

AN OVERVIEW OF

# R1 Hispanic Serving Institutions:

Potential for Growth  
and Opportunity

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**Representing nearly 18% of the U.S., the Latinx<sup>1</sup> population is the largest ethnic minority group and the second fastest growing ethnic minority group in the nation (Flores, 2017). According to the U.S. Census Bureau (2015), by 2060, the Latinx population is projected to represent 31% of the total U.S. population. Alongside the growth of the Latinx population, more Latinx students are entering higher education. In 2015, Latinx students made up 25% of the K-12 student population (U.S. Census Bureau, 2015). In 2016, Latinx students represented about 18% of all students in college (Musu-Gillette et al., 2017). While the enrollment and attainment rates of Latinx students have grown significantly at four-year institutions over the last decade, their completion rates still lag behind White students (Flores, 2017; Solorzano et al., 2005).**

**RESEARCH SUPPORT TEAM:**

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<sup>1</sup>This report uses the terms *Hispanic* and *Latinx*. We use "Hispanic" only when we reflect the way the data is captured and reported by the U.S. Department of Education. *Latinx* refers to people who are Cuban, Mexican, Puerto Rican, South or Central American or of other Latin American cultures.



While there are many factors affecting both the growing enrollment rates and educational experiences of Latinx students in postsecondary education, there has been an increased amount of attention given to the growing number of Hispanic Serving Institutions (HSIs) across the nation. These institutions are federally recognized as non-profit, two to four-year institutions whose enrollment is at least 25% full-time Latinx students (U.S. Department of Education, n.d.). Corresponding to the significant increase of Latinx students enrolling in higher education, the number of HSIs have been growing rapidly. Currently there are 539 HSIs in the nation, which enroll 67% of all Latinx undergraduates (Excelencia in Education, 2020).

HSIs are more likely to educate students from historically disadvantaged backgrounds, many of whom are first-generation, and/or from low-income households. HSIs disproportionately serve non-traditional students—many who work full time, may take breaks throughout their time in college, need developmental education, and/or live at home and commute to school (Gasman et al., 2008; Nuñez et al., 2011). Although eligible for federal funding because of their designation, this funding is competitive and only 25% of HSIs actually receive Title V funding (Nuñez et al., 2015). Unfortunately, these factors are not taken into consideration when assessing and comparing these institutions to their predominantly White peers. The literature surrounding outcomes at Hispanic Serving Institutions that compares them to Predominantly White Institutions (PWIs) is overwhelmingly misguided. Rodríguez and Calderon Galdeano (2015) suggest that when comparing HSIs, more accurate comparison groups that consider the populations being served and the resources available at the institution should be used. They found that the outcomes of Latinx students at HSIs are not that much different from Latinx students at PWIs, but these outcomes are portrayed in ways that make HSIs seem inferior, when in fact they are producing similar numbers of Latinx graduates with far fewer resources.

There are 539 HSIs across 27 states, Washington, D.C., and Puerto Rico (Excelencia in Education, 2020). There are an additional 352 emerging HSIs that are just under the 25% Latinx enrollment threshold. As the Latinx population continues to grow and disperse to other cities and rural areas, more institutions are likely to see demographic changes on their campuses and eventually become HSIs. However, just because an institution meets the criteria, does not mean they are necessarily “Hispanic serving.” Garcia’s (2017) research investigates this manufactured identity by examining these institutions using organizational theory and learning about students, staff, and faculty experiences at these institutions. While many constituents may not be aware of the HSI designation, or what it entails, Garcia (2017) found that the staff and faculty do have a commitment to serving the local community and their Hispanic students, and the students do recognize their significant presence on campus.

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## What is an HSI

Hispanic Serving Institutions (HSIs) are federally defined as accredited two- or four-year, not-for-profit postsecondary education institutions that enroll at least 25% full time Hispanic students. Institutions that meet this definition are eligible for Title III and Title V funding through the Higher Education Act. Title III funding is focused on increasing the number of Hispanic students attaining degrees in STEM fields and/or improving transfer rates or articulation agreements between two-year and four-year institutions for STEM. Title V funding helps support HSIs to advance or expand educational opportunities to improve the degree attainment rates of their Latinx students. These funds can be used in a variety of ways to help support an institution's intent on improving Latinx students' success. According to the Department of Education, this grant can fund new equipment for teaching, facilities, faculty development, tutoring and other academic support programs, teacher education, student support services, and more.

Source: U.S. Department of Education, n.d.

Unlike Historically Black Colleges and Universities (HBCUs), which were created to educate African American students during a time in which they were prohibited from other colleges and universities, HSIs developed in response to the demographic shifts in the United States, which led to substantial population growth of Hispanics in certain geographic areas (Gasman, et al., 2015). Despite this rapid growth, Latinx students in higher education are still graduating at much lower rates than their White counterparts. However, as more institutions achieve the HSI designation, institutions have started to develop programs to increase the participation and attainment of Latinx students on their campuses.

The majority of HSIs are public institutions, with four-year institutions making up 54% of all HSIs and two-year institutions making up 46% of all HSIs (Excelencia in Education, 2020). This report is an overview of HSIs that are also classified as R1 Doctoral Universities with Highest Research Activity per the Carnegie Classification of Institutions of Higher Education. Using data from the National Center of Educational Statistics (2014-2018), we provide an overview of Latinx enrollment and outcomes at these institutions. We then highlight the work that is being done at each respective institution to serve their Latinx student population.





Much of the research on HSIs has focused on the educational outcomes of its Latinx population (Contreras, et al., 2008; Cuellar, 2015; Gasman et al., 2008; Gastic & Nieto, 2010; Nunez, at al., 2011; Sterns, et al., 2002), the culture of these institutions (Laden, 2001, 2004; Dayton, et al., 2004; Medina & Posadas, 2012), or the experiences of Latinx students at these institutions and how that may influence one's academic self-concept (Cuellar, 2014). While scholars have informed our understanding of the environments that are cultivated among HSIs (Laden, 2001; Cuellar, 2015), the research is now beginning to explore how the federal designation affects the culture and operations of these institutions (Garcia, 2017; Marin & Pereschica, 2018). Organizations such as Excelencia in Education have researched how the federal funding of HSIs has been used to promote Latinx success in higher education, and other researchers have explored how institutional stakeholders have operationalized what it means to be Hispanic serving (Garcia, 2016; Garcia, et al., 2018; Gasman et al., 2008; Gasman, et al., 2015; Marin & Pereschica, 2018).

Given demographic shifts in the nation, it is unsurprising that more institutions are meeting the eligibility requirements to be considered HSIs. In areas like California, New York, Texas, Florida, and Illinois, states with a large and growing Latinx population, more institutions are on the cusp of becoming HSIs, including institutions known to be more selective like research intensive institutions (Excelencia, 2020).

## HSIs and Funding

To qualify for federal funding, HSIs must enroll at least 25% undergraduate, FTE Hispanic students and have no less than 50% of their students be low-income. The Office of Postsecondary Education (OPE), a division of the Department of Education, regulates and provides Minority Serving Institutions (MSIs), including HSIs, with grant funding depending on an institution's eligibility and sector. The mission of the HSI division of the OPE, the sector that allocates fiscal resources to HSIs, is to “[provide] grant funding to institutions of higher education to assist with strengthening institutional programs, facilities, and services to expand the educational opportunities for Hispanic Americans and other underrepresented populations” (Office of Postsecondary Education, 2020). HSIs that apply for Title III and V grants are provided funding for five years, in which they must reapply contingent upon meeting the criteria. Title III grants aim to increase the number of Hispanics in STEM fields among two- and four-year institutions (Higher Education Act of 1965). All MSIs are eligible to apply for Title III grants. Title V grants foster the general development of the college or university and expand opportunities for Hispanics (Higher Education Act of 1965). In order to be eligible for a Title V grant, the institution must be an HSI and show a Hispanic enrollment of “needy students” (Higher Education Act of 1965). Federal regulations stipulate that in order to maintain Title III and V eligibility, an HSI grantee must maintain its 25% Hispanic enrollment and be “making substantial progress toward achieving the objectives described in its grant application including, if applicable, the institution's success in institutionalizing practices and improvements developed under the grant” (Electronic Code of Federal Regulations, 2020).





## CARNEGIE DESIGNATION

Institutions of higher education are commonly characterized by the Carnegie classification system (McCormick & Zhao, 2005). In 1905, the Carnegie Foundation was founded as an independent educational research and policy center. The Carnegie classifications are a taxonomy of U.S. higher education (i.e. college and universities). The taxonomy differentiates institutions by function and is based on empirical data of what these institutions do, such as research or teaching. There are approximately 4,000 institutions represented in the Carnegie classifications, public and private, two-year, four-year, and graduate/professional. The Carnegie classification for doctoral universities is based on three categories (very high research activity/R1, high research activity/R2, and doctoral/professional university as D/PU). Absent from the Carnegie classification are considerations of racial/ethnic, first-generation status, and socioeconomic characteristics of the students enrolled in these institutions. Ignoring this differentiation about a particular campus contributes to the inconsistent and unfair comparisons that often negatively affect HSIs and other MSIs (Nunez, Crisp, Elizondo, 2016). This report focuses on R1 (very high research activity) institutions. Given that HSIs are least represented among R1 institutions, and that R1s are only gradually increasing their enrollments of Latinx students, we were interested in determining what HSI R1s have been doing to support and grow their Latinx population.

