



# Minority Serving Institutions: Educating All Students

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# **Minority Serving Institutions: Educating All Students**

MARYBETH GASMAN & CLIFTON F. CONRAD

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**MSIs**





## *Dear friends,*

In 2010, we started on a journey across the nation to understand the work and contributions of Minority Serving Institutions (MSIs), conducting extensive case studies of 12 MSIs throughout the United States. Calling our research the MSI Models of Success study, we sought to capture the place of MSIs in society and their role in American higher education. With this report, we tell their story, situating them within the larger higher education context, detailing their major strengths and challenges, and bringing to the forefront their contributions to student success.

MSIs enroll over 20 percent of all college students in the United States, and for decades they have been doing the majority of the work of educating and empowering minority and low-income students. Along the way, they have developed many strategies for helping these often-underprepared students succeed in college. As the nation continues to grow and evolve demographically and socioeconomically, our postsecondary education system should look to these institutions for proven strategies and practices for increasing college access and student success for students of color.

We are grateful to Lumina Foundation for Education, The Kresge Foundation, USA Funds, and Educational Testing Service (ETS) for sponsoring our research and committing their support to Minority Serving Institutions. We also want to express our admiration for and gratitude to the 12 MSIs that participated in our national study. We learned immensely from the students, staff, faculty, and administrators who commit themselves to educating low-income students and students of color. These institutions are San Diego City College (CA), La Sierra University (CA), El Paso Community College (TX), Morehouse College (GA), Norfolk State University (VA), Paul Quinn College (TX), Salish Kootenai College (MT), Chief Dull Knife College (MT), College of Menominee Nation (WI), North Seattle Community College (WA), California State University-Sacramento (CA), and the College of the Marshall Islands (RMI).

Lastly, we are thankful to our research assistants, who have worked side by side with us on this national study—much gratitude to Thai-Huy Nguyen, Todd Lundberg, Andrés Castro Samayoa, Felecia Commodore, Ufuoma Abiola, Seher Ahmad, Heather Huskey Collins, Yvonne Hyde Carter, and Michael Armijo.

We hope that this report moves readers to pay more attention to the important work of Minority Serving Institutions.

## *All our best,*

**MARYBETH GASMAN**, University of Pennsylvania

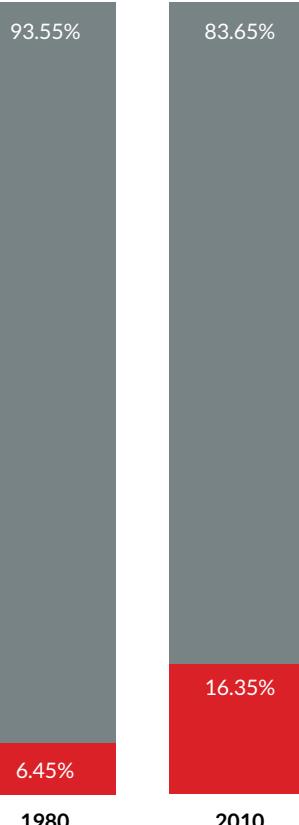
**CLIFTON F. CONRAD**, University of Wisconsin--Madison



## Changing Demographics of the Nation

### U.S. HISPANIC POPULATION

■ Hispanic ■ Non-Hispanic



The United States is becoming more racially and ethnically diverse (U.S. Census, 2011). This increased diversity reflects two forces. First, immigration has been a major influence on both the size and the age structure of the population. Although most immigrants arrive as young adults, when they are most likely and willing to assume the risks of moving to a new country, U.S. immigration policy has also favored the entry of parents and other family members of these young immigrants. Second, racial and ethnic groups are aging at different rates, depending upon fertility, mortality, and immigration within these groups. According to the 2010 Census, by 2050, we will be a plurality nation. Furthermore, when combined, people of color will outnumber the White population. One can see evidence of these changes already, as more babies of color were born in 2012 than White babies. Latinos and Asians are growing at the fastest rate.

According to U.S. Census data (2002 & 2011) between 1980-2010, the nation grew by nearly 40 percent. Over that same period, Asians and Pacific Islanders increased by 335 percent, followed by Hispanics by 246 percent, American Indians/Native Alaskans by 106 percent, and Blacks by nearly a 50 percent increase. In contrast, the White population grew by only 29 percent. As a result, the distribution of the White population declined by 11 percent, while Asian American and Native American Pacific Islanders, for instance, increased from less than 2 percent of the population to 5 percent and Hispanics<sup>1</sup> from just under 7 percent to 16 percent. And between 2000-2010, the nation saw a 32 percent growth in individuals who identify with more than one race. In short, racial and ethnic diversity in the United States is rapidly increasing.



### MSI LEADER SPOTLIGHT

*"The mission of Paul Quinn College is to transform our students into servant leaders (people who practice educational, ethical, and economic leadership) who embrace our institutional ethos of "We over Me." "We over Me" translates to the needs of the community take precedence over the wants of an individual."*

MICHAEL J. SORRELL

President, Paul Quinn College

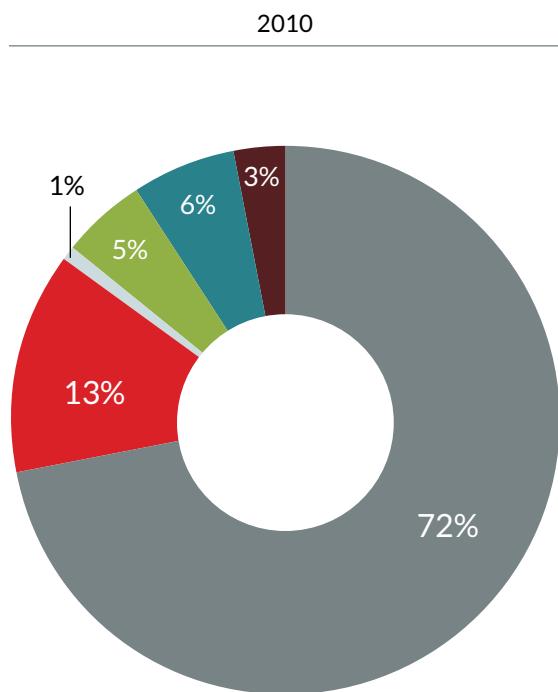
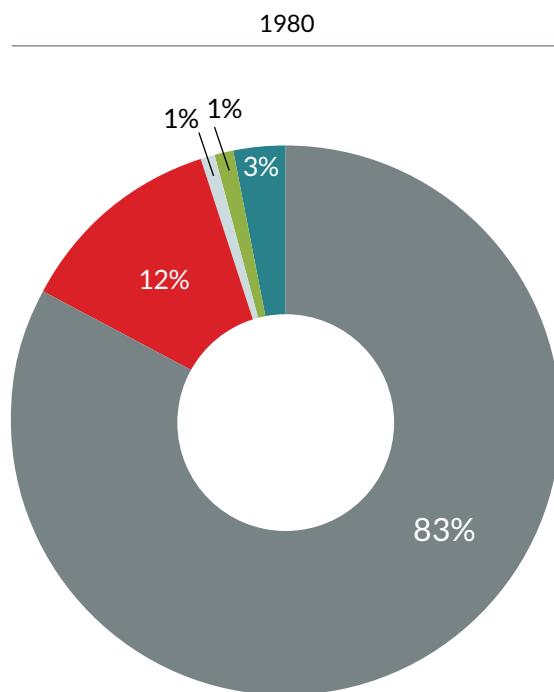
Source: U.S. Census, 2002 & 2011.

