

Institutional Commitment for San Diego's Chicano/Latino Students at Colleges and Universities: Authentic Servingness

A position paper by the San Diego Chicano/Latino Concilio on Higher Education
August 2026

Summary

This position paper focuses on the San Diego Chicano/Latino Concilio on Higher Education's (SD Concilio) recommendation for the comprehensive implementation of the scholar Gina Garcia's (2023) framework of "servingness" for Chicano/Latino students. Such servingness calls for operationalizing what constitutes a "Hispanic Serving Institution" and the programs that support Chicano/Latino students in higher education. This includes such programs as Summer Bridge, EOP, the Puente Project, and Chicana/Chicano Studies, that have proven to be effective but are not often implemented at a level that supports a significant number of students. The position paper calls for San Diego's higher education leadership and legislators to identify the elements of effective institutional strategies and apply them as broadly as possible throughout our local colleges and universities. The SD Concilio also calls upon our local colleges and universities to ensure that an explicit commitment to the local Chicano/Latino community and its students' success is embedded in each campus' mission statement.

Introduction

This position paper by the San Diego Chicano/Latino Concilio on Higher Education (hereafter the SD Concilio) calls for local colleges and universities to explicitly commit their institution to authentic servingness for Chicano/Latino students. Such a commitment should include a comprehensive, detailed institutional strategy to serve Chicano/Latino students through curriculum, faculty, leadership, and support systems that reflect scholarly literature on effective service. It is a commitment that requires organizational change rather than the implementation of small programs.

In her recent blog, the Latina scholar Gina Garcia strongly recommends that colleges and universities go beyond efforts to enroll Chicano/Latino students to make an explicit commitment to serving those students. Her recommendation for such institutions of higher education:

- **Commit to becoming a mission-based HSI/MSI.** If it is in our core mission to serve Latine students, families, and communities, similar to HBCUs and TCCUs, then the federal government can't argue that HSIs are discriminatory.
- Commit to servingness with an intentional focus on Latine students in our academic practices including the curriculum, teaching, research and service to the community. Servingness is about hiring faculty and staff and administrators who come from the same background as the students. It's about making our commitment to serve Latine students part of our mission and our strategic

purpose. And yes, servingness is about disrupting the systems of oppression that keep our Latine students from thriving. (emphasis added; Garcia, October 2025).

The context for Dr. Garcia's recommendation is the current economic and political assault on Chicano/Latino students, including those in higher education. The current presidential administration supports the termination of federal Title V grants to "Hispanic Serving Institutions" on the dubious rationale that such grants are discriminatory. In addition, the state of California's budget challenges have resulted in financial stress for the California State University and the University of California. Although the three levels of public higher education might receive a budget increase next year, the sustainability of such funding is uncertain.

The context also includes a long history of institutional racism against Chicano/Latino students in California's colleges and universities, reflecting a national pattern (Caño, 2025; Garcia, 2023; Gonzalez Stokas, 2023). As Caño states, "Thus, universities in the United States are rooted in and continue to reap the benefits of settler colonialism and genocide" (2025, p. 7). Garcia adds, "The call to decolonize education acknowledges that "settler colonialism" (the conquering of the land, water, and resources by settlers who remained on the land) and the "coloniality of power" (the racial and economic system of oppression that is set in place as a result of settler colonialism) continue to oppress racial-ethnic-Indigenous people within educational systems" (2023, p. 15). The result of such racism is an accompanying history of educational underachievement among Chicanos/Latinos and other historically underrepresented students of color throughout the U.S. (Gandara and Contreras, 2009; Massey et al., 2004; Charles et al., 2009; Bowen et al., 2009; Smith, 2015). This failure by California's public higher education systems to facilitate higher education achievement among Chicanos/Latinos contributes to a troubling gap between the state's need for a college educated work force and those that earn a college degree (Campaign for College Opportunity, 2024).

