

African American Male Student Success at SCC

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Task

How can SCC continue to be a supportive and welcoming environment for African American men?

A2Mend

- The African American Male Educational Network and Development (A²MEND) aims to create an affirming academic and professional environment for African Americans with a particular focus on African American male students, faculty, staff, and administrators.

AA Males Enrollment

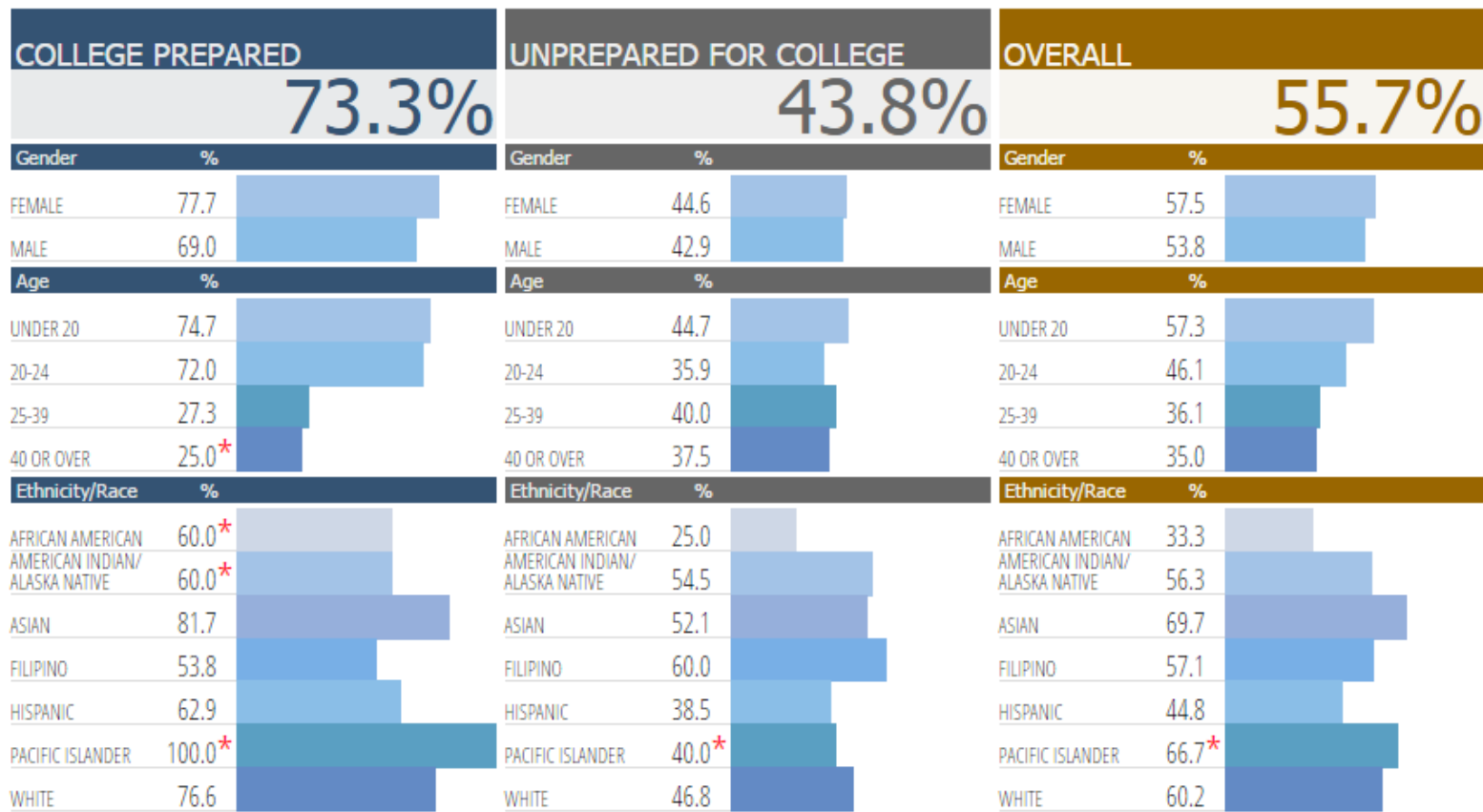
■ 2012 FALL:	51 / 29
■ 2012 SPRING:	80 / 39
■ 2012 SUMMER:	22 / 16
■ 2013 FALL:	66 / 45
■ 2013 SPRING:	57 / 35
■ 2013 SUMMER:	23 / 17
■ 2014 FALL:	76 / 49
■ 2014 INTERSESSION:	10 / 2
■ 2014 SPRING:	71 / 48
■ 2014 SUMMER:	29 / 21
■ 2015 INTERSESSION:	10 / 4
■ 2015 SPRING:	31 / 26
■ Total:	526 / 331

