

5-2024

FACTORS AFFECTING THE ENROLLMENT AND GRADUATION RATES AMONGST AFRICAN AMERICAN MALES IN THE UNITED STATES

Tracie Johnson

Follow this and additional works at: <https://scholarworks.lib.csusb.edu/etd>

 Part of the [Social and Behavioral Sciences Commons](#)

Recommended Citation

Johnson, Tracie, "FACTORS AFFECTING THE ENROLLMENT AND GRADUATION RATES AMONGST AFRICAN AMERICAN MALES IN THE UNITED STATES" (2024). *Electronic Theses, Projects, and Dissertations*. 1922.

<https://scholarworks.lib.csusb.edu/etd/1922>

This Project is brought to you for free and open access by the Office of Graduate Studies at CSUSB ScholarWorks. It has been accepted for inclusion in Electronic Theses, Projects, and Dissertations by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.

FACTORS AFFECTING THE ENROLLMENT AND GRADUATION RATES
AMONGST AFRICAN AMERICAN MALES IN THE UNITED STATES

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Social Work

by
Tracie D. Johnson

May 2024

FACTORS AFFECTING ENROLLMENT AND GRADUATION RATES
AMONGST AFRICAN AMERICAN MALES IN THE UNITED STATES

A Project
Presented to the
Faculty of
California State University,
San Bernardino

by
Tracie D. Johnson
May 2024

Approved by:

Nicole Arkadie, Research Supervisor, Social Work

Yawen Li, M.S.W. Research Coordinator

© 2024 Tracie D. Johnson

ABSTRACT

This study explored factors that interfered with the matriculation and graduation rates into and from college among African American males in the U.S. Low rates have been associated with systemic racism and exclusion. The study hypothesized, that 60% of the participants ended the matriculation process or did not graduate from college due to racism and or/exclusion. Criteria to participate in the qualitative study, at least 18 years of age, born a biological male, of African American descent or origin, desired to attend college but did not enroll, attended college but did not graduate with a college degree. Samples were collected within Southern California via snowball sampling. The study resulted in three trends that interfered with the graduation rates of these participants (1) Lack of guidance (2) Lack finances and (3) Life events. The study concluded that systemic racism and exclusion were not the major factors that interfered with the enrollment and/or graduation process amongst the participants from this study.

ACKNOWLEDGEMENTS

First, I give thanks to my Lord and Savior Yeshua for giving me the desire and motivation to run my course. Secondly, I give thanks to my faithful and loving spouse Richard Johnson, who supported me throughout this entire process and made great sacrifices, to help me to fulfill my destiny and dreams.

DEDICATION

I dedicate this research project to every African American male who has ever lived in the United States of America who sought to embark on the wonders of reading, writing, and aspired to reach levels of higher learning, but was hindered by obstacles or overcame obstacles, system, and people who rejected your Black intelligence.

“...It appraises mainstream society when they are confronted with an African American male who is determined, considered, or perceived to be intelligent...it seems to sometimes put that person on the defense...it's culturally based and expected. The problem is not the African American male who has that education. It is the people who don't understand the fact that when [African American males] are given the opportunity for equal education that they can come-up -with equal levels of intelligence that are comparable and debatable.”
(age 73)

TABLE OF CONTENTS

ABSTRACT	iii
ACKNOWLEDGEMENTS.....	iv
TABLE OF CONTENTS	v
CHAPTER ONE.....	1
PROBLEM FORMULATION.....	1
Graduation Rates Among Social Classes.....	4
The Purpose of the Study	4
Contributions to Social Work.....	5
Social Implications	6
CHAPTER TWO.....	7
LITERATURE REVIEW	7
Enrollment and Graduation Rates.....	7
Structural Hierarchies	8
Adverse Childhood Experiences	10
Enrollment and Graduating Rates Amongst Black Social Classes	11
Acceptance and Historically Black Colleges and Universities.....	12
Theory Guiding Conceptualization.....	14
Bronfenbrenner: The Importance of Acceptance by Society	14
Summary	15
CHAPTER THREE	16
METHODS.....	16
Study Design	16

Protection of Human Subjects	17
Data Collection and Instruments.....	18
Data Analysis.....	19
Limitations of the Study.....	20
Summary	20
CHAPTER FOUR	21
INTERVIEW RESULTS AND DESCRIPTION	21
Presentation of the Findings	21
CHAPTER FIVE	33
DISCUSSION AND CONCLUSION.....	33
Conclusion	38
APPENDIX A FLYER	40
APPENDIX B INFORMED CONSENT	43
APPENDIX C RESEARCH QUESTIONNAIRE GUIDE	46
APPENDIX D IRB APPROVAL email LETTER	49
REFERENCES	52

CHAPTER ONE

PROBLEM FORMULATION

In an article written by Ronald E. Hall and George T. Rowan titled, *African American Males in Higher Education: A Descriptive Qualitative Analysis*, the authors explored institutionalize racism, that African American males experienced while attending predominately White or Hispanic colleges in the United States (Hall & Rowan, 2000). Structural racism, in American institutions of education, has influenced the stigmatization of the Black image and intellect of African American males for generations, thus impacting their social capital and acceptance into American society and in institutions of higher learning across the country (Hall & Rowan, 2000).

Past studies have shown that African American males have the lowest enrollment and graduation rates in the country (Garibaldi, 2007; Hall & Rowan, 2000). Historically, ecological systems in academia, have denied African American males the right to read, write, and to obtain an education (Hall & Rowan, 2000). These systems have created negative outlooks on African American males and have sought to devalue their intelligence and to reject their humanity in American society (Brown & Sacco, 2018; Hall & Rowan, 2000). These psychological bombardments, in American society, have produced timeless thoughts of ignorance and assumptions that African American male children or men do not aspire to learn, or to enroll into, or to attend college (Hall

& Rowan, 2000). Such societal outlooks and buy ins have manifested themselves in early age academic institutions (Garibaldi, 2007) and have come in the form of mass suspensions and expulsions amongst African American male children and adolescence (Garibaldi, 2007; Hall & Rowan, 2000; Harper, K., & Temkin, D. 2018; Maciolek, 2020; Wright et al., 2016). Such early childhood biases have impacted the viewpoints of numerous non-Black teachers and administrators (Brown & Sacco-Benne, 2018). These viewpoints have traumatized African American male children and have done so, prior to and since Anti Literacy Laws (Brown & Sacco-Benne, 2018; Hall & Rowan, 2000; Härkönen, 2008).

Anti literacy laws made it illegal for African American males (and females) to be taught how to read and write (Carroll, 1938). The objectives for Anti-Literacy Laws were to exclude Blacks from all social systems in America (Carroll, 1938). One of the most prominent systems of exclusion was in education (Carroll, 1938). The objective was to continue to give false impressions that all Whites were more intelligent than all Blacks (Carroll, 1938). This false narrative was important (especially in the South), because literacy was a symbol of superiority, which Whites wanted to maintain in mainstream America psychologically and physically (Carroll, 1939).

Subsequently, the Jim Crow laws of segregation continued to dominate the education system from 1896 to 1954, until challenged in the U.S. Supreme Court (Maciolek, 2020).

