

# Race and Ethnicity in Higher Education: A Status Report

## CHAPTER 9



### **Spotlight on Minority Serving Institutions**



## Race and Ethnicity in Higher Education: A Status Report

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This chapter is part of a larger report by the American Council on Education (ACE) titled *Race and Ethnicity in Higher Education: A Status Report*. The report and its accompanying microsite provide a data-informed foundation for those working to close persistent equity gaps by providing a comprehensive review of the educational pathways of today's college students and the educators who serve them.

*Race and Ethnicity in Higher Education: A Status Report* and the microsite were made possible through the generous support of The Andrew W. Mellon Foundation.

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# INTRODUCTION

Minority serving institutions, also known as MSIs, are an integral part of U.S. higher education, providing access to college for millions of students of color, many of whom are from low-income backgrounds and are the first in their family to attend college. While often referred to as a collective group, there are vast differences across MSIs in terms of their histories, missions, and student bodies. In fall 2016, over 700 institutions met the eligibility requirements to receive federal MSI designation.<sup>1</sup> Collectively, these institutions enrolled over 5 million undergraduate and graduate students.

MSIs are not only enrolling large percentages of students from diverse backgrounds, but are supporting them through to credential completion. Recent data show that, overall, MSIs have higher completion rates than what federal data suggest (Espinosa, Turk, and Taylor 2017). Moreover, these institutions contribute to the upward income mobility of the students they enroll, propelling their lowest income students up the income ladder at higher rates than non-MSIs (Espinosa, Kelchen, and Taylor 2018). As America's K–12 and college student populations continue to become more diverse in the years ahead (Hussar and Bailey 2017), we expect that the number of MSIs will steadily increase. Understanding enrollment and outcomes data for MSIs provides a lens by which we can view this important sector of higher education and their contributions to individuals, families, and communities.

## KEY FINDINGS

- In 2016, African American<sup>2</sup> students represented the majority of undergraduates enrolled at Historically Black Colleges and Universities (HBCUs). This pattern was evident across postsecondary sectors, with the exception of public two-year<sup>3</sup> HBCUs, which had slightly more racial and ethnic diversity.
- Overall, four in 10 students who started at a public four-year HBCU in fall 2010 completed a credential within six years. The total completion rate rose to six in 10 among students who attended college exclusively full time.
- Nearly half of students who started at a private nonprofit four-year HBCU in fall 2010 completed a credential within six years. The total completion rate increased for students who attended exclusively full time to more than six in 10.
- Across all sectors, American Indian or Alaska Native students represented the majority of undergraduate students enrolled at Tribal Colleges and Universities (TCUs). The majority of TCUs were public two-year institutions, followed by private nonprofit two-year institutions.
- In fall 2016, Hispanic students represented just under half of all students enrolled in Hispanic-Serving Institutions (HSIs). This pattern was similar across sectors, except for private nonprofit four-year HSIs, where Hispanic students represented more than half of all students.
- More than one-third of all students who started at a public two-year HSI in fall 2010 completed a credential within six years. The total completion rate for students who attended exclusively full time increased to over 50 percent.

1 In this report, MSI status was determined using data from the Department of Education's College Scorecard for the 2015–16 academic year, the most recent publicly available data at the time of analysis. Data from the College Scorecard provide the number of institutions that are eligible to apply for a grant under Title III and Title V of the Higher Education Opportunity Act of 2008. It should be noted that the number of MSIs whose designation is predicated on an institution reaching an enrollment threshold varies annually; therefore, this chapter covers a snapshot of institutions eligible for MSI designation and funding in one given fiscal year and is thus a conservative estimate of the number of MSIs.

2 The terms Black and African American are used interchangeably.

3 Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. For more information, please refer to the report's methods section.

- More than one-third of all students who started at a public two-year Alaska Native- and Native Hawaiian-Serving Institution in fall 2010 completed a credential within six years; this increased to slightly more than half for exclusively full-time students.
- Across all sectors, Asians and Native Hawaiians or other Pacific Islanders represented nearly one in five undergraduate students enrolled at Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs) in 2016. Turning to completions, nearly four in 10 students who started at a public two-year AANAPISI in fall 2010 completed a credential within six years. Among exclusively full-time students, about six in 10 completed within six years.
- Black students represented nearly half of all students enrolled at Predominantly Black Institutions (PBIs) in 2016. Just over one-third of students who started at a public two-year PBI in fall 2010 completed a credential within six years. Slightly less than half of exclusively full-time students completed within six years.
- Overall, American Indian or Alaska Native students were the second largest student group enrolled at Native American-Serving Nontribal Institutions (NASNTIs) in 2016. Nearly four in 10 students who started at a public two-year NASNTI in fall 2010, and nearly half of all exclusively full-time students completed a credential within six years of first enrolling.

Institutions can receive federal recognition as a minority serving institution in two ways. Historically designated MSIs—HBCUs and TCUs—were established with the specific purpose of providing access to higher education for Black and Native American<sup>4</sup> students. Institutions can also receive MSI recognition when they reach a specified enrollment threshold, outlined in legislation that defines each MSI type. As a result, institutions can meet the enrollment eligibility threshold for multiple MSI designations (e.g., an institution can be recognized as both an HSI and an AANAPISI). Since federal recognition is predicated on enrollment, MSIs determined by that criteria can have great variability in student demographics and institutional characteristics, even within each MSI type. For example, community colleges, large public institutions, and small private institutions could all be HSIs, but have different student bodies and resources with which to serve their students.

MSIs can apply for institutional capacity building grants from the Department of Education through Title III and Title V of the Higher Education Opportunity Act. Federal designation and participation in these programs further requires enrollment-based MSIs to meet additional eligibility requirements: institutions must enroll a high percentage of low-income students and have low educational and general expenditures, meaning they often have fewer resources with which to serve their students (Espinosa, Turk, and Taylor 2017). Research shows that MSIs invest their resources in institutional practices that meet students where they are, including intrusive advising; implementation of learning communities; academic and student support services that are culturally responsive; and faculty development (National Academies of Sciences, Engineering, and Medicine 2018; Garcia 2017; Garcia and Okhidoi 2015; CARE 2013; Teranishi et al. 2014). While not exhaustive, these practices serve as examples for the broader field of how MSIs serve the millions of students of color and students from low-income backgrounds that they enroll.

Historically, MSIs have been regionally concentrated. For example, the majority of HBCUs are located in the South and AANAPISIs in the West. However, as the population enrolling in postsecondary education continues to diversify, it can be expected that the number of enrollment-based MSIs will continue to grow throughout the nation.

<sup>4</sup> The terms Native American and American Indian are used interchangeably.

**Table 9.1: MSIs at a Glance**
**Department of Education Federal Institutional Eligibility Criteria by MSI Type**

<b>MSI Type</b>	<b>Acronym</b>	<b>Federal Recognition</b>	<b>Definition</b>
Historically Black Colleges and Universities	HBCU	Higher Education Act of 1965 <sup>1</sup>	Any historically Black college or university established prior to 1964, whose principal mission was, and is, the education of Black Americans.
Tribal Colleges and Universities	TCU	Tribally Controlled College or University Assistance Act of 1978 <sup>2,3</sup>	Institutions chartered by their respective Indian tribes through the sovereign authority of the tribes or by the federal government with the specific purpose to provide higher education opportunities to American Indians through programs that are locally and culturally based, holistic, and supportive.
Hispanic-Serving Institutions	HSI	Higher Education Act of 1992 <sup>4</sup>	Institutions with 25 percent or more total undergraduate Hispanic full-time equivalent student enrollment.
Alaska Native- and Native Hawaiian-Serving Institutions	ANNH	Higher Education Act of 1998 <sup>5</sup>	Alaska Native-Serving Institutions are institutions that have at least 20 percent Alaska Native students. Native Hawaiian-Serving Institutions are institutions that have at least 10 percent Native Hawaiian students. These institutions are collectively referred to as ANNH institutions.
Asian American and Native American Pacific Islander-Serving Institutions	AANAPISI	College Cost Reduction and Access Act of 2007 <sup>6,7</sup>	Institutions that have at least 10 percent enrollment of Asian American Pacific Islander students.
Predominantly Black Institutions	PBI	Higher Education Opportunity Act of 2008 <sup>8</sup>	Institutions that serve at least 1,000 undergraduate students; have at least 50 percent low-income or first-generation to college degree-seeking undergraduate enrollment; have low per-full-time undergraduate expenditure in comparison with other institutions offering similar instruction; and enroll at least 40 percent African American students. <sup>9</sup>
Native American-Serving, Nontribal Institutions	NASNTI	Higher Education Opportunity Act of 2008	Institutions that have at least 10 percent enrollment of Native American students. <sup>10</sup>

1 Higher Education Act of 1965, Pub. L. No. 89-329 (1965).

2 Tribally Controlled College or University Assistance Act of 1978, Pub. L. No. 95-471 (1978).

3 TCUs were not established by this piece of legislation, as they are founded by individual Native tribes. Rather, this piece of legislation provides federal support for these institutions.

4 Higher Education Act of 1992, Pub. L. No. 102-325 (1992).

5 Higher Education Act of 1998, Pub. L. No. 105-244 (1998).

6 College Cost Reduction and Access Act of 2007, Pub. L. No. 110-84 (2007).

7 AANAPISIs were first designated under the College Cost Reduction and Access Act of 2007. The AANAPISI program was further expanded under the Higher Education Opportunity Act of 2008 (AANAPISI 2016).

8 Higher Education Opportunity Act of 2008, Pub. L. No. 110-315 (2008).

9 It is important to note that these institutions are not the same as HBCUs in that PBIs are predicated on the institution meeting an enrollment threshold and HBCUs were established for the primary purpose of educating Black students.

10 It is important to note that these institutions are not the same as TCUs in that NASNTIs are predicated on the institution meeting an enrollment threshold, and TCUs were established for the purpose of educating Native American students.



## MSI ENROLLMENT AND OUTCOMES

According to the U.S. Department of Education, in 2015–16, 709 institutions<sup>5</sup> were eligible to apply for federal MSI designation and funding in the United States, its territories, and the District of Columbia. Of this number, 156 were public four-year institutions, 166 were private nonprofit four-year institutions, 321 were public two-year institutions, and 66 were private nonprofit two-year institutions.

**Table 9.2: Total Number of MSIs, by Sector and MSI Type**

	Total	Public Four-Year	Private Nonprofit Four-Year	Public Two-Year	Private Nonprofit Two-Year
Total MSIs	709	156	166	321	66
HBCU	99	40	41	11	7
TCU	34	1	0	25	8
HSI	375	77	88	182	27
ANNH	27	7	3	14	3
PBI	104	8	23	56	17
AANAPISI	120	36	23	54	7
NASNTI	26	9	2	12	3

Source: U.S. Department of Education, College Scorecard, 2015–16

Notes: “Total MSIs” reflects an unduplicated count of institutions. | Institutions eligible for multiple MSI designations are included in the total counts for each MSI type. For example, an institution that is eligible for AANAPISI and HSI designation appears in the total count for both MSI types. | Total number of HSIs includes one non-degree-granting, sub-baccalaureate institution. | Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | Total number of HBCUs does not include the three HBCUs that offer only graduate-level credentials.

The National Student Clearinghouse (NSC) is a national nonprofit organization that works with postsecondary institutions to provide educational reporting, verification, and research services (NSCRC 2018). Eighty-four percent of all Title IV degree-granting colleges and universities voluntarily participate in the Clearinghouse, providing NSC the ability to analyze data for 97 percent of all students enrolled in these institutions (Dundar and Shapiro 2016).

Given the Clearinghouse’s ability to follow students as they move through American higher education, including when they transfer from one institution to another, the NSC data provide a robust collection of student enrollment, persistence, transfer, and completion information. For this reason, NSC data provide a more complete picture of student completion than federal data has historically been able to.<sup>6</sup>

This chapter analyzes data for the cohort of students who first enrolled in fall 2010.<sup>7</sup> It analyzes six-year outcomes for select public two-year, public four-year, and private nonprofit four-year MSIs. Completion rates were calculated within six years of first enrollment, following students through spring 2016. Six years represents 300 percent of normal time at public two-year institutions and 150 percent of normal time at four-year institutions.

5 This report used the College Scorecard to identify institutions that were eligible to apply for federal funding in 2015–16 under Title III and Title V of the Higher Education Opportunity Act of 2008. The College Scorecard flagged 718 institutions as eligible to apply for MSI designation and funding. The total number of 709 MSIs includes only institutions that enrolled undergraduate students. Institutions were removed from this total if they did not enroll undergraduate students or if authors could not match enrollment information from the Integrated Postsecondary Education Data System (IPEDS).

6 In 2017, the U.S. Department of Education introduced new outcome measures in an effort to provide a broader picture of student success, particularly for non-first-time, full-time students (Jones 2017), although limitations still exist.

7 Due to small sample size, National Student Clearinghouse (NSC) data presented in this chapter reflect students who first started at an MSI regardless of their racial and ethnic group.