Fall 2014 Success & Retention Rates

		Enrollment	Retention Rate	Success Rate
Santiago Canyon Total		26,426	84.06%	69.06%
	DE Total	2,149	77.20%	59.61%
	African-American	47	59.57%	46.81%
	Asian	195	85.13%	69.74%
	Hispanic	765	72.55%	51.76%
	Multi-Ethnicity	114	77.19%	57.89%
	Pacific Islander	7	71.43%	14.29%
	Unknown	96	70.83%	56.25%
	White Non-Hispanic	925	80.97%	65.51%
Non DE Total		24,277	84.67%	69.90%
	African-American	315	81.59%	65.08%
	American Indian/Alaskan Native	42	88.10%	73.81%
	Asian	1,913	86.62%	74.07%
	Hispanic	11,044	82.96%	65.51%
	Multi-Ethnicity	1,076	84.94%	72.49%
	Pacific Islander	50	80.00%	68.00%
	Unknown	932	83.58%	72.10%
	White Non-Hispanic	8,905	86.57%	74.06%

Completion

Percentage of degree, certificate and/or transfer-seeking students starting first time in 2007-08 tracked for six years through 2012-13 who completed a degree, certificate or transfer-related outcomes.



0%: Cohort with no students attaining an outcome

N/A: Cohort has no students

*: Cohort fewer than 10 students

COLLEGE PREPARED: Student's lowest course attempted in Math and/or English was college level

UNPREPARED FOR COLLEGE: Student's lowest course attempted in Math and/or English was remedial level

OVERALL: Student attempted any level of Math or English in the first three years

Equity Gap Trend

- Looking at Scorecard completion rates, **85% of all California Community Colleges that observed an increase in completion did so at the expense of widening the equity gap (the differences between the highest and lowest performing groups).**
- Of those institutions that experienced a reduction in their equity gap, **80% also experienced a decrease in completion rates of their top performing group.**
- SCC- The equity gap decreased by 1.5% from the 2006-07 to the 2007-08 cohort groups. If the trend holds true, then we ought to anticipate that our highest performing group should observe a decrease in completion rates.

Equity Gap Trend

Completion Overall	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
	Cohort Rate	Cohort Rate	Cohort Rate	Cohort Rate	Cohort Rate
All	54.6%	55.2%	57.1%	57.0%	55.7%
African American	12.5%	39.1%	60.0%	63.6%	33.3%
American Indian/Alaska Native	55.6%	46.2%	69.2%	35.3%	56.3%
Asian	59.8%	74.4%	67.9%	73.2%	69.7%
Filipino	54.8%	23.8%	50.0%	43.5%	57.1%
Hispanic	44.9%	43.3%	46.3%	46.5%	44.8%
Pacific Islander	50.0%	50.0%	55.6%	70.0%	66.7%
White	59.7%	59.2%	59.8%	58.8%	60.2%
Equity Gap				37.9%	36.4%
Completion Change					-1.3%
Equity Gap Change					-1.5%



Factors Necessitating Enhanced Teaching & Learning Strategies

- External Pressures
- Male Gender Socialization
- Racial-Gender Stereotypes
- Under Preparation for College Work



Solutions

- Positive Messaging.
- Identify the bottlenecks.
- Intrusive Interventions.
- Do not be afraid to talk about race.
- Student services and faculty must collaborate for student success.
- Avoid Paralysis by Analysis.

