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## UC SANTA CRUZ HSRI GRANTS OVERVIEW

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**Mission:** Building Equity in Higher Education Opportunities and Attainment and Disrupting Institutional Barriers to Equity for Latinx, Low-Income, and All Students
Abstract

The MAPA Project is designed to reduce disparities by implementing four research-based, data-driven, interwoven activities that will enable UCSC to put into place the systemic supports that Hispanic students will need to navigate the university experience successfully. MAPA is 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 include, 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 are organized into four components, as described in the diagram below.

“I learned how to read more effectively to understand the text, as well as make connections to my own life, I was able to learn strategies that were never really taught to me in high school and that I will be using as I enter college.”
- WORD Participant

“All the staff members were very welcoming, time efficient… We felt at home. Great educators and so happy my daughter is going to be in good hands”
- Regional Family Conference Participant (UCSC Parent)

“Given my own experience with HSIs – both within and outside of the UC system - I can attest to the ways in which the UCSC HSI task force has clear and direct connections to broader efforts in the field.”
- Robert Teranishi, Ph.D., MAPA External Evaluator

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

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

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

A *5 week summer reading program* hosted throughout California for incoming UCSC students. The program consists of two parts: a three-week onsite instructions with professional faculty; and a two-week online instruction in which students have reading assignments.

**Course Redesign**

**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, TAs, tutors, & adviser) to support the course.

**Teaching Assistant and Tutor Professional Development**

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

**Sense of Belonging**

**Regional Family Conference**

Engages families in a one-day bilingual interactive experiences where they learn about UCSC and how to support their students.

**Public Forums**

Provide 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.

**Advising**

**Student Support**

Through a *holistic approach*, the MAPA Counselor provides advising to students participating in grant activities, collaborating with instructors, tutors, teaching assistants, staff and campus leadership.

**Advisors/Counselors Professional Development**

Through the Multicultural Advising Conference, campus-wide advisors and counselors participated in an interactive theater session model to *disrupt micro-aggressions* and identify strategies to support students.

**Contact Information:**

René Moreno  |  Assistant Director, HSI Initiatives  |  (831) 502.7033  |  rmoreno@ucsc.edu  |  hsi.ucsc.edu
Grant Overview:

Grant Type: Title III, Part F*
Grant Active Dates: October 2016 - September 2021
Grant Funding Amount: $5,700,000
Focus Areas: College Math Academy, STEM Hub, STEM Counselors, STEM Transfer Program, Faculty and Teaching Assistant Professional Development

Grant Components:

• STEM Counselors: Utilizing a holistic advising model and early alert outreach system, four STEM-specialized counselors serve students with academic and personal matters.

• STEM Scholars Collaborative: Comprised of existing programs and resources on campus, the collaboratives goal is to unify efforts and move away from working in silos.

• Redesigning College Pre-Calculus (Math 3): Math 3 course delivery has been redesigned to disrupt patterns of failure by building on the colleges living learning community to address social justice obstacles through mathematics (2-unit lab).

• Faculty Professional Development and Teaching Assistant Training: Support STEM faculty and TA's by providing support with pedagogy and course redesign with the goal to increase student achievement and educational equity.

• Transfer Pathways: Programming intended to support incoming transfer students with curricular and co-curricular activities. Activities include - Academic Jumpstart (Academic workshops to support incoming transfer students) and EOP Transfer Program (Onsite campus orientation).

Abstract

The purpose of the UC Santa Cruz SEMILLA Project (Science Education & Mentorship in Latino Lives in Academia) is to cultivate equity-minded reforms designed to challenge and overcome institutional barriers so that STEM-intended Latino and low-income students increase their rates of STEM transfer, persistence and degree attainment. STEM fields are among the most popular majors for all UCSC students, including Latino and low-income students, who arrive at UCSC as STEM-intended. As these students begin their STEM foundational course work in mathematics, chemistry, biology and computer programming, we begin to see disparities in achievement for Latino and low-income students, which results in STEM attrition and fewer students declaring STEM majors. The SEMILLA project is designed to interrupt STEM attrition patterns and social reproduction rooted in both the lack of opportunity for students and the under preparation of UCSC to serve Latino and low-income STEM students. The SEMILLA project will serve as focal point and catalyst for a comprehensive set of interventions guided through analysis of student outcomes and inquiry teams to address barriers both in and outside the classroom.

