

## Student Success for Men of Color in Community Colleges: A Review of Published Literature and Research, 1998–2012

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A substantial body of scholarship on men of color in postsecondary education has emerged since the late 1990s. Yet, only recently have scholars begun to pursue empirical insights about the status of men of color who attend community colleges. In an effort to inform future research, this article reviews the published scholarship on student success for men of color in community colleges. The 5 domains of African American male student success in community colleges proposed by Wood and Harris (2012) served as a conceptual framework for reviewing and discussing the published scholarship. Following the review of scholarship, knowledge gaps and implications for future research on men of color in community colleges are offered.

**Keywords:** men of color, community colleges, student success

Since the late 1990s, student success researchers have considered the experiences and outcomes of men who have been historically underrepresented and underserved in education (e.g., Cuyjet, 1997, 2006; Davis, 2003; Davis & Polite, 1999; Ferguson, 2000; Harper, 2006; Harris, Bensimon, & Bishop, 2010; Hilton, Wood, & Lewis, 2012; Noguera, 2003; Palmer & Strayhorn, 2008; Saenz & Ponjuan, 2009). A finding consistently reported across these studies is that African American and Latino men rank at or near the bottom on most indicators of student success, including enrollment, persistence, achievement, engagement, and attainment. For example, Harper (2006) noted that in 2002, Black men represented 4.3% of all students enrolled in postsecondary education—the same as they did in 1976. Similarly, Saenz and Ponjuan (2009) declared that Latino men were “vanishing” from the nation’s educational pipeline and articulated sociocultural factors that fostered this trend. Finally, a 2011 College Board report titled “The Educational Experiences of Young Men of Color” examined six

pathways that students can take on their departure from high school: (1) enrollment in postsecondary education, (2) enlistment in the U.S. Armed Forces, (3) employment, (4) unemployment, (5) incarceration, and (6) death (Lee & Ransom, 2011). Data presented in the report show that men of color (MOC) are grossly overrepresented in the latter three of these pathways.

Although the aforementioned scholarship on MOC’s success in higher education has been illuminating in many respects, it has prioritized MOC at 4-year institutions, leaving many unanswered questions about those who attend community colleges, which is where most MOC who participate in postsecondary education are currently enrolled or begin their college careers (Beginning Postsecondary Students, 2009). Moreover, researchers have shown that the profile of community college men differs significantly from their 4-year counterparts, thus limiting the utility of research findings and models across institutional contexts (Bush & Bush, 2010; Wood, 2013).

Beyond the relatively little attention that has been paid by scholars to MOC in community colleges, trends in persistence, attainment, and transfer reveal significant disparities among these students, especially when compared with men from more advantaged backgrounds. For example, data from the Digest of Education Statistics (2010) indicated that 12% of Black,

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# **Review Of Research In Education 1998 Volume23**

**David Jonassen,Michael J.  
Spector,Marcy Driscoll,M. David  
Merrill,Jeroen van Merrienboer,Marcy  
P. Driscoll**

## **Review Of Research In Education 1998 Volume23:**

*Contemporary Perspectives on Early Childhood Curriculum* Olivia Saracho, Bernard Spodek, 2002-06-01 Over the years educational scholars have proposed different conceptions of the curriculum. It is as if each scholar, researcher, university educator, and practitioner has developed her or his own personal definition. Unfortunately, there is no one single definition that everybody has agreed upon. Table 1 presents a sample of these definitions. A universal definition for curriculum may continue to be elusive and may even change through the years to address changes in the social forces and changes in related school goals. Nonetheless, the approach in curriculum development is consistent. Curriculum developers establish goals, develop experiences, designate content, and evaluate experiences and outcomes. Most curriculum developers consistently use such terms as curriculum planning, curriculum development, curriculum implementation, and curriculum evaluation, and many others to describe curriculum-related activities. Unfortunately, without a consistent definition of curriculum, it is difficult for the curriculum developers to identify what it is that needs to be planned, developed, implemented, or evaluated. If curriculum developers rely on the curriculum experts' definitions, they will find that their definitions identify a product, a program, determine goals and objectives, and learner experiences. However, its heterogeneity may be inspiring if curriculum developers rely on the components of each definition that depict the richness of the field, which in turn can provide a foundation for contemporary content, concepts, and creativity. A curriculum is an anthology of learning experiences conceived and arranged based on a program's educational goals and the community's social forces. Each curriculum manifests an image of what children ought to be and become. Biber, 1984, p. 303 grounded on the awareness of social values and a system that interprets those values into experiences for learners. The concept of curriculum as a distinctive domain of study within education arose from the demand to arrange, organize, and translate such awareness into educational programs of study. It integrates the historical study of the goals and content of schooling, analyses of curriculum documents, and analyses of the children's experiences in school. The first formal curriculum text was published in 1918 (Bobbitt, 1918), although in the United States, contemporary curriculum study goes back to the early 1890s when lead committees challenged the form and structure of public schooling. Presently, curriculum development is fundamental at all educational levels.

