

FINDINGS FROM THE MESA COLLEGE—M2C3 INSTITUTIONAL ASSESSMENT



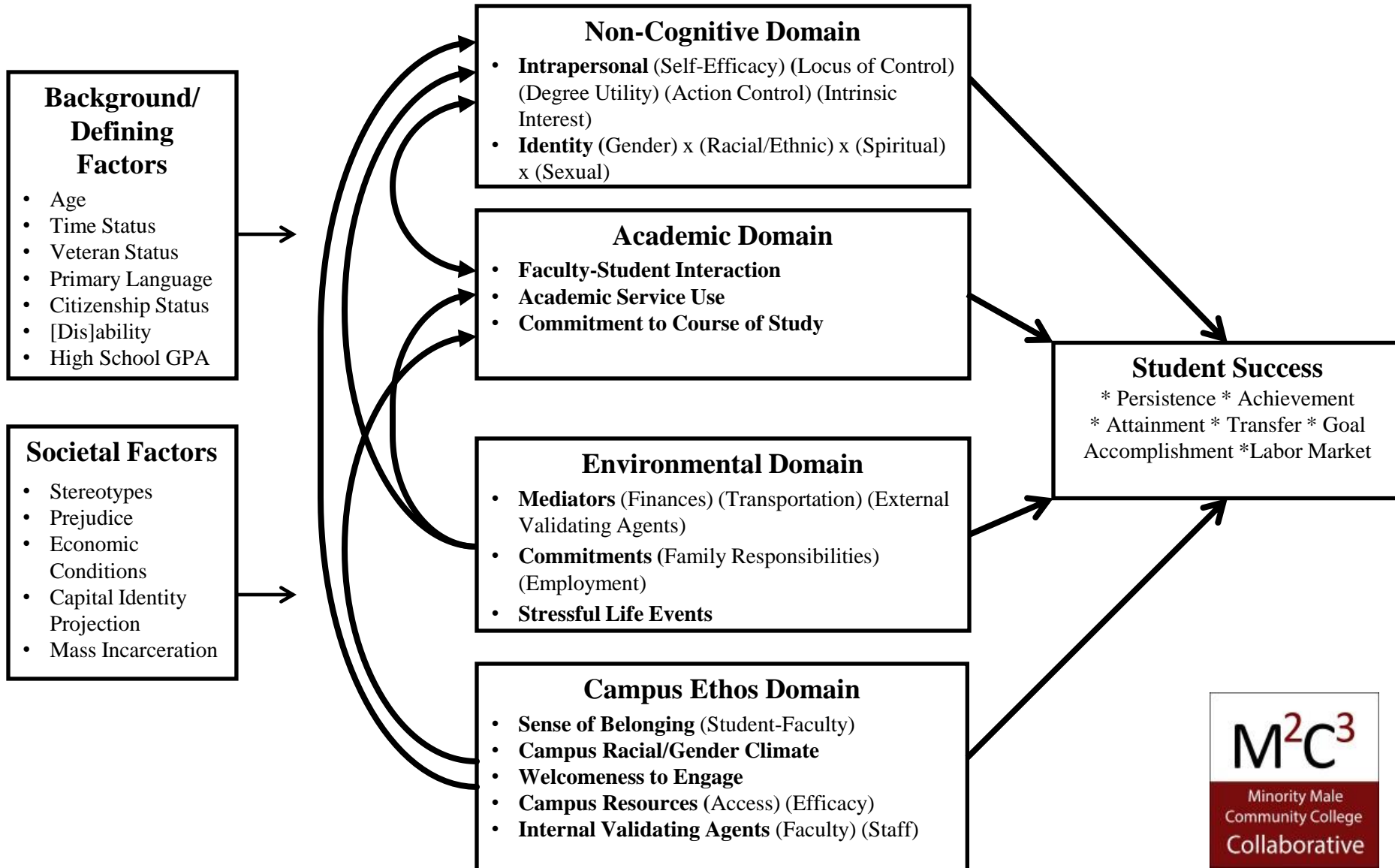
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Minority Male Community College Collaborative (M2C3)

