

# **Community College Survey of Men (CCSM)**



## **Santa Monica College Campus Report**

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## **Community College Survey of Men (CCSM)**

Minority Male Community College Collaborative (M<sup>2</sup>C<sup>3</sup>)

### **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 historically underrepresented and underserved men 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 men in postsecondary education.

#### **Objectives**

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

#### **Project Team**

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## 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 male student success in community colleges, with a focus on men who have been historically underrepresented and underserved in 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 male 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 men of color. These factors include: non-cognitive outcomes (e.g. locus of control, utility, academic self-efficacy), environmental factors (e.g. finances, transportation, family responsibilities), campus ethos (e.g. campus climate, perceptions of care), and identity (e.g. gender and race/ethnicity).

### CCSM Methodology

Male 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. 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 prior inquiry across 60 community colleges using data derived from 12,000 men. Thresholds termed 'acceptable' represent instances where less than 20% of respondents indicate a level of 'disagreement' or frequency of 'never' across response categories. 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 946 male credit-seeking students who were enrolled at Santa Monica College during the Spring 2015 term.

The racial/ethnic breakdown of the sample was as follows:

White, 21.6%	Latino (excluding Mexicano), 18.1%
Asian, 23.3%	Middle Eastern, 5.5%
African American, 6.1%	Multiethnic, 6.0%
Mexicano, 14.1%	Other, 5.2%

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, and Student Outcomes tables included in this report, data for White, Middle Eastern, and Other students includes only responses from low-income participants. This provides a stronger comparison to students from historically underrepresented racial backgrounds.

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**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**

- The age distribution illustrated significant diversity. African American men had higher percentages of students aged 32 years and older. In contrast, high percentages of Asian, Mexicano, Latino and Multiethnic men were 18-24 years old.
- Asian and White students in the sample had higher High School GPAs, with 68% of White students and 70% of Asian students earning above a 3.0. In contrast, 37% of African American students and 40% of Mexicano students reported above a 3.0 High School GPA.
- The majority of students indicated that receiving a bachelor's degree or higher was their primary degree goal.
- African American, Mexicano, and Latino men in the sample had a lower tendency to be enrolled full-time (12 credits or more) than their peers from other racial/ethnic groups.

Respondent Age	White	Asian	African American	Mexicano	Latino	Middle Eastern	Other	Multi-ethnic
Under 18		1.2%		.9%		8.3%		
18-24	68.6%	82.0%	65.2%	90.6%	84.6%	66.7%	87.5%	82.2%
25-31	20.0%	11.6%	15.2%	5.7%	11.0%	16.7%		13.3%
32-38	7.1%	2.9%	4.3%	1.9%	3.7%	8.3%	6.3%	2.2%
39-45	1.4%	1.2%	2.2%					
46-52		.6%	8.7%	.9%			6.3%	
53-59	1.4%	.6%	2.2%		.7%			
60-66	1.4%		2.2%					2.2%

Military Affiliation	White	Asian	African American	Mexicano	Latino	Middle Eastern	Other	Multi-ethnic
None	95.7%	87.9%	91.3%	96.2%	96.3%	100.0%	93.8%	95.6%
Veteran	4.3%	6.9%	8.7%	1.9%	2.9%		6.3%	2.2%
Active Duty		3.4%						
Reserve		1.7%		1.9%	.7%			2.2%

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Sexual Orientation	White	Asian	African American	Mexicano	Latino	Middle Eastern	Other	Multi-ethnic
No Answer		.6%						
Heterosexual	90.0%	89.7%	89.1%	95.3%	89.0%	83.3%	100.0%	80.0%
Gay/Lesbian	7.1%	6.3%	4.3%	1.9%	5.1%	16.7%		8.9%
Bisexual		.6%	4.3%	.9%	2.2%			2.2%
Non-Conforming	1.4%	2.9%	2.2%	.9%	1.5%			4.4%
Other	1.4%			.9%	2.2%			4.4%

Annual Income	White	Asian	African American	Mexicano	Latino	Middle Eastern	Other	Multi-ethnic
Under \$10,000	50.0%	25.2%	53.5%	21.0%	29.0%	83.3%	62.5%	29.5%
\$10,001-20,000	50.0%	13.5%	25.6%	23.8%	20.6%	16.7%	37.5%	29.5%
\$20,001-30,000		11.0%	2.3%	21.0%	19.8%			9.1%
\$30,001-40,000		8.6%	2.3%	14.3%	14.5%			4.5%
\$40,001-50,000		6.7%	4.7%	5.7%	2.3%			2.3%
\$50,001-60,000		9.2%		5.7%	5.3%			6.8%
\$60,001-70,000		4.3%	9.3%	2.9%	.8%			2.3%
\$70,001-80,000		4.3%	2.3%	1.0%	2.3%			4.5%
\$80,001-90,000		2.5%		2.9%	2.3%			
\$90,001 or more		14.7%		1.9%	3.1%			11.4%

