GANAS CAREER PATHWAYS

MESSAGE FROM
GANAS CAREER PATHWAYS PROJECT DIRECTOR

The GANAS Career Pathways grant supports Latinx, low-income, and underrepresented students during their time at UC Santa Cruz by addressing curricular, co-curricular, and institutional barriers. After an extensive review of disaggregated student outcomes, campus reports, strategic plans, and relevant research, four goals and corresponding activities were developed to improve students' academic and career opportunities while building institutional capacity to increase racial equity.

This report highlights some of our key successes since the grant kicked off in October 2020. Despite the many challenges we have experienced over the past few years, including the COVID-19 pandemic and the CZU lightning complex fires, our grant partners have remained diligent working towards meeting our overarching goals. In the next few pages of this report, you can read about our collective achievements through September 2023.

We are currently in our fourth year of the grant, and have been working with our partners to understand the practices that have resulted in the most impact towards racial equity and collectively facilitate institutionalization of those practices.

Lydia Iyeczohua Zendejas
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THANK YOU

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Calculus Redesign in the Life Sciences

One of the main goals of the GANAS Career Pathways grant is to increase students' **passing rates in Calculus** to open pathways into math-based majors and related high-demand careers.

Faculty and graduate students have worked collaboratively to redesign course curriculum by incorporating **active learning** and problem-solving sessions grounded in equity-minded pedagogy. These teaching teaching teams strengthen coherence in teaching practices across multiple sections while serving as a model for graduate students and faculty.

Partnerships

- Applied Math Department
- Biology Department
- Chemistry Department
- Earth and Planetary Sciences Dept
- Mathematics Department

Impact

- In the 2021-23 academic years ten Math 11A/B courses implemented redesign materials supporting a total of **1188 students** (unique count)
- Improved passing rates (fig 1)

Fig. 1

Sharing Best Practices

- Cross-department collaboration
- Graduate students trained in inclusive teaching practices, impacting future faculty teaching for educational equity
- Development of eight unique projects related to other disciplines
- Integration of teaching teams with the Academic Excellence Program and Learning Support Services
- Use of Canvas course shells
- Integration of cost effective online homework platform and Canvas
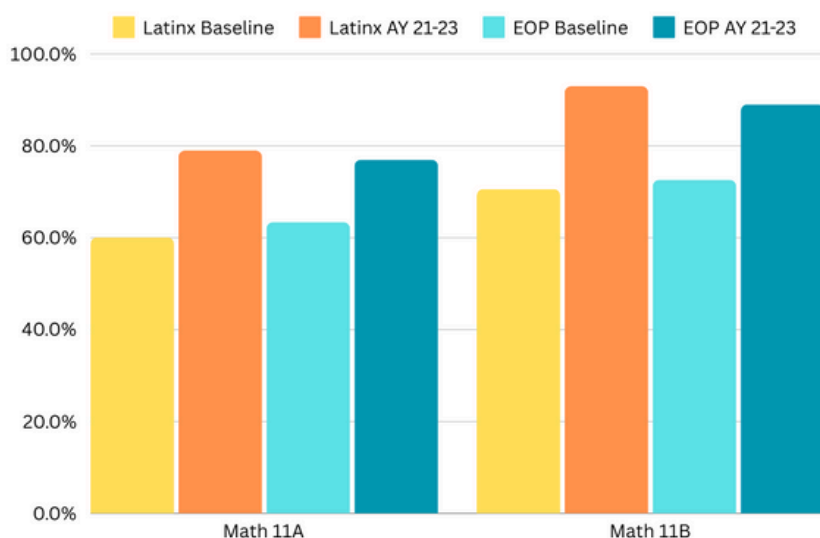
Scalability

- Applying to other Math series with equity gaps, i.e. Math 19 & 100
- Using the Graduate Student Researcher model for future course redesign projects

Sustainability Needs

- Modifying existing practices in the Math courses
- Funding for Graduate Student Researchers and graders
- Funding for annual symposium which serves as a teaching team collaboration strategy

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Department and Practitioner Inquiry as a Driver of Change ("Departmental Selfie")

Departments engage in a year-long workshop series guided by equity questions identified by the department and data available in the newly created [Departmental Equity Profile dashboard](#).🏌️ Departments map undergraduate students' progress along academic milestones and points of intervention by "outing" racial disparities. During the workshop series, the department develops an action plan of interventions to change practice and policy that contribute to the inequity. Lastly, the department evaluates the changes and their impact on equitable outcomes.
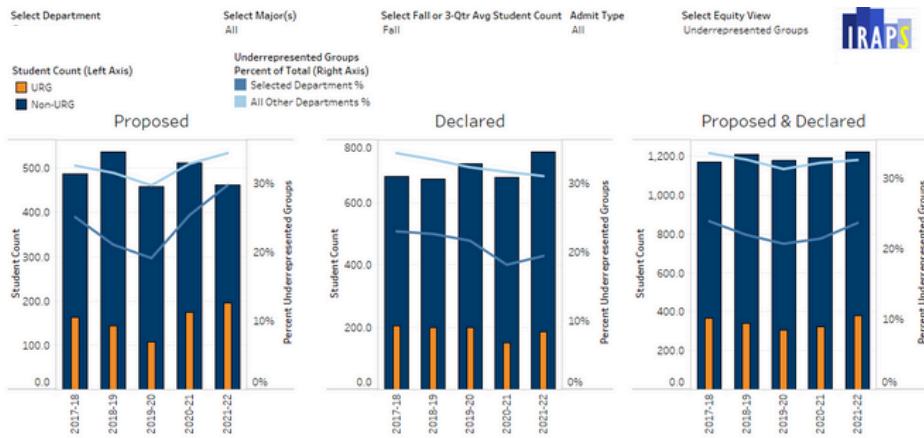
Tools for Equity Minded Practioners

