

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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