EQUITY AS AN OUTCOME: THE USE OF PERFORMANCE INFORMATION TO ADDRESS THE ACHIEVEMENT GAP IN HIGHER EDUCATION FOR MEN OF COLOR

by

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ABSTRACT OF THE DISSERTATION

Equity as an Outcome: The Use of Performance Information to Address the Achievement Gap in Higher Education for Men of Color

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Social equity, often understood to be the third pillar of public administration, relies on the values of fairness and equality in the delivery of public services. Nevertheless, these are intangible features that are often more difficult to measure than efficiency and effectiveness. The higher education system in the U.S. is an ideal area to examine the equitable delivery of a public service, especially given its importance in a knowledge economy and the persistent race gap in education access and achievement. Therefore, this study looks at the use of performance information by administrators of men of color initiatives in U.S. colleges and universities as a way to address equity concerns and outcomes.

This study began by using a qualitative research design consisting of semi-structured interviews in the first phase, followed by a quantitative research design consisting of a survey in the second phase. Conventional content analysis was used to analyze the data in the first phase, followed by exploratory factor analysis and bivariate correlation in the second phase of data analysis. Men of color diversity programs were stratified into Ivy League institutions, Historically Black Colleges and Universities (HBCUs), university systems, community colleges, and senior colleges. There were six senior college administrators, three community college administrators, four HBCU
administrators, one Ivy League administrator, and one university system administrator interviewed, resulting in a total of 15 administrators. Once the initial qualitative phase of the data collection was completed, an online survey was developed based in part on the interview findings, and sent to a list of 140 men of color initiative administrators nationwide. The response rate for the survey was 45%. The quantitative results provide unique and original data on the program design, number of students participating, structural/institutional barriers, and outcomes of men of color initiatives across the US.

Interestingly, the results from the qualitative phase of the study indicates that equity is not generally measured, exposure to informal mentoring shaped how administrators designed their programs, representativeness is critical to ensuring diversity, and institutional commitment is necessary for men of color initiatives to succeed. While the results from the quantitative phase confirms these findings, it also emphasizes that mentoring is the most widely used service or activity for men of color initiatives, retention rates, and graduation rates are the two most widely collected data points; equity, efficiency, and effectiveness outcomes can co-exist without tension. Overall, this study has provided deeper insight into the challenges of including equity into the practice of performance measurement and management.
PREFACE/ACKNOWLEDGEMENTS

While living in Jamaica, race as a social construct had no bearing as we were all Jamaicans. Conversely, when I migrated to the United States at the age of five with my parents, I began to understand just how much of an impediment the color of one’s skin can be. I found that the ability to improve one’s life circumstances was precluded due to race-based structural inequities. My parents and I lived in the South Bronx in the mid-80s at the height of the crack/cocaine era. I grew up in a three-bedroom apartment with 12 individuals, eight adults, and four children. Suffice to say, I did not grow up in the best living conditions because drug dealers, gang members, violence, and poverty surrounded me. Therefore, my inspiration and motivation on my educational journey has been to rewrite the Black male narrative that says, I should have been incarcerated or deceased by now. I want to rewrite the Black male narrative that says, men of color cannot be academically successful. I want to rewrite the Black male narrative that says, men of color have to be products of their environments. I want to dispel these notions, create paths for other men of color, and serve as an example.

On my path to the Ph.D. there were individuals that assisted me along the way and I would like to thank them. My dissertation committee comprised of Dr. Gregg Van Ryzin, Dr. Norma Riccucci, Dr. Arthur Powell, and Dr. Marc Holzer. Dr. Holzer is the Founding Dean of the School of Public Affairs and Administration (SPAA) at Rutgers Newark as well as my Dean when I began the Ph.D. program in Fall 2011. His leadership as Dean over the last 10 years, scholarship as an academic, and commitment to diversity has propelled SPAA to a top 10 public affairs and administration institution. Dr. Powell was my Qualitative Methods 1 professor who taught me how to use conventional content analysis to develop codes, categories, and themes when analyzing transcribed interviews.
I used conventional content analysis in the qualitative section of my dissertation and Dr. Powell was instrumental in reviewing that section. Dr. Riccucci served as the Ph.D. Director when I began the program in Fall 2011 and I also took several of her classes. What I enjoyed most about being in her classes was her warmth and genuine concern and care for the progression of her students. I would sometimes email her about whether or not my dissertation topic was a viable one and she would reassure me that it was. Dr. Van Ryzin, my committee chair, was my Analytical Methods and Quantitative Methods 1 professor. He made quantitative methods approachable and less daunting. As my chair, we have spent a lot of time together and I would like to express my sincere appreciation for your guidance, dedication, and assistance. Additionally, I would like to thank Dr. Sanjay Pandey, who served as my advisor before his appointment at George Washington University.

To the participants who trusted me to tell their stories, thank you. Each and every one of you has provided me with a great deal of insight and knowledge that came through in the interviews and surveys. I will always remember you all as more than just participants, but as colleagues doing the work to support and uplift men of color in higher education.

Last, but definitely not least I would like to thank my family. My family is my rock, foundation, and inspiration. To my parents Collin and Janet Wright, you both have instilled in me from a young age the importance of education. Thank for your love and support. To my younger sister Dyan, time has lessened the five-year age difference and made us closer. Knowing that you are watching makes me choose my steps carefully to ensure that I am a good role model. I am proud of the woman that you have become. To
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When I feel like giving up, you push me to keep going. You are also my proofreader; you have read every paper and assignment I have had to submit since my Master’s program.

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Introduction

Public administration in its simplest form is the implementation of public services. Social equity, understood to be the third pillar of public administration, can be defined as the equal distribution of government services to all citizens. Social equity relies on the values of fairness and equality, nevertheless, these are intangible features that are often more difficult to measure than the other two pillars of public administration, efficiency (the maximum amount of service given based on available dollars) and effectiveness (producing the desired result). The higher education system in the U.S. is an ideal area to examine the equitable delivery of a public service, especially given the racial disparities in education access and achievement. This dissertation looks at the use of performance information by administrators of men of color initiatives in colleges and universities across the U.S. as a way to address equity concerns and outcomes. These administrators provide an outlook on performance information that takes into consideration the balancing of equity, effectiveness, and efficiency goals and outcomes.

This dissertation is a mixed methods study, which began with a qualitative research design consisting of semi-structured interviews in the first phase, followed by a quantitative research design consisting of a survey in the second phase. Men of color diversity programs were stratified into five subgroups: Ivy League institutions, Historically Black Colleges and Universities (HBCUs), university systems, community colleges, and senior colleges. In the qualitative phase, 15 administrators were interviewed. The 15 men of color administrators were from the following institutions: six were from senior colleges, three were from community colleges, four were from HBCUs, one from an Ivy League institution, and one was a part of a university system. In the
quantitative phase, 58 of the 140 men of color initiative administrators who received the survey responded. The 58 men of color administrators were from the following institutions: 29 were from community colleges, ten were from senior colleges, nine were a part of a university system, eight identified their institution as other, and two were HBCUs. Ultimately, this dissertation seeks to provide deeper insight into equity outcomes and the practice of performance measurement and management within the field of Public Administration.

**New Public Administration**

The period of New Public Administration (NPA) has helped to shape and define the field of public administration as we know it through the addition of a third pillar, social equity. Social equity like the other two pillars, efficiency and effectiveness are expressions of values and preference (Frederickson, 2010). Efficiency values have to do with achieving the best public services given the available resources. While effectiveness values are concerned with producing the desired result; social equity values have to deal with how fair, just, and equal public services are being delivered (Frederickson, 2010). According to Frederickson (2010), conversations about social equity began at the Minnowbrook I Conference in 1968 with Frederickson’s theory of social equity, but did not take hold until the Minnowbrook II Conference in 1988 as attendants of the conference saw that the other two pillars of public administration could no longer stand alone. The Minnowbrook conferences became an academic convening that takes place every 20 years to identify and discuss the changes in the theory and practice of public administration in an attempt to remain relevant. The last Minnowbrook conference was held in 2008. Although social equity was introduced to NPA in the 1960s, it still
struggles to be an equal among the other traditional public administration values of efficiency and effectiveness (Norman-Major, 2011). To fully understand the contributions of NPA and social equity, which is arguably where the field is currently located, a brief historical perspective has to be given.

**Public Administration: The Classical Period**

Public administration from its inception has always had dichotomous relationships: politics versus administration, democracy versus bureaucracy, science versus art, and practice versus theory. Politics and administration according to Wilson (2012) cannot be separated; you cannot have one without the other. Politics typifies the political arena where there are three branches of government: executive, legislative, and judicial; three levels of government: federal, state, and local. The structuring of the political arena leads to a system of checks and balances that also creates a lack of accountability and responsiveness and decentralization. On the federal level, congress and the president often compete for power and influence, which at times reduces the responsiveness of government. Therefore, for the work of government to be efficiently, effectively, and economically implemented, a full understanding of the role of politics is necessary.

Democracy versus bureaucracy at times seems to be at odds, but can perhaps have an amicable relationship. Democracy simply put, is a government ruled by the people. This means citizens vote for elected officials to represent their needs. Conversely bureaucracy according to Weber (2012), is a hierarchy group of non-elected officials that carry out the work of government. With the result being to satisfy the need of the citizens,
democracy and bureaucracy working hand in hand can ensure that the work of the government is being administered by democratic principles.

According to White (2012), art becomes a science when principles are applied. In Frederick Taylor’s theory of scientific management he adds principles to the concept of how to manage workflow. Taylor (2012) contends that there must be a division of labor, coordination, and organization to increase workflow. However, his theory pays little attention to individuals carrying out the work (Taylor, 2012). Behaviorist Herbert Simon on the other hand, adds a humanistic element to management by looking at what motivates workers to perform and the idea of choice referring to the fact that employees make a choice that affects work productivity.

Lastly, practice versus theory has been examined extensively regarding how theory is transferred into everyday practice. Public administration as a field has been influenced drastically by practice. In fact, the practice has informed the theory of public administration as it struggled to create an identity within the social sciences and break away from political science. While public administration has borrowed from other disciplines like political science, sociology, and psychology, its research around how the work of government is implemented and executed has allowed public administration to branch out. The ongoing debate now as it pertains to research is qualitative versus quantitative and whether using one method over the other allows for more rigorous research and theory building. While quantitative analysis increases generalizability due to larger sample sizes, qualitative analysis adds depth by telling a story that numbers alone cannot tell.
Social Equity

Now coming full circle and looking at the notion of democracy once again within the context of social equity, this idea of citizenship is only applied to some and not all. America has a tattered past comprised of slavery, discrimination, and unequal treatment of people of color and women. So social equity was an attempt to restructure what was meant by equality. Frederickson (2010) contends that the compounding theory of equality looks at individual equality (one person, one vote). Segmented equality (categorically equal), can be explained by the following example: all farmers are equal, but farmers are not equal to accountants. In addition, block equality highlighted by *Plessey vs. Ferguson* meant separate but equal, which was later overturned by *Brown vs. Board of Education* because separate was not equal regarding race (Frederickson, 2010). A landmark social equity case that helped to solidify its role was *Griggs v. Duke Power Company* (1971), which stated that job qualifications had to be specific to the job and on its face jobs that favored Whites over Blacks was unlawful. The path from equality to social equity has been shaped by understanding the differences between the democratic principle of equality and the implementation of social equity. While the terms equality and equity are used interchangeably they are not one and the same. According to Gooden (2015), equality adheres to the notion that everyone is afforded the same rights. However, social equity refers to fair and just treatment for all. Debatably in the United States the idea of equality has been accepted, but equity on the other hand has had a far more difficult time being implemented (Gooden, 2015).

NPA has looked to management as a way to increase effectiveness and efficiency. Management can be defined as motivating employees to produce the desired outcome.
Realizing that managing workflow and adding a humanistic element to management are both important. NPA sought to reinvent public management to increase innovation and creativity. In addition, it aimed to make government less rigid, performance driven, outcome oriented, and results based. It also signaled that government performance is vital to citizen trust, responsiveness, and accountability.

NPA has had lasting effects on the field of public administration because it recognizes that efficiency and effectiveness has to be accomplished for the least amount of dollars and are crucial components of administering the work of government, and that there was something missing (Norman-Major, 2011). In a time when trust in government was weaning due to lack accountability and unresponsiveness NPA offered social equity in conjunction with the other pillars as a way to reinvent government to address citizen needs in an equitable manner, change the landscape of government making it more diverse and ultimately democratically ruled by all people. The inclusion of social equity as a pillar of public administration calls not only for economic, effective, and efficient government services, but for it also calls for services that take into consideration who is being served (Norman-Major, 2011).

According to Riccucci and Van Ryzin (2016), social equity’s inclusion of passive representativeness, which is the extent to which diversity within an organization is reflective of the population (Riccucci & Meyers, 2004), brings greater diversity based on race/ethnicity, gender, and disability, thus having a diverse entry-level workforce has been a goal of government. Social equity illustrates the importance of diversity for enhanced organizational performance when organizational diversity strategies are present. The connection between social equity and diversity highlights the fact that
administrators can affect how well they manage and deliver services to all citizens, suggesting that perhaps if there is a diverse workforce and diversity strategies that social equity will be delivered. Diversity gives organizations a greater range of innovation, problem-solving, and decision-making skills. Thus, it would appear that diversity is an important issue that is closely related to social equity (Gooden & Myers, 2004; M. Rice, 2004). Gooden (2015) and Norman-Major (2011) suggests that there are several ways to address equity and performance: 1) clearly identify social equity problems; 2) use innovative outreach efforts to reach underserved populations; 3) promote equity by ensuring equal opportunity, equal treatment, and due process; 4) give issues of equity the same attention as efficiency and effectiveness measures; 5) measure social equity and track its progress in addressing disparities; 6) ensure that all people have a seat at the table. Promoting social equity is an important yet difficult challenge for public administration, which explains its absence from the conversation about performance, which makes the higher education system in the U.S. an ideal area to examine the equitable delivery of a public service, education.

Racial Inequalities in Higher Education

Anderson (2002) asserts that the racial inequalities in the American higher education system stem from a long history of exclusion of African-American students. Eventually, the federal government dismantled laws that blocked African-Americans from equal participation in society, but decades of discrimination could not be easily done away with. Demands for access to higher education and social equity concerns led to colleges and universities admitting an increased number of African-American students on their campuses (Anderson, 2002). According to Mayston (2003), higher education is
also an important area for the application of techniques in performance measurement, which is the process of collecting and analyzing information aimed at improving performance. Information such as enrollment trends, grade point averages, retention rates, and graduation rates. The significance of raising educational standards and performance has led to the development of new performance measures aimed at creating more useful performance information (Mayston, 2003). Performance measurement has become a pervasive concept in public and nonprofit management, which reinforces prescribed forms of accountability. With the rise in the use of performance measurement, there is more performance information available than ever before; and perhaps the more performance information, the greater the possibility for using this information (Moynihan & Pandey, 2010).

Manning and Kovach (2003) contend that the achievement gap, which is defined as disparities in performance between African-American and Hispanic students and their White peers, is used to describe the disparities in grades, retention rates, dropout rates, and graduation rates. African-American and Hispanic students, particularly males, often occupy the lower rungs of the academic ladder, which is cause for concern. The gap is problematic because of its role in the social and economic inequalities in the United States (Manning & Kovach, 2003). According to Young (2015), over the past few decades, the education system in the U.S. has attempted to eliminate the achievement gap through policies and program such as desegregation, school finance reform, and Head Start. An inordinate amount of the effort to address the achievement gap has focused on socioeconomic disparities and not race. Even during the Obama Administration race was missing from the conservation about higher achievement and greater accountability, until
the My Brother’s Keeper Initiative (MBK). MBK seeks to address the academic achievement of men of color as the gap widens each year and little progress is being made by way of closing the gap.

**Overview of Argument and Research Objectives**

According to Anderson (2002), educating all citizens was a byproduct of higher education transforming from a private system to a more public democratic one, however, African-American students were educated separately. The legal and institutional systems that participated in racial discrimination prohibited opportunities for African-American students to enroll in higher education institutions (Anderson, 2002). Government and educational institutions were faced with the choice of answering social equity concerns and in the 1970s new policies. The concept of higher education diversity programs that began in the 1970s predicated on increasing the retention and graduation rates of underrepresented students still exists today (Anderson, 2002). African-American and Hispanic students particularly males, struggle academically due to patterns of ongoing and distinctive discrimination in many aspects of their lives (CUNY BMI, 2016). To be a Black male within the context of the American education system places them at risk for some negative consequences, such as higher numbers of special education placement, suspensions, and expulsions (Davis, 2003).

J. Rice (2004) contends that equity refers to the fair distribution of goods and services, while Andrews and Van de Walle (2013) define equity as how well public organizations can meet the needs of a diverse citizenry. Furthermore, the pursuit of efficiency, effectiveness, and equity goals has had a profound effect on performance measurement, because these goals tend to pull in different directions. This tension that
exists leads to tradeoffs due to these competing goals (J. Rice, 2004). The process of trading competing values leads to conflict between control, responsiveness, and representativeness; hence, the default is to measure efficiency and effectiveness goals because it is easier (Harris III, Bensimon, & Bishop, 2010). With the rise in the use of performance measurement there is more performance information available than ever before. Performance information use is important for a myriad of reasons including informed decision making, strategic planning, and making improvements (Moynihan and Pandey, 2010). The nature of information is critical to whether the information is used or not. Additionally, Moynihan and Lavertu (2012) contend that it is important for public sector organizations, as they do not incentivize innovation to routinize the commitment to performance rather than depend on highly motivated individuals to adopt performance information use. Nevertheless, performance information does not clarify organizational mission or objectives. Administrators have constantly dealt with high volumes of information that they rarely have time to use. Therefore, having to make choices about what information to use can serve as a deterrent (Bourdeaux, 2008).

Harris III et al. (2010) state that performance data can be interpreted in many ways that can sometimes be conflicting. Looking at the college enrollment and degree attainment data one might conclude that the U.S. higher education system has made substantial gains as it pertains to equity. On the contrary, after careful examination it is apparent that Black and Latino males are achieving at lower rates than their female counterparts and White males (Harris III et al., 2010). Arguably, the supplemental supports that higher education diversity programs offer assist matriculated men of color, defined as Black/African-American and Hispanic/Latino males, become academically
successful. Men of color initiatives are programmatically structured to offer additional supports to help alleviate impediments to academic success. The program design of these initiatives plays an integral role in determining whether particular program services or activities are essential to the overall performance of men of color. The research questions will be discussed in detail in the following chapter.
Literature Review

Historical Perspective of Race in Higher Education

During 1900 to 1950, most African-American students were enrolled in elementary and secondary school with few in junior colleges. Then in the late 19th century to the early 20th century, African-American students were enrolled primarily in private Black colleges and universities (Anderson, 2002). Teddlie and Freeman (2002) assert that due to the overwhelming number of African-American students enrolling in higher education institutions, the federal government enacted the 1964 Civil Rights Act. In 1960s, African-Americans comprised of approximately 6% of the students attending higher education institutions. The 1964 Civil Rights Act opened the doors for African-Americans to attend higher education institutions by restricting spending at federally funded institutions that discriminated based on race, color, or national origin (Teddlie & Freeman, 2002). Government and educational institutions were faced with the choice of answering social equity concerns in the late 1960s to include other underrepresented groups. In the 1970s, new policies and programs designed to increase the enrollment of students of color began to include the financing of the cost of higher education, as well as academic support programs created to increase retention and graduation rates (Anderson, 2002).

Lipset, Nivette, and Rothman (2002) contend that while educational policymakers recognized the major demographic changes and the need for higher education institutions to prepare all its students, there was still tremendous opposition to policies that promoted campus diversity. In fact, higher education institutions have become the battlegrounds for the struggle over affirmative action, as there have been several lawsuits and decisions
involving colleges and universities in the United States (Baez, 2003). According to Lipset et al. (2002), the conceptual and legal precursor to affirmative action was the 1954 Supreme Court decision *Brown vs. Board of Education*, which found that segregating students by race was unconstitutional and mandated all schools to remove the discriminatory policies. Affirmative action was a response to a clearly defined and moral imperative. However, the practical policies were not clear. Affirmative action has been used to describe a wide range of policies, from reaching out to identify African-Americans who meet standards for admission but who were overlooked, to mandating admission by racial preferences and quotas as a corrective for a biased system of selection (Lipset et al., 2002).

According to Hurtado (2001), the most hostile conflicts within the diversity debates have mainly been the around considering race as a factor in college admissions. At its core, these challenges have questioned the educational benefits of diversity. For example, *Regents of the University of California Davis v. Bakke*, *Grutter v. Bollinger et al.* and *Fisher v. University of Texas*. In the case of *Regents of the University of California Davis v. Bakke* (1978), the courts ruled that because the Medical School at the University of California-Davis was setting aside seats for African-American students, their admissions process was unconstitutional. While in the case of *Grutter v. Bollinger et al.* (2003) the courts sustained the admissions policy of the University of Michigan Law School, stating that the policy did not define diversity narrowly. In the *Fisher v. University of Texas* case (2016), the Supreme Court ruled on Thursday, June 23, 2016, in a 4-3 decision that race can be used when determining student admissions; thus upholding previous precedence. From *Bakke* to *Grutter* to the recent *Fisher* decision, the
United States Supreme Court has struggled with the principle that promoting diversity in higher education is a government responsibility within the meaning of the 14th amendment. According to Teranishi and Briscoe (2008), the elimination of race-based affirmation action along with higher admissions standards would decrease the Black enrollment numbers. Thus, the use of race as an admission consideration can increase the Black enrollment rate. It is also important to note that affirmative action seeks to address access issues while simultaneously considering academic ability.

Hurtado (2001) asserts that a diverse student environment enhances learning and prepares students to function in a diverse American society. Educating a diverse student body arguably is a central purpose of higher education institutions. A diverse student body provides students with important opportunities to build the skills necessary for bridging cultural differences and cultivating students’ capacity for learning. As the American society is becoming increasingly diverse, it is imperative to provide college students with the skills needed to succeed (Hurtado, 2007). However, while many colleges and universities have come to recognize diversity as an educational policy and goal that is connected to the overall objectives of the institution to provide all students with the appropriate skills that will be useful in a diverse society, an achievement gap still exists between underrepresented students and White students (Hurtado, 2007). Tienda (2013) suggests that diversity does not automatically lead to integration. For that reason, to capture the essence of a diverse student body, senior level administrators must intentionally promote inclusion, which is defined as “organizational strategies and practices that promote meaningful social and academic interactions among persons and groups who differ” (Tienda, p.1). The larger issue of inclusion lies within the concepts of
diversity, equity, and access; these must be confronted before the educational benefits of inclusion can be obtained. It is clear that universities value racial diversity from their defense of race-based admission practices, but once diverse students are admitted there is no guarantee that they will be retained or included because diversity by itself does not guarantee inclusion (Tienda, 2013).

Furthermore, the underrepresentation of diverse faculty is also concerning. Baez (2003) asserts that faculty of color feel that they have to work harder than White faculty members, they feel that receive little support or validation for their research, and that they are invisible for not fitting in with the norm. Typically, the problem is the under-hiring of faculty of color which leads to a revolving door. When small numbers of faculty of color are hired, they do not see themselves in the full professorate role in large numbers, which can cause a sense of isolation and departure from the institution. Therefore, to fix this problem strong affirmative action is essential to address the need for diverse faculty (Baez, 2003).

