



HBCU 101: AMERICAN HIGHER EDUCATION WITHOUT PUBLIC HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

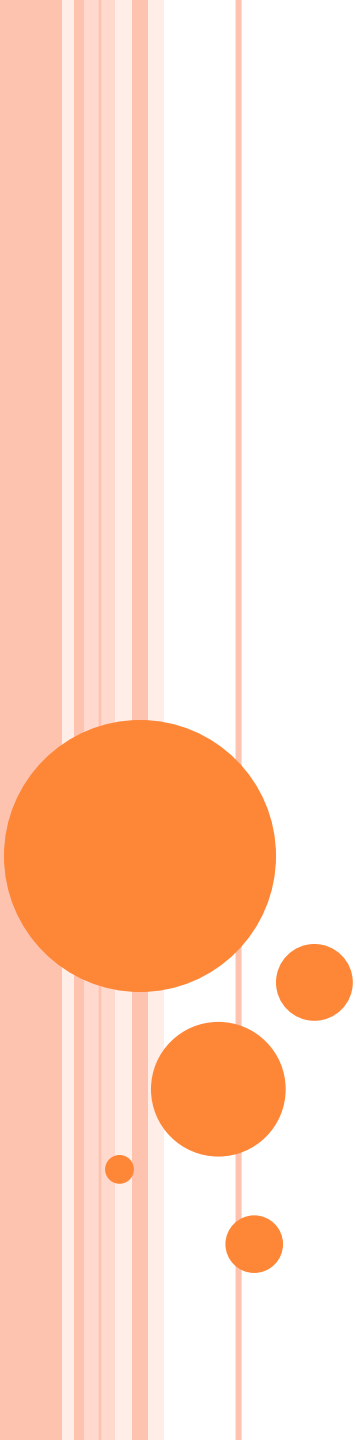
John Michael Lee, Jr., PhD

**Policy Director
The College Board**

THE COLLEGE BOARD

The College Board is a mission-driven organization that connects students to college success and opportunity. The organization promotes excellence and equity in America's educational system through its programs and services in college readiness and college success, and through research and advocacy on behalf of students, educators and schools.





“IT WOULD BE IRONIC, TO SAY THE LEAST, IF THE INSTITUTIONS THAT SUSTAINED BLACKS DURING SEGREGATION WERE THEMSELVES DESTROYED IN AN EFFORT TO COMBAT ITS VESTIGES” –JUSTICE THOMAS, *UNITED STATES V. FORDICE*, 1992

BACKGROUND

- There are currently 103 Historically Black Colleges and Universities (51 private, 52 public) in nineteen States, Washington, D.C., and the U.S. Virgin Islands (IPEDS, 2011; Provasnik et al., 2004).
- HBCUs are uniquely defined in federal law as institutions of higher education that have the intentional mission to educate African American and these colleges must have been founded before 1964.
- HBCUs should not be considered a monolithic set of institutions because -like other institutional types- they differ along several dimensions.

