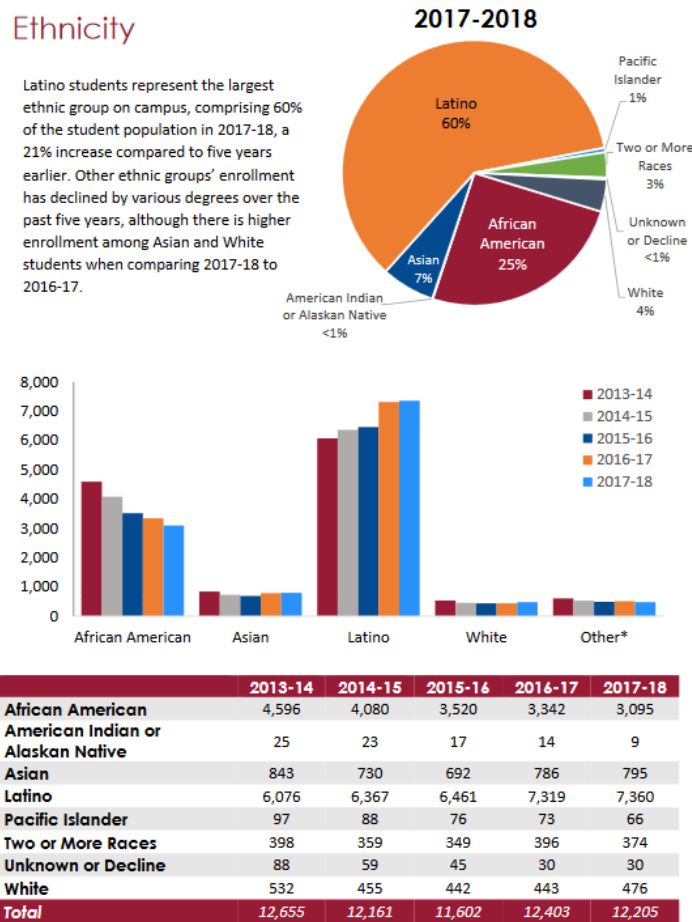# Men of Color Workgroup Recommendation – Brotherhood of Success
Christopher Perez, Student Activities Coordinator, Office of Student Life
December 6, 2019

Background:

In addressing the achievement gap for men of color, our own research and information paints a clear breakdown of barriers to their own educational success, both inside and outside the classroom.

First, looking at the ethnicity demographics of the campus (from our Annual Fact Book for 2017-2018) below, over 90% of the students on campus are people of color.

Ethnicity

Latino students represent the largest ethnic group on campus, comprising 60% of the student population in 2017-18, a 21% increase compared to five years earlier. Other ethnic groups' enrollment has declined by various degrees over the past five years, although there is higher enrollment among Asian and White students when comparing 2017-18 to 2016-17.

	2013-14	2014-15	2015-16	2016-17	2017-18
African American	4,596	4,080	3,520	3,342	3,095
American Indian or Alaskan Native	25	23	17	14	9
Asian	843	730	692	786	795
Latino	6,076	6,367	6,461	7,319	7,360
Pacific Islander	97	88	76	73	66
Two or More Races	398	359	349	396	374
Unknown or Decline	88	59	45	30	30
White	532	455	442	443	476
Total	12,655	12,161	11,602	12,403	12,205

From the same Fact Book, the ration of females to males is almost 2:1:

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Gender

Compton College has a proportionally large female student population. In 2017-18, 63% of students were female while 37% were male. The gender gap in enrollment has been relatively stable over the past five years.

2017-2018

Female 63%

Male 37%

Legend: 2013-14 · 2014-15 · 2015-16 · 2016-17 · 2017-18
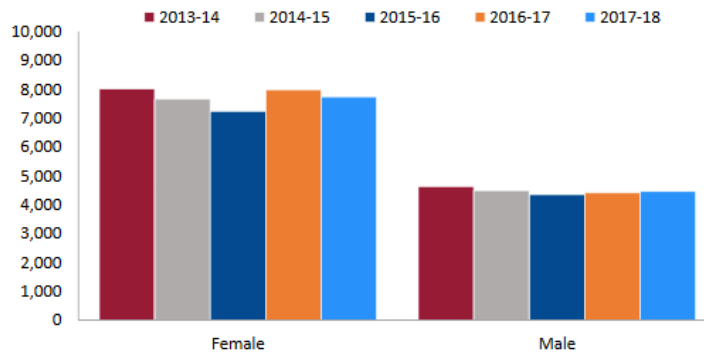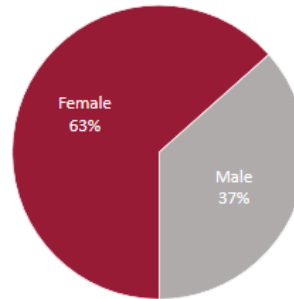
|	2013-14	2014-15	2015-16	2016-17	2017-18
Female	8,016	7,663	7,247	7,989	7,742
Male	4,639	4,496	4,355	4,413	4,462
Total	12,655	12,159	11,602	12,403	12,205