As mentioned previously, African American males have been challenged with receiving a good education since their ancestor's arrival to America (Hall & Rowan, 2000). However, in 1954, a Supreme Court ruling, *Brown vs. Board of Education*, of Topeka deemed it unconstitutional for African American males (and females) to attend inferior schools, yet collectively, African American males (and females) still attend inferior schools and in some cases treated without equity (Garibaldi, 2007). Research has shown, many African American males experience a dearth of empathy, compassion, or patience from teachers and those in authority at school (Garibaldi, 2007). They tend to have higher suspension and expulsion rates, in addition exempt from participation, in academic programs that promote, critical thinking, problem solving, technological literacy, creativity, thus career opportunities (Garibaldi, 2007; Hall & Rowan, 2000; Harper & Temkin, 2018.; Maciolek, 2020; Wright et al., 2016).

One study found that over 79% of parents of African American males (in New Orleans) supported their children's dreams in attending college, while their classroom instructors were less confident in them attending college, thus failing to inspire, prepare, or guide them into academic success for college (Garibaldi, 2007). The same study found that African American male children were treated inferior in primary, secondary, and high school levels when compared to other ethnic and racial groups and experienced less academic care, higher suspensions, and higher rates of expulsions (Garibaldi, 2007). These common threads and challenges intensify risk, adverse childhood experiences (ACES),

and can impact the psychology, cognition, and academic growth of African American males at all social classes (Gresham & Karatekin, 2023).

In addition, research has shown that such disparities have increased significantly since COVID 19 (Temkin et al., 2023). Academic scores, feelings of security, safety, physical health, nutrition, acceptance, and emotional well-being decreased at all grade levels for African American males and others (Temkin et al., 2023).

Graduation Rates Among Social Classes

Studies have suggested that the low enrollment rates and the low graduation rates from college was high, amongst African American males who were raised in impoverished communities, and who had parents who did not graduate from college (Hall & Rowan, 2000). Likewise, researchers discovered comparable results among African American males, who were raised in affluent communities, and having parents that graduated from college also had lower enrollment and lower graduation rates when compared to other groups in their affluent communities (Hall & Rowan, 2000). The study found that African American males in both social classes had one of the lowest rates amongst other groups.

The Purpose of the Study

The purpose of the study was to determine if historic, ecological factors, in college institutions, interfered with the enrollment, and graduation rate amongst

African American males. For example, did historic and cultural systems of racism and exclusions, in college institutions, pressure African American males to end their college aspirations? If so, what were the specific factors?

Contributions to Social Work

The findings of the study contribute to the field of social work in three ways. First, the study contributes additional data to the existing literature. The data from the study, provides social workers with three specific areas to target, in case management, when collaborating with African American males, who aspire to enroll and graduate from college. The three areas to target are (1) guidance, (2) finances, and (3) life events. Each of these factors can become barriers within the enrollment and graduation process. By social workers recognizing these three areas of concern, they will be able to focus on providing the appropriate resources, guidance, and utilize intense case management. The second contribution to social work is the study recognized structured marginalization of African American males at the primary, secondary, high school and college levels in education.

This data provides information to social workers of the exclusion that African American children, teens, and adults face collectively. With this information, school social workers can intervene and advocate for equal education, equal representation, and equal treatment from educators and other staff. Thirdly, the research allows social workers to read about the firsthand experiences of African American males in college institutions, from participants in

the study. The firsthand experiences are valuable since the data expanded three generations. The ages of the participants were between twenty-four and eighty. The personal interviews communicate the advances in inclusion in college institutions, identified cultural stigmatizations, and exclusionary practices that still exist. By utilizing this contributed data from this study, social workers can review the current information, focus on areas to address, as they engage in policy making. By making new policies and by engagement, social workers can advance the academic, social, and economic well-being of African American males, who want to enroll and graduate from college.

Social Implications

Research suggests that almost 1.6 million African American males are exempt from experiencing economic prosperity due to not having a college in America. (Maciolek, 2020). Often, African American males lack political power, live, and raise their children in communities that have inadequate educational systems, have little opportunities for employment. However, by having a college education and a career, the lives scores of African American males can change. A college education can increase employment opportunities, economic growth, mental and physical healthcare, the ability to afford to reside in cleaner communities with less crime, sustainability of livelihood, political and social capital, all of which can impact future generations (Burt et al., 2012; Maciolek, 2020).

CHAPTER TWO

LITERATURE REVIEW

Chapter two will review the research study utilized to explore the low enrollment and low graduation rates amongst African American males in the United States. The literature review will include the topics of Adverse childhood experiences (ACES), The enrollment and graduation amongst social classes, acceptance, and Historically Black Colleges (HBUC) and Institutions, Bronfenbrenner's ecological theory and the importance of social acceptance.

Enrollment and Graduation Rates

As discussed previously, African American males collectively have one of the lowest enrollment and graduation rates from college (Garibaldi, 2007; Hall & Rowan, 2000). In addition, African American males make up a small group of all post graduate students in the US (Robinson, 2014). national enrollment rate is 4.3%, their graduation rate amongst enrollees is one out of three, and has been somewhat similar since the mid 1970's (Garibaldi, 2007; Robinson, 2014). In addition, their dropout rates since the 1970's have continued to be the highest nationally (Robinson, 2014). However, in another study their enrollment and graduation rates have increased by 30% and 40% despite structural hierarchies (Perna, 2000).

Structural Hierarchies

According to research, ecological systems of inequality were designed by White Supremacy (Hall & Rowan, 2000; Wu & David, 2002). These structures were designed to establish a human hierarchy (Davis, 1845). These hierarchies deliberately deprived Africans their basic human rights (Davis, 1845; Hall & Rowan, 2000; Tolliver et al., 2016; Wu & David, 2002). The hierarchy created cultural, generational mischaracterizations, and psychological typecast towards all African males and their descendants (Brown & Sacco-Benne, 2018; Davis, 1845; Hall & Rowan, 2000; Harper, 2009). These structural mischaracterizations have manifested themselves in every social and academic platform, often impacting African American males negatively in the forms of racial slurs, aggressions, exclusion, racial profiling, police harassment, micro-aggressions, and the denial of self-efficacy (Brooms, 2021; Hall & Rowan, 2000; Harper, 2009). These generational cruelties have a root in institutions of learning (Brooms, 2021; Davis, 1845; Hall & Rowan, 2000; Harper, 2009).

Structural influences have made a countless amount of African American males vulnerable to racism, biases, and exclusions in college institutions (Brooms, 2021; Brown & Sacco-Bene, 2018; Kurashige, 2016; Robinson, 2014; Tolliver et al. 2016). A study found that some African American males experienced several (typically White) college professors and/or college peers (typically of White or Hispanic origins) dismissing their intellectual contributions to class discussions and group projects; as well as challenging their academic

intellect, ability to think critically; and treating them as being intellectually deficient, ignorant, and uninterested in learning (Brooms, 2021; Brown & Sacco-Bene, 2018; Robinson, 2014; Tolliver et al., 2016).

Many African American males experienced exclusions in class projects, challenged when engaging in class dialogue, treated as though they were less intellectual, experienced assumptions of college acceptance by Affirmative Action (which no longer exist) or athletic scholarships only, rather than by motivation, hard work, and intellect (Brown & Sacco, 2018; Harper, 2009; Robinson 2014; Tolliver et al., 2016). However, it must be noted that many African American males learned to intellectually counter such challenges by reciprocal statements, thus silencing their peers and professors, and by making friends that were of various ethnic or racial groups (Robinson, 2014).

