



# 2022 OREGON BRIEFING BOOK

## WESTERN REGIONAL OFFICE

CHAMPIONING HISPANIC SUCCESS IN  
HIGHER EDUCATION IN OREGON



HACU

HISPANIC ASSOCIATION OF COLLEGES & UNIVERSITIES

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## **Executive Summary**

As we enter the 2022 Legislative Session, we have a renewed sense of optimism that a return to a more “normal” life is on the horizon. Our work at the Hispanic Association of Colleges and Universities (HACU), much like the work in and around the state Capitol, continued throughout the pandemic and has shown the resilience of our organization, our member institutions, and our fellow champions of Hispanic success in higher education in the vaulted halls of the Legislature.

As the only nationally recognized voice for the nation’s 569 Hispanic-Serving Institutions (HSIs), including the state’s 6 HSIs, HACU is grateful to those members of the Legislature who continue to advocate for higher education funding, and the students they serve at the state level.

However, we still have much work to do as our Legislatures return to work. HSIs continue to be underfunded at the federal level — and therefore the state, which provides the largest part of higher education’s budget, plays a critical role in ensuring our institutions not only provide access for our historically underserved student population, but success as well.

HSIs need access to a base budget that fully funds the need of higher education, and supplemental budgets to provide support services to the most underserved students populations. Our students need access to financial aid programs and student academic preparation programs that enable them to make college a reality. This should all be happening in new, updated and modernized buildings that are safe environments in which to learn.

Our Hispanic-Serving School Districts (HSSDs), educating our Hispanic youth, need additional resources to partner with HSIs, creating a seamless pipeline to higher education success.

We hope that this briefing book provides you with critical background information that will help you become advocates for our HSIs, HSSDs, and the students they serve. As the legislative session continues to move forward, we stand ready to be a resource and ally.

We appreciate those of you who have a strong commitment to “Champion Hispanic Success in Higher Education.”

# HACU Mission and History

**HACU's Mission:** To Champion Hispanic Success in Higher Education

HACU fulfills its mission by:

- ✓ promoting the development of member colleges and universities;
- ✓ improving access to and the quality of post-secondary educational opportunities for Hispanic students; and
- ✓ meeting the needs of business, industry and government through the development and sharing of resources, information and expertise.

## HACU's History

The Hispanic Association of Colleges and Universities (HACU) was established in 1986 with a founding membership of eighteen institutions. Because of HACU's exemplary leadership on behalf of the nation's youngest and fastest-growing population, the Association rapidly grew in numbers and national impact.

Today, HACU represents more than 500 colleges and universities committed to Hispanic higher education success in the U.S., Puerto Rico, Latin America, Spain and U.S. School Districts. Although our member institutions in the U.S. represent only 17% of all higher education institutions nationwide, together they are home to two-thirds of all Hispanic college students. HACU is the only national educational association that represents Hispanic-Serving Institutions (HSIs).

In 1992, HACU led the effort to convince Congress to formally recognize campuses with high Hispanic enrollment as federally designated HSIs and to begin targeting federal appropriations to those campuses. (Click [here](#) for more information about the differences between HACU's definition of HSIs and the federal definition of HSIs under Title V of the Higher Education Act.) Soon after, HACU and its allies were instrumental in convincing Congress to appropriate money specifically for HSIs. For the first time ever, HSIs were granted \$12 million in 1995 from federal resources. Since then, funding has increased significantly because of HACU's persistent advocacy. In 2020, for example, \$143.08 million were appropriated for the HSI undergraduate program under Title V Part A of the Higher Education Act. HACU has recommended \$170 million be appropriated for fiscal year 2021.

Our nation's economic and social success rests on the level of skills and knowledge attained by Hispanics, now the nation's largest minority population. Education is indisputably the key. HACU is committed to Hispanic success in education, from kindergarten through graduate school and into the work force of tomorrow. Everyone has a stake in HACU's crucial goals: to promote the development of member colleges and universities; to improve access to and the quality of postsecondary educational opportunities for Hispanic students; and to meet the needs of business, industry and government through the development and sharing of resources, information and expertise.

