

CULTIVATING THE SEEDS OF CHANGE

BECOMING A HISPANIC-SERVING INSTITUTION



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ACKNOWLEDGMENTS

We acknowledge the Tongva peoples as the traditional land caretakers of Tovaangar (Los Angeles basin and Southern Channel Islands). We are grateful to have the opportunity to work for the taraaxatom (indigenous peoples) in this place. As a land grant institution, we pay our respects to Honuukvetam (Ancestors), Ahiihirom (Elders), and 'eyoohiinkem (our relatives/relations) past, present and emerging.

We thank those whose shoulders we stand on, those early pioneers and visionaries who fought to diversify UCLA over the years. From the Los Angeles Assemblyman, Reginaldo F. del Valle, who was instrumental in the founding of a University of California southern campus ([Hayes-Bautista, Firebaugh, Chamberlin, & Gamboa, C., 2006](#)), to the few early Latino students, and now we look forward to the 25% goal we will reach in the near future in becoming a Hispanic-Serving Institution (HSI). We continue to honor those who paved the way for equity and inclusion, and also recognize that achieving this goal will take a more ambitious effort. Our equity work at UCLA is not yet complete. Writing this report is a milestone built on the years of dedication from students, staff, faculty, and community members who, since UCLA opened its doors in 1919 (and the participants in the Normal school before then) took steps to ensure that UCLA continued to focus on developing ways to make the university accessible to all as a vital part of Los Angeles and the University of California. This report reflects UCLA's unwavering support of students in achieving their dreams and goals.

Gracias to all who have assisted with this report, the students, staff and faculty who were part of the Task Force, and those who provided additional support throughout the two years we have worked on it. Members worked together to review data, craft rationale, and provide recommendations, in addition to all the myriad of duties and multiple roles they serve on behalf of communities within and outside of UCLA. In addition to members of the Task Force, we thank the institutional research staff across the University that provided data for the Task Force to review. These include: Albert Biscarra in Academic Planning and Budget, Kristen McKinney and Danielle Acheampong in SAIRO (UCUES Data), Scott Olsen and Kelsey Heider in the Graduate Division, Mark Levis Fitzgerald in the Center for Assessment in the Center Advance-



ment of Teaching (CAT), and Kelly Wahl in the Division of Undergraduate Education. Special thanks also go to faculty and staff, including Shanna Shaked, K. Supriya, and Rachel Kennison at the Center for Education Innovation & Learning in the Sciences (CEILS) for monitoring STEM data, providing resources, and creating graphics for student success. Roberto Vasquez and Russell Castro (from Community Programs Office) provided support to the focus groups. Additional individuals who did not serve on the Task Force but provided information or reviewed text include professors Leisy Abrego, Eric Avila, Veronica Terriquez, Ray Rocco, Roberto Chao Romero, Dean Adriana Galván, Associate Vice Provost Charles Alexander and newly hired HSI Director, Dr. Elizabeth Gonzalez. We also want to express our gratitude to Alma López for designing UCLA's HSI Logo.

We acknowledge and thank all the student activists, dedicated staff and faculty, and committed community members, whose tireless efforts over the years brought us to this point. They have enabled UCLA to be intentional about creating an institution that focuses on student success for all students of color, first-generation, and low-income students. It is only collectively that we can create an environment at UCLA that will allow us to become the leading Hispanic-Serving Research Institution (HSRI) where all students thrive.

The cover art is part of the mural, [Gente de Maiz](#) and is displayed at the Miguel Contreras Learning Complex in Los Angeles. It was created by [Judy Baca](#) in 2012, and she graciously granted permission for use as the cover of this report.

¡Adelante, Juntos Si Se Puede!

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EXECUTIVE SUMMARY

Becoming a Hispanic-Serving Institution

Chancellor Block has set a bold and attainable goal for UCLA to become a [Hispanic-Serving Institution \(HSI\) by 2025](#). It is bold because UCLA has yet to achieve equity in representation and reflect the cultural diversity of California. Latinx are 53% of high school graduates and nearly half of community college enrollments, making it the largest and fastest growing segment of the population. UCLA's location in Los Angeles, one of the world's most diverse and vibrant regions, further incentivizes the urgency for a plan that advances an equity agenda. As a land grant institution, UCLA must also offer accessible and high-quality education, ensuring the economic and cultural vitality of the state and its diverse communities.

The goal is attainable because UCLA joins other actively engaged University of California (UC) campus communities that are publicly embracing identities as research-intensive HSI institutions, or Hispanic-Serving Research Institutions (HSRI), committed to equity and inclusive excellence. The UC system has attained the *25% enrollment threshold*, bolstered by campuses that have long been HSIs and have benefited from federally-funded initiatives, and now supports a shared system-wide initiative (UC [HSI website](#);

[Regents' Meeting, 2022](#)). This extends UCLA's commitment to act on policies and practices responsive to the needs of Latinx, first-generation, low-income and other racially minoritized students.

"Hispanic-Serving" does not mean serving *only* Hispanic students because the student bodies of HSIs are extremely diverse, and practices that serve Latinx students improve the education of all students. This is because HSIs are not only defined by their enrollment, they are engines of social mobility. They are committed to student-centered and culturally-responsive initiatives to improve equity in student outcomes, research and engagement in the uplift of underserved communities, and build powerful partnerships to achieve their goals. In fact, some faculty and staff are already actively engaged in HSI student-affirming efforts on campus. UCLA has many strengths in its faculty and staff, including many who lead transformation efforts to make UCLA more responsive in serving the most talented and diverse students in the history of the campus. These equity-minded educators sow the seeds of change on campus and will help UCLA achieve HSI goals for student access and success at the undergraduate and graduate student levels. *iJuntos, si se puede UCLA!*

CHANGING MINDSETS AND MYTHS

Myth: *Becoming an HSI is simply a change in Hispanic enrollment.*

Fact: Although initial work must focus on reaching the 25% Latinx enrollment threshold, HSI efforts include student-centered initiatives to intentionally improve the educational experiences and outcomes for all students. Most HSIs are engines of social mobility and are strongly committed to student access and diversity, equitable student outcomes, and culturally responsive practices to better serve students and ensure their success. Seeking federal designation allows UCLA to apply for funds for new undergraduate and graduate initiatives that federal agencies have designated for minority-serving institutions.

Myth: *Treating all students the same is equity.*

Fact: This myth serves to maintain existing inequalities, ignores cultural differences, renders students' background and needs invisible, and assumes that students do not

require support as they face racial and financial adversity. Equity involves identifying and addressing the unique needs of Latinx, African American, Native American, low-income, first generation students and other marginalized groups to ensure their success.

Myth: *We need better students to improve degree outcomes.*

Fact: UCLA has the most talented students in the nation, and the highest degree completion rates for low-income and first-generation students of public universities. As part of the UC-system, UCLA is required to support enrolled students and close equity gaps in completion. Now is the time to reflect upon and improve campus practices to ensure more students have the financial and academic support to succeed.



Achieving HSI Federal Designation by Improving Enrollment Efforts

Gearing up for HSI designation requires new strategies to increase Latinx freshmen and transfer admission each year, implement timely yield efforts and financial aid reforms, and expand retention and degree completion strategies to meet students' needs. Despite enormous gains in application rates and increases in UC eligibility, UCLA enrollment has not kept pace with the growth of high school graduates among [Latinx Californians](#). In fact, in the last five years UCLA has stalled on the percent of Latinx, African American, and Native American students enrolled; and declines have occurred among first-generation and low-income students. Recent admissions and enrollment numbers show the need for vigilance and new initiatives. Despite a record number of Latinx freshmen application increases (reaching 32,439 for Fall 2021), enrollment remained stagnant between 20-21%. And although UCLA received a

record number of Latinx transfer applications, fewer Latinx transfer students were admitted and enrolled in Fall 2021 than the previous year. The same practices used each year have not produced more promising results with respect to increasing the number of Latinx and low-income students seeking to achieve their educational dreams here. UCLA needs an immediate plan and innovative efforts for achieving consistent gains in reaching the 2025 HSI goal.

Improving Equity in Degree Completion and Student Experiences

The HSI efforts align with the University of California Office of the President's (UCOP) expectations for UCLA to lead the UC system in raising the rates of degree completion. Because UCLA already has the highest degree completion rates, the campus is expected to focus efforts on closing equity gaps for targeted groups according to UC Regents' [2030 goals](#). Closing equity gaps will require moving beyond a one-size-fits-all policy to address retention and time-to-degree. For example, while there are initiatives for first-year students, additional initiatives will be needed to improve retention and success for Latinx and low-income students in particular majors. This will require the involvement of many campus units to reexamine their practices and devise new strategies to retain students in the major and improve time to degree. In this way, students who are successful in the major will also improve their chances of continuing to graduate school, using structured pathways that UCLA can create.

EQUITY-MINDED UCLA EDUCATORS ARE:

Race conscious and affirming of marginalized social identities. HSI faculty and staff know their students well; they are conscious of racial, first-generation, and financial issues that affect student experiences and progress. They affirm students' sense of belonging at UCLA and use culturally responsive practices.

Institutionally focused. Recognizing students' assets, change agents shift the focus toward transforming the institution to help students reach educational and career goals. Many seek external grants to fund initiatives that they then actively work to institutionalize.

Systemically aware. Faculty and staff are aware that structural racism, unequally distributed resources, and policies and practices based on middle-class assumptions hinder student progress. They help students overcome barriers, provide resources, and offer opportunities to guide students' success.

Evidence based. Institutions use data to strategically identify areas in need of reform to target issues affecting students and support their success. Data indicators are used to examine equity gaps and hold units accountable for increasing student engagement and success.

Adapted from Malcom-Piqueux & Bensimon 2017; Gomez, Cobian, and Hurtado, 2021.



Strengthening Graduate School Access and Success

New initiatives are needed to ensure that more Latinx students find their way into graduate and professional programs, and we provide support for students from severely underrepresented groups in particular fields of study. Graduate division data currently show Latinx enrollment is very low in some graduate programs, whereas others have increased in recent years. All programs now require a focus on providing support for Latinx graduate and professional school success. Although Latinx graduate students play a critical role in mentoring, providing instruction, and contributing to the achievement of Latinx undergraduates, many units fail to make concerted efforts to recruit, fund, and support underrepresented graduate students. Faculty must take responsibility for mentorship and provide research opportunities that will advance graduate student careers. More Latinx faculty working in diverse academic fields are also needed, as their presence attracts more diverse graduate students. Once UCLA obtains HSI designation with undergraduate enrollment, it

will be poised to secure funding from specific federal agencies for initiatives to increase graduate student recruitment and career success with programs and initiatives.

Institutional Investment

Becoming an HSI requires revitalizing current efforts and implementing innovative strategies to not only reach federal thresholds for HSI designation, but also advance “servingness.” Servingness refers to practices and initiatives implemented to achieve educational excellence and equity for Latinx, first-generation, low-income students, and other racially minoritized students on campus (Garcia, Núñez, & Sansone, 2019). The Task Force offers recommendations but also calls for innovations and equity-minded practices from academic and administrative units chiefly responsible for many of the areas indicated in this report. Together, we can do this!

This report responds to the Chancellor’s charge to the HSI Task Force to provide concrete steps and a campus action plan to become an HSI (see action steps below). Recommendations address the three organizing areas of the report: Achieving HSI federal designation by Improving Enrollment Efforts, Improving Equity in Degree Completion and Student Experiences, and Strengthening Access and Graduate Career Success. Further details on each recommendation are in the full report, with concrete suggestions for improvements offered by faculty, staff and students on the Task Force.

KEY ACTION STEPS: BECOMING AN HSI AND BEYOND

1. Reinvigorate Efforts. New strategies in admissions and financial aid are needed to increase the admission and yield of Latinx students to reach the 25% federal enrollment threshold and 35% Pell-grant recipient criteria.

2. Message and Mobilize. Educate campus and stakeholder communities about the HSI goal. Study, report, and devise efforts to close equity gaps in degree completion. Mobilize collective efforts to attain UC 2030 equity goals for first-generation, low-income, and target racial groups.

3. Fund Innovation. Create incentives for faculty, staff, and administrators to lead innovative HSI initiatives, addressing key transition points, student learning and development,

retention, and entrance into graduate and professional programs. Some efforts will begin as HSI proposals to federal agencies, others require initial resource allocation.

4. Activate Application. When the 25% enrollment threshold is achieved, confirm federal eligibility, apply for HSI designation, and request the waiver of core expenses criteria (as other UCs have requested).

5. Institutionalize Efforts. Maintain HSI designation by annually submitting waivers, reviewing federal guidelines for opportunities, and continuing to implement initiatives and evaluate efforts.

These action steps support the implementation of recommendations in the full report.

KEY RECOMMENDATIONS

(Detailed on pages 42-45)

1. Engage campus units to implement new strategies to achieve HSI federal designation and provide support for the coordination of efforts.
2. Improve admissions and yield strategies for Latinx, low-income, and first-generation students; report admissions and enrollment results by race/ethnicity, low-income, and first-generation status; report and monitor progress toward 25% Latinx enrollment.
3. Improve financial aid and timeliness of scholarship support so that UCLA is a more affordable option for Latinx and low-income students and their families.
4. Prioritize efforts to retain students, monitor progress, and study the institutional barriers that prevent students from earning their degrees in a timely fashion.
5. Implement equity-minded initiatives to ensure the institution is supporting students toward retention in the major and degree completion.
6. Improve the curriculum and advising approaches to be culturally responsive to the needs and strengths of Latinx, low-income, and first generation students.
7. Establish a Latinx Student Resource Center that can provide culturally responsive support for students and information for campus educators. Build awareness, affirm Latinx students, and improve experiences campus-wide.
8. Improve Latinx access to graduate and professional programs, extend opportunities for engagement in research, and ensure mentorship support.

Many areas in these recommendations will require investment in a variety of academic and student affairs initiatives to ensure we are prepared to achieve campus 2025 goals and close equity gaps in student success by 2030. Chancellor Block's commitment in [Making Strides Towards Becoming a Hispanic-Serving Institution](#) is an important starting point to invest in serving students through improvements in the faculty ranks and staff support. Recommendations in this report have implications for revising current practices, monitoring progress, and investing in student success. ¡Juntos, si se puede UCLA!



INTRODUCTION AND CHARGE

“Today, we are announcing the goal of having UCLA designated as an HSI by 2025...The decision to pursue the federal HSI designation, which requires that 25% of our students identify as Latinx, is tied to our public responsibility in light of changing demographics in California and throughout the country. Latinx Californians make up a larger percentage of our state's population than do any other ethnic group. As a public institution, UCLA has a heightened obligation to ensure that we are doing all we can to make sure this is a campus that truly welcomes members of our Latinx communities, honors their intellectual and cultural contributions and supports their success.” ([Chancellor Block, December 7th, 2020, Bruin Post](#)).

UCLA has set the bold and attainable goal of achieving federal recognition as a Hispanic-Serving Institution (HSI) by 2025. Achieving HSI status is a major milestone that illuminates the path forward in which we manifest educational excellence and equity-minded practice (Malcom-Piqueux & Bensimon, 2017). Becoming an HSI means ensuring an institutional culture of support so that all students succeed and achieve social mobility, thereby improving the economy of the state of California and the nation. In recent years, UCLA has made progress in enrolling diverse students that reflect their representation among California high school graduates. The one significant exception are Chicano/Latino (Latinx) students (see [Figure 1](#)). Despite increased Latinx eligibility and enrollment at the University of California (UC), they remain severely underrepresented in enrollments at UCLA (20-21%) relative to their percentage of CA high school graduates (nearly 53%) and the proportion of students who have taken A-G courses (45%) (see [CA Dept. of Education 2021](#)). Located in the largest epicenter of Latinx people in the United States, it is incumbent upon UCLA to interrogate policies and practices to innovate and rectify areas where we fall short in enrolling and serving talented Latinx, low-income (Pell grant recipients), and first-generation college students. Most importantly, UCLA must take bold definitive steps toward advancing equity and inclusion to become an environment that ensures that all students thrive.

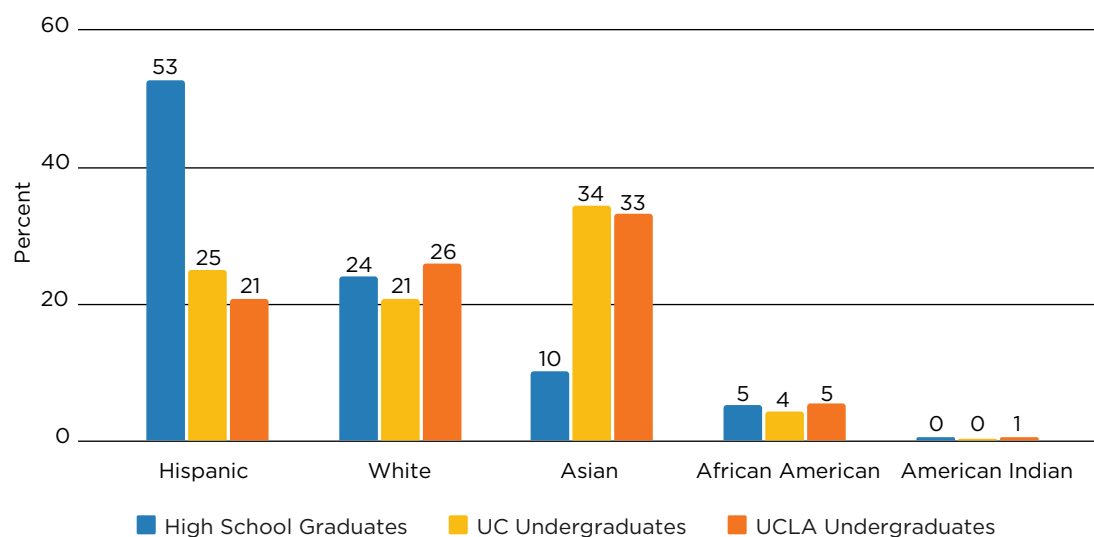
The UCLA HSI Task Force recommends an intentional plan to become a research-intensive HSI, energizing innovation in campus practice that will close equity gaps in access and college completion as well as facilitate advancement to graduate career success. To meet the critical thresholds established by the federal government for recognition as an HSI, UCLA must achieve and maintain a minimum of

25% Hispanic FTE enrollment and improve its enrollment of Pell Grant recipients so that it exceeds that of institutions of similar type and control (35% according to eligibility thresholds, see [U.S. Dept. Ed HSI Designation](#)). One enterprising UCLA math major estimated that, at current pace and effort, it would take until 2029 to achieve the 25% Hispanic enrollment threshold at UCLA ([Kanneboyina et al, Daily Bruin, 2021](#)). This would place UCLA behind all other University of California campuses that have achieved, or are intentionally seeking HSI status, and are actively implementing HSI initiatives supported by federal agencies. With plans to close equity gaps and organize for student success, UC campuses have greatly benefited from HSI federal designation. Federal agencies and private foundations have provided millions of dollars for academic program support, postdoctoral positions that convert into faculty lines (e.g. see gift of the [Mellon Foundation](#) to UC HSIs), and research funding. These efforts will move UC toward achieving national goals of diversifying the U.S. workforce and the academic labor market.