Reflection

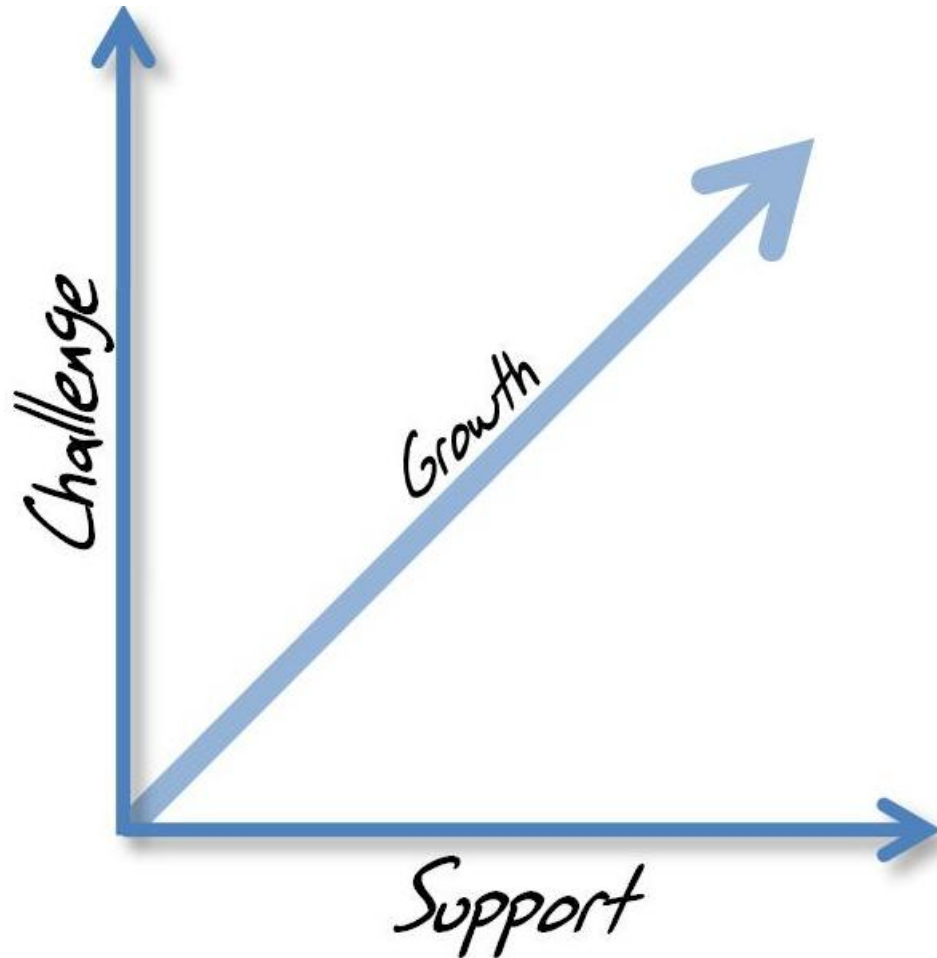
- Student Strand: Awakening the Genius of African America Males
 - It's not what you know and it's not who you know... It's who knows you.
 - Find a way or make one
- Everybody being mentored is also a mentor.
 - Mentoring is a continuous process.

Reflection

- Counseling is pivotal to success.
- "Start where you are, keep doing what you're doing. Stay and keep going. You never know who is watching. You may motivate others to succeed."
- To teach you need to be motivated.
- There is not entitlement you have to work hard to achieve success.

Reflection

High Expectations



Authentic Care



M2C3 Consortium

Mission

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

- Webinars on men of color
- Information sharing on promising practices
- Access to virtual discussion board
- Annual working group meetings

“ Every system is perfectly designed to achieve the results it gets”



Working towards a Solution

- Racial Climate Survey
- Targeted outreach
- Flex training for Cultural Sensitivity
- First Year Experience program
- Self-Advocacy training for students



Resources

- My Brother's Keeper
- Survey (Community College Student Success Inventory)
- M2C3 Consortium
<http://interwork.sdsu.edu/sp/m2c3/>
- “Teaching Men of Color in Community College”
Guidebook