
Transitions into College: What leads students into Hispanic-Serving Institutions?

*A Multilevel Analysis of High School Students' Enrollment
in Hispanic-Serving Institutions*

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College choice of 4-year HSIs

- Focus on Hispanic students
- Even highly qualified Hispanic students may choose 4-year HSIs over elites
- Close to home
- Cost
- Racial climate
- Potential to get a good job

Research Question

What are the student- and high school-level characteristics that affect whether or not high school students enroll in a 2-year or 4-year HSI?

Theoretical framework

- Multiple capitals
 - Financial, academic, cultural, social
- Habitus - Reasons for choosing college
- Channeling - High school factors



Data Source

- Educational Longitudinal Study 2002/2006 (ELS) - National Center for Education Statistics
 - Sophomores, Seniors, College enrollment
 - Demographic background, college preparation, school environment
 - 4-year model sample: 4400 students from 570 high schools
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Analysis

- Complex clustered sample
- Students nested in schools
- Two-level Hierarchical Linear Modeling (HLM)
- Odds of enrolling in 4-year HSI vs. 4-year non-HSI

Student predictors - 4-year HSIs

- (+) Hispanic
- (+) Living close to home important
- (-) First-generation immigrant
- (-) Standardized math score
- (ns) Female
- (ns) Native English speaker
- (ns) Second-generation immigrant
- (ns) Socioeconomic status (SES)
- (ns) # colleges applied to

School predictors - 4-year HSIs

- (+) West
- (+) School size
- (+) % Hispanic teachers
- (+) % Minority students Public (-)
- (-) Suburban
- (-) Midwest
- (ns) Student-teacher ratio
- (ns) Free and reduced price lunch
- (ns) % Graduates who went to 2-year
- (ns) % Graduates who went to 4-year

Limitations and possibilities

- Non-traditionally aged students
- Comparison group for HSIs
- Conceptual framework constructs
- Geography and policy - local, state, region



Implications for research

- Less access to capitals
 - Habitus oriented toward being near home
 - Family, cost, community
 - Lower math scores - remediation
 - High school - cultural and social capital
 - Enrollment size, “college culture”
 - Teachers, peers
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Implications for policy

- High school context matters
- Recruiting high school students
- P-20 collaboration
- HSIs and STEM graduation