Twitter Engagement

#m2c3

@minoritymaleccc
What is M\(^2\)C\(^3\)?

M\(^2\)C\(^3\) is an initiative that was established to partner with community colleges to build the institutional capacity necessary to facilitate student success for men who have been historically underrepresented and underserved in postsecondary education.

- “Flagship” Needs Assessment Tool: Community College Survey of Men (CCSM)
- Community College Student Success Inventory (CCSSI)
- Professional Development Activities
- Student Success Workshops
- Other Data-Driven Tools
Assessment, Research, Training

A Free Webinar
Hosted by the Minority Male Community College Collaborative.

Supporting Men of Color in Community Colleges: Teaching and Learning Strategies for Classroom Faculty
Friday September 12, 2014 10:00 AM-11:30 AM (Pacific Time)

Teaching Men of Color in the Community College
A Guidebook

Examining the Status of Men of Color in California Community Colleges: Recommendations for State Policymakers
Frank Harris III and J. Luke Wood

Advancing the Success of Boys and Men of Color in Education

Picturing Inequity:
An Infographic Report on Persistence and Completion for Men in the California Community College
By
J. Luke Wood, PhD
Frank Harris III, EdD

Minority Male Community College Collaborative (M2C3)
Interwork Institute
San Diego State University

Recommendations
For Policymakers
Determinants of Faculty Student Engagement

**White Men**

\[ \text{FSE} = \text{Friendliness on campus} (0.194) + \text{Validation of belonging} (0.188) \]

\[ R^2 = 10.1 \text{ (controls); } R^2 = 24.6 \text{ (controls+predictors)} \]

**Asian Men**

\[ \text{FSE} = \text{HSGPA} (0.201) + \text{Check in on me} (0.309) + \text{Validation of success} (0.298) \]

\[ R^2 = 16.9 \text{ (controls); } R^2 = 37.8 \text{ (controls+predictors)} \]

**Black Men**

\[ \text{FSE} = \text{Income} (-0.175) + \text{Check in on me} (0.231) + \text{Validation of belonging} (0.212) + \text{Ask questions during class} (0.177) \]

\[ R^2 = 9.9 \text{ (controls); } R^2 = 31.0 \text{ (controls+predictors)} \]

**Latino Men**

\[ \text{FSE} = \text{Time status} (-0.192) + \text{Check in on me} (0.186) + \text{Validation of ability} (0.137) + \text{Inquire about progress} (0.251) \]

\[ R^2 = 10.6 \text{ (controls); } R^2 = 29.6 \text{ (controls+predictors)} \]
Four Elements of Excellence for Men of Color

- High Expectations
- Authentic Care

Challenge vs. Support diagram
NATIONAL OUTCOMES DATA
National Attainment Rate for Men of Color, Including Certificate, Degree, and Four-Year Transfer

<table>
<thead>
<tr>
<th>Male</th>
<th>38.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>32.1%</td>
</tr>
<tr>
<td>Asian</td>
<td>43.4%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>30.2%</td>
</tr>
<tr>
<td>Other</td>
<td>34.9%</td>
</tr>
<tr>
<td>Multiethnic</td>
<td>29.9%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>39.8%</td>
</tr>
</tbody>
</table>

Beginning Postsecondary Students Longitudinal Study Cohort, 2003-2009 (computed 2014 via PowerStats)
Latino Male Attainment

- **Overall**: 30.2%
- **Economically Disadvantaged**: 26.8%
- **Not Economically Disadvantaged**: 32.2%
- **Latino Men First Gen**: 28.4%
- **Latino Men Non-First Gen**: 35.3%

**Full-Time**
- **30.1%**

**Mixed Enrollment**
- **40.2%**

**Part-Time**
- **7.4%**

Data represent the percentage of first-time Latino men who completed a certificate, degree, became transfer prepared, or transferred in six years.
Black Male Attainment

Overall: 32.1%

Full-Time: 43.0%

Mixed: 33.1%

Part-Time: 4.3%

Economically Disadvantaged: 36.2%

Not Economically Disadvantaged: 28.4%

Black Men First Gen: 31.0%

Black Men Non-First Gen: 34.7%

Black Men (Talk with Faculty Outside of Class): 64.2%

Data represent the percentage of first-time Black men who completed a certificate, degree, became transfer prepared, or transferred in six years.
THE ROLE OF M2C3
“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/campus/department that results in our male students of color not doing as well as other students?”
A Rationale for Enhanced Teaching and Learning Strategies for Men of Color in CCs

