



Comprehensive Fact Sheet Men of Color in Higher Education

GENERAL INFORMATION

- “About 6 in 10 recent high school graduates enrolled in college attended 4-year institutions. Of these students, 30.8 percent participated in the labor force, compared with 47.9 percent of recent graduates enrolled in 2-year colleges” (Bureau of Labor Statistics, 2013, p. 1).
- “Black youth not enrolled in school had an unemployment rate of 29.2 percent in October 2012, higher than the rates for their white (14.1 percent), Asian (13.9 percent), and Hispanic (17.8 percent) counterparts” (Bureau of Labor Statistics, 2013, p. 2).
- “According to the U.S. Census Bureau in 2011, for the first time in history, the majority of babies born in the U.S. are babies of color” (Holzman, 2012, p. 6).
- “The U.S. Census Bureau today released a set of estimates showing that 50.4 percent of our nation’s population younger than age 1 were minorities as of July 1, 2011” (United States Census, 2012).
- “Nationally, the most populous minority group remains Hispanics, who numbered 52 million in 2011; they also were the fastest growing, with their population increasing by 3.1 percent since 2010. This boosted the Hispanic share of the nation’s total population to 16.7 percent in 2011, up from 16.3 percent in 2010” (United States Census, 2012).
- “African-Americans were the second largest minority group in the United States, at 43.9 million in 2011 (up 1.6 percent from 2010)” (United States Census, 2012).
- “Minority students across America face harsher discipline, have less access to rigorous high school curricula, and are more often taught by lower-paid and less experienced teachers” (U.S. Department of Education, 2012).
- “African-American students, particularly males, are far more likely to be suspended or expelled from school than their peers. Black students make up 18% of the students in the CRDC sample, but 35% of the students suspended once, and 39% of the students expelled” (U.S. Department of Education, 2012).
- “Only 29% of high-minority high schools offered Calculus, compared to 55% of schools with the lowest black and Hispanic enrollment” (U.S. Department of Education, 2012).
- “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. Visions of them in urban high schools are almost universally negative – they are expected to be the perpetrators of school violence and at the bottom of every statistical metric of educational excellence. Viewing these young men through deficit-colored lenses sustains a depressing, one-sided narrative about their social and educational outlook” (Harper, 2014, p. 1).
- As Shawn Dove states, “What was also crystal clear to us was that we needed to be intentional in approaching our strategy with an asset-based mindset and messaging. Contrary to much of the public discourse, our vision for the work has been rooted in an understanding that there is nothing ‘wrong’ with Black boys in America, and that it is indeed misguided policies and inequitable practices that fuel racial disparities in public education” (as quoted in Harper, 2014, p. 3).
- “If our nation’s current demographic and educational attainment trends, exacerbated by these trends for minority males, continue, the general educational levels of Americans will decline, and the United States will be unable to attain our shared goals of leading the world with the highest proportion of students obtaining postsecondary degrees who are prepared to be engaged citizens and productive members of our nation’s workforce” (College Board, 2011c, p. 2).
- “Across race and ethnicity, the men of color in this study discussed being judged on the basis of their appearance — their choices of hairstyle, car, jewelry, and clothing — in addition to their gender, race, or ethnicity” (Gardenhire-Crooks, Collado, Martin, Castro, Brock, & Orr, 2010, p. 26).

