

Minority Students Fact Sheet and Faculty Liaison Process

Sinclair's 2010 SENSE Data and CCSSE Data indicate that our African American students believe they have the necessary aspirations, expectations, motivation and skills to be successful in college, but performance data indicate otherwise as 43% of them earned zero credits during their first term in college and only 15% completed all of their DEV classes in their first term (RAR, 2010).

When comparing the student and faculty responses to CCSSE, it is apparent that a disparity exists between student and faculty perceptions of student engagement. The students have a different view of their academic and co-curricular experiences and performance in and out of classes than what faculty reports.

For example: Faculty say that students prepare two or more drafts of a paper or assignment before turning it in 22 % of the time compared to students who report doing it 49% of the time. Faculty say that they give students prompt feedback (written or oral) about their performance 91% of the time compared to students who say they receive it 59% of the time.

Specific Focus on African American Students and Why

Sinclair's 2010 SENSE and CCSSE data shows that our African American students are less likely to succeed than our majority (white) students. For example, using data points on our students being academically prepared for college, the placement test scores show:

- 94% of all African American students taking the placement test had to take one or more DEV classes
- 47% had to take 3 DEV classes
- 26% had to take 2 DEV classes
- 21% had to take 1 DEV class
- Only 33% of African American students taking DEV classes completed just one class when taking two or more classes during their first term

Holistic Tips

Be proactive in making observations and helping students to address various gaps between ideas and reality; address gaps between high aspirations and expectations; address your concerns of students' performance based upon their perceptions of how well they say they perform in classes; and assess their levels of motivation and skills to succeed in your class. Faculty can:

Liaison Engagement

Intellectual

- Focus on what students say they will do and what they actually do.
- Refer students for support services and assistance they need and tell them where and how to access the services.
- Emphasize to students the necessity to set realistic academic goals and develop a realistic plan for achieving them.
- Emphasize to students the need to develop and/or follow their MAP (My Academic Plan). Encourage students to create a road map that shows where they are headed, what academic

path to follow, and how long it will take to reach the end-goal of completing. They must see an Academic Advisor or Program to Completion Coach to develop the MAP.

1. Refer any African American student needing assistance, direction, guidance, and/or support to Dr. Bobby J. Beavers for applicable triage service when approached for help. Many African American students have Academic Coaches or Counselors and may need additional support services.
2. When you assess that they need our specialized assistance, please refer them and I will collaborate with their Academic Coach or Counselor to provide for continuity in services.
3. Refer the African American student to Dr. Beavers for access to the African American ANGEL Community (Dr. Bobby J. Beavers).
4. Engage the students where they are emotionally, intellectually, and socially. Connect the emotional (fear) & social (group work activities) with the intellectual (academic assignments).
5. Help students to self-actualize. Give them a road map for doing things that are important.
6. Help African American students break down barriers that prevent conversation and interaction between faculty and students.
7. Show African American students how to become higher order and critical thinkers. Help them learn to do critical thinking. Respectfully challenge them.
8. Tell students how to actually use our services, not only where services are.
9. Make all content applicable to students' life and/or careers.
10. Help African American students to understand their baseline (academic & social) and to build upon those areas.
11. Help African American students to fulfill their expectations/unrealized expectations.
12. Help African American students to not use bad processes such as "cramming" to learn things.
13. Tell African American students the difference between success and excellence in your classes. Ex. Success=achieving their goals. Excellence= how they do it.
14. Tell students to use the Sinclair's on-line, Resource Guide (formerly known as MyGPS).
15. Help students address barriers to persistence, progress, and completion of their programs in your departments.
16. Encourage students to participate in their own education and to seek help and advice.
17. Tell students to check their "my.sinclair.edu" and/or ANGEL daily for email messages about college news, assignments, financial aid, etc.
18. Tell students to ALWAYS go to the Financial Aid Office when considering dropping a class.
19. Assess African American students' expectations, review your expectations, and align them with the students' required performances/outcomes for success and excellence.
20. Help students understand the significance of establishing pathways to success.
21. Help African American students to achieve their credentials that will improve their economic future. Ensure that all African American students' work leads to learning, persistence, success and completion.
22. Help develop cohort learning opportunities to build student connections and relationships both with one another and with the institution.
23. Give African American students a clear academic plan and pathway to success and completion of course requirements.
24. Align the exact expected learning outcomes with the designated academic program, service, or academic policy that produces the learning outcomes.
25. Empower our African American students to seek ways to be successful in your departments.
26. Facilitate retention: How African American students feel about themselves, others, and their experiences may determine whether they will enroll the next term.