It is fitting that UCLA actively work towards federal HSI designation and, more specifically, define what it means to serve racially and economically diverse students in a research-intensive institution based on its areas of strength, targeted areas for improvement, and a vision for change that advances student success. The Chancellor appointed a [faculty](#) and [staff](#) Task Force in June 2019 charged with assessing and making concrete recommendations for UCLA to achieve HSI status and implement efforts that serve Latinx and diverse students, making a strong institutional commitment to advancing undergraduate and graduate student success.

A significant community at UCLA are undocumented

Figure 1: Racial Distribution Among California High School Graduates, UC Undergraduate Students, and UCLA Undergraduate Students, 2020



Source: California Department of Education

students; this report does not directly address this community because the federal guidelines specify that undocumented students are not to be counted in the Hispanic category when designating HSI status. Nevertheless undocumented students will be served by HSI campus initiatives as will all low-income, first-generation students.

This report responds to the charge to provide recommendations and a campus action plan to achieve federal designation by addressing three areas: *Achieving HSI federal designation* (Section A) by increasing enrollment and retention of Latinx students and Pell grant recipients; *Improving equity in completion goals* (Section B) and student experiences for Latinx, African American, and Native American students as well as low-income and first-generation students; and *Strengthening access and graduate career success* (Section C) for Latinx and other underrepresented students. This report aligns with the UC Regents' and the Office of the President's [2030 goals](#) (adopted in 2019) to make the California Dream real for students from low-income families, underrepresented racial groups, and first-generation college students. Further, [expanding enrollment](#) at UC is a top priority for the Board of Regents and with expansion comes increased opportunity for UC eligible students. This report provides information for immediate campus action and also serves

as the foundation for future initiatives and proposals that will advance educational equity and representation of historically minoritized groups in careers essential to the state and nation.

Work of the UCLA Task Force. The Task Force held its first meeting in September, 2019 to orient members to national, California, and UC HSI initiatives; discuss what it would mean for UCLA to become an HSI; and begin working groups to produce an evidence-based report with recommendations. Even as a global pandemic took hold and a shut-down was declared in March 2020, the Task Force continued monthly meetings via zoom. Although the pandemic slowed progress, the Task Force met 17 times in-person and on zoom over the course of two years, and the chairs continued to meet weekly through 2021. The Task Force also hosted a panel that brought representatives from UC Davis (HSI status under federal review), UC Santa Cruz (in the implementation phase with federal grants), and UC San Diego (in the planning phase) to learn about their initiatives. The Task Force chairs requested data for this report from Academic Planning & Budget, the Center for the Advancement of Teaching, the College Division of Undergraduate Education, the Graduate Division, Student Affairs Institutional Research Organization (SAIRO), the Center for Education and Innovation in



Learning Sciences (CEILS), and the office of the Vice Chancellor of Equity, Diversity and Inclusion.¹ We also utilized information from system-wide dashboards and the CA Dept. of Education. Next, Task Force members collaborated and met additional times as working groups in four areas: Academic Outcomes, Campus Program Inventory, Students' Validating and Racialized Experiences, and Stakeholder and Communications. Each group reviewed data obtained from campus offices, shared findings with the Task Force, and produced recommendations. In addition, graduate student assistants along with four faculty from the Students' Validating and Racialized Experiences working group collected data from *pláticas* (focus groups) held with undergraduate and graduate students in November-December of 2020 ([Student Validating and Racialized Experiences Report](#)). The working group structure loosely follows dimensions of an HSI framework for "servingness" previously laid out by UCLA doctoral alumni who are now national scholars on

the topic (Garcia, 2017; Garcia, Núñez, & Sansone, 2019; Garcia & Okhidoi, 2015; see also [HSI research by UCLA graduates](#)). At the same time, co-chairs met with key administrators to obtain more information about campus and systemwide efforts, and discuss issues relevant to student groups specific to achieving HSI status (including Enrollment Management, Financial Aid, Admissions, Student Affairs, Undergraduate Education, and Equity, Diversity, and Inclusion). Moving forward, Task Force members will hold conversations with the Academic Senate and members of the larger campus community to discuss the report. This UCLA report points to many areas where further, thoughtful examination of equity and student success should occur. It seeks to solidify commitments to efforts that will ultimately ensure that UCLA research, teaching, and service benefits students and underserved communities in the greater metropolitan region of Los Angeles as well as the state and nation.

¹ Other campuses used special public reports on students by race for the development of their HSI report (see UC Berkeley HSI report), but UCLA has no such reports. Many campuses also maintain functional dashboards of student progress that can show data by specific race, Pell grant, and first-generation status. These data are not accessible to educators who need them. UCLA lacks an annual report for student data, except that which must be reported publicly for the systemwide dashboard. Further, several internal dashboards render Latinx and other groups invisible by aggregating data in a URM category, also known as "color-muting" which is "the purposeful silencing of race words or active deletion of racial labels" (Garces, 2016, p. 32). Most egregious is the deletion of data on American Indians and Pacific Islanders. We understand the concern for confidentiality but blank cells render their data useless for educational improvement. Further, dashboards were not always maintained or links moved, making them inaccessible in evaluating equity and diversity on campus.

NOTE ON TERMINOLOGY

This report discusses the Latinx community in California and the nation beginning with the historical context and into the present. When having this discussion, there are questions about what label to use and who is included in categories like Latinx, Latina/o, Hispanic, or Chicana/o. Historically, the community of interest for UCLA was of Mexican origin and its members mostly referred to themselves as Mexican Americans. While Mexican was the most common identifier up to the 1960s, individuals would also use Spanish or Latin American as alternative ways to describe themselves. The social activism of the 1960s-70s brought about cultural change and political pride and Chicano emerged as the prevalent identifier. In response to Chicano activism, UCLA established a Chicano Studies Research Center and a Chicano Studies major in the early 1970s. Terms that included other groups of Latino origin were not used because Mexican Americans were the dominant group in California and the southwest. Beginning in the 1970s, Central Americans began settling in California and other Latino groups emerged in other parts of the US. This led to discussions among national Latino leaders of what we call ourselves; consequently, two terms emerged in the 1980s. Hispanic became the term endorsed by government officials, although it was also prevalent in many local communities and used by members of those communities. Because of its association with government efforts, the Hispanic label was viewed as externally imposed on the community. Latino emerged as the alternative and was viewed as more grass-roots and authentic to the community. Eventually political, activist, and academic leaders endorsed Latino as the preferred label.

In this report, we define Hispanic and Latino as racially mixed and Indigenous peoples with roots in Spanish-speaking places in the Americas; particularly places with long-standing migrations to, and history with, the US. In the Los Angeles context, Latino includes primarily Mexican origin and Central American persons. (Some non-academic writings make a distinction between Hispanic and Latino whereby Hispanic refers to Spanish-speaking persons, thus includes persons from Spain but not Brazil; and Latino refers to persons from Latin American countries, thus includes Brazil but not Spain. We do not make this distinction here.)

In the last decade, a critique of Latino has emerged because it relies on a binary and gendered distinctions drawn from Spanish and because it excludes other gender identities. Latinx has emerged as an alternative to address

this critique (Latine is also being used). As with the prior evolution of alternative labels, there are critiques of Latinx today; still it is increasingly endorsed by younger members of the community, those who are politically oriented, and those who embrace diverse sexualities.

This poses the question of what terms we should use in this report. We sought to avoid some of the problems evident in some academic writing that tries to include everyone by using clumsy combinations, like Chicano/a/x/Latino/a/x, or the use of a single term, like Latinx, applied consistently but inappropriately to historical examples. We strove to be mindful of the diversity in the Latinx community and the historical evolution of these communities. Throughout this report, we use labels and terminology that are appropriate to the group and time period that we are discussing. When describing the earliest periods of UCLA history, we use Mexican American. When discussing the significant changes that took place at UCLA in the 1960s and 1970s (and somewhat into the 1980s), we use Chicano. When referring to the diverse communities that emerged in the 1980s and 1990s, we use Latino. We use Hispanic when referring to government and other official efforts that specifically use this terminology. This includes the federal recognition of Hispanic-Serving Institutions and UCLA reports about Hispanic students. We strive to be specific when needed, such as, referring to the presence and needs of Central American students and faculty at UCLA. Lastly, we use Latinx as we move the discussion about today's youth and their future at UCLA.

Much of this report focuses on the Latinx students with comparisons to other groups, particularly African Americans and Native Americans. Observers might argue that this should be called "comparisons by race/ethnicity." This argument is problematic on three grounds. One, that Latino is an ethnicity is problematic since Latino is actually many ethnicities much in the same way that other groups, like Asian, are many ethnicities; similarly the African American and Native American categories also encompass diverse subgroups. Two, that Latinos are not a single race, while true, is problematic because Latinos are often treated as a distinct racial group. Three, that Latinos are racially diverse and mixed, while also true, is problematic because the other racial groups are themselves racially diverse and mixed. Therefore, in this report, we assume that Latinx functions as a racial designation and we "compare by race."

Why Move Toward HSI Status Now?

Now is the time to make real the promise of our mission as a diverse public research institution committed to equity and inclusion. The pandemic revealed stark inequalities in access to education and healthcare, with Black, Latinx and Indigenous communities severely impacted by COVID-19 (see [Kaiser Family Foundation.org](https://www.kaiserfamilyfoundation.org/)). The racial violence at the hands of police and vigilantes, an active shooter targeting Hispanics and killing 23 in El Paso in 2019, and the rise in racially-motivated hate crimes during the pandemic sparked national awareness and wide-spread academic conversations about eliminating systemic racism in institutions, and dismantling harmful policies or practices in many academic research and training areas (e.g. see the [NIH UNITE](#) effort). UCLA is among the institutions reflecting on these events and committed to addressing persistent inequities for African Americans (see [Rising to the Challenge Commitment](#)), and subsequently committed to [Make Strides Towards Becoming a Hispanic-Serving Institution](#) to begin investing in an infrastructure of Latinx faculty, student, and research support. However, UCLA historically has been a predominantly White institution (PWI), which requires revisioning practices and assumptions that have limited Latinx, African American, Native American, and some Asian student participation and success. An HSI initiative extends the University's commitment to take action to adopt policies and practices responsive to the needs of minoritized students, as well as first-generation and low-income students.

Impetus to adopt an asset-based and equity-minded approach. An HSI designation for UCLA represents a tremendous opportunity for the entire UCLA community to demonstrate how they value students and the contributions of culturally responsive faculty and staff working to ensure their success. "Hispanic-Serving" does not mean serving *only* Hispanic students because the student bodies of HSIs are extremely diverse and practices that serve the growing Hispanic population improve the education of all students. In fact, the nation depends on HSIs to prepare students and to diversify the workforce. Research indicates that HSI's enroll Black and Native American students in greater numbers than Historically Black Colleges and Universities (HBCUs) and Tribal Colleges and Universities (TCUs), whose historic mission is to serve those student populations and advance their communities (Núñez, Hurtado & Calderón Galdeano, 2015). This is because HSI's are often large, public institutions that typically serve many first-generation and low-income students of all racial groups and are located in or near urban communities.

However, only a handful of HSIs began with a culturally-responsive mission to serve Latina/os and other underserved communities, requiring most predominantly-white institutions to renew institutional commitment via HSI designation (Hurtado & Ruiz Alvarado, 2015). This involves communicating a more welcoming environment and engagement in equity-minded practice. All UC campuses are engaged in publicly signaling how their identity as a national research-intensive institution embraces equity and inclusive excellence that is now actively redefined as key features of a Hispanic-Serving Research Institution (HSRI). Only about 16 of the 569 HSI's in the nation are considered highly intensive research institutions ([Excelencia in Education](#), 2020; 2021), an institutional identity that often supersedes a student-centered focus.² This provides an opportunity for UCLA, and the UC system, to be among the world's greatest research institutions that define what becoming an HSRI entails, addressing both diverse students' needs and research innovations focused on the uplift of diverse communities.

With the most talented students in UCLA history, there is a need to shift campus culture in a direction that recognizes, affirms, and incorporates Latinx students and underserved communities as assets rather than regard their families and cultures as deficits (Johnson & Bozeman 2012; Valencia, 1997; Yosso, 2005). A strengths-based approach is also necessary to ensure the success of many students who have overcome tremendous adversity to arrive at UCLA classrooms and portals. We must consider how we honor and maximize the cultural wealth that Latinx students bring to campus and go beyond mere celebration to meaningful, well-funded and fully staffed institutional programs and resources that enable all students to succeed at the highest levels in all majors, schools, and academic programs. It requires an augmentation of existing support structures and a revision of policies, which ultimately benefit a wider group of students, including African American, Native American, first-generation and low-income students and all who aspire toward social mobility. As critical stakeholders in this process, the Task Force imagines a UCLA that is a community of scholars, innovators, and change agents who are equity-minded, actively engaged, and fully incorporated in the institutional mission of transformative teaching, research, and service. This requires that we also extend the asset-based approach from a focus on students to one of respect and appreciation of Latinx and culturally responsive faculty, staff, and alumni. This is accomplished by improving recruitment, hiring, retention, professional advancement and celebrating their incorporation in every facet of the Bruin community.

² Reports differ depending on when they were produced regarding the number of research-intensive institutions that are federally designated HSIs.

CA and HSI public systems. Almost one third of the nation's HSIs are in California, including 21 of 23 CSU campuses, 95 of 116 community colleges, and five of 10 UC campuses have some recognition from federal agencies or full designation from the U.S. Department of Education (Campaign for College Opportunity, 2021). Three UC campuses that are “emerging” as HSIs (with Latinx enrollment of 15-24%) include UCLA, UC San Diego and UC Berkeley that plan to meet the challenge of becoming Latinx responsive (Contreras, 2019). (UC Davis has reached the 25% threshold, submitted an application, and is awaiting federal designation). Both UC San Diego and UC Berkeley have released their campus reports with goals for achieving HSI status, and are actively engaged in improving recruitment, enrollment and retention of Latinx and low-income students (see [Berkeley report](#)). The UC system has achieved 25% Latinx enrollment and continues to grow with intentional campus action. The UC Office of the President (UCOP) has designated a [UC HSI Website](#) for initiatives, campus teams meet annually (funded by UC Provost Brown), members of the UC HSI Advisory Board and representatives from each campus meet monthly, and a [systemwide report](#) on UC HSI activity was released in 2021. At the first meeting held at Riverside in 2017, HSI campus teams met to share practices and learn together about becoming HSIs. Since then, each campus became part of a UC HSI learning community and is expected to bring an HSI team to the annual retreat. Lacking a formal committee charge prior to 2019, UCOP invited individual UCLA Latinx faculty and staff to participate in the Advisory group and attend systemwide meetings to keep UCLA engaged. The Chancellor appointed the UCLA Task Force in 2019, formally [announced the HSI goal in December 2020](#), and provided initial institutional commitment to infrastructure resources in September 2021.

Location and obligations of a public university. UCLA's location further incentivizes the urgency for a plan that advances an equitable agenda for Latinx students and other minority groups given it is in one of the world's most diverse and vibrant regions. The surrounding Los Angeles community cannot be overlooked when conceptualizing what it means to be an HSI. UCLA is not simply located in Los Angeles, it is a vital part of Los Angeles. UCLA operates in a city, region and state founded, named, and increasingly populated by Latinos. Los Angeles is home to the largest number of Latinx residents in the US. Latinos constitute a sizable plurality—approaching an outright majority—of 49% of Los Angeles County residents, and 49% of the City of Los Angeles. At 39% statewide in California, Hispanics are the largest and fastest growing

segment of the population, and are now over 50% of high school graduates. These percentages are not reflected in the student body nor the faculty of UCLA.

UCLA has long struggled with developing and maintaining a closer relationship to the broader Los Angeles political, civic, cultural and economic fabric, preferring instead to orient its gaze toward national and global audiences. Reconceiving UCLA as a Hispanic-Serving Research Institution (HSRI) presents the possibility of a new and mutually empowering relationship between the campus and the community, one where the pedagogical and research missions of the campus are far more closely tied to and invested in the life, culture, well-being, and prosperity of the region's growing population. This relationship can and must be mutual, as the campus benefits immensely from the cultural, economic, and civic energy in the County with the greatest number of Latinos in the US.