We share data on students overall, as well as students who enrolled in college exclusively full time. Looking at students who enrolled full time is important for two reasons. First, examining the outcomes of exclusively full-time students most closely approximates the Student Right-to-Know or federal graduation rate. However, unlike the federal graduation rate, data from NSC allow us to capture students who complete at an institution other than their starting college or university. Second, we know from decades of research that students who enroll in college full time are more likely to complete. While the proportion of students who enroll exclusively full time is diminishing (Bombardieri 2017; CCSSE 2017; Shapiro et al. 2017), these students are the most likely to complete their programs of study on time, making their completion rates the most straightforward to interpret and compare. Although the data here present six-year outcomes, many students who remain enrolled, regardless of enrollment pattern, will complete a credential outside of this six-year window.

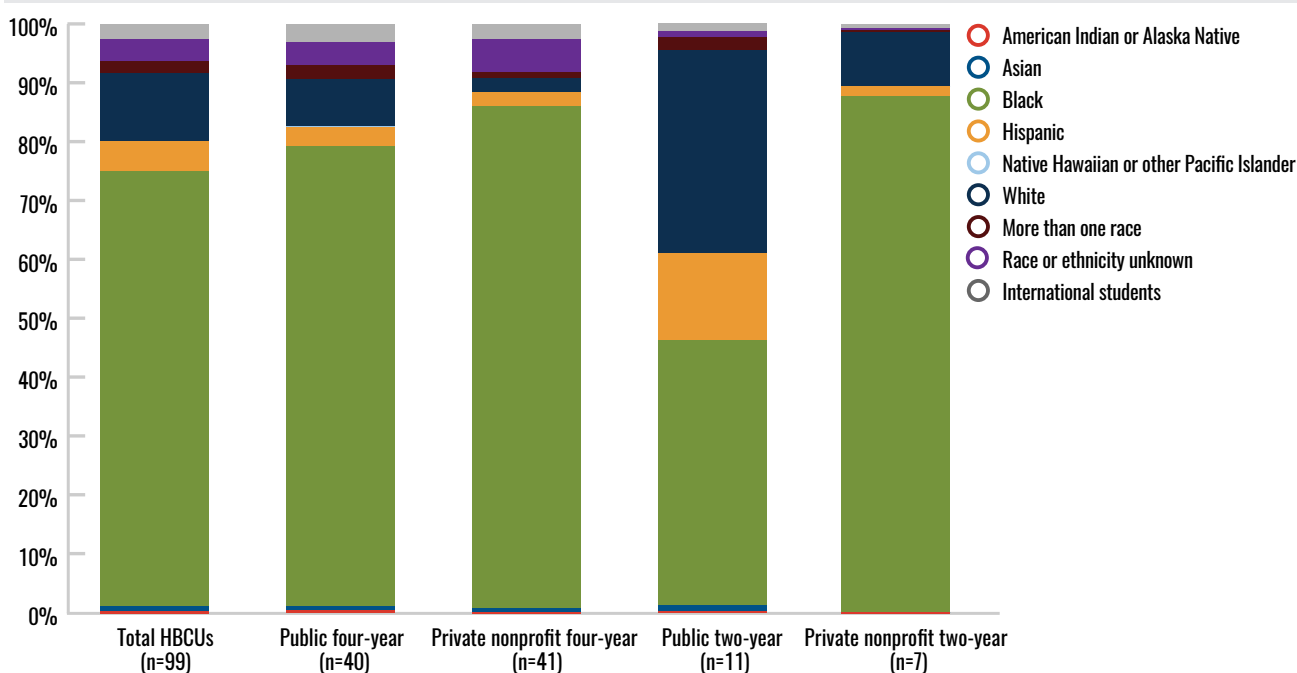
# HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

Historically Black Colleges and Universities (HBCUs) are institutions established prior to 1964, whose principle mission was, and is, the education of Black Americans. In fall 2016, there were 102 HBCUs<sup>8</sup> enrolling 267,276 undergraduate and 35,638 graduate students. Of these, 44 were private nonprofit four-year institutions, 40 were public four-year institutions, 11 were public two-year institutions, and seven were private nonprofit two-year institutions.

## Undergraduate Enrollment<sup>9</sup>

In 2016, Black students represented the majority of undergraduates enrolled at HBCUs. This pattern was evident across post-secondary sectors, with the exception of public two-year HBCUs, which had slightly more racial and ethnic diversity.

**Figure 9.1: Undergraduate Student Enrollment at HBCUs, by Sector and Race and Ethnicity: 2016**



Source: U.S. Department of Education, Integrated Postsecondary Education Data System, 2016

Note: Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

- Almost three-quarters of all undergraduate students enrolled at HBCUs were Black (73.8 percent). Over one in 10 (11.4 percent) were White, and 5.1 percent were Hispanic. The remaining 9.7 percent were from other backgrounds,<sup>10</sup> including 2.5 percent who were international students.<sup>11</sup>

<sup>8</sup> College Scorecard flagged 102 institutions as HBCUs in 2015–16. Analysis for undergraduate enrollment and completions excludes the three HBCUs that were classified as graduate student only institutions.

<sup>9</sup> Counts of institutions are included throughout the enrollment figures in this chapter. It is important to note that undergraduate enrollment data from IPEDS include all institutions within each MSI type that report federal data to the U.S. Department of Education. Completion rate data from the NSC only include those institutions that voluntarily report data to the NSC. As a result, counts of students are included throughout the outcomes tables in this chapter.

<sup>10</sup> Race and ethnicity unknown is included among the racial and ethnic categories within IPEDS data, which are used in this chapter of the report. As a result, tables and figures include this group alongside other racial and ethnic categories.

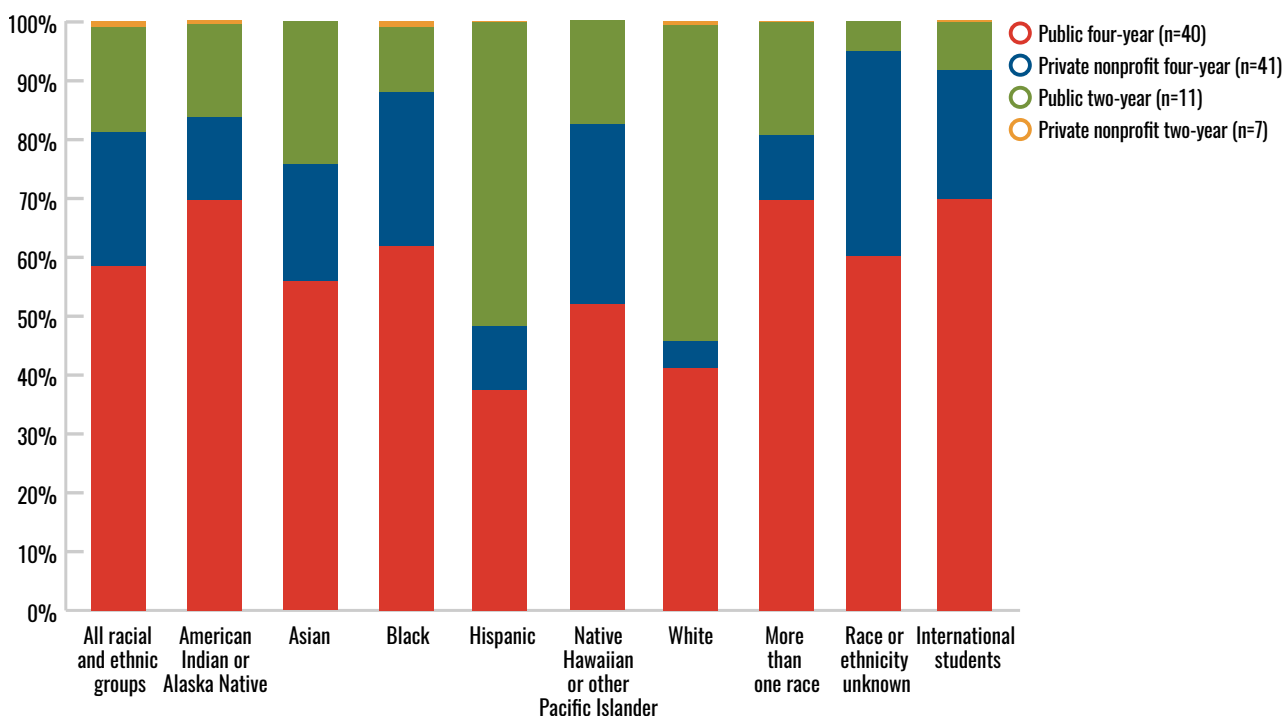
<sup>11</sup> The National Center for Education Statistics (NCES) defines a nonresident alien as “a person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.” In this report, nonresident aliens are labeled as international students.



- Black students represented the majority of students enrolled at public four-year (78.0 percent), private nonprofit four-year (85.1 percent), and private nonprofit two-year (87.5 percent) HBCUs. However, Black students represented less than half of all students at public two-year HBCUs (45.0 percent), followed by White students (34.3 percent) and Hispanic students (14.7 percent).

Over half of all Black undergraduate students enrolled at HBCUs attended a public four-year HBCU (61.9 percent), followed by private nonprofit four-year (26.1 percent), public two-year (10.9 percent), and private nonprofit two-year (1.1 percent) HBCUs. The majority of other student groups also enrolled in public four-year HBCUs, with the exception of Hispanic and White students, who were more likely to enroll in public two-year HBCUs (51.6 and 53.5 percent, respectively), compared with other sectors.

**Figure 9.2: Undergraduate Student Enrollment at HBCUs Across Sectors, by Race and Ethnicity: 2016**



Source: U.S. Department of Education, Integrated Postsecondary Education Data System, 2016

Note: Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

## Public Two-Year HBCUs: Completion Rates

Overall, one-third of students who started at a public two-year HBCU in fall 2010 completed a credential (at their starting institution or at another institution) within six years. The total completion rate increased to close to half for exclusively full-time students (48.7 percent).

**Table 9.3: Six-Year Outcomes (300% of Normal Time) for Students Who Started at Public Two-Year HBCUs: Fall 2010 Cohort**

	<b>Total Completion Rate</b>	<b>1st Completion at Starting Institution</b>	<b>1st Completion at Different Institution: Two-Year</b>	<b>1st Completion at Different Institution: Four-Year</b>	<b>Subsequent Completion at a Four-Year</b>	<b>Still Enrolled (at Any Institution)</b>	<b>Not Enrolled (at Any Institution)</b>
<b>Overall Cohort (n=6,851)</b>	33.4%	23.9%	3.5%	6.0%	3.6%	13.4%	53.2%
<b>Exclusively Full-Time (n=1,853)</b>	48.7%	40.3%	2.7%	5.7%	8.2%	4.1%	47.2%

Source: National Student Clearinghouse Research Center

### First Completion at Starting Institution

Almost one-quarter of all students who started at a public two-year HBCU completed at their starting institution within six years (23.9 percent). The completion rate increased to 40.3 percent for students who enrolled exclusively full time.

### Transfer and Completion

About one in 10 students who started at a public two-year HBCU in 2010 transferred to another institution to complete their first certificate or degree: 3.5 percent did so at another two-year institution and 6.0 percent did so at a four-year institution. About 4 percent of students who completed their first credential at a two-year institution went on to earn a subsequent degree from a four-year institution (3.6 percent). Students who enrolled exclusively full time were slightly less likely to transfer and complete their first credential at a different institution (8.5 percent), but more than twice as likely to complete a subsequent credential at a four-year institution within six years (8.2 percent).

### Non-completion

A little more than one in 10 students in the 2010 cohort remained enrolled in college six years after entry (13.4 percent), and a little more than half were no longer enrolled and had not completed a credential (53.2 percent). These rates decreased for students who enrolled exclusively full time, with 4.1 percent who remained enrolled and 47.2 percent no longer enrolled at any institution in the sixth year.

## Public Four-Year HBCUs: Completion Rates

Overall, 42.0 percent of students who started at a public four-year HBCU in fall 2010 completed a credential (at their starting institution or at another institution) within six years. The total completion rate rose to 60.1 percent for students who attended college exclusively full time.

**Table 9.4: Six-Year Outcomes (150% of Normal Time) for Students Who Started at Public Four-Year HBCUs: Fall 2010 Cohort**

	<b>Total Completion Rate</b>	<b>1st Completion at Starting Institution</b>	<b>1st Completion at Different Institution: Two-Year</b>	<b>1st Completion at Different Institution: Four-Year</b>	<b>Still Enrolled (at Any Institution)</b>	<b>Not Enrolled (at Any Institution)</b>
<b>Overall Cohort (n=30,354)</b>	42.0%	32.3%	2.9%	6.8%	18.9%	39.0%
<b>Exclusively Full-Time (n=13,568)</b>	60.1%	51.4%	1.7%	7.0%	8.5%	31.4%

Source: National Student Clearinghouse Research Center

## First Completion at Starting Institution

Nearly one-third of students who started at a public four-year HBCU completed at their starting institution (32.3 percent). This completion rate increased to over half for students enrolled exclusively full time (51.4 percent).

