

# The Impact Of Institutional Characteristics On Latino Male..



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## The Impact of Institutional Characteristics on Latino Male Graduation Rates in Community Colleges

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*This study examined the impact of select institutional characteristics (e.g., attendance intensity, degree of urbanization, institutional size, governance type) on Latino male graduation rates in public, two-year institutions. Data were collected from the Integrated Postsecondary Education Data System (IPEDS) and included the 2008 completion rates of degree/certificate-seeking Hispanic male students from 254 public two-year, degree-granting institutions. Findings from this study revealed that select institutional characteristics do in fact result in differential graduation rates for these students. Specifically, findings indicated that Latino males are more likely to achieve at institutions with higher full-time enrollment and at suburban colleges. Implications for practice and further research are extended.*

Each year, Latino males matriculating into the postsecondary education system are faced with the option of choosing between three varying public institutional types. According to the U.S. Department of Education, 26.4 percent of Latino males will enroll in a public, four-year college or university, while another 2.3 percent will attend a 'less than two-year' institution (e.g., career colleges, occupational centers). Yet, the majority of these college-going males (71.3 percent) will attend a public, two-year college (U.S. Department of Education, 2009a). Although the participation of Latino males in public two-year colleges is considerably higher, these institutions struggle to facilitate success for this population. For example, after their first year of enrollment in community college, 12.9% of Latino males will have left without return. By year two, 35.2% will have either left without return or will no longer be enrolled. Over time, this trend increases, as 57.6% of Latino males either leave college without return or are no longer enrolled after six years (U.S. Department of Education, 2009b). These data represent students who did not attain a degree or certificate.

Thus, the majority of Latino male students seeking a postsecondary education, particularly within public, two-year institutions, will not attain their academic goals. The success rates of this group are unsettling, even while considering the few Latino males who may have

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