

Why do colleges need a Minority Male Initiative?

- The Mt. SAC story is a lot like your story: Data doesn't lie.
 - Overall, success rates for African American, Latino and Pacific Islander students, especially males, are more disparate compared to all other students:
 - Enrollment in college
 - · Successful completion of gateway courses in English and Math
 - Degree and Transfer completion
 - Success rates for Dream, Foster Youth and Disabled students are even more challenged.



Why Identities Matter



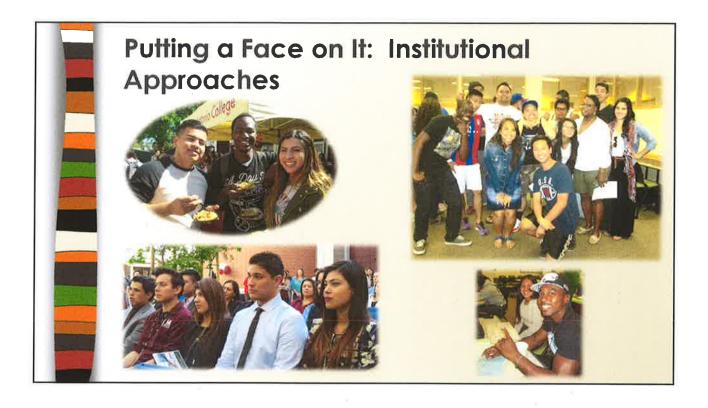
- Prior educational experiences for men of color largely influence their racial and gender identities
 - K-12 experiences and disciplinary practices, labeling, tracking
 - Stereotype Threat (Steele): "an individual performs in the shadow of a stereotype."
 - Racial micro-aggressions: institutional culture that isn't sensitive to diverse students and the conditions of their lives.



Sharing

What does the research say about addressing Minority Male issues?

Are there best practices you have encountered?

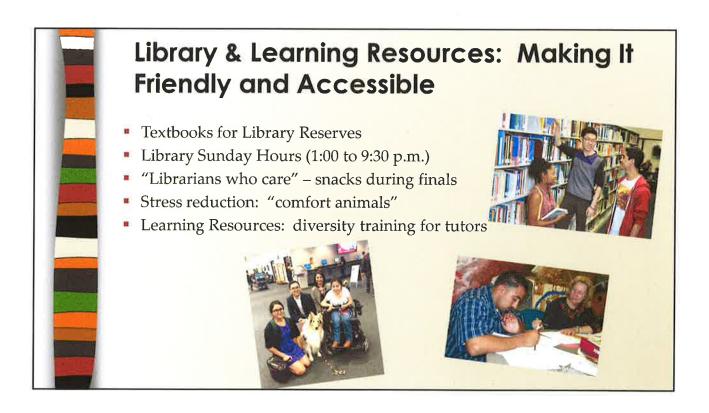


Specialized Student Services Programs

- Arise (Umoja): African American students
- Bridge: Learning communities for basic skills and first generation students (mostly Latino)
- Aspire (AANAPISI): Pacific Islander students
- Dream (undocumented): Latino and Asian students
- Foster Youth: Students in/exiting the foster system
- TRiO and EOPS: Low income, first generation
- Disabled Students: learning disabilities, visual and hearing impaired, autism, acquired brain injury
- CalWORKs/CARE: Single parents, county-supported
- LGBTQ: Designing a support structure; first "Lavender Graduation celebration planned for June



- Common Agendas; Common Goals
 - Linking planning for equity and success
 - Leadership from specialized programs linking activities and funding
- Joint Activities
 Summer Science Transfer Institute
 - Field Trips; Cultural Events
 - Workshops
 - Student Leadership Retreats
- New Equity Center





- Faculty mentors
- Counseling and tutoring
- Laptops for student checkout/use
- Seminars: "Battle Plans for Final Exams"
- Special events for
- Robotics Academy
- 700 Students Served per Week





Professional Development; Teaching & Learning Center

- The Role of the Faculty
 - Academic Senate leadership on board and paving the way
 - Faculty Opening Meeting: "Addressing Issues of Diversity in the Classroom"
 - Break-out Sessions: Becoming a Veterans Friendly Campus, Language, Power, and Privilege: Talking About Culture, Universal Design and Student Equity
- Guest Speakers M2C3
 - Frank Harris; J. Luke Wood: "The Converging Influence of Masculine and Racial Identities on Student Success for Men of Color in Community Colleges"
 - Diego Navarro: "Engaging and Building Relationships with Students: the Affective Domain"
- The Teaching Learning Center
 - Ongoing training, resources and support to improve teaching and improve student success in the classroom



The Minority Male Initiative: Our Process

- Diverse group of managers, faculty, staff gathered to talk about how we address the lack of success of minority males.
- Consensus direction: Ask the students!
- We asked specialized program leaders to send us minority male students willing to share their thoughts and experience with us.



