

Minority Male Initiative: Keys to Success

Presented by MATEC NetWorks



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**MARICOPA
COMMUNITY
COLLEGES**

NetWorks is a part of MATEC, a member of the Center for Workforce Development in the Division of Academic and Student Affairs



**National
Science
Foundation**

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Presenters



Jason Zapata Martinez M.C.

Counseling Faculty,
Estrella Mountain Community College



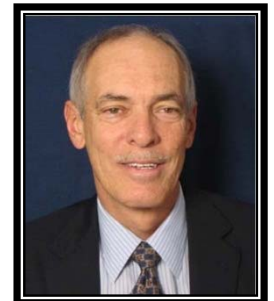
Floyd Hardin, III

District Coordinator,
Maricopa Minority Male Initiative



Ramzi Yatim

Paradise Valley Community College, *Graduate*
Arizona State University, *Student*



Webinar Host **Michael Lesiecki**



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Objectives

Objective 1: Knowledge of national and local trends related to enrollment and success patterns

Objective 2: Relating to the experiences of the under performing student

Objective 3: Identification of engagement models for students at community colleges



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“Nothing in this world can take the place of persistence. Talent will not; nothing is more common than unsuccessful people with talent. Genius will not; unrewarded genius is almost a proverb. Education will not; the world is full of educated derelicts. Persistence and determination alone are omnipotent. The slogan "press on" has solved and always will solve the problems of the human race”

–Calvin Coolidge



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National Data
Maricopa Community Colleges
Estrella Mountain MOCA



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National Trends



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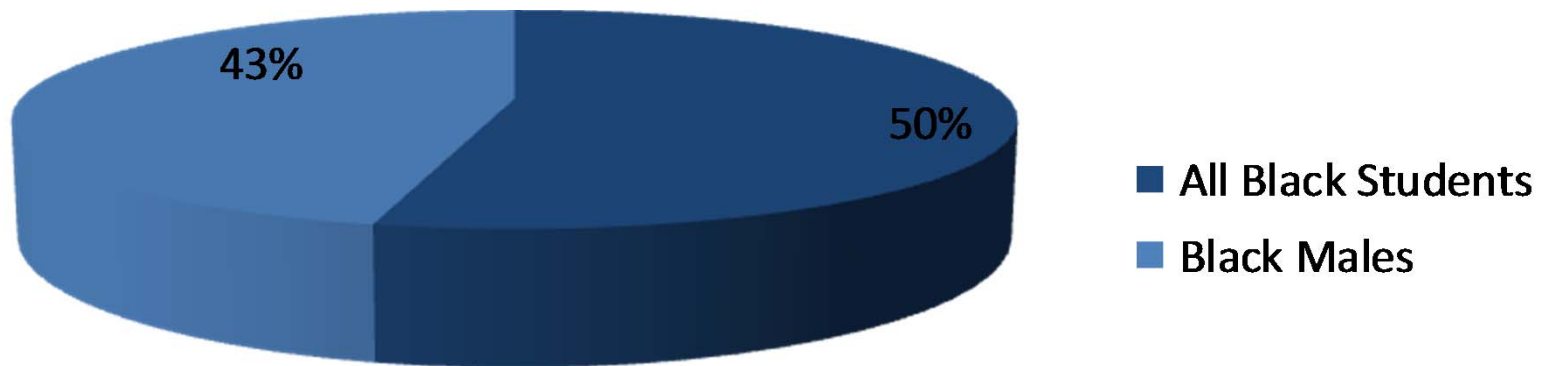
According to the report,

“Loosing Our Future: How Minority Youth Are Being Left Behind by the Graduation Rate Crisis”

— by The Civil Rights Project at Harvard University



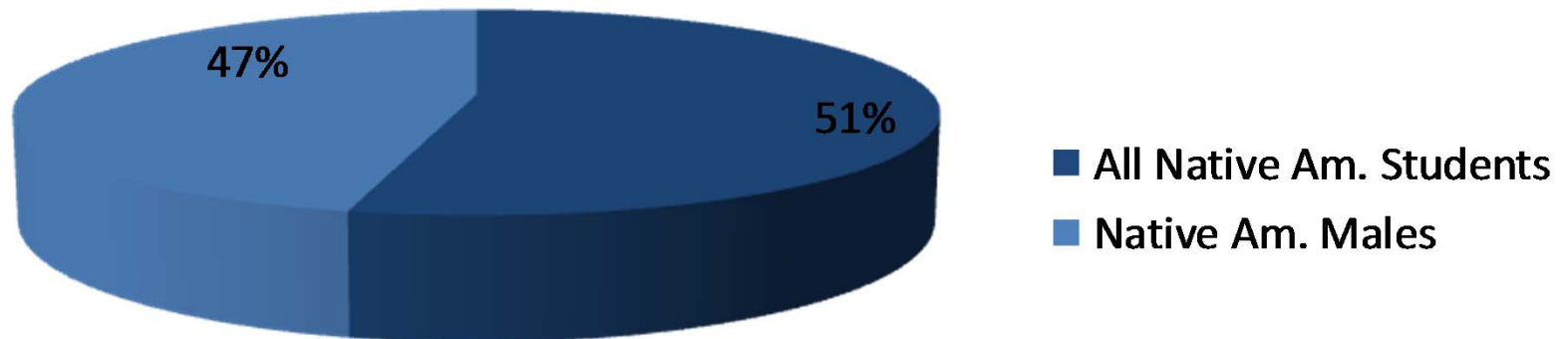
High School Graduation Rates





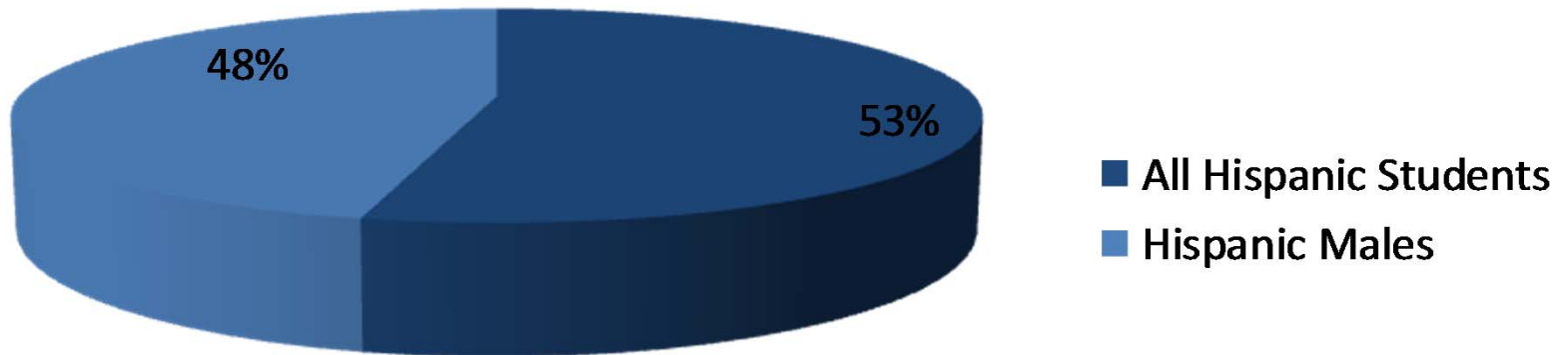
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High School Graduation Rates



