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Higher education is rapidly changing. Students are much more diverse and are demanding a more relevant and nimble education. Colleges and universities have had to meet instructional challenges in response to the ravaging COVID-19 pandemic. In the midst of these changes, philanthropists, although still leaning toward the **oldest and most elite institutions** in the country, have expanded their support of Minority Serving Institutions (MSIs), including Hispanic Serving Institutions (HSIs). The most prominent of these philanthropists is MacKenzie Scott, who would prefer the attention around her impressive donations to be focused on the institutions she supports rather than on her.

Between December 2020 and June 2021, Scott donated over \$890 million<sup>1</sup> to 36 HSIs across the nation.<sup>2</sup> Although some of these institutions were no stranger to philanthropic contributions, others had never received donations even close to those that Scott gave. Most of the institutions eligible for an HSI designation are community colleges, public regional universities, or small, often under resourced, private colleges. Scott also made philanthropic contributions to nonprofit organizations that serve Latinx students and support HSIs, including [Excelencia in Education](#).

## HISPANIC SERVING INSTITUTIONS

HSIs are federally defined as accredited two- or four-year, not-for-profit postsecondary education institutions that enroll at least 25% full time Hispanic students. Institutions that meet this definition are eligible for Title III and Title V funding through the Higher Education Act. Title III funding focuses on increasing the number of Latinx students attaining degrees in STEM fields and/or improving transfer rates and facilitating STEM focused articulation agreements between two-year and four-year institutions. On the other hand, Title V funding helps support HSIs to advance or grow educational opportunities to improve the degree attainment rates of their Latinx students. Funds can be used in a myriad of ways to support an institution's efforts to strengthen Latinx student success. According to the U.S. Department of Education, Title V funds can fund new equipment for teaching, facilities, faculty development, tutoring, and other academic support programs, teacher education, student support services, and more.

<sup>1</sup> Because one of the HSLs to which Scott donated did not disclose the amount she gave, we can only provide an estimate of the dollar figure.

<sup>2</sup> None of the institutions that received a donation from Scott were in Puerto Rico.

The Latinx population is the largest minoritized racial-ethnic group in the U.S., and the second fastest-growing group after Asian Americans (Flores, 2017). It is estimated to account for over 30% of the U.S. population by 2060 (Budiman & Ruiz, 2021; U.S. Census Bureau, 2015). The Latinx student population is also growing rapidly. According to the U.S. Census Bureau, for example, Latinx students made up 25% of the K-12 student population in 2015. And, in 2019, Latinx students represented roughly 19% of all college students (U.S. Department of Education, 2020). In fact, Hispanic enrollment increased by 42%, the most among all racial-ethnic groups, between 2009 and 2020 (NCES, 2022).

In recent decades, there has been an increased interest in HSIs, which educate large numbers of Latinx students. These institutions are federally recognized as two- or four-year colleges and universities, nonprofits, and having an enrollment of at least 25% full-time Latinx students (U.S. Department of Education, 2021). Currently, there are 559 HSIs in the country, and they enroll 66% of all Latinx students ([Excelencia in Education](#), 2021). Still, HSIs demonstrate a long history of being under-resourced (Anguiano & Navarro, 2020; Merisotis & McCarthy, 2005). HSI Title V funding, for example, is competitive and not guaranteed to all HSIs, making philanthropists' gifts all the more valuable.

By and large, HSIs educate students who are first-generation and from low-income families. They also tend to serve non-traditional students, including those who work full-time, those who stop in and stop out of college to take care of extended family or due to financial concerns, those who need developmental education, and those who live with their family and commute to college rather than living on campus (Conrad & Gasman, 2015; Gasman et al., 2015; García, 2017; Gasman et al., 2008; Martínez & García, 2020; Nunez et al., 2011).

According to Martínez & García (2020), “as the Latinx population continues to grow and disperse to other cities and rural areas, more institutions are likely to see demographic changes on their campuses and eventually become HSIs” (n.p.).

Unlike Historically Black Colleges and Universities (HBCUs), which were founded to educate African Americans during a time of legal racial segregation at colleges and universities, HSIs developed – with a few exceptions – in response to demographic shifts (Conrad & Gasman, 2015). However, just because an institution meets the criteria to be an HSI does not mean it is necessarily “Hispanic serving” (p. 3). García (2017), in addition to several earlier scholars such as Laden (2001; 2004) and Núñez et al. (2015), has investigated the HSI identity and whether HSIs actually serve Latinx students or merely enroll them. García (2017) found that those faculty and staff working at HSIs are committed to serving the surrounding community and their Latinx students. However, Gasman, Castro Samayoa, and Martínez (2021) found that most students are not familiar with the HSI designation and could capitalize on it in their activism and advocacy if they were better informed.

Given that HSIs serve such a large proportion of Hispanic and various non-traditional student groups amidst competing for scarce resources, the need for additional funding is clear. As HSIs grow and strive to serve students, they need additional financial support from public and private sources, including individual philanthropists, to do so successfully.



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“Because our research is data-driven and rigorous, our giving process can be human and soft.”

—MacKenzie Scott

## THE EVOLVING MACKENZIE SCOTT APPROACH TO PHILANTHROPY

MacKenzie Scott uses a data-driven approach that trusts HSI leaders' decision-making ability and demonstrates an openness to what HSIs need to excel and be sustainable in the future. Those philanthropists interested in HSIs, or other MSIs, could learn much from her approach, which she discussed in a *Medium* post on July 28, 2020. First, Scott's team did considerable research before making philanthropic contributions. According to Scott, “I asked a team of advisors to help me accelerate my 2020 giving through immediate support to people suffering the economic effects of the [COVID-19] crisis. They took a data-driven approach to identify organizations with strong leadership teams and results, with special attention to those operating in communities facing high projected food insecurity, high measures of racial inequity, high local poverty rates, and low access to philanthropic capital.”

Second, Scott sought out the perspectives of experts across various sectors to make educated decisions. As she states, “The team sought suggestions and perspective from hundreds of field experts, funders, and non-profit leaders and volunteers with decades of experience. We leveraged this collective knowledge base in a collaboration that included hundreds of emails and phone interviews, and thousands of pages of data analysis on community needs, program outcomes, and each non-profit's capacity to absorb and make effective use of funding.”

Third, she made the contributions without strings attached and was aware of the benefits of giving in this manner. From Scott's perspective, “We do this research and deeper diligence not only to identify organizations with high potential for impact, but also to pave the way for unsolicited and unexpected gifts given with full trust and no strings attached.” She also gave the philanthropic donations upfront and did not burden HSIs with arduous reporting obligations: “Because our research is data-driven and rigorous, our giving process can be human and soft. Not only are non-profits chronically underfunded, they are also chronically diverted from their work by fundraising, and by burdensome reporting requirements that donors often place on them.”

Fourth, Scott's donations to HSIs are non-discretionary funds, so HSIs can decide how to use them. According to Scott, this philanthropic approach provides “maximum flexibility.” Scott understands the strength of effective HSI leadership and is confident that these leaders know what is best for their institutions and the students who attend them. According to Scott, “All of these leaders and organizations have a track record of effective management and significant impact in their fields. I gave each a contribution and encouraged them to spend it on whatever they believe best serves their efforts.”

Lastly, Scott has worked to put the focus on the institutions and organizations that she is supporting and to take it off herself. She has been clear that the giving of money by wealthy individuals is just one type of philanthropy, noting that the definition should be **expansive and inclusive** of acts of service completed by people every day. In this way, she is honoring the extensive work done by those who work within the organizations she is supporting, including HSIs.

## RESEARCH APPROACH

As researchers, we were fascinated by MacKenzie Scott's data-driven approach to philanthropic giving. Most philanthropists do background research to determine to whom they will give, but rarely are they as explicit about their methodology as Scott has been. Given that she gave to 36 specific HSIs out of the 559 across the nation, we were interested in why these particular institutions may have received donations, especially given that many of them had not been former recipients of large philanthropic gifts. This report provides data on the HSI recipients of MacKenzie Scott's philanthropic contributions. We also include comparative spotlights between HSIs that received donations and HSIs that did not receive them within the California State University System, and across public, 4-year institutions in Texas as these are regions of the nation that boast large numbers of HSIs. We based comparisons on select institutional factors, including public/private type, size, mission, ranking, and student loan default rates.

As a team, we approached this project with an understanding that individual philanthropists have unique approaches to giving. Factors that affect philanthropic giving range from past experiences to positive relationships with institutional actors, to the persuasiveness of compelling, data-rich, storytelling. We also believe that philanthropic support to HSIs, in general, is important and essential. Our work should not be interpreted as a critique of MacKenzie Scott nor the HSIs that did not receive donations (or the ones that did). Instead, we are interested in the factors that *might* have attracted Scott and her team to these specific HSIs.

Data obtained from the National Center for Education Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS) served as the main data source for this research report. Within the publicly accessible IPEDS Data Center, we extracted the most recent nine years of data related to characteristics and performance for institutions classified as HSIs by [Excelencia in Education](#). Variables included those related to admissions, cost, enrollment, student outcomes, financial aid, student loan default rates, and institutional finances. We also examined institutional ranking data from *U.S. News and World Report*.<sup>3</sup>

We imported data into Power BI, a visual analytics program, to promote the exploration and identification of patterns using data visualization. We coded the HSIs receiving donations from MacKenzie Scott to enable comparison to HSIs that did not receive donations to examine notable distinctions between these.

