# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>BACKGROUND AND GOALS</td>
</tr>
<tr>
<td>4</td>
<td>AGENDA</td>
</tr>
<tr>
<td>6</td>
<td>FEATURED SPEAKERS</td>
</tr>
<tr>
<td>14</td>
<td>PARTICIPANT LIST</td>
</tr>
<tr>
<td>19</td>
<td>LATINX STUDENTS IN THE UC: QUICK FACTS</td>
</tr>
<tr>
<td>26</td>
<td>READINGS &amp; RESOURCES</td>
</tr>
</tbody>
</table>
BACKGROUND AND GOALS

BACKGROUND

As a response to the need for the University of California (UC) system to establish a working definition of what it means to be “Hispanic-Serving” in the changing context of an increasingly diverse and global society, the UC Office of the President hosted the first systemwide UC Hispanic Serving Institution (HSI) Retreat in 2017. From campus-specific and cross-campus discussions during this retreat, there was a compelling need for campus-level research and learning that could inform and be informed by the unique context of UC HSIs. These campuses and the system as a whole play a vital role in preparing a more diverse student body for the state’s economy and workforce, as well as ensuring that we have diversity among people in positions of leadership, ultimately contributing to the economic and social vitality of the state.

As a follow up to this inaugural event, we are pleased to host the second UC HSI retreat in San Diego, CA on November 29, 2018. Participants will discuss the ways in which UC campuses are in a unique and opportune position to pursue strategic and comprehensive approaches to student success, share examples of innovative practices, and build meaningful partnerships. At the core of this convening is the belief that a systemwide community of learning is a key ingredient for advancing actionable inquiry-based learning and that UCs are in a unique position to realize the adage that the whole is greater than the sum of its parts.

GOALS

The 2018 UC HSI Retreat is centered around the following priorities:

- Provide a space for exchange between campuses that promotes learning, shared values, organizational change, and a culture of inquiry
- Provide historical and current contexts of HSIs and emerging HSIs in the UC system and throughout public higher education in California
- Learn from promising UC HSI practices and initiatives aimed at advancing student access, retention and success, campus climate, and faculty diversity
- Discuss how UC campuses can engage in intersegmental work with other HSIs in the California State University and California Community College systems
- Afford campuses with easier and more direct access to advocacy organizations, higher education associations, extramural funding, and other experts in the field
- Promote greater understanding and awareness of UC’s standing as an HSI with both internal and external stakeholders
AGENDA

WEDNESDAY, NOVEMBER 28

5:30 – 6:30 p.m.
Chicano/Latino Leadership Summit Briefing Meeting

THURSDAY, NOVEMBER 29

8:00 – 9:00 a.m.
Registration and Breakfast

9:00 – 9:30 a.m.
Welcome and Introduction

Speakers:
Liz Halimah
Associate Vice Provost
Diversity and Engagement
UC Office of the President

Robert T. Teranishi
Professor
Graduate School of Education and Information Studies
UCLA

9:30 a.m. – 12:15 p.m.
Panel and Moderated Discussion

Assessing the Presence of HSI Identity
This session explores the journey of becoming an HSI, including the challenges and accomplishments, resources needed, and lessons learned. Campus participants will discuss strategies for pursuing an effective planning process for becoming and/or being a Hispanic Serving Institution.

Speaker:
Gina A. Garcia
Assistant Professor
Administrative and Policy Studies
University of Pittsburgh

Panelists:
Raquel Aldana
Associate Vice Chancellor for Academic Diversity
UC Davis

Frances Contreras
Associate Vice Chancellor
Equity, Diversity, and Inclusion
Faculty Recruitment and Retention
UC San Diego

Frank Silva
Chief of Staff
Office of the Vice Chancellor for Equity, Diversity, and Inclusion
UC San Diego

12:15 – 1:15 p.m.
Lunch

Moderator:
Claudia Martinez
Executive Director for Educator Programs
Diversity and Engagement
UC Office of the President

Speakers:
Audrey Dow
Senior Vice President
Campaign for College Opportunity

Amy Jimenez
Executive Director of Western States Legislative Affairs
Hispanic Association of Colleges and Universities (HACU)
Luis Maldonado  
Chief Advocacy Officer  
*Hispanic Association of Colleges and Universities (HACU)*

1:15 – 4:00 p.m.

