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Janice Clarice Marshall

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**LESSONS LEARNED FROM MEN OF COLOR STUDENT SUCCESS  
INITIATIVES: A DESCRIPTIVE ANALYSIS OF THE CHARACTERISTICS  
OF COMMUNITY COLLEGE PROGRAMS AND AN IN-DEPTH ANALYSIS  
OF THE EVIDENCE OF EFFECTIVENESS FOR SELECTED PROGRAMS**

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by

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## **Dedication**

I dedicate this work in memory of my dad, who left too soon, but not before giving me the gifts bless me daily--love, patience, laughter and the unshakeable belief that each of us are “fearfully and wonderfully made” Psalm 139:14.

Because of my dad’s life, my own journey is rich and blessed beyond measure.

For my mom, I love and honor you. I look forward weekly to our special early Saturday morning calls, laughter, encouragement and your sermons.

I know for sure that the presence of suffering is not the absence of God or His amazing joy and grace. “I do not understand the mystery of grace – only that it meets us where we are, but does not leave us where it found us” --Anne Lamott.

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For my two beautiful young adults, Ahnna Alise and Will Ellis, I will forever count it a privilege to be your mom. I will never tire of our shared outrageous laughter,

no matter what love, and the daily reminders to dream big and remember the power of imagination! I love you both so much!

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A special thank you to Sarah Cale-Henson, the best editor in the world! Her tireless patience and support will forever be appreciated. I could not have completed this task without you. Heaven has a special place for angels on earth.

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Co-Supervisors: John E. Roueche and Walter G. Bumphus

The University of Texas at Austin, 2011

The promises of the open door community college system have helped people from all walks of life access and achieve higher education credentials. Numerous community college graduates transferred to other universities to continue their academic pursuits or entered the emerging career areas with skills that afford those wages and lifestyles that allow them to support their families, contribute as tax payers and full participants in the American Dream. For many African American and Latino men, the hope of achieving a college degree was realized through their involvement in a special student success program that offered mentoring, academic support, life skills necessary for managing personal and professional relationships, financial literacy and friendships with peers built on honesty, integrity, and accountability agreements.

Many of these programs, though life changing for participants, were small in scale, are not supported across institutions, lacked broad involvement from faculty members, and were limited in their scope. Long term sustainable program plans must

include issues related to scalability, replication; financial and strategic plans; common measures of effectiveness that eliminate current achievement and attainment gaps

President Obama along with other policy groups has challenged 2-year colleges to help America lead all other nations in producing the largest percentage of adults with a college credential. This research used a qualitative case study approach to collect, review, and analyze 82 community college minority male student success programs.

To broaden the research study pertinent to what measures of evidence are used to determine effectiveness, program directors and participants were interviewed with a semi-structured approach. Data were analyzed and greater clarity of the problems many men of color face and the programs designed to increase their academic, career and workforce success.

To close the gender and racial gaps identified demands holistic solutions between and among private, public, governmental, social, cultural, academic, and financial organizations. Our global knowledge economy demands college presidents, governing board members, faculty, staff, community, faith-based institutions, and men of color to collaborate and create, and improve and strengthen the chances for more minority men to attain college credentials.

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## CHAPTER ONE: INTRODUCTION

*The Unquestionable Importance of College Completion  
Educational attainment and college completion matter — for the prospects of individual  
students and for the future viability of both the U.S. economy and the American  
democracy.*

*(CCSSE, 2010 Findings, p. 1)*

### **Background**

**America's global competitiveness.** In 2004, author and newspaper columnist, Thomas Friedman, published *The World is flat: A Brief History of the Twenty-first Century*. This book helped numerous American organizations; including private for-profit, governmental agencies, local, statewide, regional communities, and educational institutions recognize the influence of globalization in our nation. One major influence of globalization was the development and high-rise of a knowledge economy. In a knowledge economy, greater requirements of skills (academic, technical, social, creative, and innovation) and education are needed for preparation, entry, and progression for work (Brookings, 2009; Carnevale, Smith, & Strohl, 2010; Friedman, 2004).

For many African American and Latino men, access to high skilled and high wage employment opportunities today and in the future is limited largely because they lack college credentials (EPI, 2011; Saenz, 2009; Symonds, Schwartz, & Ferguson, 2011). Numerous researchers have summarized the issues faced by many young men of color a combination of apathy, limits to supports for them in the educational systems, and conflicts between personal and academic priorities.

Today, young men of color face a challenge that lends itself much more towards apathy than activism. Many young men of color are not pushed to their limits by rigorous coursework in high school. Many find themselves adrift at large universities without organized support systems. And some are forced to choose between personal obligations and academic responsibilities. (College Board Gates, 2011, p. 1)

National data collected and analyzed consistently report the high school graduation and college attainment rates for these men rank lower than all other racial/ethnic groups, and women within their subgroups (College Board, 2010, 2011; NCES, 2010; Lumina Foundation, 2010; Weaver-Hightower, 2010). In response to the national data, many P - 16 policy groups, related community college associations, philanthropists, state and local governments, and individual colleges have pledged the commitment to improve the college attainment rates. Collaboratively, these groups have a sharpened focus on the elimination of barriers and conditions experienced by African American and Latino men from the earliest educational experiences to college degree completion (AACC, 2011; College Board, 2010, 2011; NCBA, 2007; Santiago, 2009).

America cannot achieve this lofty goal without seriously engaging the issue of increased diversity on college campuses. It is also clear from the existing research, however, that the situation is much more complex than simply addressing the gender disparities now emerging. (Lee, Ransom, & Williams, 2011, p. 3)

Without the necessary educational preparation, or college credentials, access is denied to these knowledge economy careers (Carnevale, Smith, & Strohl, 2010; Lumina Foundation, 2010; NAACP, 2009; Obama, 2011; Santiago, 2011).

The knowledge economy requires Americans to develop the skills that are demanded in a globally competitive environment. As a result, increasing higher education attainment is critical to the U.S. economy. The implications of this shift toward a more highly skilled workforce cannot be overstated. (Lumina Foundation, 2009, p., 2)

More than ever, the new and constantly emerging jobs are highly technical and require higher levels of education (Mullin, 2011). Future projections of the skills and education needed for America's economic success and capacity to be globally competitive requires more people to complete college credentials (Mullin, 2001). Merisotis (2011) challenged the nation to understand the connection between educational attainment and global economic competitiveness. The rapidly changing labor market needs; pervasive racial/ethnic and gender gaps in educational attainment would have to be acknowledged and strategically eliminated for our nation to have access to middle income and higher jobs and lifestyles (Merisotis, 2011).

The college enrollment, persistence, and completion trend data for African American and Latino men often rank lower than for all other racial/ethnic and within their respective female subgroups in the completion of college credentials (AACC, 2011; College Board, 2010, 2011; Lumina Foundation, 2010; NAACP, 2009; National Urban League, 2010; NCES, 2010; Santiago, 2011). Research on effective strategies to

reverse these trends has emerged as the result of innovative, comprehensive, long-term collaborative efforts among community college researchers and experts, college leaders, faculty members, policy makers, philanthropists and others (AACC, 2010; ATD, 2010; CCSSE, 2010; Lumina Foundation, 2010;). Many community colleges have responded to multiple and often complex pressures to meet historic and current institutional, student success for at-risk, first-generational minority students (Roueche, Roueche, & Ely, 2001).

Community college leaders and institutions are familiar with and responsive to national challenges to increase student success and graduation rates to meet the global economic challenges (AACC, 2011; ATD, 2010). African American and Hispanic males are often underprepared for college. They are usually older than many students and considered first-generation students who statistically rank in the lower percentiles on national scales measuring high school achievement and graduation; college enrollment, persistence, and completion but highest in on measures of high school dropout rates, incarceration, and unemployment statistics (College Board Advocacy & Policy Center, 2010; Fry, 2009; Harper, 2006; Harris, 2009; NCES, 2010; Santiago, 2011; Schmidt, 2010; Whitmire, 2010).

In order for America to regain a strong economic stance worldwide and improve global competitiveness with other countries, colleges must increase the output of graduates with relevant credentials (Friedman, 2004). It is evident to researchers, governmental leaders, policy makers, and others that solutions are needed to improve outcomes for African American and Latino men and boys along the P-16 educational

pipeline to improve conditions for men of color (College Board 2010, 2011; Harper, 2006; Lumina Foundation 2010; Santiago, 2009; Schott, 2010). The college completion rates for these men must increase while simultaneously reversing the incarceration and unemployment trends that hinder our nation's capacity to be globally competitive (Carnevale, Smith, & Strohl, 2010; Littles, Bowers, & Gilmer, 2008). These researchers assert, "in very real terms, the well-being of families, communities and the nation is inextricably linked to improving the trajectory of young black males (Littles et al., p. 4).

The Brookings Institute (2009) believes community colleges can play a major role in the effort to increase college enrollment, completion and attainment rates for Americans. Boggs (2009) identified several "issues confronting community colleges, [including] the economy... student success, education alignment... globalization... leadership and accountability" (ACCT Public Policy, 2009, p. 1). Policy leaders, community college experts, researchers, and foundations have joined forces to transform community college institutions. For minority male students, these changes embrace a different approach in the discourse about what student success strategies are beneficial for completion of college credentials (Bush & Bush, 2005). Community colleges, with courage and intention have embraced the student success and completion agenda, which moves beyond a single focus on access (AACC, 2011; ATD, 2010; CCRC, 2011; CCSSE, 2010). Bumphus (2011) stated:

We focused largely for years on access, but now, our focus, and rightfully so, is on completion. Historically, look at the great job we do at bringing students in. But largely today, when you go to graduation, you don't see those kinds of

numbers ... the same kind of diversity. We, along with all aspects of higher education, have got to focus more on the completion piece, and that's been President Obama's goal. I think you're going to find most universities and certainly community colleges stepping up to the bar — we're going to get that done. (Pluiose, 2011, p. 10)

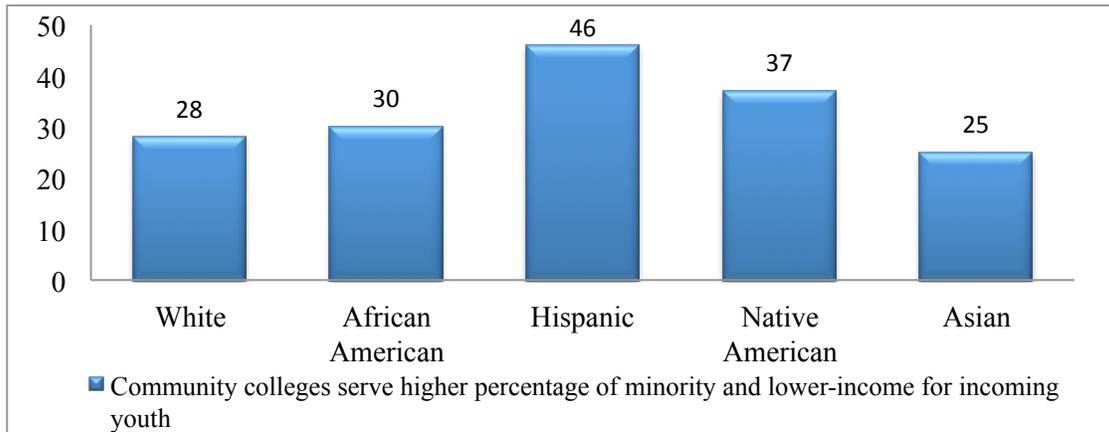
### **Statement of Problem**

America has a need for more college graduates from both community and 4-year colleges. An abundance of research and data collected over many years has been provided by groups like the National Association for the Advancement Colored People (NAACP), Excelencia!, the College Board, and many other policy and educational groups. Extensive scholarly research and data collection continually indicates that men of color, particularly African American, Latino, and Native American males, are struggling to finish high school and enroll in and finish college (AACC, 2009; College Board, 2010; Fry, 2009; Harper, 2006, 2009; Lumina Foundation, 2009; Santiago, 2008, 2011; Schott, 2009, 2010; Strayhorn, 2008; Trammel, Newhart, Willis, & Johnson, 2008). Noted researcher Dr. Luis Ponjuan said “Our country's future economic prosperity requires expanding a workforce that includes a diverse and educated pool of well-trained workers....We must erase disparities in educational attainment and train young men of color to become vital contributors to our national economy” (The University of Florida, 2010, p. 1).

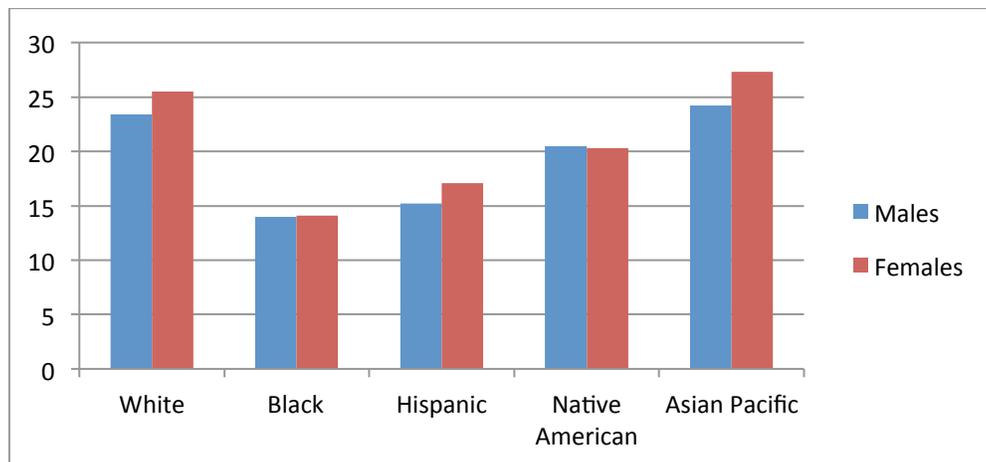
**Data on college completion for men of color.** Trend data collected on higher education enrollment patterns report community colleges have enrolled more men of

color than 4-year colleges; but the 2-year sector clearly must now focus on students' completion of a credential (College Board, 2010; NCES, 2010). Annual data collected on the educational enrollment and attainment rates show continued gaps between Whites, Asians, and African Americans, Hispanics, and male and female populations (ACE, 2010; College Board, 2010, 2011; NCES, 2010; Saenz et al., 2010; Santiago, 2011). Below, Figure 1 is an example of college enrollment by race/ethnicity and clearly represents racial gaps for college enrollment and Figure 2 represents both gender and racial gaps for community college students.

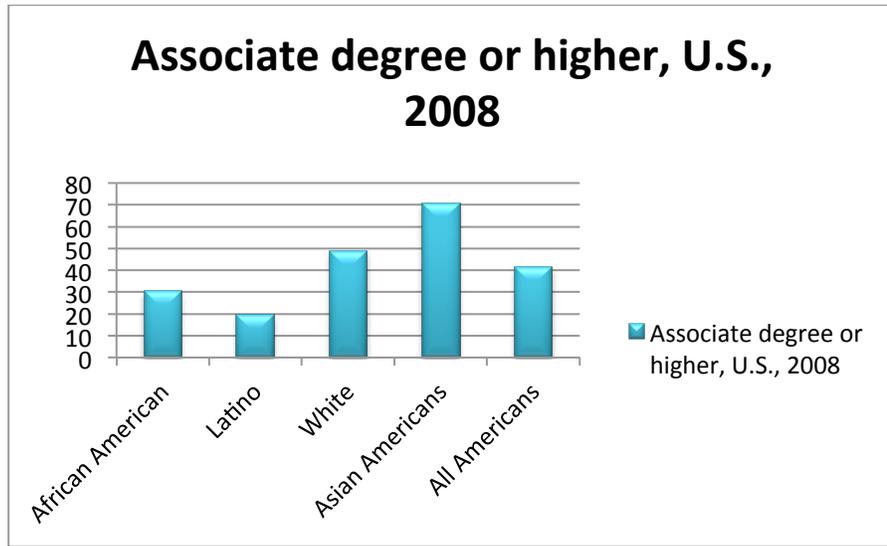
NCES, 2010 data show the largest gaps between men and women within the African American and Hispanic populations groups. The African American and Latino males rank lower than all other groups to enroll, persist to complete college credentials (ACE, 2010; NCES, 2010; U.S. Census, 2010). Critical to the improvement and increase in community college success for African American and Latino men is a clear review and analysis of the national, statewide and institutional data trends in enrollment, completion of credentials and overall attainment rates compared to other racial/ethnic groups and women (Bailey, et al, 2004; Harper, 2006).



*Figure 1. College Enrollment by Race/Ethnicity 1997 – 2007*  
 Source: Adapted from NCES, 2009a Enrollment in postsecondary institutions. Fall 2007: Graduation rates, 2001 and 2004 cohorts, and financial statistics for fiscal year 2007



*Figure 2. Graduation Rates from Two-Year Colleges by Gender and Race, 2007 (in percent)*  
 Source: Adapted from U.S. Department of Education, IPEDS, Spring 2008 graduation rates component



*Figure 3.* U.S. educational attainment of (associate degrees) age 25- 34  
 Source: Adapted from College Board, 2011 (as cited by Lee & Rawls, 2010)

**The community college response.** As these community colleges focus to improve success for all students, trend data have especially highlighted a need to target student success initiatives for those students with the lowest percentages of accomplishment, which happen to be minority males. A number of 2-year colleges have created special student success programs for men of color in response to data, research and public policy initiatives focused on improving student success and completion for community colleges students (AACC, 2010). Community college associations and policy makers are focused more than ever to identify and scale solutions to help these men overcome barriers to college enrollment and credential completion (AACC, 2009; ATD, 2011; College Board, 2010). These solutions are best known as “Minority Male Student Success Programs” and represent a variety of strategies or interventions, though all are focused on helping more men of color enroll and complete college.

Beginning in 2010, the American Association for Community Colleges (AACC) created a Minority Male Student Success Database (MMSSD) to collect information about minority male programs in community colleges. To date, there are 60 program descriptions in this searchable database. Several of the colleges listed programs on the MMSSD also participated in a February 2010 discussion on what community colleges are doing and learning about improving minority male student success. This forum was convened by the Center for Community College Student Engagement (CCCSE) for representatives from colleges that are active members of the Center and Achieving the Dream (ATD).

Marklein (2009) discussed CCSSE's 2009 national findings, which focused on the need for colleges to make significant and high impact connections with student. Center director K. McClenney acknowledged 2-year colleges "are doing some things that are very helpful (for) small numbers of students. One of the challenges is how to (make) those kinds of experiences the norm for the way we work with students, rather than the exception" (Marklein, 2008, p. 2).

Determining what factors lead to increased success will help inform college leaders and their institutions. Helping more men of color do well in college will change the conversation from negative, crisis, and daunting to include terms reflecting success and of a positive nature. Lacking in the current research is a review and understanding of common and/or unique programmatic characteristics and evidence of overall program effectiveness of these minority male student success programs in community colleges.

Community colleges are steadfast in raising the bar to improve student success and completions for those who enroll. The dedication of some colleges, for example, is evident in their participation in the Achieving the Dream Initiative, through which more than 120 colleges have pledged to improve outcomes for low-income students and students of color (ATD, 2010).

Additional evidence is the escalating membership in the Center for Community College Student Engagement, through which over 800 colleges are gathering and using data to improve student success at their colleges, even during these difficult economic times (CCSSE, 2010). This work requires ongoing commitment from college leaders to do what is in the best interest of students and to lead transformational change through authentic educational leadership.

A growing number of community college systems have pledged to increase completion rates by 2025 (AACC, 2010). In an effort to reverse the trend data showing continued gaps for men of color and their White and female counterparts, new strategies have been created to respond to the issues these minority men have had to address in college and the larger society. As a result of national student engagement and success initiatives noted above – and others like them – community college leaders are more focused to be data informed in their decisions to fulfill this new focus and mission.

Again, recent research highlights the struggles many minority males have with entering, persisting, and completing their community college goals and dreams (College Board, 2010). Understanding the common characteristics of minority male student success programs will help leaders, faculty members, and policy makers make informed

decisions concerning how to meet these students' academic, social, financial, and related needs, overcome barriers in and out of the classroom, and ultimately, increase African American and Latino male graduation rates. A significant factor in understanding the general and/or unique characteristics of these programs is ascertaining the measures of effectiveness that should enlighten administrative and institutional decisions. The futures for these men of color, and our national economic viability are interconnected (Carnevale et al., 2010; College Board, 2010; Mullin, 2011; NAACP, 2009; National Urban League, 2010).

Without a college credential, job opportunities are scarce and the economic impact is tragic (AACC, 2010, 2011; Carnevale et al., 2010; College Board, 2010; Mullin, 2011). Therefore, 2-year colleges have responded to the low completion rates with the development of focused programs to help these minority men transition and complete college for improved life choices and conditions (AACC, 2011, ATD, 2008; Redden, 2009; Saenz, 2010).

### **Significance of the Study**

The goal of this research study is to develop a comparative review of the characteristics of community college minority male programs implemented to help improve student success for African American and Latino men, while also determining measures of effectiveness for a selection of these programs. Studies that identify promising practices for improving college success for men of color were recently documented by Excelencia! In Education. Three reports, of which the latest documents Hispanic Serving Institutions, “summarizes institutional practices from six community

colleges and six public universities that rank among the top institutional nationwide in enrollment of Hispanics and degrees awarded to Hispanic students” (Santiago, 2008, p. 3).

Researchers noted “there is ...a noticeable lack of solution-based research, even in relatively well-developed corpuses such as that dealing with African Americans” (Lee, Ransom, & Williams, 2011, p. 3). This study will contribute to current research related to the college completion agenda, student success, and community college leadership. Therefore, a review of the AACC Minority Male Student Success Database, program descriptions collected by the Center for Community College Student Success were used in the instrument development.

### **Research Questions**

This study has two primary questions, which were derived from the literature review.

**Question 1.** *What are the common and/or unique characteristics of minority male student success programs implemented in community and or technical colleges in America?* This researcher analyzed the programs from two main sources. The first source is the current AACC Minority Male Student Success Database with 60 programs, and the second source is 22 program descriptions submitted to CCSSE for the 2010 and 2011 Achieving the Dream Strategy Institutes. Use of a semi-structured interview protocols were used with a selection of program directors or students.

**Question 2.** *What measures of effectiveness exists for a selection of minority male student success programs with at least three semesters of data?* The programs

selected are on the AACC Minority Male Student Success Database and/or from CCSSE participants from 2010 or 2011 Achieving the Dream Strategy Institute.

### **Methodology and Research Design**

Research focused on African American and Latino men is complex based on numerous social, political, employment, cultural, P-16 educational issues for individuals, institutions and the larger society (Carnevale et al., 2010; Feuer, 2009; Fry, 2009; Harper, 2006; Harris, 2009; Hawley & Harris, 2005; NAACP, 2009; National Urban League, 2010; Saenz & Ponjuan, 2009; Santiago, 2011). A plethora of research conducted and published over the past decades documents the wide and varied struggles of these men across America. Because the mission of the community college is open door, they often encounter a diversity of minority male students at varied stages of preparation and focus on college goal attainment (CCSSE, 2005; College Board, 2011; Goldrick-Rab, 2010; Gardenhire-Crooks et al., 2010).

### **Theoretical Frames**

This study considers the intersection of multiple theoretical frames as the nature and subject of minority male student success in community colleges is a multifaceted research issue. The most widely used research on minority men in higher education references student retention, engagement, and persistence theories as critical factors in student success (Greene, Marti, & McClenney, 2008; Kuh 2001, 2003; Pascarella & Terenzini, 2005; Tinto, 1993; 2006) and thus offers relevance to this study.

Student success in community college encourages students to be goal focused (enroll and pass development courses complete requirements for degree-seeking college

credit; workforce skill improvement); goal progressing (passing grades; course completion on degree plan) to goal attainment of college credentials (Kuh et al., 2006, p. 5). Student retention and engagement theory focuses on the goals and outcomes of engagement theory research indicates that once students start college, a key factor to whether they will survive and thrive in college is the extent to which students take part in educationally effective activities (Kuh, et al., 2006). Tinto, 2006 summarized the history and practice of retention issues in higher education and determined,

Involvement or what is increasingly being referred to as engagement, matters and it matters most during the critical first year of college. What is less clear is how to make involvement matter, that is to say how to make it happen in different settings (e.g., non-residential institutions) and for differing students (e.g., commuting students who work) in ways that enhance retention and graduation. (Tinto, 2006-2007, p. 4)

Recent research in higher education and the college completion agenda also include a review of other theoretical perspectives. Harper (2006, 2010) recognized other conceptual frames including Critical Race Theory (CRT), and more recently, LatCrit (an outgrowth of Critical Race and Legal Theory) which encompasses over 25 thematic issues, including economic, globalization and education (LatCrit, 2011), Organization theory and in published works on African American men in higher education. The ethic of caring, (Noddings, 2005), is another relevant theoretical frame in research on African American and Latino males, particularly as these subgroups are presumed

overrepresented in special education in their P – 12 educational experiences (Pazey, 1995; Saenz & Ponjuan, 2009).

### **Qualitative Research**

Mertens (2010) explained a researcher's fundamental beliefs correlate with major paradigms (p. 11). Guba and Lincoln assert the qualitative studies approach may allow for descriptive insight and perceptions (2005, p. 106). Selection of this methodology allowed this researcher a unique view of the experiences and roles of program directors and participants involved in community college minority male student success initiatives. The research resulted in a descriptive analysis of selected programs, with identified program characteristics.

**Descriptive case study.** Merterns (2010) presented a descriptive case study approach, which would allow the researcher an opportunity to detail the program components. Descriptive case study in education is one that presents a detailed account of the phenomenon under study (Merterns, 2010). Such case studies often involve innovative programs and practices and often form a database for future comparison and theory building (Merriam, 1998).

**Case study selection.** This case study obtained program descriptions from two sources. The first source included community college institutions members of the 2009 - 2010 and 2010 - 2011 cohorts of the Community College Survey of Student Engagement (CCSSE) and Achieving the Dream (ATD). Member colleges participated in an ATD Strategy Institute session in 2020 and 2011 on Men of Color Initiatives, include 22 program profiles.

Other program descriptions were made available from the American Association of Community Colleges Minority Male Student Success Database (MMSSD), which now total 60 programs, each with variance in design, implementation, funding and student populations served. These student success initiatives all support minority men either as a campus student life club, while others are campus wide strategic initiatives with mandates that embrace the social and academic needs of African American and Latino boys (middle and high school) to community college and university men.

This research used a collective case study approach with semi-structured interviews with six program directors and six program participants currently involved in one of the minority male student success programs. Two interview protocols were conducted in-person, or by telephone, but all offered the opportunity to use Skype™. The first interview protocol involved program administrators (Appendix A) and the second interview protocol for program participants (Appendix B). Interview participants were selected from institutions participating in the 2010 or 2011 cohort of the Community College Survey of Student Engagement (CCSSE), The Achieving the Dream (ATD), or American Association for Community Colleges (AACC) Minority Male Student Success Database (MMSSD), or the 5<sup>th</sup> Annual Black, Brown and College Bound Summit or the AACC 91<sup>st</sup> annual convention.

### **Assumptions and Limitations**

This study made several major assumptions. It was assumed that all programs used in this study were community colleges concerned with improving the educational experiences of African American and Latino men at their college. An assumption was

made that all 60 program descriptions available on the AACC Minority Male Student Success Database were accurate. The last assumption pertained to the program descriptions supplied to The Center for Community College Student Success (CCSSE) from 2009 – 2011 were also accurate. The data collected from both sources were provided to or created by program administrators who are not employed by AACC or CCSSE. Each organization provided participants with a standard template for program submissions.

Limitations are minimal in this study. Program data was reflective of program descriptions supplied to both AACC and CCSSE. Program components varied from institution to institution. For several programs, supporting artifacts such as brochures, posters, conference proceedings, or presentations were provided. Therefore, this researcher is limited to programs as defined as minority male student success per the 2010 and 2011 AACC and CCSSE member institutions. The literature review was limited in the availability of research and peer reviewed articles on the educational issues, best practices and winning strategies for Hispanic males in community colleges.

### **Organization of the Study**

Chapter one provides the background of the topic of learning lessons for minority male student success programs. This chapter also includes the problem statement, purpose of the study, and why this study is significant to community colleges. A description of the methodology, theoretical frames, assumptions, and limitations of the research are also included.

Chapter two is the literature review and includes several national reports on the performance outcomes of men of color as compared to other racial groups and women. Relevant theoretical frames are noted that help explain the issues and solutions used for boys and men of color in schools and colleges. Included in this chapter are examples of student success programs used to improve outcomes for African American and Latino boys and men. With increased demands for accountability, evidence of effectiveness, this chapter also explored what measures are used in community colleges.

Chapter three focuses on the methodology and research design, data selection, research instrument, and the comparative descriptions and determinants of effectiveness for these programs, and several matrices covering the characteristics of minority male student success programs.

Chapter four includes findings from the research and relevant lessons learned. Detailed descriptive analysis on the characteristics of minority male student success programs and from the semi-structured interviews with program directors and participants are inclusive to this chapter.

Chapter five highlights research conclusions, recommendations, and implications for future research.

### **Definition of Terms**

*Community Colleges*– a uniquely American institution of higher education initially created to meet the educational and training needs between high school and 4-year colleges. AACC supports 1,173 community and technical community colleges, with 987 public, 155 independent, and 31 tribal colleges (AACC, 2011) which also

include more than 7 million credit, degree- seeking community college students. These community college students represent more than 50% of all college students enrolled in American colleges and universities. Community colleges' student enrollment continues to grow faster than all other institutions of higher education in America (American Association of Community Colleges, 2010).

*American Association of Community Colleges (AACC)*—represents the 1,173 community, technical, and 2-year colleges and serves as the principal national advocacy association. AACC works collaboratively with college presidents, leaders, grant funders, and various national and statewide legislative groups.

*Center for Community College Student Engagement (CCSSE)*—started in 2001 by the Community College Leadership Program at The University of Texas at Austin with the goal of collecting and producing quality information regarding student engagement practices and behaviors of students, faculty members, and community college organizations. The data collected helps inform policy makers, the public and participating colleges regarding improving student success (The Center for Community College Student Engagement, n.d.).

*Achieving the Dream (ATD)*—is a non-profit group dedicated to helping community college institutions reduce the barriers limiting many minority and low-income students to achieve success and completion. Between 2004 and 2010, 130 community colleges representing 1.6 million students have participated in this national program (Achieving the Dream, n.d.).

*African American/Blacks*—African-American and Black are terms used interchangeably in this document to refer to the ethnicity and race of people formerly known as Negro.

*Latino/Hispanic*—the term “Hispanic” is used by the U.S. Census Bureau to categorize individuals who originate from Spanish-speaking countries. As the terms “Hispanic” and “Latino” are often used interchangeably to capture groups from many Spanish-speaking countries, I refer to the terms Hispanic, Latino, and other sub-categories as they are referred to by their respective data sources.

*Men of Color*—ethnic minority males, African American, Latino, Native American, or Asian American and for this study, this researcher primarily will refer to African American or Latino men.

*Minority Male Student Success Program or Initiative*—is a special program created to help minority males start and finish college successfully. Components vary from program to program, but may include special new student orientation to the college, mentoring, tutorial services, Public speaking workshops, Academic advising, college tours (4-year colleges and universities), etiquette training, peer tutoring, field trips, and diversity issues.

*Credential*—is used to depict any completion of a course, set of courses, certificates or degree.

*Persistence*- defined as enrolling in the subsequent term (not including summer).

## **Summary**

Community colleges are receiving unprecedented attention from national policymakers, grant funders, and governmental agencies to reverse the trend data on enrollment versus completion of credentials or a degree. Connected to this new policy focus are the American economy and our ability to compete globally with other nations. An increase in college completers will benefit the individual, their family, society, and the nation. Current trends portray a dismal future for men of color, particularly, African American and Latino males particularly if the high school dropout rates, prison and jail statistics remain the same or increase.

These men, as a subgroup, typically are in the lower percentages of national college enrollment and completion rate. The goal of this study hoped to contribute to the qualitative research in community college student success outcomes for African American and Latino males as a result of their participation in special student success programs in community colleges. This research also wanted to inform current and future community college leaders, administrators and faculty members with the knowledge about program characteristics common to minority male student success programs while also listing factors used as evidence effectiveness.

## CHAPTER TWO: LITERATURE REVIEW

*Excellence resides where there is commitment and support...  
Probably no other community college in the world faces the student  
diversity that Miami-Dade does...Yet, this college has made an  
overwhelming difference demonstrating that access and excellence  
can be achieved.*

*(Roueche & Baker, 1987)*

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### **Introduction**

Mertens, (2010) identifies the literature review as a necessary tool in the research process. The purpose of a “literature review can be used at the beginning of the study to explain what is known about your topic and provide rationale for the study you are planning” (Mertens, 2010, p. 91). This review of literature on *Lessons learned from men of color student success initiatives: A descriptive analysis of the characteristics of community college programs and an in-depth analysis of the evidence of effectiveness for selected programs* was informed by the steps acknowledged by Mertens (2010, p. 88) which involves a review of secondary sources, creation of a search process, and for this research, involved securing full-text resources, use of professional and personal networks, and a synthesis of numerous reports and journal articles.

Main topics researched and reviewed in this literature review include the mission of community colleges as open door institutions, which admit more diverse students than other colleges. The national higher education statistics reviewed clearly reported gaps for minority males when compared to other racial/ethnic groups and women. Research of previous studies completed on student success efforts for minority males includes

early programs and common characteristics. Finally, this chapter includes a review of the major theoretical frames that inform community college minority male student success programs.

### **The Open Door – The American Community College**

This study pertains to special student success programs designed to address the multiple and often complex issues and opportunities associated with increasing educational attainment for African American and Latino men in open-door community college institutions. The focus of this chapter was a review of previous research on student success literature and trend data on educational achievement gaps in higher education. African American and Latino men in community colleges must be understood based on significant P–12 characteristics that include high school dropout rates. The American Association for Community Colleges (AACC) has a long history of advocacy on behalf of all students, regardless of race, gender, ability/disability, age or previous educational or personal histories (AACC, 2011).