<sup>1</sup> Hispanics include individuals who identify across the various racial groups. Because collection of data is inconsistent between the period of 1980-2010, we decided to show the growth of all Hispanics, regardless of race.



### U.S. POPULATION BY RACE, 1980 & 2010

White  
Black  
American Indian / Native Alaska  
Asian and Pacific Islander  
Some Other Race  
Two or More Races



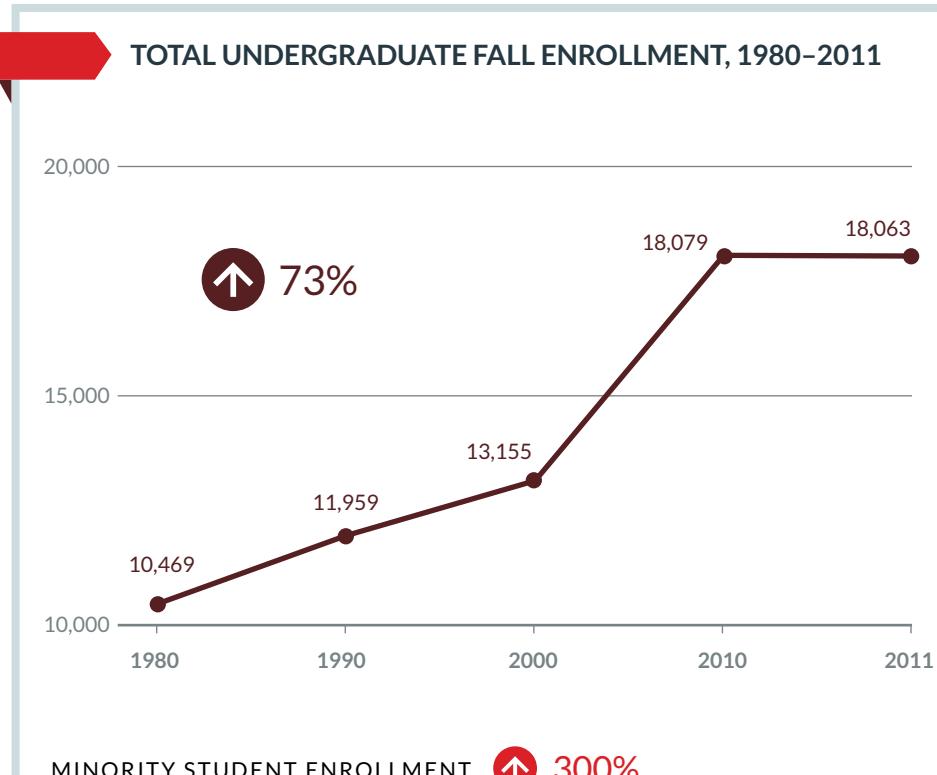
SOURCE: 1980, U.S. Census, 2002; 2010, U.S. Census, 2002 & 2011.



## Changing Demographics of Colleges and Universities

The six-year graduation rate for the cohort of full-time degree-seeking students who started college in 2003 is 57 percent. Just over 60 percent of Whites and 68 percent of Asian Americans and Pacific Islanders graduate within six years, whereas Blacks, Hispanics, and American Indians/Alaska Natives graduate at rates of 39.1 percent, 48.7 percent, and 38.3 percent, respectively (U.S. Department of Education, 2011b).

Similar patterns exist within the postsecondary education populace. Between 1980 and 2011 (U.S. Department of Education, 2011a), total undergraduate fall enrollment increased by 73 percent, with minority student enrollment increasing by almost 300 percent. Specifically, Hispanic enrollment increased a little over 500 percent, Black student enrollment increased by 165 percent, Asian and Pacific Islanders by 336 percent, and American Indians/Alaska Natives by 118 percent, whereas the share of the student body that is White declined by more than 26 percent.



SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1976 and 1980; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF-90); and IPEDS Spring 2001 through Spring 2011, Enrollment component. (This table was prepared November 2011.)

## MINORITY SERVING INSTITUTIONS (MSIs): AN OVERVIEW

Minority Serving Institutions emerged in response to a history of inequity, lack of minority people's access to majority institutions, and significant demographic changes in the country. Now an integral part of American higher education, MSIs—specifically Historically Black Colleges and Universities (HBCUs), Tribal Colleges and Universities (TCUs), Hispanic Serving Institutions (HSIs), and Asian American and Native American Pacific Islander Serving Institutions (AANAPISIs)—have carved out a unique niche in the nation: serving the needs of low-income and underrepresented students of color. These institutions boast diverse faculties and staffs, provide environments that significantly enhance student learning and cultivate leadership skills, offer role models of various racial and ethnic backgrounds, provide programs of study that challenge students, address deficiencies resulting from inadequate preparation in primary and secondary school, and prepare students to succeed in the workforce and in graduate and professional education. Because MSIs enroll a substantial share of minority students, many of whom might not otherwise attend college, the continuous development and success of these institutions is critical for realizing our nation's higher education and workforce goals and for the benefit of American society. MSIs play vital roles for the nation's economy, especially with respect to elevating the workforce prospects of disadvantaged populations and reducing the underrepresentation of minorities and disadvantaged people in graduate and professional schools and the careers that require post baccalaureate education and training.



### MSI LEADER SPOTLIGHT

"Many students are drawn to Morehouse because they understand and appreciate the values that create the institutional identity and define the characteristics of the 'Morehouse Man'. Our students vary significantly in socioeconomic status, religion and interests, but share many important aspirational goals."

JANN H. ADAMS

Associate Professor of Psychology  
Morehouse College

### MSIs, RETENTION, AND GRADUATION

- HBCU's and TCU's full-time student retention rates of 61 percent and 49 percent, respectively, are below the national average of 66 percent. AANAPISIs and HSIs, at 78 percent and 67 percent, respectively, perform comparatively better than the national average in terms of retention. Lower retention rates at HBCUs and TCUs can be attributed, in part, to the larger percentages of low-income students at these institutions, as income correlates with retention across the nation. Low-income students often do not have access to the same preparation as middle class and upper-income students and this lack of access can lead to a more difficult time staying in college.
- Despite having strong retention rates, six-year graduation rates at AANAPISIs and HSIs—33 percent and 29 percent, respectively—are below the national average of 57.4 percent (U.S. Department of Education, 2011b). Clearly, these institutions still have many challenges to overcome. HBCUs and TCUs have graduation rates of 30 percent and 21 percent, respectively. These rates reflect, at least in part, the substantial proportion of low-income students, who have not been well served by American education, enrolled in HBCUs and TCUs.

