

INTRODUCTION

As the Latino population continues to grow, so will the number of Latino college students, and the concentration of these students at Hispanic-Serving Institutions (HSIs)¹. In federal legislation the definition of an HSI is predicated on enrollment, institution type and control, and degree-granting status. As any of these characteristics of an institution change, their identification as an HSI may also change; therefore, the number of institutions identified as HSIs can change from year to year. Comparing HSI lists from one year to the next can be helpful in understanding how such characteristics can affect an institution's identification as an HSI, as well as the overall number of HSIs.

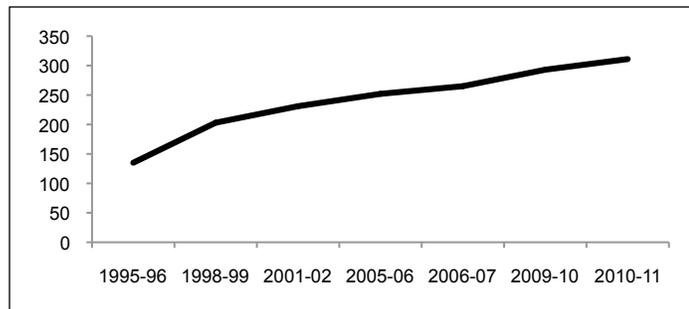
BACKGROUND

The number of institutions that meet the federal definition of an HSI will continue to increase as Latino postsecondary enrollment increases. HSIs were first recognized in federal law in 1994, and first received federal funding in 1995 through the U.S. Department of Education to support improved capacity and academic quality at the institutions. At that time, it was estimated about 135 institutions met the criteria of the HSI definition.² In recent analysis conducted by *Excelencia* in Education, 311 institutions met the basic federal definition of an HSI in 2010-2011.³

Table 1. Number of HSIs by Academic Year⁴

Academic Year	Number of HSIs
1995-96	135
1998-99	203
2001-02	231
2005-06	252
2006-07	265
2009-10	293
2010-11	311

Figure 1. Growth in the Number of HSIs: 1995-96 to 2010-11



The concentration of Latino enrollment in a small number of higher education institutions was first recognized by educators and policy makers in the 1980s and contributed to the invention of a new institutional category, which came to be known as Hispanic-Serving Institutions (HSIs).⁵ HSIs are defined in federal law as accredited and degree-granting public or private not-for-profit institutions of higher education with 25 percent or more total undergraduate Hispanic full-time equivalent student enrollment.⁶ Comparing HSI lists from one year to the next can be helpful in understanding how changes in an institution's enrollment, type and control, and degree-granting status can affect their identification as an HSI, as well as the overall number of HSIs.

COMPARISON

The number of institutions that met the HSI criteria from 2009-10 to 2010-11 increased. Comparing the 2009-10 and 2010-11 HSI lists side by side showed differences. Some institutions (16)⁷ that were HSIs in 2009-10 were no longer HSIs in 2010-11. Other institutions (31) became HSIs for the first time in 2010-11. This comparison showed there are four main reasons for this change. The table below provides the reason, result, and impact for institutions meeting or not meeting the HSI criteria. Following the table is a quick summary with more detailed information on each reason.

Table 2. Changes in HSIs from 2009-10 to 2010-11: Reason, Result, and Impact

	Reason	Result	HSI Impact
1.	increased their Hispanic undergraduate full-time equivalent enrollment above 25 percent	now on 2010-11 HSI list	31
2.	decreased their Hispanic undergraduate full-time equivalent enrollment below 25 percent	no longer on 2010-11 HSI list	-11
3.	changed their institutional status from a not-for-profit to a for-profit	no longer on 2010-11 HSI list	-2
4.	had their highest course degree offerings fall below an associate's degree	no longer on 2010-11 HSI list	-1

1. Hispanic undergraduate Full-Time Equivalent (FTE) enrollment rose above 25 percent:

Institutions recognized for the first time in the 2010-11 HSI list were either emerging HSIs or had fast growing Latino population.

- Emerging HSIs are defined as institutions with Hispanic undergraduate FTE enrollment between 15 and 24 percent.⁸ In 2010-11, 27 emerging HSIs in 2009-10 became HSIs. The majority of these HSIs were located in California (11) and Texas (10). However, some of these HSIs were also located in states not usually recognized as having a large Latino population, such as Connecticut and Massachusetts.
- Of the institutions with fast growing Latino populations that became HSIs in 2010-11, four had Hispanic undergraduate FTE enrollment below 15 percent in 2009-10.

2. Hispanic undergraduate FTE enrollment fell below 25 percent: HSIs whose

undergraduate FTE Hispanic enrollment is just over 25 percent might fall below this threshold if their Latino representation falls, thus no longer making them eligible to be an HSI. In 2010-11, enrollment shifts resulted in eleven HSIs falling below the 25 percent threshold. Nine institutions fell between 15 and 24 percent, while two institutions fell below 15 percent Hispanic undergraduate FTE enrollment.

