**Dissertation Prospectus**

Factors of African-American Transitional-Aged Male not Pursuing College within the

South Sector of TexasSubmitted by

Vincent R. Lewis

June 10, 2020

<Insert Chair Name>

Hello Vincent

6.15.2020. Hello Vincent,

I see continued development throughout the prospectus, but that you are still considering options in a design decision. I primarily see qualitative descriptive (which was your decision in the last review), but in one place, I see narrative. Either choice is good. I am cutting and pasting the requirements for each design here. A narrative design would allow you to gather each participant’s story. And, stories from young African American about their decisions to pursue college or not could be very evocative in the current social climate.

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| **Narrative** | Stories are told by the participants in an interactive fashion with the researcher with the intent of creating a unified narrative or story that describes or explains a life episode (from humanities) | * Phenomenon is defined as a story of an event which will be better understood including causality and relationships; Purpose is a collection of stories around a phenomenon. * Typically uses in-depth interactive interviews with 8-12, (minimum of 8) individuals who are telling “their individual story” * May use other story-telling techniques such as creating timelines of events, etc. * Protocol offers questions that get the participant to tell their personal story regarding a phenomenon including the roles of stakeholders. * Interview questions must be open-ended. * Learners should pursue 12 participants to account for attrition. * Interviews should be 60-90 minutes. * There should be no less than 12 pages of transcribed data, single spaced, 12 pt. Times New Roman, per interview.   **Note:** A key criterion for selecting a sample size for a narrative study is to elicit long, in-depth of stories about the phenomenon which may be hours long. |

Qualitative descriptive is a description of the situation with data gathered from two different sources.

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| **Qualitative descriptive** | A relatively simple phenomenon is described | * Does not clearly fit into one of the other designs. * Phenomenon has been clearly defined. * Uses two forms of qualitative data collection (typically, 10-15 individual interviews, with a second form of data collection, such as observations, focus groups, or questionnaires. * Guideline: A minimum of 10 participants in the final sample. * Learners should pursue a minimum 20 individuals to recruit * No less than 5 pages of transcribed data, single spaced, 12 pt. Times New Roman, per interview. |

The decision as to which research design to use is an important one and I would be happy to meet with you during office hours this week or next week. Or you can carry these two possible designs to the next class or residency where you could get more guidance from a new source (also good).

In reading through this document, I did see a consistent reference to interviews and focus groups so perhaps that is the design choice. However, narrative could be a very interesting choice for this problem and the research questions. Just something to think over carefully.

I do want to comment once again that I reviewed your Lopes report, which showed no similarities between your writing and other published documents beyond what has been previously submitted in your own work or published by the university.

Summary of feedback based on my first review with some additional comments related your excellent development since that point.

Your stu**dy is potentially very valuable** and could be useful to many people who are interested in **social justice in education**. Your many edits and additions all improved your document. See my notes here in the document and in the gradebook feedback. Send any questions and please take advantage of my Zoom office hours.

**Introduction, gap, literature review, and theoretical framework**

In the last review, I mentioned the need for more literature to support your work in these sections. You provided that support and the beginning sections are coming together very nicely.

**Core design elements:** In the last review, I noted that core design elements are in an emerging alignment with your work in the literature but need editing to clarify and tighten the alignment. I see good development in these sections, and I added another comment below.

Just a suggestion to consider:

You could create greater consistency between the theoretical framework and RQs if you replace the word influence with “challenge” in your research question. Or alternatively you might tighten the alignment by changing the wording in the theoretical framework section, which I have included below to read social and environmental factors.

As such, from the theory, we seek to understand the social factors around the male African American community in South Texas that promotes the low enrolment to college-level education.

Then, your problem statement might read

It is not known what social (challenges) or environmental factors influence African American college transition-age who do not proceed to higher learning despite the overwhelming evidence of the link between higher education and improved socio-economic status.

You may have a different idea based on your reading and that would be fine. Just a thought as I was reading through.

**Research method and design**

The **research method is qualitative** and the design is now identified as descriptive, which aligns nicely with the previous work in the document. You had some text in the first review describing a random sample for comparison purposes, but a **random sample is not usually employed in a qualitative study**. So, this misalignment was resolved. You can certainly gather demographic information about participants and use the emerging categories for comparisons.

More development was added to **the collection and analysis of data**. These sections will all expand as you continue writing but they are at a good place for this step in development. You selected two of four possible data collection strategies and have developed them. The discussion of data analysis in this version is more developed than the previous version. Please add some beginning discussion of coding as an aspect of developing themes.

**Writing and APA**

Your wr**iting does convey ideas clearly** and is smoother in this version after a little editing. See my notes in the document for more detail.

**APA formatting is in need of work**. I looked at your **references**, and I do see a few places where all the words are capitalized in the title of an article. I put some notes about citations in the body of the article. You might look at **Recite works**, which is a **free BETA version software** that will catch and notify you of any flaws in references and citations. Put the name in your Browser and Reciteworks will come right up. The analysis will take about thirty seconds.

Finally, just keep going, you have a good study that will be of value to many readers. Just stay with the process to the finish.

# Dissertation Prospectus

## Introduction

Providing African Americans with access to equal educational opportunities has been a concern in the United States for more than 150 years. The United States of Education Office of Civil Rights ([USDEOCR], 2020) reports that since the inception of slavery and before the end of the Civil War in 1865, there were major debates about whether or not enslaved men, women, and children should have access to formal education opportunities. In fact, between 1740 and 1834, teaching slaves to read or write was a crime. Many states such as Alabama, Georgia, Louisiana, and Mississippi even adopted anti-literacy laws, which were punishable by of up to six months in prison (USDEOCR, 2020). Some White Americans’ justification for not educating slaves was that they feared formal education opportunities might lead to social and economic empowerment and even cause rebellion (Sandoval, 2018) . Others, like Horace Mann, deemed education “the great equalizer” and believed that by educating this populace of citizens, 90% who were illiterate, would advance society as a whole. Mann wrote,

Education, then, beyond all other devices of human origin, is the great equalizer of the conditions of men, the balance wheel of the social machinery (Plank, p.3).

Today, education is still deemed “the great equalizer” that is necessary for achieving increased living status among America’s population, which includes African American males. Data offered by the U.S. Bureau of Labor Statistics (2018) suggests that individuals’ weekly earning potential is associated with their level of educational attainment. For example, while on average, the earning potential of an individual who has less than a high school diploma is $520 a week, an individual who earns a high school diploma can expect to earn about $712 dollars per week. In comparison, an individual who earns an associate degree can expect to earn about $836 dollars a week and the potential earnings are approximately $1,173 per week for an individual who has earned a bachelor degree. Increased educational attainment is also associated with positive life outcomes such as access to better medical care, improved physical and mental health, high self-esteem, self-confidence and self-empowerment (Comber, 2015; Provenzo & Apple, 2015). Although increased educational attainment is associated with more positive life outcomes and although there is an approximate $2,000 difference in the monthly earnings of individuals who do and do not hold at least a bachelor’s degree, fewer African American males in the United States seek postsecondary education opportunities. For instance, in 2018, the overall college enrollment for African American males ages18 to 24 was only 33% (NCES, 2019).

The topic that this proposed qualitative research study will address is transitional-aged African-American males’ decision-making process to pursue college. While there are a plethora of studies which focus on college enrollment among African American males in the United states, missing are qualitative reach studies that identify the core reasons behind this trend especially in Texas, thus leaving a gap in the literature. Adams, Williams, and Lewis (2020) used a qualitative case study design to examine the perceptions of five African American males in a dual enrollment program about their experiences taking college courses. Findings from the study indicated that the participants believed that relationships with their family, peers, and teachers were essential to their success in college courses as well as free college credit and readiness skills. The participants also expressed that their challenges were heavy course loads and a lack of time to participate in social activities. As a result of the study, Adams et al. (2020) identified a gap in the literature and recommended that further research examine how partnerships with postsecondary institutions impact the trajectory of African American male high school students and how those experiences evolve overtime. While the study by Adams et al. (2020) did focus on factors that impact transitional-aged African-American males’ decision-making to pursue college, the findings were limited to African-Americans enrolled in dual enrollment programs.