In 2010, AACC reaffirmed its commitment to equity as it embraced “Democracy’s Colleges: Call to Action” and reaffirms the value of diversity, inclusion, and equity in these key points:

1. We believe that completion matters and that every student counts.
2. We commit to courageous conversations and openness regarding diversity, equity, and evidence reflecting student success and institutional performance.

3. We commit, while increasing success rates for all students, to eliminating the attainment gaps that separate student groups on the basis of race, ethnicity, and family income (AACC, 2010).

**Racial/ethnic gender gaps in higher education.** Elimination of racial/ethnic and gender gaps in higher education is integral to America’s capacity to thrive and compete economically in the world (Brookings, 2009; Carnevale, 2010; College Board, 2010; Lumina Foundation, 2010). Additional literature on minority male experiences in college was analyzed for clarification of the challenges related to student engagement and student success in community colleges. A review of relevant strategies and solutions are needed to increase African American and Latino male degree holders. Nationally, there is increased focus on goals to increase degree holders (College Board, 2010; Obama, 2010). Inclusive to this research is a review of early adopters of strategies and programs created to close the racial/ethnic and gender gaps in community colleges. An analysis and identification of common characteristics is included in chapter four of this study. Below is an example of policy, philanthropy, associations, and government initiatives to increase college enrollment and completion:

- Achieving the Dream’s Vision: “To help more students succeed, particularly students of color and low-income students.”
- Lumina Foundation Foundation’s Big Goal: “To increase the proportion of Americans with high-quality degrees and credentials to 60 percent by the year 2025.”

- Gates Foundation Goal: “To help double the number of low-income adults who earn a postsecondary degree or credential with genuine value in the marketplace by age 26.”
- Obama Administration Goal: “By 2020, America will once again lead the world in producing college graduates. And I believe community colleges will play a huge part in meeting this goal, by producing an additional 5 million degrees and certificates in the next 10 years.” (Obama, 2009)
- American Association of Community Colleges (and 5 other national organizations) Statement of Commitment Pledge: “To increase student completion rates by 50 percent over the next decade.” (AACC, 2010, p. 10)
- College Board Advocacy & Policy Center – Increase the number of 25 – 34 year old Americans with at least an associate’s degree or higher to 55 percent by 2025 to make America the global leader in education attainment. (College Board, 2008)
- Bill & Melinda Gates target: doubling the number of low-income Americans who complete a post-secondary credential by age 26 (Bill & Melinda Gates Foundation, 2008)

**Previous research on student success.**

*Aspirations of Latino and African American men in college.* Much work is being done collectively with governmental officials, state leaders, policy makers, and philanthropists in an effort to increase college graduates in America, and helping more

African American and Latino males is core to this dialogue (AACC, 2010; Brookings, 2009; College Board, 2010, 2011; Lumina Foundation, 2010). Several researchers have found that young men of color, both Latino and African American, have high aspirations for attending college (Feuer, 2009). Feuer (2009) explained that Latinos comprise the largest percentage of ethnic minorities, yet have the lowest percentage of college educational attainment. She further theorized that for minority students, the connections between aspirations are more complex than for Whites (Feuer, 2009).

The historical work done by researchers Roueche and Baker (1987); Roueche, Roueche, and Ely (2001); McCabe (2003); and Kuh et al, (2006), along with numerous others over the last three decades are foundational for college leaders interested and committed to the improvement of student success outcomes for minority men in higher education. Over the past three decades, community college leaders, policy groups, faculty members, and researchers sought solutions to the trend data which reflected continued racial/ethnic and gender gaps in college participation and completion for men of color.

Exemplary community colleges and programs have demonstrated the capacity to eliminate these gaps in minority student success as evidenced by Miami-Dade Community College (Roueche & Baker, 1987) and the Community College of Denver (Roueche, Roueche, & Ely, 2001). Since the launch of Achieving the Dream, several colleges have been recognized as “Leader Colleges” for significant increased completion of college credentials for minority students (ATD, 2010). Recent analysis of community colleges work with minority, low-income students:

- Northern Virginia Community College increased its 3-year graduation rate by 4 percentage points for first-time, degree-seeking students, from 12% in the 2006-07 academic year to 16% in the 2009-10 academic year.
- South Texas College increased its 3-year graduation rate by 4 percentage points for first-time, degree-seeking students, from 12% in the 2005-06 academic year to 16% in the 2009-10 academic year.
- Patrick Henry Community College increased its 3-year graduation rate by 3 percentage points for first-time, degree-seeking students, from 15% in the 2007-2008 academic year to 18% in the 2009-2010 academic year.
- El Paso Community College increased its 2-year graduation rate by 2%, from 5 to 7% (ATD, 2011).

Published studies on how problematic student issues in community colleges were resolved led researchers to identify visionary leadership, teaching excellence, and a commitment to continuous improvement (McCabe, 1982; Roueche & Baker, 1987). Many of those studies helped colleges improve outcomes for underprepared students (McCabe, 2000; McCabe, 2003; Roueche & Baker, 1987; Roueche, Milliron, & Roueche, 2003; Roueche, Roueche & Ely, 2001). Additional lessons learned from these early studies helped colleges design, implement, and evaluate developmental education programs.

Roueche, Roueche, and Ely (2001) published a qualitative case study on the Community College of Denver with a large percent of urban, minorities from the lowest socioeconomic rank (Southern Association of Community, Junior, and Technical

Colleges (SACJTC) Roueche, Roueche, & Ely, 2002). “Two-year colleges have really made their names by being open-door facilities” says Dr. John Roueche (2008, p. 11). As community colleges are at the center of a national dialogue regarding success for all students, college mission statements must align with their commitment to doing all they can within their power daily to increase graduation rates, in spite of the issues students bring with them to college (The Education Trust, 2010).

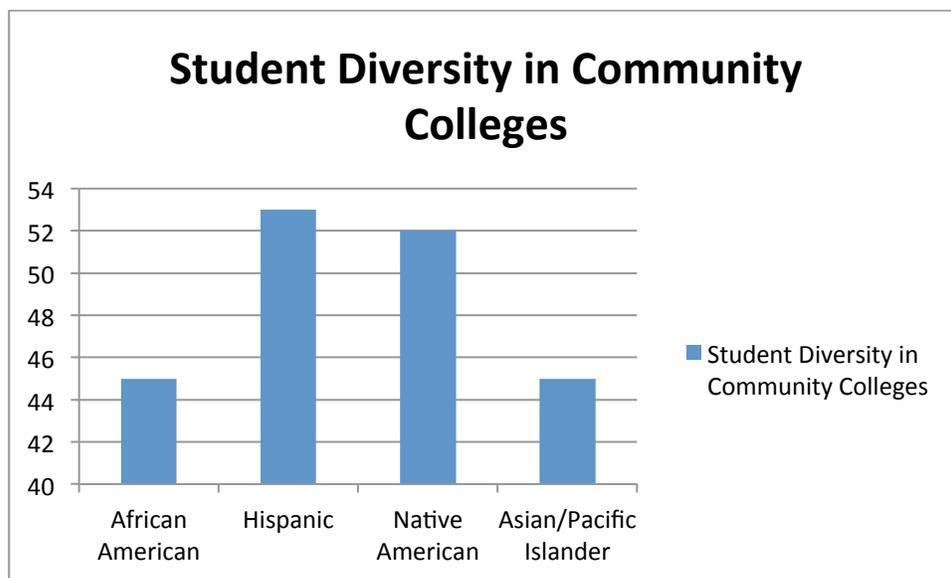
Another study published by Roueche and Baker (1987) documented best practices in improving college success for underprepared student populations in highlighted in *Access & Excellence*. Roueche (2008), who offered reflections on the challenges and opportunities facing students and open-door institutions of higher learning, said, addressing the “more difficult mission in front of you...the students who come through your doors need a lot more assistance...help...and direction” (2008, p. 11). Over the last decade, a significant amount of research has focused on enrollment, persistence, and completion rates for African American and Latino males in college community (AACC, 2011; College Board, 2010; NCBA, 2011; Santiago, 2011).

Community colleges serve more minority students from lower and middle-income families (ACE, 2010; Brookings, 2009; NCES, 2010). Many of these students come unprepared for the rigor of higher education, and once enrolled, are often appear disengaged (Brookings, 2009; CCSSE, 2009; Harper, 2010).

Below, Figure 4 represents the diversity of students who attend community colleges with more than 53% of Hispanic students and 45% of African Americans (Boggs, 2010). More minority students enroll in community colleges for various

reasons, mostly because of access and affordability. However, the overrepresentation of ethnic/racial minorities is of concern to many policy makers and educational researchers largely due to the poor completion rates (Bailey, 2005; Brookings, 2009; Saenz & Ponjuan, 2009).

In order to accomplish these goals, community college student completion and transfer rates must improve. Too many students do not make it successfully through remedial programs into college level courses, and too many do not complete their programs because of insufficient financial support or poor institutional or state policies and practices. (Boggs, 2010, p. 1)



*Figure 4. Race/Ethnicity: Community College*  
Source: Boggs, 2010 Democracy's Colleges: The Evolution of the Community College in America

### **Challenge to Community Colleges**

President Barack Obama, in various speeches and discussions across our nation, has shared his goal of returning America as the leader of higher educational degrees in

the world by 2020 (Obama, 2010). The President believes the American Community College System is well positioned to help meet this national goal and positively influence our nation's competitiveness in several areas (Obama, 2010). Our country's workforce is depending on community colleges to restore America to world prominence in college educational attainment (Boggs, 2010; Lincoln, 2009; Obama, 2009).

President Obama challenged community colleges to graduate at least five million more students by 2020 (Gonzalez, 2010). To meet this goal, colleges, policy groups, and federal and state agencies must address the gender and racial gaps in educational enrollment and attainment rates. Some educational policymakers question the capacity of community colleges to meet the demands to educate more students based historic data which reflect more students enroll in 2-year community and technical colleges but few complete (AACC, 2011; Brookings, 2009; CCSSE, 2010; Lumina Foundation, 2009; NCES, 2010).

Improving these outcomes will require transformation leadership throughout many community colleges and systems, institutional policies, practices; faculty and other team members, teaching and instruction; student commitment and focus to push through barriers and difficult situations; community; foundations and other partners (Brookings, 2009; CCSSE, 2010; Mullins, 2011; Roueche et al., 2008).

### **Data Used to Create Minority Male Student Success Programs**

Baseline data used to create programs for minority males in community colleges are based on four primary sources: institutional, statewide, local, or national sources. Institutional data sources are often related to the patterns of enrollment, persistence,

dropout/drop-ins; course drops/failures/withdrawals; statewide data, anecdotal references are often the only available source of information when there is a limited or non-existent institutional researcher available. Below, Table 1 includes a limited selection of national organizations with current statistics on the educational, personal, social and family experiences of boys/men of color. Four program directors cited institutional data as the primary resource of information reviewed. Two programs referenced statewide and national data and one program director indicated no source of data collection. Table 1 below is not intended as an all-exhaustive reference list:

Table 1

*Sources For Educational Data On Men of Color*

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**References to obtain data and other pertinent information regarding –  
African American/ Hispanic/Latino boys/men**

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White House Advisory Commission on Hispanic Education  
White House Initiative on Historically Black Colleges and Universities  
Schott Foundation  
U.S. Department of Education  
National Center for Education Statistics  
U.S. Census Bureau  
American Council on Education  
American Association of Community College (AACCC) Minority Male Student  
Success Database  
Lumina Foundation Achieving the Dream  
College Board  
Pew Hispanic Center  
Excelencia! In Education

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U.S. Department of Education

National Urban League

National Association for the Advancement of Colored People (NAACP)

Complete College America

Corporation for a Skilled Workforce

The National Council of La Raza (NCLR)

Schmidt (2010) asserts that the U.S. must improve the rates of high school and college completion and attainment if our nation is to be competitive economically in the world. His reflection was based on the National Center for Educational (NCES) *Conditions of Education, 2010*. America's global competitiveness is dependent on graduating more students of color and the need to close these gaps requires our ethical, community, and financial innovation and commitment (Schmidt, 2010).

In order to meet this goal, our educational systems must close the college participation and attainment gaps between racial, ethnic, and gender groups, that means helping more African American and Latino men enroll in college and become graduates (College Board, 2010, 2011; Lumina Foundation, 2008; Santiago, 2010; Symonds, Schwartz, & Ferguson, 2011; The Education Trust, 2010).

Figure 5 is a view of Educational Attainment of Bachelor degrees based on NCES in the United States exhibits increases in overall degree completion with gaps for African American and Hispanic populations. The disparities in race/ethnicity have existed for decades and now, our national economic future is dependent not only on

increasing educational attainment for all, but closing the gaps for African American and Hispanics (ATD, 2006; Brookings, 2009; Harper, 2006; Lumina Foundation, 2009; NCES, 2009; Santiago, 2009; U.S. Census, 2010;).

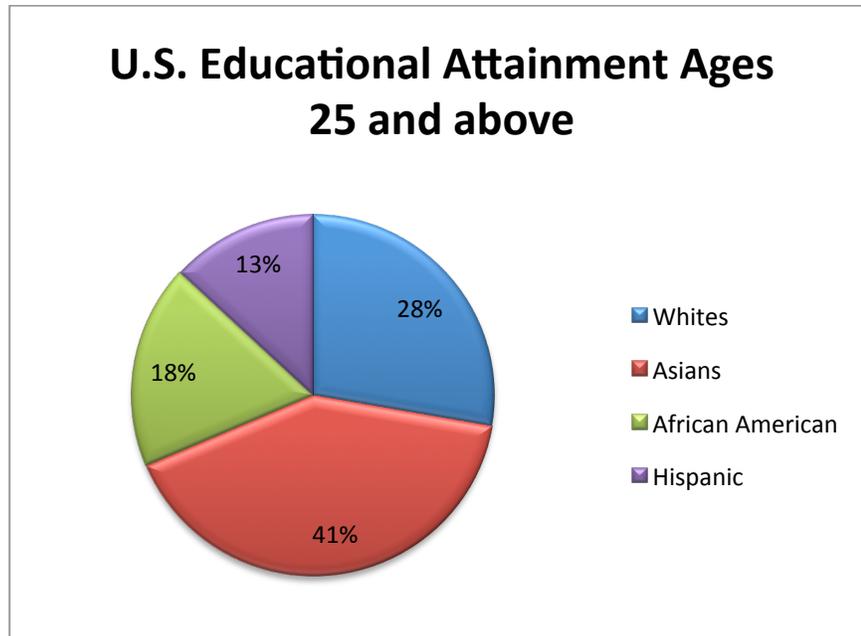


Figure 5. U.S. Educational Attainment (Bachelor degrees) Age 25 and Older  
Source: Adapted from College Board, 2009

College Board (2009) documented a gap in college enrollments for White, African American, and Hispanic high school students who attend college immediately following graduation. Based on the *National Percentage of High School Graduates in Two- or Four-Year Colleges Immediately Following Graduation by Race/Ethnicity, 2007* (adapted by College Board, using 2007 NCES data) reflects a 20% gap of college

enrollment between African American and Whites, and almost 10% between Hispanic and Whites.

An examination of data collected on racial and gender gaps in higher education are reviewed for clarity and documentation on the significance of the problems for African American and Latino men (ACE, 2010; ATD, 2006, 2008, 2011; NCES, 2010). The data on high school achievement, college enrollment, attainment, and graduation rates for African American, and Latino men are of great concern for educational leaders, policy makers, economists, and others because they are often in the lower percentiles when compared against other racial and ethnic groups and women (ATD, 2011; Brookings, 2009; Mullins, 2011). The implications are dire for our nation if nothing changes in the trend data (Mullins, 2011; NAACP, 2009; Obama, 2010; Urban League, 2010).

Achieving the Dream: Community Colleges Count is a national nonprofit organization that helps more community college students succeed ... is built on the belief that broad institutional change, informed by student achievement data, is critical to significantly improving student success rates. (ATD, 2011, p. 1)

Community college institutional practices, policies, and risk factors presented by students and evidence of promising strategies are explored to determine which student success program characteristics exist in special initiatives to improve success and completion for African American and Latino men (ATD, 2011; Bailey, 2006; CCSSE 2009, 2010; Crisp, 2010; Goldrick-Rab, 2007; Kuh, et. al, 2006; Saenz et al., 2010; 2009; Strayhorn, 2008).

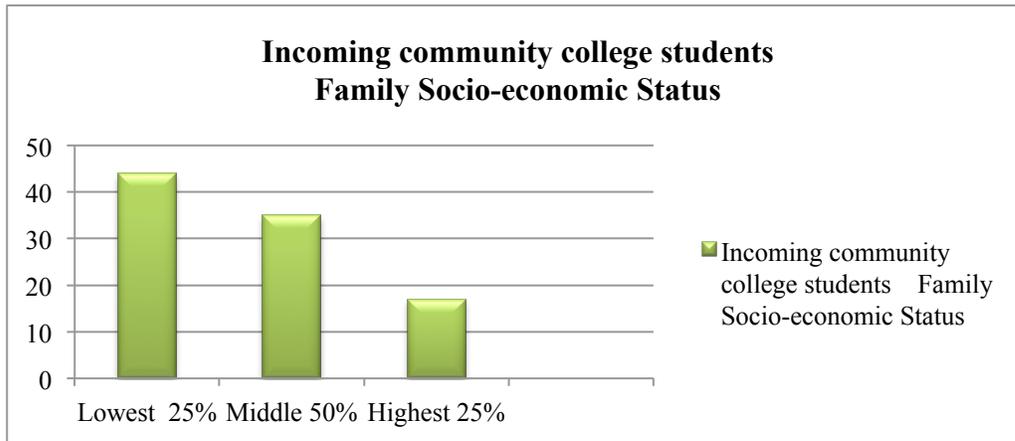


Figure 6. Family Socio-Economic Status for Incoming Community College Students  
 Source: (Adapted from Brookings Institution, 2009, p. 10)

Sparks (2010), the managing editor of *Philanthropy Roundtable*, said “the emphasis is shifting from access to completion. Dozens of foundations and philanthropists—from mega-foundations to small regional funders to individual donors—have re-centered their education grant making on college completion” (p. 1). Sparks, (2010) recognized the growing successes with African American, Latino men, low income and first generation students as a result of funders like Bill Gates, partnerships between community colleges, and Achieving the Dream. He also noted the positive outcomes for students who are members of Student African American Brotherhood (SAAB). Other data points noted by Sparks (2010):

- Almost 60% of Black college students do not graduate from a 4-year program within six years.
- Almost 54% of Hispanic college students don’t graduate within six years.

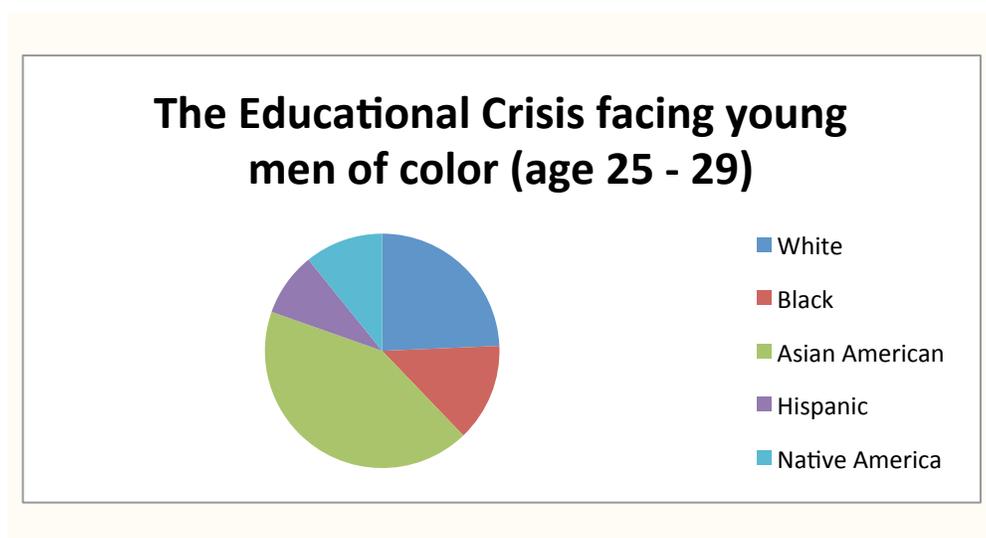
- Male college students are 7 percentage points less likely to graduate than women; Black men are 11 percentage points less likely to graduate than Black women.
- White female college students are more than twice as likely as Black or Hispanic men to graduate from college.
- College students from the top income quartile are almost twice as likely to graduate as students in the bottom quartile.
- Although these ethnic and gender disparities are slightly smaller at the community college level, they are still substantial.

### **Data Reflects Gaps for African American and Latino Men**

National Center for Education Statistics (NCES) collects and analyzes data on “the condition of American education” (NCES, 2011). In 2008, NCES report only 13% of Latinos had a college degree and for 20% of African Americans and 52% of Caucasians (NCES, 2011). The National Center for Education Statistics (NCES), 2008 data report the makeup of college students as follows:

- White students comprised 63%
- Black students 14%
- Hispanic 12%
- 7% Asian, and
- 4% made up Native American and nonresident aliens

It is these gaps that concern leaders from every sector in America. To close the racial, ethnic, and gender gaps, many community colleges have designed new student success initiatives to help more men achieve a college degree. With the amplified pressures to be more accountable, community colleges are focused to influence and change the trend data for Latino and African American boys and men, (Figure 7, below) which reflects them in the lower ranks (AACC, 2010; ACE, 2010; NCES, 2009; U.S. Census, 2011).



*Figure 7. The Educational Crisis Facing Young Men of Color*  
Source: College Board. 2010 The educational crisis facing young men of color, Data from Ryu, ACE, 2008

In the *2010 Conditions on Education* report, data collected between 2000 and 2010 (NCES, 2011) specify that more than 7 million students are enrolled in a 2-year college in America. NCES (2010) projects this number will increase to 8.2 million by 2019 (NCES, 2010). Data collected on the enrollment, persistence, and completion behaviors of all students helps college leaders understand the conditions of education in

America, and further helps to understand the need to close gender and racial educational attainment rates.

ACE (2010) reported the 2-year public college enrollments, indicating Hispanic and African American represent 17% and 14% respectively. “In 2008, females accounted for 57% and males accounted for 43% of enrollment” (Rye, 2010, p. 34). Saenz and Ponjuan (2009) note the gender difference within the Hispanic population begins with the 18-19 age groups and continues to increase with the next age group of students 20 -21. College participation and completion trend data is important to understand because it helps those involved in the dialogue to review and consider the facts about who are not enrolling, persisting, and completing college degrees.

Weaver-Hightower, 2010 noted that women today achieve three of five college degrees. The NCES, 2008 report 57% of college graduates were women in the 2008 Conditions of Education (Weaver-Hightower, 2010). The rate of increased college degree attainment for women has changed faster (29%) versus men (22%) since 1970 (Weaver-Hightower, 2010). However, Weaver-Hightower identified the importance of disaggregating data for better understanding of the issues facing men (categorized as historically marginalized) in higher education. When the data is disaggregated, leaders, faculty, counselors, and others can evaluate and analyze the presence or absence of those actions connected to student engagement (CCSSE, 2006; Harper, 2006; Weaver-Hightower, 2010).

Men of color significantly fall behind most student groups on achievement, graduation, and school completion scales (College Board, 2010; The Education Trust,

2010). Several national reports emphasize the lag in college enrollment and degree attainment for Hispanic and African American men, while their female counterparts consistently outpace them by several percentages (College Board 2010; Department of Education, 2005; United States Department of Labor, 2010).

Relevant knowledge of data collected pertains to high school dropout, enrollment, persistence, retention, and attainment gaps between African American and Latino males and White men; and women from all racial and ethnic backgrounds (NCES, 2009; Santiago, 2011; U.S. Census, 2011). The gaps have existed for decades and many researchers conclude issues in the P–12 pipelines negatively influence the high school dropout rate (Schott, 2008, 2009, 2010). The implications for not closing the gaps impacts America’s global competition and brings even more relevance to the rise in minority male student success programs (AACC, 2011; Achieving the Dream, 2011; College Board, 2009; Lumina Foundation, 2010; National Governors Association, 2011).

The research is well entrenched with historical national statistics that indicate gaps in college attainment for African American, Native American, and Latino men, especially in large urban metropolitan areas in America (ACE, 2003, 2010; CCRC, 2010; Schott, 2008). Early community college researchers, college leaders, and faculty attributed historic and continued gaps for African American and Latino men as primarily the fault of the student; the student’s family life history and economic status (ACE, 2003; CCRC, 2004; Saenz & Ponjuan, 2009; Tinto, 2006, 2007). Today, research and

data help us to understand that there are several factors that influence student retention, engagement, success, and completion. Additional factors include:

- P–12 educational experiences, preparation and teachers
- Involvement and influence of special education
- Parental/Family involvement
- Academic, career and work advising and/or counseling
- Student’s characteristics (motivation, focus, commitment, etc.)
- Institutional leadership, practices and policies
- Societal pressures
- Faculty engagement
- Academic support
- Relationships with teachers and others

College enrollment for African American and Latino males is later than the traditional students who graduate from high school and start college almost immediately (College Board, 2010; NCES, 2010; Saenz, 2009). African American, Hispanic, Native American, and Asian American men are outperformed by their female counterparts in each racial grouping by 9%, 9%, 7%, and 2%, respectively (College Board, 2010). Furthermore, few young men of color make it beyond high school (College Board, 2010; National Urban League, 2010; The Education Trust, 2010; NAACP 2009). Only 26% of African American males, 24% of Native American and Pacific Islander males, and 18% of Hispanic American males have, at minimum, an associate degree (College Board, 2010).

Below, Table 2 denotes gaps in educational attainment of associate degrees or higher with the largest gaps between Asian's and all other racial/ethnic groups in 2006. Latinos age 25 and above rank below all other groups at 16% (age 25 – 29), and 17.8% (age 30 and up), followed by Native Americans, then African Americans. There is an 18.9% gap between White and Latino degree holders age 25 – 29.

Table 2.

*Educational Attainment: Percentage of Adults with Associate Degree or Higher, 2006*

| Group                   | Ages 25-29 | Ages 30 and Up |
|-------------------------|------------|----------------|
| <b>Total</b>            | 34.9%      | 34.3%          |
| <b>White</b>            | 41.2%      | 37.3%          |
| <b>Black</b>            | 23.8%      | 24.1%          |
| <b>Latino</b>           | 16.0%      | 17.8%          |
| <b>Asian American</b>   | 66.2%      | 54.1%          |
| <b>American Indians</b> | 17.7%      | 21.2%          |

Source: Jaschik, 2008

Across racial and ethnic groups, women are achieving a higher level of education than men (Jaschik, 2008). Table 3 represents Associate degree holders, which reflect both racial and gender gaps for people aged 25 – 29. In 2006, White women held a 10% edge over White men in this age group. The gaps between Hispanic and Black men and women was 7% and 8% respectively, again, the women outpacing men while Whites surpassed Blacks by 16 percentage points and Hispanics by 23 percentage points.

Table 3.

*Percentage of People Aged 25-29 with At Least an Associate Degree, 2006, by Race and Gender*

| Group                   | Men | Women |
|-------------------------|-----|-------|
| <b>White</b>            | 36% | 46%   |
| <b>Black</b>            | 20% | 28%   |
| <b>Latino</b>           | 13% | 20%   |
| <b>Asian American</b>   | 63% | 69%   |
| <b>American Indians</b> | 16% | 20%   |

Source: Jaschik, 2008

Overall, the rate of participation in college was led by Asians (men and women) and for African Americans and Hispanics, the rates ranked at the bottom (Jaschik, 2008). College Board (2011) assert, with data points across the United States, that women are leading and achieving college completion and are likely to continue to do so unless strategies and initiatives to address these gaps are implemented at every educational policy level. Below, Table 4 represents the percentage of dependent undergraduates who were male, by race and income during 2007 – 2008. These data reflect conflict for men of color who desire independence, perhaps the desire to attend or finish college and are capable of being employed in a high wage high demand occupational field. There was a 6.5% average gap between the highest and lowest income quartiles with the smallest differences for Hispanics and African American at 6% and the largest difference at 7% within the White and Asian races.

Table 4.

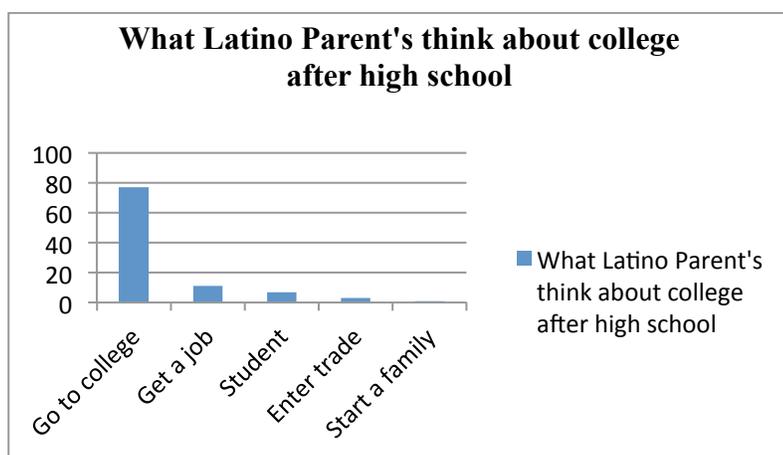
*Percentage of Dependent Undergraduates Who Are Male, 2007-8, by Race and Income*

| <b>Percentage of Dependent Undergraduates Who Are Male, by Race<br/>and Income, 2007 - 8</b> |                        |                         |
|--|------------------------|-------------------------|
|  | Lowest Income Quartile | Highest Income Quartile |
| <b>White</b>   | 44%                    | 51%                     |
| <b>Black</b>   | 42%                    | 48%                     |
| <b>Latino</b>  | 42%                    | 48%                     |
| <b>Asian</b>   | 45%                    | 52%                     |

Source: (Jaschik, 2010)

Data from the 2007 *Status and Trends of Minorities in Higher Education* report showed the majority of minority students who attended community college attended public high schools. The racial composition indicated Hispanic students represented the largest group from public schools enrolled in these two-year colleges at 81%, followed by Whites at 73%, and Blacks 68% (KewalRamani, Gilbertson, Fox, & Provasnik, 2007). The high school experiences of many men of color reflected poor experiences. These minority males represent the highest reported behavior incidents, largest dropout rates and lowest scores on college placement tests. These high school experiences did not represent the best preparation for college. As the nation depends on more students graduating, the low completion rates in community colleges are of concern to many. Figure 8 reflect the national opinions held by Hispanics on the importance of a college degree.

There is almost universal agreement that education is the key to economic success. Most people know that the family income of those who drop out of school falls far below the family income of those who complete college. Less well known is the fact that the income of those with less than a college degree has not increased for three decades or more. Promoting education is promoting opportunity. (Pew Hispanic Center, 2010, p. 50)



*Figure 8.* What Hispanics Parents think about a College Education?  
 Source: Pew Hispanic Center, *Between Two Worlds: How Young Latinos Come of Age in America* (2009 p. 50)

Trend data on the educational condition of many minority males present issues for our nation as “young Hispanics and African Americans have made no appreciable progress in postsecondary attainment as compared to their older peers, and attainment rates have dipped for the youngest group of 25-34 year olds” (ACE, 2010, p. 1). These data show continual growth for the Latino population over the next several years.

In order to understand the status of minorities in this country’s –16 educational systems, it is important to understand the relative size of each minority group,

where they come from, and where they live. In 2005, minorities made up one-third of the population. Between 1999 and 2000, Hispanics surpassed Blacks as the country's largest minority group... (KewalRamani, Gilbertson, Fox, & Provasnik, 2007 p. 5)

### **College Enrollment and Completion**

The rate of enrollment and completion rates grew for men and women in community colleges between 1996 and 2006 (ACE, 2009). The rates for men of color continue to represent the smallest gains. Below, Table 5 represents the continued gaps in racial and gender groups for college enrollment beginning 1995–2008 which show African American and Latino students lag Asian and White students (Inside Higher Education, 2010).

Table 5.

*Percentage of Undergraduates Who Are Male, by Race and Ethnicity, for Students 24 and Younger*

| <b>Group</b>           | <b>1995-6</b> | <b>1999-2000</b> | <b>2003-4</b> | <b>2007-8</b> |
|------------------------|---------------|------------------|---------------|---------------|
| <b>All</b>             | 48%           | 46%              | 45%           | 46%           |
| <b>White</b>           | 49%           | 46%              | 46%           | 47%           |
| <b>Black</b>           | 37%           | 40%              | 40%           | 41%           |
| <b>Latino</b>          | 45%           | 45%              | 43%           | 42%           |
| <b>Asian</b>           | 54%           | 50%              | 50%           | 49%           |
| <b>Native American</b> | n/a           | 45%              | 44%           | 49%           |

Source: (Jaschik, 2010)

Several key points from *the College Board, Crisis Facing Young Men of Color*, 2010 is listed below:

- There is a profound crisis in American education of minority males that is overlooked by mainstream society and leaders.
- Many minority groups, including traditionally disadvantaged groups, are participating in school and college in record numbers.
- However, the fastest-growing populations in the United States are those minority groups with the lowest levels of educational attainment.
- Across the board, young men are not persisting in school or achieving at the same levels as young women.
- The challenge of responding is most acute for the most disadvantaged men of color.
- At just about every stage of the educational pipeline, they lag behind minority women in terms of achievement, persistence, and school and college completion. (College Board, 2010)

### **Summary of Statistical Trend Data and Minority Males**

The data provided by (ACE, 2010; Inside Higher Ed, 2010; NCES, 2009) visually allows college leaders to see who is represented in undergraduate education in America. The Pew Hispanic Center (2009) discovered in a national survey, the top reasons young Latino students cited for not continuing their education (Pew Hispanic Center, 2009). The top four reasons cited in the National Survey of Latinos were—to find work to support their families, followed by limited English language, not liking school, and more education is not necessary for chosen careers.

The enrollment and completion gaps are clear pronounced by race, age and gender. With a sharpened view of who is and who is not succeeding in the college, many academic leaders are focused on the use of quantitative and qualitative data to inform programming to meet all students' needs (CCSSE, 2010, 2011). Community colleges have grown in their commitment to the use of data increase as a necessary component of any student success strategy or intervention. This dedication is evidenced by their participation in programs that include Achieving the Dream (Achieving the Dream, 2011) and the Community College Survey of Student Engagement (CCSSE, 2011).

