



Black Male Success Initiative

Taskforce Report

November 2021

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Executive Summary

Black males in Tennessee face a staggering education attainment gap. Compared to their counterparts, Black men are less likely to enroll in postsecondary education, less likely to continue in their studies, and less likely to graduate. The result is that in Tennessee:

- In 2019, the college going rate for Black males graduating from Tennessee public high schools was 13 percentage points lower than for other student demographic categories.
- The overall enrollment for Black male undergraduates at Tennessee public colleges and universities has declined 16 percent from Fall 2015 to Fall 2020.
- The rate at which Black males are retained has declined eight percentage points from a high of 65 percent in Fall 2010 to 57 percent in Fall 2019.

Six-year graduation rates for Black males are at least 20 percentage points below graduation rates of other students every year. In order to understand and address these gaps, the Black Male Success Initiative (BMSI) was established in 2021. The Tennessee Higher Education Commission (THEC) convened a taskforce comprised of thoughtful leaders from public and private colleges and universities; systems administrators; K-12 educators; and nonprofit agencies with the charge to identify best practices and resources to support Black men in higher education in Tennessee. Consistent with the mission of THEC, the initiative has focused specifically on the experiences of Black male students while engaged in higher education.

This report highlights the work of the taskforce and includes data centered around Black male success within the state of Tennessee. Additionally, the report highlights several barriers to Black male success alongside opportunities to address attainment gaps. Lastly, a comprehensive overview of various factors affecting Black male success in postsecondary education is presented.

Based on the work conducted over the course of these meetings and subsequent research, the BMSI Taskforce provides the following recommendations:

- Support continued actionable research related to the success of Black men in higher education, including student focus groups,
- Promote summer bridge programs for Black men,
- Encourage mentorship programs for Black men and,
- Provide dedicated financial support for Black men.

These recommendations set a path for increased postsecondary success of Black men across Tennessee. Promoting the success of Black men is an investment in the state of Tennessee and our hope is that the lives of Black men will forever be changed with the raised awareness that has been seeded by the BMSI taskforce.

Introduction

Black males in Tennessee face a staggering education attainment gap. Compared to their counterparts, Black males are less likely to enroll in postsecondary education, less likely to continue in their studies, and less likely to graduate. The result is that in Tennessee, ***six-year graduation rates for Black male students are at least 20 percentage points below graduation rates of other students every year.*** Addressing these gaps is critical. Postsecondary attainment rates across the state must improve for Black men.

Completing a postsecondary credential is essential to meeting state labor and workforce demands while also increasing individual students' social mobility and family prosperity. The master plan for postsecondary education in Tennessee points out the profound impact of a college degree for both students and the state and references the task of increasing Tennessee's postsecondary attainment rate¹ as a moral duty (THEC, 2020). Furthermore, higher education has an obligation to ensure attainment gaps are eliminated and that every student – particularly those who have been historically marginalized and underserved – has access to, support in, and efficiently completes postsecondary credentials.

In order to address these concerns, the Tennessee Higher Education Commission (THEC) established the Black Male Success Initiative (BMSI) in 2021 to develop a more comprehensive understanding of attainment gaps faced by Black male students, barriers to

¹ Postsecondary attainment rate includes all students who complete postsecondary programs, including certificate, certifications, associate degrees, bachelor's degrees, graduate degrees, and professional degrees.

their postsecondary success, and to identify resources and best practices to support Black males across the state of Tennessee. To support this initiative, the BMSI Taskforce was also developed in 2021 and comprised of thoughtful leaders from public and private colleges and universities; systems administrators; K-12 educators; and nonprofit agencies. A complete list of taskforce members is provided in Appendix A. Beginning in April 2021 several conversations regarding the substantial postsecondary attainment gap for Black males were held, culminating with the development of this report. Appendix B provides an overview of the schedule of these meetings and the associated timeline.

Consistent with the mission of THEC, the initiative has focused specifically on the experiences of Black male students while engaged in higher education. This postsecondary lens allows an ongoing opportunity to focus on academic advising, targeted interventions, collaboration with institutions to increase attainment rates, and resources that assist in increasing college affordability.

Black Male Attainment Gaps

Compared to other students, fewer Black men enroll in postsecondary educational programs, fewer continue in their studies, and fewer complete their program of study. The full extent of these longstanding attainment gaps is jarring.²

² At present, publicly available disaggregated student success data is not readily available. It is difficult, if not impossible, to break retention and graduation rates down by gender and race with publicly available datasets. Data are often reported in the aggregate which can mask inequities; prevent us from talking about important and persistent trends of students who are not being served well in the current system of higher education; and disguise areas for success and improvement.

Enrollment

In 2019, the college going rate for Black males graduating from Tennessee public high schools was 13 percentage points lower than for other student demographic categories, indicating that fewer Black males enroll in postsecondary degree programs than other student groups.³ Over the last ten years, the enrollment gap for Black male students has persisted ranging from nine percentage points to a high of 13 percentage points (see Figure 1).

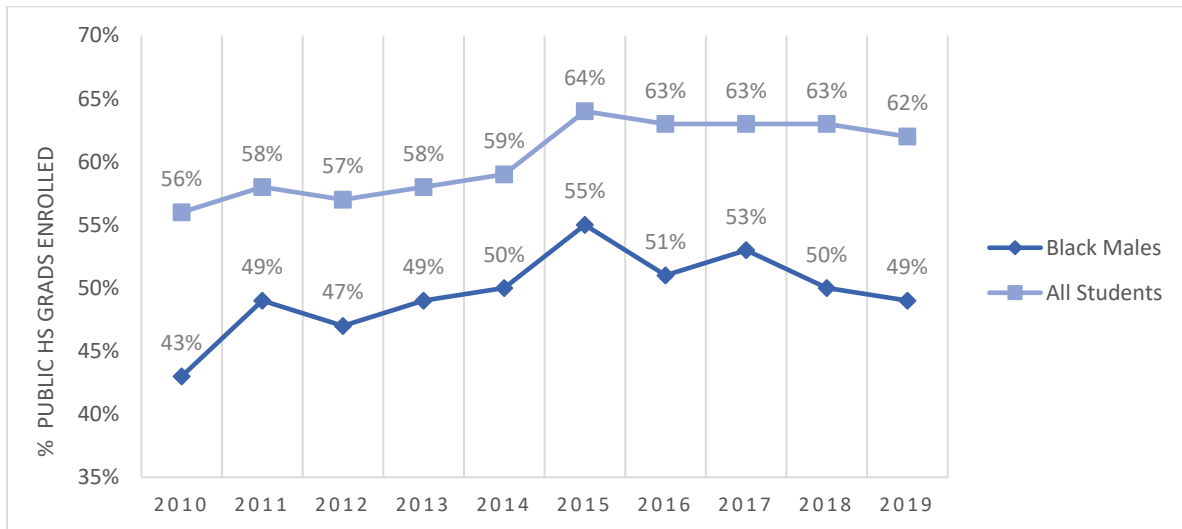


Figure 1 - College Going Rate for Tennessee Public High School Graduates⁴

When fewer students enroll in postsecondary programs, fewer students graduate from postsecondary programs. The attainment gaps for Black male students begin with decreased access to and enrollment in postsecondary degree programs.

³ See Appendix E, Table 1 for more detailed analysis of the postsecondary enrollment pipeline in Tennessee.

⁴ Source: Tennessee Higher Education Student Information System

Total Black Male Enrollment is declining. ***The overall enrollment for Black male undergraduates at Tennessee public colleges and universities has declined 16 percent from Fall 2015 to Fall 2020.*** Fewer black male students enroll at public colleges in Tennessee every year (see Figure 2).

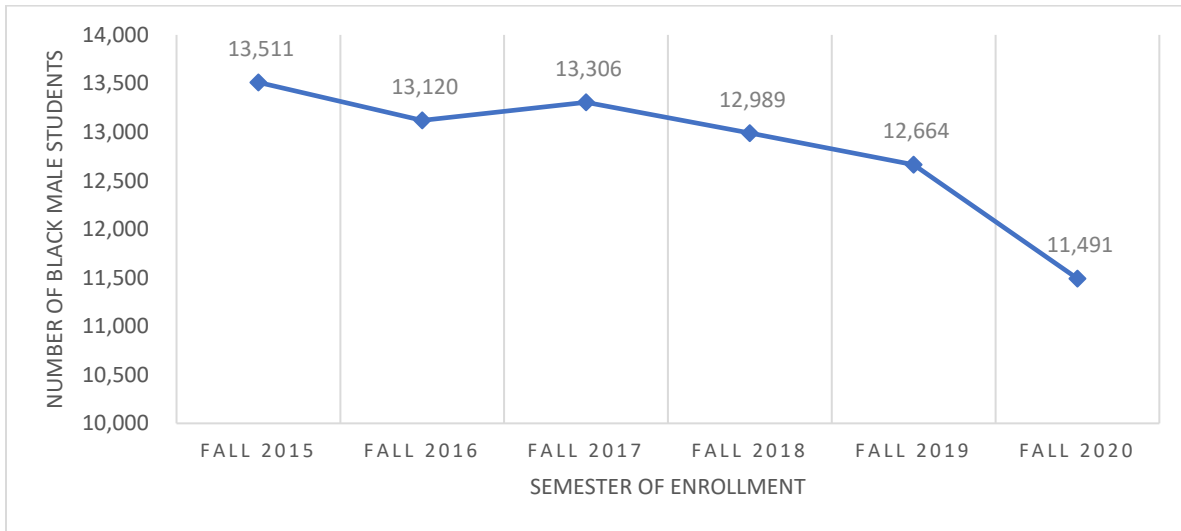


Figure 2 - Black Male Enrollment at Tennessee Public Community Colleges and Universities⁵

Retention

The rate at which Black males are retained⁶ has declined eight percentage points from a high of 65 percent in Fall 2010 to 57 percent in Fall 2019. Black men are being retained ten to twenty percentage points below that of all students' year-over-year (see Figure 3). As students drop out of college, the chances of them returning to complete a degree plummet to 30 percent. Ensuring continued enrollment is critical to Black male success (Hanson, 2021).

⁵ Source: Tennessee Higher Education Student Information System

⁶ Retention measures the proportion of first-time full-time first year students who remain enrolled at a postsecondary institution one year after their initial enrollment.