Anumba (2015) conducted semi-structured three-part interviews, observations, field and field notes to identify factors that impacted the persistence and retention of African American males enrolled in an undergraduate program at two four-year public universities in Southern California. According to Anumba (2015), while low expectations, negative high school experiences relating to suspensions and expulsion rates negatively impacted the participants college experiences, self-motivation, financial, academic, and social, support from their families, peers, and professors, classroom interactions and participation in extracurricular activities positively impacted their trajectory through college. Anumba (2015), who also noted a gap in the literature relating to African American males and factors which impact their college enrollment, suggested that more research studies are needed to specifically identify factors that facilitate college persistent among African American males.

Wood (2020) provided literature on how to address the low retention of African American male students enrolled in Brother to Brother, a support program implemented at the University of Central Florida in 2008. The purpose of the program was to provide multicultural experiences and academic support to African American males at the university. According to Wood (2020), within the last three years of the intervention program, the retention rate for African American males stayed consistent from 91.4% in 2016-17 to 87.5% in 2018-19, which was in large due to relationship building between students and faculty, equipping the participants with time management skills, and providing access to technology. While the literature reported by Wood (2020) did provide strategies for supporting African American college students, the results were limited to African American male college students in Florida. Further, the data provided in the article had no empirical backing, which suggested that the data was not collected and measured using scientific research methods.

Tolliver and Miller (2018) also reported on the barriers to American males’ access to postsecondary education. According to Tolliver and Miller (2018) the cost of attendance, the lack of family support, academic deficiencies, and the social adjustment and integration to the college environment are major reasons which prevent African American males from seeking postsecondary education. Academic advising, tutoring, creating social networks with faculty and administrators, and setting high expectations from community including family, teachers, and religious bodies were found to be important factors which influenced African American males’ college experiences. Similar to the literature offered by Wood (2020), the literature offered by Tolliver and Miller (2018) had no empirical backing.

Further review indicated that although specific research findings addressed the issues of college retention among African American males, the predominant studies published either tended to be general in nature, the sample did not include African American college transition-age who did not proceed to higher learning, or the results were not transferrable to populations outside of the state of Texas, which caused a gap in the literature (Bethea, 2016; Flores, & Park, 2015; Hall, 2017; Mincey, Turner, Brown, & Maurice, 2017; Price, & Sheftall, 2015; Warren, v & Bonilla, 2018). As such, there is a need to identify the modern factors that are influencing this trend in the college enrollment of African American males. This study is expected to help fill the gap in the literature which focuses on how African American transition-aged males describe social and environmental factors that influence their decision to pursue a college education within the Southwest sector of .

| ***Criteria*** | ***Learner Self-Evaluation Score***  ***(0-3)*** | ***Chair Evaluation Score***  ***(0-3)*** | ***Reviewer Score***  ***(0-3)*** |
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| **Introduction**  This section briefly overviews the research focus or problem, why this study is worth conducting, and how this study will be completed.  **The recommended length for this section is two to three paragraphs.** | | | |
| 1. Dissertation topic is introduced along with why the study is needed. |  | 2 |  |
| 1. Provides a summary of results from the prior empirical research on the topic. |  | 2 |  |
| 1. Using results, societal needs, recommendations for further study, or needs identified in three to five research studies (primarily from the last three years), the learner identifies the stated need, called a gap. |  | 2 |  |
| 1. Section is written in a way that is well structured, has a logical flow, uses correct paragraph structure, uses correct sentence structure, uses correct punctuation, and uses correct APA format. |  | 2 |  |
| NOTE: *This Introduction section elaborates on the Topic from the* ***10 Strategic Points***. *This Introduction section provides the foundation for the Introduction section in Chapter 1 of the Proposal.* | | | |
| **Reviewer Comments:**  **Nice beginning to your study, but more is needed to establish a gap in the literature.** | | | |

## Background of the Problem

Historically, African American males in the United States have not had access to formal educational opportunities. When the United States was signed into law on September 17, 1787, slaves were labeled “unfree” persons and were considered to be property. The United States Supreme Court’s ruling in Dred Scott v. Sandford of 1857, upheld the [US Constitution](https://en.wikipedia.org/wiki/US_Constitution" \o "US Constitution) and put forth that Black people, whether enslaved or free, were not privy to the same rights and privileges of White American citizens (Davis, 2019). One privilege was an access to educational opportunities. The debate of whether or not Blacks in American should have access to educational opportunities became even more prominent after the Emancipation Proclamation, when almost 3 million enslaved Africans, became legally free (Curry, 2019). Yet, some Whites, such as Puryear, remained opposed to educating Black people and believed that they should be treated as if they were inferior Puryear stated:

I oppose [education for blacks] because it is a policy that is cruelty in the extreme to the Negro himself. It instills in his mind that he is competent to share in the higher walks of life, prompts him to despise those menial pursuits to which his race has been doomed, and invites him to enter into competition with the white man for those tempting prizes that can be won only by a higher order of administrative talent than the negro has everdeveloped. (Litwack, 1998, p. 159)

The USDEOCR (2020) reported that after the Emancipation Proclamation in 1863, some freed slaves organized private schools in their newly established communities. For example in 1837, Cheyney University of Pennsylvania became the nation’s first HBCU, followed by Lincoln University in Pennsylvania in 1854 and Wilberforce University in Ohio in 1856. Although the first HBCUs were called universities, they were initially established for the primary purpose of educating elementary and secondary students. It was not until the early 1900s that HBCUs began to offer courses and programs at the postsecondary level. Public schools opened for African American children during the Era of Reconstruction Era from 1863 until 1877 and many began to participate. Then, in 1896, the Plessy vs. Ferguson decision established separate but equal public schools. However, schools for African American children were largely ignored and poorly funded. Jim Crow laws, which emerged in the 1870s, were state and local decrees that enforced [racial segregation](https://en.wikipedia.org/wiki/Racial_segregation_in_the_United_States" \o "Racial segregation in the United States) in the south. Under Jim Crow laws, educational systems and schools became legally racially segregated. Inadequate funding for schools established for African American children negatively impacted and the lack of fair financing resulted in an inferior education due to factors such as a lack of up-to-date books, manipulatives, and other resources that were allotted to White children.

In 1896, the Plessy v. Ferguson ruling established a "separate but equal" doctrine in public education. The ruling also encouraged HBCUs to focus on teacher training to programs, which reduced the need for black colleges to provide college preparatory instruction. The decisions also required each state to offer the same level and quality of education and facilities for African Americans as it did for Whites. In the North, African American students were increasingly admitted into predominately white institutions if their program of study was not offered at an HBCU and their access to higher education began at the post-baccalaureate level (Johnson, 2019).

