ADVANCING SUCCESS FOR COMMUNITY COLLEGE MEN OF COLOR THROUGH TECHNICAL ASSISTANCE

Frank Harris III & J Luke Wood - San Diego State University
Rationale for Beginning M2C3

- MMI proliferation
- Using context specific insights
- Acknowledging masculinities
- Integration of inquiry
- Institutional Responsibility (IRR)
- Woefully unprepared educators
- Shifting national and state dialogue
America’s College Promise

My Brother’s Keeper

My Brother’s Keeper

There are a lot of kids out there who need help, who are getting a lot of negative reinforcement. And is there more that we can do to give them the sense that their country cares about them and values them and is willing to invest in them?

– President Obama
The Minority Male Community College Collaborative (M2C3) is a national research and practice center housed in Community College Equity Assessment Lab (CCEAL) at San Diego State University (SDSU). M2C3 partners with community colleges to support their capacity in advancing outcomes for students who have been historically underrepresented and underserved in education, particularly students of color.

M2C3 was developed to advance three objectives:

- **Research** - to conduct and disseminate empirical research on the experiences of historically underrepresented and underserved men in community colleges;
- **Training** - to provide training that improves practices and research relevant to men of color in community colleges; and
- **Assessment** - to use assessment and evaluation to facilitate capacity-building within community colleges.
M2C3 PHILOSOPHY
"Every system is perfectly designed to achieve the results it gets."

(attributed to W. Edward Deming and Paul Batalden)

Disparate yield rates Exposure to Exclusionary Discipline Microaggressions

Campus Racial Profiling Unconscious Bias Limited Study Abroad Participation

College-Going Gaps Degree Attainment Invalidation Stereotype Threat

Apprehension to Engage Racial Battle Fatigue Capital Identity Projection

School to Prison Pipeline Overrepresentation in Special Education

School Tracking Degree Tracking Undermatching High student debt

AP participation Symbolic Violence Prove-Them Wrong Syndrome

Loan Defaults Student Attrition Hostile Campus Climates

Anemic Transfer Rates Disproportionate Impact College Access Limits
“What the heck is wrong with these guys? Why aren’t they doing what it takes for them to be successful here?”
“What are we doing (or not doing) as a college or department that results in our men of color not doing as well as they should?”
“Data” versus “Inquiry”

The Data Paradigm:

- Data
- Gaps In Educational Outcomes
- Solutions (Best Practices)

Bensimon, 2004
“Data” versus “Inquiry”

The Data Paradigm:

1. Data
2. Gaps in Educational Outcomes
3. Solutions (Best Practices)
4. Anecdote

Bensimon, 2004
“Data” versus “Inquiry”

The Data Paradigm:

1. Data
2. Gaps in Educational Outcomes
3. Solutions (Best Practices)
4. Anecdote

The Inquiry Paradigm:

1. Data
2. Gaps
3. Inquiry into the Causes
4. Informed Solutions
5. Evaluation of Implemented Solutions

Bensimon, 2004
### Taxonomy of Faculty Perspectives on Teaching Men of Color

<table>
<thead>
<tr>
<th>Willing to employ practices (W)</th>
<th>Don’t know what to do (DK)</th>
<th>Know what to do (K)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DK</td>
<td>K</td>
<td></td>
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<tr>
<td>W</td>
<td>W</td>
<td>W</td>
</tr>
<tr>
<td>DK</td>
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<td>U</td>
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</table>
Taxonomy of Faculty Perspectives on Teaching Men of Color

<table>
<thead>
<tr>
<th>Willing to employ practices (W)</th>
<th>Don’t know what to do (DK)</th>
<th>Know what to do (K)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Allies</td>
<td>The Choir</td>
<td></td>
</tr>
<tr>
<td>Unwilling to employ practices (UW)</td>
<td>The Resisters</td>
<td>The Defiant</td>
</tr>
</tbody>
</table>
Taxonomy of Faculty Perspectives on Teaching Men of Color

