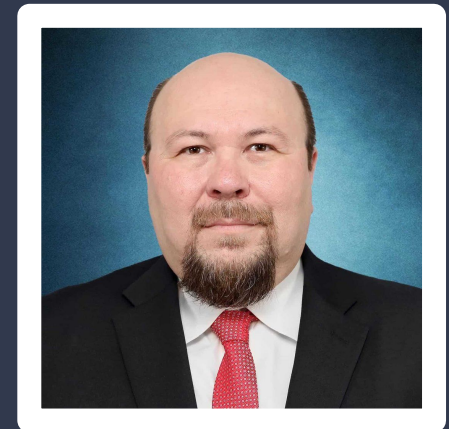
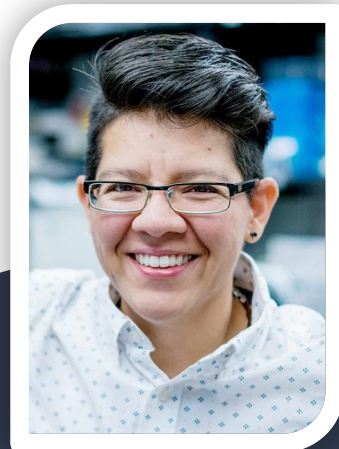
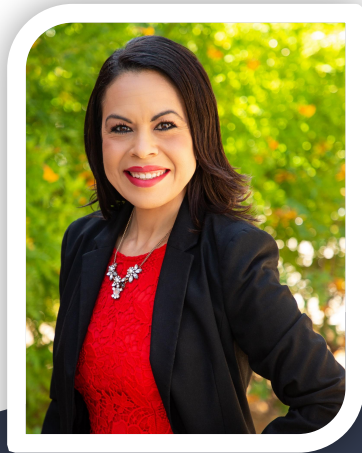


HSI Servingness in Practice Institute

June 3 & 4, 2021





Co-President, AHSIE
San Diego Mesa College, CA

Community College 38% Hispanic/Latinx
Website: www.sdmesa.edu/hsi
Student population (Annualized FY2018-19): 35,357



VP of Conference, AHSIE
California Lutheran University, CA

Private Faith-Based 39% Hispanic/Latinx
Website: <https://www.callutheran.edu/Hispanic-serving>
Student population (Fall census): 4,027 (2,804 UG; 1,223 GR)



VP of Journal, AHSIE
University of Arizona, AZ

Public R1 26.3% Hispanic/Latinx
Website: <https://hsi.arizona.edu/>
Student population: 45,918 (Undergrad 35,801; Grad 10,117)



VP Finance, AHSIE
Del Mar College, TX

Community College 38% Hispanic/Latinx
Website: www.sdmesa.edu/hsi
Student population (Annualized FY2018-19): 35,357

Roll Call!

Tell us where you're logging in from!

Drop your info in the chat!

- Name
- Institution
- State



Institute Objectives

- Describe policies and timelines around the origins of HSIs
- Identify policies and practices on your campus that help develop servingness
- Identify opportunities to bridge gaps and build capacity around servingness
- Develop data collection methods with campus partners and stakeholders to strengthen the institution as an HSI

Day 1 Outline

- History of HSIs
 - HSI Typologies: Intro of HSI language
- Servingness Journeys
- Practices that develop HSI-servingness (Samples: R1 Public University, Private College/University, Community College)

Meeting norms

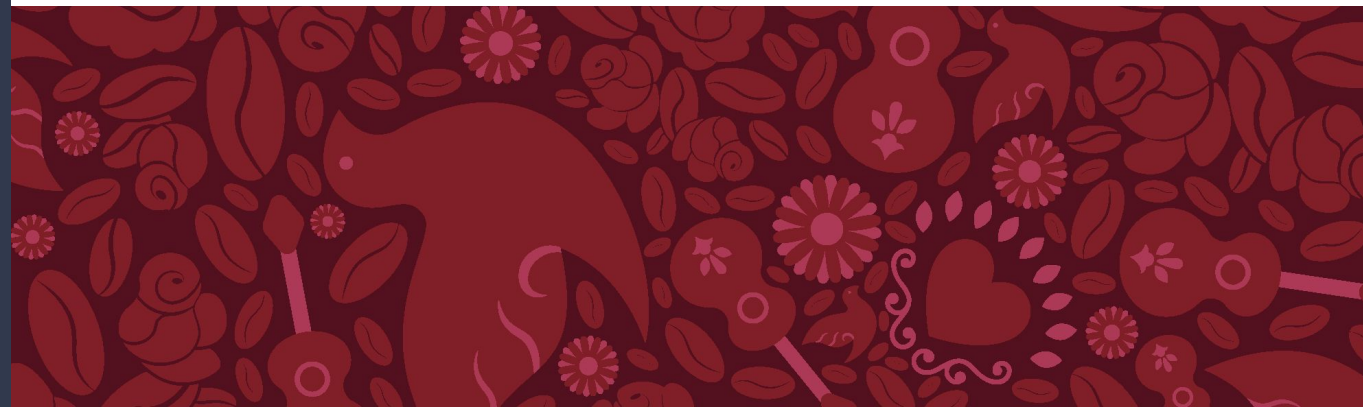
Expectations - Get out of this experience what you put in. Utilize the time to connect with colleagues.

Participation - Break out groups. Actively engage.

Communication - Share honestly and kindly

Confidentiality - Recognize that issues discussed here may resonate very deeply and personally for some in the room.

Listening - Respect all perspectives. Suspend judgement.