Johnson (2019) wrote that by 1953, more-than 32,000 students were enrolled in higher education institutions, mostly at HBCUs. However, with the Supreme Court decision of Brown vs. Board of Education in 1954, Plessy vs. Ferguson was overturned and stated that "separate educational facilities are inherently unequal.” The Civil Rights Act of 1964 banned discrimination and segregation on the basis of race, religion, national origin and gender in schools, giving African Americans increased access to higher education granted federal support to schools. The Office for Civil Rights was created under the Civil Rights Act of 1964 and was established In order to further abolish segregation in America’s elementary and secondary schools. The Office of Civil Rights also recognized the role of HBCUs in educating African American students and put forth that that the institutions receive more financial support in order to hire more qualified faculty and to improve their facilities such as libraries and physical plants. Currently, 228,000 students are enrolled in the 102 HBCUs that have been established throughout America, 56 are private and 51 are public. The majority, 90 are four-year colleges or universities, and 12 are two-year institutions. In 2016, almost 50, 000 48,900 degrees were conferred by HBCUs. Such institutions have played a significant role in educating African American males. Of the 1.2 million African American males enrolled in college, about 50% attend PWIs compared to 11% who attend HBCUs. However, 70% of African American males who enroll in a PWI leave before earning a degree. To the contrary, when Flores and Park (2015) examined the effects of attending an HBCU on college-completion outcomes of African Americana in Texas results of the study indicated no statistically significant difference between the bachelor’s degree completion rates of African American students who enrolled in HBCUs and those who did not. Nevertheless, although African American males have greater access to college through both HBCUs and PWIs, many do not graduate.

A review of the literature published over the past five years indicate a paucity of research studies that have exclusively focused on how African American transition-aged males describe social and environmental factors that influence their decision to pursue a college education within the Southwest sector of . The research by Adams et al. (2020) and by Anumba (2015) was not transferable to African-American males in enrolled in the Southwest sector of . Similarly, Ottley and Ellis (2019) conducted a single case study to determine how do Black male students perceive the purpose, processes, and effectiveness of a retention initiative aimed to increase African American college male retention and How do college administrators perceive the purpose, processes, and effectiveness of a retention initiative aimed to increase African American college male retention. Ottley and Ellis (2019) concluded that African American males should embrace the culture of the institution, join student organizations, partner with other peers, and develop positive, working relationships with faculty. However the study was limited to African American males who attend PWIs in a rural locale.

Flores and Park (2015) used a quantitative research approach to examine the effects of attending an HBCU on college-completion and found that attending an HBCU does not have a consistent negative or positive effect on college-graduation outcomes after matching similar students and controlling for institutional capacity. The study used a quantitative and not a qualitative approach and did not exclusively focus on African American males. Other literature had no empirical backing (Tolliver, &Miller, 2018; Wood, 2020). Likewise, Rhoden (2017) trust in themselves, in others, and institutional trust helps African American males in high school to achieve their academic goals, but does not necessarily mean they will enroll In college. However, the study was limited to the views of African American males who attended a charter high school with a college preparatory curriculum. While the phenomenological research study by Warren and Bonilla (2018) focused on factors that influence the college aspirations of African American males, it only took into account how school stakeholders influence their decisions to participate in secondary education, but did not consider other dynamics such that will be investigated during this study, such as financial, emotional, social, and academic support.

Much of the literature has focused on the growing trends and a proposal of various measures that can be used to rectify the situation of low African American male college enrollment in general. In Texas, the problem is higher as only about 41% begin a college program with only 7.7% completing the course enrolled (Saenz & Ponjuan, 2016). Various researches suggest a need for a multi-sector approach to promoting the enrollment of male blacks who have reached the transitional age (Dukakis et al., 2014, Harper & Harris III, 2012, Williams & Flores-Ragade, 2010). This study is expected to help fill the gap in the literature which focuses on how African American transition-aged males describe social and environmental factors that influence their decision to pursue a college education within the Southwest sector of .

| ***Criteria*** | ***Learner Self-Evaluation Score***  ***(0-3)*** | ***Chair or Score***  ***(0-3)*** | ***Reviewer Score***  ***(0-3)*** |
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| **Background of the Problem**  This section uses the literature to provide the reader with a definition and statement of the research gap and problem the study will address. This section further presents a brief historical perspective of when the problem started and how it has evolved over time.  **The recommended length for this section is two-three paragraphs.** | | | |
| 1. Includes a brief discussion demonstrating how literature has established the gap and a clear statement informing the reader of the gap. |  | **3** |  |
| 1. Discusses how the “need” or “defined gap” has evolved historically into the current problem or opportunity to be addressed by the proposed study (citing seminal and/or current research). |  | **2** |  |
| 1. ALIGNMENT: The **problem statement** for the dissertation will be developed from and justified by the “need” or “defined gap” that is described in this section and supported by the empirical research literature published within the past 3-5 years. |  |  |  |
| 1. Section is written in a way that is well structured, has a logical flow, uses correct paragraph structure, uses correct sentence structure, uses correct punctuation, and uses correct APA format. |  |  |  |
| NOTE: *This* ***Background of the Problem*** *section uses information from the Literature Review in the* ***10 Strategic Points****. This* ***Background of the Problem*** *section becomes the* ***Background of the Study*** *in Note, this section develops the foundation for Chapter 1 in the Proposal. It is then expanded to develop the comprehensive* ***Background to the Problem*** *section and* ***Identification of the GAP*** *sections in Chapter 2 (Literature Review) in the* ***Proposal****.* | | | |
| **Reviewer Comments: provide more support for the specific problem statement.** | | | |

## Theoretical Foundation and Review of the Literature

Theoretical Foundation

Masten, Best, and Garmezy (1990) wrote that the term resilience is used to categorize three types of phenomena: (1) individuals who have experienced traumatic events but were able to recover after experiencing them; (2) individuals, who belong to high-risk groups, but who demonstrate more favorable outcomes than expected; and ( 3) individuals, who show positive adaptation despite life stressors. Masten (1994) offers four strategies that foster resilience in individuals. The first strategy is the prevention strategy which is used to reduce vulnerability and risk through instituting programs of primary prevention. The second strategy is that of reducing stressors and limiting the accumulation of multiple stressors. Individuals can eliminate stress through community organization, and program planning efforts. When individuals are empowered to improve safety and to demand nurturing environments in their communities, life stressors become fewer and of lesser magnitude. Resilience is also promoted by the third strategy suggested by Masten, (1994). The third strategy is increasing the availability of resources to those at risk. Such programs as building a caring community, in which each child at risk is paired with a supportive adult mentor, can make a significant difference in the adaptation of individuals to adversity they encounter. The final suggestion is mobilizing the protective processes which have been identified through research as having a strong effect on the developmental outcomes of individuals. Through this strategy, resilience is built by promoting personal protective factors such as families, societal institutions, friendship networks, and the extended family.

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Review of the literature/themes

* Peer Influence is one of the factors that has been identified as a cause for low enrolment of male blacks to higher education institutions. Keith et al. (2015) identify the experiences affecting many African American male students to determine their academic motivation. Peer influence is found to have a significant role that has a paradoxical influence (Rosenqvist, 2018).
* Another highly developed theme is the student interaction with the learning environment. The social capital in the learning environment consisting of teachers, support staff, peers, and other education staff affects the academic performance of students (Rogosic & Baranovic,2016). Communication among the social set-up in the academic setting has been found to have a profound effect on the racial disparities in college (LaRochelle & Karpinski, 2016).
* Finally, the definition of masculinity among male African Americans has been found to affect the enrollment. Masculinity, as defined by the peer groups and society, can harm high-school achievement and subsequent progress to higher learning (Yavorsky et al., 2015). The notion of black manhood as represented by media has a great effect on the engagement of the community in higher learning education (Givens et al., 2016). Many blacks identify their masculinity with socially-deviant behavior such as crime and drug abuse (Givens et al., 2016).

