

Archived Information

AID FOR INSTITUTIONAL DEVELOPMENT, TITLE III

PART A (STRENGTHENING INSTITUTIONS), PART A, SEC.316 (AMERICAN INDIAN TRIBALLY CONTROLLED COLLEGES AND UNIVERSITIES), PART A, SEC.317 (ALASKA NATIVE AND NATIVE HAWAIIAN SERVING INSTITUTIONS), PART B (HISTORICALLY BLACK COLLEGES AND UNIVERSITIES [HBCUS] AND HISTORICALLY BLACK GRADUATE INSTITUTIONS), AND PART E (MINORITY SCIENCE AND ENGINEERING IMPROVEMENT PROGRAM)

<p>Goal: To assist institutions that have limited resources and that traditionally serve large numbers of low-income and minority students to continue to serve these students, and to improve the capacity of these institutions to provide on going, up-to-date quality education in all areas of higher education.</p> <p>Legislation: Higher Education Act (HEA) of 1965, Title III, Part A, Sec. 311, 316-317, Part B, Sec. 321 and 326, and C amended by P.L. 102-325 (20 U.S.C. 1051-1059b).</p>	Funding History (\$ in millions)			
	Fiscal Year	Appropriation	Fiscal Year	Appropriation
	1985	\$146*	2000	\$259
	1990	\$202*	2001	\$333
	1995	\$224	2002 (Requested)	\$348

*Includes funds for Hispanic-serving Institutions that were awarded under the Strengthening Institutions program.

Program Description

This program is intended to strengthen institutions of higher education that serve high percentages of minority students and students from low-income backgrounds. Federal assistance to these institutions helps improve academic quality, institutional management, and fiscal stability.

The Title III program awards federal grants, usually over a 5-year period, to qualifying institutions of higher education that are accredited or progressing toward accreditation, and that offer at least an Associate's degree or other 2-year program of study. These grants assist institutions that have limited financial resources and serve a high proportion of students who are low-income and/or members of minority groups.

Part A grants assist eligible institutions of higher education to become self-sufficient by providing funds to improve and strengthen their academic quality, institutional, management, and fiscal stability. Funds may be used for faculty development, funds and administrative management, development and improvement of academic programs, joint use of facilities, and student services. Grants are awarded competitively among eligible institutions that apply for funding. Applications are reviewed and ranked by a panel of independent field readers. A grantee may be funded for a 1-year planning grant, a five-year individual development grant, or a 5-year cooperative arrangement development grant. The part A program also includes grants for Tribally Controlled, Alaskan Native, and Native Hawaiian-serving Colleges and Universities.

Part B grants are awarded to postsecondary institutions that have been officially classified as Historically Black Colleges and Universities (HBCUs) or Historically Black Graduate Institutions (HBGIs). When they apply, the institutions must submit detailed plans for activities to be funded and the Department must approve these plans. All HBCUs with approved plans will receive an award of at least \$500,000 a year for five years. HBCUs may not receive a grant under Part A if funded under Part B.

Minority Science and Engineering Improvement Program (MSEIP) provides grants to improve science education at predominantly minority institutions and to increase the flow of underrepresented ethnic minorities, particularly minority women, into science and engineering careers.

For more information, please visit the program Web site at: <http://www.ed.gov/offices/OPE/HEP/idues/>

Program Performance

OBJECTIVE 1: IMPROVE THE ACADEMIC QUALITY OF PARTICIPATING INSTITUTIONS.