The Center for Community College Student Engagement (CCSSE) is especially critical to the college completion agenda based on the assessment tools created based on research, data collection, analysis, and exposure specific to the behaviors of students and faculty members, identified proven strategies and practices that improve student success (CCSSE, 2011).

Williams and Flores-Ragade (2010) suggest that when men of color are adequately prepared and supported to complete college, the future of communities and our nation are equally brighter. “We commit, while increasing success rates for all students to eliminating the attainment gaps that separate student groups on the basis of race, ethnicity and family income” (Community College Completion Challenge, 2010, p. 1).

Educational leaders, policy groups, and colleges must continue to engage in collective and collaborative efforts to meet America's need to help more people achieve

success and completion of college credentials. The connection between educational attainment and workplace opportunities has consistently increased over the last few decades. College Board (2010) stated in *Education Pays 2010* "...many people enroll in college and never earn a degree, and that the gaps in completion rates by family income level, parental educational level, and race/ethnicity are large" (College Board, 2010, p. 8).

Before community colleges can help meet the demand to graduate more students with college credentials, comprehensive and widespread effort must eradicate persistent attainment gaps, which leave men of color left out and left behind. The issues are even more problematic for Latino immigrants (Lopez, 2009; Rovai, Gallien, & Stiff-Williams, 2007, p. 9). Lopez (2009) explained the gap between aspirations to attend and complete college exists largely due to their need to support their family.

Rovai, Gallien, and Stiff-Williams, 2007 claim several reasons why achievement gaps exist between men of color and other groups, while simultaneously attempting to identify proven strategies to rid our country of contributing barriers. Access to most high wage and high demand occupations and professions increasingly require some college. The connection between college credentials and the labor market are connected especially in a fast changing global economy. In America's unstable economy, Blacks and Latino men often are not able to escape the pressures brought on by pervasive and long-term unemployment. Trend data asserts the increased connection between education, and most important college credentials and increased opportunity to be

employed, conversely, the lower the level of education is often tied to higher unemployment rates for Blacks and Hispanics (College Board, 2010).

Participation and success in higher education differ considerably among demographic groups. High school graduates from low-income backgrounds, those whose parents did not go to college, and black and Hispanic students have lower college enrollment rates and much lower educational attainment rates than others. Documenting the different patterns observed among the segments of the population is an important step toward generating awareness that problem exists and finding solutions. (College Board, 2010, p. 34)

Much research has been conducted and published about pertaining to the issues and challenges facing men of color in higher education and the trend data which reflects the lowest enrollment, completion and attainment rates.

According to the 2009 Digest of Education Statistics, men of color are more likely to drop out of college than graduate...First there is a lack of positive minority male role models at universities [colleges] for these guys...and secondly, they often lack academic support. (Barnett, 2010, p. 2)

College Board (2010) noted, from 1998 and 2004, the gap between White and African American college enrollment, within a year of finishing high school, consistently widened, and currently represents a 14-percentage point difference. During the timeframe between 2000 and 2008, the gap among Latino and White graduates who enroll in college within one year was reduced to an eight-percentage point variance (College Board Advocacy & Policy Center, 2010). When college leaders, faculty, and

staff are collectively committed to the use of data to improve outcomes for students, and implement proven strategies for success, the aforementioned gaps are reduced (Community College Research Center, 2011).

### **Theoretical Frames and Minority Men in College**

A review of literature specific to minority male student success programs in community colleges is framed from the perspective of student engagement, persistence, retention, and completion of a college credential. Obtaining college credentials improves employment and lifestyle options. Trend data reported on high school dropout rates, enrollment, and completion of college credentials have historically shown minorities, especially African American, Latino and Native American boys and men lag all other subgroups (ACE, 2008, 2010; Harper, 2006; Lumina Foundation, 2010; NCES, 2010; Rovai, Gallien, & Stiff-Williams, 2007; U.S. Census Bureau, 2007).

The literature reflects connections in educational achievement, attainment, and the economic viability for these men, their families and the larger society (College Board, 2010). College Board, 2010 documents in *Education Pays 2010* (updated from 2007):

The evidence is overwhelming that higher education improves people's lives, makes our economy more efficient, and contributes to a more equitable society.

The existing gaps in participation and success are detrimental not only to individual lives, but also to society as a whole. (College Board, 2010, p. 4)

## **Student Retention, Engagement Theory**

Several theoretical frameworks have been used to explain student retention, engagement, and student success and different frames explain the college experiences for minority males. Tinto (2006, 2007) recalled the historical differences and progress in retention theories.

Like any early body of work, the study of student retention lacked complexity and detail. Much of the early work was drawn from quantitative studies of largely residential universities and students of majority backgrounds. As such it did not, in its initial formulation, speak to the experience of students in other types of institutions, two- and four-year, and of students of different gender, race, ethnicity, income, and orientation. We were, if you will, in the infancy of our work. (Tinto, 2006-2007, p. 3)

Tinto noted that in the early work on retention theory in the late 1960s and early 1970s, retention theory focused on student characteristics as the only determinant of success or failure in college (Tinto, 2006-2007, pp. 2-3).

Prominent frames referenced in research pertaining to men of color often reflect mentoring, motivation, social and gender identity, and disengagement theories. In an effort to assist and influence greater retention, persistence, and completion of students enrolled in community colleges, data from assessment tools provide insight about levels of engagement across the college (CCSSE, 2011). CCSSE, since 2001, has helped colleges further their commitment to student success based on five benchmarks of efficient educational practices in community colleges:

1. Active and Collaborative Learning
2. Student Effort
3. Academic Challenge
4. Student Faculty Interaction, and
5. Support for Learner

The theoretical frame that informs CCSSE notes that for student learning and retention to occur, students must be engaged (CCSSE, 2002).

While serving as an open door into higher education, community and technical colleges also face a difficult challenge. The challenge is to design the kinds of learning experiences and support services that will engage and challenge these diverse students to complete their educational goals. Student retention, therefore, is both a prickly problem and a pressing priority. (CCSSE, 2002, p. 1)

The Community College Survey of Student Engagement (CCSSE) has been administered for a decade to help colleges understand the data pertinent to the institutions level of engagement across five areas, referred to as benchmarks (CCSSE, 2011). CCSSE (2010) lends credible insight and enables colleges to improve the learning outcomes and the educational experiences of students, and faculty members (CCSSE, 2010; Greene, 2006; McClenney, 2004).

The emerging agenda for American community colleges, with its focus on improving student success—and now, particularly certificate and degree completion in higher education—could hardly be more critical. With the emergence of this agenda comes a significantly increased demand for

information about student learning, persistence and completion. (CCSSE, 2011 p.

1)

To date, the Center has collected more data regarding the behaviors of community college students and their faculty than any other organization in the nation (McClenney, 2011). Utilization of data, research, and additional work with colleges is widely used and valued (AACC, 2011; Achieving the Dream, 2011; CCSSE, 2011). The Center's key findings regarding men of color suggest that while men of color are more engaged according to the student engagement benchmarks, they are less successful or likely to complete courses or degrees (CCSSE, 2005). The 2005 National Report, *Engaging Students, Challenging the Odds*, noted the differences in student engagement behaviors for race and gender. "The [Black] women's experiences appear to be more academically oriented, whereas the [Black] men's connections emphasize out-of-class and social activities" (CCSSE, 2005, p. 8). CCSSE encouraged colleges to consider the benefits of engaging more African American men out of class to engage them better in class (CCSSE, 2005).

While most of the previous literature focuses on what colleges can do to create open and inclusive environments, teachers in the classroom should focus on engaging students at the front door, especially for new African American and Latino male students. Greene, Marti, and McClenney (2008), have uncovered some actionable steps community colleges can take to increase success for all students, including African American and Latino males. These researchers advocate the following

...students' higher levels of effort invite greater institutional responsibility --for channeling the extra effort reported by African American students into the most engaging educational practices, for improving campus climate, and for lowering other institutional barriers to students' success. (Greene, Marti, & McClenney, 2008, p. 533)

To influence even more men of color to enter, persist, and complete college, we must gain more understanding of the individual salient factors for African American and Latino males (Bush & Bush 2010 p. 218; Hawley & Harris, 2005, 2006). The literature and research is beginning to emerge with lessons learned for African American men at 4-year colleges, but remains limited pertaining to community colleges nationally.

Among the strongest predictors of attrition were the number of developmental classes required, the intention to transfer to a four-year institution, and the expectation that English as a second language could be a problem for college students. Among the strongest predictors of persistence were being African American or Latino, cumulative GPA, and the length of time students plan to spend at the college. (Hawley & Harris, 2005, 2006, p. 117)

The American Association of Community Colleges (AACC) in 2009 recognized the need to assist member colleges in this effort and launched the Minority Male Student Success Database (MMSSD) in 2010. The MMSSD is an

... Interactive database [and] highlights community college programs, initiatives, and strategic plans that focus on minority male mentoring, recruitment, persistence, and completion. AACC encourages member colleges to upload

descriptive profiles of their own activities related to minority male student success. (American Association of Community Colleges, 2010, p. 1)

What higher education success means for men of color in America. The benefits of a higher education credential and degree add significant benefits for individuals, communities, and the larger society (College Board Advocacy & Policy Center, 2010). Individual and family economic viability and America's global competitiveness are inextricably connected to the educational levels of the U.S. citizens (Brookings, 2010; Carnevale, Smith, & Strohl, 2010; Lumina Foundation, 2010; Mullins, 2011). The economic success of our nation demands increases in college credential holders and this concern has been shared by President Obama (2009, 2010); the National Governors Association Complete to Compete Task Force (2010, 2011), College Board (2010) and philanthropists (Bill & Melinda Gates Foundation 2010, 2011; Aspen Institute 2011; Lumina Foundation 2009, 2010; Brookings, 2009).

There is almost universal agreement that education is the key to economic success. Most people know that the family income of those who drop out of school falls far below the family income of those who complete college. Less well known is the fact that the income of those with less than a college degree has not increased for three decades or more. Promoting education is promoting opportunity. (Brookings, 2010, p. 7)

Community colleges have responded to the nation's need to graduate more students by participating in programs including ATD, CCSSE. Even more colleges are eliminating optional policies that prove more harmful than good for student success, by

mandating new student orientation and eliminating late registration. Additional evidence of colleges being committed to student success is directly related to the emergence of men of color programs. The creation of minority male programs indicates an increased focus on the complex issues many minority males present to the college experience (AACC, 2009; Achieving the Dream, 2008; College Board, 2010). Documented in previous literature are the conditions that lead to increased college success for underprepared and at risk students, of which African American and Latino males are often categorized (McCabe, 2003; Roueche & Roueche, 1999; Tinto, 1993). Brookings (2009) suggests key measures of student success include:

- Degree and credential completion
- Transitions from remedial to credit-bearing coursework
- GED attainment
- Key credit-hour mileposts towards credentials
- Earnings and employment outcomes (p. 20)

### **Critical Race Theory**

The research is widely available on the educational issues facing African American and Latino men and boys (Harper, 2006; Palmer, Davis, & Hilton, 2009; Pew Hispanic Center, 2009; Saenz & Ponjuan, 2009; Santiago, 2008; Strayhorn, 2008) and while Critical Race Theory (CRT) focuses on the experiences of people of color, it is a relevant theory for any human being who has been marginalized as a result of organizational systems, structures or policies (Harris, 2009, p. 4). On the other hand,

qualitative research pertaining to the benefits of community college special student success programs for African American and Latino males is limited.

LatCrit is an emerging theoretical perspective and addresses many legal, social, and other research areas in the Latino community. Education and Legal Knowledge is considered one of the top 25 themes within this theoretical view (LatCrit, 2011).

Emerging from the legal academy of the United States following a 1995 colloquium in Puerto Rico on Latina/o Communities and Critical Race Theory, "LatCrit theory" is a relatively recent genre of critical "outsider jurisprudence" - a category of contemporary scholarship including critical legal studies, feminist legal theory, critical race theory, critical race feminism, Asian American legal scholarship and queer theory. That cumulative record has served as LatCrits" point of departure, and our basic twin goals since 1995 have been: (1) to develop a critical, activist and inter-disciplinary discourse on law and policy towards Latinas/os, and (2) to foster both the development of coalitional theory and practice as well as the accessibility of this knowledge to agents of social and legal transformation. LatCrit theorists aim to center Latinas/os" multiple internal diversities and to situate Latinas/os in larger inter-group frameworks, both domestically and globally, to promote social justice awareness and activism. (LatCrit, 2011, p. 1)

### **Ethic of Care Theory**

Nel Noddings (1984) posits in her "Ethic of Care" theory, that caring is paramount to making ethical decisions as leaders (1984, 2005). The focus of ethics in

education has underpinnings connected to the 1954 decision in the *Brown vs. Board of Education* (Pazey, 2010). Several early educational/racial discrimination cases were heard in lower and high courts and some researchers consider them as forerunners in the discourse on ethics in education. Today, as it was decades ago, educational leaders wrangled with the issues and outcomes of these cases professionally and personally.

Pazey (2010) suggests from both experience and practice, authentic educational leadership today requires administrators throughout the educational system (K-12, Special education, and postsecondary education) to positively influence academic opportunities and outcomes for all students regardless of gender, racial, ethnic, or cultural background. The discussion regarding the ethic of justice versus the ethic of care emerged, according to Pazey (1995), with feminist theorist Nel Noddings. “Caring is viewed as a relational ethic existing between the one caring and the one cared for. The effectiveness and fulfillment of the one caring depends on how the one cared for receives and responds” (Pazey, 1995, p. 299).

Pazey (1995) remarked that a caring standpoint allowed educational leaders to behave and respond ethically and morally to the needs of all students. “Clearly, an ethic of care, inherent in women’s leadership styles, is an essential link for administrative practice and can enhance an ethic of justice leadership style” (Pazey, 1995, p. 302).

Furman (2003) noted educational leaders come to grips with ethical position through conflicts dealt with daily by using and applying “principles of ethical analysis.” He expands the ethical framework of Shapiro and Stefkovich by inserting the Ethic of Community. “...the field of educational leadership requires both personal and

professional ethics to be constantly evident is focusing more on the moral purposes of schooling and leadership practice” (Furman, 2003, p. 5).

...helps educational leaders understand how to operate with intention within the framework of the ethics of justice, critique, care, profession, and community, for preparing and educating students along the Kindergarten through postsecondary education channel required for success in the 21<sup>st</sup> century. (Furman, 2003, p. 6)

**Ethic of care, justice, and community.** Community college leaders and administrators must use data and knowledge to know what to do to increase student success and completion. Authentic educational leadership is based on the philosophical tenets of social justice, feminist theory, and critical theory. Theories that contribute to helping leaders come to grips with their own ethical positions include description decision theory, decision theory, and cognitive script theory (Frick, 2009). The scholarship of Shapiro and Stefkovich, mostly noted in the work of special education, has application for community college leaders. *The Basis of Authentic Educational Leadership* (Shapiro, 2006; Stefkovich, 2006) forms the basis of much of the authentic leadership research in education.

### **Minority Male Student Success Programs in Community Colleges**

This study’s focus includes a review of how special minority male programs influence African American and Latino men in the pursuit of college credentials, what evidence of student success is tracked (retention, course completion, graduation rates), and what measures of effectiveness exist. Though several community colleges were

early adopters of strategies to increase enrollment and success of minority men, program evaluations to determine evidence of success were rare (Harris, 2009).

Crisp (2010) noted, that community college students often start their higher education journeys with more hindrances when compared with those who begin at a four-year college or university (Crisp, 2010; Strayhorn, 2008). Mentoring, as a student success strategy may improve grades, and overall grade point averages for students and grades are a critical milestone for persistence in education (AACC, 2010; Crisp, 2010; Saenz, 2010; Strayhorn, 2008). Strayhorn (2008) recognized the importance of supportive relationships as a student success strategy for African American men in college.

Minority male student success programs are significant to the college completion agenda (increased enrollment and graduation rates) for minority men in America (AACC, 2010; ATD, 2010; CCSSE, 2010; College Board, 2010). Several programs listed on AACC's MMSSD, identify college degree attainment as the mission and vision statements for numerous programs (AACC, 2011). The Growing What Works database (Santiago, 2011) provides examples of strategies and interventions for Latino boys and men.

**Minority boys and men in school and college.** The early research on the educational challenges facing boys and men of color centered primarily on elementary, (P-5), middle (grades 6-9), and high schools (grades 9-12). Much of the literature focuses on academic, social, and behavioral issues (Whitmire, 2010) in pre-kindergarten through Bachelor's degree (P-16).

Other researchers point to the data regarding enrollment trends, interrelated difficulties regarding persistence, retention, and subsequent success and completion (Harper, 2006; Trammel et al., 2008) for African American men. Research has been focused on the issues younger men of color are facing in college largely because of the integration of data and the early educational and personal experiences which influence college enrollment, persistence, and success (College Board, 2010; Harper, 2006, Lumina Foundation, 2009; Trammel et al., 2008; Whitmire, 2010).

Research on the struggles many boys experience in K-12 and men in 4-year colleges and universities is well documented (Harper, 2006; Strayhorn, 2008; Trammel et al., 2008; Weaver-Hightower, 2010; Whitmire, 2010) and represent both qualitative and quantitative studies. To further understand increasing completion for boys, and young men of color, alignment and connection between and within our K-12 educational system is critical and serves as foundation for helping more men of color to succeed in college.

This section of the literature review has numerous interrelations within the presented theoretical frames. As the demographic representation of multi-national/ethnic Latinos becomes U.S. citizens, several perspectives must be used to understand the issues and discover solutions. The open door mission of 2-year colleges serves the most diverse student group of all higher education institutions. The large minority populations often represent multiple academic, financial, social, and cultural experiences that impact the ability for community colleges to focus on the mission, which includes helping more men of color complete college credentials. Based on a

review of the literature and theoretical frames associated with student success for African American and Latino men and boys, community college leaders, faculty, and counselors should be aware of the intersectionality theoretical framework (Collado, Martin, Castro, Brock, Orr, & Gardenhire-Crooks, 2010).

Several researchers suggest the overrepresentation of African American and Latino males in special education lead many students to become likely high school dropouts (College Board, 2010; Saenz, 2009; Saenz & Ponjuan, 2009). African American and Latino student groups dropout of high school more than their White counterparts (NCES, 2010). These dropouts are more often male than female in America (Saenz & Ponjuan, 2009). “This trend has been especially evident in secondary and postsecondary education in recent years, as Latino males are more likely to drop out of high school, to join the workforce rather than attend college” (Saenz & Ponjuan, 2009, p. 54).

Their experiences in school are often difficult, resulting in their overrepresentation in behavioral and special education programs and classes (College Board, 2010; Saenz & Ponjuan, 2009). “For example, boys are twice as likely as girls to be labeled ‘learning disabled,’ they are seven times more likely to be diagnosed with attention deficit disorder or attention deficit hyperactivity disorder, and they constitute up to 67% of the special education population” (Saenz & Ponjuan, 2009, p. 60). Saenz & Ponjuan, as well as the College Board noted the following:

- Latino students are more likely to be overrepresented in special education, and recent data suggest that they tend to be especially over identified during their high school years
- Overrepresentation results in a form of ability tracking
- ...overrepresentation is even more pronounced among Latino and Black [males] which make their college pathways that much more difficult to navigate.
- The problem of stigmatization begins much earlier in the education pipeline, as children from economically poor Black or Latino families are increasingly labeled with the ill-defined “at risk” category even before they enter school
- “Latino males are not keeping pace. They’re not keeping pace in college entry, graduation or aspiration for graduate study. (Saenz & Ponjuan, 2009, p. 56)

Further complicating the issues is the fact that many African American males grow up in homes lacking appropriate male mentors, role models, and father figures in the home (Trammel et al., 2008). For many minority males who do enroll in college, they often are required to enroll in one or more developmental course. They often lack the understanding of what it means to go to college (appropriate study skills, time management, appropriate course selection, focus and or skill connecting course and career self management and course success (Achieving the Dream, 2006).

In a 4-day conference on the crisis of men of color in American schools and colleges, many participants voiced their own experiences, issues, and concerns (College Board, 2010). “In sometimes startlingly direct language, participants worried about the lack of role models representing academic achievement and success for young men of color” (College Board, 2010, p. 11). The issues emerged in different ways. “African-American participants expressed concern about masculinity defined as competition with other men and dominance of women. Hispanic and Latino participants pointed to values such as machismo (the need to be tough), and familismo (need to support family)” (College Board, 2010, p. 11). Community college leaders and their faculty members must understand this search for respect is cultural and can influence the behaviors of men of color.

Our collective focus on improving educational attainment rates for men of color can be viewed as a national crisis.

Today’s knowledge-based, global commerce requires continuous investment in human capital through postsecondary education for countries to be fiercely competitive. Countries, such as China and India, are experiencing growth in the number of people participating in postsecondary education; the United States has fallen behind. (Palmer, Davis, Moore, III, & Hilton, 2010, p. 105)

Thomas Friedman’s work can be viewed through the lens of many minority males from many angles. The nation has need of workers who are well educated with at least one year of college completed. Many cities and states that had strong manufacturing bases are now becoming hubs of scientific, technological, engineering,

and mathematical engines of innovation and excitement. For men of color, many can enter the workforce with the skills needed for success by completing a related community college credential and/or degree.

While America needs to focus on increasing college access and degree completion among underrepresented ethnic minorities, particularly in Science, Technology, Engineering, and Mathematics (STEM), educators and policymakers assert that this is particularly important for African American males. Increasing matriculation and graduation rates for African Americans is not only a matter of equity, but in the context of STEM, it has major implications for the competitiveness of the United States in the global economy (Palmer et al., 2010).

Researchers, Bush and Bush (2010) also focused on the educational experiences of men of color. They assert there are two schools of thought when discussing the academic success of African American males in higher education. “The first school of thought analyzes individual characteristics and the second focused on pre-college indicators, known as cognitive and non-cognitive variables, respectively” (Bush & Bush, 2010, p. 41).

The most important individual characteristics that lead to persistence for men of color (Latino and African American) requires leaders, teachers, parents, and students to assess, acknowledge, and understand real or perceived barriers that prevent more men of color from making valid career decisions (Hawley, 2005) in the pursuit of higher educational credentials. African American and Latino male students often lack the ability to make sound, and informed career choices. Poor decisions result in poor

grades; in college without acquiring college credits; stop-in and out behaviors; enrolling in many different colleges. These behaviors reduce motivations, aspirations, and the ability to succeed in college Hawley (2005, 2006).

Among the strongest predictors of attrition were the number of developmental classes required, the intention to transfer to a 4-year institution, and the expectation that English as a second language could be a problem for college students. Among the strongest predictors of persistence were being African American or Latino, cumulative GPA, and the length of time students plan to spend at the college (Hawley & Harris, 2005, 2006).

Other researchers have also considered the academic success issues facing men of color who are also student-athletes (Comeaux & Harris, 2007; Eckard, 2010). Many have focused on understanding the relationships and predictors of student success and more specifically, Black men who participate in collegiate sports in either a 2-year or 4-year college. Most noted theorists in the field of student engagement, student success, and retention include “Terenzini and Pascarella 1980, and Tinto, 1993 are the most widely used” (Gary L. Kramer & Associates, 2007, p. 107).

McClenney (2010), the Director of the Center for Community College Student Engagement (CCSSE) has a team gathering data and information on the issues and concerns influencing men of color student success programs in community college institutions. McClenney (2008) asserts

...consistent, rigorous and explicit high expectations must be set for students and institutions. These must be coupled with timely, effective, and inescapable

student support. We salute those teachers, advisors, counselors, tutors and numerous others who are committed to making the possible real in the lives of students. (K. M. McClenney, personal communication, March 22, 2010)

Researchers must continue to be diligent and committed in gathering and using research and determining evidence of effectiveness in special focus programs and initiatives to increase student success and improve the educational outcomes for men of color in higher education (Santiago, 2009). The current research and data regarding why boys and men are struggling in our K-12 schools and colleges is daunting and troubling. The trend data is even more dismal for men of color globally (Whitmire, 2010). Journalists and media often report negative stories and portrayals of men of color in general. The reporting is often replete with negative words that describe experiences, behaviors, performance, and outcomes. Those involved in this discourse on men of color in school and colleges are concerned about turning the trend data around. Conversations about the daunting data must also be coupled with discussions on identifying and implementing solutions, evaluating, and the reporting the evidence of effectiveness of pilots and long-term programs, while also sharing best practices for scaling up of these solutions across similar institutions. Geoffrey Canada, President and CEO of the Harlem Children's Zone said:

The difference is that we are getting to children early and staying with them through college with a seamless pipeline of high-quality programs. As a country we need to do the same and we will have the same successes ... These boys are failing, but I believe that it is the responsibility of the adults around them to turn

these trajectories around. . . . There are both economic and moral reasons to help these boys, more so because of the scale of the problem that this report lays out in detail. As daunting as the challenge is, I am more optimistic than ever. We have a President who gets it and Americans everywhere are not just eager for change, but increasingly calling for change. It will be a long, difficult process, but I have faith in America and its incredible ability to reinvent itself for the better. (Schott Foundation for Public Education, 2010, p. 3)

Helping more men of color experience success in school, college, and society, researchers (Bush & Bush, 2010; Hawley, 2005; Palmer et al., 2010; Schott, 2010) theorize this is an issue of equity. Several colleges with Minority Male Student Success have uploaded or sent program information to AACC for inclusion within the database. Likewise, many of these programs grew out of work their college did or are currently engaged in with Achieving the Dream and CCSSE

ATD's statement on Equity:

Achieving the Dream urges colleges to make a commitment to eliminating achievement gaps while improving outcomes for all students. Institutions examine their policies, practices, and institutional culture with the goal of reducing inequities that create barriers to success. To achieve high rates of success for all students, especially students who traditionally have faced the most significant barriers to achievement, institutions must have a student-centered vision, a culture of evidence and accountability and a commitment to equity and excellence. (Achieving the Dream, 2010, p. 1)

With increasing demands for accountability, community colleges, like many other institutions, must do more with less with greater expectations for understanding how to develop common measures of evidence to help more students complete a college credential or degree. According to *Inside Higher Education*, many of these institutions are not new to the need for accountability, but need to understand collectively what methods, processes, and metrics really lead to increased student success and completion (2010). It was noteworthy to determine how minority male student success programs are helping community colleges in their accountability measures. ATD colleges have demonstrated a commitment to leadership and are:

Senior college leaders actively support efforts to improve student success, not just to increase enrollments, and are committed to achieving equity in student outcomes across racial, ethnic, and income groups. Administrators, board members, and faculty and staff leaders demonstrate a willingness to make changes in policies, programs, and resource allocation to improve student success. (Achieving the Dream, 2010, p. 1)

### **Early Models of Student Success Programs for Minorities**

**TRIO programs.** Started with legislation in 1965, TRIO Programs launched activities to recruit, retain, and help graduate students, from high school to graduate level degree completion (TRIO Programs, 2011). The Federal TRIO Programs are federal outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds. TRIO includes eight programs targeted to serve and assist low-income individuals, first-generation college students, and

individuals with disabilities to progress through the academic pipeline from middle school to post baccalaureate programs. These programs include:

1. Educational Opportunity Centers
2. Ronald E. McNair Postbaccalaureate Achievement
3. Student Support Services
4. Talent Search
5. Training Program for Federal TRIO Programs Staff
6. Upward Bound
7. Upward Bound Math-Science
8. Veterans Upward Bound (U.S. Department of Education TRIO Programs, 2011)

These programs have been noted for successfully helping many minorities access and complete college degrees and other credentials. TRIO also includes a training program for directors and staff of TRIO projects (U.S. Department of Education, 2011).

In 1972, a new office, “the Educational Opportunity Centers (EOC) Program, one of eight TRIO Programs” created to support “two- and four-year colleges and universities and public or private agencies or organizations to assist adults from disadvantaged backgrounds to enter or continue a postsecondary education program.” (U.S. Department of Education, 2011, p. 1)

A 2006 report (2001/02 and 2003/04 data) from the U. S. Department of Education show more than 75% of typical program participants were qualified as low income and potentially first generation. Below are charts reflecting the eligibility status

by gender and race (U.S. Department of Education, Educational Opportunity Centers, 2006 p. 4).

Student Support Programs were designed to help many first-generation students achieve access to and completion of college degrees (U.S. Department of Education TRIO Programs, 2011). Many of these programs were created, funded, and evaluated by federal government resources. For many minority and low-income students, an opportunity to participate in higher education meant access to employment beyond minimum wage and an entree to a middle class lifestyle.

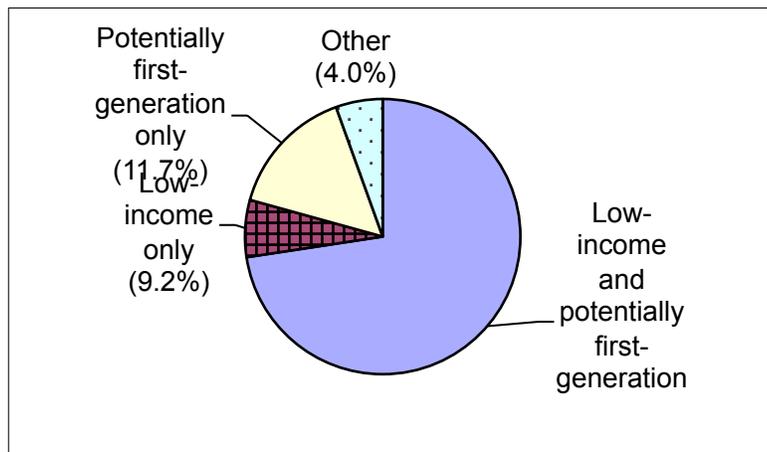
Most of the program participants come from families that don't understand the higher education process, so the counseling they receive through the programs helps them gain the necessary grounding, information and advice to pursue higher education. Two of the TRIO Programs, Talent Search and Upward Bound, are early intervention initiatives that manage to keep thousands of promising young low-income and minority students in school and focused on career and college success. (Brown and Santiago, 2004; U.S. Department of Education, (2000 p. 18)

The program components for many of these initiatives included the following:

- Pre-college outreach
- Tutoring
- Career Planning
- Service learning
- Mentoring (Peer to peer; and faculty to peer)

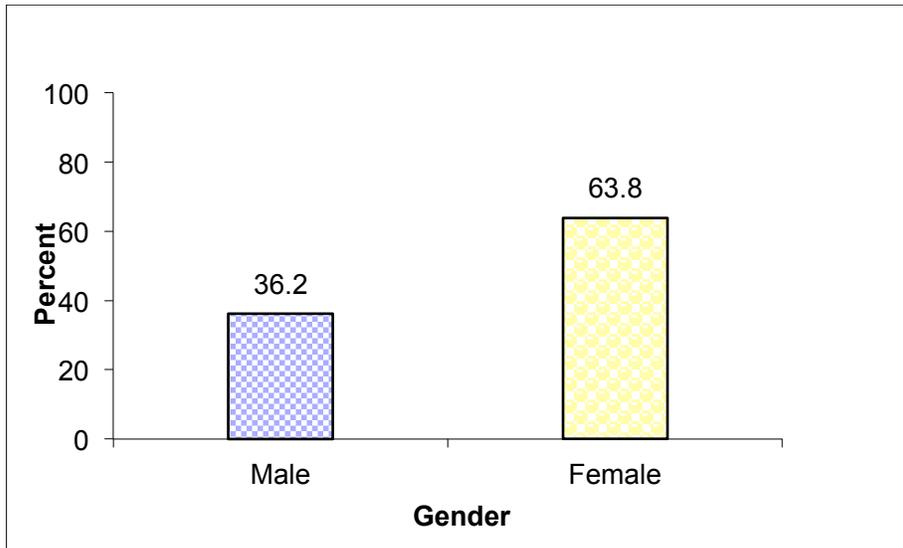
- Learning communities (TRIO Programs, 2011)

Below, Figure 9 reflected most participants in these programs were identified as low-income, first generation and today this is often the status of Hispanic and African American students (Santiago, Kienzl, Sponsler, & Bowles, 2010).



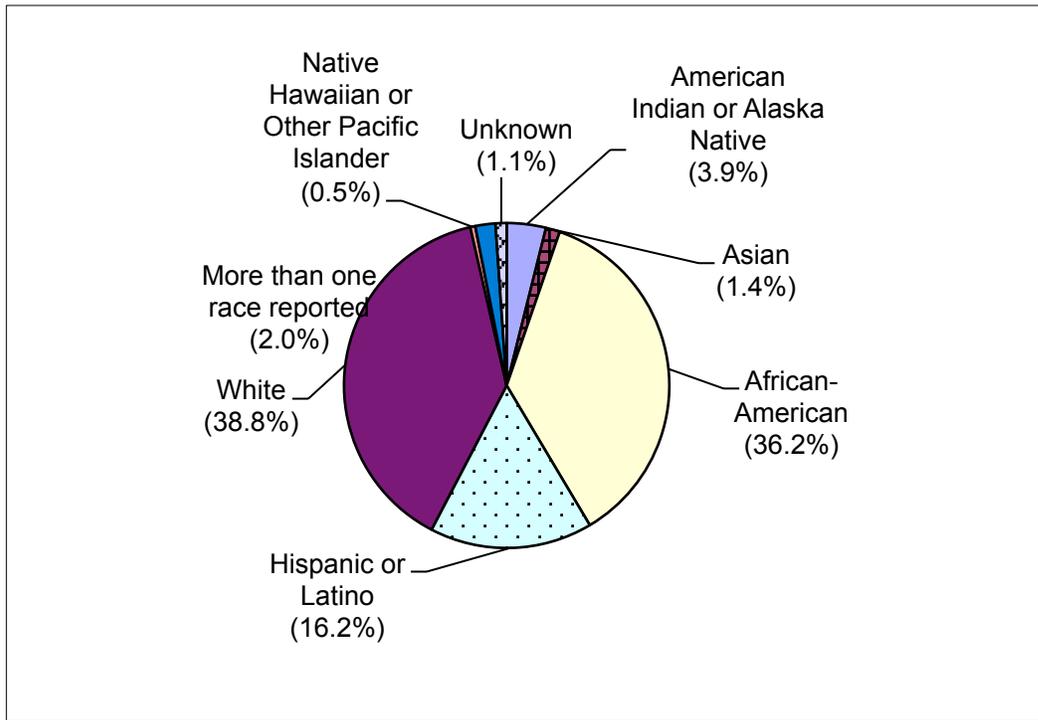
*Figure 9.* Percentage distributions of EOC Participants by eligibility status in 2003 – 04  
 Source: Data from the program files of the U.S. Department of Education, Federal TRIO Programs, Educational Opportunity Centers Annual Performance Reports, and 2003–04.

