Aberson, C. L. (2007). *Diversity experiences predict changes in attitudes toward affirmative action.* *Cultural Diversity and Ethnic Minority Psychology, 13*(4), 285-294. The current study examined the role of diversity experiences in promoting changes in attitudes toward affirmative action (AA). Using longitudinal data from a survey of over 1000 college students at admission and in their fourth year, results demonstrated that participation in diversity-related campus activities related to positive changes in attitudes toward affirmative action. This result was consistent across samples of White, African American, and Asian American students. Positive changes in attitudes persisted despite statistical controls for established predictors of attitudes toward AA such as merit and prevalence of discrimination beliefs, and individual-level characteristics such as experiences of discrimination and political liberalism. I discuss the relevance of this finding to the AA literature and to changing attitudes toward AA. (PsycINFO Database Record (c) 2012 APA, all rights reserved). (journal abstract)

Agnew, M., Mertzman, T., Longwell-Grice, H., & Saffold, F. (2008). *Who's in, who's out: Examining race, gender and the cohort community.* *Journal of Diversity in Higher Education, 1*(1), 20-32. Many teacher education programs have adopted a cohort structure which offers attractive administrative and organizational benefits while promoting classroom community. This study examines one urban teacher preparation program that employed a cohort model. Using focus groups and survey data, this mixed methods study compared results on the basis of race and gender. Findings suggest that while the cohort structure created a strong classroom community among the majority of students, specific minority populations in the program (men and students of color) were excluded from the social benefits associated with the cohort model. This study identified active social systems of silencing and exclusion and outlines implications for hiring practices, curriculum, and faculty development. (PsycINFO Database Record (c) 2012 APA, all rights reserved). (journal abstract)

Anderson, K., Varghese, F. P., Trower, E., Sandlin, L., & Norwood, N. (2013). *Perceptions of African American college applicants: The roles of race, criminal history, and qualifications.* *Race and Social Problems, 5*(3), 157-172. African Americans are under-represented in higher education and disproportionately represented among offender populations, with poor educational attainment a risk factor for criminal behavior. While African American students report low acceptance from CaucAsian peers that can influence their educational persistence, few studies have examined CaucAsian students' perceptions of African American students, while examining the influence of race and criminal history. This study endeavored to begin to fill this gap. Students evaluated 1 of 24 hypothetical college applicants, manipulated by race, arrest record, and academic qualifications. Results showed that hypothetical CaucAsian applicants benefited from no criminal record when evaluated by CaucAsian students, and received higher ratings than CaucAsian applicants with a drug arrest record and African American applicants with any criminal record. When evaluated by CaucAsian students, African American applicants with no criminal record were no more likely to be accepted than CaucAsian or African American applicants with a criminal record. In addition, CaucAsian students felt more comfortable around the CaucAsian applicant with a DWI arrest over the African American applicant with the same arrest. Racial preference for CaucAsian applicants by CaucAsian participants also emerged when qualifications were mixed (e.g., low GPA/high ACT). These racial differences did not emerge when ethnic minority students rated these same applicants. Yet, when CaucAsian students were asked why they chose their ratings, race was never mentioned. These results support research that African American students can experience race-based barriers in
higher education by CaucAsian peers, but in a form that is less overt and not readily acknowledged. (PsycINFO Database Record (c) 2013 APA, all rights reserved). (Journal abstract)


Originally published in Contemporary Psychology: APA Review of Books, 1973, Vol 18(6), 278-279. Reviews the book, The Minority Student on the Campus: Expectations and Possibilities edited by Robert A. Altman and Patricia O. Snyder (1971). The Minority Student on the Campus avoids two pitfalls that entrap the majority of work on this urgent topic. First of all, the collection of papers offers a diversity of perspective, which single author exposes seriously lack; and the appropriate perspectives of the data sources themselves offer information and insight that objective commentators can only pantomine. In addition, the misconception that minority individuals may be best understood through comparison with Whites (a bias that pervades the research literature), or that the quality of their experiences is measured in terms of the nature of their individual cross-ethnic encounters (a perspective illustrated by the volume of research concerning prejudice in integrated educational milieus) has been appropriately avoided by the authors. (PsycINFO Database Record (c) 2012 APA, all rights reserved)


In an increasingly competitive world economy, America's economic strength depends upon the education and skills of its workers. In the coming years, jobs requiring at least an associate's degree are projected to grow twice as quickly as those requiring no college experience (White House Summit on CC, 2010). Community colleges appeal to the educational needs of immigrants in search of language training, job skills, and career opportunities. The main purpose of this ethnographic-focus study is to examine how community colleges meet the needs and goals of first generation Hispanic bilingual/bicultural students by reaching out to and providing them with educational and economic attainment. In addition, this study will assess and analyze the hurdles first generation Hispanic students encounter in seeking higher education, such as academic obstacles, personal obstacles, and college administration obstacles. This study will further contribute to data about the difficulties faced and the success of first generation Hispanic students in completing required English as a Second Language (ESL) certification courses. This ethnographic-focus group study employed a qualitative research design. Participants were first generation Hispanic college students who provided input and interaction related to the topic. The focus group participants are immigrants from various Latin American countries. This study further examined these participants' educational and identity development and acculturation experiences during different transitional periods of their community college life in the United States. First generation Hispanic community college students not only confront the typical student adjustment concerns, they also grapple with issues pertaining to language, immigration status, acculturation, social acceptance, socioeconomic status, and ethnic identity. Insights gained by this investigation will provide opportunities for those interested in education at the community college level to reflect upon. Identifying and examining the practices of second language learners contributes to the growing body of knowledge concerning first generation Hispanic immigrant students, provides implications for future educational development, preparation, training, and study practices and helps community college educators gain insight into their role as instructional leaders, which can ultimately have a positive impact on student achievement. (PsycINFO Database Record (c) 2013 APA, all rights reserved)


Examined characteristics and experiences of 1st-generation college students attending 4-yr universities. 207 1st-yr students (mean age 18.56-18.65 yrs) whose parents had no or some college experience, or a bachelor's degree completed questionnaires concerning demographic characteristics, reasons for pursuing higher education, fear of failure at university, concerns about financial aid, and feelings of acceptance. Results show that Ss whose parents had no
college experience were more likely to be ethnic minority students, to come from a lower socioeconomic background, to speak a language other than English at home, and to score lower on the SAT. As well, 1st-generation Ss were those Ss most often reporting attending college in order to gain respect or status, to bring honor to their family, and to help their family financially after gaining a degree. First-generation Ss felt less prepared for college, feared failure more often, and worried more about financial aid. (PsycINFO Database Record (c) 2012 APA, all rights reserved)


Attempted to develop a profile of the "typical" Chicana among 46 Chicana California college students (19-48 yrs of age). Data were gathered on Ss' personal backgrounds, academic adjustment, financial support, formal and informal support systems, reference groups, and sex-role orientations. Although the typical Chicana was found to be a happy and dedicated student, with good grades, strides must be made in financial aid, college recruitment, women's reentry programs, and support services in order for the abhorrent status of Chicanas in higher education to improve. (11 ref) (PsycINFO Database Record (c) 2013 APA, all rights reserved)


This article presents research from 12 interviews with college men to explore factors that supported and/or hindered their ability to attend and persist in college. Data were analyzed using consensual qualitative research (Hill et al., 2005). Positive factors in men's educational journeys were role models of success and struggle and encouragement from family and peers. However, the majority of the sample faced discouragement that was related to the interplay of their ethnic minority status and gender. Discouragement occurred primarily precollege and involved microaggressions and the promotion of alternatives to higher education. Once in college, participants identified financial hardship as the most prominent barrier to achievement. Findings suggest unique challenges faced by Mexican American college men. Recommendations for research, practice, and campus policy are provided. (PsycINFO Database Record (c) 2013 APA, all rights reserved). (journal abstract)


This study drew from a longitudinal dataset to examine factors that contribute to the chances of persisting in selected science majors through the first year of college. Of particular interest was the extent to which institutional status (as measured by student perceptions, average student body SAT scores, and other institutional characteristics), affects those chances for underrepresented minority students. The effects of those institutional status variables were mixed, suggesting that the controversy regarding status has less to do with mismatching minority students to highly competitive institutions and more to do with the institutional culture and practices of competitive educational environments. (PsycINFO Database Record (c) 2012 APA, all rights reserved). (journal abstract)


Presents preliminary findings of a longitudinal study that focuses on the dynamic interaction between an individual of a minority culture and a new social system. 18 Mexican-American students enrolled in their 1st yr at a university were interviewed 4 times over the academic year to review their experiences in the new social environment. Observations and clinical implications are reviewed within a cognitive/psychosocial model. (PsycINFO Database Record (c) 2012 APA, all rights reserved)

As a rapidly increasing number of linguistic minority students enter colleges and universities in the United States, educators are faced with a demographic imperative to serve diverse student populations. Although there have been an increasing number of studies on academic lives of such minority students in higher education, very few have focused on students' transformation processes in which they question and challenge the dominant ideology behind academic discourse communities and actively advocate change. The study presented in this chapter is based on participatory action research (PAR) approaches with bilingual undergraduates in Hawai'i. PAR was appropriate and essential to actualizing our joint effort to bring about a change at the research site. It also allowed bilingual undergraduate students as co-researchers to engage in critical examination of academic communities in which they participated. I first define the notion of transformation and agency used in this study. I then illustrate transformative processes which an individual Careers in Language Education & Academic Renewal participant underwent during and after her/his participation in the program. In addition, I describe my reflexive and critical teaching practice as a result of interaction with the students. Finally, I conclude with the possibilities of transformation for bilingual individuals as a life-long journey. (PsycINFO Database Record (c) 2012 APA, all rights reserved). (create)

Crisp, G., & Nuñez, A. (2014). Understanding the racial transfer gap: Modeling underrepresented minority and nonminority students' pathways from two-to-four-year institutions. Review of Higher Education. Journal of the Association for the Study of Higher Education, 37(3), 291-320. This study models student- and institutional-level factors that influence vertical transfer among a national sample of White and underrepresented minority (URM) community college students. Results indicate that the predictors of transfer are different in many ways for White and URM students. Most notably, findings suggest that enrolling in vocational programs may hinder students' odds of vertical transfer for URM (but not White) students. Implications for research, theory, and practice are discussed. (PsycINFO Database Record (c) 2014 APA, all rights reserved). (journal abstract)

Cummings, G. (2012). Editorial: Your leadership style—How are you working to achieve a preferred future? Journal of Clinical Nursing, 21(23-24), 3325-3327. A relational approach to leadership requires a principled approach to leadership development that begins with leading yourself (learning self-awareness and personal development in relational activities, establishing a personal vision and having clarity of values) before leading your team or ultimately leading the organization. Leadership development involves taking some risks, supporting innovation and creativity in others, developing and empowering others, communicating effectively by listening more than speaking, and checking progress and results by seeking feedback from others. Development is an iterative process between continually developing and maintaining relationships, self-awareness and resilience, multifaceted feedback, and checking clarity and progress towards goals and objectives related to the shared vision. It can be discouraging to gain insight to your own behavior, values, strengths and weaknesses, but it is important to remember that achieving self-awareness is the beginning of growth. (PsycINFO Database Record (c) 2013 APA, all rights reserved)

