



**Advancing the Success of Men of Color:
The Role of the Community College Trustee**




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Twitter Engagement



#m2c3

@jlukewood





My BROTHER'S KEEPER
Creating opportunity for boys
and young men of color.


"There are a lot of kids out there who need help, who are getting a lot of negative reinforcement. And is there more that we can do to give them the sense that their country cares about them and values them and is willing to invest in them?"


— President Obama, July 19, 2013

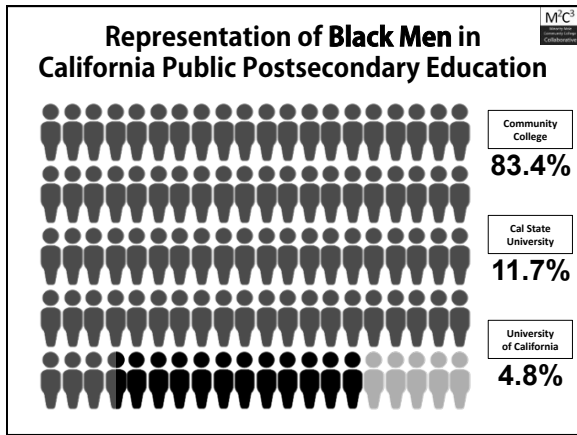
My Brothers Keeper
Understanding The Problem

Why a Focus on Men of Color?


- Part of the national dialogue
- Economic impact
- Prison industry
- Rich pool of talent for jobs
- Student Equity Plans
- Benefits All students





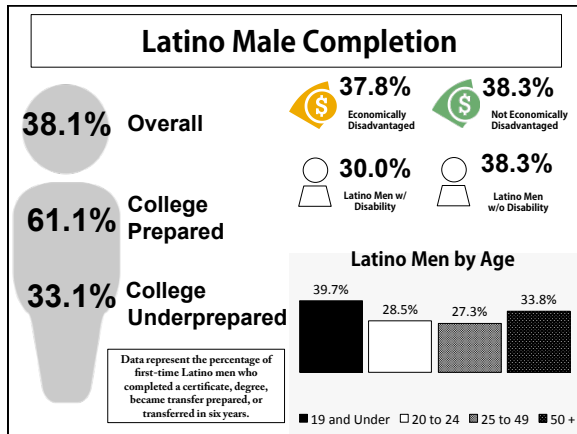


Six Year Completion Rate, 2006/07 (Percentage of Males who earned Certificate, Degree, Transferred, or Became Transfer Eligible)




	Cohort Year 2006-2007 (Outcomes by 2011-2012)
State of California	49.2%
Male	48.1%
African-American	38.6%
American Indian/Alaskan Native	37.8%
Asian	65.0%
Filipino	48.6%
Hispanic	38.1%
Pacific Islander	37.8%
White Non-Hispanic	51.9%

Source: California Community Colleges Chancellor's Office



Men of Color in CCs Report . . .




" . . . it's like I look around, and I feel like people were looking at me, and saying why is this guy here? What the f**k! Why are you here? Is this a joke?"
(Wood, in press)

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

"I mean if the teacher asks me to say something or asks me a question, then I'll answer it . . . but I'm not gonna just raise my hand. I'm not a person like that. I'm not shy or anything. It's just I don't wanna embarrass myself."
(Wood, in press)

Men of Color in CCs Report . . .



"His attitude about the faculty and the staff was, 'if they don't care about how I do, neither do I.' He would withdraw from classes rather than seek help, especially if his instructors did not specifically encourage his participation."
(Gardenhire-Crooks et al., 2010)

"What kind of man has two kids and quits working so he can go and read poetry at some damn college?"
(Harris & Harper, 2008)

"I also comes from a sense of pride. You know, you're always taught to be a man, and you're proud And, if you fail, if you stumble, then that's your own fault. You don't bring anybody down with you. You don't ask for help because it's your doing. You shouldn't have to ask anybody for help, and so it's just that sense of pride that carries over — that in the end, makes you fail"
(Saenz et al., 2013)

What is M²C³?



M²C³ is an initiative that was established to partner with community colleges in building the institutional capacity necessary to facilitate student success for men who have been historically underrepresented and underserved in postsecondary education.

