University of California, Santa Cruz   Hispanic-Serving Research Institution (HSRI) Integrated Logic Model   November 2024

UCSC HSI Mission: Building Equity in Higher Education Opportunities and Attainments and Disrupting Institutional Barriers to Equity for Latinx, Low-Income, and All Students

Inputs	Servingness Activities Theories of Change: Hurtado et al. (2012); Dowd & Bensimon (2015); Hallett et al. (2021); Herrera & Jain (2013); Garcia (2019)	Outputs Equity Analysis	Short- and Intermediate-Term Outcomes Equity Analysis	Long-Term Outcomes Student and Institutional Outcomes Equity Analysis
Resources • U.S. Department of Education, UC system and UCSC focus on equity research, policy, and practice • Growing population of high potential Latinx and low-income students represent CA demographics • Engaged faculty, staff, administrators, students, and families • UCSC advising and support programs • Community college partners • Undergraduate and graduate research opportunities • Academic departments **Needs and Challenges** • Pandemic challenges • Low-performing K-12 schools • Underprepared faculty, staff, and institutional infrastructure • Institutional barriers	**Math, Writing, and STEM Pathways** • Redesigned equity-focused courses **Holistic Advising and Support** • Holistic advising, financial literacy, STEM success cohort programs, academic skills sessions, tutoring, Supplemental Instruction **Sense of Campus Belonging** • Family orientation and welcome programs, peer cohort programming, El Centro Latinx Hub **Transfer Pathways** • Transfer and summer transition programs, Cross-campus advising and mentoring, articulation summits **Career Pathways** • Internships, career coaching, research experiences, experiential learning, career exploration courses **Graduate Student Pathways** • Navigating Graduate School Application and First-Year Experience courses, Holistic coaching, Doctoral Summer Bridge, VOCES Graduate Student Writing Center, Latinx Initiative for Future Teachers **Professional Development, Department and Practitioner Inquiry, Communities of Practice, and Equity Research and Evaluation** • HSI Fellows, Departmental Selfies, Transfer Success workshops, Transfer Champion work group, Advising Community of Practice	**All Activities** • # attending • Who came? • Who was missing? Disaggregated by race-ethnicity, first-generation, gender, and low income (eligible for Educational Opportunity Programs/EOP)	**Increase Grades and Passing Rates** for redesigned and downstream courses **Increase Persistence and Year-to-Year Retention** • # declaring STEM majors, UCSC GPA and courses at/above 3.0 **Increase Sense of Campus Belonging** • Lower perceived prejudice and social identity threat **Transfer Pathways** • # Transfers applying and enrolling from partner community colleges **Career Pathways** • Increase National Association of Colleges and Employers (NACE) Career Competencies, # graduate school applications, research experiences, STEM identity **Graduate Student Pathways** • Increase writing proficiency and career preparation • Decrease financial and food insecurity **Mentoring and Teaching Practices** • Increase practitioners' culturally relevant strategies **Presentations and Publications** • Faculty, staff, and graduate and undergraduate students	**Graduation and On-Time Graduation Rates Increase** **Transfer Pathways Increase** • # from partner community colleges • 2- and 4-year graduation rates **Career Placement** • Increase earnings, alumni placement **Graduate Enrollment and Degrees Increase** • # Latinx undergraduates from UCSC and CSUMB enrolled in graduate school • Latinx and graduate students of color enrolled and completing graduate degrees at UCSC **Disrupting Institutional Barriers to Equity** • Increase Equity-minded faculty • Staff and faculty sustaining holistic support • Professional development with Faculty and Teaching Assistants • Teaching-Learning Communities • Waiving fees for cross-enrollment of community college students at UCSC • Campus data dashboard and coaching for equity analysis • Revised Academic Literacy Curriculum

Integrated Logic Model References

Balzer Carr, B., & London, R. A. (2019). The role of learning support services in university students' educational outcomes. *Journal of College Student Retention: Research, Theory & Practice*, *21*, 78-104.

Bhattacharya, N., Langhout, R. D., Vaccarino‑Ruiz, S., Jackson, N., Woolfe, M., Matta, W., Zuniga, B. & Gibo, L. (2021). "Being a team of five strong women… we had to make an impression:" The College Math Academy as an intervention into mathematics education. *American Journal of Community Psychology*, *70,* 228-241.

Bhattacharya, N., Sánchez Ordaz, A., Mosqueda, A., & Cooper, C. R. (2020). Redesigning the gateway college algebra course with inclusive and asset-based pedagogy: Rethinking "servingness" at a Hispanic-Serving Institution. In G. A. Garcia (Ed.) *Hispanic-Serving Institutions (HSIs) in practice: Defining "servingness" at HSIs.* (pp. 97-116). Information Age Publishing.

Binder, J. F., Baguley, T., Crook, C., & Miller, F. (2015). The academic value of internships: Benefits across disciplines and student backgrounds. *Contemporary Educational Psychology*, *41*, 73-82.