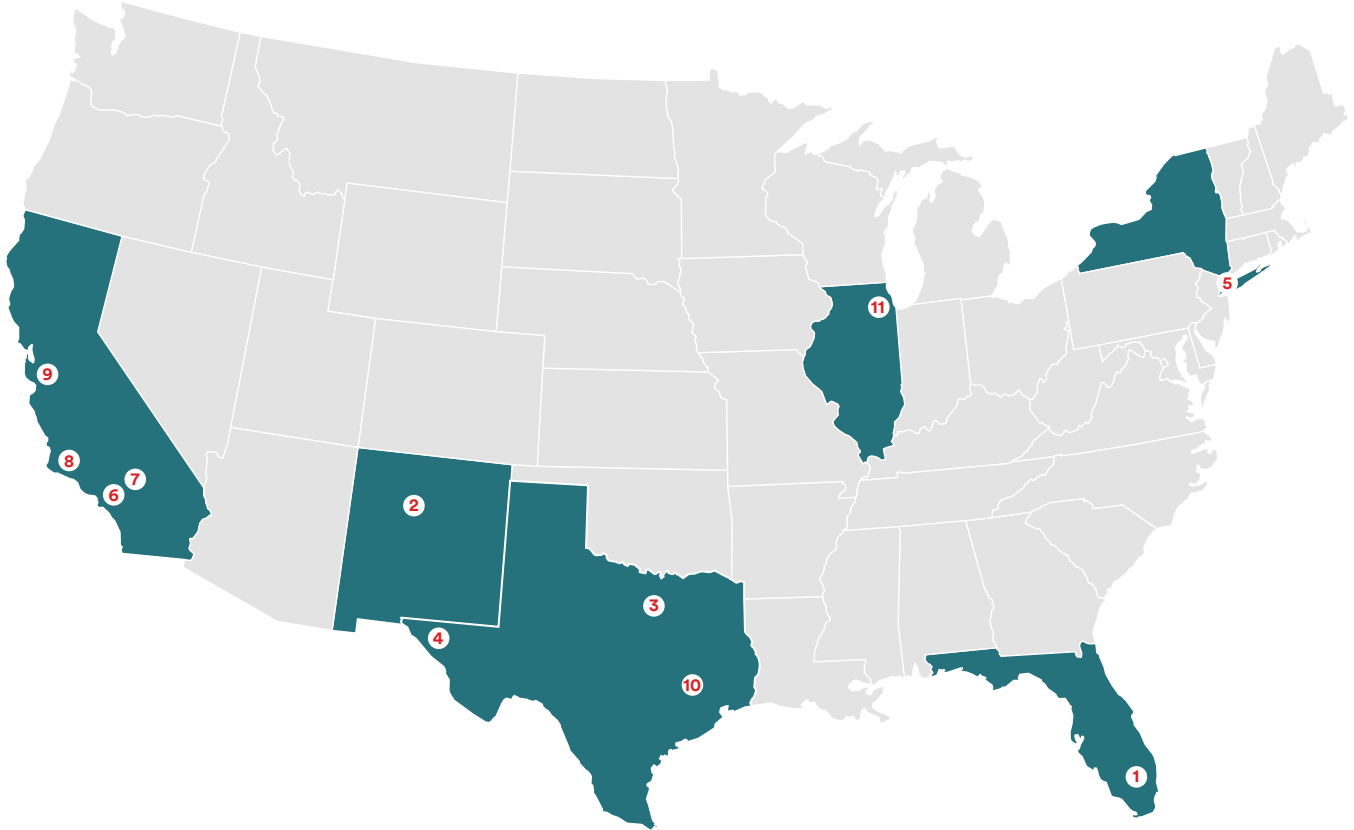
## DATA SOURCES

To determine the HSI R1s for this study, we cross-referenced the list of R1 institutions on the Carnegie Classification website with the current lists of HSIs in 2018, curated by Excelencia in Education. Using data from the National Center of Educational Statistics, we confirmed the enrollment for these institutions at the 25% threshold for eligibility required by the U.S. Department of Education.

Data were collected from the Integrated Postsecondary Education Data System (IPEDS). IPEDS is a national secondary data source that measures post-secondary institutions at the aggregate-level. All postsecondary institutions that have a Program Participation Agreement with the Office of Postsecondary Education (OPE), U.S. Department of Education (throughout IPEDS referred to as "Title IV") are required to report data using a web-based data collection system. Post-secondary institutions submit their data through 12 interrelated survey components through three cycles of data collection. IPEDS has three main categories: general information, resource information, and student information. For the purpose of this study, we used data from the general and student information categories. Using Institutional Characteristics Header, Fall Enrollment, and Completion, the sample was derived from 2014-2018 for eight institutions that meet the requirement for Research Intensive Hispanic Serving Institutions.

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## LIST AND LOCATION OF R1 HSI<sup>s</sup>



- |  |   |
|--|---|
| ① Florida International University                         | ⑦ University of California, Riverside     |
| ② The University of New Mexico, Main Campus                | ⑧ University of California, Santa Barbara |
| ③ The University of Texas at Arlington                     | ⑨ University of California, Santa Cruz    |
| ④ The University of Texas at El Paso                       | ⑩ University of Houston                   |
| ⑤ City University of New York Graduate Center <sup>2</sup> | ⑪ University of Illinois at Chicago       |

<sup>2</sup> This report focuses on undergraduate enrollment and outcome data. CUNY Graduate Center is a graduate institution and the data available did not match with data of the other institutions highlighted in this report.

INSTITUTIONAL SPOTLIGHT

## Florida International University

**Mission:** “Florida International University is an urban, multi-campus, public research university serving its students and the diverse population of South Florida. We are committed to high-quality teaching, state-of-the-art research and creative activity, and collaborative engagement with our local and global communities.”

**Year Established:** 1965

**Location:** Miami, Florida

**Full-Time Undergraduate Enrollment (2018):** 25,644

**Percentage of Hispanic Enrollment:** 64%

**Percentage of Pell Recipients Among First-Year Students:** 51%

**Six-Year Graduation Rate:** All Undergraduates 58%; Hispanic Undergraduates 60%

\* 2018 graduation rates

## A CURRICULUM INFLUENCED BY THE HSI DESIGNATION

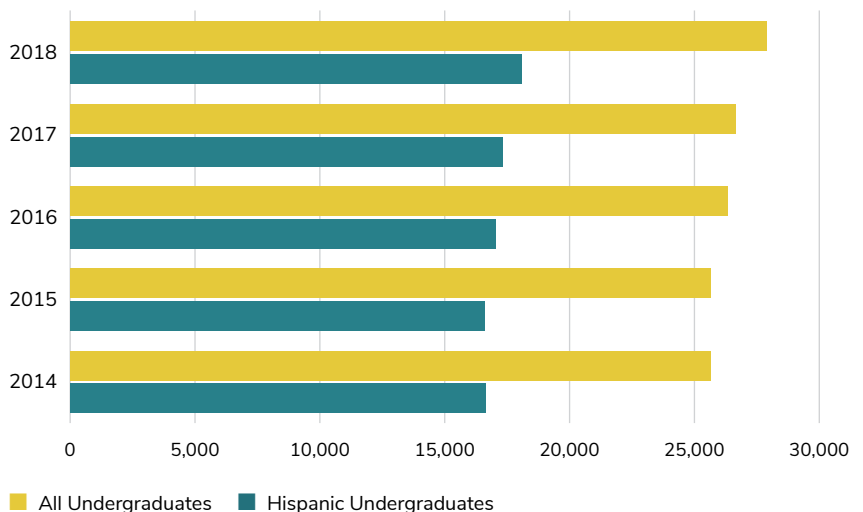
There are several programs at Florida International University (FIU) that mention the institution’s designation as an HSI within the description of their academic programs. FIU’s Cyber Security Program suggests they can be a conduit to increase Latinx representation in STEM as they grow their program recognizing the institution as an HSI and its commitment to Latinx student success. FIU’s English department ties its recognition of the HSI designation to the way they approach their curriculum as seen in this statement posted on their departmental website,

We also recognize that diversity enriches our experiences of each other, and therefore strive to celebrate our diverse backgrounds and those of our students. This commitment stems not only from our intellectual and philosophical investments in the diversity of the human experience, but also in recognition of FIU’s unique status as the largest minority-serving institution in the State of Florida, and the largest Hispanic Serving Institution in the United States. Racio-ethnic, linguistic, and national-origin diversity are thus central to who we are, what we teach, what we write, how we read, and what we study. At the same time, we affirm our commitment to diversity in terms of religion, gender identity and expression, sexuality, age, color, ability, and socioeconomic class. In our department, diversity is not orthogonal and additive to our work, but rather essential to it. (FIU, 2019).

These specific efforts from academic programs to highlight the HSI designation demonstrate a commitment to embracing this “HSI identity.” While acknowledging the HSI designation may suggest a commitment to Latinx student success, less is known as to whether the broader FIU community recognizes the institution as an HSI and what it means for the students it educates.