Our goal was to develop a tool—visualized and designed to facilitate data literacy and empower HSIs—to identify important data points that can be leveraged to their strategic benefit. The data elements provide a plan for how visualizing data can support HSIs' strategic planning through data-informed decisions. In turn, such an approach advances institutions' commitment to creating a culture of continuous organizational learning.



**MacKenzie Scott** is an author and philanthropist. As of August 25, 2022, *Forbes* magazine estimated she is worth \$40.1 billion. In May 2019, she signed the [Giving Pledge](#), which is a "commitment by the world's wealthiest individuals and families to dedicate the majority of their wealth to giving back." Of note, Scott was a student of Pulitzer Prize-winning author Toni Morrison when Scott attended Princeton University. Scott was married to Jeff Bezos until 2019, and as a condition of the divorce settlement, Bezos transferred 25% of his stake in Amazon to her. To date, she has donated roughly \$12.5 billion dollars in an effort to support people and organizations facing inequities.

<sup>3</sup>Of note, unlike HBCUs, which have a separate *U.S. News* ranking, HSIs are not ranked separately, and tend to fall across national and regional rankings, or are not ranked.



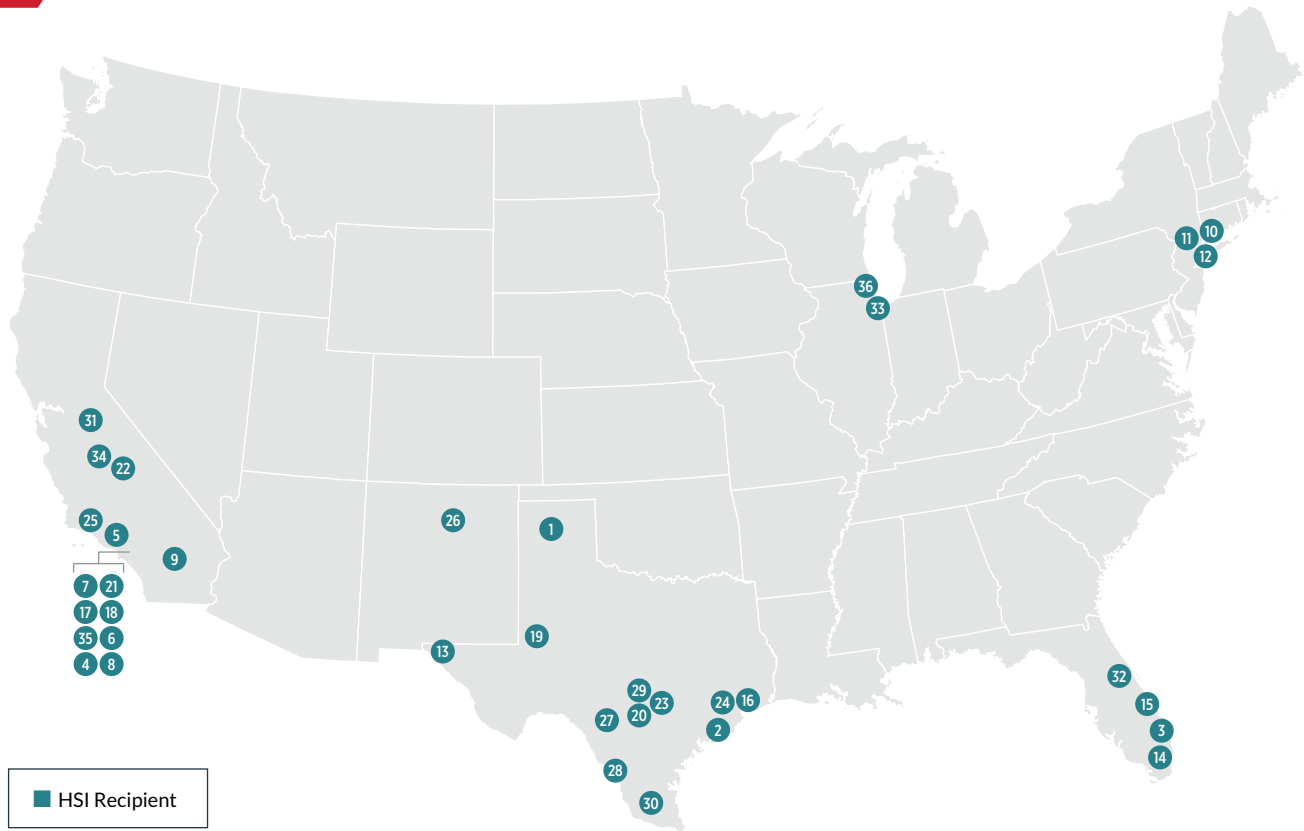
Of the 36 HSIs receiving donations, 53% were two-year institutions and 94% were public institutions. Regarding size, 42% of the institutions reported total enrollments exceeding 20,000, 19% institutions reported between 10,000 and 19,999, 22% institutions reported 5,000 to 9,999, and 17% reported 1,000 to 4,999. Figure 1 shows the donation amounts received by HSI institutions. As shown in Figure 2, recipient institutions were largely located in the Far West (39%) and the Southwest (36%) regions of the United States where the majority of HSIs are located.

**Figure 1****HSI RECIPIENTS OF MACKENZIE SCOTT DONATIONS**

Institution	Amount
Indian River State College	\$45,000,000
California State Polytechnic University-Pomona	\$40,000,000
California State University-Fullerton	\$40,000,000
California State University-Northridge	\$40,000,000
Florida International University	\$40,000,000
Santa Fe Community College	\$40,000,000
Texas A & M International University	\$40,000,000
The University of Texas at San Antonio	\$40,000,000
The University of Texas Rio Grande Valley	\$40,000,000
University of Central Florida	\$40,000,000
University of Illinois at Chicago	\$40,000,000
Broward College	\$30,000,000
CUNY Borough of Manhattan Community College	\$30,000,000
CUNY Lehman College	\$30,000,000
El Paso Community College	\$30,000,000
Long Beach City College	\$30,000,000
Pasadena City College	\$30,000,000
San Jacinto Community College	\$30,000,000
Chaffey College	\$25,000,000
Palo Alto College	\$20,000,000
Santa Barbara City College	\$20,000,000
University of California-Merced	\$20,000,000
College of the Desert	\$18,000,000
William Rainey Harper College	\$18,000,000
Amarillo College	\$15,000,000
California State University-Channel Islands	\$15,000,000
CUNY Hostos Community College	\$15,000,000
Mount Saint Mary's University	\$15,000,000
San Antonio College	\$15,000,000
Whittier College	\$12,000,000
Odessa College	\$7,000,000
Porterville College	\$7,000,000
Lee College	\$5,000,000
Southwest Texas Junior College	\$5,000,000
Brazosport College	\$3,000,000
West Hills College-Lemoore	unknown

Figure 2

## LOCATION OF HSIs RECEIVING MACKENZIE SCOTT DONATIONS



- |   |                                      |   |
|---|--------------------------------------|---|
| 1. Amarillo College                               | 13. El Paso Community College        | 25. Santa Barbara City College                |
| 2. Brazosport College                             | 14. Florida International University | 26. Santa Fe Community College                |
| 3. Broward College                                | 15. Indian River State College       | 27. Southwest Texas Junior College            |
| 4. California State Polytechnic University-Pomona | 16. Lee College                      | 28. Texas A & M International University      |
| 5. California State University-Channel Islands    | 17. Long Beach City College          | 29. The University of Texas at San Antonio    |
| 6. California State University-Fullerton          | 18. Mount Saint Mary's University    | 30. The University of Texas Rio Grande Valley |
| 7. California State University-Northridge         | 19. Odessa College                   | 31. University of California-Merced           |
| 8. Chaffey College                                | 20. Palo Alto College                | 32. University of Central Florida             |
| 9. College of the Desert                          | 21. Pasadena City College            | 33. University of Illinois at Chicago         |
| 10. CUNY Borough of Manhattan Community College   | 22. Porterville College              | 34. West Hills College-Lemoore                |
| 11. CUNY Hostos Community College                 | 23. San Antonio College              | 35. Whittier College                          |
| 12. CUNY Lehman College                           | 24. San Jacinto Community College    | 36. William Rainey Harper College             |

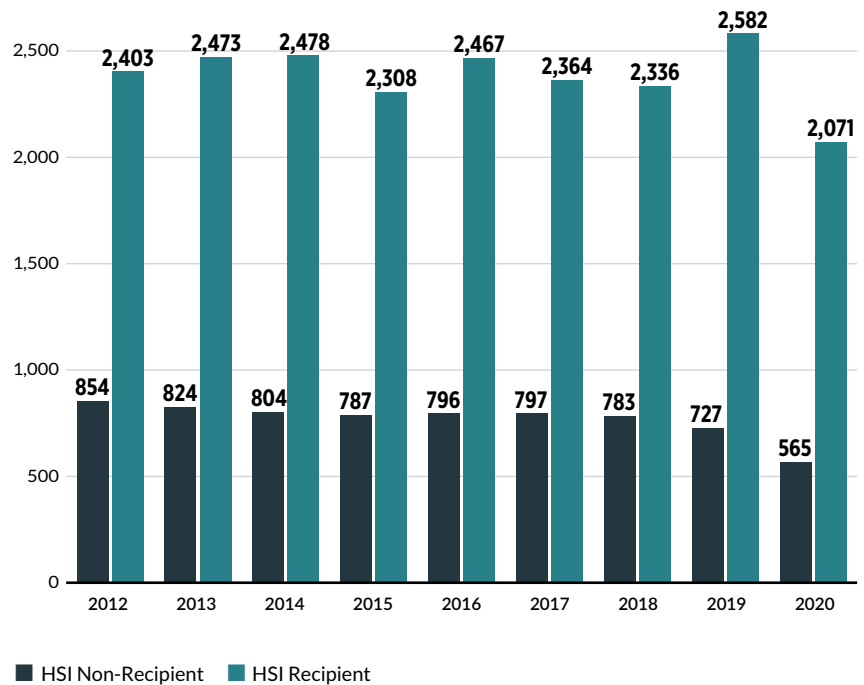
## A COMPARISON OF DONATION RECIPIENTS WITH NON-RECIPIENTS

To provide a deeper understanding of those institutions that received donations from MacKenzie Scott, we have examined them across a variety of indicators. We have also compared recipients with non-recipients.