Panel and Moderated Discussion

**Assessing the Use Data and Inquiry for Student Equity**

This session focuses on effective uses of data and inquiry to expand opportunity, reduce barriers, and increase equity in student outcomes. Campus participants will discuss strategies for collecting and analyzing data, as well as frameworks for approaching data and inquiry.

**Speaker:**

Sylvia Hurtado  
Professor  
Graduate School of Education and Information Studies  
*UCLA*

**Panelists:**

Joseph Morales  
Assistant Director for Strategic Initiatives and Partnerships  
Office of Inclusive Excellence  
*UC Irvine*

Pablo Reguerin  
Associate Vice Chancellor for Student Achievement, Equity, and Innovation  
*UC Santa Cruz*

Joshua Saldana  
Principal Research Analyst  
Office of Institutional Research  
*UC Irvine*

4:00 – 4:30 p.m.

Closing Remarks and Next Steps
FEATURED SPEAKERS

Audrey Dow
Senior Vice President
Campaign for College Opportunity

Audrey Dow is a sought-after expert on issues of college access, success, affordability and racial equity speaking regularly at state and national convenings. She often contributes and is quoted in the Los Angeles Times, Sacramento Bee, Politico, The Atlantic, and National Public Radio.

Dow has twenty years of experience in the public and nonprofit sectors where she has trained Latinas to take on leadership roles in the public sector while working at Hispanas Organized for Political Equality (HOPE) and served as a gubernatorial appointee to the Business, Transportation, and Housing Agency.

Dow’s career has been focused on finding solutions to some of the most pressing issues facing the state of California including access and success in higher education, an aging infrastructure system, racial inclusion in hiring, contracting and university admissions, and ensuring underrepresented groups in the state have a seat at policy-making tables.

Dow has a Bachelor of Science degree in Public Policy and Management from the University of Southern California and a Master’s in Public Affairs with an emphasis in Domestic Policy, and a certificate in Urban Policy, from the Woodrow Wilson School of Public and International Affairs at Princeton University.

She serves on the Alumni Board of the USC Sol Price School of Public Policy, the Parent Board of the Mayfield Senior School, the Technical Advisory Committee for the California Future Health Workforce Commission, and is the California State Senate’s appointee to the Awards for Innovation in Higher Education Committee.

Dow is most proud of her four children, Isabella, Alexandra, Rocco, and Brody.
Gina A. Garcia
Assistant Professor, Administrative and Policy Studies
University of Pittsburgh

Gina Ann Garcia is an assistant professor in the department of Administrative and Policy Studies at the University of Pittsburgh, where she teaches master’s and doctoral students pursuing degrees in higher education and student affairs. Her research centers on issues of equity and diversity in higher education with an emphasis on three core areas: Hispanic Serving Institutions (HSIs: postsecondary institutions that enroll at least 25% Latinx undergraduate students), Latinx college students, and race and racism in higher education.

Garcia has made numerous presentations at national conferences, including the American Educational Research Association (AERA), Association for the Study of Higher Education (ASHE), and ACPA College Student Educators International, and co-authored multiple publications in top journals including American Educational Research Journal, The Review of Higher Education, and Journal of Diversity in Higher Education. She is the principal investigator for the Midwest HSI Study, partially funded by Penn’s Center for Minority Serving Institutions and supported by postdoctoral fellowships from the Ford Foundation and a National Academy of Education/Spencer postdoctoral fellowship.

Garcia graduated from California State University, Northridge with a bachelor’s degree in marketing and the University of Maryland, College Park with a master’s degree in college student personnel. She was a STEM retention coordinator at California State University, Fullerton, funded by a Department of Education Title V grant for developing HSIs. She also held a position funded by a National Science Foundation grant, working with community college transfer students who wanted to major in science and math. She graduated from University of California, Los Angeles with a PhD in Higher Education and Organizational Change, where she worked with Dr. Sylvia Hurtado at the Higher Education Research Institute.
Liz Halimah
Associate Vice Provost
Diversity and Engagement
UC Office of the President

Liz Halimah joined the Office of Diversity and Engagement in November 2015. As the Associate Vice Provost, Liz serves as chief strategist for systemwide initiatives that enhance UC’s diversity, improve campus climate, support equity and inclusion systemwide and cultivate diverse academic pipelines to higher education and to the University of California.