Such historic, psychological stereotypes, and disinformation are institutionalized and ingrained in ecological systems of academia, thus which is crucial to human development and social growth (Brown & Sacco-Benne, 2018; Hall & Rowan, 2000; Härkönen, 2008; Tolliver et al., 2016). Being accepted by society at an early age plays a significant role in the development of a child (Härkönen, 2008; Wu & David, 2002). As mentioned earlier, a numerous African American males were not accepted by school staff and were not receiving a comparable education at the primary, secondary, or high school levels, thus not prepared to enroll into or complete college (Garibaldi, 2007; Hall & Rowan, 2000).

From childhood, many African American males have experienced the consequences of structural racism which can come in the forms of, inadequate academic instructions, outdated text books, unhealthy food choices at school, inadequate transportation to school and from school, unsafe school environments and buildings, and a lack of empathy from school administrators, teachers, campus police and other school staff members (Garibaldi, 2007; Hall & Rowan, 2000; Tolliver et al., 2016). In addition, such ethnic discrimination produces a school environment of rejection from adults, higher suspension and expulsion rates, and an absence programs that encourage science, technology, advanced math (STEM) (Garibaldi, 2007; Hall & Rowan, 2000; Maciolek, 2020; Tolliver et al., 2016; Wright et al., 2016;). These types of traumas, Adverse Childhood Experiences, and risk factors put African American males at academic risk (Garibaldi, 2007; Hall & Rowan, 2000; Maciolek, 2020).

Adverse Childhood Experiences

In 2023, Gresham & Karatekin (2023), found ACEs had a secondary impact on the psychological well-being on college students that attended college in a Middle-Western region of the United States (Gresham & Karatekin, 2023). Their study sample consisted of mostly “White females” (over 75%), “Asian” (over 14.5%), “Black” (over 3.5%), “Multiracial” (over 2.5%), “Native American” (over 1%), lastly “Other” (over 1%) (Gresham & Karatekin, 2023); the study did not categorize African American males independently (Gresham & Karatekin, 2023).

The research found that Childhood Experiences had a negative impact on the overall well-being of all ethnic groups (which includes Europeans) attending college (Gresham & Karatekin, 2023); however one study found that African American males are impacted by ACES at higher levels (Hampton et al., 2021) and that there was a correlation between the number of ACES a student experienced and a lower chance of graduating at the scheduled date (Gresham & Karatekin, 2003; Hampton-Anderson et al., 2021). Studies of ACES

and its impact on college students are minimal (Gresham & Karatekin, 2023), therefore, more studies must be done to explore if there is an association between historical inequities, ACES, and personal outlooks towards education and behaviors to explore associations of low enrollment and graduation rates amongst African American males.

Enrollment and Graduating Rates Amongst Black Social Classes

Other studies have asserted that the low enrollment and graduation rates among African American males, who lived in low-income communities, and whose parents did not graduate from college, were similar African American males, who lived in affluent communities, and had parents that graduated from college (Hall & Rowan, 2000). Researchers are unclear whether family dynamics, parental economic success, or parental completion of college had a significant impact on the enrollment and graduation rates of African American males (Hall & Rowan, 2000).

Acceptance and Historically Black Colleges and Universities

Although African American males have a lower enrollment and graduation rate in comparison to African American females, they tend to have higher SAT and ACT scores (Garibaldi, 2007). Even though their rates are lower, they continue to succeed in enrolling and graduating from predominately White, Hispanic, and Historically Black Colleges and Universities (Brown & Sacco-Benne, 2018). Despite their achievements, research found, many African American males felt they were viewed as having an inability to engage academically, seen as malfunctional, destructive, and unapproachable in college environments that were predominately White or Hispanic, (however it is important to note, African American males experienced more acceptance in predominately Hispanic institutions in comparison to White colleges) (Brooms, 2021; Brown & Sacco-Benne, 2018). In contrast, African American males felt more appreciated in Historically Black Colleges and Institutions. Data shows that HBCUs tend to be a much better match for African American males since they have a clearer understanding of their intersectionality and historical challenges of exclusions in academia (Garibaldi, 2007; Hall & Rowan, 2000; Maciolek, 2020). Researchers believe that African American males have a unique set of circumstances that impact their overall academic success prior to attending all institutions of higher learning, including HBCUs (Brown & Sacco-Benne, 2018; Garibaldi, 2007; Hall & Rowan, 2000).

African American males that attended Historically Black Colleges and Universities tended to have a higher enrollment and graduation rate in comparison to African American males that attended predominately White or predominately Hispanic colleges (Brown, 2018). HBCU's tend to be culturally sensitive to the historic maladaptive treatment and typecast towards African American males (Brown, 2018; Robinson, 2014). They also tended to comprehend their historic intersectionality's promote Black culture, history, and ethnic intelligence (Brown, 2018; Robinson, 2014). HBCUs also tended to focus on mentorship, relationship building, and providing an environment that enhanced the emotional and psychological well-being of African American males while many other non-Black institutions did not (Brown, 2018; Robinson, 2014).

For some of these reasons, HBUC's produce the highest quantity of African American male enrollments and graduation rates in the US; at the scale of 16% although they make up only 3% of all colleges in the United States collectively (Brown, 2018). Despite these increased rates, and their higher scores on SAT and ACT exams, HBCUs only graduate one out of three enrolled African American males; a rate that is much lower in comparison to many other groups on a national scale (Brown, 2018; Garibaldi, 2007), thus more research must be explored why African American males continue to have low enrollment and graduation rates.

Theory Guiding Conceptualization

The guiding conceptualization of the literature review was supported by Bronfenbrenner's Ecological Theory, with the emphasis on Academic Ecological Systems. The study examined research articles that explored the enrollment and graduation rates amongst African American males in the United States and the impact of ecological systems that have interfered with their academic success, due to its structured scale and pecking order (Wu & David, 2002). The study explored the impact of systemic compartmentalization and mischaracterizations that historically had a negative impact on African American males, and becoming accepted and feeling welcome into American Society; starting from childhood throughout adulthood. Such negative impacts have created disproportionate disparities amongst African American males in the forms of exclusion, traumas, thus adverse childhood experiences which can have a negative impact on their social, emotional, and academic well-being (Hall & Rowan, 2000; Hampton et al., 2021).

Bronfenbrenner: The Importance of Acceptance by Society

As discussed previously, African American males tended to experience lower rates of social acceptance in American society and in school settings (primary to college) thus, having a negative impact on their social and emotional well-being and sense of belonging (Garibaldi, 2007; Gresham & Karatekin, 2023). Acceptance is an important part of human development (Härkönen, 2008).

According to Bronfenbrenner's Ecological Systems Theory, acceptance into society at an early age promotes social growth, increases cognition, security, and psychological well-being throughout maturation (Härkönen, 2008). The development of a child is impacted by acceptance in all systems on a (1) Micro, (2) Mezzo, and (3) Macro levels (Härkönen, 2008). When one is not accepted into society or by society at large the rejection can have a negative impact on their overall well-being and academic success (Gresham & Karatekin, 2023; Hampton et al., 2021; Härkönen, 2008), thus, possibly impacting the enrollment and graduation rates amongst African American males in the United States of America due to the lack of social acceptance in school settings and academic systems which promotes belief in self and promise (Tomas et al., 2019).