More than merely being an opportunity, a deeper and more effective embrace of the Latino population—as a student body and an audience for our research—is critical to this institution and other UC campuses. The Latino population's immense and growing political power, in the city, the county, and Sacramento, suggests that this decisive population merits appropriate levels of attention, investment and education. We ignore such Latinx communities at our own peril as a public institution.

Consistent with the land grant mission of the University. UCLA's historical land grant mission further ties the need to offer accessible and high quality education to a diverse student population represented in the state and region. The land grant mission fostered by the Association of Public Land Grant Universities (APLU) is to “expand access and improve student success to deliver the innovative workforce of tomorrow; advance and promote research and discovery to improve society, foster economic growth, and address global challenges; and build healthy, prosperous, equitable, and vibrant communities locally and globally” ([APLU, 2021](#)). Land grant universities have the responsibility to organize and serve as an engine for social mobility for low-income students, racially minoritized, and first-generation students. “As an urban research university with a public mission, UCLA is committed not only to maintaining high academic distinction, but also to addressing societal needs in the tradition of land-grant universities” (see [UCLA Mission and Values](#)). UCLA has actively sought to fulfill this mission, however, there is a dire need for particular attention to Latinx students and communities outpacing all other non-white racial groups in the population (Flores, 2017).

HISTORY OF CHICANX AND LATINX AT UCLA

While Chicano students have been part of UCLA since its inception, it was not until the activism of the 1960s that a significant presence of Mexican origin or Latino students at UCLA emerged. While UCLA has sought to serve diverse students and become more culturally responsive to its Chicano and Latino students, advances over the years have been as a result of student and faculty activism. Below are notable events of the history of Latinx community at UCLA (a more complete history can be found [here](#) and information about notable [Latina/o alumni here](#)).

Early years: UCLA was established first as a Normal school through the legislative efforts of Los Angeles Assemblyman Reginaldo F. del Valle, which later became the Southern Campus of the University of California in 1919. There were Mexican origin students at UCLA since the inception, although there is relatively little documented history on the first students.

1960s: Chicano students organized on the UCLA campus. A student organization was established in the 1960s and that eventually became MEChA. Students advocated for an increase in the number of Chicano students and for a more relevant ethnic studies curriculum. Enrollment of Chicano students increased from about 100 in the early 1960s to a couple of thousand by the end of the decade. In 1969, the Chicano Studies Research Center was established as a campus-wide unit that would support research on the Chicano community, and subsequently inclusive of all Latino communities.

1970s: The Chicano Studies Program, an academic program without departmental status, was established. The Academic Advancement Program, which provides academic services to underrepresented students, was established; it emerged out of student initiatives to support fellow students. Students established other organizations that are reflective of their interests and needs.

1980s: There are increasing numbers of Central American students on the UCLA campus alongside a growing awareness of the presence and needs of undocumented students.

1990s: After decades of limited resources, the future of the Chicano Studies Program was in question. In 1993, students engaged in numerous protests and direct action, including a two-week hunger strike, to advocate for a department of Chicana and Chicano Studies. The compromise was the establishment of the Center of Interdisciplinary Instruction in Chicana and Chicano Studies that could hire faculty (a key feature of departmental status). In 1994, six faculty were hired.

1990s: In 1995, the Regents of the University of California passed two resolutions, SP-1 and SP-2 which prohibited race, religion, sex, color, ethnicity, and national origin from being considered in the university admissions decision process and in hiring and contracting decisions. In 1996, California Proposition 209 was passed and incorporated into the California constitution; it prohibits preferential treatment on the basis of race, sex, color, ethnicity, or national origin.

2000s: The César E. Chávez Department of Chicana and Chicano Studies was established.

2010s: A graduate program (granting MAs and PhDs) in Chicana and Chicano Studies was established. The first cohort of doctoral students were admitted in fall 2012 and the first students graduated with a PhD in 2019. The faculty expanded the department's name to the César E. Chávez Department of Chicana/o and Central American Studies.

2020s: The César E. Chávez Department of Chicana/o and Central American Studies is home to well over 600 majors and minors, over 30 PhD students, and 16 faculty members. The first woman director of the Chicano Studies Research Center, Veronica Terriquez, was appointed.

2020: Chancellor Gene Block commits to UCLA achieving federal designation as an HSI with intentions to achieve it by 2025. This completes the commitment of all UC campuses, which educate undergraduates, to work on becoming HSIs in the UC system.

A. ACHIEVING HSI FEDERAL DESIGNATION

Institutions must be eligible to apply for, and must submit applications, to request HSI federal designation. The enrollment criteria to be eligible to apply is multifaceted. First, campuses must meet the 25% Hispanic enrollment threshold and maintain it for a year prior to application (based on IPEDs enrollment data). According to the [US Dept of Ed 2021 Matrix of Eligibility](#), UCLA is listed at 22.5% Hispanic enrollment as of 2018. UCLA figures as of 2021 show that Hispanic enrollment is actually lower at 20.4% (discussed in this report). Irrespective of the specific numbers, UCLA must intentionally increase the admission, enrollment, and retention of Latinx freshmen and transfer students to become HSI eligible. The Task Force urges UCLA to make reaching the Latinx enrollment threshold as its most immediate priority.

The Task Force urges UCLA to make reaching the Latinx enrollment threshold as its most immediate priority.

Second, the HSI guidelines specify an enrollment threshold for Pell grant recipients (Pell grants are need-based federal financial assistance grants awarded to low-income students). For UCLA and other comparable institutions, the threshold for Pell grant recipients is currently 35%. While the threshold for institutions like UCLA remains at 35% in 2022, the US Department of Education website shows new calculations that suggest this threshold may change. According to the [US Dept of Ed 2021 Matrix of Eligibility](#), UCLA is listed as having 32% Pell enrollment in 2018 (based on IPEDS). UCLA figures in 2021 (presented in figures) show Pell enrollment is lower at 30%. If the Pell grant threshold has not been met at the time of the HSI application to the US Department of Education, a waiver for the Pell recipient threshold can be requested. Still, the Task Force urges UCLA to intentionally increase the enrollment and retention of Pell grant recipients so as to reach the threshold. Having met this threshold will strengthen applications for HSI-funded grant programs moving forward.

Finally, the eligibility criteria to become an HSI for public four-year institutions limit the per-student expenditures to \$34,275 (based on 2022 Dept. of Education calculations). UCLA per-student expenditures, calculated to be \$121,179

The Task Force urges UCLA to intentionally increase the enrollment and retention of Pell grant recipients.

per student, exceed this limitation. Because the federal estimate is generally based on public four-year institutions across the country, a case for a waiver can be made based on high costs of significant graduate and research opportunities provided by a research-intensive institution like UCLA and the high costs of living in Los Angeles. The Task Force recommends UCLA consider submitting a waiver in this category, as other UC's have done or plan to do in their HSI applications.

With reinvigorated and collective effort among campus units to reach the 2025 HSI goal, we believe UCLA can meet these thresholds and, in turn, become better positioned to achieve UC systemwide equity goals for 2030 (see [Recommendation 1](#)).

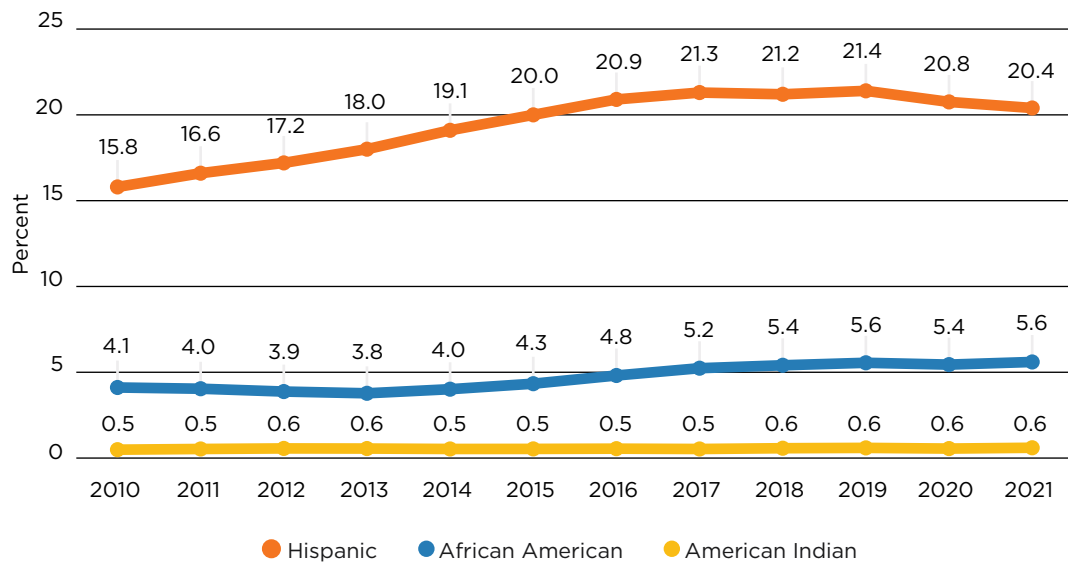
UCLA Enrollment

We reviewed progress in UCLA enrollment toward the thresholds established for HSI federal designation, using data obtained from the Academic, Budget, and Planning (APB) office, as well as system dashboards. [Figure A.1](#) shows steady increases in enrollment of Chicano/Latino, African American, and Native American enrollment over time up to 2016, but since 2016 enrollment has been relatively stagnant with the potential to lose gains made in previous years.³ The percent Latinx as of Fall 2021 is 20.4%. This suggests renewed and innovative campus efforts are needed each year to improve Latinx student admissions, enrollment, and success in order to meet the minimum 25% threshold and maintain it.

To monitor low-income student progress nationally, the U.S. Dept. of Education relies on Pell grant recipients' enrollment and completions. The limitation of this metric is that it excludes students who do not apply, cannot complete federal financial aid forms, and/or are ineligible because of citizenship or immigration status (e.g. undocumented students). We have included information on enrollment of both Pell grant recipients and first-generation college students to better capture the population of economically disadvantaged students. It is important to note that UCLA achieved the threshold set for Pell recipients for many years and as recently as 2019, however, [Figure A.2](#) shows enrollment of Pell grant recipients has

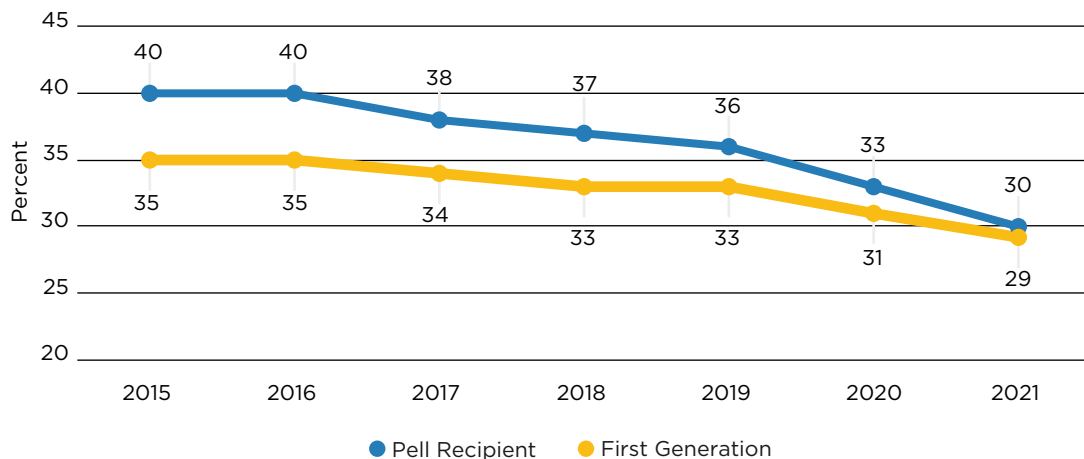
³ New enrollment figures are taken the third week into Fall quarter.

Figure A.1 Percent Hispanic, African American, and American Indian Among UCLA Enrolled Undergraduate Students, 2010-2021



Source: Academic Planning and Budget

Figure A.2 Percent Pell Recipient and First Generation Among UCLA Enrolled Undergraduate Students, 2015-2021



Source: Academic Planning and Budget

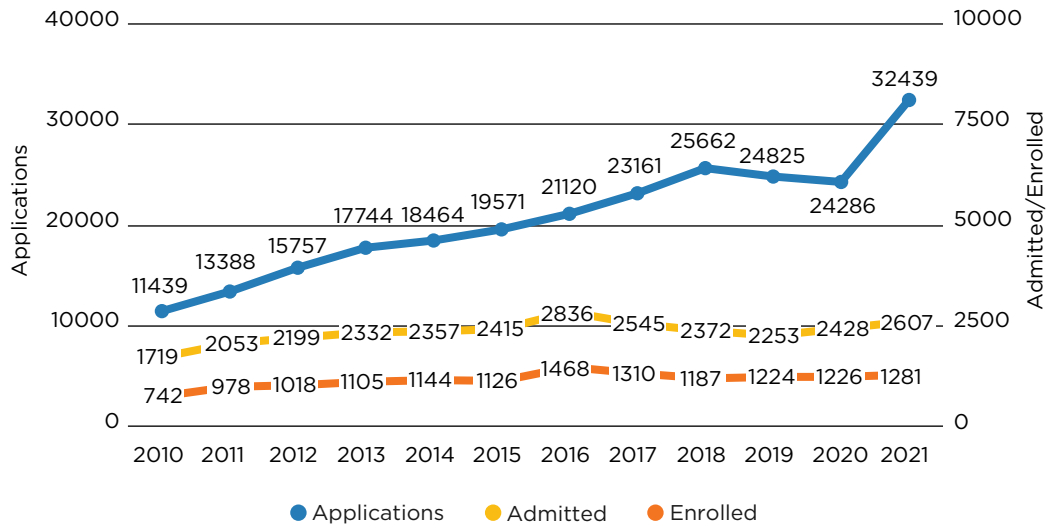
The campus strategy should be to dramatically increase admission, systematic efforts to increase yield (commitments to enroll), and initiatives to improve retention rates.

declined to 30% as of Fall 2021. This reflects a shift in priorities in enrolling and retaining low-income students. There has been a similar decline in first-generation college student enrollments from 35% in 2015 to 29% in 2021 (see [UC Fall Enrollment at a Glance](#) for UC dashboards on these target populations). Campus administrators confirmed an intentional effort to recruit and admit middle-income students and increase the number of students who could pay, especially out-of-state residents. This was halted in March 2019 when the state indicated that it now intends to limit out-of-state students at UCLA and systemwide (see [UCOP 2019 Memo](#)). Additional funds for recruiting low-income students were promised in the July 2021 state budget, considered a historic investment in the University of California, to cover the costs of fewer nonresidents and to provide more financial aid (July, 21, 2021 [Regents Memo](#)). With the potential for more investment, this declining trend in low-income student enrollment can be reversed to achieve HSI designation, particularly since a high proportion of Pell grant recipients are Latinx, African American and Native American students (see [Financial Support](#)).

[Figure A.3](#) shows enrolled Pell grant recipients and first-generation college students by race. It is important to note that fairly high percentages of Latinx and African Americans are Pell grant recipients (65% and 58%, respectively). Most significantly, 71% of UCLA Latinx students are the first-generation to go to college. This compares with 43% of African Americans and 31% of American Indians enrolled on campus. Hispanic adults are least likely to have baccalaureate degrees but have the highest labor force participation rates among all racialized groups in the U.S. (Asante-Muhammed & Hernandez, 2019; Carnevale & Fasules, 2017), and therefore are also more likely to work from youth and throughout their adult lives. The large percentage of first-generation students indicates that the majority of Latinx students rely on institutional agents (i.e. faculty, staff, peer leaders) to help them navigate college. Even Latinx families who have recently entered the middle class do not have wealth that is comparable with that of, and cannot support their children at the same level as do, middle-class families from other racial backgrounds. Improving Latinx, low-income, and first-generation student enrollment are dependent on three institutional policy and practice arenas: admissions and recruitment to enroll (yield), financial support that affects both student access and success, and student retention and achievement. These arenas are addressed in the next sections.

