The MAPA Project was designed to reduce disparities by implementing four research-based, data-driven, interwoven activities that would enable UCSC to put into place the systemic supports that Hispanic students need to navigate the university experience successfully. MAPA was 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 included 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. MAPA’s efforts were organized into four components, as described in the next page.

**Abstract**

The MAPA Project was designed to reduce disparities by implementing four research-based, data-driven, interwoven activities that would enable UCSC to put into place the systemic supports that Hispanic students need to navigate the university experience successfully. MAPA was 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 included 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. MAPA’s efforts were organized into four components, as described in the next page.
### Classroom Evolution

Math 2 (College Algebra) has been redesigned to include an active learning approach, reducing class size/TA-to-student ratio, embedding advising, and integrating a teaching team (instructor, TA’s, tutors, & adviser) to support the course.

### Word Program

Students Served: 403*

The program provided students with essential reading tools that can further enhance their academic writing at UCSC.

Participants practiced their analytic reading and critical thinking skills to understand college-level text and engage in academic dialogue.

**WORD** was a 5-week summer reading program hosted throughout California for incoming UCSC students. To accommodate for online learning, this year the program took place completely online with synchronous and asynchronous activities.

### Sense of Belonging

Students Served: 480*

**Regional Family Conference**

Engaged families in a one-day bilingual interactive experience where they learned about UCSC, resources, and how to support their students in their transition to college. This year we hosted an in-person conference in Los Angeles and rebranded to call it *Pathways to College Conference*.

To support students and their families in preparing for remote instruction, we expanded the program to provide a virtual series of workshops during the summer.

**Public Forums**

Provided a space for the UCSC community and other stakeholders to engage and learn more about the implementation of HSI grants.

**Community Engagement - Lecture Series**

Events intended to promote HSI-campus identity through engaging conversations and presentations on leading HSI research and institutional change.

### Course Redesign

Students Served: 495*

**Teaching Assistant and Tutor Professional Development**

Teaching assistants and tutors supported Math 2 participated in a two-day training focused on inclusive teaching practices using 21st century pedagogy and cultural-relevant teaching/assessment practices.

**Advising**

*Denotes cumulative numbers from years 1-5 of the grant*

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**Contact Information:**

Lydia Iyeczohua Zendejas | Project Director, HSI Grants | (831) 502 – 7033 | zendejas@ucsc.edu | hsi.ucsc.edu