

**“Fulfilling the Promise:
Ensuring Equity in the
Grossmont-Cuyamaca College
Promise”**

East County Education Alliance 5th Annual Summit

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About CCEAL

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.

Institutional Assessment Package

“student survey”



Community College Success Measure (CCSM)

- for identifying factors influencing the success of underserved students

105 colleges

10 states, 84,549 students

“staff survey”



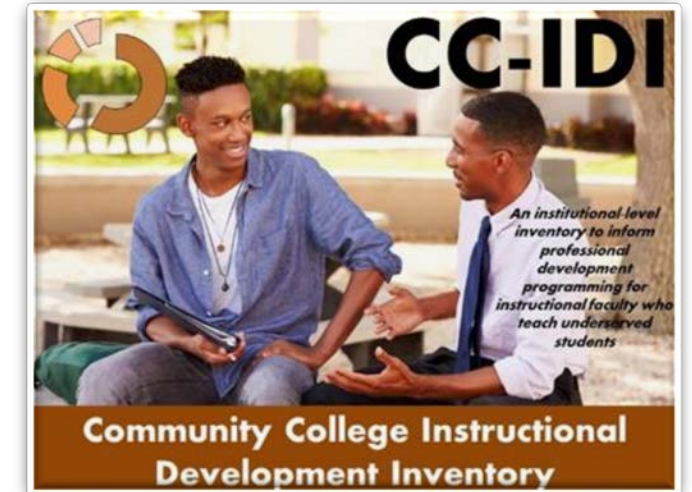
Community College Staff Development Inventory (CC-SDI)

- to inform professional development programming for staff

170 colleges

40 states, 7,429 instructional faculty

“faculty survey”



Community College Instructional Development Inventory (CC-IDI)

- to inform professional development programming for instructional faculty

70 colleges

15 states, 3,122 staff

Qualitative Assessment

Student Focus Groups

Examining students' perceptions of factors influencing success in community college

10 colleges
CA, 252 students, 50 focus groups

Faculty Interviews

Examining perceptions of factors that are effective in educating students of color in community colleges

10 colleges
CA, 102 faculty

*“Every system is perfectly designed
to achieve the results that it gets.”*

- W. Edward Deming

GUHSD 12th Graders Enrolling in GCCCD, 2015-17

GUHSD 12th Graders	
African American	7%
American Indian	0.6%
Asian	2%
Filipino	1.6%
Latinx	36.7%
Pacific Islander	0.6%
White	44.2%
Multiracial	7.1%

GUHSD 12th Graders Enrolling in GCCCD, 2015-17

	GUHSD 12 th Graders	Enrolled in GCCCD	Diff
African American	7%	4.8%	-2.2%
American Indian	0.6%	0.2%	-0.4%
Asian	2%	2.3%	0.3%
Filipino	1.6%	1.4%	-0.2%
Latinx	36.7%	38.2%	1.5%
Pacific Islander	0.6%	0.4%	-0.2%
White	44.2%	45.6%	1.4%
Multiracial	7.1%	6.5%	-0.6%

Data Source: GCCCD

Structural Initiatives in California CCs



Guided
Pathways

Student Equity
& Achievement
Program

AB
705/Multiple
Measures

California
College
Promise

Funding
Formula

Adult Ed Block
Grant/Adult Ed
Program

Structural Initiatives in California CCs



EQUITY

Guided
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Toward an Understanding of Equity

Equity refers to a heightened focus on groups experiencing disproportionate impact in order to remediate disparities in their experiences and outcomes.

- Students of color (e.g., Black, Latinx, Native American, Southeast Asian, Pacific Islander)
- Foster youth
- Students with disabilities
- Low-income students
- Students who experience food and housing insecurity
- Formerly incarcerated

AB19: California College Promise

- Waives fees for one academic year for students who are enrolled fulltime
- Increase
 - the number of high school graduates who enroll in college directly out of high school and place directly into transfer-level math and English
 - the percentage of students who earn associate degrees or career technical education certificates that prepare them for in-demand jobs
 - the percentage of students who successfully transfer from a community college to the California State University or the University of California and increasing the percentage of students who graduate from college with a baccalaureate degree
- Eliminate regional achievement gaps and achievement gaps for students from groups that are underrepresented at the California Community Colleges, including, but not limited to, underrepresented students, low-income students, students who are current or former foster youth, students with disabilities, formerly incarcerated students, undocumented students

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Equity-Mindedness

According to Bensimon (2007) Equity-mindedness entails:

- recognizing the ways in which **systemic inequities** disadvantage minoritized people in a range of social institutions or contexts (education, employment, healthcare, the criminal justice system, etc.)
- (re)framing outcome disparities as an indication of **institutional underperformance** rather than students' underperformance;
- **not attributing outcome disparities** exclusively to students or perceived deficits in students' identities, life circumstances, or capabilities;
- **critically reflecting upon one's role and responsibilities** (as a faculty member, student affairs staff, administrator, counselor, institutional researchers etc.).