Hoffman and Mitchell (2016) contend that as diversity becomes ingrained in the fabric of an institution, it becomes a part of the institutional values permeating all aspects of the institution. The inclusion of diversity can be seen in the mission, hiring practices, and the establishment of ethnic and cultural centers and departments. Advancing diversity is the responsibility of everyone at the institution from faculty to administrators and students. Institutions have to demonstrate that they are committed to ongoing diversity efforts and that diversity is more than just words. By making it everyone’s duty to advance diversity and equity, all parties within the institution buy into the call for action; organizational lines and hierarchy are erased (Hoffman & Mitchell, 2016). But does
racial diversity contribute to educational outcomes? According to Clarke and Antonio (2012), racial diversity has had several positive associations with educational outcomes such as intellectual and social self-confidence, critical active thinking, motivation, and academic skills. Despite the positive correlation between racial diversity and educational outcomes, there may be variations depending on race. White students tend to benefit positively from informal diversity, while Black and Latino students benefit much less and benefit more from same-race peer interactions. Higher education institutions that enroll a diverse student population struggle between creating supportive programs and providing opportunities for cross-racial interaction in hopes that one will lead to positive educational outcomes (Clarke & Antonio, 2012; Clark, Ponjuan, Orrock, Wilson, & Flores, 2013). Nevertheless, it does not have to be one or the other, it can be both.

Achievement Gap

According to Manning and Kovach (2003), the achievement gap which is based on the disparities in performance between African-American and Hispanic students and their White peers, is a concerning phenomenon that adversely affects students of color in particular men of color. The achievement gap can be seen as early as kindergarten and persist through post-secondary education (Manning and Kovach, 2003). In addition, it is reflected in some standardized tests like the Scholastic Assessment Test (SAT) and the American College Test (ACT), with distinct differences in the scores for underrepresented and White students (Manning & Kovach, 2003). Manning and Kovach (2003) asserts that standardized testing has made the achievement gap more visible with social pressure mounting to increase the achievement of underrepresented students. Underrepresented students’ performance on standardized tests has sparked numerous
debates that have attempted to explain the cause of differential test scores. African-American males specifically are often disadvantaged by the intersection of race and gender (Manning & Kovach, 2003). Although research on the educational experiences of African-Americans has a long history, recent discussions about the plight of African-American males and the achievement gap has gained attention (Davis, 2003). Critics claim that standardized tests are more a measure of cultural assimilation than aptitude and that they discriminate against underrepresented students. The SAT is perhaps the most disputed standardized test used to gauge students’ college preparedness. Because standardized tests are used to determine scholarship eligibility and college admission, it is important to address student performance on the examination (Jalomo, 2000). Test validity is an ongoing concern among external stakeholders like state legislators and district boards who focus on the results of underrepresented students. Standardized tests can wrongly assess students whose educational preparation and life experiences cannot be adequately measured by these tests. Therefore, institutions must be mindful when using them as a major factor for establishing admission decisions (Jalomo, 2000).

Davis (2003) posits that African-American males are at risk within the U.S. education system. According to Smith and Harper (2015), 35% of African-American boys were suspended and 34% expelled from K-12 public schools in the U.S. Across the southern states, African-American boys encompassed 47% of suspensions and 44% of expulsions, which was the highest among all racial groups. High rates of African-American male school attrition, relatively poor academic performance, and low college enrollment, and persistence rates are all seen as a function of African-American males’ inability to be active learners if one perceives African-American males to be the problem
(Davis, 2003). However, Manning and Kovach (2003) suggest that even when holding constant social class and schooling, underrepresented students are more likely than their White counterparts to drop out of college. Therefore, the causes of the gap may not simply be an educational problem or even a social class issue.

It is important to note that there are economic inequalities linked to race and class and that there are discrepancies in the access of educational resources is the U.S. Inequality in resources means underrepresented groups do not have equal access to adequate educators and learning experiences and as a result underrepresented students are typically overrepresented as low achieving and non-college bound (Manning & Kovach, 2003). Davis (2003) contends that other explanations for the achievement gap relating to how schools are organized have focused on curriculum issues, teaching strategies, and expectations. How schools structure students’ opportunities to learn has been shown to influence academic achievement. Access to enriching academic experiences and first-rate educators, a diverse curriculum, and supplemental school activities are important elements for engaging Black males who may already feel marginalized (Davis, 2003).

**Men of Color Initiatives**

Higher education diversity programs that began in the 1970s grounded in increasing the retention and graduation rates of underrepresented students still exists today. There is convincing evidence that Black males face patterns of ongoing and distinctive discrimination in many aspects of their lives; most evidently in education, in the criminal justice system, and in employment, which has lasting consequences that are manifested in high dropout rates, high incarceration rates, low rates of postsecondary completion, and low employment rates (CUNY BMI, 2016). It is a well-established fact
that institutions of higher education in the U.S. do not successfully recruit, retain, and graduate African-American and Hispanic males. Countless statistics discuss the disproportionately low percentages and numbers of African-American men in higher education. With these grim realities in mind, higher education men of color initiatives were established to strengthen the education pipeline for men of color by increasing the enrollment, retention, and graduation rates of these students (CUNY BMI, 2016).

The program services and activities of men of color initiatives such as learning communities, financial support, mentoring, and freshman seminars, address a particular impediment to academic success for underrepresented students, particularly men of color. According to Sanchez (2000), learning communities address the issue of individual culture vs. collective culture by constructing cohorts of learning for underrepresented students. Learning communities are cohort structures that cluster students around an interdisciplinary theme that create an inclusive learning environment. Participation linked to courses or freshman interest groups allow underrepresented students to use the skill of making the connection between new and old knowledge (Sanchez, 2000). According to Solmon et al. (2002), financial support speaks to alleviating the burden of the education debt crisis. Providing the necessary financial supports in the form of tuition, stipends, book vouchers, and transportation cost can serve as an incentive for underrepresented students. These types of incentives make forgoing menial work in pursuit of a college degree easier. Opportunities for underrepresented students to attend college decreases as costs increases and need-based financial aid declines (Solmon et al., 2002).

Hall (2015) posits that mentoring is a commonly used intervention for developing the social skills, emotional aptitude, educational acumen, and cultural identity of African-
American males. In addition, Hall identifies two types of mentoring programs: community-based and school based. Community-based mentoring is a widely known service provided by nonprofit organizations that connect volunteers and adults with young people, usually in a one to one setting. School-based mentoring on the other hand, usually takes place during or after school hours, can be done one-on-one or in a group setting, and can involve pairing an incoming first-year student with an upperclassmen, a faculty member or an administrator to assist with the transition into the college environment (Hall, 2015). Stromei (2000) contends that private companies utilize mentoring programs as well because they realize that not many mentoring relationships will develop instinctively. Consequently, they have established formal mentoring programs to cultivate promising employees.

According to Hall (2015), mentoring programs on college campuses help ensure the success of male students of color by serving as a retention measure as well. Mentors serve as coaches, role models, and ultimately someone to help men of color navigate the rigors of college life. Despite its programmatic variation, mentoring is often considered a one-way relationship where mentors impart knowledge to mentees; however, the mentee can offer a lot to this mentoring relationship as well (Hall, 2015). Thus, according to Shotton, Oosahwe and Cintrón (2007) peer mentoring specifically, has been gaining momentum in higher education as a method for increasing retention by fostering a sense of belonging. Programs that have peer mentors assist students in developing networking and socialization skills to facilitate the transition to college life. Students of color who have been able to successfully navigate the college environment credit peer support as a factor in their academic success, because mentoring seems to be essential when students...
are in environments that are distinctly different from the ones that they are used to (Shotton et al., 2007).

Mentoring helps ensure the success of students of color by serving as a retention measure. Stovall (2000) posits that many students of color not only enter college with characteristics that may hinder their academic success, but they also experience greater levels of isolation and dissatisfaction. Recognizing the challenges that many new students face, colleges have implanted a variety of interventions aimed at facilitating students’ integration into college and improving their performance and persistence. Mentoring programs are successful strategies for connecting underrepresented students with college representatives, other students, and community members (Stovall, 2000).

Freshman seminar helps facilitate the mastery of the academic competencies of critical thinking, critical reading, and information literacy as well as build a sense of community (Clark et al., 2013; Stovall, 2000). Bridge programs like freshmen seminar or student success courses also help underrepresented students effectively transition from high school to college. These programs allow students of color to take credit-bearing courses that expose them to resources, institutional administrators, and engagement opportunities (Harper, 2012). Successful men of color initiatives increase the engagement level of participants. Students who are engaged are more likely to feel a sense of belonging with the college environment, which has the likelihood to increase retention rates (Harper, 2012). Men of color initiative participants who are engaged graduate, transition to graduate and professional schools or the workforce having learned tangible skills after post-secondary completion. Thus, making men of color initiative alumni the next generation of diversity change agents reaching back to assist the next group of men
of color (CUNY BMI, 2016). Examples of men of color initiatives at higher education institutions as well as within city and federal government can be found by examining the Student African-American Brotherhood, University System of Georgia’s African-American Male Initiative, the City University of New York Black Male Initiative, New York City’s Young Men’s Initiative, and the White House My Brother’s Keeper Initiative.

**Student African-American Brotherhood**

In 1990, Student African-American Brotherhood (SAAB) was established by Dr. Tyrone Bledsoe at Georgia Southwestern State University as a nonprofit organization to combat the academic and social challenges faced by African-American males at the high school and college level. Over its 20 plus years of existence, SAAB has grown to more than 200 chapters in 39 states across the country. SAAB is committed to access and excellence for men of color by fostering a spirit of care, enhancing the school and life experience, providing mentors, removing educational barriers, and empowering them to achieve. The organization’s mission is to assist men of color to excel in all facets of life culturally, socially, academically, and professionally. SAAB’s primary goal is for all men of color at higher education institutions, to take advantage of their academic year to be better positioned to enter the world of work adequately prepared. SAAB creates a culture that teaches men of color to be accountable, disciplined, and proactive (OMG Center for Collaborative Learning, 2011).

In 2008, SAAB developed a theory of change that targeted participants’ educational aspirations, identity, sense of belonging, and academic progress as a mechanism for increasing their graduation rates and preparation for the workforce. Based
on survey data from Fall 2010, SAAB students were primarily African-American males attending 4-year institutions on a full-time basis. They got mostly As and Bs on report cards, were engaged in activities such as community service, career development, and received academic support. Students had great pride in themselves and their educational aspirations and credit SAAB for that. Lastly, students reported that they would not change anything about SAAB, but stated they want to connect with other SAAB chapters across the nation (OMG Center for Collaborative Learning, 2011).

University System of Georgia African-American Male Initiative

In 2000, the Board of Regents of the University System of Georgia (USG) through research found that there were sizable post-secondary educational gaps between Black males and other students, which led to the creation of the USG African-American Male Initiative (AAMI) in 2002. AAMI was the first of its kind statewide effort that focused specifically on the increasing the post-secondary educational outcome for African-American men. AAMI began operating at six campuses in 2003 as a pilot project. Its focus at that time was to increase the African-American male student enrollment rate and had five programmatic elements: 1) pipeline strategy- program activities targeting African-American males in grades 7-12, that exposed them to college life; 2) achievement skills enrichment- provides an additional layer of academic support in the form of literacy, math, and writing skill building; 3) student support services- resources and information that enhances student success socially; 4) adult and peer mentoring- pairs AAMI students with an adult and peer who provides guidance and support; 5) leadership development- emphasizes building leadership skills and competencies. However, given the variation of the program activities on the campuses, it
was difficult to speculate a causal relationship between the core elements and program goals- to increase the enrollment, retention, and graduation of Black males at USG institutions.

It is challenging to measure if an intervention has the desired outcome if the program model does not connect each activity to a result (Board of Regents USG, 2012). Consequently, a logic model was created that linked program activities to results informed by site visits, key stakeholder interviews, and the program theory. In doing so, four factors that are critical to the outcomes came to light: 1) system leadership- stressed identifying key individuals to provide consistent leadership who were genuinely concerned about Black male success; 2) AAMI staff engagement- speaks to developing strategies to maintain staff engagement and prevent burnout since many of the AAMI staff are volunteers or have integrated AAMI into their primary roles at the institution; 3) institutional infrastructure- highlights the need for institutional commitment and resources to assist the operations of AAMI; 4) performance-based practice- addresses the importance of performance monitoring, measuring, and use to manage the initiative and make program design changes when necessary. Since the inception of AAMI in 2002 African-American male enrollment has gone from 8,700 to 13,224 in 2010, retention rates have gone from 78% to 82% in 2010, and bachelor’s degrees conferred has gone from 437 in 2003 to 714 in 2010. AAMI key policy recommendations include establishing diversity goals at all levels of the institution, allocate adequate resources to support diversity policy changes, and institute a policy of collecting African-American student data to determine if African-American students need targeted support (Board of Regents USG, 2012).
The City University of New York Black Male Initiative

The City University of New York (CUNY) is the nation’s largest urban public university, serving more than 270,000 students at 24 colleges and institutions in all five boroughs of New York City. Its member institutions include community colleges, Baccalaureate-awarding colleges, Professional Schools, and Doctoral institutions. CUNY encompasses seven community colleges, eleven senior comprehensive colleges, Macaulay Honors College, the Graduate Center, the School of Journalism, CUNY Law School, and the CUNY Medical School. All of these institutions are tasked with the mission of being a vehicle for the upward mobility for the disadvantaged in the City of New York and ensuring equal access and opportunity to all students, faculty, and staff (CUNY, 2016).

In 2005, CUNY established the Black Male Initiative (BMI), as an intervention program to address the college dropout rates of men of color, and to increase the enrollment, persistence, graduation rates of students from groups severely underrepresented in higher education, specifically African-American and Latino male students. BMI serves students at all 24 CUNY campuses through over 30 fully staffed programs, which provide students with assistance and support at all points of their academic experiences: pre-college, community college, senior comprehensive college, graduate and professional school, and also offers programming specifically for formerly incarcerated and college re-entry populations. CUNY BMI works in six strategic areas or pillars to reach its overall goals of increasing enrollment of students from severely underrepresented groups in higher education and providing academic and cultural
supports to assist program participants in successfully completing their undergraduate course of study and graduating (CUNY BMI Overview, 2016).

The first pillar is diversity recruitment which utilizes strategies that increase enrollment of underrepresented students, particularly men of color both at CUNY as a whole and in the many projects offered by BMI. The CUNY BMI project recruits prospective CUNY students by using a wide range of methods such as letters, emails, student workshops, teacher recommendations, and word of mouth. Culturally competent peer-to-peer mentoring is the second pillar and it includes a peer-to-peer mentoring model where high-performing upperclassmen are trained to be peer mentors to lower classmen, however there is an acknowledgment of cultural differences such as race or ethnicity, gender, ability, class and sexuality, and training to help mentors and mentees understand these differences (CUNY BMI Overview, 2016).

The next pillar academic enhancements, provides an additional layer of academic support through tutoring and supplemental academic programs, such as block classes, peer-led tutoring, and learning communities. Socioemotional programming the fourth pillar, includes activities that assist BMI students in acquiring and applying the knowledge and skills necessary to understand emotions, display empathy for others, and make responsible choices. Some activities include student development workshops on civility and anti-hazing, Title IX/sexual assault prevention, and undoing racism. The second to last pillar institutional commitment, involves developing relationships with senior leaders as stakeholders within the institution to assist in securing space and supplemental financial support for the BMI project. The last pillar creating an advisory committee, stresses that each BMI project establishes an advisory committee to assist in
the development of the project, provide and garner resources for the project, and serve as ambassadors for the project (CUNY BMI Overview, 2016).

In 2010, CUNY BMI began tracking the academic progress of student participants in order to assess the initiative’s impact on student retention and academic progress. The data illustrated that students in cohorts 2010, 2011, 2012, 2013, and 2014 who participated on a regular basis in CUNY BMI on average outperformed other students in those cohorts. When BMI African-American and Latino males were compared to African-American and Latino males who did not participate in BMI, BMI African-American and Latino males consistently had better first-year retention rates of 11.5% on average (Figure 2.1), higher GPAs of .20 points on average (Figure 2.2), and more semester credits earned of .58 credits on average (Figure 2.3).

Figure 2.1: CUNY BMI First Year Retention Rates F/T Students

(CUNY BMI Overview, 2016).
Since the inception of CUNY BMI in 2005, the four-year graduation rate for African-American men pursuing an Associate degree at CUNY has increased from 12.3% to 16% and 12.7% to 16.7% for Latino males for cohorts 2006 to 2010. The six-year graduation rate for African-American men pursuing a Baccalaureate (Bachelor’s) degree at CUNY has increased from 28.7% to 37.6% and from 33.5% to 37.4% for Latino males for cohorts 2004 to 2008 (CUNY Office of Institutional Research, 2016).
New York City’s Young Men’s Initiative

In 2010, Mayor Michael Bloomberg made a commitment to tackle the disparities facing the advancement of African-American and Latino young men in comparison to their peers in New York City (NYC), and in 2011 after several months of research the Young Men’s Initiative (YMI) was launched (NYC Mayor’s Office, 2012). Through policy reforms and public-private partnerships, approximately $43 million was invested in programs to connect young men of color to education, employment, increase their health awareness and decrease their involvement with the criminal justice system. The goals of YMI are to: 1) reduce the achievement gap in NYC schools by developing strategies that improve educational outcomes; 2) reduce barriers to employment by connecting young men of color to employment; 3) improve the health of young men of color and their families; 4) reform the juvenile criminal justice system that often targets young men of color by ensuring that they are prepared for second chances (NYC Mayor’s Office, 2012). The YMI progress towards achieving these goals includes: 1) 100% of NYC public schools now measure the academic progress; 2) 806 African-American and Latino boys have been placed into jobs in 2012 because of the expanded men’s training programs; 3) six best practices for sexual and reproductive health care for adolescents were established; 4) all 35 non-exempt city agencies have removed the question about criminal history on applications because of executive order 151, Ban the Box (NYC Mayor’s Office, 2012).

The White House My Brother’s Keeper Initiative

African-American and Hispanic children are six times more likely than White children to live in poverty. Approximately 66% of African-American children live in
single-parent homes. African-American males accounted for 6% of the American population but made up 43% of the murder victims in 2011. Lastly, in 2012, African-American males were six times more likely to be incarcerated in comparison to White males (Johnson & Shelton, 2014). With this sobering reality in mind, in 2014 President Obama with the assistance of the private sector established My Brother’s Keeper (MBK). MBK seeks to address the opportunity gaps boys and young men of color encounter by: 1) establishing national indicators to address the issues men of color face; 2) supporting the cradle to college and career strategies in local communities; 3) ensuring access to high quality education; 4) increasing entry-level jobs and mentorship opportunities; 5) reducing violence and providing a second chance (Johnson and Shelton, 2014). MBK’s progress within the last two years includes the following: 1) New York becoming the first state to fund a statewide expansion of MBK with a $20 million budget; 2) in Detroit, the violent crime rate dropped by 25% since the inception of Grow Detroit’s Young Talent Program; 3) in Philadelphia, the Police School Diversion Program accounted for the 54% reduction in school-based arrest; 4) the private sector has given MBK $600 million in grants as well as $1 billion in low-interest financing to support activities across the nation (The White House, 2016). MBK’s key policy recommendations includes: 1) using federal funds to provide access to quality early learning programs; 2) promoting positive school environment and discipline policies; 3) supporting higher education completion at institutions that serve underrepresented students; 4) addressing the summer opportunity gap by expanding the access to employment skills training; 5) reforming the use of solitary confinement for juveniles; 6) improving reentry education programs to reduce recidivism (The White House, 2016).
Performance Measurement

According to Mayston (2003), education is an important area for the application of techniques in performance measurement aimed at improving the performance of public services. Raising post-secondary education standards has led to the development of performance measures that makes performance information more readily available (Mayston, 2003). Before measures are identified, it is important to understand the relationship between measures and goals. If the relationship between educational performance measures and the objectives/goals of the educational system are weak, there is a risk of isolating the educational outcomes achieved (Mayston, 2003). Desirable results can strengthen performance information. Mayston (2003) asserts that a failure to satisfy these desirable results in a systematic way where educational performance measures are linked to goals can lead to insufficient educational outcomes.

Moynihan (2008) defines performance management as “a system that generates performance information through strategic planning and performance measurement routines and that connects this information to decision venues where ideally, the information influences a range of possible decisions” (p. 5). Moynihan (2008) contends that there is a doctrine or theoretical explanation of performance management that draws from New Public Management and other forms of management, which he calls the doctrine of performance management. Underlying the doctrine of performance management are the several assumptions: the government is inefficient, the government can become efficient, poor performance has major consequences, the government should make rational decisions, and performance information will improve decision-making. The performance management doctrine offers solutions to the supposed deficiencies of
traditional public organizations and remedies for how public organizations should function (Moynihan, 2008). According to the performance management doctrine, traditional public management systems discourage efficiency by not giving managers discretion to achieve results. The rigidity of the traditional public management system is based on the culture of control that focuses on inputs. Performance management, on the other hand, moves from perceived inefficiency to being efficient and effective by creating performance information systems, encouraging the use of performance information systems through the expansion of managerial authority, and improving accountability (Moynihan, 2008).

According to Speklé and Verbeeten (2014), throughout the past two decades performance measurement has been a popular trend within public management. While performance measurement systems serve various purposes such as monitoring, strategic decision-making, and legitimization, most performance measurement systems seem to be used to monitor performance outcomes. Moreover, effective performance measurement systems provide incentives that motivate administrators towards the achievement of organizational goals (Speklé & Verbeeten, 2014). Ho (2006) contends that there is limited opposition regarding the supposed benefits of performance measurement; consequently, the issue remains whether performance information is used in the decision-making process. While some public organizations and agencies have used performance measuring to make decisions, others are reluctant as they perceive there are no payoffs given the time and effort invested (Ho, 2006). Heinrich (1999) asserts that regardless of organizational type, public or private, performance measurement focuses on organizational goals and how informed decision-making can enhance results. However, if
performance measures are not strongly correlated with organizational goals performance information use is limited (Heinrich, 1999).

Performance measurement advocates have suggested this tool can be used to develop budgets, use resources more effectively, allow for transparency, monitor the fairness of government programs, and achieve better results (Ho, 2006). However, the promises of the performance management doctrine are not adopted by all scholars and practitioners; in fact, there are quite a few opponents that argue the rhetoric of performance is a paradoxical situation. Radin (2006) asserts three paradoxes surround the nature of performance: formal processes that come from ambiguous rhetoric, outcomes that cannot be measured, and reliance on officials. These paradoxes create a tension that makes performance measurement difficult. The concerns about performance have taken many forms, from an emphasis on efficiency while forsaking other values to one-size fits all centralized, top-down approaches. Based on what Radin (2006) calls the classical approach to performance measurement which begins with a goal that is matched with the desired outcome, there is a logical process that shares characteristics with the classic scientific method that focused on ultimate outcomes and the collecting and interpreting of data. According to Radin (2006), using the classical approach to performance measurement assumes that goals are clearly defined, actors agree, outcomes are measurable, data is available, and results can be delivered to an actor with authority. In reality, these preconditions are difficult to meet, leaving individuals concerned about performance measurement and resistance to its requirement could be perceived as an unwillingness to be accountable. According to Koppell (2005), quite often performance has replaced accountability when in fact performance should reinforce accountability.
The meaning of accountability suffers from a lack of clarity that can affect an organization’s performance. The many meanings of accountability suggest that an organization cannot be accountable in all of the senses implied by this one word. One of two things that may occur is that the organization may attempt to be accountable in the wrong manner or try to be accountable in every sense. Organizations trying to meet conflicting expectations are likely to be unproductive (Koppell, 2005). The problem with achieving efficiency and effectiveness stems from the dilemma of accountability.

