

'SEGREGATION FOREVER'?



The Continued Underrepresentation of Latino Undergraduates at the Nation's 122 Most Selective Private Colleges and Universities



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‘SEGREGATION FOREVER?’:

The Continued Underrepresentation of Latino Undergraduates at the Nation’s 122 Most Selective Private Colleges and Universities

BY: **SANDRA PEREZ**, RESEARCH ANALYST, & **GABRIEL MONTAGUE**, ED.M., FORMER HIGHER EDUCATION RESEARCH ANALYST

EXECUTIVE SUMMARY

In 2020, EdTrust released a report titled, “[Segregation Forever?](#),” which explored the continued underrepresentation of Black and Latino first-time, full-time undergraduates at the nation’s 101 most selective public four-year colleges and universities in 2000 and 2017.¹ The analysis revealed significant underrepresentation of Black and Latino students at public colleges and universities in states matching their demographics; nearly half of these institutions received failing grades in our analysis for disproportionately low enrollment of Latino students.

As a follow-up, we explored enrollment for these same student groups at the nation’s 122 most selective private four-year colleges and universities. We looked at the years 2000 and 2020 to see how Latino enrollment at these institutions matched the demographics of Latino residents in the states from which first-time students came. While the share of Latino student enrollment grew at almost all these institutions between 2000 and 2020, enrollment did not represent the demographics of the states from which students came. Population parity is not the ultimate goal; however, it is the most reliable benchmark for comparison based on available data at the time of our analysis. This report specifically analyzes Latino student enrollment, and a similar analysis for Black students can be found [here](#).

Access scores, ranging from 0-100, measure how well each institution’s Latino enrollment reflects the racial and ethnic demographics of the states from which first-time undergraduate students migrated. (See “How Colleges and Universities Were Graded” on page 14 for more details.) Letter grades were applied based on an institution’s access score. Scores of 90 or higher received A’s. Scores in the 80s, 70s and 60s received B’s, C’s, and D’s, respectively. And scores below 60 received F’s.

UNPACKING ACCESS AND ACCESSIBILITY

In this report, we analyze access through the lens of enrollment for Latino residents who are between the ages of 18 to 24. At EdTrust, we believe enrollment is just one component of higher education access, and that retention, completion, and student outcomes should be considered as well. But if students don't enroll in college, they have a 0% chance to complete college, so it's critically important to examine college access.

While all but two institutions in our sample have increased their Latino undergraduate student enrollment since 2000, our findings show that these increases were slight, and that overall, higher education institutions have made very little progress. The overwhelming majority of the nation's most selective private colleges and universities remain inaccessible for Latino first-time, full-time undergraduate students. From 2000 to 2020, the percentage of institutions receiving D's and F's in our analysis fell almost 10 percentage points. However, even with this improvement, 88% of schools in our sample had access scores below 70 (D grade). See [Latino Student Appendix](#) for a comprehensive list of the access grades, scores, and enrollment benchmark data for each institution.² The lingering underrepresentation of Latino students is especially concerning since the Supreme Court has further limited the use of race as a factor in higher education admissions. Already, we have seen the detrimental impacts of banning affirmative action in states like California, where thousands of academically competitive minority students were [discouraged from applying to top public research universities](#)³ because of [Proposition 209](#).⁴

The overwhelming majority of the nation's most selective private colleges and universities remain inaccessible for Latino first-time, full-time undergraduate students



Additionally, we know that boosting racial and ethnic diversity has a positive effect on campus racial climate and student success, so making these institutions more accessible for Black and Latino students would benefit [all students](#).⁵

OUR FINDINGS

- While the average Latino access score for all 122 selective private four-year institutions increased by 25 points since 2000, the average was only 55 in 2020 — a failing grade.
- Despite a small, positive rise in Latino enrollment, 78% of institutions in our sample failed to enroll a proportionate number of Latino students.
 - Only 9% of institutions received an A for access, with seven of them exceeding their benchmarks, scoring over 100. On average, these institutions scored 78 points higher than they did in 2000.
- Since 2000, Latino enrollment rose at all but two of the 122 most selective private four-year colleges and universities, with an average increase of about 7 percentage points.
- On average, all eight Ivy League institutions remained inaccessible for Latino students between 2000 and 2020, earning an average score of 52 in 2020 (below the overall average score of 55). This is 19 points above their average score of 33 in 2000.
- From 2000 to 2020, the average access score at non-HBCU MSIs improved from 43 to 69, and more than three-fifths of these institutions have passing scores.
- Kentucky, Florida, Michigan, Tennessee, and Maryland had the top five highest access scores in 2020. In 2000, the top five were Michigan, Florida, Indiana, Illinois, and Vermont.

On average, all eight Ivy League institutions remained inaccessible for Latino students between 2000 and 2020

The pattern of Latino student underrepresentation highlighted in this report is not by chance, but by choice. Many of these institutions have some of [largest endowments](#) of all degree-granting postsecondary institutions in the U.S., which suggests that limited fiscal resources are not to blame for the continued underrepresentation of Latino undergraduates among first-time, full-time enrollees.⁶ That said, financial resources alone will not be enough to move the needle in a higher education system that was built on racism, oppression, and white supremacy. Higher education leaders and policymakers must intentionally work to expand access and be held more accountable.

OUR RECOMMENDATIONS

Here are four actions education leaders and policymakers can take to ensure that more Latino students have a chance to attend the nation's most selective private colleges and universities:

1. DEVELOP RECRUITMENT STRATEGIES THAT INCREASE ACCESS
2. IMPROVE CAMPUS RACIAL CLIMATES
3. LEVERAGE FEDERAL ACCOUNTABILITY
4. INCREASE ACCOUNTABILITY FROM ACCREDITORS AND ACCREDITATION ORGANIZATIONS

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2. The Education Trust. "Segregation Forever Privates Graphics & Appendices." (2023). <https://public.tableau.com/app/profile/the.education.trust/viz/SegregationForeverPrivatesGraphicsAppendices/FullDashboard>
3. "Affirmative Action, Mismatch, And Economic Mobility After California's Proposition 209." *Berkeley Center for Studies in Higher Education*, Aug. 2020, https://cshe.berkeley.edu/sites/default/files/publications/rops.cshe.10.2020.bleemer.prop209.8.20.2020_2.pdf.
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5. The Department of Education. *Advancing Diversity and Inclusion in Higher Education*. (U.S. Department of Education, November 2016). <https://www2.ed.gov/rschstat/research/pubs/advancing-diversity-inclusion.pdf>
6. National Center for Education Statistics. (January 2022). Table 333.90. Endowment funds of the 120 degree-granting postsecondary institutions with the largest endowments, by rank order: Fiscal year 2020 [Data table]. In *Digest of Education Statistics*. U.S. Department of Education, Institute of Education Sciences. https://nces.ed.gov/programs/digest/d21/tables/dt21_333.90.asp?current=yes.

'SEGREGATION FOREVER'?:

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INTRODUCTION

On a January morning in 1931, the principal of a grammar school in California stood outside and stopped all students of Mexican descent from entering. What followed was a series of events, culminating in the first desegregation case in the United States. The 1931 ruling of *Roberto Alvarez v. the Board of Trustees of the Lemon Grove School District* would illustrate how systems have used the foreignness of Latino identities and linguistic abilities to justify their segregation from American society — a notion that, dishearteningly, persists to this day.

When Lemon Grove students were directed to a new school, the board of trustees argued that the separation of the Mexican children from the White children was beneficial for their safety and educational success. They claimed that keeping the Mexican students on one side of a busy, main boulevard was important for their safety.¹ They also said the new school had special accommodations that Mexican children needed; and by separating students, the board could ensure that White children would be spared from “[deterioration](#)” and any lasting effects that contact with the Mexican students could have.²

Nearly all students who were turned away that day at Lemon Grove were Mexican American.³ In the end, because people of Mexican descent were considered White, the court ruled that the segregation of these children was against the law.

It would not be until 1970 — through the ruling for *Cisneros v. Corpus Christi Independent School District* — that Mexican students would have the same legal rights as other protected classes under *Brown v. Board of Education*. However, it would take another decade for the Census Bureau [to stop defining](#) Mexican people as White and start defining them as being of any race.⁴ And it would take an additional 20 years for the bureau to add a question about Hispanic descent on the decennial population survey.⁵

It is imperative to understand that the segregationist ideals that existed before *Cisneros v. Corpus Christi* continue to impact Latinos today:

- Of the 5 million English learners in the United States, [77% of them](#) are Latino.⁶
- English learners attend schools in which about [70% of their peers](#) come from low-income households.
- Schools with high percentages of English learners [receive 14% less funding](#) than those with low percentages of English learners.⁷
- Children who live and attend school in under-resourced communities face [a number of challenges](#) — including older equipment and school facilities,⁸ stress from higher crime rates,⁹ higher prevalence of mental health issues,¹⁰ and a higher likelihood to be first-generation college students¹¹ — that children in well-funded schools do not face.¹²

Thirty-two years before Lemon Grove’s principal turned Mexican students away, then-Alabama Gov. George Wallace infamously proclaimed, “Segregation now . . . segregation tomorrow . . . segregation forever!” in his inaugural address. Those words reverberate today.

While much of the Latino history on desegregation in the U.S. involves Mexican populations, Latinos more broadly have had similar struggles. This report looks at segregation in higher education, specifically at 122 of the nation’s most selective private colleges and universities. It examines how access has changed since 2000 and whether these institutions are serving an undergraduate student body that represents the racial and ethnic diversity of the states their first-time students migrate from. As part of our analysis, we grade each of the 122 institutions on their commitment to access for Latino students (see Appendix Table [here](#)) and provide a list of some of the least and most accessible institutions (see Tables 4 and 5). It is important to acknowledge that we relied on the census decennial surveys for this analysis, and the surveys struggle to capture ethnic and racial identities quantitatively. The findings in this report make it clear that despite some marginal gains since the turn of the century, these institutions continue to under-enroll Latino students.