Diaz, E. (1990). Barriers to minorities in the field of psychology and strategies for change. In G. Stricker, E. Davis-Russell, E. Bourg, E. Duran, W. R. Hammond, J. McHolland, . . . B. E. Vaughn (Eds.), (pp. 77-88). Washington, DC, US: American Psychological Association. review the status of Hispanics, Blacks, Asians, and Native Americans in the field of psychology during the 1980s discuss the barriers that exist for minorities in the field of psychology in the United States, and recommend ways to provide access for this population to psychology and higher education. (chapter); identifies academic, personal, and institutional barriers that affect the optimal functioning of minorities in psychology (PsycINFO Database Record (c) 2012 APA, all rights reserved). (book)

Diemer, M. A., & Li, C. (2012). Longitudinal roles of precollege contexts in low-income youths' postsecondary persistence. Developmental Psychology, 48(6), 1686-1693. Low-income youths enroll at postsecondary institutions less frequently, drop out more often, are less likely to return after dropping out, and are less likely to attain a postsecondary degree than their more affluent peers. It is therefore important to understand how low-income youths develop
the capacity to persist in the postsecondary setting. This article explores how contextual supports contribute to low-income (and predominantly racial/ethnic minority) youths’ educational expectancies and postsecondary persistence. The authors examined these questions by applying structural equation modeling to a longitudinal panel of youths surveyed 3 times over a 5-year period, while controlling for academic achievement, age, and gender. The obtained structural model suggests mediating “chains” by which parents and peers foster educational expectancies and postsecondary persistence over time. This article suggests that pre-collegiate contexts and expectancies clearly matter in explaining how low-income youths progress through intermediate checkpoints—postsecondary persistence—on the path to degree completion. (PsycINFO Database Record (c) 2012 APA, all rights reserved). (journal abstract)


As the Latino population progresses from minority to majority status in the United States, there still remains the typical and historical pattern of failure in higher education associated with this minority status. According to the 2010 Census, approximately 16% of the total U.S. population or 50.5 million people have self-identified themselves as Latino. Even though the Latino population is growing, the Latino educational pipeline is suffering as students choose not to pursue their education further. The aim of this study was critically examine the lived experience of second generation first-time degree-seeking Latino undergraduate students and their academic success from the initial advising process, their use of resources, as well as tools and planning that were made available for them. To examine the perceived inequalities and radicalized barriers as they navigate the educational pipeline leading to the completion of a college degree. The results from the descriptive analysis of the qualitative data from the student interviews indicated the students in the study had a strong desire to succeed, perceived a strong parental support and struggled with support from the campus environment, and stated they were not strong in academic preparation to attend college. The recommendations for future studies and practices should include a greater understanding of the second generation first-time degree-seeking Latino undergraduate students. The important role of a freshman advising unit per college with advisors who will act as mentors to be supportive in the academic success of Latino students. More research is recommended on the second generation first-time degree-seeking Latino undergraduate student’s relationship with the campus environment integration. Reaching out to Latino students by increasing institutional support with the outreach and hiring of Hispanic faculty is a specific recommendation worthy of consideration in the effort to ensure greater success for Latino students. Keywords: Latino, second generation, first-time. (PsycINFO Database Record (c) 2014 APA, all rights reserved)


Presents a contemporary perspective on the resurgence of racially motivated harassment and violence against minority students at predominantly White institutions of higher education. An overview of minority student experiences on White campuses is given, and these experiences are linked to general perceptions of racism in contemporary society. The scope of racial-ethnic incidents on campuses is evaluated through a content analysis of national and selected local and Black-oriented newspapers. It is argued that the recent upsurge in racism against minority students on White campuses was implicitly encouraged by previous national administration and by majority individuals in leadership roles. (PsycINFO Database Record (c) 2012 APA, all rights reserved)


This paper employs hierarchical linear models to explore the long-term effects of stereotype threat on college outcomes for students in the National Longitudinal Survey of Freshmen. Performance burden was negatively related to both grades and social satisfaction with college. Social satisfaction with college was also significantly impacted by students’ perception of the campus racial climate. This paper examines the combined impact of performance burden, campus
racial climate, cumulative GPA, and social life satisfaction early in college on 4 year graduation rates. Overall, while there are large initial differences in the likelihood of graduating on time for black and Hispanic students relative to whites, these differences are completely explained by assessments of campus racial climate, social life satisfaction, and grades. The findings suggest that interventions to reduce stereotype threat and improve the racial atmosphere on campus may go a long way towards reducing—and in some cases eliminating—disparities between racial/ethnic groups in college outcomes. (PsycINFO Database Record (c) 2012 APA, all rights reserved). (journal abstract)


We use the National Longitudinal Survey of Freshmen (NLSF) to analyze the effects of affirmative action on college outcomes for among the 1999 cohort of freshmen in 28 selective colleges and universities. We develop indices of affirmative action at the individual and institutional levels to test the validity of two charges leveled by critics of affirmative action: that it undermines minority performance by placing academically unprepared students into competitive schools without the required skills and abilities (the mismatch hypothesis) and that it stigmatizes all minorities as academically challenged and intellectually weak to produce added psychological pressure that undermines academic performance (the stereotype threat hypothesis). We find no evidence for the mismatch hypothesis. If anything, individual students with SAT scores below the institutional average do better than other students, other things equal. We do, however, find evidence consistent with the hypothesis of stereotype threat, although the effect is not particularly strong compared with other determinants of academic success. (PsycINFO Database Record (c) 2012 APA, all rights reserved). (journal abstract)


This study examines the effect of in-state resident tuition legislation across the United States on the college enrollment odds of individuals likely to be undocumented Latino immigrants. The study employs a differences-indifferences strategy using data from the Current Population Survey's Merged Outgoing Rotation Groups. Foreign-born noncitizen Latinos living in states with a tuition policy were 1.54 times more likely to have enrolled in college after the policy's implementation than similar students in states without such legislation. Results are particular to Latino foreign-born noncitizens and not other minority groups with U.S. citizenship, including U.S.-born and naturalized Latinos. (PsycINFO Database Record (c) 2012 APA, all rights reserved). (journal abstract)


The minority-serving institution (MSI) sector has grown considerably since the 1980s, yet we have less empirical information about what currently influences students to enroll in and complete college at these institutions in comparison to their non-MSI counterparts. We evaluate student postsecondary outcomes by race and ethnicity in Texas's large MSI sector utilizing state administrative data from 1997 to 2008. At the enrollment stage, we find that race is an important predictor of college enrollment, despite controlling for detailed precollege characteristics. At the college-completion stage, however, the effect of race is largely no longer present after accounting for institutional characteristics, including attending an MSI. That is, in most of the cohorts examined, Hispanic and Black students who initially enroll in a four-year institution showed no difference from their White peers in six-year graduation outcomes. In sum, Hispanic-serving institutions are particularly critical locations for Hispanics while the non-MSI community colleges emerge as key institutions for Black students, signaling important implications for how historically Black colleges and universities might address recruitment and transfer strategies. Implications for practitioners and researchers are offered. (PsycINFO Database Record (c) 2013 APA, all rights reserved). (journal abstract)

This article critically reviews methodologies and theoretical orientations of 27 published empirical studies examining the graduate school experiences of students of color using Bronfenbrenner's (1979, 1994) bioecological model. Despite the urgent need for evidence-based approaches to increase the number of scholars of color, the findings in this review indicate an inadequate number of studies explaining how to realize that goal. Furthermore, much of the existing literature examined individual-level characteristics rather than how environmental factors benefit students. Specific recommendations for future ecological research are provided. (PsycINFO Database Record (c) 2012 APA, all rights reserved). (journal abstract)


examines and documents the present myths and realities of access to postsecondary education as perceived by black high school graduates and their families / the ... sample consisted of 48 black females and 36 black males who were graduates] from six high schools in Florida

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Comments on an article by Tariq Modood (see record rid[2006-04707-009/rid]). The author pointed out that higher education had been a major success story for non-White minorities, and argued that, if encouraged, Islam can be an influence on young Muslim men and women to take up educational opportunities which would contribute to social mobility. Modood claimed that, when looking at offers of higher education places, after 'all the main factors are controlled for, there has been shown to be a bias against ethnic minorities in pre-1992 universities and in their favor in the new universities.' Here we have focused on the evidence for and against the proposition that there is a marked difference between old and new HEIs in the treatment of applications from ethnic minorities, compared to Whites. We have concluded that there are no systematic differences, and that the differences found previously were due to an inadequate model specification. (PsycINFO Database Record (c) 2012 APA, all rights reserved)


This study examined how African American men who have sex with men (AAMSM) manage their multiple-minority identities, including being both racial and sexual minorities at predominately White educational institutions (PWI). Using a phenomenological paradigm, AAMSM college students participated in semistructured interviews. Results suggest that AAMSM at PWIs view race, gender, and religious beliefs as of primary importance, and sexual orientation and social class as less salient aspects of their identities. Further, AAMSM attending PWIs reported experiencing both discrimination and stereotyping based on their race and sexual orientation, and their appraised risk of rejection and acceptance influenced their perception of identity options. AAMSM's construction of their identity influenced their interpersonal associations with the African American, gay, African American and gay, and campus communities at large. Implications for future research and higher education administrators and mental health professionals are discussed. (PsycINFO Database Record (c) 2012 APA, all rights reserved). (journal abstract)


The current study tested coping efforts as moderators of the effects of minority status stress on general levels of perceived stress and academic performance for African American students at a predominantly White college and university (PWCU) and a historically Black college and university (HBCU). Multivariate analyses revealed that African American students at the PWCU experienced significantly higher levels of minority status stress than their counterparts at the HBCU. Students did not differ in overall levels of perceived stress and in most coping efforts assessed. HBCU students reported higher mean use of problem-oriented strategies and spiritual efforts than students at the PWCU. Moderated regression analyses revealed an increase in the effects of
minority status stress on perceived stress at high levels of problem-oriented efforts. The effects of minority status stress on perceived stress decreased at higher levels of disengagement. Implications of the findings are discussed. (PsycINFO Database Record (c) 2014 APA, all rights reserved). (journal abstract)


...for minority students a different set of variables may predict their educational persistence: academic and social integration at the college level. / show how academic and social integration are sometimes discussed as interdependent variables and at other times as variables independent of each other / examines primarily the academic and social integration of black students (PsycINFO Database Record (c) 2012 APA, all rights reserved). (chapter)


