



Umoja/A2MEND 2018 Education Summit

Evaluation Report

Prepared by



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Executive Summary

The Umoja organization and the African American Male Educational Network and Development (A2MEND) hosted an Education Summit focused on developing a research and policy agenda specific to African American success in California community colleges.

Stakeholders from diverse educational sectors of California higher education and non-profit organizations engaged with research and policy experts in two panel presentations, participated in facilitated roundtable discussion sessions, and shared their thoughts from the small group session with the full group. The result was a research agenda and a policy agenda for execution led by this collaborative.

The Center for Research on Educational Access and Leadership (C-REAL) at California State University, Fullerton (CSUF) partnered with Umoja and A2MEND to secure an official record of summit activities and outcomes. Notes of each summit session serve as a record of the day. Data were collected in the form of observation-based note taking by research team members. Data were analyzed into emergent themes and presented in this report. This report serves as an official record of the day and includes the following: (a) panel presentation summaries, (b) small group discussion outcomes, (c) preliminary research and policy agendas, (d) overarching and related emergent themes, and (e) recommendations for next steps and preparation for the next summit.

Research Agenda

Description of Research Agenda.

Action Item	Description
Institutional Accountability "Report Card"	A way to assess institutions and assign them a grade based on various criteria about accountability and equity efforts
California Higher Education Black Research Consortium/Institute	A dedicated group of professionals that commit to continuous work
Hiring Process Assessment tool	A vetting process that looks into prospective employees track-record of ally work/participation in the African American community
Tactical Manual	A physical guidebook that provides direction on work (research and practice) done externally and internally
Impact of Funding Initiatives on African American Students	An assessment of how various funding initiatives impact the student experience

Policy Agenda

Description of Policy Agenda.

Action Item	Description
Calculation/Following of State Funding	Instead of following state funding by institution, following state funding by student and disaggregating the data by race
Middle College/B.S. Model	Expansion of pilot programs that give students the opportunity to earn baccalaureate degrees
Umoja University	Addressing the unique needs of African American community college students on a larger scale

The following themes emerged during the round-table discussions: collaboration, curriculum, faculty, institutional barriers, student voice/experience, mental health, the reimagining of current practices, reactionary response to race, and funding (Table 3).

Description of Themes from Research and Policy Share-Out

Themes	Description
Collaboration	Greater collaboration is needed across academic, administrative, and student affairs divisions and amongst stakeholders
Curriculum	Curriculum should be relevant to students served
Faculty	Faculty should reflect demographics of students served
Institutional Barriers	Existing structures and policies contribute to the achievement gap of African American students in the community college
Student Voice/Experience	The student voice should be centered when discussing research issues
Mental Health	Looking into the mental health implications on African American students in higher education settings
The reimagining of Current Practices	Outdated policies such as “The Master Plan” should be revamped to reflect a more equitable “People’s Plan”
Reactionary Response to Race	Rhetoric surrounding policy is often diluted to avoid directly addressing race
Funding	Lack of funding/misuse of funding

Recommendations

At this point, C-REAL suggests the following to the summit organizers:

- Distribute this report and/or the infographic summarizing this report to all stakeholder participants.
- Consider identifying specific teams with a leader to facilitate the top priority for each agenda – research and policy.
- Identify a stakeholder passionate about other ideas that had strong support and develop possible plans for execution.

Furthermore, C-REAL encourages Umoja and A2MEND to follow-up with the research and policy agenda by holding at least one teleconference to review this report and establish an agenda for the second summit with willing participants.

Finally, it is recommended that the second summit focus on the two agenda items that emerged as priorities by summit members and appropriate leaders be included in the next summit to move agendas forward.

Introduction

An educational summit was held in Riverside, California at the Mission Inn on November 7th and 8th 2018. This summit, organized and hosted by the Umoja organization and the African American Male Educational Network and Development (A2MEND) was designed to focus on developing a research and policy agenda specific to African American success in California community colleges.

