EMERGING

HISPANIC-SERVING INSTITUTIONS (HSIs):

SERVING LATINO STUDENTS










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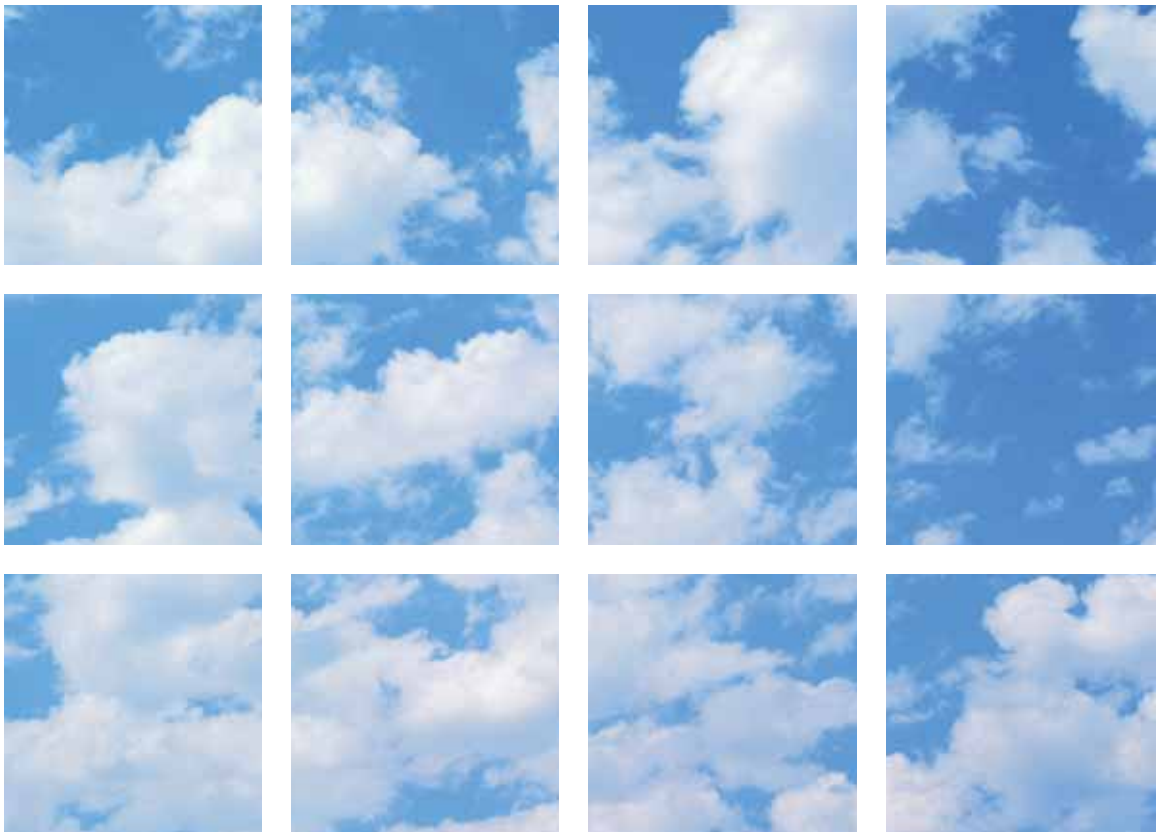

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***Excelencia* in Education** accelerates higher education success for Latino students by providing data-driven analysis of the educational status of Latinos, and by promoting education policies and institutional practices that support their academic achievement. A not-for-profit organization, *Excelencia* is building a network of results-oriented educators and policymakers to address the U.S. economy's need for a highly educated workforce and for civic leadership.

FEBRUARY 2010

**The terms Latino and Hispanic are used interchangeably in this document*

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ABOUT THE AUTHORS

Deborah A. Santiago is co-founder and Vice President for Policy and Research at *Excelencia* in Education and brings her extensive experience in education policy and research to the challenge of accelerating Latino student success. Sally J. Andrade is a Senior Research Associate with *Excelencia* in Education and President of Andrade & Associates, Inc. in El Paso, Texas. She brings wide experience in institutional research and higher education policy to her work with *Excelencia* in Education.

FOREWORD

As the U.S. population continues to grow the potential to influence Latino patterns of enrollment and completion at college and university campuses throughout the country is great. The choices being made by individual colleges and universities in response to Latino students will impact every facet of higher education in this new decade and beyond and, equally important, will influence the skills and productivity of our country's workforce and civic leadership.

In this fifth brief in *Excelencia* in Education's series on Hispanic-Serving Institutions (HSIs) the focus is on the methods and strategies that are producing successful results in a growing sector of colleges and universities we call, "Emerging" Hispanic-Serving Institutions. These Emerging HSIs are institutions that currently do not meet the federal threshold of 25 percent Latino enrollment to be classified as HSIs, but have Latino enrollments ranging between 12-24 percent. These institutions have the potential to be eligible for the designation as a HSI in the coming years. This brief is the first formal appraisal of this important group of institutions and the role they play in serving Latino students.

Within this analysis is a closer examination of four institutions with growing Latino enrollments. Thoughtful educators and policymakers have responded to these trends by considering what and who need to change and how, in order to achieve college graduation goals that will expand our nation's human capital. The good news is that even in today' economically challenging environment there are institutions aware of the coming change and actively expanding and refining their outreach and academic programs to ensure Latino student success. Examining, evaluating and replicating what works on these successful campuses holds great promise for other institutions focused on improving student success.

Higher education leaders and policy makers recognize that our nation's potential for success is tied to reaching degree completion goals – which require a much greater proportion of degrees among our fastest-growing population. In order to thrive we must accelerate significantly the degree completion rate of Latino students.

Emerging Hispanic-Serving Institutions (HSIs): Serving Latino Students is another example of *Excelencia's* on-going commitment to heighten the public dialogue about Latino student success and to compel action from diverse stakeholders. We bring this information to all who are committed to student success, community leadership, workforce development, and our collective future.

Sarita E. Brown
President
Excelencia in Education

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The brief benefited from input and review by representatives from each of the four emerging HSIs in the brief. In addition, the brief benefited from reviews by Sarita Brown, President of *Excelencia* in Education, Kirsten Boyer, Director of Public Benefit Operations, TG, and Jacob Fraire, Assistant Vice President, TG, Educational Alliances. Margarita Benitez, Director of Higher Education at The Education Trust and Senior Associate at *Excelencia* in Education also reviewed the brief. Maureen Skoloda, Program Assistant, at *Excelencia* in Education provided input on the online survey. The authors are solely responsible for any errors in content.

The opinions expressed in this report are those of the authors and do not necessarily represent the views of TG, its officers or employees.

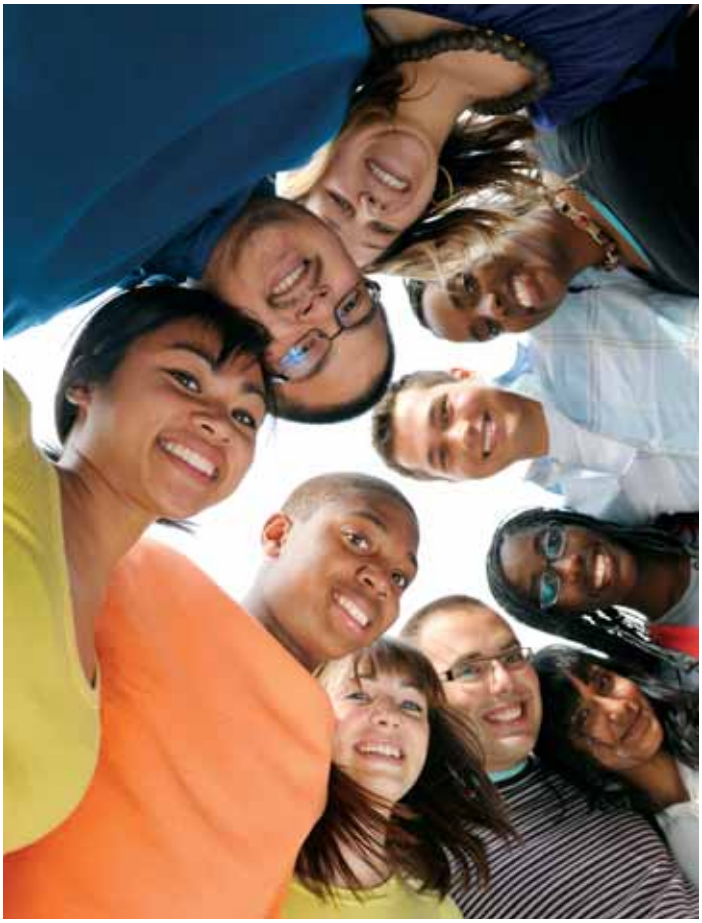
EXECUTIVE SUMMARY

The invention of Hispanic-serving Institutions (HSIs)[1] in the 1980s was grounded in the theory that institutions enrolling a large concentration of Latino students would adapt their institutional practices to serve these students better. Specifically, critical mass theory suggests once a definable group reaches a certain size within an organization, group interactions transform the organization's culture. While the size of the definable group required for organizational change varies, the enrollment size selected to define HSIs in federal legislation is at least 25 percent Hispanic undergraduate full-time equivalent enrollment.

This brief examines Emerging HSIs—institutions that do not yet meet the HSI enrollment threshold of 25 percent, but which are within the critical mass range of 12-24 percent and have the potential to become HSIs in the next few years. The brief integrates national data with data from a web-based survey and four case studies to examine Emerging HSIs' awareness of Latinos as a definable group on their campus, as well as changes in institutional practices to better serve their Latino students. The four Emerging HSIs studied in this brief include: Loyola Marymount University (CA), Palm Beach Community College-Lake Worth (FL), Texas State University-San Marcos (TX), and Metropolitan State College of Denver (CO).

Findings

- In 2006-07, there were 176 Emerging HSIs—institutions with Hispanic undergraduate full-time equivalent (FTE) enrollment between 15 and 24 percent.
- Some Emerging HSIs had already adapted their educational practices and policies to better serve their Latino students.
- Emerging HSIs were most knowledgeable about Latino enrollment growth and least aware of Latino student graduation rates, suggesting the importance given to enrollment in contrast to student persistence and degree completion.
- While over 50 percent of Emerging HSIs reported specific practices related to the recruitment of Latino students, just over one-third stated their institution had academic programs or support services specifically focused on Latino students.
- For Emerging HSIs interested in becoming HSIs, the ability to serve more of their community and to access targeted federal resources were primary motivators for increasing Latino enrollment.



Adapting institutional practices. The following summarizes the efforts of the four Emerging HSIs studied to adapt institutional practices to serve more Latino students.