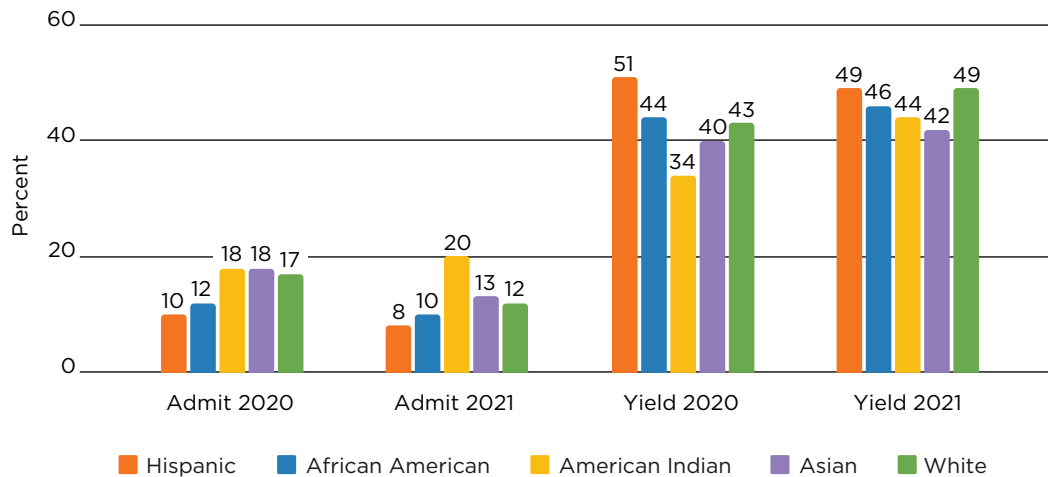
Freshman admissions and yield. Increased representation of diverse students at UC in the last 10 years is not simply due to a demographic shift in college-age populations but also the result of intentional UC action. Major system-wide policy changes and subsequent practices on campuses have resulted in processes that review applicants holistically (instead of using formulas that heavily weigh test scores), an increase in admission of students eligible in the local context (ELC), and the removal of previously required tests (three achievement tests, and more recently the SAT/ACT). These reforms of eligibility policy and admissions review practices on campuses resulted in high rates of application from CA high school graduates, as well as gradual increases in admissions that were further facilitated by expansion of UC enrollment in 2016. UCLA has improved its admissions and recruitment practices in accordance with these system wide changes, but more intentional campus strategies are needed now to secure gains. [Figure A.4](#) shows UCLA raw numbers of freshmen Chicano/Latino applicants, admits and students who intend to register (SIR) or yield. Applications have more than doubled in the last decade, but then leveled off between 2018 and 2020 and then increased sharply in 2021 with the dropping of SAT/ACT requirements (over 32,000 applicants). The top year for the admission of Chicano/Latinos was 2016 (2,836) but this declined in 2019 (2,252). The number admitted in 2021 did not increase appreciably (2,607) relative to the sharp increase in the number of applications. This suggests a closer review of admissions and review practices. African Americans increased applications in 2021 (9055) as well as many more admitted in 2021 (901) (see [Figure A.5](#)). For Native Americans, the highest number admitted and enrolled was in 2018 (111) and increased again in 2021 to 104 students (see [Figure A.6](#)). These data suggest that gains have not been consistent or sustained except with major policy changes systemwide. More attention is needed to improve the number of Latinx admits to UCLA, as other UC campuses are moving more aggressively to admit and enroll students in our region and applicant pool. Any admission declines are eventually reflected in enrollments. Without increases in Latinx admits, for example, UCLA must otherwise significantly increase yield and retain every student in order to achieve HSI status. The campus strategy should be to dramatically increase admission, systematic efforts to increase yield (commitments to enroll), and initiatives to improve retention rates.

Figure A.4 Number of Hispanic Applications, Admitted, and Enrolled Among UCLA Freshmen Entrants, 2010-2021



Source: Academic Planning and Budget

Figure A.7 Admit Rate and Yield Rate by Race, UCLA Freshmen Entrants 2020 and 2021



Source: Academic Planning and Budget

The admit rate for Latinx students of 10% in 2020 and 8% in 2021 is the lowest of any racial group (see [Figure A.7](#)). At 12% in 2020 and 10% in 2021, the admit rate for African Americans is slightly higher. For other racial groups, the admit rate is around 18% in 2020; in 2021, it is 20% for American Indian and around 12% for other groups. In contrast, Latinx freshmen have had higher yield rates compared with other racial groups (51% in 2020 and 49% in 2021—a slight drop from the previous year). African Americans have a yield rate of approximately 45%, whereas Native Americans have a low rate of 34% in 2020 and 44% in 2021. This lower yield reflects the greater choices of competitive colleges that talented UCLA admits have, many of which offer timely information and better financial support (see section on Financial Support for Access and Success). Revitalized efforts are necessary to improve freshman admissions and more advanced planning for professional counseling directed toward admitted students rather than relying on volunteers who cannot answer questions about financial aid. We are aware that the current staffing is too limited to be responsive in a timely manner, so we suggest hiring additional trained staff members, who are knowledgeable about Latinx admissions and financial aid concerns, in order to offer timely information to improve Latinx yield efforts. We suggest strengthening the Student Ambassador Program to assist with recruitment; both freshmen entrant and transfer students that are current students should be hired, trained, and paired with admitted freshmen and transfer students.

Transfer admissions and yield. Transfer admissions is one area where UCLA has made consistent year-to-year gains for over a decade, until recently. [Figure A.8](#) shows steady increases in the raw numbers of Chicano/Latino applicants, admits and enrolled transfer students with 2020 being the best year so far; unfortunately, the admit numbers and yield declined in 2021 (1,291 admitted and 820 registered). The number of applications from African American transfers increased while the admit and registered numbers remained level ([Figure A.9](#)). Native American transfer numbers decreased from 2020 to 2021 ([Figure A.10](#)), thus signaling a potential reversal of success in access.

It is important to note that the admit rate and yield rate for transfer applicants are higher than for freshmen ([Figure A.11](#)). UCLA is a strong draw due to its effective partnership model with community colleges and the use of student-empowering recruitment strategies in the [Center for Community College Partnerships](#). These strategies held a two-fold mission: (1) innovative summer residential academic 'boot-camps' for first-generation underrepresented students to help prepare them to be competitive appli-

cants to UC, and (2) comprehensive partnerships with local community colleges including engagement with administrators and faculty at both institutions on serving community college students and increasing transfer. We celebrate progress in transfer enrollment but recent data show declines in admission and yield, even as applications were at historic highs. UCLA must continue an upward trend with support for these programs and to learn from these strategies. However, the goal of attaining HSI status cannot be achieved by focusing only on improving transfer admissions and enrollment.

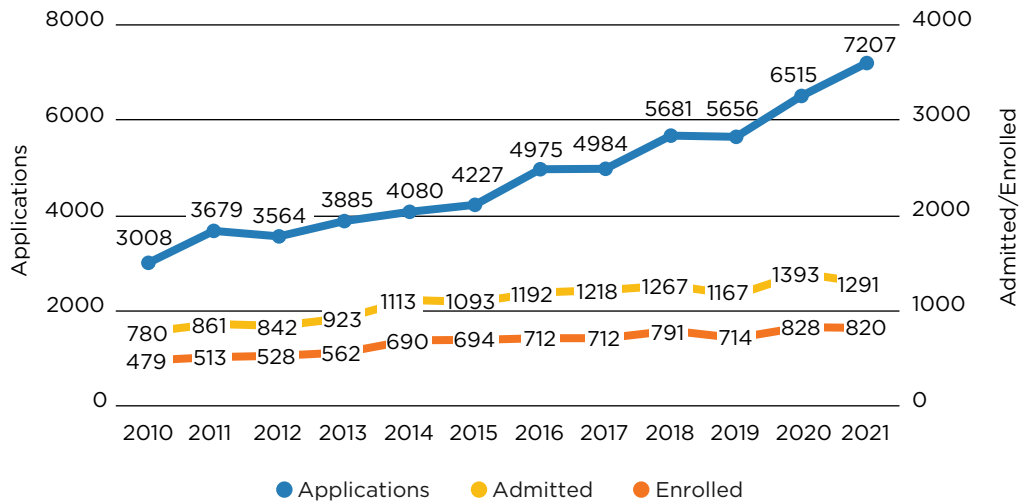
Recent changes systemwide. It is important to note that Fall 2021 admissions and enrollment of Freshmen were affected by a *major change with the UC Regents' decision to drop the SAT/ACT in applicant review criteria*. This resulted in a record number of applications across the system and increases in 2021 admission numbers of Chicano/Latino students, African Americans, and American Indians at many of the most selective UC campuses. Although increased admits of these groups occurred at UCLA, the campus admitted the lowest percentage of freshmen Chicano/Latino students (26%) among all UC campuses, including UC Berkeley (29%) and UC San Diego (30%) that are gearing up for HSI designation (see [UC data Fall 2021 Admissions](#)). UCLA also admitted fewer low-income and first-generation college students than Berkeley or San Diego in 2021. Test scores are not required of transfer students but while UCLA typically performs much better than several other UC campuses in admission of transfer student applicants (28%), UC Berkeley significantly improved their rates of Latinx transfer admission to 31% in 2021, indicating focused efforts to continue to improve their numbers to reach HSI status (see [Transfer 2021 Admissions](#)). Unfortunately, UCLA experienced its first decline in admissions relative to applications and yield of admitted transfer applicants in Fall 2021 (as other APB data shows). (See [Recommendation 2](#)).

Financial Support for Access and Success

The HSI Task Force assisted with recruitment efforts of highly talented Latinx students in spring 2021. Members of the HSI Task Force called the majority of admits and spoke with them and their parents to encourage them to choose UCLA. In addition, Latinx faculty and staff participated in a Zoom welcome to inform Latinx admitted students about the benefits of attending UCLA. Many of the students had to be referred to a financial aid counselor assigned to help the students with questions about their packages.

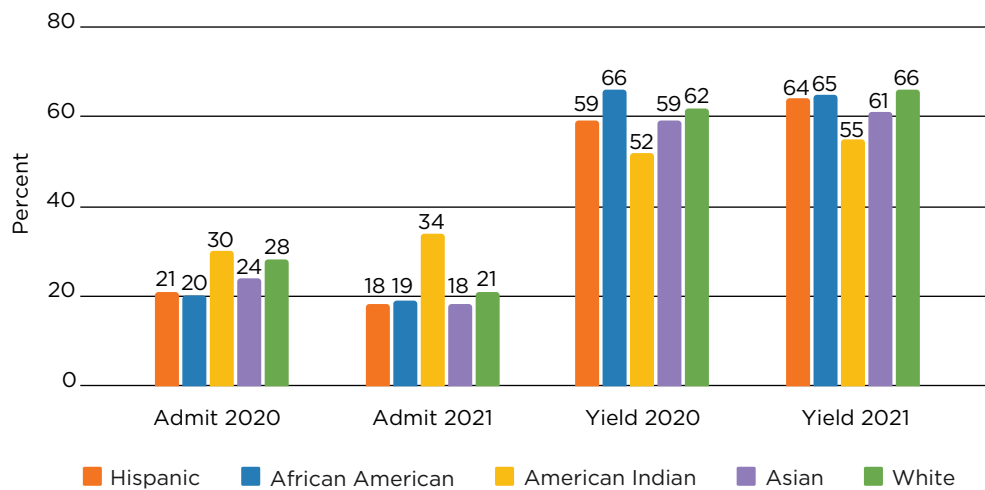
This effort provided important information about admissions. First, it was clear that students do not receive

Figure A.8 Number of Hispanic Applications, Admitted, and Enrolled Among UCLA Transfer Entrants, 2010–2021



Source: Academic Planning and Budget

Figure A.11 Admit Rate and Yield Rate by Race, UCLA Transfer Entrants 2020 and 2021



Source: Academic Planning and Budget

The campus needs to proactively generate scholarships for Latinx, low-income students, and underrepresented students that are heavily recruited on other campuses.

complete information that would facilitate choosing UCLA based on affordability. Scholarships from academic departments, alumni organizations, and other sources are offered too late to compete with other campuses aggressively recruiting UCLA admits. These units and organizations need early access to admitted student files that would allow them to select students in a timely manner for additional scholarship support in fields where students are extremely underrepresented such as the sciences. Second, additional trained staff is needed to improve responsiveness to student inquiries during these critical times to improve the yield of admitted Latinx and low-income students. For example, rather than making financial aid counselor assignments alphabetically, students should be matched based on student needs; and more Spanish-speaking staff should be employed to speak directly with parents (See [Recommendation 3](#)).

Third, many Latinx admits receive more generous financial packages from other campuses, which UCLA is slow to meet or even address. UCLA Latinx and low-income admits are highly sought after by other campuses and are recruited as part of intentional efforts to increase college completion rates. One Latina admit in 2021 said, “UCLA is my dream school, but Cal State San Bernardino offered me a full ride. What can I do?” Sadly, UCLA might have been the best choice for this student academically, but it did not appear as strong in financial commitment. Other universities, both private and public, are able to provide financial aid information with the initial letter of admission and provide competitive packages that combine scholarship, federal, state, and institutional funding. Even other UC campuses provide more information about financial aid at the point of admissions by specifying college work-study and ways to help students meet self-help minimums (i.e. the minimum amount students and their families are expected to contribute to college).

One [recommendation](#) is to reduce or eliminate the amount that students from low-income families who struggle with basic financial needs are expected to cover in order to attend UCLA. This amount, referred to as the self-help aid minimum expectation, has varied from \$9,300 to \$10,000 per year during the past decade, representing a significant burden on low-income students and their families. Currently, Pell grants cover only 21% of tuition, room, and board at UCLA ([see Pell grant recipients](#)). The Basic Needs committee provides additional resources (e.g. food cards) that are

helpful to low-income and first-generation, and more funding could be provided through this mechanism. According to Executive Director, Marvin Smith, “UCLA self-help aid figures provide Pell recipients with loan and work expectations that more affluent peers may not find as difficult to manage.” In other words, the process is not designed to address the affordability concerns of high-achieving low-income students, many of whom receive competitive offers. When asked about more appropriate funding packages, Director Smith indicated that an ideal aid package for Pell recipients would reduce self-help aid expectations to about \$5,000. This would require a significant increase in federal, state, and institutional aid dollars. The office estimated that reducing self-help aid expectations by \$1,000 with institutional aid (for example) would cost about \$10 million per year for 10,000 Pell recipients at UCLA, or \$2.5 million per cohort (i.e., 2500 Pell freshman). A much lower estimate is likely, however, based on increased funding that will benefit enrollments.

Hopefully, more governmental and institutional support might be forthcoming. Congress has proposed legislation that will double the maximum Pell grant in five years, index it to inflation, and open access to students previously excluded from [awards](#), including expanding eligibility to undocumented students (DACA students). The CA Governor’s office has also proposed a [new plan](#) to increase funds for low-income and undocumented immigrant (AB540 and California Dream) students as vital to the state economy. Further, UC President Drake has proposed a debt-free path to UC for qualifying students that is likely to be implemented in the coming years. Each of these efforts could lower self-help to make UCLA affordable to low-income students and their families. The campus needs to proactively generate scholarships for Latinx, low-income students, and underrepresented students that are heavily recruited on other campuses. Scholarship aid should be available in the same manner in which it is provided to African American students, providing support from a foundation in collaboration with community, alumni, and leadership organizations (see [Recommendation 3](#)).

Unfortunately, the once successful first-generation student program in Student Affairs has been reduced due to staff departures, and has become less visible in its mission to serve Latinx and underrepresented (Black, Indigenous, Pacific Islander, and Southeast Asian) students. More than half of all UCLA Pell grant recipients are more likely to

work *and* use loans than students who do not receive Pell grants, though most students have grown averse to loans over time ([Financial Aid Office data](#)). Programs on campus must explicitly address these students' specific needs, provide opportunities where students can earn and learn (including college work-study), and offer more on-campus jobs that are associated with higher completion rates for Latinx and all other racial groups, as shown in national data (Ramos, 2021).

B. IMPROVING EQUITY IN COMPLETION GOALS AND STUDENT EXPERIENCES

UCLA has a significant opportunity to develop a laser focus on achieving equity in student completion and improving student experiences. This report and its recommendations are designed to align with UCOP goals for achieving equity in completion and student retention goals (monitored on [systemwide dashboards](#)). The first priority should be on increasing the retention of all students so that as many students as possible earn degrees. Secondly, the Task Force urges some flexibility regarding time to degree. We know that some UCLA students need additional time to finish—more than four years among freshmen entrants and more than two years for transfer students. Careful study should identify major institutional barriers and develop strategies to address barriers. Addressing these issues could be the key to increasing completion rates and closing the gaps between racial groups.

Graduation Rates and Time to Degree for Freshmen and Transfer Students

Graduate Rates for Freshmen Entrants. The UC system has set a goal to add 1.2 million baccalaureate degrees and [close graduation equity gaps by 2030](#). Specifically this means increasing student retention, achieving a six-year graduation rate of 92% and improving four-year graduation rates at UCLA for all students entering as freshmen to 86%. Because UCLA already has the highest completion rates, as compared to other UC campuses, the UCOP expects UCLA to meet a higher bar than that set for the overall system (which is 76% for four-year, and 90% for six-year rates). Moreover, UCOP expects UCLA to specifically improve equity in completion rates for underrepresented groups, Pell recipients, and first-generation college students. In order to do so, it is important to track the progress of disaggregated groups to provide more responsive approaches that will assist in degree completion. Innovations should address Latinx students since they constitute the largest number of students in the broad URM category. That is, the completion rates for URM students cannot improve without specific attention to tracking and assist-

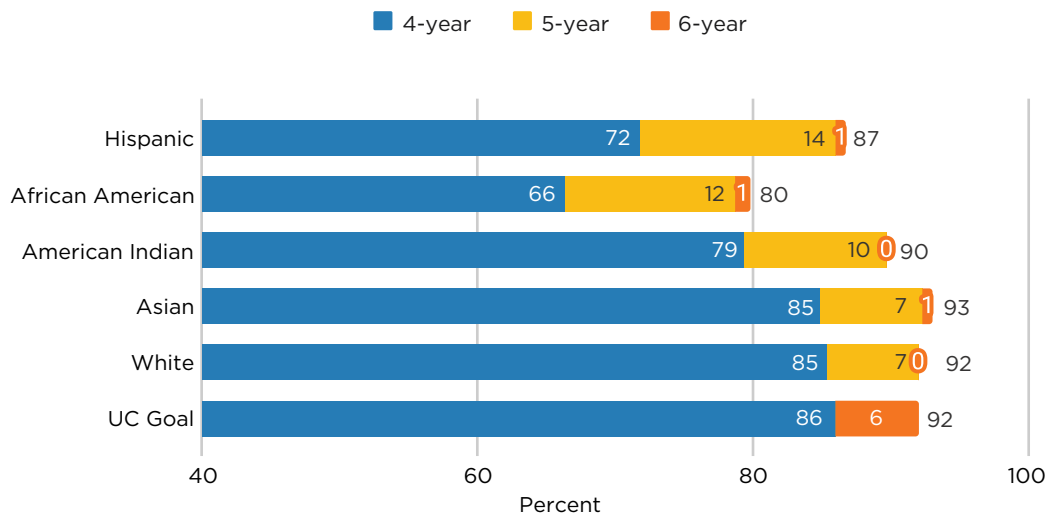
ing Latinx students toward completion.