27. Where applicable, emphasize the completion of developmental education courses, general education courses, gatekeeper's courses, or courses specific to your departments.
28. Encourage African American student to be persevering. "See their issues as opportunities".
29. Emphasize the Standards of Academic Progress (SAP): student must complete 67% of all classes they attempt and maintain a 2.0 Cum GPA or higher. Students also have a maximum timeframe (150%) to complete their degree or certificate. They get one warning if they do not complete 67% of their cumulative classes. They are placed on Academic Intervention (AI) if their GPA drops below 2.0. If they do not raise their GPA above 2.0 while on A I, they could experience the loss of their Federal Financial Aid, be placed on Academic Probation, etc. Their Federal Financial Aid is suspended, if a student does not complete their degree within 150% of the minimum number of hours needed to complete their college program.
30. Where applicable, help students from their first connection to the college, to their entry into the college, through their progression through their programs, and through completion.
31. Suggest to student that they get a tutor if they need help with their academic work.
32. Emphasize "world-to-work" connections to students to build opportunities for them to apply what they are learning in the classroom to the workplace through service learning, job shadowing, mentoring, leadership opportunities, etc.
33. Prepare students to be thoughtful and responsible citizens no matter what their career or educational direction may be.

Social

- Refer students for support services and assistance they need and tell them where and how to access the services.
1. Build student engagement activities around "high" impact areas such as clubs, leadership programs, etc. Help students with a formalized process for connecting, thinking & learning.
 2. Form good opinions and impressions of African American students and enable African American students to form good opinions and impressions of you. (You'll either bring each other up or down to opinions.)
 3. Help African American students break down barriers that prevent conversation and interaction between faculty and students.
 4. Help African American students to understand their baseline (academic & social) and to build upon those areas.
 5. Help students address barriers to persistence, progress, and completion of their programs in your departments.
 6. Encourage students to participate in their own education and to seek help and advice.
 7. Help African American students to achieve their credentials that will improve their economic future. Ensure that all African American students' work leads to learning, persistence, success and completion.
 8. Help develop cohort learning opportunities to build student connections and relationships both with one another and with the institution.
 9. Align the exact expected learning outcomes with the designated academic program, service, or academic policy that produces the learning outcomes.
 10. Where applicable, help students from their first connection to the college, to their entry into the college, through their progression through their programs, and through completion.

11. Emphasize “world-to-work” connections to students to build opportunities for them to apply what they are learning in the classroom to the workplace through service learning, job shadowing, mentoring, leadership opportunities, etc.

Spiritual

- Refer students for support services and assistance they need and tell them where and how to access the services.
1. Form good opinions and impressions of African American students and enable African American students to form good opinions and impressions of you. (You’ll either bring each other up or down to opinions.)
 2. Be purposeful in what we do. What we do and how we do it, matters to students.
 3. Help students address barriers to persistence, progress, and completion of their programs in your departments.
 4. Facilitate retention: How African American students feel about themselves, others, and their experiences may determine whether they will enroll the next term.
 5. Prepare students to be thoughtful and responsible citizens no matter what their career or educational direction may be.

Emotional

- Refer students for support services and assistance they need and tell them where and how to access the services.
 - Be prepared to help students who show disappointment and distress when their high aspirations fail to meet their expectations.
1. Help students address barriers to persistence, progress, and completion of their programs in your departments.

Physical

- Refer students for support services and assistance they need and tell them where and how to access the services.

Following a minimum of one of these steps will help increase the success of African American students in completing their program.

Thanks,

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