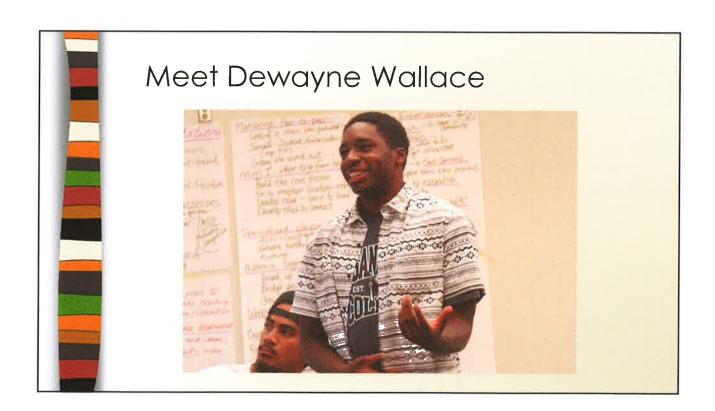
Learning from Listening

First Meeting: We began with individual introductions ... 3 ½ hours later, we finished with the introductions



Our students' voices ...

- My mother didn't protect me from my Dad and brothers. I learned not to trust anyone. If my Dad didn't die, I wouldn't be here. I landed in the foster care system. I learned not to trust anyone.
- You have to learn to not be afraid to share your story.
- No one in high school talked to us about college.
- Getting arrested was a blessing. I have come back to school to be an educator.
- I no longer live for the moment -- I live for tomorrow.
- I'm not where I want to be yet, but thank God I'm not where I was before.





- What were your first impressions/experiences?
 - "I don't belong here."
 - "Where do I go for help?"
 - "Who's going to understand my situation?"
 - "Are THEY going to help students like ME?"
 - "Can I really go back to school?"
 - "What if ..."



What are the barriers/road blocks you faced?

- Academic Direction
- Don't know how to register
 - Don't have a computer or internet access
 - Unsure of course selection (and don't know major)
- Campus Culture
 - Unable to understand professors; they go too fast; they talk over us
 - Not sure where to go/how to get help
- Financial
 - Unable to pay for books; need financial aid but applied late
 - Transportation needs
 - Family demands
 - · Need a job



What does Mt. SAC need to do?

- Better services for <u>job</u> opportunities [SSEED]
- Town Hall meetings to keep students informed
- Share <u>success stories</u> for motivation [Digital Stories]
- Outings: community work [Field Trips]
- Study halls; study skills [Math Boot Camps; Study Hall]
- Opportunities to do research
- Networking opportunities [Conference attendance]
- Culturally relevant courses [Student initiated]
- Safe spaces [Equity Center]



We Study; We Explore; We Develop

Summer Day-Long Retreat
Self-Fulfilling Prophecy- your greatest fears

- Going back to the pen
- You'll be just like your father
- Your goals are too big to achieve
- You'll never make it
- You can't change
- You're not disciplined enough
- Oh, so people like YOU can go to college?



Confronting Self-Fulfilling Prophecies

- Prior life; prior scripts; prior reality
 - How to change the scripts?
 - · You'll just be another statistic
 - From hopeless to hopeful
 - From flight to fight
- Dealing with the fear of failure
 - People like me aren't supposed to succeed
- Anticipatory socialization
 - This is all new to me, I don't fit in. How am I supposed to act?



Listening and Letting Our Students Point the Way

Students work collaboratively to define the critical pathways for our work

- Academics
- Services
- Peer to Peer
- Cultural/Ethnic Identity



Academics

• To inspire and motivate students to see their potential in education as a lifelong career by aspiring towards their academic/educational goals.

Recommendations

- Collaborative study halls* with peers
- Group study*
- Subject-based help
- Book donations*
- Academic progress checks
- Career exploration field trips
- Milestone recognition events *- elevate your all successes, including grades (GPA); awards "rookie of the year"/"MVP"
- * Partially implemented



• Programs and services designed to enhance/enrich minority students' (males and females) educational, personal and emotional needs.

Recommendations

- Interpersonal communication workshops*
- Mobile Inreach Unit (MIU) student ambassadors*
- Community service opportunities
- "Latino" program like Aspire and Arise
- · Outreach efforts to minority high school students
- * Partially implemented



Peer to Peer

• An individual who motivates, relates and understand the experience of another while attempting to create a bond with individuals to work toward accomplishing each other's goals.