The strategy employed by many California colleges and universities to reduce, not eliminate, the underachievement caused by institutional racism relies on what the Latino scholar Ibarra calls "pipeline programs" (2001). Such programs as summer bridge, equal opportunity programs, mentoring, supplemental learning, the Puente Project, etc. have indeed demonstrated effectiveness in contributing to the achievement and graduation of Chicano/Latino students (Gandara and Contreras, 2009; Tinto, 2012; Velasquez, 2016, 2013, 2005).

Unfortunately, such programs are often very labor intensive and due largely to inadequate funding, they serve a relatively small number of students. And as Ibarra and others have noted, such programs do little to transform the institutional character of colleges and universities, leaving institutional racism intact (Gonzalez Stokas, 2023). Garcia notes that a 2018 study by Vargas and Villa-Palominino found among 220 federal Title V HSI grants they reviewed, 85 percent utilized a race-neutral strategy while only 10 percent applied a Chicano/Latino focus on student service (Garcia, 2023).

The San Diego Chicano/Latino Concilio on Higher Education believes that the current times call for institutional strategies that exceed a commitment to minimally fund such

programs. **Instead, our local colleges and universities should identify the elements that make those programs effective and apply them at a much broader, institution-wide level to ensure that institutions fully serve Chicano/Latino students.** In 2025, Chicanos/Latinos make up 40 percent of the California population compared to 34 percent for whites (Public Policy Institute of California, 2025). In San Diego County, Chicanos/Latinos are 35 percent of the population while whites are 43 percent (Data USA, 2025). The economic prosperity of San Diego will depend on a well-educated workforce that includes an equitable representation of Chicanos/Latinos. Likewise, providing Chicanos/Latinos with an education that includes such “liberatory outcomes” (Garcia, 2023) as critical thinking is necessary to ensure that exploitive capitalism does not continue to exacerbate increasing levels of inequality in U.S. society (Lam and Hernandez, 2026). This demographic context, along with the extensive history of societal and institutional racism against Chicanos/Latinos, justifies an institutional focus on service to Chicanos/Latinos by local colleges and universities as a critical dimension of their mission.

Elements of Effective Institutional Strategy

In 2021, the SD Concilio provided an extensive review of scholarly literature on the experience and needs of Chicano/Latino students in higher education (SD Concilio Brown Paper, 2022, <https://sdclchighered.org/reports/>). That literature provides considerable evidence of institutional strategies that contribute to the achievement of Chicano/Latino students and does not require additional review in this paper. However, the recent work of Dr. Gina Garcia adds significantly to that research (2023). Garcia provides an analysis of the strategies that must be implemented by “Hispanic Serving Institutions,” i.e., those with a student body at least 25 percent Chicano/Latino, to transform from a “Hispanic enrolling HSI” to a “transformed HSI.”

While a complete summary of Garcia’s text is beyond the scope of this paper, her research evidence merits emphasis. Garcia states that a transformed HSI advances “racial equity, social justice, and collective liberation” (2023, p. 7). Such transformation requires structural change and strategies to “de-credential whiteness, redistribute resources and power within the institution, couple race and organizational rules, policies, and procedures, and actively empower racial-ethnic-Indigenous groups” (p. 19). An HSI that provides authentic servingness creates “an institutional environment that is free of racism, microaggressions, and discrimination,” and contributes to “equitable academic outcomes, liberatory outcomes, and validating experiences” (p. 47).

In addition to such macro-level strategies, Garcia identifies other elements of an HSI transformed to provide authentic servingness:

- Specific racial-ethnic groups such as Chicanos/Latinos must be explicitly named in an institution’s strategic plan (p. 49).
- An institution’s faculty, staff, administrators, and trustees should be diverse, including equitable representation of Chicanos/Latinos (p. 64). In particular, Chicano/Latino faculty representation should reflect that of Chicano/Latino students’ enrollment (p. 66). The retention of Chicano/Latino faculty is critical (p. 79).
- Colleges and universities must invest substantially in their institutional infrastructure, i.e., curriculum, co-curriculum, support services, and physical infrastructure, as such an

investment contributes to increased graduation rates for Chicano/Latino students (Garcia, 2013, cited in Garcia, 2023, p. 87).

