

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



**Frank Harris III & J. Luke Wood**  
**San Diego State University**  
**Minority Male Community College Collaborative (M2C3)**



# *My* BROTHER'S KEEPER

Creating opportunity for boys and young men of color.



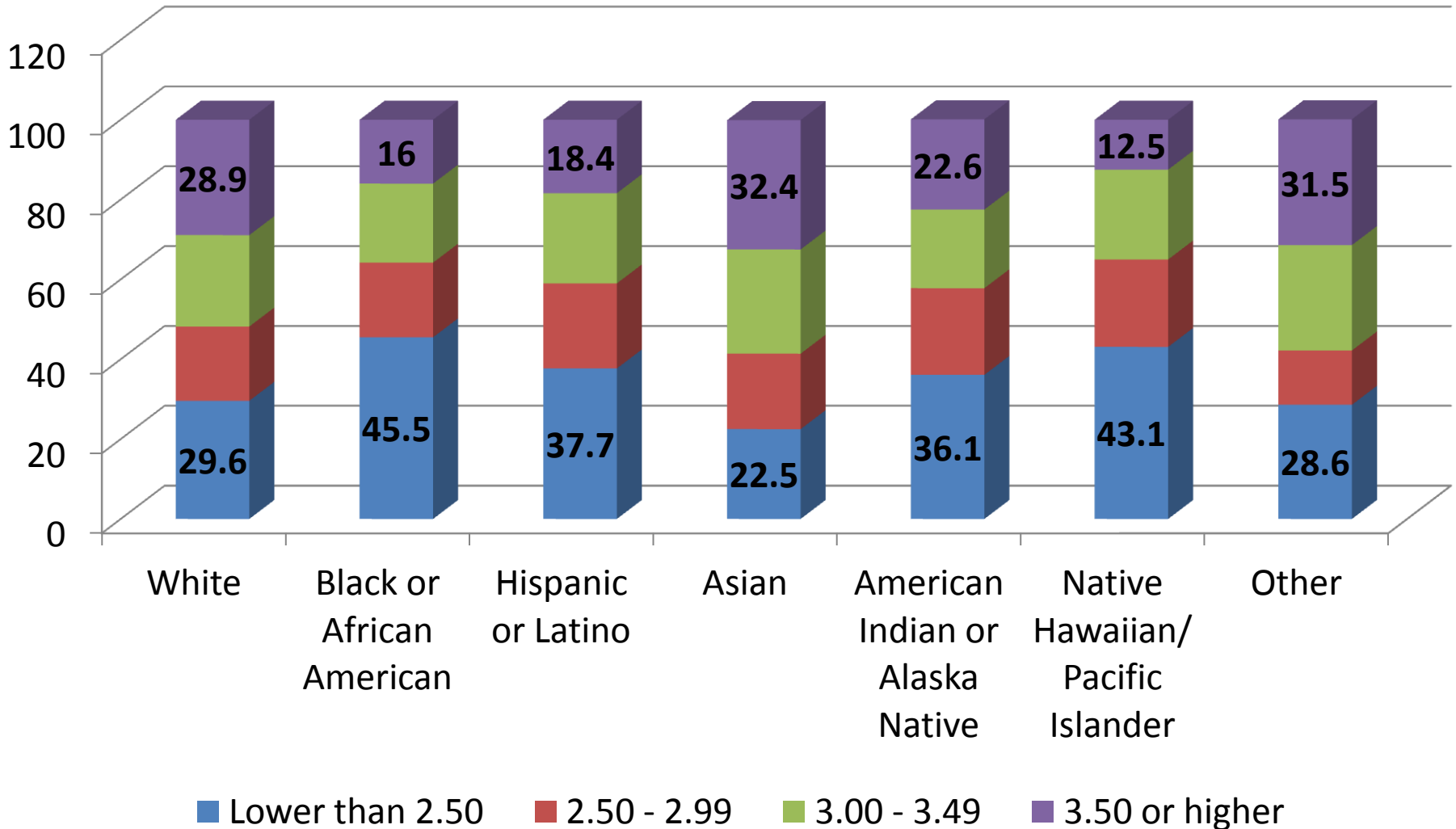
“There are a lot of kids out there who need help, who are getting a lot of negative reinforcement. And is there more that we can do to give them the sense that their country cares about them and values them and is willing to invest in them?”