Our findings make it clear that despite some marginal gains since the turn of the century, select private institutions continue to under-enroll Latino students

WHY IT MATTERS WHO ATTENDS A PRIVATE COLLEGE OR UNIVERSITY

The current state of access for students can be traced directly to the founding of these colleges and universities, where in many cases, “there were more slaves than faculty, administrators, or active trustees.”¹³

Eight of the 122 private institutions in this analysis were [colonial colleges](#), founded prior to the Declaration of Independence, that set a standard of white supremacy and exclusivity for higher education in America.¹⁴ These universities were established¹⁵ to advance England’s colonization efforts and relied on Native American people and enslaved Africans,¹⁶ who were stripped of their freedom and cultural identities to support the work of founding these institutions. Their work generated the wealth to establish eight of the nine Ivies and eventually set the precedent for the development of the entire American higher education system. This is one of the reasons why it is so disheartening that many of these same universities have been so slow to diversify their student bodies and expand opportunities for the descendants of the colonized and enslaved people who helped build them.

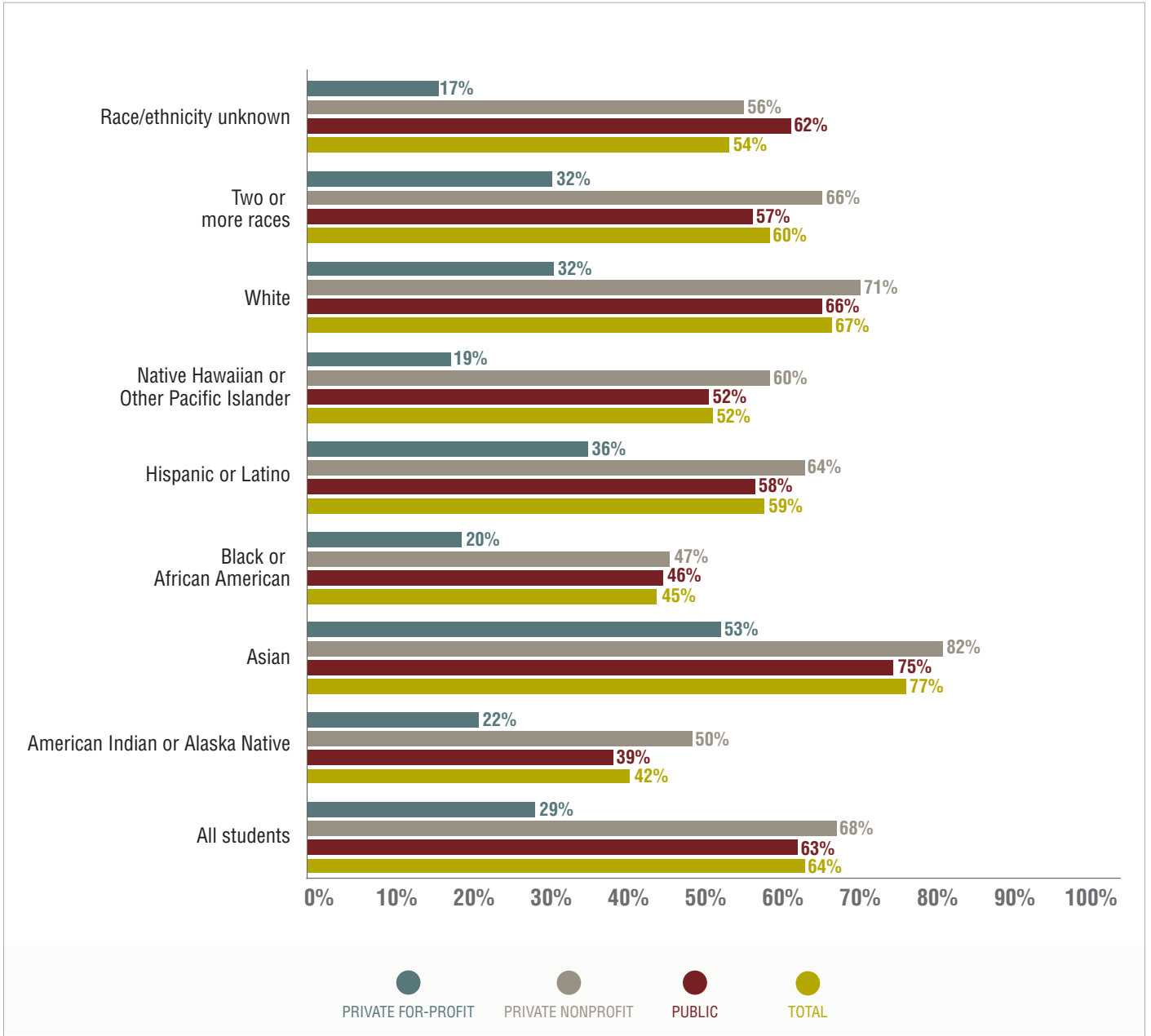
During the 18th century, governors and faculty at many colleges recognized that access to enslaved people and their labor “could be the difference between success and failure for colonial schools.”¹⁷ Incoming presidents “often brought enslaved people to campus or secured servants after their arrival.”¹⁸ In its first 75 years, Princeton University, formerly known as The College of New Jersey, had eight presidents who owned enslaved people.

Years after the *Brown v. Board* decision and the Civil Rights Act, a 1970 policy ([Section 501\(c\)\(3\)](#)) adopted by the Internal Revenue Service extended racial nondiscrimination laws to private educational institutions.¹⁹ Formalized in 1975, this policy is a federal reminder that it matters who attends selective private colleges and universities and that these institutions are not exempt from laws barring racial discrimination.

But by continuing to admit mostly White and affluent applicants, these elite institutions are reinforcing systemic inequities in not only educational access, but also economic mobility. A [Northwestern University](#) study shows that the graduates of selective private colleges tend to have higher earnings²⁰ and dominate the [political](#) and economic ruling class.²¹ Another [study](#) by the American Sociological Association shows that more than half of individuals in a sample of America’s academic and media elite earned their undergraduate degree from the country’s top 39 colleges.²² One-fifth of the institutions in our sample are also in that group.

By continuing to admit mostly White and affluent applicants, elite institutions are reinforcing systemic inequities, especially since their graduates tend to have higher earnings and dominate the political and economic ruling class

FIGURE 1. Six-Year Completion Rates by Race/Ethnicity and Sector

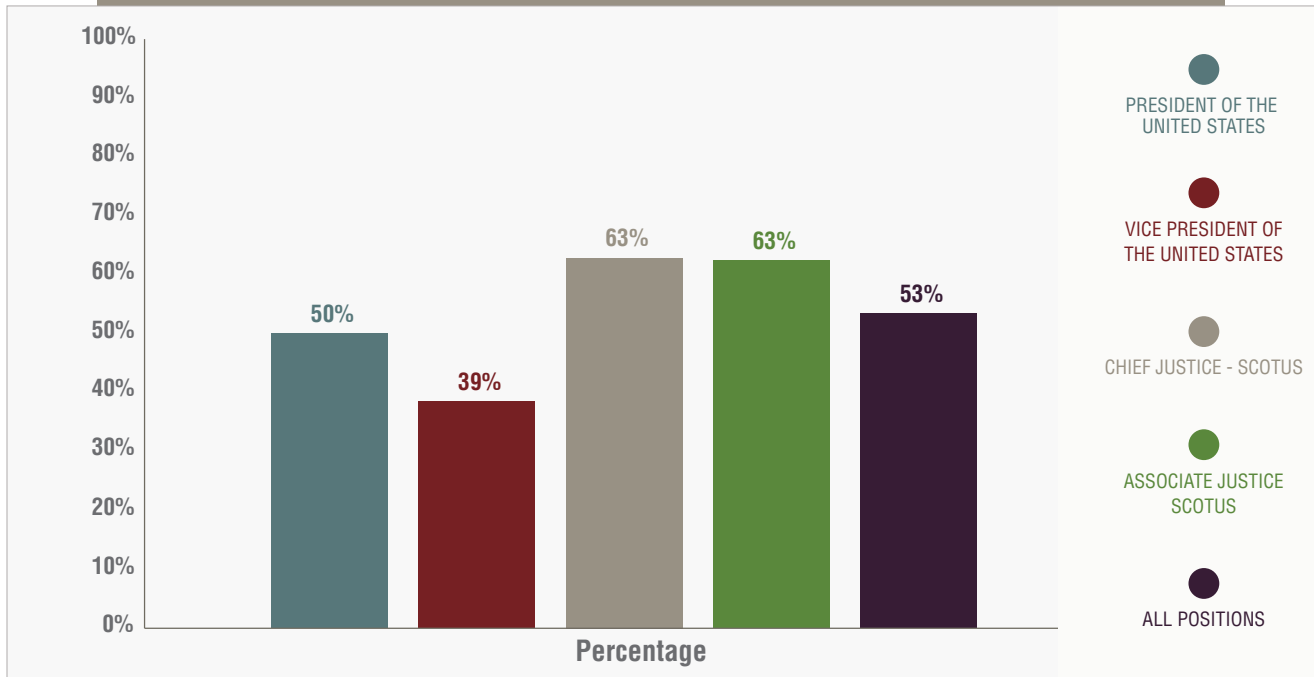


Source: EdTrust Analysis of data from Integrated Postsecondary Education Data System (IPEDS), 2014 Cohort Completion Rate. Note: Calculations may not be exact due to rounding.

THE ROLE OF PRIVATE SELECTIVE INSTITUTIONS IN EDUCATING AMERICA'S LEADERS

The president of the United States, vice president, and chief or associate Justice of the Supreme Court are among the most influential roles in America. Among all college-graduating individuals who held one of these four roles, more than half (53%) earned an undergraduate degree from one of the selective private institutions analyzed in this report.

FIGURE 2. U.S. Leaders Who Earned an Undergraduate Degree at a Four-Year Selective Private College or University in Our Sample



Source: EdTrust Analysis of data from Supreme Court of the United States, The White House Archives, National Archives, National Governors Association National Park Service, Biographical Directory of the United States Congress, Commonwealth of Massachusetts, North Carolina History Project, The Biographical Directory of the United States Congress, Office of Art and Archives (National Archives), Arizona University, Boston University, Fordham University, Harvard University, College of William and Mary, Columbia University, Cornell University, Dartmouth University, Gettysburg College, Iowa State University, James Madison University, Marietta College, Marquette University, Middle Tennessee State University, Roger Williams University, Rutgers University, Princeton University, University of North Carolina at Chapel Hill, University of Pennsylvania, University of South Carolina, University of Tennessee at Knoxville, and the University of Virginia.

