

INVENTING

HISPANIC-SERVING INSTITUTIONS (HSIs): THE BASICS



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Excelencia in Education aims to accelerate higher education success for Latino students by providing data-driven analysis of the educational status of Latino students, and by promoting education policies and institutional practices that support their academic achievement. A 501(c)(3) organization, *Excelencia* is building a network of results-oriented educators, including university and community-based professionals and policymakers, adding value to their individual efforts with the means and momentum to address the U.S. economy's need for a highly educated workforce.

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FOREWORD

Over the next fifteen years, our country will experience a profound demographic shift as the baby boomer generation retires. Following in their footsteps in the workplace will be today's college-going students, an increasing number of whom are Latino. Ensuring the high caliber of tomorrow's workforce and leadership requires action today to address the educational achievement of the country's fastest growing community. Responding to this challenge, *Excelexencia* in Education was launched in 2004 with the aim of accelerating Latino achievement in higher education.

Excelexencia's strategy is to apply knowledge to public policy and institutional practice, and this brief is a fitting example. Providing baseline information about Hispanic-Serving Institutions, *Inventing HSIs* assembles facts about the legislation, data about the institutions, and analysis about the impact of HSIs on Latino students.

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ABOUT THE AUTHOR

Deborah A. Santiago is the Vice President for Policy and Research at *Excelexencia* in Education and brings her extensive experience in education policy and research to the challenge of accelerating Latino student success. Her current research focuses on accountability, higher education policy, institutional practices, and the condition of Latinos in education.

Inventing HSIs is the first of a trio of informational briefs on HSIs that will be published over the next 18 months. The next two are:

- *Choosing Hispanic-Serving Institutions (HSIs): Examining Latino Students' Choices*
- *Modeling Hispanic-Serving Institutions (HSIs): Campus Practices that Work for Latino Students.*

Developing this series demonstrates our belief that HSIs play a critical part in Latino students' pursuit of—and success in—higher education. However, HSIs are only a part of the broader academy and society that must respond more effectively to Latino students to ensure America's continued strength and prosperity. Focusing on Latino students, *Excelexencia* in Education will continue to work to inform and engage those who make and implement public policy in higher education.

Sarita E. Brown
President
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Recent publications include "How Latino Students Pay for College: Patterns of Financial Aid in 2003-04," "What Works for Latino Youth," and "Latino Student Success at Hispanic-Serving Institutions: Findings from a Demonstration Project."

EXECUTIVE SUMMARY

Almost half of all Latino students in higher education are enrolled in just 6 percent of the institutions of higher education in the United States. This concentration of Latino enrollment in higher education was first recognized by educators and policy makers in the 1980s and contributed to the invention of a new construct, which came to be known as Hispanic-Serving Institutions (HSIs). The defining characteristic of HSIs is their Hispanic enrollment, not their institutional mission. HSIs are defined as public and private not-for-profit degree-granting institutions of higher education with 25 percent or more undergraduate full-time equivalent Hispanic enrollment.

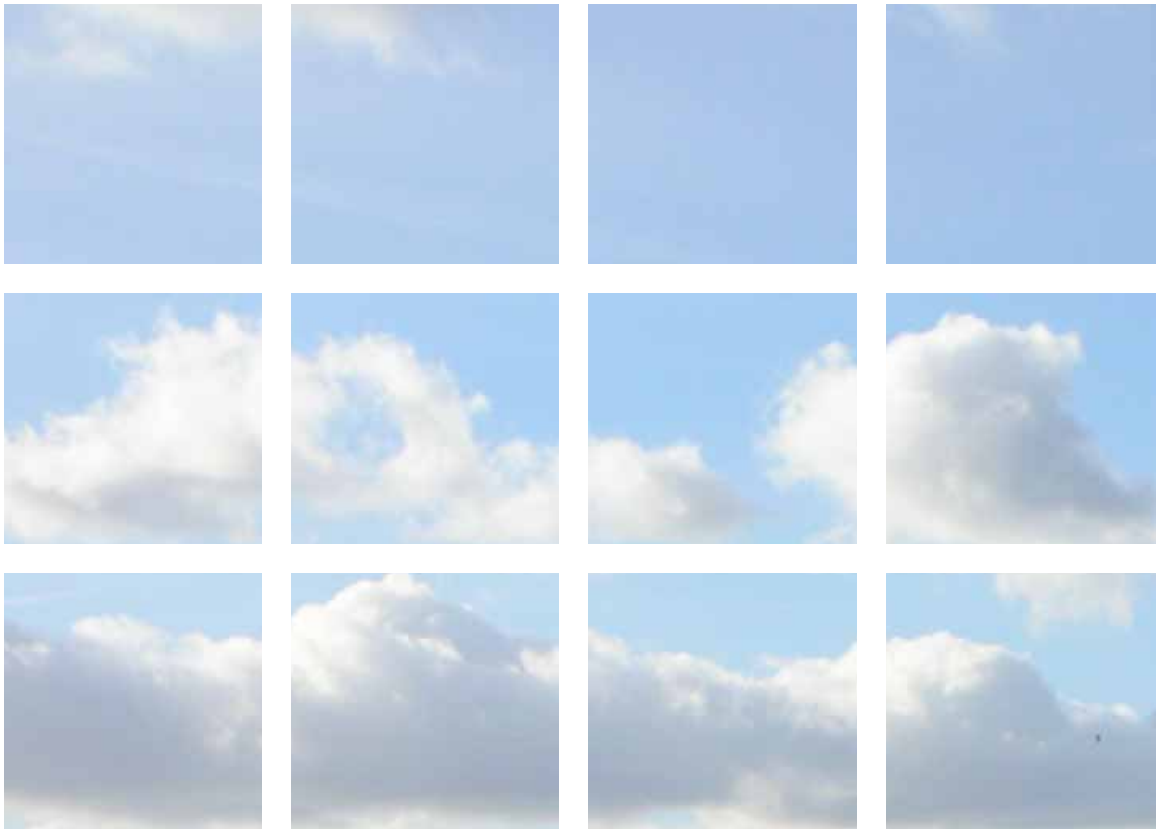
HSIs are important institutions for Latinos, yet little research exists on them. This brief serves as a primer on the conditions and history behind their invention, the processes for identification, and the general institutional characteristics of HSIs. It also offers an overview of how these institutions are contributing to Latino student success.

Among the main findings of this brief are the following:

- In 2003-04, there were 236 institutions that met the basic definition of an HSI.
- The numbers of HSIs is growing.
- HSIs are concentrated where the Latino population is concentrated.
- Most HSIs are concentrated in urban areas.
- HSIs provide greater access to higher education than many other institutions.
- Many HSIs have diverse student enrollments.
- The majority of HSIs are community colleges.
- Many HSIs are part of public systems of higher education.
- HSIs are more affordable than other similar institutions.
- Despite their small representation among institutions of higher education, HSIs graduate a high percentage of all Latinos earning degrees.

TIMELINE – RECOGNITION OF HSIs

1980s	Institutional leaders in Texas and New Mexico draw attention to their large enrollments of Latino students.
1983	National hearings on postsecondary education broaden the awareness that Latinos enrolled in higher education are concentrated in a small number of institutions.
1984	Congressman Paul Simon (D-IL) introduces H.R. 5240 to authorize a capacity-building program for “Hispanic Institutions.”
1986	HACU is created; the term “Hispanic-Serving Institution” is coined.
1987	<i>LULAC v. Richards</i> is argued in Texas by MALDEF.
1989	Congressman Albert Bustamante (D-TX) introduces H.R. 1561 to authorize a capacity-building program for “Hispanic-Serving Institutions”; the South Texas/Border Initiative is authorized by the Texas legislature.
1992	Senator Claiborne Pell (D-RI) introduces S. 1150 to authorize recognition of HSIs in the “Developing Institutions Program.” The identification and definition of HSIs becomes law under the Higher Education Act.
1995	First appropriation of \$12 million under the “Developing Institutions Program” for HSIs.
1998	Congressman Rubén Hinojosa (D-TX) spearheads significant changes to the Developing HSI program in the reauthorization of the Higher Education Act.



