

ABSTRACT

WASHINGTON, JAMES BERNARD. Using Background, Environmental and Non-Cognitive Behaviors to Derive Factors that Predict Participation in a Community College Minority Male Mentoring Program (Under the direction of Dr. Michelle Bartlett)

Men of color's enrollment in community colleges continue to grow, however the retention and graduation rates for many are among the lowest in comparison to their counterparts (Wood, Bush, Hicks, & Kambui, 2016, p 78-79). Much of the conceptual models about improving the persistence of men of color through formal minority mentoring programs is based largely on research at four-year institutions, despite the fact that the majority of men of color (to include African Americans, Hispanics, and Native Americans) begin their educational journeys at community colleges (Wood, 2013).

The purpose of this quantitative research study examines factors and strategies that may lead to better statistics and outcomes for men color in a community college minority male mentoring program at a large, urban community college in a southern state. In addition, men of color attending community colleges are often confronted with many issues that are detrimental to their retention and success, such as lower levels of academic preparation in high school, lower socioeconomic status, institutional alienation and more. However, the researcher's findings offer a paradigm shift. The findings pointed out factors in the minority male mentoring program evaluated that contributes to its members' level of perceptions, attitudes and behaviors that contributes to academic success in comparison to non-members.

It is important that community college policy makers and administrators recognize the effectiveness of minority male mentoring programs and provide support on a larger scale. It is also important that policymakers and administrators look for more interventions and sustainable programs for men of color. Implications for future research and implications are explored.

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Using Background, Environmental and Non-Cognitive Behaviors to Derive Factors that Predict
Participation in a Community College Minority Male Mentoring Program

by
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DEDICATION

My sincerest dedication is expressed to my parents (late father, James Fredrick Washington) siblings (late brother, Dr. Steven Eric Washington, D.D.S.) and families. My son, daughter, nieces and nephews have certainly been an inspiration. I proudly dedicate this work to the educators, mentors, community leaders, policymakers and countless others who everyday are committed to advance the success of men of color. Their efforts indicate that someone cares about and is willing to invest in their futures. As an African American male, I will forever appreciate those who are willing to care for me and invest in my future. I dedicate this project to all of you that work to improve the status of men of color.

BIOGRAPHY

James Bernard Washington was born and raised in Walterboro, South Carolina. He graduated from South Carolina State University in Counselor Education (Cum Laude). While serving in the United States Military, he attended Chapman University and obtained a Master of Science Degree in Human Resource Management and Development.

Once leaving the military, Bernard has worked with several two-year technical and community colleges. At one particular community college, he received an Innovator Award for contributing to the highest enrollment in the history of the college. He also spent 5 years in corporate America. As a result of these experiences in the military, corporate America and higher education he developed a profound interest in the multiple challenges many men of color experience. Bernard wanted to make a contribution to their success in higher education.

At some of these colleges, Bernard participated as an active mentor with minority male mentoring programs. Actually, at one community college, he co-founded and co-facilitated a minority male mentoring program where members graduated, transferred to and were successful at four-year institutions.

Bernard also provided presentations and facilitated roundtable discussions on men of color at conferences. He presented a poster board exhibit on the impact of a minority male mentoring program at a symposium. Additionally, Bernard published a book review in the *Journal of African American Men in Education (JAMEE)*.

Bernard currently resides in North Carolina and he is working at a Historically Black College and University.

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CHAPTER ONE: INTRODUCTION

Most of the research on minority males mentoring programs focuses on four-year colleges and not two-year institutions (Beginning Postsecondary Students, 2009; Wood, 2012). Therefore, there is still a need for more research on how minority male mentoring programs are impacting its members' performance, specifically, at the community college level. More research is warranted since the characteristics of community colleges are different from four-year institutions (Bush & Bush, 2010). The challenges of community college students are different from the challenges of university students who live in dormitories and spend a significant amount of time on campus.

Formal minority male mentoring programs have been shown to improve the retention rate of students of color in four-year institutions. For example, Cuyjet's *African American Men in College* (2006) provides successful interventions for academic success of minority males in four-year institutions. It would be helpful to know if the same interventions have similar benefits for students of color within community colleges. Findings from Flowers (2006) suggest that one should be cautious in assuming the uniformity of the experiences of minority males in two- and four year colleges. Dr. Wood's article titled "The Same...But Different: Examining Background Characteristics among Black Males in Public Two-Year Colleges" findings illustrate that while "Black males share the same racial/ethnic and gender identity there are numerous distinctions between institutional types on background variables" (2013, p. 47).

There are several significant differences in students at four-year colleges versus community college students. The background characteristics of community college students are quite distinct from those of students attending four-year institutions. Some of the key differences

noted are age (older), less family support, more part-time employment, a higher percentages of delayed college entry after high school, higher percentages of having dependents, and higher percentages of being a single parent (see Table 1.1).

Table 1.1: Students at 2-year and 4-year Colleges (NCES)

Characteristics	2-Year Colleges	4-Year Colleges
Age	Older	Younger
Family support	Less	More
Part-time employment	More	Less
Delayed college entry after high school	Higher	Lower
Having dependents	Higher	Lower
Single Parent	Higher	Lower

Note. Data from National Center for Educational Statistics (NCES) website

The differences noted in Table 1.1, Students at 2-Year and 4-Year Colleges support that methods used for Men of color at community colleges may require a different approach. The characteristics noted in Table 1.1, Students at 2-Year and 4-Year Colleges are also considered risk factors that are detrimental to the success of community college students (Coley, 2000).

Community colleges attract minority male students for various reasons that include lower tuition rates, the open-door policy and a variety of short-term academic and job certification options. Currently, 46 of the 58 Community Colleges in North Carolina are operating Minority Male Mentoring (3M) programs. During the Fall 2012 semester, participants at the 46 colleges were 82% Black, 5% Latino, 2% American Indian, 4% White, 2% Multiple, and 4% Unknown;

participation of Asian and Hawaiian males was less than 1%. The information in Table 1.2 shows the number of participants enrolled by ethnicity during the fall of 2012. There was an increase in total enrollments from 844 in fall 2011 to 1,547 in fall 2012 (Center for Community College Student Engagement, 2014, p.23).

Table 1.2: Enrollment in NC Minority Male Mentoring Program (3MP)

Ethnicity/Percentage Enrolled	
Black	82%
Latino	5%
American Indian	2%
White	4%
Multiple	2%
Unknown	4%
Asian	<1%
Hawaiian	<1%

Formal mentoring programs at the community college level have experienced considerable growth over the past few years, yet little research exists to describe the ways in which formal mentoring programs affect those participants (Crisp & Cruz, 2009).

In higher education, mentoring encourages faculty and student interactions, assists students with academic difficulties, and provides positive role models (Wendt, 2014). To date,

the studies that look specifically at mentoring programs at a community college are scant as the majority of existing research has focused on four-year institutions. Wood (2010) completed a meta-synthesis of literature on African American males in the community college and found 50 studies between 1971 and 2009; yet out of those 50, 38 were unpublished doctoral dissertations, 8 were journal articles and 4 were book chapters. Clearly there is a need for more scholarly research on minority males in a community college setting as often the needs and social capital for students vary greatly from a two-year community college to that of a four-year university.

Within recent years, educators have demonstrated intensified concern for the success of Men of color in community colleges. Much of the interest has focused on African American and Latino men, although challenges facing Native American, Southeastern Asian and Pacific Islander men are becoming increasingly recognized (Harris & Wood, 2014a; Wood, Harris & Xiong, 2014). The challenges these men face are evidenced by success gaps between them and their White and Asian peers. Wood, Harris, & White (2015), stated in the “Teaching Men of color in the Community College: A Guidebook” that within community colleges a low number between 30 and 32% of Black and Latino men will complete or transfer within six years. According to Dr. Shaun Harper, “nationally 68% of Black men who start college do not graduate within six years which is the lowest college completion rate among both sexes and all racial / ethnic groups” (2006, p.vii).

Research indicates that community colleges have implemented male mentoring retention initiatives that appear to make a difference. Myron Pope (2002) states that research has demonstrated the impact of mentoring programs in enhancing the academic and social integration of minority students in community colleges.

The researcher will use quantitative research to examine what factors in the minority male mentoring program were more significant in impacting respondents' intentions to persist and graduate at this large, urban community college in this southern state. This study will also analyze the literature related to social, academic, environmental and background factors impacting minority male retention and graduation rates in the community college.

Scholarly examination for this research study will identify factors / best practices of a minority male mentoring program in a large urban community college in a southern state and the impact of the factors / best practices on tutoring services, academic advising, career counseling, transfer services, and computer labs in comparison to minority males not in the minority male mentoring program. This is significant because mentoring of minority male students is an essential strategy for overcoming academic, social, and economic barriers that contribute to college failure. Recent studies suggest that when minority male mentoring programs are in place, male students of color are more likely to succeed in higher education (Levant, Anderson & Tiggs, 1997).

Minority males' community college success rate is dreadful and far lower than their White counterparts. African American males' in particular, have the highest attrition rates and over time 11.5% of this group will leave the community college before degree attainment after the first year and the rates increases to 48% after the third year and 83% after the fifth year (U.S. Department of Education, 2009).

In examining (See Table 1.3) Men of color that have received Associate Degrees, the leader are White males at 66.4% followed by African American males at 12.9%, then Hispanic males at 12.4% followed by Asian or Pacific Islander males at 5.2% and concluding with lowest

attainment rates for American Indians / Alaska Natives at 1.1%. This information comes from the United States Census Bureau, Statistical of the United States (2012).

Table 1.3: Associate Degree Attainment in the United States in 2009

Ethnicity/Percentage of Degree Attainment	
White/Non-Hispanic	66.4%
African American	12.9%
Hispanic	12.4%
Asian or Pacific Islander	5.2%
American Indian/Alaska Native	1.1%

This is significant because college failure as a result of the absence of academic support and mentoring programs impact the workforce, income, life expectancy and likelihood of infractions within the criminal justice system or incarceration and social mobility. This primarily affects Men of color. Confronting and constructively transforming the negative environment into supportive surroundings that educate, challenge, and restore confidence, and security for the minority male persona will produce dramatic, positive results.

While the background research suggests a comprehensive focus on the challenges Men of color encounter, the immediate needs in the community college environment include academic persistence and graduation issues. Challenges and barriers for this group must be viewed through

the scope of their social, economic, political, and institutional challenges with in-depth consideration given in this research study to institutional barriers.

The concern for educational and life outcomes for young Men of color was echoed by President Obama's administration. This concern prompted the My Brother's Keeper (MBK) program. This program was designed to make opportunities for young Men of color to succeed in a larger society (The Seven Centers, 2014). My Brother's Keeper has focused on education as the critical impetus for intervention (Harper & Wood, 2015). With respect to higher education, MBK advocates that "every American child should have the option to attend post-secondary education and receive the education and training needed for quality jobs of today and tomorrow" (White House, 2014, para 3). Community colleges continue to serve as the primary pathway to post-secondary education for Men of color (Bush & Bush, 2010). In fact, 71% of Black and Latino men begin their higher education experiences at community colleges. However, there is a low graduation and retention rate among African American males who attend community colleges (Wood *et al.*, 2015). Many African American males who begin college never obtain a degree (Bush & Bush, 2010). African American males have the highest attrition rates and over time 11.5% of this group will leave the community college before degree attainment after the first year and the rates increases to 48% after the third year and 83% after the fifth year (U.S. Department of Education, 2009). Significant use of mentoring programs to overcome and eliminate negative college experiences of minority males will be considered as a major component of solving the problem.

Current research indicates that mentoring at the community college level is a decidedly viable alternative that works in favor of the underrepresented minority male and can reduce

minority student attrition (Strayhon & Terrell, 2007). Situations in which minority males may be marginalized differ yet mentoring prevails as one of the most effective tools for improving unfavorable conditions. Hoffman and Wallach (2005) indicate that minority males participating in mentoring programs have higher levels of motivation and academic performance. Mentoring programs have the potential to increase retention and graduation rates (Zell, 2011).

Problem Statement

Minority males persist and graduate at a much lower rate than their non-minority peers as a result of the lack of engagement at the postsecondary level. Educators identify minority male students who are at-risk for community college failure or drop-out by considering a variety of background characteristics, academic and non-academic predictors, and community college environmental factors that directly impact retention. Within this at-risk population, particular attention has been directed toward male students of color. These students struggle with transitioning from high school to college, and they often find themselves academically underprepared for college-level study and the institutional challenges of community colleges. The challenge faced by community colleges is the capacity to provide adequate resources to support Men of color both socially and academically in order to increase the likelihood of minority male persistence and graduation.

A substantial number of minority males are dropping out before graduating and never return to an educational setting (Tyler, Sterling, & Gray, 2013). In the community college, minority student degree persistence rates are low with only 14 percent of African-American and 15 percent of Hispanic male students earning a degree or certificate within 3 years (Tyler et al., 2013). Among Black and Latino males (See Table 1.4) who enter the community college, only

42.2% and 53.2%, respectively will have persisted or attained a degree within 3 years. In contrast, 55.6% of White males, and 76.7% of Asian American males will persist or attain a degree within the same time frame (Beginning Post-Secondary Longitudinal Study, 2003/2009) (Palmer & Wood, 2013).

Table 1.4: Percentage of men that earn a degree within 3 years from community colleges

Ethnicity/Percentage Earn Degree in 3 Years	
Asian American Males	76.7%
White Males	55.6%
Latino Males	53.2%
Black Males	42.2%

Purpose of the Study

The purpose of this study is to illuminate factors and strategies that may lead to better statistics and outcomes for men color in a community college minority male mentoring program. Although there is a significant body of research about mentoring programs (American Association of Community Colleges, 2016a), there is a need to evaluate the effectiveness of minority male mentoring programs at the community college level. Currently, community colleges are experiencing a challenge with minority male student retention (Juszkiewicz, 2015). Higher education administrators are well aware of the need to effectively meet the challenges of minority male students and to improve their successful completion of community colleges.

Prior research has provided considerable quantitative data on factors that predict student drop out or retention rates (Wood & Williams, 2013) in community colleges. However, as a paradigm shift to previous research, the author's research provided quantitative survey data and examined underlying factors and strategies that have the potential to provide the support that students need in order to be successful in community colleges. Understanding student needs from multiple perspectives and examining effective student success strategies designed to meet the needs of Men of color at the community college is critical to supporting minority male student success in community colleges.

The goal of this study was to examine the impact / influence of a large urban community college's Minority Male Mentoring Program's strategies to influence its member's retention and graduation success rates. In addition, the study examined student experiences, attitudes, behavior and perceptions for Minority Male Mentoring Program members in comparison to non-Minority Male Mentoring Program members. The research utilized a quantitative methods approach to examine the underlying factors in a minority male mentoring program at a large urban community college and its impact on minority male student perceptions; use of: tutoring services, academic advising, career counseling, transfer services, school library and computer labs in comparison to minority males who were not participants in the Minority Male Mentoring Program. Issues related to implementing minority male mentoring programs, and an in-depth analysis of outcomes, helped shed light on the value of this approach for Men of color in this study.

Research Questions

The research questions are as follows:

1. What are the descriptive demographics of the minority male mentoring program's members in comparison to non-members at a large, urban community college in a southern state?
2. What factors impact the retention of minority males in the minority male mentoring program in comparison to non-members at a large, urban community college in a southern state?
3. How does background, environmental, non-cognitive (academic behaviors) factors impact student success outcomes for minority male mentoring program's members in comparison to non-members at a large, urban community college in a southern state?

This study will add to the extant knowledge about minority males and specifically to add to the body of knowledge regarding the factors that impact mentoring on Men of color at a large, urban community college.

Significance of the Study

This study is significant because minority male students in the community college have the worst experience of all ethnicities in terms of their ability to navigate the post-secondary educational system and persist to graduation (Philippe, 2005). The timeliness and importance of this research serves as a resource for educators, administrators, and policy makers that need further insight into interventions that impact the successful retention of Men of color at community colleges. Community colleges are in a period of accountability and a need to improve outcomes for all students (especially those that are considered marginalized) is considered top priority (Wood et al., 2015).

Another significant fact is that 71% of African American and Latino men begin their experiences in public postsecondary education at community colleges (Wood *et al.*, 2015). However, in community colleges only 32.1% of Black and 30.2% of Latino men earn a certificate, degree, or transfer to a four-year institution within a six-year time frame (Wood *et al.*, 2015).

Current theories about improving the persistence of Men of color through formal minority mentoring programs is largely based on research at four-year institutions despite the fact that the majority of Men of color begin their educational journeys at community colleges. Community colleges have served and continue to serve as the primary pathway into postsecondary education for Men of color (Bush & Bush, 2010). Men of color do so with the belief that these institutions will foster their upward mobility so they can obtain student success, meaning; persistence, goal achievement, graduation, transfer to four year colleges and / or successfully enter the labor market (Wood *et al.*, 2015, p. 7).

Flowers (2006) found differences between African American males that attend four-year colleges and those that attend community colleges. Black males in community colleges are more likely to be older, classified as low-income, have dependents (children), be married, and to have delayed their enrollment in higher education (Wood & Williams, 2013).

Community college support programs seek to address these differences. Mentoring programs provide men of color with support in academics, connecting with the college, community and building positive relationships. Hoffman and Wallach states that men of color in community colleges who participate in mentoring programs perform better academically and are motivated to succeed (2005).

Researchers have studied mentoring programs in a variety of ways. Some studies focus on mentoring models, such as the Tiered Mentoring Program at Compton Community College (Jaswal & Jaswal, 2008). Others have studied how non-profit and federal agencies have created initiatives and programs to ensure colleges have the resources and tools to assist Men of color (Institute of Higher Education Policy, 2013). One institution that has made great strides in fusing a diverse campus climate and mentorship opportunities within its own campus is Florida State University. The graduation rate records showed that more minority students than white students graduated from Florida State University (Carey, 2008).

This research study is focused on identifying and sharing successful strategies of minority male mentoring initiatives. This study is important to men of color at other community colleges who may be recipients of similar minority male mentoring programs. Community college mentoring programs may have some differences but community colleges should be able to use the results of this study to help revise their strategies for more successful retention and graduation rates for Men of color.

Significance of minority male mentoring programs for community college leaders.

Zell states that minority males might not succeed due to absences of community college commitment to additional academic support services, such as mentoring programs. These mentoring programs have the potential to increase retention and graduation rates (2011). This is significant because increased graduation rates among men of color impacts the workforce and income, promotes marketability, social mobility, civic engagement opportunities, and decreases the dependence on welfare and unemployment benefits, the likelihood of incarceration and increases life expectancy for Men of color (Bush & Bush, 2010).

Community college administrators who implement these programs can address the achievement gap disparities with men of color in comparison to their college counterparts. The types of disparities are background, personal, institutional, and social factors.

Because minority male students in community colleges do not retain at adequate levels, knowledge of the type of disparities that contribute to their high attrition rates can proactively address the problems of this group seeking to attain college degrees. These programs can be found across the country at community colleges such as St. Louis Community College. Their program's practices incorporate specialized orientation activities, peer and community mentoring, tutoring services, special workshops and seminars, early alert academic monitoring, and stipends (St. Louis Community College, 2011). This particular program is unique because of its ability to offer stipends.

Minority male program leaders are encouraging more minority males to gain stronger desires to enroll and complete college programs. These leaders and minority male participants encourage non-participants of the minority male mentoring program to consider the multiple opportunities such as attending retreats, personal growth workshops, drug and substance abuse education classes, as well as community service activities.

According to one former student that was in a minority male mentoring program in a southeastern state, "the mentorship opportunity encouraged a motivating, positive influence that (made) him more goal oriented," while further adding that the "coordinators and advisors treat participants with respect" (Community College Review, 2016, para. 6). Many of the mentees have overcome histories of drug use, criminal activity, and/or incarceration records. Therefore, the positive encouragement offered by leaders has been immeasurably beneficial for minority

male program participants' academic and social engagement in the community college. This study will provide a significant contribution to the literature on minority male student success as it provides needed insight into the successful engagement practices of minority male mentoring programs.

Theoretical Framework Model

The theoretical underpinning of this study is rooted in the Community College Socio-Ecological Outcomes (SEO) model. Given that the researcher hoped to gain insight into how men of color are influenced by background characteristics and societal factors (e.g., racial prejudice, economic conditions), student engagement, campus climate, and student success outcomes, the SEO model seemed most significant to this research. The SEO model allowed the researcher to examine factors that affected men of color's perceptions, experiences, and outcomes in this large, urban community college.

The Community College Socio-Ecological model was designed by F. Harris and J. Luke Wood (2014). The SEO model is a result of Harris and Wood's extensive research on men of color's interactions between pre-community college enrollment background societal-factors, college perceptions and experiences and successful outcomes in the community college. Also, the researcher incorporated the design of the SEO model and its domains as a framework to examine how the benefits of men of color's participation in the minority male mentoring program impacted student retention and success in comparison to men of color that were non-participants at this large, urban community college.

The theoretical framework guiding this research is known as the Community College Socio-Ecological Outcomes (CC-SEO) model (Figure 1.1). This model will highlight the

enhanced strategies utilized by this minority male mentoring program for its Men of color at this large, urban community college. According to Wood, Harris and White, the Community College Socio-Ecological Outcomes (CC-SEO) model includes scholarship on college men and masculinities, racial/identity development, student engagement, campus climates, and institutional responsibility (Wood, Harris, & White, 2015, p. 17). The model includes domains that contribute to the minority male's academic goal achievement due to the experiences many have with external pressures, racial-gender stereotypes, inadequate preparation for collegiate work, and male gender socialization. Wood, Harris, and Xiong state that the Community College Socio-Ecological Outcomes (CC-SEO) model "represents an integral addition to scholarly literature and helps to advance new knowledge on populations that community colleges have struggled to serve" (2014).