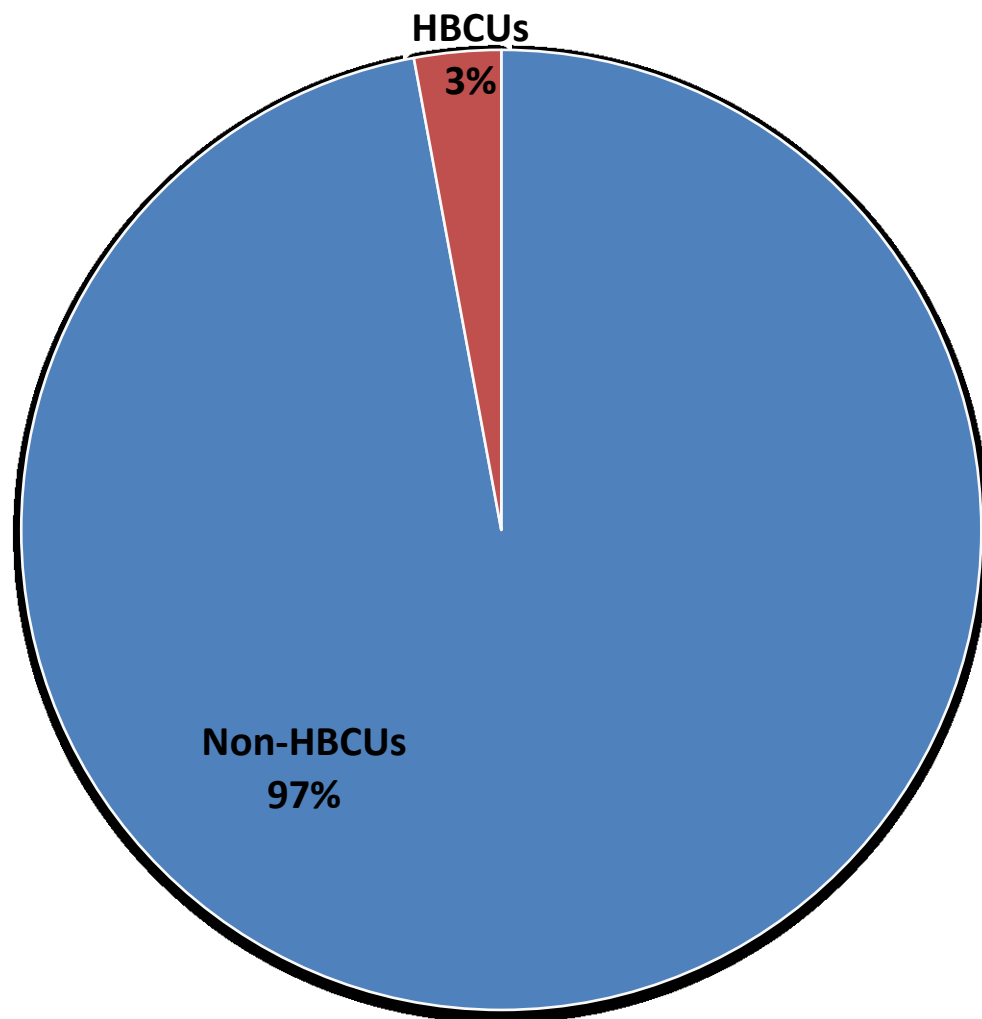




CHARACTERISTICS OF HBCUs

CHARACTERISTICS OF HBCUS

Characteristics of U.S. Institutions by HBCU Status, 2010

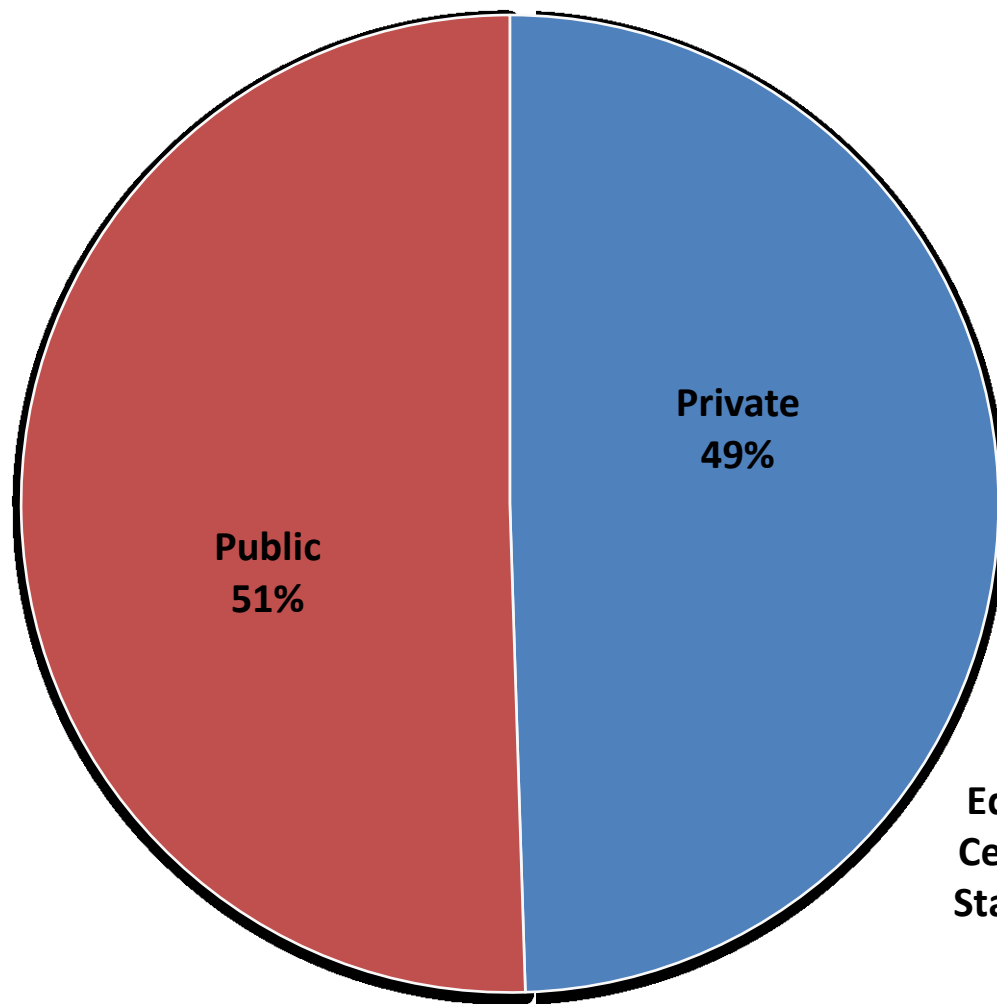


**Source: U.S.
Department of
Education,
National Center
for Education
Statistics, PEDS,
2011**



CHARACTERISTICS OF HBCUS

Historically Black Colleges and Universities by Institutional Type, 2010

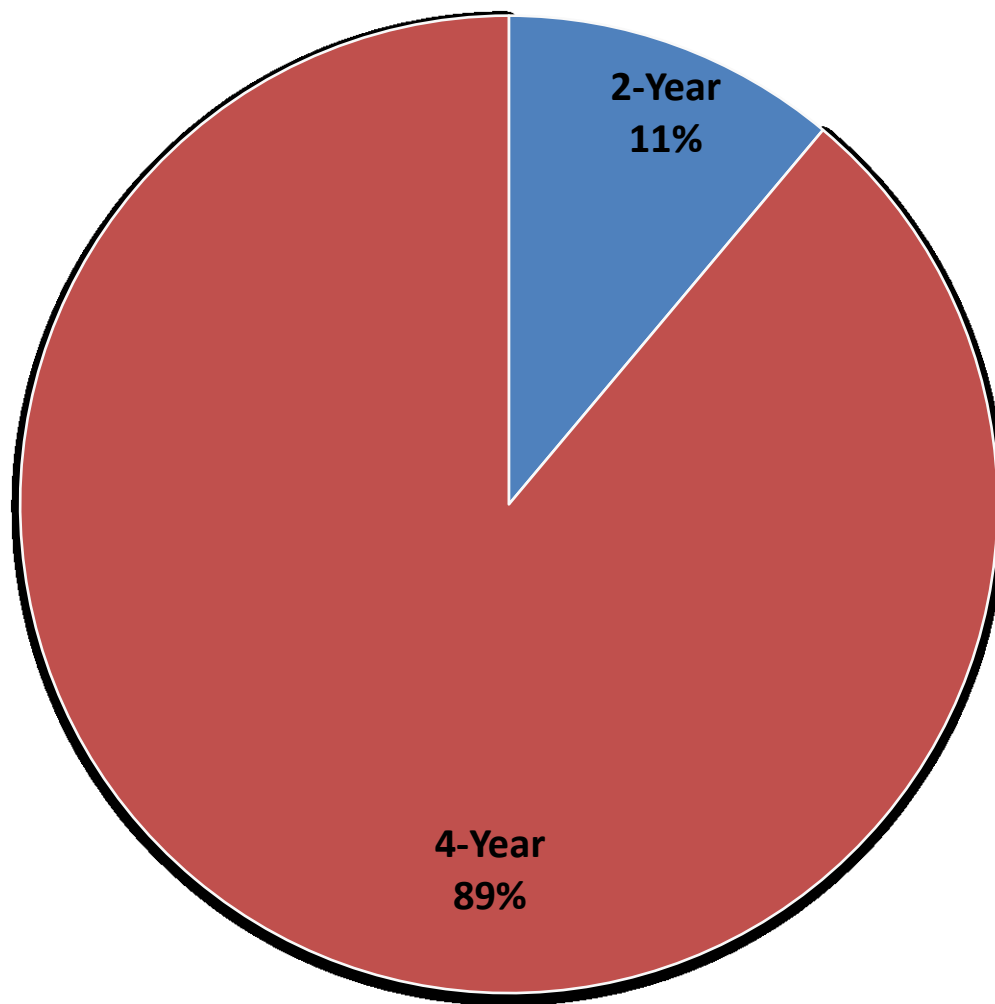


Source: U.S.
Department of
Education, National
Center for Education
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CHARACTERISTICS OF HBCUS

Historically Black Colleges and Universities by Level of Institution, 2010

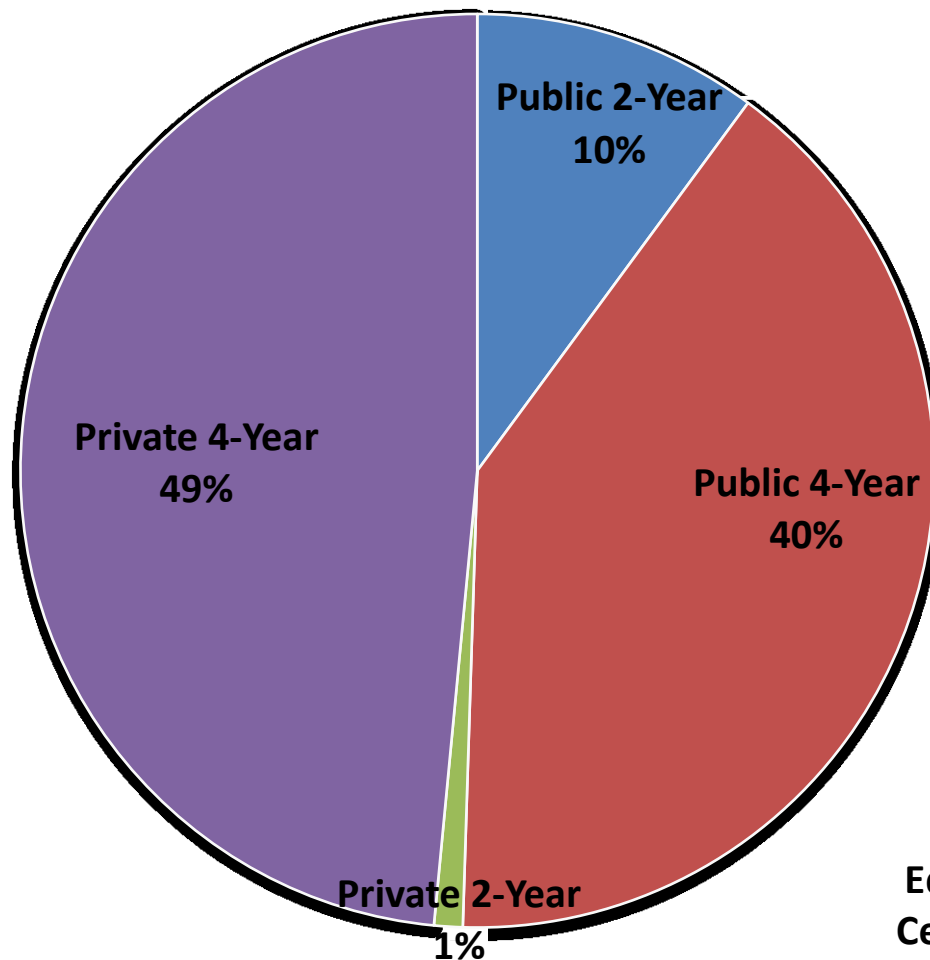


**Source: U.S.
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Statistics, PEDS,
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CHARACTERISTICS OF HBCUS

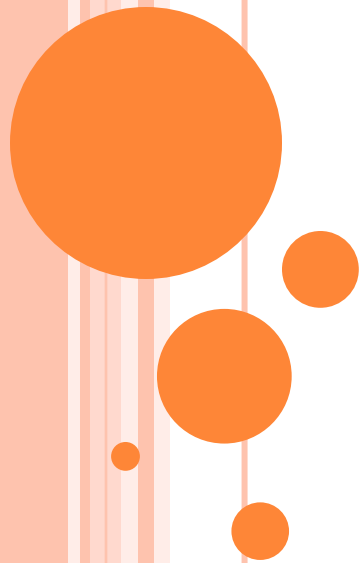
Historically Black Colleges and Universities by Type and Level of Institution, 2010



Source: U.S.
Department of
Education, National
Center for Education
Statistics, PEDS, 2011

