



### "Closing the Achievement Gap" Reading List

1. Lynch, Mamie and Engle, Jennifer *Big Gaps, Small Gaps: Some colleges and Universities do better than Others in Graduating African-American Students*  
While this article is mostly geared toward faculty, staff can also find some helpful information. It speaks to the need for intentional support such as early alert, student advisors, etc. It maintains that student success equate to good financial sense because it is more cost effective to keep students in the college system than to constantly recruit new students. It demonstrates the need for student support services.  
<http://www.edtrust.org/sites/edtrust.org/files/publications/files/CRO%20Brief-AfricanAmerican.pdf>
2. *Engaging Adjunct and full-time faculty in student success innovation*  
This article focuses on faculty and administrative methods for improved student success. This article describes the need for faculty engagement in closing the achievement gap. It also pays heed to the idea that most of the classes at community colleges are taught by adjuncts, and therefore any plans for increasing faculty engagement should include adjunct faculty. The authors write about the faculty and institutional obstacles that prevent engagement and offer 5 steps to improve student success. It lists examples of institutional ideas that can improve achievement and had a solid resource list at the end for further study.  
[http://www.publicagenda.org/files/ATD\\_engaging\\_faculty\\_in\\_student\\_success.pdf](http://www.publicagenda.org/files/ATD_engaging_faculty_in_student_success.pdf)
3. Levin, John, Cox, Elizabeth, Cerven, Christine and Haberler, Zachary: *The Recipe for Promising Practices in Community Colleges*  
This article provides a college wide approach to closing the achievement gap and therefore faculty, staff and administrators may find this article useful. It has a well developed literature review at the end should an employee at the college wish for more information on the topic. Abstract: "This study identifies the key practices of California community college programs that have demonstrated success in improving (or that have shown significant potential to improve) the achievement of underrepresented groups whose educational attainment often lags behind the attainment of relatively well-off White students. Unlike many examinations that focus only on the transfer mission, this study includes other vital areas of the community college, including preparation and developmental education. Study findings reveal that the practices of these programs had four common characteristics: cohesion – the ability of program personnel to operate as a unit in which behaviors and actions mesh or are rationally consistent;

cooperation – the degree to which program personnel work together toward common goals and form good working relationships with each other and with students; connection – the ability of program personnel to sustain interdependent relationships with internal and external entities, such as other departments within the college and industry representatives; and consistency – the presence of a distinctive and stable pattern of program behaviors that promote program goals. In addition, study results how the central and critical role play by the faculty in assuring program success.”

4. Sturm, Susan, Eatman, Tim, Saltmarsh, John and Bush, Adam: *Full participation: Building the Architecture for diversity and public engagement in higher education*

This article can be used by administrators to help close the achievement gap. It provides sound theory and offers concrete solutions as well as a case study. Questions at the end of the article are designed for all employees of the college. Abstract: “This catalyst paper offers a conceptual framework for connecting a set of conversations about change in higher education that often proceed separately but need to be brought together to gain traction within both the institutional and national policy arenas. By offering a framework to integrate projects and people working under the umbrella of community, public, and civic engagement, we aim to integrate both of these change agendas with efforts on campus to address the access and success of traditionally underserved students. We also hope to connect efforts targeting students, faculty, and broader communities in each of these arenas. We offer an approach that situates the integration of these change agenda squarely within the core values and mission of higher education.

5. Quaye, Stephen Joh and Harper, Shaun: *Faculty accountability for culturally inclusive pedagogy and curricula*

The article pertains mostly to faculty as the authors stress the need for faculty accountability and responsibility. It can also be used by the administration to achieve better faculty engagement. They state that faculty often do not represent the ethnic diversity of the students. Students feel there is not enough learning about their own cultures because of the Caucasian/European lens through which most subjects are taught. It is important to incorporate cultural inclusion into the pedagogy and students are most satisfied with professors who do. When faculty use a more culturally inclusive approach, it has led to better cognitive development, perspective taking, critical thinking skills, academic achievement and problem solving skills. Many faculty teaching culturally neutral ways and need professional development to learn better practices. This article gives concrete solutions that are easy to implement in any course and do not require a complete reworking of a course.

6. Greene, Thomas, Marti, C. Nathan and McClenney, Kay: *The Effort-Outcome Gap: Differences for African American and Hispanic Community College students in Student Engagement and Academic Achievement*

The authors of this article direct it at the institution to create change throughout it. It provides information that minority students are more likely to be engaged on campus

which can lead to positive outcomes. This engagement may also be critical for underprepared and minority students for success. It looks at community college students and the unique characteristics of their student population. It provides a lot of data about the achievement gap. It lists the seven characteristics that hinder student success as well as the institutional barriers that con black success. It surveyed students at numerous community colleges to look at college engagement as well as outside factors that influence performance. While this article focuses on students who continue on the college experience, it briefly mentions the students who fail within the first semester and stop attending. It lists front door methods to retain those students as well.

