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Minority Males – The Invisible Men

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NetWorks is a part of MATEC, a member of the Center for Workforce Development in the Division of Academic and Student Affairs, at the Maricopa Community Colleges.



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Poll

Raise
hand/smile/clap



Chat

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Chat



Audio



Whiteboard - Main Room

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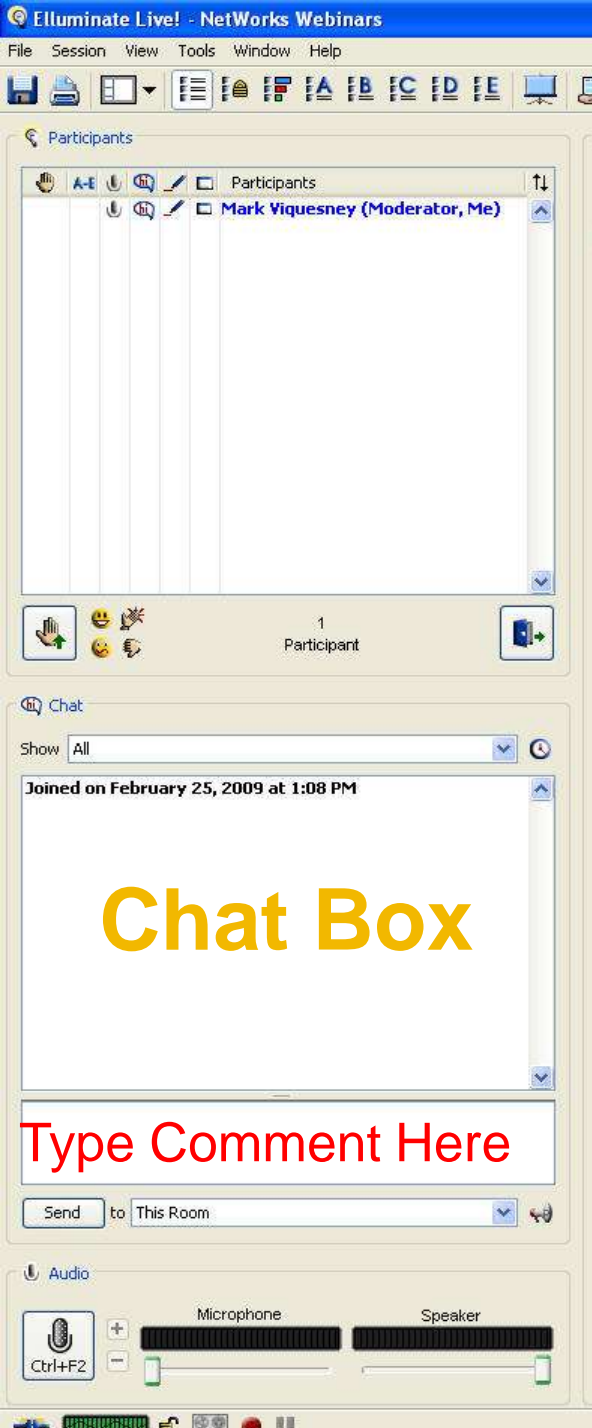
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Chat Box

In the **Chat Box**,
please type the name of
your school or organization,
your location,
and how many people are
attending with you today.

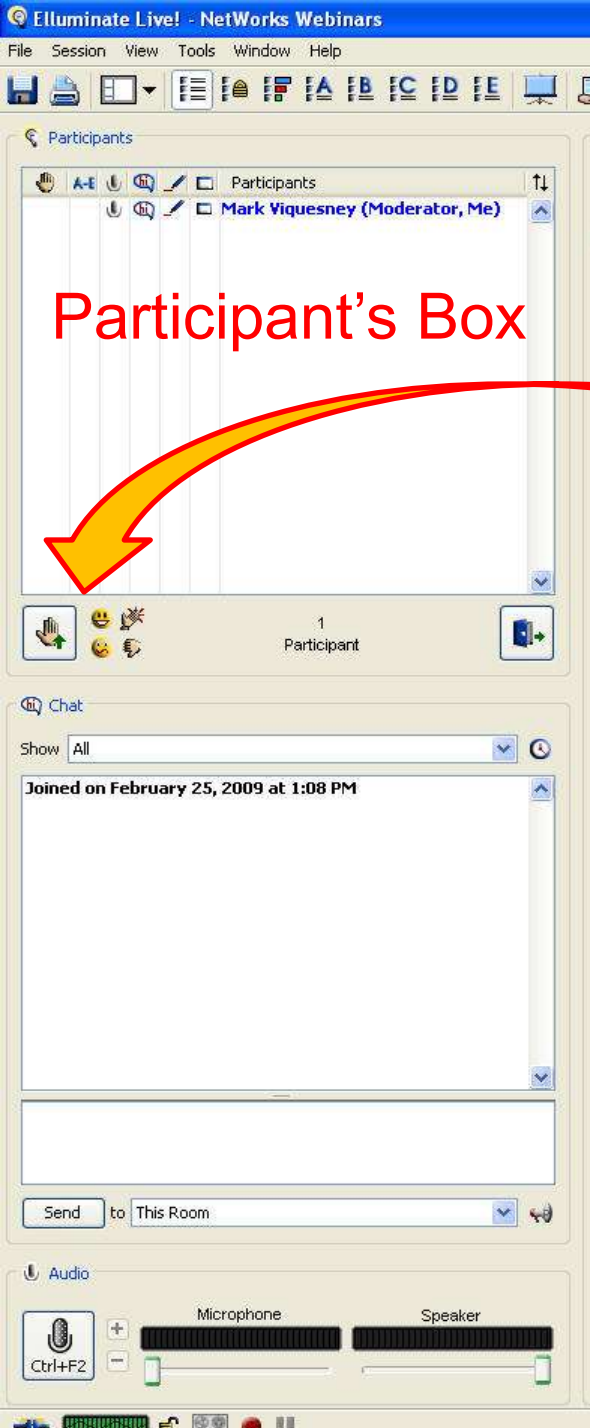




Participant's Box

Allows you to non-verbally respond to the presenter's comments.





Participant's Box

Participant's Box

Smile



Let the presenter know if you like what they say with a smile or clap. Raise a hand if you have a question – and then type it into the chat box.





Poll

Click A-E to take the Poll

This webinar will have a Poll. Please answer:
I heard about this webinar through:

- A. @matec
- B. Email from ETD list serv
- C. Email from NetWorks
- D. Friend or colleague
- E. Other (please type where in chat box)



NetWorks Webinar Presenters



Jason Zapata Martinez M.C.
Counseling Faculty
Interim Director
Student Educational Services



Floyd H. Hardin, III
Student Services Specialist
Coordinator, Minority Male Initiative

Mark Viquesney
Host



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Poll

- A. Minority Women have significantly higher graduation rates than minority males
- B. Minority men have significantly higher graduation rates than minority women
- C. They are about the same.



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National Data

Maricopa Community Colleges

Estrella Mountain MOCA



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National Trends



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According to the report “Loosing Our Future: How Minority Youth Are Being Left Behind by the Graduation Rate Crisis” by The Civil Rights Project at Harvard University-

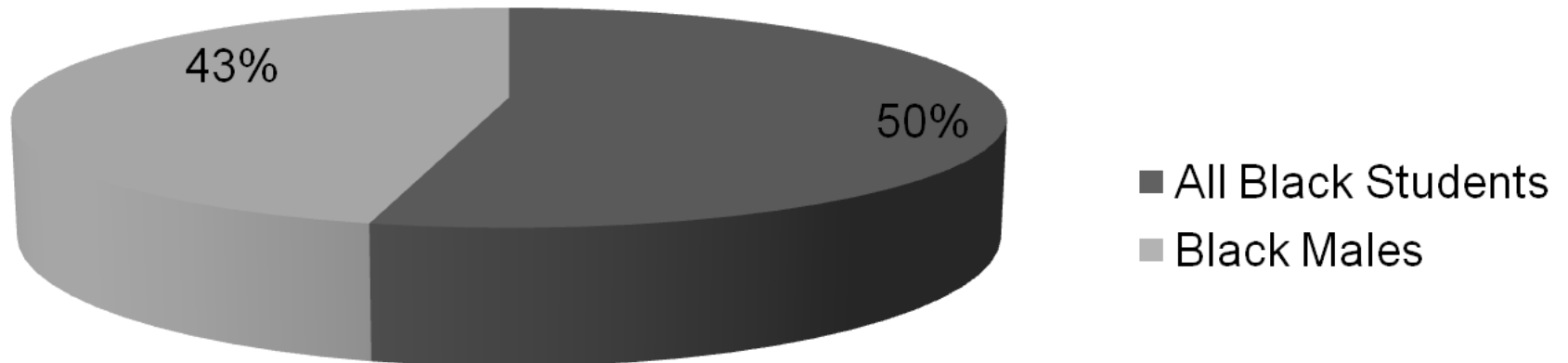


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High School Graduation Rates

