Introductory Guide to Hispanic-Serving Institutions (HSIs) in the State of Illinois
ENLACE stands for ENgaging LAtino Communities for Education. The Spanish word, "enlace" means "link" in English. The name is significant as ENLACE has created connections across the K-20 educational continuum for students.

ENLACE began in 2000 with an initial $1.5 million grant from the W.K. Kellogg Foundation as part of the National ENLACE Initiative. The grants were awarded to increase opportunities for Latinos to enter and complete college. The Northeastern Illinois University grant for ENLACE was one of thirteen sites selected across the United States, and was the only one funded in the Midwest. Additional financial and in-kind support has supported the program's continued success along with the ongoing commitment of Northeastern Illinois University.

The largest continuing component of ENLACE is the scholarship for students to receive a master’s degree in educational leadership with a concentration in higher education. The mission of Northeastern Illinois University's ENLACE scholarship is to invest in the preparation of leadership in higher education that will create transformative change responsive to the educational needs of an increasing U.S. Latino population in colleges and universities. There is a particular demand for such leadership given the growth in the number of federally designated Hispanic Serving Institutions. The program aims to support promising students to work as culturally competent and critical staff and administrators at such institutions of higher education immediately after they graduate. The program also prepares highly qualified students for further graduate study and research in doctoral programs so they may pursue a path to tenured faculty and senior administrator positions at colleges and universities across the nation.

As the director I am very pleased that the current group of ENLACE students, with the guidance of their professor, Dr. Gabriel Cortez, have taken on a task that is true to the mission of ENLACE. This guide fills an important gap in information about Hispanic Serving Institutions that can be accessed in a meaningful and clear way by professionals in higher education at all levels.

It is my hope that this will be another step in improving the pipeline to post-secondary completion for Latinos, particularly at urban Hispanic Serving Institutions like Northeastern Illinois University.

Saludos,

Francisco Xavier Gaytán, Ph.D., M.S.W.
Director of ENLACE
Assistant Professor of Social Work
Northeastern Illinois University
Introductory Guide to Hispanic-Serving Institutions (HSI) in the State of Illinois

In the fall semester of 2014, the ENLACE cohort 6 of the Higher Education Leadership Master’s Program at Northeastern Illinois University (NEIU) engaged in a significant class project for their seminar in higher education entitled, “Current Global issues & The Latino Community.” The class learned about the history of higher education in Latin America as well as contemporary concerns. The readings for the course focused on current innovative educational initiatives that confront institutional practices that have historically oppressed poor communities. This includes pedagogies, used in Mexico and Bolivia, for example, to decolonize educational systems by recognizing and respecting the very diverse indigenous populations throughout the Americas. These approaches strive to make higher education attainable by all persons despite their socio-economic status, cultural backgrounds, and history of marginalization.

As the instructor of the course, I decided to design a class project that would connect our class’s theme of globalization, social justice and community empowerment with the needs of our local Latina/o community in the Chicago, IL region. I made a direct connection to the growing Latina/o population in the United States and the phenomena of immigration, multilingualism, and intercultural relations with the practices of post-secondary institutions in an emerging global society. Throughout the course of the 2-year Master’s program, ENLACE cohort 6 has intensely studied the policies and practices of Hispanic Serving Institutions (HSI). We have learned that many faculty, staff, and administrators, who work in current HSIs, and emerging HSIs, either do not know, have misconceptions, and/or have minimal understanding on what it means for a post-secondary educational institution to hold an HSI designation. So, we decided to put together an Introductory Guide to HSIs in the state of Illinois for our class project.

We participated in the class project with the full understanding that all students in the cohort will immensely learn the dynamics of HSIs, hence developing them as HSI experts, and contribute a key resource for our local/regional community.

The guide is divided into four parts: (1) trends in the Latina/o population and post-secondary enrollment; (2) history of federal legislation and policies under HSI designation; (3) a glimpse of HSIs in the Chicago, IL region; and (4) best institutional practices that serve low-income, first-generation, Latina/o students. We present this “introductory” resource to our community with the understanding the content is limited and with the hopes it will provide some clarity on the definition of HSIs and motivate educators to improve institutional services for the growing Latina/o student population.