INTRODUCTION

The 2000 census initially caught many by surprise in announcing the growth of the Latino community. By now, most people are well acquainted with the data that the Latino community is young, the second largest racial/ethnic group in the United States, and a quickly growing proportion of society. Concurrent with the growth of the Latino community are the chronic lower academic achievement levels within the Latino community, particularly in post-secondary education. For example, in 2003, only 12 percent of Latinos 25 and older had earned a bachelor's degree or higher, compared to 31 percent of whites and 26 percent of all other ethnic groups (U.S. Census Bureau, 2004).

In an increasingly global economy, higher education is one of the most important paths to a secure future. Already, states like Texas (Murdoch, 2002) and California (Brady et al, 2005) are linking their long-term economic projections and sustainability to the educational levels of their Latino community. Accelerating Latino educational achievement in higher education is a challenge that requires much more immediate attention from policymakers, practitioners, media, philanthropies, corporate funders, and other stakeholders.

Discussions about Latinos in higher education inevitably turn to one of two topics: 1) the small number of Latino

students who make it to college due to high dropout rates in high school or 2) Hispanic-Serving Institutions (HSIs). Substantial research exists on Latino high school dropouts, yet little research currently exists on HSIs.

HSIs are a recent invention. Both the concept and the definition of a Hispanic-Serving Institution came into being in the last 20 years. HSIs are critical institutions in the pursuit of higher education for Latino students (Santiago, Andrade, and Brown, 2004). However, even if these institutions were not formally identified as HSIs, it would be important to pay attention to who they are, what they do, and why markedly larger numbers of Latino students choose them for their pursuit of higher education.

With the number of Latino college students continuing to grow, it is anticipated that HSIs will play an even greater role in enhancing access and success for Latino students and thus increase the number of well-educated and skilled workers. Policymakers, education leaders, and community stakeholders need to understand the history of the HSI designation and the characteristics of HSIs to accurately assess the impact of those institutions on Latino student achievement now and in the future.

WHAT ARE HISPANIC-SERVING INSTITUTIONS (HSIs)?

HSIs are defined by federal¹ law 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 (summary of Title V of the Higher Education Act, as amended in 1998).

Most HSIs were not originally established to serve a particular student population. As the federal definition makes clear, HSIs are characterized by their enrollment ratios rather than by their institutional mission. However, there are several exceptions. For example, institutions in Puerto Rico were created with a mission to serve the residents of the island, the vast majority of whom are Hispanic. The oldest of these is the University of Puerto Rico, which was created in 1903. In the contiguous United States, Boricua College (1968) in New

York and The National Hispanic University (1981) in California are the only institutions created with the explicit mission to serve Latino students.

The Carnegie classification system, developed over 30 years ago, aids research on higher education by grouping similar institutions, thus enabling comparisons. The invention of the HSI classification to identify institutions with large concentrations of Latinos has allowed similar analysis of a distinct small group of institutions.

HSIs represent only 6 percent of all institutions of higher education² but enroll almost half of all Latino undergraduates and serve as a critical pathway for Latinos to participate in higher education. In 2003-04, there were 236 HSIs (IPEDS, 2003-04).

HOW WERE HSIs INVENTED?

The concept of Hispanic-Serving Institutions (HSIs) surfaced in the 1980s. While the majority of HSIs were not created with an explicit institutional mission to serve Latino students, leaders at the federal, state, and institutional levels recognized that a small set of institutions enrolled a large percentage of Latino students. Those leaders sought to formally recognize these institutions for capacity-building support to improve the quality of their education.

Recognition of HSIs at the federal level

The first mention of “Hispanic Institutions” at the federal level occurred in 1983 during a series of Congressional hearings held in Texas, Illinois, and Puerto Rico that focused on Hispanic access to higher education. Testimony at the hearings focused on two major themes:

1. Latino students lacked access to higher education, and many who began degree programs did not complete them.
2. Latinos were concentrated at institutions of higher education that received limited financial support to improve their quality of education.

(Subcommittee on Postsecondary Education, 1983, 98th Congress).

Based upon the information gathered at these hearings, Congressman Paul Simon (D-IL) introduced legislation to target support that would improve the quality of education at institutions of higher education that served large percentages of Hispanic students at “Hispanic institutions.” In his bill, a “Hispanic institution” was defined as an institution of higher education:

...which has an enrollment of which at least 40 percent are Mexican American, Puerto Rican, Cuban, or other Hispanic students, or a combination thereof (Simon, 1984).

While this bill was not incorporated into the 1984 reauthorization of the HEA, it signaled three important changes:

1. the increased awareness of Hispanics as a definable group in higher education;
2. the proposed identification of institutions that served large numbers of Latino students as a definable group; and,
3. the interest in providing targeted funding to institutions enrolling large concentrations of Latinos to improve the quality of education provided to these students.

Recognition at the institutional level

During the mid-1980s, institutional leaders from Our Lady of the Lake University in San Antonio, Texas, and New

Mexico Highlands University in Las Vegas, New Mexico, also became aware that their institutions enrolled large numbers of Latino students.

Antonio Rigual, an institutional leader at Our Lady of the Lake University and the founding president of the Hispanic Association of Colleges and Universities, explained in a 2004 interview that, in the mid-80s, several institutions in the Southwest that were seeking federal, foundation, and corporate support found it hard to compete with larger institutions, as well as with those already known for serving minority students, such as Historically Black Colleges and Universities (HBCUs) (Rigual, 2004).

In response to this situation, institutional leaders from Texas and New Mexico met to discuss the creation of a coalition that might better advocate on behalf of institutions educating large numbers of Latino students. The leaders reviewed institutional data from the *Chronicle of Higher Education's* annual almanac and noted that a number of institutions had Latino student enrollments of 20 to 40 percent. After much discussion, the institutional leaders agreed that 25 percent Latino student enrollment represented a “critical mass”³ of students sufficient to signal the organizational change of the institutions themselves. This, in turn, led to the identification of “significantly Hispanic institutions” as institutions that had student enrollments that were at least 25 percent Hispanic (Rigual, 2004).

The institutional leaders also developed a coordinated effort to raise the recognition of, and investment in, the institutions identified with the new criterion. In 1986, the Hispanic Association of Colleges and Universities (HACU) was created to unite and represent these significantly Hispanic institutions. The role of HACU was and remains to promote the development of member institutions and to improve the access for Hispanic students to postsecondary education (HACU, 2005). The term “Hispanic-Serving Institution” was coined at the first HACU conference in 1986.⁴

Recognition at the state level

About the same time that institutional leaders were recognizing that a small number of institutions had large Latino enrollments, community leaders in Texas became aware that these institutions were not receiving sufficient fiscal resources to improve the quality of their academic programs and student services. In 1987, the League of United Latin American Citizens (LULAC) filed a class-action lawsuit (*LULAC, et al v. Ann Richards, Governor of Texas, et al*) against the State of Texas, charging discrimination

against Mexican Americans in South Texas and border areas. The Mexican-American Legal Defense and Education Fund (MALDEF) argued *LULAC v. Richards*. The lawsuit alleged that the method used to approve and fund public higher education programs in Texas discriminated against Hispanic citizens living along the Texas-Mexico border. MALDEF argued that while the institutions along the border enrolled large concentrations of Latino students, both the educational programs and the funding allocated to these institutions were inadequate.