- ***Increased awareness of Latino enrollment resulted in increased efforts to serve them.*** The institutions' increased awareness of the growing Latino population in their service area and explicit efforts to increase outreach to this community accelerated each institution's commitment to serving Latino students.
- ***Using data to drive decision-making was important.*** Data use to profile current students' enrollment, retention, and completion was critical to inform changes to institutional practice.
- ***Administrators and staff articulated a consistent message.*** Whether interviewing administrators, financial aid directors, admissions staff, students, or faculty, the authors found each institution had a strong, clear and consistent message about serving their students overall—including Latinos.

- ***Presidential leadership to improve institution-wide practices was a key factor.*** The support and engagement of presidents and administrators to serve Latino students (among all students) were explicit and consistent. This resulted in prioritizing limited institutional resources to improve or expand institutional practices.
- ***Experimentation in creating or adopting promising practices was encouraged.*** Each of the institutions was active in creating and evaluating what was working to improve their Latino students' access and retention. Each campus had varied levels of infrastructure in place to encourage both the implementation of new programs and the evaluation of their success.
- ***There was a broad ownership of student success at all levels.*** Institutional efforts that engaged faculty, students, and administrators and often alumni around a common vision of serving students yielded the most success and long-term investment by those involved.

Suggestions to serve Latino students better. The following are institutional practices and policies suggested from the campus leaders, staff, and students at the four Emerging HSIs studied to better serve Latino students.

Recruitment

- Increase resources for recruitment and information to Latino communities; target community and neighborhood organizations as partners.
- Create programs to engage Latino high school students and their families in their freshman year.
- Provide more need-based financial aid to students.
- Develop strong partnerships between community colleges and HSIs with formal articulation agreements, transition services, and monitoring of transfer patterns.

Retention and Persistence

- Create, improve, and strengthen the formal relationship between Academic Affairs and Student Affairs and develop the infrastructure for both to become more intrusive in assisting new students to succeed and persist.
- Require basic multicultural training for all new Student Affairs staff.
- Increase resources for student services, advising and mentoring programs that focus on Latino students.
- Have a multicultural center with a variety of diverse programs and events that is available to all students for studying, relaxing, learning, and participating in campus activities.
- Hire more Latino students for part-time jobs on campus.

Faculty

- Increase the cultural competency of faculty to work effectively with Latino students.
- Implement policies that lead to hiring and retention of a more diverse faculty, including more tenured positions.
- Assess and strengthen the presence and status of Latino faculty on campus.

Administration

- Raise the awareness of the community, faculty and staff about the potential benefits of becoming an HSI.

Given the well-documented demographic growth of Latinos in the United States and the need for a well-educated workforce for the nation to be economically competitive in the global economy, the educational attainment of Latinos is a critical public policy issue. In 2008, 19 percent of Hispanics ages 25 and over had earned an associate degree or higher, compared to 39 percent of whites, 29 percent of blacks, and 59 percent of Asians (U.S. Census Bureau, 2009). Given the relationship between higher education and economic productivity, investing in efforts to increase Latino degree attainment is in the national interest. For example, providing additional support to institutions where Latinos are concentrated, such as Hispanic-Serving Institutions (HSIs), can help meet the goal of increased educational attainment.

Previous *Excelencia* in Education publications have examined the invention, student selection, and leadership of HSIs. There has been little discussion, however, of the premise underlying the creation of HSIs—that an institution responds to a "critical mass" of students by adapting its practices to improve its service and the success of these students. Several fundamental questions remain:

1. Have institutions that meet the HSI enrollment threshold of 25 percent or more undergraduate Hispanic enrollment improved their service to Latino students?
2. Must institutions wait until they meet the 25 percent enrollment threshold to adapt their practices and policies to serve Latino students well?
3. As federal (and possibly state) policy makers invest more resources in HSIs, what are the expectations for institutional policies and practices that should result from those investments?

Overview

As the Latino population and its college-age cohorts increase, a better understanding of how higher education institutions respond to a growing concentration of Hispanic students and examples of what institutions are doing to effectively serve this population are critical to inform public policy and practices to increase Latino student success. This brief examines a new institutional category, "Emerging" HSIs— colleges and universities with growing Hispanic enrollments that do not yet meet the federal enrollment threshold criteria to be identified as a Hispanic-Serving Institution. The brief provides a short summary of the background of HSIs, describes Emerging HSIs and critical mass theory and its application to HSIs, and differentiates what it means to enroll versus serve students in higher education. The brief then provides a summary of findings from a web-based survey of Emerging HSIs as well as a synthesis of institutional perspectives on serving Hispanic students at four Emerging HSIs. The brief concludes with suggestions by Emerging HSIs to serve Latinos better and a summary of findings.

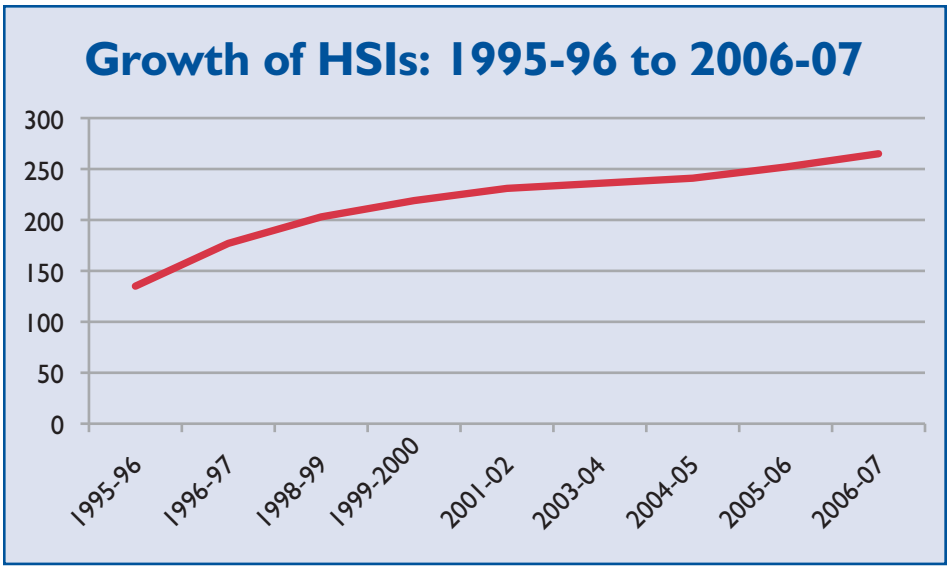
A Brief Background on Hispanic-Serving Institutions

The concentration of Latinos 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).[2] The defining characteristic of HSIs is their concentrated Hispanic enrollment (25 percent or more), not their institutional mission. Therefore, a fundamental premise for creating the HSI category is the assumption that a critical mass of students motivates an institution to change how it operates to better "serve" these students. As a result of this institutional change, it is also assumed that investing in these institutions can increase educational opportunities and attainment for the country's youngest and fastest growing population—Latinos.

Federally recognized HSIs currently receive funds from multiple federal agencies. Further, recent Congressional efforts, such as the College Cost Reduction and Access Act of 2007, substantially increased federal funding for HSIs; and pending legislation, such as the Student Aid and Fiscal Responsibility Act of 2009 (HR 3221), propose further increasing federal funding for HSIs. While several federal agencies have programs targeting HSIs, the first and most recognized federal program to invest in HSIs is the Title V, Developing Hispanic-Serving Institutions program (implemented by the U.S. Department of Education). The main purpose of this federal investment in HSIs is to:

1. Expand educational opportunities for Hispanic students;
2. Improve the academic attainment of Hispanic students;
3. Expand and enhance the academic offerings, program quality, and institutional stability of colleges and universities that are educating the majority of Hispanic college students; and,
4. Help large numbers of Hispanic and other low-income students complete postsecondary degrees.

Since the statutory designation of HSIs (1992 Amendments to the Higher Education Act), the number of institutions that meet the threshold enrollment criteria of HSIs has almost doubled. In 1995-96, 135 institutions met the HSI enrollment criteria. By 2006-07, the number of institutions had increased to 265. Given the projected growth of both the Latino population in the United States and Hispanic student enrollment in higher education, it is reasonable to assume the number of institutions that meet the HSI criteria will continue to increase.



Defining Emerging Hispanic-Serving Institutions

One way to estimate how many institutions will soon meet the HSI criteria is to calculate the number of institutions with Hispanic undergraduate full-time equivalent (FTE) enrollment close to, but below, 25 percent. Using data from 2006-07, *Excelencia* calculated there were 67 institutions with undergraduate FTE Hispanic enrollment between 20 and 24 percent and an additional 109 institutions with Hispanic undergraduate FTE enrollment between 15 and 19 percent. For this brief, these 176 institutions are identified as Emerging HSIs. The following is a quick profile of Emerging HSIs in 2006-07 (see Appendix A for a complete list of Emerging HSIs).

- Emerging HSIs were located in 20 states, with the highest concentrations in California (52) and Texas (42).
- The majority of Emerging HSIs were community colleges (44 percent); private colleges and universities represented 36 percent; and public colleges and universities represented 20 percent of Emerging HSIs.
- Of the undergraduate FTE students enrolled at Emerging HSIs, 19 percent were Hispanic.
- Emerging HSIs enrolled 14 percent of all FTE Hispanic undergraduates at public and not-for-profit degree-granting institutions.

The anticipated increase in institutions that meet the HSI enrollment threshold raises several important questions. Have institutions that meet the 25 percent enrollment threshold transformed or tailored some of their policies and practices to improve their service to Latino students? Should institutions wait until they meet the 25 percent enrollment threshold before tailoring policies and practices to better serve Latino students? And, will an increase in the number of HSIs translate into a notable increase in overall Latino student persistence and degree completion? Before examining these questions in more depth, one should consider the theory that underlies the creation of HSIs—critical mass theory.

	Sector	Number of Emerging HSIs	Percentage of Emerging HSIs
1	Public, four-year or above	35	20%
2	Public, two-year	77	44%
3	Private not-for-profit, four-year or above	55	31%
4	Private not-for-profit, two-year	9	5%
	Total:	**176**	**100%**

State	Number of Emerging HSIs
Arkansas	1
Arizona	6
California	52
Colorado	3
Connecticut	4
Florida	13
Illinois	9
Indiana	1
Kansas	1
Louisiana	2
Massachusetts	5
New Jersey	11
New Mexico	2
Nevada	1
New York	17
Oregon	1
Pennsylvania	1
Texas	42
Utah	1
Washington	3
N= 20	**176**

Critical mass theory

Critical mass theory suggests that once a definable group reaches a certain size within an organization, there will be a qualitative change in group interactions that transform the organization's culture, norms, and values (Dahlerup, 2005; Kanter, 1977). However, the theory does not clearly define the size required to see organizational change. One relevant study applying critical mass theory identified four types of concentrated groups to examine organizational change—uniform, skewed, tilted, and balanced groups (Kanter, 1977). Uniform groups contain only one homogenous group. Skewed groups contain a large imbalance of groups, with up to about 15 percent of a specific group. Tilted groups contain 15-40 percent of a specific group. Balanced groups contain 40-50 percent of a specific group. If groups differ in their underlying values, priorities, and styles, then when the concentration of groups shift in an institution, the theory hypothesizes there would be a transformation in the institution's culture, discourse, and agenda.