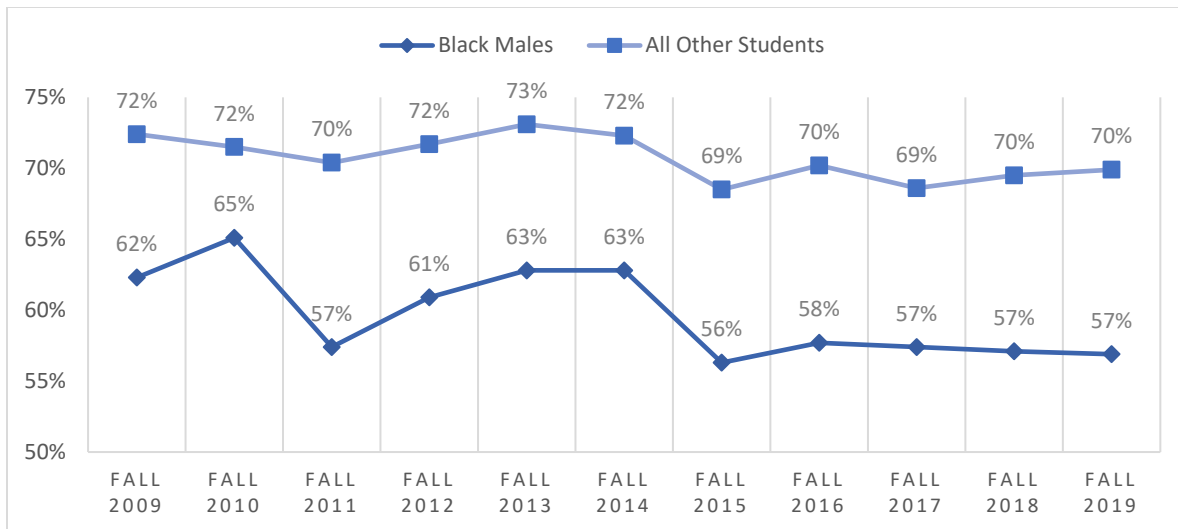


Figure 3 - First-Year Retention Rates at Tennessee Public Community Colleges and Universities⁷

Completion

Six-year graduation rates for Black male students are at least 20 percentage points below graduation rates of other students every year.

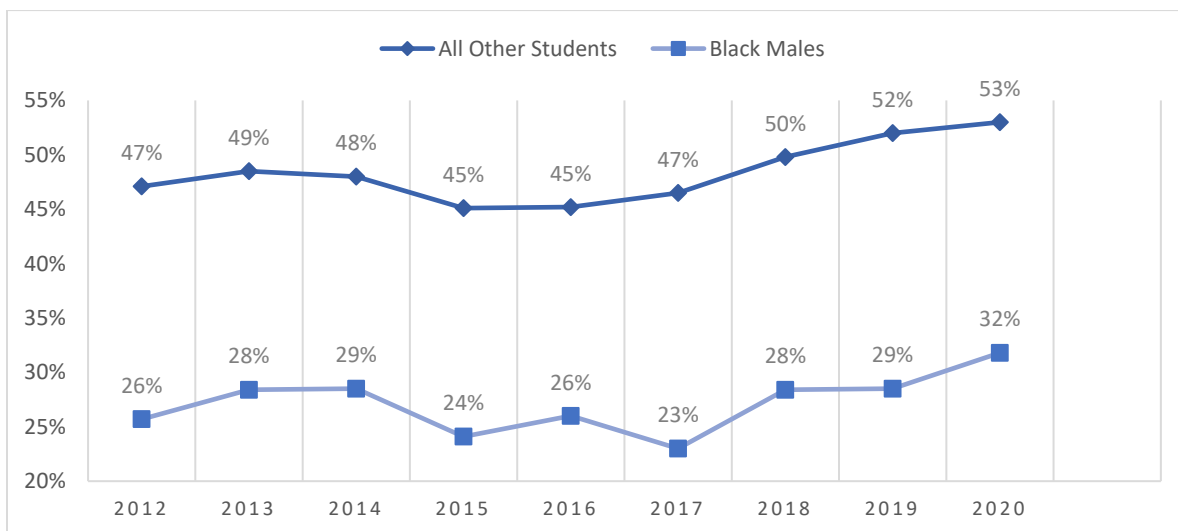


Figure 4 - Six-Year Graduation Rates at Tennessee Public Community Colleges and Universities by Cohort⁸

⁷ Source: Tennessee Higher Education Student Information System

⁸ Sources: THEC Student Information System (THECSIS), National Student Clearinghouse Student Tracker. Note: This figure depicts the six-year graduation rates of Black male students compared to all other students over time. Six-year graduation rates depict the share of first-time, full-time

The result is that only nine percent of Black males who graduate from a Tennessee public high school will graduate from a Tennessee public college or university within six years of their initial enrollment.

Barriers to Black Male Success

The data above present a bleak picture for Black male success in postsecondary education. It is all too easy to interpret the data as indicating one or more deficits amongst this population. However, persistent barriers in higher education limit the success of Black male students. Identifying and addressing these barriers is a critical part of eliminating attainment gaps and increasing student success for Black men in college.

There are many barriers to student success which affect the experience of every student attempting a postsecondary degree. Yet, Black male students experience a specific set of unique challenges that shape their postsecondary educational experience. These barriers include institutional fit and belonging, deficit mindsets, and finances (Harper, 2012). Many of these barriers result from unfounded stereotypes placed on Black men, which can provide significant disadvantages at all points in their educational journey (Hawkins-Jones & Reeves, 2020). Overcoming these barriers – in addition to those that all students face – creates a compounding challenge for Black male students.

freshmen (FTFTF) enrolling at a Tennessee public community college or university in the fall semester of the cohort year (x-axis). For example, 32% of the Black male FTFTF enrolling in fall 2014 graduated by the summer of 2020, compared to 53% of all other FTFTF. Awards data within THECSIS are supplemented with data from the National Student Clearinghouse to capture students who may have graduated from a private or out-of-state institution.

Institutional Fit and Belonging: When students feel they are an integral part of the campus and its mission and when they find meaningful social connections with peers, faculty, and staff they are more likely to survive and thrive in college (Tinto, 1992; Strayhorn, 2012). Students who feel they belong or fit at their postsecondary institution have increased motivation, social integration, and persistence (Freeman, Anderman, & Jensen, 2007). However, many Black men experience persistent threats to their perception of belonging on campus. Cultural differences can be interpreted by faculty, staff and administrators as demonstrating a student who is “negative, rude, arrogant, intimidating, and threatening” (Major & Billson, 1992, p. 14). These cultural differences frequently lead to disciplinary action by teachers (Alexander, 2015), and are a pervasive threat to Black male belonging.

Stereotypical labels of Black male students also affect their perception concerning institutional fit and belonging. Some societal depictions of Black men as underachievers in college, academic failures, or high-risk for dropout affect students by causing them to question the value of their presence at the institution, their identity, and their capability (Ross & Stevenson, 2018). Some Black male students feel added pressure to prove they were admitted for their intellectual and academic success (Strayhorn, 2009). Similarly, “onlyness” – the burden minority students take on when navigating a space occupied by few peers or role models from their racial or ethnic group – affects Black male participation in curricular and cocurricular activities. In situations when Black males are the only Black person in the room, they can internalize pressure to serve as spokesman or ambassador for people of color in general, or Black men in particular (Harper, 2012).

Overall, institutional fit and belonging, as well as stereotypical labels, cast a greater net of concern that is considered part of campus climate. These concerns challenge the respect that is received and given as it relates to the needs, abilities, and potential of students, faculty, and staff. For Black men, these concerns contribute more strain and challenge their journey to postsecondary success.

Deficit Orientation: At a programmatic level, negative stereotypes may coalesce in a deficit orientation. The data contribute to a perception that Black male students are not successful in college because they do not possess all the required skills and capacities required for success at admission (Harper, 2012). Black male students are frequently understood to be “at-risk” or “disadvantaged,” and this deficit perception has implications for both academic and co-curricular programs and individual interactions.

One specific example of the way deficit orientations affect individual interactions is with student-faculty relationships. These relationships are critical for helping students build social and intellectual capital (Palmer & Gasman, 2008) and for increasing student academic engagement (Goings, 2017). While faculty members certainly can serve as vital support to Black males, providing critical encouragement, assistance, and concern (Palmer & Gasman, 2008), faculty who possess a deficit orientation regarding Black men can undermine their success through persistent inaccessibility or the embodiment of low expectations (Brooms, 2017).

Students in programs or classrooms that are regressive and treat them as deficient can become disengaged and disconnected as a personal safety measure. Academic disconnection begins when Black male students perceive that the classroom is not a space

that includes and invites their full participation and expresses itself through the student's attempt to appear cool and in control – which teachers frequently interpret as indifference or lack of motivation (Obiakor & Beachum, 2005). Taken to the extreme, disconnection “critically hurts Black male students’ academic performance and causes withdrawal from school, dropping out, or delinquency” (Hawkins-Jones, & Reeves, 2020, p 42).

Finance: Many Black men arrive on campus with finances among their greatest needs. Black men identified financial aid as the main factor when determining the college of choice (Jackson et al., 2013). Additionally, Black male students are disproportionately more likely to come from lower socioeconomic backgrounds which pose the challenge for paying for tuition and other major expenses while attending college (Graham, 2020). With money as a major determinant, focusing on resources to support the needs of Black men are a must.

With the above financial concerns, Black men frequently take on responsibilities outside of the realm of their college academic experience such as employment for financial support. Additionally, many Black families are unable to provide financial resources for their students due to long-standing economic disparities (Weller & Roberts, 2020).

Taken together institutional fit and belonging, deficit mindsets, and finances create situations on college campuses where Black males can experience a campus environment that is not conducive to learning, or at worst actively excludes them.

While there are many challenges and barriers facing Black men in college, there are clear examples where Black men thrive. These programs include athletics, student government associations, and other institution supported programs. The common thread

through these programs is strategic structure, academic and student support services, scholarships, and wraparound services that provide dedicated support and resources.

For example, Georgia State University (GSU) has led efforts by utilizing predictive analytics to assist in tracking students. Their data-informed approach provides an opportunity for targeted early interventions that address specific student struggles. GSU's graduation rates have improved by seven percentage points and over the past seven years the number of bachelor's degrees awarded to Black students has increased by 103 percent. GSU's programming and results demonstrate that all students, including Black males can succeed.

Opportunities for Black Male Success

To be successful in their postsecondary programs of study, Black males need connection, community, and support (Brooms, 2020; Harper, 2012). These areas help Black male students in developing a sense of belonging, utilizing the tools necessary for success, and confidently navigating their postsecondary journey. For many Black males, this can be a challenge. However, there are resources and best practices that provide the necessary supports for Black men to successfully matriculate and graduate.

