

RACE AND EQUITY

MELISSA FUJIWARA, PHD

Why Race Matters in Closing
Equity Gaps at ECC

Please do not reuse or reproduce any portion of this without prior consent from the author. For consent or questions, please contact
Melissa Fujiwara (mfujiwara@elcamino.edu)

ECC COURSE COMPLETION BY RACE AY 2014-15

Demographic	# enrollment	% enrollment	D, F, NP, W	% courses not passed	Gap
African-American	19,030	15%	8,209	43%	-12%
Amer. Ind. Alask.	179	0%	61	34%	-3%
Asian	20,213	16%	4,299	21%	10%
Latino	63,658	50%	21,639	34%	-2%
Pacific Islander	696	1%	290	42%	-10%
White	16,956	13%	3,702	22%	10%

THE IMPACT OF RACE ON INDIVIDUAL AND INSTITUTIONAL ASPECTS OF LIFE

❖ CRIMINAL JUSTICE SYSTEM

❖ HEALTH

- Infant Mortality
- Life Expectancy

❖ SOCIAL CLASS

- Income
- Wealth
- Employment

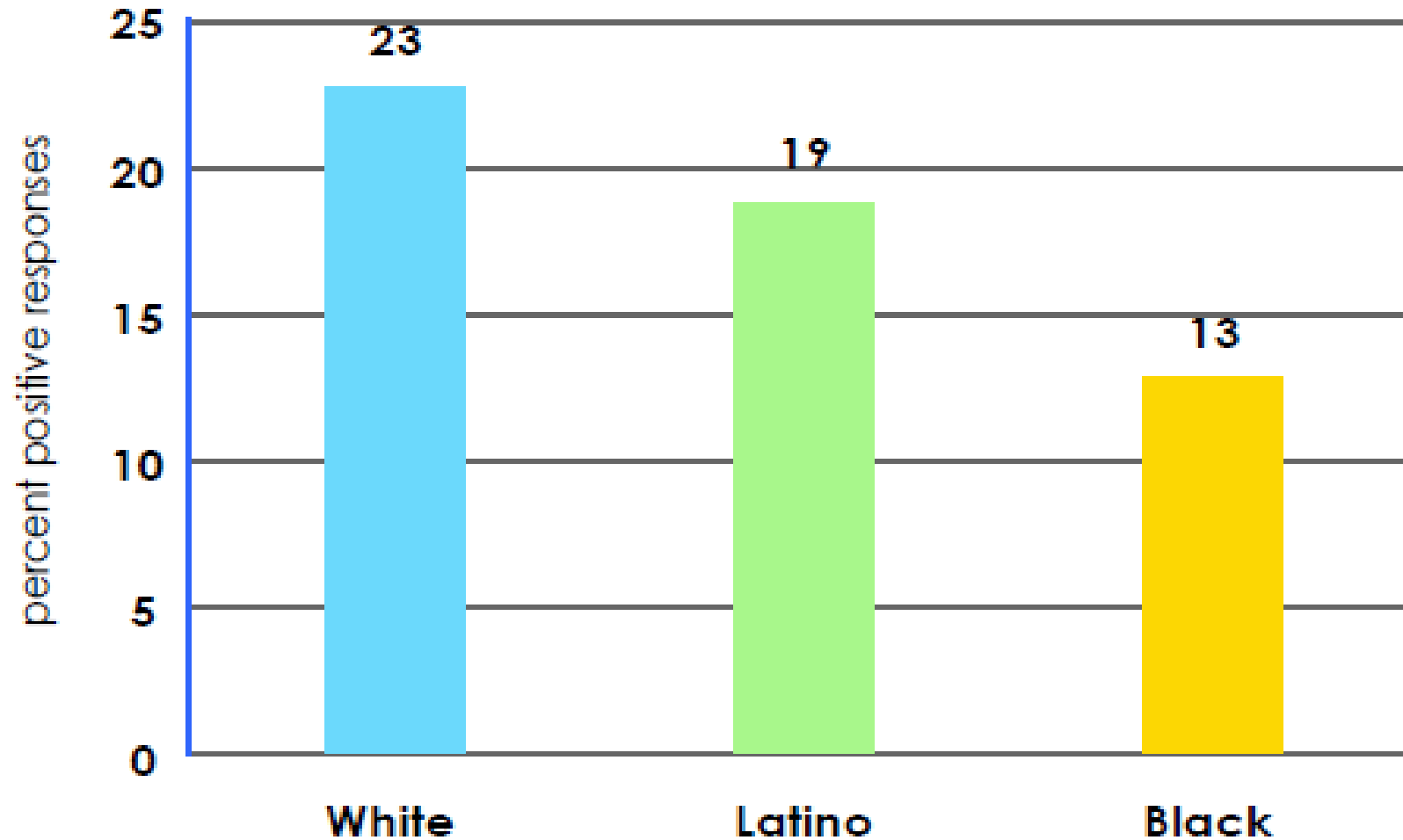
❖ HOUSING

- Segregation
- Environmental Racism

❖ INTERPERSONAL RELATIONS

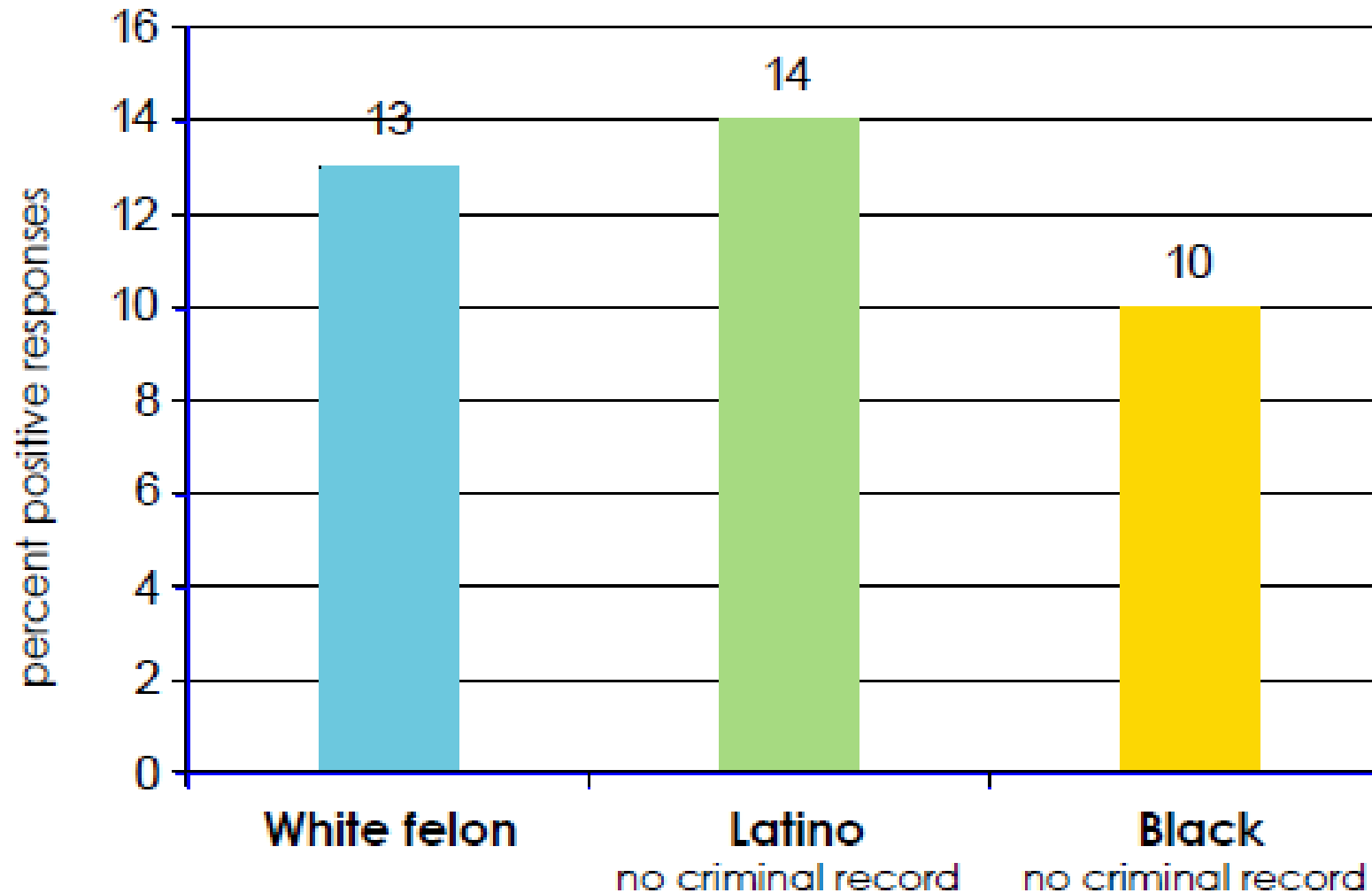
- Racial Micro-aggressions

Figure 1. Call-Backs or Job Offers by Race / Ethnicity