Hispanic-Serving Institutions (HSIs)

Historical Timeline

1980s:

Institutional leaders in Texas and New Mexico draw attention to their large enrollments of Latino students

1984:

Congressman Paul Simon (D-IL) introduces H.R. 5240 to authorize a capacity-building program for "Hispanic Institutions"

1987:

LULAC v. Richards is argued in Texas by Mexican American Legal Defense Fund (MALDEF)

1992:

Senator Claiborne Pell (D-RI) introduces S.1150 to authorize recognition of HSIs in the "Strengthening Institutions Program." The identification and definition of HSIs becomes law under the Higher Education Act (HEA)

1998:

Congressman Rubén Hinojosa (D-TX) spearheads significant changes to the Developing HSI Program in the reauthorization of HEA

2010:

Title III, Part F developed – "Hispanic-Serving Institutions Science, Technology, Engineering and Mathematics (HSI STEM) and Articulation Programs

2008:

Reauthorization of HEA

1983:

National hearings on postsecondary education broaden the awareness that Latinos enrolled in higher education are concentrated in a small number of institutions

1986:

Hispanic Association of Colleges & Universities (HACU) is created; the term "Hispanic-Serving Institutions" is coined

1989:

Congressman Albert Bustamante (D-TX) introduces H.R. 1561 to authorize a capacity-building program for "Hispanic-Serving Institutions"; the South Texas/Border Initiative is authorized by the Texas legislature

FY 1995:

First appropriation for HSIs of \$12 million under Title III "Strengthening Institutions Program"

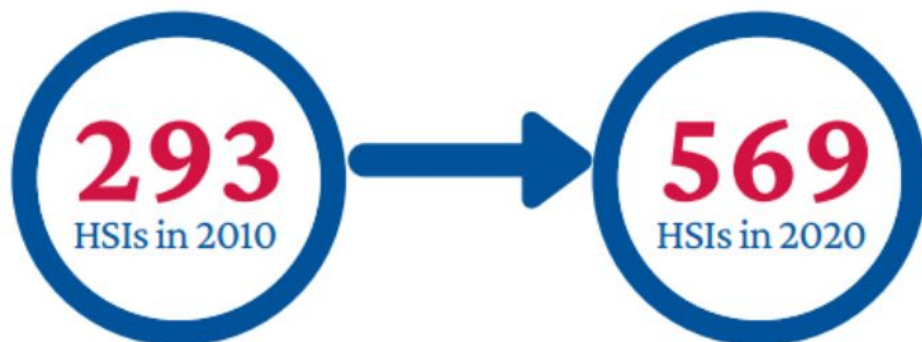
1998:

Title III, Part A created in HEA and HSIs moved to Title V – "Developing Hispanic-Serving Institutions Program"

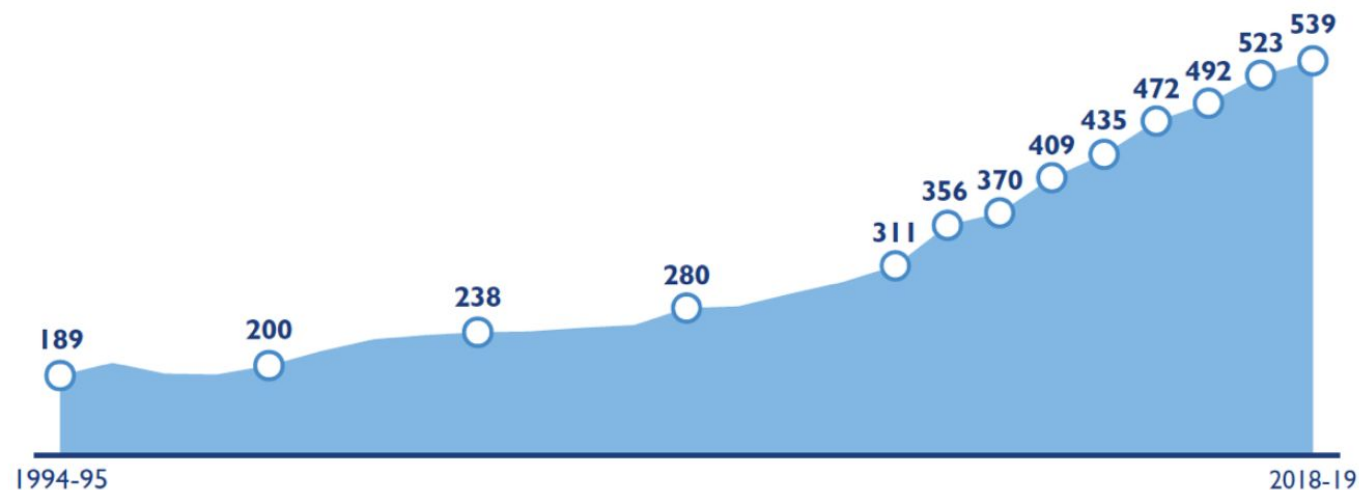
2008:

Title V, Part B created – "Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA) Program"

History of HSIs



Growth of HSIs Over 25 Years (1994-95 to 2018-19)