– President Obama, July 19, 2013

**My Brothers Keeper**

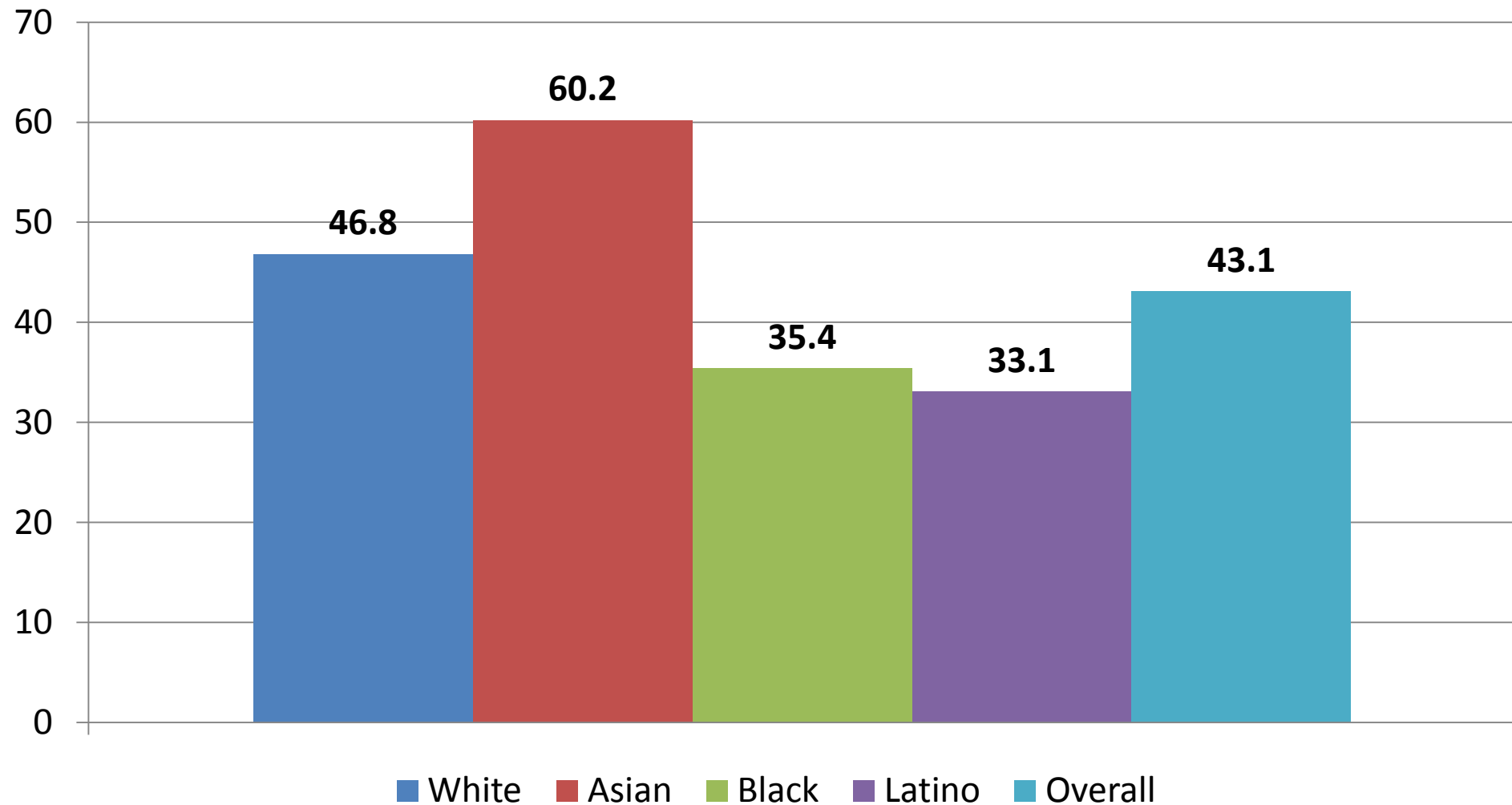
Understanding The Problem

# Percentage Grade Point