### MSIs AND PRODUCTION OF SCIENCE, TECHNOLOGY, ENGINEERING, & MATH (STEM) DEGREES

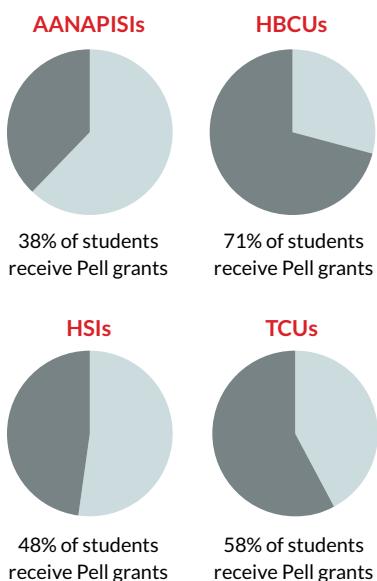
Seventy-six percent of scientists and engineers with a bachelor's degree in the United States are White (NSF, 2008). If the nation is to maintain its legacy of innovation in science and technology, we should look to MSIs to address the racial and ethnic disparities in STEM education, as diversity leads to innovation. Between 2006-2010, many MSIs have been among the top 20 academic institutions that award science and engineering degrees to racial minority graduates.

- Of the top 20 institutions that award science and engineering degrees to Asians or Pacific Islanders, seven identify as AANAPISIs. These include large, regional universities, such as San Jose State University, which is located in the California Bay Area, and the University of Hawaii at Manoa.
- Equally impressive, 10 HSIs are among the top 20 institutions that award science and engineering degrees to Hispanics/Latinos. Most of these institutions are located in California, Texas, and Puerto Rico.

<sup>2</sup>The retentions rates noted for each MSI type pertains only to four-year degree institutions. Although two-year institutions make up almost half of all MSIs, the reporting of retention rates for these institutions is less consistent and comparable.

## PELL GRANTS

Compared to 49 percent of students across all colleges and universities:



- Ten HBCUs are among the top 20 institutions that award science and engineering degrees to Blacks/African Americans. These institutions vary in size and public and private status, and include institutions such as Alabama A&M University and Hampton University, which is located in Virginia.
- Of the top 20 institutions that award science and engineering degrees to Native Americans, only one TCU—Haskell Indian Nations University—is included. Considering that most TCUs are community colleges, with few awarding degrees beyond the associate's level, this is not as alarming as it sounds.

## EDUCATION DEGREES

MSIs play an outsized role in educating our nation's teaching force. In 2011, across all postsecondary education institutions, 17.9 percent of undergraduate degrees in education were awarded to racial minorities.

- In 2010-2011, over 10 percent ( $n=10,825$ ) of all undergraduate degrees in education were conferred by MSIs.
- In 2010-2011, 55 percent of Hispanic/Latino students receiving undergraduate degrees in education graduated from an MSI.
- In 2010-2011, 31 percent of Black or African American students receiving undergraduate degrees in education graduated from an MSI.
- In 2010-2011, 31 percent of Native Hawaiian or Other Pacific Islander students receiving undergraduate degrees in education graduated from an MSI.
- In 2010-2011, 28 percent of Asian American students receiving undergraduate degrees in education graduated from an MSI.
- In 2010-2011, 13 percent of American Indian students receiving undergraduate degrees in education graduated from an MSI.

Source: U.S Department of Education, National Center for Education Statistics. Integrated Postsecondary Education System (IPEDS). Fall 2011, Completions component.



### MSI LEADER SPOTLIGHT

*"A key to our success has been continual assessment and refinement of our program based on our outcomes."*

MELANIE JOBE

Director, Center for Student Academic Success  
La Sierra University



## TCUs BY THE NUMBERS

Despite making up less than one percent of all postsecondary institutions, TCUs enroll nearly 10 percent of all American Indian and Alaska Native undergraduates.

Forty-two percent of faculty at TCUs identify as American Indian or Alaska Native, whereas nationally American Indians or Alaska Natives make up less than 1 percent of faculty.

## TRIBAL COLLEGES AND UNIVERSITIES (TCUs)

The 34 colleges and universities that are regular members of the American Indian Higher Education Consortium are spread across 13 states and include 13 four-year and 21 two-year colleges. With nearly 30,000 students enrolled, TCUs have grown significantly since the first tribal college, Diné College in Arizona (Gasman, Baez, & Turner, 2008), opened its doors (under the name Navajo Community College) over four decades ago. Predominantly public institutions (over 75 percent), TCUs vary in enrollments from under 100 to nearly 3,000 students. Most TCUs are located on reservations: among the 34 TCUs are 4 urban or suburban campuses, 3 campuses located in distant or remote towns, and 27 rural campuses. With their roots in Native American movements for self-determination, TCUs were established to provide educational opportunities for a local tribe(s) and expand a network of regional higher education opportunities for Indians and non-Indians alike. TCUs serve as places where students find the support and social capital they need to get degrees that lead to careers. TCUs have also focused considerable educational resources on the survival and development of socially and economically marginalized communities, and these institutions have helped maintain and invigorate tribal languages and cultures while at the same time developing curricula that speak to the experiences and backgrounds of Native Americans.<sup>3</sup>

### INSTITUTIONS IN THE MSI MODELS OF SUCCESS STUDY<sup>4</sup>

#### CHIEF DULL KNIFE COLLEGE

**TYPE** TCU, public, two-year  
**ESTABLISHED** 1975  
**ENROLLMENT** 539  
**FIRST-YEAR RETENTION RATE** 53%  
**SIX-YEAR GRADUATION RATE** 41%  
**ENDOWMENT** \$945,457

To address the challenge of preparing students to be successful in college-level mathematics courses, Chief Dull Knife College (CDKC) has experimented with a series of innovations over the past decade. After initial success with a self-paced, computer-assisted approach to remedial mathematics education, the college has developed a hybrid math emporium where students work on their own, in small groups, and as a class to master the mathematics they need to succeed in their education. This approach combines an emphasis on problem solving with constant feedback from faculty, software, and peers. The emporium provides students a safe space in which to learn mathematics and at the same time challenges them to use mathematics in real-world problem solving.