Consistently, data and research from numerous sources illustrate gender gaps in college participation (ACE, 2010; College Board, 2010, 2011; NCES, 2009) and Figure 10 is a reflection of TRIO participants as reported in 2003 and 2004. This gender gap depicted a 27.6% gap between female and male TRIO participants during this timeframe (U.S. Department of Education TRIO Programs).



*Figure 10.* Percentage distribution of EOC participants, by gender: 2003–04  
Source: Data from the program files of the U.S. Department of Education, Federal TRIO Programs, Educational Opportunity Centers Annual Performance Reports, 2003–04.

Several researchers have advocated for the use of data, and more specifically, disaggregated data for institutional student success and completion. TRIO programs, as noted in Figure 11 show annual participation is predominately by White students at 38.8%, followed by African American students at 36.2% and Hispanic students at 16.2% in 2003 – 2004 (U.S. Department of Education TRIO Programs, 2011).



*Figure 11.* Percentage distribution of EOC participants, by race and ethnicity: 2003–04  
 Source: Data from the program files of the U.S. Department of Education, Federal TRIO Programs, Educational Opportunity Centers Annual Performance Reports, and 2003–04.

Gardner (2008) noted the unique role of TRIO programs and educators were advocates for student success when the term was not well known or widely used. Program participants were highly engaged and supported in TRIO programs, which led to increased success. He suggested TRIO staff are considered counselors, yet function “almost in a faculty-like position/role” (Gardner, 2008, p. 1). Gardner posited that TRIO benefits students because the focus included early outreach interventions that begin in sixth grade, involve year-around educational, career exposure and focus on retention strategies throughout the college experience, (Gardner, 2008). Findings from various

TRIO evaluative reports indicated a mixture of results based on a 2010 report on the Upward Bound Math and Science Program:

- An increase in enrolling in more selective four-year institutions.
- An increase in postsecondary degree completion overall and at four-year institutions. (U.S. Department of Education TRIO Programs, 2011)

A 2009 report of Upward Bound also showed mixed results. Some of the major findings included:

- Upward Bound increased the likelihood of earning a postsecondary certificate or license from a vocational school but had no detectable effect on the likelihood of earning a bachelor's or associate's degree. Estimated impacts on receiving any postsecondary credential and receiving a bachelor's degree are 2 and 0 percentage points, respectively, and are not statistically significant.
- Upward Bound increased postsecondary enrollment or completion rates for some subgroups of students. For the subgroup of students with lower educational expectations at baseline—that is, the students who did not expect to complete a bachelor's degree—Upward Bound increased the rate of postsecondary enrollment by 6 percentage points and postsecondary completion by 12 percentage points.

### **Early Community College Student Success Programs**

A historical review of the success of the Community College of Denver and Miami Dade College are evidence of college leaders, faculty and staff members

discovering winning strategies for the successful educational experiences and outcomes for minority students which included completion of credentials, degrees and transfers to four year colleges (Roueche & Baker, 1987; Roueche et al., 2001). The strategies implemented in these two colleges should be considered early examples of student success programs focused on developmental education and benefited minority students.

Miami-Dade College, the largest institution of higher education in the country historically has graduated more minority males than any other community college in the country (MDC, 2011). Researchers have studied the strategies, practices, innovation, and excellence with men of color (Roueche & Baker, 1987; Miami Dade College, 2011). This college has been a forerunner in the development of a minority male student success initiative. Community college leaders, policy makers, and funders need to better understand how to increase student success for men of color.

The focus and commitment to equity in higher education has led to a heightened focus on improving outcomes for minority men in 2 and 4-year colleges with special minority male only strategies for greater access, completion of credentials and degrees and transfer rates to 4-year institutions.

A response to this spotlight on student success and minority men led AACC to create and launch a database to collect and promote minority male student success programs (AACC, 2010). “The new web-based Minority Male Student Success Database (MMSSD)...is an interactive database highlighting community college programs, initiatives, and strategic plans that focus on minority male mentoring, recruitment, persistence, and completion” (AACC, 2010, p. 1). The goal of this database

allows its member colleges with programs to enter data about their special focus initiative or program while also providing access to other community colleges interested in starting their own programs the opportunity to review and connect with program directors (American Association of Community Colleges, 2010). Current examples of programs offer many different components, including learning communities, summer bridge experiences, tutoring and mentoring (AACC, 2010).

### **Mentoring in Community Colleges Used to Improve Student Success**

Several minority male student success programs, launched in the 1980s and 1990s commonly reflected varying aspects of mentoring as a major engagement and recruitment strategy and a review of selected minority male mentoring programs is inclusive to this literature review (Crisp, 2010; Harper, 2006; Palmer, 2007; Ray, Carley, & Brown, 2009). The use of mentoring to engage minority men in community college student success programs is reflective of the Critical Race Theoretical (CRT) frame.

This study reflects the critical role of race when examining the inequities in educational attainment between men of color and other racial/ethnic groups and gender gaps in higher education. CRT embodies the contextual relationships that engage a mixture of race, gender, and class status in America (Crisp, 2009, 2010; Harper, 2006; Strayhorn, 2008). Earlier adopters launched mentor programs as a key strategy to improve student success for minority men on their campuses. Miami Dade College and North Carolina Community College System were two early adopters of mentoring to improve outcomes for minority male students.

**North Carolina Community College System (NCCS).** The NCCS began its minority male mentoring program with six pilots in 2003 and has expanded to include 41 established Minority Male Mentoring Programs. Students acquire leadership and academic skills and encouragement to continue their education at four-year colleges (North Carolina Mentoring Program, 2011). Each program is encouraged to form partnerships with local community-based programs serving the identified targeted population. NCCS states:

The mission of the Minority Male Mentoring Project is to encourage participants to excel academically, stay in college, and achieve. The program has gathered data and report evidence of student retention and graduation increases and the acquisition of leadership skills for the men who participate. (Ralls, 2011, p. 1)

NCCS encourages any new program to consider the following:

- Enroll at least 10-15 participants in the program
- Monitor the progress of the participants
- Coordinate to meet with Program Director for regular site visits
- Report progress of the goals and objectives established by the program
- Make medical and behavioral treatment referrals, when appropriate
- Recruit faculty, staff, and peer mentors
- Conduct train-the-trainer workshops
- Provide individual and group counseling for participants
- Coordinate personal development seminars
- Provide substance abuse education

(North Carolina Community College System, 2011)

In 2007, NCCS hosted a statewide minority male mentoring conference. Sample topics covered issues for young minority boys, high school and college students.

Specific sessions included:

Equipping Minority Males with a Vision

Are You Prepared for the 21st Century Employer?

Reaching Latino Fathers and Serving Their Needs

Developing Learning Outcomes for Minority Male Students

Understanding Employment Barriers for Ex-Offenders

Motivating Young Boys for Leadership

Preparing and Paying for College

Economic Impact of Minorities in North Carolina

Financial Factors for Fathers

Men and Mental Health: Time to Face the Facts

(North Carolina Community College System, 2011)

Degree attainment for students of color is an important factor for educational leaders to focus in order to gauge how their students are performing and serves as a measure of effectiveness for student success. If our nation is to be a world leader with the highest proportion percentage of our United States adults with college degrees, we must intentionally inform our local communities, parents and others regarding the current status and future goals for college degree attainment. Santiago (2011) noted the need for collective adoption of strategies that create a plan or map to achieve significant

improvement for Latinos (Santiago, 2011). Community college research determines student engagement and student success are necessary aspects of the successful educational experience for African American males (Harper, 2006). Students of color, particularly African American and Latino males, have historically performed well below their White and female counterparts in academic enrollment and achievement (Greene, Marti, & McClenney, 2008; Harper, 2006).

### **AACC Minority Male Student Success Database**

The MMSSD is an example of how community colleges are responding to the goal of increasing student success for minority males, eliminating the gender and racial gaps in higher education, and helping to meet America's need to be more competitive. Our nation's global and economic competitiveness is achievable by helping more college students achieve a college credential or degree (Obama, 2010). Roueche, Richardson, Neal, and Roueche, (2008) affirm innovative community colleges "recognize they must nurture and respect the students they have... [with] creative solutions to meeting students' nontraditional problems and pressing needs" (p. 242).

The result of a keyword search using the term 'mentoring' on the AACC MMSSD database returned a list of 53 of the 60 program descriptions. The result of the keyword search is listed in Table 6 below:

Table 6.

AACC MMSSD – Mentoring

- 
1. Alamance Community College - Emerging Minority Leaders
  2. Asheville-Buncombe Technical Community College - Minority Leadership Academy
  3. Baltimore City Community College - The QUEST: African American Male Learning Cohort
  4. Broward College - B2B Learning Communities Encourage Broward Social Status on Black Men and Boys
  5. Capital Community College - Black and Latino Male Resource Center
  6. Cincinnati State Technical & Community College - Black Male Initiative
  7. Coastline Community College - African American Male Education Network and Development
  8. Community College of Philadelphia - Center for Male Engagement
  9. Craven Community College - Male Mentoring Empowerment Group (M.M.E.G.)
  10. Delaware Technical & Community College - The Vanguard Society
  11. Durham Technical and Community College - "Visions" Minority Male Leadership Initiative
  12. East Arkansas Community College - Minority Male Assistance Program (MMAP)
  13. Edgecombe Community College - Empowering Males with a Purpose to Achieve and Celebrate (EMPAC)
  14. El Centro College's - African American and Latino Male Initiative
  15. Forsyth Technical Community College - James A. Rousseau Minority Male Mentoring Program
  16. Georgia Perimeter College - GPC Leadership Academy
-

- 
17. Halifax Community College - P.R.I.D.E. of Halifax Male Mentoring Program
  18. Harford Community College - Rites of Passage Mentoring Program
  19. Highline Community College - Heritage Leadership Camp
  20. Hillsborough Community College - Collegiate 100 Program
  21. Housatonic Community College - You Can Do It
  22. Houston Community College System - Minority Male Initiative
  23. Indian River State College - African-American Males Leadership Institute
  24. James Sprunt Community College - Male Mentoring Achievement Program (2MAP)
  25. Lone Star College System - Brother For Brother (B4B)
  26. Manchester Community College - Brother-2-Brother Program
  27. Maricopa County Community College District - Minority Male Initiative
  28. Medgar Evers College - Black Male Initiative
  29. Midlands Technical College - African American Male Leadership Institute (AAML I)
  30. Milwaukee Area Technical College - Just One Mentoring Program
  31. Mitchell Community College - Minority Male Mentoring Initiative (3MI)
  32. Montgomery County Community College - Minority Male Mentoring Program
  33. North Carolina Community College System - Minority Male Mentoring Program
  34. Northeastern Technical College - TRUMPET
  35. Northlake College - African American and Latino Male Initiative (AALMI)
  36. Ouachita Technical College - Men on a Mission (MoM)
  37. Pitt Community College - NEXT LEVEL Minority Male Mentoring Program
  38. Prince George's Community College - Diverse Male Student Academy
  39. Prince George's Community College - Men Moving Forward
  40. Pulaski Technical College - The Network for Student Success
  41. Queensborough Community College - MALES Initiative (Men Achieving and
-

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Leading in Excellence and Success)

42. Robeson Community College - Minority Male Achievement Program
43. San Jacinto College District - Men of Honor
44. St. Louis Community College - African-American Male Initiative  
"Empowering Student Leaders for the Future" (AAMI)
45. St. Petersburg College - Male Outreach Initiative (MOI)
46. Technical College of the Lowcountry - PILAU -- Promoting Integrity,  
Leadership, Academics, and Cultural Understanding
47. The City University of New York Black Male Initiative (CUNY BMI)
48. The Tacoma Community College Center for Multi-Ethnic and Cultural Affairs  
and the College Success Foundation
49. Trident Technical College - M.E.N.S. Program
50. U of Pittsburgh - iSchool Inclusion Institute (i3)
51. Wake Technical Community College - Pathways Leadership Initiative
52. Wayne Community College - Minority Male Mentoring Group
53. Wilson Community College - Male Mentoring Improvement Coalition

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(American Association of Community Colleges, 2010)

Michael Cuyjet, a leading researcher on Black men in higher education asserts the colleges need to approach these men for engagement academically and socially.

President of Philander Smith College speaking to Inside Higher said,

It's really based on the research on African-American men in higher education with non-cognitive variables, including attachment to the institution, levels of social adjustment, and supportive relationships with mentors playing significant roles in predicting student satisfaction and success. Those are the things that you really have to address, that men really need to have these supportive and

nurturing environments. It is not just as simple as they need more tutoring. You could provide the tutoring, and the guys won't come. (Redden, 2009, p. 1)

The sharpened focus to increase college degree attainment is important to the economic success and stability our country. Research is widely available on the issues facing African American men and boys (Harper, 2006; Palmer, Davis, & Hilton, 2009; Strayhorn, 2008). For African American and Latino men this means helping more increase their participation through enrollment in college, and for those who enroll, helping them to finish. Simply stated, it means helping a high school dropout reengage in school for completing of the high school diploma or encouraging preparation and completion of the GED (Pew, 2010).

Many leaders across the nation are determined to reverse the trend data for high school dropout rates, low college enrollment, and educational attainment gaps for Latino and African boys and men (ACE, 2010; CCSSE, 2010; College Board, 2010; Lumina Foundation, 2009; Santiago, 2011; Schott, 2010). In several studies, minority males appear disengaged and disinterested in education or the benefits that come with completion when compared to Caucasian, Asians, and women within their ethnic groups.

Community college leaders have proven, through history, the courage and innovation needed to address these and other issues facing students. Great leaders require the time and commitment to focus on the real issues facing all students, but especially men of color; secure partnerships with policy groups, philanthropic entities, and researchers to sharpen the 'reenergized' mission of community colleges. Many

community colleges have created ‘college pathway’ programs with a specific focus providing positive experiences for youth and bridge the connection for many African American and Latino males in grades P-16.

Another example of a minority male focused student success program is the Minority Male Initiative (MMI) at Cuyahoga Community College, (Cuyahoga Community College, 2010). The goal of this program, launched as a pilot in 2010, is to engage minority males in the transition to college and the assistance to complete a credential or degree. Like many other programs of its kind in community colleges, the program components include:

- Mentoring sessions
- Tutorial services
- Public speaking workshops
- Professional development
- Academic advising
- College tours (4-year colleges and universities)
- Etiquette training
- Peer tutoring
- Field trips
- Diversity issues
- Interpersonal counseling
- Transition from high school to college seminars
- Below, a sample record of Jackson Community College, Men of Merit Program:

|  |   |
|--|---|
| Program Name                                     | Jackson Community College - Men of Merit  |
| Submitter  | Amelia Leighton   |
| First Name                                       | Amelia  |
| Last Name  | Leighton  |
| Contact Title                                    | Assistant Director for the Center for Student Success   |
| College  | Jackson Community College   |
| Address  | 2111 Emmons Road  |
| Address 2  |   |
| City   | Jackson   |
| State  | MI  |
| Zip  | 49203   |
| Email  | <a href="mailto:leightoameliaj@jccmi.edu">leightoameliaj@jccmi.edu</a>  |
| Phone  | 517.796.8445  |
| Phone Ext  |   |
| Fax  | 517.768.7008  |
| Program URL                                      |   |
| Program Services                                 | Cohort Study Sessions; Service/Community Learning Opportunities; Literary/Book Club   |
| Program Start Month                              | September   |
| Program Start Year                               | 2008  |
| Current Number of Students                       | 30  |
| Program Initiated                                | After hearing about a similar program in North Carolina and being aware of the state of crisis of young black men, I wrote letters of invitation to the group meeting, which I titled Men of Merit, and hand delivered them to African American males on our campus. Nearly 2 dozen young men attended the first meeting. We met bi-weekly during the first semester and moved to weekly meetings thereafter. The men attend willingly and without the reward of college credit. The mission of the initiative is to encourage members to stay in college, advance academically, serve their community and become the men they dream to be. |
| Program Funded                                   | The administration supports this initiative and demonstrates commitments for its success through resources and financial supports. In addition, Achieving the Dream also contributes to its success.  |
| College President and Administrators Involvement | The president and administrators are very involved with the Men of Merit. The president has committed financial support for the Men of Merit and attended functions for the Men of Merit. Two administrators; the multicultural director, and I, facilitate the group. Other administrators have attended luncheons to welcome the young men and show their support, presented to the group on various topics, and have recognized them verbally and in print such as in our college newsletters, magazines and other publications.   |
| Attachments                                      | <a href="#">SummitReport.pdf</a> (American Association of Community Colleges, 2010)   |

A review of previous research on the educational experiences of minority students in general and more specifically on males has primarily focused on the experiences in the K-12 pipeline and 4-year colleges and universities (Harris, 2009). Harper (2006) posits ...Black students have long been treated as a monolithic group and data are not disaggregated by gender in most published research (Harper, 2006, p. 1).

*The Educational Crisis Facing Young Men of Color* was an event hosted by the College Board in early 2010 asserts the aspirations and goal attainment rates are different for Latino groups (College Board, 2010). "The diversity of the Latino population requires attention. Cuban Americans are different culturally from Central and South American immigrants. American-born Latinos are not the same as immigrants. Immigrants come here to work, not to go to school, while American-born Latinos may have higher educational aspirations. (College Board, 2010, p. 16)

Alonso-Zaldivar and Thompson (2010) reported,

Despite strong belief in the value of a college diploma, Hispanics more often than not fall short of that goal. The poll's findings have broad implications not only for educators and parents, but for the economy. In the next decade, U.S. companies will have to fill millions of jobs to replace well-trained baby boomers going into retirement. As the nation's largest minority group, Latinos account for a growing share of the pool of workers, yet their skills may not be up to par. Aware of the challenge, some California State University campuses are reaching out to Hispanic children as early as the fourth grade. "Aspirations for higher

education are very strong among Hispanics, but there's a yawning discrepancy between aspirations and actual attainment," said Richard Fry, an education researcher at the Pew Hispanic Center. (p. 1)

In numerous investigative projects, publications, conferences, and special focused events, researchers are determined to understand how to increase the number of Latino and African American males who attend and complete college. Many states, community colleges, and others have created special student success initiatives to close these gaps. These programs use student engagement as a foundation for systemic overall student success.

Researchers agree that one major complexity in getting more men of color in and through college successfully is deciding to create the conditions that lead to starting college right (Oriano-Darnall, 2008). Collectively, community college researchers and practitioners must work to close the college attainment gap for African American and Latino males by helping them connect early in the college experience with faculty, other students, and support staff in order to create the skills needed to persist and complete college. The early research reported from CCSSE helped community colleges to understand that men of color like many other students:

- Don't do optional (assessment, new student orientation, etc.)
- Need high expectations and high support for academic performance
- Require higher levels of engagement in and out of class
- Need a clear pathway

Defining student success in community colleges is essential to understanding what factors are necessary for increasing the number of graduates across all groups, regardless of gender or race. Current leaders and experts agree that helping students start right in order to persist and eventually graduate is critical to this research focus (CCSSE, 2007). Overcoming the barriers to help more men of color succeed in finishing a college credential or degree will require the steadfast commitment of statewide, regional, and local stakeholders to uncover and discover the empirical evidence regarding what matters and proven strategies. McClenney reported:

College completion matters - but, while 84% of community college students indicate that their goal is to complete an associate degree, fewer than half have attained one six years after entering college. Addressing that issue, a new University of Texas at Austin report argues that the escalating national push for more college degrees will produce the desired impacts on America's economy and society only if college completion reflects real and lasting learning. (The Center for Community College Student Engagement, 2010, p. 1)

### **Gaps in the Research Literature**

Qualitative and quantitative research on community college minority male student success programs has been lacking. Research must be done to evaluate evidence of effectiveness necessary to inform and assist educational leaders with understanding the issues and barriers experienced by many younger men of color, especially in 2-year community colleges.

The question of why African American and Latino males have more difficulty navigating college as compared to their female counterparts needs to be further examined empirically. Part of the challenge is a scarcity of research that focuses specifically on the Latino male college experience. Most of what we know about Latino males in college is indirectly ascertained from the important scholarship that examines the Latino educational condition in postsecondary education (Saenz & Ponjuan, 2009, p. 73).

This researcher is interested in focused qualitative research that highlights creative solutions to the cadre of problems uncovered in higher education with men of color. A focus on innovative student success strategies documented by State systems, individual institutions, and policy and advocate groups will help increase success for many boys and men of color beginning in pre-kindergarten through completion of the first Bachelor's degree. Collectively, researchers, practitioners, policy makers, and funders must be committed to help more young men of color enroll and complete college with a credential, or degree (Achieving the Dream, 2010, 2011; AACC, 2009; College Board, 2010, 2011; MDRC, 2010).

### **Summary**

Many of the student success programs evident in 2-year institutions include academic, career, and personal goal attainment; course completion (academic or technical); retention; persistence; program completion (certificate); degree completion; transfer to 4-year College or university and finally gainful employment. The connection

between college success and completion significantly impacts the educational attainment rates for the United States (Harper 2006; The White House, 2009).

Laker (2009) notes the importance of engaging college leaders, faculty members, and others in the discourse on the daunting facts that most African American and Latino males finish college degrees at a lower rate and percentage than other gender or racial groups. His key findings were focused for public and research universities. There is value in these findings for future program development. A sampling is listed here with support from other researchers:

- discussions about work and men's issues should be purposeful and inclusive within the college community; this is relevant as work; men's work has changed with globalization and technology improvements (Whitmire, 2010)
- attention is needed regarding the overrepresentation of disciplinary actions and problems; this is a P-16 issue (College Board, 2010; Saenz & Ponjuan, 2009)

Engaging in qualitative research, with focus groups and semi-structured interviews can help academic leaders understand what factors help men succeed. This researcher is interested in contributing to research that informs community colleges regarding what helps men of color persist and succeed in spite of barriers, deficits, and difficulties. He, along with many other policymakers, business, and academic leaders are focused on increasing the number of college graduates. The White House Initiative on Historically Black Colleges and Universities (HBCUs) and Hispanic Serving Institutions

(HSi's) will assist our nation in meeting the President's 2010 goal. In a recent Executive-Order, President Obama proclaimed:

...to strengthen the Nation by expanding educational opportunities and improving educational outcomes for Hispanics and Latinos (Hispanics) of all ages, and to help ensure that all Hispanics receive an education that properly prepares them for college, productive careers, and satisfying lives...(The White House President Barack Obama, 2010)

Focusing the attention of measuring student attainment has to change if we are to move the needle on increasing the number of college graduates (Moore, Shulock, Offenstein, & the Institute for Higher Education Leadership & Policy, 2009). The responsibility for increasing success for more Latino and African American males has to include many partners, including policymakers. Other partners should include staff members from financial aid, advising, and counseling. Additional team members must include institutional effectiveness, faculty members and other leaders within college institutions, academic associations and most especially, research institutions who can influence policy changes. This researcher proposes to conduct qualitative research involving several institutions with minority male student success programs focused on the academic and non-academic needs of African American and Latino men. The goal is to document the voices of program directors and a few selected participants. Their voices regarding their participation in these student success initiatives will add relevance and significance to this discourse on improving college outcomes for men of color.

## CHAPTER THREE: METHODOLOGY AND RESEARCH DESIGN

### Introduction

*If we are to meet the president's challenge for restoring the U.S. to being first in the world in the percentage of young adults with postsecondary degrees by 2020 — indeed, if we are simply to avoid a further decline in our global standing — we need to break the cycle. We need to give these young men the support they need to achieve their full potential.*

*(College Board, 2011)*

This chapter focuses on the methodology and research design, questions, data selection, research instrument, and the study of humans and limitations of qualitative research. Qualitative research also requires a review of the method used for analysis of the study, trustworthiness, and limitations of the method used in the study. Case study method was preferred for this research based on the two research questions. Soy (1997, 2006) referenced well-known case study researchers (Robert E. Stake, Helen Simons, and Robert K. Yin) as she introduced the primary and necessary steps for successful studies (Soy, 1997). The six steps proposed by Soy, 1997 included:

1. Determine and define the research questions
2. Select the cases and determine data gathering and analysis techniques
3. Prepare to collect the data
4. Collect data in the field
5. Evaluate and analyze the data
6. Prepare the report

Shenton (2004) informed qualitative researchers pertinent to the issue of trustworthiness based on the previous works of J. M. Pitts, D. Silverman and E. G. Guba and identified four main strategies to consider (p. 64). These four factors are:

- a) Credibility (in preference to internal validity);
- b) Transferability (in preference to external validity/generalizability);
- c) Dependability (in preference to reliability);
- d) Confirmability (in preference to objectivity) (Shenton, 2004, p. 64).

Determinants of quality research require assurance of trustworthiness of credibility, dependability, and confirmability (Guba & Lincoln, 2005). This research used triangulation, peer debriefing and member-checking to ensure the credibility of this study of community college minority male student success programs. Shenton (2004) noted triangulation in semi-structured interviews can be better understood when information, outcomes, and themes are verified with a variety of documents. This researcher utilized program brochures, newspaper, journal articles, websites and other relevant information from respective community colleges.

This qualitative research used a series of mini-case studies of special community college minority male programs. Many of these programs are focused on the improvement of conditions that lead to improved outcomes for men of color (African American and Latino). In order for qualitative research to be effective, the researcher must interact with the subject of study in the subject's environment as much as possible, which was a key limitation of this study.

## **Human Subject Interactions**

Participant selections for the semi-structured interviews were finalized based on contacts with program directors and their program participants from the AACC Minority Male Student Success Database, Achieving the Dream, or CCSSE. Mertens (2010) emphasized the need for confidentiality/anonymity, and informed consent in qualitative research. Participants were sought that would be interested in volunteering for the study and met initial criteria – 18 years or older; African American or Latino program participants. All subjects volunteered to participate in this study.

The study received approval from the Institutional Review Board (IRB) in April 2011 (see Appendix C) and all interviews were concluded by June, 2011, allowing for the initial interview and member checking of the transcribed interview. Participants for this study were recruited face-to-face by this researcher during national conferences held February, March, or April 2011 focused on the success of minority male student success programs. Each conference advertised multiple sessions focused on programs, events, and promising practices for the improvement of outcomes for men of color, primarily for African American and Latino males. A preview of conference sessions focused on minority male student success offered at the three national conferences proved beneficial and allowed the researcher to engage in conversations during break time or at the conclusion of the breakout session regarding my research focus. Potential participant names and contact information, and best times to connect were documented in the researcher's journal/notebook.

**Obtaining informed consent – semi-structured interview.** Once the IRB approved the study, each selected interviewee was given a copy of the informed consent form face-to-face, faxed, or emailed. Copies of signed consent forms were provided for each participant prior to each interview. The researcher reminded each participant of the nature and focus of the research with clear communication of anonymity and no personal identifying information shared. A pseudonym was assigned for the audio taping of the interview.

### **Interview Research Protocol**

Participants participated in audio-recorded semi structured interviews. The research participants were offered the chance to complete the interview face-to-face, on the phone, or with Skype©. Each interview was scheduled for 1.5 hours. The interview questions helped the researcher gain a deeper knowledge about components of minority male student success programs and what informed effectiveness.

**Privacy and confidentiality of interview participants.** Each participant's privacy in this study was secured with assigned pseudonyms upon receipt of consent forms for the semi-structured interviews. Interviews were scheduled and conducted in a secured manner in the researcher's closed and locked office. Participants were once again reminded of the purpose of the research, allowed to ask clarifying questions, encouraged to skip questions that were not pertinent and to take as much time to respond as needed. All interviews were scheduled using the method (face-to-face; Skype or phone) and timeframe, and location best for the interviewee.

If a participant previously agreed to the taped interview, but decided at the time of the interview that they would NOT like to be taped, that request was granted and noted on the informed consent form. Subjects were assured that the research findings were to become a part of this Treatise and are public record upon completion, but no specific, individually identifying report was given to the organization. No identifying information was published.

**Confidentiality of the interview research data.** Taped interviews were stored in a locked file in the researcher's locked and secured office. All electronic, computer-generated, and hard copy forms of transcribed interviews are stored in the researcher's locked, secured office and file cabinet. Each recorded interview was labeled with a researcher assigned pseudonym and was only viewed for research purposes. The recordings were transcribed and member-checked (9 of 12). They will be disposed of within one year of the completion of this research/Treatise, July 2012. The transcripts will be retained for at least three years after study closure with the IRB.

No personally identifiable information was stored. Pseudonyms were assigned by the research as Participant or Program Director, followed by the order of interview, i.e., Participant 1 – Participant 6 and Program Director 1 – Program Director 6. A master file, locked in the researcher's office, links each participant's real name and pseudonym. The master file is stored in a different locked filing cabinet in the researcher's office and in a separate location from the informed consent forms. The Master file will be disposed of after one year of the completion of this Treatise. The

consent forms are secured in a locked file cabinet in the researcher's locked and secured office and will be retained for three years after the close of this study.

### **Case Study Research of Minority Male Student Success Programs**

Mertens, 2010 notes that in case study research, “a case may be based on any number of units of analysis: an individual, a group of individuals, a classroom or even an event” (p. 233). This qualitative research used a collective case study which involved community college minority male program focused on increasing successful outcomes for men of color (African American and Latino), i.e., completing courses; persisting by enrolling in classes in consecutive semesters, or terms; passing courses; finishing degrees and/or certificates. Program descriptions were obtained using a purposeful sampling approach from institutions that were 2010 members of the Center for Community College Student Success (CCSSE) and Achieving the Dream (ATD) in preparation for a first ever ATD Strategy Institute session on Men of Color Initiatives totaling 22 programs. Other program descriptions were obtained from Association of American Community Colleges Minority Male Database.

This study used a series of mini-case studies of special community college minority male student success programs started to improve the transition to college, and persistence to complete a credential. The purpose of college institutions is to retain students from start to completion of a credential. For many men of color, the journey to college is difficult, from the first day on campus given barriers and obstacles that may be institutional, instructional or specific to the student's personal, familial, or past educational experiences. This study used several data sources in order to provide a

thorough examination of the characteristics common to minority male student success initiatives, along with perceived benefits, challenges, and opportunities from program directors and participants. Several factors contribute to student success and college completion and the design of the research questions, propositions, and data collection were based on case study research as determined by Mertens (2010).

### **Data Collection**

In this case study research, data was collected using the following methods: 1) program descriptions where primary documents and other artifacts were used as secondary documents (brochures, articles, websites, reports); 2) semi-structured interviews with program directors and participants; observations noted during interviews; and finally the recorded interviews. A review of documentation related to the programs collected based upon questionnaires requested from CCSSE/ATD and AACC during 2009, and 2010 member colleges.

Use of secondary artifacts was used to verify and triangulate data and information collected. Interviews were conducted with program administrators and a few program participants. Findings from this study were used to create a detailed matrix of common program components of minority male student success programs in community colleges. A comparison of these details is included in the findings of this study with identified in-depth effectiveness measures.

Many minority male student success programs are designed based on the unique institutional practices, leaders, student characteristics, evidence and data on enrollment, persistence and completion (AACC, 2010; ATD, 2008; CCRC, 2011; CCSSE, 2010).

Colleges that participated with CCSSE have access to additional disaggregated data on student and faculty engagement. Many community colleges are committed to transformative institutional, environmental, and programmatic changes to raise the bar on measures of student success and completion (ATD, 2011; CCSSE, 2010; Community College Completion Agenda, 2011).

This research adds to the knowledge base of resources utilized by community colleges interested in highly effective, data-informed institutions of excellence focused on and meeting the learning needs of diverse students. An increased representation of community colleges and college systems have pledged to increase completion rates (AACC, 2010; ATD, 2010; Lumina Foundation, 2009; Measuring Up, 2008), and for most, that means a strategic focus to improve the educational experiences and outcomes for African American and Latino men on their campuses.

### **Research Instrument**

As a researcher, critical theory informs my worldview and ontological perspective to focus on difficulties and strife as opportunity for creativity, critical thinking, and problem solving. Mertens (2010) asserts that, “unlike a printed questionnaire or test that might be used in a quantitative study, in a qualitative study the researcher is the instrument for collecting data” (p. 249). Examination of the issues related to the increase and improvement of college success and completion for minority males allowed me as a investigator, educational administrator, and life coach to scrutinize the numerous mini-case studies focused in community colleges for solutions,

strategies, and characteristics that encourage young men of color to move forward on the journey of life regardless of the struggle or issue.

This researcher served as the primary investigator and collector of data in this study and has worked 27 years in education with 12 in higher education. The experiences in higher education included teaching, middle management as a department chair, and director of student success. As the primary researcher in this study, I conducted background research, scheduled, and confirmed all semi-structured interviews. I was responsible for transcribing the interviews, member-checks, and finally, the analysis of the data.

**Sample size of cases and participants.** Merterns (2010) suggested sample size variance is different for quantitative and qualitative research. Guidelines for consideration in qualitative research were determined by the researcher. Case study research “can be 1 case or can be multiple cases” (Mertens, 2010, p. 332). This study focused on the common characteristics of multiple cases of 82 community college minority male student success program descriptions followed by semi-structured interviews with 12 different people. Many programs launched with a goal to help the academic and non-academic needs of African American and Latino men (AACC, 2011; CCSSE, 2009, 2010). Table 7, below represents the 82 mini-cases (60 from the AACC, MMSSD as of July 2011 and 22 from CCSSE) used in this study listed by the college and program name.

Table 7.

