



# Supporting Men of Color in Community Colleges: An Examination of Promising Practices and California Student Equity Plans

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# Executive Summary

Created after careful analyses of student equity plans across the state, this report provides an overview of efforts by the California community colleges to redress structural and systemic challenges facing boys and men of color. With insight into the many factors that are working to hinder the success of student men of color, this report extends recommendations to improve outcomes for these young men. The report is divided into three primary sections: (a) an overview of trends and challenges facing 18- to 24-year-old men of color in community colleges; (b) an analysis of 42 community college equity plans from colleges in the Los Angeles, Inland Empire, and Central Valley areas; and (c) a review of innovative and promising high-impact equity-minded practices.

The analyses on which this report is based produced numerous points of note, including:

- Within the 42 community college equity plans, 924 different activities were proposed to address student equity gaps.
- Among those 924 activities, 295 identified men of color as facing an equity gap.
- Only 6% of all activities (60) explicitly addressed men of color, with the largest groups addressed being classified as men of color (17), African American men (16), Hispanic and African American men (13), and Hispanic men (9).
- Those 60 activities were analyzed and divided into five categories: (a) additional research, (b) direct student support, (c) outreach strategies, (d) professional development, and (e) targeted student services.
- Only 17% of all explicit activities fell outside of the categories of targeted student services (e.g., African American learning communities)—comprising 48%, and professional development (e.g., working with an outside organization to provide faculty with culturally-relevant training)—comprising 35%.
- Promising practices for men of color include: (a) implementing early alert systems, (b) providing high-impact professional development for faculty and staff, (c) ensuring a higher representation of full-time faculty in developmental education, (d) increasing support for part-time faculty, (e) integrating equity goals and efforts into institutional strategic plans, (f) hiring educators with a proven commitment to underserved students, and (g) engaging college educators in collective sense-making around student equity issues and concerns.

Taken as a whole, this report is intended to serve as a clarion call for community college educators and leaders to better understand and mitigate the challenges that exist for 18- to 24-year-old men of color and enact meaningful efforts to support them. Helping these students to achieve successful outcomes in community college access, completion, basic skills, and transfer is paramount to the social and economic vitality of California.

## Table of Contents

<b>Executive Summary .....</b>	<b>2</b>
<b>Introduction .....</b>	<b>5</b>
<b>An Overview of Trends and Challenges Affecting Men of Color in Community Colleges.....</b>	<b>8</b>
Outcomes.....	8
Environmental Pressures.....	10
<b>An Analysis of Equity Plan Efforts Focused on Men of Color.....</b>	<b>16</b>
Goals and Activities Proposed by the Colleges .....	20
Where the Explicit Practices for Men of Color Were Concentrated.....	21
Examples of Activities Addressing Men of Color Within Each Indicator .....	23
Access.....	23
Course Completion .....	23
Basic Skills.....	23
Degree Completion.....	23
Transfer .....	23
Campuswide.....	24
Examples for Each Activity Type .....	24
<b>Innovative and Promising Practices for Men of Color.....</b>	<b>27</b>
The Practices.....	28
<b>References .....</b>	<b>34</b>
<b>Appendix A: The Composition of a Student Equity Plan .....</b>	<b>36</b>
<b>Appendix B: Student-Focused Efforts .....</b>	<b>37</b>
<b>About CCEAL and CUE.....</b>	<b>40</b>

## List of Tables

<b>Table 1</b> Six-Year Completion Rate, 2009-2010 to 2014-2015 .....	<b>9</b>
<b>Table 2</b> Developmental Education/Basic Skills Completion Rate, 2009-2010 to 2014-2015.....	<b>10</b>
<b>Table 3</b> Percentage of California Community College Men Reporting Stressful Life Events .....	<b>11</b>
<b>Table 4</b> Percentage of Men With Annual Household Incomes of \$20,000 or Less Per Year .....	<b>12</b>
<b>Table 5</b> Percentage of Men with Financial Dependents, Ages 18 to 24.....	<b>13</b>
<b>Table 6</b> Percentage of Men Who Commute More Than 6 Hours Per Week, Ages 18 to 24 .....	<b>14</b>
<b>Table 7</b> Breakdown of Student Equity Plan Activities .....	<b>16</b>
<b>Table 8</b> Colleges Proposing Access Activities to Ameliorate DI for Men of Color .....	<b>17</b>
<b>Table 9</b> Colleges Proposing Course Completion Activities to Ameliorate DI for Men of Color.....	<b>18</b>
<b>Table 10</b> Colleges Proposing Basic Skills Activities to Ameliorate DI for Men of Color.....	<b>18</b>
<b>Table 11</b> Colleges Proposing Degree Completion Activities to Ameliorate DI for Men of Color.....	<b>19</b>
<b>Table 12</b> Colleges Proposing Transfer Activities to Ameliorate DI for Men of Color .....	<b>19</b>
<b>Table 13</b> College Proposing Campuswide Activities to Ameliorate DI for Men of Color .....	<b>20</b>
<b>Table 14</b> Specific Groups Addressed Within the 60 Activities.....	<b>20</b>
<b>Table 15</b> Concentration of Activities and Funding by Indicator .....	<b>22</b>
<b>Table 16</b> Practices by Geographic Location .....	<b>22</b>

# Introduction

Recent years have brought an increasing amount of national attention to the lives of boys and men<sup>1</sup> of color. Enduring concerns about disparate life outcomes in employment, housing, health care, the criminal justice system, and education have been fodder for intense dialogue and action. Both national and state research has demonstrated the validity of these concerns, with notable statistics including:

- College completion rates from African American, American Indian/Alaskan Native, Hispanic/Latino, and Pacific Islander men fall below the state completion rate average of 45.3% for men.
- A large percentage of 18- to 24-year-old men experience housing challenges, including 54% of Black men, 22% of White men, and 33% of Latino men.
- Over a quarter of Black men face food insecurities, with 13% of Latino men also experiencing these challenges.

The attention generated by these concerns has resulted in a proliferation of programs, services, and initiatives designed to serve and support males of color in achieving parity in comparison to their White and female counterparts (Harper, 2010). Chief among these efforts was President Obama's My Brother's Keeper (MBK) Initiative, which sought to address persistent opportunity gaps experienced by males of color in society with a specific focus on education (The Seven Centers Report, 2014). MBK was supported by a conglomerate of philanthropic organizations, referred to as the Executive Alliance, who have been engaged in providing a national infrastructure to ensure the vitality of the initiative for the future.

In California, there has been a convergence of efforts to redress structural and systemic challenges facing boys and men of color. These efforts have been galvanized by the California Alliance for Boys and Men of Color (CABMC), as well as by the Assembly Select Committee on the Status of Boys and Men of Color in California. While the California-based initiatives address issues in employment, housing, health care, and the criminal justice system, the greatest emphasis has centered on education (Harris III & Wood, 2014). This is due to the critical role that education plays in fostering positive outcomes across a myriad of areas (e.g., workforce, legal system, healthcare).

Parallel to the men of color efforts across the state are efforts meant to improve student success in the California community college system. Over the last three fiscal years, the state of California has provided over \$380 million for the implementation of equity plans in its community colleges. The Student Equity Policy mandated formal planning as a process to identify and address inequities, providing colleges with new data and funding to be put

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<sup>1</sup> The terms "man/men" and "male(s)" are used interchangeably throughout this report.

towards proposing new interventions, scaling up current ones, or bringing in external organizations for professional development and support.

There have been many tangible rewards from this concerted action. As one example, the innumerable initiatives focusing on boys, young men, and men of color have produced insights on promising practices and policies, particularly in education, that can improve outcomes for these males.

With that in mind, this report provides a landscape analysis of not only the challenges faced by these males, but innovative and promising practices that can serve to improve outcomes for young men of color (18 to 24 years old) in the 113 California community colleges. In particular, this project focuses on promising practices that can enhance the success of men of color in developmental education and in transferring to a 4-year college or university.

This report was prepared by the Center for Urban Education (CUE) and the Community College Equity Assessment Lab (CCEAL), formally known as the Minority Male Community College Collaborative (M2C3), and is divided into three primary sections:

- Section 1 provides an overview of trends and challenges facing men of color, focusing on men of color in community colleges.
- Section 2 consists of an analysis of the ways in which 42 community colleges located in the Los Angeles, Inland Empire, and Central Valley areas addressed the improvement of educational outcomes for males from historically marginalized groups, including African Americans, Latinos, Native Americans, and Asian/Pacific Islanders in their student equity plans<sup>2</sup>. Given concerns over the educational success of men of color in community college, this analysis examined the student equity plans submitted by California community colleges during the 2015-2016 academic year.
- Section 3 highlights innovative and promising high-impact equity-minded<sup>3</sup> practices.

The authors of this report employed a broad focus on men of color groups, including African American, Latino, Native American, Pacific Islander, and Southeast Asian men (e.g., Hmong, Cambodian, Laotian, Vietnamese). These students specifically are the focus of this report because outcomes data confirm that these groups experience the most disparate outcomes in comparison to their peers from other racial/ethnic groups, particularly with respect to persistence, achievement, attainment, and transfer in California's community colleges. While the effect of interventions may differ across groups, this report prioritized practices that had salience for the greater population of underserved men of color. Also

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<sup>2</sup> A brief description of the Student Equity Plan and its components are shared in Appendix A.