We examined the four-, five-, and six-year graduation rates for Latinx, African American, Native American, Asian American, and White students who entered UCLA as freshmen between 2012-2016. First, trends show that completion rates have increased for each cohort year. Most UCLA students are likely to take five years to complete their degree ([Figure B.1](#)). Among Latinx students, 72% graduate in four years and 86% graduate in five years; and the six-year graduation rate for Latinos is about the same as the five-year rate (87%). Latinx students have not reached the goal of 92% graduating by six years but it can be accomplished. This completion goal is attainable with additional targeted effort directed toward students that need support to cross the finish line (Malcom-Piqueux & Bensimon, 2015; Núñez, 2017). African American students would also stand to benefit from intentional efforts to improve retention and completion, as their four-year graduation rate is 66% and six-year graduation rate is 80%. The new initiatives that should come from HSI status will support efforts to achieve more equitable rates in completion for each group.

Second, while the increased Latinx graduation rates are encouraging, equity gaps persist with the largest gap evident at the four-year completion rate. It is important to note that while an equity gap also exists for five-year graduation rates, it is about half as large as the gap between groups for four-year degree completion. We [recommend](#) that additional research be conducted to determine the barriers that students face in attempting to finish in four years, disaggregated by field of study. Additionally we should investigate whether students need an entire fifth year for completion or just part of an additional year. While the UCOP has not set a 2030 goal for five-year completion, we suggest the five-year completion goal for UCLA be set at 92%. In striving to meet this goal, we are likely to make considerable progress in closing the equity gaps in both four- and six-year completion rates.

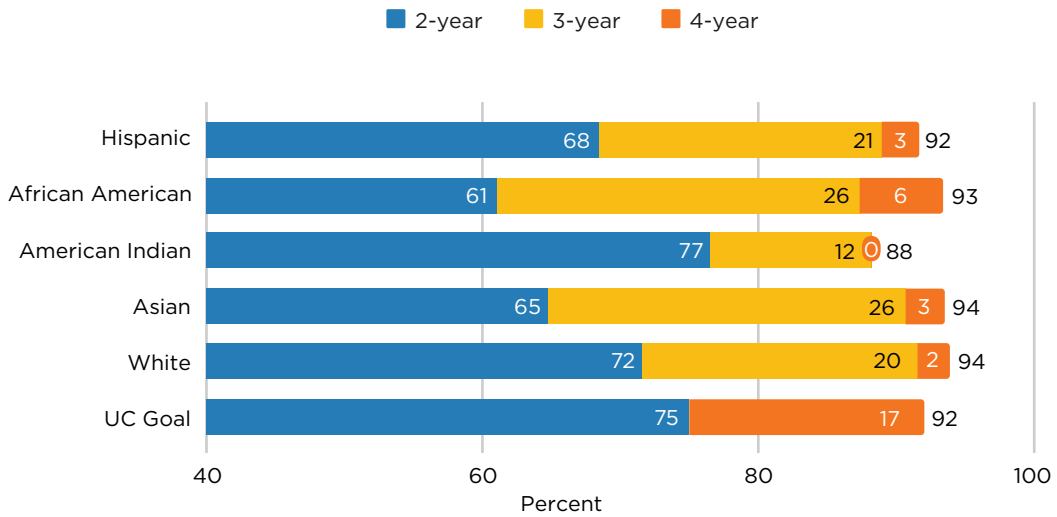
Graduation Rates for Transfers. We also reviewed the two- and three-year graduation rates for Latinx, Black, Native American, Asian American, and White students who entered UCLA as transfers in 2016. There are similar patterns with some notable differences. The UC 2030 goal [of closing the equity gaps](#) is to bring the two-year graduation rates for students entering as transfers to 75%. For Latinx transfer students at UCLA, this will mean increasing two-year graduation rates by an additional 7% percentage points (see [Figure B.2](#)).

Figure B.1 Graduation Rates by Race, UCLA Freshman Entrants 2014 Cohort



Source: Academic Planning and Budget

Figure B.2 Graduation Rates by Race, UCLA Transfer Entrants 2016 Cohort



Source: Academic Planning and Budget

It is encouraging that the four-year graduation rate for Latinx transfer students at UCLA is already at the UC 2030 goal (92%). It is also significant that the equity gaps that exist for three- and four-year transfer graduation rates are much smaller than they are for freshmen. However, what is most striking in the two- and three-year graduation rates is that the patterns for transfers are similar to that of students who enter as freshmen. The graduation rates for all transfers ([Figure B.2](#)), regardless of race, increase dramatically at three years. For Latinx and White transfer students entering in 2016, completion increases about 20 additional percentage points in three years in comparison to those who graduated in two years (from 68% to 89% for Latinx). For Black and Asian American students entering in 2016, the increase is even greater at about 26 additional percentage points from the groups graduating in three years. This also holds true over the time period examined which indicates that transfer students, while making considerable progress in meeting the 2030 UCOP goals, will need time beyond the second year. When comparing the increases in graduation rates for transfers and freshmen at the three- and five-year marks respectively, it appears that students would benefit from more institutional opportunities to complete their degrees (e.g. summer offerings, funded enrollment terms to reduce the need to work, improvement in course availability, and reduction of excessive degree requirements in majors).

Time to Degree among First-Generation and Pell Recipient Students

Lower-income students are most likely to need additional time to graduate considering the financial challenges they face. For instance, low-income students tend to take additional jobs during college; also Pell grant recipients are more likely to work and to take out loans compared to non-Pell recipients. [Figure B.3](#) shows graduation rates for Pell Grant recipients and first-generation students who entered as freshmen. The graduation rates of less advantaged (Pell recipients and first-generation) is consistently lower than more affluent peers (see IRAP Information Center [dashboard](#)). For instance, Pell Grant recipients have a six-year graduation rate of 88% while more affluent students have a graduation rate of 93%. Also the disadvantage at the four-year point is greater—Pell Grant recipients have a graduation rate of 75% while more affluent students have a graduation rate of 84%. This shows that less affluent students are taking longer to earn their degree than more advantaged students.

[Figure B.4](#) shows completion rates for Pell Grant recipients and first-generation college students among transfer students. At the four-year graduation point, transfer

students do well regardless of whether they are Pell-Grant recipients or first-generation students. Among transfer students, Pell Grant recipients have a four-year graduation rate of 92% and non-Pell Grant recipients have a rate of 93%, which is the same for first-generation students and non-first-generation students. However, the largest differences are for transfer Pell recipients who have a two-year completion rate of 64% compared with non-recipients 73%. First-generation transfers have similar levels to non-first-generation students in completing UCLA in two years (69% and 70%, respectively). Both groups, however, have yet to meet UCOP's expected rate of 75% completion in two years. This suggests further investigation into the needs of transfer students if we expect them to meet the 75% goal by 2030.

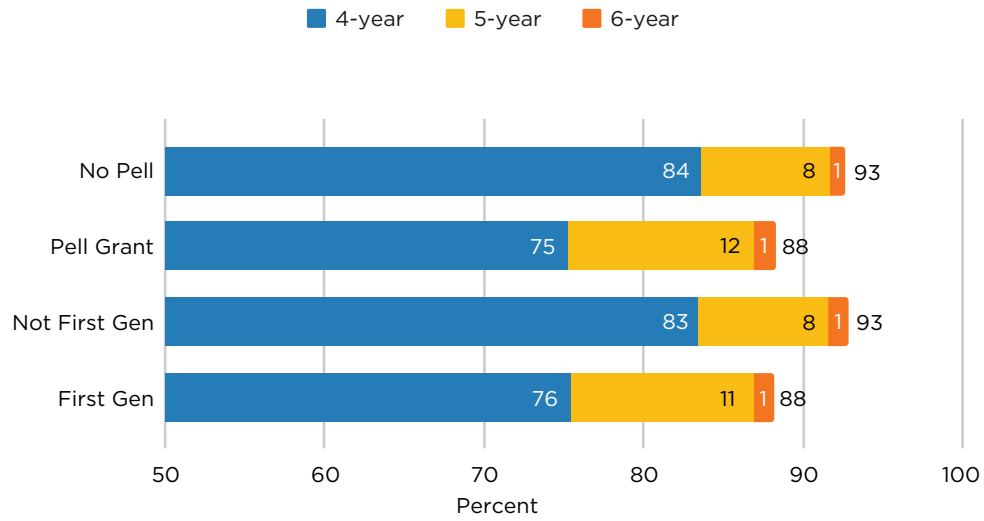
STEM Enrollment, Divisional Major Retention, and Completion Rates

Freshmen Entrants. There are equity gaps by race in persistence and graduation for students who entered as STEM majors. The percentages of students who began as STEM majors remain relatively stable over time for each racial group, with changes of about 2%-3% from year to year for all racial groups. For Latinx students, specifically, slight declines were evident in the numbers of students who enroll as STEM majors from 24.5% in 2015 to 23% in 2019. Although Latinx students enroll in STEM at slightly higher rates than their White peers, all groups enroll in STEM at lower rates than Asian American classmates (see [Figure B.5](#)).

Transfer Entrants. Among transfer students, there are similar equity gaps in STEM enrollment with some notable differences. For transfers enrolling in STEM, approximately 13% were Latinx compared to about 24% White, and 33% Asian American. Between 2015 and 2019, the percentage of Latinx transfer students in STEM declined from 16% in 2015, to 13% in 2017, to 12% in 2019 (see [Figure B.6](#)). This decline in percent, as well as the lower percentages compared to freshmen entrants, suggests the need for additional initiatives that target the admission and enrollment of STEM transfer students at UCLA (such as alliances with other HSIs in STEM fields, and the HHMI-funded Pathways to Success project). Otherwise, without more effort, Latinx and other underrepresented groups will continue to make up a small percentage of transfer students in STEM fields at UCLA.

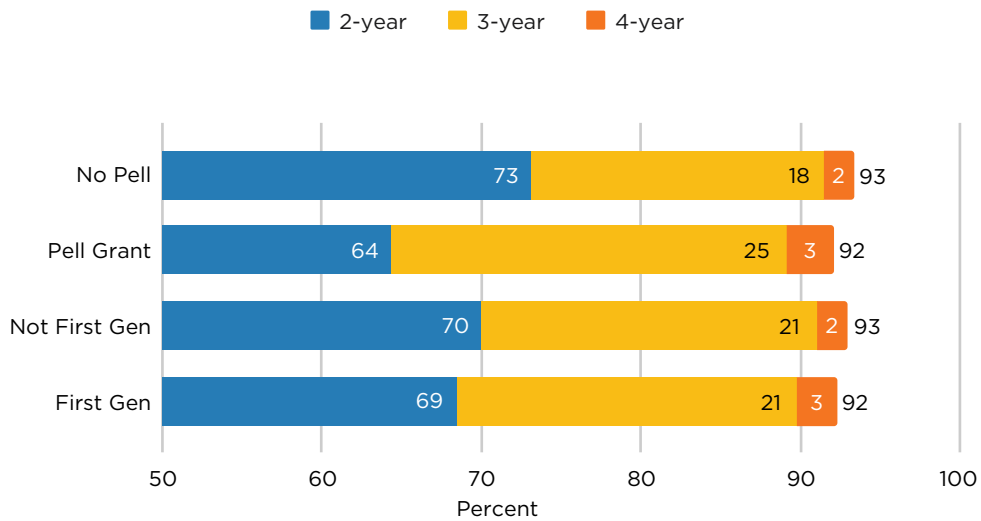
Completion and Major Migration. Some students who begin in STEM stay in the same divisional unit and graduate, while others may complete their degree in another division or not complete a degree at all. (More detailed

Figure B.3 Graduation Rate by Pell Grant Recipient and First Generation, UCLA Freshmen Entrants 2014 Cohort



Source: Academic Planning and Budget

Figure B.4 Graduation Rates by Pell Grant Recipient and First Generation, UCLA Transfer Entrants 2016 Cohort



Source: UC Information Center, Undergraduate graduation rates

major migration pathways are available on the Major Migration dashboard). [Figure B.7](#) shows these completion patterns by general divisional units (combined for five freshmen cohorts from 2010 to 2014). Retention and completion are highest in engineering compared to other divisions. At UCLA, as well as nationally, engineering has high retention and completion because it is highly selective and provides student-centered support programs (e.g. CEED at UCLA). However, the number of Latinx students is small (231 in five cohorts) as is the number of the underrepresented students (267). Given severe underrepresentation of Latinx students, increasing admissions and enrollment numbers in engineering will be an important part of the HSI initiative. Increasing the numbers of Latinx students in engineering will help UCLA reach the 25% threshold and achieve greater equity in science.

Second, STEM aspirants starting in Life Sciences and Physical Sciences have lower rates of students remaining in STEM. Many of these students shift to Humanities, Arts, and Social Science (HASS) majors and complete their degrees. Overall, however, there are fewer students who begin in STEM and do not obtain their degree. Latinx students, as well as underrepresented minority students generally, have lowest rates of remaining in STEM and highest rates of transferring to other divisions. Since 82% of URM STEM students are actually Latinx, improving retention rates for Latinx students is critical to improving the URM and overall retention rates in STEM. Overall, these data indicate that UCLA enrolls very determined and talented students, and that improving retention in the major is key to improving the campus' overall production of STEM graduates. Further, in order to adequately attract and retain students with culturally responsive retention approaches, it is important to disaggregate data and develop identity-based programming in all divisions, as well as support student engagement in career/professional organizations where role models are active members (e.g. CCM, SHPE, SACNAS).

Students who start at UCLA in HASS majors are more likely to remain in their major and obtain their degree in that major as compared to STEM. On the other hand, students who start in HASS majors are less likely to obtain their degrees: About one-quarter of Latinx students, as well as underrepresented minority students generally do not obtain their degree. HASS students would also benefit from culturally responsive retention efforts in order to increase retention and graduation rates.

Transfer Completion and Major Migration. [Figure B.8](#) shows completion, migration from the major, and those

who did not complete for students who transfer to UCLA; we should note that the transfer data is for more recent cohorts (2014-2016) and constitute smaller sample sizes. Compared to freshmen students, there is significantly less migration for transfer students than among freshmen entrants, which means that transfer students either complete in the same major or leave UCLA. Almost no students in HASS move to other divisions mostly because other divisions have policies that make it difficult to move into that major once transfer students start at UCLA. In contrast, URM and Latinx transfers in STEM majors are more likely to move to other majors; URM and Latinx transfers in STEM majors have higher rates of completion at UCLA than those in other divisions. Overall, the numbers are small enough to allow for creative strategies in advising and high touch initiatives that will improve transfer student retention and completion.

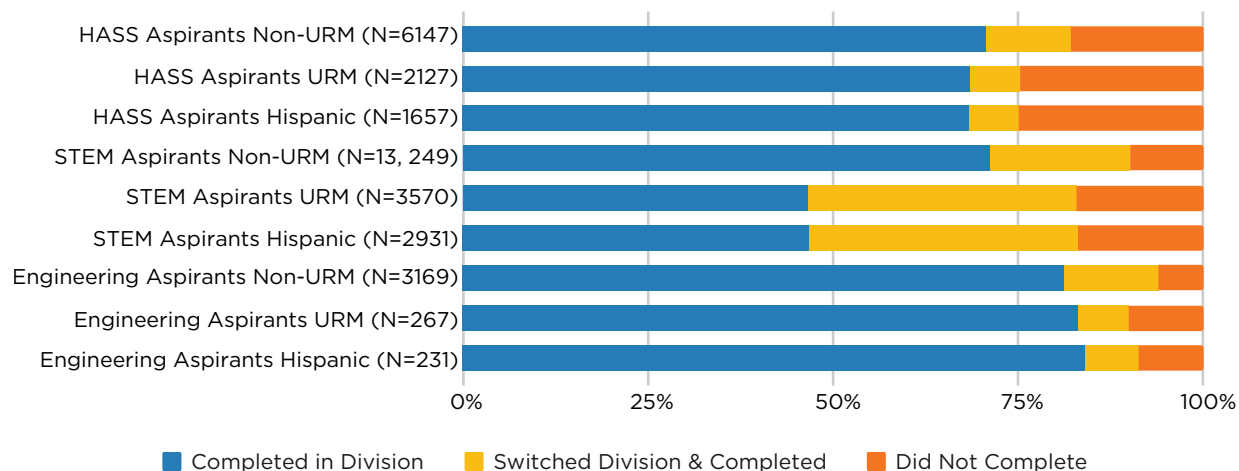
Other Academic Outcomes. We also explored students' GPAs by division. With average GPAs hovering around 3.2-3.3, many Latinx students may need to consider applying to STEM post-baccalaureate and masters programs in order to increase their competitiveness for further graduate study. The disadvantage of this strategy is that it adds to their educational trajectories and possibly increases their student debt. Some alternatives are to offer 3+1 programs or 4+1 programs (combined enrollment in undergraduate and graduate degree programs) and funding for enrollment in summer courses. Academic program initiatives should increase the odds of completing a degree as well as increase students' chances of enrolling in graduate and professional schools.

Student Experiences: Improving Servingness via Curriculum and Pedagogy

The César E. Chávez Department of Chicana/o and Central American Studies (CCAS) is a key entity on the UCLA campus that serves Latinx students. The [Chávez leadership provided information](#) for this report, drawn from conversations and interviews with faculty, staff, and students. The issues addressed were ways in which the current curriculum meets, or fails to meet, the needs of students, the resources and factors help students feel that they belong at UCLA, and what is missing from parts of the campus community.