*AACC MMSSD (1 – 60); CCSSE Men of Color (61 – 82) Programs*

| <u>College Name</u>                               | <u>Program Name</u>  |
|---|--|
| 1. Alamance Community College                     | Emerging Minority Leaders  |
| 2. Alamo Community College District               | HOME [Help Own Male Education]   |
| 3. Asheville-Buncombe Technical Community College | Minority Leadership Academy  |
| 4. Baltimore City Community College               | The QUEST: African American Male Learning Cohort                                 |
| 5. Broward College                                | B2B Learning Communities<br>Encourage Broward Social Status on Black Men and Boy |
| 6. Capital Community College                      | Black and Latino Male Resource Center  |
| 7. Cincinnati State Technical & Community College | Black Male Initiative  |
| 8. Coastline Community College                    | African American Male Education Network and Development                          |
| 9. Community College of Philadelphia              | Center for Male Engagement   |
| 10. Craven Community College                      | Male Mentoring Empowerment Group (M.M.E.G.)                                      |
| 11. Dallas County Community College District/     | African American Male Initiative   |
| 12. Delaware Technical & Community College        | The Vanguard Society   |
| 13. Durham Technical and Community College        | "Visions" Minority Male Leadership Initiative                                    |
| 14. East Arkansas Community College               | Minority Male Assistance Program (MMAP)  |

|   |  |
|---|--|
| 15. Edgecombe Community College         | Empowering Males with a Purpose to Achieve and Celebrate (EMPAC) |
| 16. El Centro College's                 | African American and Latino Male Initiative                      |
| 17. Elgin Community College             | MEN Inc. (Male Education Network) Leadership Program             |
| 18. Forsyth Technical Community College | James A. Rousseau Minority Male Mentoring Program                |
| 19. Georgia Perimeter College           | GPC Leadership Academy   |
| 20. Grayson County College              | It's My Pathway!   |
| 21. Halifax Community College           | P.R.I.D.E. of Halifax Male Mentoring Program                     |
| 22. Harford Community College           | Rites of Passage Mentoring Program                               |
| 23. Highline Community College          | Heritage Leadership Camp   |
| 24. Hillsborough Community College      | Collegiate 100 Program   |
| 25. Housatonic Community College        | You Can Do It  |
| 26. Houston Community College System    | Minority Male Initiative   |
| 27. Indian River State College          | African-American Males Leadership Institute                      |
| 28. Jackson Community                   | College - Men of Merit   |
| 29. Jackson Community College           | Student Diversity Initiatives                                    |
| 30. James Sprunt Community College      | Male Mentoring Achievement Program (2MAP)                        |
| 31. Lone Star College System            | Brother For Brother (B4B)  |
| 32. Manchester Community College        | Brother-2-Brother Program  |

|  |  |
|--|--|
| 33. Maricopa County Community College District                                 | Minority Male Initiative   |
| 34. Massachusetts Bay Community College  | YMOC (Young Men of Color)  |
| 35. Medgar Evers College -   | Black Male Initiative  |
| 36. Midlands Technical College -   | African American Male Leadership Institute (AAMLII)                    |
| 37. Milwaukee Area Technical College   | Just One Mentoring Program   |
| 38. Mitchell Community College   | Minority Male Mentoring Initiative (3MI)                               |
| 39. Montgomery County Community College  | Minority Male Mentoring Program  |
| 40. North Carolina Community College System (represents 40 different programs) | Minority Male Mentoring Program  |
| 41. Northeastern Technical College   | TRUMPET  |
| 42. Northlake College  | African American and Latino Male Initiative (AALMI)                    |
| 43. Ouachita Technical College   | Men on a Mission (MoM)   |
| 44. Pitt Community College   | NEXT LEVEL Minority Male Mentoring Program                             |
| 45. Prince George's Community College  | Diverse Male Student Academy   |
| 46. Prince George's Community College  | Men Moving Forward   |
| 47. Pulaski Technical College  | The Network for Student Success  |
| 48. Queensborough Community College  | MALES Initiative (Men Achieving and Leading in Excellence and Success) |
| 49. Robeson Community College -  | Minority Male Achievement Program                                      |

|   |  |
|---|--|
| 50. San Jacinto College District -            | Men of Honor   |
| 51. St. Louis Community College -             | African-American Male Initiative<br>"Empowering Student Leaders for the Future" (AAMI)                                       |
| 52. St. Petersburg College -                  | Male Outreach Initiative (MOI)   |
| 53. Technical College of the Lowcountry -     | PILAU -- Promoting Integrity,<br>Leadership, Academics, and Cultural<br>Understanding  |
| 54. The City University of New York           | Black Male Initiative (CUNY BMI)   |
| 55. The Tacoma Community College              | Center for Multi-Ethnic  |
| 56. Trident Technical College                 | M.E.N.S. Program   |
| 57. U of Pittsburgh                           | iSchool Inclusion Institute (i3)   |
| 58. Wake Technical Community College          | Pathways Leadership Initiative   |
| 59. Wayne Community College                   | Minority Male Mentoring Group  |
| 60. Wilson Community College                  | Male Mentoring Improvement<br>Coalition  |
| 61. Austin Community College                  | Men of Distinction   |
| 62. Capital Community College                 | Capital Community College - Black<br>and Latino Male Resource Center   |
| 63. College of the Sequoias                   | Chapter of the California Community<br>College Latina Leadership Network<br>(LLN); Leadership Youth Latino<br>Academy (LYLA) |
| 64. Community College of Philadelphia         | The Center for Male Engagement   |
| 65. Danville Area Technical Community College | A-MALE: A-MALE stands for<br>African-American males addressing<br>life effectively   |

|  |  |
|--|--|
| 66. Durham Technical                     | "Visions" Minority   |
| 67. Elgin Community College              | Elgin Community College - MEN Inc. (Male Education Network) Leadership Program   |
| 68. Greeneville Technical                | The Shining Start Merit Program is the name of our initiative. It includes Colleges Skills 103 which is a student success course and new professional development for faculty and staff.   |
| 69. Harper College                       | In addition to an update on the R.E.A.C.H. Summer Bridge Program.  |
|  | M.A.L.E. Institute: Harper is currently piloting a mentoring program for male students of color that has the potential to further engage the male students participating in the R.E.A.C.H. program as well as other male students of color at Harper.. |
| 70. Housatonic Community College         | You Can Do It  |
| 71. Jackson Community College            | Jackson Community College - Men of Merit Jackson Community College - Student Diversity Initiatives   |
| 72. LaGuardia Community College          | Black Male Empowerment Cooperative Program (BMEC)  |
| 73. Lonestar Community College System    | Brother For Brother (B4B)  |
| 74. Montgomery County Community College  | Minority Male Mentoring Program  |
| 75. Northeast Lakeview Community College | There are two specific programs: One is a class that focuses specifically on male issues<br>The second program/initiative is a student organization called HOME [Help Own Male Education] that   |

|  |   |
|--|---|
|  | focuses primarily on males taking the lead to help other males realize the importance of education and providing leadership by setting examples at local public schools helping as mentors. |
| 76. Pulaski Area Technical Community College | The Network for Student Success   |
| 77. San Jacinto Community College            | San Jacinto College District - Men of Honor   |
| 78. Sinclair Community College               | Urban African American Mentor Program (Pilot)   |
| 79. St. Louis Community College              | The African-American Male Initiative (AAMI)   |
| 80. The Community College of Baltimore       | Closing the Gap   |
| 81. The Community College of Beaver County   | While we have no formal programs for African American males, the college has begun several collaborations in the high schools with large minority populations                               |
| 82. Tulsa Community College                  | TCC African American Male Student Intervention  |

A total of 82 mini cases were used in this research. Many of the student success minority male programs listed in the above table were created to meet the academic, career and life issues that are often barriers to success and completion for African American and Latino men. The goal of this research will assist campus leaders, faculty members, and policy makers responsible for making informed decisions about how to increase institutional levels and rates of completion of community college credentials for African American and Latino men. Further analysis of Latino and African American

male respondents is needed. The qualitative methodology used semi-structured interviews program participants and program directors in community college minority male student success programs. Interview participants (directors and students) represented a total of five different community colleges and one regional educational organizational partnering with six community colleges in a career focused minority male transfer program.

### **Interviews**

Mertens (2010) suggests qualitative studies primarily use interviews are often semi-structured (p. 371). Salinas (2010) encouraged qualitative researchers to focus and plan for optimal success:

What to ask (even in the semi-structured interview) is not a spontaneous event for a researcher but instead is a carefully designed collection of questions (typically semi-structured) that have purpose. A strong review of literature AND research question is key to developing a meaningful interview protocol Accordingly, I ask you to consider your role as a qualitative researcher in how you approach the informant/participant-how much you divulge—how skilled you are at pursuing your topic—how challenging the exchange can become. (C. Salinas, personal communication, June 14, 2010)

Interview participants were selected from institutions participating in the 2010 or 2011 cohort of the Community College Survey of Student Engagement (CCSSE), The Achieving the Dream (ATD), or American Association for Community Colleges (AACC) Minority Male Student Success Database (MMSSD), or the 5<sup>th</sup> Annual Black,

Brown and College Bound Summit. Before each interview was conducted, email and phone confirmations were obtained, each reminding the interviewee the purpose of the research, commitment to confidentiality and an opportunity for question clarification. Examples of email communication are referenced in Appendix E. Of the program directors, three interviews were conducted in a private, face-to-face manner, and the other three were conducted in a phone setting. The majority of program participant interviews, four of six, were conducted over the phone and the other two were conducted face-to-face.

All interviews were audio-recorded, transcribed professionally, and coded using a software tool, ATLAS.ti™. The researcher made notations during and after each interview to capture observations, voice shifts and other pertinent detail in a notebook/journal. Attention was also noted in the collection of artifacts that were used in the triangulation of data collected based on the interviews.

Salinas, 2010 emphasized the role of a qualitative researcher as “the data gatherer—but also the interpreter of the data” (C. Salinas, personal communication, June 12, 2010). Table 8 includes the interview protocols used for semi-structured interviews with program directors and program participants. The questions were created based on the literature review and assessment of program descriptions collected from the AACCC and CCSSE. The interview protocols were principal questions and in several cases led to secondary questions. Mertens (2010) suggests that in case study research, interviews may be conducted with program participants to ascertain their feedback specific to the processes and results. Program directors and program participants openly provided

feedback, suggestions for continuous improvement and how to benefit more men of color in their quests for higher education credentials.

Table 8.

Interview Protocols

Program Director: Community College  
Minority Male Student Success Initiative  
Interview Protocol

Program Participant: Community  
College Minority Male Student Success  
Initiative Interview Protocol

- |   |  |
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| <ol style="list-style-type: none"> <li>1. What are the baseline data that prompted the college to identify this as a problem and decide that they needed to do something about it?</li> <li>2. Describe your program's optimal success.</li> <li>3. Explain how your program is aligned to your institution's accreditation plan.</li> <li>4. How do you evaluate your program's effectiveness?</li> <li>5. Do you have evaluation or survey forms completed for each phase of your program, i.e., orientation? Program material? Speaker forms?</li> <li>6. What data or feedback do you provide program participants?             <ol style="list-style-type: none"> <li>a. Frequency of feedback?</li> <li>b. Method feedback is provided?</li> <li>c. How is feedback used?</li> </ol> </li> <li>7. Program effectiveness is measured differently in many colleges, what is your best measure of effectiveness for your program? Three years from today, what method of effectiveness will be used to determine programmatic success?</li> <li>8. What data is missing from your program</li> </ol> | <ol style="list-style-type: none"> <li>1. How did you know this program existed?</li> <li>2. Why did you decide to participate?</li> <li>3. Tell me about the benefits for participating?</li> <li>4. Describe how you know this program is working using your own words?</li> <li>5. How has this program helped you create goals for college experience?</li> <li>6. What do you like the most about this program and why?</li> <li>7. What do you dislike the most and why?</li> <li>8. What feedback do you receive from program directors or others?             <ol style="list-style-type: none"> <li>a. Frequency of feedback?</li> <li>b. Is this sufficient feedback for you?</li> <li>c. What other feedback would you like to receive and how often?</li> </ol> </li> <li>9. How has this program helped you create goals for college completion?</li> </ol> |
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- evaluation criteria?
9. What else would you tell me about your program's effectiveness?
  10. What are your institution's plans for scaling up to serve more students?
  11. Please describe whether what colleges need to be doing to support success for men of color are different from the things they need to be doing for all students.
  12. Please describe whether your program/services are optional or are men of color singled out for participation?
    - a. If singled out, are these program participants seen as stigmatizing, or whereas services in which all students are required to participate are seen as "the way we do education around here."
  13. What are your plans for funding once the grant ends?
- Is there anything else you would like to share about this how successful this program is and why?

Several factors must be taken into consideration during the design phase of research. These factors include the expected outcome of the study, the logistics of how the study was conducted, presumed conclusions, any researcher biases, and the experience level of the researcher. Mertens (2010) suggested telephone interviews could be a limitation in any study partly because the researcher is not able to capture non-verbal cues communicated by the interviewee. The semi-structured interviews were initially designed to be completed face-to-face during three conferences focused on minority male student success in community colleges. All participants were given the

chance to use technology that allows for video-phone conferencing/phone calls. None selected this option, but rather elected to complete the interviews face-to-face or on the phone. Table 9 captures the final completed semi-structured interviews with program directors and participants. Eight interviews were completed by phone while only four were conducted face-to-face.

Table 9.

Interview Logistics

| <b>Location of Interview</b> | <b>Phone</b> | <b>Face-to-Face</b> |
|------------------------------|--------------|---------------------|
| Program Participant 1        | x            |                     |
| Program Participant 2        | x            |                     |
| Program Participant 3        |              | x                   |
| Program Participant 4        |              | x                   |
| Program Participant 5        | x            |                     |
| Program Participant 6        | x            |                     |
| Program Director 1           | x            |                     |
| Program Director 2           | x            |                     |
| Program Director 3           |              | x                   |
| Program Director 4           | x            |                     |
| Program Director 5           |              | x                   |
| Program Director 6           | x            |                     |

**Data Analysis**

This study focuses on community colleges' efforts to improve student success for minority males through special focused programs or initiatives created based on the issues and experiences of African American or Latino men. Recent research highlights the complexity numerous minority men have with aspects of higher education, from the admissions process through completion of college credentials (College Board, 2010, 2011).

After a comprehensive review of community college minority male student success programs, three tables were created which represent the program characteristics listed in ascending order of top occurrence for the AACC MMSSD, the CCSSE Men of Color Vignettes, and characteristics shared from both sources. These program characteristics are then compared with the primary themes identified from the completed semi-structured interviews with program directors and program participants. Data analysis was conducted to answer the two research questions:

1. What are the common and/or unique characteristics of minority male student success programs implemented in community and or technical colleges in America? This researcher analyzed the programs from two main sources. The first source is the current AACC Minority Male Student Success Database with 60 programs, and the second source are 22 program descriptions submitted to CCSSE for the 2010 and 2011 Achieving the Dream Strategy Institutes. Use of a semi-structured interview protocols were used with a selection of program directors or students.
2. What measures of effectiveness exists for a selection of minority male student success programs with at least three semesters of data? The programs selected are on the AACC Minority Male Student Success Database and/or from CCSSE participants from 2010 or 2011 Achieving the Dream Strategy Institute.

## **Chapter Summary**

Community colleges have focused on improving student success efforts for several years for those groups historically with poor performance and outcome metrics. Many of these initiatives have focused on developmental education, new student orientation, and advising. Current research data that consistently supports the struggle to succeed in higher education is well documented for men of color, particularly African American and Latino males. According to the U.S. Department of Education, “58% of African American and 66% of Hispanic students are enrolled in community colleges” (Goldrick-Rab, 2010, p. 438).

Recent research demonstrates the facts highlighting the decline in college enrollment by minority males born in the U.S., along with fewer foreign-born Hispanic males enroll in college after high school. Researchers suggest the limited rates of college participation for many men are related to their limited success in high school. For many men of color, the data trend on enrollment, persistence, and completion of community college courses, degrees, and goals is more complex with the intersectionality of race, class and gender issues. This research study focused and captured the programmatic aspects and characteristics of community college Minority Male Student Success Initiatives.

Understanding what the similarities and differences are among these programs will help community college leaders, faculty members, policy makers, and governmental officials understand what common factors comprise these programs. A second component of this study resulted in an analysis of the measures of effectiveness evident

in a selected group of these programs. This analysis will inform leaders regarding the evidence of success for these special minority male programs and whether there is utility for other struggling groups of students.

Finally, the results of any student success program should result in increased student retention and persistence. Minority male student success programs must exemplify the perspective of McClenney (2010) pertinent to learning and community college completion “intentionally integrating student support into coursework circumvents many of the barriers that keep students from using services” (Center for Community College Student Engagement, 2010, p. 1). Examples of this approach are represented by required freshman seminars or student success courses; participation in supplemental instruction, tutoring, or mandatory academic skill labs, and advising and academic planning integrated into learning communities or first-year experiences (The University of Texas at Austin, 2010).

## CHAPTER FOUR: FINDINGS

*In an effort to support men of color, we urge faculty, administrators, and policy makers to pay attention to the experiences of these individuals from their entry into the academic pipeline through the day they graduate. With empowering support and guidance, these men will develop, grow and prosper.*

*Dr. Marybeth Gasman, Diverse Issues in Education, January, 2010*

### **Introduction**

Chapter four includes findings from identified characteristics of minority male student success programs listed on the AACC Minority Male Student Success Database launched in 2010 and the CCSSE Men of Color special program initiative descriptions secured 2009 – 2011. This study conducted semi-structured interviews with minority male student success program directors and program participants to identify and analyze common and/or unique characteristics and determine critical areas of effectiveness from selected programs. The two research questions are:

1. What are the common and/or unique characteristics of minority male student success programs implemented in community and or technical colleges?
2. What measures of effectiveness exists for a selection of minority male student success programs with at least three semesters of data?

This researcher analyzed the programs from two main sources. The first source is the current AACC Minority Male Student Success Database with 60 programs, and the second source is the 22 program descriptions submitted to CCSSE for the 2010 and 2011 Achieving the Dream Strategy Institutes. Uses of the semi-structured interview protocol were used with a selection of program directors or students. Table 10 is a

listing of 82 community college minority male student success programs; 60 programs are currently listed on the AACC MMSSD which represents one state system, two colleges have two programs (Jackson Community College in Michigan, and Prince George’s Community College in Maryland) and; 22 from CCSSE (17 programs collected for the 2010 Achieving the Dream Strategy Institute and five new programs collected for the 2011 ATD Strategy Institute. What measures of effectiveness exists for a selection of minority male student success programs with at least three semesters of data? The programs selected are on the AACC Minority Male Student Success Database and/or from CCSSE participants from 2010 or 2011 Achieving the Dream Strategy Institute.

Table 10.

*American Association of Community Colleges’ Minority Male Student Success Database Programs as of July*

*Common Characteristics*

| College Name                  | Program Name              | Group Served               | Program Components/<br>Strategies Used   |
|-------------------------------|---------------------------|----------------------------|--|
| 1. Alamance Community College | Emerging Minority Leaders | Primarily African American | Mentoring;<br>Tutoring;<br>Counseling;<br>Career Planning;<br>Academic Advising;<br>College Survival Skills;<br>Service/Community Learning Opportunities;<br>Leadership and Professional Development |

|    |   |  |                                |   |
|----|---|--|--------------------------------|---|
| 2. | Alamo<br>Community<br>College District -                      | HOME [Help Own<br>Male Education]  | Minority Males                 | Cohort Study Sessions;<br>Service/Community<br>Learning Opportunities;<br>Leadership and<br>Professional Development  |
| 3. | Asheville-<br>Buncombe<br>Technical<br>Community<br>College - | Minority<br>Leadership<br>Academy  | Minority Males                 | Mentoring;<br>Tutoring;<br>Counseling;<br>Career Planning;<br>Academic Advising;<br>College Survival Skills;<br>Leadership and<br>Professional Development  |
| 4. | Baltimore City<br>Community<br>College -                      | The QUEST:<br>African American<br>Male Learning<br>Cohort                                      | African American               | Mentoring;<br>Academic Advising;<br>Cohort Study Sessions   |
| 5. | Broward College   | - B2B Learning<br>Communities<br>Encourage<br>Broward Social<br>Status on Black<br>Men and Boy | African American               | Mentoring;<br>Career Planning;<br>College Survival Skills   |
| 6. | Capital<br>Community<br>College -                             | Black and Latino<br>Male Resource<br>Center  | African American<br>and Latino | Mentoring;<br>Tutoring;<br>Counseling;<br>Career Planning;<br>Academic Advising;<br>College Survival Skills;<br>Cohort Study Sessions;<br>Service/Community<br>Learning Opportunities;<br>Leadership and<br>Professional Development;<br>Literary/Book Club |
| 7. | Cincinnati State<br>Technical &<br>Community<br>College -     | Black Male<br>Initiative   | African American               | <i>Academic Services:</i><br>Basic study skills<br>Tutorial services<br>Academic counseling and<br>monitoring<br>Career guidance<br>Scholarship information   |

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|---|---|------------------|--|
|   |   |                  | Financial aid counseling and awareness<br><i>Mentoring</i><br><i>Student Development</i><br>Career Counseling<br>Academic Counseling<br>Personal counseling<br>Goal setting<br>Organizational skills<br>Money management<br>Crisis management<br>Leadership training<br>Conflict resolution<br>Tutoring;<br>Counseling;<br>College Survival Skills |
| 8. Coastline Community College -              | African American Male Education Network and Development | African American | Mentoring;<br>College Survival Skills;<br>Leadership and Professional Development  |
| 9. Community College of Philadelphia -        | Center for Male Engagement                              | African American | Mentoring;<br>College Survival Skills;<br>Life Skills  |
| 10. Craven Community College -                | Male Mentoring Empowerment Group (M.M.E.G.)             | Minority Males   | College Survival Skills;<br>Service/Community Learning Opportunities;<br>Leadership and Professional Development   |
| 11. Dallas County Community College District/ | African American Male Initiative                        | African American | Mentors for students<br>Special programs with exemplary role models.<br>Entrepreneurial Learning Community<br>Tutoring<br>Personal and Career Counseling<br>Cohort Study Sessions;<br>Service/Community Learning Opportunities;<br>Leadership and Professional Development   |

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| 12. Delaware Technical & Community College - | The Vanguard Society   | Male Students                    | Mentoring;<br>Tutoring;<br>Counseling;<br>Career Planning;<br>Academic Advising;<br>College Survival Skills;<br>Cohort Study Sessions;<br>Service/Community Learning Opportunities;<br>Leadership and Professional Development;<br>Literary/Book Club |
| 13. Durham Technical and Community College - | "Visions" Minority Male Leadership Initiative                    | Mostly African American          | Mentoring;<br>Tutoring;<br>Counseling;<br>Career Planning;<br>Academic Advising;<br>College Survival Skills;<br>Cohort Study Sessions;<br>Service/Community Learning Opportunities;<br>Leadership and Professional Development;<br>Literary/Book Club |
| 14. East Arkansas Community College -        | Minority Male Assistance Program (MMAP)                          | African American Men             | Mentoring;<br>Cohort Study Sessions;<br>Leadership and Professional Development<br>Mentoring<br>Tutoring Assistance<br>Self-Help Seminars / Workshops<br>Cultural Enrichment Activities<br>Leadership Training<br>Academic Monitoring                 |
| 15. Edgecombe Community College -            | Empowering Males with a Purpose to Achieve and Celebrate (EMPAC) | Minority Males                   | Mentoring;<br>College Survival Skills;<br>Leadership and Professional Development   |
| 16. El Centro College's -                    | African American and Latino Male Initiative                      | African American and Latino Male | Mentoring;<br>College Survival Skills;<br>Leadership and  |

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|   |  |  | Professional Development  |
|---|--|--|---|
| 17. Elgin Community College -             | MEN Inc. (Male Education Network) Leadership Program | African American and Hispanic/Latino Men | College Survival Skills; Service/Community Learning Opportunities; Leadership and Professional Development  |
| 18. Forsyth Technical Community College - | James A. Rousseau Minority Male Mentoring Program    | Minority Males                           | Service/Community Learning Opportunities; Leadership and Professional Development; Literary/Book Club; University Tours<br>Budgeting, investing, savings and other life management skills   |
| 19. Georgia Perimeter College -           | GPC Leadership Academy                               | African-American males                   | Mentoring; Service/Community Learning Opportunities; Leadership and Professional Development  |
| 20. Grayson County College -              | It's My Pathway!                                     | High school outreach                     | Academic Advising; College Survival Skills; Leadership and Professional Development<br>Career Planning/Exploration Assessment and Testing<br>Mentoring, Counseling, Developmental advising, Career exploration, Financial planning, etc |
| 21. Halifax Community College -           | P.R.I.D.E. of Halifax Male Mentoring Program         |  | Cohort Study Sessions; Service/Community Learning Opportunities; Leadership and Professional Development; Faculty development, Student workshops/internships, and College visitations.  |

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|  |                                       |                                 | Early Alert<br>Laptop loan<br>Success Coach Mentoring<br>Counseling<br>Paid Internships<br>Career Exploration<br>Financial Aid/Scholarship<br>Assistance<br>Tutoring/Academic<br>Advising<br>Business Visitation on<br>Program<br>Professional/Peer<br>Mentoring<br>Four-Year College<br>Transfer Counseling<br>Lap Top Loan Program<br>College Road Trips<br>Basketball & Other Team<br>Activities<br>Discussion Forums<br>Awards & Recognition<br>College Fairs<br>GED<br>Bridge Program<br>Learning Communities |
| 22. Harford<br>Community<br>College -      | Rites of Passage<br>Mentoring Program | Minority Students               | Mentoring  |
| 23. Highline<br>Community<br>College -     | Heritage<br>Leadership Camp           | Minority Males<br>Grades 6-8 to | Mentoring;<br>Leadership and<br>Professional Development   |
| 24. Hillsborough<br>Community<br>College - | Collegiate 100<br>Program             | African American<br>and Latino  | Mentoring;<br>Leadership and<br>Professional Development;<br>Health and Wellness,<br>Financial Literacy &<br>Economic Development  |
| 25. Housatonic<br>Community<br>College -   | You Can Do It                         | Minority Males                  | Mentoring;<br>Tutoring;<br>Cohort Study Sessions<br>Work-study” type stipend<br>during the 6-week<br>program   |

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|  |   |                               | Leadership skills development  |
| 26. Houston Community College System - | Minority Male Initiative                    | African-American and Hispanic | Mentoring;<br>Tutoring;<br>Counseling  |
| 27. Indian River State College -       | African-American Males Leadership Institute | African-American Male         | Professional development, career pathways, and baccalaureate programs<br>Mentoring;<br>Tutoring;<br>Counseling   |
| 28. Jackson Community College -        | Men of Merit and Sisters of Strength        | Minority Males and females    | Mentoring to others<br>Cohort Study Sessions;<br>Service/Community Learning Opportunities;<br>Literary/Book Club networking,<br>dressing for success, academic persistence, interview skills, Financial literacy, and overcoming challenges and finding success. |
| 29. Jackson Community College -        | Student Diversity Initiatives               | Minority students             | Tutoring;<br>College Survival Skills;<br>Service/Community Learning Opportunities  |
| 30. James Sprunt Community College -   | Male Mentoring Achievement Program (2MAP)   | Minority Males                | Mentoring;<br>Tutoring;<br>Counseling;<br>Career Planning;<br>Academic Advising;<br>College Survival Skills;<br>Service/Community Learning Opportunities;<br>Leadership and Professional Development;<br>Literary/Book Club                                      |
| 31. Lone Star College System -         | Brother For Brother (B4B)                   | African-American and Latino   | Mentoring;<br>Service/Community Learning Opportunities;<br>Leadership and  |

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|  |   |                                       | Professional Development<br>speaker series<br>socially<br>culturally<br>spiritually  |
| 32. Manchester<br>Community<br>College -               | Brother-2-Brother<br>Program                              | African-American<br>and Latino males  | Mentoring<br>College Survival Skills;<br>Leadership and<br>Professional Development  |
| 33. Maricopa County<br>Community<br>College District - | Minority Male<br>Initiative                               | Minority Males                        | Mentoring;<br>Summer bridge programs<br>for middle school minority<br>males  |
| 34. Massachusetts<br>Bay Community<br>College -        | YMOC (Young<br>Men of Color)                              | Minority Males                        | Academic Advising;<br>College Survival Skills;<br>Cohort Study Sessions  |
| 35. Medgar Evers<br>College -                          | Black Male<br>Initiative                                  | Black and Latino<br>males and females | Mentoring;<br>Tutoring;<br>College Survival Skills<br>GED and college-<br>preparatory<br>peer leadership to<br>students, health and<br>personal development<br>activities,<br>a stand-alone math class,<br>and a college preparation<br>class that strengthens the<br>pipeline from school to<br>college |
| 36. Midlands<br>Technical College<br>-                 | African American<br>Male Leadership<br>Institute (AAMLII) | African American<br>Males             | workshops,<br>speakers<br>mentorship<br>social and financial<br>responsibility<br>Mentoring;<br>Service/Community<br>Learning Opportunities;<br>Leadership and<br>Professional Development   |

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| 37. Milwaukee Area Technical College -                      | Just One Mentoring Program                          | African American Males            | Mentoring;<br>College Survival Skills;<br>Basic skill reading, English and math<br>Study Skills<br>Learning Community<br>Soft skill development   |
| 38. Mitchell Community College -                            | Minority Male Mentoring Initiative (3MI)            | Minority Males                    | Mentoring;<br>Counseling;<br>Career Planning;<br>Academic Advising;<br>College Survival Skills;<br>Service/Community Learning Opportunities;<br>Leadership and Professional Development |
| 39. Montgomery County Community College -                   | Minority Male Mentoring Program                     | African American Men              | College Survival Skills;<br>Service/Community Learning Opportunities;<br>Leadership and Professional Development  |
| 40. North Carolina Community College System – (40 programs) | Minority Male Mentoring Program                     | Primarily African American        | Mentoring;<br>Tutoring;<br>Leadership and Professional Development  |
| 41. Northeastern Technical College -                        | TRUMPET   | African American Males            | Mentoring;<br>Tutoring;<br>Counseling   |
| 42. Northeast Lakeview College -                            | African American and Latino Male Initiative (AALMI) | African American and Latino Males | Mentoring;<br>Tutoring;<br>College Survival Skills<br>Speaker Series  |
| 43. Ouachita Technical College -                            | Men on a Mission (MoM)                              | African American Males            | Mentoring;<br>College Survival Skills;<br>Service/Community Learning Opportunities  |
| 44. Pitt Community College -                                | NEXT LEVEL Minority Male Mentoring Program          | Minority Males                    | Mentoring;<br>Tutoring;<br>Counseling;<br>Academic Advising;<br>College Survival Skills;  |

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| 45. Prince George's Community College - | Diverse Male Student Academy   | Minority Males         | Service/Community Learning Opportunities; Leadership and Professional Development; Literary/Book Club Mentoring; Service/Community Learning Opportunities; Leadership and Professional Development   |
| 46. Prince George's Community College - | Men Moving Forward (Student Club)                                      | Minority Males         | Mentoring; Service/Community Learning Opportunities; Leadership and Professional Development   |
| 47. Pulaski Technical College -         | The Network for Student Success  | African American Men   | Mentoring; Tutoring; Leadership and Professional Development social skills work ethics   |
| 48. Queensborough Community College -   | MALES Initiative (Men Achieving and Leading in Excellence and Success) | African American Males | Mentoring Priority Advisement Employment Support and Internships MALES club Workshops Cohort Study Sessions; Service/Community Learning Opportunities; Leadership and Professional Development; academic advising, career planning and transfer college counseling, self development programs, workshops and internships |
| 49. Robeson Community College -         | Minority Male Achievement Program                                      | Minority males         | Mentoring; Tutoring; Counseling; Career Planning;  |

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| 50. San Jacinto College District - | Men of Honor  | African American Males | Academic Advising;<br>College Survival Skills;<br>Cohort Study Sessions;<br>Service/Community Learning Opportunities;<br>Leadership and Professional Development;<br>Literary/Book Club<br>Recruitment<br>Service Learning<br>Community – Transition to College<br>Success Class<br>Counseling and Advising<br>Mentoring<br>Peer Coaching<br>Connection<br>Service/Community Learning Opportunities;<br>Leadership and Professional Development;<br>Literary/Book Club |
| 51. St. Louis Community College -  | African-American Male Initiative<br>"Empowering Student Leaders for the Future"<br>(AAMI) | African-American Males | Mentoring;<br>Tutoring;<br>Leadership and Professional Development   |
| 52. St. Petersburg College -       | Male Outreach Initiative (MOI)  | Minority males         | Club activities<br>Professional networking<br>Mentoring<br>Seminars/workshops<br>Laptop and textbook lending<br>Early registration<br>Tutoring<br>Early academic alerts<br>Academic planning<br>Financial planning<br>Cohort Study Sessions;<br>Service/Community Learning Opportunities;<br>Leadership and Professional Development;<br>textbook/laptop lending   |

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| 53. Technical College of the Lowcountry - | PILAU -- Promoting Integrity, Leadership, Academics, and Cultural Understanding | African American Males                               | library<br>career assessment,<br>Etiquette for success<br>Academic Advising;<br>Service/Community Learning Opportunities;<br>Leadership and Professional Development;<br>Laptop lending,<br>Cultural Workshops,<br>an African-American men's mentoring team,<br>personal and academic counseling,<br>a speaker's series and tutoring coaches |
| 54. The City University of New York       | Black Male Initiative (CUNY BMI)  | Targeted African American Caribbean and Latino Males | Engage K – 12 dropouts<br>Mentoring; Tutoring;<br>Academic Advising/<br>College Survival Skills  |
| 55. The Tacoma Community College          | Center for Multi-Ethnic   | Minority Males                                       | Mentoring;<br>Leadership and Professional Development;<br>Support and community building   |
| 56. Trident Technical College             | M.E.N.S. Program  | Minority males                                       | Mentoring; Counseling;<br>Career Planning  |
| 57. U of Pittsburgh -                     | iSchool Inclusion Institute (i3)  | Minority   | Special-topics workshops,<br>professional development seminars, and field trips/tours<br>Mentoring;<br>Career Planning;<br>Leadership and Professional Development<br>Stipends<br>Summer Bridge for college students   |
| 58. Wake Technical Community College -    | Pathways Leadership Initiative  | African American                                     | Mentoring;<br>College Survival Skills;<br>Leadership and Professional Development  |

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| 59. Wayne<br>Community<br>College -  | Minority Male<br>Mentoring Group           | African American                          | Mentoring;<br>Tutoring;<br>Counseling;<br>Career Planning;<br>Academic Advising;<br>College Survival Skills;<br>Leadership and<br>Professional Development  |
| 60. Wilson<br>Community<br>College - | Male Mentoring<br>Improvement<br>Coalition | African American<br>and Hispanic<br>males | Mentoring;<br>Tutoring;<br>Counseling;<br>Career Planning;<br>Academic Advising;<br>College Survival Skills;<br>Cohort Study Sessions;<br>Service/Community<br>Learning Opportunities;<br>Leadership and<br>Professional Development;<br>Literary/Book Club |

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The majority of the programs listed above were designed to serve the academic, social, financial, and related needs of community college men, and with few exceptions for women, middle or high school students enrolled. The following table lists the Men of Color program descriptions/vignettes collected from CCSSE (often referred to as the Center) for the period of 2009 – 2011. The Center’s Executive Director invited the Achieving the Dream (ATD) college presidents in 2009 and 2010 to participate in facilitated discussions in the 2010 and 2011 Strategy Sessions. The correspondence requested participation in the breakout session and copies of program descriptions if the college had a minority male program. The goal of these conference meetings was to

learn more about strategies to improve outcomes for men of color in community college settings. McClenney (2010) wrote:

Arleen Arnsparger and I are prepared to facilitate a discussion that will have us listening carefully to representatives from Achieving the Dream colleges that have initiatives underway to increase successful outcomes for men of color. We will also hear perspectives from students themselves, via video clips from focus groups. Consistent with the values of Achieving the Dream, we are particularly interested in evidence of effectiveness (are we closing gaps in academic progress and college completion?) and in the matter of scale (are we making strides toward serving larger numbers of students?). (K. McClenney, personal communication, November, 2010)

Table 11.

