



Pathways to Results News

January 2015

Scaling up Pathways to Results Conference *Advancing Equity: Many Pathways, One Goal* Registration Now Open

Tuesday, March 10, 2015 9:00 a.m. – 4:00 p.m.
Normal, Illinois–Marriott Bloomington-Normal Conference Center

Cost of registration: \$80

To register, visit the [Scaling Up Registration Page](#).

The 2015 [Scaling Up Pathways to Results](#) conference will focus on the many ways that emerging “pathways” and “pathway thinking” can help P-20 educational leaders and partners construct, evaluate, and improve programs of study and student experiences in order to promote equitable student outcomes.

This year’s conference includes a keynote by Vickie Choitz, Associate Director for the Economic Opportunities Program at the Aspen Institute.

To learn more, visit: <http://ocrl.illinois.edu/projects/pathways/ptr-events/scaling-up-2015/>.

Individuals attending the Scaling Up meeting may also be interested in attending the College and Career Readiness Institute to be held March 11 at the same location. Registration information about this meeting can be found on the ICSPS website at: <http://icsps.illinoisstate.edu/pd/college-career-readiness/>



An Opportunity to Share Your Insights on Equity and Outcomes: Single Parents, Low-Income Students, and

Enrollment and Credential Attainment Among Underrepresented Males of Color Attending Community Colleges in Illinois

Introduction

The economy of the United States is increasingly globalized and knowledge driven, resulting in a higher demand for college credentials. However, many citizens have not completed postsecondary certificates and degrees, which has created a credential gap that has detrimental economic and social consequences on the country. From an economic perspective, a more highly educated workforce is critical for the nation to compete in the knowledge-based, global economy; from a sociocultural perspective, an educated citizenry supports the principles and actions of a participatory democracy (Glaeser, Ponzezzo, & Shliefer, 2007). To improve overall postsecondary credential production, Bowen, Chingos, and McPherson (2009) recommend focusing on populations that demonstrate low levels of college completion. One such group is males of color, specifically African American and Latino males.

The fact is males of color experience significant challenges throughout the educational pipeline. Beginning in primary school they are more likely than their White counterparts to be suspended or expelled when being disciplined for similar or equivalent behavioral issues (Sliba et al., 2011). At the high school level, White males have a 78% graduation rate compared to 52% to 56% for African American and Latino males, respectively (Holzman, Jackson, & Beaudry, 2012). Disparities between males of color and White males persist through postsecondary education where African American and Latino males demonstrate disproportionately low levels of participation and completion (Bush & Bush, 2010; Harper, 2012; Saenz & Portjuan, 2011). For example, 47% of Latino males and 32% of African American males who started college in 2005 had completed a degree at a four-year institution after six years of attendance compared to 59% of White males who had accomplished this outcome (U.S. Department of Education, 2012).

Despite the increased scholarly work focused on African American and Latino males in postsecondary education in recent years (see, for example, Harper, 2012; Lee & Ransom, 2011; Noguera, Hurtado, & Fegus, 2011; Prager, 2011; Saenz & Portjuan, 2011), significant gaps remain in scholarship associated with these groups. Most notably, the preponderance of research is focused on underrepresented males of color who attend four-year institutions rather than community colleges. Because nearly one-third of all African American males and almost half of all Latino males enroll in community colleges (Harris & Harper, 2010; Rys, 2010; Wood, 2011), it is important to look at their enrollment in these institutions. As a result, very little is known about the large group of males of color who attend community colleges.

As is the case across the country, Illinois' community colleges appear to demonstrate a commitment to open access enrollment practices, but this claim deserves scrutiny. The Illinois Board of Higher Education (IBHE) recognizes the need to close the access and achievement gap to fulfill the state's higher education performance targets, with community colleges playing a central role in the state's strategic plan. According to the IBHE (2010) strategic plan to increase the number of citizens with postsecondary credentials, community colleges need to meet their goals of serving more underserved student populations, including

1. African American and Black are used interchangeably.

pathways to results

Veterans

Upcoming briefs

We all serve single parents, low-income students, and veterans on our community college campuses. But, what do we know about serving these student groups? What are we doing already to serve these students? What do we still need to know to support their success?

Pathways to Results has three equity and outcomes briefs in development that will survey the educational landscape and promising practices for serving these critical student populations. We welcome your stories, information about your student services, or your pressing questions or worries about this student population. **To share links or stories about your good work or your institutional challenges related to single parents, low-income, or veteran students, please e-mail Heather at mccambly@illinois.edu.**

Using Data to Close Equity Gaps Workshop Registration Now Open February 24, 2015

10 a.m. - 2p.m.
Parkland College
2400 West Bradley Avenue
Champaign, IL 61821

There is no cost to attend this workshop
To register, follow this [link](#).



The ***Pair and Share Pathways to Results: Using Data to Close Equity Gaps*** workshop will provide resources and the opportunity to network and learn with fellow educators and educational leaders about how to use their student- and program-level data to identify and close equity gaps in pathways and programs of study.

Pair and Share facilitators recognize that equity and outcomes assessment, and the campus change work that follows, is challenging and sometimes politically charged. To prepare participants for this work, facilitators will not only share multiple frameworks that can be used as starting points for assessment design and metric selection, but also leadership and group dialogue strategies that can help advance challenging projects to reach the end goal—better and more equitable student outcomes.

This workshop is open to individuals and teams from across the P-20 educational pathway. Please contact Edmund Graham, at egraha3@illinois.edu, with questions about *Pair and Share* registration.

Future Pair and Share PTR Workshop – Register Now

Pair and Share Pathways to Results: Career Pathway Mapping

This PTR workshop is scheduled for April 2, 2015 at Rend Lake College in Palatine Illinois. There is no cost to attend this workshop; however, registration is required. To register, follow this [link](#).

Other Ways to Participate in PTR

PTR Team Leader Conference Calls – hosted by Kay Smoot, OCCRL Consultant

- **Monday, January 26, 2015, 1:30pm – Analyzing Data to Close Equity Gaps**
- Monday, February 23, 2015, 1:30pm – Using Data & Process Mapping
- Monday, March 23, 2015, 1:30pm – Process Improvement
- Monday, April 27, 2015, 1:30pm – Program Evaluation
- Monday, June 1, 2015, 1:30pm – Review and Reflection

To sign up to receive email invitations to these phone calls, please Edmund Graham at egraha3@illinois.edu.

PTR Process Webinars – hosted by Debra Bragg, Director OCCRL

- **Wednesday, February 4, 2015, 1:30-2:30pm – Process Assessment.** This webinar will provide all Pathways to Results (PTR) team members with resources and guidance through the Process Assessment piece of the PTR process. Please plan to attend this one hour interactive meeting. [Click here to register.](#)
- Wednesday, March 4, 2015, 1:30-2:30pm – Process Improvement & Evaluation
- Tuesday, April 14, 2015, 1:30-2:30pm – Review & Reflection

To sign up for notices about these webinars, please email Edmund Graham at egraha3@illinois.edu.

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