

The Servingness of Hispanic Serving Institutions for Engineering College Students: A Systematic Review

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Abstract

While there have been collective nationwide efforts to diversify engineering fields, Latinx undergraduates remain underrepresented.^{1,2} Existing studies indicate many factors that contribute to this underrepresentation, including an unwelcoming environment and lack of connection with Latinx culture and identity in engineering disciplines.^{1,3} Given that Hispanic Serving Institutions (HSIs) enroll the majority of Latinx undergraduates,⁴ policy makers and scholars have focused on the role of HSIs in increasing Latinx STEM graduates.^{5,6} While researchers have studied Latinx engineering students at HSIs, there has been no synthesis of existing literature on how the “servingness” of HSIs has diminished barriers such as a chilly climate for Latinx engineering students.

In this study, we examine existing literature and identify research gaps on diversity efforts in engineering and other STEM disciplines at HSIs to better serve Latinx undergraduates. We define the “servingness” of HSIs based on the framework that was developed by Garcia et al. (2019).⁷ By using a systematic review method, we offer the gaps in and contributions of HSIs’ servingness in engineering education to better serve Latinx engineering students. This review will shed light on which areas of “servingness” at HSIs for engineering students have been more (or less) implemented and which areas of HSIs should be given more attention by scholars and administrators.

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