Moving from demographics, we still disparities affecting men of color across different success measures. In each measure, the underserved (low number) group refers to being male or a person of color. Combining these identities affects men of color across all levels and proves the barriers they face.
:

Success Measure	Underserved Student Group
Access	Males, Veterans
Course Completion	African-American, Pacific Islander, Foster Youth, Disabled
Basic Skills Completion/ESL	Pacific Islander, African-American, Native American/Alaska Native, Identified Disability
Degree and Certificate Completion	African-American, Latino
Transfer	All Compton College Students

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Here, we consider ethnicity/race for all of students. However, the two biggest student populations (African-American, Latino) have the bigger disparities in success and retention.
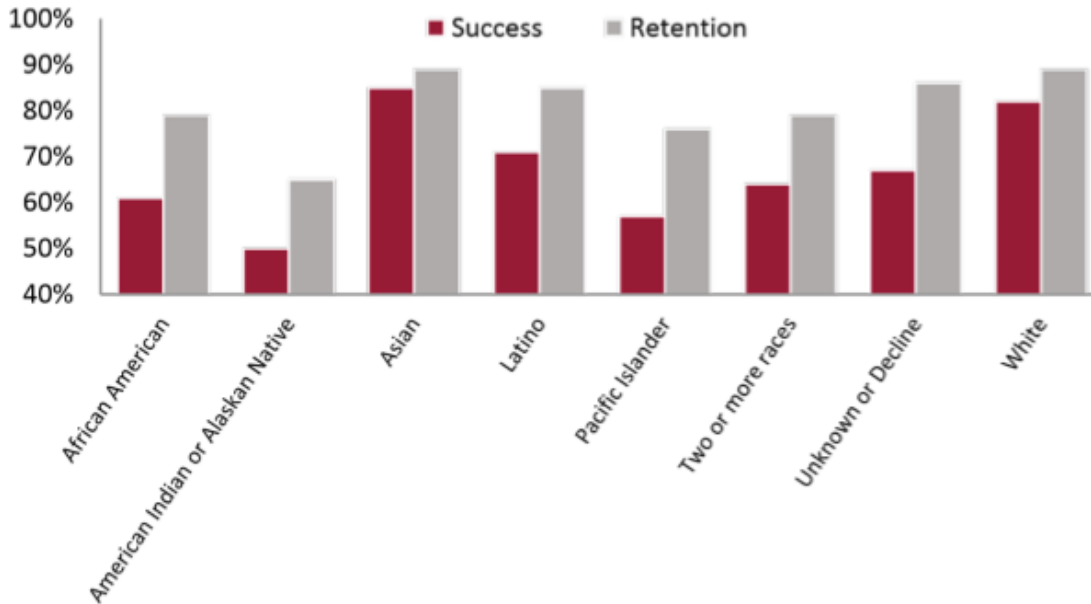
According to the Community College Success Measure (CCSM) for El Camino College Compton Center Report, we go deeper into specific variables that affect the men of color on campus. 'Immediate Concern' and 'Needs Attention' survey responses indicate participants disagreeing (in larger numbers) with the statement.

In comparing responses, men have difficulty having a positive racial identity.

Non-Cognitive Domain (cont.)		Asian		African American		Latino	
		Men	Women	Men	Women	Men	Women
Racial Affinity	Race is important to me	Immediate Concern	Acceptable	Acceptable	Acceptable	Immediate Concern	Acceptable
	Proud of my heritage	Needs Attention	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	Essential aspect of who I am	Immediate Concern	Acceptable	Needs Attention	Acceptable	Immediate Concern	Acceptable
	Strong connection to my community	Immediate Concern	Acceptable	Needs Attention	Acceptable	Immediate Concern	Needs Attention

Even female data was omitted, male have difficulty seeking and asking for help.

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Non-Cognitive Domain		Asian		African American		Latino	
		Men	Women	Men	Women	Men	Women
Help-Seeking	Asking for help	Immediate Concern	-	Needs Attention	-	Immediate Concern	-
	Accepting help	Immediate Concern	-	Acceptable	-	Needs Attention	-
	Following through with offered help	Immediate Concern	-	Acceptable	-	Needs Attention	-

One common perception of men is they must be the "breadwinner." Unfortunately, this data shows that belief is not related to higher education:

Non-Cognitive Domain (cont.)		Asian		African American		Latino	
		Men	Women	Men	Women	Men	Women
Breadwinner Orientation	Studying for classes is compatible with role	Immediate Concern	-	Needs Attention	-	Immediate Concern	-
	Going to classes is compatible with role	Immediate Concern	-	Needs Attention	-	Immediate Concern	-
	Being on campus is compatible with role	Immediate Concern	-	Needs Attention	-	Immediate Concern	-
	Being a college student is compatible with role	Immediate Concern	-	Immediate Concern	-	Immediate Concern	-

Each component listed above addresses and implements retention efforts to provide holistic support and co-curricular activities for student engagement for males of color.