## Transfer and Completion

About 10 percent of students completed their credential at another institution: 2.9 percent did so at a two-year institution and 6.8 percent did so at another four-year institution. The transfer and completion rate decreased slightly for students who enrolled exclusively full time, to 8.7 percent.

## Non-completion

Nearly one in five students from the 2010 cohort remained enrolled six years after college entry (18.9 percent), and over one-third were no longer enrolled at any institution (39.0 percent). These rates decreased for students enrolled exclusively full time—the percent of students who remained enrolled fell to 8.5 percent, while the percent of students who left without completing decreased to 31.4 percent.

## Private Nonprofit Four-Year HBCUs: Completion Rates

Nearly half of students who started at a private nonprofit four-year HBCU completed a credential (at their starting institution or at another institution) within six years (47.1 percent). The total completion rate increased for students who attended exclusively full time to 63.6 percent.

**Table 9.5: Six-Year Outcomes (150% of Normal Time) for Students Who Started at Private Nonprofit Four-Year HBCUs: Fall 2010 Cohort**

	<b>Total Completion Rate</b>	<b>1st Completion at Starting Institution</b>	<b>1st Completion at Different Institution: Two-Year</b>	<b>1st Completion at Different Institution: Four-Year</b>	<b>Still Enrolled (at Any Institution)</b>	<b>Not Enrolled (at Any Institution)</b>
<b>Overall Cohort (n=11,798)</b>	47.1%	37.3%	2.2%	7.6%	16.7%	36.3%
<b>Exclusively Full-Time (n=6,703)</b>	63.6%	55.0%	1.4%	7.2%	6.9%	29.6%

Source: National Student Clearinghouse Research Center

## First Completion at Starting Institution

Nearly four in 10 students who started at a private nonprofit four-year HBCU completed a degree at their starting institution (37.3 percent) within six years. This rate increased to over half for students who enrolled exclusively full time (55.0 percent).

## Transfer and Completion

Nearly one in 10 students completed their first credential at another institution: 2.2 percent did so at a two-year institution and 7.6 percent did so at another four-year institution. These rates decreased slightly for the exclusively full-time sub-cohort: 1.4 percent completed at a two-year institution and 7.2 percent completed at another four-year institution.

## Non-completion

Of students who started at a private nonprofit four-year HBCU in 2010, 16.7 percent remained enrolled in the sixth year, while over one-third of students were no longer enrolled at any institution (36.3 percent). These rates decreased for students enrolled exclusively full time, with 6.9 percent still enrolled and 29.6 percent left without completing a credential.

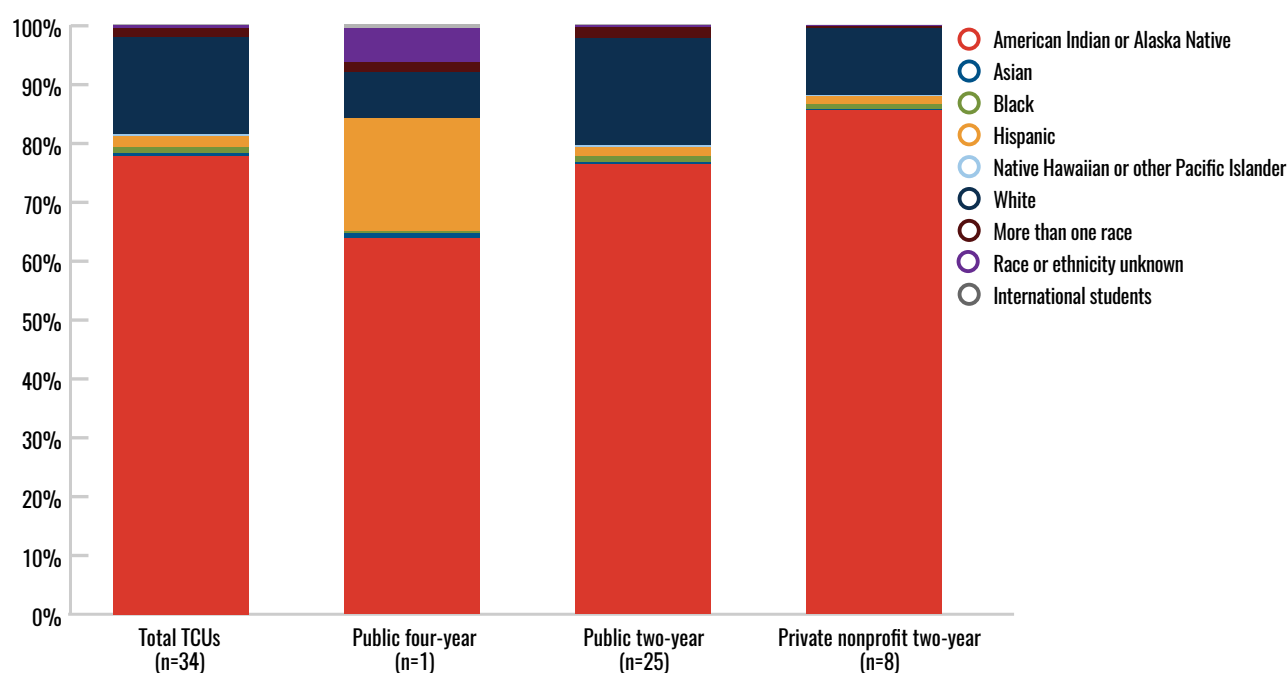
## TRIBAL COLLEGES AND UNIVERSITIES

Tribal Colleges and Universities (TCUs) are chartered by their respective Indian tribes through the sovereign authority of the tribes or by the federal government. In 2016, there were 34 TCUs<sup>12</sup> enrolling 16,677 undergraduate and 143 graduate students. Of these, 25 were public two-year colleges, eight were private nonprofit two-year institutions, and one was a public four-year institution. Due to small sample sizes, completion rate data are unavailable for TCUs.

### Undergraduate Enrollment

American Indian or Alaska Native<sup>13</sup> students represented the majority of undergraduate students enrolled at TCUs, a pattern that held true across sectors.

**Figure 9.3: Undergraduate Student Enrollment at TCUs, by Sector and Race and Ethnicity: 2016**



Source: U.S. Department of Education, Integrated Postsecondary Education Data System, 2016

Note: Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

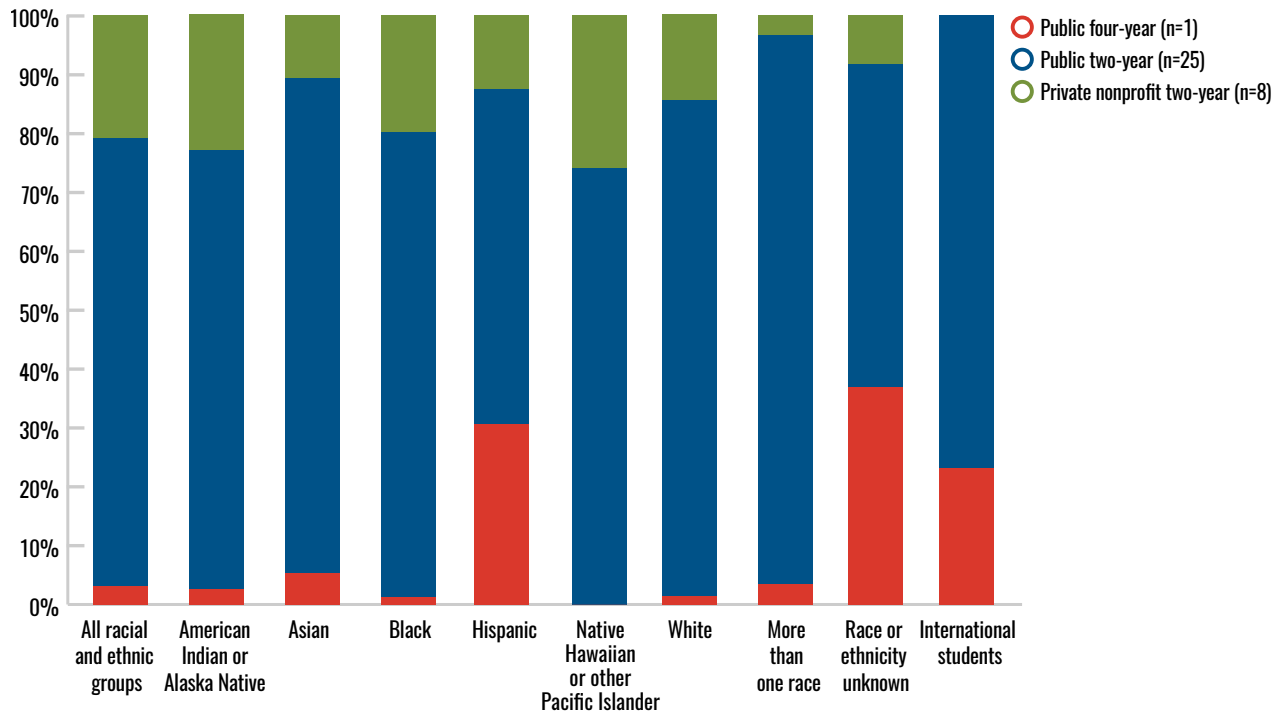
- More than three-quarters of all undergraduate students enrolled at TCUs in 2016 were American Indian or Alaska Native (77.8 percent). White students represented the second largest group (16.5 percent); the remaining 5.7 percent of undergraduate students were from other backgrounds.
- The student body at the one public four-year TCU was slightly more diverse, where Hispanics represented one-fifth of the study body, American Indian or Alaska Native students represented 63.8 percent, and Whites made up 7.7 percent.

Most students attending TCUs enrolled at public two-year institutions, followed by private nonprofit two-year institutions. Nearly three-quarters of all American Indian or Alaska Native undergraduate students enrolled at TCUs attended a public two-year institution (74.5 percent), and slightly less than one-quarter were enrolled at private nonprofit two-year institutions (23.0 percent). The majority of students from other groups were also enrolled in public two-year TCUs. A larger share of Hispanic students, however, were enrolled in the public four-year institution (30.7 percent) than most other groups.

<sup>12</sup> The total count of TCUs only includes those institutions that report data to IPEDS.

<sup>13</sup> Data from IPEDS, from which this analysis was derived, do not disaggregate enrollment data for individuals who are American Indian or Alaska Native. Therefore, estimates in this chapter represent these groups as a combined total.

**Figure 9.4: Undergraduate Student Enrollment at TCUs Across Sector, by Race and Ethnicity: 2016**



Source: U.S. Department of Education, Integrated Postsecondary Education Data System, 2016

Note: Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

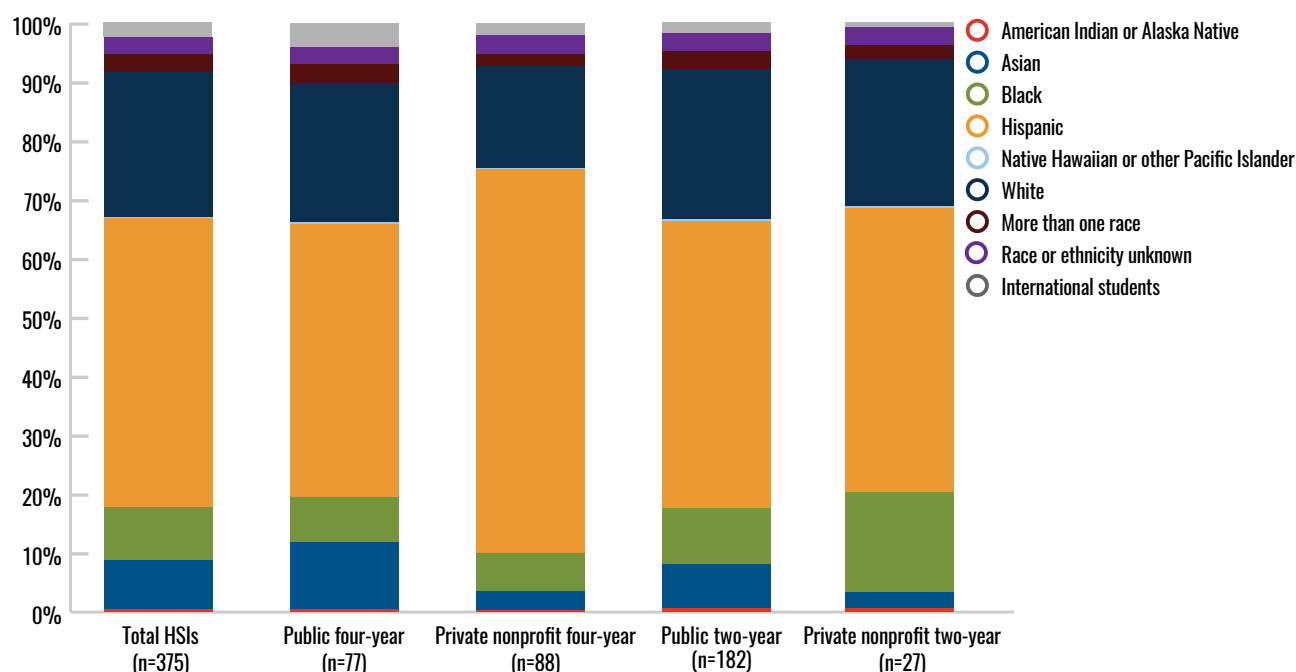
# HISPANIC-SERVING INSTITUTIONS

Hispanic-Serving Institutions (HSIs) are institutions with 25 percent or more total undergraduate Hispanic full-time equivalent student enrollment. In 2016, there were 375 HSIs<sup>14</sup> enrolling about 3.5 million undergraduate and 290,080 graduate students. Of this number, 182 were public two-year colleges, 88 were private nonprofit four-year institutions, 77 were public four-year institutions, and 27 were private nonprofit two-year institutions.

