



Community College Student Success Inventory (CCSSI) for Men of Color Version 1.1

This inventory was designed to be used by community college educators to assess their institutions' efforts and readiness to facilitate student success for men of color. The development of this inventory was based on an extensive review of published literature and research on student success for men of color in community colleges. In addition, our conceptualization and design of this tool was heavily influenced by the Center for Urban Education's campus inventories for Latina/o student success in STEM.¹

This inventory comprises overarching categories of institutional action and support: 1) financial aid, 2) student support services, 3) teaching and learning, 4) institutional research, 5) minority male initiatives and programs, and 6) early alert systems. Within each category is a set of statements or indicators that campuses may find helpful in identifying institutional strengths and areas needing improvement or attention.

To determine the validity of the CCSSI, we provided a full copy of the instrument to subject matter experts (SMEs), which were community college professionals (e.g., counselors, advisors, program directors) and scholars with extensive backgrounds working with and leading initiatives designed to support men of color in community colleges. We asked the SMEs to rate the relevance of each item on the CCSSI and to suggest items that should be added. The feedback we received from the SMEs is reflected in this version of the CCSSI. A complete CCSSI content validity report is available on the M2C3 website.

While this tool is designed to be as comprehensive as possible, it is not exhaustive. We will continue to update the instrument as new research findings pertaining to men of color in the community college emerge. In addition, some indicators may not be relevant for particular institutional contexts, while others may fit into more than one category. The tool should be used as a starting point to guide attention, discussion, and collective sensemaking. The CCSSI for Men of Color is available on our website and can be downloaded for use as a hard-copy instrument. The inventory can also be electronically distributed to educators (e.g., faculty, student service staff, administrators, student success committee members) at the institution. Institutions that elect this option can receive a complimentary summary of results from M2C3. If interested in this option, please contact us via email at: m2c3@mail.sdsu.edu

Suggested Citation: Harris III, F., & Wood, J. L. (2013). *Community College Student Success Inventory (CCSSI) for Men of Color*. San Diego, CA: Minority Male Community College Collaborative.

¹ Center for Urban Education. (2010). STEM Toolkit-SAIs. Rossier School of Education, University of Southern California. <http://cue.usc.edu>.

1. Financial Aid

Financial Aid: Indicators

	Not at All	Minimally	Proficiently	Not Applicable
1.1 Students are informed about federal financial aid policies that affect their eligibility to receive aid.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.2 Colleges have emergency /contingency funds to provide small monies to students who have delays in receiving financial aid.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.3 Colleges provide students with opportunities to learn about personal financing management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.4 Students are regularly informed of grant and scholarship opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.5 Students are informed about state financial aid policies that affect their eligibility to receive aid.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.6 Students understand how academic progress affects their ability to receive financial aid.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.7 Students are made aware of financial aid timelines and deadlines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Financial Aid: Comments

Areas of Strength/Opportunities

Areas of Weakness/Improvement

2. Student Support Services

Student Support Services: Indicators

	Not at All	Minimally	Proficiently	Not Applicable
2.1 Summer bridge programming is available at the college for men of color.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2 Summer bridge or other programs are offered to facilitate students' successful transition to college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3 The campus has a mechanism to track the extent to which students use academic support services (e.g., tutoring, computer labs, academic advising, career counseling).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4 Important academic support services (e.g., math labs, computer labs, writing support) are integrated into remedial and introductory courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.5 New student orientation is available.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.6 New student orientation is required.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.7 New student orientation is offered in-person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.8 Students are required to see an academic advisor/counselor for academic planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.9 Intrusive advising strategies are employed by academic counselors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.10 Multiple AND reliable methods for assessing students' academic readiness are utilized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.11 Multiple AND reliable methods for assessing student readiness inform course placements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.12 Entrance advising includes an assessment of students' external pressures and obligations (e.g., familial commitments, work schedule).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.13 Free and accessible mental health counseling services are available to students on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.14 College-sponsored trips to four-year institutions are offered for students to receive transfer information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

and advising.				
2.15 Transfer information and advising is available to students at all levels (not just to those who are transfer-ready).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.16 Men of color are equitably represented among students who utilize transfer advising services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.17 Men of color are equitably represented among students who utilize career development services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.18 Colleges partner with local K-12 school districts to support incoming men of color.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student Support Services: Comments