Despite the broad appeal of Tinto's (1993) theory, it is not well supported by empirical research, especially when applied to minority students. While prior critiques of the theory indicate the need to modify Tinto's concept of "breaking away" when applying the theory to diverse students, research suggests a need for additional refinements. In addition to recognizing the need for students to maintain cultural and familial connections to succeed at college, the author contends that the theory can be advanced by integrating research from social and cross-cultural psychology that has investigated relationships among cultural norms, motivational orientation, and academic achievement and persistence. (PsycINFO Database Record (c) 2012 APA, all rights reserved). (journal abstract)


Ways in which membership in student organizations, both predominantly Black and mainstream, provide space for Black identity expression and development were explored in this study. Based on individual interviews conducted with African American male student leaders at six predominantly White universities, findings reveal a nexus between Black identity status, the selection of venues for out-of-class engagement, and the use of student organizations as platforms for racial uplift and the advocacy of racial/ethnic minority student interests. Moreover, the acquisition of cross-cultural communication skills, the development of care for other disenfranchised groups, and the pursuit of social justice via leadership and student organization membership were reported by the participants and are connected to racial identity development theories in this article. (PsycINFO Database Record (c) 2012 APA, all rights reserved). (journal abstract)


Black women's participation in postsecondary education appears to have improved drastically because they are outpacing many other minority cultural groups (i.e., Black men, Hispanic men and women, Asian men and women, etc.) in terms of college enrollment and completion rates. However, when compared to White men and women, it is obvious that there are a variety of factors that continue to perpetuate Black women's underrepresentation and attrition in higher education. This article examines some of the psychosocial issues that diminish the psychological and physical health of young Black college women and impede their success in college. Black feminist thought provides a theoretical framework that elucidates the interconnectedness of race and gender issues faced by today's Black college women. Implications for Student Affairs practice are discussed and recommendations for further research are offered. (PsycINFO Database Record (c) 2012 APA, all rights reserved). (journal abstract)
Hernandez, H. R. (2012). A psychosociocultural investigation of psychological well-being among Chicana/o undergraduates. ProQuest Information & Learning. Dissertation Abstracts International: Section B: The Sciences and Engineering, 72(9-), 5593-5593. (2012-99060-468). The Latina/o population makes up the largest ethnic minority group in the United States. Unfortunately, the Latina/o population also experiences higher rates of poverty in comparison to other ethnic groups (U.S. Census Bureau, 2006). Educational attainment is one of the key factors in elevating one's socioeconomic standing, yet Latina/o undergraduates continue to be underrepresented in higher education (NCES, 2002). Previous frameworks have been unable to establish an interdisciplinary approach that accounts for the cultural phenomena, which makes the experiences of Latina/os unique. The present study reviewed the psychological well-being of Latina/o undergraduates from a psychosociocultural (PSC) framework in order to glean a more comprehensive understanding of the factors that contribute to adjustment. A review of the literature of previous findings and issues associated with mismeasurement are provided. Specifically, psychological (college self-efficacy) and sociocultural constructs (cultural congruity, attitudinal familismo, acculturation/enculturation) will be reviewed to understand the interactions and impact of these variables on level of psychological well-being. A mediation model predicting the psychological well-being of 138 Chicana/o undergraduates was tested, however mediation was not supported. The present study found that increased college self-efficacy predicted increased psychological well-being. Further, increased Anglo orientation was associated with increased cultural congruity, more positive perceptions of the university environment, and increased college self-efficacy. Increased attitudinal familism was associated with increased college self-efficacy. Lastly, cultural congruity, perceptions of the university environment, college self-efficacy, and attitudinal familism were all positively associated with psychological well-being. Limitations and future directions are discussed. (PsycINFO Database Record (c) 2012 APA, all rights reserved)

Hernandez, J. C., & Lopez, M. A. (2007). Leaking pipeline: Issues impacting Latino/a college student retention. In A. Seidman (Ed.), (pp. 99-122). Amityville, NY: Baywood Publishing Co. This chapter is reprinted from the Journal of College Student Retention: Research, Theory, & Practice. The continued growth of the Latino college-going population challenges college and university personnel to become better informed on the issues that affect persistence of this diverse group of students. This chapter reviews the current understanding of those personal, environmental, involvement, and socio-cultural factors influencing student retention. Specific recommendations to increase Latino persistence in higher education are included throughout the chapter. The chapter attempts to broadly report from the retention literature those factors that impact the persistence of Latino college students, and provides recommendations for appropriate institutional responses. (PsycINFO Database Record (c) 2012 APA, all rights reserved). (create)


The need for academic mentoring of ethnic minority doctoral students in counseling psychology has resulted in a call for training programs to build environments that not only provide financial assistance, but also work toward enhancing qualitative aspects of training that may be important in the students' preparations for future academic careers. This article describes the Western Interstate Commission of Higher Education's (WICHE) Doctoral Scholars Program that provides both external funding and strategies designed to encourage faculty--student mentoring. The extent to which WICHE has influenced doctoral training in the counseling psychology program at the University of Utah is described from the perspective of the WICHE director, a WICHE faculty mentor, and two WICHE doctoral scholars. The importance of the faculty mentor as a facilitative agent in the training of ethnic minority students and in helping them to prepare for careers in academia is highlighted. (PsycINFO Database Record (c) 2012 APA, all rights reserved)

Holmes, S. L., Ebbers, L. H., Robinson, D. C., & Mugenda, A. G. (2007). Validating African American students at predominantly white institutions. In A. Seidman (Ed.), (pp. 79-96). Amityville, NY, US: Baywood Publishing Co. This chapter is reprinted from the Journal of College Student Retention: Research, Theory, & Practice. The purpose of this chapter is to provide a review of research and theory focusing on
factors that have been cited as contributing to the retention and graduation of African-American students attending predominantly White institutions. The authors use recommendations cited in the literature to develop a model for predominantly White institutions to provide African-American students with positive learning experiences. While African-American students are the primary focus of this discussion, the model can be adapted to meet the needs of other minority students in higher education. (PsycINFO Database Record (c) 2012 APA, all rights reserved).


This qualitative study explored East and South Asian international students’ (N = 12) experiences with racial microaggressions at one Canadian university. Data were collected through unstructured, individual interviews. Using a modified version of the consensual qualitative research method (Hill, Thompson, & Williams, 1997), we identified six racial microaggressions' themes: (a) excluded and avoided, (b) ridiculed for accent, (c) rendered invisible, (d) disregarded international values and needs, (e) ascription of intelligence, and (f) environmental microaggressions (structural barriers on campus). In addition, we used the same approach to identify themes pertaining to the ways in which students coped with racial microaggressions: (a) engaging with own racial and cultural groups, (b) withdrawing from academic spheres, and (c) seeking comfort in the surrounding multicultural milieu. Microaggressions and coping themes differed based on country of origin and language proficiency. Implications for research and practice are discussed. (PsycINFO Database Record (c) 2014 APA, all rights reserved). (Journal abstract)


Reviews the book, *Creating Campus Cultures: Fostering Success Among Racially Diverse Student Populations* by Samuel D. Museus and Uma M. Jayakumar (Eds.) (2012). This book provides an excellent overview of often misunderstood and under-estimated aspects of creating an engaging campus culture for all students. This text attempts to address the challenge of moving beyond rhetoric and enacting concrete, evidence driven, practices which serve to honor the concept of equity. The editors and authors challenge administrators, faculty, and staff to re-examine the role they play in creating a campus culture that struggles to provide an environment for honest dialogue about the realities of students of color in the higher education system. It also addresses the personal biases individuals may have internalized which in turn keep marginalized groups from being fully empowered by those who are oblivious to the notion of being creators of a comfortable space for everyone. The authors present the difficult issues and then share successful practices and models, so it is clear that there is always a method or opportunity to be a change agent on campus. (PsycINFO Database Record (c) 2013 APA, all rights reserved)


Objective: Theories of minority stress posit that experiences of discrimination are stressful events with the potential to cause mental and physical illness. Although some empirical studies have demonstrated a positive linear association between perceived discrimination and a variety of health outcomes, 2 studies of African Americans have revealed that those of lower occupational status who report no discrimination have higher tonic blood pressure compared with those who report modest amounts of discrimination. The authors of the present study sought to determine if this provocative pattern of findings could be replicated using a different population and different health outcomes. Design: Gay and bisexual men (n = 361) were recruited through outreach to venues and community events and through advertising in local publications. They responded to survey questions using a self-administered paper questionnaire, the Internet, or a telephone. Main Outcome Measures: Men self-reported their frequency of nonprescription medication use, number of physician visits, and number of sick days from work during the past year. Results: Perceived discrimination interacted with participant education, yielding an association between discrimination and health outcomes that was curvilinear (U-shaped) among men with lower
education and an association that was positive among men with relatively higher education. Conclusion: This unusual pattern of results in gay and bisexual men replicates the findings from previous research with African American men and suggests that failing to recognize or acknowledge discrimination can have negative health consequences for some individuals from marginalized groups. (PsycINFO Database Record (c) 2012 APA, all rights reserved). (journal abstract)

Hurtado, S., & Carter, D. F. (1997). Effects of college transition and perceptions of the campus racial climate on Latino college students' sense of belonging. Sociology of Education, 70(4), 324-345. To clarify the conceptual underpinnings of V. Tinto's (1975) theoretical model of students' departure from college, the study presented here tested a conceptual model of the antecedents of sense of belonging to examine the extent to which Latino students' background characteristics and college experiences in the 1st and 2nd years contribute to their sense of belonging in the 3rd year. 272 Ss participating in the National Survey of Hispanic Students, a comprehensive longitudinal survey of college students' experiences, were studied. The study found that discussions of course content with other students outside class and membership in religious and social-community organizations are strongly associated with students' sense of belonging. First-year experiences have positive effects, while perceptions of a hostile racial climate have direct negative effects on students' sense of belonging in the 3rd year. The results suggest that greater attention needs to be paid to minority students' subjective sense of integration in campus life, temporal sequencing of college experiences, and new avenues for understanding students' adjustment to college. (PsycINFO Database Record (c) 2012 APA, all rights reserved)

Jessop, T., & Williams, A. (2009). Equivocal tales about identity, racism and the curriculum. Teaching in Higher Education, 14(1), 95-106. This paper is based on a small-scale study of the minority ethnic student experience at a small 'mainly white' university in the south of England. Students described their experience as broadly positive but suggested clashes of values in some areas of campus social life. Where the curriculum explored notions of culture, students valued the space to reflect on and nurture their identity, but most described the curriculum as patchily diverse. Students were ambiguous about racism, giving anecdotal evidence of its existence whilst downplaying its significance. The findings suggest that the Higher Education (HE) curriculum is a powerful but under-utilized tool in developing a more inclusive experience for all students. They further suggest that legal and institutional procedures are not a strong enough framework to combat racism, and that campuses with few minority ethnic students need to take a much more intentional approach to transforming the institutional culture. (PsycINFO Database Record (c) 2012 APA, all rights reserved). (journal abstract)