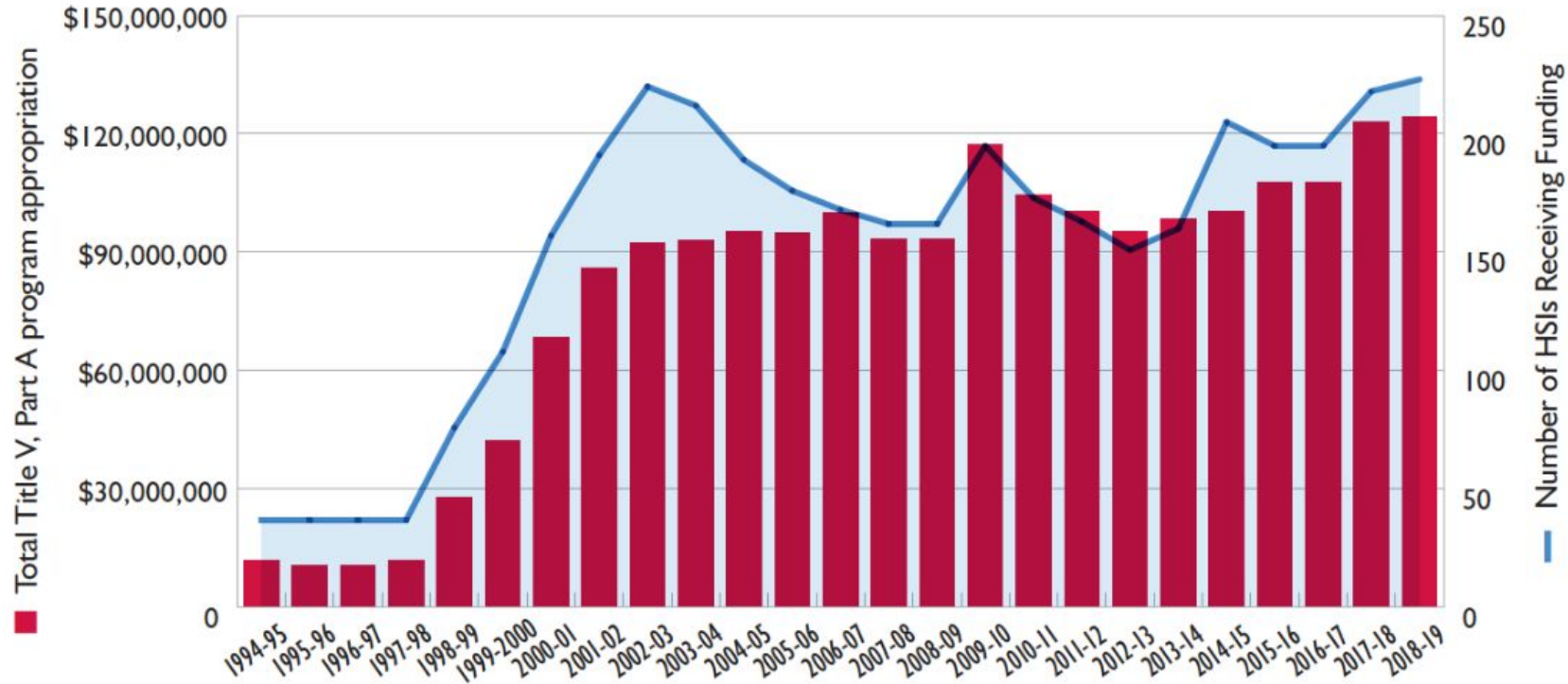
Source: *Excelencia* in Education analysis using U.S. Department of Education, NCES, IPEDS, 1994-2018 Fall Enrollment and Institutional Characteristics Surveys

HSIs are defined in federal law as accredited and degree-granting public or private nonprofit institutions of higher education with **25 percent or more** total undergraduate Hispanic full-time equivalent student enrollment.



For more information visit: <http://bit.ly/25YrsHSIs-Glance-On-Progress-Series>

Title V Developing HSIs Program Funding (1994-95 to 2018-19)



Note: The Developing Hispanic-Serving Institutions (DHSI) Program under Title V, Part A of the Higher Education Act, provides grants to assist HSIs to expand educational opportunities for, and improve the attainment of, Hispanic students.

Source: *Excelencia in Education* analysis using U.S. Department of Education, NCES, IPEDS, 1994-2018 Fall Enrollment and Institutional Characteristics Surveys

HSIs are defined in federal law as accredited and degree-granting public or private nonprofit institutions of higher education with **25 percent or more** total undergraduate Hispanic full-time equivalent student enrollment.



For more information visit: <http://bit.ly/25YrsHSIs-Glance-On-Progress-Series>

Defining Funding vs. Servingness

Title V and Title III

- Expand and enhance the academic offerings, program quality, and institutional stability at HSIs
- Substantially increase the higher education opportunities for low-income students who are also educationally disadvantaged, underrepresented in postsecondary education, or minority students
- Increase the number of Hispanic students pursuing and graduating with STEM degrees
- Hispanic and low-income students

Defining Funding vs. Servingness

Figure 1. *Typology of HSI Organizational Identities*

Organizational Outcomes for Latinxs	High	Latinx-Producing	Latinx-Serving
	Low	Latinx-Enrolling	Latinx-Enhancing
		Low	High
		Organizational Culture Reflects Latinxs	

Garcia, Gina (2017). *Defined by Outcomes or Culture? Constructing an Organizational Identity for Hispanic Serving Institutions*, American Educational Research Journal.

- **Outcomes:** Graduation rates are not equitable for Latinx and non-Latinx students
- **Culture:** espouse culture of Latinx students

- **Latinx-enrolling** enrolls a minimum of 25% Latinx students but does not produce an equitable number of legitimized outcomes for Latinx students, culture does not support Latinxs on campus
- **Latinx-producing** enrolls a minimum 25% Latinx students and produces a significant (if not equitable) number of outcomes for Latinx students, despite the lack of a supportive culture for Latinxs;
- **Latinx-enhancing** enrolls a minimum 25% Latinx students and enacts a culture that enhances the educational experience of Latinx students but does not produce an equitable number of outcomes for Latinx students;
- **Latinx-serving**, an institution that enrolls a minimum 25% Latinx students, produces an equitable number of outcomes, and enacts a culture that is educationally enhancing and welcoming.

What does servingness mean to you?



menti.com
18 32 91 5

Self-assessment Institutional Servingness:

menti.com
18 32 91 5

6 indicators of Servingness:

- Graduation rates of Latinx and non-latinx
- Transfer/Graduate School Enrollment
- Employment- success in the labor market
- Community Engagement- connection to area schools
- Positive Campus Climate- consciousness of being an HSI
- Support Programs-support services that students need.