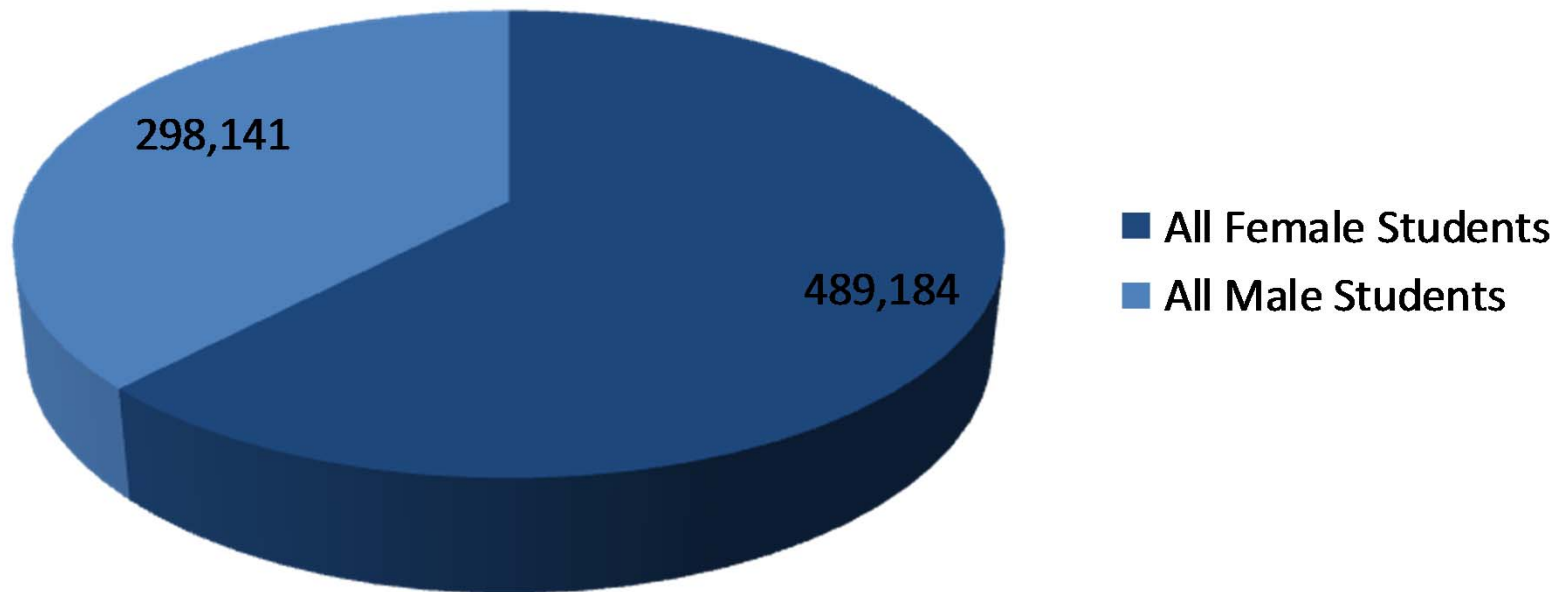


High School Graduation Rates



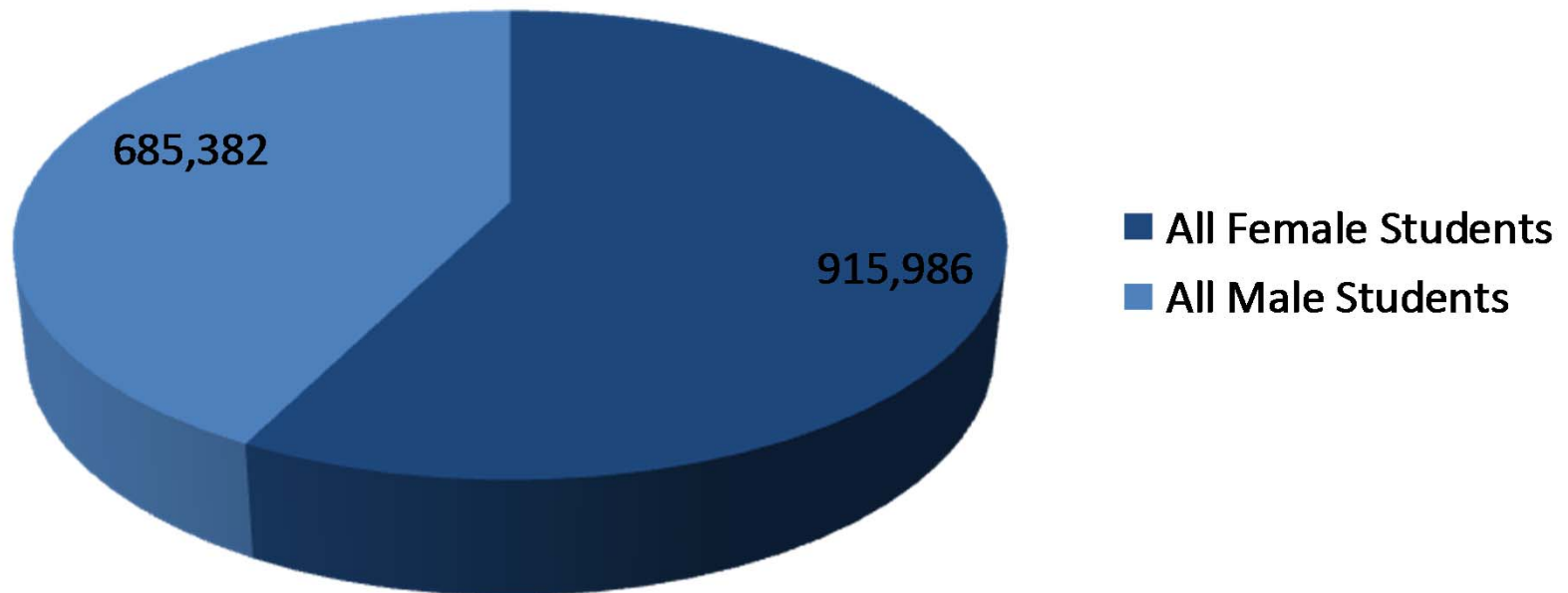


All Associate Degrees 2008-2009 Digest of Educational Statistics



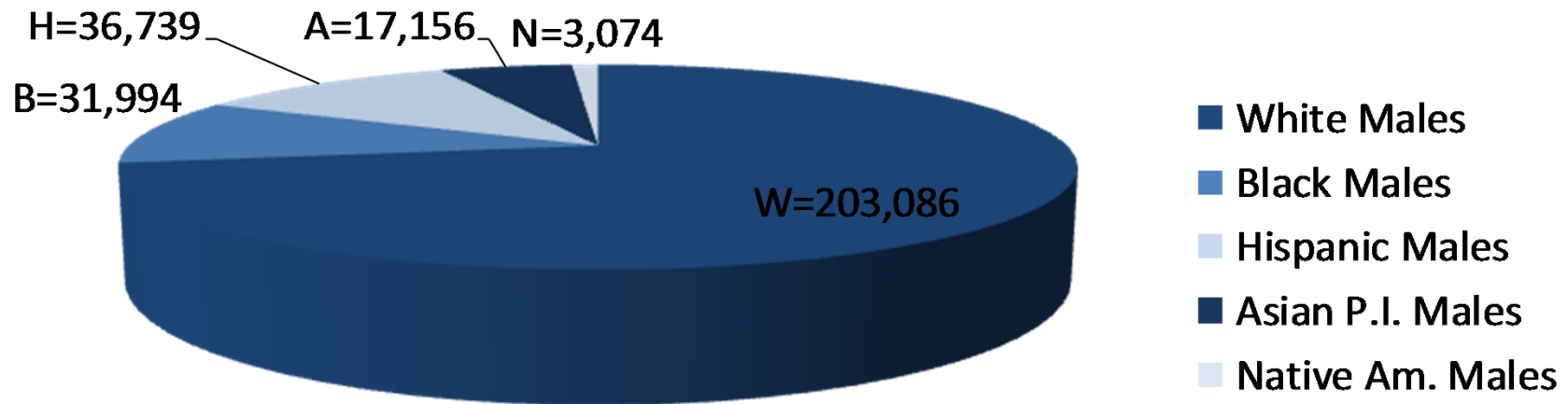


All Baccalaureate Degrees 2008-2009 Digest of Educational Statistics



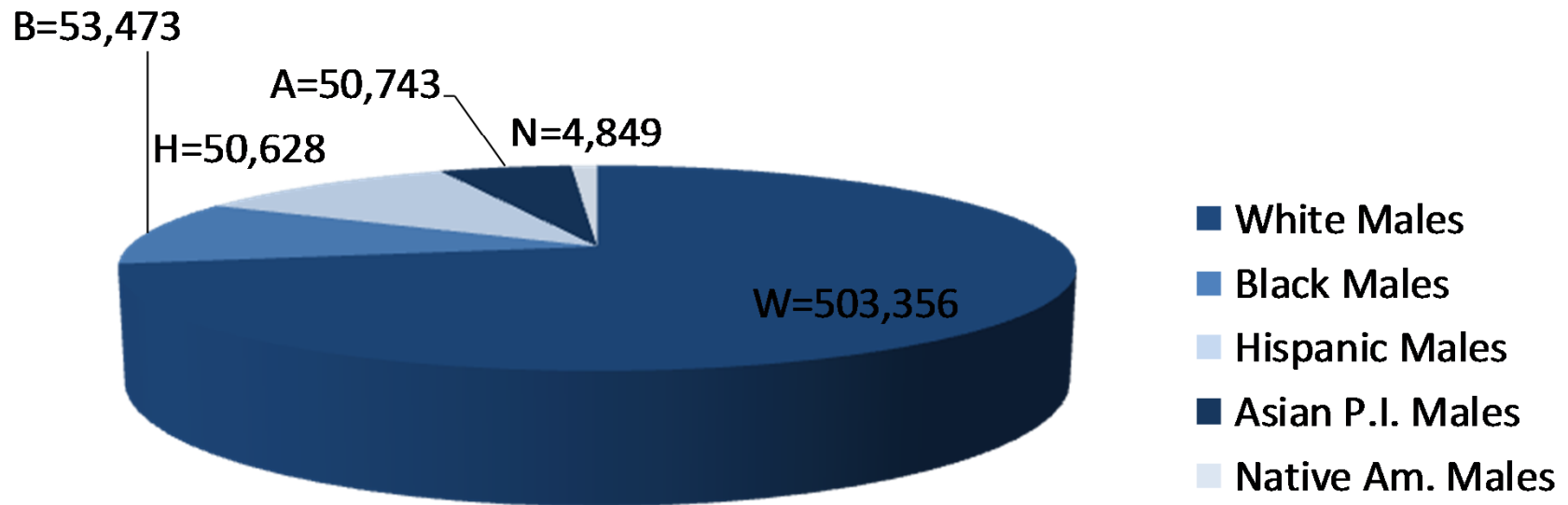


2008-2009 Associate Degrees (Males) by Race/Ethnicity- Digest of Educational Statistics





2008-09 Baccalaureate Degrees (Males) by Race/Ethnicity Digest of Educational Statistics





