Reaching Underserved Students through Culturally Responsive Teaching and Learning in the Online Environment

CCEAL

THE COMMUNITY COLLEGE EQUITY ASSESSMENT LAB

Contact Information

J. Luke Wood, Ph.D.
Dean's Distinguished Professor of Education
San Diego State University

luke.wood@sdsu.edu
619-594-0167

@DrLukeWood

Our Laboratory

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.

Quantitative Assessment

Community College Success Measure (CCSM)
for identifying factors influencing the success of underserved students

105 colleges
10 states, 84,549 students

CC Instructional Development Inventory (CCIDI)
to inform professional development programming for instructional faculty

170 colleges
40 states, 7,429 instructional faculty

IAP

CC Staff Development Inventory (CCSDI)
for determining an institution's readiness to support underserved students

70 colleges
15 states, 3,122 staff

Male Program Assessment for College Excellence (MPACE)
for examining the efficacy of programs serving college men of color

45 colleges
24 states

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

Consensus focus groups
Collective sensemaking approach for identifying root challenges facing students in community colleges from an equity-based perspective

32 colleges
CA & MN, 240 faculty/staff
52 consensus groups

Narratives of success
Narratives from educators with a documented record of success in teaching and supporting underserved students of color

14 colleges
12 states, 88 educators

1. We teach how we were taught…

2. We ignore the diversity we don't see…

Towards 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.

Equity-Mindedness

Equity minded educators. . . .

- are <u>cognizant</u> of exclusionary practices and systemic inequities that produce outcome disparities in educational contexts

- <u>attribute</u> outcome disparities to breakdowns in institutional performance rather than <u>exclusively</u> to student deficits or behaviors

- continuously <u>reflect</u> upon their roles in and responsibilities for student success

- <u>challenge</u> their colleagues to be equity-minded educators

Bensimon, 2007

Course Retention Rate for Simultaneous Interaction (Internet Based), Fall 2017, by Race and Gender

	Female	**Male**
Total	**86.74 %**	**86.68 %**
Black	80.32 %	81.79 %
Native American	86.67 %	70.37 %
Asian	89.21 %	90.23 %
Latinx	83.73 %	83.40 %
Multi-Ethnic	85.06 %	87.02 %
Pacific Islander	84.62 %	94.74 %
Unknown	87.86 %	84.82 %
White	88.78 %	87.63 %

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Course Retention Rate for Delayed Interaction (Internet), Fall 2017, by Race and Gender

	Female	Male
Total	**83.02 %**	**82.38 %**
Black	76.38 %	75.40 %
Native American	77.47 %	76.31 %
Asian	87.52 %	86.58 %
Latinx	81.57 %	80.14 %
Multi-Ethnic	81.37 %	81.17 %
Pacific Islander	75.98 %	78.59 %
Unknown	86.50 %	86.67 %
White	85.16 %	84.57 %

Course Success Rate for Simultaneous Interaction (Internet Based), Fall 2017, by Race and Gender

	Female	**Male**
Total	**70.89 %**	**68.50 %**
Black	52.90 %	51.85 %
Native American	74.67 %	62.96 %
Asian	77.20 %	75.74 %
Latinx	62.97 %	62.03 %
Multi-Ethnic	67.70 %	67.65 %
Pacific Islander	69.23 %	78.95 %
Unknown	76.07 %	67.70 %
White	76.13 %	70.94 %

Course Success Rate for Delayed Interaction (Internet), Fall 2017, by Race and Gender

	Female	Male
Total	**66.08 %**	**64.69 %**
Black	50.62 %	46.97 %
Native American	56.93 %	54.73 %
Asian	76.80 %	74.35 %
Latinx	61.90 %	59.90 %
Multi-Ethnic	62.92 %	61.42 %
Pacific Islander	54.93 %	55.70 %
Unknown	73.75 %	73.41 %
White	71.85 %	69.73 %

Success Outcomes Between Online and In-Person, Fall 2017, by Race (Men)

	Synchronous	Asynchronous	In Person
Total	**68.50 %**	**64.69 %**	**70.86 %**
Black	51.85 %	46.97 %	61.26 %
Native American	62.96 %	54.73 %	66.07 %
Asian	75.74 %	74.35 %	75.95 %
Latinx	62.03 %	59.90 %	66.78 %
Multi-Ethnic	67.65 %	61.42 %	69.74 %
Pacific Islander	78.95 %	55.70 %	66.59 %
Unknown	67.70 %	73.41 %	81.03 %
White	70.94 %	69.73 %	76.29 %

Success Outcomes Between Online and In Person, Fall 2017, by Race (Women)

	Synchronous	Asynchronous	In Person
Total	**70.89 %**	**66.08 %**	**73.31 %**
Black	52.90 %	50.62 %	62.37 %
Native American	74.67 %	56.93 %	68.07 %
Asian	77.20 %	76.80 %	81.21 %
Latinx	62.97 %	61.90 %	69.42 %
Multi-Ethnic	67.70 %	62.92 %	72.90 %
Pacific Islander	69.23 %	54.93 %	65.54 %
Unknown	76.07 %	73.75 %	81.04 %
White	76.13 %	71.85 %	79.18 %

A system's perspective

"Every system is perfectly designed to achieve the results that it gets"

