Community College Equity Assessment Lab

@jlukewood

Frank Harris III, EdD
Co-Director, CCEAL & Professor, Postsecondary Education
Twitter: @fharris3
Instagram: @frank.H3

J. Luke Wood, PhD
Co-Director, CCEAL & Associate Professor, Community College Leadership
Twitter: @jlukewood
Instagram: @jlukewood

Marissa Vasquez Urias, EdD
Associate Director, CCEAL & Assistant Professor, Community College Leadership
Twitter: @mvasquez619
Instagram: @vasquez619
On U.S. Campuses, Networking and Nurturing to Retain Black Men

By BEN COSE | THE CHRONICLE OF HIGHER EDUCATION | NOV. 9, 2014

Minorities Need Teachers Who Believe in Them to Succeed in STEM

Faculty members need to be aware of the needs of minority students to best serve them in the classroom, panelists say.

Train the Janitor: An Out-of-the-Box Approach for Black Male Success

Let’s be honest, the current interventions and strategies focused on Black boys and men in education are not working. From elementary school to doctoral study, Black...
Teachers Reporting Children in Class as Being “Incapable” of Learning

Source: ECLS 2011, Kindergarten Spring
Reading Proficiency, NAEP (2015)

Percentages at each achievement level for reading, grade 4 by race/ethnicity used to report trends, school-reported [SDRACE] for gender [GENDER], year and jurisdiction: 2015
2015, National public

<table>
<thead>
<tr>
<th>Category</th>
<th>below Basic</th>
<th>at Basic</th>
<th>at Proficient</th>
<th>at Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male White</td>
<td>24</td>
<td>34</td>
<td>32</td>
<td>10</td>
</tr>
<tr>
<td>Black</td>
<td>54</td>
<td>31</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>Hispanic</td>
<td>49</td>
<td>32</td>
<td>16</td>
<td>3</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>22</td>
<td>29</td>
<td>32</td>
<td>17</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>53</td>
<td>28</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>Two or more races</td>
<td>32</td>
<td>33</td>
<td>26</td>
<td>9</td>
</tr>
</tbody>
</table>
Exclusionary Discipline Among Males of Color in Education

- 5% White Males who were suspended
- 15% Black Males who were suspended
- 7% Latino Males who were suspended

3x More likely to be expelled than White males
1.4x More likely to be expelled than White males

Schott Foundation (2015)
High School Graduation Rates

BLACK MALES
- Graduate: 52%
- Did Not Graduate: 48%

LATINO MALES
- Graduate: 58%
- Did Not Graduate: 42%

WHITE MALES
- Graduate: 78%
- Did Not Graduate: 22%

Schott Foundation (2012)

Center for Organizational Responsibility and Advancement
Where are young African American men going after graduating from high school?

- Postsecondary Education: 33.4%
- Military: 0.9%
- Employment: 21%
- Unemployment: 34.4%
- Incarceration: 9.9%
- Death: 0.3%

Where are young African American men going after graduating from high school relative to their female counterparts?

**A greater percentage of young African American men are:**
- Enlisted in the Military: 74.3% (men) vs. 25.7% (women)
- Unemployed: 52.6% (men) vs. 47.4% (women)
- Incarceration: 94.6% (men) vs. 5.4% (women)
- Death: 77.5% (men) vs. 22.5% (women)

**A greater percentage of young African American women are:**
- Enrolled in Postsecondary Education: 55.5% (women) vs. 44.5% (men)
- Employed: 50.2% (women) vs. 49.8% (men)
Where are young Hispanic men going after graduating from high school?

- **Postsecondary Education**: 33%
- **Military**: 1.1%
- **Employment**: 13.6%
- **Unemployment**: 46%
- **Incarceration**: 5.2%
- **Death**: 0.2%

Where are young Hispanic men going after graduating from high school relative to their female counterparts?