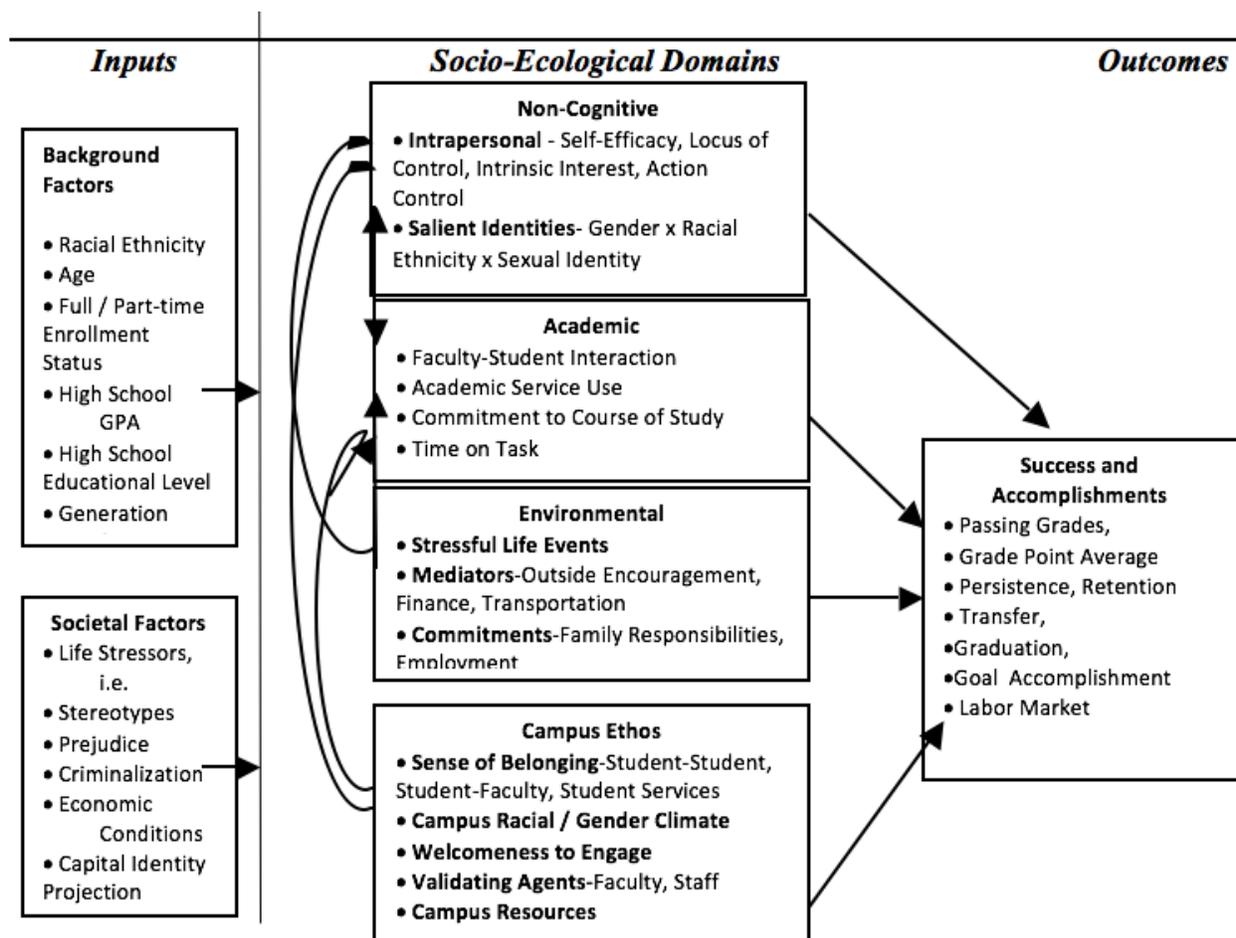


Figure 1.1: Community College Socio-Ecological Model (SEO)

Conceptual Framework

The conceptual framework for this study provides a map for the operationalization of factor analysis and logistic regression analysis to examine the impact of minority male mentoring membership to non-membership on academic success outcomes for Men of color in this large, urban community college. The conceptual framework for this study includes the population, the treatment variable (minority male mentoring program), covariates (demographic and academic),

and the process of applying the independent variables to the dependent variables to determine the measure of impact as measured by academic achievement.

The conceptual framework starts with a visualization (See Figure 1.2) of participants and non-participants in a minority male mentoring program at this large, urban community college that were surveyed by the M-PACE study. The covariates used within this study included age, racial ethnicity, gender, enrolled full-time or part-time, part-time jobs and hours worked per week, annual income, high school grade point average, high school education level (diploma or GED), first generation student, first year college or returning student, financial aid recipient and sexual identity. The factor and logistic regression analysis will be conducted to determine the independent variables that are predictors of membership or non-membership in the Minority Male Mentoring Program and its impact on the use of on-campus academic resources that may contribute to retention and success. The M-PACE instrument was designed by Wood, Reid, Harris and Xiong who are associated with the M2C3 at San Diego State University.

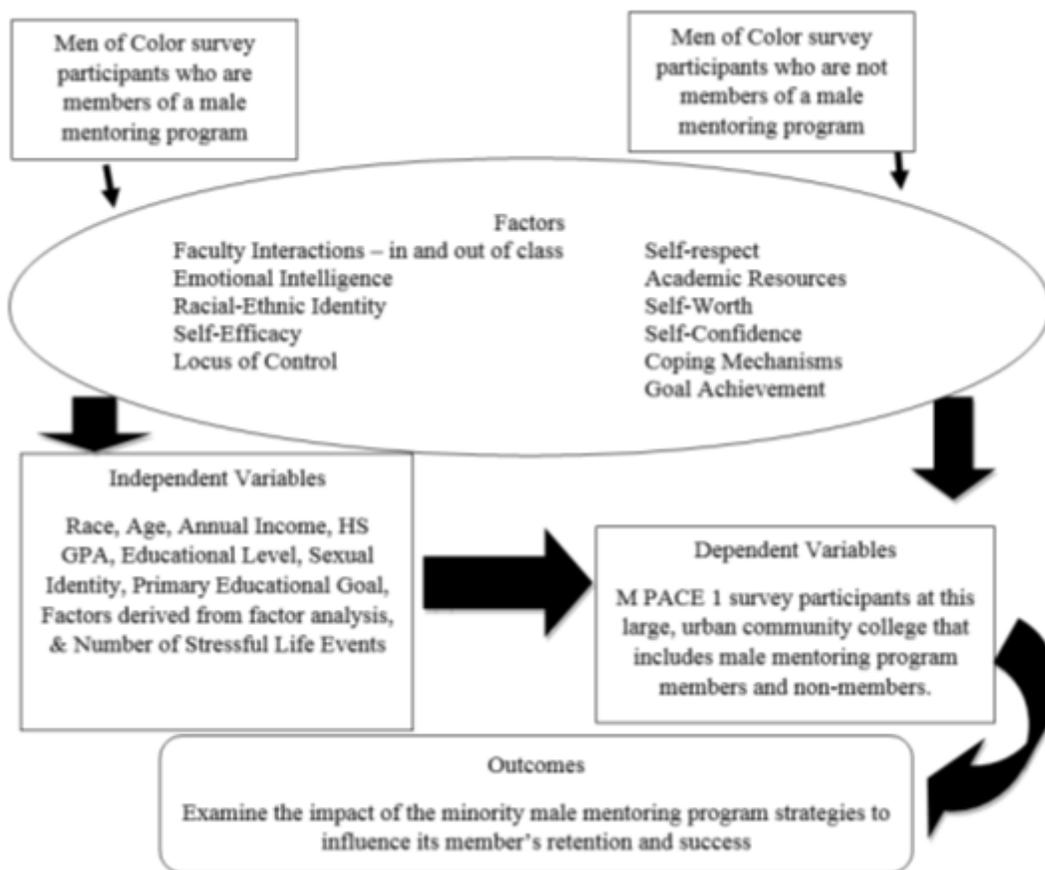


Figure 1.2 Conceptual framework

It is necessary to research the impact of this minority male mentoring program at a large, urban community college and its Men of color's retention and success rate outcomes in comparison to Men of color that were not members of the minority male mentoring program. The conceptual framework starts with a visualization of the two groups of students that were examined during the study: those that were members of the minority male mentoring program and those that were not at this large, urban community college in this southeastern state.

The conceptual framework for this study includes the M-PACE survey participants (who are members or non-members in the minority male mentoring program), quantitative methods

and factors that contribute to Men of color's persistence, retention and success. The research utilized results from an M-PACE survey. Specifically, the quantitative methods utilized were a factor analysis and logistic regressions quantitative systems method. These methods were utilized to examine the underlying factors in this minority male mentoring program and its impact on its members' perceptions; use of: tutoring services, academic advising, career counseling, transfer services, school library and computer labs in comparison to non-members in the Minority Male Mentoring Program.

The factor and logistic regression analysis was conducted to determine the variables that are predictors of membership or non-membership in the Minority Male Mentoring Program and its impact on the use of on-campus academic resources that may contribute to retention and success. Finally, a chi-square test was conducted to further support the influence of this minority male mentoring program and its underlying factors that contribute to Men of color's persistence, retention and successful outcomes.

Limitations

According to Barker, Pistrang, and Elliott (2002), there are limitations to quantitative research. They state "We should not abandon this method of data collection, although it is advisable to supplement self-report data with observational data (or at least self-report data from other perspectives)" (Chapter 6, p. 3). One limitation of this study has to do with the nature of self-reporting. The quantitative methods in this study included self-reporting from minority males mentoring program participants and non-participants which could have created some potential issues with validity. The strength of this data collection technique was gaining the perspectives of the participants. However, the weakness was that survey participants may not

have always been truthful in their responses. Bias of the survey participants could occur in answers to questions that are favorable to themselves or the institution.

The second limitation of this study is that it was limited in scope and sample size. The program evaluation is of a minority male mentoring program instead of a group of minority male mentoring programs. The evaluation was also completed at a large, urban community college in a southern state. The pool of students at the large, urban community college also impacts the study. Generalizing to the large population of Men of color or applying the study's results and recommendations may not be applicable to all community colleges.

Despite these limitations, this study contributes new knowledge about significant factors that contributes to the retention and graduation of minority males in the in this large, urban community college.

Delimitations

Community colleges serve as the gateway to higher education access for millions of Americans. However, despite the pivotal role these institutions play in promoting social equity, they continue to struggle with low persistence and completion rates, particularly among male students of color. In the community college, minority student degree persistence rates are low with only 14 percent of African-American students and 15 percent of Hispanic students earning a degree or certificate within 3 years (Tyler et al., 2013). This study was conducted to highlight certain strategies used in a minority male mentoring program at a large urban community college in this southern state that contributes to student retention and graduation.

The research used a quantitative method approach to demonstrate the influence of the minority male mentoring program in comparison to non-members' of the minority male

mentoring program use of on campus academic services for academic success. The academic resources identified in the survey include Academic Advising, Career Counseling, Transfer Services, School Library, Computer Lab, and Tutoring Services. The participants in the study consisted of minority male students that are members of the Minority Male Community College Program and non-members of the program that attend this large, urban community college. The number of participants was 614. The cases totaled were 614 (N= 614).

The survey referred to as the Male Program Assessment for college excellence (M-PACE) is a collaboration between the Minority Male Community College Collaborative (M2C3) and the large, urban community college. The objective of the survey was to collect the experiences and perceptions of minority male students in higher education.

This delimitation was established due to the researcher's intent to specifically survey male participants in the minority male mentoring program at the large urban community college in this southern state and males that were nonparticipants in minority male mentoring program at the same community college. Another delimitation was bounded by the types of minority male participants used in the study that included their differences in: ethnicity, age, high school GPA, high school diploma and high school equivalency certificate, sexual preference, first year college and returning student, students that were employed, students with dependents, financial aid recipients, first-generation and socioeconomic status. The original researcher did not include women and White male students in the study.

This study was limited to one large urban community college in a southern state, thereby setting the study geographically in the southeastern region of the United States. Research on one community college cannot be generalized for all community colleges within the United States.

Pre-existing data was evaluated from the (M-Pace) Survey conducted during the spring 2015 semester time frame. A delimitation was that the data was taken cross-sectionally (at one point in time) rather than longitudinally (over a period of time). Collecting the data at one point in time may not account for changes over time in the minority males' academic experiences at this large urban community college. Evaluating the impact of the mentoring program at various stages in the minority males' academic experiences may have provided additional insight to student experiences, attitudes, behavior and perceptions for Minority Male Mentoring Program members in comparison to non-Minority Male Mentoring Program members. Additionally, there is a time constraint that is relative to perceived outcomes not actual outcomes.

Definition of Terms

Several terms used throughout this dissertation are defined as follows:

African American (or Black) - racial category being used broadly to describe study participants who were perceived by college faculty to be Black or African American and have self-designated themselves as Black or African American as opposed to any other racial group category.

Background Factors - Refers to the precollege characteristics associated with students' personal, social and economic status, previous academic performance, as well as their parental socioeconomic status and level of education (Nevarez & Wood, 2010).

Chi-Square test- Use the chi-square test for independent variables to determine whether there is a significant relationship between two categorical variables. A common case for this is where the events each cover an outcome of a categorical variable (Mertler & Vannatta, 2005).

Completion - is used to describe the point at which students accomplish the goals they set for themselves during the admissions process, typically to earn a particular certificate or degree. This could happen at several institutions (Tinto, 2012).

Dependent Variable - This variable responds to the independent variable. A dependent variable is what you measure in the experiment and what is affected during the experiment.

Drop out - is a term used for students who is enrolled in courses at an institution and does not enroll in classes the following term and has not completed the certificate or degree that was the student's declared intent (Bean & Metzner, 1985).

Environmental Factors - Refers to factors outside of the college, which pull students away from their college endeavors. These factors could include factors like working off campus and family responsibilities (Wood & Williams, 2013).

Expected Frequency- is the number of occasions on which an event may be presumed to occur on average in a given number of trials (Collins Dictionary).

Factor Analysis - is a process by which the numbers of variables is reduced by determining which variables "cluster" together, and factors are the groupings of variables that are measuring some common entity or construct. This statistical method is often used to reduce data by grouping variables that measure a common construct (Mertler & Vannatta, 2005a).

Graduation - refers to the point at which a student who enters a particular educational institution earns a degree or certificate from that same institution (Tinto, 2012).

Independent Variable – In the Logistic Regressions method, an attempt to identify a combination of weights and actual values on variables that best predicts membership in a particular group. These variables are known as predictor variables (Mertler & Vannatta, 2005).

Logistic Regression- is a statistical method that analyzes a dataset in which there are one or more independent variables that determine an outcome (Mertler & Vannatta, 2005). In the study, Logistic Regression system analysis is conducted to determine the independent variables that are predictors of membership or non-membership in the Minority Male Mentoring Program and its impact on the on the Minority Male Mentoring Program members' retention and success.

Minority Men / Men of color - A group that experiences a narrowing of opportunities (success, education, wealth, etc.) that is disproportionately low compared to their numbers in the society (Schaefer, 1993). Historically, underrepresented or underserved group of men. The ethnicity / race of non-white men that include African American, Native American and Latino men that demonstrate measurable community college outcome disparities. The participants in the M-PACE survey and the minority male mentoring program include Men of color.

Mentoring Program -.Traditional mentoring programs are designed with a younger student paired with an older or seasoned student in a face-to-face relationship (Crisp & Cruz, 2009). However, today mentoring programs can also be designed around technology (Sinclair, 2003). The type used in this study is a mentoring program designed to provide academic, social and environmental support for minority male college students.

Paradigm Shift- A concern with identifying meaningful interventions and use of research paradigms that offer ways to improve the educational experience for African American males (Howard, 2015).

Participants (that are in the minority male mentoring program at this large, urban community college)- Men of color that are non-dual high school enrolled, 18 years of age or older that attend this large, urban community college in this large, urban and southern state and

are members of the minority male mentoring program. The minority male members were participants in the M-PACE survey. The process for participation in the minority male mentoring program begins with an orientation / application that address their commitment to improve both as students and as male members of their communities. Minority male mentoring program participants must be currently enrolled as a curriculum or GED student. The minority male mentoring program at this large, urban community college in this southern state promotes the improvement of the academic success of students through activities that encourages self-esteem, academic excellence and personal growth for its participating members.

Participants (that are non-participants in the minority male mentoring program at this large, urban community college) - Men of color that are non-dual high school enrolled, 18 years of age or older that attend this large, urban community college in this large, urban, southern state are non-members of the minority male mentoring program. The non-minority male members were also participants in the M-PACE survey.

Persistence - refers to students who continue to enroll quarter after quarter in order to achieve their educational goals. It is implied in this term that students are making progress towards their goals. This may happen at more than one educational institution (Tinto, 2012).

Observed Frequency -The amount of times an event actually occurred after a probability experiment or trail has been repeated a given number of times. (Eather, 2014).

Open Door Policy- This community college policy provides admissions of any legal resident of the United States with a high school diploma or the equivalent, at least 18 years old or an emancipated minor. This policy is also based on the belief that the college has something to offer on all educational levels. Also, high school transcripts, Scholastic Achievement Test

(SAT) or ACT scores, and letters of recommendation are not required. The simplicity of the application process makes applying easy and the rolling admissions policy allows learners to submit an application at any time and begin their postsecondary educations almost immediately (Rao, 2004).

Paradigm Shift- A concern with identifying meaningful interventions and use of research paradigms that offer ways to improve the educational experience for African American males (Howard, 2015).

Persistence - refers to students who continue to enroll quarter after quarter in order to achieve their educational goals. It is implied in this term that students are making progress towards their goals. This may happen at more than one educational institution (Tinto, 2012).

Retention - describes when a student continues to enroll in courses at the institution he or she originally enrolled in (Tinto, 2012).

Social Factors - Refers to a college student developing social networks and friendships within the college with students, staff and faculty (Tinto, 1975).

Chapter Summary

Mentoring is promoted as a means to improve student success and self-esteem. Jacobi states that “whereas mentoring has been long associated with an apprenticed model of graduate education, it is increasingly looked upon as a retention and enrichment strategy for undergraduate education” (Jacobi, 1991, p. 505).

Most of the research on minority males mentoring programs focuses on four-year colleges and not two-year institutions (Wood, 2012; Beginning Postsecondary Students, 2009). There is still a need for valid research on how minority male mentoring programs are impacting

its members' performance at the community college level. More research is warranted since the characteristics of community colleges are different from four-year institutions (Bush & Bush, 2010).

For this study, data from one large, urban community college's minority male mentoring program were synthesized using factor and logistic regression analysis to highlight the impact of participation in this minority male mentoring program. Although this study focused on participation among Men of color within one large, urban community college, the results of this research will impact the advantages of membership in a minority male mentoring program in community colleges nationwide. The study findings will impact and expand current research in minority male mentoring programs and the historically underrepresented male students that community college struggle serve, allowing for further growth in within higher education.

This chapter began with an introduction to service-learning, including a primer on how mentoring became an integral method within community colleges and higher education. This chapter also discussed the research questions, methodology, and conceptual framework that guided this study. The definitions that guide and applied to this study were shared along with a brief introduction to the theoretical framework. The theoretical framework, as well as other important aspects of minority male mentoring is examined further in the review of the literature in Chapter 2. Chapter 3 explores the research design used for this study. Chapter 4 follows with a presentation of the data and findings. Finally, Chapter 5 provides a summary of this study, discusses implications within the research, and makes suggestions for further research.

CHAPTER TWO: LITERATURE REVIEW

The purpose of this study is to illuminate factors and strategies that may lead to better statistics and outcomes for men color in a community college minority male mentoring program. This quantitative method approach sought to describe the experiences of Men of color in the minority male mentoring program in comparison to Men of color not in the minority male mentoring program.

Significance for Research Literature

While it is necessary to understand why some students fail to complete their programs of study, it is crucial to understand why students are successful. Harper contends that institutional agents must “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 developmental outcomes of Native American, Latino, and Asian-American Pacific Islander male students. By focusing on successes of men of color in the community college rather than failure, this study will help to increase student persistence and success in the future.

Harper (2006) asserts: “[Engagement] indisputably makes the difference in African American men’s short-term gains and long-term outcomes. It is clear that African American males who are actively involved in campus activities and hold leadership positions in student

organizations have better experiences and gain more from college than their uninvolved same-race male peers” (2006, p. 90).

This research is designed to reveal a significant understanding of the engagement initiatives within the minority male mentoring program that are designed to impact the persistence and success rates of its participants. This study will include the perceptions, experiences and successes of Men of color that are participants in minority male mentoring program in comparison to Men of color that are non-participants of the minority male program.

This chapter focuses on a review of the literature of minority male students’ experiences in community colleges, persistence factors that impact minority male students and mentoring programs that contributes to their academic success and graduation. The first section will outline the importance and reasons the minority male mentoring program is necessary to the persistence of minority males in higher education. The second section describes the current researchers and their relevant research and their particular works that highlights the success factors for Men of color in community colleges. The third section discusses the population demographics of the United States and the implications of historically underrepresented minorities receiving higher education goals. The fourth section describes relevant literature on the minority male mentoring program with subsections to include origins and definitions of male mentoring and background and challenges to establish a minority male mentoring program. The fifth section describes a specific model designed to increase the persistence and graduation rates of men of color in community colleges and in particular, this large, urban community college in this southern state. A summary is included in the literature review.

Dominant Culture and Men of color

A dominant culture is the most powerful, widespread, or influential culture within a social or political entity in which multiple cultures are present. Dominance can be achieved through many different means, including economic power, force or the threat of force, or through more subtle processes of dominance and subordination.

The dominant culture in a society refers to the established language, religion, behavior values, rituals and social customs. These traits are often considered the norm for a society as a whole. The dominant culture is usually but not always in the majority and achieves its dominance by controlling social institutions, educational institutions, law, political processes and business.

In a multicultural society, various cultures are celebrated and the dominant culture can be promoted with deliberation and by the suppression of other cultures or subcultures. Witt states that a dominant culture generally will be a body that assimilates the smaller cultures around it, taking in little bits of the surrounding cultures, but making the adherents of the other cultures lose their former cultural identities (SOC 2012, p.62)

Derrick Bell's Critical Race Theory (CRT) identifies what are considered flaws within the dominant culture's society and the educational system that sabotage the success of racial and ethnic minorities generally and academically. Delgado Bernal (2002) used CRT to demonstrate how racial minority students are made to feel that their histories, experiences, cultures and languages are devalued or often omitted in educational settings as a result of dominant culture's practices.

Higher educational institutions are the primary transmitters of American culture and they utilize that authority to require students of all races, classes, and backgrounds to conform to the dominant culture, to their interpretation of historical and cultural events, even requiring conformance to their expected norms. “Dominant culture retains the institutional authority to enforce its view of what is right, good, normal, useful, or best” (Guy, 1999, p.96). For students of color, particularly male students of color, this forced conformance creates a cultural difference that results in counterproductive ways that contributes to non-persistence and dropping out of college (Gordon, 1999).

Harper is the founder and executive director of the Center for the Study of Race and Equity in Education at the University of Pennsylvania. His research examines racial climates on college campuses. Harper was the keynote speaker for Duke University’s annual Dr. Martin Luther King, Jr. commemoration day on Sunday, January 17, 2017. He talked about his campus climates studies and he stated “that on campus after campus, he and his colleagues interview Black and other minority students and finds what he calls “onlyness,” the feeling of being one or one of a few members of a group, and of being misunderstood and frequently insulted and /or ignored” (Duke Today, 2015, para 13).

