

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

**Steven Tozer, Bernardo P.
Gallegos, Annette Henry, Mary Bushnell
Greiner, Paula Groves Price**

Review Of Research In Education 1998 Volume23:

Annual Review of Nursing Research, Volume 23, 2005 Joyce J. Fitzpatrick, PhD, MBA, RN, FAAN, Joanne Stevenson, PhD, RN, FAAN, 2005-10-17 Designated a Doody's Core Title This volume brings together for the first time all the research on alcohol use that is relevant to nursing practice Alcohol plays a major role in health care problems which affects nursing practice from obstetrics to geriatrics It also may have some significant health benefits when used in moderation This book reviews the research on both detrimental and beneficial effects throughout the lifespan As in all the Annual Reviews leading nurse researchers provide students researchers and clinicians with the foundations for evidence based practice and further research *Resources in Education*, 2001-04 International Review of Industrial and Organizational Psychology 2008 Gerard P. Hodgkinson, J. Kevin Ford, 2008-04-15 Now in its 23rd year the International Review of Industrial and Organizational Psychology has attracted contributions from leading researchers and produced many citation classics Each volume is a state of the art overview of topics spanning the full spectrum of I O psychology and 2008 is no exception Areas covered include leadership development the psychology of careers employee recruitment health promotion in the workplace and politics at work Each chapter is supported by a valuable bibliography For advanced students academics researchers and professionals this remains the most current and authoritative guide to new developments and established knowledge in the field *Professional Learning Communities and Teacher Enquiry* Alison Fox, 2025-02-28 Evidence based teaching is fast becoming a new orthodoxy There are many strong voices including policy voices advocating its adoption Understanding the underlying principles allows you to better evaluate the benefits of different approaches to evidence based teaching and how they relate to your own school context This book provides a critical overview of different ways of thinking about professional learning as a social process through collaborative and collective activity including the notion of professional learning communities and how these might be used to support teacher enquiry It examines the opportunities and challenges this poses to teachers and school leaders and includes practical advice on how to facilitate engage with and evaluate collaborative teacher enquiry models **Annual Review of Gerontology and Geriatrics, Volume 23, 2003** Hans-Werner Wahl, PhD, Rick Scheidt, PhD, Paul Windley, PhD, 2003-11-12 In this volume dedicated to M Powell Lawton the editors emphasize the need to create new bridges to connect research studies focusing on objective physical environments and other studies mainly addressing subjective person environment components Thus the major goal of this volume is to provide and stimulate multi directional bridge building from the perspectives of multidisciplinary contributors Comprehensively addressed subjects include Aging in Context Across the Adult Life The General Ecological Model Revisited The Fit Between Older People and Their Environments Domestic Arrangements The Impact of Population Migration Interior Environments Residential Satisfaction Technology Based Products *International Handbook of Lifelong Learning* David N. Aspin, Judith Chapman, Michael Hatton, Yukiko Sawano, 2012-12-06 Recent changes in the world effected by the transformations of

information technology globalisation and the move towards a knowledge economy over the last thirty years have been as radical and fundamental as the changes resulting from the invention of the wheel and the printing press We are now living in a new age in which the demands are so complex so multifarious and so rapidly changing that the only way in which we shall be able to survive them is by committing to a process of individual communal and global learning throughout the lifespan of all of us A number of international bodies and agencies have taken cognisance of these transformations and the demands they impose upon societies and communities of the twenty first century and have developed and articulated policies intended to enable all citizens of the world in the twenty first century to face these challenges It is now a declared policy of many governments and international agencies that the only vehicle for such preparation is education education education and that preparing for the knowledge economy and the learning society of the future has to be a lifelong undertaking an investment in the future that is not restricted merely to the domain of economic advancement but also to those of social inclusion and personal growth Realising this policy makers across the international arena are grappling with the need to move from systems that emphasise education and training to the radically more unworked construct of lifelong learning In this volume the editors and authors analyse criticise and rework the ideas principles and theories underpinning policies and programs of lifelong learning re interpreting them in the light of examples of best practice found in a range of educating institutions around the world We believe that students of educational change and community development will find it useful and helpful to have available in this volumesome of the most up to date thinking on the chief concepts theories and values of increasing policy interest in lifelong learning together with a review of some significant examples of the different forms focuses and nexuses of thought and practice on this topic All this enables us to offer some policy recommendations and practical suggestions as to ways forward in the endeavour to make lifelong learning a reality for all Students and universities Great Britain: Parliament: House of Commons: Innovation, Universities, Science and Skills Committee,2009-08-02 Incorporating HC 370 Deterrence, Choice, and Crime, Volume 23 Daniel S. Nagin,Francis T. Cullen,Cheryl Lero Jonson,2018-04-17 Deterrence Choice and Crime explores the various dimensions of modern deterrence theory relevant research and practical applications Beginning with the classical roots of deterrence theory in Cesare Beccaria s profoundly important contributions to modern criminological thought the book draws out the many threads in contemporary criminology that are explicitly mentioned or at least hinted by Beccaria These include sanction risk perceptions and their behavioral consequences the deterrent efficacy of the certainty versus the severity of punishment the role of celerity of punishment in the deterrence process informal versus formal deterrence and individual differences in deterrence The richness of the volume is seen in the inclusion of chapters that focus on the theoretical development of deterrence across disciplines such as criminology and economics In an innovative section the role of agents of deterrence is considered Lessons are learned from the practical applications of deterrence undertaken in the areas of policing corrections and the community The closing

section includes Michael Tonry's *An Honest Politician's Guide to Deterrence* Certainty Severity Celerity and Parsimony a reminder of Beccaria's dictum that it is better to prevent crimes than punish them In the current environment deterrence arguments are routinely used to justify policies that do just the opposite Ray Paternoster who contributed two chapters passed away as this volume was being finalized Fittingly this book is dedicated to him and ends with Alex Piquero's poignant remembrance of Ray a path breaking deterrence scholar beloved mentor and ardent supporter of social justice Suitable for researchers and graduate students as well as for advanced courses in criminology this book breaks new ground in theorizing the effects of punishment and other sanctions on crime control Plant Breeding Reviews, Volume 23 Jules

Janick,2010-04-07 *Plant Breeding Reviews* is an open ended serial continuation series of review articles on research in plant genetics especially the breeding of commercially important crops This detailed analysis bridges the gap between the specialized researcher and the broader community of plant scientists **Handbook of Research in the Social**

Foundations of Education Steven Tozer,Bernardo P. Gallegos,Annette Henry,Mary Bushnell Greiner,Paula Groves Price,2011-07-05 Parts one and two of this volume present the theoretical lenses used to study the social contexts of education These include long established foundations disciplines such as sociology of education and philosophy of education as well as newer theoretical perspectives such as critical race theory feminist educational theory and cultural studies in education Parts three four and five demonstrate how these theoretical lenses are used to examine such phenomena as globalization media popular culture technology youth culture and schooling This groundbreaking volume helps readers understand the history evolution and significance of this wide ranging often misunderstood and increasingly important field of study This book is appropriate as a reference volume not only for scholars in the social foundations of education but also for scholars interested in the cultural contexts of teaching and learning formal and informal It is also appropriate as a textbook for graduate level courses in Social Foundations of Education School and Society Educational Policy Studies Cultural Studies in Education and Curriculum and Instruction

Unveiling the Magic of Words: A Review of "**Review Of Research In Education 1998 Volume23**"

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