



La Lucha Sigue

The University of California's Role as a Hispanic-Serving Research Institution System



The University of California

Hispanic-Serving Institutions (UC-HSI) Initiative

Who We Are

The University of California (UC) Hispanic-Serving Institution (HSI) Initiative was launched in 2018 with support from the UC Office of the Provost and the UC Office of Diversity and Engagement. As of 2019, 24.8% of UC undergraduate students were Latinx. This increase in Latinx student enrollment has led to six of the nine undergraduate UC campuses becoming federally designated HSIs, with the remaining campuses expected to follow suit in the near future. Given this shift, there is a need for UC to aim for and achieve our systemwide and institutional aspirations of becoming a more diverse, inclusive and equitable environment for our students. As a system that is a public land-grant and a research-intensive, doctoral-granting institution, UC's goal of inclusive excellence honors our commitment to reflecting the demographics of the population of California and to promoting social mobility and equality throughout the state. Through a systemwide learning community consisting of UC stakeholders, researchers, practitioners, community-based organizations, higher education advocates, and student leaders, we aim to foster a culture of data-driven inquiry, interventions, and innovation to provide UC students with the necessary opportunities and resources that facilitate their personal, academic, and professional growth.

The campuses in the UC-HSI Initiative and a system as a whole, have a shared responsibility to prepare both individually and as a system to respond to the challenges facing the state, in particular the shortage of college-educated workers. We aspire to contribute to building the present and future California through the use of world-class research and innovative practices. The work of the Initiative is rooted in the belief that great institutions can be premier research institutions, while also promoting equity and opportunity for all students. Our goal is to create a space for campuses to discuss ways to expand and democratize research, service, teaching, and learning to achieve social equality, mobility and leadership, in a way that is impactful for society.

What We Do:

- **Mobilize** key constituents within the UC system to pursue a field-building strategy that is grounded in a shared commitment to strengthening the capacity of UC campuses to serve an increasingly diverse population.
- **Bring together** researchers, practitioners, community organizations, higher education advocates, and student leaders collectively to generate ideas, innovations, best practices and political will that help campuses leverage their status and funding as HSIs.
- **Foster mentorship and collaborations** at the individual and institutional levels for the purpose of advancing research and learning.
- **Respond to the need** to play a critical role in preparing more Latinx students for the state's economy and workforce through data-driven decisions.
- **Ensure that we have diversity among leadership**, ultimately contributing to the economic and social vitality of the state.
- **Help the UC system and individual campuses to establish a working definition of what it means to be a Hispanic-Serving Research Institution.** This is accomplished through a learning process that emphasizes strategic and comprehensive approaches to student success, including rigorous measurement and evaluation.

Difference That We Make:

- Over 350 UC faculty, administrators, staff, and students have attended events like the Annual UC-HSI Retreat and UC-HSI Campus Showcase.
- The UC-HSI Initiative has served as a catalyst for mobilization around HSI issues on campuses.
- We have built a "network of networks" to foster cross-campus conversation, collaboration and learning.
- We have produced data, reports and relevant research that are available to the UC community and the broader public.

For more information on the UC-HSI Initiative visit www.ucop.edu/hsi-initiative

UC-HSI Initiative Advisory Board

A critical component of the UC-HSI Initiative is its advisory board comprising faculty, staff, and administrators from each UC campus (with the exception of UC San Francisco because of its status as a graduate-only institution).

This advisory board is integral to:

Informing the mission of the Initiative and how it can best serve the UC campuses

Serving as a conduit to individual campuses about the activities of the initiative

Providing critical leadership for the work that is occurring on each of their respective campuses

Helping to raise awareness about the work among outside constituents, including in other public sectors in California and broader national conversations related to HSIs

Lupe Gallegos Diaz

UC Berkeley

Silvia Marquez

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The Legacy of the Latino Eligibility Task Force

In 1992, University of California President David P. Gardner commissioned the Latino Eligibility Task Force, which comprised faculty and staff from each UC campus, with the purpose of conducting research and providing recommendations to address the low rates of college eligibility (with a specific focus on UC) for Latinx students in the state of California.^a At the time only 4% of California Latinx high school graduates were eligible for admission into UC, an equity and representational issue that the Task Force set out to rectify through research and recommendations for practice and policy. The Task Force marked a critical moment for how UC understood and positioned itself in conversations of postsecondary access for Latinx students in the state. The magnitude of the Task Force’s research findings and subsequent recommendations obligated one of the premier public, research-intensive systems of higher education in the nation to be more intentional and responsive to the growing Latinx population.

Since the launch of the Latino Eligibility Task Force, the representation of Latinx students in the UC system has exponentially increased. As of fall 2019, Latinx students represented nearly 25% of undergraduate enrollment at UC. Despite these gains, disparities continue. This rise in Latinx postsecondary student enrollment is not proportional to the rise in the Latinx population of California. Systemic barriers and challenges in college access, noted by the UC Latino Eligibility Study, still stand true today, almost thirty years later.¹ Moreover, there are still many other types of institutional barriers to uncover for Latinx, first-generation and low-income student success; changes to consider in the field of higher education; and objectives to define in the quest for racial equity in access and completion.

The principles that led the Latino Eligibility Task Force also inform the UC-HSI Initiative: Those invested in student success must critically examine and holistically address students’ needs at UC, through both individual campus efforts and systemwide collaboration. To this end, the Initiative expands on the Task Force’s key areas of focus: eligibility, access, and enrollment. It advocates for a research and action agenda that addresses institutional mission and identity, timely degree completion, campus climate and post-baccalaureate pathways. Having achieved so many HSI designations, UC has the opportunity to radically transform into a supportive system for communities that have been historically relegated to the margins. Operating in a new era that has seen the elimination of the SAT and ACT in UC admissions practices, a nationwide revitalization of racial justice movements, and a global pandemic, the UC-HSI Initiative honors the legacy of the Latino Eligibility Task Force and other students, community members, staff, faculty, and administrators who have arduously fought for racial equity in the UC system.

a. Latinx is a gender-inclusive term that moves away from the gendered versions of “Latino,” “Latina,” “Chicano,” or “Chicana.” Latinx is encompassing of people of all gender identities. See C. Salinas Jr. & A. Lozano for a history of the use of “Latinx” in higher education research.

Introduction

The state of California has seen a remarkable change in its demographic makeup over the past half century. Nearly 40% of the state's population identifies as Latinx, and their proportional representation is projected to increase in the future.² This change is well represented in the K-12 setting, with over 50% of California high school graduates identifying as Latinx.³ The changing demographics of California, the success of its students and the well-being of its residents all have significant implications for the state's economy and its ability to contribute to an increasingly interconnected and global society. For example, California is projected to have a shortage of 1.1 million college graduates by 2030 and a disproportionate rise in the enrollment of Latinxs in higher education relative to the growth of the Latinx population overall, presenting an urgent issue relevant to the vitality of the state.⁴ In other words, what does it mean for higher education in California and, more specifically, for UC to leverage its status as "Hispanic-Serving" in support of its student population in the pursuit of diversity, inclusion, and racial equity in an increasingly diverse and global society?

UC Campuses as Hispanic-Serving Research Institutions (HSRIs)

In 2020, Latinx students were the largest group of Californians admitted to UC for the fall 2020 academic term.⁵ A combination of institutional efforts to diversify their student population and demographic growth has propelled six of nine UC undergraduate campuses (Davis, Irvine, Merced, Riverside, Santa Barbara, and Santa Cruz) to seek and achieve federal designation as Hispanic-Serving Institutions (HSIs), while the remaining three campuses (Berkeley, Los Angeles and San Diego) are classified as emerging (15–24% Latinx enrollment) HSIs.⁶ This is a critical turning point in the history of UC, as it now can be considered a Hispanic-Serving System (HSI System). While this is an accomplishment in and of itself, it is also significant that, given the large student populations found on UC campuses, UC is enrolling and educating a sizeable proportion of Latinx students in the nation. Although HSI status is officially defined by the U.S. Department of Education by Latinx enrollment, prominent scholars in the field contend that HSI status can act as an important tool in leveraging knowledge, scholarship and resources in support of student success that goes beyond enrollment criterion.⁷

While there are over 539 HSIs in the U.S. and Puerto Rico, there is not one specific profile of an institution that has HSI status. HSIs represent a variety of institutional types

(2-year or 4-year, public or private, geographic location, etc.).⁸ Historically, HSI research and scholarship have focused on under-resourced and open-access institutions. Such institutions, especially those in California, have been critical in providing access to students from low-income, first-generation, and diverse racial and ethnic backgrounds. It is only recently that highly selective institutions, such as those in the UC system, have begun to obtain HSI status. Because of this newfound phenomenon, there is an emergence of literature about selective, research-intensive HSIs and the students who attend them. The prominence of UC campuses as HSIs or emerging HSIs and of UC as an HSI system acts as a critical interpolation in the field of higher education that allows scholars, administrators and practitioners to contemplate different characteristics of HSIs and to plan in innovative ways how best to serve their students within these varying contexts.

HSI for All Students

Although the designation "HSI" includes the term "Hispanic," the HSI designation—along with efforts and programs developed through HSI funding—aim to be inclusive of all student populations at the undergraduate and graduate levels. The HSI designation and identity can be used as a vehicle to fulfill UC's mission to provide excellent teaching, produce transformative research, and advance public service for the entire state of California and all of its residents regardless of racial and/or ethnic background.⁹

As indicated in the Master Plan for Higher Education, California's three public higher education systems play distinct, yet critical roles in providing academic opportunities to the residents of the state.¹⁰ While the Master Plan fell short in addressing issues of equity for students from historically marginalized backgrounds, UC continues to play a significant role as a selective, research-intensive, doctoral-granting system. With the rising enrollment of Latinx students, UC is in a unique position to continue its mission of access and academic excellence for the state, keeping in mind the need to address issues of racial stratification and other equity issues in higher education. Given their classification as research-intensive, UC-HSIs can be further described as *Hispanic-Serving Research Institutions (HSRIs)*, with their own challenges and positionalities relative to other HSIs within the state and nationwide.¹¹ Studying Latinx student success within the

b. See page 8 for the U.S. Department of Education's definition of Hispanic-Serving Institutions.

c. Hispanic-Serving Research Institution (HSRI) was first coined by Marin, P. & Pereschica, P. (2017).

context of UC as a selective, doctoral-granting institution provides a distinctive opportunity to evolve the system's mission and identity as an HSRI. Engaging in the production of scholarship and institutional knowledge by establishing an HSI identity gives UC an advantage in establishing equity-centered policies and practices in higher education. This has significant implications for the academic success not only of Latinx students, but all students nationwide. By leveraging its status as an HSI system, UC can pave the way on how to holistically support Latinx and all students in a way that plainly centers historically underserved students in higher education. Through this effort, UC wields the potential to disrupt conventional practices by questioning what it means to be research-intensive, doctoral-granting HSRI in the name of equity-minded institutional and systemwide transformation.