Critical mass theory has also been referenced in issues of diversity on higher education campuses. For example, in the Supreme Court case of *Grutter v. Bolinger,* the majority opinion found that by enrolling a "critical mass" of underrepresented minority students, the law school policy sought to ensure the students' ability to contribute to the law school's character and to the legal profession (O'Connor, 2003). However, the case did not define a specific percentage to meet "critical mass." In another study surveying college students in California, researchers found that the critical mass of students needed to make minority students feel as if they belonged on campus and contribute to the educational experience ranged from 5 to 15 percent (Chatman, 2008).

Previous research on HSIs has addressed the history or characteristics of the institutions (Benitez, 1998; Santiago, 2006; Contreras, et al., 2008), students' reasons for choosing the institutions (Santiago, 2007), institutional leadership (Santiago, 2009), and faculty teaching efforts (Kirklighter, et al., 2007). While not directly testing critical mass theory, previous studies of HSIs found that institutions did not explicitly cite serving Hispanics in their mission statements (Contreras, Malcom, & Bensimon, 2008); in addition some HSIs were more resistant to change based on student enrollment compared to other HSIs that were explicitly committed to changing their institutional culture to serve their large and growing numbers of Latino students (Santiago, Andrade, & Brown, 2004; Santiago, 2009). To date, research has not explored the creation of the HSI category within a framework that considers critical mass theory.

In addition to the HSI program, other federal programs provide resources to colleges and universities enrolling specific student groups. However, the defined concentration of these students varies. For example, in 1998, programs were created for Alaskan Native-Serving Institutions and Native Hawaiian-Serving Institutions programs. For the Alaskan Native–Serving Institutions, the enrollment threshold is 20 percent and for the Native Hawaiian-Serving Institutions the critical mass is defined as 10 percent. Further, institutional aid programs for Predominately Black Institutions, Native American-Serving, Non-Tribal Institutions and Asian American and Pacific Islander-Serving Institutions were created in 2008. For each of these programs, the required critical mass of a specific group ranges from 10 percent to 40 percent.[3]

Why is 25 percent FTE undergraduate Hispanic enrollment the presumed threshold for becoming a Hispanic-Serving Institution? When applying critical mass theory, the 25 percent enrollment requirement fits within the aforementioned category of the "tilted" group (15-40 percent) that could trigger the transformation of an institution's culture and practices. However, this is a wide range from which to consider institutional change. For example, Emerging HSIs—institutions with enrollment between 15-24 percent Hispanic enrollment—would also fit within this range for institutional change. Might there also be Emerging HSIs that are now transforming their institutional policies, programs, and practices to better serve their own "critical mass" of Latino students? Given this wide range of enrollment for consideration in the transformation of institutions to better serve their students, examining the differences between enrolling and serving students can generate valuable insights for higher education policy.

Enrolling versus serving students

It is important to make a distinction between enrolling and serving Latino students in policy discussions about Latino student success. While many policymakers and institutional leaders assume enrolling and serving are equivalent, they are not. Enrollment is a prerequisite for serving students, just as serving students is a prerequisite for success (defined as degree completion). Enrollment is about access, while serving students is about retention and completion.

Serving Latino students goes beyond enrolling them. It is generally assumed that the growth and concentration of Latino students at a college or university will trigger efforts by the institution to adapt its practices to better serve the Latino students enrolled, and that such a response makes these institutions Hispanic "serving." The federal definition of an HSI, however, is predicated solely on the concentrated enrollment of Latino students, rather than any specific mission to serve those students. Federal legislation defines HSIs as degree-granting,

not-for-profit institutions of higher education with 25 percent or more undergraduate full-time equivalent Hispanic enrollment. Nonetheless, there are institutions of higher education that meet the enrollment criteria to be identified as a HSI but which have leaders who cannot articulate what it means to "serve" Latino students. Conversely, there are also institutions that do not meet the enrollment criteria to be an HSI but are implementing effective efforts to serve Latino students. If a concentrated enrollment of Latino students does not explicitly signify that an institution is serving Latino students, then what does it mean to serve Latino students?

Serving Latino students is based on intentionality. It is demonstrated by broad campus awareness of the profile of the Latino population at an institution and in the community. It requires an understanding of the strengths and needs of new Latino students, and knowledge about the performance of other Latino students on campus. It implies an institutional willingness to adapt curricular design, instructional practices, academic programs, and support services to increase retention or promote persistence for Latino students. Serving Latino students means investing in institutional efforts to ensure their graduation. However, serving Latino students does not mean that institutions serve Latinos at the expense of other students. A Latino student success model is not an either/or proposition. Rather, institutions that serve their students well can build on what works in serving Latino students effectively to better serve other students as well.

Excelencia in Education invited more than 550 representatives from the 176 Emerging HSIs to participate in a web-based survey (see Appendix B for a more detailed description of the data collection process), and received responses representing 63 percent of the institutions.

Previous research by *Excelencia* in Education explored the perspectives of HSI leaders on major factors critical for Latino college student success. The findings suggest:

- Successful recruitment of Latino students depends on an institution's effective use of bicultural/bilingual outreach strategies to Latino families and communities.
- Ensuring that new students, especially first-time freshmen, succeed and persist demonstrates meaningful institutional service to Latino students.
- Having academic programs and services that focus on Latino students is a clear element of serving Latino students well.
- Student affairs programs and activities can complement other campus efforts by targeting Latino students to make them feel welcome and guide them to use services that will help them succeed academically.
- Key measures of an institution's ability and commitment to serve its students include the persistence rate of new freshmen and rates of degree completion; both are critical indicators of Latino student success.

Given this knowledge, *Excelencia* designed the Emerging HSIs survey to explore respondents' awareness of their Latino enrollment, as well as institutional goals and practices in recruitment, academic affairs, and student affairs. Particular attention was given to changes or adaptations in services as a result of a growing Latino student presence on campus.

The results indicated that respondents were most knowledgeable about Latino undergraduate enrollment growth at their institution and least aware of Latino student graduation rates. A high percentage of participants accepted the survey's invitation to explain or comment on their responses. These comments suggest a level of interest or engagement in institutional concern about Latino students. The following summarizes responses to the web-based survey in the areas of Latino student enrollment, outreach to Latino communities, entering student programs, academic programs and services, student support services, and indicators of student success.

Enrollment

When asked about their institution's enrollment, a majority of the survey respondents (78 percent) provided an accurate estimate[5] of the percentage of Latino students enrolled. Further, slightly more than 70 percent reported the enrollment of Latino undergraduates had increased, and about 10 percent shared that Latino enrollment had not increased over the last five years. Approximately 20 percent of respondents did not appear to know whether the Latino enrollment on their campus had grown.

According to respondents, the increase in Latino enrollment was the combined result of increased outreach and recruitment activities by institutions along with the increase of the Latino population in the institution's service area. Among the diverse responses describing recruitment activities, several respondents cited examples of academic initiatives to improve the recruitment of Latino students, such as hiring more Latino faculty or partnering with departments to engage a diverse curriculum that engaged students' community experiences.

Outreach to Latino communities

The majority of survey respondents (65 percent) reported their institution had goals for the recruitment of Latino students. Slightly less than 15 percent indicated their institution did not have goals for recruiting Latino students, and about 20 percent did not appear to know whether their institution had goals to recruit Latino students.

Beyond institutional goals to recruit Latino students, more than 55 percent of respondents reported their institutions had specific recruitment practices targeting Latinos, while around 20 percent indicated that it did not, and 25 percent did not appear to know whether it did.

Several respondents mentioned that their institution had a goal of becoming an HSI to increase their access to additional resources as the motivation for articulating clear recruitment goals and practices for Latino students. Other respondents explained their institution's motivation to increase Latino enrollment was guided by their commitment to have their student enrollment reflect the population of the institution's service area, region or state.

Survey participants also identified more than 30 different strategies to recruit Latino students effectively. While multiple respondents emphasized the importance of financial aid and the availability of bilingual staff and counselors to aid in recruitment, other recruitment strategies included:

- Specifying targets in the institution's strategic plan, enrollment management plan, or diversity and equity plan.
- Hiring or assignment of staff specifically for outreach and recruitment of Latinos.
- Partnering with Latino groups, community organizations and churches, as well as high schools with high percentages of Latino students, including those in other states.
- Increasing cultural events to bring Latino high school students to campus.
- Widening outreach and use of media, including Spanish media.
- Monitoring the recruitment and retention rates of Latino students on campus.

Entering students' persistence and targeted services

Overall, 43 percent of survey respondents stated that the persistence of entering Latino students at their institutions was comparable to that of all entering students, while 20 percent did not think the persistence was comparable. Nearly 37 percent of the respondents did not appear to know whether the persistence of entering Latino students at their institution was comparable to that of all students.

Many respondents described their institutional programs and services as available to serve all students rather than targeting Latino students. However, respondents noted factors that limited the persistence of new Latino students, including their lack of success in mathematics and the need for a stronger bridge between ESL and college-level courses, and the importance of improving Latinos' low persistence rate through activities such as mentorship programs or campus clubs.

Several respondents identified targeted programs and services, including those offered through academic areas (Chicano/a Studies departments); federally or state-funded efforts (College Assistance Migrant Program [CAMP], Title V, Student Support Services grants); and student services divisions (Office of International and Immigrant Student Affairs). They suggested these programs and services had been adapted to better serve Latino students more effectively but without an exclusive focus on that population.

Academic programs and services

Almost 38 percent of survey respondents stated their institution had academic programs or services specifically focused on Latino students, while another 38 percent reported their institution did not have any academic programs or services focused on Latino students. Almost 25 percent did not appear to know whether their institutions had any academic programs or services specifically focused on Latino students.

Some respondents listed nationally funded programs (such as TRIO, and HEP/CAMP), while others mentioned Latino Study programs and foreign language departments, although it was not always clear if those programs were specifically for Latinos. Several also mentioned plans to implement new programs serving Latino students or emphasized that their academic programs served a diverse student body, not specifically Latinos.

Student support services

More than 35 percent of survey participants responded that their institution had specific support services that targeted Latino students, while another third of survey participants reported their institution did not have specific support services targeting Latino students. Close to 30 percent of respondents did not appear to know whether their institution had any specific support services targeting Latino students.