Researchers of Men of color in Two Year Institutions

Woods, Harris, and Harper are responsible for most of the current research on Men of color in community colleges. Wood and Harris have reviewed published works and conducted and shared studies of their own about Men of color. Harper is referred to as an American Scholar and racial equity expert. His groundbreaking work on campus climate and racial equity has made him a leader in the field of education. Harper, Harris, and Wood study topics pertaining to race

and gender in education and social contexts, equity trends and climate issues on college campuses, Black and Latino male student success in higher education, college student engagement, minority male mentoring programs, and more. They and many other researchers have concluded that Men of color lag behind other college students to include their own gender, in student success indicators, such as enrollment, persistence and achievement (Cuyjet, 2006; Davis, 2003; Palmer & Strayhorn, 2008).

Population Demographics

Recent United States census data indicate that the nation is experiencing unprecedented change in the characteristics of its population (U.S. Census Bureau, 2010). Since 1980, the Hispanic American population has more than doubled, Native American population has increased 62%, and Black population has increased 31%, while the non-ethnic population has remained almost the same (Ethnic Majority, 2006). Likewise, the total enrollment in United States colleges and universities over the last 40 years has increased by 40% overall, with minority student enrollment increasing by 146% (Crutcher, 2007; Li, 2007). More specifically, the National Center for Educational Statistics (2011) notes that enrollment in degree-granting postsecondary institutions increased by 9% between 1989 and 1999 and continued to increase by 38% between 1999 and 2009. From 1976 to 2009, the percentage of Hispanic students' degree attainment increased from 3% to 12%, the Asian/Pacific Islander student degree attainment increased from 2% to 7%, and the percentage of Black student degree attainment rose from 9% to 14%. During the same time frame, the percentage of White students' degree attainment fell from 83% to 62%. However, these increases in minority enrollment in higher education have not been proportional to the degree attainment and thus a gap exists between ethnic minority and

ethnic majority students (See Table 2.2) in the attainment of higher education degrees (Allen, 1992; Pathways to College Network, 2003).

Table 2.1: Increase in college minority enrollment from 1989 to 2009.

Period	Percent Increase
1989-1999	9%
1999-2009	38%

Table 2.2: Change in college enrollment and degrees attained by ethnicity (1976-2009)

Ethnicity	1976	2009
Hispanic	3%	12%
Asian/Pacific Islander	2%	7%
Black	9%	14%
White	83%	62%

Note: Even with a decrease in White students' degree attainment there is still a significant gap in comparison to minority groups.

Origins and Definitions of Male Mentoring

“Mentoring is not a new idea; it has a very long and distinguished history dating back at least as far back to Homer’s *Odyssey*...” (Valeau, 1999, p. 33). Shea (1997) reports that “in time the word mentor became synonymous with trusted advisor, friend, teacher and wise person” (p. 3). History has provided many examples of mentoring relationships such as Socrates and Plato, Hayden and Beethoven, Freud and Jung. Shea’s article, *Mentoring: A Practical Guide* states that: “Mentoring is a developmental, caring, sharing, and helping relationship where one person invests time, know-how and efforts in enhancing another person’s growth, knowledge and skills. Mentoring builds skills and deepens insight and understanding in both the mentor and mentee. Through a process of mutual sharing, they develop trust, invest in the relationship, listen to each other and offer help” (1992, p.2).

Shandley (1989) describes mentoring as an intentional process involving interactions between two or more individuals. He further states that mentoring is a nurturing process that fosters the growth and development of the protégé. Moore and Amey (1988) define mentoring as a form of professional socialization wherein a more experienced person acts as a guide, a role model, teacher, and patron of a less experienced protégé. The merits of mentoring have withstood the test of time and have been found applicable to a variety of situations including higher education. Shandley (1989) described mentoring from a higher education perspective as an intentional process involving interaction between two or more individuals. He continues to state that mentoring is a nurturing process that fosters the growth and development of the protégé. Mentoring is an insightful process in which the wisdom of the mentor is acquired and applied by the protégé.

Klopf and Harrison define mentoring as a multifaceted, evolving process in which mentors are skilled people who serve as teachers, advisors, counselors, and sponsors. Mentors may be younger and of the same or different sex (1981). A number of educators concerned about student attrition (Richardson, 1988; Tinto, 1987; Upcraft & Gardner, 1989) list mentoring as an intervention strategy worth consideration. These endorsements of mentoring have helped to increase its use on a number of campuses.

Mentoring programs have been used as a successful tool for years in working with adolescents and African American males (Butler, et. al, 2013). Organizations like Young Men's Educational Network (YMEN) provide opportunities for young males to explore what it means to be men in ways that challenge them to be better men. Similarly, student groups like the Latino Men's Group at the University of Wisconsin provide support and guidance and encouragement. In addition, the Men of color Initiative at DePaul University provides a four-year program to engage, transform and empower men. These male mentoring programs are “designed to help explore and reframe masculinity and are important in creating the type of men who can be successful” (Mata, 2011, p 16). Mata further implies that “we know these programs make a difference” (2011, p. 16). A recent evaluation of DePaul's Men of color Initiative which serves more than 200 students, most of whom are low-income Chicagoans and the first in their family to attend college, showed promising results. A prime indicator that students will persist to graduation, according to a large institutional research project at DePaul, is that they earn at least a 2.5 GPA and at least 48 credit hours by the end of freshman year. Mata also states that “data analysis revealed that students who participate in our program achieved those benchmarks at a higher rate than Men of color on campus who do not participate in the Men of color Initiative”

(2011, p. 16). In assessing the impact of the program, one student, a second-year African-American, states that the program "changed the way I looked at college in a good way and made me be more active in school, something I never did." Another student, a sophomore Latino, stated that it was the "most important experience of my first year of college" and that "without it, I would not have had as great an experience" in that first year. Mata concludes that "these men, and the reasons they are successful, are where we need to focus our attention. Their experiences - and the programs that assisted them - offer best practices for supporting other male students of color at the collegiate level" (2011, p.16).

Mentoring can be a powerful growth experience for both the mentor and the mentee. Mentors will learn new things about their mentee, themselves, and their organizations, if this relationship is in an organizational context (Zachary, 2000). Mentoring is a process of engagement. No one can mentor without connection. In fact, mentoring is most successful when it is done collaboratively. Commitment by and engagement of mentoring partners is a key element in establishing, maintaining, and experiencing successful mentoring relationships (Zachary, 2000).

Students who interact and become involved in a mentoring relationship find greater satisfaction in their collegiate experiences than those persons who do not have this experience. This kind of satisfaction is consistently reported and experienced by minority students, particularly African American men and professionals fortunate enough to have and benefit from having a mentor to advise, teach, and guide their efforts at critical points in their educational, professional and personal development (Fleming, 1984; Harris, 1996; Hughes, 1987).

Astin (1984) and Tinto (1993) emphasize the importance of student participation in the mainstream of campus life that leads to student persistence. They contend that there are significant variables that influence students' decision to persist. Some male students of color enter college socially, educationally, and economically disadvantaged. By integrating these students into the mainstream of the institution, their chances of persistence and matriculation are enhanced. Figure 2.1 illustrates some of the variables that Astin (1984) and Tinto (1993) contend supports student attrition.

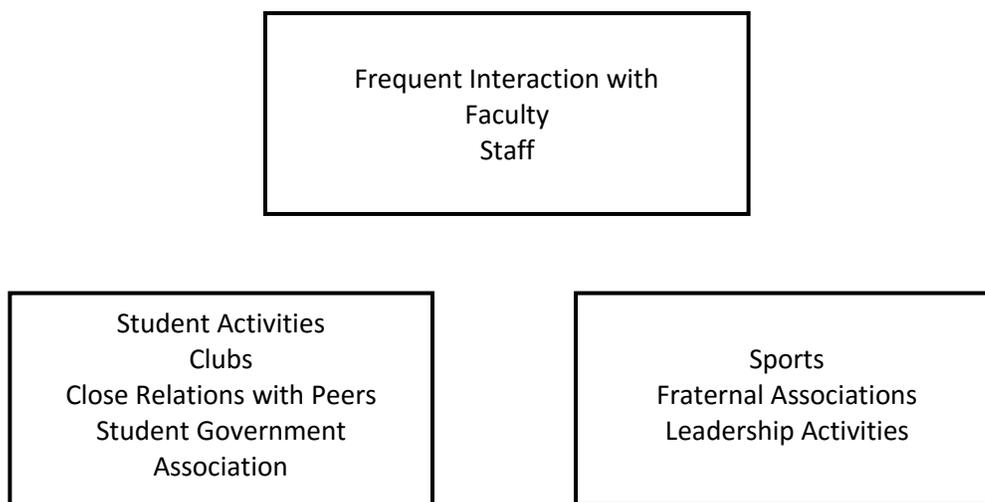


Figure 2.1: Astin and Tinto's variables that support student persistence

Mentoring is promoted as a means to improve student success and self-esteem. Jacobi states that "whereas mentoring has been long associated with an apprenticed model of graduate education, it is increasingly looked upon as a retention and enrichment strategy for undergraduate education (Jacobi, 1991).

Post-secondary education primarily uses two types of mentoring, formal and informal (Zachary, 2000). Formal mentoring programs are designed to increase enrollment and retention

of minority and other students, as well as increase student satisfaction with academic experiences (James, 1989, Obrien, 1988, & Paratore, 1984).

Background of Mentoring Programs

In an ideal educational landscape, minority male students should be able to enroll in community colleges and not experience barriers that preclude active engagement to persist and actively interact with faculty and staff both in and out of the classroom on the path to self-awareness and graduation (Quaye & Harper, 2007). It is essential for researchers concerned with the achievement of Men of color in community colleges to engage in a paradigm shift in how these students are viewed, studied and understood. Again, the data collection shift is from minority male's failure in community colleges to success. This research also brings to light empirical works that examine the increasing number of study that demonstrates a level of success.

In this southern state, the Community College System's Minority Male Mentoring Program (3MP) was established in the fall of 2003 (Smith, 2013). The goals of the program are higher persistence, graduation and/or transfer rates. To help achieve the stated goals, 3MP through the support of the state's General Assembly and the federal College Access Challenge Grant (U.S. DOE P378A110017), has worked closely with community colleges in improving their minority male student engagement.

In 2012, 46 of the state's 58 community colleges received sub-grants to operate 3MP student coaching programs to support student success. The programs are consistent in their focus: completion of developmental and curriculum courses, persistence from semester to semester and year-to-year, degree attainment, and/or transfer to a four-year institution.

Challenges to Establish a Mentoring Program

Community colleges in the United States enroll approximately half of all undergraduate students in the country (American Association of Community Colleges, 2016b). However, with the key mission of meeting the educational needs of historically underserved social groups, community colleges are still the lowest funded sector of education in the U.S. (Manning & Everett, 2008). Community college administrators have come to the realization over the past decade that minority students, especially male minority students often need additional programs and services to help them succeed. If money were no object and this issue were a true national priority, programs for Men of color would have the following (Everett & Manning, 2008, p 21-23):

- Dedicated space for a minority male program
- A committed full-time program manager to market, recruit, and plan programs
- Adequate time spent on planning, evaluation, and student tracking
- Adequate support for marketing, faculty mentors, additional counselors, and materials
- A well-planned curriculum based on extensive research in the field

The contrary reality is that community colleges are concerned about this population and want to intervene actively to increase success for these students but are often in the position of starting programs with (Everett & Manning, 2008, 21-23):

- Part-time employees or directors that share multiple high-demand duties
- Piecemealed programs and services with no dedicated space
- Quick turn around with no time to create an effective curriculum
- Inadequate funds to sustain the program beyond the first few years

- Inadequate funds to purchase supplies, sponsor field trips, or pay clerical staff
- Programs that begin before program staff know what the issues are (no research and planning)

Theoretical Framework

A theoretical framework that was considered but not used for this study is Tinto's Interactionist Theory. It is a widely-cited, comprehensive model combining psychological, economic, and sociological perspectives to explain exit from higher education (Tinto, 1975). Studies have found that Tinto's model is applicable to community college students; however, there is a need for more research (Lohfink, 2005; Young, 2007). Within the college context, Tinto refers to two forms of integration known as academic and social integration. Academic integration refers to students' ability to accept academic norms (i.e., attending class, seeking academic assistance, and earning passing grades) to achieve academic success (Neuville et al., 2007; Tinto, 1975) and social integration defined as the extent to which the college environment satisfies students' preferences and strengthens their institutional commitment or affiliation (Guarino et al., 1998). Both academic and social integration influence academic success. Tinto (1975) proposed additional factors that predict levels of academic and social integration, such as socioeconomic status and high school grades, which he assumed were related to educational persistence. Despite the comprehensive explanation of Tinto's Interactionist Theory, it does not address how minority male students develop academic and social integration within a community setting. Although Tinto's framework provides insight into why some students persist and others do not, his paradigm does not clarify the role of and processes underlying minority male students' community college experiences.

However, for this specific research on Men of color at this large, urban community college, what theoretical model that is most fitting is Woods and Harris's Community College Socio-Ecological Outcome (CC-SEO) model (refer to Figure 1.1 in Chapter 1). It was developed from research of Men of color's salient influences prior to and in the community colleges. Given that the researcher hoped to gain insight into how Men of color are influenced by background characteristics and societal factors (e.g., racial prejudice, economic conditions), the SEO model seemed most appropriate.

The CC-SEO model allowed the researcher to investigate factors that affected Men of color's perceptions, experiences, and outcomes in the large, urban community college in this southern state. The significant component of the model is in its examination of the influences on success for Men of color in the interactions between environmental, societal, campus ecological factors, and interpersonal. The CC-SEO model is comprised of seven key constructs including input factors, socio-ecological domains, and student success outcomes. The significant components of the model are examining the influences of success for men of color interactions between environmental, societal, campus ecological factors and interpersonal.

With regards to campus culture, Hurtado and Carter note that institutions need to pay greater attention to "students' subjective sense of integration in campus life" (1997, p.324). Hurtado and Carter's point proposes that sense of belonging plays an integral role in the academic experiences of students.

Rendón (1994) identified the significance of "in-and-out-of-class" agents that cultivate academic and interpersonal development of nontraditional students through enabling,

confirming, and supportive actions. Rendón proposed that validation by key agents, such as faculty and staff, fosters the support that students need when navigating through college.

Overall, each of these studies has underscored the significant impact that noncognitive and campus ethos factors have on students' academic success. The studies correlate to the success-factors that the minority male mentoring program at the large urban community college utilizes to contribute to its members' persistence, academic success, and graduation rates.

Wood and Harris (2014) have conducted investigations on the sense of Men of color's integration, persistence, and achievement outcomes in the community college. A model was developed as a result of a wide-range review of published research on Men of color's engagement for academic outcomes in the community college. The model by Wood and Harris accredits success among Men of color in community colleges to the interconnection of four domains; noncognitive, academic, environmental, and campus ethos (2014). Effectively, the noncognitive domain interacts with the academic domain, which is congruently affected by the environmental and campus ethos domains. Each of these domains is interrelated, which has suggested correlation to student success (i.e., persistence, achievement, attainment, transfer).

This theoretical framework known as the Community College Socio-Ecological Outcomes (CC-SEO) model will guide the enhanced strategies utilized by this minority male mentoring program for its Men of color at this large, urban community college. These practices contribute to the minority male's academic goal achievement due to the experiences many have with external pressures, racial-gender stereotypes, inadequate preparation for collegiate work, and male gender socialization. According to Wood and Harris' Community College Socio-Ecological Outcomes (CC-SEO) model, within each of the five domains are factors that have an

association correlated to success outcomes (such as self-efficacy, degree utility, intrinsic interest, sense of belonging, and validation are positively correlated with grade point averages). To illustrate the point, Bandura investigated the relationship between efficacy, action and level of performance noting the effects of a person's cognitive process are definitely influenced by social occurrences which in turn affect student success (1977). Also, Mason's study proposed that "If a student really believed the program will benefit his future, the more likely he will persist" (1998, p. 758). This indicates a relationship between student success outcomes and placing values on collegial endeavors.

The theoretical framework guiding this research is the Community College Socio-Ecological Outcomes Model. This model includes scholarship on college men and masculinities, racial/identity development, student engagement, campus climates, and institutional responsibility (Wood, Harris, & White, 2015, p. 17). The model in Figure 2.1 was composed from the "*Teaching Men of color in the Community College; A Guidebook* by Wood, Harris & White (2015).

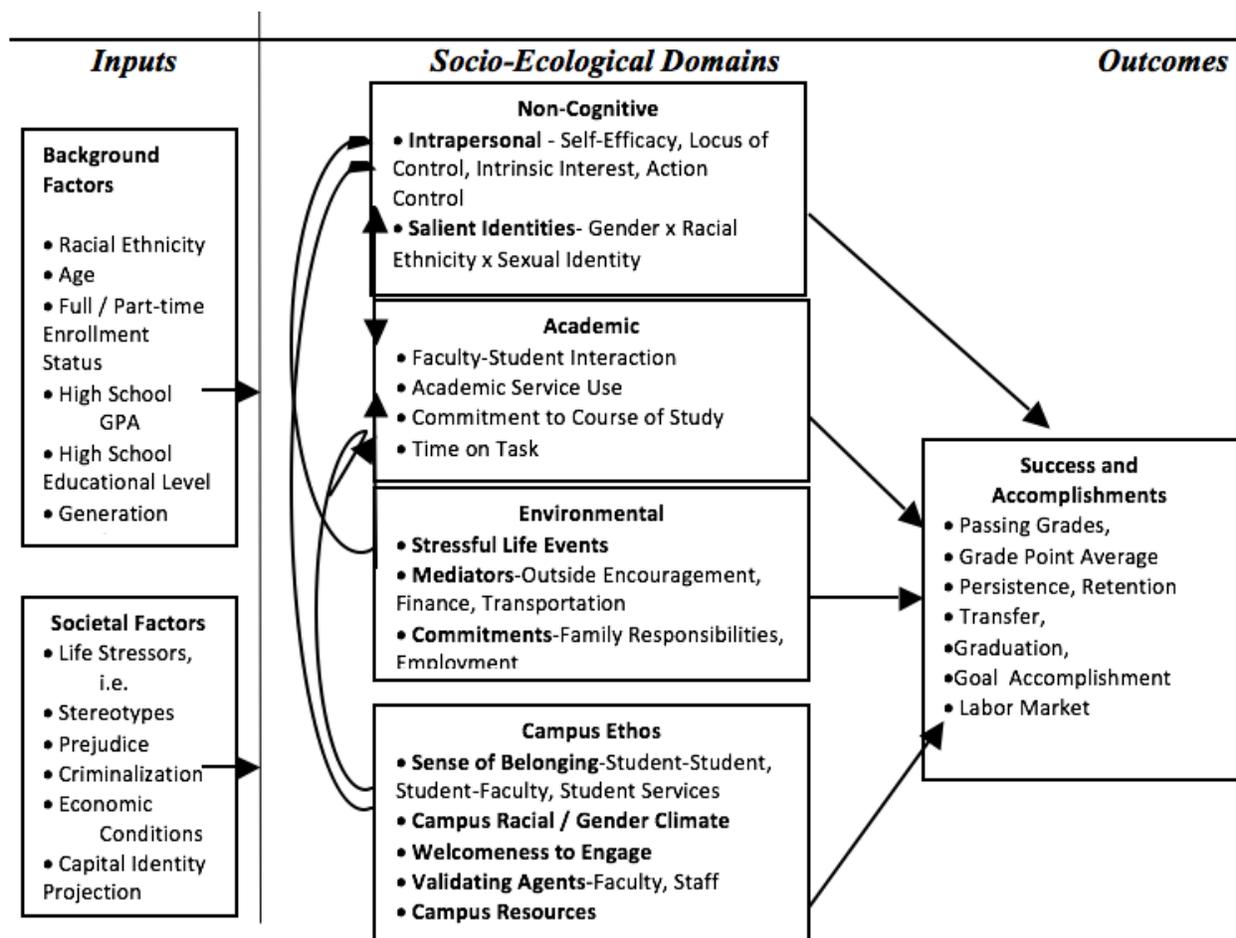


Figure 2.1: Community College Socio-Ecological Model (SEO)

The model in Figure 2.1 illustrates a three-fold structure, including inputs, sociological domains, and outcomes. The CC-SEO model accounts for prominent influences for student success for Men of color capturing interactions between societal, environmental, intrapersonal and campus ecological factors. The CC-SEO model in Figure 2.1 shows the primary factors that serve to influence outcomes for historically underrepresented and underserved men in education.

Background and Societal Factors

The two boxes on the far left are referred to as the factors that occur in many male students of colors' lives prior to college that influence their experiences and acclimations to the collegiate environment. Included are the background and defining factors, such as a student's racial ethnicity, age, academic preparation for college, first generation college student among other factors. The societal factors include social pressures that Men of color encounter in society that suggests that they are not of worth unless they can display some material wealth. These stressors can negatively influence retention rates for men of color and community colleges accountability for student graduation rates. College administrators must take these experiences into account in educational programming, service delivery, and teaching to address retention and graduation rates for men of color. There are multiple life stressors that the researcher provides more information to help community college administrators further understand Men of color's background characteristics prior to college enrollment.

Life Stressors. Life stressors have been defined as part of several environmental factors that limit students' ability to engage in the academic social system of an institution (Astin, 1999; Lundberg, 2014; Wood & Williams, 2013; Harris & Wood, 2013), and can occur in both the form of external pressures and stressful life events. Life stressor has been found to play a significant role in the academic success for Men of color. Mason, Wood and Williams have found life stressors to be a significant negative predictor of student persistence (1998; 2013).

Pressures facing low-income men of color can be further heightened when they are responsible for supporting the financial needs of others such as children, partners, parents, or grandparents. Stressful life events can include a host of complicated events that occur in

students' lives including loss of a job(s), eviction, incarceration, major changes at work, illness or death in the family, health concerns, or divorce.

External pressures are life stressors that occur over time. They can include employment concerns, financial woes, family commitments, and commuting challenges that face men of color. Transportation concerns are also a common barrier facing college men of color (Wood & Harris, 2017). For many men of color, traveling to and from campus can entail asking friends for rides, relying upon undependable vehicles, using multiple buses, and combining buses, trains, and other forms of transportation.

