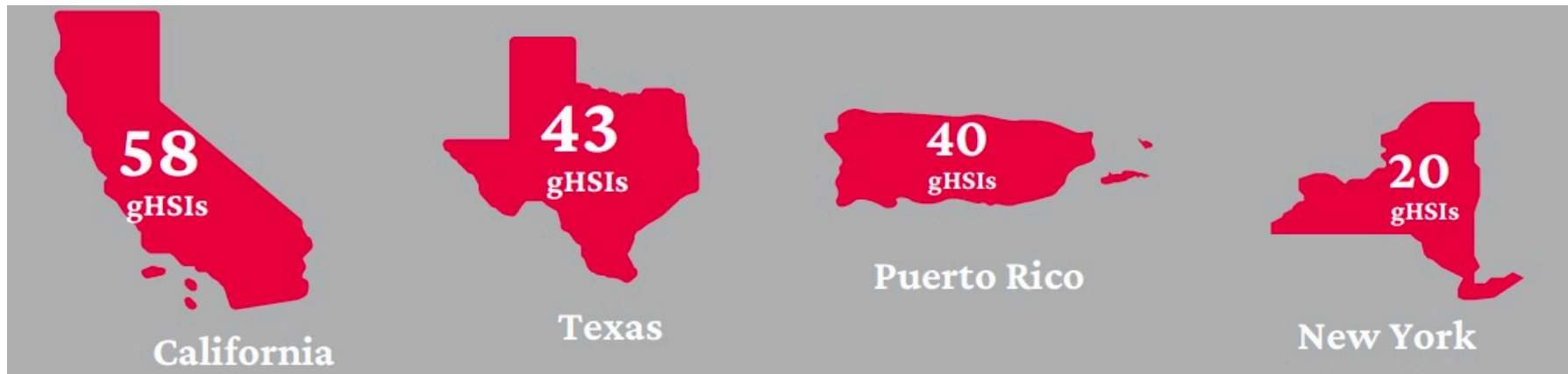
**Over half of states (38) have at least one eHSI**

Source: *Excelencia* in Education analysis using U.S. Department of Education, NCES, IPEDS, 2019-20 Enrollment Survey

# Opportunities to grow pipeline

Less than half (42%) of all 569 HSIs offer graduate degrees.

Over 70% of gHSIs are in 4 locations.





# Demography/geography or Intentionality/impact

**ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in the United States, 2017-18**

	Institution	State	Sector	Grand Total	Hispanic Total	% Hispanic
1	Miami Dade College	FL	Public, 4-year	9,594	6,670	70%
2	South Texas College	TX	Public, 4-year	4,112	3,923	95%
3	El Paso Community College	TX	Public, 2-year	3,438	2,975	87%
4	Lone Star College System	TX	Public, 2-year	7,552	2,654	35%
5	Valencia College	FL	Public, 4-year	7,864	2,574	33%

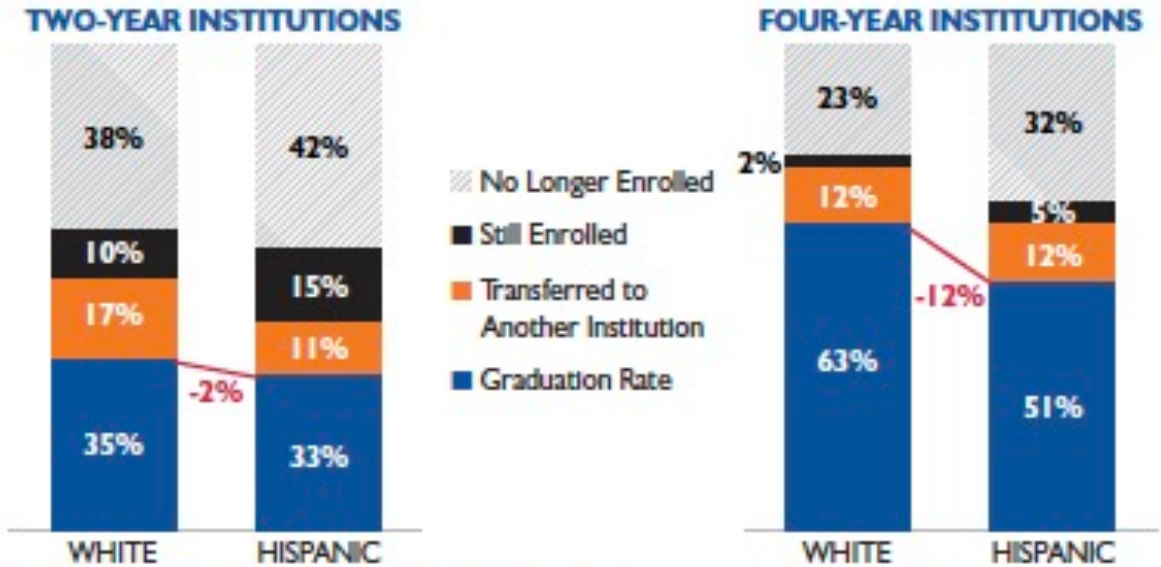
**BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in the United States, 2017-18**