It is no coincidence this significant class project is born out of Northeastern Illinois University. Until 2014, NEIU was the only 4-year post-secondary public institution to be designated as an HSI in Illinois—the University of Illinois at Chicago just became eligible by surpassing the 25% Latina/o student body requirement. NEIU has supported the ENLACE Higher Education Leadership Master’s Program that focuses in developing educational leadership to best serve the growing local Latina/o community. With this class project, ENLACE cohort 6 has taken the lead in helping to make NEIU a leading HSI institution in the region and captures the spirit of NEIU’s motto “Learn in the City, Lead in the World.”

Lastly, I am honored to have served ENLACE cohort 6 as an instructor and to have designed an educational experience that will influence the local Latina/o community and the world.

With much love and respect,

Gabriel Alejandro Cortez, Ph.D.
Assistant Professor
Educational Leadership & Development
Northeastern Illinois University
Table of Contents

Demographic Information……………………………………………………………………………4
Timeline of Key Dates in Hispanic Higher Education Legislation and Trends………………..8
History and Development of the Hispanic-Serving Institution (HSI) Legislation……………..9
Description of HSI Grants…………………………………………………………………………13
HSI Process (figure)………………………………………………………………………………14
2012-2013 Fall Hispanic Undergraduate Enrollment Snapshot (figure).............................15
Illinois Hispanic-Serving Institutions (table)………………………………………………16
Illinois HSI Retention and Graduation (table)………………………………………………17
Northeastern Illinois University HSI Funding, 2000-Present (figure)...............................18
Literature, Best Practices, and Resources…………………………………………………………19
Appendices/Citations……………………………………………………………………………..28
Acknowledgments…………………………………………………………………………………32
Demographic Information

- Trends in Hispanic population have been recorded for over 30 years, with predictions of a continuous and steady increase for the coming decades.

- According to the 2010 US Census, 308.7 million people in resided in the United States on April 1, 2010, of which 50.5 million (16%) were of Hispanic or Latino origin. This represented an increase from the 35.3 million reported in the 2000 Census (Ennis, Rio-Vargas & Albert, 2011).

- Illinois has the fifth largest Latino population, and Cook County holding the fourth largest population in the nation. The cities of Chicago, Aurora, Cicero, Waukegan, and Elgin having the greatest concentration of Latinos within the state (Garcia Zambrana & Bachman, 2013).

- As the Latino population continues to grow, so does the college enrollment of Latino students.
In 2012, the Pew Hispanic Center, reported that Latino high school graduates enrolled in college at a higher rate compared to White students for the first time in the history of higher education. The report stated that sixty-nine % of Latino high school graduates enrolled in college compared to sixty-seven % of White students (Pew Hispanic Center, 2012).
Rapid Hispanic population growth, in combination with greater eligibility, has contributed to an increase in college enrollment in the past 30 years (Fry & Taylor, 2012). As more Latino children enter the Pre-K through 12th grade system, subsequently the number of prospective Latino college students also increases.
According to a 2012 report, Chicago Public Schools had 22,157 graduates and 56% of those students enrolled in college (Chicago Public Schools, 2014). 80% of the colleges selected by CPS students in 2012 are designated Hispanic-Serving Institutions. Chicago Public School graduate enrollment in college for the fall 2012 is broken down into six categories:

<table>
<thead>
<tr>
<th>1. Enrollees by Type of College</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 4 Year College: 64%</td>
</tr>
<tr>
<td>• 2 Year College: 35.4%</td>
</tr>
<tr>
<td>• Less than 2 Year College: 0.1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Enrollees by Enrollment Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Full Time: 76.2%</td>
</tr>
<tr>
<td>• Half Time: 13.4%</td>
</tr>
<tr>
<td>• Less than Half Time: 2.2%</td>
</tr>
<tr>
<td>• No Data: 8.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Barron’s Competitiveness Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Most Competitive: 2.6%</td>
</tr>
<tr>
<td>• Highly Competitive: 7.0%</td>
</tr>
<tr>
<td>• Very Competitive: 10.0%</td>
</tr>
<tr>
<td>• Competitive: 29.5%</td>
</tr>
<tr>
<td>• Less Competitive: 5.4%</td>
</tr>
<tr>
<td>• Not Competitive: 6.7%</td>
</tr>
<tr>
<td>• 2-yr/No Ranking: 3.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Enrollment by Public vs Private College</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Public: 74.8%</td>
</tr>
<tr>
<td>• Private: 25.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Enrollment by Demographics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Male N=9985 – 51.3%</td>
</tr>
<tr>
<td>• Female N=12172 – 59.8%</td>
</tr>
<tr>
<td>• Black N=10347 – 55.9%</td>
</tr>
<tr>
<td>• Hispanic N=8789 – 50.6%</td>
</tr>
<tr>
<td>• White N=1744 – 69.9%</td>
</tr>
<tr>
<td>• Asian N=920 – 78.7%</td>
</tr>
<tr>
<td>• Students w/ IEPs N=2663 – 34.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Top five Colleges attended by 2012 Chicago Public School graduates.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of College</td>
</tr>
<tr>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>CCC - Wright College</td>
</tr>
<tr>
<td>University Of Illinois At Chicago</td>
</tr>
<tr>
<td>CCC - Harold Washington College</td>
</tr>
<tr>
<td>Northeaster Illinois University</td>
</tr>
<tr>
<td>University Of Illinois @ Urbana</td>
</tr>
</tbody>
</table>
Timeline of Key Dates in Hispanic Higher Education Legislation and Trends

