

Hispanic-Serving Institution (HSI) Initiatives

GANAS CAREER PATHWAYS

Grant Report for the period of
October 1, 2020 - September 30, 2024



The contents of this report were developed under grant P03IS200154 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.

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 2024.

We entered into our fifth year of the grant in October 2024 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
January 2025

THANK YOU

Maria Fernanda Alcantara, HSI Project Consultant
Roxy Davis, Education Grant & Evaluation Specialist
Charis Herzon, HSI Initiatives Director
Alex Mares, HSI Fellow
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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 teams strengthen coherence in teaching practices across multiple sections while serving as a model for graduate students and faculty.

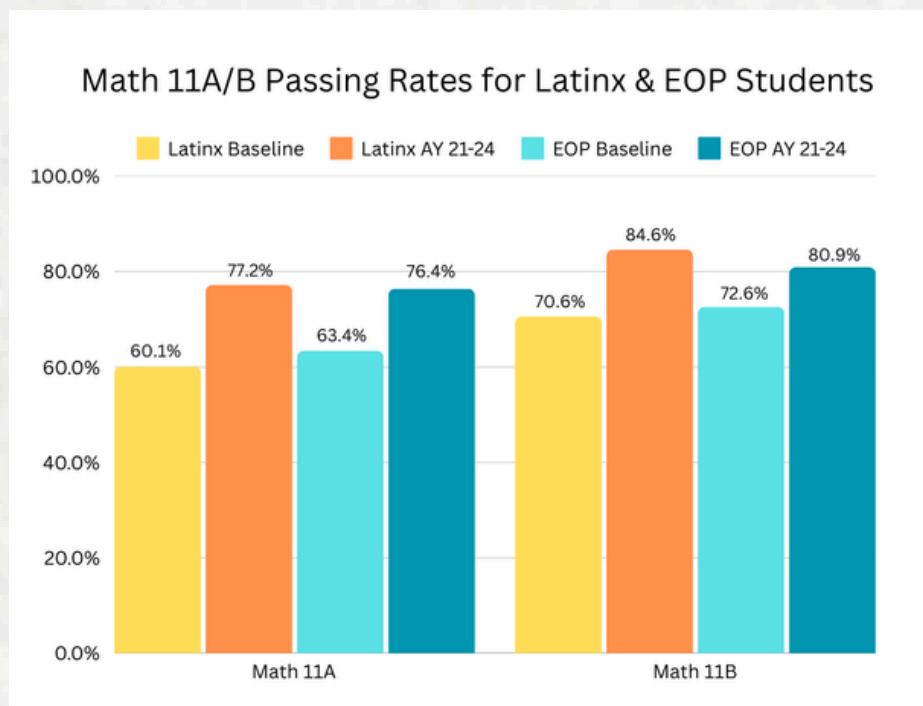


Figure 1

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 with teaching assistants and instructors
- Funding for graduate student researchers
- Funding for annual symposium which serves as a teaching team collaboration strategy

Partnerships

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

Impact

- In the 2021-24 academic years **13 Math 11A/B sections** implemented redesign materials supporting a total of **1708 students** (non-unique count)
- Improved passing rates (see Figure 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

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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.



Figure 2 Departmental Equity Profile dashboard

Tools for Equity Minded Practitioners

- 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 to coordinate the team and annual workshop series; and staffing to curate data specific to the departments' identified equity areas.
- Maintenance, improvements, and updates for dashboards and Canvas course.

The Departmental Selfie activity is a collaborative effort with staff and faculty from multiple offices and departments. The team includes Cinnamon Danube, Roxy Davis, Jody Greene, Charis Herzon, Mallory Jackson, Leo Rosen, John Tamkun, and Ebonee Williams.

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Partnerships

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

Impact

- Anthropology, Linguistics, MCD Biology, Politics, Computational Media and Computer Science and Engineering completed the workshop series and established action plans
- Environmental Studies and Physics are engaging in the 2024-25 workshop series

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 internships focus on meeting the needs of California's current workforce demands. The program targets underrepresented, low-income, and/or Latinx students.

