



Minority Students and College Success

It has been a popular misconception that minority students especially the African-American and Hispanics have no interest in pursuing a college degree nor are they likely to be successful in it. Asian-Americans, although still considered as a minority seem to be categorized in terms of college success in the same level as whites because they have consistently been high achievers in school. Statistics in the high school level show that African Americans and Hispanics are more likely to drop out of high school, perform very poorly and keep repeating the year until they just leave school, moreover, there is this numbers game in the how minority students perform in standardized tests in math, science and reading which had for the longest time been averse to the minority students. The assumption is that fewer minority students finish high school; hence fewer of them end up pursuing a college degree.

As we all know college education in the country is very expensive and even if whites and Asian-Americans are able to finish high school not everyone of them go to college, most have to support themselves and end up working and taking classes at night. A recent study by the American Council of Education (2006) have surveyed the number of minority students in college and compared it to the enrollment rates of whites and Asian-Americans. Their findings have reported that 18.6 percent of African-Americans and 22.7 percent of Hispanics enrolled in college with degrees in science, technology and mathematics which is almost equal to the enrollment rates of white students (18%) and Asian-Americans (26.

4%) in the same college degrees. The study also found that at their third year of college, the enrollment rate for African-Americans and Hispanics was 56 percent to the 57 percent of whites and Asian-Americans. The difference however is that there are less minority students who complete their degrees in the prescribed four years because of financial difficulties, juggling working more hours and studying full time, which consequently led to fewer earned credits than their white and Asian-American counterparts. This report have dispelled the popular notion that minority students does not have the ambition and drive to finish college, and I would like to be part of those who will prove this stereotype to be wrong. I am determined to pursue college and work hard to finish it within the prescribed years of study and if push comes to shove, I would rather stay on and complete it even if it will take me six years or more than just quit.

I believe in education and having a degree opens more doors for me than anything I could think of, not wealth, popularity or power. ACE Publication Sheds New Light on Minority Students Who Pursue Science, Technology, Engineering and Math Majors Washington, DC (April 3, 2006)–African American and Hispanic students begin college interested in majoring in science, technology, engineering and math (STEM) fields at r

Academic Success And The College Minority Student

Tao Wei



Academic Success And The College Minority Student:

Academic Success and the College Minority Student Michael Harlan Washington, Linda Dixon, 1986 The Academic Achievement of Minority Students Sheila T. Gregory, 2000-01-19 Throughout the world students of color experience failure in school for a variety of very complex reasons They often do not receive the proper encouragement from teachers they may lack the motivation necessary to excel in an academic environment they usually face a number of demographic socioeconomic and cultural factors that work against them or their academic performance may not be measured properly With contributions from scholars living in the U S and abroad The Academic Achievement of Minority Students is a comprehensive work that provides fresh insights and practical strategies for addressing these problems in order to enhance minority student performance in school The papers in this volume collectively cover the many issues affecting minority students from kindergarten through post secondary education including the instructional and nonacademic factors that promote achievement or lead to attrition Most importantly the authors offer valuable prescriptions for advancing the learning opportunities of all students in the future

Minority Student Retention Alan Seidman, 2019-05-23 Student retention continues to be a vexing problem for all colleges and universities In spite of the money spent on creating programs and services to help retain students until they achieve their academic and personal goals and graduate the figures have not improved over time This is particularly true for minority students who have a greater attrition rate than majority students Demographic information shows that the minority population in the United States is growing at a faster rate than the majority It is imperative that educational institutions find ways to help improve retention rates for all students but particularly minority students Retention rates should not differ appreciably among different racial ethnic groups The Journal of College Student Retention Research Theory and Practice is the only scholarly peer reviewed journal devoted solely to college student retention It has published many articles on minority student retention and this topic continues to garner much attention This book is a compilation of the very best of these articles selected on the basis of reviews by a cadre of experts in the education field The articles discuss African American Latino Latina Asian and Asian Pacific Native American and biracial students and institutional commitments to retaining a diverse student population For those interested in this vital area the collection will teach and inspire them to achieve greater heights and pay additional attention to retaining minority students in our colleges and universities

Fostering Minority Access and Achievement in Higher Education Richard C. Richardson, Jr., Louis W. Bender, 1987-09 This book reports on policies procedures and practices that enhance or impede the academic success of minority students in community colleges and universities It reveals the dimensions of minority underrepresentation and offers recommendations for improving both retention and graduation rates for underrepresented groups

Predictors of Academic Success for First-generation Language-minority Community College Students Cynthia Rose Shields, 1997 **Academic Achievement Among Minority Students** Lea Ann Farnan