The Total number of employers audited by this team = 252. Positive response rates for Whites and Latinos are significantly different from Blacks ($p < .05$). Response rates for Latinos are marginally significantly different from Whites ($p = .07$).

Figure 2. Call-Backs or Job Offers by Race and Criminal Record



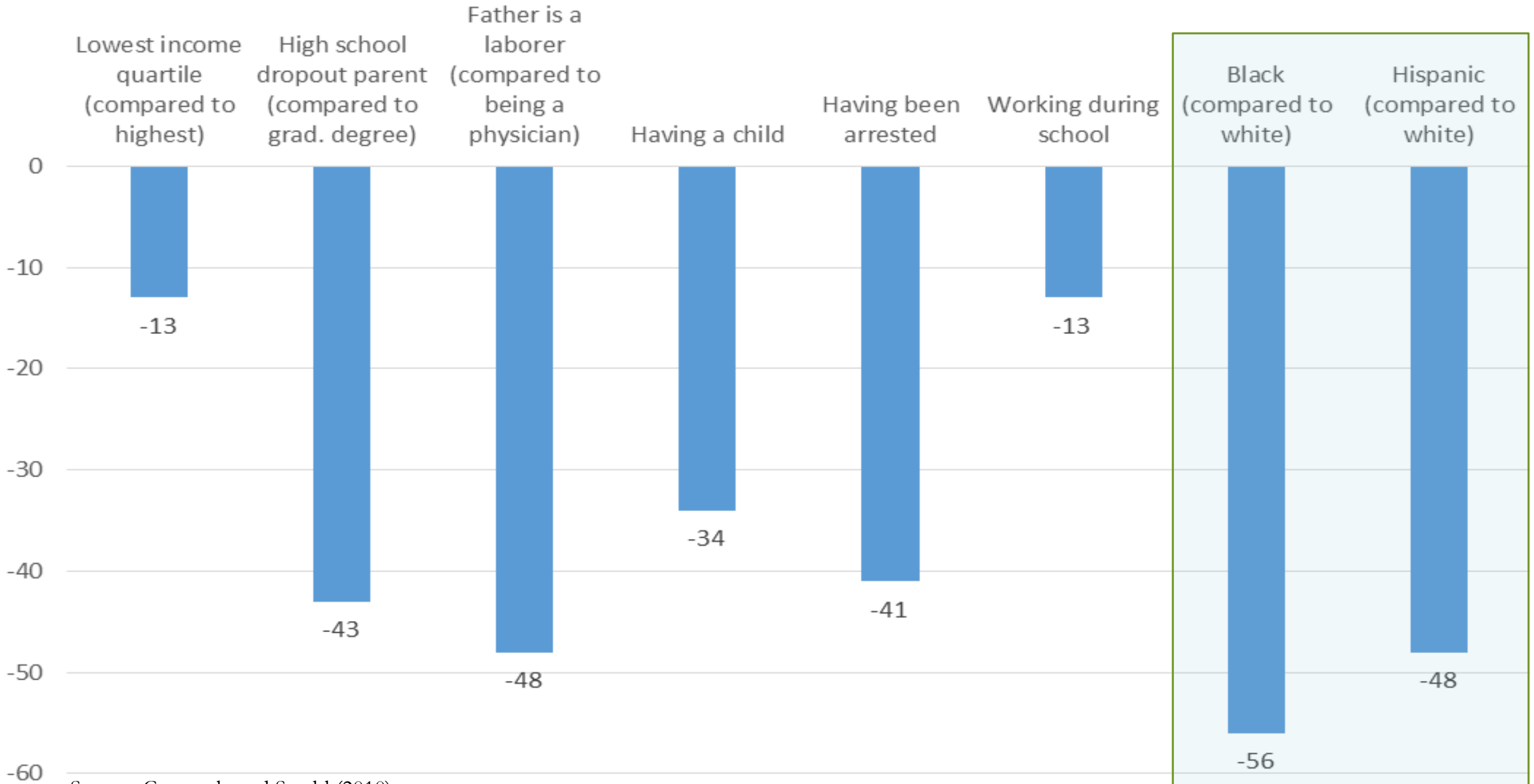
The total number of employers audited by this team = 255. Positive response rates for White felons are not significantly different from Latinos and Blacks. Response rates for Latinos are marginally significantly different from Blacks ($p=.05$).