<table>
<thead>
<tr>
<th></th>
<th>Don’t know what to do (DK)</th>
<th>Know what to do (K)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Willing to employ practices (W)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allies</td>
<td>30%</td>
<td>15% Choir</td>
</tr>
<tr>
<td>Unwilling to employ practices (UW)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passive</td>
<td>30%</td>
<td>15% Defiant</td>
</tr>
<tr>
<td>Active</td>
<td>10%</td>
<td></td>
</tr>
</tbody>
</table>

- **Allies:** 30% who know what to do and willing to employ practices.
- **Choir:** 15% who don’t know what to do and willing to employ practices.
- **Defiant:** 15% who don’t know what to do and unwilling to employ practices.
## A Multi-tiered Strategy

**“The Three E’s”**

<table>
<thead>
<tr>
<th>Type</th>
<th>Goal</th>
<th>Timeline</th>
<th>Mechanism</th>
<th>Delivery</th>
<th>Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Choir</td>
<td>Empower</td>
<td>1-2 mo.</td>
<td>Email, Fliers</td>
<td>Voluntary, Flexible</td>
<td>Intrinsic and Affirmation-Based</td>
</tr>
<tr>
<td>The Allies</td>
<td>Educate</td>
<td>2-4 mo.</td>
<td>Direct Referrals, Phone Calls, Emails with Follow-ups</td>
<td>Voluntary, Flexible but convenient</td>
<td>Social Justice, Equity-Based, Moral Arguments</td>
</tr>
<tr>
<td>The Resisters (Passive)</td>
<td>Encourage</td>
<td>3-12 mo.</td>
<td>Department Meetings, Convocation, All Faculty Days</td>
<td>Intrusive, Direct</td>
<td>Compliance, Funding, Organizational Priority, Recognition, RTP, Release Time</td>
</tr>
<tr>
<td>The Resisters (Active)</td>
<td>Redirect</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Defiant</td>
<td>Redirect</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ABOUT M2C3
Structure

M2C3 Team

- Three leadership team members
- Project specialist*
- 8 Graduate Students
- 6 Undergraduate Students
Structure

M2C3 Team
- Three leadership team members
- Project specialist*
- 8 Graduate Students
- 6 Undergraduate Students

Partner Colleges
- Full Data Partners
- Data Use Partners
- Consortium Colleges
- Training Partners

M2C3 Guidance
- Advisory board members
- Affiliate partners
- Practitioner experts panel
- Faculty affiliates
Research

- Published over 50 scholarly works, including books, book chapters, peer-reviewed journal articles, and national research reports
  - Analyses of special populations
  - Psychometric testing of M2C3 instruments
- Research, Interventions, Strategies, and Evaluation (RISE) board
- Aztec Research Fellowship Program (ARFP)
Training

- **National Consortium on College Men of Color** – 70 community college partners

The consortium is designed for community colleges interested in sharing their efforts and learning about new strategies for enhancing the success of men of color. Operated in collaboration with M2C3 affiliate partners.
NCCSM - Webinars

- “Designing Retention Programming to Address the Influence of Masculine Identities on Success for Community College Men of Color” (February 18, 2016)
- “Socio-Ecological Outcomes Model and Student Success for Men of Color” (January 28, 2016)
- “An Executive Perspective: Gaining Institutional Buy-in for Men of Color Efforts” (December 3, 2015)
- “Designing and Implementing Mentoring Programs for Men of Color in Community Colleges” (November 12, 2015)
- “Serving Those Who’ve Served Us: Fostering Success for Veteran Men of Color in the Community College” (November 11, 2015)
- “The Role of the Community College Trustee: Advancing Success for College Men of Color” (October 20, 2015)
- “What the Past 20 Years of Research on Men of Color Tells Us” (October 20, 2015)
- “Gaining Institutional Buy-In for Men of Color Efforts” (September 24, 2015)
- “Equity Planning to Advance Outcomes for Men of Color in Community Colleges” (May 14, 2015)
- “Male Program Assessment for College Excellence (M-PACE)” (May 5, 2015)
- “Counseling and Advising Strategies: Advancing Success for Men of Color in the Community College” (February 12, 2015)
- “Institutional Self-Assessment to Improve Outcomes for Men of Color: Using the Community College Student Success Inventory” (December 4, 2014)
- “Supporting Men of Color in the Community Colleges: Teaching and Learning Strategies for Classroom Faculty” (September 12, 2014)
- “Designing and Implementing a Minority Male Initiative in the Community College” (July 1, 2014)
- “Men of Color in the Community College: Trends, Challenges, and Opportunities” (April 18, 2014)
NCCSM – Working Group
NCCSM Projects - Training