Mentoring: When starting classes and learning to acclimate into a new environment building connections with other students, faculty, and staff can be a challenge. Many campuses incorporate a form of mentorship to foster student connections. These mentoring programs take many forms, including peer mentoring, pairing students with community partners, or providing campus mentors (faculty, staff, or administrators). For

Black men, the challenge of connection extends to underrepresentation and a lack of diversity among campus staff and administrators. There is something valuable about seeing people in leadership who look like you. Campus and community organizations like fraternities from the National Pan Hellenic Council, civic groups like 100 Black Men, or faith-based organizations such as church ministries often step in to provide broader mentorship opportunities for Black male students. Partnering with organizations to ensure that Black men have access to quality mentoring programs provides an opportunity to address the gap in representation on campus and for Black male students to form supportive relationships. Additionally, campus-based mentoring programs provide an opportunity for Black males to create a sense of inclusion and connection within the campus community.

One example of this type of program is The University of Louisville's Black Male Initiative which combines many of the suggested support services above by focusing on increasing retention, graduation, and engagement through mentoring, peer connection, and student involvement. Academic coaching and mentoring create opportunities for lasting relationships to assist Black men in their success. The Black Male Initiative program advisor serves as the main mentor and faculty, staff, alumni, and community sponsors serve as additional mentors. Through this network, students are provided opportunities to professionally engage with many individuals in various fields.

Community and Personal Belonging: Building community and personal belonging is another area of importance for postsecondary students. Upon entering college, major life transitions tend to take place. Not having access to familiar structures of social support can challenge many students, and even more so for Black men. To offset this challenge, some

institutions have created the opportunity to engage in pre-enrollment programs, such as a summer bridge program. These programs create space for students to receive academic credit and to meet other students, faculty, and staff, thereby cultivating a new social network that can provide support when adjusting to college academically and socially (Sablan, 2014).

Navigating institutional resources on a campus can be a major challenge for all students. Campuses provide students with many resources including: academic coaching, tutoring, career services, mental health assistance and counseling, financial services, advising services, and physical health resources. For many Black men, utilizing these resources can be less desirable because they frequently identify requesting support as a sign of weakness (Palmer, 2015; Palmer, Davis, & Hilton, 2009). Institutions do not always need to build more student resources but should create a more inclusive and welcoming atmosphere that is appealing to all students. An example of leveraging community, institutional resources, and business partners to familiarize all students to campus resources is the 100 Males to College (100MTC). This initiative is a collaborative effort for incoming students and their families to familiarize themselves with campus resources such as academic course work, financial literacy, and college planning seminars, as well as family engagement activities and opportunities. The 100MTC accomplishes this through several mechanisms to include campus visits, assigned mentors and success coaches, as well as financial aid literacy and college and career planning seminars.

Best Practices in Black Male Success in Tennessee

Many Tennessee postsecondary institutions have programs which support the success of Black males. The programs and initiatives highlighted here are just a few best practices that place a positive impact on closing the attainment gaps that have been identified within the state. A more comprehensive list can be found in Appendix C.

Southwest Tennessee Community College (STCC) Project MOST (Men of Southwest Tennessee)

Project MOST was established to assist Black males at STCC in building a community while also providing campus support. These goals are accomplished by contacting and assisting Black male students with registration and navigating through the barriers and obstacles within the college experience. The initiative provides a monthly stipend, learning-support services, mentoring, learning cohort services, and leadership training. Students that have participated in Project MOST are seeing retention and graduation rates substantially higher than those that do not participate including up to a 91 percent graduation rate.

University of Memphis The Hooks African American Male Initiative (HAAMI)

HAAMI is a program focused on three pillars of success for Black men: academic achievement, personal development, and career readiness with the intent of enriching the college experience and improving graduation rates. The initiative holds monthly group sessions that cover a wide range of topics that include understanding university support

resources, mental health, student loan debt, internship, professional etiquette, and job readiness.

Tennessee State University (TSU)
Men's Initiative

TSU's program specifically targets Black males that are sophomores with a GPA between 2.2 to 2.8. The program utilizes a variety of approaches to support these students both inside and outside of the classroom. Examples include a "Men's Empowerment Zone" which is a designated space for Black men on campus which provides a one-stop-shop for student support services; comprehensive mentoring services; and success coaching.

What We Have Learned

Increasing Black male success is critical for Tennessee to achieve the Drive to 55 Attainment Goal – the statewide objective that 55 percent of Tennesseans earn a postsecondary degree or certificate by the year 2025. In the last decade, Black men in Tennessee have experienced a steady decline in enrollment, retention, and completion. Increasing postsecondary attainment for Black men can lead to increased wage-earning potential, greater quality of life, and is critical for achieving the Drive to 55 goals. However, increasing success rates for Black men will take intentional and focused efforts.

Initiatives and programs that focus specifically on Black male success are in place both nationally and in Tennessee. Although these programs vary in nature, scope, and focus there is an opportunity to holistically look at them in order to understand the current impact, best practices, and lessons learned while also realizing programs need to be tailored to the unique nature of their institution. Therefore, a successful state-wide

initiative must be broad enough to encompass policies, programs, and practices that will increase results for all Tennessee postsecondary institutions including public and private Technical Colleges, Community Colleges, and Universities.

Additionally, it is valuable for Black male students to see campus leadership who look like them because it helps them imagine their own academic success (Turner & Grauerholz, 2017). Currently, there are few Black males in leadership roles at postsecondary institutions in Tennessee. For example, in the Tennessee Board of Regents Community College System less than three percent of the faculty are Black men (Tennessee Board of Regents 2019). Strategic emphasis must be placed on recruiting and hiring Black men who can relate to and identify with the unique cultural needs of Black male students.

Lastly, detailed answers as to why Black males are not enrolling in or being more successful at postsecondary institutions in Tennessee are lacking. Although there are important efforts underway to understand the issues, there is a need for more focused research to provide nuanced answers and finding high impact solutions.

Recommendations

As we strive to create additional opportunities and resources for Black male success in the postsecondary space in Tennessee, the BMSI Taskforce provides the following recommendations:

- Support continued actionable research related to the success of Black men in higher education, including student focus groups,
- Promote summer bridge programs for Black men,

- Encourage mentorship programs for Black men and,
- Provide dedicated financial support for Black men.

These recommendations set a path for increased postsecondary success of Black men across Tennessee. Promoting the success of Black men is an investment in the state of Tennessee and our hope is that the lives of Black men will forever be changed with the raised awareness that has been seeded by the BMSI taskforce.

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Appendix A – Taskforce Members

Member	Title	Affiliation
Dr. Shawn Boyd	Postsecondary Program and Engagement Manager	State Collaborative on Reforming Education (SCORE)
Mr. Darrell Freeman	Chairman	S3 Recycling Solutions
Dr. Yancey Freeman	Vice Chancellor, Enrollment Management and Student Affairs	University of Tennessee, Chattanooga
Dr. Logan Hampton	President	Lane College
Dr. S. Keith Hargrove	Dean, College of Engineering	Tennessee State University
Dr. Kendricks Hooker	Vice President of Academic Affairs	Southwest Tennessee Community College
Dr. Shanna Jackson	President	Nashville State Community College
Dr. Millard House	Former Director of Schools	Clarksville-Montgomery County School System
Dr. Dorian McCoy	Associate Department Head & Associate Professor, Department of Educational Leadership & Policy Studies	University of Tennessee, Knoxville
Mr. Aaron McGee	Vice President of Action, Advocacy, and Education	Oasis Center
Dr. Jeffery Norfleet	Director of Academic Affairs	Tennessee Higher Education Commission
Dr. James Orr	Vice Provost for Academic Affairs and Strategic Enrollment	University of Memphis
Dr. Julie Roberts	Associate Chief Academic Officer	Tennessee Higher Education Commission
Dr. Wendy Thompson	Vice Chancellor for Organizational Effectiveness	Tennessee Board of Regents
Mr. Patrick Wade	Vice President	Tennessee College of Applied Technology, Knoxville

Appendix B – Schedule of Meetings and Timeline

The BMSI taskforce met four times.

- The first meeting, held on **April 21, 2021**, highlighted the vision for the BMSI taskforce and provided disaggregated data quantifying the extent of the equity gaps at Tennessee institutions.
- The second meeting was held on **June 10, 2021**. At this meeting the BMSI taskforce explored opportunities for and barriers to the success of Black males within the state.
- The third meeting was held on **August 27, 2021**. This meeting was an opportunity for the BMSI Taskforce to engage in conversation with colleagues in the state of Illinois and at Chicago State University who implemented robust initiative to promote Black male success.
- The final meeting was held on **October 15, 2021**. This meeting provided an opportunity for the BMSI Taskforce to review a draft of this report and provide final recommendations related to exploring the work as we move forward to bring awareness to and close equity gaps for Black male success.

Appendix C – Tennessee’s Black Male Success Initiatives

This is a representative list of programs offered at colleges and universities in the state of Tennessee that prioritize Black male success.

Universities

Lane College

Lane College's divisions for student affairs and academic affairs coordinate the Dragon Academy, a summer bridge program, designed to assist students with their transition from high school to higher education. The Dragon Academy is a six-week residential program aimed at improving the college readiness for new students at Lane College. The program supports the college's mission of providing access to underrepresented, underprepared, and first-generation college students.

Tennessee State University (TSU)

TSU's program specifically targets Black males that are sophomores with a GPA between 2.2 to 2.8. The program utilizes a variety of approaches to support these students both inside and outside of the classroom. Examples include a "Men's Empowerment Zone" which is a designated space for Black men on campus which provides a one-stop-shop for student support services; comprehensive mentoring services; and success coaching.

University of Tennessee, Chattanooga (UTC)

UTC has several initiatives for Black males such as summer enrichment programs (i.e., Summer Bridge and Moc Up), student organizations (Brother to Brother), and fall programming. Additionally, the Multicultural Center is the hub for many of the activities connected to fall programming.

University of Memphis

Hooks African American Male Initiative (HAAMI) is a program focused on three pillars of success for Black men: academic achievement, personal development, and career readiness with the intent of enriching the college experience and improving graduation rates. The initiative holds monthly group sessions that cover a wide range of topics that include understanding university support resources, mental health, student loan debt, internship, professional etiquette, and job readiness.

African American Male Academy: designed to increase graduation rates starting with 8th-graders who are in good academic standing. These students will be set on a path toward college completion through an inclusive excellence model of early exposure to academic/career preparation, peer/faculty mentors, textbooks/educational supplies, and integration into college life.

Eradicating Systemic Racism and Promoting Social Justice Initiative: This initiative identifies areas in need of reform and change and implements that change to take another step of realizing the hope of a community defined by equality and justice.

University of Tennessee, Knoxville (UTK)

UTK Success Academy: An approach to maximizing first-year Black and Latinx men's transition to the Volunteer community and developing their strengths and potential through an innovative four-year customized infrastructure of experiential learning, community building, and transformative experiences, both on and off campus.