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Maricopa Community Colleges

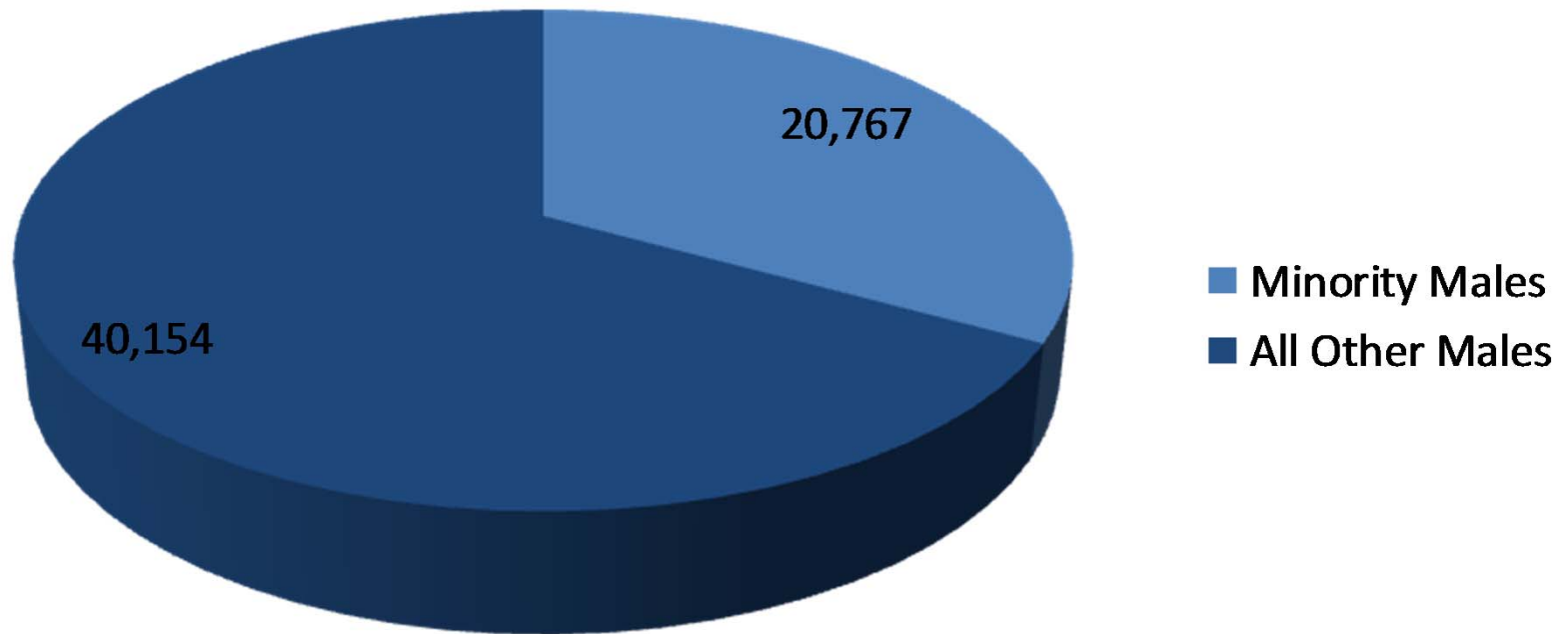
2009 MARICOPA COMMUNITY COLLEGES MONITORING REPORT



**MARICOPA
COMMUNITY
COLLEGES**

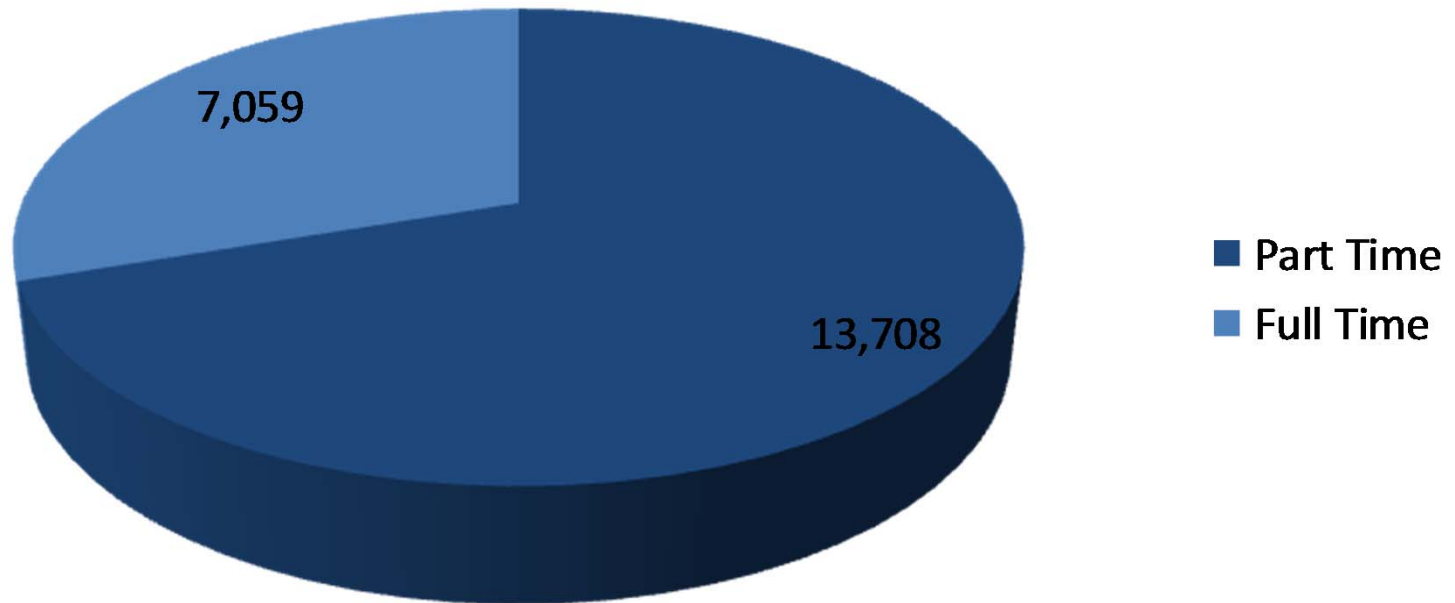


Maricopa Male Student Enrollment Fall 2009



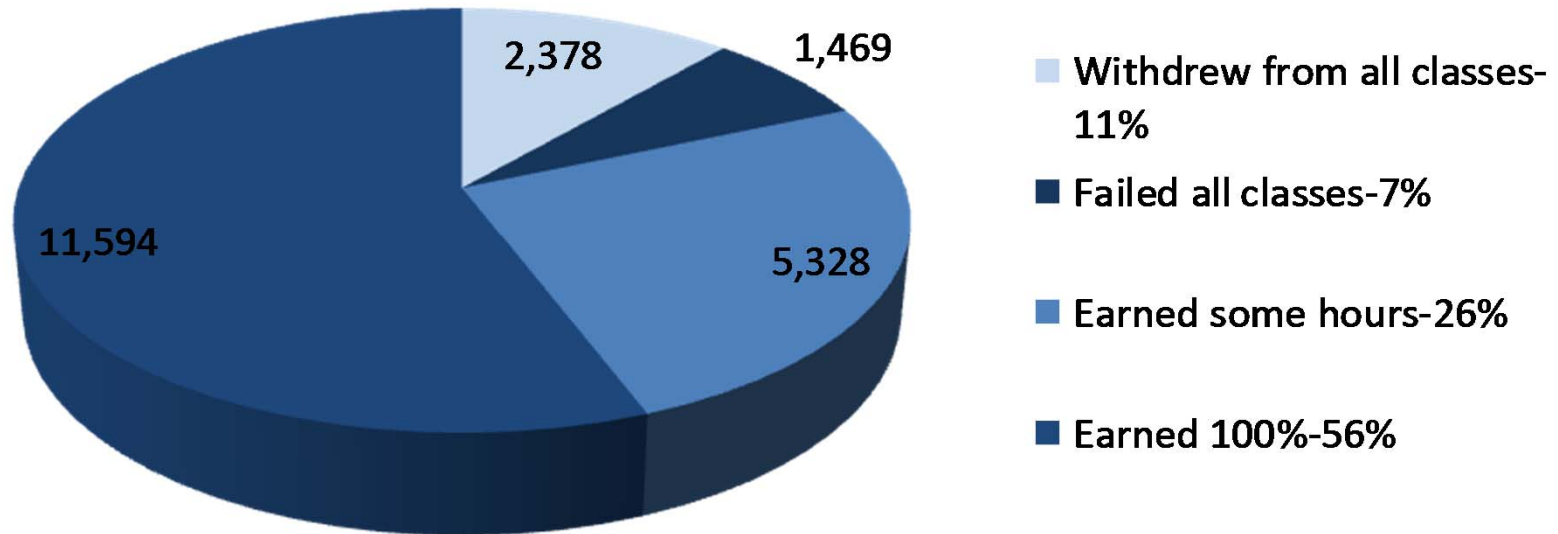


Maricopa Minority Male Student Enrollment Fall 2009





Maricopa Minority Male Fall 2009 Semester Retention Data





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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What is goin' on?



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

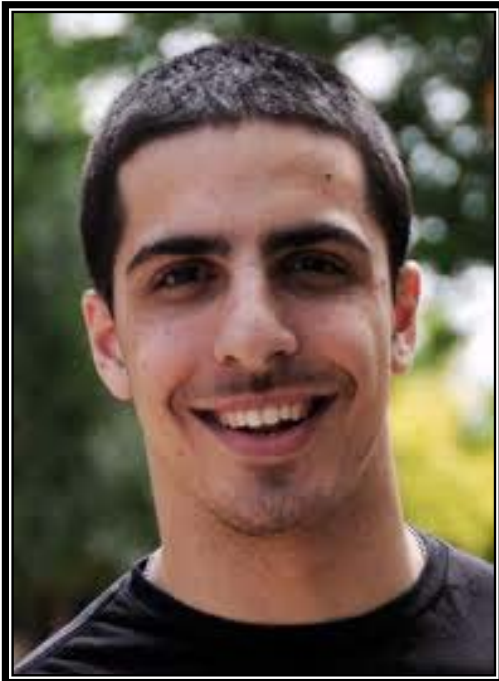
Chris



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

Julio



Ramzi Yatim

Student:

Paradise Valley Community College
(former)

Arizona State University
(current)

- What organizations and extra curricular activities you are involved in?
- Who has supported you throughout your college experience?
- Who, if any have you identified as a mentor(s)?
- What roles have they played in your life and why do you consider them to be mentors?
- What do you think are some of the challenges for males students to be successful in today's educational system?
- What is your definition of masculinity?
- Does getting an education stifle your masculinity?
- Has your college experience ever interfered with your ethnic identity and if so how?
- What have some of your personal challenges been (finances, experiencing racism, not enough resources to help navigate the system, etc.)? How have you overcome these challenges?
- What advice would you give other male students who want to pursue higher-education but do not know how to begin the process?
- What advice would you give staff/faculty who wish to address the challenges facing male students in today's educational system?



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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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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





Mentoring

Mentoring Goals:

1. Participating in the mentoring program will increase a student's semester to semester persistence rate.
2. Participating in the mentoring program will actively connect students with campus resources.
3. Participating in the mentoring program will provide students with one on one interaction with a working professional that will support the students' academic goals.
4. Participating in the mentoring program will provide students with career exposure and professional experiences.



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Mentoring program timeline



Fall 2011

Plan

November 16th (confirmed) Training for Mentors
Match process takes place
Develop evaluation and tracking process.

