

Community College Survey of Men (CCSM)



San Diego Mesa College Campus Report

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About the Minority Male Community College Collaborative (M2C3)

Mission

Our mission is to conduct research to inform practice that will enhance access, achievement, and success among underserved students in postsecondary education. Using the Community College Survey of Men (CCSM), we partner with community colleges across the nation to examine factors that influence student success for underserved students in postsecondary education.

Objectives

- To serve as a clearinghouse for federal, state, and institutional data on student outcomes;
- To conduct and disseminate empirical research on the experiences of students of color in the community college; and
- To facilitate institutional capacity to serve historically underserved students by supporting efforts to integrate assessment, evaluation, and sustainability planning into student success efforts

Project Team

Frank Harris III, EdD—Co-Director and Associate Professor
J. Luke Wood, PhD—Co-Director and Associate Professor
Marissa Vasquez Urias, EdD—Associate Director and Assistant Professor
Soua Xiong—Project Co-Coordinator
Angelica Palacios—Project Co-Coordinator
Nexi Delgado—Project Assistant
Hayley Weddle—Project Assistant
Vanessa Falcon—Graduate Research Assistant
Stephanie Mathew—Graduate Research Assistant
Jamal Mazyk—Graduate Research Assistant
Melissa Vang- Graduate Research Assistant

Contact Information

Minority Male Community College Collaborative (M2C3)
5500 Campanile Drive, EBA 229A
San Diego, CA 92182

www.m2c3.org
Email: m2c3@interwork.sdsu.edu

Community College Survey of Men (CCSM)

About the CCSM

The CCSM is a survey designed by the M²C³ as a comprehensive assessment tool for evaluating student success in community colleges, with a focus on students who have been historically underserved in postsecondary education. Information derived from the CCSM can be used for:

- Establishing benchmarks for key indicators of student success,
- Monitoring the experiences and performance of minority students, and
- Identifying issues in need of enhanced attention.

The CCSM was developed to examine predictors of community college student success. The CCSM's items and scales are specifically designed to measure experiences and factors directly impacting the success of community college students of color. These factors include: non-cognitive outcomes (e.g. locus of control, utility, academic self-efficacy), environmental factors (e.g. finances, family responsibilities), campus ethos (e.g. campus climate, perceptions of care), and identity (e.g. gender and race/ethnicity).

CCSM Methodology

Students were asked to participate in an anonymous survey to assess their experiences. Responses were collected from students via hardcopy surveys that were administered to randomly selected course sections during regularly scheduled classes.

The CCSM is comprised of 32 topical areas with multiple sub-questions. Background and environmental factor results are reported in the form of response percentages for each racial/ethnic group by gender. For the campus ethos domain, non-cognitive domain, and student outcomes, findings are categorized into three levels: acceptable, needs attention, or immediate concern. These classifications are derived from threshold scores established from inquiry across 60 community colleges using data derived from 12,000 students. Thresholds termed 'acceptable' represent instances where less than 20% of respondents indicate a level of 'disagreement' or frequency of 'never'. Respondents who report greater than 20% are termed 'needs attention,' while those indicating 30% or above are termed 'immediate concern'.

Data was collected from a random sample of 611 credit-seeking students who were enrolled at San Diego Mesa College during the Fall 2015 term. The demographic breakdown of the sample was as follows:

White Men: 21%	Mexicano Women: 9.3%
White Women: 11.1%	Latino (excluding Mexicano) Men: 5.9%
Asian Men: 10.8%	Latino (excluding Mexicano) Women: 4.3%
Asian Women: 8.2%	Multiethnic Men: 2.9%
African American Men: 4.3%	Multiethnic Women: 2.1%
African American Women: 4%	Other Men: 3.2%
Mexicano Men: 10.6%	Other Women: 2.3%

The small number of students who identified as Southeast Asian, South Asian, Pacific Islander, and Filipino required us to collapse these groups into the larger "Asian" category.

For the Campus Ethos, Non-Cognitive Domain, Student Outcomes, and Background Factors tables included in this report, data for White students includes only responses from low-income participants. This provides a stronger comparison to students from historically underserved racial backgrounds.

Campus Ethos Domain

Campus Ethos refers to students' perceptions of the campus climate and culture of the institution. Data collected includes: sense of belonging, connectedness to campus, access and efficacy of campus resources, and the presence of validating agents.

In the table below, findings for each item are presented as one of three levels (Acceptable, Needs Attention, or Immediate Concern). The levels were developed to call attention to particular findings for each racial/ethnic group. **“Needs Attention”** indicates that between 20-30% of students from a particular ethnic group disagreed with the item or marked ‘never’, and **“Immediate Concern”** indicates that over 30% of students disagreed with the item or marked ‘never’.

Notable Findings:

- Across all racial/ethnic groups and genders, a low percentage of students perceived that faculty held racial stereotypes about people from their racial/gender group.
- Across all racial/ethnic groups and genders, students demonstrated low levels of connection to campus.
- African American men demonstrated lower perceptions of faculty validation than all other students.
- Asian, African American, and Latino women demonstrated lower perceptions of sense of belonging with faculty than men from their racial/ethnic groups.
- African American women demonstrated lower perceptions of welcomeness from faculty to engage outside of the classroom compared to men and women from all other racial/ethnic groups.
- African American and Latino men demonstrated higher perceptions that campus services staff cared about them compared to men and women from other racial/ethnic groups.
- White and African American women had lower perceptions of access to and efficacy of support services than all other students.

