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## The Retention of African American Male College Students in East Georgia State College

Larry R. Braddy

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THE RETENTION OF AFRICAN AMERICAN MALE COLLEGE STUDENTS  
IN EAST GEORGIA STATE COLLEGE

by

LARRY R. BRADDY

(Under the Direction of Grigory Dmitriyev)

ABSTRACT

This study focused upon the perceptions of twenty African American male students enrolled in an undergraduate degree program at East Georgia State College regarding retention initiatives, student support services, and student engagement inside and outside the classroom. Previous research of Black male college achievement addressed almost exclusively the extent to which students were disengaged and underrepresented among college students. Utilizing an anti-deficit framework, I examined the participant's perceptions of their pre-college socialization and readiness, including the influence of their families, peers, and educators upon their college enrollment. Also, I presented in this research the findings from the perceptions of staff, faculty, and administrators regarding strategies that have promoted the successful retention of African American male students. Findings of this study at a small, rural, predominantly black access institution offered insights into retention strategies that have enabled African American male students to persevere to graduation or successful transfer to four-year institutions. Among the key findings based upon the perception of students, staff, faculty, and administrators are an inclusive campus cultural and racial environment, student support services based upon the needs of the students, the engagement of students in the classroom and the availability of mentoring through the African American Male Initiative.

INDEX WORDS: Retention, Anti-deficit framework, Engagement, Learning support, Mentoring, African American Male Initiative

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IN EAST GEORGIA STATE COLLEGE

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DOCTOR OF EDUCATION

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## CHAPTER 1

### INTRODUCTION

Fewer African American males are enrolled in the nation's colleges and universities in comparison with other ethnicities within the general population. How can institutions of higher education within the University System of Georgia (USG) enroll, retain, and graduate qualified African American males? As a student of history, I feel that this nation cannot afford to repeat the mistakes of the past. Historically, African American males have faced obstacles in gaining access to, and achieving, academic success in higher education in the United States. Despite an increase in college participation for all groups over the pasty thirty years, significant gaps across ethnic/racial groups persist (Belser, C., 2015; Harper, S.R., Berhanu, J., Davis, C.H.F., III, & McGuire, K.M., 2015). While 75% of White students enroll in college after high school, only 35-50% of African American high school graduates pursue higher education (Strayhorn, 2009; Perrakis, 2008). Higher education attainment for Black males rose from 13 percent in 1990 to 22 percent in 2014 (Vincent, G. & alt, 2019). However, the focus of study will be framed from the perspective of achievement and academic excellence of African American males rather than upon the achievement gap which compares the underachievement of this group to European-Americans (Murrell, 2007; Harper, 2012; Rhoden, 2019). For too long, American society has sent the message to African American males that they are not college material and cannot succeed academically at the collegiate level. The University System of Georgia and East Georgia State College (EGSC), where I teach, recognize the problem of high attrition rates among African American male students. EGSC, a state college with limited open enrollment, operates three campuses with different missions. The main campus in Swainsboro focuses upon the graduation of students with associate degrees and four-year programs in biology, nursing, and

fire science management, while the campus at EGSC center in Statesboro strives to provide instruction to students so that they can transfer into the programs of study at Georgia Southern University and other four-year colleges and universities. More recently, the EGSC campus in Statesboro has begun granting the Associate of Arts degree. The enrollment of African American males at the Statesboro campus of EGSC is much higher than that of African American males at the main campus in Swainsboro. Both the USG and EGSC have designed initiatives to promote the academic success of African American males and lower their attrition rates.

Launched in 2002, the African American Male Initiative (AAMI) of the USG Board of Regents is a multi-faceted effort designed to attract higher numbers of qualified African American male students to colleges and universities within the USG. Utilizing a variety of approaches, this task force seeks to identify barriers to young African American males' admissions to institutions within USG institutions, to devise strategies for overcoming these barriers, and to increase the enrollment and retention of African American male students in colleges and universities throughout the University System of Georgia. The focus of the initial study was a collaborative venture by two non-USG professional consulting firms, Matlock Advertising & Public Relations and Paul A. Warner Associates. To achieve the research objectives, a wide-ranging combination of research methodologies were used, both qualitative (focus group and one-on-one interviews) and quantitative research (consisting of detailed telephone interviews with a carefully targeted stakeholder population of 750 adults and African American males in geographically represented regions across Georgia). Both qualitative and quantitative research components were conducted among several distinct populations in and around eight different USG colleges and universities. Analysis of the data from this research study by USG identified five barriers to low college enrollment among African American males:

family dynamics, high school academic and disciplinary experiences, financial considerations, social environment, and feelings of ethnic alienation. Finally, the USG study indicated that African American males as a group were woefully uninformed about the USG itself and the institutions of which it is comprised. Based upon the recommendations of the study, the AAMI initiated a wide ranging public awareness campaign, established effective public/private partnerships with Georgia businesses and non-profit organizations, USG alumni groups, teacher/parent organizations, and governmental agencies to introduce African American males to the many opportunities available to them through enrolling in college and earning a degree (Matlock Advertising & Public Relations and Paul A. Warner Associates, 2001).

Through its African American Male Initiative, the USG identified attitudes and barriers that impact the participation of African American males within institutions of higher education that comprise the system. EGSC, with its mission as an access institution with limited open enrollment, is in the unique position of recruiting African American males for admission and assisting them in succeeding academically. Through a more inclusive strategy committed to the learning of all persons, EGSC is especially equipped in lowering the high attrition rate of African American male students enrolled at both campuses. Earlier interventions, including transition programs in high school, have facilitated the academic success of the African American male in higher education (Harper, 2012; Hagedorn, L. & et al, 2007). As a predominantly black institution, EGSC strives to provide supportive services to this population of students from an academic and nonacademic perspective and seeks ways to engage them in college activities, thus enhancing their perseverance toward graduation. The involvement of family and peers, along with a supportive faculty and institutional climate, has gone far in enhancing the success of the African American male student (Bonner, 2001; Harper & Quaye, 2009; Harper, 2012; Rhoden,

2019). In addition, the availability of counseling services, including psychological interventions, to African American males, and their mentoring by successful Black students has served as a resource in helping the individual student persevere in college. The counselors at both campuses of EGSC act as liaison to the faculty/administration, make specific recommendations for accommodations, and refer the student to clinical resources should the need arise. Through embracing a more holistic approach in assisting African American males transition from high school into college, including family and peer support, mentoring by successful Black male students enrolled at all three of EGSC campuses, cultural enrichment, and academic support, the high attrition rate of this group has been significantly reduced.

The Academic Center for Excellence (ACE) assists students with academic problems in various academic disciplines through one-on-one tutoring. Moreover, the Early Warning Discrepancy Reporting System and Grades First, linked with Student Success classes, have helped lower the attrition rate through early detection and strategies designed to prevent academic failure. EGSC requires that all incoming freshmen enroll the Student Success Seminar, a program that provides for college level skills in listening, taking notes, studying, advisement, campus involvement in clubs, and cultural events sponsored by the Vision Series, featuring noted authors and musicians. Moreover, the EGSC chapter of the AAMI is specifically designed to provide support to this student population, e.g., mentoring and coaching by successful African American student mentors and faculty, and has likewise benefited African American males in their perseverance toward graduation. For the past year, I have served on the AAMI Steering Committee as a faculty mentor and in the AAMI at EGSC as a mentor. As a teacher in higher education, I am passionate in delivering the highest quality to all students while treating them with dignity and respect, regardless of their cultural background.

A potential limitation of this study is that EGSC is a small access institution of the USG, located in a rural, economically depressed region of southeastern Georgia with campuses located in Swainsboro and Statesboro. In view of EGSC's mission, size, and campus locations, the conclusions reached in this study may be difficult to extrapolate to colleges and universities located in more affluent areas with a different mission and larger, more diverse student enrollment.

Some of the major obstacles faced by African American male students have been discussed, including their low college enrollment, lack of preparedness for college, their disengagement and underachievement, and low graduation rates. Despite these deficits, greater emphasis has been placed in this study upon an anti-deficit approach: peer and faculty mentoring, student engagement inside and outside the classroom, and proactive support among staff, faculty, and administrators. Significant attention has been paid to the African American male student's securing sufficient financial aid and overcoming racial/gender stereotypes. The second chapter focuses upon the guiding literature of the anti-deficit, theoretical framework of black male academic achievement, primarily upon Predominantly White Colleges and Universities (PWCU) campuses; however, their success at Historically Black Colleges and Universities (HBCU) is likewise discussed. Peer mentoring by successful upperclassmen, engagement inside and outside the classroom, and support by staff, faculty, and administrators in a coordinated approach significantly promote the academic success of African American male students. In Chapter 3, I discussed my role as observer-as-participant in this proposed qualitative study, the number of student, staff/faculty/administrators, family participant groups, and design of the questionnaires. The research design seeks to understand and interpret the subjective



experiences and perceptions of the participants as college students, staff/ faculty, and administrators at EGSC.

### Statement of the Problem

African American males have faced significant problems in their pursuit of higher education throughout the United States, the Southeast, and within the University System of Georgia. The African American male's low college enrollment, disengagement and underachievement, and low rates of baccalaureate degree completions have constituted one of the most complex and urgent issues in higher education, having garnered the attention of educators, the public and philanthropic foundations. (Harper, 2012; Amechi, Berhanu, Cox, McGuire, & Williams, 2016; Randolph, 2019). Even more alarming, educators and policymakers have mismanaged these problems and provided no real solutions to them. Likewise, the intense national discourse of the Black male's academic problems in the public forum has yielded few solutions (Harper, 2014). Consequently, in recent years, the educational status of Black males in the nation's colleges and universities has worsened. The African American male's lack of significant progress in college enrollment, academic engagement, and baccalaureate degree completion has been attributed to the deficit orientation that has persisted and is pervasive in the mass media, academic publications, and educational practice (Harper, 2012; Glenn, 2007; Randolph, 2019). Thus, the deficit approach, focusing upon the low performance and failure of Black males, must be counterbalanced with the insights of successful Black male students who attained academic excellence and navigated through higher education, despite all the obstacles that stand in their way.

The major reasons for the college dropout rate among African American males at the college level have been insufficient academic preparation for college level work, lack of

financial resources, their perception of uncaring and passive teaching methods, inappropriate curriculum designed for the mainstream American students, racist and culturally unresponsive campus environments, low teacher expectancies, and their disengagement and underrepresentation in colleges and universities (The Children's Aid Society, 2008; Dancy, 2012; Harper, 2012; Glenn, 2007). Although Black families place a premium upon the attainment of higher education as a path to upward social mobility, certain ecological factors have influenced the aspiration and motivation of African American males to pursue college (Harper, 2012). Among these are age, prior achievement, and the school and neighborhoods. Other factors that have impacted the success of African American males are related to race, class, and family support (Coleman, 2019). The Retention Issues Subcommittee of the USG's Task Force on Enhancing Access for African American Males identified barriers to the retention of African American males and made specific recommendations for the elimination of these barriers, thus enhancing their retention. Citing twenty-five barriers to the successful retention of African American males within the University System of Georgia, the Retention Issues Subcommittee made eleven specific recommendations for increasing the retention of African American males within the system. Compared to other ethnicities, African American males attend college at lower rates, lack adequate college preparation, and persist at lower percentage rates (Harper, 2012). The Grade Point Average of African American male students at the collegiate level has lagged behind that of the general population of students in this country. Young African American males face many challenges, including the allure of easy money generated from selling drugs, the stress of early fatherhood, and stereotypical racist and sexist attitudes (Yates, 2006; Harper, 2010). Research regarding the low retention of the African American male at the collegiate level identified problems and helped level the playing field so that the Black male can

enjoy the full participation of the American dream in terms of educational attainment and employment opportunities. This study primarily focused upon the insight of African American students who have successfully navigated their way through college. Student support services are essential in enabling African American male students to gain admission to college and persist to graduation (Thompson, 2015). Although much research addressed the success of vital support services in assisting students of color, there exists a paucity of research addressing the perceptions of African American male students regarding how these initiatives have impacted their success.

#### Purpose of the Study

The purpose of this study explored, analyzed, and assessed the perceptions of African American male students, faculty/staff, and administrators at EGSC regarding whether certain interventions (e.g., African American parental support, caring and supportive faculty and administrators, adequate financial aid, peer and staff support, mentoring by successful upperclassman African American males, engagement in nonacademic campus activities, and the availability of counseling services) significantly improved the academic success of African American male students in terms of attaining a college degree. Through interviewing African American male students, staff/faculty, and administrators at East Georgia State College, I was informed of their perceptions regarding what factors promoted their perseverance toward graduation. Moreover, I investigated, analyzed, and understood their perceptions regarding whether or not these strategies substantially improved the retention rates of African American male students in collegiate programs of study at East Georgia State College. From a practical perspective, my goal was to explore their views as to what innovative strategies improved the retention of African American male students enrolled at EGSC.

### Research Questions

a) What are the perceptions of African American male students, faculty/staff and administrators at EGSC regarding the academic deficits, societal barriers, and racial/gender stereotypes that have limited African American male college students from being adequately prepared for the transition to EGSC?

b) What are the perceptions of African American male college students, faculty/staff, and administrators at EGSC regarding the implementation of supportive interventions that have benefitted them in terms of their engagement inside/outside the classroom, and thus have enhanced their academic retention at EGSC?

### Research Design

I utilized a qualitative research design to explore the experiences of twenty African American male students. Through this study, I sought to gain an understanding of their experiences and perceptions regarding the significant impediments to the success of African American male students in collegiate programs of study. From a professional perspective as an educator, I investigated their perceptions regarding how the design and implementation of certain initiatives and strategies actually improved the retention of African American males enrolled at EGSC. Then, too, I explored the perceptions of student participants regarding whether or not the effective utilization of positive feedback inside and outside the classroom promoted their academic success. Through this research study, I investigated the perceptions of twenty African American male college students and twenty faculty/staff, and administrators regarding how African American male students at EGSC campuses benefitted from an achievement oriented, anti-deficit approach designed to lower attrition and how they perceived other interventions that might further benefit the African American college student in terms of college success (for

example, peer mentoring by successful, upperclassman African American male students and engagement inside and outside of the classroom) (Harper, 2012; McGowan, Palmer, Wood, Luke, & Hibbler, 2016). Through having interviewed students, staff/ faculty, and administrators, I gained insight into their perceptions regarding the impact of student support services at EGSC.

Through collaboration with the Research and Development staffs, I gathered, access, and evaluate available data regarding the perceptions of African American male students, staff/ faculty, and administrators regarding the recruitment and retention strategies of African American males at EGSC. Through a semi structured interview, I explored the perceptions of twenty African American male students regarding the impact of student support services and other interventions upon their retention at EGSC. In addition, I interviewed the counseling, administrative staff, and faculty, and gathered data regarding their perceptions of student support services in the retention of African American male students at EGSC.

#### Theoretical Framework

As a qualitative researcher, I adhered to the constructivist theoretical paradigm and perspective which emphasizes trustworthiness, credibility, transferability, and confirmability. The research strategies will be case study and phenomenology. Interviewing, observing, and focus groups served as methods of collection and analysis (Denzin & Lincoln, 2013). In addition, I utilized the Anti-Deficit Achievement Framework employed in the National Black Male College Achievement Study which emphasizes the engagement of African American male students in college (Harper, 2012).

## CHAPTER 2

### LITERATURE REVIEW

Institutions of higher education must address a plethora of issues confronting African American males in order to generate an academic climate that fosters their academic success rather than focusing upon a singular solution. (Bonner & Bailey, 2006; Lee, 2004; Knight and Marciano, 2013; Randolph, 2019). For the past several decades, research literature has often focused upon the deficit-informed framework that African American males face in college, including low enrollment, disengagement, low achievement, and low graduation rates (Randolph, 2019). Almost everything that we have read and hear about African American male students has been based upon their perceived problems; thus, the traditional framework employed by educators is based upon the identification of African American male students' pathologies instead of the promotion of success (Bonner, 2006; Randolph, 2019). While acknowledging the problems faced by African American males, this study has moved beyond the deficit perspective, having embraced an anti-deficit approach of African American males in college. This study focused upon their engagement and success both inside and outside of the classroom. Although African American male students share general characteristics, each student is a unique individual, shaped by external sociological and psychological factors (Bonner, 2006). In this study, students were interviewed to determine their perceptions of which specific factors contributed to their success and which ones impeded their progress.

The anti-deficit achievement framework has enabled educators, researchers, and administrators in higher education to understand the factors that enhance the success of African American males (Harper, 2012; Wood & Palmer, 2015; Howard, 2014; Vincent, Sutton, Khalaf, & Almasry, 2019). Since 1973 EGSC has provided students in this geographical region of

Georgia, especially minorities, the opportunity to earn a college degree. For many students in this geographical region, including African American males, EGSC has served as the only opportunity for accessing college within the USG (Cuyjet, 2006). As an access institution, EGSC is more affordable than senior colleges and has embraced the mission of both graduation with a two-year degree within various disciplines and preparation of students for transfer to senior colleges and universities. The rate at which colleges graduates students and the length of time it takes students to graduate has impacted the retention of students in college (Tinto, 2012; Vincent & et al., 2019). EGSC, with its more inclusive enrollment policy, seeks to provide its students with smaller classes and a nurturing campus environment. Smaller state colleges with open enrollment admissions comprise 38 percent of students enrolled in higher education; 41.2 percent of African American students are enrolled in colleges within their communities (Cuyjet, 2006). Many of the rural state college students commute to campus and come from families with lower incomes, and are usually first-generation college students (Cuyjet, 2006; Larde, 2015). The part-time employment of many EGSC students could have potentially hindered their engagement in campus activities, thereby; having precluded their engagement in activities outside the classroom. Contrary to widely held contemporary sentiment, African American males are conspicuously absent on college and university campuses across the nation, despite a concerted effort to recruit and retain them (Ray, et al., 2009; Myrick, Desousa, & Mitchell, 2015).

Although recent research has focused primarily on the social pathology of African American males, their experience in American society and school has been marked by examples of persistence and triumph (Polite, H. & Davis, J., 1999; Harper, 2012; Cuyjet, 2006). Previous research has been devoted to the status of minority students at predominantly white colleges and universities (PWCU), especially the barriers encountered by African American students at those

institutions. Many of the problems faced by African American students have been scrutinized, and strategies have been designed and implemented to remove these barriers. Moreover, a disproportionately small number of Black men have attended PWCUs as compared to the number of Black female students, the lowest male-to-female proportion of all ethnic groups, including White and Hispanic males (Cuyjet, 2006; Ross, 1998; Ray, Carley & Brown, 2009). At all degree levels, Black male college students have lagged behind Black female college students in the attainment of degrees. At two-year colleges, Black women have earned 68.6 percent of associate degrees (Harper & Harris, 2010). Consequently, Black men have fallen behind in terms of their ability to obtain jobs in order to provide for their families. Ross (1998) argues African American males can benefit in terms of socioeconomic advancement, e.g., earning power and striving to close the racial and gender enrollment gap in higher education. Yet, many African American male students have become engaged in activities inside and outside college classrooms and have persisted toward graduation.

African American males have historically encountered great difficulty in their struggles to achieve equity and inclusion in mainstream American society, including their enrollment at PWCUs. Moreover, African American males have succeeded academically through their engagement in activities both inside and outside the classroom. Too often, African American males were placed in schools where their needs for nurturing, support, and loving discipline have not been provided (Noguera, 2008; Harper & Quaye, 2009; Cuyjet 2006; Hilton, Wood & Lewis, 2012). Since 1977, there has been a sharp and continuous decline in college enrollment for all students, especially among African American males (Norquera, 2008; Cuyjet, 2006). However, the opportunity to attain higher education has afforded Black males the opportunity of upward mobility, provided that they can overcome the psychological hurdles, social injustices,



and hostile campus environments that stand in their way (Harvey, 2004; Harper & Quaye, 2009; Cuyget, 2006). Those Black men who were fortunate enough to have gained admission to college are often not prepared academically for the challenges of higher education, because of their having attended inferior schools and the lack of family and peer support during their transition from high school to college. Overall, Black males had a college graduation rate of 34.7 percent in 2013; the lowest rate for any group of male students, based on reports from the US Department of Education in 2014 (Vincent & alt., 2019). The African American male in contemporary society has faced an unlevelled playing field and is indeed “in crisis,” having been denied access to the mainstream of American society (Ross, 1998; Harper, 2014).

Harper (2012) argues convincingly that an anti-deficit view to the college achievement of Black male college students is the best way to approach the problem, rather than amplifying their disengagement. In many instances, African American males who have achieved success against all odds had the support of their parents, older siblings, and caring teachers who helped them with homework and supported their scholastic endeavors (Bowser & Perkins, 1994; Harper, 2012). Highlighting persons, policies, and resources that enable African American males to persist toward the attainment of their baccalaureate degree serves as the best approach. Quaye (2008) posited that colleges should promote inclusiveness through creating expectations that students should appreciate those different from themselves. Students of color are more likely to struggle with social integration because on many college campuses, they have faced fewer options as to the types of communities available for their establishment of membership than White students (Tinto, 1993; Griffin, Nichols, Perez, & Tuttle, 2008). The college enrollment of millennial African American male students has marginally increased; yet, their retention and degree completion rates are lower than other racial and ethnic groups (Turner, 2015).

The engagement of African American males both inside and outside the classroom is paramount to their success in college. Barkley (2010, p. 4) cited Pascarella and Terenzini's treatise on the impact of college on students:

“Perhaps the strongest conclusion that can be made is the least surprising. Simply put, the greater the student's involvement or engagement in academic work or in the academic experience of college, the greater his or her level of knowledge acquisition and general cognitive development.”

Coonrod, (2014); Myrick, Desousa, & Mitchell, (2015) indicated that student engagement, mentoring, and meaningful campus interaction, and student retention are consistent throughout the literature on student retention.

Applying the anti-deficit framework of African American male engagement in higher education, Harper (1997) posited that African American parents should urge their sons as children to aspire to attend college. Moreover, the African American male college student may feel ambivalent toward American society, a struggle that has generated anger and alienation. Thompson (2007) argued that the past brutalities inflicted upon African American males by the entire American society has resulted in the separation of the Black male from his manhood and masculinity, causing him to react violently toward the oppressor. Many young Black men have responded to racial and social oppression with the development of hyper masculinity that has included aggressive behavior and a denial of vulnerability (Horne, 2007). Thompson (2007) posited that victims may learn that response to their victimization is futile.

#### Pre-College Socialization and Readiness

Research studies relating to the socialization of boys have consistently cited that families, male peer groups, and schools exert the most significant influence upon masculine development

of boys (Harper & Harris, 2010). Kunjufu (2019) argued that the major problem in American schools is that educators have not found innovative and positive approaches to channel the positive energy of Black male students. The African American male student body is not a monolithic group. In some instances, African American males grow up in disadvantaged circumstances without successful role models; consequently, Black males elected not to enroll in higher education (Ross, 1998). Considering the structural impediments in the social system with their lingering vestiges of racism and discrimination, many young Black men have not embraced the idea that the attainment of a college education will necessarily lead to success (Harvey, 2004). Usually, young Black men have aspired to become professional athletes or entertainers. Because of the lack of peer support for academic performance, many young Black men have embraced the attitude that it is just not cool to excel academically. Then too, many African American males have not wanted to be perceived as nerds or overly anxious regarding their academic performance. Moore (2000) posited that African American males at all levels can benefit from positive role models; through developing a concept of mental freedom or self-efficacy, the African American male can visualize himself as successful. Citing W.E.B. Dubois's concept of the talented tenth, Reese (2000), argued that education should serve as a catalyst in advancing the status of the African American community. Equal educational opportunity in the United States will benefit all citizens, including African American males.

African American males often have been the first generation in their families to attend college. (Larde, 2012; Harper, 2014). Thus, they have lacked knowledge regarding educational resources and availability of assistance that would have helped them navigate the often intimidating environment of college matriculation processes, campus culture, and academic challenges. To compound their difficult adjustment to college, many of these young African

American male students who underachieved in high school consequently placed below the admission standards on placement tests and have been assigned to developmental courses. Unfortunately, some PWCUs have inadvertently contributed to a hostile campus environment through their indifference in welcoming minority students through events focusing around welcome receptions and mentoring events (Mairy, 1996; Harper, 2012). The lack of financial assistance, minimal family assistance, lack of academic preparation, and the lack of knowledge regarding educational resources have caused many African American males to drop out of college.

### College Achievement

Newman, Mmeje, and Allen (2012) posited that while many barriers to access PWCUs have been challenged through litigation, African American male students have continued to encounter considerable impediments to success once they enter these most prestigious PWCUs. The attrition rate of African American male students at Predominantly White Colleges and Universities has increased and a lower rate has entered graduate school, primarily due to persistent white racism that has constituted substantial barriers for Black students (Feagin, Vera & Imani, 1996; Brown, 1999; Bridgeport, 2019). The retention of African American males and other students of color has hinged upon the students' academic performance and the degree of academic and social support that they are provided. The rising costs of college tuition and declining financial aid in most states has further widened the gap between White and African American students (Feagin, et al., 1996; Brown, 1996). Then too, African American students have questioned the commitment of White faculty and administrators regarding their recruitment, retention and persistence. Generally, students of color have thought that college is an extension of high school, have possessed inadequate study skills, and have not performed as well. Then,

too, college freshmen have often become unstable and disorganized in face of the tremendous demands of college life, which exacerbate their inadequacies. Thus, many turn to romantic relationships due to less academic preparation (McNairy, 1996). Bridgeforth (2019) suggested that the retention of African American male students has been increased with building relationships with faculty, developing a supportive classroom environment, and engaging in mentoring with peers or faculty. Sports programs have attracted the recruitment of African American athletes to Predominantly White College and University campuses (Feagin, et al., 1996). Moreover, one out of nine African American males at Predominantly White College campuses is an athlete. Black athletes have graduated at a slightly higher rate than African American students who were not athletes, but still at a lower rate than student athletes in general. Usually, the African American athlete has come from a lower socioeconomic status and has been unprepared academically for college. The African American athlete uses athletics to bridge the gap to mainstream society (Person & LeNoir, 1997). However, the persistence of the African American male in college has hinged upon his involvement in all levels of the college. African American athletes have been highly motivated and have demonstrated greater commitment to the institution (Person & Lenoir, 1997). This group has reported greater satisfaction at Predominantly White College and University campuses when they were respected and recognized. Although social inequities have existed, the educational attainment of African American males has increased in high school diplomas, bachelor's degrees, masters and higher degrees, based on many statistical indexes (Reddick & Thomas, 2015).

#### Helping African American Men on College Campuses

African American men who have entered college have required special nurturing in terms of supportive services from the faculty/administration in a nonthreatening campus environment

(Cuyjet, 1997; Harper, 2014; Vincent & et al., 2019). The provision of a welcoming environment on the college campus has not only promoted student academic success, but has enhanced and has validated students' aspirations (Cuyjet, 1997; Harper, 2012). The embracing of multicultural education in higher education has offset the cultural hegemony that has excluded people of color, including African American males (Howard, 2000). The incorporation of multicultural, antiracist, and culturally inclusive curriculum has reflected the changing demographics on college campuses and provided cultural pluralism in higher education (Howard, 2000). The curricula on college campuses has been structured so that all students, including the African American male, could study the contributions of their own ethnic heritage and contributions to society, in addition to the experiences of other ethnic groups. Multicultural education discussions on college campuses should address the issue of racism, the acts of oppression of one racial group toward another. Spring (2004) posited that college students stand to benefit from the discussion of hostility, prejudice toward another racial group, discrimination, and oppression.

### Mentoring African American Males at College

Mentoring programs on college campuses have helped the African American male students overcome many of their liabilities and improve their chances of success. Both formal and informal mentoring has promoted academic success and has enabled African American males to persist to graduation from college (Vincent & alt., 2019). The provision of one-on-one mentoring and network or group mentoring has provided the student with wider flexibility in adapting to the college community (Ray, et al., 2009; Belser, 2015). The access college with its open-door policy of admissions has provided a greater access to higher education, especially for applicants who earned GED diplomas or have academic deficiencies. Created after World War II

as part of the Truman Commission on Higher Education, two-college enrollments have represented 46% of all undergraduates in the nation. First generation African American students have comprised a large percentage of community college students across the nation. Access colleges' open-door enrollment policies have provided many students with life-changing new possibilities through the provision of support that they need to succeed in college (Hagedorn, 2004). The access college has provided educational opportunities for people in all walks of life and has provided for the enrollment of a large percentage of minority students, women, and nontraditional students (Laanan, 2000).

