WELCOME TO

A SCTCS Division of Academics, Student Affairs & Research Initiative

TLT
TEACHING & LEARNING TUESDAY

Being Black at Tech:
Understanding Black Male Graduate Experiences and
Institutional Supports Across the
SC Technical College System

June 21, 2022
2:30pm

ABOUT THE PRESENTER

Dr. Austin Floyd
SC Technical College System

TLT
TEACHING & LEARNING TUESDAY

Zoom Meeting

Welcome and Introduction

- Austin B Floyd Jr.
- SC Higher Ed 12 years
- Unique Eye
- Break Down Cycles and Structures
- There's Gold in Everyone
- Systems & Remnants of Systems That Don't Work
- Alternative Ways of Experiencing Learning

Statement of the Problem

- There is a passivity associated with low black-male student achievement
- More black males chose to attend a community college vs. 4-year college, but black males succeed at lower rates than any race or gender in the community college setting
- Black males are often academically underprepared (Wood, 2013), but even when their ACT scores are the same, they still do not graduate at the same rates as non-Black male students (Harris, 2018)
- Anderson, et.al (2014) shared that students' characteristics should not indicate whether or not they receive an effective inclusive education

Background to the Problem

- Colleges should focus on being a "student-ready college," being ready for and responsive to the diverse range of experiences and types of students who come in their doors (McNair, 2016; Martin, 2017; Wood & Palmer, 2014)
- The higher education system continually needs to adjust to its changing population, and self-critique to ensure it's meeting its mission for all students
- Much is unknown about successful black male community college students in South Carolina (Harper, 2010; Flowers, 2006; Kim, 2014)
- More research is needed about successful black males

System Completion Rates (within 150% of program time) for FT Black Male Degree and Certificate Seeking Students at 2-year Institutions

Year	2019	2018	2017	2016	2015	2014	2013	2012	2011	5 Year AVG	9 Year AVG
Completion%	7.81	8.19	8.06	9.88	8.63	7.19	8.81	9.56	8.25	**8.51**	**8.49**

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A Look At The Data

- Enrollment Across the System
- Enrollment Across 4-year South Carolina Colleges
- Enrollment Differences Black Males vs. White Males
- Graduation Rates at Top 5 Colleges
- Additional Research

	Mustapha	Elijah	Ike	Lenny	Paul	TimTim	Tyre
Age	65	24	21	35	25	43	37
Full-Time/ Part-Time	PT	PT	FT	FT	FT	FT	FT
Employment Status	Not Employed	FT Employed	Not Employed	PT Employed	PT Employed	FT Employed	Not Employed
Family Status	Married, Children	Single, No Children	Single, No Children	Single No Children	Single, No Children	Single, Children	Married, No Children
Credential	Diploma/ Certificate	Degree	Degree	Degree	Degree	Degree	Degree
Program of Study	Heating/Air Conditioning & Automotive	Civil Engineering Technology	Computer Technology	Nursing	Criminal Justice	Mechatronics	Associate in Science
Cumulative GPA	3.2	2.9	4.0	3.8	2.7	3.0	2.7
High School Grade Average	B	B+	B	A-B	GED	C	B-
Took Developmental Courses	Yes	No	Yes	Yes	Yes	Yes	Yes
Current College is First College	No	Yes	Yes	No	Yes	No	No
Funding Sources	Grant/Scholarships/Veteran	Loans Self-Pay Grant/Scholarships	Loans	Self-Pay	Grant/Scholarships	Loans Grant/Scholarships	Grants, Veteran
Graduation Date	Spring 2021	Spring 2021	Fall 2021	Spring 2021	Summer 2021	Spring 2021	Spring 2021
Course Format	Online/Face-to-Face	Mostly Face -To-Face	Mostly Face -To-Face	Mostly Face -To-Face	Online/Face-to-Face	Mostly Face -To-Face	Mostly Face-To-Face
Involvement in Campus Activities	No	Yes	Yes	No	Yes	No	Yes
Community Setting	Suburban	Rural	Rural	Suburban	Urban	Rural	Urban

Anti-Deficit Achievement Framework

- Why do so few enroll in teacher education programs?

- Why are they so unprepared for college-level math and science courses?

- Why are their grades disproportionately lower than White and Asian students?

- What stimulates and sustains students' interest in attaining degrees in the education field?

- How do STEM achievers from low-resources high schools transcend academic underpreparedness and previous educational disadvantage?