Source: Pager and Western 2005

RACE AND EDUCATION

- ❖ “SAT scores are more stratified by race than SES (Ching, C.D., 2013; Tierney, 1997; Takagi 1995)”
- ❖ Academic performance in college is stratified by race (Bowen and Bok, 1998)

Cost of Select Disadvantages (SAT points)



Source: Carnevale and Strohl (2010)

Table 3.3 Community College Attainment Rates, by Race, Ethnicity, and SES (percent)

Student Status	All	White	Black	Hispanic	Lowest Income Quartile	Highest Income Quartile
Baccalaureate	10	12	2	5	5	18
Associate	16	18	8	15	19	14
Certificate	10	10	17	9	15	4
• Subtotal: degree attainment	36	40	27	29	39	46
No longer enrolled (no degree/no transfer)	43	40	54	49	44	33
Still enrolled (no degree/no transfer)	8	7	8	9	9	9
Transfer (no degree) still enrolled	9	9	5	9	6	16
Transfer (no degree) no longer enrolled	4	4	5	3	2	6
• Total	100	100	100	100	100	100

Source: Authors' calculations from T. R. Bailey, D. Jenkins, and T. Leinbach, *Is Student Success Labeled Institutional Failure? Student Goals and Graduation Rates in the Accountability Debate at Community Colleges*, CCRC Working Paper 1 (New York: Community College Research Center, Teachers College, Columbia University, 2006). Columns do not sum to 100 percent due to rounding.

THE RELATIONSHIP BETWEEN RACE AND EQUITY AT ECC

Demographic	# enrollment	% enrollment	D, F, NP, W	% courses not passed	Gap
African-American	19,030	15%	8,209	43%	-12%
Amer. Ind. Alask.	179	0%	61	34%	-3%
Asian	20,213	16%	4,299	21%	10%
Latino	63,658	50%	21,639	34%	-2%
Pacific Islander	696	1%	290	42%	-10%
White	16,956	13%	3,702	22%	10%

CONTROLLING IMAGES AND TEACHER'S EXPECTATIONS

- ❖ Recent study found differences in expectations about students by race (Gershenson, et al. 2016).
 - With White students as the referent category, teachers are about 20 percentage points less likely to expect Black and Latino students to complete a college degree, but 16 percentage points more likely to expect Asian students to do so
- ❖ Non-Black high school teachers have significantly lower educational expectations for Black students than Black teachers do (Gershenson, et al. 2016).
 - Non-Black teachers were 12 percentage points less likely to believe their Black students would graduate from college than these students' Black teachers
- ❖ Teachers' beliefs can affect students' performance

CONTROLLING IMAGES IN THE CLASSROOM AND STEREOTYPE THREAT (CLAUDE STEELE, 2010)

- ❖ What is stereotype threat?
 - Being in a situation where one faces negative judgment based on societal stereotypes about one's group.
 - Can cause people to perform less well than they are capable of
- ❖ Wenglinski (2004) found that frequent testing (specifically in math) was detrimental to all students, but was especially harmful to African American students' performance

CONTROLLING IMAGES IN THE CLASSROOM AND STEREOTYPE THREAT (STEELE AND ARONSON, 1995)

