Send a Tweet!

@fharris3
@jlukewood

#M2C3
@minoritymaleccc
“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
The President Speaks on His "America's College Promise" Proposal

January 09, 2015 | 47:50 | Public Domain

President Obama delivers remarks about his new community college proposal at Pellissippi State Community College in Knoxville, Tennessee, January 9, 2015.

Download mp4 (1770MB) | mp3 (46MB)
What is M²C³?

M²C³ partners 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.
Community Colleges

Who Are Our Black and Latino Men?

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

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

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

Source: National Postsecondary Student Aid Study

@jlukewood
@fharris3

M^2C^3 Minority Male Community College Collaborative
A Call to Action
Success Outcomes for Black & Latino Men in the CA Community Colleges

Persistence

68%
Black Men
Persisted through first three terms

69%
Latino Men
Persisted through first three terms

72% White men

Completion

36%
Black Men
Completed in six years

36%
Latino Men
Completed in six years

49% White men

Dev. English

27%
Black Men
Completed developmental to college sequence

36%
Latino Men
Completed developmental to college sequence

45% White men

Dev. Math

16%
Black Men
Completed developmental to college sequence

27%
Latino Men
Completed developmental to college sequence

33% White men

Note: Data derived from the California Community College Chancellors Office

@fharris3  @jlukewood
THEORETICAL PERSPECTIVES
“Students of color aren’t doing well here because they have other priorities. How can I be held responsible if a student drops my class because she has a kid?”

“What are we doing (or not doing) as a college/campus/department that results in our students of color not doing as well as other students?”

“Why are folks so concerned about what’s going on with students of color? They seem to be doing fine. There’s a lot of them here.”
“Data” versus “Inquiry”

The Data Paradigm:

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

The Inquiry Paradigm:

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

Bensimon, 2004
Four Elements of Excellence

- High Expectations
- Authentic Care

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

Institutional Success

Effective and Engaging Practices

Relational: Trust/Mutual Respect/Authentic Care
Socio-Ecological Outcomes (SEO) Model

**Inputs**

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

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

**Socio-Ecological Domains**

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

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

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

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

**Outcomes**

**Student Success**
- * Persistence * Achievement
- * Attainment * Transfer * Goal Accomplishment * Labor Market
“It is futile to dwell on students’ past experiences. It is also harmful if inequalities are rationalized as beyond the control of practitioners. Instead we must focus on what is within the control of educators in terms of changing their own practices to meet the needs and circumstances of men of color.”

(Harris, Bensimon & Bishop, 2010)
SOME LESSONS LEARNED FROM THE COMMUNITY COLLEGE SURVEY OF MEN
Extracurricular Involvement

Social integration has been found to have a negative effect on student outcomes for underserved students.

Tinto (1975)
## Specific Scaling and Prompting

<table>
<thead>
<tr>
<th>Federal Scaling</th>
<th>Common Scaling</th>
<th>M2C3 Scaling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never, Sometimes, Often</td>
<td>Never, Sometimes, Often, Very Often</td>
<td>Never, Once this semester, once a month, a few times a month, weekly, several times a week</td>
</tr>
</tbody>
</table>

- **Black Men (Talk with Faculty Outside of Class)**
  - Never: 22.6%
  - Sometimes: 26.6%
  - Often: 64.2%

---

**Federal Prompting**

Please indicate your level of agreement with the following statements.

Faculty members:

**Common Prompting**

Please indicate your level of agreement with the following statements.

Instructors:

**M2C3 Prompting**

Please indicate your level of agreement with the following statements.

Answers should focus on the INSTRUCTOR in your first class of the week. So, if your first class of the week is Tuesday evening, then answer based on that class.
Classroom vs. Online Sampling

Staff members who regularly communicate to me that I belong at this institution.
Explore Between Group Variance

- Between group differences
- Differences in variation
- Measuring disparity
Institutional Responsibility Measurement

INTERMEDIATE
OUTCOME

Engagement
Institutional Responsibility Measurement

AFFECTIVE RESPONSE

Welcomeness to Engage

INTERMEDIATE OUTCOME

Engagement
Institutional Responsibility Measurement

POSITIVE FACILITATORS

- Validating Messages
- Micro-Inclusions
- Critical Representation
- Culturally Relevant Teaching
- Multicultural Counseling
- Time Investment
- Built Environments
- Equity-mindedness
- Anti-Deficit
- Asset-Based

AFFECTIVE RESPONSE

- Welcomeness to Engage
- Sense of Belonging
- Mattering

INTERMEDIATE OUTCOMES

- Engagement
- Action Control
  - Intrinsic Interest
Resituating the Unit of Analysis

