Men of Color in the Community College: Trends, Challenges, and Opportunities

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Minority Male Community College Collaborative (M2C3)
“There are a lot of kids out there who need help, who are getting a lot of negative reinforcement. And is there more that we can do to give them the sense that their country cares about them and values them and is willing to invest in them?”

– President Obama, July 19, 2013
Percentage Grade Point Average Distribution

<table>
<thead>
<tr>
<th>Category</th>
<th>Lower than 2.50</th>
<th>2.50 - 2.99</th>
<th>3.00 - 3.49</th>
<th>3.50 or higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>29.6</td>
<td>45.5</td>
<td>18.4</td>
<td>2.5</td>
</tr>
<tr>
<td>Black or African American</td>
<td>16</td>
<td>22.5</td>
<td>37.7</td>
<td>3.0</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>3.5</td>
<td>43.1</td>
<td>22.6</td>
<td>3.5</td>
</tr>
<tr>
<td>Asian</td>
<td>32.4</td>
<td>36.1</td>
<td>22.6</td>
<td>3.5</td>
</tr>
<tr>
<td>American Indian or Alaska</td>
<td>43.1</td>
<td>31.5</td>
<td>12.5</td>
<td>1.5</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific</td>
<td>28.6</td>
<td>16.0</td>
<td>18.4</td>
<td>3.5</td>
</tr>
<tr>
<td>Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Percentage of Men who Transferred (among those who enrolled with an intent to transfer)

- White: 46.8%
- Asian: 60.2%
- Black: 35.4%
- Latino: 33.1%
- Overall: 43.1%
Percentage of Men Who Attained in Six Years (2002-2003 entering cohort)

<table>
<thead>
<tr>
<th></th>
<th>Full Time</th>
<th>Part Time</th>
<th>Mixed</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>50.3</td>
<td>14</td>
<td>39.8</td>
<td>44.4</td>
</tr>
<tr>
<td>Black</td>
<td>43</td>
<td>4.3</td>
<td>33.1</td>
<td>32.1</td>
</tr>
<tr>
<td>Hispanic</td>
<td>30.1</td>
<td>7.4</td>
<td>40.2</td>
<td>30.2</td>
</tr>
<tr>
<td>Asian</td>
<td>77.4</td>
<td></td>
<td></td>
<td>43.4</td>
</tr>
</tbody>
</table>
What is $M^2C^3$?

$M^2C^3$ is an initiative that was established to partner with community colleges in building the institutional capacity necessary to facilitate student success for men who have been historically underrepresented and underserved in postsecondary education.

- “Flagship” Needs Assessment Tool: Community College Survey of Men (CCSM)
- Community College Student Success Inventory (CCSSI)
- Professional Development Activities
- Student Success Workshops
- Other Data-Driven Tools
“Data” versus “Inquiry”

The Data Paradigm:

Data → Gaps In Educational Outcomes → Solutions (Best Practices)

The Inquiry Paradigm:

Data → Gaps → Inquiry into the Causes → Informed Solutions → Evaluation of Implemented Solutions

Bensimon, 2004
M2C3: Inquiry Tools

Community College Survey of Men (CCSM)

Instructions: Please use a pen or pencil to completely fill in your responses on the survey. Here are tips for completing the survey: 1) move quickly through the survey; 2) don’t second-guess the questions, respond with your INSTNT. INSTNT; and 3) be HONEST, your responses are only helpful to the degree that they are accurate.

1. Please indicate your racial/ethnic affiliation. (Mark only one category)
   - White/Caucasian
   - Black or African American
   - Hispanic or Latino (excluding Mexican descent)
   - Mexican or Mexican American
   - Asian American (excluding Southeast Asian)
   - Southeast Asian (e.g., Hmong, Laotian, Cambodian)
   - Pacific Islander or Hawaiian
   - Native Hawaiian or Other Pacific Islander
   - American Indian or Alaskan Native
   - Other

2. Please indicate your age.
   - Under 18
   - 18–24
   - 25–30
   - 31–34
   - 35–39
   - 40–44
   - 45–49
   - 50–54
   - 55–59
   - 60–64
   - 65 or older

3. Please indicate your marital status.
   - Married
   - Single/Unmarried
   - Divorced
   - Separated
   - Widowed
   - Domestic Partner

4. How many individuals depend on your financial support (e.g., children, siblings, parents, grandparents)?
   - None
   - 1
   - 2
   - 3 or more

5. Please indicate the following regarding military service.
   - None
   - Veteran
   - Active Duty
   - Other (please specify)

6. How would you describe your sexual identity?
   - Heterosexual or straight
   - Gay or lesbian
   - Bisexual
   - Other

7. What is your annual income? (Please report what you and other family members who support you make. Include income from all sources e.g., work, government aid, stamps).
   - Under $10,000
   - $10,001 – $20,000
   - $20,001 – $30,000
   - $30,001 – $40,000
   - $40,001 – $50,000
   - $50,001 – $60,000
   - $60,001 – $70,000
   - $70,001 – $80,000
   - $80,001 – $90,000
   - $90,001 – 100,000
   - $100,001 – 110,000
   - $110,001 – 120,000
   - $120,001 – 130,000
   - $130,001 – 140,000
   - $140,001 – 150,000
   - $150,001 – 160,000
   - $160,001 – 170,000
   - $170,001 – 180,000
   - $180,001 – 190,000
   - $190,001 – 200,000
   - $200,001 or more

8. Please indicate your high school GPA (on a 4.0 scale), regardless of whether you completed high school.
   - 2.0 or less
   - 2.1 to 2.4 (B– to C+)
   - 2.5 to 2.9 (C– to B+)
   - 3.0 to 3.4 (B to A–)
   - 3.5 to 4.0 (A to A+)