According to data from the Community College Success Measure (CCSM; 2016), a high percentage of men of color experience housing insecurity-concerns that can encompass housing challenges ranging from concerns about eviction, to couch surfing, to homelessness. Also, men of color as a result of the CCSM survey report food insecurities - having a stable source of food (2016). Students with food insecurity are significantly less likely to feel confident in their academic abilities, to perceive college as being worthwhile, to feel a sense of control in academic matters, and be focused in school (CCSM;2016).

Stereotypes. Regarding misconceptions of Men of color prior to and during college enrollment are that they lack intellectual prowess, are always in need of remediation, and are more interested in athletic accomplishments than academic achievement. One outcome of negative faculty attitudes is the “stereotype vulnerability” of racial and ethnic minority students (Gandara & Maxwell-Jolly, 1999). Stereotype vulnerability is thought to be one reason why African Americans and other racial and ethnic minority students perform poorly in the classroom. Gandara and Maxwell-Jolly further indicated that societal beliefs about the inferiority

of some minorities negatively affect racial and ethnic minority students so that they become vulnerable to the stereotype bringing about a self-fulfilling prophecy of low performance.

In the Chronicle of Higher Education September 30, 2013 article titled *Stereotypes Add to Burden for Minority Male Students, Researcher Says*, Mangan quotes Harper's comments on consequences of stereotyping young men of color. Harper begins with a plea "Please stop mischaracterizing young men of color as hopeless thugs who care nothing about their education, communities, and futures. . . [the] ways in which black and Latino male teens, especially those who reside in America's largest cities, are persistently portrayed in media and elsewhere negatively affect society's expectations of them and, at times, their expectations of themselves" (Mangan, 2013, para. 4). Men of color become cognizant of racial stereotypes and its hazardous effects at an early age. Mckown and Weinstein (2003) found that Latino and Black students become aware of and begin to internalize negative stereotypes regarding their academic capabilities as early as age six.

Fries-Britt and Turner (2001) submit that negative stereotypes about Blacks are reinforced in the media, and students are likely to deal with these misperceptions at all levels and in all aspects of their lives prior to and after enrolling in college. "News reports consistently show Blacks as being the perpetrators of violent criminal activity such as gang-or drug related crimes. These negative stereotypes in the larger society often carry over into the domain of the academic environment" (p. 422)."

Prejudice. Very small but harmful prejudicial actions can create barriers for men of color who seek to enjoy the benefits of mainstream society such as marginalization that may lead to poverty, poor health, and exclusion from due process of the law, unemployment and lack of

education. Prejudicial bias can demoralize and reduce self-esteem for this male group. In many scenarios, young men of color actually internalize biases and stereotypes and, through their behavior, reinforce and even perpetuate the misrepresentations.

Prior to and during community college enrollment, many male students of color experience racial prejudice or are stereotyped along narrow definitions of color. These circumstances can have a negative effect upon college persistence.

Criminalization. Young men of color, especially African American males are disproportionately represented as criminals and offenders and are overrepresented in all aspects of the juvenile justice system and criminal justice systems (Piquero, 2008). Hispanic and Native American males are also overrepresented in the criminal and juvenile justice systems relative to white males. Criminalization is the bias, stereotypical or prejudicial act of making something criminal, or making it against the law.

Too often, however, the stereotypes, biases and racial power dynamics that are part of our larger culture are rooted at a systemic level in our laws and public policies. They are also reflected in the use of racial profiling, heightened surveillance tactics, targeted enforcement strategies, and other practices that increase policing of certain racial and ethnic communities and criminalize people of color. Exposure to constant infractions with the law has many socio-emotional (such as feelings of powerlessness) consequences for communities of color. These feelings of hopelessness may affect academic performance and completing college the more challenging.

Economic Conditions. If a minority male student is from a low socioeconomic status (SES) background, then challenges pursuing and completing a college degree are compounded.

Generally, male students from low SES backgrounds enroll in community colleges and graduate at a much lower rate than their more affluent peers.

Terenzini et al. (2001) completed a comprehensive report and found that students from low SES backgrounds were less engaged with their peers, made fewer friends, and joined fewer student organizations when compared to more affluent peers. Walpole also found that 34% of students from low SES backgrounds worked 16 or more hours per week compared to 24% of students from high SES backgrounds (2003).

There is also evidence that students from low SES backgrounds might face a host of obstacles (e.g., cultural issues, work and family obligations, institutionalized classism) that impede their transition to and persistence throughout college (Berg, 2010; Kezar, 2011; Terenzini, Cabrera, & Bernal, 2001; Walpole, 2008). African American male students from low SES backgrounds may face more complex personal, social, cultural, and financial challenges than their higher SES African American peers because of the connection of race, ethnicity, gender, and social status (2008).

Many men of color may be raised in a low-income household. Their socioeconomic status has not only caused financial challenges but for many it also provides inspiration for a better future. Some navigate the college experience smoothly and succeed while others struggle and do not succeed.

Capital Identity projection. Society communicates messages to men of color suggesting that they are not of worth and have not achieved success unless they can display their material wealth. This term is categorized as a harmful psychosocial disposition that occurs in a

capitalistic value system when an image of economic success is extended to the point of one's own detriment.

This term applies to Men of color that focus on pursuing a capital image that is often redirected and a priority to achieving academic success. Examples include splurging on personal-image, such as through the kind of vehicle driven with expensive rims, and the overall perceptions of how others felt about them. Therefore, these individuals are engaged in the attainment of materialistic values that becomes excessive, which leads to a detrimental pattern of academic achievement.

Four Domains

Collectively, the input factors shape the experiential realisms for many Men of color in community colleges. These experiences are filtered through four socio-ecological domains which are in the four boxes situated at the center of the model. The four socio-ecological domains are 1) non-cognitive, 2) academic, 3) environmental and 4) campus ethos. Each domain is depicted discretely; however, relationships among them are fluid and dynamic (Harris, Wood & Newman, 2015).

Non-cognitive factors. The non-cognitive factor relevant to students' intrapersonal lives and identities include such factors as racial, gender, and sexual identity. Interpersonal factors are inclusive of emotional responses to life pressures and the collegiate environment. These include:

- **Self-Efficacy** - Confidence in their ability to perform and succeed academically. Self-Efficacy includes a student's confidence in their ability to effectively engage in behaviors towards desired academic goals.

- Locus of Control - A feeling(s) of control over academic endeavors, futures and the extent to which students believe they have control of their behaviors and their lives. Locus of Control is male students of color's personal sense of control of their behaviors and lives.
- Degree Utility - Minority male students' ability to find the relevancy of academic learning to their lives and challenges they face. Degree Utility is also Men of color's perception of the worthiness of the community college to relate to their pre-college experiences.
- Action Control - The directed attention or focus students place on academic matters; and the ability of students to regulate behavior, deliver a sustained level of effort, and persevere in the face of difficulties.
- Intrinsic Interest - Students' authentic interest in academic learning. The authentic interest students have in course content. A personal and genuine enjoyment in learning the academic subject matter and rewards reaped from their studies.

There are other types of non-cognitive identity factors that can directly influence college success but, according to Woods, Harris and White (2015), these are the most prevalent to Men of color. The importance of healthy non-cognitive outcomes in the classroom and providing structured methods of college engagement is essential to the success for Men of color in the community college.

Academic Factors. The next domain addresses academic factors. These factors typically are student-faculty interaction in and out of the classroom and use of on-campus academic resources that are key to success for Men of color (2009). The data demonstrates the role that

student interactions with faculty have on student success as improving student motivation, goal completions, outcomes and persistence rates (Freeman, 2007; Settle, 2011). The academic domain focuses on outcomes for students in the community college that includes attending classes regularly, attending full-time, choosing a major course of study and using academic services (Hagedom, et al, n.d.; Flowers, 2006; Freeman & Huggins; 2009). These interactions are generally a function of a climate of ‘welcomeness to engage’ that the college and faculty creates in and out of the classroom (Wood, Harris & White, 2015, p. 25).

Environmental. The third socio-ecological domain is focused on the external environment and its pressures on student success inside of college. These pressures can include family commitments, work obligations, transportation issues, and financial pressures, stressful life events (incarceration, job loss, eviction, and more). According to the Levin, Hernandez, and Cerven, full time employment can distract from their college campus social involvement that contributes to persistence (2010). This tends to counter student success for Men of color. Specifically, work may distract the time students can dedicate towards habits that may lead to academic success (studying, attending class, and using campus academic resources). Research from Wood and Williams note that environmental pressures influence student outcomes for a Black male community college students based on four environmental influences such as life stress, hours worked per week, finances, and family dependents (2013). Wood, Harris and White (2015) propose that environmental challenges affect students’ confidence in their academic abilities (self-efficacy), detract from their focus on college (action control), and can limit the time necessary to engage in academic campus resources and make them question the utility of college (degree utility).

Campus Ethos. The last socio-ecological domain in the model is campus ethos. Campus ethos addresses climate and cultural characteristics of the college environment. Wood, Harris, and White (2015) perceive campus ethos as having the most influence on student success. A positive campus ethos can counteract negative pressures on the academic and non-cognitive domains resulting from environmental pressures, societal factors, and background characteristics. The factors such as campus climates, racial-gender stereotypes, campus resources (that are welcoming and accessible to Men of color in the campus ethos domain) are significant to student success (Wood, Harris, and White, 2015).

Outcomes

Persistence, achievement, attainment, transfer, goal achievement and career success are the desired outcomes for success that are located in the box to the far right (Wood, Harris & Xiong, 2014). Altogether, the four socio-ecological domains are understood as having an effect on the success measures for Men of color in community colleges. The CC-SEO model demonstrates that interactions between the input and the socio-ecological design of the model interact and ultimately shape student success outcomes for Men of color.

Differences of Men of color in 4 year-colleges vs. 2 year-colleges. Many college officials assume that strategies used in four-year colleges to support men of color would be useful at two-year colleges. However, research studies by Flowers (2006) and Woods (2011) found that men of color in two-year colleges have significantly lower levels of academic integration (e.g., talking with faculty outside of class, meeting with advisors, attending study groups) and social integration (e.g., participating in school clubs, attending fine arts performances, participating in intramural sports) in comparison to men of color at four-year

colleges. J. Luke Wood further explains that men of color at community colleges have a significant difference in background characteristics in comparison to men of color at four year colleges.

Men of color that attend community colleges have the following factors that serve as barriers to college success.

- Age - Age has been identified as an important persistence factor. Research on Black males in community colleges suggests the opposite. Mason (1998) denotes that age may not have a significant relationship to student college success but the work of Hampton (2002) indicates that younger male students of color were more likely to persist than older male students of color.
- Domestic Responsibilities - African American males in community colleges are more likely to have dependents and be independent (not supported by their parents). Given their domestic responsibilities, these factors may serve to limit men of color's abilities to academically (e.g., talking with faculty outside of class, participating in study groups) and socially integrate (e.g., participating in school clubs, attending fine arts performances, participating in intramural sports) within their community college environment. One of the main issues in this category is balancing college with work and family life. Family responsibilities combined with college achievement may include time management, balancing priorities, goal setting, and childcare responsibilities at home.
- Delayed Enrollment into Higher Education - the total number of years between students' high school graduation and their first years as a student in postsecondary education. Many men of color who delay community college enrollment tend to come from families

with limited socioeconomic resources. They have performed poorly on standardized tests, they have dropped out of school, and exited high school with a GED. After controlling for these academic and socioeconomic characteristics, many men of color who delay postsecondary enrollment have other roles such as spouses or parents and / job responsibilities before entering college. These challenges and familial responsibilities contribute to lower odds of degree completion.

- Family Support - Freeman noted that parents that had not completed college seemed to have a negative influence on African American male students' abilities for college success. Family support was identified by both Mosby (2009) and Stevens (2006) as an important factor for college success. Stevens found that Black males who were supported by families, especially mothers, who aided in their college experiences, were more successful (2006).
- First Generation College Student - Many students stated that they are the first generation in their families to attend college and that they "have no role models," a finding highlighted in a College Board report (2010). It was mentioned a few times in the College Board report that if parents did not complete college, they do not encourage their children to pursue a degree. Rather the focus is on getting a job.
- Lack of Financial Support - Another family support challenge, the lack of financial assistance by family and / or family socioeconomic status served as a significant barrier to success for African American males in community colleges (Hampton, 2002; Mosby, 2009). There are often times when the minority male student in a community college setting comes from a single parent household. He may be the oldest and depending on the

family's income status he may have to obtain employment not only to support his postsecondary needs but provide supplemental support to the needs of the family and consequently academic achievement becomes a greater challenge. The effect family support has on academic achievement is based on how children perceive the relationship with their parents.

- Part-time employment - pressures facing men of color that are low-income can be heightened further when they are responsible for supporting dependents or the financial needs of other family members (siblings, parents, grandparents, etc.). Community college personnel observe that men of color that have employment commitments can pull time away from focusing on providing for others juxtapose to developing themselves academically.

Wood, Harris and White states that "it should not be surprising that across racial / ethnic groups, men who are employed work 32-33 hours per week" (2015, p. 3). Shannon found that these men who work and are parents need to work more hours per week (35 on averages) than their nonparent counterparts and had to work overtime to support their families (2006). More research on men of color demonstrates that they concentrated in jobs that physically demanding, have late night shifts, and face employment alternatives that are often temporary or transitional in nature (Wood, 2010). The late-night shifts may make them too tired to fully engage in early morning classes because the very nature of work (stocking shelves, moving boxes, etc.) can make academic success more difficult.

Chapter Summary

The literature review has sought to provide the Community College Socio-Ecological Outcomes (CC-SEO) conceptual framework as a guide to help college administration, faculty, and staff with enhanced strategies for Men of color. Due to their experiences with external pressures, racial and gender stereotypes, lack of academic preparation for college academic work, male gender socialization, and more, the minority male mentoring strategies for community colleges are significant to successful student outcomes. It is also important to note that although Men of color may share the same racial / ethnic and gender identity, their background characteristics have been demonstrated by scholars to differ. The background characteristics for Men of color that enroll in community colleges compared to Men of color that enroll in four year colleges are predicted to negatively contribute to their non-persistence. It is apparent that the consideration of background characteristics is another need for and implementation of the Community College Socio- Ecological Outcomes (CC-SEO) Model in this study and the minority male participants surveyed.

CHAPTER THREE: METHODOLOGY

The purpose of this chapter is to describe the participants, survey instrument, data collection steps, and data analysis methods used for the study. This study will examine the underlying factors of the minority male mentoring program at this large urban community college and its impact on the retention and success rates of Men of color. This study will use data from an existing dataset. The name of the survey used to collect data for the dataset is referred to as the Male Program Assessment for College Excellence (M-PACE). The survey was used to collect data that will be evaluated to determine the impact of the minority male mentoring program at this large, urban community college. Wood, Harris and White, who head the Minority Male Community College Collaborative (M2C3) at San Diego University, created the M-PACE survey. This survey is used by community colleges to assess programs serving Men of color.

This research will use a quantitative-method approach in order to provide a more in-depth understanding of the effectiveness of the mentoring program in comparison to minority male students that were not members of the mentoring program. This chapter highlights the type of analysis methods for the study in detail. The steps for conducting a factor analysis and logistic regression study are presented. The study population, data set, perceptions of survey participants, independent and the dependent variables are presented. Data collection and analysis methods will be outlined.

Minority Male Community College Collaborative Survey's Validity and Reliability

Wood, Harris, Reid, Jr. and Xiong (2016) distributed a full version of the M-PACE survey to subject matter experts (SMEs) to determine the content validity of the instrument.

SMEs were identified based on having a track record of conducting research and evaluation focused on community college men of color, and initiatives serving these men. SMEs were informed about the purpose of the instrument and asked to rate constructs employed in the instrument that were measured using multiple items. After being prompted with the name and respondent prompts of each construct, SMEs rated the relevance of each item to measuring the intended construct on a 4-point scale including not relevant (coded 1), somewhat relevant (coded 2), relevant (coded 3), and highly relevant (coded 4). Eleven SMEs supported the content validation of the M-PACE.

The M-PACE survey instrument has demonstrated strong content validity. As such, the SMEs recommend that programs and initiatives serving men of color, particularly in community college settings, consider employing the instrument as an outcomes assessment tool. This tool can empower minority male initiatives (MMI) leaders to determine the efficacy of their efforts and advance program revisions that can contribute more to the success for college men of color (2016). To date, over 12,000 community college men have participated in completing the survey.

Research Questions

This study will highlight certain strategies used in a minority male mentoring program at this large urban community college that contributes to student success and enhances student retention and graduation. Three overall research questions are the foundation for this study. The research questions are as follows:

1. What are the descriptive demographics of the minority male mentoring program's members in comparison to non-members at a large, urban community college in a southern state?

2. What factors impact the retention of minority males in the minority male mentoring program in comparison to non-members at a large, urban community college in a southern state?
3. How do background, environmental, and non-cognitive (academic behaviors) factors impact student success outcomes for minority male mentoring program's members in comparison to non-members at a large, urban community college in a southern state?

The factor analysis and logistic regression model is a good approach because it is a statistical method for reducing and eliminating redundant variables and determining which are the most important and analyzing a dataset in which there are one or more independent variables that determine an outcome. Descriptive data, factor analysis, logistic regression, and chi-square analysis techniques will be used to examine the impact of the minority male mentoring program on its members' perceptions and experiences in comparison to non-members' perceptions and experiences at this large, urban community college. The factor analysis and logistic regression approach will identify multiple strategies used by the minority male mentoring program to encourage its members' retention and graduation success at a higher rate in comparison to non-members of the minority male mentoring program at this large, urban community college.

Research Design

The research design for this study is quantitative. It is anticipated that through the quantitative approach, the body of knowledge will broaden mentoring program's factors for success that will provide highlights for improved use of campus academic resources to support retention and graduation success rates for Men of color. A factor analysis is an explorative analysis and is known for grouping similar cases, the factor analysis groups similar variables into

dimensions. A factor analysis method reduces the information in a model by reducing the dimensions of the observations. It can be used to simplify the data, for example reducing the number of variables in predictive regression models. Factor analysis is a process by which the numbers of variables is reduced by determining which variables “cluster” together, and factors are the groupings of variables that are measuring some common entity or construct. This statistical method is often used to reduce data by grouping variables that measure a common construct (Mertler & Vannatta, 2005a).

Referring to Wood and Harris’ Community College Socio-Ecological Outcomes (CC-SEO) model (figure 2.1), within the Socio-Ecological domain are factors that correlated to student success outcomes such as: emotions, faculty care about me, self-worth, race-identity, locus of control, self-confidence, aspirations, coping mechanisms, engagement, faculty-student interactions, and use of campus resources, which are positively correlated with student success (See Appendix B). All data and information in the study obtained through study from the participants will be used solely by the researcher and kept in a secured location with non-public access.

Once the factors are derived using factor analyses, the factors will be saved and added to the dataset. The factors will be used as independent variables in the logistic regression technique. A logistic regression is a statistical method for analyzing a dataset in which there are one or more independent variables that determine an outcome. The outcome is measured with a dichotomous variable (in which there are only two possible outcomes). Logistic regression is a statistical method for analyzing a dataset in which there are one or more independent variables that determine an outcome (Mertler & Vannatta, 2005b).

The logistic regression analysis will be conducted to determine the independent variables that are predictors of a categorical dependent variable: membership or non-membership in this minority male mentoring program. The variables in Appendix C demonstrate the independent variables in the study that include demographics, perceptions and experiences, or factors of minority males including and the use of campus academic services such as Academic Advising, Career Counseling, Transfer Services, School Library, Computer Lab, and Tutoring Services. The participants included the minority male mentoring members and the non-members that participated in the Male Program Assessment for College Excellence (M-PACE 1) survey, see Appendix C.

Minority Male Mentoring Program

This research study provides comprehensive activities that promote the personal development, academic improvement and other social and educational advancement needs of students. The mission of the program is to increase the population and persistence and success rates among minority males. The Program seeks to increase the use of on-campus academic resources, the successful completion of course-work (C grade or higher), term to term retention, enhance graduation rates, and /or transfer to four-year colleges and universities. To accomplish this, the program increases exposure to educational, professional, and civic opportunities.

The large, urban community college's Minority Male Mentoring Program's website suggests that mentoring improves class attendance, develops responsibility, enhances academic development, provides a sense of community, builds positive relationships, increases exposure to cultural events, establishes goals, and provides motivation. This study will review and report the

minority male mentoring program's impact on the use of academic services that may contribute to members' retention and graduation success.

Minority Male Mentoring Program Initiatives. Mentoring programs should be designed by clearly defined objectives and needs that are activities based juxtaposed to the program being loosely structured as a result of data collected on the populations to be served. Harper advocates that colleges not only collect but disaggregate various forms of data as an important way to avoid alienating some male students and inadvertently confusing the needs of one racial or ethnic male group with those of another (2013). Also, data may be collected on each student participant. This information will be used to measure the program and students' progress. This information will be used to determine the effectiveness of the program and/or identify program challenges. Mentors and mentees should have structured feedback to evaluate the continued effectiveness of the program.

Minority male mentoring programs must have clear objectives that are activities based juxtaposed to the program being loosely structured. The initiation of mentoring programs is designed to be based on activities and the mentor should have a grounded understanding of what it means to be a man of color with the social challenges that many experience. Mentors should be carefully screened and trained to ensure they have the capacity to serve men of color to adequately meet the stated objectives of the program. Mentors should be committed to mentoring more as an opportunity juxtaposed to a job or additional obligation required by the institution.

Program leaders are encouraged to use the organic matching approach which provides participants with several opportunities to meet mentors in group settings to allow for one-on-one engagement to jointly determine fit. A mentor / mentee mixer can be designed to acquaint the

persons and the mentee may have the opportunity to select their mentor he may feel most comfortable. For instance, Wood and Harris make reference to Shaun Harper's interviews with 219 Black men at 42 postsecondary institutions and Harper stated in the Huffington Post that "no participant attributed even a fraction of his college achievement to a [mentoring] program that systemically matched him with faculty, staff, or peers with whom he was to routinely meet" (2015, para. 3). Over the development of a few matching events, mentors and mentees may identify and rank order who they want to work with and be paired accordingly.

Mentoring programs help to create a sense of belonging between students and the college; the program's infrastructure is designed to assist students with self-confidence, clarifying personal and academic goals and to identify potential areas of academic or personal challenges. When community colleges implement mentoring programs, these programs are to provide men of color with the support, socialization and direct assistance they need to succeed in the community college environment that some may experience as alienating.