Tennessee Board of Regents Institutions Community Colleges and Tennessee Colleges of Applied Technology

Nashville State Community College (NaSCC)

The Envisioning Success Program: Funded by a TBR Student Engagement, Retention and Success (SERS) Grant. The program is designed to increase student retention rates; student engagement; and student sense of belonging at NaSCC by providing first-time, full-time African American students with a sub target population of African American males with a variety of resources and services. Special effort will be made to recruit students with lower ACT scores.

Black Male Bridge Program (BMBP): In development with Austin Peay State University (APSU). The program is intended to increase college attendance and completion of black males. Still in design, the plan is for NaSCC students to stay on APSU's campus during their two years with NaSCC. APSU is expanding a current Scholars program of black male students who will serve as mentors to the students in the BMBP.

Southwest Tennessee Community College (STCC)

Project Men of Southwest Tennessee (MOST): Project MOST was established to assist Black males at STCC in building a community while also providing campus support. These goals are accomplished by contacting and assisting Black male students with registration and navigating through the barriers and obstacles within the college experience. The initiative provides a monthly stipend, learning-support services, mentoring, learning cohort services, and leadership training. Students that have participated in Project MOST are seeing retention and graduation rates substantially higher than those that do not participate including up to a 91 percent graduation rate.

Tennessee College of Applied Technology (TCAT) Knoxville

TCAT Knoxville partners with the University of Tennessee, Knoxville and Knoxville College to support educational pathways in the community. The partnership is rooted in equity and reciprocity. The partnership aims to make higher education more accessible to all citizens in the region.

Appendix D – National Black Male Success Initiatives

This appendix contains an annotated list of selected Black male-focused programs currently in operation at higher education institutions, state agencies, K-12 school districts, and nonprofit organizations. These best practices programs have demonstrated success in (1) reach, (2) longevity, (3) institutional commitment, and/or (4) research on Black male success.

Institution-Based

University of Louisville, Cultural Center

Black Male Initiative

A student-facing campus resource that connects participants to mentoring, academic support, and other forms of personal, social, and academic engagement in the campus community.

Community College of Philadelphia, Department of Student Support

Center for Male Engagement

A student-facing resource center, geared towards African American males, that provides both curricular and co-curricular supports to increase a sense of belonging on campus.

California State University Northridge, College of Behavioral Sciences

Du Bois Hamer Institute for Academic Achievement Black Male Initiative

An anti-deficit based mentoring program that seeks to increase minority male achievement through academic intervention and character development.

The Ohio State University, Office of Diversity and Inclusion

Todd Anthony Bell Resource Center on the African American Male

The Bell resource center conducts original research on effective policy and programs that promote African American male success and serves as a national resource for practitioners on best practices regarding African American males throughout the educational lifespan.

System-wide Programs

Massachusetts Department of Higher Education

100 Males to College

A cohort-based program that provides support through local high school partners. Representing a partnership between public higher education institutions, K-12 school districts, community and business partners, and political leadership.

Community Colleges of California

African American Male Education Network and Development (A²MEND)

A volunteer-driven mentoring program that pairs students with institutional administrators, available to students enrolled anywhere within the community college system.

University System of Georgia, Department of Strategic Academic Initiatives

African American Male Initiative (AAMI)

Proving an integrated program model of academic and social supports across all USG campuses designed to increase the number of African American males who complete their postsecondary education.

City University of New York (CUNY), Office of Special Programs

The City University of New York Black Male Initiative

A program-based initiative intended to provide additional layers of academic and social supports from student populations that have been historically underserved in higher education, including African, African American/Black, Caribbean, and Latino/Hispanic males.

North Carolina Community Colleges

Minority Male Success Initiative (MMSI)

A three-year commitment and collaboration between eleven community colleges, identifying best practices to increase student success, maximize student and campus participation, and increase program effectiveness and efficiency,

Special Focus: Future Educators

Clemson University, College of Education

Call Me MISTER® (Mentors Instructing Students Towards Effective Role Models)

A program model now replicated on campuses across the country, its mission is to support underserved, socio-economically disadvantaged, and educationally at-risk students in order to increase the pool of available, diverse teachers at lower-performing elementary schools.

Bowie State University, College of Education

Center for Research & Mentoring of Black Male Students & Teachers

Black Male Teacher Initiative Consortium (BMT-IC)

A union of initiatives, organizations, and institutions formed with the objective to recruit, retain, support, and empower Black male educators at all levels educationally and professionally throughout their trajectory.

Appendix E – Data Packet

Statistical analysis of the gaps in enrollment, retention, and completion that stand behind this work would not have been possible without the THEC Policy, Planning, and Research team. The BMSI taskforce is grateful for the dedication and involvement of these researchers who prepared and reported clear and useful data.

The data presented in this appendix was prepared for the BMSI taskforce members and presented to them on April 22, 2021.

Key Metrics in the Data Snapshot include:

- High school to postsecondary pipeline
- Enrollment composition
- First-year retention
- Six-year graduation

This Data Packet provides detail for the top-level statistics included in the previous sections of this report, including trend data and institution-level analyses. This appendix provides an overview of Black male students' performance on key metrics in the postsecondary pipeline and are not intended to be a comprehensive report.

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Table 1

Undergraduate Enrollment Pipeline Analysis										
Cohort Year	Black Male Students					All Students				
	High School Graduates	Enrolled in Postsecondary Education	Enrolled at a TN Public Community College or University	Retained Fall-Fall	Graduated within 6 Years	High School Graduates	Enrolled in Postsecondary Education	Enrolled at a TN Public Community College or University	Retained Fall-Fall	Graduated within 6 Years
2010	100%	43%	27%	19%	7%	100%	56%	39%	29%	18%
2011	100%	49%	28%	18%	7%	100%	58%	39%	29%	19%
2012	100%	47%	26%	17%	8%	100%	57%	38%	29%	20%
2013	100%	49%	29%	19%	9%	100%	58%	39%	30%	21%
2014	100%	50%	29%	19%	9%	100%	59%	40%	30%	21%
3-Yr Avg	100%	49%	28%	19%	9%	100%	58%	39%	30%	21%
2015	100%	55%	35%	20%	-	100%	64%	47%	33%	-
2016	100%	51%	34%	20%	-	100%	63%	46%	32%	-
2017	100%	53%	35%	20%	-	100%	64%	45%	31%	-
2018	100%	50%	32%	18%	-	100%	63%	44%	31%	-
2019	100%	49%	32%	19%	-	100%	62%	44%	31%	-

Source: THECSIS, National Student Clearinghouse

Notes:

- Represents the share of high school graduates who progress through the postsecondary education pipeline. The table may be interpreted as follows: On average, 28 out of 100 Black male public high school graduates will enroll at a TN public community college or university as first-time, full-time freshmen (FTTF), with 9 graduating within 6 years.
- **High School Graduates** is limited to Tennessee public high school graduates who earned a regular high school diploma. These calculations form the basis of THEC's annual College Going Rates.
- **Enrolled in Postsecondary Education** represents the share of students who enrolled in postsecondary education in the fall after graduating high school. Includes in-state public and private colleges and universities, Tennessee Colleges of Applied Technology, and out-of-state institutions.
- **Enrolled at a TN Public Community College or University** represents the share of students who enrolled as a First-Time, Full-Time Freshmen (FTTF) at a public college in Tennessee. These form the basis for the subsequent Retained Fall-Fall and Graduated within 6 Years columns.
- **Retained Fall-Fall** represents the share of FTTF who remained enrolled in public postsecondary one year after initial enrollment.
- **Graduated within 6 Years** represents the share of FTTF who earned an associate or bachelor's degree within six years of initial enrollment. As of April 2021, the latest graduation rate calculations are available for the 2014 Cohort.
- Fall 2020 data college-going rate data (basis for the *High School Graduates* and *Enrolled in Postsecondary Education* columns) are unavailable at the time of this report.