**Equity Goals**

J. Rice (2004) contends that equity refers to the fair distribution of goods and services, while Andrews and Van de Walle (2013) define equity as how well public organizations can meet the needs of a diverse citizenry. Consequently, Svara and Brunet (2004) argue that there are many other definitions of equity and given the lack of agreement on a definition of equity; it is difficult to measure equity goals. The inadequacies in definitions arise from the multiple meanings of equity, both as a concept and as a value of public administration. The various definitions are not the problem by itself; the confusion lies in the appropriate actions that have to be taken to fulfill the commitment to equity given the wide variety (Svara & Brunet, 2004). According to Svara and Brunet (2004) as well as Gooden and Myers (2004), equity is a skeletal goal that appears imposing from a distance, but on closer examination it is undeveloped. According to Andrews and Van de Walle (2013), there is a stark disparity between the measures available for equity in comparison to efficiency and effectiveness because administrators are not asked to measure their ability to treat all citizens fairly or to deliver public good equally. Therefore, the scarcity of equity measures implies that equity is not
a priority. The absence of a link between equity and performance measurement suggest that government is less attuned to the how equitable goods and services are provided (Andrews & Van de Walle, 2013).

Furthermore, the pursuit of efficiency, effectiveness, and equity goals has had a profound effect on performance measurement, because these goals tend to pull in different directions. This tension that exists leads to tradeoffs due to these competing goals (J. Rice, 2004). As a basis according to Radin (2006), performance measurement looks at the goals of an organization to develop measures that are in line with the organization’s mission. If the goals of an organization are unclear, ambiguous, conflicting or symbolic, tradeoffs have to be made between a complex combination of efficiency, effectiveness, and equity goals. It is difficult to find ways to measure what is considered symbolic like equity and fairness for the following reasons: the definition of equity is unclear, there is a resistance to including equity questions in the measurement of performance, and there is a societal discrepancy about the meaning of equity (Radin, 2006). The process of trading competing values leads to conflict between control, responsiveness, and representativeness. Balancing multiple values is challenging; therefore, the default is to measure efficiency and effectiveness goals because it is easier (Radin, 2006). However, what happens to equity? Leaving equity out of the equation paints an incomplete picture and does not capture the reality. Radin (2006) contends that organizations/programs that are designed to increase equity and establish a sense of fairness must explore ways to deal with equity and fairness questions within the parameters of performance measurement. For example, when studying the educational success of underrepresented students who have been denied equal opportunities due to
historical patterns of racial discrimination, the collection of data should be disaggregated by race/ethnicity and other characteristics to address equity concerns in the performance framework. However, one must also recognize the difficulty of defining racial discrimination in a concise way and find credible ways to measure it (Radin, 2006).

But what if the relationship between efficiency, effectiveness, and equity goals are reimaged and seen as complementary, instead of competing; in essence making efficiency and effectiveness a component of equity. According to J. Rice (2004) effective and efficient management can be a component of equity-based outcomes by intricately linking them. In doing so, being responsive to the desired result for underserved communities is one example of how all three goals can work together. Additionally, Harris III et al. (2010) suggest an Equity Scorecard to examine data and conduct inquiries to assist administrators develop awareness surrounding racial inequity trends and become equity-minded change agents. Fashioned after the Balanced Scorecard and Academic Scorecard, the Equity Scorecard was developed when it became increasing clear that while equity was valued it was not being measured. The Equity Scorecard provides evidence-based awareness of racial inequities and creates a sense of responsibility for address them (Harris III et al., 2010).

**Performance Information**

According to Moynihan and Pandey (2010), performance measurement has become a pervasive concept, which reinforces prescribed forms of accountability. With the rise in the use of performance measurement, there is more performance information available than ever before. Performance information use is important for a myriad of reasons including informed decision-making, strategic planning, and making
improvements. The use of performance information allows decision makers to be focused, informed and goal-oriented, but performance information often goes underutilized (Moynihan & Pandey, 2010). Performance information use explains how administrators handle systemically collected, primarily quantitative data. As a result, qualitative data is repeatedly excluded; thus leaving out vital information. Therefore, to truly understand the breadth of performance information use both quantitative and qualitative data, such as non-routine feedback and surveys, have to be taken into consideration (Kroll, 2013). Information is more likely to be used if it is available, filtered, and of high quality. One basic assumption of performance information use is that the accessibility and quality of information produced by a reliable system makes a difference in performance information (Moynihan & Ingraham, 2001). The nature of information is critical to whether the information is used or not. Additionally, Moynihan and Lavertu (2012) contend that it is important for public sector organizations, as they do not incentivize innovation, to routinize the commitment to performance, rather than depend on highly motivated individuals to adopt performance information use. By creating a routine of data measurement, collection, evaluation, and use the expectation is that a community of performance information users will form and that performance information will be used if it is likely to result in the desired outcomes (Moynihan & Lavertu, 2012).

Nevertheless, according to Bourdeaux (2008), performance information does not clarify organizational mission or objectives; however, it does allow for tradeoffs between efficiency, effectiveness, and equity goals. Administrators are constantly bombarded with information that they rarely have time to use, so having to make choices about what
information to use can serve as a deterrent (Bourdeaux, 2008). Thus, depending on the content of the information their response to performance information differs. This rationale is supported by the idea that administrators are mainly concerned with efficiency and effectiveness goals. Conversely, within the framework of efficiency and effectiveness goals, responses to performance information depend on the designation of credit or blame (Nieslen, 2013). Differing worldviews among team members in an organization also has a bearing on performance information use, as individuals are more likely to reinforce their in-group and disparage others (Dahlin, Weingart, & Hinds, 2005).

According to Dahlin et al. (2005), performance information use involves processing large quantities on information as well as the ability to identify and utilize the appropriate information. If performance measurement is not conducted, performance information cannot be created. Goals and measures that accurately describe the context of the organization identify suitable standards of performance and link goals to those responsible for achieving them, which is expected to prompt decision makers to use such information (Dahlin et al., 2005). Making decisions based on performance information can also be problematic due to competing values, contextual and logistical barriers. Consequently, the more accessible, detailed and quality of information the greater the likelihood of information use (Moynihan & Ingraham, 2001).

**Research Questions**

The following research questions were used to guide this study and shape the way the research was conducted: *How does perceived institutional racism shape the work of men of color initiative administrators?* Given the literature above on the historical perspective of race in higher education, addressing the achievement gap, and men of
color initiatives, this research question will look at the ways institutional racism has informed the creation/need for men of color initiatives and how that affects the administrators. The aforementioned examples of men of color initiatives at higher education institutions, city government and the federal government demonstrate that there are societal challenges, educational gaps, and disparities facing the advancement of men of color. It is anticipated that men of color administrators’ exposure to forms of institutional racism will influence how and why they do this work.

How do men of color initiatives balance efficiency, effectiveness, and equity goals when measuring performance? Based on the performance measurement literature regarding equity versus efficiency and effectiveness, this research questions looks at the way equity as a measure of performance is balanced between efficiency and effectiveness. Equity is often symbolic in nature and difficult to define, therefore making equity difficult to measure. The assumption of the tension that exists between equity, efficiency, and effectiveness will be tested and it is anticipated that men of color initiatives will not measure equity.

What are the challenges of collecting and using performance information to better realize key outcomes? And what are the ways in which men of color initiative administrators understand and act on performance information? According to the performance information literature, there is an underutilization in the use of performance information due to a lack of accessible and detailed performance data. As a result, it is anticipated that men of color initiative administrators will have challenges collecting and using performance information because there is a lack of support from institutional research offices to assist in collecting and providing performance information.
Additionally, due to understaffing and capacity issues within men of color initiatives, administrators will have difficulties creating and implementing the mechanisms to collect performance information and analyze it.
Methodology

Quantitative vs. Qualitative Research

Qualitative research as a way of finding answers to societal questions is often seen as less tangible in comparison to quantitative research based on empirical data. Herbert Simon, a behaviorist, is very much an advocate of quantitative research as a means for Public Administration becoming a science. There are many factors that plague Public Administration such as practice informs theory, multidisciplinary nature, lack of a paradigm, and qualitative research traditions, as well as other social science from truly being considered a normal science. Unlike other social sciences like Political Science, Sociology, and Psychology, Public Administration has an active practice base that informs the theory of Public Administration. Historically public administration in practice has been instrumental in agriculture, mining, commerce, and transportation. In this sense, practice was followed by theory. The rise of Public Administration was marked by Woodrow Wilson’s *The Study of Administration* where administration became self-aware slowly.

Public Administration has borrowed from different disciples like Sociology, Economic, and Political Science, which has left Public Administration without a single unifying element. That is not necessarily a bad thing, being able to draw on different perspectives from various disciples can be beneficial. The multidisciplinary nature of Public Administration has allowed theorist and practitioners to have a myriad of approaches when answering societal questions. According to Riccucci (2010), the notion of strengths and weaknesses of quantitative and qualitative research approaches is perhaps at the heart of the opposition among public administration researchers as to
which method is the most appropriate for theory building in the field. Arguments can be made for and against both methods like, qualitative research has inferential problems, and quantitative research suffers from problems that stem from case selection and degrees of freedom. Ultimately, the point is the strength of one approach may be considered a limitation for the perspective of the other approach (Riccucci, 2010). Consequently, the decision to use a mixed methods design was grounded in philosophical assumptions that mix qualitative and quantitative approaches.

**Mixed Methods**

According to Creswell and Clark (2011), mixed methods research is a research design that not only involves philosophical assumptions and worldviews, but it also entails the mixture of qualitative and quantitative approaches. Mixed methods research highlights both approaches of data collection while framing these procedures within a particular theoretical lens. It involves combining both qualitative and quantitative data in a single study to better understand the research problem (Creswell & Clark, 2011). Qualitative research design as defined by Denzin and Lincoln (2005) “is a situated activity that locates the observer in the world and consists of a set of interpretative practices that make the world visible” (p.3). Qualitative research can involve the use of ethnography, case studies, personal experiences, artifacts, observations, or interviews to make sense of a phenomenon occurring in its natural setting. Sadovnik (2006) contends that qualitative research unlike quantitative research which is theory testing is theory construction and interpretation. In an attempt to differentiate between quantitative and qualitative research Berg and Lune (2012) offer these definitions: “qualitative research refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and
descriptions of things, while quantitative research refers to counts and measures of things” (p.3). According to Berg and Lune (2012), qualitative research allows for the contextualization of the world, therefore, allowing qualitative researchers to not only discover knowledge but also construct knowledge by inventing instruments to collect and produce data. To do so effectively, qualitative researchers use a variety of methodological approached and samples techniques. When conducting qualitative research various approaches for collecting data can be used- such as case studies, observations, focus groups or interviews (Berg & Lune, 2012).

This mixed methods study began by using a qualitative research design, semi-structured interviews, in the first phase followed by a quantitative research design, exploratory factor analysis and bivariate correlation, in the second phase of data analysis. The purpose of a mixed methods design is to generalize qualitative findings based on a few subjects followed by a larger sample gathered in the second phase. The intent of the design is for the qualitative method to inform the quantitative method. The philosophical assumptions when using this research design are constructivism in the first phase and postpositivism in the second phase of the research design.

**Constructivism vs. Post-Positivism**

According to Denzin and Lincoln (2005), constructivism is often associated with qualitative approaches where the aim of the inquiry is to understand the phenomenon. Advocacy and activisms are key concepts of this philosophical assumption, and the researcher is seen as a participant and facilitator. While knowledge consists of consensus building, multiple pieces of knowledge can co-exist and are subject to change when compared/contrasted. With a constructivist worldview, knowledge accumulates in a
relative sense and values are an inescapable part of shaping the inquiry outcomes (Denzin & Lincoln, 2005). Post-positivism on the other hand, is typically associated with quantitative approaches where the aim of the inquiry is to explain the phenomenon, ultimately enabling the prediction and control of the phenomenon. The researcher is seen as the expert and knowledge consists of hypotheses that are fact or law. With a post-positivist worldview, knowledge accumulates by the process of gradual growth with facts serving as building blocks. Facts then take the form of generalization or cause-effect linkages (Denzin & Lincoln, 2005).

**Methodological Approach**

The specific qualitative approach used in this study was individual semi-structured interviews via the telephone. A total of 15 administrators of men of color higher education initiatives nationwide were interviewed. Subsequently, a survey informed by the interviews was developed and sent to the administrators of men of color higher education initiatives nationwide. This study aims at gaining deeper insight into equity outcomes and the practice of performance measurement and management by administrators of men of color initiatives. Understanding their perspectives and experiences as it relates to performance information use can help not only further scholarship on this topic but also enhance the effectiveness of such programs. Administrators of men of color initiatives play a critical role in addressing the achievement gap for men of color in higher education. As administrators of men of color initiatives these administrators determine the program structure/components, they define the determinants of success, and they potentially hold the key to academic success for collegiate men of color.
Population and Sampling

During the research phase of a study selecting the appropriate population is an important step. The target population for this study was administrators of men of color initiatives at higher education institutions throughout the nation. These administrators provide an outlook on performance information and academic success that takes into consideration the program design, number of students participating, structural/institutional barriers, goals, and outcomes. The target population was purposefully selected due to their high probability of participation, the research questions, and the researcher’s background. The researcher is currently the University Director of the City University of New York Black Male Initiative (CUNY BMI Overview, 2016). CUNY BMI through its focus on men of color in higher education represents one expression of CUNY’s commitment to access and diversity. CUNY created the BMI program in 2005, and it currently funds over 30 student development projects CUNY-wide that are designed to increase the enrollment, retention and graduation rates underrepresented students in higher education, particularly men of color. Because the researcher is a director of a men of color initiative, colleagues nationwide were more inclined to take part in the study. Also, seldom are administrators considered when examining students’ academic success. Therefore, this study allowed administrators to have a voice.

The sampling strategy for choosing the administrators for the interviews as well as the survey was stratified sampling. According to Berg and Lune (2012), stratified sampling is used to ensure a particular sample of the identified population being examined is represented in the sample. Within each subgroup, a method for selecting
each sample is devised ensuring representativeness in the overall population. The population is divided into subgroups or strata, and then samples from each subgroup are selected (Berg & Lune, 2012). Men of color initiatives were stratified into Ivy League institutions, Historically Black Colleges and Universities (HBCUs), university systems, community colleges, and senior colleges. Institutions with men of color initiatives were selected to take part in the study and the researcher purposefully selected institutions from each strata based on the available information he was able to gather online, such as the name of the program and staff contact information. However, since there are a limited number of programs nationwide the selection process was decisive.

Ivy League institutions are higher education institutions categorized as the most prestigious and highly ranked colleges and universities based on selectivity and academic excellence. The eight Ivy League institutions are Yale University, Cornell University, Brown College, Columbia University, University of Pennsylvania, Princeton University, Dartmouth College, and Harvard University (History of the Ivy League, 2016). HBCUs are colleges and universities established before 1964 to serve African-American students. HBCUs are comprised of public and private institutions, community, and senior institutions as well as medical and law schools. According to the National Center for Education Statics (2016), of the 100 HBCUs, 51 are public, and 49 are private institutions. Community colleges are 2-year institutions, while senior colleges are 4-year institutions. Lastly, university systems are groups of affiliated colleges and universities within the same geographical area such as the State University of the New York (SUNY), the University System of New Hampshire, and the University System of Georgia. For this study, Ivy League institutions and HBCUs were not included in the community college,
senior college, and university system subgroups. In addition, only senior HBCU institutions were included in the HBCU subgroup.

Data Collection and Analytical Techniques

There were six senior college administrators, three community college administrators, four HBCU administrators, one Ivy League administrator, and one university system administrator interviewed, resulting in a total of 15 administrators interviewed. All 15 administrators were sent an informed consent form (Appendix C) as well as an audio addendum to the consent form (Appendix D), both forms address confidentiality concerns and voluntary participation in the study. Before the interviews an interview protocol (Appendix A) was established with key conceptual areas from which questions were derived. Prior to the interviews, all of the aforementioned documents were sent to the Arts and Sciences Institutional Review Board for the Protection of Human Subjects Office of Research and Regulatory Affairs at Rutgers University for approval.

All 15 administrators were interviewed via the telephone due to the interviewer’s geographical location in proximity to the participants’ locations. Interviews provide a way of gathering information from participants to gain knowledge about a particular phenomenon. Individual semi-structured audiotaped interviews were conducted, each lasting about one hour to gain a detailed depiction of participants’ perspectives related to the use of performance information and academic success. The semi-structured interviews involved some predetermined questions that were asked of all interviewees, but allowed the interviewer to probe topics in an open-ended manner when necessary.

After the interviews had been completed, they were transcribed and then analyzed using conventional content analysis. According to Creswell and Clark (2011), qualitative
data analysis encompasses coding data, dividing the text into small units, assigning labels to each unit, and then grouping codes into themes. Content analysis is the systematic examination of a body of material in an attempt to identify patterns, themes, and meaning (Creswell & Clark 2011). There are many approaches that qualitative researchers use to analyze data. Berg and Lune (2012) identify six major approaches: interpretative approach, social anthropological approach, collaborative social research approach, directed content analysis approach, summative content analysis approach, and conventional content analysis approach. The interpretative approach allows the researcher to treat social interaction and activities as text. Thus, the human action is a symbol with meanings that convert into text. Once converted to text, the data can be condensed by sorting and coding. The social anthropological approach is most often used when the qualitative mythological approach is field or case studies. Researchers who use this approach start with a theoretical frame then move into the field to test it. The collaborative social research approach collects data by including stakeholders. Data is collected and considered as feedback to create an action or as information to understand a problem. The directed content analysis involves the use of analytic codes and categories derived from existing theories. The summative content analysis approach starts with raw text data, which is then converted to latent meanings and themes. Lastly, the conventional content analysis reduces text data to uncover patterns and meaning by coding and categorizing text. Codes are then sorted into categories according to how various codes are related and linked to each other. These emergent categories are organized and grouped into meaningful clusters (Berg & Lune, 2012). The transcribed interviews for this study were analyzed using the conventional content analysis approach.
Once the first phase of the data collection was complete, an online survey (Appendix B) was developed and informed by the interviews. The survey was sent using Qualtrics, online survey software, to a list 140 men of color initiative administrators nationwide. The survey included questions primarily about performance information, equity as an outcome and academic success as it relates to their initiative, allowing administrators to have a voice in the conversation about students’ academic success. The questions, as well as the email addresses of the men of color administrators were uploaded to the software. Of the 140 emails that were sent out 58 men of color administrators completed the survey and ten emails bounced back, which was a 45% response rate. At the conclusion of the survey statistical data analysis was conducted to summarize and describe the data. Then graphs and tables were created to identify the number of students served by the initiatives, when the initiatives were established, who funds the initiatives, institutional location of the initiatives, yearly funding level, key program services/activities of the initiatives, intended outcomes of the initiatives, type of performance information collected, and how the performance information used.
Qualitative Findings

Interviews Descriptive Data

Fifteen individual semi-structured audiotaped telephone interviews were conducted. Each interview lasted about an hour to gain a detailed depiction of participants’ perspective related to performance information, equity, and academic success. The target population for the study was men of color initiative administrators. These administrators were selected from Ivy League institutions, HBCUs, university systems, community colleges, and senior colleges. Specifically, there were six senior college administrators: two from the North Central region of the US, two from the South East Central region, one from the Southeastern region, and one from the Midwestern region. There were three community college administrators: one from the Southwestern region of the US, one from the Northeastern region, and one from the Midwestern region. There were four HBCU administrators: two from the Mid-Atlantic region of the US, one from the Southwestern region, and one from the Midwestern region. Lastly, there was one Ivy League administrator from the Northeastern region and one university system administrator from the Southeastern region.

Based on the 15 interviews three tables were created to capture key data points. The following was observed in Table 4.1: 13 of the 15 (87%) men of color initiative administrators were men of color, specifically African-American males. The other two administrators were women, one African-American female and one Hispanic female. The concept of representativeness is prevalent in this study, as men of color initiative administrators look like the students they serve. According to Riccucci and Meyers (2004), passive representativeness is the extent to which diversity within an organization
is reflective of the population, however active representation involves diversity at the senior level of an organization where decisions are made. Conversely, because men of color initiatives are underfunded, understaffed, and repeatedly marginalized this form of representativeness is passive and not active.

In Table 4.2, 14 of the 15 (93%) men of color initiatives were established in the 2000 era, while one was founded in the late 80s and early 90s. Moreover, the rationale for starting these initiatives were primarily campus needs. Administrators indicated that due to the low enrollment, retention, and graduation rates of men of color at their respective institutions the initiatives were founded. The second most popular reason for starting men of color initiatives was societal concerns. In light of the reoccurring cases of men of color dying at the hands of law enforcement, many men of color initiatives were established to provide a safe space for men of color on their campuses to talk about these issues. Talking about these issues can be very therapeutic and can inform social emotional learning. Eight of the 15 (53%) men of color initiatives are located within Student Affairs, while the other seven were located within Academic Affairs, Enrollment Management, President’s Office, or Residential Life. Annual budget and funding sources varied among the initiatives. Annual budgets ranged from $4,000 to $1,000,000 to serve anywhere from 20 students to 300,000. In addition, funding came from a myriad of sources including foundations, government grants, fundraising, and the institution itself.

Lastly, Table 4.3 captures information from the interviewees about men of color initiatives’ program models, outcomes, the types of performance information collected and how the information is used once collected. Six of the 15 (40%) men of color initiatives indicated that mentoring and academic supports were a part of the program
model. These two program services were followed by leadership development, which was listed by four of the 15 (26%) men of color initiatives. Increasing retention rates and graduation rates were identified as the primary outcomes of men of color initiatives. Subsequently, the types of performance information that was most often collected was GPA, retention rates, and graduation rates. Furthermore, this information was used primarily to increase the budget and expand the program.

**Emergent Categories**

Men of color initiative administrators provide an outlook on performance information and academic success that takes into consideration the program design, number of students participating, structural/institutional barriers, goals, and outcomes. After the interviews had been completed, they were transcribed then analyzed using a conventional content analysis approach. Conventional content analysis reduces text data to uncover patterns and meaning by coding and categorizing text. Codes were sorted into various themes based on how different codes are related and linked to each other. These emergent categories organize and group codes into meaningful clusters (Berg & Lune, 2012). The emergent categories were: Diversity, Institutional Barriers, Performance, Program Design/Model, Equity, and Success (Appendix E). These emergent categories provide a framework that informs my research questions by not only emphasizing the role men of color initiative administrators play in performance measurement and management, but these categories also stress the role higher education institutions play as well.
Diversity

Most people would agree that diversity is comprised of a sense of tolerance, understanding, and respect for others’ differences. These differences can manifest themselves in various categories such as socioeconomic status, race, gender, and sexual orientation just to name a few. In addition, the exploration of these differences in a positive environment helps individuals to move past tolerance to accepting diversity.