This partnership emerged from the shared commitment both organizations have to improve educational outcomes for African Americans in the community college sector of California higher education. Umoja is a consortium of programs at California community colleges that house initiatives to support African American student success. A2MEND serves African American male administrators that aim to address institutional barriers for African American students, faculty, and staff in the California Community College system. To this end, the summit brought stakeholders from various entities of the state for a day-long agenda discussion on research and policy issues affecting African American community college students (See Appendix A).

Participants included representatives from the Umoja organization, A2MEND, California community colleges, four-year institutions, non-profit organizations, the CSU and California community college Chancellors' offices, Board of Governors, and Academic Senate. Each participant was asked to attend dinner the evening of the 7th and then engage in a day-long discussion of research and policy issues affecting African Americans in community colleges on the 8th. The program consisted of two panels; one panel focused on research issues, while the second panel considered policy issues. Each panel included experts who shared insights and perspectives in response to questions offered by the facilitator. Participants were assigned to

specific tables to support the inclusion of the range of stakeholders' perspectives be reflected in the discussions and final outcomes (See Appendix B).

Attendees engaged with research and policy experts in two panel presentations (See Appendix C), participated in facilitated roundtable discussion sessions, and shared their thoughts from the small group session with the full group. The result was a final research agenda and a policy agenda for execution led by this collaborative.

The Center for Research on Educational Access and Leadership (C-REAL) at California State University, Fullerton (CSUF) partnered with Umoja and A2MEND to secure an official record of summit activities and outcomes. Notes of each summit session serve as a record of the day. Data were collected in the form of observation-based note taking by research team members. Data were analyzed into emergent themes and presented in this report. This report serves as an official record of the day and includes the following: (a) panel presentation summaries, (b) small group discussion outcomes (See Appendix F), (c) preliminary research and policy agendas, (d) overarching and related emergent themes, and (e) recommendations for next steps and preparation for the next summit.

Panel Summaries

Two panel presentations served as the foundation for the summit. Panelists were asked to describe the systemic issues African American students encounter at California community colleges and to share the research affecting policy relative to this population of students. Panelists were asked to describe the gaps in research and to suggest what should be emphasized going forward. Finally, panelists were asked to share how we can best communicate research outcomes to influence policy and practice.

Research Panel (Nana Lawson Bush, Angela Locks, Darla Cooper, and Na'ilah Suad Nasir)

The research panel discussed the need for understanding what constitutes a successful learning environment. Additionally, panelists urged participants to consider the definition of success and what outcomes reflect the various success options as defined by students and others outside of the research paradigm. Defining success is critical in determining what the research agenda should be for African Americans attending community college.

There was a question of which community colleges experience success in serving and supporting African American students, and what do these campuses offer? How can we replicate performance outcomes at other community colleges?

Other factors addressed by this panel included the rapid shifts and major changes occurring on campuses such as Guided Pathways (CCCCO, 2017), the call for research on student success, asset-based research, and best practices. Other factors included a focus on degree aspirations, including the student voice in research, and considering data at both the micro and macro levels relative to student success. Considering historical anecdotal knowledge about African Americans, and how we learn is important and should be included in these discussions. One panelist suggested mixed methods research as critical to finding solutions to challenges facing African American students. Understanding how students navigate learning environments, perceive an environment of care, and ask for help when needed should be a part of the research plan. Navigational skills, ability to focus, engagement in the learning process and feeling value in the environment are critical to their success. Research that addresses these issues is necessary relative to the opportunity gap. One panelist felt it was time for leaders to dismantle current

systems and build new ones that holistically address Black learners from their first contact with the educational system until they complete college. Racism as a barrier to student success permeated the comments offered by panelists including examples of systemic, cultural, and environmental obstacles to student achievement. Historical wrongs were distilled in comments regarding health and psychological challenges African American students encounter before and during college.

