Men of Color at UNM: An Overview of Student Data

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Data... Insight... Impact
Special Thanks

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The full collection of education maps and data can be downloaded from [http://cepr.unm.edu](http://cepr.unm.edu).
Scope of the Study

The UNM student performance data contained in this report is the result of CEPR analysis for the UNM Office of Institutional Research. We examined data on a wide range of student success indicators by race/ethnicity and gender from high school to UNM.

Limitations

While most student data are not reported by race/ethnicity and gender, there are opportunities to better understand the challenges Men of Color face at UNM through the analysis of performance student data. This is not intended to be a comprehensive report about the status of Men of Color, although the report provides an overview and serves as a point to spark meaningful discussion.
The theme of this Men of Color Initiative (MOCI) Forum is “Who’s got our back?” This report helps identify what men of color are “facing” during their educational experiences. The purpose of this report is to provide the opportunity to speak beyond the data with adequate information on hand. We aim to offer evidence that can contribute to producing positive educational outcomes for all students. This report will reveal the levels of educational disparities that are common amongst diverse student populations. As America continues to become a more diverse Nation, it is critical to make certain education trends visible in our society.
There are a number of possible ways to dissect student data. We selected only a few key success indicators that begin to tell a story about Men of Color at UNM.

- High School Completion Rates
- CNM Success Rates
- Student Transfer Experiences

- UNM Student Performance
  - IS Course Participation
  - Matriculation to a College
  - Retention
  - GPA
  - 6-Year Graduation Rates
APS Four-Year High School Graduation Rate, All Students, Class of 2011

According to the Alliance for Excellent Education, there are nearly 2000 high schools nationally that graduate less than 60% of their students within four years. These schools disproportionately produce 51% of the nation’s dropouts.

APS has four high schools with less than a 60% graduation rate.

Source: NM Public Education Department, 4-Year Cohort High School Graduation Rate, Class of 2011. Data were unavailable for Atrisco Heritage Academy High School, which did not have a graduating class in 2011. Alliance for Excellent Education statistics taken from http://www.all4ed.org/about_the_crisis/schools/dropout.
High School Graduation Rates for the 2011 Cohort, By Race/Ethnicity

Statewide
- Caucasian: 73.2%
- Hispanic: 59.3%
- American Indian: 60.1%
- African American: 56.0%
- Asian: 77.7%

Albuquerque Public Schools
- Caucasian: 75.2%
- Hispanic: 59.5%
- American Indian: 45.7%
- African American: 55.5%
- Asian: 77.7%

Source: NM Public Education Department, 4-Year Cohort High School Graduation Rate
High School Graduation Rates for the 2011 Cohort, By Gender

Statewide:
- Female: 67.8%
- Male: 58.6%

Albuquerque Public Schools:
- Female: 68.6%
- Male: 58.3%

Source: NM Public Education Department, 4-Year Cohort High School Graduation Rate
The success rate measures each cohort of new students taking nine or more credit hours who are successful after three years. Success is defined as earning a degree, earning a certificate, or transferring. (Data for students from Atrisco Heritage Academy and Volcano Vista were unavailable.)
Transfer Student Survey

African American Ethnicity x Gender

Common Trends Males/Females
• Communication with advisors
• Get involved
• Utilization of family and friends

Differences Between African American Males/Females
• Males relied on self more often
• Females used more additional resources
• Females mention using faculty members more
• Females spoke more about working on campus

Source: UNM University Advisement Center Transfer Initiative conducted by Dr. Joy Griffin and Vanessa Harris in October 2010.
Transfer Student Survey

American Indians

Ethnicity x Gender

Common Trends Males/Females
• Communication with advisor
• Get involved
• Use Centers

Differences Between American Indians Males/Females
• Males relied on self more often
• Females joined Greek organizations more
• Females mentioned working on campus more
• Males mentioned using CAPS more
• Males used VA services

Source: UNM University Advisement Center Transfer Initiative conducted by Dr. Joy Griffin and Vanessa Harris in October 2010.
Transfer Student Survey

Asian Ethnicity x Gender

Common Trends Males/Females
- Communication Advisor
- Start transfer process early
- Keep up with paperwork
- Get Involved

Differences Between Asian Males/Females
- Males relied on self more often
- Females used more additional resources
- Females mentioned using faculty members more
- Males volunteered more as student tutors

Source: UNM University Advisement Center Transfer Initiative conducted by Dr. Joy Griffin and Vanessa Harris in October 2010.
Transfer Student Survey

Hispanic Ethnicity x Gender

Common Trends Males/Females
• More advanced Advising
• Used Online Resources
• Bounced around too much
• Get Involved
• Had to work

Differences Between Hispanic Males/Females
• Females used advisement more
• Females enjoyed TNT more
• Females joined Greek Organization more
• Males used their spouses more
• Males used peers more
• Males asked for less support than females

Source: UNM University Advisement Center Transfer Initiative conducted by Dr. Joy Griffin and Vanessa Harris in October 2010.
Transfer Student Survey

Other

Ethnicity x Gender

Common Trends Males/Females
  • Designated transfer advisors
  • Self-motivated to find answers
  • Too much bureaucracy

Differences Between Other Males/Females
  • Males joined Greek Organizations more
  • Males felt that there was too much bureaucracy in the process
  • Females felt the process was painful

Source: UNM University Advisement Center Transfer Initiative conducted by Dr. Joy Griffin and Vanessa Harris in October 2010.
Percentage of Students Attending New Mexico Colleges Who Took Remedial Courses, 2000-2009, By Sending High School

Source: “Ready For College? A Report on New Mexico’s High School Graduates Who Take Remedial Courses In College,” June 2010, New Mexico Office of Education Accountability. Data were unavailable for Volcano Vista & Atrisco Heritage Academy.
UNM Introductory Studies Course Participation Rates, by Race/Ethnicity and Gender for 2006-2011 Cohorts

Overall, women have higher educational achievement rates than males. This is not the case for pre-college course participation at UNM.