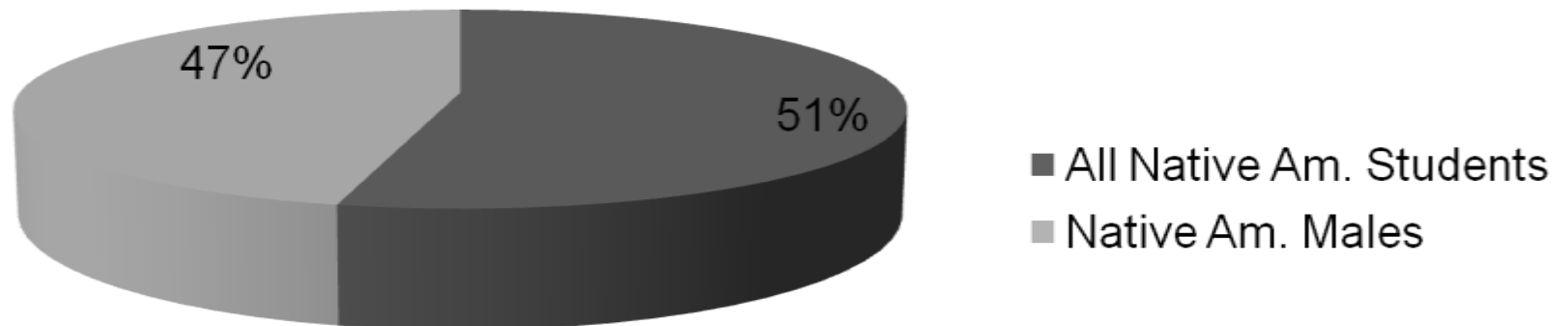


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High School Graduation Rates

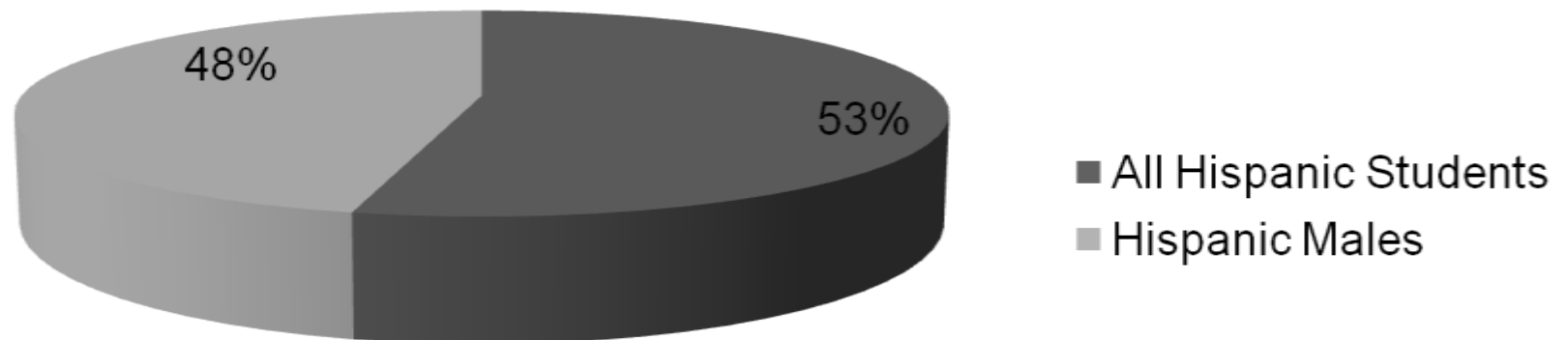


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High School Graduation Rates

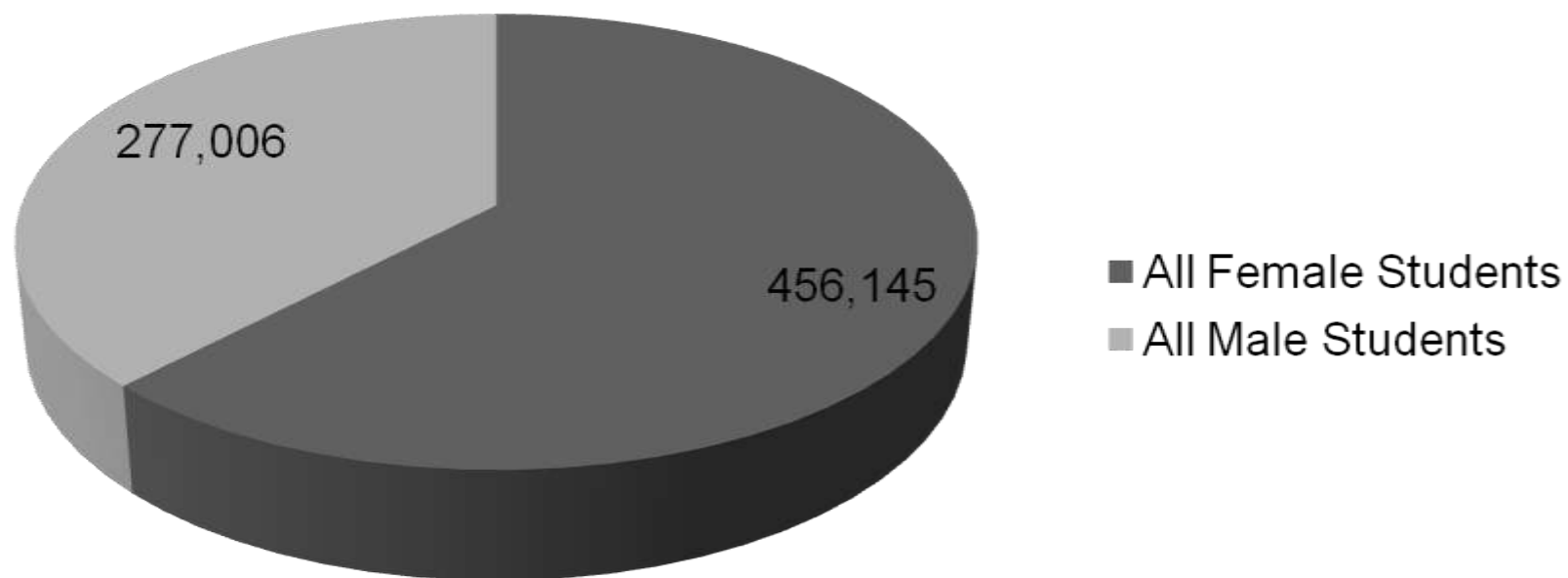


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All Associate Degrees 2006-2007 NSF

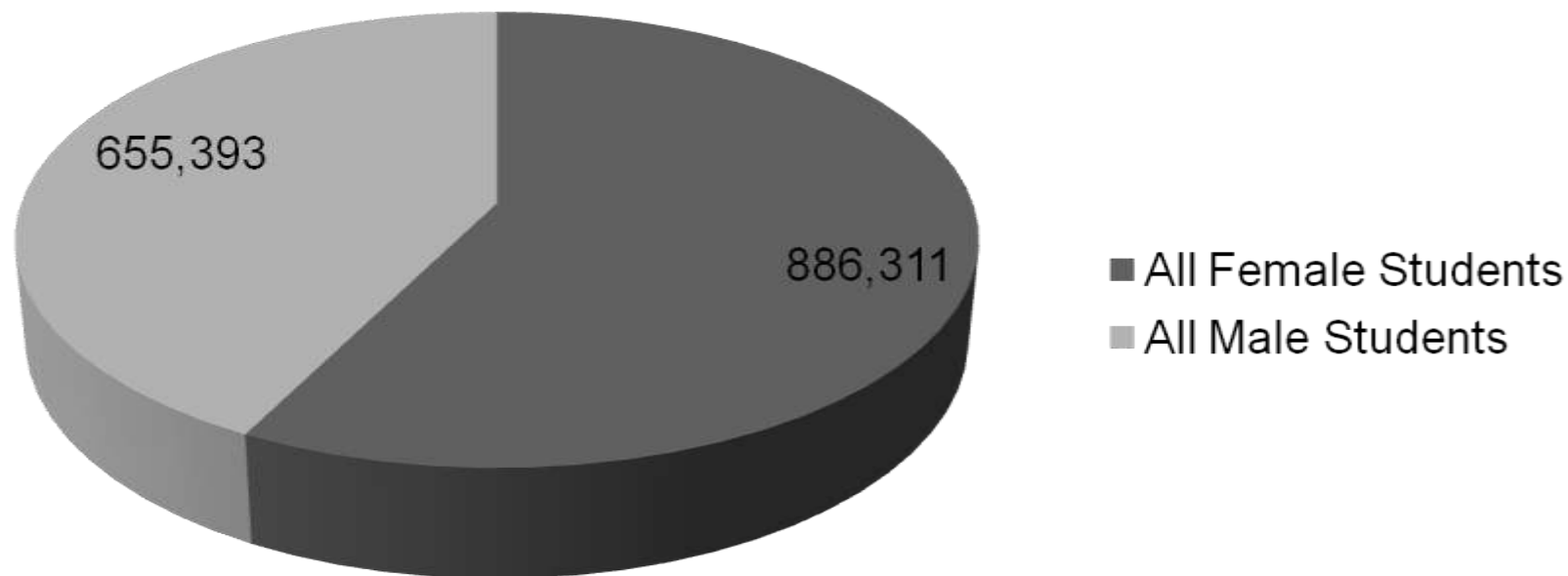


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All Baccalaureate Degrees 2006-2007 NSF

