

— PRESENTS —

# MEN IN THE COMMUNITY NETWORKING MIXER

SEPTMBER 23, 2015 | 6:00 PM

**MEET**

Community Leaders

**CONVERSE**

with Industry Professionals

**CONNECT**

with Lifelong Mentors

Morehouse School of Medicine  
Louis W. Sullivan National Center for Primary Care Auditorium  
720 Westview Drive SW, Atlanta, GA 30310

PANELISTS

**Dr. Ed W. Childs**  
*Professor & Chairman, Surgery*  
Morehouse School of Medicine

**Thomas W. Dortch, Jr.**  
*President & CEO*  
TWD, Inc.

**Keith Parker**  
*GM & CEO*  
MARTA

**Miguel Southwell**  
*Aviation GM, Hartsfield-Jackson*  
Atlanta International Airport

*Register online at* [www.msm.edu/rd/RegisterMen](http://www.msm.edu/rd/RegisterMen)

Space is limited. Light refreshments will be served. Meet MSM faculty!



## Issues Affecting Minority Males In Higher Education

- The high school graduation rate for African-American males is **59%** (Stetser & Stillwell, 2014)
- The immediate college enrollment rate is **56%** for African-American high school graduates (NAACP, 2007)
- **11.5%** of African-American males that enter a community college **will dropout within one year, 48.9%** after 3 years, and **83%** after 6 years without achieving intended certificate or degree (Wood & Williams, 2013)
- The college graduate rate for African-American males is **33.1%** (U.S. Dept. of Education, 2014)
- African Americans, Hispanic Americans, and American Indians represent nearly 25% of the U.S. population, but **less than 10% of all physicians** (Beech et al., 2013)
- Georgia is the **11th lowest ranked state** for African-American male high school graduate rates (**55% Black males vs 71% White males**) (Schott Foundation for Public Education, 2015)

## Why a Male Learning Community?

Participation in Learning Communities (LCs) better prepares faculty and students for interactions with each other. These interactions represent an important component of student persistence, increased academic performance, stronger motivation, satisfaction with faculty and institution, increased academic effort, and educational attainment (Wood and Williams, 2013).

According to several reports, *males are doing significantly worse in pursuing higher education when compared to females*. U.S. Census Bureau data shows that females outpace males in college enrollment, especially among Hispanics and Blacks. In 1994, 63% of recent female high school graduates and 61% of male recent high school graduates were enrolled in college in the fall following graduation. By 2012, the share of young women enrolled in college immediately after high school had increased to 71%, but it remained unchanged for young men at 61% (Lopez and Barrera, 2014). This trend is especially alarming with African-American students. For bachelor's degree conferment, *African-American males are trailing behind their African-American female counterparts 66% vs 44%*. For master's degrees conferment, African-American males also lag behind their African-American counterparts (*71.7% vs 28.3%*). For doctoral degrees conferment, the rate for African-American males was **34.8%** whereas that of African-American females was 65.2% (U.S. Dept. of Education, 2012).

*Mentoring is an effective and vital strategy* that supports African-American males and aids in their retention in college (LaVant et al., 1997). A learning community focused on male students and faculty interactions will provide mentorship and networking opportunities that will expose male students in various educational levels (high school, undergraduate, and graduate) to mentors who have completed their education and excelled in their careers. These relationships will help African Americans and other minority males continue to succeed through college and graduate school.

## Types of Activities

- Networking/Mixer Events
- Informal/Formal Peer-to-Peer and Team Mentoring
- Mentoring Workshop Series