



# FROM SELECTIVITY TO SUCCESS:

**LATINOS  
AT SELECTIVE  
INSTITUTIONS**

# FROM SELECTIVITY TO SUCCESS: LATINOS AT SELECTIVE INSTITUTIONS

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*The authors are solely responsible for the content and any errors in the publication.*

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# EXECUTIVE SUMMARY

Data show Hispanics' graduation rates at the most selective institutions of higher education are significantly higher than their graduation rates at other institutions. However, only 12 percent of Latino college students are enrolled at the most selective institutions in the U.S. This brief provides a profile of Latinos in the most selective institutions and shares some of the efforts at four of the most selective universities in California to serve their Latino students. Among the findings from the brief:

## ENROLLMENT

- **A small percentage of Latino students are enrolled in the most selective institutions.** Of all Latino undergraduates, only 12 percent were enrolled in the most selective institutions in higher education; over 60 percent were enrolled at open access institutions in 2013-14.
- **Latinos' representation at the most selective institutions is increasing.** A larger number of qualified students, including Latinos, are applying to selective institutions. While institutional capacity to enroll more students has not grown and admittance has gotten more competitive, Latinos' representation is still increasing at many of the most selective institutions.

## GRADUATION

- **Latinos are much more likely to graduate in a timely manner if they attend the most selective institutions.** The graduation rate for Latinos at the most selective institutions (68 percent) is significantly higher than their graduation rate at less selective four-year institutions (47 percent) or two-year institutions (17 percent) in 2013.
- **Latinos' graduation rate at the most selective institutions is lower than the rate for all students.** Within the most selective institutions, Latinos' graduation rate was 68 percent compared to the graduation rate for all students of 74 percent in 2013.
- **The lower an institution's admittance rate, the higher the graduation rate for Latinos and all students.** The most selective institutions had average admittance rates of 48 percent or less and graduation rates of 68

percent for Latinos and 74 percent for students overall for 2013. In comparison, less selective four-year institutions had admittance rates around 55 percent and graduation rates of 47 percent for Latinos and 58 percent overall.

## RESOURCES

- **The most selective institutions of higher education spend significantly greater resources on students than less selective institutions.** The most selective institutions have average expenses per full-time equivalent student of about \$36,600 compared to \$28,500 at other four-year institutions and \$13,300 at two-year institutions in 2013-14.
- **Institutions, regardless of selectivity, spent similar proportions on core activities.** Two-year, four-year, and the most selective institutions all had average expenses per full-time equivalent (FTE) as a similar proportion of total budget on instruction (around 40 percent), student services (12 percent), and academic support (about 10 percent) in 2013-14.

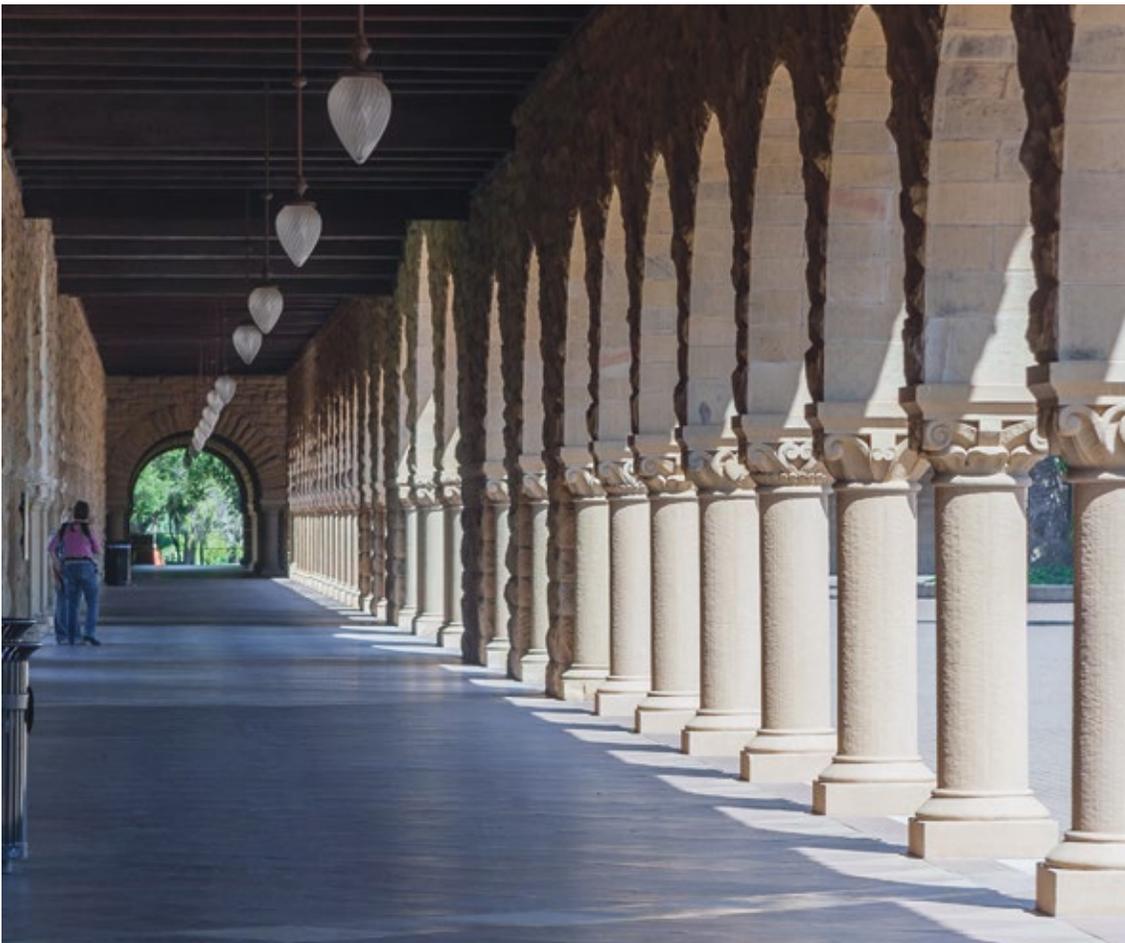
## INSTITUTIONAL REPRESENTATION

- **The most selective institutions represent a small proportion of all higher education institutions.** There were over 4,900 institutions of higher education, but only 10 percent were identified as the most selective (503) in 2013-14.
- **Very few of the most selective institutions have a high concentration of Latino enrollment.** Of the most selective institutions, only 17 had Latino enrollment that is 25 percent or higher and were also identified as Hispanic-Serving Institutions (HSIs) in 2013-14.

## INSTITUTIONAL STRATEGIES

*Excelencia* in Education reached out to four of the most selective institutions in California to gain additional insight into institutional efforts to serve their Latino students. The institutions included the University of La Verne, Stanford University, University of California – Santa Barbara, and University of California – Berkeley. While the examination was not exhaustive, among the key insights from their efforts, were the following:

- Institutional efforts to support Latino students were generally diffused throughout the institution—within disciplines and through ethnic studies offices/centers—rather than centralized in a single office.
- Financial aid was used as a critical tool for students’ retention to completion, not just access to the institution.
- Institutions increased their recruitment and retention of Latino students by supporting community and alumni efforts targeting Latinos.
- Chicano/Latino offices played a significant role in support services and fostering a sense of community for Latino students on campus at two institutions.
- Undergraduate research opportunities allowed Latino students to develop research and professional skills, and to be more competitive for post-graduation opportunities at two institutions.
- Connections with alumni created support networks for Latino students while enrolled and expanded opportunities to find employment post-graduation.



## FOREWORD

What happens to Latino students who go to selective institutions? Some high achieving Latino students choose to enroll in open-access (non-selective) institutions. Does this choice impact their future success? And what does all this tell us about trends for Latino student success and ways to support more Latino students earning college degrees? So began a purposeful discussion between Gilbert Cisneros, Sarita Brown and Deborah Santiago that ultimately led to this project and brief.

By unpacking assumptions, looking at the data and speaking with practitioners — the elements in *Excelencia* in Education’s analytical approach — this project started with the recognition that the majority of Latino students today enroll in open access (non-selective) institutions.

Consequently there is much to explore in examining Latino postsecondary enrollments in selective institutions including:

- What does their enrollment and graduation look like?
- What do we know about the institutions where they enroll?
- Are the most selective institutions doing anything specific to serve Latino students that other institutions can learn from?

A broader question follows: are the relative small number of Latino students choosing to enroll in selective institutions the result of Latinos’ current levels of academic preparation, college knowledge, financial support, and institutional recruitment efforts?

As Latinos continue to be a significant and growing proportion of the American population, awareness and insight about the flow of Latino talent in to and through colleges and universities becomes increasingly more important. The answers offered in this brief can help colleges and universities looking to identify their future applicant pools of students and potential practices to recruit, enroll, retain, and graduate them.

