



Improving Student Success Outcomes for Men of Color at Compton College: Student Perspectives



Our Lab



The **Community College Equity Assessment Laboratory (CCEAL)** is a national research and practice lab that partners with community colleges to support their capacity in advancing outcomes for students who have been historically underserved in education, particularly students of color.

CCEAL houses the **Minority Male Community College Collaborative (M2C3)**.

CCEAL was developed to advance three objectives:

- **Research** - to conduct and disseminate empirical research on the experiences of historically underserved students in community colleges;
- **Training** - to provide training that improves practices and research relevant to students of color in community colleges; and
- **Assessment** - to use assessment and evaluation to facilitate capacity-building within community colleges.



Our Team





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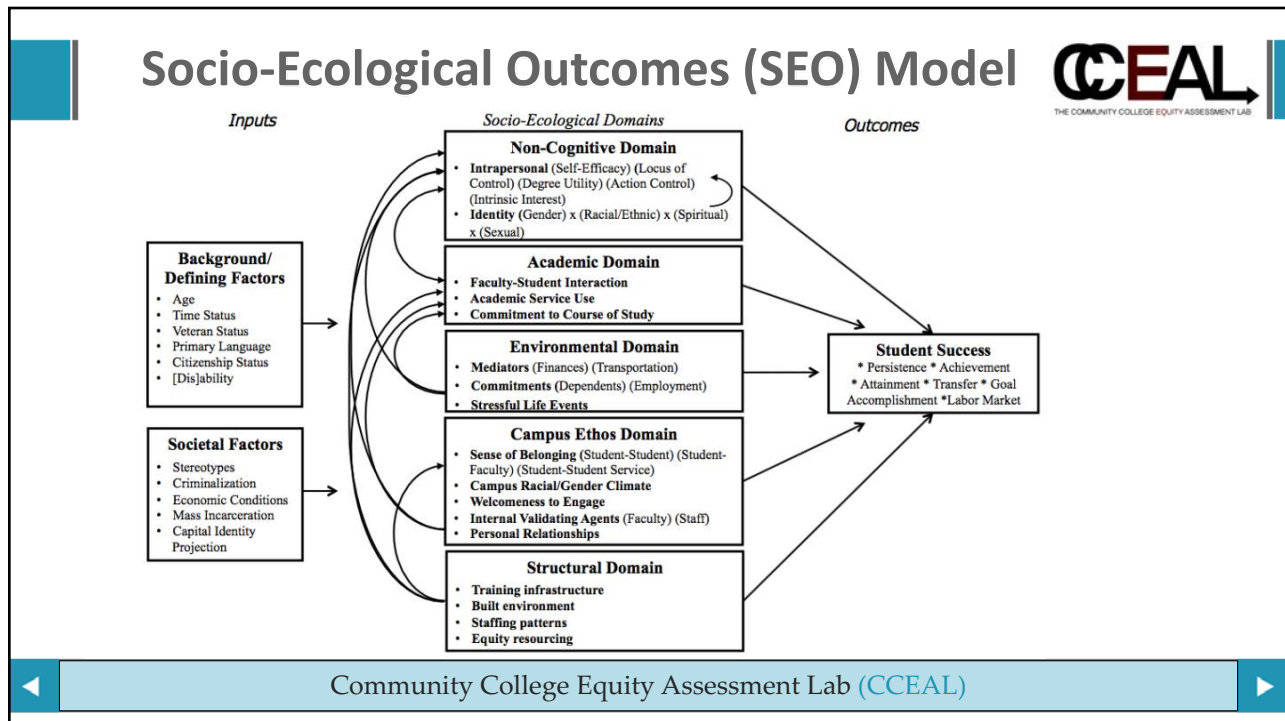


