## **ILLUSTRATIONS**

## Figures

34

Geographic Distribution of MSIs

Figure 3.1

Figure 3.2	Geographic Distribution of HSIs	35
Figure 3.3	Geographic Distribution of TCUs	36
Figure 3.4	Geographic Distribution of HBCUs	36
Figure 3.5	Geographic Distribution of MMIs	37
Figure 6.1	Equity Index Formula	80
Figure 6.2	Formula for Institutional Access	81
	Tables	
Table 3.1	Groups of Institutions by Type and Control	33
Table 3.2	Highest Degree Awarded	33
Table 3.3	Distribution of MSIs by Enrollment Size, Fall 2001	34
Table 3.4	MSI Undergraduate Enrollment, Fall 2001	37
Table 3.5	Number and Percentage of Undergraduates by Institutional	
	Group and Race/Ethnicity, Fall 2001	38
Table 3.6	Share of All Minority Undergraduates in MSIs,	
	Fall 2001	39
Table 3.7	Share of Undergraduate Enrollment Receiving Pell Grants,	
	2001-2002	40
Table 3.8	Undergraduate Degrees Awarded by MSIs, 2001–2002	40
Table 3.9	Share of All Minority Undergraduate Degrees	
	Awarded by Different Groups of MSIs, 2001–2002	41
Table 6.1	Number of 2-year and 4-year Title V Eligible Institutions by	
	State	73

Table 6.2	Analysis of Institutional Literature and Website	77
Table 6.3	Equity Index—Various Institutions	
Table 6.3A	Equity Index for Access to 4-year Institutions, 2004	81
Table 6.3B	Equity Index for Access to 2-year Institutions, 2004	81
Table 6.3C	Equity Index for BA Degrees Conferred, 2004	82
Table 6.3D	Equity Index for AA Degrees Conferred, 2004	82
Table 6.3E	Equity Index for Degrees Conferred in Math at	
	4-Year Institutions, 2004	82
Table 6.3F	Equity Index for Degrees Conferred in	
J	Engineering at 4-Year Institutions, 2004	82
Table 6.3G	Equity Index for Degrees Conferred in	
J	Biology/Life Sciences at 4-Year Institutions, 2004	83
Table 9.1	Demographics of Latinos in the Los Angeles	3
	Community College District	135
Table 10.1	Total Mean Enrollment of First-Time Full-Time	33
	Freshmen at HSIs (n=10) and Non-HSIs (n=12) in	
	California State University System (CSU), 1998–2002	146
Table 10.2	Total Mean Enrollment of First-Time College	
	Freshmen at HSIs (n=10) and Non-HSIs (n=19) in	
	Texas Public Colleges and Universities, 1998–2002	148
Table 11.1	Current Issues for Faculty Development	163
Table 11.2	New Challenges and Pressures for Faculty Development	164
Table 13.1	Model Variables	190
Table 13.2	Model 1 Results [All Teachers in B&B Data Set]	193
Table 13.3A	Model 2 Results [All White Teachers in B&B Data Set]	195
Table 13.3B	Model 2 Results (cont'd) [All Black Teachers in	- 75
14010 13.32	B&B Data Set]	196
Table 15.1	Differences Between Students at HBCUs and PWIs	
	on Effective Educational Practices and Outcomes	225
Table 15.2	Differences Between Students at HSIs and PWIs on	)
14616 13.2	Effective Educational Practices and Outcomes	226
Table 16.1	Institution Sample Size for Each Carnegie	
14010 10.1	Classification and Minority Enrollment Percentage	241
Table 16.2	Comparison of Faculty Responses from Doctoral,	241
14010 10.2	Comprehensive, Liberal Arts, and Community	
	College Institutions	244
Table 16.3	Comparison of Faculty Responses from	-44
14010 10.3	Doctoral/Comprehensive Institutions	246
Table 16.4	Comparison of Faculty Responses from	240
14010 10.4	Liberal Arts Institutions based on	
	African American Enrollment	248
Table 16.5	Comparison of Faculty Responses from	240
14010 10.3	Community Colleges	250
	Community Coneges	0ر ت

	ILLUSTRATIONS	xiii
Table 17.1	2003 FTE Enrollment Figures for Different	
,	Values of Percent Hispanic and Percent Black	264
Table 17.2	State HSI Totals for Various Hispanic	
	Enrollment Share Requirements	265