**A greater percentage of young Hispanic men are:**

- **Enlisted in the Military**: 82.4%
- **Unemployed**: 57.0%
- **Incarceration**: 93.0%
- **Death**: 79.4%

**A greater percentage of young Hispanic women are:**

- **Enrolled in Postsecondary Education**: 54.3%
- **Employed**: 45.7%
- **Unemployed**: 43.0%
- **Incarceration**: 7.0%
- **Death**: 20.6%
Who Are Our Black and Latino Men?

**Latino Men**
- Delayed enrollment into college: 43%
- 81% are first-generation Students
- 48% are low-income
- 43% in need of remedial education
- 50% Attend college less than full-time

**Black Men**
- Delayed enrollment into college: 54%
- 74% are first-generation Students
- 59% are low-income
- 44% in need of remedial education
- 49% Attend college less than full-time

**Data:**
- 947 community colleges serve 64% of all Black men and 65% of all Latino men in public postsecondary education.

Source: National Postsecondary Student Aid Study
Racial-Gender Climates:
Disagreement About Faculty Care

Source: CCSM 2016, percentage of men who responded SD or D
Campus Climates: Welcomeness to Engage

80% greater odds of believing that faculty “avoid” saying hello to them

90% greater odds of perceiving that faculty “do not want” to talk with them about academic matters outside of class

Source: CCSM 2016, percentage of men who responded SD or D
 Educator Perceptions of Men of Color

Fear

Disdain

Disregard
Educator Perceptions of Men of Color

**Fear**
- Criminal
- Dangerous
- Hostile
- Combative
- Deviant
- Defiant
- Delinquent
- Threatening
- Confrontational
- Aggressive
- Violent
- Disruptive

**Disdain**
- Lazy
- Uncaring
- Apathetic
- Troubled

**Disregard**
- Dumb
- Unintelligent
- Ignorant
- Stupid
- Slow
Educator Perceptions of Men of Color

CONTRIBUTOR
Too Smart To Succeed, Too Good To Win — The Plight Of Black Professionals And Students
What if your best was too good and set you up for failure?

11/14/2016 06:22 pm ET | Updated 4 hours ago

J. Luke Wood
Associate Professor of Community College Leadership, San Diego State University

- Dumb
- Unintelligent
- Ignorant
- Stupid
- Slow
"Every system is perfectly designed to achieve the results it gets."

(attributed to W. Edward Deming and Paul Batalden)
“What the heck is wrong with these guys? Why aren’t they doing what it takes for them to be successful here?”
“What are we doing (or not doing) as a college, or department that results in our Black men not doing as well as they should?”
Four Elements of Excellence for Men of Color

- High Expectations
- Authentic Care

Diagram:
- Challenge vs. Support
  - High Expectations arrow pointing upwards and to the right
  - Authentic Care arrow pointing downwards and to the right
Pyramid of Student Success

Relational: Trust/Mutual Respect/Authentic Care

Effective and Engaging Practices

Student Success
**Background/Defining Factors**
- Age
- Time Status
- Veteran Status
- Primary Language
- Citizenship Status
- Generation Status
- [Dis]ability

**Societal Factors**
- Stereotypes
- Prejudice
- Criminalization
- Economic Conditions
- Capital Identity Projection
- Mass Incarceration

**Non-Cognitive Domain**
- **Intrapersonal** (Self-Efficacy) (Locus of Control) (Degree Utility) (Action Control) (Intrinsic Interest)
- **Identity** (Gender) x (Racial/Ethnic) x (Spiritual) x (Sexual)

**Academic Domain**
- Faculty-Student Interaction
- Academic Service Use
- Commitment to Course of Study

**Environmental Domain**
- **Mediators** (Finances) (Transportation) (External Validating Agents)
- **Commitments** (Family Responsibilities) (Employment)
- Stressful Life Events

**Campus Ethos Domain**
- **Sense of Belonging** (Student-Student) (Student-Faculty) (Student-Student Service)
- **Campus Racial/Gender Climate**
- Welcomeness to Engage
- **Campus Resources** (Access) (Efficacy)
- **Internal Validating Agents** (Faculty) (Staff)