Spring 2012

Pilot

January 25th Kick-Off Mentors meet Mentees
February 24th everyone attends 3rd Annual MMI Student Conference
March 5th through 9th check in with Mentors and Mentees.
April 25th End pilot phase-Survey participants

Summer 2012

Refine

June 20th Review and refine program elements during MMI Retreat
Recruit and train additional mentors and students once we decide whether or not to grow program by 25%
Match for 2012-2013 takes place

Fall 2012

Implement

September Kick-Off Mentors meet Mentees (date:TBA)
Mentor class #1 begins
Finalize evaluation and tracking process of participants
October-Check in with Mentors and Mentees

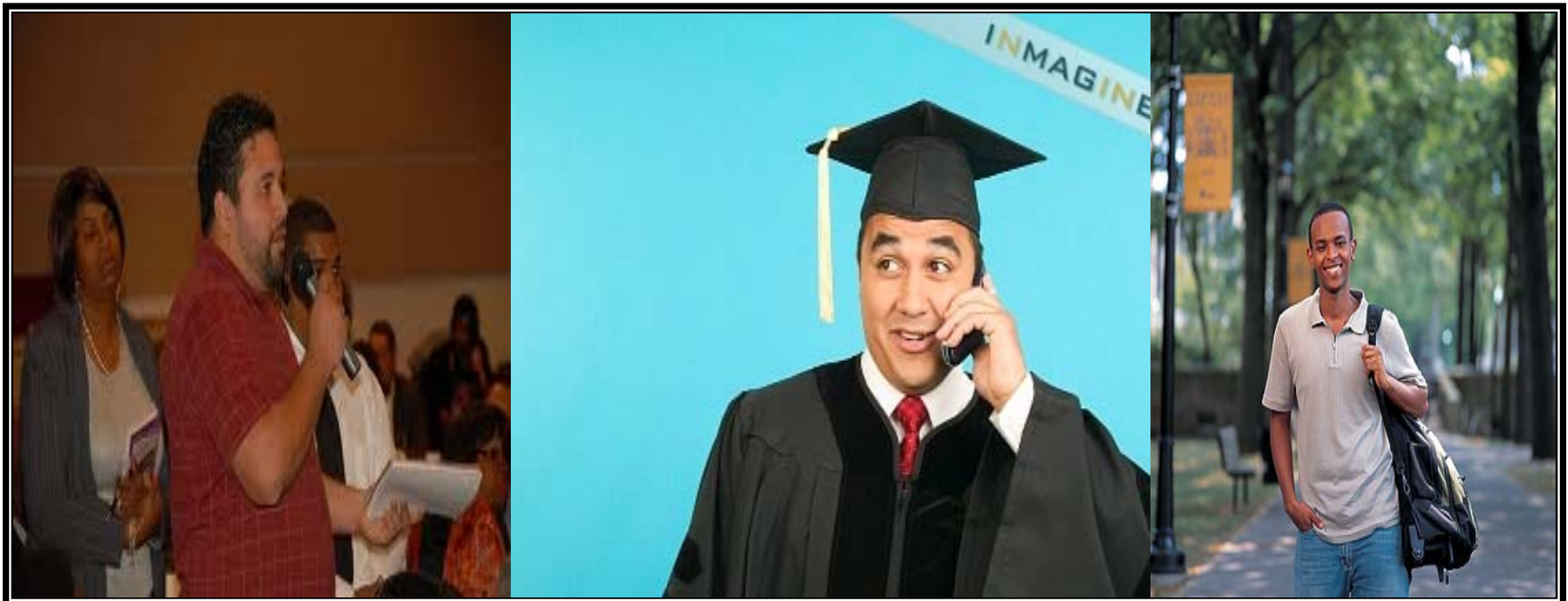
Spring 2013

May 2013- Class #1 completes program



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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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MARICOPA MINORITY MALE INITIATIVE



Unlock Your future.



Friday, February 24, 2012

8 a.m. to 3 p.m.
Phoenix College
Bulpitt Auditorium
1202 W. Thomas Road Phoenix, AZ

ATTENDANCE IS FREE!

SEATING IS LIMITED – REGISTER TODAY
<http://mcli.maricopa.edu/minoritymale>

For more information visit
www.maricopa.edu/studentaffairs/minoritymales/index.php
call 480.731.8115 or contact the Student Life Director on your campus

Sponsored by the Maricopa Community Colleges
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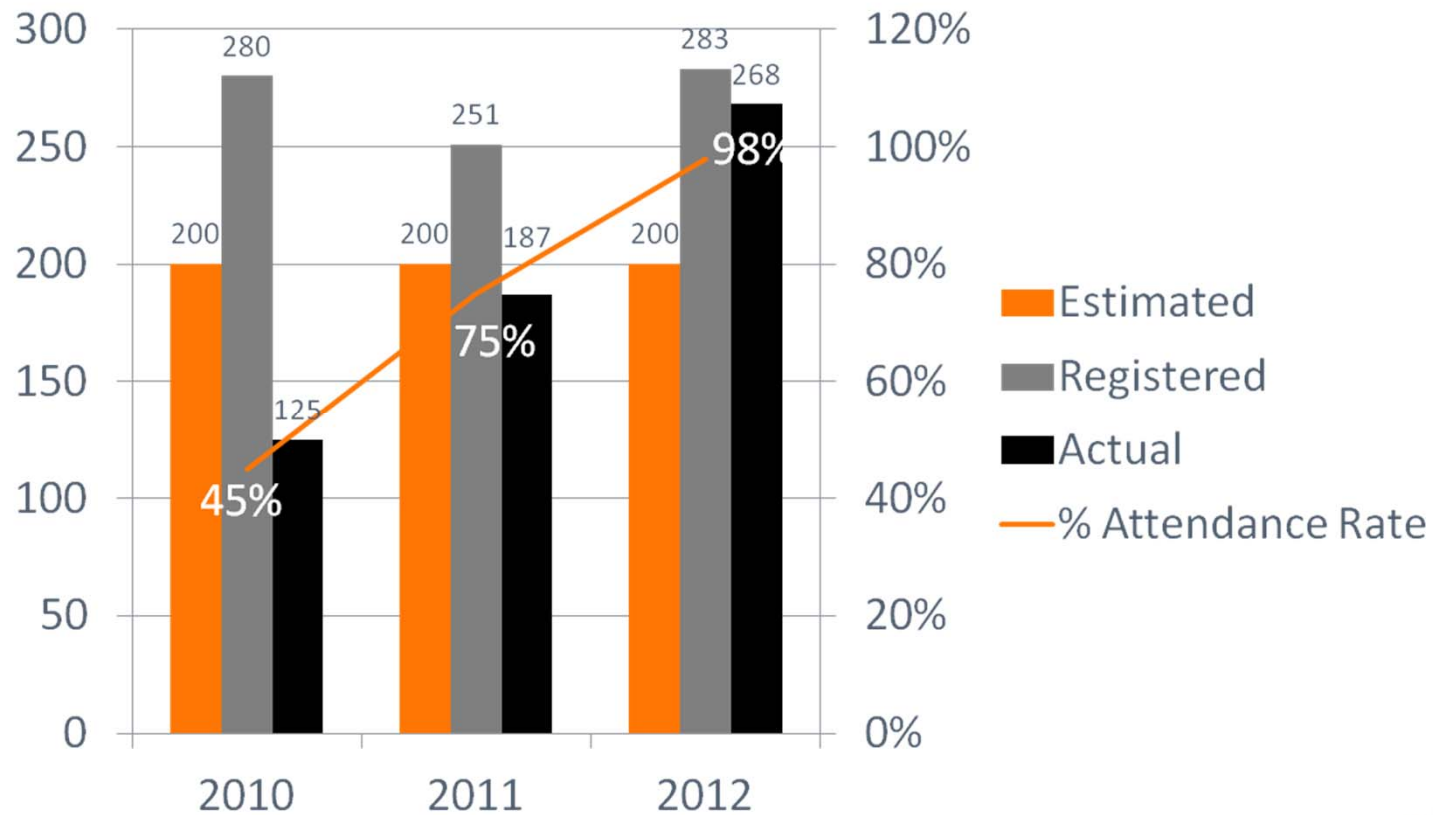