Panelists believed the voice of the people that serve African American students is missing from research. The practical dimensions of research and policy is limited in this way. We are at a tipping point for African American students. Disaggregated data of ethnic groups within the African American community is essential to understanding the diversity of needs across the diaspora. There is a need for a collective agenda for research, accessing the richest dataset in the world here in California, and working collaboratively to resolve the opportunity gap. A major point emerged concerning the critical role philanthropic organizations have in supporting these efforts. Philanthropic leaders should be our partners in this process.

In summary, audience feedback suggests the following points resonated from the research panel. There is a strong need for collaboration amongst African American researchers. Institutional racism needs to be studied, and the effects of racism on learners should not be overlooked. The curriculum as a living and culturally relevant tool for student success was a focus of discussion. To implement this into practice, faculty must make culturally relevant teaching and learning a centerpiece of their work, and consider the role of love and care as essential to effective teaching and learning. Research should be asset-minded, eliminating deficit paradigms. Furthermore, researchers need to consider the experiences and perceptions of current

students, rather than relying on old narratives. Eliminating institutional barriers for students and incorporating students' voices and experiences into the research agenda must be a priority.

Policy Panel (Christopher Nellum, Audrey Dow, Carrie Kisker, and John Levin)

The policy panel members discussed many relevant concerns regarding the impact of policy decisions and implementation on African Americans in community college. Primary issues were racial equity, funding, and the impact of education reforms. For example, testing and access were two primary policy issues described as having negative consequences for African Americans. Additionally, there are systemic policy issues involving faculty research. Often times, those performing the research are not representative of those who are the subjects of the research.

We also need to consider who is advantaged in our current reward system for community colleges. Those who attend college full time and do not need two years of developmental coursework are advantaged over those students who attend less than full time and need developmental academic support before enrolling in college-level coursework. Disadvantages set those least advantaged further back in the educational process in terms of rewards and benefits.

A significant discussion point was the underfunding of community colleges, especially in comparison to other higher education units in the state. An argument was offered to use a funding formula that was student-centered rather than institution- driven. Another critical point is creating policies that support access to baccalaureate degrees on the community college campus to support greater access for all students.

In summary, equity in funding, student access, and navigating education reforms are critical issues to consider relative to the development of a policy agenda for African American

students attending community colleges. The panel encourages participants to imagine a new higher education system that put students at the center relative to access and funding to support the next generation and beyond of California citizens. A call for reform that examines and rewrites the California Master Plan (1960) into the Peoples' Plan that allows for more access and funding to support all students.

Findings

After the panel discussions, round-table sessions, and large group share-out, preliminary research agenda and policy agendas were formed (See Tables 1 & 2). Research agenda and policy agenda infographics can be found in Appendices D, and E. Additional themes that were not included in the agendas but frequently discussed during the research and policy roundtables are referenced in Table 3.

Research Agenda

Table 1

Description of Research Agenda.

Action Item	Description
Institutional Accountability "Report Card"	A way to assess institutions and assign them a grade based on various criteria about accountability and equity efforts
California Higher Education Black Research Consortium/Institute	A dedicated group of professionals that commit to continuous work
Hiring Process Assessment tool	A vetting process that looks into prospective employees track-record of ally work/participation in the African American community
Tactical Manual	A physical guidebook that provides direction on work (research and practice) done externally and internally

Impact of Funding
Initiatives on African
American Students

An assessment of how various funding initiatives impact the
student experience

Institutional Accountability “Report Card.” Participants agreed on a comprehensive grading system that assesses institutions' current practices/policies concerning diversity, equity, and cultural competency. This grading system is a feasible way to hold institutions accountable in supporting African American students. In addition to the assigning of a grade, institutions would be provided potential action plans/best practices to remedy areas needing improvement. Consistent follow-up from both the grading committee and institution would be essential to ensure that the grading system is not prescriptive, but transformational.

California Higher Education Black Research Consortium/Institute. Participants discussed the benefits of forming a group dedicated to research on African American students in higher education. Members of the consortium would collaborate on research projects and ultimately provide an objective voice while advocating for African American students. Consortium members would work closely with the Academic Senate to access data and utilize predictive analytics to determine the institutional trajectory.

