Supporting College Access and Success for Male Students of Color

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what we will cover today

• overall educational landscape
• define “men of color” and cite stats for each group
• discuss major obstacles and theories that impact their ability to thrive, survive and be successful in the higher education arena
• discuss plans of action and specific solutions you will be able to immediately implement (or at least start the conversation)
what we will not cover today

• we will not cover every single group in detail – just not enough time. Men of color have similar challenges but are not a monolithic group
• we will not solve all of the problems today impacting men of color
• we are practitioners first and foremost
about our institution

• small, private, liberal arts and pre-professional studies, faith-based
• highly residential campus (over 90%)
• located in second largest City in New England
• over 2,000 students
• division II (athletics)
demographic changes (to 21-22)
census U.S. interim projections
breakdown

Black/African American Men
- Make up 10.4% of undergraduates
- 47% 6-year graduation rate
- 13% of US population
- 41% of prison population

Hispanic/Latino Men
- Largest minority group in US Higher Education system – 16.5% of enrollments
- Have the lowest college enrollment rate
- Lowest high school graduation rate of all groups
- Lowest college graduation rate of all groups
- Pressure to provide for family
breakdown

Asian American/Pacific Islander Men
• Model Minority Myth
• 25 classified groups in 2010 census, more than 300 languages and dialects
• 43.9% of AAPI had or planned to take a developmental reading course
• 37.6% of AAPI had or planned to take an English language course
• Familial obligations

Native American/Native Indian Men
• Over 565 federal and hundreds of non-federal recognized tribes
• Indigenous language, culture and tribal affiliation vary by region and reservation
• Make up 1.1% of all undergraduate students in US and .6% of all post baccalaureate students
• Overall NA/NI – 65,356 age 25 or older have a graduate or professional degree (2012 – NIEA)
• 2007-2008 46% were enrolled in at least one developmental course(largest of any group)
Currently, 26% of African American, 24% of Native American, and 18% of Latin American have at least an Associate degree.

In addition, in each racial group, young women are outperforming young men with respect to attainment of high school diplomas, with even more disparities at the postsecondary level.
“That’s what ‘My Brother’s Keeper’ is all about. Helping more of our young people stay on track. Providing the support they need to think more broadly about their future. Building on what works – when it works, in those critical life-changing moments.”
- President Barack Obama, February 27, 2014
...but

America cannot achieve this lofty goal without seriously engaging the issue of increased diversity on college campuses and the impact that college readiness or lack thereof has in the success of students of color, but more importantly Male Students of Color.

We need to find ways to address the challenges we face but also look at some successful initiatives that can be replicated.
a blueprint to achieving educational excellence for S.O.C. (Males)

Internal document to address the short-term and long-term needs and improve retention, academic achievement, and completion with successful outcomes.
a blueprint to achieving educational excellence for S.O.C. (Males)

Rationale for Focus

• State, Regional and National Perspective
• Socio-economical and Educational Circumstances of SOC

Stakeholders

• Families, Partnering Schools, Community-Based Organizations, College - Admissions, Alumni, CCC, Undergraduate Studies, Faculty, ASC, CDIC

Goals

1. Improve Educational Experiences of SOC
2. Improve Educational Outcomes for SOC
3. Increase Career Opportunities for SOC
potential challenges

- Financial Aid Packaging as it relates to the discount rate
  - EFC, AGI, NTR
  - Willingness to pay vs. Ability to pay
- Graduation rates, dropout rates, literacy rates and college preparedness rates, % that is first generation
- Perception – elite institution
- Institutional cross-application analysis (W and L)
- Have too few educational role models (low % of teachers/professors)
- Many placed in lower academic tracks or concentrated in schools with insufficient resources
- Lower NAEP (National Assessment of Educational Progress) scores in reading and math than white students
needs

**Personnel**
Staff, Titles, Duties

**Research**
Historical data
Target/Goal
Where are they?
How many?
Why?

**Resources**
Develop a Plan
Search, travel, EAP, targeted mailing, visit program, CBOs, Bridge/Transitional, Camp College, Scholars program, Identify internal and external resources, Budget
admission and alumni

- Targeted recruitment
- Partnership development
- Assessment for a good match
- Day program
- Overnight program
- Outreach
- Success stories
- As a Resource
undergraduate studies and A.S.C.

• One on One advising – personalized
• FYP assessment
• Compass
• Peer to Peer tutoring
• Staff/faculty support
• Study/Learning Skills workshops
• No Charge
Career Development and Internship Center

- Career Advising
- Events & Networking (CCC)
- Interview Skills (CCC)
- Internship Options (CCC)
- Hounds Explorer
Cross Cultural Center

- Outreach (written communication/phone)
- Student to Student (Day/Overnight programs)
- Summer Outreach
- Welcome and Welcome Back Event
- Hounds Mentoring Hounds
- Agents of Change Retreat
- P.A.L.M.S., WINGS and CRS
success for male students of color
“boys will be boys”

• The expectation that men will behave badly

• Permission to act irresponsibly

• Not being surprised when certain behaviors occur
frequent behaviors

• Speaking out of turn
• Cutting lines
• “Locker room” talk
• Female Objectification
• Sexual Harassment
• Relationship Violence
• Sexual Assaults
breaking the cycle

