

EVIDENCE BASED DECISION-MAKING

FOR UNDERSERVED **STUDENT POPULATIONS**



M²C³
Minority Male
Community College
Collaborative

J Luke Wood & Frank Harris III
San Diego State University

Purpose of the Session . . .

. . . discuss the critical role of educators in addressing systemic educational inequities

. . . advance the concepts of ‘equity-mindedness’ and ‘institutional-responsibility’ and the central roles they play in campus-based equity efforts

. . . present lessons learned from our work in partnering with colleges to address disparities faced by men of color

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.

**National Consortium on College Men of Color
 (M2C3 Consortium)**
 Minority Male Community College Collaborative

National consortium to support the capacity of community colleges to enhance outcomes for men of color

Community colleges that are interested in sharing their efforts and learning about new strategies for enhancing the success of men of color.

How do we better serve our Black, Latino, Native American, and Southeast Asian men?

Only **16%** of all men of color attain their goals in six years

Community colleges serve **Half** of all men of color in postsecondary education

National consortium partners will receive:

- Access to M2C3 webinars on men of color.
- Access to participate in information-sharing on promising practices with other community colleges
- Access to the M2C3 virtual discussion board
- Participate in annual working group meeting in San Diego CA

Interested? Contact us at m2c3@mail.sdsu.edu

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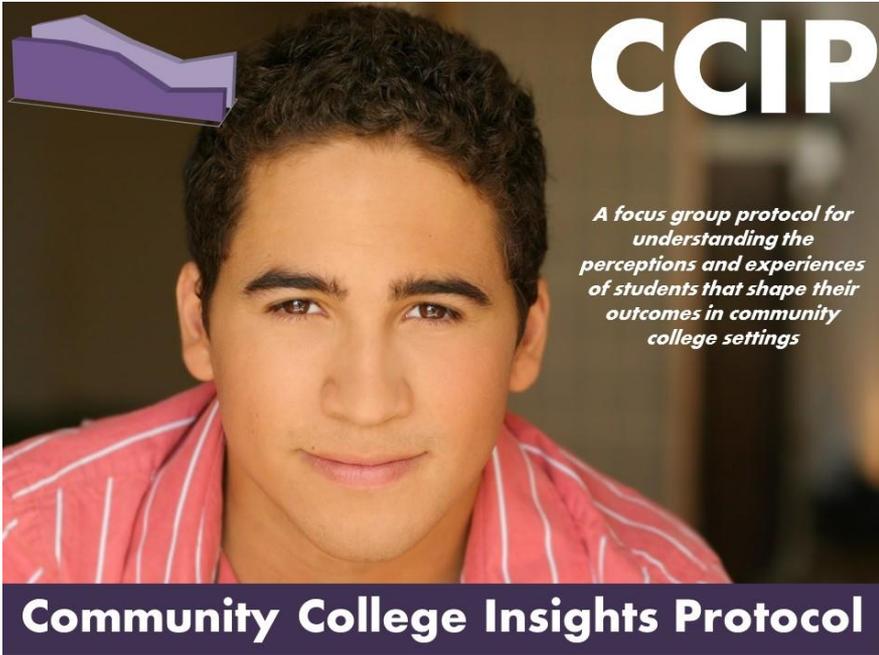
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Teaching Men of Color in the Community College
 A Guidebook