*CCSSE Men of color ATD Strategy Session Participants 2010 and 2011*

| College Name                | 2010 | 2011 | Student Focus    | Strategies used   |
|-----------------------------|------|------|------------------|---|
| 1. Austin Community College | x    | x    | African American | Recruitment<br>College Success Course<br>Mentoring by ACC African American faculty and staff<br>Counseling / advising academically at-risk students<br>Transfer Planning<br>Short programs in:<br>Money management<br>Computer and internet usage<br>Health/Wellness topics<br>Career Services<br>Intramurals<br>College Advisory Committee |

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| 2. | Capital<br>Community<br>College                       | x | African<br>American<br>and Latino<br>Males | Mentoring;<br>Tutoring;<br>Counseling;<br>Career Planning;<br>Academic Advising;<br>College Survival Skills;<br>Cohort Study Sessions;<br>Service/Community Learning<br>Opportunities;<br>Leadership and<br>Professional Development;<br>Literary/Book Club  |
| 3. | College of<br>the Sequoias                            | x | Latino<br>students                         | Professional Staff Development<br>opportunities<br>Leadership development<br>Basic Skills<br>Leadership training opportunities<br>Staff diversity issues visibly<br>addressed<br>Recruitment and outreach  |
| 4. | Community<br>College of<br>Philadelphia               | x | African<br>American<br>Male                | support coaches, using the early-<br>alert tracking system to identify<br>and follow up with members<br>having academic issues,<br>conducting study groups for<br>members in gatekeeper courses,<br>and offering financial assistance to<br>members with identified need.<br>Counseling<br>Life skills training<br>Cultural enrichment<br>Psychological Support<br>Summer Bridge |
| 5. | Danville<br>Area<br>Technical<br>Community<br>College | x | African<br>American<br>Men                 | Financial Aid FAFSA application<br>and deadline; registering early;<br>how to request tutoring assistance;<br>how to apply for work-study jobs;<br>mentor students at the high school<br>and junior high school (Student<br>Club)  |

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|     |                              |   |   |                                   |  |
|-----|------------------------------|---|---|-----------------------------------|--|
| 6.  | Durham Technical             | x |   | African American Males            | Required weekly meetings<br>Academic Tutoring<br>Community Service<br>Mentoring<br>Leadership  |
| 7.  | Elgin Community College      | x |   | Latino and African American Males | Mentor Support<br>Career Exploration<br>Career Planning<br>Leadership development  |
| 8.  | Greeneville Technical        |   | x | African American Males            | College Skills 103 which is a student success course and new professional development for all faculty and staff<br>New student Orientation   |
| 9.  | Harper College               | x | x | African American and Latino Males | Summer Bridge<br>Mentoring<br>Community service<br>Academic Skill Building<br>Social Skills  |
| 10. | Housatonic Community College | x |   | Minority Males                    | Summer Bridge<br>Work Study stipend<br>Self paced open entry / open exit<br>In and out of school programs<br>Leadership skill development<br>Relationship skill development  |
| 11. | Jackson Community College    | x |   | Minority students                 | Tutoring;<br>College Survival Skills;<br>Service/Community Learning Opportunities  |
| 12. | LaGuardia Community College  | x |   | African American Males            | Support the self-awareness and self-reliance of students through identity development and goal identification;<br>Identification of students at risk for failure through an early warning system;<br>Coordination of student and academic support services (e.g. financial assistance, tutoring, personal counseling, academic advisement, etc.) especially in the |

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|   |   |   |   |  |
|---|---|---|---|--|
|   |   |   |   | first year; and<br>Coordination of opportunities for<br>peer networking and faculty-<br>student interaction and role<br>modeling<br>Real talk” sessions mentoring.   |
| 13. Lonestar<br>Community<br>College<br>System        | x |   | African<br>American<br>and<br>Hispanic<br>Males | Outreach and recruitment of<br>middle and high school students<br>for 1 day conference at each of 5<br>campuses<br>New student receptions<br>SAAB Programs   |
| 14. Montgomery<br>County<br>Community<br>College      | x | x | African<br>American<br>Males                    | Mentoring  |
| 15. Northeast<br>Lakeview<br>Community<br>College     |   | x | African<br>American<br>and Latino<br>Male       | Class focuses on male issues<br>Student Club – Leadership<br>development   |
| 16. Pulaski Area<br>Technical<br>Community<br>College | x | x | African<br>American<br>Men                      | One-stop center for African<br>American males<br>Summer Bridge<br>Career Readiness<br>Professional development<br>Transfer counseling and support<br>Exposure to Cultural activities<br>Mentoring<br>Learning Communities<br>Faculty and Staff Development<br>Tutoring<br>Speaker series<br>Service Learning |
| 17. San Jacinto<br>Community<br>College               | x |   | African<br>American<br>Men                      | Recruitment and outreach<br>Service learning<br>Mentoring<br>Peer Coaching<br>Counseling and Advising<br>Leadership and Professional<br>development  |

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|  |   |   |                              |   |
|--|---|---|------------------------------|---|
| 18. Sinclair<br>Community<br>College                   | x |   | African<br>American<br>Males | Faculty and staff Mentors   |
| 19. St. Louis<br>Community<br>College                  |   | x | African<br>American<br>Males | Peer and faculty mentors<br>Tutoring<br>Leadership and Professional<br>development  |
| 20. The<br>Community<br>College of<br>Baltimore        | x |   | African<br>American<br>Males | Effort/merit scholarships,<br>mentoring programs, Summer<br>Bridge programs for high school<br>students, educating faculty and<br>staff about cultural differences and<br>the concept of “education gaps”<br>and minority student<br>underachievement, and an all-male<br>Student Development course<br>mentor and monitor the academic<br>success of basketball team players |
| 21. The<br>Community<br>College of<br>Beaver<br>County |   | x | African<br>American<br>Males | Summer Entrepreneur Camp<br>African American Male Athletes<br>Outreach to high school and<br>middle school students   |
| 22. Tulsa<br>Community<br>College                      | x | x | African<br>American<br>Males | Mentoring   |

### **Characteristics of Minority Male Student Success Programs**

This research examined the characteristics of minority male student success programs in community colleges. Achieving the Dream (2011) determined a list of characteristics and predictors of student success and completion and/or transfer to a 4-year college or university (ATD, 2011). These success factors take into consideration the student’s personal, academic history, and future goals. Financial aid, career planning, college credential, transfer plans, and time to goal attainment were analyzed to

determine influence on the student's ability to achieve success within three years (ATD, 2011).

The College Board (2011) underscores the importance of knowing which factors help minority men succeed in college and focused a second national study that incorporated the voices of “92 African American, Asian American/Pacific Islander, Hispanic/Latino, and Native American students from 39 institutions” to gain additional insights about what strategies help them matriculate through college (College Board, 2011, p. 1). The emergent themes from this study include:

- Pressures of life - requires balancing financial, social, personal, cultural, and academic goals (p. 10)
- Paths to completion begins with the pathway to college and is complex, confusing and interrupted (p. 20)
- Webs of support may be spiritual, academic, work-related, community mentors, advisors, coaches and friends (p. 32)

(College Board, 2011, pp. 6 – 32)

Several of these factors were also discovered on the program descriptions and also confirmed during the semi-structured interviews. The focus of community college minority male student success programs are guided by several factors of which include a desired outcome for more program participants to obtain a college credential, transfer to a 4-year college or university, improve skills and credentials required to progress in the workforce, and ultimately to earn viable wages for middle class or higher status (Kuh, Kinzie, Buckley, Bridges, & Hayak, 2006).

Submitted program descriptions to the AACC MMSSD and CCSSE focused on key strategies to improve academic, social, personal, financial, and work/career related outcomes for men of color who are primarily Latino and African American. The 30 most common characteristics of these programs are listed in Table 12 below.

Table 12.

*Minority Male Student Success Program –*  
Common Characteristics from AACC MMSSD

| Program Characteristics                                    | AACC MMSDD |       |
|--|------------|-------|
|  | Raw        | %     |
| 1. Mentoring   | 44/60      | 73.3  |
| 2. Leadership & Professional development                   | 40/60      | 66.66 |
| 3. College Survival Skills                                 | 29/60      | 48.33 |
| 4. Counseling  | 27/60      | 45.0  |
| 5. Tutoring  | 22/60      | 36.66 |
| 6. Academic Advising                                       | 16/60      | 26.66 |
| 7. Career Planning   | 15/60      | 25.0  |
| 8. Cohort Study Sessions                                   | 13/60      | 21.66 |
| 9. Service Learning/Community opportunities                | 12/60      | 20.0  |
| 10. Structured Learning Community                          | 12/60      | 20.0  |
| 11. Literary/Book Club                                     | 10/60      | 16.66 |
| 12. Life Skills  | 8/60       | 13.33 |
| 13. Faculty Development                                    | 8/60       | 13.33 |
| 14. College Awareness/Outreach/                            | 8/60       | 13.33 |
| 15. Social skills training                                 | 8/60       | 13.33 |
| 16. Student Workshops                                      | 5/60       | 8.33  |
| 17. Speaker Series   | 5/60       | 8.33  |
| 18. Assessment and Testing                                 | 4/60       | 6.66  |
| 19. Cultural Workshops                                     | 3/60       | 5.0   |
| 20. Summer Bridge  | 3/60       | 5.0   |
| 21. Orientation  | 3/60       | 5.0   |
| 22. Early Alert  | 2/60       | 3.33  |
| 23. University Tours/<br>Exploration for Transfer          | 2/60       | 3.33  |
| 24. Textbook/ laptop lending<br>library or resource center | 2/60       | 3.33  |

|  |      |      |
|--|------|------|
| 25. Economic Development/<br>Financial literacy  | 2/60 | 3.33 |
| 26. Support and Community Building               | 1/60 | 1.66 |
| 27. Financial support –<br>scholarships/stipends | 1/60 | 1.66 |
| 28. GED/HS Completion                            | 1/60 | 1.66 |
| 29. Basic Skill Readiness in Math,<br>English    | 1/60 | 1.66 |
| 30. College Prep                                 | 1/60 | 1.66 |

The five most prominent program characteristics from the AACC MMSSD included Mentoring (73.3%), Leadership and Professional development (66.66%), College Survival Skills (48.33%), Counseling (45.0%) and Tutoring (36.66%). The most prominent program characteristics are listed according to descending occurrences from CCSSE Men of Color Vignettes collected for Achieving the Dream 2010 and 2011 Strategy Sessions Table 13 below.

Table 13.

Program Characteristics

| Program Characteristics                      | CCSSE Men of Color Vignettes |       |
|--|------------------------------|-------|
|  | Raw                          | %     |
| 1. Mentoring                                 | 15/22                        | 68.2  |
| 2. Assessment and Testing                    | 13/22                        | 59.09 |
| 3. Counseling                                | 9/22                         | 40.90 |
| 4. Early Alert                               | 9/22                         | 40.90 |
| 5. College Awareness/Outreach/               | 7/22                         | 31.81 |
| 6. University Tours/Exploration for Transfer | 6/22                         | 27.27 |

|   |      |       |
|---|------|-------|
| 7. Faculty Development                                  | 6/22 | 27.27 |
| 8. Summer Bridge  | 6/22 | 27.27 |
| 9. Social skills training                               | 6/22 | 27.27 |
| 10. Leadership & Professional development               | 5/22 | 22.72 |
| 11. Service Learning/Community opportunities            | 5/22 | 22.72 |
| 12. College Survival Skills                             | 5/22 | 22.72 |
| 13. Academic Advising                                   | 4/22 | 18.18 |
| 14. Orientation   | 4/22 | 18.18 |
| 15. Speaker Series                                      | 4/22 | 18.18 |
| 16. Career Planning                                     | 3/22 | 13.63 |
| 17. Support and Community Building                      | 3/22 | 13.63 |
| 18. Structured Learning Community                       | 3/22 | 13.63 |
| 19. Cultural Workshops                                  | 3/22 | 13.63 |
| 20. Life Skills   | 3/22 | 13.63 |
| 21. Tutoring  | 2/22 | 9.09  |
| 22. Student Workshops                                   | 2/22 | 9.09  |
| 23. Textbook/ laptop lending library or resource center | 2/22 | 9.09  |
| 24. Economic Development/Financial literacy             | 2/22 | 9.09  |
| 25. Cohort Study Sessions                               | 1/22 | 4.54  |
| 26. Literary/Book Club                                  | 1/22 | 4.54  |
| 27. Financial support – scholarships/stipends           | 1/22 | 4.54  |
| 28. GED/HS Completion                                   | 1/22 | 4.54  |
| 29. Basic Skill Readiness in Math, English              | 1/22 | 4.54  |
| 30. College Prep  | 1/22 | 4.54  |

The five most prominent program characteristics from the CCSSE Men of Color descriptions included Mentoring (68.2%), Assessment and Testing (59.09%),

Counseling (40.90%), Early Alert (40.90%) and College Awareness/Outreach (31.81%).

Below, Table 14 is a combined listing of AACC MMSSD and CCSSE common characteristics of minority male student success programs:

Table 14.

*Program Characteristics*

| <b>Combined Program Characteristics<br/>AACC MMSSD/CCSSE Men of<br/>Color Vignettes</b> | <b>Total</b> |       |
|---|--------------|-------|
|   | Raw          | %     |
| 1. Mentoring  | 59/82        | 71.95 |
| 2. Leadership & Professional development  | 45/82        | 54.87 |
| 3. Counseling   | 36/82        | 43.90 |
| 4. College Survival Skills  | 34/82        | 41.46 |
| 5. Tutoring   | 24/82        | 29.26 |
| 6. Academic Advising  | 20/82        | 24.39 |
| 7. Career Planning  | 18/82        | 21.95 |
| 8. Service Learning/Community opportunities   | 17/82        | 20.73 |
| 9. Assessment and Testing   | 17/82        | 20.73 |
| 10. College Awareness/Outreach/   | 15/82        | 18.29 |
| 11. Cohort Study Sessions   | 14/82        | 17.07 |
| 12. Structured Learning Community   | 14/82        | 17.07 |
| 13. Faculty Development   | 14/82        | 17.07 |
| 14. Social skills training  | 14/82        | 17.07 |
| 15. Early Alert   | 11/82        | 13.41 |
| 16. Literary/Book Club  | 11/82        | 13.41 |
| 17. Life Skills   | 11/82        | 13.41 |
| 18. Summer Bridge   | 9/82         | 10.97 |
| 19. Speaker Series  | 9/82         | 10.97 |
| 20. University Tours/Exploration for Transfer   | 8/82         | 9.75  |

|   |      |      |
|---|------|------|
| 21. Student Workshops                                   | 7/82 | 8.53 |
| 22. Orientation   | 7/82 | 8.53 |
| 23. Cultural Workshops                                  | 6/82 | 7.31 |
| 24. Support and Community Building                      | 4/82 | 4.87 |
| 25. Textbook/ laptop lending library or resource center | 4/82 | 4.87 |
| 26. Economic Development/Financial literacy             | 4/82 | 4.87 |
| 27. Financial support – scholarships/stipends           | 2/82 | 2.43 |
| 28. GED/HS Completion                                   | 2/82 | 2.43 |
| 29. Basic Skill Readiness in Math, English              | 2/82 | 2.43 |
| 30. College Prep  | 2/82 | 2.43 |

The five most prominent program characteristics from the both data sources, AACC MMSSD and the CCSSE Men of Color descriptions included Mentoring (71.95%), Leadership & Professional development (54.87%), Counseling (43.90%), College Survival Skills (41.96%) and Tutoring (29.26%).

### **Interview Findings**

The semi-structured interviews are a summary of 12 participants: six program directors and the remaining six were minority male student participants. These interviewees were African American, Latino, mixed African American/Caucasian, or Latino/Caucasian heritage. Mertens (2010) notes the advantage in case study research can be more powerful when the voices of case study participants are a component of the study. The student interviews were primarily used to better understand why minority men participate in and benefit from student success programs for men of color. Insights gained broadened this researcher’s knowledge of perceived benefits and suggestions for program improvements. The program director interviews were leveraged to gain deeper

insights pertinent to what informed evidence of effectiveness, issues of scale, and necessary programmatic characteristics that lead to successful higher education outcomes for minority men.

The previous section focused on the common characteristics of minority male student success programs based on 82 cases collected by the American Association of Community Colleges and the Center for Community College Student Engagement. Many higher educational leaders, policy makers, and others in community colleges are focused on strategies that help men of color succeed in college. Goal and purpose statements from many cases stated the hope to more effectively work with students of color, often first generation in college, and limited in their understanding and knowledge of academic, career and/or life planning.

Baseline data used to create programs for minority males in community colleges are based on four primary sources: institutional, statewide, local, or national sources. Institutional data sources are often related to the patterns of enrollment, persistence, dropout/drop-ins; course drops/failures/withdrawals; statewide data, anecdotal references are often the only available source of information when there is a limited or non-existent institutional researcher available. Four program directors cited institutional data as the primary resource of information reviewed. Two program directors referenced statewide and national data and one program director indicated no source of data collection. Table 15 below was generated based on program director interviews.

Table 15.

*References to obtain data and other pertinent information regarding African American/ Hispanic/Latino boys/men*

- 
- Institutional data collected on enrollment, course drops/withdrawals/failures/completion, graduation and transfer rates
  - Schott Foundation
  - U.S. Department of Education
  - National Center for Education Statistics
  - U.S. Census Bureau
  - American Council on Education
  - American Association of Community College (AACC) Minority Male Student Success Database
  - National Urban League
  - National Association for the Advancement of Colored People (NAACP)
  - The National Council of La Raza (NCLR)
- 

### **Emergent Themes – Program Directors**

Five emergent themes were captured from interviews that averaged an hour with program directors and resulted from the immersive experiences each had with minority men in student success programs. Themes that emerged from these six interviews

reflect multiple theoretical perspectives inclusive of student engagement, career development, and ethic of care. These themes are listed below in Table 16.

Table 16.

*Emergent Themes linked to Research Questions*

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| <b>Emergent Themes</b>   |
|--|
| Theme 1: Intentional, comprehensive support of minority men high school-college-work- life |
| Theme 2: Establishing trust and being trustworthy  |
| Theme 3: Establishing high expectations with high support                                  |
| Theme 4: Commitment to evaluation and continuous program improvement (formal, informal)    |
| Theme 5: Personal with men but highly professional   |
| Theme 6: Lead by example – model behaviors of seeking additional education                 |
| Theme 7: Committed to caring   |
| Theme 8: Funding/grant development   |
| Theme 9: Career planning and decision making   |
| Theme 10: Celebrate success of men   |

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**Theme 1: Intentional, comprehensive support of minority men high school-college-work- life.** Program directors shared commitment to the following key programmatic concepts and characteristics in order to provide high levels of support for participants.

- We are our brother’s keeper is a motto of many programs

- Transfer counseling and planning
- Academic advising
- Counseling – academic, personal, career – anytime, including weekends
- Discussions on the importance of finishing each course, academic or workforce plan
- Early alert systems
- Leadership and professional development for program staff and students
- Mentoring from faculty and with each other
- Service Learning – it is important for minority males to understand that success means supporting others less fortunate or need help in our communities
- Public speaking is key to leadership and success regardless of career choice
- Networking on campus, in community
- Career exploration – Teaching, STEM

**Theme 2: Establishing trust and being trustworthy.** Program directors openly communicated the need to be trustworthy by program participants, college leadership, and faculty and staff members.

With so few African American men employed at this institution, leading a minority male program requires you to gain the trust of the college leaders, including members of the governance team, teachers and the men who participate in the program. They expect you not to live by your words. They look for you not to be available and they are surprised when you consistently show up for work, answer your phone on weekends and show up on campus in

the evening. They look shocked when they see you talking to other people around campus. After a while, they start bringing other guys and you know that means you have gained their trust. (Program Director 6)

**Theme 3: Establishing high expectations with high support.** Cannot mandate participation for students but provides other incentives that include travel to out-of-state conferences for highest attendance and participation rates.

We need more programs to help young men with challenges and we recruit multi-generational mentors; Need a diversity of elders, mentors (volunteers) Important to connect with other programs, i.e., young fathers, black men incorporated, 100 black men, Hispanic male programs, etc, educators at every level (coaches, teachers, counselors) which are glue to success between program, home and school

Current graduation rate is 98 percent for participants

Getting more to transfer to 4 -year colleges is new goal for current members

**Theme 4: Commitment to evaluation; continuous improvement program improvement (formal, informal).** Program Director 1:

The data used to start the program was anecdotal and general but was based on the disparity of Hispanic students and other student racial groups. Specific areas of concern were retention, graduation and transfer rates. Currently capturing disaggregate data for Achieving the Dream. Data has not been distributed or shared campus-wide but within the Advising and Counseling Department and Student Services Division. Today, we capture data each

semester for cohorts by grade point average, course enrollment and completion.

We look at the pattern of success for men and women but do not capture data based on ages or marital status.

Program director 5:

Evaluation is based on program participant's retention, graduation and transfer rates. Often new student participants have been floundering at the college, some with as many as 100 credits, no degree; evaluation is different for each ethnic group he works with in this program.

Data is collected is quantitative by cohort

- on enrollment (program can serve up to 300 men)
- # of participants per events offered/attended
- # course completers
- # of withdrawals, dropped and failed courses are tracked
- Persistence and completion
- Grade Point Average
- Data is collected regarding student's grade point averages, and other factors using the Student Annual Evaluation Form (Appendix F). This data is then summarized for all participants and review by the Program Coordinator and others.

Program director 6:

Does not currently use evaluation or surveys for any component of the program but is aware of the need to add this component, especially for graduates and

transfer students to determine what mattered most during their time as a program participant. Information and data is anecdotal. Survey data is based on feedback questionnaires returned. Overall program review is based on student's comments regarding how they benefitted from program/event/speakers. Other survey feedback is selective for larger functions, special events. Sample survey forms - Annual Parent Survey (Appendix G) and Student Surveys (Appendix H).

Program Director 4:

Survey and evaluation are used for program improvement – completed electronically and can be done anonymously; Meetings and open discussions allow for ongoing informal evaluation. A review of most effective strategies, again, based on reflections of former and current students: 1:1 caring expressed by program advisor/leader; Effective use of time management during appointments; Engaging students 1:1, rarely in group setting except for large cultural celebrations, i.e. Cinco de Mayo, Hispanic Heritage Month, etc; Use of tutors to assist with academic needs of program participants; Currently more than 170 students participate with 100 additional walk-in visits for advising; graduation rates.

**Theme 5: Personal stories and transparency recruit men of color to gain their trust.** Program Director 2 reported during the interview, the program has the goal to help men of color

...transition from high school to college with mentoring, academic advising and counseling. Some students, especially minority men, do not have high levels of

trust or believe they have what it takes to go to college. I often share my personal story about being an immigrant to the United States at the age of 5. My family did not speak English and my mom and dad have no high school diploma or college degrees. We worked the fields for work but I have had many mentors, teachers, community leaders, neighborhood families who helped me and today, I am a graduate seeking student with a great job in a college. These mentors and advisors helped me learn how to set goals, believe I could graduate, and that meant I was often the only Latino in my classes. I hope my story and my role as a advisor inspires students. For the first time since I started at this college, I have twelve Latino/as graduating and seven are transferring to other colleges in the state.

Program Director 3 used case management, mentoring, advising, social engagement to help African American men understand how to celebrate current skills with a conversation he calls “transfer of the hustle” based on their previous experiences with surviving from their economically depressed neighborhoods.

Black men who have previous histories as gang members appreciate straight talk from the heart. These men can spot a game being run because they have practice running the game themselves. When they see a well-dressed black man at school, at first they are curious, then when they are on campus and see you dressed with a tie, haircut, and face shaved, they tend to believe you got game. Our program is voluntary but men are drawn to find out who you are and what you do. I invite them to the program and early conversations start with

answering their questions about financial aid, teachers and the need to get skills fast to get a job. So we focus our staff to dress with shirts and a tie, no matter how hot is it is outside. This allows us to plug into their lives and gain trust because we gain credibility. We use early alert warning with faculty and students to keep them on track to complete low hanging goals – workforce certificates that require a few classes. After they finish that first class, they gain confidence to set even bigger goals.

These two program directors used their personal stories to begin mentor/advisor relationships with minority men. Though mentoring was the strategy most often used in these case studies, program directors were highly concerned and committed to demonstrating great care in establishing positive, trusting relationships with program participants.

**Theme 6: Lead by example model behaviors of seeking additional education.**

Most program directors are mid level managers with one exception, a Dean of Student Services. Program directors 1, 3, 4, and 5 all communicated a need to model being students while recognizing the need to further their own education. Program director 1 was just accepted into a doctoral program, and program directors 3, 4, and 5 were seeking online programs to complete a Master's level degree in leadership and educational administration. The responsibility of leading minority males requires commitment to learning and management of new strategies. These program directors perceive greater influence and support is gained from faculty members if they had advanced degrees themselves.

**Theme 7: Committed to caring.**

Program Director 3:

To be involved with minority men at any level in the educational industry must be from a care perspective. Too much harm is done when people work with men of color without caring. The issues many boys and men face today is because of the lack of caring. If all teachers cared, African American and Hispanics boys would have higher graduation rates and not criminal records.

Program Director 5:

Educational professionals should be required and screened differently in the hiring process. If someone could evaluate the hearts of teachers before our boys of color interact with them could have saved more boys from turning to gangs and other things. Teachers should be required to prove they care and evaluations from the boys and parents of boys of color.

**Theme 8: Funding/grant development.**

Program Director 2:

Funding is bare bones since the former PBI grant ended January 2011 and has affected staff morale with no real gap funding. The college is supporting program director and other staff. There are no other grant funds at this time but is beginning to explore and need help and assistance with grant writing and access to philanthropists.

Program Director 5:

Program was seed funded by the local community college but now only provides in-kind funding with space for meetings. We are struggling to secure the funding and is now a 501c 3 Not for profit and receives funding annually from United Way.

Seeking grant funding and receives donations from many others in the community for college tours; social outings; historical event participation and cultural events.

**Theme 9: Career planning and decision making.**

Program directors identify the need to create comprehensive programming for men and boys of color. Program directors 1, 2, 4 and 5 help men to explore careers but realize that these men are very limited in their awareness of their skills, and how to connect these skills to careers. Men need to see what they can be and required visits to many different employers and industries is needed.

**Theme 10: Celebrate success of men.**

Program directors unanimously think African American and Hispanic boys and men are rarely celebrated in their homes or in school. Events are scheduled often to help them experience small successes. For many of the program participants, they are motivated to stay in school with small steps of appreciation for the progress made.

**Emergent Themes – Program Participants**

Program participants engaged in semi-structured interviews that averaged 45 minutes. Capturing the program participant voices can provide significant details on how the program functions and benefits students (College Board, 2011; Mertens, 2010).

Table 17.

*Participant Emergent Themes linked to Research Questions*

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Theme 1: Access to minority male programs need to be more intentionally marketed – many “happened by”

Theme 2: Participation should be mandatory and not optional

Theme 3: Engaged/Integrated in campus only because of this program

Theme 4: Planning for courses, career and life must be intentional and not by chance

Theme 5: Non-negotiable training in the following areas: problem solving, critical thinking, coping with difficult situations, team work and healthy confrontation

Theme 6: Asking for help is humbling – being humble must be encouraged / acceptable

Theme 7: Programs must be institutional with option for student club

Theme 8: College completion must be emphasized in every class/by every faculty

Theme 9: Faculty development – not all men of color are the same/cultural sensitivity/integrity

Theme 10: Personal accountability/brother’s keeper

Theme 11: Scale to offer seamless transitions P – 20 to workplace

Getting low-income and first generation youth and young adults to pursue postsecondary credentials is necessary for the students, their families, and the future of our society. Increased college degree completers have greater success securing and advancing on the job. Colleges and program directors must work with employers in various and emerging industry sectors. Career exploration and decision making will increase confidence within African American and Latino men.

**Theme 1: Access to minority male programs need to be more intentionally marketed – many “happened by” meeting locations.** Program participants 2, 3, 5, and 6 all discovered the minority male student success programs by accident. Once they became engaged, they were astounded by what appears to them as limited marketing, outreach and promotion.

Program participant 2:

...I just happened to be walking past the meeting room going to and from class and my curiosity led me inside.

Program Participant 4:

I came to the campus lost and randomly ran into the Program Director. He was a fellow Latino and I wanted not to feel like an outsider. He invited me to the program and after showing up for about a month, I found the courage to be active involved. After three years, I will be receiving my Associate's degree in Engineering Technology and will transfer to a state university. This program should never just be happened upon, but marketed better.

**Theme 2: Participation should be mandatory and not optional.**

Program participant 2:

Optional to participate and the tutoring for math and reading was most appealing and most helpful. When these programs help like they do, students should not have a choice to be in them they should be required because they are helpful.

Program participant 3:

Enjoy every aspect of the program was:

- encouraging
- benefits every aspect of the college experience
- program should be required for all new students especially students who don't know how to be successful

Program participant 4:

I first was in the program as a member only, then after 9 months was an active participant. Trust led me to being more active as a result of the advisor. After learning about the program and its benefits, I decided to participate to dissuade the stereotypes of men of color.

Program participant 6:

This program allowed easily formed friendships and networking. I did not know a lot of people at the college and this program helped me be connected. Study sessions offered academic support and encouragement.

**Theme 3: Engaged/Integrated in campus only because of this program.**

Program Participant 3:

- I know this program personally with getting good grades, studying and being involved
- Other students engaged
- As a result of the connections made to others on campus, instructors, professors and community leaders
- Increase belief in myself and the ability to compete in core classrooms
- Good grades

- Preparation to finish at Community College program and transfer
- Look back at high school experiences in Alternative Education, life as a gang member/leader; at-risk youth; delinquent and now a successful college student largely due to this program with the tools provided on being a responsible man and does not want to let the program director down – never felt this kind of sense of accountability to do the right things.

Program participant 1:

- Helps to feel a part of college
- A lot of times you don't feel a part of the school
- I used to just come to class – and leave and now, I stay for study sessions with others
- Helps you know more people; more students and more faculty

Program participant 4:

- Having people he trusts enough to follow
- People who understand him culturally makes a big difference
- Relating to another 1<sup>st</sup> generation Hispanic man makes a difference – builds trust
- Needed a leader and mentor who invests in him and whom to follow

Program participant 2:

Benefits of this program include:

- Tutoring
- Workshops, i.e., how to tie a tie; how to be a man
- Mentoring other younger African American boys and students to influence them in a positive manner
- Top benefits include working and knowing the Program Director/Advisor because he is connected with key people at two top state colleges that he is interested in transferring to after completion of his AS degree

Program participant 5:

- School for me was not something I took seriously, In high school, I moved from school to school before AmeriCorps where my high school GPA was a 1.5, now it is a 3.0
- Empowerment is what I feel from this program
- ever thought about school, career or what would happen after high school
- Because of key lessons learned from the Advisor, my college experience is so good and now will be graduating this Spring and transferring in the Fall of 2011 in an Engineering program
- The network that has been created because of mentor/advisor's advice

**Theme 4: Planning for courses, career and life must be intentional and not by chance.**

Program participant 4:

- Taught him to keep GPA at acceptable level
- Where to go to get help
- Who to connect with on campus for class

Program participant 3:

- This program advisor presented me with a layout of goals for 2 year degree, and transfer to 4 year college that included pathway courses, career exploration, plan to complete Core courses and completion of research internship at major university

Program participant 6:

- This program sets you up with connections;
- goals to achieve
- opportunities to connect with professors and admissions officer at University for transfer after completion of AS in Psychology

- One professor on campus is now a mentor and has given him opportunity to dream of being a professor too (Hispanic psychology professor)
- On first day, he was so scared the professor appeared to be 6'5" and weighed 300 lbs – he was overwhelmed by college and now he realizes the professor is the same size as he is
- Everybody knows that life is game, and to succeed in any game its about who you know

Participant 5:

- College success as in life is how you hold yourself
- Various speakers help you to create goals for now and later
- They emphasize dreaming and are inspirational and motivational and are references for jobs now and later
- Advised to always remain humble
- Sense of brotherhood
- Good role models
- Working together
- Encouragement to work hard
- Sticking together
- Real talk sessions/conversations
- Small study sessions

**Theme 5: Non-negotiable training in the following areas: problem solving, critical thinking, coping with difficult situations, teamwork, and healthy confrontation.**

Program participant 6:

When I grew up I had so much anger and frustration inside of me, and no one seemed to care or understand. I joined a gang in high school and took my

aggressions out in many inappropriate and criminal ways. Little boys who are thought to be dumb and stupid do not have the skills needed to manage especially when their parents and teachers do not listen. All boys of color should be taught in early grades how to express frustrations. Now that I am considered a student leader, I have the responsibility to teach other men how to cope and confront negative or uncomfortable situations in school, work and in relationships.