Preparing Teachers for a Changing World Linda Darling-Hammond, John Bransford, 2012-07-12 Based on rapid advances in what is known about how people learn and how to teach effectively, this important book examines the core concepts and central pedagogies that should be at the heart of any teacher education program. Stemming from the results of a commission sponsored by the National Academy of Education, *Preparing Teachers for a Changing World* recommends the creation of an informed teacher education curriculum with the common elements that represent state-of-the-art standards for the profession. Written for teacher educators in both traditional and alternative programs, university and school system leaders, teachers, staff development professionals, researchers, and educational policymakers, the book addresses the key foundational knowledge for teaching and

discusses how to implement that knowledge within the classroom Preparing Teachers for a Changing World recommends that in addition to strong subject matter knowledge all new teachers have a basic understanding of how people learn and develop as well as how children acquire and use language which is the currency of education In addition the book suggests that teaching professionals must be able to apply that knowledge in developing curriculum that attends to students needs the demands of the content and the social purposes of education in teaching specific subject matter to diverse students in managing the classroom assessing student performance and using technology in the classroom Handbook of Research on Educational Communications and Technology David Jonassen, Michael J. Spector, Marcy Driscoll, M. David Merrill, Jeroen van Merriënboer, Marcy P. Driscoll, 2008-09-25 First Published in 2008 Sponsored by the Association of Educational Communication and Technology AECT the third edition of this groundbreaking Handbook continues the mission of its predecessors to provide up to date summaries and syntheses of recent research pertinent to the educational uses of information and communication technologies In addition to updating this new edition has been expanded from forty one to fifty six chapters organized into the following six sections foundations strategies technologies models design and development and methodological issues In response to feedback from users of the second edition the following changes have been built into this edition More Comprehensive topical coverage has been expanded from forty one to fifty six chapters and includes many more chapters on technology than in previous editions Restructured Chapters this edition features shorter chapters with introductory abstracts keyword definitions and extended bibliographies More International more than 20% of the contributing authors and one of the volume editors are non American Theoretical Focus Part 1 provides expanded cross disciplinary theoretical coverage Methodological Focus an extended methodological chapter begins with a comprehensive overview of research methods followed by lengthy separately authored sections devoted to specific methods Research and Development Focus another extended chapter with lengthy separately authored sections covers educational technology research and development in different areas of investigation e g experimental methods to determine the effectiveness of instructional designs technology based instructional interventions in research research on instructional design models

*Tep Vol 23-N2 Teacher Education and Practice*, 2011-02-16 Teacher Education and Practice a peer refereed journal is dedicated to the encouragement and the dissemination of research and scholarship related to professional education The journal is concerned in the broadest sense with teacher preparation practice and policy issues related to the teaching profession as well as being concerned with learning in the school setting The journal also serves as a forum for the exchange of diverse ideas and points of view within these purposes As a forum the journal offers a public space in which to critically examine current discourse and practice as well as engage in generative dialogue Alternative forms of inquiry and representation are invited and authors from a variety of backgrounds and diverse perspectives are encouraged to contribute Teacher Education Practice is published by Rowman Littlefield **PISA Against the Odds Disadvantaged Students Who**