Identifying Student Needs

• There are high rates of attrition in STEM courses for Hispanic and low-income Students

• Courses have been identified that represent significant barrier to Hispanic and low-income students access

Addressing Campus Needs

• Holistic STEM Counselors/ Early Alert
• STEM Scholars Group
• SEMILLA Scholars
• STEM Transfer Programs
• STEM Sense of Belonging
• Faculty and Teaching Assistant Professional Development
• Articulation Agreements

*Title III, Part F Funding: Assist HSIs to increase the number of Latino and other low-income students attaining degrees in STEM and to develop a model for transfer and articulation agreements between two-year and four-year institutions in STEM.
SEMILLA INITIATIVES

Advising

EOP STEM Counselors provide holistic STEM advising through early alerts (in partnership with instructors, TA’s and tutors), intentional outreach campaigns and campus referrals. Counselors are located at Science Hill and throughout the campus colleges (Merrill/Crown, Oakes/Rachel Carson).

SEMILLA Scholars Peer Mentors serve as a support system for the SEMILLA Scholars program, providing one-on-one peer advising/mentoring, hosting STEM focused workshops and events.

STEM Hub Peer Advisers support the SEMILLA STEM Hub (located in the Science and Engineering Library) connecting STEM Students to academic and social resources, provide onsite peer-advising and workshops focused on STEM student success.

Faculty & Teaching Assistant Support

Teaching and Learning for STEM Gateway Courses (TLC-STEM): The TLC-STEM group provides support for faculty teaching large enrollment STEM courses through engaging dialogue, including pedagogy approach, serving a diverse student population and best teaching/assessment practices.

Teaching Assistant (TA) Training: Teaching assistants supporting College Math Academy (CMA, Precalculus) participate in a two-day training focused on inclusive teaching in gateway courses. Sessions include: facilitation, assessment in teaching and learning, and promoting a positive learning climate.

Contact Information:
René Moreno  |  Assistant Director, HSI Initiatives  |  (831) 502.7033  |  rmoreno@ucsc.edu  |  hsi.ucsc.edu
Abstract

The principal goal of the Cultivamos Excelencia Project is to motivate and retain Latinx and other historically underserved students to complete a degree at a research university. By working together, San Jose City College (SJCC) and University of California, Santa Cruz (UCSC) will use a combination of tutoring, mentoring, research skills instruction, transfer advising and, perhaps most important, participation in undergraduate research experiences to encourage self-efficacy, skill development and motivation to complete their bachelor degrees with highly honed set of analytical and writing skills. By developing and delivering research methods courses for transfer credit, and summer undergraduate research experiences that will give students university credit for community college tuition. The project will give students, who might not think they can succeed at a research university, a head start at that university. The total amount awarded was $3.25 million over a five-year period.

Grant Overview:

Grant Type: Title V, Part A*
Grant Active Dates: October 2015 - September 2020
Grant Funding Amount: $3,248,296
Focus Areas: Research Writing course, Transfer & Retention Counseling, Graduate Student Mentoring, Financial Literacy, Undergraduate Research Opportunities, SJCC/UCSC Faculty Professional Development.

Grant Components:

• Transfer and Retention Rates through Advising and mentorship: Develop professional development for SJCC advisors and mentors in UC curriculum and the transfer pipeline in order to provide case management-based academic guidance through the transferring process.

• Family Engagement: The incorporation of family in the academic journey of the student is crucial for culture, language, and identity preservation. Strengthening the student-family bond through community events such as Family Day, students and family learn how to navigate the transfer pipeline.

• Undergraduate Research Opportunities: Introducing SJCC students to undergraduate research at a research institution with a focus on serving low-income Latinx students.

• Academic Confidence: SJCC students are introduced to UC classes through Cross Enrollment Units thus dispelling the “I'm not UC material” myth.

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

Cultivamos Excelencia seeks to increase the transfer and retention rates of SJCC students through personalized academic counseling from SJCC and UCSC counselors. Students meet with professional counselors to discuss academic plans that will guide the student through the transfer pipeline.