Historically Black Colleges and Universities (HBCUs) have graduated more minority students than PWCUs, mainly because of their smaller enrollment; however, the smaller college has been the primary access point for all minority students, including African American males (Ray, Carley, & Brown, 2009; Brown, 1999). National data from the United States Department of Education in 2016 indicates that within a 6-year time frame approximately 33% of African American males graduate from 4-year institutions (Druery, E. & Brooms, D., 2019) In a study of the retention and graduation rates of African Americans at Historically Black Colleges and Universities (HBCU), Myrick, DeSousa, and Mitchell (2015) reported that academic challenge, collaborative learning, student/faculty interaction, and enriched educational experiences were significant factors in persistence toward graduation. College faculty and administrators should avoid treating students of color as a monolithic group, refrain from designing and implementing strategies to fix the student, and provide sufficient assessment and adequate financial resources and faculty/staff to serve the student. Peer relations and student satisfaction were deemed important for the retention of African American male students. On occasion, some minority students have experienced a self-protective period of denial in their adjustment to the college in

terms of their need to embrace academic assistance, such as the Academic Centers for Excellence available on most college campuses. The success of African American male students has hinged primarily upon how they perceive and experience the campus environment (Brooms, D., 2017). If the campus embraces his presence through an inclusive and engaging style, the African American male student is more likely to persist toward graduation, rather than feeling marginalized and uncomfortable.

#### Academic Achievement of African American Males

Research that focuses upon five components of the retention framework has promoted the likelihood that minority students, including African American males, will persist toward graduation. Among the five significant components of academic success are financial aid, recruitment and admissions, academic services, and student services (Swail & Holmes, 1999). Addressing these issues at the collegiate level will alleviate many of the problems that African American males face; however, this systematic approach should be implemented on college campuses. Moreover, academic advisement and diversity of instruction has assisted minority students in their persistence toward a bachelor's degree. In addition, ongoing review of the core curriculum has ensured the relevance of the curriculum to the needs of society. Through having provided comprehensive retention services to all students, including the African American male, the attrition rate can be substantially lowered.

Although the guiding research literature regarding academic achievement of African American male students in college is vast among larger institutions of higher education across the United States, paucity exists in the literature regarding the achievement of African American males in small, southern, rural, access institutions like EGSC. Thus, this research study which has investigated the academic achievement of African American male students enrolled at a



small, rural, access college in southeast Georgia offers much to fill the gap in the research knowledge. EGSC is culturally distinct from other institutions because of its location in a remote, economically depressed area of Georgia where the socioeconomic status of most families is substantially beneath those of more affluent regions. Many of the African American male students are first generation college students.

#### Data Analysis

The data consists of two semi structured interviews and one focus group. My coding approach included key elements from my research questions. I used deductive (a priori themes) and an inductive (open coding, emerging themes) data analysis strategies.

From an instructional perspective the anti-deficit achievement framework emphasizes the degree to which Black male college students are actively engaged both inside and outside the classroom rather than the extent to which Black men are disengaged and underrepresented among college students and degree earners. Also, the discipline of curriculum studies is concerned with the issues of equity, access, and voice.

## CHAPTER 3

### METHODOLOGY

#### The Researcher's Role

My position throughout the data collection process has been one of researcher-as-instrument, an approach used often in qualitative research. The specific role that I have assumed more closely fits that of observer-as-participant because as an observer I had some limited interaction with the study participants.

The proposed research focused upon twenty African American male students who had attained sophomore status and will have graduated within the next semester with an Associate of Arts degree from East Georgia State College on the campuses in Swainsboro and Statesboro. I interviewed twenty students who volunteered to participate. Initially, these student volunteers were told that a study was being conducted of African American male college students who had persisted to their sophomore year; thus, they were chosen because of their academic success. I have personally interviewed all participants. In addition, I have interviewed twenty college personnel who volunteered to participate. The multi-methods approach was based upon postpositivism and interpretivism (constructivist) paradigms (Glesne, 2005, p. 7). Basically, postpositivism recognizes that the world is beyond knowable and that knowledge can be found in historical and political contexts (Glesne, 2005, p. 7). In a topical study such as this one, the researcher may sort out and balance what different people have to say, especially if there are different interpretations of the same event. From an interpretative perspective, it is important for the observer to understand the participants' world and how they create and share meaning in their lives (Rubin & Rubin, 1995). Thus, from an interpretative perspective, I have acknowledged the complexity of human life and have realized that the lives of individuals are constantly changing.

Searching for universally applicable laws can distract from what individuals know and how they have come to understand their lives (Rubin & Rubin, 1995). As an interpretative interviewer, I have sought to elicit the students' views of their world, their collegiate experience, and their lived experience.

### Design of the Study

As a researcher, the constructionist epistemology paradigm has proved to be most applicable because the participants--in this case, African American male college students--have constructed their perceptions of their world at their respective institutions of higher education. Therefore, the constructionist paradigm served this research well in terms of how I approached knowledge and reality. Thus, my rapport with them as individuals has been significant in generating their trust and reflectivity. A qualitative design has served as the overall schema for this study relating to improving the retention rate of African American male students at the post-secondary level. As a qualitative researcher in this study, I have sought to describe, interpret, and explain the social world within the realm of certain phenomena, more specifically, education of African American males at the collegiate level. Moreover, this qualitative approach has been adapted to the context where teaching and learning occur, and responses take place on the educational stage (LeCompte & Preissle, 1993). I believe that research participants should be treated as people; as researchers we must have neither total trust nor complete skepticism (Patton, 1990). The theoretical framework in this research has been designed to understand the participants' subjective experience in college and the obstacles that they have faced in their persistence in pursuing a collegiate program of study.

### Sample and Population

This research project has involved twenty (20) successful African American male students who are sophomores at EGSC, twenty (20) faculty, staff, and administrators at EGSC, and representatives from ten (10) African American families from which the student sample population originated. Often educators, administrators, and policymakers have made decisions regarding the needs and experiential realities of college students without soliciting their voices. Rarely are African American male college students allowed to speak of their academic experiences and aspirations (Harper, 2007).

### Ethical Treatment of the Subjects

Ethical guidelines for conducting qualitative research were observed, including informed consent, respect for anonymity, confidentiality, and respect for privacy. The researcher obtained approval from the East Georgia State College and the Georgia Southern Institutional Review Boards to conduct this research project in compliance with ethical guidelines. Informed consent forms from East Georgia State College and Georgia Southern University were obtained, advising subjects that their participation was voluntary, confidential and unidentifiable treatment of any data obtained, potential risks, and the benefit of the research to society. Also, participants were informed that at any time, they could refuse to answer any question. For the past four years, I have not mentored nor advised any students affiliated with AAMI at EGSC, including any of the students who participated in this research project. Moreover for the past four years I have not served as an AAMI mentor or advisor for any student at EGSC, including participants in this study. Neither have I served as faculty advisor for any students who participated in this study. All participants in this study were afforded their full protection as human subjects as published in

the EGSC and the GSU informed consent forms. I fully explained the provisions, protections, and safeguards provided for them in the EGSC and GSU informed consent forms.

#### Student Participants

I have selected student participants from a student body of 1,500 students enrolled on the Swainsboro and Statesboro campuses of EGSC. Of this student population, 275 students were African American; 55 African American males have attained sophomore status. Twenty (20) African American male sophomores who have attained a GPA of 3.0 or higher were selected for the study, all of whom agreed to participate in the study. I have explained to this group that they had been selected because they were deemed as having achieved academic success by their attainment of sophomore status at the EGSC where they plan to graduate with an Associate of Arts degree within the next semester. I have interviewed all twenty students in person. Prior to the initiation of this project, I have met with representatives from the Academic Research Committee of EGSC and have obtained their permission to engage in the study and have agreed to share the results of the study with the college. As a researcher-as-instrument, I have taken steps to earn the respect of the African American student participants and have gained their trust in this research project.

#### College Staff and Faculty

With the assistance of the Vice-President of Academic Affairs, I selected twenty members of the faculty, staff, and administration. Among this group, I included the Director of Student Affairs, university counselors who have worked closely with African American male students, financial aid counselors, coordinators of minority studies and support services, faculty members, and administrators.

#### Family Representatives from the African American Male Student Sample

I have solicited representatives for a focus group from among the families of the entire African American student sample. Representatives from ten (10) families have volunteered to participate in this focus group. I have placed no limit on the actual number of participants in this focus group, but I solicited the representation of the mothers because of their prominent role in the lives of their sons. I have chosen the focus group approach because this method has enabled me to obtain information that would have been difficult to obtain using other methodological procedures. In addition, the homogeneity of the group participants and their personal unfamiliarity have served to produce excellent qualitative data that have enabled me to gain insights into the attitudes, perceptions, and opinions of the families of the student participants (Krueger, 1994). I have obtained permission from the Academic Research Committee to engage in this research project regarding the problem of retention of African American males at EGSC.

#### Instrumentation

The instruments that I used for study included two semi-structured interviews and a focus group. The first semi-structured interview was designed to elicit the student participants' subjective experiences as college students in a smaller close-knit institution on the Swainsboro Campus and a larger more impersonal campus at East Georgia College in Statesboro. Relevant theories (Rubin & Rubin, 1995; Wengraf, 2001) and research literature conclusions guided the questions that I have asked the student participants relating to their subjective experiences in post-secondary institutions. The second semi-structured interview (Atkinson, Coffey & Delamont, 2003) has solicited the experiences, attitudes, and opinions of college professors, administrators, and support staff in their provision of services to African American males (Allen, 1992). This interview, involving the professional staff at the institution of higher education, sought to gain their subjective

experiences in serving African American males, especially regarding their strategies impacting upon the persistence of this ethnic group. A focus group was created to interview the families of the student participants and solicit their subjective experiences that relate to their relative's struggle to attain a college degree (Krueger, 1994). The support of the students' families is paramount in their efforts to persist in college. My field notes and observation likewise served as instruments in this group participation (Emerson, Fretz & Shaw, 1995).

### Data Collection and Analysis

For data collection, I have relied on two primary methods: semi-structured interviews of the student participants and a focus group for the student participants' families. In addition, I have observed the participation of the family representatives during the focus group meetings and have written field notes based upon these observations (Krueger, 1994). I have chosen three major methods of data collection, as well as observation. Triangulation of data in this study involves the collection of data from the student participants, college staff/faculty, and family members of the student participants. Data collected using one method has been used to crosscheck the accuracy of data collected using another approach (LeCompte & Preissle, 1993). These multiple approaches to data collection enhance the scope and clarity of constructs of the study. Then too, the use of multiple data collection methods has made the data more trustworthy (Glesne, 2006; LeCompte & Preissle, 1993) and has enabled my participants to have some voice in my research (Weis & Fine, 2000). The voice of participants has conveyed their feelings of self-worth, frame of mind, and a sense of being that is otherwise lost. The voice of the participants has been derived from the researcher's dialogue with the participants, facilitating the ability to listen to what is has been said. The student participants, staff/faculty, and family

members have satisfied the criteria established for their participation in the study of retention strategy. Subsequent to the completion of the interviews with participants, the interview has been transcribed; the transcriptions of the interview have been read and have been condensed into briefer statements, having adhered to certain themes or units. The coding of data into certain analytic themes based on the ideas of Glesne (2006) has enabled me to condense vast amounts of data (Glesne, 2006; Coffey & Atkinson, 1996; Atkinson, Coffey & Delamont, 2003). The key themes developed by Strauss and Corbin have been appropriate (Atkinson, Coffey & Delamont, 2003). Each major code has correlated with a concept or idea central to the research project. In the case of the retention of African American male college students, the major codes have involved family support, adequate academic preparation for college, transition to college, student support services, engagement inside and outside the classroom, mentoring services, and advisement services to help the student make a smooth transition from high school to collegiate life. In regard to the data analysis, I have adhered to the framework of Glesne, (2006), regarding the transcriptions of the interviews, condensing them into briefer statements, and the coding of data into analytic themes.

Regarding internal validity, I have used triangulation, which has served as a congruence of many types of data. Participants from the various groups have served as member checks for maintaining internal validity. Although we learn from our subjects, they cannot arbitrate the outcome of the research, which has not necessarily hinged upon the acceptance of the participants (Dey, 1993). In addition, external validity has been achieved through triangulation and participants from different perspectives regarding the collegiate experience of African American male college students. Triangulation has involved the use of different methods, including the use of observation, individual interviews, and the use of focus groups which form



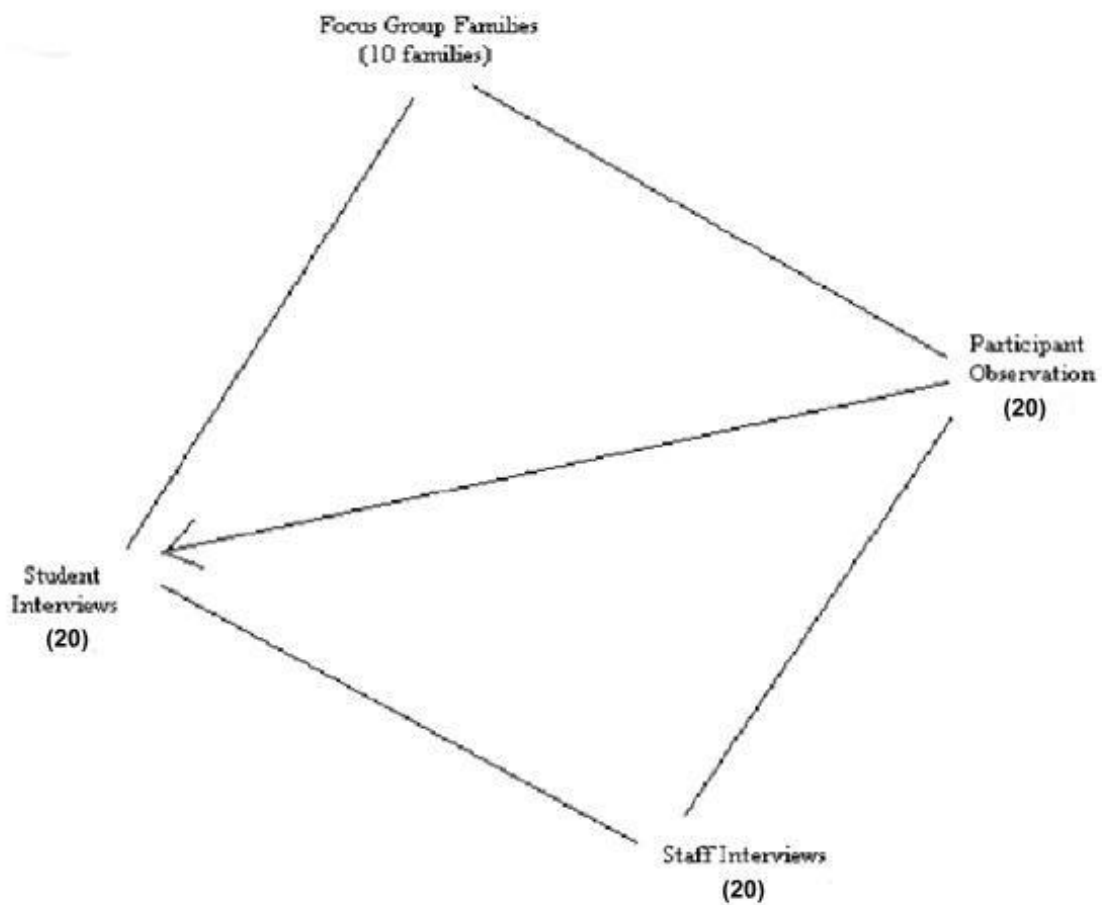
the major data collection strategies for much of qualitative research (Shelton, 2004). Although individual interviews and focus groups are both interviews of sorts, their distinctive characteristics have contributed to their individual strengths.

Figure 1

## TRIANGULATION OF DATA COLLECTION

Retention of African American Male Students

at East Georgia College



## CHAPTER 4

### KEY FINDINGS

#### Student Themes

Several themes emerged during data analysis which I have sorted into three sections. Among emergent themes are 1) the road to college (pre-college socialization and college readiness), 2) transitioning to college and encountering (barriers) experienced in college, 3) the impact of student support services and student engagement, including peer and faculty mentoring in AAMI. The transcripts of participant interviews are provided in the appendix. Through coding participant responses line by line, the participants' views of their reality and lived experience were expressed. Moreover, I sought to keep the codes active in order to gain insight into the lives and experiences and views of the students, faculty, staff, and administrators. Employing a focused coding approach, I used initial codes that reappeared frequently to sort and managed the data from participant interviews. For each interview question, I used index cards to create matrices to gain insight into the perceptions of participants. Also, I used memo writing an intermediate step between coding and the first draft to define and connect interrelated processes. These were usually brief memos written on post it notes which helped me link analytic interpretation with raw data. Through the process of coding, categorizing, and theme searching of the participant interviews, several themes emerged. Student participants expressed the influence of their parents, grandparent, siblings, peers, teachers, counselors and administrators in their decision to enroll in college. Student participants encountered barriers in their transition to college; however, their families, supportive teachers, coaches, counselors, and administrators offered support to them in their journey to college.

### The Road to College (Pre-College Socialization and Readiness)

Students reported that their pathway to college involved the support of their parents, families, teachers, and peers. For the transcripts of student participants, refer to their interview transcripts in the appendix. The majority of the students in this study reported that the guidance and support of their parents influenced their decision to pursue higher education. Data analysis indicated that the greatest influence of students to attend college was from their parents and family members, peers, and significant others. Parents consistently conveyed to their sons non-negotiable expectations that they would pursue a college education. Participants perceived that their parent's reinforced the idea that college was the most viable pathway to social uplift and success. During middle and high school, the majority of students in this study reported the significant influences of their mothers in promoting their decisions to enroll in college. Over fifty percent of the students in this sample were first generation college students from low income families; nevertheless, their parents, siblings, and often grandmothers urged them to seek the guidance and resources required to gain admission to college. Eighty percent of EGSC students received funds from the Pell grant. One student, a Correll scholar, described the motivational influence of his parents:

My mother, an elementary school teacher, died when I was in the seventh grade. Always, she urged me to attend college. Also, my daddy who continued to raise me, as my sole parent following my mother's death, influenced me to enroll in college. Many of my teachers advised me to attend college. They said, "You are too intelligent not to enroll in college." My father, who works full time in a warehouse, told me, "Don't get around the wrong crowd; they will keep you from reaching your goals." In high school, I was a

member of the Beta Club, president of the math and science club, accumulated many community service hours, and volunteered with the American Cancer Society. He stated, My father worked to educate my sisters and me. My barrier was transitioning from a small high school to college. Through my engagement in the classroom and student organizations, I've overcome this major hurdle. I could commute to school, but I've chosen to live on campus in order to experience college life.

Another student, who is a communication art major, likewise reported:

I was reared by my father as a first-generation college student. My older brother influenced me to attend college; moreover, my teachers influenced my decision to enroll in college. Recruiters from various colleges visited my high school in Peach County, Georgia and stimulated my interest in attending college. Most of my high school peers enlisted in the military. On campus I have resided in the dorm and have adjusted satisfactorily to college life. I have relied on the Pell grant and other financial aid for payment of my college expenses. My father has provided for all of my personal needs, including buying my clothing and other educational expenses not covered by my financial aid.

Another student, the youngest of several children, reared by a single mother, grew up in a town within commuting distance from the college and shared his experience. His mother consistently and aggressively sought educational resources that enhanced his enrollment in college.

As early as elementary school, my teachers, and my family, especially my mother, urged me to attend college. As a first-generation college student, I was reared by my mother, who worked at as a correctional officer and was the sole source of our family's income. In high school, I became involved in ROTC, a commitment that I continue here at the

college. Although I commute to college, I have engaged both inside and outside the classroom. I'm involved in the Student Leadership program, AAMI, the Drama Club, the Veteran's Club, Art Club, and several other clubs here on campus. In the classroom, I'm engaged in discussions. My overall GPA is 3.4; my peers look up to me for my involvement. Also, I have mentored several of my classmates through my involvement with AAMI. In the evenings, I work part time at Walmart. The biggest barriers that I faced have been the lack of financial resources and the lack of transportation. I spend most of the day here on campus and have striven to excel in my studies and have engaged in extracurricular activities.

A student from Boston, the son of Haitian immigrants, expressed several challenges in his transition to college:

I attended a private high school on an athletic scholarship. My parents, coaches, and teachers encouraged me to attend college, especially my English teacher. I enrolled at EGSC upon referral from Georgia Southern University because of my low GPA. Also, the tuition costs were much lower at EGSC. As a first-generation college student, limited financial support has been my greatest challenge. My parents are limited financially in their contributions toward my education. I have received funds through the Pell grant, and other sources to cover my educational expenses. Also, I work as a resident assistant in the dorms. Here at the college, I'm involved in AAMI, an organization that has helped me overcome my academic problems and has offered me support in transitioning to college. I have developed good relationships with my professors. I have joined the creative writing club on campus. In the residence halls, I have mentored my classmates who are struggling with math and writing.

At the private high school that he attended, his peers influenced his decision to enroll in college. As the son of immigrants to America, he has developed social skills and has served as a role model to other black male students. Through engagement inside and outside the classroom, he has excelled academically and has developed a social network among his peers, faculty, staff, and administrators. Student participants stated the provision of supportive services during the first semester of their freshman have enabled them to succeed in their studies.

Eighteen of the student participants in this study were encouraged by their parents and other family members to attend college. From early childhood, their parents consistently promoted their aspirations to enroll in college after graduation from high school. Ninety percent of participants indicated that their parents taught them the value of higher education. All of the parents who participated in the focus group shared that they encouraged their sons from childhood to enroll in college. Seventeen of the student participants were encouraged by their classroom teachers and coaches to attend college. Likewise, two of the participants were influenced by principals to attend college. High school counselors played a significant role in their decision to enroll in college. On the other hand, some participants perceived that counselors, teachers, and administrators were prejudiced in advising them not to attend college because they were not “college material.” In the interviews, sixteen of the participants stated that they were influenced by their peers to attend college. First generation and students from low income families in this study stated that their parents sought resources that enhanced their transition to college, e.g. tutoring and other academic support services that were available at no cost. Eighty-five percent of participants related that caring and compassionate teachers influenced their decisions to pursue enrollment in college. The majority of student participants stated that during early school years, their teachers were influential in stimulating their interest in attending

college. Eighteen students reported the positive influence of high school advisement counselors and other school officials in equipping them with adequate knowledge regarding college opportunities. Approximately fifty percent of the participants choose to attend EGSC because of its close proximity to their homes, lower tuition costs, and a smaller study body.

### Transitioning to College and Encountering Challenges

Students reported their experiences in transitioning to college, including participant perceptions of racism and discrimination and how they coped with such challenges. Sixty percent of the student participants attributed their success in college to getting off to a good start. Overall, students cited that the welcoming climate of the campus during orientation generated a feeling of inclusiveness. Orientation leaders provided knowledge of the location of the college's various resources, the core curriculum, leadership opportunities, and extra curricula activities. In the interviews, several students expressed the positive impact that orientation had on their transition to college. Approximately ninety percent of students cited that orientation leaders provide logistical information regarding registration on campus and the availability of extracurricular activities. One student stated that the President's welcoming speech was very informative (refer to Appendix G, p. 143). Overall, the student participants perceived that orientation provide essential information of college facilities and generated an atmosphere of student inclusiveness in campus life. Student participants stated that welcoming freshman receptions, student orientation events, and mentoring activities generate feelings of campus inclusiveness. Black male student leaders played an important role in helping students in transitioning smoothly to college. Over ninety percent of the participants in this study stated that student orientation benefitted them in learning how to navigate the campus, learning how to network with students, staff/faculty, and administrators, and learning how to engage in



opportunities on campus. In addition, participants stated that sophomore students of the same race reached out to them and taught them how to succeed in college. Student orientation programs constituted the core feature of the first-year initiatives at ninety-six percent of college and universities in the United States (Koch & Gardner, 2014). Student participants in this study stated that new student orientation at EGSC sufficiently provided discussion of the curriculum, placement testing, registration, an overview of campus resources, and an opportunity to meet faculty, staff, and students. Each semester, EGSC has provided parent/family orientation programs which informed parents and family members regarding the resources of the college and equips them to help their sons and daughters succeed. However, ten percent of the students in this study have expressed dissatisfaction with orientation as having been too condensed and too fast.

Although a majority of students perceived no overt racial discrimination on campus, they generally believed that race was a barrier that had residually impacted persistence experience. Many participants expressed fear and hesitancy in engaging in class discussions, affiliating with clubs and extracurricular activities, and developing close reciprocal relationships with faculty, staff, and administrators. Participants perceived that the socioeconomic status of their families significantly impacted their transition to college. Slightly more than fifty percent of participants were from single parent low income families and were first generation college students.

#### The Impact of Student Support and Engagement

Student participants in this study perceived that academic support services and their engagement, inside and outside the classroom helped them to persist at EGSC. Moreover, they stated that student support services impacted the climate of their learning experience at EGSC

and fostered a sense of social belonging and inclusion for African American male students. Participants were forthright regarding supportive services that proved most beneficial.

The majority (75%) of participants reported that the Academic Center for Excellence (ACE) provided tutoring, supplemental instructions, mentoring, and proactive advisement which significantly contributed to their persistence in college. Among the courses in which participants reported having received assistance in ACE were math, English composition and science. Only one participant engaged in a study group. Six students reported that they had mentored students who came to ACE for academic assistance. The majority of student participants perceived the services offered by ACE directly benefited them in terms of their successful transition and persistence in college. Over fifty percent of the participants in this study were from low income and first generation families. Approximately, fifty percent of the students stated that they benefitted from tutoring in the areas of math and essay composition. In addition, computer labs and mentoring drastically contributed to their successful transitional and persistence in college. Approximately, fifty percent of participants stated that proactive advisement and early warning interventions in Grades First likewise enhanced their success in college, especially during the first year. The majority of the participants stated that they really lacked adequate preparation for math and language gateway (foundation course with a high failure rate) courses. Their engagement in tutoring and mentoring in the Academic Center for Excellence enabled them to succeed in these core curriculum courses. Six students who benefitted from tutoring served as mentors to other students struggling in math and language courses. One student, a basketball athlete, stated that he had benefitted from tutoring and mentoring services. Subsequently, he had mentored his teammates in math and language. Approximately, twenty-five percent of participants who reported the positive and beneficial impact of tutoring and mentoring in both

ACE and individual faculty mentoring, became mentors to their struggling teammates and classmates in their the resident halls. Moreover, thirty percent of academically successful students in this study engaged in leadership positions in the Student Government Association and served on recruitment bus tours with the college president, faculty, and staff. Successful students in the study stated that they had gained confidence to engage in classroom discussions, to affiliate with campus clubs, and to develop close relationships with professors. Ninety percent of participants reported positive peer relationships, including participants with a GPA which exceeded 3.5. One student who commutes from a nearby county stated:

Individual tutoring and mentoring in ACE helped me in my transition to college, especially in math and language courses during my freshman year. Also, students in my study group benefitted from the services provided in the computer lab in ACE and the study rooms available in the library. In the classroom, I participated in discussions, frequently asking questions. I continued to engage in study groups in the library and continued to mentor students who come to ACE for help with their courses. With a GPA of 3.5, I plan to apply to Georgia State University after my graduation from East Georgia State College. Also, I have developed close relationships with many of my professors and have joined several campus organizations, including AAMI.

During the first year, all students are required to participate in the Critical and Academic Thinking for Success Seminar (CATS) which has provided instruction in time management, study skills, research methods, and critical thinking. Participants in this study reported that the information in this seminar benefitted in their successful transition to college. Although, EGSC has not instituted an expansive formal first year experience, the college has mandated that all freshman register for the Critical and Academic Thinking for Success Seminar (CATS).

Students who are actively engaged inside and outside of the classroom on college campuses usually graduate. In this study, ten of the participants stated that they engaged in classroom discussions; six if the professor asked them a direct question. Only six participants stated they were comfortable initiating classroom discussions. Five students reported they were highly engaged both inside and outside the classroom. Ten of the participants reported they were moderately engaged in classroom discussions, clubs, and other extra curricula activities. Five of the participants stated they were uncomfortable initiating classroom discussions and answering questions when the professor asked them directly, and had not joined any clubs or other student organization. Among the highly engaged student participants, four were involved in the student government; three participated in the leadership program; two were student ambassadors; several were members of the honor society; two were recipients of the Correll scholarship. Those students who were moderately engaged outside the classroom participated to a lesser degree in extracurricular activities. Several students reported having engaged in athletic activities, student government, art club, creative writing, and chess club. The five unengaged students stated at some future date they planned to engage in activities outside the classroom. Across all levels of engagement, eleven participants affiliated with AAMI. One student affiliated with the African American Student Union. Thirteen students reported having mentored other students. Fifteen students reported favorable and beneficial relationships with faculty, staff, and administrators. These relationships usually related to their courses and relationships with club sponsors, coaches, and administrators. Student participants who were actively engaged in the classroom and extracurricular activities excelled academically and reached out to other students through mentoring activities in ACE and AAMI.