With the help of HACU's Office of Government Relations in Washington, D.C., HACU maintains more than 30 formal Memoranda of Understanding (MOUs) and Partnership

Agreements with federal agencies, offices, and business organizations. HACU also provides assistance and outreach to HSIs by hosting technical assistance workshops throughout the country on available federal program grants and other resources. The HACU National Internship Program also operates out of the Washington, D.C., office and places more than 450 student interns each year with corporations and federal agencies.

HACU's Western Regional Office in Sacramento, California, offers support for state level advocacy and program work in the western United States. Additional regional offices are being planned.

HACU's Office of Policy Analysis and Information conducts policy analyses and research on issues affecting Hispanic higher educational success and HSIs. The Office of Student Services manages the Corporate Internship program, the Annual Conference Student Track, the HACU Scholarship program, and several capacity-building partnerships.

HACU's [conferences and special events](#) each year provide a vital platform for advocacy, information, collaboration, and recognition. These events include the National Capitol Forum on Hispanic Higher Education each spring in Washington, D.C., and HACU's Annual Conference. Student participation has been an important new dimension in recent years. HACU also hosts a Biennial International Conference.

Thousands of young Hispanics benefit from HACU with internships, scholarships, college retention and advancement programs, precollegiate support, and career development opportunities and programs. We truly are **the champions of Hispanic success in higher education.**



# Membership in HACU

## Member and Partner Institutions

Institutions of higher education in the U.S., Puerto Rico, Latin America, Portugal and Spain may be eligible to join HACU. To be considered for membership, institutions must complete an institutional membership application. This application is available online at [www.hacu.net](http://www.hacu.net) under the Members/New Member Application link.

## National Members

National members are nonprofit, accredited colleges or universities of higher education or systems/districts located in the United States, the District of Columbia, and Puerto Rico. National member institutions fall into the following membership types:

- 1.) Hispanic-Serving Institution (HSI) – a nonprofit, accredited college, university, or system/district in the U.S. or Puerto Rico, where total Hispanic enrollment constitutes a minimum of 25% of the total enrollment at the undergraduate or graduate level.
- 2.) Associate Member Institution (AMI) – a nonprofit, accredited college, university, or system/district in the U.S. or Puerto Rico, where total Hispanic enrollment constitutes at least 10% of the total enrollment, or where a minimum of 1,000 Hispanic students are enrolled at the undergraduate or graduate level.
- 3.) Partner Institution – a nonprofit, accredited college, university, or system/district in the U.S. or Puerto Rico, where total Hispanic enrollment constitutes less than 10% of the total enrollment.

## International Members

International members are an institution of higher education abroad that document that it is a legally constituted entity authorized to operate in its country according to the rules and regulations required by its government.

## Hispanic-Serving School District (HSSD)

Hispanic-Serving School District (HSSD) Affiliate – a school district where total Hispanic enrollment constitutes a minimum of 25% Hispanic of the total district enrollment.

## Educational Affiliate

Educational Affiliate – a nonprofit organization, association or council that is in support of HACU's mission. In order to qualify for affiliation, an organization must be a 501(c)(3) nonprofit as determined by the Internal Revenue Service and not an institution of higher education or a school district eligible for membership in any of the above-mentioned categories.

**Faculty and Staff Affiliates**

Faculty and Staff Affiliates is for individual faculty or staff from HACU-member institutions, non-member nonprofit colleges and universities, and K-12 school districts. The Faculty and Staff Affiliates are an important asset to HACU's mission to promote Hispanic success in higher education. Individuals interested in Hispanic issues in education, professional development, and networking opportunities are encouraged to join.

**Trustee Affiliate**

Trustee Affiliate is for individual board or trustee members from HACU-member institution as well as non-member nonprofit colleges and universities. The Trustee Affiliates are an important asset to HACU's mission to promote Hispanic success in higher education. Individual board members or trustees interested in Hispanic issues in higher education, advocacy work, and networking opportunities, are encouraged to join.

