

Potential New Advising Community – “Hispanic Serving Institutions”

Hispanic Servicing Institutions (HSI) are a huge portion of our post-secondary education populations. According to 2018-2019 IPEDS data there are a total of 539 HSIs in 25 states, District of Columbia and Puerto Rico. These institutions fall under the federal definition of HSIs: non-profit degree-granting institutions with full-time equivalent (FTE) undergraduate Hispanic student enrollment of at least 25%. Not all of these institutions are certified as a HSI for Title V or other Federal grant purposes.

The Hispanic Association of Colleges and Universities (HACU) also concludes from this data that there are approximately 352 emerging HSIs in 35 states and Puerto Rico. They have defined these as non-profit, degree-granting institutions with full-time equivalent (FTE) undergraduate Hispanic student enrollment of at least 15% but less than 25%. Many of the HSI Hispanic percentages are well over the 25% benchmark, at my home institution of New Mexico State University are current Hispanic population is over 61%. This is a substantial amount of institutions that serve a population and that are not formally identified in a NACADA advising community. According to the HACU 2019 Fact Sheet “HSIs have grown by 334 institutions since 1994 and have averaged an increase of 30 institutions per year since 2009.” These numbers include both 4-year and 2-year public and private institutions.

Substantial disparities exist between Hispanics and other ethnic groups in terms of bachelor’s degree attainment (Llagas & Snyder, 2003). In response, there is a rapidly growing body of evidence to understand the role of student characteristics, perceptions, academic and social experiences and behaviors, both independently and collectively influence undergraduate Hispanic student engagements and/or academic outcomes. Although Latinos are among the least educated groups in the United States, they are making a significant impact in schools at all levels (Laden, 2004). In 2000, over 11.4 million school-aged Hispanic children resided in the country, representing 16% of all children. By 2020, it is projected more than 20% of all children under age 18 in the United States will be Hispanic (Llagas & Snyder, 2003). Hispanic students face different barriers to both college access and success like academic preparedness, academic performance, socioeconomic barriers, and cultural and social capital. The unique barriers that I see many Hispanics students face are increasing tuition, lack of Financial Aid, and parental support. Not only are our Hispanic students such a large population of our institutions but they also require a different set of support. These are crucial aspects to the retention and success of these students.

While I think that the needs and subcategories of this particular population does in places overlap with some Advising Communities, for example First-Generation College Students and even some of the major specific communities, I believe the needs of our HSIs and advisors are not being completely met. This is why I would love the opportunity to introduce a new Advising Community to NACADA Members.

Proposed Interim Chair – Cassie Jaquez

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Llagas, C., & Snyder, T.D. (2003). *Status and trends in the education of Hispanics*. Washington, DC: U.S. Department of Education, National Center for Educational Statistics. (NCES 2003–008).