## Undergraduate Enrollment

Hispanic students represented just under half of all students enrolled in HSIs. This pattern was similar across sectors, with the exception of private nonprofit four-year HSIs, where more than half of students were Hispanic.

**Figure 9.5: Undergraduate Student Enrollment at HSIs, by Sector and Race and Ethnicity: 2016**



Source: U.S. Department of Education, Integrated Postsecondary Education Data System, 2016

Notes: Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | The total count for HSIs includes one non-degree-granting, sub-baccalaureate institution.

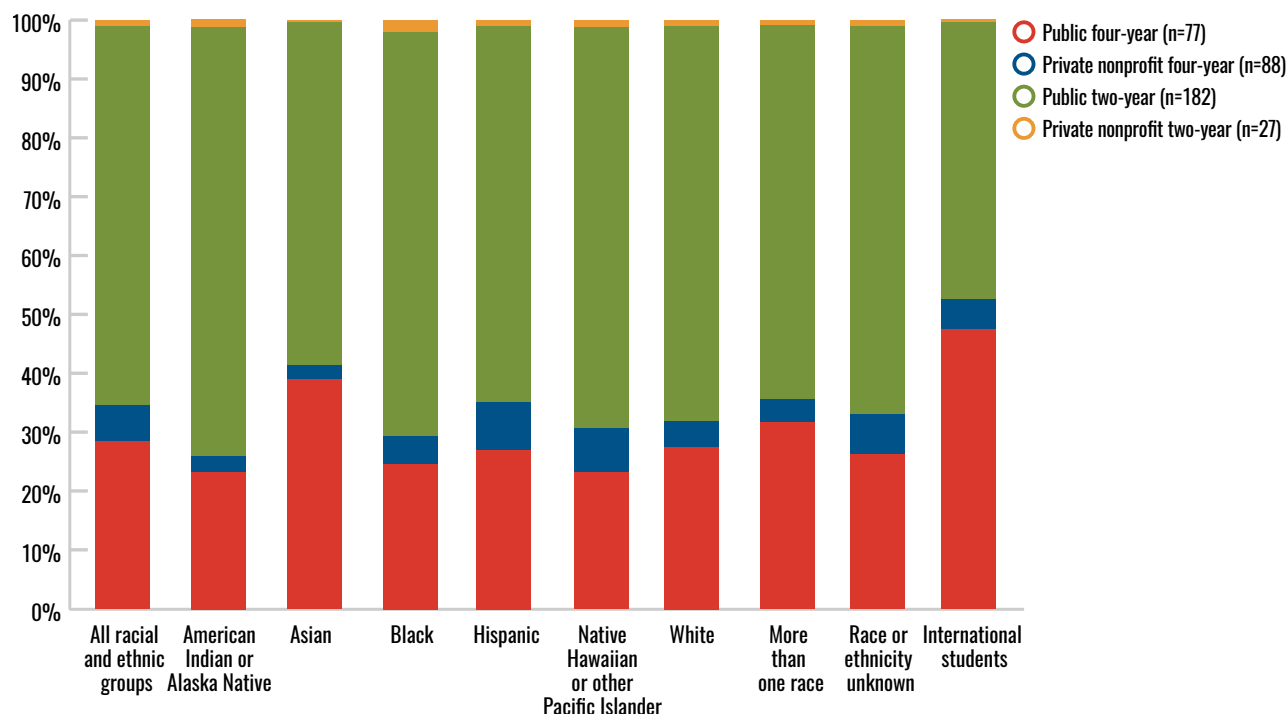
- Hispanics represented nearly half of all undergraduate students at HSIs in 2016 (49.0 percent), followed by White (24.6 percent), Black (9.0 percent), and Asian (8.3 percent) students. The remaining 9.2 percent were from other backgrounds, including 2.5 percent who were international students.
- Enrollment at private nonprofit four-year HSIs followed a different pattern than other sectors. Hispanics represented 65.0 percent of students, followed by White (17.3 percent), and Black (6.6 percent) students.

The majority of Hispanic students attending HSIs enrolled in public two-year institutions (63.8 percent), compared with public four-year (27.0 percent), private nonprofit four-year (8.2 percent), and private nonprofit two-year (1.0 percent) HSIs. The majority of students from other groups were also enrolled in public two-year HSIs, with the exception of international students who were as likely to enroll in public two-year and public four-year HSIs (47.1 percent and 47.5 percent, respectively).

<sup>14</sup> The total count for HSIs includes one non-degree-granting, sub-baccalaureate institution.



**Figure 9.6: Undergraduate Student Enrollment at HSIs Across Sector, by Race and Ethnicity: 2016**



Source: U.S. Department of Education, Integrated Postsecondary Education Data System, 2016

Notes: Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted. | The total count for HSIs includes one non-degree-granting, sub-baccalaureate institution.

## Public Two-Year HSIs: Completion Rates

Over one-third of students who started at a public two-year HSI completed a credential (at their starting institution or at another institution) within six years (34.2 percent). The total completion rate for students who attended exclusively full time rose to 53.0 percent.

**Table 9.6: Six-Year Outcomes (300% of Normal Time) for Students Who Started at Public Two-Year HSIs: Fall 2010 Cohort**

	Total Completion Rate	1st Completion at Starting Institution	1st Completion at Different Institution: Two-Year	1st Completion at Different Institution: Four-Year	Subsequent Completion at a Four-Year	Still Enrolled (at Any Institution)	Not Enrolled (at Any Institution)
Overall Cohort (n=273,604)	34.2%	22.0%	3.6%	8.5%	5.8%	22.1%	43.8%
Exclusively Full-Time (n=43,118)	53.0%	37.9%	3.3%	11.8%	16.8%	4.3%	42.8%

Source: National Student Clearinghouse Research Center

## First Completion at Starting Institution

More than one in five students who began college at a public two-year HSI completed their first credential at their starting institution (22.0 percent). The completion rate was much higher for students who enrolled full time, at 37.9 percent.

## Transfer and Completion

About 12 percent of students overall completed their first credential at another institution: 3.6 percent did so at another two-year institution and 8.5 percent did so at a four-year institution. Among all students who started at a public two-year HSI, 5.8 percent completed an additional, subsequent degree at a four-year institution. These rates increased for students who studied exclusively full time: 15.1 percent of full-time students transferred and completed their first credential at another institution, while the percent of students who went on to complete a subsequent degree at a four-year institution nearly tripled (16.8 percent).

## Non-completion

A little more than one in five students who started college in 2010 remained enrolled in 2016 (22.1 percent). More than 40 percent of students had left without completing a credential (43.8 percent). Exclusively full-time students were substantially less likely to remain enrolled in the sixth year (4.3 percent), but were nearly as likely as students were overall to have left without completing a credential (42.8 percent).

## Public Four-Year HSIs: Completion Rates

Among students who started at a public four-year HSI, over half completed a credential within six years (53.6 percent), either at their starting institution or at another institution. The total completion rate increased to more than three-quarters of exclusively full-time students completed within six years (76.4 percent).

**Table 9.7: Six-Year Outcomes (150% of Normal Time) for Students Who Started at Public Four-Year HSIs: Fall 2010 Cohort**

	<b>Total Completion Rate</b>	<b>1st Completion at Starting Institution</b>	<b>1st Completion at Different Institution: Two-Year</b>	<b>1st Completion at Different Institution: Four-Year</b>	<b>Still Enrolled (at Any Institution)</b>	<b>Not Enrolled (at Any Institution)</b>
<b>Overall Cohort (n=167,859)</b>	53.6%	41.9%	3.0%	8.7%	18.0%	28.5%
<b>Exclusively Full-Time (n=53,705)</b>	76.4%	67.4%	2.0%	7.0%	5.6%	18.1%

Source: National Student Clearinghouse Research Center

## First Completion at Starting Institution

About four in 10 students who started at a public four-year HSI completed at their starting institution (41.9 percent). This rate increased to more than two-thirds of students among those who studied exclusively full time (67.4 percent).

## Transfer and Completion

Over one in 10 students who started at a public four-year HSI transferred and completed at another institution: 3.0 percent did so at a two-year institution and 8.7 percent did so at another four-year institution. Students who enrolled exclusively full time were slightly less likely to complete at another institution (9.0 percent).

## Non-completion

Nearly one in five students remained enrolled six years after starting college (18.0 percent), and more than one-quarter of all students left without completing a degree (28.5 percent). These rates decreased substantially for students who enrolled exclusively full time, where 5.6 percent of full-time students remained enrolled and 18.1 percent had left without a credential.

## Private Nonprofit Four-Year HSIs: Completion Rates

Over half of all students who started at a private nonprofit four-year HSI completed a credential (at their starting institution or at another institution) within six years (61.0 percent). The total completion rate increased to more than three-quarters of exclusively full-time students (76.4 percent).

**Table 9.8: Six-Year Outcomes (150% of Normal Time) for Students Who Started at Private Nonprofit Four-Year HSIs: Fall 2010 Cohort**

	<b>Total Completion Rate</b>	<b>1st Completion at Starting Institution</b>	<b>1st Completion at Different Institution: Two-Year</b>	<b>1st Completion at Different Institution: Four-Year</b>	<b>Still Enrolled (at Any Institution)</b>	<b>Not Enrolled (at Any Institution)</b>
<b>Overall Cohort (n=20,605)</b>	61.0%	48.0%	3.1%	9.9%	12.8%	26.3%
<b>Exclusively Full-Time (n=10,682)</b>	76.4%	66.6%	1.8%	8.0%	4.3%	19.3%

Source: National Student Clearinghouse Research Center

### First Completion at Starting Institution

Almost half of all students who started at a private nonprofit four-year HSI completed at their starting institution (48.0 percent) within six years. This rate increased to 66.6 percent for students who enrolled exclusively full time.

### Transfer and Completion

Thirteen percent of students completed at a different institution within six years: 3.1 percent did so at a two-year institution and 9.9 percent did so at a different four-year institution. Roughly one in 10 students who enrolled exclusively full time completed a credential at a different institution (9.8 percent).

### Non-completion

More than 10 percent of students who started in 2010 remained enrolled six years later (12.8 percent), and more than one-quarter were not enrolled in any college and did not earn a degree (26.3 percent). These rates decreased for students who enrolled exclusively full time, of whom 4.3 percent remained enrolled, and 19.3 percent left college without completing a degree.

# ALASKA NATIVE- AND NATIVE HAWAIIAN-SERVING INSTITUTIONS

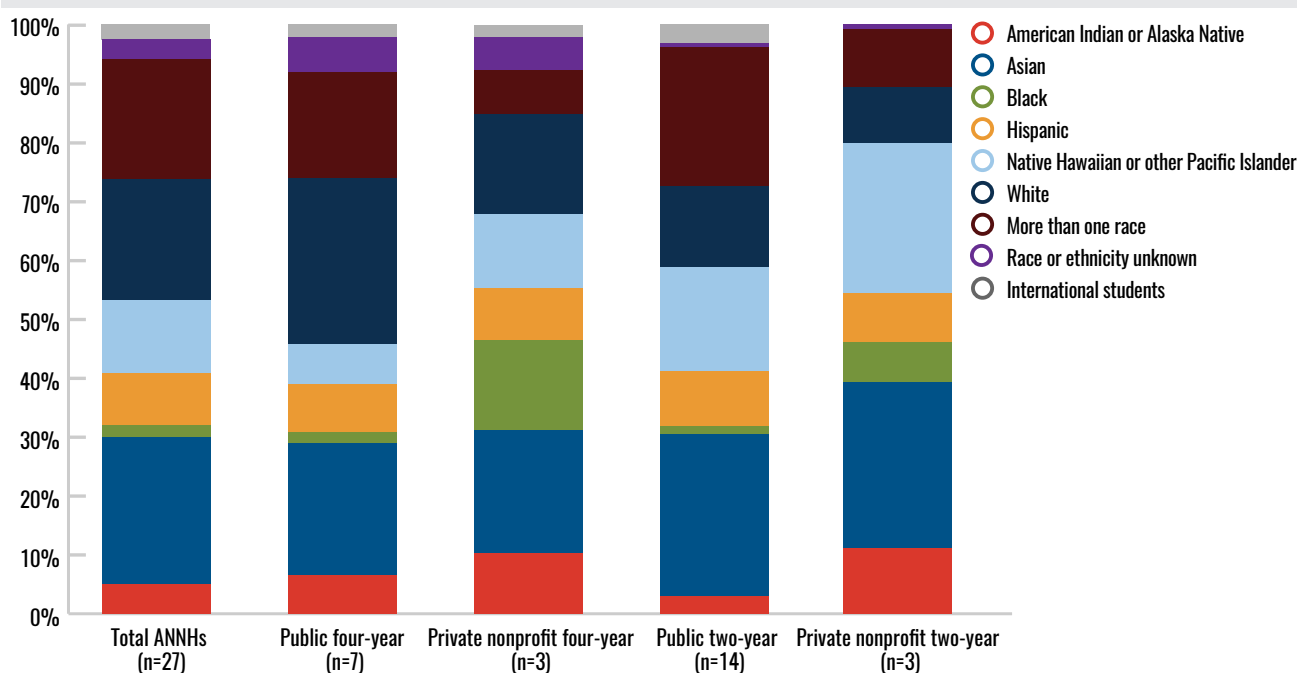
Alaska Native-Serving Institutions are institutions with at least 20 percent Alaska Native undergraduate students. Native Hawaiian-Serving Institutions are institutions with at least 10 percent Native Hawaiian<sup>15</sup> undergraduate student enrollment. Collectively, these institutions are referred to as ANNH institutions; in 2016, there were 27 ANNHs enrolling 83,225 undergraduate and 9,075 graduate students. Of these, 14 were public two-year institutions, seven were public four-year institutions, and three each were private nonprofit two-year and private nonprofit four-year institutions.