Socio-Ecological Outcomes (SEO) Model

Inputs

Socio-Ecological Domains

Outcomes





CCSM Methods

Data Collection

- Confidential survey to assess students' experiences
- Responses were collected from students via hardcopy surveys administered to randomly selected course sections during regularly scheduled classes

Analysis

- Comparison of response percentages
- Classifications derived from threshold scores
- Correlation

Mesa College CCSM Sample



611 credit-seeking students who were enrolled at Mesa College during the Fall 2015 term

Racial/Ethnic Breakdown	
White Men 21%	Mexicano Men 10.6%
White Women 11.1%	Mexicano Women 9.3%
Asian Men 10.8%	Latino Men 5.9%
Asian Women 8.2%	Latino Women 4.3%
African American Men 4.3%	Multiethnic or Other Men 6.1%
African American Women 4%	Multiethnic or Other Women 4.4%



Community College Survey of Men
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Environmental Factor: Number of Stressful Events in the Past Two Years

	White		Asian		African American		Mexicano		Latino	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
None	12.5%	11.4%	12.1%	16.0%	23.1%	12.5%	13.8%	21.1%	11.1%	23.1%
One	17.2%	34.3%	27.3%	16.0%	11.5%	20.8%	21.5%	10.5%	30.6%	26.9%
Two	20.3%	25.7%	19.7%	24.0%	23.1%	20.8%	29.2%	28.1%	19.4%	15.4%
Three	25.0%	11.4%	16.7%	22.0%	19.2%	33.3%	13.8%	19.3%	19.4%	15.4%
Four	12.5%	8.6%	7.6%	14.0%	7.7%		7.7%	10.5%	11.1%	7.7%
Five	6.3%	2.9%	10.6%	2.0%	3.8%	12.5%	3.1%	5.3%	8.3%	11.5%
Six	1.6%	5.7%			3.8%		4.6%			
Seven or more	4.7%		6.1%	6.0%	7.7%		6.2%	5.3%		

Racial/Gender Stereotypes

	White		Asian		African American		Mexicano		Latino	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Professors hold stereotypes about my racial group	Accept.	Accept.	Accept.	Accept.	Accept.	Accept.	Accept.	Accept.	Accept.	Accept.
Classmates hold stereotypes about my racial group	Needs Atten.	Immed. Concern	Needs Atten.	Immed. Concern	Needs Atten.	Accept.	Needs Atten.	Accept.	Needs Atten.	Accept.
Staff hold stereotypes about my racial group	Needs Atten.	Immed. Concern	Needs Atten.	Needs Atten.	Needs Atten.	Needs Atten.	Needs Atten.	Accept.	Needs Atten.	Immed. Concern



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Welcomeness to Engage Inside of Class

	White		Asian		African American		Mexicano		Latino	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Ask questions in class	Accept.	Needs Atten.	Accept.	Accept.	Accept.	Needs Atten.	Accept.	Accept.	Accept.	Needs Atten.
Respond to questions in class	Accept.	Immed. Concern	Accept.	Accept.	Accept.	Accept.	Accept.	Accept.	Accept.	Accept.
Participates in class discussions	Accept.	Needs Atten.	Accept.	Accept.	Accept.	Needs Atten.	Accept.	Accept.	Accept.	Accept.
Inquires about class progress	Accept.	Immed. Concern	Needs Atten.	Accept.	Accept.	Needs Atten.	Immed. Concern	Needs Atten.	Accept.	Immed. Concern
Talk before and after class	Accept.	Needs Atten.	Accept.	Accept.	Accept.	Needs Atten.	Needs Atten.	Needs Atten.	Accept.	Needs Atten.
Visit them during office hours	Needs Atten.	Accept.	Accept.	Accept.	Accept.	Immed. Concern	Needs Atten.	Immed. Concern	Accept.	Immed. Concern



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Welcomeness to Engage Outside of Class