[Research](#) shows that a lack of student diversity can have adverse effects on campus racial climate, which can then hinder student engagement, a sense of belonging, and degree completion.²³ Furthermore, having more racial and ethnic diversity on campus enhances the learning and growth opportunities for [all students](#).²⁴

College choice for Latino students is unique from other racial or ethnic groups because of how influential the family unit is in making that decision. For example, three of the biggest factors in a Latino student’s college choice are: proximity to home, college cost, and campus climate.²⁵ Studies have found that Latino students are more likely than their peers to choose to attend institutions closer to home and to live at home while in college.²⁶ Selective institutions tend to be located in communities with larger populations of White and Asian families.²⁷ Latino students are also more debt averse, because of parent and family influence, than non-Latinos.²⁸ Latinos who decide to attend a non-Hispanic Serving Institution typically have higher levels of economic support from their families and the colleges.²⁹ In cases where Latino students have multiple affordable college choices, campus climate was found to be the next factor in their college decision.³⁰

One consequence of this college choice pattern is undermatching, where students choose not to apply for or enroll in institutions with competitive programs when they have academically competitive records. Those who undermatch are more likely than their peers to take longer to complete their bachelor’s degree (if they complete it at all).³¹ While Latinos ages 25 and older are the fastest growing minority in the U.S. (5.7% growth since 2000), the rate at which they receive four-year or advanced college degrees is slower (3.9% growth since 2000).³²

At the conclusion of this report, we provide campus leaders and policymakers with a series of recommendations that can help selective private institutions increase enrollment among Latino students. Increasing Latino student enrollment has taken on particular urgency since the COVID-19 pandemic, when enrollments began to [decline](#)³³ and interest in career and technical education credentials began to [rise](#).³⁴

Now that the use of race-conscious college admissions is severely limited, we urge university leaders and policymakers to take steps to mitigate the chronic exclusion of Latino students. As our late colleague, [Andrew Nichols, Ph.D.](#),³⁵ said in 2020, the effects “will not just limit the social and economic opportunities of these individuals, but will also have a damning collective impact on our nation, which is strengthened by a more educated [populace](#).”³⁶

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HOW COLLEGES AND UNIVERSITIES WERE GRADED

Before exploring the Latino student access scores and grades, we should note that institutions that received an A grade, or a “perfect” score of 100 or greater, should still be working to maintain racial equity. Regardless of an institution’s score, we encourage stakeholders to be intentional and vigilant about improving access for Latino students at private selective colleges and universities.

Each of the 122 institutions in this report were given a set of student access scores and corresponding grades for their commitment to access for Latino students. Our grading scale for student access scores ranges from 0 to 100, with 0 being the worst score and 100 being the best score an institution can receive; mathematically however, some institutions received scores greater than 100 if their Latino student enrollment was larger than the Latino populations in the states where these students came from.

Letter grades were applied to the scores using a 10-point grading scale: Scores of 90 or higher received A’s. Scores in the 80s, 70s, and 60s received B’s, C’s, and D’s, respectively; and scores below 60 received F’s. In this report, scores are rounded to the nearest whole number but are graded based on their original score (e.g., a score of 79.9999 would be rounded up to 80 and receive a C).

The access scores and grades indicate how well an institution’s share of Latino undergraduates represents the Latino population ages 18-24 in the states from which these first-time students came.



MCMURRY UNIVERSITY(PBI) 2020 LATINO ACCESS SCORE

In fall 2020, McMurry University enrolled 214 first-time students* from five states
(One from Alaska, one from California, two from Louisiana, one from New Mexico, 209 from Texas).

$$\left(1 \text{ student enrolled from Alaska in fall 2020} \times \frac{3211 \text{ Latino Alaska Residents ages 18- to 24-years-old in 2020}}{70195 \text{ Alaska Residents ages 18- to 24-years-old in 2020}} \right)$$

$$+ \left(1 \times \frac{1812802}{3724239} \right) + \left(2 \times \frac{23753}{427537} \right) + \left(1 \times \frac{114591}{198269} \right) + \left(209 \times \frac{1300531}{2804109} \right) = 98.21 \text{ Latino Enrollment Benchmark fall 2020}$$

California Louisiana New Mexico Texas

$$\left(\frac{98.21 \text{ Latino Enrollment Benchmark fall 2020}}{214 \text{ Total first-time student fall 2020}} \right) \times 100 = 45.89\% \text{ Latino Enrollment Benchmark Percentage fall 2020}$$

Since McMurry University also reported residence and migration data for their students in 2019 and 2021, we calculate and take the average Latino enrollment benchmark over the three years, which is 45.96%. We also take the average percentage of Latino undergraduates at McMurry from 2019 through 2021, which is 30.48%.

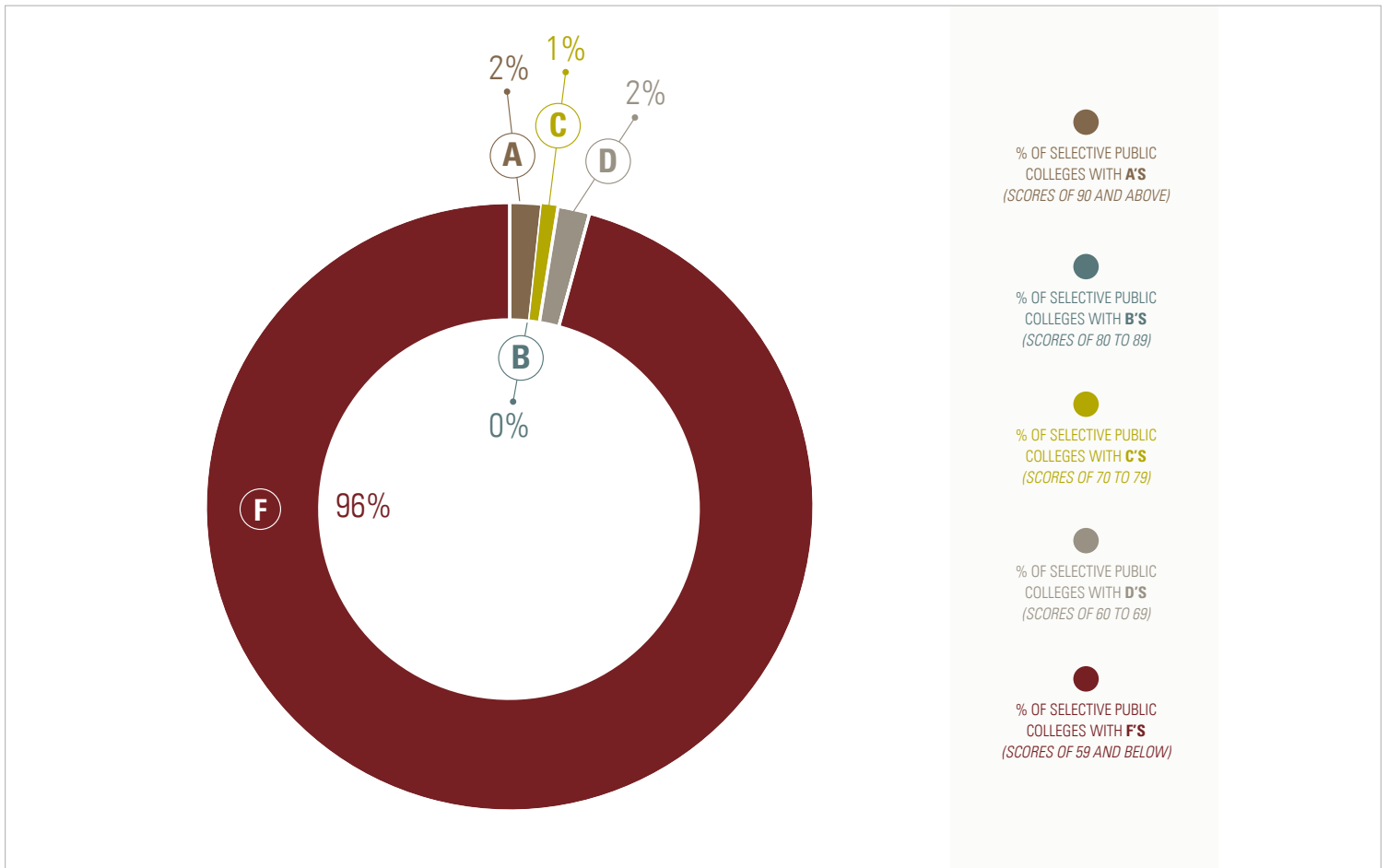
$$\left(\frac{30.48\% \text{ Average Latino undergraduates}}{45.96\% \text{ Average Latino enrollment benchmark}} \right) \times 100 = 66 \text{ (D)}$$

**First-time students are considered those who enrolled for the first time within 12 months of graduating high school
See "About the Data" for more information.*