Taxonomy of Educators' Perspectives

	Don't know what to do (DK)	Know what to do (K)
Willing to employ practices (W)	DK W	K W
Unwilling to employ practices (UW)	DK U	K U

Taxonomy of Educators' Perspectives

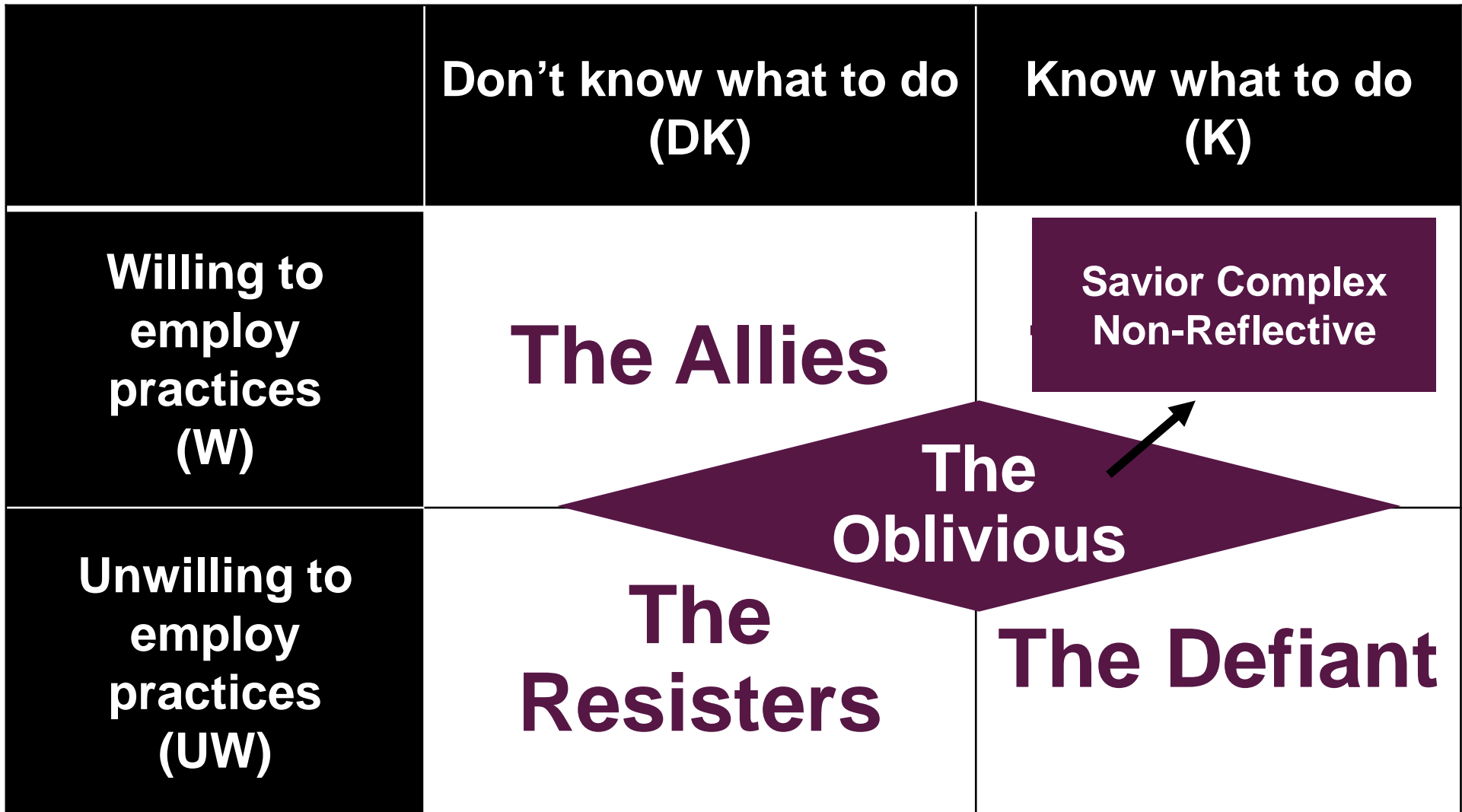
	Don't know what to do (DK)	Know what to do (K)
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Taxonomy of Educators' Perspectives