Going forward, *Excelencia* in Education and the Gilbert and Jacki Cisneros Foundation seek to catalyze a broader discussion with leaders in higher education, policy and business about the trends at selective institutions for Latino students and the opportunity for these institutions to engage and serve Latino students. We hope you will join us.

## OVERVIEW

Our country's most precious resource is our human capital, and in today's knowledge-driven economy, a college degree is critical to the success of an engaged citizenry and competitive workforce. Latinos\* are a significant and growing proportion of the population in the United States. These American youth are enrolled in education systems in every state of the nation. Latinos represent about 17 percent of students in postsecondary education and are the second largest racial/ethnic group enrolled in postsecondary education today. They also represent about 25 percent of students enrolled in K-12 education. While the enrollment of Latinos along the educational pipeline is significant, their educational attainment is lower than adults overall. In 2014, 23 percent of Latino adults had earned an associate degree or higher, compared to 42 percent of all adults.

As the Latino population continues to grow and more are enrolling in college, it is critical to examine what institutions are doing beyond enrollment, if any, to increase Latino student success. What works at the institutional level to improve student success? When considering selective institutions that enroll high academic achieving students, questions are raised about the effort institutions make in helping their students succeed. Do institutions have to do anything to help their students graduate if students are already so high performing? Will students graduate because of, or despite, the institutions' efforts? Are there effective practices other institutions can learn from to improve student success? Given the difference in resources, can other institutions afford to replicate what selective institutions are doing to serve Latinos to meet some level of student services?

This brief sets a baseline picture of Latinos at the most selective institutions and lays the groundwork for more in-depth understanding of efforts and strategies. It begins by defining selectivity and then shares a profile of Latinos at the most selective institutions by enrollment, graduation, admittance, and expenses. The brief concludes with summaries of institutional efforts to serve Latino students at four of the most selective institutions in California.



\* The terms Hispanic and Latino are used interchangeably throughout the brief.

# INTRODUCTION TO SELECTIVE INSTITUTIONS

Most media stories and policy discussions on higher education focus on the traditional students' profile, their traditional pathways, and selective institutions. And by selective institutions, the focus is even more overtly on the “Ivies”—the eight institutions most recognized as selective. However, this focus does not represent the majority of students or institutions in higher education today. In fact, less than 20 percent of students today fit a traditional student profile, attend college in a traditional pathway, or attend a selective institution of higher education.

The most selective institutions of higher education are recognized by their competitive admissions, low admittance rates, high cost to attend, and the prestige garnered from achievements of their alumni. Recent studies have shown the representation of low-income students at the most selective institutions remains low and raises questions of access and institutional effort to serve economically diverse students.<sup>1,2</sup> Further, selective institutions also tend to enroll lower numbers of Latino and African American students, who tend to be disproportionately represented among low-income students.<sup>3</sup> Research shows high-achieving Latinos disproportionately attend institutions for which they are over-qualified, rather than more selective institutions.<sup>4</sup>

Institutions across all selectivity levels are expressing a desire to increase the diversity of their student body. This is occurring in a time when policy conversations around higher education admissions focus on either limiting the use of affirmative action or recognize numerous states have bans on race-based admissions policies. At a time when more attention is given to the benefits of attending a selective institution and these institutions look to increase the diversity of their student body, it is critical to look at how these institutions contribute to Latino student success. This analysis builds upon the conversation of selective institutions and offers insight into institutional practices to recruit, retain, and graduate Latino students.



## DEFINING SELECTIVITY

In 2013-14, there were 4,945 institutions of higher education enrolling over 17 million total undergraduates and almost 3 million Latino undergraduates.<sup>5</sup> Institutional selectivity is generally split between consideration of those that are “open access” and “selective.” The selectivity of an institution varies depending upon the requirements applicants must fulfill for admission.

**Open access institutions:** “Open access” institutions provide increased opportunity to a postsecondary education with open admissions policies to accept all students who apply. There are over 3,200 open access institutions in the U.S. The majority of Latinos in postsecondary education (64 percent) were enrolled at open access institutions in 2013-14.<sup>6</sup>

**Selective institutions:** Factoring in variables for selectivity, such as not-for-profit, degree-granting, four-year institutions, and admissions requirements, there were 1,656 selective institutions in the U.S (Table 1). These institutions enrolled about one-third of all Latino undergraduates (Table 2).<sup>7</sup>

Selective institutions are further subdivided by the inclusion of those with some admissions requirements that admit average-performing students,<sup>10</sup> to institutions with very rigorous admissions requirements that admit a small percentage of students who apply. Barron’s Admissions Classification Index (Barron’s Index) is widely recognized as the resource to determine an institution’s level of selectivity.<sup>11</sup> *Barron’s Index* provides classifications for four-year institutions, and places them into categories using student and institutional characteristics, such as GPA and admissions requirements. The most selective institutions are those with higher admissions requirements, which result in lower acceptance rates. Institutions with limited admissions requirements, or who accept all students who apply are considered less selective or non-selective.<sup>12</sup> In keeping with prior research on selective institutions, *Excelencia in Education* also used Barron’s Admissions Classification Index for

**TABLE 1: Number of Postsecondary Institutions, by Institution Type<sup>8</sup>**

Type of Institution	Number of Institutions	Percentage of Total institutions
All institutions of higher education*	4,945	100
Selective Institutions	1,656	33
Most Selective	503	10

\*Degree-granting institutions eligible for federal financial aid (Title IV)

Sources: Barron’s Educational Services, Inc. (2014). *Profiles of American Colleges 2015* (31st ed.). Hauppauge, NY: Author;

*Excelencia in Education* analysis of U.S. Department of Education, IPEDS, 2013-14 Enrollment and Institutional Characteristics surveys

**TABLE 2: Student Enrollment, by Institution Type<sup>9</sup>**

Type of Institution	Number of Students	Number of Latino Students	Percentage Latino	Percentage of total Latino
All institutions of higher education	17,671,990	2,929,318	17	100
Selective Institutions	8,269,972	1,047,034	13	36
Most Selective	3,539,843	358,639	10	12

Sources: Barron’s Educational Services, Inc. (2014). *Profiles of American Colleges 2015* (31st ed.). Hauppauge, NY: Author;

*Excelencia in Education* analysis of U.S. Department of Education, IPEDS, 2013-14 Enrollment and Institutional Characteristics surveys

this analysis.<sup>13</sup> There are 503 institutions that meet the criteria for most selective institutions and they enroll 12 percent of Latino college students.

Hispanic-Serving Institutions (HSIs) are defined by a concentrated enrollment of Hispanic students and can fall into either open access or selective institution categories. While HSIs are about evenly split between 2- and 4-year institutions, the majority of 4-year HSIs (65 percent) have some admissions criteria and are thus considered selective.<sup>14</sup> However, only 17 HSIs meet the criteria of the most selective institutions.

# LATINOS AT THE MOST SELECTIVE INSTITUTIONS

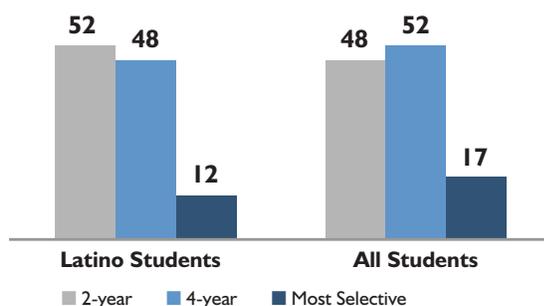
The most selective institutions tend to have more competitive admission rates, higher levels of completions, and higher graduation rates when compared to lesser selective institutions. The following provides a snapshot profile of the most selective institutions enrolling and graduating Latino students compared to less selective institutions.



## ENROLLMENT

The most selective institutions enroll a small number of Latinos. In 2013-14, the majority of Latinos (52 percent) were enrolled at two-year institutions and only 12 percent were in the most selective institutions (see Figure 1). In comparison, the majority of all students (52 percent) are in four-year institutions and 17 percent are in the most selective institutions.

**FIGURE 1: Percentage enrollment of Latino and all students, by institution type, 2013-14**



\*\*"Most selective" is a subset of 4-year institutions

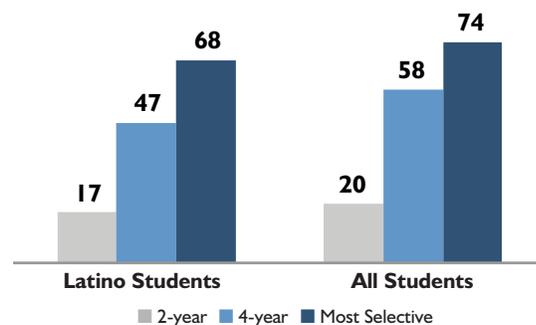
Source: *Excelencia in Education* analysis using U.S. Department of Education, NCES, IPEDS, 2013-14 Enrollment Survey

## GRADUATION RATES

The most selective institutions have higher graduation rates for all undergraduates and Latino undergraduates than less selective and non-selective institutions. Graduation rates measure the percentage of completers, for a set cohort of students, (first time, full-time freshmen) who graduate within three years at 2-year institutions and six years at four-year institutions (150 percent of normal time). It is important to note that graduation rates only measure first-time, full-time freshmen and do not count returning, transfer, or part-time students and thus does not capture the pathways of the majority of 2-year and many open access four-year institutions.