1965
Higher Education Act (HEA) legislation signed

1977
Number of Latinos achieving bachelor’s degree approx. 19,000
-Pew Research Center

1985

1992
S.1150 introduced by Sen. Pell (D-RI) to authorize recognition of HSIs via “Strengthening Institutions Program”. Definition and identification of HSI becomes law under HEA.

1995
• First appropriation for HSIs of $12 million under Title III “Strengthening Institutions Program”
• Number of Latinos achieving bachelor’s degree approx. 55,000 (increase of almost 300% in less than 20 years)
- Pew Research Center

2005

2010
Number of Latinos achieving bachelor’s degree climbs to approx. 140,000 (700% increase from 1977)
- Pew Research Center
History and Development of the Hispanic-Serving Institution Legislation

- The Higher Education Act of 1965 (HEA), a legislative document signed into law on November 8, 1965, “to strengthen the educational resources of our colleges and universities and to provide financial assistance for students in postsecondary and higher education” (Pub. L. No. 89-329).
  - In his January 1965 education message, President Johnson articulated the need for more higher education opportunities for lower and middle income families, program assistance for small and less developed colleges, additional and improved library resources at higher education institutions, and utilization of college and university resources to help deal with national problems like poverty and community development. The HEA was a response.

- The first mention of “Hispanic Institutions” at the federal level occurred in 1983 during a series of Congressional hearings held in Texas, Illinois, and Puerto Rico that focused on Hispanic access to higher education Testimony at the hearings focused on two major themes:
  1. Latino students lacked access to higher education, and many who began degree programs did not complete them.
  2. Latinos were concentrated at institutions of higher education that received limited financial support to improve their quality of education.
Hispanic-Serving Institutions (HSIs) were finally recognized in federal legislation with the reauthorization of the HEA in 1992, by way of a bill introduced by Senator Claiborne Pell (D-RI). This legislation created a competitive grant program to provide federal support to improve and expand the capacity of Hispanic-serving institutions to serve Hispanic and other low-income students.

HSIs were identified in Title III of the HEA “Developing Institutions Program” as:

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

Congressman Rubén Hinojosa (D-TX) spearheaded the following three important changes to the legislation, designed to strengthen the Developing Institutions Program for HSIs, in the 1998 HEA Reauthorization:

1. The definition of HSIs was streamlined to eliminate the “first-generation” requirement and the additional proof that 25% of Hispanic students (beyond the original 50%) were low-income.
   
   o It was the general consensus that these criteria were burdensome for institutions to collect and unnecessary for identifying institutions serving large concentrations of Latinos.
2. The “Developing Hispanic-Serving Institutions” program was moved into a separate section of the HEA, known as Title V, in an effort to emphasize the importance of the program and differentiate it from other institutional capacity-building programs for Historically Black Colleges and Universities (HBCUs) and Tribal Colleges and Universities (TCUs), which were intentional in their founding and mission to serve specific populations underrepresented in the mainstream higher education system.

3. The appropriation level approved for the program was increased substantially in an effort to increase the financial support for building capacity and quality of education at HSIs.
The Department of Education HSI Division has general oversight over the program*:

The Hispanic-Serving Institutions (HSI) Division provides grant funding to institutions of higher education to assist with strengthening institutional programs, facilities, and services to expand the educational opportunities for Hispanic Americans and other underrepresented populations. (US Department of Education, 2014)

The HSI Division manages three grant programs**:

1. Developing Hispanic-Serving Institutions (DHSI) – Title V, Part A
2. Promoting Post baccalaureate Opportunities for Hispanic Americans (PPOHA) – Title V, Part B
3. Hispanic-Serving Institutions Science, Technology, Engineering, or Mathematics (HSI STEM) – Title III, Part F

*: Refer to Appendix A for DOE HSI Division Contact Information

**: Refer to Appendix B for a listing of Authorized Activities under the three grant programs
• **Title V, Part A: “Developing Hispanic-Serving Institutions (DHSI) Program”**

The Developing Hispanic-Serving Institutions (DHSI) Program provides grants to assist HSIs to expand educational opportunities for, and improve the attainment of, Hispanic students. These grants also enable HSIs to expand and enhance their academic offerings, program quality, and institutional stability.