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2010-2012 Conference Participation Comparison

(Highlighting Percentage Attendance Rate)

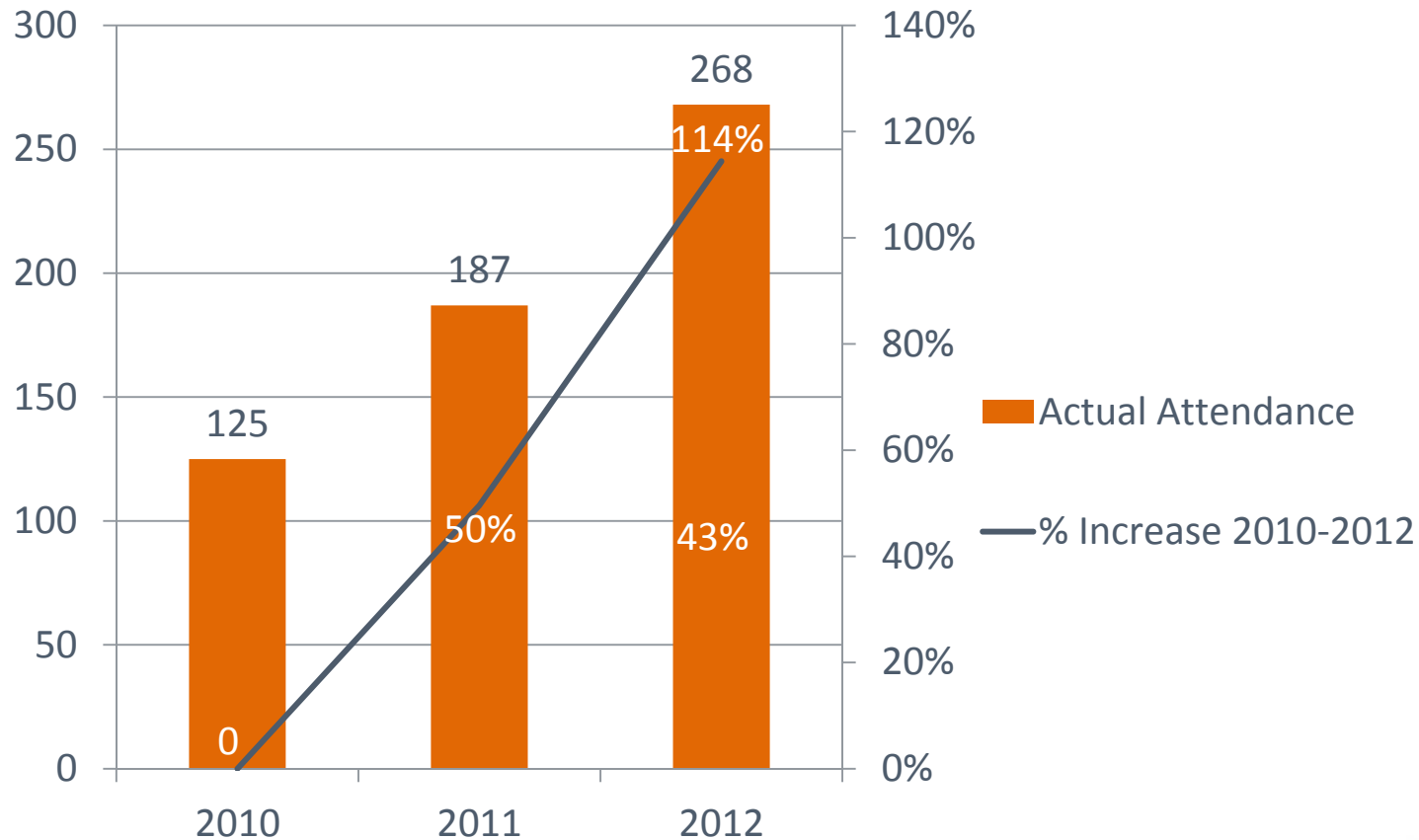




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2010-2012 Conference Participation Comparison

(Highlighting Yearly Increased Attendance Rate)





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A Maricopa Community College



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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
- Club began to meet and drafted a Constitution in the Spring of 2008
- First Minority Male Club for Maricopa District



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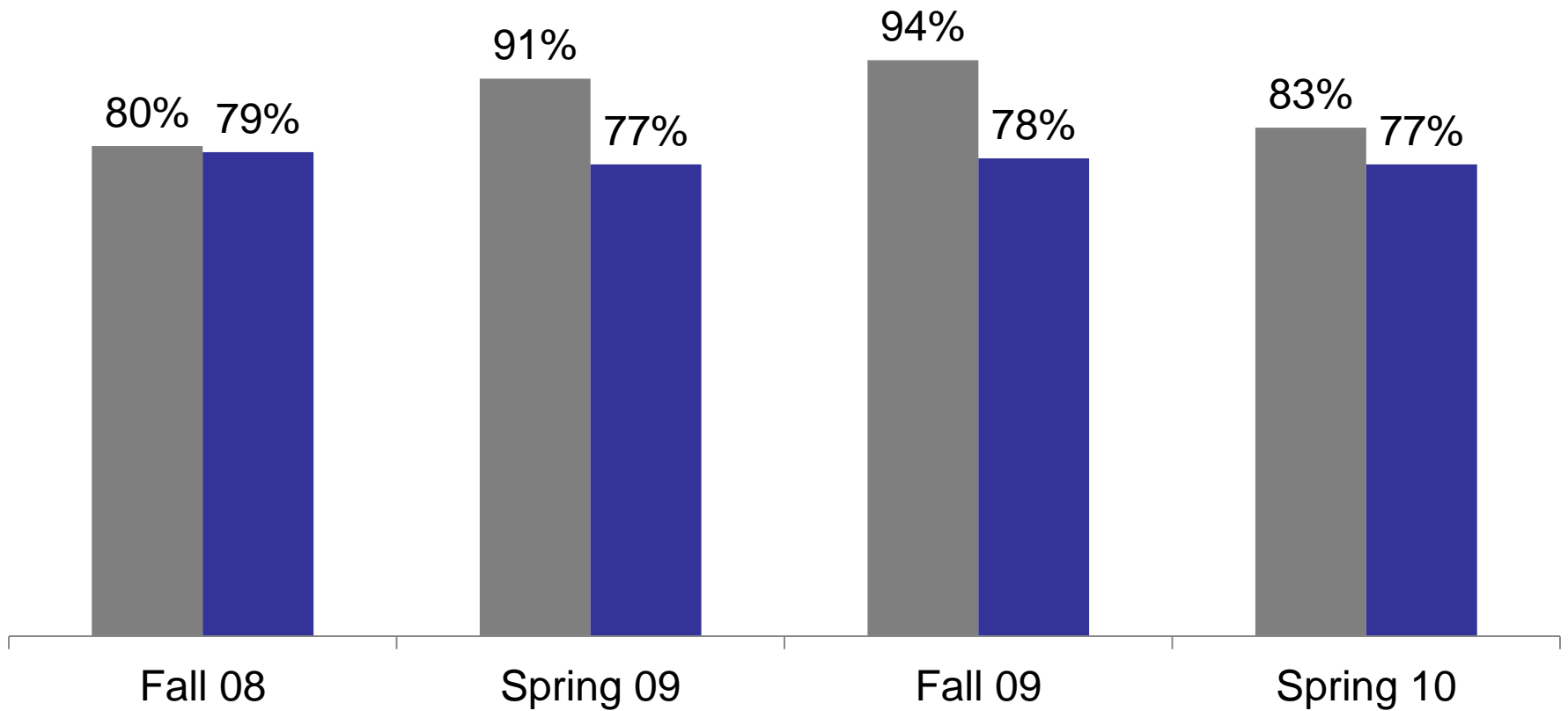
M.O.C.A. MEN OF COLOR ASSOCIATION