FIGURE 1

### Proportion of Hispanic Enrollment at Florida International University 2014-2018







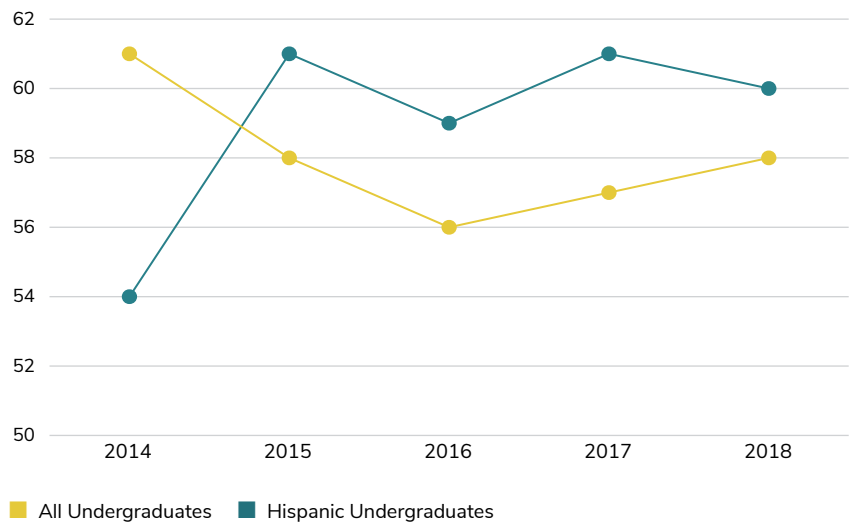
## PROMOTING STUDENT SUCCESS

Recently recognized with a Seal of Excelencia from Excelencia in Education, FIU has graduated the largest number of Hispanics in STEM in the nation. FIU president, Mark B Rosenberg, said “we are proud to serve more Hispanic students than any other institution in the nation. It is a part of our DNA, what gives us an edge, and sets us apart. This designation demonstrates our longstanding commitment to build models for success in graduating and retaining students as an urban minority-serving institution” (Gamarra, 2019). They attribute this to their commitment to access and support programs for Hispanic and first-generation students including: Federal TRIO programs, comprehensive advising, and [Mastery Math Lab](#).

As a recipient of Title V grants, FIU launched a multi-year project called the [Gateway Project](#) aimed to help students transition to college through peer mentoring and customized education plans. In partnership with the FIU Center for the Advancement of Teaching, faculty involved in this initiative constantly adapt gateway courses to help improve their students’ ability to skillset and persistence to complete the course. Since its launch in 2012, FIU has seen 24% reduction in first-time college students failing gateway courses.

FIGURE 2

**Florida International University 6-yr Graduation Rate 2014-2018**



☞ Recently recognized with a Seal of Excelencia from Excelencia in Education, FIU has graduated the largest number of Hispanics in STEM in the nation. ☞

**INSTITUTIONAL SPOTLIGHT**

## The University of New Mexico-Main Campus

**Mission:** “The University will engage students, faculty, and staff in its comprehensive educational, research, and service programs. UNM will provide students the values, habits of mind, knowledge, and skills that they need to be enlightened citizens, to contribute to the state and national economies, and to lead satisfying lives. UNM will provide faculty, staff, and students an opportunity to create, apply, and disseminate new knowledge and creative works; they provide services that enhance New Mexicans' quality of life and promote economic development; and they advance our understanding of the world, its peoples, and cultures. Building on its educational, research, and creative resources, the University provides services directly to the City and State, including health care, social services, policy studies, commercialization of inventions, and cultural events.”

**Year Established:** 1889

**Location:** Albuquerque, New Mexico

**Full-Time Undergraduate Enrollment (2018):** 13,624

**Percentage of Hispanic Enrollment:** 43%

**Percentage of Pell Recipients Among First-Year Students:** 37%

**Six-Year Graduation Rate:** All Undergraduates 49%; Hispanic Undergraduates 46%

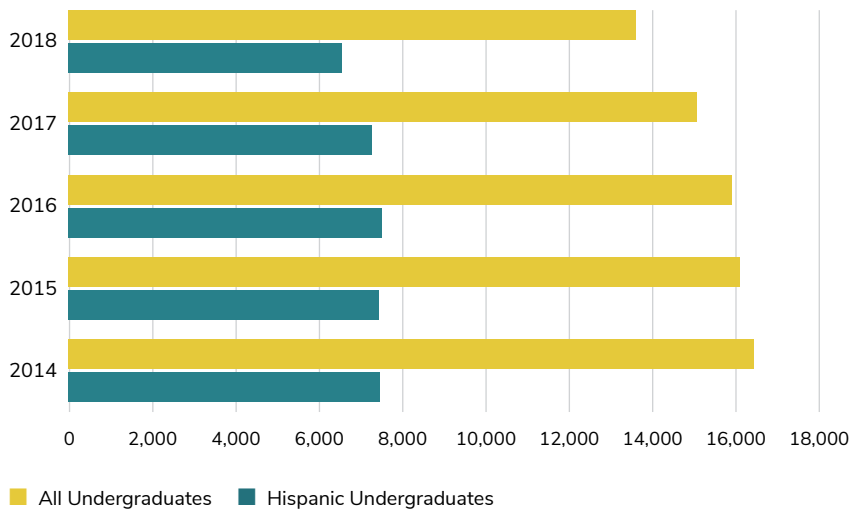
\* 2018 graduation rates

## SUPPORTING HISPANIC STUDENT SUCCESS IN STEM

The University of New Mexico (UNM) developed a [STEM Collaborative Center](#) to maximize efficiency and improve STEM achievement of their Hispanic and low-income students. This initiative focused on maximizing efficiency with student support services and advising within UNM to improve STEM degree attainment and reduce duplication of services. Additionally, the University of Mexico STEM Gateway Project, funded by the U.S. Department of Education from 2012-2016, created different professional development opportunities to reimagine STEM gateway courses and to develop more inclusive, responsive, and innovative teaching practices within their faculty.

**FIGURE 3**

**Proportion of Undergraduate Hispanic Enrollment at The University of New Mexico-Main Campus 2014-2018**





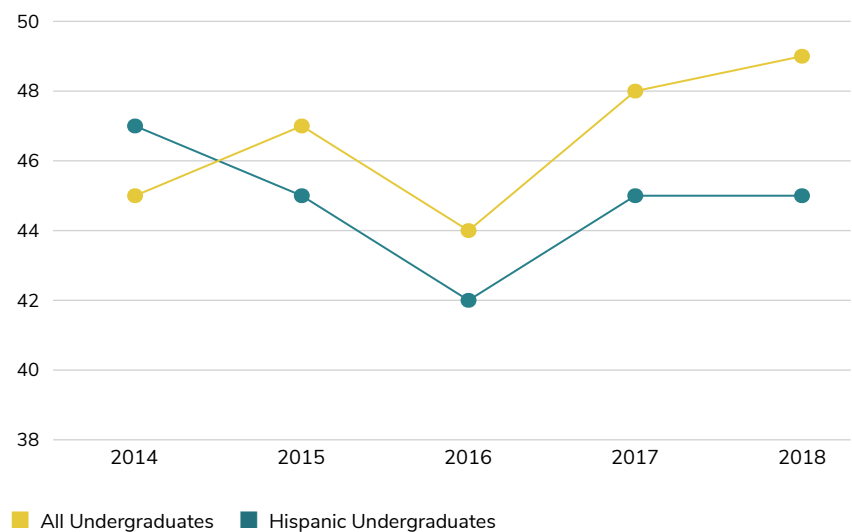
## A UNIVERSITY ATTUNED TO THE NEEDS OF ITS BRANCH CAMPUSES

The University of New Mexico—Taos (UNM-Taos) is a branch campus of UNM and a two-year community college. In 2019, UNM-Taos acquired a Title V grant to develop the “Cultivamos Project” that aims to address economic and educational barriers that prevent the local region’s community from accessing higher education. The Project develops sustainable capacity to support:

academic pathways and student success initiatives and will (a) improve the college readiness of high school students for postsecondary education through the Bridge to College Pathway, (b) develop the Guided Pathway model to reduce student time and cost to baccalaureate degree, (c) create Meta-Majors to give students the flexibility to move between majors, (d) improve complete rates in transfer-level English, math, and core gateway courses, (e) integrate academic support system with case management practices to keep students on track to graduation, (f) establish a faculty professional development program focusing on the learning needs of Hispanic and low-income students, (g) create a Transfer-Going Culture that promotes transfer as an institutional priority, (i) increase the capability of students to make informed financial decisions, and (j) expand course offering in Biology and Chemistry to improve access, completion and transfer rates of Hispanic and low-income students in the STEM disciplines (Title V abstract).

FIGURE 4

### The University of New Mexico - Main Campus 6-year Graduation Rate 2014-2018



INSTITUTIONAL SPOTLIGHT

## The University of Texas at Arlington

**Mission:** “The University of Texas at Arlington is a comprehensive research, teaching, and public service institution whose mission is the advancement of knowledge and the pursuit of excellence. The University is committed to the promotion of lifelong learning through its academic and continuing education programs and to the formation of good citizenship through its community service learning programs. The diverse student body shares a wide range of cultural values and the University community fosters unity of purpose and cultivates mutual respect.”