Halimah has more than 20 years of service to the University of California across a variety of domains and brings a distinguished background in equity, inclusion, and diversity. She comes to the Office of the President from UC Berkeley, where she served as the Assistant Vice Chancellor and Chief of Staff in the Division of Equity and Inclusion. In this role, she led efforts to improve campus climate and data-focused diversity planning and to enhance the programs and services that support students, faculty and staff. Previously, Liz served as Director of Planning and Analysis at the Office of the President for student academic preparation and educational partnerships. She was also Director of the Early Academic Outreach Program, where she managed UC Berkeley’s largest program to help low-income, first-generation students prepare for college through advising and academic enrichment opportunities.

Halimah holds a master’s degree from the Goldman School of Public Policy at UC Berkeley and a bachelor’s degree from the University of Oregon.
Sylvia Hurtado
Professor, Graduate School of Education and Information Studies
UCLA

Sylvia Hurtado is a Professor of Education and was Director of the Higher Education Research Institute at the University of California, Los Angeles for over a decade. She has written extensively on student development and college experiences, campus climate, and diversity in higher education. She is co-editor of two recent books that each won best academic-themed non-fiction from the International Latino Book Awards: Hispanic-Serving Institutions: Advancing Research and Transformative Practice (2015, Routledge Press) and The Magic Key: The Educational Journey of Mexican Americans from K-12 to College and Beyond (2015, University of Texas Press).

Hurtado received the 2018 Social Justice in Education Award from the American Educational Research Association, was named an AERA Fellow in 2011, and served as President of the Association for the Study of Higher Education (ASHE) in 2005. She has led several national projects that include HSI case studies on student retention, as well as STEM education and diversification of the scientific workforce.
Amy Jimenez
Executive Director of Western States Legislative Affairs
Hispanic Association of Colleges and Universities (HACU)

Amy Jimenez is currently the interim Executive Director for the Western Regional Office at the Hispanic Association of Colleges and Universities (HACU). As executive director, she monitors and analyzes legislative activities and policy enacted in the five western states of California, Arizona, Nevada, Oregon, and Washington. Additionally, she conducts outreach and work with Hispanic Serving Institutions (HSIs) in raising awareness of the resources and opportunities HACU offers.

Before joining HACU, she worked with the California Conservation Corps, a state department, as an Executive Fellow in which she focused on creating a career pathway for corps-members to pursue vocational training in green jobs. Prior to that, Amy was awarded a Fulbright Scholarship and taught English and Civic Engagement at a primary and secondary school in Madrid, Spain. Jimenez graduated with a bachelor’s degree in Anthropology from Kalamazoo College in Michigan.
Luis Maldonado
Chief Advocacy Officer
Hispanic Association of Colleges and Universities (HACU)

Luis Maldonado was appointed Chief Advocacy Officer (CAO) at the Hispanic Association of Colleges and Universities (HACU), effective February 28, 2014. He aids the President and CEO of HACU in this position by directing and coordinating activities that advance the mission of the association and is the senior official at the Association’s Washington, D.C., office.

The CAO has a significant role in addressing, developing and evaluating legislation affecting Hispanic-Serving Institutions (HSIs) and Hispanic higher education, as well as serving as HACU's direct liaison with government officials, federal agencies and other educational organizations to develop policies and positions that support the educational success of Hispanic students.

Maldonado has more than 20 years of combined experience in government relations and advocacy efforts with various organizations in the Washington, D.C. region. He has worked in advocacy for three non-profit organizations: HACU, in a former position from 2002-2005 that included serving in a legislative affairs capacity on behalf of HSIs; and in senior advocacy positions with the Council on Foundations and the American Diabetes Association.