HIGHER EDUCATION

- “Low-income whites are more likely to graduate with a Bachelor’s degree (23%) than low-income African Americans (12%) and Hispanics (13%)” (Carnevale & Strohl, 2013, p. 13).
- “The interaction between race and class creates the most powerful brew for limiting upward mobility and accelerating downward mobility in economic and educational status across generations” (Carnevale & Strohl, 2013, p. 37).
- “White, African-American, and Hispanic students from the top half of the nation’s high schools go to college at the same rate (90%). Among those who go to college, 70 percent of white students get a certificate, an Associate’s degree, or a Bachelor’s degree or better; 52 percent of African-American and 49 percent of Hispanic students attain those degrees” (Carnevale & Strohl, 2013, p. 31).
- “Regardless of SAT/ACT scores, whites have higher graduation rates for certificates and degrees (Associate’s, Bachelor’s, and graduate degrees) than equally qualified African Americans and Hispanics” (Carnevale & Strohl, 2013, p. 31).
- “There are 111,000 African Americans and Hispanics who graduate from the top half of the nation’s high schools but do not graduate college; 62,000 of them come from the bottom half of the family income distribution” (p. 29).
- “More than 111,000 African Americans and Hispanics who graduate from high school each year in the top half of their class do not achieve a two- or four-year degree within eight years” (Carnevale & Strohl, 2013, p. 11).
- “There are significant differences in outcomes among equally qualified whites, African Americans, and Hispanics that derive from the increasing relegation of African American and Hispanic students to the crowded, underfunded, open-access, two- and four-year colleges” (Carnevale & Strohl, 2013, p. 24).
- “The greatest divide in resources (as well as racial, ethnic, and class diversity) is between the most selective institutions and the open-access, two- and four-year schools” (Carnevale & Strohl, 2013, p. 24).
- “White students are increasingly concentrated today, relative to population share, in the nation’s 468 most well-funded, selective four-year colleges and universities while African-American and Hispanic students are more and more concentrated in the 3,250 least well-funded, open-access, two- and four-year colleges” (Carnevale & Strohl, 2013, p. 7).
- “Of the total 254,000 net new seats in the top 468 schools since 1995, 182,000, or 72 percent, of these seats went to white freshmen” (Carnevale & Strohl, 2013, p. 20).
- “Enrollment growth in the top 468 schools was 78 percent with white students capturing virtually all the growth, while 92 percent of the net new enrollments in open-access schools, where growth was just 21 percent, went to African American (48%) and Hispanic (44%) students” (Carnevale & Strohl, 2013, p. 17).
- “Since 1995, 82 percent of new white enrollments have gone to the 468 most selective colleges, while 72 percent of new Hispanic enrollment and 68 percent of new African-American enrollment have gone to the two-year and four-year open-access schools” (Carnevale & Strohl, 2013, p. 9).
- “The completion rate for the 468 most selective four-year colleges is 82 percent, compared with 49 percent for open-access, two- and four-year colleges. Virtually all of the increase in dropout rates and the slowdown in completions are concentrated in open-access colleges; in substantial part because they are too crowded and underfunded” (Carnevale & Strohl, 2013, p. 11).
- “African-American and Hispanic students with above average SAT/ACT scores graduate at a rate of 73 percent from the top colleges, compared with a graduation rate of 40 percent at the open-access schools” (Carnevale & Strohl, 2013, p. 27).
- “College readiness is important in explaining low completion rates, but the polarization of resources in the higher education system is one of the root causes of increasing college dropout rates and increasing time required to complete degrees” (Carnevale & Strohl, 2013, p. 11).
- “College readiness is clearly a factor in explaining differences in African-American and Hispanic students’ access to selective education. But this study’s data clearly show that race matters, even controlling for readiness — high-scoring African Americans and Hispanics go to college at the same rates as similarly high-scoring whites but drop out more often and are less likely to graduate with a Bachelor’s degree. This dynamic leads to a significant loss of talent . . . [at a] rate of more than half, 56 percent, of the top-scoring African Americans and Hispanics, which compares with a “loss” rate of 37 percent among the top-scoring white high school students” (Carnevale & Strohl, 2013, p. 29).
- “Racial and ethnic inequality diminishes significantly in the transition to graduate school. But postsecondary stratification limits Bachelor’s degree attainment among minorities, restricting them to the educational levels where inequality is strongest; even among whites, African Americans, and Hispanics with the same test scores” (Carnevale & Strohl, 2013, p. 33).
- “Polarization by race and ethnicity in the nation’s postsecondary system has become the capstone for K-12 inequality and the complex economic and social mechanisms that create it. The postsecondary system mimics and magnifies the racial and ethnic inequality in educational preparation it inherits from the K-12 system and then projects this inequality into the labor market” (Carnevale & Strohl, 2013, p. 7).
- “The education system is colorblind in theory. In fact, it operates, at least in part, as a systematic barrier to college for many minorities who finish high school unprepared for college. It also limits college and career

opportunities for many African Americans and Hispanics who are well prepared for higher education but tracked into crowded and underfunded colleges where they are less likely to develop fully or to graduate” (Carnevale & Strohl, 2013, p. 7).