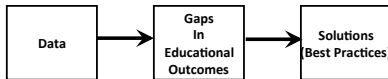
- “Flagship” Needs Assessment Tool: Community College Survey of Men (CCSM)
- Community College Student Success Inventory (CCSSI)
- Professional Development Activities
- Student Success Workshops
- Other Data-Driven Tools



“Data” versus “Inquiry”



The Data Paradigm:



The Inquiry Paradigm:



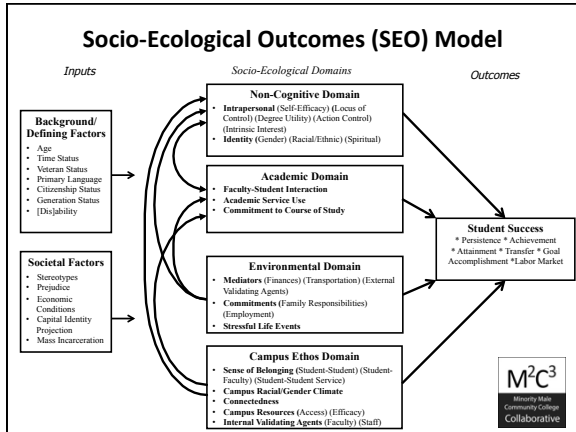
Bensimon, 2004

M2C3: Inquiry Tools



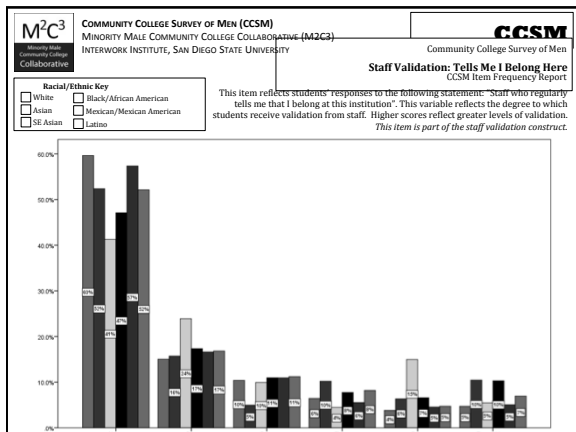
Community College Survey of Men (CCSM)									
1. How well do you understand the needs of men? (1-5)									
2. How well do you understand the needs of men? (1-5)									
3. How well do you understand the needs of men? (1-5)									
4. How well do you understand the needs of men? (1-5)									
5. How well do you understand the needs of men? (1-5)									
6. How well do you understand the needs of men? (1-5)									
7. How well do you understand the needs of men? (1-5)									
8. How well do you understand the needs of men? (1-5)									
9. How well do you understand the needs of men? (1-5)									
10. How well do you understand the needs of men? (1-5)									

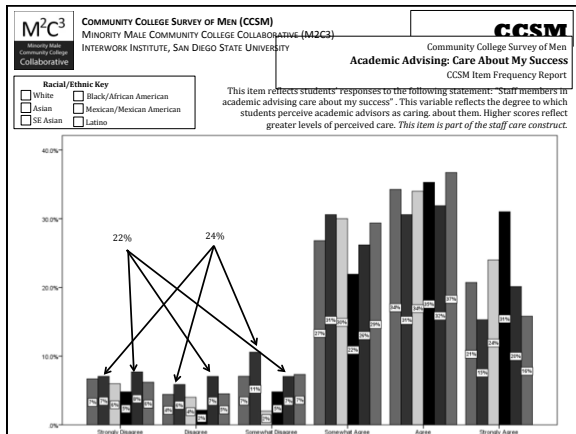
Community College Student Success Inventory				
A. Student Success Inventory				
Student Success Inventory	Yes	No	Not Applicable	Other
1. Do you have a clear understanding of the needs of men?				
2. Do you have a clear understanding of the needs of men?				
3. Do you have a clear understanding of the needs of men?				
4. Do you have a clear understanding of the needs of men?				
5. Do you have a clear understanding of the needs of men?				
6. Do you have a clear understanding of the needs of men?				
7. Do you have a clear understanding of the needs of men?				
8. Do you have a clear understanding of the needs of men?				
9. Do you have a clear understanding of the needs of men?				
10. Do you have a clear understanding of the needs of men?				