Hgh School GPA	White	Asian	African American	Mexicano	Latino	Middle Eastern	Other	Multi-ethnic
0.5 to 0.9 (F to D)		1.8%						
1.0 to 1.4 (D to C-)	1.5%	2.4%	2.3%	2.0%	.7%			
1.5 to 1.9 (C- to C)	6.2%	4.9%	11.6%	8.8%	8.2%			4.7%
2.0 to 2.4 (C to B-)	7.7%	5.5%	23.3%	18.6%	18.7%	9.1%	6.3%	16.3%
2.4 to 2.9 (B- to B)	16.9%	15.9%	25.6%	30.4%	31.3%	9.1%	50.0%	32.6%
3.0 to 3.4 (B to A-)	43.1%	36.0%	23.3%	30.4%	26.1%	45.5%	25.0%	30.2%
3.5 to 4.0 (A- to A)	24.6%	33.5%	14.0%	9.8%	14.9%	36.4%	18.8%	16.3%

Highest Degree Completed	White	Asian	African American	Mexicano	Latino	Middle Eastern	Other	Multi-ethnic
Junior high		1.1%						
GED	1.4%	2.3%	4.4%		.7%		6.7%	2.2%
High school	72.5%	79.9%	86.7%	91.4%	88.1%	90.9%	86.7%	84.4%
Certificate	10.1%	5.7%	6.7%	4.8%	3.7%	9.1%		4.4%
Associates	2.9%	5.2%		1.9%	3.7%		6.7%	4.4%
Bachelors	11.6%	5.2%	2.2%	1.9%	3.7%			2.2%
Masters or Professional		.6%						2.2%
Doctorate	1.4%							

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Highest Degree Expected	White	Asian	African American	Mexicano	Latino	Middle Eastern	Other	Multi-ethnic
Junior high		1.7%					6.3%	
High school	1.4%	1.7%	2.2%					
Certificate	5.8%	.6%	2.2%	3.8%	1.5%			2.2%
Associates	7.2%	5.8%	15.2%	7.5%	5.9%		6.3%	13.3%
Bachelors	27.5%	42.8%	28.3%	39.6%	40.7%	45.5%	37.5%	35.6%
Masters or Professional	43.5%	35.8%	32.6%	36.8%	33.3%	18.2%	43.8%	33.3%
Doctorate	14.5%	11.6%	19.6%	12.3%	18.5%	36.4%	6.3%	15.6%

Father's Highest Degree	White	Asian	African American	Mexicano	Latino	Middle Eastern	Other	Multi-ethnic
Junior high	3.0%	5.6%	2.9%	43.8%	19.6%	9.1%	15.4%	10.0%
GED	3.0%	3.1%	2.9%	4.1%	5.4%			
High school	20.9%	27.3%	48.6%	37.0%	44.6%	18.2%	30.8%	42.5%
Certificate	4.5%	1.9%		2.7%	4.3%	9.1%	15.4%	7.5%
Associates	11.9%	9.9%	5.7%	4.1%	6.5%		15.4%	2.5%
Bachelors	28.4%	30.4%	20.0%	5.5%	13.0%	36.4%	7.7%	7.5%
Masters or Professional	16.4%	14.3%	14.3%	1.4%	4.3%	27.3%	15.4%	25.0%
Doctorate	11.9%	7.5%	5.7%	1.4%	2.2%			5.0%

Mothers highest degree	White	Asian	African American	Mexicano	Latino	Middle Eastern	Other	Multi-ethnic
Junior high		3.7%	5.1%	50.0%	20.0%	9.1%	6.7%	11.9%
GED	1.5%	3.7%	2.6%	4.1%	5.0%		6.7%	2.4%
High school	29.9%	30.2%	38.5%	28.4%	44.0%	36.4%	33.3%	40.5%
Certificate	9.0%	6.2%	5.1%	5.4%	9.0%	9.1%	13.3%	7.1%
Associates	13.4%	11.1%	10.3%	4.1%	5.0%	27.3%	13.3%	7.1%
Bachelors	29.9%	35.2%	25.6%	5.4%	8.0%	9.1%	13.3%	16.7%
Masters or Professional	11.9%	6.8%	10.3%	1.4%	7.0%	9.1%	13.3%	11.9%
Doctorate	4.5%	3.1%	2.6%	1.4%	2.0%			2.4%