### Faculty, Staff, and Administrator Themes

The faculty, staff, and administrators that I interviewed expressed their commitment to the recruitment, retention, and graduation of African American male students. Strayhorn, (2009) and Harper, (2012) posited that educators should understand the lived experience of African American students in colleges and universities. Seventy-five percent of staff, faculty, and administrators stated that EGSC's commitment to quality retention and persistence policies has contributed to an increase in graduation rates and successful education. However, twenty-five percent of the participants stated that "much growth is needed in building a trusting relationship between minority students and staff, faculty, and the administration." The impact of the AAMI in increasing the retention and graduation of African American males emerged as a significant theme among faculty, staff and administrators. One senior administrator stated (refer to Appendix G, p. 143):

When I began my tenure at EGSC, I was shocked by the low number of African American male graduates. EGSC had not established a chapter of the African American Male Initiative (AAMI). I worked with staff to apply for matching grants, involving the University System of Georgia and Nordson Corporation in Swainsboro. The institution of AAMI chapters on all three campuses (EGSC in Swainsboro, Statesboro, and Augusta) resulted in an increase in the number of African American male graduates. However, we have much left to do in adopting pedagogical techniques in the classroom for teaching first generation African American male students who came from low income families. Residence halls on the EGSC Swainsboro campus are populated by a high percentage of first generation African American students. A retention specialist has been assigned to residence halls to assist students with academic problems. In addition, we as an

institution need to provide more a formal structure for mentoring students; however, we're hindered by budgetary constraints.

Most of the faculty, staff, and administrative participants in this study stated the AAMI was uniquely designed and equipped to provide mentoring and other services to the African American male college student. A professor who serves as one the organization directors stated:

The African American Male Initiative has positively impacted African American male students who have chosen to affiliate with the program. AAMI mentors assess the mentee's academic progress in all courses twice weekly. In addition, members of AAMI study conflict management, time management, stress management, and study skills training. Each member participates in intensive training in professional behavior: role playing in a professional job interview, appropriate dress for a job interview, and a mock job interview before a panel of interviewers. Emphasis is placed teaching the member how to keep track of his GPA. Members learn professional behaviors which potentially impact their entry into careers or graduate school upon their graduation from college. Mentors teach AAMI members the DRIVE principal: Dedication, Respect, Inspiration, Vigilance, and Excellence.

A second major theme among faculty, staff, and administrators responses was that EGSC has promoted an environment of inclusiveness and engagement which has strengthened the retention of African American males; thereby, increasing their graduation rates. Recently, EGSC has been designated as a predominantly black institution. Prior research studies have reported that the incorporation of a multicultural, antiracist, and culturally inclusive curricula has provided minority students a sense of cultural inclusion on college campuses (Howard, 2000; Ladson-Billings, 2011). Within the University System of Georgia, East Georgia State College

has served as an access mission with fifty percent enrollment of minority students. Sixty percent of staff, faculty, and administrators interviewed in this study perceived that EGSC has promoted an environment of inclusiveness and engagement which has strengthened the retention of African American male students. A senior vice president of academic affairs stated:

Yes, I feel that EGSC has promoted an environment of inclusiveness and engagement which has strengthened the retention of African American male students. The college has demonstrated sensitivity to underprepared students. Our advisement teams have created a tiered two year program which allows students some degree of ownership into their program of study. Advisors use a software program that identifies the students' strengths, propelling them toward integrating courses included in their majors during early semesters. Thus, students are granted more autonomy and avoid wasting a lot of time. Tutoring and mentoring programs in the Academic Center for Excellence (ACE) have strengthened the retention of all students, including African American males.

In regard to the inclusiveness and engagement of African American male students at EGSC, a senior staff member who serves as a leader in the ACE stated:

I am engaged with African American males daily through my professional role as an academic advisor. My primary goal is to support the student body and students' academic advisement, specifically students who are attempting corequisite gateway courses. Furthermore, I am engaged in the African American Male Initiative as a mentor. EGSC has been recognized as a predominantly black institution, which opens a frontier of financial support to promote an environment that benefits the African American male student in terms of retention. There is a great deal of brotherly bonding and validation of the African American male student in AAMI. At EGSC, academic advising is a

collaborative process, designed to help all students succeed academically, to develop and appropriate educational plan leading to graduation and beyond the college experience, and to assume a responsible and proactive role in their education. Through this process, the goal of EGSC has significantly contributed to the retention of African American males at EGSC. EGSC has historically provided a friendly and support environment; however, the college has struggled in accommodating the social and cultural needs of minority students. Student Life has improved the provision of more social and cultural opportunities for students, and this will hopefully expand into the Swainsboro community. The relationships of African American males with faculty, staff, and administrators have improved; however much growth is needed.

Forty percent of participants of the staff, faculty, and administration in this study perceived that although EGSC had made substantial progress in the inclusion, engagement, and retention of all students, including African American males, “there is room for improvement.” Likewise, minority students benefit from recognizing and honoring their own ethnicity. Several faculty, staff, and administrators perceived that many African American male students at EGSC have demonstrated a high level of motivation and have established realistic goals in graduating from college and pursuing careers. Faculty, staff, and administrators at EGSC perceived that their goal is to assist all students; including African American males, reach their optimal potential.

A senior administrator voiced his perceptions:

Although the college has made significant progress over the last eight years in the recruitment, engagement, and graduation of African American males, there is room for improvement. There is a need for improvement in the area of inclusiveness in the student



activities, dorms, and recruitment of more students in AAMI. We need more mentorship and establishment of learning communities in the residence halls which are de facto racially segregated with predominantly African American students in the residence halls. Recently, the college has hired a director in the dorms who will provide counseling and mentorship to those students who are struggling academically. In addition, the director will reach out to students experiencing emotional problems in coping with depression, excessive levels of anxiety, and adjustment issues. In the area of student life, the college is working to schedule events and activities that appeal to all racial groups, including African American students. In addition, we are working for a greater degree of inclusion and engagement of minority students in clubs and organization on campus. This is a work in progress.

The graduation rates of African American male students have increased significantly over the past eight years (refer to Appendix C). Approximately, ninety-five percent of participants in this study attributed the increase of African American male graduates to the college's deliberate efforts to recruit and to engage African American males. Participants in this study perceived that the establishment of the African American Males Initiative on campus has promoted their validation as college students and provided them with a sense of social belonging with the community of scholars. Students, staff, faculty, and administrators have perceived that the availability of supportive services in the ACE has likewise promoted the retention of all students, including African American males. Participants have expressed their positive perceptions regarding the benefits of early warning alerts and the establishment of corequisite gateway courses (foundation courses with large enrollments and a high risk of failure up to 40%). At EGSC the gateway courses are:

ENGL 1101 (English Composition), Math 1111 (College Algebra), Math 1001(Quantitative Skills & Reasoning), and Math 0997 (Quantitative Skills & Reasoning). Gateway courses are considered to be classes that are high-risk with huge enrollments and are often the foundation level courses for an academic major (Koch, A. & Gardner, J., 2014). Success in foundation level courses such as: math, writing, accounting, biology, and rhetoric are direct predictors of success. Gateway to Completion (G2C) provides faculty and institutions with processes, guidance, and tools to support redesign of lower division and/or developmental courses. All institutions within the USC have joined the Gateway to Completion Program. Also, the majority of African American male students in this study have perceived that the implementation of eight-week sessions in the gateway courses have improved their academic performance. Students have stated that longer daily sessions have enabled them to stay focused on instruction, thus enhancing their learning the fundamentals of these foundation courses.

#### Focus Group for Parents of African American Male Students

Parents from ten families participated in a focus group relating to the preparation, recruitment, transition, engagement, and retention of their sons in college. Approximately, one fourth of parents in the group graduated from college and worked in professions such as health care and education. Approximately, fifty percent of parents of student participants never attended college. The mother of one of the student participants stated:

My son always knew that we expected him to attend college. Most members of our family are college graduates. His older brothers and sisters in Connecticut who graduated from college urged him to prepare for college. During elementary school, he was unmotivated to excel, although he attended school regularly. Once he entered high school, it was like a light flicked on, and he became more motivated to succeed in school.

In high school his teachers and counselors urged him to attend college. From a child he always had an outgoing personality, but usually stayed to himself. His friends in high school and college were motivated to excel and influenced him to study hard. I adopted him when he was nine months old, so he was a lot younger than my three older children. At home, he helps me around the house and looks out for me. After he graduated from high school, he wanted to attend EGSC located in the adjoining county about 18 miles from our home. In college, he has adjusted well and has developed several friendships. Occasionally, he has invited a couple of his friends to visit here in our home. Sometimes, he will return to the campus to hang out with his friends. He has matured into a nice young gentleman who has never had any problems with the law. Also, he has made good grades in college. After he graduates from EGSC, he is planning to attend a senior college. Already, he has applied to four colleges, but will probably decide on attending Georgia Southern University in Statesboro, not that far from our home.

Most families expressed to their sons in elementary and junior high school that they should prepare themselves for college. Upon entering high school, their sons became more focused in their aspirations to enroll in college and excelled in their studies. Parents in this focus group stated that their sons did not enroll in out-of-school college prep courses. Members of this focus group perceived that the positive impact of familial factors, K-12 school forces, and the positive influences of their peers propelled them to enroll in college.

Another student from a contiguous county about 20 miles away was raised by his father after his mother died from cancer. His father stated:

After my wife died of cancer when my son was thirteen years of age, I raised him and his sisters. His mother was an elementary school teacher who always encouraged our

children to attend college. In high school my son was engaged both inside and outside the classroom. In the classroom, he excelled in his studies and joined the Beta Club. Not only did he join various student organizations, but volunteered in community service. At East Georgia State College he has been granted several scholarships, including the Correll Scholarship. At EGSC, he has actively participated in the African American Male Initiative, Ambassador's Program, EGSC Leadership Program, and mentors other students. His GPA exceeds 3.5. Also, he has established close working relationships with several of his professors. Although we live within commuting distance from EGSC's Swainsboro campus, he has chosen to live in the dorms on campus, so that he can experience the atmosphere of college life.

Those students who are actively engaged inside and outside the classroom persevere to graduation. Students who devote more of their time to academic related activities outside the classroom have earned higher grade point averages. One of the most acknowledged benefits of engagement is its nexus with college persistence. In this study, it has been established that students, who are engaged both inside and outside the classroom, usually persist to graduation.

## CHAPTER 5

### CONCLUSION

EGSC has sought to improve student success for all students, including African American males through the institution of various student support services and retention initiatives. Several commonalities and differences emerged in my analysis of the perceptions of students, staff, faculty and administrators regarding the effectiveness of these support services and initiatives. The perceptions of students and staff/faculty/administrators often aligned in terms of which student support services that they deemed effective to the academic success of African American male students at EGSC. In contrast, the perceptions of students, staff, faculty, and administrators differed regarding the efficacy of student support services and retention initiatives in the promotion of academic success. In this chapter, the perceptions of students, faculty/staff, and administrators regarding the impact of student support services upon the academic success of African American males at EGSC have been presented. In a comparable study at Georgia State University, Thompson (2015) posited that “Student support services have fundamentally changed how students, particularly Black male students, are retained in college.” The implementation of viable and responsive student support services at EGSC have increased the rates of retention and thereby; have increased the rates of persistence toward graduation of students, including African American males.

The focus of this study upon the inclusiveness, engagement, retention, and graduation of African American male students at EGSC is linked to the field of curriculum studies. The interaction of the racial and ethnic culture of African American male students and the dominant curricula of college were examined. This study has shown that peer and faculty mentoring, academic support, early warning alerts, and proactive advisement promote retention and have

increased the graduation rates of African American male students. Similarly, this study has posited that culturally diverse classroom experiences have provided African American male students with a sense of social belonging on campus. Active engagement inside and outside the classroom has produced benefits and gains in cognitive and intellectual development, practical competence and skills transferability, moral and ethical development, racial and gender identity development, and college adjustment (Harper and Quaye, 2009; Harper, S., 2012; Strayhorn, 2019).

#### Perceptions of the Access Initiative at EGSC

During the transition from high school to college, student participants reported that they experienced anxiety, distress, and apprehension about leaving home and learning how to network with other students, faculty, staff, and administrators. Several students stated that the access mission policies of EGSC have helped them in their registration for courses. During the admission process, advisors assessed their high school transcripts and prepared their schedules in advance. The majority of students reported having benefited from the orientation presentation; others perceived that the orientation was too condensed and fast, omitting vital information. Transitioning from their homes to life in the residence dorms generated a challenge for several students. Learning how to interact and network with classmates in the dorms, faculty, staff, and administrators generated anxiety for some students. Mentoring with experienced students, faculty, residence assistants, and advisors alleviated much of their stress and tension, according to the majority of students in this study. The majority of students reported feeling an atmosphere of welcoming inclusiveness during their transition to college; however two students reported feelings of rejection. None of the students reported experiencing any types of racism on EGSC campuses; however, one student reported that he experienced an atmosphere of racism within the

community of Swainsboro. On the other hand, students reported their hesitancy to engage in classroom discussions due to their feelings of incompetence. The majority of the students reported that their treatment on campus was equitable, respectful and inclusive. Prior research studies have reported that the incorporation of a multicultural, antiracist, and culturally inclusive curricula has provided minority students a sense of cultural inclusion on college campuses (Howard, 2000; Ladson-Billings, 2011). Affiliation with the student organizations on campus has helped many of the students develop a sense of social belonging that eased their transition into student life on campus. “We know one thing for certain: Students who are actively engaged in educationally purposeful activities and experiences, both inside and outside the classroom, are more likely than their disengaged peers to persist through graduation” (Harper & Quaye, 2009, p. 4).

Students, staff, faculty, and administrators perceived that AAMI significantly impacted the persistence of African American males toward graduation. Among all initiative on campus, students, staff, faculty and administrators lauded AAMI for having addressed the needs of African American males in terms of mentoring, motivation, life skills, and academic excellence. Overall, student perceptions regarding student support were positive; however, most students and faculty, staff, and administrators perceived that ACE was hampered by budgetary constraints, more specifically, tutoring, mentoring, and advising services were understaffed. Students complained of the limited hours of ACE availability.

#### College Retention Initiatives

Students and staff/faculty/administrators were similar in their perceptions of the most beneficial services to college retentions. Early Alert, Student Support in ACE (tutoring, mentoring, and life skills), AAMI, and Leadership Development were deemed the most

beneficial student support services by students and staff/faculty, and administrators. Some students and staff/faculty/administrators expressed concern regarding the effectiveness of the Students Success Seminar. Students stated the class size was too large, impersonal, and irrelevant. Several members of the staff/faculty/administrators and students felt that smaller class taught by faculty would serve to motivate students. The majority of staff, faculty, and administrators perceived that students would benefit from provision of a more expanded first year experience program that would include high-impact practices. For example service learning, service learning, learning communities, and undergraduate research would expand the first year experience and increase student engagement and retention.

#### Recommendations to Improve Student Success for African American Males

As an access institution within the USG, EGSC has been committed to improving the success of African American male students. Several members of the faculty and administration have recommended the establishment of the TRIO and Upward Bound programs on EGSC campuses. The TRIO program is based upon sound research and proven effectiveness upon the retention of African American males over the past decade. In applying for the TRIO program, the college is required to submit a proposal for funding (Thompson, 2015). The application process is conducted on a competitive basis. If approved by the U. S. Department of Education, grant aid will be provided to the college to initiate the TRIO program. This program will enhance the college's readiness, access, and retention rates. The Upward Bound Program, one of a cluster of the programs included in the TRIO program, provides support to participants in their preparation for college entrance in high school and promotes their successful transition to college. The goals of Upward Bound are to increase the rates at which students' transition to college, graduate from college, and enroll in graduate school. The implementation of Upward



Bound in high schools would serve first generation and low income students in their preparation for college and smooth their transition to college (Thompson, D., 2015; Koch, A. & Gardner, J., 2014). Based on the findings of this study, several of the participants were underprepared for college. The TRIO and Upward Bound programs would serve to equip minority and other students for entry into college.

According to statistical data, African American male students constituted 12.28% of all early warning alerts in Grades First during spring semester 2020 at EGSC. Many of the African American male students who received early warning alerts were referred to retention teams for interventions. Although no data exists for the success of retention team interventions, students were notified of their lack of performance and provided opportunity and support to improve. In addition, I recommend that EGSC commit to the utilization of the Early Alert and provide students with intrusive advisement services. Advisors can engage in more intensive advisement on a one-on-one basis. Several staff/faculty/administrators have suggested that a greater degree of intrusive advisement could benefit the retention of students, particularly African American males. Already, EGSC generates early alerts via Grades First; however, the advisor intervention has not proven to benefit the retention of students. The creation of retention teams to assist students who receive early alerts or any academic alerts during the semester would more effectively contribute to retention. The retention team is composed of retention staff from the ACE, including advisors and retention specialists, faculty advisors, professors, and residence retention specialists. As a faculty member, I feel that when academic grade alerts are issued by faculty at the end of the first five weeks (early) or at any time during the semester, the individualized intervention by the retention team in assisting the student in identifying problems and designing a strategy for overcome the problem would promote retention. Based upon the

findings of this study, several of the participants are struggling academically and report having benefitted from early alerts via Grades First.

The designs of eight-week gateway courses (foundation courses that are considered high risk with up to a 40% failure rate) have benefitted freshman students. The classroom sessions in the eight week gateway courses are longer during the shorter semester. Students have expressed that longer classroom sessions during a shorter semester have afforded them a greater degree of continuity and focus of instructional delivery. In the eight-week gateway courses, remediation courses were linked (co requisite) to provide academic support to students. The provision of academic support (remediation) during the student's first semester promoted the student's academic success in introductory math and English courses. For example, during the admission process, students assessed as needing remediation would be scheduled for a lab course in addition to the require classroom instruction. I recommend that the college expand the availability of these courses offerings in future semesters. Also, the college has scheduled offering courses during the holiday break at the end of fall semester, designed to assist students who are approaching graduation. I recommend an expansion of this approach. Based upon the findings, a significant percentage of the student participants have struggled with gateway courses and utilize the Academic Center of Excellence for tutoring in English 1101 and College Algebra.

Based upon interview responses from faculty who have expertise with first year experience programs, I recommend that EGSC establish an expanded first year experience initiative program for incoming freshman students. At this time, the college has a first year seminar; however, an expanded first year experience (addition of one high impact component e.g. service learning) that would benefit students in their transition to college. This first year experience would benefit all students in terms of adjustment to college life, more particularly

first-generation, low income, minority, and underprepared students. The first year experience is defined as everything that a college or university does with and for new students at the beginning of their educational experience (Koch & Gardner, 2014). Students in this study reported that CATS 1101 courses (Critical Academic Thinking Seminar) have benefitted them in terms of adjustment to college.

### Future Research

This research study focused primarily upon college access, retention, and persistence among African American male students at a small rural college in southeast Georgia. Within recent years, the college's minority student enrollment has grown significantly; yet, student support services available to these students are inadequate due to budgetary constraints. EGSC's recent designation as a predominantly black institution could possibly generate more funding for academic support services. As an access institution, the college's staff, faculty, and administration have engaged in a collaborative effort to retain students through the implementation of early five week alerts, mentoring, proactive advising, and the establishment of a viable AAMI chapter. The college's commitments to the early identification of students with academic deficits and the implementation of timely interventions have proven successful; however, there is more work to be done. Future research regarding the effectiveness of retention initiatives and student support services would better inform stakeholders and increase graduation rates.

The student body of EGSC has become more culturally diverse. Future research could focus upon the college's racial atmosphere and efficacy of student support services to these groups. More specifically, the Hispanic student population at the college has grown exponentially; many of these students work and commute to the college from nearby counties.

Research focusing upon their transition to college, especially during the first year would be beneficial to their persistence. Likewise, the replication of this study to include non-traditional students who comprise a substantial percentage of the EGSC student body would improve their retention in college. On a larger scale, the replication of this study to include a larger sample of African American males on campuses of other colleges within the University System of Georgia would determine whether similar findings exist. Colleges and universities with a larger student body, often have more student support programs and organizations such as the Trio, Student Support Services, and Upward Bound. The Trio program is federal program, administered by the United States Department of Education; Upward Bound is one of eight components of the Trio program. These programs have been successful in helping first generation and low-income students gain access and persist in college. An assistant vice president of academic affairs at EGSC has voiced his support for the implementation of these programs at the college. The findings of study indicate that minority students are often underprepared academically for college entrance Upward Bound and Trio programs would equip minority students for college entrance.

A mixed method study that incorporates both qualitative and quantitative approaches could strengthen a study of several minority groups at the same institution. For example, at EGSC, this type study would include African American, Hispanic, and Asian students. This design would enable the researcher to compare access and retention interventions among these groups at a single institution. A comparison of the single group study against the multiple groups study could provide the college insight into enhancing student support and retention initiatives that have proved more effective from the results of the two studies. Strategically, this approach would require a collaborative commitment of the administration, faculty, and staff. A mixed

method course utilizing comparable design to this study would offer insight into how institutions of high learning could better assist various minorities in adjustment to college.

Senior administrators, faculty, and staff have expressed their support of retention initiatives, including student support services; however, budgetary constraints have hindered the full implementation of these initiatives. The ACE has expanded its outreach to students through the expansion of the tutoring program: hiring a tutoring director, two part-time student tutors, and two-part staff tutor. Also, the advisors in ACE and faculty have engaged in proactive advising initiatives linked to the Grades First early alerts. The college has intensified its retention team outreach to students who receive early alert and academic probation notices. Recently, the college has hired a Director of Retention who is assigned to the residence halls to provide advisement and counseling to students who are on academic probation or experiencing adjustment problems. Student participation in supportive services has increased because of their awareness of student support resources. Culturally relevant pedagogical approaches designed to accommodate minority first generation low income students in the classroom would promote their engagement and academic success. No single student support program dramatically influenced increases in student retention rates at EGSC, but the impact of several student support programs have made a greater difference in retention. The findings of this study support that early intervention and culturally relevant pedagogical approaches to serve minority first generation low income students would promote a greater degree of student engagement and academic success.

The performance of successful students who had a GPA that exceeded 3.5 and who were actively engaged inside and outside the classroom significantly influenced the findings of this study. Moreover, these students were involved in leadership positions in student government and

had developed close affiliation with staff, faculty, and administrators on campus. In addition many of these high achieving successful students were affiliated with the African American Male Initiative on campus and had mentored other less successful students. This study was based upon the National Black Male College Achievement Study by Shaun R. Harper, Ph.D., University of Pennsylvania, 2012, Graduate School of Education, Center for the Study of Race and Equity in Education. Dr. Harper's study was based upon an anti-deficient framework which accentuates "how Black undergraduate men successfully navigate their way to and through higher education and onward to rewarding post-college options." The theoretical implication of the study of 119 African American male students at the University of Pennsylvania, according to Dr. Harper is to "learn from Black men who have actually been successful."

From an instructional perspective the anti-deficit achievement framework emphasizes the degree to which Black male college students are actively engaged both inside and outside the classroom rather than the extent to which Black men are disengaged and underrepresented among college students and degree earners. Also, the discipline of curriculum studies is concerned with the issues of equity, access, and voice.

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APPENDIX A  
STUDENT QUESTIONNAIRE

1. Describe any ways that your parents, family, teachers, and school administrators influenced, nurtured, and sustained your aspirations and your interest to enroll in college.
2. Describe any barriers to enrolling in college that you experienced.
3. To what extent did your peers influence your desire to enroll in college?
4. Can you describe any programs provided by your high school (dual enrollment, campus tours, college recruitment) that enhanced your readiness in successfully transitioning to college?
5. What are your perceptions regarding the impact of your family's socioeconomic status, educational attainment, and marital status upon your admission and transition to college?
6. Can you comment about any East Georgia State College incentives (class discussions, learning communities, unpaid internships) which have promoted your engagement both inside and outside the classroom?
7. What influences at East Georgia State College have compelled you to become actively engaged, both inside and outside the classroom (student organizations, student government)?
8. What is your perception regarding access to financial aid at East Georgia State College?
9. How has your achievement of academic excellence (GPA of 3.0 or higher) impacted your relationship among peers?
10. Describe any racially or culturally unresponsive college environments, racial inequities, or discrimination that you may have encountered at East Georgia State College.

11. Describe the services provided by high school advisement counselors and other school officials equipped you with enough knowledge regarding college opportunities.
12. How have you taken advantage of campus resources and engagement opportunities, for example: the Academic Center of Excellence, mentoring relationships with faculty, staff, and administrators, proactive advisement?
13. Describe any unique educational opportunities and/or benefits in terms of scholarships, internships, studies abroad, or any other programs.
14. Can you describe how you've mentored or assisted African American male students who are failing academically?
15. What are your perceptions regarding the development of beneficial relationships with faculty, staff, and/or administrators in terms of mentorships?
16. Can you describe how you've benefited from affiliation with any ethnic student organizations (for example the African American Student Union and/or African American Male Initiative) which could have enhanced your communication and leadership skills?
17. How have East Georgia State College faculty, staff, and administration provided adequate academic support (for example, proactive advisement, early warnings in Grade First, tutoring during the first year of college)?
18. Describe how East Georgia State College uses orientation events to welcome all new students and to educate them regarding leadership and extra curricula activities.
19. Can you describe how East Georgia State College's implementation of a collaborative strategy among faculty, staff, and administrators promotes inclusiveness and engagement among African American male students?

20. Describe the ways East Georgia State College has created a friendly and supportive campus environment that accommodates the social and cultural needs of minority students, including African American males.

## APPENDIX B

## FACULTY, STAFF, AND ADMINISTRATORS' QUESTIONNAIRE

1. Describe what you understand about the college's strategy for helping African American males to become more engaged inside and outside the classroom.
2. How are you engaged in mentoring relationships with African American male students?
3. How has your graduate program of study and post graduate experience equipped you in engaging a diverse student population and prepared you to work effectively with minority students, more particularly, African American male students?
4. Have you designed or taught courses in summer bridge programs or other transitional courses? If so, can you describe how the college has utilized summer bridge programs and other transitional programs to benefit some students, including African American males, in their transition to college?
5. Do you feel that East Georgia State College has promoted an environment of student inclusiveness and engagement which strengthens the retention of African American male students? If so, can you describe how such an environment has benefited African American male students?
6. Can you describe how East Georgia State College has sufficiently funded and actively promoted African American student organizations?
7. What are your perceptions regarding the effectiveness of ethnic student organizations' promotion of communication and leadership skills among African American males on the campuses of East Georgia State College?
8. Do you feel that African American male student organizations/groups have promoted brotherly bonding and validation among their members on the campus of East Georgia



State College? If so, describe how these organizations influence the academic success and retention of African American male students.

9. Do you think that the leaders of East Georgia State College have designed policies and practices that actively promote and espouse institutional values concerning equity and inclusion of African American male students? Can you describe how these policies and practices have benefitted African American male students in terms of retention and academic success?
10. Describe how the implementation of faculty and staff advisement strategies significantly contributed to the retention of African American males at East Georgia State College.
11. Can you describe how the implementation of interventions such as early warning alerts and proactive advisement has been effective in promoting the retention of African American males at East Georgia State College?
12. Can you comment regarding how East Georgia State College has designed a collaborative strategy among faculty, staff, and administrators to promote engagement and inclusiveness among African American male students?
13. Do you perceive that the types of academic support that are available to students, including African American males during the first year (or first semester) of college adequately promote retention? If so, describe how these interventions have benefitted these students.
14. In your opinion, have financial aid officers at East Georgia State College initiated any action to provide assistance to students, including African American males, in securing sufficient financial aid packages that cover the cost of tuition, enabling students to engage in their studies and avoid off campus employment? If so, could you tell me more about

how the guidance and assistance from financial aid staff have benefitted African American male student retention?

15. Do you feel that East Georgia State College has provided a friendly and supportive environment accommodating the social and cultural needs for minority students, including African American males? If so, describe how this supportive environment improves student success and retention.
16. Do you think East Georgia State College recruiters have sufficiently reached out to minority students, including African American males before their arrival on campus? If so, please describe explicitly how these recruitment strategies have benefitted these students.
17. Do you perceive that East Georgia State College has used orientation events to serve and welcome new students, including African American males, and to educate them about campus leadership opportunities, including extracurricular activities? If so, would you describe how orientation services at East Georgia State College benefit African American male students in terms of retention and inclusion?
18. Do you feel that East Georgia State College has demonstrated commitment to quality retention and persistence policies of African American male students that have contributed to their increased graduation rates and successful education? If so, address how the college's commitment to retention has positively impacted the graduation rates and academic success of African American male students.
19. Based on your observations, have African American male students developed approachable relationships with faculty, staff, and administrators? If so, describe how

these types of relationships favorably impact the retention and academic success these students.

20. Do you think that East Georgia State College has successfully coordinated early admission (dual enrollment) with high schools in the region as an access initiative? If so, can you describe how dual enrollment positively benefits African American male students in terms of academic success and graduation?

