

Creating Pathways to Student Success

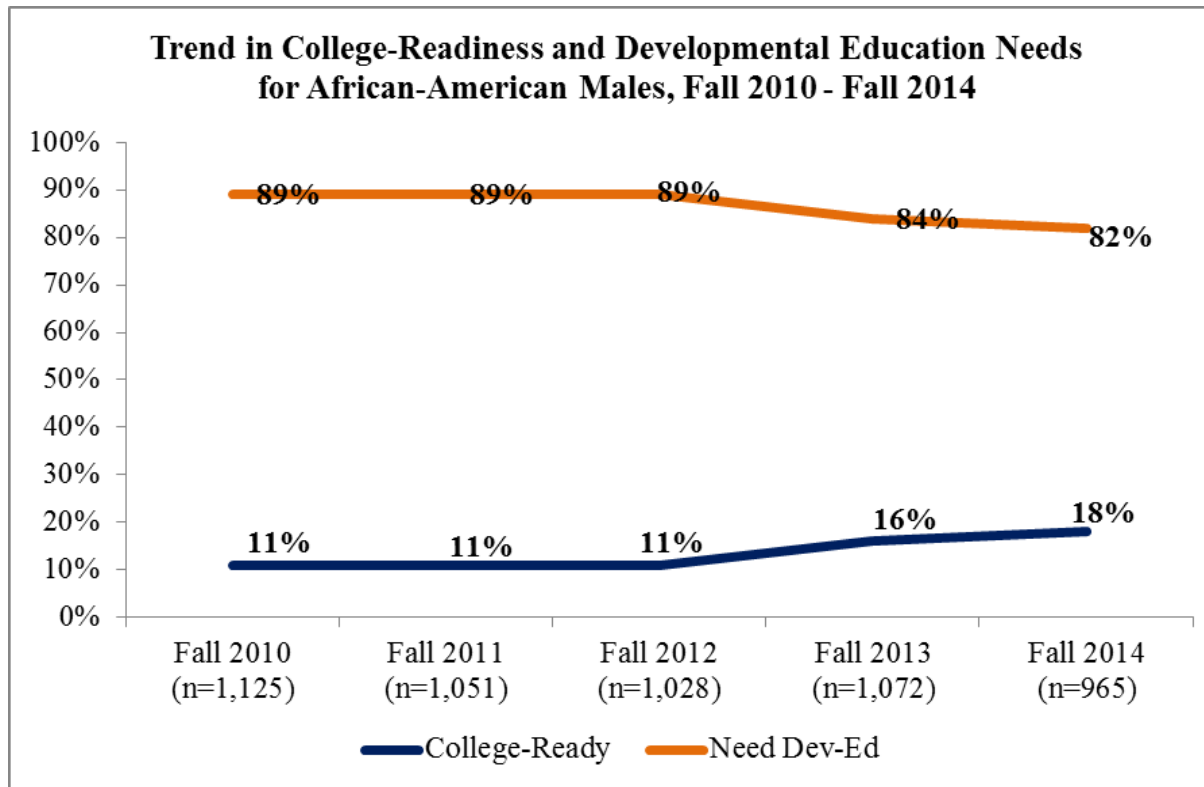
in Different Racialized Environments

“The complexity of the issues surrounding
Black male success in college defies
solutions of a singular nature”
(Strayhorn, 2008).