His government relations experience includes working at two corporations, TOSCO and Laureate Education, and in policy at the George Washington University Medical Center. He began his career in the early nineties at the Washington, D.C. Office of the Governor of Puerto Rico.

Maldonado has a master’s degree from the University of Puerto Rico, Medical Sciences Campus and a bachelor’s degree from the University of Maryland at College Park. He was born and raised in Puerto Rico but now calls the state of Maryland home, where he has lived for over 20 years. Luis has two sons—one in college and one soon-to-be.
Claudia Martinez
Executive Director for Educator Programs
Diversity and Engagement
UC Office of the President

Claudia L. Martinez is currently the Executive Director for Educator Programs in the Office of Diversity and Engagement at the University of California, Office of the President (UCOP) where she provides systemwide support and guidance for UC’s educator preparation and professional development programs, including the statewide California Subject Matter Project. She has held leadership positions at both UC Santa Barbara and at UC Merced managing a diverse portfolio of regional college-going initiatives aimed at increasing academic success and college access for underserved students. At UC Merced, she was one of the founding administrators for the university’s youngest campus.

Throughout her career, Martinez has focused her work on issues of equity and access to K-12 and higher education, immigrant and civil rights, and civic engagement. She is currently the University of California’s liaison to the Hispanic Association of Colleges and Universities (HACU) which advocates for Hispanic-Serving Institutions (HSIs) across the nation. In addition to her over twenty years in higher education, she has worked for several policy and advocacy organizations including the Mexican American Legal Defense and Educational Fund (MALDEF), the National Association of Latino Elected and Appointed Officials (NALEO), the California Rural Legal Assistance Foundation and the Public Policy Institute of California (PPIC).

Martinez is an alumna of the Executive Leadership Academy at UC’s Berkeley’s Center for the Study of Higher Education and the Education Policy Fellows Program (EPFP) sponsored by the Institute for Educational Leadership. A native of Los Angeles, CA, Ms. Martinez received her Bachelors of Arts Degree in Law and Social Policy from UC Berkeley and her master’s degree in Public Policy (M.P.P.) from UC Berkeley’s Richard and Rhoda Goldman School of Public Policy (GSPP).
Robert T. Teranishi  
Professor, Graduate School of Education and Information Studies  
UCLA

Robert T. Teranishi is Professor of Social Science and Comparative Education, the Morgan and Helen Chu Endowed Chair in Asian American Studies, and co-director for the Institute for Immigration, Globalization, and Education at the University of California, Los Angeles. He is also a senior fellow with the Steinhardt Institute for Higher Education Policy at New York University. His research examines the causes and consequences of the stratification of college opportunities, with a particular interest on the impact of higher education practice and policy on the mobility of marginalized and vulnerable communities.

Teranishi’s research has been influential to federal, state, and institution policy related to college access and completion. He has testified before Congress on the Higher Education Reauthorization Act, the College Cost Reduction and Affordability Act, and the Elementary and Secondary Education Act. His research has been referenced in U.S. Supreme Court cases on school desegregation and affirmative action in college admissions. In 2011, he was appointed by Secretary of Education, Arne Duncan to the U.S. Department of Education’s Equity and Excellence Commission. In 2015, he was appointed by President Barack Obama to serve as a member of the Board for the Institute for Education Sciences. He has also served as a strategic planning and restructuring consultant for the Ford Foundation.

Teranishi has received national awards from the National Institute for the Study of Transfers, the National Association of Student Affairs Professionals, and the Association for the Study of Higher Education. He has received the Martin Luther King, Jr. Faculty Award and the Daniel E. Griffiths Award at NYU and the Robert M. Stevenson Award at UCLA.

Teranishi was formally a National Institute for Mental Health postdoctoral fellow at the University of Pennsylvania’s W.E.B. Du Bois Research Institute. He received his B.A. from the University of California, Santa Cruz in Sociology and his M.A. and Ph.D. from the University of California, Los Angeles in Higher Education and Organizational Change.
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The following information and data were gathered from the UC Infocenter. To access these data, visit https://www.universityofcalifornia.edu/infocenter.
While Latinx total enrollment in the UC system has more than doubled from 2007-2008 to 2017-2018, there was a disproportionately greater increase among institutions that are now UC HSIs, which increased their Latinx enrollment by 128.6%.