- What enables students of color to make the dean's list, compete for internships/apprenticeships and earn high GPA's?
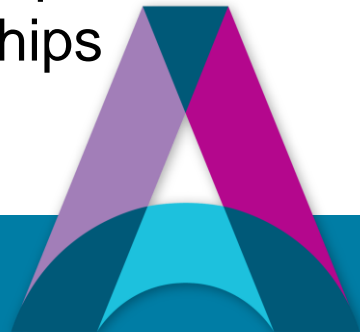
Anti-Deficit Framework Pipelines

Figure 6.1. Anti-Deficit Achievement Framework for Studying Students of Color in STEM

Pre-College Socialization and Readiness	College Achievement		Post-College Persistence in STEM
FAMILIAL FACTORS	**CLASSROOM INTERACTIONS**		**INDUSTRY CAREERS**
How did parents help shape one's college and STEM career aspirations?	How did one negotiate "onlyness" and underrepresentation in math and science courses?	Which pedagogical practices best engaged one in math and science courses?	Which college experiences enabled one to compete successfully for careers in STEM?
What did parents do to nurture and sustain one's math and science interests?	What compelled one to persist in STEM despite academic challenge and previous educational disadvantage?	How did one craft productive responses to racist stereotypes in the classroom?	Which college experiences best prepared one for racial realities in STEM workplace environments?
K-12 SCHOOL FORCES			**GRADUATE SCHOOL ENROLLMENT**
What was it about certain K-12 teachers that inspired math/science achievement?	PEERS — PERSISTENCE — FACULTY		What did faculty and institutional agents do to encourage one's post-undergraduate aspirations?
How did one negotiate STEM achievement alongside popularity in school?	**OUT-OF-CLASS ENGAGEMENT**	**EXPERIENTIAL/EXTERNAL OPPORTUNITIES**	
	What compelled one to take advantage of campus resources, clubs, and student organizations?	How did one go about securing a STEM-related summer research experience?	Who was most helpful in the graduate school search, application, and choice processes?
OUT-OF-SCHOOL COLLEGE PREP EXPERIENCES	What value did leadership and out-of-class engagement add to one's preparation for STEM careers?	In what ways did research opportunities, conference attendance and presentations, and so on help one acquire social capital and access to exclusive, information-rich professional networks?	**RESEARCH CAREERS**
Which out-of-school activities contributed to the development of one's science identity?			What happened in college to ignite or sustain one's intellectual interest in STEM-related topics?
Which programs and experiences enhanced one's college readiness for math and science interests?	Which peer relationships and interactions were deemed most valuable to STEM achievement?		From which college agent(s) did one derive inspiration to pursue a career in STEM-related research?

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Research Questions

What have been black male students' lived experiences in and outside of the classroom prior to and during enrollment at a SC community or technical college?	How have black males overcome expressed challenges in their educational journey and to what reasons do academically unprepared black male students in poverty attribute their college success at a SC community or technical college?
What institutional factors exist at colleges with the highest black male achievement rates?	What perspectives about black male student success and institutional factors are held by those in top leadership at SC community and technical colleges with the highest black male achievement rates?

Other Factors

- Semi-Structured Interviews, Recorded, Transcribed, Use of Data Analysis Tools
  - 7 Black Males; Low-Income; Academically Underprepared; Near Graduation
  - 7 College Presidents and Executive Leaders
  - 5 Top Institutions
- Lowest performing colleges within the System
- IPEDS Graduation Formula Flawed
- Not all inclusive of Black male experiences and leadership perspectives
- The pandemic could have impacted the results
- Did not consider female experiences/perspectives

Student Voice: Let's Dig Deeper

- Join a Breakout Group

- Choose a Black Male Student Quote to discuss

- Deconstruct It:
  - What is the student saying? What do they mean?
  - What systemic changes (either in processes, programs, or policies) can be implemented to perpetuate success?
  - How does this experience show up in your own educational context?
  - Select an additional quote to deconstruct if time permits

- Share what you've discussed with the larger group

Summary of Student Findings

I think, with me, learning the curriculum wasn't hard. I got bored. I got tired of it because it was like there wasn't anything challenging. Other forms of truthful history, other forms of truthful education were not shared. But those were the things that interested me. -Tyre

- Access to Quality, Safe and Flexible Education

- Positive Impact of Community Challenges

- Drawing Strength From Faith and Family

- Faculty Making Space for Success

- The Unseen Impact of Peers

I'm not doing it for myself. I'm doing it for.... the people that I'm around... They benefit basically off of what I do. And honestly, me graduating is a win for my family. It's a win for my community, it's a win for African-American males in college, everywhere. - Elijah

Summary of Institutional Findings

Having an inclusive environment early in the term makes students feel comfortable about coming to you when there is a problem on campus or in the classroom. We provide Wraparound services from Mentoring, Tutoring, Counseling, Peer Counseling, Case Management/Interventions, College First Mentoring Program and the Minority Male Mentoring Program. -Student Services Leader

- Diverse Data Set

- Lacked a Representative Amount of Faculty of Color

- Services Specific to Low-income, Academically Underprepared students.

