

November 20, 2013

Mr. Jack Fahey
Vice President of Student Affairs
Youngstown State University

Mr. Fahey:

Thank you for the opportunity to serve on the African American Recruitment and Retention Committee (AARR). Within the five-week timeframe, the AARR Committee was able to generate the following resources as a foundation for exploring African American recruitment and retention at YSU. Please find attached:

- Factors of Enrollment Spreadsheet
- Focus Group Questions
- Meeting Notes
- Table of Contents

The table of contents contains the data that was gathered and is available at your request as electronic documents.

Respectfully,

AARR Committee Members

Michael A. Beverly

Erin E. Driscoll

Arlene Floyd

Becky Geltz

Jeanne M. Herman

Dr. Sylvia J. Imler

Zina D. McKinney

James N. Stanger

Becky L. Varian

Sherri D. Woods

African American Recruitment and Retention Committee

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Meeting Notes: Friday, October 11, 2013

In Attendance:

Mike Beverly	Sherri Harper Woods
James Stanger	Arlene Floyd
Zina McKinney	Becky Varian
Becky Geltz	Erin Driscoll
Dr. Sylvia Imler	

CHARGE:

Factors driving recent (3-5 year) decline in AA Enrollment

Becky Geltz & James data/Sylvia education with students/Mike local schools work with min students K-12/ Erin housing firsthand experience, oversee student active challenge/Becky V., 5 years @ University - Individual interventions, rapport with students/Arlene 16 years admission and enrollment management prior to YSU/Zina recruitment Cuyahoga, Summit and Mahoning counties – passion for students, esp. lower income, academically challenged and minority students

Meeting One

The Charge – What do we hope to accomplish?

S.W.O.T.

Discuss Strengths, Weaknesses, Opportunities, and Areas of Threat (S.W.O.T)

Strengths

- University
 - Structure and coursework other institutions don't have
 - Connection with YEC – structure to create, opportunity to be successful
 - Passionate people for connecting – Welcoming students
 - YSU early college
 - Academic advisors on campus – Professional advisors to assist in tracking, planning, and schedule
- CSP!
- Find out where they went with data

Weakness

- AA students don't use CSP – Don't go there
- Training students to engage in Classroom Setting
- Faculty using strategies to reach needs of students of color training faculty
- Lack of FYE class – Navigating financial literacy
- Differentiated instruction
 - Training Faculty – Different teaching methods
- ACT scores - another measurement
- Getting AA students connected to CSP

Opportunity

- Define “First Generation” – Collect & Track appropriately – shape culture to help support success
- Grow/Train Advisors to have knowledge to support students
- Drill deeper
- Target dollars to go after high achieving students
- Lack of semester freshmen experience for students- financial literacy
- Expectations expected to graduate

- Measure motivation not doing ACT & compass only
- Nontraditional factors in admission
- Set up support systems for
- Collecting first generation data in admissions - define first generation can connect to support system
- Educate academic advisors to assist students in proper registration - give information and guidance - strengthen academic advising
- First year course requirement

Threats

- Eastern Gateway 2009 opening
 - EG – Jefferson took over what should have been YSU under direction of State of Ohio BOR
 - Students from YSU attending EGCC
 - Students from HS attending EGCC
 - Relationship with gateway not looking ahead perception of YSU with partnership with EGCC
 - Admissions criteria defined Feeder vs. Competitor
 - EGCC soliciting same students
 - Transfer concerns: not all EGCC transfer tech classes
 - Competition once in a classroom students get lost in the crowd missing how we provide instruction
- SAP
 - YSU 600 default – 50 YSU Grad/550 not grad
 - 300+ had earned <12 hrs.
- Abuse of system – use money to live off of – not pursue education
- Ethical concern – bring in not college ready, take money, send out worse than when entered

Focus Groups

- Talk to Students – why didn't students stay?
- Focus groups on what would draw you to YSU higher coming -senior 10/30
- What brought you here and kept you at YSU -
- Current successful student focus groups - Mike, BRIDGE student's survey - 10/30
- Design surveys for outcomes and features
- What can we learn from athletes/Structure/Motivation/Accountability?
- What should we do?
- focus groups on those who did not graduate -
- what data? going thru national clearinghouse
 - Focus Group – Current & Grads HS - Sherri
 - What brings you in? College - Mike
 - What keeps you here? Grad -
 - Support systems? Not Grad -
 - What didn't work? Arlene – Will share data questions and info ref gathering African American data

RESEARCH

- English and math placement
- ACT composite score
- high school graduation date - traditional vs. non traditional
- Graduation Rates AA Males vs. AA Females – very close at YSU – Not close nationally
- data to collect to look at factors that are driving recent decline in AA enrollment
- Know our students enrollment and various factors? by Wednesday 10/23
- if not available recommend to have it
- Outreach to Students who dropped out

RECRUITMENT

What are we doing currently?

What can we do?

What are other efforts that are successful?

Review of Data

Factor - denying students based on academic standards of progress

Pre- instruction for success

Data questions for 10/18 – what data do we want to gather or research questions do we want to ask?

Send to Sherri:

- Data Questions we need to review to reach conclusions about students – SAP, Financial Aid Default
 - Data that we need to request or research questions by 10/23
 - 10/30 – Questions to ask the focus group

QUESTIONS

- Questions we want to ask for survey and focus groups by 10/30 all bring to meeting

TIMELINE

What should we do?