- W. Edward Deming

Common Challenges Face by Underserved Students

- Racial Microaggressions

- Campus Racial-Gender Climate

- Environmental Pressures

- Prior Schooling Experiences
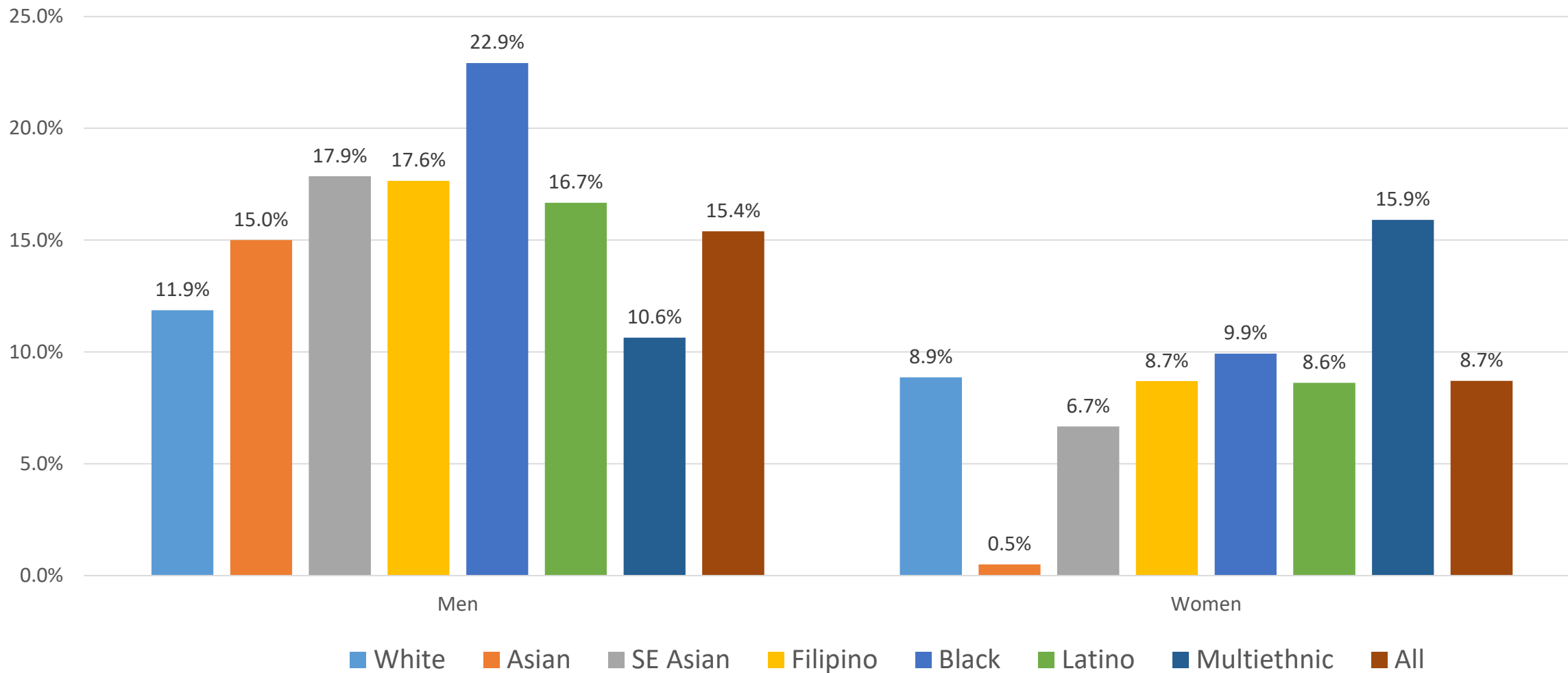
- Structural Racism in Preparation Experiences

Food Insecurities
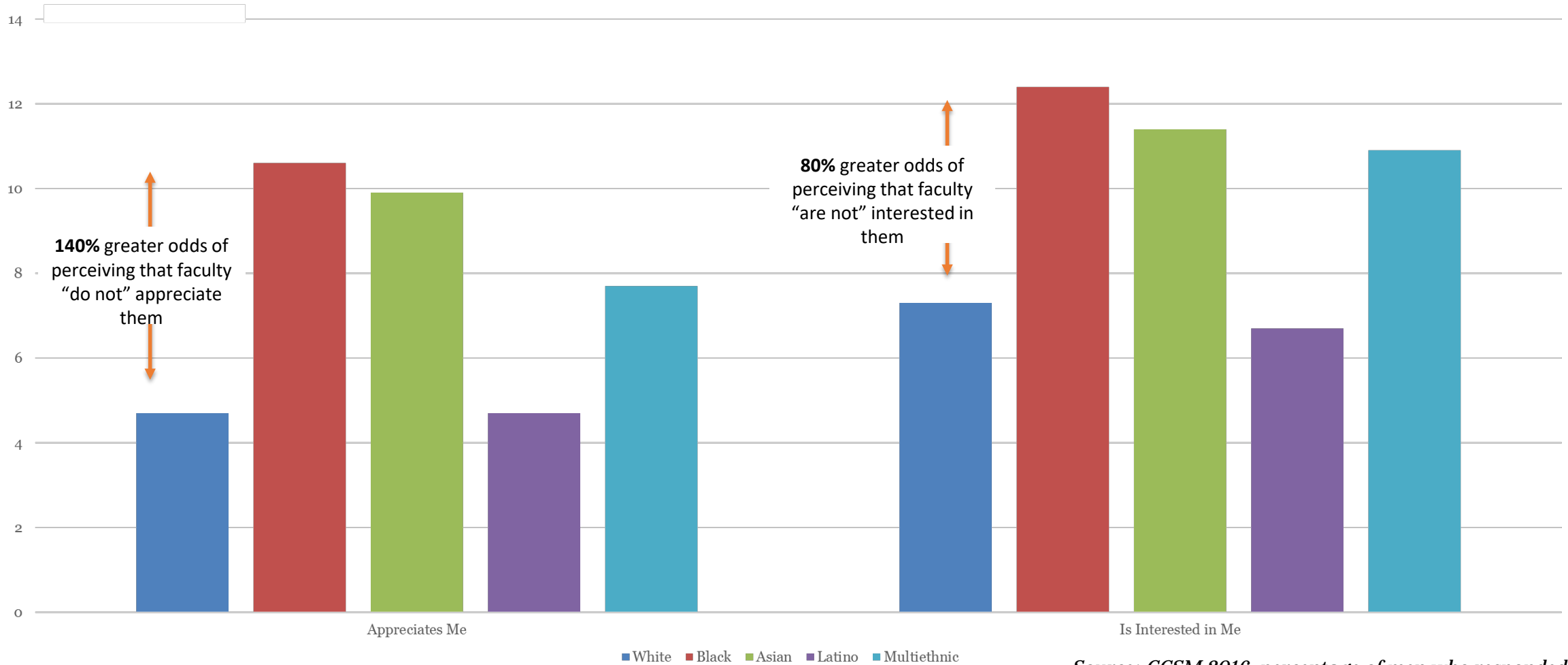## Percentage of students by race and gender with food insecurities, CCSM 2016