Hiring Process Assessment Tool. Attendees expressed the need for an assessment tool to be implemented in the institution's hiring process that considers an applicant's track record of advocacy work. The rationale for this is that applicants often claim to be allies or advocates in the African American community but neglect to provide proof of action. Upon being hired, allyship and advocacy work are nonexistent or performative. By having a stricter vetting process, community colleges can ensure faculty/staff values align with institutional goals of diversity, equity, and social justice.

Tactical Manual. Participants agreed that the formation of an informative handbook would benefit both current and future faculty, staff, administrators, and stakeholders. The manual would serve as a guide for research and practices done both externally and internally. This would streamline transitions between exiting and incoming practitioners and foster more efficient practices.

Impact of Funding Initiatives on Students. Participants noted that there is limited research on the impact funding initiatives have on African American students. It appears that funding initiatives are often pushed through to appeal to stakeholders and provide an immediate, short-term solution to a fiscal problem. As such, there is often minimal regard for the effects of these initiatives on students. Thus, research in the form of both cross-sectional and longitudinal studies that evaluate how funding initiatives (CCCCO, 2018) impact African American students could provide valuable insight.

Policy Agenda

Table 2

Description of Policy Agenda.

Action Item	Description
Calculation/Following of State Funding	Instead of following state funding by institution, following state funding by student and disaggregating the data by race
Middle College/B.S. Model	Expansion of pilot programs that give students the opportunity to earn baccalaureate degrees
Umoja University	Addressing the unique needs of African American community college students on a larger scale

Calculation/Following of State Funding. One of the most direct policy implications was the call to reform how state funding is tracked. Currently, state funding is allocated to and subsequently followed by the institution. Participants feel that data regarding the average amount of money allocated based on institution type (Community College, California State, University of California) should be disaggregated by demographics, particularly race. This disaggregated data would then reveal the average amount of money the state devotes to African American community college students compared to others of different demographics at different institutions. By changing the current model to follow state money by student, disparities affecting African American students could be more readily exposed and addressed.

Middle College/B.S. Model. Participants feel the adoption of a middle college model and expansion of baccalaureate offerings would benefit African American community college students by providing a more feasible alternative to traditional transferring. Currently, many baccalaureate programs are offered through partnerships with private colleges. These programs tend to have limited degree offerings, which can stifle student engagement. Often, community colleges do not have the financial capacity or physical space to provide the most up-to-date resources, such as on-campus laboratories and clinics. Partnerships between community colleges, California State Universities, and Universities of California should be encouraged to ensure a diverse range of degree programs and access to top-tier resources.

Umoja University. Participants feel that the establishment of a "Umoja University" would be the most comprehensive way to address African American student needs. This would entail the expansion of the Umoja program to cover more campuses and potential national partnerships with similar initiatives.

Additional Themes

In addition to the aforementioned research and policy agenda takeaways, the following themes emerged during the round-table discussions: collaboration, curriculum, faculty, institutional barriers, student voice/experience, mental health, the reimagining of current practices, reactionary response to race, and funding (Table 3).

Table 3

Description of Themes from Research and policy Share-Out.

Themes	Description
Collaboration	Greater collaboration is needed across academic, administrative, and student affairs divisions and amongst stakeholders
Curriculum	Curriculum should be relevant to students served
Faculty	Faculty should reflect demographics of students served
Institutional Barriers	Existing structures and policies contribute to the achievement gap of African American students in the community college
Student Voice/Experience	The student voice should be centered when discussing research issues
Mental Health	Looking into the mental health implications on African American students in higher education settings
The reimagining of Current Practices	Outdated policies such as “The Master Plan” should be revamped to reflect a more equitable “People’s Plan”
Reactionary Response to Race	Rhetoric surrounding policy is often diluted to avoid directly addressing race
Funding	Lack of funding/misuse of funding

Collaboration. Participants noted a lack of collaboration among faculty, staff, administrators, and stakeholders. Specifically, participants expressed the need for national

collaboration with other community colleges and Historically Black Colleges and Universities (HBCUs), as well as collaboration among African American organizations outside of higher education. Intentional collaboration, both internally and externally, would greatly benefit research efforts.

