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Intentionality Results in Servingness

Hispanic Serving Institutions- 25%

- 219,647 Latine/x/o/a students in the CSU
- All but 2 CSU campuses are HSIs
- The remaining two are *Emerging* HSIs
- 13 CSUs are majority Latine/x/o/a
   - 71% Latine/x/o/a attend these institutions
- 12 CSUs are Seal Certified by Excelencia for Education

Seal Institutions Demonstrate Intentionality

- Seal Institutions 83% Latino Retention Rate; other institutions 76%
- Latine Faculty = 16%; others= 6%
- Latine Graduation = 52%; others 44%
- Of the top 25 BA Degree Granting Institutions
  - 17 were Seal Certified
  - 8 were in the CSU
- Of the top 25 MA Degree Granting Institutions
  - 9 were Seal Certified
  - 3 are in the CSU

Garcia's Typology of HSIs

| Enrolling	Serving
At least 25% of the student population is Latinx	**At least 25% of the student population is Latinx** **+** **Equitable outcomes for Latinx students** **+** **Culture affirms and enhances the educational experiences of Latinx students**
Producing At least 25% of the student population is Latinx **+** **Equitable outcomes for Latinx students**	**Enhancing** At least 25% of the student population is Latinx **+** **Culture affirms and enhances the educational experiences of Latinx students**

Moving Beyond "Accidentiality" to Intentionality

- **Servingness** too often is an individual act- values, dispositions, good intentions, personal commitments.

➡️ *Institutional Servingness Requires Intentionality* ⬅️
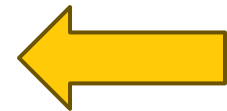
INTENTIONALITY

- Serves the new majority of students
- Ensures equity is not a "side-gig"
- It's more than closing equity gaps, it's ensuring that ALL of our students get All the benefits of higher education.

Program Level Intentionality

Required Cultural Shift

Culturally-specific servingness and advocacy

Commitment & Goals

Design & Structure

Staffing

Accountability

CSULB El Concilio Intentionality for Serving Latinx Students Rubric

- *Centers Relationships*
- *Culturally Affirming*
- *Emphasizes Access and Readiness*
- *Data Informed*
- *Embraces Inclusive Perspectives*
- *Holistic by Design*
- *Organizationally Sound*
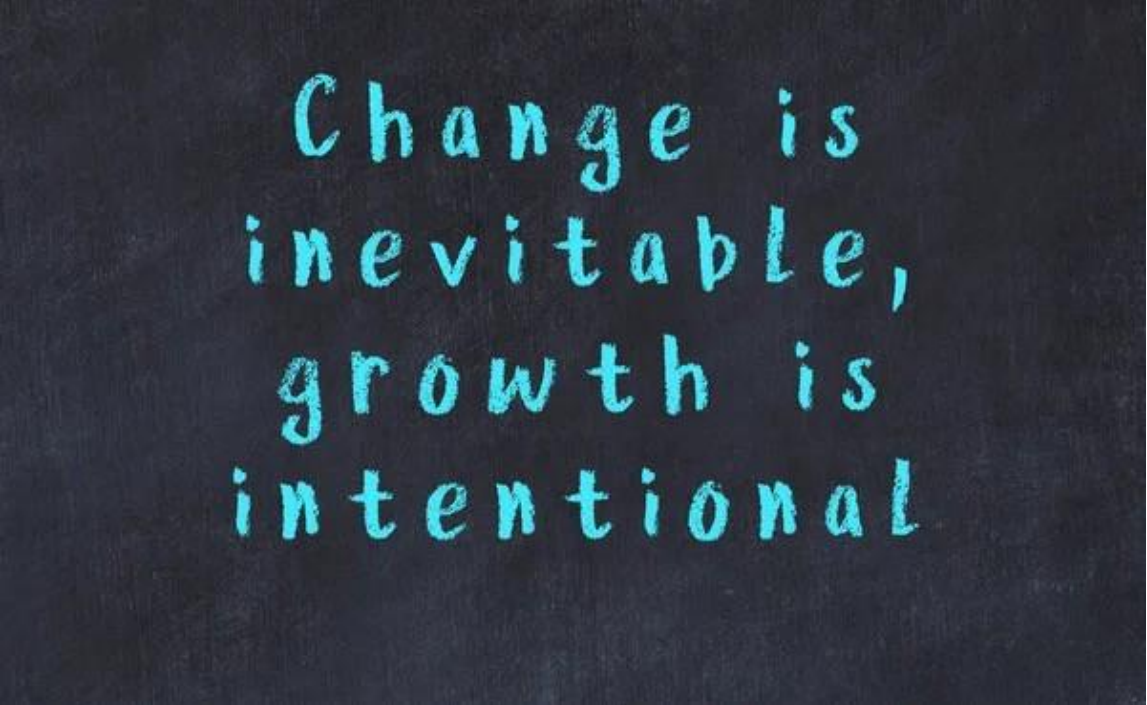- *Outcomes Have Broad Significance*