**Year Established:** 1895

**Location:** Arlington, Texas

**Full-Time Undergraduate Enrollment (2018):** 15,957

**Percentage of Hispanic Enrollment:** 44%

**Percentage of Pell Recipients Among First-Year Students:** 36%

**Six-Year Graduation Rate:** All Undergraduates: 49%; Hispanic Undergraduates: 46%

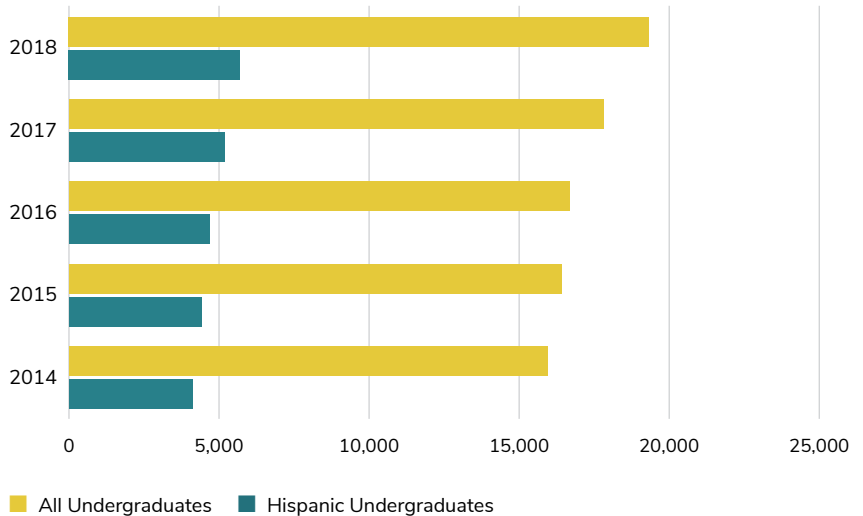
\* 2018 graduation rates

## PRIORITIZING STUDENT SUCCESS WITH TITLE V GRANT

At The University of Texas at Arlington (UT Arlington), the [I.D.E.A.S. Center](#) (Innovation, Diversity, Excellence, Access, and Success) serves as a hub to improve undergraduate persistence and graduation rates of sophomores, transfer students, veterans, low-income students, Hispanic students, and first-generation college students. Through innovative online support services and targeted faculty development opportunities to help support students in gateway courses, this center created a central hub of resources for their students. Their 2015 grant of \$2.6 million was also used to renovate their library for more access to tutoring and mentoring opportunities and to hire more staff for support services.

FIGURE 5

### Proportion of Hispanic Enrollment at The University of Texas at Arlington 2014-2018



Through innovative online support services and targeted faculty development opportunities to help support students in gateway courses, this center created a central hub of resources for their students.

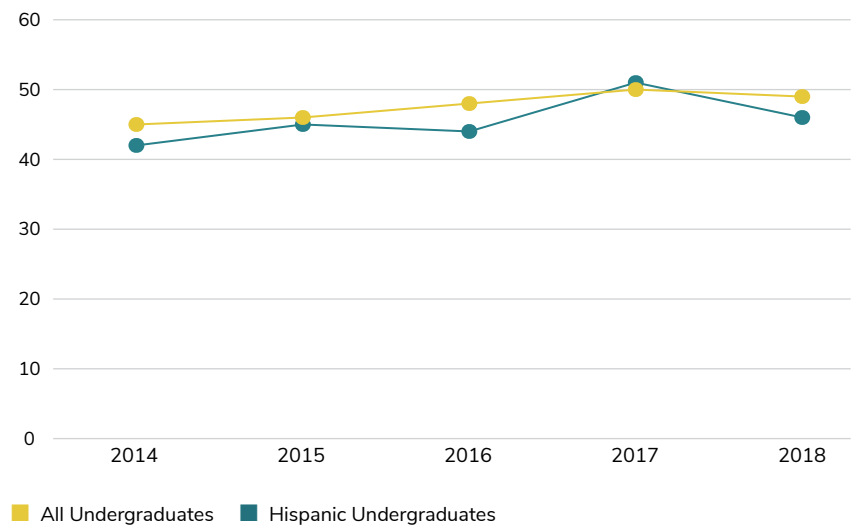


## A FOCUS ON ACCESS

Former UT Arlington President, Vistasp M. Karbhari, believed that as an HSI, UT Arlington has “a special obligation to make the dream of a college education achievable to all students” (Cadwallader, 2015). The institution has an HSI task force made up of senior administrators and faculty. As the largest public university in Texas to qualify as an HSI, President Karbhari shared that UT Arlington has focused its efforts on ensuring access to academic support (both on campus and online) so that “every student, no matter his or her background, has the opportunity to earn a degree from an institution of excellence to equip them for the rest of their lives” (Cadwallader, 2015).

FIGURE 6

### University of Texas at Arlington 6-yr Graduation Rate 2014-2018



“Former UT Arlington President, Vistasp M. Karbhari, believed that as an HSI, UT Arlington has “a special obligation to make the dream of a college education achievable to all students” (Cadwallader, 2015).”

INSTITUTIONAL SPOTLIGHT

## The University of Texas at El Paso

**Mission:** “UTEP is a comprehensive public research university that is increasing access to excellent higher education. We advance discovery of public value and positively impact the health, culture, education, and economy of the community we serve.”

**Year Established:** 1914

**Location:** El Paso, Texas

**Full-Time Undergraduate Enrollment (2018):** 14,044

**Percentage of Hispanic Enrollment:** 80%

**Percentage of Pell Recipients Among First-Year Students:** 68%

**Six-Year Graduation Rate:** All Undergraduates 39%; Hispanic Undergraduates 39%

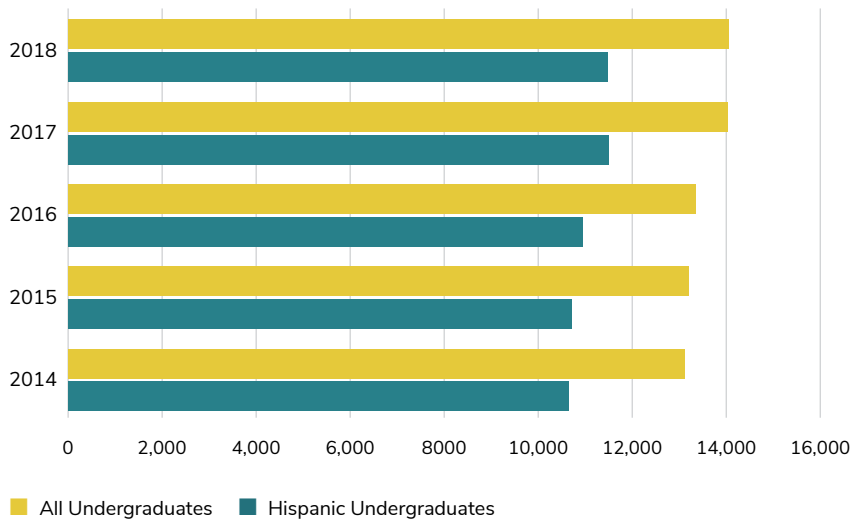
\* 2018 graduation rates

## IMPROVING STUDENT SUCCESS WITH U-FYRST

Through federal funding made available to HSIs, The University of Texas at El Paso (UTEP) created the Unit for First Year Retention, Success and Transition ([U-FYRST](#)) to expand educational opportunities to their Hispanic students. U-FYRST offers first-year students cohort-based mentoring and advising, peer-led supplemental instruction for large lecture courses, and improved data infrastructure and sharing within the university for more efficient and improved decision making and collaboration to help best support their students. With 80% undergraduate Hispanic enrollment, UTEP continues to make strides towards increasing their six-year graduation rate with a commitment to use these innovative approaches to reduce withdrawals and failures in large gateway courses, prevent stop outs, and further develop a robust fully networked student support system and Early Alert system.

FIGURE 7

Proportion of Hispanic Enrollment at The University of Texas at El Paso 2014-2018



With 80% undergraduate Hispanic enrollment, UTEP continues to make strides towards increasing their six-year graduation rate with a commitment to use these innovative approaches...



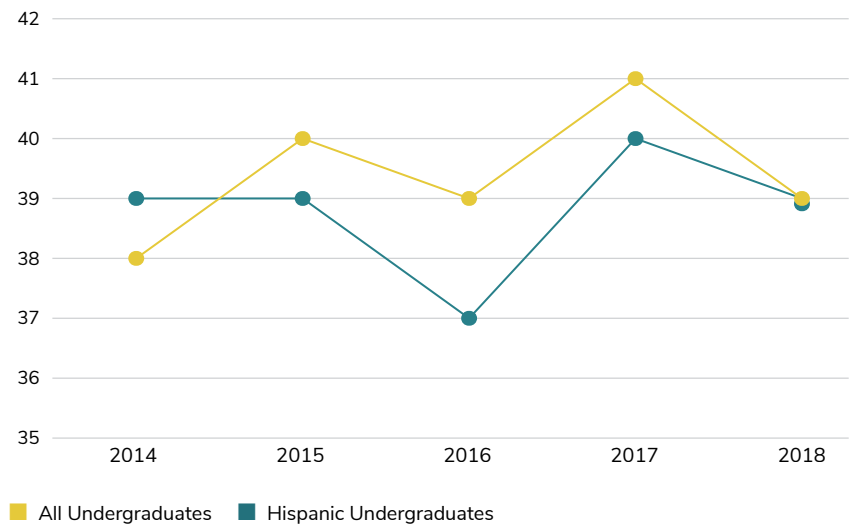


## PATHWAYS TO EDUCATION AND CAREERS THROUGH COLLABORATION

Another recipient of the 2019 Seal of Excelencia, UTEP’s commitment to educational opportunity extends beyond their 80% undergraduate Hispanic enrollment. The El Paso Collaborative for Academic Excellence (EPCAE) partners with El Paso Community College, local high school districts, and local businesses to provide educational opportunity and career readiness to students in the region. In the coming years, EPCAE hopes to: “[expand] the number of dual-credit and advanced courses offered in high schools; [prepare] more teachers with credentials required to teach these college-level courses; and [engage] business and civic leaders and other stakeholders in supporting not only a variety of EPCAE initiatives but in expanding the number of well-paying jobs in the region” (The University of Texas at El Paso, n.d.).