- Identify structure for focus groups- students, questions,
- Let VP Enrollment Management come in and hear info
- Provide survey for him to conduct to larger populations - questions for survey and focus group later to dig deeper

Develop survey - 11/6

CURRENT RECOMMENDATIONS

- Suggestions of focus group attendees - until surveys are back - design questions to be asked - which populations -potential questions for focus groups - from survey suggestions for focus groups – completed by 11/6
- Make recommendations for next step 11/13
- Identify data to be gathered- 10/18 at 23rd review data and what will be submitted as recommendation
- What data? Identify what dates? 5 years considered recent?
-

TASKS

- Share info an Google docs
- Shared template that is consistent - by Tuesday 10/15
- Email - documents - Google docs.
- Open YSU Group for AARR and invite members by 10/15

MEASUREMENTS of OUTCOMES

- Define measurements of the outcome
- Do we have survey?
- Do we have suggested data or data do we have recommendations
- Did we form a group on Banner and send information - distribution list update notes pages
- Are meeting minutes communicated?
- Are tasks completed?

Meeting Notes: Wednesday, October 23, 2013

In attendance:

Mike Beverly
Becky Varian
Erin Driscoll

Sylvia Imler
Sherri Harper Woods

Motivation – Non-cognitive Variables – As factors in AA retention

The motivation of students continues to be a key point in retention and can also influence recruitment. Once the student's arrive, we will need initiatives to strengthen non-cognitive variables.

- One factor identified is that we serve a digital age – students are fascinated by and pre-occupied with technology
- To keep students retained, more than Lecture is needed to engage/interact
 - Competing for student attention
 - Relevancy – use of technology

Recommendation:

As retention initiative once students arrive, is it possible provide instruction that addresses the digital native student?

- Challenge/Train Faculty
 - Through Faculty Development Workshops
- Drive • Vision • Future
- Proper rest/Sleep
- Enforce an attendance Policy

Factors Related to Recruitment information that is needed

- EGCC Enrollment
- Reputations
- Retention
- Admission Criteria

Recommendations:

- Gateway from EGCC to avoid losing students to EGCC those who are remedial start at EGCC and are prepared when they arrive at YSU and can matriculate

We can gather what's changed since 2009

2009/2010/2011/2012/2013

- Number of AA Applicants
- Number of AA Accepted
- Impacted by criminal background check (AA)
- Conditional admits (AA)
- Impact of Application Deadline

Recommendation: First Year Interventions – Mandated 1st Year Experience

Recruitment Recommendations:

- Targeting high achieving African American populations
 - By college, special program – i.e. what % AA students enroll in Health and Human Services, Business, CLASS, STEM, etc. is there a college initiative that we can tap into and recruit at those functions? – summer camps, school assemblies?
- Testing (ACTs, SATs, etc.) – can we recruit at ACT and SAT testings?
- High achieving
 - Courting Students – how do we get the attention of high achieving African American students?
 - Are there initiative we could plan to court the students such as ACT prep for AA students who have been identified as high achieving – those enrolled in upper math courses, those who have at least 3 years of a foreign language, those who are in advance placement courses
- Crash Day
 - Outreach to schools SGA – can we use student government association to do assemblies at schools for Crash Day
 - Are we reaching out to high achieving populations for Crash Day
 - Can we target specific AA students for Crash Day – can we add things to that day or high light what already exists to the AA population?
 -

Factor affecting AA enrollment:

- The perception of YSU – going to a local college
- Guidance counselors not counting visit to YSU as an excused college visit since it is local – can we do anything to receive approval?
- Info from Counselors
 - Students
 - Perception in the High Schools – what do students think about YSU
 - Teachers
 - Parents

Assignments

Becky V – Contact Tiffany Anderson

Members are asked if you have not done so to submit questions for survey – Bring to meeting on 10/20/2013

- Open Ended / Drop Down / Likert
- Limit 12

Recommendation:

Include non-academic measurements for enrollment standards especially for AA population

Motivation

- Outline components / Means of Measuring
- What do we put in place to increase motivation?
- Self Esteem?
Sense of belonging – Belief - Support
- Do I see others that look like me?
- Surpassing Fear – Set-up for Success
- What does success look like?
- Assist student in recognizing college education is Attainable / build their confidence / highlight the fulfillment

Meeting Notes: Wednesday, October 30, 2013

Present: Erin Driscoll, Becky Geltz, Becky Varian, James Stanger, Jeanne Herman, Mike Beverly, and Sherri Woods

- Developed Focus Group questions
- Established Factors of Enrollment

Meeting Notes: Wednesday, November 6, 2013

Present: Erin Driscoll, Becky Geltz, Becky Varian, James Stanger, Jeanne Herman, Mike Beverly, Zina McKinney and Sherri Woods

- Reviewed Focus Group questions
- Reviewed Factors of Enrollment for final submission

Meeting Notes: Wednesday, November 13, 2013

Present: Erin Driscoll, Becky Geltz, Becky Varian, Arlene Floyd, Mike Beverly, Dr. Sylvia Imler, and Sherri Woods

- Remove Alton Merrell from member list
- Look through Minutes - home base
- While the committee only had five weeks to compile data and develop a strategy - please accept our recommendation - include in cover letter
- Send in Google Docs or Drop Box for Gary Sweeney

