Minority-Serving Institutions:
An Overview

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Institute for Higher Education Policy

- Independent, non-profit organization whose mission is to increase access and success in postsecondary education around the world through unique research and innovative programs
- Established in 1993; ~30 staff
- Key activities include policy reports and studies, seminars and meetings, and capacity building
- Work involves US federal, state, and international issues
- Primary audiences of the Institute are those who make or inform decisions about higher education: policymakers, senior institutional leaders, researchers, funders, the media, and private sector leaders

Alliance for Equity in Higher Education

- First-of-its-kind national coalition of minority-serving institutions (MSIs)
- Established in 1999 by founding members:
  – American Indian Higher Education Consortium(AIHEC)—36 Tribal Colleges and Universities
  – Hispanic Association of Colleges and Universities (HACU)—~200 Hispanic-Serving Institutions
  – National Association for Equal Opportunity in Higher Education (NAFEO)—118 Historically and Predominantly Black Colleges and Universities
- Coordinated by the Institute for Higher Education Policy

What Are MSIs?—Traditional

- ***Historically Black Colleges and Universities (HBCUs)*** : HBCUs are federally designated colleges that began operating in the 19th century to serve African Americans who were prohibited from attending predominantly white institutions

- ***Hispanic-Serving Institutions (HSIs)***: Federal statute defines HSIs as institutions that have at least a 25 percent Hispanic undergraduate full-time-equivalent (FTE) enrollment—with at least 50 percent of their Hispanic FTE students coming from low-income backgrounds—and low education and general expenditures.

- ***Tribal Colleges and Universities (TCUs)***: The vast majority of these institutions were chartered by one or more Federally recognized American Indian tribes and are based on reservations or in communities with large American Indian populations

What Are MSIs?—Evolving

- Alaska Native and Hawaiian-Serving Institutions—HEA Title III

- Asian American and Pacific Islander-Serving Institutions—Not formally recognized, bill pending

- Predominantly Black Institutions—Not formally recognized, bill pending

MSIs by Type and Control

- 57 percent are four-year colleges and 43 percent are two-year colleges

- 65 percent are public colleges and 35 percent are private, not-for-profit institutions

Providing Opportunity for Students of Color

- 350+ Alliance member MSIs educate more than one third of all students of color in the United States

- Enrollment is growing in all three groups of institutions at a faster rate than at other institutions—2.3 million total students, or 13 percent of all college students in the U.S.

Percent of All Students in US Educated at MSIs, by Race, 2003

Nonresident Alien	13.4%
Black non-Hispanic	21.7%
American Indian/Alaska Native	19.8%
Asian or Pacific Islander	18.0%
Hispanic	42.3%
White non- Hispanic	6.4%

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Demographic Realities

- The proportion of the total U.S. population comprised of people of color (including African Americans, Asian Americans, American Indians, and Hispanics) is expected to grow from 31 percent in the year 2005 to 40 percent in 2020 and 52 percent in 2050.

- The percentage of Hispanics and African Americans 25 years and older with a bachelor's degree or higher is dramatically lower than for whites—11 percent for Hispanics and 17 percent for African Americans, compared to 28 percent of whites

- By 2015, college enrollments are expected to increase by only 5 percent for whites, compared to 23 percent for African Americans and 73 percent for Hispanics.

The Record of Success…

- <u>Meeting national needs</u>—MSIs award nearly 50% of teacher education degrees and certificates to students of color; significant producers of degrees in engineering, science and mathematics, nursing, and other critical areas

- <u>Meeting student expectations</u>—88% of recent Tribal College graduates said they were satisfied or very satisfied with their college experiences; grads gave high marks to class size, overall instruction, and contact with faculty and staff

The Record of Success…2

- <u>Engaging students</u>—more frequent student/faculty interactions than at predominantly white institutions, and more likely to: require service and service-learning for graduation; have a community service office; have partnerships with local K-12 schools and faith-based organizations

- <u>Serving communities</u>—Many MSIs serve as community leaders, addressing social issues, health disparities, and acting as community centers

…Despite Limited Resources

- Total institutional revenues (from all sources) at Alliance member institutions are 36% lower than the U.S. average

- Average full-time undergraduate tuition at HBCUs and HSIs in 2004 was $3,986—58 percent lower than the $6,814 average at all institutions

- Average faculty salaries are approximately 10% lower at Alliance member colleges