While the Texas Supreme Court did not find the State guilty of discrimination, the lawsuit did highlight the State's failure to establish a "first-class" system of colleges and universities in a geographic area with a large concentration of Latinos—South Texas and the border region—especially compared to the college programs being offered in other parts of central and north Texas, where the proportions of Latinos were smaller (MALDEF, 2004).

Texas legislators used the findings in the *LULAC v. Richards* lawsuit to inform the creation of the South Texas Border Initiative for higher education in 1989 (Flack, 2003). The Initiative financed improvements in the educational programs of the nine Texas public universities in South Texas that had large proportions of Latino students: five University of Texas system institutions (in Brownsville, Edinburg, San Antonio, El Paso, and the University of Texas Health Center in San Antonio); three Texas A&M University system branches (Corpus Christi, Laredo, and Kingsville); and Sul Ross State University. Between 1990 and 2003, the nine institutions received over \$880 million in special-item funding to start new doctoral and research programs, as well as to construct new buildings at several of the campuses (Flack, 2003). Today, each of the institutions is identified as an HSI, and their average student body enrollment is over 60 percent Latino (IPEDS, 2003-04).

Revisiting recognition of HSIs at the federal level

In 1989, influenced by *LULAC v. Richards* and the creation of HACU, another attempt was made to recognize HSIs at the federal level. The "Hispanic-Serving Institutions of Higher Education Act of 1989" was introduced by Representative Albert Bustamante (D-TX) in the 101st Congress to provide "Hispanic-serving institutions of higher education with financial assistance to improve their capacity to expand Hispanic educational attainment." The proposed legislation defined a Hispanic-Serving Institution as:

... a public or private accredited institution with a four-year baccalaureate or a two-year associate degree program and with a student enrollment that is at least 25 percent Hispanic (Bustamante, 1989).

This bill was not included in the reauthorization of the Higher Education Act (HEA) either, but it further strengthened the efforts to recognize these institutions in future legislation.

HSIs were finally recognized in federal legislation with the reauthorization of the HEA in 1992, by way of a bill introduced by Senator Claiborne Pell (D-RI). This legislation created a competitive grant program to provide federal support to improve and expand the capacity of Hispanic-serving institutions to serve Hispanic and other low-income students. HSIs were identified in Title III of the HEA "Developing Institutions Program" as:

... accredited and degree-granting public or private nonprofit institutions of higher education with an enrollment of undergraduate full-time equivalent students that is at least 25 percent Hispanic students; and assures that not less than 50 percent of its Hispanic students are low-income and first-generation college students; and another 25 percent of its Hispanic students are either low-income or first generation college students (Pell, 1992).

Since 1992, other federal programs targeting HSIs have been created, and additional funding has been made available to improve the quality and services at HSIs. Further, in the 1998 reauthorization of the HEA, Congressman Rubén Hinojosa (D-TX) spearheaded the following three important changes to the legislation, designed to strengthen the Developing Institutions Program for HSIs:

1. The definition of HSIs was streamlined to eliminate the "first-generation" requirement and the additional proof that 25 percent of Hispanic students (beyond the original 50 percent) were low-income. It was the general consensus that these criteria were burdensome for institutions to collect and unnecessary for identifying institutions serving large concentrations of Latinos.
2. The "Developing Hispanic-Serving Institutions" program was moved into a separate section of the HEA, known as Title V, in an effort to emphasize the importance of the program and differentiate it from other institutional capacity-building programs for HBCUs and Tribal Colleges and Universities (TCUs).
3. The appropriation level approved for the program was increased substantially in an effort to increase the financial support for building capacity and quality of education at HSIs.

Although the federal identification of HSIs occurred in 1992, funding to support the institutions was not provided until 1995 (\$12 million). Since then, over \$550 million has been awarded to more than 185 HSIs.

HOW ARE HSIs IDENTIFIED?

H SIs are defined by their undergraduate student enrollment rather than their institutional mission.

Therefore, the number of institutions that meet the HSI criteria increases from year to year, according to the increase in the concentration of Latinos. There is no official list of HSIs. The U.S. government certifies institutions as HSIs only if they are approved by the U.S. Department of Education for Title V funding. However, there are multiple unofficial lists of HSIs developed for different purposes, and these lists complicate efforts to reach a clear understanding of HSIs.

The analysis in this brief uses an HSI list compiled by applying the basic⁵ definition of HSIs as delineated in the HEA (cited earlier), along with data from the Integrated Postsecondary Education Data System (IPEDS).⁶ This list is included as Appendix A. In 2003-04, there were 236 institutions of higher education that met the HEA's basic definition of an HSI.

The list of institutions identified as HSIs in this analysis is not intended to designate eligibility for any specific program. This brief also refers to three other lists that use slightly different definitions of HSIs for their own purposes:

Developing HSIs Program (Title V) list

The Developing HSIs program (Title V) office, managed by the U.S. Department of Education, produces an annual listing of institutions that have been awarded program funds. The Title V program is not an entitlement, and institutions deemed eligible for the program must compete for limited funding. Eligibility for this program is based on institutional

enrollment data submitted with a pre-application, which does not necessarily match the data submitted to the U.S. Department of Education in IPEDS. This list only includes program grantees and in fiscal year 2005, 167 HSIs were awarded Title V grants (IDUES, 2006).

Office of Civil Rights (OCR) list

The U.S. Department of Education's Office of Civil Rights (OCR) also maintains a list of HSIs using IPEDS data. In 2003-04, there were 387 HSIs on the OCR list. While this list uses the basic definition of HSIs in the legislation⁷, more institutions are included than would meet the legislative definition of HSIs because it includes for-profit institutions, which are not included in the definition of HSIs under the HEA.

Hispanic Association of Colleges and Universities (HACU) list

HACU has a list of member institutions that meet the following HSI definition: a nonprofit, accredited college, university, or district/system in the United States or Puerto Rico, where total Hispanic enrollment constitutes a minimum of 25 percent of the total enrollment. According to the HACU list, in 2004, 195 HSIs were dues-paying members (HACU, 2005). This number of institutions is less than the number in the analysis conducted for this brief because the HACU list only includes members and only considers total institutional enrollment rather than the federal guideline of undergraduate full-time equivalent enrollment.

ARE HSIs LIKE OTHER MINORITY-SERVING INSTITUTIONS?

Together, HSIs, Historically Black Colleges and Universities (HBCUs), and Tribal Colleges and Universities (TCUs) are identified as Minority-Serving Institutions (MSIs) because they serve large percentages of minority students and have had success educating students from underrepresented groups. MSIs represent just over 10 percent of all degree-granting institutions in the U.S. higher education system and have been recognized at the federal level with programs that support their development and growth. While these institutions are often grouped together, there are important differences in their origin and evolution.

HSIs are the newest of the MSIs and are defined through different criteria from the other two groups. For example, most HSIs were not formally created to serve Latino students. Because HSIs are defined by student enrollment instead of institutional mission, the number of HSIs continues to increase as the enrollment and concentration of Latinos in higher education grows. In contrast, HBCUs are defined in federal law as accredited institutions established before 1964 with a principal mission to provide higher education for black

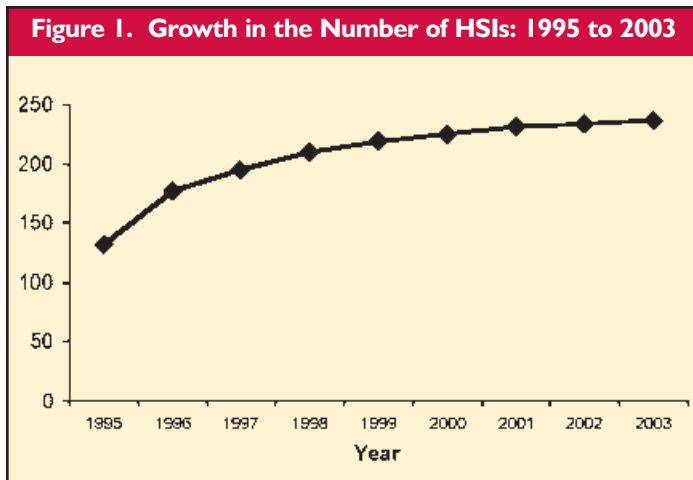
Americans. TCUs are defined as institutions formally controlled, sanctioned, or chartered by the governing body of an Indian tribe. Because both HBCUs and TCUs require specific missions, their growth is much more limited than that of HSIs. In 2003-04, there were 101 HBCUs and 33 TCUs (IPEDS, 2003-04); these numbers have changed little since the institutions were first identified.

