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INSTITUTE for EVIDENCE-BASED CHANGE
Informing Decisions · Improving Practice · Increasing Student Success

Improving Racial Equity: A Caring Campus Approach

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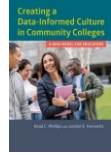


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- I would like have you think about a time where you really made a difference in a student's life. What was that time and what did you do?
- Brief share out

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- Organized as a 501(c)3 more than 10 years ago
- Created the Cal-PASS program in California in 2006
- *Creating a Data-Informed Culture in Community Colleges* (Harvard Education Press, 2017)
- Our work: **Caring Campus** and **Data Informed Education**
- Projects in 28 states






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COVID-19 and Our Continuing Challenge

Unsung heroes - Student Services

- Lots of press about instruction transition – a lot less about student services
- Working to keep students in college and on track
- Just when you thought students were coming back the Delta variant has changed our plans



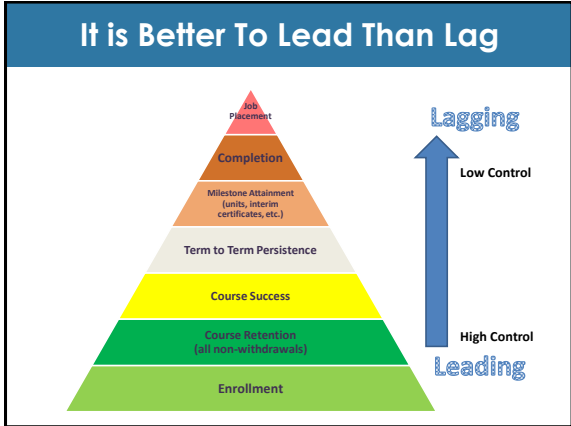
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What We Know

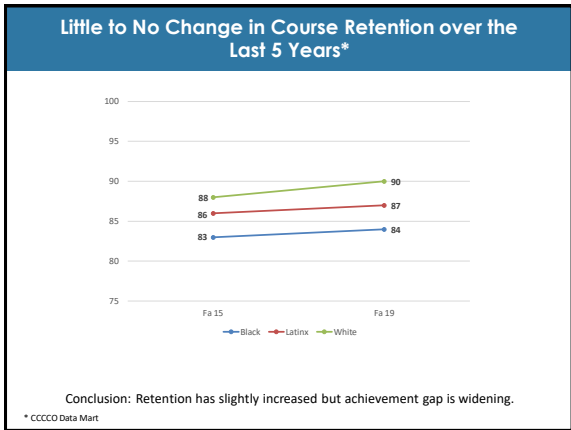
Start with the data

- Comparison of California's outcomes from Fall 2014 to 2019
- What others are saying
- The cost of racism
- What changes can the CSSSOs make?

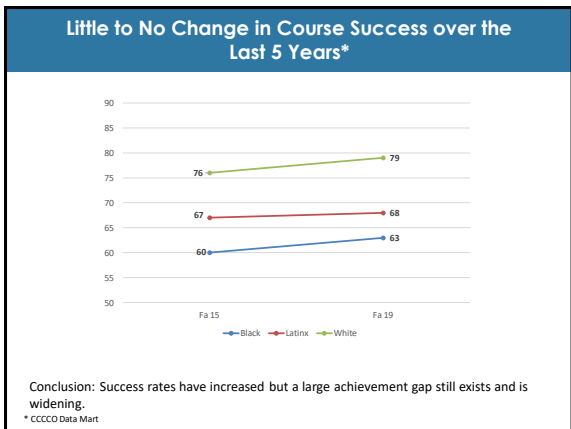
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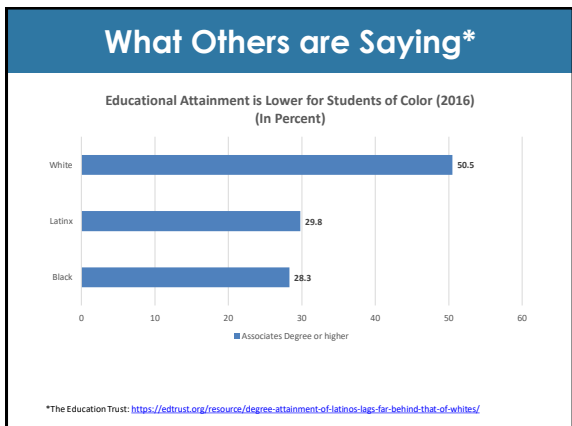
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The Cost of Economic and Racial Injustice in Postsecondary Education*

Center for Education and the Workforce, Georgetown University: <https://cew.georgetown.edu/>

"Almost 175 years after Horace Mann declared education "the great equalizer," equality in both education and society remains an elusive goal."