• **Title V – Part B “Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA) Program”**

The Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA) Program provides grants to: (1) expand postbaccalaureate educational opportunities for, and improve the academic attainment of, Hispanic students; and (2) expand the postbaccalaureate academic offerings as well as enhance the program quality in the institutions of higher education that are educating the majority of Hispanic college students and helping large numbers of Hispanic and low-income students complete postsecondary degrees.

• **Title III – Part F “Hispanic-Serving Institutions Science, Technology, Engineering and Mathematics (HSI STEM) Program”**

The purpose of the Hispanic-Serving Institutions - Science, Technology, Engineering, or Mathematics (HSI STEM) and Articulation Programs is to: (1) increase the number of Hispanic and other low-income students attaining degrees in the fields of science, technology, engineering, or mathematics; and (2) to develop model transfer and articulation agreements between two-year and four-year institutions in such fields.
Hispanic-Serving Institutions Process

Once an institution has reached an enrollment of 25% full-time Hispanic students, and has 50% or more students on need-based aid, it may begin the process for Hispanic-Serving Institution (HSI) designation and subsequent grant application.

Institution submits application to the US Department of Education (US DOE), Higher Education Programs, and must re-apply each year the institution wishes to apply for a new grant award.

Upon designation of HSI status by the US DOE, the institution may then apply for one of the three grant programs. Each grant program require a separate application.
Latino students select their choice of higher education based on: size of the student body, tuition affordability, welcoming campus environment, and proximity to home because it allows them to remain living near or with family, thus maintaining close family ties. Additionally, students attending an HSI felt they would acquire a quality education without going into debt. (Excelencia in Education, 2014)
Illinois Hispanic-Serving Institutions

As of 2014, there are 13 HSIs in Illinois. Out of the 13 schools listed, only the University of Illinois at Chicago and Northeastern Illinois University are public four-year institutions. Both institutions are located within the Chicago metropolitan area. All institutions are located within a 50-mile radius of the city of Chicago.

<table>
<thead>
<tr>
<th>Institution (listed in order of highest Hispanic %)</th>
<th>Sector</th>
<th>Total Enrollment</th>
<th>Hispanic Enrollment</th>
<th>% Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saint Augustine College Chicago</td>
<td>3</td>
<td>1,384</td>
<td>1,235</td>
<td>89.23%</td>
</tr>
<tr>
<td>Morton College Cicero</td>
<td>2</td>
<td>2,630</td>
<td>2,117</td>
<td>80.49%</td>
</tr>
<tr>
<td>City Colleges of Chicago-Richard J Daley College</td>
<td>2</td>
<td>5,527</td>
<td>3,674</td>
<td>66.47%</td>
</tr>
<tr>
<td>Chicago</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>City Colleges of Chicago-Wilbur Wright College</td>
<td>2</td>
<td>7,089</td>
<td>3,699</td>
<td>52.18%</td>
</tr>
<tr>
<td>Chicago</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>City Colleges of Chicago-Harold Washington College</td>
<td>2</td>
<td>6,675</td>
<td>2,375</td>
<td>35.58%</td>
</tr>
<tr>
<td>Chicago</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Triton College River Grove</td>
<td>2</td>
<td>7,384</td>
<td>2,624</td>
<td>35.54%</td>
</tr>
<tr>
<td>University of Illinois at Chicago</td>
<td>1</td>
<td>28,038</td>
<td>7,010</td>
<td>25.00%</td>
</tr>
<tr>
<td>Dominican University River Forest</td>
<td>3</td>
<td>1,873</td>
<td>659</td>
<td>35.18%</td>
</tr>
<tr>
<td>City Colleges of Chicago-Harry S Truman College</td>
<td>2</td>
<td>6,106</td>
<td>2,103</td>
<td>34.44%</td>
</tr>
<tr>
<td>Chicago</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northeastern Illinois University Chicago</td>
<td>1</td>
<td>6,947</td>
<td>2,388</td>
<td>34.37%</td>
</tr>
<tr>
<td>Elgin Community College Elgin</td>
<td>2</td>
<td>6,476</td>
<td>2,063</td>
<td>31.86%</td>
</tr>
<tr>
<td>Lexington College Chicago</td>
<td>3</td>
<td>41</td>
<td>13</td>
<td>31.71%</td>
</tr>
<tr>
<td>Waubonsee Community College Sugar Grove</td>
<td>2</td>
<td>6,177</td>
<td>1,791</td>
<td>28.99%</td>
</tr>
</tbody>
</table>