Providing academic guidance regarding the transfer pipeline and navigating the UC curriculum have effectively increase the SJCC-UCSC transfer rates by 100% (average) between Fall 2015 and Fall 2019.

**Figure 1.** The SJCC-UCSC transfer rate progression and demographic shift since Cultivamos Excelencia intervention in Fall 2015.

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INITIATIVES

**Student Enrollment**

<table>
<thead>
<tr>
<th>Year</th>
<th>Admitted</th>
<th>SIRed</th>
<th>Enrolled</th>
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<tr>
<td>Fall 2014</td>
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<td>Fall 2015</td>
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<td>Fall 2019</td>
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**Family Day/ Dia de la Familia**

Promotes the incorporation of family in the student's academic journey as a tool to preserve cultural values and include families in the transfer process. The goals of the program are:

- Increase transfer knowledge.
- Increase understanding of financial resources at the university.
- Meaningful engagement of bilingual, immigrant, first-generation and intergenerational family units through conversations in panels and advising sessions.

Students Served: 410

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**Undergraduate Research Experience**

As preparation for their research symposium, scholars interact with Latin American and Latino Studies (LALS) UC instructor at SJCC, visit UCSC for a library exploration where they learn how to navigate research materials and archives, and collaborate directly with a UCSC PhD. student/mentor.

The program culminates with a week-long summer residential Research Institute and Symposium at UCSC where students present their research projects.

Students Served: 115

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**Cross-Enrollment**

Provides early exposure to undergraduate research, navigating the UC quarter system and academic expectations (course rigor). The cross enrollment course fosters SJCC students' academic confidence, preparation with research and increases students’ interest to transfer to a UC.

Partnership between San Jose City College and UC Santa Cruz.

Students Served: 50

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Contact Information:

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ABSTRACTS

Becoming a Racially Just Hispanic Serving Institution (HSI): A Case Study of The University of California, Santa Cruz.
Pablo Guillermo Reguerín, Juan Poblete, Catherine R. Cooper, Arnold Sanchez Ordaz, and René Moreno

The Hispanic Serving Institution (HSI) Initiatives team at the University of California, Santa Cruz (UCSC) has adopted a racial equity framework to guide their inquiry and reform efforts aimed at reducing institutional barriers and effectively serving Latinx and all-students at their campus. Rather than taking a race-neutral stance or attempting to mute race from the HSI discussion, the staff and faculty co-chairs sustained the focus on racial equity and connected their campus identity and efforts to disrupting the reproduction of racialized student outcomes. The alignment between the HSI vision and the public mission of UCSC set a foundation for building a more inclusive campus.

The branding and identity of the HSI movement at UCSC was a developmental process and the outgrowth of many discussions, conversations, committee and town hall meetings. It was not a small group coming up with a public relations campaign but rather many sense-making and discovery conversations over time. While not a linear process, the following milestones shaped the HSI Pathway:

- Launching of HSI Task Force
- Review and engagement of research literature;
- Guiding Investigatory question and self-study;
- Development of an HSI Vision Statement;
- HSI Grant Development & Awards;
- Integrated Logic Model;
- Dissemination and Cross-Institutional Partnerships.

The Task Force explored what it meant for UCSC to be an HSI and what it meant to effectively serve Latinx students. Thematic areas emerged from these conversations including Mathematics (numeracy), Writing (literacy), Sense of Belonging, Advising, STEM, Transfer Pathways, Faculty Professional Development. A guiding investigatory question helped bring coherence to these individual and cross-cutting conversations which also helped to drive our work: What accelerates or impedes the academic achievement/success and/or social and emotional well-being of Latinx students at UC Santa Cruz?

The HSI Task Force enlisted the support of PhD graduate student to conduct a self-study and analysis of multiple questions. The initial exploratory data analysis was modeled after the Equity Scorecard developed by Estela Bensimon from the Center for Urban Education at the University of Southern California. As more analysis were conducted, an HSI vision was developed to frame our work and engage campus stakeholders: “UC Santa Cruz will graduate high achieving Latino and all students and conduct ongoing inquiry to support equity goals and contribute to the academic pipeline across the disciplines - 80% Graduation Rate at or above 3.0”.
The goal of the vision statement was to provide stakeholders a clear vision and a point of entry. For example, the benchmarks embedded in the statement allow a division or department to assess their position and engage in deeper inquiry to accelerate reaching the vision. In addition, the vision statement addresses Latinx students and all students, which reflected our position that we could be both unapologetically Latinx focused and committed to equity across communities. This sentiment was inspired by learning from others including Dr. Deborah Santiago, Excelencia in Education.