In 2013, the graduation rate for Latinos at two-year institutions was 17 percent and at four-year institutions was 47 percent. In comparison, the rate for Latinos at the most selective institutions was 68 percent, compared to 74 percent for all undergraduates at the most selective institutions (see Figure 2).

**FIGURE 2: Graduation Rates for Latino and All Students, by Institution Type, 2013**

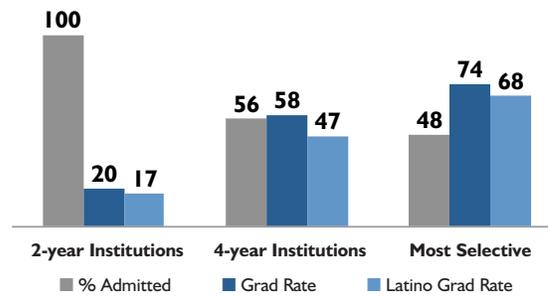


\*\*"Most selective" is a subset of 4-year institutions

Source: *Excelencia in Education* analysis using U.S. Department of Education, NCES, IPEDS, 2013 Graduation Rate Survey

One form of selectivity is identified by an institution's student admittance rate. In general, the more selective an institution is, the lower their admittance rates. In turn, the higher the admittance rates, the lower an institution's selectivity. Data are clear the most selective institutions have low admittance rates but high graduation rates. For example, while most 2-year institutions are open access, and have a near 100 percent admittance rate, their overall graduation rates are 20 percent. Conversely, the most selective institutions have less than a 50 percent admittance rate, but have overall graduation rates of 74 percent (see Figure 3).

**FIGURE 3: Admittance and Graduation Rates, by Institution Type, 2013-14**



\*\*Most selective" is a subset of 4-year institutions

Source: *Excelencia in Education* analysis using U.S. Department of Education, NCES, IPEDS, 2013-14 Admissions and 2013 Graduation Rate Surveys

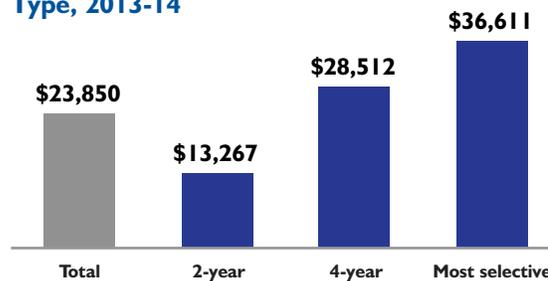
## CORE EXPENSES

The most selective institutions generally have more financial resources to spend per student compared to less selective or non-selective institutions. This high level of institutional investment influences the higher levels of completions and graduation rates compared to less selective institutions. Due to the increased funding and prestige of selective institutions, students attending them can also experience better long-term economic outcomes than students who attend less selective institutions.<sup>15</sup>

For example, in 2013-14, the average expenses per full-time equivalent (FTE) students was about \$23,850. However, this average varied greatly by institution type. For 2-year institutions, the total was about \$13,265 per FTE, while at the most selective institutions, the average expense per student was almost three times as large, at about \$36,610 (Figure 4).

There are similarly significant differences in the amounts of resources expended in instruction and student support between institution types. For example, while the total average expense per FTE for instruction was about \$4,900 in 2013-14, it was only about \$2,400 at 2-year institutions, and over \$6,000 at 4-year and the most selective institutions (Figure 5).

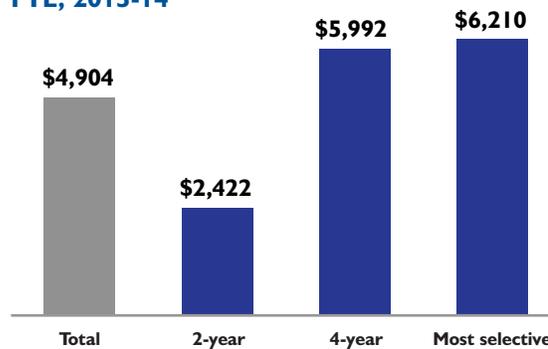
**FIGURE 4: Average Expenses Per Full-time Equivalent (FTE) Student, by Institution Type, 2013-14**



\*\*Most selective" is a subset of 4-year institutions

Source: *Excelencia in Education* analysis using U.S. Department of Education, NCES, IPEDS, 2013-14 Institutional Characteristics and Finance Surveys

**FIGURE 5: Average Instruction Expenses, Per FTE, 2013-14**



\*\*Most selective" is a subset of 4-year institutions

Source: *Excelencia in Education* analysis using U.S. Department of Education, NCES, IPEDS, 2013-14 Institutional Characteristics and Finance Surveys

Further, while the total average expense per FTE for student support services was about \$2,750 overall, it was only about \$1,600 at 2-year institutions, \$3,250 at four-year institutions, and over \$4,500 at the most selective institutions (Figure 6).

As a percentage of expenses, 2-year and 4-year institutions both spend the majority of their resources on instruction (around 40 percent), institutional support (around 20 percent) and student services (around 12 percent). The largest differences are in research—4-year institutions spent nine percent on research compared to less than one percent for 2-year institutions and all other core (from 5 to 15 percent) (Table 3, Figure 7). Compared with others, the most selective institutions have similar expense patterns, but spend even more on research.

**FIGURE 6: Average Student Support Expenses Per FTE, 2013-14**



\*"Most selective" is a subset of 4-year institutions

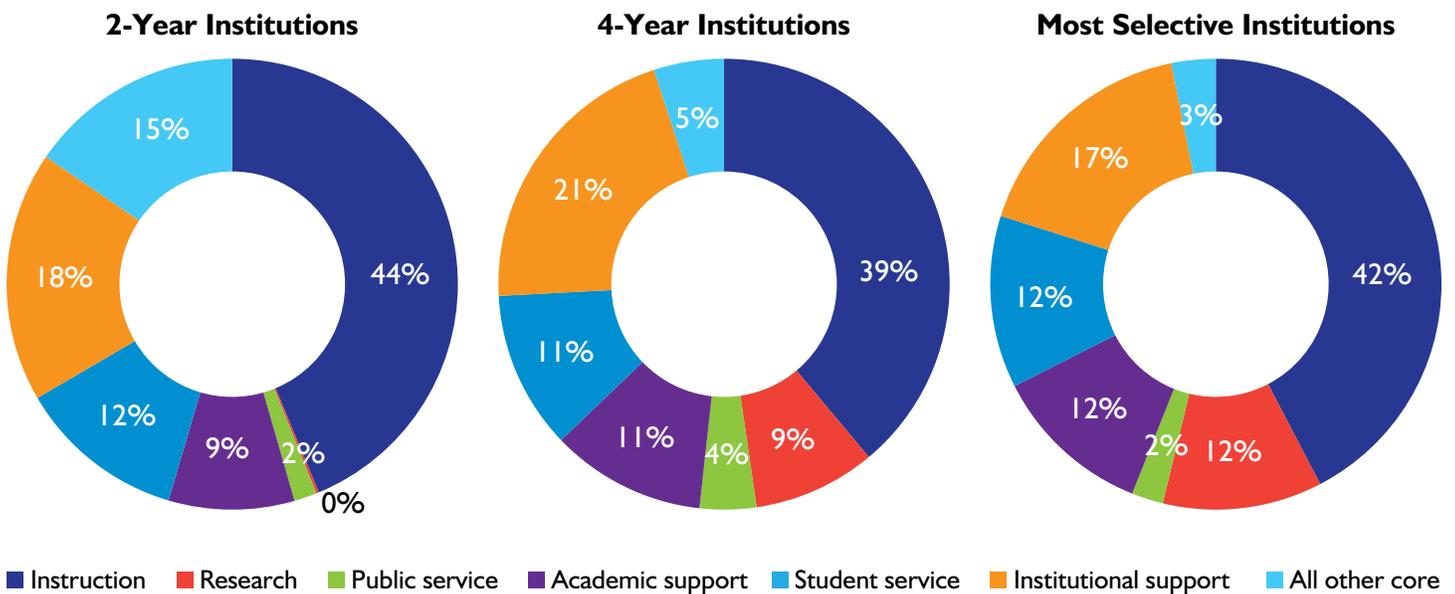
Source: *Excelencia* in Education analysis using U.S. Department of Education, NCES, IPEDS, 2013-14 Institutional Characteristics and Finance Surveys

**TABLE 3: Percentage of Average Core Institutional Expenses per Full-time Equivalent (FTE), by Institution Type, 2013-14**

Type of Institution	Instruction	Institutional support	Student services	Academic support	Research	Public service	All other core
2-year	44	18	12	9	0	2	15
4-year	39	21	11	11	9	4	5
Most selective	42	17	12	12	12	2	3

Source: *Excelencia* in Education analysis using U.S. Department of Education, NCES, IPEDS, 2013-14 Institutional Characteristics and Finance Surveys

**FIGURE 7: Percentage of Average Core Institutional Expenses per Full-time Equivalent (FTE), by Institution Type, 2013-14**



# INSTITUTIONAL EFFORTS TO SERVE LATINO STUDENTS

*Excelencia in Education* examined some of the most selective institutions in California, as defined by Barron’s, to gain insight into institutional efforts to serve the Latino students they enroll. This examination included informational interviews with representatives from among the most selective institutions in California to consider their efforts in recruiting, retaining, and graduating Latino and other students. While the information reflected through these interviews is neither exhaustive nor intended to be representative of all selective institutions, it offers insight into what some institutions are doing to serve their Latino students.