TASK LIST

TASK	Person Responsible	Due Date
Shared Template that is consistent	Sherri Harper Woods	October 15th
Data for questions (identify what questions we believe we may need to ask to answer the question – what factors contribute to recent decline in AA enrollment?) Send your input to Sherri	All group members	October 18
Identify data to be gathered that will assist in answering the question: What factors contribute to recent decline in AA enrollment?	All group members	October 18
Identify data on successful recruitment strategies for AA enrollment – research best practices, other institutions	All group members	Assign October 18 Due October 23
After reviewing data we will need, assign committee members to gathering the data that was identified	All group members	October 18
Know our students enrollment and various factors	Request from Institutional Research Becky	October 23
Review Data gathered (10/18) Reach a consensus on what data we will request	All group members	October 23
		October 30
Focus Groups (identify what type of focus groups may be helpful in answering the charge questions) High school students Alumni Bridge	All group members	October 30
Questions we want to ask for survey	All group members	October 30
Questions we want to ask for focus groups	All group members	October 30
Develop Survey from suggested questions	All group members	November 6
Make Recommendations for the next step	All group members	November 13
Address Motivation Suggestions		November 13
Perception		November 13
Investigate factors impacting successes of AA Students (Find article or study)	Arlene Floyd	October 18

A View of Factors That Affect Decrease In African American Student Enrollment

Factors that we believe to contribute to decrease in enrollment of African American population	Proposed solutions or thoughts to consider	Data that may be helpful
Students who are not prepared for college courses are less likely to enroll	<ul style="list-style-type: none"> • According to Aldeman Toolbox: The academic intensity of the student’s high school curriculum still counts more than anything else in pre-collegiate history in providing momentum toward completing a bachelor’s degree. • How can YSU assist in partnering to provide services to prepare students for post-secondary education? • Are there any service learning projects that can assist in preparing students for ACT and Compass prep? • Can education students complete intro class requirement of 15 hours tutoring with 11th and 12th grade students to increase ACT? 	<ul style="list-style-type: none"> • Number of students who enter YSU who place into remedial courses • Student ACT scores • Student COMPASS scores
Students who do enroll unprepared are not retained	<ul style="list-style-type: none"> • Consider partnership with Eastern Gateway Community College (EGCC) with a pathway to YSU so that students take remedial courses at EGCC and when they arrive at YSU they are prepared. • When students apply and are not accepted, direct them to complete number of credits before entering YSU at EGCC • Create gateway from EGCC to avoid losing students • Design programs for students to complete remedial coursework within one academic year • Revised admissions criteria may decrease the number of students who are accepted that are unprepared • Criminal background committee standards of conditional admittance <ul style="list-style-type: none"> ○ Can we extend support of students whom we are already aware of have risks? 	<ul style="list-style-type: none"> • Percentage of students placed into remedial courses (English/Math) • Student ACT scores • Student COMPASS scores
Completion of the FAFSA	<ul style="list-style-type: none"> • Increase initiatives to complete FAFSA – (e.g., workshops targeting African American students with high achievement). 	<ul style="list-style-type: none"> • Number of African American students who do not complete the FAFSA

Factors that we believe to contribute to decrease in enrollment of African American population	Proposed solutions or thoughts to consider	Data that may be helpful
African American students motivation to enroll in college	<ul style="list-style-type: none"> • Increase near peer to peer promotion of enrollment to motivate students • Utilize student government groups to target African American populations • Utilize student government to promote our CRASH (campus visit) days • What initiatives and programs are available to strengthen non-cognitive variables of students upon enrollment. • Can we enforce an attendance policy to increase motivation to attend class? • What is in place to increase motivation? Self-Esteem? Sense of belonging? Belief? Support? • How do we assist African American Students in surpassing their fear – set up for success? • Build student confidence <ul style="list-style-type: none"> ○ Set up entry courses for success to build their confidence and highlight the fulfillment of achievement 	<ul style="list-style-type: none"> • Data gathered from a focus group of YSU students
Losing students to Kent State and Akron	<ul style="list-style-type: none"> • Investigate financial aid package and the way it is advertised • Because our tuition is lower, it appears that Kent and Akron have better packages • Our packages are equal or greater to the Kent and Akron when we look at percentage – lower in dollar amount but cover greater percentage of tuition • Advertise what percentage of tuition is covered with financial aid packages • Investigate if advertising dollars can be dedicated to areas with high African American populations 	<ul style="list-style-type: none"> • Data on how financial aid package is advertised from opposing universities and our financial aid office
Lack of investment in financial aid support	<ul style="list-style-type: none"> • Last dollar scholarships for African American population 	<ul style="list-style-type: none"> • Data on number of last dollar scholarship offered to African American students • Financial Aid Data
Number of African American students who participate in college orientation program	<ul style="list-style-type: none"> • Provide a college enrollment program (First Year Experience) • Increase the number of African American students who participate in summer bridge experience 	<ul style="list-style-type: none"> • National College Access Network Common Measures for College Access and Success • Data of number of students who participate in summer bridge that re-enroll
Number of African American students who re-enroll following first semester	<ul style="list-style-type: none"> • Mandate a first year experience orientation to include strengthening non-academic variables such as leadership, motivation, self-esteem, etc. • Provide information on financial literacy. 	<ul style="list-style-type: none"> • Enrollment Data • Student retention data – fall to spring and spring to fall semesters