Men: White 11.9%, Asian 15.0%, SE Asian 17.9%, Filipino 17.6%, Black 22.9%, Latino 16.7%, Multiethnic 10.6%, All 15.4%

Women: White 8.9%, Asian 0.5%, SE Asian 6.7%, Filipino 8.7%, Black 9.9%, Latino 8.6%, Multiethnic 15.9%, All 8.7%

Legend: White, Asian, SE Asian, Filipino, Black, Latino, Multiethnic, All

Community College Equity Assessment Lab (CCEAL)

Racial Gender Preference

Percentage of men who reported negative racial preference (CCSM, 2016)

140% greater odds of perceiving that faculty "do not" appreciate them

80% greater odds of perceiving that faculty "are not" interested in them

Appreciates Me

Is Interested in Me

■ White ■ Black ■ Asian ■ Latino ■ Multiethnic

Source: CCSM 2016, percentage of men who responded SD or D

Garrison's - Three Presences for Online Teaching
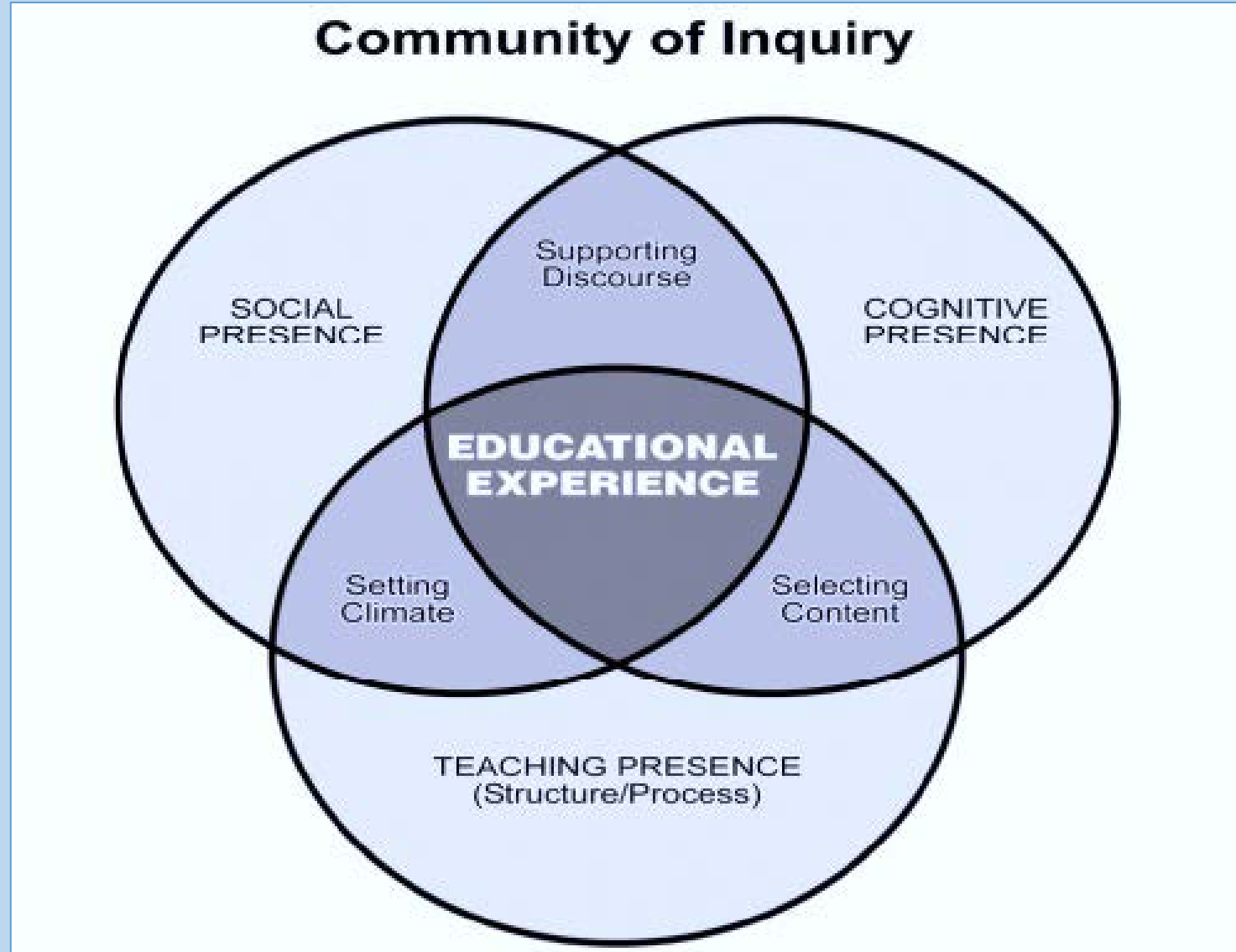
Three Major Challenges