## APPENDIX C

## EGSC ANNUAL GRADUATION RATES FOR AFRICAN AMERICAN MALES

2000-2020

## EGSC ANNUAL GRADUATION RATES 2000-2010

<b>EGSC Graduates by Fiscal Year</b>	<b>Black Males</b>	<b>Total Graduates</b>	<b>% Black Male</b>
FY 2019-20	43	304	14.1%
FY 2018-19	38	322	11.8%
FY 2017-18	38	302	12.6%
FY 2016-17	46	346	13.3%
FY 2015-16	43	359	12.0%
FY 2014-15	22	244	9.0%
FY 2013-14	23	213	10.8%
FY 2012-13	14	176	8.0%
FY 2011-12	7	168	4.2%
FY 2010-11	8	131	6.1%
FY 2009-10	6	144	4.2%
FY 2008-09	6	121	5.0%
FY 2007-08	5	94	5.3%
FY 2006-07	4	100	4.0%
FY 2005-06	5	108	4.6%
FY 2004-05	5	105	4.8%
FY 2003-04	3	98	3.1%
FY 2002-03	3	102	2.9%
FY 2001-02	6	86	7.0%
FY 2000-01	4	91	4.4%

## APPENDIX D

## STUDENT RESPONSES TO QUESTIONNAIRE

1. Seventeen students stated that their parents promoted their aspirations and interests to enroll in college during elementary and high school. Their parents supported their academic success, assisted them with homework assignments, attended school events, and taught them that getting an education would open doors of opportunity to their future careers and standard of living.
2. In describing barriers that they encountered in enrolling in college, six students reported having experienced financial problems. Nine students stated that the lack of academic preparation for college has presented problems. Five students stated that lack of transportation has presented problems in their access to campus. Nine students reported no significant problems to their enrollment in college.
3. Seventeen student participants stated their peers significantly influenced their decision to enroll in college. Three students reported that their friends had no influence on their decision to enroll in college. Participants who were not influenced by their peers to attend college reported that five of their closes peers were in full time employment and three were enlisted in the United States military.
4. In regard to readiness to attend college, fifteen students that college recruiters who came to their high school campuses influenced their decisions to attend college. One participant reported a transfer from another to EGSC campus. Two student participants reported the high school science program motivated them to enroll in college. Two reported that they were referred to EGSC through referral from Georgia Southern University.

5. In regard to the impact of their family's socioeconomic status, nine student participants reported that they came from two-parent families. Six students were from first generation families whose parents did not attend college. Eleven students were from single parent families. Fourteen student participants reported that their parents attended college. Two students reported that their parents were immigrants to the United States.
6. Seventeen students stated that they regularly engaged in class discussions. Only three student participants reported that they did not engage in class discussions. One student engaged in EGSC's ambassador program. Three students engaged in the AAMI program. One student reported membership in the honor society.
7. Five student participants were actively engaged in the student government. One student received the Correll Scholarship program. One student engaged in the creative writing program.
8. Eighteen students stated that the Financial Aid Program at EGSC was responsive to their financial needs. Two students reported that their applications were not processed in a timely fashion.
9. Nineteen student participants stated that their academic success positively impacted their relationship with their peers. One student stated that he experienced rejection from his peers because of his academic achievement above a 3.5 GPA. Five students reported academically mentoring their peers in the Academic Center for Excellence and in the residence dorms.
10. Two student participants reported having experienced some culturally unresponsiveness and racial inequities at EGSC. Eighteen students reported having experienced no racial inequities or racial discrimination.

11. Sixteen students reported positive experiences with the services provided by high school guidance counselors and other school officials. Four participants reported that the level of services provided by guidance counselors, administrators, and other staff were inadequate in providing knowledge for gaining admission to college.
12. Fifteen student participants responded that they had regularly engaged in tutoring services provided in the Academic Center for Excellence. Twelve students reported having sought assistance in ACE with English, math, and science. Four students reported that they were mentored by faculty. Sixteen students reported having received proactive advisement by faculty and staff. Six students reported having provided mentoring to other students.
13. In regard to receiving unique educational opportunities and internships, two student respondents stated that they received the Cornell scholarship, one received a private scholarship, six students received athletic scholarships, and one received the Hope grant.
14. Thirteen participants stated that they had mentored other students who were struggling academically.
15. Fourteen students stated that they had engaged in mentoring relationships with faculty, staff, and faculty. They perceived that these mentoring relationships benefitted them academically and socially, having enriched their collegiate experience.
16. Eleven students reported their affiliation with the African American Male Initiative. One participant joined the African American Student Union. Nine students reported no affiliation with any ethnic student organization.
17. During their first year in college, ten students that they had benefited early warning alerts issued in Grades First. Eleven participants having benefited from tutoring services during

their first year in college. Eight students reported having benefited from proactive advisement by faculty (5) and staff advisors (3). One student reported that he benefited from neither tutoring services nor proactive advisement.

18. Nineteen students reported having benefited from orientation events. One student stated that orientation events provided no real benefit, claiming that the event was much too long and too fast.
19. All student participants (20) stated that EGSC has implemented a collaborative strategy among faculty, staff, and administrators that promoted inclusiveness and engagement among African American students.
20. Fifteen students stated EGSC has provided a friendly and supportive campus environment accommodates the social and cultural needs of minority students. Five students stated that EGSC has not provided an environment that accommodates the social and cultural needs of minority students, including African American males.



## APPENDIX E

## FACULTY, STAFF, AND ADMINISTRATORS' RESPONSES TO QUESTIONNAIRE

1. Eighteen members of the faculty, staff, and administration stated that the AAMI on campus was uniquely designed to promote the engagement of African American students inside and outside the classroom through providing mentoring, social networking, and advisement. Four members of the faculty, staff, and administration stated that learning support services provided in the Academic Center for Excellence promoted the academic success of students, including African American males. Five members responded that the redesign of gateway courses (required course in English and math with large enrollments in the freshman year) had promoted greater class room engagement and retention.
2. Fourteen members of the staff, faculty, and administration reported that they mentored African American male students. Six respondents had not engaged in mentoring students, including African American males. Eight of the participants in this group reported having engaged in mentoring of African American male students as part of AAMI.
3. Three participants from the faculty, staff and administration reported that the graduate program of study had prepared them to work with minority students, including African American males. Sixteen participants stated that their post graduate experience in higher education had equipped them in working with African American male students.
4. Sixteen faculty, staff, and administrative participants reported having taught summer bridge programs or other transitional programs that benefited the transition of students into college. Among the programs were the trio program, bridge program, jump start program, and critical thinking program. Four participants in this group stated that they had not designed or taught any transitional programs.

5. Seventeen faculty, staff, and administrative participants reported that EGSC has promoted an environment of inclusiveness and engagement which has strengthened the retention of African American male students. Three members stated that the college has not promoted an environment of student inclusiveness. Fifteen faculty, staff, and administrative participants stated the EGSC needs to engage in more intensive efforts to promote an environment of student inclusiveness and engagement, including reaching out to minority students.
6. According to faculty, staff, and administrative participants, AAMI serves as the primary African American student organization on campus. EGSC does not directly fund AAMI, however, college administration was instrumental in recruiting Nordson in Swainsboro to match USG grant which funds AAMI on campus. Eighteen faculty, staff, and administrators stated that AAMI has served in the recruitment, retention, and graduation of African American males. The college funds the African American student organization which promotes campus activities. Fourteen faculty, staff, and administrative participants stated that the African American Student Union sponsored events for minority students on campus. Two faculty, staff, and administrative participants stated that the EGSC Alumni Foundation has provided financial grants to minority students who need financial assistance in paying for tuition and other educational expense. Six participants reported that the level of EGSC funding of African American student organizations has been insufficient.
7. Eighteen members of the faculty, staff, and administration stated that the AAMI on campus was uniquely designed to promote the engagement of African American students inside and outside the classroom through providing mentoring, social networking, and

advisement. Four members of the faculty, staff, and administration stated that learning support services provided in the Academic Center for Excellence equipped them in working with African American male students.

8. Twelve faculty, staff, and administrative participants responded that AAMI has consistently promoted leadership and communication skills among African American males at EGSC. Eight participants among the faculty, staff, and administrative participants perceived that the Leadership Development Program has promoted leadership and communication skills among students, including African American males. Two participants stated that ethnic student organization has failed to promote the development of communication and leadership among African males at EGSC.
9. Fifteen faculty, staff, and administrators perceived that AAMI has promoted brotherly bonding and validation among members through providing members with activities and experiences that have generated cohesiveness and ethnic pride. Seven participants of the faculty, staff, and administration perceived that the peer mentoring activities within AAMI has promoted brotherly bonding and validation.
10. Nineteen members of faculty, staff, and administrative participants perceived that the leaders of EGSC have espoused and promoted institutional values of equity and inclusion of African American male students. One participant stated that a certain few students are treated with equity and inclusion. Six participants perceived that all students are treated with equity and inclusion. Two participants stated that there is a need for improvement in the college's policies and practices of inclusion and equity of all students.
11. Sixteen participants among faculty, staff, and administrators perceived that the implementation of faculty and staff advisement strategies have increased the retention

rates among African American males. Four participants stated that EGSC advisement policies and practices have not significantly contributed to the retention of African American male students.

12. Sixteen faculty, staff, and administrative participants perceived that the implementation of early warning alerts and proactive advisement have significantly contributed to the retention of African American male students at EGSC.
13. Fifteen participants among faculty, staff, and administrators stated that EGSC has designed a collaborative strategy that promotes engagement and inclusiveness among African American male students. Five faculty, staff, and administrative participants perceived that EGSC has no collaborative strategy that promotes engagement and inclusiveness among African American males.
14. Twelve faculty, staff, and administrative participants perceived that the academic support available to EGSC students, including African American males, adequately promotes retention during the first semester. Eight participants perceived that academic support services at EGSC have not significantly improved the retention of African American male students during their first semester.
15. Sixteen faculty, staff, and administrative participants perceived that financial aid officers at EGSC have provided adequate assistance to all students, including African American males, enabling them to secure financial aid packages that cover the costs of tuition. Four participants stated that many students are dropped early in the semester for nonpayment of tuition.
16. Twelve participants from the faculty, staff, and administration perceived that EGSC has provided a friendly and supportive environment accommodating minority students,

including African American males. Eight participants stated the EGSC has not provided a friendly and supportive environment that accommodates the social and cultural needs of minority students, including African American males.

17. Seventeen participants from the faculty, staff, and administration perceived that EGSC recruiters have sufficiently reached out to minority students, including African American males before their arrival on campus. Three participants among faculty, staff, and administrators stated that recruiters at EGSC had not sufficiently reached out to minority students, including African American males.
18. Fourteen participants from the faculty, staff, and administration perceived that EGSC has sufficiently used orientation events to serve, welcome, and educate new students, including African American males, to the campus regarding campus opportunities and extracurricular activities. Six participants perceived that EGSC has not adequately utilized orientation events to serve, to welcome, and to educate them regarding campus leadership opportunities and extracurricular events.
19. Fourteen participants from the faculty, staff, and administration perceived that EGSC has demonstrated commitment to quality retention and persistence policies which have contributed to the increased retention and graduation rates of African American male students. Six participants from the faculty, staff, and administration perceived that EGSC has not demonstrated a commitment for quality retention and persistent policies that have increased retention and graduation rates.
20. Thirteen participants from the faculty, staff, and administration perceived that African American male students have developed approachable relationships with faculty, staff, and administrators. Seven participants from the faculty, staff, and administration stated

they have not developed approachable relationships with faculty, staff, and administrators.

21. The majority of faculty, staff, and administrative participants perceived that EGSC has successfully coordinated early admission (dual enrollment) with high schools in the region as an access initiative. However, the majority of faculty, staff, and administration perceived that African American male students have not benefitted from dual enrollment services.

APPENDIX F  
STUDENT INTERVIEW TRANSCRIPTS

Student 1

1. Father and mother encouraged him to attend college. His father attended college and encouraged him to enroll in college. As a young child his parents instilled in him a desire to attend college.
2. He reported no barriers to college enrollment.
3. Most of his friends enrolled in college and urged him to attend college. Several of his friends enlisted in the military.
4. Several college recruiters conducted tours at his high school. In high school, he earned a 3.4 average. His high school valued academic excellence.
5. He reported that he came from a two parent family who earned an average income, but nothing extra. He got the things that he needed, but got things one at a time. His family life was stable and financially secure.
6. He does engage in classroom discussion, but prefers to listen to others. Also, he prepares for classroom discussion and reads his assignments. He does mentor his classmates and residents in the dorm.
7. At this time, he does not participate in any student organizations but plans to explore student activities in the future.
8. His parents deal with the financial aid office. He receives funds through the Hope grant. He is a sophomore.
9. He has a 3.0 GPA and states that his friends respect his academic excellence.

10. He states the he has not experienced any culturally unresponsive environment on campus, no inequities, and no racial inequities nor discrimination.
11. His high school counselors were supportive and helpful and provided him knowledge regarding college opportunities.
12. He does participate in tutoring provided by the Academic Center for Excellence for assistance in language (writing essays), but requires no assistance in math. He maintains close contact with his parents. Also, he personally knows the college president.
13. Student states that he is a baseball athlete and maintains a close working relationship with the coaches.
14. He provides mentoring to his teammates in the dorm in math and language.
15. He maintains close relationships with his professors and coaches.
16. He has not joined any ethnic student organization on campus, but plans to explore affiliating with these organizations.
17. He has received academic support from faculty, staff, and administrators.
18. His orientation to EGSC was beneficial and provided him with essential knowledge of leadership and extracurricular activities.
19. He stated that faculty, staff, and administrators have been responsive to student involvement, having promoted inclusiveness and engagement among minority students.
20. Student stated that the college has created a friendly and supportive campus environment that reaches out to minority students. However, there are so few events for all students, including African American males.



## Student 2

1. His parents encouraged student to enroll in college. His teachers and coaches encouraged him to attend college, especially his English teacher.
2. Financial support has been his major barrier to college enrollment. He works as a resident assistant in the dorms to help pay for his tuition and expenses. His parents are immigrants from Haiti and have struggled financially. In high school he was awarded an athletic scholarship to a private school where he played football.
3. At the private prep school in New England where he played football, his peers influenced his decision to attend college. He stated that he chose EGSC because it had the lowest tuition of any college.
4. At the private prep high school in New England, he engaged in the college prep program which prepared him to transition into college. However, he did not engage in any special programs.
5. This student stated that he experienced a stable home with his two-parent family and several siblings. Although his parents were immigrants who struggled financially, they encouraged him to enroll in college. His father was a truck driver. His mother worked as a surgical tech. He reported that he is a first generation college student.
6. He stated that AAMI has provided him assistance in adapting to college life by providing mentors who have assisted him in academic support, developing self-esteem, student success, and validation as an African American male. In addition, he stated that the AAMI staff and members provided support in many of the problems that he has faced in life.

7. His affiliations with the Creative Writing Club, AAMI, and the African American Student Union have helped to become actively engaged inside and outside the classroom. In the classroom, he reports active participation in college discussions and writing poetry.
8. In regard to the assistance of financial aid staff at EGSC, he reports that this office has been of tremendous assistance in helping him with filing deadlines and processing his applications on a timely basis.
9. As a mentor, he has helped students in statistics and other courses. As a resident assistant, he has helped advise students with their problems, helped in maintaining discipline in the dorms, and assisted them with difficulties in their lives.
10. He does perceive that EGSC is culturally unresponsive to some degree. He has requested a course in Black studies at the Swainsboro campus; however, the college has been unresponsive, he says.
11. He stated that counselors at his high school were overloaded and unavailable to assist with advisement. He sought out information on his own without the assistance of counselors.
12. This student stated that he has utilized the Academic Center for Excellence (ACE) on a regular basis. Moreover, he reported having developed close relationships with his professors and staff.
13. In regard to his participation in unique educational opportunities, he reported that he has not received any scholarships nor engaged in either special programs or internships.
14. He stated that he mentored students who are failing academically in AAMI and as a resident assistant in the dorms.

15. Student states that he has developed approachable relationships with his professors, visiting their office frequently for consultation regarding instruction and advice.
16. Student states that AAMI had benefitted him in terms of developing communication and leadership skills.
17. He stated that he has received tutoring in ACE in writing research documents. His professors have provided tutoring in literature and other courses.
18. This student stated that as a new student he felt welcome through the orientation program. College staff, faculty, and administration provided adequate information regarding opportunities in joining clubs and participating in leadership training. However, he has chosen to only participate in AAMI.
19. Student perceived that EGSC promotes inclusiveness and engagement, stating that the director of AAMI makes sure members receive all the assistance that they need.
20. He expressed that for the most part EGSC has a friendly and supportive campus environment. On a regular basis, he participates in football and basketball activities.

#### Student 3

1. His parents, teachers, and coaches encouraged him to enroll in college.
2. The student stated that he came from the British Virgin Islands to play baseball at EGSC. He reports having experienced financial barriers in his enrollment in college.
3. His friends in high school in the British Virgin Islands encouraged him to enroll in college.
4. He reports that he excelled in science courses in high school, having participated in a college prep program.

5. According to the student, both of his parents attended college. Both worked and provided the family with adequate incomes and a stable home.
6. The student comments that he has found that most courses at EGSC are intellectually stimulating. As a visual learner, he has benefitted from PowerPoint lectures and electronic textbooks. Usually, he doesn't engage in class discussion unless the professor asks him a direct question.
7. He stated that most of his activities on campus are sports related. Otherwise, he usually stays to himself in the dorm. His coach has provided incentives for team members to excel academically.
8. Student states that his baseball scholarship adequately provides for his educational and living expenses at EGSC.
9. His academic achievement is appreciated by his peers, and he often helps them and other residents in the dorm with their assignments.
10. This student stated that he has felt welcome and included as a minority foreign student, having experienced no racial discrimination or racial inequities.
11. As a high school student, he perceived that the services provided by his advisement counselor and other school officials "could have been better" in providing him with knowledge about college opportunities.
12. He reports that he has never engaged in any type of academic support services at the college. On the other hand, he states that he has received excellent advisement services and has excellent relationships with his professors and staff.

13. As a baseball athlete, he applied for admission to various college and universities throughout the United States. He stated that he has not engaged in any unique educational programs on campus.
14. Student states that he frequently helps other students with their assignments in the resident halls. Also, he has assisted members of the baseball team with assignments.
15. He has received tutoring from his math professor and has established cordial relationships with his professors, staff, and administrators.
16. At this time, he is not a member of any ethnic student organization on campus.
17. He stated that he has received excellent advisement from the staff members responsible for advising athletes.
18. He experienced that the orientation program provided incoming freshmen with beneficial information regarding leadership and extracurricular activities.
19. Student stated that he had the faculty, staff, and administration promoted inclusiveness and engagement.
20. Student reported that he perceived that the EGSC campus environment was friendly and supportive of all students, including African American male students.

#### Student 4

1. Student state that his mother and all of his family encouraged him to enroll in college. Also, his teachers encouraged him to attend college.
2. Student reports the lack of financial support and inadequate transportation posed barriers to his enrollment in college.
3. His friends influenced his decision to enroll in college. Many of his high school friends enrolled in college. Others enlisted in the military.

4. Student reported that his high school sponsored events promoting recruiters to visit the school. Also, in high school, he reported that he was active in ROTC. His participation in ROTC in high school has enabled him to enlist in the unit at EGSC.
5. He stated that his mother reared him and worked at a state prison as a correctional officer. His mother is now retired. He works fulltime at Walmart to pay for his expenses.
6. This student states that he has frequently engaged in classroom discussions. Asking questions and engaging in dialogue regarding have enabled him to learn, he stated.
7. He reports that he is actively engaged in AAMI, Student Leadership, the Ohoopée Bird, Drama Club, Political Science Club, and the Art Club. He stated that his active engagement in campus activities has generated enthusiasm regarding his studies.
8. Student reports the financial aid staff has provided excellent service in his timely receipt of funds.
9. He states that his peers respect him for his academic achievement (GPA 3.4). Moreover, he states that “some of my classmates look up to me”.
10. The student stated that he has experienced no feelings of racial inequities, or discrimination on campus. “I’ve always been treated fairly,” he stated.
11. He reported that high school guidance counselors and other school officials provided excellent advice and counseling regarding college enrollment.
12. This student stated that he has consistently utilized the tutoring services provided by staff in the Academic Center for Excellence (ACE). Also, his art professor (faculty advisor) and the director of advisement in ACE have provided excellent advisement. Also, he stated that he has engaged in mentoring relationships with several of his professors.

13. He stated that he has not engaged in any unique educational opportunities, but plans to apply for scholarships next semester.
14. He reports that he regularly engages in study groups in the library's study rooms and mentors African American males who are struggling academically.
15. He perceived that the mentoring relationships that he has developed with professors, staff, and administrators, including the college president, have been beneficial. The student specifically mentioned the names of professors, staff, and administrators with whom he has developed mentoring relationships.
16. He reported that AAMI has provided training in his development of leadership and communication skills. On a regular basis, he attends AAMI meetings and workshops. In addition, he reported that he has met weekly with his mentor and provided mentoring to members of AAMI who were experiencing academic problems.
17. This student stated that he received excellent academic support services, including tutoring, advisement, and mentoring services provided by the faculty, staff, and administration. At the present time, he reported that he and his advisor are exploring his admission to two senior colleges in Georgia.
18. This student perceived that the orientation for new freshman students provided excellent knowledge regarding leadership development opportunities and extra curricula activities available on campus. Also, he stated that orientation staff and presenters created a warm welcome for new freshman students.
19. He perceived that staff, faculty, and administrators at EGSC promoted inclusiveness and engagement of African American male students inside and outside the classroom.

20. The student perceived that student services provided events that reached out to African American students. This student reported working with the Director of Student Services in the Leadership Program. On the other hand, student stated that EGSC should arrange for more cultural events for minority students.

#### Student 5

1. Student stated that his brother influenced his decision to enroll in college
2. He stated that insufficient financial support was a financial barrier to his enrollment in college.
3. He stated that his friends did not influence his decision to enroll in college. Most of his peers enlisted in the military.
4. He stated that college recruiters from various colleges, including EGSC came to a special college day event at his high school. This student perceived that his high school counselors, advisors, and other school officials adequately prepared him with the knowledge and readiness for college.
5. He stated that he grew up in a single parent household with his father who was his sole provider. Student stated that he worked to pay for his expenses, including clothing. His father continues to support him financially.
6. The student stated that in some classes, he engaged in discussions. He perceived that he is motivated to engage class discussions. In his dorm, he participates in study groups with other residents.
7. Student reported that during freshman orientation he was informed about extra curricula activities, including clubs. Recently, he has joined the drama club.



8. He perceived that financial aid staff members have been responsible in providing timely services to students on a timely basis.
9. The student reported that his high GPA has not influenced his relationships with his peers.
10. He perceived no racially or culturally unresponsive environment at EGSC.
11. His high school advisement counselors and other school officials sufficiently prepared him for college. He reported that they provided information regarding taking the SAT and applying for college.
12. Student stated that he frequently participated in tutoring in the Academic Center for Excellence (ACE). Also, he has engaged in mentoring relationships with faculty.
13. The student reported no involvement in unique programs or scholarships or any other programs.
14. He reports that he has not engaged in any mentoring of other students.
15. Student stated that has engaged in a mentoring relationship with the sponsor of the drama club. Moreover, he has benefitted from this mentoring relationship because it has enhanced his knowledge of theater.
16. He reported no affiliation with ethnic student organizations, but plans to join AAMI next semester.
17. He perceived that ACE tutors and advisors provided excellent academic support which has enabled him to maintain his GPA.
18. This student stated freshman orientation really benefitted him in terms of knowledge regarding leadership opportunities, the various services available on campus, and the location of various offices and classrooms on campus.

19. He stated that faculty, staff, and administrators have included all students within the cultural atmosphere of the campus.
20. He perceived that EGSC has a created a friendly and supportive campus environment that supports the social and cultural needs of all students, including African American males. He stated that as a member in the drama, he has been involved in the production of plays on campus.

#### Student 6

1. This student reported that his mother and father encouraged him to enroll in college when he was a student in the primary grades. When he was a high school student, his teachers urged him to enroll in college. He said, "I always knew that I would attend college."
2. He stated that he encountered no barriers to college enrollment.
3. He reported that his peers influenced his decision to attend college. Many of his friends attend college. His high school principal likewise promoted him to excel academically. He stated that he graduated in the top 10% of his class as an honor student. In high school, he played basketball and won an athletic scholarship at EGSC.
4. He stated that his high school sponsored college day. Recruiters from various colleges attended the event, including representatives from EGSC. Coaches from EGSC reached out to him. "So I decided to come to EGSC to play basketball."
5. Student stated that he came from a two parent family. Both parents work fulltime. His mother is a legal secretary and his father works for an oil company. Student feels that his family's socioeconomic status has positively influenced his opportunity to attend college.

6. Student states that he basically a quiet person, but has engaged in class discussions when the professor asks him questions. Student perceives that his engagement inside and outside the classroom have influenced his level of motivation.
7. He stated that he focuses mostly on basketball activities and has not engaged in other extracurricular activities at this time, but plans to do so later.
8. Student perceives that the financial aid staff members have sufficiently served the student body. He stated is eligible for Hope and Pell grants. Also, he receives a basketball scholarship. He feels that his tuition and expenses are adequately covered.
9. He perceived that his peers respect him for his academic achievement.
10. Student perceived no racial discrimination or inequities on campus. He stated, "It has been fair and equal."
11. Students reported that his high school guidance and advisement counselors and other school officials were supportive and knowledgeable in assisting him in enrolling in college. The advisement and counseling staff sponsored career day and other events which benefitted him in making career decisions.
12. Student states that he has not engaged in student support services provided by ACE. He perceives that he is motivated to study on his own. Frequently, he has met with his professors regarding his studies.
13. Student states that he has not engaged in any unique educational activities on campus. "I focus primarily on playing basketball," he said.
14. He reported mentoring his basketball teammates academically

15. Developing mentoring relationships with faculty, staff, and administrators has proven beneficial, he stated. He reported having developed a close mentoring relationship with his basketball coach.
16. The student reported that his affiliation with AAMI has helped him to develop leadership, communication, and professional skills.
17. He stated that he uses D2L to monitor his academic class progress and communicate with his professors and classmates. Also, he reported using Grades First to monitor his course performance.
18. Student stated that he has assisted with orientation and campus tours, having been designated captain of one of the teams. He perceives that orientation has provided incoming freshman with knowledge regarding campus resources and leadership opportunities. Also, he perceived that orientation is a warm welcoming event that promotes the inclusion of all students to the campus.
19. He perceived that EGSC has a strategy at all a level which has promoted inclusiveness and engagement among all students, including African American males.
20. Student perceived that the college has a friendly and supportive environment that reaches out to the cultural and social needs of all students, including African American male students.

#### Student 7

1. Student stated that his parents, grandmother, aunts, and cousins influenced his aspirations to attend college.
2. Participant stated that he has encountered no barriers to his enrollment in college.

3. He states that his friends influenced his decision to enroll in college. Some of friends attended college in Barnesville. Others went directly to work.
4. Participant stated that he was not in the college prep tract in high school, having enrolled in only one college prep tract course.
5. He stated that his family is financially unable to assist him with his tuition and college expenses. He relies on the Pell grant to pay his tuition and educational expenses. He reported that his housing in the college dorms is paid for through his Pell grants.
6. Participant stated that having participated regularly in class discussions both online and in face-to-face classes. Also, he participated in the student government and Geek and Games Club on campus.
7. Student reported that in his face-to-face and online classes he regularly engages in class discussions. Also, he has engaged in AAMI. In the dorm, he has regularly engaged in study groups.
8. Subject stated that staff in the financial aid has responsibly provided services to students on a timely basis.
9. Student stated that he is respected among his peers.
10. Participant stated that he has perceived no culturally unresponsive college environments, racial inequities, or discrimination at EGSC.
11. Student stated that his high school counselors were helpful in advising him regarding college enrollment, registering for the SAT exam, and applying for admission to college.
12. Students reported that he having received mentoring services in AAMI from faculty and peer mentors twice weekly.
13. He stated that he is a recipient of the Correll Scholarship for students with a high GPA.

14. The student has not provided mentoring to other students.
15. Participant stated that he has engaged in mentoring relationships with his professors, staff, and administrators.
16. Student reported that his affiliation with AAMI has enhanced his leadership and communication skills.
17. He stated that faculty, staff, and administrators have provided quality academic support. On a regular basis, he has received tutoring and advisement services in ACE. Similarly, he has engaged in advisement with his faculty advisor.
18. Participant stated that student orientation provided a warm welcome to all first year freshman students and has educated students regarding resources for developing communication and leadership skills.
19. This student perceived that EGSC faculty, staff, and administrators have promoted engagement and inclusion of all students, including African American males.
20. Participant states the EGSC has promoted a friendly and supportive campus environment that accommodates the social and cultural needs of minority students, including African American males.

#### Student 8

1. The student participant reported that his parents, teacher, and principal influenced his decision to attend college.
  2. The student reported no significant barriers to his decision to enroll in college
  3. He stated that his friends in high school influenced his decision to enroll in college
- Participant stated that he learned about EGSC from his cousin who was a former student here.

4. This participant stated that his high school counselor prepared him for transitioning into college through advisement, having helped with his SAT, and having assisted him in the application process to college.
5. He reported that he was reared by a single mother who divorced his father, a physician. His family's socioeconomic status did not hinder his admission and transition to college, he stated.
6. This subject stated that he engaged frequently in class discussions. His active participation in the classroom has motivated him to engage in his studies.
7. This student reported that he is not engaged in activities outside the classroom. In addition, he stated that he has joined no student clubs or organizations.
8. The participant reported that financial aid staff has provided sufficient services to the student body.
9. The participant perceived that his academic standing has not negatively impacted his relationship with his peers.
10. This student stated that he has experienced no incidents of racial inequities or discrimination on campus. In addition, he perceived that the EGSC has provided a racially and culturally responsive campus environment to all students, including African American males.
11. He stated that his high school high school counselor and other school officials provided him with adequate knowledge regarding taking the SAT and applying to colleges.
12. This participant has engaged in student support services and sought resources which promoted his academic achievement at EGSC. On a regular basis, he has engaged in tutoring services in ACE for assistance in biology and language courses.