9. Please indicate the highest level of education.
   - Never attended
   - High school dropout
   - High school graduate
   - GED
   - Some college
   - Associate’s degree
   - Bachelor’s degree
   - Master’s degree
   - Professional degree
   - Doctorate
   - Unknown

10. What is your primary educational goal? (Mark only one)
    - Transfer to a four-year institution and earn an Associate’s degree
    - Transfer to a four-year institution and earn an Associate’s degree and teaching certification
    - Transfer to a four-year institution and earn a Bachelor’s degree
    - Prepare for a new career

11. What are your other educational goals? (Mark all that apply)
    - Transfer to a four-year institution and earn an Associate’s degree
    - Prepare for a new career

12. How is your academic status (semester, quarter)?
    - Full-time (12 credits or more)
    - Less than full-time (less than 12 credits)
    - Part-time (6 credits or less)
    - Not currently enrolled

Community College Student Success Inventory

2. Student Support Services

<table>
<thead>
<tr>
<th>Student Support Services/Indicators</th>
<th>Not at All</th>
<th>Minimally</th>
<th>Proficiently</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Summer bridge programming is available at the college for men of color.</td>
<td></td>
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</tr>
<tr>
<td>2.2 Summer bridge or other programs are offered to facilitate students’ successful transition to college.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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).</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2.4 Important academic support services (e.g., math labs, computer labs, writing support) are integrated into remedial and introductory courses.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2.5 New student orientation is available.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.6 New student orientation is required.</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>2.7 New student orientation is offered in-person.</td>
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</tr>
<tr>
<td>2.8 Students are required to see an academic advisor/counselor for academic planning.</td>
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</tr>
<tr>
<td>2.9 Intrusive advising strategies are employed by academic counselors.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2.10 Multiple AND reliable methods for assessing students’ academic readiness are utilized.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.11 Multiple AND reliable methods for assessing student readiness inform course placements.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.12 Entrance advising includes an assessment of students’ external pressures and obligations (e.g., familial commitments, work schedule).</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2.13 Free and accessible mental health counseling services are available to students on campus.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2.14 College-sponsored trips to four-year institutions are offered for students to receive transfer information</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Socio-Ecological Outcomes (SEO) Model

**Inputs**

**Background/Defining Factors**
- Age
- Time Status
- Veteran Status
- Primary Language
- Citizenship Status
- Generation Status
- [Dis]ability

**Societal Factors**
- Stereotypes
- Prejudice
- Economic Conditions
- Capital Identity Projection
- Mass Incarceration

**Socio-Ecological Domains**

**Non-Cognitive Domain**
- **Intrapersonal** (Self-Efficacy) (Locus of Control) (Degree Utility) (Action Control) (Intrinsic Interest)
- **Identity** (Gender) (Racial/Ethnic) (Spiritual)

**Academic Domain**
- Faculty-Student Interaction
- Academic Service Use
- Commitment to Course of Study

**Environmental Domain**
- **Mediators** (Finances) (Transportation) (External Validating Agents)
- **Commitments** (Family Responsibilities) (Employment)
- Stressful Life Events

**Campus Ethos Domain**
- **Sense of Belonging** (Student-Student) (Student-Faculty) (Student-Student Service)
- Campus Racial/Gender Climate
- Connectedness
- Campus Resources (Access) (Efficacy)
- Internal Validating Agents (Faculty) (Staff)

**Outcomes**

Student Success
- Persistence
- Achievement
- Attainment
- Transfer
- Goal Accomplishment
- Labor Market

**Socio-Ecological Outcomes (SEO) Model**
Correlates of Black Male Persistence

### Campus Ethos Variables

<table>
<thead>
<tr>
<th>Campus Ethos Variables</th>
<th>Direction</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Efficacy</td>
<td>Positive</td>
<td>Large</td>
</tr>
<tr>
<td>Service Access</td>
<td>Positive</td>
<td>Large</td>
</tr>
<tr>
<td>RG Stereotypes</td>
<td>Negative</td>
<td>Small</td>
</tr>
<tr>
<td>Belonging with Faculty</td>
<td>Positive</td>
<td>Small</td>
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### Non-Cognitive Variables

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<th>Direction</th>
<th>Size</th>
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<tbody>
<tr>
<td>Feminine</td>
<td>Positive</td>
<td>Large</td>
</tr>
<tr>
<td>Ethnic</td>
<td>Positive</td>
<td>Small</td>
</tr>
<tr>
<td>Help-Seeking</td>
<td>Positive</td>
<td>Large</td>
</tr>
<tr>
<td>Competitive Ethos</td>
<td>Positive</td>
<td>Moderate</td>
</tr>
</tbody>
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Three Strongest Predictors *(rank order)*
- Service Efficacy
- Help-Seeking
- Faculty Validation
# Correlates of Mexicano Male Persistence

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<td>Moderate</td>
</tr>
<tr>
<td>Staff Care</td>
<td>Positive</td>
<td>Large</td>
</tr>
<tr>
<td>RG Stereotypes</td>
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</tr>
<tr>
<td>Ethnic</td>
<td>Positive</td>
<td>Moderate</td>
</tr>
<tr>
<td>Help-Seeking</td>
<td>Positive</td>
<td>Large</td>
</tr>
<tr>
<td>Breadwinner</td>
<td>Positive</td>
<td>Small</td>
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</tbody>
</table>

## Three Strongest Predictors (rank order)
- Help-Seeking
- Access to Services
- School as Feminine Domain