Curriculum. Attendees feel that curriculum should be culturally relevant to increase student engagement. African American students that see their experiences and culture reflected in coursework are more likely to feel a sense of belonging and, subsequently, more likely to persist.

Faculty. Existing research supports the notion that African American students benefit from having faculty that reflects their demographic. Thus, increasing the number of African American faculty should be prioritized. Additionally, research should be done both by and on African American faculty to identify barriers they face navigating institutions of higher education.

Institutional Barriers. Attendees noted the pervasive nature of white supremacy in higher education. Consequently, African Americans in academe are frequently viewed from a deficit-minded lens. Research should be conducted to identify and address existing structures and practices within higher education that contribute to racial inequities and the dehumanization of African American students.

Student Voice/Experience. The need to center the student experience in research was frequently discussed by both panelists and participants. More specifically, research should be student-driven and student-led to ensure that topics explored are relevant to the African

American community. Community colleges should work to provide students with the opportunity to participate in the research process.

Mental Health. Participants expressed the need to research mental health implications for African American students, faculty, staff, and administrators. Participants mentioned the stigma associated with having and discussing mental health issues within the African American community and the consequences of said stigma. By incorporating mental health in research, awareness can be raised, and methods for wellness can be more openly explored. Specifically, research should identify and address the “tipping points” for African Americans in higher education. Additionally, faculty and staff should aim to provide trauma-informed care when working with students.

The Reimagining of Current Practices. Participants expressed the importance of reforming long-standing policies, such as the Master Plan, from a racially-conscious lens. The lack of critique and revision of seminal policies fails to acknowledge the structure, practice, and discourse which upholds the dominant narrative surrounding education.

Reactionary Response to Race. Both policy panelists and participants noted aspects of color-blindness in current policy. Often, policymakers are hesitant to address issues of race and racism directly in efforts to remain content-neutral. As a result, policies and initiatives are ineffective or in some cases, harmful, to African American students by erasing their identity and experiences. By approaching race from a progressive, not reactive, lens, policymakers can produce more meaningful legislation.

Funding. Funding was frequently mentioned by both panelists and participants. Specifically, Umoja staff expressed that lack of financial support from their respective

institutions hinders the scope of work done on their campus. Current policies are not conducive to equitable funding among college student services and programs. Reparations in the form of free college for African Americans should be considered.

Recommendations

Recommendations for research. At this point, C-REAL suggests the following to the summit organizers:

- Distribute this report and/or the infographic summarizing this report to all stakeholder participants.
- Consider identifying specific teams with a leader to facilitate the top priority for each agenda – research and policy.
- Identify a stakeholder passionate about other ideas that had strong support and develop possible plans for execution.

Furthermore, C-REAL encourages Umoja and A2MEND to follow-up with the research and policy agenda by holding at least one teleconference to review this report and establish an agenda for the second summit with willing participants.

Finally, it is recommended that the second summit focus on the two agenda items that emerged as priorities by summit members and appropriate leaders be included in the next summit to move agendas forward.

Recommendations for logistics. This project has the potential to be a historical marker for African American education in California, led by two strong advocacy groups. C-REAL personnel offers two recommendations moving forward relative to logistics for recording this process:

- Collect all notes from participants after each session.
- Consider recording presentation components of the session for better record-keeping purposes and to more accurately capture the full extent of data offered throughout the day.
- Continue to collaborate with these organizations moving forward.

Both Umoja and A2MEND are powerful advocates for African Americans in community college settings. C-REAL recommends the continued collaboration of Umoja and A2MEND as well as the exploration of collaborative opportunities with non-profit organizations.