Servingness Journey: Marla Franco



- 20+ years in higher education
- 1 of 2 in the nation
- Latina + 1st generation college graduate x 3
- Carry generational hopes & dreams
- “I am this work and this work is me”
- “It’s near tears hard and near tears beautiful”
- Not accepting “no” for an answer

Servingness Journeys: Leticia Lopez



- Born in Los Angeles, CA
- Mexican-Cuban heritage
- Spanish was my L1
- L.A. Pierce College, AA
- Mt. St. Mary's College, B.S. Biochemistry and B.A. in Spanish
- UC Santa Barbara, M.A. and Ph.D. in Spanish
- 20-year career at San Diego Mesa College, "Leading College of Equity & Excellence"
- ESL Evening Instructor
- *Sí se pudo. Sí se puede. Sí se podrá.*

Servingness Journeys: Victor Davila



Robstown, Texas Native

1st generation Latino

CAMAC (Committee for the Awareness of Mexican American Culture) @ TAMU

Graduate of Texas A&I, B.A. in History and Texas A&M University-Kingsville, M.A in Psychology

16 years working at HSIs (4 & 2 Institutions)

Founding member of AHSIE

Increasing Access and Retention for all students at HSIs

Servingness Journeys: Paloma Vargas (she/ella/they/ellx)



- HSI CC and 4-year alumna
- First-generation (master's and doctorate)
Latinx (queer)
- Biomedical science, diversity in STEM
- Increase opportunities for the next generation
- Anti-racism
- “Se es o no se es”

Breakout: What is Your Servingness Story?

Consider these questions (3 min)

Round robin in breakout rooms

(3-4 min sharing)

(18 min)

Set a timer to keep space equitable

Don't interrupt while others are talking

- 30 sec Intro: Name and Institution
- What is your servingness journey?
- How did you come to this work?
- How are you personally centering servingness in your work and at your institution?



Descanso (15 min)

<https://www.meditation-timer.com/>



Servingness in Practice:

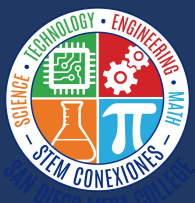
A Story of 4 HSIs



San Diego Mesa College

www.sdmesa.edu/hsi

- [HSI & Equity Dashboards](#)
- Embedding HSI & Equity in the Program Review process
- Initiatives in Action:
 - Summer CRUISE
 - Mathletics
 - STEM Peer Mentoring
 - STEM Tutoring



HSI & EQUITY DASHBOARD:

<https://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/data-warehouse/HSIEquityDash.shtml>

ADDRESSING THE GAPS AS AN HSI

San Diego Mesa College

Over a four year period...

FA14 | FA18
(Baseline)

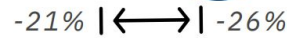
Representation



Latinx student representation on campus grew by 5 percentage points



Student-to-contract faculty gap widened by 5 percentage points



Sources: Student Characteristics Dashboard & CCCCO DataMart

*Gap represents the difference between the proportion of Latinx contract faculty and Latinx students.

*Equity gaps represent the difference between the rate for all students and the rate for Latinx students only.

Course Success



Overall course success rate of Latinx students increased by 2 percentage points



Equity gap narrowed by 1 percentage point



Online course success rate of Latinx students increased by 4 percentage points



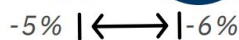
Equity gap narrowed by 3 percentage points



Math course success rate of Latinx students increased by 4 percentage points



Equity gap widened by 1 percentage point



Sources: HSI & Equity Dashboard & Course Outcomes Dashboard

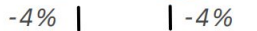
Transfer Level Completion



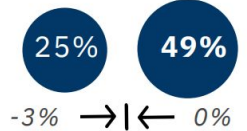
Math transfer level course completion by Latinx students within their first-year increased by 9 percentage points



Equity gap remained unchanged



English transfer level course completion by Latinx students within their first-year increased by 24 percentage points



Equity gap closed



Source: Math & English Placement Dashboard

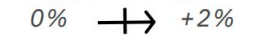
Retention



Fall to Spring retention remained constant for Latinx students



Latinx rate is 2 percentage points above the overall rate



Sources: HSI & Equity Dashboard

*Awards gap represents the difference between the proportion of Latinx students at Mesa and the proportion of awards conferred to Latinx students.

Completion & Transfer



Mesa awards conferred to Latinx students increased by 10 percentage points



Awards-to-campus representation gap closed



UC acceptance rate of Latinx-California Community College transfer applicants increased by 7 percentage points

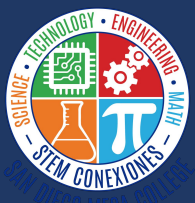


Equity gap narrowed by 1 percentage point



Sources: Mesa Awards Dashboard & UC InfoCenter





- Instructional & Student Support Services in place for Latinx and low-income students:

NEED EXTRA SUPPORT TO SUCCESSFULLY COMPLETE YOUR STEM CLASSES?



Get paired with STEM Peer Mentors who have successfully completed the course!

STEM Peer Mentoring is offered via Zoom for the following courses:

- BIOL 210A
- CHEM 200 & 201
- ENGE 200 & ENGE 250
- MATH 150 & MATH 151
- PHYS 195 & PHYS 196

Please visit tinyurl.com/SP21-PM to view the Spring 2021 STEM Peer Mentor online hours and a link to their Zoom room

Learn more about the Peer Mentors here: tinyurl.com/sdmesa-PM


STEM CORNER

A space where STEM Core students can connect and learn from each other!

With the support from the STEM Core Coordinator and alumni STEM Core students, this is a time frame where we can connect over activities, good discussions, and learn from each other.

Every Tuesday 2:15pm - 3:00pm Starting Tuesday September 8th

Zoom
<http://bit.ly/STEMCoreCorner>
 Password: Fall20



Spring 2021 IRL Virtual Engineering Workshops

Hosted by Prof. Hamidreza Ghasemi Bahraseman

Types of Workshops:

- ANSYS Simulation Software for Engineers
- Basics of Matlab and its Engineering Application

Register here:
tinyurl.com/IRL-SP2021

Receive a Certificate of Completion after completing all 10 workshops!