Background and Context

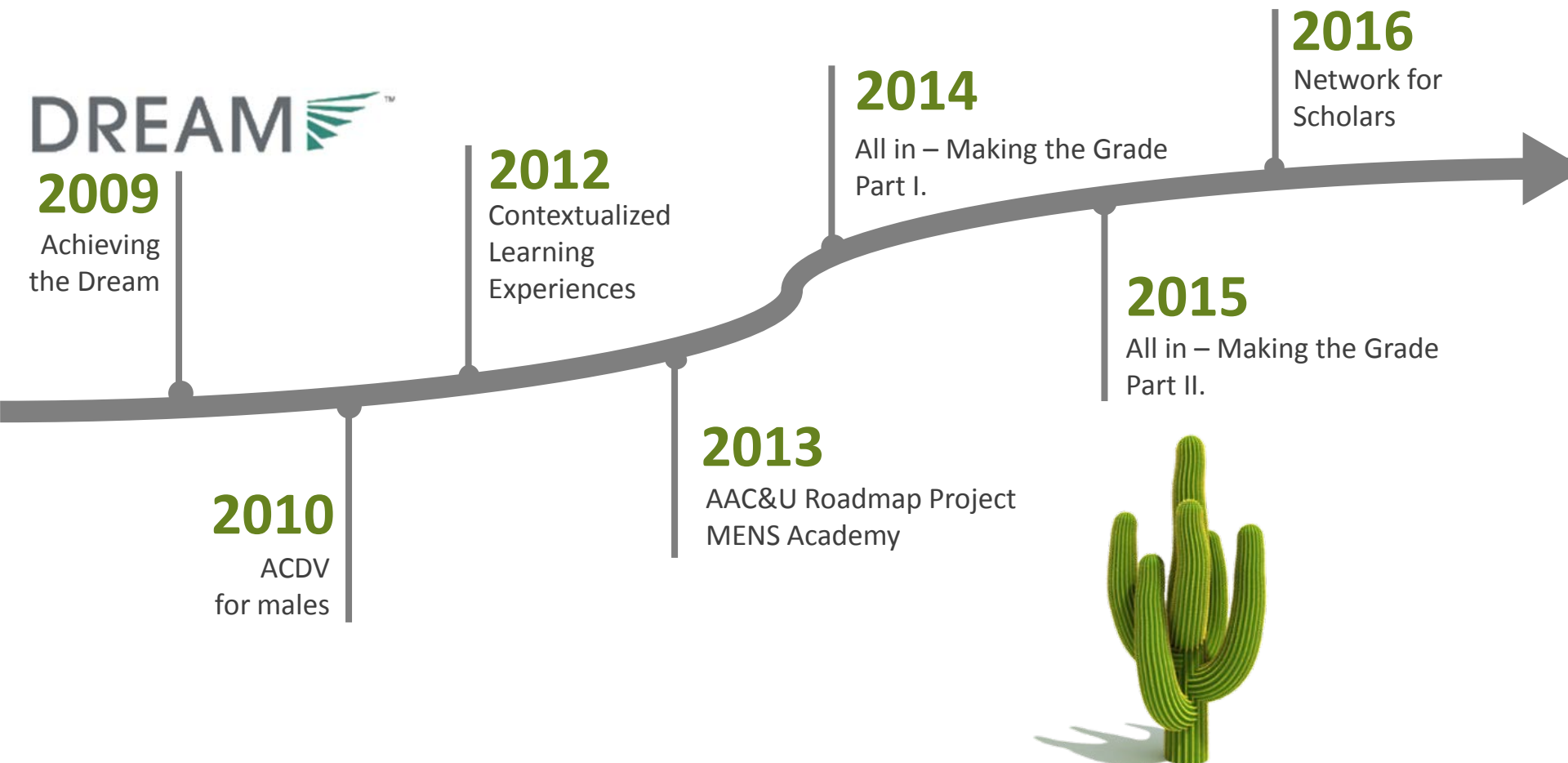
In 2000, CCBC first identified achievement gaps between African American and white students



Scaled the orientation course for African American males in 2010

How did we get here?

