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HSI 101: Why Becoming a Hispanic-Serving Institution Matters

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Recommended Citation

Alcántar, Jonathan; Garcia, Cristóbal; and Guzmán, Tobias, "HSI 101: Why Becoming a Hispanic-Serving Institution Matters" (2023). *Division of Diversity, Equity and Inclusion*. 2.

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HSI 101

Why Becoming a Hispanic-Serving Institution Matters

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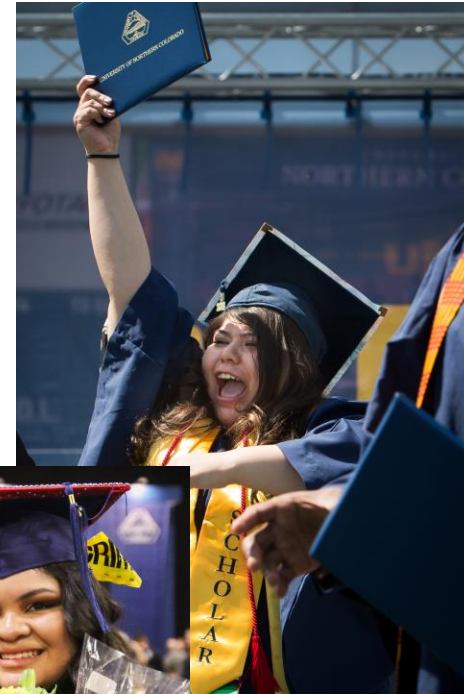
Vice President for DEI



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HSI 101: AGENDA for TODAY

- What does it mean to be a Hispanic Serving Institution? What do you know about HSIs, and what are your perceptions?
- Terms and Definitions
- HSIs in Context and Latinx Communities in Northern Colorado
- HSI Timeline and Steering Committee Actions
- How to Get Involved
- Challenges, Opportunities, and Accountability in this work
- Workshop Feedback and Questions



Workshop Outcomes

WHY BECOMING A HISPANIC SERVING INSTITUTION MATTERS AT UNC

1. Understand Why Academic And Career Success Through Greater College-Attendance Rates And Higher Degree-Attainment Rates Contributes To 'Closing The Achievement Gap Of Latinx Students'
2. Reflect On Current Institutional Practices, Policies And Structures that might impact our work with Latinx-identifying Students At UNC
3. Provide suggestions on how your role can contribute to creating a climate and culture of servingness at UNC as an HSI



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Becoming an HSI: Why It Matters?

**What does it mean to be a
Hispanic Serving Institution?**

**What do you know about HSIs
and what are your perceptions?**

Important Terms

Socialized and Culturally Defined Identities

Hispanic

Chicana/o/x

Mexican/Mexican American

Salvadorian/Cuban/Puerto Rican

K'iche', Garifuna, Zapotec



Latino/x/e

- *Historic, social, and geographic roots in Mexico, Central America, South America, and the Caribbean.*
- *A shared identity based on indigenous ancestry, Spanish Colonization, and African Slavery.*
- *The “x” or “e” replace the “o” to be more inclusive of all gender identities.*



The Latinx Future

Latinos as an economic and professional force:

“For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030” (Projections to 2030: *Excelencia* in Education. [2020].)



To reach this degree completion goals by 2030, the United States will have to do the following:

- Close the equity gap in retention and college completion for Latinx students
- Increase the number of degrees conferred
- Invest in programs and initiatives that work for Latinx and other students who are historically marginalized

The Latinx Reality

According to the Colorado Department of Higher Education, Colorado's largest and fastest-growing ethnic group, Hispanic/Latino, has the lowest average educational attainment and the lowest college enrollment rate of any ethnic group in the state.

	White, non-Latino	Hispanic/Latinx
National - % of adults who hold a college degree.	46%	24%
Colorado - % of adults who hold a college degree.	57%	42%
UNC - 4-year graduation rate for 2016 cohort.	42%	27%
UNC - fall 2019 retention rates among first-time, full-time freshman.	73%	64%

Inaction Is Not an Option!

WHY BECOMING A HISPANIC SERVING INSTITUTION MATTERS?