This rubric can be used to examine the levels of intentionality programs and services are achieving.	Below (1) No indicators are met.	Approaching (2) Some indicators are in process of being met	Meeting (3) All indicators are being met	Exceeding (4) Several indicators demonstrate exemplary practice
Centers Relationships Strives towards ongoing relationship building with families, students, faculty and staff. Bridges student needs with faculty and student affairs. Promotes relationships outside of the classroom with faculty, other students, staff and professionals in their field of interest.				
Culturally Affirming Culture specific aspects are apparent (ex: involvement of families and parents, Spanish options, family- oriented programming, cultural knowledge, etc.) Encourages a cultural equity lens into practice (ex: addresses and combats issues of cultural taxation, stereotypes, appropriation.) Helps students to understand sociocultural/historical and political forces impacting themselves and the Latine community. Professionals are culturally competent.				
Emphasizes Access and Readiness Improves access and quality of post-secondary educational opportunities for Latine students. Promotes information exchange opportunities to provide guidance and connections throughout the experiences of students, faculty, and staff. Strives to meet the needs of local communities through the development and sharing of resources, information, and expertise.				
Data Informed Has access to and can know how to use institutional data sources. Has incorporated strong assessment and evaluation measures into program design and implementation. Considers data when making decisions or changes to programming. Uses the results of assessment and evaluation for program improvement/enhancement.				
Embraces Inclusive Perspectives Has the mechanisms and ability to investigate perceived problems through lens relevant to under resourced students, faculty, and staff. Promotes a receptive culture to students of varying backgrounds. Encourages diversity and allyship. Addresses aspects of intersectionality in Latine students, faculty, and staff.				
Holistic by Design Connects students with resources to meet a wide range of needs (mental health, legal health, etc.) Collaborates and creates campus and community partnerships towards the holistic development of students, faculty, and staff.				
Organizationally Sound Budget is sufficient to meet program goals and objectives. Personnel represents the Latine community. Program is situated appropriately in the university structure.				
Outcomes Have Broad Significance Contributes to the academic success of Latine students as measured by participation, retention and graduation rates. Contributes to the development of self-confidence, ethnic identity, leadership, and other non-academic outcomes. Encourages the development of high aspirations for academic growth, civic responsibility and involvement with Latine communities.				

Benefits of Focusing on Intentionality

- Emphasizes how to design & revise programs.
- Encourages programs to be nimble to meet student needs.
- The change is sustainable, it's within reach. It does not mean doing more but doing it better.
- Sets institutional expectations.
- It's an opportunity maximizer.

How Do We Get There?

Understand, accept and be *excited* that we have a
new majority of students.

Interrogate programs, policies and practices for how we can
better serve the new majority of students.

White students are 20.4% of the CSU

**Do our programs, staff, faculty, policies, facilities, etc.
serve 20.4% of our students or**

do they intentionally serve 79.6% of our students?