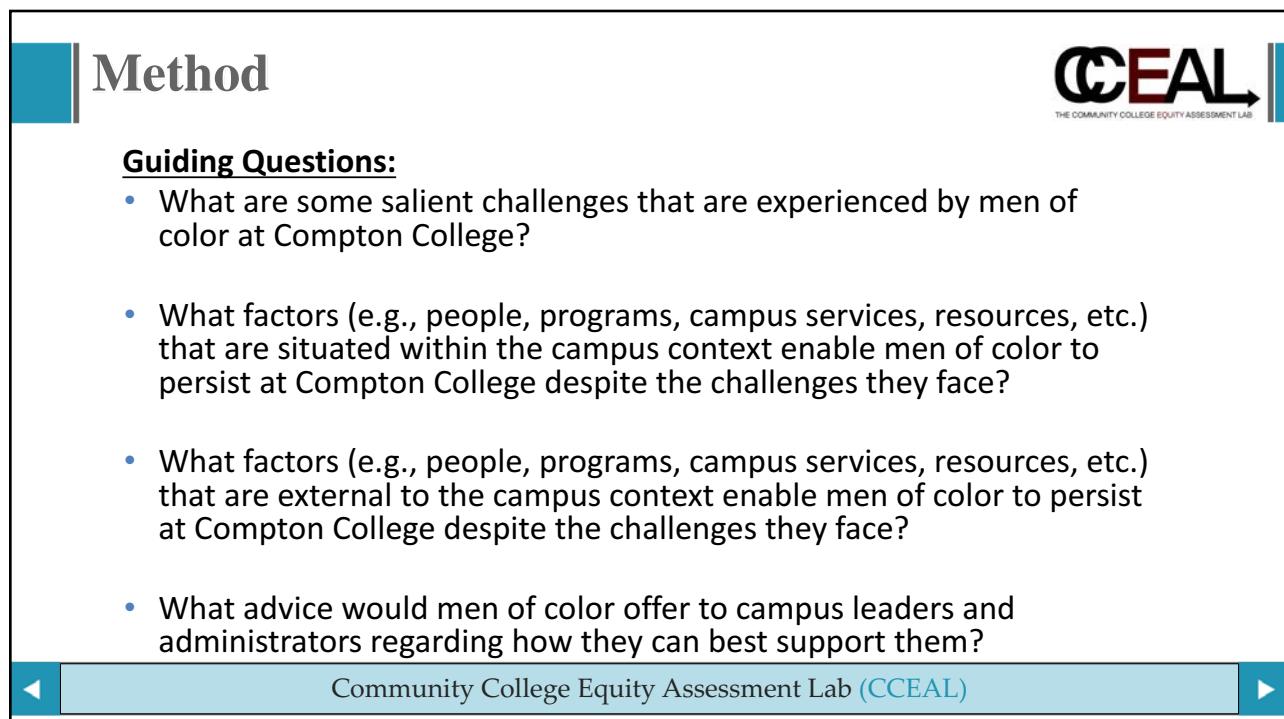
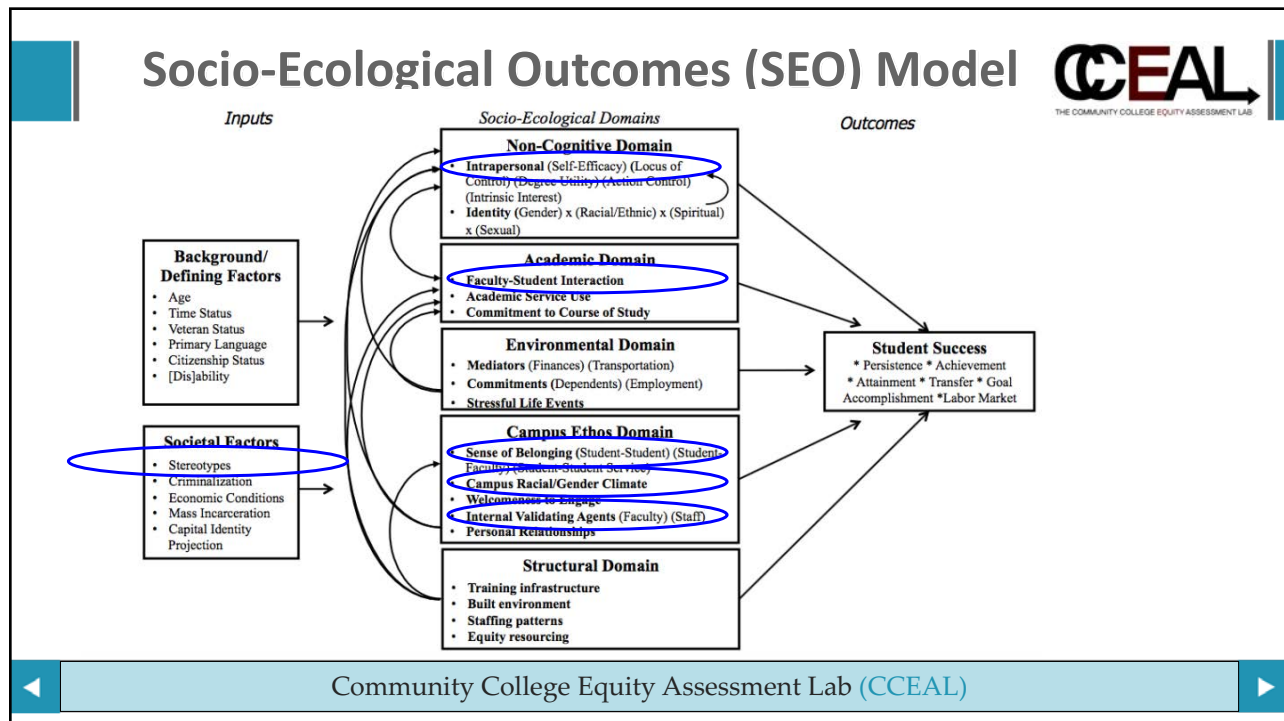
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Method