Primary educational goal	White	Asian	African American	Mexicano	Latino	Middle Eastern	Other	Multi-ethnic
Transfer to a four year institution	67.1%	82.3%	71.7%	81.1%	85.9%	75.0%	87.5%	86.7%
Associate's degree	7.1%	3.4%	13.0%	8.5%	7.4%	8.3%	6.3%	4.4%
Certificate	4.3%	1.7%		.9%	1.5%		6.3%	
License certificate		2.3%	2.2%	2.8%				
Personal enjoyment or enrichment	5.7%	2.9%		3.8%	.7%			4.4%
Update job skills	2.9%	2.3%		.9%	.7%			2.2%
Prepare for a new career	12.9%	5.1%	13.0%	1.9%	3.7%	16.7%		2.2%

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<b>Enrollment Intensity</b>	<b>White</b>	<b>Asian</b>	<b>African American</b>	<b>Mexicano</b>	<b>Latino</b>	<b>Middle Eastern</b>	<b>Other</b>	<b>Multi-ethnic</b>
1-5 credits	7.2%	3.4%	9.1%	11.3%	11.0%		6.3%	2.2%
6-11 credits	26.1%	23.4%	43.2%	43.4%	46.3%	33.3%	18.8%	40.0%
12-15 credits	59.4%	60.6%	45.5%	38.7%	41.2%	66.7%	62.5%	42.2%
16 or more credits	7.2%	12.6%	2.3%	6.6%	1.5%		12.5%	15.6%

<b>College GPA</b>	<b>White</b>	<b>Asian</b>	<b>African American</b>	<b>Mexicano</b>	<b>Latino</b>	<b>Middle Eastern</b>	<b>Other</b>	<b>Multi-ethnic</b>
0.5 to 0.9 (F to D)		1.2%	2.4%	1.0%	2.3%			2.3%
1.0 to 1.4 (D to C-)		1.2%	2.4%	4.1%	2.3%		7.1%	2.3%
1.5 to 1.9 (C- to C)	1.4%	4.1%	14.3%	13.3%	12.4%			4.5%
2.0 to 2.4 (C to B-)	2.9%	5.9%	26.2%	14.3%	16.3%	10.0%	21.4%	13.6%
2.4 to 2.9 (B- to B)	27.1%	15.3%	26.2%	28.6%	37.2%	10.0%	14.3%	15.9%
3.0 to 3.4 (B to A-)	25.7%	30.0%	21.4%	27.6%	20.9%	30.0%	35.7%	38.6%
3.5 to 4.0 (A- to A)	42.9%	42.4%	7.1%	11.2%	8.5%	50.0%	21.4%	22.7%



## Environmental Domain

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 and commuting to class and work.

### Notable Findings

- Asian and African American students in the sample were more likely to have dependents than their peers from the other racial/ethnic groups.
- Many students in the sample indicated experiencing at least three stressful life events (e.g., divorce in family, loss of job, eviction, incarceration, death in family) within the last two years. Notably, 20% of African American students, 16.7% of Middle Eastern students, and 15.9% of Multiethnic students reported experiencing six or more stressful life events within the last two years.
- Mexicano and Middle Eastern men were more likely to spend time providing care for others.

Number of Dependents	White	Asian	African American	Mexicano	Latino	Middle Eastern	Other	Multi-ethnic
None	88.4%	62.9%	65.2%	79.2%	79.3%	75.0%	75.0%	82.2%
One	7.2%	17.7%	15.2%	8.5%	13.3%	8.3%	18.8%	15.6%
Two	4.3%	16.0%	15.2%	5.7%	4.4%	8.3%	6.3%	2.2%
Three		2.3%	2.2%	3.8%	2.2%	8.3%		
Four		.6%	2.2%	1.9%	.7%			
Five plus		.6%		.9%				

Number of Stressful Events in past two years	White	Asian	African American	Mexicano	Latino	Middle Eastern	Other	Multi-ethnic
None	23.5%	27.6%	11.1%	11.3%	20.9%	8.3%	6.7%	15.9%
One	22.1%	21.3%	11.1%	20.8%	24.6%		26.7%	11.4%
Two	22.1%	20.1%	15.6%	24.5%	23.9%	33.3%	26.7%	25.0%
Three	10.3%	15.5%	11.1%	21.7%	8.2%	25.0%	13.3%	9.1%
Four	8.8%	6.3%	17.8%	12.3%	7.5%	8.3%	6.7%	11.4%
Five	5.9%	3.4%	13.3%	1.9%	9.0%	8.3%	6.7%	11.4%
Six	2.9%	.6%	2.2%	1.9%	.7%			4.5%
Seven or more	4.4%	5.2%	17.8%	5.7%	5.2%	16.7%	13.3%	11.4%