| ***Criteria*** | ***Learner Self-Evaluation Score***  ***(0-3)*** | ***Chair or Score***  ***(0-3)*** | ***Reviewer Score***  ***(0-3)*** |
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| **Theoretical Foundations and/or Conceptual Framework**  This section identifies the theory(s) or model(s) that provide the foundation for the research. This section should present the theory(s) or models(s) and explain how the problem under investigation relates to the theory or model. The theory(s) or models(s) guide the research questions and justify what is being measured (variables) as well as how those variables are related (quantitative) or the phenomena being investigated (qualitative).  **Review of the Literature/Themes**  This section provides a broad, balanced overview of the existing literature related to the proposed  research topic. It describes the literature in related topic areas and its relevance to the proposed research topic findings, providing a short 3-4 sentence description of each theme and identifies its relevance to the research problem supporting it with at least two citations from the empirical literature from the  past 3-5 years.  **The recommended length for this section is 1 paragraph for Theoretical Foundations and a bulleted list for Literature Themes section.** | | | |
| 1. **Theoretical Foundations** **section** identifies the theory(s), model(s) relevant to the variables (quantitative study) or phenomenon (qualitative study). This section should explain how the study topic or problem coming out of the “need” or “defined gap” in the as described in the **Background to the Problem** section relates to the theory(s) or model(s) presented in this section. (One paragraph) |  | 2 |  |
| 1. **Review of the Literature Themes section**: This section is a bulleted list of the major themes or topics related to the research topic. Each theme or topic should have a one-two sentence summary. |  | 2 |  |
| 1. ALIGNMENT: The **Theoretical Foundations** models and theories need to be related to and support the problem statement or study topic. The sections in the **Review of the Literature** are topical areas needed to understand the various aspects of the phenomenon (qualitative) or variables/groups (quantitative) being studied; to select the design needed to address the Problem Statement; to select surveys or instruments to collect information on variables/groups; to define the population and sample for the study; to describe components or factors that comprise the phenomenon; to describe key topics related to the study topic, etc. |  | 2 |  |
| 1. Section is written in a way that is well structured, has a logical flow, uses correct paragraph structure, uses correct sentence structure, uses correct punctuation, and uses correct APA format. |  | 2 |  |
| NOTE: *The two parts of this section use information about the Literature Review and Theoretical Foundations/Conceptual Framework from the* ***10 Strategic Points.***  *This* ***Theoretical Foundations*** *section is expanded upon to become the* ***Theoretical Foundations*** *section in Chapter 2 (Literature Review). The* ***Theoretical Foundations*** *and the* ***Literature Review*** *sections are also used to help create the* ***Advancing Scientific Knowledge****/****Review of the Literature*** *section in Chapter 2 (Literature Review).* | | | |
| **Reviewer Comments:**  **Theoretical framework and literature review is well developed and could provide a good foundation for the study.** | | | |

## Problem Statement

What is not known are the decision-making process of transitional-aged African-American males’ who decide to pursue college enrollment after graduating from high school. The problem that this qualitative descriptive research study will help to fill the gap in the literature pertaining to how African American transition-aged males describe social and environmental factors that influence their decision to pursue a college education within the Southwest sector of Texas. With about only 41% of African American males in the state transitioning to college in the and only about 7.7% graduating, there is a need to identify the factors limiting their level of success. This is particularly important as African American males are majorly marginalized in terms of economic progress and as such, have to employ the means available to them to attain economic equity especially by advancing their education. Case units will be used to develop the study approach and a better understanding of the issue. Insights from the proposed study will be useful in developing appropriate strategies for the policymakers at both the lower and high-education levels for the development of the study.

The unit of analysis is the focus of a study and the center point for the study (Plank et al., 2018). The unit of analysis and unit of observation will come from the population of African American male graduates who graduated from one high school in a district located in Southern Texas and who enrolled in a college or university . The units of observation for the current study will come from the transcriptions from individual meetings with the participants and from focus groups. The researcher will administer the interview with open-ended questions allowing the participants time to elaborate on their experiences. Data collection will be via Zoom recordings and notes from the questions about social and environmental factors that influence the participants decision to pursue a college education.

| ***Criteria*** | ***Learner Self-Evaluation Score***  ***(0-3)*** | ***Chair or Score***  ***(0-3)*** | ***Reviewer Score***  ***(0-3)*** |
| --- | --- | --- | --- |
| **Problem Statement**  This section includes the problem statement, the population affected, and how the study will contribute to solving the problem.  **The recommended length for this section is one paragraph.** | | | |
| 1. States the specific problem proposed for research with a clear declarative statement. |  | 2 |  |
| 1. Describes the population of interest affected by the problem. The general population refers to all individuals that could be affected by the study problem. |  | 2 |  |
| 1. Describes the unit of analysis.   For qualitative studies this describes how the phenomenon will be studied. This can be individuals, group, or organization under study.  For quantitative studies, the unit of analysis needs to be defined in terms of the variable structure (conceptual, operational, and measurement). |  | 1.5 |  |
| 1. Discusses the importance, scope, or opportunity for the problem and the importance of addressing the problem. |  | 2 |  |
| 1. The problem statement is developed based on the need or gap defined in the Background to the Study section. |  | 1.5 |  |
| 1. Section is written in a way that is well structured, has a logical flow, uses correct paragraph structure, uses correct sentence structure, uses correct punctuation, and uses correct APA format. |  | 2 |  |
| NOTE: *This section elaborates on the Problem Statement from the 10 Strategic Points. This section becomes the foundation for the Problem Statement section in Chapter 1 and other Chapters where appropriate in the Proposal*. | | | |
| Reviewer Comments: The basic support for the problem is in place. However, the discussion needs to be shaped up a little more clearly to relate all the evidence found in the literature to the core design elements of problem, purpose, and research questions. | | | |

## Purpose of the Study

The purpose of this qualitative descriptive research study is to determine how African American transition-aged males describe social and environmental factors that influence their decision to pursue a college education within the Southwest sector of Texas. Using the qualitative research method, a qualitative descriptive research design will be utilized with a focus on specific individuals that have attained the minimum requirements but opt not to join higher learning institutions. This study will also help to determine the personal, familial, and other factors noted within the theoretical framework that will serve as the bases for this study.

| ***Criteria*** | ***Learner Self-Evaluation Score***  ***(0-3)*** | ***Chair or Score***  ***(0-3)*** | ***Reviewer Score***  ***(0-3)*** |
| --- | --- | --- | --- |
| **PURPOSE OF THE STUDY**  This section reflects what the study is about, connecting the problem statement, methodology & research design, target population, variables/phenomena, and geographic location.  **The recommended length for this section is one paragraph.** | | | |
| 1. Begins with one sentence that identifies the research methodology and design, target population, variables (quantitative) or phenomena (qualitative) to be studied and geographic location. |  | 2 |  |
| 1. **Quantitative Studies**: Defines the variables and relationship of variables. 2. **Qualitative Studies:** Describes the nature of the phenomena to be explored. |  | 2 |  |
| 1. Section is written in a way that is well structured, has a logical flow, uses correct paragraph structure, uses correct sentence structure, uses correct punctuation, and uses correct APA format. |  | 2 |  |
| NOTE: *This section elaborates on information in the Purpose Statement from the 10 Strategic Points. This section becomes the foundation for the Purpose of the Study section in Chapter 1 and other Chapters where appropriate in the Proposal.* | | | |
| **Reviewer Comments: The purpose of the study does align with the problem and research questions.** | | | |

## Research Questions and/or Hypotheses

Various studies have identified that the decision-making process that male African-American students engage in regarding their college transition is influenced by many factors (Givens et al., 2016, Yavorsky et al., 2015, Rogosic & Baranovic,2016). As such, there is a need to look at the social and environmental factors that the group is faced with and the effect on their decision. This is an appropriate as a way of focusing on the problem from the perspective of the group. As such the qualitative research study has the following research questions.

RQ1: What are the personal factors that challenge Transitional-aged African American males in Texas with their decision-making process to pursue college enrollment?

RQ2: What are the familial factors that challenge Transitional-aged African American males in Texas with their decision-making process to pursue college enrollment?

