SALIENT FINDINGS FROM THE CHAFFEY COLLEGE
COMMUNITY COLLEGE SURVEY OF MEN
Presented at the Chaffey College Spring 2015 Flex Day

Frank Harris III & J. Luke Wood
San Diego State University
Minority Male Community College Collaborative (M2C3)
Twitter Engagement

#m2c3

@minoritymaleccc
What is M²C³?

M²C³ 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)
- Community College Insights Protocol (CCIP)
- Professional Development Activities
- Student Success Workshops

The Minority Male Community College Collaborative (M²C³) is a project of San Diego State University’s Interwork Institute that was established with a grant from the San Diego State University Presidential Leadership Fund. 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.
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-11:00 AM (Pacific Time)

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

Teaching Men of Color in the Community College
A Guidebook

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

M2C3
Minority Male Community College Collaborative
The Pyramid of Student Success

Relational: Trust/Mutual Respect/Authentic Care

Effective and Engaging Pedagogy

Student Success
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
Socio-Ecological Outcomes (SEO) Model

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

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

**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)

**Student Success**
- *Persistence* *Achievement* *Attainment* *Transfer* *Goal Accomplishment* *Labor Market*

**Inputs**

**Socio-Ecological Domains**

**Outputs**

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SALIENT INSIGHTS FROM THE CHAFFEY COLLEGE CCSM STUDY
CCSM Methods & Sample

- Random sample of credit-seeking men
- 386 Respondents
  - 17.1% White
  - 14.5% Asian
  - 20.5% Black/African American
  - 32.5% Mexicano
  - 15.3% Latino (excluding Mexicano)
- Expectation maximization replacement
- Weighted for enrollment intensity
- Exploratory data analysis
- Analysis of variance (scale constructs)
  - Posthoc tests (Bonferroni and Dunnett’s C)
- Correlation and backwards linear regression
- Multinomial propensity score adjustment and ANCOVA
Non-Cognitive Domain
(Intrinsic Interest & Help-Seeking)
Intrinsic Interest: Enjoy Learning

This item reflects students’ responses to the following statement: “I enjoy learning from my classes.” This variable provides an indication of students’ authentic interest in academic matters. This item is part of the intrinsic interest construct.
This item reflects students’ responses to the following statement: “What I learn in class is interesting.” This variable provides an indication of students’ authentic interest in academic matters. This item is part of the intrinsic interest construct.
Help-Seeking: Comfortable Accepting Help
CCSM Item Frequency Report

This item reflects students’ responses to the following statement: “I am accepting help when it is offered.” This variable reflects students’ dispositions toward seeking help from support services and faculty. Higher scores tend to reflect more healthy conceptions of masculinity. This item is part of the help-seeking construct.
Campus Ethos
(Faculty Welcomeness & Faculty Validation)
This item reflects students’ responses to the following statement: “My professors hold negative stereotypes about men of color.” This variable provides an indication of students’ perceptions of racial/ethnic and gender stereotypes. *This item is part of the racial-gender stereotypes construct.*
Students' perceptions of whether or not faculty welcomed them to attend office hours. *This item is part of the faculty outside welcome construct.*
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.*
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.*
Students’ perceptions of the number of faculty who serve as validating agents. Reflects responses to the statement, “Professor who regularly tells me that I can succeed in college”. *This item is part of the faculty validation construct.*
Students’ perceptions of the number of faculty who serve as validating agents. Reflects responses to the statement, “Professor who regularly tells me that I belong at this institution”. *This item is part of the faculty validation construct.*
Academic Domain
(Engagement with Faculty)
Students’ self-reported engagement with faculty. Indicates student responses to the following statement: “Talk with professors about academic matters outside of class”. 

*This item is part of the faculty-student engagement construct.*
Racial/Ethnic Key
- White
- Mexicano
- Asian
- Latino
- Black

Students’ self-reported engagement with faculty. Indicates student responses to the following statement: “Talk with professors about academic matters inside of class”. *This item is part of the faculty-student engagement construct.*
## Community College Survey of Men (CCSM)

### Predictors of Faculty-Student Engagement

**CCSM Item Frequency Report**

<table>
<thead>
<tr>
<th>Item Code</th>
<th>Description</th>
<th>White</th>
<th>Asian</th>
<th>Black</th>
<th>Latino</th>
</tr>
</thead>
<tbody>
<tr>
<td>FBELONG1</td>
<td>Faculty-Care about my perspective in class.</td>
<td>✓✓✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FBELONG2</td>
<td>Faculty-Value interacting with me during class.</td>
<td>✓✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FBELONG3</td>
<td>Faculty-Value my presence in class.</td>
<td>✓✓</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>FBELONG4</td>
<td>Faculty-Care about my success in class.</td>
<td>✓✓✓</td>
<td>✓✓✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FBELONG5</td>
<td>Faculty-Believe I belong here.</td>
<td>✓✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FVALID2</td>
<td>Professor who communicates that I can succeed in college.</td>
<td>✓✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FVALID3</td>
<td>Professor who communicate that I belong at this institution.</td>
<td>✓✓✓</td>
<td>✓✓✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FWELCOME1</td>
<td>Ask questions during class</td>
<td>✓✓</td>
<td>✓✓✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>OUTSIDE1</td>
<td>Visit them during office hours</td>
<td>✓✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OUTSIDE3</td>
<td>Talk with them about academic matters - outside</td>
<td>✓✓✓</td>
<td>✓✓✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OUTSIDE4</td>
<td>Talk with them about non-academic matters - outside</td>
<td>✓✓✓</td>
<td>✓✓✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>OUTSIDE5</td>
<td>Ask for academic support</td>
<td>✓✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONNECTION3</td>
<td>I feel a connection with professors at this campus</td>
<td>✓✓✓✓</td>
<td>✓✓✓✓</td>
<td>✓✓✓✓</td>
<td></td>
</tr>
</tbody>
</table>
Campus Ethos
(Validation from Staff)
Students’ perceptions of the number of staff who serve as validating agents. Reflects responses to the statement, “Staff who regularly tell me that I belong at this institution”. 

*This item is part of the staff validation construct.*
Students’ perceptions of the number of staff who serve as validating agents. Reflects responses to the statement, “Staff who regularly tell me that I have the ability to do the work”. *This item is part of the staff validation construct.*
Academic Domain
(Use of Academic Services)
Students’ self-reported use of academic advising services. Reported on a scale ranging from “never” to “several times a week.” This item is part of the campus services construct.
Students’ self-reported use of transfer services. Reported on a scale ranging from “never” to “several times a week.” This item is part of the campus services construct.
Student Outcomes
(Anticipated Persistence & Transfer Readiness)
Anticipated Persistence reflects students’ intention to continue, stop-out, drop-out, or not re-enroll because they have completed their goal(s).
Transfer readiness reflects whether students believed they were on track to transfer. The sample was delimited to those who indicated transfer as a primary goal.
Key Takeaways

• **Areas of Strength**
  – Perceptions of care from campus staff
  – Perceptions of racial/gender stereotypes
  – Willingness to seek out help
  – Intrinsic interest in academic learning

• **Areas in Need of Attention and/or Further Exploration**
  – Welcomesness to engage and validation with faculty
  – Out of class engagement with faculty
  – Belonging from faculty and staff
  – Mexicano men across the items and scales
Suggested Next Steps

- Within-group analyses of CCSM data
- Student focus groups using the CCIP
- Faculty and staff focus groups
- Taskforce on Men of Color using the CCSSI
- Developing a Professional Development Plan
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