According to Baldridge, Curtis, Ecker, and Riley (1977), the belief that diversity in higher education is beneficial is a contentious topic with proponents and opponents arguing their side. Opponents of diversity have a tendency towards promoting more homogeneity in higher education, while proponents contend that diversity is increasing at educational institutions (Baldridge et al., 1977). Hurtado (2007) defines diversity in college “as structural representation, interactions with diverse peers, and diversity initiatives both extracurricular programs and curricular initiatives” (p.189). Thus applying this definition means, diversity entails having a representation of men of color in senior leadership positions at higher education institutions to inform decisions and policies that affect men of color. A Mid-Atlantic region HBCU administrator who was interviewed, defined diversity as follows: “diversity can be a blend of different cultures, different ethnicities, socioeconomic status, gender or gender identity, all of that plays into it.” The codes grouped together to form this category were the role of diversity, the importance of diversity, and representativeness. The role of diversity stresses the function of diversity as a method of exposing individuals to other cultures. Participants said this about the role of diversity:
“I just think that everyone needs to be exposed to different things and not only express it but have other people have that opportunity to learn from other cultures.” (North Central region senior college administrator)

“So recognizing not only people with differences and celebrating those differences, but also understanding what that means for that individual.” (Northeastern region community college administrator)

“Diverse populations bring in diverse questions and diverse ways of answering them.” (Southeastern region senior college administrator)

Based on how administrators perceived the role of diversity, it suggests that true diversity is more than just understanding and tolerance, but rather the celebrating of differences as a way to learn from other cultures. The importance of diversity highlights how diversity can lead to inclusive communities and breakdown White privilege, which is vital to the full representation of all people. According to several participants:

“Diversity is very important; we want to make sure that we are providing an inclusive community.” (Midwestern region HBCU administrator)

“I think it becomes more important as it relates to economics. If we were to lose a significant portion of students of color, it would crush the institution and so now all of a sudden the diversity matters.” (Midwestern region senior college administrator)

“When there are regulatory or legal ramifications or economic incentives diversity stands to matter a little more.” (Midwestern region senior college administrator)

Men of color administrators addressed the connection between diversity and economics as a way to leverage economic incentives to make diversity important, further stressing the notion that diversity has to be more than just a moral imperative. Moreover, representativeness involves men of color seeing themselves represented within senior leadership positions and faculty. As one interviewee who is a Southeastern region senior college administrator stated: “I would love for my Black men, regardless of their major, to be taught by at least one Black male or Black person, which is not the reality. When
Black males come to institutions of higher learning, they still do not see Black male faculty.” This statement further stresses the lack of representation from senior leadership to faculty across the institution, particularly at southeastern senior college institutions, which can be an obstacle to achieving true institutional diversity. However, lack of representation is not the only barrier.

**Institutional Barriers**

The next category institutional barriers, acknowledges that institutional racism is still widespread and is exhibited in the lack of support for men of color initiatives, which impacts the achievement gap. The codes organized to form this category were racism, achievement gap, and lack of support. Racism is manifested by predetermined stigmas surrounding men of color that promotes a very negative one-sided view. The systemic issues around race have been the catalyst for many societal inequities. According to Allen, Watson, Childers-McKee, Garo, and Lewis (2015), the devastating effects of institutional racism in the school system have taught Black students that White students are naturally better than Black students. Black students are sometimes ignored in classes and seldom asked their opinion, thus marginalizing them and creating a sense of self-doubt that permeated the classroom (Allen et al., 2015). Because African-American males face racism based on stereotypes, men of color initiatives develop activities that assist African-American males in developing confidence and self-esteem while navigating White institutions (Baker & Avery, 2012). This is what some interviewees said about racism:

“Understand, the systemic issues around race have been the catalyst for many of the social ills that we have faced.” (Northeastern region Ivy League administrator)
“I still have students being called the N word and having to deal with different micro-aggressions.” (Southeastern region senior college administrator)

“The treatment of African-Americans in this country has been just absolutely appalling. We have never had total reconciliation.” (South East Central region senior college administrator)

According to men of color initiative administrators, racism is prevalent in higher education and has lasting ramifications on equity outcomes and student success. The systemic subjugation of African-Americans in the U.S. has seeped in all facets of society and can be seen in higher education through the achievement gap. The achievement gap is more pronounced due to standardized testing (Manning and Kovach, 2003). The underperformance of students of color on standardized tests has ignited discussions that have attempted to explain the cause of differential test scores. African-American males specifically suffer from the intersection of race and gender when it comes to standardized tests (Davis, 2003). Test validity is an ongoing concern because standardized tests can wrongly assess students’ educational preparation. Therefore, institutions must be mindful when using them as a major factor for establishing admission decisions (Jalomo, 2000). An administrator at a Northeastern region Ivy League institution said: “it is really clear that it is not the failure of a student or that we are getting students that are broken, we are getting students that are having struggles because of a broken system.” This broken system does not address the achievement gap. Another administrator at a South East Central region senior college contends: “the impact of suspensions in public schools and the higher rates of suspension for Black males and how that has increased the achievement gap, carries over to similar rates of disciplinary infractions for men of color at higher education institutions.”
Institutions display a lack of support in the insufficient funding and understaffing of men of color initiatives. Men of color initiatives benefit from institutional resources. Institutional commitment means that not just the Black cultural centers or employees of color are responsible for developing strategies to improve the success of men of color. Harper and Kuykendall (2012) contend that if sustainable progress is to be made the Chief Diversity Officers cannot be the only ones creating an action plan, all administrators and faculty members have to be involved in the success of men of color. Administrators said the following about lack of support:

“It is a challenge getting the faculty and the staff to kind of buy-in and see the benefit of working together.” (Midwestern region community college administrator)

“My full-time role is admissions counselor, and this is just something that I do, I do not do it for money.” (Midwestern region HBCU administrator)

“We could do so much better if we had a different level of institutional support like professor buy-in and removing some of the institutional barriers to student success.” (Northeastern region community college administrator)

“There needs to be a stronger commitment from the university.” (Mid-Atlantic region HBCU administrator)

Interviewees indicated that a lack of support was a clear signal that institutional commitment was not present. Therefore, in order for faculty and staff to see the benefit of buying into the success of the men of color, senior leadership has to set the tone by providing support.

**Performance**

Performance as a category entails looking at higher education performance data such as GPA, retention, and graduation rates and making informed decisions based on the data trends. The two codes surrounding this category are performance information
collection and performance information use. Performance information collection is the first step and can be done with the assistance of the institutional research office on the campuses or by asking students to provide that information via survey. The second and most underutilized step is performance information use, using the performance data that has been collected in a meaningful way. Performance information use explains how administrators handle systemically collected, primarily quantitative data. According to Kroll (2013), qualitative data is repeatedly excluded; thus leaving out vital information. Therefore, to truly understand the breadth of performance information the use of both quantitative and qualitative data, such as non-routine feedback and surveys, have to be taken into consideration (Kroll, 2013). By creating a routine of data measurement, collection, evaluation, and use the expectation is that a community of performance information users will form. Moreover, performance information will be used if it is likely to result in the desired outcomes (Moynihan & Lavertu, 2012). Interviewees said the following about performance information collection:

“Well right now we are tracking courses, grade point averages, retention and graduation rates.” (Southwestern region community college administrator)

“The increase in retention and graduation rate and we also want to decrease the disciplinary infraction of men of color on our campus.” (Midwestern region HBCU administrator)

“Surveys at the beginning and end and using forums like Google Docs.” (Mid-Atlantic region HBCU administrator)

“Retention, progression and graduation.” (Southeastern region senior college administrator)

“We also tackle the academic outcomes as well in terms of successful outcomes within the gatekeeper courses.” (Northeastern region community college administrator)
“So we get all of our information through the Office of Assessment, so all of our students are coded once they become a part of a program.” (Northeastern region Community College Administrator)

“So it is really tough because what we do is we print out forms and ask for consent for us to track their GPA and things of that nature, its voluntary, everybody does not sign it.” (North Central region senior college administrator)

“Do not have the mechanisms in place to track whether it be GPA, retention or graduation rates.” (Mid-Atlantic region HBCU administrator)

“We do not have anything in place that would measure equity goals as of now.” (Southwestern region community college administrator)

Based on the responses from interviewees regarding performance information collection, equity measures were not being collected. In addition, there was difficulty collecting other measures, such as academic outcomes, from students directly and from the assessment office. These obstacles often led to the underutilization of performance information. In addition, according to participants performance information is used for the following reasons:

“For reporting purposes which could possibly end up as more money in the budget and expansion of the program which is really the ultimate goal.” (North Central region senior college administrator)

“We use the information for recruitment purposes when our recruiters from admissions go out into the historically Black areas or when they are recruiting, and they meet the families of the African-American men.” (Southeastern region senior college administrator)

“We had about a 90% survey participation rate and we used the survey to inform communication and actions as well as we were thinking about expanding and scaling our work.” (Northeastern region Ivy League administrator)

While men of color initiative administrators collected performance information, ranging from GPA to retention and graduation rates to disciplinary infractions by conducting surveys or with the assistance of institutional research, usage of the performance
information was limited to expanding the initiative and budget. Therefore, alluding to the idea that when men of color administrators use performance information, it is being used for low-level outcomes and not significant outcomes, like ensuring equity. The underutilization of performance information could suggest that due to the problematic nature of defining equity, it has made it difficult to measure. Since it is not being measured, improving equity concerns may not be occurring.

**Program Design/Model**

The following category program design/model, speaks to the programmatic elements that contribute to the success of the program. The key services/activities that, when implemented, maximizes outcomes. The codes grouped together based on the responses from the interviews to form this category were academic support, sense of belonging, mentoring, and leadership development. Academic support seeks to address any academic deficits men of color may have when transitioning to college. It also enhances and strengthens learning, existing positive academic behavior, and study techniques and skills. Academic programming can include tutoring, study hall, learning communities, block scheduling, or freshman seminar. Tutoring provides additional assistance with a particular subject. Study hall is a designated time allocated for studying ever individually or as a group. Learning communities are cohorts created around a major or discipline. Block scheduling is a system of scheduling where there are fewer classes, but they meet longer for a longer period of time. Freshman seminars are classes that teach students how to critical think, read, and research. When participants were asked about academic support, they said the following:

“We focus on academic advisement. At the time I was in school academic advisement was not a huge thing.” (Mid-Atlantic region HBCU administrator)
“There are living learning communities. In the learning community, they have opportunities to meet with the program coordinators for advisement.” (Mid-Atlantic region HBCU administrator)

“Every Tuesday night was study hall night.” (Midwestern region HBCU administrator)

“We bring the learning specialists or tutors to our Center, we get them from the learning lab.” (Northeastern region community college administrator)

These statements highlight the idea that academic supports can take the form of academic advisement, learning communities, or tutoring. Consequently, stressing the fact that there is no one-size fits all approach to academic success.

A sense of belonging contains both cognitive, knowing and perceiving, and affective, emotional, elements. Therefore, making the perceived role in relation to the group an emotional response for men of color (Hurtado & Carter, 1997). Wood and Harris III (2015) define a sense of belonging as “students’ perceived social support on campus, a feeling or sensation of connectedness, the experience of mattering or feeling cared about, accepted, respected and valued by faculty and peers” (p.22). According to Wood and Harris III (2015), creating a sense of belonging is essential to retaining men of color at higher education institutions because for men of color their sense of belonging is challenged by societal stereotypes. Belonging to a community such as a men of color initiative, helps fill the isolation void as men of color are not represented in large numbers on college campuses. Strayhorn, Lo, Travers, and Tillman-Kelly (2015) suggest that are three themes surrounding the sense of belonging. First is the role the institutional climate plays in creating a sense of belonging for men of color. Second is the support from administrators, faculty members, peers, and programs like men of color initiatives that alters the perceptions of belonging as men of color feel included. And third is the
notion that a sense of belonging has a strong correlation to academic success. Additionally, Stebleton, Soria, and Huesman (2015) contend that there appears to be a relationship between sense of belonging and mental health, further alluding to the idea that sense of belonging affects more than just educational success. According to an administrator at a Mid-Atlantic region HBCU institution: “that sense of community was very important because we did not have to face the challenge of isolation which sometimes can bring on some level of depression, which in itself can be very distracting.” Another administrator at a Southeastern region senior college said: “we created a family.”

Mentoring is a commonly used intervention for developing the social skills, emotional aptitude, educational acumen, and cultural identity of African-American males (Hall, 2015). Mentors serve as coaches, role models, and ultimately someone to help men of color navigate the rigors of college life. Stromei (2000) highlights four processes mentoring program should implement to be effective: 1) create an assessment instrument to identify and match mentors and mentees properly; 2) provide constant training and tips to mentors so they can have the tools necessary to be an effective mentor; 3) create problem-based activities for mentor and mentees to do together; 4) spur socialization and rapport building between mentor and mentee by having functions that they can attend together. Ultimately, mentoring programs are successful strategies for connecting men of color with college representatives, other students, and community members to increase academic success. Participants said the following about mentoring:

“My mentor always tried to help the minority male guys as far as with internships, letting us know about scholarships. That experience made me implement a mentor component for the program, to actually have peer mentors at each campus”.

(Southwestern region community college administrator)
“When I was in undergrad every Black student was given a Black peer mentor from our Black Cultural Center. It was real big, helped me make that transition to the new environment.” (Southeastern region senior college administrator)

“In lieu of a minority men’s initiative I had an alternative that filled the void and provided me with a mentor, Kappa Alpha Psi Fraternity Incorporated.” (Southwestern region community college administrator)

Whether administrators were a part of a fraternity, structured mentoring, or a group of students loosely pulled together, they engaged in some form of mentoring that filled a void and created a sense of belonging.

The last code in this category is leadership development. According to Harper and Quaye (2007), in the past Black males at predominately White institutions (PWIs) developed their leadership skills within the Black community and not on campus as their clubs were not mainstream. Coupled with the notion that those who sought out mainstream leadership positions were seen as acting White, not many Black males found mainstream student organizations appealing (Harper & Quaye, 2007). Sutton and Terrell (1997) assert that leadership involvement in campus clubs and organizations provide students with the soft skills necessary for the realities of life after graduation. Unfortunately, there is still a lack of students of color participating in campus-wide student clubs; because the majority of students of color chose to develop their leadership skill through ethnic/cultural student groups, like Caribbean Student Association or Latin Student Union (Sutton & Terrell, 1997). Conversely, according to Harper (2012), the small population of men of color that held student leadership positions on their campuses had access to campus administrators who would give them advice, advocacy on their behalf, and write them letters of recommendation. Men of color initiatives hope to fill that void by providing leadership development, which highlights the need to instill
confidence in men of color by providing leadership training (Harper, 2012). An administrator at a Southwestern region community college said, “we want them to go out and be a leader, so we do leadership training.” Another administrator at a Mid-Atlantic region HBCU stated, “we also offer a leadership course through the Office of Residential Life and Housing.

**Equity**

The second to last category equity, brings to light the acknowledgment that race is still a factor in American society which stigmatizes people of color and leads to the unequal distribution of educational resources in communities of color. In turn, this leads to a broken K-12 education system that inadequately prepares students of color, particularly men of color, for college. Therefore, an equitable higher education institution should consider these factors when addressing the plight of men of color in college. Equity then takes the shape of creating an environment that is representative, fosters a sense of belonging, provides additional academic interventions when necessary, and subscribes to the belief that men of color are no different from White males when they have access, resources, and opportunities. The codes organized to create this category were resources and fair treatment. Individuals interviewed had the following to say about equity/resources:

“Students of color, in general, are not shown the same level of equity and investment as other students.” (Southeastern region Senior College Administrator)

“I do not think we focus enough on the actual equity in resources broadly across institutions.” (Northeastern region Ivy League administrator)

“Diversity programs/Black male programs are often underfunded, under resourced and under capacity.” (Northeastern region Ivy League administrator)
“The lack of funding that goes into programming that reflects their needs and their interests throughout the Office of Student Involvement, Student Affairs in general.” (Mid-Atlantic region HBCU administrator)

“From an equity standpoint we have a long way to go.” (North Central region senior college administrator)

Men of color initiative administrators noted during their interviews that the underfunding of their programs sent a clear message regarding the priorities of their institution. Thus, making resource allocation to men of color initiatives a tangible step to promoting equity.

Some administrators said the following about equity/fair treatment:

“The comment from my students was that they were being singled out and made to feel inferior or inadequate and these were the Black students.” (Southeastern region Senior College Administrator)

“Just a negative stigma applied to Black men before they even get in the classroom where they are not even encouraged.” (Northeastern region Ivy League administrator)

“A professor would send out early alerts for White students when they fell down to a B-level, but I know for a fact that I had Black students who were in the same exact class that were failing and that faculty member never ever sent an early alert.” (Southeastern region senior college administrator)

“White faculty see men of color and automatically make the assumption that they are going to fail, so they do not try to make sure that those men receive support.” (Southeastern region senior college administrator)

“I think that their level of activism reflects the lack of equity that exists.” (Southwestern region community college administrator)

“Students of color may need an extension and they have white peers that get extensions but they do not.” (Southwestern region community college administrator) “The expectation that Black students or Latino students have to speak for their whole race.” (North Central region senior college administrator)

During the interviews, men of color administrators also spoke about the unfair treatment of Black students in comparison to White students, stating that White students received preferential treatment over Black students in classroom. Moreover, this unfair treatment
has lasting effects on equity outcomes for men of color because Black males are not afforded the same access to opportunities as their White counterparts.

Equity is the fair distribution of goods and services (J. Rice, 2004); however, there are many other definitions of equity and given the lack of agreement on a definition of equity, it is difficult to measure equity. The various definitions are not the problem by itself; the confusion lies in the appropriate actions that have to be taken to fulfill the commitment to equity given the wide variety (Svara & Brunet, 2004). According to Svara and Brunet (2004) as well as Gooden and Myers (2004), equity is a skeletal goal that appears imposing from a distance, but on closer examination, it is undeveloped. Therefore, the scarcity of equity measures implies that equity is not a priority. Due to the complexity of the topic at hand, equity becomes a very difficult outcome to measure, nevertheless, just because it is difficult it does not mean it cannot and should not be measured.

Success

The last category, success, has three codes that were grouped together to form it: academic success, personal growth, and program success. Academic success stresses quantitative measures like increased GPA, retention, and graduation. It asks the question, were students who participated in the program able to reach certain benchmarks? Personal growth highlights the social support and affirmation men of color receive from the program that makes them better off than when they began. An administrator at a Northeastern region community college stated, “the transformation that happens to the students and does not necessarily get captured in the data.” And program success is
described as increasing the number of students who participate in the program as well as increasing the program budget.

According to Hotchkins and Dancy II (2015), African-American male post-secondary success has been random and not well funded, due largely to the fact that Black male success is seldom included in the larger institutional goals. Black male success is relegated as a goal only for men of color initiatives. Quite often the focus on Black male success is predicated on correcting the student and not the structural obstacles, such as racism and the lack of diverse faculty. Hotchkins and Dancy II (2015) contend that exposure to institutional stressors, like micro aggressions, are determinants of Black males’ level of success. This phenomenon was built on the premise that in order for Black males to be successful they have to navigate issues of race on the campus, which means that they must develop a coping mechanism to survive in that environment (Hotchkins & Dancy II, 2015). Also, successful Black male students are rarely identified as there is a deficit model in place that seeks to create interventions informed by Black male students who were not successful at navigating the college experience (Harper, 2014). There are also motivational factors that affect Black male academic success. According to Wood et al. (2014), some motivational factors are career aspirations, proving others wrong, creating a better future/making family proud, and interesting courses. Career aspirations focus on how Black males perceived their lives would be when they are in their chosen fields. Proving others wrong highlights all of the doubts individuals and society has placed on Black males and how these students have internalized this by wanting to succeed so that they can prove themselves to those that doubted them. To create a better future the importance of Black males wanting to do well
must be recognized so that the people who care about them can be proud of their accomplishments. And interesting courses speaks to the fact that students are more inclined to do well in courses that they are interested in (Wood, Hilton & Hicks, 2014). In an attempt to foster success for men of color Wood and Harris III (2106) offer three ways to improve men of color outcomes. First, provide campus-wide professional development training that teaches administrators and faculty members how to effectively interact and work with men of color. Second, hire the right faculty that is diverse and equipped to work with men of color. Third, implement an early alert system that makes administrators and faculty members aware of signs when men of color are on the verge of disengaging, such as dropping classes and consecutively receiving poor grades (Wood & Harris III, 2106). Other interviewees said this about success:

“When you see students who did not have a sense of belonging and now has a sense of belonging, has a sense of ownership, wants to give back in ways that make sense not only here on campus but in their community, that is how I know that the program is successful.” (Northeastern region community college administrator)

“Since our existence, we graduate about 85% to 90% of our Black males, while our campus graduates 43% to 45% of Black males.” (North Central region senior college administrator)

Interviewees defined success as achieving an efficiency goal. Once again bringing attention to the fact that equity is not an outcome.

**Major Findings**

Analyzing the interviews brought to light several key finding that suggest that men of color initiatives offer African-American and Hispanic males a sense of brotherhood and belonging that can lead to academic success. Men of color initiatives also provide them with resources that they may not have had access to otherwise.
Additionally, the findings suggest that due to a lack of institutional commitment to diversity, equity becomes symbolic and difficult to measure. The four findings are 1) exposure to informal mentoring relationships as an undergraduate shaped the way men of color administrators designed their programs; 2) representativeness is critical to ensuring diversity; 3) institutional commitment is a significant component of success for men of color initiatives; 4) equity is not being measured nor is it an outcome.

**Exposure to Informal Mentoring Shapes Program Design**

Five of the 15 administrators stated that they were members of collegiate Black Greek lettered organizations that pride themselves in creating a sense of belonging through brotherhood. These two themes – belonging and brotherhood – were often cited by interviewees as a mechanism for retaining them at their respective institutions while an undergraduate student. Whether administrators were a part of a fraternity, sorority, or a group of students loosely pulled together, they engaged in some form of informal mentoring. Moreover, it was their experiences within higher education as a student that influenced how they designed their program. Being a part of a network of students on their undergraduate campuses made them more inclined to bring these program elements to their current place of employment. The main program element that was transferred from their experience was creating a sense of belonging, a family, a haven for students of color. Having positive interactions with well-meaning faculty members outside of the classroom was another key program element that administrators attempted to replicate. Administrators indicated that these components: belonging, leadership, academic support, and mentoring, among other things pushed and motivated them to be academically successful and to graduate ultimately. LaVant, Anderson and Tigges (1997) define
mentoring as “an intentional process involving interaction between two or more individuals, a nurturing process that fosters the growth and development of the protégé” (p. 44). For African-American males especially formalized structured mentoring programs has been a factor in their academic success because mentoring is an intervention that has been proven to enhance educational success (LaVant et al., 1997). According to Budge (2006), mentoring programs that offer support and encouragement to first-year students with academic deficiencies has seen increases in their retention and graduation rates. However, Kelly and Christian (2014) take it a step further by identifying characteristics of successful mentoring programs. First, successful programs must view students as individuals, thus taking a holistic approach to serving them. Second, successful programs should maintain constant contact with students and schedule regular checkups on students’ academic progress. Third, successful programs need to have sustained support from senior leadership at their institution. Finally, successful programs should expose students to success or best practices in every aspect of their academic and personal lives (Kelly & Christian, 2014).

Representativeness is Critical to Ensuring Diversity

Dahlin et al., (2005) contend that organizations rely on diverse teams to be innovative and efficient, although working in diverse teams can be a challenge. By having a diverse team, organizations bring together experts who will solve complex problems by view things from their perspective. Men of color initiative administrators highlighted diversity as a constant theme throughout the interviews, stating that addressing diversity by having representation in different offices and specifically with faculty across the university can send a real message that diversity is important and not
just rhetoric. They also stated that, quite often men of color did not see themselves represented within the senior leadership of the educational institutions that they attended nor did they see themselves in large numbers as tenured faculty members. This absence can have lasting effects on equity outcomes for men of color initiatives because the conversations about equity that happens among senior leadership will be missing the perceptive and lived experiences of men of color. According to Antonio et al. (2004), having a racially diverse student population is linked to the likelihood that students will interact with individuals from diverse populations. Also, consistent and ongoing interactions with a racially diverse student population can positively affect students’ overall satisfaction with their institution. Additionally, according to Smith (1989), having a diverse faculty and administration is essential to develop an institution’s sensitivity to pluralism. Despite overwhelming agreement that diversity in faculty and administration is important for all institutions, attaining diversity is difficult. No enrollment growth and the absence of students of color in the educational pipeline particularly at the graduate and professional levels threaten institutional goals for hiring from diverse populations. Barriers to this effort are not only perceived as a lack of qualified candidates but also as an unwillingness to promote and to retain racially diverse faculty and administration (Smith, 1989).