Campus Ethos Domain		White		Asian		African American		Mexicano		Latino	
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Racial/ Gender Stereotypes	Professors hold stereotypes about my racial group	Accept.	Accept.	Accept.	Accept.	Accept.	Accept.	Accept.	Accept.	Accept.	Accept.
	Classmates hold stereotypes about my racial group	Needs Atten.	Immed. Concern	Needs Atten.	Immed. Concern	Needs Atten.	Accept.	Needs Atten.	Accept.	Needs Atten.	Accept.
	Staff hold stereotypes about my racial group	Needs Atten.	Immed. Concern	Needs Atten.	Needs Atten.	Needs Atten.	Needs Atten.	Needs Atten.	Accept.	Needs Atten.	Immed. Concern

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Campus Ethos Domain (cont.)		White		Asian		African American		Mexicano		Latino	
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Sense of Belonging with Faculty	Cares about my perspective in class	Needs Atten.	Immed. Concern	Accept.	Needs Atten.	Needs Atten.	Needs Atten.	Accept.	Needs Atten.	Accept.	Immed. Concern
	Values interacting with me	Needs Atten.	Immed. Concern	Accept.	Needs Atten.	Accept.	Needs Atten.	Needs Atten.	Accept.	Accept.	Immed. Concern
	Values my presence	Needs Atten.	Accept.	Accept.	Needs Atten.	Accept.	Needs Atten.	Immed. Concern	Accept.	Accept.	Immed. Concern
	Cares about my success	Needs Atten.	Needs Atten.	Accept.	Needs Atten.	Accept.	Accept.	Accept.	Accept.	Accept.	Needs Atten.
	Believes I belong here	Accept.	Accept.	Accept.	Needs Atten.	Accept.	Needs Atten.	Accept.	Needs Atten.	Accept.	Needs Atten.
Connection to Campus	Connection to other students	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Needs Atten.	Immed. Concern	Immed. Concern	Immed. Concern	Needs Atten.	Immed. Concern
	Connection to staff	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Needs Atten.	Immed. Concern
	Connection with professors	Immed. Concern	Needs Atten.	Immed. Concern	Needs Atten.	Needs Atten.	Immed. Concern	Needs Atten.	Needs Atten.	Accept.	Immed. Concern
	Connection to campus, overall	Needs Atten.	Immed. Concern	Needs Atten.	Needs Atten.	Needs Atten.	Immed. Concern	Immed. Concern	Needs Atten.	Needs Atten.	Accept.
Validation from Faculty	I have the ability to do the work	Accept.	Accept.	Accept.	Accept.	Immed. Concern	Needs Atten.	Needs Atten.	Needs Atten.	Immed. Concern	Accept.
	I can succeed in college	Accept.	Accept.	Needs Atten.	Needs Atten.	Immed. Concern	Needs Atten.	Needs Atten.	Immed. Concern	Needs Atten.	Accept.
	I belong at this institution	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Needs Atten.

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Campus Ethos Domain (cont.)		White		Asian		African American		Mexicano		Latino	
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Welcomeness to Engage Inside Class	Ask questions in class	Accept.	Needs Atten.	Accept.	Accept.	Accept.	Needs Atten.	Accept.	Accept.	Accept.	Needs Atten.
	Respond to questions during class	Accept.	Immed. Concern	Accept.	Accept.	Accept.	Accept.	Accept.	Accept.	Accept.	Accept.
	Participates in class discussions	Accept.	Needs Atten.	Accept.	Accept.	Accept.	Needs Atten.	Accept.	Accept.	Accept.	Accept.
	Inquires about class progress	Accept.	Immed. Concern	Needs Atten.	Accept.	Accept.	Needs Atten.	Immed. Concern	Needs Atten.	Accept.	Immed. Concern
	Talk before and after class	Accept.	Needs Atten.	Accept.	Accept.	Accept.	Needs Atten.	Needs Atten.	Needs Atten.	Accept.	Needs Atten.
	Visit them during office hours	Needs Atten.	Accept.	Accept.	Accept.	Accept.	Immed. Concern	Needs Atten.	Immed. Concern	Accept.	Immed. Concern
Welcomeness to Engage Outside of Class	Say "hello" outside of class	Needs Atten.	Immed. Concern	Accept.	Accept.	Accept.	Immed. Concern	Needs Atten.	Needs Atten.	Accept.	Needs Atten.
	Talk about academic matters	Accept.	Accept.	Accept.	Accept.	Accept.	Immed. Concern	Needs Atten.	Accept.	Accept.	Immed. Concern
	Talk about non-academic matters	Immed. Concern	Immed. Concern	Immed. Concern	Needs Atten.	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern
	Encouraged to ask for academic support	Accept.	Accept.	Accept.	Accept.	Needs Atten.	Immed. Concern	Needs Atten.	Needs Atten.	Accept.	Accept.
Service Care	Advising	Immed. Concern	Needs Atten.	Needs Atten.	Needs Atten.	Accept.	Accept.	Immed. Concern	Needs Atten.	Accept.	Accept.
	Career counseling	Immed. Concern	Needs Atten.	Needs Atten.	Needs Atten.	Needs Atten.	Needs Atten.	Immed. Concern	Accept.	Accept.	Needs Atten.
	Transfer services	Needs Atten.	Immed. Concern	Needs Atten.	Needs Atten.	Accept.	Accept.	Needs Atten.	Accept.	Accept.	Needs Attn.

Campus Ethos Domain (cont.)		White		Asian		African American		Mexicano		Latino	
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Service Care (cont.)	School Library	Needs Atten.	Needs Atten.	Needs Atten.	Needs Atten.	Accept.	Needs Atten.	Needs Atten.	Needs Atten.	Accept.	Accept.
	Computer Lab	Needs Atten.	Needs Atten.	Immed. Concern	Needs Atten.	Accept.	Needs Atten.	Needs Atten.	Needs Atten.	Accept.	Needs Atten.
	Tutoring	Accept.	Needs Atten.	Needs Atten.	Needs Atten.	Accept.	Needs Atten.	Accept.	Needs Atten.	Accept.	Needs Atten.
Service Access	Easy to access	Accept.	Immed. Concern	Needs Atten.	Immed. Concern	Accept.	Needs Atten.	Accept.	Needs Atten.	Accept.	Needs Atten.
	Know where to go for help	Needs Atten.	Immed. Concern	Accept.	Accept.	Accept.	Needs Atten.	Needs Atten.	Needs Atten.	Needs Atten.	Immed. Concern
	Available when I need them	Needs Atten.	Needs Atten.	Needs Atten.	Needs Atten.	Accept.	Immed. Concern	Needs Atten.	Accept.	Accept.	Accept.
Service Efficacy	Provide me with the help I need	Accept.	Accept.	Accept.	Accept.	Accept.	Accept.	Accept.	Accept.	Accept.	Accept.
	Accurate information	Accept.	Needs Atten.	Accept.	Accept.	Accept.	Needs Atten.	Accept.	Accept.	Accept.	Accept.
	Critical to my success	Needs Atten.	Needs Atten.	Accept.	Needs Atten.	Accept.	Needs Atten.	Accept.	Needs Atten.	Accept.	Accept.