RQ3: What are the financial factors that challenge Transitional-aged African American males in Texas with their decision-making process to pursue college enrollment?

RQ4: What are other environmental factors that challenge Transitional-aged African American males in Texas with their decision-making process to pursue college enrollment?

| **Criteria** | ***Learner Self-Evaluation Score***  ***(0-3)*** | ***Chair Score***  ***(0-3)*** | ***Reviewer Score***  ***(0-3)*** |
| --- | --- | --- | --- |
| **Research Question(s) and/or Hypotheses**   * The recommendation is a minimum of two research questions along with related hypotheses and variables is required for a quantitative study. * Also recommended is a minimum of two research questions along with the phenomenon description is required for a qualitative study. * Put the Research Questions in the appropriate Table in Appendix B based on whether the study is qualitative or quantitative.   **The recommended length for this section is a list of research questions and associated hypotheses (quantitative)** | | | |
| 1. **Qualitative Studies:** States the research question(s) the study will answer and describes the phenomenon to be studied. 2. **Quantitative Studies**: States the research questions the study will answer, identifies and describes the variables, and states the hypotheses (predictive statements) using the format appropriate for the specific design and statistical analysis. |  | 2 |  |
| 1. **Alignment:** The research questions are based on both the Problem Statement and Theoretical Foundation model(s) or theory(s). There should be no research questions that are not clearly aligned to the Problem Statement. |  | 1 |  |
| 1. Section is written in a way that is well structured, has a logical flow, uses correct paragraph structure, uses correct sentence structure, uses correct punctuation, and uses correct APA format. |  | 1 |  |
| NOTE: *This section elaborates on the information about Research Questions)* & *Hypothesis/variables or Phenomena from the* ***10 Strategic Points****. This section becomes the foundation for the* ***Research Question(s) and/or Hypotheses*** *section in Chapter 1 in the* ***Proposal****.* | | | |
| **Reviewer Comments:** This section needs to be supported with citations. Research writers need to continue adding citations to support various sections even though, they have established some of the information in earlier sections. The research questions need to be supported by the theoretical framework. | | | |

## Advancing Scientific Knowledge and Significance of the Study

Various efforts have been advanced to improve the educational performance of male African Americans (Brooms, 2018). Some of the common programs include initiatives aimed at the structuring of the social cohesion set-up of the community (Brooms, 2018). These initiatives have been met with both praise and widespread criticisms. Despite, the various approaches, a lag still exists in the uptake of higher education by male African Americans (Dukakis et al., 2014). As such, the external initiatives seem to have a lag and as such, there is a need to look at the internal factors. The internal factors are based on the environment and conditions surrounding the group.

While there have been several studies conducted on increasing college enrollment among African American males, missing from the literature are descriptive qualitative research studies that take investigate personal, familial, financial factors and other environmental factors that challenge Transitional-aged African American males in Texas with their decision-making process to pursue college enrollment as described by Masten’s (1994) Resilience Theoretical Framework. This study will expand scientific knowledge by building on the framework by providing empirical data which may be beneficial to high school, college, and university administrators, who wish to gain further insight about the trajectory of African American males from high school to college . Specifically this study may offer educational researchers with information pertinent to the persistent success related to African American males who graduate from high school and who post-secondary institutions. The results of the current study may encourage students to matriculate and persist in college with guidance and financial support, which will help to close the college participation gaps among African American males. Finally, high school and college educators may petition legislatures and other politicians, who make decisions about funding, to increase programs in the state that provide support to African American males who wish to pursue college degrees.

| **Criteria** | ***Learner Self-Evaluation Score***  ***(0-3)*** | ***Chair Score***  ***(0-3)*** | ***Reviewer Score***  ***(0-3)*** |
| --- | --- | --- | --- |
| **ADVANCING SCIENTIFIC KNOWLEDGE and SIGNIFICANCE OF THE STUDY**  This section reiterates the gap or need in the literature and states how the study will address the gap or need and how the research will contribute to the literature, practical implications to the community of interest, and alignment with the program of study.  **The recommended length for this section is one to two paragraphs, providing a brief synopsis of each criteria listed below which will be expanded in the proposal.** | | | |
| 1. Clearly identifies the “gap” or “need” in the literature that was used to define the problem statement and develop the research questions. (citations required) |  | 1 |  |
| 1. Describes how the study will address the “gap” or “identified need” defined in the literature and contribute to /advance the body of literature. (citations required) |  | 1 |  |
| 1. Describes the potential practical applications from the research. (citations required) |  | 1 |  |
| 1. Identifies and connects the theory(ies) or model(s) that provide the theoretical foundations or conceptual frameworks for the study. (citations required) |  | 1 |  |
| 1. Section is written in a way that is well structured, has a logical flow, uses correct paragraph structure, uses correct sentence structure, uses correct punctuation, and uses correct APA format. |  | 1 |  |
| NOTE: *This section builds on information about the Literature review and Theoretical Foundations sections in the 10 Strategic Points. This section becomes the foundation for the Theoretical Foundations section in Chapter 2* | | |  |
| **Reviewer Comments:** This section needs to be supported with citations. Research writers need to continue adding citations to support various sections even though, they have established some of the information in earlier sections. | | |  |

## Rationale for Methodology

The methodology for the current study is qualitative and is selected to determine how African American transition-aged males describe social and environmental factors that influence their decision to pursue a college education within the Southwest sector of Texas. The qualitative method will the current study to gain additional insight from the interviews of African American males that a quantitative method would not allow. According to Park and Park (2016), qualitative studies allow discoveries and theoretical findings through field studies in natural conditions. The qualitative process allows a researcher to adjust open-ended conversations based on the information during the interview. Interviews provide information that a quantitative study cannot provide. The discovery of information through a qualitative study allows the researcher to observe and interpret the data from the interviewee (Park & Park, 2016). These adjustments will enable a researcher to expand the collection of data to broaden the understanding of the phenomena.

The additional information collected from the research questions may bring further insight that may have otherwise gone undiscovered with a quantitative methodology. A quantitative methodology study requires a number or percentage to explain the “what” for the study (Barnham, 2015). In examining the views and understandings of automotive sales consultants, a qualitative methodology provides a much richer in-depth understanding of their perceptions on commitment and productivity from gathering the comments from their perspectives. According to Yin (2015), qualitative research allows a view of the everyday lives of the interviewees and their interpretations about their thoughts under different conditions. The collection of these views would not be accessible through a quantitative method.

Qualitative methods allow the researcher an opportunity to gain information from the interviewee that allows the interviewer an ability to adjust the interview slightly based on the responses. Qualitative researchers want in-depth interviews that are not from their viewpoint but from the interviewee’s viewpoint (Kaur, 2017). Lagardera, Lavega, Etxebeste and Alonso, J. I. (2018) contended that qualitative methodologies could provide a set of ideas or thoughts about a given system versus a quantitative process that deals with a theory based on mathematical analysis. Qualitative methods allow researcher flexibility that quantitative methods do not allow. Qualitative methodologies help provide insights into behind-the-scenes settings of a concern or problem (Park & Park, 2016). Questionnaires from a quantitative method may not allow study flexibility to provide insights from a qualitative method. Training and coaching can change rapidly due to the advancements of technology, and a qualitative study will allow the study to lay the foundations and base for additional discussion later (Park & Park, 2016). The information that interviews can collect may allow a researcher to expand the literature from the interviewees. During the interviews, one can even come across themes unexpectedly. Qualitative studies can provide an extensive amount of discovery (Park & Park, 2016). A quantitative study is limited to the closed-ended questions or a scale providing a selected outcome. Therefore, the best approach for the current study is a qualitative method.