Purpose

This report is the first in a series that will examine issues of importance to Latinx students at UC. The report provides recent, foundational information grounded in data to provide readers an understanding of the changing California demographics that have led to UC's high Latinx enrollment numbers. In an effort to move conversations beyond access and enrollment, this report also showcases academic outcomes for Latinxs enrolled at UC over time. Most importantly, we use this information to conclude our report by suggesting how UC stakeholders can envision the role of UC as an HSRI system. As set forth by HSI scholars, a definition of *servicing* should extend beyond the enrollment and academic indicators traditionally used as a measure of student success. In this way, the UC community may begin to form a concept of "servicingness" within the HSRI context, in hopes of better understanding how positive change can be instituted on a systemic level.¹² For people invested in issues of student success and equity, familiarity with current Latinx student eligibility, enrollment and academic outcomes will help to inform a definition of the word *servicing*. Conventional enrollment and academic

indicators (e.g. retention rates, graduation rates, GPA) are an important aspect, but we need to develop a holistic approach to serving if we are to support Latinx students personally, academically, and professionally.¹³ This approach includes acknowledging and supporting Latinx ways of knowing, lived experiences, and diverse identities.¹⁴ As we learned from the efforts of the Latino Eligibility Taskforce and subsequent measures to improve conditions for Latinx students at UC, centering and addressing issues related to Latinx student success is paramount. Continued mobilization around these efforts is needed if UC intends to strengthen the state's economy and well-being and to contribute to an increasingly interconnected and global society.

As this report provides foundational information on the present-day status of Latinx student in the UC, the research questions that were used to guide this report are as follows:

1. What are the demographic trends that have resulted in a majority of UC campuses becoming HSIs?
2. What does a decade (2009–2019) of Latinx student enrollment trends tell us about access to UC?
3. What are some current trends for Latinx students at UC that can shape an understanding and definition of *servicing* in the context of HSRI?

Forthcoming reports in this series will explore UC's unique position as a doctoral-granting, research-intensive, public HSRI and how Latinx students experience campus climate on UC campuses. Through this research series, we intend to position UC's unique characteristics as a research system within the larger discourse surrounding HSIs. Furthermore, this inaugural report strives to explore concepts of *servicingness* as defined and enacted by individual UC campuses and by the UC system as a prominent public higher education system. Data in this and upcoming reports are contextualized within UC's mission of teaching, research and providing public service to California in the name of promoting the social mobility and collective vitality of the state.¹⁵

HSIs in the Context of Minority-Serving Institutions (MSIs)

Comparative to other MSIs, such as Historically Black Colleges and Universities (HBCUs) and Tribal Colleges and Universities (TCUs), HSIs are in a unique position given that their designation is an enrollment-driven classification rather than one grounded in the mission and identity of the institution. Beyond meeting the enrollment criteria, there is no other guidance on behalf of the federal government on what it means to serve in the context of HSIs. For this reason, HSI-focused higher education scholars have posed the important question of "what does it mean to serve?"¹⁶ These same scholars acknowledge the complexities around defining "servicing," given the varying contexts of institutions, the experiences of students they serve, and a combination of internal and external factors.¹⁷ However, this presents an opportunity to innovatively reimagine how institutions of higher education may engage in institutional transformation to foster research, practice, policy, and an inclusive environment supports all students by way of HSI designation.

Defining Hispanic-Serving Institutions

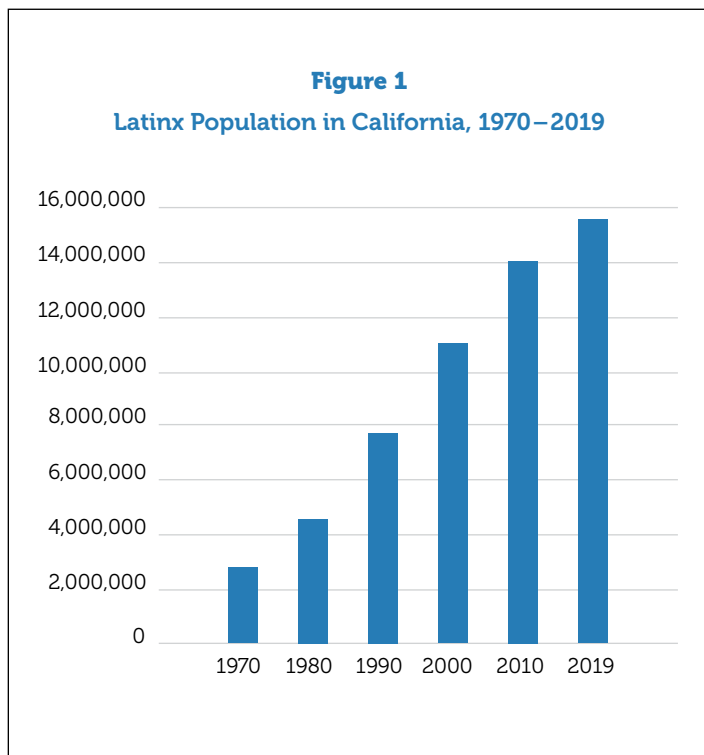
Hispanic-Serving Institution is a designation given by the U.S. Department of Education for not-for-profit institutions of higher education that have an enrollment of undergraduate, full-time equivalent that is at least 25% “Hispanic.”¹⁸ This designation is a result of many years of effort by various advocates of Latinx success in Washington D.C. and across the nation. The phrase *Hispanic-Serving Institution* was coined by the Hispanic Association of Colleges and Universities in 1986. Legislation for the designation of HSI was presented and became official in 1992, and in 1995, under the Title V section of Higher Education Act, the Developing Hispanic-Serving Institutions program was launched.¹⁹ Today, the U.S. Department of Education offers various funding opportunities through Title V, Title III Part A, and Title III Part F. Other federal agencies such as the National Science Foundation (NSF), U.S. Department of Agriculture (USDA), Department of Energy (DOE), Department of Defense (DOD), and others have provided funding opportunities for institutions with the HSI designation. While funding for HSIs is an important component of developing an HSI identity, scholars contend that funding and funding opportunities cannot be the main variable in defining an HSI identity or the sole reason why institutions pursue HSI designation.²⁰



Demographic Trends in the State of California and the Educational Pipeline

California has long been known for its population size, growth, and heterogeneity. In 2016, a little more than 39 million people lived in California, making it the nation's most populous state. It is projected to reach 50 million people in 2050.²¹ The demographic change has been driven, in large part, by a significant rise in the Latinx population (Figure 1). Up until 1960, there were fewer than one million Latinx residents.²² With an exponential increase since then, the state now has nearly 16 million Latinx residents.²³

While the size and growth of the Latinx population in California are significant, perhaps more notable is its contribution to the racial/ethnic composition of the state. In 2016, 39% of the state's residents were Latinx, 38% white, 14% Asian American, 6% African American, 3% multiracial and less than 1% were American Indian or Pacific Islander.²⁴ While Latinxs currently make up the state's largest racial/ethnic group, they are projected to further increase their proportional representation to 43% by 2030, playing an even more important role in California's future demographic makeup.²⁵



The rise in the Latinx population is even more pronounced among young California residents. Over 50% of students enrolled in California's public K-12 schools are Latinx.²⁶ This changing student demographic makeup has resulted in a significant increase in both Latinx public high school graduates and Latinx public high school graduates who have completed requirements to be eligible for admission to UC and/or to the California State University (CSU) system (Figure 2). Thus, while Latinxs make up 39% of the state's total population, they make up 52% of public high school graduates and 45% of public high school graduates who are UC/CSU eligible.

Although improvements have been made to California rates of high school graduation and UC/CSU eligibility, by 2030 California is projected to have a shortage of 1.1 million college graduates, therefore highlighting the urgent need to strengthen policy and practice in support of Latinx students' access to a post-secondary education.²⁷

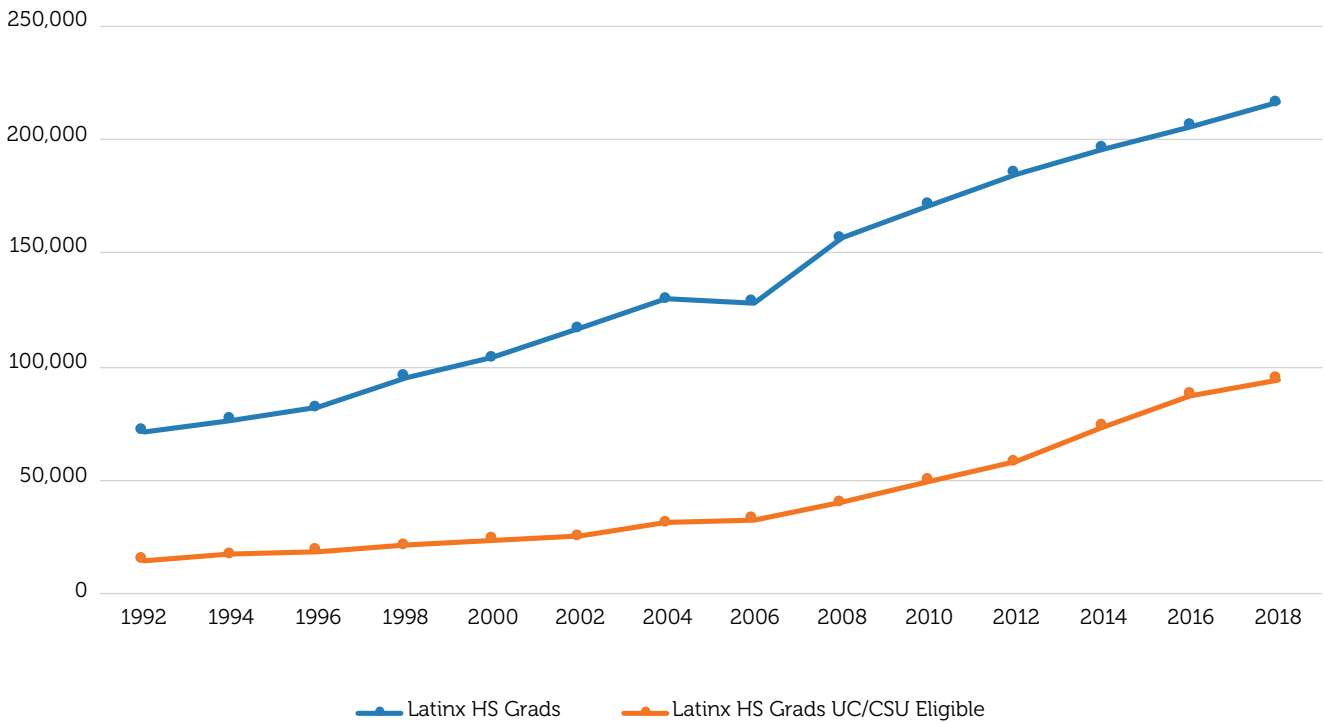
Transfer Students and the Educational Pipeline

As noted in later sections of this report, the representation of community college transfer students in California's public higher education systems has had a noteworthy impact on the increase of Latinx student enrollment at UC. Of the 1.2 million Latinx students enrolled in a public college or university in the state of California, nearly 72% were enrolled within the California Community College (CCC) system. However, data shows that only 2% of Latinx students enrolled at a CCC will transfer out within a two-year timeframe.²⁸ Given that a critical mass of Latinx college students in the state attend a CCC but few transfer out in a timely manner, UC has an opportunity to reimagine its role in the transfer process of Latinx students.