This report utilizes data from the U.S. Department of Education's College Scorecard to identify institutions that were eligible in 2015–16 to apply for a grant under Title III and Title V of the Higher Education Opportunity Act of 2008. Under this act, Alaska Native-Serving Institutions and Native Hawaiian-Serving Institutions have different enrollment thresholds for meeting eligibility requirements for federal MSI designation and funding. Although the enrollment threshold varies for the two MSI types, these institutions are collectively referred to as ANNH institutions and are under the same program within Title III. As a result, the College Scorecard identifies institutions as eligible for ANNH designation and funding, but does not explicitly state whether an institution is an Alaska Native-Serving Institution or a Native Hawaiian-Serving Institution. Therefore, the data for this section examine enrollment and outcomes for these institutions as a collective MSI type. Of note, completion rate data for private nonprofit four-year ANNHs were not available due to small sample size.

## Undergraduate Enrollment

Roughly one-quarter of all undergraduate students at ANNHs were Asian. American Indian or Alaska Native and Native Hawaiian or other Pacific Islander students represented slightly fewer than one in five students enrolled at these institutions. Of note, and as described in the text box above, enrollment by distinct racial and ethnic groups at ANNH institutions can be misleading given that the two institution types (Alaska Native-Serving Institutions and Native Hawaiian-Serving Institutions) are combined into one overarching MSI type; the reader should interpret these data with that limitation in mind.

**Figure 9.7: Undergraduate Student Enrollment at ANNHs, by Sector and Race and Ethnicity: 2016**



Source: U.S. Department of Education, Integrated Postsecondary Education Data System, 2016

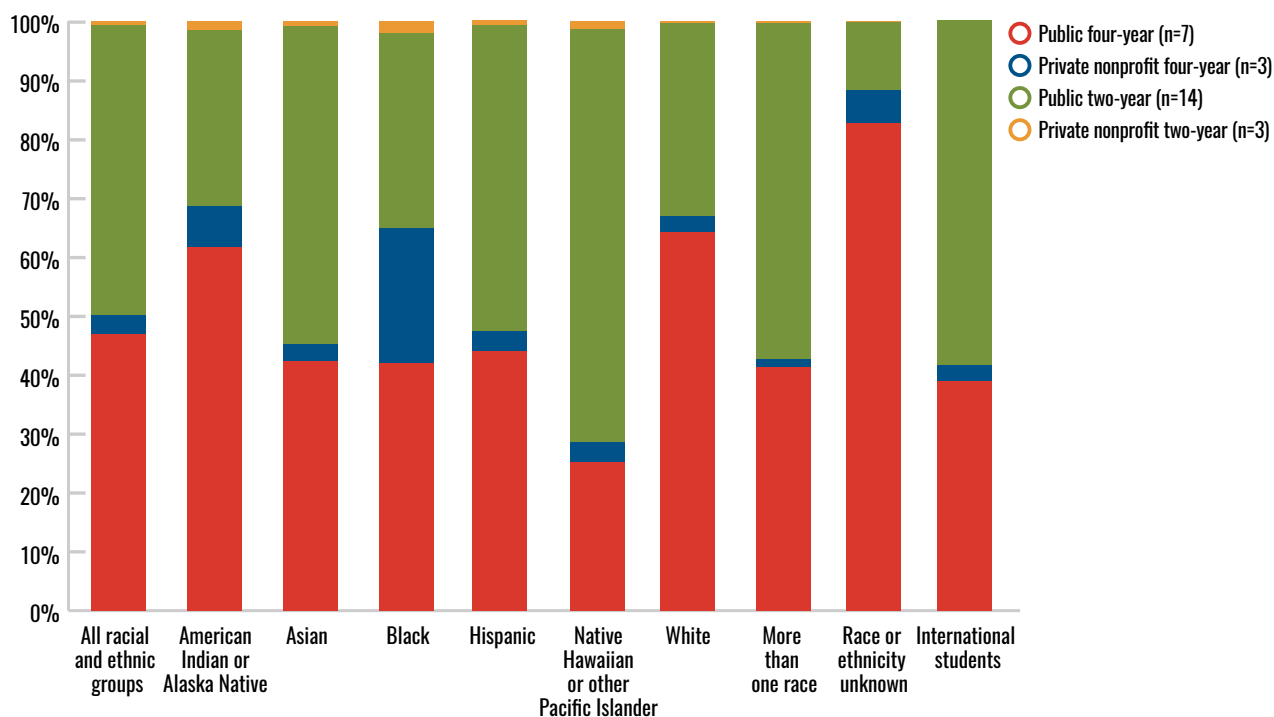
Note: Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

<sup>15</sup> Data from IPEDS, from which this analysis was derived, do not disaggregate enrollment data for individuals who are Native Hawaiian or other Pacific Islander. Therefore, estimates in this chapter represent these groups as a combined total.

- About one-quarter of all undergraduate students enrolled at ANNHs in fall 2016 were Asian (24.9 percent), followed by White students (20.6 percent) and students of more than one race (20.2 percent). American Indian or Alaska Native and Native Hawaiian or other Pacific Islander students represented 17.4 percent of all undergraduate students at ANNHs in 2016. The remaining 16.9 percent were from other backgrounds.
- By sector, American Indian or Alaska Native and Native Hawaiian or other Pacific Islander students together represented the largest share of students at private nonprofit four-year (22.9 percent) and private nonprofit two-year (36.5 percent) institutions. The second largest racial and ethnic group within both sectors was Asian students.

Students enrolled at ANNH institutions were more likely to attend public institutions than private nonprofit institutions. The majority of American Indian or Alaska Native students at ANNHs were enrolled in public four-year institutions (61.7 percent), followed by public two-year (29.9 percent), private nonprofit four-year (6.9 percent), and private nonprofit two-year (1.5 percent) institutions. Native Hawaiian or other Pacific Islander students followed a different pattern, with the majority of these students enrolling in public two-year ANNHs (70.0 percent), followed by public four-year (25.2 percent), private nonprofit four-year (3.4 percent), and private nonprofit two-year (1.4 percent) institutions.

**Figure 9.8: Undergraduate Student Enrollment at ANNHs Across Sector, by Race and Ethnicity: 2016**



Source: U.S. Department of Education, Integrated Postsecondary Education Data System, 2016

Note: Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

- More than half of Asian students (54.0 percent), Hispanic students (52.0 percent), students of more than one race (57.0 percent), and international students (58.4 percent) who attended ANNHs were enrolled in public two-year institutions, while nearly two-thirds of White students were enrolled in public four-year ANNHs (64.3 percent).
- The share of Black students who attended public four-year ANNHs was 42.0 percent, followed by 33.2 percent at public two-year, and 22.8 percent at private nonprofit four-year institutions.

## Public Two-Year ANNHs: Completion Rates

More than one-third of all students who started at a public two-year ANNH completed a credential within six years at their starting institution or at another institution (39.3 percent). The total completion rate increased to slightly more than half for exclusively full-time students (50.7 percent).

**Table 9.9: Six-Year Outcomes (300% of Normal Time) for Students Who Started at Public Two-Year ANNHs: Fall 2010 Cohort**

	Total Completion Rate	1st Completion at Starting Institution	1st Completion at Different Institution: Two-Year	1st Completion at Different Institution: Four-Year	Subsequent Completion at a Four-Year	Still Enrolled (at Any Institution)	Not Enrolled (at Any Institution)
Overall Cohort (n=5,510)	39.3%	31.6%	4.1%	3.7%	7.6%	11.6%	49.1%
Exclusively Full-Time (n=1,483)	50.7%	43.8%	2.5%	4.4%	16.1%	3.0%	46.3%

Source: National Student Clearinghouse Research Center

### First Completion at Starting Institution

Slightly less than one-third of students who started at a public two-year ANNH completed at their starting institution (31.6 percent). This completion rate increased to 43.8 percent for students who enrolled exclusively full time.

### Transfer and Completion

About 8 percent of students who started in 2010 transferred and completed their first credential at another institution: 4.1 percent did so at another two-year institution and 3.7 percent did so at a four-year institution. About 8 percent of students completed another, subsequent degree at a four-year institution (7.6 percent). The rate of students who completed a subsequent degree at a four-year institution more than doubled for students who enrolled exclusively full time (16.1 percent).

### Non-completion

Roughly one in 10 students overall remained enrolled six years after starting college (11.6 percent). Nearly half of all students left without completing a credential (49.1 percent). For exclusively full-time students, the percent that remained enrolled decreased substantially (3.0 percent), while the percent of students who left college without a credential stayed nearly the same (46.3 percent).

## Public Four-Year ANNHs: Completion Rates

Roughly four in 10 students who started at a public four-year ANNH completed a credential within six years (43.8 percent), either at their starting institution or at another institution. The total completion rate for students who attended exclusively full time rose to 69.7 percent.

**Table 9.10: Six-Year Outcomes (150% of Normal Time) for Students Who Started at Public Four-Year ANNHs: Fall 2010 Cohort**

	Total Completion Rate	1st Completion at Starting Institution	1st Completion at Different Institution: Two-Year	1st Completion at Different Institution: Four-Year	Still Enrolled (at Any Institution)	Not Enrolled (at Any Institution)
Overall Cohort (n=7,370)	43.8%	33.5%	3.7%	6.7%	15.2%	41.0%
Exclusively Full-Time (n=2,442)	69.7%	58.2%	3.3%	8.1%	5.8%	24.6%

Source: National Student Clearinghouse Research Center



## **First Completion at Starting Institution**

One-third of students who started at a public four-year ANNH completed at their starting institution (33.5 percent). The completion rate increased to 58.2 percent among students who enrolled exclusively full time.

## **Transfer and Completion**

About 10 percent of students transferred and completed their first credential at a different institution: 3.7 did so at a two-year institution and 6.7 percent did so at another four-year institution. These rates increased slightly for students who enrolled exclusively full time to 11.4 percent, with 3.3 percent completing at a two-year institution and 8.1 percent completing at a different four-year institution.

## **Non-completion**

About 15 percent of students in the 2010 cohort remained enrolled in college in the sixth year (15.2 percent), while nearly four in 10 had left without completing a credential (41.0 percent). These numbers decreased substantially for students who studied exclusively full time, of whom 5.8 percent remained enrolled and nearly one-quarter left college without a credential (24.6 percent).