- ❖ 30 Questions from Verbal Graduate Record Exam (GRE)
- Diagnostic: Measures intelligence
- Non-Diagnostic: Problem-solving task, not related to ability
- Challenge: This is a difficult challenge

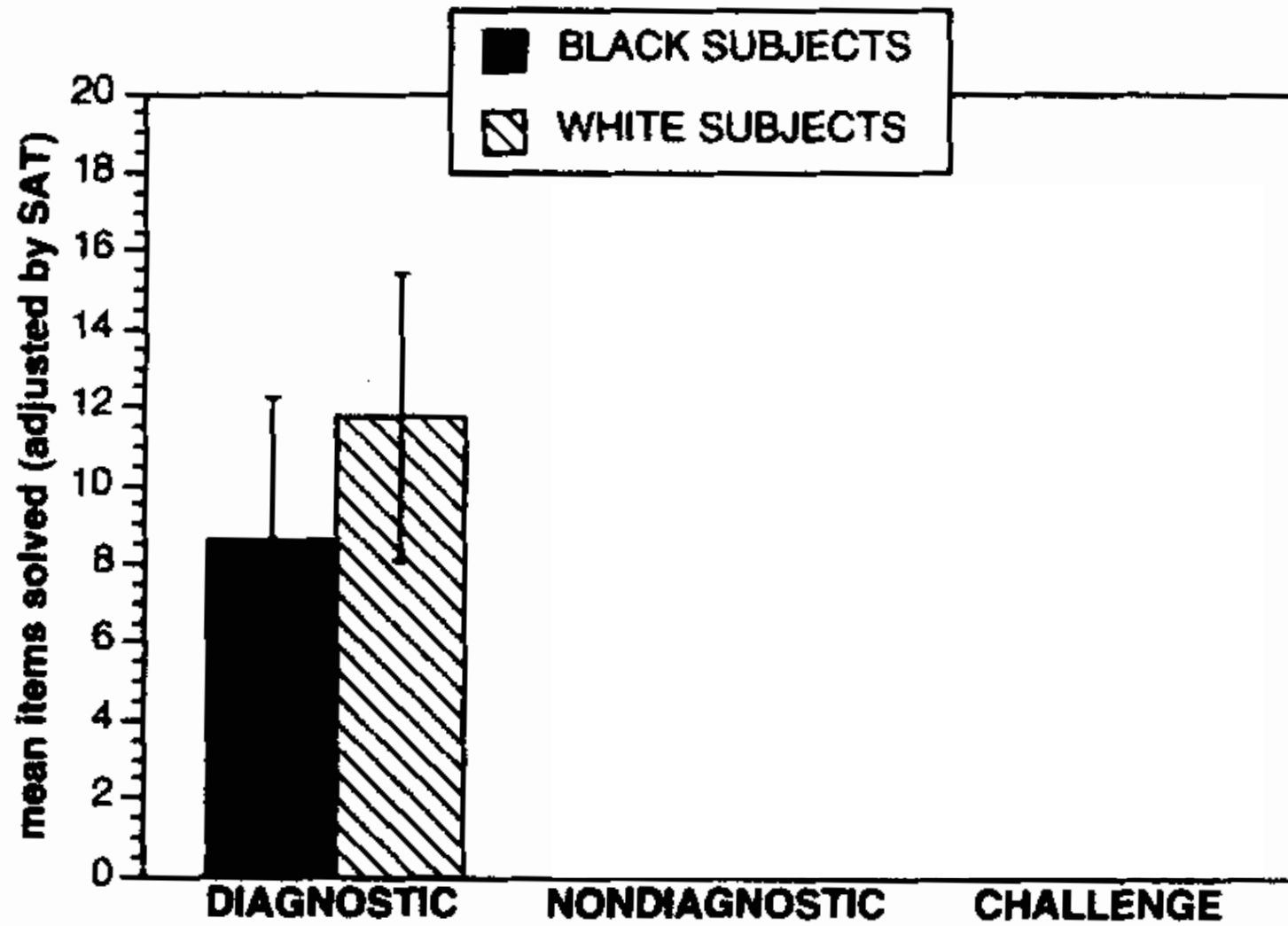


Figure 1. Mean test performance Study 1.