	White		Asian		African American		Mexicano		Latino	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Say "hello" outside of class	Needs Atten.	Immed. Concern	Accept.	Accept.	Accept.	Immed. Concern	Needs Atten.	Needs Atten.	Accept.	Needs Atten.
Talk about academic matters	Accept.	Accept..	Accept.	Accept.	Accept.	Immed. Concern	Needs Atten.	Accept.	Accept.	Immed. Concern
Talk about non-academic matters	Immed. Concern	Immed. Concern	Immed. Concern	Needs Atten.	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern
Encouraged to ask for academic support	Accept.	Accept.	Accept.	Accept.	Needs Atten.	Immed. Concern	Needs Atten.	Needs Atten.	Accept.	Accept.



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Staff Care

	White		Asian		African American		Mexicano		Latino	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Advising	Immed. Concern	Needs Atten.	Needs Atten.	Needs Atten.	Accept.	Accept.	Immed. Concern	Needs Atten.	Accept.	Accept.
Career counseling	Immed. Concern	Needs Atten.	Needs Atten.	Needs Atten.	Needs Atten.	Needs Atten.	Immed. Concern	Accept.	Accept.	Needs Atten.
Transfer services	Needs Atten.	Immed. Concern	Needs Atten.	Needs Atten.	Accept.	Accept.	Needs Atten.	Accept.	Accept.	Needs Attn.
School Library	Needs Atten.	Needs Atten.	Needs Atten.	Needs Atten.	Accept.	Needs Atten.	Needs Atten.	Needs Atten.	Accept.	Accept.
Computer Lab	Needs Atten.	Needs Atten.	Immed. Concern	Needs Atten.	Accept.	Needs Atten.	Needs Atten.	Needs Atten.	Accept.	Needs Atten.
Tutoring	Accept.	Needs Atten.	Needs Atten.	Needs Atten.	Accept.	Needs Atten.	Accept.	Needs Atten.	Accept.	Needs Atten.



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Service Efficacy

	White		Asian		African American		Mexicano		Latino	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Provide me with the help I need	Accept.	Accept.	Accept.	Accept.	Accept.	Accept.	Accept.	Accept.	Accept.	Accept.
Accurate information	Accept.	Needs Atten.	Accept.	Accept.	Accept.	Needs Atten.	Accept.	Accept.	Accept.	Accept.
Critical to my success	Needs Atten.	Needs Atten.	Accept.	Needs Atten.	Accept.	Needs Atten.	Accept.	Needs Atten.	Accept.	Accept.



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Help Seeking

	White		Asian		African American		Mexicano		Latino	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Asking for help	Immed. Concern	-	Immed. Concern	-	Immed. Concern	-	Immed. Concern	-	Immed. Concern	-
Accepting help	Immed. Concern	-	Immed. Concern	-	Needs Atten.	-	Immed. Concern	-	Immed. Concern	-
Following through with offered help	Immed. Concern	-	Immed. Concern	-	Immed. Concern	-	Immed. Concern	-	Immed. Concern	-



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Faculty Student Engagement

	White		Asian		African American		Mexicano		Latino	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Talk about academic matters in class	Accept.	Accept.	Needs Atten.	Accept.	Needs Atten.	Needs Atten.	Needs Atten.	Needs Atten.	Accept.	Accept.
Talk about academic matters outside class	Immed. Concern	Needs Atten.	Immed. Concern	Immed. Concern	Needs Atten.	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Needs Atten.
Talk about non-academic matters outside class	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern
Talks about course grades	Needs Atten.	Accept.	Needs Atten.	Needs Atten.	Accept.	Needs Atten.	Needs Atten.	Accept.	Accept.	Accept.



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Outcome Measures

	White		Asian		African American		Mexicano		Latino	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Transfer Readiness	Needs Atten.	Needs Atten.	Immed. Concern	Needs Atten.	Needs Atten.	Immed. Concern	Immed. Concern	Needs Atten.	Needs Atten.	Immed. Concern
Anticipated Persistence	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Needs Atten.	Immed. Concern.	Immed. Concern	Immed. Concern	Needs Atten.