- Institutional support for Chicana & Chicano Studies and other Ethnic Studies is especially important, as such curriculum engages Chicano/Latino students and contributes to their learning, agency, and community actions (Sleeter, 2011, cited in Garcia, 2023, p. 91; Sleeter and Zavala, 2020).
- Reformed HSI's should develop and utilize classroom pedagogy and student service delivery that is grounded in "liberatory and humanizing education" (p. 93). Such pedagogy includes centering Chicano/Latino students' socio-political histories, identities, and ways of knowing, and the development of their critical consciousness and critique of society (p. 94).
- Providing academic and personal support, mentoring, and racial-ethnic-cultural validation contribute to Chicano/Latino students' liberatory outcomes (p. 103).
- It is essential that transformed HSI's incorporate Chicanos/Latinos into their decision-making structures at the highest levels. This includes the incorporation of Chicano/Latino faculty to democratize participation (p. 124). Despite the demographic changes in California, most colleges and universities continue to privilege white people and white normative standards (p. 118).
- It is important to note that the policies and practices of most public colleges and universities in California, including San Diego, do not rest only with the institution's president or chancellor. Boards of trustees, boards of governors, etc. hire and evaluate those institutional leaders. Garcia emphasizes that such boards "work with the president to ensure that the institution has the strategic planning and resource allocation in place to elevate the institution's commitment to its racially, ethnically, and economically diverse students" (p. 122).
- As public institutions, San Diego's HSI institutions should work with Chicano/Latino communities to understand their histories and contemporary needs and to incorporate that knowledge into their support for Chicano/Latino students (p. 146).

Garcia concludes, "the Transforming HSIs Framework will require members internal to the organization and partners external to the organization to fulfill the freedom dream, to transform higher education, to implement pedagogies of the oppressed, to decolonize the institution, to disrupt and decouple whiteness, and to challenge racialized institutions to create a new approach to liberatory education at the postsecondary level" (2023, p. 173). Garcia's text provides public colleges and universities with a road map of sorts, a framework supported by research evidence, that should inform how our institutions of higher education can go beyond merely providing underfunded pipeline programs. Instead, they can exceed minor institutional reforms to achieve the status of a truly transformed HSI of authentic servingness.

Effective Institutional Strategies: Programs and Services

For several decades, scholars and practitioners have researched the effectiveness of programs and services that focus on supporting Chicano/Latino students in higher education. As

noted previously, such programs are generally small, serve a minimal number of students, are underfunded and understaffed, and are labor intensive. In addition, these programs are seldom coordinated to ensure a holistic approach to student support. However, the research evidence documents their significant, positive contribution to “instrumental” outcomes such as persistence and graduation, while some also contribute to “liberatory outcomes” that are critical for the leadership and empowerment of Chicano/Latino communities. It is important to emphasize that these programs do not restrict participation to Chicano/Latino students. Instead, they are open to students of any ethnic community.

Summer Bridge Programs

For several decades, some colleges and universities have implemented “summer bridge” programs for new students entering their institution from high school and/or community college. The purpose of the programs is to facilitate the transition to higher education by participating students, thereby contributing to their persistence and graduation. One local San Diego institution has an extensive history with its summer bridge program.

In 1978, the Office of Academic Support and Instructional Services (OASIS) at the University of California San Diego began implementing the Summer Bridge Program (SB) as a small “pipeline” program for thirty students. Like many such programs, Summer Bridge was conceived as a strategy to support historically underrepresented students of color as they navigate the complex, often “foreign” terrain of a Research I institution (Ibarra, 2001). The OASIS Summer Bridge Program implemented an academic component with two credit-bearing courses and extensive academic support. It also included a comprehensive residential component that utilized peer and professional counselors to support its participating students.

Summer Bridge employed a pedagogy of excellence based on high expectations and validation for its students as well as recognition of the valuable cultural capital or “community wealth” they brought to the university (Bain, 2005; Solorzano, 2012; Yosso, 2007). By applying principles from the work of Paulo Freire and the scholarship of critical pedagogy, its courses helped students analyze critically the institution they are about to enter to identify its problematic elements and develop strategies for “critical navigation” and success (Darder, 2011; Friere, 1970; Souto-Manning, 2010; Yosso, 2007). In 2012, Vincent Tinto, generally recognized as a seminal scholar of higher education success, selected the OASIS Summer Bridge Program at UCSD as the national model of an effective summer transition program in his analysis of successful programs (Tinto, 2012).