While MSIs have unique histories, Latino demographic growth has caused several institutions to qualify as both an HSI and an HBCU or as both an HSI and a TCU. For example, St. Philip's College, in San Antonio, Texas, meets the definition of both an HBCU and an HSI and has an enrollment that is about one-fifth African-American and one-half Hispanic. In addition, D-Q University, in Davis, California, meets the definition of both a TCU and an HSI and has an enrollment that is over one-third American Indian and over one-third Latino (IPEDS, 2003-04). In both cases, these institutions have experienced an increase in their Latino enrollment, reflecting the growth in the Latino population in the surrounding community.

WHAT ARE THE CHARACTERISTICS OF HSIs?

The 236 HSIs identified in 2003-2004 have been analyzed according to location, accessibility, affordability, and degree-completion rate. Here are the general findings.

The number of HSIs is growing: HSIs represent 6 percent of institutions of higher education and enroll over 50 percent of all Latino undergraduates in higher education (IPEDS 2003-04). However, the number of HSIs is increasing quickly as the number and concentration of Latino students in higher education increases. For example, in 1995-1996, there were 131 institutions that met the basic definition of an HSI (IPEDS, 1995-96). Eight years later, 236 institutions were HSIs—an increase of 80 percent (Figure 1). Further, more than 40 degree-granting institutions in 2003-04 enrolled between 20 and 24 percent undergraduate full-time equivalent Latino students. With slight increases in Latino enrollment, these institutions could soon become HSIs.



Source: analysis of IPEDS, 2003-04

HSIs are concentrated where the Latino population is also concentrated: The 236 HSIs in 2003-04 were located in 12 states and Puerto Rico (Table 1). According to the Census, these locations contain over 85 percent of the country's Latino population (U.S. Census, 2004). HSIs are even more concentrated. More than 75 percent of HSIs (180) are located in three Southwest states (California, Texas, and New Mexico) and Puerto Rico. However, HSIs are also growing in states not traditionally known for having large Latino populations, such as Kansas, Massachusetts, and Washington.

HSIs also enroll a large percentage of the local Latino student population. For example, the 12 HSIs in Arizona enroll over 40 percent of all Latino undergraduates in the state. Further, the 68 HSIs in California enroll 55 percent of Latino undergraduates, and the 37 HSIs in Texas enroll almost 60 percent of Latino undergraduates in the state (Table 1).

Table 1. Location of HSIs, by State and Percentage of Undergraduate Latinos Enrolled: 2003-04

State	Number of HSIs	% of total undergraduate Latinos enrolled at HSIs
Arizona	12	42
California	68	55
Colorado	6	25
Florida	10	40
Illinois	8	36
Kansas	1	3
Massachusetts	1	1
New Jersey	4	19
New Mexico	23	90
New York	12	31
Puerto Rico	52	77
Texas	37	57
Washington	2	10
Total	236	52%

Source: analysis of IPEDS, 2003-04

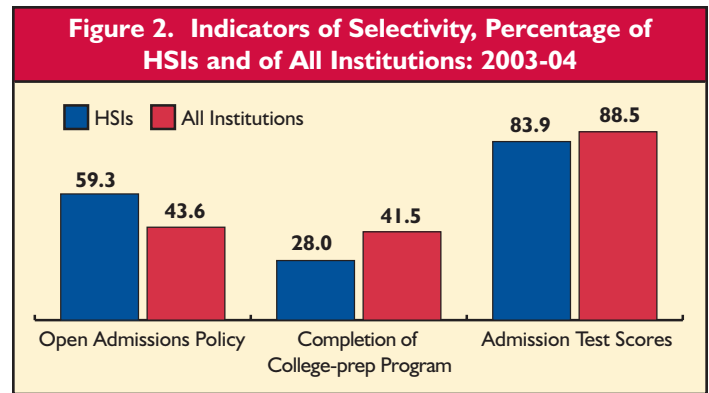
Most HSIs are concentrated in urban areas: Close to 30 percent of all HSIs in 2003-2004 were located in large cities, and another one-third were located in mid-size cities or on the urban fringe of large cities (Table 2).

Degree of Urbanization	Number of HSIs	Percent of all HSIs
Large City	68	29
Mid-Size City	43	18
Urban Fringe/Large City	34	14
Urban Fringe/Mid-Size City	7	3
Large Town	6	3
Small Town	20	9
Rural	0	0
Not Reported/Available	58	25
Total HSIs:	236	100%

Source: analysis of IPEDS, 2003-04

HSIs provide more access to higher education than many other institutions: Access to higher education has been a major focus for policymakers seeking to improve educational opportunities in the United States. Selective institutions have strict admission requirements and accept a limited percentage of the students who apply. While there are some exceptions, most HSIs are not selective institutions; they have open admissions and are accessible to many in their community. This characterization of HSIs as non-selective should not be taken to mean that HSIs are not quality institutions of higher education. A philosophy of open admissions, community development, and academic preparation allow HSIs to be uniquely community institutions of first choice for Latino students.

In 2003-04, 60 percent of HSIs (140) had an open admissions policy,⁸ compared to 44 percent of all U.S. degree-granting institutions of higher education (Figure 2). Of the



Source: analysis of IPEDS, 2003-04

HSIs with more selective admissions policies, 28 percent required completion of a college prep program, and 84 percent required admission test scores. In comparison, 42 percent of all institutions with more selective admissions policies required the completion of a college prep program, and 89 percent required admission test scores.

HSIs have diverse student enrollments: While the definition of HSIs stipulates a minimum of 25 percent undergraduate Latino full-time equivalent enrollment, many of these institutions have higher Latino enrollment. The average Latino student enrollment for HSIs is 50 percent. Many HSIs also enroll a diverse student body. For example, the HSIs in New York have a combined student body that is 36 percent Latino, 32 percent African-American, 16 percent white, and 16 percent other. The HSIs in Florida have an aggregated student enrollment that is 58 percent Latino, 20 percent African-American, 15 percent white, and 7 percent other. Further, the HSIs in California have a combined student body that is 38 percent Latino, 30 percent white, 14 percent Asian, and 18 percent other.

The majority of HSIs are community colleges: Among the main reasons that HSIs are more affordable and accessible than other institutions is that the majority are associate-granting institutions. Over 50 percent of HSIs are two-year institutions and almost half (46 percent) are community colleges. In comparison, 47 percent of HSIs are baccalaureate-granting institutions (Table 3).

Table 3. Number and Percentage of HSIs, by Type and Control: 2003-04		
Type & Control of Institution	Number of HSIs	% of HSIs
Public, four-year or above	50	21
Private, four-year or above	62	26
Public, two-year	109	46
Private, two-year	15	6
Total HSIs:	236	100%

Source: analysis of IPEDS, 2003-04

Many HSIs are part of public systems of higher education: Not only are the majority of HSIs public institutions (67 percent), but 26 percent of HSIs are also part of state or local public systems of higher education (Table 4). Since so many Latino students are enrolled in public systems of higher education, the admissions policies as well as public support and funding for higher education have a direct impact on the access Latinos have to these institutions.