While several respondents described one or more support service programs for Latino students, they also noted these programs were available more broadly to under-represented groups and first-generation students. Programs included Puente, Student Support Services, Chicano Latino Student services office, a Citizenship Center and migrant programs (HEP and CAMP). In addition, several respondents described the importance of student groups and organizations for Latino students.

Latino student success

More than 43 percent of the Emerging HSI survey participants responded that the graduation rate of Latino undergraduates at their institution was comparable to that of all students, while 17 percent reported it was not comparable to all students. About 20 percent indicated they did not know if the graduation rate of Latinos in their institution was comparable to that of all students, and another 20 percent did not respond to this question, suggesting they may not have known the graduation rate: a total of almost 40 percent for this important indicator.

About 35 percent of respondents reported their institution had additional indicators of Latino student success (other than the graduation rates), while close to one-third (32 percent) did not have other indicators. Another one-third of respondents did not appear to know whether their institution had any additional indicators of Latino student success. Respondents who shared additional measures of Latino success identified retention/persistence rates, grades and other indicators of academic progress, and transfer rates of community college students to baccalaureate institutions.

An examination of data from four institutions with growing Latino student enrollment generated case studies related to the perspectives and efforts to serve students at Emerging HSIs. Data were collected using public databases, as well as interviews, focus groups, and document analyses to understand the perspectives of campus leaders, administrators, faculty, staff, and students about how their institutions academically serve and support Latino students. The research team cataloged institutional practices that offer promise in improving the access, retention, persistence, and graduation of Latino students, as well as proposed changes to serve an institution's growing population of Latinos.

The four Emerging HSIs selected for more in-depth study had Hispanic undergraduate FTE enrollments ranging from 13 to 21 percent in 2006-07 and represented a diversity of geography, governance, size, and student population.

Each institution was selected in consultation with its senior administrators and based upon the willingness of its leaders to participate in a more detailed study of their institutions. Since much more information was collected from each of the institutions than could be included in this brief, the sections that follow represent a simplified portrait of each institution's background and perspectives and strategies for serving their growing Latino student population.

Institution	Location	Total Undergraduate enrollment – 2006-07	Percentage Hispanic Undergraduate FTE – 2006-07
Loyola Marymount University	Los Angeles, CA	5,500	20%
Metropolitan State College of Denver[4]	Denver, CO	21,000	13%
Texas State University-San Marcos	San Marcos, TX	26,000	21%
Palm Beach Community College-Lake Worth	Palm Beach, FL	22,000	17%

Source: *Excelencia* in Education analysis of enrollment data from IPEDS, 2006-07, National Center for Education Statistics

LOYOLA MARYMOUNT UNIVERSITY

Loyola Marymount University (LMU) is a private Catholic university founded in 1911 and located in Los Angeles, California.

Loyola Marymount University's three-fold mission is the encouragement of learning, the education of the whole person, and the service of faith and the promotion of justice.

Background: Loyola Marymount University is one of most diverse of the 28 Jesuit institutions in the United States. Social justice is articulated as a critical component of the institution's Catholic mission and has driven institutional efforts to become a diverse campus. As a private university, LMU is more expensive than nearby public institutions and competes with these institutions to convince students that it is an affordable and viable option. To maintain diversity, the institution increased resources in a more proactive approach to recruit under-represented students. One advantage the university has in recruiting Latinos is its religious affiliation, since many Latino families are Catholic and may be more receptive to enroll in the institution.

Perspective on HSIs: For leaders at Loyola Marymount University, their current Hispanic undergraduate enrollment (20 percent) represented a "critical mass" for the institution. University efforts were explicitly invested to maintain this level of Latino enrollment. The institution's leadership believed that it was Hispanic "serving," but did not have plans to increase Latino enrollment to 25 percent merely to meet the federal criteria required to be identified as an HSI. Administrators acknowledged that enrolling and serving Latino students tended to cost Loyola Marymount University more resources (such as increased financial aid and support services) than it might cost to enroll students from other groups. However, the institution's mission-driven commitment to social justice and increased service in their community reinforced their priority to maintain their critical mass of Latino students in campus-wide efforts. The university's practices to serve Latino students include targeted outreach and recruitment programs that engaged both Latino students and parents, an increased attention to recruiting community college transfer students (since many Latino students start col-

lege there), fostering support services among Latino student peers, and attention to cultivating "inclusive excellence" in faculty, research, teaching, and student engagement.

Leadership: President Lawton is proactive in operationalizing Loyola Marymount University's mission. For example, he developed an Intercultural Committee in 2007 to conduct a campus-wide study to detail the university's diversity. The study resulted in an intercultural framework for embracing diversity and supporting their mission. In general, staff mentioned feeling empowered because of supportive administrators and a shared commitment to the institution's mission.

Supporting diversity: LMU had a strategic plan to maintain diversity of faculty, staff, students, and curriculum. Many activities that support diversity were constructed with the use of data from an Equity Scorecard to summarize the campus population, monitor student success and determine if additional interventions were needed to improve student performance. Further, Loyola Marymount University has had an office of Intercultural Affairs since 1999 that supports diversity efforts with faculty, staff, and students. This office promotes "inclusive excellence" throughout the campus community by raising awareness and creating opportunities to engage in intercultural activities. The Intercultural Affairs staff sign off on all hires of faculty and the office has marshaled resources to offer grants to faculty in their second year to integrate diversity into their existing pedagogy. Because of the university's commitment to social justice, LMU recruited many faculty of diverse backgrounds, who, in turn, pushed to enhance institutional diversity.

Support services: Loyola Marymount University invested staff and resources to create a more welcoming environment in outreach and support services for students. For example, the admissions staff strove to ensure cultural competency for its counselors in serving Latino students. There also appeared to be a clear understanding at all levels of the university that college success was not just about getting students into college, but rather one of creating a "hand-holding" culture to help students get through. For example, administrators developed a clear strategy to strengthen the orientation sessions for freshmen to create support networks and encourage retention. This strategy seemed to be bearing fruit. Latino students in a focus group shared that they choose Loyola Marymount University because of its mission, location, outreach to parents, and academic offerings.

Outreach: Loyola Marymount University recognized the important role Latino parents played in a student's college choice and developed outreach activities to involve parents more in college decision-making. For example, the Latino Scholars Day invited accomplished and prospective Latino students to campus and the Latino Overnight Program brought students accepted to the university and their families to campus to learn more about Loyola Marymount University and its service to students. Both programs were increasing its profile in the surrounding Latino community. More recently, it established partnerships with four "feeder" community colleges and created a Transfer Day with five hours of activities so potential students could be exposed to what the university had to offer.

Financial aid: The financial aid office of Loyola Marymount University tracked Latino student participation in financial aid and identified financial aid as an important tool for recruiting and retaining Latino students. Staff created financial literacy efforts and educational presentations to help students see the university as a viable college option. Further, it developed financial aid TV spots in both English and Spanish, and adding three bilingual/Spanish admissions counselors improved outreach and service to Latinos. Beyond specific institutional efforts, Latino alumni were committed to assisting current Latino students. For example, the Mexican American Alumni Association Scholarship provided an opportunity for alumni to give back to help other Latino students.

METROPOLITAN STATE COLLEGE OF DENVER

Metropolitan State College of Denver (Metro State) is a public urban comprehensive four-year college founded in 1965 and located in Denver, Colorado.

The mission of Metropolitan State College of Denver is to provide a high-quality, accessible, enriching education that prepares students for successful careers, post-graduate education, and lifelong learning in a multicultural, global, and technological society.

Background: Metro State enrolls the highest number of students of color in Colorado and 25 percent of the state's baccalaureate-seeking Latinos. It has had the most growth of all institutions in Colorado, enrolls the most Pell grant students in the state, and enrolls the largest percentage of transfer students in Colorado. Further, nearly half of its students are the first in their family to go to college.

Perspective on HSIs: The commitment to its service area, as well as recognition of the demographic growth of Latinos in Denver and in Colorado, provided a critical rationale for the Metropolitan State College of Denver to pursue becoming an HSI. Metro State focused some of its institutional efforts in community outreach and recruitment of Latinos, as well as to retention efforts and clarifying institutional practices to improve student persistence and degree completion. While not the primary motivation, the potential to access additional federal and private resources as an HSI was also a factor for striving to reach the HSI enrollment threshold.

Metro State has committed to become a Hispanic-Serving Institution by 2015. This directive came from the college's board of directors in 2005 and was enthusiastically adopted by President Jordan. Becoming an HSI also received support from many campus leaders. However, there was some initial hesitation to being identified as a Hispanic-Serving Institution by some faculty and staff. Those concerns appeared to have been addressed by an HSI Task Force created by the President. This Task Force had institution-wide representation and facilitated an inclusive process that developed widely accepted recommendations for structural change that would benefit all students, not just Hispanics. Ultimately, the board charge to become an HSI, the concurrent presidential initiative, thoughtful evaluation of institutional policies and practices by the HSI Task Force, and the articulated commitment to success for all students informed a process of institutional change to shift from the "chance to fail" policies typical of the past to the "chance to succeed" policies and practices that embodied Metro State's efforts to become an HSI.

Leadership: One of President Jordan's presidential initiatives is for Metro State to become a Hispanic-Serving Institution by 2015. To do so, he created an HSI Task Force in 2007 to analyze current institutional practices and policies and to offer recommendations to put the college on the path to increase Latino enrollment from 13 percent to 25 percent. In 2008, the HSI Task Force submitted a detailed report and prioritized 16 priority recommendations for action from an overall list of 55 recommendations. Some of the priority recommendations were implemented quickly, but others required availability of resources. The HSI Taskforce remained in effect to monitor the implementation of recommendations with the president's support.

Supporting diversity: From the Metro State administration, there were goals to increase the diversity of faculty, cabinet, and the board, as well as changing job descriptions to contractually require culturally competent faculty. The college identified diversity as one of its strategic planning goals and adopted a strategy of "inclusive excellence." Inclusive excellence was intended to move an institution from valuing diversity – with access and cultural competence as its primary goals – to ensuring, through structural interventions, that all groups were achieving the desired outcomes at equitable rates. The Office of Institutional Diversity provided leadership and oversight to promote inclusiveness in all aspects of campus life, including the design and development of initiatives to support diversity in faculty hiring and job descriptions.

Support services: Metro State used data internally (through approaches such as the HSI Task Force and the Equity Scorecard) to better understand the students they served. As a result, the institution became more aware of the strengths and needs of their student population. Analysis on how the institution served students ranged from college preparation and admissions processes to registration procedures, advising participation, and academic performance. Beyond the services to all students, staff shared that Latinos were particularly well served through programs such as the First-Year Success Program, CAMP, and Chicano Studies. One Chicano Studies faculty member noted that the department created a safe haven for discussing Latino issues with a faculty especially attuned to supporting Latino students.