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Working off Campus (hours per week)	White	Asian	African American	Mexicano	Latino	Middle Eastern	Other	Multi-ethnic
None	32.8%	62.3%	46.3%	45.2%	48.3%	63.6%	53.3%	47.1%
1-5	3.1%	8.8%		6.5%	3.3%	9.1%	6.7%	8.8%
6-10	7.8%	6.3%	2.4%	7.5%	7.5%		13.3%	5.9%
11-15	10.9%	6.9%	14.6%	12.9%	5.0%	9.1%	20.0%	5.9%
16-20	9.4%	6.9%	14.6%	10.8%	10.8%		6.7%	8.8%
21-25	15.6%	4.4%	4.9%	12.9%	13.3%	9.1%		5.9%
26-30		.6%						
31-35	9.4%	2.5%	9.8%	4.3%	7.5%	9.1%		8.8%
36 or more	10.9%	1.3%	7.3%		4.2%			8.8%

Caring for others	White	Asian	African American	Mexicano	Latino	Middle Eastern	Other	Multi-ethnic
None	47.7%	41.7%	46.3%	36.3%	45.4%	36.4%	26.7%	47.4%
1-5	18.5%	28.8%	19.5%	34.3%	26.2%	9.1%	20.0%	23.7%
6-10	12.3%	12.9%	17.1%	8.8%	13.1%	9.1%	33.3%	18.4%
11-15	9.2%	8.0%	4.9%	6.9%	7.7%	18.2%	13.3%	7.9%
16-20	9.2%	4.3%	9.8%	7.8%	3.1%	9.1%		
21-25	1.5%	3.1%	2.4%	2.9%	3.1%	18.2%	6.7%	
26-30					.8%			
31-35		1.2%		2.9%				2.6%
36 or more	1.5%				.8%			

Commuting	White	Asian	African American	Mexicano	Latino	Middle Eastern	Other	Multi-ethnic
None	7.6%	14.4%	9.5%	5.7%	10.5%	18.2%	20.0%	7.5%
1-5	54.5%	41.3%	40.5%	41.0%	41.4%	18.2%		50.0%
6-10	27.3%	23.4%	11.9%	26.7%	30.8%	54.5%	46.7%	15.0%
11-15	6.1%	11.4%	19.0%	10.5%	8.3%		26.7%	20.0%
16-20	4.5%	5.4%	14.3%	11.4%	6.0%	9.1%	6.7%	5.0%
21-25		3.0%	2.4%	1.9%	3.0%			2.5%
26-30			2.4%					
31-35		1.2%		1.0%				
36 or more				1.9%				

Varsity Sports	White	Asian	African American	Mexicano	Latino	Middle Eastern	Other	Multi-ethnic
Not an athlete	92.6%	96.5%	91.1%	94.3%	91.9%	100.0%	87.5%	91.1%
Basketball				1.0%	.7%		6.3%	
Volleyball		1.2%	2.2%		.7%			
Football	1.5%	.6%		1.9%	2.2%			2.2%
Softball/ Baseball		.6%					6.3%	
Swimming/ Diving			2.2%	1.9%	1.5%			
Track and Field		.6%						2.2%
Soccer	1.5%			1.0%				
Tennis	1.5%							2.2%
Other	2.9%	.6%	4.4%		3.0%			2.2%

## Community College Survey of Men (CCSM)

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### 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:

- African American, Middle Eastern, and "Other" men perceived that faculty did not equally express interest in or pay attention to them compared to other racial/ethnic groups.
- Across all racial/ethnic groups, students perceived a lack of validation from faculty.
- Students across all racial/ethnic groups demonstrated low perceptions of welcomeness from faculty to engage outside of the classroom compared to inside.
- Black and Latino men demonstrated high perceptions that campus services staff cared about them. Middle Eastern, White, and Mutiethnic men represented groups with low perceptions that campus services staff cared about them.
- White, Middle Eastern, and "Other" men had low perceptions of access to and efficacy of campus support services.