**Student Success**
* Persistence * Achievement
* Attainment * Transfer * Goal Accomplishment * Labor Market

**Socio-Ecological Domains**

**Inputs**

**Outputs**
Society Matters

**Societal Factors**
- Stereotypes
- Prejudice
- Criminalization
- Economic Conditions
- Capital Identity Projection
- Mass Incarceration

"I needed the most help on my writing, and the teachers was looking at me like, ‘. . . hhhhh [exhale], here we go. You know, we got a r*****d kid in class now.’” (Wood, 2015)

“. . . routinely experienced stereotypical attitudes that linked them to thuggery and violence, among many other negative associations. According to these men, race remains central to their experiences, and their reality is distant from that of a ‘postracial’ society.” (MDRC, 2010, p. 21)
Non-Cognitive Factors Matter

Socio-Ecological Domains

Non-Cognitive Domain

- **Intrapersonal** (Self-Efficacy) (Locus of Control) (Degree Utility) (Action Control) (Intrinsic Interest)
- **Identity** (Gender) x (Racial/Ethnic) x (Spiritual) x (Sexual)

“I worry that being here is not worth it because I see a lot of people that graduated from college with all sorts of degrees and still can’t get a job and are still struggling. So I’m like ‘damn, I’m spending all this money on student loans, what’s going to happen if I don’t get a job?’”
Identity Matters

Socio-Ecological Domains

Non-Cognitive Domain

- **Intrapersonal** (Self-Efficacy) (Locus of Control) (Degree Utility) (Action Control) (Intrinsic Interest)
- **Identity** (Gender) x (Racial/Ethnic) x (Spiritual) x (Sexual)

“What kind of man has two kids and quits working so he can go and read poetry at some damn college?”

(Harris & Harper, 2008)

“I refuse to ask for help, I come from the perspective that you have to do it on your own. So, even if I’m struggling with a problem, I’ll sit there for hours until I figure it out. It just not going to ask from help”
Environment Matters… (to an extent)

Socio-Ecological Domains

Environmental Domain

- **Mediators** (Finances) (Transportation) (External Validating Agents)
- **Commitments** (Family Responsibilities) (Employment)
- **Stressful Life Events**

---

“I’ve had more than a few family members die in the past two years, so it’s just hard to focus. I kinda lost my motivation and I really can’t focus. My family needs me now more than ever before. When I’m in class I’m physically there but my mind isn’t.”

I have to take 3 buses to get to school. Transportation is a real concern. If I miss one bus, or one bus runs late, it means that I don’t make it to class on time. Yeah, I spend like an hour, sometimes an hour and a half just getting to school.
Housing Insecurities

Percentage of students by race and gender, CCSM 2016

Community College Equity Assessment Lab (CCEAL)
Food Insecurities

Percentage of students by race and gender, CCSM 2016

Men
- White: 11.9%
- Asian: 15.0%
- SE Asian: 17.9%
- Filipino: 17.6%

Women
- White: 10.6%
- Asian: 6.7%
- SE Asian: 8.7%
- Filipino: 9.9%

Community College Equity Assessment Lab (CCEAL)
Food Insecurity Comparisons

Significant differences between students with food insecurities in comparison to students without food insecurities across CCSM scales, CCSM 2016

Staff Validation
Service Use

Breadwinner *
Help-Seeking*
Equal Domain*
Faculty Belonging
Welcome (inside)
Welcome (outside)

Action Control
Self-Efficacy
Degree Utility
Locus of Control
Intrinsic Interest
Service Access
Service Efficacy
Food Insecurity Comparisons

Significant differences between students with food insecurities in comparison to students without food insecurities across CCSM scales, CCSM 2016

Staff Validation
Service Use

Breadwinner *
Help-Seeking*
Equal Domain*
Faculty Belonging
Welcome (inside)
Welcome (outside)