Summary

In summary, African American males have the lowest collective enrollment and graduation rates amongst most of their peers from various ethnic groups (). Despite, having higher SAT and ACT scores than African American females, African American males' enrollment and graduation rates from college remain lower (Garibaldi, 2007). Historically, ecological systems have a negative impacted on African American males on all tier levels, thus systematically hindering their academic success on a micro, mezzo, and macro level (Garibaldi, 2007). Such systems created disadvantages in education resulting lower enrollment and graduation rates (Gresham & Karatekin, 2023; Perna, 2000; Tolliver et al., 2016)

CHAPTER THREE

METHODS

Chapter three outlines the methodology of this project. The study examined factors that impeded the enrollment and graduation rates amongst African American males, from college institutions in the United States. The methodology in this chapter includes: The design of the study, protection of human subjects, sampling, data collection and instruments, data analysis, limitations of the study, and a chapter review.

Study Design

The design of the study was qualitative. The objective was to find out why participants did not enroll into or graduate from college. In addition, the study wanted to determine if our results would be comparable to the findings of the literature review. We wanted to explore if institutionalized racism and exclusion found in college systems, across the United States, obstructed our participants from enrolling into and/or graduating from college. The study hypothesized that 60% of the participants would have experienced exclusion and racism in the enrollment and/or graduation process. The study believed these microaggressions would be the dominant trend amongst participants which impacted their college decisions. For example, would participants end their college aspirations if their intelligence were challenged by college professors, or

by college peers who were non-Black? Or did participants attend high schools where staff assumed that African American males were uninterested in college?

Protection of Human Subjects

Prior to interviewing participants, the protection of subjects was approved by California State University, San Bernardino, Institutional Review Board (IRB). The interviewer protected the welfare, rights, and privacy of all human subjects. The study followed, "The Common Rule" that was established by the Belmont Report. The rules included informed consent from all participants, respect for each participant which entailed, recognizing the personal dignity, autonomy, beneficence, and justice for each participant. (1) Respect of person included: obtaining voluntary informed consent, prior to conducting individual interviews, (2) Beneficence, the study was obligated to protect all participants from harm (physical, psychological, and social; where risk could be considered), and (3) The study practiced justice and explained the risk of the study to all participants with standardized information. The interviewer explained the benefits of the study to the subject and how it will benefit the field of Behavioral Sciences. The interviewer also informed all participants how their information would remain private, confidential, and protected (National Institute of Justice, 2007). The personal information of participants was protected and secured on a laptop computer with security codes. Each participant's data and identity were confidential and protected in a file cabinet or on a laptop computer with access

codes. The data gathered was anonymous. The interviewer did not collect direct identifiers (e.g., name, social security number, contact information).

Consequently, the data was not labeled with any personal identifying information, nor with a code that the study or interviewer could link to any personal identifying information. Individual interviews were conducted on Zoom and recorded with cameras off. Each participant was read fourteen, standardized, open and close ended questions. The interviews were dictated and transcribed by Microsoft Word. Individual interviews were less than sixty minutes. At the end of the interview, participants were thanked for their participation in the study and debriefed. All the interviews were recorded with cameras off, dictated and transcribed on Microsoft Word, printed, and protected in a file cabinet and by a computer with a privileged access code. The study collected samples from Southern California and utilized Snowball sampling to gather participants. Participant criteria: (1) Eighteen years of age or older, (2) Born a biological male, (3) Of African American descent, (4) Aspired to attend college, but did not enroll, (5) Attended college, but did not graduate. The study recruited thirteen participants that met the criteria. Participants' ages ranged between 24 and 80 years of age. Participants were not compensated for their voluntary participation.

Data Collection and Instruments

Participants were invited to the study via flyer and word of mouth. The study utilized the Snowball Method. Participants provided demographic data

including, age, ethnicity, origins (specifically a descendant of African slaves, who were brought to America/the United States through slavery), and gender.

Participants met all criteria to participate in the study.

Instruments utilized, included: Zoom, computers, iPhones, cell phones, and Microsoft Word dictate/transcribe. In addition, prior to the interviews, Informed Consent was utilized to protect participants; each participant was read the Informed Consent and the importance of the protection of human subjects. Each participant freely agreed to participate in the research project. Participants' identities and answers were kept confidential and stored on a laptop computer with a restricted access code and protected in a file cabinet.

Data Analysis

Data analysis consisted of thematic analysis of standard qualitative interviewing questions, audio recordings and transcriptions were conducted via Zoom (Caulfield, 2022). The study utilized the thematic analysis method to examine the data. The study identified common patterns, thoughts, and other factors that interfered with the enrollment and graduation from college amongst the thirteen, African American male participants. The analysis consisted of six steps, designed by Virginia Braun and Victoria Clarke, with the intent to reduce confirmation bias (Caulfield, 2022). Braun and Clarke's process included: (1) Familiarization (2) Coding (3) Generating themes (4) Reviewing themes, (5) Defining and naming themes and (6) Writing up findings (Caulfield, 2022).

Limitations of the Study

There were limitations to the study. One limitation was that the questions were focused on college experiences. This did not give the study an opportunity to explore if there was an association between ACES and the low enrollment and graduation rates amongst African American males. Another limitation was where the sample was collected from. The sample was only collected from Southern California. The study believes these limitations could have made the findings biased; the sample size and demographics did not represent African American males nationwide. For example, African American males that attended colleges in the Conservative South, might have a much different college experience than African American males, who attended colleges in California, a liberal state, considered a “melting pot.”

Summary

In summary, chapter three outlined the methodology of the study and the purpose of the study. The methodology of the chapter included the design of the study, the protection of human subjects, sampling, data collection and instruments, data analysis and the limitations of the study.

CHAPTER FOUR

INTERVIEW RESULTS AND DESCRIPTION

This study examined factors affecting the enrollment and graduation rates amongst African American males in the United States. This chapter will present the findings of the study. The findings will be presented as read to each participant in accordance with the Interview Guide that was approved by the Interview Review Board at California State University, San Bernardino CA. Each question (except questions 5b and 5c) will be followed up with a discussion and/or the response(s) of a participant(s) in the study. In addition, this chapter will include numerical results from the data, a participation recruitment flyer, an Informed Consent sample, and the Research Interview Question Guide sample (which includes demographics). All materials from the research study, have been approved by the Interview Review Board (IRB) at California State University, San Bernardino CA.

Presentation of the Findings

1) *Have you ever wanted to go to college?*

Thirteen out of thirteen participants wanted to attend college.

2) *Were you raised in a household that promoted college?*

Ten out of thirteen participants were raised in households that promoted college. Three out of thirteen participants were not raised in a household that promoted college.

3) *Did you know about the process to enroll in college?*

Two out of thirteen participants knew about the enrollment process.

Eleven out of thirteen participants did not know about the enrollment process.

Participants responded: *"I had limited information on the enrollment process".*

3b) *If so, how did you find out about the process?*

Participants responded: *"I learned how to enroll from my parents."* Other participants attributed learning about the enrollment process to *"grandparents," "brother," "friends," "counselors," "coaches," "the school," and "on my own."*

Ten out of thirteen participants came from households that did promote college. However, only two out of those ten participants raised in households that promoted college received direct guidance and direct support from their parents or caregivers. The other eleven participants received guidance from siblings, friends, school counselors, coaches, or on their own. In specifics three participants raised in households that were raised that promoted college did not understand the enrollment process, two participants who were not raised in households that promoted college understood the enrollment process, while one participant did not come from a household that promoted college and did not

understand the enrollment process and one participant that was raised in a household that promoted college learned to enroll into college on their own. Although the thirteen participants had a range of experience each participant successfully enrolled in college with the proper guidance, they needed to complete matriculation. A statement from one participant who came from a household that promoted college and went to a school that promoted college stated,

*“Yes, specifically my grandparents and my mother [promoted college]” ...
“school counselors” ...were heavily involved.” [I learned how to enroll]
“from home and at my school, my parents and my high school taught me”
(age 24).*

A much different statement was made by another participant who did not understand the enrollment process into college and did not come from a household that promoted college. However, they promoted “good grades” at the primary, secondary, and at the high school level. “[I was] actually dropped off in front of the junior college and was told to try and find some classes” (age 32).