Invisibility

"Students of color in my online classes often expressed feeling "invisible" as what they have to say "does not matter.""
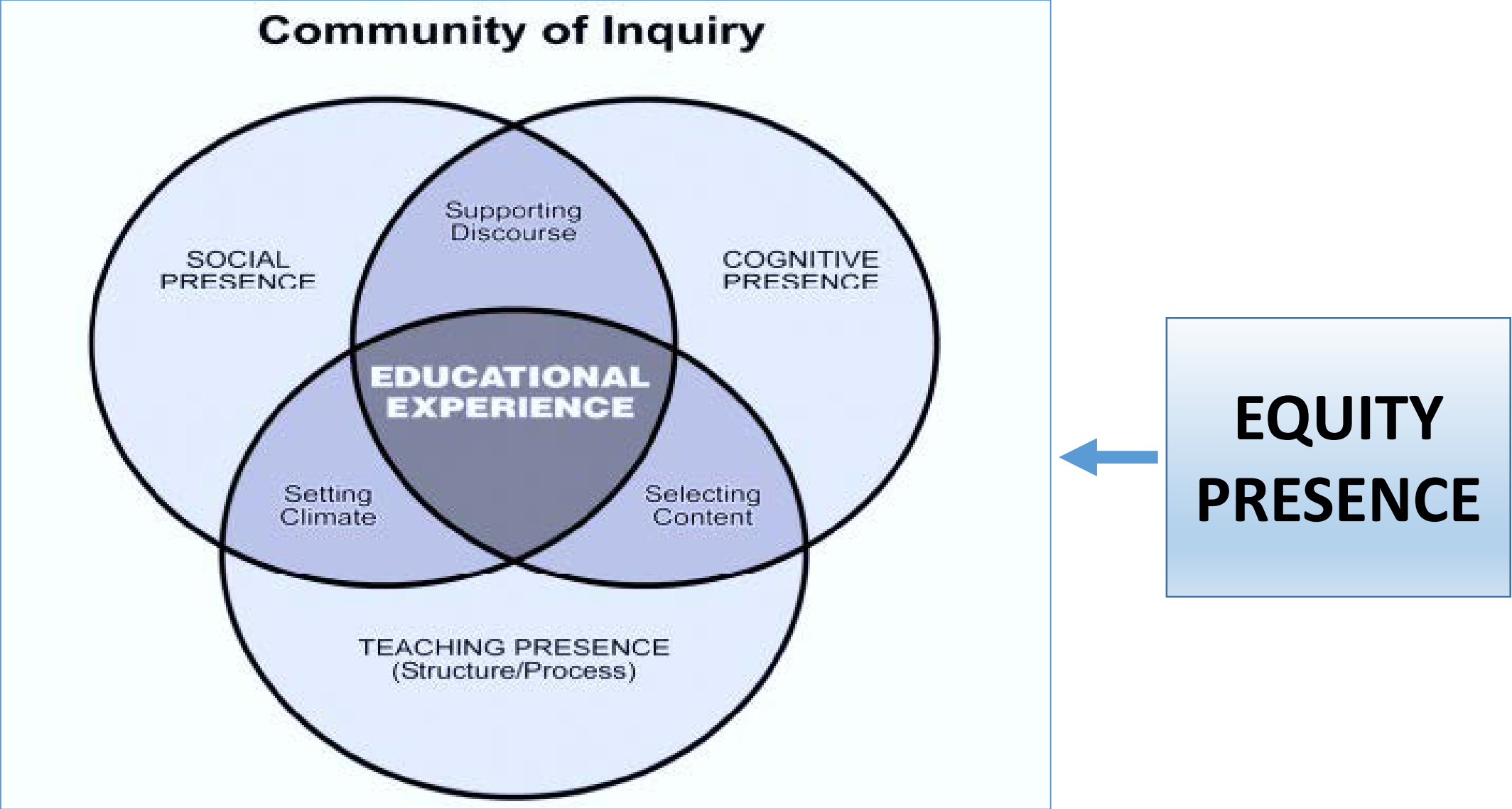
Three Major Challenges

Accessibility

"Some of our most underserved students of color might not have a laptop with a camera and microphone. Given this, the online classroom should be portable and able to be viewed using a handheld phone…Some might argue that there are enough computers at libraries and centers that students can use. That might be true, but it is a matter of the student having the time to go to the library or center (which would need to be just about every day) to use the computers. Also, the computers at most library or center have a time limit. The phone allows the student to connect to the classroom while they are on the bus, on lunch break, or at home helping their kids with their homework."

Three Major Challenges

External Pressures

"Attendance and time management can sometimes be problematic for underserved students of color because of their various responsibilities within the family structure and the challenges they can sometimes encounter in life. These issues do not simply disappear in an online course, in fact, they can be even more relevant."

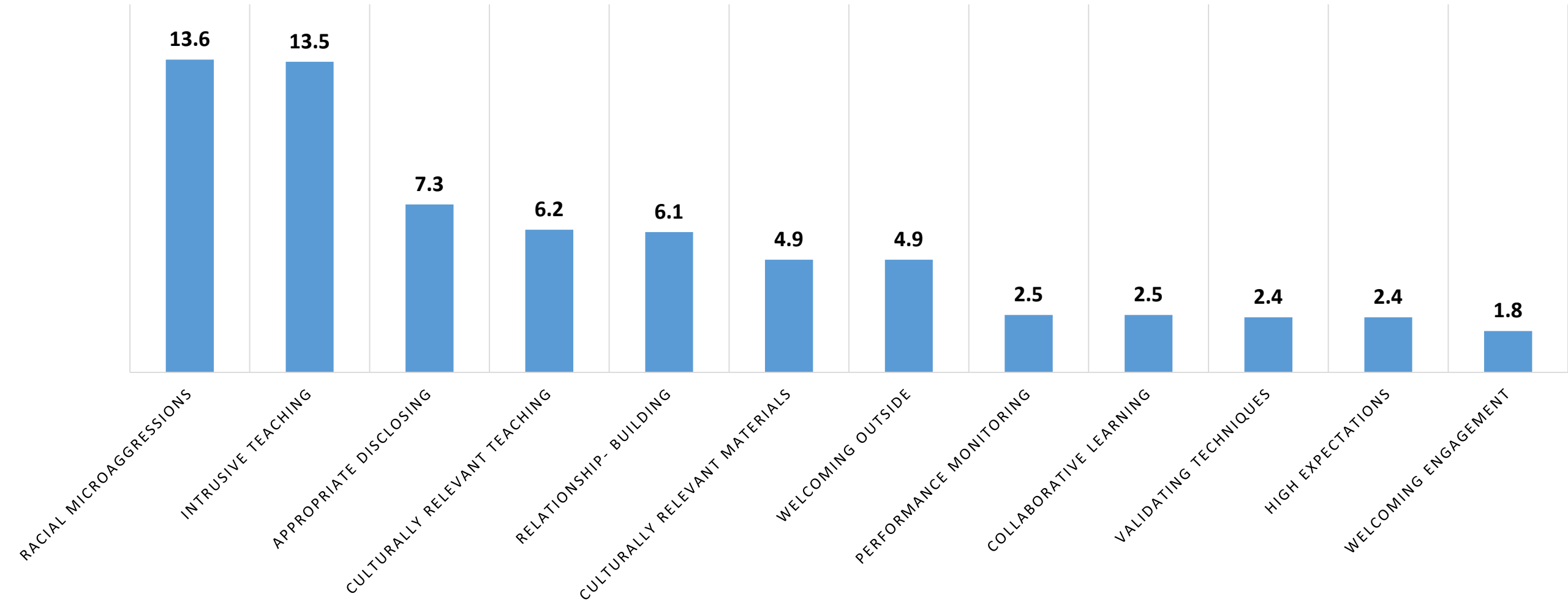# Garrison's - Three Presences for Online Teaching