#### SALISH KOOTENAI COLLEGE

**TYPE** TCU, public, two-year  
**ESTABLISHED** 1977  
**ENROLLMENT** 1,438  
**FIRST-YEAR RETENTION RATE** 32%  
**SIX-YEAR GRADUATION RATE** 55%  
**ENDOWMENT** \$10,149,035

The first TCU accredited in the Northwest, Salish Kootenai College (SKC) is redesigning the college experience, at once helping underprepared students move into academic programs and guiding students with an interest in STEM to careers in the field. The Department of Academic Success (DAS) serves as a hub for developmental education, coordinating a bridge program and student-success courses and workshops as well as assessing student progress to ensure that faculty and staff know what support—from tutoring to career advising to advice in course selection—students need and how to access it. The cluster of science programs at SKC is quickly becoming a regional center for science education that incorporates a Native worldview. Across these programs, students learn science through daily interaction with faculty as they work together on real projects in cutting-edge laboratories. Their coursework—which typically includes a summer internship at a regional research university—is linked to solving real-world problems on the reservation and to jobs as STEM professionals.

<sup>3</sup> TCUs focus on accessibility. Only one TCU requires the submission of an SAT for admission. We omitted SAT data for TCUs.

<sup>4</sup> These 2011 data are culled from the U.S. Department of Education.



## MSI LEADER SPOTLIGHT

*"We give students a non-traditional choice in higher education. While providing a high quality academic education, we are close to home for rural families. We support the beliefs and values that are part of a Native American and help them to coexist with traditional education based on a non-native worldview. Our support encourages community, a sharing of knowledge, and a respect for the journey of each individual."*

DIANA MORRIS

Chief Academic Officer  
College of Menominee Nation

## TCUs—CONTINUED

### INSTITUTIONS IN THE MSI MODELS OF SUCCESS STUDY

#### COLLEGE OF MENOMINEE NATION

**TYPE** TCU, public, two-year

**ESTABLISHED** 1993

**ENROLLMENT** 1,130

**FIRST-YEAR RETENTION RATE** 69%

**SIX-YEAR GRADUATION RATE** 11%

**ENDOWMENT** \$2,815,606

A decade ago, the College of Menominee Nation (CMN) made an investment in STEM education, recruiting Native students into STEM careers and retooling STEM teaching. At the center of this investment are two models of success that have dramatically increased student retention and persistence of American Indians in STEM fields. The first, the STEM Scholars Programs, provides a point of access to STEM programs for students with limited academic preparation. This cohort-based program connects mentors, customized academic support, and extracurricular activities to students who begin college with developmental education needs. The STEM Scholars community draws students into academic programs and careers. The second model, STEM Leaders, is a program that prepares high-achieving Native American students to succeed in advanced STEM education and then to bring the benefits of their STEM education back to their tribal communities. At CMN, STEM Leaders meet regularly with mentors and tribal leaders and complete service projects. They also attend national meetings of Native American STEM students and complete a summer internship at a university or research laboratory in their field of study.



## HSIs BY THE NUMBERS

Despite making up less than 5 percent of all postsecondary institutions, HSIs enroll nearly one-half of all Hispanic undergraduates.

HSI SAT averages are as follows: Critical Reading (490), Mathematics (504), Writing (480); National SAT numbers are as follows: Reading (524), Math (532), Writing (522)

Twenty-one percent of faculty at HSIs identify as Latino, whereas nationally Latinos make up just over 4 percent of faculty.

## HISPANIC SERVING INSTITUTIONS (HSIs)

Colleges and universities that serve large numbers of Hispanics date to the founding of the University of Puerto Rico (1903). In the 1960s and 70s, drawing on the example of the African American civil rights movement and Historically Black Colleges and Universities (HBCUs), Latino/a student and community activists advocated changes in admissions policies and founded grassroots Hispanic colleges—Boricua College (1968), Hostos Community College (1969), National Hispanic University (1981) are living legacies of community action. Leaders of *de facto* Hispanic Serving Institutions founded the Hispanic Association of Colleges and Universities (1986) and coined the phrase “Hispanic Serving Institution.” This name became official federal policy in 1992, and since the 2008 amendment of the Higher Education Act, “Hispanic Serving Institution” came to designate any accredited and degree-granting public or private nonprofit institution with an undergraduate Hispanic full-time equivalent student enrollment of 25 percent or higher coupled with substantial enrollment of low-income students.

In the absence of a formal federal list of HSIs, the name is generally applied to institutions that meet the federal institutional and enrollment criteria. Based on these criteria, 311 institutions in the 50 states, Puerto Rico, and the District of Columbia qualified as HSIs in 2011. Scattered across 15 states and all institutional sectors, these institutions—just over 6 percent of all degree-granting institutions—enrolled almost four million undergraduates, including one quarter of all minority undergraduates in higher education in the United States, and nearly one-half of Hispanic undergraduates. Predominantly public (70 percent) and two-year (49 percent) institutions, HSIs also count among their numbers 10 research universities and more than 50 master’s degree institutions. As a group, these institutions play a critical role in making college accessible and starting Hispanic students on the path to degrees. HSIs are some of the most diverse institutions in the United States, serving as critical points of access to technology, information, and public space for communities with few such resources.

## INSTITUTIONS IN THE MSI MODELS OF SUCCESS STUDY



### MSI LEADER SPOTLIGHT

“El Paso Community College (EPCC) students have a strong commitment and desire to attend and succeed in a college environment. EPCC students have a commitment to help support and improve the quality of life for their families, wanting higher education to be their bridge to higher wage opportunities and help improve family environments.”

CHRISTY PONCE

Executive Director, Foundation & Development  
El Paso Community College

### EL PASO COMMUNITY COLLEGE

**TYPE** HSI, public, two-year

**ESTABLISHED** 1969

**ENROLLMENT:** 41,258

**FIRST-YEAR RETENTION RATE** 68%

**SIX-YEAR GRADUATION RATE** 10%

**ENDOWMENT** \$738,681

One of the nation’s largest two-year colleges, El Paso Community College (EPCC) has implemented several innovations that have helped many economically disadvantaged and first-generation students successfully move through developmental education classes to the core courses and then on to college completion. Two of these are notable. The first, the College Readiness Initiative, redesigns the traditional pathway to college for high school students who need additional preparation before they enroll in college-level courses. This initiative combines a “high-tech” pathway with “high-touch” networks of support through the enrollment process. Computer-based assessments of students’ college readiness provide detailed data about what they need to learn in order to start college in college-level English and math classes; these assessments are linked to courseware that guides them to becoming college ready. This “high-tech” process is facilitated by a network of counselors, advisors, and tutors who explain the enrollment process to students and help them use an array of EPCC resources to get ready for college. The second program, the Early College High School (ECHS) initiative, is anchored in partnerships between EPCC and surrounding school districts. ECHS gives eighth graders the chance to join a high school with a strong college-going culture and access to dual-credit classes in their high school and college classes at a co-located EPCC campus. ECHS staff and teachers guide students in getting ready for college, and the ECHS experience—including a curriculum that is completely aligned with the curriculum at EPCC and regional four-year colleges—leads many students to finish their first two, and sometimes three, years of college by the time they graduate from high school.