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

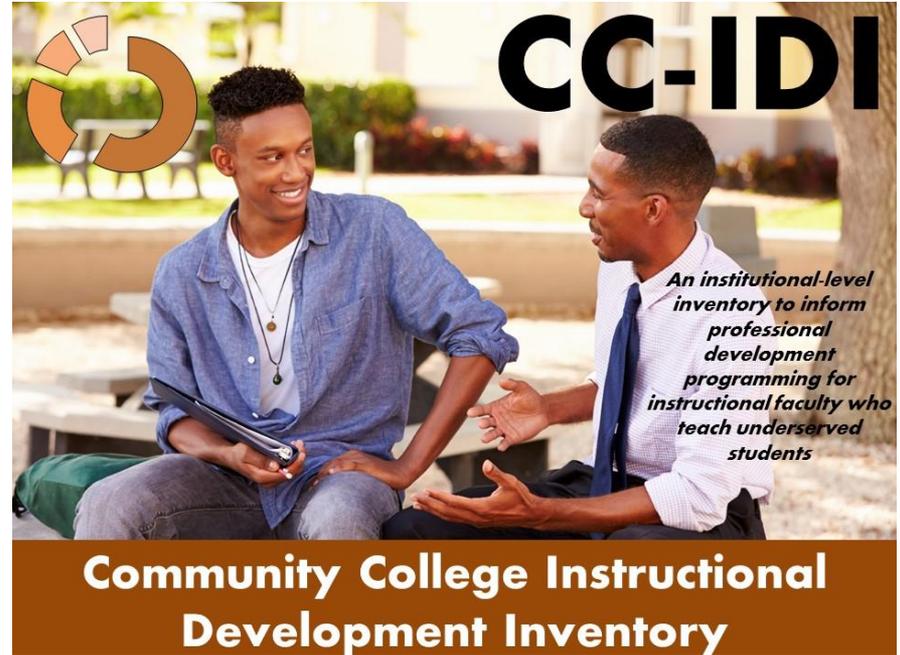
Minority Male Community College Collaborative (M2C3)
 Interwork Institute
 San Diego State University



CCIP

A focus group protocol for understanding the perceptions and experiences of students that shape their outcomes in community college settings

Community College Insights Protocol



CC-IDI

An institutional-level inventory to inform professional development programming for instructional faculty who teach underserved students

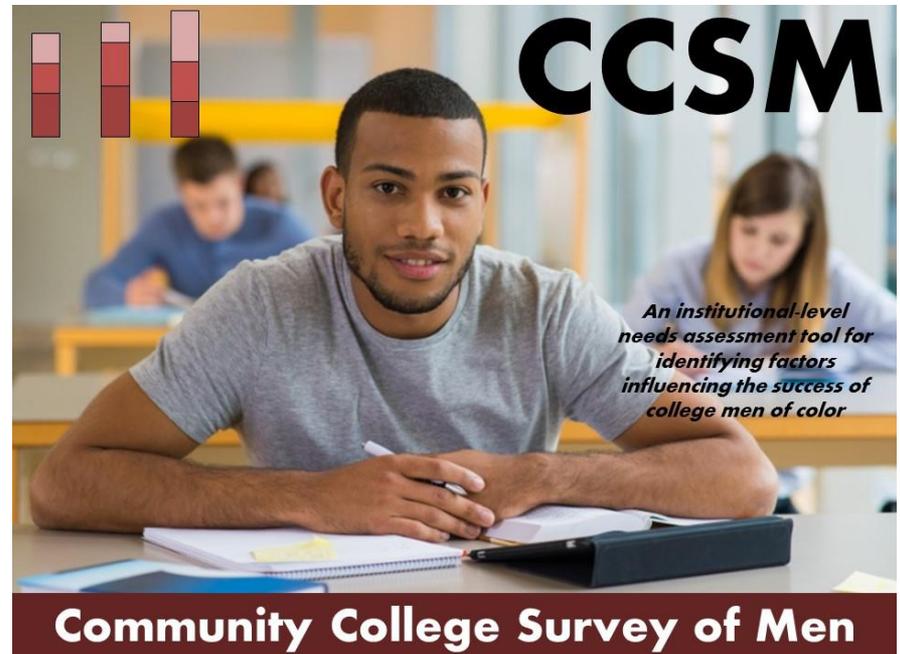
Community College Instructional Development Inventory



CCSSI

An institutional self-assessment tool for determining an institution's readiness to facilitate successful outcomes for men of color