Factors that we believe to contribute to decrease in enrollment of African American population	Proposed solutions or thoughts to consider	Data that may be helpful
Admission Criteria - Cognitive variables restrict potential students	<ul style="list-style-type: none"> • How can YSU consider implementing non-cognitive variables as factors in African American recruitment and retention? • Can we consider non-academic measures especially for African American population? 	<ul style="list-style-type: none"> • National College Access Network Common Measures for College Access and Success
Perception of YSU - Reputation	<ul style="list-style-type: none"> • Strengthen relationship with area guidance counselors to promote YSU as an option • Investigate if YSU college visit can count for seniors and juniors – at some schools because it is local YSU is not considered an excused college visit site (Note: At some schools, YSU is considered local, therefore will not be considered an excused college visit site). • Student’s perception of going to a local college • Assist in changing perception of YSU to guidance counselors and teachers so that YSU is considered a reputable choice even though it is local • Conduct focus groups of current YSU African American students sophomore and above • Conduct focus group of potential YSU students <ul style="list-style-type: none"> ○ local high schools with existing YSU pre-college programs students – Academic Achievers and Upward Bound 	<ul style="list-style-type: none"> • Data gathered by focus groups • Suggested questions for focus groups included

Factors that we believe to contribute to decrease in enrollment of African American population	Proposed solutions or thoughts to consider	Data that may be helpful
<p>Commitment to recruitment of high achieving African American students</p>	<ul style="list-style-type: none"> • Strategic marketing and recruitment efforts to high achieving African American students • Review recruitment efforts <ul style="list-style-type: none"> ○ How do we recruit high achieving African American students ○ How do we advertise the support services we have available to students – for example promoting CSP as a support service to high achieving students ○ “Did you know” format. (Did you know that the majority of Science, Technology, Engineering and Math (STEM) majors use the Center for Student Progress (CSP) and those who do receive higher grades? etc.” • Questions to consider <ul style="list-style-type: none"> ○ Does the YSU Honors Program do any special recruitment of African American students? ○ What efforts are being done to try to attract high achieving African American students • Is it possible to lower our scholarship requirements to include high achieving African American Students? Can we lower grade point by one or two points? • Utilize strategies such as multi and social media to appeal to and engage digital native students <ul style="list-style-type: none"> ○ Incorporate strategies to engage students • Target high achieving African American populations <ul style="list-style-type: none"> ○ By college, special program – i.e. what % African American students enroll in Health and Human Services, Business, STEM, etc.? Are there college initiatives that we can tap into and recruit at those functions? Summer camps, school assemblies? ○ Can we target recruitment at ACT testings – YSU serves as a testing site – can we provide enrollment information during those times? • Can we court high achieving students? How do we get their attention? • Are there initiatives we could plan to court the students such as planning an ACT prep for African American students who have been identified as high achieving – those enrolled in upper math courses, those who have at least 3 years of a foreign language, those who were in advance placement courses? • CRASH Day <ul style="list-style-type: none"> ○ Outreach to schools by Student Government Association ○ Are we targeting high achieving African American students to invite to Crash Day? • Can we add things to the day that will engage and high light what already exists for the African American population? 	<ul style="list-style-type: none"> • Recruitment data

Factors that we believe to contribute to decrease in enrollment of African American population	Proposed solutions or thoughts to consider	Data that may be helpful
<p>African American Students sense of belonging at YSU</p>	<p>As a university what image do we project to African American students that they belong?</p> <ul style="list-style-type: none"> • Do students see other students who look like them succeeding? • Do students see faculty and staff that look like them? • Are students advised by staff that looks like them? • Do the University faculty and staff reflect that African American's are valued and belong here? • What does success look like? <ul style="list-style-type: none"> ○ Can we highlight successful Alumni (i.e. Jay Williams, former Mayor now working at White House; Alton Merrell, former music student now serving at YSU as faculty for Dana; etc.) ○ Can we partner with business partners that have hired African American students (Cleveland Clinic who has hired nurses, Business who have hired African American business majors) • Assist students in recognizing that a college education is attainable • What magazines can we advertise in that target African American students? <ul style="list-style-type: none"> ○ Can our advertising highlight successful YSU students? ○ Can we hire a professional advertising agency to do a recruitment video that gives testimonials from successful African American graduates • Once students arrive, what services are in place to support their success? 	

FOCUS GROUP QUESTIONS

STUDENT: SOPHOMORE OR ABOVE

WHY YSU?

Why did you choose YSU?

What student support services are you aware of at YSU?

What student support services do you use?

Find Helpful?

Why?

How many times?

ATTENDANCE

Have you ever withdrawn from a class?

Why?

Have you ever stopped attending a class?

Why

Do you have an opportunity to participate in any study group formal or informal?

If so, what do you participate in?

How was it formed?

Professor initiated?

Class members initiated?

Supplemental instruction initiated?

Did you personally initiate it?

Provide explanation:

What was your experience?

INSTRUCTOR INTERACTION

Do you meet with your professor outside of classroom time?

How many hours do you devote to studying per week per class?

Do you feel comfortable participating in class?

If not, why?

What could the professor have done to make you feel more part of the group?
Do you meet with your academic advisor?
Are you aware of how to withdraw from a course?
What could YSU do to make your experience here more valuable?
Why do you believe others leave YSU?
CLIMATE
Where do you spend time on campus when not in class?
Do you feel like you belong at YSU?
What was your home base?
Who do you turn to for support?
Where do you spend time when not in class?
RECOMMENDATION – STUDENTS WHO LEFT YSU:
Suggest a survey to students about why they left YSU?
Can we get them back?

STUDENTS NOT YET ENROLLED

Has anyone in your immediate family attended college?

Did they graduate?

What makes YSU attractive to you?

What have you heard about YSU?

What is your greatest concern of attending college?