4) Have you ever enrolled in college?

Thirteen out of thirteen participants enrolled in college.

Participants responded: “Yes.”

5a) Did you go to a high school that promoted college?

Ten out of thirteen participants went to a high school that promoted college.

Two out of thirteen participants went to high schools that did not promote college.

One out of thirteen participants responded sometimes.

Participants responded who attended a predominantly Black school noted,

“...I come from a small town, they only promoted college to kids who showed aptitude. They were just happy to see kids graduate...playing sports was the next level. I was introduced [to college] because I played sports.” (age 56)

(5b) Did you have any high school friends that attended college after they graduated from high school? [OBJ] Skip

(5c) If so, about how many? [OBJ] Skip

Question 5b and 5c were not significant to the study. The data was not included or utilized in the results or discussion section, due to not being significant to the results of the study.

6) Did you graduate from high school?

Twelve out of thirteen participants graduated from high school.

One out of thirteen participants did not graduate from high school.

7) Have you ever attended college?

Twelve out of thirteen participants attended college.

One out of thirteen participants enrolled but did not attend college.

Twelve of the thirteen participants who enrolled in college attended. The one who did not attend college had a career path that did not require college; however, college was a future option by contract with his place of employment.

“I did not attend college because of a different career path. My career didn’t allow me the time and consideration it takes to attend college.” (age 34)

8) If you attended college and did not graduate what were some of the reasons?

Refer to question # 13 for results.

9) Were you motivated to go to class once you were in college?

Two out of the twelve participants were motivated to attend class.

Five out of the twelve participants were not motivated to attend class.

Five out of the twelve participants were not always motivated to attend class.

“No college was just a byproduct of playing football.” (age 55)

“When I attended community college, I was not motivated to go to class, but when I attended technical college, I was motivated to go to class. I was pursuing a career that got straight to the point.”

Participants that were not motivated to attend college trended to lose interest due to repeating the same information for that was learned in high school, not understanding the purpose of college or and not having proper guidance or feeling that college was not preparing them life.

“...I feel like I was not learning in college the information or my business...most of all, I wasn’t learning what I thought I would learn in those classes... I was motivated to go to classes that taught me the skills I needed to perform ...and learn for the future. I went when I was not ready...I did not understand the purpose of college... and I had to relearn what I learned in high school.” (age 30).

10) If you went to college, was it a Historically Black College or University, predominately White, predominately Hispanic

Four out of twelve participants went to predominantly White colleges. One out of twelve participants went to a predominantly Hispanic college.

Zero out of twelve participants went to a Historically Black University and College. Seven out of twelve participants went to multicultural colleges.

11) Did you feel welcomed when you went to college?

Eight out of twelve participants felt welcome when they went to college.

Two out of twelve participants felt unwelcome when they went to college.

Two out of twelve participants sometimes felt welcome when they went to college. One participant who did not feel welcomed it was due to the contributed it to the way the academic system was designed and not due to but feeling of racism or exclusion, although at times some felt they were treated differently.

“Yes, yes, the people were really kind and ... really nice...even though it was predominantly White, everyone got along very well there. The only tension was in town. As long as you were on campus, everything was fine. (age 59)

“In junior college, it’s like you don’t have a minute to be late to class...If you’re late to class by one minute that seat is taken by someone who’s on the waitlist. So no, you’re just a number, that [seat] need to be filled...So, no, I didn’t feel welcomed (age 32)

12) Do you ever feel you were treated differently because you were African American?

Five of the twelve participants did have experiences in which they felt that they were treated differently because they were African American males.

Some due to historic racism and stereotypes. Four out of twelve participants felt they were not treated differently. One out of twelve participants felt they were treated differently and two out of twelve did not respond. The participants below remarked on feeling that they were treated differently.

“Yes...I’m just Black... male or female, it wouldn’t matter...just [you] being an African American... [they] notice. That’s it.” (age 39).

“I can’t think of anything specifically right off the top of my head, but yeah I’m sure I was a few times...It could be students...professors...anyone on campus...under 5% maybe.” (age 54)

13) *What do you think interfered with your graduating from college?*

Obtaining a college degree or graduating from college was not required for their desired participants’ career paths.

“...my career specifically...shifted into a path that didn’t have to correlate with college at the moment.” (age 24)

“My career path that I chose, made college not an option at the time.” (age 37)

Another participant experiences lack of support or does not know how to navigate through college.

“I couldn’t figure it out...so I did prerequisite classes...but I never really knew exactly what major I wanted to study.” (age 30)

Others left college to pursue a different career path such as entrepreneurship while some stopped attending college due to life events (outside of school) such as the death of a parent, getting married, having children, and wanting to support their family, thus not able to continue their college education due to a of finances or ended their college career due to not achieving their athletic goals in college. One participant attributed ending his college career to the death of his father, not

having the maturity to continue college, and did not understand that his father had benefits that would take care of his mother. The participant did not have proper guidance, did not understand how ecological systems worked and, nor had the knowledge of how to navigate through the academic systems during times of hardship.

“My father passed away...I wasn’t smart enough to know how [your] my dad got retirement ...or social security...you’re a kid and ...and you start making bad decisions...So I decided not to go back to school...I didn’t have guidance, ... and it changed everything...I [end] ended up missing finals... and you just don’t know where you are...” (age 55).

This participant ended his academic career due to lack of guidance and wanting to support his mom after his father’s death. Another participant felt college was no longer beneficial to pursue a degree if there is a lack of required experience related to the degree in progress.

“I don’t feel like it [college] was meant for me...even if you wanted to get a good job, they are going to tell you that you got to have more than five years of experience...so I don’t get why I have to go to college.”
(age 32)

According to the data, twelve of the thirteen participants did not graduate from college due to personal choice and life events, such as pursuing college for athletic reasons only, getting married, and/or having children, starting their own

business, or seeking other professional careers that did not require a college degree. In addition, the data also suggest participants did not stop attending college for historic reasons of systematic forms of exclusion, stereotypes, racism, or unwelcomeness, which were some of the trends in the literature review. With that in consideration, the study must question, if some of the participants did not complete college was it due to adverse experiences caused by structural national exclusion? According to the study, eleven out of the thirteen participants felt that American society did/ does not accept their intelligence as African American men; participants noted,

“...It appraises mainstream society when they are confronted with an African American male who is determined, considered, or perceived to be intelligent...it seems to sometimes put that person on the defense...it’s culturally based and expected. The problem is not the African American male who has that education. It is the people who don’t understand the fact that when [African American males] is given the opportunity for equal education that they can come up with equal levels of intelligence that are comparable and debatable” (age 73)

“There’s no point of college for Black Americans (you know) males you know... it’s [college is] not going to help. There is no reason [for it]. For the majority of us [African American males], ... to get a job, we might as well, start our own businesses...” (age 32).