Note: Prior to 1970, U.S. Census data on the "Hispanic" population was determined by country of birth, country of birth of parents, and language background. In 1970, those identified as "Hispanic" could self-identify as being from Mexican, Puerto Rican, Cuban, Central American or South American descent. In 1980 and 1990, the "Hispanic" category was used to reflect persons from Spanish/Hispanic descent. In the 2000 Census, the "Latino" category was introduced.⁴²

Source: U.S. Census American Community Survey (ACS), 2019.⁴³

Figure 2
Latinx High School Grads and Latinx High School Grads UC/CSU Eligible, 1992–2018



Note: UC/CSU eligibility is defined by any graduate who meets all A-G requirements for admission. A-G requirements are a set of high school courses that students must complete in to order to meet minimal eligibility standard for admission into the CSU and UC.⁴⁴

Source: California Department of Education, 1992–2018.⁴⁵

UC-Led Efforts to Support the Transfer Process: Center for Community College Partnerships at UCLA

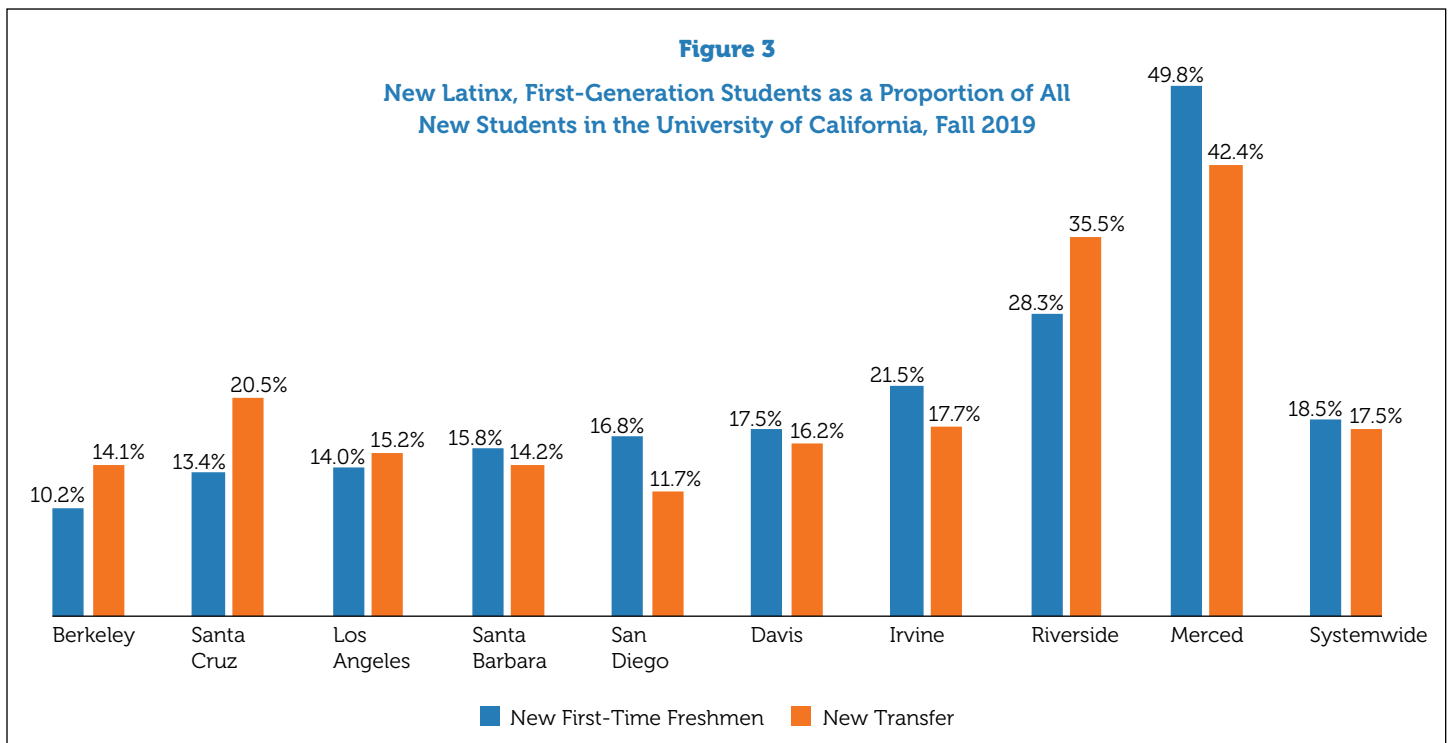
One of the most notable efforts in supporting the transfer process for California’s students is housed at UC Los Angeles. The Center for Community College Partnerships (CCCCP) focuses on developing partnerships with local and state community colleges with a specific focus on supporting the academic preparation of students who identify as coming from low-income, first-generation, and/or historically underrepresented backgrounds. This is achieved through a commitment to social justice and diversity, contributions to academic research that focuses on transfer students, collaborative partnerships with community colleges and institutional leaders, and an emphasis on building a transfer receptive culture.²⁹

Latinx Access to the UC: An Overview of Ten Years of Enrollment Data

The rise in the number of Latinx public high school graduates and Latinx public high school graduates with UC/CSU eligibility has resulted in an overwhelming increase in the number of Latinx students who apply to UC. Figure 4 demonstrates a significant rise in the proportion of applicants to the UC system among Latinxs from the state of California, both as first-time freshmen and as transfer students from California public high schools and CCCs respectively. The proportion of Latinx applicants is greater in some institutions than others, including Irvine, Merced, Riverside, and Santa Cruz. There was a 154.2% systemwide increase in Latinx applicants for first-time freshman fall admission to UC from California public high schools from 2009 to 2019. When comparing the cluster of UC campuses that now have HSI designation (Davis, Irvine, Merced, Riverside, Santa Barbara, and Santa Cruz), their combined Latinx first-time freshman fall applications increased by 165.3%. For UC campuses that are emerging HSIs, they saw an increase in Latinx first-time freshman fall applications of 134%. Systemwide, there was a 183.5% increase in transfer applications from Latinx students who attended CCCs during the same period. For currently designated UC-HSIs, the increase in Latinx fall transfer applications was 213.2% and for emerging HSIs it was 146.2%. However, for every institution there is a trend of a larger proportion of Latinx students who make up the applicants amongst first-time freshmen than there is among Latinx students who are

applying as transfer students. This difference highlights the need to increase the proportional representation of Latinx transfer students applying to the UC system, especially given that Latinx students represent 72% of all CCC enrollment.

The increase in applications to UC has resulted in a higher number of enrolled Latinx students. As of fall 2019, Latinx undergraduates comprise 24.8% of UC undergraduate enrollment (Figure 5). This was an 89.8% increase from fall 2009. Generally, the rise in Latinx enrollment over the past decade has been fueled by a substantial upturn in new Latinx student enrollment (e.g., first-time freshmen and new transfer students). Between fall 2009 and fall 2019, new Latinx first-time freshman enrollment increased by over 72.8% systemwide. Five campuses had a larger proportional increase in Latinx first-time freshmen than the systemwide average in fall 2019, including UC Berkeley (106.2%), UC Davis (95.2%), UC Irvine (171.3%), UC Merced (200.5%), and UC San Diego (158.0%). In fall 2019, Latinx first-time freshmen who identified as having no parents with a college degree (i.e., first-generation college students), comprised 18.5% of all new first-time freshmen at the systemwide level. This particular student population was 28.3% of UC Riverside's fall 2019 new, first-time freshman class and 49.8% of UC Merced's (Figure 3).

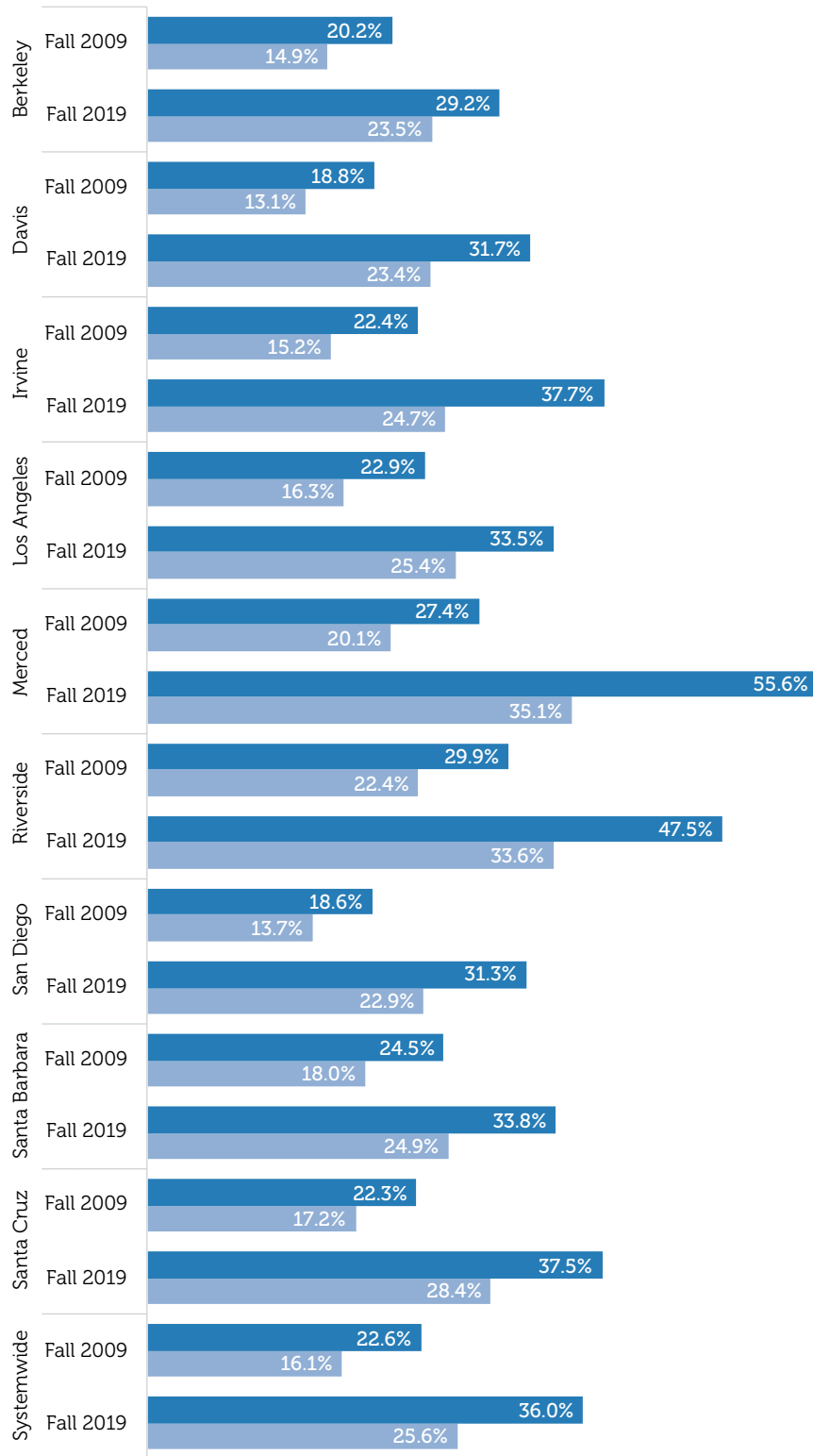


Source: UC Information Center, Fall Enrollment at a Glance (2009 and 2019).⁴⁶

Figure 4

Latinx First-Time Freshman and Transfer Applicants as a Proportion of All Applicants from California Public High Schools and California Community Colleges, Fall 2009 and Fall 2019

■ First-Time Freshmen Applicants from CA Public High Schools ■ Transfer Applicants from CA Community Colleges



Source: UC Information Center, Undergraduate Admissions Summary (2009 and 2019).⁴⁷

There was an even greater proportional increase among new Latinx transfer enrollment, systemwide, and at individual campuses.^d While new Latinx transfer enrollment across the system grew by 112.3% between fall 2009 and fall 2019, there was a disproportionately high increase at UC Davis (134.8%), UC Irvine (169.9%), UC Merced (107.1%), UC San Diego (167.4%), and UC Santa Cruz (168.6%), the majority of which are HSIs. Similar to the trend noted with first-generation, first-time freshmen, UC Riverside and UC Merced had the highest proportional representation of first-generation transfer students. 35.5% of all new transfers at UC Riverside and 42.4% at UC Merced identified as such in fall 2019 (Figure 4).