Mentor and mentee relationships are not a top down approach but rather a learning relationship that contributes to mutual growth. Minority Male Mentoring programs are most effective when based on:

1. Academic Enhancement - that includes tutoring services that include peer tutoring, engagement with campus resources, study skills workshops, financial aid workshops, math skills labs, writing center and intrusive academic advising, academic monitoring and early alert and retention initiatives.
2. Character / Leadership Development - that includes mentoring, motivational talks from guest speakers, participate in community service activities, attendance at student

government meetings, attending minority male mentoring conferences, tours of four year colleges / universities and their admissions departments, internships and more.

3. Career Development - that includes internships, job fairs, job shadowing in their career field of interest, resume preparation and job interviewing and dress for success workshops.

Mentoring involves defined activities that mentors and mentees can engage in collaboratively that produce tangible products (community-based projects, career exploration, planning events, conferences, etc.). When the mentor and mentee relationship is based on activities it is greater the likelihood the mentor / mentee relationship will be sustained based upon what they do as opposed to who they are or their personalities.

Benefits of Minority Male Mentoring Program for its Participants

- Academic support / advising
- Tutoring to include peer tutoring
- Improved self-confidence and self-esteem
- Increased motivation
- Broadening horizons and experiences
- Raised achievements and aspirations
- Networking
- Building relationships
- Support to graduation (class attendance, grades, faculty-student interaction, etc.)
- 1:1 and group mentoring
- College Tours (assistance with admissions process)

- Attending conferences

General Requirements for the Minority Male Mentoring program for mentees

- Be currently enrolled as a curriculum or GED program student.
- Demonstrate a desire to participate in the program and be willing to abide by the Community College policies and procedures.
- Agree to at least a one-semester commitment to the program.
- Commit to spending a minimum of four hours a month with the mentor.
- Be willing to communicate with the mentor weekly.
- Complete a screening procedure.
- Agree to attend mentee trainings as required.
- Be willing to communicate regularly with the program coordinator and discuss monthly meeting and activity information.
- Be open to receive advice and referrals from mentor.
- Take equal responsibility in the mentoring relationship by initiating and maintaining contact with the mentor.
- Seek advice and counsel. Your mentor may not know when you need help.
- Work with your mentor to establish realistic goals for working together.
- Promptly return phone calls and emails from your mentor.
- Keep your mentor aware of any changes to your address, phone number, change of major, email address, etc.
- Participate in programs and activities sponsored by the mentoring program.

- Contact the mentoring program director if there are any concerns regarding your mentoring activities.
- Comply with all code of conduct and discipline.
- Listen and observe. Try to keep an open mind, even if you don't agree.
- Make suggestions. You have fresh ideas to share.
- Ask questions. Questioning is a key component in learning.

Setting and Data Sources

The setting for this research study pertains to a Minority Male Mentoring Program at a large urban community college in a southern state. The college annually serves 70,000 students and offers a number of academic, vocational, and continuing education programs.

Data is from a dataset that was collected through surveys. The participants surveyed included Men of color at a large, urban community college in a southern state during spring semester, 2015. Minority male students who are and who are not members of the Minority Male Mentoring Program participated in the survey data collection. Students varied in their ethnicity, age, gender, financial aid status, states, countries, sexual identities, religious beliefs, economic status, class rank, and other demographics. Academically, the students varied on their enrollment status, developmental course needs, completion / transfer status, and academic achievement. All participants in the study were over the age of 18 years old, currently enrolled in the college either part-time or full-time, and not a dually enrolled high school student. The M-PACE survey was confidential. Questions from the M-PACE survey can be found in Appendix B. The demographics collected indicate that the participants are varied in their ethnicity, age, gender, financial aid status, states, countries, sexual identities, religious beliefs, and economic

status, and class rank, first-generation status, and other demographics. Academically, the students varied in their enrollment status, developmental course needs in math and / or English, retention from semester to semester and transfer and graduation status. The total number of participants was 614 ($N= 614$).

Dataset Instrument

Data for this study will come from an existing dataset collected with an instrument called the M-PACE survey. The M-PACE is validated outcomes based assessment tool designed to assess and improve the effectiveness of programs and initiatives serving Men of color in the community college. The tool was designed for use by programs and initiatives serving Men of color in the community college (M2C3, 2015). The M-PACE was designed by the Minority Male Community College Collaborative, which is a project of San Diego State University's Interwork Institute. The goal of the project is to partner with community colleges across the United States to enhance access, achievement, and success among minority male community college students (M2C3, 2015). The instrument was developed to serve as a standardized outcomes assessment tool to determine the efficacy of minority male initiative (MMI) interventions and to enhance program models.

The M-PACE survey was administered at this large, urban community college in spring of 2015. Data collected the experiences and perceptions of Men of color minority male students that were members of the minority male mentoring program and Men of color minority males that did not participate in the minority male mentoring program. The objective of the survey was to collect the experiences and perceptions of and use of campus resources by minority male students at this particular institution. The questionnaires that reflect the experiences and

perceptions and use of campus resources by minority male students that are members and non-members of the mentoring program are in Appendix B.

Data Analysis

This section will outline the proposed data analysis techniques that will be used for this study. Specifically, the use of descriptive statistics, factor analysis, logistical regression, and chi-square analysis techniques is discussed in this section.

Research question one, ‘What are the descriptive demographics of the minority male mentoring program’s members in comparison to non-members at a large, urban community college in a southern state?’ ‘The results of the M-PACE survey will be analyzed with SPSS and will report means, standard deviations, frequency, and percentages where appropriate. Research question two, ‘What factors impact the retention of minority males in the minority male mentoring program in comparison to non-members at a large, urban community college in a southern state?’, will be analyzed with SPSS using factor analysis. Research Question three, ‘How do background, environmental, non-cognitive (academic behaviors) factors impact student success outcomes for minority male mentoring program’s members in comparison to non-members at a large, urban community college in a southern state?’, will be analyzed using logistical regression and chi-square in SPSS.

Summary of Steps

The applicable independent variables will be determined to be predictors of the use of academic services on campus for retention and academic success at this large, urban community college in this southern state’s Minority Male Mentoring Program’s participants and non-participants in the study. The study will be conducted using a preliminary factor analysis to

detect for outliers and missing variables. Secondly, a logistic regression systems method will be used to determine group membership in comparison to non-membership in the Minority Male Mentoring Program. The data will be entered into SPSS software. SPSS is a Windows based program that can be used to perform data entry and analysis and to create tables and graphs. SPSS is capable of handling large amounts of data and can perform a great deal of analyses. SPSS is commonly used in the Social Sciences and in the business world (Field, 2009).

The researcher will use the factor analysis and logistic regression method as an approach to determine the validity and correlation of data collected from the M-PACE survey. Initially, a three-step process will be taken to conduct a factor analysis using the Statistical Package Social Sciences Software (SPSS).

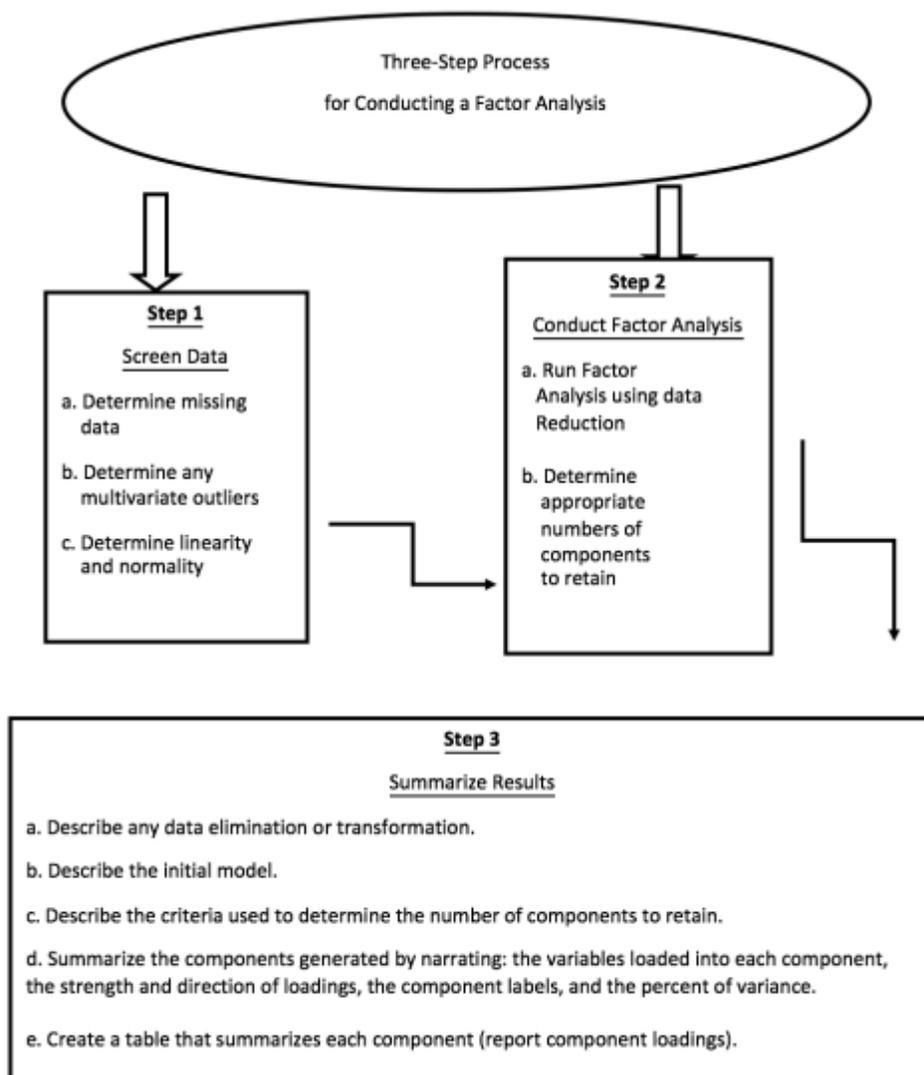


Figure 3.1 Factor analysis three-step process using the SPSS software

The next step will be to conduct the logistic regression method. This is also a three-step statistical process in which there are one or more independent variables that best predicts membership in a particular group known as the dependent variable. Mertler and Vannatta (2005, p.329) created a checklist for conducting a logistic regression analysis in a step by step process. A graphic was created to outline this step-by-step process (see figure 3.2).

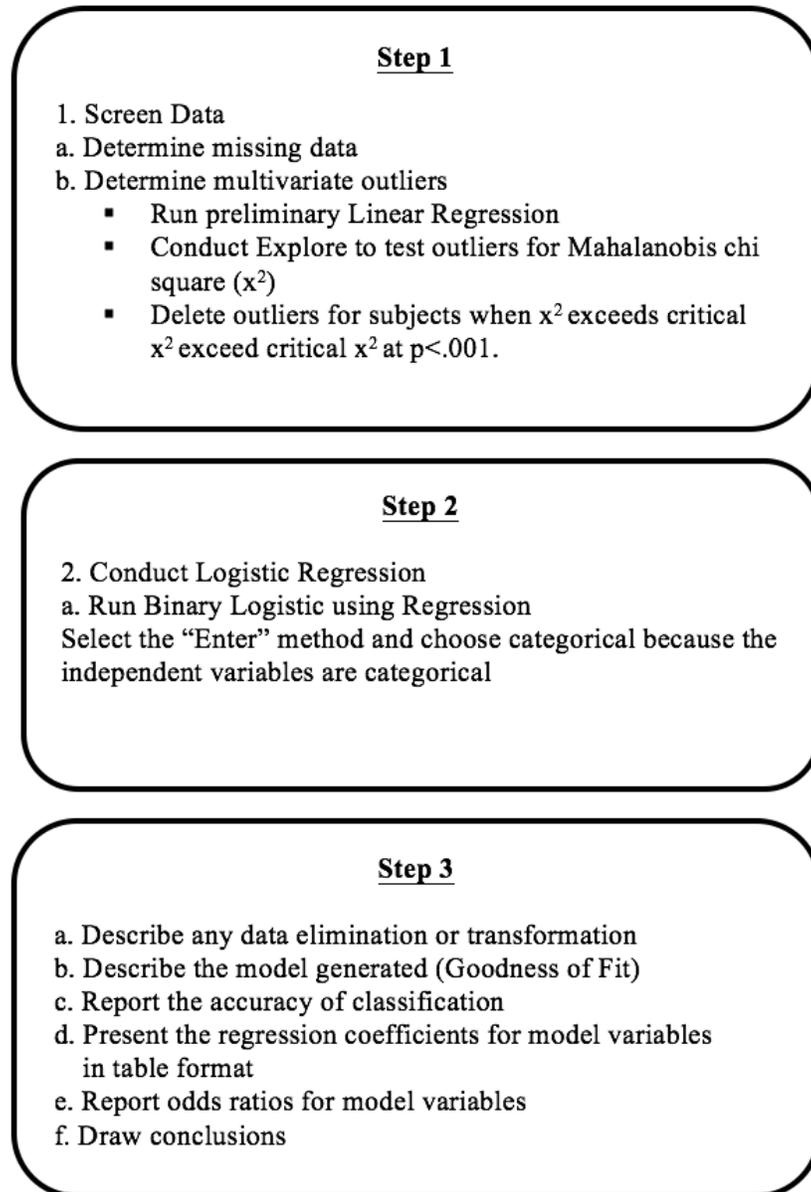


Figure 3.2 Three step logistic regression method

Logistic regression is a statistical method for analyzing a dataset in which there are one or more independent variables that determine an outcome. The outcome is measured with a

dichotomous variable, in which there are only two possible outcomes, membership or non-membership. This particular systems analysis determination of membership or non-membership correlates to this particular community college's minority male mentoring program and its impact on the Men of color's (members) retention and success.

The last step would be to use the chi-square system analysis as a follow-up to confirm the anticipated outcomes with actual outcomes. According to Pearson's Chi-Square Test of Independence, chi-square is also referred to as a "goodness of fit statistic" because it measures how well the observed distribution of data fits with the expected distribution (Tutorial: Pearson's Chi-Square Test for Independence, 2008).

The chi-square test is used when the variables are categorical and independent and it measures membership or non-membership outcomes. The Chi-square goodness of fit test (See Figure 3.3) is a statistical procedure to determine whether an assumed distribution is consistent with the data collected (Tutorial: Pearson's Chi-Square Test for Independence, 2008).

$$X^2 = \sum_{i=1}^n \frac{(O_i - E_i)^2}{E_i}$$

Figure 3.3 Chi Square Goodness of Fit Test

The chi-square test is a fit for this research because it works with dichotomous variables and will confirm the differences between members and non-members of a Minority Male Mentoring Program in terms of use of on-campus academic resources and facilities. The chi-square test will further support the independent predictors for student persistence and successful

outcomes for members. The variables in the formula are not simply symbols but actual concepts. O stands for observed frequency and E stands for the expected frequency. The further the observed count from the expected count the more likely there is a significant difference between the two. Next step would be to calculate the square of that difference to get rid of negative and positive values. The results are divided by the expectant frequency to normalize counts. The sigma is asking for the sum of every i for which every relationship is calculated. Each cell in the table is calculated and all cells are added (Tutorial: Pearson's Chi-Square test for Independence).

Chapter Summary

The purpose of this chapter is to describe the participants, survey instrument, data collection steps, and data analysis methods used for the study. The purpose of this study was to determine if the minority male mentoring program at this large urban community college influenced the persistence and graduations rates in comparison to non-members of the minority male mentoring program. Data collected from the planning and research department at this large, urban community college in this southern state were used to complete this study in conjunction with the factor analysis and logistic regression method. The data were inclusive of participants and non-participants' survey results that included their perceptions of this large, urban community college and the use of on-campus academic resources.

CHAPTER FOUR: RESULTS

The purpose of this program evaluation was to determine if the Minority Male Mentoring program had an impact on Men of color's academic success that contributes to retention and graduation rates. The researcher used Male-Program Assessment for College Excellence (M-PACE) Survey. M-PACE is an institutional-level needs assessment tool that examines factors that influence student success outcomes for men who have been historically underrepresented, underserved, and under-supported in education. The quantitative data was provided by the Institutional Research office at a large, urban community college where the Minority Male Mentoring program is located.

Initially, this chapter will provide a brief overview of the participants in the study, and quantitative methods and three research questions used to conduct the study. Next, this chapter will present the results derived from the analyses.

Data Screening

In order to accurately report the results of the data analysis, pre-screening is an essential element of data analysis (Mertler & Vannatta, 2010). Data analysis began with an examination of the dataset variables to check for missing values and outliers. Frequencies revealed there were no missing values or outliers. The dataset was checked to ensure that the independent variables were highly correlated with each other.

Overview of Methodology

The researcher examined the background, environmental, and non-cognitive behaviors to derive factors that predict Men of color's participation in the minority male mentoring program in comparison to Men of color at the same community college that were non-participants of the

Minority Male Mentoring program. The data examined is from the Men of color's enrollment during the spring 2015 semester at a large, urban community college.

As described in Chapter 3, the researcher used descriptive statistics, factor analysis, logistical regression, and chi-square analysis techniques to examine factors within the minority male mentoring program at this large, urban community college that contributes to its participant's success and enhances student retention and graduation and comparison to the minority male mentoring program non-participants. Three overall research questions are the foundation for this study. The data was examined using SPSS software. The research questions are as follows:

RQ1. What are the descriptive demographics (age, gender, highest level of education completed, race, income, and high school GPA) of the minority male mentoring program's members in comparison to non-members at a large, urban community college in a southern state?

RQ2. What factors impact the retention of minority males in the minority male mentoring program in comparison to non-members at a large, urban community college in a southern state?

RQ3: How does background, environmental, non-cognitive (academic behaviors) factors impact student success outcomes for minority male mentoring program's members in comparison to non-members at a large, urban community college in a southern state?

To answer the first research question, the researcher began with the initial step in data analysis which was to describe the data collected using descriptive techniques and proceed on to more advanced methods. Tables 2.2 through 2.6 provided the descriptive

data for the age, gender, highest level of education completed, race, income, and high school GPA of the minority male mentoring program's members in comparison to non-members at a large, urban community college in a southern state.

Descriptive Statistics

There were a total of 614 (N = 614) participants surveyed and 450 (N = 450) completed the responses. The participant surveys that could not be used were 164 (N = 164). This was a 73.30 % survey completion rate. The 450 (N = 450) participants that were surveyed included 64 Minority Male Mentoring program participants and 386 Men of color that were non-participants in the Minority Male Mentoring program. Logistic regression requires adequate sample sizes based on the number of covariates selected. Hosmer and Lomeshow recommend sample sizes greater than 400 and 10 observations per estimated parameter (as cited in Hair, et al., 2006).

Table 4.1 through Table 4.12 presents the descriptive statistics / frequency and percentages for the age, gender, highest level of education completed, race, income, and high school GPA of both the Minority Male Mentoring programs participants and the Minority Male Mentoring non-participants in this study. In Table 4.1, the highest self-reported age frequency and percentage is in the 18 to 24 age group for the non-participants (43.00%) and participants (43.80 %) of the Minority Male Mentoring program. The lowest reported age frequency and percentage is in the 60 to 66 age group for the non-participants (3.10%) and participants (1.00%) of the Minority Male Mentoring program. A greater frequency and percentage of the participants surveyed were in the 18 to 24 age group and a smaller frequency and percentage of the participants surveyed were in the 60 to 66 age group population.

Table 4.1: Descriptive Statistics for Age of the Survey Participants

	Non-Participant		Participant	
	Frequency	Percent	Frequency	Percent
18 to 24 years old	166	43.00	28	43.80
25 to 31 years old	60	15.50	13	20.30
32 to 38 years old	53	13.70	8	12.50
39 to 45 years old	43	11.10	4	6.30
46 to 52 years old	37	9.60	6	9.40
53 to 59 years old	23	6.00	3	4.70
60 to 66 years old	4	1.00	2	3.10
Total	386	100.00	64	100.00

Table 4.2 provides the descriptive statistics of the self-identified race for both the Minority Male Mentoring programs participants and the Minority Male Mentoring non-participants in this study. The highest frequency and percentage self-identified as African American for both the Minority Male Mentoring programs non-participants (51.30%) and participants (82.80%) in the survey. The second highest frequency and percentage self-identified as “Other” for both the Minority Male Mentoring program non-participants (31.10%) and the participants (12.50%) in the survey. The third highest frequency and percentage self-identified as Hispanic for both the Minority Male Mentoring program non-participants (16.80%) and participants (4.70%) in the survey.

Table 4.2: Descriptive Statistics for Racial/Ethnic Affiliation of Survey Participants

	Non-Participant		Participant	
	Frequency	Percent	Frequency	Percent
Other	120	31.10	8	12.50
Black	198	51.30	53	82.80
Hispanic	65	16.80	3	4.70
Missing	3	0.80	0	0.00
Total	386	100.00	64	100.00

The descriptive statistics in Table 4.3 provides the annual income for both the Minority Male Mentoring program non-participants and participants in this study. The survey participants were asked to report their annual income and income that others who support them made. The Men of color participants were to include income from all sources (e.g. work, government aid, stocks). The highest percentage of annual income reported by both the Minority Male Mentoring program non-participants (29.30%) and participants (42.20%) was under \$10,000.00 in the survey. The second highest percentage of annual income by both the Minority Male Mentoring program non-participants (29.30%) and participants (42.20%) was in the range of \$10,001-\$20,000.00 in the survey. With the highest percentages being in the less than the \$20,000 annual income category, these survey participants may, in some contexts, be conceptualized as in the low socioeconomic status. This descriptive data in Table 4.3 provides contextual insight into financial challenges and barriers that most respondents may face in this study.