Enrollment is central to the longevity and sustainability of any college or university. As mentioned, over the past two decades, Latinx students have been the fastest growing population within higher education, and HSIs have grown at a pace matching the population of Latinx students. In examining the number of first-time, degree-seeking undergraduates enrolled at HSIs, institutions receiving donations had a higher median enrollment of students. On average, HSIs receiving funding had first-time enrollments nearly three times the size of non-recipients between 2012 and 2020. In 2020, the median enrollment for first-time degree-seeking students for the entering classes of institutions receiving donations was 2,071 students compared to 565 students for institutions that did not receive donations (See Figure 3).

Figure 3

### MEDIAN NUMBER OF DEGREE-SEEKING FIRST TIME STUDENTS COMPARISON



HSIs not receiving donations demonstrated consistently higher median tuition and fees than HSIs receiving donations. As of 2020, the median combined in-state tuition and fees for HSIs receiving donations is \$5,200, compared to \$6,500 for those who did not receive donations. Though the HSIs who did not receive donations consistently had higher tuition and fees, the median difference in cost for years prior to 2020 was less than \$1,000. (See Figure 4).

One of the most widely used student academic success metrics is the retention rate of first-time, full-time students. This metric is defined by how many students attend a college or university for the first time and register for 12 or more hours in their first term and then return to the same institution the next fall. Research on retention demonstrates that an individual's characteristics upon entering college shape the likelihood of retention (Braxton, 2000; Tinto, 1975; Pascarella and Terenzini, 1991). Characteristics such as parental education, family income, academic aptitude, student demographics, and achievement in high school have an impact on college retention as well.

When comparing full-time retention rates for HSIs that received donations and those that did not, the data indicate that the median, full-time retention rates were found to be on average three to seven points higher for HSIs that received a donation. Given the higher retention rates among HSI donation recipients, these HSIs may choose to collaborate with non-recipient HSIs to help leverage their resources and enhance strategies to improve their student retention and success rates (See Figure 5).

Figure 4

### MEDIAN IN-STATE TUITION & FEES COMPARISON

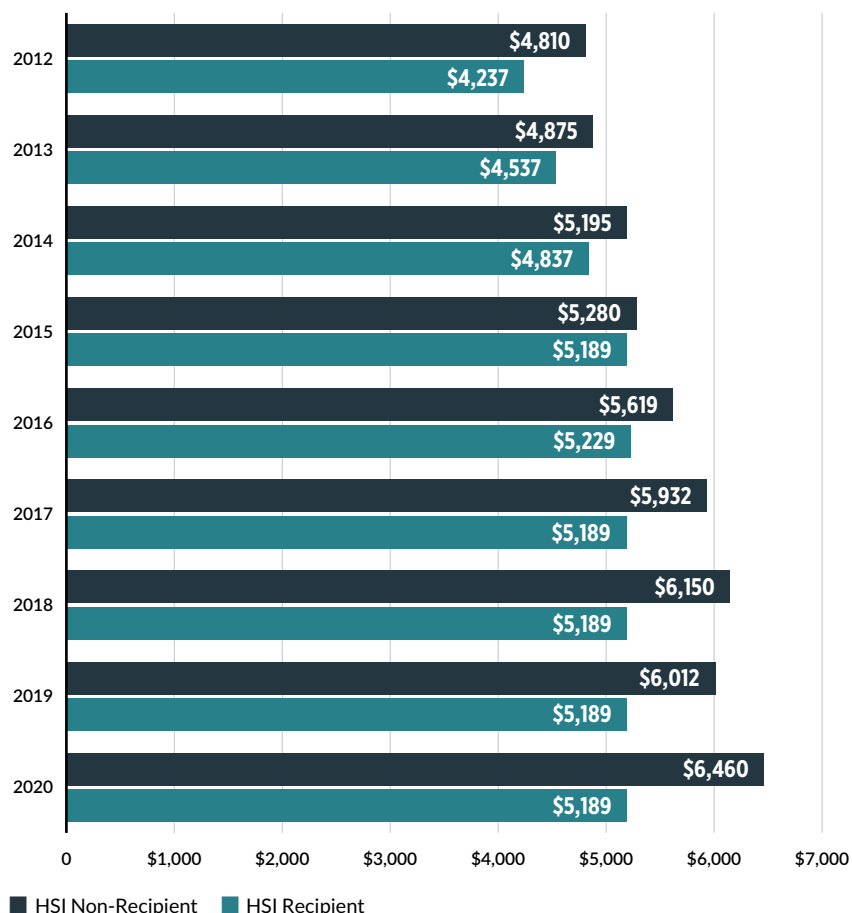
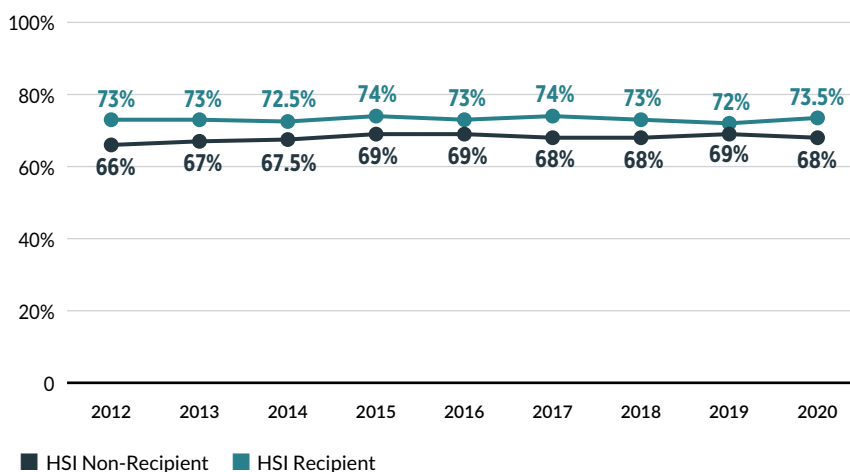


Figure 5

### MEDIAN FULL-TIME RETENTION RATE COMPARISON





Median graduation rates within 150% of time for two-year institutions showed little variation between recipients and non-recipients, ranging at most three points (See Figure 6a).

Median six-year, bachelor's degree graduation rates for four-year institutions were found to remain consistently higher for those institutions selected to receive a donation. On average, institutions selected to receive donations attained six-year graduation rates six to 15% higher than institutions that did not receive a donation. As shown in Figure 6b, the graduation gap between the two groups has been increasing over time.

Figure 6a

### MEDIAN UNDERGRADUATE GRADUATION RATE COMPARISON

#### Total cohort within 150% (2-yr institutions)

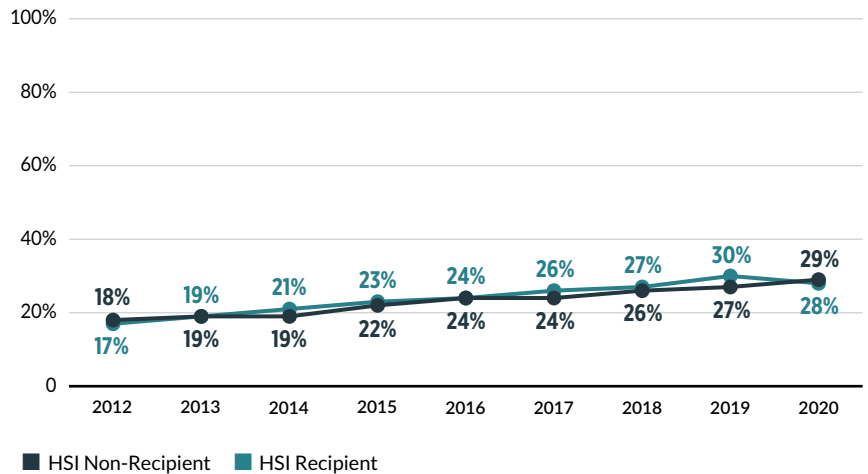
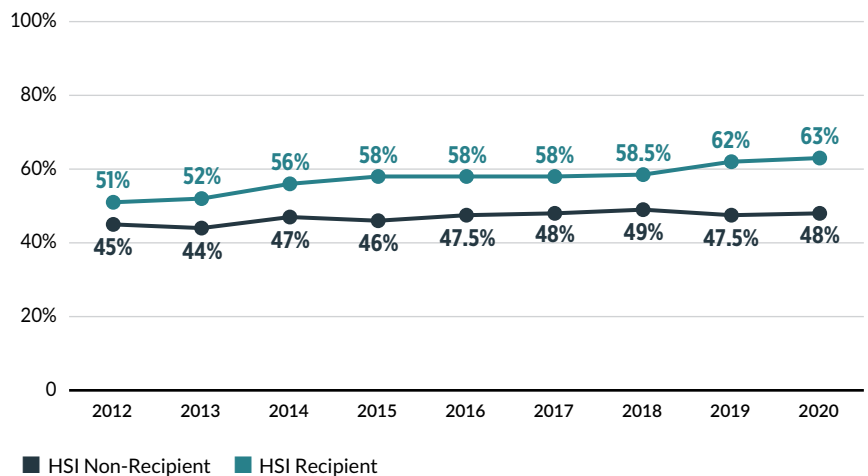


Figure 6b

### MEDIAN UNDERGRADUATE GRADUATION RATE COMPARISON

#### Bachelor degree within 6 years (4-yr institutions)



In examining the median net revenue attained for the equivalent of each full-time student enrolled, institutions receiving donations were found to have consistently lower net revenue per FTE (full-time equivalent) than those institutions not selected to receive a donation. The difference in median net revenue per FTE grew from a little more than \$600 in 2012 to over \$1,600 in 2020 for HSIs not receiving donations compared to institutions that received donations. Thus, HSIs that were under resourced were more likely to receive a donation (See Figure 7).