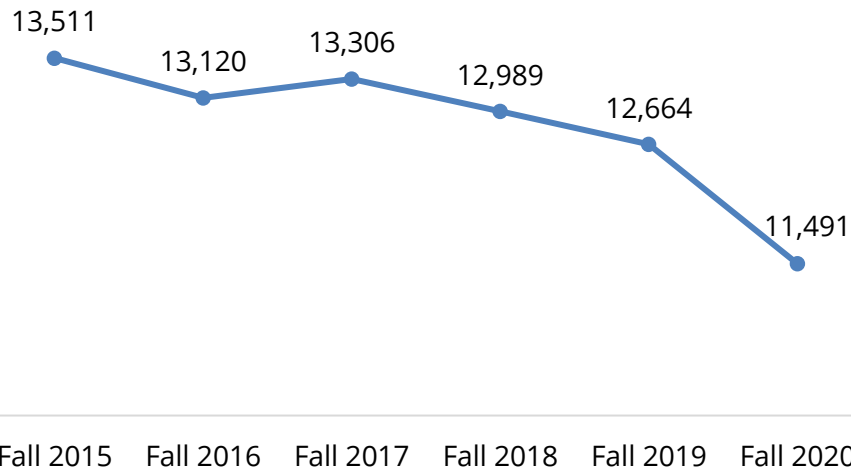
Table 2

Undergraduate Headcount by Gender and Race/Ethnicity Fall 2020											
Institution	Headcount	Male					Female				
		Black, Not Hispanic	White, Not Hispanic	Hispanic of Any Race	Other	Unknown	Black, Not Hispanic	White, Not Hispanic	Hispanic of Any Race	Other	Unknown
TBR Community Colleges											
Chattanooga State Community College	7,604	4.8%	26.8%	3.2%	2.3%	0.5%	8.7%	43.9%	5.2%	3.7%	0.9%
Cleveland State Community College	3,101	2.3%	32.9%	2.8%	1.1%	0.9%	3.3%	49.5%	3.7%	1.8%	1.6%
Columbia State Community College	6,056	2.4%	30.1%	2.6%	2.0%	0.8%	4.1%	47.8%	4.7%	3.6%	1.3%
Dyersburg State Community College	2,732	4.1%	21.1%	1.4%	1.2%	0.3%	13.6%	52.9%	2.6%	2.0%	0.9%
Jackson State Community College	4,293	5.0%	20.5%	1.1%	1.1%	2.9%	13.0%	45.1%	2.7%	2.8%	5.8%
Motlow State Community College	6,566	3.8%	25.6%	3.1%	2.3%	1.4%	6.2%	44.9%	6.9%	3.7%	2.2%
Nashville State Community College	7,101	9.2%	19.5%	3.5%	2.9%	1.0%	17.8%	33.3%	5.9%	5.2%	1.7%
Northeast State Community College	5,460	1.2%	38.6%	1.4%	1.6%	0.9%	1.6%	49.4%	2.2%	1.9%	1.1%
Pellissippi State Community College	9,463	2.7%	36.6%	2.5%	3.0%	1.0%	3.6%	42.2%	3.4%	3.8%	1.2%
Roane State Community College	5,329	0.8%	27.9%	1.4%	1.2%	1.3%	1.6%	58.2%	2.7%	2.4%	2.4%
Southwest Tennessee Community College	7,811	17.4%	10.8%	2.6%	2.0%	0.4%	43.6%	14.7%	4.7%	3.1%	0.6%
Volunteer State Community College	8,884	3.0%	27.3%	2.6%	1.8%	1.8%	5.9%	47.6%	4.1%	3.0%	2.9%
Walters State Community College	5,766	0.9%	30.2%	2.2%	1.6%	0.3%	1.4%	57.2%	3.3%	2.5%	0.4%
TBR Community College Total	80,166	4.8%	26.8%	2.5%	2.0%	1.0%	10.2%	43.6%	4.2%	3.2%	1.7%
Locally Governed Institutions											
Austin Peay State University	9,255	7.5%	23.5%	3.3%	3.1%	1.4%	13.1%	35.8%	4.6%	5.2%	2.4%
East Tennessee State University	10,739	3.0%	31.2%	1.6%	2.3%	1.5%	4.1%	48.7%	2.4%	2.8%	2.3%
Middle Tennessee State University	19,253	7.4%	30.5%	3.1%	3.8%	1.1%	10.5%	34.1%	3.8%	4.5%	1.1%
Tennessee State University	6,021	27.5%	5.2%	0.7%	1.7%	0.7%	53.9%	5.8%	1.5%	1.9%	1.0%
Tennessee Technological University	8,819	2.8%	43.2%	2.4%	3.2%	2.4%	1.5%	38.5%	1.8%	1.9%	2.3%
University of Memphis	17,651	11.3%	20.5%	3.0%	3.4%	1.3%	24.1%	25.7%	4.5%	4.5%	1.7%
Locally Governed Institutions Total	71,738	8.9%	26.7%	2.6%	3.1%	1.4%	15.8%	32.6%	3.4%	3.8%	1.7%
University of Tennessee											
University of Tennessee, Chattanooga	10,309	3.4%	32.1%	2.3%	2.4%	2.2%	6.1%	42.7%	3.1%	3.3%	2.4%
University of Tennessee, Knoxville	24,356	2.6%	36.6%	2.1%	4.0%	2.0%	2.9%	40.9%	2.5%	4.2%	2.1%
University of Tennessee, Martin	6,398	4.7%	30.4%	1.2%	1.9%	0.9%	7.9%	47.2%	2.0%	2.1%	1.7%
University of Tennessee Total	41,063	3.2%	34.5%	2.0%	3.3%	1.9%	4.5%	42.3%	2.5%	3.7%	2.1%
University Total	112,801	6.8%	29.6%	2.4%	3.2%	1.6%	11.7%	36.1%	3.1%	3.7%	1.9%
Grand Total	192,967	6.0%	28.4%	2.4%	2.7%	1.3%	11.0%	39.2%	3.6%	3.5%	1.8%

Source: THEC SIS

Note: Table excludes students with unknown gender of any race (estimated 0.03% of total enrollment)

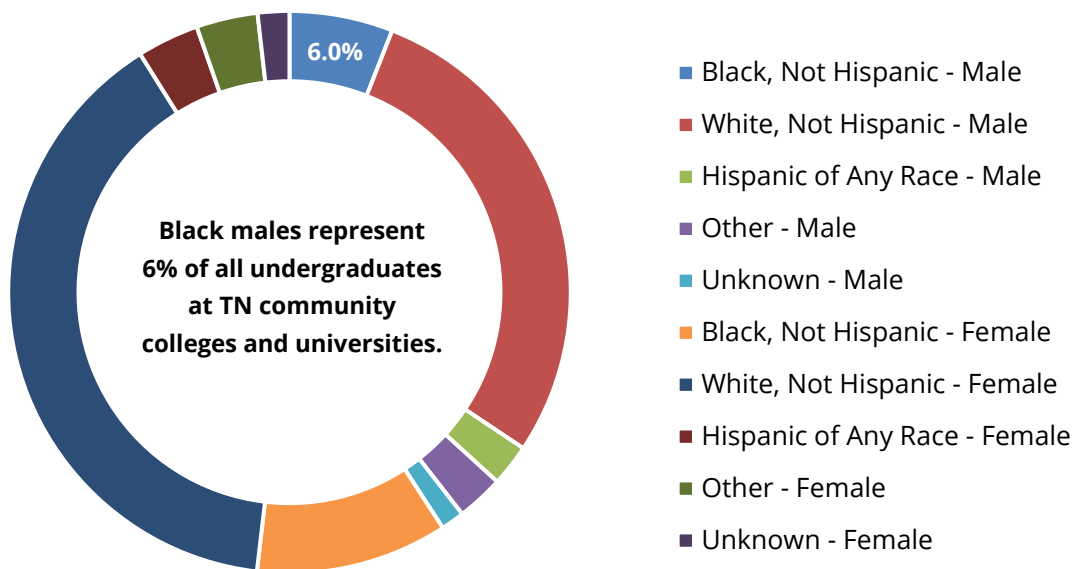
Figure 1
Black Male Undergraduate Enrollment Trend
Fall 2015 – Fall 2020



Source: THECSIS

Note: Limited to Tennessee public community colleges and universities

Figure 2
Undergraduate Enrollment Composition
Fall 2020



Source: THECSIS

Note: Limited to Tennessee public community colleges and universities

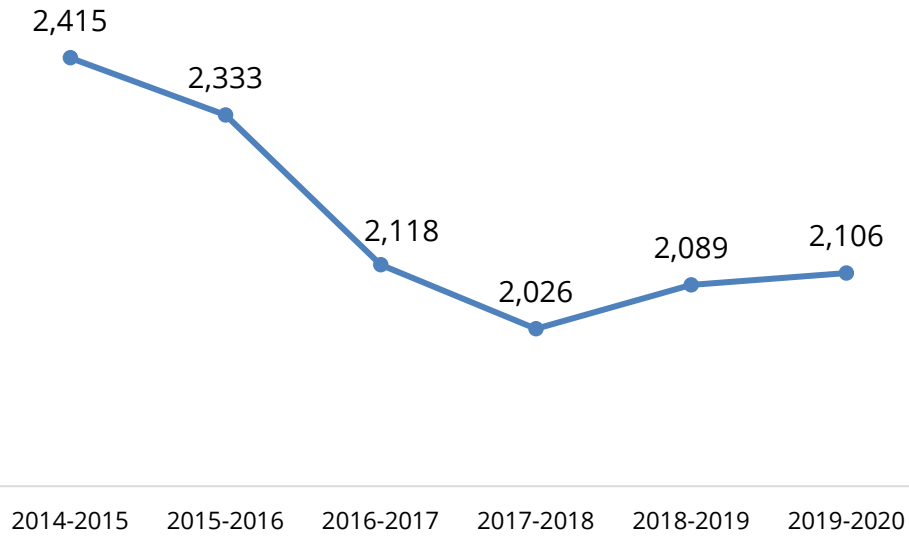
Table 3

Tennessee College of Applied Technology Headcounts by Gender and Race/Ethnicity Academic Year 2019-20											
Institution	Total Headcount	Male					Female				
		Black, Not Hispanic	White, Not Hispanic	Hispanic of Any Race	Other	Unknown	Black, Not Hispanic	White, Not Hispanic	Hispanic of Any Race	Other	Unknown
Athens	713	1.4%	60.6%	2.1%	-	1.8%	2.2%	28.6%	1.1%	*	*
Chattanooga	1,937	10.0%	57.4%	3.4%	0.7%	0.5%	7.1%	17.7%	2.4%	0.6%	0.3%
Covington	495	9.3%	46.1%	2.4%	-	1.2%	18.8%	20.2%	*	*	*
Crossville	828	1.1%	60.3%	1.6%	*	1.1%	0.7%	32.5%	1.2%	*	*
Crump	1,252	3.4%	59.3%	1.9%	0.7%	2.6%	1.8%	27.8%	0.9%	0.4%	1.0%
Dickson	1,247	6.8%	44.5%	4.0%	1.6%	1.1%	7.8%	28.6%	3.4%	1.2%	0.9%
Elizabethton	768	2.2%	39.6%	1.6%	*	3.3%	3.4%	44.8%	1.7%	0.7%	2.5%
Harriman	606	1.8%	45.2%	2.5%	*	7.1%	2.6%	33.5%	1.0%	*	5.4%
Hartsville	905	3.4%	49.3%	2.2%	*	9.0%	3.0%	25.4%	2.0%	*	4.9%
Hohenwald	941	5.7%	39.7%	3.1%	1.1%	5.2%	5.5%	33.3%	2.6%	*	3.4%
Jacksboro	465	*	45.8%	*	*	3.9%	*	36.8%	*	*	10.3%
Jackson	1,017	13.5%	50.2%	3.1%	0.9%	1.1%	9.1%	16.9%	1.3%	*	*
Knoxville	1,650	4.7%	40.6%	1.8%	1.0%	4.7%	8.7%	30.7%	2.2%	0.6%	3.8%
Livingston	1,716	1.5%	42.1%	2.7%	0.8%	5.2%	2.2%	36.9%	3.7%	0.6%	4.3%
McKenzie	279	6.1%	75.3%	2.2%	*	*	5.0%	9.0%	*	-	-
McMinnville	522	*	51.5%	2.7%	*	1.3%	2.9%	31.0%	1.9%	*	1.5%
Memphis	2,018	36.9%	19.0%	2.5%	2.4%	1.6%	24.4%	7.6%	1.7%	1.3%	1.6%
Morristown	1,329	1.9%	66.9%	3.9%	0.8%	*	0.8%	23.9%	1.2%	0.5%	*
Murfreesboro	7,029	1.4%	43.6%	0.7%	0.4%	21.3%	1.3%	11.9%	0.3%	0.2%	3.7%
Nashville	1,525	9.7%	28.4%	5.4%	1.5%	2.5%	23.8%	21.6%	4.5%	1.2%	1.2%
Newbern	713	9.8%	53.6%	2.4%	1.0%	4.5%	7.9%	18.4%	1.0%	-	-
Oneida	496	-	57.5%	1.2%	*	4.8%	*	34.7%	-	*	*
Paris	504	4.0%	37.5%	1.2%	*	2.0%	7.5%	44.8%	1.8%	*	*
Pulaski	995	4.3%	62.7%	3.2%	1.3%	1.6%	1.9%	22.6%	0.8%	*	1.1%
Ripley	356	11.8%	28.9%	*	*	*	37.1%	18.3%	*	*	-
Shelbyville	832	4.8%	47.8%	5.0%	0.7%	3.7%	5.4%	22.5%	3.8%	*	4.9%
Whiteville	387	29.2%	26.1%	4.1%	*	1.6%	25.6%	11.6%	*	*	*
Total	31,525	6.7%	45.7%	2.3%	0.8%	6.9%	6.8%	22.4%	1.6%	0.5%	2.3%

Source: THEC SIS

Notes: TCAT data are reported using an academic year. The 2019-20 academic year represents summer 2019, fall 2019, and spring 2020. Due to ongoing data quality improvements for TCAT enrollments, these data are considered preliminary.