Contact:
 Innovation Research Lab
mesairl@sdccd.edu
www.sdmesa.edu/irl

February




- Friday, 2/19; 10:30-11:30am: ANSYS Dynamics Motion Analysis
- Friday, 2/26; 10:30-11:30am: ANSYS Statics Structural Analysis

March

- Friday, 3/5; 10:30-11:30am: ANSYS Thermal Stress Simulation
- Friday, 3/12; 10:30-11:30am: ANSYS Fluid Dynamics Simulation
- Friday, 3/19; 10:30-11:30am: ANSYS Collision Analysis
- Friday, 3/26; 10:30-11:30am: ANSYS Mass Diffusion Analysis


April

- Friday, 4/9; 10:30-11:30am: ANSYS Phase Transformation Analysis
- Friday, 4/16; 10:30-11:30am: MATLAB Electrical Circuit Simulation
- Friday, 4/23; 10:30-11:30am: MATLAB Hydraulic Actuation System
- Friday, 4/30; 10:30-11:30am: MATLAB Mass-Damper-Spring Oscillation

SPRING 2021 STEM COUNSELOR VIRTUAL DROP-IN HOURS



Patricia Rodriguez



Have questions about your classes, registration, transferring, majors, etc.? Ask our STEM Counselor Patricia Rodriguez!

Monday: 4:00pm - 6:00pm
Tuesday: 11:00am - 2:00pm
Thursday: 11:00am - 1:00pm

Location: The Virtual STEM Center
tinyurl.com/Mesa-STEM-Center

GET A HEAD START ON THE 2021-2022 ACADEMIC YEAR!

CA DREAM ACT APPLICATION Workshop

Application period October 1st 2020 - June 30th 2022
 *Cal - Grant Deadline March 2nd 2021





APPLY NOW!

Mesa College offers over **\$180,000** in scholarships each year



"TAKING A STAND AGAINST HUNGER"

University of Arizona

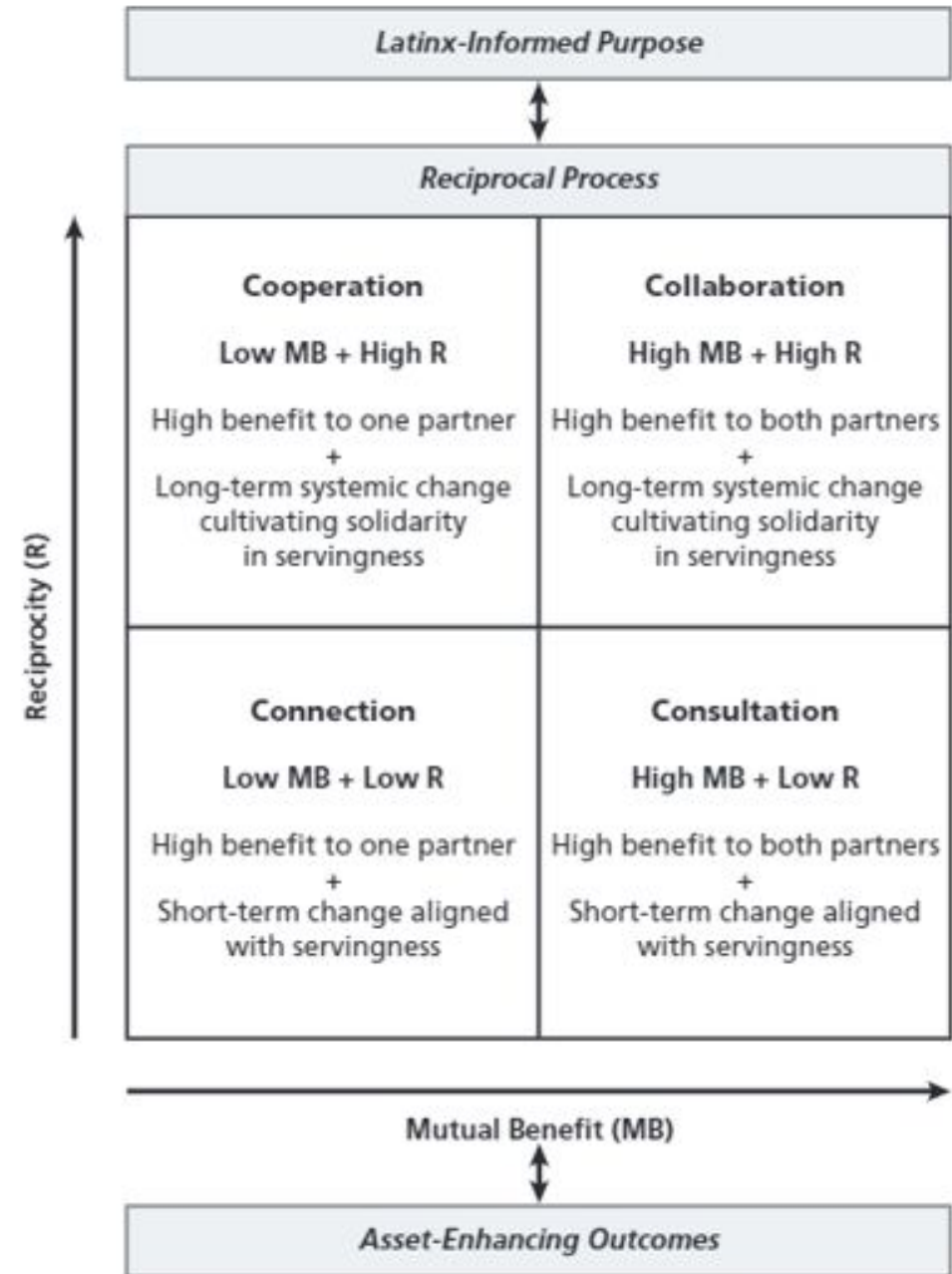
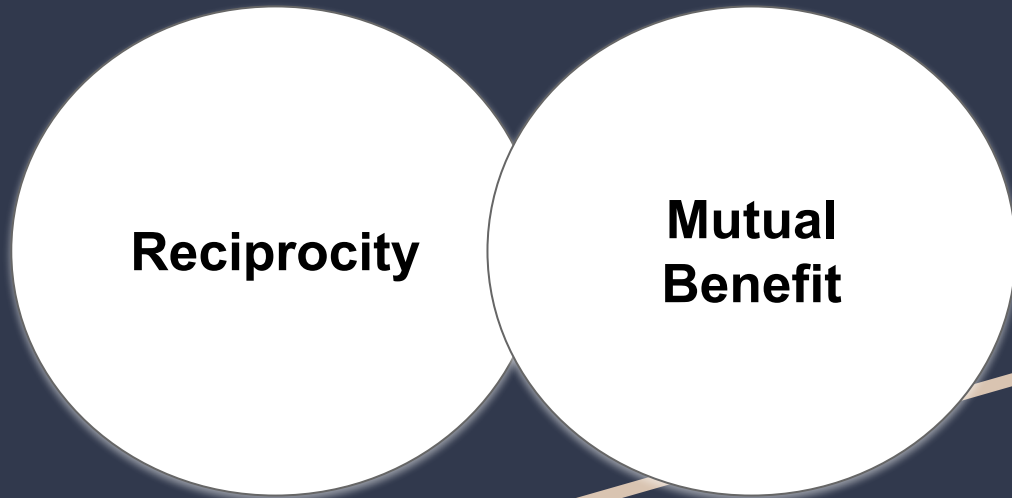