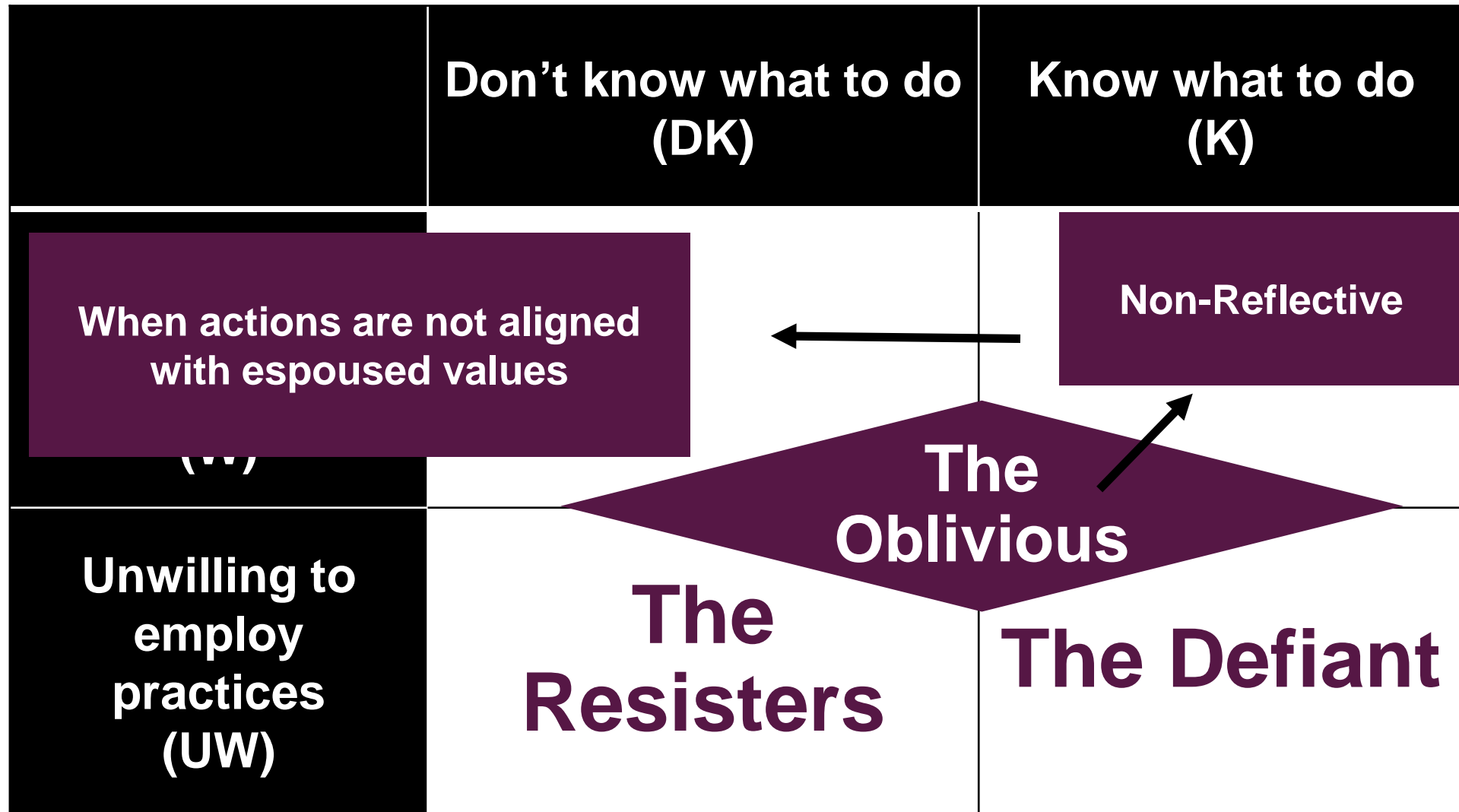
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