EOP Programs

California’s public institutions of higher education have utilized at least two effective, model programs for decades. The California State University (CSU) campuses implement the Educational Opportunity Program (EOP). According to the CSU website:

The Educational Opportunity Program designs, administers, and supports programs that deliver access and retention services to historically low income and educationally disadvantaged students. An EOP student has the

potential to perform satisfactorily in the CSU but has not been able to realize this potential because of economic or educational background. The program provides admission, academic, and financial assistance to EOP-eligible undergraduate students. Only historically low-income, educationally disadvantaged students who need admission assistance and support services to succeed in college are eligible to apply to EOP. They must demonstrate academic potential, motivation to succeed, and meet the income criteria. The Educational Opportunity Program (EOP) serves as a primary vehicle for the CSU in increasing the access, academic excellence and retention of California's historically underserved students (low income, First Generation College), thus working in the spirit and abiding by the legislative intent that originally established the program in 1969 and maintaining the innovation inherent in the program.

The EOP program was established in 1960. It now serves students on all twenty-three CSU campuses. The program provides academic and socio-cultural support to participating students. According to a 2025 report of the CSU, in fall 2024, there were 25,963 students in EOP across all campuses, with a range of forty to 2,718 students and a mean of 1,129 students per campus (CSU, 2025). The data indicates that despite enrolling students that are economically disadvantaged, their fall 2017 six-year persistence and graduation rates were comparable to those of all CSU students among first-time freshmen. Among transfer students in the CSU, the persistence and graduation rates for EOP students were higher than for all students.

The Extended Opportunity Programs and Services (EOPS) program is largely concentrated in campuses of the California Community Colleges. Its website provides a brief description of EOPS:

Extended Opportunity Programs and Services (EOPS) is here to make sure students disadvantaged by social, economic, educational or linguistic barriers get the resources they need to enroll and succeed at any California community college. How? By offering comprehensive academic and support counseling, financial aid and a bevy of other services aimed at keeping students from dropping out and helping them reach their educational and career goals.

The program's 2025 report to the California Legislature states that in 2022-23, 75,165 students participated in EOPS among the total of 1,923,581 students in the California Community Colleges. Comparing EOPS students with non-EOPS low-income, underrepresented "minority" students, the former had a higher percentage of Associate Degree attainment and a higher percentage of transfer to a four-year university. Another report on the EOPS program provides these outcomes:

Rigorous analysis suggests that, compared to their non-participating peers, EOPS students are more likely to complete transfer-level math and English, earn higher

GPA's and more units in their first year, stay in school, and earn college credentials. At the same time, this research signals that helping students complete transfer offers an area of opportunity (RP Group, 2022, p. 2).

In addition, the RP Group's focus group research documented participating students' perceptions of the EOPS program's effectiveness. The students indicated that the program provided a personal connection, advocates strongly for students' needs, and demonstrates a deep commitment to students' success (RP Group, 2022).

Puente Project

The Puente Project is described on its website as a national award-winning program started in 1981 that contributes to the college-going rate of California students. It also states:

Its mission is to increase the number of students who enroll in colleges and universities, earn college degrees and return to the community as mentors and leaders to future generations. The program is interdisciplinary in approach, with writing, counseling and mentoring components. Puente is open to *all* students. Started in 1981 at Chabot Community College in Hayward, California, the program has since expanded to 7 middle schools, 36 high schools and 65 community colleges throughout the state. Puente staff train middle school, high school and community college instructors and counselors to implement a program of rigorous instruction, focused academic counseling, and mentoring by members of the community. Puente's staff training programs have benefited approximately 300,000 students across the state. Puente is open to all students.