Community of Inquiry

SOCIAL PRESENCE

COGNITIVE PRESENCE

Supporting Discourse

EDUCATIONAL EXPERIENCE

Setting Climate

Selecting Content

TEACHING PRESENCE (Structure/Process)

EQUITY PRESENCE

Professional Development Needs (Teaching Primarily Online) - CCIDI, 2018
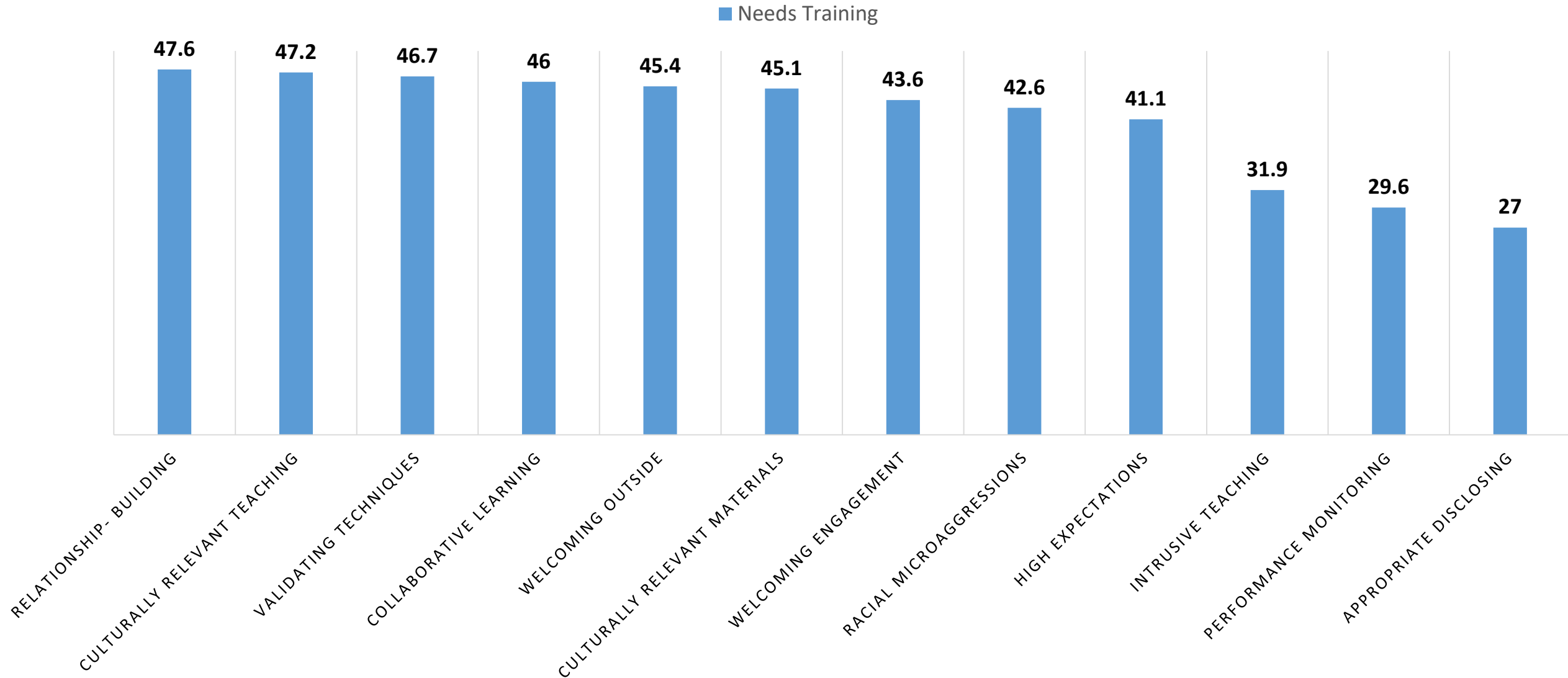
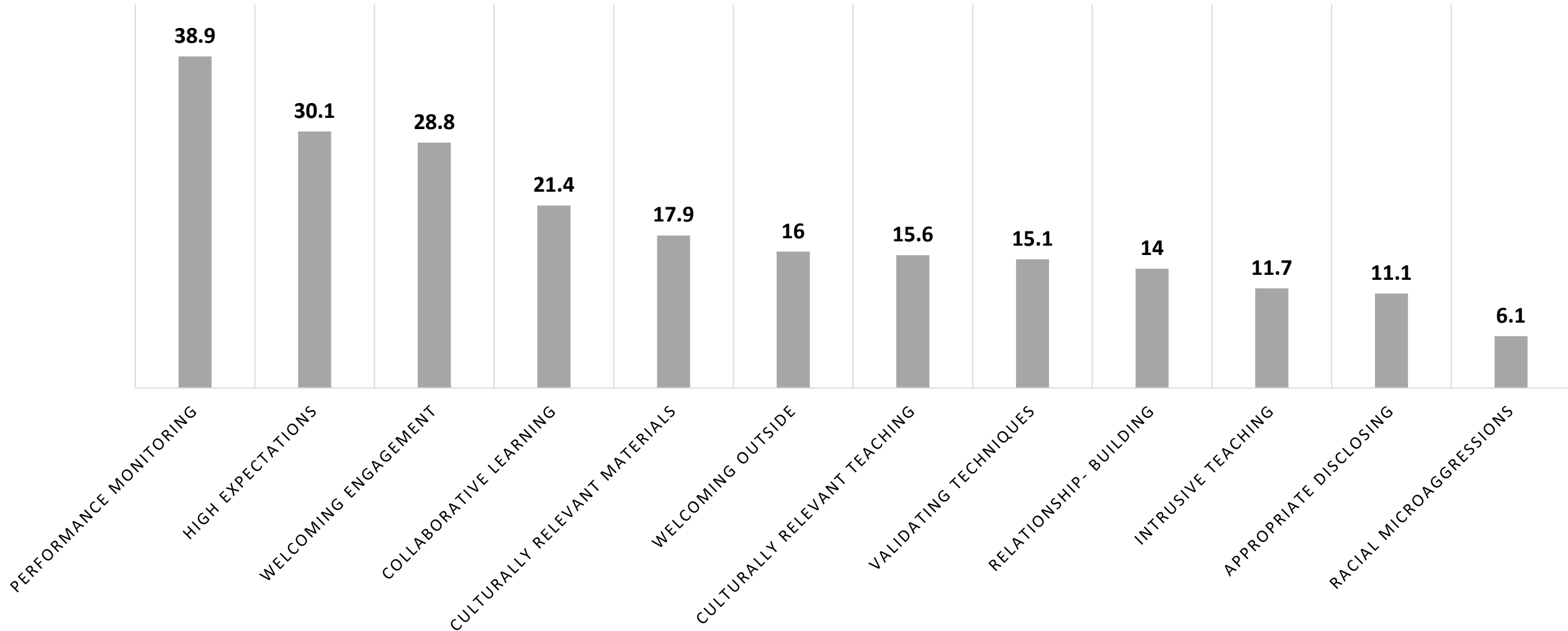Professional Development Needs (Teaching Primarily Online) - CCIDI, 2018