- Infrastructure concerns—buildings, equipment

- Lower faculty use of technology, student computer ownership

Serving Low Income Students

- 44 percent of students at MSIs in 2004 were from families in the lowest income quartile, compared to 24 percent at all institutions
- Nearly half of all full-time students enrolled at MSIs receive Pell Grants compared to only 31 percent of all students

Serving Educationally Underserved

- Nearly half of all MSI students are first-generation, compared to 35 percent at all institutions

- Two-thirds of MSI students are women

- High rates of remedial course taking

- Students often have lower aspirations, and K-12 teachers have lower expectations

Degree Production

- MSIs awarded 22 percent of all degrees awarded to students of color in 2004

- HBCUs conferred more than 20 percent of all bachelor's degrees earned by African Americans in 2004 even though they enrolled only 13 percent of African American

- HSIs awarded 36 percent of all degrees conferred on Hispanics in 2004, 28 percent of all bachelor's degrees to Hispanics, and 24 percent of all master's degrees to Hispanics

- TCUs conferred 17 percent of all associate degrees awarded to American Indians in 2004 despite the fact that they enrolled only 6 percent of American Indians or Alaskan Natives in 2003 (though TCUs award a substantial percentage of degrees to students living on reservations)

Degrees completed in STEM fields at Minority Serving Institutions as a percentage of degrees completed in STEM fields at all institutions, by degree type, 2003-04

	Associate's degrees	Bachelor's degrees	Master's degrees	Doctoral degrees
Sciences	18.3	8.0	6.8	4.4
Technology	7.0	8.6	5.0	6.0
Engineering	7.4	7.1	5.1	2.5
Mathematics	22.7	6.8	5.1	1.9
Total STEM	10.9	7.9	5.4	3.7

SOURCE: Integrated Postsecondary Data Analysis System (IPEDS), Completions Component, 2003-04.

MSI Collaborations

- An array of collaborations have evolved over the last decade, ranging from the NSF supported Advanced Networking for Minority-Serving Institutions initiative at Educause, to the Model Institutions for Excellence program, to *ad hoc* partnerships

- Alliance for Equity in Higher Education has provided a bridge across MSIs

Alliance Priority Issues

- *Leadership*, including issues concerning senior leadership, faculty development, and the pipeline of leadership development that begins at the undergraduate and graduate levels

- *The Learning Continuum*, including issues concerning student preparation, access, financial aid, remediation, transfer, retention, and graduation

- *Infrastructure and Infostructure,* including issues ranging from the physical structure of MSIs—the buildings, dorms, and equipment used to serve students—as well as the technology systems used for teaching and learning, research, and institutional management

- *Globalization and International Education,* including helping students, faculty, and staff at MSIs must become more attuned to the global context within which we live and more prominently included in efforts by government and the private sector to establish global connections

Alliance Strategies

- *Establishing common policy objectives*

  --ie; MSI Digital and Wireless Technology Opportunity Act, expanding graduate education at MSIs, etc.

- *Developing and managing programs*

Alliance Program Examples

– Building Engagement and Attainment for Minority Students (BEAMS)

– National Articulation and Transfer Network (NATN)

– Kellogg MSI Leadership Fellows

National Articulation and Transfer Network (NATN)

- Key goal of NATN is to increase the numbers of transfer students, particularly students of color, who graduate with baccalaureate degrees

- NATN is building a national network of participating colleges along with analytic tools and information-based vehicles to promote minority student transfer, particularly at MSIs and community colleges

- NATN.org website includes a Student Portal to assist students in selecting the best educational pathways for their unique situations as well as resources for policymakers, researchers, and institutional leaders

Building Engagement and Attainment for Minority Students (BEAMS)

BEAMS

- BEAMS is designed to increase student learning, engagement in learning, and collegiate success for students at more than 100 four-year MSIs

- Strategies include:

  --Assessing Student Engagement in Learning

  --Generating Institutional Action Plans to Increase Student Learning and Attainment

  --Collaboration-building

Kellogg MSI Leadership Fellows

Kellogg MSI Leadership Fellows Program

- Preparing leaders for the challenges and rigors of becoming the next generation of Presidents and other senior-level leaders at MSIs

- Program offers a unique model: training in practical, hands-on issues at MSIs while also building alliances across institutions and leaders who bring different skills and experiences to common challenges

- More than 90 leaders have been trained over three years with 12+ now serving as Presidents

Investing in MSIs

- Educating the emerging majority future workforce

- Meeting national, student, and community needs

- Serving low income, educationally disadvantaged populations

- Collaborating with peers

For further information…

Institute for Higher Education Policy

www.ihep.org

Alliance for Equity in Higher Education

www.msi-alliance.org