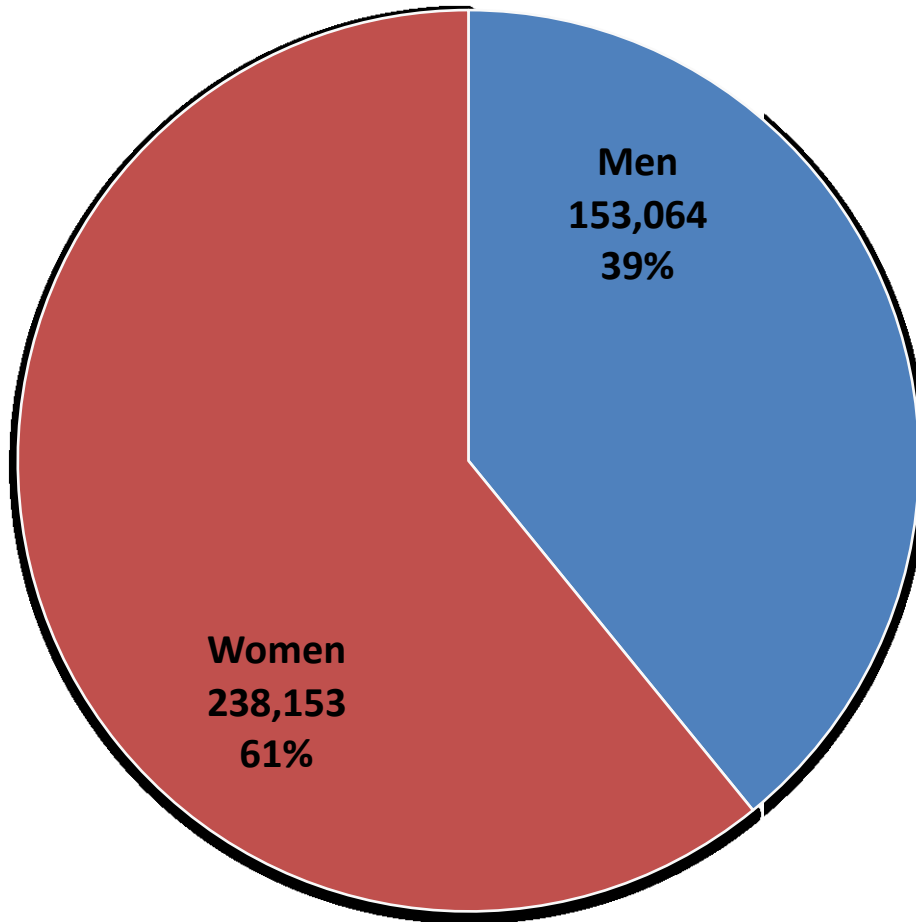


STUDENTS AT HBCUs



STUDENTS AT HBCUS

Enrollment at Historically Black Colleges and Universities by Gender, 2010

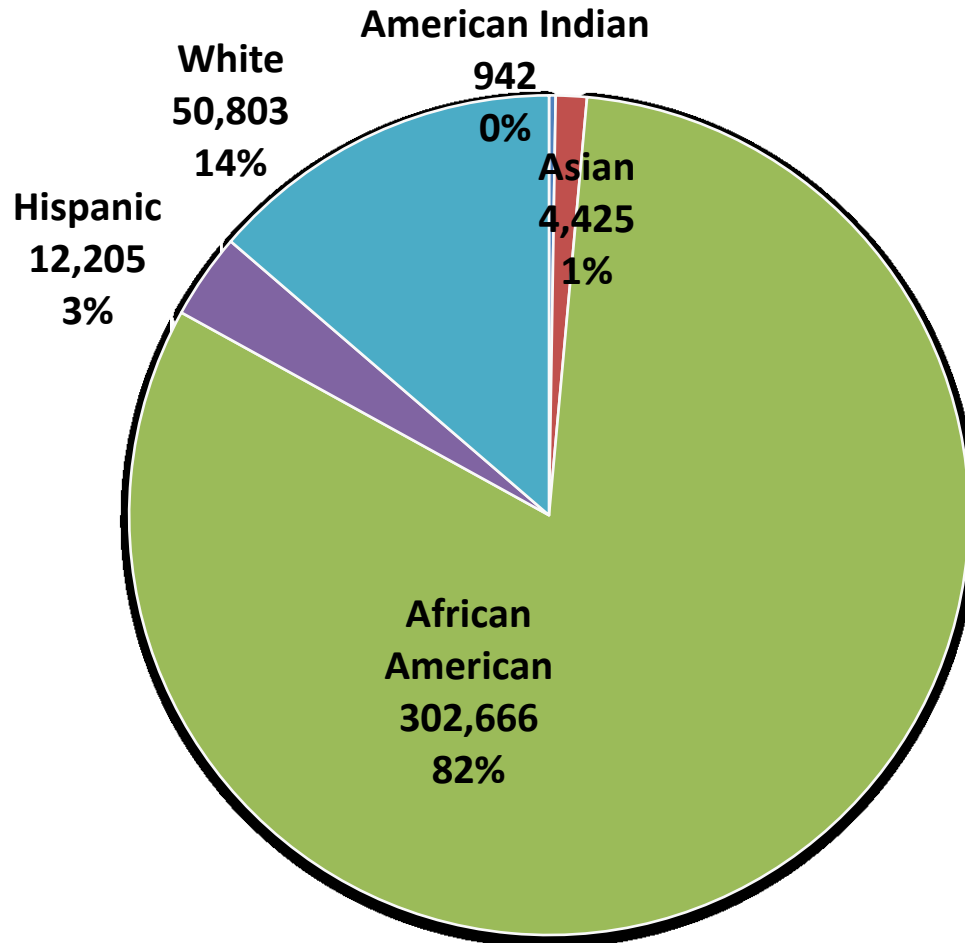


Source: U.S.
Department of
Education, National
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Statistics, PEDS, 2011



STUDENTS AT HBCUS

Enrollment at Historically Black Colleges and Universities by Race/Ethnicity, 2010

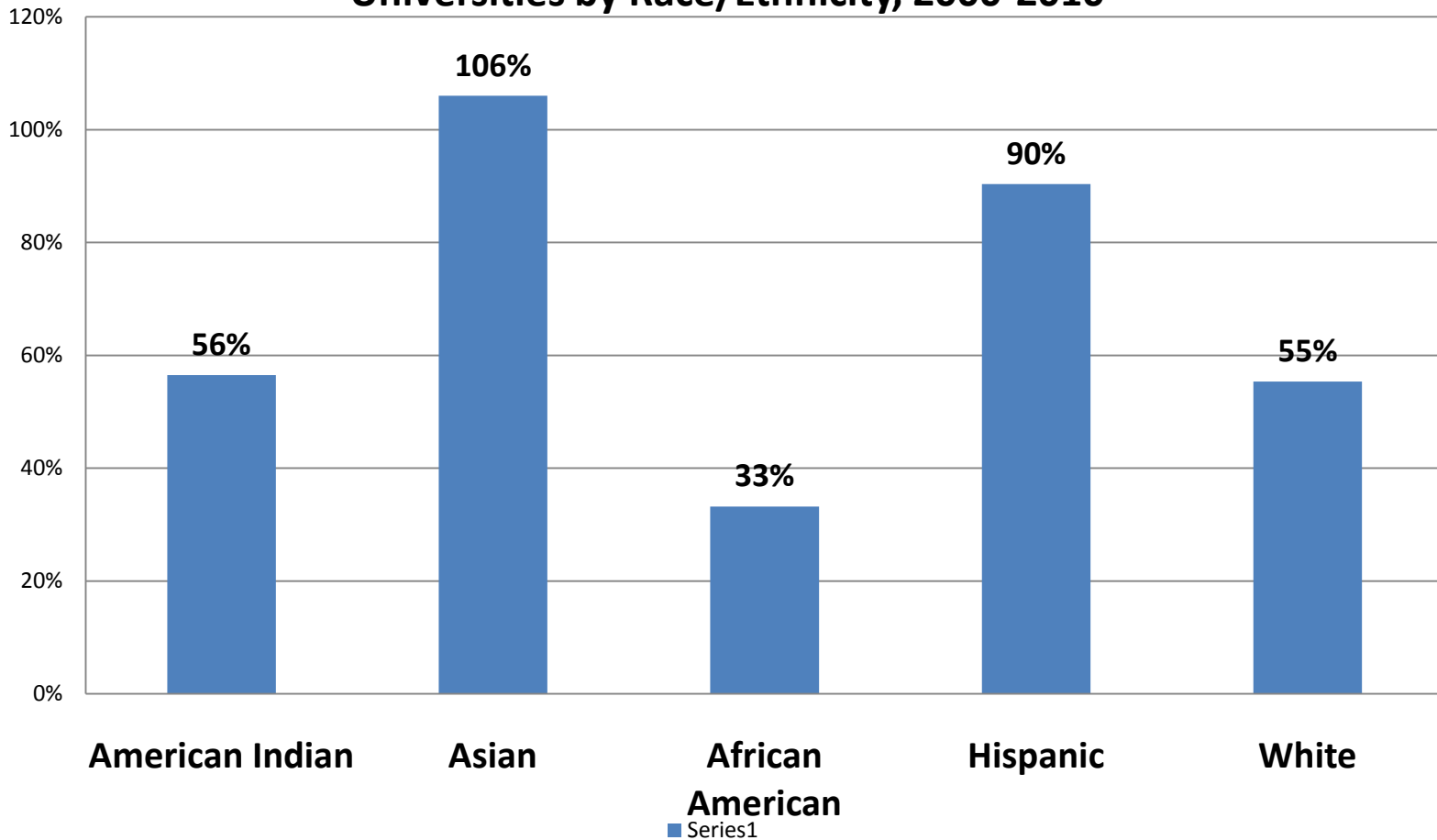


Source: U.S. Department of Education, National Center for Education Statistics, PEDS, 2011