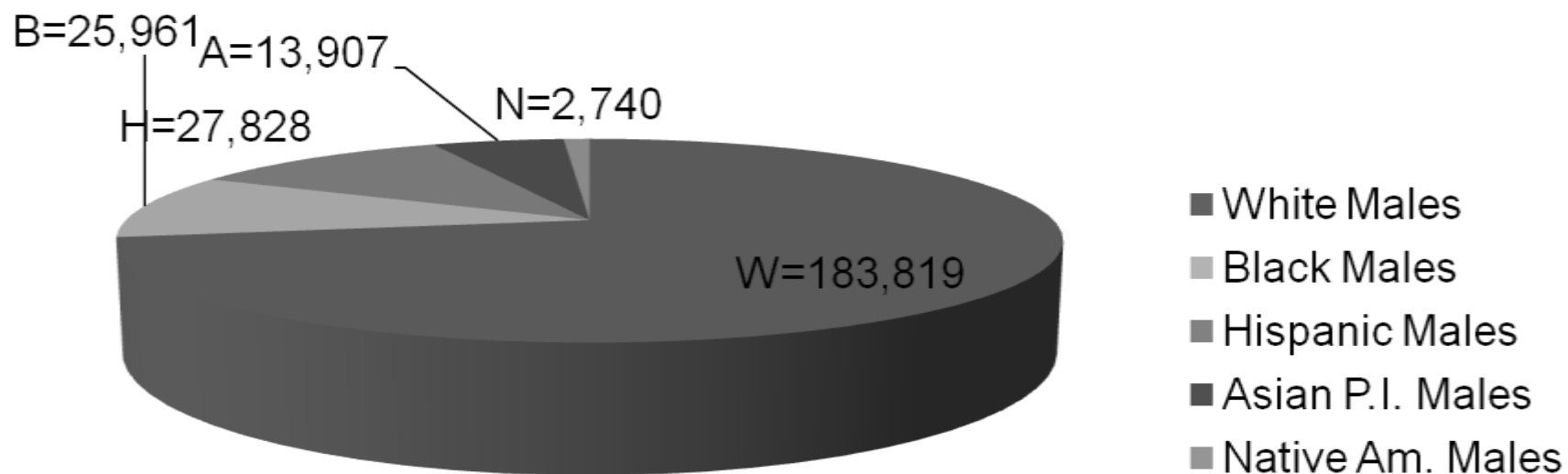


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2003-2004 Associate Degrees (Males) by Race/Ethnicity-NSF

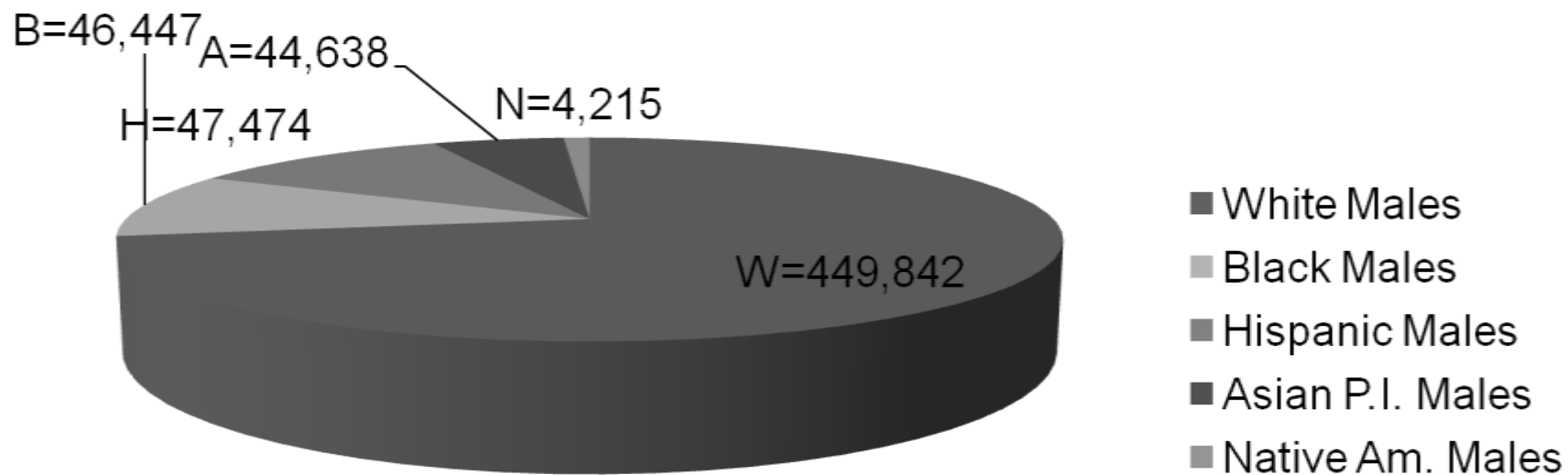


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2006-07 Baccalaureate Degrees (Males) by Race/Ethnicity-NSF



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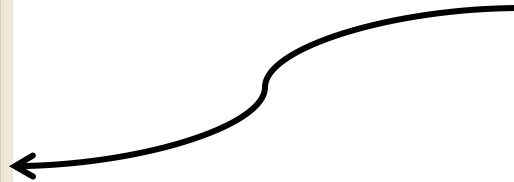
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Maricopa Community Colleges

2009 MARICOPA COMMUNITY COLLEGES MONITORING REPORT

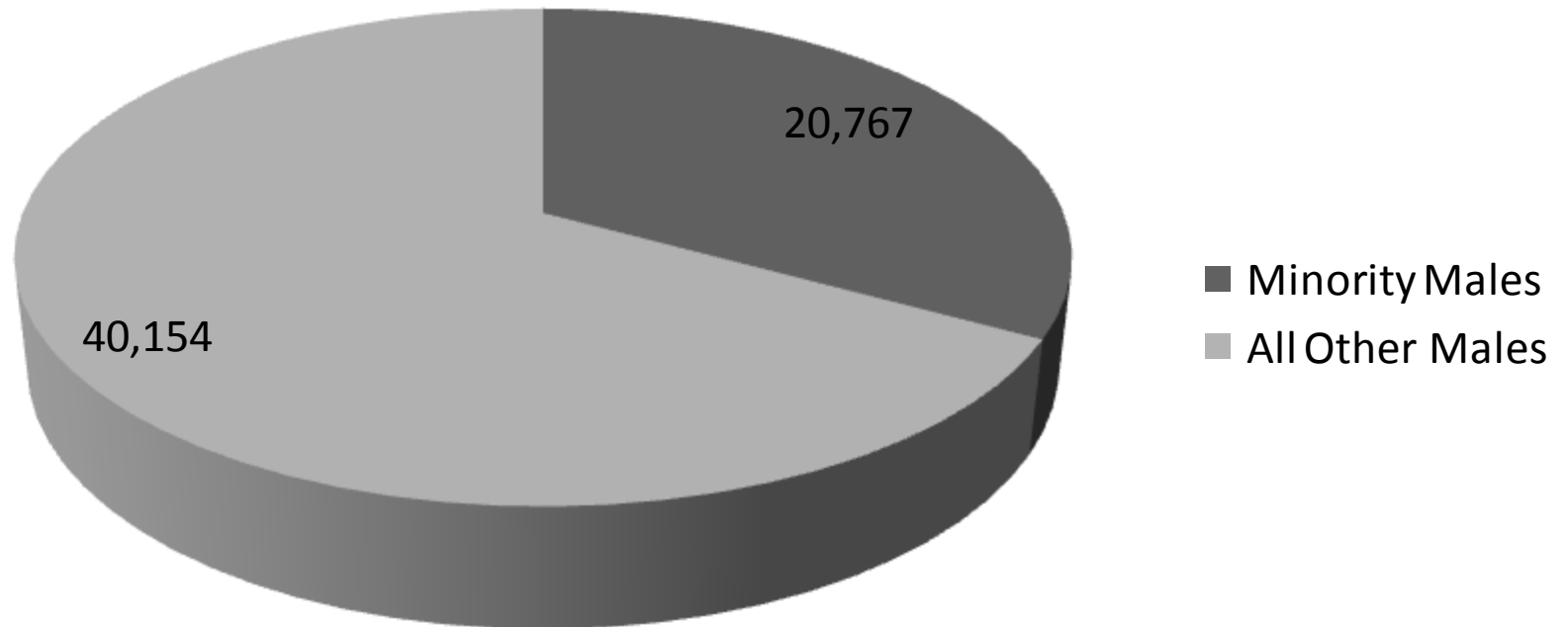


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Maricopa Male Student Enrollment Fall 2009