Table 4.3: Descriptive Statistics for Annual Income of Survey Participants

	Non-Participant		Participant	
	Frequency	Percent	Frequency	Percent
Under \$10,000	113	29.30	27	42.20
\$10,001- 20,000	83	21.50	10	15.60
\$20,001 - 30,000	46	11.90	9	14.10
\$30,001 - 40,000	47	12.20	5	7.80
\$40,001 - 50,000	21	5.40	4	6.30
\$50,001 - 60,000	19	4.90	4	6.30
\$60,001 - 70,000	17	4.40	3	4.70
\$70,001 - 80,000	11	2.80	1	1.60
\$80,001 - 90,000	6	1.60	1	1.60
\$90,001 - 100,000	5	1.30	0	0.00
\$100,001 - 110,000	3	0.80	0	0.00
\$110,001 or more	12	3.10	0	0.00
Missing	3	0.80	0	0.00
Total	386	100.00	64	100.00

Table 4.4 provides the descriptive statistics for self-reported high school grade point average (based on a 4.0 scale) regardless of whether they completed high school. The highest frequency and percentage of grade point averages reported by both the Minority Male Mentoring program non-participants was in the 2.4 to 2.9 (B- to B) range with 31.10% for non-participants and 37.50% for participants that self-reported in the survey. The second highest percentage of grade point averages reported by both the Minority Male Mentoring program non-participants was in the 3.0 - 3.4 (B to A-) range with 26.40% and 26.60% for participants that self-reported in the survey. These students may, in some contexts, be conceptualized as high achieving. However, there were a noticeable percentage of Minority Male Mentoring program non-

participants who could be classified as low achieving; 9.6% of the descriptive data had GPAs of less than 2.0. The Minority Male Mentoring program participants who could be classified as low achieving; 6.3% of the descriptive data had GPAs of less than 2.0

Table 4.4: Descriptive Statistics for High School GPA

	Non-Participant		Participant	
	Frequency	Percent	Frequency	Percent
0.5 - 0.9 (F to D)	2	0.50	0	0.00
1.0 - 1.4 (D to C-)	5	1.30	1	1.60
1.5 - 1.9 (C- to C)	30	7.80	3	4.70
2.0 - 2.4 (C to B-)	52	13.50	8	12.50
2.4 - 2.9 (B- to B)	120	31.10	24	37.50
3.0 - 3.4 (B to A-)	102	26.40	17	26.60
3.5 - 4.0 (A- to A)	71	18.40	11	17.20
Missing	4	1.00	0	0.00
Total	386	100.00	64	100.00

The descriptive statistics in Table 4.5 indicates the highest level of education the participants surveyed completed prior to enrollment at this large, urban community college. The survey ranged from junior high school to doctorate degree.

Table 4.5: Descriptive Statistics for Highest Level of Education

	Non-Participant		Participant	
	Frequency	Percent	Frequency	Percent
Junior high	3	0.80	0	0.00
GED	29	7.50	1	1.60
High school	231	59.80	40	62.50
Certificate	31	8.00	9	14.10
Associates	47	12.20	9	14.10
Bachelors	24	6.20	3	4.70
Masters or Professional	9	2.30	0	0.00
Doctorate	2	0.50	0	0.00
Missing	10	2.60	2	3.10
Total	386	100.00	64	100.00

The descriptive statistics in Table 4.6 indicates the percentage of educational goals the participants surveyed completed. In Table 4.6, the minority male mentoring participants responded that the highest level of education they expect to have was 25% for master's or professional degree level compared to 16.3 % of the minority male mentoring non-participants for a master's or professional degree.

Table 4.6: Highest Level of Education Participants Expect to Achieve

	Non-Participant		Participant	
	Frequency	Percent	Frequency	Percent
Junior high	1	0.30	0	0.00
Certificate	8	2.10	2	3.10
Associates	76	19.70	14	21.90
Bachelors	114	29.50	19	29.70
Masters or Professional	63	16.30	16	25.00
Doctorate	35	9.10	7	10.90
Missing	89	23.10	6	9.40
Total	386	100.00	64	100.00

The descriptive data in Table 4.7 indicates the frequencies and percentages of primary educational goals the participants surveyed completed. The highest percentages were 68.80% for the minority male mentoring participants in comparison to 47.70% for minority male mentoring non-participants who plan to transfer to a four-year institution.

Table 4.7: Primary Educational Goal

	Non-Participant		Participant	
	Frequency	Percent	Frequency	Percent
Transfer to four-year institution	184	47.70	44	68.80
Associates degree	107	27.70	15	23.40
Certificate	5	1.30	0	0.00
License certification	13	3.40	1	1.60
Personal enjoyment or enrichment	11	2.80	0	0.00
Update job skills	9	2.30	0	0.00
Prepare for a new career	51	13.20	4	6.30
Missing	6	1.60	0	0.00
Total	380	100.00	64	100.00

The descriptive data in Table 4.8 indicates the frequencies and percentages of the participants surveyed that state they are on track to transfer to a four-year university. There were 64 participants in the minority male mentoring program that participated in the survey compared to 386 non-participants of the minority male mentoring program. The percentages of the minority male mentoring participants were higher compared to the non-participants of the minority male mentoring program that replied “yes” to being on track to transfer to a four-year university. Table 4.8 depicted that the percentage of minority male mentoring program participants was 62.5% and the percentage of minority male mentoring non-participants was 41.20% that replied “yes” to being on track to transfer to a four-year university.

Table 4.8: Partipants Reporting Being on Track to Transfer to a Four-year Institution

	Non-Participant		Participant	
	Frequency	Percent	Frequency	Percent
Not Sure	19	4.90	2	3.10
No	5	1.30	2	3.10
Yes	159	41.20	40	62.50
Missing	203	52.60	20	31.30
Total	386	100.00	64	100.00

The descriptive data in Table 4.9 indicates the percentages of the participants surveyed that state they are on track to graduate with a certificate, certification or degree from this large, urban community college in this southern state. There were 64 participants in the minority male mentoring program that participated in the survey compared to 386 non-participants of the minority male mentoring program. The percentages of the minority male participants were 87.50% compared to 75.60% the non-participants of the minority male mentoring program that replied “yes” to being on track to graduate with a certificate, certification or degree from this large, urban community college in this southern state.

Table 4.9: Participants Reporting Being on Track to Graduate

	Non-Participant		Participant	
	Frequency	Percent	Frequency	Percent
Not Sure	57	14.80	6	9.40
No	29	7.50	2	3.10
Yes	292	75.60	56	87.50
Missing	8	2.10	0	0.00
Total	386	100.00	64	100.00

The descriptive statistics in Table 4.10 describes the frequencies and percentages of participants surveyed full-time status enrollment or less than full-time status enrollment status for the spring 2015 semester at this large, urban community college. In Table 4.10, the percentage of minority male mentoring participants that were full-time status was 62.50% and the percentage of minority male non-participants was 52.60%.

Table 4.10: Participants' Enrollment Status at Time of Survey

Group	Non-Participant		Participant	
	Frequency	Percent	Frequency	Percent
Full-time (12 credits/units or more)	203	52.60	40	62.50
Less than full-time (less than 12 credits/units)	177	45.90	24	37.50
Missing	6	1.60	0	0.00
Total	386	100.00	64	100.00

The descriptive data in Table 4.11 illustrates the percentage of stressful life events the participants surveyed indicated they experienced in the past two years. Stressful life events can include a host of complicated events that occur outside of college that can influence students'

success inside of college such as: family commitments, transportation issues, and financial pressures, loss of a job, eviction, incarceration, and major change at work, illness or death in the family, health concerns, relationship break-ups and more. These particular events are challenges that contribute to the overall achievement gap between Men of color and their college counterparts. Stressful life events most often affect Men of color's overall success in the community college. In Table 4.11, the highest frequency and percentage of minority male mentoring participants was 15 and 23.40%, respectively. In Table 4.11, the highest frequency and percentage of minority male mentoring non-participants was 75 and 19.40%, respectively.

Table 4.11: Participants' Self-reported Major Life Events

	Non-Participant		Participant	
	Frequency	Percent	Frequency	Percent
None	65	16.80	4	6.30
1	54	14.00	7	10.90
2	75	19.40	15	23.40
3	53	13.70	13	20.30
4	47	12.20	8	12.50
5	34	8.80	9	14.10
6	16	4.10	3	4.70
7 or more	36	9.30	5	7.80
Missing	6	1.60	0	0.00
Total	386	100.00	64	100.00

The descriptive statistics in Table 4.12 illustrates the grade point average (GPA) of participants that completed the M-PACE survey. In Table 4.12, 68.80% of the 64 participants in the minority male mentoring program showed grade point averages between 3.0- 4.0 and 56.50% of the 386 non-participants of the minority male mentoring program showed grade point averages between 3.0-4.0 at this large, urban community college.

Table 4.12: College GPA for M-PACE Survey Respondents

	Non-Participant		Participant	
	Frequency	Percent	Frequency	Percent
No GPA Yet	40	10.40	1	1.60
0.1-0.9	2	0.50	1	1.60
1.0-1.9	14	3.60	2	3.10
2.0-2.9	99	25.60	14	21.90
3.0-4.0	218	56.50	44	68.80
Missing	13	3.40	2	3.10
Total	386	100.00	64	100.00

The descriptive statistics in Table 4.13 provides the frequencies and percentages of the Men of color surveyed, ambitions to persist to the next semester. In Table 4.13, 68.80% of the 64 participants the minority male mentoring program had plans to persist to the next semester / stated that they were “ABSOLUTELY coming back” compared to 54.40% of the 386 non-participants of the minority male mentoring program at this large, urban community college.

Table 4.13: Survey Respondents' Ambition to Persist

	Non-Participant		Participant	
	Frequency	Percent	Frequency	Percent
Not coming back BECAUSE I				
completed my goals	56	14.50	6.00	9.40
PROBABLY not coming back	11	2.80	1.00	1.60
Taking a break but will be back	31	8.00	5.00	7.80
Coming back	70	18.10	8.00	12.50
ABSOLUTELY coming back	210	54.40	44.00	68.80
Missing	8	2.10	0.00	100.00
Total	386	100.00	64.00	100.00

The input factors in Figure 1.2 (Background and Socio-economic) the Community College Socio-Ecological Outcome's (CC-SEO) model shape the experiential realities for many men of color in community colleges. These experiences are filtered through the four domains that are interrelated in the CC-SEO model (Figure 1.2). Table 4.14 includes the results of a factor analysis that was conducted to determine what underlying factors exists for measures on eleven variables that are included in the four domains of the CC- SEO model. These eleven variables, shown in Figure 1.2, contributes to the success of the minority male mentoring program participants at this large, urban community college: Component 1) emotional intelligence, Component 2) sense of belonging, Component 3) locus of control, Component 4) racial / ethnic Identity, Component 5) goal efficacy, Component 6) self-respect, Component 7) self-efficacy, Component 8) persistence, Component 9) faculty interaction, Component 9) use of student services and Component 11) use of campus facilities.

Factor Analysis allows the researcher to investigate concepts that are not easily and directly measured by collapsing a large number of variables into a few interpretable and

underlying variables. These underlying variables are referred to as factors. The key concept of factor analysis is that multiple observed variables have similar patterns of responses because they are all associated with an underlying (i.e. not directly measured) variable referred to as a factor.

Factor analysis is fundamentally a process by which the numbers of variables is reduced by determining which variables “cluster together”, and factors are the groupings of variables that are measuring some entity or construct (Mertler & Vannatta, 2005, p. 249). This statistical method is often used to reduce the data by grouping variables that measure a common construct.

The three-step process for conducting the factor analysis is 1) screen data through data reduction and determining outliers, 2) conducting factor analysis and determining the appropriate criteria and number of components to retain 3) summarize the results by describing the variation loaded into each component and create a table reporting the component loadings (see Table 3.4).

According to Stevens, “A general rule of thumb is to retain the factors that account for at least 70% of the total variability although there may be situations where the researcher will desire an even greater amount of variability to be accounted for by the components (1992). In this research, the retained factors accounted for 77% of total variability.

For example, participants that took the M-Pace survey may respond similarly to questions about “I am aware of how others interpret my emotions”, “I know how my emotions affect others around me” and “how I value other people’s emotions” which are all associated with the latent variable, emotional intelligence. In Table 4.14, the underlying latent variable with the strongest association to emotional intelligence has a variance loading of 0.796 and the least association has a variance loading of 0.610. Participants that took the M-Pace survey may respond similarly to questions about “Faculty- value my presence in class,” “Faculty-care about

my perspective in class and “Faculty- care about my success in class” which are all associated with the latent variable, sense of belonging. In Table 4.14, the underlying latent variable with the strongest association to sense of belonging has a variance loading of 0.882 and the least association has a loading of 0.768. Factor analysis is the analysis done on every item under a construct to measure the loading among the items that represent the construct. The factors are always listed in order of how much variation they explain as demonstrated in Table 4.14.

Table 4.14: Summary of Each Component Loading in Order of Variation

	Loading
Component 1: Emotional Intelligence	
I am aware of how others interpret my emotions	0.796
I know how my emotions affect others around me	0.730
I am good at reading the emotions of others	0.713
I change my approach based on others emotions	0.650
I value other people's emotions	0.620
I am in tune of my emotions	0.610
Component 2: Sense of Belonging	
Faculty-Value my presence in class.	0.889
Faculty-Care about my perspective in class.	0.884
Faculty-Value interacting with me during class.	0.874
Faculty-Care about my success in class.	0.867
Component 3: Locus of Control	
I have full control over my own academic success.	0.822
I have the power to get good grades when I want to.	0.811
My academic success is in my own hands.	0.776
If I study hard enough, I'll get good grades.	0.768
Component 4: Racial/ethnic identity	
My race/ethnicity is important to me.	0.891
My race/ethnicity is an essential aspect of who I am.	0.886
I am proud of my racial/ethnic heritage.	0.788
I have a strong connection to my racial/ethnic community.	0.779
Component 5: Goal efficacy	
No matter the challenge, I always find a way to reach my goal(s)	0.797
I believe in my ability to attain goals I set out to achieve	0.779
I have what it takes to be successful in life	0.771
I can achieve any goal I set my mind to	0.768
Component 6: Self respect	
I have respect for myself	0.837
I like who I am	0.824
I am a person of worth	0.801
I am proud of my accomplishments	0.643

Table 4.14 continued

Component 7: Self-efficacy	
I can master the material in my courses.	0.833
I can understand difficult concepts.	0.824
I am confident in my academic abilities.	0.755
I have the ability to excel in my coursework.	0.646
Component 8: Persistence	
Challenges inspire me to succeed	0.768
Failure motivates me to try harder	0.767
I persist through obstacles I face	0.738
I pursue my goals despite past setbacks	0.708
Component 9: Faculty interaction	
Talk with professors about academic matters outside of class.	0.821
Talk with professors about academic matters inside of class.	0.807
Talk with professors about course grade(s).	0.762
Talk with professors about non-academic matters (e.g., personal, family, current events) outside of class.	0.730
Component 10: Use of student services	
Career counseling	0.832
Transfer services	0.803
Academic advising	0.762
Tutoring services	0.588
Component 11: Use of campus facilities	
School library	0.845
Computer lab(s)	0.819

Logistic regression is a statistical method for analyzing a dataset in which there are one or more independent variables that determine an outcome. The outcome is measured with a dichotomous variable, in which there are only two possible outcomes. Logistic regression is used to model dichotomous outcome variables.

In the logistic regression method, the cases / categories include such values as membership or non-membership in a group, completion or non-completion of an academic program, passing or failure to pass a course, survival or failure of a business, etc. (Mertler & Vannatta, 2005).

The survey referred to as the Male Program Assessment for college excellence (M-PACE) is a collaboration between the Minority Male Community College Collaborative (M2C3) from San Diego State University and this large, urban community college. Data is from a dataset that has already been collected through the M-PACE survey. The participants surveyed included Men of color at a large, urban community college in a southern state during spring 2015. The objective of the survey was to collect the experiences and perceptions of minority male students at this large, urban community college in the southeastern state.

The participants surveyed include Men of color students who are members of the minority male mentoring program and Men of color who are not members of the minority male mentoring program. The number of participants was 614. The cases totaled were 614 (N= 614). The number of surveys that could not be used were 164 (N = 164). There were 450 (N = 450) completed responses. The participants surveyed that were not members of the mentoring program were 386 (N = 386). The participants surveyed that were members of the minority male mentoring program were 64 (N = 64).

This is the descriptive statistics of the data results collected in spring 2015 from the M-PACE survey participants who happen to be minority male mentoring members and minority male mentoring non-members. As a result of the descriptive statistics observed, the next approach would be to determine significant factors that predict minority male mentoring

membership in comparison to minority male mentoring non-membership that are predictors of academic success.

RQ2. What factors impact the retention of minority males in the minority male mentoring program in comparison to non-members at a large, urban community college in a southern state?

In Table 4.15, the Logistic Regression results indicate the model of three predictors that were statistically considered in distinguishing between minority male mentoring participants and minority male mentoring non-participants. The logistic regression model demonstrated the best influence of minority male mentoring program membership in comparison to minority male mentoring non-membership was a sense of belonging, use of student services, and use of campus facilities. These factors were statistically significant in impacting the retention that leads to academic success of participants in the minority male mentoring program. The appropriate independent variables (sense of belonging, use of student services and use of campus facilities) were determined to be predictors for academic success for this minority male mentoring participants in the study. Preliminary analysis was conducted to screen for outliers, multicollinearity (variables that are closely related) and missing variables.

The logistic regression method results in Table 4.15 was conducted using the enter method in order to determine which variables were predictors of minority male mentoring membership. Data screening was conducted to eliminate the threat of multicollinearity. Goodness of fit tests was used in order to assess if the model fits the data, thus matching the expectations of the researcher's theory (Vogt, 2005). The goodness of fit was assessed using -2 Log likelihood, Cox & Snell R square and Nagelkerke R square. The -2 Log Likelihood provides

an index of model fit. A perfect model would have a -2 Log Likelihood of 0; consequently, the lower the value the better the model fits the data. Logistic regression relies on a goodness-of-fit test as a method to assessing the fit of the model to the data analyzed. The regression was significant (-2 Log Likelihood = -321.613, $X^2 = 46.467$, $p < .001$) and Nagelkerke $R^2 = 0.176$. The model correctly classified 86.0% of the cases in the retention model and explained 17.64% of the variance in the two groups. The Hosmer and Lemeshow test of goodness of fit denoted $p = 0.330$. As the probability was greater than .05 the model is a good fit and is structurally sound (Hosmer & Lemeshow, 2013).

In Table 4.15, the Wald statistic, a test of statistical significance of coefficients, indicated the significant predictors for minority male mentoring membership were sense of belonging, use of student services and transfer to four year institutions (Vogt, 2005). In Table 4.15, the Wald statistic test of statistical significant predictors for sense of belonging was 9.759***, use of student services, 23.636***, and use of campus facilities were 6.359**. The Wald statistic in the context of logistic regression is used to determine whether a certain predictor variable X is significant or not in comparison to a dependent variable. The odds ratios (e^B), a “measure of association,” for the significant predictor variables was: sense of belonging, $e^B = 1.845$; use of student services, $e^B = 1.800$; and use of campus facilities, $e^B = 1.508$ (Vogt, 2005, p. 219). The coefficients are presented in Table 4.15 which includes the variables in the equation with the dependent variable of minority male mentoring membership.

Table 4.15: Results of Logistic Regression Factors

	B	S.E.	Wald	df	Sig.	Exp(B)
Emotional Intelligence	-0.091	0.139	0.423	1.000	0.515	0.913
Sense of Belonging	0.613	0.196	9.759***	1.000	0.002	1.845
Locus of Control	0.010	0.151	0.005	1.000	0.946	1.010
Race/Ethnic Identity	0.220	0.161	1.873	1.000	0.171	1.246
Goal Efficacy	-0.052	0.150	0.121	1.000	0.728	0.949
Self-Respect	-0.030	0.144	0.043	1.000	0.835	0.970
Self-Efficacy	-0.059	0.142	0.175	1.000	0.675	0.942
Persistence	0.036	0.148	0.058	1.000	0.810	1.036
Faculty Interaction	0.279	0.142	3.830	1.000	0.050	1.321
Use of student services	0.588	0.121	23.636***	1.000	0.000	1.800
Use of campus facilities	0.411	0.161	6.539**	1.000	0.011	1.508
Constant	-2.109	0.172	150.582	1.000	0.000	0.121

Note: *** $p < .001$, ** $p < .01$, * $p < .05$

Chi-Squared= 46.467, $p < .001$, -2 LL- 321.613, Nagelkerke R Square, 0.176

86.0% Predicted Correctly, Hosmer & Lemmshow 0.330

The survey used in the research is an outcomes-based assessment tool called the Male Program Assessment of College Excellence (MPACE). The tool was designed for use by programs and initiatives serving men of color in the community college (M2C3, 2015). The MPACE was created at the Minority Male Community College Collaborative, which is a project of San Diego State University's Interwork Institute. This institute was established with a grant from the San Diego University Presidential Leadership Fund. The goal of the project is to partner with community colleges across the United States to enhance access, achievement, and success among minority male community college students (M2C3, 2015). To further prove the researcher's theory of this minority male mentoring program having an impact on the academic success of its members, a chi-square test was used to determine if there was a statistically

significantly difference in academic factors of Men of color in the minority male mentoring program and Men of color that not in the minority male mentoring program at this large, urban community college in a southern state. The survey consisted of 66 questions that analyzed academic, environmental, background and social factors impacting Men of color (available in Appendix B). There were 64 minority males in the minority male mentoring program (Black /African American, Hispanic and other) that completed the survey and 386 minority males not in the mentoring program that completed the survey for a total of 450 participants.

Shown in Table 4.16 are the persistence rates for Men of color in the mentoring program and Men of color not in the mentoring program. Table 4.16 illustrates the number and percent of the Chi-squared test in order to determine if there are differences that are statistically significant between the minority male mentoring members versus non-members and their outcomes (Vogt, 2005). The Chi-square analysis = 4.312, $df= 4$, $p >.05$ in Table 3.6 of the M-PACE survey participants that were absolutely coming back / to persist after the spring 2015 semester demonstrated that rates were marginally higher for the minority male members in comparison to the non-members of the minority male mentoring program. In table 4.16, the minority male mentoring members that were absolutely coming back for the next semester was 68.80% in comparison to 55.60% of the non-members of the mentoring program. The chi critical value is 9.49 which is greater than the chi-square calculated = 4.312. The Chi-square results do not show a statistically significant difference in “What is most likely to occur in the next semester” among students in the minority male mentoring program and students not in the minority male mentoring program. Students in the minority male mentoring program are more likely to persist to the next semester than students who are not in the minority male mentoring program. The chi

critical value is 9.49 which is greater than the chi-square calculated = 4.312. In Table 4.16, the minority male mentoring members that were absolutely coming back for the next semester was 68.80% in comparison to 55.60% of the non-members of the minority male mentoring program.

Table 4.16: Chi-Square Analyses Likely Outcomes

	Non-Participant		Participant	
	Frequency	Percent	Frequency	Percent
Not coming back BECAUSE I completed my goals	56	14.80%	6	9.40%
PROBABLY not coming back	11	2.90%	1	1.60%
Taking a break but will be back	31	8.20%	5	7.80%
Coming back	70	18.50%	8	12.50%
ABSOLUTELY coming back	210	55.60%	44	68.80%
Total	378	378	64	64

Note: Chi-Square=4.312, df=4, $p > .05$

Table 4.17 illustrates the number and percent of the Chi-squared test in order to determine if there are differences that are statistically significant between the minority male mentoring members versus non-members and their outcomes (Vogt, 2005). The Chi-square analysis = 3.435, $df = 1$, $p > .05$ in Table 4.17 demonstrated that “on track to graduate” rates were slightly higher for the minority male members in comparison to the non-members of the minority male mentoring program. In Table 4.17, the minority male mentoring members that were on track to graduate was 87.50% in comparison to 77.20% of the non-members of the mentoring program. The chi critical value is 3.84 which is greater than the chi-square calculated = 3.435. In Table 4.17, the minority male mentoring members that were on track to graduate was 87.50% in

comparison to 77.20% of the non-members of the minority male mentoring program that were on track to graduate. Chi-square results show no statistically significant difference in “on track to graduate” among students in the minority male mentoring program and students not in the minority male mentoring program.