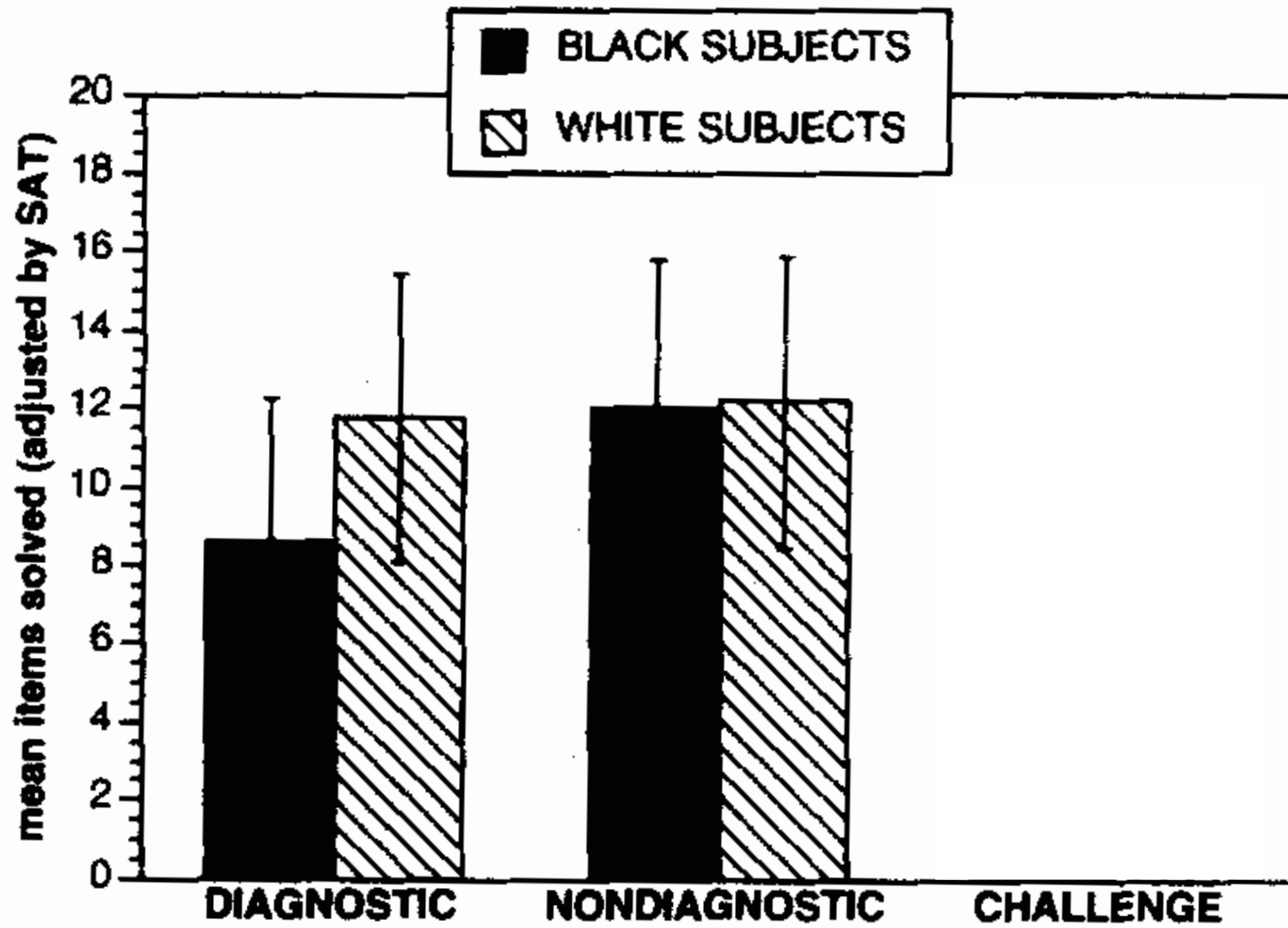


Figure 1. Mean test performance Study 1.