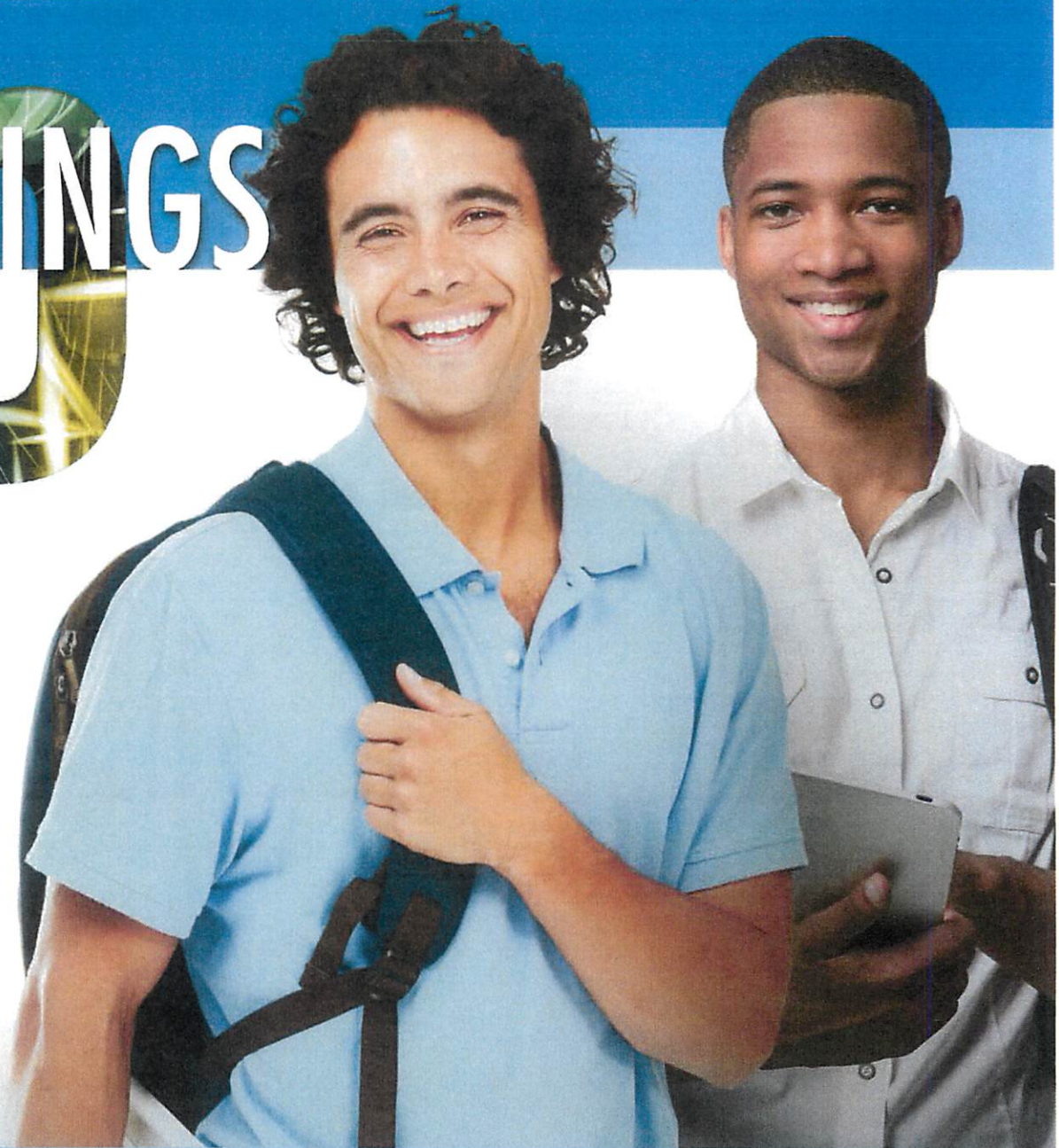
How are you prepared to attend college?

What is the most important factor for you in choosing a college?

MARCH 2013

NASPA Research and Policy Institute Issue Brief

FIVE THINGS



FIVE THINGS Student Affairs Administrators Can Do to Improve Success Among *College Men of Color*



Shaun R. Harper

FIVE THINGS ISSUE BRIEF SERIES

The Research and Policy Institute Five Things Issue Brief Series is designed to connect leaders in the field of student affairs with academic scholarship focused on critical issues facing higher education. Intended to be accessible, succinct, and informative, the series provides NASPA members with thought provoking perspectives and guidance about what current research tells us about supporting student success in all its forms. To provide feedback on the Five Things series, or to suggest future topics for consideration, please contact Brian A. Sponsler, NASPA vice president for research and policy and series editor, at bsponsler@naspa.org.

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SHAUN R. HARPER is on the faculty in the Graduate School of Education, Gender Studies, and Africana Studies at the University of Pennsylvania, where he also serves as director of the Center for the Study of Race and Equity in Education. He holds a PhD in higher education from Indiana University, and has published nine books and authored more than 90 academic publications. He served on the NASPA Board of Directors and is recipient of the association's 2010 Outstanding Contribution to Research Award and 2012 Robert H. Shaffer Award for Faculty Excellence. The NASPA Foundation recently named him a Pillar of the Profession.

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They are outnumbered at most colleges and universities, their grade point averages are among the lowest of all undergraduate students, their engagement in classrooms and enriching out-of-class experiences is alarmingly low, and their attrition rates are comparatively higher than those of White students in U.S. higher education. Their same-race female peers earn larger shares of degrees at all levels, from bachelor's through doctoral (see Figure 1). Encounters with racism, racial stereotypes, microaggressions, and low expectations from professors and others undermine their academic outcomes, sense of belonging, and willingness to seek help and utilize campus resources. At predominantly White institutions, they may often be in classes where they are one of few students from their racial groups—if not the only one. In recent years, such trends among Black, Latino, Native American, and some Asian American and Pacific Islander (AAPI) male student populations have garnered the attention of student affairs administrators, college presidents, policymakers, and concerned others.