Campus Ethos Domain		African American	Mexicano	Latino	Multi-Ethnic	Asian	White	Middle Eastern	Other
Faculty Racial Bias	Appreciates me compared to other racial groups	Needs Attention	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Needs Attention
	Interested in me compared to other racial groups	Needs Attention	Acceptable	Acceptable	Acceptable	Needs Attention	Needs Attention	Immediate Concern	Needs Attention
	Pays attention to me compared to other groups	Needs Attention	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Needs Attention	Immediate Concern

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<b>Campus Ethos Domain (cont.)</b>		<b>African American</b>	<b>Mexicano</b>	<b>Latino</b>	<b>Multi-Ethnic</b>	<b>Asian</b>	<b>White</b>	<b>Middle Eastern</b>	<b>Other</b>
<b>Sense of Belonging with Faculty</b>	Cares about my perspective in class	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Needs Attention
	Values interacting with me	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	Values my presence	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	Cares about my success	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Needs Attention	Acceptable
	Believes I belong here	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
<b>Personal Relationship with Faculty</b>	Knows my name	Acceptable	Needs Attention	Needs Attention	Acceptable	Needs Attention	Acceptable	Acceptable	Immediate Concern
	Knows about my goals	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern
	Knows about me as a person	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern
	Has a good relationship	Needs Attention	Needs Attention	Needs Attention	Needs Attention	Needs Attention	Immediate Concern	Needs Attention	Immediate Concern
<b>Validation from Faculty</b>	I have the ability to do the work	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern
	I can succeed in college	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern
	I belong at this institution	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern

**Community College Survey of Men (CCSM)**  
 Minority Male Community College Collaborative (M<sup>2</sup>C<sup>3</sup>)

<b>Campus Ethos Domain (cont.)</b>		<b>African American</b>	<b>Mexicano</b>	<b>Latino</b>	<b>Multi-Ethnic</b>	<b>Asian</b>	<b>White</b>	<b>Middle Eastern</b>	<b>Other</b>
<b>Welcomeness to Engage Inside Class</b>	Ask questions in class	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	Respond to questions during class	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	Participates in class discussions	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Needs Attention
	Inquires about class progress	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Needs Attention	Needs Attention	Immediate Concern
	Talk before and after class	Acceptable	Needs Attention	Needs Attention	Acceptable	Needs Attention	Needs Attention	Needs Attention	Acceptable
	Visit them during office hours	Acceptable	Immediate Concern	Needs Attention	Acceptable	Needs Attention	Needs Attention	Acceptable	Immediate Concern
<b>Welcomeness to Engage Outside of Class</b>	Say "hello" outside of class	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	Talk about academic matters	Needs Attention	Acceptable	Acceptable	Needs Attention	Needs Attention	Acceptable	Needs Attention	Needs Attention
	Talk about non-academic matters	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern
	Encouraged to ask for academic support	Needs Attention	Needs Attention	Needs Attention	Needs Attention	Needs Attention	Needs Attention	Immediate Concern	Immediate Concern
<b>Service Care</b>	Advising	Acceptable	Needs Attention	Acceptable	Needs Attention	Acceptable	Needs Attention	Immediate Concern	Needs Attention
	Career counseling	Acceptable	Acceptable	Acceptable	Needs Attention	Needs Attention	Immediate Concern	Immediate Concern	Needs Attention
	Transfer services	Acceptable	Acceptable	Acceptable	Needs Attention	Needs Attention	Needs Attention	Immediate Concern	Needs Attention

**Community College Survey of Men (CCSM)**  
 Minority Male Community College Collaborative (M<sup>2</sup>C<sup>3</sup>)

<b>Campus Ethos Domain (cont.)</b>		<b>African American</b>	<b>Mexicano</b>	<b>Latino</b>	<b>Multi-Ethnic</b>	<b>Asian</b>	<b>White</b>	<b>Middle Eastern</b>	<b>Other</b>
<b>Service Care (Continued)</b>	School Library	Acceptable	Acceptable	Acceptable	Needs Attention	Acceptable	Immediate Concern	Immediate Concern	Acceptable
	Computer Lab	Acceptable	Needs Attention	Acceptable	Immediate Concern	Needs Attention	Immediate Concern	Immediate Concern	Acceptable
	Tutoring	Acceptable	Acceptable	Acceptable	Needs Attention	Acceptable	Needs Attention	Immediate Concern	Needs Attention
<b>Service Access</b>	Easy to access	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Needs Attention	Needs Attention
	Know where to go for help	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Needs Attention	Immediate Concern	Needs Attention
	Available when I need them	Acceptable	Needs Attention	Acceptable	Acceptable	Acceptable	Needs Attention	Needs Attention	Immediate Concern
<b>Service Efficacy</b>	Provide me with the help I need	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Immediate Concern	Immediate Concern
	Accurate information	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Needs Attention	Needs Attention
	Critical to my success	Needs Attention	Needs Attention	Needs Attention	Needs Attention	Immediate Concern	Immediate Concern	Immediate Concern	Acceptable