Student Focused Framing

- Sense of Belonging
  - I see myself as a part of the campus community
  - I feel that I am a member of the campus community
  - I feel a sense of belonging to the campus community

Institutional Responsibility Framing

- Sense of Belonging
  - Instructor cares about my perspective in class
  - Instructor values interacting with me during class
  - Instructor values my presence in class

Hurtado & Carter (1997)
Students’ perceptions of whether or not faculty welcomed them to talk about non-academic matters outside of class. *This item is part of the faculty outside welcome construct.*
Establish Thresholds of Acceptability

Community College Survey of Men
Faculty Welcomed Office Hours Attendance
CCSM Item Frequency Report

Racial/Ethnic Key
- White
- Mexicano
- Asian
- Latino
- Black

Students' perceptions of whether or not faculty welcomed them to ask for academic support during out of class conversations. *This item is part of the faculty outside welcome construct.*
Disaggregation is Key

Community College Survey of Men
Faculty Validation: I Have the Ability
CCSM Item Frequency Report

Racial/Ethnic Key
- Asian
- P. Islander
- S.E. Asian
- Filipino
- S. Asian

Professor who regularly tells me that I have the ability to do the work.

Percent

None
One
Two
Three
Four
Five or More

21%
17%
9%
12%
17%
17%

22%
27%
29%
26%
20%
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8%
Gaining Institutional Buy-In

• **Announce the initiation of the process**
  – Convocation, faculty senate, staff senate, college colloquium, email

• **Communication from the President or other executive**
  – Illustrate the ‘urgency’
  – Discuss the timeliness
  – Convey that the effort is a high priority
  – Explain the many tangible benefits
  – Discuss intensifying benefit for underserved students

• **Invite initial feedback from all campus personnel and students**
TOOLS FOR INSTITUTIONAL SELF-ASSSESSMENT ON SERVING MEN OF COLOR IN COMMUNITY COLLEGES
Community College Student Success Inventory (CCSSI)

• Six overarching areas for institutional action and support
  – Financial aid \((n=7)\)
  – Student support services \((n=18)\)
  – Teaching and learning \((n=13)\)
  – Institutional research \((n=9)\)
  – Minority male initiatives and programs \((n=14)\)
  – Early alert systems \((n=6)\)

• Content validation from subject matter experts (SMEs)

• Results published in the *Community College Journal of Research and Practice* (Harris & Wood, 2014).
# Community College Student Success Inventory (CCSSI)

<table>
<thead>
<tr>
<th></th>
<th>Not at All</th>
<th>Minimally</th>
<th>Proficiently</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 The institution has an early alert system</td>
<td><img src="X" alt="Rating" /> <img src="X" alt="Rating" /> <img src="X" alt="Rating" /> <img src="X" alt="Rating" /></td>
<td><img src="X" alt="Rating" /> <img src="X" alt="Rating" /> <img src="X" alt="Rating" /> <img src="X" alt="Rating" /></td>
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<td><img src="X" alt="Rating" /> <img src="X" alt="Rating" /> <img src="X" alt="Rating" /> <img src="X" alt="Rating" /></td>
</tr>
<tr>
<td>6.2 Faculty and staff are trained on how to use the system.</td>
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<tr>
<td>6.3 Faculty and staff use the system regularly.</td>
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<tr>
<td>6.4 The system allows for the timely feedback to students (feedback early on during academic term)</td>
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<td><img src="X" alt="Rating" /> <img src="X" alt="Rating" /> <img src="X" alt="Rating" /> <img src="X" alt="Rating" /></td>
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</tr>
<tr>
<td>6.5 The system facilitates referrals to student support services (e.g., financial, counseling, academic advising).</td>
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</tr>
<tr>
<td>6.6 Students are aware of the system (i.e., via catalogs, counselors/advisers, orientations, student success program websites) and how it is used to facilitate their success.</td>
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</tr>
</tbody>
</table>
Community College Survey of Men (CCSM)

• An institution-level quantitative assessment that is used for:
  – Benchmarking
  – Performance Monitoring
  – Identifying areas in need of enhanced attention

• Grounded theoretically by the SEO model and informed by the published research

• Rigorously validated over a three year period

• Completed by nearly 9,000 respondents enrolled @ 55+ Community Colleges in 8 States
Community College Survey of Men (CCSM)

Instructions: Please use a pen or pencil to completely fill in your responses on the survey. Here are three tips for completing the survey: 1) move QUICKLY through the survey; 2) Don't overthink the questions, respond with your INITIAL INSTINCT; and 3) BE HONEST, your responses are only helpful to the degree that they are accurate.