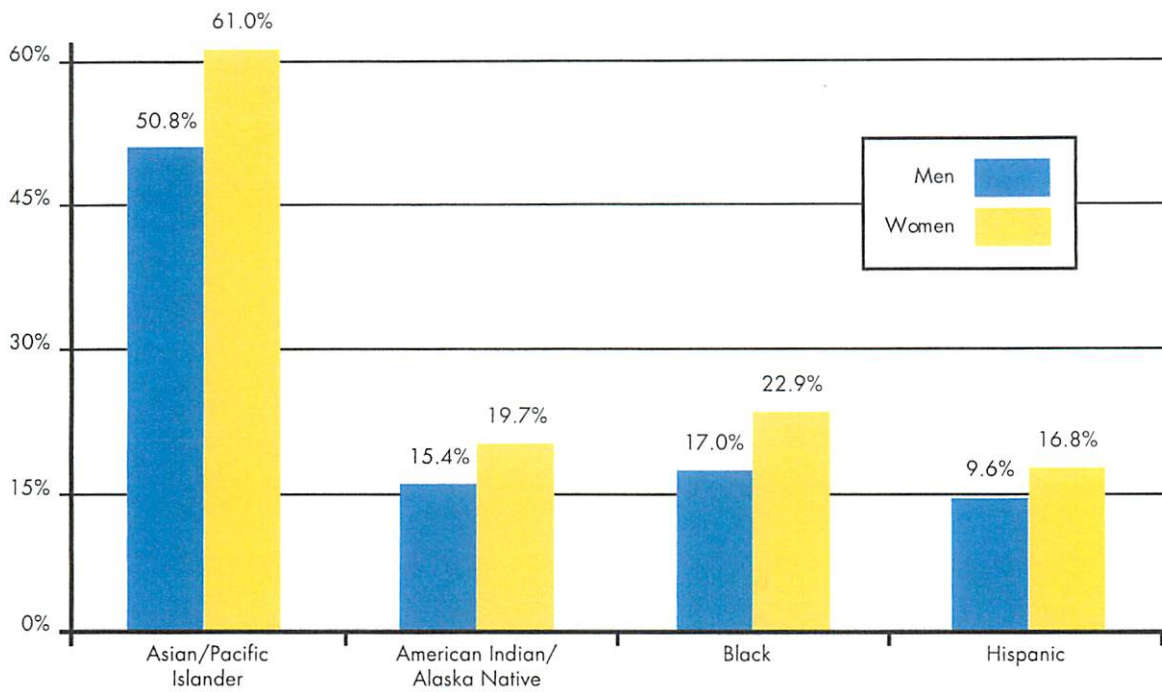
Over the past decade, these issues have been discussed on Capitol Hill; written about in numerous books, policy reports, and journal articles; and examined in sessions at the NASPA–Student Affairs Administrators in Higher Education Annual Conference and other national meetings. Institutions have hosted daylong summits for campus constituents, started student organizations for undergraduate men of color, and invested in mentoring programs that connect male students with institutional agents. However, despite these efforts, racial and gender inequities continue to place undergraduate men of color at a disadvantage at the overwhelming majority of U.S. colleges and universities.

In *Black Male Student Success in Higher Education*, a report published by the University of Pennsylvania Center for the Study of Race and Equity in Education, Harper (2012) partially attributed this stagnation to a fascination with deficits and low-performing students. That is, attention

devoted to Black men and other male students of color has mostly sought to understand why they fail, why they are so disengaged, and why they drop out in such high numbers. As noted in the report, although these critically important questions are worthy of ongoing exploration, educators who are interested in Black male student success have much to learn from Black men who have actually been successful. Student affairs professionals and other educators should seek to “understand what keeps them [Black male achievers] enrolled at the institution from year-to-year; why they are so engaged inside and outside the classroom; what strategies they employ to earn good grades and cultivate substantive relationships with professors; and how they manage to transcend environmental, social, cultural, economic, and academic barriers that typically undermine achievement for others like them” (Harper, 2012, p. 25).

This same approach should also be employed in efforts to improve the educational experiences and

Figure 1. Percentage of 25- to 29-Year-Olds Who Attained a Bachelor's Degree or Higher, by Race/Ethnicity and Sex, 2011



Source: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2011.

developmental outcomes of Native American, Latino, and AAPI male students.

In addition to their deficit orientation, conversations concerning college men of color are often focused on fixing the student without accounting for institutional practices and policies that may diminish his success. “Why are men of color so disengaged?” is the question most often asked, instead of the following: What can institutional agents do to better engage these students? Which institutional philosophies, practices, policies, and cultural norms must be corrected to boost the engagement of these populations? And how can educators and administrators build stronger cross-campus alliances to strategically address troubling engagement trends among male students of color?

This brief advocates for institutional responsibility for student success, with an emphasis on what student affairs administrators can contribute to

ongoing efforts to improve rates of success among college men of color. Although data may confirm that men are in statistically worse shape, readers are cautioned against presuming that everything is just fine among women of color—they, too, have gender-specific needs and challenges, and therefore deserve institutional attention and resources.