• A charismatic adult

• A close male friend
P.A.L.M.S.
Positively Achieving Leadership by Men in Society

Fig. 15. P.A.L.M.S. Logo (Campbell)
obstacles to friendship

- Fear of engulfment
- Fear of being known
- Fear of rejection
- Homophobia
- Fear of competition and comparison
P.A.L.M.S. topics

• What does it mean to be a real man?
• Who helped shape you into who you are?
• What does it mean to be the right man?
• What is courage?
• How difficult is it for a man to show vulnerability?
• What pressures do you face on campus with how to dress?
• Can you find someone to date on campus?
P.A.L.M.S. events

• The White Ribbon Campaign

• The “because I said I would” social media campaign

Fig. 16. White Ribbon Campaign Logo (Wikipedia)

Fig. 17. Because I said I would (Sheen)
bad dogging

• Most men don’t do bad things but…
  • Most bad things are done by men
• We may be tempted to only challenge and shame men
• “It is possible that we are challenging boys and men without giving them enough support.” (Laker 2007)
• “Behaviors we may associate with antisocial behavior may actually be a form of relationship building” (Laker 2007)
closeness

We Few, we happy few,
We band of brothers;
For he today that sheds his blood with me
Shall be my brother

- Shakespeare, Henry V
removing masks

• “Give men permission to be themselves” (Edwards 2007)

• “We don’t need to teach them to be a man, because they all know how they should be. However what we need to do is give them permission to be who they should be, and to stop performing. (Edwards 2007)
P.A.L.M.S. has allowed me to grow and connect with others from a diverse set of backgrounds, encouraging me to be more vocal about the issues that men and women face in society today. P.A.L.M.S. has provided me with a safe space where I can feel comfortable discussing a variety of issues without being pressured by the many influences of the mainstream media.

Alan Harrington
P.A.L.M.S. connected me to Assumption by providing a new setting that created my identity at Assumption. It was a unique environment with just men in a room, because men don't get a chance everyday to sit and just express themselves.

Fabian Rivera

overall outcomes
what the men from P.A.L.M.S are saying
My time as a commuter at Assumption never set me up on the right foot, as I always felt disconnected from campus and my peers. P.A.L.M.S gave me an outlet to explore topics that need to be discussed, helped me to meet some of the most genuine people on campus and most importantly gave me an identity on campus. P.A.L.M.S has helped me become much more aware of the issues we face in society, yet we rarely talk about, topics we assume we are all against so we don’t even bother talking about them, P.A.L.M.S, has taught me it’s not enough just to believe it, but to talk and act against the problem.

Abdul Rauf
# Overall Outcomes

<table>
<thead>
<tr>
<th>Retention Rate</th>
<th>Overall</th>
<th>SOC</th>
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</thead>
<tbody>
<tr>
<td>2010</td>
<td>85.2%</td>
<td>89.6%</td>
</tr>
<tr>
<td>2011</td>
<td>80.8%</td>
<td>91.9%</td>
</tr>
<tr>
<td>2012</td>
<td>86.7%</td>
<td>92.1%</td>
</tr>
<tr>
<td>2013</td>
<td>87.2%</td>
<td>93.2%</td>
</tr>
<tr>
<td>2014</td>
<td>88.1%</td>
<td>95.2%</td>
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</tbody>
</table>
overall outcomes

Ricky Gonzalez ‘15
Major: Marketing
Minor: Accounting
Post-Grad: Enterprise District Manager

Chris Maeda ‘15
Major: Political Science
Minor: Law & Economics
Post-Grad: Worcester Research Bureau
Darius Daniels ‘15
Major: International Business
Internship: Intern with Sherwin Williams
Post-Grad: Executive Team Leader at Target

“The Assumption community has enabled me to grow as a person and taught me a lot about myself. The Career Development and Internship Center staff played a pivotal role. They helped me secure an internship with Sherwin Williams after my junior year and they also provided me with a number of helpful resources during my job search.”
overall outcomes

Santiago Palmer '15
Major: Psychology
Internship: Assistant Probation Officer,
Worcester Superior Court Probation Office
Post-Grad: Psy. D. candidate at Ponce Health Sciences University, Ponce, Puerto Rico

"The most important thing I gained from my internship is to work in a field that I genuinely feel a passion for. Everyone that I had the pleasure of working with really loved their job. I was able to adapt myself to a culture very different from the one I grew up in, and now feel confident that I can be a great professional anywhere I go."
overall outcomes

Ryan Gomez ‘17
Majors: Accounting and Finance
Summer Internship: Launch Intern at Ernst & Young
Location: New York City, NY

“The Launch Internship exposes me to practical uses in both tax and audit, and provides me with an inside look on what the culture, camaraderie, and overall work environment is like at a Big 4 Public Accounting firm. I’ll be working on the Reporting of Foreign Bank and Financial Accounts and Assurance on Hedge Fund teams.”
references


Sheen, Alex. Becauseisaidiwould. Web. 4 May 2016


Shakespeare, William. Henry V. Act 4, Scene 3, Page 3


The Western Interstate Commission for Higher Education (WICHE) data

U.S. Census: Interim Projections by Age, Sex, Race, and Hispanic Origin

questions and discussion