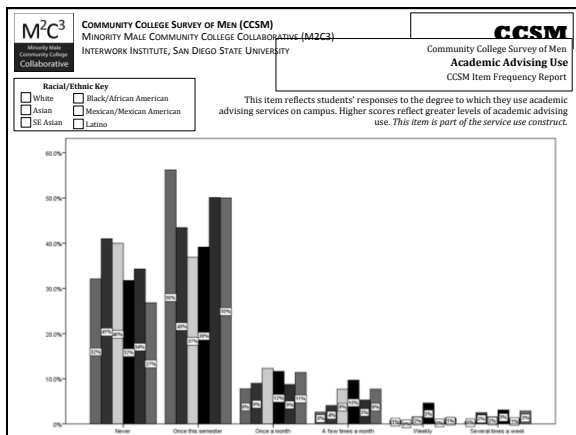


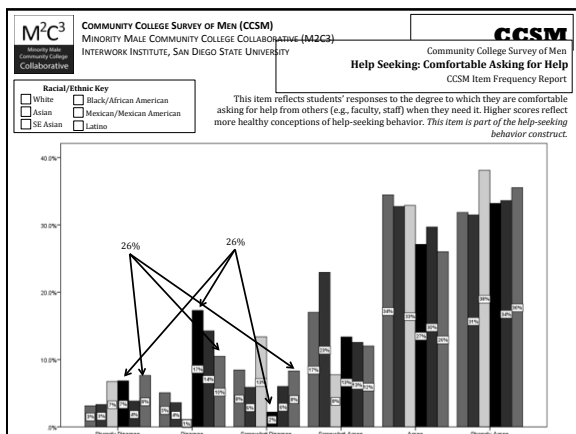



SALIENT INSIGHTS FROM THE CCSM











Correlates of Black Male Persistence



Campus Ethos Variables	Direction	Size
Service Efficacy	Positive	Large
Service Access	Positive	Large
RG Stereotypes	Negative	Small
Belonging with Faculty	Positive	Small

Non-Cognitive Variables	Direction	Size
Feminine	Positive	Large
Ethnic	Positive	Small
Help-Seeking	Positive	Large
Competitive Ethos	Positive	Moderate

Three Strongest Predictors (rank order)

- Service Efficacy
- Help-Seeking
- Faculty Validation

Correlates of Mexicano Male Persistence



Campus Ethos Variables	Direction	Size
Service Efficacy	Positive	Moderate
Service Access	Positive	Moderate
Staff Care	Positive	Large
RG Stereotypes	Negative	Small
Belonging with Faculty	Positive	Moderate

Non-Cognitive Variables	Direction	Size
Feminine	Positive	Large
Ethnic	Positive	Moderate
Help-Seeking	Positive	Large
Breadwinner	Positive	Small

Three Strongest Predictors (rank order)

- Help-Seeking
- Access to Services
- School as Feminine Domain

Implications for Policy

- Require student outcomes data on the Community College Student Success Score Card to be **disaggregated by gender within race/ethnicity.**
- **Refine ethnic classifications** to better account for outcome disparities that are experienced by diverse student populations.
- Assign an increased percentage of **full-time faculty to gatekeeper and basic skills courses.**
- Implement a **statewide/district-wide early alert system.**
- Create programs to **reclaim "near completers"**—those who have completed a substantial proportion of college units but have not completed their degrees.

Implications for Policy

- Include “*servicing historically underrepresented and underserved students*” in institutional mission statements and strategic plans (especially for minority-serving institutions).
- Create a *statewide educational initiative* for men of color.
- Ensure that men of color are equitably represented among students who *transfer to CSUs via Senate Bill 1440*.

- Establish *measurable student success goals* for men of color and/or historically underserved students.

Implications for Policy

- Establish policies regarding *ongoing professional development for faculty and staff* to better serve men of color and/or historically underserved students.
- *Partner with the business industry* to create internships and other co-curricular opportunities.
- *Intrasystem collaboration between colleges and districts* to ease system navigation

- Develop stronger *mechanisms for assessing the effectiveness of retention programs* designed to serve historically underserved students
- *Scalability of FYE and other programs* that have a track record of success on key student outcomes
- Imbed *assessment of disproportionate impact* by race/ethnicity within gender in equity plans

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