**Student Affiliate**

Student Affiliate is an affiliate category for individual students enrolled at a nonprofit college or university can join HACU's student affiliates or a student organization on your campus can also join.

**In Oregon**

As of November 2021, HACU had seven members in Oregon: 3 are Hispanic Serving Institutions and 4 are Associate Member Institutions.

# Policy Agenda

## Higher Education Budget

HACU advocates for state budgets which reflect the full funding of higher education, including financial aid. At the federal level, Hispanic-Serving Institutions are historically underfunded, but the states, where most of the government funding comes from, could ensure that those institutions which educate our most underserved students have funding to provide not only access but success in higher education.

Across the nation, Hispanic students reflect the second largest segment of K-12 education, as well as higher education and by 20260, Hispanics are projected to represent more than one-third of all U.S. children. As such, these largely first-generation, low-income students should be attending institutions of education and higher education which are funded to meet their educational needs. Among the issues in a state budget that HACU supports:

1. Base level funding that meets the requests of the institutions of education/ higher education.
2. Funding, in addition to the base funding, which is targeted at underrepresented groups and support services for them. These funds should not be tied to requirements which end up penalizing those institutions which serve the most underserved, but the state should ensure that the funds are used for the purposes for which they are provided.
3. Student Academic and Outreach Program funding. Programs such as Upward Bound, TRIO, Puente and MESA assist low-income, first-generation students reach educational success. State programs should make investments in programs with a track record of helping students persevere through K-12 education, and matriculate in higher education.
4. Full financial aid, including for undocumented students. Financial aid should cover not only tuition and fees but address the total cost of attendance for students. In addition, HACU supports financial aid awareness programs that help students, and their families learn about available aid and help them fill out complex financial aid forms.
5. Capital Financing Projects. Please see additional information below on this topic.
6. Broadband and Technology Initiatives. The pandemic has highlighted the inequities for communities of color with respect to access to broadband access – whether related to actual lack of access or the cost prohibitive nature of the level of access needed to stream. In addition, the pandemic highlighted the unequal access to the type of technology that is necessary to 21<sup>st</sup> Century learning. States must make investments to address these inequities. Even with a return to in-person classes, access to both broadband and technology are critical for full learning.
7. PK-16 Regional Collaboration Grants. At the federal level, HACU supports the Higher Education Resources and Empowerment (HERE) Act, first introduced in 2019. We know that for most Hispanic students, particularly those who are first-generation, low-income, that they are likely to attend a regional institution. This program would create a grant program to enable PK-12 to partner with higher education to create a more seamless pipeline for students. States are well-poised to take the lead creating regional collaboration grants that achieve the same goal. The two programs combined would complement each other, providing separate funding sources.



### **PK-12 Education**

The U.S. population shifted from being 16.4% Hispanic in 2010 to 18.5% in 2019. However, while Hispanic elementary students have accelerated their progress in math and reading scores, those scores were lower than that of other groups, but higher than those for African Americans. In addition, while nationally high school dropout rates have decreased, it still remains higher than for other groups. We must ensure Hispanic students are prepared to graduate from high school and transition to college, enhancing students' potential for educational attainment. By providing school districts with access to partnerships with colleges, we can ensure that Hispanic and other low-income students are gaining access to quality teachers, college credit-bearing course work, and dual enrollment courses that prepare students for college.

1. Access to high quality education that prepares students for the career or education of their choice.
2. Opportunities for students to engage in dual enrollment and earn college credit while enrolled in high school.
3. Ethnic studies as a high school graduation requirement. Data shows that students who participate in ethnic studies are more academically engaged, develop a stronger sense of self-efficacy and personal empowerment, perform better academically and graduate at higher rates.

### **Undocumented Students/Immigration**

HACU has been a long-standing champion for immigration reform and the passage of the Dream Act which was first introduced at the federal level. Ultimately the pathway to citizenship can only be granted through an act of Congress. However, many states have taken the lead on providing in-state tuition and/or financial aid for specified undocumented students. In addition, undocumented students, and those in mixed status households face a variety of challenges that should be met with support, including legal services, and mental health support. HACU supports:

1. In-state tuition and financial aid for undocumented students., and those with protected status.
2. Fully funded resource centers for undocumented students.
3. Access to legal services for undocumented students, their families, and those with protected status.