Casanova, S., Alonso Blanco, V., Radoff, S., & Cruz Silva, F. (2024). Cultivating the transfer landscape: Using a CRT framework to examine transfer receptivity at a Hispanic Serving Research Institution. *Journal of Social Issues.* https://doi.org/10.1111/josi.12615

Cooper, C. R., Reguerín, P. G., Herzon, C., Sánchez Ordaz, A., Gonzalez, E., & Rocha-Ruiz, M. (2020). Unifying equity practice, research, and policies at a Hispanic-Serving Research Institution for systemic servingness. In G. A. Garcia (Ed.), *Hispanic-Serving Institutions (HSIs) in Practice: Defining "Servingness" at HSIs.* (pp. 175-193). Information Age Publishing.

Covarrubias, R. (2024). What does it mean to belong? An interdisciplinary integration of theory and research on belonging. *Social and Personality Psychology Compass, 18(*1), e12858.

Covarrubias, R., Vasquez, A., Moreno, R., Estrada, J., Valle, I., & Zuniga, K. (2020). Engaging families to foster holistic success of low-income Latinx first-generation students at an Hispanic-Serving Institution. In G. A. Garcia (Ed.) *Hispanic-Serving Institutions (HSIs) in Practice: Defining "servingness" at HSIs* (pp. 313-336). Information Age Publishing.

Dawson, P., van der Meer, J., Skalicky, J., & Cowley, K. (2014). On the effectiveness of supplemental instruction: A systematic review of supplemental instruction and peer-assisted study sessions literature between 2001 and 2010. *Review of Educational Research*, *84*, 609-639.

Dowd, A. C., & Bensimon, E. M. (2015). *Engaging the "race question": Accountability and equity in U.S. higher education*. Teachers College Press.

Eichelberger, B., Gerbing, D., & Gillpatrick, T. (2019). Financial education, college retention, and graduation rates. *College Student Journal*, *53*, 479-490.

Garcia, G. A., Núnez, A.-M., & Sansone, V. A. (2019). Toward a multidimensional conceptual framework for understanding "servingness" in Hispanic-Serving Institutions (HSIs): A synthesis of the research. *Review of Educational Research, 89*, 745–784.

Hallett, R., Bettencourt, G. M., Kezar, A., Kitchen, J. A., Perez, R., & Reason, R. (2021). *Re-envisioning campuses to holistically support students: The ecological validation model of student success.* USC Pullias Center for Higher Education.

Herrera, A., & Jain, D. (2013). Building a transfer‑receptive culture at four‑year institutions. *New Directions for Higher Education, 1*62, 51-59.

Hurtado, S., Alvarez, C. L., Guillermo-Wann, C., Cuellar, M., & Arellano, L. (2012). A model for diverse learning environments. In J. C. Smart & M. B. Paulson (Eds.) *Higher education: Handbook of theory and research* (Vol. 27; pp. 41–122). Springer.

Jabbar, H., Schudde, L., Garza, M., & McKinnon-Crowley, S. (2022). Bridges or barriers? How interactions between individuals and institutions condition community college transfer. *The Journal of Higher Education*, *93*(3), 375-398.

Jain, D., Melendez, S. N. B., & Herrera, A. R. (2020). *Power to the transfer: Critical race theory and a transfer receptive culture*. MSU Press.

Kekahio, W., Lawton, B., Cicchinelli, L., & Brandon, P. R. (2014). *Logic models: A tool for effective program planning, collaboration, and monitoring* (REL 2014–025). U.S. Department of Education, Institute of Education Sciences. https://ies.ed.gov/ncee/edlabs/regions/pacific/pdf/REL_2014025.pdf

Nagda, B. A., Gregerman, S. R., Jonides, J., von Hippel, W., & Lerner, J. S. (1998). Undergraduate student-faculty research partnerships affect student retention. *The Review of Higher Education, 22*, 5572. https://ies.ed.gov/ncee/wwc/study/81545

National Association of College and Employers. (2017). *Internship and co-op report 2017*. NACE.

Odera, E., Lamm, A. J., Odera, L. C., & Duryea, M. (2015). Understanding how research experiences foster undergraduate research skill development and influence STEM career choice. *NACTA Journal, 59,* 180-188.

Ramirez, E. (2011). "No one taught me the steps": Latinos' experiences applying to graduate school. *Journal of Latinos and Education, 10,* 204-222.

Reguerín, P. G., Poblete, J., Cooper, C. R., Sánchez Ordaz, A., & Moreno, R. (2020). Becoming a racially just Hispanic-Serving Institution (HSI): A case study of the University of California, Santa Cruz. In G. A. Garcia (Ed.) *Hispanic-Serving Institutions (HSIs) in Practice: Defining "servingness" at HSIs* (pp. 41-59). Information Age Publishing.

University of California Information Center. https://www.universityofcalifornia.edu/about-us/information-center/long-run-outcomes-uc-santa-cruz-alumni