Outreach: While Metro State administrators were confident the institution would enroll more Latinos and become an HSI due to the demographic growth of the surrounding communities, the college was committed to increasing its outreach to the Latino community. In addition to identifying admissions staff, Metro State increased its media outreach to Latinos in the community through a multi-staged marketing plan that included a billboard and online outreach campaign in Spanish and English.

Financial aid: Metro State administrators and staff noted that financial aid was critical to recruiting and retaining Latino students. The college offered two awards specific to either minority students generally or to Latinos specifically. The Boettcher Opportunity Award was provided to assist deserving, promising Colorado minority students who had established themselves at Metro State. The Chicano Faculty Staff Association Scholarship was also provided to enhance retention of Latino students as well as to maintain community involvement.

Policy enforcement: The use of data by Metro State administrators, faculty and staff to understand student performance (Equity Scorecard) and evaluate institutional practices (HSI Task Force) caused campus leaders to hold a "mirror" to themselves and to plan for long-term institutional success. As a result, Metro State leaders agreed that structural change was critical for the institution to improve its service to Latino students. Subsequent action led the college to strengthen the enforcement of institutional policies for admissions and persistence and its general education requirements in the first year, as well as time limits for completion of remedial education.

TEXAS STATE UNIVERSITY – SAN MARCOS

Texas State University – San Marcos (Texas State University) is a public university founded in 1903 and located in San Marcos, Texas.

Texas State University-San Marcos' mission is to be a public, student-centered, doctoral-granting institution dedicated to excellence in serving the educational needs of the diverse population of Texas and the world beyond.

Background: The history of Texas State University as a teacher college grounded the institution's commitment and approach to 'serve' students. Many of its administrators and staff saw the value of evolving to serve more Latino students after a presentation by the state demographer on the growth of the Latino population and the projected impact on the Texas economy. As a result, campus leaders had been working for about 10 years to increase both Hispanic enrollment and the number of Hispanic faculty. The institution's name change to Texas State University-San Marcos had improved its profile to imply statewide representation and supported its efforts to expand recruitment throughout the state. Several campus leaders believed that the university would meet the HSI criteria by 2012.

Perspectives on HSIs: Texas State University's current strategic plan included the goal of reaching HSI status, and the campus leadership, from the president to the admissions staff, had mobilized their efforts to reach this goal. Their interest in becoming an HSI was based on two primary factors: 1) the leadership acknowledged that the population growth of their region and of Texas as a state is largely Hispanic, and the University intended to lead in serving this group; and, 2) there was an awareness of the additional resources available at the federal level for HSIs. Most campus leaders and staff referenced the strategic plan, and one leader mentioned pride in being "deliberately diverse" (rather than solely by default).

To be deliberately diverse, Texas State University leaders committed to recruiting and retaining a more diverse faculty and staff. It had implemented a Targets of Opportunity Program (TOP) to meet these goals. Further, among its most assertive efforts with students was the establishment of a multi-media campaign and robust recruitment and outreach strategies to surrounding Hispanic communities, as well as in the more distant South Texas region, where Hispanics are a majority of the population. These efforts, along with changes in institutional practices to retain more students through the creation of a Director of Retention position and a Retention Analysis Council, defined the university's service to Latino students and its efforts to become an HSI.

Leadership: Leadership guided the commitment of Texas State University – San Marcos to serve students and supported a culture of collaboration. The last two presidents had identified the goal of reaching HSI status to faculty, staff, and students. The leadership had accepted that reaching the HSI goal would be inevitable and reinforced their commitment to focus on serving students well. However, other leaders noted student success might be too slow unless the institution changed how they served Hispanic students. One administrator noted that it is "easy to admit students, but it is harder to graduate them."

Supporting diversity: The president and cabinet sent a consistent message throughout Texas State University – San Marcos, that the institution was "deliberately diverse." This perspective provided a strength-based, rather than a deficit-based, approach to fostering diversity. As a result, the university had a strategic plan for diversity that supported efforts in teaching, research, student services, and academic advising. Further, many faculty integrated diversity into their curriculum with funding from an equity and access committee. This committee also supported intercultural interactions and connections between students and among faculty and administrators. This attention to implementing diversity was also included in student orientations to underscore the university's commitment.

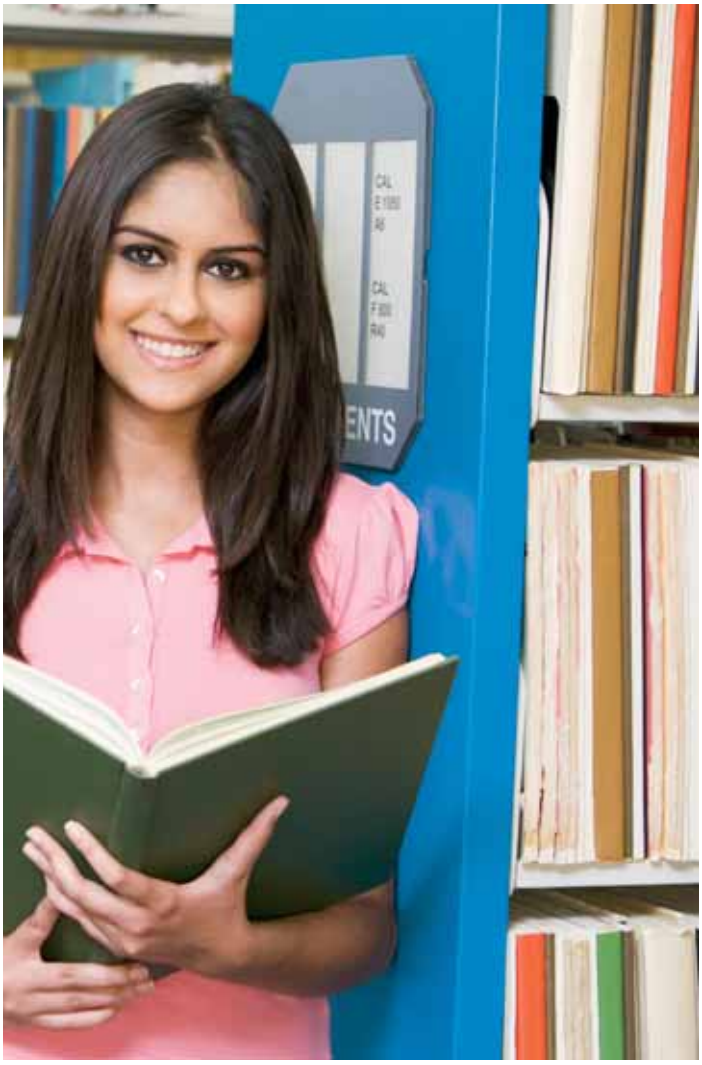
Another critical component of fostering diversity is faculty recruitment and support. The Target of Opportunity Program was structured to help the institution hire qualified and diverse faculty, since retention of Hispanic faculty had been a critical issue. For example, in one year alone, 16 Hispanic faculty were recruited to fulfill the university's commitment to serving Hispanic students. In addition, the Multicultural Institute allowed faculty to discuss issues of culture and encouraged the incorporation of diversity into their curriculum.

Outreach: Texas State University – San Marcos administrators and staff worked diligently to improve the institution's visibility in the Latino community and continued their efforts to hire diverse staff to further its outreach efforts. For example, the university strengthened its online outreach and marketing to include stories of successful Latino students. Beyond outreach in its direct service area (most students come from a 150-mile radius of the institution), Texas State University was working to improve outreach/recruitment to increase Latino enrollment from a statewide draw. Further, programs such as *Latinas Unidas* and the Mother/Daughter Program mentored Latina students and created opportunities to link outreach efforts with academic and student affairs.

Financial aid: As with many other institutions, Texas State University – San Marcos recognized financial aid as a critical outreach and retention tool for students. Beyond its current financial aid practices, the university recently created the "Bobcat Promise" which targeted students in its service area by offering tuition coverage for those with incomes under $35,000. Texas State University also established relationships with its local school districts to inform students from a wide representation of communities about the program and their eligibility.

Academic/support services: Texas State University – San Marcos had a strategy of deliberate intrusiveness and caring to help students. For example, an academic early alert system was developed where faculty were asked in the fourth or fifth week of a semester how freshmen were doing. Academic advisors or others followed-up with students to assist them improve their academic performance through monitoring and deeper engagement with their classes. In this way, the institution used a data-driven strategy to determine which students were on probation and which students needed more help so that the staff could provide appropriate services.

In addition, the university increased its academic advising staff by 60 percent and was committed to continue growing this staff. Beyond staff investments, TSU-San Marcos also created the position of a director of retention, as well as a Retention Analysis Council to share information throughout the institution about effective practices that were serving students well throughout the institution.



PALM BEACH COMMUNITY COLLEGE-LAKE WORTH

Palm Beach Community College (Palm Beach CC) is a community college founded in 1933 and located in Palm Beach, Florida. The college has four campuses and several satellite locations.

The mission of Palm Beach Community College is to provide an accessible and affordable education through a dedicated and knowledgeable faculty and staff, a responsive curriculum and a strong community partnership, which together will enable students to think critically, demonstrate leadership, develop ethical standards and compete effectively in the global workplace.

Background: The motto on the Palm Beach Community College seal since 1933 states, "Sabiduría es poder," meaning "knowledge is power" in Spanish. The college leaders did not know the origin or why it is in Spanish (as opposed to Latin). Since 1995, Palm Beach Community College -Lake Worth had become diverse in students, faculty, and staff. In part, this was the result of the increased diversity in the community the institution served. Palm Beach CC also had an open admissions policy, while other nearby institutions were increasing their admissions selectivity criteria.

Perspectives on HSIs: The Lake Worth campus of Palm Beach Community College prioritized becoming an HSI and was working aggressively to meet the Hispanic enrollment threshold for two reasons. First, for many campus leaders, identification as an HSI accurately reflected their institution and its service to Latino students. Second, the potential to access additional resources (federal and private) to better serve their students would be an added value. The provost started an HSI committee with wide institutional representation in 2007, to examine institutional practices and policies and to consider transformations to better serve their Latino students.

Several Palm Beach CC-Lake Worth administrators were confident that it already met the Hispanic enrollment threshold to be an HSI but noted that the institution was challenged to get students to self-identify as Latino for reporting purposes. A high percentage of students chose not to provide information about their ethnicity, and as administrators reviewed student rosters, it was clear that many of these students were potentially Latino (inferred from their last names). In the college's internal analysis, staff attributed this phenomenon to a potential stigma of identifying as Hispanic, being undocumented, and/or the institutional requirement that a student whose first language was not English must be tested for language fluency. To address this, the college began an awareness campaign on the importance and benefits of self-identification for students, and it changed the application form so that students could select both race and ethnicity identifiers separate from first-language information. The campus ASPIRA club also helped distribute a survey to encourage students to identify their race/ethnicity, and it provided the results to the college's institutional research office to add to the enrollment database by matching student names.