Underpinning the UCSC HSI brand and vision is the work of multiple scholars and linking our practice to research was essential to guiding our internal inquiry and helped us explain our position to a broader audience. Three major theories guided our vision including: a) Multicontextual model for diverse learning environments (Hurtado, S., Alvarez, C. L., Guillermo-Wann, C., Cuellar, M., & Arellano, L., 2012); b) Practitioner Inquiry as a Driver of Change (Dowd & Bensimon, 2015); and c) Complicating a Latina/o-serving Identity (Garcia, 2016).

The UCSC-HSI brand is deeper than banners and slogans. The cultural practices are alive and present in the daily actions of the team and across the HSI Initiatives. The behaviors and practices share some overlapping common elements:

Equity-minded leadership: embracing the assets and strengths of a growing Latinx student population while rejecting a deficit-minded perspective in our work. Leaders serve as institutional agents leveraging their talent and influence on behalf of serving students.

Practitioner Inquiry Teams: multiple inquiry teams and committees comprised of staff and faculty are organized across the thematic areas. These inquiry teams are guided and supported with data to assess equity in outcomes. The inquiry teams expose patterns of inequity and also engage in developing solutions, pilot interventions, further data analysis and refinement.

Guided Reflection: the inquiry teams come together two to three times per year as part of day-long external evaluation visits. These site visits bring together the inquiry teams, outside experts and partners which allows us to see the breadth of projects that make up our actions and ultimately our brand and reputation.

This chapter will explore the milestones on the UCSC-HSI Pathway to Racial Equity and share lessons learned and areas of growth.
References


The cultural norms and practices of American higher education institutions have historically privileged those of middle-class, European American settings. Students are expected to learn independently and be autonomous, including separating from their families. Yet, for Latinx first-generation college students, an integral cultural value is connection with and commitment to family. As these students transition to college, a tension exists in maintaining these familial connections while meeting university demands. Thus, as numbers of Latinx first-generation college students increase nationwide, institutions must rethink approaches used to serve these students in holistic, culturally-enhancing ways. One critical consideration is to engage families in the college transition and college-going process. Family engagement is a necessary step in creating confianza (trust) with institutions.

This chapter will draw from two HSI initiatives, Dia De La Familia and Regional Family Conference, which incorporate family engagement as a primary tool to empower incoming first-year and transfer students’ in transitioning to UCSC. Dia De La Familia supports Latinx students transferring from a 2-year community college to a 4-year institution, and the Regional Family Conference supports incoming first-year and transfer students. The larger goals of these two initiatives are to help families build a better understanding of how to engage in the college process, validate and affirm families in the process, and empower them to seek help and connect with university contacts. Through these processes, we expect students and families will develop a stronger sense of belonging and trust with the institution. To engage students and families in these ways, we outline three programmatic considerations: equity and access, cultural validation, and diverse ways of knowing. More specifically, both initiatives created structures, activities, and curriculum that: 1) eliminated barriers to access (e.g., hosted in local communities; half-day events during the weekend); 2) validated cultural experiences of students and their families through relevant representations (e.g., inclusive definitions of family); and 3) affirmed diverse ways of knowing and expertise (e.g., invited parent and student speakers to share their testimonios).

To assess the outcomes of these activities, we draw from students’ and families’ quantitative and qualitative evaluations of the two initiatives, as well as institutional data. Analyses of student outcomes revealed their deeper understanding of campus culture and processes (e.g., transfer process) and greater engagement in campus activities. Parents reported greater understanding of university culture and more trust and less anxiety about their children transitioning to college. Finally, institutional outcomes pointed to greater buy-in from key university stakeholders and greater fostering of cross-campus collaborations.