Non-Cognitive Domain

Non-cognitive outcomes capture students' affective perceptions and responses to their educational experiences. Items include: intrinsic interest, academic self-efficacy, degree utility, locus of control, action control, masculine identities, and racial/ethnic affinity.

In the table below, findings for each item are presented as one of three levels (Acceptable, Needs Attention, or Immediate Concern). The levels were developed to call attention to particular findings for each racial/ethnic group. **“Needs Attention”** indicates that between 20-30% of students from a particular ethnic group somewhat agreed or disagreed with the item, or marked ‘never’, and **“Immediate Concern”** indicates that over 30% of students somewhat agreed or disagreed with the item, or marked ‘never’.

Notable Findings:

- African American men had higher percentages of students who felt school was compatible with their role as provider compared to men from other racial/ethnic groups.
- Across all racial/ethnic groups, men demonstrated low levels of comfort asking for and accepting help.
- African American men and women had higher percentages of students who agreed that they were proud of their heritage compared to their peers from other racial/ethnic groups.
- Across all racial/ethnic groups and genders, students demonstrated low levels of effort and focus on school.
- African American men demonstrated higher perceptions of locus of control compared to men and women from other racial/ethnic groups.

Non-Cognitive Domain		White		Asian		African American		Mexicano		Latino	
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Breadwinner Orientation	Studying for classes is compatible with role	Immed. Concern	-	Immed. Concern	-	Needs Atten.	-	Immed. Concern	-	Immed. Concern	-
	Going to classes is compatible with role	Immed. Concern	-	Immed. Concern	-	Needs Atten.	-	Immed. Concern	-	Immed. Concern	-
	Being on campus is compatible with role	Immed. Concern	-	Immed. Concern	-	Accept.	-	Immed. Concern	-	Immed. Concern	-
	Being a college student is compatible with role	Immed. Concern	-	Immed. Concern	-	Needs Atten.	-	Immed. Concern	-	Immed. Concern	-

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Non-Cognitive Domain (cont.)		White		Asian		African American		Mexicano		Latino	
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Help-Seeking	Asking for help	Immed. Concern	-	Immed. Concern	-	Immed. Concern	-	Immed. Concern	-	Immed. Concern	-
	Accepting help	Immed. Concern	-	Immed. Concern	-	Needs Atten.	-	Immed. Concern	-	Immed. Concern	-
	Following through with offered help	Immed. Concern	-	Immed. Concern	-	Immed. Concern	-	Immed. Concern	-	Immed. Concern	-
School as a Gender Neutral Domain	School is structured to serve both men and women	Immed. Concern	-	Needs Atten.	-	Immed. Concern	-	Needs Atten.	-	Immed. Concern	-
	School is equally important for both	Accept.	-	Needs Atten.	-	Accept.	-	Needs Atten.	-	Immed. Concern	-
	Men and women are equally capable	Needs Atten.	-	Accept.	-	Needs Atten.	-	Needs Atten.	-	Immed. Concern	-
Racial Affinity	Race is important to me	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Needs Atten.	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern
	Proud of my heritage	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Accept.	Needs Atten.	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern
	Essential aspect of who I am	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Needs Atten.	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern
	Strong connection to my community	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern
Action Control	Completely focused on school	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern
	Work as hard as I can	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern
	Put forth my best effort	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern
	Driven to be successful	Needs Atten.	Immed. Concern	Needs Atten.	Immed. Concern	Needs Atten.	Needs Atten.	Immed. Concern	Needs Atten.	Immed. Concern	Needs Atten.
Self Efficacy	Ability to excel	Accept.	Immed. Concern	Needs Atten.	Immed. Concern	Needs Atten.	Needs Atten.	Needs Atten.	Needs Atten.	Needs Atten.	Needs Atten.

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Non-Cognitive Domain (cont.)		White		Asian		African American		Mexicano		Latino	
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Self Efficacy (cont.)	Understand difficult concepts	Needs Atten.	Immed. Concern	Immed. Concern	Immed. Concern	Needs Atten.	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern
	Master the material in class	Needs Atten.	Immed. Concern	Immed. Concern	Immed. Concern	Needs Atten.	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern
	Confident in abilities	Needs Atten.	Immed. Concern	Immed. Concern	Immed. Concern	Accept.	Needs Atten.	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern
Degree Utility	Personal goals	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Needs Atten.	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern
	Financial security	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Needs Atten.	Needs Atten.	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern
	Job opportunities	Needs Atten.	Immed. Concern	Needs Atten.	Immed. Concern	Accept.	Needs Atten.	Needs Atten.	Immed. Concern	Needs Atten.	Needs Atten.
	Better life	Needs Atten.	Immed. Concern	Immed. Concern	Immed. Concern	Needs Atten.	Needs Atten.	Needs Atten.	Needs Atten.	Needs Atten.	Needs Atten.
Locus of Control	I will get good grades	Needs Atten.	Immed. Concern	Needs Atten.	Immed. Concern	Accept.	Needs Atten.	Needs Atten.	Needs Atten.	Needs Atten.	Immed. Concern
	I have full control	Needs Atten.	Immed. Concern	Immed. Concern	Immed. Concern	Accept.	Needs Atten.	Needs Atten.	Accept.	Needs Atten.	Immed. Concern
	I have the power	Needs Atten.	Immed. Concern	Needs Atten.	Immed. Concern	Accept.	Needs Atten.	Needs Atten.	Needs Atten.	Needs Atten.	Immed. Concern
	Success in my own hands	Needs Atten.	Immed. Concern	Accept.	Immed. Concern	Accept.	Needs Atten.	Needs Atten.	Needs Atten.	Needs Atten.	Immed. Concern
Intrinsic Interest	Enjoy learning	Needs Atten.	Immed. Concern	Immed. Concern	Immed. Concern	Needs Atten.	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern
	Class is interesting	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern
	Want to learn as much as I can	Needs Atten.	Immed. Concern	Immed. Concern	Immed. Concern	Needs Atten.	Immed. Concern	Needs Atten.	Needs Atten.	Needs Atten.	Immed. Concern
	Get totally absorbed in coursework	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern

Student Outcomes

Student Outcomes demonstrate students’ levels of academic integration and engagement, including: faculty-student engagement, usage of student services, transfer readiness, and persistence.