HSIs are more affordable than other similar institutions: In 2003-04, the average in-state tuition at public four-year institutions (\$3,400) was more than twice as high as tuition at public four-year HSIs (\$1,590) (Table 5). Further, the average in-state tuition at public two-year institutions (\$1,977) was 35 percent higher than that of public two-year HSIs (\$1,273).

	Table 5. Average Tuition for HSIs and All Institutions, by Sector: 2003-04			
	Public 4-year or above		Public 2-year	
	All Institutions	HSIs	All Institutions	HSIs
In-state average tuition	\$3,400	\$ 1,590	\$1,977	\$1,273
In-state fees per credit hour	\$153	\$70	\$73	\$54

Source: analysis of IPEDS, 2003-04

Table 4. Number of HSIs at Public Systems of Higher Education: 2003-04

Public Systems of Higher Education	# HSIs
University of Puerto Rico	11
California State University	9
City University of New York	8
Los Angeles Community College District	7
The University of Texas	6
City Colleges of Chicago	4
New Mexico State University	4
University of New Mexico	4
Alamo Community College District	4
Texas A & M University	3
Dallas County Community College District	2
Miami Dade College ⁹	1
Total	63
Percent of HSIs	26%

Source: analysis of IPEDS, 2003-04

For part-time students, who paid tuition per credit hour, there were similar differences in tuition between HSIs and all institutions by sector.

Despite their small representation among institutions of higher education, HSIs graduate many Latinos: HSIs not only enroll large numbers of Latinos, they also graduate a large number. For example, while two-year HSIs made up only 5 percent of all two-year institutions in the United States in 2003-04, they awarded 42 percent of all associate degrees earned by Latinos that year. Further, while four-year HSIs made up only 2 percent of all four-year institutions in the country in 2003-04, they awarded almost 40 percent of all baccalaureate degrees earned by Latinos that year.

CONCLUSION

It is worth repeating that the invention of Hispanic-Serving Institutions as an institutional classification is fairly recent. In the mid-1980s, educational leaders and policymakers saw value in identifying institutions that enrolled large concentrations of Latino students. One purpose was to target funding to improve the quality of education at these institutions and thus improve the learning environment for large numbers of Latino students. During the past 20 years, policymakers and institutional leaders have come to accept the HSI classification as meaningful and as a funding vehicle to improve the quality of education at institutions enrolling large concentrations of Latino students.

As the Latino population continues to grow, so will the number of Latino college-bound students. Given the location, accessibility, affordability, and graduation success of HSIs, this group of institutions will also continue to play a

critical role in enhancing the educational achievement of Latinos throughout the United States.

Offered as baseline information about HSIs, this brief laid out the history, identification processes, and general characteristics of HSIs, as well as the basic terms and constructs for conducting research on this group of institutions. The objective now is to use this information to conduct additional research to better understand these institutions and their impact on Latino students and on all students enrolled. Through the HSI series, *Excelencia* in Education will contribute to this analysis by next examining student and institutional factors that influence Latino students to enroll at HSIs. The third and final brief in this series will highlight institutional practices and programs at HSIs that show evidence of supporting Latino student success.

Appendix: List of Hispanic-Serving Institutions: 2003-04

			Undergraduate FTE Enrollment (full-time equivalent)		
Institution Name	City	Sector	Hispanic	Total	% Hispanic
ARIZONA (AZ)					
Arizona Western College	Yuma	4	1,871	3,272	57.2
Central Arizona College	Coolidge	4	827	3,022	27.4
Cochise College	Douglas	4	761	2,692	28.3
Estrella Mountain Community College	Avondale	4	826	2,574	32.1
Gateway Community College	Phoenix	4	836	3,377	24.8
International Institute of The Americas	Phoenix	2	253	527	48.0
International Institute of The Americas	Tucson	2	211	446	47.3
International Institute of The Americas	Phoenix	2	210	563	37.3
International Institute of The Americas	Mesa	2	155	542	28.6
Phoenix College	Phoenix	4	2,001	6,586	30.4
Pima Community College	Tucson	4	4,909	16,728	29.3
South Mountain Community College	Phoenix	4	943	2,084	45.2
AZ Total:	12		13,802	42,413	32.5
CALIFORNIA (CA)					
Allan Hancock College	Santa Maria	4	1,983	5,959	33.3
Bakersfield College	Bakersfield	4	3,134	8,138	38.5
California State University-Bakersfield	Bakersfield	1	1,729	5,255	32.9
California State University-Dominguez Hills	Carson	1	2,264	6,377	35.5
California State University-Fresno	Fresno	1	4,341	16,147	26.9
California State University-Fullerton	Fullerton	1	5,600	22,090	25.3
California State University-Los Angeles	Los Angeles	1	5,745	12,265	46.8
California State University-Monterey Bay	Seaside	1	843	3,134	26.9
California State University-Northridge	Northridge	1	5,611	22,355	25.1
California State University-San Bernardino	San Bernardino	1	3,351	10,894	30.8
California State University-Stanislaus	Turlock	1	1,243	4,975	25.0
Canada College	Redwood City	4	992	2,637	37.6
Cerritos College	Norwalk	4	5,618	11,901	47.2
Chaffey College	Rancho Cucamonga	4	3,684	9,401	39.2
Citrus College	Glendora	4	2,592	6,870	37.7
College of The Desert	Palm Desert	4	1,932	4,369	44.2
College of The Sequoias	Visalia	4	2,952	6,691	44.1
Compton Community College	Compton	4	1,473	3,888	37.9
Cypress College	Cypress	4	1,890	7,500	25.2
Don Bosco Technical Institute	Rosemead	5	178	251	70.7
D-Q University	Davis	5	73	117	62.6
East Los Angeles College	Monterey Park	4	7,850	11,395	68.9
East San Gabriel Valley Regional Occupational Pgm	West Covina	4	209	533	39.3
El Camino College	Torrance	4	3,817	13,663	27.9
Evergreen Valley College	San Jose	4	1,465	5,387	27.2
Fresno City College	Fresno	4	4,652	12,111	38.4
Fullerton College	Fullerton	4	3,375	11,337	29.8
Gavilan College	Gilroy	4	1,077	2,499	43.1
Hartnell College	Salinas	4	2,635	4,999	52.7
Heald College-Fresno	Fresno	5	298	709	42.0
Heald College-Salinas	Salinas	5	295	538	54.9
Heald College-San Jose	Milpitas	5	196	636	30.9
Heald College-Stockton	Stockton	5	164	591	27.8
Humphreys College-Stockton	Stockton	2	213	595	35.8
Imperial Valley College	Imperial	4	3,734	4,286	87.1
Long Beach City College	Long Beach	4	3,721	12,328	30.2
Los Angeles City College	Los Angeles	4	3,009	8,852	34.0