Institutions in California were chosen because the state has the largest Latino population in the United States.<sup>16</sup> Almost one-third of all Latino college students in 2013-14 were in California.<sup>17</sup> Although more Latinos in California are enrolled in higher education than in other states, degree attainment remains low relative to the population. In 2013, eight percent of the Latino adult population over the age of 25 had a bachelor degree as their highest degree attained.<sup>18</sup>

## CALIFORNIA’S CONTEXT FOR CONSIDERING LATINOS

In 1996, California voters approved an initiative that abolished the state’s public affirmative action program. The California Civil Rights Initiative (also known as Proposition 209) prohibits preferential treatment based on “race, sex, color, ethnicity or national origin”<sup>19</sup> by the State in public employment, education and public contracting. Immediately after the passage of Proposition 209, higher education enrollment rates for Latinos and African American students dropped, with the admission rates of Latinos dropping 8 percent from 1997 to 1998.<sup>20</sup>

In general, the perception has remained that institutions cannot overtly target their efforts by race/ethnicity. In recent years, the college-going rate for Latinos has increased; however, this is also due to an increase in the overall Latino population, and less so on proclivity.

**TABLE 4: Number of Postsecondary Institutions and Student Enrollment in California, by Institution Type<sup>23</sup>**

Type of Institution	Number of institutions	Total Number of Students	Number of Latino Students	% Latino	% Total Latino
All institutions of higher education	493	2,371,922	863,431	36	100
Selective Institutions	175	729,949	209,906	29	24
Most Selective	37	309,956	62,863	20	7

Sources: Barron’s Educational Services, Inc. (2014). *Profiles of American Colleges 2015* (31st ed.). Hauppauge, NY: Author;

*Excelencia in Education* analysis of U.S. Department of Education, IPEDS, 2013-14 Enrollment and Institutional Characteristics surveys

Almost half (47 percent) of the college-going age population (18-24 years) is Latino; yet, they are underrepresented at each of the higher education systems in the state. Latino students make up about 20 percent of the student population in the University of California system, 33 percent within the California State University system, and 39 percent in the community colleges.<sup>21</sup>

California has 493 institutions of higher education enrolling about 2.4 million students, of which about 36 percent are Latino students. Of these institutions, about seven percent are identified by Barron’s as the most selective (37 institutions). The most selective institutions in California enrolled seven percent of all Latinos enrolled in higher education in the state (Table 4).<sup>22</sup>

## OVERVIEW

*Excelencia* in Education reached out to four of the most selective institutions in California to gain additional insight into institutional efforts to serve their Latino students. The institutions included the University of La Verne, Stanford University, University of California — Santa Barbara, and University of California — Berkeley. Institutional representatives shared some of the strategies they use to recruit, retain, and serve their students through to completion. While the information reflected through these interviews is not exhaustive or representative of all institutional efforts, it offers insight into some of the strategies these institutions use to serve Latino students. The following provides a snapshot of the enrollment, admittance, graduation rates, and average expenses by FTE for each of the institutions along with a summary of some institutional efforts supporting Latino student success at each institution.

## ENROLLMENT

For this review, the institutions chosen include two public and two private institutions, of which two are also HSIs. University of La Verne and the University of California-Santa Barbara have over 25 percent Latino student enrollment and are also identified as Hispanic-Serving Institutions (HSIs). Discussions with their representatives were more detailed and overt in efforts to serve Latino students. The University of California-Berkeley and Stanford University have between 13-16 percent Latino student enrollment.

Over the past decade, all four institutions experienced an increase in selectivity and Latino enrollment. Although selectivity in the admissions process at these institutions increased, the requirements for admissions did not.<sup>24</sup> The institutions attributed the rise in selectivity to the increasingly high caliber of students, including Latinos, who apply for admissions. This resulted in a more competitive application process, resulting in higher GPAs and admissions test score means of accepted students.

The institutions attributed the increase in Latino enrollment as a result of two main factors:

**1. An increase in the college-readiness of Latino students:** Latino students are increasingly becoming more academically prepared for college and are enrolling at more selective institutions.

**2. Intentional, targeted outreach to the Latino community:** The selective institutions acknowledged the value of serving their surrounding community, and therefore have recruitment strategies that intentionally target Latinos within their service area through community events or with alumni.

The four institutions chosen have diverse levels of enrollment—between 5,200 and 25,900—as well as varying levels of concentrated Latino enrollment—from 13 to 48 percent. In addition, the institutions vary greatly in first generation student enrollment—from 14 to 42 percent (Table 5). The definition of first-generation at each of the institutions is informative because it shows the differences that exist.

**Defining first-generation college students:** Each institution has its own definition as follows:

- University of La Verne: neither parent having attended college
- Stanford University: neither parent attended a 4-year institution
- UC Santa Barbara: neither parent having earned a 4-year college degree
- UC Berkeley: neither parent having earned a 4-year college degree

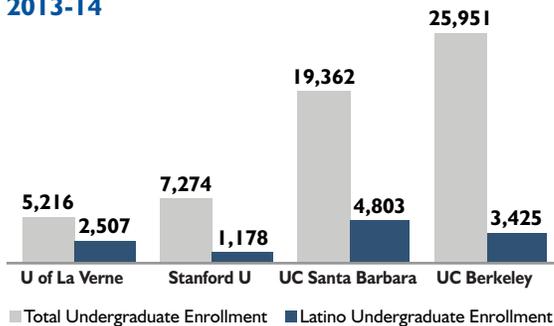


**TABLE 5: Undergraduate Enrollment and First-generation Representation at Four of the Most Selective Institutions Chosen in California, 2013-14**

Institution	HSI	Total Enrollment	Latino Enrollment	% Latino	% First-Generation Student
<b>Private</b>					
University of La Verne	*	5,216	2,507	48	36
Stanford University		7,274	1,178	16	14
<b>Public</b>					
University of California, Santa Barbara	*	19,362	4,803	25	42
University of California, Berkeley		25,951	3,425	13	26

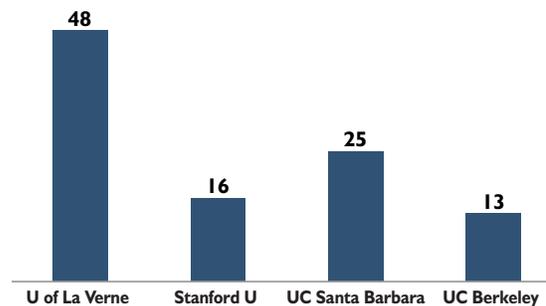
Sources: *Excelencia in Education* analysis of U.S. Department of Education, NCES, IPEDS, 2013-14 Enrollment Survey; First-generation data and definitions were publicly reported by the universities

**FIGURE 8: Enrollment at Four of the Most Selective Institutions Chosen in California, 2013-14**



Source: *Excelencia in Education* analysis using U.S. Department of Education, NCES, IPEDS, 2013-14 Enrollment Survey

**FIGURE 9: Percent Latino Undergraduates at Four of the Most Selective Institutions Chosen in California, 2013-14**



Source: *Excelencia in Education* analysis using U.S. Department of Education, NCES, IPEDS, 2013-14 Enrollment Survey

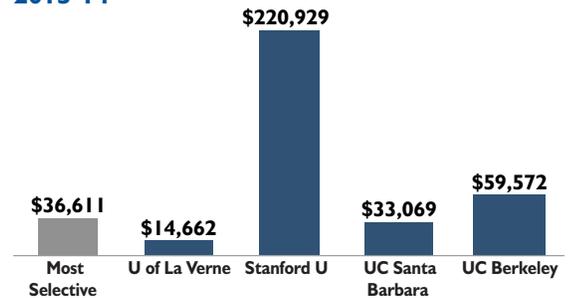


## AVERAGE EXPENSES

The four institutions considered also had a varied “sticker price” from \$12,000 to \$44,000, and total cost of attendance ranging from \$32,000 to \$62,000. The range of Pell grant recipients also varied from 16 to 45 percent (Table 6). The two institutions with highest concentration of Pell recipients were the two HSIs—the institutions with the highest concentration of Latinos.