Sector information is as follows: 1—Public, 4-year; 2—Public, 2-year; 3—Private, 4-year; 4—Private, 2-year

Total enrollment is based on full-time enrollment status.
# Illinois Hispanic-Serving Institutions Retention & Graduation

The majority of Illinois HSIs (77%) face challenges in overall graduation, Hispanic student graduation, and overall rate of transfer. These institutions reported 30% or less for all three areas according to most recent IPEDS data.

<table>
<thead>
<tr>
<th>Institution (listed in order of highest Hispanic Grad. %)</th>
<th>IPEDS Reported Hispanic Enrollment %</th>
<th>IPEDS Reported Retention Rates (full-time)</th>
<th>IPEDS Reported Graduation Rate</th>
<th>IPEDS Reported Transfer Out Rate</th>
<th>IPEDS Reported Graduation Rate Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lexington College Chicago</td>
<td>29%</td>
<td>88%</td>
<td>50%</td>
<td>50%</td>
<td>100%</td>
</tr>
<tr>
<td>Dominican University River Forest</td>
<td>40%</td>
<td>82%</td>
<td>63%</td>
<td>33%</td>
<td>63%</td>
</tr>
<tr>
<td>University of Illinois at Chicago</td>
<td>25%</td>
<td>80%</td>
<td>57%</td>
<td>33%</td>
<td>49%</td>
</tr>
<tr>
<td>Elgin Community College Elgin</td>
<td>37%</td>
<td>77%</td>
<td>29%</td>
<td>21%</td>
<td>27%</td>
</tr>
<tr>
<td>Waubonsee Community College Sugar Grove</td>
<td>33%</td>
<td>68%</td>
<td>30%</td>
<td>24%</td>
<td>25%</td>
</tr>
<tr>
<td>Saint Augustine College Chicago</td>
<td>87%</td>
<td>NR</td>
<td>25%</td>
<td>NR</td>
<td>24%</td>
</tr>
<tr>
<td>Morton College Cicero</td>
<td>83%</td>
<td>72%</td>
<td>15%</td>
<td>22%</td>
<td>18%</td>
</tr>
<tr>
<td>Northeastern Illinois University Chicago</td>
<td>35%</td>
<td>61%</td>
<td>20%</td>
<td>44%</td>
<td>18%</td>
</tr>
<tr>
<td>Triton College River Grove</td>
<td>39%</td>
<td>49%</td>
<td>15%</td>
<td>26%</td>
<td>14%</td>
</tr>
<tr>
<td>City Colleges of Chicago-Harry S Truman College Chicago</td>
<td>41%</td>
<td>45%</td>
<td>12%</td>
<td>33%</td>
<td>14%</td>
</tr>
<tr>
<td>City Colleges of Chicago-Richard J Daley College Chicago</td>
<td>71%</td>
<td>47%</td>
<td>8%</td>
<td>24%</td>
<td>13%</td>
</tr>
<tr>
<td>City Colleges of Chicago-Wilbur Wright College Chicago</td>
<td>56%</td>
<td>57%</td>
<td>14%</td>
<td>24%</td>
<td>12%</td>
</tr>
<tr>
<td>City Colleges of Chicago-Harold Washington College Chicago</td>
<td>37%</td>
<td>51%</td>
<td>9%</td>
<td>33%</td>
<td>10%</td>
</tr>
</tbody>
</table>

IPEDS = Integrated Postsecondary Education Data System, a data collection system for the National Center for Education Statistics, where institutions report enrollment, retention, and completion data.

- Retention rate is a measure of students returning from their first fall semester to the next fall semester.
- Graduation/Completion data is a measure of students who are first-time, full-time degree- or certificate-seeking students who complete their intended degree or award within 150% of “normal time” (i.e., 4 year “normal time” = 6 years to completion).
Northeastern Illinois University HSI Funding, 2000-Present

2000-2007
Teaching and Learning Center funded by HSI grant monies.
$1,727,509.00

2008-2010
Department of Education, CCRAA, HSI Grant Student Center for Science Engagement
$2,374,304

2009-2014
Expansion and Enhancement of Graduate Business Programs
$3,487,048.00
Transfer Center
$2,565,158.00
funded by HSI grant monies.

