**Dissertation Prospectus**

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

South Sector of Dallas TexasSubmitted by

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# Dissertation Prospectus

## Introduction

Equal education opportunity is one of the key issues that many African Americans have been pushing in their agenda is for social change in matters of equality in education for achieving increased living status. As a result, in 2019, the number of African Americans enrolling for higher education opportunities is at an increased rate of 36% (NCES, 2019). The number of African American women taking up these opportunities is higher than that of men (Berg, 2019). This difference has some implications for the African American community that may lead to future gender equality and opportunity imbalance especially in dealing with the economic gap. As such, there is a need to explore the factors that are leading to this slowing trend by African American men.

African American men have some profound factors that affect their enrollment to college. Even with increased flexibility such as online learning, black males are found to have lesser enrolment especially in online learning which can be a great avenue for boosting enrollment (Salvo et al., 2017). There is an historical background to the issue with slavery being pointed to as a cause for low enrolment. During the slavery period, denial of education was a way of limiting the progress of the black community (Salvo et al., 2017). However, with slavery long gone, it is expected that the number of African Americans led by the men would enroll for higher education in an increasing rate; this expectation is not the case. As Berg (2019) identifies, women are taking the higher education at a greater rate than the men. There is little literature that identifies the core reasons behind this trend especially in Texas. As such, based on the recent trends in increasing black enrollment to college but reducing male enrollment, there is a need to identify the modern factors that are influencing this trend with a focus on South Dallas, Texas.

| ***Criteria*** | ***Learner Self-Evaluation Score******(0-3)*** | ***Chair Evaluation Score******(0-3)*** | ***Reviewer Score******(0-3)*** |
| --- | --- | --- | --- |
| **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.
 |  |  |  |
| 1. Provides a summary of results from the prior empirical research on the topic.
 |  |  |  |
| 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.
 |  |  |  |
| 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 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:** |

## Background of the Problem

The enrollment rate of male Blacks into college has been significantly increasing. Much of the literature has a focus on the growing trends and a proposal of various measures that can be used to rectify the situation of low Black male college enrollment. 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 enrolment of male blacks who have reached the transitional age (Dukakis et al., 2014, Harper & Harris III, 2012, Williams & Flores-Ragade, 2010).

With African Americans only representing about 11% of the Texas population, they are highly underrepresented in research (Wallace & Robertson, 2019). Some suggestions hint at increasing suburban and urban migration of the community has negative effects on males transitioning to college (Wallace & Robertson, 2019). Another suggestion is the media portrayals of the black community have a psychological impact on the enrolment of making blacks to college (Harvey, 2019). The research topics highlight the vast discrepancies in the enrolment and point at possible reasons. However, a well-defined problem is a half-solved problem. As such, there is a need to have conclusive research on the male black community members in South Texas to determine the major reasons behind the trend.

Historically, the enrollment of male black African Americans was higher than that of women. However, in the 1990s, the trend reversed with an increase in the number of women enrolled increasing at an exponential rate (Tolani, 2019). Numerous theories have been forwarded to explain this discrepancy. For instance, 65% of the gap has been attributed to a higher performance level by black females as compared to men (Tolani, 2019). Another important theory that has been forwarded is the increasing enforcement of drug laws and other differential laws that have profoundly affected the African American Black men as compared to the women community (Tolani, 2019).

| ***Criteria***  | ***Learner Self-Evaluation Score*** ***(0-3)*** | ***Chair or Score*** ***(0-3)*** | ***Reviewer Score******(0-3)*** |
| --- | --- | --- | --- |
| **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.
 |  |  |  |
| 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).
 |  |  |  |
| 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:**  |

## Theoretical Foundation and Review of the Literature

1. Theoretical Foundation

This qualitative study is based on behavioral theory. This theory is based on the fact that people acquire certain behavioral tendencies in response to the conditions of their environment (Reinmann, 2018). This theory is developed by Ivan Pavlov, Skinner B.F., and John Watson's psychological work. The physical variables are an important part of individual development with the strengthening of voluntary responses conditioning certain trends in behavior and vice versa. Previous research have focused on the African American population has had a major focus on the possible solutions that can be implemented alongside the various successes that have been achieved from other trials (Dukakis et al., 2014, Harper & Harris III, 2012, Williams & Flores-Ragade, 2010). As such, there is a need to take a look at a first-hand account from the perspective of the African American young men on the low enrolment rate. As such, from the theory, we seek to understand the social challenges around the male African American community in South Dallas, Texas that promotes the low enrolment to college-level education.