In the table below, findings for each item are presented as one of three levels (Acceptable, Needs Attention, or Immediate Concern). The levels were developed to call attention to particular findings for each racial/ethnic group. **“Needs Attention”** indicates that between 20-30% of students from a particular ethnic group disagreed with the item or marked ‘never’, and **“Immediate Concern”** indicates that over 30% of students disagreed with the item or marked ‘never’.

Notable Findings:

- With the exception of the library, students across all racial/ethnic groups reported low usage of campus services.
- A high percentage of male and female students across all racial/ethnic groups reported low levels of engagement with faculty, especially in regards to talking about academic and non-academic matters outside of class.
- A low percentage of students across all racial/ethnic groups and genders indicated that they believe they are on track to transfer to a four-year institution.
- A low percentage of students across all racial/ethnic groups and genders reported that they are absolutely coming back to San Diego Mesa College next semester.

Student Outcomes		White		Asian		African American		Mexicano		Latino	
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Service Use	Advising	Needs Atten.	Needs Atten.	Immed. Concern	Immed. Concern	Immed. Concern	Needs Atten.	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern
	Career counseling	Immed. Concern	Needs Atten.	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern
	Transfer services	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern
	School Library	Accept.	Needs Atten.	Accept.	Needs Atten.	Accept.	Accept.	Accept.	Accept.	Accept.	Accept.
	Computer Lab	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Needs Atten.	Needs Atten.	Immed. Concern	Immed. Concern	Needs Atten.	Immed. Concern
	Tutoring	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern

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Student Outcomes (cont.)		White		Asian		African American		Mexicano		Latino	
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Faculty Student Engagement	Talk about academic matters in class	Accept.	Accept.	Needs Atten.	Accept.	Needs Atten.	Needs Atten.	Needs Atten.	Needs Atten.	Accept.	Accept.
	Talk about academic matters outside class	Immed. Concern	Needs Atten.	Immed. Concern	Immed. Concern	Needs Atten.	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Needs Atten.
	Talk about non-academic matters outside class	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern
Outcome Measures	Talks about course grades	Needs Atten.	Accept.	Needs Atten.	Needs Atten.	Accept.	Needs Atten.	Needs Atten.	Accept.	Accept.	Accept.
	Transfer Readiness	Needs Atten.	Needs Atten.	Immed. Concern	Needs Atten.	Needs Atten.	Immed. Concern	Immed. Concern	Needs Atten.	Needs Atten.	Immed. Concern
	Anticipated Persistence	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Immed. Concern	Needs Atten.	Immed. Concern	Immed. Concern	Immed. Concern	Needs Atten.

Highlights for Faculty Members

The table below summarizes findings from the CCSM that are most relevant to faculty members. The CCSM asks respondents to report their experiences with and perceptions of faculty members. Below, we summarize responses that are correlates of students' engagement with faculty. Engagement with faculty refers to frequency of interactions with faculty in educationally meaningful ways.

Top Faculty Factors Contributing to Faculty-Student Engagement

	White		Asian		African American		Mexicano		Latino	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Racial Stereotype										
Belonging		√√								
Connection	√	√	√√√		√		√	√		
Validation	√√	√√√	√√√	√√√	√√√		√√√	√	√√	
Welcomeness (inside)										
Welcomeness (outside)					√√		√√	√√		

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

Racial Stereotype refers to students' perceptions of the degree to which faculty members hold negative stereotypes about students' racial/ethnic groups.

Belonging refers to students' perceptions of whether or not faculty members value and care about them. Perceiving that faculty members valued them was a correlate of engagement for White women.

Connection refers to students' perceptions of the degree to which they feel a connection with faculty on campus. Connection was a correlate of engagement with faculty for White, Asian, African American, and Mexicano men, as well as White and Mexicano women.

Faculty Validation indicates respondents' perceptions of the degree to which they receive positive validation from faculty. Three items in the CCSM were used to assess validation from faculty, including the number of faculty who communicate that students belong and have the ability to succeed. Faculty validation was a correlate of engagement with faculty across all racial/ethnic groups, with the exception of African American and Latino women.

Faculty Welcomeness (Inside) reflects the degree to which students believe that faculty members welcome their engagement inside of the classroom.

Faculty Welcomeness (Outside) reflects the degree to which students believe that faculty members welcome their engagement outside of the classroom. Items in the CCSM assessing faculty welcomeness outside the classroom include feeling welcome to say hello, talk with faculty about non-academic matters, and ask for academic support. Faculty welcomeness outside of the classroom was most correlated with engagement with faculty for African American and Mexicano men, as well as Mexicano women.

Highlights for Retention/Success Program Advisors

The table below summarizes findings from the CCSM that are relevant to retention/success program advisors. The CCSM asks respondents to report experiences and perceptions that are useful for informing retention activities. The table below summarizes responses that positively contribute to students' focus/effort in the college. Focus/effort refers to students' directed attention to their studies, coursework, or related academic matters.

Top Retention Factors Contributing to Effort/Focus

	White		Asian		African American		Mexicano		Latino	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
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

Breadwinner Orientation refers to students' perceptions on their role as providers, and the level to which going to class, studying, and being on campus is compatible with that role. Breadwinner Orientation was a correlate of effort/focus for Asian, Mexicano, and Latino men.

Help-Seeking Behavior refers to students' dispositions toward seeking help from support services and faculty. Three items in the CCSM were used to assess help-seeking behaviors, including comfort asking for help, utilizing support services, and following through on help offered. Help-seeking behavior was a correlate of effort/focus for all men, with the exception of African American students.

School as a Gender Neutral Domain refers to students' perceptions regarding whether or not school and academic endeavors are equally suited for women and men. School as a gender neutral domain was a correlate of effort and focus for all men.

Self-Efficacy reflects students' confidence in completing academic coursework successfully. Four items in the CCSM were used to assess self-efficacy, including students' belief in their ability to excel in class, and understand difficult concepts. Self-efficacy was a strong correlate of effort/focus for all students.

Degree Utility refers to students' perceptions of the worthwhileness of their collegiate endeavors. Degree Utility was a strong correlate of effort/focus for all students.

Locus of Control reflects students' perceived level of control over their academic futures. Locus of control was a correlate of effort/focus for all respondent groups, with the exception of White men.