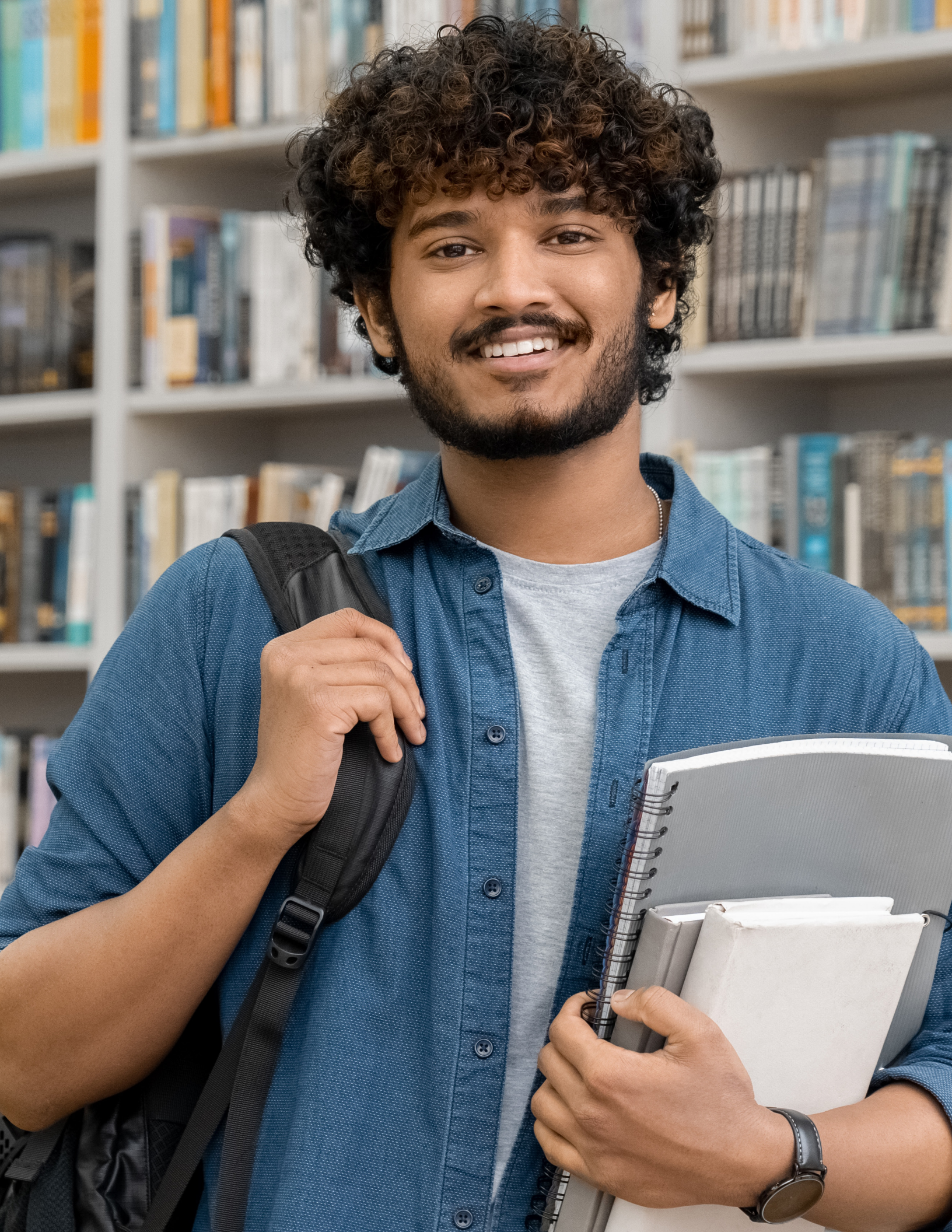
HOW ACCESSIBLE WERE THESE INSTITUTIONS FOR LATINO STUDENTS IN 2000?

In 2000, Latino students were severely underrepresented at nearly all selective private colleges and universities (see Figure 3). In our analysis, 113 institutions received failing grades. Only two institutions received A grades, one received a C grade, and two received D grades. The average access score was 30 with about half of the institutions scoring 28 or less.

FIGURE 3. Percent Distribution of Latino Access Scores and Grades at Selective Private Colleges and Universities in 2000



N=118. Source: EdTrust Analysis of data from Integrated Postsecondary Education Data System (IPEDS) 2000 Fall 2000 through Fall 2001 and United States Census Bureau's Census 2000. See the "How Colleges and Universities Were Graded" and "About the Data" sections for more details. Note: Calculations may not be exact due to rounding.



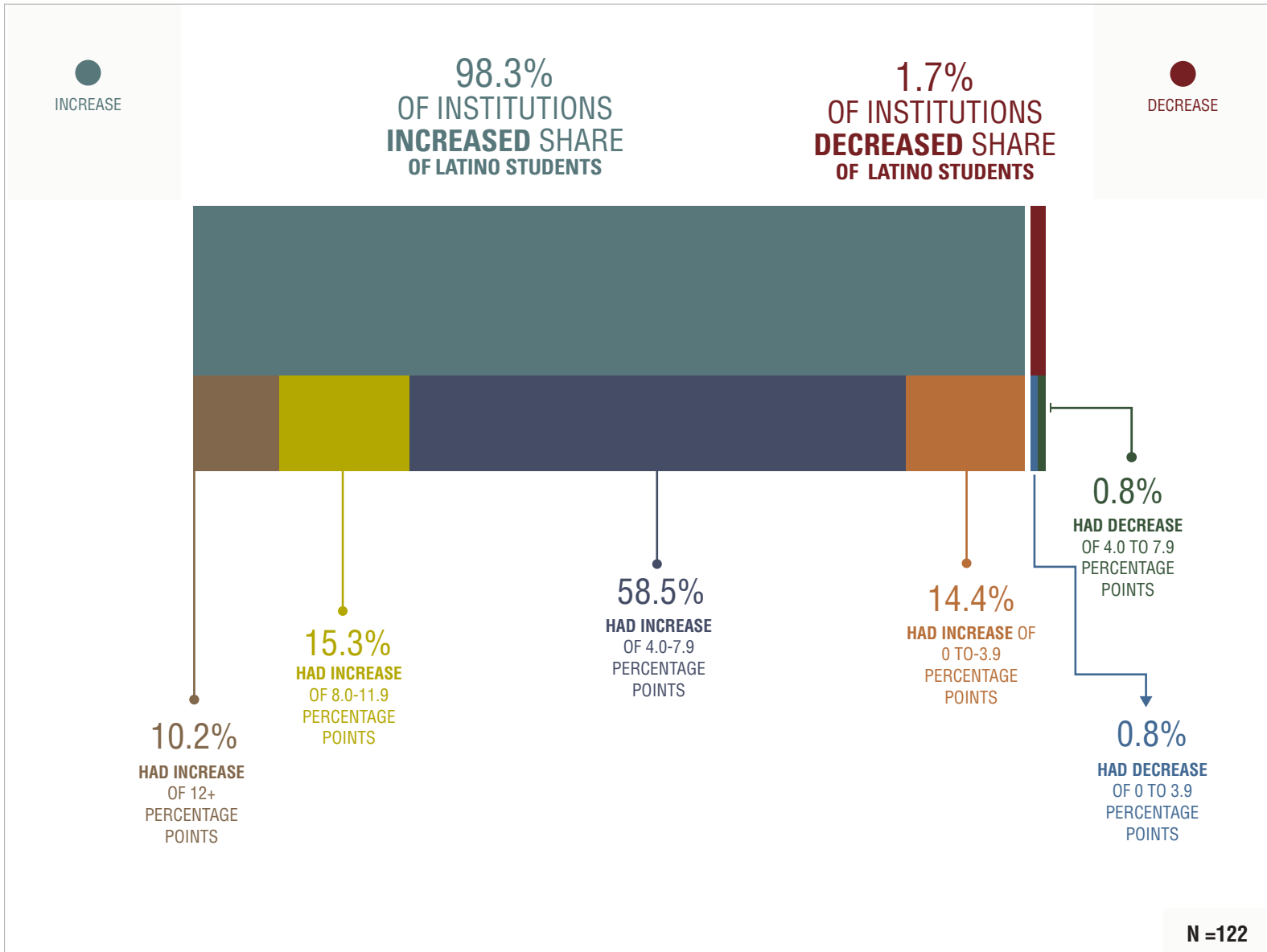
HAVE INSTITUTIONS INCREASED LATINO STUDENT ENROLLMENT SINCE 2000?

While nearly all selective private colleges and universities in our analysis are enrolling more Latino students, the increases are small, with the average being just 7 percentage points. If institutions had met their 2020 benchmarks, their growth on average would have been 17 percentage points. This 10-percentage-point difference shows that selective private institutions have made very slow progress in diversifying enrollment since 2000. Two of 118 private colleges saw decreases in the percentage of Latino students on their campus. In the worst instance, an institution saw a decrease of almost 5 percentage points.

Of the 98% of institutions increasing their Latino enrollments (Figure 4), seven institutions had considerable gains — the average increase being 21 percentage points. Nearly 53% of institutions had gains of 6 percentage points or more, while 6% of institutions exceeded 15 percentage points. The largest increase in Latino enrollment was 34 percentage points. About six out of every 10 of institutions had enrollment increases from 4 percentage points to 8 percentage points.



FIGURE 4. Change in the Share of Latino Students at Selective Private Colleges Since 2000



HAVE INSTITUTIONS KEPT PACE WITH THEIR LATINO ENROLLMENT BENCHMARKS?

The underlying changes in a state's racial and ethnic demographic makeup play a vital role when assessing institutional progress. For example, Carnegie Mellon University's (CMU) 4-percentage-point increase in Latino undergraduate enrollment may be viewed positively on its own; it is less noteworthy when considered alongside the increase in the Latino population (in the states that CMU's first-time students resided in), which is 10 percentage points. The enrollment benchmarks help us more easily compare a population change with enrollment changes.

Latino residents 18- to 24-years-old have increased in every state since 2000.³⁷ Overall, the average percentage of Latino residents grew from 11% to 15%. With these demographic changes in mind, we expect a similar minimum growth in enrollment at selective colleges and universities. To capture this, we computed enrollment benchmarks for each institution in our analysis based on the population changes of the states where first-time students came from. Figure 5 places these institutional gains and declines in enrollment within the context of each college or university's enrollment benchmarks. This helps schools understand how their enrollment levels compare to the population growth in the states their students come from.

For 57% of the institutions in our analysis, the increase in enrollment surpassed the increase in the Latino benchmark percentage; the average was nearly 9 percentage points. At North Park University, Latino enrollment went up about 22 percentage points, while the benchmark only increased 6 percentage points.

In the other 43% institutions where enrollment gains did not surpass the benchmark, the average growth in Latino enrollment was about 5 percentage points. If these institutions had met their 2020 Latino enrollment benchmarks, the average growth would have been 17 percentage points.