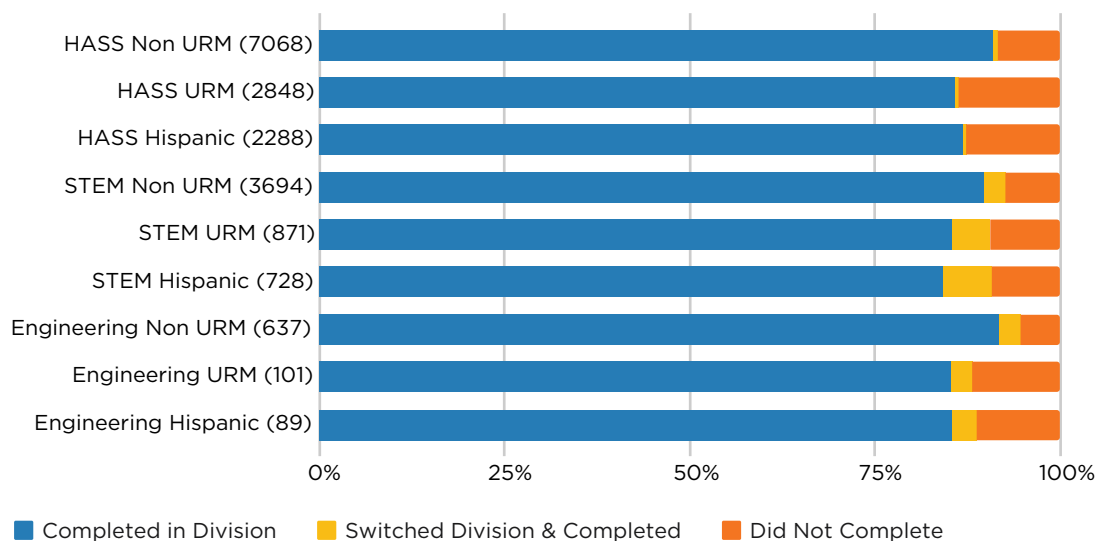
In general, students are drawn to the Chávez Department because of the diversity of courses offered, as well as, the reputation of "caring" among staff and faculty. Students report that they feel "at home" in the department because the student advisor and faculty members care about them personally and understand their experiences as first-generation students from non-traditional backgrounds. Staff and

Figure B.7 Completion within Division or Migrated between Divisions for Hispanics, UCLA Freshmen Entrants, 2010–2014 Cohorts



Source: UCLA Enrollment Dashboard, Migration Data

Figure B.8 Completion within Division or Migrated between Divisions for Hispanics, UCLA Transfer Entrants, 2014–2016 Cohorts



Source: UCLA Enrollment Dashboard, Migration Data

faculty prioritize the needs of non-traditional students such as parents, returning students, and formerly incarcerated students. Over the course of several decades, the Chávez Department has worked to create a strong sense of belonging among Chicano/Latino students at UCLA. Sense of belonging is a key factor in student success, and leads to greater learning outcomes, student retention, and graduation rates.

Culturally relevant curriculum is central to promoting a sense of belonging among Latinx students. Students feel valued and connected to the university when they see themselves, their communities, experiences and perspectives, reflected in the curriculum. The faculty in the Chávez Department has developed more than 100 courses that provide a diverse curriculum related to current issues. The curriculum is organized around four tracks: border and transnational studies; expressive arts; history, literature and language of the Americas; and labor, law and policy studies. The promotion of social responsibility and community engagement are key hallmarks of these courses. The courses focus on broad topics including: Central Americans, immigrant rights, higher education, Chicana art, social change, affirmative action, Latino politics, and language policies. Introductory courses (such as Chicana/o 10A: Introduction to Chicana/o History, Identity and Culture, and Chicana/o Studies 10B: Social Structures and Contemporary Conditions) draw large numbers of Latinx students which exposes them to the diverse offerings of the department and encourages many to become majors or minors. Over the past five years, annual course enrollments in Chicana/o Studies have exceeded 4,000 students. These wide-ranging courses connect with the diverse backgrounds and experiences of students, and thereby foster a sense of belonging among students.

The presence of Latinx faculty in the Chávez Department is key to fostering a sense of belonging. The faculty are intentional in their quest to utilize best practices related to belonging and inclusive excellence. When students see themselves reflected in the faculty, they are more likely to participate actively in courses, visit office hours, build connections with professors, and seek out professional mentoring. Students appreciate that the Chávez Department faculty members share similar backgrounds and experiences. Faculty frequently hear “You’re the first professor that looks like me” and “If you made it, then I can make it, too.” These types of comments underscore the great importance of faculty role models for Latina/o students. Students need to see themselves reflected in the faculty and shown support and concern.

Advising in the Chávez Department is an important mechanism by which students are served. The student advisor implements a wide variety of unique practices in order to recruit and support students. These include: hosting minority yield events; visiting classes to announce upcoming courses; scheduling courses so that they do not overlap; giving enrollment priority to commuter students who cannot afford to live on campus; scheduling early and late courses for commuters; and requesting extra books so that the department can lend textbooks to students who are not able to afford books, particularly undocumented students.

The department conducted their own study of student experiences. Students enrolled in a Chicana/o Studies course in Winter 2020 were asked about their experiences in other parts of campus. Students’ voiced considerable frustration toward other departments. They reported that they frequently did not see themselves reflected in the faculty and were made to feel that their experiences do not matter. Students reported that faculty “don’t care about students” and “just care about their research.” Similarly, students reported concerns with student advising in other parts of campus. Students found student advisors to be dismissive of their needs, spend little time addressing their questions and concerns, and do not attempt to understand their experiences as first-generation students or as students of color. These experiences led several to become intellectually isolated and to eventually leave the institution.

Latinx students in social sciences majors in north campus complained that their curricular options were largely Eurocentric. Some also mentioned negative experiences with professors who were culturally insensitive. One student recalled being told by a professor in a political science class: “If your parents were not born here, your citizenship should be revoked.” Other students expressed the awkwardness of some non-Latino professors teaching courses on the Latina/o (or Latin American) experience without understanding the implications of their “outsider” positionality. Others noted the prominence of a black-white binary assumption in their classes, and some spoke about the erasure of non-Mexican Latinidad in some Chicana/o Studies courses.

Latinx students in STEM majors described related, but unique, concerns. One of the biggest concerns was over the absence of Latinx professors. A fourth-year student in the Life Sciences reported that they had not had a single Latino professor in their entire time at UCLA. This made it difficult for students to imagine themselves doing research and going into scientific professions. They found professors to be critical of Latinx students who entered UCLA

with a lack of scientific knowledge, and that their professors blamed them for what their high schools never taught them. According to one student, “STEM professors don’t understand our experiences and culture, and what our life is like. They think we are just giving excuses. Even the nicest professors don’t understand that.” In general, students felt that faculty lacked empathy and failed to work with them to help them gain the requisite background knowledge. (See [Recommendation 5](#)).

Sense of Belonging among Latinx Undergraduate Students

If we are an HSI, we need Latina/o faculty, staff, and programs across campus (north and south) to *serve* (italics added) Latina/o students. We need to fully support transfer students in retention [and] graduation... (Undergraduate student, 2020)

The Task Force conducted two focus groups with undergraduate students, each attended by approximately eight Latinx students to engage in *pláticas*. Most students have positive attitudes and feelings toward UCLA, including feelings about belonging and the racial climate.⁴ We also reviewed survey data from the University College and University Experience Surveys (UCUES) administered to all students in UC. Three-quarters of Latinx undergraduate students feel that they belong at UCLA. African American students have a similar sense of belonging to Latinx students (72%). However, this is significantly lower than the sense of belonging experienced by White students (86%).

In the UCUES survey, students were also asked how much they agreed with the following statement: “Overall, I feel comfortable with the climate for diversity and inclusiveness at this university.” Three-quarters of Latinx undergraduate students feel comfortable with the climate for diversity and inclusiveness (see [Figure B.9](#)). In contrast, fewer African American students felt comfortable (54%), whereas many more White students felt comfortable with the climate at UCLA (89%) than either group.

Themes on the sense of belonging. The undergraduate Latinx students in the focus groups mentioned particular UCLA spaces that made them feel like they belonged: (1) the [Academic Advancement Program](#) (AAP); (2) the [Community Programs Office](#) (CPO); and (3) the [César E. Chávez Department of Chicana/o and Central American Studies](#).

The Academic Advancement Program, or AAP, has really helped me out. I feel like alumni connections have really helped me see Latinos in their respective careers that made it out of UCLA, and they’re thriving. (4th year undergraduate student in Political Science and Labor Studies)

I have been involved in the Community Programs Office. To me, that’s probably been the best place for me with my personal growth. Not only as a student leader, but as a person. ...The reason why I felt at home was because the staff ... were people that I can relate to...[CPO] has really been a step ladder for me to grow immensely, I don’t know where I would be at UCLA if it had not been for them. (4th year undergraduate student in Political Science)

... one of my first experiences would be taking my first Chicano Studies class. [It] was just so moving, and that’s in part why I decided to take the minor in Chicano Studies. Then, last quarter, I ... petitioned to have it as a double major...it made a really big impact on me...The faculty are amazing...Coming at it from a STEM background, in all my classes there was hardly anyone that looked like me or that’s from a minority background. So I just felt like I was home and I belonged. (4th year undergraduate student in the sciences and Chicana/o and Central American Studies)

It is important to note that some of these efforts are more connected to north campus efforts. For instance, Chicana and Chicano and Central American Studies is a major in the social sciences division which is part of north campus. AAP is physically located in north campus (Campbell Hall) but serves students in the College of Letters and Sciences. CPO serves (undergraduate, graduate, and professional students in all parts of campus (and is physically located in the Student Activities Center, which is in the center of campus). South campus, which houses mathematics, science, and engineering, has few programs that help Latinx students feel connected and supported.

Themes on Exclusion. Many of the undergraduate Latina/o students in the focus groups shared that UCLA was not a welcoming place. They had to work hard to find communities where they felt welcome. The *UCLA Tours*, which was their first experience on campus, did not make them or their families feel welcome.

4 The University of California collects information on sense of belonging and other indicators of feelings and attitudes toward the campus that they attend, using UCUES survey data.

Not seeing Latinx professors in their classes made students feel as if they didn't belong.

Just one professor that I had was from an underrepresented minority. [They] were predominately white, male professors. Never seeing anyone [like me] can be really intimidating. Feeling that you're not a part of their environment. You can't be what you don't see. If you don't see people in leadership positions you can relate to, that you can identify with, and look up to, it's really hard to persevere in your studies. (4th year undergraduate student in the sciences and Chicana/o and Central American Studies)

If you're not a Chicana or Central American Studies major and minor, you're never going to see a Latinx professor in your entire coursework at UCLA. (4th year undergraduate student in Political Science and Geography)

The perception and feelings among Latinx students about not being represented are well-founded. Latinx students have the highest ratio to faculty with 47 students for every Latinx faculty member (see [Figure B.10](#)). In contrast, other racial groups have much smaller ratios. Additionally, students mentioned being the only Latinx in most of their classes. Students advocated for more Latinx faculty and for faculty that are sensitive to the needs of Latinx students. Students said that even the presence of graduate students as teaching assistants would be helpful.

“You can't be what you don't see.”
—undergraduate Latinx student

Students majoring in STEM felt especially isolated. A student recalls her classes in STEM “didn't make me feel welcome and I felt a culture shock.” In most cases, they were the only person of color in their STEM classes. Lack of representation matters for students, faculty, and the curriculum. Again, Latinx students' perceptions about the lack of representation in faculty in the sciences is supported by the numbers. For every Latinx faculty in the sciences, there are 130 Latinx students (see [Figure B.10](#)). For the other racial groups, the ratios are significantly smaller.⁵

Latinx students have the highest ratio to faculty with 47 students for every Latinx faculty member.

In some cases, students reported that they left STEM majors for other majors—usually in the social sciences, humanities, and ethnic studies. One participant talked about it as the “STEM pushout” and the sense that maybe UCLA is not for them.

I [am now] a sociology student, wrapping up my degree. But I actually came into UCLA as a biochemistry major. And I didn't feel that there was support for me or Students of Color in STEM...At one point, the possibility of me dropping out was very high. So I was just hoping to find that place where I could find a support network or support system that would help me get through UCLA. (5th year undergraduate student in Sociology)

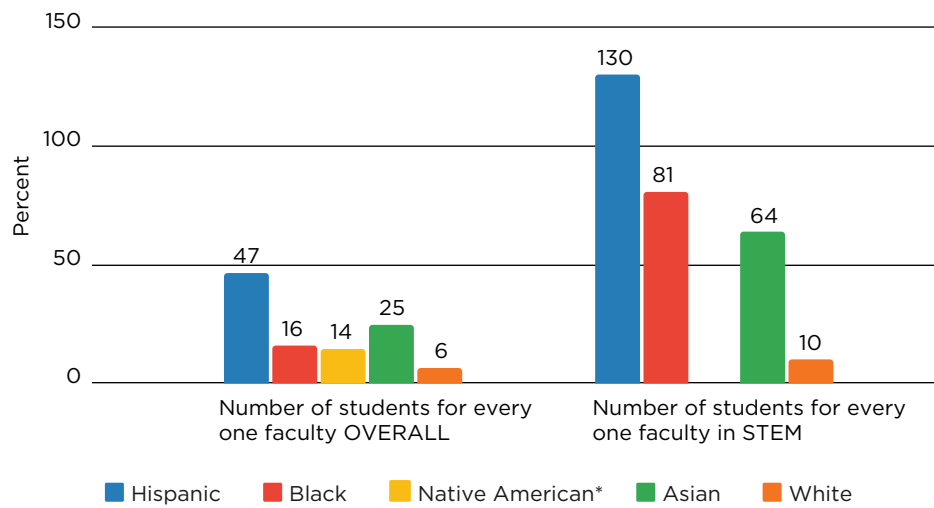
This provides an insight into what students are thinking when they start in STEM but move to other divisions. It is not surprising considering that there are so few Latinx faculty and so few resources for them.

Students spoke about being policed on campus. An art major working late in the art studios recalls being questioned by campus police about why she was there, while she observed white students not being questioned. Some mentioned the racial and gender microaggressions that they experienced in their classes.

Community college transfer students spoke of the difficulty of getting to UCLA as an upper-division student. They struggled to manage their time and identify their next steps. One key program for transfer students is the Center for Community College Partnerships (CCCCP), which is a unit in AAP and part of the College of Letters and Sciences. Since CCCC works in partnership with community colleges to increase the number of students who transfer to UCLA, their relationships to students start long before they apply. The Transfer Student Center was recently invigorated to provide services to transfer students in a central hub.

⁵ Native Americans are excluded from the STEM ratios because there are ZERO Native American faculty in the sciences. Since these numbers are ratios and the number of faculty is the denominator, a ratio cannot be calculated when the denominator is zero.

Figure B.10 Ratio of Undergraduate Students to Faculty by Race, 2019



Source: APB; Senate Faculty Workforce. Note: No Native American faculty in STEM.



Housing experiences in the dorms was also a challenge (pre-COVID pandemic). Students spoke of the white privilege that some students expressed, and how the Housing Services were unwilling and unable to intervene and resolve situations with roommates. One student shared that they moved back home (pre-pandemic) rather than continue living in the dorms. Latinx students face many challenges in classrooms, the dorms, campus events, and numerous places on campus.

Improving the Lives of Latinx Undergraduate Students.

Students point to the need for more Latinx faculty in all fields (not just in Chicana/o and Central American Studies and in Spanish). Students need to see Latinx faculty in all teaching capacities across campus.

Generations of Students of Color have had to fight for the resources and the space to allow future generations of students like us to have a home here. (5th year undergraduate student in Sociology)

You're thinking of a Resource Center, but definitely a space on campus with resources that are curated specific to Latinx students. (4th year undergraduate student in Political Science and Geography):

UCLA needs a Chicano, Latino, Latinx, Resource Center, Research Programs. We need a center...a space on campus, a physical space. A physical space that provides specific resources and assistance to our communities, not just the students but the communities as well...An actual Resource Center...A space to fund and support student activists. (2nd year undergraduate transfer student in Chicana/o and Central American Studies)

Students spoke of the need for a dedicated and physical space to support students. This effort would need to serve various student communities, including undergraduate STEM majors, undergraduates in the social sciences and humanities, and graduate students. It would provide academic support as well as opportunities for research, policy, and practice at the local, regional, and nation levels. The new space can work in collaboration with and extend the services provided by the Academic Advancement Program, the Center for Community College Partnerships, Transfer Student Center, and the Community Programs Office. (See [Recommendation 5](#)).

C. STRENGTHENING ACCESS AND GRADUATE CAREER SUCCESS

As an emerging Hispanic-Serving Research Institution (HSRI), UCLA must emphasize an approach that also facilitates the pathways from undergraduate to graduate education, improving access and success for Latinx graduate students. In order to further diversify many fields of study and corresponding workplaces, reaching the goal of 25% Latinx enrollment at the undergraduate level is equally important to prioritizing equity goals for graduate student enrollment. Graduate students play an important role in the classroom, labs, and advancing research in many areas that serve Latinx communities. Many UCLA first-generation college students would benefit from preparation to navigate these pathways, and low-income students must learn the varied ways to earn and learn that characterize graduate education. In review of UCUES data, Latinx students were likely to take research courses but fewer reported working with faculty in research compared with peers. While there are small programs in AAP (e.g. McNair scholars), more Latinx should be encouraged to participate in undergraduate research to leverage admission to graduate school. It is also important to note that there are several state and federal agencies that provide funding for HSIs to support collaborations between undergraduate teaching and research-intensive institutions, research training grants, and graduate pathways initiatives.