Intrinsic Interest refers to students' authentic interest in academic matters. Four items in the CCSM were used to assess intrinsic interest, including enjoyment of learning and getting totally absorbed in coursework. Authentic interest in academic matters was a correlate of focus/effort for all racial/ethnic groups and genders, although less strong for Asian men.

Racial Affinity refers to students' perceived connection and positive feelings toward their racial/ethnic community. Racial Affinity was a correlate of focus/effort for Asian men and women, as well as African American women.

Highlights for Student Support Staff

The table below summarizes findings from the CCSM that are relevant to student services staff. The CCSM asks respondents to report their experiences with and perceptions of staff. Below, we summarize responses that contribute to students’ service use in college. Service use refers to students’ self- reported use of various campus services (e.g. advising, library, tutoring, etc.).

Top Student Services Factors Contributing to Service Use

	White		Asian		African American		Mexicano		Latino	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Access to Services	√√						√√√			
Efficacy of Services							√			
Staff Validation	√√√	√√√	√√√			√√√	√			
Staff Care		√√√								

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

Access to Services refers to student perceptions of having adequate access to campus services. Perceiving that services were accessible was a correlate of students’ service use for White and Mexicano men.

Efficacy of Services indicates the perceived efficacy of campus services in addressing student needs. Three items in the CCSM were used to assess service efficacy, including whether or not services provide needed help and accurate information. Service efficacy was a correlate of students’ service use for Mexicano men.

Staff Validation indicates respondents’ perceptions of the degree to which they receive positive validation from staff. Staff validation was a correlate of service use for White, Asian, and Mexicano men. Staff validation was a strong correlate of service use for White and African American women.

Staff Care reflects students’ perceptions of whether or not school professionals in service areas (e.g. tutoring, academic advising, library) care about their success. Staff care was a correlate of service use for White women.

Background Factors

Background factors refer to pre-college academic performance and demographic characteristics. Examples of background factors collected include: high school GPA, racial/ethnic identification, age, income, parents' level of education, educational aspirations, students' level of education, military affiliation, and enrollment rationale. The tables below depict response percentages by racial/ethnic group.

Notable Findings

- Across all racial/ethnic and gender groups, at least 85% of respondents were age 18-31 years old.
- Over 55% of students from each racial/gender group had High School GPAs of a 3.0 or higher. African American and Latino women were less likely to have a 3.5 or higher than their female peers from other racial/ethnic groups.
- The majority of students indicated that receiving a bachelor's degree or higher was their primary degree goal.
- White men and Latino women in the sample had a higher tendency to be enrolled full-time (12 credits or more) than their peers from other racial/ethnic groups.

		Men				
Respondent Age		White	Asian	African American	Mexicano	Latino
Under 18		1.6%		3.8%		
18-24		73.4%	69.7%	65.4%	81.5%	72.2%
25-31		9.4%	18.2%	19.2%	15.4%	16.7%
32-38		10.9%	7.6%	11.5%		11.1%
39-45		4.7%	3.0%		3.1%	
46-52			1.5%			
53-59						

		Women				
Respondent Age		White	Asian	African American	Mexicano	Latino
Under 18					1.8%	
18-24		80.0%	82.0%	70.8%	78.9%	88.5%
25-31		8.6%	16.0%	25.0%	15.8%	11.5%
32-38		5.7%			1.8%	
39-45		2.9%		4.2%	1.8%	
46-52			2.0%			
53-59		2.9%				

Community College Survey of Men, M²C³

	Men				
Military Affiliation	White	Asian	African American	Mexicano	Latino
None	84.4%	93.9%	92.3%	95.4%	83.3%
Veteran	12.5%	6.1%		3.1%	11.1%
Active Duty	3.1%		7.7%		
Reserve				1.5%	5.6%

	Women				
Military Affiliation	White	Asian	African American	Mexicano	Latino
None	100.0%	100.0%	95.8%	94.7%	96.2%
Veteran				5.3%	3.8%
Active Duty			4.2%		
Reserve					

	Men				
Sexual Orientation	White	Asian	African American	Mexicano	Latino
Heterosexual	100.0%	92.4%	100.0%	98.5%	94.4%
Gay/Lesbian		4.5%		1.5%	2.8%
Bisexual					
Non-Conforming		1.5%			
Other		1.5%			2.8%

	Women				
Sexual Orientation	White	Asian	African American	Mexicano	Latino
Heterosexual	94.3%	90.0%	87.5%	94.7%	92.3%
Gay/Lesbian		2.0%	4.2%	3.5%	
Bisexual	2.9%	2.0%	8.3%	1.8%	7.7%
Non-Conforming	2.9%	2.0%			
Other		4.0%			

Community College Survey of Men, M²C³

Men					
	White	Asian	African American	Mexicano	Latino
Annual Income					
Under \$10,000	56.3%	25.8%	19.2%	18.5%	30.6%
\$10,001-20,000	43.8%	19.7%	42.3%	24.6%	33.3%
\$20,001-30,000		22.7%	3.8%	18.5%	11.1%
\$30,001-40,000		12.1%	7.7%	9.2%	11.1%
\$40,001-50,000		7.6%	7.7%	12.3%	2.8%
\$50,001-60,000		4.5%	7.7%	4.6%	2.8%
\$60,001-70,000		1.5%	3.8%	3.1%	
\$70,001-80,000		1.5%	3.8%	4.6%	
\$80,001-90,000				1.5%	2.8%
\$90,001 - 100,000					5.6%
\$100,001 - 110,000				1.5%	
\$110,001 or more		4.5%	3.8%	1.5%	

Women					
	White	Asian	African American	Mexicano	Latino
Annual Income					
Under \$10,000	34.3%	24.0%	20.8%	29.8%	26.9%
\$10,001-20,000	65.7%	26.0%	33.3%	15.8%	11.5%
\$20,001-30,000		18.0%	8.3%	10.5%	11.5%
\$30,001-40,000		14.0%	12.5%	17.5%	19.2%
\$40,001-50,000		4.0%	4.2%	7.0%	11.5%
\$50,001-60,000		2.0%	4.2%	3.5%	3.8%
\$60,001-70,000		2.0%	12.5%	3.5%	3.8%
\$70,001-80,000		4.0%		1.8%	
\$80,001-90,000			4.2%	5.3%	3.8%
\$90,001 - 100,000				5.3%	3.8%
\$100,001 - 110,000		2.0%			3.8%
\$110,001 or more		4.0%			