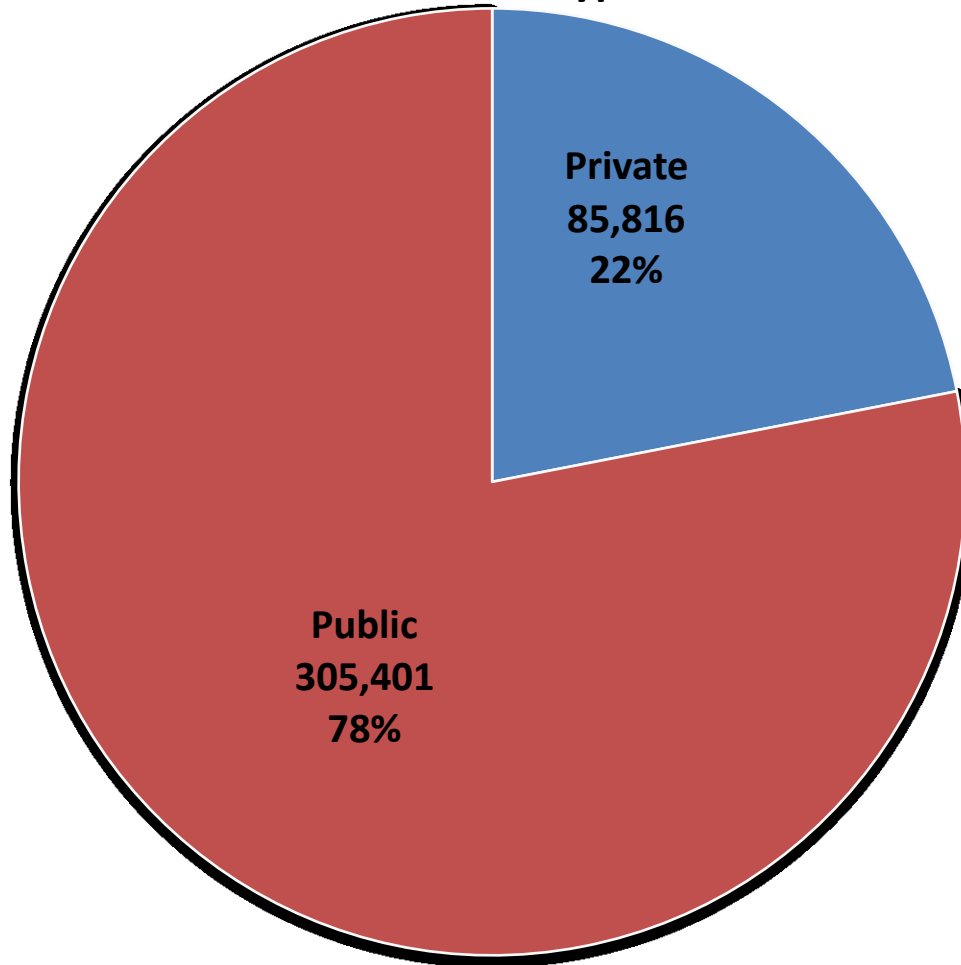
STUDENTS AT HBCUS

Enrollment Growth at Historically Black Colleges and Universities by Race/Ethnicity, 2000-2010



STUDENTS AT HBCUS

**Enrollment at Historically Black Colleges and Universities by
Intuitional Type, 2010**

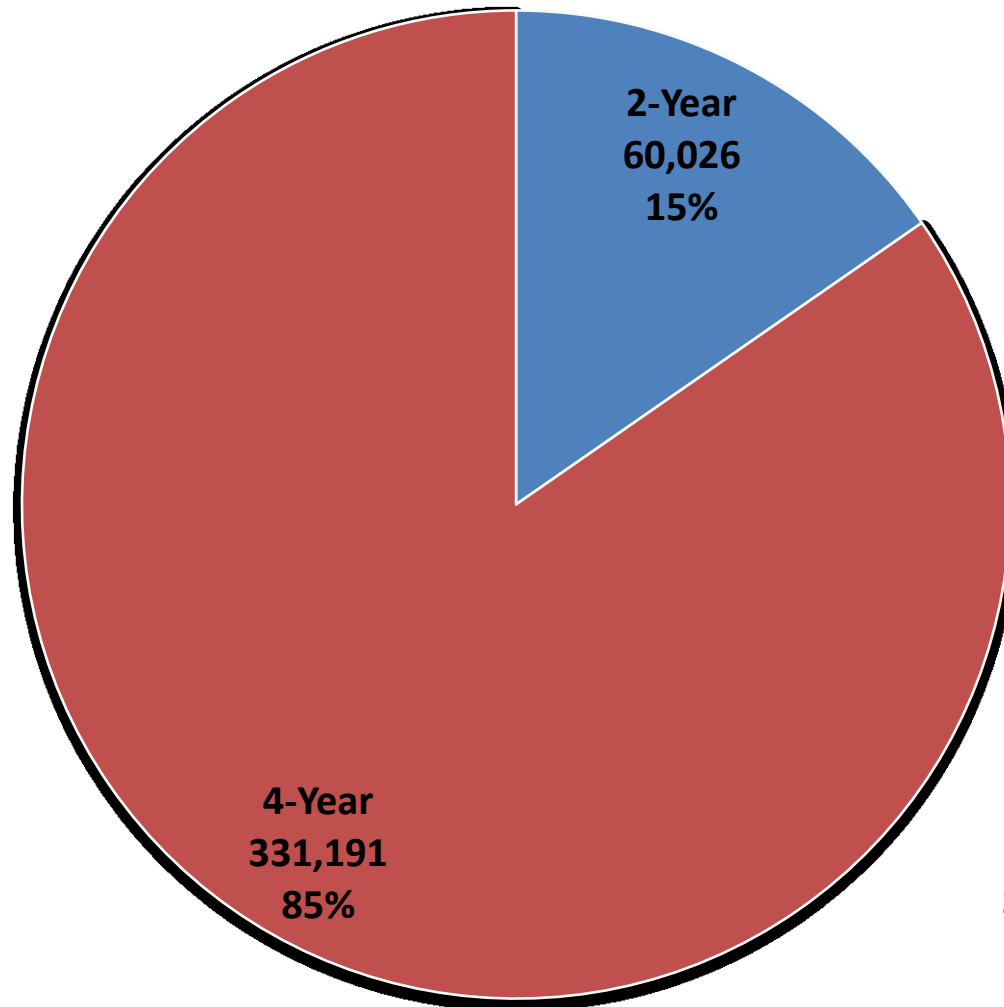


**Source: U.S.
Department of
Education, National
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STUDENTS AT HBCUS

Enrollment at Historically Black Colleges and Universities By Level of Institution, 2010



**Source: U.S.
Department of
Education, National
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Statistics, PEDS, 2011**





HBCUs vs. Non-HBCUs

HBCUs VS. Non-HBCUs

Fall Enrollment in Historically Black Colleges and Universities (HBCUs) and Fall Enrollment in all Degree Granting Institutions, by Sex and Race/Ethnicity of Student, and Type and Control of Institution, 2010

	2010 Total Enrollment at HBCUs	2010 Total Enrollment at All Degree Granting Institutions	Enrollment in HBCUs as a percentage of enrollment in all Degree Granting Institutions (By individual category)
Total	391,217	25,166,989	1.6%
Men	153,064	10,965,414	1.4%
Women	238,153	14,201,575	1.7%
American Indian	942	241,541	0.4%
Asian	4,425	1,501,872	0.3%
African American	302,666	3,116,020	9.7%
Hispanic	12,205	3,088,967	0.4%
White	50,803	14,275,323	0.4%
Private	85,816	4,773,951	1.8%
Public	305,401	20,393,038	1.5%
2-Year	60,026	10,967,550	0.5%
4-Year	331,191	14,199,439	2.3%
Public			
2-Year	59,869	10,916,285	0.5%
4-Year	245,532	9,476,753	2.6%
Private			
2-Year	157	51,265	0.3%
4-Year	85,659	4,722,686	1.8%

Note: Calculation by John Michael Lee, Jr.

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data Systems (IPEDS), Spring 2011 Survey. (This table was prepared in December 2011).



HBCUs vs. Non-HBCUs

Fall African American Enrollment in Historically Black Colleges and Universities (HBCUs) and African American Enrollment in All Degree Granting Institutions, by Sex of Student, and Control of Institution, 2010

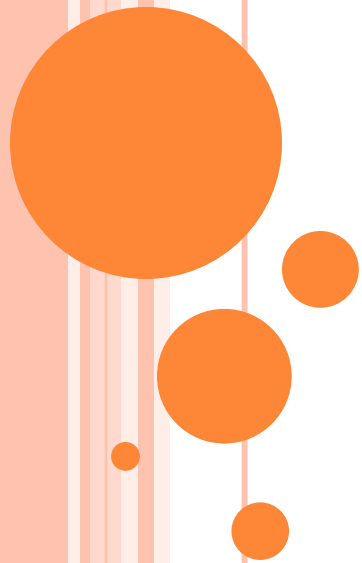
	2010 Total Enrollment at HBCUs	2010 Total Enrollment at All Degree Granting Institutions	Enrollment in HBCUs as a percentage of enrollment in all Degree Granting Institutions (By individual category)
Total	302,666	3,116,020	9.7%
Men	115,626	1,160,258	10.0%
Women	187,040	1,955,762	9.6%
Private	77,767	520,827	14.9%
Public	224,899	2,595,193	8.7%

Note: Calculation by John Michael Lee, Jr.

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data Systems (IPEDS), Spring 2011 Survey. (This table was prepared in December 2011).