Program participant 2:

We have so many conflicts to deal with, especially when most of us were not good students in high schools. College is hard but with help learning how to manage conflicts should be part of a required class. Teachers should be required to take this class with the men of color.

**Theme 6: Asking for help is humbling – being humble must be encouraged / acceptable.**

Four of six program participants (Program participants 1, 2, 5, and 6) reported being more afraid of being thought of as a stupid person if asking for help especially in classes where professors were not friendly or patient.

**Theme 7: Programs must be institutional with option for student club.**

Students believe that programs could have larger impact if they were supported throughout their colleges (Program participants 2, 3, and 6).

**Theme 8: College completion must be emphasized in every class/by every faculty.**

Program participant 1:

- Keeping the GPA above 3.0 throughout
- Every week it is emphasized to graduate; Keeping this on my mind is important
  - Personal conversation with advisors
  - A lot of times you don't get this message if you are not fully engaged
- Program clearly encourages each participant to set and achieve goals, small goals then bigger goals; I first came to complete only a CA to be a Paraprofessional; now I am completing an AS in Psychology and transferring to one of the top universities in the state

Program participant 3

- Encouraged to follow the advice given; if you follow it you will achieve goals
- Advised to take classes to finish, complete and transfer
- I just know the program helps to create goals for college completion
- Pathway for college completion and transfer laid out

**Theme 9: Faculty development – not all men of color are the same/cultural sensitivity/integrity.** In general, the majority of these students reported feeling that teachers treated them like they were not capable of succeeding in college and they felt like they were being treated according to negative stereotypes. Most leveraged relationships with minority male program directors for help and strategies.

**Theme 10: Personal accountability/brother's keeper.**

Participant's report in five of six programs (Program participants 1, 3, 4, 5, and 6) the expectation to be held accountable for decisions made in college and in their personal

lives. Minority male participants also believed holding other participants responsible helped more men to succeed in college and life.

**Theme 11: Scale to offer seamless transitions P – 20 to workplace.** Program participants reflected on the different experiences they could have had if teachers had a better understanding of the issues faced by some African American and Latino boys in schools. All participants interviewed reported benefits from minority male support programs as invaluable to their lives and hoped to remain involved in similar programs after college. Connecting to other men while employed will allow them to raise the bar to help more boys and men (Program participants 1, 2, and 4).

### **Interviews Summary**

The 12 semi-structured interviews added value to this study based on the experiences of participants and administrators.

We need more programs to help young men with challenges

Need a diversity of elders, mentors (volunteers)

Important to connect with other programs, i.e., young fathers, black men

incorporated, 100 black men, Hispanic male programs, etc, educators at every level (coaches, teachers, counselors) which are glue to success between program, home and school

Current graduation rate is 98%

Qualitative research adds value to information gained with purposive selection of participants and directors from minority male student success programs. This research was not meant to be a definitive or exhaustive study. Men of color have often achieved

academic success at lesser rates than others because of multiple factors including structural, personal, family, and societal issues and pressures (College Board, 2011; Harper, 2006). Issues of trust and self-confidence are barriers in new situations, especially in college settings where minority males are not seen in the teaching or administrative ranks in large numbers.

This study focused on identifying characteristics of minority male student success programs. Another goal of this study sought examples of what assessment or evaluation tools were used to inform evidence of effectiveness for a selective group of programs with further information gathered from qualitative, semi-structured interviews with program directors and program participants.

Program directors and participants in minority male student success programs helped this researcher understand the characteristics needed to engage more men of color academically for improved success. The second goal highlights evidence of effectiveness for a selective group of programs with further information gathered from cases collected by CCSSE. Table 18 highlights the evaluation and measures of effectiveness used by these programs. Programmatic levels of effectiveness included both macro and micro levels. Prominent areas of focus were completion of developmental education courses; placement exam scores; retention; graduation; persistence; course completion; transfer to 4-year colleges; related employment upon completion of certificates, degrees; and grade point average.

In some colleges, comparative analyses for gender, race/ethnicity, age, enrollment status (full time versus part time), employed or not, marital status were

conducted. Unique areas included success in distance education courses, academic standing (good, early alert, warning, probation, suspension). Comparative data was collected for participants versus non-participants. Data collection methods included formal and informal strategies, surveys (online and hard copy).

Table 18.

*Evaluative processes and measures of effectiveness*

| College Name                 | 2010 | 2011 | Student Focus                     | Strategies used   | Evaluative Measures/<br>Evidence of Effectiveness   |
|------------------------------|------|------|-----------------------------------|---|---|
| 1. Austin Community College  | x    | x    | African American                  | Recruitment<br>College Success Course<br>Mentoring by ACC African American faculty and staff<br>Counseling / advising academically at-risk students<br>Transfer Planning<br>Short programs in:<br>Money management<br>Computer and internet usage<br>Health/Wellness topics<br>Career Services<br>Intramurals<br>College Advisory Committee | Headcount enrollment<br>Fall to spring retention rate<br>Fall to fall retention rate<br>Academic status: good standing, early alert, warning, suspension, probation<br>Completion of Developmental courses<br>Success in Gateway courses<br>Success in Distance Learning courses<br>Completion – Transfer and/or graduation |
| 2. Capital Community College | x    |      | African American and Latino Males | Mentoring;<br>Tutoring;<br>Counseling;<br>Career Planning;<br>Academic Advising;<br>College Survival Skills;<br>Cohort Study Sessions;<br>Service/Community Learning Opportunities;<br>Leadership and Professional Development;<br>Literary/Book Club   | Our primary objective is semester-to-semester retention. The Office of Institutional Research does semester and ad hoc reports at request from our main student service system. Also, an access database with several informational fields was created to capture BLMRC activities.   |

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| 3. College of the Sequoias           | x | Latino students       | Professional Staff Development opportunities<br>Leadership development<br>Basic Skills<br>Leadership training opportunities<br>Staff diversity issues visibly addressed<br>Recruitment and outreach  | <p>Survey comments received from the first year academy indicated the effectiveness of the LLN program through its efforts of the academy.</p> <p>The College of the Sequoias' Director of Research &amp; Development has since created an online survey for second year students to complete. Retrievable evaluation pending.</p> <p>Students see the big picture and think "college" when they leave the Academy. Real outcomes are yet to be seen.</p> <p>In three years, we will see the first High School graduating class, and through tracking will be able to identify graduates who attended Latino Youth Leadership Academy while in middle school.</p>   |
| 4. Community College of Philadelphia | x | African American Male | Support coaches, using the early-alert tracking system to identify and follow up with members having academic issues, conducting study groups for members in gatekeeper courses, and offering financial assistance to members with identified need.<br>Counseling<br>Life skills training<br>Cultural enrichment<br>Psychological Support<br>Summer Bridge | <p>Several key questions need to be addressed to meet these objectives:</p> <ol style="list-style-type: none"> <li>1. Are CME students achieving more academically relative to their non-participating peers (e.g., course grades, taking higher level courses, semester to semester persistence)?</li> <li>2. Are CME students improving their skills at a faster rate than their non-participating peers?</li> <li>3. Is the program being fully implemented according to the original plan?</li> <li>4. Are participants taking full advantage of what the program is offering to them?</li> <li>5. What types of social and academic supports do CME students need in order to succeed in college?</li> </ol> |

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Methods

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The methods used in this evaluation will be both qualitative and quantitative. Qualitative interviews will examine, for example, the adjustments students are making in order to participate in the program and the degree of engagement in the College experience.

Quantitative research will examine, for example, the percentage of CME members who excel relative to their peers from the comparison group.

Both methods require systematic, data collection responding to specific research questions. Data Collection/Data Sources. Data will be collected from a variety of sources, including:  
Data collected by program staff regarding student participation and achievement;

College records, such as attendance levels, enrollment and disciplinary incidents;

Surveys and interviews of participating students;

Interviews with program staff;

Placement ACT Compass test scores; and

Assessments of students skills including Ansell-Casey Life Skills Assessment.

Use of additional sources of information may become necessary as the study develops.

Analysis: Information will be collected on: 1) student academic achievement and skills and knowledge, and 2) on the implementation of the program with the intention of understanding how successful the program has been in

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|    |   |   |                        | <p>creating an environment that meets its goals. Data that may be related to success in the program (including, e.g., student attendance and pressures to earn income) will be examined to determine factors that may be hindering or improving students' chances for success.</p> <p>Analyses will be conducted both of the quantitative data and of the qualitative data on survey and interview responses to ensure a broad and deep response to the study's research questions.</p>  |
| 5. | Danville Area Technical Community College | x | African American Men   | <p>Financial Aid FAFSA application and deadline; registering early; how to request tutoring assistance; how to apply for work-study jobs</p> <p>mentor students at the high school and junior high school (Student Club)</p> <p>N/A</p>  |
| 6. | Durham Technical                          | x | African American Males | <p>Required weekly meetings</p> <p>Academic Tutoring</p> <p>Community Service</p> <p>Mentoring</p> <p>Leadership</p> <p>Men who attend at least four meetings are defined as a program participant and a marker is placed in the student's electronic file (Datatel). We then compare the persistence rates and grade point averages of those program participants against the general population of African-American men enrolled at the college during the same semester using specific queries developed by our college review the data. A specific limitation to the evaluative process is that program participation by men is voluntary and not random.</p> <p>Given the context, that program participation is voluntary; we nonetheless do see specific gains in persistence and success. There are three sets of data to illustrate. First, although 446 of 740 (60%) African American male students enrolled in the Fall Semester 2008 had a cumulative GPA greater than 2.0., 25 of 33 (76%) Visions Participants had a cumulative GPA of</p> |

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greater than 2.0. Second, although only 59% of African American male students in Fall Semester 2008 were enrolled again in Spring Semester 2009, 82% of Visions Participants (27 of 33 students) were enrolled again in the Spring Semester 2009. Lastly, although only 247 of 740 (33%) of African American male students during the Fall Semester 2008 were enrolled again in Fall Semester 2009 (one academic year later), 21 of 33 (64%) Visions Participants were enrolled again in Fall Semester 2009.

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| 7. | Elgin<br>Community<br>College | x | Latino and<br>African<br>American<br>Males | Mentor Support<br>Career Exploration<br>Career Planning<br>Leadership development |
|----|-------------------------------|---|--|---|

Each of the ten stated outcomes will be assessed through qualitative and/or quantitative measures

1. A welcoming atmosphere that encourages African American/Black and Hispanic/Latino male students to share their obstacles will be created.
  2. Resources that will assist African American/Black and Hispanic/Latino male students to deal with these obstacles will be provided.
  3. African American/Black and Hispanic/Latino male student participants will be introduced to African American/Black and Hispanic/Latino male college faculty, staff, and administrators and community members who will assist them so that these students will be more successful in their academic pursuits.
  4. A supportive team will be established so that the African American/Black and Hispanic/Latino male students will not feel like they are alone in their educational pursuits.
  5. College Student Support Staff and Administrators will discover barriers to academic success (retention until graduation) both in and out of the classroom from the African American/Black and Hispanic/Latino male students' perspectives.
  6. These discovered barriers will be given to
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|    |                       |   |                        |  | <p>appropriate College departments/offices/committees so that they can begin strategizing as to how to deal with said barriers.</p> <p>7. African American/Black and Hispanic/Latino male students will be exposed to career opportunities (field trips, guest speakers, career workshops, etc.)</p> <p>8. A core group of African American/Black and Hispanic/Latino male students will be trained to serve as leader/mentors at the college and in the community at large.</p> <p>9. African American/Black and Hispanic/Latino male students will be provided opportunities to share various methods of achieving success both in school and in the community at large with district middle and/or high school boys.</p> <p>10. Training programs will be initiated the following year aimed at introducing faculty to learning strategies that are shown to be specific to the success of African American/Black and Hispanic/Latino men students.</p> |
| 8. | Greeneville Technical | x | African American Males | College Skills 103 which is a student success course and new professional development for all faculty and staff<br>New student Orientation | Qualitative data collected from focus groups conducted at the end of the semester (program is new)   |
| 9. | Harper College        | x | x                      | African American and Latino Males<br>Summer Bridge<br>Mentoring<br>Community service<br>Academic Skill Building<br>Social Skills           | <p>R.E.A.C.H. is a two-week program that provides students with the resources needed to improve their COMPASS placement scores and make connections with departments that exist to ensure their academic success.</p> <p>As a result, more intensive case management programs are needed in order to provide a more holistic approach to working with this student population.</p>   |

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| 10. Housatonic Community College | x | Minority Males    | Summer Bridge<br>Work Study stipend<br>Self paced open entry / open exit<br>In and out of school programs<br>Leadership skill development<br>Relationship skill development | <p>In most cases, those students who were part of the MMMP had higher success rates in individual courses than those African-American males who were not part of the program.</p> <p>An overall 54% success rate (A, B, C, or P grades) in these students courses, compared to a 46% overall success rate of their counterparts who were not in the program during the fall 2009 semester.</p>  |
| 11. Jackson Community College    | x | Minority students | Tutoring;<br>College Survival Skills;<br>Service/Community Learning Opportunities   | <p>What evaluative processes are in place to measure and document the results?</p> <p>Student success in classes (% who earn a 2.0 or better), term GPA, and retention rates are three measures used to measure the effectiveness of the Men of Merit initiative.</p> <p>Fall 2008 marked the inaugural semester of the Men of Merit initiative and was comprised of 26 African American male students.</p> <p><i>Course Success Rates:</i><br/>Men of Merit students had an overall course success rate (2.0 or better) of 50.0%. Their overall success rate in developmental education courses was 40.4% while the success rate in college-level courses was 67.7%. Compared to the overall JCC student body, Men of Merit success rates tended to be lower for the fall 2008 semester.</p> <p><i>GPA:</i><br/>Nearly 40% of the Men of Merit students had a GPA of</p> |

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|                                 |   |                        |  | <p>3.00 or better for the fall 2008 semester and seven students had a 3.50 or better. However, the overall semester GPA for all members was just 2.08.</p> <p><i>Retention rates:</i><br/>While there is certainly room for improvement when looking at course success and GPA for the Men of Merit students, the highlight of their success is the percent who returned for the winter 2009 semester. Ninety-two percent (92%) of the Men of Merit students returned for the winter 2009 semester, which is well above the overall JCC fall-to-winter persistence rate that typically hovers just over 70%. Additionally, Men of Merit students persisted to the fall 2009 semester at a higher rate than the College's overall persistence rate (52% compared to 50%).</p>  |
| 12. LaGuardia Community College | x | African American Males | <p>Support the self-awareness and self-reliance of students through identity development and goal identification; Identification of students at risk for failure through an early warning system; Coordination of student and academic support services (e.g. financial assistance, tutoring, personal counseling, academic advisement, etc.) especially in the first year; and Coordination of opportunities for peer networking and faculty-student interaction and role modeling Real talk" sessions mentoring.</p> | <p>Like all program evaluations, the evaluation of the BMEC program at LaGuardia Community College is designed to identify the issues, determine to what extent the objectives have been met and to improve the performance of the Program. The goals of the evaluation are to determine if you are achieving the program's objectives and to determine the usability and effective of the program. Working with Institutional Research the following variables were identified as indicators of improved student outcomes: semester to semester re-enrollment, final grades, number of credits attempted vs. earned, frequency of participation with student services &amp; interventions.</p> <p>Students are tracked using the early alert student progress reports to determine the level of success or risk for failure for each course. Recommended strategies, student</p> |

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|  |   |   |                                     |   | support services or interventions are identified and the options are discussed with students individually. Qualitative student feedback is also an ongoing part of the evaluation process.  |
| 13. Lonestar Community College System        | x |   | African American and Hispanic Males | Outreach and recruitment of middle and high school students for 1 day conference at each of 5 campuses<br>New student receptions<br>SAAB Programs   | We had students complete evaluations at the end of the program to gauge how immediately effective our program was. The overall program was very well received with 90% of the participants indicating on their evaluations that the summit has motivated them to pursue higher education. |
| 14. Montgomery County Community College      | x | x | African American Males              | Mentoring   | <ol style="list-style-type: none"> <li>1. Success Rates</li> <li>2. Persistence/Retention</li> <li>3. Goal Completion</li> <li>4. Transfer</li> <li>5. Graduation</li> <li>6. Student Satisfaction</li> <li>7. Student Engagement</li> </ol>  |
| 15. Northeast Lakeview Community College     |   | x | African American and Latino Male    | Class focuses on male issues<br>Student Club – Leadership development   | Too new to provide anything but anecdotal evidence.   |
| 16. Pulaski Area Technical Community College | x | x | African American Men                | One-stop center for African American males<br>Summer Bridge<br>Career Readiness<br>Professional development<br>Transfer counseling and support<br>Exposure to Cultural activities<br>Mentoring<br>Learning Communities<br>Faculty and Staff Development | IPEDS, Surveys, in house students tracking  |

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|                                   |   |                        | Tutoring<br>Speaker series<br>Service Learning   |  |
| 17. San Jacinto Community College | x | African American Men   | Recruitment and outreach<br>Service learning<br>Mentoring<br>Peer Coaching<br>Counseling and Advising<br>Leadership and Professional development | <p>Assessment Activities: In keeping with the goal of continuous improvement the Men of Honor Program, we will assess the following:</p> <ol style="list-style-type: none"> <li>Men of Honor participant experiences</li> <li>Whether the program courses were effective</li> <li>Student Success outcomes (e.g. course passage rates, semester by semester GPA)</li> </ol> <p>Strategies that will be used to assess the above-referred items will be:</p> <p>Analysis of data in the student records system</p> <ol style="list-style-type: none"> <li>Computer generated surveys to be completed by the mentors, students, faculty and administrators.</li> </ol>   |
| 18. Sinclair Community College    | x | African American Males | Faculty and staff Mentors  | <ol style="list-style-type: none"> <li>Number of students retained through the second academic year.</li> <li>Number of students who maintain GPA of 2.0 or higher.</li> <li>Number of students who complete 80% of registered courses each term.</li> <li>Number of students who complete developmental requirements.</li> <li>Number of students who register each quarter of the academic year.</li> <li>Number of students who actively participate in the program requirements.</li> <li>Quality of the Mentor team relationship.</li> <li>Quality of the Mentor team and student relationship.</li> <li>Compare student success and retention of student participants with the students who chose not to participate.</li> </ol> |

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|  |   |                        |  | 10. Evaluation will consist of quantitative measures through transcript analysis each term and qualitative measures from term assessments, interviews and focus groups.  |
| 19. St. Louis Community College        | x | African American Males | Peer and faculty mentors<br>Tutoring<br>Leadership and Professional development  | <p>Quantitative data routinely collected by the STLCC Office of Institutional Research and Planning includes: enrollment, retention, GPA, graduation, transfer to Missouri four-year institutions, and employment.</p> <p>Each STLCC student has a unique student identifier, so that all data can be tracked for the project participants, as well as disaggregated by gender and race.</p> <p>Participant data will be compared to that of non-participant African-American males, and all other students.</p> <p>Additional quantitative data includes numbers reflecting the dosage of tutoring and other services received, and pre-test/post-test results of staff development assessments.</p> <p>Qualitative data is derived from interviews conducted with a representative sample of the year one and year two cohorts to examine staff responsiveness and the program's effectiveness in addressing student challenges.</p> |
| 20. The Community College of Baltimore | x | African American Males | Effort/merit scholarships, mentoring programs, Summer Bridge programs for high school students, educating faculty and staff about cultural differences and | Indicators of success and achievement.   |

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| 21. The<br>Community<br>College of<br>Beaver<br>County | x |   | African<br>American<br>Males | the concept of “education gaps” and<br>minority student underachievement, and<br>an all-male Student Development course<br>mentor and monitor the academic<br>success of basketball team players<br>Summer Entrepreneur Camp<br>African American Male Athletes<br>Outreach to high school and middle<br>school students | There are some informal evaluations that have been<br>undertaken (such as by the guidance counselor) that we<br>have discovered because we are doing this project. These<br>need to be collected and analyzed. |
| 22. Tulsa<br>Community<br>College                      | x | x | African<br>American<br>Males | Mentoring   | We have no results, as yet. The intervention was first<br>implemented during the current term (fall 2010).   |

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A comparative analysis of these programs was conducted to further the knowledge of how these programs influenced current issues and opportunities for college, philanthropic, and policy interests. In addition to the data collected from program descriptions, strategies and issues facing men of color was gathered from notes collected from two Achieving the Dream Strategy Institute sessions focused on improving college outcomes for men of color and are summarized in Table 19 below.

Table 19.

*Achieving the Dream Strategy Institutes*

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**Greater Persistence**

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Less Improvement in academic performance/persistence

Grad rate 1.1% at one college

911 Case management to improve persistence and retention

Meet the students where they are – form personal bonds

Retention 20% among cohort

Improvement in GPA

Mentor Programs Important

**Comprehensive Programs to include**

Several dept./offices

Be a “college approach”

Challenge: making sure the student stays connected

External/Internal factors (on/off campus) effects retention

Workshops/speakers

Black/Latino resource center

Academic/Administrator Component

Curriculum changes – faculty

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## **The Data Influenced the College's Decision to Initiate a Program**

Inclusive discussions campus-wide

Review Institutional data (all staff/admin/faculty)

Hired staff male (African American and Latino) to supervise the program

Culturally themed programs; "Math as a second language" course

National data/local data/economic data

Course Evaluation

Completion rate

# of attempts

GPA

Identify – "Red Alert" Students

Case Managers – meet with segments of students to discuss:

Scholarships

Gang life

Peer accountability components address "what is happening" in the community/"streets"

Several "4.0" felons" in the program

Campus-wide communication plan

To avoid segregation of students involved in the program

Holistic campus center

Advising

Financial aid

Faculty involvement

Enrollment servicing (Svc)

Wellness component

### **Program Characteristics to consider**

- Emotional Wellness
- Leadership Development
- Programs outside academic outcomes/embedded into programs/courses

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Male Issues to address

Incarceration

Financial obligations

- Child support payments
- Highlight successes vs. deficiencies
- Teaching tenacity
- Male-to-male communication
  - Defense mechanisms
  - Model connectedness among males
  - Model conflict resolution
  - Provide access to mentors who share a common experience
    - Spiritual
    - Gang
    - Divorced
    - Etc.

**African American Male Issues**

Unemployment rates

Homelessness

Books/tuition limited resources

Safety in being invisible

Family issues

Criminal records/history

Growing number of African American Males in the penal system

Unwillingness to admit deficits/needs

Tutoring

HW Help?

Need help with connecting to the campus

Fear of being successful in school

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School is a different kind of hustle

### **Faculty – Student Interaction**

Faculty may not interact with students/or/student may fear interacting with faculty/staff

Full research on successful male community colleges students (African American)

Focus groups with successful African American male students

Report results to faculty/staff

Culturally competent faculty/staff

### **Road Map to Navigate On/Off Campus**

Emotional Intelligence

**Smart Strategies** (addressing large number of students)

- Hire diverse faculty/staff
- HBCU's still have the same issues
  - Need faculty/staff with the right mind set
  - Need to understand the values/culture of African American students
  - Dismiss biases/presumptions
  - Faculty professional development curriculum
  - Re-design principles
  - Culturally responsive pedagogy

### **Accurate Empathy**

- Raise consciousness of
    - Faculty
    - Community
  - Emphasize Resourcefulness
    - Learning communities creatively among African American Males
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Table 20.

*Strengthening Outcomes for Men of Color*

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| <b>Lessons Learned</b>   |
|--|
| 1. Need community partners to assist as role models and also to encourage student participation in their programs (a two-way street)   |
| 2. Various groups define “community” differently   |
| 3. “Community” is needed to build long-term systematic change  |
| 4. A college culture needs to be institutionalized and not a reflection of one or two people on your campus. What happens when there is a “one woman” or “one man” show and that person leaves or just gets tired? |
| 5. Key Indicator of success is connected to your institution’s attendance policies   |
| 6. Relationships are built and based on the student’s identity issues or concerns  |
| 7. Ability to institutionalize successful strategies and initiatives   |

Design Principles for Men of Color

What evidence and data are you using to design programs? Is your program scalable?

1. Broad engagement of successful and unsuccessful students of color with community
2. **Translate the “hustle” to the higher education experiences** (a transferable skill from one environment to another and allows students to gain the confidence to problem solve in a different setting – a kind of roadmap for solving problems and seeking workable solutions)
3. Peer tutoring and Peer mentoring allow for intentional connection with other students and leads to more “systematic connections on your campus
4. Classroom connection between faculty members and students allow for personal connections through e-mail, texting, messaging
5. Students communicate the following needs from college faculty, staff, administrators, etc:
  - a. Look at me
  - b. Respect me
  - c. Acknowledge me
6. Be intentional regarding acknowledging these students and making them feel welcomed and engaged

7. Community engagement includes parental engagement, sororities and fraternities

#### Expectations

1. Saturday conversations includes both Latino and African American males

Builds cultural bridges among and between cultures

Unintended side effects from Minority Male Programs

1. A white privileged male can discuss the issues as “ours” and not as an African American or Latino issue
2. Minority males programs must focus on the issue with all men and not as a cultural or race-related issue  
Use of the ATD Finish Line “game” can introduce these difficult and courageous conversations

#### Focus Group Data

1. A college shared the data collected with program participants and now many are presenting the data to other college wide groups
2. Data are used to inform program development

## CHAPTER FIVE: CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

*As we create the future, we must understand the founding and formation of the college. As we collaborate to envision the future, it will be important to me that I share your understanding of the values and dreams of those whose life blood has nurtured the programs and policies of the college. Knowing how big decisions were made in the past, along with an awareness of their consequences, will affect the way we envision possibilities for our shared future.*

*(Roueche et al., 1989, p. 113)*

This fifth and final chapter highlights research conclusions, recommendations, and implications for future research. This qualitative case study research was designed to answer the two questions below:

### **Question 1**

*What are the common and/or unique characteristics of minority male student success programs implemented in community and or technical colleges in America?*

This researcher analyzed the programs from two main sources. The first source is the current AACC Minority Male Student Success Database with 60 programs, and the second source are 22 program descriptions submitted to CCSSE for the 2010 and 2011 Achieving the Dream Strategy Institutes. Use of a semi-structured interview protocols were used with a selection of program directors or students.

### **Question 2**

*What measures of effectiveness exists for a selection of minority male student success programs with at least three semesters of data?* The programs selected are on

the AACC Minority Male Student Success Database and/or from CCSSE participants from 2010 or 2011 Achieving the Dream Strategy Institute.

The college completion agenda has engaged numerous organizations, leaders, faculty, staff, and students differently, yet enthusiastically across our nation.

Community colleges are essential to the United State's capacity to increase our ability to compete globally with other countries (AACC, 2010, 2011; College Board, 2011; Friedman, 2005; Lumina Foundation, 2010). Two-year community and technical colleges are at the precipice of historic change, challenge and opportunity (Boggs, 2010; Bumphus, 2011; Obama, 2010). An increased demand for improving college graduation rates requires systemic changes at every level.

### **Summary of Research Findings**

Lessons learned in this qualitative case study on men of color student success programs revealed the examples of programs created to help more men adjust to the conditions necessary for success in college and life. The analysis of the case studies used in this research yield insights from program directors, student participants and the issues and opportunities that are yet to be addressed broadly throughout the community college movement.

Listed below are the 30 most common characteristics comprised in these initiatives. These characteristics are listed according to the highest and lowest frequency among the 82 case studies:

1. Mentoring
2. Leadership & Professional development
3. Counseling
4. College Survival Skills
5. Tutoring
6. Academic Advising
7. Career Planning
8. Service Learning/Community opportunities
9. Assessment and Testing
10. College Awareness/Outreach/
11. Cohort Study Sessions
12. Structured Learning Community
13. Faculty Development
14. Social skills training
15. Early Alert
16. Literary/Book Club
17. Life Skills
18. Summer Bridge
19. Speaker Series
20. University Tours/Exploration for Transfer
21. Student Workshops
22. Orientation
23. Cultural Workshops
24. Support and Community Building
25. Textbook/ laptop lending library or resource center
26. Economic Development/Financial literacy
27. Financial support – scholarships/stipends
28. GED/HS Completion
29. Basic Skill Readiness in Math, English
30. College Prep

Program brochures, college websites, and video interviews were discovered and used to triangulate the analysis. The semi-structured interviews may be of interest to college faculty members, and mid-level and senior leaders of colleges. The program directors indicated commitment to improving student success for men of color but lacked broad institutional support from the teaching ranks, long term funding and need for broader integration of the program within the institution.

Program leaders indicated also shared the following data was missing from their programs evaluation criteria:

- ✓ Graduation rates
- ✓ Transfer rates
- ✓ Qualitative data
- ✓ Academic focused areas
- ✓ Open dialogue
- ✓ Getting students engaged
- ✓ Need to help more men of color participate and determine how to help them seek help for academic challenges and want to be seen as “friendly”

Program director’s defined programmatic success in terms of student outcomes and for some, these were as diverse as the men who participant in the program. Programmatic goals were related to setting goals, completing those goals, and progressing to the next goal. Success was also defined by helping men achieve transferability of program success to life.

Program participants indicated success was related to academic achievements – one class, one semester, and one degree. Many offered comparisons of success in college to success in life. Program participant interview findings may be of interest to college leaders and program directors pertinent to marketing of the program. Students often found the men of color program by happenstance, and not by design resulting from a broad or comprehensive marketing program. Programs for men of color often operate on small budgets and on a pilot basis. The student voices also indicate the following:

- ✓ Attempts to balance academic, personal, and social needs
- ✓ Admitted to feeling deprived of quality relationships
- ✓ Are unfamiliar with personal success until this program
- ✓ Gained confidence and maturity
- ✓ Struggled to trust program directors and students in the beginning but after a few weeks or a semester, learned to trust and be trusted
- ✓ Collaboration needed across the institution
- ✓ See programs for men of color as bridges within their colleges to life
- ✓ Community colleges may be open access but need to have more required/mandatory participation in minority male student success programs
- ✓ Need for broad access to mental health
- ✓ Need to “see” what they can be and need connection to professionals from numerous career areas
- ✓ Need for comprehensive life plans with academic, financial, health, social and cultural components
- ✓ Like being held accountable with high expectations

Evidence supporting how these characteristics singularly or collectively lead to increase student success and college completion was evident in a small percentage of the cases analyzed. Even though the lowest characteristics were infrequent across the case studies, they should not be perceived as least important or not critical to student success.

1. Economic Development/Financial literacy
2. Financial support – scholarships/stipends
3. GED/HS Completion
4. Basic Skill Readiness in Math, English
5. College Prep

Previous research pertinent to student retention, engagement, and success affirm the importance of student success programs for men of color that are designed around a student-centered model. Researchers Hall and Rowan (1999, 2001) shed significant understanding regarding the issues minority men face in higher education based on a qualitative study. Issues related to diversity, equality, and equity continue to create barriers for many men of color.

The community college case studies are evident of college leader's interest in increasing graduation rates for African American and Latino males. The findings from this study also illustrated that not all minority men in community colleges require the same programmatic support. Consistent with the broad diversity of students in community college, African American and Latino men bring diversity based on the intersectionality of race/ethnicity, age, and class as well as their future goals. Student success programs for men of color report barriers related to the three focused areas listed by McPhail (2011) in her summary report. The issues and challenges facing men of color require comprehensive strategies beginning with an accurate and detailed review of both quantitative and qualitative institutional data. Data must be used to inform, guide, and evaluate the strategic actions of colleges, associations, and policy efforts.

McPhail (2011) identified several obstacles faced by many community colleges that impede their capacity to help more students, especially those considered high risk, complete college and include: “Leadership and Governance; Finance and Budget and Teaching and Learning” (McPhail, 2011, pp. 6-7). The program director semi-structured interviews revealed similar concerns, challenges, and obstacles. Challenges reported by several program directors include

- a) lack of sustainable planning
- b) programmatic support and cooperation from faculty (directors report more collaboration with financial aid, counseling, and advising)
- c) funding and broad adoption within the institution
- d) programs offered as a student club dependent on student fees versus an institutional program as a budget line item

### **Future Research Implications**

Community college leaders must focus on adopting strategies that help more men of color complete college (AACC, 2011; ATD, 2011; College Board, 2010, 2011; Lumina Foundation, 2010). A real threat to many of these programs is within the program directors who are proud to lead but lack experience, skills, or awareness in effective program design, which includes comprehensive assessment, evaluation, and survey measures. Program directors reported using informal survey tools inconsistently.

Many of the cases evaluated for this study were newly created, launched as pilot programs, or were in limbo due to lack of funds. A longitudinal study, with quantitative and qualitative aspects should be done to determine if outcomes for men of color

stabilize and increase success with more graduates, transfers to 4-year colleges, and related work is accomplished based on the most prominent program characteristics, listed below

|                                       |       |         |
|---------------------------------------|-------|---------|
| Mentoring                             | 59/82 | 71.95 % |
| Leadership & Professional development | 45/82 | 54.87 % |
| Counseling                            | 36/82 | 43.90 % |
| College Survival Skills               | 34/82 | 41.46 % |
| Tutoring                              | 24/82 | 29.26 % |

These program factors must be holistically integrated and evaluated throughout community colleges. Men of color initiatives should be integral to any college completion plan with broad support from the highest levels within a college with key responsibilities throughout an organization. Collaboration within a P-20 framework provides a more stable environment for the success of minority men. There are no simple solutions to meeting the challenges of graduating more African American and Latino males.

Over the past decade, the promising practices from the U.S. Department of Education TRIO programs, Achieving the Dream, and the 82 cases included in this research are examples of workable solutions for the elimination of educational attainment gaps for African American and Latino men. National and institutional educational policies must leverage the lessons learned from program directors, students and others to create sustainable solutions.

## **Recommendations**

Several community colleges and college systems have successful histories improving outcomes for diverse student groups. Numerous examples of these colleges and leaders are documented by the American Association of Community Colleges, Achieving the Dream, Center for Community College Student Engagement, the League for Innovation, and the Community College Leadership Program at The University of Texas.