1. 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 enrolment. 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)
 |  |  |  |
| 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.
 |  |  |  |
| 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.
 |  |  |  |
| 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: *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:**  |

## Problem Statement

It is not known why African American college transition-age do not proceed to higher learning despite the overwhelming evidence of the link between higher education and improved socio-economic status. With about only 41% of black males transitioning to college in Texas and only about 7.7% graduating, there is a need to identify the factors limiting their level of success. This is particularly important as blacks 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.

| ***Criteria*** | ***Learner Self-Evaluation Score******(0-3)*** | ***Chair or Score******(0-3)*** | ***Reviewer Score******(0-3)*** |
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| **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.
 |  |  |  |
| 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.
 |  |  |  |
| 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. Discusses the importance, scope, or opportunity for the problem and the importance of addressing the problem.
 |  |  |  |
| 1. The problem statement is developed based on the need or gap defined in the Background to the Study section.
 |  |  |  |
| 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 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:  |

## Purpose of the Study

The purpose of this 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 Dallas. Using the qualitative research method, a case study design will be utilized with a focus on specific individuals that have attained the minimum requirements but opt not to join higher learning institutions.

| ***Criteria***  | ***Learner Self-Evaluation Score******(0-3)*** | ***Chair or Score******(0-3)*** | ***Reviewer Score******(0-3)*** |
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| **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.
 |  |  |  |
| 1. **Quantitative Studies**: Defines the variables and relationship of variables.
2. **Qualitative Studies:** Describes the nature of the phenomena to be explored.
 |  |  |  |
| 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 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:**  |

## 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 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 social factors that challenge African American Transitional-aged males in their decision-making process to pursue college in the South Sector of Dallas?

RQ2: 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 Dallas?

| **Criteria** | ***Learner Self-Evaluation Score******(0-3)*** | ***Chair Score******(0-3)*** | ***Reviewer Score******(0-3)*** |
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| **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.
 |  |  |  |
| 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. 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 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:**  |

## 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, there is still a lag 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.

The behavioral learning theory is an important psychological aspect that can enable the interpretation of human behavior and the possible ways of conditioning the desired behavior (Reinmann, 2018). The environmental factors can aid in the identification of the conditions leading to the cause of the problem. On the other hand, the social factors that reinforce the trend can be identified (Rogosic & Baranovic,2016). As a result, the social environment can be identified from the perspective of the group and the possible solutions. The research has various implications. For the community being studied, there is a better understanding of the conditions that limit their higher education attainment and development of recommendations that can condition better outcomes. Additionally, the research adds to the existing literature and helps to solve the understanding of the challenges facing the higher education attainment of the black

| **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. 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. Describes the potential practical applications from the research. (citations required)
 |  |  |  |
| 1. Identifies and connects the theory(ies) or model(s) that provide the theoretical foundations or conceptual frameworks for the study. (citations required)
 |  |  |  |
| 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 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:**  |  |

## Rationale for Methodology

The qualitative research design is flexible to allow for creativity and in the extraction of information. As a research method, the qualitative design allows for the thick analysis of the feelings, opinions, and experiences of the participants (Rahman, 2016). This is an important aspect interpreting of the problem from the study group. The specific settings can be better understood creating a holistic understanding of the problem. Since the issue studied has a greater significance as a social issue coupled with the environment that is defined by the cultural setting, the qualitative research method becomes appropriate. As a result, the meanings shaped by cultural settings are better put in place. As such, the structure can be reconstructed several during the process for better construction of meaning.

| **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. 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. 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. 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 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

The research sample for this paper is composed of the 18-year-old African American male and undergraduate students in South Dallas, Texas. The purpose is to enable make comparisons between the group that transitions to higher education and their influences as well as the group that does not transition. The sample for the research is selected using the purposeful selection approach. Using selected higher-learning institutions, selection will take place using the structure of 1 student for every 20 in an institution. The selection process will look at identifying students based on the closeness to characteristics that we are searching for. These characteristics include 18-year-old African American men who are in college or intend to enter or not to enter college.

The data collection instruments to be used include questionnaires and interviews. The questionnaires will use an open-ended approach to allow the participants to fully answer the questions by expressing themselves. The interview process will be used to observe the respondent's reactions and body language for a better understanding and interpretation of the results. The qualitative research design that aligns to the study is the qualitative descriptive study. This study will offer a rich description into the experiences of the black American community male members (Bradshaw et al., 2017).