FIGURE 8

The University of Texas at El Paso 6-yr Graduation Rate 2014-2018



“The El Paso Collaborative for Academic Excellence (EPCAE) partners with El Paso Community College, local high school districts, and local businesses to provide educational opportunity and career readiness to students in the region.”

INSTITUTIONAL SPOTLIGHT

**University of California, Irvine**

**Mission:** “The distinctive mission of the University is to serve society as a center of higher learning, providing long-term societal benefits through transmitting advanced knowledge, discovering new knowledge, and functioning as an active working repository of organized knowledge. That obligation, more specifically, includes undergraduate education, graduate and professional education, research, and other kinds of public service, which are shaped and bounded by the central pervasive mission of discovering and advancing knowledge.”

**Year Established:** 1965

**Location:** Irvine, California

**Full-Time Undergraduate Enrollment (2018):** 29,251

**Percentage of Hispanic Enrollment:** 23%

**Percentage of Pell Recipients Among First-Year Students:** 38%

**Six-Year Graduation Rate:** All Undergraduates 83%; Hispanic Undergraduates 76%

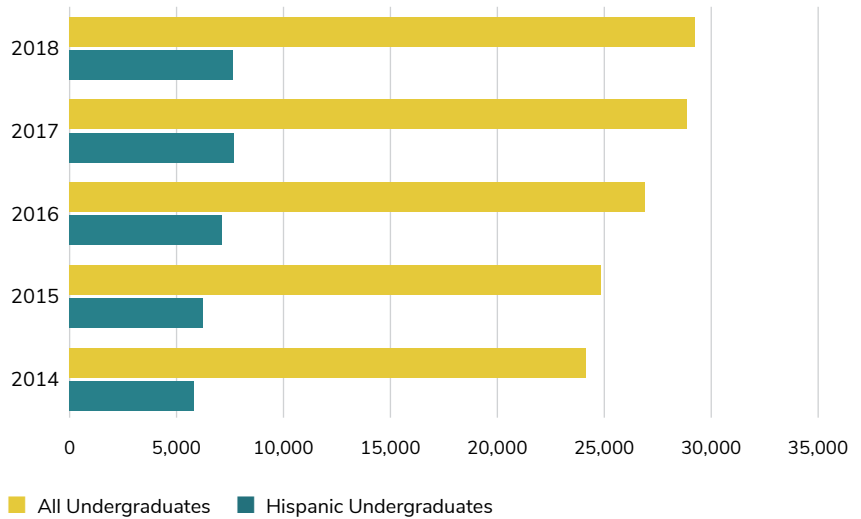
\* 2018 graduation rates

**ENHANCING FACULTY DIVERSITY AND PATHWAYS TO THE PROFESSORiate FOR STUDENTS FROM HSIS**

A recipient of the [UC-HSI Doctoral Diversity Initiative](#), a UC-system wide opportunity for UC campuses to fund graduate students from HSIs or apply for a competitive grant towards projects aimed to increase faculty diversity, University of California, Irvine (UC Irvine) recently acquired a grant for their *Enhancing Diversity and Equitable Inclusion* course for faculty and graduate admissions committees to create a more inclusive and equitable admissions practice for their graduate programs. The course is offered several times throughout the academic year and is informed by climate survey results. This program addresses bias in hiring, admissions, merit and promotion processes, techniques for creating inclusive departmental and classroom practices, handling of controversial issues, and successful practices for mentoring underrepresented faculty and students.

FIGURE 9

**Proportion of Hispanic Enrollment at University of California, Irvine 2014-2018**



🔗 This program addresses bias in hiring, admissions, merit and promotion processes, techniques for creating inclusive departmental and classroom practices, handling of controversial issues, and successful practices for mentoring underrepresented faculty and students. 🔗



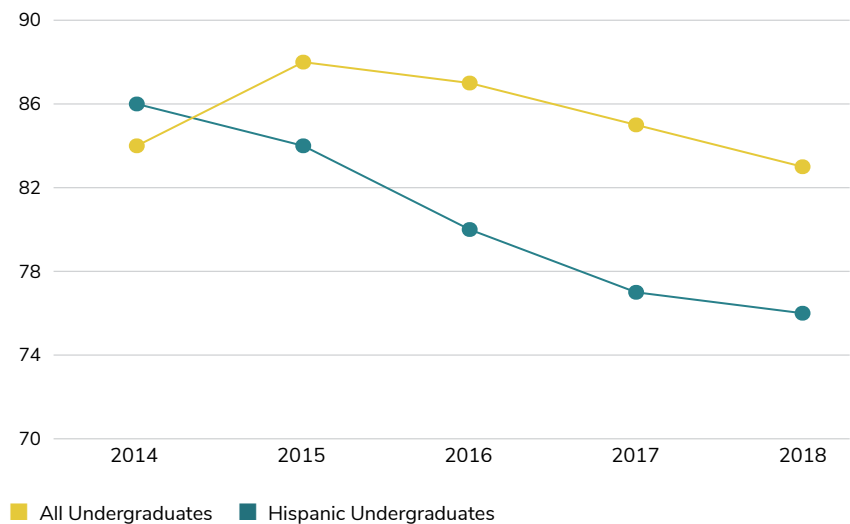
## PREPARING EFFECTIVE AND EQUITY FOCUSED EDUCATORS

University of California, Irvine received a Title V grant to support the expansion and enhancement of their teacher preparation programs. They requested funds to:

- 1) Enhance the academic support services for students in teacher preparation pathways and develop new support services for induction teachers
- 2) Provide support for supplemental costs associated with teacher credential preparation to increase access for diverse populations of future teachers with financial need
- 3) Increase the professional development offerings and support for mentor and master teachers
- 4) Expand the student recruitment efforts, with particular emphasis on under-represented minorities and transfer students
- 5) Improve the physical infrastructure of future teacher community spaces and the physical resources for supporting curriculum innovation" (Title V Abstract)

FIGURE 10

### University of California, Irvine 6-yr Graduation Rate 2014-2018



INSTITUTIONAL SPOTLIGHT

## University of California, Riverside

**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.”

**Year Established:** 1907

**Location:** Riverside, California

**Full-Time Undergraduate Enrollment (2018):** 20,210

**Percentage of Hispanic Enrollment:** 37%

**Percentage of Pell Recipients Among First-Year Students:** 50%

**Six-Year Graduation Rate:** All Undergraduates 75%; Hispanic Undergraduates 75%

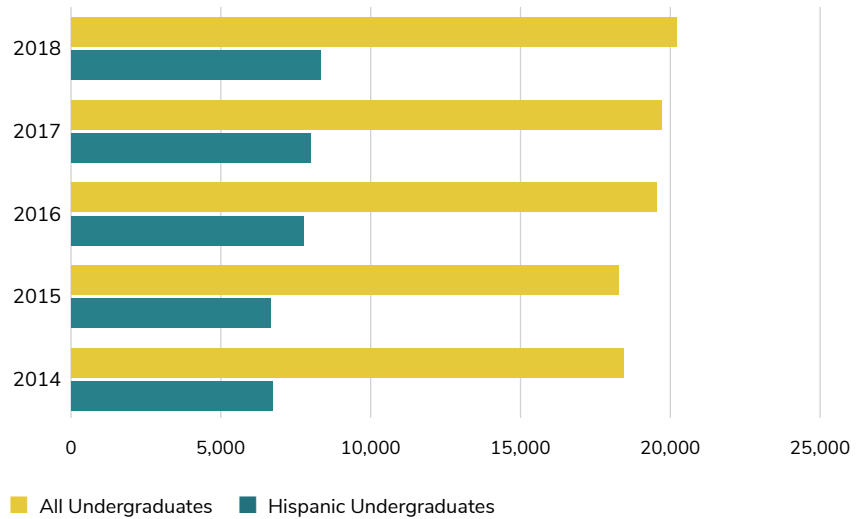
\* 2018 graduation rates

## INCREASING HISPANIC REPRESENTATION IN STEM

University of California, Riverside (UCR) ranks third in the nation in graduating Hispanic students in STEM majors (Ghori, 2020). HSIs, Florida International and the University of Puerto Rico, Mayaguez, hold the first and second ranking. UCR credits this success to their federally funded [UCR STEM Pathway Program](#) that aims to increase Hispanic and low-income student participation in STEM with an emphasis on recruiting students at California community colleges. Through the STEM Pathway Program, students have access to research opportunities, a summer research intensive bridge program for transfer students, and peer mentorship.

FIGURE 11

Proportion of Hispanic Enrollment at University of California, Riverside 2014-2018



Through the STEM Pathway Program, students have access to research opportunities, a summer research intensive bridge program for transfer students, and peer mentorship.