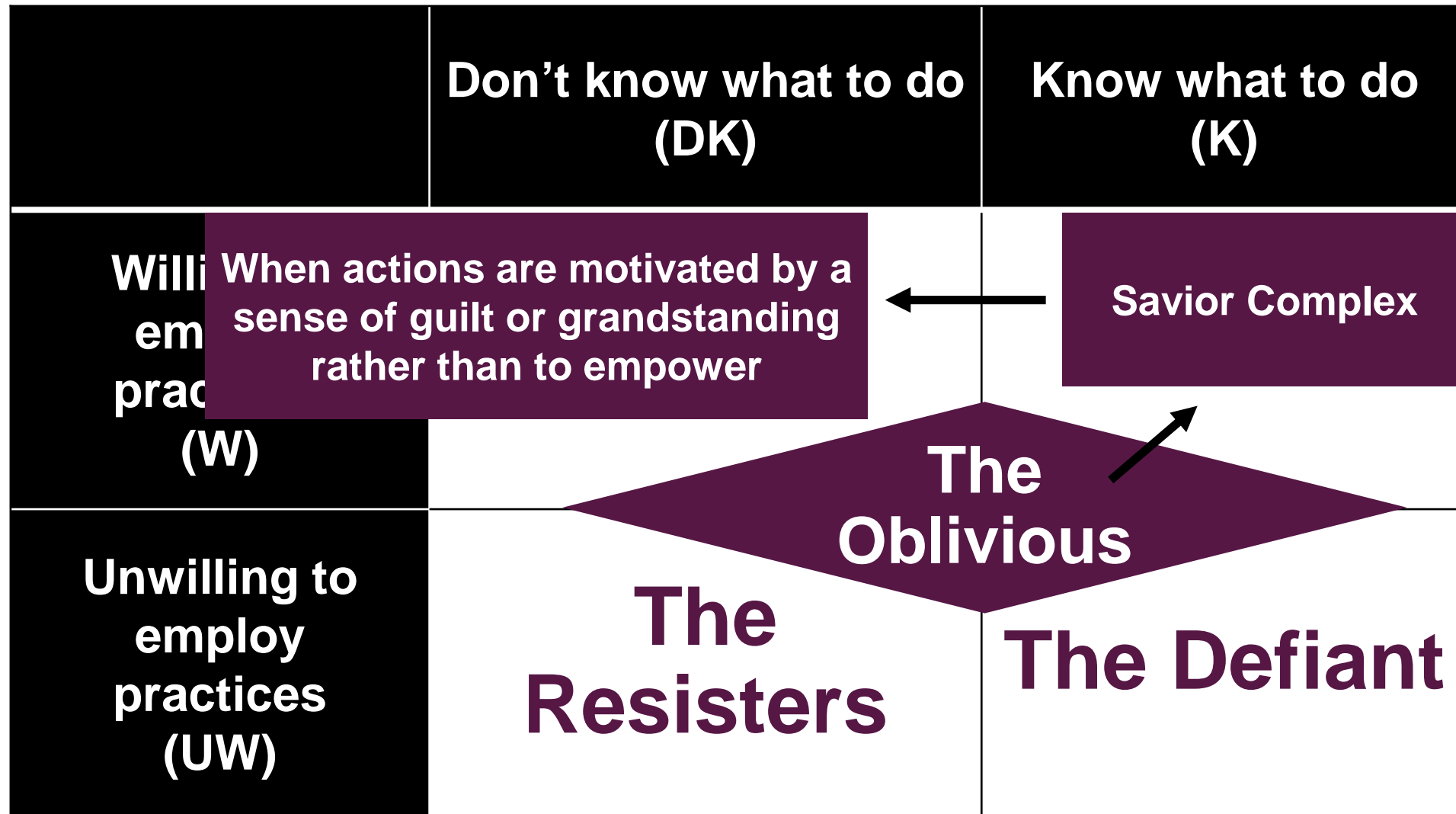
Taxonomy of Educators' Perspectives