Of these four institutions, the average expenses per FTE were also very diverse. While, the average expenses per FTE were about \$36,600 for the most selective institutions in the U.S., two of the institutions chosen, had average expenses per FTE less than all of the most selective institutions, and two had average expenses per FTE significantly higher than all of the most selective

**FIGURE 10: Average Expenses Per FTE, 2013-14**



Source: *Excelencia* in Education analysis using U.S. Department of Education, NCES, IPEDS, 2013-14 Institutional Characteristics and Finance Surveys

institutions. The two institutions with lower averages were the two HSIs with the highest concentration of Latinos.

**TABLE 6: Total Cost of Attendance at Four of the Most Selective Institutions Chosen in California, 2014-15**

Institution	Sticker price	Total cost of attendance	% Receiving financial aid (2013-14) <sup>25</sup>	% Receiving Pell grants (2013-14) <sup>26</sup>
University of La Verne	\$37,000	\$54,000	71	45
Stanford University	\$44,000	\$62,000	82	16
University of California, Santa Barbara	\$12,000	\$32,000	67	40
University of California, Berkeley	\$13,000	\$32,000	59	31

Source: The institutions’ websites. Retrieved April 2016.

## RECRUITING LATINOS

The most selective institutions shared efforts to engage and recruit in their geographic service area along with implementing a more holistic admission process as useful strategies in recruiting Latino students.

### Focus on geographic service area

Institutions engage with prospective students by outreach to their local community and broader service area. For example, at all four institutions, current students go back to their community's high school to recruit prospective students. This increases awareness of the campus and shows high school students the university can be a viable option by identifying with those already at the institution.

- University of La Verne's annual LEAD Conference brings Latino professionals to campus to present the university to the Latino community and fosters a sense of belonging for students and families.
- At University of California, Santa Barbara (UCSB), the LA2SB program brings students from high schools in the Los Angeles area to campus, where they learn about UCSB through student panels, meetings with professors, and campus tours.
- University of California, Berkeley (UC Berkeley) holds La Raza Day, where Latino high school

students from throughout to state visit campus to learn strategies for success from current students and participate in events to foster a sense of community.

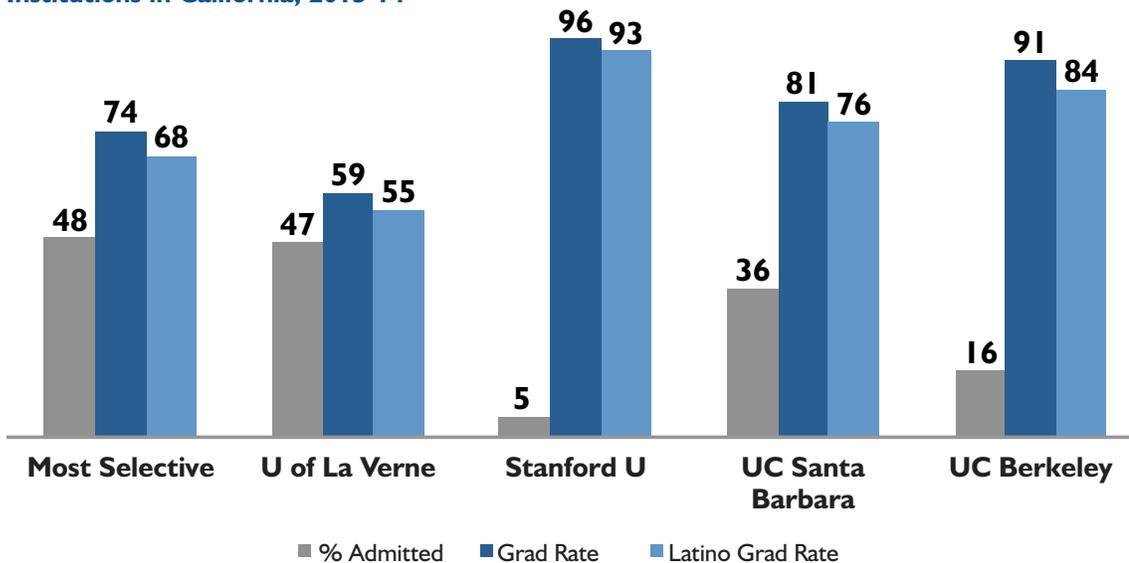
### Holistic admissions process

All four institutions use a holistic admissions approach, which takes into account all aspects of the student, not just test scores and grade point average. Applications require personal statements, allowing students to share information about who they are, their personal interests, and their academic goals. Admissions officers consider factors such as courses offered through their high school, family commitment and responsibilities, and extracurricular activities. This holistic approach allows institutions to increase the diversity of their student body, while selecting students that will be successful on campus.

### ADMITTANCE AND GRADUATION RATES

All four institutions had lower admittance rates than the average of most selective institutions (48 percent). In addition, the graduation rates at these four institutions ranged from about 60 percent to 96 percent and the graduation rate for their Latino students was slightly lower than overall graduation rates ranging from 55 to 93 percent.

**FIGURE 11: Admittance and Graduation Rates at the Most Selective and Four Identified Institutions in California, 2013-14**



Source: *Excelencia* in Education analysis using U.S. Department of Education, NCES, IPEDS, 2013-14 Admissions and 2013 Graduation Rate Surveys

## RETAINING AND GRADUATING LATINOS

Looking at how the institutions recruit, retain, and graduate their Latino students, two different approaches emerged. Two of the institutions used an institution-wide approach to offer support to Latino students in which services were offered through various offices and departments, while the other two institutions offered services through diffused strategies such as through Chicana/o Latina/o departments, multicultural centers, or within discipline offices.

### RETAINING LATINOS

The four institutions shared efforts to target student support services, expand financial opportunities, and rely on ethnic centers as useful strategies in retaining Latino students.

#### Student support services

Student support services are a vital component of Latino student success. Through student success centers, institutions provide tutoring, mentoring, and math and writing workshops for students who need additional academic support.

- University of La Verne and UCSB use intrusive advising to target students who are at risk of falling behind in their courses for intervention. Through these interventions students can get back on track with their coursework.
- University of La Verne offers mentoring for current students through a demographic-specific focus, such as mentoring for men of color and first-generation students.
- Professors at UCSB work to cultivate self-confidence for current students through student “bootcamps” through which students receive mentoring and guidance.

#### Expanded financial aid opportunities

Many students need financial aid to attend institutions of higher education. The universities recognize the financial needs of the students they serve, and as a result, financial aid opportunities have been expanded to increase student retention and completion.

- Financial aid officers at University of La Verne hold “Starbucks nights” where they meet with students and parents to inform them about the available opportunities to fund their education.
- University of La Verne also focuses on creating scholarships for upperclassmen, where they saw students drop out due to increased financial need.
- UCSB has created a scholarship for low-income high school graduates, granting them full tuition coverage for all four years of education.
- Stanford’s financial aid office can “freeze” aid awarded to students who take a leave of absence and allows students the opportunity to receive their financial aid once they return to campus.

#### Chicano/Latino centers

The Chicana/o and Latina/o Student Development Office at UC Berkeley and El Centro Chicano y Latino at Stanford help foster a sense of community for Latino students, as a way for students to receive academic and personal support from office staff, peers, and alumni. These centers recognize the importance families have on the lives and success of their Latino students, and include them in new student orientation so that parents have a better understanding of campus, financial aid, and academic advising.

- Through their center, UC Berkeley has created “brown spaces” on campus as a way for students to engage with and learn from their peers on campus.
- Stanford connects students, parents, and community through their programming so that they have a sense of “home” and a place where each of the groups feels at ease. El Centro celebrates academic, community service, and other accomplishments of Stanford’s Latino students, staff, and faculty through the Chican@ Latin@ Community Awards Banquet, and through speaker series.



## GRADUATING LATINOS

The most selective institutions shared efforts to provide research opportunities, and link to the workforce or post-graduate education as useful strategies in graduating Latino students.

### Undergraduate research opportunities

Undergraduate research opportunities allow students to develop skills and experience that increase their competitiveness for graduate school applications and the workforce. UCSB, UC Berkeley, and Stanford are Research I institutions offering undergraduate research opportunities to students. Working on faculty-led projects, students gain hands-on research experience in STEM fields.

- The Mellon Mays Undergraduate Fellowship program at UC Berkeley and Stanford provides students with the opportunity to research fields within the humanities and connects them to other fellows to build a network of colleagues when they continue their education to become faculty.