Men					
	White	Asian	African American	Mexicano	Latino
High School GPA					
0.5 to 0.9 (F to D)	1.6%			1.5%	
1.0 to 1.4 (D to C-)			3.8%		
1.5 to 1.9 (C- to C)	9.4%		7.7%	1.5%	5.6%
2.0 to 2.4 (C to B-)	3.1%	12.1%	3.8%	15.4%	19.4%
2.4 to 2.9 (B- to B)	29.7%	18.2%	23.1%	26.2%	27.8%
3.0 to 3.4 (B to A-)	35.9%	43.9%	30.8%	44.6%	30.6%
3.5 to 4.0 (A- to A)	20.3%	25.8%	30.8%	10.8%	16.7%

Community College Survey of Men, M²C³

		Women				
		White	Asian	African American	Mexicano	Latino
High School GPA	0.5 to 0.9 (F to D)				1.8%	
	1.0 to 1.4 (D to C-)		4.0%			
	1.5 to 1.9 (C- to C)	2.9%	2.0%	8.3%	3.5%	7.7%
	2.0 to 2.4 (C to B-)	14.3%	4.0%	20.8%	12.3%	11.5%
	2.4 to 2.9 (B- to B)	20.0%	16.0%	12.5%	21.1%	19.2%
	3.0 to 3.4 (B to A-)	37.1%	46.0%	45.8%	35.1%	53.8%
	3.5 to 4.0 (A- to A)	25.7%	28.0%	12.5%	26.3%	7.7%

		Men				
		White	Asian	African American	Mexicano	Latino
Highest Degree Completed	Junior high	1.6%	1.5%		1.5%	
	GED	1.6%		11.5%	1.5%	5.6%
	High school	64.1%	69.7%	61.5%	63.1%	63.9%
	Certificate	14.1%	7.6%	7.7%	13.8%	8.3%
	Associates	14.1%	10.6%	15.4%	15.4%	16.7%
	Bachelors	3.1%	7.6%	3.8%	3.1%	2.8%
	Masters or Professional	1.6%	1.5%		1.5%	2.8%
	Doctorate		1.5%			

		Women				
		White	Asian	African American	Mexicano	Latino
Highest Degree Completed	Junior high				1.8%	
	GED					3.8%
	High school	42.9%	66.0%	66.7%	64.9%	53.8%
	Certificate	20.0%	12.0%	4.2%	7.0%	30.8%
	Associates	20.0%	10.0%	12.5%	19.3%	11.5%
	Bachelors	14.3%	8.0%	12.5%	7.0%	
	Masters or Professional	2.9%	4.0%	4.2%		
	Doctorate					

Community College Survey of Men, M²C³

Highest Degree Expected	Men				
	White	Asian	African American	Mexicano	Latino
Junior high		1.5%			
High school		4.5%		1.5%	
Certificate	4.7%	6.1%		3.1%	5.6%
Associates	9.4%	7.6%	11.5%	7.7%	2.8%
Bachelors	43.8%	59.1%	46.2%	47.7%	47.2%
Masters or Professional	29.7%	18.2%	30.8%	30.8%	27.8%
Doctorate	10.9%	3.0%	11.5%	9.2%	13.9%

Highest Degree Expected	Women				
	White	Asian	African American	Mexicano	Latino
Junior high				1.8%	3.8%
High school			4.2%		3.8%
Certificate	5.7%	4.0%	4.2%	1.8%	7.7%
Associates	25.7%	16.0%	8.3%	7.0%	15.4%
Bachelors	40.0%	54.0%	41.7%	56.1%	38.5%
Masters or Professional	20.0%	22.0%	29.2%	24.6%	19.2%
Doctorate	8.6%	4.0%	12.5%	8.8%	11.5%

Father's Highest Degree	Men				
	White	Asian	African American	Mexicano	Latino
Junior high	1.6%	1.5%		20.0%	11.1%
GED	3.1%	3.0%	7.7%	6.2%	
High school	21.9%	24.2%	30.8%	26.2%	22.2%
Certificate	3.1%	3.0%	15.4%	1.5%	5.6%
Associates	14.1%	16.7%	3.8%	7.7%	22.2%
Bachelors	21.9%	22.7%	15.4%	15.4%	11.1%
Masters or Professional	21.9%	15.2%	11.5%	10.8%	8.3%
Doctorate	1.6%		7.7%		2.8%
Unknown	10.9%	13.6%	7.7%	12.3%	16.7%

Community College Survey of Men, M²C³

Father's Highest Degree	Women				
	White	Asian	African American	Mexicano	Latino
Junior high	2.9%		4.2%	8.8%	3.8%
GED		6.0%		3.5%	7.7%
High school	22.9%	22.0%	20.8%	17.5%	15.4%
Certificate	11.4%	16.0%	12.5%	7.0%	3.8%
Associates		4.0%	16.7%	22.8%	15.4%
Bachelors	34.3%	20.0%	12.5%	14.0%	23.1%
Masters or Professional	11.4%	16.0%	16.7%	8.8%	11.5%
Doctorate	8.6%	2.0%	4.2%	1.8%	
Unknown	8.6%	14.0%	12.5%	15.8%	19.2%

Mothers highest degree	Men				
	White	Asian	African American	Mexicano	Latino
Junior high	1.6%	3.0%		18.5%	5.6%
GED	1.6%	1.5%	7.7%	6.2%	8.3%
High school	29.7%	24.2%	30.8%	20.0%	22.2%
Certificate	6.3%	10.6%	7.7%	4.6%	5.6%
Associates	14.1%	13.6%	23.1%	9.2%	8.3%
Bachelors	28.1%	22.7%	11.5%	16.9%	25.0%
Masters or Professional	10.9%	7.6%	7.7%	6.2%	11.1%
Doctorate	4.7%	7.6%	3.8%	4.6%	2.8%
Unknown	3.1%	9.1%	7.7%	13.8%	11.1%

Mothers highest degree	Women				
	White	Asian	African American	Mexicano	Latino
Junior high	2.9%	2.0%		7.0%	7.7%
GED		2.0%	4.2%	8.8%	3.8%
High school	25.7%	28.0%	12.5%	15.8%	15.4%
Certificate		10.0%	12.5%	12.3%	15.4%
Associates	17.1%	10.0%	37.5%	21.1%	
Bachelors	20.0%	24.0%	12.5%	15.8%	34.6%
Masters or Professional	20.0%	4.0%	12.5%	7.0%	11.5%
Doctorate	8.6%	6.0%	4.2%	3.5%	
Unknown	5.7%	14.0%	4.2%	8.8%	11.5%