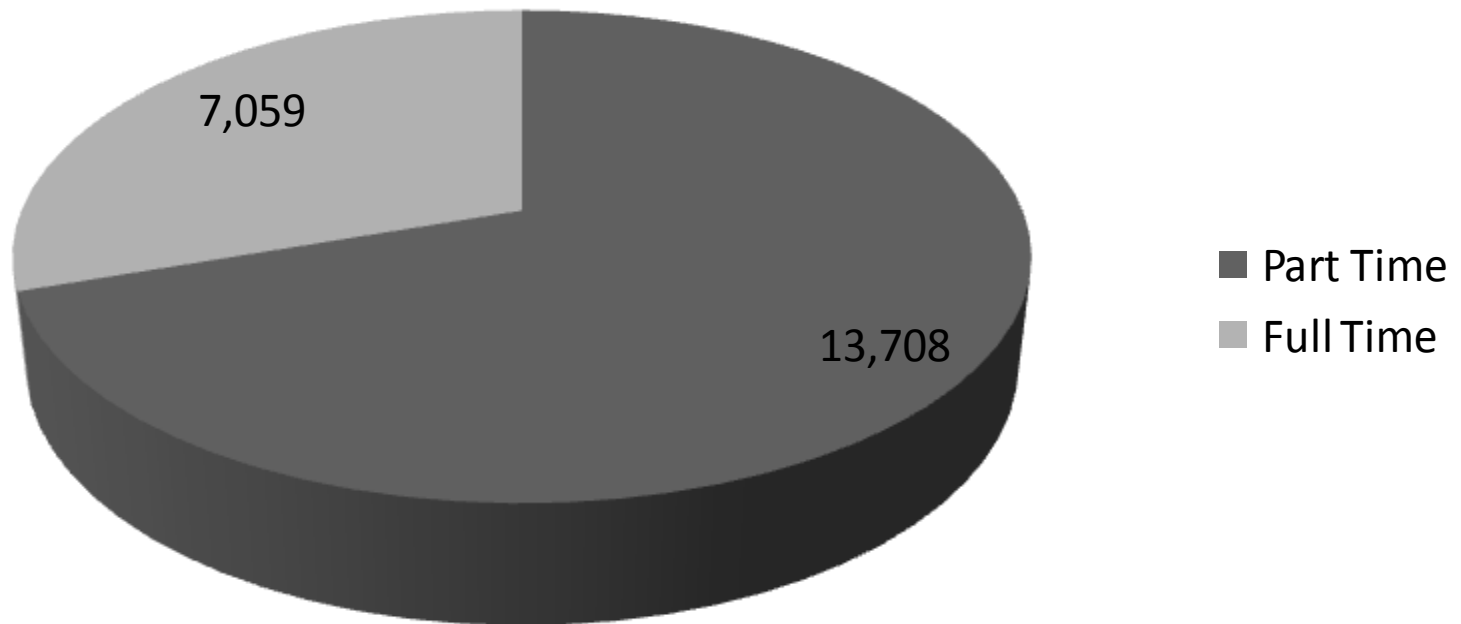


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Maricopa Minority Male Student Enrollment Fall 2009

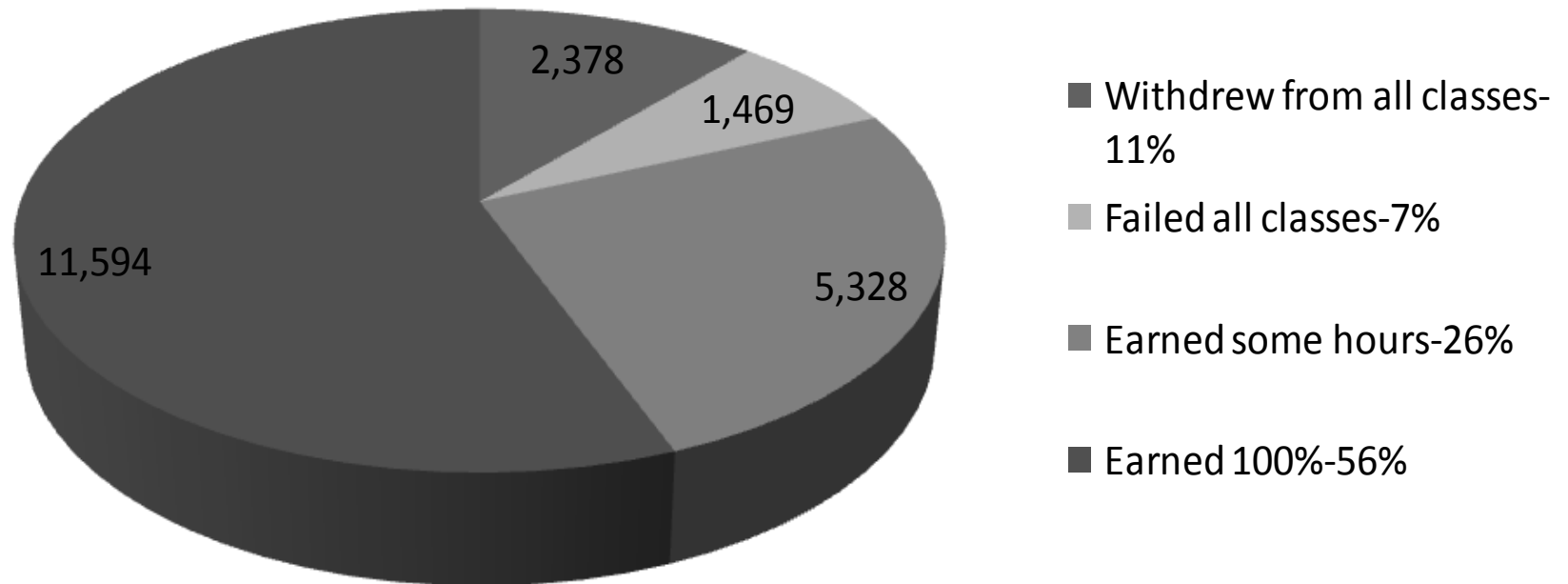


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Maricopa Minority Male Fall 2009 Semester Retention Data



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The characteristics of under-performing students includes part-time, male, underrepresented minority, younger than 25, and without a high school diploma or GED.



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White and Asian Pacific Islander students have higher...

institution-wide credit course successful completion rates-

Whites/Asians (75%)

Black/Hispanic/Native American (66%)

college-level credit course retention rates-

Whites/Asians (83%)

Black/Hispanic/Native American (78%)



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Course withdrawals for underrepresented minority students (Native American, Black, and Hispanic) are 5% higher than White and Asian Pacific Islanders.



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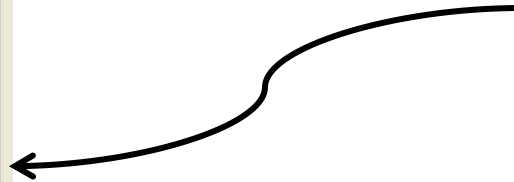
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What is goin' on?



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Shaun Harper

University of Pennsylvania State
Graduate School of Education

Areas of expertise:

- Black male college access and achievement
- College environments, student outcomes, and engagement
- Racism and gender disparities in higher education



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According to Shaun Harper's research...

The competing paradox of masculinity and school achievement-I would also add identity issues



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According to Shaun Harper's research...

The competing paradox of masculinity and school achievement-I would also add identity issues

Insufficient outreach and college readiness programs tailored SPECIFICALLY for minority males



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According to Shaun Harper's research...

The competing paradox of masculinity and school achievement-I would also add identity issues

Insufficient outreach and college readiness programs tailored SPECIFICALLY for minority males

Insufficient cultural capital for some, and inadequate socialization toward college



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According to Shaun Harper's research...

The competing paradox of masculinity and school achievement-I would also add identity issues

Insufficient outreach and college readiness programs tailored SPECIFICALLY for minority males

Insufficient cultural capital for some, and inadequate socialization toward college

Absence of college-educated male role models



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“...So, what is the college experience like for a minority male student? ”

“What are the challenges?”



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Chris

<http://www.youtube.com/watch?v=z4nPkjivwMU>



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Julio

<http://www.youtube.com/watch?v=u0QDG6HhqM4>



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Effective Engagement strategies are:

- A. Same race male peers as recruiters
- B. Greater support for student organization
- C. Feature role models
- D. Specific legislative initiatives
- E. All of above



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What are WE (Community Colleges) going to do about it?



Create and Implement Engagement Strategies (Harper)



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Create and Implement Engagement Strategies (Harper)

Work with minority men on their uninvolved peers



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Create and support minority men's student organizations



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What are WE (Community Colleges) going to do about it?



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Work with minority men on their uninvolved peers

Create and support minority men's student organizations

Systematically collect data from minority men to determine how their out-of-class time is spent



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What are WE (Community Colleges) going to do about it?



Create and Implement Engagement Strategies (Harper)

Work with minority men on their uninvolved peers

Create and support minority men's student organizations

Systematically collect data from minority men to determine how their out-of-class time is spent

Persuade emerging minority male students to seek leadership positions in campus organizations



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Host an annual campus kickoff event for minority men. A “Minority Male Forum” or similar types of programming for Men of Color will enable student leaders and advisors to attract a captive audience of minority men to whom they can promote the benefits of out-of-class involvement.



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What other Effective Engagement strategies would you suggest or you think is effective (put in chat window)



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Maricopa Community Colleges Minority Male Initiative



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Poll

Minority males are defined as:

- A. All non-white students
- B. Males in underrepresented populations as defined by the Department of Education
- C. Males of African American, Hispanic, Native American, Asian, and Pacific Islander descent



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The Primary Goals

To actively explore, coordinate and implement strategies that improve the *access and persistence rate* of minority males.



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To actively explore, coordinate and implement strategies that improve the *access and persistence rate* of minority males.

To proactively *connect minority males* with academic and other support resources.



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The Primary Goals

To actively explore, coordinate and implement strategies that improve the *access and persistence rate* of minority males.

To proactively *connect minority males* with academic and other support resources.

To assist in enhancing college environments that may create a culture of success for minority males including *a sense of belonging* and a connection to faculty, staff and other students.



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Task Force Membership Represents...

Ten Maricopa colleges

Ethnic groups

Asian American,
Black, Caucasian,
Hispanic,
and Native American.

Males and Females

Predominately Minority males



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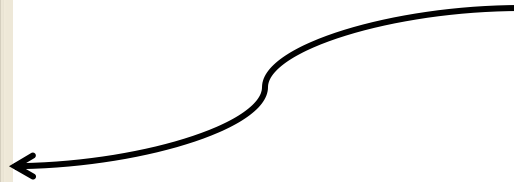
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Estrella Mountain Community College



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The Power of a College Success Class

Insert the Campus Resources into the Classroom-Advisement, F.A., Learning Support, Information Resources etc.