<sup>3</sup> As detailed in this report, "equity-mindedness" is a concept developed by the Center for Urban Education at the University of Southern California.

prioritized were practices that would benefit all student groups while having an intensified benefit for men of color.

Several data points cited in this report are derived from recent data provided by the Community College Success Measure (CCSM). An institutional-level needs assessment tool, the CCSM examines factors that influence student success for students who have been historically underserved in community colleges. Over 90 community colleges throughout the nation have used this instrument to identify areas needing enhanced attention to better advance student equity efforts. Data reported here are derived from a subsample of 972 men (18 to 24 years old) from randomly selected course sections. These men hail from seven California colleges that participated in the most recent distribution of the instrument.



## An Overview of Trends and Challenges Affecting Men of Color in Community Colleges

With attention to the rising national concern focused on young men of color, this section provides an overview of challenges facing men of color, focusing on men of color in community colleges. Here, we present statewide community college outcomes data, survey common barriers impeding the success of men of color, and discuss research-based factors that have contributed to their success in college.

The lion's share of men of color in public postsecondary education is concentrated in public 2-year colleges (referred to as community colleges) (Wood, Palmer, & Harris III, 2015). Community colleges have long served as *the* central access point to postsecondary education for communities that have been underserved in education (Bush & Bush, 2010), with most young men ages 18 to 24 years old who are enrolled in public postsecondary education attending community colleges. In fact, 75.7% of Black and 79.4% of Latino men in California attend community colleges (National Postsecondary Student Aid Study, 2016). While community colleges do provide much needed *access* to postsecondary education for men of color, they have been far less effective in facilitating *success* for these students. California's community colleges have long struggled to facilitate success rates for men of color that are on par with those of their peers.

It is clear, then, that any intervention seeking to improve the outcomes of men of color in public postsecondary education should begin with a focus on community colleges. Yet, much of the discourse about men of color in postsecondary education has focused on 4-year colleges and universities. This is partly due to state-level issues about access and parity in the University of California and California State University systems that have made national headlines. One example of this was the 2013 "Black Bruins" video produced by Black male students attending the University of California, Los Angeles (UCLA) that lambasted the dismal access and success rates of Black men at the university. These important critiques highlight experiences of marginalization and alienation that can occur throughout all the state's postsecondary systems.

### Outcomes

The results of these experiences of marginalization and alienation are made clear by the California Community College Chancellor's Office (CCCCO) Student Success Scorecard, identifying the percentage of first-time male students who completed a certificate or degree, transferred, or became transfer-ready in six years (300% of normal time). Based on the most recent cohort of students, men of color had the lowest overall completion rates among all racial/ethnic and gender groups. Specifically, only 33.8%, 37.4%, and 36.8% of

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African American, Hispanic/Latino, and Pacific Islander men completed their goals in this time frame (see Table 1). Though not well documented by the system, outcomes data for Southeast Asian (e.g., Hmong, Cambodian, Laotian, and Vietnamese) men bears similar results (Xiong & Wood, 2015). In contrast, 49.2% of White men and 62.0% of Asian men (not disaggregated) completed their goals in the same time frame.

Unfortunately, these data demonstrate that community colleges struggle to facilitate success for a sizeable portion of their men. As a result, a noticeable contingent of men of color leaves the community college system without completing their goals. Given the increasing demand for baccalaureate degrees in an increasingly competitive global marketplace, these men will have a decreased likelihood of obtaining gainful employment and the benefits pursuant to such employment.

**Table 1**

*Six-Year Completion Rate, 2009-2010 to 2014-2015 (Percentage of Males Who Earned a Certificate, Degree, Transferred, or Became Transfer Eligible)*

	Male
Overall	45.3
African-American	33.8
American Indian/Alaskan Native	40.4
Asian	62.0
Filipino	50.0
Hispanic/Latino	37.4
Pacific Islander	36.8
White	49.2

Another critical measure of student success in community colleges is completion of developmental education (also referred to as basic skills). Community colleges offer developmental education opportunities to support students in gaining the proficiencies necessary to engage in college-level coursework. Unfortunately, stark contrasts are seen between men of color and their female and White male peers in California developmental completion data. The CCCC Scorecard measures completion of developmental education based on the percentage of credit-seeking students who attempted a basic skills course and then successfully completed a college-level course in the same area (e.g., math, English) within six years. As noted in Table 2, across these measures, African American, Latino, Native American, and Pacific Islander men have lower outcomes than their male peers. Most striking, however, are data for African American men. Even using a 6-year time frame, only 27.4% and 17.2% of Black men will ever complete their developmental education sequence in English and math, respectively. These outcomes are 15.1 and 13.1 percentage points lower than that of the general male population. Such glaring disparities help to contextualize the inadequacies of developmental education to move men of color to college-level course work.

**Table 2**

*Developmental Education/Basic Skills Completion Rate, 2009-2010 to 2014-2015 (Percentage of Males Who Earned a Certificate, Degree, Transferred, or Became Transfer Eligible)*

	English	Math
Overall	42.5%	30.3%
African-American	27.4%	17.2%
American Indian/Alaskan Native	35.6%	28.3%
Asian	60.1%	42.8%
Filipino	53.4%	39.1%
Hispanic/Latino	38.7%	28.8%
Pacific Islander	36.6%	24.1%
White	45.6%	33.7%

Informed by these data, the state's community colleges have responded to outcome disparities affecting students experiencing disproportionate impact (DI) by implementing initiatives (e.g., basic skills, student equity) to improve student success measures. The colleges' most recent response, the Student Equity Initiative, is a byproduct of the Student Success Taskforce and associated legislation that implemented statewide equity plans. While these programs are certainly important for addressing challenges facing highly vulnerable populations (e.g., re-entry students, homeless students), they do not adequately address, as a sole intervention, the complex institutional barriers facing the over 550,000 underserved men of color in the California community college system. In fact, many institutions have approached disproportionate impact (both historically and contemporarily) by enacting interventions that target students (e.g., mentoring programs, student clubs) rather than building the institutional capacity that is necessary to redress the myriad of practices and climate issues that systematically inhibit student success (Bensimon, 2007). Thus, meaningful interventions are needed to inculcate an environment of compensatory support for these men.

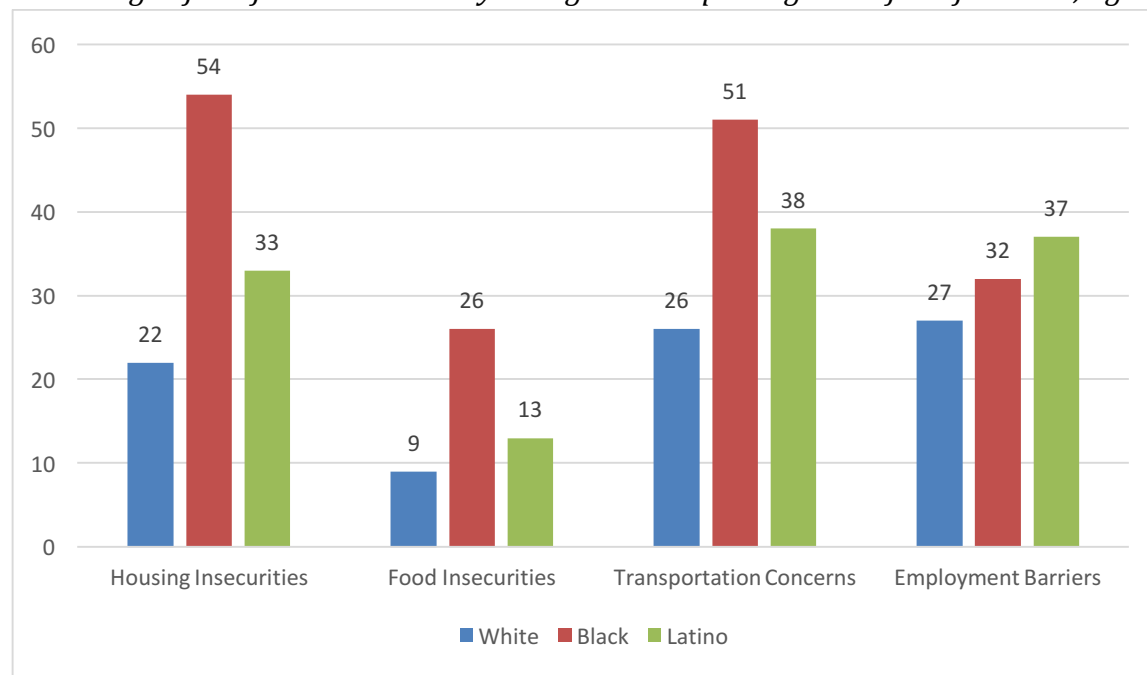
### **Environmental Pressures**

Men of color often experience external pressures that shape their collegiate experiences in ways that differ from their peers. For the past two decades, scholars have been attentive to these factors, highlighting how external pressures (e.g., work experiences, caring for dependents, stressful life events, and transportation concerns) influence the success of college men of color. According to data from the Community College Success Measure (CCSM; 2016a), a high percentage of men of color experience housing insecurity—concerns students may have regarding a stable place of living. This term can encompass housing challenges ranging from concerns about eviction, to couch surfing, to homelessness. While 22% of the White men in the sample reported this concern, higher percentages were reported by Latino men (at 33%) and Black men (at 54%). Similarly, a higher percentage of

these men of color reported concerns about having a stable source of food. Most noticeable is that 26% of the Black male respondents indicated experiences with food insecurity. Table 3 demonstrates how these concerns vary across racial/ethnic groups.