### Connection to workforce and graduate school

UC Berkeley and Stanford use their strong connections with alumni to provide students with networks to the workforce post-graduation. Latino alumni at both campuses are active in supporting the Chicano/Latino centers, as well as students with their graduate school and workforce goals.

- The Chicano/Latino centers also offer programming to introduce Latinos to graduate school programs and current graduate students to increase Latino enrollment in postbaccalaureate education.
- The Centers for Educational Equity and Excellence at UC Berkeley helps students through the various phases of their academic transitions in order to help them build a strong application and resume for graduate school.

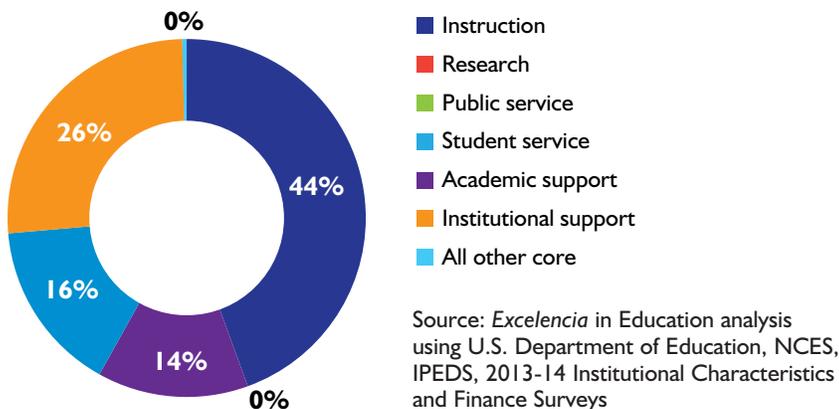
# UNIVERSITY OF LA VERNE

It is the mission of the University of La Verne to provide opportunities for students to achieve their educational goals and become contributing citizens to the global community. This is accomplished by offering high-quality degree programs to both traditional-aged and adult learners; providing liberal arts and professional programs from undergraduate to doctoral levels; and delivering programs to students at the central La Verne campus as well as regional campuses and satellite class locations throughout California.

The university provides a student-centered, values-based, and diverse learning environment. It takes pride in offering small class sizes in a highly personalized setting. The university encourages effective teaching, research, scholarly contributions, and service to the greater community by sharing its academic, professional and individual resources.

The University of La Verne shares four core values that promote a positive and rewarding life for its students through fostering a genuine appreciation and respect for: A Values Orientation, Community and Diversity, Lifelong Learning, and Community Service.<sup>27</sup>

## AVERAGE EXPENSES PER FTE, 2013-14



**Commitment from Leadership:** Leadership has been critical in celebrating the institution's diversity as well as its unique contributions and efforts to serve its students. Both President Lieberman and Provost Reed have been explicit in guiding understanding of what it means to be an HSI. For example, the Provost has held retreats with staff and faculty where they have been asked what it means to be an HSI and how to serve students as an HSI.

## RECRUITING LATINO STUDENTS

### Increased Institutional Selectivity and Latino Enrollment:

Over the years, University of La Verne has increased the selectivity of its admissions process. While the university was increasing its admissions requirements, the enrollment of Latino students continued to increase. The university remained engaged with their community and service area to provide intentional outreach to the Latino community. This integrated approach of increasing selectivity and maintaining committed to the diversity of its student body increased access for Latino students. The university also credits the increase in Latino enrollment to an increase in academic preparedness among applicants.

**Community:** About half of students at the University are Latino, reflective of the broader community. It is very important to the administration that students feel they are welcome on campus and that their race/ethnicity and culture are represented on campus through the curriculum, student groups, and faculty. The University has worked to diversify its staff and faculty to reflect the diversity of its students and prides itself on creating a sense of community involvement and awareness, where its students



take part in civic engagement and giving back to the community through community service.

**Celebrating HSI Designation:** The University has been an HSI for many years, but has been vocal about its HSI designation more proudly under current leadership. Literature on the institution for perspective students clearly states that the institution is an HSI.

**Financial Aid:** The University works to keep tuition low because many students demonstrate high financial need. For example, the University has a signed MOU with local high schools that grants students who meet necessary requirements a minimum scholarship to attend the university. The financial aid office sends bilingual financial aid officers into the community for “cafecito nights” to meet with families to discuss personalized financial aid packages. They also pull together funding to create scholarships for upperclassmen, where students are dropping out due to financial need.

**Focus on Service Area:** The University recognizes the importance of serving their current and prospective students. The university does outreach to local high schools to engage with perspective students in the community and has several signed MOUs with local high schools so

that students who want to enroll have the ability to. The annual LEAD Conference brings Latino professionals to campus to present to the Latino community about higher education, the workforce, and the university as a way to introduce younger students and families to the University of La Verne.

## RETAINING LATINO STUDENTS

**The La Verne Experience:** The La Verne Experience plays a critical role in the retention and success of students at the university. The La Verne Experience is an alignment of curriculum in which students are placed in learning communities in their freshmen and sophomore years as part of their general education curriculum. Freshmen year includes FLEX, where students take courses through learning communities. During sophomore year, the SOLVE section of the La Verne Experience introduces career development into the curriculum for students. In their junior year, students are required to take part in civic engagement and support their community. Senior year ties the student’s experiences together through a capstone piece and student e-portfolio. The La Verne Experience was stated as a critical part to retaining students through to completion due to how it is structured. They emphasized that



there is the “La Verne Experience” which is a set of classes and projects, but also the “La Verne experience” which ties back to developing a sense of community on campus.

**Student Support Services:** The University of La Verne has many student support services available to increase the success of its students. Intrusive advising targets students who are falling behind in their courses for intervention. These interventions include academic tutoring, meeting with faculty advisors, and any other supports based on the need of the student. The University offers mentoring for current students through a demographic-specific focus, such as mentoring for men of color and first-generation students.

**Undergraduate Research:** Faculty prioritize involving undergraduate students into research as a curricular model. For example, in the biology department, faculty have undergraduates as student employees because of the value added of research at this academic level. Involving students allows them to develop their research skills they can use to be competitive and successful in graduate school. The amount of research available to undergraduate students has expanded over time and continues to grow.

**Serving Adult Students:** The University of La Verne recognizes the diversity of their student body and has worked to increase access for students older than the traditional college aged student. University of La Verne has seven regional campuses, two military centers, and an online campus to serve their adult students. Adult students also receive a reduced tuition rate. The La Verne Experience has been adapted for adult learners to omit learning communities and includes a focus on leadership development courses.

**The Convergence:** Student success does not end with graduation. For the university, it is important their students find success in the workforce and go back to serve their communities. For example, the university used research to examine what industries had the greatest need and found a great need to increase its healthcare workforce, specifically in diversifying its healthcare professional workforce to reflect the regional population and serve the community. With this knowledge, University of La Verne created “The Convergence” initiative with local institutions of higher education and healthcare providers to create pathways for students to complete their education and find employment with healthcare providers in the region.

# UNIVERSITY OF CALIFORNIA, SANTA BARBARA

The University of California, Santa Barbara is a leading research institution that also provides a comprehensive liberal arts learning experience. Because teaching and research go hand in hand at UC Santa Barbara, our students are full participants in an educational journey of discovery that stimulates independent thought, critical reasoning, and creativity. Our academic community of faculty, students and staff is characterized by a culture of interdisciplinary collaboration that is responsive to the needs of our multicultural and global society. All of this takes place within a living and learning environment like no other, as we draw inspiration from the beauty and resources of UC Santa Barbara's extraordinary location at the edge of the Pacific Ocean.<sup>28</sup>

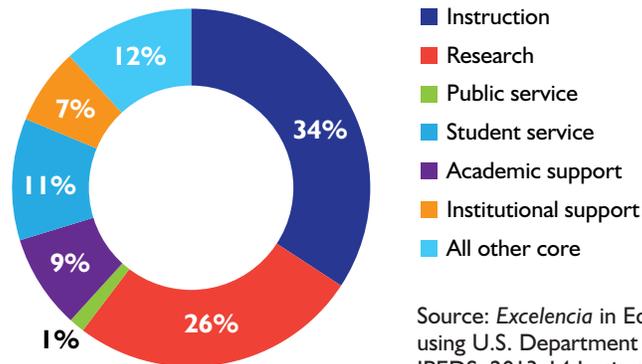
## RECRUITING LATINO STUDENTS

### Increased Institutional Selectivity and Latino Enrollment:

Over the years, UCSB has increased its selectivity. In previous years, UCSB had limited admissions requirements and would admit any student who met the UC system eligibility requirements. Students applying to UCSB today must be UC eligible and have a 3.0 GPA or higher. This increase in selectivity also coincided during a period in which Latino enrollment at the university increased. UCSB's admissions office was intentional with increasing outreach to and the enrollment of Latino students on campus. UCSB partners with local high school counselors to provide personal statement workshops for prospective students so that they have a competitive application. UCSB also works to provide students the tools necessary to be successful once they get on campus.