## Community College Survey of Men (CCSM)

Minority Male Community College Collaborative (M<sup>2</sup>C<sup>3</sup>)

### 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 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:

- Middle Eastern and "Other" men reported low comfort with help-seeking behaviors.
- An "Acceptable" level of African American, Latino, and Middle Eastern men reported that their race was important to them, and that they were proud of their heritage.
- With the exception of "Other" men, all racial/ethnic groups demonstrated high confidence in their ability to excel in class, understand difficult concepts, and master course material.
- Across all racial/ethnic groups, an "Acceptable" level of students perceived control over their academic futures (locus of control).
- An "Acceptable" level of Latino and Middle Eastern men agreed that they get "totally absorbed" in their coursework.

Non-Cognitive Domain		African American	Mexicano	Latino	Multi-Ethnic	Asian	White	Middle Eastern	Other
Breadwinner Orientation	Studying for classes is compatible with role	Needs Attention	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Needs Attention	Needs Attention
	Going to classes is compatible with role	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Immediate Concern
	Being on campus is compatible with role	Needs Attention	Acceptable	Needs Attention	Acceptable	Needs Attention	Needs Attention	Acceptable	Needs Attention
	Being a college student is compatible with role	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Immediate Concern	Needs Attention

**Community College Survey of Men (CCSM)**  
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<b>Non Cognitive Domain (cont.)</b>		<b>African American</b>	<b>Mexicano</b>	<b>Latino</b>	<b>Multi-Ethnic</b>	<b>Asian</b>	<b>White</b>	<b>Middle Eastern</b>	<b>Other</b>
<b>Help-Seeking</b>	Asking for help	Acceptable	Acceptable	Acceptable	Needs Attention	Acceptable	Acceptable	Immediate Concern	Needs Attention
	Accepting help	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Needs Attention
	Following through with offered help	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Needs Attention	Needs Attention
<b>School as a Feminine Domain</b>	School is structured to serve both men and women	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	School is equally important for both	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	Men and women are equally capable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Needs Attention
<b>Racial Affinity</b>	Race is important to me	Acceptable	Needs Attention	Acceptable	Needs Attention	Needs Attention	Immediate Concern	Acceptable	Needs Attention
	Proud of my heritage	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Needs Attention	Acceptable	Needs Attention
	Essential aspect of who I am	Acceptable	Needs Attention	Acceptable	Needs Attention	Acceptable	Immediate Concern	Acceptable	Needs Attention
	Strong connection to my community	Acceptable	Needs Attention	Needs Attention	Immediate Concern	Needs Attention	Immediate Concern	Needs Attention	Needs Attention
<b>Action Control</b>	Completely focused on school	Acceptable	Acceptable	Acceptable	Needs Attention	Acceptable	Acceptable	Acceptable	Acceptable
	Work as hard as I can	Needs Attention	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Needs Attention
	Put forth my best effort	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	Driven to be successful	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Needs Attention
<b>Self-Efficacy</b>	Ability to excel	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Needs Attention



**Community College Survey of Men (CCSM)**  
 Minority Male Community College Collaborative (M<sup>2</sup>C<sup>3</sup>)

<b>Non Cognitive Domain (cont.)</b>		<b>African American</b>	<b>Mexicano</b>	<b>Latino</b>	<b>Multi-Ethnic</b>	<b>Asian</b>	<b>White</b>	<b>Middle Eastern</b>	<b>Other</b>
<b>Self-Efficacy (continued)</b>	Understand difficult concepts	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Needs Attention
	Master the material in class	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Needs Attention
	Confident in abilities	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Needs Attention
<b>Degree Utility</b>	Personal goals	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Needs Attention	Needs Attention
	Financial security	Acceptable	Acceptable	Acceptable	Acceptable	Needs Attention	Acceptable	Needs Attention	Immediate Concern
	Job opportunities	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Needs Attention
	Better life	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Needs Attention
<b>Locus of Control</b>	I will get good grades	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	I have full control	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	I have the power	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Needs Attention
	Success in my own hands	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
<b>Intrinsic Interest</b>	Enjoy learning	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Needs Attention	Acceptable
	Class is interesting	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Needs Attention	Acceptable
	Want to learn as much as I can	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	Get totally absorbed in coursework	Needs Attention	Needs Attention	Acceptable	Needs Attention	Needs Attention	Needs Attention	Acceptable	Immediate Concern

## Student Outcomes

Student Outcomes demonstrate students' levels of academic integration and engagement, including: time spent studying, credits earned, faculty-student engagement, and usage of student services.