However, while total enrollment in the UC system has increased by 89.8% in the ten-year period between fall 2009 to fall 2019 (Figure 5), there was a greater increase among UC campuses that are now designated HSIs—Davis, Irvine, Merced, Riverside, Santa Barbara and Santa Cruz—which, when combined, increased their Latinx enrollment by 95.3%. Campuses such as UC Davis, UC Irvine, and UC Merced more than doubled their Latinx undergraduate enrollment from 2009 to 2019 (Table 1).

Additionally, within some of the federally designated UC-HSI campuses, there has been a noteworthy rise in the proportional representation of Latinx students—well above the 25% enrollment threshold. At UC Riverside, for example, the proportional representation of new and continuing Latinx students increased from 28.9% to 39.9% between fall 2009 and fall 2019. At UC Merced, the proportional representation of Latinx students increased from 32.2% to 53.9%

over the same time period. Although emerging HSIs have not yet reached the 25% enrollment threshold, they too experienced a significant increase from fall 2009 to fall 2019. UC Berkeley's Latinx enrollment improved by 59.2%, UC Los Angeles' by 64.8%, and UC San Diego's by 119.8% over the ten-year period (Figure 5).

Whether through intentional practices (e.g., Latinx-focused recruitment) or by virtue of demographic change (e.g., the rise in the Latinx population), data on total enrollment (inclusive of first-time freshmen and transfers) demonstrates that all UC campuses are experiencing a rapid and significant increase in Latinx enrollment. Some campuses more than others are becoming an academic home to Latinx students who are also first-generation college students. The intersection of first-generation status with other characteristics, such as transfer identity, is an important consideration in how admissions and recruitment practices are informed. As the research in the field demonstrates, these intersecting identities are crucial in how students access and navigate their higher education.³⁰ In conceptualizing a definition of *serviñness*, UC must be aware of students' varied backgrounds and lived experiences.

This overall change in enrollment demographics has led to the emergence of UC campuses as federally designated HSIs. As of 2020, the UC system is in a new era with the decision to eliminate the SAT and ACT from its admissions practices. Scholars concerned with college access have long presented strong evidence that these forms of tests disproportionately disadvantage low-income, first-generation Students of Color. It is not that students with these

Table 1: Increase in Latinx (New and Continuing) Enrollment at the University of California, Fall 2009 to Fall 2019

Campus	Fall 2009	Fall 2019	% Change
Berkeley	3,047	4,850	59.2%
Davis	3,336	6,998	109.8%
Irvine	3,039	7,582	149.5%
Los Angeles	4,103	6,762	64.8%
Merced	1,028	4,390	327.0%
Riverside	4,907	8,804	79.4%
San Diego	2,969	6,526	119.8%
Santa Barbara	4,295	5,632	31.1%
Santa Cruz	2,764	4,427	60.2%
Systemwide	29,488	55,971	89.8%

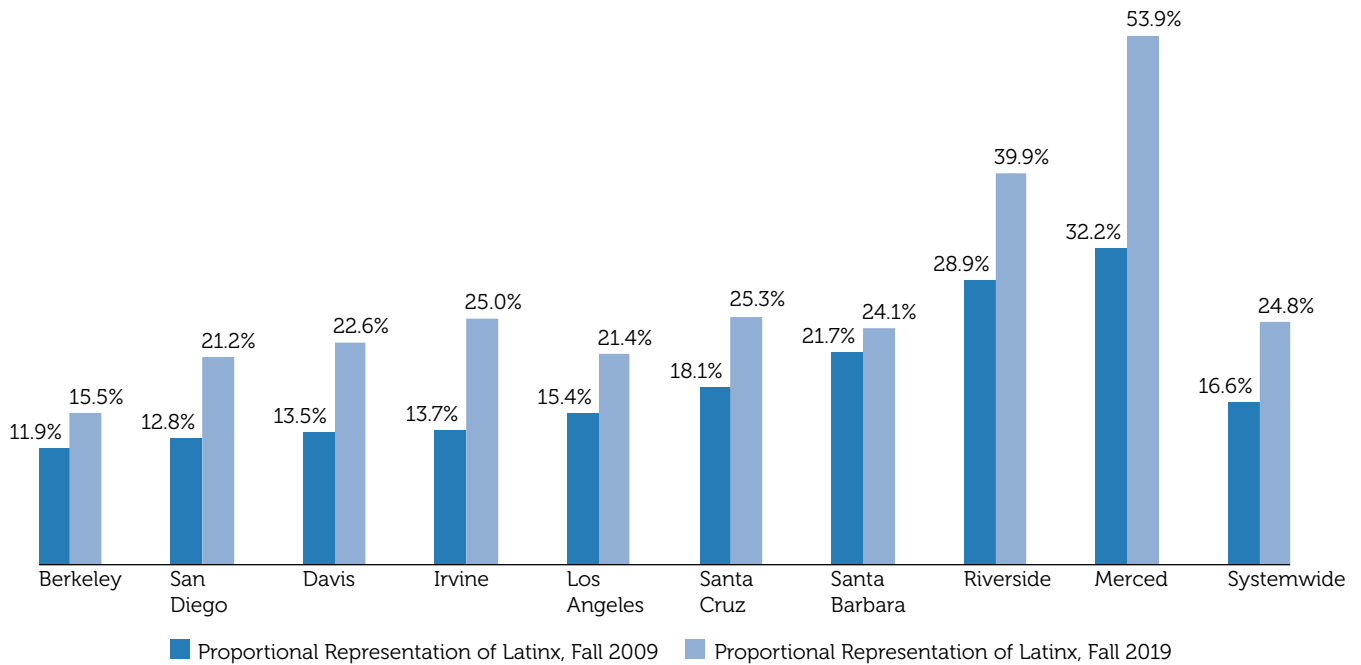
Source: UC Information Center, Fall Enrollment at a Glance (2009 and 2019).⁴⁸

d. For the purposes of this report, transfer student enrollment is presented in the aggregate, meaning that "Other Transfers" and "California Community College Transfers," as noted in UC Information Center, are combined.

characteristics lack the intellectual ability to succeed on these achievement tests, but rather that systemic inequities lead to these students receiving less test preparation and encountering barriers of cost in taking the tests, as well as there being racial bias in scoring procedures.³¹ The UC Regents' decision to eliminate tests in admissions considerations can be considered a step in the right direction toward more equitable access to UC. This critical moment

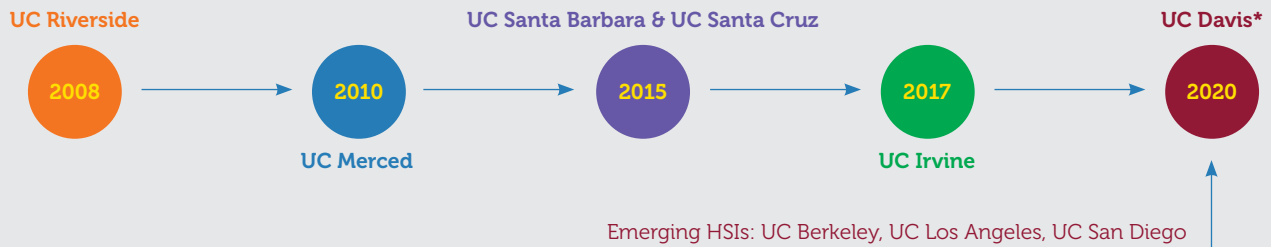
will have significant implications for the number of applications sent to UC and, subsequently, the number of students enrolled. With this change in testing, coupled with shifting demographics and various state and campus initiatives in championing diversity, equity and inclusion, it is to be expected that at some point in the not-too-distant future, all campuses in the UC system (with the exception of UC San Francisco) will obtain the HSI federal designation.

Figure 5
Latinx Undergraduate Enrollment (New and Continuing) as a Proportion of All Enrollment at the University of California, Fall 2009 and Fall 2019



Source: UC Information Center, Fall Enrollment at a Glance (2009 and 2019).⁴⁹

Timeline of UC Campuses Obtaining HSI Designation



*The authors of this report recognize UC Davis as an HSI based on UC Davis' statement citing correspondence with the U.S. Department of Education that confirms that the campus meets the the 25% enrollment threshold for Latinx students. Please see <https://diversity.ucdavis.edu/hsi> for further information.

If UC's mission is to serve as a conduit for social mobility in California, we must consider its ability to provide a pathway to degree attainment by eliminating disparities in outcomes across student groups. One important indicator that UC campuses are reaching equity in outcomes is the rate of graduation, disaggregated by race/ethnicity. An analysis of six-year graduation rates for Latinx students in the UC system (among a cohort of new first-time freshmen who began in 2011) shows that at most campuses, Latinx students are graduating within a reasonable time frame in comparison to the six-year graduation rate for all racial/ethnic groups—a marked improvement compared with the cohort of students who began in 2001 (Figure 6). For example, among the cohort of freshmen at UC Berkeley who began in 2001, Latinx students had a six-year graduation rate that was 9.8% lower than the total for all students—a gap that decreased to 3.2% for the cohort of students who started in 2011. However, a closer look at *four-year* graduation rates for Latinx students across the system reveals significantly lower rates than for all students. Among the cohort of students who began in 2011, the four-year graduation rate for Latinx students was 50.8%, compared with the average four-year graduation rate of 62.7% for all students.

The UC system must be able to provide a pathway to a

degree, regardless of a student's circumstances when they arrive on campus. Yet, when further analyzing graduation rates disaggregated by racial/ethnic group and taking into account whether students received a Pell Grant and self-identified as a first-generation college student, we see even more significant disparities among Latinx students versus the reported rate for all racial/ethnic groups. Consider for example, the systemwide four-year graduation rate for first-generation Latinx Pell recipients; less than half of the 2011 cohort, or 45.3%, graduated in four years (Figure 7).