13. The student reported that he has not participated in any unique programs, scholarships, or study abroad programs.
14. On a frequent basis, this participant has mentored students who are failing math.
15. This subject perceived that he has developed close mentoring relationship with his biology and psychology professors.
16. This student reported having engaged frequently in AAMI activities, including meetings, mentoring, and special events.
17. Student reported a close mentoring relationship with his advisor.
18. This participant has benefitted from freshman orientation. Student perceived freshman orientation as warm welcoming event that promoted knowledge regarding how to seek resources on campus, leadership and communication skills, and curriculum. Also, the orientation teams educated freshman students regarding the CATS course and the first year experience, he stated.
19. He perceived that faculty, staff, and administrators have promoted inclusiveness and engagement for all students, including African American male students.
20. This participant perceived that EGSC campus has created a warm friendly environment that is friendly and supportive to the social and cultural needs of minority students. He states that he is usually not on campus during the weekend because he returns home to work as a cashier in a retail store.

#### Student 9

1. The participant stated that his family and teachers influenced his decision to enroll in college.



2. The student stated the he has experienced financial barriers in paying for the cost of college.
3. Participant stated that about 75% of his friends have attended college. His friends influenced his decision to attend college.
4. College recruiters from EGSC and other college came to his high school during a college day event.
5. He stated that his parents divorced and he lived in the home of his mother. His family's socioeconomic status has negatively impacted his decision to attend college.
6. The student reports that he engaged frequently in classroom discussions when professors ask him questions.
7. The participant stated that he has actively participated in AAMI which has motivated his engagement inside and outside the classroom. AAMI has provided him with leadership and communication skills, he stated.
8. He reported that members of the financial aid staff have provided sufficient services in processing his request for financial assistance.
9. His GPA has not influenced his relationship with his peers, he stated.
10. Student stated some faculty, staff, and administrators have demonstrated racial and cultural unresponsiveness toward him.
11. He reported that his high school advisement counselors and other school officials provided him with assistance in preparing for college.
12. Participant stated that he regularly engaged in tutoring in math and language in the ACE. Learning support services and advisement in ACE have enabled him to remain in college.

Also, he stated that he has benefitted from a close working relationship with his faculty advisor.

13. The student reported that he has not participated in any unique educational opportunities.
14. He stated that he serves as a student mentor with AAMI, having helped other student members who are experiencing academic problems in the social science. As a mentor in AAMI, he has taught study skill to students.
15. This participant reported that he has developed close working relationships with his professors who have served as mentors.
16. He stated that his affiliation with AAMI has taught him communication, leadership, and professional skills.
17. Staff and faculty have provided academic support and proactive advisement, he stated. Also, he reported that he has benefitted from Grades First in managing his grades in various classes.
18. He perceived that freshman orientation has been beneficial in providing information regarding resources at EGSC, instruction regarding D2L, registration for courses, and extracurricular activities.
19. Student perceived that EGSC as a warm inclusive campus for all students, including African America males. Moreover, he perceived that faculty, staff, and administrators are approachable, having listened to the problems of students; however, “they are sometimes slow to respond.”
20. This participant perceived that EGSC has created warm and supportive environment that has responded to cultural and social needs of minority students, including African American males

## Student 10

1. This student stated that his father and entire family encouraged him to enroll in college. In high school, his teacher urged him to attend college.
2. Student stated that the lack of transportation was a barrier to his college enrollment.
3. He reported most of his friends enrolled in college. Several of his peers enlisted in the military.
4. In high school, he reported having affiliated with several clubs, including the Beta Club, Math and Science Club, and Future Business Leaders of American (President), he stated.
5. Student stated that he was reared by his father. His mother died when he was a student in elementary school. His father who worked fulltime as a warehouse employee, provided financially for the family. He stated that his father supported his decision to enroll in college and continues to support financially.
6. Participant stated he frequently engaged in class discussion, sitting front and center in his classes. In addition, he reported that has joined several clubs on campus.
7. Student states that he is actively involved both inside and outside the classroom. He reported having joined the Leadership Program sponsored by the Student Government at EGSC. Also, he is a member of the Student Ambassador Program and the Honor Society with a GPA of 3.62. At his high school, he reported that he was awarded several private scholarships (Christine Harris Scholarship, Jalyah Johnson Memorial Scholarship, Jennings Scholarship, and Tri County Scholarship). At EGSC, he is a Correll (a prestigious private scholarship) scholar.
8. He perceived that the financial aid staff has provided access to all students in their application to various programs.

9. Student perceives that his GPA of 3.62 has earned him the respect of his peers.
10. Student stated that on one occasion he has experienced racial discrimination at EGSC, however, he feels that EGSC is culturally and racially responsive to the needs of minority students, including African American males.
11. Student perceived that his high school counselors and other school officials were knowledgeable and provided him with adequate advice and guidance in applying for college admission and taking the SAT.
12. This participant stated that ACE is not equipped to provide academic assistance to students enrolled in physics and chemistry classes. Also, he felt that ACE closes too early in the evenings and has not been accessible to students who need assistance.
13. Student states that he is a Correll scholar, but has not participated in any special programs. He would like to apply for the Study Abroad Scholarship.
14. Participant states that in an active member of AAMI at EGSC. As a sophomore member of AAMI, he has mentored other students in the organization who are struggling academically with courses. In addition, he has mentored students who need academic assistance in the residence halls.
15. Students that he has developed mentoring relationships with his professors and consults with them regarding his courses.
16. He reported that his affiliation with AAMI on campus has strengthened his communication and leadership skills. In addition, his participation in the Honor Society and the Baptist Student Union have enabled to developed and hone his communication and leadership skills.

17. He stated that several members of the faculty have provided proactive advisement and guidance. One professor advised him to apply for the Correll Scholarship. Another professor in his major has provided intensive guidance and advice in his academic program of study.
18. Student perceived that the freshman orientation program is a warm welcoming event that reaches out to all students, including African American males. The orientation program is comprehensive, including the areas of leadership and extracurricular activities on campus.
19. Participant perceived that EGSC has a collaborative strategy among faculty, staff, and administrators that promotes inclusion and engagement of all students, including African American male students. He lauded the president of the college for his having spearheaded the founding of AAMI on campus.
20. This student perceived that EGSC has created a friendly and supportive campus environment that accommodates all students, including African American male students. He cited the Welcome Back Ceremony for Family and Friends and Fun Day. Yet he stated that there should be more events for students.

#### Student 11

1. Student states that his parents encouraged from his early childhood to enroll in college. His parents told him that “college would open doors of opportunity.” Also, his teachers encouraged him to attend college after he graduated from high school.
2. This student stated that he has encountered no barriers to his college enrollment.
3. Student reported that his friends did not really influence his decision to enroll in college. Several of his friends attend GSU and others enrolled here at EGSC, he stated.

4. He reported that guidance counselor and other school officials at his high school provided excellent services in advisement and assisted him in taking the SAT and enrolling in college. His high school officials arranged for college recruiters to come to his high school campus and talk with students.
5. Although he was reared by a single mother, the student reported no significant barriers to his enrollment in college.
6. Student stated that he has engaged in class discussions and has consulted with his professors on a regular basis regarding his studies. Also, he perceived that he is engaged inside and outside the classroom.
7. He reported engagement outside the classroom, having joined several clubs on campus, including the chess club and gamers club.
8. Student perceived that financial aid staff is slow in processing applications for aid. On the other hand, he stated the processing of book vouchers has been conducted on a timely basis.
9. Participant stated that he is accepted by his friends and other students. Frequently, he has assisted other students with their studies.
10. Student stated that he has not experienced any racial inequities or discrimination at EGSC. He perceived that EGSC has promoted a racially and inclusive campus environment.
11. Participant stated that his high school counselor and other school officials were knowledgeable and provided him with information regarding college enrollment.

12. Student has engaged in learning support in the ACE on a regular basis. In addition, he has developed close mentoring relationship with several of his professors. Also, he stated that advisors in ACE and his faculty advisor have provided excellent proactive advisement.
13. He stated that he has not engaged in any unique educational activities or received any scholarships.
14. Student reported having mentoring classmates who are experiencing academic problems in study groups in the library.
15. Student stated that he has developed close mentoring relationship with his professors. However, he has not affiliated with AAMI.
16. He stated that he is not interested in joining any ethnic organization and does not associate with members of his own race.
17. Student perceived that EGSC has provided excellent academic support through ACE (tutoring and proactive advisement). Also, the five weeks early warning grade alerts in Grades First has been of tremendous help to students, he stated.
18. He perceived that new student orientation events have proven helpful to new students transitioning into college.
19. Participant stated that that EGSC has a collaborative policy that has promoted inclusiveness and engagement among African American males students “from the president on down.”
20. Student perceived that EGSC has created a friendly and supportive campus environment that accommodates the needs of minority students, including African American male students.

## Student 12

1. Student stated that his parents and other family members encouraged him to attend college. Also, his teachers encouraged him to enroll in college.
2. Lack of financial support have presented a barrier to his enrollment college
3. He stated that his friend influenced his decision to enroll in college.
4. Participant enrolled in the college prep program in high school, stating that he really focused on his studies.
5. He stated that he came from a two parent family who both worked. His family socioeconomic status positively influenced his decision to enroll in college. He is a first generation college student, he stated.
6. Student reported that he engages in class discussions and perceived that his class participation has contributed to his academic progress.
7. He stated that he is committed to academic excellence at EGSC. At this time, he has not affiliated with any clubs or organizations on campus, but plans to do so in the future.
8. Student perceived that the financial aid office is really supportive.
9. Participant has earned a GPA above 3.0.
10. He perceived the college environment as racially and culturally responsive to the needs of all students, including African American males.
11. Student reported that his high school guidance counselor was knowledgeable and assisted him with taking the SAT and with enrolling in college.
12. Student states he regularly participates in tutoring for math and language provided in ACE. Seldom does he consult his professors for mentoring. On the other hand, he has established a mentoring relationship with a staff member in enrollment services, he said.



13. Participant reported that he has not engaged in any unique educational activities or programs, scholarships, internships, or study abroad.
14. Student stated that he has assisted other students with studying to take examinations and mentor to some limited extent.
15. He stated that he has developed mentoring relationships with his professors regarding his courses.
16. Participant reported that he has not joined any ethnic student organizations on campus.
17. Student stated that he has participated in the tutoring and advisement sources in ACE on a regular basis. Moreover, he perceived that he has an excellent working relationship with his advisor in ACE.
18. Student states that the orientation event for new incoming freshman students really helped him in terms where various campus resources are located, the curriculum, registration, extracurricular, and leadership activities.
19. He reports that he perceives that EGSC does have a collaborative strategy among faculty, staff, and administrators that has promoted an environment of inclusiveness and engagement among all students, including African American males.
20. Participant related that he perceived EGSC has established a friendly and supportive environment which has included the social and cultural needs of minority students.

#### Student 13

1. This student stated that his whole family supported his decision to attend college. “My teachers played a major role in my college enrollment,” he said.
2. He stated that he experienced no barriers in his college enrollment.

3. This participant reported that his peers had no influence on his decision to enroll in college. "Some of my friends play sports in college," he said.
4. Student reported that in high school, he was a member of the Beta Club and the National Society of High School Scholar. His focus on academic excellence and the influence of his family and supportive teachers influenced his smooth transition to college.
5. His mother, a retired teacher, provides for his financial support. He credited her support for his decision to pursue higher education. His family's middle class socioeconomic status has positively impacted his enrollment in college.
6. He perceived that his frequent participation in class discussions have been beneficial to his academic success.
7. Student stated that his academic achievement has motivated him to become engage in activities outside the classroom in clubs and organizations on campus.
8. He perceived that the financial aid office has been supportive to his efforts in college.
9. Student perceived that his peers have recognized and respected his academic achievement.
10. I perceived subtle racial discrimination on campus, but nothing major, he stated.
11. The student stated that "the counselor at my high school was on top of things and urged him to explore various college opportunities."
12. Participant reports that he uses daily the tutoring resources in ACE. Also, he consults with the director of advisement regarding his registration. In regard to faculty advisement he said, "I have close working relationships with all of my professors, with the exception of one or two."
13. He stated that he has not engaged in any unique educational opportunities.

14. Participant reported that he mentors students in study groups.
15. The students stated that he has developed mentoring relationships with most professors on campus.
16. He reports receiving mentoring from faculty and student mentors in AAMI. Also, he perceived that the Drive initiative in AAMI as having helped to develop communication and leadership skills.
17. This student perceived that he has received excellent academic support services at EGSC, including advisement in ACE and faculty advisement. Also, he expressed positive perceptions regarding Grades First, including early warning alerts.
18. He perceived that new freshman orientation was beneficial in providing information regarding campus resources, classes, and extracurricular activities and leadership opportunities.
19. This participant perceived that the faculty, staff, and administrators have implemented inclusiveness and engagement among all students, including African American males through their availability and outreach to students.
20. Student perceived that EGSC faculty, staff, and administrators have created a friendly and supportive campus environment which has accommodated the cultural and social needs of minority students. He cited that they are dedicated to the teaching, helping, and meeting the needs of all students, including African American males.

#### Student 14

1. This student stated that his mother encouraged him to pursue college enrollment when he was in elementary and high school. Also, he reported that his teachers influenced his decision to attend college.

2. He reported that he has encountered no barriers in enrolling and attending college.
3. Participant states most of his peers attended college on football scholarships and influenced his decision to enroll in college.
4. Student stated that his program of study in high school prepared him to attend college; however, he did not participate in any special program that enabled him to transition into college.
5. He perceived that his mother's financial status as a procurement officer has helped payment of his tuition and other expenses.
6. This participant stated that he does not initiate class discussions but responds if the professor directly asks him a question. He perceived that his participation in class discussions have motivated him in becoming engaged inside and outside the classroom.
7. He perceived that AAMI has helped to become motivated to achieve academically and has promoted his development of communication and leadership skills.
8. Student perceived that the financial aid office has served him well. He receives the Hope grant and other financial benefits.
9. He reported that he has experienced some rejection by his peers because of academic achievement, but has chosen to ignore it.
10. This student perceived no culturally unresponsive environments, racial inequities, or racial discrimination at EGSC.
11. The participant stated that although he was served well by his guidance counselor in taking the SAT, he perceived "that the counseling favored the wealthy students."

12. He reported having participated in tutoring in ACE in math and language (English 1101) with writing his essay. Also, he states he consults the advisement staff in ACE on a regular basis.
13. Student stated that he has not engaged in unique educational experiences at EGSC. During this interview, he did express an interest in the Study Abroad Program in England. Also, he expressed an interest in applying for the Correll Scholarship at EGSC.
14. He stated that he has not engaged in mentoring students at EGSC.
15. Participant stated that he has engaged in mentoring relationship with his professors in several subjects, including political science, English 1101 and 1102, and criminal justice.
16. The student reported that he is affiliated with the African American Student Union on campus. He stated, "The club meets weekly and addresses questions." Currently AASU has twenty-four members.
17. He perceived that EGSC has maintained academic support for students through providing tutoring and proactive advisement services in ACE. Also, he stated that faculty, staff, and administrators have provided mentoring to students as volunteers in AAMI. Faculty has provided academic advisement for advisees assigned to them and mentoring for students in their classes. He perceives that the early warning alerts to students through Grades First help students stay in college.
18. This student stated that new freshman orientation has adequately provided incoming students with information regarding the courses available for registration, the location of services on campus, and information regarding clubs and other extracurricular activities.

19. This participant perceived that EGSC does a collaborated strategy among the faculty, staff, and administrators for reaching out to black male students. He stated that “EGSC is trying to reach black male students, but they aren’t listening.”
20. He perceived that the college at all levels has created a friendly and supportive environment that accommodates the social and cultural needs of minority students, including African American males. He said, “More black male professors on campus would be helpful.”

#### Student 15

1. The participant stated that his parents, aunt, teachers, band director, and high school counselor encouraged him to enroll in college.
2. He stated that he encounter no barriers to his enrollment in college.
3. The student related that his best friend went to work after graduation from high school. His other friends enrolled in college at Fort Valley State College.
4. He stated that his high school sponsored college day which invited recruiters and representatives from various colleges to visit the campus. Recruiters from EGSC came to the event. He said, “That is how I found out about EGSC.”
5. This participant stated that “I grew up in the home of my mother and stepfather who both worked fulltime.” He stated, “My biological father lives in the north and works as an engineer. He calls me every month.” He perceived that his family’s stable socioeconomic status enhanced his transition to college.
6. The student reported that he has occasionally engaged in discussion in the classroom. He perceived classroom discussion as having stimulated him to study and felt that his dialogue in class motivates him to engage both inside and outside the classroom. He

stated he regularly engages in study groups in the Shot Strange Clubhouse, part of the residence hall complex.

7. The participant stated that he active in AAMI. This organization has taught him self-discipline, communication, and leadership. He said, “I recently attended a workshop on emotional regulation sponsored by AAMI. I feel more assertive and optimistic.” Then too, he related that the activities in AAMI like bowling have meant a lot to him socially and culturally.
8. The student reported that the financial office has been “helpful” in processing his forms on a timely basis.
9. He stated that his academic achievement has positively impacted his relationships among his peers. Occasionally, I mentor students who are experiencing academic difficulties,” he said.
10. The participant stated that he has never experienced any culturally unresponsive environments, racial inequities, or racial discrimination as a student at EGSC. On the other hand, he said, “I felt discrimination against me because of my Tourette’s syndrome.”
11. He expressed satisfaction with the services provided by his high school counselor. He stated “she went into great detail about the SAT and ACT, stressing how beneficial it was and urging students to sign up for the tests.”
12. Student reported that he has used ACE tutoring and advisement services intensively with “tremendous benefits”.
13. He stated that he has not engaged in any unique educational opportunities, scholarships, internships, or study abroad.

14. This student reported that as a mentor in AAMI he has helped academically students in AAMI who are experiencing problems.
15. He perceived that he has developed meaningful relationships with faculty, staff, and administrators. This student stated that he has conferred with his professors during their office hours to discuss his assignments.
16. This participant states that “AAMI helps me with my communication skills.” Moreover, he reported that his membership in AAMI has helped bond with other African male students.
17. He perceived that the tutoring and advisement services provided in ACE have enabled to achieve academically. Also the advisors in ACE have assisted him with registration and guidance regarding his schedule each semester.
18. The student stated that freshman orientation was “helpful” in providing knowledge regarding campus resources, registration, leadership, and extracurricular opportunities. He perceived that the campus tour was beneficial in helping him learn his way around the campus.
19. This participant perceived that the faculty, staff, and administrators have promoted inclusiveness and engagement among all students, including African American males. Moreover, he stated that he has established warm working relationship among many members of the faculty, staff, and administrators, including the vice president of academic affairs and the president.
20. He stated that the college faculty, staff, and administrators are approachable and reach out to students. Also, all students are encouraged to engage in leadership, student



government association, clubs, events for minority students, and special events and programs on campus.

#### Student 16

1. This student reported that his entire family encouraged him to attend college, including his parents. Moreover, he stated that his high school teachers, administrators, and counselors advised him to enroll in college.
2. He stated that he encountered no significant barriers to his enrollment in college.
3. Student stated that most of his friends encouraged him to attend college.
4. He stated that his high school, in Gwinnett County, Georgia promoted college recruiters on campus and promoted campus tours at various colleges.
5. This student stated that he grew up in a two parent household. His father served in the United States Marine Corp. His mother attended college and works fulltime as a nurse. The socioeconomic status of family enhanced his transition to college.
6. He stated that he is actively engaged in classroom discussions. Moreover, he has developed public speaking skills that have given him confidence to engage in discussions inside and outside the classroom.
7. Student stated that he plans to join several student organizations next semester.
8. This student perceived that the office of financial aid has served him efficiently in applying for various programs and grants.
9. Student stated that his academic success has not adversely impacted his affiliation with friends and students on campus.
10. He perceived that the campus has demonstrated inclusiveness of all students. He has experience no incidents of racial discrimination or inequities.

11. This student perceived that his guidance counselor, teachers, and administrator in high school provided proactive advice and counseling that contributed to his smooth transition to college.
12. He stated that he has actively engaged in tutoring services in ACE. Next semester, he plans to apply for scholarships on campus. In addition, he is looking forward to joining several student clubs on campus.
13. He has not engaged in any special unique educational opportunities, scholarships, study abroad, or any other programs.
14. Student states that he has not mentored or assisted any students, including African American males who are failing academically.
15. He stated that he has developed a close mentoring relationship with his speech professor.
16. Student stated that he has not affiliated with any ethnic student organization on campus. However, he plans next semester to join the AAMI chapter here on campus.
17. He perceived that EGSC staff, faculty, and administrators have provided proactive advisement and adequate academic support during his first year of college. In addition, he stated that Grades First has benefitted him.
18. Student perceived that the new student orientation was beneficial in his transition into college.
19. He perceived that EGSC faculty, staff, and faculty promoted an atmosphere of inclusion and engagement of all students on campus, including African American males.
20. This student perceived that EGSC provided a friendly and inclusive campus environment. Moreover, he perceived that the needs of African American male students are adequately met.

## Student 17

1. This student stated that his parents and many of his teachers influenced his decision to enroll in college.
2. He reported having experienced no barriers to his enrollment in college.
3. The student reported that many of peers have enrolled in college and that they influenced his decision to enroll in college.
4. The participant relates that he took courses in high school which prepared him to enroll in college.
5. He stated he grew up in a two parent household. His father worked as a truck driver. His mother taught school. The socioeconomic status of his family enhanced his transition to college.
6. The student stated that he does regularly engage in class discussion which has motivated his engagement in the classroom. However he has not affiliated with any clubs or other activities on campus.
7. He stated that his academic progress in college has stimulated him to study and success,
8. This participant perceived that the office of financial aid performed satisfactorily in helping students in their application for financial assistance.
9. He perceived that his academic achievement of a 3.3 GPA has earned him the respect of his peeps.
10. The student has perceived no racial or cultural unresponsive environments on campus. Moreover, he states that he has not perceived and racial inequities or discrimination at EGSC.

11. He perceived that the services provided by his high school guidance counselor were excellent. In addition, he reported that his coaches, teachers, and principal were helpful in providing advice and guidance to enroll in college.
12. This participant stated that he has engaged in math tutoring in ACE. Also, he perceives that the academic support services on campus are excellent.
13. He reported that he has not engaged in any unique programs at EGSC.
14. This student stated that he mentors some students on the basketball team who are struggling academically.
15. This participant stated he has benefit from the special working relationships that he has developed with the librarian, his math professor, and other professors on campus.
16. He has not joined any clubs or organizations, but plans to affiliate with AAMI next semester.
17. The student perceived that faculty, staff, and administrators have provided adequate academic support through the ACE, Grades First early warning alerts, and proactive advisement. On a regular basis, he participates in tutoring services in ACE. Also, the consults stated that he has been provided advisement by the faculty and advisement staff in ACE.
18. He perceived that the new freshman orientation event warmly welcomed all students and informed them regarding registration, the location of resources on campus, and the availability of leadership and extracurricular opportunities on campus.
19. The student perceived that faculty, staff, and administrators reached out to assist students who were experiencing academic problems. The student government, clubs, organizations are available to provide activities for all students, he stated.

20. He stated that all students are included in campus activities in friendly supportive campus environment. The faculty, staff, and administrators have reached out to students and have made themselves available to assist all students, including African American males.

#### Student 18

1. The student stated that his mother, teachers, coaches, and principal encouraged him to enroll in college. Also, he is a first generation college student.
2. Transportation has been a barrier to his college enrollment, he stated.
3. Most of his peers attended college and influenced his decision to enroll in college, he stated.
4. The participant stated that no special programs in high school prepared him for college enrollment. Moreover, he relates that college recruiters came to his high school campus. His high school did not provided and special college event.
5. He stated that his parents are divorced but are full time employed and support him financially with his college expenses. "I have been awarded a partial athletic scholarship which paid my tuition and housing costs," he said.
6. "I speak up in class discussion, if my professors call on me," he said. The participant stated that has not received any special scholarships, internships, or engaged in learning communities.
7. He reported that in most of his classes, his professors have encouraged active participation which has stimulated him to engage in reading assignment and pass his tests. Next semester, he plans to join several clubs, he stated.
8. Student perceived that the financial aid has provided adequate processing of financial aid.

9. His academic achievement has earned him the respect of his peers, he stated. In the resident hall, he engages in study groups with his peers.
10. This student stated that he has encountered no racial or cultural unresponsive environments at EGSC. In addition, he perceived no racial inequities or racial discrimination on campus.
11. His high school guidance counselor, coaches, and teachers provided him with information regarding taking the SAT and applying to college.
12. “I occasionally go to ACE for tutoring and advisement,” he stated. I consult with my professors and coach for academic mentoring and advice regarding registration for courses.
13. The student reported that he has not engaged in any special scholarships, internships, or study abroad programs.
14. He reported having regularly engaged in study groups in the dorms and having mentored other students in their studies.
15. The participant perceived that beneficial relationship with faculty, staff, and administrators have enabled him to succeed in his studies and helped him stay on track toward graduation.
16. He said that he has not affiliated with any clubs, student government, or leadership opportunities, but plans to do so next semester. “I spend most of my time practicing basketball and studying,” he stated.
17. The student stated that the athletic academic coordinator has been of tremendous assistance in helping him plan schedule each semester. In addition, he consults with his faculty advisor on a frequent basis for academic advice and guidance.

18. The college has adequately used orientation for new freshman students to explain registration and educate students regarding their courses. Overall, he perceived orientation as helpful, especially the information regarding where the various offices and classroom were located.
19. He perceived that the faculty, staff, and administrators have reached out to help students in any way that they can. Student stated that he has experienced the campus as warm and responsive in promoting the engagement of all students, including African American males.
20. The student perceived that the faculty, staff, and administration have created a warm and supportive campus by scheduling events and activities for all students, including African American males.

#### Student 19

1. The student stated that his mother and high school counselor encouraged him to enroll in college. His mother nurtured and sustained his desire to attend college throughout high school, he states.
2. He stated that he encountered no barriers to his enrollment in college
3. The participant stated that his peer influenced his decision to enroll in college. Several of his high school friends went directly to work; however, the majority of his enrolled in college.
4. He stated that in high school he enrolled in courses that prepared him for college. His high school sponsored a college fair that brought recruiters from many colleges to the campus.

5. The participant stated that “I came from a two parent family and their income helped me get into college.” He stated that he a student loan.
6. He stated that his involvement in classroom discussion has promoted his engagement inside and outside the classroom. However, he has not been involved in learning communities or internships.
7. The student reports that he is actively involved as student leader on campus. In addition, he serves as an ambassador and is a member of the honor society. His professors and fellow students influenced his engagement inside and outside the classroom. “The leadership training program has helped me overcome my shyness,” he said.
8. The participant stated that the financial aid has been responsible in processing his application for financial aid. He relates that his education is funded through a student loan.
9. The student stated that his peers respect him for is academic achievement. “I feel that my participation in AAMI helped me get my grades up,” he stated.
10. He perceived no racial inequities or discrimination on campus. Student felt that EGSC provides a culturally responsive environment for all students on campus, including African American males.
11. The student stated that his high school guidance counselor and other school officials provided advice and information regarding college admission and assisted in taking the SAT.
12. He reported that he has utilized ACE tutoring services for assistance in writing essays. The advisors in ACE and his faculty advisor have provided guidance and assisted in his registration for courses.



13. He stated that he does not receive any scholarships. Neither has he engaged in any unique programs on campus.
14. The student stated that he does not mentor students who are experiencing academic problems.
15. He reports that he has benefited from close working relationship with his professors who have provided advice and assistance in his courses and program of study.
16. This participant reported that he actively involved in AAMI, the student leadership program, and serves as a student ambassador. He perceived that all of these programs have helped him improved his communication and leadership skills.
17. He perceives that the faculty, staff, and administration have provided excellent academic support. The tutoring and advisement services in ACE, the Grades First early warning alerts, and his close working relationships with faculty have benefited his academic progress, he stated.
18. The student perceived that the orientation program for incoming freshman provided information regarding registration for courses, the location of campus resources, and extra-curricular activities on campus.
19. He perceived that the faculty, staff, and administrators provided an inclusive and engaging environment on campus. They are available, approachable, and reach out to help students.
20. The student perceived that EGSC campus is really friendly and inclusive, striving to accommodate the social and cultural needs of minority students through scheduling events and observations of the history of African Americans.