Numerous assessments have documented the success of the Puente Project in contributing to positive outcomes among participating students (Rabi, 2023; Fowler, 2021; Ibarra, 2020; Murua, 2018; Molina, 2014). These assessments found that among Chicano students in the program, Puente provided valuable knowledge about institutional resources, culturally sustaining pedagogy that included academic rigor, positive Chicano role models, tangible support for transfer to a four-year institution, and other outcomes. The assessments emphasized the importance of Puente's asset-based strategies that recognized the community wealth brought to community college by Chicano students. The Puente Project's pedagogical frameworks and praxis (theory and research, reflection, dialogue, and practice) are clearly rooted in culturally sustaining and affirmative practice that contribute to its effectiveness (Paris, 2012). Its practices are aligned with Garcia's (2023) liberatory outcomes and with identity affirming practices for participating students and faculty. Likewise, the program's commitment to curriculum and faculty development is critical. These assessments document the positive

impact of the Puente Project on students' eventual graduation from a four-year college or institution.

Additional Puente Project data from 2012-13 to 2018-19 compares the six-year transfer rates of all California Community College students and those participating in Puente. According to this data:

- Puente Project students in California Community Colleges (CCC) maintain enrollment continuity more often than all CCCC students statewide. For Puente participants in the most recent evaluation of the program, 92 percent enrolled in two continuous semesters (Fall 2023 to Spring 2024) compared to 67 percent of all CCC students statewide.
- Puente Project students achieved successful course outcomes in three of four or 75 percent of all the degree-applicable and transferable courses that they attempted in 2024-25. The Puente students' course success rate achieved in 2024-25 represents a one percentage point increase from the baseline rate of 74 percent in 2022-23).
- The Puente Project achieved noteworthy success in supporting the degree attainment aspirations of program participants. In 2024, 1,838 degrees and certificates were awarded to Puente community college students, an increase of 26 percent from the baseline rate of 1,457 students.

Clearly, the elements of strategy utilized by the Puente Project are successful in achieving positive student outcomes (Six-Year Transfer Rates of Community College Students, 2025). Thus, Puente is indeed a model program from which much can be learned about institutional support for Chicano students.

Student Support Services, A TRIO Program

In addition to state or institution-funded programs, a number of federally funded programs have yielded insights into successful support for Chicano students. One of the so-called TRIO programs, Student Support Services (SSS) has been implemented in numerous colleges and universities across the United States since its authorization in 1968. Some postsecondary campuses in San Diego, including UC San Diego and San Diego State University, have provided an SSS program. According to a fact sheet on SSS:

The goal of SSS is to increase the postsecondary persistence and graduation rates of low-income students, first-generation college students (i.e., students whose parents have not received a bachelor's degree), and students with disabilities. All students in the SSS program are enrolled in postsecondary education, meet at least one of these eligibility criteria (low-income status, first-generation status, or disability status), and exhibit academic need (U.S. Department of Education, 2016).

The SSS program provides extensive academic and sociocultural support, including tutoring, advising, financial aid information, personal counseling, postgraduate planning, and transfer services. Colleges and universities that implement an SSS program must submit a cyclical application for federal funding and complete an annual program evaluation that assesses such student outcomes as retention, graduation, transfer, and matriculation to a postgraduate program. Reports by the Department of Education indicate largely positive outcomes for students participating in an SSS program (Chaney, 2010; U.S. Department of Education, 2015, 2016).

Conclusion

The effective support programs for Chicano/Latino students addressed by these descriptions and analyses are not exhaustive. However, these are important examples of the principle that we know what works effectively for our students. In addition to these specific programs designed to serve Chicano/Latino and other working-class students, other institutional strategies have documented success in contributing to positive outcomes among such students. Those include Chicana & Chicano Studies as well as Ethnic Studies. Such academic programs and departments provide curriculum and pedagogy that validates Chicano students and develops their critical thinking skills:

. . . we have conceptualized ethnic studies as an emerging field characterized by seven hallmarks: curriculum as counter-narrative, criticality, reclamation of cultural identities, intersectionality and multiplicity, community engagement, pedagogy that is culturally responsive and culturally mediated, and students as intellectuals (Sleeter and Zavala, 2020, p. 113).