1. Please indicate your racial/ethnic affiliation (mark only one category)
   - White/Caucasian
   - Asian American (excluding Southeast Asian)
   - Southeast Asian (e.g., Cambodian, Hmong, Laotian, Vietnamese)
   - South Asian (e.g., Indian, Pakistani, Sri Lankan)
   - Pacific Islander or Hawaiian
   - Filipino
   - Black or African American
   - Mexican or Mexican American
   - Hispanic or Latino (excluding Mexican descent)
   - American Indian or Alaskan Native
   - Middle Eastern
   - Other (please specify)
   - Multiracial (please specify)

2. Please indicate your age.
   - Under 18
   - 18-24
   - 25-31
   - 32-39
   - 40-49
   - 50-59
   - 60-65
   - 66-74
   - 75 or older

3. How many individuals depend on you for financial support (e.g., children, siblings, parents, grandparents)?
   - None
   - 1
   - 2
   - 3
   - 4
   - 5 or more

4. Please indicate the following regarding military service.
   - None
   - Veteran
   - Active Duty
   - Reserve

5. Please describe your sexual orientation?
   - Heterosexual "straight"
   - Gay/Lesbian
   - Bisexual
   - Non-Conforming
   - Other (please specify)

6. Please respond to the following birth origin statements.
   - I was born in the United States or U.S. Territory
   - One or both of my parents were born in the United States or U.S. Territory
   - Yes
   - No
   - Yes
   - No

7. Are you on a college varsity (not intramural) athletic team? Yes, No
   - Women's
   - Basketball
   - Cross Country
   - Sand Volleyball
   - Soccer
   - Softball
   - Swimming/Diving
   - Tennis
   - Track and Field
   - Volleyball
   - Water Polo
   - Men's
   - Basketball
   - Cross Country
   - Football
   - Soccer
   - Swimming/Diving
   - Tennis
   - Track and Field
   - Volleyball
   - Water Polo

8. What is your annual income (Please report what you and other family members who support you make. Include income from all sources (e.g., work, government aid, stocks)?)
   - Under $10,000
   - $10,000 - $19,999
   - $20,000 - $29,999
   - $30,000 - $39,999
   - $40,000 - $49,999
   - $50,000 - $59,999
   - $60,000 - $69,999
   - $70,000 - $79,999
   - $80,000 - $89,999
   - $90,000 - $99,999
   - $100,000 or more
Community College Survey of Men

CCSM Item Frequency Report

Racial/Ethnic Key
- White
- Filipino
- Latino
- Black

Engagement with Faculty: Non-Academic
This item reflects students’ self-reported engagement with faculty and indicates how often students “talk with professors about non-academic matters (e.g., personal, family, current events) outside of class.”

This item is a part of the faculty-student engagement construct.
This item reflects students’ perceptions of the number of staff who serve as validating agents and communicate that they belong at this institution. *This item is a part of the staff validation construct.*
## Top Faculty Factors Contributing to Male Effort/Focus

<table>
<thead>
<tr>
<th>Factor</th>
<th>White</th>
<th>Asian</th>
<th>Black</th>
<th>Mexicano</th>
<th>Latino</th>
</tr>
</thead>
<tbody>
<tr>
<td>BELONGING “Care about my perspective in class”</td>
<td>†</td>
<td></td>
<td>+</td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>BELONGING “Value interacting with me during class”</td>
<td></td>
<td></td>
<td>†</td>
<td></td>
<td>†</td>
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<tr>
<td>BELONGING “Value my presence in class”</td>
<td>†</td>
<td>+</td>
<td>++</td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>BELONGING “Care about my success in class”</td>
<td>+++</td>
<td></td>
<td></td>
<td>++</td>
<td></td>
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<tr>
<td>BELONGING “Believe I belong here”</td>
<td>+++</td>
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<tr>
<td>VALIDATION “Communicate that I have the ability”</td>
<td></td>
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<td>+++</td>
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<tr>
<td>VALIDATION “Communicate that I can succeed”</td>
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<td>VALIDATION “Communicate that I belong here”</td>
<td>+++</td>
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<tr>
<td>WELCOMENESS (INSIDE) “Ask questions during class”</td>
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<tr>
<td>WELCOMENESS (INSIDE) “Respond to questions during class”</td>
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<tr>
<td>WELCOMENESS (INSIDE) “Participate in class discussions”</td>
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<td>WELCOMENESS (INSIDE) “Inquire about my progress in class”</td>
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<tr>
<td>WELCOMENESS (INSIDE) “Talk with them before/after class”</td>
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<td>WELCOMENESS (OUTSIDE) “Visit them during office hours”</td>
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<tr>
<td>WELCOMENESS (OUTSIDE) “Say “hello””</td>
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<tr>
<td>WELCOMENESS (OUTSIDE) “Talk with them about academic matters”</td>
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<tr>
<td>WELCOMENESS (OUTSIDE) “Talk with them about non-academic matters”</td>
<td></td>
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<tr>
<td>WELCOMENESS (OUTSIDE) “Ask for academic support”</td>
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<td>+++</td>
</tr>
</tbody>
</table>