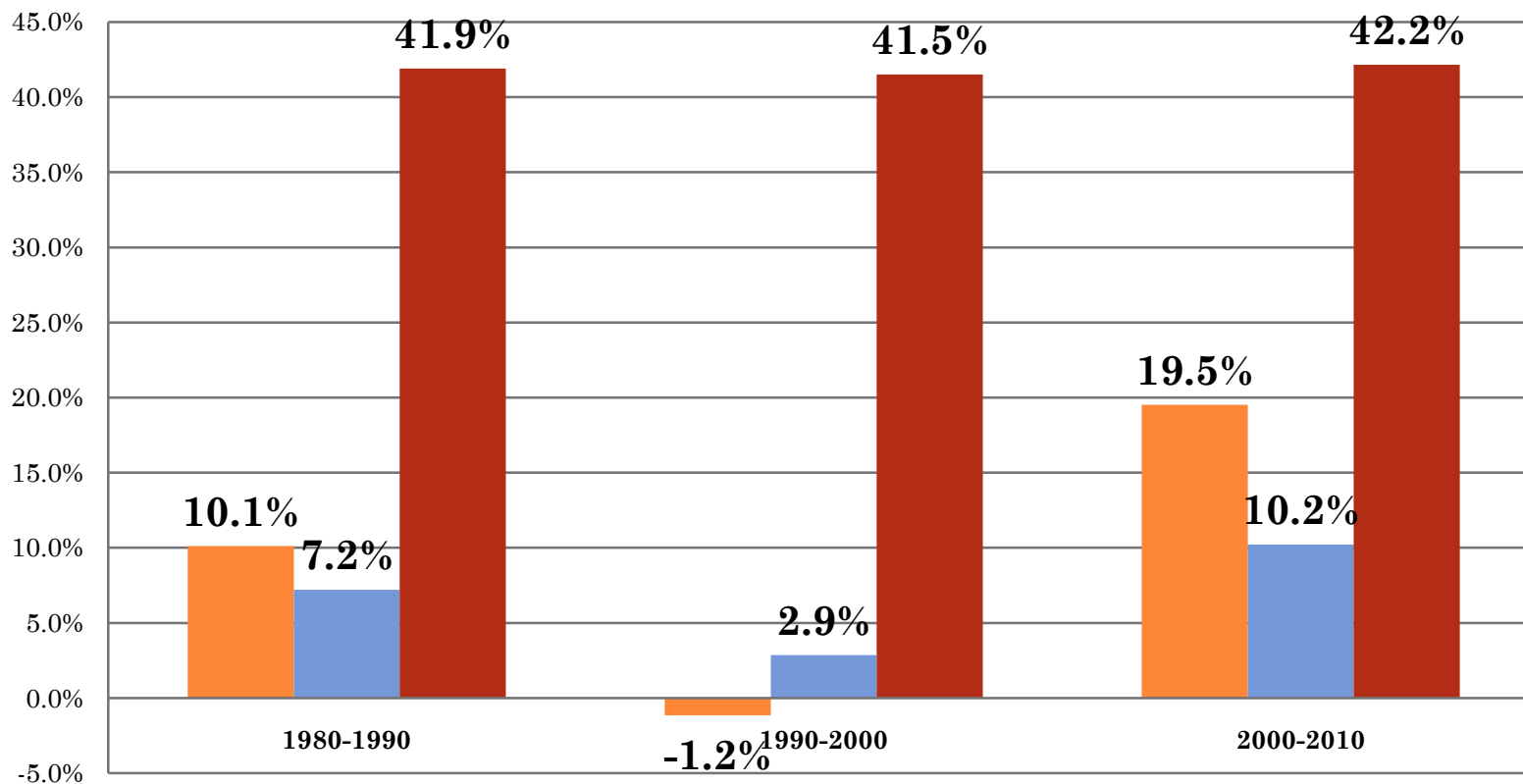
ENROLLMENT GROWTH



ENROLLMENT GROWTH AT HBCUS

Enrollment growth in degree-granting historically Black colleges and universities by decade, by sex of student: 1980, 1990, 2000 and 2010

■ Total ■ Men ■ Women

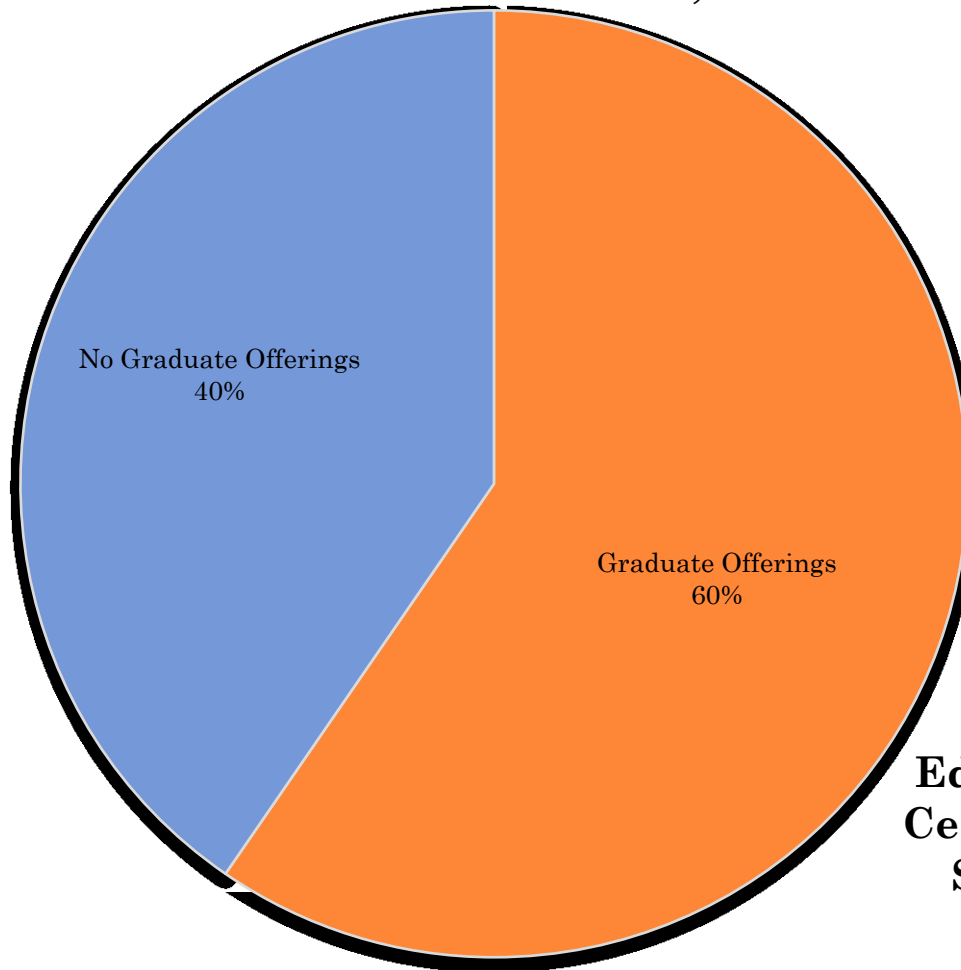




DEGREE OFFERINGS AT HBCUs

DEGREE OFFERINGS AT HBCUS

Graduate Offerings at Historically Black Colleges and Universities, 2010

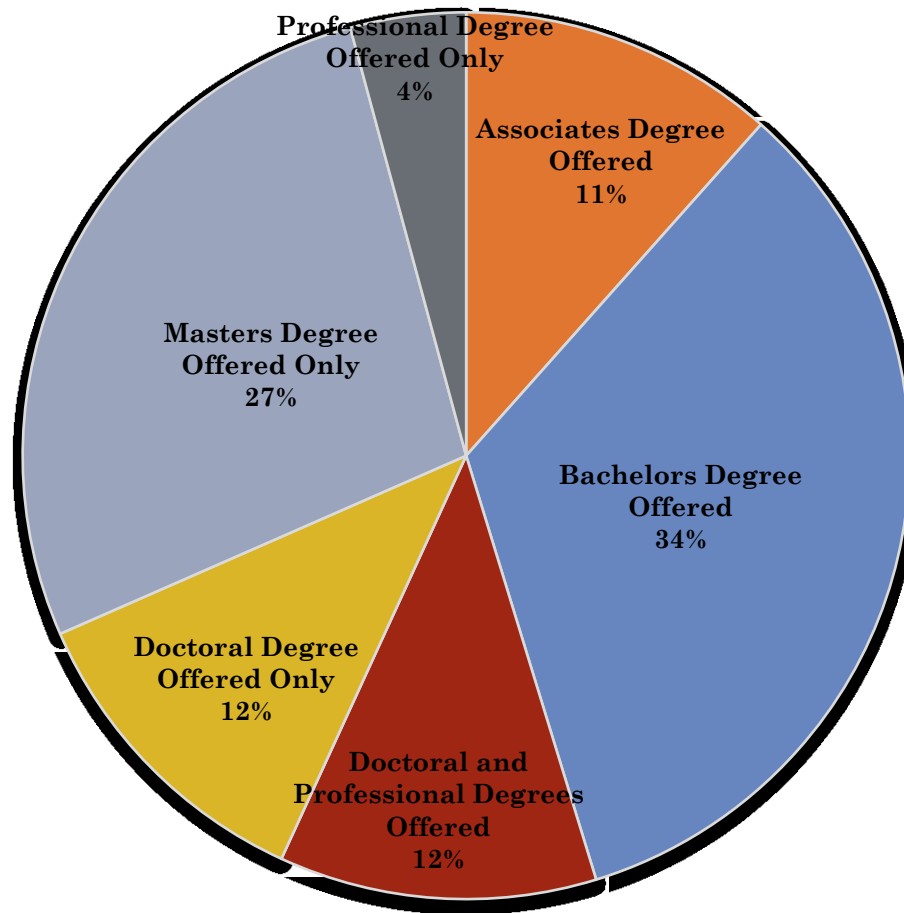


**Source: U.S.
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2011**



DEGREE OFFERINGS AT HBCUS

Highest Level of Degrees Offered at Historically Black Colleges and Universities, 2010