- “The postsecondary system is more and more complicit as a passive agent in the systematic reproduction of white racial privilege across generations. More college completion among white parents brings higher earnings that fuel the intergenerational reproduction of privilege by providing more highly educated parents the means to pass their educational advantages on to their children. Higher earnings buy more expensive housing in the suburbs with the best schools and peer support for educational attainment. The synergy between the growing economic value of education and the increased sorting by housing values makes parental education the strongest predictor of a child’s educational attainment and future earnings. As a result, the country also has the least intergenerational educational and income mobility among advanced nations” (Carnevale & Strohl, 2013, p. 7-8).
- “The postsecondary system does not treat similarly qualified white and African-American or Hispanic students equally and thereby blunts individual opportunity and wastes valuable talent. Many African Americans and Hispanics are unprepared for college, but whites who are equally unprepared still get more postsecondary opportunities” (Carnevale & Strohl, 2013, p. 8).
- “However, the fastest-growing populations in the United States are those minority groups with the lowest levels of educational attainment” (The College Board, 2010, p. 18).
- “If current population trends and educational attainment levels continue, the average general educational level of Americans will probably decline by 2020” (The College Board, 2010, p. 18).
- “Across the board, young men are not persisting in school or achieving at the same levels as young women” (The College Board, 2010, p. 18).
- “The challenge of responding is most acute for the most disadvantaged men of color. At just about every stage of the educational pipeline, they lag behind minority women in terms of achievement, persistence, and school and college completion” (The College Board, 2010, p. 18).
- “As of 2009, 29.9 percent of young Americans aged 25-29 had obtained at least a bachelor’s degree, and an additional 7.9 percent had earned an associate degree” (Kim, 2011, p. 1).
- “The current bachelor’s degree attainment rate has shown only modest improvement in 20 years—it is up by 6.6 percentage points since 1990” (Kim, 2011, p. 1).
- “The younger generation in the United States no longer achieves a much higher level of education than its predecessors. As of 2009, 37.8 percent of US adults aged 25-29 had obtained at least an associate degree, only marginally higher than adults aged 30 and older (35.1 percent)” (Kim, 2011, p. 1).
- “No gains were observed for African Americans or Hispanics (24.7 percent versus 25.0 percent, and 17.9 percent versus 17.9 percent, respectively). (Kim, 2011, p. 1).
- Between 1990 and 2009 “the proportion of women enrolled in college increased from 32 percent to 46 percent” which represents “a percentage point increase almost three times as large as for young men (32 percent to 37 percent)” for those aged 18-24. (Kim, 2011, p. 2)
- “While close to 70 percent of high school graduates in the United States enroll in college within two years, only 57 percent graduate within six years. For low-income and minority students, the completion rate is closer to 45 percent” (US Department of Education, 2011, p. 13).
- “Of all racial/ethnic groups, African Americans and Hispanics showed the largest gender gaps in college enrollment rates” (Kim, 2011, p. 2).
- “In 2008, students of color represented 37 percent of the student body at two-year institutions, compared with 27 percent at four-year institutions” (Kim, 2011, p. 3).
- “The data show, in general, that women are outpacing men in college enrollment. It also demonstrates that the gender gap is even more pronounced for males of color” (Lee & Ransom, 2011, p. 34).
- “According to Solorzano, Villapando and Oseguera (2005), while more than 70 percent of Latinos want to transfer from two-year to four-year institutions, only 7 to 20 percent actually do” (Lee & Ransom, 2011, p. 54).
- “Among people aged 25 to 34, the percentage of women with a bachelor’s degree or higher was 35 percent compared with 27 percent of men” (Ryan & Siebans, 2012, p. 1).
- “Hispanics reported the lowest percentages overall of those with a high school diploma or equivalent and above—61 percent had completed high school or higher and 13 percent had completed at least a bachelor’s degree” (Ryan & Siebans, 2012, p. 5).
- “Non-Hispanic Whites reported the highest percentage of adults with at least a high school education (90%)” (Ryan & Siebans, 2012, p. 5).
- In 1947, 51% of 25-29 year olds had completed high school compared to 89% in 2009. (Ryan & Siebans, 2012, p. 4).
- “In August 2010, the unemployment rate for people with less than a high school diploma or GED was 13.3 percent, while the unemployment rate for people with an advanced degree was 4.1 percent” (Ryan & Siebans, 2012, p. 15).