PBCC is an open admissions institution, but still focused on outreach and recruitment as well as on developing mentoring programs, ensuring accessible information about financial aid, and improved institutional processes to support student retention and degree completion for Latino students.

Leadership: Both President Gallon and Provost Vallejo at Palm Beach CC-Lake Worth articulated their commitment to supporting the college to ensure its service to its community was fulfilled. It was their awareness of the changing diversity of their community and students that informed their institutional efforts to improve the college's service to Latino, Haitian and other students who were accessing Palm Beach CC for their education. With respect to becoming an HSI, the president shared that serving more Latinos was not solely an initiative for the Palm Beach CC-Lake Worth campus, but rather an initiative being implemented college-wide across the four campuses.

Supporting diversity: The leadership team of Palm Beach Community College-Lake Worth incorporated diversity into practices that affected the students, faculty and staff at the institution. As the president stated: "…diversity should be embraced as a reflection of society and should enhance the educational process." Recruitment and retention strategies were implemented to address the under-represented populations among employees and students. In addition, the college required all full-time and part-time employees to complete an online training session on valuing diversity within the first 30 days of their employment. The training provided an overview of the College's Diversity Programs, the demographics of the college community, and ways to get involved in diversity efforts throughout the year. Palm Beach-CC also offered cultural competency training with assistant deans and then with new faculty committee and chairs of each department. The training and information provided was to be disseminated to others in the institution.

Palm Beach CC-Lake Worth administrators also noted the critical role of faculty in serving students. For example, the

hiring of new faculty included an evaluation of their ability to serve diverse students in their classes. As a result, faculty knew the population they served and could provide a relevant and rigorous curriculum. The college also had successfully increased the number of its Hispanic faculty to better reflect its students and community.

Outreach: Palm Beach CC administrators shared that while many students chose the Lake Worth campus because of its location and cost, the college was investing considerable energy to increase local awareness that others in the community had enrolled and been successful there. For example, college employees served as community ambassadors and spoke about Palm Beach CC at public forums in an effort to bring the Hispanic and Haitian communities to the college to consider enrolling there. The college began to reach out to Latino and Haitian parents, because campus staff became aware that it was often the parents making important education decisions on students' behalf. In addition, the college had a mentoring program that paired community professionals with students in the school district to help the students see college as a real possibility. In addition to specific outreach practices, the Lake Worth campus' Language Education Center and Global Institute were critical feeders to increasing Latino enrollment.

Academic/support services: Palm Beach CC-Lake Worth connected multiple offices and services in its efforts to improve services to Latino students. For example, the institution's leaders of academic affairs and of student affairs made explicit efforts to work together in addressing critical student issues. The college also linked financial support and support services, because staff recognized that such information needed to be relational for Latinos to access their programs. As part of its support services, Palm Beach CC also provided diversity awareness and cultural training for support staff to make them aware of the students they served, and the college informed them on how to serve the Latino community. The college also identified bilingual staff in every department to include in a list shared with others on campus as a shared resource.

Among its many other activities, the Palm Beach CC-Lake Worth campus began one of the first college ASPIRA clubs in the nation. This club originated in high schools to engage Latino students through culturally relevant activities and cohort approaches to instill high aspirations and success. Palm Beach CC also sponsored events such as the HENAAC conference in engineering to recruit Hispanic students to big corporations and graduate schools.

SUGGESTIONS FROM EMERGING HSIS ON HOW TO SERVE LATINO STUDENTS BETTER

Campus leaders, staff, and students from Emerging HSIs highlighted the following institutional practices and policies they thought could be improved or implemented to better serve Latino students.

Recruitment

- Increase resources for recruitment and information to Latino communities; target community and neighborhood organizations as partners.
- Create more programs to engage Latino high school students and their families with the campus.
- Provide more need-based financial aid.
- Develop strong partnerships between community colleges and HSIs with formal articulation agreements, transition services and monitoring of transfer patterns.

Retention and Persistence

- Create, improve, and strengthen the formal relationship between Academic Affairs and Student Affairs: develop the infrastructure for both to become more intrusive in assisting new students to succeed and persist.
- Require basic multicultural training for all new Student Affairs staff.
- Increase resources for student services, advising and mentoring programs that focus on Latino students.
- Have a multicultural center with a variety of diverse programs and events that is available to all students for studying, relaxing, learning, and participating in campus activities.
- Hire more Latino students for part-time jobs on campus.

Faculty

- Increase the cultural competency of faculty to work effectively with Latino students.
- Implement policies that lead to hiring and retention of a more diverse faculty, including more tenured positions.
- Assess and strengthen the presence and status of Latino faculty on campus.

Administration

- Raise the awareness of the community, faculty and staff about the potential benefits of becoming an HSI.

SUMMARY

This examination of "Emerging" Hispanic-Serving Institutions (HSIs) is grounded in the knowledge that their number will continue to increase as the growth and concentrated enrollment of the Latino student population increases in higher education. A notable portion of this group will reach the 25 percent or more enrollment threshold to become an HSI within the next decade. However, to be a Hispanic "Serving" Institution implies more than a concentrated enrollment of students. To examine how institutions are serving Latino students requires looking beyond enrollment to changes in institutional policies and practices that are increasing access, retention, persistence and graduation for this population.

By looking at Emerging HSIs, this study provided an opportunity to examine institutions' awareness of the growing Latino enrollment at their campuses and to review institutional changes in response to that increasing Latino enrollment. Further, learning more about current perspectives and efforts to serve Latino students provided useful information for policymakers and higher education leaders who seek to better serve Latino college students and to increase their degree completion.

The results of the online survey conducted for this study demonstrated that many institutional representatives were aware of their Latino student enrollment and of their institutions' outreach efforts to serve the broader Latino community. However, only a much smaller percentages of respondents knew more specific information about their Latino students, such as their graduation rates and whether there were targeted services for them. This finding emphasized the importance given to college enrollment in contrast to student retention, persistence and graduation.

For many Emerging HSIs, the possible access to federal resources and the opportunity to better reflect and engage the communities in their service area were incentives to become an HSI. Reflecting on each of the four Emerging HSIs that participated in this study, there were several important common perspectives and characteristics that may be helpful in considering how institutions are transitioning to serve more Latino students. Consider the following similarities:

- ***Serving Latinos was an implicit part of their mission.*** While none of the four Emerging HSIs had service to Latino students specifically stated in their mission statements, their institutional efforts showed an intentionality and an implicit commitment to serving these students.
- ***Administrators and staff articulated a consistent message.*** Whether interviewing administrators, financial aid directors, admissions staff, students, or faculty, the authors found that each institution had a strong, clear and consistent message about serving their students overall.
- ***Leadership occurred at all levels.*** The support and engagement of presidents and administrators, as well as students, faculty and staff, to serve Latino students (among all students) was explicit and consistent.
- ***Experimentation was encouraged.*** Each of the institutions was active in creating and evaluating what was working to improve their Latino students' access and retention. This required internal data collection and evaluation, and each campus had varyied levels of infrastructure in place to encourage both the implementation of new programs and the evaluation of their success.
- ***Increased awareness resulted in increased efforts.*** The institutions' increased awareness of the Latino population in their service area and explicit efforts to increase outreach to this community accelerated each institution's commitment to serving Latino students.
- ***There was broad ownership of student success at all levels.*** Institutional efforts that engaged faculty, students, and administrators and often alumni around a common vision of serving students yielded the most success and long-term investment by those involved.

As higher education changes and the Latino population continues to grow in the United States, college and university systems will be challenged to evolve in their service to this population and to a growing critical mass of non-traditional Latino students if we are to regain the position as the top country in the world in overall degree completion. Thus, our goal must be to ensure that the youngest and fastest growing population in the nation has both access and support to attain a college education. HSIs can provide critical leadership to support this increase in degree completion, but institutional practices and policies among a broader range of campuses that are evolving to serve the growing Latino population can also provide crucial examples and guidance. The suggestions of Emerging HSIs are valuable starting points for all institutions.

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Summary of Emerging Hispanic-Serving Institutions (HSIs): 2006-07

The list of institutions identified as Emerging HSIs is meant to assist in analyzing the colleges and universities that may soon meet the basic legislative definition of a Hispanic-Serving Institution. The following list was created by using the basic definition of HSIs, along with fall 2006 enrollment data from the Integrated Postsecondary Education Data System (IPEDS).[6]

EMERGING HSIS: 2006-07			Undergraduate FTE Enrollment (full-time equivalent)		
Institution	**City**	**Sector**	**Total**	**Hispanic**	**% Hispanic**
Arkansas (AR)					
Ecclesia College	Springdale	3	143	22	15.7
AR Total:	**1**		**143**	**22**	**15.7**
Arizona (AZ)					
Arizona State University at the West Campus	Glendale	1	5,819	1,078	18.5
Eastern Arizona College	Thatcher	2	2,906	491	16.9
Glendale Community College	Glendale	2	10,228	2,280	22.3
Mesa Community College	Mesa	2	13,881	2,194	15.8
Mohave Community College	Kingman	2	2,615	400	15.3
University of Arizona	Tucson	1	26,138	4,130	15.8
AZ Total:	**6**		**61,588**	**10,573**	**17.2**
California (CA)					
Alliant International University-San Diego	San Diego	3	167	28	16.9
Antioch University-Santa Barbara Branch	Santa Barbara	3	57	12	20.4
Bethany University	Scotts Valley	3	426	72	17.0
California Baptist University	Riverside	3	2,392	404	16.9
California Christian College	Fresno	3	31	7	22.9
California Lutheran University	Thousand Oaks	3	2,001	335	16.8
California State University-Channel Islands	Camarillo	1	2,552	620	24.3
California State University-San Marcos	San Marcos	1	6,437	1,383	21.5
Chabot College	Hayward	2	6,876	1,546	22.5
City College of San Francisco	San Francisco	2	20,510	3,165	15.4
Coastline Community College	Fountain Valley	2	2,951	480	16.3
Coleman College	San Diego	3	393	65	16.5
College of San Mateo	San Mateo	2	5,334	1,040	19.5
College of the Canyons	Santa Clarita	2	10,054	2,323	23.1
Contra Costa College	San Pablo	2	3,706	905	24.4
Crafton Hills College	Yucaipa	2	3,179	735	23.1
Cuyamaca College	El Cajon	2	3,878	816	21.0
Dominican University of California	San Rafael	3	1,271	197	15.5
Glendale Community College	Glendale	2	8,476	1,876	22.1
Golden West College	Huntington Beach	2	7,397	1,210	16.4
Grossmont College	El Cajon	2	9,945	1,741	17.5
Heald College-San Francisco	San Francisco	4	253	58	22.9
Holy Names University	Oakland	3	513	102	19.9
Hope International University	Fullerton	3	555	89	16.1
Loma Linda University	Loma Linda	3	987	184	18.7
Los Angeles Southwest College	Los Angeles	2	2,952	538	18.2
Loyola Marymount University	Los Angeles	3	5,545	1,090	19.7
Marymount College	Rancho Palos Verdes	4	637	120	18.8
Mendocino College	Ukiah	2	2,239	361	16.1
Menlo College	Atherton	3	693	108	15.6
Miracosta College	Oceanside	2	5,665	1,144	20.2
Mission College	Santa Clara	2	4,304	657	15.3
Napa Valley College	Napa	2	3,602	770	21.4