1. The student stated that his parents and teachers encouraged him to attend college.
2. He reported no significant barriers to his enrollment in college
3. His peers influenced his decision to enroll in college. Most of them have enrolled in college.
4. The participant stated that he enrolled in no special programs in high school. College recruiters came to visit his high school campus.
5. He stated that he grew up in a single parent family headed by his mother. His mother attended college. The student states that his family's socioeconomic status enhanced his opportunity to enroll in college, he perceived.
6. This student perceived that his participation in discussion in all of his classes has motivated him to excel in his studies and to engage in extracurricular activities on campus.
7. He perceived that his active participation in AAMI have helped him to develop better study habits and improve his communication skills. Overall, he states that AAMI has enhanced his commitment to his studies and engagement in activities outside the classroom.
8. The student states that the financial aid office has provided adequate service in processing his application for grants and has provided knowledge regarding the filing of documents.
9. He states that his friends respect his academic achievement and request his assistance in their study groups.
10. The participant reports that he has not experienced any racial inequities or discrimination on the EGSC campus. "All students are treated the same," he stated.

11. He stated that his high school guidance counselor and other school officials provide excellent information regarding taking the SAT and applying to college.
12. The participant stated that he regularly engages in tutoring services in ACE for help with his math courses. In addition, he consults the advisement staff in ACE and his faculty advisor for advisement and registration.
13. He reported that he has received no scholarships nor has he participated in the Study Abroad Program or any internships
14. The participant stated that he mentors other students in the dorms who are experiencing difficulties with their courses.
15. He perceived that his having developed close working relationships with faculty, staff, and administrators have helped him succeed in his studies and have expanded his engagement in activities outside the classroom. He said, “That I enjoy Open Mike Night and movie night in the student center.”
16. The student perceives that he has benefited from his affiliation with AAMI. The organization has helped him developed social, communication, and leadership skills.
17. He perceives that the faculty, staff, and administration have provided academic for all students, including African American male students. The faculty and staff provided tutoring and advisement service to students in ACE. Advisement services are provided by staff advisors in ACE and faculty advisors.
18. The participant perceived that new freshman was “too fast paced and too quick.” I taught myself he stated.

19. He stated that faculty, staff, and administrators have promoted and inclusiveness by treating all students with equality. All students are encouraged to excel in their course and to engage in clubs and special events on campus.
20. The student stated that the college now has a larger enrollment of black students than any other race. More activities are planned for black students. He said, "I really like this college."

## APPENDIX G

## FACULTY, STAFF, AND ADMINISTRATOR INTERVIEW TRANSCRIPTS

## Faculty, Staff, and Administrator Interview 1

1. The participant stated that the establishment of AAMI on campus has done much to retain African American students and increase their rates of graduation from EGSC. Moreover, he stated pedagogical changes should be implemented in the classroom to reach out to African American males. EGSC needs more campus social and community activities for all students, including African American males.
2. The participant stated that he has mentored African American male students in the past. He perceived that EGSC should institute more formal mentoring structures for mentoring minority students.
3. This administrator stated that has not graduate training or experience in engaging with minority students
4. The participant stated that he has mentored minority students, including African American males. As an administrator he was instrumental in organizing and engaging in mentoring services at other institutions of higher education.
5. He perceives that the college has provided all students with an environment of inclusiveness and engagement which has strengthened their retention. However, he feels that much should be done in providing more activities and events for students on campus, including African American males.
6. The participant perceives that the college has actively funded and actively promoted African American student organizations. However, he does perceive that much should be

done in providing events that welcome minority students to the campus. On the other hand, he does not feel that sufficient.

7. He perceives that ethnic student organizations on campus have effectively promoted communication and leadership skills among African American males. AAMI actively promotes the engagement of members in the development communication and leadership skills, he stated.
8. The participant perceives that AAMI actively promotes brotherly bonding and validation among the organization's members. AAMI provides faculty, staff, and administrator mentoring, as well as peer mentoring for members. Through teaching communication, leadership, and professional skills to members, AAMI mentors enable the members to bond and validate each other as college students.
9. The participant perceived that the leaders of EGSC have designed policies and practices that actively promote institutional values of equity and inclusion of African American male students. He stated that faculty, staff, and administrators engaged in training to identify our core and ethical values. "Given the location and mission of EGSC as an access institution with a predominantly black population in a remote region of southeast Georgia, the college is committed to a strategic mission of equity and inclusion of all students, including African American males," he said.
10. The participant perceived that the creation of ACE which included several advisement staff and faculty advisors who are engaged in proactive advisement has significantly contributed the increased retention of African American male students.
11. He stated that early warning alerts in Grade First and proactive advisement have promoted the retention of African American males. Grades First notification provided the

student an opportunity to focus upon improvement of the academic standing early in the course. Proactive advisement provided by faculty and advisement staff in ACE enabled students; including African American males were provided knowledge in planning their course registration.

12. This administrator perceived that EGSC has provided a collaborative strategy that has promoted student inclusiveness and engagement. He stated that student services department has provided various activities and events for all students, including African American males. Among these are the leadership development program and the student ambassador program. The various clubs and organizations on campus are available for students to join. Each semester, the student services staff sponsor club day in the student center, an event where the sponsor of various clubs and organizations are available to meet interested students.
13. This participant perceived that academic support services have adequately supported students on campus. However, he does feel that there is room for improvement, for example, hiring more tutoring staff in ACE and providing more hours of operation for tutoring students.
14. He perceived that financial aid services can do more to provide financial aid advice and services to our students. He said, “We drop approximately 200 students each semester for nonpayment of tuition each. The inability to pay is the main reason for their having been dropped. Other institutions have large foundation to assist students with financial need. EGSC needs to do more to fill this gap.”
15. He perceived that the college has provided a friendly and supportive environment accommodating the social and cultural need for minority students, including African

American. However, he cited budgetary constraints regarding the provision of funding additional cultural events and activities for all students.

16. The participant states that the college (administrators, faculty, staff and 15 students) conducts a bus tour of high school throughout Georgia, including the seventeen counties contingent to Emanuel County. Also, EGSC recruiters visit high school campuses throughout the state of Georgia and speak to approximately 5,000 students.
17. He perceived that EGSC has used new freshman orientation events to welcome and educate all students to campus, including African American males. “The orientation teams address the costs of tuition and housing, living in the residence dorms, student success in classes, extracurricular activities, leadership opportunities, and resources available on campus,” he said.
18. The participant perceived that EGSC has demonstrated a commitment that contributed to the increased dramatic graduation rates of African American males. He perceived that the creation of AAMI on campus has significantly increased both retention and graduation of African American male students enrolled at EGSC. “We should look at the combined graduation and successful transfer rates. Data available now enables us to review both rates,” he stated. He perceived that EGSC commitment to AAMI and the academic support program have contributed to the increased rates retention and graduation rates
19. The participant perceived that African American male student relationships with faculty, staff, and administrators have “improved a lot.” “However, many African American students are afraid due to the lack of academic preparation and are uncertain of what to expect on campus in regard to cultivating relationships with faculty, staff, and administrators. Are we approachable to students?” he said.



20. He perceived that EGSC “has done the best that we could, given the structure of dual enrollment,” he said. At the present, he reported that 450 students are enrolled in the dual enrollment program at EGSC. The participant feels that dual enrollment is not structured in as sustainable way. The state of Georgia writes a check for full tuition and allows each school systems to set its standards. The required GPA of 2.75 precludes the admission of many African American males, he stated.

#### Faculty, Staff, and Administrator Interview 2

1. This participant perceived that AAMI on EGSC campuses have provided services to African American male students, enabling them to become more engaged inside and outside the classroom. She said, “Faculty, staff, and administrative mentors provide one-on-one counseling to fifty members of AAMI relating to the development of life, social, personal skills, and academic support.” In addition, she recommends that the directors, assistant directors, and mentors within AAMI should receive stipends for their services.
2. She is not involved as a mentor to African American males at this time because of her official duties.
3. The participant stated that her graduate training involved courses in cultural diversity and extensive reading in education a diverse student population, including African American males. Also, she perceived that her post graduate experience in teaching reading and education courses in higher education have provided her with insight and sensitivity to cultural diversity and inclusion of all students inside and outside the classroom.
4. She stated throughout her career in higher education, she has taught learning support groups/classes, including classes with 80% minority students at EGSC.

5. The participant perceived that EGSC has provided an environment of student inclusiveness and engagement which has increased the retention rates of all students, including African American males. “EGSC has recently been designated as a predominantly minority institution. Within the USG, the mission of EGSC is to provide open access to all students, including those students who are under prepared for college enrollment,” she said.
6. The participant stated that EGSC funds the African American Student Union on the Swainsboro campus. In addition, she cited the groups created in the resident dorms to teach life skills to female students, including black females.
7. She perceived that AAMI teaches African American males the importance of appropriate dress, composure, communication, and leadership skills. The college has provided for bus transportation of AAMI members to attend workshops and seminars in communication and leadership skills.
8. This administrator stated that AAMI has provided validation and bonding as African American college students. However, she felt that the ratio for mentor/mentee should be lowered.
9. The participant perceived that EGSC has designed policies and practices that promote institutional values of equity and inclusion of all students, including African American males.
10. She stated that faculty and staff advisement strategies have contributed to the retention of African American males. “EGSC is teaching institution which allows students latitude and involvement planning their schedules,” she said. The faculty and staff are available and approachable for student consultations.

11. She stated that faculty and staff advisement strategies have contributed to the retention of African American males. She stated that early warning alerts at the end of five weeks increased the retention of all students, including African American males. The recipients of the early warning alerts are required to design an action plan, including step-by-step concrete strategies for improvement of their academic performance. “The development of the Academic Action Plan is an interactive process which sets the stage for intrusive faculty mentoring and a commitment to engage in tutoring services in ACE,” she stated.
12. Participant perceived that EGSC has instituted course in black history and American literature. In addition, this participant stated that the college arranged to teach these two courses in a collaborative approach. More black professors, coaches, and staff have been employed.
13. The participant perceived that the college is steadily increasing retention among all students, including African American males. More tutors have been hired in the ACE. Retention efforts have focused upon tutoring individual students and creating study groups in the residence halls.
14. The participant perceived that the financial aid staff has provided services to students on a timely basis. In addition, the EGSC Alumni Foundation provides \$50,000 annually to assist students who are in financial need. The Enmark Corporation assists students who were in foster care. Also, the EGSC Bobcat Bridge Program provides funds for purchasing food for students. The college has sought funds from large donors.
15. The participant perceived that EGSC has provided a friendly and supportive campus environment for African American males and other minority students. AAMI has provided for academic mentoring and in development of communication and leaderships

skills. Student services department has coordinated cultural events for all students, including African American males.

16. EGSC recruiters visited and reach out to minority students who are enrolled at large urban schools in Atlanta, Augusta, and Savannah, participant states. In addition, EGSC recruiters tour high schools located in the designated seventeen counties in southeastern Georgia, reaching out to minority students.
17. The orientation program at EGSC has recently been redesigned, removing student registration. Faculty team leaders coordinate the orientation event that includes ice breakers, bonding activities, campus tours, and other activities.
18. This participant perceives that EGSC commitment to the retention of all students have increased the rate of graduation. The creation of AAMI on campus has increased the number of African American graduates. At the graduation ceremony, African American male graduate wear a special medallion awarded by AAMI.
19. The participant perceived that African American male students have developed close working relationship with their assigned faculty and staff advisors. Faculty schedule regular office hours for student consultations.
20. She perceived that EGSC has successfully coordinated dual enrollment with high schools located within this geographical area. A GPA of 3.75 is required for the admission to the program. Fewer minority students have enrolled in the dual enrollment program.

#### Faculty, Staff, and Administrator Interview 3

1. The participant perceived that AAMI African American male students through mentoring, networking, and advising them. Also, AAMI has positively impacted the recruitment, retention, and graduation of African American males at EGSC.

2. "I reach out to all students, including African American males," he said.
3. Participant reports having faced many of the problems that African American male students face. As a teacher and administrator, he states that he has taught African American male students in a historically black college with open enrollment institution.
4. He reports that he has never taught any transitional programs, but has served as an administrator at colleges where the summer bridge program was taught.
5. The participant perceived that EGSC has "gone to great lengths to attract and retain African American male students, and to help them progress to graduation." Moreover, he states that has provided students an atmosphere of student engagement and inclusion which helps the student persevere toward graduation or transfer.
6. He perceives that "beyond AAMI the college supports varied student organizations where African American male students are welcome."
7. The participant states that he is unaware of the involvement of student organization in the promotion of communication and leadership skill for African American male students.
8. He perceives that AAMI has promoted brotherly bonding and validation of African American males as college students. On the other hand, he is unaware of how other student organizations promote academic success and retention of African American male students.
9. The participant perceived that EGSC has designed policies and practices that promoted and espouse institutional values concerning equity and inclusion of all students, including equity and inclusion of African American male students. He stated that policies and practices are designed for promoting the retention of all students.

10. “Reaching out to students with advising is important to the retention of students who may be struggling academically,” he said. Many African American males can be helped through advisement because they are in an “at risk group” disproportionately.
11. The participant perceives that early warning grade alerts serve to notify the student and advisor early so that strategies can be initiated to improve their performance. Also, proactive advisement can assist African American males with support in overcoming academic issues. Ultimately, retention of the student hinges upon their receptivity to the advice and their action taken, he stated.
12. Faculty, staff, and administrators strive to attract, retain, and assist African American males preserve to graduation, he stated.
13. He perceived that EGSC faculty, staff, and administrators have provided excellent academic support to African American students during their first semester in college. On the other hand, the lack of resources due to budgetary constraints has hindered expansion of academic support offered in ACE.
14. The office of financial has adequately served EGSC students in their filing and processing applications for grants, loans, and other types of financial assistance. In addition, he perceived that the college has “taken varied measures to facilitate African American students’ successful enrollment, including the awarding of emergency financial assistance when necessary and warranted,” he said.
15. He perceived that EGSC has provided a friendly and supportive environment that accommodates the social and cultural needs of all students, including African American males. The participant stated that “AAMI is especially designed to support this particular group.”

16. The participant perceived that recruiters, EGSC president's bus tours, and advertising campaigns are designed to reach out to all students, including African American males. Representatives from AAMI accompany the bus tour entourage and reach out to minority students at high schools, including African American male students.
17. He perceived that the college has utilized new student orientation to welcome new students and to educate new freshmen regarding opportunities inside and outside the classroom, including the availability of leadership opportunities and extracurricular activities. The participant stated that "orientation events are designed to facilitate the transition of new students to college."
18. The participant feels that EGSC has demonstrated commitment to retention and persistence of all students to graduation, including African American males. "The college is constantly striving to retain and aid students toward successful graduation from orientation, advising, Gateway courses with corequisites, dealing with Mindset, and in many other ways," he said.
19. He observed that "some African American some male students have done better than others in developing approachable relationships with faculty, staff, and administrators. It depends on the individual's drive and commitment to their education."
20. The participant perceived that EGSC has successfully coordinated dual enrollment with high school in the region. He stated, "However, students are required to meet the requirements of the program. We are decreasing the required GPA to 2.5 to attract more students. This may benefit African American males. The dual enrollment program benefits students by helping them transition from high school to college."

## Faculty, Staff, and Administrator Interview 4

1. Participant perceived EGSC has begun focusing upon improving the graduation rates of African American males. “In the classroom, there has been a focus on improving gateway courses (courses that have a 30% or higher D, F, W, I rate). Outside of the classroom, there has been the establishment and growth of the AAMI; however most of this project is funded by grants rather than the institution,” he said.
2. I am engaged with the AAMI through my professional role as an academic advisor. My primary goal is to support the student body and the students’ academic achievement, specifically, students who are attempting corequisite gateway courses. Furthermore, I am engaged in AAMI as a mentor.
3. He perceived that his graduate program of study created opportunities for gaining knowledge to become an educational leader. He said, “Also, it taught me to become competent in facilitating positive and effective instructional incorporating the rights and needs of all students in a diverse college environment.”
4. He stated that he has never taught a summer bridge program.
5. The participant perceived that “EGSC is beginning to get serious about promoting an environment of student inclusiveness and engagement of African American males. EGSC has been recognized as a predominantly black institution, which opens a frontier of financial support to promote an environment that benefits the retention of African American male students.”
6. In regard to the college funding an promoting black student organization, he stated “EGSC is beginning to get more entrenched in funding opportunities, but it has contributed little to the functioning of AAMI which is grant funded.”



7. The participant perceived in regard to the college's funding and promoting African American student organizations, "There is minimal to none ethnic student organizations promoting communication and leadership skill among African American male students. However, EGSC does have African American Males who do participate in leadership roles. These organizations include the EGSC Leadership Development Program, Student Government Association, and the EGSC Ambassador Program," he said.
8. In regard to African American student organizations/groups promotion of brotherly bonding and validation among their members, the participant perceived that "There is a great deal of brotherly bonding and validation among the members of AAMI."
9. He perceives that "EGSC does have policies for inclusion; however there is nothing specifically geared towards the inclusion of African American male students. EGSC did recently take a step in hiring an individual who is charged to create a stronger environment of diversity and inclusion on campus."
10. In regard to the college's implementation of faculty and staff advisement strategies, the participated stated: "At EGSC, academic advising is a collaborative effort designed to help all students succeed academically; develop and an appropriate educational plan leading to graduation and beyond; to focus on their life beyond the college experience; and to assume a positive role in their own education. Through this process, it is the goal to significantly contribute to the retention of African American males at EGSC."
11. He perceived in regard to the implementation of early alerts and proactive advisement that "Early alerts through Grades First allows retention teams members to be intrusive and proactive in the advisement process and the prevention of attrition much earlier than in previous years."

12. In regard to the development strategy among faculty, staff, and administrators to promote engagement and inclusiveness among African American males, he stated, “A large collaborative strategy that EGSC has embarked upon, based upon USG Momentum Year and Complete College Georgia tenets, is providing students with a purposeful connection to why they are at EGSC. This includes advisement practices, curriculum maps, orientation, and more.”
13. The participant states that in regard to academic support services at EGSC, “EGSC does not have adequate academic support for students. There is not a true FYE (First Year Experience) program, and other academic support units are understaffed severely.”
14. In regard to the adequacy of assistance provided financial aid officers, the participant perceived that “EGSC is improving in this area for students. Financial Aid services are providing more literature for students and utilizing innovative award packages to ensure students’ aid covers tuition. However, I do disagree with some of these methods. The use of EGSC foundational monies has not been used responsibly. It has been used in a reactive manner rather than a proactive manner.”
15. In regard to EGSC providing a friendly and supportive environment accommodating the social and cultural needs of minority students, he perceived that “EGSC has historically been a friendly and supportive environment; however EGSC has struggled in accommodating the social and cultural needs of minority students. Student Life has improved and is providing more social and cultural programs for students and this will be hopefully being expanded out into the Swainsboro community.”

16. The participant perceived in regard to EGSC recruitment strategy, he perceived “No, EGSC does not have a valid recruitment plan in place. However, this is being reevaluated and improved upon.
17. He perceived in regard to the efficacy of the orientation event for new freshman students that “Recently, EGSC has begun to implement some connection opportunities for students who attend orientation; however, this room for much improvement. So far, EGSC has provided a major fair, student life activities, and engagement with student leaders on campus.”
18. The participant stated in regard to EGSC’s commitment to quality retention and persistence policies for African American male students he stated, “EGSC has a commitment; however, I have not seen a holistic approach of the units acting upon policies to improve the retention, persistence, and graduate rates of African American male students. AAMI is the closest program that actively pursues this.”
19. He observed in regard to African American males students developing approachable relationship with faculty, staff, and administrators, he stated, “The relationships with African American males with the faculty, staff, and faculty is improving; however there is much growth needed.
20. In regard to the college’s successful coordination of the dual enrollment program, the participant stated “EGSC has done a great job in coordinating admissions for dual enrollment; however dual enrollment only targets certain groups of students. Typically, African American males are not included in this group. However, if African American males are recruited for dual enrollment, I do believe that this will yield positive academic outcomes.”

## Faculty, Staff, and Administrator Interview 5

1. The participant perceived that EGSC engaged in the successful recruitment, retention, and graduation of African American male students. AAMI and the African American Student Union on campus has promoted the engagement of African American males students inside and outside the classroom through providing mentoring services and the development of communication and leadership training.
2. She has engaged in mentoring African American males in AAMI since its inception on campus. Moreover, she has employed African American males as student assistants in her department.
3. The participant stated that her graduate program of study included no courses in cultural diversity or other training that would prepare for working with a diverse student population. As a staff member at EGSC, she worked with the administration in securing grant for the establishment of AAMI. For many years, she has mentored AAMI members.
4. The participant states that she has not taught summer bridge courses.
5. She perceived that EGSC has provided an environment of inclusiveness and engagement which has strengthened the retention of African American males. African American male students are included in campus clubs, the student government, the Ambassador Program, African American Student Union, and athletics.
6. EGSC funds student clubs and organization through student fees. AAMI is funded through private grants and funds through the USG, she states. The participant said, “EGSC sponsors need based scholarships of \$60,000 annually through the Richard McNeely Alumni Foundation to students in financial need, including African American males.”

7. The participant perceived that student organization on campus promote leadership and communication skill for all members, including African American males. “The Student Leadership Program and the Ambassador Program are among these clubs,” she stated.
8. “AAMI on campus has promoted brotherly bonding and validation among its members,” she said. The participant stated that AAMI has provided brother bonding and validation of members as college students through mentoring and holding each other accountable. Members contact one another and provide encouragement regarding accomplishment of goals.
9. She perceived that EGSC has designed policies and practices that promote institutional values of equity and inclusion. All students are included in the activities of the college regardless of race and ethnicity.
10. The participant feels that faculty and staff advisement services to students have significantly promoted the retention of all students, including African American males.
11. “Early warning alerts and proactive advisement have increased the retention rates of students by informing them of their need for help,” she said.
12. The participant stated that faculty, staff, and administrator have promoted the inclusion and engagement of all students, including African American males.
13. “Academic support tutoring available through ACE, faculty and staff advisement, study groups in the residence dorms, and mentoring through AAMI have increased the retention of all students, including African American males,” she stated.
14. The participant feels that financial aid officers have adequately served the student population. “Problems arise when the student fails to file documents on a timely basis,” she stated.

15. She stated that the college has friendly and supportive campus environment that accommodates the social and cultural needs of minority students.
16. “EGSC recruiters and the president’s bus tours have sufficiently reached out to all students, including minority students before their arrival on campus,” she said.
17. The participant feels that orientation events for new freshman welcome and education new students to campus. The orientation team leaders educate new students regarding course registration, extracurricular activities, and provide campus tours to help in smoothing the students’ transition to college.
18. “I feel that EGSC has demonstrated commitment to increasing the retention and graduation rates of all students, including African American males. Academic support provided to all students in ACE, proactive advisement, the availability of mentoring by faculty and staff, AAMI mentoring, and early warning alerts have increased the rates of retention graduation of African American males at EGSC.
19. The participant has observed that African American male students on campus have developed close working relationships with faculty, staff, and administrators. The accessibility of faculty during regular office hours, before and after classes, and special appointments has enabled students the opportunity in seeking advice and creating mentoring relationships.
20. The participant perceived that EGSC has successfully coordinated dual enrollment with high schools in the region. “However, the requirement of 3.75 has precluded some African American males from admission to the program,” she said.

## Faculty, Staff, and Administrator Interview 6

1. The participant perceives that the redesign of gateway courses will enhance the engagement of students inside and outside the classroom, including African American males. “The completion of the gateway courses during their freshman year would equip students with momentum toward graduation,” he stated. In addition, he perceived that scheduling more eight week gateway courses for incoming freshman students, citing that more students successfully complete eight weeks courses.
2. He reported that he has served as a faculty mentor in AAMI for three students per semester.
3. The participant completed several courses in cultural diversity as a graduate student. He perceived that he is equipped to serve a diverse student population through his professional experience in working with African American and foreign students as a professor and administrator at EGSC over past twenty years.
4. He stated that he assisted in designing summer bridge program at EGSC. Participant perceived that corequisite and academic support services in ACE have increased the retention rates of African males.
5. The participant that EGSC has promoted an environment of student inclusiveness and engagement which has increased the retention rates of all students, including African American males. Moreover, he stated that “student life activities, fun days on campus, films on the weekends, study abroad program, and intramural sports events have promoted inclusiveness on campus.”
6. He perceived that all student organizations are allocated \$300 annually through Student Life for sponsorship. All students are encouraged to affiliate with clubs. Among clubs

and students organization is the African American Student Union which promotes activities for African American students.

7. The participant perceived that EGSC has sufficiently funded actively promoted African American student organizations on campus.
8. He stated that “AAMI has promoted brotherly bonding and validation among its members.” In addition, he reports that AAMI educates members in communication, leadership, professional skills.
9. The participant perceives that EGSC has designed policies and practices that espouse institutional values of equity and inclusion. Also, he feels that AAMI has promoted inclusion and equity among its members.
10. He perceives that faculty and staff advisement strategies significantly contributed to the retention rate of all students, including African American males. He stated proactive advisement has focused upon how the selection of a major relates to the students careers. EGSC has sponsored career fairs that present job related information to students. Faculty, staff, and administrators are present to answer students’ questions.
11. The participant perceived that early warning alerts and proactive advisement provide counseling and guidance to students regarding academic success, planning their schedules, and preserving toward graduation. “Students are aware that block schedules are available to students at the time of registration,” he said.
12. He feels that EGSC has designed a collaborative strategy among faculty, staff, and faculty through recruitment, orientation, proactive advising, academic support, early warning alerts, and the availability of student organizations on campus.



13. The participant perceives that EGSC academic support programs sufficiently promote the retention of all students at EGSC, including African American males. On the other hand, he feels “that the tutoring and other services in ACE could be a lot better if we had the funds.”
14. He perceives that financial aid staffs have adequately served the student population. “Problems arise when students fail to submit application forms on a timely basis,” he said. Moreover, he recommended that professors “open sources” for textbooks, reducing costs for students.
15. The participant perceives that EGSC has provided a friendly and supportive environment that has accommodated the social and cultural needs for minority students, including African American males.
16. He perceives that EGSC has sufficiently reached out to minority students before their arrival on campus by conducting bus tours to high schools in Atlanta, Savannah, Augusta, and throughout the seventeen counties in this region. In addition, recruiters visit high schools on a regular, he stated.
17. The participant perceives that EGSC has sufficiently utilized orientation events for new freshman students to inform and educate them regarding the curriculum, leadership opportunities, extracurricular activities, and the location of resources on campus. All students are included in orientation activities.
18. He feels that EGSC has demonstrated commitment to quality retention and persistence policies for all students, including African American male students. The AAMI chapter on campus has actively engaged African American male students in faculty and peer mentoring, provided training in their development of skills in communication, leadership,

and professional orientation. In addition, the college has provided sufficient academic support, proactive staff/faculty advisement, and opportunities for engagement inside and outside the classroom.

19. Participant feels that some African American male student at EGSC are somewhat hesitate in approaching faculty, staff, and administrators. He said, “Some African American male students “are a little stand offish in developing relationships with faculty, staff, and administrators. There is a slight cultural divide.” However, he perceived that EGSC has successfully coordinated early admission (dual enrollment) with high schools in the region as an access initiative. On the other hand, few African American male students have enrolled in the program.
20. Participant perceived that EGSC has successfully coordinated dual enrollment with high schools within the region.

#### Faculty, Staff, and Administrator Interview 7

1. The participant perceived that AAMI serves and the primary organization at EGSC for enabling African American male students to become more engaged inside and outside that classroom.
2. She states that she is engaged with students, including African American males, interacting with them regarding their various financial aid needs. She said, “I strive to reduce students’ out of pocket costs through advising them regarding need based financial packages. In addition, their needs and costs are met through grants and student loans.”
3. Participant stated that her graduate studies equipped in working with students from diverse cultural backgrounds

4. The participant reports having taught student success, life skills, and job development skills for eleven years. In addition, she stated, “My experience in recruitment services, financial aid counseling, and new student orientation have enabled me to assist students in transitioning into college.”
5. She perceives that EGSC has promoted an environment of student inclusiveness and engagement which has strengthened the retention of African American males at EGSC. Students are supported in their academic programs of study and engagement in various extracurricular activities on campus.
6. The participant perceived that EGSC has sufficiently funded the African American Student Union from funds allocated via Student Life. In addition AAMI is funded with matching grants secured by the college with Nordson Corporation in Swainsboro, she stated.
7. She feels that the African American Student Union has provided communication and leadership skills among African American students, including African American males.
8. She perceives that AAMI has promoted brotherly bonding and validation as college students among its members. Through faculty and peer mentoring, AAMI members have engaged in academic support services that help them advance toward graduation.
9. The participant feels that EGSC leaders have designed policies and practices that promote the institutional values of inclusion and equity among African American male students. “The tutoring services and proactive academic staff advisement services in ACE, faculty advisement, and faculty, staff, administrator, and peer mentoring provided to members of AAMI have increased the retention and graduation rates of African American male students,” she stated.