Figure 9.1 Latinx-informed framework for community engagement.



Hispanic Serving Institution Initiatives

Hispanic Serving Institution Initiatives | Student Engagement & Career Development | Adalberto & Ana Guerrero Student Center

PEER MENTORING CAREER READINESS PILOT PROGRAM SPRING 2020

DESCRIPTION

The Student Engagement and Career Development (SECD), in collaboration with HSI Initiatives, and the Guerrero Student Center (Latinx-identity cultural center), sponsored a peer coach to intentionally support Latinx students' career readiness needs through a 12-week pilot program. Through SECD's peer education model, the peer coach was equipped with the training necessary to present to other students on important career related topics. The peer coach offered individual sessions through weekly office hours and began co-presenting on career readiness topics inside the Guerrero Student Center. Due to COVID-19, sessions and office hours quickly pivoted to offer students resources and assistance virtually.

PARTICIPANTS

- 34% participants attended 1+ presentation
- 25% participants engaged with SECD within 2 months after attending a presentation
- 18% participants engaged with SECD related activities and programs for the first time after attending a presentation
- TOTAL PARTICIPANTS = 96
 - 55 students (undergraduate/graduate) 25 UA Staff, 3 UA Faculty, 15 community members, 4 unknown

SESSIONS

- 4 In-Person
- 6 - Online



GUEST SPEAKERS

- March 31: Nationally Competitive Scholarship Awards
 - Danielle Barefoot, Assistant Director, Nationally Competitive Scholarship Awards
- April 7: HSI Initiatives and HACU Opportunities
 - Janette Morales, Executive Director, Student & PK-12 Services, HACU
 - Dr. Lillian Gorman, Asst. Professor, Spanish & Portuguese; Director, Spanish as a Heritage Language Program
- April 21: Interviewing Skills
 - Aldo Melo, SECD LifeLab Peer Educator
- May 5: Art of Storytelling Panel
 - Ricky Hernandez, AVP, University Alumni & Development Program (UADP)
 - Dr. Lillian Gorman, Asst. Professor, Spanish & Portuguese; Director, Spanish as a Heritage Language Program
 - Dr. Cathy Duarte Gastelum, Mexican American Studies (MAS) Adjunct Faculty, Pima Community College, MEChA Co-Advisor
 - Abril Chavez, UA undergraduate student, SECD LifeLab Peer Educator, CALS Mentor, Apache-Santa Cruz Resident Assistant

STUDENT VOICE

"This program was something that looked for students without the students having to look for themselves, and I feel in our busy lives as students, it is always helpful to have a resource come to us.... This experience has allowed me to reach out to students for career services and provide them with the information they may have not been given before."

Karina Soriano
SECD Peer Coach

James E. Rogers College of Law



Please join us in launching the BA in Law's Latina Mentoring Course
Wednesday, January 22
5:30 to 7:00 p.m.
University of Arizona College of Law

Appetizers will be provided.
Questions: jeasfr@mail.arizona.edu



Marla A. Franco
Assistant Vice Provost,
HSI Initiatives
Founder, HSI Fellows



Ashlee Linares Gaffer
Assistant Professor of Practice,
Nutritional Sciences
HSI Fellow - Cohort 2



Aileen Wong
Clinical Assistant Professor
& Research Audiologist
HSI Fellow - Cohort 1



The University of Arizona
HISPANIC HERITAGE

Student Engagement & Career Development

VIRTUAL CAREER MENTORING SESSIONS

Have career questions? Ask Karina Soriano, a Peer Coach with Student Engagement & Career Development!

Karina can assist you with all things career, including resumes, cover letters, interviews, and the job/internship search.