The percentage of full-time, first-time undergraduate students receiving Pell grants provided another consistent data point over time. As shown in Figure 8, HSIs that received a donation reported slightly higher median rates of full-time, first-time students receiving Pell grants. Except for 2019, institutions selected to receive donations reported four to eight percent more first-time, full-time students receiving Pell grants than institutions that did not receive a donation.

Figure 7

### MEDIAN NET REVENUE PER FTE COMPARISON

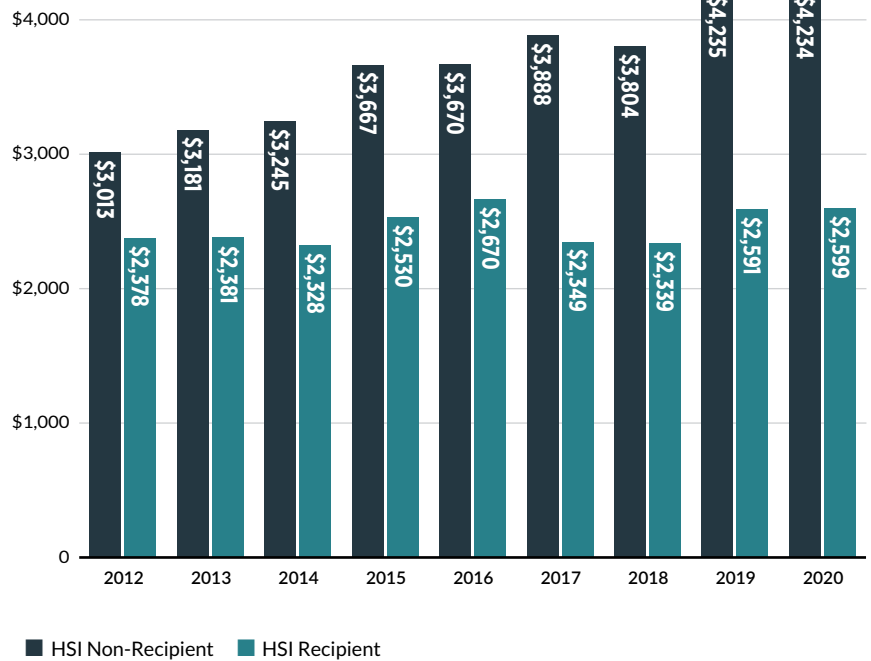
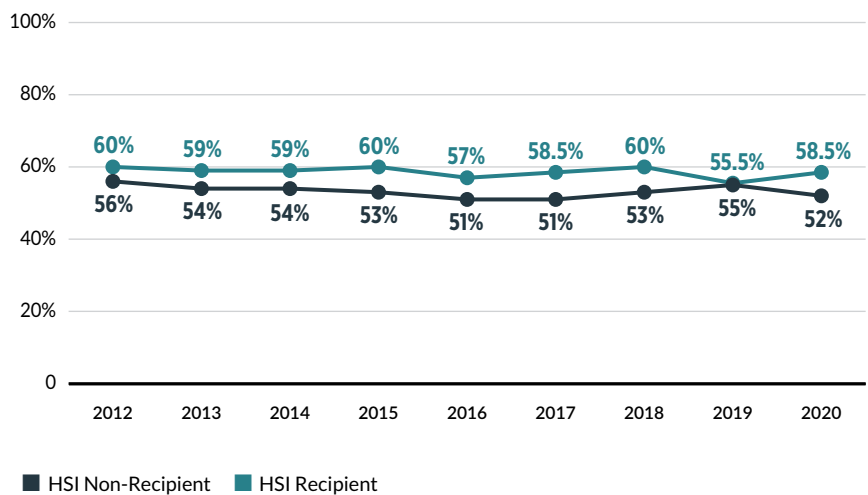


Figure 8

### MEDIAN FULL-TIME FIRST-TIME UNDERGRADUATE PELL GRANT RECIPIENTS PERCENTAGE COMPARISON



Unlike HBCUs, HSIs are not ranked separately by *U.S. News & World Report*. Instead, some are nationally ranked, and some are regionally ranked. Others are not included in the media outlet's rankings (See Figure 9).

Figure 9

## U.S. NEWS AND WORLD REPORT HSI RANKING AND DONATION

### U.S. News HSI Ranking and Donation: National Universities

Institution Name	Donation	Rank
University of Illinois at Chicago	\$40,000,000	103
University of Central Florida	\$40,000,000	148
Florida International University	\$40,000,000	162
The University of Texas at San Antonio	\$40,000,000	299-391
The University of Texas Rio Grande Valley	\$40,000,000	299-391
University of California-Merced	\$20,000,000	93

### U.S. News HSI Ranking and Donation: Regional Universities West

Institution Name	Donation	Rank
California State Polytechnic University-Pomona	\$40,000,000	14
California State University-Fullerton	\$40,000,000	19
Mount Saint Mary's University	\$15,000,000	27
California State University-Northridge	\$40,000,000	39
California State University-Channel Islands	\$15,000,000	41
Texas A & M International University	\$40,000,000	64

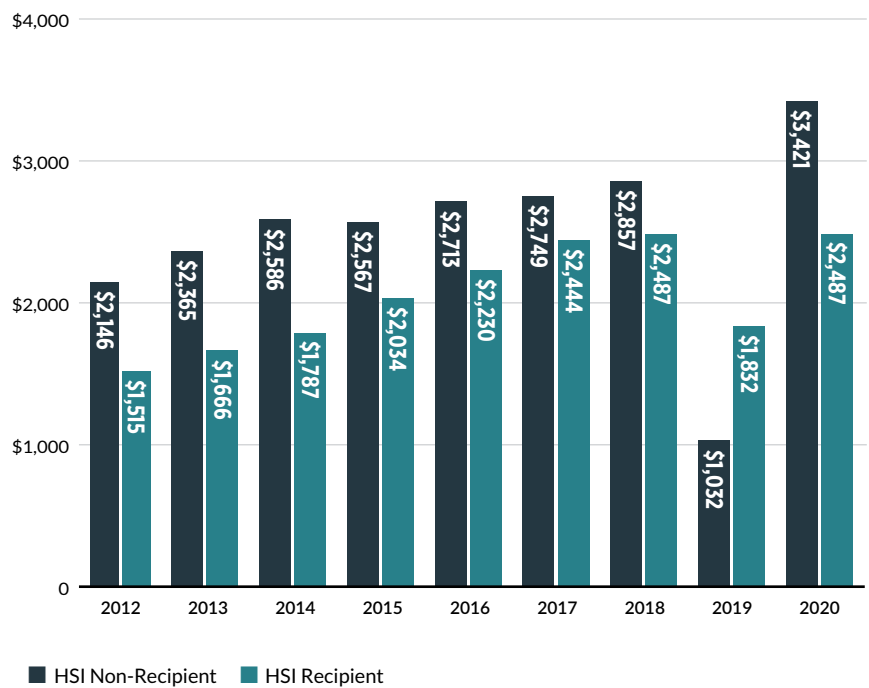
### U.S. News HSI Ranking and Donation: Regional Universities North

Institution Name	Donation	Rank
CUNY Lehman College	\$30,000,000	62

In the current analysis of endowment, the strategic choice was made to measure endowment income per FTE, rather than total endowment. In our analysis, we captured institutional subsidies that students may receive from endowments across institutions of different sizes. As shown in Figure 10, institutions that did not receive a gift, on average, had a \$600 higher median endowment per FTE (excluding 2019).