What are the benefits, challenges, and opportunities of becoming an HSI?



Important Terms

Hispanic Serving Institution

- Defined in federal legislation as accredited, degree-granting public or private nonprofit institutions of higher education with 25% or more total undergraduate Hispanic full-time equivalent (FTE) student enrollment.

Emerging Hispanic Serving Institution

- Defined by *Excelencia* as institutions with undergraduate FTE Hispanic enrollment of 15-24.9% – to track the growth of potential HSIs

- **HSI and eHSI Growth**

- Enrollment of students who identify as Hispanic/Latinx has tripled in the last 22 years
- Nearly 900 institutions will meet the HSI enrollment definition in the next 10 years
- In Colorado there are currently:
 - 13 existing HSIs
 - 12 emerging HSIs – Including UNC

HSIs: A Brief History

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"

HSIs Overview

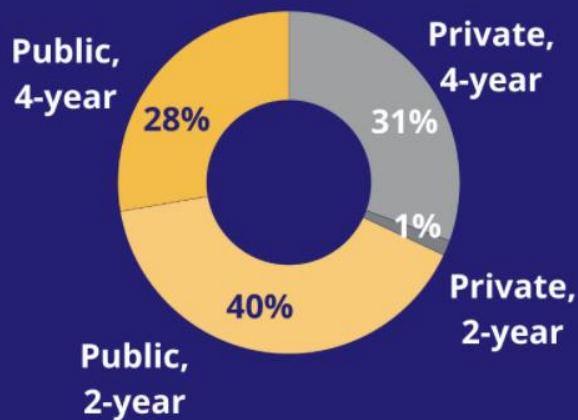
559
HSIs

represent
18%
of all
institutions

enroll
66%
of all Latino
students

Sector

Two-thirds (68%) of HSIs are public.
Almost 60% are 4-year institutions.



Net Change

The number of HSIs has **decreased** for the first time in 20 years, due in part to enrollment declines, institutional closings, and consolidation during the pandemic.



Source: *Excelencia* in Education analysis using U.S. Department of Education, NCES, IPEDS, 2020 Fall Enrollment and Institutional Characteristics Surveys

HSI Federal Funding Opportunities

The U.S. Department of Education offers 3 discretionary grants to support Hispanic-Serving Institutions:

1. The Developing Hispanic-Serving Institutions (DHSI) Program (Title V, Part A)
2. The Hispanic-Serving Institutions – Science, Technology, Engineering, or Mathematics (HSI STEM) and Articulation Programs (Title III, Part F)
3. The Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA) Program (Title V, Part B)

HSI Federal Funding Opportunities

Some examples of opportunities that HSI funding can help support to improve student enrollment and success include:

- Purchasing scientific or laboratory equipment for teaching, construction or renovation of instructional facilities, faculty development and academic tutoring or counseling programs.
- Support programs that expand postbaccalaureate educational opportunities and improve the academic attainment of Hispanic students, as well as enhance program quality.
- Support to increase the number of Latinx and other low-income students attaining degrees in STEM fields.
- Develop infrastructure and leadership for HSI initiatives and a future designation.

We expect that the financial support resulting from the HSI designation will help improve our overall student retention and graduation success rates.

Mention at least five critical facts related to HSIs

Why is it beneficial to UNC and the community to become a **Hispanic Serving Institution** and improve the educational attainment and graduation of the Latinx students we serve?

UNC's HSI Efforts in Context



Quick Facts and Dates

- Mexican American and Mexican workers have contributed to Weld County's economic health and development since the early 1900s.
- **Colorado has the 8th largest Latino population in the U.S. – 22% of the population is Hispanic/Latinx-identifying. Multi-generational families.**
- Greeley-Evans School District 6 reports that **63.7% of the K-12 student population identifies as Hispanic/Latinx** (approximately 23,000 students), compared to 30-31% in 2018.
- In 1969, Hispanic students at UNC demanded the creation of a Chicano Studies Program and more resources to recruit, retain and graduate Latino students.
- **Fall 2023 – 26.3% of UNC's Undergraduate population identify as Hispanic/Latinx**