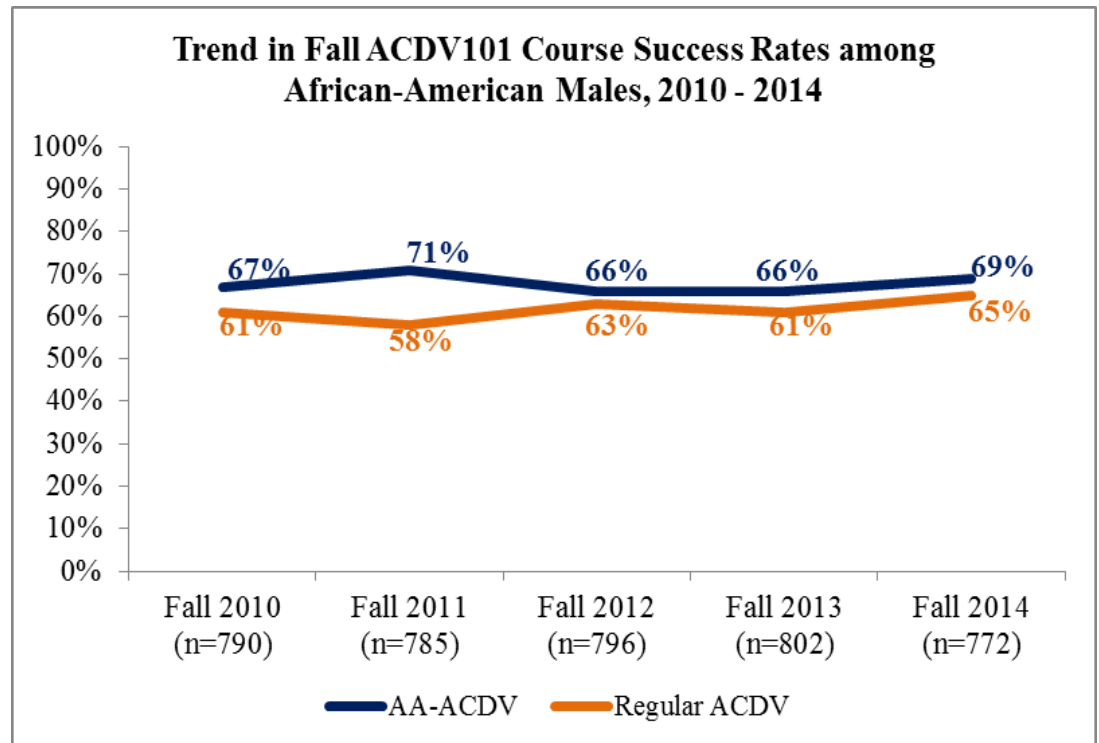
- CCBC established four initiatives for student success designed to touch large numbers of students.
- Contextualized learning in ACDV 101 - A course built on sound evidence to support student success.



Academic Development for African American Males

Course Benefits

- Peer mentoring development
- Social Capital development
- Character Strengths workshops
- Accelerated English and Reading LC
- Direct conversations
- Building learning strategies