Method

Guiding Questions:

- What are some salient challenges that are experienced by men of color at Mesa?
- What factors (e.g., people, programs, campus services, resources, etc.) that are situated within the campus context enable men of color to persist at Mesa despite the challenges they face?
- What factors (e.g., people, programs, campus services, resources, etc.) that are external to the campus context enable men of color to persist at Mesa despite the challenges they face?
- What advice would men of color offer to campus leaders and administrators regarding how they can best support them?

Method

Sample:

Table 1: Racial/Ethnic Composition

Race/Ethnicity	Number
African American	17
Latino/Mexican American	7
Multiracial/Multiethnic	2
Southeast Asian	1
Pacific Islander	1

Table 2: Participants' Age

Age	Number
18-23	22
24-28	3
29-33	1
40+	2

Challenges with Classroom Faculty

When I go to class I **feel the pressure to have to prove myself to the professor that I want to learn**, instead of the professor having an open mind to the fact that I do want to learn.

There is this **stigma** that [students of color] don't want to learn ... I've been in classes where professors think that I don't want to learn..." .

I did not grow up with a computer at home, the first time I had access to a computer was at Mesa and a professor gave out the instructions and I didn't know what to do.

Environmental Challenges

The Board of Governors (BOG) fee waiver paid for my classes, but I didn't have money for my books so I figured [that] if I dropped some of my classes I wouldn't have to spend so much on books.

I have battled **homelessness** since I was 15. And I was homeless for 2 years prior to moving out here, like just staying at my grandpa's house and he didn't want us there. And trying to stay at my aunt's house and friend's houses. And things like that. So when I moved out here [to San Diego] my friend took me. He was like, you know what, come out here, come to school. So till a month ago I lived on their couch.

I just recently moved. And it is still an issue because yeah I got the **money** to pay to live there but I still have to focus because I had no support for money before moving here so it is like I am constantly check-to-check having to worry about bills and it is not like all of a sudden because I moved here it is easier and better it is still a struggle that I'm dealing with.

Challenges with Student Services

When I applied to SDSU and submitted the supplemental application, I was asked if I filled out the ADT [Associate Degree for Transfer]. I did not know what an ADT was, I did not get this information from my counselor.

Counselors here are just [not helpful]. I kid you not, I saw a counselor twice this spring. I should be going to SDSU, instead, I gotta wait till 2016 to reapply again.

Challenges with the Campus Climate

[There's] not enough recognition of Black history month on campus...there is more focus given to other cultures.

Everyone is kinda on their own... There is nothing really here that brings students here together.

I feel like we are neglected a lot as well because not that many people know what Cambodians are [or] what part of the world we come from.

Address Racial Prejudice through Cultural Competency Training and Hiring Diverse Faculty and Staff

Everyone on campus needs to be aware of the challenges of men of color. Professors who do not attend [existing trainings] are the ones who are doing the most damage culturally.

Counselors [Should] check[in] with students about prejudice, the courses they are taking and professors who create a negative environment.

I don't know how many Black professors we have, but if maybe we could have more faculty of color... not only Black but Asian, Latino... We need more faculty of color...

Build Relationships with Students

Adjunct teachers teach and they are gone, they don't have a mailbox, they don't have office hours

Maybe if there is a part-time professor that does not have an office and does not have office hours maybe they can give them an office and office hours.

Get to know your students, it would not be so hard that first day of class, professors give a little questionnaire to your students and ask them, what is going on in your life right now? What's up with you?

Suggested Next Steps

- Conduct the Community College Instructional Development Inventory (Faculty Survey)
- Conduct the CCSM (or another campus assessment) in 2017
- Enhance campus early alert practices
- Offer intensive and ongoing professional development on welcoming engagement and cultural competency
- Provide more resources for adjunct and part-time faculty to foster out-of-class interactions with students
- Make counseling services more accessible and efficacious for underserved students

M²C³

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