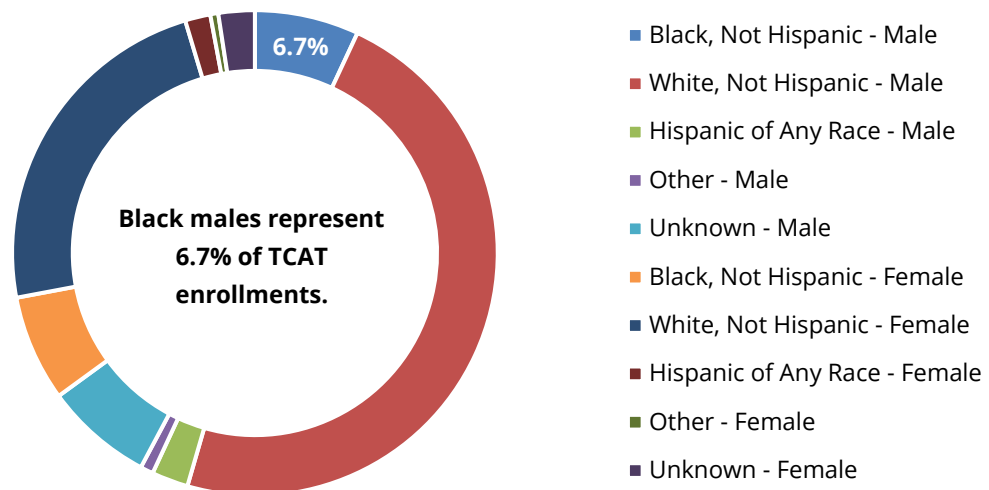
Figure 3
Black Male Enrollment Trend Across Tennessee College of Applied Technology
Academic Years 2014-2015 to 2019-2020



Source: THEC SIS

Note: Due to ongoing data quality improvements for TCAT enrollments, these data are considered preliminary.

Figure 4
TCAT Enrollment Composition
Academic Year 2019-2020



Source: THEC SIS

Note: Due to ongoing data quality improvements for TCAT enrollments, these data are considered preliminary.

Table 4

**First-Time, Full-Time Freshmen (FTTF) Retention Rate Comparison
Fall 2019 - Fall 2020**

Institution	Black Males		All Students	
	FTTF	Retention Rate	FTTF	Retention Rate
TBR Community Colleges				
Chattanooga State Community College	117	41.0%	1,590	53.5%
Cleveland State Community College	18	*	819	54.5%
Columbia State Community College	58	53.4%	1,614	59.9%
Dyersburg State Community College	34	47.1%	550	56.4%
Jackson State Community College	83	31.3%	1,051	52.0%
Motlow State Community College	89	38.2%	1,693	56.5%
Nashville State Community College	222	35.1%	1,379	48.7%
Northeast State Community College	15	60.0%	1,273	56.9%
Pellissippi State Community College	84	39.3%	2,244	58.1%
Roane State Community College	13	*	1,116	63.4%
Southwest Tennessee Community College	418	42.8%	1,748	56.2%
Volunteer State Community College	88	35.2%	2,078	52.9%
Walters State Community College	15	40.0%	1,518	55.8%
TBR Community Colleges Total	1,254	40.0%	18,673	55.8%
Locally Governed Institutions				
Austin Peay State University	139	54.7%	1,561	72.5%
East Tennessee State University	60	60.0%	1,794	81.2%
Middle Tennessee State University	284	71.8%	3,285	80.7%
Tennessee State University	403	62.3%	1,270	66.8%
Tennessee Technological University	63	82.5%	1,687	81.6%
University of Memphis	324	75.9%	2,625	81.4%
Locally Governed Institutions Total	1,273	67.9%	12,222	78.6%
University of Tennessee				
University of Tennessee, Chattanooga	67	74.6%	2,301	85.0%
University of Tennessee, Knoxville	128	91.4%	5,124	91.9%
University of Tennessee, Martin	68	79.4%	1,151	79.5%
University of Tennessee Total	263	84.0%	8,576	88.4%
University Total	1,536	70.7%	20,798	82.6%
Grand Total	2,790	56.9%	39,471	69.9%

Source: THECSIS

Notes:

- **FTTF Retention Rate** represents the FTTF who enrolled in the summer of 2019 and returned that fall, or enrolled fall 2019 and were retained in public higher education in fall 2020. This is the traditional cohort measurement.
- **All Students** represents FTTF of all races and genders including Black males.

Table 5

**First-Time, Full-Time Freshmen (FTFTF) Retention Rate Comparison
Fall 2018 - Fall 2019**

Institution	Black Males		All Students	
	FTFTF	Retention Rate	FTFTF	Retention Rate
TBR Community Colleges				
Chattanooga State Community College	100	46.0%	1,722	52.7%
Cleveland State Community College	30	56.7%	705	55.7%
Columbia State Community College	74	44.6%	1,649	60.3%
Dyersburg State Community College	31	64.5%	554	58.8%
Jackson State Community College	92	45.7%	986	54.1%
Motlow State Community College	78	38.5%	1,571	60.0%
Nashville State Community College	208	35.1%	1,375	51.4%
Northeast State Community College	23	*	1,323	57.7%
Pellissippi State Community College	88	37.5%	2,376	60.0%
Roane State Community College	14	*	1,189	59.5%
Southwest Tennessee Community College	450	48.4%	2,028	55.4%
Volunteer State Community College	126	29.4%	2,146	52.6%
Walters State Community College	26	53.8%	1,473	60.3%
TBR Community Colleges Total	1,340	42.7%	19,097	56.8%
Locally Governed Institutions				
Austin Peay State University	196	68.4%	1,875	70.6%
East Tennessee State University	61	70.5%	1,960	77.6%
Middle Tennessee State University	282	69.9%	2,865	79.4%
Tennessee State University	355	63.1%	1,219	65.9%
Tennessee Technological University	49	69.4%	1,878	83.3%
University of Memphis	291	70.8%	2,424	81.1%
Locally Governed Institutions Total	1,234	67.9%	12,221	77.4%
University of Tennessee				
University of Tennessee, Chattanooga	73	74.0%	2,231	82.4%
University of Tennessee, Knoxville	122	88.5%	5,105	90.4%
University of Tennessee, Martin	48	75.0%	1,122	79.8%
University of Tennessee Total	243	81.5%	8,458	86.9%
University Total	1,477	70.1%	20,679	81.3%
Grand Total	2,817	57.1%	39,776	69.5%

Source: THECSIS

Notes:

- **FTFTF Retention Rate** represents the first-time, full-time freshmen (FTFTF) who enrolled in the summer of 2018 and returned that fall, or enrolled fall 2018 and were retained in public higher education in fall 2019. This is the traditional cohort measurement.
- **All Students** represents FTFTF of all races and genders including Black males.

Table 6

Retention Rate Comparison								
FTFTF-Based Cohort Versus All Entering Students								
Fall 2019 - Fall 2020								
Institution	Black Males				All Students			
	FTFTF	Retained	Entering Students	Retained	FTFTF	Retained	All Entering Students	Retained
TBR Community Colleges								
Chattanooga State Community College	117	41.0%	152	41.4%	1,590	53.5%	2,287	53.5%
Cleveland State Community College	18	*	27	*	819	54.5%	992	53.6%
Columbia State Community College	58	53.4%	75	50.7%	1,614	59.9%	2,116	58.5%
Dyersburg State Community College	34	47.1%	52	42.3%	550	56.4%	777	53.8%
Jackson State Community College	83	31.3%	104	34.6%	1,051	52.0%	1,409	50.8%
Motlow State Community College	89	38.2%	120	38.3%	1,693	56.5%	2,175	55.4%
Nashville State Community College	222	35.1%	305	37.7%	1,379	48.7%	2,249	50.1%
Northeast State Community College	15	60.0%	24	54.2%	1,273	56.9%	1,635	57.5%
Pellissippi State Community College	84	39.3%	114	37.7%	2,244	58.1%	3,085	56.5%
Roane State Community College	13	*	29	55.2%	1,116	63.4%	1,537	59.9%
Southwest Tennessee Community College	418	42.8%	589	38.9%	1,748	56.2%	2,608	49.9%
Volunteer State Community College	88	35.2%	117	34.2%	2,078	52.9%	2,833	52.2%
Walters State Community College	15	40.0%	22	36.4%	1,518	55.8%	1,845	55.1%
TBR Community Colleges Total	1,254	40.0%	1,730	38.8%	18,673	55.8%	25,548	54.2%
Locally Governed Institutions								
Austin Peay State University	139	54.7%	236	51.7%	1,561	72.5%	2,629	65.6%
East Tennessee State University	60	60.0%	55	56.4%	1,794	81.2%	2,812	81.3%
Middle Tennessee State University	284	71.8%	411	71.8%	3,285	80.7%	5,342	81.0%
Tennessee State University	403	62.3%	514	63.2%	1,270	66.8%	1,784	68.2%
Tennessee Technological University	63	82.5%	68	80.9%	1,687	81.6%	2,446	82.0%
University of Memphis	324	75.9%	490	70.8%	2,625	81.4%	4,107	78.8%
Locally Governed Institutions Total	1,273	67.9%	1,774	66.2%	12,222	78.6%	19,120	77.4%
University of Tennessee								
University of Tennessee, Chattanooga	67	74.6%	99	73.7%	2,301	85.0%	3,135	83.3%
University of Tennessee, Knoxville	128	91.4%	159	90.6%	5,124	91.9%	6,363	90.9%
University of Tennessee, Martin	68	79.4%	86	77.9%	1,151	79.5%	1,560	78.4%
University of Tennessee Total	263	84.0%	344	82.6%	8,576	88.4%	11,058	87.0%
University Total	1,536	70.7%	2,118	68.9%	20,798	82.6%	30,178	80.9%
Grand Total	2,790	56.9%	3,848	55.4%	39,471	69.9%	55,726	68.7%

Source: THECSIS

Notes:

- **FTFTF Retention Rate** represents the FTFTF who enrolled in the summer of 2019 and returned that fall, or enrolled fall 2019 and were retained in public higher education in fall 2020. This is the traditional cohort measurement.
- **Entering Students Retention Rate** represents fall 2019 enrollees who were first-time students at the institution, which includes part-time and transfer students, and were retained in public higher education in fall 2019.
- **All Students** represents FTFTF and Entering Students of all races and genders including Black males.