UNC's HSI Efforts in Context

- The demographics of college-age students **continue to change**, with greater diversity and representation especially among students identifying as Hispanic, Latino, or Latinx. The evolving student demographics mean that **UNC reached the 25% threshold required for the designation in 2022, with an upward trend in enrollment shown in the 2023 data.**
- Beyond the demographic trends that indicate we'll meet the enrollment threshold for becoming an HSI, **we are more importantly committed to increasing our retention and degree attainment rates among all students, and particularly for students where equity gaps exist.**

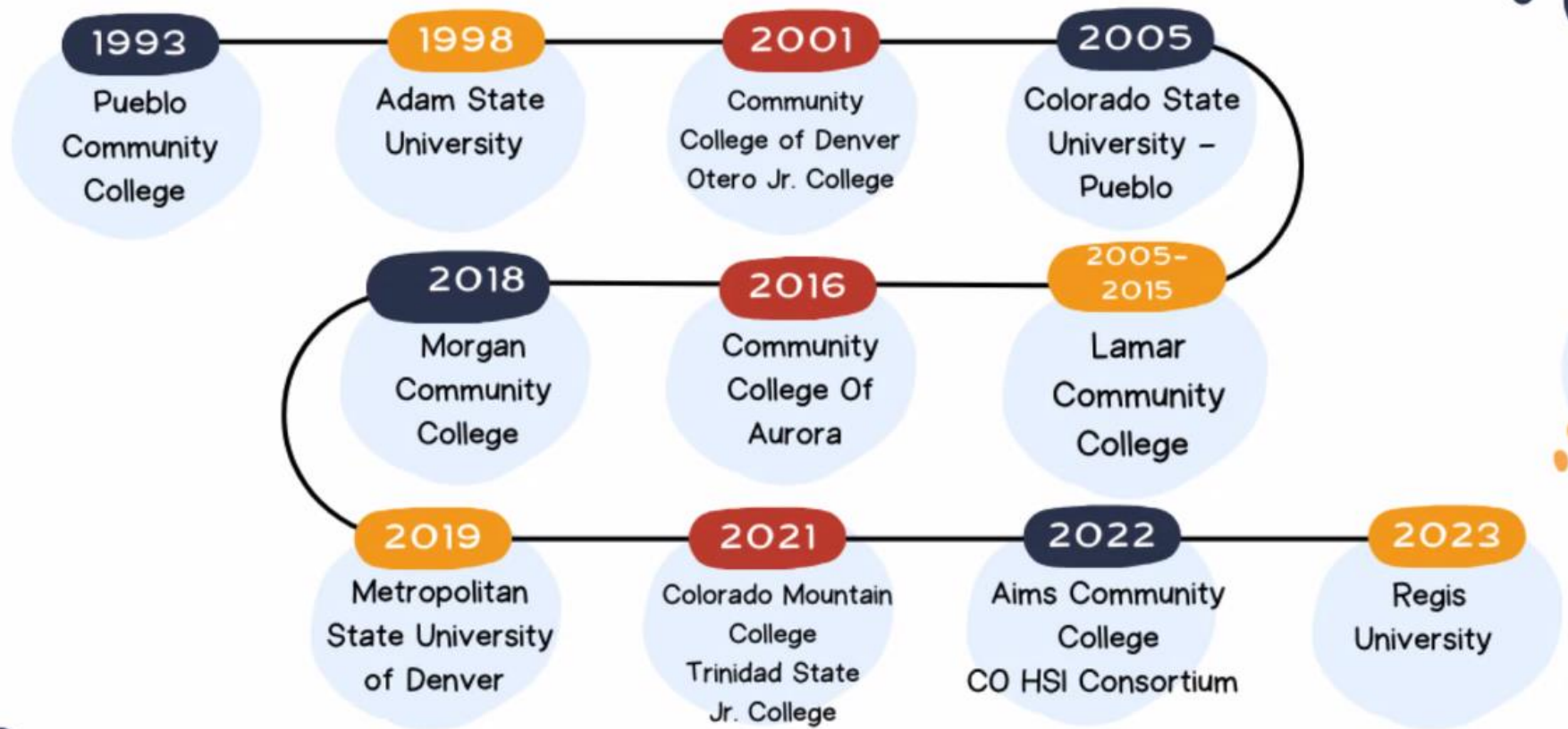
UNC IS An Emerging Hispanic-Serving Institution

