Chapter 8
Indicators for Success for African-American Male College Students:
Access to Dual Credit Programs

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ABSTRACT

This chapter will review the repercussion of the exodus of African-American families migrating to suburban areas and the impact it had on African-American male students in urban areas that transition from high school into the collegiate environment. The importance of what impact do dual credit programs have on college preparedness and higher wages for African-American males be a cornerstone of emphasis. There is a concern that African-American males in urban areas have been marginalized and do not have resources that allow for corridors to be built that could promote college success whereas their suburban counterparts may have direct access to specific information and platforms supporting collegiate success. This chapter will include components centered on higher education success readiness in comparison of two school districts within a large metropolitan area and reference to Evans’ developmental intervention model.

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INTRODUCTION

According to the Texas Higher Education Coordinating Board – 2018 Higher Education Almanac, data from the Bureau of Labor Statistics makes a clear reference that students will not have significant improvements on their economic status unless they complete some level of postsecondary education. The significance of this data greatly impacts career opportunities and financial stability of African-American males as they most often fall in the areas of economically disadvantaged or terms known as ‘at-risk’ (THECB, 2018). African-Americans only represent 11.4% of the overall Texas population, with 12.6% of students enrolled in P-12, and 13.4% of students currently enrolled in institutions of higher education in Texas, the percentage of African-American males that are entering college and persisting through the first year is already overwhelmingly in a category red based on overall numbers (THECB, 2018). In Texas, the overall average SAT score for all students in Reading and Writing is 513, tying Texas with Idaho and Maine while only being higher than Michigan and Delaware amongst all fifty states. The SAT Math score is 507 ranking Texas as the 45th lowest on the list. Forty-two point six percent of first-time in college students entering higher education are recognized as not being college ready with an overwhelming number of 61% of those students enrolled in community colleges and 17.7% enrolled at universities. Let’s also note that Hispanic students are included in the category of also referred to as academically disadvantaged being that they make up 47% of the Texas population between the ages of 0 – 34 and 52.4% in K-12, which is consistent with the data references (THECB, 2018). However, for the reference of the chapter, African-American males are the lowest academically performing group entering college and persisting through the first year at any post-secondary institution. Co-requisite and non-credit based linked courses have been viable options for student improvement to complete developmental courses as they transition into the college level course. The concern is how colleges can effectively recruit African-American males if the students, which are already low in number as it relates to overall population, are not meeting the minimum institutional admission standards.

Concerns for reading and writing development in elementary schools, testing in middle schools, parental involvement and the school-to-prison pipeline are all factors that have been referenced that contribute to the lack of
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