

ABSTRACT

The *Maximizing Achievement through Preparedness and Advising (MAPA)* Title V Project represents a significant step in the evolution of the University of California Santa Cruz (UCSC) as a Hispanic-Serving Institution. In the last 25 years UCSC has doubled its size and more than tripled its Latino student population. Currently, 33% percent of UCSC's 16,000 students are Hispanic/Latino, and the number of applications from Hispanics/Latinos continues to grow. 63% of its students are what is still but inadequately called minorities, many from working class backgrounds with minimal social capital. While UCSC was recently listed by BestColleges.com as first among the top 50 colleges for Hispanic students - based in part on UCSC's high percentage of Hispanic students, cultural centers, degree programs and scholarship support to Hispanic students – disparities persist in outcomes for Hispanic/Latino students relative to non-Hispanic students: they, for example, graduate at a 70.8% rate in six years compared to their White counterparts who graduate at 78.5%

The MAPA Project is designed to reduce those disparities by implementing four research-based, data-driven, interwoven activities that will enable UCSC to put into place the systemic supports that Hispanic students will need to successfully navigate the university experience. MAPA's efforts are organized around:

- Component 1: redesigning of Gateway Math Courses;
- Component 2: developing a Summer Reading for College Writing Institute;
- Component 3: deepening Academic Coaching/Advising;
- Component 4: strengthening Sense of Belonging.

Each component is designed to intervene early and decisively in key gateway areas, improve retention and graduation rates, strengthen UCSC's ability to provide essential services for its students and ultimately improve student achievement. Examples of specific outcomes are: a five-year 15% improvement in pass rates in gateway math courses for Hispanics; a five-year 20% increase in Hispanic students passing the Entry Level Writing Requirement; an additional 150 Hispanic students graduating via the Crossing the Finish Line intervention; 80% of gateway course faculty and 100% of advisors/coaches completing MAPA professional development activities.

Absolute and Competitive Preference Priorities: The MAPA Project addresses the Absolute Priority by improving access and success for “high needs” students, as well as both Competitive Preference Priorities (1. Programs designed to move students rapidly into core courses and on to program completion; and 2. High quality online and hybrid learning opportunities.)

Funds Requested: UC Santa Cruz is requesting \$2,624,577 over five years to support the four programmatic Components of the activity and the project management/evaluation dimensions of the Project. This request includes 70% invested in salaries and fringe benefits; 4% for supplies; 3% for travel; 8% for contractual; and 15% for other expenses.

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