- “Even Black and Latino young men who enter high school [in New York] with relatively high 8th-grade test scores are less likely than their White and Asian male counterparts to graduate or graduate college ready, suggesting that some divergence in outcomes actually begins in high school” (Villavicencio, A., Bhattacharya, D., & Guidry, B., 2013, p. ES-2).
- “[A]bout half of the Latino men and 43 percent of Black young men [in New York] who enrolled in post-secondary education went to a two-year college. By contrast, White and Asian men overwhelmingly enrolled in four-year institutions” (Villavicencio, A., Bhattacharya, D., & Guidry, B., 2013, p. 11).
- “[M]any [men of color] are dealing with dramatically different social experiences than the broader population of students — issues not considered in the current pipeline model of students progressing into the higher education system” (College Board, 2011b, p. 21).
- “Educational opportunity programs, intensive mentoring and intrusive services had a tremendous impact for many [men of color]” (College Board, 2011b, p. 33).
- “Engaging in campus activities and organizations, cultivating meaningful friendships and interpersonal relationships, and seeking help when necessary are some indicators of healthy psychosocial development for college students. College men are often reluctant to exhibit these behaviors because they are traditionally defined as feminine and conflict with lessons learned about masculinity prior to college” (Harris & Harper, 2008, p. 29).
- “The problem of reduced male representation in college is complicated by race; while men in every racial category are earning fewer college degrees now than ever before, some groups are faring better than others” (Perrakis, 2008, p. 15).
- “[S]ocial capital measures that reflect potential peer group and purpose-driven behavior in college are shown to be positive influences” (Sáenz, Perez, & Cerna, 2007, p. 10).

COMMUNITY COLLEGE SPECIFICALLY

- “When broken down into quartiles of underrepresented minority populations, the most racially isolated quarter of community colleges have student bodies in which almost two-thirds of students are from underrepresented minority groups” (The Century Foundation, 2013, p. 19).
- “Between 1994 and 2006, the white share of the community college population plummeted from 73 percent to 58 percent, while black and Hispanic representation grew from 21 percent to 33 percent, in part reflecting growing diversity in the population as a whole” (The Century Foundation, 2013, p. 20).
- “While Black students make up 12 percent of the community college student population, they comprise only 8 to 10 percent of four-year college enrollment” (Coley, 2000, p. 10).
- “Among students with an A average in high school, 30 percent of African-American and Hispanic students attend community college, compared to 22 percent of white students . . . Just by themselves, these separate pathways help to explain why minorities, especially African Americans, tend toward stopping out with certificates and Associate’s degrees, which then lead to large lifetime earnings deficits compared with similarly qualified students who attain Bachelor’s degrees or better” (Carnevale & Strohl, 2013, p. 30).
- “Less than 19 percent of whites stop with a certificate or an Associate’s degree compared with roughly 27 percent of African Americans and Hispanics” (Carnevale & Strohl, 2013, p. 11).
- According to this study, Latinos are more likely than white or African American students to enroll in community colleges than 4-year institutions. (Kurlaender, 2006, p. 10)
- Results from the study also suggest that “suggest that Latino students on the whole are much more likely to attend a community college than are African American or white students from similar socioeconomic backgrounds” (Kurlaender, 2006, p. 11).
- “Latino college students are more likely than their white peers to be financially disadvantaged. Thus, they may be more likely to choose institutions with low tuition and classes that can be scheduled around work and family commitments” (Kurlaender, 2006, p. 11).
- The study found that “the effect of prior academic achievement on attending a community college versus a four-year institution extends only to whites and African Americans” (Kurlaender, 2006, p. 12).
- “Research shows that community colleges remain the predominant entry point for postsecondary instruction among students of color, in particular, among African American students. Traditional theories of retention and involvement have been useful in providing a basis for current research but need to be developed further to uncover the interaction of factors—race, class, gender—that influence retention for diverse students in diverse institutions” (Perrakis, 2008, p. 16).

LATINOS AND LATINAS IN POSTSECONDARY EDUCATION

- “Throughout much of the 20th century, Latinos have been higher achievers in school than Latinas. Although achievement rates for both populations still lag behind those of other racial and ethnic groups, Latinas have

steadily increased their high school and college graduation rates over the last 20 years. They are now, on the whole, higher achievers than Latinos” (Cammarota, 2004, p. 53).