**Table 3**

*Percentage of California Community College Men Reporting Stressful Life Events, Ages 18-24*



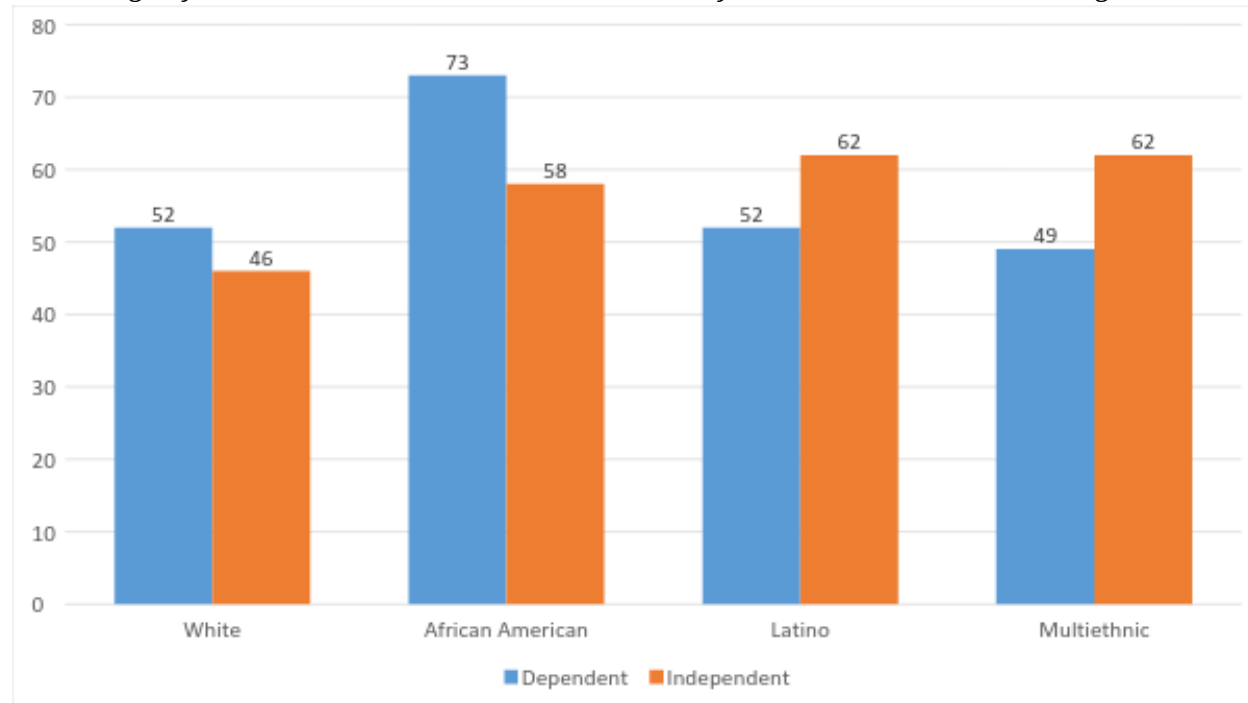
*Source: CCSM subset (2016)*

Many of the aforementioned challenges are a byproduct of racial and economic pressures facing men of color. With respect to the latter, high percentages of men of color in the California community college system come from low-income backgrounds. While the state provides support to curb college tuition through the Board of Governor's (BOG) fee waiver, these waivers do not reduce cost of living expenses (e.g., rent, food, books).

Of course, low-income situations are not limited to men of color, nor does a student's classification as having a dependent offer security against low-income status, as illustrated in Table 4.

**Table 4**

*Percentage of Men With Annual Household Incomes of \$20,000 or Less Per Year, Ages 18 to 24*



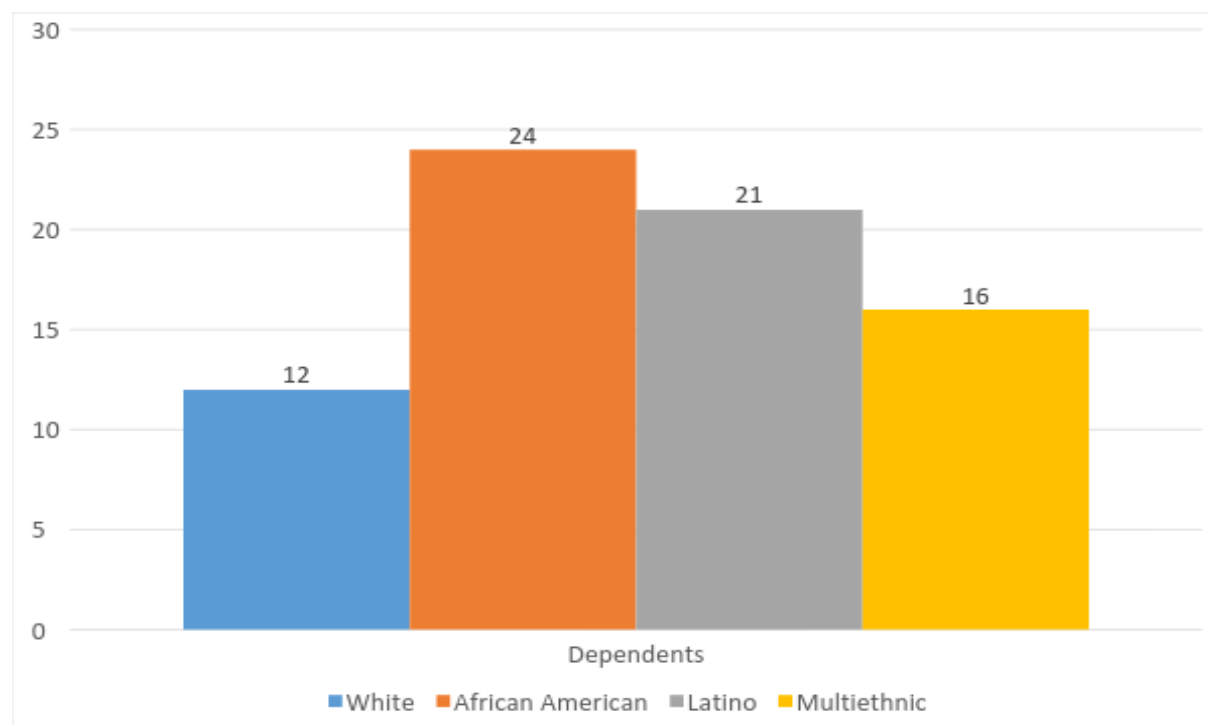
*Source: CCSM subset (2016)*

The data in Table 4 help to demonstrate that the community college system is providing educational opportunities to a high percentage of low-income students overall. Of note is the high percentage of White men (ages 18 to 24) who are financial dependents living in households where the annual income is \$20,000 or less (at 52%). Though this percentage is similar to that of Latino and multiethnic men, a significantly higher percentage of African American men (at 73%) are concentrated in this low-income designation.

Also of importance, a noticeably high percentage of men ages 18 to 24 have financial dependents. For example, while only 12% of White males in this age group reported having dependents who counted on them for financial support, 24% of Black men and 21% of Latino men did (see Table 5). Stated differently, these men are nearly twice as likely to have financial dependents as their White peers in the same age group. While having financial dependents can be challenging, especially for students who are low-income, making enough money to support these individuals can be more challenging for men of color.

**Table 5**

*Percentage of Men With Financial Dependents, Ages 18 to 24*



*Source: CCSM subset (2016)*

Across racial/ethnic groups, at least 63% of men in the sample worked while in college, as do many students. In fact, the racial/ethnic breakdown of those working during college was as follows: 66% White, 65% African American, 63% Latino, and 70% multiethnic. However, as noted by Wood and Harris III (2015), men of color who work during college are exposed to vastly different work experiences than their peers. For instance, they are less likely to be in jobs that have any meaningful connection to their academic learning, thereby limiting their ability to leverage their academic credentials in the workplace after graduation (Wood, Hilton, & Lewis, 2011).