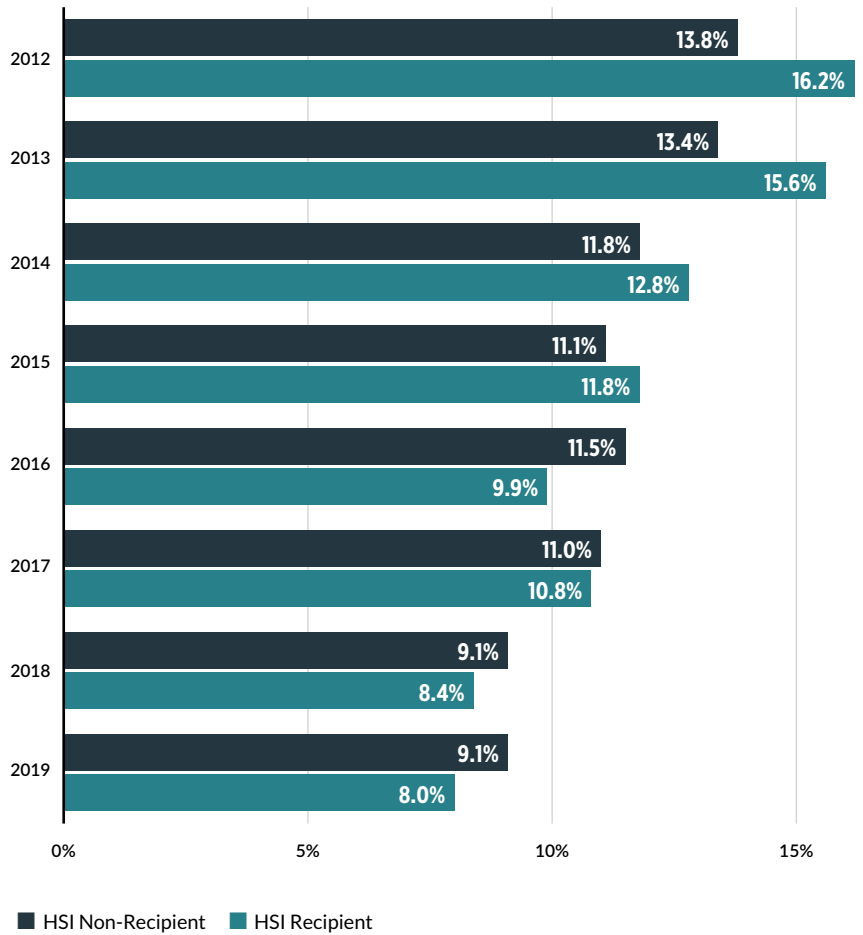
Figure 10

## ENDOWMENT PER FTE COMPARISON





In examining student loan default rates and median debt, institutions receiving donations were found to have lower median completer debt than those institutions not selected to receive a donation (\$10,885 compared to \$12,404). Regarding three-year loan default rates, the gap between recipient and non-recipient institutions has varied over the last eight years (see Figure 11). From 2012 to 2015, recipient institutions demonstrated higher three-year default rates than non-recipients. From 2016 forward, non-recipient institutions have reported higher three-year default rates than the recipient institutions.

**Figure 11****LOAN DEFAULT RATES**



## SPOTLIGHT COMPARISONS

Figure 12

### CALIFORNIA STATE UNIVERSITY (CSU) SYSTEM HSIs – RECIPIENTS, NON-RECIPIENTS



As shown in Figure 13, six-year graduation rates for HSIs in the California State University (CSU) System that received donations were on average between four to nine percentage points higher for HSIs that received a donation compared to CSU HSIs that did not.

Figure 14 shows the percentage of full-time, first-time undergraduate students who were awarded Pell Grants. The percent of students receiving Pell Grants was, on average, two to nine percentage points lower for CSU HSIs that received a donation compared to CSU HSIs that did not. Nationally 43% of full-time, first-time undergraduates receive Pell Grants. Pell Grant recipients are concentrated in lower resourced schools and institutions that service traditionally marginalized populations, such as MSIs.

Figure 13

### SIX-YEAR GRADUATION RATES – CSU SYSTEM HSI INSTITUTIONS

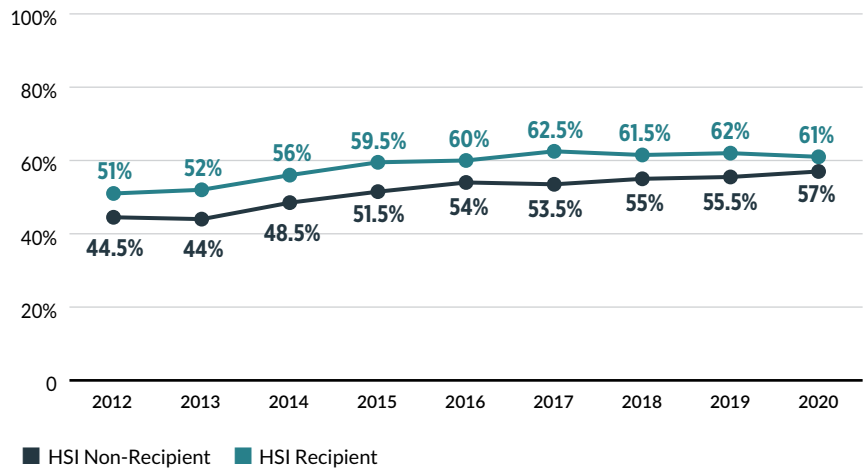
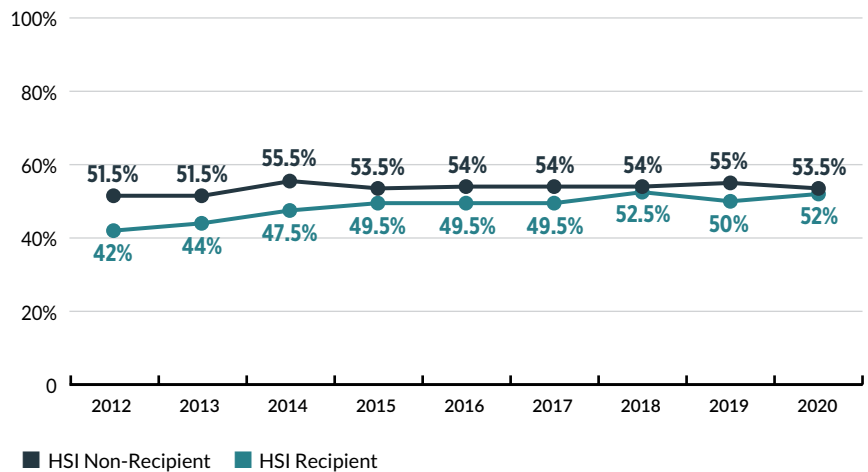


Figure 14

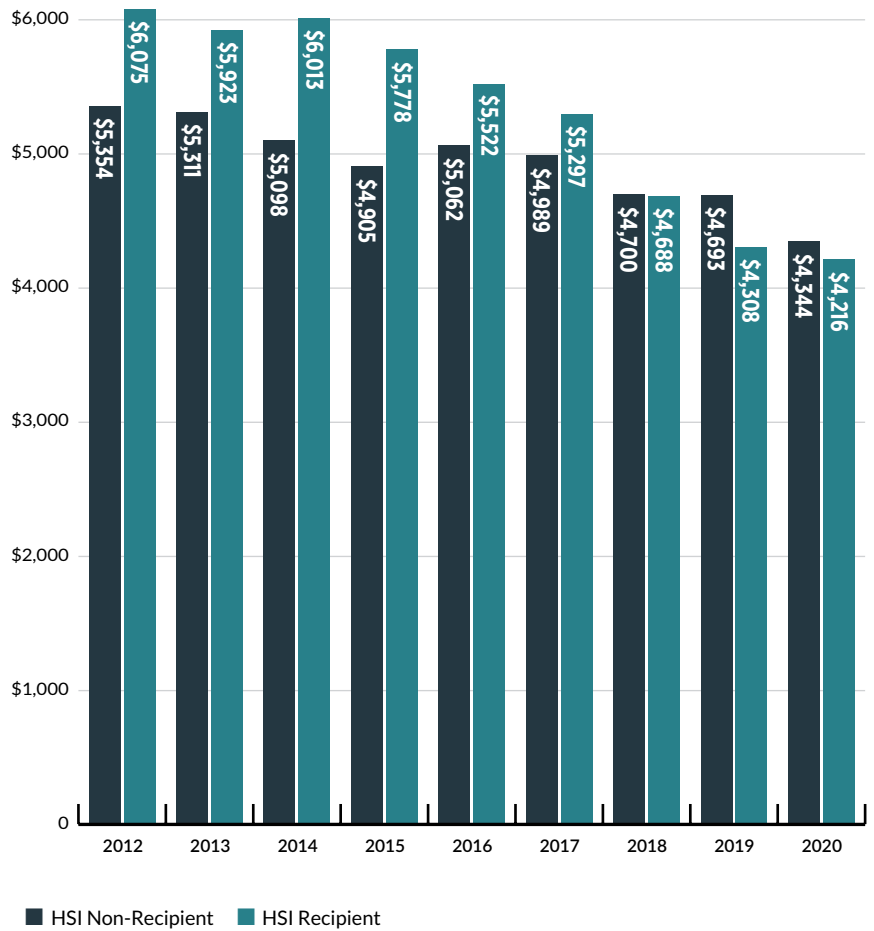
### PERCENTAGE OF FULL-TIME, FIRST-TIME UNDERGRADUATES AWARDED PELL GRANTS – CSU SYSTEM HSI INSTITUTIONS



Prior to 2017, institutions that received donations had higher net revenues per FTE compared to institutions that did not. With the exception of 2016, the net revenue per FTE has consistently decreased for all CSU HSIs over the last nine years. It should be noted that the trend for net revenues per FTE found when assessing CSU HSIs is opposite of our findings across all HSI donation recipients vs HSI non-recipients (See Figure 15).