### **Student Academic Preparation Programs**

At the federal level, HACU has supported various student academic preparation programs including the High School Equivalency Program (HEP) – College Assistance Migrant Program (CAMP), Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), and TRIO programs. At the state level, HACU also supports student academic preparation programs such as EOP, Puente, and MESA. Given the lower math and reading scores of Hispanic students in elementary school, it is necessary to have student academic preparation programs that ensure that these students can access and succeed in higher education. HACU supports:

1. Fully funded, access to quality student academic preparation programs that complement those funded by the federal government.

### **Diversity Programs for Administrators, Faculty, and Staff at Institutions of Higher Education**

Racial and ethnic diversity has increased among college administrator, faculty, and staff in the United States over the past two decades, but they are still much more likely than students to be white. As a matter fact, in recent years the number of Hispanic college presidents has declined. In order to ensure that administrators, faculty, and staff at institutions of higher education reflect their student population, HACU supports:

- 1) State funding for programs that create a pipeline for Hispanic students from college to graduate programs.
- 2) State funding for programs that enables institutions of higher education to further develop the potential of existing faculty and staff, including by creating leadership programs or allowing the funding to be used for existing leadership programs.

### **Diversity in Teacher Preparation Programs**

There continues to exist a huge demographic mismatch between the public-school population, which is increasingly diversified and the majority-White school personnel who serve them. Significant state investments in Hispanic-Serving Schools of Education are necessary to reverse this demographic mismatch. HSIs graduate the majority of the nation's Hispanic teachers. HSIs produce 90% of the nation's Hispanic/Latino teachers.

1. Full funding of programs that result in qualified, bilingual, culturally competent teachers, across subject areas.
2. Full funding for programs that provide a pipeline for diverse administrators from principals to superintendents.

### **Diversity in Medical Higher Education Programs**

HSIs enroll 66% of all Hispanic college and university students and are well poised to train health care professionals in the skills necessary to address diverse health care needs. Seven of the 30 fastest growing occupations between 2016 and 2026 are health related. In addition, Health care disparities, like adult-onset diabetes and tuberculosis and access to healthy nutrition information and immunizations, impact Hispanics at a high rate and are exacerbated by the disproportionate poverty of the population. Most of these problems can be eliminated or reduced in severity and frequency with early diagnoses and proper treatment, along with education and assistance to avoid exposure to factors that promote the development of these diseases and ailments. The demographic changes anticipated over the next decade highlight the urgency of addressing health disparities. Data shows that there are not enough physicians of color, particularly those that are bilingual and culturally competent. It is important to address these inequities. HACU supports:

1. Programs that support diversifying every level of the medical profession from nursing to physicians.
2. Funding for programs that result in bilingual, culturally competent nurses, physicians, and other medical personnel.
3. Creation of medical schools at HSIs in traditionally under-served areas.

### **Diversity in Science, Technology, Engineering, and Mathematics (STEM) Education**

“As the U.S. has transformed rapidly to an information-based economy, employment in science, technology, engineering and math occupations has grown – outpacing overall job growth. Since 1990, STEM employment has grown 79% (9.7 million to 17.3 million) and computer jobs have seen a whopping 338% increase over the same period.” “Black and Hispanic workers continue to be underrepresented in the STEM workforce. Blacks make up 11% of the U.S. workforce overall but represent 9% of STEM workers, while Hispanics comprise 16% of the U.S. workforce but only 7% of all STEM workers. And among employed adults with a bachelor’s degree or higher, blacks are just 7% and Hispanics are 6% of the STEM workforce.” In order to create a more diverse STEM workforce, HACU supports:

1. Programs that result in diverse STEM teachers who are bilingual and culturally competent.
2. Pipeline programs that create pathways both from high school and community colleges to four-year institutions in the STEM fields.
3. Programs that support under-privileged students in the STEM fields.