Community College Student Success Inventory



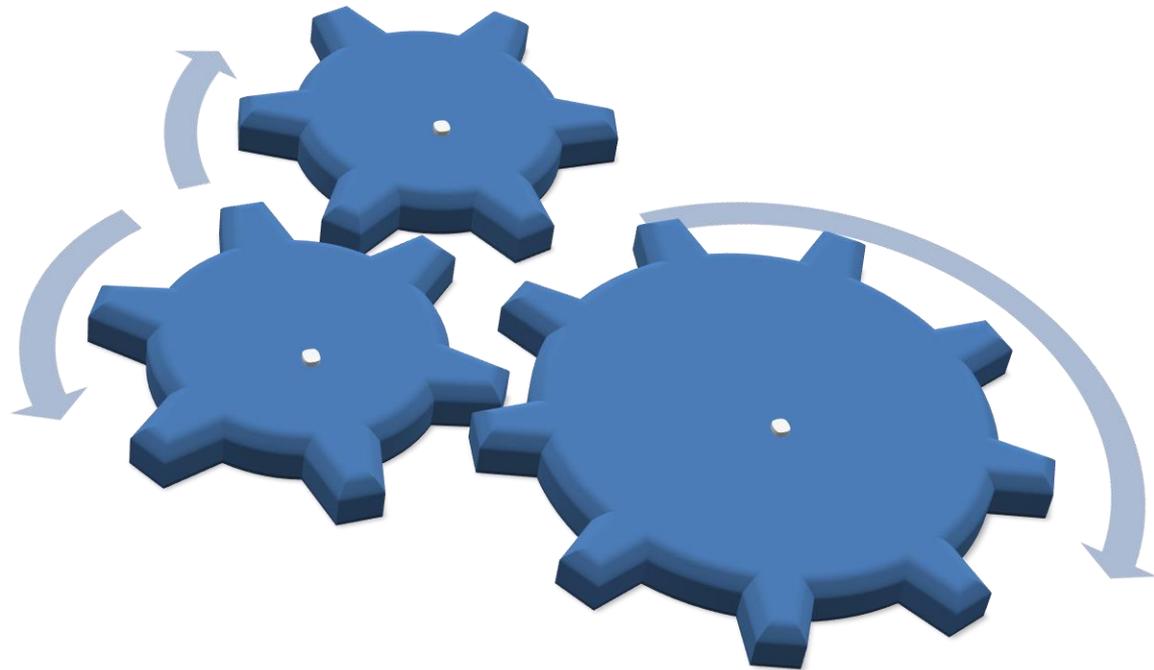
CCSM

An institutional-level needs assessment tool for identifying factors influencing the success of college men of color

Community College Survey of Men

"Every system is perfectly designed to achieve the results it gets."

(attributed to W. Edward Deming and Paul Batalden)



Do You Have a Plan?

If you fail to plan, you are
planning to fail

– Benjamin Franklin

Is It a Good Plan?

“We have to stop shifting sand and get to the bedrock”

– Eric Bishop

Equity Inquiry, Planning, and Efforts

Equity Inquiry

- prioritizes the voices and lived experiences of participants
- examines phenomena in context
- reveals culturally embedded patterns that shape phenomena

Equity Planning

- A subset of strategic planning focused on establishing directions for enhancing student success outcomes for underserved students
- Establish measureable benchmarks and outcomes

Equity Efforts

- enacting institutional efforts to close the achievement gap
- identifying outcome disparities
- viewing disparities from an “equity-minded” perspective (Bensimon, 2005)
- changing institutional practices to improve student success

Why Engage in Equity Inquiry?

- To illuminate systemic trends and patterns of disproportionate impact on men of color
- To foster critical conversations on student equity
- To identify areas in need of enhanced attention and intervention
- To test the validity of common assumptions
- To align equity efforts with the institutional strategic plan

GUIDING PRINCIPLES

Equity-Mindedness

Equity minded educators. . . .

- are cognizant of exclusionary practices and systemic inequities that produce outcome disparities in educational contexts
- attribute outcome disparities to breakdowns in institutional performance rather than exclusively to student deficits or behaviors
- continuously reflect upon their roles in and responsibilities for student success
- challenge their colleagues to be equity-minded educators

“What the hell is wrong with these students? Why aren't they doing what it takes for them to be successful here?”