## STUDENT SPOTLIGHT

*"I am 18 and majoring in family and child psychology. I am determined to graduate and do something good with life. I am trying to prove to myself that I can do this; I'm smart and talented enough. If it were not for First Year Experience, I don't think I would be doing as well as I have in college. They guided me through my first year, helping me get used to the college experience."*

AYSHA MARIE DAVIS  
San Diego City College

## HSIs—CONTINUED

### INSTITUTIONS IN THE MSI MODELS OF SUCCESS STUDY

#### LA SIERRA UNIVERSITY

**TYPE** HSI, private, four-year  
**ESTABLISHED** 1922  
**ENROLLMENT** 2,936  
**FIRST-YEAR RETENTION RATE** 75%  
**SIX-YEAR GRADUATION RATE** 45%  
**ENDOWMENT** \$15,388,109

La Sierra University (LSU) has developed the First-Year Experience (FYE), which has been highly successful in helping a greatly diverse student population become integrated into LSU, develop expectations for college, enhance their problem-solving skills, and complete both pre-foundational and foundational courses. While the FYE has many components—such as a writing center and required workshops on topics such as time management and test-taking strategies—two features of the program are critical to its success. First is personal and academic coaching by a full-time staff member with a bachelor's degree who works directly with first-year students in a carefully designed developmental process in which students gradually assume greater responsibility for their success. Second are the First-Year Seminars, which are co-taught by a faculty member and an academic coach who guides first-year students in thinking about their purpose in college and beyond.

#### SAN DIEGO CITY COLLEGE

**TYPE** HSI, public, two-year  
**ESTABLISHED** 1914  
**ENROLLMENT** 24,688  
**FIRST-YEAR RETENTION RATE** 60%  
**SIX-YEAR GRADUATION RATE** 12%  
**ENDOWMENT** n/a

In the past few decades, San Diego City College (SDCC) has introduced a range of innovations aimed at serving traditionally underserved populations. One of these innovations, the First-Year Experience Program, has been especially successful. The program designs college entry for students, drawing on information about their needs to structure their first-year experience and connect them to a network of staff and students. The FYE program is supported by first-year faculty who teach courses that are both relevant to students' needs and collaborative. While faculty initially "take students by the hand," over time they challenge them to pursue their goals—all while creating spaces for talk about college-going and nurturing a collaborative network of faculty, staff, and students to enhance student learning and persistence.

## HBCUs BY THE NUMBERS

Despite making up less than 3 percent of all postsecondary institutions, HBCUs enroll over 11 percent of all Black undergraduates. Black undergraduates also make up 14 percent of undergraduates at non-MSIs.

HBCU SAT averages are as follows: Critical Reading (431), Mathematics (432), Writing (416); National SAT numbers are as follows: Reading (524), Math (532), Writing (522)

Fifty-seven percent of faculty at HBCUs identify as Black, whereas nationally Blacks make up 5.5 percent of faculty.

## HISTORICALLY BLACK COLLEGES AND UNIVERSITIES (HBCUs)

HBCUs were officially defined in the 1965 Higher Education Act as a “college or university that was established prior to 1964, whose principal mission was, and is, the education of black Americans.” Born out of segregation and spread across 20 states, the District of Columbia, and the U.S. Virgin Islands, these 105 institutions have played a critical role in providing education to Black Americans since the founding of Cheney University in 1837. In 2011 HBCUs made up 2 percent of the degree-granting Title IV institutions and enrolled nearly 346,338 students—including 1.6 percent of all undergraduate students in the United States, 3.7 percent of total minority undergraduates, .3 percent of White undergraduates, and 7 percent of Black undergraduates (IPEDS, 2011). HBCUs get students, especially Black students, to degrees, and they do this at the same rate as Predominantly White Institutions (PWIs) but with less funding. (Flores & Park, 2013 Kim & Conrad, 2006).

HBCUs have long graduated a disproportionate percentage of the Black students who earn bachelor's degrees and who go on to graduate or professional schools. In 2011 (NSF), HBCUs made up less than 3 percent of all degree-granting postsecondary institutions but accounted for nearly 18 percent of bachelor's degrees awarded to Black students. HBCUs not only guide students in attaining the benefits of a first college degree (income, employment) but also contribute to students' momentum toward further education and the professions. But HBCUs do more than produce degrees: HBCUs contribute to their students'—especially their Black students'—psychosocial adjustments to college and career as well as to their cultural awareness, self-confidence, and social capital.

### INSTITUTIONS IN THE MSI MODELS OF SUCCESS STUDY

#### MOREHOUSE COLLEGE

**TYPE** HBCU, private, four-year  
**ESTABLISHED** 1867  
**ENROLLMENT** 2,574  
**FIRST YEAR RETENTION RATE** 87%  
**6-YEAR GRADUATION RATE** 55%  
**ENDOWMENT** \$139,825,000

A private, all-male college located in Atlanta, Morehouse College is the home of two models of success. Both have been highly successful in enhancing both the retention and achievement of students in the sciences, along with increasing the likelihood that students will pursue graduate study. The first model of success is the Peer Led Team Learning (PLTL) initiative. An innovative alternative to conventional peer learning, faculty in PLTL use a facilitated learning approach in which individual faculty members develop and provide learning content modules for PLTL workshops that are tied to relevant course content. The second is the Minority Biomedical Research Support & Research Initiative for Scientific Enhancement (MBRS-RISE) program, which has increased the number of Morehouse graduates majoring in science disciplines and the number of graduates choosing to pursue graduate study in biomedical research.

#### NORFOLK STATE UNIVERSITY

**TYPE** HBCU, public, four-year  
**ESTABLISHED** 1935  
**ENROLLMENT** 8,318  
**FIRST-YEAR RETENTION RATE** 73%  
**SIX-YEAR GRADUATION RATE** 34%  
**ENDOWMENT** \$8,050,262

An urban, public university located in eastern Virginia, Norfolk State University (NFU) is the home to two models of success. One is the Summer Bridge Program that helps academically challenged students to make the transition from high school to college. Held during a four-week summer session, this nonresidential program addresses the academic, developmental, and social integration needs of students through courses in such fields as English and mathematics as well as through co-curricular programming and developmental advising. The other model of success is the Faculty Communities of Inquiry (COI) Program, in which faculty and staff engage in a year-long interdisciplinary program that includes sharing pedagogical ideas for enhancing student learning and development at both the undergraduate and master's level in such domains as critical thinking assessment, service-learning, and scientific reasoning.