Taxonomy of Educators' Perspectives



Taxonomy of Educators' Perspectives



Barriers to Fulfilling the Promise

Institutional policies and practices that directly conflict with equity goals

- “Our faculty refuse to use multiple measures to assess and place students.”
- “Our teachers are not really interested in meeting with faculty at the community college to engage in efforts to align the curriculum.”

1

Policies and Practices

principles of action that are ratified by an institution to govern programs, matriculation, course delivery, and resource allocation.

Barriers to Fulfilling the Promise

Deficit perspectives

- “I am not sure what you expect me to do. These students have too much drama in their lives. I am a teacher/faculty member, not a social worker!”
- “The students coming from GUHSD don’t have the academic preparation to succeed in college.”
- “Those students are not serious about education. They are only here for the financial aid.”
- “Many of our students reported that their high school counselors told them that community colleges were worthless and not to even consider them. This caused a lot of students to feel less than when they had to attend the local cc, so many chose to not attend.”

2

Attitudes and Dispositions the way a person thinks and feels about a particular situation or a group of people.

Barriers to Fulfilling the Promise

Territorialism between the high school and community college districts

- “Why is GUHSD leading this initiative? It should be led by GCCCD.”
- “We can’t access this information, because GCCCD won’t let GUHSD meet with personnel that could lend light to issues that directly affect their ability to do their jobs.”

3

Politics and Power Dynamics
relationships and interactions
between units
and actors.

Barriers to Fulfilling the Promise

Equity is not embedded in the district nor institution's strategic plan

Turnovers in leadership

A commitment to equity not embedded in institutional structures and practices.

- “All of our equity work takes place in EOP.”

Resource constraints

- “We can offer this support as long as we have our Title V grant.”

4

Structures

the ways in which the institution is designed and arranged.

Barriers to Fulfilling the Promise

Too “activity focused”

- “We’re doing this, and this, and this, and [10,000 other things that are loosely connected if at all].”

Over-commitment to the status quo (esp. extant programming)

- “We have had our mentoring program for years [though it’s never been assessed]. Now that we have one-time funding, can we get some money for it?”

5

Institutional Culture

the collective norms, rituals, values, and embedded patterns of behavior that create the essence of an institution.

Barriers to Fulfilling the Promise

Institutional research is not collaborative and/or sees themselves as “gatekeepers”

No inquiry to inform planning and action

Not disaggregating data by race/ethnicity and gender

Data that is not “generalizable” or collected from a large sample is treated as unreliable

Overreliance on quantitative data sources

Data is only made available to those who are viewed as “needing” it

6

Data Practices
practices that shape how data are collected, analyzed, disseminated and used to inform institutional decision-making.



Essential Practices to Ensure Equity

- Establish a shared commitment to eliminating equity gaps
- Create a college going culture for all students with targeted interventions for disproportionately impacted students
- ensure equitable representation in college prep and enrichment programs
- Focus on completion!
- Determine a sustainable funding plan for year 2 and beyond



Essential Practices to Ensure Equity

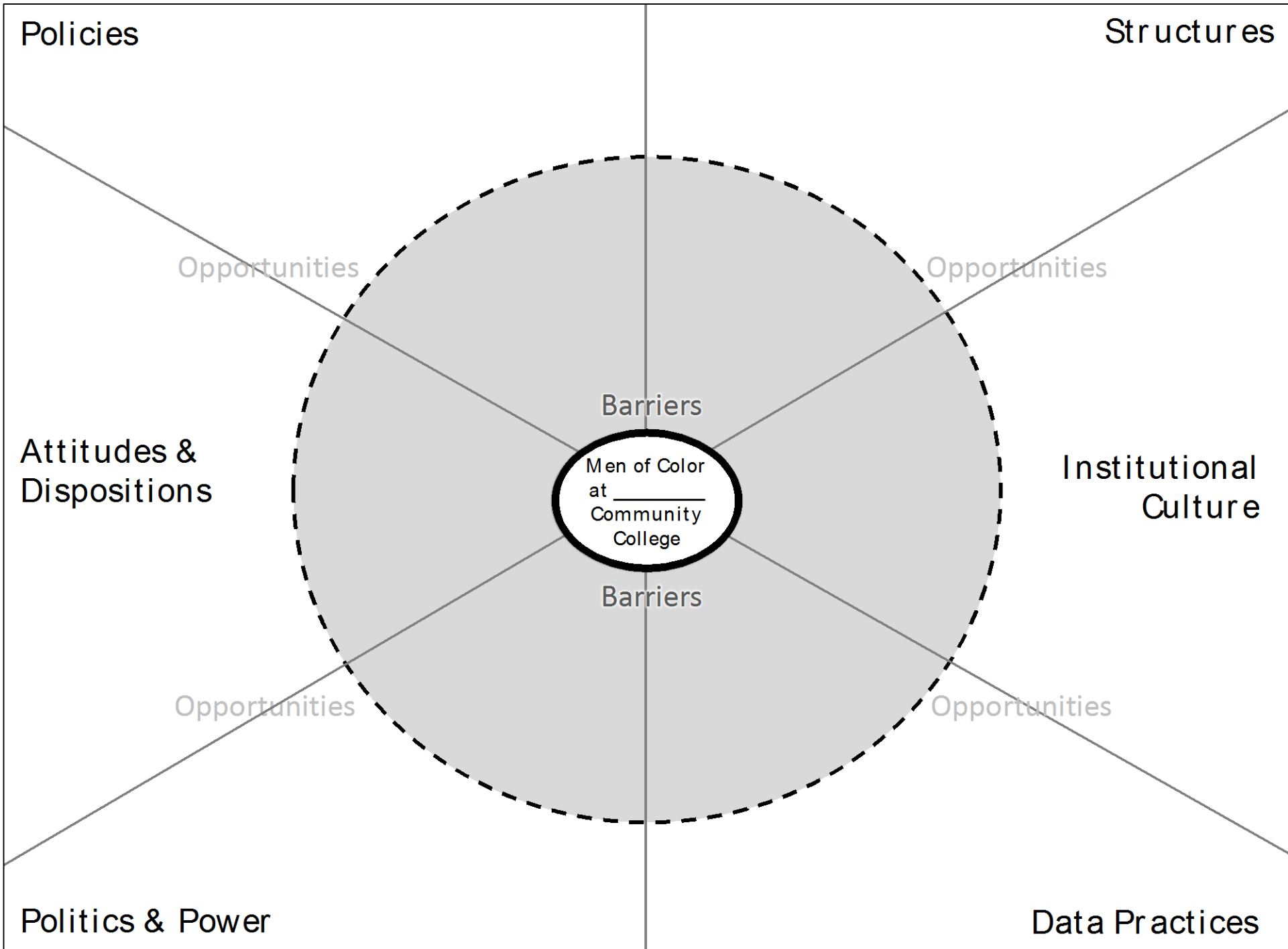
- Address acute environmental concerns (food, housing, transportation, employment)
- Leverage other equity initiatives and efforts
- Intensive, ongoing equity-based professional development for ALL Promise personnel
- Disaggregate data for Arabic students
- Engage in collective sense-making at the College and District levels to make data-informed decisions