### **Capital Outlay Financing**

In 2021, HACU conducted a [survey](#) of its member institutions which demonstrated the need for funding for Capital Financing. Students deserve the opportunity to learn in safe, modern buildings with access to appropriate technology. The survey of HACU member HSIs finds that campuses require access to additional no- or low-cost capital financing to ensure they are providing a high-quality learning environment. HACU supports:

1. No or low-cost state funding for new buildings, modernization of existing buildings.
2. Capital financing for new technology throughout campus, including classrooms, labs, and libraries.
3. Creation of campuses in communities that are under-resourced where no institutions of higher education exist.

## **Oregon HACU Members – As of 11-18-2021**

### **Chemeketa Community College**

Type: Hispanic-Serving Institution

Phone: (503) 399-5000

President: Jessica Howard Ph.D.

4000 Lancaster Drive NE

Website: <https://www.chemeketa.edu/>

Salem, OR 97309-7070

### **Columbia Gorge Community College**

Type: Hispanic-Serving Institution

Phone: (541) 506-6000

President: Marta Yera Cronin Ed.D.

400 East Scenic Drive

Website: <https://www.cgcc.edu/>

The Dalles, OR 97058

### **George Fox University**

Type: Associate Member Institution

Phone: (503) 538-8383

President: Robin Baker Ph.D.

414 N Meridian Street

Website: <https://www.georgefox.edu/>

Newberg, OR 97132

### **Linfield University**

Type: Associate Member Institution

Phone: (971) 369-4100

President: Miles K. Davis Ph.D.

900 SE Baker Street

Website: <https://www.linfield.edu/>

McMinnville, OR 97128

### **Oregon State University**

Type: Associate Member Institution

Phone: (541) 737-1000

Interim President: Rebecca “Becky” Johnson Ph.D.

1500 SW Jefferson St.

Website: <https://oregonstate.edu/>

Corvallis, OR 97331

### **Warner Pacific University**

Type: Hispanic-Serving Institution

Phone: (503) 517-1020

President: Brian L. Johnson Ph.D.

2219 SE 68th Ave

Website: <https://www.warnerpacific.edu/>

Portland, OR 97215

**Western Oregon University**

Type: Associate Member Institution

President: Jay Kenton Ph.D.

345 Monmouth Ave N

Monmouth, OR 97361

Phone: (503) 838-8000

Website: <https://www.warnerpacific.edu/>

HACU will periodically update member lists as more institutions in Oregon become  
HACU Members

# **HACU Member Institutions by Congressional District**

## **District 1**

*Congress Member Suzanne Bonamici (D)*

- George Fox University
- Linfield University

## **District 2**

*Congress Member Cliff Bentz (R)*

- Columbia Gorge Community College

## **District 3**

*Congress Member Earl Blumenauer (D)*

- Western Pacific University

## **District 4**

*Congress Member Peter A. DeFazio (D)*

- Oregon State University

## **District 5**

*Congress Member Kurt Schrader (D)*

- Chemeketa Community College
- Western Oregon University



# HACU Member Institutions by State Senate District

## **District 8**

*Senator Sara Gelser Blouin (D)*

- Oregon State University

## **District 10**

*Senator Deb Patterson (D)*

- Western Oregon University

## **District 11**

*Senator Peter Courtney – President of Senate (D)*

- Chemeketa Community College

## **District 12**

*Senator Brian Boquist (R)*

- Linfield University

## **District 13**

*Senator Kim Thatcher (R)*

- George Fox University

## **District 23**

*Senator Michael Dembrow (D)*

- Warner Pacific University

## **District 30**

*Senator Lynn Findley (R)*

- Columbia Gorge Community College

# HACU Member Institutions by State House of Representative District

## **District 16**

*Representative Dan Rayfield (D)*

- Oregon State University

## **District 20**

*Representative Paul Evans (D)*

- Western Oregon University

## **District 22**

*Representative Teresa Alonso Leon (D)*

- Chemeketa Community College

## **District 24**

*Representative Ron Noble (R)*

- Linfield University

## **District 25**

*Representative Bill Post (R)*

- George Fox University

## **District 46**

*Representative Khanh Pham (D)*

- Warner Pacific University

## **District 59**

*Representative Daniel Bonham (R)*

- Columbia Gorge Community College
-

## Hispanic-Serving Institutions (HSIs) in Oregon

<b><u>Institutions</u></b>	<b><u>Percent Hispanic</u></b>
Blue Mountain Community College	29.0%
Chemeketa Community College	29.5%
Columbia Gorge Community College	26.8%
Mount Angel Seminary	52.6%
Treasure Valley Community College	28.8%
Warner Pacific University	35.8%

