INCREASING THE ENGAGEMENT OF MINORITY STUDENTS:

IMPERATIVES, BEST PRACTICES, AND CONTINUING RESEARCH

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Presented to the BEAMS Summer Academy
Puerto Rico
July 2006
Overview

1.0 Imperatives for Increasing the Engagement and Success of Minority Students: (MSIs and PWIs)

1.1 National Imperatives
   *(Research by Tom Mortenson and other demographers)*

1.2 State and Regional Imperatives
   *(Research by the National Urban League)*

1.3 Institutional and Local Imperatives
   *(FAMU Research)*

1.4 Policy Implications for MSIs *(and PWIs)*
Overview (Cont’d)

2.0 Best Practices for Minority Student Engagement: The University College Model at Prairie View A&M University

3.0 Continuing Research: Identifying and Documenting Effective Educational Practice (Research by NSSE, HERI, College Board, ACT, and Others)

3.1 Improvements in Scores on NSSE and Other Surveys

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3.3 Improvements in Retention and Graduation Rates & the Number of Graduates

3.4 Improvements in Other Student Outcomes
1.0 Imperatives for Increasing the Engagement and Success of Minority Students: (MSIs and PWIs)
Demographic Trends and Degree Completion Rates for Minorities

- Minority population has been increasing at a faster rate than the White population. Also, minority high school graduates have been *increasing* since 1960, while White high school graduates have been *decreasing* since 1975.

- Most of the minorities served by MSIs are likely to be in the two lower income quartiles (<$36,175 and <$63,097), while most of the students served by PWIs are likely to be in the two upper income quartiles (> $63,096 and > $96,560)
1.1 National Imperatives
(Research by Tom Mortenson and other demographers)

- Demographic Trends and Degree Completion Rates for Minorities (Cont’d)
  - From the late 1970s to 2002-04, increases in the number of Bachelor’s degrees ranged from 10% to 36.6% in the two upper income quartiles, and 2% to 4.1% in the two lower income quartiles.
  - Because of the declining proportion of state and federal need-based financial aid, appropriations to higher education, and increasing tuition and fees, most students in the two lower income quartiles are likely to have unmet financial needs. These unmet needs are greatest for the lowest income levels, and may restrict access, retention and graduation for these students.
1.1 National Imperatives (Cont’d)
(Research by Tom Mortenson and other demographers)

- **Degree Requirements for Future Jobs and Global Competition**

  - By 2012, the number of jobs requiring advanced skills will grow at twice the rate of those requiring only basic skills (US Dept. of Labor, 2000). If the demographic and educational trends for minorities continue, the growing minority populations will not be prepared to compete for high-earning jobs, nor will the U.S. be able to compete in the global economy. This will also adversely affect the U.S. social security system.

  - *For all of the reasons above, PWIs must increase their involvement by assisting MSIs and community colleges in their efforts to increase the engagement and success of minority students.*
1.2 State and Regional Imperatives
(Research by the National Urban League)

- Social and Economic Status of Minorities
  - Relatively high levels of poverty, unemployment, incarceration, etc., in minority communities, all of which can be reduced through higher education.
  - The relatively lower status of minorities in areas such as Health, Literacy, etc.
1.2 State and Regional Imperatives (Cont’d)
(Research by the National Urban League)

- Promoting the Social and Economic Development of Minority Communities
  - Closing the Gap in the Social and Economic Status of Minorities and Whites
  - Long-Term State and Regional Benefits in Increased Personal Incomes for graduates and non-graduates, Tax Revenues, Cost Savings from Prisons, Welfare, Health Care, etc.
1.3 Institutional and Local Imperatives
(FAMU Research)

- Survival of Minority Students and MSIs
  - Access for Low-Income, Under-prepared Minorities and Other Students
  - Employment of Minority Faculty and Staff
- MSI Contributions to the Social & Economic Development of Local Communities through Economic Impact (To be discussed below)
1.4 Policy Implications for MSIs (and PWIs)

- Must be prepared to serve increasing numbers of low-income, under-prepared minorities.

- Must adjust Strategic and Enrollment Management Plans (including the Mission, Vision, Goals and Objectives) to reflect the need to serve two distinct sub-populations: (1) Remedial Students, and (2) College-Ready Students. Institutional Effectiveness Plans must also evaluate these sub-populations independently.

- Must continue to advocate for policies to improve K-12 education, and funding to increase access and support for low-income, under-prepared students.
2.0 Best Practices for Minority Student Engagement: The University College Model at Prairie View A&M University

- Commitment to increase the number of minority graduates in order to achieve the state’s mandate to “close the gap.”