Figure 15

## NET REVENUE PER FTE – CSU SYSTEM HSI INSTITUTIONS





As stated above in our analysis, we captured institutional subsidies that students may receive from endowments across institutions of different sizes. When comparing median endowment per FTE, CSU HSI institutions that did receive a gift consistently had a higher median endowment per FTE when compared to CSU HSI institutions that did not receive a donation, 2013 excepted. (See Figure 16).

Institutions receiving donations were found to have lower median completer debt than those institutions not selected to receive a donation. As shown in Figure 17, three-year default rates were found to be higher for HSI institutions not receiving donations, (6.0% default rate compared to 4.0% for institutions receiving gifts).

Figure 16

## ENDOWMENT PER FTE – CSU SYSTEM HSI INSTITUTIONS

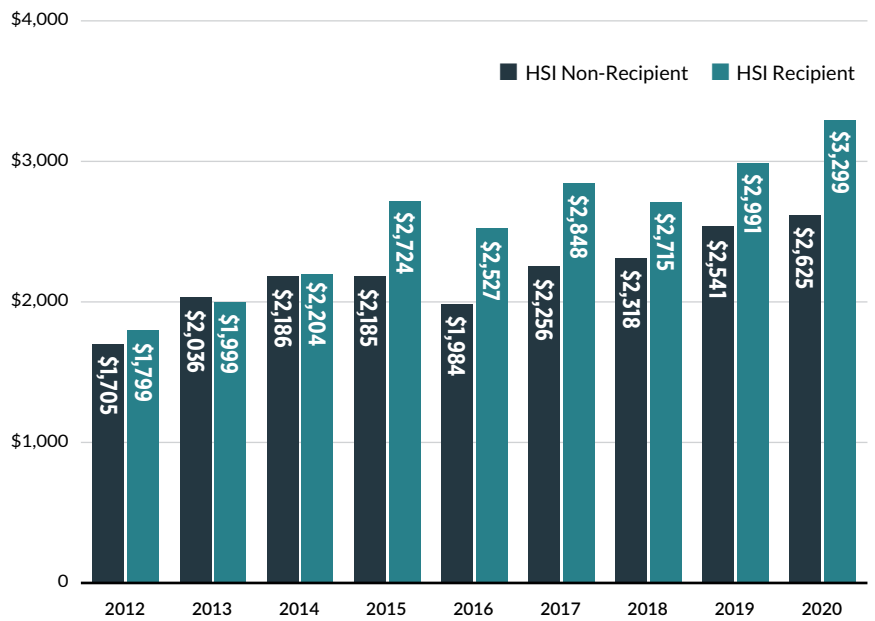
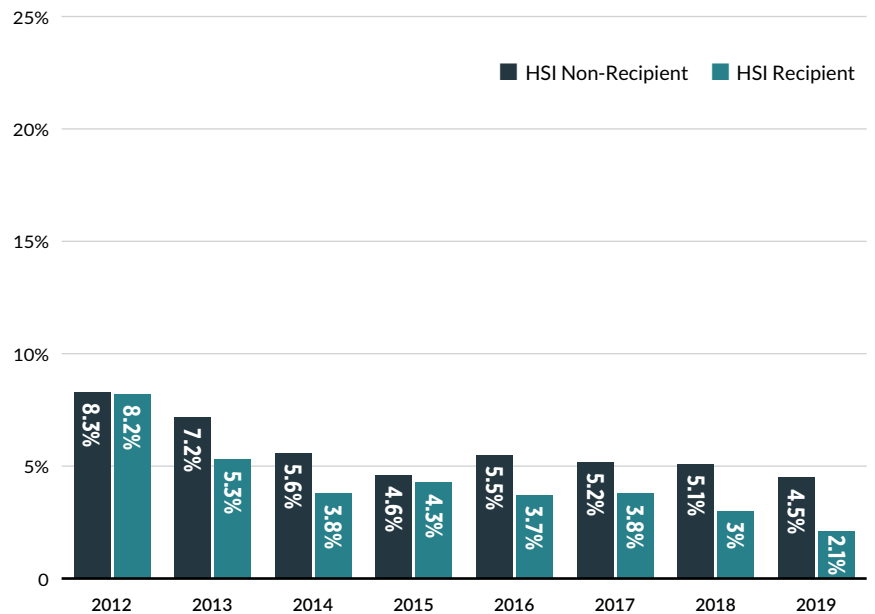


Figure 17

## THREE-YEAR COHORT LOAN DEFAULT RATE – CSU SYSTEM HSI INSTITUTIONS

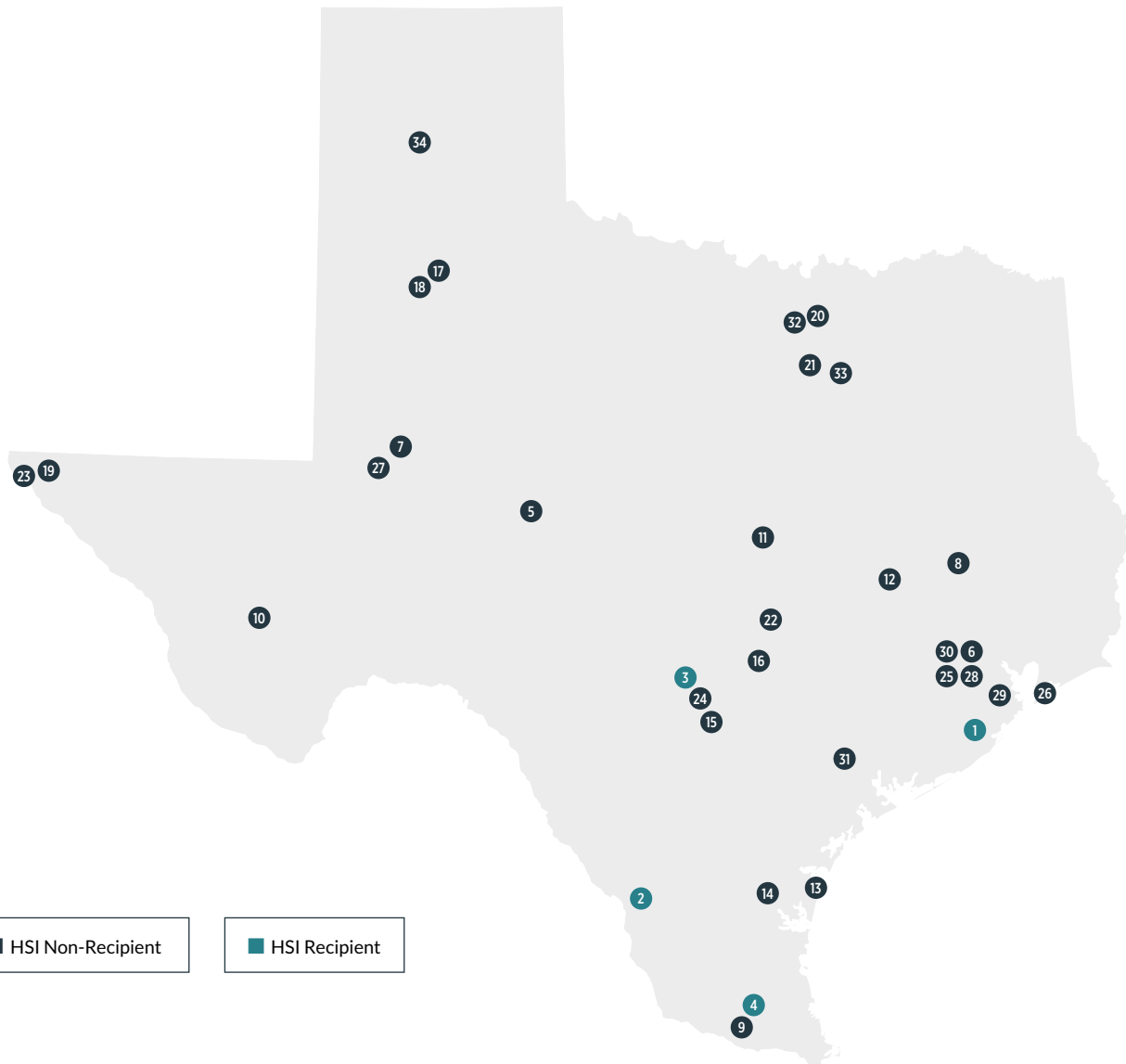




## SPOTLIGHT COMPARISONS

Figure 18

### TEXAS – PUBLIC 4-YEAR HSIs – RECIPIENTS, NON-RECIPIENTS



- |  |  |  |
|--|--|--|
| 1. Brazosport College                        | 13. Texas A & M University-Corpus Christi                | 24. The University of Texas Health Science Center at San Antonio |
| 2. Texas A & M International University      | 14. Texas A & M University-Kingsville                    | 25. The University of Texas MD Anderson Cancer Center            |
| 3. The University of Texas at San Antonio    | 15. Texas A&M University-San Antonio                     | 26. The University of Texas Medical Branch at Galveston          |
| 4. The University of Texas Rio Grande Valley | 16. Texas State University                               | 27. The University of Texas of the Permian Basin                 |
| 5. Angelo State University                   | 17. Texas Tech University                                | 28. University of Houston  |
| 6. Austin Community College District         | 18. Texas Tech University Health Sciences Center         | 29. University of Houston-Clear Lake                             |
| 7. Midland College                           | 19. Texas Tech University Health Sciences Center-El Paso | 30. University of Houston-Downtown                               |
| 8. Sam Houston State University              | 20. Texas Woman's University                             | 31. University of Houston-Victoria                               |
| 9. South Texas College                       | 21. The University of Texas at Arlington                 | 32. University of North Texas                                    |
| 10. Sul Ross State University                | 22. The University of Texas at Austin                    | 33. University of North Texas at Dallas                          |
| 11. Texas A & M University-Central Texas     | 23. The University of Texas at El Paso                   | 34. West Texas A & M University                                  |
| 12. Texas A & M University-College Station   |  |  |

There was no historical trend difference for the six-year graduation rates of Texas HSIs that received a donation compared to Texas HSIs that did not (See Figure 19).