## Emerging Hispanic-Serving Institutions (e-HSIs) in Oregon

<b><u>Institutions</u></b>	<b><u>Percent Hispanic</u></b>
Linfield College – McMinnville Campus	17.4 %
Clatsop Community College	16.8 %
Pacific University	15.7 %
Klamath Community College	18.1 %
Rogue Community College	16.5 %
Portland State University	16.0 %
Portland Community College	15.0 %
Multnomah University	15.7 %
Oregon Health and Science University	16.4 %
Oregon Coast Community College	20.3 %
Tillamook Bay Community College	20.1 %
Western Oregon University	16.5 %

# Demographic Data

## Oregon Demographics

### Population

Oregon Population (2020 Census): 4,237,256

Hispanic Population: 588,757

Percent Hispanics: 13.9%

Information below from 2019 estimates:

### Age

White non-Hispanic Median Age: 39.3

Hispanic Median Age: 26

### Workforce

Oregon's Workforce: 2,100,000

Hispanic Workforce: 353,190

Percent Hispanic: 16.82%

Labor Force Participation Rate for Hispanics: 72.5%

### Income

Oregon Household Median Income: \$62,818

Hispanic Household Median Income: \$46,180

## Oregon Education (All data for 2020-2021 Year)

### The Numbers

Number of Students Enrolled in K-12: 560,917

Number of Hispanic Students Enrolled in K-12: 137,101

Percent of Total Number of Students who are Hispanic: 24.44%

Percentage Change from 2019-2020 to 2020-2021: -0.85%

### Oregon Institutions:

Hispanic-Serving Institutions: 6

Emerging Hispanic Serving Institutions: 12

### IPEDS Data

OR Student Total Undergraduate and Graduate: 302,000

OR Hispanic Student Total Undergraduate and Graduate: 41,656

OR Hispanic Student Total Enrollment as Percent: 13.79%

OR Total Undergraduate Enrollment: 266,899

OR Hispanic Total Undergraduate Enrollment: 39,080

OR Hispanic Total Undergraduate Enrollment as Percent: 14.64%

OR Total Graduate Enrollment: 35,102

OR Hispanic Total Graduate Enrollment: 2,576

OR Hispanic Total Graduate Enrollment as Percent: 7.33%

### Hispanic K-12 Students by Grade Level:

Hispanic Student Enrollment (K-12)

Grade	Number of Students Enrolled	Percent Hispanic/Latino
Kindergarten	8,940	24.73%
Second Grade	9,823	24.35%
Third Grade	9,955	24.39%
Fourth Grade	10,017	24.34%
Fifth Grade	10,355	24.66%
Sixth Grade	10,610	24.74%
Seventh Grade	10,984	24.96%
Eighth Grade	11,445	24.86%
Ninth Grade	11,378	24.63%
Tenth Grade	11,403	24.73%
Eleventh Grade	10,912	24.26%
Twelfth Grade	10,363	23.35%
<b>Total Enrollment and Percent of Hispanic Students</b>	<b>137,101</b>	<b>24.44%</b>