- Virtual discussion board (June, 2016)
- Research pre-institute (June, 2017)
Onsite Training

On-site training with community colleges

- Men of Color in Community Colleges: An Overview of Research and Trends
- Equity Root Cause Analysis for College Men of Color
- Teaching Men of Color in Community Colleges
- The Effects of Racial Microaggressions on the Success of College Men of Color
- Counseling and Advising Men of Color in Community Colleges
- Equity Inquiry and Planning for Men of Color in Community Colleges
- Creating Conditions that Foster Engagement Among College Men of Color
- Institutional Responsibility and the Success of College Men of Color
- Successful Practices for Conducting Inquiry on College Men of Color
- The Influence of Masculinities on Student Success for Men of Color
Equity Root Cause Analysis

Transfer gaps between students of color and their majority peers

- Not taking transfer level course (exiting during basic skills)
- Access to transfer information
- Tracked into CTE and other non-transfer programs
- Access to transfer center staff
- Not feeling welcome in the transfer center

- Too few appointments available
- Too few personnel
- Transfer center staff lack cultural competency
- Not on campus during service times
- Not making a demonstrated decision to transfer until later on
- Too few personnel
- Not on campus during service times
- Stereotypical assumptions of abilities

- Counseling staff are not inadequately trained
- Educational planning requirements forcing decisions ‘too’ early on
- No staff with whom they identify
- Too few personnel
- Too few appointments available
- Transfer center staff lack cultural competency
- Not on campus during service times
- Not making a demonstrated decision to transfer until later on
- Stereotypical assumptions of abilities

- Counseling staff are not inadequately trained
- Educational planning requirements forcing decisions ‘too’ early on
- Stereotypical assumptions of abilities
Online Certificate Program

TEACHING MEN OF COLOR IN THE COMMUNITY COLLEGE

PROGRAM FEATURES

- Designed for community college instructors
- One-week long program
- Fully online program delivery
- Live interactive dialogue with instructors
- Tangible solutions for real challenges

LEARNING FORMAT

- e-Learning videos
- Virtual discussion board
- Real-time conferencing with instructors
- Practical readings

TARGET AREAS OF INTERVENTION

- Racial Microaggressions
- Collaborative Learning
- High Expectations
- Validation
- Personal Relationship
- Challenge
- Support
- Culturally Relevant Teaching
- Culturally Relevant Materials
- Empowerment Strategies
- Intrusivity
- Performance Monitoring

LEARN MORE at www.coralearning.org  CONTACT at bherrin@coralearning.org
Online Certificate Program

TEACHING BOYS AND YOUNG MEN OF COLOR

PROGRAM FEATURES

• Designed for school educators
• One-week long program
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TARGET AREAS OF INTERVENTION

• Racial Microaggressions
• Cooperative & Collaborative Learning
• High Expectations
• Validation
• Personal Relationships
• Culturally Relevant Teaching
• Gender-Role Socialization
• Intrusivity
• Performance Monitoring
• Classroom Management
• Appropriate Discipline Practices
• Differentiation
• Multiple Intelligences
• Male Brain Learning

LEARN MORE at www.coralearning.org    CONTACT at bherrin@coralearning.org
Assessment