- According to *Excelencia* in Education, UNC is considered an Emerging Hispanic-Serving Institution, and has been since 2019.
- **UNC has a total enrollment of 6,035 undergraduate students, from which 1,587 (26.3%) identify as Latinx (Fall 2023).**
- “Emerging HSIs,” are identified as institutions with an undergraduate FTE Latinx enrollment between 15 and 24 percent. Although there is no federal designation for Emerging HSIs, this classification indicates that enrollment numbers will soon reach the threshold to make these institutions HSI-eligible.
- **Currently in Colorado, there are 13 HSI’s and 12 Emerging Hispanic-Serving Institutions (Excelencia 2020-21).**



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COLORADO HSI DESIGNATION TIMELINE

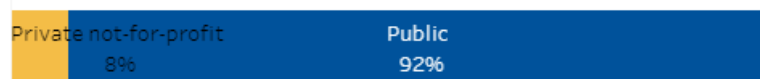


UNC is Colorado's Next Hispanic Serving Institution

Colorado HSIs Overview

The total number of HSIs in 2020-21 was 559. Below is a snapshot of 13 HSIs based on the selected filter values applied.

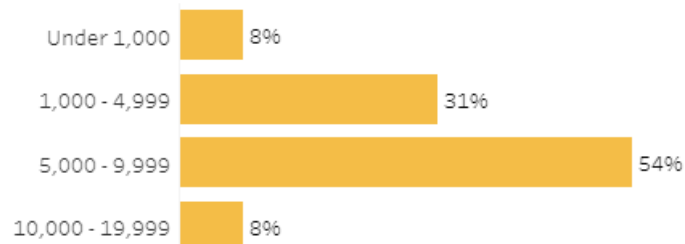
HSIs are public and private not-for-profit