Institutions of higher education that strive to serve Latinx students in culturally responsive ways must integrate, acknowledge, and engage with students’ families within campus curricular and co-curricular structures. To do so means adopting university practices that create access and equity, validate cultural experiences of diverse students, and affirm different ways of knowing. By being intentional in our family programs, we strive to empower families to see themselves as integral parts of their students’ academic journeys.
Using Interactive Theater to Strengthen Holistic Advising at a Hispanic Serving Institution
Arnold Sanchez Ordaz, Pablo Guillermo Reguerín, and Sara Elena Sanchez

(Full Article Link)

The numbers and diversity of historically underrepresented students continue to rise across higher education in the U.S. Consequently, the need for professional development is greater than ever for the predominantly White faculty and staff at these universities to strengthen the cultural relevance and responsiveness of their practices. This chapter describes how the University of California, Santa Cruz, a Hispanic-Serving R1 Institution (HSI), deepened its professional development in advising through interactive theater. In addition, we describe how the campus-wide Multicultural Advising Conference (MAC) developed advisors’ multicultural advising skills intended to mitigate microaggressions and increase micro-affirmations of students’ multicultural identities.

Over the course of a year and a half, the HSI team and interactive theater experts at UC Berkeley, developed and implemented the training in three phases. First, focus groups were held with undergraduate students and staff to gather testimonios or personal narratives (Delgado Bernal, Burciaga, & Flores Carmona, 2012) involving experiences of microaggressions during advising. These testimonios then served as the basis of a script that was carefully crafted to hold true to these testimonios and the campus culture while maintaining students’ and staff anonymity. Second, over half of all campus advisors and counselors across campus participated in a three-hour interactive theater where they observed a play, engaged with characters, and participated in group discussion about strategies for fostering culturally responsive advising. Lastly, advisors self-selected to participate in an ongoing community of practice that met regularly to continue developing their culturally responsive skills in advising.

Before attending the MAC, participants reported a desire to develop abilities in holistic advising through an intersectional lens (Crenshaw, 1989) that acknowledged students’ multiple categories of identity, difference, and strengths. After attending the MAC, participants reported an increase in microaffirmations, including messages of belonging, empathy, and agency (Hurtado & Carter, 1997). Attendees also identified culturally responsive advising strategies for fostering equitable and inclusive advising that center on students, staff, and navigating institutional policies. These strategies were shared with the campus-wide advising community, who were also invited to join the ongoing community of practice to continue developing these practices.

As HSI R1 universities aim to prepare their staff to serve in culturally responsive ways, they must foster equity and inclusion in their advising practices. An interactive theater approach to professional development strengthened the campus-wide capacity for serving Latinx and other students of color, both through individual advisors’ practices as well as the campus-wide culture of respect through empathy and belonging.
References


Redesigning the Gateway College Algebra Course with Inclusive and Asset-Based Pedagogy: Rethinking “Servingness” at a Hispanic Serving Institution.

Nandini Bhattacharya, Arnold Sanchez Ordaz, Eduardo Mosqueda, and Catherine R. Cooper

(Full Article Link)

One of the major undertakings of the University of California, Santa Cruz (UCSC) HSI initiative is to transform the curricular structure of the first undergraduate mathematics course, College Algebra (Math 2). The goal of this chapter is to document the main features of restructuring the curriculum of Math 2, aligned with trained graduate teaching assistants and undergraduate tutors. In doing so, UCSC sought to achieve equitable instructional practices by creating a teaching team based in a learning community working towards the common goal of educating all students, irrespective of their prior preparation. The positive effects of these changes were evident in students’ performance in this course and changed campus practices and narratives on how UCSC serves all students.

Analyses of the Math 2 class end-of-course grades from 2010-2015 show a pattern of inequitable outcomes for Latinx students. In addition, students’ grades were correlated with campus investments in subject-related scaffolds. For this reason, the Math 2 curriculum was restructured to disrupt this pattern and increase achievement by redesigning methods of content delivery during lectures and TA-led discussion sections and embedding advising in the course to address non-academic barriers. The lecture-based learning was transformed into an Active Learning format, where students prepared to participate in class by engaging in a series of pre-lecture videos developed by the instructor to quickly introduce the main concepts as a warm-up activity. The content of these videos is nonremedial, yet does not assume students’ prior knowledge.