Table 7

Retention Rate Comparison FTFTF-Based Cohort Versus All Entering Students Fall 2018 - Fall 2019								
Institution	Black Males				All Students			
	FTFTF	Retention Rate	All Entering Students	Retention Rate	FTFTF	Retention Rate	All Entering Students	Retention Rate
TBR Community Colleges								
Chattanooga State Community College	100	46.0%	137	41.6%	1,722	52.7%	2,535	51.4%
Cleveland State Community College	30	56.7%	38	50.0%	705	55.7%	952	54.2%
Columbia State Community College	74	44.6%	95	41.1%	1,649	60.3%	2,287	58.3%
Dyersburg State Community College	31	64.5%	53	52.8%	554	58.8%	853	55.1%
Jackson State Community College	92	45.7%	121	45.5%	986	54.1%	1,366	52.8%
Motlow State Community College	78	38.5%	122	41.0%	1,571	60.0%	2,222	59.0%
Nashville State Community College	208	35.1%	322	35.7%	1,375	51.4%	2,485	51.1%
Northeast State Community College	23	*	33	30.3%	1,323	57.7%	1,760	57.6%
Pellissippi State Community College	88	37.5%	120	39.2%	2,376	60.0%	3,258	57.9%
Roane State Community College	14	*	22	36.4%	1,189	59.5%	1,602	60.4%
Southwest Tennessee Community College	450	48.4%	644	41.3%	2,028	55.4%	2,996	49.4%
Volunteer State Community College	126	29.4%	159	30.8%	2,146	52.6%	3,007	52.7%
Walters State Community College	26	53.8%	32	56.3%	1,473	60.3%	1,891	58.9%
TBR Community Colleges Total	1,340	42.7%	1,898	40.1%	19,097	56.8%	27,214	55.0%
Locally Governed Institutions								
Austin Peay State University	196	68.4%	292	61.3%	1,875	70.6%	2,902	66.0%
East Tennessee State University	61	70.5%	64	68.8%	1,960	77.6%	3,025	79.1%
Middle Tennessee State University	282	69.9%	415	68.9%	2,865	79.4%	4,840	78.6%
Tennessee State University	355	63.1%	478	62.8%	1,219	65.9%	1,736	66.4%
Tennessee Technological University	49	69.4%	52	69.2%	1,878	83.3%	2,544	83.8%
University of Memphis	291	70.8%	469	69.3%	2,424	81.1%	3,875	78.6%
Locally Governed Institutions Total	1,234	67.9%	1,770	66.1%	12,221	77.4%	18,922	76.3%
University of Tennessee								
University of Tennessee, Chattanooga	73	74.0%	100	72.0%	2,231	82.4%	3,130	82.6%
University of Tennessee, Knoxville	122	88.5%	143	88.1%	5,105	90.4%	6,259	89.0%
University of Tennessee, Martin	48	75.0%	74	74.3%	1,122	79.8%	1,551	78.3%
University of Tennessee Total	243	81.5%	317	79.8%	8,458	86.9%	10,940	85.6%
University Total	1,477	70.1%	2,087	68.2%	20,679	81.3%	29,862	79.7%
Grand Total	2,817	57.1%	3,985	54.8%	39,776	69.5%	57,076	67.9%

Source: THECSIS

Notes:

- **FTFTF Retention Rate** represents the FTFTF who enrolled in the summer of 2018 and returned that fall, or enrolled fall 2018 and were retained in public higher education in fall 2019. This is the traditional cohort measurement.
- **Entering Students Retention Rate** represents fall 2018 enrollees who were first-time students at the institution, which includes part-time and transfer students, and were retained in public higher education in fall 2019.
- **All Students** represents FTFTF and Entering Students of all races and genders including Black males.

Table 8

First-Time, Full-Time Freshmen (FTTF) Graduation Rate Comparison				
Fall 2014 Cohort				
Institution	Black Males		All Students	
	FTTF	Graduation Rate	FTTF	Graduation Rate
TBR Community Colleges				
Chattanooga State Community College	83	*	1,156	28.5%
Cleveland State Community College	26	*	708	34.2%
Columbia State Community College	32	21.9%	783	41.4%
Dyersburg State Community College	45	28.9%	402	32.8%
Jackson State Community College	71	16.9%	803	32.0%
Motlow State Community College	35	34.3%	927	48.5%
Nashville State Community College	158	15.2%	1,128	25.6%
Northeast State Community College	13	*	1,105	35.4%
Pellissippi State Community College	73	20.5%	1,976	38.7%
Roane State Community College	9	*	1,076	42.3%
Southwest Tennessee Community College	362	14.1%	1,453	21.8%
Volunteer State Community College	53	18.9%	1,185	37.0%
Walters State Community College	22	*	1,275	37.9%
TBR Community Colleges Total	982	16.7%	13,977	34.9%
Locally Governed Institutions				
Austin Peay State University	108	38.0%	1,401	53.5%
East Tennessee State University	85	34.1%	2,028	59.6%
Middle Tennessee State University	257	40.1%	3,047	57.4%
Tennessee State University	486	31.5%	1,564	38.2%
Tennessee Technological University	56	55.4%	1,875	65.0%
University of Memphis	239	40.6%	2,317	56.6%
Locally Governed Institutions Total	1,231	36.9%	12,232	55.9%
University of Tennessee				
University of Tennessee, Chattanooga	85	57.6%	2,135	66.3%
University of Tennessee, Knoxville	167	63.5%	4,599	80.4%
University of Tennessee, Martin	51	51.0%	1,170	62.6%
University of Tennessee Total	303	59.7%	7,904	74.0%
University Total	1,534	41.4%	20,136	63.0%
Grand Total	2,516	31.8%	34,113	51.5%

Source: THECSIS

Notes:

- **FTTF Graduation Rate** represents the FTTF who enrolled in the summer of 2014 and returned that fall, or enrolled fall 2014 and graduated from either their admitting institution or another institution by spring or summer of 2020.
- **All Students** represents FTTF of all races and genders including Black males.

Figure 5
Black Male Graduation Rate Trend
Cohorts 2006-2014

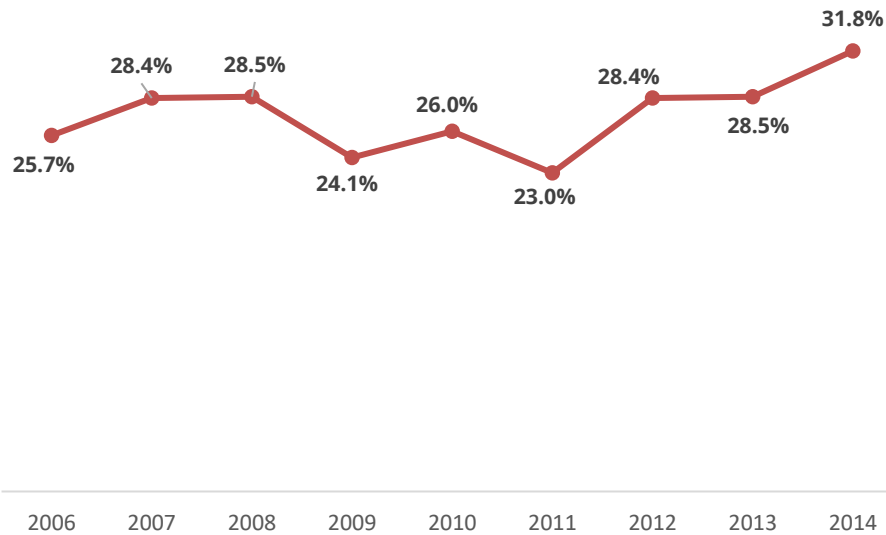
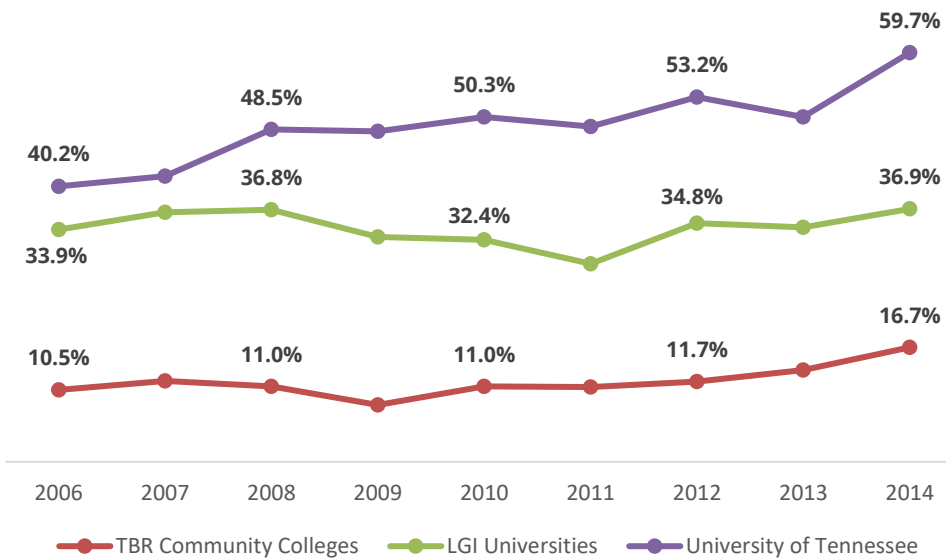


Figure 6
Black Male Graduation Rate Trend by Sector
Cohorts 2004-2014



Source: THECSIS

Note: Prior to 2006, graduation rates were calculated using a different definition. For consistency in interpretation, the years reported here reflect 2006 and forward.

