Transition and growth

This annual report reflects a year of growth, innovation, and transition for the Student Promoted Access Center for Education and Service (SPACES). At the beginning of the academic school year, the center received new energy and fresh ideas as students cycled in for their 1-year positions. The center gained additional resources with the hiring of our Program Assistant, Briseida Elenes, who generously shared her knowledge, skills, and passion with the community. For the first time in my six years serving as the SPACES Advisor, I took an extended leave of absence as I welcomed a new bundle of joy. In my absence, we hired an alumnus and former SPACES Intern, Christopher Dela Cruz, to serve as the Interim Special Projects Assistant, and we sought additional assistance from Temporary Employment Services. The shifts in our full-time employees, having newly-hired students, along with the changes in campus leadership led to this year being a period of transition for the center. This also served as a time for students to be innovative, use their resources, and redefine what it meant to be a student-initiated and student-run center.

While the 2013-2014 academic school year was a period of transition, it was also a year of growth. As always, students continued to push forward the SPACES mission of working towards achieving educational equity. There was an increase in the number of staff-coordinated programs and co-sponsored student organization programs, which resulted in an increased number of participants. In comparison to previous years, ASP and SIAPS received more funding requests from UC San Diego registered student organizations for their access and retention programs. Our staff continued to create and expand existing programs. This year, 2 new internships were created to focus on coordinating the Overnight Program for newly-admitted students and providing resources to enhance the retention of former Overnight students who are enrolled at UC San Diego. Summer Summit was extended from a 4-day, 3-nights program to a 6-day, 5-night program. Interns coordinated a number of programs for their peers to prepare for graduate school, practice holistic wellness, and build a more inclusive campus community that created a sense of belonging.

As a student-run center, students are at the core of the center. In addition to programs, SPACES offered and continues to offer undergraduate students with opportunities to utilize their agency and get involved through paid staff positions and volunteer positions. These invaluable experiences helped students develop their academic, personal, and professional skills, which ultimately, would aid them in the future working with diverse communities.

Frida Pineda Alvear
Advisor

Our Mission

The mission of the Student Promoted Access Center for Education and Service (SPACES) is to act as an empowering dynamic on campus where UCSD students collaborate to achieve greater educational equity. This encompasses equal access to higher education, undergraduate retention and graduation, and matriculation to graduate and professional schools.

SPACES values the power of student initiated action and organizing by providing an environment for student growth and development and thus is a foundation to create leadership and unity through community engagement.
106,211 total participants in co-sponsored & internal programs

4,500+ events & meetings within SPACES

45 co-sponsored programs

300+ volunteers

70 to 84 internal programs with 20% growth

30 student staff members

133 Graduate Students
330 Community Members
354 Staff/Faculty
230 Alumni

seven years of student empowerment
Overnight Program

The SIAPS Overnight Program was founded in 2002 by a group of diverse students who saw a need to increase the enrollment of underrepresented and underserved students in higher education. Today, the SIAPS Overnight Program is touted as one of the most effective yield initiatives at UC San Diego and continues to offer participants experiences rooted in social justice, student empowerment, and multiculturalism. Partnering with the Black Resource Center, Black Student Union (BSU), and the Jacobs School of Engineering, this free 3-day, 2-night program for 190 newly-admitted high school seniors. The 2014 Overnight Program provided participants with an opportunity to experience campus life, which culminated with their participation in Triton Day and a 54% SIR yield rate. The Overnight Program was awarded the 2014 Equal Opportunity/Affirmative Action and Diversity award for its commitment to increasing the enrollment of underrepresented and underserved students at UC San Diego and creating a more inclusive and welcoming campus community.

Applications Received | 1045
---|---
H.S. Participants | 190
Enrolled at UC San Diego | 100

High School Conferences

SPACES works in collaboration with registered student organizations to offer empowerment-based one-day conferences for high school and community college students from underserved communities. The conferences typically include keynote speakers and workshops that address a wide range of topics including: college life, admissions, career paths; and social, political, cultural, and educational issues.