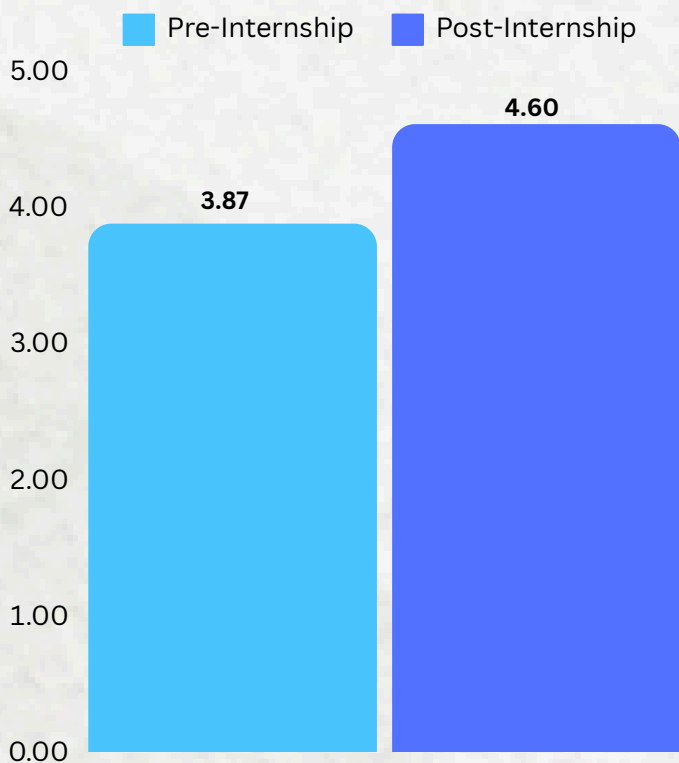
The Internship Coordinator works diligently to onboard internship sites and coach students, promoting a rich experience for both the site and the student. Interns complete **career readiness** and **financial literacy** Canvas modules, complemented with **career coaching** from the Internship Coordinator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

Career readiness competencies

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

Supervisor ratings of GANAS Career Interns' NACE competencies



Partnerships

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

Impact

- 49 interns (unique count)
- Serving 55% EOP and 83.7% Latinx undergraduate students
- 22 internship sites, both on campus and off campus
- Inclusive career readiness and financial literacy module content
- Interns' NACE competency scores, as evaluated by their supervisors, averaged a 19% increase

"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 Supervisor

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

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/Center for Innovation and Entrepreneurial Development
- Information Technology Services (ITS)
- 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 (TLC)
- Tech4Good Lab
- Your Future is Our Business (YFIQB)

Eliana Duran

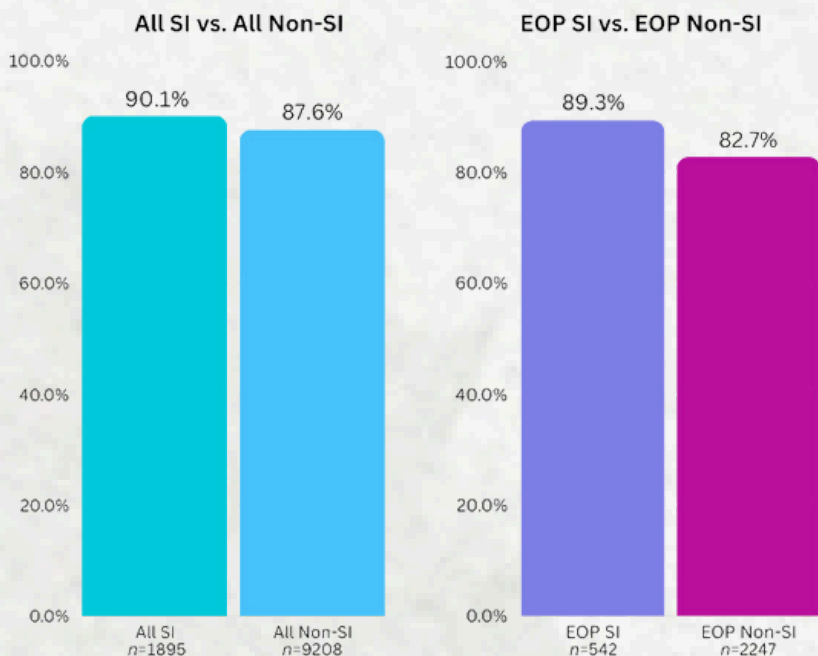
Internship Coordinator | edur4@ucsc.edu

Supplemental Instruction (SI) 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.