| **Criteria** | ***Learner Self-Evaluation Score***  ***(0-3)*** | ***Chair or Score***  ***(0-3)*** | ***Reviewer Score***  ***(0-3)*** |
| --- | --- | --- | --- |
| **Rationale for Methodology**  The Rationale for Methodology section clearly justifies the *methodology* the researcher plans to use for conducting the study. It argues how the methodological choice (quantitative or qualitative) is the best approach to answer the research questions and address the problem statement. Finally, it contains citations from textbooks and articles on research methodology and/or articles on related studies to provide evidence to support the argument for the selected methodology.  **The recommended length for this section is one paragraph.** | | | |
| 1. Identifies the specific research methodology for the study. |  | 1 |  |
| 1. Justifies the methodology to be used for the study by discussing why it is an appropriate approach for answering the research question(s) and addressing the problem statement. 2. **Quantitative Studies:** Justify in terms of problem statement and the variables for which data will be collected. 3. **Qualitative Studies:** Justify in terms of problem statement and phenomenon. |  | 1 |  |
| 1. Uses citations from seminal (authoritative) sources (textbooks and/or empirical research literature) to justify the selected methodology. **Note:** *Introductory or survey research textbooks (such as Creswell) are not considered seminal sources*. |  | 1 |  |
| 1. Section is written in a way that is well structured, has a logical flow, uses correct paragraph structure, uses correct sentence structure, uses correct punctuation, and uses correct APA format. |  | 1 |  |
| NOTE: *This section elaborates on the Methodology and Design in the* ***10 Strategic Points.*** *This section becomes the foundation for the Research Methodology in Chapter 1 of the Proposal and the basis for developing Chapter 3, Research Methodology.* | | | |
| **Reviewer Comments:** | | | |

## Nature of the Research Design for the Study

A descriptive research design is most appropriate for carrying out the purpose of the current study Descriptive studies allow for the collection of rich data until there is saturation of information that can be used to understand a participant’s point of view (Nuampa, Tilokskulchai, Sinsuksai, Patil, & Phahuwatanakorn, 2018). A descriptive design is a justifiable for this study for several reasons. First, a descriptive design provides a direct perspective of the phenomena being described (O’Brien, Tuohy, Fahy, & Markey, 2019 ).

The direct descriptions from the participants provide details that could not be discerned for other designs. Second, a descriptive design is the collection of data from the direct environment of the participant and allows interview adjustments during the conversations with the participants due to the complexities of their environments. Third, the design allows oneself the ability to enter the interviewee’s world and see their reaction and feelings during the interviews (Chowdhury, Ahmmed, & Hossain, 2020 ). The ability to interpret the individual’s reactions and responses allows the researcher more flexibility to adjust the interviews and to expand on the information collection during the interview. Therefore, a descriptive design was chosen to carry out the purpose of this study which is to determine how African American transition-aged males describe social and environmental factors that influence their decision to pursue a college education within the Southwest sector of Texas. A descriptive design was also chosen because it is most appropriate for answering the four research questions that will guide this study.

| **Criterion Score** | ***Learner Self-Evaluation Score***  ***(0-3)*** | ***Chair or Score***  ***(0-3)*** | ***Reviewer Score***  ***(0-3)*** |
| --- | --- | --- | --- |
| **Nature of the Research Design for the Study**  This section describes the specific research *design* to answer the research questions and why this approach was selected. Here, the learner discusses why the selected design is the best design to address the problem statement and research questions as compared to other designs. This section contains a description of the research sample being studied, as well as, the process that will be used to collect the data on the sample.  **The recommended length for this section is two to three paragraphs and must address each criterion.** | | | |
| 1. Identifies and describes the selected design for the study. |  | 2 |  |
| 1. Justifies why the selected design addresses the problem statement and research questions. 2. **Quantitative Studies:** Justifies the selected design based on the appropriateness of the design to address the research questions and data for each variable. 3. **Qualitative Studies:** Justifies the selected design based on appropriateness of design to address research questions and study the phenomenon. |  | 2 |  |
| 1. Briefly describes the target population and sample for the study. |  | 2 |  |
| 1. Identifies the sources and instruments that will be used to collect data needed to answer the research questions. |  | 2 |  |
| 1. Briefly describes data collection procedures to collect data on the sample. |  | 2 |  |
| 1. Section is written in a way that is well structured, has a logical flow, uses correct paragraph structure, uses correct sentence structure, uses correct punctuation, and uses correct APA format. |  | 1 |  |
| NOTE: *This section also elaborates on the Design portion of the Methodology and Design section in the* ***10 Strategic Points***. *This section provides the foundation for Nature of the Research Design for the Study in Chapter 1.* | | | |
| **Reviewer Comments: I see the method but not the design. I think qualitative is a good method for your study, but what will the design be? You might consider qualitative descriptive, which would allow you to gather descriptive data from a number of participants who have close personal knowledge of the topic of research interest, which would be African American male college dropout numbers.** | | | |

## Sources of Data

* The qualitative study will utilize interviews, questionnaires, and focus groups that will be guided by questions as prompts. The process of developing the questions is ongoing in the research (Agee, 2009). The research questions will offer reflective and interrogative freedom. This is a key aspect of giving the study some direction (Agee, 2009). Therefore, the researcher’s ability to credibly identify and inhabit the people at any place and a given moment will give the research an appropriate direction.
* The questionnaires will be open-ended to allow for the collection of various data and allow exploration of points exhaustively.
* The interviews will be interactive to explore the open-ended nature of the questionnaire.

| **Criterion Score** | ***Learner Self-Evaluation Score***  ***(0-3)*** | ***Chair or Score***  ***(0-3)*** | ***Reviewer Score***  ***(0-3)*** |
| --- | --- | --- | --- |
| **RESEARCH MATERIALS, INSTRUMENTATION, OR SOURCES OF DATA**  This section identifies and describes the types of data that will be collected, as well as the specific research materials, instruments, and sources used to collect those data (tests, surveys, validated instruments, questionnaires, interview protocols, databases, media, etc.).  **The recommended length for this section is one to two paragraphs. Note: this section can be set up as a bulleted list.** | | | |
| **Quantitative- Instruments/Research Materials**:  Provides a bulleted list of the instrumentation and/or materials for data collection.  Describes the survey instruments or equipment/materials used (experimental research), and specifies the type and level of data collected with each instrument.  Includes citations from original publications by instrument developers (and subsequent users as appropriate) or related studies. |  | NA |  |
| **Qualitative - Sources of Data:**  Describes the structure of each data collection instrument and data sources (tests, questionnaires, interview protocols, observations databases, media, etc.). |  | 2 |  |
| Section is written in a way that is well structured, has a logical flow, uses correct paragraph structure, uses correct sentence structure, uses correct punctuation, and uses correct APA format. |  | 2 |  |
| NOTE: *This section elaborates on the Data Collection from the 10 Strategic Points.*  *This information is summarized high level in Chapter 1 in the Proposal in the* ***Nature of the Research Design for the Study*** *section. This section provides the foundation for* ***Research Materials,******Instrumentation (quantitative) or Sources of Data (qualitative)*** *section in Chapter 3.* | | | |
| **Reviewer Comments: Your data analysis plans will align with most qualitative research designs.** | | | |

## Data Collection

Before any data is collected, an application to conduct the study will be submitted for approver to Grand Canyon University’s Institutional Review Board (IRB) for approval to conduct the study. After approval to conduct the study has been granted by Grand Canyon University’s IRB application the researcher will then contact the IRB research department of the school district where the proposed study will be conducted. After permission has been given to the researcher to conduct the study, an email list of African American males who graduated during the 2016-2017, 2017-2108, and 2018-2019 academic years, who enrolled in college will be requested from the data clerk. Potential participants will be e-mailed to explain the purpose of the study and to provide a formal invitation for participation in the study. Individuals who agree to participate in the study will be emailed three options for a time and date for an interview. The interview will be held via Zoom. Afterwards, the researcher will send a Zoom meeting invitation to the individuals.