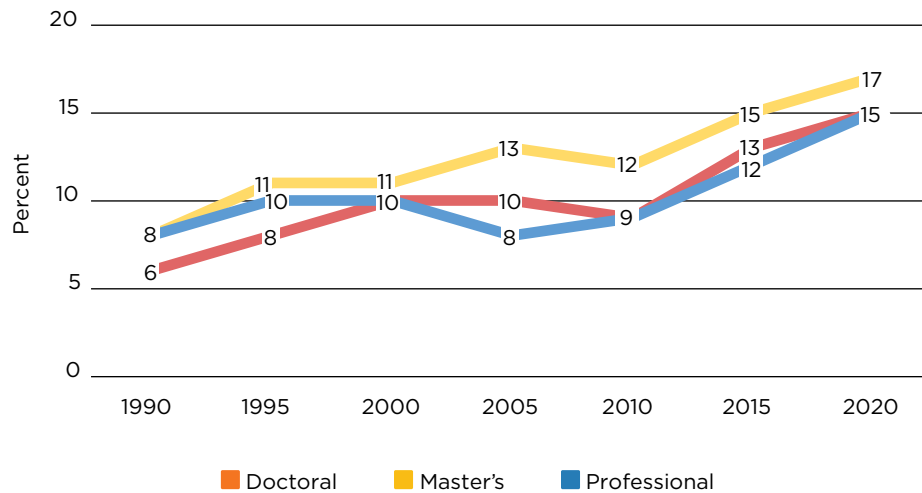
Graduate Applications, Admissions and Enrollment

The Academic Outcomes subcommittee of the HSI Task Force began with an examination of UCLA admissions and yield of Latinx graduate applicants.

Applications. The number of applications for graduate school by Latinx students has increased steadily, from 3,700 applications in 2015 to almost 4,600 in 2019 ([Figure C.1](#)). Similarly the number of Latinx students admitted increased during this period from 800 in 2015 to almost 1,000 in 2019. The number of Latinx who newly enrolled increased from approximately 430 in 2015 to 540 in 2019. Applications, admissions, and enrollment is increasing approximately 25% between 2015 and 2019.

Admission and Yield. While the absolute number of Latinos who apply, are admitted, and enroll increased between 2015 and 2019, the rates do not increase ([Figure C.2](#)). The admission rate (number admitted divided by number who applied) is 22% in 2015 and in 2019 (with a slight increase in 2017). The yield rate (or enrollment rate) also remains the same in this period—54% in 2015 and 55% in 2019.

Figure C.4 Hispanic Enrollment by Graduate Degree Objective, UCLA Graduate Programs 1990-2020



Note: Based on total enrolled students across all years of study.

Racial comparisons. We also compare the admission rate and yield rate by race in 2019 (Figure C.3). The admission rate for Latinx applicants is 22%. This is slightly lower than that of White students and Native American students, both of which are 24%. Black students have the lowest admission rate at 16%. Asian students have a slightly lower rate at 20%. In contrast, Latinos have the highest yield of any racial group with 55% of admitted Latinx enrolling in a graduate program. This is followed by a yield of 49% for admitted African Americans and 47% for admitted Asians. The lowest yield is among Native Americans at 42% and White students at 39%. Latinx students comprise 16% of UCLA domestic graduate enrollment in 2020. There is room for significant growth in Latinx graduate enrollment so that it reaches the national representation of 18% or the California labor force of 39%. Clearly, there are equity gaps in access to graduate education for Latinx students.

Enrollment by objective over time. The enrollment rates of Latinx graduate students in graduate programs has increased from 1990 and 2020 (Figure C.4). In 1990, 6% of graduate students in doctoral programs were Latinx and

by 2020, the percentage was 16%. For master's programs, Latinx enrollment increased from 8% in 1990 to 17% in 2020. The enrollment in professional programs increased from 8% in 1990 to 15% in 2020.

Yet too few Latinx students continue from their undergraduate majors to enroll as graduate students at UCLA. UCLA Latinx students aspire to graduate school: 42% in the University of California Undergraduate Experience Survey (UCUES) stated they aspire to enroll in a graduate program or professional school. However, only 11% stated on the UCLA Senior Survey that they plan to immediately enroll in a master's program after their bachelor's degree. These numbers suggest that Latinx students may not be receiving adequate guidance and resources to navigate pursuing graduate work upon completion. Bridge programs could help students move from aspirations regarding graduate work to actually being able to do so with more intentional pathway programs on campus.

The numbers seeking enrollment in a doctoral program are lower. According to the Senior Survey, 38% of Latinx

students state they plan to enroll in doctoral programs some time in the future, whereas only 3% of Latinx students plan to enroll in doctoral programs immediately following graduation. In 2020–21, Latinx comprised [17%](#) of enrollment in doctoral programs at UCLA.

Time to degree. Time to degree is an important indicator of progress for graduate students ([Figure C.5](#)). Graduate students take 3.3 years in general to advance to candidacy and Latinx graduate students take approximately 4 years to advance. Graduate students generally take 6 years to earn their graduate degree while Latinx students take approximately one quarter longer. Much of this delay may be due to funding sources and mentor support.

Latinx Graduate Students by Area of Study

Graduate programs in the College of Letters and Sciences.

The College of Letters and Sciences, with four major divisions, reaches the largest number of students at UCLA. Each division has several hundred doctoral students since most departments have doctoral programs ([Figure C.6](#)). Latinx enrollment is the lowest in the physical sciences—5% in 2015 and 7% in 2019. The percentages in the life sciences are higher and increased—10% in 2015 and 17% in 2019. The percentages in the social sciences and humanities are similar. For instance, Latinx enrollment is 15% in the social sciences in 2019 and 13% in the humanities in 2019. In contrast, master’s programs in the College are small with less than 100 students. In the physical sciences, where there are master’s programs in every department, Latinx enrollment is 7% in 2015 and 2019. In the life sciences, there are two master’s degrees (Ecology and Evolutionary Biology, and Integrative Biology and Physiology). Latinx enrollment has increased from 5% to 20% between 2015 and 2019. The social sciences has several master’s programs in social science, ethnic studies, and economics. Latinx students in the master’s programs have declined from 10% to 6%. Latinx enrollment in the International Institute is especially high at 38% in 2019; the International Institute houses the Latin American Studies program which draws many Latinx students. (See [recommendations](#) about increasing graduate study).

Graduate/professional degrees in arts. UCLA has a number of graduate programs in schools that focus on the arts ([Figure C.7](#)). For example, the Arts and Architecture School has a small doctoral program (less than 100 students) with few Latinx students—around 4% and a larger master’s program with 10% Latinx enrollment in 2019. The School of Theater, Film, and Television also has a larger

master’s program and smaller doctoral program. These two programs have similar percentages of Latinx students with 12% in 2015 and 14% in 2019. The School of Music has small programs at both the doctoral and master’s level. Between 2015 and 2019, Latinx enrollment at the doctoral level increased from 5% to 12% while Latinx enrollment in the master’s program decreased from 15% to 9%.

Too few Latinx students continue from their undergraduate majors to enroll as graduate students at UCLA.

Graduate/professional degrees in health fields. UCLA has a number of schools that offer graduate and professional programs in health fields ([Figure C.8](#)). Dentistry has a professional degree with relatively few Latinx students—5% in 2015 and 11% in 2019. There is a professional degree in Medicine and the Latinx enrollment is about 17% in 2021. The Health Sciences, which are academic programs in the School of Medicine, has a larger doctoral program with about 10% Latinx enrollment and smaller master’s program which increased in Latinx enrollment from 2% to 10%. Latinx enrollment in the Public Health doctoral and master’s programs has not changed much between 2015 and 2019 with about 12% in the doctoral programs and 18% in the master’s programs. The doctoral program in the School of Nursing is smaller with fewer Latinx students—13% in 2019. Nursing has a sizable master’s program with a quarter (25%) of their students being Latinx in 2019, an increase from 18% in 2015.

Graduate/professional degrees in other fields. There are graduate and professional programs in other professional schools ([Figure C.9](#)). Engineering has a sizable doctoral and master’s programs with low Latinx enrollment—4% in the doctoral programs and 7% in the master’s program in 2019. The School of Management also has very low enrollment with respect to Latinx students—3% in the doctoral programs and 5% in the master’s program. The Law School has approximately 10–11% Latinx enrollment in their professional law degree program. Public Affairs has a small doctoral program with 12% Latinx enrollment in 2019. The larger master’s program in Public Affairs has an Latinx enrollment of 22%. The School of Education and Information Studies has the highest percentage of Latinx students with 40% in the master’s programs in 2019, an increase from 33% in 2015. The doctoral programs in SE&IS have about one-quarter (25%) Latinx enrollment.

Latinx Graduate Student Voices

Met Needs. We conducted two peer-led graduate student focus groups with students across divisions. Graduate students who reported that their needs were met had mentors and advisors who worked closely with them. The most successful mentoring/advising was provided by faculty of color—especially Latinx advisors and mentors. Participants reported that other graduate students in their programs provided strong support. Peer mentoring was critical to their daily sense of well-being in their departments and schools. In almost every case, these peer interactions and relationships were self-initiated. Departments and schools did not play a significant role in establishing or monitoring student support, according to participants. Additionally, some graduate students reported that more advanced graduate students often provided support and advice.

“I do feel like I belong but only because of my cohort mates. Not necessarily because of faculty.”—2nd year PhD candidate in Urban Planning and Public Health

In surviving day-to-day, it's my colleagues that understand that we're in this together and we're going through this together, and we're able to talk about family. That's really what's gotten me through the day to day craziness...If it wasn't for them, it'd be over. (1st year Masters candidate in Student Affairs)

In my cohort, there's a very small group of Latinx students. So, if there are other brown Latin students in other graduate programs, it'd be nice to have more spaces like this [focus group] where we can actually meet. (Masters candidate in Business Administration)

I do feel like I belong but only because of my cohort mates. Not necessarily because of faculty...But at UCLA as a whole, I don't feel connected to it at all. It's been really hard. (2nd year Ph.D. candidate in Urban Planning and Public Health)

My friend and I started a First Gen Latinx student group...but there were very little resources given to us. (Ph.D. candidate in Spanish and Portuguese)

Unmet Needs. Graduate students in our focus groups stressed the lack of Latinx mentors and of professors in their programs. Additionally, students voiced a need for Latina professors.

I've only met one faculty who is a person of color. And I haven't had a course with her. Everyone else is white male. It's just been hard...there's some sort of disconnect. I wish there were more people of color... [being hired] in my department. (2nd year Ph.D. candidate in Urban Planning and Public Health)

Students understood that the few Latinx faculty are overworked and unrecognized for their work.⁶ Faculty of color, as well as students of color, are expected to take on work around equity issues (Equity, Diversity, and Inclusion or EDI) with little support and recognition. Even when there are faculty of color, sometimes there are key gender issues in who provides the support.

We have a lot of Latinx faculty [Chicana/o and Central American Studies], and yet they're so overworked. And particularly the women in our department. You can just see the discrepancies between how much more mentorship and work they do in comparison to the male faculty members. (7th year Ph.D. candidate in Chicana/o and Central American Studies)

Many students mentioned being one of a few or the only Latinx student in their program. These experiences made them feel like a stranger in their department or school and produced feelings of exclusion and isolation. Students, in turn, were plagued with doubts about whether or not to continue with their graduate work. For many of these graduate students, retention was the important issue.

Graduate students shared that the university or their own departments and programs did not initiate or provide supportive services, even when asked. In fact, participants shared that the focus group/*platica* itself was an especially affirming experience for them. For many, it was the first time they were asked for their opinion on their experiences at UCLA. It provided an unique experience, an experience that affirmed that they were not alone, that someone was listening, and that someone was taking their concerns seriously.

⁶ This unrecognized and uncompensated work has been referred to as the “culture tax,” the “minority tax,” the “Faculty of Color tax.” We can add “Student of Color tax” to this discussion.

I just want to say that I really enjoyed this space [focus group]. Just off the bat, it felt very comforting for me and...it gives me more motivation. It reminds me that I'm not alone...even seeing you all in other Ph.D. disciplines, it just gives me this sense of motivation. I'm not alone...let's keep pushing. I just wanted to really share my appreciation for that. (1st year masters candidate in Urban and Regional Planning):

Another concern was the lack of departmental and school support for research related to race and racism (and other systems of inequality such as gender inequality). Students raised these concerns because it directly impacts them and their careers. Opportunities for pursuing this kind of research would improve their UCLA experiences and help them continue at UCLA.

Financial support was also mentioned as a critical unmet need. Students focused on the need for support programs specifically geared at Latinx graduate students. Physical space and financial support could provide opportunities to engage in research, colloquia and speaker series, and conferences specific to Latinx issues in their respective fields. Students suggested creating a physical space serving Latinx graduate students in both north and south campus. Students also mentioned that UCLA does not appreciate the size, importance, and history of the Latinx community in Los Angeles, California, or the United States.

Sense of Belonging. When focus groups were held in November 2020, students were still shaken by the murder of George Floyd in May 2020 and the subsequent protests in summer 2020. The students in the focus group shared stories of how their departments or programs were urged to address race and racism in their programs, which made students feel that their issues were being somewhat heard. Yet, they did not observe much action on race and racism afterwards. Latinx students frequently mentioned that they felt that they do not belong and that they do not deserve to be at UCLA, what is commonly known as the “imposter syndrome.” The few instances where they felt connected was due to their peers, who are largely students of color. The graduate students in the focus group said that UCLA lacked a strong image, which they contrasted with UC Berkeley’s image as being invested in social justice. They asked the question: “What comes to mind when one thinks of UCLA?”

How to Improve the Lives of Latinx Graduate Students

The key to graduate student success is the support of faculty mentors, but many HSIs still lack faculty diversity (Contreras, 2017). UCLA graduate students highlighted the need for more Latinx faculty to provide mentoring and serve as role models. Students want to see larger numbers of Latinx graduate students to help build community with other students across disciplines. Graduate students also pointed to having a designated space for Latinx students to provide academic and other kinds of support.

D. INVENTORY OF CAMPUS AND STUDENT PROGRAMS

HSIs are successful when campuses have extensive campus units, programs, and organizations that serve Latinx and low-income students. Unfortunately there was little documentation about the number, purpose, and success of UCLA programs serving Latinx and low-income students. One resource was the inventory included in the 2015 report, *Enhancing Student Success and Building Inclusive Classrooms at UCLA*, written by Sylvia Hurtado and Victoria Sork. A working subcommittee of the HSI Task Force undertook a review of campus units and programs. A few key programs are discussed below and a comprehensive inventory of programs and services can be found in the [Appendix 10](#).

As of March 2021, 111 programs and organizations were identified. Of these, 18 were academic/student services and 35 were access/outreach and community service programs. Seven campus programs offer academic and student services that specifically serve Latinx and low-income students at UCLA. Seventeen programs providing academic and student support are initiated and/or sponsored by student organizations. Many of these were not developed to serve Latinx students in culturally responsive ways, but they have served Latinx students as part of their mission. This section documents programs that specifically serve Latinx students.

[Early Academic Outreach Program](#) (EAOP) was established in 1976 by the University of California (UC). EAOP is the largest UC academic preparation program and works with students to help them become competitively eligible applicants for college admission. Current student demographics are 63% Latino, 84% first-generation, 70% low income (Eligible for Free/Reduced Lunch). Currently, UCLA’s EAOP works with over 19,000 students in middle schools and high schools each year. This includes working

with 48 high schools and partners with eight middle schools in nine school districts. Since 1991, approximately 60% of EAOP seniors meet UC Eligibility each year, 82% attend a postsecondary institution upon high school graduation and 62% attend a 4-year institution, with 25% attending a UC school.

[The Academic Advancement Program](#) (AAP) has various programs that serve undergraduate students. While AAP is not specifically designated for Latinx students, almost 60 percent of the students served by AAP are Latinx. First, AAP offers academic counseling by counselors who advise students at all stages of progress to degree. Second, peer counseling is offered by paraprofessional undergraduate academic counselors who are trained on university resources and policy and provide student-focused support. Peer counselors provide first-hand knowledge of professors and courses, helping students get involved in social and extracurricular opportunities. Third, peer learning provides learning support and peer mentoring and serves to strengthen students' abilities to think critically, read analytically, write well, reason quantitatively, study effectively, and master course materials. Fourth, graduate mentoring offers students the opportunity to obtain valuable research-oriented academic preparation in the social sciences, arts, and humanities. Fifth, Vice-Provost's Initiative for Pre-College Scholars (VIPs) Program is a partnership between UCLA and the Los Angeles and Pasadena school districts that prepares historically underrepresented students in ten high schools to become competitively eligible for admission to UCLA and other flagship universities, and to encourage pursuit of graduate and professional education using a social justice framework and holistic approach. Sixth, the Center for Community College Partnerships (CCCCP) develops and nurtures academic partnerships between UCLA and California community colleges (see below). Seventh, the Freshman Summer Program and Transfer Summer Program are seven-week rigorous academic residential programs; these include the Science Intensive Program and the Writing Intensive Program. Students who take the summer programs gain first-hand experience with the academic demands and campus life of UCLA. Eighth, AAP provides over 200 scholarships to students of approximately \$5,000 each.

[Center for Community College Partnerships](#) (CCCCP) develops and nurtures academic partnerships between UCLA and California community colleges. Through a multi-faceted approach directed at the student, faculty and administrative levels, CCCC works to increase the

academic preparation and competitiveness for community college transfer students. Currently UCLA has comprehensive partnerships with ten community colleges, provides summer academic residential programs, peer advising, assistance with all phases of the application process and empowers students to take ownership of their education. CCCPS Scholars have higher admit rates to UC and UCLA than the general transfer student.