**Institutional commitment is a significant component of success**

Institutional commitment can be defined as a genuine understanding of the need for men of color initiatives by senior institution leaders. This understanding, or buy-in, involves developing relationships with senior leaders as stakeholders within the institution to build program capacity in the form of paying staff to work solely on the
men of color initiative, in-kind contributions such as space and financial support. Men of color initiative administrators noted during their interviews that program location had no bearing if institutional commitment was present. Often the location of the program whether in Student Affairs, Academic Affairs, or Enrollment Management is a major determinant of the support that it gets financially and from faculty. In addition, one can argue that the correlation between programmatic elements and academic success is more prevalent when the program is in Academic Affairs due to perceived faculty support and buy-in. However, the interviewees have attested that institutional commitment has been more beneficial in securing faculty support and engagement. Interestingly enough, all 15 men of color initiative administrators work on the initiative on a part-time basis even though all the program implementation, performance collection, performance use and student success is their responsibility. They also have full-time roles on the campus such as Professor, Admissions Counselor, Assistant Director of Housing to name a few. Having primary responsibilities on the campus that supersede their men of color initiative obligations means that these administrators are overworked and the program in turn suffers. Nevertheless, as stated by a Midwestern region HBCU administrator, “this is a labor of love with no additional compensation or staffing.” Administrators are committed to helping men of color because they are people of color and they understand the obstacles, the impediments to success, and the kind of things that derail students of color.

From a funding standpoint, only four of the 15 programs are funded by their institution. The majority of the programs receive grant funding. Institutions that prioritize equity as a performance measure and a mechanism for ensuring the success of men of
color value diversity and institutional commitment and view them as more than just lip service.

**Equity Is Not Being Measured Nor is it an Outcome**

According to the men of color initiative administrators, they used the performance information they collected to expand their budget and program. Radin (2006) asserts that performance measurement looks at the goals of an organization to develop measures that are in line with the organization’s mission. If the goals of an organization are unclear, ambiguous, conflicting, or symbolic tradeoffs have to be made between a complex combination of efficiency, effectiveness, and equity goals. It is difficult to find ways to measure what is considered symbolic like equity/fairness (Radin, 2006).

Perhaps if equity were an outcome, the ultimate goal would be to guarantee fairness in the educational system to ensure the success of men of color thus addressing the achievement gap. Nevertheless, before that can happen the Black male narrative has to be rewritten. The notion that Black males are not as intelligent as their White counterparts has to be dispelled and replaced with, given the necessary resources, support, and access Black men can be academically successful. One of the 15 men of color initiative administrators indicated that equity was an outcome. The other 14 stated that measuring for equity did not take place. The administrator at a South East Central senior college whose program addressed equity conceptualized it as follows:

“What we want to see is that there are no differences in any of the populations that the institution serves. In the number of students, in the classes they take and the rigor of these classes, the grades they get in these classes, the number of classes they enroll in, the number of classes they drop, and the number of activities and organizations they participate in. We want to ultimately see that a Black man who’s gone through the university has graduated in the number of years as a White man who has the same potential.”
Needless to say, race is still a context; structural and institutional racism still exists. It may not be as blatant or as outright, but it is still detrimental to the fabric equity and inclusion, particularly for men of color.

**Limitations/Challenges: Interview Participation, Missing Data, Telephone Interviews, Researcher Subjectivity; Transcribing and Coding**

There were several limitations to consider when conducting the qualitative phase of this research study: interview participation, missing data, telephone interviews, researcher subjectivity, and the time-consuming nature of transcribing and coding interviews. Whenever conducting interviews, there is always a concern as to whether potential subjects will want to take part in the study. In addition, when creating the interview protocol, researchers must be of mindful of the number of questions asked in relation to the length of time the interview will take and balance that with their need to get complete and accurate data. Missing data in the form of unanswered questions can reduce the reliability of the study. Riccucci (2010) defines reliability as “the consistency of measurement and the replicability of finding” (p.59). As the Director of the CUNY Black Male Initiative, the researcher had access to men of color initiative administrators who viewed him more as a colleague and less of a researcher, therefore, allowing him to gain the trust of the participants as well as understand what questions to ask, allowing for more complete and accurate data. Because of his familiarity with the target population, there were six senior college administrators, three community college administrators, four HBCU administrators, one Ivy League administrator, and one university system administrator interviewed.
Berg and Lune (2012) believe that related to the question of interview length is the role of telephone interviews. There are many challenges to conducting a telephone interview, which includes subjects not having a telephone, subjects screening their calls, and the inability of the interviewer and the interviewee to read the visual cues of one another. Telephone interviews are conducted when there are geographical constraints that prohibit the researcher from doing a face-to-face interview. Telephone interviews can be very effective when the interviewee and interviewer share a common interest in the subject matter and when the questions being asked are specific. Telephone interviews, as the mechanism for collecting data for this study was due largely to the location of target population (Berg & Lune, 2012). The target population was administrators of men of color initiatives nationwide, therefore making it more feasible to conduct telephone interviews instead of face-to-face interviews. The researcher scheduled the telephone interviews during the weekdays from 9 am to 5 pm when participants were at work and called them on their work phones. By scheduling the interviews during the course of their workday, participants did not have to allocate time outside of work hours to discuss work related matters. In addition, the telephone interviews were semi-structured having some predetermined questions that were asked of all interviewees, which allowed for meaningful deviation when necessary, but also kept the duration of the interviews within an hour. Thus not consuming too much of participants’ time at work. However, an issue that did arise that was a byproduct of conducting telephone interviews was having the informed consent documents signed and emailed back. In total 16 administrators were interviewed, but one of the administrators did not return the informed consent document and consequently that interviewed was not used in the study.
Researcher subjectivity was also taken into consideration. Because of the researcher’s involvement in a Black male initiative, the researcher had to be mindful of that fact and remain as objective as possible. With that in mind, the researcher did not interview any of the 31 CUNY BMI men of color initiative administrators that report to him. In addition, the assertions made during the course of the study were more than just opinions based on his experience. They were actually wildly accepted thoughts/beliefs among others in the field.

Transcribing and hand coding interviews can be very time-consuming. During the transcribing process, the researcher has to write down, sometimes verbatim, the entire interview for each participant. Then code each interview by assigning words to text segments and recording border themes as well. It took approximately three months to conduct all 15 interviews then an additional month to have all 15 interviews transcribed. After the interviews had been completed, they were transcribed then analyzed using a conventional content analysis approach. Conventional content analysis reduces text data to uncover patterns and meaning by coding and categorizing text. Codes are then sorted into categories according to how various codes are related and linked to each other. These emergent categories organize and group codes into meaningful clusters (Berg & Lune, 2012).

Table 4.1: Interviewees’ Descriptive Data

<table>
<thead>
<tr>
<th>Institution Type</th>
<th>Title</th>
<th>Race/ Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community College 1 (Southwestern region)</td>
<td>Program Manager</td>
<td>African American/Male</td>
</tr>
<tr>
<td>Community College 2 (Northeastern region)</td>
<td>Director</td>
<td>African American/Male</td>
</tr>
<tr>
<td>Community College 3 (Midwestern region)</td>
<td>Director</td>
<td>African American/Male</td>
</tr>
<tr>
<td>HBCU 1 (Southwestern region)</td>
<td>Program Coordinator</td>
<td>African American/Male</td>
</tr>
<tr>
<td>Institution Type</td>
<td>Program Founding/Reason</td>
<td>Program Location</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-------------------------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>Community College 1 (Southwestern region)</td>
<td>2006/ Campus need</td>
<td>Student Affairs</td>
</tr>
<tr>
<td>Community College 2 (Northeastern region)</td>
<td>2009/ Campus need</td>
<td>Student Affairs/Academic Affairs</td>
</tr>
<tr>
<td>Community College 3 (Midwestern region)</td>
<td>2009/ Campus need; Societal concerns</td>
<td>Student Affairs</td>
</tr>
<tr>
<td>HBCU 1 (Southwestern region)</td>
<td>2013/ Societal concerns</td>
<td>Student Affairs</td>
</tr>
<tr>
<td>HBCU 2 (Mid-Atlantic region)</td>
<td>2003/ Campus need</td>
<td>Office for Institutional Diversity Center</td>
</tr>
<tr>
<td>HBCU 3 (Midwestern region)</td>
<td>2008/ Campus need</td>
<td>President's Office</td>
</tr>
<tr>
<td>HBCU 4 (Mid-Atlantic region)</td>
<td>2004/ Campus need</td>
<td>Enrollment Management; Academic Affairs</td>
</tr>
<tr>
<td>Ivy League 1 (Northeastern region)</td>
<td>2013/ Societal concerns</td>
<td>Law School Research Center</td>
</tr>
<tr>
<td>Institution Type</td>
<td>Program Services/ Activities</td>
<td>Program Outcomes</td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
<td>------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Community College 1 (Southwestern region)</td>
<td>Academics; Leadership; Community Service; Brotherhood</td>
<td>Graduate; Be a leader; Give back</td>
</tr>
<tr>
<td>Community College 2 (Northeastern region)</td>
<td>Academics, career, and financial planning</td>
<td>The program is designed to do the one thing that men of color have been told socially and culturally not to do, ask for help.</td>
</tr>
<tr>
<td>Community College 3 (Midwestern region)</td>
<td>Mentoring; Monthly themed events</td>
<td>To increase our persistence rate fall to fall of African American male students</td>
</tr>
<tr>
<td>HBCU 1 (Southwestern region)</td>
<td>Recruitment; Mentoring; Tutoring</td>
<td>Increase retention, graduation, graduate school and job placement; Decrease disciplinary infraction.</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>HBCU 2 (Mid-Atlantic region)</td>
<td>Student identity and learning theory, Leadership; Professional development; Living learning community</td>
<td>2.8 or above GPA; Graduate</td>
</tr>
<tr>
<td>HBCU 3 (Midwestern region)</td>
<td>To ensure success academically, professionally and socially through development in education, leadership, social justice, community involvement, cultural and spiritual advisement.</td>
<td>Improve participation and graduation; Developed holistic outcomes and performance indicators and performance measurements</td>
</tr>
<tr>
<td>HBCU 4 (Mid-Atlantic region)</td>
<td>Weekly discussion sessions; Study hall</td>
<td>Recruitment; Retention; Graduation</td>
</tr>
<tr>
<td>Ivy League 1 (Northeastern region)</td>
<td>Leadership development</td>
<td>Empowerment; Engagement</td>
</tr>
<tr>
<td>Senior College 1 (North Central region)</td>
<td>Living learning community; Block classes; Barbershop sessions; trips</td>
<td>To provide a safe space and affirmation</td>
</tr>
<tr>
<td>Senior College 2 (Southeastern region)</td>
<td>Living learning community; Mentoring; Tutoring</td>
<td>Retention, progression and graduation</td>
</tr>
<tr>
<td>Senior College 3 (Midwestern region)</td>
<td>Once a month dinners and dialog about issues of men of color in the greater society</td>
<td>To have an impact and sense of belonging at the university</td>
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</tr>
<tr>
<td>Senior College 4 (South East Central region)</td>
<td>Case management; Mentoring; Academic tutoring.</td>
<td>To ultimately see that a Black man who’s gone through university has graduated in the number of years as a white man who has the same earning potential.</td>
</tr>
<tr>
<td>Senior College 5 (South East Central region)</td>
<td>Mentoring; Retreats; Connection to scholarships/internships</td>
<td>Retention rate of 70%; GPA of 2.5 or above.</td>
</tr>
<tr>
<td>Senior College 6 (North Central region)</td>
<td>Conferences; Mentoring; Brotherhood; Cultural awareness; Weekly meetings</td>
<td>85% of program participants graduated since inception; Students have a 2.75 GPA cumulative since inception existence and no academic probation.</td>
</tr>
<tr>
<td>University System 1 (Southeastern region)</td>
<td>Strategic interventions; Academic support; Civic and professional exposure</td>
<td>Graduation</td>
</tr>
</tbody>
</table>
Quantitative Findings

Once the first phase of the data collection was completed, an online survey (Appendix B) was developed and informed by the interviews. In the second phase, the survey was sent via Qualtrics, online survey software, to a list of 140 men of color initiative administrators nationwide. The survey opened on August 15, 2016, and included questions primarily about performance information, equity as an outcome and academic success as it relates to their initiative. Therefore, allowing men of color initiative administrators to have a voice in the conversation about the use of performance information and student academic success. The email addresses of the men of color administrators, as well as the questions, were uploaded to the software. Several follow-up emails were sent out after the survey opened to those who had not responded as well as to those with incomplete responses. The survey closed on October 15, 2016, with a 45% response rate. Of the 140 emails that were sent out 58 men of color initiative administrators completed the survey and ten emails bounced back. The 58 men of color administrators are from the following institutions: 29 were from community colleges, ten were from senior colleges, nine (9) were a part of a university system, eight identified their institution as other, and two were HBCUs. The results of the survey highlight the importance of diversity, institutional commitment, type of services/activities men of color initiatives offer, perceived outcomes of men of color initiatives, type of performance information collected by men of color initiatives, and Performance information use by men of color initiatives.
The Importance of Diversity

As it pertains to diversity, 34% or 20 respondents said that diversity at their institution was extremely important, while 33% or 19 respondents said it was moderately important at their institution. It is important to note that the question asked, “how important is diversity at your institution?” Hence, it is not a question of whether or not the administrators value diversity, but more so about their perception of how their institutions feel about diversity. The remaining 33% is broken into 29% or 17 respondents who said diversity is very important at their institution and 4% or two respondents who said diversity is slightly important at their institution. Below please find the bar graph with the results.
Institutional Commitment

Institutional commitment was another concept that was discussed in the survey. The questioning this time around was rather direct asking, how committed is your institution to your initiative? 37% or 22 individuals responded stating that their institution was very committed to their initiative, whereas 35% or 20 individuals stated that their institution was moderately committed. 21% or 12 individuals stated that their institution was extremely committed and the remaining 7% or four individuals stated that their institution was slightly committed. The bar graph with the results can be seen below.
Figure 5.3: Institutional Commitment to Men of Color Initiative

Type of Services/Activities Men of Color Initiatives Offer

In an attempt to ascertain the types of services and activities men of color initiatives offer, administrators were asked to pick from a list their program services/activities. The list was comprised of the following options: 1) mentoring; 2) leadership development; 3) brotherhood/belonging; 4) academic support (tutoring, study hall, block scheduling); 5) community service; 6) learning community; 7) freshmen seminar; 8) financial support; 9) other. Fifty-seven of the 58 respondents answered this question. Fifty-one of the 57 individuals, 89%, stated that mentoring was a service that they offer. Fifty individuals, 88%, said that leader development was an activity they offered. Forty-nine individuals, 86%, stated that creating a sense of brotherhood/belonging is something that the initiative sought to foster. 70% or 40 respondents indicated that their initiative offered some form of academic support. 67% or
38 respondents indicated that some form of community service was an activity. Twenty-nine of the 57 respondents, 51%, indicated that creating a learning community was one of their services. 40% of the respondents, 23 of 57, stated that they had a freshmen seminar class. Regarding providing financial support, only 17 of the 57 respondents, 30%, said that this was a service they provided. Lastly, 10 respondents listed other activities/services, such as professional development seminars, social activities, undoing racism workshops, and conducting research. Below please find the bar graph with the results.

**Figure 5.4: Men of Color Initiative Service/Activities**
Perceived Outcomes of Men of Color Initiatives

Respondents were asked to select the degree of importance of the following outcomes: 1) increase enrollment of men of color; 2) increase the retention rate of men of color; 3) increase GPA of men of color; 4) increase graduation rates of men of color; 5) decrease course withdrawals of men of color; 6) expansion of the initiative; 7) increase the budget of the initiative; 8) and promote equity at your institution. Fifty-seven of 58 individuals listed the importance of increasing the enrollment of men of color as follows: one not important, two somewhat important, three slightly important, one neutral, eight important, 13 very important and 29 extremely important. All 58 respondents listed the importance of increasing the retention rate of men of color as follows: one slightly important, one neutral, two important, 13 very important, and 41 (71%) extremely important. All 58 respondents listed the importance of increasing the GPA of men of color as follows: two slightly important, two neutral, six important, 18 very important, and 30 (52%) extremely important. All 58 respondents listed the importance of increasing the graduation rate of men of color as follows: two slightly important, one important, 15 very important, and 40 (71%) extremely important. Fifty-seven of 58 individuals listed the importance of decreasing course withdrawals of men of color as follows: one not important, two somewhat important, four neutral, ten important, 16 very important, and 24 extremely important. All 58 respondents listed the importance of expansion of the initiative as follows: one not important, two somewhat important, five neutral, 14 important, 17 very important, and 19 extremely important. All 58 respondents listed the importance of increasing the budget of the initiative as follows: two not important, three somewhat important, three neutral, 11 important, 14 very important, and 25 extremely
important. Finally, all 58 respondents listed the importance of promoting equity at their institution as follows: one not important, one somewhat important, two slightly important, four neutral, ten important, 14 very important, and 26 extremely important. The bar graph with the mean of the responses seen below (Figure 5.5) represents that expanding the initiative, promoting equity, and increasing the enrollment of men of color are the top three most important outcomes of men of color initiatives.

**Figure 5.5: The Importance of Men of Color Initiative Outcomes**

![Bar Graph](image)

**Type of Performance Information Collected by Men of Color Initiatives**

Participants were asked to identify the performance information they collect for their initiative from the following list: 1) GPA; 2) retention rates; 3) graduation rates; 4) disciplinary infractions; 5) job placement rates; 6) transfer rates; 7) graduate school rates;
8) other. All 58 respondents answered this question with 53 or 91% stating that they collected retention and graduations as performance information. Next is GPAs, which 49 respondents, 84%, said they collected. 43% or 25 respondents indicated that they collected transfer rates. 26% or 15 participants stated that they collected graduate school rates. Seven individuals or 12% said they collected job placement rates and five individuals, 9%, said they collected disciplinary infractions. Lastly, eight respondents listed other performance information collected such as course completion, credit accumulation, and fundraising efforts. Below please find the bar graph with the results.

**Figure 5.6: Men of Color Initiative Performance Information Collected.**

![Bar graph showing performance information collected by Men of Color initiatives](image)

**Performance Information Use by Men of Color Initiatives**

Finally, participants were asked how they use the performance information that they collect and the researcher received a variety of responses. Responses ranged from to inform recruitment practices, to increase fundraising efforts, to keeping students on track
towards graduation, to not using the information at all. A few of the respondents said the following:

“We analyze the information above to identify our students’ academic needs while enhancing their potentials to graduate. We also provide vital outlets for our members via faculty and staff advisors. Finally, we offer a state of the art resource center for learning and tutoring.” (HBCU administrator)

“It is used to help direct resources/efforts into improving areas of need. It is also used to promote best practices to foster replication and/or expansion. Program improvement is another area where performance data is utilized.” (Community college administrator)

“The performance information is used to show the performance measures compared to our White students to our executive team and board members. This information shows that our programs and initiatives are making a difference among men of color.” (Medical school administrator)

“We use the information to structure our minority male mentoring program, student engagement activities, tutoring services, leadership development, and faculty/staff engagement. Used the data to help prepare students for their first gatekeeper courses and thus increase their retention and graduation success.” (Community college administrator)

“Track the overall student performance for reporting purposes and monitoring individual student performance for counseling, guidance, advice or interventions.” (Senior college administrator)

“It allows for the program to make curriculum adjustments as necessary.” (University system administrator)

These statements belabor the point that performance information was not being used to address equity concerns. In fact, the performance information collected was used primarily to determine how to structure program services and activities.

**Men of Color Initiative Profile**

Additionally, based on the responses to the survey 28 of 57 of respondents 49% indicated that their initiative was established between 2006-2011. Forty-two of 58 of the respondents 72% said their initiative was established due to campus needs, specifically
low enrollment, retention rates, and graduation rates of men of color. Thirty-two of 57 respondents 56% said that their institution was the primary source of funding for their initiative. Thirty-two of the 58 respondents 55% stated that their men of color initiative was located within Students Affairs. Forty-six of 58 79% said that their funding level was between $0-$100,000. And 31 of the 58 respondents 53% indicated that they serve between 1-100 men of color annually. Thus creating a men of color initiative profile that looks like this: located within Student Affairs, institutionally funded at a level of $0-$100,000, established due to campus needs between 2006-2011, and serves 0-100 men of color annually.

Statistical Analysis

After the Qualtrics survey was closed, the online survey instrument created an analytical report. This analytical report, comprised of the survey questions and participants’ responses, was then exported into an Excel document. The document contained within it the raw data that was imported into STATA, which is a data analysis and statistical software. However, before uploading the Excel document into STATA, the data had to be cleaned. Cleaning data is a process that involves scrubbing the data set to detect inaccurate or irrelevant parts of the data and removing, replacing, or modifying it. The data cleaning process for this dataset took approximately four days. Once the data was cleaned the Excel document was ready to be imported into STATA. Variables were populated and label based on the question number in STATA (i.e.; Q1, Q2…). To ensure that the variables had meaningful labels the following syntax was used to generate and label variables: gen (variable shorthand) = question number; then label var (variable shorthand) “variable name” (i.e. gen IT=QID2; then label var IT "Institution Type").
QID2 is now variable IT which means institution type. This process was replicated until all the variables were renamed and labeled.

**Factor Analysis**

Due to the nature of how surveys are structured, many times there are several questions asked that are similar or sub-questions. Consequently, survey questions can be combined to create a new variable through the process of factor analysis. According to Remler and Van Ryzin (2011) factor analysis is “a multivariate method that helps with combining variables by empirically grouping many variables into a smaller set of underlying factors” (p.318). This study used exploratory factor analysis specifically, which is when the loading pattern suggests a theme or factor, but a new variable is not created (Osborne & Castello, 2005). During the exploratory factor analysis process, the following eight variables were tested: increase enrollment, increase retention, increase GPA, increase graduation rates, decrease course withdrawal, expansion, increase budget and promote equity. The variables were then rotated using the orthogonal method of rotation, which produces uncorrelated factors (Osborne & Castello, 2005). Three of the variables loaded onto Factor 1; however, a new variable was not created (Table 5.1): decrease course withdrawal (0.839), increase graduation rates (0.796), and promote equity (0.716). This presents an interesting counter narrative to the idea that there is a tradeoff between equity and efficiency and equity and effectiveness. The process of trading competing values as well as balancing multiple values is challenging; therefore, the default is to measure efficiency and effectiveness goals because it is easier, and in doing so equity goals become secondary or non-existence. Conversely, the factor loadings suggest that equity, efficiency, and effectiveness are not competing goals, but in fact
complementary goals that can co-exist. Moreover, efficiency and effectiveness can be a component of equity by responding to the needs of men of color in higher education by addressing the achievement gap.

**Table 5.1: Rotated Factor Loadings**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Factor 1</th>
<th>Factor 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase Enrollment</td>
<td>0.421</td>
<td>0.536</td>
</tr>
<tr>
<td>Increase Retention Rates</td>
<td>0.640</td>
<td>0.464</td>
</tr>
<tr>
<td>Increase GPA</td>
<td>0.500</td>
<td>0.386</td>
</tr>
<tr>
<td>Increase Graduation Rates</td>
<td>0.796</td>
<td>0.120</td>
</tr>
<tr>
<td>Decrease Course Withdrawal</td>
<td>0.839</td>
<td>-0.020</td>
</tr>
<tr>
<td>Expansion</td>
<td>-0.030</td>
<td>0.871</td>
</tr>
<tr>
<td>Increase Budget</td>
<td>0.439</td>
<td>0.491</td>
</tr>
<tr>
<td>Promote Equity</td>
<td>0.716</td>
<td>0.153</td>
</tr>
</tbody>
</table>

**Bivariate Correlation**

The next step in the statistical analysis process involved creating bivariate correlation matrices. Correlation measures the direction and strength of two variables to see if there is a relationship between the two (Remler & Van Ryzin, 2011). The closer to one the relationship is the stronger the correlation. The correlation matrices for the study measured the relationship between institution types (community college, HBCU, senior college, and university system) and services men of color initiatives offer, program outcomes, performance information collected, and how the performance information was used. Services men of color initiatives offer included learning community, mentoring, financial support, freshman seminar, leadership development, academic support, community service, and brotherhood/belonging. Program outcomes were increase enrollment of men of color at the institution, increase retention rates of men of color, increase GPA of men of color, increase graduation rates of men of color, and decrease
course withdrawal for men of color. The performance information collected was GPA, retention rates, graduation rates, disciplinary infractions, job placement rates, transfer rates, and graduate school rates. Finally, performance use included expansion of the initiative, increasing the initiative budget, and promoting equity.