EMERGING HSIS: 2006-07 Continued			Undergraduate FTE Enrollment (full-time equivalent)		
Institution	**City**	**Sector**	**Total**	**Hispanic**	**% Hispanic**
California (CA) continued					
National University	La Jolla	3	4,080	645	15.8
Notre Dame de Namur University	Belmont	3	714	148	20.7
Orange Coast College	Costa Mesa	2	13,890	2,468	17.8
Palomar College	San Marcos	2	14,248	3,143	22.1
Sacramento City College	Sacramento	2	12,182	2,104	17.3
Saint Marys College of California	Moraga	3	2,577	522	20.2
San Diego Mesa College	San Diego	2	10,802	1,895	17.5
San Diego State University	San Diego	1	24,861	5,138	20.7
San Jose State University	San Jose	1	19,325	3,172	16.4
Santa Barbara City College	Santa Barbara	2	11,467	2,647	23.1
Santa Monica College	Santa Monica	2	16,064	3,806	23.7
Skyline College	San Bruno	2	4,222	787	18.6
Solano Community College	Fairfield	2	6,220	931	15.0
Trinity Life Bible College	Sacramento	3	132	28	21.2
University of California-Los Angeles	Los Angeles	1	24,836	3,721	15.0
University of California-Santa Barbara	Santa Barbara	1	17,912	3,345	18.7
University of California-Santa Cruz	Santa Cruz	1	13,678	2,120	15.5
Vanguard University of Southern California	Costa Mesa	3	1,682	281	16.7
West Valley College	Saratoga	2	5,499	902	16.4
CA Total:	**52**		**330,371**	**61,982**	**18.8**
Colorado (CO)					
Aims Community College	Greeley	2	2,899	543	18.7
Colorado State University-Pueblo	Pueblo	1	4,005	912	22.8
Lamar Community College	Lamar	2	621	109	17.5
CO Total:	**3**		**7,525**	**1,564**	**20.8**
Connecticut (CT)					
Goodwin College	East Hartford	4	637	107	16.8
Housatonic Community College	Bridgeport	2	2,477	527	21.3
Norwalk Community College	Norwalk	2	3,424	666	19.5
University of Connecticut-Stamford	Stamford	1	976	150	15.4
CT Total:	**4**		**7,514**	**1,450**	**19.3**
Florida (FL)					
City College	Fort Lauderdale	3	527	97	18.4
Florida Atlantic University	Boca Raton	1	15,639	2,665	17.0
Hillsborough Community College	Tampa	2	11,694	2,464	21.1
International College	Naples	3	1,235	262	21.2
Johnson & Wales University-Florida Campus	North Miami	3	2,136	432	20.2
Palm Beach Community College	Lake Worth	2	11,741	1,937	16.5
Saint John Vianney College Seminary	Miami	3	45	9	20.4
Seminole Community College	Sanford	2	6,631	999	15.1
South Florida Community College	Avon Park	2	1,352	252	18.6
Southwest Florida College	Fort Myers	3	1,734	409	23.6
Talmudic College of Florida	Miami Beach	3	31	6	19.4
University of Miami	Coral Gables	3	10,089	2,225	22.1
Valencia Community College	Orlando	2	18,472	4,357	23.6
FL Total:	**13**		**81,327**	**16,113**	**19.8**

EMERGING HSIS: 2006-07 Continued			Undergraduate FTE Enrollment (full-time equivalent)		
Institution	**City**	**Sector**	**Total**	**Hispanic**	**% Hispanic**
Illinois (IL)					
City Colleges of Chicago-Harold Washington College	Chicago	2	5,480	1,234	22.5
City Colleges of Chicago-Olive-Harvey College	Chicago	2	2,762	491	17.8
College of Lake County	Grayslake	2	8,284	1,672	20.2
Dominican University	River Forest	3	1,347	300	22.3
Elgin Community College	Elgin	2	5,497	1,328	24.2
MacCormac College	Chicago	4	150	37	24.4
Robert Morris College	Chicago	3	4,333	1,008	23.2
University of Illinois at Chicago	Chicago	1	14,214	2,298	16.2
VanderCook College of Music	Chicago	3	129	19	15.0
IL Total:	**9**		**42,197**	**8,388**	**19.9**
Indiana (IN)					
Calumet College of Saint Joseph	Whiting	3	710	145	20.4
IN Total:	**1**		**710**	**145**	**20.4**
Kansas (KS)					
Garden City Community College	Garden City	2	1,314	308	23.4
KS Total:	**1**		**1,314**	**308**	**23.4**
Louisiana (LA)					
Saint Joseph Seminary College	St. Benedict	3	106	17	16.3
School of Urban Missions	Gretna	4	71	17	23.7
LA Total:	**2**		**177**	**34**	**19.3**
Massachusetts (MA)					
Atlantic Union College	South Lancaster	3	673	131	19.4
Cambridge College	Cambridge	3	541	102	18.9
Marian Court College	Swampscott	4	249	39	15.8
Northern Essex Community College	Haverhill	2	3,697	699	18.9
Springfield Technical Community College	Springfield	2	3,702	560	15.1
MA Total:	**5**		**8,864**	**1,531**	**17.3**
New Jersey (NJ)					
Bergen Community College	Paramus	2	10,045	2,355	23.4
Bloomfield College	Bloomfield	3	1,808	333	18.4
College of Saint Elizabeth	Morristown	3	908	149	16.4
Cumberland County College	Vineland	2	2,400	421	17.6
Essex County College	Newark	2	7,831	1,614	20.6
Kean University	Union	1	8,563	1,629	19.0
Middlesex County College	Edison	2	8,190	1,383	16.9
Montclair State University	Montclair	1	11,062	1,952	17.6
New Jersey Institute of Technology	Newark	1	4,638	713	15.4
Rutgers University-Newark	Newark	1	5,580	996	17.8
William Paterson University of New Jersey	Wayne	1	7,811	1,304	16.7
NJ Total:	**11**		**68,835**	**12,850**	**18.7**
New Mexico (NM)					
New Mexico Institute of Mining and Technology	Socorro	1	1,225	277	22.6
New Mexico Military Institute	Roswell	2	467	104	22.3
NM Total:	**2**		**1,692**	**381**	**22.5**
Nevada (NV)					
Community College of Southern Nevada	Las Vegas	1	19,056	3,710	19.5
NV Total:	**1**		**19,056**	**3,710**	**19.5**

EMERGING HSIS: 2006-07 Continued			Undergraduate FTE Enrollment (full-time equivalent)		
Institution	**City**	**Sector**	**Total**	**Hispanic**	**% Hispanic**
New York (NY)					
Bramson ORT College	Forest Hills	4	526	112	21.3
CUNY Bernard M Baruch College	New York	1	10,919	1,728	15.8
CUNY Graduate School and University Center	New York	1	147	33	22.1
CUNY Hunter College	New York	1	12,622	2,335	18.5
CUNY Queens College	Flushing	1	11,140	1,866	16.7
CUNY Queensborough Community College	Bayside	2	8,733	1,871	21.4
CUNY York College	Jamaica	1	4,708	798	17.0
Dominican College of Blauvelt	Orangeburg	3	1,339	234	17.5
Institute of Design and Construction	Brooklyn	4	110	20	18.4
Manhattanville College	Purchase	3	1,748	263	15.0
Marymount College of Fordham University	Tarrytown	3	462	70	15.1
Metropolitan College of New York	New York	3	803	171	21.2
New York Institute of Technology-Manhattan Campus	New York	3	1,618	247	15.3
Nyack College	Nyack	3	1,744	341	19.6
St Francis College	Brooklyn Heights	3	2,060	333	16.2
SUNY College at Old Westbury	Old Westbury	1	3,044	521	17.1
SUNY Westchester Community College	Valhalla	2	7,593	1,594	21.0
NY Total:	**17**		**69,314**	**12,536**	**18.1**
Oregon (OR)					
Mount Angel Seminary	Saint Benedict	3	90	17	18.9
OR Total:	**1**		**90**	**17**	**18.9**
Pennsylvania (PA)					
Reading Area Community College	Reading	2	2,706	448	16.6
PA Total:	**1**		**2,706**	**448**	**16.6**
Texas (TX)					
Alvin Community College	Alvin	2	2,274	503	22.1
Amarillo College	Amarillo	2	5,704	1,355	23.8
Angelo State University	San Angelo	1	5,278	1,249	23.7
Austin Community College District	Austin	2	17,216	4,010	23.3
Austin Graduate School of Theology	Austin	3	16	3	19.6
Central Texas College	Killeen	2	8,049	1,291	16.0
Cisco Junior College	Cisco	2	2,325	389	16.7
Clarendon College	Clarendon	2	749	139	18.6
College of Biblical Studies-Houston	Houston	3	820	169	20.7
College of the Mainland	Texas City	2	2,133	409	19.2
Commonwealth Institute of Funeral Service	Houston	4	155	25	16.0
Concordia University at Austin	Austin	3	986	161	16.3
Eastfield College	Mesquite	2	6,023	1,414	23.5
Frank Phillips College	Borger	2	886	191	21.6
Houston Baptist University	Houston	3	1,675	261	15.6
Lee College	Baytown	2	2,958	713	24.1
McLennan Community College	Waco	2	4,920	815	16.6
McMurry University	Abilene	3	1,239	189	15.3
North Harris Montgomery Community College District	The Woodlands	2	18,850	3,795	20.1
North Lake College	Irving	2	5,115	1,080	21.1
Northwood University	Cedar Hill	3	851	172	20.2
Ranger College	Ranger	2	653	98	15.0
Richland College	Dallas	2	7,702	1,391	18.1
Schreiner University	Kerrville	3	847	176	20.8
Southwestern Assemblies of God University	Waxahachie	3	1,265	190	15.0
Tarrant County College District	Fort Worth	2	19,870	3,387	17.0
Temple College	Temple	2	2,538	425	16.7
Texas Lutheran University	Seguin	3	1,371	239	17.4