Top Retention Factors Contributing to Effort/Focus

	Asian		African American		Latino	
	Men	Women	Men	Women	Men	Women
Breadwinner Orientation		-	√√√	-	√√√	-
Help-Seeking		-	√√√	-	√√√	-
School as a Gender Neutral Domain		-	√√√	-	√√√	-
Self-efficacy	√√√	√√√	√√√	√√√	√√√	√√√
Degree utility	√√√	√√√	√√√	√√√	√√√	√√√
Locus of Control	√√√	√√√	√√√	√√√	√√√	√√√
Intrinsic Interest	√√√	√√√	√√√	√√√	√√√	√√√
Racial Affinity				√√√	√√√	√√√

Note: √ Important √√ Very Important √√√ Extremely Important

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Recommendations:
Creating a retention and student success program focused on one's own identity development (ethnic/racial and gender) to support the mission and current initiatives of the campus. While a mentoring component is applicable to this recommendation, this program does not seek outside faculty/staff to serve within the Brotherhood. Participants will be Compton College students and will be seek relationships with (br)others in their cohort. The program is guided by the following:

A. Strategic Initiative:
   a. Objective 2: Minimize the equity gap for access, retention, and graduation rates
B. Equity Plan:
   a. Assessment of Progress for 2019-2022
      i. Increasing completion via a Men of Color Initiative for both African-American and Latino students.
      ii. Increase enrollment via a Men of Color Initiative for males.
C. Tartar Completion by Design
   a. Connection
      i. Can be used as a marketing campaign for prospective students as an additional student support program.
   b. Entry
      i. Program plan with an academic support component to ensure enrollment steps are completed for the campus and the Brotherhood of Success (BoS).
         1. Only current students are eligible to participate.
   c. Progress/Completion
      i. Brotherhood of Success requirements for eligibility
         1. Minimum GPA
         2. Minimum completed units per semester
         3. Updated education plan
      ii. Brotherhood of Success program plan to include identity development regarding race/ethnicity and gender (stereotypes, toxic masculinity, feminism, etc.)
   d. Transition
      i. Brotherhood of Success cohort model
         1. Starting and ending your educational path with your "brothers."
            a. Throughout the program, exploring the meaning of the motto, "Together as One"
      ii. BoS celebration and graduation at the end of each academic year.

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A Brotherhood of Success program should be planned and implemented for the fall 2020 semester. Its purpose is three-fold:

1) Short-term Goals:
    a. Bring awareness to participants about enrollment, completion, and academic/support programs on campus.
    b. Introduce participants to each other and the staff associated with the program.
    c. Introduce soft skills and professionalism topics for students.
    d. Provide academic success tips.
2) Mid-term Goals:
    a. Create collaboration opportunities and a sense of community for its participants.
    b. Implement service learning projects for all members to complete in the Compton community.
3) Long-term Goals:
    a. Curate participants' gender and ethnic/racial identity to align with their core values and a renewed definition of brotherhood.
    b. Promote retention and completion rates for current participants
        i. After first-year completion, use completion rates as marketing for the upcoming cohort.

Timeline:

The Brotherhood of Success program will be implemented in two phases.

1. Spring 2020
    a. Creation of logo
    b. Mission statement
    c. Student learning outcomes
    d. Faculty involvement (potential topics)
        i. Curriculum focused on ethnic/racial history, sociology and psychology concepts, and identity development
    e. Staff Involvement (potential topics)
        i. Professional communication, conflict resolution, time management, leadership style, interviewing
    f. Administration involvement (potential topics)
        i. Delegation, interviewing, conflict resolution
    g. Recruitment of students
    h. Logistics
2. Fall 2020
    a. Full implementation of spring 2020 concepts, initiatives, and student recruitment.

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Action Items:
Task: Brotherhood of Success Program Logistics
Person(s) Responsible: Men of Color Committee
Deadline: April 6, 2019
Status: Waiting on approval

Task: Recruitment of Students
Person(s) Responsible: Men of Color Committee
Deadline: May 30, 2019
Status: Waiting on approval

Task: Professional Development for students/program staff
Person(s) Responsible: Men of Color Committee
Deadline: April 6, 2019
Status: Waiting on approval

Task: Recruitment of faculty for topic presentation
Person(s) Responsible: Men of Color Committee
Deadline: April 6, 2019
Status: Waiting on approval

Budget Request:
Events: $25,500 - Ongoing
Annual Retreat - $8,000
Graduation - $12,000
Topanga Canyon Hike - $250
University Visits - $250

Transportation: $3,000 – Ongoing

Printed Materials: $300 - Ongoing
Brochures
Logo Design
Forms

Professional Development Training: $1,000 - Ongoing
Racial Microaggressions - $200
Supporting Men of Color in the Community College - $200
Teaching Boys and Young Men of Color - $200
Teaching Men of Color in the Community College - $200
Unconscious Bias - $200

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