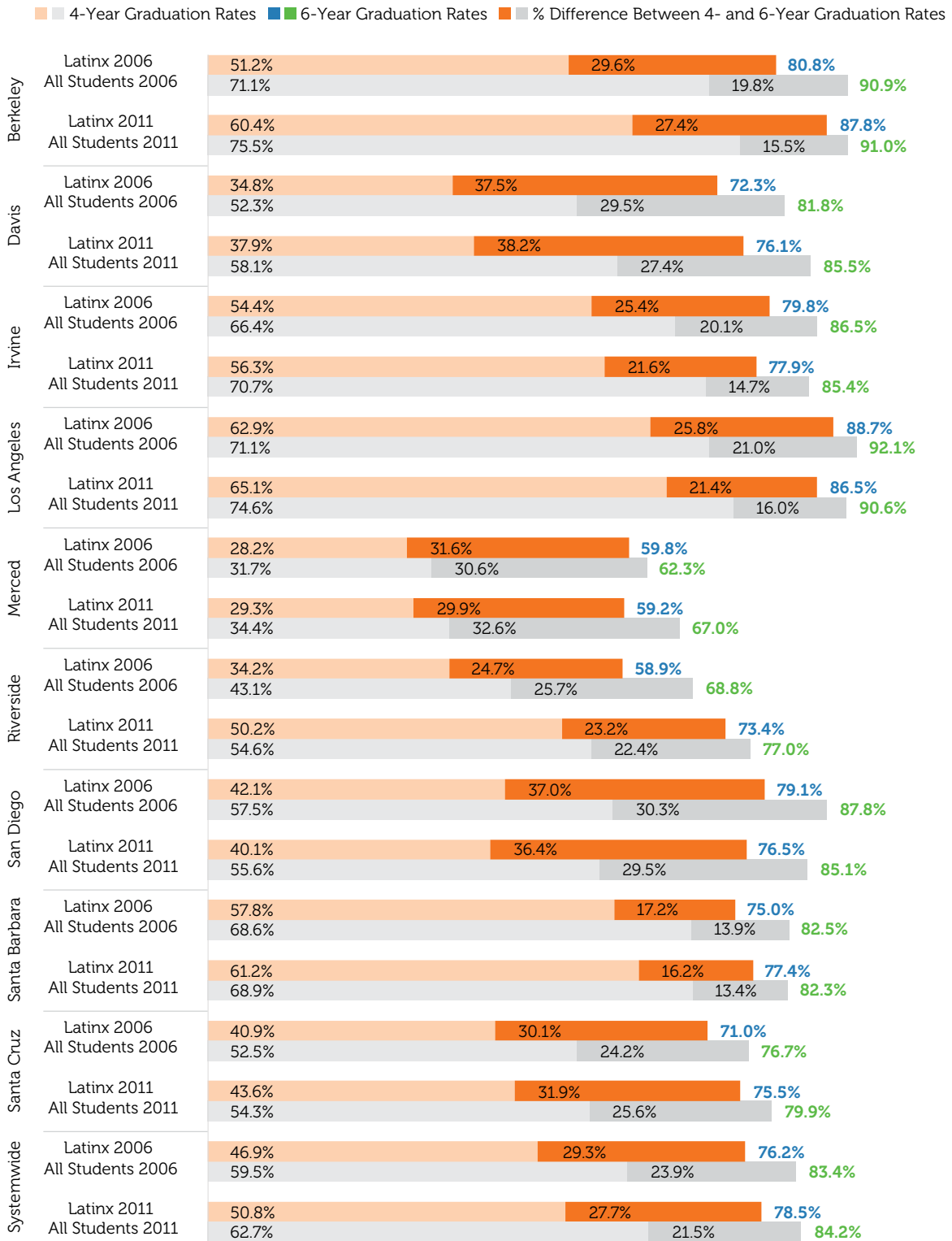
Graduation rates, one of the traditional academic and student success indicators, are often used as a gauge of *serviñess* at HSIs. Based on that metric, UC-HSIs are presented with an urgent issue. The combined average of four-year graduation rates for first-generation Latinx students (2011 cohort) who are Pell Grant recipients at UC-HSIs is 42.4%. That number falls slightly below the systemwide average for the same group (45.3%). Compared with the systemwide average of all students (2011 cohort) at all UC campuses (62.7%), there is a 20.3% difference.^e This presents the issue that, overwhelmingly, Latinx students who identify with characteristics that are representative of many Latinx students in California face barriers that impede their graduation in four years.



e. This includes all students who may or may not be first-generation and who may or may not have received a Pell Grant.

Figure 6

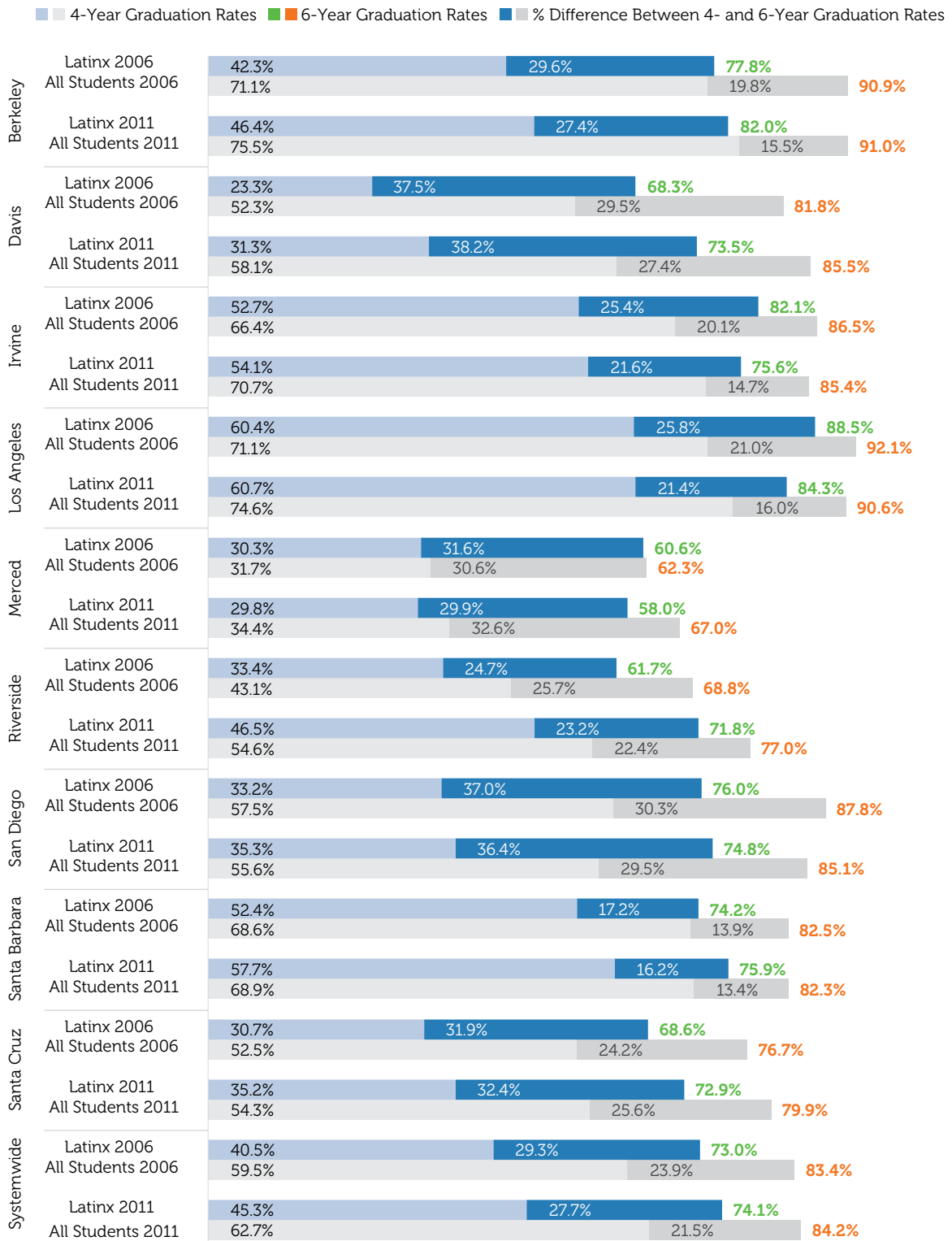
4- and 6-year Graduation Rates of Latinx and All Undergraduate Students at the University of California, 2006 and 2011 Entry Cohorts



Source: UC Information Center, Undergraduate Graduation Rates (2006 and 2011).⁵⁰

Figure 7

4- and 6-year Graduation Rates for First-Generation, Pell Recipient, Latinx and All Undergraduate Students, 2006 and 2011 Entry Cohorts



Note: The UC's methodology defines "first-generation" as a student having no parent with a college degree.
 Source: UC Information Center, Undergraduate Graduation Rates (2006 and 2011).⁵¹

Long-term Educational Aspirations and Graduate Enrollment Among Latinx Students in the UC System

Part of conceptualizing UC as an HSRI that is both research-intensive and a public system of higher education is to consider the system's ability to provide an educational trajectory for students beyond the bachelor's degree. The data demonstrates that there is a critical mass of undergraduate Latinx students in the UC system with educational aspirations beyond the bachelor's degree. Based on data from the UC Undergraduate Experience Survey (UCUES), we see that only 15.6% of undergraduate Latinx students systemwide indicate that a bachelor's degree was their highest academic aspiration (Table 2); most Latinx students systemwide aspire to earn a graduate degree. For Berkeley and UC Los Angeles, there is a high concentration of Latinx students with aspirations to earn a law degree (12.2% and 10.3% respectively), while at UC Los Angeles and UC San Diego there is a greater proportion of Latinx students who aspire to a medical degree (12.7% and 9.7%, respectively).

While undergraduate Latinx students in the UC system do have educational aspirations beyond a bachelor's degree, there is much room for improvement when it comes to Latinx graduate student enrollment. While total Latinx graduate student enrollment increased by 70.2% between fall 2009 and fall 2019, they continue to be a small percentage of the total number of graduate students at UC (10.5% in fall 2019) (Figure 8).

While HSI status is defined by undergraduate enrollment, we believe that post-undergraduate degree trajectories, such as access to and success in graduate school, should be an important consideration for how UC campuses, as HSRI, are conceptualizing and working toward serving their students. Beyond strengthening pathways to a graduate education, HSRI have the opportunity to leverage

their HSI status to create a more inclusive environment for Latinx graduate students.³² This analysis helps to represent the intersections of UC campuses' identity as public, research-intensive, doctoral-granting institutions, and as HSIs. Hence, UC campuses are in a unique position to explore and to bring attention to the ways in which these institutional designations can be leveraged to promote greater access, opportunity, and mobility for Latinx students into graduate and professional degree programs.

(Lack of) Representation of Latinx Faculty and Leadership at UC

The connection between undergraduate success and access to a graduate education for Latinx students is particularly relevant in the context of UC and, more importantly, UC as an HSRI. Given the university's role as a doctoral-granting system of institutions, the enrollment and success of Latinx graduate students will have significant implications in the diversification of the professoriate and other leadership positions within UC and beyond.³³ Currently, diversity among ladder-rank faculty is an issue for the UC system. As of April 2020, only 7.3% of faculty (ladder-rank and equivalent) identified as Hispanic/Latino(a), systemwide.³⁴ Representation of Latinx faculty and staff members in senior management positions is currently at 7.9%.³⁵ It is clear that the diversity of UC's student body is not reflected in that of UC faculty and leadership. Advocates of diversity in higher education contend that having leadership representative of its student body increases a sense of belonging and overall success for students.³⁶ As a doctoral-granting, research-intensive system of higher education with a near-25% Latinx undergraduate student population, UC must address and take action in addressing the disparities in graduate student enrollment and in Latinx representation in faculty and leadership positions.