Johnson, D. R., Wasserman, T. H., Yildirim, N., & Yonai, B. A. (2014). Examining the effects of stress and campus climate on the persistence of students of color and white students: An application of bean and Eaton's psychological model of retention. Research in Higher Education, 55(1), 75-100. The current study examined the effects of stress and campus climate perceptions on the persistence decisions of students of color and White students using Bean and Eaton's (2000) Psychological Model of College Student Retention. A sample of first-year students (N = 1,491) at a predominantly White research university were survey enduring their second semester and their enrollment status was subsequently tracked after 2 years. Path analysis was conducted on the sample of students of color (n = 548) and White students (n = 943). Results indicated models that explained 27 % of the variance for students of color and 44 % of the variance for White students in persistence after 2 years of college. Among the initial 37 variables included in the models, 17 had significant direct and indirect effects on students' of color persistence including observing racism on campus, having comfortable academic interactions, stress related to the academic environment, and feelings about the campus environment. For White students, 13 variables had significant direct and indirect effects on persistence, including having opportunities for diverse peer interactions and comfortable academic interactions, stress related to the social environment on campus, and feelings about the campus environment. The discussion highlights the usefulness of the Bean and Eaton model for examining retention for students of color and White students. (PsycINFO Database Record (c) 2014 APA, all rights reserved). (journal abstract)

The researchers of this qualitative study conducted four focus groups to explore the college student experience of ethnic minorities in an institution of higher education. The purpose of the study was threefold: (1) to examine the experiences of ethnic minority students at a predominantly White institution, (2) to discuss the similarities and differences of the experiences among the four groups, and (3) to identify student perspectives on the delivery of student services in the institution. The study examined 35 (14 male and 21 female) African American, Asian-Pacific American, Chicano/Latino, and Native American student experiences at a research institution. Results are presented in 6 main areas: general campus climate; student experiences; student involvement; cross-cultural center; departmental units; and student recommendations. (PsycINFO Database Record (c) 2012 APA, all rights reserved)

Kee, C. E. (2013). Critical race theory and college readiness: A review of the literature. In J. S. Brooks, & N. W. Arnold (Eds.), (pp. 67-82). Charlotte, NC, US: IAP Information Age Publishing. The review of the literature search was undertaken to gain a better understanding of college readiness among minoritized populations through a Critical Race Theory (CRT) lens. A brief review of the literature relevant to CRT was established to identify major tenets of CRT that are germane to education and the topic of college readiness. It is hoped that this chapter will help in addressing the growing issues present within our educational systems that limit college preparation and consequently college access, and college completion, among minoritized students. More importantly, an examination of CRT and college readiness will uncover possibilities, inform teaching strategies, and challenge current policies that promote dominant cultural practices while failing to legitimize other cultures that possess less capital. This chapter is organized using three tenets of CRT as reported by multiple scholars, particularly Ladson-Billings (1998) that demonstrated a relationship between CRT and college readiness: curriculum and instution, assessment, and school funding. A brief review of the literature relevant to CRT and college readiness is presented to provide a foundational understanding prior to addressing the three tenets. (PsycINFO Database Record (c) 2014 APA, all rights reserved). (chapter)


examined the characteristics and attitudes of black students who persist in college / clarify the relationship among achievement motivation, family cohesion, and aspirations regarding the amount of education desired, the ideal number of children desired; and the importance of marriage in comparison to a job / a mail questionnaire was sent to . . . 310 black students / the 128 respondents] were unmarried, full-time undergraduates, ages 18-25 (PsycINFO Database Record (c) 2012 APA, all rights reserved). (chapter)


Many immigrants regard college education as the primary means for socioeconomic advancement and adaptation into U.S. society. Despite their growing numbers in American higher education, little is known about how immigrant students negotiate acculturative stress, social integration, cultural values, and academic engagement in college. Recent minority immigrants, who are more likely to be economically and linguistically disadvantaged than other students (Erisman & Looney, 2007), must balance their immigrant culture with the prevailing culture at predominantly White institutions (Harklau, 1998). Utilizing three complementary theoretical perspectives, Tinto’s (1975, 1987, 1993) student integration model, immigrant segmented assimilation theory (Portes & Rumbaut, 2001), and social capital theory (Bourdieu, 1986; Coleman, 1988; Lin, 2001), this study explores the critical role of cultural and social ties for immigrant students when integrating into college environments. The study explored how immigrant students negotiate a sense of belonging in the academic and social domains of college life through their network of social ties as a fundamental aspect of college persistence. Fifty-two ethnic minority immigrant students drawn from the 2006 entering freshman class at a predominantly White, public, doctoral
granting, residential institution in the Midwestern U.S. participated in the study. These students and their families regarded postsecondary education in the U.S. as their best opportunity for upward social mobility and economic advancement. The study indicated that in most cases students considered the cost of college education, geographic location, and college quality as the determining factors in university selection. During the first year of college, the students had to (a) overcome linguistic minority status, (b) negotiate parental expectations and familial relationships, (c) prioritize academic and social life, (d) break ethnic stereotypes and discrimination, and (e) acquire financial resources. Minority immigrant students' relations with parents, siblings, and peers, and in particular, campus social networks and ethnic subcultures played a critical role in their ability to navigate the academic and social worlds of college. The analysis revealed that despite a great deal of individual variations in their ethnic group identifications, minority immigrant students tend to build campus social networks with the same ethnic group and exhibit a strong bond with an ethnic subculture on campus. Through these networks, students were able to relate to others like themselves, build ethnic bonds and cultivate their ethnic identity, and mutually exchange help to acquire the patterns of behavior that enhance academic adjustment. A critical mass of their own ethnic group was necessary for students to form ethnic social networks. The university environment did not seem to play a positive role in enhancing greater ethnic integration. By providing a better understanding of the challenges immigrant student face during their first year of college, this study presents alternative ways of conceptualizing their college experiences and offers insights into the ways in which higher education institutions can aid these students and enhance their persistence in college. (PsycINFO Database Record (c) 2012 APA, all rights reserved).

Kim, E., & Green, D. O. (2012). Using qualitative methods to understand the experiences of female Korean doctoral students: Mining gender and racial stereotypes. In D. K. Nagata, L. Kohn-Wood & L. A. Suzuki (Eds.), (pp. 237-256). Washington, DC, US: American Psychological Association. The aim of this chapter is to demonstrate how a diversity framework can be applied to a qualitative study of an ethnocultural group, Korean women, to optimally uncover culturally relevant phenomena. More specifically, we describe how qualitative methods can be systematically used to explore racial and gender issues faced by Korean women who are seeking to advance their educational status. The chapter covers the entire process, starting with the research question and ending with validation. Throughout the chapter, we use the term Korean women to denote female South Korean citizens who temporarily reside in the United States for the purpose of graduate study at an American higher education institution. We used in-depth interviews to understand the lived experiences of 12 Korean women (aged 25-38 years) who have faced gender and racial stereotypes in a U.S. doctoral-degree program (Creswell, 2007; Lincoln & Guba, 1985; Mishler, 1986). The primary mode of data collection was open-ended, semi-structured interviews, which were used to elicit rich and pertinent information regarding educational experiences, perceptions of stereotypes, and coping strategies. Although the level of English proficiency varied among the participants, the majority had a good command of English. Most interviews were conducted in English with the option to speak in Korean. Three themes emerged from the study: (a) perpetuating the model minority myth (the Korean women's burden), (b) being "cute little Asian girls" versus being assertive women, and (c) coping strategies to defy the stereotypes. A brief explanation of each theme and corresponding responses from participants illustrate the core findings. (PsycINFO Database Record (c) 2013 APA, all rights reserved). (chapter)


Kobrak, P. (1992). Black student retention in predominantly white regional universities: The politics of faculty involvement. Journal of Negro Education, 61(4), 509-530. Discusses factors that contribute to the low retention rate of Black students at predominantly White universities (PWUs). While about 50% of White college students graduate in 6 yrs or less, only about 25% of minority students do so (D. M. Stewart, 1991). The author argues that to address this problem institutional arrangements in the university setting must be altered. Black and White activists inside and outside the university must rethink the steps necessary to
overcome prior academic preparation and enable disadvantaged Black students to achieve the academic integration necessary for their success at PWUs. The author discusses not only who exercises influence on Black student retention in higher education, but also who does not, and why they do not. Topics discussed include retention efforts in the pluralistic university setting, socially concerned White faculty, and use of a more intensive classroom format in retention efforts. (PsycINFO Database Record (c) 2012 APA, all rights reserved)

Kugelmass, H., & Ready, D. D. (2011). Racial/ethnic disparities in collegiate cognitive gains: A multilevel analysis of institutional influences on learning and its equitable distribution. Research in Higher Education, 52(4), 323-348. Although numerous studies have examined racial/ethnic inequalities in collegiate student outcomes, serious attention to disparities in post-secondary student learning has emerged only recently. Using a national sample of 35,000 college seniors and 250 diverse institutions from the Collegiate Learning Assessment, this study investigates the role of institutional characteristics in promoting the development of higher-order cognitive skills and the equitable distribution of these skills by student racial/ethnic background. Using three-level hierarchical linear models within an analysis of covariance framework, we find that the initial academic gaps that separate African American students from their White peers widen even further during college. Although substantial academic disparities exist between Hispanic and White students at both college entry and exit, Hispanic and White students gain academic skills at statistically comparable rates. Importantly, racial/ethnic differences in cognitive development vary across institutions partly as a function of institutional characteristics. In particular, even after accounting for a host of student- and institution-level characteristics, African American/White and Hispanic/White inequalities are somewhat smaller at colleges that enroll larger proportions of non-white students. However, these benefits of increased minority enrollments are contingent upon the academic backgrounds of students' peers, with academically weaker student enrollments in some cases negating the benefits of increased racial/ethnic diversity. (PsycINFO Database Record (c) 2012 APA, all rights reserved). (journal abstract)

Kwon, M. L. (2010). The impact of the model minority stereotype on Asian American college student leadership involvement. ProQuest Information & Learning). Dissertation Abstracts International Section A: Humanities and Social Sciences, 70(9-), 3369-3369. (2010-99050-575). Asian Americans are seen as the model minority and not needing any assistance within higher education, given their history of success. Although there is some research that indicates that Asian Americans face a glass ceiling and are underrepresented in leadership positions, little research has been conducted on leadership preparation for Asian Americans, especially in college where many of these skills are typically learned. Examining the experiences of Asian American college student leaders provides valuable knowledge about how these students were able to successfully navigate through their higher education experience and pursue a leadership position. This study utilizes qualitative methodology to help understand how Asian American college students experience, interpret, and perceive their race as playing a role in their leadership participation. A semi-structured interview approach was utilized to interview twenty-four Asian American college students who were current leaders within extracurricular organizations at two highly selective public universities in California. Twelve paid university staff members who worked closely with Asian American college students at the same two universities, including faculty, student support services, and administration, were also interviewed to obtain a more informed and multidimensional perspective. The interviews explored the experiences of Asian American student leaders and the institutional factors that Asian Americans perceived as either enabling or inhibiting the pursuit of leadership opportunities. The results reported are divided into six distinct categories: entry into leadership, levels of support, campus, being Asian American, model minority stereotype, and Asian American leadership. First, the reasons why students became involved in student organizations, what lead them to pursue leadership positions within those student organizations, and benefits that students saw as a result of their participation and leadership in student organizations are discussed. Next, different levels where students might receive support for their leadership in general and their Asian American leadership are investigated. Then, campus dynamics and being Asian American is explored. Further, students described how the model minority stereotype influenced their lives. Lastly, Asian American leadership is explored, including how Asian Americans have not yet had the chance to become
leaders and Asian Americans not being encouraged to become leaders. (PsycINFO Database Record (c) 2012 APA, all rights reserved)