References

- 2018 – 19 Funding Formula Frequently Asked Questions. (2018, May 22). Retrieved December 20, 2018, from [https://extranet.cccco.edu/Portals/1/CFFP/Fiscal/Budget News/2018-19/Funding_Formula_FAQ_May222018.pdf](https://extranet.cccco.edu/Portals/1/CFFP/Fiscal/Budget%20News/2018-19/Funding_Formula_FAQ_May222018.pdf)
- California Community Colleges Guided Pathways FAQ. (2017, September 5). Retrieved December 20, 2018, from [http://cccgp.cccco.edu/Portals/0/Guided](http://cccgp.cccco.edu/Portals/0/Guided%20Pathways%20Program%20FAQs-10_16_17.pdf) Pathways Program FAQs - 10_16_17.pdf
- Liaison Committee of the State Board of Education and The Regents of the University of California (1960). A master plan of higher education in California, 1960-1975. *California State Department of Education*

Appendix A

Education Summit Agenda November 2018



EDUCATION SUMMIT AGENDA

November 7, 2018

5:00 pm – 6:00 pm	Registration
6:00 pm – 7:00 pm	Dinner
7:00 pm – 8:30 pm	Education Summit Introduction <ul style="list-style-type: none"> • Welcome • Group Introductions • What do you hope to learn, influence, or see as an outcome?

November 8, 2018

7:00 am	Registration and Breakfast
8:30 am	Morning Session <ul style="list-style-type: none"> • Opening Ritual • Welcome, A²Mend and Umoja, Dr. Ed Bush and Dr. Teresa Aldredge • Introduction of Facilitator: Dr. Dawn Person, CSU Fullerton, Center for Research on Educational Access and Leadership • Attendee Introductions • Research Panel <ul style="list-style-type: none"> ○ Dr. Nana Lawson Bush, V., Cal State LA ○ Dr. Darla Cooper, Research and Planning Group ○ Dr. Angela Locks, CSU Long Beach ○ Dr. Na'ilah Suad Nasir, Spencer Foundation
10:15 am	Break
10:30 am	Small Group Discussion
11:30 am	Small Group Discussion Report Out
12:30 pm	Lunch
1:30 pm	Afternoon Session <ul style="list-style-type: none"> • Policy Panel <ul style="list-style-type: none"> ○ Audrey Dow, Campaign for College Opportunity ○ Dr. Carrie Kisker, Center for the Study of Community Colleges • Colleges <ul style="list-style-type: none"> ○ Dr. John Levin, UC Riverside ○ Dr. Christopher Nellum, The Education Trust-West
3:15 pm	Small Group Discussion
3:30 pm	Small Group Discussion Report Out
4:30 pm	Conclusion: Next Steps -- Planning and Resources



This event partially sponsored by the College Board

Appendix B

Education Summit Participants November 2018



Education Summit

November 7 – 8, 2018

Name	Organization
Teresa Aldredge	Umoja Education Community Foundation
Deborah Blue	Umoja Education Community Foundation
Ed Bush	A2MEND
Nana Lawson Bush, V.	CSU Los Angeles
Kayton C Carter	UC Davis
Marisela Cervantes	CSU, Chancellor's Office
Donna Colondres	Umoja Education Community Foundation
Darla Cooper	The RP Group
Mayra Cruz	Academic Senate for CCC
Herb English	A2MEND
Rex Fortune	Fortune and Associates
Pamela Haynes	CCC Board of Governors
Laura Hope	CCC Chancellor's Office
Crystal Izquierdo	College Board
Carrie Kisker	Center for the Study of Community Colleges
Shaaron Lewis	NAACP Riverside Branch
Angela Locks	CSU Long Beach
Jeri Marshall	Umoja Education Community Foundation
Judy Mays	Umoja Education Community Foundation
Na'ilah Suad Nasir	Spencer Foundation
Christopher J. Nellum	The Education Trust-West
LaTonya Parker	Academic Senate for CCC
Rahim Reed	UC Davis
Walter Robinson	Umoja Education Community Foundation
Valerie Lynne Shaw	CCC Board of Governors
Darrick Smith	University of San Francisco
John Stanskas	Academic Senate for CCC
Scott Thayer	A2MEND
Erin Vines	A2MEND