Indicator 1.1 Specialized accreditation: The percentage of Title III institutions having specialized accreditation, a measure of academic program quality, will be maintained or increased.*					
Targets and Performance Data			Assessment of Progress	Sources and Data Quality	
<i>The percentage of Title III institutions having a specialized accreditation</i>			<p>Status: Target met.</p> <p>Explanation: In 1998, 71 percent of Title III institutions had one or more specialized accreditations. In 2000, the percent of Title III institutions with specialized accreditations increased to 74 percent. Specialized accreditations are an indication that the quality of an academic program is sufficiently high to meet the standards imposed by an independent agency. *Indicator will be modified or eliminated.</p>	<p>Source: 1999, 2000 <i>Higher Education Directories</i>. <i>Frequency:</i> Annually. <i>Next collection update:</i> Academic Year 2001-02. <i>Date to be reported:</i> 2002.</p> <p>Validation Procedures: Data are verified by the publisher by comparing against lists maintained by all accrediting agencies recognized by the Department of Education.</p> <p>Limitations of Data and Planned Improvements: None.</p>	
Year	Actual Performance	Performance Targets			
1998-99:	71%	No target set			
1999-00:	73%	No target set			
2000-01:	74%	Continuing increase			
2001-02:		Continuing increase			
2002-03:		*No target set			
Indicator 1.2 Graduation rates: Completion rates for all full-time, degree-seeking students in Title III 4-year and 2-year colleges will increase over time.*					
Targets and Performance Data			Assessment of Progress	Sources and Data Quality	
<i>The percentage of full-time, degree-seeking students at Title III institutions completing a 4-year degree within 6 years and a 2-year degree, certificate, or transferring to a 4-year school within 3 years</i>			<p>Status: Unable to judge.</p> <p>Explanation: A little more than one-third of full-time degree-seeking students at Title III institutions complete a 4-year degree within 6 years and one-fifth complete a 2-year degree, certificate, or transferred to a 4-year school within 3 years. There has been little change in graduation rates between 1996-97 and 1997-98. These data understate actual graduation rates, as they only include completions at the Title III institutions students initially attended. *Indicator will be modified or eliminated.</p>	<p>Source: 1997 and 1998 <i>Graduation Rate Surveys (GRS)</i> conducted as part of the Integrated Postsecondary Student Aid Study (IPEDS). <i>Frequency:</i> Annually. <i>Next collection update:</i> Academic year 2000-01. <i>Date to be reported:</i> The 1998-99 data will be reported in 2002.</p> <p>Validation Procedure: Verified by ED data attestation process.</p> <p>Limitations of Data and Planned Improvements: Postsecondary institutions are not required to report graduation rates until 2002 (1999 for 2-year institutions). However, data were voluntarily submitted by 91 percent of 4-year Title III institutions and 98 percent of 2-year Title III institutions.</p>	
Year	Actual Performance				Performance Targets
	4- Year	2- Year			
1996-97:	37%	18%			No target set
1997-98:	35%	18%			No target set
1998-99:	No Data Available				No target set
1999-00:	No data available				Continuing increase
2000-01:					Continuing increase
2001-02:					*No target set
2002-03:			*No target set		
<p>Note (applies to all indicators): * The Inspector General (IG) issued “<i>Draft Audit Report ED-OIG/A04-90013 Office of Higher Education Needs To Improve Oversight of Parts A and B of the Title III Program.</i>” The audit disclosed that The Office of Higher Education Programs needs; (1) a systematic approach to effectively and efficiently monitor institutions receiving grants under Title III of the Higher Education Act of 1965; (2) to develop a systematic approach for resolving and enforcing compliance and program performance issues that arise with grantees; (3) to review the previous ED OIG audit report entitled Process Enhancements in the HEA, Title III, Institutional Aid Program Would Increase Program Efficiency, Despite Limited Resources (ED-OIG/A04-60001, dated March 1996) and; (4) implement recommendations still outstanding from ED-OIG/A04-60001. We concur with the findings and have obtained 20 percent of the required funding to implement corrective actions. In response to the recommendations from the Inspector General, focus groups comprised of grantees are meeting to recommend improvements.</p>					

OBJECTIVE 2: IMPROVE THE FISCAL STABILITY OF PARTICIPATING INSTITUTIONS.

Indicator 2.1 Fiscal balance: The percentage of Title III institutions having a positive fiscal balance will increase over time.*				
Targets and Performance Data		Assessment of Progress	Sources and Data Quality	
<i>The percentage of Title III institutions having a positive fiscal balance</i>		<p>Status: No 2000 data, but progress towards target is likely.</p> <p>Explanation: The percentage of public Title III institutions having a positive fiscal balance increased from 61 percent in 1996-97 to 69 percent in 1998-99. Data on private Title III institutions is not available. *Indicator will be modified or eliminated.</p>	<p>Source: Finance Survey conducted as part of the Integrated Postsecondary Student Aid Study (IPEDS).</p> <p><i>Frequency:</i> Annually.</p> <p><i>Next collection date:</i> Academic Year 2000-01.</p> <p><i>Date to be reported:</i> The 1999-00 data on public institutions will be available in 2002.</p> <p>Validation Procedures: Data validated by NCES review and NCES Statistical Standards.</p> <p>Limitations of Data and Planned Improvements: Data tend to be several years old. NCES has instituted a web-based data collection for IPEDS 2000-01 that should reduce the time required for information to become available. Recent data on private institutions is not yet available and will not be comparable over time due to changes in accounting rules.</p>	
Year	Actual Performance			Performance Targets
	Public Institutions			
1996-97:	61%*			No target set
1997-98:	60%			No target set
1998-99:	69%			No target set
1999-00:	No data available			Continuing increase
2000-01:				Continuing increase
2001-02:				*No target set
2002-03:				*No target set
* This figure has been corrected due to a previous error in the calculation of the fiscal balance.				
Indicator 2.2 Endowment: The percentage of Title III institutions having an endowment will increase over time.*				
Targets and Performance Data		Assessment of Progress	Sources and Data Quality	
<i>The percentage of Title III institutions having a positive endowment</i>		<p>Status: No 2000 data, but progress towards target is likely.</p> <p>Explanation: The percentage of public Title III institutions having an endowment increased from 53 percent in 1995-96 to 58 percent in 1998-99. Data on private Title III institutions is not available. *Indicator will be modified or eliminated.</p>	<p>Source: Finance Survey conducted as part of the Integrated Postsecondary Student Aid Study (IPEDS).</p> <p><i>Frequency:</i> Annually.</p> <p><i>Next collection date:</i> Academic Year 2000-01.</p> <p><i>Date to be reported:</i> The 1999-00 data on public institutions will be available in 2002.</p> <p>Validation Procedures: Data validated by NCES review and NCES Statistical Standards.</p> <p>Limitations of Data and Planned Improvements: Data tend to be several years old. NCES has instituted a web-based data collection for IPEDS that should reduce the time required for information to become available. Recent data on private institutions is not yet available and will not be comparable over time due to changes in accounting rules.</p>	
Year	Actual Performance			Performance Targets
	Public Institutions			
1996-97:	53%			No target set
1997-98:	54%			No target set
1998-99:	58%			No target set
1999-00:	No data available			Continuing increase
2000-01:				Continuing increase
2001-02:				*No target set
2002-03:				*No target set