FIGURE 5. Comparing Changes in Benchmarks and Enrollment at Selective Private Colleges and Universities

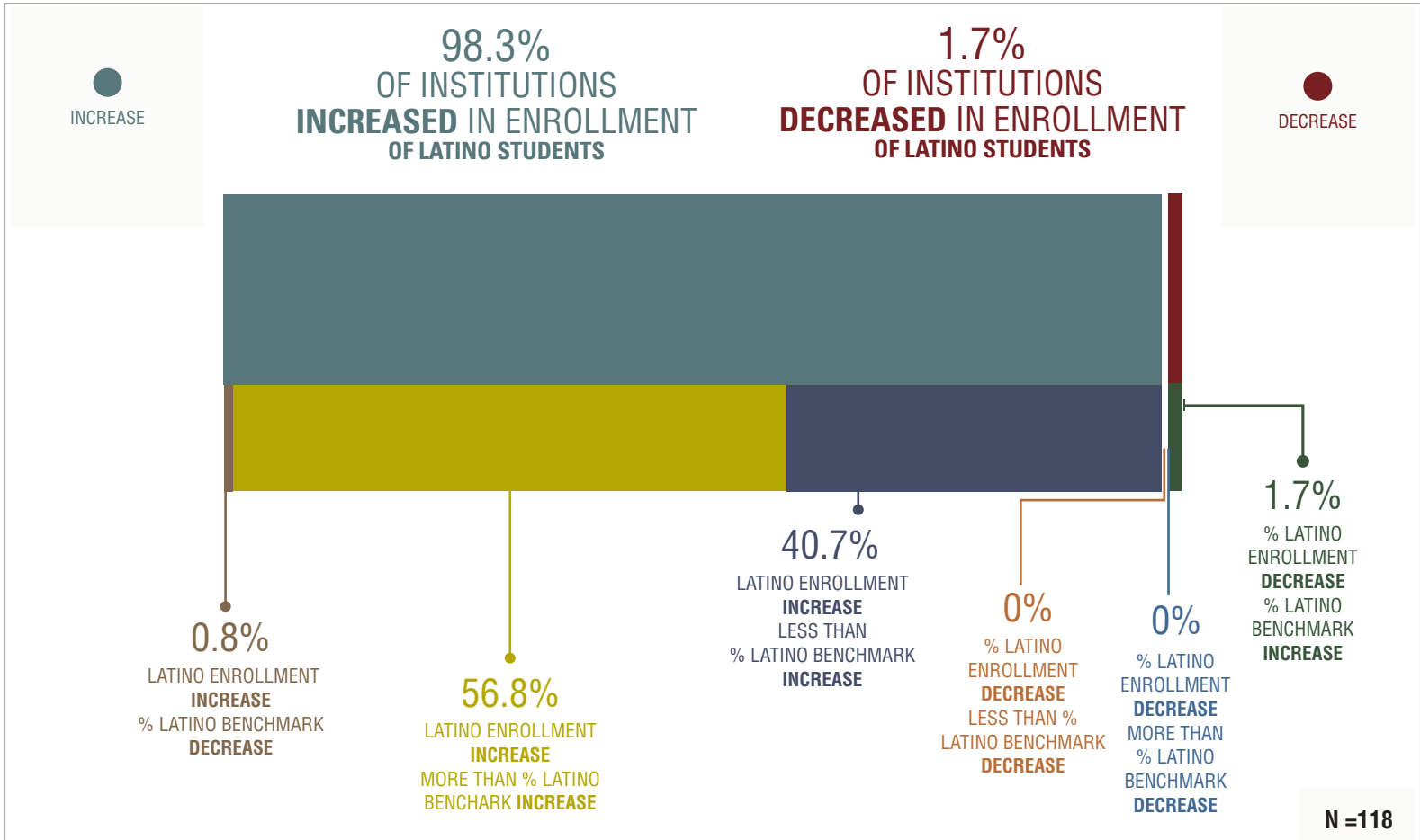


TABLE 1A. Five Selective Private Colleges and Universities With the Largest Positive Gaps Between Latino Benchmark and Latino Enrollment

Institution Name	Latino Enrollment Benchmark Change Since 2000 (Percentage Point)	Latino Undergraduate Enrollment Change Since 2000 (Percentage Point)	Enrollment v. Benchmark Changes Difference
Vanguard University of Southern California [§]	+11.33	+34.00	+22.7
North Park University [§]	+6.08	+21.63	+15.6
Texas Wesleyan University [§]	+5.13	+18.93	+13.8
McMurry University [§]	+5.57	+18.52	+12.9
California Institute of Technology	+1.64	+13.20	+11.6

[§]HSI – Hispanic Serving Institution

**NANTI – Native American Non-Tribal Institution

TABLE 1B. Five Selective Private Colleges and Universities With the Largest Negative Gaps Between Latino Benchmark and Latino Enrollment

Institution Name	Latino Enrollment Benchmark Change Since 2000 (Percentage Point)	Latino Undergraduate Enrollment Change Since 2000 (Percentage Point)	Enrollment v. Benchmark Changes Difference
Pitzer College	+6.98	+0.04	-6.9
University of Miami	+4.40	-3.18	-7.6
Thomas University	+12.58	+3.50	-9.1
Hallmark University [§]	+5.61	-4.84	-10.4
Bacone College**	+12.35	+1.44	-10.9

[§]HSI – Hispanic Serving Institution

**NANTI – Native American Non-Tribal Institution

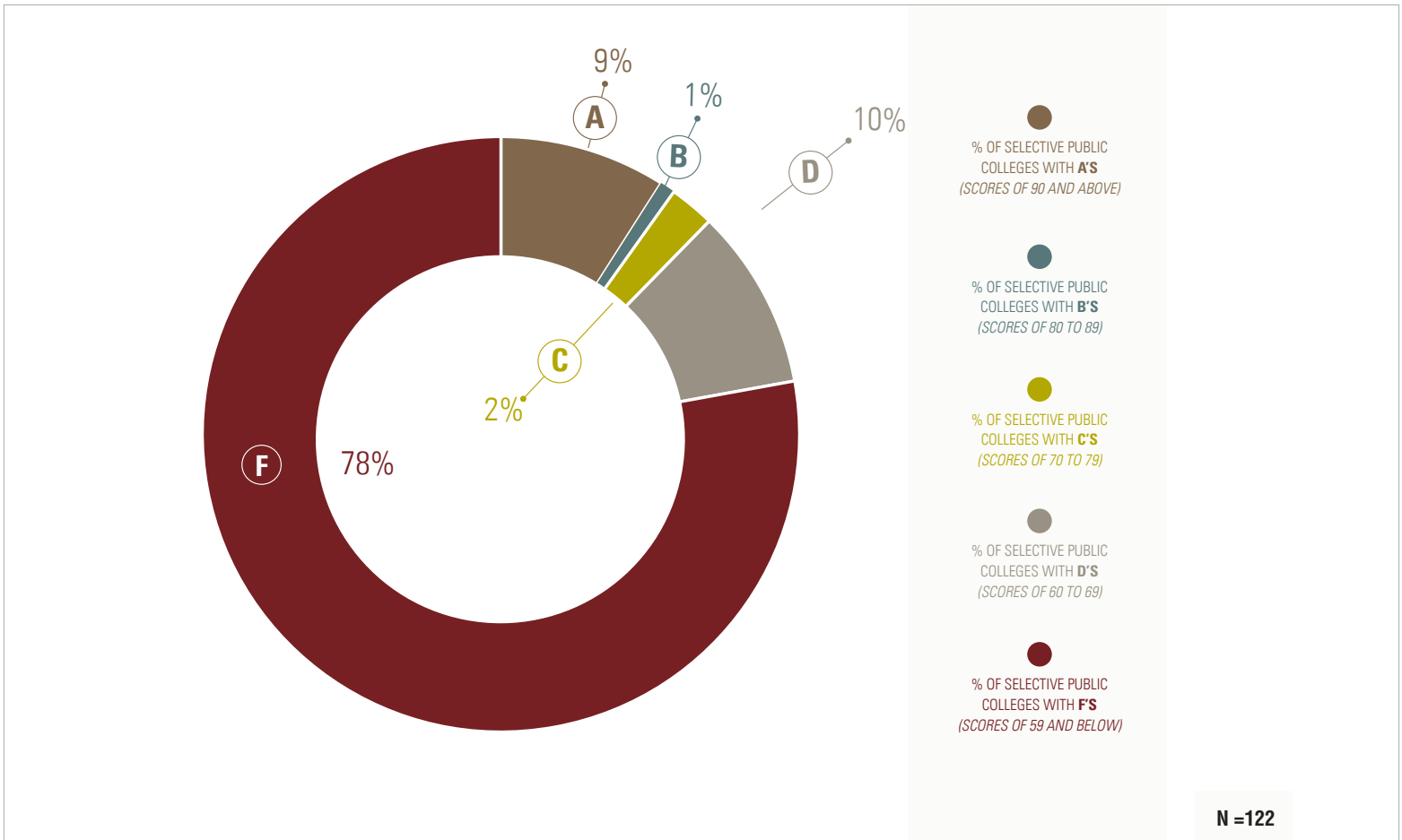
WHAT WAS THE STATE OF ACCESS FOR LATINO STUDENTS IN 2020?

Access for Latino students at these private institutions is still problematically low, but progress has been made since 2000. Roughly 10% of colleges earned A or B grades, which illustrates that they increased Latino enrollment at a rate higher than the increases in the Latino population. These numbers are up 8 percentage points since 2000. However, nearly 78% of institutions still received F's in 2020. The remaining colleges receiving C and D grades also increased by 10 percentage points, with 15 institutions scoring between 60 and 80. The average access score among all institutions in the analysis was 55.

As seen in Figure 6, 11 institutions received A grades, one received a B grade, three received C grades, and 12 received D grades.








FIGURE 6. Percent Distribution of Latino Access Scores and Grades at Selective Private Colleges and Universities in 2020



Latino Student Access

Change Since 2000 (percentage points)

	% of four-year selective colleges with A's (Scores of 90 and above)	+4 percentage points
	% of four-year selective colleges with B's (Scores of 80 to 89)	-2 percentage points
	% of four-year selective colleges with C's (Scores of 70 to 79)	-1 percentage points
	% of four-year selective colleges with D's (Scores of 60 to 69)	+5 percentage points
	% of four-year selective colleges with F's (Scores of 59 and below)	-6 percentage points

HOW INSUFFICIENT IS STATEWIDE LATINO STUDENT ACCESS?

View our interactive statewide Latino student access data [here](#).³⁸

The average percentage of 18- to 24-year-old Latinos in each state was 15% in 2020.³⁹ Among the schools in states with an above-average Latino population, the average access score is 57, with a median access score of 53. In those with below-average Latino populations, the average access score is 52 with a median access score of 48.

The median state Latino access scores ranged from 17 to 137. The five states with the highest median access scores were: Kentucky, Florida, Michigan, Tennessee, and Maryland. Florida and Michigan were also among the five states with the highest median access scores in 2000. Additionally, Kentucky, Tennessee, and Maryland had the highest changes in median access scores since 2000.

Of the nine schools in these states, five scored A's and one scored a B. The average access score was 91. Kentucky and Michigan were also among the states with the highest median access scores for [Black students](#).

The five states with the lowest scores were: Oklahoma, Virginia, Louisiana, Oregon, and Iowa. Virginia was also in the five states with the lowest median access scores in 2000. Oklahoma, Louisiana, and Iowa had the smallest changes in median access scores; Oklahoma was the only state to reduce its Latino enrollment since 2000. The average access score for the nine schools in these states was 35.