Wood and Harris III (2015) also identified three primary characteristics of the types of work opportunities often available to college men of color. First, they found that men of color often report working in jobs that are physically taxing, such as moving boxes, digging ditches, stocking shelves, and doing construction site cleanup. Second, college men of color often have jobs that occur late at night. For these men, the only work hours that were made available to them were either late-night shifts or overnight shifts. It is easy to understand why, after long nights of physically demanding work, some men reported serious challenges in being physically and mentally present in school, particularly when the only class available to meet their degree progress occurred early in the morning. Third, college men of color also noted having jobs that were often transitional or temporary in nature. This aspect of their employment often caused these men to be in one job for a short period

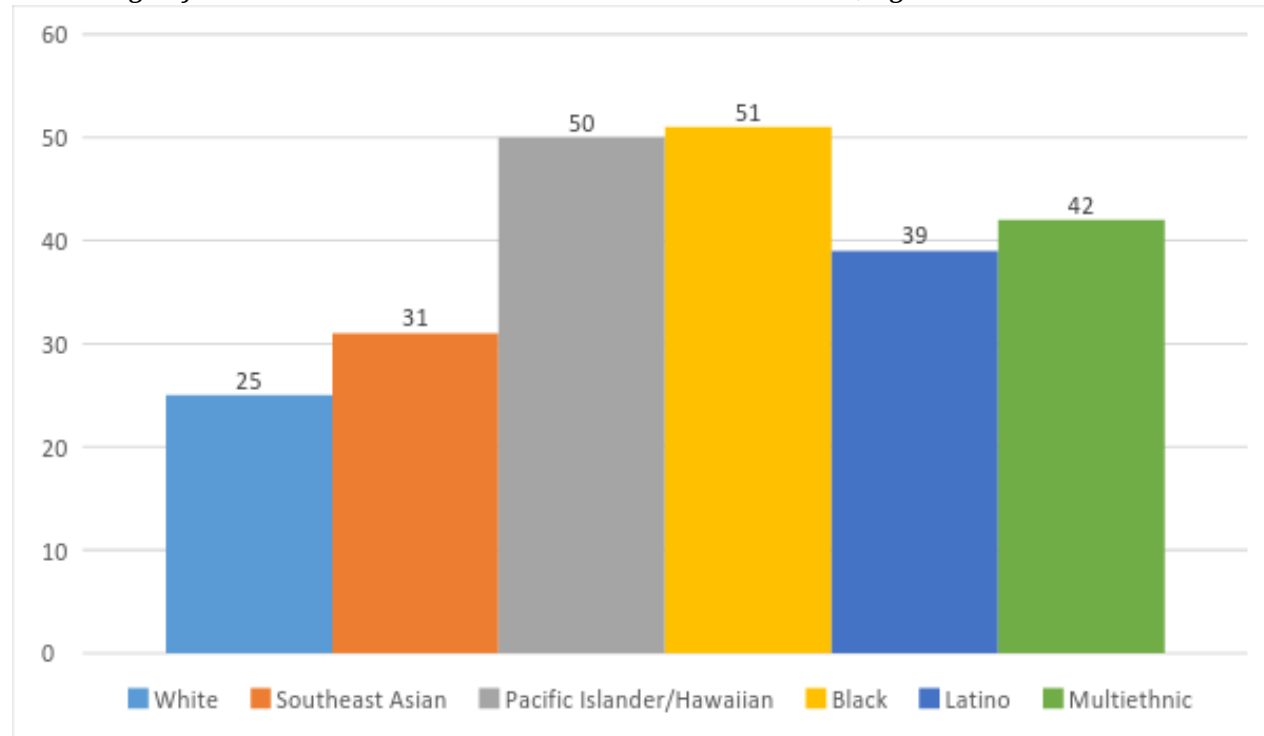
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of time before transitioning to another job. Some men further noted that they were engaged in multiple jobs during a given semester, causing them constant changes and transitions outside of college while they tried to maintain focus on a consistent course schedule inside of college.

Transportation concerns are also a common barrier facing college men of color (Wood & Harris III, 2017). For many men of color, traveling to and from campus can entail asking friends for rides, relying upon undependable vehicles, using multiple buses, and combining buses, trains, and other forms of transportation. In fact, while only 25% of White men noted that they had to commute more than 6 hours per week to college, significantly higher percentages of Black, Latino, and multiethnic men reported having to do so, at 51%, 39%, and 42%, respectively (see Table 6).

**Table 6**

*Percentage of Men Who Commute More Than 6 Hours Per Week, Ages 18 to 24*



*Source: CCSM subset (2016)*

Given the variety of external pressures and uncertainties that face college men of color, it is challenging to envision solutions that could address them all and reliably improve success rates. One key factor that predicts whether or not a student will succeed in college, however, is the degree to which they believe they are focused in college, often called *action control*. In the simplest terms, students who feel connected to the college environment are more likely to succeed. For example, when regression models were run to measure Black men's action control, receiving faculty validation and having interpersonal relationships with faculty were the most important predictors to emerge. This suggests that the key to improving success rates for men of color lies within the institutional environments and campus cultures themselves. Specifically, when men of color are educated in environments where they receive validation, expressions of authentic care, and when they interact with educators who intentionally build relationships with them, they are more likely to achieve. Moreover, these positive environmental attributes serve as critical mediators against external pressures, significantly reducing their negative effects and propelling students to achieve in the face of overwhelming challenges. While we cannot change the external hindrances present in the lives of men of color, we can mitigate their impact. The real challenge then is for colleges to create plans to improve the experiences of the men of color attending their classes, regardless of the external distractions these men face.



## An Analysis of Equity Plan Efforts Focused on Men of Color

This section consists of an analysis of the ways in which 42 community colleges located in the Los Angeles, Inland Empire, and Central Valley areas addressed the improvement of educational outcomes for males from historically marginalized groups. All of California's community college student equity plans focus on addressing student success gaps using six “indicators” of student performance: *access, basic skills progression, course completion, degree and certificate completion, transfer*, and one catch-all category designated as *campuswide initiatives*. Each community college is then required to examine their campus data to identify equity gaps within these student performance indicators across six different student groups. These groups are mandated within California’s Education Code and include racial/ethnic groups, gender, socioeconomic status, ability status, veteran status, and foster youth status.

Once the analysis for equity gaps is conducted, colleges identify student groups that are seen as facing disproportionate impact (i.e., the largest success gaps). Once the disproportionately impacted groups are identified, colleges are expected to develop strategies and interventions known as “activities” that address the gaps for targeted students. What complicates the process is that colleges are given the autonomy to select from within the student groups identified. What this means is that a college may find that six different groups are facing disproportionate impact in access, but then choose to address only one of them with an activity. Our analysis focused on two areas of the equity plans: (1) target student groups, and (2) activities proposed to address equity gaps. Table 7 provides a breakdown of student equity plan activities.

**Table 7**

*Breakdown of Student Equity Plan Activities*

	#	% of Plans
Activities Proposed Across Equity Plans	924	100%
Activities That Included Data Indicating DI for Men of Color	295	32%
Activities Explicitly Describing Ways to Address Men of Color	60	6%

- The 42 equity plans reviewed produced 924 individual activities to address student equity gaps on campus.
- Of these activities, 295 identified disproportionate impact for men of color.
- Only 6% (60) of the 924 activities explicitly described men of color in the details of the proposed strategy or intervention to improve student success.
- The 60 explicit activities for men of color were proposed by only 27 of the 42 community colleges in the sample. Fifteen of the community college equity plans in the study did not explicitly address the equity concerns of men of color in the activity details section.



Tables 8 to 13 provide a breakdown of the 60 explicit activities by each indicator.

**Table 8**

*Colleges Proposing Access Activities to Ameliorate DI for Men of Color*

<b>Region</b>	<b>Colleges</b>
Los Angeles	Los Angeles Mission College
Los Angeles	Pasadena City College
Los Angeles	Los Angeles Pierce College
Central Valley	Merced College
Central Valley	Modesto Junior College
Inland Empire	San Bernardino Valley College

- Most access activities focused on outreach to high schools, parents, faith-based organizations, and other community-based organizations.
- Los Angeles Mission College proposed the development of outreach materials and specified outreach to correctional facilities, the Los Angeles County Office of Education (LACOE), Communities in Schools, and the Anti-Recidivism Coalition (ARC) to identify local juvenile and adult correctional facilities to target for recruitment to reach a larger number of male and Hispanic students.

**Table 9***Colleges Proposing Course Completion Activities to Ameliorate DI for Men of Color*

<b>Region</b>	<b>Colleges</b>
Los Angeles	Los Angeles Mission College
Los Angeles	Los Angeles Harbor College
Los Angeles	Antelope Valley College
Los Angeles	Los Angeles Pierce College
Central Valley	Modesto Junior College
Central Valley	Fresno City College
Central Valley	Merced College
Central Valley	Porterville College
Inland Empire	Riverside City College
Inland Empire	Moreno Valley College

- Institutions in the Inland Empire proposed nearly half of all the practices supporting men of color in course completion.
- Mt. San Antonio College proposed three activities in this indicator. One expanded their First Year Experience program to specifically address African American, Latino, and Asian Pacific Islander males through leadership development opportunities.
- Fresno City College's activity addressing African American males sought to expand an existing program, Strengthening Young Men by Academic Achievement (SYMBAA), to serve a larger group of students.

**Table 10***Colleges Proposing Basic Skills Activities to Ameliorate DI for Men of Color*

<b>Region</b>	<b>Colleges</b>
Los Angeles	Los Angeles Trade-Tech College
Los Angeles	Glendale Community College
Central Valley	Fresno City College
Central Valley	Merced College
Inland Empire	Riverside City College
Inland Empire	Norco College

- Riverside College stood out for numerous reasons: (a) it allocated the greatest amount of funding toward basic skills support for males of color; (b) it specifically named African American and Latino males as the target groups; (c) the activity specifically addressed providing specific support for basic skills; and (d) it was very specific in mentioning the use of high school transcripts to evaluate placement in English and math, a strategy which we assume is intended to supplement or substitute for the use of traditional placement tests.
- Faculty development and programs for institutional change, except for what is offered through M2C3, were not addressed by any of the colleges.