- Partnered with over 100 colleges to support institutional assessment on their campuses.
  - Community College Survey of Men (CCSM)
  - Community College Insights Protocol (CCIP)
  - Community College Student Success Inventory (CCSSI)
  - Community College Instructional Development Inventory (CC-IDI)
  - Male Program Assessment for College Excellence (MPACE)
M2C3 Partnership Model

College identifies “disproportionate impact”

Invites M2C3 to support capacity development

Data collected using M2C3 instruments

Reporting of findings

Recommended strategic interventions
# CCSM Report Snapshot

## Community College Survey of Men (CCSM)
Minority Male Community College Collaborative (M²C³)

<table>
<thead>
<tr>
<th>Campus Ethos Domain (cont.)</th>
<th>African American</th>
<th>Latino</th>
<th>Multi-Ethnic</th>
<th>Asian</th>
<th>White</th>
<th>Middle Eastern</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sense of Belonging with Faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cares about my perspective in class</td>
<td>Acceptable</td>
<td>Acceptable</td>
<td>Acceptable</td>
<td>Acceptable</td>
<td>Acceptable</td>
<td>Acceptable</td>
<td>Acceptable</td>
</tr>
<tr>
<td>Values interacting with me</td>
<td>Acceptable</td>
<td>Acceptable</td>
<td>Acceptable</td>
<td>Acceptable</td>
<td>Acceptable</td>
<td>Acceptable</td>
<td>Acceptable</td>
</tr>
<tr>
<td>Personal Relationship with Faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knows my name</td>
<td>Acceptable</td>
<td>Needs Attention</td>
<td>Needs Attention</td>
<td>Acceptable</td>
<td>Needs Attention</td>
<td>Acceptable</td>
<td>Acceptable</td>
</tr>
<tr>
<td>Knows about my goals</td>
<td>Immediate Concern</td>
<td>Immediate Concern</td>
<td>Immediate Concern</td>
<td>Immediate Concern</td>
<td>Immediate Concern</td>
<td>Immediate Concern</td>
<td>Immediate Concern</td>
</tr>
<tr>
<td>Knows about me as a person</td>
<td>Immediate Concern</td>
<td>Immediate Concern</td>
<td>Immediate Concern</td>
<td>Immediate Concern</td>
<td>Immediate Concern</td>
<td>Immediate Concern</td>
<td>Immediate Concern</td>
</tr>
<tr>
<td>Has a good relationship</td>
<td>Needs Attention</td>
<td>Needs Attention</td>
<td>Needs Attention</td>
<td>Needs Attention</td>
<td>Needs Attention</td>
<td>Immediate Concern</td>
<td>Needs Attention</td>
</tr>
<tr>
<td>Validation from Faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have the ability to do the work</td>
<td>Immediate Concern</td>
<td>Immediate Concern</td>
<td>Immediate Concern</td>
<td>Immediate Concern</td>
<td>Immediate Concern</td>
<td>Immediate Concern</td>
<td>Immediate Concern</td>
</tr>
<tr>
<td>I can succeed in college</td>
<td>Immediate Concern</td>
<td>Immediate Concern</td>
<td>Immediate Concern</td>
<td>Immediate Concern</td>
<td>Immediate Concern</td>
<td>Immediate Concern</td>
<td>Immediate Concern</td>
</tr>
<tr>
<td>I belong at this institution</td>
<td>Immediate Concern</td>
<td>Immediate Concern</td>
<td>Immediate Concern</td>
<td>Immediate Concern</td>
<td>Immediate Concern</td>
<td>Immediate Concern</td>
<td>Immediate Concern</td>
</tr>
</tbody>
</table>
CCSM Report Snapshot

Highlights for Faculty Members

The table below summarizes findings from the CCSM that are most relevant to faculty members. The CCSM asks respondents to report their experiences with and perceptions of faculty members. Below, we summarize responses that are predictive of male students’ engagement with faculty. Engagement with faculty refers to frequency of interactions with faculty in educationally meaningful ways.

