HISPANIC SERVING INSTITUTION COMMITTEE

University of California, Riverside

Arlene Cano Matute, M.Ed., Cynthia L. Alvarez, Ph.D., Mariam B. Lam, Ph.D.
Office of Diversity, Equity & Inclusion
900 University Ave.
Riverside, CA 92553
In an effort to assist the work of the University of California, Riverside’s Hispanic Serving Institution Committee, this report will cover a brief history the HSI designation, present a draft of the committee’s mission statement, and propose a timeline and benchmarks for the committee to consider. In addition, this report will provide data based on the recommended criteria of Excelencia in Education’s “Seal of Excelencia” framework. The criteria focuses on enrollment, retention, and graduation rates for Chicano/Latino undergraduate students, as well as their financial support options and Chicano/Latino staff and faculty representation. Finally, the report will conclude with a suggested list of sub-committees.
COMMITTEE MEMBERS

- Chair, Mariam B. Lam—Associate Vice Chancellor and Chief Diversity Officer
- Co-Chair, Arlene Cano Matute—Assistant Director, Chicano Student Programs
- Vice-Chair, Cynthia L. Alvarez—University Innovation Alliance Fellow
- DEI Analyst, Chancellor’s Office—Elizabeth Claassen Thrush, Project Policy Analyst
- Estella Acuna—Director, Chicano Student Programs
- Jorge Ancona—Associate Vice Chancellor, Alumni and Constituent Relations
- Cecilia Ayon—Associate Professor, School of Public Policy
- Brandon J. Brown—Associate Professor, School of Medicine
- Jennifer L. Brown—Vice Provost & Dean, Undergraduate Education
- Richard Cardullo—Director, University Honors
- Thomas M. Dickson—Assistant Vice Provost, Undergraduate Education
- Maria Franco-Gallardo—Director, Academic Preparation, Recruitment & Outreach,
  Graduate Division
- Elisa Gutierrez—Manager of Admissions, Graduate Division
- Lynda Jenkins—Senior Grant Writer/Facilitator, Research & Economic Development
- Christine Mata—Associate Vice Chancellor and Dean of Students
- Jennifer R. Najera—Associate Professor, Ethnic Studies
- Connie Nugent—Divisional Dean of Student Academic Affairs, College of Natural and Agricultural Sciences
- Marko Princevac—Associate Dean, Bourns College of Engineering
- Louie F. Rodriguez—Professor, Associate Dean Undergraduate Education
- Elizabeth Romero—Assistant Vice Chancellor, Governmental and Community Relations
- Emma H. Wilson—Professor, Biomedical Science, School of Medicine
In 1992, the “Strengthening Institutions Program” was introduced by Senator Claiborne Pell to federally recognize Hispanic Serving Institutions (HSIs) (Excelencia in Education, 2019). In a published report conducted by the 1992 US Congress, six rationales led Congressional support for the Strengthening Institutions Program. The first rationale identified Chicano/Latinos as “high risk” for both low enrollment and graduation rates in higher education (Cornell Law School, 2019). The second recognized the “disparities between enrollment of non-Hispanic and Hispanic students” in higher education (Cornell Law School, 2019). However, despite the limited resources the third rationale ascertains that HSIs provide a “significant proportion” of higher educational opportunities for Chicano/Latino students (Cornell Law School, 2019). Conversely, the fourth rationale also addressed financial limitations acknowledging HSIs as “underfunded,” receiving less State and local funding in comparison to other higher education institutions (Cornell Law School, 2019). Notwithstanding financial limitations and limited resources, HSIs are “succeeding in educating” Chicano/Latino students. However, continuing to do so without federal support could affect the stability of HSIs according to the fifth rationale (Cornell Law School, 2019). The final rationale insists upon a “national interest in remedying the disparities” by ensuring that Chicano/Latinos have equal opportunities to higher education (Cornell Law School, 2019). In the same year, 1992, the HSI designation and definition became law under the Higher Education Act (HEA). Under the HEA, Title V, HSIs were eligible for federal appropriations (Garcia and Taylor, 2017). However, it was not until 1995 that federal resources were granted to HSIs, a total of $12 million awarded within that year (HACU, 2019).
In late 2018, the UC HSI initiative assembled to discuss a strategy to support and develop HSI efforts system wide. The following ideals were discussed as goals for the UC HSI Retreat:

- Provide a space for exchange between campuses that promotes learning, shared values, organizational change, and a culture of inquiry
- Provide historical and current contexts of HSIs and emerging HSIs in the UC system and throughout public higher education in California
- Learn from promising UC HSI practices and initiatives aimed at advancing student access, retention and success, campus climate, and faculty diversity
- Discuss how UC campuses can engage in intersegmental work with other HSIs in the California State University and California Community College systems
- Afford campuses with easier and more direct access to advocacy organizations, higher education associations, extramural funding, and other experts in the field
- Promote greater understanding and awareness of UC’s standing as an HSI with both internal and external stakeholders
In 2008, UC Riverside was the first UC campus to become a Hispanic Serving Institution (HSI), a status now over 10 years standing. Since then, five of the ten UC campuses have achieved HSI status, with two on the verge of achieving the designation. The UC will likely become the largest university system in the nation to be Hispanic serving in the near future. Our campus has an opportunity to build upon these efforts and become a national HSI leader that effectively serves Chicano/Latino students advancing student success.

The UCR HSI committee will pursue the following goals:

1. Improve and build graduation/matriculation and pipeline Infrastructure
2. Increase the number of HSI grants we receive.
3. Strategize and execute a vision based on the Seal of Excelencia criteria, earn the Seal of Excelencia.
4. Produce a publication on what we have learned over the past decade from various sectors of the campus about what it means to be Hispanic serving and thriving community of campus constituents.
GUIDING PRINCIPLES

UCR MISSION
The University of California, Riverside will transform the lives of the diverse people of California, the nation, and the world through the discovery, communication, translation, application, and preservation of knowledge – thereby enriching the state’s economic, social, cultural, and environmental future.

UCR PRINCIPLES OF COMMUNITY
The University of California Riverside is committed to equitable treatment of all students, faculty, and staff. UCR's faculty, staff, and students are committed to creating an environment in which each person has the opportunity to grow and develop, and is recognized for their contribution.

There are three objectives that our campus must strive toward in order to achieve these goals.

- First, we must ensure that we have an environment that nurtures the intellectual and personal growth of our students, faculty and staff.
- Second, we must ensure that our campus sets an example of respect for all people.
- Third, we must ensure that our campus is a safe and welcoming environment for everyone.

We take pride in the diversity of the campus community and in ourselves by using the campus environment as a place, committed to academic integrity, where all members are encouraged to use their unique talents to enrich the daily life of the community in which they live, work, teach and learn. Respect for differences and civil discourse must become the hallmark of how we live and work together to build our community of learners at UCR.
We as members of the University of California Riverside affirm our responsibility and commitment to creating and fostering a respectful, cooperative, professional and courteous campus environment. Implicit in this mutual respect is the right of each of us to live, study, teach, and work free from harassment or denigration on the basis of race/ethnicity, age, religious or political preference, gender, transgender, sexual orientation, nation of origin, or physical abilities. Any violation of this right by verbal or written abuse, threats, harassment, intimidation, or violence against person or property will be considered a violation of the principles of community that are an integral part of the University of California’s focus, goals and mission (and subject to sanction according to University policies and procedures).

We recognize that we will all need to continually work together to make our campus community a place where reason and mutual respect among individuals and groups prevail in all forms of expression and interaction.
SUGGESTED FRAMEWORK

SEAL OF EXCELENCIA FRAMEWORK
Source: https://www.edexcelencia.org/seal-excelencia-framework

The Seal of Excelencia framework provides a platform where institutions with committed leaders and positive student outcomes will be recognized for their efforts to effectively serve Latino students. Our commitment is to work in partnership with higher education and to operate within an optimistic framework recognizing the accomplishments of many institutions that are SERVING Latino students well.

Further, we recognize that developing the ability to serve Latino students enhance the capacities of institutions to serve all students.

Data: Institutions demonstrate they have accurate data and show positive movement among six key data areas:

1. Enrollment of Latino students;
2. Retention of Latino students;
3. Transfer in and out of Latino students;
4. Financial support for students through Pell grants, institutional aid, employment, and work study;
5. Representation of Latinos in administration, faculty, and staff to further model success; and,
6. Degree completion of Latino students.