Virtual Office Hours: Every Tuesday
9:30 AM - 12:00 PM
Connect: Make an appointment to Handshake during office hours

Virtual Peer Mentoring Session Schedule: Every Tuesday
12:30 PM - 1:30 PM
Connect: Register on Handshake for more info
March 31: Nationally Competitive Scholarship Awards
April 7: HSI Initiatives and HACU opportunities
April 14: Resumework 1&2s
April 21: Interviewing Skills
April 28: Job and Internship Search Support
May 5: Art of Storytelling

Questions? Contact: PriscillaAyala@arizona.edu

Hispanic Serving Institution Initiatives | Adalberto & Ana Guerrero Student Center

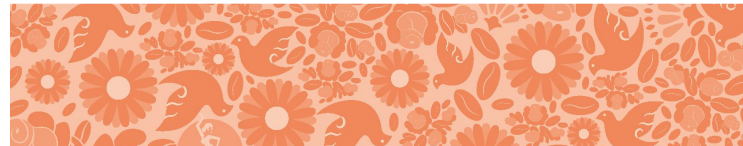
California Lutheran University

- Authentic marketing/branding
- Re-alignment of priorities
- Communication (Why HSI?)
- Language
- Strategic Planning



California Lutheran University

Hispanic-Serving Initiatives



Posting Details

Position Title	Director of Faculty Development and Inclusive Excellence
Position Category	Staff (Exempt)
FLSA	Exempt
FTE	1
Location	Thousand Oaks
University Background	The mission of California Lutheran University is to educate leaders for a global society who are strong in character and judgment, confident in their identity and vocation, and committed to service and justice. Founded in 1959 in beautiful Ventura County, the university has an enrollment of about 4,000 undergraduate and graduate students who come from across the nation and around the world from a diversity of backgrounds, cultures and faiths. As a federally recognized Hispanic-Serving Institution, Cal Lutheran is looking for candidates with a dedication to and success in working in diverse communities. The university is committed to an inclusive learning and work environment that values individual differences and respects each person's dignity.



InCLUusive Overnight

California Lutheran University

On Being Hispanic-Serving

Living into HSI Servingness

What is an HSI?

A Hispanic-Serving Institution (HSI) is a college or university that meets the requirement of undergraduate Latina/o/x student enrollment of 25% or more.

Cal Lutheran's student population reached the 25 percent threshold in 2013. The university applied for and gained US Department of Education HSI status in 2016.

Most HSIs develop in response to demographic changes in the areas surrounding the institution. Reflecting

*Latina/o/x, Black/African-American, Pacific Islander, Native American/American Indian, Low-income, and students who are first in their families to attend college.

the rich cultural diversity of our neighboring communities, the growth in our Latina/o/x student population also demonstrates increased efforts to recruit and admit students from historically marginalized backgrounds*, including first-generation college students, as part of our commitment to diversity.

Our Vision as an HSI

Achieving HSI designation strengthens our ability to serve the needs of current and prospective students and supports efforts to build capacity as a 21st-century institution.

Our vision is to create a campus environment where all individuals feel valued and empowered to live their purpose, where we can exercise enhanced cultural dexterity and commit to social justice, equity and inclusion.

As an HSI, we cultivate a community of practice dedicated to addressing the evolving needs of our Latina/o/x

students and alumni throughout the entire life cycle of their university experience.

Cal Lutheran is a member of the Alliance of Hispanic Serving Institution Educators (AHSIE) and proudly joins over 500 institutions nationwide in providing greater educational opportunities for Latina/o/x and other historically marginalized students.

Hispanic-Serving Initiatives

HOME > HISPANIC-SERVING INITIATIVES > STRATEGIC PLAN

HSI Strategic Plan

The first strategic goal outlined in the University's 2017-2022 strategic plan is **Inclusion**, which states, "as a community committed to inclusion and excellence, to reflect the demographic composition of the state of California." In early 2017, HSI strategic planning began to develop the following vision and mission for HSI at Cal Lutheran and 10 HSI goals and objectives to be completed in the next strategic plan.

Vision Statement

Create a campus environment where all individuals feel valued and empowered to live their purpose, where we can exercise enhanced cultural dexterity and a commitment to social justice, equity and inclusion.

Mission Statement

As a Hispanic-Serving Institution (HSI), we cultivate a community of practice dedicated to addressing the evolving needs of our Latinx and historically marginalized* students and alumni throughout the entire life cycle of their university experience – inside and outside the classroom. By truly understanding the value and opportunities diverse students, faculty and staff bring to a higher education environment, Cal Lutheran promotes a global mindset that strives to be a model HSI in the communities where we operate.

*refers to Black/African American, Pacific Islander, Alaska Native, American Indian and/or low-income students

What is HSI?

- HSI Strategic Plan
- Implementation Team
- Projects & Developments
- News & Events

NUESTRA DESIGNACIÓN HSI



Paloma Vargas, PhD
Director, Hispanic Serving Institute Initiatives and Assistant Professor, Biology
Co-Director ALLIES in STEM

17% of higher education institutions across 22 states and Puerto Rico are HSIs	67% of all Latina/o/x undergraduates in higher education are enrolled at HSIs	49% in Los Angeles County	42% in Ventura County	39% in 2020	40% anticipated by 2022
--	---	-------------------------------------	---------------------------------	-----------------------	-----------------------------------

At Cal Lutheran, being an HSI means taking an internal look at processes and systems in higher education that have disproportionately affected historically marginalized groups*. This means looking at all areas of the university to be more inclusive. In 2017, Inclusion became a major component of our University Strategic Goals; this has allowed Cal Lutheran to develop as a leader in the HSI community and engage in more equity-minded practices.

Cal Lutheran's mission is to help develop leaders for a global society. In becoming an HSI, we honor this promise to students (and their families). As an HSI, Cal Lutheran provides students a more holistic worldview enabling them to become leaders in an increasingly diverse world landscape. As a member of the ELCA, Cal Lutheran embraces the teachings of inclusivity championed by the church.