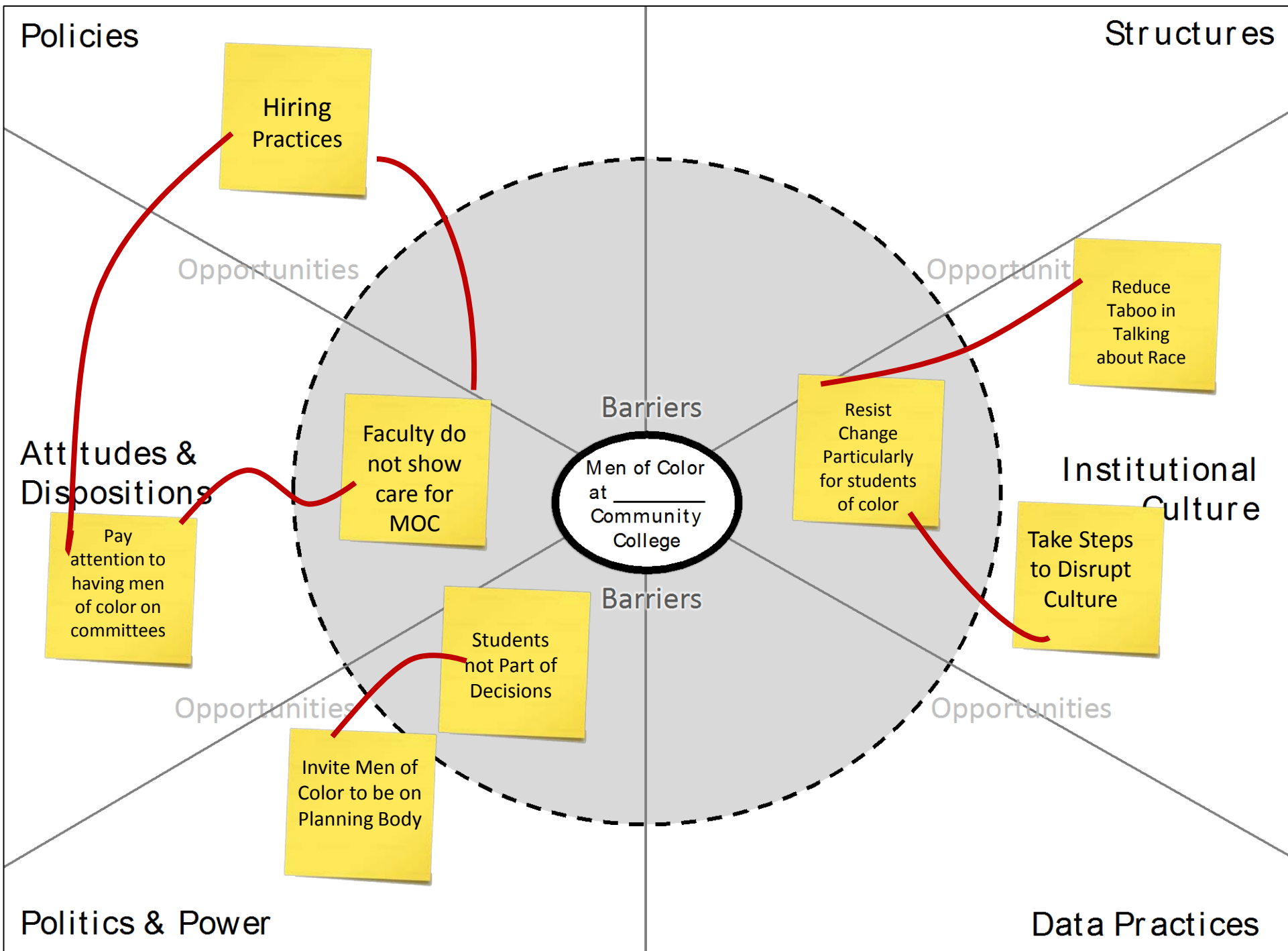