Average Pass Rates by SI Participation Across all SI-Supported Sections (grant years 1-4)



The Leadership component is designed to strengthen mentors' career readiness skills identified by NACE:

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

Partnerships

- Baskin Engineering Division
 - Computer Science and Engineering
- Educational Opportunity Programs
- Science Division
 - Biology
 - Chemistry
 - Physics

Impact

- Since Summer 2021, SI has supported **49 class sections, 1862 students** (non-unique) and **hired 101 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
- SI mentors NACE competency scores, as evaluated by their supervisor, averaged a 26% improvement

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 Program is accredited by the International Center for Supplemental Instruction at the University of Missouri-Kansas City

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



SI Leaders, Winter 2025

"From the mentee program, I began to understand my role...I felt more comfortable with leading large groups of my peers, and that, in turn, helped with my confidence. I was able to identify my strengths and what I need to improve on, with the help of my mentor."

- SI Leader on their Mentor and the Leadership Program, 2024

"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 champions to increase and reinforce department partnerships
- Continued outreach from campus partners to increase utilization

Natalie Davis

Supplemental Instruction Project Coordinator | nahdavis@ucsc.edu

Careers in the Creative Economy Course (ART 177)

This course provides students with information, tools, and strategies to embark on arts career exploration and preparation, including strategies for addressing challenges and opportunities related to diversity, equity and inclusion. Students explore their career values; network with guest speakers in creative fields (alumni, faculty, graduate students, professional artists); and create career-related documents (update resumes, cover letters, project proposals) while learning about a variety of Arts careers through guest speakers, readings, videos, and podcasts.



ART 177 students with guest speaker Kajahl (Spring 2023)

Student Reflections

"Because these art fields are rapidly changing, my main takeaways are to stay adaptive and to equip yourself with the necessary digital tools for the future of the Creative Economy."

- Student, Spring 2023

"Smith not only enlightened me about the intricacies of artist proposals and grants, but also provided valuable insights into the workings of funding within non-profit organizations. Smith's experiences working in the non-profit sector has been both enlightening and enjoyable, deepening my understanding of the vital role that community plays in supporting artistic endeavors and facilitating meaningful impact."

- Student, Spring 2023

Impact

- 78 students served, including one graduate student
- Serving 53% EOP and 39% Latinx students

77 undergraduate and 1 graduate students served throughout years 1-4 of the grant

Guest Speakers

- Kajahl, **Adjunct Faculty** at the New York Academy of Art
- Eric Rosales, **Feature Film Department Manager**, Pixar Animation Studios
- Christina Weiland, **Technical Director**, Pixar Animation Studios
- Hesiquio Mendez Alejo, **Technical Designer**, Tender Claws
- Andrew C. Smith, **Executive Director**, Indexical
- Binh Danh, **Associate Professor**, Department of Art and Art History at San Jose State University
- Angelica Muro, **Chair**, Visual and Public Art Department at San Jose State University
- Zach Andrews, **Program Director**, Diversity Apprenticeship Program (DAP) at The Broad in Los Angeles
- Davidra Jackson, **Art Preparator** at LA County Museum of Art (LACMA)

Webpage(s)/Links

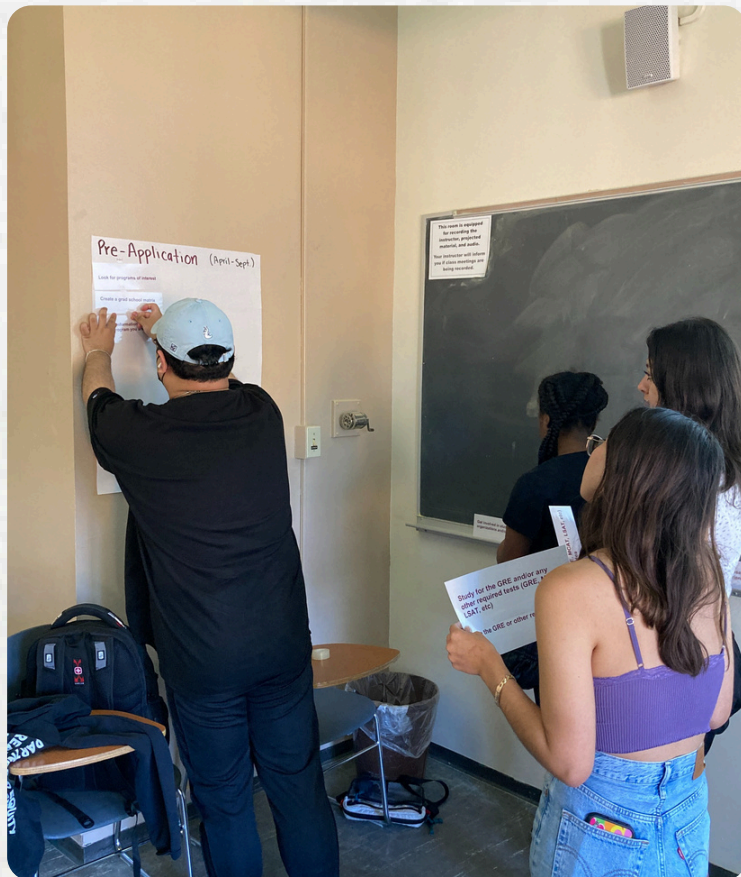
- [Careers in the Creative Economy Course](#)