Del Mar College (Victor)

- Building capacity
- Before and after of campus
- Transformation of spaces/campus
(comprehensively tell this story and refer to the book chapter)
- Number of students served

Career Resource Centers



Collaboratory





Reflection Breakout

Consider the following: 2 min
Breakout Rooms: 10 min (round robin
2 min share out each)

- What ideas did these stories bring up?
- How does the information provided impact your own idea of servingness?
- What would be easy to implement?
- What would be more challenging ?

Start with whoever lives closest to the mountains

Debrief/Summary

Intro to Day 2

- HSI and Policy
- Servingness Journeys
- Servingness in Practice
- Day 2: Will ask you to evaluate servingness at your HSI in detail and map out who you can pull into this work to strengthen servingness or build capacity around servingness
- Prep for Day 2
 - Evaluate where you think your institution is in its servingness journey
 - What examples substantiate that

Thank you!

Gold Sponsor



California Lutheran University
Hispanic-Serving Initiatives

HIGHER EDUCATION
ADMINISTRATION & LEADERSHIP

Bronze Sponsors



UNIVERSITY OF
CENTRAL FLORIDA



Institutional Sponsors



RCCD | RIVERSIDE COMMUNITY
COLLEGE DISTRICT
MORENO VALLEY COLLEGE | NORCO COLLEGE | RIVERSIDE CITY COLLEGE

Question/
Answer



AHSIE
Alliance of Hispanic Serving Institution Educators

Contact Information

- Victor Davila, *Title V Director, Del Mar College*, vdavila5@delmar.edu
- Dr. Marla Franco, *Assistant Vice Provost, HSI Initiatives, University of Arizona*
marlafranco@email.arizona.edu
- Dr. Leticia López, *Program Manager, HSI Initiatives, San Diego Mesa College*,
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- Dr. Paloma Vargas, *Assistant Professor, Biology, Director, Hispanic-Serving
Institute Initiatives, Co-Director, ALLIES in STEM (Title III)*,
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Literature & Links

"Servingness" Defined: Engaging Latina/o/x students through culturally enhancing, equitable approaches that offer transformative experiences leading to both academic and non-academic outcomes. (Garcia & Koren, 2020)



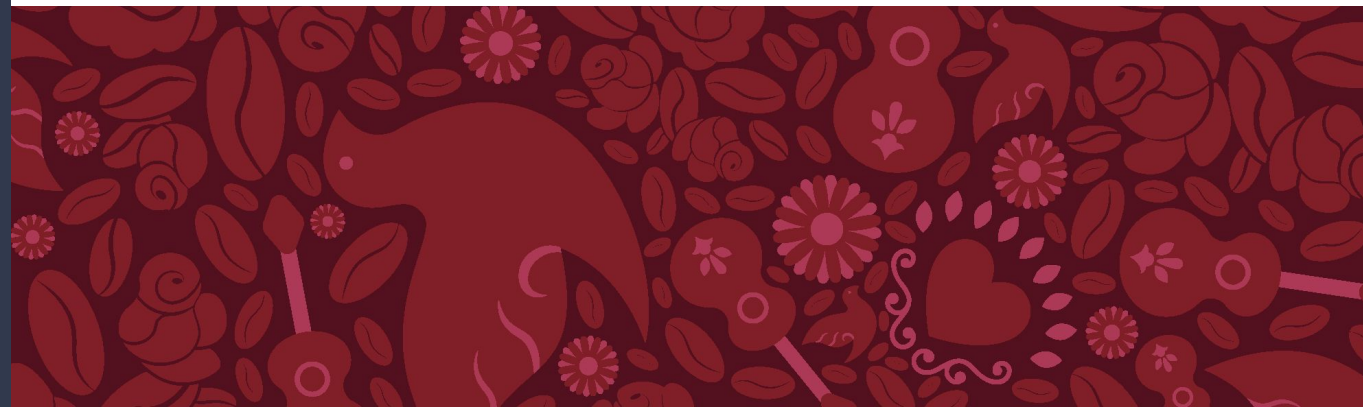
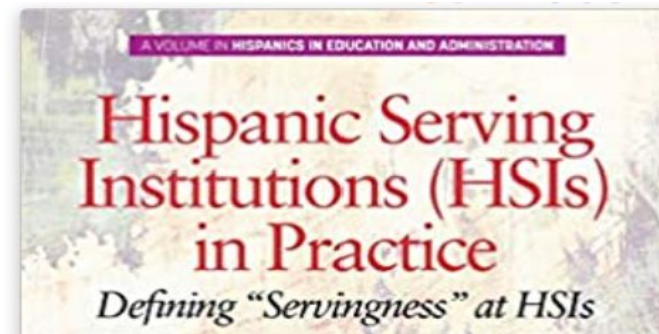
Becoming Hispanic-Serving Institutions: Opportunities for Colleges and Universities (Reforming Higher Education: Innovation and the Public Good)
★★★★★ 30



Hispanic-Serving Institutions: Advancing Research and Transformative Practice

Garcia, G. "Defining "Servingness" at HSIs: Practical Implications for HSI Leaders"

HSI Servingness Links/ Resources



California Lutheran University

Hispanic-Serving Initiatives

Partners:

- Project Directors (Title V, Title III, all TRIO programs)
- Office of Educational Effectiveness and institutional Research
- Enrollment Management and Student Success Division

Timeline: 6-8 months

Do not meet Pell Eligibility

Submit

Needy Student Waiver Option 6: Evidence of substantially increased higher education opportunities for Black or African Americans Hispanic, Native American, Asian American or Pacific Islander, including Native Hawaiian students.



4 to Finish Guarantee

InCLUusive Overnight

HSI Strategic Plan

The first strategic goal outlined in the University's 2017-2022 strategic plan is [Inclusion](#), which states, "as a community committed to inclusion and excellence, to reflect the demographic composition of the state of California." In early 2017, HSI strategic planning began to develop the following vision and mission for HSI at Cal Lutheran and 10 HSI goals and objectives to be completed in the next strategic plan.