**Community:** UCSB has worked to create a sense of community on campus for its students. The institution brings admitted students and their families to campus so that they can see the institution, talk with faculty, and see successful students from similar backgrounds on campus. UCSB believes that if students, particularly Latinos and first-generation students, see people like them on campus in the student body and as faculty, they are more likely to feel welcome and stay through to completion. The campus has many student affinity groups that students can participate

## AVERAGE EXPENSES PER FTE, 2013-14



Source: *Excelencia in Education* analysis using U.S. Department of Education, NCES, IPEDS, 2013-14 Institutional Characteristics and Finance Surveys

in and find their own space on campus. These groups build a sense of community and also help the students develop their leadership skills and increase their civic involvement.

**Commitment from Leadership:** The Chancellor at UCSB has played a critical role in embracing and celebrating their newly acquired HSI designation. The institution has been working to increase its Latino population and have anticipated becoming an HSI for several years. With the support of the Chancellor, UCSB administration, faculty, and students have celebrated their HSI status on campus and with the greater community.

**Celebrating HSI Designation:** UCSB has been working towards becoming an HSI for several years. Their HSI status has been celebrated campus-wide through campus-hosted events. UCSB is very proud to be the first AAU institution to be an HSI. The institution has also started to create a California HSI partnership program in which the HSIs in the state can come together and learn from their experiences, as well as assist each other with applying for grants and external funding. Although there has been celebration, there have also been discussions by faculty and students about what this means for the students and how to specifically serve Latino students.

**External Funding:** UCSB is a Research I institution, which has received several grants through external funding. The institution has leveraged its diversity to obtain external funding opportunities from funders interested in investing in research projects at institutions committed to diversity. This year UCSB received its first Title V grant from the Department of Education. They believe this newly acquired HSI status will allow them to use this to gain even more funding.

**Focus on Service Area:** UCSB works to serve both its students and perspective students. Through the LA2SB program, the university brings students from high schools in the LA area to campus to show them what the university is like through student panels, meetings with professors, and campus tours. This has been a successful outreach strategy for students who otherwise would have not attended the university because they thought it was out of reach. Current students are also active in community outreach and will go back to their high school to spread awareness of UCSB, its campus, and the programs and services offered to students.

## RETAINING LATINO STUDENTS

**Financial Aid:** UCSB recognizes the students they serve and the financial needs of their students. Through a pilot financial aid opportunity, the institution awarded low-income high school graduates that met specific criteria \$120,000 in scholarships that would cover all four years of education. These efforts help students continue their enrollment through completion, especially during the upperclassmen years when more students drop out due to less traditional financial aid assistance. Although this is being done

at other campuses, framing it with a price tag of \$120,000 and telling students and their families that their degree will be covered, shows that they see the importance of messaging to best serve the students who are enrolling.

**Student Support Services:** Student support services are critical for Latino student success. At UCSB, students can take advantage of tutoring, mentoring, student success center, and, if they meet the requirements, an Educational Opportunity Program. UCSB also practices intrusive advising to target students who are falling behind and provide intervention strategies. Professors work to cultivate self-confidence for current students through mentoring and guidance.

**Chicano Studies:** UCSB is dedicated to the diversity of its student body and service area. UCSB had one of the first Chicano Studies departments and the first PhD in Chicano Studies in the country. The Chicano Studies department was created in response to the request from students and faculty at UCSB. Including courses from this department in the general education requirements allows for all students to be better prepared to serve a diverse community and world after graduation.

**Institutional McNair Scholars Program:** Through intentional messaging, the principal investigators were able to advocate for bringing the program to campus by leveraging the diversity and success of the student body. After their federal funding ended, UCSB implemented its own McNair Scholars program. This has allowed several students to retain and complete their postsecondary education. The McNair Scholars program at UCSB is administered through the academic side of the institution, making it a rigorous and successful program.

**Undergraduate Research:** UCSB is a Research I institution. Students at UCSB gain research experience through faculty research projects. Without a large graduate student population, faculty rely on undergraduate students for their research. As a result, UCSB introduces its students to STEM fields and allows them to gain research experience they can use in graduate school and their professional lives. In the exiting senior survey, 54 percent of students stated they took part in academic research.

# UNIVERSITY OF CALIFORNIA, BERKELEY

The distinctive mission of the University is to serve society as a center of higher learning, providing long-term societal benefits through transmitting advanced knowledge, discovering new knowledge, and functioning as an active working repository of organized knowledge. That obligation, more specifically, includes undergraduate education, graduate and professional education, research, and other kinds of public service, which are shaped and bounded by the central pervasive mission of discovering and advancing knowledge.<sup>29</sup>

## RECRUITING LATINO STUDENTS

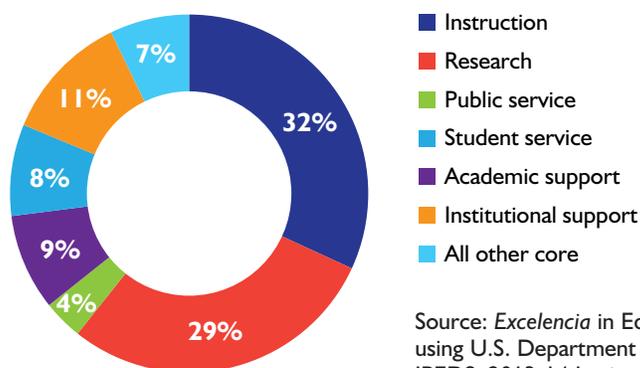
**Community:** UC Berkeley works with alumni who are actively engaged in the outreach to Latinos in their communities. Connecting potential incoming students and their families with alumni who have experience the university and graduated provides an additional link to the campus. The admissions team has also started hosting events in parts of the community where more Latinos live, to connect students who have applied, but not yet accepted, and their parents to staff in financial aid, student services, and alumni. This strategy has led to an increase in the UC Berkeley's yield rate.

## RETAINING LATINO STUDENTS

### Centers for Educational Equity and Excellence:

The Centers for Educational Equity and Excellence (CE3) at UC Berkeley aim at serving the diverse student body and increasing student success. CE3 provides support services for transfer students, reentry student program, student parents, HOPE scholars, veterans, undocumented students, and students in the Educational Opportunity Program (EOP), which serves almost half of all undergraduate students on campus (47 percent). The CE3 office wants to provide students with navigational capital and provide assistance through different academic and personal transitions, including focusing on new student transitions, demystifying graduate school for students, and linking students to the workforce. Through its various programs, the CE3 office estimates that it serves about three-quarters of all Latino undergraduates on campus.

## AVERAGE EXPENSES PER FTE, 2013-14



Source: *Excelencia in Education* analysis using U.S. Department of Education, NCES, IPEDS, 2013-14 Institutional Characteristics and Finance Surveys

### Chicana Latino Student Development Office:

The Chicana Latino Student Development Office offers many programs and services to Latino students and their families. The office recognizes the importance families have on the lives and success of their Latino students, and include them in new student orientation so that parents have a better understanding of campus, financial aid, and academic advising. In an effort to increase Latino student success on campus, the Chicana Latino Student Development Office works to create a strong Latino community through the creation of “brown spaces”. The spaces aim to increase the sense of belonging and offer support to Latino students. Alumni and funders also play a vital role in providing the office with networks, advocacy, and funding.



**Diversity Resources:** UC Berkeley has a list of more than 15 registered Latino student organizations on campus. These organizations include sororities and fraternities, as well as affinity groups by major. In addition, there are professional associations and career resources specific to Latino students in the university's diversity resources webpage. The university includes a breakdown of similar information for other demographic groups in the diversity resources webpage.

**Financial Aid:** UC Berkeley has a financial literacy hub that contains information for students and parents on financial aid and scholarships. However, the university does not have financial literacy information available for download or online in Spanish.

**Chicana/o and Latina/o Studies Department:** UC Berkeley's Department includes courses focusing on the Latino experience in the United States. The interdisciplinary faculty in the department allows students to take courses in many disciplines. The department also provides practicum courses in creative writing, research

methods, visual and performance arts, and field studies/internship opportunities. The department also sponsors a leadership program called *Casa Magdalena Mora*, through which students learn the skills necessary to become leaders on campus.

**Chicana/o and Latina/o Task Force.** Through the office of the Vice Chancellor for Equity and Inclusion, UC Berkeley recently created a task force to provide recommendations from students, staff, and alumni on how to address the needs of the Chicana/o and Latina/o communities on campus — undergraduate students, graduate students, faculty, staff, and alumni.