**Table 11***Colleges Proposing Degree Completion Activities to Ameliorate DI for Men of Color*

<b>Region</b>	<b>Colleges</b>
Los Angeles	Antelope Valley College
Los Angeles	Glendale Community College
Los Angeles	Los Angeles Southwest College
Los Angeles	Los Angeles Valley College
Inland Empire	Crafton Hills College
Central Valley	College of the Sequoias
Central Valley	Reedley College

- Activities proposed in degree completion focused heavily on creating targeted student services (i.e., Crafton Hill’s Brother to Brother Program) or bringing in external organizations for professional development (i.e., Reedley College working with M2C3 to train and develop faculty, staff, and administrators to better support men of color).
- A2MEND and M2C3 were included in strategies to support men of color in degree completion by College of the Sequoias, Reedley College, and Antelope Valley College.
- Glendale Community College used student equity funds to start a “CalWORKs Fathers” program that supports men of color who are fathers to help them complete certificates and degrees.

**Table 12***Colleges Proposing Transfer Activities to Ameliorate DI for Men of Color*

<b>Region</b>	<b>Colleges</b>
Los Angeles	El Camino College
Los Angeles	Los Angeles Valley College
Los Angeles	Rio Hondo College
Inland Empire	Riverside City College

- Rio Hondo College proposed five activities to address equity gaps facing Hispanic males in transfer. Programs funded by student equity included a transfer academy program, a partnership with the University of California, Irvine, and an expansion of college tours for Hispanic males.
- LA Valley College described a comprehensive transfer support service that paired Latino and African American males with mentors and created a cohort model that included Sociology, Chicano Studies, or African American studies.
- El Camino College proposed expanding awareness campaigns and efforts to have African American males visit Historically Black Colleges and Universities (HBCUs) to transfer to.

**Table 13***College Proposing Campuswide Activities to Ameliorate DI for Men of Color*

<b>Region</b>	<b>Colleges</b>
Los Angeles	East Los Angeles College
Los Angeles	Los Angeles Pierce College
Los Angeles	Los Angeles Trade-Tech College
Los Angeles	Moorpark College
Los Angeles	Pasadena City College
Los Angeles	Santa Monica College
Inland Empire	Mt. San Antonio College
Inland Empire	Norco College
Central Valley	Napa Valley College

- Los Angeles Trade-Tech and East Los Angeles College dedicated significant resources for institution-wide professional development that sought to improve staff competencies and practices in supporting men of color.
- The majority of the activities in this indicator funded professional development opportunities to work with groups such as A2MEND, RP Group, and CUE.

### Goals and Activities Proposed by the Colleges

Among the 42 colleges, 27 (64%) proposed at least one activity that focused specifically on men of color. Most of the colleges proposed one or two activities, except for Mt. San Antonio College and Norco College, which proposed five and eight activities, respectively. Looking at the activities themselves, across the 60 activities highlighted in this report, there was variation among which “men of color” were targeted in the activities. Table 14 details how institutions described “men of color” within activities.

**Table 14***Specific Groups Addressed Within the 60 Activities*

Men of Color	17
African American Men Only	16
Hispanic and African American Men	13
Hispanic Men Only	9
Minority Men	3
African American, Hispanic, and Asian Pacific Islander Men	1
<b>TOTAL</b>	<b>60</b>

To better understand how men of color were addressed in these activities, here are four excerpts from the most frequently used identity descriptors:

#### *Men of Color*

"To improve course completion and overall outcomes for men of color, professional development for faculty will be made available. The college will contract the Center for Organizational Responsibility and Advancement to offer faculty the opportunity to earn a certificate in Teaching Men of Color in the Community College."

#### *African American Males*

"The college will develop and implement a peer-mentoring program for African American males to improve retention, graduation, and transfer. The Student Equity Coordinator will collaborate with The Talented Tenth program (T3p) Faculty Coordinator to launch a two-part initiative for improving success rates of African American males."

#### *Hispanic and African American Men*

"The multicultural center will primarily serve African American and Hispanic male students which are LASC's dominant student populations. Based on these findings, the campus will provide a comprehensive program that holistically develops male students. The multicultural center will provide a centralized location in which African American and Hispanic males can obtain key academic, social, and career development."

#### *Hispanic Males*

"The college will develop and implement a peer-mentoring program for Hispanic males to improve retention, graduation, and transfer. The Student Equity Coordinator will collaborate with special funded programs to develop a two-part initiative for improving success rates of Hispanic/Latino males. This initiative will be very similar to the peer-mentoring program for African American students. The first component of the initiative is the development of a program to develop Hispanic/Latino male mentors. The Equity Coordinator will consult with Puente faculty to identify a part-time coordinator for the mentoring program. The coordinator will develop all training sessions, leadership materials, and take the lead with each training session."

### **Where the Explicit Practices for Men of Color Were Concentrated**

The 60 activities analyzed as explicit practices were distributed across all six indicators that comprise the student equity plan. In this section, we detail the number of activities within each indicator of student performance and the amount of equity funds allocated (see Table 15).

**Table 15***Concentration of Activities and Funding by Indicator*

	<b>Access</b>	<b>Course</b>	<b>Basic Skills</b>	<b>Degree</b>	<b>Transfer</b>	<b>Campuswide</b>	<b>Total</b>
#	7	15	7	9	9	13	60
%	12%	25%	12%	15%	15%	22%	100%
\$	\$ 76,207	\$ 1,605,999	\$ 646,358	\$ 367,231	\$ 431,696	\$ 2,510,301	\$ 5,637,792
%	1%	28%	11%	7%	8%	45%	100%

- **Activities**
  - Course completion activities made up the largest share with 15—a quarter of all activities.
  - Campuswide activities were the second most proposed method of supporting men of color.
  - Access and basic skills had the lowest share of activities, with seven each.
  - Degree completion and transfer each had nine activities supporting men of color.
- **Funding**
  - As for funding, the majority of the money allocated across the 60 activities was budgeted in the campus-wide indicator,<sup>4</sup> accounting for 45%.
  - Course completion received the second most funds.
  - Activities within the access indicator received the least amount of funding.
- **By Geographic Area (see Table 16)**
  - Los Angeles area community colleges represented 20 out of the 47 in the sample (48%), and 14 of the 27 institutions that proposed MOC activities (52%).
  - Although Inland Empire community colleges had the smallest number of institutions (9), those colleges proposed 20 explicit activities for men of color.
  - Central Valley institutions were 31% of the sample, with 26% of institutions that proposed MOC activities and 22% of the share of explicit activities.

**Table 16***Practices by Geographic Location*

<b>Geographic Area</b>	<b># of Colleges in Sample</b>	<b># of Institutions With Explicit Mention</b>	<b># of Explicit MOC Activities</b>
Central Valley	13	7	13
Inland Empire	9	6	20
Los Angeles	20	14	27
<b>Total</b>	<b>42</b>	<b>27</b>	<b>60</b>

<sup>4</sup> The Campus Wide Indicator usually includes larger scale professional development opportunities for the institution. The activity addressing men of color within this indicator may be one among many.

## **Examples of Activities Addressing Men of Color Within Each Indicator**

### *Access*

Targeted outreach and recruitment efforts are made to high school, middle school, and elementary students and parents, as well as to community, faith-based organizations, and local agencies. Special emphasis is placed on increasing college access for Black and Latino males, English language learners, and learning communities.

### *Course Completion*

To improve course completion in basic skills and college-level courses, department chairs and instructional deans will collaborate to identify college-level course sections that will be designated primarily (but not exclusively) for target group student cohorts. This activity implementation plan is based on research focused on effective strategies to increase success for men of color.

### *Basic Skills*

The goal is to increase ESL/basic skills completion for Hispanic males, African American males, and foster youth. Extended summer orientation programs are designed to help cohort students acclimate to a college environment and to feel better prepared for fall term. Connecting cohort students to college resources, categorical programs, and key college personnel promotes a sense of belonging and being valued—critical factors in college persistence among first-time college students.

### *Degree Completion*

Take African American male students to the A2MEND conference. Faculty and staff will also be invited to attend the conference. This annual conference offers informative presenters and interactive workshops that will develop realistic strategies and concrete recommendations that can be put into practice in the District. One of the objectives for the students is to surround them with academically successful people so that they feel a sense of empowerment and support on achieving their own goals, including transferring to a 4-year university.

### *Transfer*

Increase transfer rates of Latino and African American students by (a) working with First Year Experience cohorts to provide supports, including embedded tutoring, counseling, workshops, and specialized programming to celebrate cultural differences; (b) increasing recruitment efforts by providing outreach to Latino students, particularly males; (c) creating an active and robust mentoring component for Latino and African American students; and (d) engaging students in social and community-related activities. The goal is for the number of African American and Latino males who successfully complete transfer requirements and gain acceptance at a 4-year university to increase by at least 5% within 3 years.