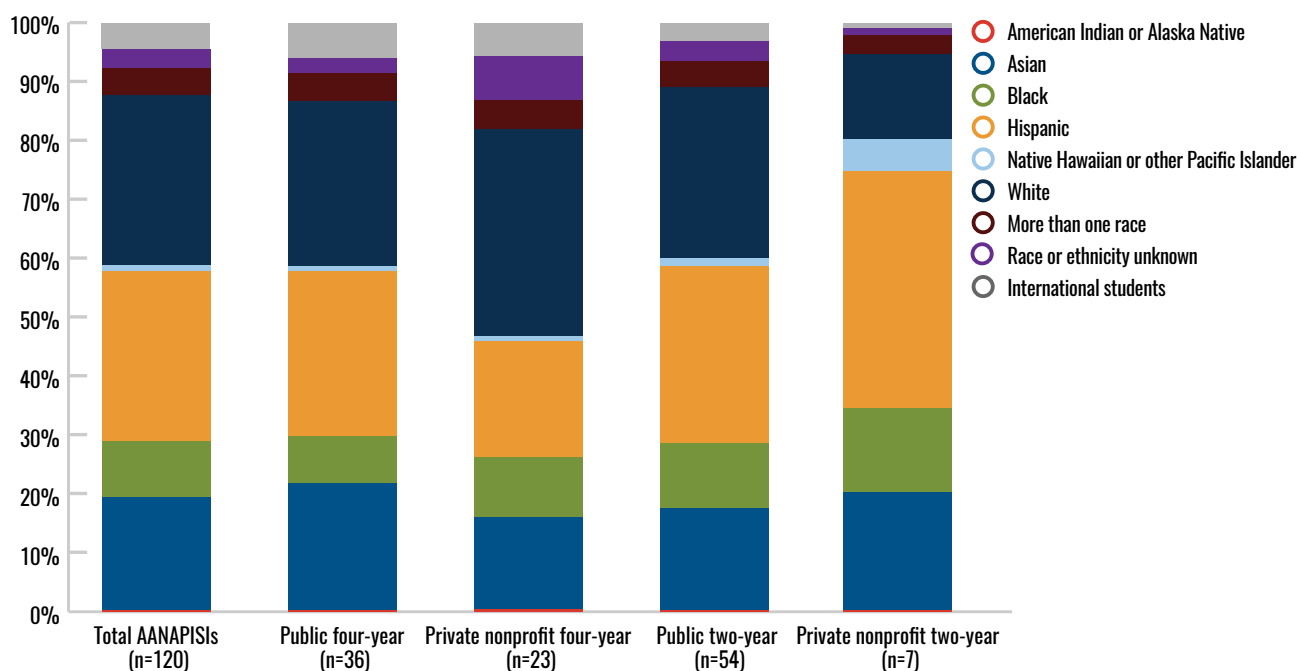
# ASIAN AMERICAN AND NATIVE AMERICAN PACIFIC ISLANDER-SERVING INSTITUTIONS

Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs) are institutions with at least 10 percent Asian American and Pacific Islander undergraduate student enrollment. In 2016, there were 120 AANAPISIs enrolling over 1.3 million undergraduate and 169,241 graduate students. Of this number, 54 were public two-year colleges, 36 were public four-year institutions, 23 were private nonprofit four-year institutions, and seven were private nonprofit two-year institutions.

## Undergraduate Enrollment

Across all AANAPISIs, Asians and Native Hawaiians or other Pacific Islanders represented nearly one in five undergraduate students. The total share of Asian and Native Hawaiian or other Pacific Islander students varied by sector.

**Figure 9.9: Undergraduate Student Enrollment at AANAPISIs, by Sector and Race and Ethnicity: 2016**



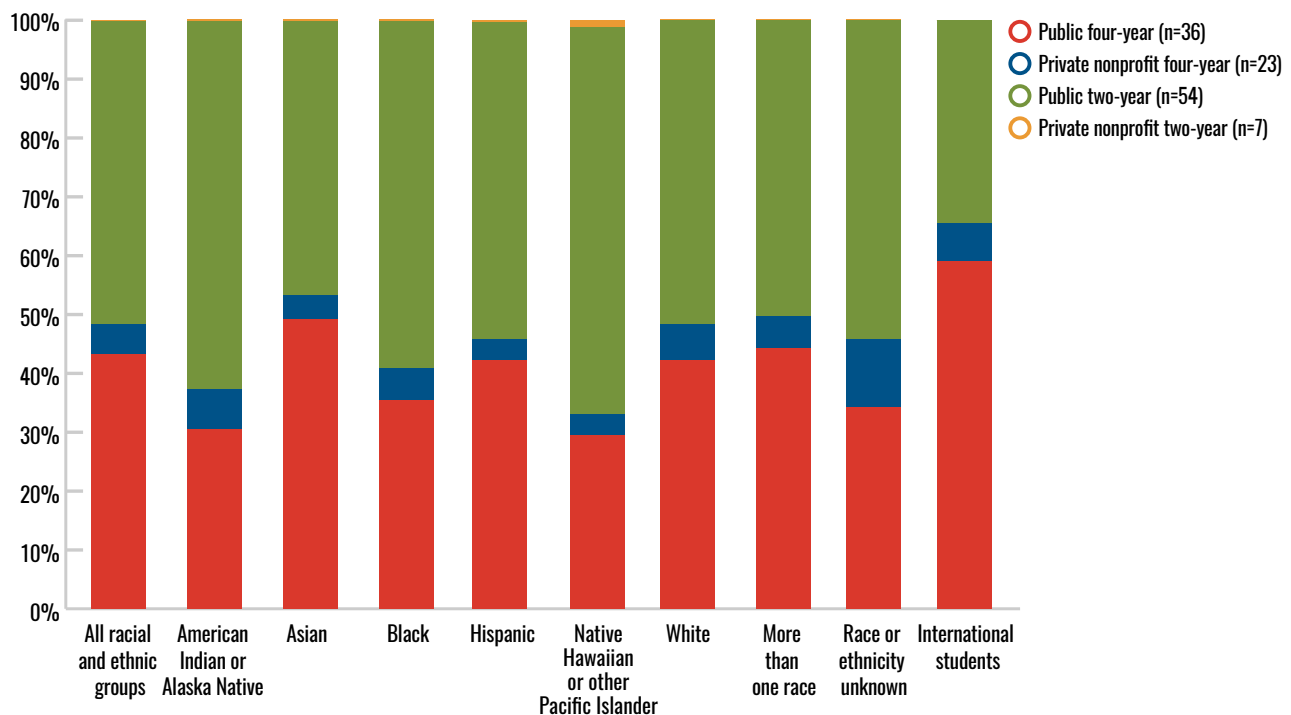
Source: U.S. Department of Education, Integrated Postsecondary Education Data System, 2016

Note: Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

- Over half of all undergraduate students enrolled at AANAPISIs in fall 2016 were White or Hispanic (28.9 percent and 28.7 percent, respectively). Nearly one in five students at AANAPISIs were Asian or Native Hawaiian or other Pacific Islander students (20.2 percent), one in 10 were Black (9.6 percent), and the remaining 12.5 percent were from other backgrounds.
- The racial and ethnic backgrounds of students enrolled at public AANAPISIs followed a similar pattern. Differences emerge, however, among private nonprofit AANAPISIs. Asian and Native Hawaiian or other Pacific Islander students represented 16.5 percent of all students at private nonprofit four-year AANAPISIs, the third largest group behind White (35.1 percent) and Hispanic (19.8 percent) students. At private nonprofit two-year AANAPISIs, Asian and Native Hawaiian or other Pacific Islander students represented nearly 25 percent of all students, the second largest racial or ethnic group behind Hispanic students (40.1 percent).

A little more than half of all students enrolled at AANAPISIs attended a public two-year institution. This increased to nearly two-thirds of all students from Native Hawaiian or other Pacific Islander backgrounds. Nearly half of Asian students enrolled at AANAPISIs attended a public four-year institution (49.1 percent), followed by public two-year institutions (46.4 percent) and 4.5 percent who were enrolled in private nonprofit two-year and four-year institutions. Native Hawaiian or other Pacific Islander students attending AANAPISIs had a different enrollment pattern, with nearly two-thirds of these students enrolling in public two-year institutions (65.7 percent), followed by public four-year (29.4 percent) and private nonprofit four-year and two-year institutions (4.8 percent). With the exception of international students, over half of all other student groups enrolled in AANAPISIs were in two-year colleges. The majority of international students enrolled in AANAPISIs were in public four-year institutions (58.9 percent).

**Figure 9.10: Undergraduate Student Enrollment at AANAPISIs Across Sectors, by Race and Ethnicity: 2016**



Source: U.S. Department of Education, Integrated Postsecondary Education Data System, 2016

Note: Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

## Public Two-Year AANAPISIs: Completion Rates

Nearly four in 10 students who started at a public two-year AANAPISI completed a credential, at their starting institution or at another institution, within six years (37.6 percent). The total completion rate for students who attended exclusively full time rose to 60.6 percent.

**Table 9.11: Six-Year Outcomes (300% of Normal Time) for Students Who Started at Public Two-Year AANAPISIs: Fall 2010 Cohort**

	Total Completion Rate	1st Completion at Starting Institution	1st Completion at Different Institution: Two-Year	1st Completion at Different Institution: Four-Year	Subsequent Completion at a Four-Year	Still Enrolled (at Any Institution)	Not Enrolled (at Any Institution)
Overall Cohort (n=86,330)	37.6%	24.2%	3.8%	9.6%	7.9%	21.6%	40.8%
Exclusively Full-Time (n=14,976)	60.6%	42.4%	3.2%	15.1%	21.8%	3.9%	35.5%

Source: National Student Clearinghouse Research Center

## First Completion at Starting Institution

Nearly one-quarter of all students who started at a public two-year AANAPISI completed their first credential at their starting institution (24.2 percent). This completion rate nearly doubled for exclusively full-time students (42.4 percent).

## Transfer and Completion

About 13 percent of students overall completed their first credential at another institution: 3.8 percent did so at another two-year institution and 9.6 percent did so at a four-year institution. About 8 percent of students completed another, subsequent degree at a four-year institution within six years (7.9 percent). Students who enrolled exclusively full time were more likely to transfer and complete their first credential within six years: 3.2 percent did so at another two-year institution and 15.1 percent did so at a four-year institution. Exclusively full-time students were also nearly three times as likely to complete a subsequent degree at a four-year institution (21.8 percent).

## Non-completion

Slightly more than one in five students who started at a public two-year AANAPISI remained enrolled in the sixth year (21.6 percent). The percent of students who had left without completing a credential was nearly double that at 40.8 percent. Students who enrolled exclusively full time were much less likely to remain enrolled in the sixth year (3.9 percent), and were less likely to have left college without a credential (35.5 percent).

## Public Four-Year AANAPISIs: Completion Rates

Roughly six in 10 students who started at a public four-year AANAPISI completed a credential within six years (61.4 percent), either at their starting institution or at another institution. The total completion rate for students who attended exclusively full time rose to 82.8 percent.

**Table 9.12: Six-Year Outcomes (150% of Normal Time) for Students Who Started at Public Four-Year AANAPISIs: Fall 2010 Cohort**

	<b>Total Completion Rate</b>	<b>1st Completion at Starting Institution</b>	<b>1st Completion at Different Institution: Two-Year</b>	<b>1st Completion at Different Institution: Four-Year</b>	<b>Still Enrolled (at Any Institution)</b>	<b>Not Enrolled (at Any Institution)</b>
<b>Overall Cohort (n=87,062)</b>	61.4%	49.4%	2.7%	9.3%	15.7%	22.9%
<b>Exclusively Full-Time (n=35,411)</b>	82.8%	73.3%	1.5%	7.9%	5.1%	12.1%

Source: National Student Clearinghouse Research Center

## First Completion at Starting Institution

Almost half of all students who started at a public four-year AANAPISI completed their first credential at their starting institution within six years (49.4 percent). This rate increased for students who enrolled exclusively full time, of whom nearly three-quarters completed at their starting institution (73.3 percent).

## Transfer and Completion

About 12 percent of students completed their first credential at another institution: 2.7 percent did so at a two-year institution and 9.3 percent did so at another four-year institution. This rate decreased for the exclusively full-time student cohort, of whom 9.4 percent completed at a different institution.

## Non-completion

Approximately 16 percent of students and 5.1 percent of exclusively full-time students remained enrolled in 2016. More than 22 percent of all students had yet to complete a credential and were no longer enrolled in the sixth year. This rate decreased to about 12 percent among students who enrolled exclusively full time.

## Private Nonprofit Four-Year AANAPISIs: Completion Rates

About seven in 10 students who started at a private nonprofit four-year AANAPISI completed a credential within six years, at their starting institution or at another institution (73.0 percent). The total completion rate for exclusively full-time students was 87.3 percent.

**Table 9.13: Six-Year Outcomes (150% of Normal Time) for Students Who Started at Private Nonprofit Four-Year AANAPISIs: Fall 2010 Cohort**

	<b>Total Completion Rate</b>	<b>1st Completion at Starting Institution</b>	<b>1st Completion at Different Institution: Two-Year</b>	<b>1st Completion at Different Institution: Four-Year</b>	<b>Still Enrolled (at Any Institution)</b>	<b>Not Enrolled (at Any Institution)</b>
<b>Overall Cohort (n=11,274)</b>	73.0%	60.2%	2.9%	9.9%	10.6%	16.4%
<b>Exclusively Full-Time (n=6,956)</b>	87.3%	77.2%	1.4%	8.7%	2.6%	10.1%

Source: National Student Clearinghouse Research Center

## First Completion at Starting Institution

The majority of all students who started at a private nonprofit four-year AANAPISI in 2010 completed at their starting institution within six years (60.2 percent). This rate increased to 77.2 percent among students who enrolled exclusively full time.

## Transfer and Completion

Around 13 percent of students completed their first credential at another institution: 2.9 percent did so at a two-year institution and 9.9 percent did so at another four-year institution. Students who enrolled exclusively full time were slightly less likely to complete their first credential at another institution (10.1 percent).