Appendix C

Education Summit Panelists November 2018

Research Panelists	
Name	Organization
Dr. Nana Lawson Bush, V.	CSU Los Angeles
Dr. Darla Cooper	Research and Planning Group
Dr. Angela Locks	CSU Long Beach
Dr. Na'ilah Suad Nasir	Spencer Foundation

Policy Panelists	
Name	Organization
Audrey Dow	Campaign for College Opportunity
Dr. Carrie Kisker	Center for the Study of Community Colleges
Dr. John Levin	UC Riverside
Dr. Christopher Nellum	The Education Trust-West

Appendix D

Education Summit Research Agenda Recommendations November 2018



**Research
Agenda**

Institutional Report Card

A way to assess institutions and assign them a grade based on various criteria pertaining to accountability and equity efforts

California Higher Ed Black Research Consortium/Institute

A dedicated group of professionals that commit to continuous work





Hiring Process Assessment Tool

A vetting process that looks into prospective employees track record of all work/participation in the African American community

Tactical Research Manual

A guidebook of guiding principles of research to benefit African American students both locally and statewide



Impact of funding initiatives on African American students

An assessment of how various funding initiatives impact the student experience

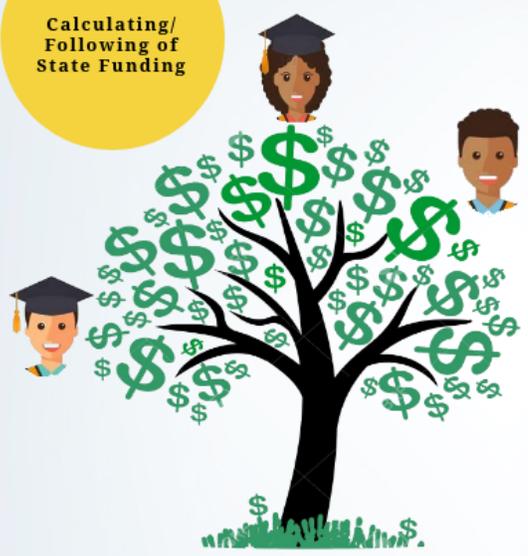


Appendix E

Education Summit Policy Agenda Recommendations November 2018

Policy Agenda

**Calculating/
Following of
State Funding**



To support funding equity, follow state funding by student and disaggregating the data by race as opposed to by institution



**Middle
College/B.S.
model**

To provide greater access, expand pilot programs that give students the opportunity to earn baccalaureate degrees

Umoja University



To support student success, address the unique needs of African American community college students on a larger scale

Appendix F

Research and Policy Analysis

Research Agenda

1. What are the major points you identified from the research panel?
 - a. What defines success?
 - b. Asset minded rather than deficit-minded
 - c. Counterstories

2. What don't we know that we think we need to know relative to research about African-American students in community college settings?
 - a. Tipping points for African-American students
 - b. Disaggregated data of ethnic groups in the African-American community

3. What are the gaps/divides in research and what can we do to reduce them? (I.e., theory to practice).
 - a. Institutional racism and its effects
 - b. Defining student success
 - c. Lack of research

4. What should be included in the African-American community college research agenda?
 - a. Collectivity/collaboration
 - b. Faculty representation
 - c. Student success
 - d. Impact of love on teaching

Policy Agenda

1. What are the major points you identified from the policy agenda?
 - a. Racial equity in CCC
 - b. Funding
 - c. Education reform

2. What are the negative implications of current policies for African-American students in community college?
 - a. Funding and budget (CC underfunded)
 - b. Racial equity
 - c. Money to students Vs. institution

3. What are the philosophical underpinnings and direction of policy currently affecting African-American students?
 - a. Biases against African American students and recognizing success

4. Future changes in policies affecting African-Americans.
 - a. Access to BA programs/courses in the CC

5. How will policy influence our actions in serving African-American students in community college?
 - a. Collective higher ed policy
 - b. Racially equitable master plan
 - c. Racial diversity policy
 - d. BA programs