**Succeed in School** OECD,2011-06-28 Against the Odds takes a close look at the resilient students who excel in PISA surveys despite a disadvantaged background It provides insights into what enables socio economically disadvantaged students to fulfil their potential

**Play and Educational Theory and Practice** Don Lytle,2003-06-30 Combining the research talents of many long standing members of the Association for the Study of Play this work provides discussions of the theory and applied value of play as well as ongoing research from America Australia Taiwan and Korea The developmental and educational theories of Lev Semenovich Vygotsky are analyzed in several chapters The world s premiere play scholar Brian Sutton Smith continues his seminal play theory work following up on previously presented findings and constructing a developmental theory of play based on emotions Chapters address Play as a parody of emotional vulnerability Learning to observe children at play Symbolic play through the eyes and words of children The activities of children at recess in middle school Professors teachers scholars and university students interested in early childhood education child development play theory and practice and preschool and elementary education will find this volume of interest

*Educational Research and Innovation The Nature of Learning Using Research to Inspire Practice* OECD,2010-08-09 This book brings together the lessons of research on both the nature of learning and different educational applications and it summarises these as seven key concluding principles

*Ability Profiling and School Failure* Kathleen M. Collins,2013-02-15 Ability Profiling and School Failure Second Edition explores the social and contextual forces that shape the appearance of academic ability and disability and how these forces influence the perception of academic underachievement of minority students At the book s core is the powerful case study of a competent fifth grader named Jay an African American boy growing up in a predominantly white rural community who was excluded from participating in science and literacy discourses within his classroom community In this new edition researcher and teacher educator Kathleen Collins situates the story of Jay s struggle to be seen as competent within current scholarly conversations about the contextualized nature of dis ability In particular she connects her work to recent research into the overrepresentation of minority students in special education exploring the roles of situated literacies classroom interactions and social stereotypes in determining how some students come to be identified as disabled Ability Profiling and School Failure Second Edition comprises a thorough investigation into the socially constructed nature of ability identity and achievement illustrating the role of educational and social exclusion in positioning students within particular identities

Development of Achievement Motivation Allan Wigfield,Jacquelynne S. Eccles,2002-02 This book discusses research and theory on how motivation changes as children progress through school gender differences in motivation and motivational differences as an aspect of ethnicity Motivation is discussed within the context of school achievement as well as athletic and musical performance Key Features Coverage of the major theories and constructs in the motivation field Focus on developmental issues across the elementary and secondary school period Discussion of instructional and theoretical issues regarding motivation Consideration of gender and ethnic differences in motivation

**Comparative Education Research**

Mark Bray, Bob Adamson, Mark Mason, 2007-08-21 Approaches and methods in comparative education research are of obvious importance but do not always receive adequate attention This book contributes new insights within the longstanding traditions of the field A particular feature is the focus on different units of analysis Individual chapters compare places systems times cultures values policies curricula and other units These chapters are contextualised within broader analytical frameworks which identify the purposes and strengths of the field The book includes a focus on intra national as well as cross national comparisons and highlights the value of approaching themes from different angles The book will be of great value not only to producers of comparative education research but also to consumers who wish to understand more thoroughly the parameters and value of the field *TALIS 2018 Results (Volume I) Teachers and School Leaders as Lifelong Learners*

OECD, 2019-06-19 The OECD Teaching and Learning International Survey TALIS is the largest international survey asking teachers and school leaders about their working conditions and learning environments and provides a barometer of the profession every five years Results from the 2018 cycle explore and examine the various dimensions of teacher and school leader professionalism across education systems **International Handbook of Education for the Changing World of Work**

Rupert Maclean, David Wilson, 2009-06-29 The aim of this Handbook is to review the developments that have occurred in Technical and vocational education and training TVET and that may help improve the field The Handbook provides information on TVET models that occur in different parts of the world reflects best and innovative practice and wherever possible uses case studies as examples The 220 authors are representative of the various regions of the world and major international organisations involved in TVET This volume presents the work of established researchers as well as the work of promising young researchers Intended as the universally accepted resource for the field the Handbook provides a comprehensive coverage of cutting edge developments in research policy and practice in TVET within a single source It will assist those involved in TVET at any level in making informed decisions and further advance and improve the field and to bridge the gap between vocational and academic education in the 21st century **A Critical Analysis of the**