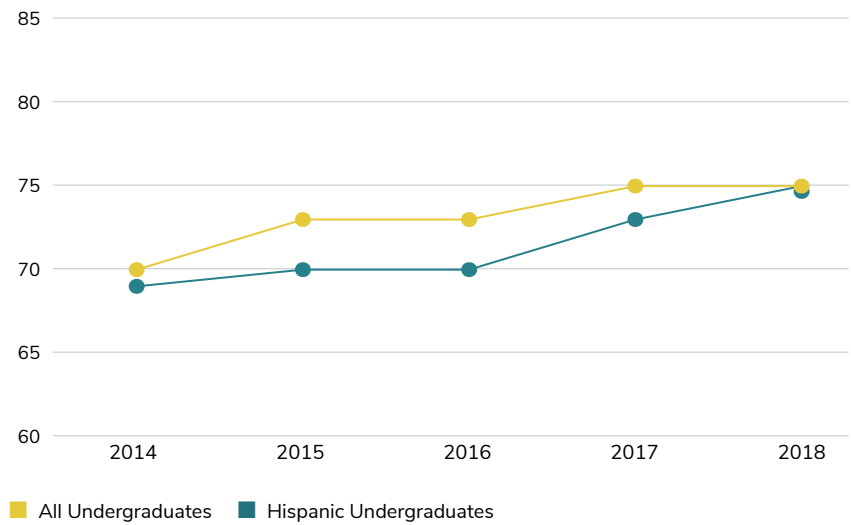
UCR’s Hispanic Serving Institution Committee recognizes that the campus can still improve to processes for better graduation and overall student success outcomes for their Hispanic students.

### IMPROVING EFFORTS AS AN HSI

Recognized as the first UC to achieve the HSI designation in 2008, UCR’s Hispanic Serving Institution Committee recognizes that the campus can still improve to processes for better graduation and overall student success outcomes for their Hispanic students. This committee, made up of students, staff, and faculty, is producing a ten-year publication of what they have learned as an HSI, what it means to be Hispanic-serving, and how to leverage their institutional knowledge as an HSI to better compete for federal grants to serve their Hispanic students (UCR, 2019).

FIGURE 12

#### University of California, Riverside 6-yr Graduation Rate 2014-2018



INSTITUTIONAL SPOTLIGHT

## University of California, Santa Barbara

**Mission:** “The University of California, Santa Barbara is a leading research institution that also provides a comprehensive liberal arts learning experience. Teaching and research go hand-in-hand at UC Santa Barbara. Our students are full participants in an educational journey of discovery that stimulates independent thought, critical reasoning, and creativity. Our academic community of faculty, students, and staff is characterized by a culture of interdisciplinary collaboration that is responsive to the needs of our multicultural and global society. All of this takes place within a living and learning environment like no other, as we draw inspiration from the beauty and resources of our extraordinary location at the edge of the Pacific Ocean.”

**Year Established:** 1891

**Location:** Santa Barbara, California

**Full-Time Undergraduate Enrollment (2018):** 22,601

**Percentage of Hispanic Enrollment:** 61%

**Percentage of Pell Recipients Among First-Year Students:** 32%

**Six-Year Graduation Rate:** All Undergraduates 82%; Hispanic Undergraduates 78%

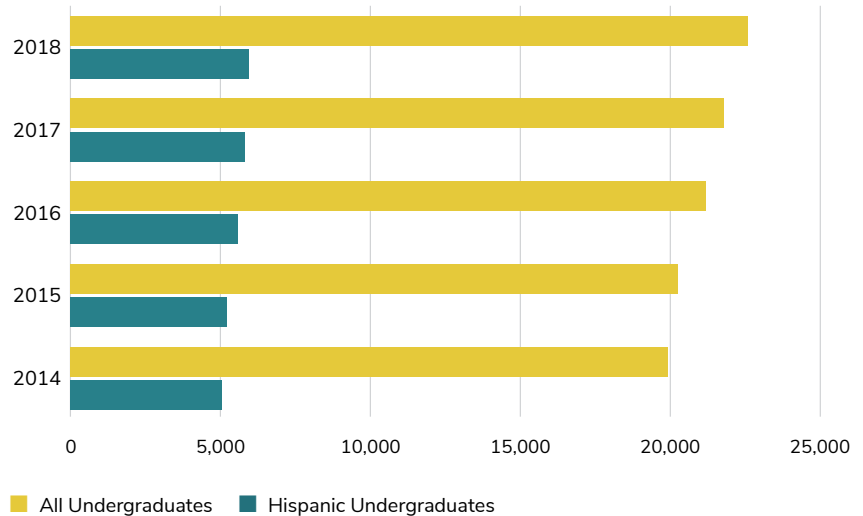
\* 2018 graduation rates

## OPENING NEW DOORS TO ACCELERATING SUCCESS

With the \$2.6 million grant from the Developing Hispanic Serving Institutions Program under the U.S. Department of Education, University of California, Santa Barbara (UCSB) created the [Opening New Doors to Accelerating Success \(ONDAS\) Student Center](#). This center was designed to address the challenges faced by underrepresented and low-income students at UCSB, particularly the rates of academic probation in certain majors and low first-year retention rates. According to its website, this center provides mentoring and academic support to promote the success and retention of first-generation college students. It also provides faculty development opportunities so that faculty are better equipped to help support first-generation, underrepresented students in the classroom. Faculty have the option to participate in a year-long seminar to further develop inclusive teaching practices and learn about innovative technology that they can incorporate in their teaching to enhance learning in their classes.

FIGURE 13

Proportion of Hispanic Enrollment at University of California, Santa Barbara 2014-2018



According to its website, this center provides mentoring and academic support to promote the success and retention of first-generation college students.



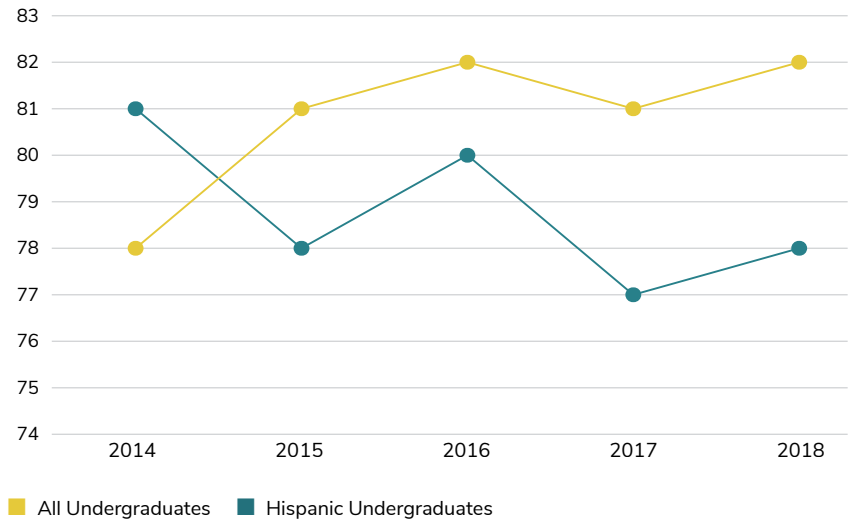
📖 The Regional Alliance of Hispanic Serving Institutions of Santa Barbara and Ventura Counties (HSI Regional Alliance) is a collaborative of higher education program representatives, program administrators, campus faculty, and student support practitioners. 📖

### REGIONAL ALLIANCE OF HISPANIC SERVING INSTITUTIONS OF SANTA BARBARA AND VENTURA COUNTIES

UCSB efforts as an HSI reaches beyond on-campus initiatives. According to the Office of Educational Partnerships at UCSB, “the Regional Alliance of Hispanic Serving Institutions of Santa Barbara and Ventura Counties (HSI Regional Alliance) is a collaborative of higher education program representatives, program administrators, campus faculty, and student support practitioners. The collaborative meets quarterly to share best practices, discuss current and potential intercampus and system collaborations, and promote initiatives that aid student success for underserved and economically disadvantaged students from kindergarten through graduate school” (UCSB, n.d.). Through collaborations like this, UCSB launched [ESTEEM: Enhancing Success in Transfer Education for Engineering Majors](#), a scholarship and support program to help support academically-talented, low-income students majoring in engineering at UCSB or for students at four regional community colleges who intend to transfer into engineering programs at UCSB. The partnership includes faculty at the UC Santa Barbara’s Gevirtz Graduate School of Education who conduct research on the program to identify: factors that contribute to persistence in engineering, interventions that may promote student success, and to develop an instrument to identify academic talent for engineering among transfer and traditional students (UCSB, n.d.).

FIGURE 14

#### University of California, Santa Barbara 6-year Graduation Rate 2014-2018



INSTITUTIONAL SPOTLIGHT



## University of California, Santa Cruz

**Mission:** “A campus with world-class facilities and one of the most visually spectacular settings in higher education, UC Santa Cruz offers rigorous academic programs and cutting-edge research opportunities that guide students in how to think, not what to think. A commitment to environmental stewardship and community engagement are central to the core values of UC Santa Cruz.”