- Resistance in Latino/a youth influences whether or not Latino/a youth graduate high school and the level of their self-directed engagement in seeking out community and education programs. (Cammarota, 2004, p. 53).
- “Latinos have high participation rates in America’s labor force, but tend to work in jobs that pay low wages, provide low economic mobility, are less stable, and are more hazardous” (Maldonado & Farmer, 2006, p. 1).
- The gender gap begins with the 18-19-year-old cohort, but persists even in older age cohorts (Saenz & Ponjuan, 2009, p. 65).
- “Latinas earned a combined 140,080 associate’s or bachelor’s degrees in 2009, well over 52,700 more than their male counterparts” (Saenz & Ponjuan, 2011, p. 10).
- “Latina females numerically and proportionally outpace their male counterparts at all critical education transition points: High school completion, college enrollment, associate and undergraduate degree completion, and overall educational attainment within the general population” (Saenz & Ponjuan, 2011, p. 10).
- “Twenty years ago, there was little difference between Latino male and female students in their degree completion rates. Yet in 2009, 62 percent of bachelor’s degrees earned by Hispanics were earned by females, up from 50 percent in 1990. Similar gaps are evident for associate degrees: in 2009, Latina females were awarded 62.5 percent of these degrees among all Hispanics” (Saenz & Ponjuan, 2011, p. 9).
- “Latinos are a growing share of all degree recipients—13.2% among those with an associate degree and 8.5% among those who received a bachelor’s degree in 2010. Despite these gains, the Latino share among degree recipients significantly lagged their share among 18- to 24-year-old students enrolled in two-year colleges (21.7%) and four-year colleges and universities (11.7%) in 2010” (Fry & Lopez, 2012, p. 5).
- “Over the past four decades, the number of Hispanics graduating with either an associate or a bachelor’s degree has increased seven-fold, with growth outpacing that of other groups” (Fry & Lopez, 2012, p. 11).
- “While the number of Hispanics receiving a college degree has grown, the number of degrees conferred on Hispanics trails other groups. Among the 1.7 million bachelor’s degrees awarded in 2010, 71% were awarded to non-Hispanic whites, 10% to non-Hispanic blacks, and 7% to non-Hispanic Asian/Pacific Islanders” (Fry & Lopez, 2012, p. 12).
- “More than any other group, they access postsecondary education through community colleges. And, nearly half of Latinos in community colleges do not transfer to a four-year institution” (College Board, 2011a, p. 61).
- “Cultural awareness, competency, and engagement can help to more effectively link Latino students with an institution’s personal development and learning resources. Programs at postsecondary institutions that intentionally connect Latino leaders, community organizations, and families have to facilitate partnerships and have shown educational success for Latino students” (Excelencia in Education, 2013, p. 8).
- “[Latino] students have better odds of receiving their degree if they are surrounded by more Latina/o students on campus. What this may suggest is that when Mexican American male college students are at an institution where they see peers from the same cultural background as their own, this may be providing the essential cultural reinforcement they need to feel comfortable in their surrounding environment and to be successful in college” (Sáenz, Perez, & Cerna, 2007, p. 10).
- “First-generation Latino/a college students navigate the college environment in a unique manner. They do not recognize advisors as expert authorities, so they rely on peers and pamphlets to gain information. Their choices of information sources may eventually lead them to an academic crisis. It is only at this point that these students seek out advisors. These academic crises can be avoided, however, if institutional stakeholders are proactive and understand the process used by these students.” (Torres, Reiser, LePeau, Davis, & Ruder, 2006, p. 69).

BLACK MALES AND FEMALES IN POSTSECONDARY EDUCATION

- “In 2002, black men comprised only 4.3 percent of all students enrolled at institutions of higher education, the same as 1976” (Harper, 2006, p. vii).
- “Across all racial/ethnic groups, gender gaps in enrollment are widest among black students, with black women outnumbering their male counterparts by 27.2 percentage points” (Harper, 2006, p. vii).
- “Between 1977 and 2003, black male degree attainment increased by an average of 0.2 percentage points. The most significant gains were at the associate’s degree level” (Harper, 2006, p. vii).
- This study highlights the importance of community programs that assist parents of black males who have not attended college with information that would assist them in supporting their children with preparing for college (Harper, 2012, p. 19).
- This study promotes a positive approach to Black male student engagement, stressing that higher levels of responsibility should be placed on institutions for encouraging active engagement rather than deficit-oriented perspectives that rely on self-directed student engagement. (Harper, 2012, p. 5, 21).
- During the 2009-2010 academic year, students identifying as Black earned 12.4% of all associate degrees awarded (Knapp, Kelly-Reid, & Ginder, 2011).