**Report on the State of the Chican@ Latin@ Community at UC Berkeley.** This report provides a snapshot of demographics within the UC Berkeley campus, with a focus on Chicano/Latino students, faculty, and staff. Recommendations are also provided to improve outcomes for members of the Chicano/Latino community and other underrepresented groups related to recruitment, retention, workforce, professional development, and faculty support.

# STANFORD UNIVERSITY

Its nature, that of a university with such seminaries of learning as shall make it of the highest grade, including mechanical institutes, museums, galleries of art, laboratories, and conservatories, together with all things necessary for the study of agriculture in all its branches, and for mechanical training, and the studies and exercises directed to the cultivation and enlargement of the mind;

Its object, to qualify its students for personal success, and direct usefulness in life;

And its purposes, to promote the public welfare by exercising an influence in behalf of humanity and civilization, teaching the blessings of liberty regulated by law, and inculcating love and reverence for the great principles of government as derived from the inalienable rights of man to life, liberty, and the pursuit of happiness.<sup>30</sup>

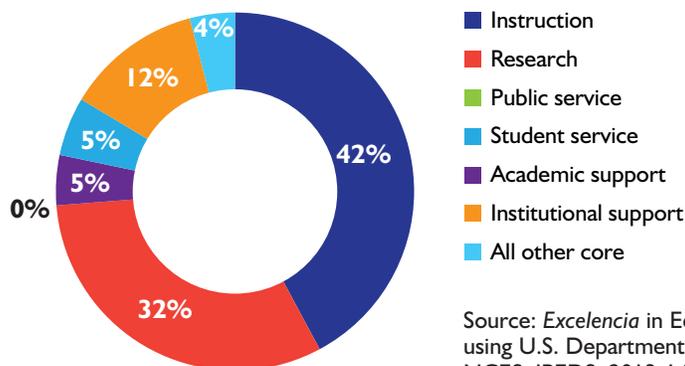
## RETAINING LATINO STUDENTS

**Integrated Learning Environments:** Stanford's integrated learning environments create communities in which students receive support from their peers and faculty. Stanford has many integrated learning environments for freshmen, ranging from academic learning environments based upon a major to those that are centered around a common identity of the students. Integrated learning environments provide students with a sense community as students live and study with peers who have similar backgrounds and educational goals. These spaces provide academic support for students from their peers and increase Latino student success.

**Institutional Flexibility:** Stanford's institutional flexibility offers a solution for students who need to take a leave of absence from their studies. Through its leave of absence policy, students can step away from campus for personal matters for up to eight quarters. During this time, Stanford's academic advisors are available to assist students with their transition back to campus. The financial aid office also ensures students that their aid packages will be available for students upon their return to campus.

**El Centro Chicano y Latino:** Latinos at Stanford receive personal and academic support through El Centro Chicano y Latino. El Centro is a student center that works to support Latino students academically, personally, socially, and culturally. It creates a sense of community and home on campus

## AVERAGE EXPENSES PER FTE, 2013-14



Source: *Excelencia in Education* analysis using U.S. Department of Education, NCES, IPEDS, 2013-14 Institutional Characteristics and Finance Surveys

for Latino students through its programming, including its *cafecitos*, where students can come together and engage with their peers. The center has various programs for students to participate in, including academic programs, speaker series, leadership and professional development programs, and cultural education programs. For example, through El Centro, Latino freshmen are paired with graduate students mentors, who provide personal support and guidance. El Centro recognizes the importance of Latino parent involvement on their student's success. The office engages with Latino parents during orientation to answer questions and concerns they may have about campus and their student's well-being and success.



#### **Latino student organizations on campus:**

There are numerous Latino student organizations on campus. These organizations include sororities and fraternities, as well as groups by major. All of these are housed within El Centro Chicano y Latino website.

**Diversity Initiatives & Resources:** The university has a list of diversity initiatives and resources, including Latino student organizations, professional associations, and career resources specific to Latino students in their Diversity Works webpage. These initiatives include faculty development, which is done in collaboration with the Center for Comparative Studies in Race and Ethnicity, and the Faculty Incentive Fund, which aims to diversify the faculty at Stanford. It should be noted that the university includes a breakdown of similar information for other demographic groups in the diversity resources webpage.

**Chicano Studies Department:** Stanford University has a Chicana/o-Latina/o Studies

Department out of the Undergraduate Program in Comparative Studies in Race and Ethnicity. This interdisciplinary program allows students to explore the culture, society, economy, and politics of Latinos living in the United States. The program promotes building close relationships between faculty, students, and staff as a way to give students a rewarding academic experience. The department website also includes a list of resources for students, including a library guide to research related to the curricula in the department and El Centro Chicano.

#### **Stanford Latino Entrepreneur Leaders**

**Program:** The Stanford Latino Entrepreneur Leaders Program assists Latino business owners in scaling their company through the Stanford Graduate School of Business. Through this program, Latino business owners are connected to networks, mentors, and information and access to capital needed to grow their businesses. This program is for current business owners only.

## SUMMARY

This brief provides a profile of Latinos in the most selective institutions and shares some of the efforts at four of the most selective universities in California to serve their Latino students. While only about 12 percent of Latino students enroll in the most selective institutions, it is clear Latino representation is increasing, and the graduation rates of Latinos in these institutions is significantly greater than at less selective institutions. The most selective institutions also invest significantly more resources than less selective institutions in the instruction, academic support, student services, and research at their campuses per FTE.



Of the most selective institutions chosen to better understand additional insight into institutional efforts to serve their Latino students, the key insights from their efforts were the following:

- Institutional efforts to support Latino students were generally diffused throughout the institution—within disciplines and through ethnic studies offices/centers—rather than centralized in a single office.
- Financial aid was used as a critical tool for students' retention to completion, not just access to the institution.
- Institutions increased their recruitment and retention of Latino students by supporting community and alumni efforts targeting Latinos.
- Chicano/Latino offices played a significant role in support services and fostering a sense of community for Latino students on campus at two institutions.
- Undergraduate research opportunities allowed Latino students to develop research and professional skills, and to be more competitive for post-graduation opportunities at two institutions.
- Connections with alumni created support networks for Latino students while enrolled and expanded opportunities to find employment post-graduation.

# APPENDIX I. INSTITUTIONAL REPRESENTATIVES

## UNIVERSITY OF LA VERNE

**Diane Anchundia**, Director, Financial Aid Office

**Christine Broussard**, Professor of Biology

**Adeline Cardenas-Clague**, Associate Vice President, Academic Support and Retention

**Carlos Cervantes**, Associate Dean, Academic Support and Retention

**Beatriz Gonzalez**, Associate Provost and Interim Chief Diversity and Inclusivity Officer

**Chris Krzak**, Dean of Admissions

**Devorah Lieberman**, President

**Leeshawn Moore**, Director of Institutional Research

**Matt Nelson**, Director, Academic Success Center

**Lawrence Potter**, Dean, College of Arts and Sciences

**Jonathan Reed**, Provost and Vice President for Academic Affairs

**Homa Shabahang**, Vice President of Strategic Enrollment Management and Communications

**Kathleen Weaver**, Director of La Verne Experience and Associate Professor of Biology

**Ana Liza Zell**, Associate Dean of Undergraduate Admissions

## STANFORD UNIVERSITY

**Lourdes Andrade**, Associate Program Director, Leland Scholars Program

**Remy Arteaga**, Executive Director, Stanford Latino Entrepreneur Leaders Program

**Frances Morales**, Associate Dean of Students and Director of El Centro Chicano y Latino

**Laura Selznick**, Special Assistant for Diversity Outreach to the Vice Provost for Undergraduate Education

## UNIVERSITY OF CALIFORNIA, SANTA BARBARA

**Katya Armistead**, Associate Dean of Student Life and Activities

**Richard Duran**, Professor of Education

**Barbara Endemaño Walker**, Director, Research Development

**Carl Gutierrez-Jones**, Interim Dean of Undergraduate Education

**Maria Herrera-Sobek**, Associate Vice Chancellor for Diversity, Equity, and Academic Policy and Professor of Chican@ Studies

**David Marshall**, Executive Vice Chancellor

**Melvin Oliver**, Executive Dean & SAGE Sara Miller McCune Dean of Social Sciences

**Lisa Przekop**, Director of Admissions

**Steven Velasco**, Director of Institutional Research, Planning and Assessment

## UNIVERSITY OF CALIFORNIA, BERKELEY

**Lupe Gallegos-Diaz**, Director, Chicano Latino Student Development and Director of Strategic Initiatives for the Latino Policy Research Center

**Alberto Ledesma**, Graduate Diversity Director, Division of Arts and Humanities

**Fabrizio Mejia**, Executive Director, Centers for Educational Equity and Excellence (CE3)

# ENDNOTES

- 1 Jack Kent Cooke Foundation. (2016). *True Merit: Ensuring Our Brightest Students Have Access to Our Best Colleges and Universities*. Landsdowne, VA: Jack Kent Cooke Foundation.
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