This participant attributed racism, feeling alone, ignored when seeking help from professors, and felt unwelcome by some college professors and some non-Black classroom peers. Such historic factors were the direct cause of this participant ending their college career. The study questions if this participant went to a HBCU would they have graduated from college. For these such historic reasons that are mentioned in the literature review, the study must take into consideration that historic systems may have had an unconscious or direct psychological impact on many of the participants that did not graduate from college. Although these facts historical facts and experiences remain in remain in American society today, the results for this study are not equivalent to the findings in the literature review. The findings of this study resulted in all participants enrolling into college and three overall trends that interfered with the graduation rates of the participants were: (1) Lack of guidance (2) Lack of finances and (3) Life events. *Note: Regarding enrollment, the rating amongst these participants was high, reaching 100%, which was much higher than in the literature review. The study attributes the high enrollment rate to the small sample size.

14) Do you feel society accepts your intelligence?

Eleven of the Thirteen participants did not feel that society accepts their intelligence as an African American male.

“Not always, not always. It appraises mainstream society when they are confronted with an African American male who is determined, considered, or perceived to be intelligent...it seems to sometimes put that person on the defense...it’s culturally based and expected. The problem is not the African American male who has that education. It is the people who don’t understand the fact that when [African American males] are given the opportunity for equal education that they can come-up -with equal levels of intelligence that are comparable and debatable.” (age 73)

“ No, I think they’re threatened by it” (32)

“I was never treated equally when it came down to conversations...[However], I was put into a situation where I demanded to be a leader...I showed them my leadership ability...They accepted me momentarily” (age 80).

“The famous word is “You’re different than all the other ones” or “You’re Black, but you’re not like the stereotypical Black” ...and my thing is, no I’m not. I’m different because you’re going off what you heard from everybody else.” (age 56)

CHAPTER FIVE

DISCUSSION AND CONCLUSION

The purpose of this study was to examine historic factors affecting the enrollment and graduation rates amongst African American males in colleges around the United States. The study explored, if historic factors of racism had a collective impact on the enrollment and graduation rate amongst the participants in this study; the participants met all criteria for the study and ranged between the ages of 24 years of age to 80 years of age. In the literature review, studies contributed the low enrollment and graduation rates to structural racism, inadequate school systems, poverty, control, inequities, rejection, and ACES, all of which are connected an ecological system (Davis, 1845; Maciolek, 2020). Various systems have had a negative impact on the pursuit of education, specifically amongst Black men (the descendants of African slaves) in the United States, for generations (Garibaldi, 2007; Hall & Rowan, 2000; Maciolek, 2020; Tolliver et al., 2016).

A targeted area explored, in this study, was whether the participants experienced racism or other systematic forms of rejection, while attending college. The study wanted to determine if these experiences would have caused them to end their college aspirations. For instance, did any of the participants experience exclusion from White college professors or from White or Hispanic peers, as participants did in previous studies? Did any of the participants feel

unwelcome or felt they were treated differently, because of their intersectionality; origins, race, ethnicity, including their gender? Or did participants experience or feel that college professors or peers had low expectations of them, excluding them from group assignments, in class discussions, or not taking their input as legitimate, thus not accepting their intelligence as a reflection of American Society? Our study hypothesized, that 60% of the participants would have experienced barriers of systemic systems of racism, exclusion, and unwelcomeness in their enrollment process or at the respective college.

The study did find that this was experienced by participants, which suggest historic stereotypes can have a negative psychological impact on the way college professors and/or peers view their African American students or counterparts; often these negative psychological impacts can begin at the primary, secondary, and high school levels (Garibaldi, 2007). The data also questions, if there was an association between African American males, low motivation to attend class, and not feeling that American society accepted their intelligence as Black men. 83 % of participants were not motivated to attend class on a regular basis and 85 % felt that American society did not accept their intelligence as Black men. Although participants did not make this association during the interviews, it is important for researchers to take this data into consideration, for the benefit of further exploration on the psychological impacts of rejection and exclusion, as mentioned in Bronfenbrenner's Ecological Systems

Theory, of acceptance and belonging. As noted previously, acceptance into society promotes growth and security (Härkönen, 2008).

Although these factors exist and were experienced by participants in this study, these overall factors were not the core reasons participants, from this study, ended their college aspirations. In this study we noticed three common patterns or trends that impacted the outcome of college graduation amongst our participants. (1) lack of guidance, (2) lack of finances, and (3) life events.

The lack of consistent guidance was considered the key factor that was associated with all three trends that impacted college graduation. For example, ten out of thirteen participants were raised in households that promoted college, yet only two participants received guidance from their parents or caregivers in the enrollment process, ten participants received guidance from outside sources which included siblings, friends, school counselors, and coaches, and one participant learned the enrollment process on their own. Nonetheless, all thirteen participants successfully enrolled into college, some receiving more guidance than others.

Conversely, the study did not find the same guided support for participants, as they received in high school (during the enrollment process), which the study believes is critical during the transitioning period. Therefore, the data suggest that the lack of guided support most likely contributed to the incompleteness of college amongst a high number of participants in this study. A question explored while analyzing the data was, did each college participant

have someone to guide them throughout their college career? If so, would the participants from this study have completed college? For example, the two participants that received direct guidance from their parents or caregivers, during the enrollment process, went on to pursue other careers that required less education, in the form of receiving a certificate from a community college or receiving a certificate from a technical college. These two participants were successful in meeting certificated academic goals, although they did not graduate from college with a degree. In both cases there was success. The study theorized that since both participants continued to receive guidance from their parents or caregivers beyond the enrollment process, both participants obtained college certification, producing a higher outcome of completion. For these reasons, the study suggests, it is important for students who are transitioning from a high school into a college, to have continuous guidance throughout their entire college career. The study found that a lack of guidance can have a negative impact on a person's sense of direction and contributed to their low enrollment rate.

The second trend was the lack of finances. A high number of the participants ended their academic careers due to lack of finances. It appeared that participants felt it was their responsibility to pay for their own college careers; none of the participants mentioned whether their parents, caregivers, or other family members were required or responsible to pay for their college education. Nor did participants mention asking for financial help or seeking college grants,

student loans or scholarships. However, it was mentioned there was a lack of guidance in understanding how the college systems worked. This lack of understanding led this study to consider the possibilities that lack of finances was associated with the lack of guidance in applying for financial assistance in the form of student loans, grants, or scholarships. In addition, the same number of participants mentioned that they left college due to life events, all of which impacted their finances, thus making the third trend life events.

As mentioned previously, the lack of finances was associated with life-changing events. A high number of participants attributed their change to getting married, having children, or feeling the need to take care of a parent after the death of their lifelong spouse. This research must ask the question: If participants had the proper guidance when they were challenged with life events, would they have found resources needed to continue their academic careers and have graduated from college despite of getting married and/or having children? Since it is common for college students to have families and attend college simultaneously, it bears to ask the question: Did participants feel that leaving college was their only option? In essence, it appears that the lack of continued guidance was the key component to all trends. As stated earlier, the findings of the study resulted in three trends that interfered with the graduation rates of the participants lack guidance, finances, and life events. Initially the study concluded that historic ecological systems and academic systems of exclusion, racism, stereotypes, or having feelings of being unwelcome were not the main or key

reasons or causes for the participants to end their college careers. However, after thoughtfully considering the literature review and focusing on the question, “Do you think society accepts your intelligence?” This question resulted in eleven out of thirteen participants answering “No.” and resulted at 85%. Another trend that had to be revisited was the fact that 83.33 % were not motivated to attend class. In addition, five of the twelve emphatically felt they were treated differently because they were African American males at 41.66%. In addition, one out of the twelve stated “sometimes;” adjusting the number to 42.16%. The study also found that one participant did experience exclusion from professors and peers in the classroom systematically and “felt alone,” thus ending their college career (this participant was 24 years old).