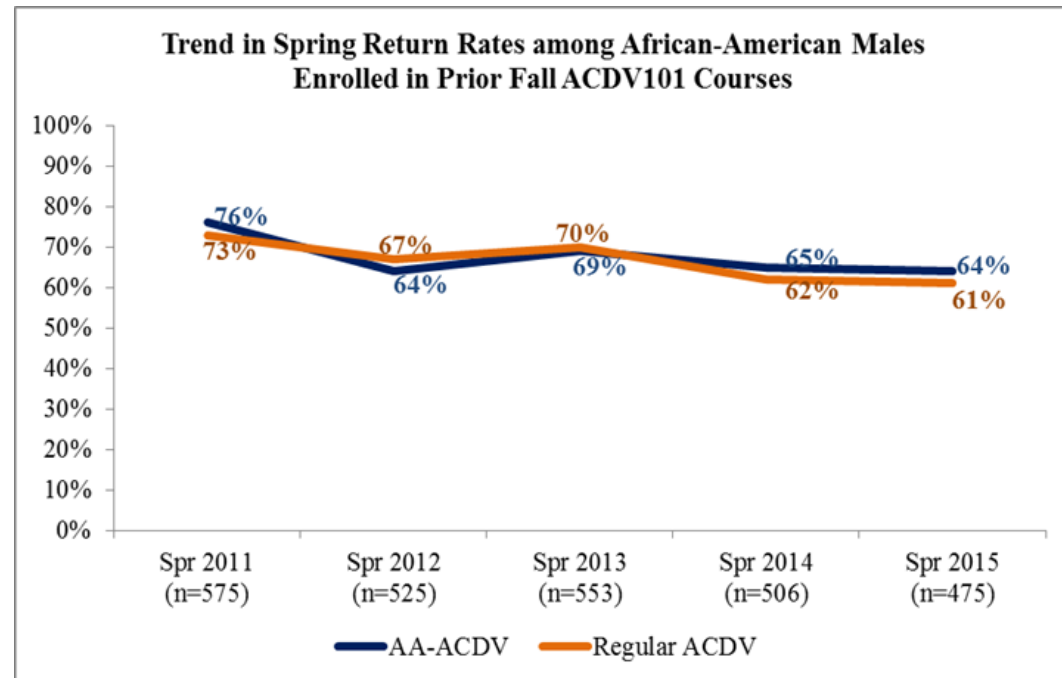


Student affairs professionals must develop out of the experience of African Americans, workable theories of student development. When traditional theories are used in working with Black students, conclusions are often reached that are not accurate” (McEwen, et al., 1990, p.134).

Academic Development for African American Males

Course Benefits

- Intrusive academic advising
- Engage in a network of mentors
- Interact with other success focused students
- Focus referral to support services
- Guided career exploration and planning



“Make connections between the reality of their lives and learning experiences in the classroom” (Kuh, et al., 2006).

Extending the Contextualized ACDV 101 Course to High School – Audience and Instructional Content

Woodlawn HS – Fall 2015

85% African American – 80% Graduation rate

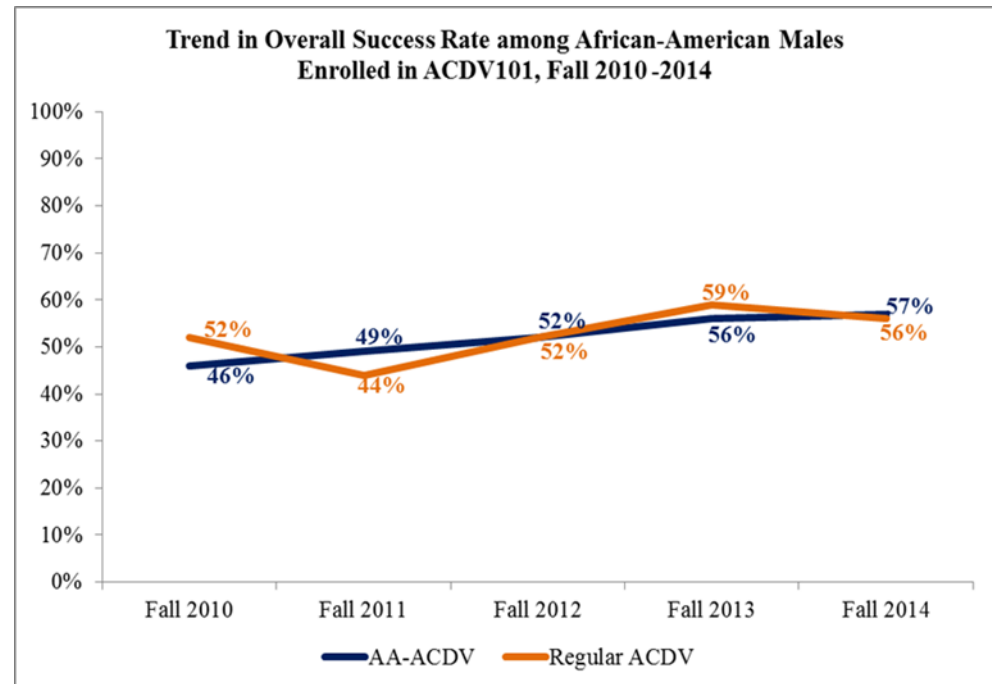
6% Latino – 50 % graduation rate

6% Asian – 88% graduation rate

82% free or reduced lunch

Course Focus & Engagement

- Foster academic mindsets
- Provide an early staff connection at college
- Introduce students to the realities of life on campus for men of color
- Positive messaging (validation)



Contextualized Learning Experience

Accelerated learning

- ALP
- ACLT
- AMP

Contextualized sections

- English
- Reading

Other instructional areas considerations

- Health
- African American Studies
- Math

ACDV101

TRANSITIONING to COLLEGE

FOR African American Men

ACDV 101 & ENGL ALP

The ACDV and ALP English sections are designed to provide and infuse culturally specific content for African American Males.