## Non-completion

Roughly one in 10 students overall (10.6 percent) and 2.6 percent of exclusively full-time students remained enrolled in the sixth year. A little more than 16 percent of all students and 10.1 percent of exclusively full-time students left college without completing a degree within six years.

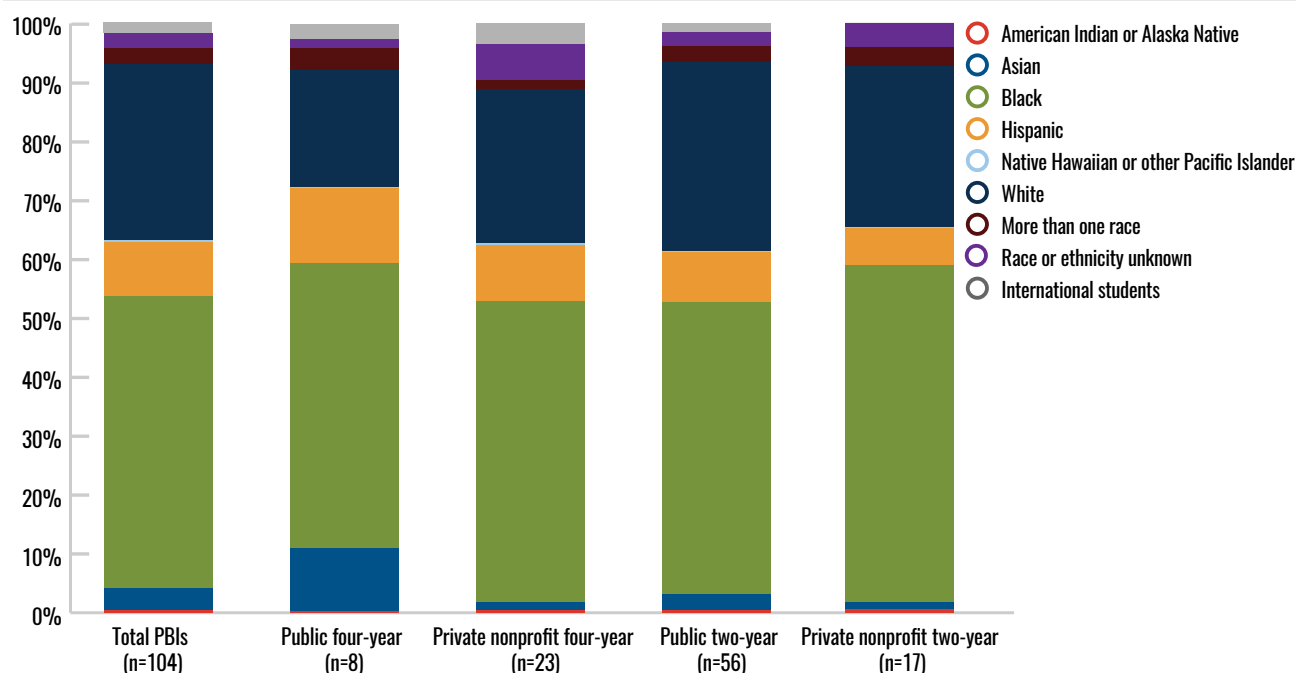
## PREDOMINANTLY BLACK INSTITUTIONS

Predominantly Black Institutions (PBIs) are those that enroll at least 1,000 undergraduate students, have at least 50 percent low-income or first-generation college degree-seeking undergraduate student enrollment, have low undergraduate expenditures in comparison with other institutions offering similar instruction, and enroll at least 40 percent African American students. PBIs are different from HBCUs in that PBIs must meet these criteria before receiving federal designation, whereas HBCUs were established for the purpose of educating Black Americans. In 2016, there were 104 PBIs enrolling over 403,982 undergraduate and 22,209 graduate students—56 were public two-year colleges, 23 were private nonprofit four-year, 17 were private nonprofit two-year institutions, and eight were public four-year institutions.

### Undergraduate Enrollment

Black students represented nearly half of all students enrolled at PBIs. This pattern continued across all sectors, with the exception of private nonprofit two-year PBIs, where Black students represented nearly six in 10 students.

**Figure 9.11: Undergraduate Student Enrollment at PBIs, by Sector and Race and Ethnicity: 2016**



Source: U.S. Department of Education, Integrated Postsecondary Education Data System, 2016

Note: Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

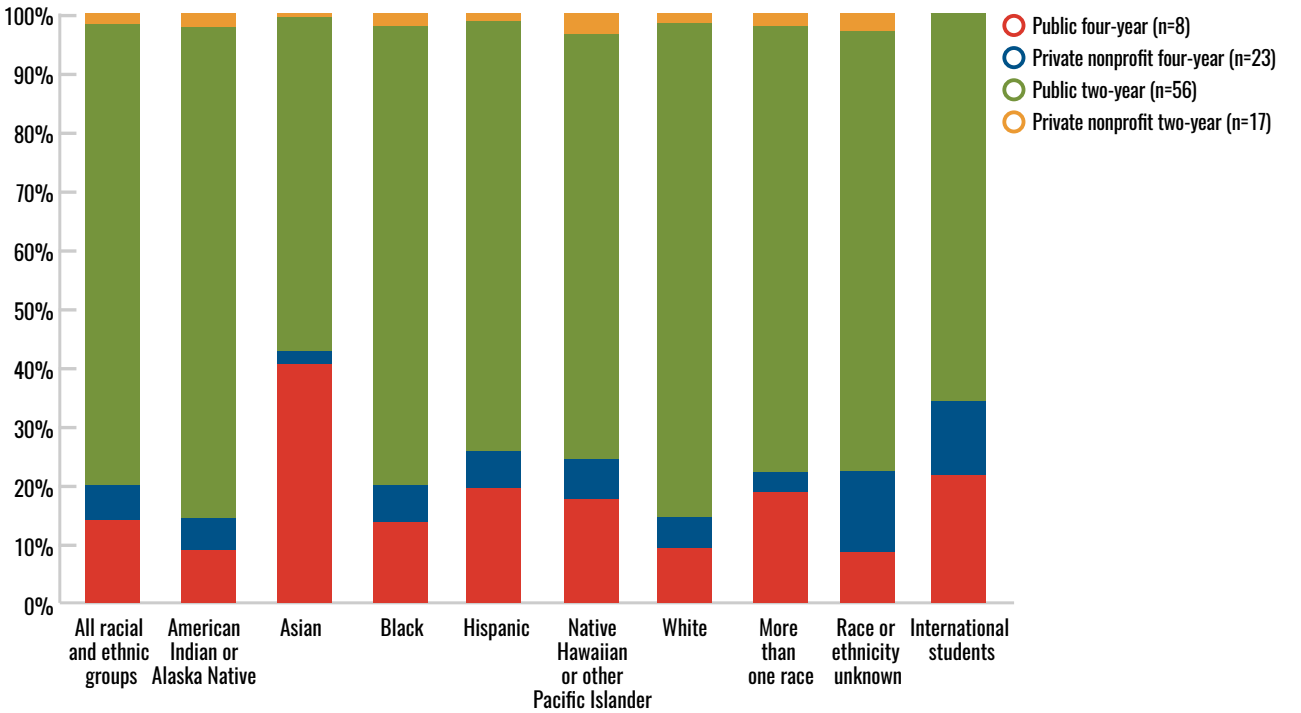
- About half of all undergraduate students enrolled at PBIs in fall 2016 were Black (49.5 percent), followed by White (30.0 percent) and Hispanic (9.2 percent) students. The remaining 11.3 percent were from other backgrounds.
- Similar enrollment patterns occurred across PBI sectors, though the share of Black students increased to nearly six in 10 at private nonprofit two-year PBIs (57.3 percent).

Across all groups, the majority of students who were enrolled at PBIs attended public two-year institutions, the dominant PBI type. Over three-quarters of all Black students attending PBIs were enrolled in a public two-year institution (78.0 percent), followed by public four-year (13.7 percent), private nonprofit four-year (6.2 percent), and private nonprofit two-year (2.2 percent).



percent) institutions. The majority of students across all other backgrounds followed a similar pattern, and were enrolled in public two-year PBIs. Asian students were more likely than their peers to enroll in public four-year PBIs (40.4 percent).

**Figure 9.12: Undergraduate Student Enrollment at PBIs Across Sectors, by Race and Ethnicity: 2016**



Source: U.S. Department of Education, Integrated Postsecondary Education Data System, 2016  
Note: Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

Public Two-Year PBIs: Completion Rates

Just over one-third of students who started at a public two-year PBI completed a credential at their starting institution or at another institution within six years (33.8 percent). The total completion rate rose for students who attended exclusively full time to 45.3 percent.

**Table 9.14: Six-Year Outcomes (300% of Normal Time) for Students Who Started at Public Two-Year PBIs: Fall 2010 Cohort**

	Total Completion Rate	1st Completion at Starting Institution	1st Completion at Different Institution: Two-Year	1st Completion at Different Institution: Four-Year	Subsequent Completion at a Four-Year	Still Enrolled (at Any Institution)	Not Enrolled (at Any Institution)
Overall Cohort (n=62,693)	33.8%	23.5%	3.5%	6.8%	4.0%	14.8%	51.4%
Exclusively Full-Time (n=14,869)	45.3%	34.9%	2.7%	7.7%	9.3%	4.0%	50.7%

Source: National Student Clearinghouse Research Center

First Completion at Starting Institution

Slightly less than one-quarter of all students who first began college at a public two-year PBI in 2010 completed at their starting institution within six years (23.5 percent). This rate increased to 34.9 percent for students who enrolled exclusively full time.

## Transfer and Completion

Approximately 10 percent of students overall (10.3 percent) and those who studied exclusively full time (10.4 percent) completed their first credential at a different institution. Four percent of all students completed another, subsequent degree at a four-year institution within six years. This rate more than doubled for students who enrolled exclusively full time (9.3 percent).

## Non-completion

About 15 percent of students overall remained enrolled in 2016 (14.8 percent), compared with only 4.0 percent of exclusively full-time students. Roughly half of students overall, as well as those who attended exclusively full time, left college without completing a credential within six years (51.4 and 50.7 percent, respectively).

## Public Four-Year PBIs: Completion Rates

Half of all students who started at a public four-year PBI completed a credential within six years (49.9 percent), either at their starting institution or at another institution. Nearly 70 percent of exclusively full-time students completed a credential at any institution in this same period (68.3 percent).

**Table 9.15: Six-Year Outcomes (150% of Normal Time) for Students Who Started at Public Four-Year PBIs: Fall 2010 Cohort**

	<b>Total Completion Rate</b>	<b>1st Completion at Starting Institution</b>	<b>1st Completion at Different Institution: Two-Year</b>	<b>1st Completion at Different Institution: Four-Year</b>	<b>Still Enrolled (at Any Institution)</b>	<b>Not Enrolled (at Any Institution)</b>
<b>Overall Cohort (n=9,197)</b>	49.9%	34.6%	3.6%	11.7%	20.9%	29.2%
<b>Exclusively Full-Time (n=2,773)</b>	68.3%	53.2%	2.1%	13.0%	7.8%	24.0%

Source: National Student Clearinghouse Research Center

## First Completion at Starting Institution

A little more than one-third of all students who first enrolled at a public four-year PBI completed at their starting institution within six years (34.6 percent). This rate increased to more than half of students who enrolled exclusively full time (53.2 percent).

## Transfer and Completion

Approximately 15 percent of students overall, as well as exclusively full-time students, completed their credential at a different institution (15.3 percent and 15.1 percent, respectively).

## Non-completion

About one in five students overall were still enrolled in the sixth year (20.9 percent), while nearly three in 10 students had left without completing a credential (29.2 percent). These rates decreased for students who enrolled exclusively full time, where the percent of students who remained enrolled fell to 7.8 percent, and the percent of students who left without completing decreased slightly to 24.0 percent.

## Private Nonprofit Four-Year PBIs: Completion Rates

About four in 10 students who started at a private nonprofit four-year PBI completed a credential within six years, either at their starting institution or at another institution (42.7 percent). Over half of exclusively full-time students completed in six years (55.8 percent).

**Table 9.16: Six-Year Outcomes (150% of Normal Time) for Students Who Started at Private Nonprofit Four-Year PBIs: Fall 2010 Cohort**

	<b>Total Completion Rate</b>	<b>1st Completion at Starting Institution</b>	<b>1st Completion at Different Institution: Two-Year</b>	<b>1st Completion at Different Institution: Four-Year</b>	<b>Still Enrolled (at Any Institution)</b>	<b>Not Enrolled (at Any Institution)</b>
<b>Overall Cohort (n=3,282)</b>	42.7%	28.3%	3.3%	11.0%	15.8%	41.5%
<b>Exclusively Full-Time (n=1,332)</b>	55.8%	44.2%	2.4%	9.2%	6.7%	37.5%

Source: National Student Clearinghouse Research Center

### First Completion at Starting Institution

More than one-quarter of all students who started at a private nonprofit four-year PBI completed their first credential at their starting institution (28.3 percent). This rate increased to 44.2 percent for students who enrolled exclusively full time.