Source: U.S.
Department of
Education, National
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Statistics, PEDS, 2011

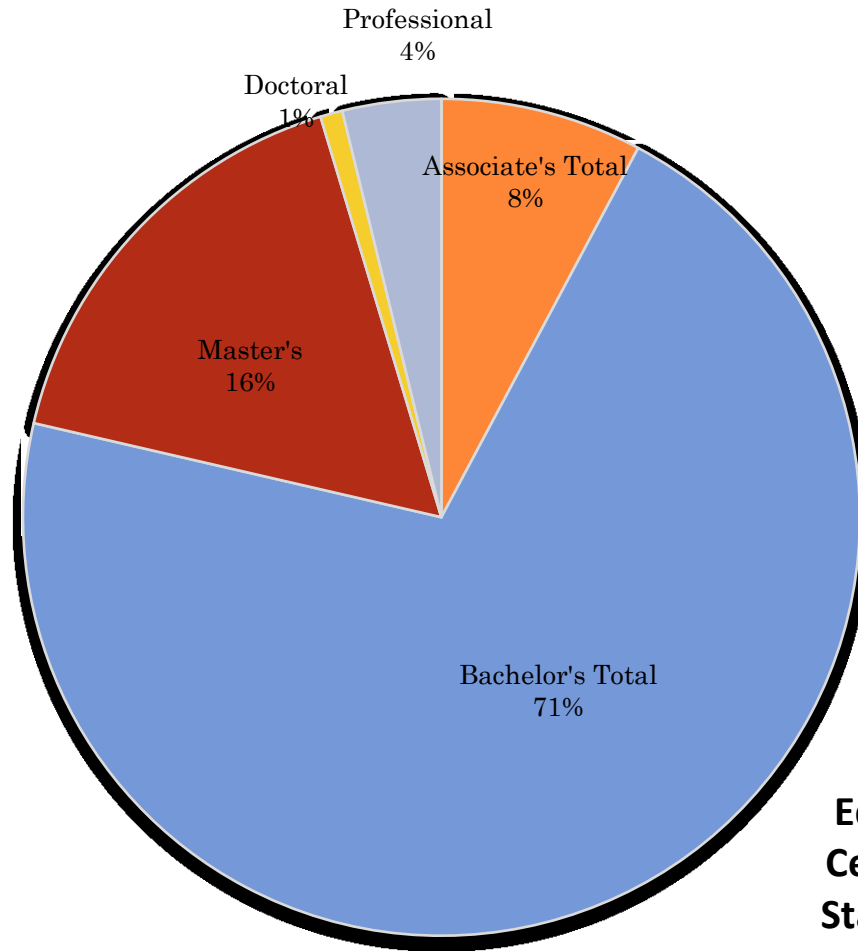




DEGREES CONFERRED AT HBCUs

DEGREE CONFERRED AT HBCUS

Degrees Awarded at Historically Black Colleges and Universities, 2010

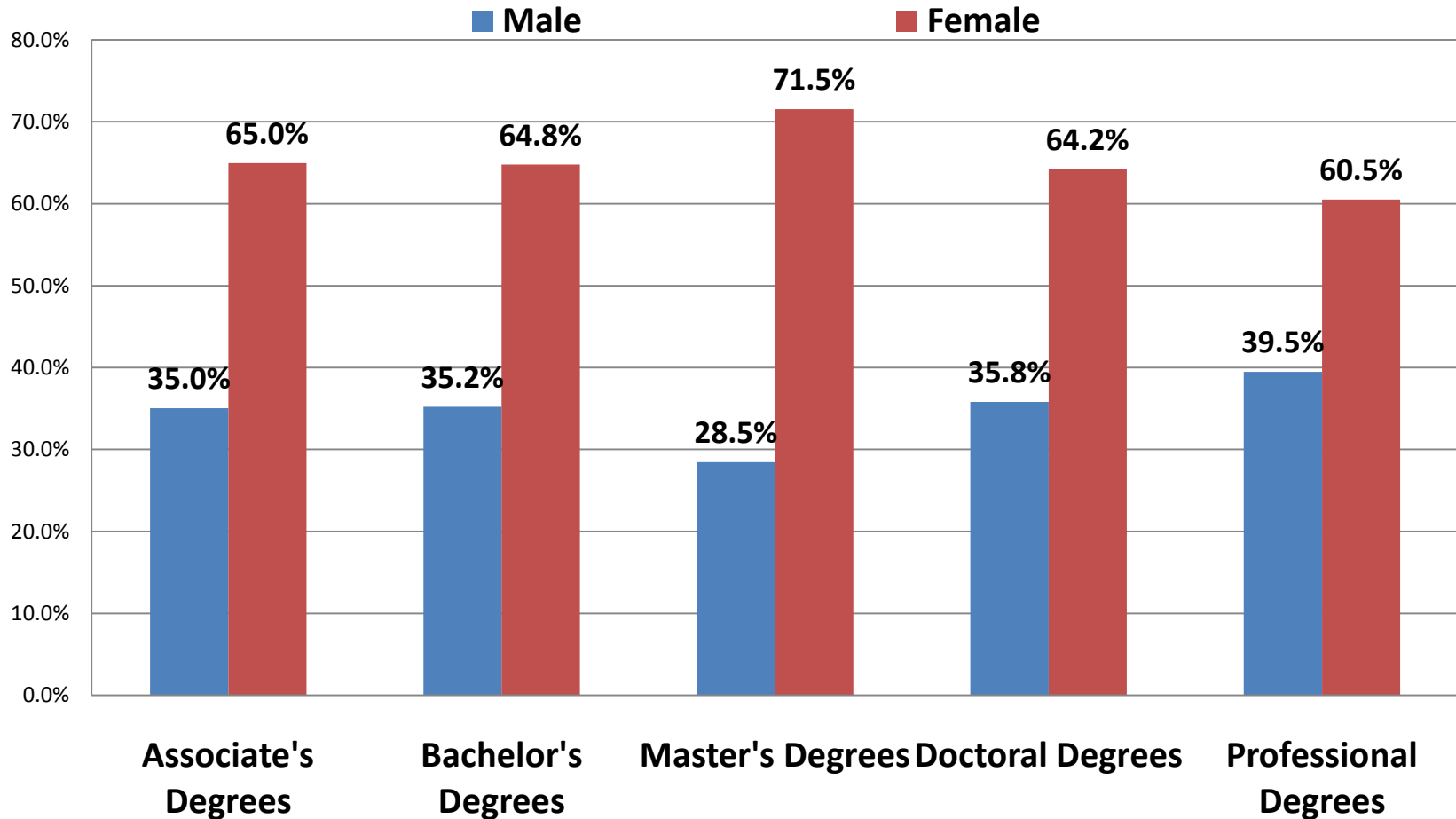


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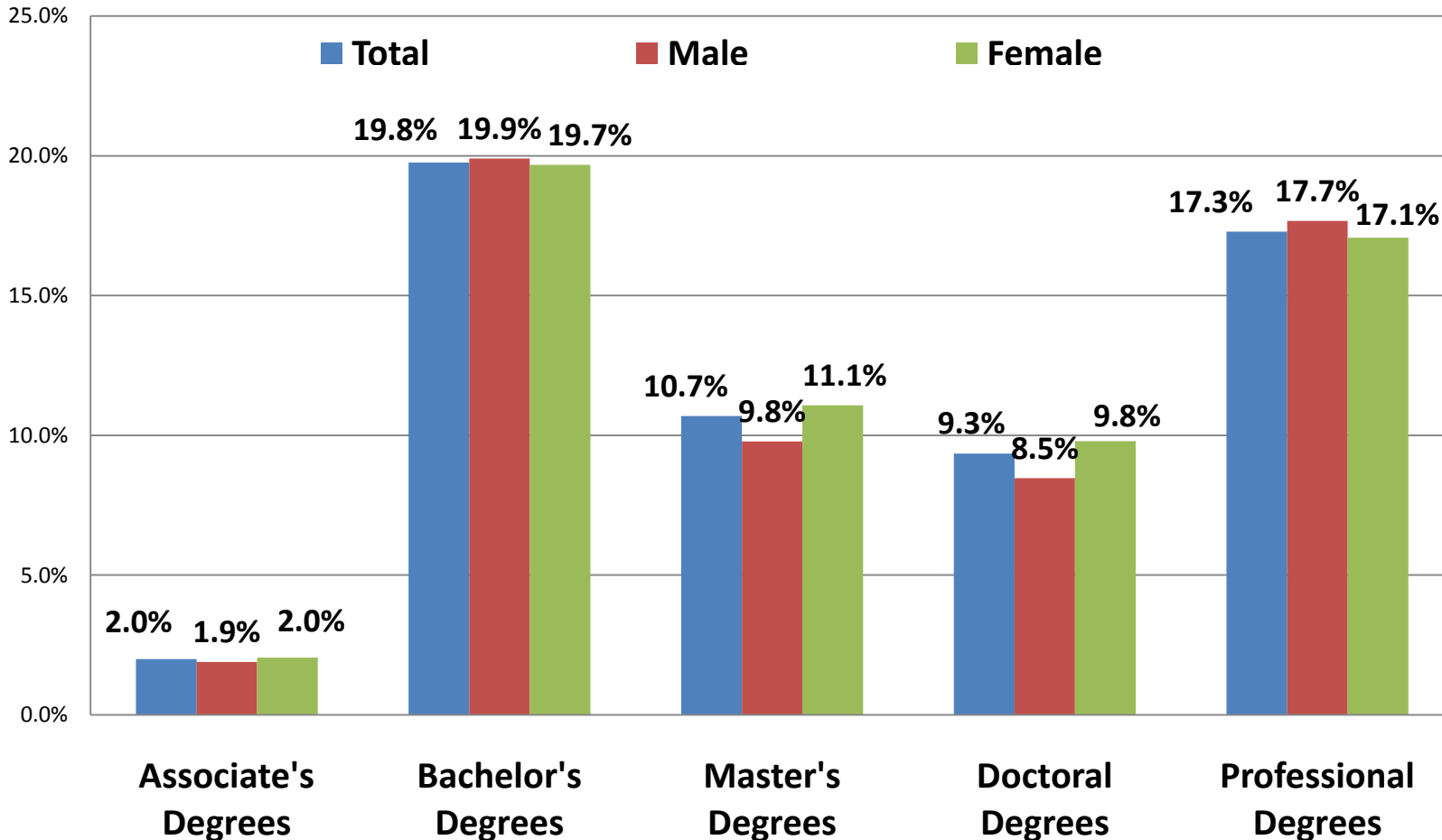
DEGREE CONFERRED AT HBCUS

Degrees Awarded by Historically Black Colleges and Universities (HBCUs) and All Degree Granting Institutions by Degree Type and Gender, 2010

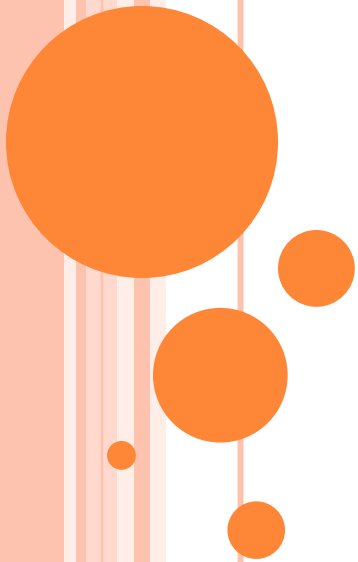


DEGREE CONFERRED AT HBCUS

Degrees Awarded to African Americans by Historically Black Colleges and Universities (HBCUs) and All Degree Granting Institutions by Degree Type, 2010



AMERICAN HIGHER EDUCATION WITHOUT HBCUs



CURRENT EVENTS: CLOSURE

- **Georgia (2008):** Republican legislator, Seth Harp, suggested merging two HBCUs in the state with predominately white colleges in close proximity (Clark, 2008; Salzer & White, 2008)
- **Mississippi (2009):** On November 16, 2009, Mississippi's Governor, Haley Barbour, made a budget recommendation to the Mississippi State Legislature that the state's three HBCUs- Mississippi Valley State University, Alcorn State University, and Jackson State University- all be merged into a single institution of higher learning.



CURRENT EVENTS: ACCREDITATION

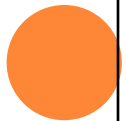
- HBCUs make up 13% of SACS of membership.
- 25% of SACS sanctions pertain to HBCUs (1996-2011).
- Since 1989, 50% of the institutions to lose accreditation in SACS were HBCUs.



STATE OF **EMERGENCY**: ACCREDITATION

Table 1: Accreditation Decisions of HBCUs by SACS (1998-2001)

Year	Placed on Warning/ Denied Approvals	Placed on Probation	Loss of Accreditation
1998	Savannah State University, GA St. Paul's College, VA	Hinds Community College, MS	
1999	Morris Brown College, GA Southwestern Christian College, TX Tougaloo College, MS LeMoyne-Owens College, TN Stillman College, AL		
2000	Huston-Tillotson College, TX Voorhees College, SC LeMoyne-Owens College, TN Alabama State University, AL Southwestern Christian College, TX Tougaloo College, MS Bennett College, NC Talladega College, AL		