<table>
<thead>
<tr>
<th>Top Faculty Factors Contributing to Faculty-Student Engagement</th>
<th>White</th>
<th>Asian</th>
<th>African American</th>
<th>Mexican</th>
<th>Latino</th>
<th>Middle Eastern</th>
<th>Other</th>
<th>Multi-ethnic</th>
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</thead>
<tbody>
<tr>
<td>Racial Bias</td>
<td>√</td>
<td>√√</td>
<td></td>
<td>√√√</td>
<td>√√</td>
<td></td>
<td></td>
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<tr>
<td>Belonging</td>
<td>√</td>
<td>√√√</td>
<td></td>
<td>√√</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Personal Relationships</td>
<td>√√√</td>
<td>√√√</td>
<td>√√√</td>
<td>√√√</td>
<td>√√√</td>
<td>√√√</td>
<td></td>
<td>√√√</td>
</tr>
<tr>
<td>Validation</td>
<td>√√√</td>
<td>√√√</td>
<td>√√√</td>
<td>√√√</td>
<td>√√√</td>
<td>√√√</td>
<td></td>
<td>√√√</td>
</tr>
<tr>
<td>Welcomeness (inside)</td>
<td>√√√</td>
<td>√√√</td>
<td></td>
<td>√√√</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Welcomeness (outside)</td>
<td>√√√</td>
<td>√√√</td>
<td></td>
<td>√√√</td>
<td>√√√</td>
<td>√√√</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: √ Important √√ Very Important √√√ Extremely Important
South Mason Valley Community College

Intervention Specifications
Full-Time Faculty

Legend

- Acceptable
- Area of Concern
- Immediate Attention

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>Racial Microaggressions</td>
<td>2.46</td>
</tr>
<tr>
<td>Culturally Relevant Teaching</td>
<td>1.22</td>
</tr>
<tr>
<td>Culturally Relevant Materials</td>
<td>1.69</td>
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<tr>
<td>Collective Learning</td>
<td>1.57</td>
</tr>
<tr>
<td>Institutional Responsibility</td>
<td>2.81</td>
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<tr>
<td>Faculty Student Engagement</td>
<td>0.096</td>
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<tr>
<td>Performance Monitoring</td>
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<tr>
<td>Empowerment</td>
<td>0.25</td>
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<tr>
<td>Welcomeness to Engage (O)</td>
<td></td>
</tr>
<tr>
<td>Welcomeness to Engage (I)</td>
<td>0.09</td>
</tr>
<tr>
<td>Support</td>
<td>0.02</td>
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<tr>
<td>Challenge</td>
<td>1.67</td>
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<tr>
<td>Authentic Care</td>
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<tr>
<td>Validation</td>
<td>2.01</td>
</tr>
<tr>
<td>High Expectations</td>
<td>0.72</td>
</tr>
<tr>
<td>Personal Relationships</td>
<td></td>
</tr>
<tr>
<td>Collaborative Learning</td>
<td>2.19</td>
</tr>
</tbody>
</table>

Legend:
- C: Community
- O: College Instructional Development Inventory (CC-ID)
# Community College Instructional Development Inventory (CC-IDI)