Lang, M., & Ford, C. A. (1988). Black student retention in higher education. This collection of readings focuses on the serious problems in the recruitment, enrollment, and retention of Blacks in higher education in America. The contributors discuss a wide range of ideas, issues and strategies related to students' coping abilities, to teaching strategies which aid student retention, and to summaries of campus-wide advising, counseling and the programs to help minority students stay in school. Specific address such topics as: retention of disadvantaged students, the Black collegian advisement program at Kennesaw College, using paraprofessionals as a retention resource, an explanatory model of grade performance and attrition, and many others. (PsycINFO Database Record (c) 2012 APA, all rights reserved). (preface)

Lang, M., Ford, C. A., & Cole, C. A. (1992). Strategies for retaining minority students in higher education. During the past decade minority access and retention in higher education has become...one of the most salient issues in American higher education. The papers presented in this volume cover a broad spectrum of the scope of retention efforts nationwide. In fact, they examine ideas from the conceptual and empirical to the practical dimensions of research and programs on access and retention. We wanted to provide in this volume some sense of the range of practical model programs and strategies that are in place already at institutions and some research findings to validate the effectiveness of such programs. (PsycINFO Database Record (c) 2012 APA, all rights reserved). (preface)

This research study examined the experiences of African American Ph.D. students at a predominately White Carnegie I Research institution in the Mid-West Region of the United States. Given the current statistics in higher education, fewer African Americans are receiving terminal degrees from the nation's top universities. In order to understand this trend, African Americans who were currently enrolled in a Ph.D. program and recent graduates from this Ph.D. program were interviewed to examine their experiences in matriculating through their program and also dealing with the other "intangibles" of being an African American at a predominately White Carnegie I institution. This study used a qualitative research design with retrospective interviews (Reiff, Gerber & Ginsberg, 1997). Key themes that emerged from this study were: (1) Feelings of Isolation, (2) We Stand Out, (3) Relationships with Peers, and (4) Negotiating the System. Key recommendations were made based on the data from this study to improve the Ph.D. training of African American students at predominately White universities. (PsycINFO Database Record (c) 2012 APA, all rights reserved). (journal abstract)

Assessed the extent and nature of sociocultural alienation and academic satisfaction among ethnic minority students, whether minority and White students differed in these concerns, and similarities between the 2 groups. Open- and closed-ended questions were used in interviews of a nonrepresentative sample of 109 minority students (e.g., Chicanos, Blacks, Asian-Americans) and 54 White students of a public university in California. Class background, family income, and parental occupational/educational attainment were examined. Findings indicate that minority Ss felt alienated despite quality curricula and programs and accessible faculty. Minorities' and Whites' perceptions differed regarding university support for minorities but were in agreement regarding the existence of sociocultural difficulties. Recommendations are made concerning the establishment of supportive environments, increased minority representation on campus, student support services, socioeconomic betterment, and the need for countering racism. (30 ref) (PsycINFO Database Record (c) 2012 APA, all rights reserved)

This longitudinal study examines minority status stress and sociocultural orientation among Latino freshmen as they enter a predominately White, elite, private institution. The study finds Latino freshmen report experiencing racism. Students respond to racism by developing an alienated sociocultural orientation and beginning to see their Latino peers as a source of support. (PsycINFO Database Record (c) 2012 APA, all rights reserved). (journal abstract)


This study examined the within-group differences in adjustment to college among Latino college students. Surveys measured participants for degree of precollege multicultural exposure, current concerns, minority student stress, social resources, and sociocultural orientation. The findings suggested that the transition into a predominately White, highly selective institution was different for Latino students based upon multicultural exposure in their high school context. (PsycINFO Database Record (c) 2013 APA, all rights reserved). (journal abstract)


The dissertation is a nine month longitudinal study of psychosocial stress, coping behavior, and psychological adjustment among a group of incoming Latino students during their first year at Stanford University. The study used a stress and coping theoretical framework and sought to learn about the psychosocial stress Latino students experience during the transition into college and how they coped with stress. Both qualitative and quantitative methods were utilized. Quantitative survey data were collected in the Fall and Spring during the freshman year from 111 entering students. Qualitative data consisting of interviews were collected from 24 students during the Winter quarter. No significant differences were found for universal stresses. However, it was found that while intragroup minority status stresses decreased over the year, racism stresses increased. Qualitative data revealed that students with a darker skin complexion perceived more racism. Differences with regard to previous multicultural exposure were found for many universal and minority status stress indices. The cultural incongruity faced by Latino students who had less exposure to majority culture prior to college was associated with higher levels of both universal and minority status stress. However, by the end of the year levels of stress for students who were exposed primarily to other Latinos before entering college decreased. There were no significant differences by precollege multicultural exposure with regard to stress levels at the end of the year. Students were more likely to report an assimilated sociocultural orientation at the beginning of the year. However, as reports of racism increased over the academic year more students reported feeling racially alienated from the university environment. Students who experienced more psychological symptoms during the first few months of the college transition were from public high schools and had fewer contacts with white students prior to college. The results from this study suggest that stress related to racial issues becomes more salient over time. Moreover, students who have had less exposure to white students, come from the working class, and who have darker complexion are more likely to experience difficulty during the transition year to Stanford University. Efforts to integrate Latino students into the academic and social aspects of the university environment (e.g., participation in class discussions, clubs, organizations, and peer groups) can increase positive outcomes for students who are at-risk for experiencing difficulty in an elite institution of higher education. (PsycINFO Database Record (c) 2012 APA, all rights reserved)


Assessed satisfaction with the university environment among 60 disadvantaged Black, Chicano, Native American, and Asian-American students enrolled in the university educational opportunity program. These Ss and 30 White and 30 foreign-born students were interviewed about their backgrounds, educational aspirations, preparation for higher education, satisfaction with university classes, and positive and negative perceptions of their university experience. All Ss
generally expressed equally positive perceptions of university life. Proposed solutions to their special problems (e.g., social isolation, finances) were directed more toward the university than toward students. Minority students expressed more negative perceptions on only 3 of 9 satisfaction items: administration attitudes toward minority students, facilities, and lack of opportunities for social interaction. Large classes and an uninterested faculty were the main disappointments for all Ss. Recommendations for improvement were more university- than student-centered (e.g., Ss asked for more financial aid, more minority faculty and students, and more ethnic studies classes). (6 ref) (PsycINFO Database Record (c) 2012 APA, all rights reserved)

Lynn, M., Bacon, J. N., Totten, T. L., Bridges, T. L. I.,II, & Jennings, M. (2010). Examining teachers’ beliefs about African American male students in a low-performing high school in an African American school district. Teachers College Record, 112(1), 289-330. Background/Context: The study examines teachers’ and administrators’ perspectives on the persistent academic failure of African American male high school students. The study took place between 2003 and 2005 in a low-performing high school in Summerfield County, a Black suburban county in the Mid-Atlantic region of the United States with a poverty rate below 8%, according to the 2000 United States census. At the time of the study, there were a number of initiatives across the state designed to address what was being referred to as “the minority achievement gap.” The researchers—most of whom were African American faculty and graduate students at the University of Maryland—were interested in understanding what teachers and other school personnel such as counselors and administrators would have to say about why African American students, particularly males, tended to persistently underperform on standardized measures of achievement, had higher rates of suspension and expulsion from school, were overrepresented in special education, and had significantly higher dropout rates than all other subgroups in this mostly Black and middle-class suburban school district. Purpose and Research Questions: In the present article, we build on the work of scholars of critical race studies in education and scholars concerned about teachers’ impact on student achievement to explore teachers’ beliefs about African American students, and we discuss the possible implications for African American males in troubled schools. We used critical race ethnographic methods to collect data on the following research questions: (1) How does a low-performing high school in a low-performing school district cope with the persistent problem of African American male underachievement? (2) In particular, how do teachers and administrators understand the problem? (3) How might this impact their ability to work successfully with African American male students? Setting: The study took place in Summerfield County, a majority-Black suburban county in the Mid-Atlantic region of the United States. The county is known as the wealthiest Black county in the nation. With over 100,000 students, its school district is one of the largest and lowest performing in the state. At the time of the study, the district was ranked 23rd out of 24 districts in the state in measures of standardized achievement. The research took place in a midsized all-Black high school in a section of the county that is contiguous with one of the poorer sections of a nearby city. The high school, with a 99% Black population of slightly fewer than 1,000 students, was one of the lowest performing high schools in the district. Participants: The main participants in the study consisted of two groups: (1) a sample of 50 teachers, administrators, and counselors, and (2) a subsample of 6 teachers in art, music, technology, social studies, and math who participated in ongoing individual interviews, a focus group, and classroom observations. Research Design: This study involved a series of focus groups, formal and informal interviews with teachers, counselors, and administrators, and 18 months of ethnographic observations in the school. Conclusions: Researchers found that school personnel overwhelmingly blamed students, their families, and their communities for the minority achievement gap. In short, the school was pervaded by a culture of defeat and hopelessness. Ongoing conversations with a smaller group of teachers committed to the success of African American male students revealed that the school was not a safe space for caring teachers who wanted to make a difference in the lives of their students. (PsycINFO Database Record (c) 2012 APA, all rights reserved). (Journal abstract)

McCorry-Andalis, C. (2014). Academic and social adjustment of students transitioning from an early college high school program to an institution of higher education. ProQuest Information & Learning). Dissertation Abstracts International Section A: Humanities and Social Sciences, 74(10-
Historically, minority and low-income populations have faced numerous challenges in achieving a higher education, particularly students of Latino descent. Gandara and Contreras (2009) explain that Latinos are the fastest growing population in the United States and yet academically, they are further behind than any other ethnic group in the nation. However, as the nation continues to grapple with how best to educate its children, and programs such as early college high schools grow in popularity, a viable solution to closing the academic achievement gaps of minority students, it is more important than ever that there is an understanding of how these programs impact students’ academic and social adjustment to a four-year institution. Although designed to reduce time to degree and remove significant financial barriers to obtaining a college degree, the question as to whether early college high schools are preparing students well enough for the eventual academic and social adjustment to a four-year institution is a relevant one. This study examined academic and social adjustment of students who participated in an early college high school and matriculated to a four-year, public, research institution after completing 60 hours of college coursework thus academically classified as juniors as compared to students who had attended a traditional high school, matriculated to the four-year, public institution as freshmen and at the time of the study were classified as juniors. (PsycINFO Database Record (c) 2014 APA, all rights reserved)