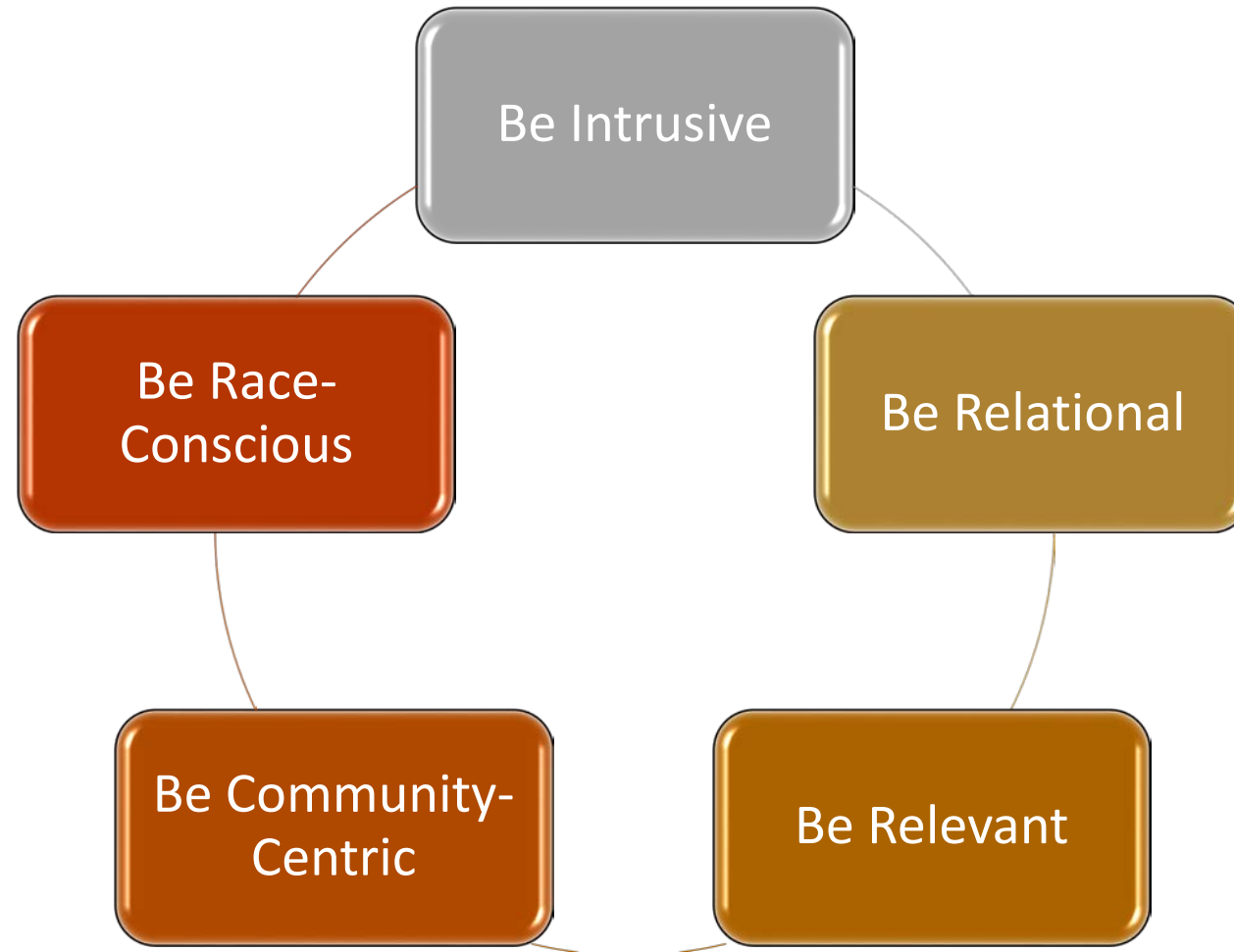Professional Development Needs (Teaching Primarily Online) - CCIDI, 2018
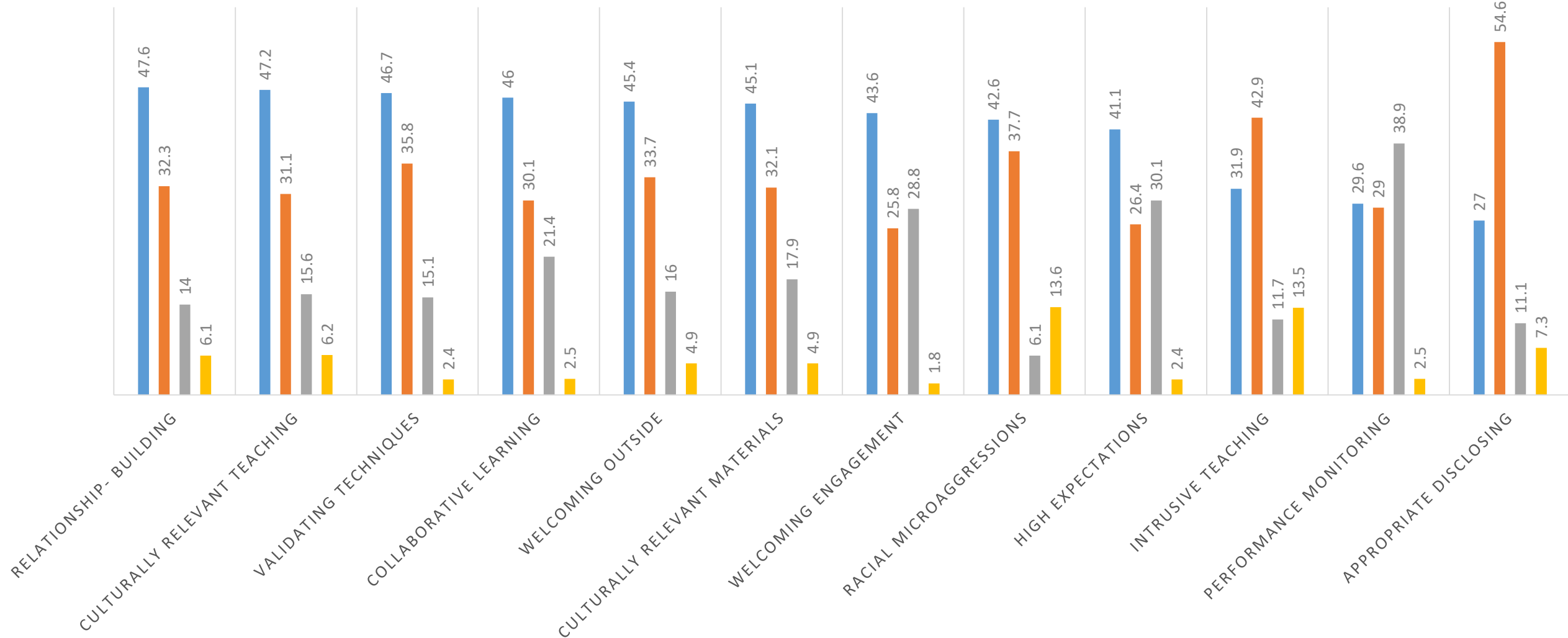
Professional Development Needs (Teaching Primarily Online) - CCIDI, 2018