2001	Grambling State University, LA Alabama State University, AL Southwestern Christian College, TX Bennett College, NC St. Augustine's College, NC Barber-Scotia College, NC	Huston-Tillotson College, TX Voorhees College, SC Grambling State University, LA Bennett College, NC Morris Brown College, GA Talladega College, AL	



STATE OF **EMERGENCY**: ACCREDITATION

Table 2: Accreditation Decisions of HBCUs by SACS (2002-2007)

Year	Placed on Warning/ Denied Approvals	Placed on Probation	Loss of Accreditation
2002	Alabama State University, AL Interdenominational Theological Center, GA	Huston-Tillotson College, TX Grambling State University, LA Bennett College, NC Talladega College, AL	Morris Brown College, GA
2003	Barber-Scotia College, NC LeMoyne-Owens College, TN	Interdenominational Theological Center, GA St. Augustine's College, NC Texas College, TX	
2004	LeMoyne-Owens College, TN	Talladega College, AL Texas College, TX	Barber-Scotia College, NC Edward Waters College, FL
2005	Virginia Union University, VA	Talladega College, AL LeMoyne-Owens College, TN	
2006		LeMoyne-Owens College, TN	
2007	Coahoma Community College, MS Dillard University, LA	Paul Quinn College, TX Florida A&M University, FL Texas Southern University, TX	



STATE OF **EMERGENCY**: ACCREDITATION

Table 2: Accreditation Decisions of HBCUs by SACS (2002-2007)

Year	Placed on Warning/ Denied Approvals	Placed on Probation	Loss of Accreditation
2008	Dillard University, LA Florida Memorial University	Paul Quinn College, TX Florida A&M University, FL Texas Southern University, TX	
2009	Florida Memorial University, FL Tougaloo College, MS South Carolina State University, SC	Alabama A&M University	Paul Quinn College, TX
2010	Stillman College, AL Fisk University, TN Tennessee State University, TN	Texas Southern University, TX	
2011	Fisk University, TN Southern University at Shreveport, LA Fort Valley State University, GA Savannah State University, GA Stillman College, AL	Bennett College, NC Tougaloo College, MS	





**AMERICAN HIGHER EDUCATION
WITHOUT HBCUs:
PURPOSE AND METHODOLOGY**

PURPOSE OF THE STUDY

- This study raises the question of what would American higher education be without public HBCUs?
- This study examines the impact of the closure, merger, and mandated integration of HBCUs on student access and selected student outcomes for African Americans.