Tinto's Integration theory-Personal Interactions with College personnel

3X touch-Introduction to Resource, In-Person Presentation, Assignment to be completed using the Resource

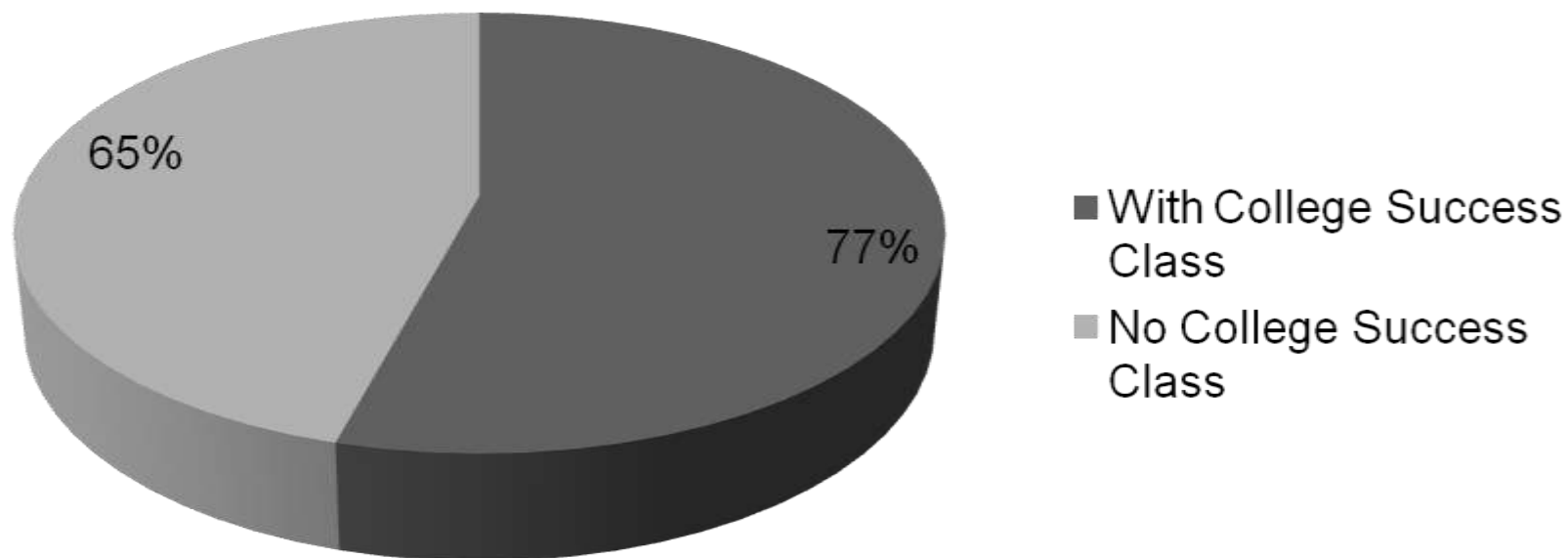


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Minority Male Fall to Spring Persistence Fall 2009-Spring 2010

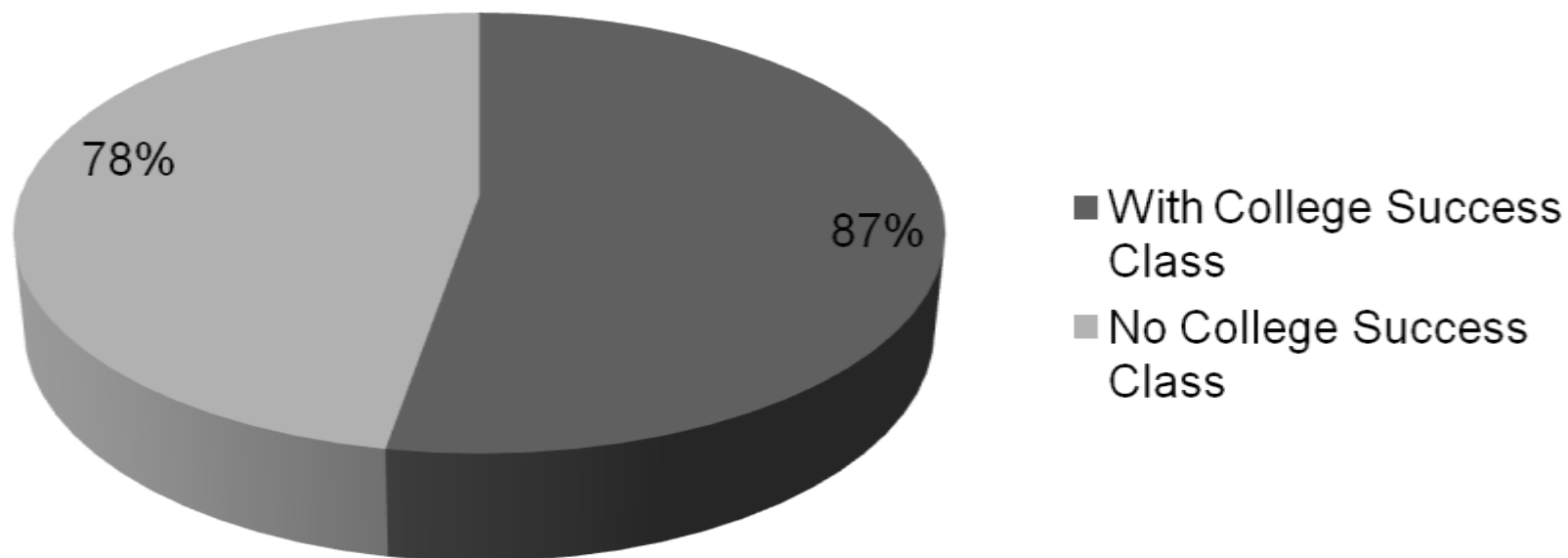


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Minority Male Course Completion- A,B,C,D,F,P Fall 2009

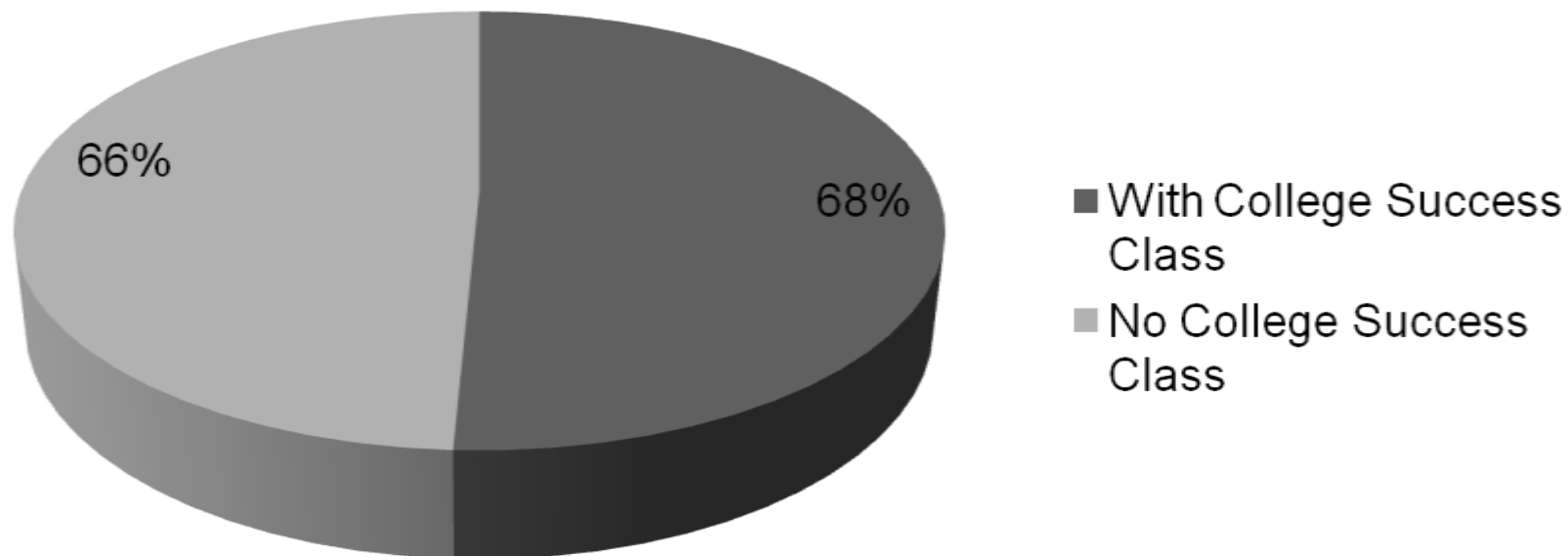


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Minority Male Successful Course Completion- A,B,C Fall 2009



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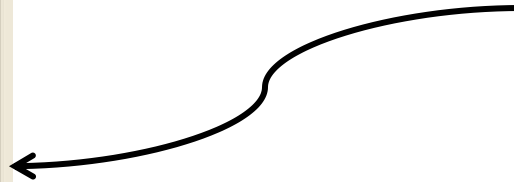
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MOCA

Men Of Color Association



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M.O.C.A. MEN OF COLOR ASSOCIATION

Approached Black Student Union and MEChA in
the Fall of 2007



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Club began to meet and drafted a Constitution in the Spring of 2008



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M.O.C.A. MEN OF COLOR ASSOCIATION

Approached Black Student Union and MEChA in the Fall of 2007

Club began to meet and drafted a Constitution in the Spring of 2008

First Minority Male Club for Maricopa District



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M.O.C.A. MEN OF COLOR ASSOCIATION

Official Student Club sanctioned thru Student Life Office-currently ranked 2nd in campus participation



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M.O.C.A. MEN OF COLOR ASSOCIATION

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Weekly meetings-Bring in the Resources



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Weekly meetings-Bring in the Resources

‘Check in’-grades, wellness, issues, planning, assessment



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M.O.C.A. MEN OF COLOR ASSOCIATION

Official Student Club sanctioned thru Student Life Office-currently ranked 2nd in campus participation

Weekly meetings-Bring in the Resources

‘Check in’-grades, wellness, issues, planning, assessment

Mentors- 18 Minority Male Faculty & Staff



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A simple question...