Table 5.2 illustrates the relationship between the institutional types and services/activities men of color initiatives offer. The strongest bivariate correlation is between senior college and learning community at 0.361, and it is a positive relationship with a significance level of .01. While the correlation is low, it is significant and perhaps signifies that creating learning communities, cohort structures that group students around academic support, is a viable men of color initiative service/activity at the senior college level. There are several relationships between variables that are negative and significant in Table 5.2 as well. Community college and learning community have a negative relationship (-0.228) and it is significant at the .10 level. Therefore, it is less likely that creating a learning community is a viable men of color initiative service/activity at the community college level. The same goes for university system and learning community, which has a negative relationship (-0.248) and is significant at the .10 level. University system and freshman seminar have a negative relationship (-0.258) and it is significant at the .05 level. This speaks to the idea that because university systems are comprised of a somewhat autonomous network of colleges, programs that spans across this network will have a difficult time coming to a consensus on the ideal program services/activities that meet the needs of men of color on the various campuses. In this specific instance, it is less likely that freshman seminars, classes that address academic competencies, will be an effective men of color initiative service/activity at the university system level. HBCU and
academic supports have a negative relationship (-0.281) and it is significant at the .05 level. This suggests that men of color initiatives at senior HBCU institutions are less likely to provide academic supports as these institutions are comprised mainly of students of color and academic supports are provided on an institutional level and less on the programmatic level. University system and academic support have a negative relationship (-0.223) and it is significant at the .10 level. Therefore, it is less likely that providing academic supports across a university system is a sustainable men of color initiative service/activity. Lastly, HBCU and leadership development have a negative relationship (-0.219) and it is significant at the .10 level. As a result, it is less likely that providing leadership development is a feasible men of color initiative service/activity at senior HBCU institutions.

Table 5.2: Correlation Matrix: Institution Types vs. Services

<table>
<thead>
<tr>
<th></th>
<th>Community College</th>
<th>HBCU</th>
<th>Senior College</th>
<th>University System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Community</td>
<td>-0.228*</td>
<td>-0.003</td>
<td>0.361***</td>
<td>-0.248*</td>
</tr>
<tr>
<td>Mentoring</td>
<td>-0.120</td>
<td>0.065</td>
<td>0.008</td>
<td>-0.008</td>
</tr>
<tr>
<td>Financial Support</td>
<td>-0.215</td>
<td>0.076</td>
<td>-0.016</td>
<td>-0.087</td>
</tr>
<tr>
<td>Freshman Seminar</td>
<td>-0.021</td>
<td>-0.157</td>
<td>-0.003</td>
<td>-0.258**</td>
</tr>
<tr>
<td>Academic Support</td>
<td>0.064</td>
<td>-0.281**</td>
<td>0.115</td>
<td>-0.223*</td>
</tr>
<tr>
<td>Leadership Development</td>
<td>0.047</td>
<td>-0.219*</td>
<td>-0.109</td>
<td>0.015</td>
</tr>
<tr>
<td>Community Service</td>
<td>-0.013</td>
<td>-0.060</td>
<td>-0.144</td>
<td>0.016</td>
</tr>
<tr>
<td>Brotherhood/Belonging</td>
<td>0.195</td>
<td>-0.197</td>
<td>-0.079</td>
<td>-0.102</td>
</tr>
</tbody>
</table>

* p<.10, **p<.05, ***p<.01

Table 5.3 shows the relationship between the institutional types and men of color initiatives program outcomes. However, none of the bivariate correlations are statistically significant. The five program outcomes listed are by no means an all-encompassing list of men of color initiatives program outcomes. Nonetheless, these five program outcomes were identified as main outcomes by interviewees in the qualitative phase of the study.
Table 5.3: Correlation Matrix: Institution Types vs. Outcomes

<table>
<thead>
<tr>
<th></th>
<th>Community College</th>
<th>HBCU</th>
<th>Senior College</th>
<th>University System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase Enrollment</td>
<td>0.021</td>
<td>0.077</td>
<td>-0.052</td>
<td>-0.037</td>
</tr>
<tr>
<td>Increase Retention</td>
<td>-0.072</td>
<td>0.111</td>
<td>-0.059</td>
<td>0.109</td>
</tr>
<tr>
<td>Increase GPA</td>
<td>0.039</td>
<td>-0.107</td>
<td>0.123</td>
<td>0.062</td>
</tr>
<tr>
<td>Increase Graduation Rates</td>
<td>0.026</td>
<td>-0.124</td>
<td>0.013</td>
<td>0.045</td>
</tr>
<tr>
<td>Decrease Course Withdrawal</td>
<td>-0.090</td>
<td>-0.082</td>
<td>0.171</td>
<td>-0.173</td>
</tr>
</tbody>
</table>

* p<.10, **p<.05, ***p<.01

Table 5.4 exhibits the relationship between the institutional types and the kinds of performance information men of color initiatives collect. University system and GPA have a negative relationship (-0.342) and it is significant at the .01 level. University system and retention rates have a negative relationship (-0.259) and it is significant at the .05 level. University system and transfer rates have a negative relationship (-0.360) and it is significant at the .01 level. These three bivariate correlations once again depict the reality that university systems are massive and sometimes unaligned, therefore making uniformed approaches at determining program outcomes onerous. HBCU and retention rates have a negative relationship (-0.322) and it is significant at the .01 level. This indicates that senior HBCU institutions are less likely to collect retention rates. This in line with the information collected in the qualitative phase of the study, where only one of the four HBCU administrators interviewed, stated he collected retention rates. Lastly, senior college and graduate school rates have a positive relationship (0.252) and it is significant at the .05 level. This suggests that men of color initiatives at senior colleges are concerned with men of color just graduating college with a bachelor’s degree (BA) as a BA has replaced the high school diploma as a requirement for many entry-level careers.
Subsequently, obtaining a Master’s degree will give men of color an additional credential making them more competitive in the job market.

Table 5.4: Correlation Matrix: Institution Types vs. Performance Information Collected

<table>
<thead>
<tr>
<th></th>
<th>Community College</th>
<th>HBCU</th>
<th>Senior College</th>
<th>University System</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA</td>
<td>-0.048</td>
<td>0.081</td>
<td>0.196</td>
<td>-0.342***</td>
</tr>
<tr>
<td>Retention Rates</td>
<td>0.136</td>
<td>-0.322***</td>
<td>0.124</td>
<td>-0.259**</td>
</tr>
<tr>
<td>Graduation Rates</td>
<td>0.000</td>
<td>0.051</td>
<td>0.124</td>
<td>-0.259**</td>
</tr>
<tr>
<td>Disciplinary Infractions</td>
<td>0.061</td>
<td>-0.058</td>
<td>-0.140</td>
<td>-0.132</td>
</tr>
<tr>
<td>Job Placement Rates</td>
<td>0.159</td>
<td>-0.070</td>
<td>-0.169</td>
<td>-0.013</td>
</tr>
<tr>
<td>Transfer Rates</td>
<td>0.210</td>
<td>-0.159</td>
<td>0.080</td>
<td>-0.360***</td>
</tr>
<tr>
<td>Graduate School Rates</td>
<td>-0.197</td>
<td>-0.112</td>
<td>0.252**</td>
<td>-0.036</td>
</tr>
</tbody>
</table>

* p<.10, **p<.05, ***p<.01

Table 5.5 describes the relationship between the institutional types and performance information use. As was the case with Table 5.3, Table 5.5 does not have any bivariate correlations that are statistically significant. The three uses for performance information listed are not expansive; however, they were identified as primary uses of performance information outcomes by interviewees in the qualitative phase of the study.

Table 5.5: Correlation Matrix: Institution Type vs. Performance Use

<table>
<thead>
<tr>
<th></th>
<th>Community College</th>
<th>HBCU</th>
<th>Senior College</th>
<th>University System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expansion</td>
<td>0.066</td>
<td>0.085</td>
<td>-0.190</td>
<td>0.077</td>
</tr>
<tr>
<td>Increase Budget</td>
<td>0.108</td>
<td>-0.165</td>
<td>-0.024</td>
<td>0.085</td>
</tr>
<tr>
<td>Promote Equity</td>
<td>0.042</td>
<td>0.074</td>
<td>-0.099</td>
<td>0.052</td>
</tr>
</tbody>
</table>

* p<.10, **p<.05, ***p<.01

The information presented highlights the notion that men of color initiatives vary across the nation and that a one-size fits all approach should not be implemented. Institutional types and other considerations have to be taken into account when determining the appropriate program services/activities, outcomes, performance
information collected, and performance information used for men of color initiatives. According to Figure 5.4 mentoring, leadership development, brotherhood/belonging, academic support, and community service are identified as services that men of color initiatives often use. However, there are many other services/activities that can be used depending on students’ needs, campus environment, and other factors to achieve academic success for men of color. Additionally, the same can be said for the type of performance data that is collected by men of color initiatives. According the Figure 5.6 retention rates and graduation rates are regularly collected. Nevertheless, there are numerous other types of performance information that can be collected. Ultimately, men of color initiatives should not only look at best practices, but should look to address the individualized needs of men of color on their campus.

Table 5.6 illustrates that there are positive and significant relationships between variables that are labeled performance use, which are variables that explain what men of color initiative administrators do with the performance information they collect, and program outcomes. Initiative expansion as a use of performance information and the following program outcomes are positive and significant: 1) increase enrollment (0.257) and it is significant at the .05 level; 2) increase retention (0.355) and it is significant at the .01 level; 3) increase GPA (0.263) and it is significant at the .05 level; 4) increase graduation rates (0.267) and it is significant at the .05 level.

Increasing the program budget and the following program outcomes are positive and significant: 1) increase enrollment (0.273) and its significant at the .05 level; 2) increase retention (0.378) and it is significant at the .01 level; 3) increase GPA (0.453) and it is significant at the .01 level; 4) increase graduation rates (0.356) and it is
significant at the .01 level; 5) decrease course withdrawal (0.273) and it is significant at the .05 level.

Promoting equity and the following program outcomes are positive and significant: 1) increase enrollment (0.287) and its significant at the .05 level; 2) increase retention (0.444) and it is significant at the .01 level; 3) increase graduation rates (0.587) and it is significant at the .01 level; 4) decrease course withdrawal (0.424) and it is significant at the .01 level. Similar to the rotated factoring loadings in Table 5.1, these finding suggest that efficiency and effectiveness outcomes are components of promoting equity, thus, reinforcing the perception that equity, efficiency, and effectiveness are not competing values. The performance literature in Public Administration has often put pursuing efficiency, effectiveness, and equity at odds with one another, because these goals tend to not to co-exist. Consequently, a perceived tension was created because of tradeoffs between equity and efficiency and equity and effectiveness. However, these finding argue that that is not the case and equity, efficiency, and effectiveness can complement each other.

Table 5.6: Correlation Matrix: Outcomes vs. Performance Use

<table>
<thead>
<tr>
<th></th>
<th>Increase Enrollment</th>
<th>Increase Retention</th>
<th>Increase GPA</th>
<th>Increase Graduation Rates</th>
<th>Decrease Course Withdrawal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expansion</td>
<td>0.257**</td>
<td>0.355***</td>
<td>0.263**</td>
<td>0.267**</td>
<td>0.068</td>
</tr>
<tr>
<td>Increase Budget</td>
<td>0.273**</td>
<td>0.378***</td>
<td>0.453***</td>
<td>0.356***</td>
<td>0.273**</td>
</tr>
<tr>
<td>Promote Equity</td>
<td>0.287**</td>
<td>0.444***</td>
<td>0.175</td>
<td>0.587***</td>
<td>0.424***</td>
</tr>
</tbody>
</table>

* p<.10, **p<.05, ***p<.01
**Major Findings**

Analyzing the survey data solidified the findings from the qualitative phase of the study. However, this analysis also emphasized the key programmatic elements of men of color initiatives, identified what type of performance information is collected and how it is used. It also provided data that suggest that equity, efficiency, and effectiveness can complement one another without a value tradeoff. Additionally, these findings, like the qualitative findings, suggest that due to a lack of institutional commitment to diversity, equity becomes symbolic and difficult to measure. The four findings are 1) mentoring is the most widely used service/activity for men of color initiatives; 2) more can be done regarding diversity and institutional commitment at higher education institutions; 3) retention rates and graduation rates are the two most widely collected data points for men of color initiatives; 4) equity, efficiency, and effectiveness outcomes can co-exist without tension.

**The Power of Mentoring**

While somewhat alluded to during the interviews in the qualitative phase of the study, the survey data has concretized the power of mentoring. 51 of the 57 individuals surveyed (89%) stated that mentoring was a service that they offer; making mentoring the most widely used service/activity by men of color initiatives. According to Good and Halpin (2000), mentoring appears to be a viable approach to providing role models and leadership for underrepresented students in higher education. Colleges and universities have adopted it as a mean to assist incoming freshman as they transition into college life (Shotton et al., 2007). Mentoring programs have had some positive personal effects on mentees, but there are also many academic benefits to mentoring like determination in
following educational goals and achievement in higher education (Budge, 2006). Harper (2012) contends that there are five key elements that are needed for Black and Latino male success and completion in college. These elements are: being part of an intentional/engaging community, being presented with leadership opportunities, having a strong GPA in the range of 2.9 and above, having a chance to serve, and engaging in consistent mentoring relationships.

Keeping true to Harper’s five elements, respondents selected the same services/activities that he spoke about with higher frequency than other services/activities. 50 individuals (88%) said that leader development was an activity they offered. 49 individuals (86%) stated that creating a sense of brotherhood/belonging is something that the initiative looked to foster. 70% or 40 respondents indicated that their initiative offered some form of academic support. Moreover, 67% or 38 respondents indicated that some form of community service was an activity. As a result of the survey data, Harper’s five elements have been ranked accordingly: mentoring, leadership development, brotherhood/belonging, academic support, and community service. Conversely, men of color initiatives vary across the nation and that has to be taken into consideration when deciding on key program services/activities. There is no one-size fits all approach.

**Diversity and Institutional Commitment Revisited**

Men of color initiative administrators highlighted diversity and institutional commitment as a constant theme throughout the interviews in the qualitative phase of the study. These themes were revisited during the quantitative phase of the study via the survey. Respondents were asked, how important is diversity at your institution? And how
committed is your institution to your initiative? As it pertains to diversity, 34% or 20 respondents said that diversity at their institution was extremely important, while 33% or 19 respondents said it was moderately important at their institution. 29% or 17 respondents who said diversity very important at their institution and 4% or two (2) responds who said diversity is slightly important at their institution. Therefore, 63% of respondents perceive that their institutions are taking positive steps towards diversification, whereas 37% subscribe to the notion that more work needs to be done around diversity at their institution. This finding sheds somewhat of a brighter light on diversity and institutional commitment with a cautionary note that the lack of diversity and institutional commitment is still existent and needs to be addressed.

Institutional commitment was another concept that was brought up in the survey. 37% or 22 individuals responded stating that their institution was very committed to their initiative, whereas 35% or 20 individuals stated that their institution was moderately committed. 21% or 12 individuals stated that their institution was extremely committed and the remaining 7% or four (4) individuals stated that their institution was slightly committed. Consequently, 58% believe that their institutions are positively committed to their initiative, while 42% believe that the commitment given by their institution is negligible. Interestingly enough, 42 of the 58 respondents, 76%, work on the initiative on a part-time basis and have full-time roles on the campus such as Professor, Dean of Student Development, Director of Community Engagement, and Vice President of Student Services to name a few. In addition, similar to the qualitative findings, not all the administrators hold the title of men of color initiative director even though the implementation and success are their responsibility. On many of campuses, they are
advisors, coordinators, program manager, and assistant directors. Having primary responsibilities on the campus that supersede their men of color initiative obligations means that administrators are often overworked and the program, in turn, may suffer.

**Performance Collection and Use: Retention and Graduation**

When asked, what type of performance information is collected, 53 of the 58 respondents (91%) selected retention rates and graduation rates, making them the two most widely collected data points. Performance measurement has become an inescapable task that reinforces accountability and transparency. Due to the rise in the performance measurement and collection, there is more performance information available than ever before. Performance information use is important and was used by respondent for a host of reasons, with the top four reasons being to inform strategic goals and budgetary priorities, to improve program elements and outcomes for men of color, to develop best practices, and to increase/extend funding. None of the 58 respondents mentioned addressing equity as a use of the performance information. Additionally, a few of the participants mentioned that they do not know how the information is used, some expressed difficulty in collecting data directly from students, and others mentioned how inconvenience it was relying solely on institutional research. Students had a tendency of providing incomplete information and institution research was frequently delayed in providing performance information.

**Equity, Efficiency, and Effectiveness Outcomes Can Co-exist**

Similar to the qualitative findings, men of color initiative administrators surveyed used performance information primarily to inform strategic goals and budgetary priorities, improve program elements and outcomes for men of color, develop best
practices, and increase funding. When asked how important was promoting equity at their institution, one said not important, one stated somewhat important, two responded slightly important, four were neutral, ten said important, 14 responded very important, and 26 stated extremely important. Ultimately, 50 individuals or 86% perceived that their institution viewed promoting equity as important to some degree. Furthermore, 48 of 57 of the respondents (84%) strongly agree and seven of the 57 respondents (12%) agree that higher education institutions should provide additional supports for marginalized students. Furthermore, 35 of 58 of the respondents (60%) strongly agree and 16 of the 58 respondents (28%) agree that the ultimate goal of men of color initiatives should be to ensure fairness, justness, and open-mindedness for men of color at higher education institutions.

According to Andrews and Van de Walle (2013), J. Rice (2004), and Radin (2006), the prevailing performance literature in Public Administration posits that efficiency, effectiveness, and equity cannot exist without a tradeoff between equity and efficiency and equity and effectiveness. However, Figure 5.5 asserts that expanding the initiative, which has an average mean of 3.07, followed by promoting equity, which has an average mean of 3.02, and increasing the enrollment of men of color, which has an average mean of 2.98 are the top three most important outcomes of men of color initiatives. Thus, men of color initiative administrators view the importance of equity, efficiency, and effectiveness somewhat equally, signifying that these outcomes can co-exist without tension. Table 5.1 shows based on exploratory factor analysis that decreasing course withdrawal, increasing graduation rates, and promoting equity loaded onto one factor, therefore demonstrating that equity, efficiency, and effectiveness
complement one another and are not competing. Lastly, the correlation matrix in Table 5.6 confirms that the bivariate relationships between promoting equity and the following program outcomes: increasing enrollment, increasing retention, increasing graduation rates, and decreasing course withdrawal – all of which are positive and statistical significant – provides further evidence that efficiency and effectiveness can be components of equity. These analyses and findings present a compelling counter narrative to the idea that equity, efficiency, and effectiveness are conflicting values.

**Limitations/Challenges: Survey Response Rates**

Nonresponse and the potential bias it can produce is a cause for concern among researchers. Nonresponse is becoming a problem in administering surveys. According to Remler and Van Ryzin (2011), the goal of random sampling is to produce unbiased results, but nonresponses can cause bias by either over representing or underrepresenting a phenomenon inaccurately. There are various forms of random sampling like systematic sampling, stratified sampling, and cluster sampling. However, to understand the basic theory of random sampling, it is easier to start with simple random sampling, a technique where individuals or objects are chosen by chance from a population so that each has an equal opportunity of being selected (Remler & Van Ryzin, 2011). Coupled with the notion of fairness and representativeness, random sampling provides a foundation for formal methods of assessing the precession of results from a random sample. Each random sample can vary from the next sample and the population. Therefore, when examining the results of a random sample sampling error has to be accounted for (Remler & Van Ryzin, 2011). By using a stratified sampling approach for this study, it ensures representativeness and generalizability of the target population, administrators of men of
color initiatives. The response rate for the survey was 45% - 140 emails were sent out, 10 emails bounced back, and 58 men of color administrators completed the survey.
Conclusion and Recommendations

Conclusion

Social equity, the third pillar of public administration is defined as the equal distribution of government services to all citizens. Social equity relies on the values of fairness and equality, which are intangible concepts that are often difficult to measure. Social equity values have to do with how fair, just, and equally, public services are being delivered. However, it is difficult to find ways to measure what is considered symbolic like equity. The higher education system in the U.S. is an ideal area to examine the equitable delivery of a public service education. This study examined the practice of performance measurement and management by administrators of men of color initiatives as a way of addressing some of the impediments to academic success that men of color face. This type of research is just the beginning, but the burgeoning work from this study can perhaps lead to the creation of a best practice model for men of color initiatives that yield high academic success for men of color as well as promote the notion that equity, efficiency, and effectiveness can co-exist. Black/African-American and Hispanic/Latino male students often have lower rates of retention and graduation within higher education compared to their White counterparts. Men of color initiatives offer African-American and Hispanic males an opportunity to become academically successful by providing them with resources and opportunities that they may not have had access to otherwise. Within the men of color initiatives, students become resourceful and learn to navigate their way through college with the support of administrators/faculty members and their peers. Students are introduced to credit counseling, the library, financial counselors, and even student organizations that interest them. Mentoring, specifically, has been shown to be
effective as it provides men of color with the attention that they need and gives them access to someone who will provide guidance throughout some, if not all, of their college career.

This study began by using a qualitative research design consisting of semi-structured interviews in the first phase, followed by a quantitative research design consisting of a survey in the second phase. Conventional content analysis was used to analyze the data in the first phase, followed by exploratory factor analysis and bivariate correlation being used in the second phase of data analysis. The sampling strategy for choosing the administrators was stratified sampling. Men of color diversity programs were stratified into Ivy League institutions, HBCUs, university systems, community colleges, and senior colleges. After that programs were purposively selected from each category. There were six senior college administrators: two from the North Central region of the US, two from the South East Central region, one from the Southeastern region, and one from the Midwestern region. There were three community college administrators: one from the Southwestern region of the US, one from the Northeastern region, and one from the Midwestern region. There were four HBCU administrators: two from the Mid-Atlantic region of the US, one from the Southwestern region, and one from the Midwestern region. Lastly, there was one Ivy League administrator from the Northeastern region and one university system administrator from the Southeastern region. Once the first phase of the data collection was completed, an online survey was developed and informed by the interviews. In the second phase, the survey was sent via Qualtrics to a list of 140 men of color initiative administrators nationwide. The response rate for the survey was 45%, 140 emails were sent out, 10 bounced back, and 58 men of
color administrators completed the survey. The results from the qualitative phase of the study indicated the following: 1) exposure to informal mentoring relationships as an undergraduate shaped the way men of color administrators designed their programs; 2) representativeness is critical to ensuring diversity; 3) institutional commitment is a significant component of success for men of color initiatives; 4) equity is not being measured nor is it an outcome. While the results from the quantitative phase solidified the findings from the qualitative phase, it also emphasized following: 1) mentoring is the most widely used service/activity for men of color initiatives; 2) more can be done regarding diversity and institutional commitment at higher education institutions; 3) retention rates and graduation rates are the two most widely collected data points for men of color initiatives; 4) equity, efficiency, and effectiveness outcomes can co-exist without tension. This study has shed some light on equity outcomes and the practice of performance measurement and management by administrators of men of color initiatives and has allowed for their voices to be heard. Understanding their perspectives and experiences as it relates to performance information has been helpful not only in furthering the scholarship on this topic but also in enhancing the effectiveness of such programs.