Action Control
Self-Efficacy
Degree Utility
Locus of Control
Intrinsic Interest
Service Access
Service Efficacy
Housing Insecurity Comparisons

Significant differences between students with housing insecurities in comparison to students without housing insecurities across CCSM scales, CCSM 2016

Faculty Validation
Staff Validation
Service Use

Help-Seeking*
Equal Domain*
Housing Insecurity Comparisons

Significant differences between students with housing insecurities in comparison to students without housing insecurities across CCSM scales, CCSM 2016

Faculty Validation
Staff Validation
Service Use

Help-Seeking*
Equal Domain*
Climate Matters

Socio-Ecological Domains

Campus Ethos Domain

- Sense of Belonging (Student-Student) (Student-Faculty) (Student-Student Service)
- Campus Racial/Gender Climate
- Welcomeness to Engage
- Campus Resources (Access) (Efficacy)
- Internal Validating Agents (Faculty) (Staff)

[they communicate] do not take this class, at all. Don’t even try to take this class. The professor emphasized multiple times that if you’re not getting it, drop the class. No ways on how I could fix or improve. Just drop the class.

There are some teachers that will tell you, “I’ve probably given just one A in the last 3 years’.” That’s bulls^!t. Because you even get to class you know you can’t get an A.
Strategies for Improving the Conditions of College Men of Color
Address equity concerns through **strategic coalition building**

**Taxonomy of Faculty Perspectives on Teaching Men of Color**

<table>
<thead>
<tr>
<th>Willing to employ practices (W)</th>
<th>Don’t know what to do (DK)</th>
<th>Know what to do (K)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DK</td>
<td></td>
<td>K</td>
</tr>
<tr>
<td>W</td>
<td>W</td>
<td>W</td>
</tr>
<tr>
<td>DK</td>
<td></td>
<td>K</td>
</tr>
<tr>
<td>U</td>
<td>U</td>
<td>U</td>
</tr>
</tbody>
</table>
Address equity concerns through **strategic coalition building**

<table>
<thead>
<tr>
<th></th>
<th>Don’t know what to do (DK)</th>
<th>Know what to do (K)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Willing to employ practices (W)</strong></td>
<td>The Allies</td>
<td>The Choir</td>
</tr>
<tr>
<td><strong>Unwilling to employ practices (UW)</strong></td>
<td>The Resisters</td>
<td>The Defiant</td>
</tr>
</tbody>
</table>
Address equity concerns through **strategic coalition building**

### A Multi-tiered Strategy – the Three E’s

<table>
<thead>
<tr>
<th>Type</th>
<th>Goal</th>
<th>Timeline</th>
<th>Mechanism</th>
<th>Delivery</th>
<th>Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Choir</td>
<td>Empower</td>
<td>1-2 mo.</td>
<td>Email, Fliers</td>
<td>Voluntary, Flexible</td>
<td>Intrinsic and Affirmation-Based</td>
</tr>
<tr>
<td>The Allies</td>
<td>Educate</td>
<td>2-4 mo.</td>
<td>Direct Referrals, Phone Calls,</td>
<td>Voluntary, Flexible but</td>
<td>Social Justice, Equity-Based, Moral Arguments</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Emails with Follow-ups</td>
<td>convenient</td>
<td></td>
</tr>
<tr>
<td>The Resisters (Passive)</td>
<td>Encourage</td>
<td>3-12 mo.</td>
<td>Department Meetings, Convocation, All Faculty Days</td>
<td>Intrusive, Direct</td>
<td>Compliance, Funding, Organizational Priority, Recognition, RTP, Release Time,</td>
</tr>
<tr>
<td>The Resisters (Active)</td>
<td>Redirect</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Implement *early alert systems* in gatekeeper and developmental education courses

Challenges with Early Alert Systems

- EA does not occur early
- Developed by small group
- Unsure where the alert goes
- No feedback provided to faculty
- System is broken
- Limited training on EA use