## STUDENT SPOTLIGHT

*"I am 22 years old and a business administration and management major. I decided to attend Paul Quinn College because of President Sorrell, "Prez" for short. He spoke at my church. I remember that he asked me one simple question that helped me decide whether or not I would attend Paul Quinn, "Do you want to be the person who works on the cars or do you want to be the person signing the front of the checks of the people working on the cars?" Ever since I have been sold on Paul Quinn College—they create leaders."*

VALETTE LATROYCE REESE

Paul Quinn College

## HBCUs—CONTINUED

### INSTITUTIONS IN THE MSI MODELS OF SUCCESS STUDY

#### PAUL QUINN COLLEGE

**TYPE** HBCU, private, four-year

**ESTABLISHED** 1872

**ENROLLMENT** 222

**FIRST-YEAR RETENTION RATE** 77

**SIX-YEAR GRADUATION RATE** 10%

**ENDOWMENT** \$5,061,187

Over the past several years, Paul Quinn College (PQC) has developed an innovative and highly successful campus-wide program entitled "Leave No Quinnite Behind" that helps to ensure that every PQC student is nurtured, developed, and retained—and then graduates. Comprehensive in scope and layered to address both the on-campus and off-campus lives of students, the program includes many noteworthy features: a summer academic bridge program in which students have the opportunity to receive up to 12 hours of academic credit, an institution-wide writing program requirement along with a writing assistance program, and an overhauled core curriculum that has been accompanied by the introduction of an innovative entrepreneurship course.

## AANAPISIs BY THE NUMBERS

Despite making up less than 3 percent of all postsecondary institutions, AANAPISIs enroll over 25 percent of all AAPI undergraduates. Asians make up 4 percent of undergraduates at non-MSIs.

Native Hawaiian or Other Pacific Islanders make up nearly 2 percent of undergraduates at AANAPISIs. This student group makes up less than one half of one percent of undergraduates at non-MSIs.

AANAPISI SAT averages are as follows: Critical Reading (508), Mathematics (535), Writing (537); National SAT numbers are as follows: Reading (524), Math (532), Writing (522)

Fourteen percent of faculty at AANAPISIs identify as Asian American, whereas nationally Asian Americans makes up 9 percent of faculty.

Nearly 2 percent of faculty at AANAPISIs identify as Native Hawaiian or Other Pacific Islander, whereas nationally the same group makes up less than one half of one percent of faculty.

## ASIAN AMERICAN AND NATIVE AMERICAN PACIFIC ISLANDER SERVING INSTITUTIONS (AANAPISIs)

In 1960 the Asian American and Pacific Islander (AAPI) population was less than one million, but it has nearly doubled in size every decade since then, changing the face of America and subsequently American higher education. This rapid growth is the result of immigration patterns, and these patterns have also led to an increased presence of the AAPI population on college campuses across the nation. As a result, a small group of institutions now identify—through a federal designation and funding program—as Asian American and Native American Pacific Islander Serving Institutions (AANAPISIs).

In 2009, the Congressional Research Service determined that 116 institutions met the requirements of the federal designation. Ten percent of these institutions' student populations are low-income Asian Americans or Pacific Islanders. Although the model minority myth perpetuates the false belief that all Asian Americans are academically advanced, AAPI students are in reality quite diverse and have needs that are similar to other underrepresented racial and ethnic populations. There are 48 different ethnicities among the AAPI population, and these individuals speak more than 300 languages. Of note, the most poverty stricken of the AAPI groups in terms of socioeconomic status are the Hmong (38% live below the poverty line), Samoans, (20% live in poverty), and Filipinos (6% live below the poverty line) (CARE, 2008). Still finding their identity, AANAPISIs are already unearthing the activist spirit within AAPI populations, creating pathways to graduate school for low-income AAPIs, providing them with mentors, and contributing to a Pan-Asian outlook that empowers the larger AAPI community.

### INSTITUTIONS IN THE MSI MODELS OF SUCCESS STUDY

#### COLLEGE OF THE MARSHALL ISLANDS

**TYPE** AANAPISI, public, two-year  
**ESTABLISHED** 1989  
**ENROLLMENT** 1,310  
**FIRST-YEAR RETENTION RATE** 57%  
**SIX-YEAR GRADUATION RATE** 15%  
**ENDOWMENT** \$36,255

#### CALIFORNIA STATE UNIVERSITY, SACRAMENTO

**TYPE** AANAPISI, public, four-year  
**ESTABLISHED** 1947  
**ENROLLMENT** 30,535  
**FIRST-YEAR RETENTION RATE** 83%  
**SIX-YEAR GRADUATION RATE** 42%  
**ENDOWMENT** \$27,927,979

The College of the Marshall Islands (CMI), in the Republic of the Marshall Islands (RMI), has developed the First Year Residential Experience (FYRE) aimed at prospective college students who are severely underprepared for college. A one-year program, FYRE is an all-embracing and vibrant residential learning community that is both a demanding and nurturing sanctuary in which students are free from distractions in their everyday lives. Along with rigorous training of students to become disciplined learners, FYRE engages students in a college-prep community in which mathematics and English (the second language for most students) are the focus, and faculty who live on campus support students through tutoring and mentoring in addition to teaching classes. FYRE is preparing self-directed learners with the capabilities and discipline to flourish in college.

California State University, Sacramento is home to the Full Circle Project (FCP). FCP is a comprehensive approach that involves collaboration among programs, departments, and units to implement a strategically focused, campus-wide effort to improve retention and graduation rates of Asian American and Pacific Islander (AAPI) students. FCP provides AAPI students with strong advising support, planned leadership options, and cocurricular opportunities to engage in campus and community-based service activities.

## AANAPISIs—CONTINUED



### STUDENT SPOTLIGHT

*"I am 24 and I'm majoring in psychology. My family and friends have played a significant role in motivating me to succeed in college. The faculty as well as the staff in the math learning center at North Seattle Community College have played a part in my college success."*

ALICIA LAWRENCE GEHRING  
North Seattle Community College

## NORTH SEATTLE COMMUNITY COLLEGE

**TYPE** AANAPISI, public, two-year

**ESTABLISHED** 1970

**ENROLLMENT** 10,561

**FIRST-YEAR RETENTION RATE** 54%

**SIX-YEAR GRADUATION RATE** 29%

**ENDOWMENT** \$4,859,370

North Seattle Community College (NSCC) is reworking the entry into college for diverse students, many of whom are learning how to be college students while they raise families and work. NSCC's partnerships with multiple organizations ensure that students can start and stay in college by helping them navigate their way to financial stability. Two such partnerships stand out. The NSCC Financial Assets Building Program coordinates workshops and one-on-one consultations in the Opportunity Center for Employment and Education—a one-stop facility where people can access social and educational services that they need. Using a similar approach, NSCC partnered with the State Workforce Development Council and local employers to recruit a cohort of entry-level incumbent healthcare workers into an academic program that packages all the prerequisite courses and nursing courses for an associate's degree in nursing. At the heart of this program is a cohort of motivated students, a College Success Navigator, and an instructional team. The students work closely with their Navigator, who guides them through the program—from registering to learning study habits to managing work and family schedules. The instructional team develops a holistic curriculum to ensure that each member of the cohort is ready to enter and succeed in a rigorous nursing program.

