



Becoming a Hispanic Serving Institution

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Hispanic demographics

- 59.1 million Hispanics in U.S. in 2017, plus 3.3 million in Puerto Rico.
- 50% growth from 2000-2016, largest of all population groups except Asian Americans.
- Median age is 29.0 for Hispanics, compared to 37.9 for the population as a whole.
- 18.2% of U.S. population—largest racial minority group about 60 million
- 13.1% of Oregon—about 550,000 people.
- Source: *2018 Fact Sheet Hispanic Higher Education and HSIs*, Hispanic Association of Colleges and Universities (HACU).



Hispanics in higher education

- 72.0% of Hispanic recent high school graduates ages 16-24 were enrolled in college in 2016, compared to 69.7% for whites.
- 3.3 million Hispanics were enrolled in non-profit institutions in 2016, including Puerto Rico.
 - This makes up 17.6% of total undergrad population
- 46.0% (1,403,736) of Hispanic undergraduate students attend two-year institutions (compared to 36.6% of all undergraduates).
- 64% of all Hispanics enrolled in U.S. colleges attend Hispanic-Serving Institutions (HSIs) (Santiago, 2013).
- Source: *2018 Fact Sheet Hispanic Higher Education and HSIs*, Hispanic Association of Colleges and Universities (HACU).



What is an HSI?

- Defined by the Higher Education Act as degree-granting institutions with Full-Time Equivalent undergraduate enrollments at least 25% Hispanic.
- The mission of the HSI division is to “[provide] 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” (Office of Postsecondary Education, 2014).



HSI's

- The number of HSIs continues to grow rapidly, from 189 institutions in 1994, to 229 in 2000, to 245 in 2005, to 311 in 2010, and 492 in 2016, double the number 11 years earlier.
- Of the 492 HSIs in 2016, 215 (44%) were public two-year institutions, 120 (24%) public four-year institutions, 135 (27%) private four year institutions, and 22 (4%) private two year institutions, enrolling 2,075,317 Hispanics.



HSIs and funding

- Federal regulations stipulate that in order to maintain Title III and V eligibility, an HSI grantee must maintain its 25% Hispanic enrollment and be “making substantial progress toward achieving the objectives described in its grant application including, if applicable, the institution’s success in institutionalizing practices and improvements developed under the grant”



Organizational Cultures

- Some organizational cultures are not as welcoming to people of color
- What are the messages and practices that make institutions less welcoming to people of color?

Organizational Cultures

- ~2% of courses offered at HSIs are focused on racial/ethnic experiences (Cole, 2011)
 - This seems to promote the idea that people of color's experiences aren't important
- Collectivistic v. individualistic learning cultures

Social Belongingness

- A need to form and maintain strong interpersonal relationships
- For Latinx and first generation students, need to belong is complicated
- Need to maintain ties to home communities
- Need to establish bonds in college environment



Cultural Mismatch in Higher Ed

Independent Cultural Norms

- Prevalent in middle-class contexts and U.S. institutions (like college!)
 - Person should influence context
 - Be separate from other people
 - Act freely based on personal motives, goals and preferences

Interdependent Cultural Norms

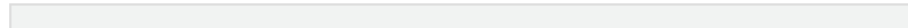
- Common in working class contexts (and racial/ethnic minority students)
 - Adjust to conditions of the context
 - Connected to others
 - Respond to needs of others



Cultural Mismatch in Higher Ed

Pick the 5 skills most important for college students to develop

You've picked 0 out of 5.



Learn to work independently	Learn to do collaborative research
Learn to listen to others	Learn to be a team player
Learn to solve problems on one's own	Learn to do independent research
Learn to adjust to others' expectations	Learn to influence others
Learn to ask others for help	Learn to work together with others
Learn to express oneself	Learn to be a leader



Cultural Mismatch in Higher Ed

Which items top college administrators selected

INDEPENDENT ITEMS	ADMINS SELECTING
Learn to express oneself	74%
Learn to be a leader	68%
Learn to solve problems on one's own	60%
Learn to do independent research	55%
Learn to work independently	46%
Learn to influence others	17%



Becoming an HSI will benefit many

- Many HSI's are broad access institutions. (Nunez & Bowers, 2011; Santiago, 2006)
- HSI's must provide a place where Latinx students can feel linguistically, culturally, and racially connected to peers, faculty, and administrators.
 - May lead to increased belonging, persistence, and graduation (Garcia, 2015)
 - Outcomes and culture are important for developing and maintaining an organizational identity (Garcia, 2017)

WOU is Well Positioned

- Generally, more Latinx students are choosing to attend WOU

Fall 2020

899 19.6%

Fall 2019

Fall 2018

Fall 2017

Fall 2016

917 18.6%.

804 15.5%

782 14.6%

706 13.1%

Latinx Recruitment at WOU

- Bilingual recruitment materials – Viewbook, Fair Brochure,
- Bilingual staff – Admissions, Financial Aid, Student Success, SEP, MSSP, etc
- Recruitment programs in Spanish – Rumbo al Colegio, Saturday Visits, Preview Days
- Spanish language radio advertisements

WOU is Well Positioned

WOU has a reverse achievement gap with Latinx students.....What does this mean?

Latinx Students are retained at a higher rate than White Students

Latinx Students graduate at a higher rate than White Students



Retention Rates

Cohorts

	2019	2018	2017	2016	2015
Latinx	73.1%	81.9%	66.2%	77.3%	75.6%
White	72.0%	73.6%	69.3%	71.0%	75.5%



Graduation Rates

Cohorts

2015 2014 2013 2012 2011

Latinx 47.2%* 44.7% 46.8% 42.0% 53.0%

White 44.6%* 47.9% 41.2% 39.9% 43.1%



WOU Provides Strong Support

Student Enrichment Program

- US DOE TRiO Program
- Serves 550 students (250 through grant 300 through WOU)
- Serves first-generation, low-income and students with disabilities
- Many staff are bilingual (Spanish / English)

Teacher Preparation Student Support Services

- NEW US DOE TRiO Program
- Serves 140 students majoring in Teacher Education
- Serves first-generation, low-income and students with disabilities

Multicultural Student Services and Programs

- Works with Diversity Scholars
- On Track Program
- Bilingual Teachers Scholars
- Cultural Connections
- Multicultural Representatives



WOU Provides Strong Support

CLUBS AND ORGANIZATIONS

- Unidos
- Multicultural Student Union
- MEChA de WOU
- Omega Delta Phi – Fraternity
- Kappa Delta Chi – Sorority

REMISSION PROGRAMS

- Diversity Commitment Scholars
- Bilingual Teachers Scholars



Discussion points

- What can WOU do to make our university appealing through the eyes of a prospective Latinx students *and* families. What are we missing?

Questions?