### *Campuswide*

The Minority Male Initiative Plan will be fully implemented to provide outreach and direct support services to minority male students who have one or more of the following characteristics: low income, foster youth, undocumented, first generation in college, and/or basic skills. Through the work of student ambassadors, minority male students will be encouraged to join in program activities that will include cultural identity trainings, college planning workshops and field trips, career and job development, leadership development, service learning, and community involvement. Expansion of Ethnic Studies course offerings for transfer major preparation will be considered. Students will receive counseling and guidance from faculty, staff, and managers. Students will develop mentoring programs for other minority males, including high school students. M2C3 will be contracted to conduct staff training and provide guidance on program efforts.

After identifying the 60 activities, we reread them all and categorized them into different types of activities. For example, some activities described the need for additional research to better understand the equity issues facing men of color. Others proposed student services such as a “Brother to Brother” program for African American men or a specialized transfer program for Hispanic men. Additionally, many colleges sought out professional development as opportunities for the institution to improve its practices, teaching strategies, and employee competencies. We then divided all of these activities into new classifications of “activity type,” representing five different strategies that institutions can propose:

1. Additional Research
2. Direct Student Support
3. Outreach Strategy
4. Professional Development
5. Targeted Student Services

### **Examples for Each Activity Type**

<b>Additional Research</b>	The college will dedicate student equity funds to conduct an inquiry into the needs and strengths of students who are veterans, students who are foster youth, and students who are men, with a particular emphasis on men of color (particular attention will be paid to men who identify as Latino or African American/Black). The college will gather more quantitative and qualitative data to better understand how the institution can improve its programs and services. The aim of this inquiry is to better understand the nature of these populations' gaps and to identify additional actions that can be taken to close access equity gaps.
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<b>Direct Student Support</b>	Provide books, workbooks, adaptive learning programs, and other online materials to assist male students and Hispanic/Latino students with ESL courses.
<b>Outreach Strategy</b>	Pasadena Community College (PCC) will host the African American Young Men's Conference in Fall 2016. During this conference, young men from across the Pasadena Area Community College District will participate in helpful workshops and receive information regarding service programs and academic opportunities at PCC.
<b>Targeted Student Services</b>	The Counseling Department will develop a targeted "milestone" intervention for those Latino and African American male students who are not part of a special program. Other services include: (a) invite Latino and African American male students during their first semester to learn about SSSP requirements to develop a comprehensive SEP; (b) match students with a counselor or CGCA mentor who will actively reach out to students at designated "milestones" and who will provide personalized guidance throughout the process of selecting an educational goal and program of study, developing a comprehensive SEP, and successfully completing program requirements until the student is ready to petition for graduation and/or certificate completion; and (c) actively encourage students to participate in campus activities and cultural events, student government, and other types of experiential learning.
<b>Professional Development</b>	Glendale Community College (GCC) partnered with the Minority Male Community College Collaborative (M2C3), which offers webinars and conferences as well as website resources for greater support and involvement on the part of faculty and staff in issues for males of color to help inform the Black Scholars learning community and the campus at-large.

Recommendations specific to student equity plans:

1. Revise the format of the Student Equity Plan to encourage innovation. The current format of the Plan is simply not conducive to innovation or creativity. The template provided by the Chancellor's Office can too easily elicit a rote response that consists of calculating equity gaps and proposing a series of activities to address those gaps. Jumping from the identification of equity gaps to activities presumes that the causes

of the gaps are known and can be remedied by numerous and disparate activities without leaving room for analysis and original ideas.

2. Create greater expectations for institutional and practitioner transformation. Most of the plans proposed activities to remediate students; very few proposed activities to remediate institutions or practitioners. We did not come across any initiatives related to addressing faculty fear and discomfort around male students of color.
3. Improve the alignment between evidence of disproportionate impact and the allocation of funds. The small amount of funding allocated to degree completion and transfer was surprising and suggests the need for more guidance on how to use the funding to successfully address completion and transfer obstacles.



## Innovative and Promising Practices for Men of Color

This section highlights high-impact practices that have emerged from extensive research, inquiry, assessment, and evaluation work conducted by the Center for Urban Education (CUE) and the Minority Male Community College Collaborative (M2C3). The insights for practice offered herein are derived from three primary sources. First, they are informed by a recent survey of community college presidents, vice presidents of student services, and state policy advocates who have an in-depth understanding of issues related to student equity, men of color success, and the complexities of the California community college system.

Second, these insights are also informed by the work of the Minority Male Community College Collaborative (M2C3). M2C3 is a research and practice center based in the Community College Equity Assessment Laboratory (CCEAL) at San Diego State University (SDSU). M2C3 has partnered with over 130 community colleges across the nation to improve their capacity to support the success of men of color. M2C3 also houses the National Consortium on College Men of Color (NCCMC), a national professional development consortium with 120-member community colleges. NCCMC trains thousands of community college leaders across the nation on how to better prepare their institutions and educators to support men of color.

Third, this section is also informed by the work of the Center for Urban Education (CUE) at the University of Southern California. Since 1999, CUE has supported 2- and 4-year colleges and state higher education systems in identifying problems, developing interventions, and implementing equity goals to increase retention, transfer, and graduation rates for historically underrepresented racial/ethnic groups. Their Equity Scorecard supports these efforts. The Equity Scorecard is a tool for using data, process, benchmarking, and structured inquiry activities to illuminate disproportionate impact outcomes. Collectively, the insights from these key sources have produced high-impact equity-minded practices that can improve the life chances of men of color in California's community colleges.

Based on the aforementioned context, this section presents innovative and promising practices that can curb the deleterious outcomes facing men of color in the California community colleges. While each practice in isolation may advance outcomes for men of color, in tandem, these practices can serve to create a collective infrastructure of support that can benefit all students, particularly California's men of color. In line with Bensimon's (2007) concepts of equity-mindedness and institutional responsibility, we highlight practices that focus on better preparing educators and their institutions to serve men of color. As such, interventions focused on students are not part of the practices offered herein. However, there were several colleges that are engaged in innovative programming focused on direct student interventions. These are highlighted in Appendix B.

## The Practices

**Implement early alert systems in gatekeeper and basic skills courses.** Early alert systems allow educators to systematically monitor student performance and intervene when academic challenges arise. The identification of challenges is based on patterns of marginal course engagement (e.g., missing assignments, arriving to class late, receiving subsequent low grades) that predict when a student is on track to underachieve in a course. In an optimal situation, students who demonstrate concerning patterns are referred to academic advisors and counselors who meet with them and provide them with appropriate referrals to support services (e.g., childcare, tutoring, financial aid, career advising) that can lead to enhanced course performance. The goal of an early alert system is to intervene with these support services in order to curb challenges students are facing while there is still time to change the trajectory of their success in a given class.

Currently, all California community colleges are required to have an early alert system in place. However, a noticeable contingent of these systems simply does not work, are not used by faculty, and notify academic advisors and counselors of issues far too late into the semester. For example, some colleges with early alert systems do not identify a student for referral until halfway through the academic semester, far beyond the point where an intervention could curb academic challenges. When used too late, an early alert system simply becomes an early drop system—because the intervention has taken place too late to produce any other outcome.

Moreover, some faculty are apprehensive about using these systems, believing that they encumber academic freedom, inhibit student independence, that doing so will affect their performance reviews, or that it can be a punishment to students. Many of these concerns can be alleviated by roll-out practices that properly message the purpose of the system, train educators on how to use the system, gain buy-in on system elements across departments, and demonstrate a meaningful partnership between academic and student services. Early alert systems represent an evidence-based practice that can improve outcomes for men of color while also benefitting other underserved student populations.

### **Provide high-impact professional development for full-time faculty and staff.**

Extensive research on men of color has identified recurrent knowledge, skills, and dispositions that are necessary for educators to advance the success of college men of color (Harris III, Bensimon, & Bishop, 2010; Wood, Harris III, & White, 2015). Scholars have suggested that many educators are woefully underprepared to teach and support men of color, as their academic training often conflicts with the necessary traits of educators who can effectively educate this population. Largely, this is due to embracing notions that conflict with equity-mindedness and serve as barriers to formal training. Most instructional faculty have no formal training in how to teach students in general. As a result, educators typically teach by modeling the strategies and practices that they have seen in the classroom. In other words, they teach how they were taught.

The strategies that faculty model often directly conflict with the necessary characteristics of an effective teacher for men of color. This notion can also be extended to advisors, student service officers, and support staff who support the holistic development of students. For instance, some instructional faculty often hold the perspective that supplemental academic supports (e.g., tutoring, writing center, computer labs) are ancillary to the classroom. They believe that students who need these supports will use them when they need to. In contrast, supplemental supports are best maximized when integrated into courses, thereby reducing student anxiety associated with help-seeking, improving knowledge of available services, and prioritizing time spent on campus (Wood & Harris III, 2016).

As noted, there are many practices that have been shown to advance the success of college men of color. Among the litany of research-based practices that work in supporting college men of color are culturally-relevant teaching, collaborative learning, intrusive practices, high expectations, validation, building personal relationships with students, empowerment strategies, and expressions of authentic care (Bauer, 2014; Harris III & Wood, 2013; Wood, Harris III, & White 2015). Many of these strategies necessitate that educators have an asset-based perspective of students that values their presence and participation in academic spaces. Moreover, these practices are most effective when educators have an in-depth understanding of implicit bias, racial/gender microaggressions, and common challenges facing their students inside and outside of college.

