Disclaimer

The contents of this presentation were developed under a grant from the Department of Education. However, this content does not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.
Learning Outcomes

Participants will:

1. Begin to recognize gaps in minoritized graduate student achievement and success at their home campus

1. Outline how they could contribute to implementing a GANAS Graduate-type activity inclusive of faculty and department partnerships throughout campus

1. Identify further opportunities for collaboratively serving graduate students as a current or emerging HSI R1 institution within the UC system
What is an HSI?

- Federal Designation: Minority Serving Institutions
  - 25% undergraduate enrollment self-identify as Hispanic
  - Eligible Institution: serve a high proportion of Low income students

- Emerging HSI: Undergraduate Latinx Enrollment 15-24%

- Servingness: Gina Garcia
Practitioner Inquiry as a Driver of Change
Engaging the “Race Question” Accountability and Equity in U.S. Higher Education (Dowd & Bensimon, 2015)

Practitioners Acquire Adaptive Expertise through the “Cycle of Inquiry”

which leads to Positive Changes in and improvements in Educational Attainment

State Policies

Institutional Policies and Practices

Student Outcomes

Organizational Culture

Intervention Point

Intervention for Organizational change through Group (Social) Interactions and the introduction of New Cultural Artifacts

Intermediate Outcomes

Institutional Effectiveness

Ultimate Impact

Increased and Equitable Degree Completion

HSI INITIATIVES UC SANTA CRUZ HISPANIC-SERVING INSTITUTION
UC Data

Figure 5
Latinx Undergraduate Enrollment (New and Continuing) as a Proportion of All Enrollment at the University of California, Fall 2009 and Fall 2019

Source: UC Information Center: Fall Enrollment at a Glance (2009 and 2019).**

UC Data

Figure 8
Latinx Graduate (New and Continuing) Enrollment as a Proportion of Total Enrollment in the University of California, Fall 2009 and Fall 2019

<table>
<thead>
<tr>
<th>University</th>
<th>Fall 2009</th>
<th>Fall 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berkeley</td>
<td>6.8%</td>
<td>8.5%</td>
</tr>
<tr>
<td>Davis</td>
<td>6.1%</td>
<td>11.7%</td>
</tr>
<tr>
<td>Irvine</td>
<td>7.4%</td>
<td>10.5%</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>8.4%</td>
<td>11.9%</td>
</tr>
<tr>
<td>Merced</td>
<td>7.8%</td>
<td>15.4%</td>
</tr>
<tr>
<td>Riverside</td>
<td>6.8%</td>
<td>13.8%</td>
</tr>
<tr>
<td>San Diego</td>
<td>7.9%</td>
<td>7.9%</td>
</tr>
<tr>
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</tr>
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<td>Santa Cruz</td>
<td>7.4%</td>
<td>10.5%</td>
</tr>
</tbody>
</table>

HSI Initiatives at UCSC

- HSI Leadership Committee
  - Task forces, Champions, Institutional Change Agents
- Questions that Guide our Work
- Vision
- Principles
- Logic Model
- Theoretical Underpinnings for Students Success
- Literature for Activities
Department of Education Grant: Development through Institutionalization

MAPA (Closed Sept 2020)
Cultivamos Excelencia Closed (Dec 2020)
SEMILLA (Sept 2021, NCE)
Grant Off Boarding

Grant Implementation (years 2-3)
GANAS Career
GANAS Graduate (PPOHA)

Learning and Action for:
Racial Equity
Institutional Transformation
Student Success

Grant development
Title V Part A 2022
Grant Kick-off (funding-Year 1)
HSI STEM grant 2021?
Introducing GANAS Graduate Pathways & Year 1 In Review
Gaps

- Lack of Representation
- Writing Challenges
- Non-Academic Barriers
- Advancement to Candidacy & Degree Attainment

Goals

- Increase: Graduate Student Enrollment
- Writing Proficiency
- Sense of Belonging
- Graduate Degree Completion

Activities
<table>
<thead>
<tr>
<th>Activity</th>
<th>Current Status</th>
<th>Next Milestone</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Summer Undergraduate Research Program</td>
<td>Committee has launched, planning has started</td>
<td>Program dates and academic year(s) to serve</td>
</tr>
<tr>
<td>2 Pathways to Graduate School Courses</td>
<td>Committee has launched, course sponsor identified</td>
<td>Submit for CCI approval by October 1</td>
</tr>
<tr>
<td>3 Careers in the Creative Economy Course</td>
<td>Instructor identified</td>
<td>Bring instructor on-board for course development</td>
</tr>
<tr>
<td>4 Graduate Services Counselor</td>
<td>Started August 9th</td>
<td>Begin providing services</td>
</tr>
<tr>
<td>5 Doctoral Summer Bridge</td>
<td>Finalizing committee</td>
<td>Launching committee</td>
</tr>
<tr>
<td>6 VOCES Graduate Student Writing Center</td>
<td>Providing services!</td>
<td>Continue &amp; review consultant recommendations</td>
</tr>
<tr>
<td>7 Graduate Student First-Year Experience</td>
<td>Course 1 in development, recruiting addnl. depts.</td>
<td>Teaching course 1</td>
</tr>
<tr>
<td>Courses</td>
<td></td>
<td>Recruit two new departments</td>
</tr>
<tr>
<td>8 Latinx Initiative for Future Teachers (LIFT)</td>
<td>Fellowships &amp; testing support</td>
<td>Mentorship &amp; events</td>
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Angel Dominguez, 
Graduate Services Counselor
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<tr>
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<th>Activity</th>
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</tr>
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## GANAS Graduate Pathways Report Card - Grant Outcomes and Activities

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<th>Goal</th>
<th>Activities</th>
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| Increase the number of Latinx Graduate Student enrolled at UCSC by 35% | ● Undergraduate Research Program  
● Navigating Graduate School  
● Careers in Creative Economy  
● Latinx Initiative for Future Teachers (LIFT)                       |
| Increase Latinx graduate students’ writing proficiency by 3%          | ● VOCES: one-on-one appointments, supported writing groups and writing retreats |
| Increase Latinx graduate students’ sense of belonging by 12%          | ● All programs that use Validation Theory (Rendon) in their development and programming to graduate students |
| Increase Graduate degree completion for latino, low-income and graduate students of color by 3% | ● Holistic advising: Financial Planning and Basic Needs  
● Doctoral Bridge Program  
● VOCES Writing Center  
● First Year Experience Course  
● LIFT                                                                   |
Challenges
Grant was written in 2019: Changes in staff
New Processes and New Policies
- Change in benefits rate 40% to 60%
- Payments to faculty
- Scholarship/fellowship payments
Awarded two grant thus kicking off two grants

Successes
Supportive Campus Teams, Staff, Faculty and partnership with CSUMB
Recruited new positions and partners
Successful recruitments new hires
Early Kick-off for LIFT and VOCES
Support From the Department of Education Program Officer
Working Session: ¡Échale GANAS! - Creating Partnerships that Promote Graduate Students’ Success
Debrief:
What could a GANAS Graduate activity look like on your campus?
Questions & Discussion
Acknowledgements

Former PI: Dr. Pablo Reguerin

Grant Development and Implementation: Asia Valdivia, Juan Poblete, Marcia Ochoa, Catherine Cooper, Ole Kupsch, Cynthia Lewis, Maria Garcia, Holly Unruh

UCSC HSI Leadership Committee

GANAS Graduate Executive, Steering, and Activity Committees
References

Thank you!

For any follow up questions please contact
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María Fernanda Alcantara at mfalcant@ucsc.edu

We will be in a breakout room today from 12-12:30