HSIs are 2-year and 4-year institutions



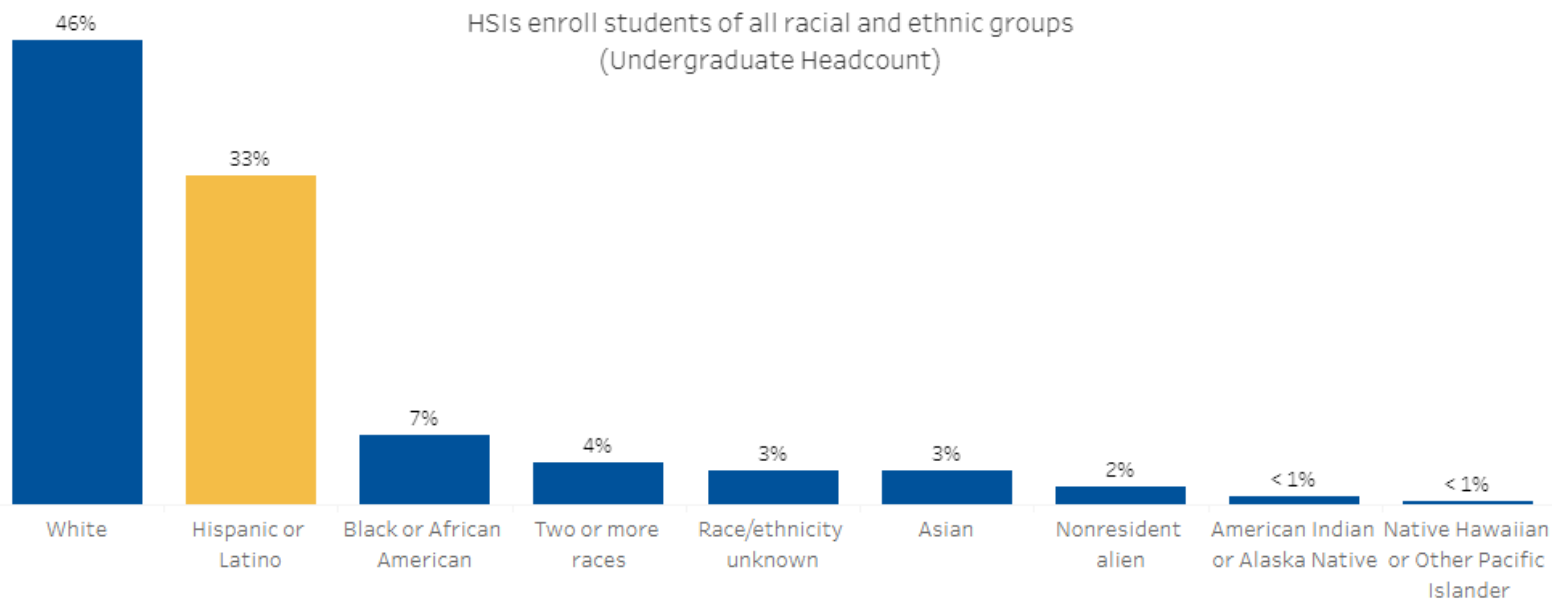
HSIs are of varying sizes



HSIs are geographically diverse



HSIs enroll students of all racial and ethnic groups
(Undergraduate Headcount)



Why HSI UNC?

Why We Want to Become an HSI

- UNC entered a new decade ready to affirm its commitment and values through new strategic vision “Rowing, Not Drifting 2030.” **The new plan boldly states that UNC will be a Students First** university focused on student success and implementing strategies that promote student growth, retention, and degree completion.
- Our efforts to become an HSI aligns with **two of our five key vision elements in the plan: Students First and Empower Inclusivity.** The diversity within our university and state and local communities is a distinct advantage that we celebrate and hope to nurture.
- To achieve UNC’s Rowing, Not Drifting 2030 strategic plan, the pursuit of a federal Hispanic Serving Institution designation stands out as a crucial component within our commitment to **prioritizing our students’ success and their sense of belonging** on our campus

HSI TIMELINE

Phase 3: Pre-Implementation – July 2022 through June 2024

- UNC Launches HSIs **Staff and Faculty Fellows**
- UNC Launches the **30-person Steering Committee** with representatives from every academic college and divisional unit
 - **Subcommittees in five (5) key areas** have been established, including: Infrastructure Development, Admissions and Recruitment, Retention and Graduation, Faculty Research and Grants, and HSI Best Practices (including HR and Hiring)
- **Development of a Culture of Celebrations and Culturally-Reflective Spaces** across campus
 - Example: Centro de Educacion de Aztlan by Brenda Vargas and Leo Tanguma
- Professional Development opportunities including:
 - National Association of Chicana and Chicano Studies conference
 - **Book Club for Transforming HSIs**
- Intentional Recruitment Efforts with UNC's Admissions and Visits team
 - Adelante and Cafecitos
- Participation in state-wide efforts to develop a culture of **Servingness**
 - Colorado HSI Consortium

Get Involved

Become an HSI Ambassador

- Advance this initiative by sharing facts, data and next steps with your colleagues and fellow students.
- [Hispanic Serving Institution \(unco.edu/hsi\)](https://unco.edu/hsi)

Participate in HSI 101-201

- So far, about 150 of UNC's faculty and staff have participated.

Join The Conversation

- UNC will host a 2nd round of campus forums based on information gathered from the UNC community around becoming an HSI and serving students through our DEI inventory.



What is Servingness?

Developing a Culture of Excelencia Means Not Just Enrolling Latinx Students but Serving Them.

“Servingness is a concept that Garcia, Nuñez, and Sansone (2019) argue is a multidimensional and conceptual way to understand what it means to move from simply *enrolling* Latinx students to actually *serving* them.”

Questions and Considerations for you

- How can UNC's faculty, staff and students proactively shift from Latinx enrolling to Latinx serving (academic and non-academic) on campus?
- What examples already exist?
- What can be done to close current achievement gaps of our students?
- How can I and _____ (enter your area) contribute to transforming institutional structures/practices to serve Latinx students better?
- How do the terms Servingness, Students First, and Sense of Belonging work together?

Questions?





THANK YOU!



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