"Many people would agree that all students—regardless of race, ethnicity, or family economic background—should have clear, smooth, and accessible pathways to postsecondary education, should they choose to pursue it."

"Since the mid-1980s, postsecondary education and training has become the generally accepted pathway to economic opportunity in the United States. At the same time, the postsecondary system plays a big role in widening equity gaps and expanding economic inequality in society. US higher education remains highly stratified, with outcomes that vary by socioeconomic status as well as by race, ethnicity, and gender."

* <https://cew.georgetown.edu/cew-reports/publicbenefit/>

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The Cost of Economic and Racial Injustice in Postsecondary Education* Continued

Center for Education and the Workforce, Georgetown University: <https://cew.georgetown.edu/>

"By allowing postsecondary inequality to persist, society is losing out on considerable economic potential related to such changes as increased tax revenue and GDP; decreased gaps in earnings and, thereby, potential cumulative savings, which contribute to wealth accumulation. And that's without accounting for the many nonmonetary benefits associated with increased levels of educational attainment, such as better health, reduced crime, more robust civic engagement, greater disinclination toward authoritarian leadership, and increased happiness."

"A strong fiscal case can be made for economic and racial justice in postsecondary education as a public good."

"Simply put, because higher education plays a growing part in the problem of American economic and racial inequality, it also needs to be part of the solution."

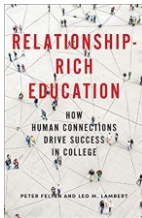
* <https://cew.georgetown.edu/cew-reports/publicbenefit/>

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Research on Retention



“...the secret of effective retention lies not in the types of programs institutions construct for their students, but in the underlying commitment to students that inspires these programs”




“Decades of research demonstrate that peer-to-peer, student-faculty, and student-staff relationships are the foundation of learning. Belonging and achieving in college...effects are particularly strong for students of color and first-generation students.”

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Transaction-Based Process vs. Relationship-Based Engagement

- We are a transaction based education system – improving success and equity is not considered
- Dollars exchanged for goods and services
- Antiseptic

- Must move to a relationship based education system – focusing on success and equity
- Making connections matter
- Human based and leverages programs and services



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What is Caring Campus?

- **Focuses on specific behaviors – not attitudes and opinions**
- **Based on research**
- **Empowers faculty and staff – working together as part of the student success and equity agenda**
- **Takes 6 months to 1 year to implement**
- **Outcomes are dramatic**
- **Little to no ongoing costs – behavior change is FREE**
- **Implemented in both a face-to-face and virtual environment**


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The Top 5 Professional Staff Behaviors	
Face-to-Face	Virtual Environment
Ten Foot Rule: Whenever a student is within 10' and seems to need assistance take the initiative to approach them. Say hello, smile, and use a positive tone.	Reaching Out: If your college allows, reach out to students via phone, email, and text to let them know you're available to answer questions, respond to concerns, etc.
Names tags: Wear name badges or lanyards with the college name on them so that students will know who to approach with questions.	Give Your Information Up Front: Start each contact with your name & department. Ask for student's name and contact info in case you get disconnected.
Cross-Department Awareness: Learn about other departments so you know where to send students. Maintain accurate and up-to-date detailed directories.	Cross-Department Awareness: Learn about other departments so you know where to refer students. Maintain accurate and up-to-date detailed directories.
Warm Referrals: Call ahead or walk student to the office they need to get to. Follow up to ensure the student got there.	Warm Referrals: Use the student's callback info to call the receiving office, make the connection on the student's behalf, and ask them to contact the student. Follow-up.
First Week Greetings: During the first week of classes set up information tables and meet students in the parking lot, welcome students to the college.	Reach out to students: At key times such as the first week of classes, as course drop dates and filing for degrees approach, especially first time in college students, to ensure they have the information they need.

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Caring Campus Racial Equity Advisory Council

- Consists of members from across the country
- Half are from California
- Focused on advising us on every aspect of our work to increase our focus on racial equity
- Our practice:
 - Know our own stuff
 - Listen
 - Learn
 - Act



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Caring Campus Racial Equity and Research

- How has this work supported racial equity?
 - Collecting data from across the country
- Large scale study in partnership with the Community College Research Center of Columbia University (CCRC)
- Release finding as they are collected

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Caring Campus in California

- CCCCO sponsored 36 colleges since 2019 and is in the process of adding an additional 30 colleges
- NO CHARGE for participation
- CCCCO is developing criteria for the new colleges – happy to let you know once we know
- Recruitment begins this Fall and will continue through 2022

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CONTACT INFORMATION

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Questions



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