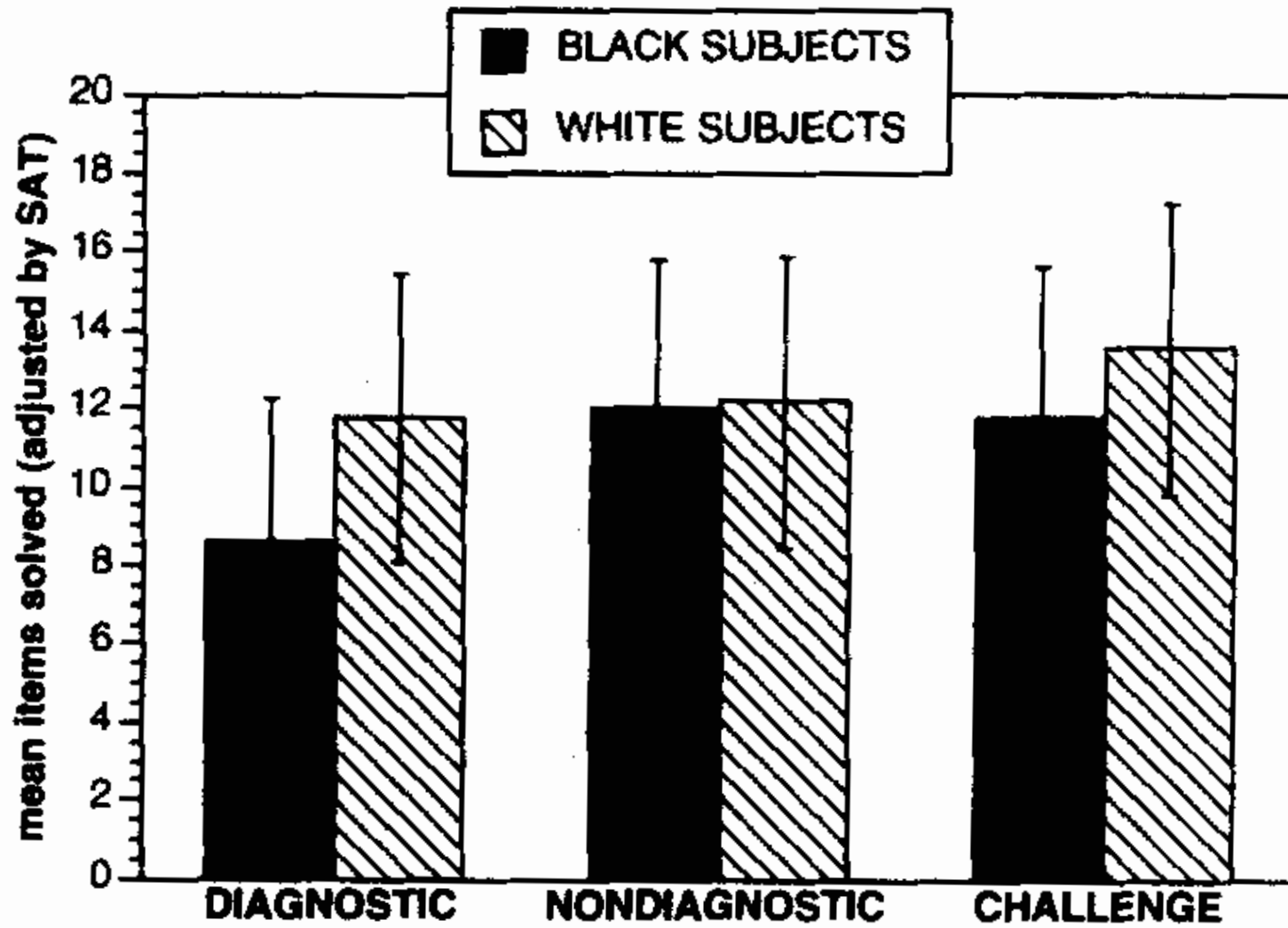


Figure 1. Mean test performance Study 1.

CLASSROOM INTERVENTIONS THAT ACCOUNT FOR RACIAL INEQUALITY

Five strategies for reducing stereotype threat from Steele's *Whistling Vivaldi* (2010):

1. Promote a growth mindset about intelligence
2. Give feedback in a way that simultaneously inspires trust and motivates
3. Be attentive to the cues you send in your (teaching) environment
4. Establish trust through demanding but relationships
5. "Frame" tests/discussions/assignments in ways that don't trigger stereotype threat