Chicanx/Latinx Leadership at UC

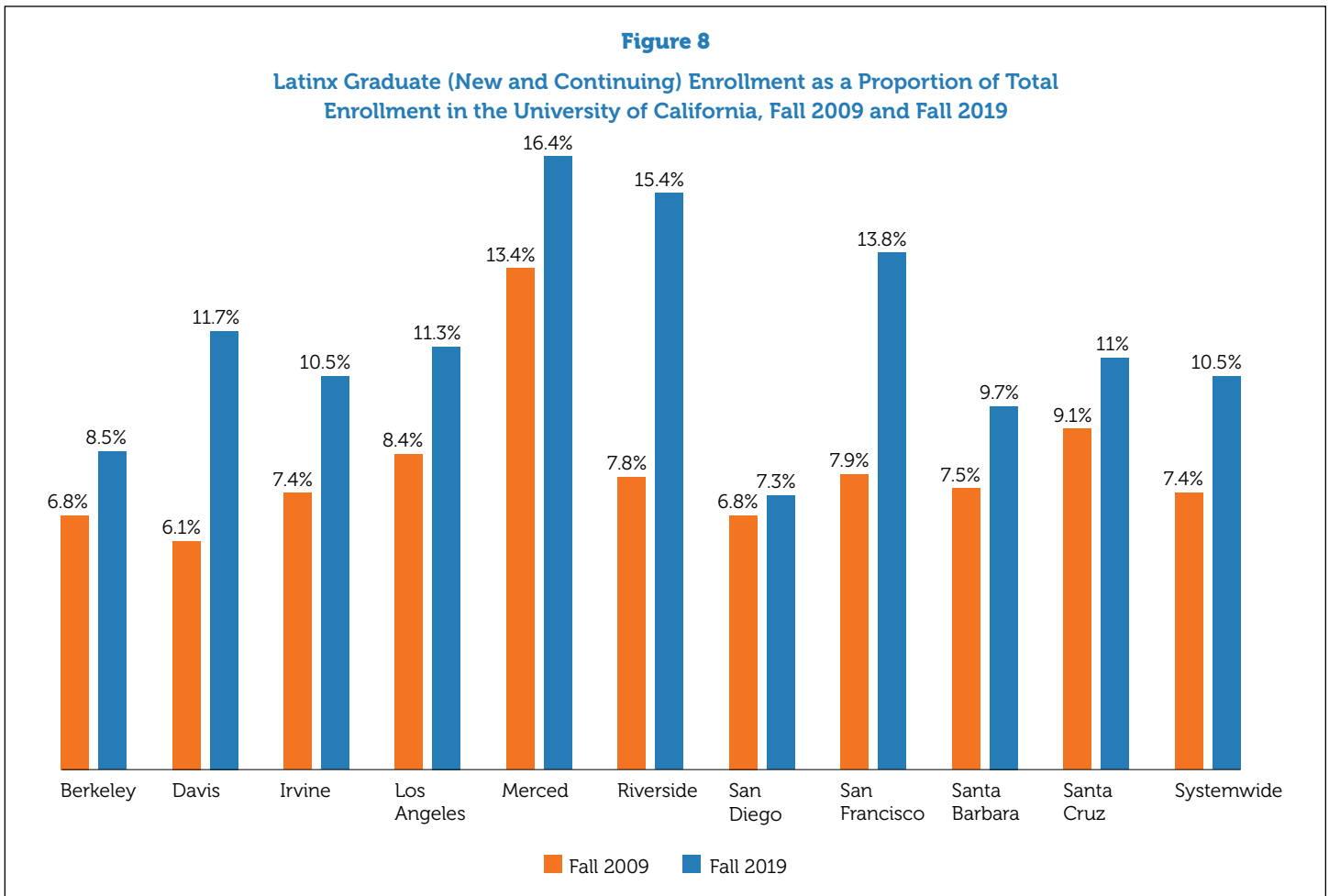
Groups at UC such as the UC Chicano/Latino Advisory Council (CLAC), have been mobilizing to address the scarcity of Latinx leadership in the system. The Chicanx/Latinx Leadership Summit is an annual gathering that has brought together hundreds of Latinx staff, administrators, and leadership to address concerns and develop strategies to foster UC's next generation of leaders.

Table 2. Aspirations for Highest Academic Degree or Credential among Latinx Students, 2018

	Bachelor's Degree (B.A., B.S. etc.)	Academic Master's Degree (M.A, M.S., etc.)	Business Master's (MBA)	Other Professional Masters	Law Degree (L.L.B or J.D.)	Medical Doctor (M.D)	Doctorate (Ph.D., Ed.D., etc.)
Berkeley	11.8%	14.4%	5.8%	8.5%	12.2%	7.6%	22.2%
Davis	15.9%	17.9%	4.3%	8.2%	6.3%	7.2%	16.2%
Irvine	19.6%	17.2%	5.7%	8.7%	6.4%	6.0%	16.9%
Los Angeles	9.7%	15.9%	5.2%	8.8%	10.3%	12.7%	18.0%
Merced	22.0%	15.6%	4.9%	6.4%	3.3%	7.0%	18.5%
Riverside	15.0%	16.8%	7.5%	9.9%	6.2%	7.0%	17.6%
San Diego	13.9%	16.7%	4.6%	8.6%	4.9%	9.7%	20.7%
Santa Barbara	17.6%	17.9%	5.8%	8.1%	8.2%	4.2%	17.4%
Santa Cruz	15.6%	16.7%	4.8%	8.9%	6.7%	4.1%	22.4%
Systemwide	15.6%	16.6%	5.4%	8.5%	7.3%	7.2%	18.8%

Note: Other Professional Master's includes M.Ed., M.PP., M.PH., M.FA., M.LIS., M.SN., M.SW., M. ARCH., etc.

Source: UC Undergraduate Experience Survey (UCUES), 2018.⁵²



Note: We included UC San Francisco in this analysis as a graduate-enrolling institution in the UC system.

Source: UC Information Center, Fall Enrollment at a Glance (2009 and 2019).⁵³

Conclusion

This report is the first of many that explore and question UC campuses' status as HSRI and emerging HSRI. As the authors of this report, we have found potential areas for future research and lines of inquiry in developing UC's position as an HSRI system.

Defining a Multidimensional Campus-Specific and Systemwide Approach to Serving Beyond Enrollment

As argued by Garcia, Nuñez, and Sansone (2019), *servicing* or *servicingness* within the context of HSIs is a multidimensional phenomenon.³⁷ Based on the data presented in this report, Latinx enrollment should continue to be a pressing issue for UC stakeholders, but an analysis beyond enrollment is equally necessary. Retention, timely graduation, and post-baccalaureate pathways for Latinx students at the university should also be considered, along with the intersections of students' varying social identities. Creating and implementing a definition of serving for individual UC campuses and for the system as a whole will require a push for new indicators of academic success. This will entail using both quantitative and qualitative research methods to examine the holistic experiences of Latinx students at UC.

Importance of Graduate Student Enrollment in Developing *Servicingness*

The U.S. Department of Education defines HSIs by undergraduate enrollment numbers. Nonetheless, given UC's position as a doctoral-granting institution, the University must also strengthen Latinx graduate student enrollment across the system. UC has an opportunity to promote the development of future generations of researchers in all fields as well as the opportunity to support the growing number of UC graduate students who are engaging in HSI work that can inform practice and policy in the system. By increasing the number of Latinx graduate students and retaining and graduating them, UC can foster the next generation of faculty, leaders, and critical thinkers who are representative of the demographics of the state.

Recognizing the Heterogeneity of Latinxs in UC

In terms of enrollment data, UC provides disaggregated information on the basis of ethnic categories for Latinx students, faculty, and staff members. However, the system for disaggregating data on Latinxs remains insufficient. The only categories available for Latinx disaggregation are as follows: Mexican/Mexican American/Chicano, Latin American/Latino, Other Spanish American/Latino, Puerto Rican, and Cuban.³⁸ In California, the Latinx population is becoming increasingly diverse. Given the vast diversity in the racial and ethnic experiences of Latinxs in the state, the aggregation of data is problematic as we seek to understand and alleviate issues of racial disparities for Latinx-identifying students at UC. Designing and strengthening interventions that seek to support historically marginalized students requires data that reflects their intersecting identities. This includes, but is not limited to, the disaggregation of racial and ethnic categories in institutional data collection.³⁹

Intersegmental Collaboration with California State Universities and California Community Colleges

California is home to the largest number of HSIs in the United States. This is largely due to the 23 campus of California State University System (CSU) and the 116 colleges that belong to the California Community College (CCC) system, encompassing 21 and 79 HSIs, respectively. The representation of a critical mass of HSIs in every sector of California's public higher education presents an opportunity for intersegmental collaboration to strengthen pathways from community college to a four-year university and to support students' aspirations for a graduate education. Although mission and institutional culture vary among the three systems, there is potential to create a statewide learning community to share knowledge, expertise, best practices and more to support students enrolled in California's postsecondary institutions.

HSI Campus Task Forces

Most UC campuses have created collaborative task forces made up of faculty, staff, administrators, and students. These groups identify, assess, and reimagine campuses that cultivate and sustain the success of Latinx students. True to the research mission of UC, all campuses have in some way embarked on the introspective work that is required to begin institutional transformation, whether through needs assessment or high-level research. For more information on campus task forces, see our website: www.ucop.edu/hsi-initiative.

Learning from Peer HSRIs

In an effort to interrogate *servicing* in the context of HSRIs, UC has the potential to be a leader in establishing national partnerships with peer institutions. HSIs that also meet the Carnegie Classification of Research Institutions of RI (high research activity) are:⁴⁰

- University of Arizona
- Florida International University
- University of Illinois at Chicago
- University of Nevada-Las Vegas
- University of New Mexico-Main Campus
- CUNY Graduate School and University Center
- Texas Tech University
- The University of Texas at Arlington
- The University of Texas at El Paso
- The University of Houston

Rising Scholars at UC Davis

In 2019, the UC Davis HSI Taskforce released a thorough report, *Investing in Rising Scholars and Servicing the State of California: What it Means for UC Davis to be a Hispanic-Serving Institution*, that presents the campus's values, visions, recommendations, and best practices for adopting an HSI identity and an asset-based perspective of its campus community. For more information see: <https://diversity.ucdavis.edu/hsi>.



Informing Scholarship Through Practice

UC Santa Cruz has published various chapters about their experiences striving towards becoming a “racially-just HSI”.⁴¹ These chapters can be found in *Hispanic-Serving Institutions (HSIs) in Practice: Defining “Servicingness” at HSIs*, edited by Gina A. Garcia.

Embracing a New Era for UC

The year 2020 has brought forth many challenges on statewide, national, and global levels. Along with these challenges comes the welcoming of a new era. The recent appointment of UC President Michael V. Drake, the historic decision to eliminate the use of SAT and ACT in admissions decisions, a revitalized commitment to supporting underrepresented communities, and UC's new-found identity as an HSI system all serve to guide us into a new era where we can reimagine the possibilities of institutional and systemwide transformation, possibilities grounded in equity for all students of all backgrounds.

Ultimately, as the authors of this report, we perceive an ongoing need to focus on Latinx students and their experiences at UC. We contend that by leveraging UC's role as an HSI system, the university is well-positioned to make significant contributions to research, policy, and practice across the nation. While there are many technical aspects that make up being an HSI, at the heart of this designation and central to this Initiative is a commitment to correcting wrongs in a long history of exclusionary practices toward Students of Color within higher education. It is our hope that the data provided in this report can help campuses situate their institutions in the context of the broader UC system and can be utilized as a tool for realizing an HSI identity, whether the federal designation has been obtained or not.