Given the complexities and magnitude of issues, student affairs divisions on their own cannot do everything required to improve experiences and outcomes among minority male populations; faculty, academic affairs administrators, presidents and provosts, and policymakers also have roles to play. Nonetheless, student affairs leadership is critical to any institution-based efforts. The next section presents five important steps for student affairs professionals to improve educational success among AAPI, Black, Native American, and Latino male undergraduates.

1 Start with Standards

In recent years, educators have employed a range of efforts to reverse problematic trends among minority male students. These activities have been disproportionately social, focusing on entertaining men of color and creating unity among them. Although it is important to offer safe spaces for these students to socialize in many campus contexts, initiatives that focus on academics, student development, and improving campus climate are also needed. Most minority male campus initiatives are arguably ineffective because they were created and launched in the absence of standards. Well-intentioned educators attempted to do something in response to a problem, but had little guidance for design and assessment.

Harper and Kuykendall (2012) developed eight standards for Black male campus initiatives (see Figure 2). At present, these standards are being used by teams of student affairs administrators, faculty, Black undergraduate men, and other agents at a number of institutions, including: the University of California, Los Angeles; the Community College of Philadelphia; the University of Wisconsin–Madison; North Carolina Central University; Stanford University; as well as 17 community colleges and 4-year institutions in Arkansas. Metrics such as these should be considered before activities are planned, programs are haphazardly created, and institutional resources are wasted. Although these standards were created specifically for Black male campus programs, these standards can be adapted for broader minority male initiatives.

2 Recognize They Are Not All the Same

A justifiable emphasis on Black male undergraduate students has overshadowed the educational needs and experiences of their same-race female peers and

other male students of color. Since 2001, more than 70 peer-reviewed journal articles and at least a dozen books and reports on Black undergraduate men have been published. However, AAPI, Latino, and Native American male collegians have received comparatively less attention in the literature. More sessions on Black men have been presented at NASPA Annual Conferences over the past decade than all other minority male student populations and Black women combined. Furthermore, many institutional initiatives claim to be designed for minority males but often unintentionally default to problems concerning Black men on campus.

Collecting and disaggregating various forms of data is an important way to avoid alienating some students and inadvertently confusing the needs of one racial or ethnic group with those of another.

If an effort is intended for one particular population, it should say so in its title. But if it is marketed as a minority male initiative, attention must be paid to ensuring that it is inclusive. This approach demands that student affairs administrators understand the unique challenges and experiential realities of each minority male population and its subgroups—for example, how Laotian men experience the campus differently from their Vietnamese counterparts, and what support gay Latino men may need that their same-race heterosexual male peers do not. Collecting and disaggregating various forms of data is an important way to avoid alienating some students and inadvertently confusing the needs of one racial or ethnic group with those of another.

Figure 2. Eight Standards for Black Male Campus Initiatives

- I. Inequities are transparent, and data are used to guide institutional activities.
- II. Black undergraduate men are meaningfully engaged as collaborators and viewed as experts in designing, implementing, and assessing campus initiatives.
- III. Actions are guided by a written strategy document that is collaboratively developed by various institutional stakeholders, ranging from undergraduate students to the college president.
- IV. Learning, academic achievement, student development, and improved degree attainment rates are prioritized over social programming.
- V. Initiatives are grounded in published research on college men and masculinities in general and on Black male undergraduates in particular.
- VI. Efforts are enhanced by insights from Black male student achievers.
- VII. Institutional agents engage in honest conversations about racism [and other -isms] and their harmful effects on Black male student outcomes.
- VIII. At every level, institutional agents are held accountable for improving Black male student retention, academic success, engagement, and graduation rates.

Source: Harper and Kuykendall (2012)

3 Remember They, Too, Are Men

In *College Men and Masculinities: Theory, Research, and Implications for Practice*, Harper and Harris (2010) synthesized decades of research from education, sociology, gender studies, anthropology, and other academic disciplines. Several studies of gender differences among undergraduates highlight numerous problematic attitudinal, behavioral, and developmental trends among male students. Figure 3 contains examples of these trends. Researchers have attributed many of these differences to gender socialization generally and troubled masculinities in particular. Interestingly, institutional activities introduced in recent years to improve the status and experiences of minority male students typically neglect to understand them as men; race is often the sole focus of institutional programming.

Professionals who develop programs and services or advise minority male student organizations should always be mindful of gender. The curriculum for an activity aimed at improving help-seeking trends among Asian American male undergraduates, for example, would be incomplete if it focused simply on the racial group's cultural norms. It is also necessary to acknowledge and deconstruct the ways in which these students, like men from other racial groups (including Whites), have been socialized to think about seeking help as a gendered expression of weakness. Integrating gender into minority male initiatives requires familiarity with innovative educational practices and published perspectives on the topic. Colleagues might consult outlets such as the Conference on College Men (sponsored by NASPA and ACPA–College Student Educators International), the NASPA Men and Masculinities Knowledge Community, the ACPA Standing Committee for Men, and peer-reviewed journals (e.g., *Men and Masculinities*, *Sex Roles: A Journal of Research*, *Spectrum: A Journal on Black Men*, and *The Journal of Men's Studies*). Figure 4 presents additional useful resources.