10. She feels that proactive advisement services provided in ACE and the faculty advisement have provides students, including African American males ownership into registration and career planning. The block registration of freshman students enhances the possibility of their completing college on a timely basis, she stated.
11. The participant perceives that early warning alerts to students, including African American males provides an opportunity for their seeking academic support to overcome their deficiencies through conferences with professors and advisors. “Their assessment of their lack of academic progress and their implementation a strategy to overcome problems increase retention in college,” she said.
12. The academic support services available to students in ACE and AAMI promote retention rates among all students, including African American males, she perceives. Also, faculty, staff and administrators reach out to student through mentoring and advisement.
13. She feels that the academic support services available to students during their first semester in college significantly improved their retention at EGSC. The more intensive tutoring provided in ACE tutors and advisors help students with overcoming the lack preparedness and enables them to success as students, she stated.
14. The participant perceived that EGSC college financial aid officers are “closing the gap” in helping students meet the deadline for filing the appropriate forms on a timely basis.
15. She feels that EGSC has provided a friendly and supportive environment that accommodates the social and cultural needs of minority students, including African American males. On the other hand, she feels that the college needs more resources to fully address the social and cultural needs of all students, including African American males.

16. Yes, EGSC sufficiently reaches out to minority students, including African American males by conducting bus tours, dispatching college recruiters to high schools within the region and in Atlanta, Savannah, and Augusta.
17. The participant EGSC has provided adequate orientation to freshman students through educating them regarding the curriculum, registration, extracurricular activities, and educating them regarding the location of resources on campus.
18. Participant perceived that EGSC has demonstrated a commitment to the retention and graduation of all students, including African American males. “I feel that the access mission of EGSC has restricted graduation rates of all students, including African American males,” she said. Moreover, she feels that AAMI has done much to promote the retention of African American male students through providing faculty/peer mentoring, teaching communication/leadership skills, and modeling professionalism.
19. The participant perceived that African American male students have developed mentoring relationships with professors, coaches, staff, and mentors within African American student organizations. Also, she pointed the close mentoring relationship that the basketball coach has developed with his team. “As a mentor, he has promoted professionalism, self-discipline, academic excellence, and civility among member of the team,” she stated.
20. She perceived that EGSC has successfully coordinated dual enrollment with high schools within a seventeen county region and in the cities of Augusta, Savannah, and Atlanta. As a staff member who accompanied the president of EGSC on the bus tours, she reported “that team presented the benefits of post-secondary education to over 5,000 high school seniors, including African American males.” The GPA requirement of 3.00 has precluded

the admission of some African American males to the dual enrollment program, she perceived.

#### Faculty, Staff, and Administrator Interview 8

1. The participant perceived that AAMI on the EGSC campus has spearheaded the effort to promote the retention and graduation rates of African American male students. As a leader in AAMI, he stated that “only ten percent of the African American student population has joined AAMI.” In addition, he recommended that the college consider instituting a robo call to all African American male students on campus, introducing them to AAMI. He stated that we need the Trio Program at EGSC. Academic support services in ACE have helped with retention efforts; however, he perceived “that ACE has demonstrated no concerted outreach to African American male students is unfocused so they get lost in the weeds.”
2. He states that he has served as a mentor in AAMI for many years and is now in a leadership position. In this position, he continues to mentor nine students. The AAMI chapter meets weekly. The primary focus is upon academic success measured by GPA. Students are supported academically through mentoring, including a review of GPA at the end of each semester, he stated.
3. His graduate study included courses in cultural diversity and multiculturalism, he stated. Also, his experience in higher education has provided mentoring and teaching a diverse student population.
4. He reports having never taught any summer bridge program or other transitional courses.
5. The participant perceived that EGSC has promoted an environment of student inclusiveness and engagement which has strengthened the retention of African American

males. However, he stated that “the inclusiveness and engagement in most EGSC program are superficial.” There is a need for more intensive orientation that includes much more faculty involvement with a lower professor student ratio, he perceived.

6. The participant perceived that the only African American Student Union, the only ethnic club on campus, is sufficiently funded through the EGSC student life department.
7. American students with an emphasis upon ethnic events and activities. In addition, he perceived that the Student Government Association likewise provides opportunities leadership and communication skills training.
8. He states that “AAMI has provided mentorship for members and urged collaboration within chapter meetings and activities outside.” Also, he perceived that bonding among has been strengthened by AAMI members eating together and traveling to cities for special meeting and events.
9. The participant perceived that leaders of EGSC have designed policies and practices that promote the institutional values of equity and inclusion of African American males and all students. “ACE staff has helped in improving the retention rates of all students, including African American males through tutoring and advisement services. Also, the creation of two year curriculum sheets for students has provided a more coordinated effort for the advisement of students.
10. He perceived that the implementation of a more coordinated advisement strategy for faculty and staff advisors has significantly contributed to the retention of students, including African American males. The tutoring services available in ACE have positively impacted the retention rates at EGSC. However, he perceived that “many

students are unaware that tutoring in ACE is available without costs.” Also, he stated that student should be taught how to navigate the services in ACE.

11. The participant perceived that the academic support services available through ACE, AAMI mentoring, and faculty advisement have improved the retention of African American male students and all students. In regard to early alert warning, he perceives “that we are struggling as an institution to close the loop.” “After the faculty member issues the early warning alerts, follow up should ensue in more cohesive fashion in getting the African American male student back on track,” he said.
12. He perceived that EGSC does not have a collaborative strategy among faculty, staff, and administrators to promote engagement and inclusiveness among African American students. He stated that “too often the college faculty, staff, and administration rely on AAMI and the institutional hearing officer to fix the student. The college has a lot of pieces, but no real strategy.” AAMI is a single organization on three EGSC campuses with only a small percentage of 500 African American students actually affiliated with the organization, he reported.
13. This participant perceived that EGSC provides adequate academic support services during the first semester of college; however, the programs lack intensity. “The CATS 1101 classes which are available to all incoming freshman students are small; yet it difficult for teachers to develop one on one relationships with students,” he said. The college is just not proactive in delivering academic support, according to the participant.
14. He perceived that the financial aid office does not serve our students well. “After students pay tuition and other expenses, they are left without adequate funds to buy textbooks,” he said. In addition, he feels that many students don’t receive any financial aid and are



reluctant to apply for student loans. The work study work program had benefitted the needs of many students whose families lack adequate financial resources to pay for their college expenses.

15. This participant perceived that EGSC has provided a friendly and supportive environment that accommodates the social and cultural needs of minority students. However, many faculty, staff, and administrators lack an awareness of the background of many African American male students.
16. He perceived that EGSC bus tours with the president of the college have proven strategic in the recruitment of African American males.
17. The participant does perceive that EGSC has used orientation events to welcome and educate new freshman students regarding campus leadership opportunities, extracurricular activities, and the location of campus resources.
18. He does not perceive that EGSC has demonstrated commitment to quality retention and persistence policies for African American male students. He stated, "There is a lack of trust on the part of African American male students in the staff, faculty, and administration due to their engagement in power dynamics."
19. The participant perceived that African American male students have developed approachable relationships with some faculty, staff, and administrators. However, much needs to be done in this area.
20. He states that EGSC has successfully coordinated dual enrollment with high schools in the region as an access initiative. However, few African American male students have benefitted from the program due to GPA requirement of 2.75.

## Faculty, Staff, and Administrator Interview 9

1. The participant stated AAMI on campus has been funded through matching grants with the USU and Nordson Corporation in Swainsboro, Georgia. At the organization meets weekly AAMI members hold each other accountable for academic progress and provide encouragement to one another. “Besides the academic support services provided in AAMI, African American male s “Besides the academic support services provided in AAMI, African American male students have engaged in tutoring and advisement services in the ACE,” he said.
2. As a mentor, he reports that he is responsible for four mentees and has provided counseling for developing schedules and building relationships with faculty, staff, and administrators. As a mentor, he reports that he is responsible for four mentees and has provided counseling for developing schedules and building relationships with faculty, staff, and administrators.
3. In graduate school, the participant enrolled in psychology and multicultural course which have enabled him to serve a culturally diverse student population. He reported that he has worked in the Upward Bound Program with minority students. Then too, he stated that he has worked in the Trio Program as a counselor and director. In addition, he worked as a drug and alcohol counselor with high school students who were addicted to drugs and alcohol, he stated.
4. The participant worked in the Upward Bound Program during the summer at Brewton Parker College. However, he reports that he has not work at the college level in any summer transitional programs. In several surrounding counties, he stated that he worked in the Trio Program.

5. He perceives that EGSC has promoted an environment of student inclusiveness and engagement which has strengthened the retention of African American male students.
6. He perceives that EGSC has sufficiently funded and actively the African American Student Union on campus through the Student Life Office.
7. The participant perceived that ethnic student organizations promote the leadership and communication skills of African American students. The International Club explores a variety of cultures and ethnicities, including African Americans. “The African American Student Union promotes the culture of African American and leadership and communication skills of African American students,” he said.
8. He stated that AAMI has promoted brotherly bonding and validation of its members as college students through engagement in civic events, mentoring, support, and the development of leadership skills.
9. The participant perceives that EGSC has designed policies and practices that espouse the institutional values of equity and inclusion of African American males into the life of the college, inside and outside the classroom. Moreover, he stated .that “the college embraces the equitable and inclusiveness of all students on campus, including African American males.”
10. He feels that the EGSC has implemented faculty and staff advisement strategies that have contributed to the retention of all students, including African American males. “The proactive faculty and staff advisement strategies have been an integral part of this overall strategy,” he said.
11. The participate feels that the early warning alerts initiated by the faculty identified particular academic problems that the student may have encountered in their program of

study. “The intervention by the professor and academic support services provide for the appropriate strategies to correct the problems in the classroom,” he stated. Retention teams have recently been created to intervene immediately whenever the student has been placed on academic probation with a GPA under 1.5.

12. He perceived that through intramural and other student activities on campus have promoted engagement and inclusiveness among African American male students. “Recent change in advisement has shifted from reliance on staff advisors in ACE back to faculty advisement,” he stated. A counselor has been hired in the residence dorms to teach life skills and provide counseling services to students experience problems, including excessive anxiety and depression. Six tutors are now employed in ACE for delivery academic support to students. “EGSC has fully embraced its access mission,” he said. Enrollment specialist, financial aid officers, and Student Life have contributed significantly to the collaborative strategy to serve students.
13. He feels that EGSC has provided intensive academic support to students during the first year and first semester in college. Among the types of support available to students during the first year in college are the redesigned CATS course (student success), tutoring, new retention teams (15 members), life skills coach/counselor housed in the residence dorms, early warning alerts, proactive advisement, eight week gateway courses, and placement tests,” he stated.
14. The participant perceived that financial aid officers have assisted all students in securing sufficient financial aid packages that cover the costs of tuition any other educational expenses. “For those students whose financial aid does not cover all of their educational expenses, the federal work study program is available on campus,” he said.

15. He feels that EGSC has provided a friendly and support environment that accommodates the social and cultural needs for all students, including African American males. “EGSC has faced budgetary constraints in the expansion of student activities. I feel that much improvement is needed in the area of student life,” he said. The Student Life director position is part time.
16. The participant perceived that EGSC recruiters have sufficiently reached out to minority students prior to their arrival on campus. “We are targeting high schools in Atlanta, Savannah, and Augusta with low college attendance rates, minority, and first generation students. The president of EGSC bus tour is composed of faculty, staff from various offices, administrator, and students,” he said.
17. He perceived that EGSC has used orientation events to serve and welcome new students to campus, including African American males. “Leaders break out into smaller sessions to address student questions and to educate them regarding the curriculum, extracurricular activities, and conduct a campus tour, pointing out the various resources on campus. The USC has praised our campus orientation for new freshman students,” he said.
18. He perceived that EGSC has demonstrated commitment to quality retention and persistence policies. “EGSC has increased the graduation rate by 12%, including African American males. As an access institution 20% would be outstanding. At graduation ceremony, African American male graduate wear a special medallion, presented to them by AAMI.”
19. The participant feels that African American male students have developed approachable relationships with faculty, staff, and administrators. “I have observed that African

American male students are involved in AAMI, student clubs and organizations, and often visit faculty in their offices,” he said.

20. He feels that EGSC has successfully coordinated dual enrollment (early admission) with high schools in the region. “However, African American male students have not benefitted proportionally because of the GPA 3.00 requirement for admission to the program. We are reaching out to minority students in high school with large minority enrollments. In the future, we are planning to use zoom with a live visual feed to reach out to minority students. EGSC is striving to serve under represented students.”

#### Faculty, Staff, and Administrator Interview 10

1. The participant perceives that AAMI serves as EGSC outreach to African American male students on Campus. “The goal of the program is to increase the recruitment, retention, and graduation rates of African American men at EGSC. Participants benefit from developing relationships with faculty and staff who work as volunteer to serve as mentors” he said. These AAMI students develop a social network which helps them identify and take advantage of resources on campus and to establish a stronger sense of belonging in college.”
2. The participant is not engaged in mentoring African American male students at this time. He said, “I attempt to influence all new first year students, including African American students in the First Year Experience Program and seminar.”
3. He stated that he has a Master of Science degree in First Year Studies. “This degree program includes student development in college, multiculturalism on campus, and first-generation student success,” he said.

4. The participant stated designed and taught one-credit hour first-year seminar (FYS) course for students enrolled in a summer bridge program. “Almost all 90% of the students identified as African American and about half of them were male,” he said.
5. In regard to EGSC’s promotion of an environment of student inclusiveness and engagement, the participant stated “I know that EGSC has made an intentional effort to promote inclusiveness and engagement of African American male students. This is evidenced by AAMI program at EGSC.”
6. In regard to EGSC’s funding African American student organizations, he said, “I am not currently involved directly in any African American student organizations; I cannot report on the level of funding or support of these organizations.”
7. He states that is unaware of any ethnic student organizations’ promotion of communication and leadership skills among African American males on EGSC campuses.
8. The participant states that he perceives that African American male student organization have promoted brotherly bonding and validation among members. He stated, “I expect that feels that these initiatives positively impact the academic success and retention of African American males because they foster a sense of social belonging.”
9. In regard to EGSC’s having designed policies and practices that actively promote and espouse institutional values of equity and inclusion of African American male students, the participant stated: “I don’t know enough about the policies of EGSC to describe how they benefit African American male students.”
10. In regard to the implementation of faculty and staff advisement strategies that significantly contribute to the retention of African American males at EGSC, he stated, “I

am not aware of any advisement strategies specifically directed to the retention of African American male students.

11. The participant reported that faculty and staff are encouraged to use Grades First software to issue alerts, and thereby initiate intervention follow up efforts for students who are missing advising appointments, are behind academically, or are accumulating excessive absences in a class. “Members of support staff are expected to take some action to intervene for the student. African American male students are included in this program along with all students but are not singled out any way.”
12. In regard to EGSC’s having designed a collaborative strategy among faculty, staff, and administrators, to promote inclusiveness and engagement among African American students, the participant said, “I suspect that most individual faculty members and most institutional units simply assume that AAMI will take care of the needs of African American male students without any collaborative input from others.”
13. He perceived “that many services and support efforts are towards first semester students, including the required first year seminar (Critical and Academic Thinking for Success), free tutoring, at the ACE, workshops conducted by the library, office of conduct, office of financial aid, new student orientation, African American Male Initiative. With the exception of AAMI, none of these initiatives are singled out as a target service group. These support groups focus mostly on the first semester of college rather than the first year experience.” He feels that these support services have benefitted all students, including African American males.
14. He declined to comment upon the efficacy of the office of financial aid. “When I have a question about financial aid or when I am helping a student who has a financial question,



I appeal directly to the financial aid officers for an answer. I never give a student an answer about financial aid myself so as to avoid offering inaccurate information,” he said.

15. When asked his opinion regarding whether the EGSC campus has provided a friendly and supportive campus environment that accommodates the social and cultural needs of minority students, he responded: “We have a director of student life who sponsors many efforts to create such an environment, but she operates in her own silo and has not often worked collaboratively with me. Therefore, I am at a loss to accurately describe the efforts directed toward African American males or the effectiveness of them.”
16. The participant feels “that EGSC recruiters have reached out to African American males and African American students in general because the demographics of our campus has changed a great deal in recent years. This is evidenced by the increase in African American student enrollment from around 25% to nearly 50%.” EGSC now qualifies as a predominantly Black institution (PBI), according to the legal definition.
17. He perceived “that the staff at EGSC has tried very hard to create an effective orientation program, but the current program falls short of this goal. Our failure to accomplish these goals is due mostly to the very short time we allotted to conduct student orientation for new students and their families.”
18. The participant feels that EGSC wishes to engage in quality retention and persistence policies and efforts for African American male students, but he is unaware of whether these policies have yielded increased graduation rates for the targeted population.

19. He states that he has frequently interacts one- on- one with African American males students more than with other students. This may be primarily because the coaches require the students to visit him every six for a progress grade report.
20. The participant perceives that has reached out to many students via dual enrollment because of the number of students in this category. “I have no personal knowledge of information by which to make a meaningful assessment of how dual enrollment positively benefits African American males,” he said.

#### Faculty, Staff, and Administrator Interview 11

1. The participant perceived that AAMI serves as EGSC’s main strategy for helping African American male students in becoming more engaged inside and outside the classroom. He said, “I feel that AAMI is making a significant impact upon increasing retention and graduation rates at EGSC for those students that are in the program. AAMI has helped members to develop communication, leadership, and professional skills.”
2. He reported that for the past several years he has served in a leadership position in AAMI. “As a mentor in AAMI, I have assisted student in working through hardships, helped them to understand the importance of developing relationships with professors, staff, administrators, and their peers.” he stated.
3. He perceived “that his graduate training in cultural diversity courses taught him to adapt to and work with diverse student populations. As a professor, I have worked with international students and learned to respect their lived experiences from diverse cultures,” he said.

4. This participant reported that he has not taught bridge summer courses, but has taught workshops relating to developing financial management skills, preparing for job interviews, learning professional behavior.
5. He perceived “that EGSC has made minimal effort across the board in the promotion of an environment of student inclusiveness and engagement which strengthened the retention of African American male students. A few professors and administrators have demonstrated a commitment in creating an atmosphere of inclusiveness and engagement among African American male students through engagement as mentors in AAMI and providing funding for minority student organizations and events.
6. He feels that EGSC has funded the African American Student Union through Student Life and has sponsored speakers on campus that support minority students, including African American males.
7. The participant perceived “that AAMI has taught African American male members the development of the whole person including leadership, communication and professional skills. In addition, AAMI has provided members academic support, peer and staff, faculty, administrator mentorship, and a sense of personal validation and social belonging as college students at EGSC.”
8. He feels “that AAMI has promoted brotherly bonding among its member through weekly meetings, participation in special visits to conventions and seminars, excursions to entertainment events, and dining together. In addition, AAMI members built each other up, create a sense of camaraderie, communicate and study together, and collaborate across campus to promote organizational goals,” he said.

9. The participant perceived that the administration, faculty, and staff have designed policies and practices that promote institutional values of equity and inclusion of all students, including African American males. “The president of the college initiated the matching grant which established AAMI on campus. The vice president of academic affairs and several deans have likewise designed policies and practices which promote equity and inclusion of all students,” he said.
10. He perceived that the staff advisors in ACE have engaged in proactive advisement; how, faculty advisors have been passive in their advisement responsibilities.
11. This participant perceived that the generation of early warning alerts in Grades First benefits students who are failing. On the other hand, he feels that the intervention phase following the notification to the student and advisor has not been fully implemented.
12. He perceived that EGSC has not designed a collaborative strategy among faculty, staff, and administrators to promote engagement and inclusiveness among African American male students. He said, “The policy designed to promote inclusion and engagement among African American male students is incoherent and piece mill.”
13. The participant stated that the academic support services provided by ACE are adequate if the student is motivated to take advantage of tutoring and advisement.
14. He states that financial aid officers have provided adequate services to students in processing financial aid packages that cover the cost of tuition and books. However, he perceived that “these funds are not sufficient to cover the costs of daily living expenses, groceries, and toiletries.”
15. The participant stated that he has observed improvement in the college’s providing a friendly and supportive environment that accommodates the social and cultural needs of

minority students, including African American males. Moreover, he has observed that faculty and student interaction has improved.

16. He states that EGSC has sufficiently reached out to minority students, including African American males. Moreover, he feels that the EGSC president's bus tour to high school campuses in Atlanta, Augusta, and Savannah have reached out to minority students, including African American males.
17. This participant perceived that EGSC has used orientation teams to welcome and educate new freshmen students regarding the curriculum, extracurricular activities, and campus resources. Campus tours during orientation benefit in learning the location of various campus resources.
18. He perceived that EGSC has demonstrated a commitment to quality retention and persistence policies of African American male students. He noted that the retention and graduation rates of African American males have steadily increased.
19. The participant stated that African American male students have developed approachable relationships with some faculty, staff, and administrators. These mentoring relationships with faculty serve to mentor the student, contributing to their successful retention in college.
20. He perceived that EGSC has successfully coordinated dual enrollment with high schools in the region as an access initiative. On the other hand, few African American male students have taken advantage of the program, he added.

#### Faculty, Staff, and Administrator Interviews 12

1. The participant stated that AAMI serves as EGSC primary strategy for enabling African American male student to engage inside and outside the classroom. Recruitment,

orientation, and pedagogical classroom inclusiveness likewise promote student engagement inside and outside the classroom.

2. She engages in mentoring relationships with numerous students in ACE as a supervisor of advisement and tutoring. Moreover, she states she advises a large number of African American male students who consult her on a regular basis, especially those who are struggling.
3. She stated that her graduate studies involved training multicultural courses. In addition she has provided advisement and tutoring to students from diverse ethnicities.
4. The participant reports that she has not taught any summer bridge program. However, she states that has taught courses in the First Year Experience program and career exploration courses.
5. She perceives that EGSC has promoted an environment of inclusiveness and engagement which has strengthened the retention rates of African American male students. AAMI has promoted inclusiveness and engagement in the classroom and outside the classroom.
6. The participant feels that the EGSC has funded the American Student Union through Student Live. The AAMI is funded through matching grant with USG and Nordson Corporation of Swainsboro, Georgia, she stated.
7. She perceived that AAMI actively promotes communication and leadership skills among its members. In addition, Student Life sponsors the Leadership Program. Several African American male students participate in this program.
8. The participant perceived that AAMI has promoted brotherly bonding and validation among their member through weekly meeting, traveling special workshops, and engaging

in peer mentoring and mutual support. “The members of AAMI monitor the grades of each other and provide reciprocal encouragement of one another in improving their cumulative GPA,” she said.

9. She feels that EGSC have designed and promoted policies and practices that actively promoted institutional values of equity and inclusion of African American male students. “EGSC faculty, staff, and administrators actively seek the inclusion of all students in activities of college life, including the classroom and extracurricular student organizations and clubs,” she said.
10. The participant states that “faculty and staff should strive to know the advisee personally and find out what is happening in their lives beyond the classroom.” Moreover she said, “Treat the student advisee like a hum being, try to find out what is happening to them in their personal lives, break that barrier, and reach out to them personally.”
11. She perceived that early warning alerts enable the advisor to find out early what is happening to the student, e.g., home, transportation, and why they are falling behind in their studies. “The early warning alerts in Grades First allow the student and adviser to assess exactly why the student is struggling academically and to provide a solution to the problem,” she said.
12. The participant perceives that there is a collaborative strategy among faculty, staff, and administrators at EGSC to promoted engagement and inclusiveness among African American male student. She stated, “If the student is experiencing the staff, faculty, and administrator share the responsibility resolving the problem, enabling the student to preserve toward graduation.

13. This participant felt that the various types of academic support that are available to the students at EGSC, including African American males, enable them to remain in college. “The ACE has provided tutoring, advisement, academic success coaches, and retention specialists which promote the retention of all students, including African American males,” she said. However, she does perceive that budgetary constraints have limited an expansion of these services.
14. She perceived that financial aid officers at EGSC adequately provide assistance to students including African American males, is securing financial aid packages that cover the costs of tuition, enabling students to focus on their studies. On the other hand, she perceived “we have many students who don’t understand financial aid; we should reach out to all students. For example, we have many first generation college students who don’t know how the financial aid procedure works so that they can receive their assistance on a timely basis. Many students who were eligible for financial aid have been suspended because of academic probation. This is a real struggle for students, including African American males. This is a real struggle for many students.”
15. The participant perceived that EGSC has provided a friendly and supportive environment that accommodates the social and cultural needs for minority students. “We are a friendly and supportive institution, for example orientation and advisement,” she stated. Moreover, she feels that the small campus environment enhance a warm friendly atmosphere.
16. She perceived that EGSC have sufficiently reached out to minority students, including African American males before their arrival on campus. She stated that the president’s



bus tour of various campuses in the larger cities and within this geographical region has reached to minority students, including African American male students.

17. She perceives that EGSC has adequately used orientation events to serve and welcome new students. The orientation team leaders welcome new freshman students to the EGSC and educate them regarding the curriculum, extracurricular activities, and leadership opportunities on campus. Representative from AAMI educate African American male students regarding the goals and benefits of affiliating with the chapter on campus.
18. The participant perceived that EGSC has demonstrated commitment to quality retention and persistence policies of African American male students that have contributed to their increased graduation rates.
19. She has observed that African American male students have developed approachable relationships with faculty, staff, and administrators. Moreover, the participant said, “EGSC has a phenomenal advisement team, faculty, staff, and administration. We can genuinely care about our students made sure that all students are included.”
20. This participant perceived that EGSC has successfully coordinated dual enrollment as an access initiative with high school in the region. She stated, “Although I am unaware of the exact statistics rates of participation in the program, I deem it successful in terms of admissions to the college.”

#### Faculty, Staff, and Faculty, Staff and Administration Interview 13

1. The participant perceived AAMI as a “cloistered affair of black male students that is not self-sustaining. AAMI is a vulnerable body that has done nothing to help in retaining African American male students.”
2. The participant states having only mentored in the office and classroom.

3. He reports having courses or training in graduate school that prepared him in working with minority students.
4. This participant reports having taught summer bridge program courses.
5. The participant feels that EGSC has not promoted an environment of student inclusiveness and engagement which has strengthened the retention of African American males. However, some professor invested quality time in providing proactive advice to students including African American males.
6. He perceived that EGSC has adequately funded and actively support African American student organizations, including the African American Student Union and AAMI.
7. The participant feels that the Office of Student Affairs does not adequately support various clubs and organizations on campus. In addition, he felt that the student organization at EGSC have provided no promotion of communication and leadership skills among African American male students.
8. He perceived that AAMI has promoted brotherly bonding and validation among members as college students through mentoring, weekly meeting, and engagement in development of leadership, professional skills, and academic support.
9. The participant perceived that the leadership at EGSC rhetorically promotes and espouses institutional values concerning equity and inclusion of African American male students. Moreover, he stated “that the USG and Nordson Corporation initiative creating the AAMI on EGSC has contributed much in the retention and graduation rates of African American male students.
10. He perceived that the implementation of staff advisement has not contributed to the retention of African American male students at EGSC. On the other hand, he perceived

that faculty advisement has contributed significantly to the retention of all students, including African American males.

11. The participant stated that “retention strategies at EGSC are promoted the formal aspects, but not really helping retain students.” He said, “A large percentage of our students are unprepared for college and approximately 50% are not retained in any given year. The actual number of retention is much lower.”
12. He perceived that “EGSC has not designed a collaborative strategy among faculty, staff, and administrators that promotes inclusiveness among African American males; the strategy is piece mill, ineffectual, and disjointed.”
13. The participant perceived that the types of academic support available to students at EGSC “is not as targeted as it should be.” He said, “Although EGSC has embraced helping African American male students, they are not encouraged to apply themselves and work hard academically. Instead AAMI places more emphasis on conduct and the development of relationships. The organization is not academically oriented.”
14. This participant perceived that financial aid officers have adequately provided assistance to students in securing “good financial aid packages, including Pell and other grants.” “Some students seek employment to pay for cars and other expenses, often lacking financial knowledge.”
15. He felt that EGSC generally has provided a friendly and supportive campus environment, adhering to the cultural and social needs of minority students. On the other hand, he stated that there are few activities and organizations for minority students on campus.
16. The participant perceived that the recruitment of African American male students is underfunded. “Instead of focusing recruitment of students on the cities of Atlanta,

Savannah, and Augusta, EGSC focus recruiting students from the seventeen counties in this region,” he said. Also, he felt that EGSC places too much emphasis on the recruitment of better athletes.

17. He perceived that “EGSC orientation events are not well planned.” The orientation teams rush through the event without taking the required time to educate students regarding the curriculum, available resources, and extracurricular programs on campus.
18. The participant does not perceive that EGSC has demonstrated commitment to quality retention and persistence policies of African American male students that have contributed to their increased graduation and successful education. He stated, “High level administration officials focus on enrollment and the college’s image with the USG. This is not concerted to recruit African American male students from rural counties of southeast Georgia.”
19. He has observed that “there is an unacceptable distance between faculty, staff, and administrators and African American male students.” Moreover, he stated that “the college environment is very different from the high school environment. There have been no efforts to encourage them to interact with the faculty, staff, and administration. The faculty staff, faculty, and administration embrace the stereotypes of African American males; the students live out these stereotypes.”
20. The participant perceived that EGSC has successfully coordinated dual enrollment with high schools with the region as an access initiative. On the other hand, he perceives that “high schools within the region should strive to recruit a diverse student population in the dual enrollment program.”