The findings from the study help to answer the following research questions: *How does perceived institutional racism shape the work of men of color initiative directors?*

At the onset of this study, it was anticipated that men of color administrators’ exposure to forms of institutional racism would influence how and why they do this work. Five of the 15 administrators who were interviewed during the qualitative phase of the study, stated that they were members of Black Greek Lettered Organizations (BGLOs) while in
college. BGLOs created a sense of belonging through the brotherhood of fraternity. Whether administrators were a part of a fraternity, sorority, or an informal network of students, belonging and brotherhood, were frequently mentioned as a retention mechanism due to the immense feelings of isolation felt by men of color administrators as students. Moreover, it was their experiences with institutional racism as a student that influenced them. Being a part of these networks of students on their undergraduate campuses made them more inclined to bring certain program services to their current place of employment. According to men of color initiative administrators, quite often men of color do not see themselves represented within the senior leadership of the educational institutions that they attend nor do they see themselves in large numbers as tenured faculty members. This absence has been cyclical as it is imbedded within the structural inequities of the higher education system and has lasting effects on equity outcomes for men of color initiatives. Institutional racism can take the form of limited tenured professors of color, limited senior level administrators of color, and the unequal treatment of students of color. All of which has left some men of color initiative administrators unable to speak up about diversity and inclusion as well as advocate for students because of fear that their livelihood, the ability to provide for their family, could be placed at risk. Now that the study has ended, this hypothesis has been confirmed signifying that exposure to forms of institutional racism has shaped how and why men of color initiative administrators do their work.

*How do men of color initiatives balance efficiency, effectiveness, and equity goals when measuring performance?* At the start of this study, there was an assumption that there is a tension that exists between equity, efficiency, and effectiveness; as a result
it was anticipated that men of color initiatives would not measure equity. The supposed tension between efficiency, effectiveness, and equity goals leads to tradeoffs due to the competing values, which results in equity repeatedly not being measured. Conversely, according to the men of color initiative administrators who took part in the quantitative phase of the study, 86% stated that promoting equity was important at their institution. Additionally, 88% of the respondents stated that they agree that the ultimate goal of men of color initiatives should be to ensure fairness, justness, and open-mindedness for men of color at higher education institutions.

However, only one of the 15 men of color initiative administrators interviewed in the qualitative phase said that equity was an outcome; thus, alluding to the idea that this one person had a better understanding of the intended outcomes of men of color initiatives than the other 14 interviewees did. According to Radin (2006) when studying the educational success of underrepresented students the data collection process and analysis should address equity concerns in the effectiveness/efficiency performance framework.

Based on the qualitative phase of the study, it can be argued that while equity is important it still is not considered a goal or outcome; however based on the statistical analysis portion (Tables 5.1 and 5.6) of the study this quandary has been addressed. By pursuing efficiency and effectiveness outcomes for an undeserved population, men of color, administrators are addressing equity concerns. Consequently, while administrators are not explicitly identifying the work that is being done as achieving an equity outcome; however by nature of addressing the achievement gap they are measuring equity. Thus showing how equity, efficiency, and effectiveness outcomes can be combined. The
findings from the qualitative phase of the study prove the hypothesis that men of color initiatives are largely not measuring equity. Subsequently, through the statistical analysis, techniques of exploratory factor analysis and bivariate correlation a counter narrative was produced, which posits that equity, efficiency, and effectiveness can exit harmoniously.

What are the challenges of collecting and using performance information to better realize key outcomes? And what are the ways in which men of color initiative administrators understand and act on performance information? At the beginning of the study, it was anticipated that men of color initiative administrators would have challenges collecting and using performance information because there is a lack of support from institutional research offices to assist in collecting and providing performance information. In addition, due to understaffing and capacity issues within men of color initiatives, administrators would have difficulties creating and implementing the mechanisms to collect performance information and analyze it.

Men of color initiative administrators who were interviewed during the qualitative phase of the study said, they collected performance information ranging from GPA to retention and graduation rates to disciplinary infractions by conducting surveys or with the assistance of institutional research. Furthermore, the information was used to expand the initiative and budget. Correspondingly, when asked via survey during the quantitative phase of the study, what type of performance information is collected? 53 of the 58 respondents, (91%), selected retention rates and graduation rates, making them the two most widely collected data points. None of the 58 respondents mentioned addressing equity as a use of the performance information. In addition, men of color initiative administrators surveyed specified that they used performance information to inform
strategic goals and budgetary priorities, improve program services/activities and outcomes for men of color, develop best practices, and increase funding. Both the qualitative and quantitative findings suggest that the key performance data collected was GPA, retention rates, and graduation rates. Once collected the performance information was used to increase program funding, improve program services/activities, and expand the program. But, a few of the participants mentioned that they do not know how the information was used once collected. Some participants expressed difficulty in collecting data directly from students, and others mentioned how inconvenience it was relying solely on institutional research. Due to the understaffing, many men of color initiatives administrators have to rely on their research offices to assist with data collection and analysis when time permitted. For the men of color initiative administrators that collected their own data, they had issues with incomplete data and nonresponses as students had a tendency of providing incomplete information and not responding to surveys. With conclusion of the study at hand, this hypothesis confirms that because of understaffing administrators have difficulties collecting and using performance information. Conversely, a lack of support from research offices was not fully sustained; instead, time constraints were the primary reason why research offices could not lend their support.

**Personal Reflections and Recommendations**

As a men of color initiative administrator at a university system managing 31 projects for the last eight years, this study validates what has been known anecdotally through personal experiences. Men of color initiatives are programmatically structured to offer additional supports to help alleviate impediments to academic success. The design
of men of color initiatives plays a crucial role in determining whether particular program components are essential to the overall success of men of color. However, men of color initiatives vary and a one-size fits all approach is not ideal, as the individualized needs of men of color on their campus as well as other factor have to be taken into account.

Despite the gains people of color have made over the centuries as it pertains to diversity and inclusion, men of color initiatives may be needed now more than ever. Events such as the slaughtering of men of color by law enforcement, the disproportionate numbers of incarcerated men of color, and the income, education, and health gaps for men of color in comparison to White males. When you look at key indicators of growth and success in America men of color are always at the bottom. While gains have been made over the years, there appears to be periods of racial justice and growth followed by racial repression and decline. Men of color in pursuit of higher education are functioning in this context.

Accordingly, the program services/activities not only have to combat academic deficits, but they also have to address societal ills, such as segregation, racism, and discrimination. Program services/activities like mentoring defined as the process of role modeling through guidance. Leadership development is the activities that promote confidence and self-esteem. Brotherhood/belonging establishes an environment where men of color feel comfortable. Academic supports means providing tutoring, study hall, and similar activities. Additionally, community service is identified as giving back and serves the community in a meaningful way. Each service/activity plays a unique and distinct part in opposing stereotypes, bias, white privilege, and racism that helps to develop confidence, self-esteem, and academic excellence. Higher education institutions
have to be committed to the success of men of color, which takes the form of representativeness and support. Formulating strategies, plans, and policies to ensure that men of color obtain senior level positions, become tenured faculty, and from a student perspective are supported academically, socially, and personally.

Faculty and students are the usual participants in studies involving academic success, but this study has given voice to a population that is rarely included in the conversation, administrators. Furthering research on this topic can include conducting a study that examines men of color initiative program components and key outcomes such as GPA, retention rate, and graduation rate. This study was able to identify and rank five highly used program services as well as pinpoint what performance information is collected. With this as a basis additional work can be done to ascertain which program service/activity is more influential/effective at producing key outcomes with statistical significance.

From a practical standpoint diversity, inclusion, and equity cannot be compartmentalized and off to the side. While it is important to have a Chief Diversity Officer or Vice President of Equity and Community, these concepts have to be ingrained into the fabric of the institution and everyone’s responsibility to uphold; therefore, making everyone a stakeholder in ensuring its success. The only way to know if there are changes in the sentiments of diversity, inclusion, and equity is to measure and track them. Including equity in the performance matrix of an institution will make certain that there is accountability. Additionally, to safeguard equity government at the federal, state, and local level as providers of funding to higher education institutions as well as men of color initiatives can make funding contingent on successfully creating an equitable campus
environment. This will send a message that men of color are worth the investment and if given the opportunity will be contributors to society.

Because of the findings from this research study, there are important recommendations for the ways in which men of color initiatives can address equity outcomes. The first recommendation is higher education institutions must create a diversity action plan to diversify its senior leadership and faculty. Having representation in different offices and specifically among faculty across an institution sends a resounding message that diversity matters and that it is not just rhetoric. Quite often men of color do not see themselves represented within the senior leadership of the educational institutions that they attend nor do they see themselves in large numbers as tenured faculty members. This absence can have lasting effects on equity outcomes for men of color initiatives because the conversations about equity that are had among senior leadership will be missing the perceived and lived experiences of men of color.

The second recommendation is higher education institutions have to be institutionally committed to men of color initiatives by ensuring that there is a dedicated full-time staff person working just with the initiative. Subsequently, the lack of staffing signals that men of color initiatives are not a priority. Institutions that prioritize equity as a mechanism for ensuring the success of men of color value diversity and institutional commitment and view them as more than just lip service.

In 2014, CUNY BMI designed a bi-yearly site visit process to assess all 31 campus projects. The goal was to view BMI projects in action with the purpose of understanding each project’s strengths and identifying areas that need improvement. Each project was assessed based on the six BMI pillars: institutional commitment, diversity
recruitment, culturally component peer-to-peer mentoring, academic enhancement, socioemotional programming and advisory committee. Then best practices were identified. The best practices around institutional commitment includes: 1) integration of men of color initiative into all functions of the college by providing dedicated classroom and office space as well as counseling, advising, and financial support to men of color; 2) support for men of color initiative by providing non-teaching adjuncts and college assistants to assist with recruitment and retention of men of color; 3) the college encumbers all cost associated with events and supplies for men of color initiative; 4) inclusion of the men of color initiative into the college’s strategic plan; 5) the college pays the personnel cost for men of color administrators who work solely on the program (CUNY BMI Overview, 2016).

The final recommendation is the ultimate goal of men of color initiatives should be to ensure fairness, justness, and open-mindedness for men of color at higher education institutions. Therefore, men of color administrators should ensure that equity outcomes are being measured and used to inform strategic decisions. However, there is a broader context to this recommendation, which is race in America has to be addressed. As a society we have to remove the vestiges of slavery that are entrenched in our criminal justice system, educational system, and all other systems that disproportionately disenfranchises people of color. If equity is truly going to become an outcome in the educational system, racial justice in America has to be achieved. Therefore, before ensuring the success of men of color; thus addressing the achievement gap, the Black male narrative has to be rewritten. The notion that Black males are not as intelligent as
their White counterparts has to be dismissed and replaced with the notion that Black men can be academically successful.

**Implications for Theory**

Arguably, New Public Administration (NPA) has redefined public administration with the addition of social equity. In light of the inequitable treatment of people of color in the U.S., social equity has attempted to redress the concepts of equality and fairness. NPA seeks to increase effectiveness and efficiency as a way to signify the importance of performance to responsiveness and accountability. The inclusion of social equity was a way to reinvent government to address citizen needs in an equitable manner, and make government more diverse and democratic. However, social equity can be applied to performance measurement and management techniques in higher education to improve the delivery of the education. Performance measurement, which is the process of collecting and analyzing data/information, in higher education has become an inescapable part of what higher education institutions do. Moreover, as performance measurement use increases so too does access to more performance information. Nevertheless, public administration literature theorizes that performance information allows for tradeoffs between efficiency, effectiveness, and equity that lead to tension. However, can the relationship between efficiency, effectiveness, and equity values be seen as complementary and not competing? A major concern about performance measurement stems from an emphasis on efficiency and effectiveness while neglecting other values such as equity.

The promise of social equity has been hard sought in the U.S. In 2000, the National Academy of Public Administration (NAPA) created a social equity panel
comprised of over 250 individuals at universities and public organizations across the nation in an attempt to advance social equity. Johnson and Svara (2015) capture these attempts in a volume of essays. Of particular interest to this study is the measuring social equity section that speaks to how public organizations collect efficiency and effectiveness measures in the healthcare system, criminal justice system, educational system, and environmental arena. Moreover, while the performance data that was collected highlighting racial disparities with these systems, there were no mechanisms in place to address the disparities.

However, higher education men of color initiatives are an attempt to address the achievement gap and the findings from this study describe a circumstance where efficiency, effectiveness, and equity do not have to compete and that is when institutions are being responsive to the needs of underrepresented populations. Higher education men of color initiatives as they seek to increase the retention and graduation rates of men of color and address the achievement gap fit the parameters of being responsive to the desired outcomes of an underrepresented population. For that reason, as these initiatives collect performance information to inform program services and expand the program, they are simultaneously promoting equity. Figure 5.5 explains that expanding the initiative, promoting equity, and increasing the enrollment of men of color are the top three most important outcomes of men of color initiatives. Thus, indicating the equity, efficiency, and effectiveness can co-exist without tension. Table 5.1 proves that based on factor analysis decreasing course withdrawal, increasing graduation rates, and promoting equity loaded onto one factor, therefore demonstrating that equity, efficiency, and effectiveness complement one another and are not competing. In conclusion, the
correlation matrix in Table 5.6 confirms that the bivariate relationships between promoting equity and the following program outcomes: increasing enrollment, increasing retention, increasing graduation rates, and decreasing course withdrawal all of which are positive and statistically significant and provides additional evidence that efficiency and effectiveness can be components of equity.

These analyses present a compelling counter narrative to the idea that equity, efficiency, and effectiveness are conflicting values and opens up the discourse for public administration to embrace this narrative and promote social equity. On a practical level, if this counter narrative is acknowledged, institutions delivering a public service have to make equity an outcome by being responsive to the needs of underrepresented populations. For example, the implementation of the Affordable Care Act (ACA) under President Obama. ACA is a healthcare policy that sought to reduce the number of uninsured citizens, while reducing the cost of healthcare. It made access to quality healthcare available to all citizens regardless of wealth or preexisting conditions. Thus, ensuring that those who were underrepresented and without access to healthcare could receive it. In doing so, this policy and its implementation made equity an outcome. In addition, the criminal justice system for example, can be more equitable if the disproportionate nature of African-Americans being incarcerated in comparison to Whites is addressed. According to the National Association for the Advancement of Colored People (NAACP) Criminal Justice Factsheet regarding racial disparities in incarceration, African-Americans are incarcerated six times more than Whites and make up 43% of the total incarcerated population in the U.S. Being responsive to this disparity promotes equity.
Theoretically, more research can be done to address the intangible nature of equity by identifying it as a non-competing outcome when conceptualizing expressions of value and preference in Public Administration. Research implications for furthering the scholarship on this topic can include, conducting similar studies that examine equity as an outcome by looking at the delivery of other public services, such as healthcare and criminal justice. This study has demonstrated that equity, efficiency, and effectiveness can complement one another. With this as a basis, additional work can be done to ascertain whether this conclusion will hold true, if systems other than higher education are examined.

Speaking specifically to men of color initiatives, a study can be conducted that examines men of color initiative program components and key outcomes such as GPA, retention rate, and graduation rate. This study was able to identify and rank in order of significance, five highly used program services as well as pinpoint what performance information is collected. More work can be done to determine which program service/activity is more influential/effective at producing key outcomes with statistical significance for men of color in higher education.
References


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INTERVIEW PROTOCOL

Topic: “Equity as an Outcome: The Use of Performance Information to Address the Achievement Gap in Higher Education for Men of Color”

Introduction
I am writing to invite you to take part in this nation-wide study as someone who works with men of color initiatives. My name is Jermaine Wright, and I am a Ph.D. candidate at Rutgers University-Newark in the School of Public Affairs and Administration (SPAA) and the University Director of the City University of New York Black Male Initiative (CUNY BMI). I am conducting a survey, which will only take 10 minutes, as part of my dissertation.

The purpose of this study is to gain deeper insight into equity (fairness/justness) outcomes as well as the practice of performance measurement and management by administrators of men of color initiatives in higher education. Social equity, understood to be the third pillar of public administration - the implementation of public services, can be defined as the equal distribution of government services to all citizens. Social equity relies on the values of fairness, which is an intangible concept that is often difficult to measure. This study will examine the use of performance information (like GPA, retention rates, and graduation rates) by administrators of men of color initiatives as a way to address equity concerns in higher education, which are impediments to academic success for men of color. Black/African American and Hispanic/Latino male students are often over-represented when looking at the dropout rates within higher education, in comparison to their white counterparts. Men of color initiatives offer African American and Hispanic males an opportunity to become academically successful by providing them with resources that they may not have access to otherwise.

Completing this interview is voluntary, and your answers are confidential. The information given will be used to ascertain if there is a relationship between use of performance information in men of color initiatives and academic success of men of color participants. Answer the questions based on your experience as a men of color initiative administrator. The questions that ask about your background will only be used to describe the types of individuals being interviewed.

Please try to answer every question.

Conceptual Areas

Demographics
Institution type (Ivy League institution, Historically Black Colleges and Universities (HBCU), university systems, community colleges, and senior colleges)
Gender (Male or Female)
What is your ethnicity?
What educational institutions did you attend?
What is your current position?
How long have you held that position?

Program Design
When was the initiative established?
How and why was the initiative established? (Due to legislation, campus needs, societal concerns)
Where is the initiative located within the campus structure? (Academic Affairs, Student Affairs, Enrollment Management)
Who funds the initiative and how much funding does it receive yearly?
What are the key components (program model) of the initiative?
How many students does the initiative serve yearly and what is the racial composition of the students?

Structural/Institutional Barriers
Does diversity in higher education matter?
How important is diversity at your institution?
How have you experienced racism as a result of your work with men of color initiatives?
How does perceived institutional racism shape your work?
How can understanding what racism is, where it comes from, and why it persists assist the academic success of men of color and address the achievement gap?

Performance Information
What are the intended outcomes of the initiatives?
What type of performance information is collected? (GPA, retention rates, graduation rates)
How is the performance information used once collected?
How are the intended outcomes balanced between efficiency, effectiveness, and equity goals when measuring performance?
What are the challenges to collecting and using performance information outcomes?

Conclusion
Thank you for taking time out of your busy schedule to speak with me. The information you provided has been very useful.
APPENDIX B

MEN OF COLOR INITIATIVE SURVEY

Topic: “Equity as an Outcome: The Use of Performance Information to Address the Achievement Gap in Higher Education for Men of Color”

I am writing to invite you to take part in this nation-wide study as someone who works with men of color initiatives. My name is Jermaine Wright, and I am a Ph.D. candidate at Rutgers University-Newark in the School of Public Affairs and Administration (SPAA) and the University Director of the City University of New York Black Male Initiative (CUNY BMI). I am conducting a survey, which will only take 10 minutes, as part of my dissertation.

The purpose of this study is to gain deeper insight into equity (fairness/justness) outcomes as well as the practice of performance measurement and management by administrators of men of color initiatives in higher education. Social equity, understood to be the third pillar of public administration - the implementation of public services, can be defined as the equal distribution of government services to all citizens. Social equity relies on the values of fairness, which is an intangible concept that is often difficult to measure. This study will examine the use of performance information (like GPA, retention rates, and graduation rates) by administrators of men of color initiatives as a way to address equity concerns in higher education, which are impediments to academic success for men of color. Black/African American and Hispanic/Latino male students are often over-represented when looking at the dropout rates within higher education, in comparison to their white counterparts. Men of color initiatives offer African American and Hispanic males an opportunity to become academically successful by providing them with resources that they may not have access to otherwise.

Completing the survey is voluntary, and your answers are confidential. The information given will be used to understand your perspectives and experiences as it relates to performance information use and can help not only further scholarship on this topic but also enhance the effectiveness of such programs. I would be glad to share a summary of the results with you when the survey closes.

1. How important is diversity at your institution?
   - Extremely important
   - Very important
   - Moderately important
   - Slightly important
   - Not at all important

2. How committed is your institution to your initiative?
   - Extremely committed
   - Very committed
   - Moderately committed
Slightly committed
Not at all committed

3. When was the initiative established?
   Before 1980
   In the 1980’s
   In the 1990’s
   2000-2005
   2006-2001
   2012-2016

4. Why was the initiative established? (Select all that apply)
   Campus need
   Societal concern
   Legislation
   Other (Please specify)

5. Who funds the initiative? (Select all that apply)
   Federal government
   State government
   Local government
   Foundation
   Your institution
   Other (Please specify)

6. Where is the initiative primarily located within the institution?
   Academic Affairs
   Students Affairs
   Department/Center
   Enrollment Management
   President’s Office
   Other (Please specify)

7. How much funding does the initiative receive yearly?
   $0-$25,000
   $25,001-$50,000
   $50,001-$100,000
   $100,001-$200,000
   $200,001-$500,000
   Over $500,000

8. What type of service or activities does the initiative provide? (Select all that apply)
   Learning community
   Mentoring
   Financial support
Freshman seminar
Academic support (tutoring, study hall, block scheduling)
Leadership development
Community Service
Brotherhood/Belonging
Other (Please specify)

9. How many students does the initiative serve yearly?
   1-100
   101-200
   201-300
   301-500
   More than 500

10. How important are the following as defined outcomes of your initiative?
    (Not important, Somewhat important, Slightly important, Neutral, Important,
     Very important, and Extremely important)
    Increase enrollment of men of color.
    Increase retention rate of men of color.
    Increase GPA of men of color.
    Increase graduation rates of men of color.
    Decrease course withdrawals of men of color.
    Expansion of the initiative.
    Increase the budget of the initiative.
    Promote equity at your institution.

11. What type of performance information is collected? (Select all that apply)
    GPAs
    Retention rates
    Graduation rates
    Disciplinary infractions
    Job placement rates
    Transfer rates
    Graduate school rates
    Other (Please specify)

12. How is the performance information used once collected? (Provide a brief
    explanation)

13. Please indicate the extent to which you agree or disagree with the following
    statements. (strongly disagree, disagree, somewhat disagree, neither agree nor
    disagree, Somewhat agree, agree, and strongly agree)
    Higher education institutions should provide additional supports for marginalized
    students.
    The ultimate goal of men of color initiatives should be to ensure fairness, justness,
    and open-mindedness for men of color at higher education institutions.
Addressing race as a society and acknowledging white privilege will enable the fair treatment of men of color.

14. Institution type:
   Ivy League Institution
   Historically Black Colleges and Universities (HBCU)
   Community College
   Senior College
   University System
   Other (Please specify)

15. Gender:
   Male
   Female

16. What is your ethnicity?
   African American/Black
   Asian American
   Hispanic/Latino
   Native American
   White
   Other (Please specify)

17. What is your current job title?

18. How long have you held that position?
   1-5 years
   6-10 years
   11-15 years
   15+ years

19. What is your position/role as it relates to the men of color initiative on your campus?

20. How long have you held that position?
   1-5 years
   6-10 years
   11-15 years
   15+ years
APPENDIX C

INFORMED CONSENT FORM

You are invited to participate in a study, titled “Equity as an Outcome: The Use of Performance Information to Address the Achievement Gap in Higher Education for Men of Color”, that is being conducted by Jermaine Wright, Ph.D. student at the School of Public Affairs and Administration (SPAA) Rutgers University – Newark Campus. The purpose of this study is to gain deeper insight into the practice of performance measurement and management by administrators of men of color initiatives.

Approximately 15 to 20 subjects will participate in the study. The study procedures include a one-on-one interview lasting about an hour. The study includes 1) the consent form with audio addendum that will be shown to the participants for review. 2) After the participants sign the consent form, the researcher will conduct one-on-one interviews with participants.