- **RESPECT**
Respect for myself guides my morals; respect for others guides my manners.
- **EMPOWERMENT**
I must become the change I want to see.
- **KNOWLEDGE**
Education remains the key to my economic and political empowerment.
- **BROTHERHOOD**
I am my brothers keeper.
- **INTEGRITY**
Upon my conduct depends the fate of my people.



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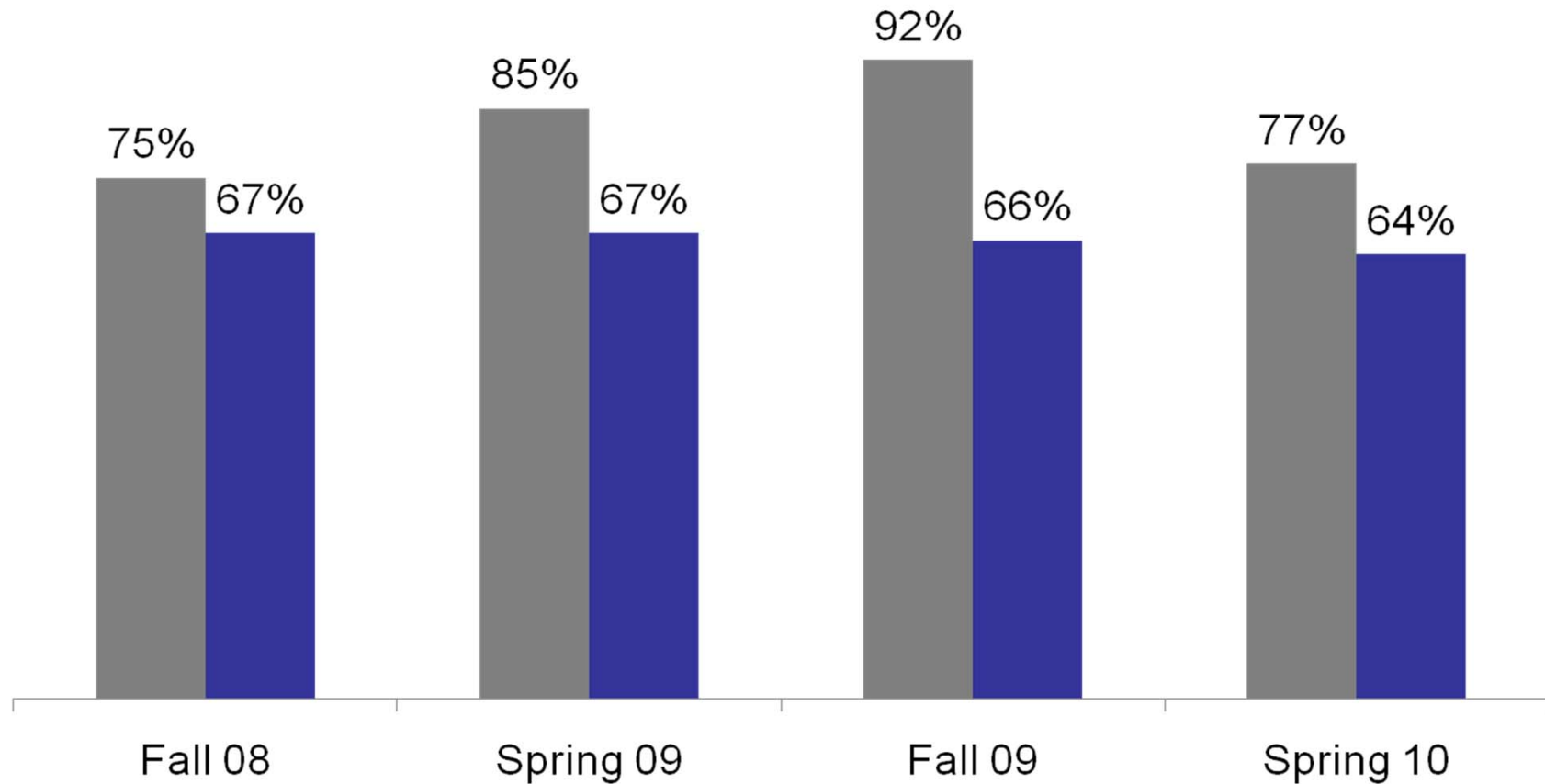
EMCC MOCA (Men of Color) vs. Minority Males Course Completion
MOCA % Completion (A,B,C,D,F,P) Minority Males % Completion (A,B,C,D,F,P)





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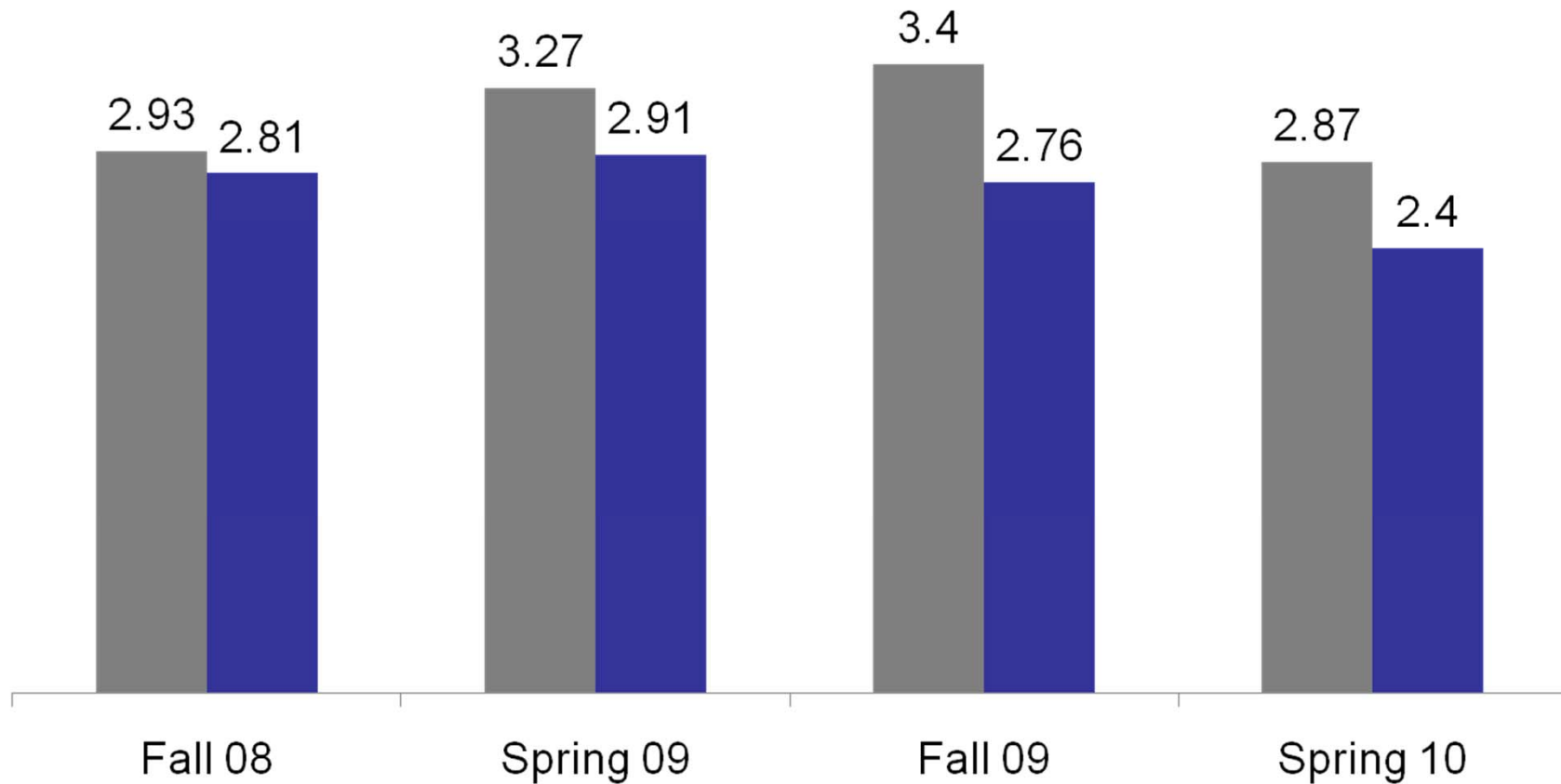
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EMCC MOCA (Men of Color) vs. Minority Males Term G.P.A.
MOCA Term G.P.A. Minority Males Term G.P.A.