McGregor, L. N. (2006). Teaching and mentoring racially and ethnically diverse students. In S. F. Davis (Ed.), (pp. 164-169). Malden: Blackwell Publishing. Although minority students face many concerns that are similar to those of nonminority counterparts, they also encounter additional barriers and concerns that must be addressed. Issues regarding trust, cultural emphases on deference to authority figures, and the influence of extended family are only a few factors that often plague minority students. The effective mentoring of ethnically and racially diverse students requires commitment from the proteges, understanding and commitment from mentors, and support from academic institutions. (PsycINFO Database Record (c) 2012 APA, all rights reserved). (create)

Meacham, J., McClellan, M., Pearse, T., & Greene, R. (2003). Student diversity in classes and educational outcomes: Student perceptions. College Student Journal, 37(4), 627-642. How does increased diversity of backgrounds and experiences of undergraduate students affect teaching and learning activities in our classes and the educational outcomes for those students? A questionnaire about the likelihood of various teaching and learning activities and educational outcomes was completed by 117 undergraduate students (93 white, 24 minority) at a public research university. The students both white and minority perceived three educational outcomes as likely to be facilitated when there are more rather than fewer minority students in classes: cultural knowledge and awareness, recognizing the complexity of issues, and learning to work with people who are different. The students’ perceptions provide evidence that traditional purposes of higher education, including general education learning goals, are facilitated for all students and not merely minority students when there is a diverse student body. (PsycINFO Database Record (c) 2012 APA, all rights reserved). (journal abstract)

Miles, J. R., & Kivlghan, D. M. J. (2012). Perceptions of group climate by social identity group in intergroup dialogue. Group Dynamics: Theory, Research, and Practice, 16(3), 189-205. This study examined how individuals from social identity groups with differing levels of societal power and privilege perceived the group climate of five intergroup dialogue groups at a large university. Over the course of seven weeks, dialogue participants from social identity groups who are the targets of societal oppression (e.g., lesbian, gay, bisexual, and transgender people; people of color; women) perceived significant increases in engagement within the group climate, and significant decreases in conflict. However, dialogue participants from agent social identity groups (e.g., heterosexual people, White people, men) did not perceive any significant changes in engagement or conflict over the course of the groups. Neither those from the target social identity groups, nor those from agent social identity groups perceived significant changes in levels of avoidance over time. These findings are discussed in relation to a four-stage, critical-dialogic model of intergroup dialogue. (PsycINFO Database Record (c) 2012 APA, all rights reserved). (journal abstract)

Resilient factors affecting the retention and completion of American Indian people in higher education were explored using qualitative methods. Interviews were conducted with 14 American Indian students or graduates regarding personal, familial, and tribal experiences that influenced their interest, persistence, and adjustment in higher education. Interviews were audiotaped, transcribed, and analyzed for common themes. Results indicate the importance of Indian traditions in the areas of internalized resiliency characteristics, ways of learning, developing an academic identity, and perceptions of social support systems. A description for Indian tradition in each of these factors is portrayed with the words of the students and graduates. Implications regarding the need for personal and institutional responses that are perceived as authentic by American Indian students are discussed. (PsycINFO Database Record (c) 2012 APA, all rights reserved). (journal abstract)

Correction Notice: An Erratum for this article was reported in Vol 5(2) of Journal of Diversity in Higher Education (see record rid[2012-10864-001/rid]). There is an error in Figure 1. There should be an arrow going from the "Connections to Campus Cultures" construct to the "Racial & Ethnic Minority Student Success" construct in the conceptual model. Less than one-half of all underrepresented racial and ethnic minority students who begin college at a 4-year institution with aspirations to earn a bachelor's degree achieve that goal within 6 years. The aim of this study was to identify and analyze the institutional factors that contribute to racial and ethnic minority student success at three predominantly White institutions with high and equitable underrepresented racial and ethnic minority student retention and graduation rates. Sixty-five individual interviews were conducted, and documents were collected across these three high-performing colleges. From the analysis of those interviews and documents emerged four common and salient elements of the institutional cultures that promote success among students of color at the three campuses. Implications for research and practice are discussed. (PsycINFO Database Record (c) 2012 APA, all rights reserved). (journal abstract)

Reports an error in "Generating Ethnic Minority Student Success (GEMS): A qualitative analysis of high-performing institutions" by Samuel D. Museus (Journal of Diversity in Higher Education, 2011Sep], Vol 43), 147-162). There is an error in Figure 1. There should be an arrow going from the "Connections to Campus Cultures" construct to the "Racial & Ethnic Minority Student Success" construct in the conceptual model. (The following abstract of the original article appeared in record rid[2011-05316-001/rid].) Less than one-half of all underrepresented racial and ethnic minority students who begin college at a 4-year institution with aspirations to earn a bachelor's degree achieve that goal within 6 years. The aim of this study was to identify and analyze the institutional factors that contribute to racial and ethnic minority student success at three predominantly White institutions with high and equitable underrepresented racial and ethnic minority student retention and graduation rates. Sixty-five individual interviews were conducted, and documents were collected across these three high-performing colleges. From the analysis of those interviews and documents emerged four common and salient elements of the institutional cultures that promote success among students of color at the three campuses. Implications for research and practice are discussed. (PsycINFO Database Record (c) 2012 APA, all rights reserved)

Racial minority student persistence is of paramount importance to higher education policymakers and practitioners. This study was aimed at understanding racial differences in the direct and indirect effects of campus racial climate on degree completion using structural equation modeling
techniques and a nationally representative sample. The findings of this analysis highlight the importance of examining conditional effects and indicate that students from disparate racial backgrounds may experience and react to their campus racial climates in different ways. Implications for research and practice are discussed. (PsycINFO Database Record (c) 2012 APA, all rights reserved). (journal abstract)

Six of every 10 Black and Latina/o undergraduates who begin higher education at a four-year institution will fail to earn a bachelor’s degree within six years. These low rates of attainment are accompanied by negative consequences for individual students and the larger society. Consequently, scholars have advocated for the importance of considering new perspectives of minority college student persistence in higher education research. This study is aimed at generating a new intercultural framework for understanding racial/ethnic minority student persistence processes using existing literature and the voices of students of color. Implications for future research and practice are discussed. (PsycINFO Database Record (c) 2012 APA, all rights reserved). (journal abstract)

We used longitudinal data from Cohorts I and II of the Gates Millennium Scholars (GMS) Program to test whether this intervention program being a STEM (science, technology, engineering, and mathematics) undergraduate major helped underrepresented students transition into graduate degree programs in 2006–2007. We found that being a GMS Scholar increased the odds of being currently enrolled in a graduate program and in a STEM graduate field, regardless of whether the student was a STEM undergraduate major. We also found that STEM undergraduate majors were more likely to transition into these graduate degree programs, and that being an undergraduate STEM major was especially beneficial to GMS Scholars. These findings varied considerably across underrepresented groups. We found that undergraduate intervention programs can both retain and insert underrepresented students at the STEM graduate level, thus potentially adding needed diversity at these educational levels. (PsycINFO Database Record (c) 2012 APA, all rights reserved). (journal abstract)

Examined racial equality in students' performance and in their college experience from survey responses of 4,094 students (50% were Black, 50% were White) and 706 faculty members (30% were Black, 70% were White) from 30 US colleges and universities. The criterion variable of performance was students’ cumulative college grade point averages (CGPAs); the predictor variables were 31 student, faculty, and institutional characteristics. Findings show that the strongest predictor variables of CGPAs at the bivariate level were high-school grade point average, interfering problems, SAT score, age, study habits, academic integration, total enrollment, and socioeconomic status (SES). None of the 5 faculty scales had a strong relationship with CGPA. There were 4 significant interactions with race: SAT scores, student satisfaction, peer group relations, and interfering problems. Black and White students were significantly different in terms of the type of high school attended, their transfer status, gender representation, majority/minority status, housing patterns, and degree aspirations. The quality of their college experience also differed significantly for Black and White students. (42 ref) (PsycINFO Database Record (c) 2012 APA, all rights reserved)

The concept of fitting in at a particular college has been linked to student persistence. Studies have identified habitus and cultural capital, psychosocial factors associated with a student’s fit at a particular institution. This study examined the dimensions of precollege psychosocial factors,
determined the extent to which those factors were reflected in students' college choices, and established the effects those factors exert on measures of student satisfaction. Overall, students choose colleges where they experience comfort, acceptance, and fit. (PsycINFO Database Record (c) 2012 APA, all rights reserved). (journal abstract)

Linguistic minority students have been both under-researched and underserved in the context of research on minority students' access to and retention in higher education. The labels ascribed to them have typically failed to capture the complexity of their identities. Additionally, much of the literature in higher education on minority students' access and retention has focused on structural barriers rather than on how students negotiate these barriers. By bringing linguistic minority students into the forefront of this conversation, we show how four linguistic minority female students draw on their community cultural wealth and different forms of capital (Yosso, 2005) to access and navigate college while experiencing differing advantages and disadvantages based on institutional labeling. By employing critical race theory and its conceptualization of capital, we illustrate how students use, resist, and negotiate labels in attempts to access resources and services at a four-year institution. We conclude by calling for more research on this population as well as additive university practices and policies that reflect the richness of linguistic minority student identities. (PsycINFO Database Record (c) 2012 APA, all rights reserved). (journal abstract)

This qualitative study of 11 Black male students who entered a public historically Black college and university (HBCU) as academically under-prepared and persisted to graduation, provides insight into the ways in which family promotes academic success for Black male students at a public HBCU. The study's findings encourage practitioners at HBCUs to reassess the relationship between family involvement and academic success for Black male students. Further, the findings affirm the justification to revise Tinto's theory of student departure to account for relationships minority students have with support networks outside the campus milieu. (PsycINFO Database Record (c) 2012 APA, all rights reserved). (journal abstract)

In this article, the authors compare Chinese American post-secondary educational attainment with that of White Americans and, in identifying those factors that most strongly account for success, argue that commonalities exist among social structural factors, while distinct differences are evident among cultural capital factors. The article rejects the notion of minority assimilation as the source of success and suggests that Chinese and White cultures, in promoting education, are harmonious but different. Among the most commonly touted elements of the Model Minority analogy is high academic achievement among Asian Americans. The assertion of high achievement among Asian Americans is not without severe critics, particularly when asserted across the board for all subgroups among Asian Americans. However, when we isolate groups, such as Chinese Americans, or even further isolate immigrant generations, we find clear evidence of academic achievement at least on par with, and in some cases surpassing, achievement among White Americans. In looking specifically at Chinese Americans, several types of explanations can be found in the literature. The two broadest types focus either on structural or cultural factors thought to contribute to achievement. By its very nature, the cultural explanation must identify beneficial elements of one culture as compared to less-beneficial or even detrimental elements of another culture. The structural explanation places its focus on conditions seen to constrain behavior and limit opportunity. This study is a first step in trying to draft a methodology that will allow for further quantitative analysis of cultural factors and will eventually lead to a comprehensive analysis of the strength and direction of the relationships between structural and cultural variables and academic achievement and attainment among Asian Americans. Using secondary analysis of the National Educational Longitudinal Survey: 1988-2000
AfricAvenir ReScreens the South African cult film
"Of Good Report"
With actress Lee-Ann van Rooi in attendance

On Thursday, 25 September 2014 at 7 pm, AfricAvenir invites to a ReScreening of South African cult film "Of Good Report" at the Goethe-Centre Windhoek.