The first-time, full-time rate of undergraduate students receiving Pell grants on average was seven to 14 percentage points higher for Texas HSIs that received a donation compared to Texas HSIs that did not. Overall, the percentage of first-time, full-time undergraduates receiving Pell at Texas HSIs exceeds the national average of 43% for full-time, first-time undergraduate students (See Figure 20).

Figure 19

### SIX-YEAR GRADUATION RATES – TEXAS PUBLIC 4-YEAR HSIs

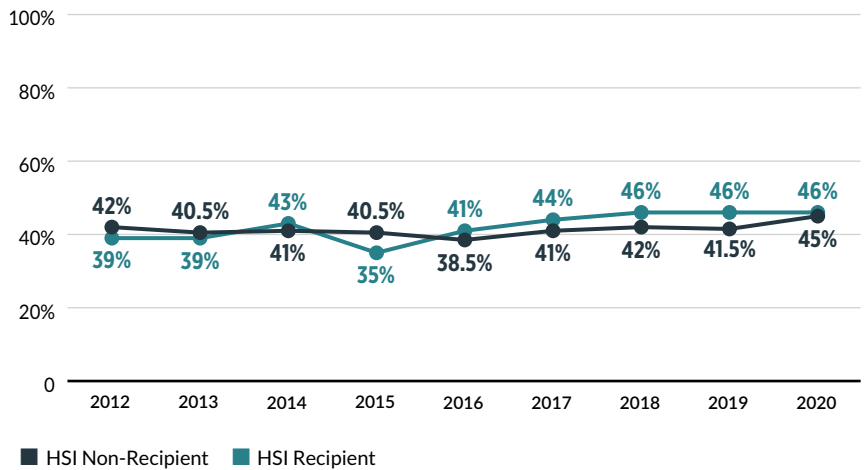
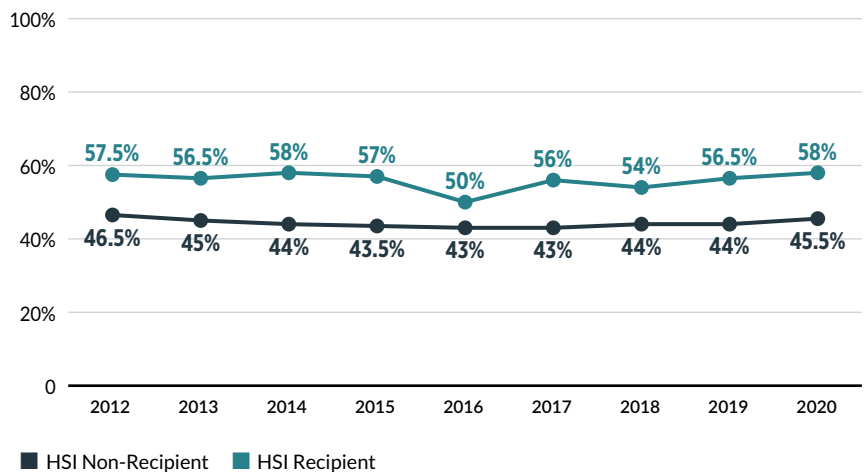
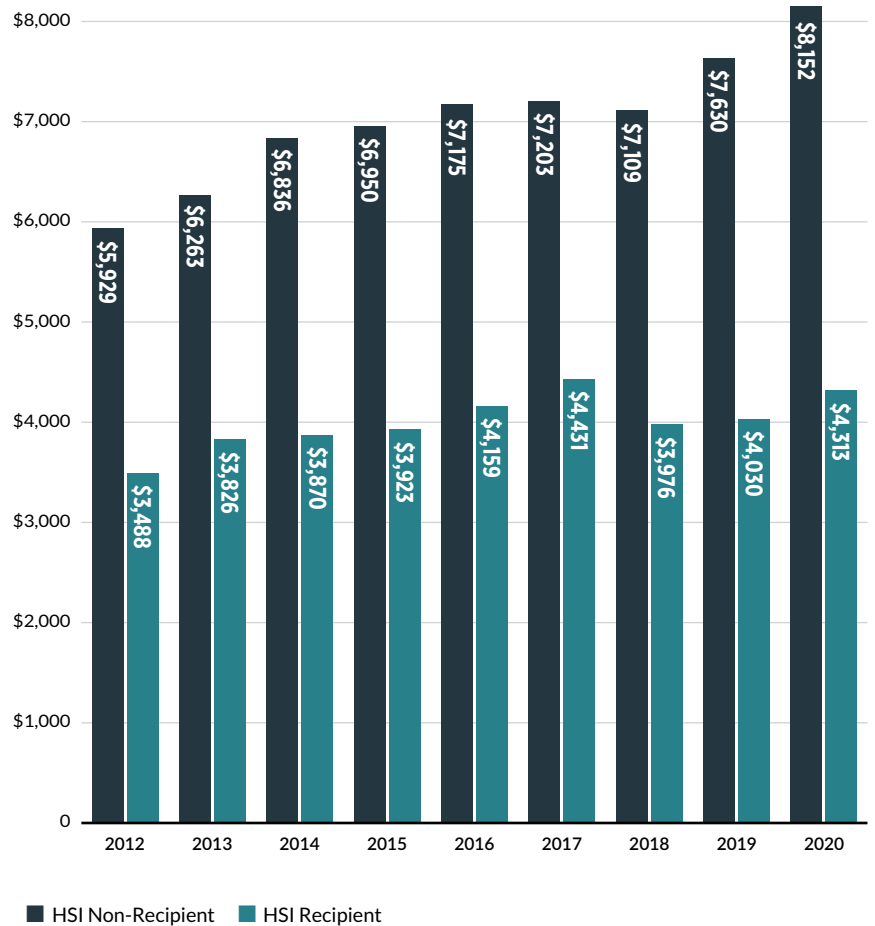


Figure 20

### PERCENTAGE OF FULL-TIME, FIRST-TIME UNDERGRADUATES AWARDED PELL GRANTS – TEXAS PUBLIC 4-YEAR HSIs

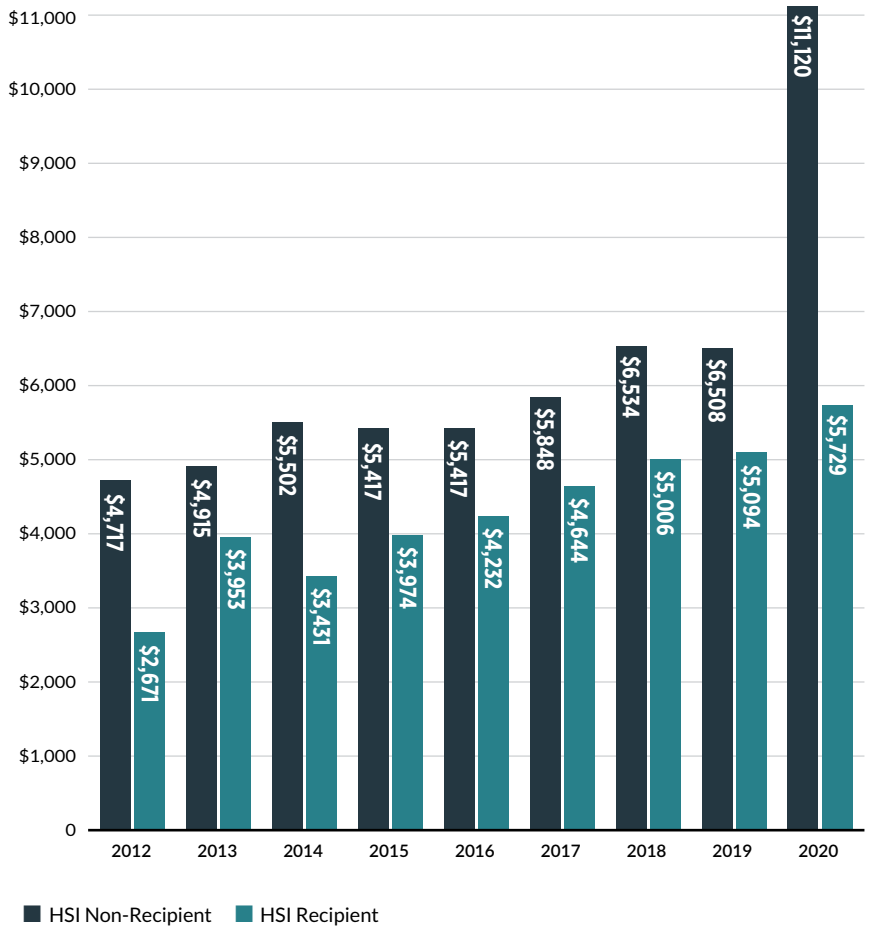


As shown in Figure 21, institutions that received donations had lower net revenues per FTE compared to institutions that did not. Notably, the net revenue per FTE has been inconsistent for all Texas public HSIs that received donations and has consistently increased for Texas HSIs that did not receive donations over the last nine years. It should be noted that the trend for net revenues per FTE found when assessing Texas HSIs is opposite of the finding found related to California State Universities and aligns with the national trend for all HSIs.