Recommendations

- Multiple "3 man teams" to interact with students daily, proactively searching for students where they gather to provide resource information*
- Peer tutors and peer support groups
- Weekly check-ups (peer to peer)
- Mentoring
- * Partially implemented

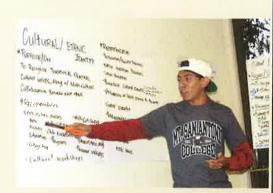
Cultural and Ethnic Identity

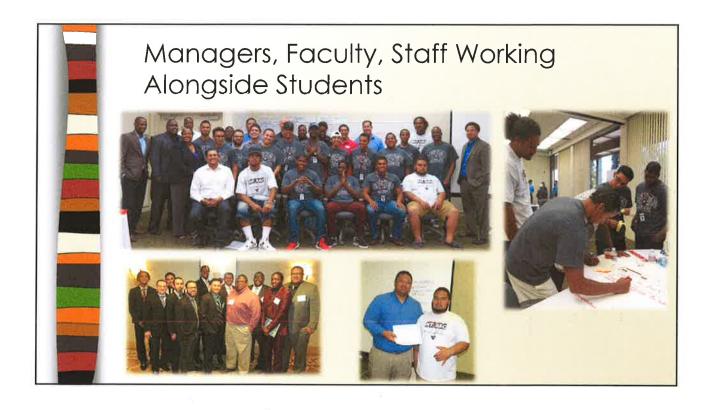
• To recognize traditional practices and cultural values along with multi-cultural collaboration between each other.

Recommendations

- Ethnic Studies courses
- Multi-cultural Center
- Cultural workshops
- Professional/faculty training*
- Cultural field trips*
- Cultural campus events*

Partially implemented





What We Put in Place • Student Ambassadors • SSEED • Fale Fono • Math Study Hall; Math Boot Camps • Leadership Development • Professional Development • Digital Stories



- Inreach efforts are developed to better reach students
- Students say they are the best to reach their own
- Progress has been immediate and overwhelmingly successful
- Student ambassadors have the pride and fulfillment of assisting other students and the responsibility
- Lost and disconnected students have help to find their way





SSEED: Student Success for Education and Employment Development

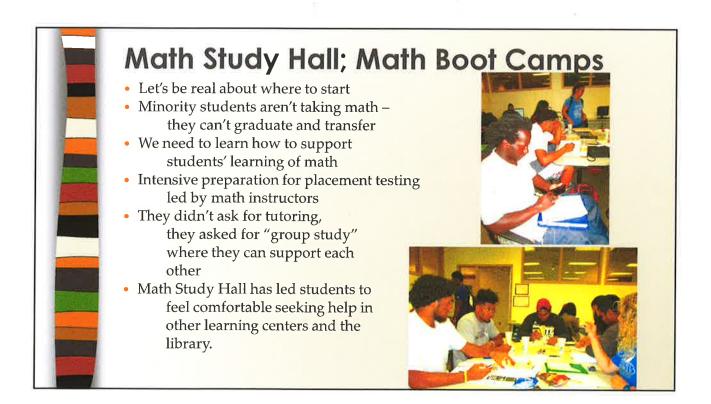
- A tool for engagement
 - Many students pursue college are "all alone"
 - At the worksite, someone knows you and cares
- A tool for persistence
 - Students get paid (financial reward);
 - Students go to work and go to class
 - Required academic progress checks
- Skill development
 - Employers and program provide professional skill building: office etiquette, dress attire, soft skills development
 - Regular training provided from Microsoft office to financial literacy to ethics in the workplace



Fale Fono

- Becoming a village a safe place to share impacts of stereotypes, goals and dreams, "each one, check one", "no shame to ask" (confronting pridefulness)
- Utilizing a familiar cultural practice to help students find a focus, validation of self/culture, motivation, sense of belonging.
- Sharing of personal testimonies, guest speakers, resource workshops







- Leadership Retreats
- Speakers and Workshops
- Field trips and Cultural Events
 - Washington, DC Trip/HBCU Tour
 - Spare Parts; He Named Me Malala; Wicked
 - Transfer field trips; Summer Science Transfer
- Speaking to other students; speaking to faculty and college leaders
- Participation in conferences; presentations at conferences





- Creative, self-reflective process to capture students' uniqueness, personal journeys, that serve as a motivation to others.
- Began with Arise program (AANAPISI-funded) effort with 8 students—presentations nationally, locally, on campus.
- Method is highly impactful and offers incredible opportunities for dialog, greater understanding and inspiration.





Professional Development

- Spring Faculty Flex General Session
 - Addressing Issues of Diversity in the Classroom
 - Becoming a Veterans Friendly Campus
- Breakout Sessions
 - · Language, Power, and Privilege: Talking About Culture
 - Universal Design and Student Equity
- MMI Retreat M2C3 Guest Speakers
 - Frank Harris; J. Luke Wood
 - "The Converging Influence of Masculine and Racial Identities on Student Success for Men of Color in Community Colleges"



The New Equity Center

- The college's recognition and acknowledgement of the need for such a physical place.
- Design: open and welcoming;
 safe places; cultural celebration
 and sensitivity; academic areas;
 sharing areas; private offices
 for counseling support;
 computer lab and study spaces
 (individual and group)
- The use of art and images to relate and inspire
- Programs: Aspire, Arise, Foster Youth, Dream