Race/Ethnicity	N
African American	9
Mexican/Mexican American	8
Hispanic	4
Multiracial	2
White	1
Other	1
TOTAL	25

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Method



Age	N
18-29	13
30-39	3
40-49	4
50+	5

Enrollment	N
Less than 12 units	6
12 units or more	18
Declined to state	1

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Method



Ed Goal	N
Transfer to a 4-year institution	7
Associate's degree	4
Certificate	2
Prepare for a new career	1
Declined to state	11

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Method



Data Analysis:

- Verbatim transcription of the focus groups
- Line-by-line coding using an online software Dedoose© (initial coding)
- Explored relationships between categories and identified emerging themes (axial coding)

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Salient Thematic Categories



- “Why I Chose Compton College”
- “Here is What They Think of Me”
- “I Got to Prove Them Wrong”
- “What Works for Me in the Classroom”
- “This is What it’s Like Here”
- “This is What I Need From You”

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“Here is What They Think of Me”



- “I Don’t Belong Here”
- “I Can’t Be Successful”
- “I’m a Stereotype”

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“I’m a Stereotype”



“...I get stereotyped all the time because I am Black and I am tall and I’m somewhat big and I’m from the streets. Every day, we all get stereotyped.”

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“What Works for Me in the Classroom”



- Taking Ownership of the Content
- “Requiring Us to Think Critically”
- “Don’t Just Read From the Book”

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“Taking Ownership of the Content”



“. . . the professor we had, he made us take ownership of the knowledge that was given out, and it wasn't two hours of just dictating notes, it was like 'okay now that you wrote this explain this to me, what does this mean to you?' ”



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“Requiring Us to Think Critically”



“[The professor would ask] ‘I know that you see the definition that is on the board, how would you give this information out to somebody that is on the street? What [does] this actually mean in reality?’ Especially with political science. It is like you have this huge bubble of political matters and congress and senate and all of the things that fall into those umbrellas it is easy to have this influx of information just hitting you.”



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“Don’t Just Read From the Book”



“Well, a lot of professors are just monotone, they just read straight from the book, they don't give their own examples. And they just tell you ‘Oh just read through this.’ It is like they don't even want to be there.”



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“This is What It’s Like Here”



- Stigmatizing Compton
- Getting the “Run-A-Round”
- “There are Some Folks Who Make a Difference”
 - Validating Agents
 - Peer Support
 - Counselors



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“Stigmatizing Compton”



“I feel like [some] teachers here treat us differently because of where we are geographically located and going to school, and I feel like I’m not from Compton, but I’m from the inner city and I feel like they treat us different because ‘Oh, they are Compton kids. I can get away with half ass doing stuff,’ and things like that where I can see them cutting corners. I feel like they cheat us because where we are at [Compton College].”



Validating Agents (Faculty)



“Because [certain faculty] have been through what I have been through, so they know the struggle, they know what it is like to go through all of that, especially when you come from a family with nobody with a college education, being the first generation that is one of the big things.”



Getting the “Run-A-Round”



“I have the same problem as some of them. [Office], they don’t give you any information. At one point when I started it never came and I went to [office] for information and they told me to go here, and the office sent me back and just kind of going back and forth.”



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“This is What I Need From You”



- Centralized Student Services
- Textbook Support
- “Treat Us Like Any Other College Student”



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“Treat Us Like Any Other College Student”



“I would ask for just keep it general across the board, the treatment that you would administer to college student going to Loyola Marymount University, same here, the angle may be different, people come here just to get certificates or to brush up on certain skills for a job they are already in, but I guess to curtail your treatment or information based upon what you think they might be doing or because they are here, it is like come on, treat us all as if we were in a 4-year university.”

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Strategies for Student Equity and Success



Recommendations for Academic Divisions

- Set targets for improving disproportionate impact (DPI) groups for each department
- Set a standing division agenda item focused on the progress of DPI groups
- Encourage all faculty and staff to participate in the CORA program on teaching college men of color
- Use resident disciplinary experts to support the infusion of culturally relevant teaching (CRT)
- Establish professional learning communities to continue the dialogue on CRT throughout the academic year

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Strategies for Student Equity and Success



Recommendations for Classroom Faculty

- Require conferencing with all students throughout the semester
- Discuss challenges you've experienced and overcame
- Structure success early on
- Recognize the influence of microaggressions on student success
- Require supplemental instruction for classes with high D, F, W rates
- Be intentional about warmly welcoming all students to each class session
- Initiate communication with students who miss two or more class sessions