**Year Established:** 1965

**Location:** Santa Cruz, California

**Full-Time Undergraduate Enrollment (2018):** 17,255

**Percentage of Hispanic Enrollment:** 26%

**Percentage of Pell Recipients Among First-Year Students:** 30%

**Six-Year Graduation Rate:** All Undergraduates 74%; Hispanic Undergraduates

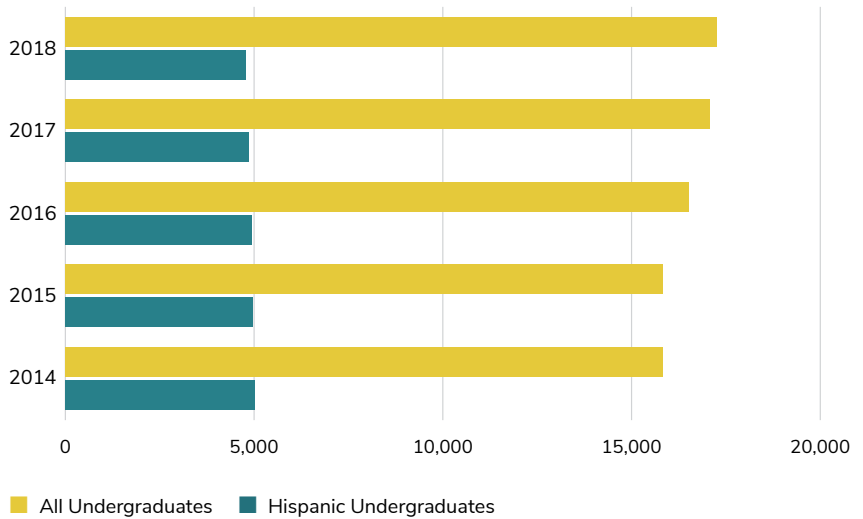
\* 2018 graduation rates

## CULTIVAMOS EXCELENCIA/CULTIVATING EXCELLENCE AT UC SANTA CRUZ

Since achieving the HSI designation in 2015, University of California, Santa Cruz (UCSC) has developed a comprehensive website explaining their HSI initiatives and what it means for the institution to be designated as an HSI. Their [Cultivamos Excelencia Project](#) aims to increase and retain historically underrepresented students to complete a degree at a research university. Partnering with San Jose City College (SJCC), UCSC offers students robust academic support, mentoring, transfer advising, and opportunities for undergraduate research experiences to SJCC students to instill confidence and promote transfer into UCSC. Attuned to the importance of meaningful engagement with families for underrepresented and first-generation students, the Cultivamos Excelencia program engages student families to increase the understanding of the transfer process, financial resources available at the university, and the roles family can have in student success.

FIGURE 15

### Proportion of Undergraduate Hispanic Enrollment at University of California, Santa Cruz 2014-2018



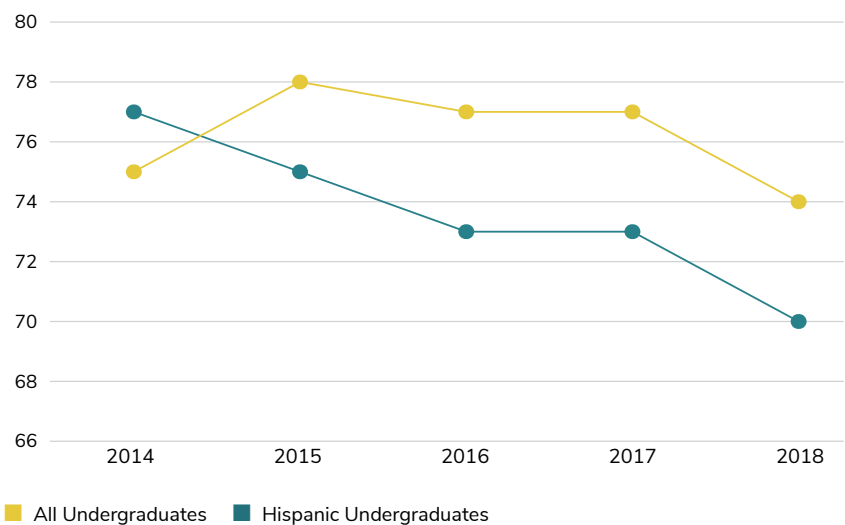


## COMPREHENSIVE ADVISING AND MENTORSHIP

UC Santa Cruz acquired federal HSI grants to increase Hispanic representation in STEM through their [Science Education & Mentorship in Latino Lives in Academia](#) (SEMILLA) program and to improve overall Hispanic student success through their Maximizing Achievement through Preparedness and Advising (MAPA) program. Collectively, these programs are designed to offer a more robust advising structure to students with opportunities to be mentored and to engage in different activities to increase sense of belonging on campus. Similar to many other STEM and student success centered initiatives funded by the federal government, UCSC provides professional development opportunities for faculty, engages in course redesign to improve student success, and have developed programming and partnerships with local community colleges to increase transfer rates into STEM majors.

FIGURE 16

### University of California, Santa Cruz 6-year Graduation Rate 2014-2018



UCSC provides professional development opportunities for faculty, engages in course redesign to improve student success, and have developed programming and partnerships with local community colleges to increase transfer rates into STEM majors.

INSTITUTIONAL SPOTLIGHT



## University of Houston

**Mission:** “The mission of the University of Houston is to offer nationally competitive and internationally recognized opportunities for learning, discovery and engagement to a diverse population of students in a real-world setting. The University of Houston offers a full range of degree programs at the baccalaureate, master’s, doctoral and professional levels and pursues a broad agenda of research and creative activities. As a knowledge resource to the public, the university builds partnerships with other educational institutions, community organizations, government agencies, and the private sector to serve the region and impact the world.”

**Year Established:** 1927

**Location:** Houston, Texas

**Full-Time Undergraduate Enrollment (2018):** 28,209

**Percentage of Hispanic Enrollment:** 32%

**Percentage of Pell Recipients Among First-Year Students:** 43%

**Six-Year Graduation Rate:** All Undergraduates 59%; Hispanic Undergraduates 56%

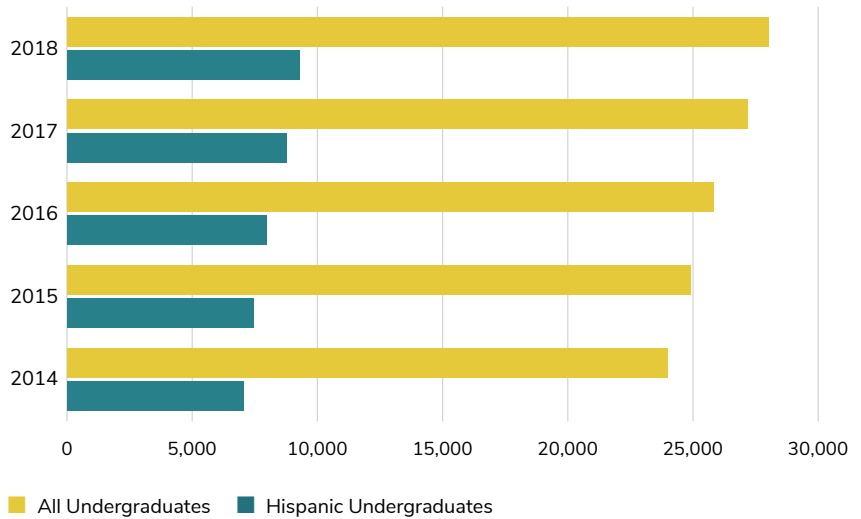
\* 2018 graduation rates

## INCREASING ACCESS TO 4-YEAR PROGRAMS FOR TRANSFER STUDENTS

The [UHD Accelerated Transfer Academy](#) was designed to enhance articulation agreements between the University of Houston-Downtown (UHD) and community college systems in Houston. The University of Houston had specific advisors for this program to provide strategic guidance for a clear pathway to four-year degrees based on a partnership between faculty at both community colleges and the University of Houston. This partnership helped reduce the number of non-transferrable credit hours in attempt to shorten time to graduation, prevent student debt, and boost academic achievement. The UHD Accelerated Transfer Academy also provides its students with the opportunity to participate in “Career Learning Communities,” which includes enhanced academic and student support services through mentorship, career services, and academic programming.

FIGURE 17

### Proportion of Undergraduate Hispanic Enrollment at University of Houston 2014-2018



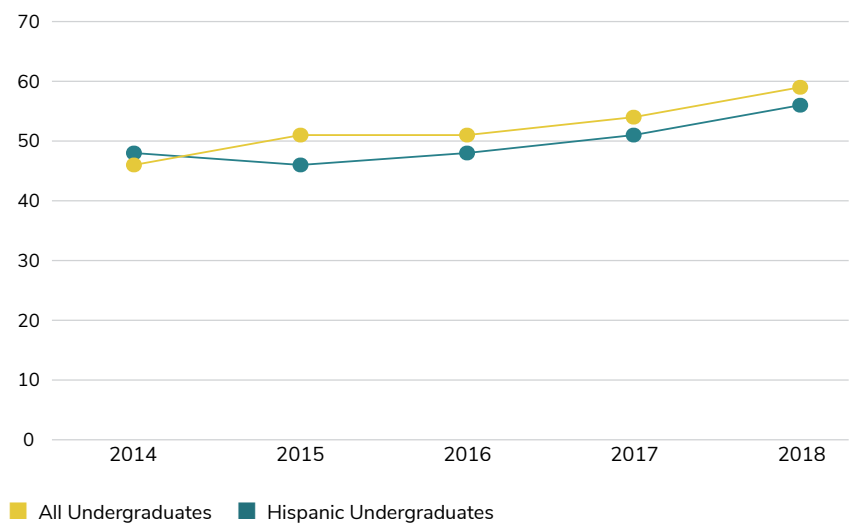
📖 The UHD Accelerated Transfer Academy also provides its students with the opportunity to participate in “Career Learning Communities,” which includes enhanced academic and student support services through mentorship, career services, and academic programming. 📖

### COMMITMENT TO CREATING EXCEPTIONAL TEACHERS EQUIPPED TO SERVE A GROWING DIVERSE POPULATION

The Title V Pathways to Teaching Careers grant that UHD acquired focused on increasing the number of teachers with Bilingual, ESL, and Special Education credentials. This grant provided book vouchers to students, specialized advising, tutoring and seminars, as well as covered some costs associated with acquiring state teaching credentials.