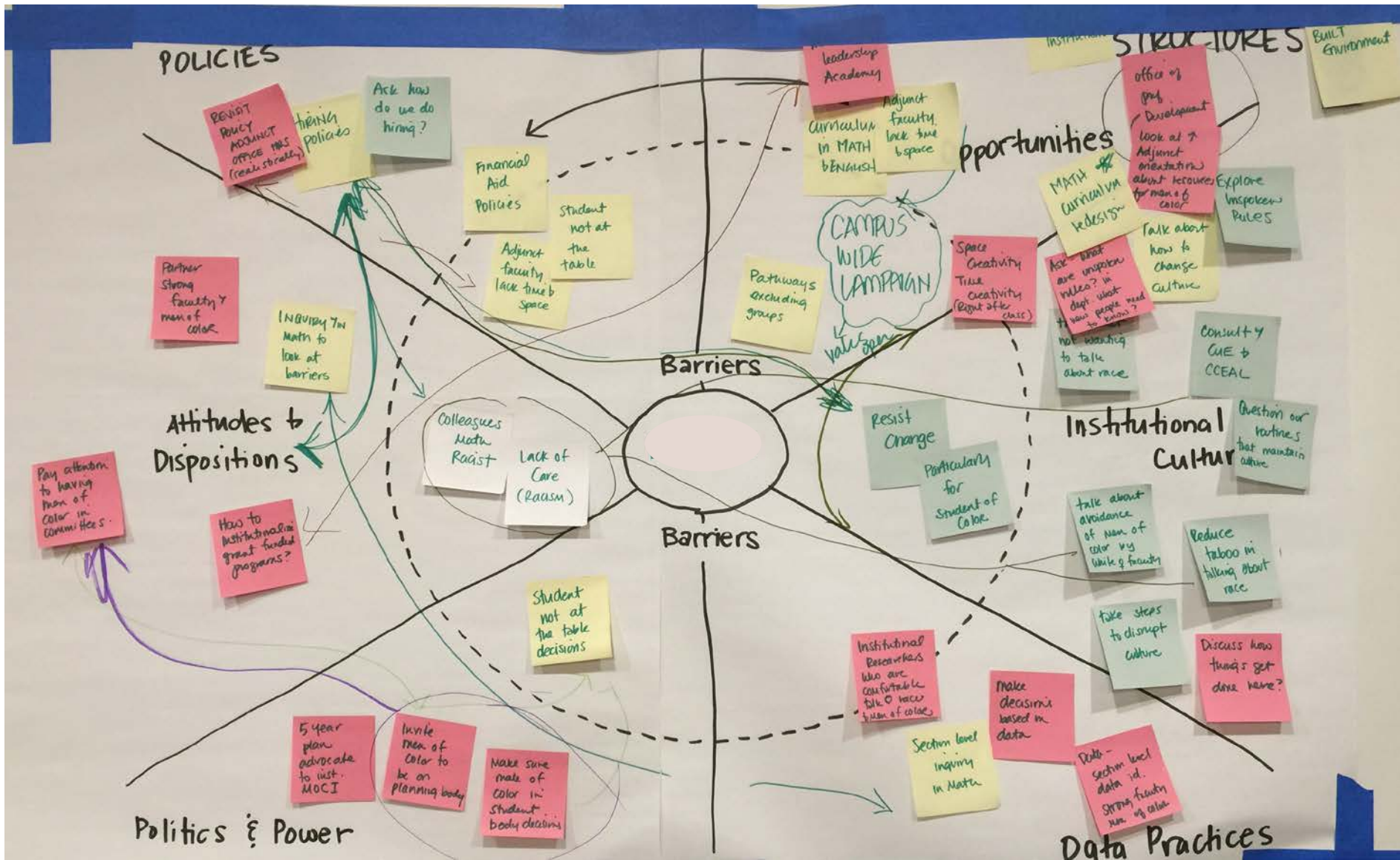
Questions?