7. Solorzano, Daniel, Ceja, Miguel and Yosso, Tara: *Critical Race Theory, Microaggressions, and Cmapus Racial Climate: The Experiences of African American College Students*  
This article is geared for both faculty and staff and demonstrates how microaggressions and identification can affect performance of students. It also gives some good concrete ideas, like the Psychology of Success classes, for solving some of the issues. Abstract: Microaggressions are subtle insults (verbal, nonverbal, and/or visual) directed toward people of color, often automatically or unconsciously. Using critical race theory as a framework, the study described in this article provides an examination of racial microaggressions and how they influence the collegiate racial climate. Using focus group interview data from African American students at three universities, it reveals that racial microaggressions exist in both academic and social spaces in the collegiate environment. The study shows how African American students experience and respond to racial microaggressions. It also demonstrates how racial microaggressions have a negative impact on the campus racial climate.

8.  
This is a very good, short, highly readable article that is directed at both faculty and staff using both common sense and research for its conclusions. It demonstrates how stereotypes can affect grades and academic success. Race can often be the predominant predictor of achievement despite economic success. It explains the “stereotype threat” and how being on the receiving end of this stereotype can lead to disidentification. Different groups experience the same situation in various ways. Stereotype threats can often create self-fulfilling prophecies and these threats can be done to any socioeconomic or ethnic group. Many times, it is the most successful students that are most affected by stereotype threats. The article provides solutions to reduce the effects of the stereotype threats.

[http://www.bc.edu/content/dam/files/centers/boisi/pdf/f08/Steele\\_ThinIceStereotypeThreat.pdf](http://www.bc.edu/content/dam/files/centers/boisi/pdf/f08/Steele_ThinIceStereotypeThreat.pdf)

9. Center for Community College Student Engagement: *A Matter of Degrees: Promising Practices for community College Student Success*  
This article addresses faculty, staff and administrators. It provides good practical applications. There are 13 major practices that promote success. They fall into three

categories: Planning for success, Initiating success and sustaining success. The article gives a lot of data and background. The authors write about the need for strategies from the very first semester through the entire completion of credit. They authors also focus on how a college should and can evaluate itself. As the article states, "Do not zero in on finding the silver bullet. There aren't any. The effects of college are cumulative across a range of activities."

[http://www.ccsse.org/docs/Matter\\_of\\_Degrees.pdf](http://www.ccsse.org/docs/Matter_of_Degrees.pdf)

10. Crisp, Gloria and Nora, Amaury: *Hispanic Student Success: Factors Influencing the Persistence and Transfer Decisions of Latino Community College Students Enrolled in Developmental Education*

This is a lengthy article that provides in depth background and theory about what causes the achievement gap. It is research based and is geared toward faculty and staff. It provides a long Bibliography for further review. Abstract: "This study examined the impact of a set of theoretically-derived predictor variables on the persistence and transfer of Hispanic community college students. Early models of student persistence have been validated primarily among 4-year college students. While the constructs have been well-established, the relationships of those relevant factors remain unexamined among community college transfer students, and specifically, among Hispanic students enrolled in developmental coursework and planning to transfer from a community college to a 4-year instruction. Logistic regression analysis was used to test the hypothesized conceptual framework on an existing set of quantitative persistence data drawn from a national sample of Hispanic students."

11. Ford, Kristie: *Shifting White Ideological Scripts: The Educational Benefits of Inter- and Intra-racial Curricular Dialogues on the Experiences of White College Students*

This is a good article for faculty and staff and focuses on white students and the sometimes difficult subject of whiteness. It has a significant Bibliography at the end of the article. Abstract: "What pedagogies and inter-/intragroup dynamics facilitate increased understanding of issues of race, white racial identity development, and racism in the U.S.? Can white students effectively learn about whiteness by themselves as well as in collaboration with students of diverse racial background? This project examines white student learning in the Intergroup People of Color-White People Dialogues and Intra-groups White Racial Identity Dialogues at a small liberal arts college in the Northeast. Through content analyses of student paper, this student advances our understanding of how white students make sense of their own racial group membership and how they navigate cross-racial interactions in college; it also continues and extends national efforts to conduct and disseminate research on both the substantive nature and process of Inter-/Intra-groups Dialogues and their impact on students.

12. Eisa, Mohamed and Blanshteyn, Victoria: *Closing the Achievement Gap*

This is a Powerpoint presentation based on community colleges in CA and the target audience would be faculty, staff and administrators. . It has the slides but no additional material that may provide greater context. It explains what the achievement gap is,

looks at the different types of gaps, and offers explanations about why they exist. It provides indicators of academic performance. It shows the correlation between attainment and income. It mentioned the stereotype threat. It provides concrete strategies to overcome the achievement gap. It provides various examples from California, such as the Puente program, EOPS and Care, to demonstrate how to close the gap.

[www.dvc.edu/events/events/AchievementGapDV02-10-2011.ppt](http://www.dvc.edu/events/events/AchievementGapDV02-10-2011.ppt)