■ Don't Need (Proficient)

Category	Value
PERFORMANCE MONITORING	38.9
HIGH EXPECTATIONS	30.1
WELCOMING ENGAGEMENT	28.8
COLLABORATIVE LEARNING	21.4
CULTURALLY RELEVANT MATERIALS	17.9
WELCOMING OUTSIDE	16
CULTURALLY RELEVANT TEACHING	15.6
VALIDATING TECHNIQUES	15.1
RELATIONSHIP- BUILDING	14
INTRUSIVE TEACHING	11.7
APPROPRIATE DISCLOSING	11.1
RACIAL MICROAGGRESSIONS	6.1

Five Equity Practices for Teaching Underserved Students of Color Online

Recommendations for Practice

Be Intrusive

Performance Monitoring – "You must monitor them and catch problems and address them before it's too late. Loss of points for attendance and submitting assignments discourage students from persisting. If a student is late on an assignment and figured they will lose so many points a day and they are three days late, they most likely will not see any point in submitting a late assignment. Then there is a snowball effect, one they are late and do not turn in several assignments, they do not see a need in continuing to attend the class. The end result is a failed grade, a couple failed grades and they do not see a need to continue going to school."

Intervening - "I use an early warning system to try to help students that are not turning in assignments, such as a phone call and some words of encouragement, and the allowing them to get some points for their efforts. I try to reach out before things get out of control."

Recommendations for Practice

Be Intrusive

Mandatory Interactions – "I always welcome them to come to my office hours in person. I also offer extra credit or do it as an assignment, whatever gets them there. "

Proactive Advice – "I discuss in detail appropriate behavior in order to have academic success as well as an understanding of the academic resources that college provides to ensure degree completion. (e.g., tutoring academic progress communication with Instructors). I also discuss the importance of time management with my students. The academic ability may be present, however having an understanding that a college education will not happen without appropriate planning for graduation and what it takes to succeed academically. I find this to be of great help to men of color when engaging in college level courses."

Recommendations for Practice

Be Relational

Live Engagement - "Doing virtual office hours, so people can have you in a live setting, they need to hear your voice, see you, to believe in you. When I meet them, I get their names down. Then I make sure to write something personal in their assignment like, "it was nice seeing you, and I can see how what you said what, addresses this component of what you did." I try not to be vague. This helps, because I also use stock messages that can sometimes be less personal. When I have a thousand students, it's more difficult, but I do all that I can."

Learning with Interest – "I often inquire the reason for my students enrollment into college. It is important to identify specific purpose for wanting a college education. This allows for an opportunity to discuss the barriers for college students to complete in addition to the barriers that men of color face."

In-Person Engagement – "Offer to meet with students face to face. The online setting can be very impersonal. Students tend to do better when they can establish relationships with faculty members."

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Recommendations for Practice

Be Relational

Personalized Feedback – "We need to connect them with people to make it more personal. When it's more personal, it's more meaningful. When it's more meaningful, students are learning. You have to find ways to engage students and be authentic about engaging them. I am very affirming and always tried to relate the information to whatever the audience is so that they can better grasp the information. They feel that I want them to learn and that I want the best for them. I used that as a way to get them to office hours. I ask them what is your major? What are your plans? What are you goals? Just trying to find an interest in talking with them. And then, I move into questions they might have with the class. You have to make it more personal when you are online."

Recommendations for Practice

Be Relevant

CRT– Course Texts – "Select literature and reading material that are inclusive of students of color. This is important when creating an online environment that will address the needs of all students. Students of color normally find that their voices are absent from the literature as many textbook and articles tend to be written by nonracial or ethnic minority group. Having multicultural readings validate the experiences of the students."

Recommendations for Practice

Be Relevant

CRT (Variable Assignments) – "Universal design for learning has been also effective. All students in my online course are graded via diverse forms of assessments. Male students of color in my class can submit a power point, a poem, a written paper, or produce a video demonstrating their learning outcomes. Gives male students of color the opportunity to choose how they best demonstrate what they understand and learn best, often empowering them to produce knowledge."

