

Promising Practices: Equity

2010 Leader Colleges

Success is what counts.

December 1, 2010



Achieving
the Dream™

Overview

- Every Achieving the Dream institution develops and implements research-based policies and practices based on an analysis of its institutional strengths, problem areas, and achievement gaps.
- The colleges are committed to assessing the effectiveness of their policies and practices, institutionalizing approaches that prove successful, and sharing their findings widely.
- This deck is a working document, providing an overview of some promising practices in “Equity” for improving student outcomes as reported by the 2010 Leader Colleges.

Please, Keep in Mind...

- **These promising practices are implemented as part of Achieving the Dream's larger student-centered model of institutional improvement.**
- **These institutions have committed to Achieving the Dream's four guiding principles and five-step process of institutional improvement, and are creating a culture of evidence in which data and inquiry drive broad-based institutional efforts to improve student outcomes.**
- **Attempts to replicate any promising practice described in this deck should be done in the context of Achieving the Dream's integrated institutional improvement framework.**

Achieving the Dream urges colleges to make a commitment to eliminating achievement gaps while improving outcomes for all students. Institutions examine their policies, practices, and institutional culture with the goal of reducing inequities that create barriers to success. To achieve high rates of success for all students, especially students who traditionally have faced the most significant barriers to achievement, institutions must have a student-centered vision, a culture of evidence and accountability and a commitment to equity and excellence.

Equity

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- **Capital Community College**
Black & Latino Male Resource Center
- **Guilford Technical Community College**
SOAR
- **Hillsborough**
Black, Brown, and College Bound



Capital Community College: *Black & Latino Male Resource Center*

The Black and Latino Male Resource Center is a targeted intervention for male students providing mentoring, academic support, and counseling services. The Center was created to provide male students of color additional academic and personal resources to make a successful transition to college. The Center is staffed by two half-time co-directors who possess extensive experience in mentoring young males. Students experiencing academic difficulties are referred to Center and the Center provides student orientations and workshops to introduce students to their services. The effect of the intervention of the 2002 cohort became evident in 2008 when the success gap between African American men and women narrowed to 12 percent.



Capital Community College: *Black & Latino Male Resource Center*

Fall to Spring Retention Rates of All Students Based on Ethnicity

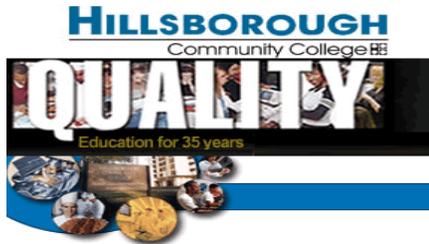
	Baseline Males	First Year Males	Second Year Males	Third Year Males
	Fall 2005 to Spring 2006	Fall 2006 to Spring 2007	Fall 2007 to Spring 2008	Fall 2008 to Spring 2009
Caucasian	63%	63%	56%	61%
African American	61%	67%	62%	70%
Latino	61%	67%	69%	67%
Asian-American	68%	64%	76%	85%
American Indian	50%	0%	0%	50%
Other	61%	56%	61%	63%
Total	62%	65%	63%	67%



Guilford Technical Community College: *Student Orientation Advising and Registration*

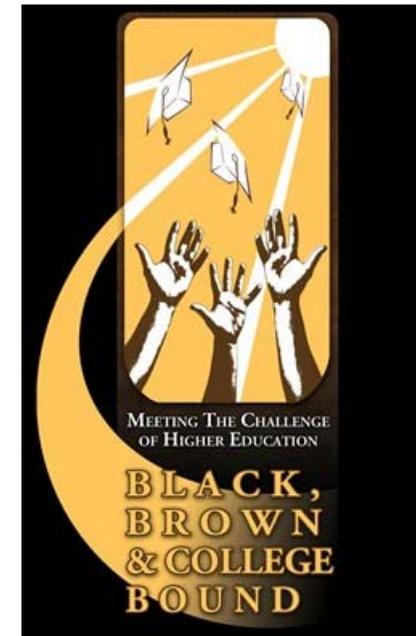
Student Orientation, Advising, and Registration (SOAR) is Guilford Tech's student orientation program, a joint venture between both Educational Support Services' employees and faculty members. SOAR consists of four sessions: General Information, Academic Success Strategies, Academic Planning, and Registration. While currently voluntary, many new students attend SOAR because it is an opportunity to register early for classes. While the comprehensive approach is designed to serve all GTCC students, the college has seen retention increases overall and for minority male students in particular:

- Fall-to-fall persistence differs for students who attend SOAR (56.5%) than those who do not (40.7%).
- Persistence differs for minority students who attend SOAR (53.7%) compared to those who don't attend SOAR (40.0%).
- Minority male SOAR attendees persist fall-to-fall at a rate of 54%, while non-attendees persist at 39.4%.



Hillsborough Community College: *Black, Brown and College Bound Conference*

Hillsborough Community College collaborates with 10 other institutions of higher education in Florida to host the annual Black, Brown and College Bound Summit. The summit is open to students, college presidents, administrators, faculty, staff, business leaders, workforce development leaders, and other community members. Participants have an opportunity to address issues impeding African American and Latino male student success and to develop potential solutions. In 2011, HCC will host the 5th annual summit with the theme “Courageous Conversations: Taking it to the Next Level with African-American and Latino Males.



For questions or comments, contact:

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