Hubbard,1995 **Persistence and Academic Success** Flordeliza L. Kala,1993 **Increasing the Success of Minority Students in Science and Technology** Eugene Lawrence Anderson,2006 **Black Men in Higher Education** J. Luke Wood,Robert T. Palmer,2014-11-13 **Black Men in Higher Education** bridges theory to practice in order to better prepare practitioners in their efforts to increase the success of Black male students in colleges and universities In this comprehensive but manageable text leading researchers J Luke Wood and Robert T Palmer highlight the current status of Black men in higher education and review relevant research literature and theory on their experiences in various postsecondary education contexts The authors also provide and contextualize innovative actionable strategies and solutions to help institutions increase the participation and success of Black male college students The most recent addition to the Key Issues on Diverse College Students series this volume is a valuable resource for student affairs and higher education professionals to better serve Black men in higher education Racialized Experiences and Academic Success of Minority Students in Postsecondary Career and Technical Education Carmen Iannarelli,2017 This mixed method study examined the education success and experiences of racial and ethnic minorities REM at one technical college within the Wisconsin Technical College System Through the use of quantitative archival institutional data student success was analyzed over a five year period Statistical significance difference was found between race ethnicity and educational success Further analysis was conducted and specifically analyzed for their effect on career cluster of study the disaggregate of REM students into a singular racial or ethnic category and socioeconomic status on REM students success Focus groups were used to collect qualitative data on REM student experiences Thematic analysis was conducted to analyze this data which revealed five key themes offensive course content assumption of being foreign racial invalidation attribution misattribution of ability and racial expert Implications of this study s findings are discussed along with recommendations for further study and improving the performance of REM students *Linguistic Minority Students Go to College* Yasuko Kanno,Linda Harklau,2012-04-23 Bringing together emerging scholarship on the growing number of college bound first generation linguistic minority immigrants in the K 12 pipeline this ground breaking volume showcases new research on these students preparation for access to and persistence in college **Enhancing Minority Student Retention and Academic Performance** Jacqueline Fleming,2012-04-24 In this important resource Dr Fleming a noted expert in the field of minority retention draws on educational evaluations she has developed in the course of her distinguished career This book analyzes the common factors and the role institutional characteristics play in minority student retention to show what really works in increasing academic performance among minority students and includes models of evaluations that describe successful programs that use statistical methods to verify outcomes **Black American Students in An Affluent Suburb** John U. Ogbu,2003-02-26 Focuses on the role of community forces in academic disengagement among Black American Students at every social class level the study extends Ogbu s ongoing research on minority education **Factors Reported by Racial and Ethnic**

Minority College Graduates as Contributing to Their Overcoming the Academic Achievement Gap Lori

Mason-Bennett,2020 This study examined perceptions of successful racial and ethnic minority college graduates on social media regarding factors contributing to their academic success and overcoming the academic achievement gap a total of 228 racial and ethnic minority participants completed an anonymous survey The survey was framed by Harper s 2012 Anti Deficit Achievement Framework Further through the lens of Social Cognitive Career Theory SCCT Lent Brown Hackett 1994 the study investigated whether perceived outcomes differ depending on participants personal backgrounds such as gender race and educational attainment As factors related to academic achievement gap the study yielded those who experienced the achievement gap are significantly more likely to be a first generation college student had lower socioeconomic status found K 12 school agents support as significant contributions and were more likely to utilize campus resources In light of seeking opportunities to overcome the academic achievement gap minority participants were likely to hire a private tutor and change majors Further they perceived that self motivation and hard working were the most important attitudes to improve academic performance Significant differences in participants perceptions emerged depending on participants personal backgrounds Regarding self motivation those with bachelor s master s and doctoral degrees were significantly more likely to perceive self motivation as the most important factor compared to those with associate or other specialist degrees Compared to female participants male participants perceived hard working was the most important factor Those with a higher education degree were more likely to perceive the degree of parental support as an important opportunity to overcome the academic achievement gap compared to their counterparts with a lower education level Low income participants perceived the importance of K 12 school agents more than middle and high income participants The study provided evidence of the existence of a relationship between a range of variables and reduction in the academic achievement gap by demonstrating how racial ethnic minority students can be successful by being self motivated working hard and seeking a range of opportunities in pursuing a college degree and preparing for career readiness as a college graduate Ethnicity Matters

MaryJo Benton Lee,2006 Ethnicity Matters Rethinking How Black Hispanic and Indian Students Prepare for and Succeed in College focuses on four model programs that are highly effective in preparing students from underrepresented groups for college and in supporting these students through baccalaureate degree completion The four model programs serve students from those ethnic groups that face the most serious problems of underrepresentation in American higher education African Americans Latinos and American Indians What sets these four programs apart from most other minority college recruitment and retention efforts is that they are built on this premise Ethnic identity plays an empowering role in educational achievement Strategies for Retaining Minority Students in Higher Education Marvel Lang,Clinita A. Ford,1992

Reaching the Top College Entrance Examination Board. National Task Force on Minority High Achievement,1999

Racial and Ethnic Minority Student Success in STEM Education Samuel D. Museus,Robert T. Palmer,Ryan J.