	Institution	State	Sector	Grand Total	Hispanic Total	% Hispanic
1	Florida International University	FL	Public, 4-year	10,261	6,764	66%
2	California State University-Fullerton	CA	Public, 4-year	9,038	3,660	40%
3	The University of Texas Rio Grande Valley	TX	Public, 4-year	4,046	3,618	89%
4	California State University-Northridge	CA	Public, 4-year	8,806	3,573	41%
5	California State University-Long Beach	CA	Public, 4-year	8,615	3,417	40%

# Multiple measures of outcomes show more institutional impact

**DEGREE OUTCOMES**

At two-year institutions, Hispanics' graduation rate was <b>2%-points lower</b> than that of their White non-Hispanic peers in the United States.	At four-year institutions, Hispanics' graduation rate was <b>12%-points lower</b> than that of their White non-Hispanic peers in the United States.
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\*Percentages may not add up to 100% due to rounding.

Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2018 Graduation Rates Survey and the Institutional Characteristics Survey.



# Additional measures: What works for student success

1. Dual Credit and Early College High School at El Paso Community College (Texas) is an access program at the associate level focused on dual credit and early college.
2. Mi Casa Es Su Casa at Lone Star College-North Harris (Texas) is a retention program focused on faculty training and institutional change at the associate level.
3. Project Mentoring to Achieve Latino Educational Success (MALES) at the University of Texas at Austin is a baccalaureate program that addresses retention by focusing on Latinos and mentoring.
4. Cerritos Complete at Cerritos College (California) is a program focused on support services, Community Partnerships/Collective Impact and summer bridge at the associate level.
5. Long Beach College Promise at Long Beach City College (California) is a support services program focused on pathway/pipeline and scholarship at the associate level.
6. Attract, Inspire, Mentor, and Support Students (AIMS<sup>2</sup>) Program at California State University-Northridge is a transfer program focused on institutional change and undergraduate research at the baccalaureate level.
7. DirectConnect at Valencia College (Florida) is a transfer program focused on community partnerships and pathways at the associate level.
8. Latin American Recruitment and Educational Services (LARES) Program at the University of Illinois at Chicago is an access program focused on community partnerships and collective impact at the baccalaureate level.
9. UAlbany Educational Opportunity Program (EOP) at SUNY at Albany (New York) is a support services program focused on first-year support at the baccalaureate level.
10. Arizona's Science, Engineering, and Math Scholars (ASEMS) Program at the University of Arizona is a retention program focused on STEM and undergraduate research at the baccalaureate level.



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**What we can do:  
Take responsibility for change**

# Key questions

- **Enrollment is necessary precursor to completion, but can an institution be enrolling without SERVING its post-traditional students?**
- **Given the continued growth in the number of HSIs, will all institutions eventually become HSIs, and if so, why bother distinguishing?**
- **What distinguishes an institution that enrolls with one that SERVES?**
- **What motivates an institution to transform to better SERVE their post-traditional students?**

# The future of HSIs

Federal and state investments: short- and long-term support for growth in capacity, quality, and students

## Short-term

- CARES Act - HEERF (April 2020)
- CRRSAA - HEERF (Dec. 2020)
- American Rescue Plan Act (ARPA) - presented
- ED (Developing HSIs, PPOHA)

## Long-term

- HSI guarantee: provide guaranteed funding to all Hispanic-Serving Institutions who meet the eligibility requirements for Title V grants.
- Refocus the allowable activities for Title III and V grants to better align with Latino student success and in an online environment.
- Increase transparency around grant outcomes and improve information about federal investment in Hispanic-Serving Institutions
- Distinguish institutions that are intentionally SERVING Latino students from those that are just enrolling with the Seal of *Excelencia*





# The future of HSIs: Beyond Enrolling – Reframe **SERVING**

Seal of *Excelencia* – a national **certification** for institutions that intentionally **SERVE** Latino students. Provides a higher standard and expectations of the institutional role and transformation for change.

- **Framework** that integrates essential components of transformation.
- Comprehensive **institutional strategy** for SERVING students.
- **Technical assistance** for institutions in key areas.
- A **partnership** with institutions to share and learn strategies that align data, practice, and leadership.
- A **community of learners** sharing and learning from each other to accelerate Latino student success.