“What do you stand for?”



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M.O.C.A. MEN OF COLOR ASSOCIATION



RESPECT

Respect for myself guides my morals; respect for others guides my manners.



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M.O.C.A. MEN OF COLOR ASSOCIATION



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EMPOWERMENT

I must become the change I want to see.



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KNOWLEDGE

Education remains the key to my economic and political empowerment.



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BROTHERHOOD

I am my brothers keeper.



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M.O.C.A. MEN OF COLOR ASSOCIATION



RESPECT

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EMPOWERMENT

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BROTHERHOOD

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INTEGRITY

Upon my conduct depends the fate of my people.

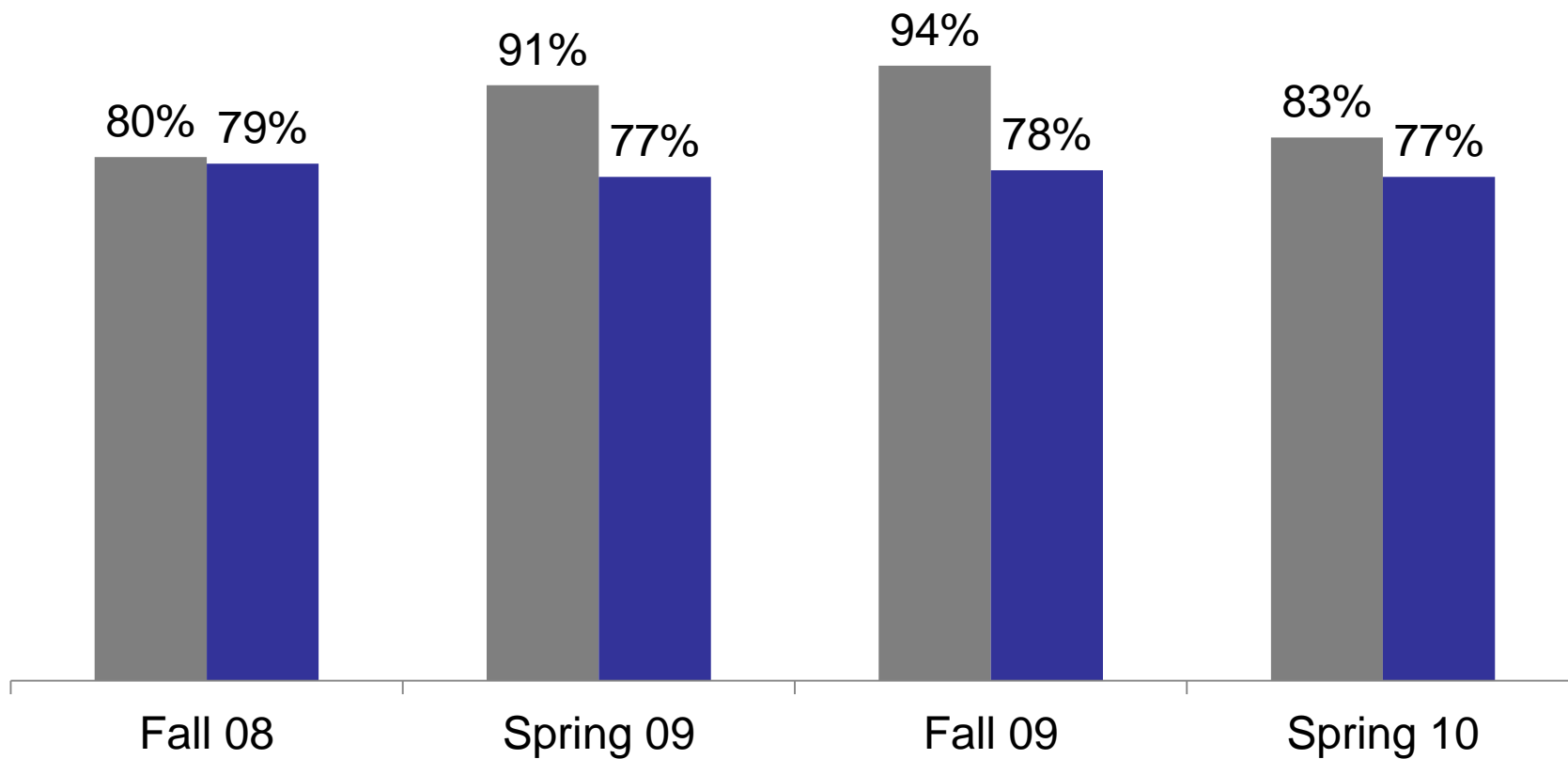


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EMCC MOCA (Men of Color) vs. Minority Males Course Completion
MOCA % Completion (A,B,C,D,F,P) Minority Males % Completion (A,B,C,D,F,P)