- The gender gap is widest among Black students, with Black females earning 68.3% of associate degrees awarded to Black students compared to Black males, who earned 31.7% of these degrees (Knapp, Kelly-Reid, & Ginder, 2011).
- “. . . a key consideration for [African American] students is being connected to peers who will provide them with critical feedback related to not only their academic progress, but also their nonacademic progress” (Bonner & Bailey, 2006, p. 26).
- “The establishment of a positive identity for the African American male student is significant in that it serves as the foundation upon which the student can develop some sense of agency and in turn determine where he ‘fits’ within the academy” (Bonner & Bailey, 2006, p. 28).
- “The relative absence of African American men on college campuses lessens the opportunities for non-African Americans to engage in face-to-face interactions that provide experiential learning about the true nature of other people” (Cuyjet, 2006, p. 12).

References

- Bonner, F. A., & Bailey, K. W. (2006). *Enhancing the academic climate for African American men*. In M. J. Cuyjet (Ed.), *African American men in college*. San Francisco, CA: Jossey-Bass.
- Bureau of Labor Statistics. 2013. *College enrollment and work activity of 2011 high school graduates*. [Press Release]. Retrieved from <http://www.bls.gov/news.release/pdf/hsgsec.pdf>
- Cammarota, J. (2004). The gendered and racialized pathways of Latina and Latino youth: Different struggles, different resistances in the urban context. *Anthropology & Education Quarterly*, 35(1), 53-74.
- Carnevale, A. P. & Strohl, J. (2013). *Separate & unequal: How higher education reinforces intergenerational reproduction of White privilege*. Washington DC: Georgetown Public Policy Institute, Center on Education and the Workforce.
- Coley, R. J. (2000). *The American community college turns 100: A look at its students, programs, and prospects*. Policy Information Report. Princeton, NJ: Educational Testing Service.
- College Board. (2010). *The educational crisis facing young men of color: Reflections on four days of dialogue on the educational challenges of minority males*. Retrieved from <http://www.advocacy.collegeboard.org/sites/default/files/educational-crisis-facing-young-men-of-color.pdf>
- College Board (2011a). *The college completion guide: State policy guide, Latino edition*. Retrieved from http://media.collegeboard.com/digitalServices/pdf/advocacy/cca/latino/policy_guide_latino_2011.pdf
- College Board. (2011b). *The educational experience of young men of color: Capturing the student voice*. Retrieved from <http://youngmenofcolor.collegeboard.org/sites/default/files/downloads/EEYMC-StudentVoice.pdf>
- College Board. (2011c). *The educational experience of young men of color: Federal legal implications and policy guidance*. Retrieved from <http://youngmenofcolor.collegeboard.org/sites/default/files/downloads/EEYMC-LegalImplications.pdf>
- The Century Foundation. (2013). *Bridging the higher education divide: Strengthening community colleges and restoring the American Dream*. Retrieved from http://www.tcf.org/assets/downloads/20130523-Bridging_the_Higher_Education_Divide-REPORT-ONLY.pdf
- Cuyjet, M. J. (Ed.). (2006). *African American men in college*. San Francisco, CA: Jossey-Bass.
- Excelencia in Education (2013). *What works for Latino students in higher education*. Retrieved from <http://www.edexcelencia.org/research/2013-what-works-latino-students-higher-education>
- Fry, R. & Lopez, M. H. (2012). *Hispanic student enrollments reach new highs in 2011*. Retrieved from The Pew Hispanic Center's website: http://www.pewhispanic.org/files/2012/08/Hispanic-Student-Enrollments-Reach-New-Highs-in-2011_FINAL.pdf
- Gardenhire-Crooks, A., Collado, H., Martin, K., & Castro, A. with Brock, T. & Orr, G. (2010). *Terms of engagement: Men of color discuss their experiences in community college*. Retrieved from http://www.mdr.org/sites/default/files/full_527.pdf
- Harper, S. R. (2006). *Black male students at public flagship universities in the US: Status, trends, and implications for policy and practice*. Washington DC: Joint Center for Political and Economic Studies Health Policy Institute.
- Harper, S. R. (2012). *Black male student success in higher education: A report from the National Black Male College Achievement Study*. Philadelphia: University of Pennsylvania, Center for the Study of Race and Equity in Education.
- Harper, S. R. & Associates. (2014). *Succeeding in the city: A report from the New York City Black and Latino Male High School Achievement Study*. Philadelphia: University of Pennsylvania, Center for the Study of Race and Equity in Education.
- Harper, S. R., & Harris III, F. (2010). *College men and masculinities: Theory, research, and implications for practice*. San Francisco, CA: Jossey-Bass.
- Harris III, F., & Harper, S. R. (2008). Masculinities go to community college: Understanding male identity socialization and gender role conflict. In J. Lester (Ed.), *Gendered perspectives in community colleges: New Directions for Community Colleges*, (No. 142, pp. 25-35). San Francisco: Jossey-Bass.
- Holzman, M. (2012). *The urgency of now: The Schott 50 state report on public education and Black males*. Cambridge, MA: The Schott Foundation.
- Kim, Y. M. (2011). *Minorities in higher education: 2011 supplement*. Washington DC: American Council on Education.
- Knapp, L.G., Kelly-Reid, J.E., & Ginder, S.A. (2011). *Postsecondary institutions and price of attendance in the United States: 2010-11, Degrees and other awards conferred: 2009-10, and 12-month enrollment: 2009-10* (NCES 2011-250). Retrieved from National Center for Education Statistics website: <http://nces.ed.gov/pubsearch>