Thus, we recommend that all colleges provide intensive, ongoing professional development opportunities for educators (e.g., faculty, staff, administration) that build their capacity to interact with and serve college men of color. This training must prioritize the involvement of full-time and part-time faculty, as underserved students have a greater likelihood of being educated and supported by part-timers. Moreover, due to contractual limitations and time constraints, these part-time faculty and staff are much less likely to participate in campus professional development programming.

**Examine the proportion of full-time to part-time faculty teaching developmental education courses.** Recent data from the Community College Instructional Development Inventory (CC-IDI, 2016) national study demonstrates that part-time faculty are concentrated in developmental education courses. These faculty, particularly those teaching at multiple institutions, have the lowest use of teaching practices that have an intensified benefit for men of color, such as collaborative learning, performance monitoring, and intrusive practices. Men of color often test into developmental education, largely due to underexposure to effective preparation experiences in pre-K12 education and delayed enrollment patterns that lead higher percentages of them to wait until after high school to enroll in community colleges.

Given this, underserved students (in general) are systematically placed into courses where they are exposed to part-time faculty who are often unable to invest time in supporting their needs. As a result, this practice has led to noticeable disproportionate impact patterns

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that have adversely affected college men of color. Stated differently, colleges have structured educational experiences in a manner that places students in need of the greatest level of support in classes with faculty who often provide the least level of support. This is akin to teaching patterns seen in K-12 where students of color are concentrated in schools and tracked within schools with teachers who are simply not able to support students in the ways that educators in White and affluent schools can. As demonstrated in the next promising practice—require enhanced support for part-time faculty—the lack of support for men of color (and other underserved students) is often a function of structural conditions at the college that inhibit greater levels of support from part-timers. It should be noted that there are colleges in the State that have less than a handful of full-time faculty teaching developmental education courses. This is a clear example of structural conditions that fostering disparate student outcomes.

Largely, developmental education courses are viewed as being undesirable because they require more effort to support students' learning and development, have students with greater external pressures and support needs, may be less intellectually stimulating for faculty, and are seen as being less prestigious in comparison to major-required courses. As a result, it is not uncommon for full-time faculty who are hired specifically to teach developmental education courses to move on to “higher-level” courses after receiving tenure. Research from the CC-IDI (2016) demonstrates that part-time faculty are more likely to employ practices that are necessary for student success when given opportunities to teach upper level courses.

Given this, there is a need for colleges to examine the proportion of full-time to part-time faculty in basic skills and other key gatekeeper courses. An imbalance should be examined to determine whether disparate outcomes exist between full-time and part-time faculty, particularly among part-timers who are teaching at multiple colleges. If so, the college should engage in a critical re-examination of how course placements are made and whether or not those decisions are systematically producing disparate outcomes for college men of color and other underserved students.

**Enhance support for part-time faculty, particularly those teaching developmental education and key gatekeeper courses.** As noted, many part-time faculty members are concentrated in basic skills (developmental education) courses. These courses are often characterized by low student outcomes and serve as barriers to student matriculation into, through, and out of community colleges. Similarly, there are also general education “gatekeeper” courses where high percentages of students do not pass. These courses serve as impediments to student success. This is partly due to the restricted access that students have to faculty in these courses. Success in these courses is largely dependent upon support that requires conferencing, intrusive support, and high time investment from faculty.

It is not uncommon for part-time faculty to experience difficulties in meeting with students and challenges with offering necessary support due to access restraints that systematically inhibit opportunities to interact outside of class. For instance, too few campuses compensate part-time faculty for holding office hours and do not provide them with office

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space to meet with students. On campuses where part-time faculty do have offices, they are often shared by multiple faculty, thereby limiting privacy, and/or located on the periphery of campus in locations that are not conducive to fostering an environment of engagement and success. Moreover, part-timers are sometimes scheduled for classes in a manner that requires them to teach at multiple campuses in a given day, replacing time spent in and out of the classroom with students with time spent on the freeway.

As such, colleges must begin to carefully consider ways that they can support part-time faculty. This includes providing centrally located and private office space, compensating faculty for office hours, incentivizing faculty for time spent on campus outside of the classroom, prioritizing scheduling for part-timers with a proven record of success, and taking into account scheduling patterns that require part-timers to teach at too many colleges. These recommendations involve honest conversations about student success and require equity-mindedness in campus resourcing, collective bargaining, and class scheduling.

**Integrate equity goals into institutional strategic plans.** Over the past few years, all California community colleges have been rigorously engaged in promoting student equity. Currently, each campus is responsible for maintaining a student equity plan that examines groups experiencing disproportionate impact. Disproportionate impact occurs when the percentage of persons from a particular racial, ethnic, gender, age or disability group experience outcomes that are disproportionately inadequate in relation to their peers. For example, a campus may find that Black males transfer at lower rates than their male peers or that Southeast Asian men have lower course completion rates than other students. Once disproportionate impact is identified, the campus is then required to establish goals, benchmarks, and associated interventions to improve student access and completion as well as to report on progress toward identified benchmarks.

Funding from the California State legislature to implement these plans has resulted in numerous efforts across campuses to improve outcomes for underserved students. Almost invariably, each campus has identified men of color as a group experiencing disproportionate impact and necessitating campus-based intervention efforts. However, the challenges facing men of color prior to the equity plans were met with few intensive interventions, thus leading to concern that the continuity of equity efforts is likely to diminish when legislative funding is exhausted.

We recommend that campus leaders begin to integrate key components of the equity plans into the institutional and/or district strategic plan. On most campuses and districts, the strategic plan is the key document that guides institutional actions, and most importantly, resourcing of institutional initiatives. Inevitably, the challenges facing college men of color require long-term interventions with educators that will likely outlast the “equity plan” era. Moreover, successes gained (e.g., student outcomes, campus infrastructure, data tracking) as a result of the equity plans could dissipate with time without a clear mechanism to sustain equity-based efforts over the long term. Integrating key components of campus equity plans into institutional strategic plans is a critical strategy that colleges can use to

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institutionalize structural mechanisms that can advance success for college men of color. Ultimately, this institutionalization is a critical condition for fostering the upward social and economic mobility of underserved communities.

**Require faculty to demonstrate a commitment to serving underserved students.**

Recently, California State University, Pomona implemented a new initiative that faculty must demonstrate a commitment to diverse student populations to receive tenure and promotion at the institution. A similar commitment to student equity in the California community college system should also be required of faculty as a condition of hiring, tenure, and promotion. It is imperative that faculty members are held accountable for serving students of color (and men of color) in ways that close longstanding disparities.

With respect to hiring, campuses must prioritize faculty members with a proven record of success and demonstrated commitment to teaching underserved students. This is particularly important given the high proportions of students of color (and men of color) attending community colleges coupled with research findings that underscore the importance of faculty diversity for all students (see Turner, Gonzalez, & Wood, 2008). On many campuses, traditional hiring practices do not adequately probe for necessary cultural proficiencies and competencies. For instance, hiring committees will often inquire about diversity by asking prospective faculty members whether they have “experience” in working with diverse student populations. This question helps to identify “exposure” to diverse students yet has not been successful in identifying “a demonstrated commitment” and “successful track record” in working with diverse students. Moreover, on some campuses, teaching demonstrations are a small portion of the interview process. As such, little insight can be gleaned on how prospective faculty employ culturally relevant teaching, engage collaborative learning, use asset-based discourse, and avoid unintended language that degrades students (e.g., microaggressions).

As a result, we recommend that campuses better prepare educators to serve on hiring committees by exposing them to best practices for faculty hiring. As noted by Turner (2009) in her guidebook, *Diversifying the Faculty*, this is inclusive of practices that occur prior to, during, and after the hiring has occurred. Some examples of best practices for hiring candidates can include modifying the interview protocol to inquire about how the educator has changed their practice to account for the needs of diverse student learners and to provide tangible examples of how this has occurred. Moreover, hiring committees can also lengthen the time spent on teaching demonstrations and evaluate demonstrations with a rubric that account for practices that are necessary for supporting underserved students (e.g., culturally relevant teaching, empowerment techniques). After a faculty has been hired, all new hires should be placed on a plan to help support their growth and development as educators of diverse learners. This is inclusive of professional development, peer evaluations from successful educators of diverse learners, and participation at conferences focused on teaching diverse adult learners.

**Engage in ongoing, collective sense making at the campus and unit level.** The statewide equity plan initiative required colleges to examine areas of disparate impact in



their student outcomes. For some college educators, this was the first time that they had ever had meaningful conversations about students experiencing disproportionate impact and the reasons why this occurred. Moreover, for many, it was among few conversations that required colleges to focus on institutional factors influencing these outcomes from an institutional responsibility and equity minded perspective.

Since 1999, the Center for Urban Education (CUE) has supported community colleges, 4-year universities, and state higher education systems use enrollment and outcomes data to identify problems facing underserved students. Guided by their tool, the Equity Scorecard, they then facilitate an ongoing, collective sense making process with educators to better understand their outcomes as well as the institutional breakdowns and systemic racism that contribute to these outcomes. Collective sense making involves educators from multiple units and areas engaging in a systematic process to discuss rationales and come to a clearer understanding of the root causes of student equity gaps (Bensimon, 2005; Bensimon, Malcom, & Dowd, 2015).