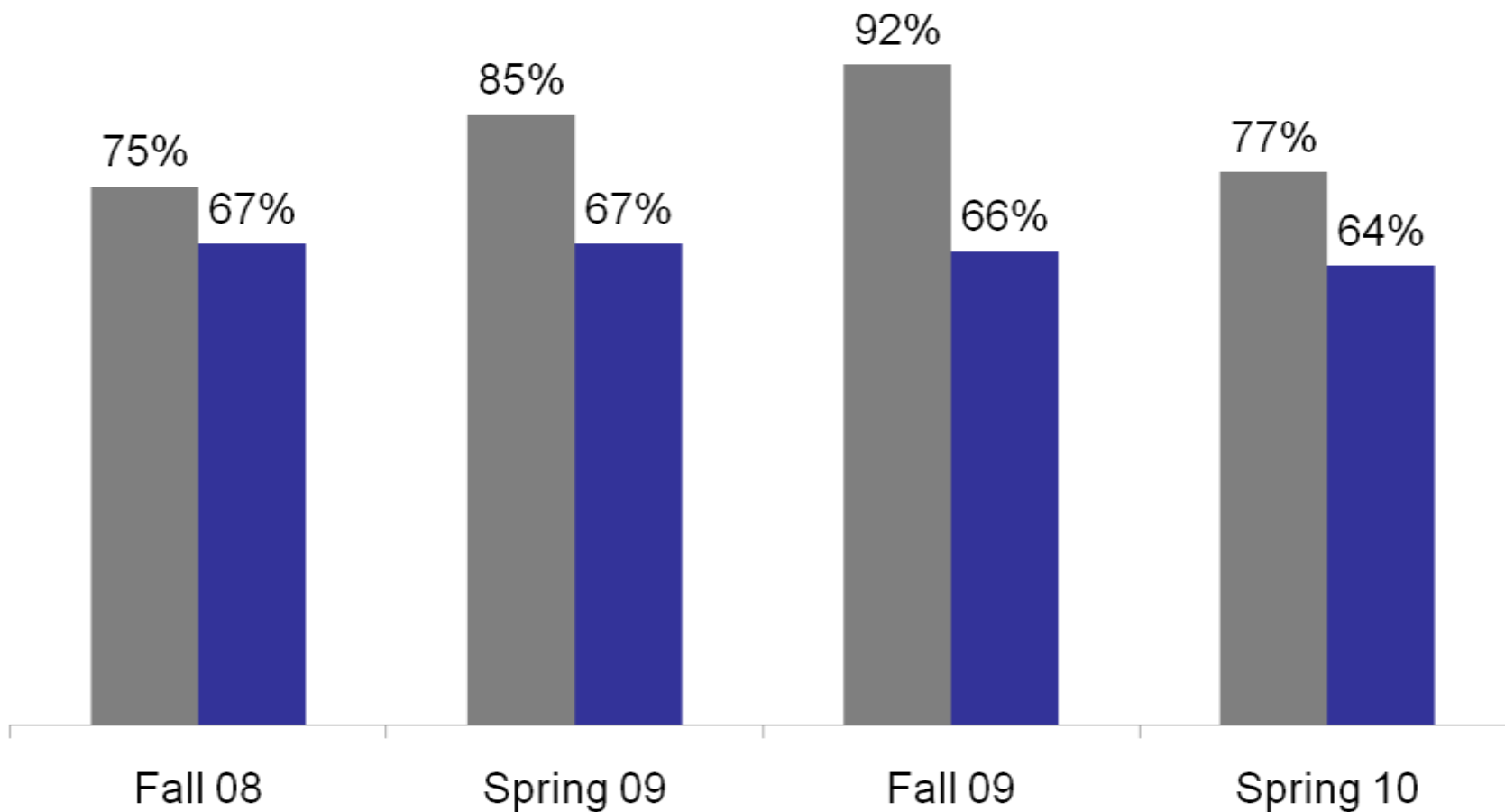


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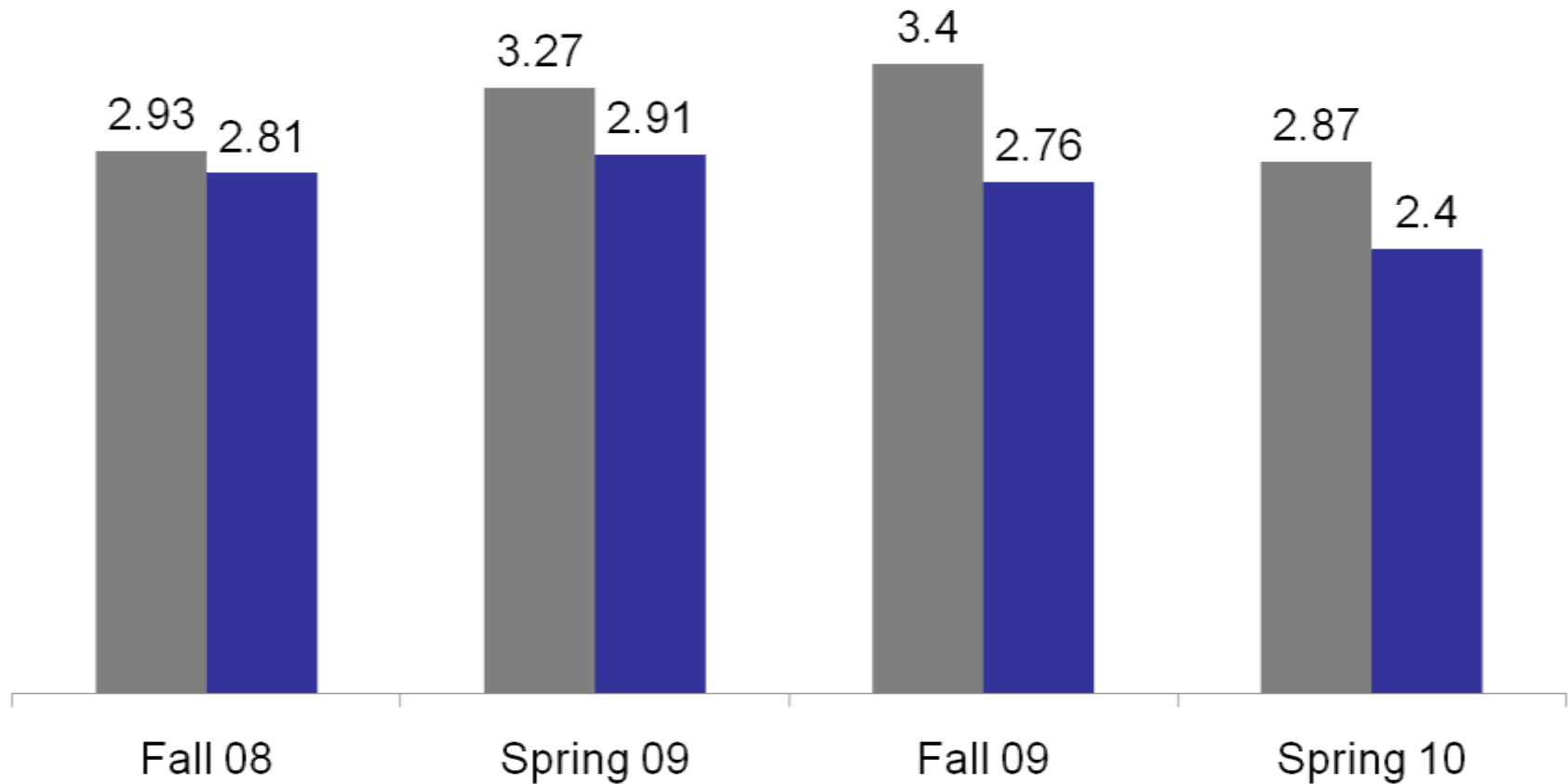


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EMCC MOCA (Men of Color) vs. Minority Males Term G.P.A.

MOCA Term G.P.A. Minority Males Term G.P.A.



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Race and Engagement in Community Colleges (CCSSE 2005)

65% of minority students vs. 54% of White students say their college experience helped them write more clearly and effectively.

62% of minority students vs. 49% of White students say their college experience helped them speak more clearly and effectively.



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59% of minority students vs. 50% of White students say their college experience helped them learn to solve numerical problems.

61% of minority students vs. 52% of White students say their college experience helped them develop clearer career goals. — CCSSE (2005)



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Deondre

<http://www.youtube.com/watch?v=Jg6pN67Wk3o>



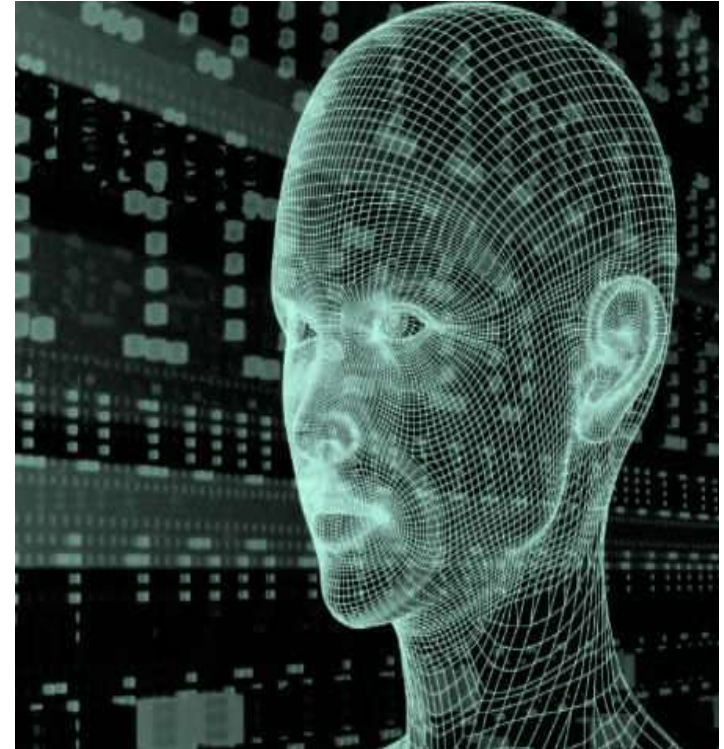
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Gains associated with increased student engagement (Harper)



Cognitive and intellectual skill
development



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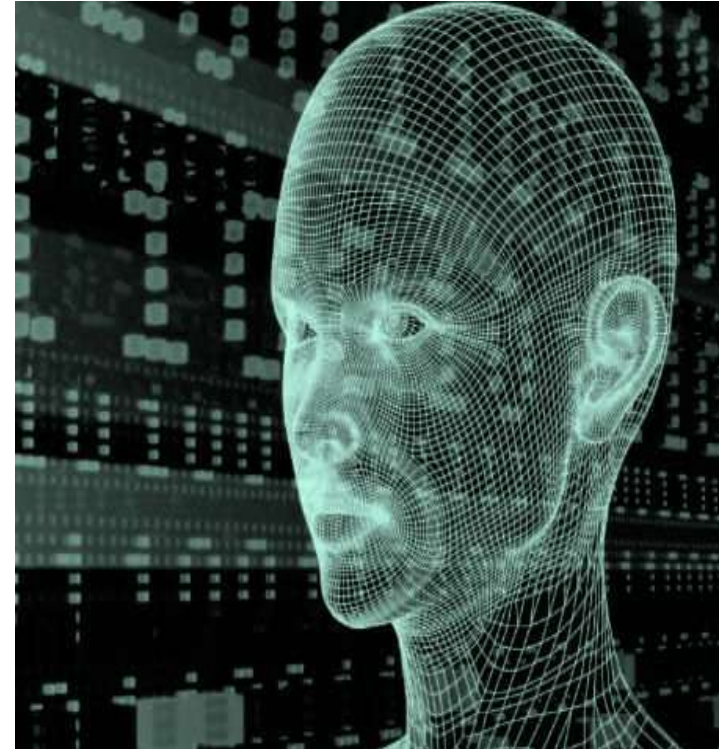


Gains associated with increased student engagement (Harper)



Cognitive and intellectual skill
development

Adjustment to college



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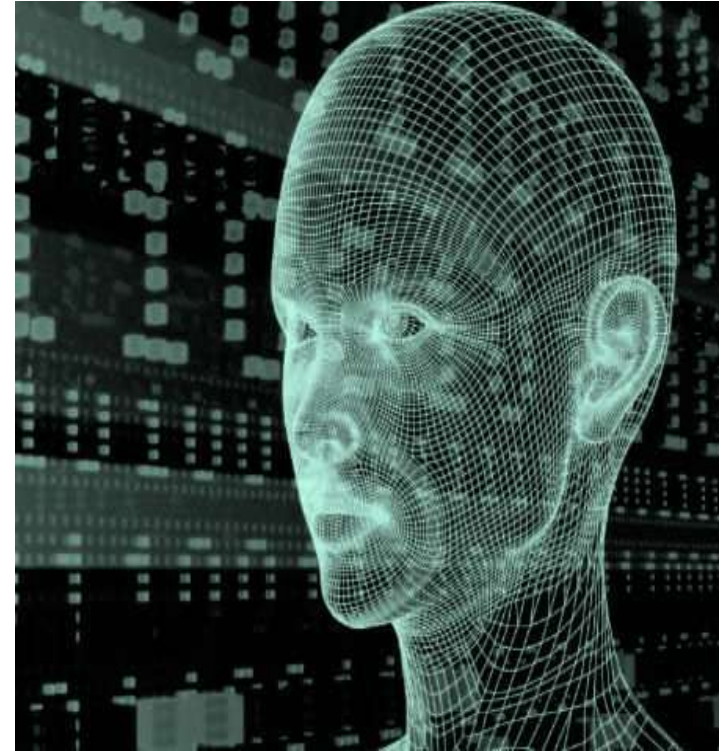
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Cognitive and intellectual skill
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Adjustment to college