2009
Special State of Illinois Appropriations for HSI Initiatives
$1,500,000

2010
Capital Construction of Latino Cultural Center
$1,500,000

2007-2012
Academic Literacy Center funded by HSI grant monies.
$2,855,333.00

--- = State of Illinois Appropriations (typically one-time)
--- = Multi-year HSI grant (Title V or Title III)
Literature, Best Practices, and Resources

This section contains literature that addresses topics such as closing the achievement gap, best practices in STEM at an HSI, successful models addressing developmental courses and resources from the Hispanic Association of Colleges and Universities (HACU) and Exelencia in Education - leading agencies in higher education focusing on Latino students in postsecondary education. The following literature and best practices highlighted are only a small sample of the current existing knowledge. The end goal is that this information serves as a resource to faculty and staff committed to ensuring the success of Latino and underrepresented students. Most importantly, it serves as a guide for students who seek a voice on their HSI campus.

- Closing the social class and achievement gap in first generation students

  This study suggests that low-income students can be helped to attain academic success by exposing them to a panel of speakers consisting of peer students. In this research, undergraduate students at a particular institution observed a panel of senior students speaking about the ways in which they coped with the drawbacks of belonging to different socio-economic status. One of the most prominent results of this intervention was that the achievement gap between more resourceful, continuing college-bound generation students and first generation students shrank by 63%. In addition, these students were more likely to use school resources, such as tutoring. Thus, the study supports the notion that socioeconomic awareness can be a catalyst for low-income students to improve their academic situation by actively seeking help and resources.

• Developing Local Models of Minority Student Success in College

Through this study, the researchers found ways in which disadvantaged, minority students at Arizona State University learned how to cope with their challenges. Key findings were that minority students that overcame the listed barriers were keenly aware that their socio-economic and racial/ethnic backgrounds put them at a disadvantage over mainstream students; by being aware of their predicament, they prepared psychologically to contend with marginalization and disparity, and sought creative alternatives to supplant their lack of social capital, resources, and support. These students were proactive and acclimated to overwhelming situations by fostering a strong self-esteem, focusing on larger life goals, valuing education for its intrinsic and economic rewards, and contextualizing their struggles into a worldview they could comprehend or deal with.


• Modeling Hispanic Serving Institutions (HSIs)

The institutional practices of six community colleges and six public universities are reviewed, as these institutions are seen as trendsetters because of their focus on improving Hispanic student success. The institutions’ focus on four main areas to help Hispanic students succeed academically are summarized as: (1) each institution had leadership engaged in helping Hispanic students succeed and holding institutions accountable to that mission, while balancing efforts to help the general student body; (2) emphasized academic support, especially through strengthening developmental education, cohort support programs, and academic advising; (3) the institutions cultivated relationships with businesses and local
school districts to create a funnel for Hispanic students to pursue higher education and foster an inclusive and welcoming environment from outside and inside the institution; and (4) by effectively utilizing data to guide decision-making processes, and sharing this data in a democratic way with faculty, staff, students, and the community.

Excelencia thus compiled a list of guiding practices from studying these institutions:

1. Create a culture of evidence
2. Share data on Latino students with faculty, staff, and students
3. Use short-term measures of academic progress to guide improvements in curricula, instruction, and support services for Latino Students.
4. Encourage and support the sharing of disaggregated student data between community colleges and baccalaureate-granting institutions
5. Provide a holistic approach to serving Latino students within the institution.
6. Partner with other educational organizations within the community to align educational resources.
7. Seek external sources to test and develop innovative practices while adding proven practices to the institutional budget.
8. Apply lessons learned in improving services to Latinos to improve services for all students.


Washington, DC: Deborah A. Santiago.
Diversity, Equity and Outreach at San Diego State University

Key recommendations are presented for faculty working with diverse student populations. The report offers best practices on seven major areas including a faculty self-assessment, designing the curriculum, classroom behavior, teaching diverse topics, and teaching diverse students. Each area offers suggestions to how to approach diverse student populations with respect to engagement, but also presses the mainstream professor to constantly analyze his/her own perspective and the delivery of the information. Furthermore, the study properly connects theory and practice, by linking a specific action with the rationale behind it.