Table 4.17: Chi-Square Analyses of On Track to Graduation

Response	Non-Participant		Participant	
	Frequency	Percent	Frequency	Percent
No	86	22.80%	8	12.50%
Yes	292	77.20%	56	87.50%
Total	378	378	64	64

Note: Chi-Square=3.435, df=1, $p > .05$

Table 4.18 illustrates the number and percent of the Chi-squared test in order to determine if there are differences that are statistically significant between the minority male mentoring members versus non-members and their outcomes (Vogt, 2005). The Chi-square analysis = 0.531, df= 1, $p > .05$. In Table 4.18, the minority male mentoring members that were on track to transfer to a four-year college were 90.90% in comparison to 86.90% of the non-members. The chi critical value was 3.84 which is greater than the chi-square calculated = 0.531. Chi-square test results did not show a statistically significant difference in the “on track to transfer to a four-year institution” among students in the minority male mentoring program and students not in the minority male mentoring program.

Table 4.18: Chi-Square Analyses of On Track to Transfer

	Non-Participant		Participant	
	Frequency	Percent	Frequency	Percent
No	24	13.10%	4	9.10%
Yes	159	86.90%	40	90.90%
Total	183	183	44	44

Note: Chi-Square=0.531, df=1, $p > .05$

In Table 4.19, the number and percent of the Chi-squared test is depicted in order to determine if there are differences that are statistically significant between the minority male mentoring members versus non-members and their outcomes (Vogt, 2005). In Table 4.19, the minority male mentoring non-members' GPA at 95.20% was higher in comparison to 95.10% of the minority male mentoring members' GPA. However, the Chi-square test results show no statistically significant difference in "college GPA" among students in the mentoring program and students not in the mentoring program. The chi square critical value is 3.84 which is greater than the chi-square calculated = 0.001. The program was not associated with an impact on "college GPA".

Table 4.19: Chi-Square Analyses of College GPA

	Non-Participant		Participant	
	Frequency	Percent	Frequency	Percent
0.1-1.9	16	4.80%	3	4.90%
2.0 and higher	317	95.20%	58	95.10%
Total	333	333	61	61

Note: Chi-Square=0.001, df=1, $p > .05$

In Table 4.20, the number and percent of the Chi-squared test are illustrated in order to determine if there are differences that are statistically significant between the minority male mentoring members versus non-members and their outcomes (Vogt, 2005). In Table 4.20, the Chi-square calculated analysis = 1.434, df= 4, $p > .05$ for the participants' "college educational goal responses". The critical value is 9.49 which is greater than the chi-square calculated = 1.434 in Table 4.20. The male mentoring program does not have an impact in the "educational goals" area. The test of association results indicate that "educational goals" does not appear to be statistically associated with being a member of the mentoring program; the results show no statistically significant difference in "educational goals" between minority male mentoring participants and minority male mentoring non-participants.

Table 4.20: Chi-Square Analyses of Educational Goals

	Non-Participant		Participant	
	Frequency	Percent	Frequency	Percent
Certificate	8	2.70%	2	3.40%
Associate	76	25.70%	14	24.10%
Bachelors	114	38.50%	19	32.80%
Masters	63	21.30%	16	27.60%
Doctorate	35	11.80%	7	12.10%
Total	296		58	

Note: Chi-Square=1.434, df =4, $p > .05$

The next step through a quantitative method is to evaluate the results of the factors and how the factors that are significant impact the success of minority male mentoring participants utilizing the Logistic regression method. This leads to the last research question.

RQ3: How does background, environmental, non-cognitive (academic behaviors) factors impact student success outcomes for minority male mentoring program's members in comparison to non-members at a large, urban community college in a southern state?

In Table 4.21, the logistic regression model demonstrated the best influence of minority male mentoring program membership in comparison to minority male mentoring non-membership were the non-cognitive factors (academic behaviors) such as a sense of belonging, use of student services, and transfer to four-year institutions. These factors were statistically significant in impacting the retention that leads to academic success among participants in the minority male mentoring program. These non-cognitive factors (academic behaviors) such as 1) sense of belonging, 2) use of student services and 3) transfer to four year institutions were determined to be factors that impact students' success outcomes for the minority male mentoring

participants in the study. Preliminary analysis was conducted to screen for outliers, multicollinearity (variables that are closely related) and missing variables.

The logistic regression method results in Table 4.21 was conducted using the enter method in order to determine which variables were statistically significant in impacting minority male mentoring membership. Data screening was conducted to eliminate the threat of multicollinearity. Goodness of fit tests was used in order to assess if the model fits the data, thus matching the expectations of the researcher's theory (Vogt, 2005). The goodness of fit was assessed using -2 Log likelihood, Cox & Snell R square and Nagelkerke R square. The -2 Log Likelihood provides an index of model fit. A perfect model would have a -2 Log Likelihood of 0; consequently, the lower the value the better the model fits the data. Logistic regression relies on a goodness-of-fit test as a method to assessing the fit of the model to the data analyzed. The regression was significant (-2 Log Likelihood = -269.759, $X^2 = 78.616$, $p < .001$) and Nagelkerke $R^2 = 0.303$. The model correctly classified 86.7% of the cases in the retention model and explained 30.3% of the variance in the two groups. The Hosmer and Lemeshow test of goodness of fit denoted $p = 0.330$. As the probability was greater than .05 the model is a good fit and is structurally sound (Hosmer & Lemeshow, 2013).

In Table 4.21, the Wald statistic, a test of statistical significance of coefficients, indicated the significant predictors for minority male mentoring membership were sense of belonging, use of student services and transfer to four year institutions (Vogt, 2005). In Table 4.21, the Wald statistic test of statistical significant predictors for sense of belonging was 7.504***, use of student services, 11.056***, and Black /African American students was 13.220***, and transfer to four year institutions was 6.630*. The Wald statistic in the context of logistic regression is

used to determine whether a certain predictor variable X is significant or not in comparison to a dependent variable. The odds ratios (e^B), a “measure of association,” for the significant predictor variables was: sense of belonging, $e^B = 1.832$; use of student services, $e^B = 1.595$; Black/African American students, $e^B = 5.794$; and transfer to four year institutions, $e^B = 4.248$ (Vogt, 2005, p. 219). The coefficients are presented in Table 4.21 which includes the variables in the equation with the dependent variable of minority male mentoring membership.

Table 4.21: Results of Logistic Regression Factors

	B	S.E.	Wald	df	Sig.	Exp(B)
Emotional Intelligence	-0.241	0.152	2.518	1.000	0.113	0.786
Sense of Belonging	0.605	0.221	7.504***	1.000	0.006	1.832
Locus of Control	-0.122	0.171	0.514	1.000	0.473	0.885
Race/Ethnic Identity	0.066	0.186	0.127	1.000	0.722	1.069
Goal Efficacy	-0.204	0.158	1.670	1.000	0.196	0.815
Self-Respect	-0.127	0.147	0.753	1.000	0.386	0.881
Self-Efficacy	0.019	0.152	0.015	1.000	0.901	1.019
Persistence	-0.165	0.160	1.065	1.000	0.302	0.848
Faculty Interaction	0.250	0.156	2.554	1.000	0.110	1.284
Use of student services	0.467	0.140	11.056***	1.000	0.001	1.595
Use of campus facilities	0.307	0.185	2.766	1.000	0.096	1.360
Other Race			18.489	2.000	0.000	
Black	1.757	0.483	13.220***	1.000	0.000	5.794
Hispanic	-0.289	0.875	0.109	1.000	0.741	0.749
25 and older	-0.201	0.363	0.306	1.000	0.580	0.818
Under 10,000			2.392	4.000	0.664	
10,000-20,000	-0.508	0.458	1.233	1.000	0.267	0.601
20,001-30,000	0.069	0.540	0.016	1.000	0.899	1.071
30,001-40,000	-0.563	0.603	0.872	1.000	0.351	0.570
>40,001	-0.405	0.485	0.697	1.000	0.404	0.667
High School GPA	0.177	0.134	1.736	1.000	0.188	1.193
Educational Level	0.065	0.162	0.162	1.000	0.688	1.068
Heterosexual	0.718	0.728	0.974	1.000	0.324	2.051
Other Goal			9.377	2.000	0.009	
Transfer 4 year	1.446	0.562	6.630*	1.000	0.010	4.248
Associate Degree	0.610	0.623	0.956	1.000	0.328	1.840
Number of Stressful Events	0.074	0.078	0.899	1.000	0.343	1.076
Full-time Enrollment	0.077	0.346	0.050	1.000	0.824	1.080
Constant	-6.200	1.520	16.629	1.000	0.000	0.002

Note: *** p <.001, ** p <.01, * p <.05

Chi-Squared= 78.616, p<.001, -2 LL- 269.759, Nagelkerke R Square, 0.303

86.7% Predicted Correctly, Hosmer & Lemmshow 0.330

Summary of Chapter Four

The Logistic regression model was correct in presuming that college persistence is a result of a set of interactions and integrations among institutional and personal factors. The Chi-Square model was proof of the researcher's theory on the underlying factors that impact minority male mentoring membership in comparison to minority male mentoring non-membership. The CC-SEO Outcomes model verified (see Figure 2.1) that factors external to the institution play a role in the college persistence process, as do organizational and personal variables. The validation of the constructs in the model focused on being able to predict why minority male mentoring students persist. The theoretical framework, as it related to the minority male community college student, was verified in light of mentoring experiences that students have while at this large, urban community college. The study demonstrated the validity of the minority male mentoring program's experiences and its impact on persistence for its members in comparison to minority male mentoring non-members. The findings from this research indicated that the conceptual model (See Figure 1.2) used in this study provided an appropriate representation of the important factors that related to student persistence among minority male mentoring members in comparison to minority male mentoring non- members at this particular two-year institution.

CHAPTER FIVE: DISCUSSION AND IMPLICATIONS

This chapter restates the problem and provides an overall analysis of the methodology and findings. The problem remains that there is scant literature on the effects of minority male mentoring programs on Men of color at the community college level. According to the Digest of Education Statistics, only 12.0% of Black, 14.6% of Latino, and 18.7% of Native American men graduate from a community college in three-years, compared to 22.1% of White and 23.4% of Asian men (2010). This point is particularly salient given that community colleges serve as the primary pathway into postsecondary education for Men of color, notably Black, Latino, Native American, and Southeast Asian men (Bush & Bush, 2010).

Many states, including North Carolina, are moving toward college funding based upon performance measures meaning community colleges could be funded based upon completion rates, consequently affecting the colleges' operating funds (Success NC, 2016b). When Men of color leave college before completing their course of study and have not been adequately prepared for jobs, this negatively impacts the state's economy with underemployment and employment issues (NC Commerce Workforce, 2016). Retention for Men of color continues to be a pertinent issue in higher education and is a "prevalent issue for all stakeholders in higher education" (Pruett & Asher, 2015, p. 32).

This study proposed to explore the effect of minority male mentoring programs by using background, environmental, and non-cognitive behaviors to derive factors that predict participation in a minority male mentoring program at a large, urban community college in a southern state. This chapter includes the results of the research within the context of the three research questions:

1. What are the descriptive demographics of the minority male mentoring program's members in comparison to non-members at a large, urban community college in a southern state?
2. What factors impact the retention of minority males in the minority male mentoring program in comparison to non-members at a large, urban community college in a southern state?
3. 'How do background, environmental, non-cognitive (academic behaviors) factors impact student success outcomes for minority male mentoring program's members in comparison to non-members at a large, urban community college in a southern state?

The conclusions reached from the research are included in this chapter along with a discussion of the implications from the theoretical framework of Wood and Harris's Community College-Socio-Ecological Outcomes (CC-SEO) model. Next, recommendations for successful community college outcomes for men of color are outlined, then recommendations for future research are included, and the limitations are discussed. The chapter concludes with a summary.

This study examined literature on background characteristics on Men of color in four-year institutions and two-year institutions. The literature review looked at some of the earliest forms of mentoring and how mentoring impacted student success in higher education. It continued with a review of different models of mentoring programs in higher education today. The literature review also discussed challenges to establish mentoring programs. The study also sought to review background, environmental and non-cognitive behaviors that impact Men of color's experience in higher education.

Review of the Methodology

The method of analysis for research question one was the use of descriptive statistics to provide the demographics of the population surveyed. This was a collection of the frequencies and percentages for the M-PACE survey participants' self-reported age, gender, highest level of education completed, race, income, and high school GPA of both the Minority Male Mentoring programs participants and the Minority Male Mentoring non-participants in this study.

The Factor analysis and Logistic regression method was conducted for question number two. Factor analysis is a process by which the numbers of variables are correlated that measure some entity or construct. This Logistic regression method was conducted to determine the independent factors that influence the dependent variable. In this study, the dependent variable is the minority male mentoring program. The logistic regression method determines which factors were predictors that were statistically significant in distinguishing between minority male mentoring participants and minority male mentoring non-participants. To further prove the researcher's theory of this minority male mentoring program having an impact on the academic success of its members, a chi-square test was used to determine if there was a statistically significant difference in academic factors of minority male mentoring program participants and in the minority male mentoring program non-participants.

Logistic regression analysis was conducted for research question three to determine factors that were statistically significant in impacting the retention that leads to academic success among minority male mentoring program participants in comparison to the minority male mentoring non-participants.

Research Conclusions

As previously stated, data analysis used in this research was collected from the Male Program Assessment of College Excellence (MPACE). The M-PACE is a validated outcome based assessment tool designed to assess and improve the effectiveness of programs and initiatives serving Men of color in the community college (M2C3, 2015). The study examined the findings as they relate to each of the three research questions:

1. What are the descriptive demographics of the minority male mentoring program's members in comparison to non-members at a large, urban community college in a southern state?
2. What factors impact the retention of minority males in the minority male mentoring program in comparison to non-members at a large, urban community college in a southern state?
3. How do background, environmental, non-cognitive (academic behaviors) factors impact student success outcomes for minority male mentoring program's members in comparison to non-members at a large, urban community college in a southern state?

Research question number one provides descriptive statistics to include frequencies and percentages of the minority male mentoring participants and minority male mentoring non-participants at this large, urban community college. This was important in which to create a base-line of comparison. Tables 4.1 through 4.12 provides a base-line comparison of age, gender, and highest level of education completed, race, income, and high school GPA of both the Minority Male Mentoring programs participants and the Minority Male Mentoring non-participants in this study.

Research question number two focused on the non-cognitive factors that impact the retention of Men of color in the minority male mentoring programs and Men of color not in the minority male mentoring program. This was an important part of the study because part of the mission of minority male mentoring programs is to increase retention and graduation rates of minority male students. In Table 4.15, the Wald statistic test of statistical significant predictors for sense of belonging was 9.759***, use of student services, 23.636***, and use of campus facilities were 6.359**. The Wald statistic in the context of logistic regression is used to determine whether a certain predictor variable X is significant or not in comparison to a dependent variable. The odds ratios (e^B), a “measure of association,” for the significant predictor variables was: sense of belonging, $e^B = 1.845$; use of student services, $e^B = 1.800$; and use of campus facilities, $e^B = 1.508$ (Vogt, 2005, p. 219). The appropriate independent variables (sense of belonging, use of student services and use of campus facilities) were determined to be predictors for academic success for this minority male mentoring participants in the study.

Research question number three looks at the background, environmental and non-cognitive (academic behaviors) factors impact student success outcomes for minority male mentoring program’s members in comparison to non-members. In Table 4.21, the Wald statistic test of statistical significant predictors for sense of belonging was 7.504***, use of student services, 11.056***, and Black /African American students was 13.220***, and transfer to four year institutions was 6.630*. The Wald statistic in the context of logistic regression is used to determine whether a certain predictor variable X is significant or not in comparison to a dependent variable. The odds ratios (e^B), a “measure of association,” for the significant predictor variables were: sense of belonging, $e^B = 1.832$; use of student services, $e^B = 1.595$; Black/African

American students, $e^B = 5.794$; and transfer to four year institutions, $e^B = 4.248$ (Vogt, 2005, p. 219). These factors were statistically significant in predicting membership in minority male mentoring program participants in comparison to the minority male mentoring program non-participants.

The data reveals that the mentoring program is making a significant difference for Men of color in these areas that are discussed in the literature. Men of color in the minority male mentoring program were more likely than those not in the program to use academic advising, career counseling, transfer services, tutoring services, computer labs, library resources and more likely on track to transfer to four year institutions than Men of color not in the minority male mentoring program. This is another critical component of the program which is important to engage students with college services for student success.

Another significantly statistical difference was the minority male mentoring program participants in comparison to the mentoring program non-participants was their self-reported sense of belonging. The Men of color in the mentoring program self-reported that faculty valued their presence in class, faculty cared about their perspective in class, faculty valued interacting with them in class, and faculty demonstrated care about their success in class more so than the non-members of the mentoring program reported in the M-PACE survey. This is an indication of a measurable level of campus ethos that contributes to academic success for mentoring program participants in comparison mentoring program non-participants.

These findings provide important implications for future research and practice. As noted earlier in chapter two, this study identified predictor variables that affect the outcome of success for Men of color in the community college. This research also supports the importance of

positive role models within the college campus that value the academic achievement of male students of color.

Implications from Theoretical Frameworks

The theoretical underpinning of this research was guided by multiple variables from the Socio-Ecological Outcomes (SEO) model (Wood and Harris, 2015). The SEO model suggests that men of color enter college influenced by their background characteristics as well as societal factors (e.g., racial prejudice, economic conditions). The model indicates that there are four essential domains that influence student success, the campus ethos domain (e.g., perceptions of belonging, validating experiences, racial-gender climate); environmental domain (e.g., familial responsibilities, employment, stressful life events), academic domain (e.g., faculty-student interaction, use of services), and non-cognitive domain (e.g., intrapersonal factors, identity). Intrapersonal factors in this domain include: self-efficacy, locus of control, degree utility, action control, and intrinsic interest. The results of this research supports the CC-SEO model and confirm that environmental and campus ethos factors influence non-cognitive and academic factors, which in turn affect student success. Additionally, the results of this research verify Wood, Harris, and White's hypothesis on campus ethos as having the most influence on student success (2015).

Recommendations for Practice

The practical purpose of this research study, in addition to adding to the body of literature regarding the evaluation of a minority male mentoring program participants' success compared to non-participants at the community college level was to provide recommendations for college administrators to promote their success rates for Men of color. The underlying basis of this

quantitative research were the predictive factors in the minority male mentoring program at this large, urban community college that could contribute to participants' success compared to non-participants. The significant positive predictors were faculty-student interaction and engagement in on-campus academic resources and campus facilities for minority male program participants that could contribute to student success. The results of this study verify Wood, Harris, and White's hypothesis on campus ethos as having the most influence on student success (2015). With these study results in mind, the following eleven recommendations to potentially and positively impact community college success rates for Men of color are suggested.

The researchers' recommendation for practice are formatted relative to the four domains in the Community College Socio-Ecological Outcomes model in figure 1.2. They are referred to as Non-Cognitive, Academic, Environmental and Campus.

Non-Cognitive (racial, gender, sexual identity, ability status, class-based, salient emotional factors that may affect school success outcomes)

Non-cognitive recommendation 1: First, Harper and Nichols (2008) contend that overlooking differences of men of color misses important interactions and forms of peer engagement that take place within mentoring groups. Second, the tendency for treating all minority males as the same often leads to a "one-size-fits-all" programmatic intervention that are not relevant at best and at worst alienating to others (Harper, 2014; Harper & Nichols, 2008).

Non-cognitive recommendation 2: The researcher recommends a study on Hispanic men and to use strategies to perform outreach to this specific ethnicity group. The findings in the study demonstrated that as a result of the M-PACE survey, only 5% identified as Hispanic that

were minority male mentoring program members compared to 17% that were non-members of the minority male mentoring program.

Academic (faculty-student interactions, use of academic services, use of campus facilities)

Academic recommendation 1: Campus tutoring services can follow-up with classroom presentations for students to identify their support and services. The consistent in-reach support from faculty and staff will encourage male students of color to diminish the perception of seeking help as a negative representation. Also, consider this as an opening to actually connect students with people and not services.

Academic recommendation 2: To further encourage authentic care, a simpler practice that is recommended for faculty is to arrive a few minutes early and warmly greet students as they enter the classroom. In like manner, faculty should leave class a few minutes later. As students are leaving, faculty can make comments such as “thanks for your contributions today,” “I missed you in class last week, is everything ok,” “how are doing with the material?” “how are your other classes going,” or “is this course content useful to what you are doing out of class?” Such actions can go a long way in fostering a sense of belonging (Wood, Harris & White, 2015, p.40).

Academic recommendation 3: Findings indicated minority male mentoring participants utilized college transfer services 4.25 times more than minority male mentoring non-participants. Transitional support at the transfer colleges for males of color with mentors is an effective approach to retention and persistence beyond the community college structure. A transitional program that provides a seamless process for males of color through mentoring and peer programs that are in conjunction with community college and four year colleges for men of color

in the community college. This extended support system for men of color helps to further encourage use of on-campus academic services and facilities and especially faculty-student interactions and a sense of belonging at the four-year institution through the partnering of these two institutions. These programs should seek to promote the inclusion of mentoring between the two colleges and on-going support throughout the college experience.

Academic recommendation 4: This research indicates a need to develop ways for the minority male mentoring program to reach out to minority males who are not in the program and provide them with the impact the program has on its participants. This quantitative study revealed that men of color who are in the minority male mentoring program have a significantly higher use of academic advising, career counseling, transfer services, computer labs, and tutoring services than minority males who are not in the program. The mentoring program's staff and participants should do consistent outreach to extend the impact to other students. As stated earlier in the findings, students who are connected to services on campus are more likely to persist.

Environmental (outside encouragement, work, finances, life stressors that may distract school focus)

Environmental recommendation 1: Environmental pressures such as family members' support are more prone to influence first generation college students. Because many minority males are first generation college students, community colleges may need to provide opportunities for family involvement on campus at various points during students' time at the institution. Opportunities for family members to attend special campus events, visit program facilities, and meet faculty members are a few examples.