## South Mason Valley Community College
*Intervention Specifications*
*Full-Time Faculty*

### Performance Monitoring

<table>
<thead>
<tr>
<th>Description</th>
<th>N</th>
<th>Range</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Std. Error</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>CC-IDI Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proactively providing support to students who are underperforming</td>
<td>752</td>
<td>5.00</td>
<td>1.00</td>
<td>6.00</td>
<td>.03333</td>
<td>3.3697</td>
<td>.91389</td>
<td>2.610</td>
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<tr>
<td>Referring students to available support services on campus when they are struggling</td>
<td>751</td>
<td>5.00</td>
<td>1.00</td>
<td>6.00</td>
<td>.03173</td>
<td>2.2557</td>
<td>.86942</td>
<td>1.940</td>
</tr>
<tr>
<td>Providing additional encouragement to students who are underperforming</td>
<td>749</td>
<td>5.00</td>
<td>1.00</td>
<td>6.00</td>
<td>.03284</td>
<td>3.3244</td>
<td>.89872</td>
<td>2.990</td>
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<tr>
<td>Providing extra academic guidance to students who are struggling</td>
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<td>1.00</td>
<td>6.00</td>
<td>.03324</td>
<td>2.3475</td>
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<tr>
<td>Proactively engaging students who are missing class</td>
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<td>5.00</td>
<td>1.00</td>
<td>6.00</td>
<td>.03692</td>
<td>2.5133</td>
<td>1.01248</td>
<td>2.590</td>
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<tr>
<td>Proactively engaging students who are arriving to late to class</td>
<td>751</td>
<td>5.00</td>
<td>1.00</td>
<td>6.00</td>
<td>.03748</td>
<td>3.5593</td>
<td>1.02704</td>
<td>2.670</td>
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<tr>
<td>Proactively engaging students who are leaving class early</td>
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<td>5.00</td>
<td>1.00</td>
<td>6.00</td>
<td>.03803</td>
<td>3.5634</td>
<td>1.04077</td>
<td>2.920</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>744</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Community College Student Success Inventory (CCSSI)

- Six overarching areas for institutional action and support
  - Financial aid \( (n=7) \)
  - Student support services \( (n=18) \)
  - Teaching and learning \( (n=13) \)
  - Institutional research \( (n=9) \)
  - Minority male initiatives and programs \( (n=14) \)
  - Early alert systems \( (n=6) \)

- Content validation from subject matter experts (SMEs)

- Results published in the *Community College Journal of Research and Practice* (Harris & Wood, 2014).
Male Program Assessment for College Excellence (M-PACE)

• A program-level outcomes based assessment tool

• Designed for repeated measures designs

• Based on a synthesis of program outcomes and services commonly employed by MMIs
  – leadership development, mentoring, college survival skills, community learning opportunities, tutoring, academic advising, cohort study sessions, counseling, career planning, and books clubs
Institutional Assessment Package (IAP)

The institutional Assessment Package (IAP) examines factors that influence student success in community colleges, particularly students of color. The package includes three instruments that are designed to gain insight from students, faculty, and staff/administration:

**Community College Success Measure (CCSM) "student survey"**
- An institutional-level needs assessment tool for identifying factors influencing the success of underserved students
  - A focus on campus climate and non-cognitive outcomes
  - A face to face scantron instrument

**Community College Student Success Inventory (CCSSI) “staff and administrative assessment”**
- An institutional self-assessment tool for determining an institution's readiness to facilitate successful outcomes for underserved students.
  - Assesses six critical areas of operation that influence success for underserved students
    - An online self-assessment questionnaire for equity and leadership teams

**Community College Instructional Development Inventory (CC-IDI) "faculty survey"**
- An institutional-level inventory to inform professional development programming for instructional faculty who teach underserved students.
  - Evaluates 14 areas of teaching and learning practice that have an intensified benefit on success outcomes for underserved students
  - An online questionnaire distributed to randomly selected instructional faculty
  - Results that are immediately accessible and downloadable
Developing Projects - Assessment

• Early Warning System – in partnership with Community College of Baltimore County (CCBC)

• Exit Interview Protocol
Concluding thoughts

- Strategic planning framework
- Legal frameworks
- Analytic processes and data warehousing
- Curriculum design
- Formal certifications
- Standards for practice
  - Orientation, mentoring, programs serving MOC, faculty hiring, faculty RTP, professional development etc.
- Self-assessments and assessments
  - Financial aid, housing, counseling, teaching, resource allocation, program implementation, early warning etc.
- Guidebooks and training for educators
  - Career counseling, tutoring, library, transfer staff
ADVANCING SUCCESS FOR COMMUNITY COLLEGE MEN OF COLOR THROUGH TECHNICAL ASSISTANCE