- Recognition of the need to work with both remedial and college-ready students in order to increase the number of minority graduates.

- Recognition of the need for both academic support and non-academic support to promote the success of low-income, under-prepared students.
2.0 Best Practices for Minority Student Engagement: The University College Model at Prairie View A&M University (Cont’d)

- Design of a comprehensive, integrated model based on the academic, social, cultural, economic, and personal problems specific to low-income, under-prepared minorities.

- Duplicability of this model for both MSIs and PWIs.
3.0 Continuing Research: Identifying and Documenting Effective Educational Practice
(Research by NSSE, HERI, College Board, ACT and Others)
3.1 Improvement in Scores on NSSE and Other Assessments (See Paper by Bridges, Cambridge, Kuh, and Leegwater in New Directions for Institutional Research, Vol. 125, pp. 25-43)

- Identifying Institutional Strengths and Weaknesses from NSSE and Other Assessments
- Identifying Effective Educational Practices at other Institutions (Research by NSSE, HERI, and Others)
- Developing Institution-specific Strategies and Re-administering NSSE and Other Assessments
3.2 Improvements in Student Performance

(See ACT Report entitled: The Role of Academic and Non-Academic Factors in Improving College Retention, 2004, and research by NSSE, HERI, and Others)

- **Academic and Non-Academic Factors**
  - HSGPA, ACT, and SES combined with Academic Self-Confidence and Achievement Motivation (*ACT Report*)

- **Linking Survey Items and Other Institutional Data to Academic and Non-Academic Factors associated with Student Performance** (See articles in *Assessment Update*, Vol. 16, No.2, May-April 2004)

- **Linking Survey Items to Institutional Assessment Data**
3.3 Improvements in Retention and Graduation Rates and the Number of Graduates

(See recent journal devoted entirely to minority student retention: New Directions for Institutional Research, Vol. 125, Spring 2005)

- Academic and Non-Academic Factors
  - HSGPA, ACT, and SES combined with Institutional Commitment, Academic Goals, Social Support, Academic Self-Confidence, and Social Involvement (ACT Report)

- Linking Engagement Items, Institutional Data, and Assessment Data to Academic and Non-Academic Factors

- Acceptable Graduation Rates for MSIs (HERI & FAMU Research)

- Acceptable Strategies for Improving both Graduation Rates & the Number of Graduates at MSIs (FAMU Research: See diagram on last slide)
3.4 Improvements in Other Student Outcomes

- Institutional Assessment Data
- Effective Educational Practices at Other Institutions
Economic Impacts Associated with Enrollment-Reducing Policies

- e.g., Raising Admissions Standards
  - Decreased Student Enrollments
    - Decreased MSI Revenues (State & Tuition Revenues)
    - Decreased Student Spending on Books & Supplies, Food, Housing, Personal Items, Entertainment, etc.
    - Decreased Employment & Spending by Faculty & Staff on Food, Housing, Entertainment, etc.
  - Decreased Incomes, Investments, and Employment in the Local Community
Engaging Students at MSIs: Best Practices For MSIs and Beyond

Summer Academy
July 2006

Deborah A. Santiago, PhD
Defining Hispanic-Serving Institutions (HSIs)

HSIs are defined by their Hispanic student enrollment—not their institutional mission—in federal law:

*accredited and degree-granting public or private nonprofit institutions of higher education with at least 25 percent or more total undergraduate Hispanic full-time equivalent student enrollment.*

To be an HSI is to be at the forefront of change in higher education because of the change in demographics. We have an opportunity to be trend-setters where we have not historically been seen as an institution.

-Diana Natalicio, University of Texas at El Paso
Quick Facts on HSIs

First recognized in mid-1980s

In 2003-04,
• 236 institutions
• 6% of all degree-granting institutions
• Enrolled 52% of Latino undergraduates
• Awarded over 40% of associate or bachelor’s degrees to Latinos in the U.S.
HSIs are growing in number
HSIs are concentrated

Over 75% of HSIs are in 4 locations:
  – California (68)
  – Puerto Rico (52)
  – Texas (37)
  – New Mexico (23)

Latino population has similar concentrations
A majority of HSIs are 2-year institutions

- Public 2-year: 46%
- Private 2-year: 8%
- Public 4-year or more: 20%
- Private 4-year or more: 26%
HSIs are accessible

• Of all HSIs, 60% (140) had an open admissions policy
  – Admits anyone who applies
• Nationally, only 44% of degree-granting institutions had an open admissions policy
## HSIs are affordable