Environmental recommendation 2: As an approach to reduce off-campus challenges such as work hours per week, especially in evenings to early morning, community colleges ought to consider other methods for student persistence. For instance, departments need to create a line item within their budgets for employing students. Having Men of color work in academic departments will not only reduce life stressors such as finances but also foster relationships with college faculty and staff. The supervisor can serve as a mentor and can have one-on-one conversations and offer strategies for overcoming academic and institutional challenges.

Campus Ethos (campus racial, gender climate, welcoming campus community, cultural aspects of institution)

Campus ethos recommendation 1: There is a recommendation for community colleges to assess its commitment to institutional practice and outcomes that foster success for historically underrepresented and underserved students. The assessment would involve critical lenses that identify disparities in the institutional structures that produce them. The Community College Student Success Inventory (CCSSI) to assess institutional efforts and readiness to facilitate success for minority males would provide recommendations for all members of the institution to consider.

Campus ethos recommendation 2: Another recommendation to enhance the success of men of color in community colleges is for campus administrators and human resources personnel to meet one-on-one with prospective employees and new hires to ensure their commitment to promote a positive campus climate for diversity (Harper & Wood, 2016). Furthermore, Harper and Wood advocate that new hires should be required to complete a type of cultural sensitivity inventory (2016). They state that Milton Bennet's (1993) developmental model of cultural

sensitivity is an inventory that is well respected. Hurtado et al. (1998) indicates that the campus psychological climate might be strengthened by providing sensitivity training to the college community to eliminate myths and stereotypes about racial minority students. Harper and Wood advocate that campus administrators should monitor GPAs and course completion rates for Men of color within each discipline to better identify faculty members who may create non-supportive environments for minority male student success (2016).

Campus ethos recommendation 3: Community College leaders cannot continue to take the business-as-usual approach to addressing retention issues facing Men of color. Leaders should consider partnering with programs similar to the Achieving the Dream Initiative (ATD). Achieving the Dream is a program to help community colleges succeed. Achieving the Dream has grown to include more than 130 institutions in 24 states and the District of Columbia. The Achieving the Dream National Reform networks with over 220 higher education institutions throughout 39 states and the District of Columbia. The ATD is particularly concerned about institutional equity and student groups that have traditionally face significant barriers to success, including students of color and low-income students (Achieving the Dream, 2005, Para.1). The ATD initiative provides grants to help colleges in collecting and using data to design innovative practices and strategies for decreasing the achievement gap. Also, partnerships with the Minority Male Community College consortium (M2C3) or similar programs which provides advantages for community college leaders. The consortium partners with community colleges that are interested in learning new strategies for advancing the success of men of color (m2c3@sdsu.edu).

Recommendations for Future Research

Recommendation 1: After the carrying out of an extensive literature review, the researcher recognized a lack of research on Men of color that are homosexual, transgender, bisexual, and / or questioning their gender in minority male mentoring programs at the community college level. Every day an increasing number of Men of color are “coming out” as non-heterosexuals.

It is critical for minority male mentoring programs to receive more training and be aware of how they treat and work with Men of color that are non-heterosexuals. Many non-heterosexual Men of color often deal with difficulties in sharing their sexual orientation with others because of increased risks for harm because of widespread homophobia. This may contribute to non-persistence at the community college level. This ought to provide motivation for researchers to study non-heterosexual men of color in minority male mentoring programs and how the program contributes to their abilities to persist in community colleges.

Recommendation 2: Harper suggests that well-intentioned educators often fail to recognize and effectively address the “within group diversity” that exists among Men of color (2014). Harper and Nichol’s (2008) research indicates considerable diversity among Men of color. Considerable diversity exists among Men of color including immigrants, first generation college students, men with disabilities, men returning as adult learners, male veterans, men that are academically underprepared, disengaged low performers, college achievers and student leaders, men of color that are student athletes and possibly more sub-populations. For this reason, more research that provides a better understanding of “within group diversity” is necessary to avoid program interventions that treat all men of color the same.

Recommendation 3: This researcher recommends that future research be conducted on the study of women as mentors in minority male mentoring programs. The researcher recognized a few women as mentors in minority male mentoring programs at community colleges in the southeastern area of the United States.

Recommendation 4: With this study, we are unable to state from the findings whether or not students who were predisposed to have a higher sense of belonging, higher desire to use student services, or a higher desire to use campus facilities are more likely to join the minority male mentoring program or if participating in the minority male mentoring program increased their sense of belonging, desire to use student services or campus facilities. Therefore, it would be helpful for a research study to be conducted to measure those variables prior to attending and after attending a male mentoring program to determine if there is a significance difference. If there is a difference found we can assert the minority male mentoring program increased those variables. If no difference is found we can assert that these may be predetermined characteristics of people who self-select to enroll in a minority male mentoring program.

Recommendation 5: This researcher recommends that future research be conducted on why more Hispanics are not participants in the minority male mentoring program. Findings from the study show that this is a population that should be examined.

Recommendation 6: Recommendations for further research would involve investigating how community colleges are currently involving families and what impact does family involvement has on minority male persistence.

Limitations

There were four limitations in this study.

Limitation 1: The study was conducted at one institution.

Limitation 2: The data used was self-reported and did not include face to face interviews with the M-PACE survey participants at this large, suburban community college in a southeastern state.

Limitation 3: The data was collected for one semester only. The researcher did not conduct a longitudinal study to determine if the minority male mentoring participants actually transferred to a four-year institution.

Limitation 4: The sample size of the minority male mentoring participants was small in comparison to the minority male non-participants.

Limitation 5: Because data for the study is from an existing dataset the researcher cannot control for knowing if people who enrolled in the minority male mentoring program are predisposed to have certain characteristics or if minority males developed those characteristics through participation in the minority male mentoring program.

Conclusion

The eleven factors with a high loading in order of variation validated the M-PACE survey. This logistic regression analysis of the effect of variables that predict membership in the minority male mentoring program in comparison to non-membership contributes to the body of research on the minority male mentoring program's influence on Men of color success in the community college. The quantitative results demonstrated that factors such as GPA, on track to transfer, educational goals, most likely to persist to the next semester and educational goals showed no statistical difference between minority male mentoring participants in comparison to non-participants. However, the results of this quantitative study show men of color in the

minority male mentoring program as having a slight advantage than their non-participant cohorts in being confident in their academic abilities, talking with professors inside and outside the classroom, talking with professors about course grades, and the use of academic advising, career counseling, transfer services, tutoring services, and use of library and computer labs. This is another critical component of the minority male mentoring program. It is important to connect students to college services for student success. The minority male mentoring program is shown to provide this support.

These data reveal that the program is making a significant difference for students in these areas that are discussed in the literature. Men of color in the minority male mentoring program are confident in talking to their professors inside and outside the classroom and have the opportunity to see instructors as mentors. It is hoped these results will serve as an impetus for further research, which will ultimately lead to data-driven, practical solutions for the retention and academic success for Men of color at the community college level.

In conclusion, this study demonstrates that Men of color are impacted in many different ways by institutional initiatives. It is important for administrators, faculty, and staff to become aware that these initiatives contribute to Men of color's persistence and success. It is important that new methods be examined to enhance their academic success rates. This work may be complex. However, institutions truly committed to Men of color's academic student success will provide the resources, support, and guidance these students need to achieve success

Summary

Chapter 5 included the results of the factor analysis, logistic regression analysis and the chi-square analysis of the effects of predictor variables on minority male program members'

academic success. This research found a higher percentage of minority male mentoring program members engaged in student services and campus facilities in comparison to minority male mentoring non-participants. The research study also revealed that minority male mentoring participants self-reported that they experienced a sense of belonging at the large, urban community college in a southeastern state.

This chapter included conclusions reached as a result of the research along with a discussion of the implications from one theoretical framework, Wood and Harris' Community College Socio-Ecological Outcomes (SEO) Model (2015). Next, fourteen recommendations for practice were outlined, the recommendations for future research were included, and the limitations were discussed.

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APPENDICES

Appendix A

The Dean of Enrollment Management and the Office of Institutional Effectiveness at this large, urban community college in this southern state granted permission for the researcher to use the data collected from the M-PACE survey. The M-PACE survey is referred to as the Male Program Assessment for College Excellence. Dr. J. Luke Wood also granted permission to use the data collected utilizing his (M-PACE) survey instrument.

The Minority Male Community College Collaborative has granted permission for the use of the instrument to assess the impact of the minority male mentoring program at this large, urban community college in this southern state. The M-PACE survey method employed the following to ensure anonymity and the protection of human rights:

1. There were consent forms for the M-PACE survey that described the problem to be studied, rationale for the study, methodology, benefits / risks and time commitment.
2. The participants in the M-PACE survey are anonymous and data collected within this study will remain confidential and used for the sole purpose of the study.

Appendix B

Name, Abbreviation, Type, and Coding of Covariates used in Factor Analyses				
Survey Question	Abbreviation	Type	Coding	
Please indicate how often the following occurs-I am aware of how others interpret my emotions	Q_94_4	Categorical	1	Rarely
			2	Infrequently
			3	Somewhat Infrequently
			4	Somewhat Frequently
			5	Frequently
			6	Always
Please indicate how often the following occurs-I know how my emotions affect others around me	Q_94_5	Categorical	1	Rarely
			2	Infrequently
			3	Somewhat Infrequently
			4	Somewhat Frequently
			5	Frequently
			6	Always
Please indicate how often the following occurs-I change my approach based on others emotions	Q_94_6	Categorical	1	Rarely
			2	Infrequently
			3	Somewhat Infrequently
			4	Somewhat Frequently
			5	Frequently
			6	Always
Please indicate how often the following occurs-I am good at reading the emotions of others	Q_94_7	Categorical	1	Rarely
			2	Infrequently
			3	Somewhat Infrequently
			4	Somewhat Frequently
			5	Frequently
			6	Always
Please indicate how often the following occurs-I value other people's emotions	Q_94_10	Categorical	1	Rarely
			2	Infrequently
			3	Somewhat Infrequently
			4	Somewhat Frequently
			5	Frequently
			6	Always
Please indicate how often the following occurs-I am in tune of my emotions	Q_94_12	Categorical	1	Rarely
			2	Infrequently
			3	Somewhat Infrequently
			4	Somewhat Frequently

			5	Frequently
			6	Always
Please indicate your level of agreement with the statements below. (Answers should focus on facul... : Faculty-Value my presence in class.	Q_16_1	Categorical	1	Strongly Disagree
			2	Disagree
			3	Somewhat Disagree
			4	Somewhat Agree
			5	Agree
			6	Strongly Agree
Please indicate your level of agreement with the statements below. (Answers should focus on facul... : Faculty-Care about my perspective in class.	Q_16_2	Categorical	1	Strongly Disagree
			2	Disagree
			3	Somewhat Disagree
			4	Somewhat Agree
			5	Agree
			6	Strongly Agree
Please indicate your level of agreement with the statements below. (Answers should focus on facul... : Faculty-Value interacting with me during class.	Q_16_3	Categorical	1	Strongly Disagree
			2	Disagree
			3	Somewhat Disagree
			4	Somewhat Agree
			5	Agree
			6	Strongly Agree
Please indicate your level of agreement with the statements below. (Answers should focus on facul... : Faculty-Care about my success in class.	Q_16_4	Categorical	1	Strongly Disagree
			2	Disagree
			3	Somewhat Disagree
			4	Somewhat Agree
			5	Agree
			6	Strongly Agree
Please indicate your level of agreement with the following statements.-My race/ethnicity is important to me.	Q_72_4	Categorical	1	Strongly Disagree
			2	Disagree
			3	Somewhat Disagree
			4	Somewhat Agree
			5	Agree
			6	Strongly Agree
Please indicate your level of agreement with the following statements.-My race/ethnicity is an essential aspect of who I am.	Q_72_5	Categorical	1	Strongly Disagree
			2	Disagree
			3	Somewhat Disagree
			4	Somewhat Agree
			5	Agree
			6	Strongly Agree

Please indicate your level of agreement with the following statements.-I am proud of my racial/ethnic heritage.	Q_72_6	Categorical	1 2 3 4 5 6	Strongly Disagree Disagree Somewhat Disagree Somewhat Agree Agree Strongly Agree
Please indicate your level of agreement with the following statements.-I have a strong connection to my racial/ethnic community.	Q_72_7	Categorical	1 2 3 4 5 6	Strongly Disagree Disagree Somewhat Disagree Somewhat Agree Agree Strongly Agree
Please indicate your level of agreement with the following statements-I have respect for myself	Q_90_4	Categorical	1 2 3 4 5 6	Strongly Disagree Disagree Somewhat Disagree Somewhat Agree Agree Strongly Agree
Please indicate your level of agreement with the following statements-I like who I am	Q_90_5	Categorical	1 2 3 4 5 6	Strongly Disagree Disagree Somewhat Disagree Somewhat Agree Agree Strongly Agree
Please indicate your level of agreement with the following statements-I am a person of worth	Q_90_6	Categorical	1 2 3 4 5 6	Strongly Disagree Disagree Somewhat Disagree Somewhat Agree Agree Strongly Agree
Please indicate your level of agreement with the following statements-I am proud of my accomplishments	Q_90_7	Categorical	1 2 3 4 5 6	Strongly Disagree Disagree Somewhat Disagree Somewhat Agree Agree Strongly Agree
Please indicate your level of agreement with the following	Q_33_5	Categorical	1 2	Strongly Disagree Disagree

statements.-My academic success is in my own hands.			3	Somewhat Disagree
			4	Somewhat Agree
			5	Agree
			6	Strongly Agree
Please indicate your level of agreement with the following statements.-I have full control over my own academic success.	Q_33_6	Categorical	1	Strongly Disagree
			2	Disagree
			3	Somewhat Disagree
			4	Somewhat Agree
			5	Agree
			6	Strongly Agree
Please indicate your level of agreement with the following statements.-I have the power to get good grades when I want to.	Q_33_7	Categorical	1	Strongly Disagree
			2	Disagree
			3	Somewhat Disagree
			4	Somewhat Agree
			5	Agree
			6	Strongly Agree
Please indicate your level of agreement with the following statements.-If I study hard enough, I'll get good grades.	Q_33_5	Categorical	1	Strongly Disagree
			2	Disagree
			3	Somewhat Disagree
			4	Somewhat Agree
			5	Agree
			6	Strongly Agree
Please indicate your level of agreement with the following statements.-I can master the material in my courses.	Q_17_7	Categorical	1	Strongly Disagree
			2	Disagree
			3	Somewhat Disagree
			4	Somewhat Agree
			5	Agree
			6	Strongly Agree
Please indicate your level of agreement with the following statements.-I can understand difficult concepts.	Q_17_6	Categorical	1	Strongly Disagree
			2	Disagree
			3	Somewhat Disagree
			4	Somewhat Agree
			5	Agree
			6	Strongly Agree
Please indicate your level of agreement with the following statements.-I am confident in my academic abilities.	Q_17_8	Categorical	1	Strongly Disagree
			2	Disagree
			3	Somewhat Disagree
			4	Somewhat Agree

			5	Agree
			6	Strongly Agree
Please indicate your level of agreement with the following statements.-I have the ability to excel in my coursework.	Q_17_5	Categorical	1	Strongly Disagree
			2	Disagree
			3	Somewhat Disagree
			4	Somewhat Agree
			5	Agree
			6	Strongly Agree
Please indicate your level of agreement with the following statements-I can achieve any goal I set my mind to	Q_69_4	Categorical	1	Strongly Disagree
			2	Disagree
			3	Somewhat Disagree
			4	Somewhat Agree
			5	Agree
			6	Strongly Agree
Please indicate your level of agreement with the following statements-No matter the challenge, I always find a way to reach my goal(s)	Q_69_5	Categorical	1	Strongly Disagree
			2	Disagree
			3	Somewhat Disagree
			4	Somewhat Agree
			5	Agree
			6	Strongly Agree
Please indicate your level of agreement with the following statements-I believe in my ability to attain goals I set out to achieve	Q_69_6	Categorical	1	Strongly Disagree
			2	Disagree
			3	Somewhat Disagree
			4	Somewhat Agree
			5	Agree
			6	Strongly Agree
Please indicate your level of agreement with the following statements-I have what it takes to be successful in life	Q_69_7	Categorical	1	Strongly Disagree
			2	Disagree
			3	Somewhat Disagree
			4	Somewhat Agree
			5	Agree
			6	Strongly Agree
Please indicate your level of agreement with the following statements with regard to your ACADEM...-Failure motivates me to try harder	Q_91_4	Categorical	1	Strongly Disagree
			2	Disagree
			3	Somewhat Disagree
			4	Somewhat Agree
			5	Agree
			6	Strongly Agree

Please indicate your level of agreement with the following statements with regard to your ACADEM...-Challenges inspire me to succeed	Q_91_5	Categorical	1	Strongly Disagree
			2	Disagree
			3	Somewhat Disagree
			4	Somewhat Agree
			5	Agree
			6	Strongly Agree
Please indicate your level of agreement with the following statements with regard to your ACADEM...-I persist through obstacles I face	Q_91_6	Categorical	1	Strongly Disagree
			2	Disagree
			3	Somewhat Disagree
			4	Somewhat Agree
			5	Agree
			6	Strongly Agree
Please indicate your level of agreement with the following statements with regard to your ACADEM...-I pursue my goals despite past setbacks	Q_91_7	Categorical	1	Strongly Disagree
			2	Disagree
			3	Somewhat Disagree
			4	Somewhat Agree
			5	Agree
			6	Strongly Agree
Please indicate how often you do the following? (Answers should focus on professors in your first class of the week). So, if your first class of the week is Tuesday, then answer based on that class. - Talk with professors about academic matters inside of class.	Q_51_1	Categorical	1	Never
			2	Once this semester
			3	Once a month
			4	A few times a month
			5	Weekly
			6	Several times a week
Please indicate how often you do the following? (Answers should focus on professors in your first class of the week). So, if your first class of the week is Tuesday, then answer based on that class. - Talk with professors about academic matters outside of class.	Q_51_2	Categorical	1	Never
			2	Once this semester
			3	Once a month
			4	A few times a month
			5	Weekly
			6	Several times a week
Please indicate how often you do the following? (Answers should focus on professors in your first class of the week). So, if your first class of the week is Tuesday, then answer based on that class. -	Q_51_3	Categorical	1	Never
			2	Once this semester
			3	Once a month
			4	A few times a month
			5	Weekly

Talk with professors about course grade(s).			6	Several times a week
Please indicate how often you do the following? (Answers should focus on professors in your first class of the week). So, if your first class of the week is Tuesday, then answer based on that class. - Talk with professors about non-academic matters (e.g., personal, family, current events) outside of class.	Q_51_4	Categorical	1 2 3 4 5 6	Never Once this semester Once a month A few times a month Weekly Several times a week
Please respond to the following questions regarding campus services. : How often do you use the following services?-Career counseling	Q_34_1	Categorical	1 2 3 4 5 6	Never Once this semester Once a month A few times a month Weekly Several times a week
Please respond to the following questions regarding campus services. : How often do you use the following services?-Transfer services	Q_34_2	Categorical	1 2 3 4 5 6	Never Once this semester Once a month A few times a month Weekly Several times a week
Please respond to the following questions regarding campus services. : How often do you use the following services?-Academic advising	Q_34_3	Categorical	1 2 3 4 5 6	Never Once this semester Once a month A few times a month Weekly Several times a week
Please respond to the following questions regarding campus services. : How often do you use the following services?-Tutoring services	Q_34_4	Categorical	1 2 3 4 5 6	Never Once this semester Once a month A few times a month Weekly Several times a week
Please respond to the following questions regarding campus services. : How often do you use the following services?-School	Q_34_5	Categorical	1 2 3 4	Never Once this semester Once a month A few times a month

library			5	Weekly
			6	Several times a week
Please respond to the following questions regarding campus services. : How often do you use the following services?- Computer lab(s)	Q_34_6	Categorical	1	Never
			2	Once this semester
			3	Once a month
			4	A few times a month
			5	Weekly
			6	Several times a week

Appendix C

Name, Abbreviation, Type, and Coding of Covariates used in Logistic Regression				
Variables in Analyses	Abbreviation	Type	Coding Scheme	
Dependent Variable				
Minority Male Mentoring Program Participant	Q32	Categorical	1 0	Yes No
Independent Variables				
Factors Derived from Factor Analyses	Factors 1-N	Numerical	Scales	
Racial/Ethnic Group	Q2(Recorded)	Categorical	1 2 3 4	African American White Hispanic Other/Multi
Age	Q3Recorded)	Categorical	1 2	18-24 years old >24 years old
Annual Income	Q8(Recorded)	Categorical	1 2 3 4 5	Under 10,000 10,000-20,000 20,001-30,000 30,001-40,000 >40,001
High School GPA	Q9	Categorical	1 2 3 4 5 6 7	0.5 - 0.9 (F to D) 1.0 - 1.4 (D to C-) 1.5 - 1.9 (C- to C) 2.0 - 2.4 (C to B-) 2.4 - 2.9 (B- to B) 3.0 - 3.4 (B to A-) 3.5 - 4.0 (A- to A)

Educational Level	Q46_1	Categorical	1 2 3 4 5 6 7 8	Junior high GED High school Certificate Associates Bachelors Masters or Professional Doctorate
Sexual Identity	Q74	Categorical	1 2	Heterosexual "straight" Gay/Lesbian/ Other
Primary Educational Goal	Q21	Categorical	1 2 3 4 5 6 7	Transfer to four year institution Associates degree Certificate License certification Personal enjoyment or enrichment Update job skills Prepare for a new career
Number of Stressful Life Events	Q18	Categorical	1 2 3 4 5 6 7 8	None 1 2 3 4 5 6 7 or more
Enrollment Status	Q11	Categorical	1 2	Full-time (12 credits/units or more) Less than full-time (less than 12 credits/units)

Appendix D

Name, Abbreviation, Type, and Coding of Covariates used in Chi-Square Analyses

Survey Question	Abbreviation	Type	Coding	Descriptive
Most Likely to Occur Next Semester	Q14	Categorical	1-4	Not coming back BECAUSE I completed my goals PROBABLY not coming back Taking a break but will be back Coming back ABSOLUTELY coming back
On Track to Transfer	Q76(Recoded)	Categorical	0,1	No, Yes
On Track to Graduate	Q88(Recoded)	Categorical	0,1	No, Yes
College GPA	Q71(Recoded)	Categorical	1,2	0.5 - 1.9 2.0 – 4.0
Educational Level-Goal	Q46_2(Recoded)	Categorical	1-5	Certificate Associates Bachelors Masters or Professional Doctorate