Average Distribution



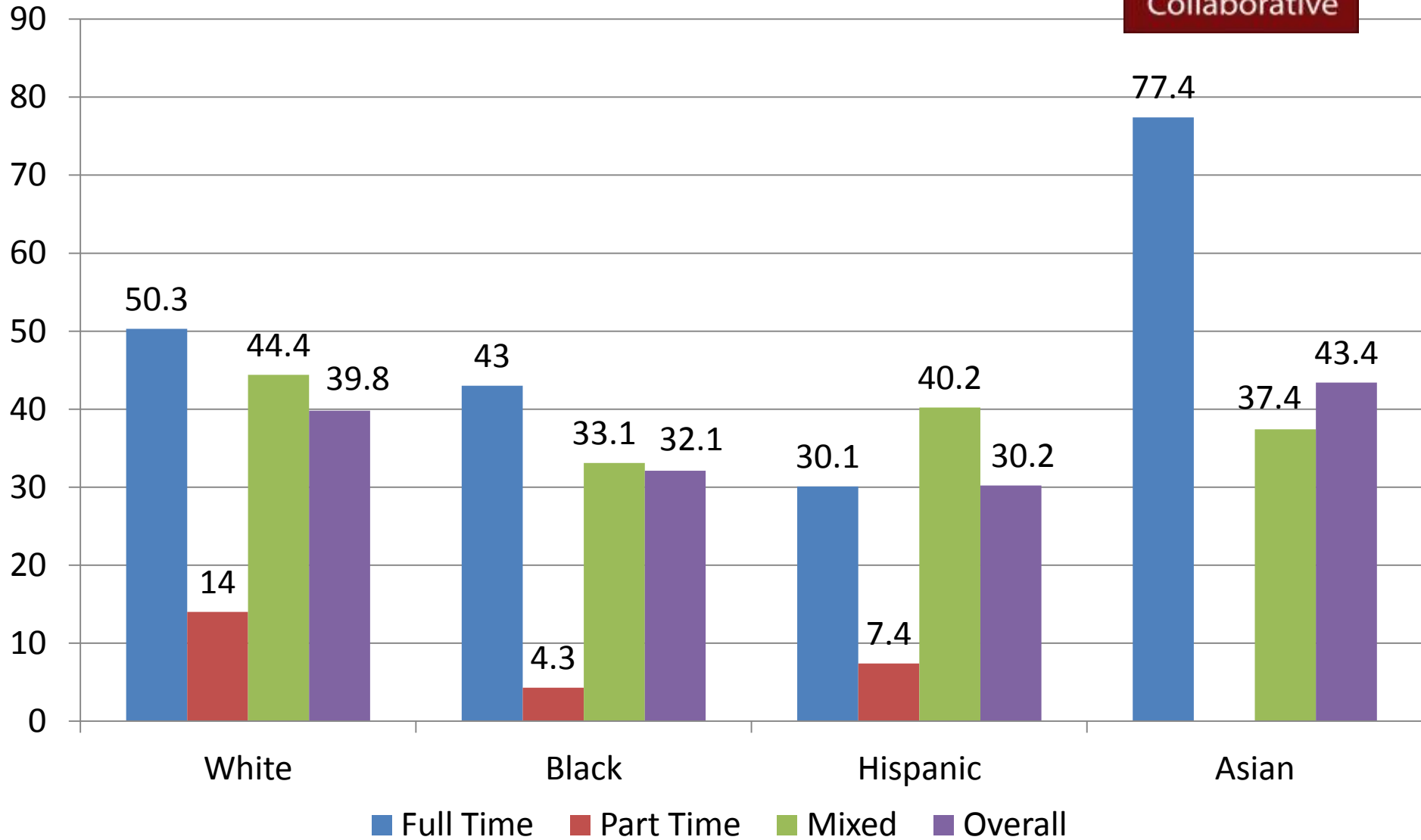
# Percentage of Men who Transferred

(among those who enrolled with an intent to transfer)



