

# GANAS CAREER PATHWAYS

Year 3 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 & 11B

Grant faculty implemented a comprehensive overhaul of curriculum and pedagogy.

Faculty and Graduate Students were trained and supported in adopting the framework, strengthening the consistency and coherence in students' academic pathways.

Math 11A course pass rates reached 68% for Latinx and 65% for EOP students, an 8% and 2% increase from the 2016-18 baselines respectively. Math 11B course pass rates reached 93% for Latinx and 89% for EOP students, a 22% and 16% increase from the 2016-18 baselines, respectively.

**Redesigned courses: 10\***  
**Students served: 1,300\***

## Grant Overview

**Grant Type:** Title V, Part A\*

**Grant Cycle:** Oct. 2020 - Sep. 2025

**Grant Year 3:** Oct. 2022 - Sep. 2023

**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.



### Math Summit

For two years, the HSI staff and Mathematics Department engaged in collaborative discussions on inclusive curriculum and equity-minded practices.

**Graduate Students, Staff, and Instructors served: 69\***

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



**Departments served: 4\***  
**(MCD Biology, Linguistics, Politics, & Anthropology)**

The HSI Initiatives, Teaching and Learning Center (TLC), and Institutional Research, Assessment, and Policy Studies (IRAPS) have teamed together to develop and deliver a workshop series to support Student Success and build our institutional capacity by:

- developing interventions in practices and policies to mitigate inequality;
- producing annual reports of disaggregated data that map students' progress along academic milestones and points of intervention; and
- evaluating interventions to improve departments' capacities to make positive impacts on equity outcomes.

\*Denotes cumulative numbers from years 1-3 of the grant

## Supplemental Instruction and Leadership Program

**Courses served: 26\***  
**Students served: 1,110\***

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.

SI participants had a higher mean course GPA of 2.97 compared to non-SI participants of 2.92. Additionally, equity in pass-rates for EOP and non-EOP students was achieved for students who used SI, a significant accomplishment particularly for gateway STEM courses.

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.

### NACE Career Readiness Competencies\*

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

\*These apply to both the Supplemental Instruction and Internship Programs



*"It's more of a feeling than any action. [My mentor is] very friendly and supportive...I feel so much more comfortable as a person and that carries on into my session. Additionally, they showed me what successful strategies for learning were, and I incorporated them into my own sessions. Those things made me a stronger tutor..and an amazing mentor."*  
- SI Leader on their Mentor and the Leadership Program, 2023

## Career Pathways Internship Program and Financial Literacy Coaching



**Students served: 81\***

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 are foundational in preparing students for success in the workplace. Mentors rated their interns as having on average a 22% increase in these skills over the course of their internship.

*"During this experience, I have become much more career ready. I feel more confident in my writing and presentation abilities. I also understand many more professional skills and office tasks!"*

- 2022-23 Intern



Lydia Iyeczohua Zendejas, **Project Director, HSI Grants**  
zendejas@ucsc.edu | hsi.ucsc.edu | 1.31.2024



The contents of this summary were developed under grant P031S200154 from the Department of Education. However, they do not necessarily represent the policy of the Department of Education and one should not assume endorsement by the Federal Government.