The areas that they address as follow:

- Major principles of equity
- Syllabus design
- Classroom behavior
- Teaching diverse topics
- Teaching diverse students
- Suggestions for disciplines in which diversity issues may appear less relevant
- Beyond the classroom

• **STEM at California State University at Fullerton**

An example of an evidence-based program that is inspiring and graduating Latinas with STEM credentials is the Mathematics Intensive Summer Session (MISS) Program at California State University at Fullerton, CA (Excelencia, 2012). The program’s goal is to provide high school females from underrepresented ethnic groups with an intensive college preparatory mathematics experience in Algebra II or higher math courses (Excelencia, 2012). Although the MISS program focused on mathematics, this type of summer programming can be duplicated at other post-secondary institutions in preparing Latinos in reading, writing, math and science.

**The impact of MISS 2011 Cohort:**

- Demonstrated an improved mean of 74% in elementary algebra,
- A mean improvement rate of 110% in intermediate algebra skills,
- A mean gain of 17% in students’ attitude toward mathematics
- A mean improvement of 16% in students’ self-concept in mathematics
- Follow-up surveys revealed that as a result of students participating in MISS, 99% of the students enrolled in college, 34% attended California State University, Fullerton and 15% chose a career in STEM

**Promoting Hispanic student retention in two Texas community colleges**

A study conducted in two HSI Texas Community Colleges during the 2012-2013 academic year informs of the best practices these institutions utilized to retain and graduate Latinos. The study explored the reasons why first time Latino students attend college and the important institutional factors contributing to retention for first-time Latinos enrolling in community colleges.

### Institutional best practices in retaining Latino students
- Augmenting the financial aid traditional and non-traditional scholarships for Latinos i.e. club scholarships and writing center book vouchers
- Increased work-study opportunities
- Culturally sensitization aides Latino students to identify, support and assist each other. Provides Latinos with a sense of belonging
- Family oriented institutional practices-involving the family to support student’s academic career

### First-time Latino student perception of important institutional practices:
- Disability and mental services 51%
- Academic advising, counseling 51%
- Instructional support labs 44.9%
- Work study opportunities 44.9%
- Fast-track remedial education 42.4%
- Mandatory preparation training (placement exams) 42.4%
- Mandatory orientation 40.8%
- Early academic warning system 38.7%
- Provide meal plan 37.3%
- On-campus childcare 29.1%

### Reasons why first time Latinos enrolled in community colleges:
- 78% attended college to have a better future
- 41.4% wanted to learn new skills
- 24% attended for the sake of family

Carnegie Foundation Pathways to Developmental Mathematics

In 2010, the Carnegie Foundation implemented an innovative approach to teaching developmental mathematics to students consisting of two pathway: Statway and Quantway. These pathways utilize a common curriculum, assessment, online courses and innovative instructional approaches. The goal of both pathways is to teach developmental mathematics in an engaging, relevant and useful manner that the student can use in their daily lives.

- Statway focuses on statistics, data analysis and casual reasoning, coupled with college-level statistics and developmental math. Statway is designed to teach mathematics skills that are salient for occupations requiring the individual to make decisions.

- Quantway focuses on quantitative reasoning required to complete the developmental mathematics and accelerate the student to college level mathematics. Quantway aims to develop quantitatively literate students.

These two pathways incorporate a range of changes to teaching developmental math based on research and practitioner-knowledge, with the ultimate goal of student success. The research-based practices implemented from these initiatives are: advancing quality teaching, network engagement, productive persistence, rapid analytics, and relevant content.

• **Hispanic Association of Colleges and Universities**
  Hispanic Association of Colleges and Universities has a Hispanic Higher Education Research Collective (H3ERC) ongoing project to elevate the most current research and practice relevant for Hispanic higher education and Hispanic-Serving Institutions. Its research agenda emphasizes a focus on teacher preparation, students in STEM academic fields, and the need for ethnicity/race-sensitive framework. The project is supported with funding from the Lumina Foundation. HACU utilizes their national and international conferences to bring attention to this initiative.

http://www.hacu.net/hacu/H3ERC_Research_Initiative.asp

• **Exelencia in Education**
  Excelencia in Education, a national think tank, releases an annual publication of selected programs, institutions, and community-based organizations that are marking a positive difference in the educational achievement of Latino students in higher education. The publication adds to a large research inventory of evidence-based practices.

http://www.edexcelencia.org/

• **The College Board**
  The College Board is a direct resource for students, their families, and higher education institutions. The publication is a project of one of the working groups convened by the College Board to improve higher education practices for Latino student success. This resource guide is categorized in chapters offering specific institutional practices for effective outreach strategies, effective high school recruitment and marketing, effective community college transfer programs, admissions decision making, financial aid, retention programs, student leadership development programs, professional development programs for administrators and faculty, serving undocumented students, and institutional research and self-studies.