Appendix: List of Hispanic-Serving Institutions: 2003-04

			Undergraduate FTE Enrollment (full-time equivalent)		
Institution Name	City	Sector	Hispanic	Total	% Hispanic
CALIFORNIA (CA)					
Los Angeles Harbor College	Wilmington	4	1,999	5,018	39.8
Los Angeles Mission College	Sylmar	4	2,623	3,794	69.1
Los Angeles Trade Technical College	Los Angeles	4	3,602	7,193	50.1
Los Angeles Valley College	Valley Glen	4	3,175	8,925	35.6
Merced College	Merced	4	2,132	5,736	37.2
Modesto Junior College	Modesto	4	2,773	9,789	28.3
Mount St Mary's College	Los Angeles	2	704	1,457	48.3
Mt San Antonio College	Walnut	4	5,369	14,172	37.9
Oxnard College	Oxnard	4	2,429	3,907	62.2
Palo Verde College	Blythe	4	528	2,148	24.6
Pasadena City College	Pasadena	4	4,434	14,841	29.9
Porterville College	Porterville	4	1,039	2,107	49.3
Reedley College	Reedley	4	3,216	7,534	42.7
Rio Hondo College	Whittier	4	5,167	8,641	59.8
Riverside Community College	Riverside	4	4,793	15,332	31.3
San Bernardino Valley College	San Bernardino	4	2,420	5,974	40.5
San Diego City College	San Diego	4	2,062	7,190	28.7
San Diego State University-Imperial Valley	Calexico	1	386	465	83.1
San Jose City College	San Jose	4	1,435	4,962	28.9
Santa Ana College	Santa Ana	4	5,465	10,917	50.1
Santa Monica College	Santa Monica	4	3,345	13,046	25.6
Santiago Canyon College	Orange	4	1,686	5,206	32.4
Southwestern College	Chula Vista	4	6,044	10,513	57.5
Taft College	Taft	4	792	2,301	34.4
The National Hispanic University	San Jose	2	182	224	81.1
University of La Verne	La Verne	2	956	2,878	33.2
Ventura College	Ventura	4	2,396	6,793	35.3
West Hills Community College	Coalinga	4	1,280	2,673	47.9
Whittier College	Whittier	2	303	1,188	25.5
Woodbury University	Burbank	2	375	1,028	36.5
Yuba College	Marysville	4	1,288	5,022	25.6
CA Total:	68		168,338	452,650	37.2
COLORADO (CO)					
Adams State College	Alamosa	1	488	1,933	25.2
Colorado State University-Pueblo	Pueblo	1	1,085	4,194	25.9
Community College of Denver	Denver	4	1,230	4,660	26.4
Otero Junior College	La Junta	4	342	1,155	29.6
Pueblo Community College	Pueblo	4	1,113	3,396	32.8
Trinidad State Junior College	Trinidad	4	539	1,309	41.2
CO Total:	6		4,797	16,647	28.8
FLORIDA (FL)					
Barry University	Miami	2	1,685	4,948	34.1
Carlos Albizu University-Miami	Miami	2	175	227	76.9
City College	Casselberry	5	80	244	32.7
City College	Miami	2	155	245	63.5
Florida International University	Miami	1	11,471	20,747	55.3
Jones College-Miami	Miami	5	71	114	62.3
Miami Dade College	Miami	1	22,850	36,134	63.2
Nova Southeastern University	Ft Lauderdale	2	1,019	3,953	25.8
Saint Thomas University	Miami	2	526	1,121	46.9
Trinity International University	Miami	2	46	99	46.5
FL Total:	10		38,077	67,833	56.1

Appendix: List of Hispanic-Serving Institutions: 2003-04

Institution Name	City	Sector	Undergraduate FTE Enrollment (full-time equivalent)		
			Hispanic	Total	% Hispanic
ILLINOIS (IL)					
City Colleges of Chicago-Harry S Truman College	Chicago	4	3,158	6,596	47.9
City Colleges of Chicago-Malcolm X College	Chicago	4	1,766	5,399	32.7
City Colleges of Chicago-Richard J Daley College	Chicago	4	3,799	6,154	61.7
City Colleges of Chicago-Wilbur Wright College	Chicago	4	2,814	6,184	45.5
Maccormac College	Chicago	5	65	246	26.6
Morton College	Cicero	4	1,583	2,325	68.1
Northeastern Illinois University	Chicago	1	1,923	6,654	28.9
Saint Augustine College	Chicago	2	1,316	1,531	85.9
IL Total:	8		16,424	35,088	46.8
KANSAS (KS)					
Donnelly College	Kansas City	5	176	450	39.1
KS Total:	1		176	450	39.1
MASSACHUSETTS (MA)					
Urban College of Boston	Boston	5	104	251	41.7
MA Total:	1		104	251	41.7
NEW JERSEY (NJ)					
Hudson County Community College	Jersey City	4	2,070	4,842	42.8
New Jersey City University	Jersey City	1	1,680	4,997	33.6
Passaic County Community College	Paterson	4	1,488	3,410	43.6
Saint Peters College	Jersey City	2	522	2,006	26.0
NJ Total:	4		5,761	15,256	37.8
NEW MEXICO (NM)					
Albuquerque Technical Vocational Institute	Albuquerque	4	4,655	11,790	39.5
Clovis Community College	Clovis	4	569	1,787	31.9
College of The Southwest	Hobbs	2	156	559	28.0
Eastern New Mexico University-Main	Portales	1	791	2,682	29.5
Eastern New Mexico University-Roswell	Roswell	4	1,037	2,394	43.3
International Institute of The Americas	Albuquerque	2	83	134	61.9
Luna Community College	Las Vegas	4	796	957	83.2
Mesalands Community College	Tucumcari	4	117	319	36.6
Metropolitan College	Albuquerque	2	114	202	56.4
New Mexico Highlands University	Las Vegas	1	848	1,403	60.5
New Mexico Junior College	Hobbs	4	566	1,517	37.3
New Mexico State University-Alamogordo	Alamogordo	4	275	1,112	24.7
New Mexico State University-Carlsbad	Carlsbad	4	322	799	40.2
New Mexico State University-Dona Ana	Las Cruces	4	1,907	2,989	63.8
New Mexico State University-Grants	Grants	4	110	368	29.8
New Mexico State University-Main	Las Cruces	1	5,112	11,450	44.7
Northern New Mexico Community College	Espanola	4	817	1,133	72.1
Santa Fe Community College	Santa Fe	4	890	1,998	44.5
University of New Mexico-Los Alamos	Los Alamos	4	206	482	42.8
University of New Mexico-Main	Albuquerque	1	5,257	15,664	33.6
University of New Mexico-Taos	Taos	4	296	614	48.2
University of New Mexico-Valencia County	Los Lunas	4	601	1,088	55.2
Western New Mexico University	Silver City	1	937	1,874	50.0
NM Total:	23		26,463	63,315	41.8