Conclusion

After, further examining the data and considering the long history of racism and the lack of full membership in American society, it is highly probable, that the aftermath of historical racism had a psychological impact on the participants, thus reducing their motivation to attend class. However, according to the data and interview questions and answers, specifically question numbers eight and thirteen which asked, if you attended college and did not graduate what were some of the reasons and What do you think interfered with you graduating from college? Stereotypes, racism, academic systems of exclusions were not the trends, although experienced minimally by 50% of participants. Thus, this study finally concluded, that historical ecological systems of racism, stereotypes,

exclusions, feeling unwelcome do exist in college institutions, according to the literature review (Maciolek, 2020; Wright et al., 2016; Hall & Rowan, 2000; Garibaldi, 2007; Tolliver et al., 2016; Davis, 1845), and have been confirmed by most of the African American males' participants in this study through interviews (although at minimal levels and not systematically) The study also found, the three common trends that interfered with the graduation rates amongst the participants from this study, ranging from the ages of twenty-four years of age to eighty years of age were: (1) lack of guidance at 77% (2) lack of finances at 77% and, (3) life events at 77% in which the three trends were common amongst most participants, all of which having the common thread of lack of continued guidance or intense case management, which were key findings in this study. In addition, the study also found that one hundred percent of its participants enrolled in college, which was not consistent with the literature review. Likewise, the study suggested that there is an association between lack of motivation to attend class and participants feeling that their intelligence is not accepted by American society. The study believed this was due to the small sample size, which was selected, from Southern California, utilized snowball sampling, and lacked broader geographical locations in the United States, which limited the study. The study needs much more research due to its limitations; another limitation was the study did not take the barriers of ACES into consideration when creating the interview questions.

APPENDIX A

FLYER

LOOKING FOR AFRICAN AMERICAN MALE PARTICIPATION

Greetings! My name is Tracie Johnson. I am a Master of Social Work graduate student at the University of San Bernardino. I am conducting a research study on African American Males, college enrollment, and their graduation rates from college. This research study has been approved by the California State University of San Bernardino, Institutional Review Board (FY2023-366).

To be eligible for this study, you must be (1) Eighteen years of age or older, (2) Born a biological male, (3) African American, (4) Wanted to attend college but did not enroll, (5) Attended college but did not complete graduation.

Participation in this research study is completely voluntary. Participants will be interviewed via Zoom or in person, asked to answer fourteen open-ended questions. The interview will be recorded and should take 30 minutes to an hour to complete. Participants' identities and answers will be kept confidential. The findings will provide educational knowledge to the area of academic Social and Behavioral Sciences.

Thank you for taking the time to support my research. Your time and effort are greatly appreciated.

If you have any questions or concerns, please contact me at tracie.johnson7158@coyote.csusb.edu . This research study has been approved by the California State University of San Bernardino, Institutional Review Board (FY2023-366).

APPENDIX B
INFORMED CONSENT

INFORMED CONSENT

The study in which you are asked to participate in is being conducted by Tracie D. Johnson, a graduate student under the supervision of Dr. Nicole Arkadie, Professor in the School of Social Work at California State University, San Bernardino (CSUSB). This study has been approved by the Institutional Review Board at California State University, San Bernardino.

PURPOSE: The purpose and design of the study is to examine factors affecting enrollment and graduation rates amongst African American males in colleges around the United States, who currently live in Southern California.

DESCRIPTION: *Participants will be interviewed via Zoom, asked to answer open and close ended interview questions. The interview will be recorded and should take 30 minutes to one hour to complete with the cameras off.* Participants will be asked questions about enrollment, graduation, college experiences, and personal challenges that interfered with enrollment and graduating from college, and some demographics.

PARTICIPATION: Your participation in the study is 100% voluntary. You can refuse to participate in the study or discontinue your participation at any time without any consequences. To be eligible for this study, you must be (1) 18 years of age or older, (2) Born a biological male, (3) Of African American descent, (4)

Wanted to attend college, but did not enroll, (5) Attended college, but did not complete graduation.

CONFIDENTIALITY: We will be gathering anonymous data. We will not collect direct identifiers (e.g., name, social security number, contact information). Consequently, the data will not be labeled with any personally identifying information nor a code that the research student can link to any personal identifying information.

DURATION: It will take approximately 30 minutes to one hour to complete the interview.

RISKS: Although not anticipated, there may be some discomfort in answering some of the questions. You are not required to answer and can skip the question or end your participation.

BENEFITS: There will not be any direct benefits to the participants. However, findings from the study will contribute to our knowledge in this area of research.

CONTACT: If you have any questions about this study, please feel free to contact Dr. Nicole Arkadie at: Phone: 909-537-7475; Email: nicole.arkadie@csusb.edu

RESULTS: Results of the study can be obtained from the Pfau Library ScholarWorks database (<http://scholarworks.lib.csusb.edu/>) at California State University, San Bernardino after July 2024.

.....

APPENDIX C
RESEARCH QUESTIONNAIRE GUIDE

RESEARCH INTERVIEW QUESTIONS GUIDE

To be eligible for this study, you must be (1) Eighteen years of age or older, (2) Born a biological male, (3) African American, (4) Wanted to attend college but did not enroll, (5) Attended college but did not complete graduation.

Participation in this research study is completely voluntary. Participants will be interviewed via Zoom, asked to answer fourteen open-ended questions and closed-ended questions. The interview will be recorded and should take 30 minutes to an hour to complete. Participants' identities and answers will be kept confidential. The findings will provide educational knowledge to the area of academic Social and Behavioral Sciences.

Qualitative Research Questions

- 1) Have you ever wanted to go to college?
- 2) Were you raised in a household that promoted college?
- 3) Did you know about the process to enroll in college? If so, how did you find out about the process?
- 4) Have you ever enrolled in college? If not, what is the main reason?
- 5a) Did you go to a high school that promoted college?

- 5b) Did you have any high school friends that attended college after they graduated from high school?
- 5c) If so, about how many?
- 6) Did you graduate from high school?
- 7) Have you ever attended college?
- 8) If you attended college and did not graduate what were some of the reasons?
- 9) Were you motivated to go to class once you were in college? If so, why? If not, why?
- 10) If you went to college, was it a Historically Black College or University, predominately White, predominately Hispanic
- 11) Did you feel welcomed when you went to college? Yes, or No.
- 12) Do you ever feel you were treated differently because you were African American?
- 13) What do you think interfered with your graduating from college?
- 14) Do you feel society accepts your intelligence?

Thank you for taking the time to support my research. Your time and effort are greatly appreciated. If you have any questions or concerns, please contact me at tracie.johnson7158@coyote.csusb.edu . This research study has been approved by the California State University of San Bernardino, Institutional Review Board (FY2023-366).