Collectively, data is well documented on the issues men of color face from elementary through college and life. Also well documented are community colleges, community college leaders, and philanthropic organizations that support issues and opportunities in the student success and completion agenda. This researcher recommends a national working conference to engage college leaders and philanthropic and policy agencies on moving the conversation from the current small scale programs captured in this case study. The 2012 American Association of Community College theme “21<sup>st</sup>-Century Vision: Igniting Innovation” (AACC, 2011, p. 1).

President Obama has challenged community colleges to help the nation meet the need to graduate more students. Attempts are being made to meet the challenge based on the 82 cases in this study. Findings uncovered in this study indicate that if more is to be done, a different strategy is needed, and that strategy must be broader.

Program directors need collaborative and involved faculty and faculty are inconsistently engaged for numerous reasons. This researcher recommends identifying the barriers among the faculty ranks and once identified, innovative solutions to address

and eliminate for increased success. Research supports the fact that broader student engagement leads to success and that engagement happens most in the classroom (CCSSE). Community college leaders must lead their institutions with vision, innovation, and commitment to meeting the needs of all students. The following community college have led efforts to improve the minority male experience within institutions include:

El Paso Community College

South Texas College

North Carolina Community College System

Jackson Community College

Maricopa Community College System

Dallas County Community College District

Hillsborough College

Miami-Dade Community College

San Jacinto College

Capital Community College

Prince George's Community College

The City University of New York

The legislative priorities for the American Association of Community Colleges and the Association of Community College Trustees are comprised of two primary goals. The first goal is to “pursue legislation and funding that ease economic barriers for students to attend and succeed in community colleges and enable those institutions to

better serve their communities” and the second goal is to ”forge partnerships to advance the educational, economic and workforce development, and social goals of community colleges” (AACC, 2011, pp.3-4).

Though 2-year colleges now enroll the majority of all college students, 4-year colleges receive more public resources (AACC, 2010). Community college minority male student success programs often serve small numbers of participants and scale or growth and expansion are not always considered during the design phase of the program. Also lacking during the crucial program design phase is an attention to evaluation, assessment, or continuous improvement. Though most community colleges are required to conduct self-study and evaluative exercises on academic programs, lacking was evidence in these programs which are often operated by student services. Programs often launch as pilots without evaluative measures to determine programmatic evidence on the effectiveness.

New accountability demands from employers, policy makers, government, and college leaders requires our collective focus and commitment to identify and eliminate barriers for those students with the lowest participation, completion and transfer rates (AACC, 2011; Brookings, 2009; College Board, 2011).

In conclusion, community colleges are not lacking in examples of minority male student success at programmatic and state levels. What is lacking is broad commitment to the evidence of effectiveness. Lacking is evidence of systematic assessment of programs. It is not sufficient to have programs designed without commitment to

determine its effectiveness. These examples enrolled small numbers of minority students, which speaks to the continued issue of scale.

Minority male student success models must be designed with intention as bridges between nontraditional students' academic, career and life goals and institutional support services as they relate to retention, persistence and completion to close the gaps for minority men (Bailey & Alfonso, 2005; Cabrera, Nora, & Castaneda, 1993). Minority male student success programs are meeting the needs of men necessary because of historical, cultural and social issues within our broader society.

Based on what researchers are learning about single-sex classes, schools and programs with African American and Latino boys and men learn from the coaching, peer-to-peer mentoring/accountability, and respect given and expected. Other reasons why these programs are having success are the safe environment offered in a larger world where historic and current issues regarding racism exist and persist (Hall and Rowan, 2001, p. 3).

## APPENDIX A

### **Program Director: Community College Minority Male Student Success Initiative Interview Protocol**

1. What are the baseline data that prompted the college to identify this as a problem and decide that they needed to do something about it?
2. Describe your program's optimal success.
3. Explain how your program is aligned to your institution's accreditation plan.
4. How do you evaluate your program's effectiveness?
5. Do you have evaluation or survey forms completed for each phase of your program, i.e., orientation? Program material? Speaker forms?
6. What data or feedback do you provide program participants?
  - a. Frequency of feedback?
  - b. Method feedback is provided?
  - c. How is feedback used?
7. Program effectiveness is measured differently in many colleges, what is your best measure of effectiveness for your program? Three years from today, what method of effectiveness will be used to determine programmatic success?
8. What data is missing from your program evaluation criteria?
9. What else would you tell me about your program's effectiveness?
10. What are your institution's plans for scaling up to serve more students?
11. Please describe whether what colleges need to be doing to support success for men of color are different from the things they need to be doing for all students.
12. Please describe whether your program/services are optional or are men of color singled out for participation?
  - a. If singled out, are these program participants seen as stigmatizing, or whereas services in which all students are required to participate are seen as "the way we do education around here."

## APPENDIX B

### Program Participant: Community College Minority Male Student Success Initiative

#### Interview Protocol

1. How did you know this program existed?
2. Why did you decide to participate?
3. Tell me about the benefits for participating?
4. Describe how you know this program is working using your own words?
5. How has this program helped you create goals for college experience?
6. What do you like the most about this program and why?
7. What do you dislike the most and why?
8. What feedback do you receive from program directors or others?
  - a. Frequency of feedback?
  - b. Is this sufficient feedback for you?
  - c. What other feedback would you like to receive and how often?
9. How has this program helped you create goals for college completion?
10. How has the program helped you create goals for your post-college life?
11. What advice would you offer to other students about joining this group/program?
12. Describe what your college would be like if all students could access and benefit from a program like this?
13. What advice would you offer to program staff or administrators or college president about improving this program?
14. Is there anything else you would like to share about this how successful this program is and why?

## APPENDIX C: IRB APPROVAL LETTER



OFFICE OF RESEARCH SUPPORT

THE UNIVERSITY OF TEXAS AT AUSTIN

P.O. Box 7426, Austin, Texas 78713 (512) 471-8871 -FAX (512) 471-8873  
North Office Building A, Suite 5.200 (Mail code A3200)

FWA # 00002030

Date: 04/04/11

PI(s): Janice Clarice Marshall Department & Mail Code: CCSSE

Title: **Lessons Learned From Student Success Initiatives for Men  
Of Color: Descriptive Analysis Of The Characteristics Of  
Community College Programs And Analysis Of Evidence Of**

IRB EXPEDITED APPROVAL: IRB Protocol # 2011-01-0013

Dear: **Janice Clarice Marshall**

In accordance with the Federal Regulations the Institutional Review Board (IRB) reviewed the above referenced research study and found it met the requirements for approval under the Expedited category noted below for the following period of time: 04/04/2011 - 04/03/2012. Expires 12 a.m. [midnight] of this date.

Expedited category of approval:

- (1) Clinical studies of drugs and medical devices only when condition (a) or (b) is met. (a) Research on drugs for which an investigational new drug application (21 CFR Part 312) is not required. (Note: Research on marketed drugs that significantly increases the risks or decreases the acceptability of the risks associated with the use of the product is not eligible for expedited review). (b) Research on medical devices for which (i) an investigational device exemption application (21 CFR Part 812) is not required; or (ii) the medical device is cleared/approved for marketing and the medical device is being used in accordance with its cleared/approved labeling.
- (2) Collection of blood samples by finger stick, heel stick, ear stick, or venipuncture as follows: (a) from healthy, non-pregnant adults who weigh at least 110 pounds. For these subjects, the amounts drawn may not exceed 550 ml in an 8 week period and collection may not occur more frequently than 2 times per week; or (b) from other adults and children<sup>2</sup>, considering the age, weight, and health of the subjects, the collection procedure, the amount of blood to be collected, and the frequency with which it will be collected. For these subjects, the amount drawn may not exceed the lesser of 50 ml or 3 ml per kg in an 8 week period and collection may not occur more frequently than 2 times per week.
- (3) Prospective collection of biological specimens for research purposes by Non-invasive means.  
Examples:
  - (a) hair and nail clippings in a non-disfiguring manner;
  - (b) deciduous teeth at time of exfoliation or if routine patient care indicates a need for extraction;
  - (c) permanent teeth if routine patient care indicates a need for extraction;
  - (d) excreta and external secretions (including sweat);

- (e) uncanalulated saliva collected either in an un-stimulated fashion or stimulated by chewing gumbase or wax or by applying a dilute citric solution to the tongue;
  - (f) placenta removed at delivery;
  - (g) amniotic fluid obtained at the time of rupture of the membrane prior to or during labor;
  - (h) supra- and subgingival dental plaque and calculus, provided the collection procedure is not more invasive than routine prophylactic scaling of the teeth and the Process is accomplished in accordance with accepted prophylactic techniques;
  - (i) mucosal and skin cells collected by buccal scraping or swab, skin swab, or mouth washings;
  - (j) sputum collected after saline mist nebulization.
- (4) Collection of data through noninvasive procedures (not involving general anesthesia or sedation) routinely employed in clinical practice, excluding procedures involving x-rays or microwaves. Where medical devices are employed, they must be cleared/approved for marketing. (Studies intended to evaluate the safety and effectiveness of the medical device are not generally eligible for expedited review, including studies of cleared medical devices for new indications).  
Examples:
- (a) physical sensors that are applied either to the surface of the body or at a distance and do not involve input of significant amounts of energy into the subject or an invasion of the subject's privacy;
  - (b) weighing or testing sensory acuity;
  - (c) magnetic resonance imaging;
  - (d) electrocardiography, electroencephalography, thermography, detection of naturally occurring radioactivity, electroretinography, ultrasound, diagnostic infrared imaging, doppler blood flow, and echocardiography;
  - (e) moderate exercise, muscular strength testing, body composition assessment, and flexibility testing where appropriate given the age, weight, and health of the individual.
- (5) Research involving materials (data, documents, records, or specimens) that have been collected, or will be collected solely for non-research purposes (such as medical treatment or diagnosis). (NOTE: Some research in this category may be exempt from the HHS regulations for the protection of human subjects. 45 CFR 46.101(b)(4). This listing refers only to research that is not exempt).
- (6) Collection of data from voice, video, digital, or image recordings made for research purposes.
- (7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies. (NOTE: Some research in this category may be exempt from the HHS regulations for the protection of human subjects. 45 CFR 46.101(b)(2) and (b)(3). This listing refers only to research that is not exempt).
- Use the attached approved informed consent.
- You have been granted a Waiver of Documentation of Consent according to 45 CFR 46.117 and/or 21 CFR 56.109(c)(1).
- You have been granted a Waiver of Informed Consent according to 45 CFR 46.116(d).

**Responsibilities of the Principal Investigator:**

1. Report immediately to the IRB any unanticipated problems.

2. Ensure the proposed changes in the approved research during the IRB approval period will not be applied without IRB review and approval, except when necessary to eliminate apparent immediate hazards to the subject. Changes in approved research implemented without IRB review and approval initiated to eliminate apparent immediate hazards to the subject must be promptly reported to the IRB, and will be reviewed under the unanticipated problems policy to determine whether the change was consistent with ensuring the subjects continued welfare.
3. Report any significant findings that become known in the course of the research that might affect the willingness of subjects to continue to participate.
4. Ensure that only persons formally approved by the IRB enroll subjects.
5. Use only a currently approved consent form (remember that approval periods are for 12 months or less).
6. Protect the confidentiality of all persons and personally identifiable data, and train your staff and collaborators on policies and procedures for ensuring the privacy and confidentiality of subjects and their information.
7. Submit for review and approval by the IRB all modifications to the protocol or consent form(s) prior to the implementation of the change.
8. Submit a Continuing Review Application for continuing review by the IRB. Federal regulations require IRB review of on-going projects no less than once a year (a Continuing Review Application and a reminder letter will be sent to you two months before your expiration date). If a reminder is not received from Office of Research Support (ORS) about your upcoming continuing review, it is still the primary responsibility of the Principal Investigator not to conduct research activities on or after the expiration date. The Continuing Review Application must be submitted, reviewed and approved, before the expiration date.
9. Upon completion of the research study, a Closure Report must be submitted to the ORS.
10. Include the IRB study number on all future correspondence relating to this protocol.

If you have any questions call or contact the ORS (Mail Code A3200) or via e-mail at [orsc@uts.cc.utexas.edu](mailto:orsc@uts.cc.utexas.edu).

Sincerely,



Jody L. Jensen, Ph.D.  
Professor  
Chair, Institutional Review Board

## APPENDIX D

### APPROVED CONSENT FORM

**1. Title:** Lessons Learned From Student Success Initiatives for Men Of Color: Descriptive Analysis Of The Characteristics Of Community College Programs And Analysis Of Evidence Of Effectiveness For Selected Programs

**2. Conducted By:** JaNice Marshall (Doctoral Student)  
Telephone: 517.802.7257  
Fax: 517.483.1845  
Email: jmarshall0316@gmail.com or pittsmoj@lcc.edu

Dr. John E. Roueche, Faculty Sponsor  
The University of Texas at Austin:  
Department / Office; the Community College Leadership  
Program  
Telephone: 512.471.7545

You are being asked to participate in a research study. This form provides you with information about the study. The person in charge of this research will also describe this study to you and answer all of your questions. Please read the information below and ask any questions you might have before deciding whether or not to take part. Your participation is entirely voluntary. You can refuse to participate or stop participating at any time without penalty or loss of benefits to which you are otherwise entitled. You can stop your participation at any time and your refusal will not impact current or future relationships with UT Austin or your school. To do so simply tell the researcher you wish to stop participation. The researcher will provide you with a copy of this consent for your records.

**3. Purpose:** The purpose of this study is to determine the effectiveness of Community College Student Success Initiatives for Men of Color. The results of this study will inform college leaders and policy makers about the common characteristics of minority male student success initiatives and whether there is evidence of effectiveness. This study is also important to the discourse on college completion for men of color while also informing institutional policies and funding for such programs. The total number of subjects will not exceed 12, including up to six program directors and up to six program participants.

**4. If you agree to be in this study, we will ask you to do the following things:**

- Participate in a semi-structured interview.
- The interviews will be audio recorded and may take place either in person, over the phone or using a technology like Skype™.
- Each interview will be scheduled for 1.5 hours.

**5. Total estimated time to participate** in study will not exceed 3 hours.

**6. Risks**

The risk associated with this study is no greater than everyday life.

- The potential for loss of confidentiality is a risk considered no greater than everyday life.

**Benefits**

There are no direct benefits for participants in this study.

- The larger society will benefit from the outcomes of this research and will help inform educational administrators and policymakers regarding programs and the components that lead to increased academic and success for minority men during their experiences in community colleges.
- The field of Educational Administration with a focus on community colleges will also benefit from understanding common characteristics of minority male student success initiatives and whether there is evidence of effectiveness.
- This study is also important to the national community college completion agenda for men of color while also informing institutional policies of being in the study will inform the decisions and actions of community college leaders and related policymakers.

**7. Compensation:** There is no financial compensation or other compensation for participating in this study.

**8. Confidentiality and Privacy Protections:**

- Taped interviews will be stored in a locked file in the researcher's locked and secured office.
- All interviews will be taped without any personally identifiable information. Your name will be removed and you will be given a pseudonym. The recordings will only be heard for research purposes. After they have been transcribed and reviewed by participants, they will be retained for at least three years after completion of the research.
- Any electric, computer-generated or hard copy forms of transcribed interviews will also be stored in the researcher's locked, secured office and file cabinet.

- The consent forms will be secured in a locked file cabinet in the researcher's locked and secured office and will be retained for three years after the close of this study.
- No personally identifiable information will be stored. Data will be kept without using participants real names for at least 3 years after the study is complete.
- The records of this study will be stored securely and kept confidential. Authorized persons from The University of Texas at Austin, and members of the Institutional Review Board have the legal right to review your research records and will protect the confidentiality of those records to the extent permitted by law. All publications will exclude any information that will make it possible to identify you as a subject. Throughout the study, the researchers will notify you of new information that may become available and that might affect your decision to remain in the study.

### **Contacts and Questions:**

If you have any questions about the study please ask now. If you have questions later, want additional information, or wish to withdraw your participation call the researchers conducting the study. Their names, phone numbers, and e-mail addresses are at the top of this page.

If you would like to obtain information about the research study, have questions, concerns, complaints or wish to discuss problems about a research study with someone unaffiliated with the study, please contact the IRB Office at (512) 471-8871 or Jody Jensen, Ph.D., Chair, The University of Texas at Austin Institutional Review Board for the Protection of Human Subjects at (512) 232-2685.

Anonymity, if desired, will be protected to the extent possible. As an alternative method of contact, an email may be sent to [orsc@uts.cc.utexas.edu](mailto:orsc@uts.cc.utexas.edu) or a letter sent to IRB Administrator, P.O. Box 8226, Mail Code A 3200, Austin, TX 78713.

**You will be given a copy of this information to keep for your records.**

**Statement of Consent:**

I have read the above information and have sufficient information to make a decision about participating in this study. I consent to participate in the study.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Investigator: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX E

### EMAIL COMMUNICATION

Dear \_\_\_\_\_:

Per our recent conversation regarding my dissertation research, please find attached to this email a copy of a Consent Form which must be signed indicating you and your students agreement to participate in the study "*Lessons Learned From Student Success Initiatives for Men Of Color: Descriptive Analysis Of The Characteristics Of Community College Programs And Analysis Of Evidence Of Effectiveness For Selected Programs*".

After careful review of this document, please forward any questions or concerns to my attention. Once all questions have been answered, please sign the attached form (**ONE PER INTERVIEWEE**) and fax, email or mail a copy back to my office. After I have signed the Consent Form, I will email a PDF copy back to you for your records.

Thank you in advance for your willingness to participate in this very important study.

Please indicate the best interview date and time for you during the AACC Conference:

|                        |                    |                           |   |   |   |
|------------------------|--------------------|---------------------------|---|---|---|
| Friday April 8, 2011   | 1:00 pm – 8:00 pm  | location to be determined |   |   |   |
| Sunday April 10, 2011  | 10:00 am – 4:00 pm | “                         | “ | “ | “ |
| Monday April 11, 2011  | 10:00 am – 4:00 pm | “                         | “ | “ | “ |
| Tuesday April 12, 2011 | 8:00 am – 2:30 pm  | “                         | “ | “ | “ |

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## APPENDIX F

### AMERICAN ASSOCIATION OF COMMUNITY COLLEGE'S MINORITY MALE STUDENT SUCCESS DATABASE PROGRAMS

| Program   | College  | City            | State | Zip   |
|---|--|-----------------|-------|-------|
| 1. Alamance Community College - Emerging Minority Leaders   | Alamance Community College   | Graham          | NC    | 27253 |
| 2. Alamo Community College District - HOME [Help Own Male Education]                                | Alamo Community College District                                   | Universal City  | TX    | 78148 |
| 3. Asheville-Buncombe Technical Community College - Minority Leadership Academy                     | Asheville-Buncombe Technical Community College                     | Asheville       | NC    | 28801 |
| 4. Baltimore City Community College - The QUEST: African American Male Learning Cohort              | Baltimore City Community College                                   | Baltimore       | MD    | 21215 |
| 5. Broward College - B2B Learning Communities Encourage Broward Social Status on Black Men and Boys | Broward College  | Fort Lauderdale | FL    | 33301 |
| 6. Capital Community College - Black and Latino Male Resource Center                                | Capital Community College  | Hartford        | CT    | 06103 |
| 7. Cincinnati State Technical & Community College - Black Male Initiative                           | Cincinnati State Technical & Community College                     | Cincinnati      | OH    | 45223 |
| 8. Coastline Community College - African American Male Education Network and Development            | Coastline Community College  | San Bernardino  | CA    | 92427 |
| 9. Community College of Philadelphia - Center for Male Engagement                                   | Community College of Philadelphia                                  | Philadelphia    | PA    | 19130 |
| 10. Craven Community College - Male Mentoring Empowerment Group (M.M.E.G.)                          | Craven Community College   | New Bern        | NC    | 28600 |
| 11. Dallas County Community College District/African American Male Initiative                       | Cedar Valley College   | Lancaster       | TX    | 75134 |
| 12. Delaware Technical & Community College - The Vanguard Society                                   | Delaware Technical & Community College - Stanton/Wilmington Campus | Wilmington      | DE    | 19801 |
| 13. Durham Technical and Community College - "Visions" Minority Male Leadership                     | Durham Technical and Community College                             | Durham          | NC    | 27703 |

| Initiative |  |                                     |               |    |            |
|------------|--|-------------------------------------|---------------|----|------------|
| 14.        | East Arkansas Community College - Minority Male Assistance Program (MMAAP)                     | East Arkansas Community College     | Forrest City  | AR | 72335      |
|            | Edgecombe Community College - Empowering Males with a Purpose to Achieve and Celebrate (EMPAC) | Edgecombe Community College         | Tarboro       | NC | 27886      |
| 15.        | El Centro College's - African American and Latino Male Initiative                              | El Centro College                   | Dallas        | TX | 75202      |
| 16.        | Elgin Community College - MEN Inc. (Male Education Network) Leadership Program                 | Elgin Community College             | Elgin         | IL | 60123      |
| 17.        | Forsyth Technical Community College - James A. Rousseau Minority Male Mentoring Program        | Forsyth Technical Community College | Winston-Salem | NC | 27103      |
| 18.        | Georgia Perimeter College - GPC Leadership Academy   | Georgia Perimeter College           | Clarkston     | GA | 30021      |
| 19.        | Grayson County College - It's My Pathway!  | Grayson County College              | Denison       | TX | 75020      |
| 20.        | Halifax Community College - P.R.I.D.E. of Halifax Male Mentoring Program                       | Halifax Community College           | Weldon        | NC | 27890      |
| 21.        | Harford Community College - Rites of Passage Mentoring Program                                 | Harford Community College           | Bel Air       | MD | 21015      |
| 22.        | Hillsborough Community College - Collegiate 100 Program  | Hillsborough Community College      | Tampa         | FL | 33605-3648 |
| 23.        | Housatonic Community College - You Can Do It   | Housatonic Community College        | Bridgeport    | CT | 06604      |
| 24.        | Houston Community College System - Minority Male Initiative                                    | Houston Community College System    | Houston       | TX | 77002      |
| 25.        | Indian River State College - African-American Males Leadership Institute                       | Indian River State College          | Fort Pierce   | FL | 34953      |
| 26.        | Jackson Community College - Men of Merit   | Jackson Community College           | Jackson       | MI | 49203      |
|            | Jackson Community College - Student Diversity Initiatives                                      | Jackson Community College           | Jackson       | MI | 49201      |
| 27.        | James Sprunt Community College - Male Mentoring Achievement Program (2MAP)                     | James Sprunt Community College      | Kenansville   | NC | 28349      |
| 28.        | Lone Star College System - Brother For Brother (B4B)   | Lone Star College System            | Houston       | TX | 77073      |
| 29.        | Manchester Community College - Brother-2-Brother Program                                       | Manchester Community College        | Manchester    | CT | 06045      |
| 30.        | Maricopa County Community College District - Minority Male                                     | Maricopa County Community College   | Tempe         | AZ | 85281      |

|     | Initiative   | District                                |                   |    |            |
|-----|--|---|-------------------|----|------------|
| 31. | Massachusetts Bay Community College - YMOC (Young Men of Color)  | Massachusetts Bay Community College     | Wellesley Hills   | MA | 02481      |
| 32. | Medgar Evers College - Black Male Initiative   | Medgar Evers College                    | Brooklyn          | NY | 11225      |
| 33. | Midlands Technical College - African American Male Leadership Institute (AAML)                           | Midlands Technical College              | Columbia          | SC | 29202      |
| 34. | Milwaukee Area Technical College - Just One Mentoring Program  | Milwaukee Area Technical College        | Milwaukee         | WI | 53233      |
| 35. | Mitchell Community College - Minority Male Mentoring Initiative (3MI)                                    | Mitchell Community College              | Statesville       | NC | 28677      |
| 36. | Montgomery County Community College - Minority Male Mentoring Program                                    | Montgomery County Community College     | Blue Bell         | PA | 19422      |
| 37. | North Carolina Community College System - Minority Male Mentoring Program                                | North Carolina Community College System | Raleigh           | NC | 27699      |
| 38. | Northeastern Technical College - TRUMPET   | Northeastern Technical College          | Cheraw            | SC | 29520      |
| 39. | Northlake College - African American and Latino Male Initiative (AALMI)                                  | Northlake College                       | Irving            | TX | 75038      |
| 40. | Ouachita Technical College - Men on a Mission (MoM)  | Ouachita Technical College              | Malvern           | AR | 72150      |
| 41. | Pitt Community College - NEXT LEVEL Minority Male Mentoring Program                                      | Pitt Community College                  | Greenville        | NC | 27835      |
| 42. | Prince George's Community College - Diverse Male Student Academy   | Prince George's Community College       | Largo             | MD | 20782      |
|     | Prince George's Community College - Men Moving Forward   | Prince George's Community College       | Largo             | MD | 20782      |
| 43. | Pulaski Technical College - The Network for Student Success  | Pulaski Technical College               | North Little Rock | AR | 72118      |
| 44. | Queensborough Community College - MALES Initiative (Men Achieving and Leading in Excellence and Success) | Queensborough Community College         | Bayside           | NY | 11364-1497 |
| 45. | Robeson Community College - Minority Male Achievement Program  | Robeson Community College               | Lumberton         | NC | 28359      |
| 46. | San Jacinto College District - Men of Honor  | San Jacinto College District            | Houston           | TX | 77089      |
| 47. | St. Louis Community College -  | St. Louis                               | Saint Louis       | MO | 63135      |

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|     |   |  |   |    |            |  |
|-----|---|--|---|----|------------|--|
|     | African-American Male Initiative "Empowering Student Leaders for the Future" (AAMI)                                   | Community College                      |   |    |            |  |
| 48. | St. Petersburg College - Male Outreach Initiative (MOI)   | St. Petersburg College                 | St. Petersburg                                    | FL | 33733      |  |
| 49. | Technical College of the Lowcountry - PILAU -- Promoting Integrity, Leadership, Academics, and Cultural Understanding | Technical College of the Lowcountry    | Beaufort  | SC | 29901      |  |
| 50. | The City University of New York Black Male Initiative (CUNY BMI)  | The City University of New York (CCNY) | 160 Convent Avenue at 138th Street, New York City | NY | 10031      |  |
| 51. | The Tacoma Community College Center for Multi-Ethnic and Cultural Affairs and the College Success Foundation          | Tacoma Community College               | Tacoma  | WA | 98466      |  |
| 52. | Trident Technical College - M.E.N.S. Program  | Trident Technical College              | Charleston  | SC | 29423      |  |
| 53. | U of Pittsburgh - iSchool Inclusion Institute (i3)  | U of Pittsburgh                        | Pittsburgh  | PA | 15260      |  |
| 54. | Wake Technical Community College - Pathways Leadership Initiative   | Wake Technical Community College       | Raleigh   | NC | 27603      |  |
| 55. | Wayne Community College - Minority Male Mentoring Group   | Wayne Community College                | Goldsboro   | NC | 27533-8002 |  |
| 56. | Wilson Community College - Male Mentoring Improvement Coalition   | Wilson Community College               | Wilson  | NC | 27893      |  |

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## **APPENDIX G**

### **CCSSE MEN OF COLOR PROGRAM DESCRIPTIONS ACHIEVING THE DREAM STRATEGY institute SESSION FEBRUARY 2010 & 2011**

Austin Community College

Danville Area Community College

Greenville Technical College

Harper College

Montgomery County Community College

Northeast Lakeview Community College

Pulaski Technical College

St. Louis Community College

The Community College of Beaver County

Tulsa Community College

**APPENDIX H**

**STUDENT EVALUATION FORM**

SAMPLE Student Annual Evaluation

Student's Name:

Grade Level:

**Evaluation Periods**

| <b>Evaluation Criteria:</b>                           | <b>September</b> | <b>November</b> | <b>January</b> | <b>March</b> | <b>June</b> |
|---|------------------|-----------------|----------------|--------------|-------------|
| Interaction with family                               |                  |                 |                |              |             |
| Interaction with parent(s)                            |                  |                 |                |              |             |
| Behavior in School                                    |                  |                 |                |              |             |
| Behavior at home                                      |                  |                 |                |              |             |
| Participation in church or extracurricular activities |                  |                 |                |              |             |
| GPA (overall)   |                  |                 |                |              |             |
| Subject Most Challenging                              |                  |                 |                |              |             |
| Subject with Highest Grade                            |                  |                 |                |              |             |
| Favorite Subject                                      |                  |                 |                |              |             |

## APPENDIX I

### ANNUAL PARENT SURVEY

“Transforming Boys to Men” 2009-2010

#### The Parent/Guardian Evaluation

The \_\_\_\_\_ provides African American males with an opportunity to explore the daily challenges that they encounter as they work to achieve success in high school, their communities and in life. The program serves young men, grades 9 through 12 that attend any of the \_\_\_\_\_) area high schools. The program is lead by a group of mentors, in which the organization refers to as “elders.” These elders volunteer both time and financial resources to serve the program’s participants. The \_\_\_\_\_ solicits the input of parents/guardians through this survey. This evaluation will help \_\_\_\_\_ learn what works for its young men and elders.

Please complete and return this form in the self addressed envelope. Please place an (X) beside the most appropriate response.

1. Would you like to become an integral part of a Parent Advisory Group? The Parent Advisory Group will consist of the parents/guardians of the young men who meet periodically (i.e., quarterly) to provide insight to the elders concerning program structure, event planning, field trips, etc.

\_\_\_ Yes \_\_\_ Somewhat \_\_\_ Neutral \_\_\_ No

2. Would you like to become involved in helping with fund-raising efforts and/or directing elders toward possible funding opportunities?

\_\_\_ Yes \_\_\_ Somewhat \_\_\_ Neutral \_\_\_ No

3. Do you understand what \_\_\_\_\_ is trying to accomplish through its programmatic goals?

\_\_\_ Yes \_\_\_ Somewhat \_\_\_ Neutral \_\_\_ No

The following information will help The \_\_\_\_\_ elders determine how your son is progressing (or progressed) in the program.

4. The \_\_\_\_\_ has helped to establish pride in my son.

\_\_\_ Strongly agree \_\_\_ Somewhat agree \_\_\_ Neutral \_\_\_ Somewhat disagree \_\_\_ Strongly disagree

5. The \_\_\_\_\_ provided my son with the motivation needed to succeed in life.

\_\_\_ Strongly agree \_\_\_ Somewhat agree \_\_\_ Neutral \_\_\_ Somewhat disagree \_\_\_ Strongly disagree

6. The \_\_\_\_\_ helped to advance my son’s educational outlook.

\_\_\_ Strongly agree \_\_\_ Somewhat agree \_\_\_ Neutral \_\_\_ Somewhat disagree \_\_\_ Strongly disagree

7. The meeting date and times of the \_\_\_\_\_ meet my son’s schedule.

\_\_\_ Strongly agree \_\_\_ Somewhat agree \_\_\_ Neutral \_\_\_ Somewhat disagree \_\_\_ Strongly disagree

8. In your own words, please define what a mentor is:

9. How did you hear about \_\_\_\_\_?

10. As a parent, what can you contribute to \_\_\_\_\_?

11. What do you like best about \_\_\_\_\_?
12. What are your expectations of \_\_\_\_\_ mentors?
13. What is one activity not currently being done that you would like \_\_\_\_\_ to implement?
14. What is one important lesson you think your son has learned from \_\_\_\_\_?
15. How could \_\_\_\_\_ monthly meetings be improved?
16. Please suggest other topics that \_\_\_\_\_ should cover in its programming:
17. Please share with us any other comments you have about \_\_\_\_\_:

Other Information: This information is to be completed if your son has already graduated from high school?

What year(s) did your son participate in \_\_\_\_\_

When did your son graduate from high school? (Please list the high school he attended) \_\_\_\_\_

If your son attended (attends) college, where did (does) he attend?

\_\_\_\_\_

\_\_\_\_\_ is looking to create an alumni list. Would you please provide us with your son's current contact information?

Name: \_\_\_\_\_

Home Phone: \_\_\_\_\_

Cell Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Address: \_\_\_\_\_

City/State/Zip Code: \_\_\_\_\_

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## VITA

JaNice Clarice Marshall holds a Bachelor of Arts degree from Michigan State University from the College of Education in Special Education and in 1984; she was awarded her Master of Arts degree in Rehabilitation Counseling, also from Michigan State University. She was certified as a Life Coach in 2006 and a Registered Executive Business Coach in 2008.

From 1984 until 2002, she held positions with the Ingham Intermediate School District in Mason, Michigan. As Coordinator of Career Assessment Services, JaNice successful led a program redesign effort increasing access and services from 98 high school students accessing Special Education services to over 2000. From 1998 to 2000, her role as Program Director, Michigan's Occupational Information System, led to statewide adoption of the State of Michigan's occupational information tool with usage by over 95% of all statewide potential clients, including school districts including public, private and parochial; state agencies, and private rehabilitation agencies.

From 2000 to 2004, her role with Ingham Intermediate School District was a shared position with Michigan's Virtual University. She lead efforts in new product design, delivery and implementation of online career development, planning and exploration including the launch of the E-Army University's online career center for soldier-students; web-based career solutions for the Michigan Virtual High School; Michigan's Advanced Manufacturing, Business, Education, Health Care and Information Technology sectors.

JaNice began working for Lansing Community College in 2004 in dual roles as an Online Instructor for Student Development and Department Chair, Environmental, Design and Building Technology. In 2008, she began her current role, Director of Student Success, a Presidential appointment. She has served on numerous boards, committees and initiatives since joining Lansing Community College, including the Chair of Department Chairs for three consecutive years; Development team and Board Member, the High School Dropout Completion Initiative; Facilitator/Chair, Lansing Community College 50<sup>th</sup> Anniversary “Compelling Conversation Race Relations” March 2007 – 2008 (as an appointee of the President, she led the first ever dialogue regarding race for the college). She has been the campus advisor to Phi Theta Kappa, Mu Tau Chapter since 2008.

She is committed to the improving student success for all students, especially those minority men who have not fully participated in the past in order for access to jobs, careers within our global knowledge economy.

She began her doctoral studies in May 2009 and graduated from The University of Texas at Austin with an Ed. D in Educational Administration in August 2011.

She began her doctoral studies in May 2009 and will graduate from The University of Texas at Austin with an Ed. D in Educational Administration in August 2011. She learned more about student success from the dedicated CCCSE team members and serving as a Teacher Assistant for Dr. Pazey who taught *Processes and Procedures for Special Education Administration* for Master’s level students.

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This manuscript was typed by the author.