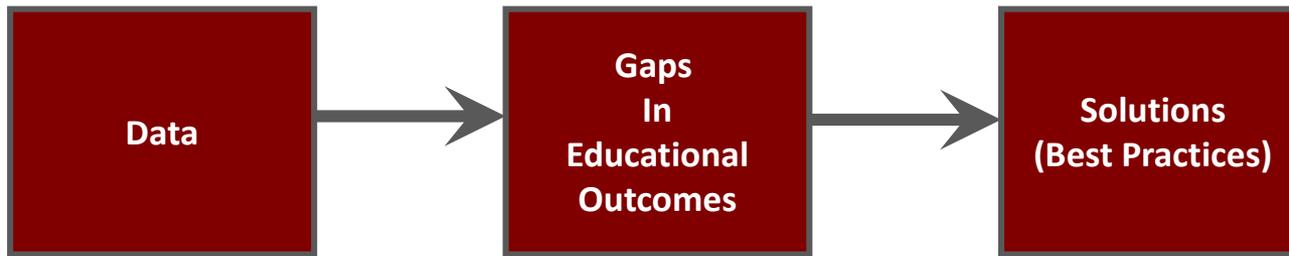




“What are we doing (or not doing) as a college, campus, or department that results in our students not doing as well as they should?”

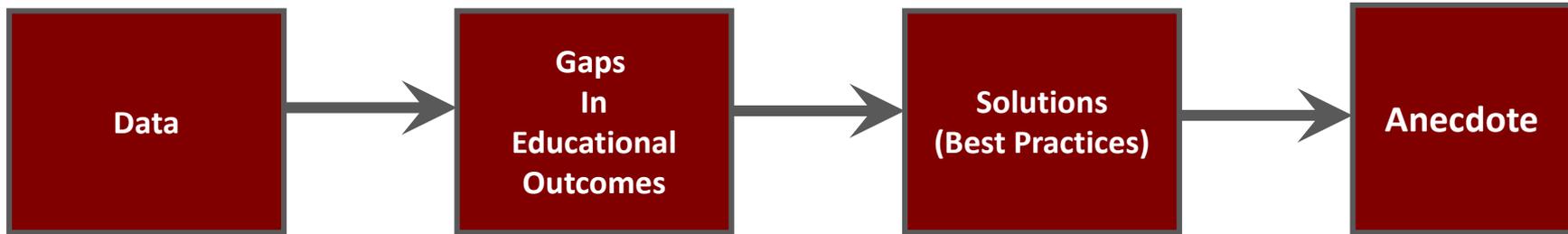
“Data” versus “Inquiry”

The Data Paradigm:



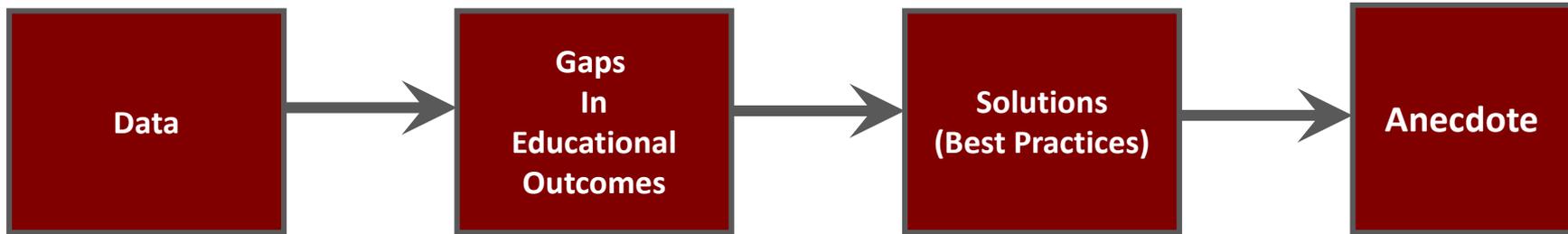
“Data” versus “Inquiry”

The Data Paradigm:

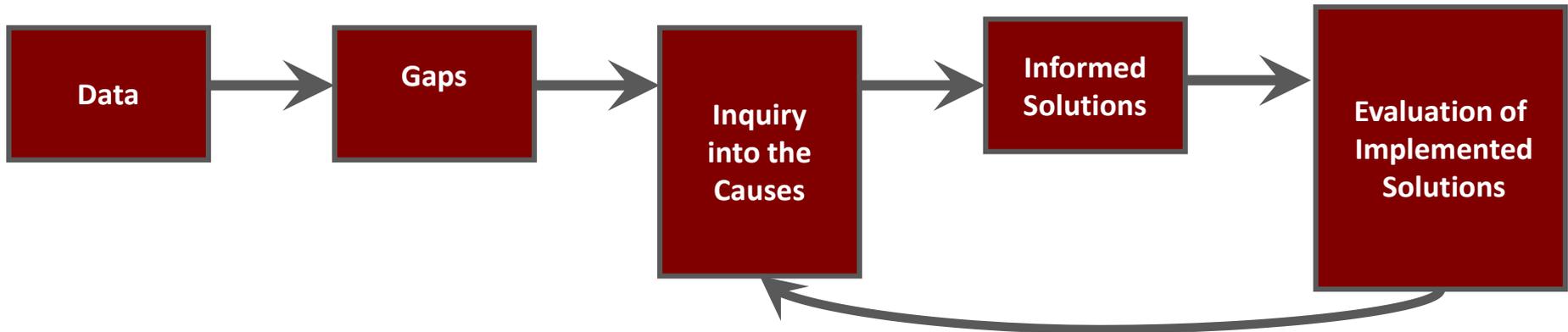


“Data” versus “Inquiry”

The Data Paradigm:



The Inquiry Paradigm:



Taxonomy of Perspectives on **Men of Color** Efforts

	Don't know what to do (DK)	Know what to do (K)
Willing to employ practices (W)	DK W	K W
Unwilling to employ practices (U)	DK U	K U

Taxonomy of Perspectives on **Men of Color** Efforts

	Don't know what to do (DK)	Know what to do (K)
Willing to employ practices (W)	The Allies	The Choir
Unwilling to employ practices (U)	The Resisters	The Defiant

LESSONS LEARNED

Equity Inquiry

- **Fostering Conditions for Buy-in**
 - President or another executive should announce
 - Convocation, faculty senate, staff senate, college colloquium
 - Illustrate ‘urgency’ and ‘timeliness’
 - Convey that the effort is a high priority
 - Explain benefits that speak to multiple audiences
 - Invite feedback (that is respectful)

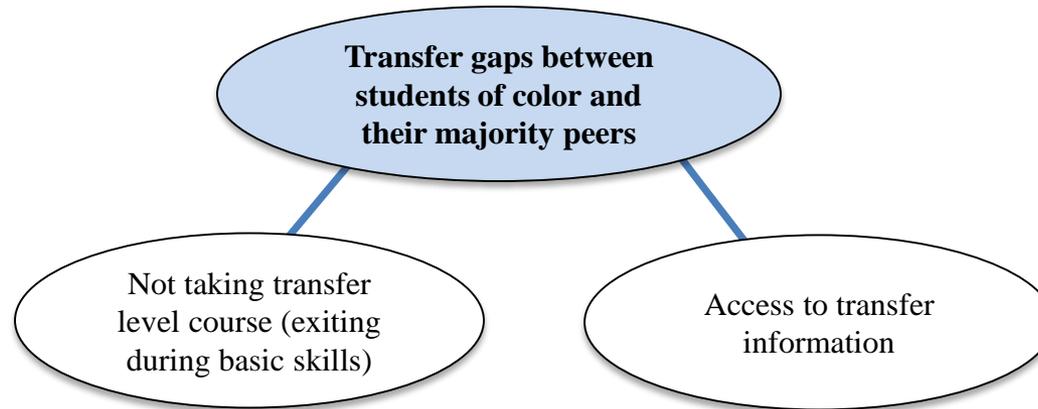
Equity Inquiry

- Inquiry should take place (at minimum) at the beginning (needs assessment) and after implementation (outcomes evaluation)
- Monitor the progress of data collection throughout the data collection period—adjust the sampling strategy as needed
- Distinguish anecdotal knowledge from evidence
- Consider inquiry results with data from other data sources
- Levy experiential knowledge through root-causes analyses (or similar approaches)