Benefits of Early Alert Systems

- Communicates commitment
- Addresses common barriers
- Represents an “intrusive” practice
- Identifies and intervenes on challenges before they worsen
- Represents a universal practice w/ intensified benefits for MOC
Provide *high impact professional development for faculty and staff*

- Recurrent knowledge, skills, and dispositions identified in research
- Inadequate preparation to teach and support men of color
- Critical areas include racial microaggressions, validation, culturally relevant teaching, building personal relationships...
Provide *high impact professional development for faculty and staff*

- Recurrent knowledge, skills, and dispositions identified in research
- Inadequate preparation to teach and support men of color
- Critical areas include racial microaggressions, validation, culturally relevant teaching, building personal relationships...

**Instructional Faculty**

Teaching Men of Color in the Community College
A Guidebook

J. Luke Wood, PhD • Frank Harris III, EdD • Khalid Whlte, EdD

**for Classified Staff**

SUPPORTING MEN OF COLOR IN THE COMMUNITY COLLEGE
A GUIDEBOOK


**for K-12 Teachers**

Teaching Boys and Young Men of Color
A Guidebook

J. Luke Wood, PhD and Frank Harris III, EdD
Online Certificate Programs

TEACHING MEN OF COLOR IN THE COMMUNITY COLLEGE

PROGRAMS FEATURE
- Designed for community college educators
- One-week long program
- Fully online program delivery
- Live interactive dialogue with instructors
- Tangible solutions for real challenges

LEARNING FORMAT
- e-Learning videos
- Virtual discussion board
- Real-time conferencing with instructors
- Practical readings

SUPPORTING MEN OF COLOR IN THE COMMUNITY COLLEGE

TARGET AREAS OF INTERVENTION
- Racial Microaggressions
- Collaborative Learning
- High Expectations
- Validation
- Personal Relationship
- Challenge
- Support
- Culturally Relevant Teaching
- Culturally Relevant Materials
- Empowerment Strategies
- Intrusivity
- Performance Monitoring

LEARN MORE at www.coralearning.org  CONTACT at bherrin@coralearning.org

This is a non-credit, non-CEU professional development training program
Greater representation of **full-time faculty in key gatekeeper courses**

- Colleges structure educational experiences in a manner that places students needing the greatest level of support in classes with faculty who simply cannot provide it.
Greater representation of **full-time faculty in key gatekeeper courses**
Greater representation of full-time faculty in key gatekeeper courses
Distribution of Instructional Faculty in Developmental Education, 2016

- Full-Time (non-tenure track): 21%
- Full-Time (full-time): 88%
- Part-Time (multiple colleges): 15%
- Part-Time (full-time): 27%
Distribution of Part-Time Instructional Faculty in Developmental Education, 2016

- Part-Time (teaching here): 58%
- Part-Time (full-time): 27%
- Part-Time (teaching here and full-time): 15%