Appendix: List of Hispanic-Serving Institutions: 2003-04

			Undergraduate FTE Enrollment (full-time equivalent)		
Institution Name	City	Sector	Hispanic	Total	% Hispanic
NEW YORK (NY)					
Boricua College	New York	2	985	1,232	80.0
College of Aeronautics	East Elmhurst	2	424	1,129	37.6
College of Mount Saint Vincent	Bronx	2	381	1,181	32.2
CUNY Borough of Manhattan Community College	New York	4	3,989	13,628	29.3
CUNY Bronx Community College	Bronx	4	2,966	5,808	51.1
CUNY City College	New York	1	2,122	7,123	29.8
CUNY Hostos Community College	Bronx	4	1,843	3,010	61.2
CUNY John Jay College Criminal Justice	New York	1	3,568	9,690	36.8
CUNY La Guardia Community College	Long Island City	4	3,417	9,180	37.2
CUNY Lehman College	Bronx	1	2,757	5,799	47.5
CUNY New York City College of Technology	Brooklyn	1	2,337	8,799	26.6
Mercy College-Main	Dobbs Ferry	2	1,718	5,064	33.9
NY Total:	12		26,508	71,643	37.0
PUERTO RICO (PR)					
American University of Puerto Rico	Bayamon	2	1,519	1,519	100.0
American University of Puerto Rico	Manati	2	1,455	1,455	100.0
Atlantic College	Guaynabo	2	551	551	100.0
Bayamon Central University	Bayamon	2	2,619	2,619	100.0
Caribbean University-Bayamon	Bayamon	2	1,122	1,122	100.0
Caribbean University-Carolina	Carolina	2	448	448	100.0
Caribbean University-Ponce	Ponce	2	420	420	100.0
Caribbean University-Vega Baja	Vega Baja	2	421	421	100.0
Carlos Albizu University	San Juan	2	144	144	100.0
Centro de Estudios Multidisciplinarios	Rio Piedras	5	1,537	1,537	100.0
Centro de Estudios Multidisciplinarios	Humacao	5	367	367	100.0
Colegio Biblico Pentecostal de Puerto Rico	Trujillo Alto	2	160	165	97.1
Colegio Pentecostal Mizpa	Rio Piedras	2	27	27	100.0
Colegio Universitario de San Juan	San Juan	1	810	810	100.0
Conservatory of Music of Puerto Rico	San Juan	1	244	244	100.0
Escuela de Artes Plasticas de Puerto Rico	San Juan	1	368	368	100.0
Humacao Community College	Humacao	5	385	385	100.0
Instituto Tecnologico de PR-Recinto de Ponce	Ponce	4	554	554	100.0
Instituto Tecnologico de PR-Recinto de San Juan	Rio Piedras	4	612	612	100.0
Instituto Tecnologico de PR-Recinto de Guayama	Guayama	4	551	551	100.0
Inter American Univ of Puerto Rico-Aguadilla	Aguadilla	2	3,818	3,818	100.0
Inter American Univ of Puerto Rico-Arecibo	Arecibo	2	3,819	3,819	100.0
Inter American Univ of Puerto Rico-Barranquitas	Barranquitas	2	2,058	2,058	100.0
Inter American Univ of Puerto Rico-Bayamon	Bayamon	2	4,732	4,732	100.0
Inter American Univ of Puerto Rico-Fajardo	Fajardo	2	1,903	1,903	100.0
Inter American Univ of Puerto Rico-Guayama	Guayama	2	2,014	2,014	100.0
Inter American Univ of Puerto Rico-Metro	San Juan	2	5,802	5,802	100.0
Inter American Univ of Puerto Rico-Ponce	Mercedita	2	4,624	4,624	100.0
Inter American Univ of Puerto Rico-San German	San German	2	4,738	4,738	100.0
John Dewey College-University Division	Hato Rey	2	370	370	100.0
Pontifical Catholic Univ of Puerto Rico-Arecibo	Arecibo	2	460	460	100.0
Pontifical Catholic Univ of Puerto Rico-Mayaguez	Mayaguez	2	1,540	1,540	100.0
Pontifical Catholic Univ of Puerto Rico-Ponce	Ponce	2	5,157	5,157	100.0
Universal Technology College of Puerto Rico	Aguadilla	5	1,539	1,539	100.0
Universidad Adventista de Las Antillas	Mayaguez	2	738	775	95.3
Universidad Central del Caribe	Bayamon	2	77	77	100.0
Universidad del Este	Carolina	2	8,252	8,252	100.0
Universidad del Turabo	Gurabo	2	9,363	9,363	100.0
Universidad Metropolitana	Cupey	2	6,571	6,571	100.0

Appendix: List of Hispanic-Serving Institutions: 2003-04

			Undergraduate FTE Enrollment (full-time equivalent)		
Institution Name	City	Sector	Hispanic	Total	% Hispanic
PUERTO RICO (PR)					
Universidad Politecnica de Puerto Rico	Hato Rey	2	3,601	3,601	100.0
University of Puerto Rico in Carolina	Carolina	1	3,587	3,587	100.0
University of Puerto Rico-Aguadilla	Ramey	1	3,086	3,086	100.0
University of Puerto Rico-Arecibo	Arecibo	1	4,103	4,103	100.0
University of Puerto Rico-Bayamon	Bayamon	1	4,592	4,592	100.0
University of Puerto Rico-Cayey University College	Cayey	1	3,753	3,753	100.0
University of Puerto Rico-Humacao	Humacao	1	3,980	3,983	99.9
University of Puerto Rico-Mayaguez	Mayaguez	1	10,458	10,458	100.0
University of Puerto Rico-Medical Sciences	San Juan	1	458	458	100.0
University of Puerto Rico-Ponce	Ponce	1	3,431	3,431	100.0
University of Puerto Rico-Rio Piedras	Rio Piedras	1	15,698	15,698	100.0
University of Puerto Rico-Utuado	Utuado	1	1,543	1,543	100.0
University of Sacred Heart	Santurce	2	3,763	3,763	100.0
PR Total:	52		143,944	143,989	100.0
TEXAS (TX)					
Coastal Bend College	Beeville	4	1,454	2,371	61.3
Del Mar College	Corpus Christi	4	3,605	6,343	56.8
El Centro College	Dallas	4	754	3,016	25.0
El Paso Community College	El Paso	4	13,043	15,297	85.3
Galveston College	Galveston	4	316	1,284	24.6
Howard County Junior College District	Big Spring	4	460	1,632	28.2
Laredo Community College	Laredo	4	4,544	4,798	94.7
Midland College	Midland	4	984	3,188	30.8
Mountain View College	Dallas	4	1,387	3,399	40.8
Northwest Vista College	San Antonio	4	2,070	4,626	44.7
Odessa College	Odessa	4	1,149	2,707	42.5
Our Lady of the Lake University-San Antonio	San Antonio	2	1,177	1,635	72.0
Palo Alto College	San Antonio	4	2,885	4,476	64.5
Saint Edward's University	Austin	2	865	2,884	30.0
San Antonio College	San Antonio	4	5,903	12,352	47.8
San Jacinto College-Central Campus	Pasadena	4	3,860	13,709	28.2
South Plains College	Levelland	4	1,526	6,232	24.5
South Texas Community College	McAllen	4	8,498	9,000	94.4
Southwest College Institute for the Deaf	Big Spring	4	35	134	26.4
Southwest Texas Junior College	Uvalde	4	2,423	2,960	81.8
St Marys University	San Antonio	2	1,681	2,453	68.5
St Philips College	San Antonio	4	3,018	5,960	50.6
Sul Ross State University	Alpine	1	1,000	1,822	54.9
Texas A & M International University	Laredo	1	2,301	2,499	92.1
Texas A & M University-Corpus Christi	Corpus Christi	1	1,925	5,430	35.5
Texas A & M University-Kingsville	Kingsville	1	3,029	4,673	64.8
Texas State Technical College-Harlingen	Harlingen	4	2,107	2,501	84.3
The University of Texas at Brownsville	Brownsville	1	6,338	6,750	93.9
The University of Texas at El Paso	El Paso	1	9,204	12,643	72.8
The University of Texas at San Antonio	San Antonio	1	8,252	17,857	46.2
The University of Texas Health Science-San Antonio	San Antonio	1	295	762	38.7
The University of Texas of The Permian Basin	Odessa	1	709	1,937	36.6
The University of Texas-Pan American	Edinburg	1	9,984	11,365	87.8
University of Houston-Downtown	Houston	1	2,721	7,758	35.1
University of St Thomas	Houston	2	416	1,574	26.4
University of The Incarnate Word	San Antonio	2	1,470	2,636	55.8
Victoria College	Victoria	4	747	2,476	30.2
TX Total:	37		112,132	193,141	58.1

Appendix: List of Hispanic-Serving Institutions: 2003-04

			Undergraduate FTE Enrollment (full-time equivalent)		
Institution Name	City	Sector	Hispanic	Total	% Hispanic
WASHINGTON (WA)					
Heritage College	Toppenish	2	333	556	59.9
Yakima Valley Community College	Yakima	4	922	3,466	26.6
WA Total:	2		1,254	4,022	31.2
Total Number of HSIs:	236		540,625	1,075,143	50.3

To create this list of HSIs for analysis, the author used the basic^[i] definition of HSIs as delineated in the HEA, as amended in 1998, along with fall 2003 enrollment data from the Integrated Postsecondary Education Data System (IPEDS). IPEDS is a system of surveys designed to collect from all primary providers of postsecondary education institution-level data in such areas as enrollment, program completion, faculty, staff, and finances.^[ii] IPEDS is maintained by the National Center for Education Statistics (NCES), U.S. Department of Education.