Academic programs that develop biliteracy among Chicano students and programs that develop bilingual/biliterate Chicano teachers are a very valuable contribution to the Chicano community. Such programs contain elements of curriculum and pedagogy that can be implemented broadly throughout an institution's academic offerings.

As Garcia emphasizes, servingness for Chicano students should emanate from a clear commitment to the Chicano community in the mission statement of colleges and universities. Garcia provides examples of such mission statements from Historically Black Colleges and Universities and Native American tribal colleges, respectively. For example, Dillard University, an HBCU, includes in its mission statement, “Dillard University is a historically Black institution that cultivates leaders who live ethically, think and communicate precisely, and act courageously to make the world a better place.”

Both the size and historical context of the Chicano community provide a rationale for such an institutional focus. Chicanos and other Latinos are now the largest ethnic group in California, and they represent more than 55 percent of the state’s high school graduates. Chicanos are an indigenous community, having resided in California many years before white settler colonists (Barrera, 2025). Every college and university in San Diego should acknowledge this reality and construct institutional policy and practice accordingly. As Garcia says,

Graduating Latine students is important. Supporting their economic and social mobility is important. But without a stated mission to do so, the success of Latines is largely their success, not the HSIs that enroll them . . . Serving is more than enrollment and graduation, and it’s definitely more than federal eligibility and federal grant getting . . . The grants matter and they have made a difference, but I’m challenging us to move beyond those grants and those enrollment thresholds and to instead embrace servingness as **our core identity and mission** (Garcia, 2025, emphasis added).

Such an explicit commitment to the Chicano/Latino community is clearly legal and beneficial, and would complement other viable California State University efforts like the Black Success Initiative at Sacramento State University (<https://www.csus.edu/president/inclusive-excellence/black-student-success.html>). In addition, pending state legislation, California Senate Bill 1255, would provide eligible colleges and universities a state designation of Hispanic Serving Institution status. In the pending legislation, one of the criteria for awarding state HSI status includes, “A mission statement that addresses the applicant’s (institution’s) commitment to serve Latino students.” The criteria also include Ethnic Studies curriculum.

Such institutional commitment cannot be made without strong leadership. Our local leaders of higher education institutions, both appointed and elected, must demonstrate the courage to enact **organizational change** on their campus. Again, the words of Gina Garcia clearly articulate what is necessary:

To be clear, adaptation is not about being inclusive and creating a sense of belonging, because inclusivity and belonging do not require organizational change. In some cases, inclusivity and belonging are performative, with educators and leaders trying to convince ourselves and our students, “we are inclusive, because we say we are.” What we have learned from the DEI movement is that most campuses have not adapted to their diverse populations, but rather built offices, hired DEI staff, and created isolated programs to serve diverse students (Garcia, July 2026).

We call on the presidents, chancellors, and boards of San Diego’s colleges and universities to make the necessary commitment to their Chicano students and the local Chicano community. These higher education leaders should revise their institutional mission statements and implement a comprehensive, institution-wide strategy to facilitate the success of Chicano/Latino students. As always, we also call upon our state legislators, who help determine the budgets for these institutions, to demand institutional responsibility and accountability.

RERERENCES

Bain, K. 2004. What the best college teachers do. Cambridge, Mass: Harvard University Press.

Barrera, M. 2025. Race and class in the Southwest and other essays: Studies in political economy. (R. Torres and W. Robinson, Eds.). New York: Routledge.

Bowen, W., M. Chingos, and M. McPherson. 2009. Crossing the finish line: Completing college at America’s public universities. New Jersey: Princeton University Press.

California Community Colleges. 2025. 2024 Opportunity Programs and Services (EOPS) legislative report.

California State University. 2025. Report of California State University student participation in the Educational Opportunity Program (EOP).

Campaign for College Opportunity. 2024. Still left Out: How exclusion in California’s colleges & universities continues to hurt our values, students, and democracy.

Caño, A. 2025. Leading toward liberation: How to build cultures of thriving in higher education. Baltimore: Johns Hopkins University Press.

Chaney, B. 2010. National evaluation of Student Support Services: Examination of student outcomes after six years, final report. Washington, D.C.: U.S. Department of Education.