(U.S. Department of Education, 2011c)



"I'm 20 years old and I'm majoring in forestry. My biggest influence would probably have to be my family, and my job. I work as an intern and a temporary employee at my tribal forestry. When I graduate college I am guaranteed a forester position there. I have a big family, and not many in my family went to college. I would like to be the one who gets a college degree. The main reason I decided to attend Salish Kootenai is because it is so close to home. Being a tribal member, our tribe offers a lot of help. They give us the first year's tuition free and a couple of tribal scholarships. SKC isn't a big school, for me it's a perfect place to get an education, the classes are not too big, and there is a lot of one on one help from the instructors."

MATTHEW LEVINICHOLAS PIERRE  
Salish Kootenai College

#### MINORITY SERVING INSTITUTIONS "MODELS OF SUCCESS" ADVISORY BOARD

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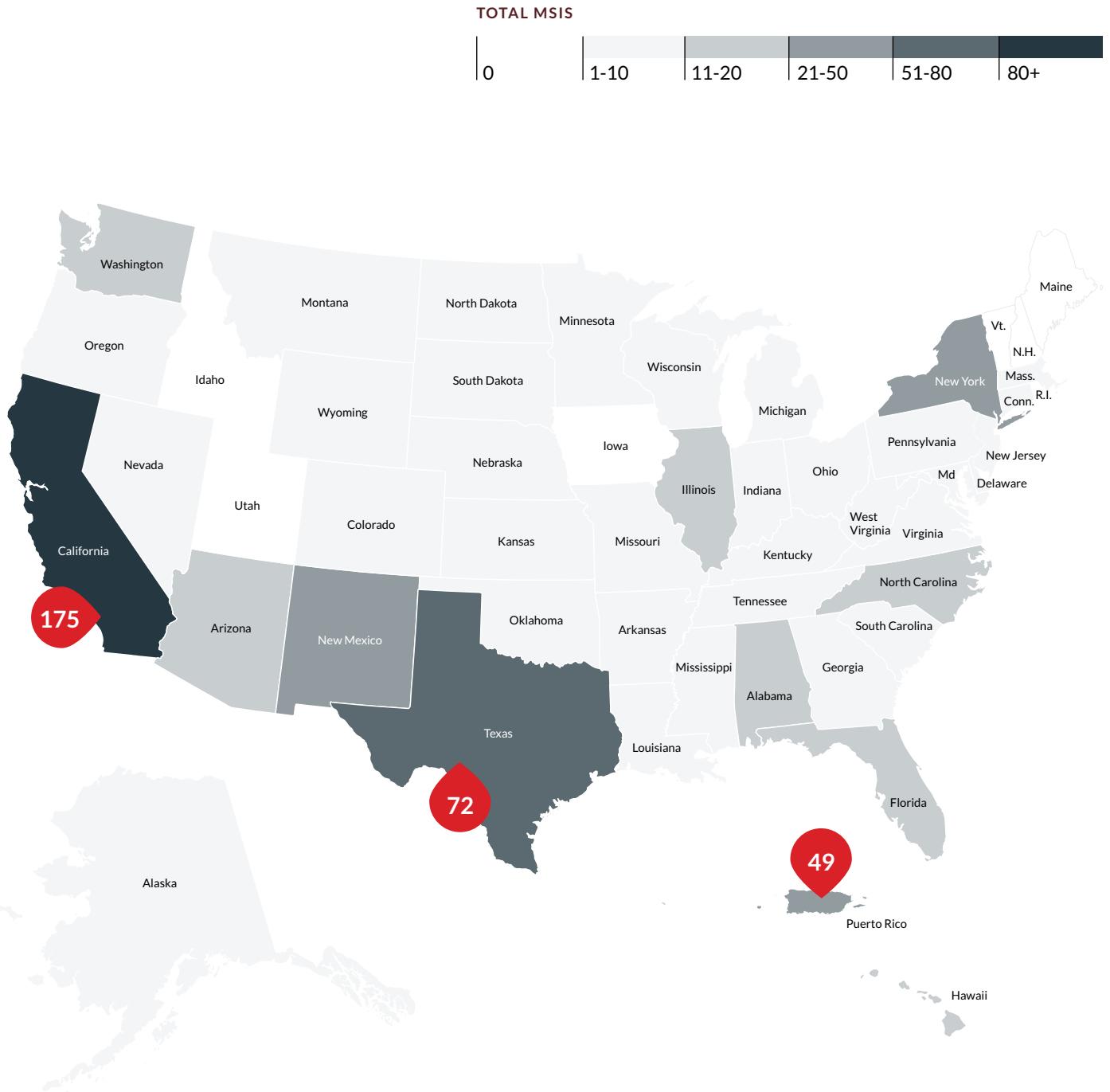
THE PENN  
GRADUATE  
SCHOOL OF  
EDUCATION

## Penn Center for Minority Serving Institutions

The **PENN CENTER FOR MINORITY SERVING INSTITUTIONS**, located at the University of Pennsylvania and under the direction of Professor Marybeth Gasman, focuses on elevating the educational contributions of MSIs by 1) ensuring their participation in national conversations; 2) increasing rigorous scholarship on MSIs; 3) connecting MSI academic and administrative leadership to leading reform and improvement organizations and initiatives in the United States; 4) advancing effective policies that will strengthen MSIs, the development and support of their students and faculty, and the quality of the elementary and secondary schools within their communities; 5) bringing together MSIs around their common interests, strengths, and challenges to increase efficiency and optimize resources; 6) bolstering the efforts of MSIs to close educational achievement gaps and assessment performance of disadvantaged communities; and 7) ensuring that the academic program offerings of MSIs are connected with the leading innovations in higher education.

► [www.gse.upenn.edu/cmsi](http://www.gse.upenn.edu/cmsi)

## TOTAL MSIs IN THE UNITED STATES



State/ U.S. Territory	AANAPISIs	HBCUs	HSIs	TCUs	Total
Alaska	1			1	2
Alabama		15			15
American Samoa	1				1
Arkansas		4			4
Arizona	1		9	2	12
California	70		105	175	#1
Colorado			8		8
Connecticut			3		3
Delaware		1			1
Federates States of Micronesia	1				1
Florida		4	14		18
Georgia		10			10
Guam	3				3
Hawaii	11				11
Illinois	7		12		19
Indiana			1		1
Kansas			4	1	5
Kentucky		1			1
Louisiana		6			6
Marshall Islands	1				1
Maryland	2	4			6
Massachusetts	4		3		7
Michigan		1		3	4
Minnesota	3			3	6
Missouri		2			2
Mississippi		7			7
Montana				7	7

State/ U.S. Territory	AANAPISIs	HBCUs	HSIs	TCUs	Total	
Nebraska				2	2	
Nevada	3			1	4	
New Jersey	2			6	8	
New Mexico				23	3	26
New York	18			11	33	
North Carolina			11		11	
North Dakota				4	5	
Ohio			2		2	
Oklahoma			1		3	
Oregon	1			2	3	
Palau	1				1	
Pennsylvania			2	1	3	
Puerto Rico				49	49	#3
South Carolina			8		8	
South Dakota				3	3	
Tennessee			7		7	
Texas	7		9	56	72	#2
Virginia	1		6		7	
U.S. Virgin Islands			1		1	
Washington	8			3	12	
Washington, D.C.			2		2	
West Virginia			2		2	
Wisconsin				2	2	
Wyoming				1	1	
<b>TOTAL</b>	<b>146</b>	<b>105</b>	<b>311</b>	<b>34</b>	<b>596</b>	

Although there are currently, 116 AANAPISIs, we have also included 30 'emerging' AANAPISIs as these institutions are on the verge of becoming AANAPISIs due to the rapidly growing AAPI population.