Source: UNM Office of Institutional Research. The IS participation rate is the percentage of first-time, full-time, degree seeking students who enrolled in one or more IS courses (English 100, Math 100, and Reading 100) at UNM.
Matriculation to a Degree-Granting College by 5th Semester

Source: UNM Office of Institutional Research. The mean matriculation is the average percentage of first-time, full-time, degree seeking students who transferred from University College to a Degree-Granting College.
Matriculation to a Degree-Granting College by 6th Semester

Source: UNM Office of Institutional Research. The mean matriculation is the average percentage of first-time, full-time, degree seeking students who transferred from University College to a Degree-Granting College.
Matriculation to a Degree-Granting College by 7th Semester

Source: UNM Office of Institutional Research. The mean matriculation is the average percentage of first-time, full-time, degree seeking students who transferred from University College to a Degree-Granting College.
Female Student Retention by Race/Ethnicity

Source: UNM Office of Institutional Research. The retention rates are for first-time, full-time, degree seeking students, enrolled between 2002-2011.
Male Student Retention by Race/Ethnicity

Source: UNM Office of Institutional Research. The retention rates are for first-time, full-time, degree seeking students, enrolled between 2002-2011.
Mean GPA By Race/Ethnicity and Gender for 2006-2011 Cohorts

Source: UNM Office of Institutional Research. The mean Grade Point Averages (GPAs) are for first-time, full-time, degree seeking students, enrolled between 2002-2011.
Male Student GPA, by Race/Ethnicity and Gender, for 2006-2011 Cohorts

Source: UNM Office of Institutional Research. The mean Grade Point Averages (GPAs) are for first-time, full-time, degree seeking students, enrolled between 2002-2011.
Female Student GPA, by Race/Ethnicity and Gender, for 2006-2011 Cohorts

Source: UNM Office of Institutional Research. The mean Grade Point Averages (GPAs) are for first-time, full-time, degree seeking students, enrolled between 2002-2011.
UNM Students Who Graduated in 6 Years for 2002-2011 Cohorts

Source: UNM Office of Institutional Research. The six-year graduation rate is the percentage of first-time, full-time, degree seeking students each Fall semester who graduate with a Bachelors degree or PharmD degree, or who are enrolled in the fourth fall of the PharmD Program within six years (this is the definition of Graduation Rate as reported to the Federal Department of Education IPEDS system).
Female UNM Students Who Graduated in 6 Years for 2002-2011 Cohorts

Source: UNM Office of Institutional Research. The six-year graduation rate is the percentage of first-time, full-time, degree seeking students each Fall semester who graduate with a Bachelors degree or PharmD degree, or who are enrolled in the fourth fall of the PharmD Program within six years (this is the definition of Graduation Rate as reported to the Federal Department of Education IPEDS system).
Male UNM Students Who Graduated in 6 Years for 2002-2011 Cohorts

Source: UNM Office of Institutional Research. The six-year graduation rate is the percentage of first-time, full-time, degree seeking students each Fall semester who graduate with a Bachelors degree or PharmD degree, or who are enrolled in the fourth fall of the PharmD Program within six years (this is the definition of Graduation Rate as reported to the Federal Department of Education IPEDS system).
UNM Six-Year Graduation Rate,
by Sending High School

Source: UNM Office of Institutional Research. The six-year graduation rate is the percentage of first-time, full-time, degree seeking students each Fall semester who graduate with a Bachelors degree or PharmD degree, or who are enrolled in the fourth fall of the PharmD Program within six years (this is the definition of Graduation Rate as reported to the Federal Department of Education IPEDS system). The data reported here are for the 2004 student cohort.
What Are These Data Missing?

There are a number of indicators that can be examined through student performance data, although what is truly missing from this report is your story.

Many questions remain:

- What are the experiences for Men of Color at UNM?
- Are there experiences or challenges unique to Men of Color and how can our campus address them?
- How do Men of Color describe the institutional receptivity at UNM?
- What are the sources of academic motivation and aspiration for Men of Color at UNM?
- What is the role of faculty, staff, and peers in supporting Men of Color?
- What are the participation or engagement levels and pattern for Men of Color with campus support programs and services?
What Do These Data Mean?

“If current population trends and educational attainment levels continue, the general education levels of Americans will decline; American society will likely see an increase in the proportion of the population with less than a high school diploma, while witnessing a decline in the proportion graduation from high school, after high school, entering college or attaining an associate degree of higher.”

- College Board

How do we change this story at UNM?
For More Information

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