Community College Survey of Men, M²C³

	Men				
Primary educational goal	White	Asian	African American	Mexicano	Latino
Transfer to a four year institution	73.4%	78.8%	76.9%	76.9%	83.3%
Associate's degree	7.8%	4.5%	7.7%	7.7%	8.3%
Certificate	3.1%	3.0%		1.5%	
License certificate	3.1%	7.6%	3.8%	4.6%	
Personal enjoyment or enrichment	6.3%				2.8%
Update job skills		3.0%		1.5%	
Prepare for a new career	4.7%	3.0%	11.5%	7.7%	5.6%

	Women				
Primary educational goal	White	Asian	African American	Mexicano	Latino
Transfer to a four year institution	80.0%	68.0%	83.3%	73.7%	73.1%
Associate's degree	5.7%	12.0%	8.3%	12.3%	7.7%
Certificate	2.9%	2.0%	4.2%		3.8%
License certificate	2.9%	2.0%			7.7%
Personal enjoyment or enrichment	2.9%	2.0%	4.2%	3.5%	3.8%
Update job skills		2.0%		1.8%	
Prepare for a new career	5.7%	12.0%		8.8%	3.8%

	Men				
Enrollment Intensity	White	Asian	African American	Mexicano	Latino
Full Time (12 credits/units or more)	79.7%	71.2%	65.4%	72.3%	69.4%
Less than full-time (less than 12 credits/units)	20.3%	28.8%	34.6%	27.7%	30.6%

	Women				
Enrollment Intensity	White	Asian	African American	Mexicano	Latino
Full Time (12 credits/units or more)	74.3%	72.0%	70.8%	61.4%	80.8%
Less than full-time (less than 12 credits/units)	25.7%	28.0%	29.2%	38.6%	19.2%

Environmental Domain and Outcomes

Environmental domain refers to factors external to the institution that have an impact on students' success in college. Data collected includes: marital status, number of dependents supported, stressful life events, employment status, and the amount of time spent caring for others. Outcomes demonstrate students' levels of academic integration and engagement, including: time spent studying, credits earned.

Notable Findings

- African American and Asian men in the sample were more likely to have dependents than their male peers from the other racial/ethnic groups. A higher percentage of African American and Latino women had dependents than their female peers from the other racial/ethnic groups.
- Many students in the sample indicated experiencing at least two stressful life events (e.g., divorce in family, loss of job, eviction, incarceration, death in family) within the last two years. A higher percentage of African American and Mexicano women reported experiencing three or more stressful life events within the last two years than their female peers.
- Across all racial/ethnic groups, a higher percentage of women spent time caring for others compared to their male peers.

		Men				
Number of Dependents		White	Asian	African American	Mexicano	Latino
None		85.9%	74.2%	73.1%	80.0%	80.6%
One		7.8%	16.7%	11.5%	10.8%	8.3%
Two		3.1%	3.0%	7.7%	3.1%	5.6%
Three		1.6%	4.5%		3.1%	5.6%
Four			1.5%		1.5%	
Five plus		1.6%		7.7%	1.5%	

		Women				
Number of Dependents		White	Asian	African American	Mexicano	Latino
None		77.1%	78.0%	66.7%	78.9%	65.4%
One		11.4%	18.0%	25.0%	15.8%	26.9%
Two		2.9%	4.0%	4.2%	1.8%	3.8%
Three		5.7%		4.2%	3.5%	3.8%
Four						
Five plus		2.9%				

Community College Survey of Men, M²C³

Number of Stressful Events in past year	Men				
	White	Asian	African American	Mexicano	Latino
None	12.5%	12.1%	23.1%	13.8%	11.1%
One	17.2%	27.3%	11.5%	21.5%	30.6%
Two	20.3%	19.7%	23.1%	29.2%	19.4%
Three	25.0%	16.7%	19.2%	13.8%	19.4%
Four	12.5%	7.6%	7.7%	7.7%	11.1%
Five	6.3%	10.6%	3.8%	3.1%	8.3%
Six	1.6%		3.8%	4.6%	
Seven or more	4.7%	6.1%	7.7%	6.2%	

Number of Stressful Events in past year	Women				
	White	Asian	African American	Mexicano	Latino
None	11.4%	16.0%	12.5%	21.1%	23.1%
One	34.3%	16.0%	20.8%	10.5%	26.9%
Two	25.7%	24.0%	20.8%	28.1%	15.4%
Three	11.4%	22.0%	33.3%	19.3%	15.4%
Four	8.6%	14.0%		10.5%	7.7%
Five	2.9%	2.0%	12.5%	5.3%	11.5%
Six	5.7%				
Seven or more		6.0%		5.3%	

Working off Campus (hours per week)	Men				
	White	Asian	African American	Mexicano	Latino
None	25.0%	40.9%	15.4%	26.2%	27.8%
1-5	7.8%	9.1%	11.5%	12.3%	2.8%
6-10	9.4%	4.5%	3.8%	9.2%	8.3%
11-15	4.7%	7.6%	3.8%	4.6%	13.9%
16-20	6.3%	4.5%	15.4%	12.3%	5.6%
21-25	18.8%	10.6%	3.8%	7.7%	5.6%
26-30	9.4%	6.1%	11.5%	3.1%	11.1%
31-35	9.4%	3.0%	15.4%	4.6%	11.1%
36-40	7.8%	6.1%	7.7%	10.8%	5.6%
41 or more	1.6%	7.6%	11.5%	9.2%	8.3%

Community College Survey of Men, M²C³

Working off Campus (hours per week)	Women				
	White	Asian	African American	Mexicano	Latino
None	14.3%	40.0%	29.2%	21.1%	19.2%
1-5	8.6%	10.0%	8.3%	12.3%	23.1%
6-10	17.1%	6.0%	12.5%	7.0%	19.2%
11-15	11.4%	10.0%	12.5%	7.0%	7.7%
16-20	8.6%	6.0%	4.2%	14.0%	3.8%
21-25	20.0%	8.0%	8.3%	10.5%	7.7%
26-30	5.7%	2.0%		5.3%	7.7%
31-35	8.6%	10.0%		7.0%	
36 or more	5.7%	4.0%	20.8%	10.5%	7.7%
41 or more		4.0%	4.2%	5.3%	3.8%