Teaching and learning are more meaningful and productive when curriculum content and instructional processes include a consideration of the cultures of learners.

Contextualized Learning

ACDV, RDNG & ENGL

The ACDV, RDNG and ENGL sections are designed to provide and infuse culturally specific content for African American Males. Teaching and learning are more meaningful and productive when curriculum content and instructional processes include a consideration of the cultures of learners.

ESSEX ENGL ALP

Course	CRN	Section
ENGL 101	92286	EDB
ENGL 101	94036	EYB
ENGL 052	94035	EYB

CATONSVILLE ENGL ALP

Course	CRN	Section
ENGL 101	90644	CXR
ENGL 052	90612	CXR
ENGL 101	93440	CXD
ENGL 052	93436	CXD

CATONSVILLE

ACDV 101 / ACLT 052 (Learning Community)

Course	CRN	Section	Day	Time
ACDV 101	22247	CN1	T	12:45-2:10 PM
ACLT 052	23135	CL1	T/R	11:05-12:00 PM

ENGL 052 /101 (ALP)

Course	CRN	Section	Day	Time
ENGL 052	21824	CYF	T/R	12:45-2:10 PM
ENGL 101	25233	CYF	T/R	11:10-12:35 PM
ENGL 101	22357	CMB	T/R	11:10-12:35 PM

ESSEX

ACDV 101 / ACLT 052 (Learning Community)

Course	CRN	Section	Day	Time
ACDV 101	22205	EN2	R	12:45-2:10 PM
ACLT 052	23279	EO1	T/R	2:20-3:45 & 4:00-4:55

ENGL 052 /101 / 102 (ALP)

Course	CRN	Section	Day	Time
ENGL 052	22117	EXL	MWF	12:00-1:00 PM
ENGL 101	20024	EEL	MWF	11:00-12:00 PM
ENGL 101	22121	EXL	MWF	11:00-12:00 PM
ENGL 102	20062	EMA	T/R	11:10-12:20 PM

CCBC
The Community College of Baltimore County

9287
*1st

CCBC
CAREER DEVELOPMENT
AND COUNSELING SERVICES

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www.ccbcmd.edu

CULTURALLY RESPONSIVE TEACHING


AAC&U Roadmap Project Minority Male Community College Collaborative

Male Engagement Network of Scholars (MENS)

- Pre-college institute
- Accelerated English and reading
- Cultural Responsive Practices (CRP)
- Peer mentoring development
- Career counseling component

Community College Survey of Men (CCSM)

- African American males enrolled in contextualized orientation course
- Address persistence and college completion
- 15 sections, enrollment of 300 students (Fall 2013), 153 survey respondents



Developing a Community College Student ROADMAP
Supporting Student Success and Advancing Student Learning

From the Editor
Implementing the LEAP Principles through "Roadmap"

The Developing a Community College Student Roadmap Project (Roadmap Project) was designed to help community colleges create robust and proactive programs of academic support—used to expected learning outcomes—that engage students at entry and teach them, from the outset, how to become active partners in their own quest for educational success.

The Roadmap Project, funded by the Macle Foundation, began in 2010 with twelve leadership institutions whose programs were poised to become national models of how to support student success and advance student learning. Launched in January 2013, phase two of the project expanded its network to include an additional ten community colleges.