HOW HAVE THE IVIES FALLEN BEHIND IN LATINO STUDENT ACCESS?

The reputation that comes from an Ivy League education brings social capital and stronger networks than other undergraduate programs. Unfortunately, our analysis shows that Latinos are not easily afforded the opportunity to engage in this world-renowned education. The average access score for the Ivy League is 52, which is three points below the average access score for all selective private institutions in this study. Princeton University was the least accessible Ivy with a score of 45 and had the smallest growth in Latino enrollment (about 4 percentage points since 2000). If the university had grown from its enrollment to meet 2020 benchmarks, the growth would have been 17 percentage points. In the best case, Yale University grew Latino enrollment by almost 9 percentage points, but this is two times less than the 18-percentage-point growth needed to reach the 2020 benchmark.

TABLE 2. Latino Access Scores at Ivy League Colleges and Universities

Institution Name	State	Latino Student Access Score 2020	Latino Student Access Grade 2020	Latino Student Access Grade 2000	Change in Latino Student Access Score Since 2000	Change in Latino Enrollment Since 2000
Cornell University	NY	64	D	F	+31	+8.6 pps
Yale University	CT	62	D	F	+30	+8.7 pps
Columbia University in the City of New York	NY	60	F	F	+27	+8.4 pps
Harvard University	MA	52	F	F	+16	+5.3 pps
University of Pennsylvania	PA	47	F	F	+19	+5.5 pps
Dartmouth College	NH	46	F	F	+14	+4.7 pps
Brown University	RI	46	F	F	+11	+4.8 pps
Princeton University	NJ	45	F	F	+11	+4.4 pps

WHAT ROLE HAVE SELECTIVE PRIVATE MINORITY-SERVING INSTITUTIONS PLAYED IN LATINO STUDENT ACCESS?

Minority-Serving Institutions (MSIs) have historically played a [substantial role](#) in enrolling and graduating Latino students.⁴⁰ One of the two institutions that earned A grades in 2000 is an MSI. Of the 11 institutions with A grades in 2020, nearly half are MSIs.

Of the 122 institutions in our sample, 18 (or about 15%) are MSIs. More specifically:

- Eight are Hispanic-Serving Institutions (HSIs).
- Eight are Historically Black Colleges and Universities (HBCUs) or Predominantly Black Institutions (PBIs).

These three MSI types make up most of the MSI representation in the sample (89%). (See [here](#) for a comprehensive list of all MSI types represented in the sample.)

Since HBCUs were established specifically to educate Black students, it is not surprising that they would not have high Latino enrollment. To better understand Latino representation for selective private schools, the following analysis will not include HBCUs as MSIs.

As seen in Figure 7, 62% of MSIs received passing access grades in 2020. Five institutions received A grades, one received a B grade, one received a C grade, and one received a D grade. Roughly 46% of selective private MSIs earned A or B grades. The average access score was 78, up 36 points since 2000. The percentage of institutions receiving failing scores decreased by 37 points. On the other hand, non-MSIs showed marginal improvements: Only 18% of institutions received passing grades in 2020. The number of institutions receiving failing grades decreased by 16 percentage points.

Eight of the institutions in this analysis are HSIs, meaning that at least 25% of undergraduate enrollment is Latino. If all schools in this analysis had perfect scores, then about 25 additional institutions would be considered HSIs. Of the eight current HSIs:

- Four scored A's
- One scored a C
- One scored a D
- Two scored F's

While these institutions are serving larger Latino populations, four of them are not representative of the populations their students are coming from (meaning, they enroll fewer Latino students than are present in the population). Even with half of these HSIs not meeting enrollment benchmarks, they show the largest increases in Latino enrollment. As seen in Table 3, while benchmark changes were quite similar overall (+5.85 percentage points), HSIs had the smallest average benchmark increase (+4.91 percentage points) and largest average enrollment increase (+15.84 percentage points).⁴¹ In other words, while their benchmarks increased only slightly, enrollment rates outpaced those of institutions in other categories. Similarly, average Latino enrollment at MSIs was substantially higher (+12.21 percentage points) than the average at non-MSIs (+6.37 percentage points).

NEARLY 53 OF THE 122 SELECT PRIVATE INSTITUTIONS HAD LATINO ENROLLMENT RATES AT OR BELOW 10%.

FIGURE 7. Percent Distribution of Latino Student Access Grades and Scores at Four-Year Selective MSIs (2000 and 2020)

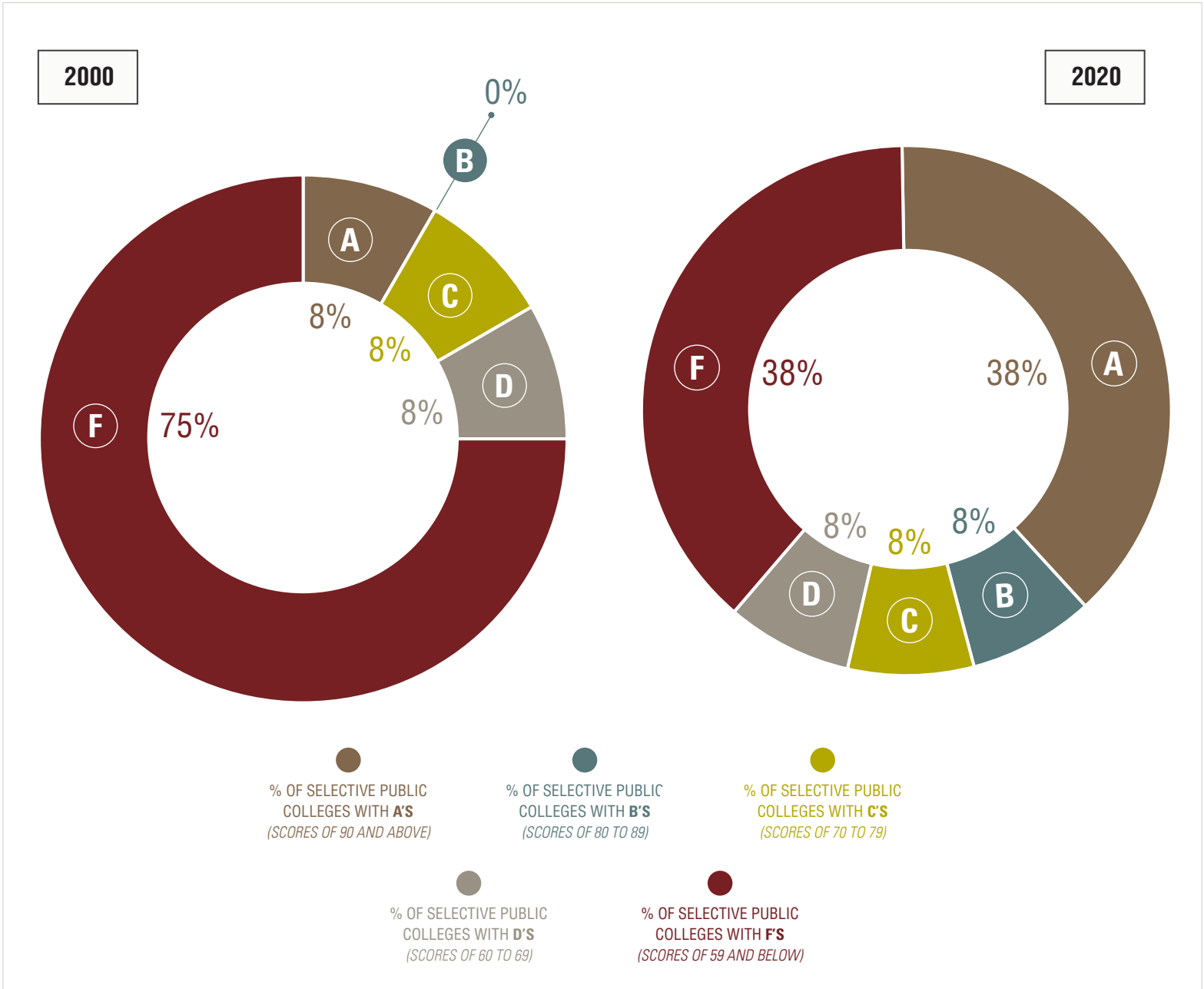


TABLE 3. Average Percentage-Point Change in Latino Benchmarks and Enrollment at Selective Private Four-Year Institutions Since 2000

Institution Type	Benchmark Change	Enrollment Change
Minority Serving Institution	+5.75 pps	+12.21 pps
Non-Minority Serving Institution	+5.80 pps	+6.37 pps
Hispanic Serving Institution	+4.91 pps	+15.84 pps
Emerging Hispanic Serving Institution	+5.76 pps	+8.35 pps
All Non-HBCU Institutions	+5.85 pps	+7.02 pps

N= 13 (MSI), 104 (non-MSI), 8 (HSI), 20 (emerging HSI), 117 (all non-HBCU Institutions)

LIMITED PROGRESS, INSUFFICIENT ACCESS FOR LATINO STUDENTS

Although some institutions have made marginal progress, an overwhelming majority of the nation’s most selective private colleges and universities remain largely inaccessible to Latino students. Almost nine of every 10 institutions had D and F grades — with an average access score of 48 (out of 100) — for Latino student enrollment. Fifty of these colleges are listed in Table 4. Additional grades, scores, and data for all selective private colleges and universities are provided [here](#).

Institutions with larger Latino benchmarks are admitting Latino students from states with higher Latino populations, but do not enroll them at representative rates. Of the 19 colleges with enrollment benchmarks that exceeded 32%, all but three received a D or F. The exceptions were Hallmark University (100/A), Vanguard University of Southern California (97/A), and Texas Wesleyan University (78/C).

ALTHOUGH SOME INSTITUTIONS HAVE MADE MARGINAL PROGRESS, AN OVERWHELMING MAJORITY OF THE NATION’S MOST SELECTIVE PRIVATE COLLEGES AND UNIVERSITIES REMAIN LARGELY INACCESSIBLE TO LATINO STUDENTS

One might assume that improving Latino representation would have been an easy task given the low enrollment figures in 2000 and the considerable growth in the Latino population in every state; however, that was not the case.⁴² While all but two institutions in the sample have increased Latino enrollment and access since 2000, it must also be noted that many of these institutions enrolled very few Latino students in 2020. Nearly 53 of the institutions had Latino enrollment rates at or below 10%. On average, they were about 10 percentage points lower than expected, based on our benchmarks.