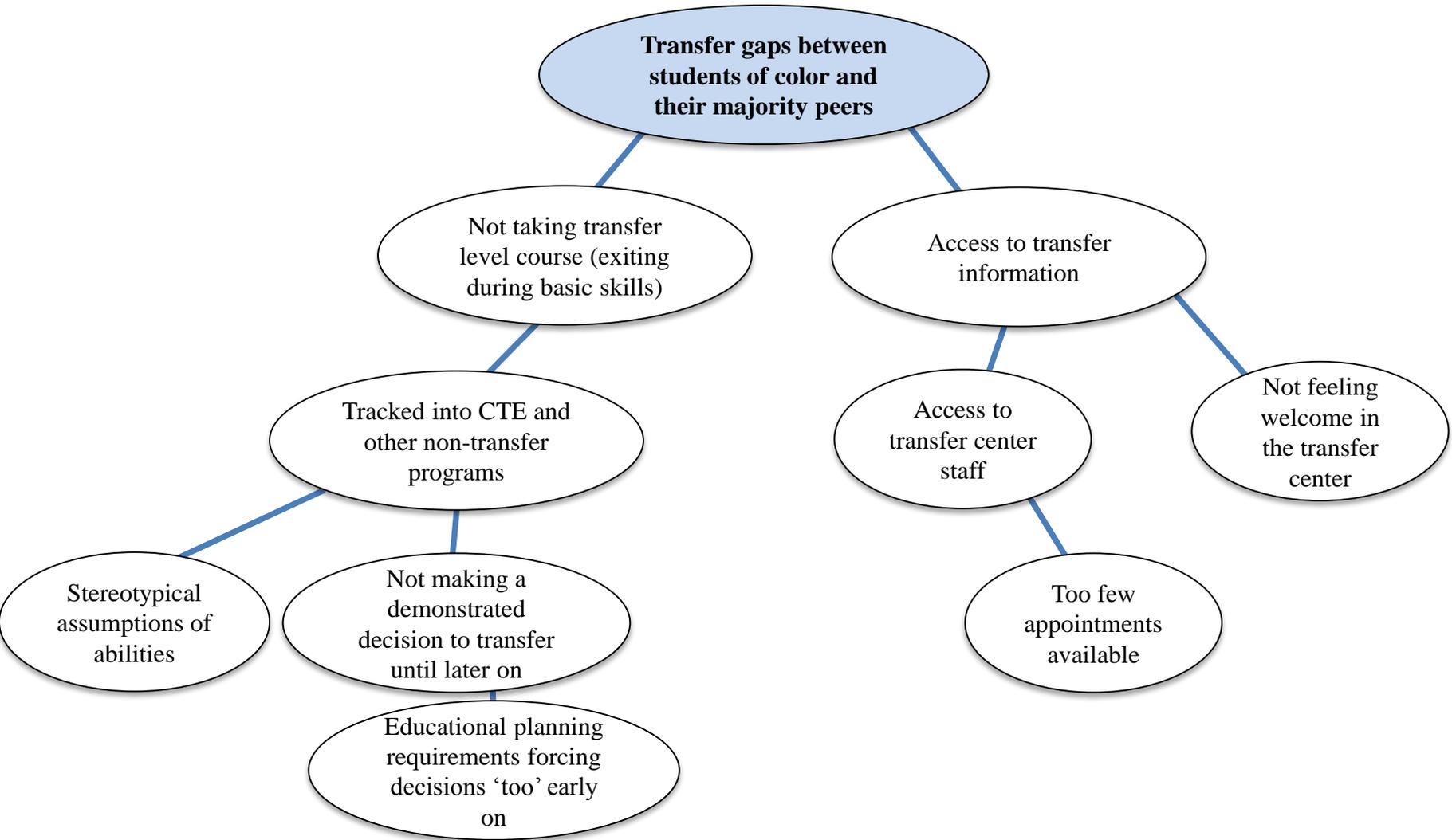
Equity Root Cause Analysis

- A process for identifying the cause(s) of a system's success
- **Priorities**
 - Distinguishing between root causes, ancillary causes, and outcomes
 - Understanding **why**
 - Multiple causes (not all causes are equal)
 - Identifying multiple solutions
 - Graphical depiction of cause(s) and outcomes (thought map)