Additional Resources:

- The Diversity and Multicultural Education Infusion Project (DMEIP) at College of Lake (valuing differences)
  - http://www.clcillinois.edu/aboutclc/who-we-are/diversity/dmeip
  - http://www.clcillinois.edu/aboutclc/who-we-are/diversity/diversity-commission

- Metro Academies Initiative
  - http://metroacademies.org/

- Association of American Colleges and Universities (AACU)
  - https://www.aacu.org/

- American Council on Education (ACE)
  - http://www.acenet.edu/Pages/default.aspx

Appendix A: DOE HSI Division Contacts:

HSI Division Director (Acting) - Ralph Hines
(202) 502-7618, ralph.hines@ed.gov

Sarah Beaton
(202) 502-7621
sarah.beaton@ed.gov

Maria Carrington
(202) 502-7548
maria.carrington@ed.gov

Njeri Clark
(202) 502-7763
njeri.clark@ed.gov

Richard Gaona
(202) 502-7635
richard.gaona@ed.gov

Everardo Gil
(202) 219-7000
everardo.gil@ed.gov

Jeffrey Hartman
(202) 502-7607
jeffrey.hartman@ed.gov

Terrance Hilton
(202) 219-7095
terrance.hilton@ed.gov

Carnisia Proctor
(202) 502-7606
carnisia.proctor@ed.gov

U.S. Department of Education
Office of Postsecondary Education
Hispanic-Serving Institutions Division
Institutional Service
1990 K Street, N.W., 6th Floor
Washington, DC 20006
Appendix B: Title V Authorized Activities:

There are sixteen (16) activities authorized for use by Title III and Title V monies, which provides benefits for all stakeholders of the institution including students, faculty, and the community:

1. Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.

2. Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities.

3. Support of faculty exchanges, faculty development, curriculum development, academic instruction, and faculty fellowships to assist in attaining advanced degrees in the fellow’s field of instruction.

4. Purchase of library books, periodicals, and other educational materials, including telecommunications program material.

5. Tutoring, counseling, and student service programs designed to improve academic success, including innovative and customized instruction courses (which may include remedial education and English language instruction) designed to help retain students and move the students rapidly into core courses and through program completion.

6. Articulation agreements and student support programs designed to facilitate the transfer from two-year to four-year institutions.

7. Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.
8. Joint use of facilities, such as laboratories and libraries.

9. Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.

10. Establishing or improving an endowment fund.

11. Creating or improving facilities for Internet or other distance education technologies, including purchase or rental of telecommunications technology equipment or services.

12. Establishing or enhancing a program of teacher education designed to qualify students to teach in public elementary schools and secondary schools.

13. Establishing community outreach programs that will encourage elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education.

14. Expanding the number of Hispanic and other underrepresented graduate and professional students that can be served by the institution by expanding courses and institutional resources.

15. Providing education, counseling services, or financial information designed to improve the financial literacy and economic literacy of students or the students’ families, especially with regard to student indebtedness and student assistance programs under subchapter IV of this chapter and part C of subchapter I of chapter 34 of title 42.

16. Other activities proposed in the application submitted pursuant to section 1101c of this title that—
   a. Contribute to carrying out the purposes of this subchapter; and
   b. Are approved by the Secretary as part of the review and acceptance of such application.
Citations


Acknowledgements

The “Introductory Guide to Hispanic-Serving Institutions (HSI) in the State of Illinois” is a collaborative effort by the ENLACE Fellowship Cohort 6 (2013-2014) under the guidance of Dr. Gabriel Alejandro Cortez at Northeastern Illinois University.

ENLACE Cohort 6 (2013-2014)

Back row from left: Celia Chavez, Paulina Guzman, Patricia Santoyo-Marin, Dr. Gabriel Cortez, Sandra Pizano, Areli Castañeda, Felicia Medellin
Front row from left: Jose Miranda, Mark Valencia, Anthony (Tony) Peña, Luis Duarte

Design and layout by Anthony (Tony) Peña with ongoing input and support from the ENLACE Cohort 6 members and faculty.