- Kurlaender, M. (2006). Choosing community college: Factors affecting Latino college choice. *New Directions for Community Colleges*, 2006(133), 7–16.
- Lee, J. M., & Ransom, T. (2011). *The educational experience of young men of color: A review of research, pathways, and progress*. Retrieved from College Board website: <http://youngmenofcolor.collegeboard.org/sites/default/files/downloads/EEYMC-ResearchReport.pdf>
- Maldonado, C. & Farmer, E. (2006). Examining Latinos involvement in the workforce and postsecondary technical education in the United States. *Journal of Career and Technical Education*. 22(2), 1-13.
- Perrakis, A. I. (2008). Factors promoting academic success among African American and white male community college students. *New Directions for Community Colleges*, 2008(142), 15-23.
- Ryan, C. & Siebans, J. (2012). *Educational attainment in the United States: 2009*. Retrieved from U.S. Census Bureau website: <http://www.census.gov/prod/2012pubs/p20-566.pdf>
- Sáenz, V. B., Perez, P., & Cerna, O. (2007). *Examining the pre-college attributes and values of Latina/o college graduates* (HERI Research Rep. No. 3). Los Angeles: UCLA, Higher Education Research Institute.
- Saenz, V. B. & Ponjuan, L. (2009). The vanishing Latino male in higher education. *Journal of Hispanic Higher Education*, 8(1), 54-89.
- Saenz, V. B. & Ponjuan, L. (2011). *Men of color: Ensuring the academic success of Latino males in higher education*. Retrieved from Institute of Higher Education Policy website: [http://www.ihep.org/assets/files/publications/m-r/\(Brief\) Men of Color Latinos.pdf](http://www.ihep.org/assets/files/publications/m-r/(Brief) Men of Color Latinos.pdf)
- Torres, V., Reiser, A., LePeau, L., Davis, L., & Ruder, J. (2006). A model of first generation Latino/a college students approach to seeking academic information. *NACADAS Journal*, 26(2), 65-70.
- U.S. Census. (2012). *Most children younger than age 1 are minorities*. Retrieved from <http://www.census.gov/newsroom/releases/archives/population/cb12-90.html>
- U.S. Department of Education. (2012). *New data from U.S. Department of Education highlights educational inequities around teacher experience, discipline and high school rigor*. Retrieved from <http://www.ed.gov/news/press-releases/new-data-us-department-education-highlights-educational-inequities-around-teache>
- U.S. Department of Education. (2011). *Winning the future: Improving education for the Latino community*. Retrieved from http://www.whitehouse.gov/sites/default/files/rss_viewer/WinningTheFutureImprovWinningTheFuture.pdf
- Villavicencio, A., Bhattacharya, D., & Guidry, B. (2013). *Moving the needle: Exploring key levers to boost college readiness among Black and Latino males in New York City*. Retrieved from Research Alliance for New York City Schools website: <http://media.ranycs.org/2013/014>