Over the past decade, the rise in Latinx total enrollment has been fueled by a significant increase in Latinx first-time freshmen and new transfers.

*UC HSIs include: UC Davis, UC Irvine, UC Merced, UC Riverside, UC Santa Barbara, and UC Santa Cruz
**UC Non-HSIs include: UC Berkeley, UCLA, and UC San Diego. UC San Francisco was not included in this data.
### UNDERGRADUATE ENROLLMENT, UC HSIs

<table>
<thead>
<tr>
<th></th>
<th>2007-2008</th>
<th>2012-2013</th>
<th>2017-2018</th>
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<tr>
<td><strong>Davis</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Latinx Students</td>
<td>2,799</td>
<td>4,197</td>
<td>6,318</td>
<td>125.7%</td>
</tr>
<tr>
<td>All Students</td>
<td>23,478</td>
<td>25,666</td>
<td>30,066</td>
<td>28.1%</td>
</tr>
<tr>
<td>Latinx Percentage of Total</td>
<td>11.9%</td>
<td>16.4%</td>
<td>20.6%</td>
<td>--</td>
</tr>
<tr>
<td><strong>Irvin</strong></td>
<td></td>
<td></td>
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<tr>
<td>Latinx Students</td>
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<tr>
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<td>2,093</td>
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<td>All Students</td>
<td>1,750</td>
<td>5,431</td>
<td>7,375</td>
<td>321.4%</td>
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<tr>
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<td>51.6%</td>
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<tr>
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<td>7,876</td>
<td>105.2%</td>
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<td>14,973</td>
<td>18,539</td>
<td>20,073</td>
<td>34.1%</td>
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<tr>
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<tr>
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</tr>
<tr>
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<td>105.1%</td>
</tr>
<tr>
<td>All Students</td>
<td>14,403</td>
<td>15,978</td>
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<td>22.0%</td>
</tr>
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<td>27.6%</td>
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<td><strong>UC HSIs</strong></td>
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<td>25,760</td>
<td>36,073</td>
<td>128.6%</td>
</tr>
<tr>
<td>All Students</td>
<td>94,715</td>
<td>106,807</td>
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<td>33.7%</td>
</tr>
<tr>
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<td>16.7%</td>
<td>24.1%</td>
<td>28.5%</td>
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### UNDERGRADUATE ENROLLMENT, UC NON-HSIs

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<th>Percent Change</th>
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<td>61.1%</td>
</tr>
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<td>24,636</td>
<td>25,774</td>
<td>30,574</td>
<td>24.1%</td>
</tr>
<tr>
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<td>12.6%</td>
<td>15.0%</td>
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<tr>
<td><strong>Los Angeles</strong></td>
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<tr>
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<td>6,603</td>
<td>73.2%</td>
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<td>27,941</td>
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<td>17.2%</td>
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</tr>
<tr>
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</tr>
<tr>
<td>Latinx Students</td>
<td>2,587</td>
<td>3,537</td>
<td>5,111</td>
<td>97.6%</td>
</tr>
<tr>
<td>All Students</td>
<td>22,048</td>
<td>22,676</td>
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<td>29.7%</td>
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<td>17.9%</td>
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<td>11,585</td>
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</tr>
<tr>
<td>All Students</td>
<td>72,612</td>
<td>76,391</td>
<td>90,163</td>
<td>24.2%</td>
</tr>
<tr>
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<td>12.7%</td>
<td>15.2%</td>
<td>18.1%</td>
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### UNDERGRADUATE ENROLLMENT, SYSTEMWIDE

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<th>2012-2013</th>
<th>2017-2018</th>
<th>Percent Change</th>
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</tr>
<tr>
<td>Latinx Students</td>
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<td>37,345</td>
<td>52,360</td>
<td>109.3%</td>
</tr>
<tr>
<td>All Students</td>
<td>167,327</td>
<td>183,198</td>
<td>216,747</td>
<td>29.5%</td>
</tr>
<tr>
<td>Latinx Percentage of Total</td>
<td>14.9%</td>
<td>20.4%</td>
<td>24.2%</td>
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</tr>
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</table>
While the UC system has had a significant increase in Latinx enrollment over the past decade, it is also important to look at Latinx degree completion rates. Both UC HSIs and non-HSIs have improved their 6-year graduation rates over the past decade, yet fewer than half of Latinx students at UC HSIs are finishing in four years.