During lecture, students work on carefully chosen problems integrated with the learning outcome for the session, strategically interwoven with direct instruction to enhance students’ conceptual learning. Examples are chosen to engage students in conversation where they defend their thinking and justify the procedure they use to draw their conclusions. Through this practice, the large lecture classroom environment is transformed into a community of teaching, where students learn from individuals with different levels of experience with the curriculum. Technology is used strictly to create and enhance the team learning environment, not as an instructional substitute. Following lecture, students participate in TA-led discussion sections, where they work on worksheets designed to promote dialogues and critical thinking. In each of these learning settings, students work collaboratively with peers, with their learning facilitated by the team of graduate teaching assistants and undergraduate tutors (near peers), and leadership from the instructor.

Since the redesign of Math 2, in-depth analyses revealed that Latinx students in this intervention excelled in course grades compared to those in nonintervention years. This chapter will show how such results broadened mathematics education in this R1 university and how understanding students’ needs and training personnel involved to meet those needs with high support and high expectations revolutionized how UCSC approaches mathematics education.
References


Unifying Equity Practice, Research, and Policies at a Hispanic-Serving Research Institution for Systemic Servingness

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(Full Article Link)

This chapter describes how the University of California, Santa Cruz, a Hispanic-Serving Institution (HSI), used multimodal tools to advance servingness by developing best practices for opening educational equity in students’ academic pathways and institutional change (Garcia, 2016). We examine how Integrated Logic Models and related multimodal tools helped practitioners unify three HSI grant-funded programs by integrating: theories of action/change; research-based activities and outcomes; and longitudinal databases tracing students’ academic pathways over time, with qualitative and quantitative evidence.

Practitioners in all three programs drew on the Multicontextual Model of Diverse Learning Environments (MMDLE; Hurtado & Alvarado, 2015), which maps how personal, interpersonal, and organizational intersections of curricular and co-curricular campus activities shape Latinx, low-income, and other underserved students’ sense of campus belonging and long-term academic, cultural, and civic pathways in multicultural democracies. The MMDLE guided practitioners integrating the three programs’ curricular and co-curricular activities to enhance math, writing, and STEM courses with holistic advising and support (Toven-Lindsey et al., 2015); sense of campus belonging; and faculty, students, and advisors’ professional development (e.g., Culturally Relevant Pedagogy; Ladson-Billings, 2014)—with students’ pathways through math, writing, and STEM gateway courses, community college dual enrollment and transfer; to entering majors and graduation. Second, the Practitioner Inquiry Model and Equity Analyses (Dowd & Bensimon, 2015) guided collaborative inquiry by students, staff, faculty, administrators, and community college partners towards both unique and shared educational equity goals.

To examine practitioners’ activities serving overlapping groups of students, this chapter describes multimodal tools linking qualitative data sources (such as open-ended questions tapping students’ pathways of belonging across their years on campus) and quantitative data sources (surveys, course grades, longitudinal math and engineering pathways, transfer and graduation). Stakeholders analyzed these with individual and group-level longitudinal visualizations and statistical analyses.

At the student level, collaborative mapping of students’ pathways of belonging across their years on campus revealed their evolving and sites of belonging, both curricular (academic departments) and co-curricular (financial aid, ethnic organizations). Quantitative analyses revealed gains in students’ academic pathways with College Algebra grades, “second chances” pathways from failing Calculus to entering engineering majors, English Language Writing Requirement pass rates, and transfer rates from partner community colleges. At the institutional level, students, faculty, and staff contributed insights that improved project services, broadened engagement, and sustained investments that transformed the academic pipeline. Together, these findings enriched and integrated understanding of servingness.
This chapter highlights the value of MMDLE, Practitioner Inquiry, and Equity Analyses for HSI practitioners by using Integrated Logic Models and other new multimodal tools for raising student academic pathways over time, synergy across practices and programs, and transformative institutional change. Collaborative engagement of staff, undergraduate and graduate students, faculty, and community stakeholders revealed students “paying it forward” by mapping their pathways of belonging and project-level evidence that strengthened program practices, designs and outcomes. Finally, such work sparked alignment and synergies across the 10-campus UC system, including current and emerging HSIs and their P-20 partners, serving educational equity in students’ academic pathways and institutional change.

References