- Black Male Initiative Programs; Funding

- Continuous Student Feedback

- Effective Use of Data

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Summary of Leader Findings

Don't just hire Black recruiters. That's misleading. That is totally misleading. You have Black Math teachers, Black counselors, Black Vice President. Are you with me? -Campus B College President

- Awareness of Needed Improvement; Most-In-Progress

- Representation of Students & Faculty

- Viewed Students Services as Vital

- Most Interviewed Leaders were Minorities

- Navigating Racial Politics
  - Understood benefit of collaborations

- Belief in Students; Conscious of Their Views

- Culture of Engagement Positive & Negative

- Strategic Planning; Partnerships

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Implications for Leaders

You got to be data-driven and you got to show that it's not their fault. It's a bigger issue than just them. It's systemic and, therefore, requires a bigger solution. –College President

- Use Position To Make Difference
  - Diverse Hiring Committees
  - Positionality
- Prioritizing Black Male Success
  - Faculty and College Staff; Executive Leadership
    - Trickle-Down Importance only partially effective
  - Data Use & Leveraging National Organizations
  - Training and Awareness of Current Staff; K12
- Tip-Toeing Around Issue
- Diverse Assessment Modalities; Safe Conversation

Screen the teachers more. Don't just give people with the mindset of, "I got mine. You got to get yours." "I'm teaching you like this, you got to get it like this because it's the way I'm teaching." Find teachers who are more people-person oriented, and not just everything from the book. Talk with these students and don't make them feel bad when they don't know the answer. -TimTim

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Implications for Institutions & Communities

My most proudest accomplishment was getting my GED from JobCorp because I always thought that I was not going to get any type of education. That was the starting point and that's when I said it's time to keep going and don't stop. I took that discipline and structure from JobCorp and applied it to college. So now it's time to really buckle down and take what I've learned and apply it to all aspects of my life. -Paul

- When Black males succeed, communities flourish
- Bronfenbrenner's Mesosystems
- "Student Ready" College
- Meaningful Experiences
- Full-time Workers
- Funding
- Scaling the Impacts of BMI Programs
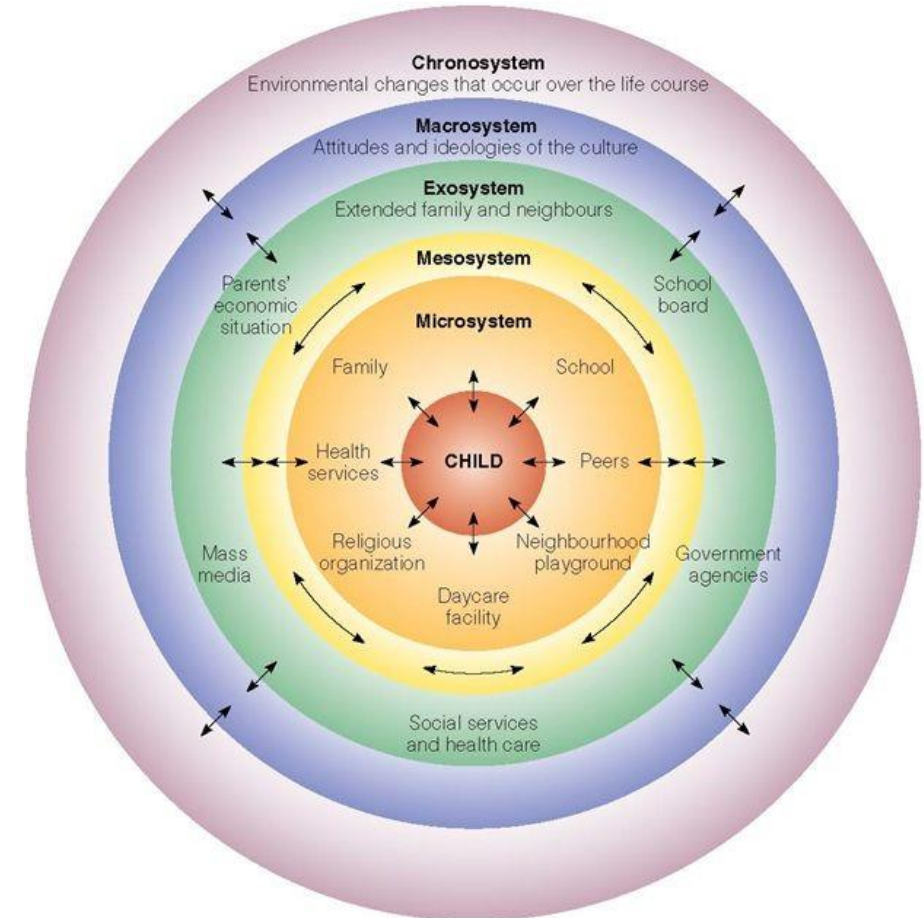
Implications for Black Males

- Proactively engage your faculty. Challenge the curriculum and ask questions.