Based on this process, colleges then development interventions and implement equity goals to increase student retention, transfer, and graduation rates. The success of this model has demonstrated that regular collective sense making of outcomes data is a critical driver of institutional practices necessary for success. Therefore, we recommend that colleges commit to ongoing sense making of student outcomes data with associated goals, objectives, interventions, and benchmarks to measure improvement over time. This sense making should occur at the college and unit level in order to identify recurrent patterns across academic and student service areas.

The innovative and promising practices extended within this report represent promising practices that can improve outcomes for all underserved students, but that can have an intensified benefit for community college men of color. In tandem, these recommendations pose the strongest likelihood for improving outcomes for college men of color. These practices can also serve to maximize the benefit of existing initiatives internal and external to the California community colleges that show promise in improving outcomes for this population. Given the national and statewide focus on college access and completion, these practices can help propel California's community colleges to actualize upward social and economic mobility for men of color, their families, and their communities.

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# Appendix A

## The Composition of a Student Equity Plan

Student Equity Plans are a state-mandated effort requiring individual community colleges to conduct a campus audit “as to the extent of student equity and as to institutional barriers to equity in order to provide a basis for the development of goals and the determination of what activities are most likely to be effective” across five indicators (access, course completion, basic skills, degree attainment, and transfer) for 14 student groups (California Education Code, Section 78220).

In the sample, the length of an equity plan ranged from 64 to 222 pages of content, data, and goals. The activities described within a plan ranged from five to 58. Activities explicitly mentioning men of color in the activity implementation details ranged from zero to eight. Our analysis took into account every indicator within a given student equity plan. We specifically examined the activity portion of each plan, which included: (a) indicator area (e.g., transfer); (b) identified student groups (e.g., Latinos, males, foster youth); (c) strategy/activity (e.g., send Latino males on a 4-year college tour); (d) activity implementation plan; and (e) student equity funds allocated.

What does an activity actually look like?

### E.1: Transfer Bridge Program

#### Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
Low-income, African American, Latino, AB540, current/former foster youth and male students enrolled in the Bridge Program.	1,500 enrolled in Bridge program	See table for gap data on the population groups.		Increase the number of target population Bridge students who transfer to a university by 5% annually.	2020

#### Activity Type

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

#### Activity Implementation

<b>Activity Implementation Plan</b>	Bridge students will be exposed to universities and gain knowledge on transfer and admission requirements through the following activities: university field trips (in collaboration with other special programs), a Transfer Conference to be held at Mt. SAC for students and their parents, and a University residential experience for 60 students annually to participate in an off campus Transfer Bridge program.
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)		Other Funds to be Accessed		
Start Date	End Date	Amount Requested		Budget Purpose/Category	Amount	Funding Source
		One Time	Ongoing			Budget Category
November 2015	June 2020		\$3,000	Student Transportation- Field Trip (transportation, food for students)	\$500	General Fund
			\$3,000	Catering - Student Conference		
			\$1,500	Supplies		
			\$30,000	Contract services – dormitories at University (week-long stay)		

## Appendix B

### Student-Focused Efforts

#### **San Bernardino Valley College**

Indicator Area: Access

Targeted Group: Hispanic and African American Males

Activity Type: Outreach Strategy

Activity Description: Targeted outreach and recruitment to high school, middle school, and elementary students and parents, community, faith-based organizations, and local agencies. Special emphasis on increasing college access for Black and Latino males, English Language Learners, and Learning Communities (First Year Experience, Valley-Bound Commitment, Tumaini, Puente, and Guardian Scholars).

#### **Norco College**

Indicator Area: Basic Skills

Targeted Group: Hispanic and African American Males

Activity Type: Targeted Student Services

Activity Description: The college will expand outreach efforts to increase the number of men of color and foster youth that participate in the Norco College Summer Advantage Program. The goal is to increase ESL/basic skills completion for Hispanic males, African American males, and foster youth. The extended summer orientation is designed to help cohort students acclimate to a college environment and to feel better prepared for fall term. Connecting cohort students to college resources, categorical programs, and key college personnel promotes a sense of belonging and being valued—critical factors in college persistence among first-time college students.

#### **Mt. San Antonio College**

Indicator Area: Course Completion

Targeted Group: Hispanic and African American Males

Activity Type: Targeted Student Services

Activity Description: Implement targeted interventions and for specific student groups, such as supplemental instruction, instructional support, library resources, workshops, tutoring, counseling, and peer mentoring to assist students in staying connected and motivated to complete courses. Currently, there are no dedicated staff and no available student support services or instructional interventions for noncredit vocational students. Integrated support services are vital for course and program completion, especially for the underprepared Latino and African American male population who tend to enroll in noncredit vocational courses. In order to optimize course completion, this project proposes counseling services that include in-class tutoring and support services such as educational and career guidance (e.g., career assessment, job preparation workshops, soft-skill training, and career fairs).

#### **Los Angeles Valley College**

Indicator Area: Transfer

Targeted Group: Hispanic and African American Males

Activity Type: Targeted Student Services

Activity Description: Develop a support program to provide targeted and comprehensive services to Latino and African American students, particularly males. Other efforts include: (a) develop a learning community or cohort model that would pair a Chicano or African American Studies or Sociology, English, and Counseling class; (b) establish a budget and hire a program coordinator to plan and administer program activities; (c) secure a permanent location with adequate facilities to house the Black Scholars program; (d) hire and/or assign a counselor to work with the Black Scholars students; (e) create a website; and (f) promote the Black Scholars program to administration, faculty, staff, and students.

### **Los Angeles Valley College**

Indicator Area: Degree and Certificate Completion

Targeted Group: Hispanic and African American Males

Activity Type: Targeted Student Services

Activity Description: The Counseling Department will develop a targeted “milestone” intervention for those Latino and African American male students who are not part of a special program. Other efforts include: (a) invite Latino and African American male students during their first semester to learn about SSSP requirements to develop a comprehensive SEP; (b) match students with a counselor or CGCA mentor who will actively reach out to students at designated “milestones” and who will provide personalized guidance throughout the process of selecting an educational goal and program of study, developing a comprehensive SEP, and successfully completing program requirements until the student is ready to petition for graduation and/or certificate completion; and (c) actively encourage students to participate in campus activities and cultural events, student government, and other types of experiential learning.

### **Santa Monica College**

Indicator Area: Campuswide

Targeted Group: Hispanic and African American Males

Activity Type: Professional Development

Activity Description: Currently, math equity activities have focused on increasing the awareness of equity gaps among African American and Latino men. Faculty leaders will be attempting to identify specific causes of such equity gaps and formulate faculty and student workshops to address these issues. Additional non-math workshop-focused opportunities will be designed and made available to assist faculty in developing more effective strategies to identify and engage students experiencing DI in their classrooms. Latino and African American male students will be targeted for workshops that will encourage the development of a growth mindset and the use of student support resources. Students will be connected to results in the SMC CCSM and focus group data. The data may also be used as the topic for equity-focused student research projects. In 2015-2016, SMC will engage CORA with several modules designed around the book *Teaching Men of Color*. Leaders in the Center for Teaching Excellence will also continue to engage faculty peers in book club discussions. Secondly, training our vital classified staff in best practices will also be key. CORA will also assist SMC with administering equity-specific professional development opportunities to classified staff.

# About CCEAL and CUE

This project represents a collaboration between the Community College Equity Assessment Lab (CCEAL)/Minority Male Community College Collaborative (M2C3) at San Diego State University (SDSU) and the Center for Urban Education (CUE) at the University of Southern California (USC).

## **About CCEAL/M2C3**

The Community College Equity Assessment Lab (CCEAL), formerly the Minority Male Community College Collaborative (M2C3), is a research and practice center that partners with community colleges to improve success outcomes for men who have been historically underserved in community colleges, namely men of color. CCEAL has partnered with over 120 community colleges throughout the nation to support their efforts in serving men of color. Of these partnerships, 90 have included the collection of data from students and faculty using CCEAL's instrument package and flagship tool, the Community College Success Measure (CCSM). Data collected from colleges is used to support professional development activities, fund development, and to guide the development of programs and services for men of color. In addition to this assessment work, CCEAL hosts the National Consortium on College Men of Color (NCCMC). The NCCMC is a professional development consortium with 120 member community colleges that participate in monthly professional development activities (e.g., webinars, information-sharing sessions) designed to support strategies and interventions focused on men of color.

## **About CUE**

Established in 1999, the mission of the Center for Urban Education is to lead socially conscious research and develop tools for institutions of higher education to produce equity in student outcomes. Located in the University of Southern California's Rossier School of Education, CUE is committed to closing racial-ethnic equity gaps and improving student outcomes in higher education. Using data, process and benchmarking tools, and structured inquiry activities in what is called the Equity Scorecard™, CUE helps 2- and 4-year colleges and state higher education systems identify problems, develop interventions, and implement equity goals to increase retention, transfer, and graduation rates for historically underrepresented racial-ethnic groups. Since its founding, more than ninety two-year and four-year colleges and universities in ten states have partnered with CUE to use the Equity Scorecard™ and learn about the concept of "equity-mindedness" that is the foundation for institutional responsibility.