High School Partnerships

SPACES continued to build partnerships with local high schools, particularly with schools that were underserved and underresourced. Below are high schools that received extensive services from SPACES:

1. Castle Park High School
2. Crawford High School
3. King-Chavez Community High School
4. Lincoln High School
5. Morse High School

College Tour

For the 3rd year in a row, SPACES offered the unique opportunity to 40 local high school students from partner schools to visit college campuses in Southern California during a 3-day, 2-night experience. A new component to the program last year was that students stayed on-campus at UC San Diego with a student host for an Overnight experience. The tour also exposed students to the three college systems and visited CSULA, Cal Poly Pomona, UC Riverside, UCLA, Harvey Mudd, Pitzer, and Occidental College. Students participated in workshops and activities throughout the program, and learned about the various resources and environments offered by each of the campus settings. College Tour was the first time many of the students visited a university campus, and they were able to imagine themselves in higher education.

Summer Summit

Summer Summit experienced exciting growth last year as it shifted from a 4-day, 3-night residential program for local high school students, to a 6-day, 5-night program. The program brought a diverse group of 54 10th, 11th, and 12th grade high school students from underserved communities in San Diego to stay in one of UC San Diego’s residence halls and experience life on a college campus. Students gained valuable information and resources pertaining to UC San Diego and the admissions process, and they created meaningful bonds with peers and with the resident advisors who were UC San Diego students.
Peer Fem/Mentorship Programs

Last year SPACES collaborated with various student organizations (APSA, BSU, KP, MEChA, and QPOC) to advance five key peer fem/mentorship programs and serve over 800 undergraduate students. Although each peer fem/mentorship program varies by culture, size, and structure, they are all student-initiated programs designed to promote the retention and graduation rates of underrepresented and underserved communities at UC San Diego. Each of the peer fem/mentorship programs seek to cultivate a unified student community rooted in culture and mutual support, in order to achieve personal realization and academic success.
Staff Developmental Outcomes

SPACES provides students the opportunity to self-reflect, build community, and develop professional skills, while working towards achieving educational equity. SPACES strives to meet the professional needs of students and help them develop skills that are transferable to future settings. Throughout the year, each student staff member assessed where they fell within each developmental outcome out of a scale of 1 (Unsatisfactory) to 5 (Exceptional). Below are the developmental outcomes that each student staff member was expected to strengthen:

- Communication
- Empowerment
- Initiative and Innovation
- Organizational Skills
- Punctuality and Accountability
- Quality and Productivity
- Resourcefulness
- Teamwork and Collaboration

Leadership Opportunities

As a student-initiated and student-run center, SPACES provides students with unique leadership opportunities to utilize their agency and improve the experiences of their communities throughout the educational pipeline. Consistent with the staff developmental outcomes, some responsibilities that students carried were the following:

- create and manage budgets
- coordinate programs
- evaluate policies and practices
- facilitate meetings
- serve as peer fem/mentors
- uphold accountability

Professional Development

SPACES offers a variety of professional development opportunities to student staff members and volunteers, to gain new skills and enhance their existing skills. This year, SPACES full-time employees and the student staff leadership provided trainings on topics such as interpersonal communication skills, program development process, and using technology. These topics were covered through the summer staff training, workshops, and all-staff meetings.

Students also advanced their professional development while interacting with other departments. Anne Klein, along with her staff from the Financial Aid Office, prepared our staff to answer high school students’ general questions about Financial Aid. Edwina Welch, from the Cross-Cultural Center, facilitated a workshop on Myers-Briggs Type Indicator. Marlene Lowe, from Student Research and Information, guided students in developing learning outcomes and creating effective assessment tools. Christy Quiogue, from the Career Services Center, coordinate a series of exercises that helped students articulate their work experience at SPACES into their resumes and ultimately, their careers.
STUDENT-INITIATED SPACES Cycle VII

STAFF

Access Interns
Ashley Davis, QPOC We Are Family Access Coordinator
Amara Tang, APSA Community LEAP Access Coordinator
Angelica Perez, MEChA Xoxotlani Coordinator
Brilon Cooper, BSU SEMPORA Access Coordinator
Dale Sampang, KP CORE Coordinator
Jia Qi Fan, Overnight Transition Coordinator
Nathan Olesen, Four Directions Native American Community Coordinator