Race and Engagement in Community Colleges (CCSSE)

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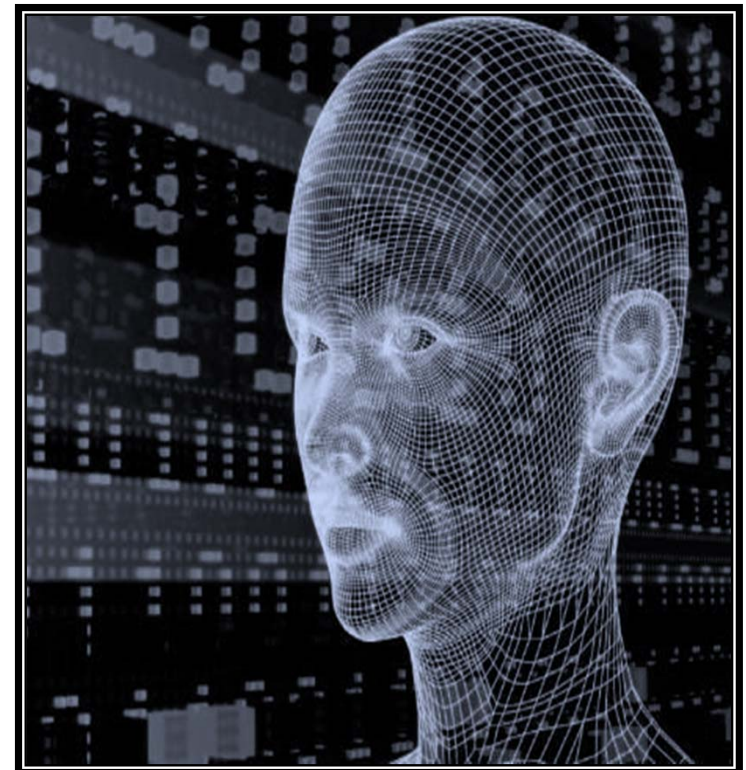
<http://www.youtube.com/watch?v=Jg6pN67Wk3o>

Deondre



Gains associated with increased student engagement (Harper)

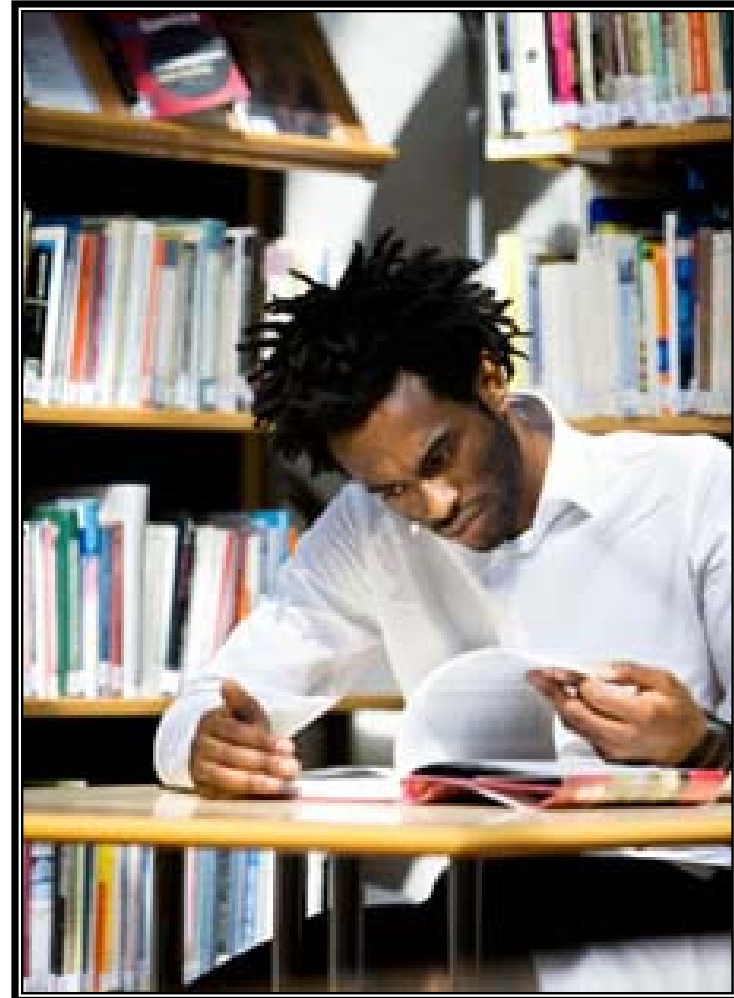
- Cognitive and intellectual skill development
- Adjustment to college
- Moral and ethical development
- Psychosocial development
- Interpersonal skills and competence
- ...these gains equal increased **CONFIDENCE** which creates a cycle of **SUCCESS!**





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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)





Objectives

Objective 1: Knowledge of national and local trends related to enrollment and success patterns

Objective 2: Relating to the experiences of the under performing student

Objective 3: Identification of engagement models for students at community colleges



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How Can We Better Serve You?

Whether you are joining us live or watching the recorded version of this webinar, please take 1 minute to provide your feedback and suggestions.

<http://questionpro.com/t/ABkVkZNGPy>



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Webinar Resources

To access the recording and slides, visit

www.matecnetworks.org,

Keyword Search:

“Webinar MMI: Keys to Success”



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Upcoming Webinars

April 13: Earning Credentials

April 20: **Masters Series**
From STEM to STEAM:
Importance of Arts in STEM

June 14: **Masters Series**
Welcome to Whyville:
Academic & Career Simulations

www.matecnetworks.org/growth.php



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Certificate of Participation

If you attended the live version of this webinar and would like a certificate of participation, please email

m.bender@domail.maricopa.edu



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Thank You!

Thank you for attending the
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