# Percentage of Men Who Attained in Six Years

(2002-2003 entering cohort)



# What is M<sup>2</sup>C<sup>3</sup>?



M<sup>2</sup>C<sup>3</sup> 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

A screenshot of the M<sup>2</sup>C<sup>3</sup> website homepage. The header features the M<sup>2</sup>C<sup>3</sup> logo and the text "Minority Male Community College Collaborative". Below the header is a navigation menu with links for "HOME PAGE", "ABOUT US", "THE CCSM PROJECT", "RESOURCES ON MEN OF COLOR", "PARTNER INSTITUTIONS", and "MAILING LIST". The main content area includes a large image of two men talking, a section titled "M2C3 Updates" with several news items, and a footer with a paragraph of text.

Minority Male Community College Collaborative

HOME PAGE ABOUT US THE CCSM PROJECT RESOURCES ON MEN OF COLOR PARTNER INSTITUTIONS MAILING LIST

**M2C3 Updates**

**REGISTER NOW: FREE WEBINAR ON MEN OF COLOR IN COMMUNITY COLLEGES**  
The Minority Male Community College Collaborative (M2C3) at San Diego

**M2C3 and A2MEND Release Report on Male Success in California's Community Colleges**  
The Minority Male Community College Collaborative (M2C3) in

**M2C3 Releases State Policy Brief on Men of Color**  
In October of 2013, M2C3 offered testimony to the Assembly Select

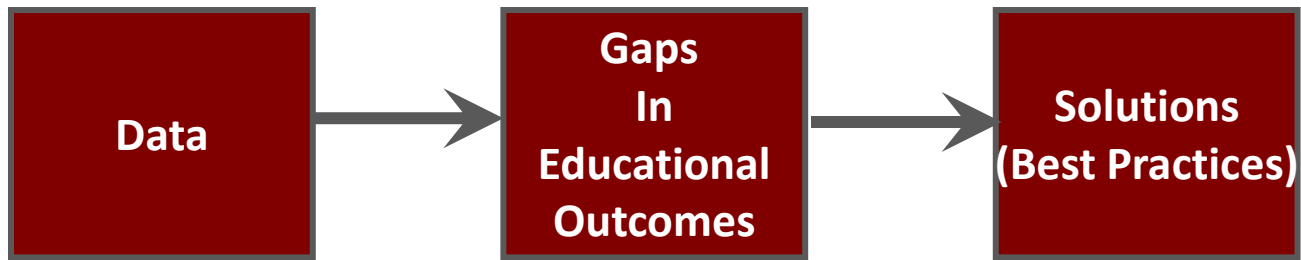
**M2C3 Partnership Results in Grant for San Diego City College**  
San Diego City College received a \$50,000 grant from the Parker

The Minority Male Community College Collaborative (M2C3) is a project of San Diego State University's Interwork Institute that was established with a grant from the San Diego State University Presidential Leadership Fund. The goal of the project is to partner with community colleges across the United States to enhance access, achievement, and success among minority male community college students. M2C3's research and practice agenda prioritizes men who have been traditionally underrepresented and underserved in postsecondary education.