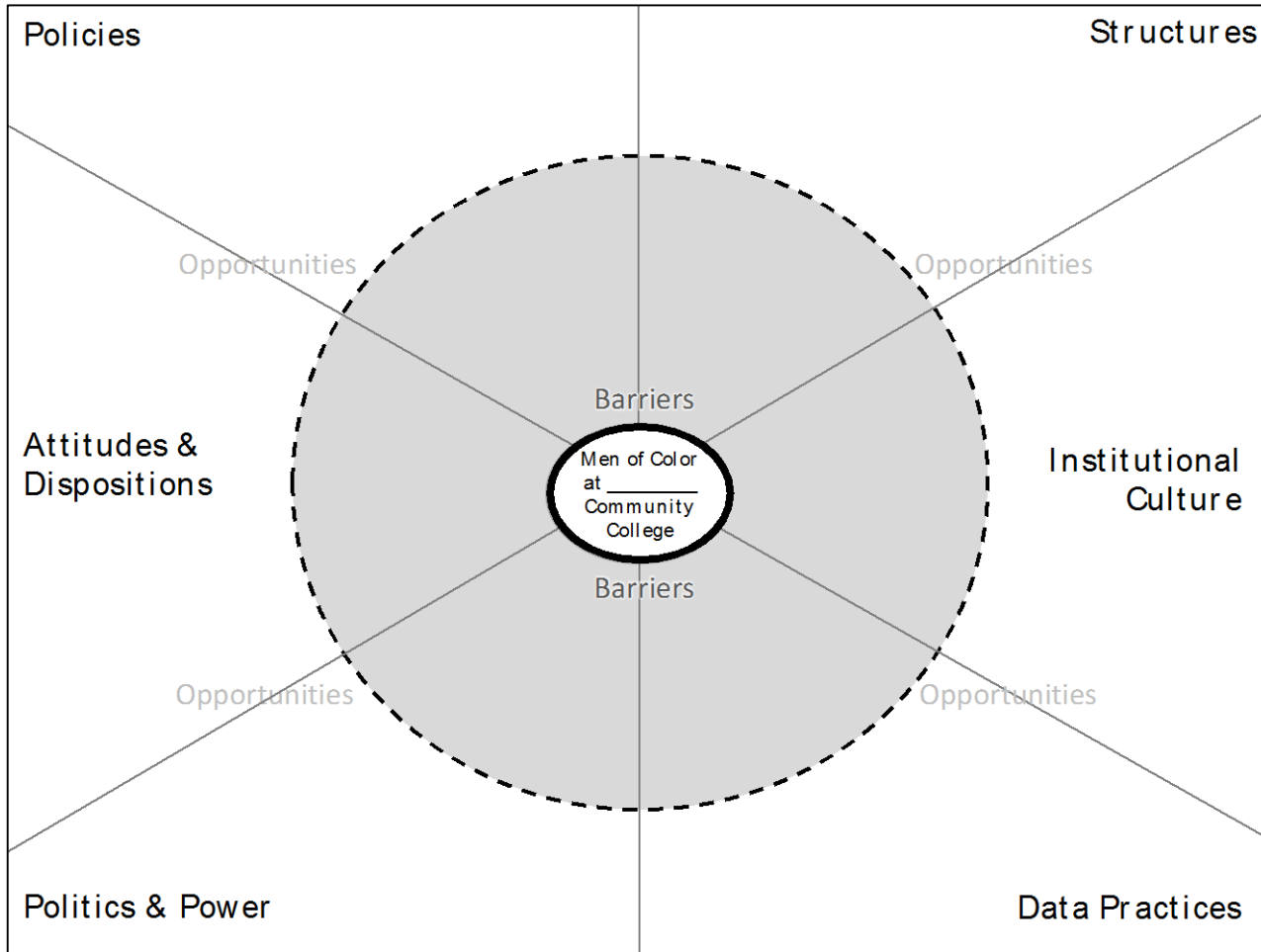


Equity Barrier Analysis









1. Identify an equity related challenge or barrier in the Grossmont-Cuyamaca College Promise
2. Explore ways to turn barriers into opportunities
3. Draw relationships/connections across domains
4. Discuss immediate action steps