The list of institutions identified as HSIs in this analysis is not intended to designate eligibility for any specific program; rather, the list is meant to assist in considering and analyzing the institutions that meet the basic legislative definition of a Hispanic-Serving Institution.

[i] Three additional eligibility criteria for the “Developing Hispanic-Serving Institutions” program are not available through IPEDS and are therefore not calculated in this list. These criteria are (a) 50 percent of the Hispanic students must be low-income, (b) an eligible institution must have a high enrollment of needy students, and (c) an eligible institution must have low educational and general expenditures.

[ii] The majority of institutions of higher education participate in student financial aid and therefore provide data for IPEDS, including over 3,000 public and private degree-granting institutions.

SECTOR

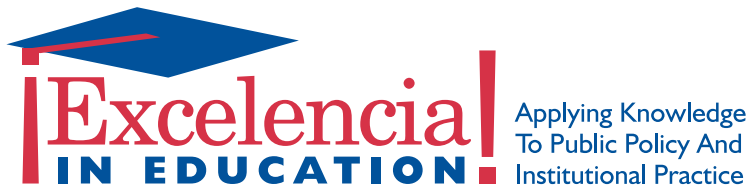
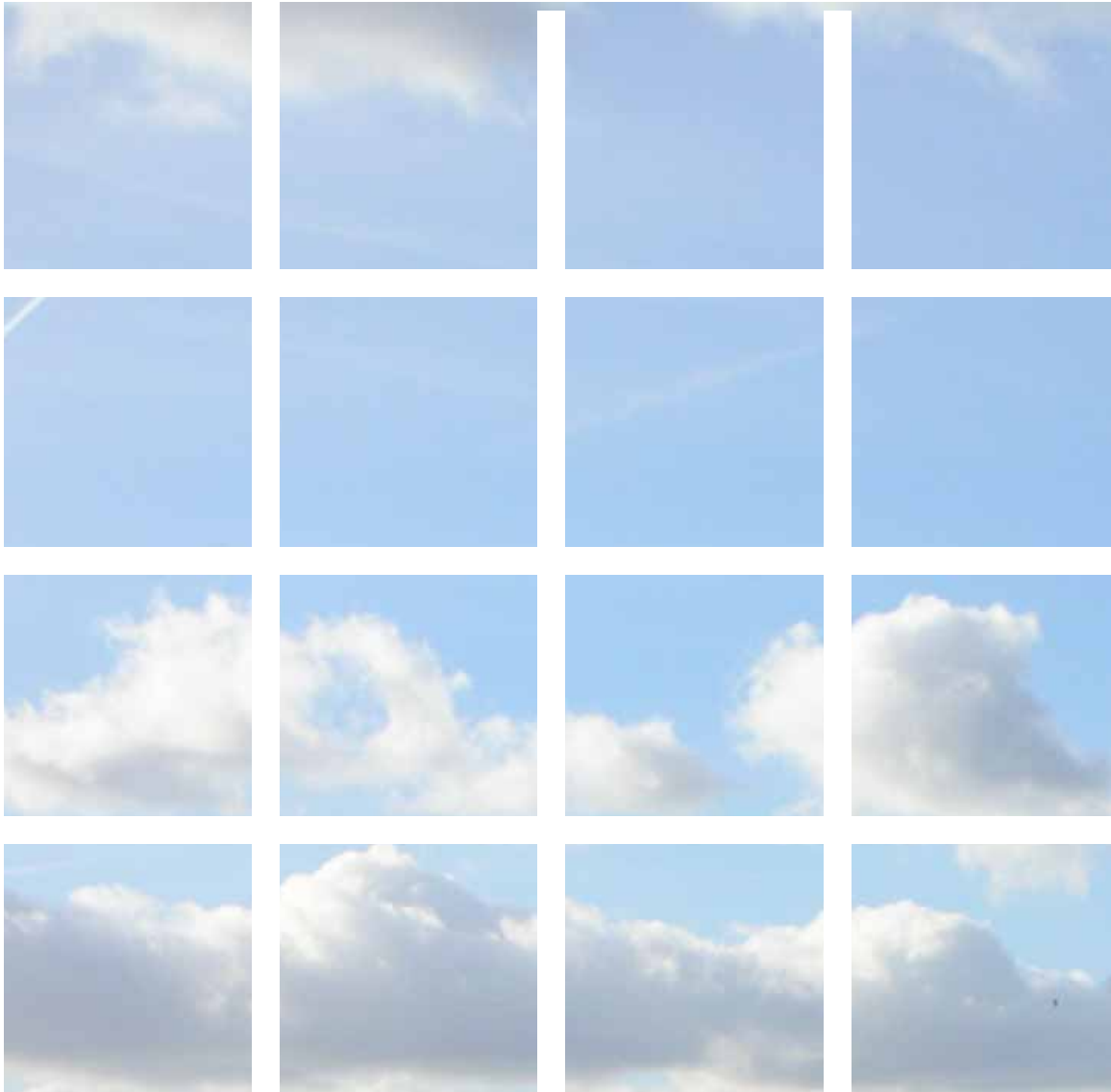
- 1 Public, 4-year or above
- 2 Private not-for-profit, 4-year or above
- 4 Public, 2-year
- 5 Private not-for-profit, 2-year

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NOTES

1. It should be noted that the legislation applies additional criteria for specific program eligibility for the Developing Hispanic-Serving Institutions Program. This federal program is run by the U.S. Department of Education and provides institutional support for capacity-building to institutions serving large percentages of Latinos. To be eligible for this program, an institution of higher education must meet the criteria listed above and also have a high enrollment of needy students, low educational and general expenditures, and 50 percent of Hispanic students that are low-income (HEA, 1998). Due to data issues, these additional criteria were not included in the analysis.
2. Institutions are identified as accredited public or not-for-profit degree-granting two- or four-year institutions of higher education.
3. The general interpretation of critical mass theory is that a large enough representation of any one group in an organization can change the organization's culture.
4. In a phone interview with Anthony Rigual in 2004, he attributed the introduction of the term "Hispanic-Serving Institution" to Blandina Cardenas, a keynote speaker at the first HACU conference and now president of The University of Texas-Pan American.
5. The additional eligibility criterion for the "Developing Hispanic-Serving Institutions" program that 50 percent of Hispanic students must be low-income is not included in this analysis because IPEDS does not calculate the percentage of Hispanic students who are low-income.
6. IPEDS is the only national system of surveys designed to collect annually from all primary providers of postsecondary education institution-level data in such areas as enrollment, program completion, faculty, staff, and finances. IPEDS is maintained at the National Center for Education Statistics (NCES) at the U.S. Department of Education. The majority of institutions of higher education participate in student financial aid and therefore provide data for IPEDS, including over 3,000 public and private degree-granting institutions.
7. The OCR list of HSIs excludes the enrollment of non-residents from the calculation of undergraduate full-time equivalent enrollment. As a result, the percentage of students who are Latino for many institutions is off slightly from the analysis conducted for this brief.
8. IPEDS defines an open admissions policy as one whereby the school will accept any student who applies.
9. In IPEDS, some institutions report as a whole system, like Miami Dade College, while others have each campus report separately.



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