**Hispanic High School Graduation 2019 Cohort**

Number of Oregon High School Graduates: 37,745

Number of Hispanic High School Graduates: 8446

Percent of Total High School Graduates who are Hispanic: 22.38%

Graduation Rate for Hispanics: 76.2%

**Hispanic High School Graduation Rates by County**

Benton County	93.47%	Marion County	73.63%
Douglas County	88.81%	Jackson County	72.88%
Deschutes County	87.18%	Umatilla County	71.35%
Josephine County	86.26%	Yamhill county	70.54%
Lane County	85.83%	Linn County	68.17%
Klamath County	84.81%	Jefferson County	66.43%
Lincoln County	84.26%	Morrow County	61.41%
Polk County	82.53%	Curry County	Insufficient Data
Clatsop County	82.19%	Gilliam County	Insufficient Data
Columbia County	80.86%	Union County	Insufficient Data
Coos County	79.96%	Baker County	Insufficient Data
Clackamas County	78.62%	Tillamook County	Insufficient Data
Hood River County	78.29%	Wallowa County	Insufficient Data
Malheur County	76.61%	Sherman County	Insufficient Data
Washington County	76.33%	Harney County	Insufficient Data
Wasco County	75.84%	Lake County	Insufficient Data
Multnomah County	73.88%	Wheeler County	Insufficient Data
Crook County	73.79%	Grant County	Insufficient Data

**Hispanic College Graduation Rates by County**

Benton County	41.93%	Wasco County	14.54%
Deschutes County	33.41%	Malheur County	9.8%
Clackamas County	32.99%	Curry County	Insufficient Data
Coos County	30.16%	Clatsop County	Insufficient Data
Lane County	29.77%	Jefferson County	Insufficient Data
Hood River County	28.82%	Columbia County	Insufficient Data
Klamath County	27.08%	Gilliam County	Insufficient Data
Washington County	25.55%	Union County	Insufficient Data
Linn County	25.01%	Baker County	Insufficient Data
Lincoln County	24.47%	Tillamook County	Insufficient Data
Josephine County	23.02%	Morrow County	Insufficient Data
Jackson County	20.71%	Wallowa County	Insufficient Data
Douglas County	20.30%	Sherman County	Insufficient Data
Yamhill County	19.91%	Harney County	Insufficient Data
Polk County	19.15%	Lake County	Insufficient Data
Multnomah County	17.90%	Wheeler County	Insufficient Data
Umatilla County	15.55%	Crook County	Insufficient Data
Marion County	14.55%	Grant County	Insufficient Data



## **Oregon Colleges and Universities (Data is for 2020-2021)**

### **Oregon Colleges and Universities**

Oregon has six Hispanic-Serving Institutions while only three are currently HACU members.

### **Four Year Hispanic Serving Institutions (2)**

Warner Pacific University

Mount Angel Seminary

### **Two Year Hispanic Serving Institutions (1)**

Blue Mountain Community College

Chemeketa Community College

Columbia Gorge Community College

Treasure Valley Community College

## Sources

### Oregon

[https://www.census.gov/search-results.html?q=Oregon&page=1&stateGeo=none&searchtype=web&cssp=SERP&\\_charset\\_=UTF-8](https://www.census.gov/search-results.html?q=Oregon&page=1&stateGeo=none&searchtype=web&cssp=SERP&_charset_=UTF-8)  
<https://www.oregon.gov/oha/PH/ABOUT/Documents/sha/sha-oregons-population.pdf>  
<https://www.oregon.gov/ode/reports-and-data/students/Pages/Student-Enrollment-Reports.aspx>  
<https://www.oregon.gov/ode/reports-and-data/students/Pages/Student-Enrollment-Reports.aspx>  
<https://sos.oregon.gov/blue-book/Pages/facts/economy-employment.aspx#:~:text=Oregon's%20labor%20force%20is%202.1,the%20labor%20force%20in%202019.>  
<https://www.ocpp.org/2017/09/14/20170914-nr-poverty-median-income-race/#:~:text=Many%20of%20Oregon's%20communities%20of,%2C%20%2438%2C436%20and%20%2435%2C723%2C%20respectively.>  
<https://www.qualityinfo.org/-/race-and-ethnic-diversity-in-oregon-s-workforce>  
<https://www.oregon.gov/ode/reports-and-data/students/Pages/Cohort-Graduation-Rate.aspx>

## **HACU Offices**

### **National Headquarters**

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San Antonio, TX 78229  
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[hacu@hacu.net](mailto:hacu@hacu.net)

### **Government Relations Office**

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