

GANAS CAREER PATHWAYS

Year 2 Grant Summary | UC Santa Cruz | Hispanic-Serving Institution (HSI) Grant | U.S. Department of Education

The GANAS Career Pathways grant strives to support Latinx, low-income, and underrepresented students by removing barriers that impede their success at UCSC and by *preparing* them for *rewarding careers* once they graduate. The goals were developed to improve students' academic and career outcomes while building UCSC's institutional capacity to increase racial equity and eliminate equity disparities.

Grant goals to increase

- Achievement and equity in Calculus
- Achievement and equity in gateway STEM courses through co-curricular Supplemental Instruction (SI)
- Career advising, internship opportunities, and financial literacy of Latinx, low-income, and underrepresented students
- Equity outcomes by identifying and improving departmental practices and policies

Grant Components

Redesigning Calculus in the Life Sciences (Math 11A)

This activity redesigns curriculum and pedagogy to incorporate active learning and problem-solving sessions, bridging introductory biology and calculus curricula.

Redesigned courses: 5
Students served: 846

Grant faculty implemented a comprehensive overhaul of curriculum and pedagogy. Faculty and Teaching Assistants were trained and supported in adopting the framework, which strengthens consistency and coherence in students' academic pathways.

Course pass rates reached 82% for Latinx students and 79% for EOP students. These rates are well above the 59% and 63% baseline identified in the grant for Latinx and EOP students, respectively.

Supplemental Instruction and Leadership Program

Courses served: 14
Students served: 643

Supplemental Instruction (SI) prepares and assigns highly trained student leaders, to provide small-group sessions to support students with how and what to learn, in gateway STEM courses.

Grant Overview

Grant Type: Title V, Part A*

Grant Active Dates:

October 2020 - September 2025

Grant Year 2:

October 2021 - September 2022

Grant Funding Amount: \$2,999,997

*Title V, Part A Funding: Assist HSIs in expanding educational opportunities for and improving the attainment of Hispanic students. Grants also enable HSIs to expand and enhance their academic offerings, program quality, and institutional stability.



Fall Symposium

The Mathematics Department, faculty, and HSI staff hosted a half day meeting to engage in collaborative discussions on the implementation of inclusive curriculum and equity-minded practices.

Teaching Assistants, Staff, and Instructors that participated: 23

Overall, SI participants had a higher mean course GPA of 3.1 compared to non-SI participants of 2.95. Additionally, equity in pass-rates for EOP and non-EOP students was achieved for students who used SI, a significant accomplishment particularly for these STEM gateway courses.

Furthermore, the SI leadership program utilizes high-impact practices and professional competencies established from the National Association of Colleges and Employers (NACE). Our pre-post survey analysis exhibited that the trained leaders gained confidence in communication, equity and inclusion, and leadership.

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



Career Pathways Internship Program and Financial Literacy Coaching



Students served: 35

Career Success coordinated two unique internship programs, one of them being the GANAS Career Internship Program. The staff outreached to Latinx, low-income and underrepresented students and provided support with the application and interview processes for both programs.

GANAS Career Interns received a scholarship along with coaching on career readiness and financial literacy. The career readiness skills covered, which are foundational in preparing students for success in the workplace and based on the NACE competencies, included communication, leadership, professionalism and career development. From the pre-post survey analysis, the student interns exhibited a 13% increase in these skills.

My time participating in the GANAS internship program provided me with an excellent opportunity to explore my field of interest. The GANAS team working in conjunction with my internship mentor ensured a positive and equitable internship site experience.

- GANAS Career Intern, 2022

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



Departments served:
MCD Biology & Linguistics

The HSI Initiatives, Center for Innovations in Teaching and Learning (CITL), and Institutional Research, Assessment, and Policy Studies (IRAPS) have teamed together to develop a series of workshops work with departments in leveraging the Departmental Equity Profile Dashboards to:

- develop interventions in practices and policy that contribute to inequality;
- produce annual reports of disaggregated data that map students' progress along academic milestones and points of intervention; and
- evaluate these interventions to improve departments' capacities to make positive impacts on equity outcomes.

Lydia Zendejas , **Project Director, HSI Grants**
zendejas@ucsc.edu | hsi.ucsc.edu | 02.01.2023