### Transfer and Completion

About 14 percent of students completed at a different institution: 3.3 percent did so at a two-year institution and 11.0 percent did so at another four-year institution. Roughly 12 percent of students who enrolled exclusively full time completed at a different institution (11.6 percent).

### Non-completion

Approximately 16 percent of all students remained enrolled in the sixth year (15.8 percent), and 41.5 percent were no longer enrolled in any institution. These rates decreased for students who enrolled exclusively full time, with 6.7 percent still enrolled in the sixth year and 37.5 having left without completing a credential.

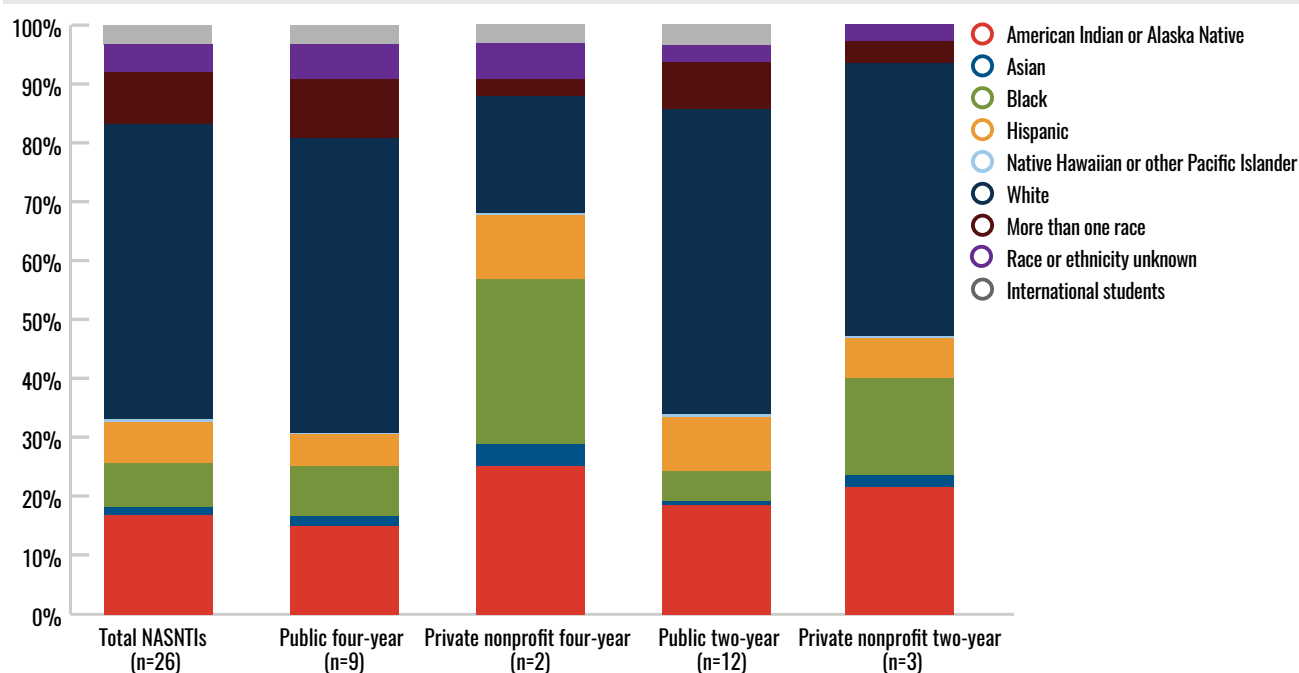
## NATIVE AMERICAN-SERVING NONTRIBAL INSTITUTIONS

Native American-Serving Nontribal Institutions (NASNTIs) are institutions that have at least 10 percent undergraduate enrollment of Native American students. These institutions are different from TCUs in that NASNTIs receive federal designation predicated on reaching the established enrollment threshold, while TCUs were established for the purpose of educating Native American students. In 2016, there were 26 NASNTIs enrolling over 63,216 undergraduate and 4,460 graduate students. Of these, 12 were public two-year colleges, nine were public four-year, three were private nonprofit two-year, and two were private nonprofit four-year institutions. Of note, due to small sample size, the NSC data presented here do not capture undergraduate outcomes at private nonprofit four-year institutions.

### Undergraduate Enrollment

Overall, American Indian or Alaska Native students were the second largest student group at these institutions. The racial and ethnic breakdown of the student body differed by sector, with private nonprofit NASNTIs having more racial and ethnic diversity than public institutions.

**Figure 9.13: Undergraduate Student Enrollment at NASNTIs, by Sector and Race and Ethnicity: 2016**



Source: U.S. Department of Education, Integrated Postsecondary Education Data System, 2016

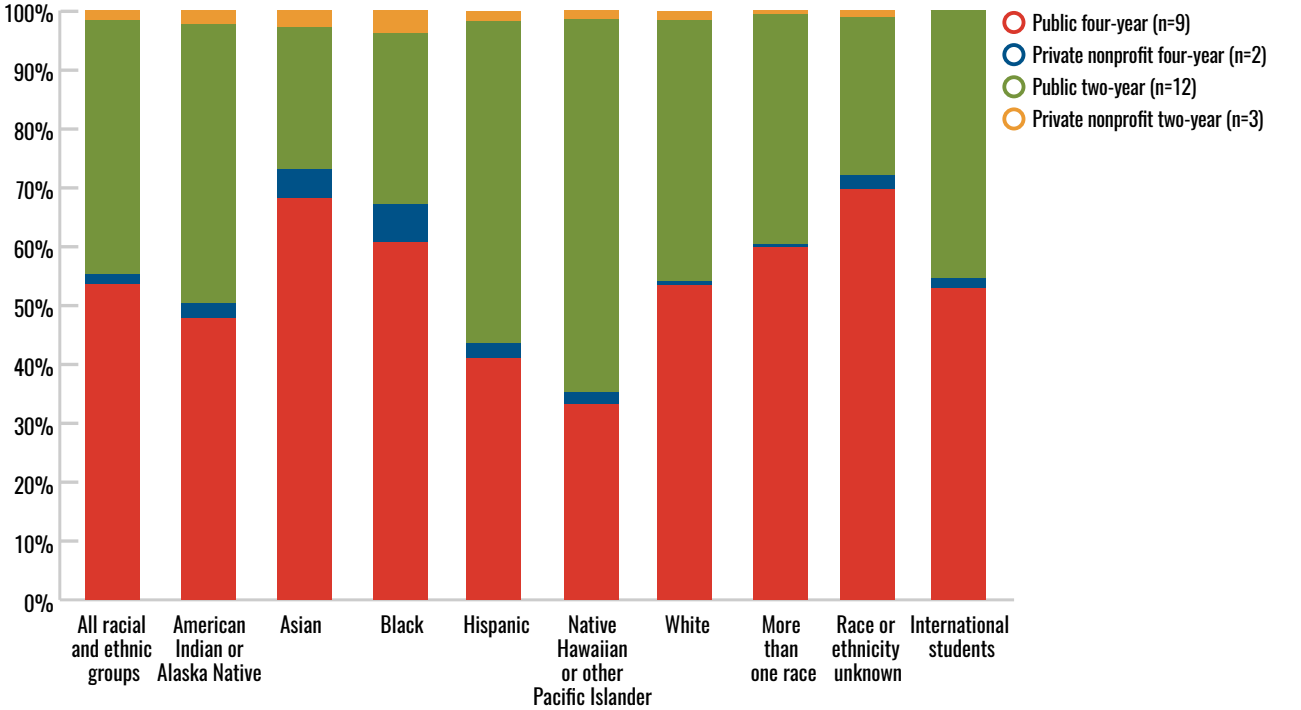
Note: Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

- American Indian or Alaska Native students represented 16.8 percent of all undergraduate students enrolled in NASNTIs in fall 2016, the second largest racial or ethnic group, behind White students (50.1 percent). Combined, nearly one-quarter of students at NASNTIs were Black (7.5 percent), Hispanic (7.1 percent), or of more than one race (8.8 percent).
- At private nonprofit four-year NASNTIs, over one-quarter of all students were Black (28.1 percent), followed by American Indian or Alaska Native (25.2 percent) and White students (20.0 percent). American Indian or Alaska Native students represented about one in five students at private nonprofit two-year NASNTIs, the second largest group behind White students (46.3 percent).

A little more than half of all students enrolled at NASNTIs attended public four-year institutions (53.5 percent), followed by public two-year institutions (43.0 percent) and private nonprofit two-year and four-year institutions (3.6 percent). American

Indian or Alaska Native students attending NASNTIs were most likely to be enrolled in public four-year and public two-year institutions (47.7 percent and 47.4 percent, respectively), compared with private nonprofit four-year and two-year institutions (2.6 percent and 2.3 percent, respectively). Enrollment differed by student group when looking at NASNTIs across sector. More than half of Asian students (68.1 percent), Black students (60.6 percent), White students (53.3 percent), and students of more than one race (59.8 percent) were enrolled in public four-year NASNTIs, while Hispanic and Native Hawaiian or other Pacific Islander students were more likely to be enrolled in public two-year institutions (54.8 percent and 63.3 percent, respectively).

**Figure 9.14: Undergraduate Student Enrollment at NASNTIs Across Sectors, by Race and Ethnicity: 2016**



Source: U.S. Department of Education, Integrated Postsecondary Education Data System, 2016  
 Note: Institutions were categorized into sectors based upon control of the institution and the length of the predominant award granted.

### Public Two-Year NASNTIs: Completion Rates

The total completion rate for students who started at a public two-year NASNTI was 38.2 percent for students overall, and 47.3 percent for exclusively full-time students—this rate captures completion at students’ starting institution or at another institution.

**Table 9.17: Six-Year Outcomes (300% of Normal Time) for Students Who Started at Public Two-Year NASNTIs: Fall 2010 Cohort**

	Total Completion Rate	1st Completion at Starting Institution	1st Completion at Different Institution: Two-Year	1st Completion at Different Institution: Four-Year	Subsequent Completion at a Four-Year	Still Enrolled (at Any Institution)	Not Enrolled (at Any Institution)
Overall Cohort (n=3,408)	38.2%	26.0%	2.9%	9.2%	8.5%	10.6%	51.3%
Exclusively Full-Time (n=969)	47.3%	39.5%	2.1%	5.7%	18.4%	3.6%	49.1%

Source: National Student Clearinghouse Research Center

## First Completion at Starting Institution

More than one-quarter of all students who started at a public two-year NASNTI completed at their starting institution within six years (26.0 percent). This rate increased by 13.5 percentage points for students who enrolled exclusively full time, to 39.5 percent.

## Transfer and Completion

Over one in 10 of all students (12.2 percent) and 7.8 percent of exclusively full-time students completed their credential at a different institution. About 8 percent of all students earned another, subsequent degree at a four-year institution. This rate more than doubled for students who enrolled exclusively full time (18.4 percent).

## Non-completion

Approximately 11 percent of all students remained enrolled in the sixth year. More than half of students overall had yet to complete a credential and were no longer enrolled (51.3 percent). Students who studied exclusively full time were much less likely to remain enrolled (3.6 percent), but nearly as likely as students overall to have left without completing a credential (49.1 percent).

## Public Four-Year NASNTIs: Completion Rates

Roughly four in 10 students who started at a public four-year NASNTI in 2010 completed a degree within six years (40.3 percent), either at their starting institution or at another institution. This number increased to 60.0 percent for exclusively full-time students.

**Table 9.18: Six-Year Outcomes (150% of Normal Time) at Public Four-Year NASNTIs: Fall 2010 Cohort**

	<b>Total Completion Rate</b>	<b>1st Completion at Starting Institution</b>	<b>1st Completion at Different Institution: Two-Year</b>	<b>1st Completion at Different Institution: Four-Year</b>	<b>Still Enrolled (at Any Institution)</b>	<b>Not Enrolled (at Any Institution)</b>
<b>Overall Cohort (n=7,971)</b>	40.3%	28.1%	4.0%	8.2%	16.2%	43.6%
<b>Exclusively Full-Time (n=2,546)</b>	60.0%	49.1%	2.5%	8.5%	5.1%	34.9%

Source: National Student Clearinghouse Research Center

## First Completion at Starting Institution

More than one-quarter of students who started at a public four-year NASNTI completed at their starting institution within six years (28.1 percent). This rate increased to almost half for students who enrolled exclusively full time (49.1 percent).

## Transfer and Completion

About 12 percent of all students and 11.0 percent of exclusively full-time students completed their first credential at another institution.

## Non-completion

Around 16 percent of students overall remained enrolled in college in the sixth year, and 43.6 percent did not complete a credential and were no longer enrolled. These rates decreased for students who studied exclusively full time, with 5.1 percent still enrolled and 34.9 percent who left without completing.



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