Table 9

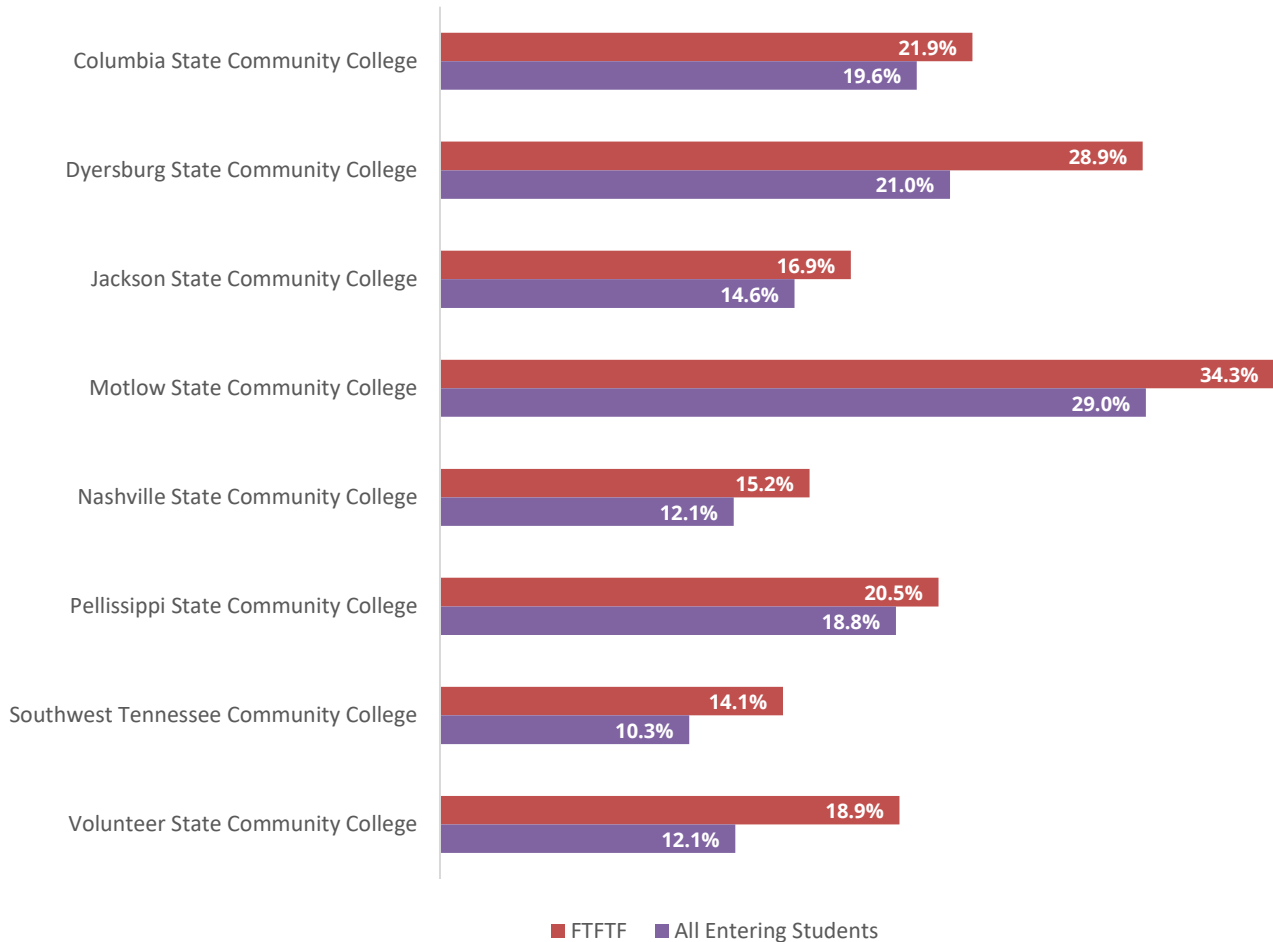
Black Male Graduation Rate Comparison FTFTF-Based Cohort Versus All Entering Students Fall 2014				
Institution	FTFTF-Based		All Entering Students	
	FTFTF	Graduation Rate	FTFTF	Graduation Rate
TBR Community Colleges				
Chattanooga State Community College	83	*	168	8.3%
Cleveland State Community College	26	*	37	*
Columbia State Community College	32	21.9%	51	19.6%
Dyersburg State Community College	45	28.9%	62	21.0%
Jackson State Community College	71	16.9%	96	14.6%
Motlow State Community College	35	34.3%	62	29.0%
Nashville State Community College	158	15.2%	298	12.1%
Northeast State Community College	13	*	25	*
Pellissippi State Community College	73	20.5%	96	18.8%
Roane State Community College	9	*	17	*
Southwest Tennessee Community College	362	14.1%	673	10.3%
Volunteer State Community College	53	18.9%	107	12.1%
Walters State Community College	22	*	31	*
TBR Community Colleges Total	982	16.7%	1,723	12.9%
Locally Governed Institutions				
Austin Peay State University	108	38.0%	187	34.2%
East Tennessee State University	85	34.1%	111	33.3%
Middle Tennessee State University	257	40.1%	324	39.8%
Tennessee State University	486	31.5%	527	26.8%
Tennessee Technological University	56	55.4%	64	51.6%
University of Memphis	239	40.6%	393	39.2%
Locally Governed Institutions Total	1,231	36.9%	1,606	34.7%
University of Tennessee				
University of Tennessee, Chattanooga	85	57.6%	100	48.0%
University of Tennessee, Knoxville	167	63.5%	159	57.2%
University of Tennessee, Martin	51	51.0%	82	47.6%
University of Tennessee Total	303	59.7%	341	52.2%
University Total	1,534	41.4%	1,947	37.8%
Grand Total	2,516	31.8%	3,670	26.1%

Source: THECSIS

Notes:

- **FTFTF Graduation Rate** represents the FTFTF who enrolled in the summer of 2014 and returned that fall, or enrolled fall 2014 and graduated from either their admitting institution or another institution by spring or summer of 2020.
- **Entering Students Graduation Rate** represents fall 2014 enrollees who were first-time students at the institution, which includes part-time and transfer students, and graduated from either their admitting institution or another institution by spring or summer of 2020.

Figure 7
Community College Graduation Rate Comparison
FTFTF-Based Cohorts Versus All Entering Students



Source: THECSIS

Notes:

- Due to data suppression, Chattanooga State, Cleveland State, Northeast State, Roane State, and Walters State are omitted from the figure.
- **FTFTF** represents the first-time, full-time freshmen who enrolled in the summer of 2014 and returned that fall, or enrolled fall 2014 and graduated from either their admitting institution or another institution by spring or summer of 2020.
- **All Entering Students** represents fall 2014 enrollees who were first-time students at the institution, which includes part-time and transfer students, and graduated from either their admitting institution or another institution by spring or summer of 2020.

Figure 8
LGI Graduation Rate Comparison
FTFTF-Based Cohorts Versus All Entering Students

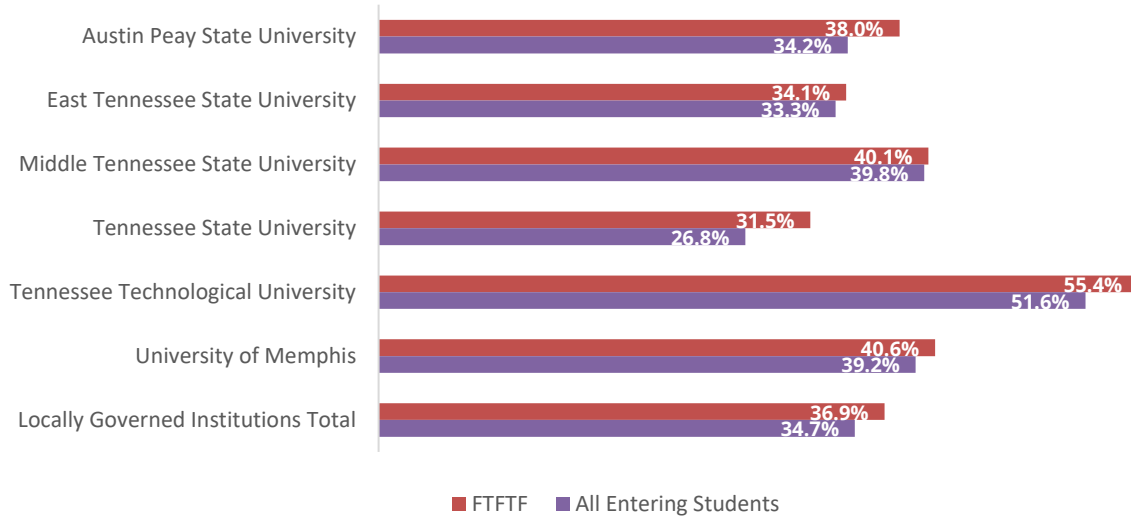
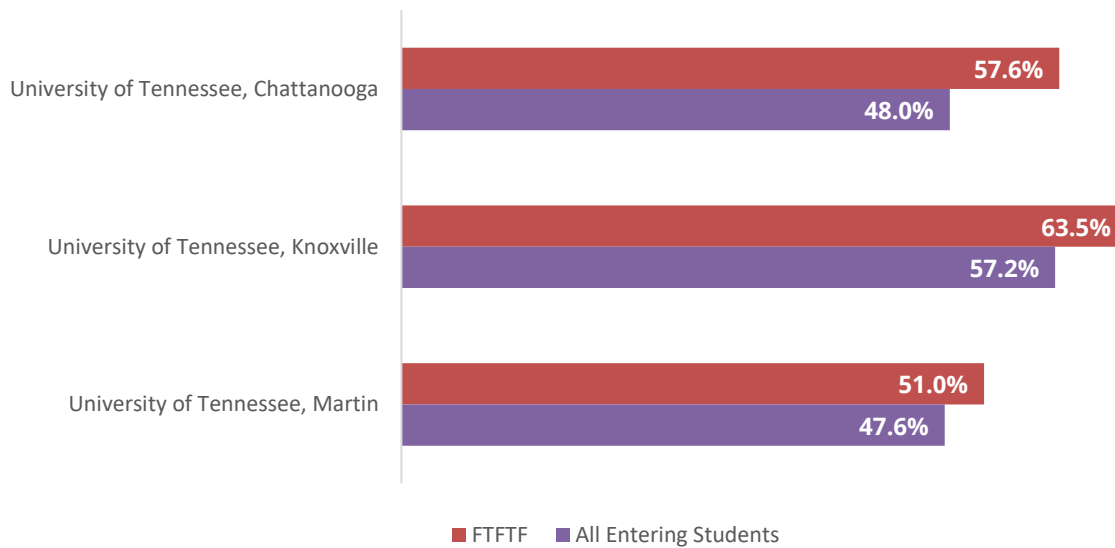


Figure 9
University of Tennessee Graduation Rate Comparison
FTFTF-Based Cohorts Versus All Entering Students



Source: THECSIS

Notes:

- **FTFTF** represents the first-time, full-time freshmen who enrolled in the summer of 2014 and returned that fall, or enrolled fall 2014 and graduated from either their admitting institution or another institution by spring or summer of 2020.
- **All Entering Students** represents fall 2014 enrollees who were first-time students at the institution, which includes part-time and transfer students, and graduated from either their admitting institution or another institution by spring or summer of 2020.