CRT – Leadership Opportunities–
"Providing students with a strong Social Presence. It is been one of the most effective strategies. My male students of color refer to the high level of social presence as "keeping it real." It allows male students of color to be recognized and allows them to have a voice in the class. Both students and instructor are expected to engage in all aspects of the online class. In our class discussion (discussion board) students and instructors are empowered and expected to lead discussions and share personal working and life experiences among other students."

Recommendations for Practice
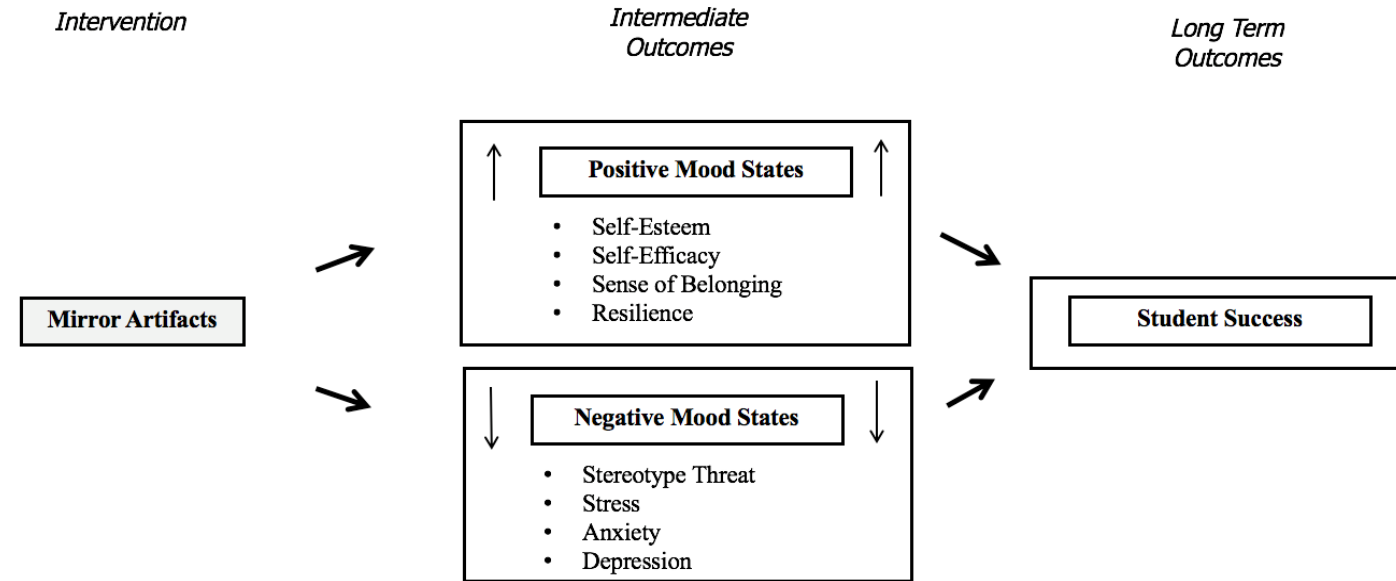
Be Relevant

CRT– Course Images – "People use PowerPoints that will tend to use stock images that only have White people. If the subject is not "diversity," they default to images of White people. I encourage folks to use multiple race/gender/age/ability images to be inclusive of the subject as opposed to a singular group.

CRT – Course Images – "I think about the images I use in the online environment. Being conscious about is important – the aesthetic of the online environment. It is a welcoming environment for all students, but particularly minoritized students."

Recommendations for
"Affirming Black Minds" (Educators)

Mirror Artifacts – "exposing students to racially salient images that highlight their contributions to society" (Bracken & Wood)

- *"Mirror Effect"*

- Implications for classroom design, campus design, lecture presentations etc.

- Reduction of stereotype threat and state anxiety, elevation of self-efficacy

Intervention

Intermediate Outcomes

Long Term Outcomes

Mirror Artifacts

Positive Mood States
- Self-Esteem
- Self-Efficacy
- Sense of Belonging
- Resilience

Negative Mood States
- Stereotype Threat
- Stress
- Anxiety
- Depression

Student Success

BLACK MINDS
MATTER

Recommendations for Practice

Be Community-Centric

Introduction Forums - "My first strategy is becoming familiar with myself and classmates and forming relationships in the online environment through an Introductions forum in the Discussions link. Creating a sense of community engages participants in the shared learning process."

Shared Reflections - "The writing tasks by design encourage critical thinking and reflections in the application of content. Shared reflections engage students and create community."

Sharing Perspectives - Male students of color can share their stories with other students often creating a community of scholars and leaders seeking ways to better their communities and lives."

Recommendations for Practice

Be Race Conscious

Addressing Microaggressions - "You need to monitor discussion groups for microaggressions. In online classes, the discussion board are a major point of contention – folks make comments, many from their limited racial experiences that tend to have all kinds of racial overtones- many faculty don't have the skills to address those issues. If someone post "why are we discussing these illegals and rights? Dreams? I have dreams too" or "Chan, yeah with a name like that you'd think that way".. how do you address that?"

Embracing Race Discourse – "I am always thinking about race in the ways I design, teach, and interact with my students online. I intentionally infuse race into my work. I try to facilitate dialogue and pose questions that address issues of race and racism in society. We talk about these issues."

Black Minds Matter - Replay

GUEST SPEAKERS

Begins 10/08/18 (LIVE)

REGISTER A SITE AT:

https://bit.ly/2JXp5ra

Tyrone Howard, UCLA
Patrisse Cullors, Black Lives Matter
Ryan Smith, Education Trust-West
S. Lee Merrit, Merrit Law Group
Ilyasah Shabazz, Daughter of Malcolm X
Pedro Noguera, UCLA
Jawanza Kunjufu, African American Images
Donna Ford, Vanderbilt University

Male students of color can share their stories with other
hunity of scholars and
their communities and

Online Certificate Programs

Racial Microaggressions

J. Luke Wood

Supporting Men of Color in the Community College

Frank Harris III, J. Luke Wood

Teaching Men of Color in the Community College

Frank Harris III, J. Luke Wood

Unconscious Bias

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