Strategies for Historically Underrepresented Minorities

59% of Indiana’s high school graduating class of 2019 enrolled in college within one year. This declined two percentage points from the 2018 cohorts’ enrollment rate.1 Black and Hispanic/Latino students had the lowest percentages of enrollment among all subgroups.2


Source: Indiana Commission for Higher Education
Note: The Commission for Higher Education defines the “Small Populations” group to include students who identify as Native American/Alaskan Native, Native Hawaiian, and Two or more races. These groups are combined due to small populations and data suppression.
Nine Ways Colleges Should Support Underrepresented Students  
(The Century Foundation)

This article shares nine changes that schools and colleges can make to foster students’ identity safety and success. This is a summary of a longer report, which can be found [here](#).

Three Lessons for Boosting Postsecondary Education and Wages in Black-majority Cities  
(Brookings Institution)

This report focuses on the seven cities previously profiled by Brookings: Detroit; Nashville, Tenn.; Tulsa, Okla.; Richmond, Va.; Philadelphia; Mobile, Ala.; and St. Louis. In this piece, Brookings highlights three lessons from their research and spotlights the city of St. Louis as a case study in equitable development.

Advancing Diversity and Inclusion in Higher Education  
(U.S. Department of Education)

In addition to reviewing data and research regarding higher education attainment for students of color, this report features leadership examples from various states around the Country. The highlighted practices begin on page 35 of the report.

### Strategies for Male Students of Color

American men are leaving higher education in such great numbers that women now far exceed men in terms of the number of students enrolled in college. At the close of the 2020–21 academic year, women made up 59.5% of college students, an all-time high, and men 40.5%, according to enrollment data from the National Student Clearinghouse. U.S. colleges and universities had 1.5 million fewer students. There have been a decreasing numbers of male students across all races and ethnicities enrolling in and completing both two- and four-year college programs.

In Indiana, male students have tended to have lower rates of college enrollment. Just 51% of 2019 male graduates enrolled in higher education within 1 year, lower than both the state rate of 59% and the rate for female students of 65%. In Indiana this is especially true for rural, White (46%), and Hispanic/Latino (37%), and Black male students (43%). News reports featuring male students throughout the country highlight the pressure to provide for their families immediately after high school, which has become even more acutethe economic impacts of the COVID-19 pandemic. Additionally, hands-on programs that enrolled more men were less adaptable to virtual instruction, accelerating stop outs.

### College Enrollment by Gender, U.S.: 2010-2020

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>12M</td>
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<td>2012</td>
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<td>8M</td>
<td>6M</td>
</tr>
<tr>
<td>2020</td>
<td>7M</td>
<td>5M</td>
</tr>
</tbody>
</table>

Source: Brookings Institution
Below are some resources with strategies to help encourage and increase male students across Indiana to pursue higher education:

- **North Carolina Community Colleges Minority Male Success Initiative**: The Minority Male Success Initiative (MMSI) was developed to address and increase the progression and completion rates of minority male students and designed to strengthen minority male student outcomes by encouraging participation and collaboration among student participants and institutional departments. To accomplish this mission, community colleges can:
  - Provide integrated and targeted supports and interventions when they are most effective.
  - Aid student’s progress through programs that lead to valuable credentials, without unnecessary detours.
  - Assist students in making informed decisions which results in understanding the requirements and processes to succeed.

- **100 Males to College**: Created by the Massachusetts Department of Education, this program leverages community and campus resources in a collective impact model so that public higher education institutions, school districts, community and business partners, and political leadership work together to provide additional targeted supports for these young people. Elements of the program include:
  - Designating mentors and success coaches provided by high schools, community groups and/or higher education institutions;
  - Participation in at least one dual enrollment course;
  - Ongoing, in-school support;
  - Participation in financial aid literacy and college and career planning seminars;
  - Strength-based, courageous conversations about race/gender/income/equity issues and other issues that impact neighborhoods and families;
  - Full day and overnight visits to local campuses; and
  - Family engagement activities and opportunities.

- **Texas Education Consortium for Male Students of Color**: The Consortium focuses on improving educational outcomes for Latino and African-American male students by connecting partners across educational sectors. Consortium member are part of a statewide learning community that is committed to implementing and sustaining effective research-based policies, programs, and practices focused on increasing individual success and postsecondary completion for male students of color. Learn more about the Consortium’s goals, objectives, and strategies [here](#).

- **Empowering Men of Color in Higher Education**: This report examines the psychological, social, and cultural Factors contributing to enrollment and degree attainment for men of color across the country. It also provides strategies for programing to address the complex needs of men of color, including (but not limited to):
  - Provide exposure to careers, internships, and graduate school;
  - Identify strengths and utilize asset-based rather than deficit-based approaches when working with men of color. Practitioners should be mindful of internal stereotypes and deficit-perspectives held about men of color;
  - Challenge and redefine traditional ideas of masculinity;
  - Create culturally engaging campuses; and
  - Institute mentorship programs with institutional agents and peer-advising.

College enrollment has steadily declined following the Great Recession, with total enrollment among both men and women decreasing each year from 2012 to 2020. But many more women than men were enrolling in college when rates began to fall in 2012 … and the gender gap in enrollment is widening.

The gap in college enrollment … is just one part of the story. Men are also less likely to graduate high school in the first place and less likely to complete college after enrolling... At every level, men are graduating at lower rates than women.

Source: Brookings Institution
College-Going Rates by Race/Ethnicity and Gender, Indiana: 2019

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>75%</td>
<td>70%</td>
</tr>
<tr>
<td>Black</td>
<td>56%</td>
<td>43%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>56%</td>
<td>42%</td>
</tr>
<tr>
<td>Small Populations</td>
<td>62%</td>
<td>49%</td>
</tr>
<tr>
<td>White</td>
<td>68%</td>
<td>53%</td>
</tr>
</tbody>
</table>

Source: Indiana Commission for Higher Education

Note: The Commission for Higher Education defines the “Small Populations” group to include students who identify as Native American/Alaskan Native, Native Hawaiian, and Two or more races. These groups are combined due to small populations and data suppression.

Sources