- Charles, C., M. Fisher, M. Mooney, D. Massey. 2009. Taming the river: Negotiating the academic, financial, and social currents in selective colleges and universities. Princeton, NJ: Princeton University Press.
- Darder, A. 2011. Culture and power in the classroom: A critical foundation for bicultural education. Second Edition. New York: Bergin and Garvey.
- Data USA. 2025. San Diego County, CA, <https://datausa.io/profile/geo/san-diego-county-ca>.
- Fowler, S. (2021). Practices associated with California Community Colleges' LatinX career education completion rates. California State University, Sacramento
- Freire, P. 1970. Pedagogy of the oppressed. New York: Continuum.
- Gandara, P. and F. Contreras. 2009. The Latino education crisis: The consequences of failed social policies. Cambridge, Mass: Harvard University Press.
- Garcia, G. 2026. Success starts with organizational change. Blog, July 2026.
- Garcia, G. 2025. Moving from enrollment-based HSI's to mission-based HSI's. Blog, October 24, 2025.
- Garcia, G. 2023. Transforming Hispanic-serving institutions for equity and justice. Baltimore: Johns Hopkins University Press.
- Gonzalez Stokas, A. Reparative universities: Why diversity alone won't solve racism in higher education. Baltimore: Johns Hopkins University Press.
- Ibarra, R. 2001. Beyond affirmative action: Reframing the context of higher education. Wisconsin: University of Wisconsin Press.
- Lam, K. and K. Hernandez (Eds.). 2026. The selected works of Antonia Darder: On theory, politics, and struggle. London: Bloomsbury Academic.
- Massey, D., C. Charles, G. Lundy, and M. Fisher. 2003. The source of the river: The social origins of freshmen at America's selective colleges and universities. New Jersey: Princeton University Press.
- Molina, M. 2014. Community college Puente's influence on California's Mexican-American students: Countering the statistics. CSU Sacramento.
- Murua, V. 2018. Examining the Puente Program through group dialogue and shared space: Engaging stakeholders using a collaborative inquiry approach. California Institute of Integral Studies.

Paris, D. 2012. Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational Researcher*, V. 41 (3), p. 93-97.

Public Policy Institute of California. California's population, <https://www.ppic.org>.

Rabi, M. 2023. Addressing the LatinX education gap: An evaluation of the Puente Program at Inland Empire Colleges of California. University of LaVerne.

Research, Planning, and Professional Development for California Community Colleges. 2022. EOPS impact study 2.0 highlights.

San Diego Chicano/Latino Concilio on Higher Education. 2021. The status of San Diego's Chicanos/Latinos in higher education: Resistance against racism. Unpublished paper.

Sleeter, C. and M. Zavala. 2020. Transformative ethnic studies in schools: curriculum, pedagogy, and research. New York: Teachers College Press.

Smith, D. 2015. Diversity's promise for higher education: Making it work (second edition). MD: Johns Hopkins University Press.

Smith, B., J. MacGregor, R. Matthews, & F. Gabelnick. 2004. Learning communities: Reforming undergraduate education. San Francisco, CA: Jossey-Bass.

Solorzano, D. 2012. Critical issues along California's K-12 educational pipeline. American Association of Hispanics in Higher Education Latino/a Student Success Institute, Costa Mesa, CA.

Souto-Manning, M. 2010. Freire, teaching, and learning: Culture circles across contexts. NY: Peter Lang.

Tinto, V. 2012. Completing college: Rethinking institutional action. Chicago, IL: University of Chicago Press.

United States Department of Education. 2016. Fast facts report for the Student Support Services program. Washington, D.C.

United States Department of Education. 2015. Persistence and completion in postsecondary education participants in the TRIO Student Support Services program. Washington, D.C.

Velasquez, P. 2016. Summer Bridge 2014 Report and Assessment. Unpublished report.

Velasquez, P. 2013. OASIS alumni survey report. Unpublished report.

Velasquez, P. 2005. OASIS Summer Bridge Program Assessment. Unpublished report.

Yosso, T. 2006. Critical race counter-stories along the Chicana/Chicano educational pipeline.

New York: Routledge.