The study is confidential. While the study will include information about you, this information will be stored in such a way that linkages regarding your identity and responses cannot be ascertained. Some of the information collected about you includes gender, ethnicity and job title. Please note that we will keep this information confidential by limiting individual’s access to the research data and by keeping it in a secure location.

The research team and the Institutional Review Board at Rutgers University are the only parties that will be allowed to see the data, except as may be required by law. If a report of this study is published, or the results are presented at a professional conference, only group results will be stated. All study data including transcripts of the audio regarding from the interviews will be kept for at least three (3) years. All audio recordings will be destroyed after all data has been transcribed, reviewed, and coded, no later than 180 days after the completion of the study.

Participation in this study is voluntary. Therefore, you may choose not to participate, and you may withdraw at any time during the study procedure without penalty to you. If applicable, there will be no impact on your employment at your institution whether you choose to participate in or withdraw from the study. Also, you may choose not to answer any questions you are uncomfortable with. There are not foreseeable risks to participating in this study.

If you have any questions about the study or study procedures, you may contact me at:

Jermaine Wright
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School of Public Affairs and Administration
111 Washington Street, Newark, NJ 07102
Tel: 718-581-6132
Email: jermaine.wright@rutgers.edu

If you have any questions about your rights as a research subject, you may contact an IRB Administrator at Rutgers University at:

Arts and Sciences Institutional Review Board for the Protection of Human Subjects
Office of Research and Regulatory Affairs
Rutgers University, the State University of New Jersey
335 George Street
Liberty Plaza / 3rd Floor / Suite 3200
New Brunswick, NJ 08901
Tel: 732-235-9806
Email: humansubjects@orsp.rutgers.edu

You will be given a copy of this consent form for your records if you wish. Sign below if you agree to participate in this research study:

Subject (Print) _____________________________________________________
Subject Signature ______________________________________________ Date
_________________________________________
Principal Investigator Signature ____________________________ Date
_________________________________________
Initials_______ Date_______
APPENDIX D

AUDIO/VIDEOTAPE ADDENDUM TO CONSENT FORM

You have already agreed to participate in a study entitled: “Equity as an Outcome: The Use of Performance Information to Address the Achievement Gap in Higher Education for Men of Color” conducted by Jermaine Wright. I am now asking for your permission to allow me to audiotape as part of the research study. You do not have to agree to be recorded to participate in the main part of the study.

The recording(s) will be used for transcribing and analysis by the research team. The recordings will not include your name, instead, a code (participant # 1, 2…) will be used to link your answers with your demographic information including age, gender, ethnicity, and job title.
The recording (s) will be stored on Dropbox, a web-based password protected storage site, with no links to subjects’ identity and will be destroyed upon completion of the study.
Your signature on this form grants the investigator named above permission to record you as described above during participation in the above-reference study. The investigator will not use the recording(s) for any other reason than those stated in the consent form without your written permission.

Subject Name (Print) ____________________________________________________________

Subject Signature: ___________________________________________ Date __________

Principal Investigator or Co-Investigator Signature: ______________ Date __________
APPENDIX F

CONVENTIONAL ANALYSIS MATRIX

<table>
<thead>
<tr>
<th>Categories</th>
<th>Codes</th>
<th>Keywords</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity</td>
<td>Representativeness</td>
<td>• So just seeing people that look like you that may have a similar background. • Young males do not see a lot of other males of color in those different positions. • I would love for my Black men regardless of their major to be taught by at least one Black male or Black person who is not the reality. • The lack of representation in different offices and specifically with faculty across the university. • Not only as a nation just regarding having Black male educators like 5% or 6% which is outrageous, it is even lower here on campus, so they do not necessarily, particularly in the classroom, they do not see the diversity. • Everybody that you have ever seen in leadership positions does not look like you. • When Black males come to institutions of higher learning, they still do not see Black male faculty.</td>
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<tr>
<td>Role of Diversity</td>
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<tr>
<td>• I just think that everyone needs to be exposed to different things and not only express it but have other people have that opportunity to learn from other cultures.</td>
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<tr>
<td>• Breaking down those stereotypes.</td>
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<tr>
<td>• As an administrator working in higher education, I think that we do a lot of lip service when it comes to diversity.</td>
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<tr>
<td>• Diversity can be a blend of different cultures, different ethnicities, socioeconomic status, gender or gender identity, all of that plays into it.</td>
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<tr>
<td>• So recognizing not only people with differences and celebrating those differences, but also understanding what that means for that individual.</td>
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<td>• I think what also happens when thinking about diversity is how this diversity affects me, but how do my particular actions affect that other person.</td>
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<tr>
<td>• Diverse populations bring in diverse questions and diverse ways of answering them.</td>
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<tr>
<td>• But beyond that diversity in higher education, diversity should be represented across all walks of life and all leadership positions everywhere.</td>
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</tbody>
</table>
| Importance of Diversity | • Full representation of what the world looks like more broadly is extremely important.
• I think it becomes more important as it relates to economics. If we were to lose a significant portion of students of color, it would crush the institution and so now all of a sudden the diversity matters.
• When there is regulatory or legal ramifications or economic incentives diversity stands to matter a little more.
• Diversity is very important; we want to make sure that we are providing an inclusive community.
• How White students experience diversity will impact when they leave here with all their privilege in society. |
<table>
<thead>
<tr>
<th>Institutional Barriers</th>
<th>Racism</th>
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<tbody>
<tr>
<td>• Racism is preconceived notions around males of color that promote a very negative one-sided view. • Understand that systemic issues around race have been the catalyst for many of the social ills that we have faced. • How encouraged am I to speak up on diversity and inclusion and advocate for students including the men of color programs when my livelihood and our ability to provide for our family could be placed at risk. • It is racism from the standpoint of institutional barriers that prohibit the free discussion. • Continue to stay in the classroom and understand that they need to focus on education and that they can fight the racism by marching and protesting but that is not always going to do it. • If we do not understand the magnitude or impact of racism, you can easily be bamboozled. • The president of the university has started these conversations on race and ethnicity, where we talk about Black and white issues. • I still have students being called the N word and having to deal with different micro aggressions. • It is about white privilege. • I think it is our job to prepare men of color to face racism professionally. • I do spend a significant amount of time talking about issues of diversity, issues of race and listening to African-American students but also explaining the way in which white privilege operates. • The treatment of African-Americans in this country has been just absolutely appalling. We have never had total reconciliation.</td>
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<tr>
<td>Achievement Gap</td>
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<td>• It is also really clear that it is not the failure of a student or we are not getting students that are broken, we are getting students that are having struggles because of a broken system. ⚫ Education is somewhat of a catalyst in ensuring that gaining access to this future world of work is attainable for men of color. ⚫ The impact of suspensions in public schools and the higher effect of suspension on Black students and how that has increased the achievement gap, carries over with similar rates of disciplinary infractions for men of color at higher education institutions.</td>
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<tr>
<td>Lack of Support</td>
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<td>• It is a challenge getting the faculty and the staff to kind of buy-in and see the benefit of working together.</td>
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<td>• My full-time role is admissions counselor, and this is just something that I do, I do not do it for money.</td>
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<td>• So we actually have two professors that often help us out and come to lots of different meetings that we have.</td>
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<td>• Program coordinator for the Black Male Initiative and Residence Director.</td>
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<td>• When it comes to faculty involvement I think we do a good job now; I am not sure how much involvement faculty had then.</td>
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<td>• The institution has to match their commitment with the money, and when I mean money, I am talking the personnel.</td>
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<td>• Retention is everybody’s job, so if we do not do what we need to do to retain Black students in that classroom then when we start to close or have to cut faculty positions because we do not have enough students for those to fill those classrooms then what.</td>
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<tr>
<td>• Every day is a battle. Unfortunately, I take a lot of hits, but this is not anything new to me.</td>
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<tr>
<td>• What typically happens is that it is the student's fault if they do not do well academically; it is always the student's fault.</td>
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<td>• We could do so much better if we had a different level of institutional support like professor buy-in and removing some of the institutional barriers for student success.</td>
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<td>• There needs to be a stronger commitment from the university.</td>
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<tr>
<td>Performance Collection</td>
<td>Performance Information</td>
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<tr>
<td>- The performance is around a lot of qualitative data.</td>
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<td>- You also see the thoughts around motivation; confidence really starts from pre and post survey.</td>
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<td>- Well, right now we are tracking courses, grade point averages, retention and graduation rates.</td>
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<td>- The increase in retention and graduation rate and we also want to decrease the disciplinary infraction of men of color on our campus.</td>
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<td>- We want to increase job placement and graduate school placement for our students once they do graduate.</td>
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<td>- Office of Institutional Research provides us the data needed.</td>
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<td>- We collect mostly GPA and retention from year to year or semester to semester.</td>
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<td>- Surveys at the beginning and end and using forums like Google Docs.</td>
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<td>- Retention, progression and graduation.</td>
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<td>- We also tackle the academic outcomes as well regarding successful outcomes within the gatekeeper courses.</td>
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<td>- So we get all of our information through the Office of Advancement, so all of our students are coded once they become a part of a program.</td>
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<td>- We have done some more focus group type evaluations.</td>
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<td>- So it is really tough because what we do is we print out forms and ask for consent for us to track their GPA and things of that nature, it is voluntary, everybody does not sign it.</td>
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<tr>
<td>Performance Information Use</td>
<td>• We had about a 90% survey participation rate, and we used the survey to inform communication and actions as well as we were thinking about expanding and scaling our work. • For reporting purposes which could end up as more money in the budget, expansion of the program which that is the ultimate goal. • We use the information for recruitment purposes when our recruiters from admissions go out into the historically Black areas or when they are recruiting, and they meet the families of the African-American men. • We use the performance information within the City to turn the tide with race relations between the university and the Black community. • We also use it for grant purposes.</td>
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<tr>
<td>Program Design/Model</td>
<td>Academic support</td>
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<td>• You cannot become a leader until you get your academics right, so they understand that school is first. • We focus on academic advisement. At the time I was in school academic advisement was not a huge thing. • There are living learning communities. In the learning community, they have opportunities to meet with the program coordinators for advisement. • Our program is really designed to do the one thing that they have been told socially and culturally not to do is ask for help in the classroom. • Men of color also receive academic support; that is part of our summer program. • Every Tuesday night was study hall night. • We had study sessions; we had internet chat study sessions as well as open study sessions. • There are tutorial services in every subject. • We bring the learning specialists or tutors to our Center; we get them from the learning lab.</td>
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</table>
So once they start seeing how important brotherhood is, everything else started lining up with the leadership and the service and academics because now that we got the brotherhood. Instead of minority men’s initiative, I had an alternative that filled the void, Kappa Alpha Psi Fraternity Incorporated. I am part of Alpha Phi Alpha Fraternity Incorporated I crossed in spring 2012 as a sophomore it did play a great role in my academic success. I was a part of Alpha Nu Omega Fraternity Incorporated. I think it is one of the reasons I ended up being the program coordinator. We created a family. I recognize that need for just us as Black men that I started that organization on campus. So from that conversation, it was clear that there was a lack of sense of belonging among the students. There were work study opportunities there, but more importantly, it was a place where we felt comfortable, we felt safe and affirmed. Just provided a safe haven off campus if I needed to that I could go and study, needed to get away. So we decided that being at a predominantly white institution it was important for us to come together and provide that support, network which would help us to form some brotherhood. That sense of community was very important because we did not have to face the challenge of isolation which sometimes can bring on some level of depression, which in itself can be very distracting.
### Mentoring

- My mentor always tried to help the minority male guys as far as internships, letting us know about scholarships. That experience made me implement a mentor component for the program, actually to have peer mentors at each campus.
- I was like a lead student mentor for the male initiative at my undergraduate institution.
- So for me, I have those individuals around me and mentoring me.
- When I was in undergrad, every Black student was given a Black peer mentor from our Black Cultural Center. It was real big, helped me make that transition to the new environment.
- I know how important mentoring and support is. I had a lot of mentoring by professors; it was individual mentoring.

### Leadership Development

- We want them to go out and be a leader, so we do leadership training.
- All these individuals worked with me one on one as far as my professional skills; they also gave me a sense of accountability by helping me understand why it was important for me to graduate and to pursue a Masters and pursue a Doctorate and to continue to be sort of leader minded.
- We also offer a leadership course through the Office of Residential Life and Housing.
<table>
<thead>
<tr>
<th>Equity</th>
<th>Resources</th>
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<tbody>
<tr>
<td>• I do not think we focus enough on the actual equity in resources broadly across institutions.</td>
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<tr>
<td>• Diversity programs/Black male programs are often underfunded, under resourced and under capacity.</td>
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<td>• Students of color, in general, are not shown the same level of equity and investment as other students.</td>
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<td>• The lack of funding that goes into programming that reflects their needs and their interests throughout the Office of Student Involvement, Student Affairs in general.</td>
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<tr>
<td>• From an equity standpoint, we have a long way to go.</td>
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<tr>
<td>Topic</td>
<td>Statement</td>
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</tbody>
</table>
| Fair Treatment| • We do not have anything in place that would measure equity goals as of now.  
• Just negative stigma applied to Black men before they even get in the classroom where they are not even encouraged.  
• A professor would send out early alerts for White students when they fell to a B-level, but I know for a fact that I had Black students who were in the same class that was failing and that faculty member never sent an early alert.  
• White faculty sees men of color and automatically make the assumption that they are going to fail, so they do not try to make sure that those men receive support.  
• Excuse my language, but when upper-class Blacks are treated like another nigger, it is a shock to them when they are put in those waters, and they need the additional incentive to keep going through that as opposed to quitting and giving up.  
• Let me change the way I am addressing or speaking to or working with this young Black man.  
• I think that their level of activism reflects the lack of equity that exists.  
• Students of color may need an extension, and they have white peers that get extensions, but they do not.  
• The expectation that Black students or Latino students have to speak for their whole race.  
• The comment from my students was that they were being singled out and made to feel inferior or inadequate and these were the Black students. |
<table>
<thead>
<tr>
<th>Success</th>
<th>Academic Success</th>
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<tbody>
<tr>
<td>• We have 12 students that have a 3.0 or better.</td>
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<tr>
<td>• A retention rate of 70%; GPA of 2.5 or higher.</td>
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<tr>
<td>• Our students involved in this program remaining involved in school and not dropping out, are they graduating.</td>
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<tr>
<td>• We have held a 2.75 GPA cumulative since our existence and no academic probation.</td>
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<tr>
<td>• Since our existence, we graduate about 85% to 90% of our Black males, while our campus graduates 43% to 45% of Black males.</td>
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Personal Growth

• If they were timid, if they probably were not leaders or they were just a member first, and then they got more involved in the organization, their participation increased, they started undertaking leadership positions.

• The transformation that happens to the students and does not necessarily get captured in the data.

• A student who is now comfortable enough to come into our office to work with our tutors, to ask questions.

• A platform whereby they felt valued and how that led to them feeling more comfortable participating in classes.

• That they become something meaningful that young men can be developed holistically, academically, morally, and spiritually.

• But further than that once they graduate are they getting employment and do they perceive themselves as being worthy human beings.
<table>
<thead>
<tr>
<th>Program Success</th>
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</table>
| • So really moving from program to policy with the intention of changing an entire system.  
  • More money in the budget, expansion of the program.  
  • Quality regarding how many students are participating not only from semester to semester but from semester to the following year to graduation.  
  • When you see students who did not have a sense of belonging and now has a sense of belonging, has a sense of ownership, wants to give back in ways that make sense not only here on campus, but in their community, that is how I know that the program is successful. |
Institution Type

gen IT=QID2
label var IT "Institution Type"
quietly tabulate IT, generate(IT_)
label var IT_1 “Community College”
label var IT_2 “HBCU”
label var IT_3 “Other”
label var IT_4 “Senior College”
label var IT_5 “University System”

Program Establishment

gen Est=QID9
label var Est "Established"
quietly tabulate Est, generate(Est_)
label var Est_1 “Before 1980”
label var Est_2 “In the 1980s”
label var Est_3 “In the 1990s”
label var Est_4 “2000-2005”
label var Est_5 “2006-2011”
label var Est_6 “2012-2016”

Initiative Location

gen IL=QID11
label var IL "Initiative Location"
quietly tabulate IL, generate(IL_)
label var IL_1 “Academic Affairs”
label var IL_2 “Department/Center”
label var IL_3 “Enrollment Management”
label var IL_4 “Other”
label var IL_5 “President’s Office”
label var IL_6 “Student Affairs”

Funding

gen Funding=QID12
label var Funding "Funding"
quietly tabulate Funding, generate(Funding_)
label var Funding_1 “$0-$25,000”
label var Funding_2 “$25,001-$50,000”
label var Funding_3 “$50,001-$100,000”
label var Funding_4 “$100,001-$200,000”
label var Funding_5 “$200,001-$500,000”
label var Funding_6 “Over $500,000”
**Number of Students**

```stata
gen NOS = QID14
label var NOS "# of Students"
quietly tabulate NOS, generate(NOS_)
label var NOS_1 "1-100"
label var NOS_2 "101-200"
label var NOS_3 "201-300"
label var NOS_4 "301-500"
label var NOS_5 "More than 500"
```

**Funding Source**

```stata
gen FS = QID10
label var FS “Funding Source”
quietly tabulate FS

gen FG = QID10_1
label var FG “Federal Government”
gen SG = QID10_2
label var SG “State Government”
gen LG = QID10_3
label var LG “Local Government”
gen Fndtion = QID10_4
label var Fndtion “Foundation”
gen YI = QID10_5
label var YI “Your Institution”
gen OtherFS = QID10_6
label var OtherFS “Other FS”
```

**Program Services**

```stata
gen PS = QID13
label var PS “Program Services”
quietly tabulate PS

gen LC = QID13_1
label var LC “Learning Community”
gen Ment = QID13_2
label var Ment “Mentoring”
gen FinS = QID13_3
label var FinS “Financial Support”
```
gen FreshS = QID13_4  
lable var FreshS "Freshmen Seminar"

gen Acad = QID13_5  
lable var Acad "Academics"

gen Lead = QID13_6  
lable var Lead "Leadership Development"

gen CS = QID13_7  
lable var CS "Community Service"

gen BB = QID13_8  
lable var BB "Brotherhood/Belonging"

gen OtherPS = QID13_9  
lable var OtherPS "Other PS"

**Performance Information**

gen PI = QID17  
lable var PI "Performance Information"  
quietly tabulate PI

gen GPA = QID17_1  
lable var GPA "GPAs"

gen Retent = QID17_2  
lable var Retent "Retention rates"

gen GR = QID17_3  
lable var GR "Graduation rates"

gen DI = QID17_4  
lable var DI "Disciplinary infractions"

gen JP = QID17_5  
lable var JP "Job placement rates"

gen TR = QID17_6  
lable var TR "Transfer rates"

gen GSR = QID17_7  
lable var GSR "Graduate school rates"
gen OtherPI = QID17_8
label var OtherPI "Other PI"

Outcomes

Increase Enrollment
gen IE = QID16_1
label var IE "Increase Enrollment"
label define IE 1 "Not important" 2 "Somewhat important" 3 "Slightly important"
4 "Neutral" 5 "Important" 6 "Very important" 7 "Extremely important"

Increase Retention
gen IR = QID16_2
label var IR "Increase Retention"
label define IR 1 "Not important" 2 "Somewhat important" 3 "Slightly important"
4 "Neutral" 5 "Important" 6 "Very important" 7 "Extremely important"

Increase GPA
gen IG = QID16_3
label var IG "Increase GPA"
label define IG 1 "Not important" 2 "Somewhat important" 3 "Slightly important"
4 "Neutral" 5 "Important" 6 "Very important" 7 "Extremely important"

Increase Graduation Rates
gen IGR = QID16_4
label var IGR "Increase Graduation Rates"
label define IGR 1 "Not important" 2 "Somewhat important" 3 "Slightly important"
4 "Neutral" 5 "Important" 6 "Very important" 7 "Extremely important"

Decrease Course Withdrawal
gen DCW = QID16_5
label var DCW "Decrease Course Withdrawal"
label define DCW 1 "Not important" 2 "Somewhat important" 3 "Slightly important"
4 "Neutral" 5 "Important" 6 "Very important" 7 "Extremely important"

Performance Use

Expansion
gen Exp = QID16_6
label var Exp "Expansion"
label define Exp 1 "Not important" 2 "Somewhat important" 3 "Slightly important"
4 "Neutral" 5 "Important" 6 "Very important" 7 "Extremely important"
**Increase Budget**
gen IB= QID16_7
label var IB "Increase Budget"
label define IB 1"Not important" 2"Somewhat important" 3"Slightly important"
4"Neutral" 5"Important" 6“Very important” 7”Extremely important”

**Promote Equity**
gen PE= QID16_8
label var PE "Promote Equity"
label define PE 1"Not important" 2"Somewhat important" 3"Slightly important"
4"Neutral" 5"Important" 6“Very important” 7”Extremely important”

encode IE, gen(IE1)
encode IR, gen(IR1)
encode IG, gen(IG1)
encode IGR, gen(IGR1)
encode DCW, gen(DCW1)
encode Exp, gen(Exp1)
encode IB, gen (IB1)
encode PE, gen (PE1)

**Additional Support**
gen AS= QID21_1
label var AS "Additional Support"
label define AS 1"strongly disagree" 2"disagree" 3"somewhat disagree" 4"neither agree
nor disagree" 5"somewhat agree" 6“agree” 7”strongly agree”

**Ultimate Goal**
gen UG= QID21_2
label var UG "Ultimate Goal"
label define UG 1"strongly disagree" 2"disagree" 3"somewhat disagree" 4"neither agree
nor disagree" 5"somewhat agree" 6“agree” 7”strongly agree”

**Race/Privilege**
gen RP= QID21_3
label var RP "Race/Privilege"
label define RP 1"strongly disagree" 2"disagree" 3"somewhat disagree" 4"neither agree
nor disagree" 5"somewhat agree" 6“agree” 7”strongly agree”

encode AS, gen(AS1)
encode UG, gen(UG1)
encode RP, gen(RP1)
Factor Analysis
factor IE1 IR1 IG1 IGR1 DCW1 Exp1 IB1 PE1, pcf
rotate

Variables Summary
egen nmiss=rmiss(IT_1 IT_2 IT_3 IT_4 IT_5 LC Ment FinS FreshS Acad Lead CS BB GPA Retent GR DI JP TR GSR IE1 IR1 IG1 IGR1 DCW1 Exp1 IB1 PE1 AS1 UG1 RP1)

tab nmiss

sum IT_1 IT_2 IT_3 IT_4 IT_5 LC Ment FinS FreshS Acad Lead CS BB GPA Retent GR DI JP TR GSR IE1 IR1 IG1 IGR1 DCW1 Exp1 IB1 PE1 AS1 UG1 RP1 if nmiss==0

tab1 IT_1 IT_2 IT_3 IT_4 IT_5 LC Ment FinS FreshS Acad Lead CS BB GPA Retent GR DI JP TR GSR IE1 IR1 IG1 IGR1 DCW1 Exp1 IB1 PE1 AS1 UG1 RP1 if nmiss==0

Bivariate Correlation
pwcorr IT_1 IT_2 IT_4 IT_5 LC Ment FinS FreshS Acad Lead CS BB, obs sig
(services/activities)

pwcorr IT_1 IT_2 IT_4 IT_5 IE1 IR1 IG1 IGR1 DCW1, obs sig (outcomes)

pwcorr IT_1 IT_2 IT_4 IT_5 GPA Retent GR DI JP TR GSR, obs sig (performance information collected)

pwcorr IT_1 IT_2 IT_4 IT_5 Exp1 IB1 PE1, obs sig (performance information use)

pwcorr IE1 IR1 IG1 IGR1 DCW1 Exp1 IB1 PE1, obs sig (outcomes vs. performance use)