# What Can We Learn from MSIs about Cultivating Student Success?



## MSI LEADER SPOTLIGHT

*“Morehouse has a strong institutional identity and students benefit from clear expectations about what it means to be a Morehouse man. Expectations related to integrity, character and service are clear. Morehouse understands the importance of its history, tradition and mission. Students are taught to learn from history and value the contributions of men and women who came before them.”*

JANN H. ADAMS  
Associate Professor of Psychology  
Morehouse College

If our colleges and universities are to reach the degree attainment goals advanced by Lumina Foundation for Education and the Obama Administration, they will need to graduate far more students. We will meet this goal only if our institutions of higher learning are prepared to support and educate students who are diverse not only with respect to race, ethnicity, and socioeconomic status, but also with respect to their life experiences and expectations of college. Minority Serving Institutions, which already enroll a substantial share of our nation’s minority students—students who soon will make up more than half of our college-going population—are moving higher education toward realizing this agenda. The institutions in our three-year study of Minority Serving Institutions are embarking on new programs and practices that guide students toward their educational goals. These practices offer valuable lessons about how to enhance educational opportunity for all students. We offer here some of the lessons we have learned through our research.

**ESTABLISH ENVIRONMENTS IN WHICH EVERYONE CONTRIBUTES TO THE SUCCESS OF EVERY STUDENT.** MSIs have a record of success with underserved and often underprepared students in part because they believe that the challenges that many of their students face are not due to a lack of *capabilities* but rather to a lack of *opportunities*. Why does this belief matter? By believing in every student and expecting them to succeed, MSIs create environments where students who have had little success in school in the past find hope, motivation, and support. For example, at Paul Quinn College, the motto “Leave No Quinnette Behind” is more than rhetoric: leaders, faculty, and staff are prepared to track students down in their dorm rooms or visit them outside of the classroom or even supervise their studying to help students stay on course. Additionally, San Diego City College has developed practices for taking inexperienced first-year students by the hand as they learn how to be college students.

**ENGAGE STUDENTS IN CULTURALLY RELEVANT PROBLEM-SOLVING.** A hallmark of MSIs in the Models of Success study is the use of problem-based learning—including research experiences within courses and student internships—that engage students in opportunities to inquire into issues of concern to them and their communities. At Salish Kootenai College, for example, students’ study of water quality in their local watershed has helped shape standards for fish consumption. Why does this matter? In engaging in real-world problem solving, students often become far more invested in their education—viewing their education as closely linked to their personal lives and the well-being of their communities.



## MSI LEADER SPOTLIGHT

*At Paul Quinn College, student retention is paramount. The more retention has become the focus, and the more retention strategies are implemented across the campus, the more it is proven that student retention is everyone's role. Any threat to a student's success is a retention issue."*

KIZUWANDA GRANT  
Vice President for Academic Affairs  
Paul Quinn College

### COLLECT DATA TO GUIDE THE LEARNING AND PROGRESS OF EACH STUDENT.

Because MSIs recruit and enroll students who are sometimes not yet prepared to progress through college, these institutions routinely collect data about students' developing academic performance so that they are able to provide students with appropriate support. In addition to looking at benchmarks such as semester-to-semester persistence and course-completion rates, MSIs gather qualitative and quantitative data about students' prior educational experience, their subjective experience of college, their interactions with staff and faculty, and other aspects of their college experience. Beyond determining what factors contribute to student success and failure in college, MSIs use these data to reassess their educational practices and devise new practices. Why does this matter? Students who have had limited success in school are often not well served by traditional approaches to college education. A willingness to gather and use detailed data enables MSIs to develop alternative educational practices. For instance, after noticing that nursing students who were already working in healthcare stalled out in college math and biology courses, North Seattle Community College established instructional teams to look at student performance data across classes in order to create interventions that helped more than 90 percent of one cohort persist through the first year of a pre-nursing program.

**PROVIDE STUDENTS WITH OPPORTUNITIES TO LEARN FROM EXPERTS WHO ARE NOT THEIR TEACHERS.** MSIs have discovered that student learning is enhanced when students have a wide range of opportunities to learn from individuals who are not their classroom instructors. They recruit a range of experts—tutors, supplemental instructors, coaches, advisors, and others—to meet with individual students and groups in diverse settings to enhance their learning, covering everything from course content to their study habits to the challenges they are facing. Why does this matter? Students have different learning styles and knowledge of subject matter, and many students do not begin college prepared to ask the right questions or find the support they need. The MSIs in our study have found that students who interact with more than one expert have a chance to think about ideas and solve problems multiple times from multiple points of view without worrying about grades or the pressures of classroom dynamics. At La Sierra University, for instance, all first-year students have a coach—a La Sierra staff member who co-instructs students' first-year seminar and helps them choose classes, connect with a tutor when they need one, and negotiate the personal challenges of the first year of college.

**REQUIRE STUDENTS TO LEARN OUTSIDE THE CLASSROOM.** MSIs often require their students to participate in service learning experiences or internships or apprenticeships. Why does this matter? MSI students, many of whom have had little experience outside their home communities, often have a limited sense of where a college education can lead and why the hard work of college is worth it. By going off campus and contributing to a lab or a community organization, students discover that they are learning things that matter and, quite often, figure out what they want to do with their education. Part of the College of Menominee's STEM Leaders program, for instance, is a short internship at a university or lab far from the Menominee Reservation. Students return to campus with new confidence in their capabilities and new ideas about how they can use science to sustain the land and other resources that their communities depend on.

 MSI LEADER  
SPOTLIGHT

*"Student success is measured primarily through students' participation in campus life, persistence in their academic status/progression, and academic achievement (mainly, but not exclusively, grade point average). Given the relatively small size of the campus population, anecdotal data is also taken into account."*

LEROY HAMILTON JR.

Assistant Professor of English  
Norfolk State University



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*Center for*  
**MSIs**