# “Data” versus “Inquiry”



## The Data Paradigm:



## The Inquiry Paradigm:



# M2C3: Inquiry Tools

M<sup>2</sup>C<sup>3</sup>

Minority Male  
Community College  
Collaborative

## Community College Survey of Men (CCSM)



**Instructions:** Please use a pen or pencil to completely fill in your responses on the survey. Here are three tips for completing the survey: 1) move QUICKLY through the survey; 2) Don't overthink the questions, respond with your INITIAL INSTINCT; 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
- Asian American (excluding Southeast Asian)
- Southeast Asian (e.g., Hmong, Laotian, Cambodian)
- South Asian (e.g., Indian, Pakistani, Sri-Lankan)
- Pacific Islander or Hawaiian
- Filipino
- Black or African American
- Mexican or Mexican American
- Hispanic or Latino (excluding Mexican descent)
- American Indian or Alaskan Native
- Middle Eastern
- Other (please specify) \_\_\_\_\_
- Multiracial (please specify) \_\_\_\_\_

### 2. Please indicate your age:

- Under 18
- 18-24
- 25-31
- 32-38
- 39-45
- 46 - 52
- 53-59
- 60-66
- 67 or older

### 3. Please indicate your marital status (mark one).

- Married
- Single/Never Married
- Divorced
- Separated
- Widowed
- Domestic Partnership

### 4. How many individuals depend on you for financial support (e.g., children, siblings, parents, grandparents)?

- None
- 1
- 2
- 3
- 4
- 5 or more

### 5. Please indicate the following regarding military service.

- None
- Veteran
- Active Duty

### 6. How would you describe your sexual identity?

- Heterosexual or straight
- Gay or same gender loving
- Bisexual
- Other (please specify) \_\_\_\_\_

### 7. What is your annual income (Please report what you and other family members who support you made. Include income from all sources (e.g., work, government aid, stocks)?

- 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 or more

### 8. Please indicate your high school GPA (on a 4.0 scale), regardless of whether you completed high school.

- 0.5 to 0.9 (F to D)
- 1.0 to 1.4 (D to C-)
- 1.5 to 1.9 (C- to C)
- 2.0 to 2.4 (C to B-)
- 2.4 to 2.9 (B- 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.

	Junior high	GED	High school	Certificate	Associates	Bachelors	Masters or Professional	Doctorate	Unknown
You have completed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You expect to have (goal)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your father has (currently)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mother has (currently)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 10. What is your primary educational goal (Mark only one)?

- Transfer to a four year institution
- Earn an Associate's degree
- Earn a certificate
- License certification
- Personal enjoyment or enrichment
- Update job skills
- Prepare for a new career

### 11. What are your other educational goals (Mark all that apply)?

- Transfer to a four year institution
- Earn an Associate's degree
- Earn a certificate
- Personal enjoyment or enrichment
- Update job skills
- Prepare for a new career

### 12. How would you describe your enrollment this academic term (semester, quarter)?

- Full-time (12 credits/units or more)
- Less than Full-time (less than 12 credits/units)