# The future of HSIs: Beyond Enrolling - Reframe **SERVING**

Data	Practice	Leadership
Intentionally identify & respond to race/ethnic-based inequities	Consistent & transparent use of evidence-based programs & policies	Alignment of data & practice with explicit & public commitment to improving Latino student success
<ol style="list-style-type: none"> <li>1. Enrolling</li> <li>2. Retaining</li> <li>3. Transferring</li> <li>4. Supporting Financially</li> <li>5. Modeling</li> <li>6. Graduating</li> </ol>	<ol style="list-style-type: none"> <li>1. Enrolling</li> <li>2. Retaining</li> <li>3. Transferring</li> <li>4. Supporting Financially</li> <li>5. Modeling</li> <li>6. Graduating</li> </ol>	<ol style="list-style-type: none"> <li>1. Mission &amp; strategy</li> <li>2. Data &amp; Practice</li> <li>3. Human Resources</li> <li>4. Communication</li> <li>5. Institutional Culture</li> </ol>



# The future of HSIs: Beyond Enrolling – Reframe to **intentionally SERVING**

Over 40 applied in two years, and 14 certified



SOUTH TEXAS  
COLLEGE



SACRAMENTO  
STATE

LONG BEACH  
CITY COLLEGE



GRAND VALLEY  
STATE UNIVERSITY



The University of Texas at San Antonio™



TEXAS

The University of Texas at Austin



THE UNIVERSITY  
OF ARIZONA



UNIVERSITY OF  
ILLINOIS CHICAGO

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# What the community of common cause is doing



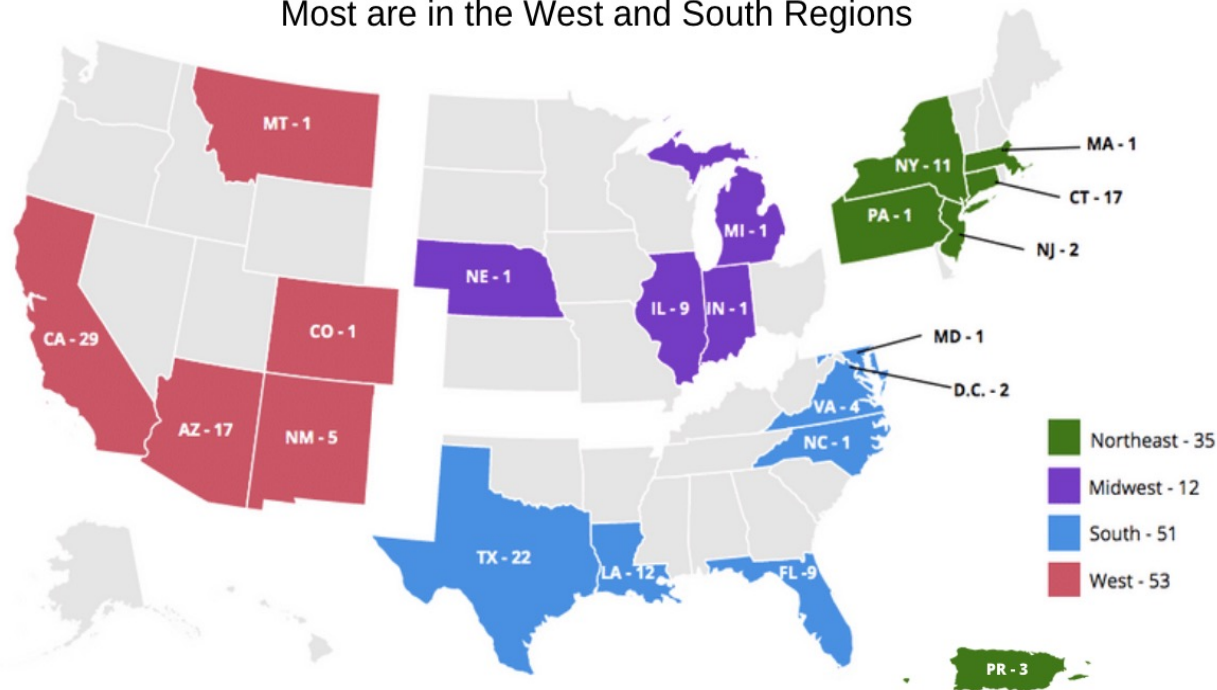
# PRESIDENTS FOR LATINO STUDENT SUCCESS



# Presidents for Latino Student Success

P4LSS institutions represent **4%** of colleges/universities, enroll **24%** of all Latino students, and graduate **35%** of all Latino degree completers.

Most are in the West and South Regions



Over two-thirds are in the West and South with nearly half of those in California and Texas.

Source: Excelencia in Education analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education System (IPEDS), 2018 Institutional Characteristics Survey component

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**What will YOU do to accelerate  
Latino degree completion and  
define the future of HSIs?**