Areas of Strength/Opportunities

Areas of Weakness/Improvement

3. Teaching and Learning

Teaching and Learning: Indicators

	Not at All	Minimally	Proficiently	Not Applicable
3.1 Faculty-student interaction is assessed in course and program evaluations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2 Students' perceptions of affirmation and support from faculty are incorporated into course evaluations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.3 Educators are competent and well-versed in issues that influence the success of men of color.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.4 Faculty members receive on-going training in culturally relevant teaching strategies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.5 Relevant student support services are highlighted in course syllabi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.6 Relevant student support services are discussed by classroom faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.7 Prospective faculty hires are assessed for their competency to engage diverse student populations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.8 The racial and gender composition of the faculty reflects that of the student body.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.9 Men of color are equitably represented among students who participate in learning communities (e.g., first year experience, Puente).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.10 Academic policies are in place for students to repeat coursework without being heavily penalized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.11 Men of color are equitably represented on the institution's dean's lists.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.12 Men of color are equitably represented among students who participate in "prestigious" academic programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.13 Men of color are equitably represented among students who graduate with honors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teaching and Learning: Comments

Areas of Strength/Opportunities

Areas of Weakness/Improvement

4. Institutional Research

Institutional Research: Indicators

	Not at All	Minimally	Proficiently	Not Applicable
4.1 Enrollment data are disaggregated by race/ethnicity within gender.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2 Persistence data are disaggregated by race/ethnicity within gender.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.3 Transfer data are disaggregated by race/ethnicity within gender.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.4 Completion data are disaggregated by race/ethnicity within gender.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.5 Courses with low outcomes for men of color (by discipline) are identified and targeted for intervention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.6 Exit interviews or surveys are conducted with students who leave the college prematurely (e.g., stop-out, drop-out).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.7 Inquiry (e.g., research, assessment, evaluation) guides institutional efforts to support men of color.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.8 Men of color's sense of belonging at the institution is regularly assessed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.9 Student disciplinary data are disaggregated by race within gender.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Institutional Research: Comments

Areas of Strength/Opportunities

Areas of Weakness/Improvement

5. Men of Color (Minority Male) Initiatives & Programs

Minority Male Initiative & Programs: Indicators

	Not at All	Minimally	Proficiently	Not Applicable
5.1 The initiative uses inquiry (e.g., research, assessment, evaluation) to inform the development of programs, services, and interventions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2 The initiative's operations are grounded in research on men of color in community colleges.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.3 Assessment and evaluation are imbedded into the initiative's programming and practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.4 The initiative is sustainable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.5 The initiative can be scaled to serve all men of color at the institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.6 The initiative has a leadership succession plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.7 The initiative is informed by a strategic plan and a set of standards (e.g., see Harper and Kuykendall, 2012).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.8 The initiative is <u>strongly</u> supported by the institution's leadership.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.9 The initiative's leadership team has representation from faculty, staff, administration, and students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.10 The initiative is adequately resourced (e.g., funding, human capital, space).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.11 The initiative connects students to men of color who have graduated or successfully transferred from the institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.12 The initiative addresses issues of gender and masculinity in its programming.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.13 The initiative encourages academic and social development with others (e.g., students, faculty) beyond the initiative itself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.14 The institutions strategic plan has a clear goal to improve outcomes for men of color.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Minority Male Initiative: Comments

Areas of Strength/Opportunities

Areas of Weakness/Improvement

6. Early Alert System

Early Alert System: Indicators

	Not at All	Minimally	Proficiently	Not Applicable
6.1 The institution has an early alert system in place.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.2 Faculty and staff are trained on how to use the system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.3 Faculty and staff use the system regularly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.4 The system allows for timely feedback to students (feedback early on during academic term).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.5 The system facilitates referrals to student support services (e.g., financial, counseling, academic advising).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.6 Students are aware of the system (i.e., via catalogs, counselors/ advisors, orientations, student success program websites) and how it is used to facilitate their success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Early Alert System: Comments

Areas of Strength/Opportunities

Areas of Weakness/Improvement