[Chicanx/Latinx Living Learning Community](#) is the only program designated to serve largely Latinx students and sponsored by the university residential life. In 2021-2022, it served about 180 students in the on-campus residential program, utilizing two floors of Sproul Hall. While this program serves an important mission, it could be strengthened by increasing the number of students served and solidifying the relationship between the residential and academic components. A strengthened Chicanx/Latinx Living Learning Community would work well with a Latinx Resource Center.

[Community Programs Office](#) (CPO) is UCLA's cross-cultural center. It seeks to build and nurture an inclusive and diverse community of scholars and leaders. CPO engages, educates, and empowers students to develop and execute community service projects, community building events, college preparedness, academic support, leadership development, mentorship opportunities, and basic needs efforts. CPO is one of the largest student employers on campus. Its programs shape students to become motivated, responsible, and critically conscious individuals. It fosters a safe and positive environment where students can use their education as a vehicle for social change through direct action in the community. A unique aspect of the CPO is that its entire professional staff are UCLA graduates of various intersectional identities.

Many programs at UCLA have been initiated and are currently led by students. While these programs are not exclusively for Latinx students, the majority of students who participate in them are Latinx. Over the years, the number of these programs have increased. Student-initiated organizations work in the community, middle schools, high schools, and community colleges; and they sponsor yield events, retention efforts, and community-building events on campus. These programs are focused on preparing students to become competitively eligible for a UC and to guide them through their academic journey. Their programming is focused on helping students by offering workshops and providing opportunities for students to

build academic, leadership, and organizational skills.

MEChA Calmécac is a student-led retention program that offers comprehensive academic support services to students in order to address academic, personal, financial, and social needs. **MEChA Xinachtli** is a college preparation program focused on promoting education and raising consciousness to increase the number of disadvantaged students attending higher education while promoting holistic development through self determination and critical thinking. **Raza Graduation** is another important student-initiated and student-led program which organizes the largest identity-based student graduation at UCLA every year.

[UCLA César E. Chávez Department of Chicana/o and Central American Studies](#) (CCAS) began originally as a small interdepartmental program in 1973 following the activism by Chicano students in the 1960s. Despite miniscule funding and few faculty, Chicano Studies courses were in demand and a steady number of students majored in Chicano Studies. In 1993, the IDP became a Center for Interdisciplinary Instruction (CII) and faculty in Chicana and Chicano Studies were hired in 1994. In 2005, Chicana and Chicano Studies became a department. In 2010, the department's proposal for a combined MA/PhD program was approved and the first cohort of doctoral students was welcomed in Fall 2012. Today, the department offers courses on Central America and Central American communities and has changed its name to the César E. Chávez Department of Chicana/o and Central American Studies.

In 2021, the CCAS is the departmental home to well over 600 majors and minors, over 30 PhD students, and 16 faculty members (five of whom are jointly appointed and hold 50% of their appointment in the department). The department attracts students who are not only brilliant, creative thinkers, but also deeply committed change agents seeking education to improve conditions for their families and communities. Department staff genuinely care about making students feel at home. Department faculty are nationally-renowned leaders in the study of Chicanx, Latinx, and Indigenous migrants from Central and Latin America – uncovering inequalities, informing policy, and shining a light on these communities' resistance, art, and history to inspire transformative change. This broad focus

of study provides an inclusive venue for interdisciplinary community-engaged research, helping the department fortify UCLA's public mission. Moreover, the Department has a deep and long-standing record of community engagement with Latinx communities across the state and nation. Faculty and PhD students are creating new methodologies and epistemologies through groundbreaking scholarship, and the department is well-respected for this research among various community organizations across Los Angeles and the country.

[Chicano Studies Research Center](#) (CSRC) emerged in the midst of social protest against profound disparities in educational access for Mexican-origin people in the US. In 1969, the UCLA administration agreed to establish ethnic studies units in Chicano, Asian American, African American, and American Indian Studies. Since the early 1970s, the UCLA administration has provided faculty lines to the CSRC that could be used to incentivize departments to hire Chicano faculty. While the appointments were department-based, there was a written agreement that faculty members would contribute to the Center's research capacity and campus-wide mission. These faculty served in a variety of capacities in the CSRC.

The CSRC provides a unique intellectual and scholarly interdisciplinary institutional space that brings together intellectual and political leaders through conferences, paper series, and scholarly presentations. The CSRC has secured grants that provided the Center administration to fund and support research on Chicanos by UCLA faculty and prioritized the development of scholarship on Chicana feminism; sponsored and published several seminal Chicana feminist publications. Since 1970, CSRC has published *Aztlán*, the first journal committed to Chicano scholarship and led by Chicanos. Moreover, CSRC houses a research library, which includes the largest collection of archival and digital materials on Chicanos and Latinos. Lastly, the Center is a co-founder of a 25-member consortium of Latino research centers across the U.S., including Stanford University, University of Texas at Austin, and the Center for Puerto Rican Studies at Hunter College. The CSRC provides an intellectual space where students find resources, connect with faculty, and pursue research projects.

E. RECOMMENDATIONS

An Action Plan to Achieve HSI Status and Beyond

Reaching the 2025 goal requires the cooperation and innovation of many campus units. This will improve the campus' ability to successfully serve Latinx, low-income, and first-generation college students so as to make UCLA the most diverse research-intensive university in the nation.

Recommendation 1:

Engage campus units to implement new strategies to achieve HSI federal designation and provide support for the coordination of efforts.

1.1 Appoint and support the HSI Director who coordinates and collaborates with campus units on a strategy for achieving HSI status and to assist in building institutional capacity to implement plans, including proposals for federal grants for new programs and improving practices. Appoint and compensate a working Advisory Committee and identify campus liaisons and committees to develop innovative initiatives and begin implementation of recommendations. The group will establish milestones and monitor progress. Designate campus representatives to the UC HSI Advisory Committee prioritizing UC HSI annual retreats, learning from other campus initiatives and representing UCLA in the system-wide effort. Identify and compensate members from key campus units to participate in system-wide meetings and activities to represent UCLA HSI initiatives.

1.2 Assign government relations to monitor HSI criteria for eligibility and regulations to ensure the campus makes a timely application and to stay updated on the Secretary of Education's priorities regarding funding opportunities. Once designation is achieved, assure annual waivers and requests are submitted to maintain HSI designation. (Inattention here will risk losing HSI status and opportunities for grants that support campus efforts).

1.3 Develop coordinated campus messaging to share information about the initiative for audiences on- and off-campus. Establish a UCLA HSI website to be linked with the systemwide HSI website and resources. Have campus communications develop a more welcoming message to Latinx students and their families that conveys UCLA's commitment to Los Angeles' diverse communities.

1.4 Cultivate a culture of learning and innovation around HSI status through the convening power of UCLA. Host HSI Visioning Forums beginning in Fall 2022 for campus units

to present innovations, share ongoing initiatives that reflect servingness, and highlight campus goals. Create a quarterly opportunity to host HSI experts and leaders from outside UCLA to speak about their leadership and best practices, and compensate speakers to provide office hours during their visit for HSI Advisory Committee members.

1.5 Work in conjunction with the Office of the Vice Chancellor for Research and Creative Activities and UCLA Development to identify additional funding sources. Write proposals, using institutional seed grants to jump-start initiatives that can also result in federal agency support, for undergraduate and graduate student access and completion goals; and improving equity in undergraduate research opportunities to facilitate access to graduate school.

Recommendation 2:

Improve admissions, and yield strategies for Latinx, low-income, and first-generation students; report admissions and enrollment results by race/ethnicity, low-income, and first-generation status; report and monitor progress toward 25% Latinx enrollment.

2.1 Increase admit rates and improve the yield of Latinx, low-income, and first-generation students. Hire additional Latinx staff and establish a team of recruiters that focus specifically on recruiting Latinx students. Deploy recruiters to improve enrollment results at UCLA in the local and statewide context, with an emphasis on Latino-majority high schools. Employ recruitment strategies that use culturally responsive strategies and prioritize Latinx/African American schools. Plan multiple forms of contact to better prepare students and create processes to support Latinx families in navigating admissions and matriculation.

2.2 Update training of readers to ensure that school context and forms of leadership are fully considered in the admissions review process; prioritize applicant involvement in service to Latinx and underserved communities.

2.3 Strengthen partnerships with Latinx and low-income [high schools](#) where UCLA faculty in the School of Education and Information Studies have significantly invested in improving the curriculum and preparation for college. Identify and encourage other campus units to form these relationships with high schools and coordinate with admissions (see [Appendix VII](#) for list of schools with significant UCLA faculty investment in school improvement). Improve admissions through [Eligibility in Local Context](#) (ELC) and increase debt-free financial aid offers to applicants from partnership schools.

2.4 Increase innovative efforts by the admissions office to develop and lead yield activities (and reduce dependence on volunteers for these efforts). Employ culturally responsive approaches for well-planned, systematic, and coordinated yield activities by the admissions office.

2.5 Report admissions and yield results by race/ethnicity, low-income, and first-generation status widely and in a timely manner. Establish yearly equity targets and report progress on the UCLA HSI website (e.g. trend graph). Evaluate Latinx admissions and yield strategies on an annual basis until 30% is achieved.

Recommendation 3:

Improve financial aid and timeliness of scholarship support so that UCLA is a more affordable option for Latinx and low-income students and their families.

3.1 Identify and track sources of need-based and merit-based scholarship funds across campus including admissions, financial aid, departments, other academic units, and scholarship organizations. Ensure that all funding sources are incorporated in initial financial aid offers and aid awards are made early enough to influence admitted students' decisions regarding enrollment. Provide access to files so that units and organizations can select scholarship recipients earlier in the process.

3.2 Increase and make financial packages more competitive for Latinx students, as well as African American and Native American students, who are the focus of UCOP equity goals. Provide highly competitive financial aid packages to the neediest students by increasing institutional dollars to attract and retain Pell recipients, and to reverse recent declines in number and representation of Pell recipients and AB540 students.

3.3 Combine scholarship aid with programmatic initiatives that increase retention and graduation. Provide wrap-around, cohort-based student support services with culturally sensitive programming for Latinx and other racially underrepresented students. Develop "Pell Promise" programs, similar to those at [UC Berkeley](#) and [UC Santa Barbara](#), that have been proven successful in recruiting and retaining Pell recipients.

3.4 Increase philanthropic efforts to expand the institutional gift aid; establish scholarships targeted at increasing yield among underrepresented groups; and work closely with individual donors and foundations. Increase University of California return-to-aid dollars (funding from tuition and student fees that is returned to student support).

Recommendation 4:

Prioritize efforts to retain students, monitor progress, and study the institutional barriers that prevent students from earning their degrees and in a timely fashion. Implement equity-minded initiatives to ensure the institution is supporting students toward retention in the major and degree completion.

4.1 Utilize equity indicators to direct support toward students targeted for 2030 UC equity goals. Use analytical tools to better identify and support students that need assistance in crossing the finish line. Institutional research should work with knowledgeable faculty and staff on campus to create special reports that address the unique needs of Latinx, African American, Native American students as well as low-income and first-generation college students.

4.2 Improve equity-minded assessment of the current academic support and student affairs programs to determine their effectiveness in supporting Latinx student success (utilize both formative and summative assessments). Consider ways to tailor services to increase the retention and graduation of Latinx students. Strengthen the program for first-generation college students to build knowledge communities with academic goals, linking student and academic affairs.

4.3 Prioritize retention and degree completion over time-to-degree goals. Address reasons that students may not be able to graduate in four years if freshmen or in two years if transfer. Allow students to participate in research programs, double major, add a minor, or participate in study abroad programs as part of an intentional degree plan and career goal.

4.4. Improve summer offerings for key courses and encourage summer enrollment with financial support to eliminate the need to work, helping Latinx and low-income students to achieve completion and reach equity goals.

4.5 Increase opportunities for Latinx and first-generation students to engage in research. Increase number of faculty mentors in undergraduate research. Ensure that faculty mentors are trained in culturally responsive practices.

4.6 Develop and deepen intentional partnerships amongst units that serve students to build a team to advise and guide students when they may be on the cusp of an academic crisis including falling short of expected cumulative progress guidelines. Similar to the Economic Crisis Response Team (ECRT), this group of staff would include

representation from the Dean of Students Office, Academic Advising, Case Management Services, CAPS, the Center for Accessible Education, Financial Aid/ECRT, the student resource centers, and faculty to discuss ways to support students through academic difficulties.

4.7 Strengthen identification and assessment of the campus climate and address issues that are negatively affecting students' belonging and engagement.

Recommendation 5:

Improve the curriculum and advising approaches to be culturally responsive to the needs and strengths of Latinx, low-income, and first generation students.

5.1 Evaluate curriculum in departments to identify fields where courses on Latinx communities could be added to the curriculum. Work with departments to identify topics that could be added to the course listings and identify/hire faculty to teach culturally relevant courses, ensuring that courses provide authentic perspectives on Latinx issues.

5.2 Ensure that academic requirements for majors are not excessive. Monitor gateway courses for improving retention in the major, and provide support to students to increase student success in these courses. Target Latinx students for STEM retention to increase representation in Life Sciences and Physical Sciences, and improve pipeline into Engineering. (Some of this work is accomplished through the Program for Excellence and Education in the Sciences (PEERS) and the Center for Excellence in Engineering and Diversity (CEED).

5.3 Provide intensive training to all academic advisors, case managers, and CAP clinicians in social justice approaches to student advising (e.g. [UC Davis](#)). This approach will ensure that the skillsets of critical front-line staff align with the evolving needs of Latinx students, and students of color, first-generation, low-income, and nontraditional students.

5.3 Implement strategic partnerships among academic advising units to remove barriers to completion, employing a team approach to serving students. Identify and advise students near the finish line and proactively support them so that they complete their degree. Use academic advising models that effectively address the needs, interests, and long-term career aspirations of Latinx students. Hire additional academic counselors, mental health counselors,

and case managers that are knowledgeable of the Latinx community. Provide culturally sensitive counseling to address mental health challenges.

5.4 Expand partnership between academic advising units and the UCLA Career Center to assist Latinx students to connect with available resources including career advising and support for securing internships. Develop a partnership with the Graduate Division to ensure preparation for graduate school.

Recommendation 6:

Establish a Latinx Student Resource Center that can provide culturally responsive support for students and information for campus educators. Build awareness, affirm Latinx students, and improve experiences campus-wide.

6.1 Establish a resource center as a hub for Latinx students to build community, create a sense of belonging, and connect various resources and student organizations across campus. Hire a Resource Center Coordinator and staff.

6.2 Plan and host the Convocation at the beginning of every academic year to welcome all Chicanx/Latinx students to campus. Coordinate Convocation Program with Latinx staff and faculty from across campus.

6.2 Create a Latinx landing page designed to provide an web-based entry point to all services, programs, events, and organizations that work with the Latinx community; include a directory of UCLA Latinx staff and faculty, as well as direct students to multiple sites for writing, academic, and career support.

6.3 Provide a sense of familial support among cohorts that specifically counters isolation in fields with few or no Latinx faculty and graduate students. Ensure retention in these majors through faculty mentoring, academic support, and peer advising.

6.4 Develop Latinx mentorship and leadership programs that bring staff, faculty, undergraduate and graduate students, and alumni together to discuss strategies for successfully navigating higher education while maintaining a sense of well being and a connection to family and career-related role models.

Recommendation 7:

Improve Latinx access to graduate and professional programs, extend opportunities for engagement in research, and ensure mentorship support.

7.1 Invest in developing educational pathways for graduate and professional schools. Support participation of low-income and first-generation students in programs that prepare them for graduate study, such as undergraduate research programs. Provide workshops and training on the graduate school admissions process, aid opportunities, and decision-making. Develop 3+ and 4+ 1 undergraduate and masters degree programs.

7.2 Establish training programs for faculty and graduate students to develop cultural competence. Prepare participants for the mentor-mentee relationship.

7.3 Develop recruitment strategies and initiatives for Latinx graduate students and their families. Increase participation in bridge programs like “[Competitive Edge](#)” so that they are better prepared for graduate level expectations.

7.4 Increase retention of Latinx graduate students by providing research opportunities, fellowship support, workshops for grant-writing and job-searching. Provide activities that build community among graduate students in different departments, divisions, and schools.

7.5 Support and expand culturally-responsive mental health and wellness services focused on graduate students of color. Prioritize hiring of language-capable and culturally-competent counselors.

7.6 Effectively utilize the Graduate Division Program [dashboard](#) to monitor progress in Latinx admissions, retention, and graduation. Compile reports on graduate student outcomes and graduate education initiatives from exit surveys and program/school data disaggregated by race/ethnicity. Provide findings to departments and Deans with graduate programs.

APPENDICES

Appendix I.

[Del Valle Reginaldo Francisco: UCLA's Forgotten Forefather \(2006\)](#)

Appendix II.

[Research on HSIs](#)

Appendix III.

[Figures for UCLA HSI Report](#)

Appendix IV.

[Chancellor's Charge Letter to Faculty on HSI Task Force](#)

Appendix V.

[Chancellor's Charge Letter to Staff on HSI Task Force](#)

Appendix VI.

[UCLA History](#)

Appendix VII.

[Los Angeles High Schools With Significant UCLA Investment in Curriculum, Teacher Training, and Student Learning](#)

Appendix VIII.

[Chicana/o Studies HSI Letter](#)

Appendix IX.

[Student Validating and Racialized Experiences report](#)

Appendix X Inventory of UCLA Programs for Latinx, Low-income, and URM support

A. [Combined Inventory](#)

B. [Inventory Programs Report](#)

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