**Contributions of Notable Black Economists** Kojo A. Quartey, 2017-07-05 This book introduces and critically analyzes the achievements of major black economists and their contributions to the realm of economic thought The book begins with a brief overview of the contribution of Africans to philosophy and economic thought and goes on to discuss individuals who have made the most significant contributions to this field There is particular reference to their background and influences including a critical analysis of individual thought Kojo Quartey's book provides an essential supplement to any economic history text **Multicultural Education**

Hilda Hernández, 2001 This is a book for teachers who want to foster excellence and equity wherever they teach be that in urban suburban or rural settings **Marketing Education**

Val Cox, 2006 *Higher Education Student Financial Aid* Kazi Abdur Rouf, 2020-03-25 The research finds the majority of the higher education student financial aid programs are managed by the states or private agencies or foundations in the world Their

financial aid policies are continuously changing and improving to adopt contemporary situations and changing time Likewise the GB higher education student loan policy improvement can be done by continuously reviewing the system which is necessary for GB to strengthen its higher education student loan program in Bangladesh

*The New Handbook of Research on Music Teaching and Learning* Richard Colwell, Carol Richardson, 2002-04-18 Featuring chapters by the world's foremost scholars in music education and cognition this handbook is a convenient collection of current research on music teaching and learning This comprehensive work includes sections on arts advocacy music and medicine teacher education and studio instruction among other subjects making it an essential reference for music education programs The original Handbook of Research on Music Teaching and Learning published in 1992 with the sponsorship of the Music Educators National Conference MENC was hailed as a welcome addition to the literature on music education because it serves to provide definition and unity to a broad and complex field Choice This new companion volume again with the sponsorship of MENC explores the significant changes in music and arts education that have taken place in the last decade Notably several chapters now incorporate insights from other fields to shed light on multi cultural music education gender issues in music education and non musical outcomes of music education Other chapters offer practical information on maintaining musicians health training music teachers and evaluating music education programs Philosophical issues such as musical cognition the philosophy of research theory curriculum and educating musically are also explored in relationship to policy issues In addition to surveying the literature each chapter considers the significance of the research and provides suggestions for future study Covering a broad range of topics and addressing the issues of music education at all age levels from early childhood to motivation and self regulation this handbook is an invaluable resource for music teachers researchers and scholars

*Handbook of Teacher Education* Tony Townsend, Richard Bates, 2006-08-09 This book has its origins in conversations that started when the International Council on Education for Teaching ICET and the Australian Teacher Education Association ATEA jointly agreed to co sponsor a World Assembly of Teacher Educators in Melbourne in July 2003 hosted by Monash University The editors of this book were not only intimately involved in the management of the conference but had also been key figures in the Associations involved Tony Townsend had been secretary and on the national board of the South Pacific Association for Teacher Education SPATE which later became ATEA and had previously managed a SPATE conference in Frankston Australia in the 1980s He is currently the President of ICET and now works at Florida Atlantic University Richard Bates has been a long time board member of ATEA and is currently President of that organization He is also a Board member of ICET The International Council on Education for Teaching ICET was founded in 1953 for the purpose of emphasizing international cooperation in educational development in order to improve the quality of teacher education as well as to expand global educational opportunities for people in teacher education Since that time ICET has developed into an international association of practitioners of teacher education policy and decision makers in education government and

business dedicated to global development through education ICET is a Non Governmental Organization NGO and participates in NGO meetings and other UNESCO sponsored conferences around the world      *Entrepreneurial Universities in Innovation-Seeking Countries* Marina Dabic,Jadranka Svarc,Miguel González-Loureiro,2018-04-05 This book considers how an entrepreneurial university can improve the social and economic development of countries which are technologically underdeveloped exploring university models in two moderately innovative countries Spain and Croatia      *Seven Keys to Building a Robust Research Program* Thomas B. Deen,Barbara T. Harder,1999 Identifies attributes necessary to build and maintain a robust research program



## Embracing the Melody of Phrase: An Psychological Symphony within **Review Of Research In Education 1998 Volume23**

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