- Attempt to engage with peers across cultural boundaries and learn what you can from them.

- Seek meaningful connections outside the classroom. People connect with organizations, services, other staff members who are similar or different from them, or even the librarian.

- Advocate for your needs. If you are feeling uncomfortable about something, say something in a constructive manner (to more than one person if needed).

- Bring your whole self to college. Don't leave your nickname, your family customs, or dreams and aspirations. Show up in full gear. Let them know Why you Win.

Co-Created Definition of Success

Success is being vertical and not horizontal. The fact that we're alive makes us a success. Success is exceeding all the goals that you have for yourself. Ultimately, being everything that God called you to be. Success is having a diploma in hand and graduating. The interpretation of success is not only for now but knowing what you'll see as success later. Success is taking what I've learned and my experiences and passing them on to someone else whether it's a relative or a friend. Success is sitting in the rocking chair watching the sunset with my wife, knowing that we are going to be ok. Success is maximizing the opportunities God puts in front of us. Success is being able to retire and spend time with my kids and grandchildren. It's not having to wait for the next check to come. Success is the way I view myself, the confidence level I have that no matter what my friends or my peers do, or what's going on in the streets, I remember that People count. People are something. And I can be something.

Significance

- As two-year colleges restructure to become more "student-ready", new data exists that considers the successful classroom and campus experiences of Black male students

- Pre-collegiate entities can provide integrative instruction that better prepares black male students and connects community experiences with their learning

- Leaders have direct influence in integrating culturally responsive campus cultures and classrooms

- Systems can work in tandem, and how colleges can increase collaboration in order to impact statewide success

Future Research

- How can the System scale positive black male student experiences across the 16 technical colleges?

- How might we embed positive peer-to-peer connection/interaction into every black male student experience at SCTCS?

- In what ways could we attract and retain highly qualified faculty/staff from around the nation?

- How are equitable outcomes effectively embedded into the culture of a college?

- Would a deeper exploration into part-time student experiences yield similar results?

- How do faculty teaching practices and paradigms impact success?

- What are the post-graduation success outcomes for Black males?

Black Males

We're asleep. Many guys, many African-American guys, we're sleeping. We're asleep to our potential. We're not aware of it. When you sleep you're not aware. Why do we sleep? It's because I believe we've been hoodwinked into thinking that what we do doesn't matter. -Elijah
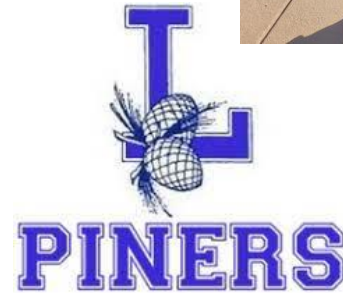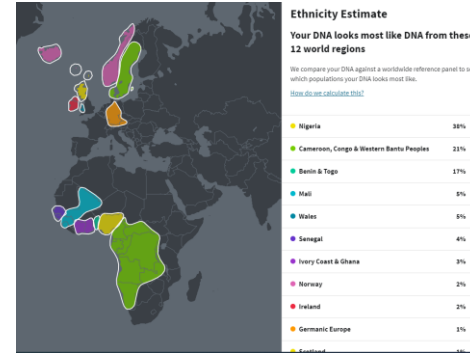
Questions

Honoring My Community

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Thank you!

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2022 TLT FALL SESSIONS

August 16, 2022

LGBTQI Org Success
Renee Patchin & Mitchell Herring
Central Carolina Technical College

September 20, 2022

Electrical Engineering & Culturally Responsive Teaching
Dr. Sherisse Jackson
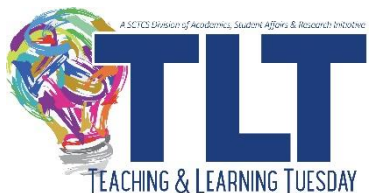Orangeburg Calhoun Technical College

October 18, 2022

Creating Killer OERs
Mark Knockemus & Ron Stafford
Northeastern Technical College

November 15, 2022

Removing Transfer Obstacles: Meta-Majors and Guided Pathways for University Transfer Students
John McGill, Cassandra Verardi, Amanda Lauren
York Technical College

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