FIGURE 18

#### University of Houston 6-year Graduation Rate 2014-2018



INSTITUTIONAL SPOTLIGHT



## University of Illinois, Chicago

**Mission:** “UIC provides the broadest access to the highest levels of intellectual excellence. UIC’s mission is: to create knowledge that transforms our views of the world and, through sharing and application, transforms the world; to provide a wide range of students with the educational opportunity only a leading research university can offer; to address the challenges and opportunities facing not only Chicago but all Great Cities of the 21st century, as expressed by our Great Cities Commitment; to foster scholarship and practices that reflect and respond to the increasing diversity of the U.S. in a rapidly globalizing world; and to train professionals in a wide range of public service disciplines, serving Illinois as the principal educator of health science professionals and as a major healthcare provider to underserved communities.”

**Year Established:** 1859

**Location:** Chicago, Illinois

**Full-Time Undergraduate Enrollment (2018):** 19,254

**Percentage of Hispanic Enrollment:** 26%

**Percentage of Pell Recipients Among First-Year Students:** 61%

**Six-Year Graduation Rate:** All Undergraduates 59%; Hispanic Undergraduates 55%

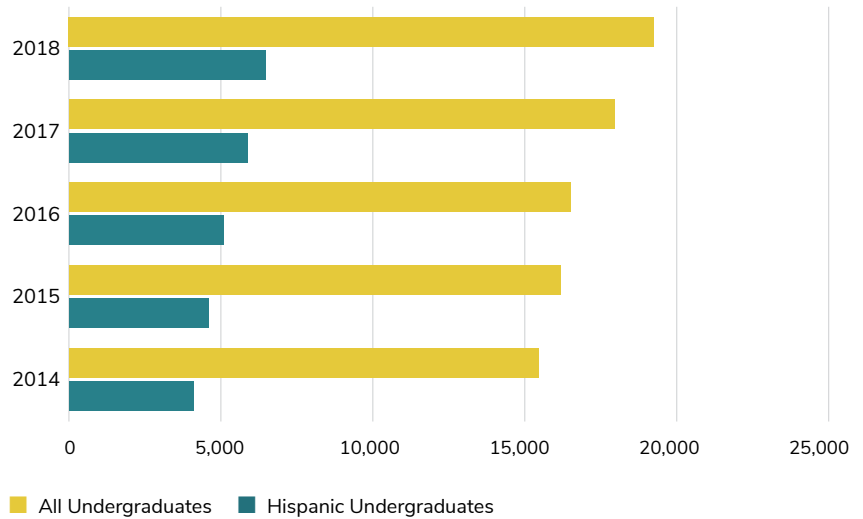
\* 2018 graduation rates

## INSTILLING MOTIVATION TO SUCCEED IN SCIENCE THROUGH L@S GANAS PROGRAM

[Latin@s Gaining Access to Networks for Advancement in Science Program](#) is a federally funded HSI initiative at University of Illinois, Chicago (UIC) to increase Hispanic representation in STEM through undergraduate research opportunities, holistic support, connection to peer and faculty mentorship groups, advanced learning opportunities in STEM courses, and a need-based stipend so that students can avoid having to secure a part-time job while in college. Partnering with the Latin American Recruitment and Education Services program (LARES), the Latino Cultural Center (LCC), the Hispanic Center of Excellence (HCOE), and other UIC units, this initiative provides students with a plethora of on-campus resources to ensure that they receive the assistance they need to succeed during their time at UIC.

FIGURE 19

### Proportion of Undergraduate Hispanic Enrollment at University of Illinois, Chicago 2014-2018





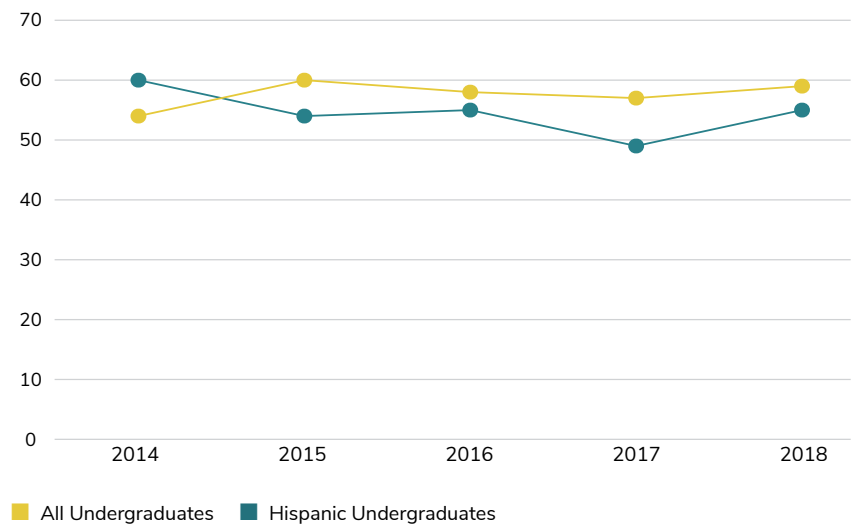


## A COMMITMENT TO EDUCATING HISPANIC STUDENTS

The [Latin American Recruitment and Education Services Program \(LARES\)](#) was established to recruit, advise, and offer financial and educational assistance to prospective Latinx students. Recognized in 2014 by Excelencia for improving Latinx student success in college, LARES is the largest academic support unit at UIC (Flood, 2014). LARES offers college advising to high school students, academic support to Latinx students enrolled at UIC, scholarship opportunities, and orientation sessions for incoming first-year students, transfer students, and their families.

FIGURE 20

### University of Illinois, Chicago 6-year Graduation Rate 2014-2018



☞ LARES offers college advising to high school students, academic support to Latinx students enrolled at UIC, scholarship opportunities, and orientation sessions for incoming first-year students, transfer students, and their families. ☞

## Recommendations for Research and Practice

- 1 Institutions should consider: Are we a Hispanic-Serving Institution by choice or by circumstance?** Due to demographic shifts in the nation, it is unsurprising that more institutions are becoming HSIs. What they do with this designation is very telling of their commitment to better serve Latinx students. While many of the institutions featured have acquired federal funding to support initiatives to increase Latinx representation in STEM or to increase Latinx student success, many of these initiatives are open to any student at the university. Institutions should consider how they are communicating their HSI designation. Promising efforts made by institutions featured in this report include: integrating what it means to have an HSI designation into the ways you describe curricular programs, having a comprehensive website that explains how the institution became an HSI and what they have been doing since achieving that designation, and having an 'HSI Taskforce' made up of diverse institutional stakeholders to ensure that the institution commits to maintaining the designation and improving the experiences of Latinx students on campus.
- 2 Beyond federally funded initiatives, how are you enhancing the collegiate experience for Latinx students?** Given that many of HSI R1s are part of the University of California system, there have been some discourse surrounding the types of support structures and student centers that exists in some UC campuses and not others. Thinking beyond what federal funding can help develop at HSIs is a promising first step to committing to serving Latinx students. If an institution becomes an HSI, but is unsuccessful in acquiring an HSI federal grant, how, if at all, are they committing to better serve their Latinx students?
- 3 What do the students think?** More research on the lived experiences of Latinx students at these institutions is needed. While the growth of enrollment and graduation rates of Latinx students depicts an institution's efforts to enroll and graduate more Latinx students, a more comprehensive understanding of how these students experience the institution can illuminate exactly what needs to happen on campus for students to feel a stronger sense of belonging. Are students aware that they are attending an HSI? If so, what does that mean to them? What do they perceive as best practices that serve their educational needs?
- 4 What do institutions want their HSI legacy to be?** Unlike HBCUs for Black students and Tribal Colleges and Universities (TCUs) for Native American students, most HSIs were not founded to specifically offer educational opportunity to Latinx students. Postsecondary institutions that meet a specific enrollment threshold qualify for the HSI designation, and thus there are many institutions recognized for enrolling a significant number of Latinx students. Federal funding to support these institutions is promising, however the funding is competitive, and more institutions are left with the designation and no additional support. Institutions should think about how they can better serve their Latinx students without having to rely on the federal government. How representative are the staff and faculty at these institutions compared students that they serve? What commitment do these institutions have in not only educating Latinx students, but also for uplifting the local Latinx community?

## Conclusion

Overall, this report on R1 HSIs provides an overview of the efforts these institutions have in increasing Latinx student representation on their campuses and supporting these students' success. These institutions and the many others that are on the cusp of becoming federally designated HSIs should grapple with how this designation can challenge the institutions to do more and be better for Latinx students on their campuses (Garcia, 2019). Institutions who have a strong commitment to being an HSI should be in conversation with others to ensure that their endeavors to serve Latinx students go beyond numeric growth and extend to better experiences and opportunities for their students.

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