A Case Study: Programs for Black Males at Predominantly White Institutions
Liana C. Mentor, Doctoral Candidate
Dr. Laura Kohn-Wood, Advisor
School of Education and Human Development, University of Miami

**Purpose**

The purpose of this dissertation study is to understand the rationale, structure, and influence programs for black males at predominantly white institutions (PWIs) have on academic achievement, well-being, and institutional social climate. Findings from this study could help to support aspects of programs which improve undergraduate experiences of Black males at PWI's.

**Significance of Study**

Despite prevailing evidence of black males underperforming in comparison to their peers, there are programs that illuminate potential pathways PWIs have utilized to support success of Black males on college campuses.

Research has heavily focused on individual factors, potentially ignoring the degree to which Black males' academic achievement and well-being are both influenced by the setting itself. Therefore, it is critical to extend the current literature on Black male achievement in higher education to include community psychology, a lens to understand the complexity of person-environment fit (Rappaport, 1977) which emphasizes the importance of beneficial interpersonal relationships that may develop within a setting over time.

This study will utilize a multiple-case study approach to describe and examine three existing programs for Black males at PWIs that are designed to support undergraduate academic and social experiences.

**Research Questions**

1. Why was the program created?
2. How are curricula and practices of the program utilized?
2b. How are outcomes measured in the program?
3. How does the program influence the participants?
3b. How does the program influence the institution?

**Method**

**Multiple Case Study**

- Interviews & Program Documents
- Coding

**Sample**

- Three programs for Black males at 4-year, public, Div. I, PWIs located in the Southeastern region of the United States.
- Three program administrators from each program site
- Three students from each program who self-identify as Black and/or African American males (total of 9 students)

**Preliminary Findings**

Preliminary findings may highlight contributing factors that foster academic achievement, well-being, and a supportive institutional social climate. It may underscore practices embedded in the context of PWIs through intentionally designed support programs for Black males.

**Future Directions**

Emphasizing the importance of investigating programs for Black males at PWIs, this study may provide a new method of how programs for URM students can be analyzed contextually rather than how it is currently presented in the literature, which is more commonly based on individual factors. This research may also provide a framework for longitudinal studies that analyze the credibility of identifiable variables over time.

**References**

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