Note: † = important; ;++=very important; ;++=extremely important
Male Program Assessment for College Excellence (M-PACE)

- A program-level outcomes based assessment tool
- Designed for repeated measures designs
- Based on a synthesis of program outcomes and services commonly employed by MMIs
  - leadership development, mentoring, college survival skills, community learning opportunities, tutoring, academic advising, cohort study sessions, counseling, career planning, and books clubs
Male Program Assessment for College Excellence (M-PACE)

<table>
<thead>
<tr>
<th></th>
<th>Leadership/Professional Development</th>
<th>Mentoring</th>
<th>College Survival Skills</th>
<th>Service/Community Learning Opportunities</th>
<th>Tutoring</th>
<th>Academic Advising</th>
<th>Cohort Study Sessions</th>
<th>Counseling</th>
<th>Career Planning</th>
<th>Literacy/Book Club</th>
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<td>academic self-efficacy</td>
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<tr>
<td>sense of belonging (connection to faculty &amp; staff)</td>
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<td>persistence (retention)</td>
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<td>transfer</td>
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<td>Achievement (GPA)</td>
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<td>graduation</td>
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<td>use of academic services</td>
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<td>student-faculty engagement</td>
<td>X</td>
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Male Program Assessment for College Excellence (M-PACE)

**EVALUATION COPY**

Male - Program Assessment for College Excellence (M-PACE)

**Instructions:** Please use a pen or pencil to completely fill in your responses on the survey. Here are three tips for completing the survey: 1) move QUICKLY through the survey; 2) Don’t overthink the questions, respond with your INITIAL INSTINCT; and 3) BE HONEST, your responses are only helpful to the degree that they are accurate.

1. Please indicate your racial/ethnic affiliation (mark only one category)
   - White Caucasian
   - Asian American (including Southeast Asian)
   - Southeast Asian (e.g., Cambodian, Hmong, Laotian, Vietnamese)
   - South Asian (e.g., Indian, Pakistan, Sri-Lankan)
   - Pacific Islander or Hawaiian
   - Filipino
   - Black or African American
   - Mexican or Mexican American
   - Hispanic or Latino (excluding Mexican descent)
   - American Indian or Alaskan Native
   - Middle Eastern
   - Other (please specify)
   - Multiracial (please specify)

2. Please indicate your age.
   - Under 18
   - 18-24
   - 25-31
   - 32-38
   - 39-45
   - 46-52
   - 53-59
   - 60-66
   - 61 or older

3. Please describe your sexual orientation?
   - Heterosexual/straight
   - Bisexual
   - Non-Conforming
   - Other (please specify)

4. Please respond to the following birth origin statements.
   - I was born in the United States or U.S. Territory
   - One or both of my parents were born in the United States or U.S. Territory
   - Yes
   - No
   - Yes
   - No

5. Are you on a college varsity (not intramural) athletic team? If so, in what sport?
   - Yes
   - No
   - Baseball
   - Basketball
   - Cross Country
   - Foothill
   - Soccer
   - Swimming/Diving
   - Tennis
   - Track and Field
   - Volleyball
   - Water Polo

6. What is your annual income? (Please report what you and other family members who support you make. Include income from all sources (e.g., work, government aid, stocks)).
   - Under $10,000
   - $10,001 - 20,000
   - $20,001 - 30,000
   - $30,001 - 40,000
   - $40,001 - 50,000
   - $50,001 - 60,000
   - $60,001 - 70,000
   - $70,001 - 80,000
   - $80,001 - 90,000
   - $90,001 - 100,000
   - $100,001 - 110,000
   - $110,001 or more

7. Please indicate your high school GPA (on a 4.0 scale), regardless of whether you completed high school.
   - 0.0 to 0.9 (F to D)
   - 1.0 to 1.9 (C- to C)
   - 2.0 to 2.9 (B- to B)
   - 3.0 to 3.4 (B to A)
   - 3.5 to 4.0 (A- to A)
EVIDENCE BASED DECISION-MAKING
FOR UNDERSERVED STUDENT POPULATIONS

J Luke Wood & Frank Harris III
San Diego State University