*UC HSIs include: UC Davis, UC Irvine, UC Merced, UC Riverside, UC Santa Barbara, and UC Santa Cruz
**UC Non-HSIs include: UC Berkeley, UCLA, and UC San Diego. UC San Francisco was not included in this data.
### UNDERGRADUATE ENROLLMENT, UC HSIs

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<td>16.4%</td>
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<tr>
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<td>7,535</td>
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### UNDERGRADUATE ENROLLMENT, UC NON-HSIs

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<td>3,537</td>
<td>5,111</td>
<td>97.6%</td>
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<td>20.4%</td>
<td>24.2%</td>
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</tr>
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</table>
While there has been an increase in Latinx student enrollment in graduate programs in the UC system, there is more work to be done for both UC HSIs and non-HSIs. It is also important to disaggregate enrollment at the graduate level by fields and disciplines to identify where there are gaps in participation and outcomes.

*UC HSIs include: UC Davis, UC Irvine, UC Merced, UC Riverside, UC Santa Barbara, and UC Santa Cruz
**UC Non-HSIs include: UC Berkeley, UCLA, and UC San Diego. UC San Francisco was not included in this data.
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<td>10.1%</td>
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<td>156</td>
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<tr>
<td>UC HSIs</td>
<td></td>
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</tr>
<tr>
<td>Latinx Students</td>
<td>412</td>
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</tr>
<tr>
<td>All Students</td>
<td>17,491</td>
<td>18,822</td>
<td>21,199</td>
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<tr>
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<td>2.4%</td>
<td>8.4%</td>
<td>10.8%</td>
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</tr>
<tr>
<td><strong>Graduate Student Enrollment (All Programs), UC Non-HSIs</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Berkeley</td>
<td></td>
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</tr>
<tr>
<td>Latinx Students</td>
<td>188</td>
<td>769</td>
<td>904</td>
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</tr>
<tr>
<td>All Students</td>
<td>10,304</td>
<td>10,119</td>
<td>11,317</td>
<td>9.8%</td>
</tr>
<tr>
<td>Latinx Percentage of Total</td>
<td>1.8%</td>
<td>7.6%</td>
<td>8.0%</td>
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</tr>
<tr>
<td>Los Angeles</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Latinx Students</td>
<td>544</td>
<td>1,050</td>
<td>1,309</td>
<td>140.6%</td>
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<tr>
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<td>11,548</td>
<td>12,004</td>
<td>13,025</td>
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<tr>
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<td>4.7%</td>
<td>8.8%</td>
<td>10.1%</td>
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</tr>
<tr>
<td>San Diego</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Latinx Students</td>
<td>83</td>
<td>405</td>
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<td>565.1%</td>
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<tr>
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<td>5,618</td>
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<tr>
<td>Latinx Percentage of Total</td>
<td>1.7%</td>
<td>7.2%</td>
<td>7.7%</td>
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</tr>
<tr>
<td>UC Non-HSIs</td>
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<tr>
<td>Latinx Students</td>
<td>815</td>
<td>2,224</td>
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<tr>
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<td>27,741</td>
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<td>Latinx Percentage of Total</td>
<td>3.00%</td>
<td>8.00%</td>
<td>8.80%</td>
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<tr>
<td><strong>Graduate Student Enrollment (All Programs), Systemwide</strong></td>
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</tr>
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<tr>
<td>Latinx Students</td>
<td>1,227</td>
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<tr>
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<td>Latinx Percentage of Total</td>
<td>2.8%</td>
<td>8.2%</td>
<td>9.6%</td>
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</tr>
</tbody>
</table>
READINGS AND RESOURCES

Historical Evolution


Institutional Culture & Identity


**Equity**


**Assessment**


**Student Success**


**Campus Climate and Sense of Belonging**