Roadmap colleges are creating new capacity to significantly expand high-quality learning in two-year institutions. Using the framework for student success outlined in AAC&U's signature initiative Liberal Education and America's Promise (LEAP), Roadmap cross-departmental teams are posing critical questions about assessment of student learning, program integration, guided pathways, effective use of high-impact practices, and strategies for ensuring equity in student achievement outcomes. Given the large number of students who enter postsecondary education through community colleges, the long-term vitality of our nation greatly depends on continued and expanded engagement with broad access institutions to improve outcomes.

LEAP fosters and promotes the identification of educational practices—curricular, co-curricular, pedagogical, and assessment-oriented—that help students achieve the kind of learning that both employers and educators recommend. Research commissioned by AAC&U and similar research by other organizations shows both that employers regard the skills and proficiencies outlined in the Essential Learning Outcomes as crucial to workplace success and that they believe higher education is graduating too many students who lack these capacities.¹ Notably, these learning outcomes, often achieved through participation in high-impact practices (such as learning communities, service learning, study abroad, and capstone experiences) build from the strengths of the liberal arts tradition, fostering (1) broad knowledge of science, culture, and society; (2) high-level analytical, communication, and problem-solving skills; (3) proactive commitments to ethical, societal, and personal responsibility; and (4) the imaginative and adaptive capacities graduates need to tackle complex problems and a changing economic context.

Roadmap leaders represent a community of educators who are able to provide guidance on practical aspects of implementing LEAP principles at all levels, from the campus to the system. This publication details the campus-based initiatives undertaken by the community colleges that joined in the second phase of the Roadmap Project. Teams from these institutions attended AAC&U's 2013 Institute on High-Impact Practices and Student Success to develop campus action plans based on LEAP principles. These campus teams were matched with mentors from the initial twelve leadership institutions to support cross-sharing of opportunities and challenges. Additionally, over the course of the past year and half, AAC&U project staff have conducted site visits to each institution, held a project meeting, and hosted several webinars to support campus implementation efforts. For additional information on the Roadmap Project, please visit <http://www.aacu.org/roadmap>.

Tia McHale, Senior Director for Student Success and Project Director, Developing a Community College Student Roadmap




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Male Student Success Initiative: Creating Alignment Across College Communities

By: Maurice Johnson, Mark Williams and J. Luke Wood

For many years, the Community College of Baltimore County (CCBC) has engaged in efforts to improve the retention and academic success of minority males, as our institution experienced a dramatic increase in enrollment of students of color at a time when the economy was struggling and the new financial aid regulations had not been enacted. In 1990, CCBC created an all-African American male orientation course to support the needs of this population. This course, Student Development for African American Males, was the first step in what has become a purposeful effort to address the persistence and success of African American men at CCBC.

Working Toward African American Male Student Success through Two Programs

In 2009, CCBC joined Achieving the Dream, a national reform network between the private sector and community colleges that promotes best practices for improving student retention and achievement. At this time we began to look more closely at one of our own strategic retention strands, the freshman orientation course Academic Development: Transitioning to College (ACDV 101), with particular focus on the all-African American male sections. From the inception of this course, we understood that offering an engaging course taught by an African American instructor was vitally important because many of these students would not have the opportunity to study

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All in – Making the Grade Part I.

Part I. - Eligibility criteria

- African American male
- College ready skill level or in need of only one developmental course
- Enrollment of nine or more credits
- Complete Financial Aid (FASFA)
- Attend summer leadership orientation
- Sign contractual agreement

	2014 Fall MSSI
Participants	34
Success Rate	73%
Average GPA	2.17
Spring 2015 Return Rate	82%

All in – Making the Grade Part II.

Part II. - Eligibility criteria

- Any male but target African American males
- Any developmental course level
- Enrollment of three or more credits
- Complete Financial Aid (FASFA)
- Sign contractual agreement

Preliminary Data

2015

Fall MSSI

Participants

186

Success Rate

58%

Average GPA

2.25

Spring 2016

Return Rate

68%

What were/are the Challenges to MMI

- Staff turnover
- Grant funding
- Student commitment
- Student Mindset
- Campus climate
- Commitment from the institution