Moral and ethical development



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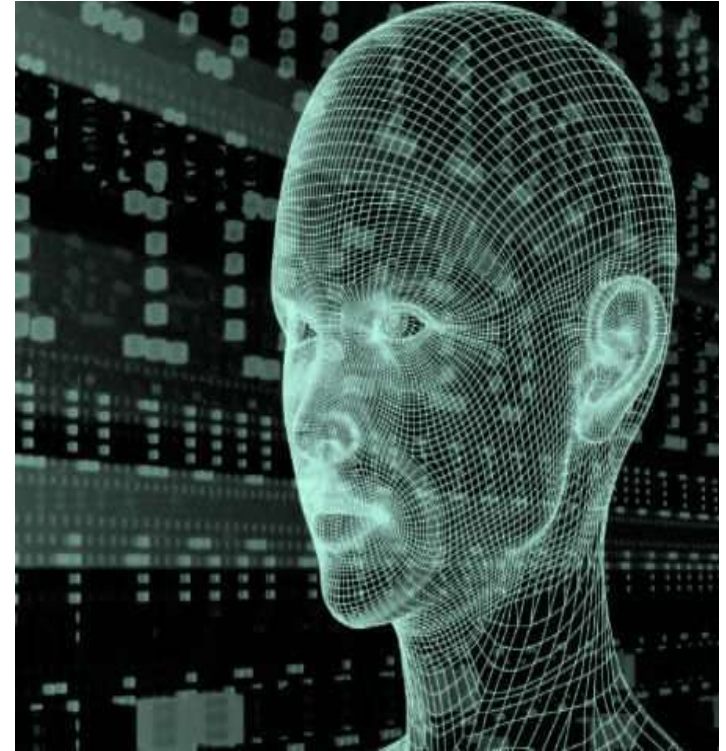


Cognitive and intellectual skill development

Adjustment to college

Moral and ethical development

Psychosocial development



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Gains associated with increased student engagement (Harper)



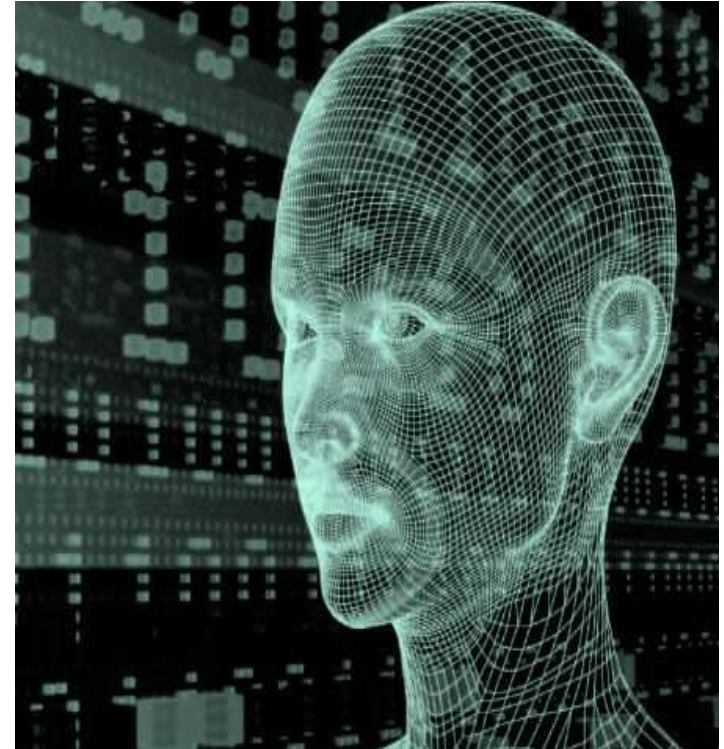
Cognitive and intellectual skill development

Adjustment to college

Moral and ethical development

Psychosocial development

Interpersonal skills and competence



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Gains associated with increased student engagement (Harper)



Cognitive and intellectual skill development

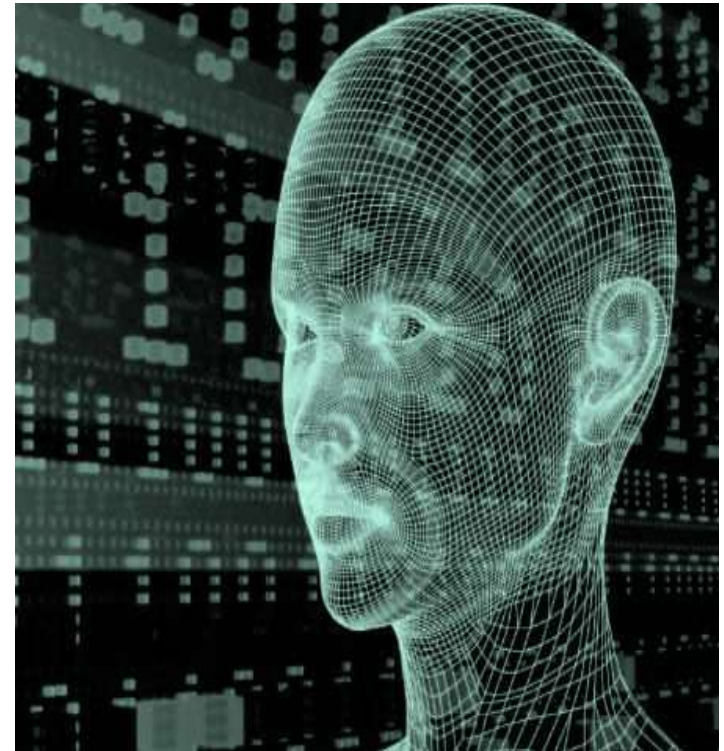
Adjustment to college

Moral and ethical development

Psychosocial development

Interpersonal skills and competence

...these gains equal increased **CONFIDENCE** which creates a cycle of **SUCCESS!**

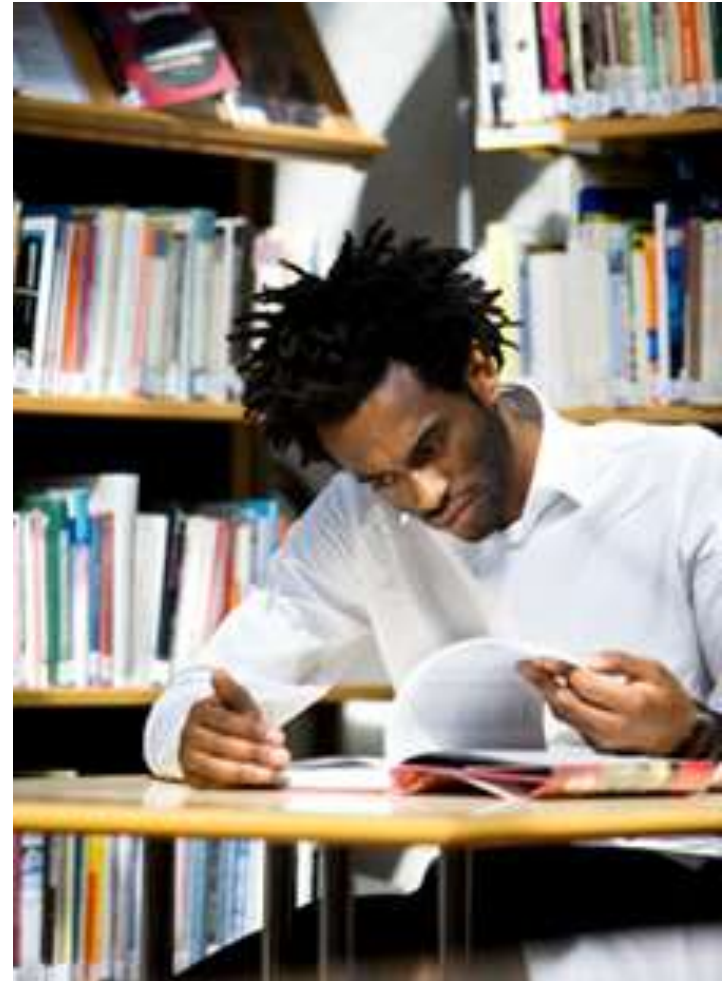


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Those who are most actively engaged in educationally purposeful activities, both inside and outside of the classroom, are more likely to persist through degree attainment. (Harper)



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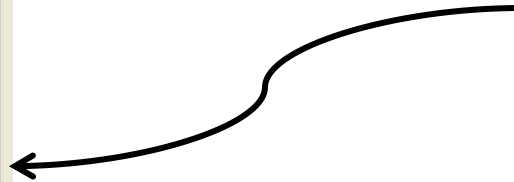
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<http://www.questionpro.com/t/ABkVkZIOXF>



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“minority males”



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NetWorks Upcoming Webinars

February 25: Introduction to Nanofabrication Top Down to Bottom Up

Co-produced with Penn State's NACK Center and MATEC Networks. Register at www.nano4me.org/educators

April 8: Robotics Now

Visit www.matecnetworks.org for more details about these and other upcoming webinars.



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