Davis,2011-03-08 An indispensable resource for teachers administrators and researchers involved with STEM education This book distills the findings of more than three hundred published works concerned with minority students in STEM education It gives the most complete picture possible of what is known about ethnic and racial minorities in STEM education and provides valuable guidance on how readers can apply those insights to enhance their efforts to facilitate student success in STEM learning In addition the authors develop a rigorous model to help facilitate and direct research policy and practices in minority STEM education *Diversity Digest. Volume 8, Number 1* Association of American Colleges and Universities, Washington, DC.,2004 Sponsored by the Pathways to College Network this issue of Diversity Digest highlights some of the research that informs Pathways Several of the articles identify factors that affect underserved students ability to attend and succeed at postsecondary institutions In the first article The Right to Learn and the Pathways to College Network Mark Giles Ed the Pathways to College Network is described The second article Designing Pathways to a Four Year Degree Alberto F Cabrera Kurt R Burkum and Steven M La Nasa highlights factors that affect college enrollment and share findings from a research report on a 1980 cohort of high school sophomores One implication of the research is not shocking College planning and preparation should begin in middle school The authors outline several strategies for moving young students along the pathway toward successful postsecondary experiences The third article Preparing Students to Succeed in Broad Access Postsecondary Institutions Michael W Kirst the author argues for improving the quality of education received by underserved students who attend broad access schools The fourth article African American Student Achievement in Historically Black Colleges and Universities M Christopher Brown II focuses on African American student success at historically black colleges and universities HBCUs His findings reveal interesting data on the significant role of HBCUs in educating and graduating African American students and on the shifts in where African American students attend college The fifth article Linking Student Support with Student Success The Possee Foundation Deborah Bial shares the good news of the organization s excellent work The author describes how growing numbers of underserved students from urban settings are finding academic success in the nation s top colleges and universities with help from the Posse Foundation The final article College Choice and Diversity Patricia M McDonough describes the factors that influence how underserved and minority students choose a college The author notes how factors such as race socio economic status high school experiences college recruitment efforts and the perceptions of an institution s racial climate significantly shape the college choices students make Individual articles contain references

Diversity-related Experiences and Academic Performance Among Ethnic Minority College Students Amabda K. Blume,2016 Students of color experience numerous educational disadvantages compared to White students These disadvantages begin in elementary school and continue into college and adulthood Ethnic minority students typically have less resources available to them than White students and are typically less prepared for college0 4academically and financially Once students of color enroll in college they face additional barriers due

to discrimination and negative attitudes towards diversity. These factors play a key role in student engagement and persistence. The campus racial climate of a university, defined as the overall racial environment of the campus, has been shown to strongly influence students' feelings of belonging to an institution. This study examined the links among experiences of discrimination, campus openness to diversity, multicultural experiences, academic success, and feelings of school belonging for students of color in order to identify ways in which we can improve the educational experiences of disadvantaged students. The current study found evidence that many diversity-related experiences, such as cross-racial interactions, campus racial climate, cocurricular diversity activities, and discrimination, strongly influenced feelings of school belonging for students of color. These findings add support to previous research that suggests that diversity experiences on college campuses play a significant role in making students feel welcome at an institution. However, diversity-related experiences examined in this study appeared to have little correlation to academic performance and retention. School belonging did not correlate with academic performance. It seems students' grades may be better explained by internal factors like motivation rather than external factors like the campus environment. Perceptions of more negative cross-racial interactions and more discrimination experiences were linked with more negative perceptions of the campus racial climate. Campus racial climate was linked to students' desire to pursue higher education in the future. As the amount of positive cross-racial interactions students experienced increased, so did the amount of negative cross-racial interactions. This suggests that higher levels of cross-racial interactions result in both positive and negative experiences. More cross-racial interactions and cocurricular diversity activities were associated with more experiences of discrimination. This suggests that students of color are likely to experience discrimination when interacting with persons of different racial backgrounds or engaging in conversations related to diversity. Overall, diversity-related experiences linked to feelings of school belonging more than academic performance. Findings provide guidance for college-based initiatives to improve campus racial climates in order to create more welcoming environments for students of color.

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