APPENDIX D
IRB APPROVAL EMAIL LETTER

December 18, 2023

CSUSB INSTITUTIONAL REVIEW BOARD

Administrative/Exempt Review Determination

Status: Determined Exempt

IRB-FY2023-366

Nicole Arkadie Tracie Johnson
CSBS - Social Work
California State University, San Bernardino
5500 University Parkway
San Bernardino, California 92407

Dear Nicole Arkadie Tracie Johnson:

Your application to use human subjects, titled "African American Males and Higher Education" has been reviewed and determined exempt by the Chair of the Institutional Review Board (IRB) of CSU, San Bernardino. An exempt determination means your study had met the federal requirements for exempt status under 45 CFR 46.104. The CSUSB IRB has weighed the risks and benefits of the study to ensure the protection of human participants.

This approval notice does not replace any departmental or additional campus approvals which may be required including access to CSUSB campus facilities and affiliate campuses. Investigators should consider the changing COVID-19 circumstances based on current CDC, California Department of Public Health, and campus guidance and submit appropriate protocol modifications to the IRB as needed. CSUSB campus and affiliate health screenings should be completed for all campus human research related activities. Human research activities conducted at off-campus sites should follow CDC, California Department of Public Health, and local guidance. See CSUSB's [COVID-19 Prevention Plan](#) for more information regarding campus requirements.

You are required to notify the IRB of the following as mandated by the Office of Human Research Protections (OHRP) federal regulations 45 CFR 46 and CSUSB IRB policy. You can find the modification, renewal,

unanticipated/adverse event, study closure forms in the Cayuse IRB System. Some instructions are provided on the [IRB Online Submission webpage](#) toward the bottom of the page.. Failure to notify the IRB of the following requirements may result in disciplinary action. The Cayuse IRB system will notify you when your protocol is due for renewal. Ensure you file your protocol renewal and continuing review form through the Cayuse IRB system to keep your protocol current and active unless you have completed your study.

- **Ensure your CITI Human Subjects Training is kept up-to-date and current throughout the study.**
- **Submit a protocol modification (change) if any changes (no matter how minor) are proposed in your study for review and approval by the IRB before being implemented in your study.**
- **Notify the IRB within 5 days of any unanticipated or adverse events are experienced by subjects during your research.**
- **Submit a study closure through the Cayuse IRB submission system once your study has ended.**

If you have any questions regarding the IRB decision, please contact Michael Gillespie, the Research Compliance Officer. Mr. Michael Gillespie can be reached by phone at (909) 537-7588, by fax at (909) 537-7028, or by email at mgillesp@csusb.edu. Please include your application approval number IRB-FY2023-366 in all correspondence. Any complaints you receive from participants and/or others related to your research may be directed to Mr. Gillespie.

Best of luck with your research.

Sincerely,

King-To Yeung

King-To Yeung, Ph.D., IRB Chair
CSUSB Institutional Review Board

KY/M

REFERENCES

- Brooms, D. R. (2021). Educational desires and resilience among Black male students at a Hispanic-serving institution. *Journal of Diversity in Higher Education*, volume (issue #), pages <https://doi.org/10.1037/dhe0000381>
- Brown, H. R., & Sacco-Bene, C. (2018). Path to success: shared wisdom of how HBUC institutional agents support African American men matriculate. *Journal of African American Males in Education*, 9(2). Retrieved April 21, 2021, from https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=path+to+success%3A+shared+wisdom+of+how+HBUC&btnG=
- Burt, C. H., Simons, R. L., & Gibbons, F. X. (2012). Racial discrimination, ethnic-racial socialization, and crime: A micro-sociological model of risk and resilience. *American Sociologic Review*, 77(4), 648-677. <https://journals.sagepub.com/doi/pdf/10.1177/0003122412448648>
- Carroll, Joseph Cephas. (1938). *Slave Insurrections in the United States, 1800–1865. Boston: Chapman and Grimes.*
- Caulfield, (2019). Revised (2022) How to do thematic analysis: step-by-step guide and examples. Retrieved 4/22/23 from Scribbr <https://www.scribbr.com/methodology/thematic-analysis/>
- Garibaldi, A. M. (2007). The educational status of African American males in the 21st century. *The Journal of Negro Education*, 324-333.

- Gresham, B., & Karatekin, C. (2023). The role of adverse childhood experiences (ACEs) in predicting academic problems among college students. *Child Abuse & Neglect*, 142, 105595.hjm
- Hall, R. E., & Rowan, G. T. (2000). African American males in higher education: descriptive/qualitative analysis. *Journal of African American Men*, 3-14. <https://www.jstor.org/stable/41819402>
- Hampton-Anderson JN, Carter S, Fani N, Gillespie CF, Henry TL, Holmes E, Lamis DA, LoParo D, Maples-Keller JL, Powers A, Sonu S, Kaslow NJ. (2021). Adverse childhood experiences in African Americans: Framework, practice, and policy. *Am Psychol*.76(2):314-325. doi: 10.1037/amp0000767. PMID: 33734797.
- Härkönen, U. (2008). The Bronfenbrenner ecological systems theory of human development. *Academia*. https://www.academia.edu/67678654/The_Bronfenbrenner_ecological_systems_theory_of_human_development
- Harper, K., & Temkin, D. (2018). Compared to many white schools, the majority of Black schools are more likely to have security staff. *Child Trends Blog*. Retrieved from <https://www.childtrends.org/compared-to-majority-white-schools-majority-black-schools-are-more-likely-to-have-security-staff>.
- Harper, S. R. (2009). Niggers no more: A critical race counternarrative on Black male student achievement at predominantly white colleges and

- universities. *International Journal of Qualitative Studies in Education*, 22(6), 697–712. <https://doi.org/10.1080/09518390903333889>
- Kurashige, L. (2016). Two faces of exclusion: The untold history of anti-Asian racism in the United States. *UNC Press Books*.
- Maciolek (2020). Six policies to address social problems affecting Black boys and men. *Brookings Institution Series: Boys and Men*.
<https://www.brookings.edu/series/boys-and-men/>
- Perna, L. W. (2000). Differences in the decision to attend college among African Americans, Hispanics, and Whites. *The Journal of Higher Education*, 71(2), 117-141.
- Ryan, D. P. J. (2001). Bronfenbrenner's ecological systems theory. Retrieved January.9, 2012.
- Robinson L. Elwood. (2014). African American Males in Higher Education. *Cambridge College*. Retrieved April 19, 2023, from <https://www.cambridgecollege.edu/news/african-american-males-higher-education>.
- Temkin, D., Harper, K., & Guros, C. (2023). Healthy schools can mitigate ongoing racial inequities in education. *Child Trends*.
- Tomás, J. M., Gutiérrez, M., Georgieva, S., & Hernández, M. (2020). The effects of self-efficacy, hope, and engagement on the academic achievement of secondary education in the Dominican Republic. *Psychology in the Schools*, 57(2), 191-203.

- Tolliver, W. F., Hadden, B. R., Snowden, F., & Brown-Manning, R. (2016). Police killings of unarmed Black people: Centering race and racism in human behavior and the social environment content. *Journal of Human Behavior in the Social Environment*, 26(3-4), 279-286.
<https://doi.org/10.1080/10911359.2015.1125207>
- Wright, B. L., Counsell, S. L., Goings, R. B., Freeman, H., & Peat, F. (2016). Creating access and opportunity: Preparing African American male students for STEM trajectories PreK-12. *Journal for Multicultural Education*, 10(3), 384-404.
- Wu, J., & David, J. L. (2002). A spatially explicit hierarchical approach to modeling complex ecological systems: theory and applications. *Ecological Modelling*, 153(1-2), 7-26.