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The five domains: A conceptual model of Black male success in the community college

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Building on Resilience

Models and Frameworks of Black Male Success Across the P–20 Pipeline

Edited by Fred A. Bonner II
Foreword by Tim King
Afterword by Robert T. Palmer
Coach Fred "Animal" Footer

will always serve as the "block" from which I was crafted—my father...
Community College: A Conceptual Model of Black Male Success in the Five Domains

II
students. These students improve their understanding and...success by participating in research and...success is increased in...and...are...in...were...and...in...were...in...were...were...in...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...were...wer
A Conceptual Model of Black Male Success in Community Colleges

The five domains are: 1) academic preparation, 2) college environment, 3) social interactions, 4) academic engagement, and 5) institutional and structural support. These domains are interconnected and influence each other. For example, a supportive college environment can enhance academic engagement, while social interactions can shape academic preparation.

The conceptual model posits that successful black males in community colleges typically exhibit high academic engagement, positive social interactions, and a supportive college environment. These factors are bolstered by strong academic preparation and institutional and structural support, which collectively create a pathway to academic success for black males in community colleges.

The model also acknowledges the importance of community colleges in providing educational opportunities for black males, particularly in historically underserved communities. By focusing on these domains, community colleges can create more effective strategies to support the academic success of black males.

The conceptual model is a framework for understanding the complex dynamics at play in the education of black males in community colleges. It offers a roadmap for educators and policymakers to develop more inclusive and effective strategies that can help black males succeed academically and financially.
implications for research

advisors, peers, and students who participate in Black foreign exchange, and in academic circles. This is significant because Black students are more likely to succeed in their academic careers. In contrast, White students are more likely to experience academic challenges and may struggle to succeed. Therefore, the importance of Black foreign exchange students cannot be overstated. The benefits of Black foreign exchange programs include improved academic performance, increased self-confidence, and a greater likelihood of success in higher education. With these benefits, Black foreign exchange students are well-positioned to excel in academic settings.

In conclusion, the importance of Black foreign exchange programs cannot be overstated. These programs provide valuable opportunities for Black students to succeed in academic settings and contribute to the diversity and richness of academic circles. By providing these opportunities, we can help ensure that Black students have the same access to higher education and success that their White counterparts enjoy. The benefits of Black foreign exchange programs are significant and should be prioritized in academic circles.
Implications for Practice

Importantly, the results suggest that successful models of Black male postsecondary transition programs could be implemented in community colleges. These programs could be designed to address the specific needs of Black male students, such as providing targeted support, offering academic advising, and creating a supportive environment. Additionally, the study highlights the importance of creating partnerships between community colleges and other organizations that can provide additional support and resources for Black male students. This collaborative approach can help to create a more holistic and comprehensive support system for Black male students, promoting their success in higher education.
THE EYE DOMAINS

Community colleges: an expansion of postsecondary educational options and opportunities


- Student expectations of faculty and academic success (2010). Black males in the community colleges: Understanding the black male community.