The tables included on this page reflect response percentages by ethnic group for time spent studying and credits earned. The following page includes additional student outcomes findings, categorized to delineate areas of concern.

### Notable Findings:

- Middle Eastern men reported more time spent studying than their peers, with 80% of respondents studying more than 10 hours per week. Conversely, 32% of White students and 35% of African American students spend more than 10 hours per week studying.
- A lower percentage of African American and Mexicano men had completed more than 14 credits at the time of the survey than their peers from other racial/ethnic groups.
- With the exception of the library, students across all racial/ethnic groups reported low usage of campus services (e.g. advising and tutoring).
- 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.
- White and Middle Eastern students indicated high levels of belief that they are on track to transfer to a four-year institution.

Time Spent Studying (hours per week)	White	Asian	African American	Mexicano	Latino	Middle Eastern	Other	Multi-ethnic
None	7.6%	6.8%	9.3%	4.9%	6.8%		14.3%	7.9%
1-5	25.8%	19.3%	30.2%	40.8%	41.4%	10.0%	21.4%	36.8%
6-10	34.8%	27.3%	25.6%	22.3%	26.3%	10.0%	42.9%	34.2%
11-15	3.0%	19.3%	4.7%	15.5%	13.5%	30.0%	7.1%	10.5%
16-20	13.6%	15.5%	18.6%	8.7%	4.5%	40.0%		5.3%
21-25	6.1%	6.2%	9.3%	4.9%	5.3%	10.0%	14.3%	2.6%
26-30		1.2%			.8%			
31-35	6.1%	3.1%	2.3%	1.9%	.8%			2.6%
36 or more	3.0%	1.2%		1.0%	.8%			

Credits Earned	White	Asian	African American	Mexicano	Latino	Middle Eastern	Other	Multi-ethnic
None yet	7.4%	5.2%	13.3%	8.5%	8.1%		18.8%	13.3%
1 to 14 credits	16.2%	20.9%	33.3%	31.1%	28.1%	8.3%	6.3%	15.6%
15 to 29 credits	27.9%	25.6%	20.0%	20.8%	20.7%	8.3%	37.5%	20.0%
30 to 44 credits	16.2%	14.0%	17.8%	13.2%	18.5%	25.0%	31.3%	20.0%
45 to 60 credits	19.1%	20.3%	6.7%	15.1%	16.3%	50.0%	6.3%	24.4%
61 credits or more	13.2%	14.0%	8.9%	11.3%	8.1%	8.3%		6.7%

## Community College Survey of Men (CCSM)

Minority Male Community College Collaborative (M<sup>2</sup>C<sup>3</sup>)

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’.

Student Outcomes		African American	Mexicano	Latino	Multi-Ethnic	Asian	White	Middle Eastern	Other
Service Use	Advising	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Needs Attention	Needs Attention
	Career counseling	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern
	Transfer services	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern
	School Library	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Needs Attention	Acceptable	Acceptable
	Computer Lab	Immediate Concern	Immediate Concern	Needs Attention	Immediate Concern	Needs Attention	Immediate Concern	Needs Attention	Immediate Concern
	Tutoring	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern
Faculty Student Engagement	Talk about academic matters in class	Needs Attention	Needs Attention	Needs Attention	Needs Attention	Needs Attention	Needs Attention	Acceptable	Needs Attention
	Talk about academic matters outside class	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern
	Talk about non-academic matters outside class	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Needs Attention	Immediate Concern
	Talks about course grades	Immediate Concern	Needs Attention	Immediate Concern	Needs Attention	Immediate Concern	Immediate Concern	Acceptable	Needs Attention
Outcome Measures	Transfer Readiness	Needs Attention	Needs Attention	Needs Attention	Needs Attention	Needs Attention	Acceptable	Acceptable	Immediate Concern
	Career/Degree Readiness	Needs Attention	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern
	Anticipated Persistence	Needs Attention	Needs Attention	Acceptable	Acceptable	Needs Attention	Needs Attention	Immediate Concern	Acceptable

## 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 predictive of male 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	Middle Eastern	Other	Multi-ethnic
<b>Racial Bias</b>	√	√√		√√√	√√		√	
<b>Belonging</b>	√	√√√		√√	√		√	
<b>Personal Relationships</b>	√√√	√√√	√√√	√√√	√√√	√	√√√	√
<b>Validation</b>	√√√	√√√	√√√	√√√	√√√		√√	√√
<b>Welcomeness (inside)</b>	√√√	√√√		√√√	√		√	
<b>Welcomeness (outside)</b>	√√√	√√√	√√	√√√	√√√	√		√

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

**Racial Bias** refers to students' perceptions of the degree to which faculty members equally appreciate and pay attention to them compared to men from other racial/ethnic groups. Perception of equal appreciation and attention was most critical to Mexicano students, and was also predictive of engagement with faculty for White, Asian, and Latino men.