The nature of the research design is a narrative research. This is a research design that accurately and systematically looks to describe the situation. As such, the cause and effect – more so the cause – of African American students in Texas not proceeding to higher level education will be determined. The main answers that will be sought include the what, when, how and why questions of the students lives that influence them not to proceed to higher-level education.

| **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.
 |  |  |  |
| 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.
 |  |  |  |
| 1. Briefly describes the target population and sample for the study.
 |  |  |  |
| 1. Identifies the sources and instruments that will be used to collect data needed to answer the research questions.
 |  |  |  |
| 1. Briefly describes data collection procedures to collect data on the sample.
 |  |  |  |
| 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 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:**  |

## 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)*** |
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| **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.).  |  |  |  |
| 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 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:**  |

## Data Collection

To collect data, the following set of tools will be used: interviews and focus groups. The focus groups will be approached with audio recording. The interviews will be one-on-one to gain in-depth data from the participants. The interviewees will then be divided into focus groups. The focus groups will be allowed to deliberate on the research questions and developing a group view of the issue. While debating there are aspects that close attention will be paid to especially the body language and attitudes associated with various aspects of the problem. Audio recording is important to allow the researcher to focus on the process of extracting data and later review the data. This will reduce the distraction from the interview and focus group as a way of extracting information.

| **Criteria** | ***Learner Self-Evaluation Score******(0-3)*** | ***Chair or Score******(0-3)*** | ***Reviewer Score******(0-3)*** |
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| **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.  |  |  |  |
| Describes the procedures for obtaining participant informed consent and for protecting the rights and well-being of the study sample participants. |  |  |  |
| 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 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:**  |

## 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 11 participants. The analysis of the data will be conducted using the descriptive coding technique in which the summary of specific word-phrase or noun in a passage is determined. As such, a one word descriptive column will be used which will be the basis for identification of the patterns among the participants. From the individual participants, I expect trustworthiness, credibility, applicability of thoughts, and consistency.

| **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. |  |  |  |
| **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. |  |  |  |
| **Why:** Provides the justification for each of the (statistical and non-statistical) data analysis procedures used in the study.  |  |  |  |
| **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.  |  |  |  |
| 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 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

There are three main ethical considerations for this research paper. To begin with, there is the consideration for informed consent. This looks at ensuring the participants voluntarily and with knowledge consent to engaging in the research. This will be obtained from the school and participants through signed informed consent forms. Since the study population is 18 years old and above, they are legally responsible for self. As such, the participants will have the opportunity to sign the informed consent themselves. The confidentiality of participants is an important issue. As such, participants will be assigned identification numbers randomly and after the research is complete and published, the items will be destroyed. The research study also considers the issue of beneficence. The research design will ensure there is no intended harm and where need be, psychological professional help may be used to intervene. The qualitative descriptive research design will ensure there is the confidentiality of all participants by assigning the unique identification numbers and ensuring that the questionnaires and any recorded material are destroyed after the research is completed.

| **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.
 |  |  |  |
| 1. Describes how the identities of the participants in the study and data will be protected.
 |  |  |  |
| 1. Discusses potential ethical concerns that might occur during the data collection process.
 |  |  |  |
| 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.
 |  |  |  |
| 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 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:**  |

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

**The 10 Strategic Points**

|  |  |
| --- | --- |
|  | My degree is (pick one) Ed.D**. Ph.D**. DBAMy 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 Dallas Texas. |  |
| Lit ReviewTheoretical FrameworkGaps 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 Dallas. |  |
| 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 Dallas?
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 Dallas?

  |  |
| PopulationTarget PopulationSample |  African-American Transitional Aged malesAfrican-American Transitional-Aged males 18-24 yrs in Southwest Texas15-20 African-American Transitional-aged males in South Sector of Dallas  |  |
| Describe Phenomena (qualitative) or Define Variables/Hypotheses (quantitative) | QualitativeHow 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 Dallas. |  |
| Data Collection Approach | Qualitative Case study with:\*focus groups with Transitional-aged males (18-24)\* one-on-one interviews\* archived records |  |
| Data Analysis Approach | CodingThemes |  |

# Appendix BVariables/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 Dallas?
 | 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 Dallas? | 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. |