Appendix

Latinx and All Students Fall Freshman Applicants, Admits, and Enrollees from California Public High Schools, Fall 2009 and Fall 2019

Campus	Ethnicity	Fall 2009			Fall 2019		
		Applicants	Admits	Enrollees	Applicants	Admits	Enrollees
Berkeley	Latinx	6,365	1,132	437	12,509	1,872	863
	All Students	31,503	7,415	3,366	42,918	7,925	4,010
	Percentage of Total	20.2%	15.3%	13.0%	29.2%	23.6%	21.5%
Davis	Latinx	6,219	2,946	666	15,557	4,863	1,365
	All Students	33,170	16,096	3,855	49,117	17,427	4,494
	Percentage of Total	18.8%	18.3%	17.3%	31.7%	27.9%	30.4%
Irvine	Latinx	7,965	2,651	511	24,071	3,882	1,482
	All Students	35,643	16,053	3,466	63,860	13,820	4,466
	Percentage of Total	22.4%	16.5%	14.7%	37.7%	28.1%	33.2%
Los Angeles	Latinx	8,843	1,395	677	20,170	1,734	1,055
	All Students	38,569	8,290	3,425	60,159	6,922	3,821
	Percentage of Total	22.9%	16.8%	19.8%	33.5%	25.1%	27.6%
Merced	Latinx	4,607	3,941	377	12,232	8,382	1,249
	All Students	16,826	15,329	1,024	22,021	16,085	1,969
	Percentage of Total	27.4%	25.7%	36.8%	55.6%	52.1%	63.4%
Riverside	Latinx	7,867	6,050	1,243	19,082	8,019	1,585
	All Students	26,359	22,191	3,819	40,177	22,436	4,343
	Percentage of Total	29.9%	27.3%	32.6%	47.5%	35.7%	36.5%
San Diego	Latinx	6,502	2,029	519	18,126	4,538	1,309
	All Students	35,001	13,284	3,295	57,878	15,770	4,055
	Percentage of Total	18.6%	15.3%	15.8%	31.3%	28.8%	32.3%
Santa Barbara	Latinx	8,275	3,835	1,009	19,321	4,590	1,081
	All Students	33,760	16,608	3,871	57,189	15,875	3,391
	Percentage of Total	24.5%	23.1%	26.1%	33.8%	28.9%	31.9%
Santa Cruz	Latinx	4,659	2,792	592	14,790	4,699	735
	All Students	20,931	13,440	2,667	39,400	17,323	2,707
	Percentage of Total	22.3%	20.8%	22.2%	37.5%	27.1%	27.2%
Systemwide	Latinx	61,302	26,771	6,031	155,858	42,579	10,724
	All Students	271,762	128,706	28,788	432,719	133,583	33,256
	Percentage of Total	22.6%	20.8%	20.9%	36.0%	31.9%	32.2%

Source: UC Information Center, Undergraduate Admissions Summary (2009 and 2019).

Latinx and All Students Fall Applicants, Admits, and Enrollees from California Community Colleges, Fall 2009 and Fall 2019

Campus	Ethnicity	Fall 2009			Fall 2019		
		Applicants	Admits	Enrollees	Applicants	Admits	Enrollees
Berkeley	Latinx	1,620	463	290	3,799	940	504
	All Students	10,852	3,040	2,008	16,184	4,075	2,407
	Percentage of Total	14.9%	15.2%	14.4%	23.5%	23.1%	20.9%
Davis	Latinx	1,039	695	269	3,595	1,992	707
	All Students	7,924	5,676	1,978	15,361	9,192	2,895
	Percentage of Total	13.1%	12.2%	13.6%	23.4%	21.7%	24.4%
Irvine	Latinx	1,391	911	254	4,755	2,109	699
	All Students	9,174	5,963	1,608	19,291	9,285	2,995
	Percentage of Total	15.2%	15.3%	15.8%	24.7%	22.7%	23.3%
Los Angeles	Latinx	2,233	779	481	5,232	1,136	693
	All Students	13,724	4,744	2,919	20,580	4,993	3,055
	Percentage of Total	16.3%	16.4%	16.5%	25.4%	22.8%	22.7%
Merced	Latinx	511	442	41	1,267	735	101
	All Students	2,539	2,151	131	3,614	1,964	172
	Percentage of Total	20.1%	20.6%	31.3%	35.1%	37.4%	58.7%
Riverside	Latinx	1,186	970	227	3,842	2,707	847
	All Students	5,297	4,257	828	11,443	8,062	1,854
	Percentage of Total	22.4%	22.8%	27.4%	33.6%	33.6%	45.7%
San Diego	Latinx	1,393	760	223	3,886	2,068	626
	All Students	10,188	6,242	1,791	17,007	9,746	2,900
	Percentage of Total	13.7%	12.2%	12.5%	22.9%	21.2%	21.6%
Santa Barbara	Latinx	1,614	1,080	329	4,128	2,028	519
	All Students	8,971	6,208	1,668	16,611	8,880	1,958
	Percentage of Total	18.0%	17.4%	19.7%	24.9%	22.8%	26.5%
Santa Cruz	Latinx	847	583	150	3,048	1,928	421
	All Students	4,926	3,520	786	10,732	6,800	1,405
	Percentage of Total	17.2%	16.6%	19.1%	28.4%	28.4%	30.0%
Systemwide	Latinx	11,834	6,683	2,264	33,552	15,643	5,117
	All Students	73,595	41,801	13,717	130,823	62,997	19,641
	Percentage of Total	16.1%	16.0%	16.5%	25.6%	24.8%	26.1%

Source: UC Information Center, Undergraduate Admissions Summary (2009 and 2019).

Latinx and All Students Undergraduate (New and Continuing) Enrollment, Fall 2009 and Fall 2019

Campus	Ethnicity	Fall 2009	Fall 2019	% Change
Berkeley	Latinx	3,047	4,850	59.2%
	All Students	25,530	31,352	22.8%
	Percentage of Total	11.9%	15.5%	
Davis	Latinx	3,336	6,998	109.8%
	All Students	24,626	30,982	25.8%
	Percentage of Total	13.5%	22.6%	
Irvine	Latinx	3,039	7,582	149.5%
	All Students	22,226	30,382	36.7%
	Percentage of Total	13.7%	25.0%	
Los Angeles	Latinx	4,103	6,762	64.8%
	All Students	26,687	31,543	39.0%
	Percentage of Total	15.4%	21.4%	
Merced	Latinx	1,028	4,390	327.0%
	All Students	3,190	8,151	155.5%
	Percentage of Total	32.2%	53.9%	
Riverside	Latinx	4,907	8,804	79.4%
	All Students	16,996	22,055	29.8%
	Percentage of Total	28.9%	39.9%	
San Diego	Latinx	2,969	6,526	119.8%
	All Students	23,143	30,794	33.1%
	Percentage of Total	12.8%	21.2%	
Santa Barbara	Latinx	4,295	5,632	31.1%
	All Students	19,796	23,349	17.9%
	Percentage of Total	21.7%	24.1%	
Santa Cruz	Latinx	2,764	4,427	60.2%
	All Students	15,259	17,517	14.8%
	Percentage of Total	18.1%	25.3%	
Systemwide	Latinx	29,488	55,971	89.8%
	All Students	177,453	226,125	27.4%
	Percentage of Total	16.6%	24.8%	

Source: UC Information Center, Fall Enrollment at a Glance (2009 and 2019).

Latinx and All Students New First-Time (FTF) Freshmen Fall Enrollment, Fall 2009 and Fall 2019

Campus	Ethnicity	Fall 2009	Fall 2019	% Change
Berkeley	Latinx FTF	471	971	106.2%
	All FTF Students	4,355	6,454	48.2%
	Latinx Percentage of All New FTF	10.8%	15.0%	
Davis	Latinx FTF	707	1,380	95.2%
	All FTF Students	4,413	5,957	35.0%
	Latinx Percentage of All New FTF	16.0%	23.2%	
Irvine	Latinx FTF	582	1,579	171.3%
	All FTF Students	4,030	6,069	50.6%
	Latinx Percentage of All New FTF	14.4%	26.0%	
Los Angeles	Latinx FTF	766	1,219	59.1%
	All FTF Students	4,472	5,919	32.4%
	Latinx Percentage of All New FTF	17.1%	20.6%	
Merced	Latinx FTF	397	1,193	200.5%
	All FTF Students	1,127	2,105	86.8%
	Latinx Percentage of All New FTF	35.2%	56.7%	
Riverside	Latinx FTF	1,363	1,689	23.9%
	All FTF Students	4,299	4,780	11.2%
	Latinx Percentage of All New FTF	31.7%	35.3%	
San Diego	Latinx FTF	553	1,427	158.0%
	All FTF Students	3,749	6,016	60.5%
	Latinx Percentage of All New FTF	14.8%	23.7%	
Santa Barbara	Latinx FTF	1,109	1,136	2.4%
	All FTF Students	4,586	4,935	7.6%
	Latinx Percentage of All New FTF	24.2%	23.0%	
Santa Cruz	Latinx FTF	670	842	25.7%
	All FTF Students	3,212	3,713	15.6%
	Latinx Percentage of All New FTF	20.9%	22.7%	
Systemwide	Latinx FTF	6,618	11,436	72.8%
	All FTF Students	34,243	45,948	34.2%
	Latinx Percentage of All New FTF	19.3%	24.9%	

Source: UC Information Center, Fall Enrollment at a Glance (2009 and 2019).

Proportion of New Latinx First-Generation, First-Time Freshmen (FTF) of All New First-Time Freshmen, Fall 2009 and Fall 2019

Campus	Ethnicity	Fall 2009	Fall 2019	% Change
Berkeley	Latinx, 1st Gen, FTF	329	658	100.0%
	All FTF Students	4,355	6,454	48.2%
	Latinx Percentage of All New FTF	7.6%	10.2%	
Davis	Latinx, 1st Gen, FTF	556	1,041	87.2%
	All FTF Students	4,413	5,957	35.0%
	Latinx Percentage of All New FTF	12.6%	17.5%	
Irvine	Latinx, 1st Gen, FTF	393	1,305	232.1%
	All FTF Students	4,030	6,069	50.6%
	Latinx Percentage of All New FTF	9.8%	21.5%	
Los Angeles	Latinx, 1st Gen, FTF	578	826	42.9%
	All FTF Students	4,472	5,919	32.4%
	Latinx Percentage of All New FTF	12.9%	14.0%	
Merced	Latinx, 1st Gen, FTF	322	1,048	225.5%
	All FTF Students	1,127	2,105	86.8%
	Latinx Percentage of All New FTF	28.6%	49.8%	
Riverside	Latinx, 1st Gen, FTF	1081	1352	25.1%
	All FTF Students	4,299	4,780	11.2%
	Latinx Percentage of All New FTF	25.1%	28.3%	
San Diego	Latinx, 1st Gen, FTF	430	1,008	134.4%
	All FTF Students	3,749	6,016	60.5%
	Latinx Percentage of All New FTF	11.5%	16.8%	
Santa Barbara	Latinx, 1st Gen, FTF	847	781	-7.8%
	All FTF Students	4,586	4,935	7.6%
	Latinx Percentage of All New FTF	18.5%	15.8%	
Santa Cruz	Latinx, 1st Gen, FTF	456	498	9.2%
	All FTF Students	3,212	3,713	15.6%
	Latinx Percentage of All New FTF	14.2%	13.4%	
Systemwide	Latinx, 1st Gen, FTF	4,992	8,517	70.6%
	All FTF Students	34,243	45,948	34.2%
	Latinx Percentage of All New FTF	14.6%	18.5%	

Source: UC Information Center, Fall Enrollment at a Glance (2009 and 2019).

Latinx Transfer and All Students New Transfer* Fall Enrollment, Fall 2009 and Fall 2019

Campus	Ethnicity	Fall 2009	Fall 2019	% Change
Berkeley	Latinx Transfer	296	518	75.0%
	All Transfer Students	2,215	2,576	16.3%
	Latinx Percentage of All New Transfers	13.4%	20.1%	
Davis	Latinx Transfer	299	702	134.8%
	All Transfer Students	2,238	3,126	39.7%
	Latinx Percentage of All New Transfers	13.4%	22.5%	
Irvine	Latinx Transfer	270	728	169.6%
	All Transfer Students	1,796	3,117	73.6%
	Latinx Percentage of All New Transfers	15.0%	23.4%	
Los Angeles	Latinx Transfer	516	710	37.6%
	All Transfer Students	3,235	3,290	1.7%
	Latinx Percentage of All New Transfers	16.0%	21.6%	
Merced	Latinx Transfer	42	87	107.1%
	All Transfer Students	145	177	22.1%
	Latinx Percentage of All New Transfers	29.0%	49.2%	
Riverside	Latinx Transfer	268	873	27.9%
	All Transfer Students	960	1,980	106.3%
	Latinx Percentage of All New Transfers	27.9%	44.1%	
San Diego	Latinx Transfer	242	647	167.4%
	All Transfer Students	1,942	3,174	63.4%
	Latinx Percentage of All New Transfers	12.5%	20.4%	
Santa Barbara	Latinx Transfer	364	504	38.5%
	All Transfer Students	1,879	2,127	13.2%
	Latinx Percentage of All New Transfers	19.4%	27.9%	
Santa Cruz	Latinx Transfer	159	427	168.6%
	All Transfer Students	876	1,481	69.1%
	Latinx Percentage of All New Transfers	18.2%	28.8%	
Systemwide	Latinx Transfer	2,456	5,214	112.3%
	All Transfer Students	15,286	21,048	37.7%
	Latinx Percentage of All New Transfers	16.1%	24.8%	

Source: UC Information Center, Fall Enrollment at a Glance (2009 and 2019).