3. Institutional status changed from not-for-profit to for-profit: Institutions self-report their institutional type and control; rarely does this status change. However, two institutions that were HSIs in 2009-10 changed their institutional status from a not-for-profit to a for-profit. Interamerican University⁹ (CA) and The National Hispanic University (CA) were not-for-profit institutions and included in the 2009-10 HSI list. However, in 2010-11, both of these institutions self-reported as for-profit institutions. These institutions no longer met the criteria for an HSI.

4. Highest institutional course degree offerings fell below an associate’s degree: In order to be defined as an HSI in federal law, an institution must be degree-granting. Degree-granting is understood to be an associate degree or higher. In 2009-10, John Dewey College (PR) was an HSI; however, in 2010-11, the institution’s highest degree offerings fell below an associate’s degree.

FUTURE RESEARCH QUESTIONS

This brief analysis on the changes of HSI lists from one year to the next has yielded additional research questions for consideration.

- Analysis showed several institutions vastly increased their Hispanic undergraduate FTE enrollment by more than 15 percentage points. How were these institutions able to accelerate their Hispanic enrollment so quickly?
- In looking at the decreased number of HSIs, it was noted that several institutions had decreased their Hispanic FTE enrollment. Why have some institutions in Puerto Rico had large drops in Hispanic enrollment?
- Our analysis showed that two institutions changed from a not-for-profit to a for-profit. What would compel an institution to make such a change and how does that affect Latino enrollment?
- Analysis showed one institution changed its degree offerings from degree-granting to nondegree-granting. Why would an institution make such a change?

DATA SOURCE

Excelencia in Education uses the National Center for Education Statistics, Institutional Postsecondary Education Data System (IPEDS), by the U.S. Department of Education as the primary data source for this analysis. Institutions of higher education participating in Title IV (federal student financial aid programs) are required to self report this data in IPEDS. IPEDS data are publicly released with a one year lag required for data collection and can be accessed at <http://nces.ed.gov/ipeds/datacenter>.

APPENDIX: GLOSSARY OF TERMS

Hispanic-Serving Institution (HSI): Institutions defined in federal law as accredited and degree-granting public or private not-for-profit institutions of higher education with 25 percent or more total undergraduate Hispanic full-time equivalent student enrollment.

Institution Type: Refers to the classification of whether an institution’s programs for completion are 4-year or higher (4 year), 2-but-less-than 4-year (2 year), or less than 2-year.

Institution Control: Refers to the classification of whether an institution is operated by publicly elected or appointed officials (public) or by privately elected or appointed officials and derives its major source of funds from private sources (private not-for-profit or private for-profit).

Degree-granting: Institutions that offer an associate's, bachelor's, master's, doctorate or first-professional degree.

Emerging HSI: Accredited and degree-granting public or private not-for-profit institutions of higher education with Hispanic FTE enrollment between 15 and 24 percent.

Full-Time Equivalent (FTE): a single value providing a meaningful combination of full-time and part-time students. In general this is calculated as 3 part-time students as equaling one full-time equivalent student.

ENDNOTES

¹ For a full glossary of terms, please see appendix

² *Inventing Hispanic-Serving Institutions (HSIs): The Basics*. *Excelencia in Education*, released March 2006. <http://edexcelencia.org/sites/default/files/InventingHSIsFINALRv.pdf>

³ *Hispanic-Serving Institutions: 2010-11*. *Excelencia in Education*, released July 2012. <http://edexcelencia.org/sites/default/files/hsilist-2010-11-final.pdf>

⁴ *Inventing Hispanic-Serving Institutions (HSIs): The Basics*. *Excelencia in Education*, released March 2006; *Modeling Hispanic-Serving Institutions (HSIs): Campus Practices That Work for Latino Students*, released June 2008; *Hispanic-Serving Institutions: 2009-10*. *Excelencia in Education*, released August 2011; *Hispanic-Serving Institutions: 2010-11*. *Excelencia in Education*, released July 2012.

⁵ *Inventing Hispanic-Serving Institutions (HSIs): The Basics*. *Excelencia in Education*, released March 2006. <http://edexcelencia.org/sites/default/files/InventingHSIsFINALRv.pdf>

⁶ Summary of Title V of the Higher Education Act, as amended in 2008. To be eligible for the "Developing HSIs Program," the law further requires that an HSI have a high enrollment of needy students and low educational and general expenditures. Public Law 110-315.

⁷ Two institutions- Southern Catholic College (GA) and Jones College, Miami Campus (FL)- closed their doors in 2010-11.

⁸ *Emerging Hispanic-Serving Institutions (HSIs): Serving Latino Students*. *Excelencia in Education*, released February 2010.

⁹ In 2010-11, Interamerican University changed its name to United States University.

ABOUT EXCELENCIA IN EDUCATION

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. In addition, *Excelencia in Education* is recognized as a leading information source on Latinos in higher education. For more information, please visit www.EdExcelencia.org.