- Departments engage in a review of their departmental equity data
- Track trend data for program review
- Evaluate undergraduate curriculum
- Analyze course sequence outcomes
- Enact change at the departmental level

Sustainability Needs

- Staffing for annual workshop series for departments including the curating of data specific to the departments' identified equity questions.
- Maintenance, improvements, and updates for dashboards and Canvas course.

The Departmental Selfie activity is a collaborative effort including Noori Chai, Cinnamon Danube, Jody Greene, Charis Herzon, Mallory Jackson, Leo Rosen, and John Tamkun

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Partnerships

- Teaching and Learning Center
- Institutional Research, Analytics, and Planning Support

Impact

- Anthropology, Linguistics, MCD Biology, and Politics have engaged in the workshop series
- Computational Media and Computer Science and Engineering have been engaging in this workshop series in 2023-24

Scalability

- The Departmental Selfie workshop series guided the development of the **Equity Playbook**, a self paced Canvas course, available and maintained by the Teaching and Learning Center.
- All Departments and university employees have access to IRAPS Internal Dashboards.

Sharing Best Practices

Common departmental actions include those related to course design, teaching practices, major and minor policies, and curricular design.

Examples of actions departments and faculty members could take to tackle equity for transfer students as a priority:

- Create a culture of "relentless welcome"
- Identify a key course(s) for Project Redesign for Equity and Advancing Learning (REAL)
- Clear articulation of major requirements and communicate with feeder community colleges
- Improving rate of major declaration and time to major declaration

Career Internship Program

The Career Internship Program provides a unique experience for the student and the internship site in a year-long **paid internship**. The program targets underrepresented, low-income, and/or Latinx students; the internships focus on California's workforce needs across Bio-Tech, Health, Agriculture, Accounting and Finance, Teaching and Education, and STEM.

The Internship Coordinator works diligently to onboard internship sites and coach students, promoting a rich experience for both the site and the student. Interns complete **career readiness** and **financial literacy** Canvas modules, complemented with **career coaching** from the Internship Coordinator and **financial literacy coaching** from the UCSC Slug Cents Coordinator.

The Career Internship Program is designed to strengthen career readiness skills identified by the National Association of Colleges and Employers

Career readiness competencies:

- Career and Self Development
- Communication
- Critical Thinking
- Equity and Inclusion
- Leadership
- Professionalism
- Teamwork
- Technology

Career and financial literacy coaching topics address:

Hidden Curriculum	Socio-emotional career support	Setting boundaries and capacity building
Communicating with supervisor and others	Searching and finding opportunities	Reflection and meaning making

"I also learned a lot about financial literacy from Tiffany from SlugCents, who taught me how to create a financial plan for myself, how to begin paying back loans, and what benefits to take into account when looking for a job."
- 2022-23 Intern

Partnerships

- Career Success
- Educational Opportunity Programs
- Office of Financial Aid and Scholarships
- Student Business Services

Impact

- 11 interns and 6 sites in 2021-22
- 28 interns and 18 sites in 2022-23
- Inclusive career readiness and financial literacy module content
- Developed NACE Career Readiness assessment tool

Sharing Best Practices

- Improved outreach strategies increased student application rate from 2021-22 to 2022-23 by 76%
- Developed career readiness and coaching curriculum aligned to intern's individual experience
- LinkedIn group created for program alumni to network with each other
- Transitioned internship awards from scholarships into more competitively paid positions

"Student achieved great confidence on the work assigned and required minimum supervision. Student demonstrated the attitude, knowledge, and skills required to start working."
- 2022-23 Mentor

Scalability

Establishing new partnerships and strengthening existing ones with on and off campus organizations. The Canvas modules and coaching serve as a blueprint for equitable resources and coaching strategies that can be shared throughout Career Success and with other student supervisors and internship coordinators across campus.

