



## High-Hispanic-Enrollment Institutions: A Typology

The demographic composition of the United States has been changing. According to the latest Census Bureau projections, the proportion of Hispanics between the ages of 20 and 24 is expected to grow from 22% in 2015 to 32% in 2060 (National Science Board 2016). Along these demographic trends, the number of colleges and universities serving large numbers of Hispanic students has increased considerably.

High-Hispanic-enrollment institutions (HHEs) are degree-granting, nonprofit colleges and universities where full-time equivalent undergraduate enrollment is at least 25% Hispanic students.\* The number of HHEs has more than doubled from 189 in 1994 to 432 in 2015, accounting now for 13% of all degree-granting public and private nonprofit institutions. In addition, about 300 institutions enroll between 15% and 24% Hispanic students; these institutions are considered “emerging HHEs.” In 2015, HHEs enrolled a total of 3.9 million students; nearly half of them were Hispanic, but more than one-quarter were white, and nearly 1 in 10 was black. About 53% of the students enrolled in an HHE were attending part time.

HHEs are diverse. In 2014, about half of them were 2-year institutions, half of them were 4-year institutions, and most were public.

Núñez, Crisp, and Elizondo (2016) conducted an empirical analysis of HHEs with data from the Integrated Postsecondary Education Data System (IPEDS), the Census Bureau, and the American Community Survey. The study was based on the 2008–09 IPEDS data because the data for that academic year contained the most complete information on HHEs. In 2008–09, the data included 268 accredited HHEs. Using cluster analysis, they classified HHEs into six somewhat homogeneous groups as follows:

1. *Urban enclave community colleges* represented 37% of all HHEs and include public institutions that offer associate's degrees and certificates as their highest degrees. The institutions in this group enroll large numbers of students, the vast majority of whom are in cities or suburbs, and more than half are in the West. More than two-thirds of the students were enrolled part time, and a similar proportion of the faculty worked part time.
2. *Rural dispersed community colleges* represented 13% of all HHEs. They also include public institutions offering associate's degrees and certificates as their highest degrees; however, in this case, they were mostly in rural and isolated areas and had lower student enrollment than the community colleges in the first group. About two-thirds of them were in the South, particularly in the Southwest. About 65% of the students were enrolled part time, and 41% of their faculty worked part time.
3. *Big system 4 years* represented 21% of the HHEs and had the highest student enrollment of all the clusters. These institutions tended to be in a state public institution system (e.g., the California State University system, the City University of New York, the University of Texas System). The vast majority offered bachelor's degrees or higher, and more than three-quarters were public. These institutions provide broad access to students, admitting a higher proportion of students than the other 4-year institutions in the groups below. The majority of students in these institutions were enrolled full time, and more than half of the faculty worked full time.
4. *Small community 4 years* were smaller than the others, representing 9% of HHEs. Nearly all of them were private and offered bachelor's or higher degrees. They included some small liberal arts institutions and several religious ones. They were mostly in urban and suburban areas with high levels of educational attainment in the West and the South. Compared with the previous clusters, this group included more selective institutions. This group also employed a

lower proportion of Hispanic faculty members. Two-thirds of the students in these institutions were enrolled full time, and only 46% of the faculty worked full time.

5. *Puerto Rican institutions* represented 19% of all HHEs, and the vast majority were in cities and suburbs in Puerto Rico. More than two-thirds of these HHEs were private, and nearly 90% offered bachelor's degrees or higher. Three-quarters of the students are enrolled full time; most of the faculty worked part-time.
6. *Health sciences schools* represented the only two HHEs focused on health sciences, the University of Texas Health Science Center and the University of Puerto Rico Medical School. These institutions had low enrollment, a higher proportion of female students, a higher proportion of full-time students and faculty, and selective admission requirements.

This classification shows the diversity of HHEs in terms of their geographic locations, faculty and student body, and academic programs offered.

\* Many researchers use the term “high-Hispanic enrollment” and “Hispanic-serving institution” (HSI) interchangeably. HSIs meet the federally designated criterion (i.e., public and private nonprofit institutions whose undergraduate, full-time equivalent student enrollment is at least 25% Hispanic) and are therefore eligible to apply for Hispanic-serving institution status. Based on the Title V program under the Higher Education Act (also known as the “Developing Hispanic-Serving Institutions Program”) these institutions are eligible for federal grants, contracts, or benefits to expand educational opportunities and improve the educational attainment of Hispanic students. Because there is no information on whether institutions apply for the HSI designation, NCSES uses the 25% enrollment criterion to determine which institutions have high-Hispanic enrollment. For additional information, see <https://www2.ed.gov/about/offices/list/ope/ides/hsidivision.html>, accessed 15 May 2017.