Pathways to Graduate School (MERR 35A)

This activity is designed to serve Latinx, low-income, underrepresented, and Educational Opportunity Program (EOP) undergraduate students who are unfamiliar with graduate school and its application process and equip them with strategies to pursue this next stage in their education.

Partnerships

- Educational Opportunity Programs
- Academic Advisors
- Faculty and Staff Guests



MERR 35A Students, Spring 2023

Webpage(s)/Links

- [Pathways to Graduate School Course](#)

Impact

- 84 undergraduate students served (non-unique)
- Serving 81% EOP and 70% Latinx students
- After completing one of these courses, participants felt significantly more confident in choosing graduate programs that most fit their goals, obtaining letters of recommendation from faculty, creating a CV or resume, writing a statement of purpose, and obtaining funding for graduate school.
- Culminating assignments included graduate school mock interviews and faculty informational interviews

Student Reflections

"The class overall really helped me in many aspects for graduate school...I wouldn't have been prepared to apply without this course."

- Student, Fall 2022, MERR 35B

"This class has definitely solidified my desire to pursue graduate studies. I now feel like graduate school is much more of a real, tangible possibility for me since I have come to know a lot about what it will take and require of me to get there."

- Student, Spring 2023, MERR 35A

"The major takeaway that I took from this course is that all good things take time and work and that pursuing graduate school is an attainable goal, thus it is not as far-fetched as I once made it seem."

- Student, Spring 2023, MERR 35A

Aims McGuinness

Merrill College Provost | amcguinn@ucsc.edu

Summer Introduction to Undergraduate Research Program (SIURP)

The Summer Introduction to Undergraduate Research Program (SIURP) for Educational Opportunity Program (EOP) students at CSUMB and UCSC is a summer residential program that exposes Latinx and other underrepresented students to undergraduate research, graduate school pathways, and careers in academia.



SIURP 2024 scholars and mentors

Partnerships

- CSU Monterey Bay, Undergraduate Research Opportunities Center
- UCSC Educational Opportunity Programs (EOP)
- UCSC Arts Division HSI-Doctoral Diversity Initiative (DDI)

Student Reflections

“As someone planning on applying to grad school soon, this alleviated so many stresses and cleared so many questions although I still have much much work to do. Everyone was so nice and it felt like a touch of home.”

- Participant, Summer 2024

“I really enjoyed SIURP so much, it made me fall in love with UCSC. UCSC has become my top choice for a grad program.”

- Participant, Summer 2024

Impact

- 26 undergraduate students served in Summer 2024, including
 - 18 UCSC
 - 5 CSUMB
 - 2 Cabrillo
 - 1 Hartnell
- Of the UCSC students, 78% were EOP and 94% were Latinx
- 5 graduate student mentors
- Engaging both undergraduates and graduate students in research, mentoring, and internships, or high-impact practices
- Participants showed particularly strong growth in their confidence of presenting research findings both orally and in writing, designing and implementing data collection procedures, and using research terminology
- Financial compensation for mentors and participants

69 undergraduate students served throughout years 1-4 of the grant

Small Group Research Projects

- *Reformation in the Criminal Legal System*
- *What does it mean to belong?*
- *Found Footage*
- *Archival Absences*
- *Anti-trans Legislation*

Webpage(s)/Links

- [Summer Introduction to Undergraduate Research](#)

SIURP has been sunset, last program took place Summer 2024

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THANK YOU!