- Externals pressures
- Racial/gender stereotypes
- Male gender role socialization
- Inadequate preparation for collegiate work
The Pyramid of Student Success

- Relational: Trust/Mutual Respect/ Authentic Care
- Effective and Engaging Pedagogy
- Student Success
Rapport and Relationship Building Strategies

• Keep an open mind.
• Welcome warmly. Arrive a few minutes early.
• Routinely and authentically communicate care.
• Connect with students as individuals.
• Get to know them on a personal basis.
• Avoid the “approach me first”
• “Prove yourself first” stances.
Rapport and Relationship Building Strategies

• Be transparent about your past failures and how you overcame them.
• Check in frequently with students—especially those who “disappear” for a period of time.
• Follow through on promises!
• Criticize privately . . . . praise publicly.
• Don’t just direct them to support services or resources, facilitate a connection with a colleague.
“As an African American female, I have my own work and also being a counselor, I check in with myself to make sure that there is no transference happening in my interactions with Black males. I have an advantage because I do genuinely care about their health, well being, and success beyond college. I also depend on them and they need to know that. They are my future and they are worthy of holding that responsibility.”
“As a teacher, you need to be open to their situation and understand that they are trying to improve their skills. However, at times ‘life’ simply gets in the way, whether it's working and ‘hustling’ or dealing with ‘baby momma drama,’ these men have something valuable to offer, and it's our job to support and nurture them.”
Strategies for Effective Pedagogy

• Utilize culturally relevant content
  • Historical Context
  • Life Relevant
  • Differing Viewpoints
  • Feature Diverse Speakers

• Engage men in critical reflection upon their lives and realities

• Employ collaborative learning strategies
  • Restructure classroom for collaborative engagement
  • Assignment work in small groups
  • Collaborative experiential learning
“Experiential learning experiences provide alternative learning perspectives for students to see how what they are learning is connected to real life (which is a major disconnect with some traditional strategies).”
“Recognize that they are unique and valuable to our society is of the upmost importance. Men of color need to be validated for who they are. We talk about the great men of color in class and they can self select a person to research and put together a PowerPoint presentation on said person in teams of two.”
Strategies for Effective Pedagogy

• Proactively monitor students’ academic performance
  • Proactively asking students if they need help
  • Provide encouragement to students on the margin
  • Know when to ‘step in’
Coming Soon...

Teaching Men of Color in the Community College

A Guidebook

Minority Male Community College Collaborative (M2C3)
Interwork Institute
San Diego State University
Advisory Board

George R. Boggs, Ph.D.
President & CEO Emeritus
American Association of Community Colleges

Edward C. Bush, Ph.D.
Vice President for Student Services
Riverside Community College

Rita Cepeda, Ed.D.
Chancellor
San Jose—Evergreen Community College District

Ned Doffoney, Ed.D.
Chancellor
North Orange County Community College District

Margaret Ford Fisher, Ed.D.
President
Houston Community College - Northeast

Rosemary Gillett-Karam, Ph.D.
Director, Community College Leadership Doctoral Program
Morgan State University

Shaun R. Harper, Ph.D.
Associate Professor and Director
Center for the Study of Race and Ethnicity in Education
University of Pennsylvania

Samuel D. Museus, Ph.D.
Associate Professor of Higher Education
University of Denver

William E. Piland, Ed.D.
Professor Emeritus, Postsecondary Education
San Diego State University

Victor B. Saenz, Ph.D.
Associate Professor, Higher Education
University of Texas at Austin

Ronald Williams, Ph.D.
Vice President Emeritus
The College Board
Contact Us

Frank Harris III & J. Luke Wood, Co-Directors
Minority Male Community College Collaborative (M2C3)
Administration, Rehabilitation, & Postsecondary Education Department
San Diego State University
@minoritymaleccc
m2c3@mail.sdsu.edu
http://interwork.sdsu.edu/sp/m2c3/
Contact US

Khalid White, Ed.D.
Professor, Ethnic Studies Coordinator, Umoja Academic Success Program
San Jose City College
(408) 298-2181x 3050 office
Khalid.White@sjcc.edu
Questions for Further Discussion

• How are men of color viewed in society? In education?
• How do faculty at our campus perceive men of color?
• What strategies can you employ in your classes to establish positive relationships with men of color in your classes?
• What are some effective teaching practices you can employ to enhance the learning process for men of color in your classes?
• What are some teaching and learning practices that were not presented in the webinar that you have found to be effective?
TEACHING MEN OF COLOR IN THE COMMUNITY COLLEGE:
Strategies for Classroom Faculty

San Diego State University
Minority Male Community College Collaborative (M2C3)