**Figure 21****NET REVENUE PER FTE – TEXAS PUBLIC 4-YEAR HSIs**

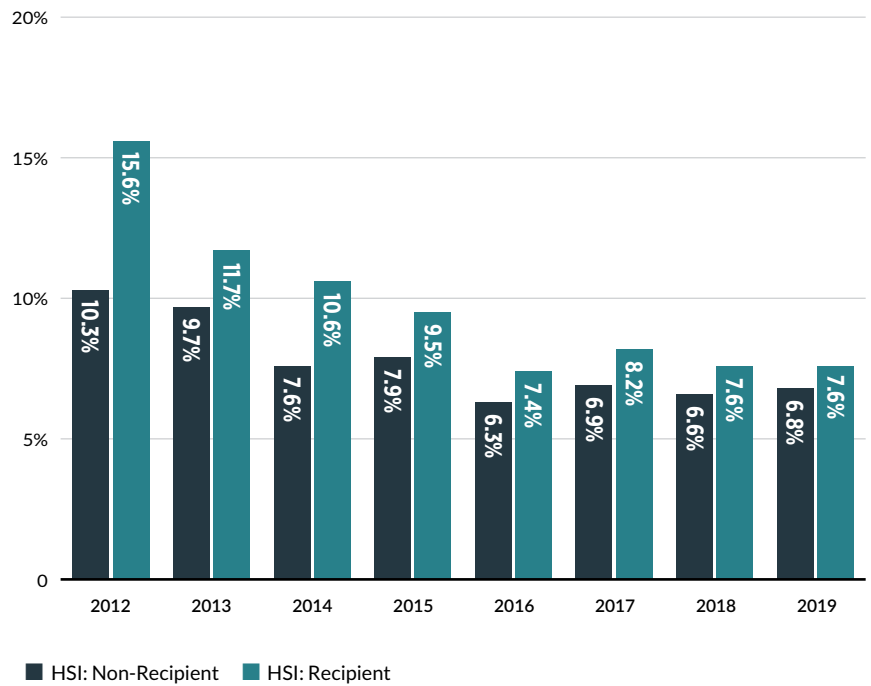


Institutions that received donations had lower endowments per FTE compared to institutions that did not.<sup>4</sup> Notably, the endowment per FTE has been consistent for all Texas public HSIs over the last nine years. It should be noted that the trend for endowment per FTE found when assessing Texas HSIs is opposite of our findings across all HSI donation recipients vs HSI non-recipients (See Figure 22).

**Figure 22****ENDOWMENT PER FTE – TEXAS PUBLIC 4-YEAR HSIs**

<sup>4</sup>Of note, the University of Texas at Austin was designated an HSI in 2020. <https://thedailytexan.com/2020/10/06/ut-austin-meets-qualifications-to-be-hispanic-serving-institution/>

In examining student loan default rates, institutions receiving donations were found to have higher median completer debt than those institutions not selected to receive a donation. Three-year default rates were found to be higher for HSIs receiving donations, ranging from one to five percentage points higher than institutions not receiving donations (See Figure 23).

**Figure 23****THREE-YEAR COHORT LOAN DEFAULT RATE – TEXAS PUBLIC 4-YEAR HSIs**

As we conducted our research, we kept in mind how long an institution had been an HSI in addition to the other factors presented throughout this report. Figure 24 details the specific year that HSI recipients first qualified as an HSI, the number of years since HSI recipients have been an HSI, the number of years an HSI recipient has had at least 25% Hispanic enrollment, and the amount of the MacKenzie Scott donation.

**Figure 24** TIME AS AN HSI BY RECIPIENTS

Institution Name	1st year Hispanic enrollment was at least 25% (since 1995)	Years since 1st year Hispanic enrollment was at least 25% (since 1995)	Number of those years with at least 25% Hispanic enrollment	MacKenzie Scott Donation
Amarillo College	2007	14	14	\$15,000,000
Brazosport College	2006	15	15	\$3,000,000
Broward College	2006	15	15	\$30,000,000
California State Polytechnic University-Pomona	2004	17	17	\$40,000,000
California State University-Channel Islands	2007	14	13	\$15,000,000
California State University-Fullerton	2003	18	18	\$40,000,000
California State University-Northridge	2000	21	21	\$40,000,000
Chaffey College	1995	26	27	\$25,000,000
College of the Desert	1996	25	25	\$18,000,000
CUNY Borough of Manhattan Community College	1994	27	27	\$30,000,000
CUNY Hostos Community College	1994	27	27	\$15,000,000
CUNY Lehman College	1994	27	27	\$30,000,000
El Paso Community College	1994	27	27	\$30,000,000
Florida International University	1994	27	27	\$40,000,000
Indian River State College	2018	3	3	\$45,000,000
Lee College	2001	20	16	\$5,000,000
Long Beach City College	1997	24	23	\$30,000,000
Mount Saint Mary's University	1994	27	27	\$15,000,000
Odessa College	1994	27	27	\$7,000,000
Palo Alto College	1994	27	27	\$20,000,000
Pasadena City College	1994	27	27	\$30,000,000
Porterville College	1994	27	27	\$7,000,000
San Antonio College	1994	27	27	\$15,000,000
San Jacinto Community College	2000	21	21	\$30,000,000
Santa Barbara City College	2001	20	14	\$20,000,000

**Figure 24** TIME AS AN HSI BY RECIPIENTS (CONTINUED)

Institution Name	1st year Hispanic enrollment was at least 25% (since 1995)	Years since 1st year Hispanic enrollment was at least 25% (since 1995)	Number of those years with at least 25% Hispanic enrollment	MacKenzie Scott Donation
Santa Fe Community College	1994	27	27	\$40,000,000
Southwest Texas Junior College	1994	27	27	\$5,000,000
Texas A & M International University	1994	27	27	\$40,000,000
The University of Texas at San Antonio	1994	27	27	\$40,000,000
The University of Texas Rio Grande Valley	1994	27	27	\$40,000,000
University of California-Merced	2006	15	15	\$20,000,000
University of Central Florida	2016	5	5	\$40,000,000
University of Illinois Chicago	2013	8	7	\$40,000,000
Whittier College	1994	27	27	\$12,000,000
William Rainey Harper College	2015	6	6	\$18,000,000
West Hills College-Lemoore	2006	15	15	Not reported







## RECOMMENDATIONS

- ❶ HSIs can benefit from having greater access to and knowledge of their own data. Remember to click on the various tables in this report to access [interactive HSI data](#).
- ❷ HSIs can benefit from reviewing important data metrics and benchmarking their institution in relation to other institutions.
- ❸ Researchers should continue to track student success outcomes for HSIs to examine if gains are demonstrated at a higher rate for those HSIs that received donations.
- ❹ Additional qualitative research should be conducted to develop case studies illustrating how HSI donation recipients allocated donation funds in support of student success initiatives. Such case studies would be beneficial to all HSIs in leveraging funds to support student success.
- ❺ Philanthropists must demonstrate their trust in HSI leadership, as well as their understanding of how higher education institutions function by leaning into unrestricted gift-giving.
- ❻ Philanthropists should consider Scott's approach to philanthropic giving and prioritize donations to colleges and universities that serve first-generation, low-income, and students of color. This type of prioritized giving will ensure the largest impact on the part of philanthropists and halt the perpetuation of privilege that results from donations that continue to flow to mainly wealthy colleges and universities.
- ❼ Philanthropists should follow Scott's lead by investing in more Latinx-focused institutions and organizations. They should support Latinx-led organizations and Latinx communities overall to support the future growth of the nation.
- ❽ Philanthropists could have a larger impact if they further consulted data when making philanthropic decisions. Moreover, they should consider donating to both high performing institutions to reward growth and lower performing institutions to stimulate growth.
- ❾ Philanthropists can strengthen HSIs by supporting the growth of their endowments, adding to the long-term sustainability of the institutions, and ensuring they are on equitable, solid foundations in comparison to their predominantly white counterparts.

## CONCLUSION

MacKenzie Scott's historic donations have the potential to fundamentally strengthen HSIs as a sector, especially if she continues to donate to these institutions. Although the donations are important and likely to change the landscape of the HSIs that received them, the most powerful result of Scott's donations is that philanthropists can appreciate the value and contributions of HSIs and make donations to them. There is considerable evidence that many HSIs provide a supportive education to Latinx students, serve significant numbers of low-income students, and are moving toward a fuller embodiment of their HSI status (García, 2020). If our goal is to achieve true educational equity, then it is essential to create investments that allow HSIs to intentionally and systematically support the underserved students they enroll.

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## HSIs RECIPIENTS THAT RECEIVED EXCELENCIA IN EDUCATION'S SEAL OF EXCELENCIA

California State University Channel Islands, 2019, 2022  
 California State University, Fullerton, 2019  
 El Paso Community College, 2019, 2022  
 Florida International University, 2019, 2022  
 Long Beach City College, 2020  
 The University of Texas at San Antonio, 2020

San Antonio College, 2022  
 University of Illinois Chicago, 2020  
 The University of Texas Rio Grande Valley, 2021  
 University of California, Merced, 2021  
 University of Central Florida, 2021

*The Seal of Excelencia is a national certification for institutions that strive to go beyond enrollment to intentionally serve Latinx students.*