Sustainability Needs

- Funding for internship coordinator position
- Staff that are trained in outreach strategies and culturally relevant career coaching to support Latinx students
- Funding for students to complete program requirements (i.e. Canvas module and coaching sessions)

Intern with mentors at End of Year event, May 2023

Intern at End of Year event, May 2023

"I feel like I now have a clear plan of what I want to do with my life and what I have to do to achieve it. I learned to speak up and organize my thoughts. I got guidance in creating a plan. I will never not speak up and work with others when I have concerns about things in my personal and professional life. "
- 2022-23 Intern

Host Internship Sites

- Career Success
- Center for Agroecology
- City of Santa Cruz Water Department
- City of Santa Cruz Manager's Office
- Community Foundation of Santa Cruz County
- County of Santa Cruz, Environmental Health
- County of Santa Cruz, Health Services Agency
- Digital NEST
- Game User Interface and Interaction Lab
- GetVirtual

- Kaiser Permanente
- Latin American and Latino Studies (LALS)
- Life Lab
- MESA Engineering Program
- Monterey Bay National Marine Sanctuary Foundation
- Salud Para La Gente
- Senderos
- STEM Diversity Research Programs
- Teaching and Learning Center
- Tech4Good Lab
- Your Future is Our Business (YFIOB)

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Supplemental Instruction and Leadership Program

The Supplemental Instruction (SI) and Leadership Program is designed to increase grades and pass rates for students in courses with high DFW rates. SI incorporates active learning that closely follows the content and lecture material of a course. Instructors are offered partnership with Learning Support Services (LSS) for incorporating SI in their courses.

The LSS staff assign highly trained student leaders to provide active learning sessions that integrate *what to learn* with *how to learn* for gateway STEM courses. The SI leader attends each lecture and prepares unique sessions throughout the week that incorporate active learning strategies and collaborative learning techniques. In SI sessions, students work collaboratively to practice concepts and problems from lecture.

The Leadership component is designed to strengthen career readiness skills identified by the National Association of Colleges and Employers (NACE):

- Career and Self Development
- Communication
- Critical Thinking
- Equity and Inclusion
- Leadership
- Professionalism
- Teamwork
- Technology

Partnerships

- Baskin Engineering
  - Computer Science and Engineering
- Educational Opportunity Programs
- Physical and Biological Sciences
  - Biology
  - Chemistry
  - Physics

Sharing Best Practices

- Robust tutor training and model design offer advanced and more varied support for students in historically difficult courses
- Professional development and career readiness with measurability
- The SI program uses evidence based practices for how students learn

SI Model Components

Sessions	Leader Support	Faculty/Department Relations	Outcomes
Structured peer to peer practice sessions, targets historically difficult gateway courses with more frequent and varied sessions available	"High-touch" support by a focused coordinator and a mentor program that provides individualized feedback, mentorship, and professional development (NACE competencies)	Partnerships that foster recruitment and course selection endeavors, faculty introduction meeting, regular reporting to the department on SI outcomes for their supported students	Significant decreases in equity gaps, DFW rates, and higher support for students in historically difficult courses; professional development and career readiness with measurability

Average Pass Rates Among EOP Students by SI Participation Across All SI-Supported Courses (Grant Years 2-3)

Bar chart showing:
- EOP Non-SI (n=1281): 82.0%
- EOP SI (n=283): 90.8%
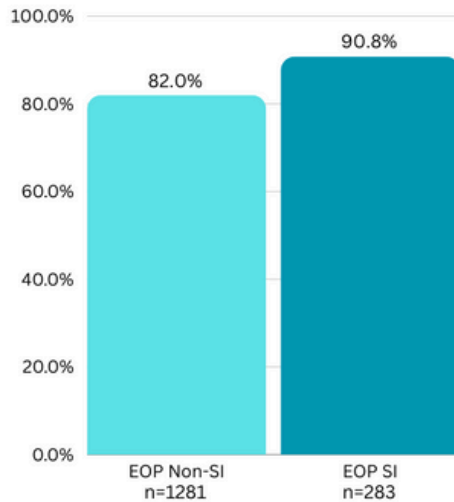
Impact

- Since Summer 2021, SI has supported **27 courses** and **1135 students** (non-unique) and **hired 67 undergraduate** students in leader and mentor roles
- SI pedagogical methods lead and influence all LSS services
- Students who participate in SI have better grades and passing rates than those who do not participate
- Participating in SI helps close the equity gap between EOP and non-EOP students
- Across both years, SI mentors averaged a 33.6% improvement of their NACE competencies

"My mentor was open and encouraging! She was able to give me some great tips and resources for my sessions and for working with my students."
- SI Leader on their Mentor and the Leadership Program, 2023

"I grew the most in communication, teamwork and leadership throughout the mentorship program. I learned to take initiative on projects and responsibilities, and lead meetings."
- SI Leader, 2022

Scalability

Practices fostered through the SI program, such as meeting one on one with faculty partners, tracking GPAs among participants, and assessing equity gaps, have influenced assessment practices for all LSS services. Additionally, the success of the leadership program has been prioritized for all LSS services to maintain and grow quality of services and community among students.

Sustainability Needs

- Funding for professional and student staff beyond the grant
- Continued faculty and graduate student champions to increase and reinforce department partnerships
- Continued outreach from campus partners to increase utilization

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EDUCATIONAL OPPORTUNITY PROGRAMS — EOP — UC SANTA CRUZ

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THANK YOU!