**Belonging** refers to students' perceptions of whether or not faculty members value and care about them. Perceiving that faculty members valued them was most predictive of engagement with faculty for Asian and Mexicano men.

**Personal Relationships** refers to students' perceptions of the degree to which faculty members know them as a person and form a relationship. Personal Relationships was predictive of engagement with faculty across all ethnic groups, and was most critical for White, Asian, African American, Mexicano, and Latino men.

**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 predictive of engagement with faculty across all ethnic groups, with the exception of Middle Eastern men.

## **Community College Survey of Men (CCSM)**

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**Faculty Welcomeness (Inside)** reflects the degree to which students believe that faculty members welcome their engagement inside of the classroom. Faculty welcomeness inside the classroom was most critical for White, Asian, and Mexicano students.

**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 predictive of engagement with faculty for White, Asian, African American, Mexicano, and Latino men.

## 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 male student 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 Male Effort/Focus*

	White	Asian	African American	Mexicano	Latino	Middle Eastern	Other	Multi-ethnic
<b>Breadwinner Orientation</b>	√√√	√√√	√	√√√	√√√		√√√	
<b>Help-Seeking</b>	√	√√√		√√√	√√√		√√√	
<b>School as an Equal Domain</b>	√√	√√√		√√√	√√√	√√	√√√	
<b>Self-Efficacy</b>	√√√	√√√	√√√	√√√	√√√	√√√	√√√	√√
<b>Degree Utility</b>	√√√	√√√	√	√√√	√√√		√√√	
<b>Locus of Control</b>	√√√	√√√		√√√	√√√	√	√√√	
<b>Intrinsic Interest</b>	√√√	√√√	√√√	√√√	√√√	√√√	√√√	√√√
<b>Racial Affinity</b>	√√	√√√		√√				

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

**Breadwinner Orientation** refers to students' perceptions on the role of men as primary earners. Breadwinner Orientation was predictive of effort and focus for all ethnic groups, with the exception of Middle Eastern and Multiethnic 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 most predictive of effort and focus for Asian, Mexicano, and Latino men.

**School as an Equal Domain** refers to students' perceptions regarding whether or not school and academic endeavors are equally suited for women and men. School as an equal domain was predictive of effort and focus for all ethnic groups, with the exception of African American and Multiethnic 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 predictor of focus/effort for all ethnic groups.

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Minority Male Community College Collaborative (M<sup>2</sup>C<sup>3</sup>)

**Degree Utility** refers to students' perceptions of the worthwhileness of their collegiate endeavors. Degree Utility was most critical for White, Asian, Mexicano, Latino, and "Other" men.

**Locus of Control** reflects students' perceived level of control over their academic futures. Locus of control was most predictive of effort/focus for White, Asian, Mexicano, and Latino 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 predictor of focus/effort for all ethnic groups.

**Racial Affinity** refers to students' perceived connection and positive feelings toward their racial/ethnic community. Racial Affinity was a predictor of focus/effort for White, Asian, and Mexicano students.

**Community College Survey of Men (CCSM)**  
 Minority Male Community College Collaborative (M<sup>2</sup>C<sup>3</sup>)

**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 directly 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	Middle Eastern	Other	Multi-ethnic
Access to Services		√√		√	√√√		√	
Efficacy of Services	√√	√√		√√	√√			
Staff Validation	√	√√√		√√	√			
Staff Care (Advising)		√		√√√	√		√	
Staff Care (Counseling)	√			√	√		√	
Staff Care (Transfer)		√		√√√	√			
Staff Care (Library)		√√√		√	√			
Staff Care (Computer Labs)		√√		√	√		√	
Staff Care (Tutoring)		√√			√√	√	√√	

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 predictive of students’ service use for Asian, Mexicano, and Latino students.

**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 predictive of students’ service use for White, Asian, Mexicano, and Latino students.

**Staff Validation** indicates respondents’ perceptions of the degree to which they receive positive validation from staff. Staff validation was predictive of service use for White, Mexicano, and Latino men, and critical for Asian men.

**Staff Care** reflects students’ perceptions of whether or not school professionals in a given service area care about their success. Advising staff care and transfer services staff care and were most predictive of service use for Mexicano students, while Library staff care was most predictive of service use for Asian men.