Are there different needs for teaching and learning development?
<table>
<thead>
<tr>
<th></th>
<th>Part-Time Faculty Teaching Here Part-Time</th>
<th>Part-Time Faculty Teaching Here Full-Time</th>
<th>Part-Time Faculty Teaching at Multiple Institutions</th>
<th>Part-Time Faculty Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative Learning</td>
<td>Immediate Attention</td>
<td>Acceptable</td>
<td>Immediate Attention</td>
<td>Needs Attention</td>
</tr>
<tr>
<td>Culturally Relevant Teaching</td>
<td>Acceptable</td>
<td>Acceptable</td>
<td>Emerging Concern</td>
<td>Acceptable</td>
</tr>
<tr>
<td>Performance Monitoring</td>
<td>Acceptable</td>
<td>Needs Attention</td>
<td>Immediate Attention</td>
<td>Emerging Concern</td>
</tr>
<tr>
<td>Relationship-Building</td>
<td>Acceptable</td>
<td>Acceptable</td>
<td>Immediate Attention</td>
<td>Acceptable</td>
</tr>
<tr>
<td>Institutional Responsibility</td>
<td>Immediate Attention</td>
<td>Immediate Attention</td>
<td>Immediate Attention</td>
<td>Immediate Attention</td>
</tr>
<tr>
<td>High Expectations</td>
<td>Immediate Attention</td>
<td>Immediate Attention</td>
<td>Immediate Attention</td>
<td>Immediate Attention</td>
</tr>
<tr>
<td>Validating Messages</td>
<td>Acceptable</td>
<td>Acceptable</td>
<td>Needs Attention</td>
<td>Acceptable</td>
</tr>
<tr>
<td>Faculty Student Engagement</td>
<td>Acceptable</td>
<td>Acceptable</td>
<td>Immediate Attention</td>
<td>Acceptable</td>
</tr>
<tr>
<td>Appropriate Disclosing</td>
<td>Needs Attention</td>
<td>Acceptable</td>
<td>Immediate Attention</td>
<td>Needs Attention</td>
</tr>
<tr>
<td>Welcoming Engagement (In Class)</td>
<td>Immediate Attention</td>
<td>Acceptable</td>
<td>Immediate Attention</td>
<td>Emerging Concern</td>
</tr>
<tr>
<td>Welcoming Engagement (Out of Class)</td>
<td>Acceptable</td>
<td>Acceptable</td>
<td>Immediate Attention</td>
<td>Acceptable</td>
</tr>
<tr>
<td>Empowerment</td>
<td>Acceptable</td>
<td>Acceptable</td>
<td>Immediate Attention</td>
<td>Acceptable</td>
</tr>
<tr>
<td>Intrusive Practices</td>
<td>Acceptable</td>
<td>Acceptable</td>
<td>Needs Attention</td>
<td>Acceptable</td>
</tr>
<tr>
<td>Microaggressions</td>
<td>Immediate Attention</td>
<td>Acceptable</td>
<td>Immediate Attention</td>
<td>Needs Attention</td>
</tr>
</tbody>
</table>

Note: Scores for "Immediate Concern" and "Acceptable" represent statistically significant differences based on national exemplar colleges.
Enhance *support for part-time faculty*, particularly those in key gatekeeper courses

- Compensation for office hours
- Office space that is centrally located and private
- A schedule that allows for engagement with students
Integrate goals from *equity, diversity, and inclusion* efforts into institutional strategic plan

- Strategic plan is the guiding document for campus resourcing
Hire *faculty and staff with a demonstrated commitment to underserved communities*

- We must carefully shape ‘who’ is at the table

- Are we hiring for exposure or commitment?
  - Reframing hiring questions
  - Teaching and support practices demonstrations
  - Plans for continue professional development and learning
Engage *collective, ongoing sensemaking* at the department and unit level

- Use data to inform strategies and practices
Engage *collective, ongoing sensemaking at the department and unit level*

- Use data to inform strategies and practices

**The Data Paradigm:**

```
Data → Gaps In Educational Outcomes → Solutions (Best Practices) → Anecdote
```

Bensimon, 2004
Engage *collective, ongoing sensemaking* at the department and unit level

- Use data to inform strategies and practices

**The Data Paradigm:**

- Data
- Gaps In Educational Outcomes
- Solutions (Best Practices)
- Anecdote

**The Inquiry Paradigm:**

- Data
- Gaps
- Inquiry into the Causes
- Informed Solutions
- Evaluation of Implemented Solutions

*Bensimon, 2004*
Guide for Student Success and Equity

Recommendations for Individual Practice

1. If it is central for student success, make it mandatory
2. Employ appropriate disclosing of challenges
3. Structure success early on
4. Connect students to people, not services
5. Set the dominant narrative about Black men
6. Use validating practices
7. Prioritize out of class interactions
8. Consider every interaction to be “a critical moment”
Advancing the Success of Men of Color