EMERGING HSIS: 2006-07 Continued			Undergraduate FTE Enrollment (full-time equivalent)		
Institution	**City**	**Sector**	**Total**	**Hispanic**	**% Hispanic**
Texas (TX) continued					
Texas State Technical College-Waco	Waco	2	3,452	583	16.9
Texas State Technical College-West Texas	Sweetwater	2	1,109	250	22.5
Texas State University-San Marcos	San Marcos	1	20,910	4,380	20.9
Texas Wesleyan University	Fort Worth	3	1,210	244	20.2
Texas Woman's University	Denton	1	5,580	869	15.6
The University of Texas at Arlington	Arlington	1	15,756	2,458	15.6
The University of Texas at Austin	Austin	1	35,361	6,082	17.2
University of Dallas	Irving	3	1,148	191	16.7
University of Houston	Houston	1	22,749	4,842	21.3
University of Houston-Clear Lake	Houston	1	2,887	538	18.7
University of Houston-Victoria	Victoria	1	804	187	23.2
Wayland Baptist University	Plainview	3	2,491	433	17.4
West Texas A & M University	Canyon	1	5,026	832	16.5
Western Texas College	Snyder	2	913	220	24.1
TX Total:	**42**		**241,862**	**46,351**	**19.2**
Utah (UT)					
Ogden-Weber Applied Technology College	Ogden	2	1,166	181	15.6
UT Total:	**1**		**1,166**	**181**	**15.6**
Washington (WA)					
Big Bend Community College	Moses Lake	2	1,390	313	22.5
Columbia Basin College	Pasco	2	3,966	684	17.3
Wenatchee Valley College	Wenatchee	2	2,352	359	15.3
WA Total:	**3**		**7,708**	**1,357**	**17.6**
			892,425	**169,346**	**19.0**

Source: *Excelencia* in Education analysis from data from the U.S. Department of Education, NCES, IPEDS, 2006-07

APPENDIX B - Survey of Emerging Hispanic-Serving Institutions: Data Collection Process

Survey of Emerging Hispanic-Serving Institutions: Data Collection Process

In February 2009, *Excelencia* in Education used data from the annual Higher Education Directory (HEP), to produce a list of representatives from the 176 institutions that *Excelencia* had identified as Emerging Hispanic-Serving Institutions.

Each institution and its key administrators were coded with a unique identification number, and HEP staff provided full contact information for the following five positions:

1. CEO/President/Chancellor of a higher education institution or CEO/President/Chancellor of a higher education campus/institution as part of a university-wide system

2. Chief Academic Officer

3. Director of Admissions

4. Director of Diversity

5. Chief Student Life Officer

Since not every institution had all of the above positions and/or some were not currently filled, 663 official contacts were identified. The research team determined that several e-mail addresses were inaccurate or not current, and the final number of those sent the survey included 590 potential respondents.

The research team used Survey Monkey to deliver the web-based survey to this group during the first week of April 2009. Responses were monitored regularly for two weeks, and a "reminder" e-mail was sent after two weeks. After another two weeks, non-respondents were called to encourage them to participate. If an institution did not yet have a minimum of one respondent, the research team called at least one administrator at that institution to ask for a response. Follow-up phone calls were also made to ensure that institutions in all states included as part of the original HSI list were contacted.

The total number of administrators who actually received the survey was 567: 16 were undeliverable, and seven individuals declined to accept it. Responses were received from 136 individuals representing 110 institutions, or 62.5 percent of all Emerging HSIs.

ABOUT EXCELENCIA *IN EDUCATION*

Launched six years ago, *Excelencia* in Education is a national, non-profit organization that accelerates Latino student success by linking research, policy and practice and by building a network of results-oriented educators and policymakers focused on policies and institutional practices that support higher educational achievement. *Excelencia* in Education engages campus leaders and policymakers in accelerating college success for America's diverse Latino populations and thus growing this country's human capital.

Equally significant, *Excelencia* in Education regularly benchmarks strategies used in high-performing Hispanic-Serving Institutions (HSIs) and other institutions. Using this information, the Examples of *Excelencia* initiative annually identifies promising institutional practices at the associate, baccalaureate and graduate levels. In 2009, *Excelencia* introduced the Growing What Works database with over 100 program profiles available on-line, in a searchable format at www.EdExcelencia.org.

Excelencia in Education has analyzed and published extensively on critical issues affecting Latino student success including access, financial aid, retention, and state and federal policy. *Excelencia's* focus on federally funded HSIs includes working directly with campus teams to better understand what it means to serve Latino students. The results include issue briefs, fact sheets, lists of HSIs and Top 25 institutions, and informational tools such as the Latino Student Success Inquiry Model, which helps policymakers and institutional leaders use existing data to design strategies to advance Latino student success. The following lists the publications in the HSI issue brief series.

Hispanic-Serving Institutions (HSI) issue brief series

Inventing Hispanic-Serving Institutions (HSIs): The Basics (2006) - This brief serves as a primer on the history behind the invention of HSIs, their identification and characteristics.

Choosing Hispanic-Serving Institutions (HSIs): A Closer Look at Latino Students' College Choices (2007) - This brief examines perspectives of Latino students at HSIs and their college choices.

Modeling Hispanic-Serving Institutions (HSIs): Campus Practices That Work for Latino Students (2008) - This report shares practices at 12 top-ranked HSIs working to increase Latino student success.

Leading in a Changing America: Presidential Perspectives from Hispanic-Serving Institutions (HSIs) (2009) - This report portrays perspectives and leadership approaches to address the changing higher education landscape.

Refining Measures of Success at Hispanic-Serving Institutions (HSIs) (forthcoming, 2010) – This brief will review and consider multiple measures for reviewing institutional success at HSIs.

We invite you to visit our Website to learn more about *Excelencia* in Education and how our work supports your efforts to improve Latino student success in higher education at www.EdExcelencia.org

ENDNOTES

1 HSIs are defined in federal 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 (Basic definition of HSIs in Title V of the Higher Education Opportunity Act, as amended in 2008).

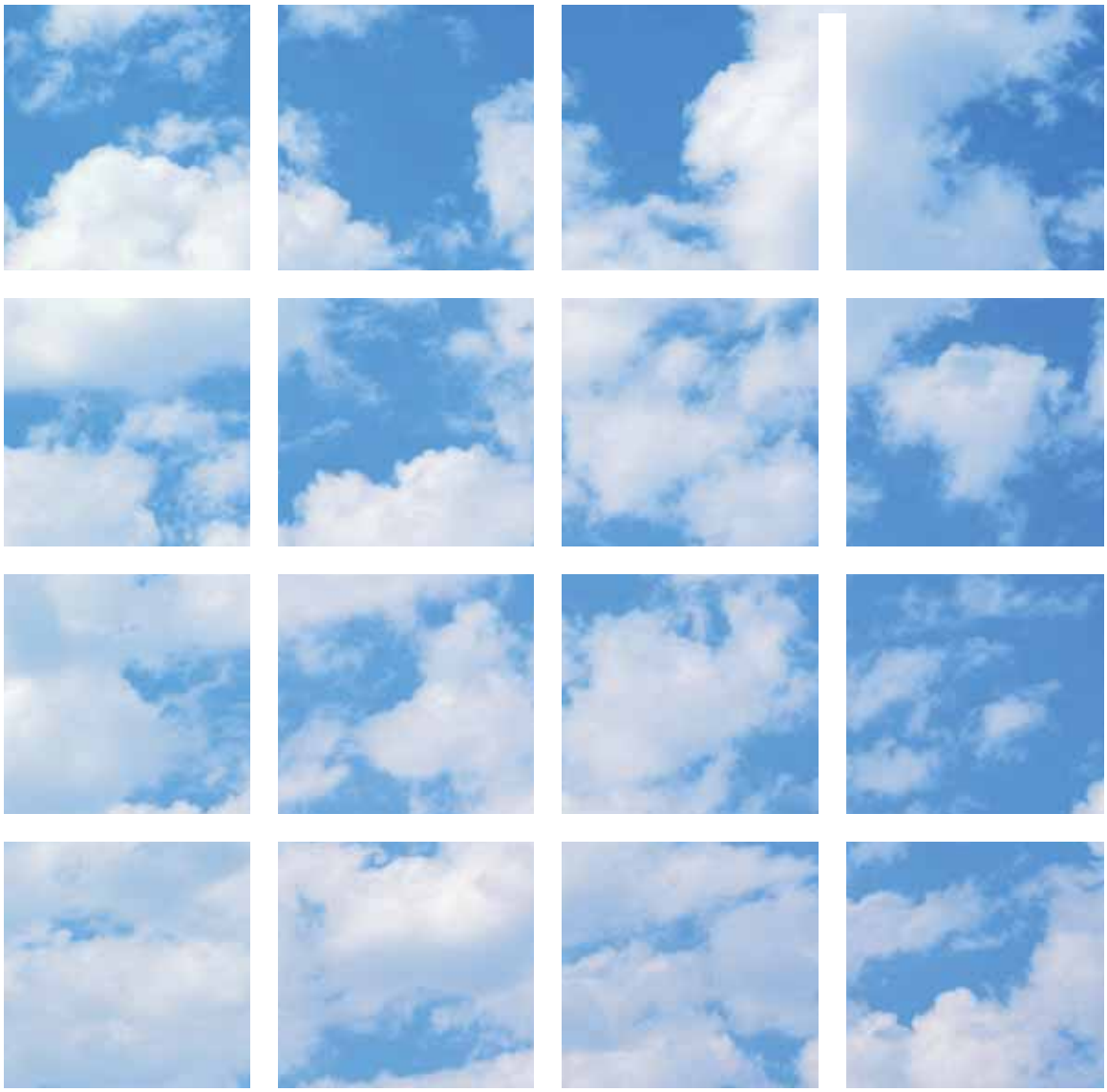
2 HSIs are defined in federal law as accredited and degree-granting public or private nonprofit institutions of higher education with 25 percent or more total undergraduate Hispanic full-time equivalent student enrollment (Basic definition of HSIs in Title V of the Higher Education Opportunity Act, 2008 [Public Law 110-315], which reauthorizes the Higher Education Act of 1965, as amended).

3 see Title III of the Higher Education Opportunity Act, Public Law 110-315 for more details.

4 For the purposes of the Emerging HSIs case studies, Metropolitan State College of Denver is included, although its defined Hispanic enrollment at the time of the study was 13 percent

5 Their responses were compared with IPEDS data to determine accuracy of their estimates.

6 IPEDS – the Integrated Postsecondary Education Data System – includes surveys designed to collect institution-level data from all primary providers of postsecondary education. It is maintained by the National Center for Education Statistics (NCES), U.S. Department of Education.



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