South African actress, Lee-Ann van Rooi, playing the investigating police officer in the film, will attend the screening.

The re-screening of "Of Good Report" by AfricAvenir takes place as part of the Namibia Film Week 2014, organised by the Filmmakers Association of Namibia (FAN). Thank you to their support.

Entrance: 30,- NS
Age restricted: 16 years and older! Please bring your IDs with you!
Trailer: http://www.youtube.com/watch?v=7hnpq1LdJJU

The South African fiction film "Of Good Report" was directed by Jahmil XT Qubeka, and produced by Michael Auret and Luzuko Dilima in 2013. The film length is 109 minutes.

After AfricAvenir's initial screening in January in Windhoek, the film won many awards globally, most noteworthy: It was the biggest winner at the South African Film and TV Awards (SAFTA) and took the most significant prizes at the 10th AMAA's in Nigeria.

SAFTA: Best feature film, best director, writing team, best actor (Mothusi Magano), best supporting actor (Tshamano Sebe) and best supporting actress (Tina Jaxa).
data set, the authors identify variables and groups of variables that operationalize cultural factors allowing for analysis through quantitative methods. The study first demonstrates academic success among Chinese Americans when compared with White Americans and then explores the links between social structural positions and cultural components in explaining the apparent academic success of Chinese Americans when compared to White Americans. (PsycINFO Database Record (c) 2012 APA, all rights reserved). (journal abstract)


begins with "the assumption that, through education, citizens can develop the means of ensuring mobility and access to the power and control necessary to influence directly the course of their lives is fundamental to the existence of a democratic society" summarizes the educational establishment response to this premise / determines that, in our attempts to create an institutional climate that honors diversity, there are no historical models to consider argues that we must engage in pioneer efforts "to alter the culture and consciousness of the higher education setting if we are to create institutions that support diversity" defines and discusses eight steps to build and maintain the necessary climate / 1. establishing institutional commitment / 2. creating a culturally diverse faculty / 3. creating a culturally diverse administration / 4. creating a culturally diverse student body / 5. creating student-faculty support systems / 6. generating financial aid funds / 7. altering the core curriculum / 8. preparing for the consequences of change (PsycINFO Database Record (c) 2012 APA, all rights reserved). (book)


Examined how students of color and White students at a predominantly White state university responded to a survey that addressed race relations on their campus. 412 undergraduate students (aged 23–30 yrs) responded to a 33-item survey that included questions about their own demographic characteristics and their perceptions of the racial climate, student support services, multicultural education courses, and attitudes about cultural diversity on their campus. The analyses help to gauge the progress that higher education institutions have made toward achieving access and equal opportunity for all Americans. Results reveal that there are areas in the interaction between students of color and White students in which institutional leadership can be effectively exercised to ensure a campus climate that values diversity. (PsycINFO Database Record (c) 2012 APA, all rights reserved)


Private universities can have effective programs for recruiting minority students. In addition to a strong admissions team and president who are committed to diversity, targeted programs that reach smaller populations of minority students create the opportunity to link those students to the college experience. Among the most successful at the University of Indianapolis is the Academy of Finance, in which high school students are taught by a college professor. In addition, partnerships with organizations such as 100 Black Men, Black Expo, and College Summit provide the platform to create personal friendships and mentorships that open the door to college entrance for many minority students. (PsycINFO Database Record (c) 2012 APA, all rights reserved). (journal abstract)


This paper examines linguistic diversity among minority ethnic undergraduate students categorised as from widening participation backgrounds in a new university in London. All students are British born and educated and from working-class families. The paper considers how the students negotiate multilingual and bidialectal identities within the context of an academic writing programme regarded as providing English language remediation. Firstly, there is a consideration of how the students position their heritage languages in relation to English. It identifies three key ways in which the students adopt multilingual identity positions in the
academic community, showing how these allow the students to display weaker to stronger affiliation to heritage languages in the setting. Secondly, there is an exploration of how the students adopt bicultural identity positions to contrast the 'posh' (standard English) practices of the academic community with the 'slang' (vernacular English) language practices of their peers. It considers ways in which the 'posh/slang' binary enables the students to establish social networks and negotiate their positioning as in need of English language remediation. The paper argues for an imagining of English-medium universities as multilingual spaces in which the linguistic diversity of non-traditional minority ethnic students is viewed primarily as an asset, rather than as a problem. (PsycINFO Database Record (c) 2012 APA, all rights reserved). (journal abstract)

Pyne, K. B., & Means, D. R. (2013). Underrepresented and in/visible: A hispanic first-generation student's narratives of college. Journal of Diversity in Higher Education, 6(3), 186-198. Despite improvements in the rates of college admission over the past few decades, college persistence, retention, and graduation rates continue to be problematic for underrepresented students—students of color and from low-income and/or first-generation families. This article presents a case study of a female, first-generation, low-income Hispanic student during her 1st year at a highly selective, private, predominantly White university. Drawing on critical race theory and qualitative research methodologies, it explores and understands key incidents prior to matriculation and throughout 2 semesters, focusing on those connected to racial, ethnic, and socioeconomic identities, as well as social and academic interactions and relationships. It centers discussion on the lived experiences and insider's perspectives of a historically marginalized student, stories often omitted from the research or hidden within the broader statistics on success and failure. Using the metaphor of invisibility/visibility to capture ongoing tensions, it highlights her strategies for success while deconstructing the superficial social and institutional discourses that work against her and create hidden stress, struggle, and doubt. It paints a complex portrait of what “success” may look like for such students in our current higher educational spaces. (PsycINFO Database Record (c) 2013 APA, all rights reserved). (journal abstract)

Reay, D., Davies, J., David, M., & Ball, S. J. (2001). Choices of degree or degrees of choice? class, 'race' and the higher education choice process. Sociology, 35(4), 855-874. Examined how class and race issues interrelate in the education choice processes of higher education applicants. 502 12th and 13th grade and further education students completed questionnaires. 53 students also completed interviews and participated in focus groups. As well, intermediaries and parents completed interviews concerning the effects of individual, peer group, familial, and institutional influences and processes on Ss' choice making. Results show that the choice making of middle-class and working-class Ss was very different, and the higher education they confronted and anticipated were different and separate. Class tendencies were compounded by race: just as most working-class Ss ended up in less prestigious institutions, so did most Ss from minority ethnic groups. The combination and interplay of individual, familial, and institutional factors produced very different opportunity structures. Findings suggest that the most powerful and pervasive influences on education choice processes are class and racial inequalities. (PsycINFO Database Record (c) 2012 APA, all rights reserved)

Reddick, R. J., Welton, A. D., Alsandor, D. J., Denyszyn, J. L., & Platt, C. S. (2011). Stories of success: High minority, high poverty public school graduate narratives on accessing higher education. Journal of Advanced Academics, 22(4), 594-618. Worrisome trends in achievement have been identified for students of color in high minority, high poverty (HMHP) high schools, as they are less likely to attend college and encounter greater challenges in accessing higher education than peers in wealthier schools. To address this inequity, this article presents descriptions of how these school environments affect the motivation and attitudes of students of color in an urban Texas context considering postsecondary education, and examines how this population utilized and leveraged forms of capital to achieve their postsecondary goals. Findings from the qualitative study revealed that students found support for their higher education goals through invested teachers, counselors, community members, and peers, though they encountered unsupportive examples from these populations as well. Additionally, participants negotiated stereotypes about their schools and
communities, while holding positive attitudes about their communities. Given the fact that Texas, like many other states, is an emerging majority-minority state and residential segregation is increasing across much of the nation, this article contributes to our knowledge of how an often-neglected population successfully realizes their college aspirations. At a time when more complex issues of desegregating schools and communities continue to be discussed in the public policy arena, the authors provide recommendations to researchers, educators, and parents invested in ensuring that students in HMHP high schools access college. (PsycINFO Database Record (c) 2012 APA, all rights reserved). (journal abstract)

Richardson, J. T. E. (2011). The academic engagement of white and ethnic minority students in distance education. Educational Psychology, 31(2), 123-139. At UK institutions of higher education, the academic attainment of White students tends to be higher than that of students from other ethnic groups. A postal survey of Open University students found very little difference in academic engagement in those from different ethnic groups. The differences in pass rates and course grades remained statistically significant even when any effects of differences in academic engagement had been controlled. This is consistent with previous findings that quantitative variations in the attainment of students from different ethnic groups are not reflected in concomitant qualitative variations in their experience of higher education. The explanation for the attainment gap in ethnic minority students must be sought elsewhere than in the nature of their experience of higher education. (PsycINFO Database Record (c) 2013 APA, all rights reserved). (journal abstract)

Riggle-Crumb, C., & Callahan, R. M. (2009). Exploring the academic benefits of friendship ties for Latino boys and girls. Social Science Quarterly, 90(3), 611-631. Objectives: We examine how the racial/ethnic and generational status composition of Latino students' friendship groups is related to their academic achievement and whether there are differential effects by gender. Methods: We use multivariate regression analyses to examine the effects of friends' characteristics on Latino students' end of high school grades, utilizing data from the Adolescent Health and Academic Achievement Study (AHAA), and its parent survey, the National Longitudinal Study of Adolescent Health (Add Health). Results: For Latina girls, there are positive effects of having more friendship ties to third-plus-generation Latino peers in contrast to dominant culture peers; yet Latino boys benefit academically from ties to all co-ethnic peers. Having friends with higher parental education promotes achievement of both genders. Conclusion: Our results counter notions of a pervasive negative peer influence of minority youth and suggest that co-ethnic ties are an important source of social capital for Latino students' achievement. (PsycINFO Database Record (c) 2012 APA, all rights reserved). (journal abstract)

Rios-Aguilar, C., & Kiyama, J. M. (2012). Funds of knowledge: An approach to studying Latina(o) students' transition to college. Journal of Latinos and Education, 11(1), 2-16. A feature of the existing literature on minority students' transition to college is the preponderance of models that have "imagined" what students (and their families) need to have in order to be successful. In this paper we discuss how the theoretical framework of funds of knowledge can be used by researchers in higher education to challenge these models and to study Latina(o) students' college preparation, college access, and development of career aspirations. (PsycINFO Database Record (c) 2012 APA, all rights reserved). (journal abstract)