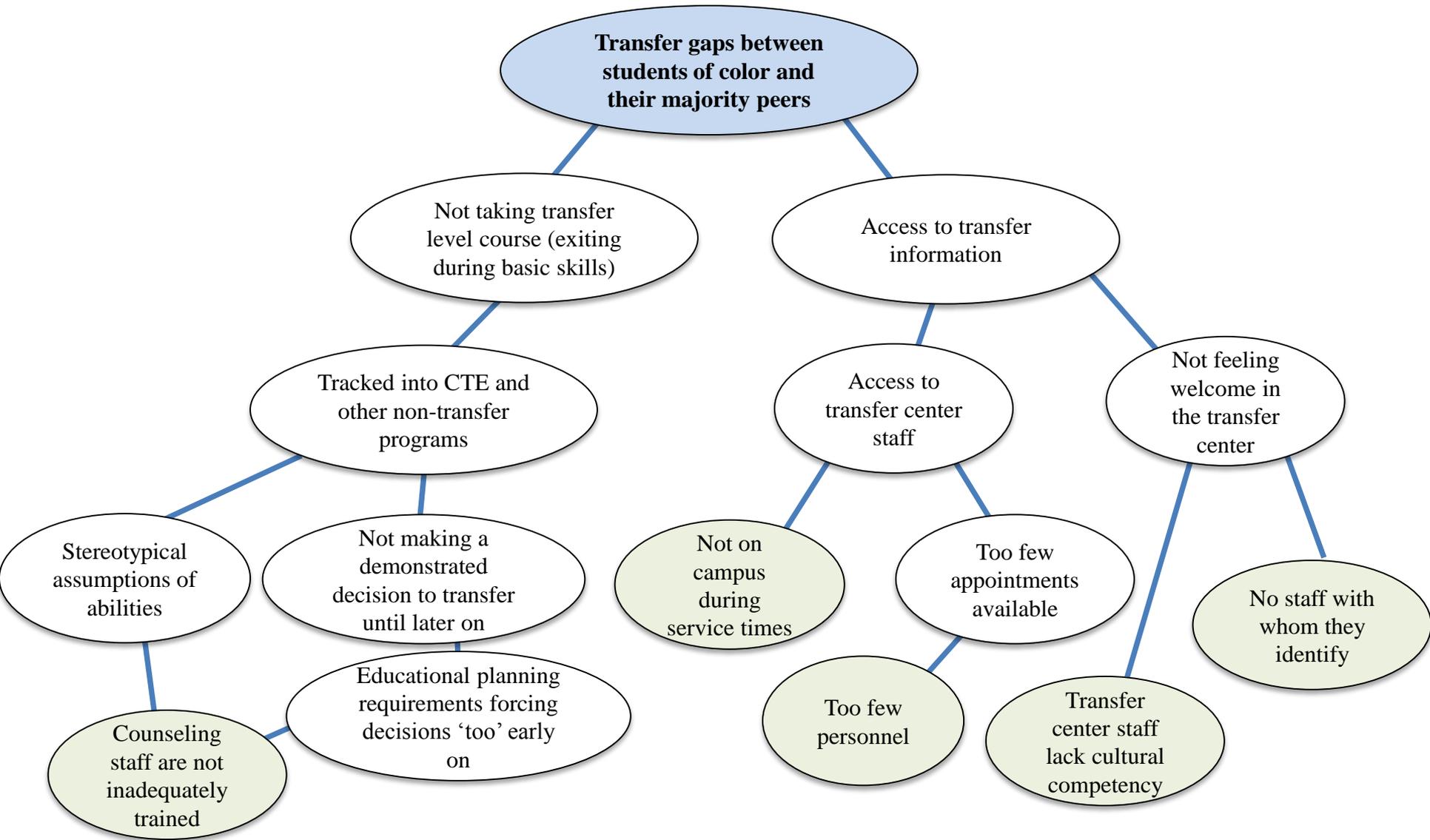
Root Causes Example



Root Causes Example



Root Causes Example



Equity Inquiry - Questions

- What do we hope to learn by engaging in this process?
- What is going on within our college that enables the trends and challenges to persist?
- What is the timeline for collection, analysis, and reporting? (What data will be collected first? Second?)
- How do we ensure that the samples will be reflective of the student population?
- How will we ensure that all students have an opportunity to have their voices heard?
- What are our assumptions about historically underrepresented students
- What tools will likely provide the information we need to achieve the goals of the assessment?
- What trends and challenges appear to be consistent across the data? Where are the areas of divergence across the data?
- What do we know now that we did not know prior to the assessment?

Equity Planning

- **Characteristics of Planning Groups**
 - Should be small (7 to 15 individuals)
 - Should include campus personnel, students, and external partners
 - Members should have organizational pull
 - Facilitator(s) should be trusted
 - Engage common definitions, avoid generalist speak
 - People who are willing to ‘read’ and ‘digest’ the information as well as to engage in inquiry

Equity Planning

- Allow *short time* for individuals to express their concerns about barriers
- Agree to ground rules - Examples: avoid being overly-focused on ‘the problem;’ mutual respect; institutional responsibility, anti-deficit perspective
- Identify areas in need of the most immediate attention (“triage”)
- Tackle a few systemic challenges well, rather than trying to do everything
 - Address root causes (primarily) and ancillary causes (secondarily)
- Alignment with strategic plan (a section of the strategic plan)

Equity Planning- Questions

- How will this process enable us to do our work better?
- How can we align immediate actions with current institutional priorities?
- What strategic process or frameworks will guide the work?