Caring for others	Men				
	White	Asian	African American	Mexicano	Latino
None	73.4%	68.2%	80.8%	64.6%	66.7%
1-5	9.4%	13.6%	11.5%	23.1%	8.3%
6-10	3.1%	6.1%		7.7%	13.9%
11-15	3.1%	1.5%		1.5%	5.6%
16-20	3.1%	1.5%		1.5%	
21-25	3.1%	4.5%			5.6%
26-30					
31-35	1.6%	4.5%	3.8%		
36-40	3.1%				
41 or more			3.8%	1.5%	

Caring for others	Women				
	White	Asian	African American	Mexicano	Latino
None	31.4%	62.0%	58.3%	52.6%	57.7%
1-5	22.9%	8.0%	12.5%	17.5%	11.5%
6-10	20.0%	4.0%	16.7%	10.5%	15.4%
11-15	2.9%	16.0%	8.3%	5.3%	3.8%
16-20	5.7%	4.0%	4.2%	5.3%	7.7%
21-25	5.7%	4.0%		3.5%	3.8%
26-30	5.7%			3.5%	
31-35	2.9%				
36-40	2.9%	2.0%		1.8%	
41 or more	31.4%	62.0%	58.3%	52.6%	57.7%

Community College Survey of Men, M²C³

		Men				
		White	Asian	African American	Mexicano	Latino
Commuting	None	40.6%	31.8%	46.2%	41.5%	38.9%
	1-5	25.0%	22.7%	23.1%	27.7%	13.9%
	6-10	9.4%	18.2%	15.4%	13.8%	25.0%
	11-15	4.7%	9.1%	3.8%	4.6%	16.7%
	16-20	9.4%	3.0%		3.1%	2.8%
	21-25	7.8%	3.0%	3.8%	1.5%	2.8%
	26-30		4.5%		1.5%	
	31-35		1.5%	3.8%	1.5%	
	36-40	1.6%			1.5%	
	41 or more	1.6%	6.1%	3.8%	3.1%	

		Women				
		White	Asian	African American	Mexicano	Latino
Commuting	None	20.0%	26.0%	25.0%	28.1%	7.7%
	1-5	31.4%	30.0%	41.7%	33.3%	42.3%
	6-10	20.0%	22.0%	12.5%	12.3%	15.4%
	11-15	14.3%	2.0%	4.2%	12.3%	15.4%
	16-20	2.9%	6.0%		3.5%	11.5%
	21-25	2.9%	2.0%	8.3%	1.8%	
	26-30	5.7%	2.0%		3.5%	3.8%
	31-35		4.0%			3.8%
	36-40		2.0%		1.8%	
	41 or more	2.9%	4.0%	8.3%	3.5%	

		Men				
		White	Asian	African American	Mexicano	Latino
Varsity Sports	Not an athlete	93.8%	95.5%	76.9%	92.3%	94.4%
	Softball/Baseball	1.6%	1.5%			2.8%
	Swimming/Diving		1.5%	3.8%		
	Volleyball			7.7%		2.8%
	Track and Field		1.5%		1.5%	
	Football			3.8%	1.5%	
	Soccer	1.6%		7.7%	3.1%	
	Other	1.6%			1.5%	

Community College Survey of Men, M²C³

	Women				
Varsity Sports	White	Asian	African American	Mexicano	Latino
Not an athlete	97.1%	96.0%	83.3%	91.2%	96.2%
Softball/Baseball				1.8%	
Swimming/Diving				5.3%	
Volleyball					3.8%
Track and Field			12.5%		
Football					
Soccer	2.9%			1.8%	
Other		4.0%	4.2%		

	Men				
Time Spent Studying (hours per week)	White	Asian	African American	Mexicano	Latino
None	3.1%	3.0%	11.5%	9.2%	2.8%
1-5	17.2%	30.3%	19.2%	36.9%	30.6%
6-10	28.1%	27.3%	38.5%	16.9%	25.0%
11-15	25.0%	22.7%	7.7%	20.0%	5.6%
16-20	14.1%	7.6%	3.8%	12.3%	19.4%
21-25	1.6%	1.5%			2.8%
26-30	4.7%	1.5%	3.8%	1.5%	5.6%
31-35	4.7%	1.5%	3.8%	1.5%	2.8%
36-40	1.6%	1.5%	7.7%		
41 or more		3.0%	3.8%	1.5%	5.6%

	Women				
Time Spent Studying (hours per week)	White	Asian	African American	Mexicano	Latino
None	8.6%	12.0%	8.3%	7.0%	11.5%
1-5	28.6%	22.0%	37.5%	38.6%	26.9%
6-10	17.1%	26.0%	33.3%	15.8%	30.8%
11-15	17.1%	22.0%		14.0%	15.4%
16-20	14.3%	4.0%	12.5%	14.0%	11.5%
21-25	5.7%	4.0%	4.2%	5.3%	3.8%
26-30		4.0%		1.8%	
31-35	5.7%	6.0%	4.2%	3.5%	
36-40					
41 or more	2.9%				

Community College Survey of Men, M²C³

Men					
	White	Asian	African American	Mexicano	Latino
Credits Earned					
None yet	4.7%	12.1%	19.2%	18.5%	8.3%
1 to 14 credits	14.1%	12.1%	11.5%	10.8%	13.9%
15 to 29 credits	17.2%	22.7%	15.4%	9.2%	30.6%
30 to 44 credits	26.6%	27.3%	23.1%	15.4%	22.2%
45 to 60 credits	20.3%	13.6%	11.5%	21.5%	8.3%
61 credits or more	17.2%	12.1%	19.2%	24.6%	16.7%

Women					
	White	Asian	African American	Mexicano	Latino
Credits Earned					
None yet	11.4%	10.0%	20.8%	21.1%	23.1%
1 to 14 credits	14.3%	20.0%	8.3%	17.5%	30.8%
15 to 29 credits	25.7%	26.0%	33.3%	17.5%	26.9%
30 to 44 credits	22.9%	18.0%	20.8%	19.3%	7.7%
45 to 60 credits	11.4%	16.0%	12.5%	8.8%	11.5%
61 credits or more	14.3%	10.0%	4.2%	15.8%	