*Transfers represented in this table are inclusive of California Community College Transfers and Other Transfers as noted by UC Information Center.

Proportion of Latinx First-Generation, Transfer* Undergraduates of All New Transfers*, Fall 2009 and Fall 2019

Campus	Ethnicity	Fall 2009	Fall 2019	% Change
Berkeley	Latinx, 1st Gen, Transfer	193	362	87.6%
	All Transfer Students	2,215	2,576	16.3%
	Latinx Percentage of All New Transfers	8.7%	14.1%	
Davis	Latinx, 1st Gen, Transfer	195	507	160.0%
	All Transfer Students	2,238	3,126	39.7%
	Latinx Percentage of All New Transfers	8.7%	16.2%	
Irvine	Latinx, 1st Gen, Transfer	181	551	204.4%
	All Transfer Students	1,796	3,117	73.6%
	Latinx Percentage of All New Transfers	10.1%	17.7%	
Los Angeles	Latinx, 1st Gen, Transfer	376	501	33.2%
	All Transfer Students	3,235	3,290	1.7%
	Latinx Percentage of All New Transfers	11.6%	15.2%	
Merced	Latinx, 1st Gen, Transfer	33	75	127.3%
	All Transfer Students	145	177	22.1%
	Latinx Percentage of All New Transfers	22.8%	42.4%	
Riverside	Latinx, 1st Gen, Transfer	194	703	262.4%
	All Transfer Students	960	1,980	106.3%
	Latinx Percentage of All New Transfers	20.2%	35.5%	
San Diego	Latinx, 1st Gen, Transfer	145	370	155.2%
	All Transfer Students	1,942	3,174	63.4%
	Latinx Percentage of All New Transfers	7.5%	11.7%	
Santa Barbara	Latinx, 1st Gen, Transfer	252	303	20.2%
	All Transfer Students	1,879	2,127	13.2%
	Latinx Percentage of All New Transfers	13.4%	14.2%	
Santa Cruz	Latinx, 1st Gen, Transfer	109	304	178.9%
	All Transfer Students	876	1,481	69.1%
	Latinx Percentage of All New Transfers	12.4%	20.5%	
Systemwide	Latinx, 1st Gen, Transfer	1,678	3,676	119.1%
	All Transfer Students	15,286	21,048	37.7%
	Latinx Percentage of All New Transfers	11.0%	17.5%	

Source: UC Information Center, Fall Enrollment at a Glance (2009 and 2019).

Latinx and All Students Freshmen Graduation Rates by Entry Cohort, 2001, 2006, 2011

Campus			2001	2006	2011
Berkeley	4-Year	Latinx Total	37.9%	51.2%	60.4%
		All Students Total	61.1%	71.1%	75.5%
	6-Year	Latinx Total	78.6%	80.8%	87.8%
		All Students Total	88.4%	90.9%	91.0%
Davis	4-Year	Latinx Total	31.5%	34.8%	37.9%
		All Students Total	42.8%	52.3%	58.1%
	6-Year	Latinx Total	71.7%	72.3%	76.1%
		All Students Total	79.7%	81.8%	85.5%
Irvine	4-Year	Latinx Total	35.9%	54.4%	56.3%
		All Students Total	51.6%	66.4%	70.7%
	6-Year	Latinx Total	70.0%	79.8%	77.9%
		All Students Total	80.2%	86.5%	85.4%
Los Angeles	4-Year	Latinx Total	51.4%	62.9%	65.1%
		All Students Total	63.7%	71.1%	74.6%
	6-Year	Latinx Total	83.3%	88.7%	86.5%
		All Students Total	90.1%	92.1%	90.6%
Merced	4-Year	Latinx Total	--	28.2%	29.3%
		All Students Total	--	31.7%	34.4%
	6-Year	Latinx Total	--	59.8%	59.2%
		All Students Total	--	62.3%	67.0%
Riverside	4-Year	Latinx Total	34.3%	34.2%	50.2%
		All Students Total	37.4%	43.1%	54.6%
	6-Year	Latinx Total	63.9%	58.9%	73.4%
		All Students Total	66.9%	68.8%	77.0%
San Diego	4-Year	Latinx Total	45.2%	42.1%	40.1%
		All Students Total	57.7%	57.5%	55.6%
	6-Year	Latinx Total	77.3%	79.1%	76.5%
		All Students Total	85.2%	87.8%	85.1%
Santa Barbara	4-Year	Latinx Total	57.1%	57.8%	61.2%
		All Students Total	62.8%	68.6%	68.9%
	6-Year	Latinx Total	77.6%	75.0%	77.4%
		All Students Total	82.0%	82.5%	82.3%
Santa Cruz	4-Year	Latinx Total	41.3%	40.9%	43.6%
		All Students Total	45.9%	52.5%	54.3%
	6-Year	Latinx Total	66.5%	71.0%	75.5%
		All Students Total	69.0%	76.7%	79.9%
Systemwide	4-Year	Latinx Total	42.4%	46.9%	50.8%
		All Students Total	54.5%	59.5%	62.7%
	6-Year	Latinx Total	74.8%	76.2%	78.5%
		All Students Total	81.8%	83.4%	84.2%

Source: UC Information Center, Graduation Rates (2001, 2006, and 2011).

Latinx and All Students Graduation Rates by Entry Cohort, Pell Recipients, and First-Generation Status, 2006 and 2011

Campus			2006	2011
Berkeley	4-Year	Latinx, Pell, and 1st Gen	42.3%	46.4%
		All Students, Pell, and 1st Gen	58.0%	61.1%
	6-Year	Latinx, Pell, and 1st Gen	77.8%	82.0%
		All Students, Pell, and 1st Gen	85.6%	86.5%
Davis	4-Year	Latinx, Pell, and 1st Gen	23.3%	31.3%
		All Students, Pell, and 1st Gen	38.6%	47.8%
	6-Year	Latinx, Pell, and 1st Gen	68.3%	73.5%
		All Students, Pell, and 1st Gen	74.9%	82.6%
Irvine	4-Year	Latinx, Pell, and 1st Gen	52.7%	54.1%
		All Students, Pell, and 1st Gen	61.3%	66.4%
	6-Year	Latinx, Pell, and 1st Gen	82.1%	75.6%
		All Students, Pell, and 1st Gen	87.0%	82.4%
Los Angeles	4-Year	Latinx, Pell, and 1st Gen	60.4%	60.7%
		All Students, Pell, and 1st Gen	62.9%	90.4%
	6-Year	Latinx, Pell, and 1st Gen	88.5%	84.3%
		All Students, Pell, and 1st Gen	67.0%	86.6%
Merced	4-Year	Latinx, Pell, and 1st Gen	30.3%	29.8%
		All Students, Pell, and 1st Gen	29.9%	32.1%
	6-Year	Latinx, Pell, and 1st Gen	60.6%	58.0%
		All Students, Pell, and 1st Gen	59.1%	63.3%
Riverside	4-Year	Latinx, Pell, and 1st Gen	33.4%	46.5%
		All Students, Pell, and 1st Gen	39.7%	51.0%
	6-Year	Latinx, Pell, and 1st Gen	61.7%	71.8%
		All Students, Pell, and 1st Gen	69.1%	76.0%
San Diego	4-Year	Latinx, Pell, and 1st Gen	33.2%	35.3%
		All Students, Pell, and 1st Gen	43.5%	47.0%
	6-Year	Latinx, Pell, and 1st Gen	76.0%	74.8%
		All Students, Pell, and 1st Gen	83.6%	83.1%
Santa Barbara	4-Year	Latinx, Pell, and 1st Gen	52.4%	57.7%
		All Students, Pell, and 1st Gen	55.5%	61.2%
	6-Year	Latinx, Pell, and 1st Gen	74.2%	75.9%
		All Students, Pell, and 1st Gen	76.5%	79.1%
Santa Cruz	4-Year	Latinx, Pell, and 1st Gen	30.7%	35.2%
		All Students, Pell, and 1st Gen	42.0%	44.7%
	6-Year	Latinx, Pell, and 1st Gen	68.6%	72.9%
		All Students, Pell, and 1st Gen	73.1%	77.2%
Systemwide	4-Year	Latinx, Pell, and 1st Gen	40.5%	45.3%
		All Students, Pell, and 1st Gen	48.7%	54.2%
	6-Year	Latinx, Pell, and 1st Gen	73.0%	74.1%
		All Students, Pell, and 1st Gen	79.3%	80.2%

Source: UC Information Center, Graduation Rates (2001, 2006, and 2011).

Latinx and Total Graduate New and Continuing Enrollment, Fall 2009 and Fall 2019

Campus	Ethnicity	Fall 2009	Fall 2019	% Change
Berkeley	Latinx	702	1,004	43.0%
	All Students	10,300	11,833	14.9%
	Latinx Percentage of Total	6.8%	8.5%	
Davis	Latinx	396	878	121.7%
	All Students	6,477	7,519	16.1%
	Latinx Percentage of Total	6.1%	11.7%	
Irvine	Latinx	356	684	92.1%
	All Students	4,789	6,526	36.3%
	Latinx Percentage of Total	7.4%	10.5%	
Los Angeles	Latinx	991	1,445	45.8%
	All Students	11,863	12,828	8.1%
	Latinx Percentage of Total	8.4%	11.3%	
Merced	Latinx	30	114	280.0%
	All Students	224	696	210.7%
	Latinx Percentage of Total	13.4%	16.40%	
Riverside	Latinx	187	535	186.1%
	All Students	2,397	3,480	45.2%
	Latinx Percentage of Total	7.8%	15.4%	
San Diego	Latinx	359	579	61.3%
	All Students	5,275	7,942	50.6%
	Latinx Percentage of Total	6.8%	7.3%	
San Francisco	Latinx	245	438	78.8%
	All Students	3,119	3,180	2.0%
	Latinx Percentage of Total	7.9%	13.8%	
Santa Barbara	Latinx	228	288	26.3%
	All Students	3,036	2,960	-2.5%
	Latinx Percentage of Total	7.5%	9.7%	
Santa Cruz	Latinx	138	217	57.2%
	All Students	1,516	1,977	30.4%
	Latinx Percentage of Total	9.1%	11.0%	
Systemwide	Latinx	3,632	6,182	70.2%
	All Students	48,996	58,941	20.3%
	Latinx Percentage of Total	7.4%	10.5%	

Note: We included UC San Francisco in this analysis as a graduate enrolling institution in the UC system. Total graduate aggregates data for academic master, academic doctor, and graduate professional students.

Source: UC Information Center, Fall Enrollment at a Glance (2009 and 2019).

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La Lucha Sigue

The University of California's Role as a Hispanic-Serving
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