## Faculty, Staff, and Administrator Interview 14

1. The participant perceived that the matching grant between the USG and Nordson Corporation of Swainsboro establishing AAMI on the EGSC campus in 2012 turned things around for increasing the retention and graduation rates of African American male students. She stated: “We were successful.”
2. From its inception in 2012, I have served as a mentor for students in AAMI. At the inception of AAMI, I served in a leadership position in the chapter.
3. She stated: My graduate program of study has equipped me in working with a diverse student population, including African American male students. My education in multiculturalism and counseling has equipped me in working with students who come to ACE for tutoring and advisement services.
4. The participant stated that she has taught courses in Jump Start and other transitional programs.
5. She perceived that EGSC has promoted an environment of student inclusiveness and engagement which has strengthened the retention of African American male students. On the other hand, she states that “we need all faculty on board and more work needs to be done in the community of Swainsboro.”
6. This participant perceived that all student clubs and organizations are adequately funded through the Office of Student Life.
7. She perceived that the African American Student Union has promoted communication and leadership skills of all minority students, including African American males.

8. The participant perceived “that African American student organizations have promoted brotherly bonding and validation among members as being both a person and a college student.”
9. She perceived that EGSC has designed policies and practices that have actively promoted institutional values of equity and inclusiveness of all students, including African American males.
10. The participant perceives that faculty and staff advisement strategies have significantly contributed to the retention of African American males at EGSC. She stated that “advisement is individualized, structured, and organized. The forms used in advisement incorporated the core curriculum.”
11. She perceived “that if the early warning alerts in Grades First were taken seriously, they would actually work to benefit students. We just are not following through after the student receives the alert.”
12. This participant perceived that EGSC has designed a collaborated strategy among faculty, staff, and administrators to promote engagement and inclusiveness among African American male students. She stated, “We still have some issues that should be addressed, but everyone on board is committed.”
13. She perceived that the various types of academic support available to students, including African American males, adequately promote retention. Moreover, she perceived that the tutoring and advisement services available in ACE have benefitted African American male students.
14. This participant stated that “more work is needed in the financial aid office to better serve the financial needs of all students, including African American males.”

15. The participant perceived that the EGSC does provide a friendly and supportive campus environment; however, the social and cultural needs of students, including African American males, are not being addressed. She stated, “We need more social and cultural activities on campus and within the community of Swainsboro.”
16. “Most of the recruitment efforts have focused upon the recruitment of athletes,” she said. More attention of enrollment services should address the academic capabilities of African American males.
17. EGSC has adequately used orientation events to serve and welcome freshman students to the campus and to educate them regarding the curriculum, extracurricular activities, and the various available resources, according to the perceptions of the participant.
18. She perceived “that EGSC has demonstrated commitment to quality retention and persistence policies that have contributed to the increased retention and graduation rates of African American male students.”
19. “African American male students have developed approachable relationships with some faculty, staff, and administrators in some cases, but not in all cases,” she said.
20. She perceived that the college has successfully coordinated dual enrollment with some high schools in the region as an access initiative; however, the program has not benefitted African American male students.

#### Faculty, Staff, and Administrator Interview 15

1. The participant perceived that AAMI on campus serves as EGSC primary strategy for reaching out to African American male students in helping them to become engaged inside and outside the classroom. She stated, “The goal of EGSC is to create a supportive environment for students inside and outside the classroom.”

2. She perceived that the goal of the Office of Student Life has been to create a more “hands on” approach. The participant stated, “I have mentored students through casual contact with them in the hallways, holding them accountable for their dress and appearance, and relating to them with compassion and care.”
3. This participant reported that her graduate program of study included courses in cultural diversity and multiculturalism. Her post graduate work experience has involved working with students from diverse cultural, socioeconomic, and ethnic backgrounds that required different approaches.
4. She stated that she has not taught courses in the summer bridge program or other transitional courses.
5. The participant perceived that EGSC has promoted an environment of student inclusiveness and engagement which has strengthened the retention of African American students. On the other hand, she perceived that some members of the faculty, staff, and administration do not understand the origins of African American male students, e.g., the way that they communicate, the things they say, and way they present themselves. “Therefore, faculty, staff, and administrators fail to approach the African American male in ways that meet their needs on campus,” she said.
6. The participant perceived that EGSC has adequately funded and promoted African American Student organizations on campus through funding through the Office of Student Life. The African American Student Union (AASU) is actively engaged on campus and has sponsored activities including “Dress for Success” each Wednesday. The AASU has collaborated with the EGSC in sponsoring Black History Month, skits, and movie nights, MLK events, guest speakers, and trivia questions events.



7. She perceived that the AASU has promoted communication and leadership skills among African American male students. The too, AAMI has promoted the development of professional, leadership, and communication skills among members.
8. This participant perceived that AAMI has promoted brotherly bonding and validation among members as persons and as college students, through mentoring, training in professional, leadership, and communication skills, and engagement in activities.
9. She perceived that EGSC has designed policies and practices that actively promoted institutional values of equity and inclusion of all students, including African American males. She stated, “Each year EGSC has sponsored Family & Friends Day on campus which promotes fun activities that has enhanced the bonding of students, faculty, staff, and administrators with families and friends of the college.”
10. The participant perceived that the implementation of faculty and staff advisement strategies have significantly contributed to the retention of African American male students. She stated, “The coordinator of ACE and the staff advisors and faculty advisors have provided all students with proactive advisement, including African American males.”
11. She felt that implementation of the early warning alerts through Grades First and the follow up with faculty advisors have helped “keep students on track.” In addition the follow academic support services in ACE have improved student retention.
12. The participant perceived that EGSC has designed a collaborative strategy among faculty, staff, and administrators to promote engagement and inclusiveness among African American male students. She said, “Yes, we all work together in producing success for African American male students. The administration is available and open in working

with students and promoting new things.” Moreover, she said, “African American male students are often intimidated by student organizations and are hesitate in getting involved. We need to do more in encouraging their engagement.”

13. She perceived that the types of academic support that are available to students during their first year adequately promoted retention. She said, “The corequisite courses available in the gateway courses have been helpful to African American males.”
14. The participant felt that the Office of Financial Aid has adequately provided assistance to all students, including African American males; secure sufficient financial that covers the costs of tuition and other expenses. She stated, “Student Life and Coca Cola provide grants of a few hundred dollars to help some students fill the gap. Also, many students who meet the GAP requirement engage in the federal work program on campus. The student loan program is available to many students in paying for most of their needs, e.g., books and living expense so that they are able to concentrate on their studies with financial worry.”
15. The participant felt that EGSC has provided a friendly and supportive environment that accommodates the cultural and social needs of minority students, including African American males. “Sometimes African American male student report having experienced an unwelcome environment in the community of Swainsboro, she said.”
16. She perceived that EGSC has sufficiently reached out to minority students, including African American males, before their arrival on campus through bus tours to high schools in Atlanta, Augusta, and Savannah and throughout the seventeen counties in the designated region of southeast Georgia.

17. This participant perceived that EGSC has used orientation events to serve and welcome new students and to educate them regarding curriculum, student organizations, and clubs, and the location of various resources on campus.
18. She felt that the president of EGSC and the faculty, staff, and administration have demonstrated commitment to the retention and persistence policies of African American male students. “EGSC’s commitment to retention and graduation of African American male students have generated an increase their retention and graduation rates,” she stated.
19. This participant reported having observed the engagement of African American students in approachable relationships with some members of the faculty, staff, and administrators. On the other hand, she felt that improvement in developing of an approachable relationship between African American male students and more faculty, staff, and administrators. She said, “This is an important relationship. Faculty, staff, and administration genuinely caring about the success of African American male students and holding them accountable for their engagement.”
20. She perceived that EGSC has successfully coordinated dual enrollment with high schools in the region as an access initiative. However, only a small percentage of African American males are involved in the program.

#### Faculty, Staff, and Administrator Interview 16

1. The participant perceived that EGSC strategy for helping African American male students to become engaged inside and outside the classroom primarily has involved AAMI. He said, “AAMI has encouraged students to become more engaged in academic success, and the development of leadership, communication, and professional skills.”

2. He stated, "I have been involved in AAMI for several years as a mentor and coordinator. AAMI conducts weekly and general meetings that focus upon academic success, financial aid procedures, and course registration."
3. The participant reported that in his graduate program of study, he completed courses in cultural diversity and multiculturalism. He said, "As a professor in higher education, I am sensitive to the needs of students. As a mentor in AAMI, I teach member leadership, organizational, leadership, and communication skills to members. Also AAMI mentor educate member how to develop a sense of structure and self-worth in their lives."
4. The participant stated that he has taught summer bridge courses and other transitional courses
5. He perceives that EGSC has promoted an environment of student inclusiveness and engagement which has increased the retention of African American male students. He said, "My involvement as a mentor in AAMI has contributed an increase in graduation and transfer rates of African American male students at EGSC."
6. He perceived that EGSC has sufficiently funded the African American Student Union (AASU) through the Office of Student Services.
7. The participant perceived that ethnic student organizations (AAMI and AASU) promote communication and leadership skills among African American males.
8. He perceived that African American student organization have promoted brotherly bonding and validation among their members. He stated, "Yes, it is a work in progress. AAMI provides for bonding of member through roundtable discussions. AAMI and organizations sponsored by the Office of Student Life are open to all students."

9. This participant perceived that the leaders of EGSC have designed policies and practices that actively promote institutional values of equity and inclusion of African American male students. He said, “Yes, I believe so. We are looking for ways to revamp SAP (satisfactory academic policy) to allow the relaxation of grades in order for more students to graduate, more particularly students with financial aid problems.”
10. This participant perceives that the implementation of faculty advisement strategies have significantly contributed to the retention of African American male students at EGSC. He said, “I perceived in my service as a mentor, AAMI members feel that someone is on their side. Mentors in AAMI oversee registration within the organization. Also, I feel that advisement in ACE has been beneficial to African American male students.”
11. The participant perceived that the implementation of interventions such as early warning alerts via Grades First and proactive advisement have beneficial in promoting retention of African American male students. He stated, “Yes, early warning alerts allow students to make changes through withdrawal from the course or intensify their efforts to pass the course. Synchronization of advice among the professors, advisors, coaches, AAMI mentors, and the student in regarding overcoming the academic problems cited in the early warning alert can ensure the retention of students, including African American males.”
12. The participant perceives that EGSC has designed a collaborative strategy among faculty, staff, and administrators to promote the engagement and inclusiveness among African American male students. He stated, “The AAMI Steering Committees meets quarterly to coordinate the activities of AAMI at EGSC.”

13. He perceived that the various types of academic support available to students, including African American males during the first year of college, adequately promote retention. He stated, “Yes, the revamping of the CATS 1101 courses into a more interesting format has appealed to many freshman students.”
14. He perceived that the Financial Aid Office has provided adequate assistance to students, including African American males, in securing sufficient financial aid packages that cover the costs of tuition and other expenses, enabling students to focus on their studies.
15. The participant perceived that “we could probably do better” in providing a friendly and supportive environment accommodating the social and cultural needs of minority students.
16. This participant perceived that EGSC recruiters have sufficiently reached out to minority students, including African American males, prior to their arrival on campus through the EGSC president’s bus tours to high schools in Atlanta, Augusta, and Savannah. He said, “Yes, AAMI representation reach out to students at freshmen orientation events and distribute brochures, however, AAMI has no comprehensive outreach to students prior to their arrival on campus
17. He perceived that EGSC has used orientation events to serve and welcome new freshman students, including African American males, and to educate them about campus leadership opportunities, including extracurricular activities. He said, “Yes, but we could probably do more. We have discussed the priority that AAMI representatives could address the freshman students through segment during orientation events.”
18. The participant perceived that EGSC has demonstrated commitment to quality retention and persistence policies that have enabled African American male students to persist

toward graduation. He said, “Yes, through AAMI we have kept track of each member’s academic progress (GPA) from the beginning. Also, AAMI provide medallions to wear at the graduation ceremony.”

19. He perceived that African American male students have developed approachable relationships with faculty, staff, and administrators. In addition, he perceived that these relationships have favorably impacted the retention and academic success of African American male students. He said, “Yes, I have witnessed how African American male students have changed how they have communicated with faculty, staff, and administrators, e.g., a handshake. AAMI workshops have influenced the way African American students are communicating and interacting with faculty.”
20. The participant perceived that EGSC has successfully coordinated early admission with high schools in the region as an access initiative. However, few African American male students have participated in the program.

#### Faculty, Staff, and Administrative Interview 17

1. The participant perceived that “EGSC has made a conscious effort to establish programs that emphasize the support of African American male students and their need to increase college success graduation rates.”
2. She reported that she does mentor students. “Currently my mentoring is limited to the dual enrollment students. I advise and interact with students on a daily basis, including African American males.”
3. This participant stated that she has provided advisement and counseling to a diverse student population, including African American males.

4. She stated that she has not taught any summer bridge course or any other transitional courses.
5. She perceived the goal of EGSC is to create an environment of student inclusiveness and engagement. She said, “To say that we have successfully done that, I think would be a stretch. Avenues for success are available for students who are willing to look for them.”
6. The participant stated that EGSC has sufficiently funded all student organizations, including the African American Student Union (AMSU). AAMI has been funded through matching grant with the USG.
7. She perceived that AAMI has developed leadership and communication among African American students who have affiliated with the chapter. She said, “I have witnessed AAMI students who have volunteered to speak at events on campus. I have found them able to express themselves well regarding how the program has helped them.”
8. The participant perceived that AAMI has promoted brotherly bonding and validation among members as college students. She stated, “I feel that AAMI has made a positive impact on students who have chosen to be a part of the program. I believe that their involvement in the organization initiates accountability to other African American students to succeed in the classroom.”
9. This participant perceived that the leaders of EGSC have designed policies and practices that have actively promoted the institutional values of equity and inclusion of all students.
10. She stated that “Proactive advisement has helped student be getting them to actively participate in advisement early. Many students exhibit a casual attitude because of their fear of not being successful.”



11. She perceived that early warning alerts and proactive advisement have been effective in promoting the retention of African American male students at EGSC. She stated, “I believe that early warning alerts have enabled our faculty the opportunity to reach out to students who are at risk and unaware of how to overcome their academic failure. Proactive advisement has assisted students in having an active voice in their program of study.”
12. She stated, “I am not sure of a collaborative strategy other than faculty, staff, and administrators regularly encouraging students to remain diligent in their studies and directing to them to academic support services in ACE.”
13. This participant perceived that academic support services that are available to students during the first year of college adequately promote retention. She said, “The EGSC CATS 1101 (Critical & Academic Thinking for Success) class has been required for all students within the first 30 hours has promoted retention among students. I so believe that this mechanism (CATS 1101) has worked to increase the overall success rates of all students, including African American males.”
14. She perceived that the Office of Financial Aid has provided adequate assistance to students in securing sufficient financial aid packages that cover the costs of tuition and other expenses. She stated, “The Financial Aid Office has offered opportunities for assistance to all students to complete their financial aid applications and securing their documents. These services are not always utilized by students.”
15. The participant perceived that EGSC has provided a friendly and supportive environment to all students. She said, “I believe that we provide a friendly and supportive environment

to those students who seek to find that. I cannot say that this meets the social and cultural needs for minority students.”

16. This participant perceived that EGSC recruiters reach out to all potential students, given that our mission is to provide access to a widely diverse group of students. She said, “I cannot specifically respond to how recruitment strategies benefit African male students.”
17. The participant felt that EGSC has used orientation events to serve and welcome new students, including African American males. She stated, “The EGSC orientation process includes an online component, as well as an on campus component. The on campus component includes student-to-student interactions that encourage and support relationships that continue to develop. Also, the on campus component includes a “focus” assessment which helps students determine their vocational interests and the educational pathways in the curriculum.
18. She perceived that sentiment of EGSC leadership is committed to quality retention and persistent policies of African American male students. However, she said, “I am unclear as to whether our policies have made such an impact.”
19. The participant perceived that African American male students have developed approachable relationships with faculty, staff, and administrators. She stated, “I do see many of our African American male students develop successful and interactive relationship with faculty and staff. I have observed that once these students establish a relationship of trust with a member of the faculty or staff, they will continue to seek those members for guidance, advisement, and mentoring.”
20. The participant perceived that EGSC has successfully coordinated dual enrollment with high schools in the region as an access initiative. She said, “EGSC currently has a

relationship with around thirty high schools in our dual enrollment program. The number of African American males involved in our dual enrollment program is significant lower than other ethnicities. I have noticed several things that factors that have hindered their participation in the program. For some it is a lack of reliable transportation to classes on the college campus. For other African American students who are involved in sports fear that attending EGSC could possibly interfere with their eligibility to engage in athletic programs at other colleges and universities. The number of African American males who participate in dual enrollment when we offer a class site on their high school campus is slightly higher.”

#### Faculty, Staff, and Administrator Interview 18

1. The participant perceived that AAMI is primary strategy of EGSC for helping African American in becoming engaged inside and outside the classroom. He said, “We have AAMI which is a specialized program for helping African American males through faculty mentors.”
2. He stated that has not engaged in mentoring African American male students at EGSC.
3. The participant states that he majored in African American history. He stated, “I majored in African American history, so I am aware of the historical issues of racial discrimination.”
4. This participant stated that he has not taught courses in the summer bridge program or other transitional courses.
5. He perceived that EGSC has promoted an environment of student inclusiveness and engagement that has strengthened the retention of African American male students. He

said, “Yes, inasmuch as it is realistic to do so. The AAMI, the African American history, and African American Literature courses are three things created to single out African American students for special consideration, to help them feel included and welcomed.”

6. The participated stated, “No, I have no idea about budgetary issues pertaining to the funding of African American student organizations.”
7. This participant stated that he had not knowledge regarding the effectiveness of ethnic student organizations’ promotion of communication and leaderships for African American males at EGSC.
8. He stated that he has no knowledge regarding the brotherly bonding and validation among members of African American student organizations.
9. The participant stated that EGSC has promoted institutional values concerning equity and inclusion among African American male students through AAMI.
10. This participant stated that he is unaware of how the implementation of faculty and advisement strategies has contributed to the retention of African American males at EGSC.
11. He stated that he is unaware how the implementation of early warning alerts and proactive advisements have been effective in promoting the retention of African American male students.
12. This participant perceived that AAMI on campus has provided a strategy for promoting the engagement of African American males on campus. He said, “The varsity basketball program has disproportionally benefitted African American students.

13. He stated that he is unaware whether EGSC does anything special for African American males in the First Year Experience.
14. The participant perceived that the Office of Financial Aid “has roughly provided the same kind of financial assistance packages for African American male students as common in rural community colleges.”
15. This participant perceived that EGSC has provided a friendly and supportive environment accommodating the cultural and social needs for minority students, including African American males. He said, “Yes, everybody is treated equally, and that is as good as it gets.”
16. The participant perceived that EGSC recruiters have sufficiently reached out to minority students, including African American males before their arrival on campus.
17. He perceived that EGSC has used orientation events to serve and welcome new students, including African American males and to educate them regarding leadership and curricular activities.
18. The participant felt that EGSC has demonstrated a commitment to quality retention and persistence policies of African American males that have contributed to their retention and increased graduation rates. He said: “I think that the data speaks for itself. Have African American male graduation rates since starting AAMI or not?”
19. He perceived that some African American students have developed approachable relationships with faculty, staff, and administrators, and some have not. He said, “In my humble and honest opinion, the best thing EGSC can do for African American males is to treat them the same way as we treat all other groups. Do not single them out for special

treatment. Somehow that sends a subtle message that they are “different,” as in “inferior.” Treating them the same way, however, will send the message that we are confident that they can succeed on a level playing field.”

20. The participant perceived that EGSC has successfully coordinated dual enrollment with high schools in the region, but is uncertain as to whether or not African American male students have benefitted from the program.

#### Faculty, Staff, and Administrator Interview 19

1. The participant perceived that mentoring in AAMI has provided engagement of African American males inside and outside the classroom. She said, “After the first test that covers the first four chapters, I instituted tracking instruments which identify at risk students.”
2. She stated that she has not provided mentoring of African American male students.
3. This participant enrolled in cultural diversity classes in high school. She stated, “I was trained to teach high school; therefore I took a diversity class and have had some other diversity training, but it has been years ago.”
4. The participant states that she has never taught in the summer bridge program or any other transitional courses.
5. Beyond AAMI, she is unaware of any initiatives to promote inclusiveness and engagement which strengthened the retention of African American male students.
6. The participant is unaware how EGSC has sufficiently funded and promoted African American student organizations.

7. She stated that she had no knowledge regarding the effectiveness of ethnic student organizations at EGSC.
8. This participant perceived that AAMI activities have promoted brotherly bonding and validation among member. In addition, she cited AAMI's Facebook page.
9. The participant perceived that beyond AAMI she is unaware of any EGSC policies and practices that promote equity and inclusion of African American male students.
10. She perceived that EGSC has no specific advisement strategies beyond staff and faculty advisors.
11. The participant perceived that early warning alerts can promote the retention of all students, including African American males, if consultations are established between the student, advisor, and the professor who has issued the alert. "We have no specific data regarding the impact of early warning alerts upon the retention of African American male students," she said.
12. She stated that she is unaware of any collaborative strategy among faculty, staff, and administrators to promote engagement and inclusiveness of African American male students.
13. This participant said in regard to the types of academic support available to students during their first year, "I do not think that we are doing enough to support retention in general, much less for one specific group."
14. The participant stated she is unaware of the actions taken by financial aid officers in assisting students is securing financial packages.

15. She stated that she does not know whether or not EGSC has provided a friendly and supportive environment that accommodates the social and cultural needs of students, including African American males.
16. This participant stated that did not know anything about the recruitment efforts of EGSC.
17. She stated regarding EGSC orientation for new students, “I think that our orientation program needs revision as I do not suspect that it is serving or welcoming any of our students effectively. Also, I do not think any students are being educated about leadership or extracurricular activities.”
18. The participant stated that she is unaware of EGSC commitment to quality retention and persistence policies of African American male students.
19. She stated in regard to her observation of African American male students development of approachable relationships with faculty, staff, and administrators: “I have seen some students who have approachable relationships who have approachable relationships with some faculty and some who have not. Like some studies probably indicate, having a relationship with a faculty member helps students feel connected and validated.”
20. The participant perceived that “I believed that EGSC has strived to get dual enrollment students from high schools, even having some classes on high schools campuses. However, very few African American male students participate either on the EGSC campus or on the high school campuses.”

#### Faculty, Staff, and Administrator Interview 20

1. The participant perceived that AAMI has served as EGSC’s primary strategy for helping African American males in becoming engaged inside and outside the classroom



2. She stated that she mentors athletes on the EGSC basketball team upon their referral from the coach.
3. This participant stated, “my graduate degree in in psychology, and I worked with my populations doing my research, including African American male students.”
4. She stated that she has not taught summer bridge course or any other transitional courses.
5. The participant said, “No, I do not feel like EGSC focuses on African American male students because I do not see enough activities or events supporting them.”
6. In regard to African American student organization, the participant stated, “I am aware of AAMI, but because of its exclusivity many black males are left out.”
7. The participant perceived that student clubs and organizations are adequately funded by EGSC.
8. She is unaware of whether or not any African American student organizations on campus promoted brotherly bonding or validation among members.
9. The participant state that she is unaware regarding whether or not EGSC have designed policies and practices that promote institutional values of equity and inclusiveness.
10. In regard to faculty and staff advisement of African American male students, the participant said, “I am not aware of any activity and staff advisement strategies that help African American males. I try to reach out to African American males and females.”
11. This participant stated, “Overall, early warning grade alerts have been a great way to get students attention to improve their grades.”
12. In regard to EGSC’s having developed a collaborative strategy among faculty, staff, and administrators to promote the inclusiveness of African American male students, the

participant stated, “The only program that I know of is AAMI, and I used to be mentor for that program.”

13. She stated, “I feel though some African American male students from lower income and first generation college students and their families need more support.”
14. The participant stated that she is unsure whether or not the Office of Financial Aid has provided adequate assistance to African American male students in their efforts to secure adequate financial aid packages that cover payment of tuition and other expenses.
15. In regard to her perception as to whether or not EGSC has provided a friendly and supportive environment accommodating the social and cultural needs of African American male students, the participant said, “I can only speak for myself, and I try to build a connection with all of my students, including African American males.”
16. The participant stated that he is unsure as to whether or not EGSC recruiters have reached out minority students prior to their arrival on campus.
17. In regard to her perception regarding whether or not EGSC has used orientation events to welcome and serve and educate students regarding educational resources, she said, “Orientation services are good but too long. I am sure anyone needs to be in such a long orientation.”
18. The participant stated that she is unaware whether or not EGSC has demonstrated a quality retention and persistence policies that contributed to increased graduation rates of African American male students.
19. In regard to her observations regarding whether or not African American male students have developed approachable relationships with faculty, staff, and administrators, she

said, “There are some faculty that are very relatable and have developed strong bonds with African American male students.”

20. The participant stated she is unsure of whether or not EGSC has successfully coordinated dual enrollment with high schools in the region, “My son is the only African American male student in dual enrollment that I am aware of.”

## APPENDIX H

### OVERVIEW OF BLACK MALE INITIATIVES AT EGSC

#### African American Male Initiatives at EGSC

The AAMI was created at EGSC in 2012 through a matching grant from the USC and Nordson located in Swainsboro. The AAMI on all three campuses of EGSC provides mentoring, leadership, professional development, adjustment to college, and the development of relationships with staff, faculty, and administrators. AAMI has promoted retention and has assisted students to persevere to graduation. Moreover, AAMI has assisted African American male students in developing a social network which has helped them with their inclusion on campus. Activities of AAMI assist members with the formation of their identities and their development of a sense of social belonging as successful college students. AAMI has informed participants of the availability of resources on campus and how to take advantage of resources; thereby, increasing their sense of inclusion.

#### African American Student Union at East Georgia State College

The African American Student Union has promoted activities, for example, “dressed for success on Wednesdays.” Members of the AASU have coordinated activities for Black history month in February and sponsor other activities throughout the year.

#### Vital Programs for Generating Retention for All Students at EGSC

1. Financial Resources has provided monies for financial aid and scholarships to students that assist in paying tuition and other educational expenses.
2. CATS 1101: Critical Thinking and Academic Success Seminar has provided students with adjustment to college, including time management, study habits, time management, organization management, and writing research documents.

3. Early Alerts in Grades First has alerted students who are failing courses due to excessive absences, tardiness, lack of engagement, during the first five weeks, so that interventions may be arranged for academic support services.
4. EGSC Foundation Scholarship Program has provided scholarships to EGSC students who have established the eligibility requirements for financial need. Funds are provided for payment of tuition and other educational expenses.
5. Academic Support Services in Residential Halls has provided counseling and academic support services for students who are on academic probation. This program is staffed by a director located in the residence halls. In addition, psychological counseling is available for students experiencing psychological adjustment issues in transitioning to college.
6. Academic Center for Excellence: Both EGSC campuses are equipped with ACE with comparable services to students. The director of ACE is located on the Statesboro EGSC campus. The assistant director coordinates ACE services on the Swainsboro EGSC campus. The assistant ACE director and career advisors have provided proactive advisement to students, including those students who have received early warning alerts via Grades First. In addition, ACE is staffed with a Director of Tutoring Services, two part time tutors, several part time student tutors, and faculty and student volunteers who tutor students in their various disciplines.
7. Correll Scholarship: The Correll Scholars Program was established in 2014 to recognize and prepare exceptionally promising students as future community leaders in our region. Awards are \$5,000 annually for a maximum of four years. Twenty scholarships will be awarded annually. Students must attend East Georgia State College on the Swainsboro campus.

8. EGSC Student Leadership Development Program: This program has been affiliated with the University of Georgia Cooperative Extension Program. Two African American male students are currently participants in this program.
9. EGSC Student Ambassador Program: This program has been affiliated with Student Life at EGSC. Participants serve as liaison with the community, greet guests at special events, and serve as ushers at graduation ceremonies. Currently two African American males in this study are serving as ambassadors.
10. Student Government Association: SGA is the campus organization governing student activities and represents the students in college affairs. SGA members are elected by the study body. The SGA is composed of three officers: President, vice-president, and secretary-treasurer. Three senators are elected from the sophomore class and three senators are elected from the freshman class.

## APPENDIX I

## EGSC ENROLLMENT FOR 2000-2020

EGSC 12 Month Enrollment	Black Males	Total Headcount	% Black Male
FY 2019-20	578	3,382	17.1%
FY 2018-19	611	3,639	16.8%
FY 2017-18	658	3,788	17.4%
FY 2016-17	649	3,777	17.2%
FY 2015-16	678	3,805	17.8%
FY 2014-15	655	3,610	18.1%
FY 2013-14	628	3,722	16.9%
FY 2012-13	659	3,808	17.3%
FY 2011-12	859	4,533	18.9%
FY 2010-11	643	4,067	15.8%
FY 2009-10	532	3,716	14.3%
FY 2008-09	458	3,402	13.5%
FY 2007-08	345	2,784	12.4%
FY 2006-07	271	2,339	11.6%
FY 2005-06	260	2,018	12.9%
FY 2004-05	215	1,797	12.0%
FY 2003-04	232	1,994	11.6%
FY 2002-03	254	2,010	12.6%
FY 2001-02	261	1,950	13.4%
FY 2000-01	268	1,836	14.6%