Practice: Institutions that intentionally implement and advance evidence-based programs and policies in six key practice areas to achieve desired results for Latino students include:

1. Enrollment of Latino students;
2. Retention of Latino students;
3. **Transfer in and out** of Latino students;
4. **Financial support** for students through Pell grants, institutional aid, employment, and work study;
5. **Representation** of Latinos in administration, faculty, and staff to further model success; and,
6. **Degree completion** of Latino students.

**Leadership:** Institutions demonstrate leadership impact, including the intentional execution of a strategic plan and/or guidance by the president and the board to build, implement and evaluate how the institution aligns data and practice to improve Latino student success according to the following **five leadership principles:**

1. **Mission and strategy** – where aspects of the institution’s mission and vision are articulated and implemented to intentionally include Latino students’ success.
2. **Data and practice** – how disaggregated data (by race and ethnicity) and practices are aligned to inform initiatives that accelerate Latino college completion.
3. **Human resources** – how recruitment, on-boarding, and professional development (especially for faculty) prioritize serving Latino students and the community in the institution.
4. **Communications** – where internal and external communications are leveraged to share information to make the intentionality to serve Latino students clear and keep momentum building toward goals set by the college and across the institution and community.
5. **Institutional culture** – articulate what is authentic and interesting about the institution, how it is communicated and cultivated, and inclusive of intentionally serving Latino.
TIMELINE

JUNE – SEPTEMBER 2019
Draft preliminary report
UCR HSI Committee meeting
Brainstorm subcommittees with Chair

OCTOBER – NOVEMBER 2019
HACU Annual Conference (5th-7th)
Data collection

NOVEMBER – DECEMBER 2019
Finalize mission, benchmarks, Subcommittees
Send survey
Schedule Committee meetings
Subcommittees convene
BENCHMARKS

YEAR ONE
Data collection
10-year anniversary Video: Past, present, and future
Active participation in UC HSI efforts

YEARS TWO - FIVE
Publish UCR HSI 15-Year book
Earn the “Seal of Excelencia”
Incorporate HSI goals into Strategic Plan
Centralize HSI initiatives
SURVEY & DATA COLLECTION

In Fall 2019, select Committee members will gather qualitative and quantitative data in an effort to understand UCR’s past and present HSI-related efforts. Qualitative data will be gathered via survey of the following individuals and programs:

**Student Affairs**
- **Chicano Student Programs**
  Estella Acuña—Director, Academic Resource Center

- **Academic Resource Center**
  Rena Burton—Director
  Elena Perez—Academic Intervention Programs and Tutorial Assistance Program

**Academic Affairs**
- **Bourns College of Engineering**
  Marko Princevac—Associate Dean, BCOE

- **College of Natural and Agricultural Sciences**
  Michael McKibben—Associate Professor, Earth Sciences
  Connie Nugent—Associate Dean, CNAS
  Nhi Tran—S.T.E.M. Connections Coordinator
  Richard Cardullo—Director, University Honors

- **College of Humanities Arts & Social Sciences**
  Alicia Arrizon—Associate Dean for Student Academic Affairs
Preliminary quantitative data has been gathered, mirroring the data criteria set forth by the “Seal of Excelencia” (see below). Additional data will be collected based on the recommendations of the Committee on July 2, 2019.
<table>
<thead>
<tr>
<th>Year</th>
<th>Total Enrollment</th>
<th>New Freshman Enrollment</th>
<th>First-Time Full-Time Freshmen Retention</th>
<th>Transfer Retention</th>
<th>Transfers into the Institution</th>
<th>Transfers Out of the Institution</th>
<th>Pell Recipient, new students</th>
<th>Pell Recipient, new and continuing students</th>
<th>Hispanic/Latino identifying Faculty</th>
<th>Hispanic/Latino identifying Staff</th>
<th>Degree Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>8069, 40.8%</td>
<td>2562, 47.8%</td>
<td>2557, 87.3%</td>
<td>546, 91.2%</td>
<td>558, 45.2%</td>
<td>170</td>
<td>2180, 57.3%</td>
<td>5560, 50.4%</td>
<td>74, 6.6%</td>
<td>896, 30.5%</td>
<td>1696, 37.3%</td>
</tr>
<tr>
<td>2017-18</td>
<td>8291, 41.3%</td>
<td>1874, 40.7%</td>
<td>1866, 87.2%</td>
<td>596, 88.3%</td>
<td>618, 45.2%</td>
<td>183</td>
<td>1675, 54.0%</td>
<td>5607, 51.9%</td>
<td>82, 7.2%</td>
<td>935, 30.3%</td>
<td>1804, 37.5%</td>
</tr>
<tr>
<td>2018-19</td>
<td>8550, 41.5%</td>
<td>1767, 39.0%</td>
<td>not available</td>
<td>not available</td>
<td>860, 44.9%</td>
<td>118</td>
<td>1677, 52.2%</td>
<td>5463, 52.4%</td>
<td>91, 7.8%</td>
<td>1004, 33.1%</td>
<td>not available</td>
</tr>
</tbody>
</table>