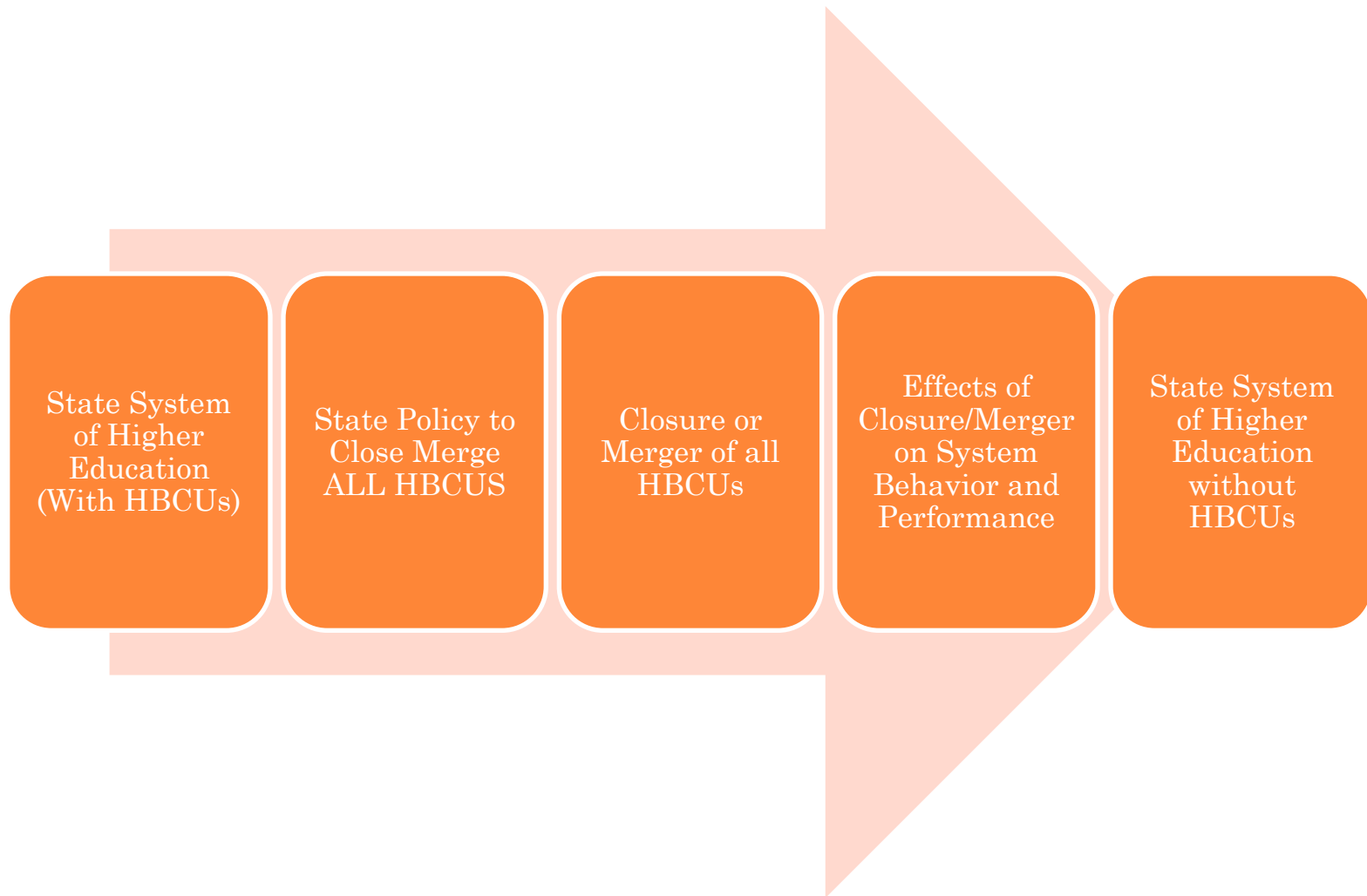


METHODOLOGY

- Uses 11 years of data from the IPEDS database, from 1995-2006 for Florida, Maryland, Mississippi and Tennessee
- Time Series Statistical Models Used (Box-Jenkins Auto-Regressive Integrated Moving Averages [ARIMA] models)
- Variables
 - First time in college (FTIC) enrollment,
 - total enrollment
 - Bachelor's degrees
 - Master's degrees
 - Doctoral Degrees
 - First Professional Degrees



CLOSURE/ MERGER MODEL



MODEL ASSUMPTIONS

- The models assume that:
 - The results produce a statistical extension of how these institutions currently behave in the state higher educational environment; this is a CRT assumption in the model.
 - Students are retained at the capacity expansion rate for the first year.
 - The state higher education system accommodates retained students by allowing for a capacity increase to allow students from merged/closed institutions to enroll; this percent increase is limited by space and resources available in the state system of higher education and will increase at the rate determined by estimated statistical model for that year.
 - While space is made for students from closed/merged institutions, these students will have to reapply into the system.



MODEL ASSUMPTIONS (CONTINUED)

- The models assume that:
 - African American students are admitted to the remaining schools in the system at the rate determined by the estimated statistical model for that year.
 - This means that the admit rate will grow at the constant rate of the previous years as determined by estimated statistical model.
 - This is a reasonable assumption because most schools currently have a transfer process in the state system, and many most schools have enrollment caps for entering students.



MODEL ASSUMPTIONS (CONTINUED)

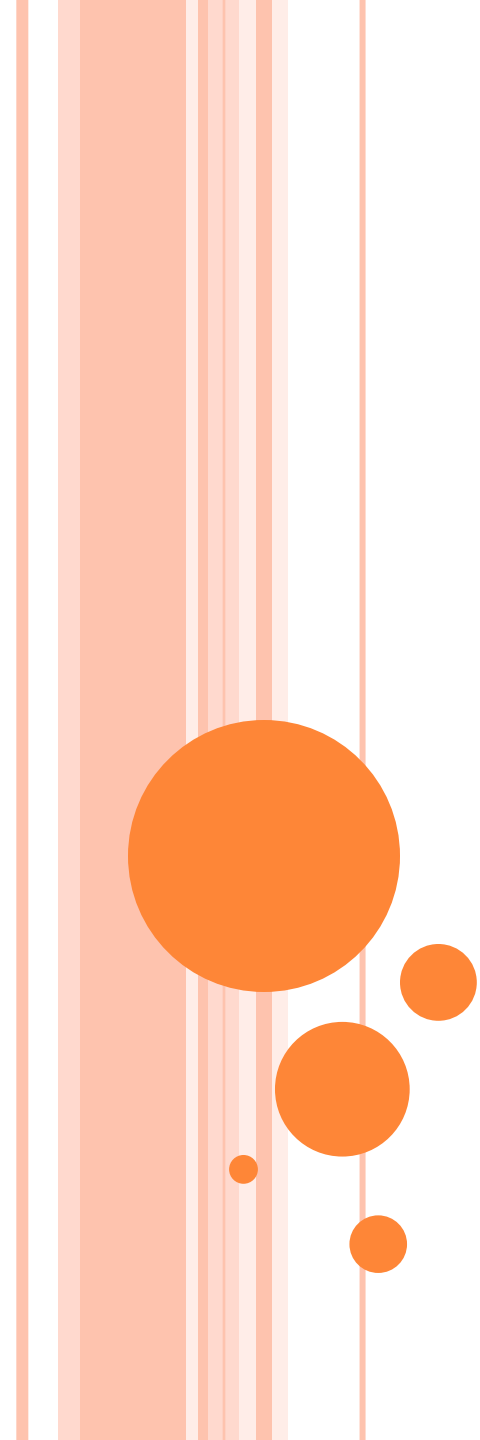
- The models assume that:
 - The closure/merger model assumes that once the institution is closed, institutional based aid and scholarships will not transfer with the student.
 - Though resources may be re-allocated to the other institutions of the state, these institutions will decide how to use these resources (Richardson & Smalling, 2005).
 - The 50% mandate model assumes that HBCUs reach a 50% non-black enrollment while retaining current enrollment levels, essentially changing the mix of students in HBCUs in a given state.



LIMITATIONS

- The econometric forecasts used by this study will only be applicable to the state studied under the model.
- Because each state of higher education is different, it is not possible to make generalizations based on each of the state model predictions.
- The results of the study are contingent upon the assumptions of the model, and any diversions from these assumptions may cause the model to not accurately predict the future access and outcome variables for African American.





**AMERICAN HIGHER EDUCATION
WITHOUT HBCUs:
RESULTS**

RESULTS:

TOTAL STUDENTS LOSS OVER 10-YEAR PERIOD

	Florida	Maryland	Mississippi	Tennessee	Total
Total African American Enrollment	117,590	193,537	153,708	73,455	538,290
First Time In College Enrollment	17,035	31,694	12,910	8,475	70,114



RESULTS:

TOTAL DEGREES LOST OVER 10-YEAR PERIOD

	Florida	Maryland	Mississippi	Tennessee	Total
Bachelor Degrees	12,045	20,795	16,231	9,786	58,857
Master Degrees	2,440	4,000	5,540	3,950	15,930
Doctoral Degrees	185	575	445	140	1345
Professional Degrees	1825	0	0	0	1825



CONCLUSIONS

- The results show that closure/ merger policy models have an adverse effect on African American student access and outcomes.
- States consistently did not have the ability to recover from the effects of the models.
- There would be a decline in the number of African American students who gain access to higher education and obtain bachelor, master, doctoral degrees.



POLICY RECOMMENDATIONS

- Monitor the segregation indices of each school in the system to monitor the extent to which all schools in the system are able to provide education to all ethnic/racial groups in the state.
- Evaluate whether each institution in the state higher educational system mirrors the ethnic and racial makeup of the entire state.
- Show the extent to which minority populations view all schools as a real option for post-secondary higher education.




POLICY RECOMMENDATIONS (CONTINUED)

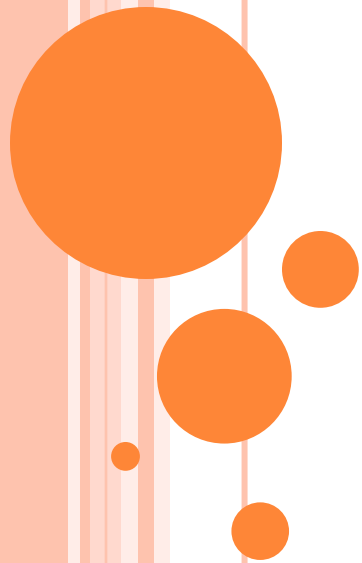
- Evaluate the level to which HBCUs and PWIs provide access to higher education for black and minority students in the state higher educational system.
- Assess the degree to which HBCUs and PWIs allow African American and other minority students to reach completion outcomes in the state higher educational system.
- Analyze the distribution of resources among all institutions within the system to determine if program attraction and school resources are contributing to any inequities.



HBCU STRATEGIES FOR SUCCESS

- Increase student enrollment, retention and graduation
 - Recruit more minority students (Hispanics, Native American and Asian)
 - Increase enrollment, retention and graduation of African American Males
 - Diversify Financial Portfolio (Federal and State Appropriations, Tuition (In-State/Out-of-State mix), Research Grants, Endowment, Entrepreneurial Efforts.
- 

QUESTIONS?





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