Focus groups will also be used to collect data for this study. Focus groups are generally used to collect data on a specific topic (Fusch & Ness, 2015; Yin, 2015). According to Yin (2015), focus groups should be considered when the researcher seeks to investigate contextual conditions that are relevant to the phenomenon under study and when no clear boundaries exist between the problem and context. Qualitative data is collected during focus groups through a semi-structured group interview process, which are moderated by a group leader (Yin, 2015). The focus group process will follow the same steps as individual interviews. After the individual interviews have been conducted, the participants will receive an invitation to participate in the focus group meetings. Once permissions are given, the researcher will send a Zoom meeting invitation to the individuals. The focus group meeting will take place after the individual meetings. If follow-up questions are needed, the researcher will contact the participants either by telephone or email to establish a time to ask additional questions. Member checking will be used to eliminate researcher bias. Furthermore, participants are extended an opportunity to review data or results to assure credibility and provide feedback.

| **Criteria** | ***Learner Self-Evaluation Score***  ***(0-3)*** | ***Chair or Score***  ***(0-3)*** | ***Reviewer Score***  ***(0-3)*** |
| --- | --- | --- | --- |
| **DATA COLLECTION AND MANAGEMENT**  This section details the data collection process and procedures so that another researcher could conduct or replicate the study. It includes authorizations and detailed steps.  **The recommended length for this section is a bullet or numbered list of data collection steps that should not exceed one page.** | | | |
| **Quantitative Studies:** Lists steps for the actual data collection that would allow replication of the study by another researcher, including how each instrument or data source was used, how and where data were collected, and recorded. Includes a linear sequence of actions or step-by-step of procedures used to carry out all the major steps for data collection. Includes a workflow and corresponding timeline, presenting a logical, sequential, and transparent protocol for data collection that would allow another researcher to replicate the study.  Data from different sources may have to be collected in parallel (e.g., paper-and-pen surveys for teachers, corresponding students, and their parents AND retrieval of archival data from the school district). A flow chart is ok—"linear" may not apply to all situations  **Qualitative Studies:** Provides detailed description of data collection process, including all sources of data and methods used, such as interviews, member checking, observations, surveys, field tests, and expert panel review. Note: The collected data must be sufficient in breadth and depth to answer the research question(s) and interpreted and presented correctly, by theme, research question, and/or source of data. |  | 1 |  |
| Describes the procedures for obtaining participant informed consent and for protecting the rights and well-being of the study sample participants. |  | 1 |  |
| Section is written in a way that is well structured, has a logical flow, uses correct paragraph structure, uses correct sentence structure, uses correct punctuation, and uses correct APA format. |  | 1 |  |
| NOTE:*This section elaborates on the Sample and Location and Data Collection in the* ***10 Strategic Points***. *This section provides the foundation for the* ***Data Collection Procedures*** *section in Chapter 3 in the Proposal. And it is summarized high level in Chapter 1 in* ***Nature of the Research Design for the Study*** *in the Proposal.* | | | |
| **Reviewer Comments: You have listed four potential tools to use in gathering data. Choose two and develop a more detailed description of how you might use them. In an earlier section, you mentioned a questionnaire and interview procedure. These two data collection strategies would be appropriate.** | | | |

## Data Analysis Procedures

The first step will look at a close evaluation of the data. The results will be analyzed by reading several to familiarize themselves with the respondents. This is an important step in deciphering meaning from the data. The data will then be categorized as to their alignment to the themes. The patterns repeating in themes will be identified. The visible connections will be made. The organization of data to make connections will be the final step. The meanings will then be explained to leave out any generalizations. Also, the limitations visible will be stated. The study design is a descriptive qualitative research design. As such, the analysis will look at interpreting and describing the topics and themes that are presented in the collected data (Williamson et al., 2018). The themes and topics that are revealed will be framed against the research objectives.

The sample of a qualitative research takes place through a purposeful process. As such, the participants have to inform the research in an appropriate manner. Since the research focuses on African American men who are college-aged, the participants chosen will be based on the age – have to be between 18 to 20 years, have the necessary qualifications for a college or higher-level degree – as such, have acceptable grade point average in high school, and have the resources required to advance their education. This will offer an appropriate participant that will help determine the social challenges influencing their non-entry to college-level education. The study will use about 12 participants.

Data analysis will consist of transcribing interviews and looking for any reoccurring themes within the responses of the participants (Martin & Steinbeck, 2017). The interview recordings will be transcribed and evaluated in an effort to gain a better perspective of each individual participant’s viewpoint and to be more aware when similar comments and ideas were revealed across the interviews. Ngulube (2015) wrote about the procedures for analysis with grounded theory consists of three phases of coding: open, axial, and selective. Once initial interviews are transcribed, Strauss and Corbin’s (1990) process of open coding will be used and depicted open coding as the raw conceptualization of textual data through the labeling of phenomena and categorizing of these labels into progressively abstract and collective categories.

Descriptions of three common coding procedures are open coding, axial coding, and selective coding (Zhang & Wildemuth 2016). Zhang and Wukdeyth (2016) wrote that open code is the first stage of data analysis is to begin comparing similarities and differences of categories. Axial coding is the analytic process in research studies where data gathered in open coding are organized into a coding paradigm to establish theoretical connections for procedure structures (Strauss & Corbin, 2008). Selective coding is the process where analysts focus on “the process of integrating and refining categories” (Strauss & Corbin, 1998, p 143). During the coding process, like words and phrases will be highlighted and grouped together. The groups of similar words and phrases will be categorized into themes. The themes will be used to answer the research questions that will guide the study.

| **Criteria** | ***Learner Self-Evaluation Score***  ***(0-3)*** | ***Chair or Score***  ***(0-3)*** | ***Reviewer Score***  ***(0-3)*** |
| --- | --- | --- | --- |
| **DATA ANALYSIS PROCEDURES**  This section provides detailed steps for the analytic procedures to be used to conduct data analysis.  **The recommended length for this section is one to two paragraphs, can also be presented in bulleted format.** | | | |
| Describes in detail the relevant data collected for each stated research question and/or each variable within each hypothesis (if applicable).  **Quantitative Studies:** "In detail" means scales (and subscales) of specified instruments AND type of data for each variable of interest. IMPORTANT: For (quasi) experimental studies, provide detailed description of all treatment materials per treatment condition, as part of the description of the independent variable corresponding to the experimental manipulation. |  | 1 |  |
| **What:** Describes, in detail, statistical and non-statistical analysis to be used and procedures used to conduct the data analysis.  **Quantitative Studies:** (1) describe data file preparation (descriptive statistics used to check completeness and accuracy; *for files from different sources*, possibly aggregating data to obtain a common unit of analysis in all files, necessarily merging files (using the key variable defining the unit of analysis); (2) computation of statistics for the sample profile; (3) computation of (subscales and) scales; (4) reliability analysis for all scales and subscales; (5) computation of descriptive statistics for all variables of interest in the study (except those already presented in the sample profile); (6) state and justify all statistical procedures ("tests") needed to generate the information to answer all research questions; and (7) state assumptions checks for all those statistical procedures (including the tests and / or charts to be computed).  **Qualitative Studies:** This section begins by identifying and discussing the specific analysis approach or strategy, followed by a discussion of coding procedures to be used. Note: coding procedures may be different for Thematic Analysis, Narrative Analysis, Phenomenological Analysis, or Grounded Theory Analysis. |  | 1 |  |
| **Why:** Provides the justification for each of the (statistical and non-statistical) data analysis procedures used in the study. |  | 1 |  |
| **Show Steps that Support Evidence**  **Quantitative Analysis** - states the level of statistical significance for each test as appropriate, and describes tests of assumptions for each statistical test.  **Qualitative Analysis** - evidence of qualitative analysis approach, such as coding and theming process, must be completely described and included the analysis /interpretation process. Clear evidence from how codes moved to themes must be presented. |  | 1 |  |
| Section is written in a way that is well structured, has a logical flow, uses correct paragraph structure, uses correct sentence structure, uses correct punctuation, and uses correct APA format. |  | 1 |  |
| NOTE: *This section elaborates on the Data Analysis from the* ***10 Strategic Points****.* *This section provides the foundation for Data Analysis Procedures section in Chapter 3 in the Proposal.* | | | |
| **Reviewer Comments: You have a good beginning for a discussion of data analysis but need much more detail. First, however, you have some decisions to make as to the research design, population, and sample.** | | | |