4 Seek Inspiration, Not Replication

As previously noted, the eight standards developed by Harper and Kuykendall (2012) have been used in the design and assessment of Black male initiatives at 22 colleges and universities. Much about these initiatives is praiseworthy. In *African American Men in College*, Cuyjet (2006) presented nine exemplary programs and initiatives that showed promising results in improving Black male student engagement and achievement. Student affairs administrators can learn much from programs and activities that have proven effective elsewhere. Nonetheless, it is important to recognize how different campus cultures, resources, institutional norms and politics, and student characteristics may affect the implementation and success of a minority male initiative. Student affairs professionals should be mindful of the specific contexts and unique cast of local actors involved in the development of award-winning,

It is important to recognize how different campus cultures, resources, institutional norms and politics, and student characteristics may affect the implementation and success of a minority male initiative.

nationally recognized programs. Just because something worked well on one campus does not mean that mere replication will produce similar results elsewhere—even in a similarly sized or geographically proximal institution. Instead of merely duplicating “model programs” or “best practices,” colleagues should seek to understand the personal and institutional philosophies, planning, collaborative partnerships, intentionality, and revisions that made these initiatives successful.

Figure 3. Examples of Problematic Attitudinal, Behavioral, and Developmental Trends Among Male Students

In comparison to their female peers, undergraduate men...

Binge drink more

Fight each other and commit acts of assault (including rape and relationship violence) at higher rates

Smoke more cigarettes, experiment more often with hard drugs, and routinely eat less healthy foods

Beat each other more viciously when pledging Greek-letter organizations

Engage in unprotected sex more often and with more partners

Are less inclined to seek counseling or psychological help for their personal and academic problems

Consume higher quantities of and more violent pornography

Discuss health issues less often with friends, and upon the onset of sickness wait longer before seeing a physician

Commit suicide four times more often

Source: Harper and Harris (2010)

Effective programs and practices can be shared through writing and participating in NASPA Knowledge Communities, as well as other professional development activities. By exchanging examples, student affairs professionals can adapt, not copy, the best of what their colleagues have learned.

5 Form Consortia and Alliances

Racial and gender inequities are too pervasive; explanatory factors for underachievement, disengagement, and attrition are too complex; and the learning curve for educators is too steep for an institution to improve the condition of college men of color on its own. Collaboration, both within and beyond the borders of a single campus, is necessary. Examples of institutions uniting for knowledge sharing and collective strategizing include: The African American Male Initiative; the Black Male Initiative, sponsored by The City University of New York; and the African-American Male Initiative, sponsored by the University System of Georgia. Each of these state and system initiatives holds an

annual conference that brings together faculty, academic affairs administrators, student affairs professionals, undergraduate students, and other stakeholders. Throughout the year, they also use electronic resources to address pressing problems concerning male students of color. Similar alliances can be organized within athletic conferences (e.g., Big Ten, Ivy League), among institutions affiliated with a particular religion (e.g., Jesuit colleges and universities), across a state or geographic region, and among similarly sized institutions in comparable locales (e.g., small rural community colleges, city universities with large commuter student populations). Consortia can also be established within existing groups, such as the United Negro College Fund (which comprises 38 historically Black colleges and universities), the Association of American Universities (which includes 62 major research universities), or one of the seven NASPA regions. Also, the popular daylong minority male summits hosted by many institutions could be much richer educational spaces if they involved multiple colleges and universities that remain connected and engaged beyond the events.

CONCLUSION

Some undergraduate men of color will interact with professors who doubt their intellectual competence, expect them to be spokespersons for their entire racial groups, or exclude them (often unintentionally) from enriching educational experiences outside the classroom. Few will be afforded opportunities to take courses with same-race professors (Harper, 2013). Student affairs administrators can do little about these particular problems. Furthermore, Native American, AAPI, Black, and Latino men will find themselves severely underrepresented on campus—a challenge for which admissions officers and enrollment managers, not student affairs divisions, are often chiefly responsible. The ultimate aim of this brief is to make clear the important role of

student affairs professionals in effectively developing thoughtful initiatives and constructing engaging environments, especially outside the classroom, that improve outcomes, learning, development, and sense of belonging for male students of color.

Ideas presented in this brief are offered to improve the educational status of undergraduate men of color. However, these recommendations are not guaranteed solutions that will undoubtedly work all the time for 100% of educators in every institutional context. There is no such thing. Nonetheless, student affairs professionals who reflect on these suggestions, discuss them with colleagues, and use them to design or revise programs and services

(continued on page 10) ►

Figure 4. Additional Resources for Consideration of Gender-related Topics



Brayboy, B. M. J. (2006). *Indigenous men in higher education*. Retrieved from Joint Center for Political and Economic studies website: http://www.inghamchange.org/uploads/Dellums_Indigenous_BrayBoy.pdf



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Noguera, P., Hurtado, A., & Fergus, E. (Eds.). (2011). *Invisible no more: Understanding the disenfranchisement of Latino men and boys*. New York, NY: Routledge.



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Sáenz, V. B., & Ponjuan, L. (2011). *Men of color: Ensuring the academic success of Latino males in higher education*. Retrieved from Institute for Higher Education Policy website: [http://www.ihep.org/assets/files/publications/m-r/\(Brief\)_Men_of_Color_Latinos.pdf](http://www.ihep.org/assets/files/publications/m-r/(Brief)_Men_of_Color_Latinos.pdf)

will be considerably more likely to see measurable progress on their campuses than professionals who continue to rely on daylong summits, mentee-mentor matching, and other fragmented activities. Men of color, like other undergraduates, deserve educators who are committed to their success. Many well-intentioned colleagues have attempted to

demonstrate individual and institutional commitment in myriad ways, yet outcomes have remained stagnant on most campuses. Latino, AAPI, Black, and Native American men will be better served by student affairs educators who do the five things advocated in this brief.

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