

M - I N U T E S



SANTA MONICA COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES

REGULAR MEETING
TUESDAY, APRIL 5, 2016

Santa Monica College
1900 Pico Boulevard
Santa Monica, California

Closed Session
(Business Building Room 111)

Regular Public Meeting
Board Room (Business Building Room 117)

*The complete minutes may be accessed on the
Santa Monica College website:
<http://www.smc.edu/admin/trustees/meetings/>*

BOARD OF TRUSTEES	INFORMATION
Santa Monica Community College District	April 5, 2016

MAJOR ITEMS OF BUSINESS

INFORMATION ITEM 2

SUBJECT: **THE MINORITY MALE COMMUNITY COLLEGE COLLABORATIVE (M2C3)**

SUBMITTED BY: Vice-President, Academic Affairs

SUMMARY: The Minority Male Community College Collaborative (M2C3) is a project of San Diego State University's (SDSU) Interwork Institute. The goal of the project is to partner with community colleges across the United States to enhance access, achievement, and success among minority male community college students. M2C3's research and practice agenda prioritizes men who have been traditionally underrepresented and underserved in postsecondary education. In addition the project supports community colleges in building the institutional capacity necessary to serve men of color effectively. M2C3 is co-directed by Drs. Frank Harris III and J. Luke Wood, associate professors at SDSU and scholars who are actively involved in research on community college student success, college men and masculinity, and research and evaluation methods.

M2C3 developed its "flagship" tool, the Community College Survey of Men (CCSM) which is an institutional-level needs assessment instrument designed specifically for measuring factors that influence student success for men, particularly men of color. The CCSM is typically used for establishing student outcome benchmarks, monitoring student performance, and identifying issues in need of enhanced attention. The implementation of this survey as well as focus groups with students, students in mathematics, and mathematics faculty members were included in Santa Monica College's (SMC) Student Equity Plan. The following activities and objectives were implemented or are currently underway as part of the plan in partnership with M2C3.

- Administered the CCSM to conduct a comprehensive needs assessment of male students at SMC
- Conducted student focus groups with a representative sample of men of color at SMC
- Conducted focus groups with purposefully selected faculty and staff to obtain insights about their experiences in working with men of color at SMC
- Presentation and professional development workshops of findings to key stakeholders at SMC on an ongoing basis. Outcomes included development of strategies to prioritize reducing the equity gap in educational outcomes in all recruitment and hiring.

See Appendix A for complete report.

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APPENDIX A

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Highlights of the salient findings from the work conducted thus far include the following.

- **Stressful Life Events** – Many students in the sample indicated experiencing at least three stressful life events (e.g., divorce in family, loss of job, eviction, incarceration, death in family) within the last two years. Notably, 20% of African American students, 16.7% of Middle Eastern students, and 15.9% of Multiethnic students reported experiencing six or more stressful life events within the last two years.
- **Perceptions of Faculty Bias** - African American and Middle Eastern men perceived that faculty did not equally express interest in or pay attention to them compared to other racial/ethnic groups.
- **Personal Relationships with Faculty** - Across all racial/ethnic groups, students had low perceptions of the degree to which faculty know about their goals and know them as a person.
- **Validation from Faculty** - Across all racial/ethnic groups, students had low perceptions of the number of faculty who serve as validating agents and communicate that they have the ability to do the work, can succeed in college, and belong at the institution.
- **“Welcomeness” to Engage** - Overall, students’ perception of welcomeness to engage inside the classroom were higher versus outside the classroom. Across all racial/ethnic groups, students perceived high levels of welcomeness to ask and respond to questions during class, as well as participate in class discussions.
- **Faculty-Student Engagement** - Students across all racial/ethnic groups reported low levels of engagement with faculty, especially in regards to talking about academic and non-academic matters outside of class.
- **Service Use** - With the exception of the library, students across all racial/ethnic groups reported low usage of campus services (e.g. advising and tutoring).

Findings from Focus Groups with Math Students

- **Challenges with Classroom Faculty** - the men of color who participated in the focus groups reported the following challenges in their interactions with faculty. Students believed these challenges had a negative influence on their participation and success in class.
 - Lack of validation from faculty
 - Feeling stereotyped as incompetent
 - Lack of support to transfer from faculty
 - Inconsistency between lectures, text books, exams, and other classes
 - Faculty making students feel uncomfortable (“less than”) for asking questions
- **Academic Challenges** – The students in the sample reportedly experienced the following academic challenges that they believed negatively influenced their success.
 - Limited tutoring services
 - Limited class space
 - Lack of test taking and study skills
 - Lack of pre-college academic preparation

- **Personal Challenges** - Students also reported experiencing a host of personal challenges that influenced their success.
 - Financial hardship due to purchasing course materials (books, calculators and online software)
 - Family responsibilities interfering with class attendance
 - Balancing work, school, and extracurricular activities

Findings from Focus Groups with Math Faculty

- **Strategic efforts enacted to support men of color** – Faculty focus group participants discussed their strategic efforts they enacted to support men of color at SMC
 - Acknowledging students outside of class/ building rapport
 - Introducing students to student services on-campus
 - Encouraging students to utilize support services
- **Efforts enacted to engage men of color in the classroom** – Faculty focus group participants were also intentional in encouraging men of color to engage fully inside of class.
 - Calling on students vs. Calling out students
 - “I want to them to be leading the class”
 - Acknowledging students’ voices in the classroom
 - Challenging students to succeed
- **Remaining hopeful about the climate of equity at SMC** – The faculty focus groups participants were supportive of the College’s most recent efforts to address equity issues and concerns and are hopeful that these efforts are sustained. The participants also felt it was important to acknowledge that all faculty members, not only faculty members of color, had a responsibility to support men of color in achieving equitable student success outcomes.
 - “I hope equity at SMC is not just another flavor of the month.”
 - “You don’t have to be a faculty of color to work with students of color.”

The Santa Monica College Student Equity Committee is in ongoing conversations with Dr. Harris and Dr. Wood regarding additional professional development opportunities including those offered through the Center for Organizational Advancement (CORA) regarding changing practice to promote the success of men of color in community colleges.