## Ethical Considerations

In accordance with the Institutional Review Board, each individual receives a consent form. The researcher will review the purpose of the current study and assure the anonymity of the interviewee. The interviewees will be assigned a code to protect the identity of the individual, and the researcher will be the only one with access to the decoder that will be stored in a lockbox in a secure location. The researcher will discuss the security measures that will be taken to protect the data. The measures will be to keep the identity the individuals of the individual separate with a coded system, and the coded system will be locked away in a spate location. Electronic files will have security password protections turned on to keep the date on the computer safe. All data will be held for a length of three years, and then all data and identifiable items will be digitally erased and or shredded and burned after this period. Consent forms will contain details of the current study, and the form will be reviewed with the interviewee, and the interviewee will have to check the yes to consent and sign the form before the interview.

| **Criteria** | ***Learner Self-Evaluation Score***  ***(0-3)*** | ***Chair or Score***  ***(0-3)*** | ***Reviewer Score***  ***(0-3)*** |
| --- | --- | --- | --- |
| **Ethical Considerations**  This section discusses the potential ethical issues surrounding the research, as well as how human subjects and data will be protected. It identifies how any potential ethical issues will be addressed.  **The recommended length for this section is one paragraph.** | | | |
| 1. Describes site authorization process, subject recruiting, and informed consent processes. | 0 |  |  |
| 1. Describes how the identities of the participants in the study and data will be protected. | 0 |  |  |
| 1. Discusses potential ethical concerns that might occur during the data collection process. | 1 |  |  |
| 1. ALIGNMENT: Ethical considerations are clearly aligned with, and relate directly to the specific Data Collection Procedures. This section also identifies ethical considerations related to the target population being researched and organization or location as described in the Purpose Statement section. | 0 |  |  |
| Section is written in a way that is well structured, has a logical flow, uses correct paragraph structure, uses correct sentence structure, uses correct punctuation, and uses correct APA format. | 0 |  |  |
| NOTE: *This section does not include information from any of the* ***10 Strategic Points****.*  *This section provides the foundation for* ***Ethical Considerations*** *section in Chapter 3 in the Proposal.* | | | |
| **Reviewer Comments: This section will be built on the foundation established earlier in the proposal. First, develop the design and more sections will fall into place.** | | | |

# References

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# Appendix A The *10 Strategic Points* for the Prospectus, Proposal, and Dissertation

**The 10 Strategic Points**

|  |  |  |
| --- | --- | --- |
|  | My degree is (pick one) Ed.D**. Ph.D**. DBA  My program emphasis is: Psychology: Integrating Learning, Technology, and Psychology | |
|  | **Ten Strategic Points** | **Comments or Feedback** |
| Broad Topic Area (12-15 words) | Factors of African-American Transitional-aged male not pursuing college within the South sector of Texas. |  |
| Lit Review  Theoretical Framework  Gaps  Themes | **Background of the problem/gap**  Goingsa,Smithb Harris Wilsond, Lancastere(2015) states that educators will become better equipped to develop supports that will provide environments that promote educational excellence for Black students, particularly Black boys. Through this reflective piece we hope others continue to think strategically and creatively on how we can support the excellence of Black boys.  **Theoretical Foundations (models and theories to be foundation for study)**   * **Motivational Theory-** Ames, C. (1992). Classroom goals, structures, and student motivation. Journal of Educational Psychology, 84(3), 261-271. * **Cognitive Leaning Theory -**[Sarah Mae Sincero](https://explorable.com/users/sarah) (Mar 11, 2011). Cognitive Learning Theory. Retrieved Sep 29, 2018     **Review of literature topics with key theme for each one** |  |
| Problem Statement | It is not known how African-American Transitional-aged males describe the social and environmental factors that influence their decision to pursue college within the Southwest sector of . |  |
| Research Questions | 1. What are the social factors that influence African-American Transitional-aged males in their decision-making process to pursue college in the South Sector of ? 2. What are the environmental factors that influence African-American Transitional-aged males in their decision-making process to pursue college in the South Sector of ? |  |
| Population  Target Population  Sample | African-American Transitional Aged males  African-American Transitional-Aged males 18-24 yrs in Southwest Texas  15-20 African-American Transitional-aged males in South Sector of |  |
| Describe Phenomena (qualitative) or Define Variables/Hypotheses (quantitative) | Qualitative  How the social and environmental factors influence TAY males as they make the decision to pursue college |  |
| Methodology & Design | Qualitative Case Study (qualitative description -compare/contrast) 18 yrs. Older graduates |  |
| Purpose Statement | The purpose of the case study is to explore the social and environmental factors that influence African-American transitional-aged male to decide to pursue college within the Southwest sector of . |  |
| Data Collection Approach | Qualitative Case study with:  \*focus groups with Transitional-aged males (18-24)  \* one-on-one interviews  \* archived records |  |
| Data Analysis Approach | Coding  Themes |  |

# Appendix B Variables/Groups, Phenomena, and Data Analysis

Table 2  
  
*Qualitative Studies*

| **Research Questions**: State the Research Questions that will be used to collect data to understand the Phenomenon being studied | **Phenomenon:**  Describe the overall phenomenon being studied by the research questions | **Sources of Data:**  Identify the specific approach (e.g., interview, observation, artifacts, documents, database, etc.) to be used to collect the data to answer each Research Question | **Analysis Plan:** Describe the specific approach that will be used to (1) summarize the data and (2) analyze the data. |
| --- | --- | --- | --- |
| 1. What are the social factors that influence African American Transitional-aged males in their decision-making process to pursue college in the South Sector of ? | The cultural factors are being studied by the research question as well as the economic status of the members. | Interview, Observation, and Focus groups. | To summarize the data, the responses will be read and re-read for understanding and categorized as per the themes recurring. This will allow for a better analysis of the recurring patterns. |
| 2. The second research question is what are the environmental factors that influence African-American Transitional-aged males in their decision-making process to pursue college in the South Sector of ? | The peer and general upbringing are studied by this question to determine the influence of family and peers. | Interviews, Questionnaires, and Focus groups | To summarize the data, the responses will be read and re-read for understanding and categorized as per the themes recurring. This will allow for a better analysis of the recurring patterns. |
|  |  |  |  |

**(INSTRUCTORS ADDITIONAL COMMENTS)**

I do want to comment once again that I reviewed your Lopes report, which showed no similarities between your writing and other published documents beyond what has been previously submitted in your own work or published by the university. Writing and APA Your writing does convey ideas clearly and is smoother in this version after a little editing. See my notes in the document for more detail. APA formatting is in need of work. I looked at your references, and I do see a few places where all the words are capitalized in the title of an article. I put some notes about citations in the body of the article. You might look at Recite works, which is a free BETA version software that will catch and notify you of any flaws in references and citations. Put the name in your Browser and Reciteworks will come right up. The analysis will take about thirty seconds. Finally, just keep going, you have a good study that will be of value to many readers. Just stay with the process to the finish.