- What actions can we implement over the next 6-12 months to address pressing issues and concerns that negatively impact the experiences and success of students?
- What actions can we implement over the next 18 months to address pressing issues and concerns that negatively impact the experiences and success of students?
- How can we ensure that our long-term strategies are scalable, sustainable, cost-effective, and institutionalized?

Equity Efforts

- **Professional Development**
 - Underprepared educators vs. Underprepared students
 - Engage actions informed by inquiry
 - Robust assessment that includes non-cognitive, academic, and learning outcomes
 - Intensive, long-term development (no one-shot efforts)
 - Include part-time faculty
 - Incorporate voices of underserved students

Equity Efforts

- Disseminate the equity plan to the campus community
 - “Town-hall” meetings, website, abbreviated reports
- Create systems, policies, and processes to embed long-term equity inquiry, planning, and efforts
 - Catalyst for institutional transformation rather than ‘doing the plan’ - Bensimon
- Assess all equity efforts - Remember the purpose is to improve, not to prove
- Do **PRIORITIZE**
 - Professional development for faculty and staff
 - Redesign of curricular pathways
 - Reform of developmental education
 - Critical examinations and actions around hiring
- Do **NOT PRIORITIZE**
 - Interventions that focus exclusively on student deficits
 - Mentoring programs
 - Unscalable learning community designs
 - Programs in general, achievement programs in particular (e.g., academically prepared, full-time enrollees, selective criteria)

Equity Efforts- Questions

- What institutional policies need to be reconsidered?
- How should institutional practices be reshaped in ways that help us reach our equity goals?
- To which educators should targeted interventions be directed? Systemic or one-shot?
- What (**if any**) program should be established or enhanced to better serve students?
- How will we continue to use inquiry to guide our work and actions?

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