The data paints a hopeful, but bleak, picture for Latino students: while these selective private institutions are becoming more accessible, the progress is slow. The average growth in enrollment was 10 percentage points less than where it should have been to meet the 2020 benchmarks. Only 12 institutions had Latino enrollment that was relatively representative of the Latino population in the states their students migrated from. These schools can be found in Table 5. We consider these 12 the most accessible out of the 122 institutions in our analysis.

Now that race-conscious college admissions are limited in the United States, growth in Latino — and other diversification of — enrollment is expected to halt or even decline based on what happened after previous affirmative action bans in certain states.⁴³ To prevent this, colleges and universities must take measures to ensure they are enrolling Latinos at proportionate rates at their campuses.



TABLE 4. The 50 Least Accessible Selective Private Colleges and Universities for Latino Students in 2020

Institution Name	State	Latino Student Access Score 2020	Latino Student Access Grade 2020	Latino Student Access Grade 2000	Change in Latino Student Access Score Since 2000
Rust College [†]	MS	6			+6
Hampton University [†]	VA	8			+2
Johnson C Smith University [†]	NC	11			+11
Bacone College ^{**}	OK	17	F	F	-8
Thomas University	GA	18	F	F	+11
North Carolina Wesleyan College ^{††}	NC	26	F	F	+11
Florida Memorial University [†]	FL	27			+11
St. Lawrence University	NY	33	F	F	+20
Howard University [†]	DC	33			+29
University of Rochester	NY	35	F		
Reed College	OR	36	F	F	+18
Washington and Lee University	VA	36	F	F	+28
Bucknell University	PA	36	F	F	+16
Tulane University of Louisiana	LA	37	F	F	+10
Tufts University	MA	38	F	F	-7
Hampden-Sydney College	VA	38	F	F	+26
Lafayette College	PA	38	F	F	+25
Carnegie Mellon University	PA	38	F	F	+3
Kenyon College	OH	39	F	F	+14
Brandeis University	MA	40	F		
Oberlin College	OH	40	F	F	+16
College of the Ozarks	MO	40	F	F	+19
Georgetown University	DC	41	F	F	+9
Bates College	ME	41	F	F	+29
Grinnell College	IA	41	F	F	+9

Table 4: Continued

Institution Name	State	Latino Student Access Score 2020	Latino Student Access Grade 2020	Latino Student Access Grade 2000	Change in Latino Student Access Score Since 2000
Colgate University	NY	41	F	F	+20
Pitzer College	CA	42	F	F	-11
Pepperdine University	CA	42	F	F	+6
Colorado College	CO	43	F	F	+11
Scripps College	CA	43	F	F	+20
Wake Forest University	NC	43	F	F	+35
Colby College	ME	44	F	F	+25
Texas Christian University	TX	44	F	F	+28
Carleton College	MN	44	F	F	+14
Northeastern University	MA	45	F	F	+21
Princeton University	NJ	45	F	F	+11
Bryn Mawr College	PA	46	F	F	+27
Brown University	RI	46	F	F	+11
Corban University	OR	46	F	F	+30
Claremont McKenna College	CA	46	F	F	+7
Crown College	MN	46	F	F	+26
Dartmouth College	NH	46	F	F	+14
University of Southern California	CA	47	F	F	+5
Trinity College	CT	47	F	F	+16
University of Pennsylvania	PA	47	F	F	+19
Washington University in St. Louis	MO	47	F	F	+30
Villanova University	PA	47	F	F	+19
Davidson College	NC	47	F	F	+28
Occidental College	CA	48	F	F	+4
Mississippi College	MS	48	F	F	+39

*AANAPII – Asian American and Native American Pacific Islander Institution, †HBCU – Historically Black College or University, §HSI – Hispanic-Serving Institution, **NANTI – Native American Non-Tribal Institution, ††PBI – Predominantly Black Institution

TABLE 5. The Most Accessible Selective Private Colleges and Universities for Latino Students in 2020

Institution Name	State	Latino Student Access Score 2020	Latino Student Access Grade 2020	Latino Student Access Grade 2000	Change in Latino Student Access Score Since 2000
Berea College	KY	167	A	F	+153
North Park University [§]	IL	147	A	D	+84
Metropolitan College of New York ^{§††}	NY	130	A		
Ohio Dominican University	OH	111	A	F	+53
Brescia University	KY	107	A	F	+82
Christian Brothers University	TN	105	A	F	+71
University of Miami	FL	101	A	A	-40
Hallmark University [§]	TX	100	A	A	-26
Southeastern University	FL	99	A	D	+34
Belhaven University ^{††}	MS	98	A	F	+82
Vanguard University of Southern California [§]	CA	97	A	F	+66
Andrews University [*]	MI	90	B	C	+13

^{*}AANAPII – Asian American and Native American Pacific Islander Institution

[†]HBCU – Historically Black College or University

[§]HSI – Hispanic Serving Institution

^{**}NANTI – Native American Non-Tribal Institution

^{††}PBI – Predominantly Black Institution

HOW CAN CAMPUS LEADERS AND POLICYMAKERS IMPROVE ACCESS FOR LATINO STUDENTS?

As stated by Dr. Nichols in 2020, improving access for Latino students at the 122 institutions included in this report “is a matter of political will and institutional prioritization.” The institutions included in this report have the [resources](#) to improve access for Latino students, but their leaders must commit to doing so. The recommendations from EdTrust’s original “[Segregation Forever?](#)” report on public institutions, which was published in 2020.⁴⁴ Our new findings suggest that many of the recommendations from the original report are as relevant today as they were then, even for private institutions. However, we adjusted some of the original recommendations, considering key differences in how public and private universities are [funded](#) — e.g., the latter get most of their money from private donors — and the recent limitation on the use of race-conscious college admissions — so institutional leaders, policymakers, and advocates can focus on increasing access for Latino students.⁴⁵

1. DEVELOP RECRUITMENT STRATEGIES TO INCREASE ACCESS

- a. Institutions should alter and expand their recruitment strategies.** Outreach plans should extend beyond “[student lists](#),” which colleges obtain from test providers and may limit recruitment to students with certain standardized test scores, and ZIP codes.⁴⁶ Many of the institutions in our sample have adopted test-optional admissions policies, but student lists may also filter recruitment based on [Advanced Placement enrollment](#), which is also problematic, since Latino students are often [shut out](#) of those courses.⁴⁷ Selective private colleges and universities will continue to see low enrollments of Latino students if they don’t change their recruitment strategies

- b. Joint efforts between high schools and colleges should support Latino students on the way to and through college.** University leaders may be able to boost Latino student enrollment by inviting prospective students from states and high schools with high percentages of Latino students to visit their campuses and [paying](#) for those visits or curating virtual experiences for students who are able to visit campuses virtually.⁴⁸ Additionally, institutional leaders should increase the capacity of admissions offices to communicate with the high school guidance counselors of Latino students to ensure that these students have the necessary support to officially enroll and reduce summer melt.⁴⁹ High school guidance counselors play a [pivotal role](#) in improving postsecondary access for Latino students.⁵⁰

- c. At the P-12 level, school district and state leaders must ensure that Latino students have access to high-quality school counselors.** High school students who meet with school counselors are [more likely](#) to complete the FAFSA, go to college, and attend a four-year institution.⁵¹ Yet Latino students are more likely to attend schools that do not have enough school counselors or have [no school counselors](#) at all.⁵² Unmanageable caseloads make it hard for school counselors to meet students’ needs, especially when there’s rising demand, as there is now coming out of the pandemic. According to the American School Counselor Association, the recommended student-to-counselor ratio is 250:1, but public schools in only three states [meet this benchmark](#).⁵³ School counselors should participate in mandatory anti-racism and implicit bias training to ensure they are not setting lower standards for Latino students in their postsecondary education planning.
- d. Replace English-only programs at the P-12 level with multilingual and dual-language programs.** Since about 77% of English learners were Latino in 2020,⁵⁴ it is imperative that policymakers understand the best approaches to creating bilingual students. One approach is a dual language immersion program, where both native Spanish speakers and native English speakers are taught together in both languages. A study by Rice University and Houston Independent School District has shown that students who participate in these programs [had the greatest skills in both English and Spanish](#) when compared with participants in English-only programs.⁵⁵ Recognizing that bilingualism is a strength for all students, and not just those who come from high-income families, embraces cultural diversity and creates a stronger workforce.⁵⁶ Additionally, making the shift from the deficit-based label of “English learner” to an asset-based label like “emerging bilingual/multilingual” creates a more welcoming environment for students whose first language is not English. Read more about multilingual education recommendations [here](#).⁵⁷
- e. Make institutional touring and recruiting processes more culturally relevant for Latino students and their families.** Institutions must recognize and embrace how strong ties of family and community influence the college choice patterns of Latino students.⁵⁸
- f. Move toward a test-optional or test-blind admissions.** Nearly 80% of the schools in this report did not require test scores in 2021. From 2015 to 2021, the number of schools that required applicants to submit test scores dropped from 80% to 6%.⁵⁹ That’s good news, since these tests are not strong predictors of college success and can disproportionately constrict access for Black and Latino students. Institutions should place more emphasis on high school grades, which are a [better predictor](#) of college success.⁶⁰

- g. Admissions officers should consider whether applicants have had access to rigorous coursework in P-12.** Latino students are [underrepresented](#) in advanced coursework in P-12 classrooms.⁶¹
- h. Institutions should set or increase recruitment and enrollment benchmarks and develop accessible transfer pathways for students from community colleges.** Since [many](#)⁶² Latino students begin their postsecondary education at community colleges, recruiting from community colleges and developing accessible transfer pathways could help [diversify](#)⁶³ applicant pools at selective colleges and reduce recruitment costs. Historically, student transfers to selective colleges and universities have [lagged behind](#) transfers to public universities.⁶⁴ While there may be concerns about low bachelor's degree [attainment rates](#)⁶⁵ among students who enter community colleges intending to transfer to a four-year institution, by developing accessible transfer pathways, selective private colleges and universities could help boost attainment rates. While transfer acceptance rates are low at selective private colleges and universities, transfer students are [more likely to enroll upon being accepted](#), which should be an added incentive to use this strategy.⁶⁶
- i. Diversify university faculty, leaders, and admissions staff.** The [wide gap](#) between Latino and White full-time faculty is particularly alarming. In fall 2020, 6% of full-time faculty at degree-granting postsecondary institutions were Latino, while 74% were White.⁶⁷ At the



[university leadership level](#), only 5.8% of college presidents were Latino, and just 16.2% of provosts were people of color.⁶⁸ College admissions staff are disproportionately White as well. A 2022 [report](#) by the National Association for College Admission Counseling highlighted a disconnect between college admissions counselors nationally, 71% of whom are White, and undergraduates, less than half of whom are White.⁶⁹

- j. Ensuring sufficient funding.** Hiring and recruiting aren't the only challenges. Board members and philanthropic partners must also ensure that sufficient funding is allocated for the recruitment of Latino students.