<table>
<thead>
<tr>
<th></th>
<th>Public 4-year or above</th>
<th></th>
<th>Public 2-year</th>
<th></th>
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<tbody>
<tr>
<td></td>
<td>All Institutions</td>
<td>HSIs</td>
<td>All Institutions</td>
<td>HSIs</td>
</tr>
<tr>
<td>In-state average tuition</td>
<td>$ 3,400</td>
<td>$ 1,590</td>
<td>$ 1,977</td>
<td>$ 1,273</td>
</tr>
<tr>
<td>In-state fees per credit hour</td>
<td>$ 153</td>
<td>$ 70</td>
<td>$ 73</td>
<td>$ 54</td>
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</tbody>
</table>
What are HSIs doing to serve Latino students, and is it replicable at non-HSIs?
Promising Practices: Intentionality

• Faculty development: pronunciation classes
• Cultural studies programs: academic and social roles
• College prep programs with culturally relevant curriculum
• Cohorts of students to meet off campus for support
• Holistic/case management approach to student services
Documenting Strategies: Data

• Disaggregate it by race/ethnicity
• Look at engagement and performance by race/ethnicity
• Use data to inform practices
• Catalog outreach, process, and outcomes by race/ethnicity
• Determine what makes practice a success
• Use it to market to funders and other institutions
HSI Series of Briefs

• Inventing HSIs: The Basics
  – History and descriptive data on HSIs

• Choosing HSIs: Examining Latino Students’ Choices
  – Latino students and factors influencing their choices

• Modeling HSIs: Campus Practices that Work for Latino Students.
  – Hispanic Serving vs. Hispanic Enrolling and what’s replicable
Related Projects by Excelencia

• Examples of Excelencia

• Latino Student Success Network (US Department of Education)

• A Closer Look at Latino College Student Choices (Ford Foundation)

• Latino Student Success: Case Studies in Institutional Leadership (Lumina Foundation for Education)
For more information please visit:

www.EdExcelencia.org
Engaging Students at Minority-Serving Institutions

Best Practices for MSIs and Beyond: The Haskell Story
Tribal Colleges and Universities (TCUs)

- Navajo Community College (now Dine’ College) was the first tribal college established in 1968
- Presently over 34 institutions are designated as TCUs
- Degrees granted at TCUs range from associate to masters
Tribal Colleges and Universities
Tribal Colleges and Universities

- American Indian Higher Education Consortium (AIHEC) provides services to the membership body of TCUs through programs and technical support and assistance.

- American Indian College Fund provides scholarship and capacity building initiatives and opportunities to TCUs.
Haskell Indian Nations University

- Located in Lawrence, Kansas
- Established in 1884
- Federally funded
- Serves only students from Federally recognized tribes
- No tuition, fees based -$215 on campus, $115 for off campus students
Haskell Mission

The mission of Haskell Indian Nations University, a land grant institution, is to serve members of federally recognized American Indian and Alaska Native nations as authorized by Congress in partial fulfillment of treaty and trust obligations. **With student learning as its focus,** Haskell embraces the principles of sovereignty through a culturally based holistic lifelong learning environment that promotes and upholds respect, rights and responsibility.
The Tools

Focus on what we learned from-

- Strategic Planning Forums
- National Survey of Student Engagement (NSSE)
- Noel-Levitz Surveys
  - College Student Inventory
  - Student Satisfaction Inventory
Our Students

Fall 2005

- 918 Students - 90% are full-time and over 800 live in six residential halls
- 53% male and 47% female
- Average High School GPA for First-time Full-time student = 2.6
- ACT composite for First-time Full-time student = 17
Programs & Services

Academic

- NIH Grant: Research Initiative for Scientific Enhancement (RISE) – provides funding for a lab, personnel support for lab, software, etc.
  - Self-paced programs for math (Plato)
  - Tutoring
  - Prepares students for research opportunities and experiences
Program & Services

Academic

- Vision Quest: first year student orientation course
  - History of Haskell: Assimilation to Self Determination
  - Study Skills
  - Medicine Wheel
Enhancing and/or discovering the cultural dimension of students is key to their understanding of self.

- Clubs and organizations
  - Dine’ Club
  - United Pueblo Organization
The strength of the community, institution, and Lawrence, is vital to sustaining and strengthening students during their educational tenure at the university.

- Local community, including KU, have a strong and meaningful presence at the institution.
- Campus- faculty and staff participate by organizing and/or supporting a variety of events throughout the academic year.
Keys to Engagement @ Haskell

- Data
  - Basis for continual improvement
- Leadership
  - Students
  - Faculty & Staff
- Communication
  - Upward Communication
Summary

- Don’t be afraid to try something old... it may work this time around!
- Be open to possibilities and “What If?”
- Research and know the trends and know who you are serving.
- Agree to Disagree 😊