UCR Data
Notes:
The numerator in reported percentages is the headcount of Latinx undergraduate students/faculty/staff, and the denominator is all students/faculty/staff respectively.

Pell represents students who were paid Pell

Transfer Out for each academic year represents:
1) Students who enrolled in the previous Spring term, did not enroll in the Fall term of the academic year listed
2) Did not earn a degree at UCR by Fall term of the academic year listed
3) Did not enroll at UCR in any term after the Fall term of the academic year listed to date
4) Enrolled in another postsecondary institution; excludes any student who did not enroll in another postsecondary institutions, listed as unknown by the National Student Clearinghouse

Faculty includes all ladder-rank and equivalent, clinical, lecturer, and other faculty instructor appointments

Provided by Institutional Research (2019 May 24)
### Undergraduate Latinx Enrollment (New & Continuing)

<table>
<thead>
<tr>
<th></th>
<th>Freshmen-Entry</th>
<th>Transfer-Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCR</td>
<td>6,834, 41.1%</td>
<td>6,917, 40.9%</td>
</tr>
<tr>
<td>BCOE</td>
<td>551, 28.5%</td>
<td>593, 28.3%</td>
</tr>
<tr>
<td>CNAS</td>
<td>1,945, 35.7%</td>
<td>1,942, 36.0%</td>
</tr>
<tr>
<td>CHASS</td>
<td>3,996, 48.4%</td>
<td>4,195, 48.5%</td>
</tr>
<tr>
<td>GSOE</td>
<td>129, 59.4%</td>
<td>-</td>
</tr>
<tr>
<td>Business</td>
<td>202, 27.2%</td>
<td>189, 24.4%</td>
</tr>
<tr>
<td>Public Policy</td>
<td>78, 51.3%</td>
<td>-</td>
</tr>
</tbody>
</table>

### Retention

<table>
<thead>
<tr>
<th></th>
<th>Freshmen-Entry</th>
<th>Transfer-Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCR</td>
<td>-</td>
<td>1,866, Y1:87.2%, Y2: -</td>
</tr>
<tr>
<td>BCOE</td>
<td>-</td>
<td>132, Y1: 83.3%, Y2: -</td>
</tr>
<tr>
<td>CNAS</td>
<td>-</td>
<td>661, Y1: 87.7%, Y2: -</td>
</tr>
<tr>
<td>CHASS</td>
<td>-</td>
<td>1,073, Y1: 87.4%, Y2: -</td>
</tr>
<tr>
<td>GSOE</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Business</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Public Policy</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

### Graduation

<table>
<thead>
<tr>
<th></th>
<th>Freshmen-Entry</th>
<th>Transfer-Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCR</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>BCOE</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>CNAS</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>CHASS</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>GSOE</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Business</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Public Policy</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
SUBCOMMITTEES

- **Data Collection**
  - Connie Nugent—Divisional Dean of Student Academic Affairs, College of Natural and Agricultural Sciences
  - Cecilia Ayon—Associate Professor, School of Public Policy

- **HSI Grant Review**
  - Thomas M. Dickson—Assistant Vice Provost, Undergraduate Education
  - Marko Princevac—Associate Dean, Bourns College of Engineering

- **Data Analysis**
  - Arlene Cano Matute—Assistant Director, Chicano Student Programs
  - Louie F. Rodriguez—Interim Dean and Professor, Graduate School of Education

- **Suggested:**
  - Seal of Excelencia
  - Communication