

Advancing Student Equity, Access, and Success through Faculty Research and Engagement

Maria Rocha-Ruiz and Catherine R. Cooper
UC Santa Cruz

UCSC Educational Partnership Center

Our mission is to create college-bound communities that improve student learning and increase college-going rates among students from low-income and traditionally non-college-going families in collaboration with school, college, business, and community partners.



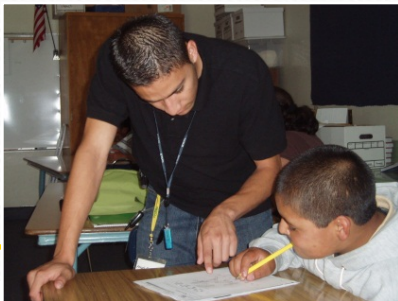
Creating College-Bound Communities Across the Monterey Bay and Silicon Valley/San Jose Regions

- Central unit for all UCSC-related student academic preparation services
<http://epc.ucsc.edu/>
- Santa Cruz, Monterey, and Santa Clara counties
- 102 K-12 schools
- 43 staff and 75+ undergraduate academic interns
- Data-driven integrated service delivery model using research-based practices
- Collaborative approach built on regional partnerships



Best Practices to Support Faculty Research and Engagement in College-Going and Student Success

1. Use current theory, research, and policy to design and enrich academic content of college-going and completion services
2. Develop project evaluation that advances research, practice, and policy investments for college access and success
3. Link students to cutting-edge faculty research and lab facilities, college majors, and careers
4. Collaborate on grants, projects, programs, and publications
5. Improve campus cultural competency for student success



Best Practice #1: EPC Faculty Director Works with EPC ED, Staff, and Faculty

- Strategic vision and planning
- Grant opportunities for sustainability and growth – GEAR UP
- Leverage projects and collaborations
- Link educational partnership research with UC P-20 leaders
- Strengthen research basis of regional partnerships - S4C
- UCOP Faculty Engagement Council
- Link college-going with student success – H.S.I.
- Research presentations, articles, and EPC book

P-20 Partnerships for College-Going and Student Success

- Bridging Multiple Worlds Alliance www.bridgingworlds.ucsc.edu
- Network of research-practice-policy partnerships with low-income, immigrant, and ethnic minority youth building pathways to college and careers without giving up ties to families and cultural communities
- *Aligning P-20 models* (Cooper, 2011; Hurtado et al., 2012; Oakes, 2003): EPC GEAR UP; EPC, H.S.I., and Student Success
- *Tools for P-20 alliances*: EPC Integrated Logic Model Project
- *Longitudinal data tools*: Cal-PASS Plus pilot - EPC, Student Success
- *Engaging culturally diverse families* – EPC, H.S.I.



EPC Staff Learn About and Use UCSC Faculty Research to Design and Guide Services

- Educational Resiliency among 1st-Generation Students on Pathways to Graduation - Margarita Azmitia (Psychology)
- Bridging Multiple Worlds: Brokers and Gatekeepers on Pathways to College and Careers - Catherine Cooper (Psychology)
- Resources and Challenges in Developing a College-Going Culture - Rodney Ogawa (Education)

Best Practice #2: Faculty Serve as External Evaluators on EPC Grant-funded Projects

- Kip Tellez and Eduardo Mosqueda (Education), Co-Directors, CRECE - Center for Research in Collaborative Evaluation
<http://crece.sites.ucsc.edu/>
- CRECE goal: To enhance educational experiences and academic achievement of children and youth traditionally underserved in U.S. schools

CRECE Faculty as EPC External Evaluators

- *Formative evaluation* of services for continual improvement
- *Summative evaluation* of overall program effectiveness and relative impact of individual activities on college-going, persistence, and success
 - Focus groups
 - Student and parent surveys, including *Attitudes Towards College Inventory*
 - Student-level achievement data



CRECE External Evaluation has enhanced:

- Understanding students' school and college aspirations (ATCI)
- Contributing to instruction, student performance, and preparing for college admission, enrollment, and success
- Understanding challenges and opportunities of internal and external staff
- Convening school and district partners to understand students, program analyses, sustainability, and long-term planning

Best Practice #3: Students Gain Exposure to Cutting-Edge Faculty Research and Lab Facilities, College Majors, and Careers

- UCSC Genome Project - David Haussler, Biomolecular Engineering: Sequencing, Genome Browser Data, and Gene Isolation labs
- Autonomous Robot Labs - Engineering faculty
- Video Game Design -Center for Games and Playable Media faculty
- Exposure to college majors and career pathways

Best Practice #4: EPC Collaborating with Faculty on Grants, Projects, and Programs

- Partnership with Dan Press and Environmental Studies faculty on USDA Higher Education Challenge Grant (HEC)
- STEM faculty partner with EPC programs like MESA to fulfill NSF grant proposals Broader Impact service component
<http://officeofresearch.ucsc.edu/broaderimpacts/partners/index.html>
- Partnership with School of Engineering on the Girls in Engineering Program <https://gie.soe.ucsc.edu/>

Best Practice #5: Faculty Collaboration to Improve Campus Cultural Competency for College-Going and Student Success

- Student sense of belonging: Welcome, orientation, and probation letters – Rebecca Covarrubias (Psychology)
- Student success in gatekeeper course into Biology major – John Tampkun (Molecular, Cell, and Developmental Biology) and Rebecca Covarrubias (Psychology)
- Family engagement to and through UCSC: EPC and H.S.I. family conferences – Covarrubias and Cooper



Lessons Learned: Faculty Engagement in Effective Practices in College-Going and Student Success Initiatives

- *Link staff and faculty interests in dialogue and collaboration*
- *Strategic planning and grant writing are contexts to develop shared P-20 models (and logic models) of family engagement, student college-going and success, and institutional change*
- *“Everyone gets to be smart”: Link insights across generations, including undergraduates, graduate students and young 1st generation staff coming through programs on pathways to graduate school and faculty roles*
- *Sustain faculty engagement with individual and group efforts*

Contact Information

Maria Rocha-Ruiz
mgrruiz@ucsc.edu
(831) 459-1811

Catherine Cooper
ccooper@ucsc.edu
(831) 459-4157