Retention Interns
Alexander Vo, QPOC We Are Family Retention Coordinator
Anna Bach, ASP Resource Coordinator
Brenda Martinez-Valadez, Overnight Transition Coordinator
Briana Thrift, BSU SEMPORA Retention Coordinator
Ivette Quintero, MEChA Sigue Coordinator
Mayra Mendoza, ASP Resource Coordinator
Pauline Lasquete, KP STAR Coordinator

Community Education Interns
Brianna Bradley, Practicum Coordinator
Iris Delgado, Campus Diversity Engagement Coordinator
Sylvia Hernandez, Campus Diversity Engagement Coordinator
Valerie Erze, Practicum Coordinator

Communications Interns
Amanda Kay Mannshahia, The Collective Voice Co-Editor-in-Chief
April Phuong, Web Design & Marketing Coordinator
Elaine Raif, Graphic Design Coordinator
Paola Perez, The Collective Voice Co-Editor-in-Chief

SPACES Student Leadership
Alexis Hithe, ASP Co-Coordinator
Bruno Huizar, Director of Statewide Affairs
Caprecia Camper, ASP Co-Coordinator
Harrion Kamiya, Director of Financial Affairs
Neftali Valle, Director of Internal Affairs
Reyna Guzman, Director of Local Affairs
Shelley Kuang, SIAPS Co-Coordinator
Victor Jacobo, SIAPS Co-Coordinator

Professional Staff
Frida Pineda Alvear, Advisor
Briseida Elenes, Program Assistant/Interim Advisor
Christopher Dela Cruz, Interim Special Projects Assistant
Armin Bagley, Temporary Employment Services

STUDENT-RUN
Thank you...

SPACES would like to extend our appreciation and gratitude to the centers, departments, and organizations that have helped advance the mission of SPACES.

Core Student Organizations • Asian and Pacific-Islander Student Alliance • Black Student Union • Kaibigang Pilipin@ • Movimiento Estudiantil Chican@ de Aztlan • Native American Student Alliance • Queer People of Color • Student Affirmative Action Committee

Affiliate Student Organizations • African Students Association • Central American Raising Awareness of Solidarity • Chicanos/ Latinos for Community Medicine • Coalition for Critical Asian American Studies • Engineers for a Sustainable World • Hmong Student Association • Kamalayan Kollective • Lambda Theta Nu • Muslim Student Association • Multicultural Coexistence • Phi Lambda Rho • Project Nicaragua • Society of Women Engineers • Triton Engineering Student Council • Vietnamese Student Association

On-Campus Centers and Departments • Associated Students • Black Resource Center • Cal-SOAP • Career Services Center • Center for Research on Educational Equity, Assessment, and Teaching Excellence • Center for Student Involvement • Chicano/a~Latino/a Arts and Humanities Program • Council of Deans • Counseling and Psychological Services • Critical Gender Studies • Cross-Cultural Center • Early Academic Outreach Program • Ethnic Studies • Financial Aid Office • Housing Dining Hospitality • Jacobs School of Engineering IDEA Student Center • LGBT Resource Center • Office of Academic Support and Instructional Services • Office of Admission and Relations with Schools • Office of Assistant Vice Chancellor of Student Life • Office for the Prevention of Harassment and Discrimination • Office of Vice Chancellor of Student Affairs • Residential Life of the Six Colleges • Scripps Institute of Oceanography • Student Legal Services • Student Life Business Office • TRIO • University Centers • Women’s Center

Off-Campus Organizations • Barrio Logan College Institute • UC Berkeley bridges Multicultural Resource Center • UC Davis Student Recruitment and Retention Center • UC Irvine Student Outreach and Retention Center • UC Los Angeles Community Programs Office • UC Santa Cruz Engaging Education • UCOP Educational Partnerships • University of California Student Association

For more information on SPACES, its organizational structure, and its programs, visit spaces.ucsd.edu