- k. Ending the use of legacy admissions** — which tends to favor White applicants and is rooted in [systemic racism](#) — as a factor in admissions might help boost diversity and level the playing field.⁷⁰

2. IMPROVE CAMPUS RACIAL CLIMATES

- a. Campus leaders should commit to improving campus racial climates.** This would make colleges and universities more attractive to prospective Latino students and help institutions retain the Latino students they currently enroll. A large body of evidence shows that Latino students often perceive predominantly White campuses as alienating, unwelcoming, and racist.⁷¹ And a hostile racial climate can negatively influence students' academic and social engagement, sense of belonging, and chances of completing a [degree](#).⁷² Administrators can improve campus racial climates by ensuring that racism and incidents of discrimination on campus are handled swiftly and appropriately, hiring more faculty and staff of color, integrating diverse perspectives and materials into course curricula, and ensuring that students have the social and cultural support they need.

- b. Campus members (leadership, faculty, staff, and students) should partake in anti-racism and implicit bias educational opportunities on an ongoing basis.** That way, they may come to understand and appreciate the individual-, community-, and institutional-level [benefits](#) of having a diverse student body and can implement what they learn in their work.⁷³ Institutions must also adopt anti-racist language in their missions and goals, followed by action steps for accountability. Selective private four-year institutions could learn from colleges in the [California Community College Equity Leadership Alliance](#), a network of institutions working to acquire resources and adopt strategies to combat racism on their campuses.⁷⁴

3. LEVERAGE FEDERAL ACCOUNTABILITY

- a. The IRS should increase requirements and compliance measures for Private School Racial Nondiscrimination Policies.** [Currently](#), a private institution must not only publish its racial nondiscrimination policy but must also preserve the information necessary to demonstrate compliance with IRS requirements.⁷⁵ This means schools should track admissions, scholarship, and financial aid recipient data; and retain copies of promotional recruiting materials. The IRS should, however, require these institutions to report demographic information about the students to whom they send promotional materials to ensure that these schools are consistently recruiting from a diverse population. For example:

 - i. The IRS should raise standards to ensure that institutions are recruiting and enrolling a meaningful share of diverse students.
 - ii. The IRS should also impose stricter penalties on colleges and universities that fail to comply with racial nondiscrimination policy requirements.
- b. Congress should ensure that the student body is racially and ethnically diverse through the Higher Education Act (HEA).** When the federal government reauthorizes the HEA for the first time since 2008, policymakers must include measures that ensure that institutions are serving a racially and socioeconomically diverse student body.
- c. The Office for Civil Rights (OCR) needs stricter measures of accountability for [Title VI of the Civil Rights Act](#).**⁷⁶ To be Title IV-eligible, an institution is [required](#) to have an updated Program Participation Agreement (PPA) signed by their president, chief executive officer, or chancellor and an authorized representative of the secretary of education.⁷⁷ This PPA certifies that the school will comply with laws barring discrimination — including Title VI of the Civil Rights Act of 1964, which bans discrimination on the basis of race, color, or national origin. OCR should incorporate sector-specific benchmarks — for the various agencies and institutions that receive education department funds covered by Title VI — into compliance reviews to ensure they are being held to an appropriate standard regarding the law's bans against discrimination based on race, color, and national origin.

4. INCREASE ACCOUNTABILITY FROM ACCREDITORS

- a. The U.S. Department of Education (ED) does not accredit educational institutions and programs; however, it [oversees](#) federally recognized accrediting agencies, and holds them accountable for enforcing their accreditation standards.⁷⁸ **ED should evaluate current forms of accountability for accrediting agencies** using the enrollment, retention, and completion data higher education institutions are federally mandated to report to accreditors; and encourage accrediting agencies to examine enrollment, retention, and completion data for students of color at the institutions it provides accreditation to.

- b. [Accrediting agencies](#) need to provide specific action for institutions to increase **recruitment, enrollment, retention, and completion for students who have been underserved, such as Black and Latino students.**⁷⁹ According to a [recent study](#), many institutions that purport to have a strong interest in promoting diversity, equity, and inclusion (DEI) have not been held to any standards, and few express interest until it is required by an accreditor.⁸⁰ Accrediting agencies should develop additional quality standards to address access and success for students of color at higher education institutions, such as requiring institutions to have specific goals for increasing access among Latino students, accompanied by action steps based on the institution’s specific needs. A key [provision](#) for accreditation in higher education is “assurance to the public that accredited institutions and programs meet or exceed established public expectations (standards) of quality.” This arguably includes compliance with Title VI of the Civil Rights Act if an institution receives Title IV funds.⁸¹ An accrediting organization that has taken [steps in the right direction](#) is the Northwest Commission on Colleges and Universities, which has implemented “some of the most robust DEI requirements among the nation’s major accreditors.”⁸² Its mission is supported by benchmarks for effectiveness, using indicators of learning and achievement for all students, with a focus on equity.

- c. **Institutions should apply an anti-racist lens to their goals, incorporate anti-racist language, and provide resources and accountability to help institutions move the needle.** When it comes to increasing access for Latino students, DEI initiatives alone are insufficient to address the problem; [race-conscious policies](#) are needed.⁸³ The limited access these students face is a product of racism, so policy and practice solutions must be aimed at addressing racism and its role as a barrier.

APPENDIX

To view these Appendices and the following state data visualizations, please click [here](#).

ABOUT THE DATA

HOW COLLEGES AND UNIVERSITIES WERE SELECTED

What's New	Explanation
Selectivity metric	<ul style="list-style-type: none"> We examined selectivity based on a single criterion: the number of applicants admitted divided by the total number of applicants.
No flagship institutions	<ul style="list-style-type: none"> We did not consider flagship status, because our analysis includes only private colleges and universities. While there is no standardized definition of what constitutes a flagship institution, and some states have more than one flagship institution, they are typically public, state schools.
Not all U.S. states are included	<ul style="list-style-type: none"> To maintain our selectivity threshold of 50%, we focused on 32 U.S. states and territories represented among the 122 institutions.
Public honors colleges not included in the sample	<ul style="list-style-type: none"> Our analysis only includes private colleges and universities.
SAT/ACT scores not considered	<ul style="list-style-type: none"> Since 2014, the proportion of institutions requiring test scores has been declining and hit an all-time low of 7% in 2021.
Expanded Carnegie Classifications	<ul style="list-style-type: none"> Instead of using levels 15 (very high research activity) and 16 (high research activity), we expanded our definition of a "selective private college and university" to include those with values of 15-23 to have enough schools to analyze.
Used enrollment thresholds	<ul style="list-style-type: none"> Schools with less than 700 students enrolled on average for all nine years analyzed were removed to create a sample of institutions with enrollment numbers representative of enrollment at most U.S. institutions.

The 122 selective private colleges and universities included in this analysis were selected if they met three criteria.

First, institutions in this analysis were deemed [selective](#) if they admitted fewer than 50% of applicants. The percentage of applicants who were admitted at each institution was calculated using admissions and test scores data from the Integrated Postsecondary Education Data System (IPEDS), and by dividing the percentage of students admitted by the percentage of applicants.

Second, institutions were selected if they were classified by the Carnegie Classification 2018 Basic variable (IPEDS) as: Very High Research, High Research, Doctoral/Professional, Large Master’s Colleges, Medium Master’s Colleges, Small Master’s Colleges, Baccalaureate Colleges of Arts & Sciences, Baccalaureate Colleges of Diverse Fields, or Mixed Baccalaureate/Associate’s Colleges.

Third, institutions were considered if the average total undergraduate student population was at least 700 for all years analyzed (1999-2001, 2009-2011, 2019-2021).

Data from the United States Census Bureau’s Census 2000, 2010, and 2020 were used to create population estimates of the percentage of 18- to 24-year-old residents in each state who were Latino in 2000, 2010, and 2021. Fall enrollment data from the IPEDS was used in this report. A three-year average of IPEDS enrollment data from 1999, 2000, and 2001 was used to create institutional estimates for the percentages of Latino students at the colleges in 2000. Similarly, IPEDS enrollment data from 2009, 2010, and 2011 was used to create estimates for enrollment in 2010 as well as 2019, 2020, and 2021 for enrollment estimates in 2020. These three-year averages were used to soften the influence of any potential data anomalies. Fall enrollment data from IPEDS was also used to analyze the state residence and migration of first-time degree/certificate-seeking undergraduate students who graduated from high school in the past 12 months. The residence and migration data was used in conjunction with the Census data to create an enrollment benchmark variable. Since the IPEDS survey does not require the reporting of residence and migration on odd years, some institutions did not report it for the years 1999, 2001, 2009, 2011, 2019, and 2021. For schools that reported data for some of the odd years, the enrollment benchmark percentages were averaged over two or three years. For example, if a school reported residence and migration data in 2010 and 2011 but not in 2009, then the enrollment benchmark percentage for 2010 would be the average enrollment benchmark percentage of 2010 and 2011. If all three years were reported, then the percentage would be averaged over the three years. While this report only covers data from 1999, 2000, 2001, 2019, 2020, and 2021, the analysis of the data included the years 2009, 2010, and 2011.

Of the 122 institutions selected for this analysis, the following four either did not report or did not have any first-time students in 2000 who graduated from high school in the past 12 months, so we were unable to calculate and assign Latino student access scores/grades:

- Metropolitan College of New York
- Brandeis University
- Skidmore College
- University of Rochester

**Usage note: EdTrust follows Associated Press style, which treats the word “data” as singular when writing for general audiences and in data journalism contexts.*

ENDNOTES

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The Education Trust

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The Education Trust is committed to advancing policies and practices to dismantle the racial and economic barriers embedded in the American education system. Through our research and advocacy, Ed Trust improves equity in education from preschool through college, engages diverse communities dedicated to education equity and justice and increases political and public will to build an education system where students will thrive.

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