## Community College Student Success Inventory



### 2. Student Support Services

#### Student Support Services: Indicators

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

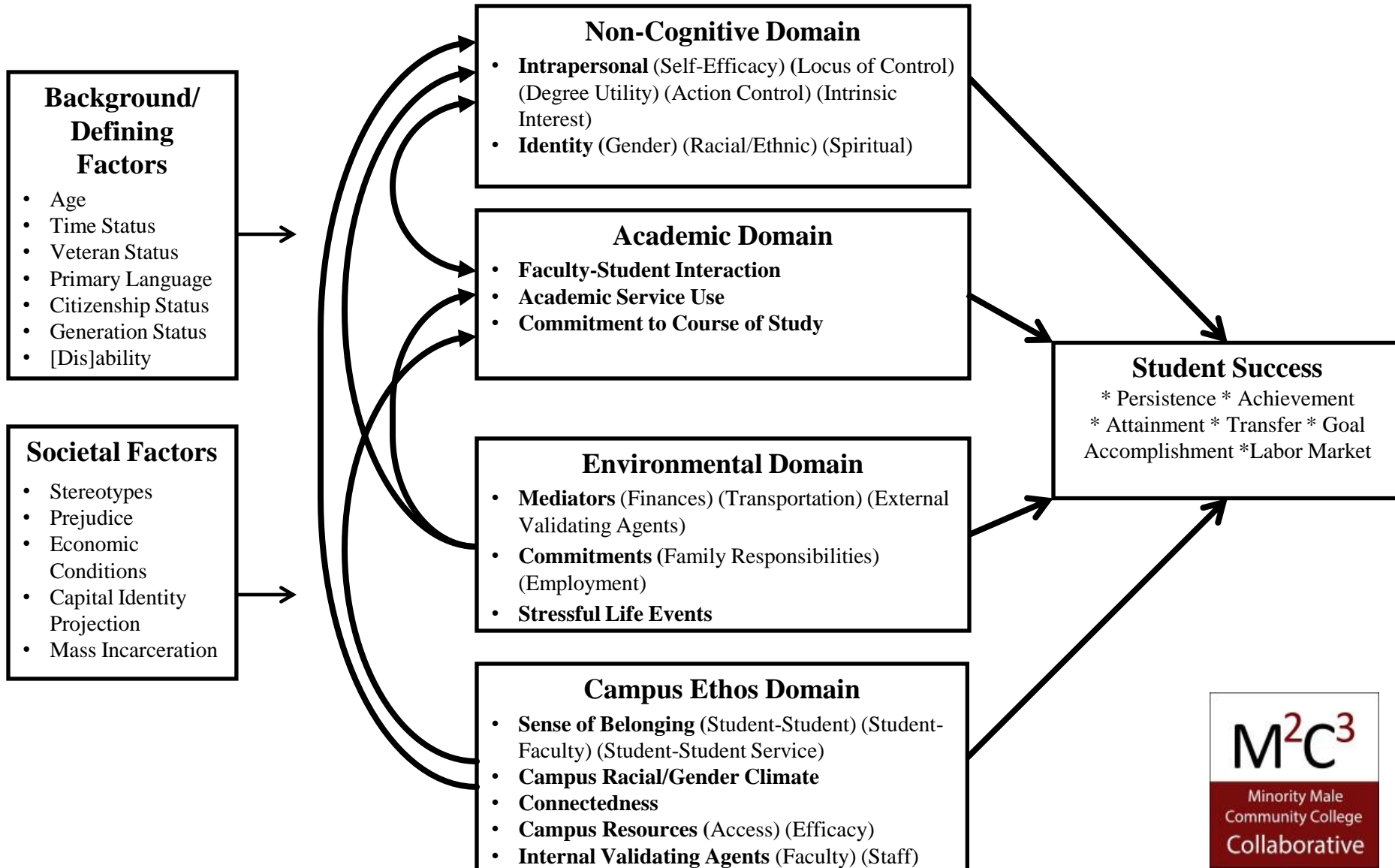


# Socio-Ecological Outcomes (SEO) Model

*Inputs*

*Socio-Ecological Domains*

*Outcomes*



# Correlates of Black Male Persistence



Campus Ethos Variables	Direction	Size
Service Efficacy	Positive	Large
Service Access	Positive	Large
RG Stereotypes	Negative	Small
Belonging with Faculty	Positive	Small

Non-Cognitive Variables	Direction	Size
Feminine	Positive	Large
Ethnic	Positive	Small
Help-Seeking	Positive	Large
Competitive Ethos	Positive	Moderate



## Three Strongest Predictors (rank order)

- Service Efficacy
- Help-Seeking
- Faculty Validation

# Correlates of Mexicano Male Persistence



Campus Ethos Variables	Direction	Size
Service Efficacy	Positive	Moderate
Service Access	Positive	Moderate
Staff Care	Positive	Large
RG Stereotypes	Negative	Small
Belonging with Faculty	Positive	Moderate

Non-Cognitive Variables	Direction	Size
Feminine	Positive	Large
Ethnic	Positive	Moderate
Help-Seeking	Positive	Large
Breadwinner	Positive	Small



## Three Strongest Predictors (rank order)

- Help-Seeking
- Access to Services
- School as Feminine Domain