Rivas-Drake, D., & Mooney, M. (2009). Neither colorblind nor oppositional: Perceived minority status and trajectories of academic adjustment among Latinos in elite higher education. Developmental Psychology, 45(3), 642-651. As more Latinos experience upward social mobility, it is increasingly necessary to challenge oppositional cultural assumptions to explain how perceived minority status barriers may influence their academic achievement. The present study builds on previous work that identified 3 distinct minority status orientations among Latino college students entering elite colleges—which the authors call assimilation, accommodation, and resistance. Using data from the National Longitudinal Survey of Freshmen, the authors examined how these orientations influence Latino students' academic and social adjustment from their freshman to junior years of college. Latino students who most strongly questioned the openness of the opportunity structure to ethnic minorities—resisters—reported similar grades and time spent studying as their counterparts who
perceived less ethnic and racial inequities. In addition, resisters did not disengage from their social environment but rather became increasingly involved in campus activities outside the classroom during their college career. Implications for understanding ethnic minority individuals’ interpretations of social stratification in well-resourced, high-achieving contexts are discussed. (PsycINFO Database Record (c) 2012 APA, all rights reserved). (journal abstract)

While many selective and moderately selective schools have attempted to increase the numbers of low-income students and students of color in their student body, few have successfully done so. In this qualitative case study, I examine the efforts of an elite, private, liberal arts school, Amherst College, as it increased the socioeconomic diversity of its student body, and I highlight the College's comparative success in this endeavor. Using Bourdieu’s social reproduction theory as an analytic frame, I argue that Amherst's success is a result of its historic commitment to diversity and equality as well as its contemporary initiatives and the combination of multiple efforts that transcend simple rhetoric. These initiatives include widening the applicant pool by intensifying recruitment efforts and broadening definitions of merit, hiring a dynamic president as the voice and leader of the diversity movement, and garnering widespread institutional support. This article also includes a survey of the status of low-income students and students of color in the nation’s colleges and universities over time and a brief history of diversity trends in higher education since World War II. (PsycINFO Database Record (c) 2012 APA, all rights reserved). (journal abstract)

Despite substantial efforts across postsecondary education to increase minority participation in study abroad, the homogeneity of study abroad participants remains largely unchanged (Dessoff in Int Educ 15(2):20-27, 2006; Shih in http://diveeseaducation.com/article/13193/study-abroad-participation-up-except-among-minority-students.html, 2009). This study applies an adaptation of an integrated student choice model (Perma in Higher education: Handbook of theory and research, 2006; Salisbury et al. in Research in Higher Education 50:119–143, 2009) to identify differences between white minority (African-American, Hispanic, and Asian-American) students across measures of human, financial, social, and cultural capital previously shown to influence aspirations to study abroad (Salisbury et al.). Analysis of data from 6,828 students at 53 institutions participating in the Wabash National Study on Liberal Arts Education suggests numerous differences between racial groups with considerable implications for institutions, scholars, and policymakers. (PsycINFO Database Record (c) 2012 APA, all rights reserved). (journal abstract)

Drawing on data collected in a qualitative study of racially minoritized faculty members, this article examines the challenges these faculty members faced in bringing different aspects of their spirituality into their scholarly work as graduate students. This article explores the questions: How do racially minoritized graduate students negotiate their spiritual identities and integrate their spiritual epistemologies and cultural knowledge into academic practices, and what challenges do they face in doing both? This article presents three salient themes: sacred subjectivity in student-focused research, spiritual praxis in the classroom, and new visions for inclusive spiritual expression in the academy. By focusing our analysis on study participants' strategies for resisting pressures to closet their beliefs, this article affirms the importance of legitimizing the spiritual epistemological perspectives of racially minoritized graduate students in creating a more equitable and diverse higher education culture. (PsycINFO Database Record (c) 2012 APA, all rights reserved). (journal abstract)

Notes that concern has been expressed recently regarding the presence of a digital divide between majority and minority groups. Surveyed were 226 Hispanic college freshmen enrolled at a doctoral intensive institution in the Southwest regarding their attitudes toward educational uses of the Internet and their uses of technology. Statistically significant differences were found between males and females in their attitudes toward and uses of the Internet and computer technology. Differences were also revealed between students whose primary language spoken at home was English and students whose primary language spoken at home was Spanish in their attitudes toward and uses of the Internet and computer technology. Interestingly, no differences were present between first-generation and non-first-generation college students. Implications of the findings and relationships to existing literature are discussed. (PsycINFO Database Record (c) 2012 APA, all rights reserved)


Demographic trends suggest increasing numbers of multiple racial heritage students attending US campuses and universities, a change reflected within psychology. However, there is little empirical investigation into the educational needs of multiracial students. The current study addressed this gap by utilizing quantitative survey and qualitative interview data from a recently conducted national study to explore the perceptions of multiracial undergraduate and graduate students within psychology. The focus of the current study was the comparison of Asian American/European American and Latino/a/European American multiracial students to their single heritage counterparts on several variables of interest - academic supports and barriers; linkage between barriers faced and ethnicity; perceived cultural diversity; and perceptions of the extent of cultural diversity related to satisfaction. Furthermore, exploratory differences in these variables related to multiracial self-identification and the variables of satisfaction, specialness and representation in psychology were examined. Both multiracial groups reported more of a link between academic barriers experienced and their ethnicity than European American students, but less of a link than their monoracial minority peers. Also, both multiracial groups were more likely to report that their ethnic group was not represented in psychology than fairly represented, compared to European American peers, but less likely to report this compared to their monoracial minority counterparts. The same pattern of findings existed for student’s perceptions that psychology had something special to offer their ethnic group. In other cases, differences were not found between the multiracial groups and their monoracial counterparts, or between the two multiracial groups. (PsycINFO Database Record (c) 2012 APA, all rights reserved)


Demographic trends suggest increasing numbers of multiple racial heritage students attending U.S. campuses and universities, a change reflected within psychology. However, there is little empirical investigation into the educational experiences and needs of multiracials. The current study (the second in a series of studies to use data from a national survey of psychology graduate and undergraduate students) compared 2 multiracial groups, Asian American/European American and Latino/a/European Americans, with their single-heritage counterparts on several variables of interest—academic supports and barriers, linkage between barriers faced and ethnicity, and perceived cultural diversity. Results indicated that multiracial groups reported more of a link between academic barriers experienced and their ethnicity than European American students, but less of a link than their monoracial minority peers. No differences between groups were found related to academic supports, academic barriers, and perceived cultural diversity. Study limitations, future research, and implications are discussed. (PsycINFO Database Record (c) 2014 APA, all rights reserved). (journal abstract)

Addresses conditions that perpetuate racism and may precipitate the high drop-out rate from schools of higher education of minority students, including administrative nonsupport, faculty misconceptions and stereotypes, and defective student relations. Recommendations are made to improve the educational environment for minority students attending schools of higher education. (12 ref) (PsycINFO Database Record (c) 2012 APA, all rights reserved)

Stage, F. K., & Manning, K. (1992). *Enhancing the multicultural campus environment: A cultural brokering approach.* San Francisco, CA, US: Jossey-Bass. The general college student body has evolved from a homogeneous, predominantly white population to one that is culturally, racially, and ethnically diverse. The findings of current research on achievement and retention of minority students are discouraging. Fewer minorities attend college, success rates of those in college have not improved, and dreams of achieving educational equity remain unfulfilled. This volume of "New Directions for Student Services" moves forward from a descriptive perspective of what is happening on college campuses. It describes an approach to working with students that involves "cultural brokering," which enjoins us to learn to think contextually, span boundaries, ensure optimum performance, and take action. The cultural broker model is suggested for use with all students on today's campuses. The model presents a vision of practice that can respond to the diversity of the 1990s and beyond. This reflexive approach is defined as deliberate and thoughtful choices of action based on knowledge of cultural differences, expansion of personal experience to others' communities, education from a variety of perspectives, and advocacy for broadening opportunities. For college administrators and student affairs professionals, the perspectives and suggestions within this volume provide valuable insights about the creation and maintenance of multicultural campuses. (PsycINFO Database Record (c) 2012 APA, all rights reserved). (cover)

Stebleton, M. J., Soria, K. M., & Huesman, R. L. J. (2014). Recent immigrant students at research universities: The relationship between campus climate and sense of belonging. *Journal of College Student Development, 55*(2), 196-202. Immigration issues continue to generate attention and vigorous debate at national and international levels; some of these discussions involve immigrant students and issues pertaining to higher education (e.g., DREAM Act). Camarota (2007) noted that from 2000 to 2007, 10.3 million immigrants arrived—the highest 7-year period of immigration in United States history. According to the Center for Immigration Studies, 24.3 million immigrants were reported in 1995; that number grew to 31.8 million in 2001, and is at 37.6 million for 2010 (Camarota, 2010). Based on these immigration trends, immigrant students (defined broadly to include recent immigrants born abroad as well as refugees) will continue to pursue post-secondary education. Many of these individuals will be ethnic minority immigrants who are first-generation college students (Erisman & Looney, 2007). According to figures from the National Center for Education Statistics, more than 12% of the total undergraduate population is comprised of immigrant students (Kim, 2009); yet, research on this growing population remains scant and the literature on student development issues of immigrant groups is still emerging. Research suggests that immigrants' college experiences are unique from other students and merit further inquiry (Szelenyi & Chang, 2002). The purpose of this study was to examine the relationship between campus climate and sense of belonging for recent immigrant generations (i.e., foreign born) who attend large, public research institutions located in the United States. (PsycINFO Database Record (c) 2014 APA, all rights reserved). (journal abstract)

Stewart, D. (2013). Racially minoritized students at U.S. four-year institutions. *Journal of Negro Education, 82*(2), 184-197. Racially minoritized students attending U.S. colleges and universities are often compared to their White peers in research studies, generally emphasizing their cultural deficits, masking minority group achievement, and homogenizing within group variations. This article reports data for racially minoritized students who participated in the national 2000 College Senior Survey administered by the Cooperative Institutional Research Program (CIRP) housed at Higher Education Research Institute. Using descriptive data and chi-square tests, the findings draw a picture of these students that does not presume homogenous characteristics or experiences and challenges some previously established beliefs about this population. Implications for research
and practice are provided. (PsycINFO Database Record (c) 2014 APA, all rights reserved). (journal abstract)

Strayhorn, T. L. (2010). Majority as temporary minority: Examining the influence of faculty-student relationships on satisfaction among white undergraduates at historically black colleges and universities. *Journal of College Student Development, 51*(5), 509-524. Using a sample of 215 White undergraduates attending HBCUs, this study examined through multilevel regression analyses the impact of faculty—student relationships on satisfaction with college. Faculty—student interactions were positively related to participants' subjective evaluation of their experiences in college, indicating that White undergraduates at HBCUs who engaged faculty frequently and in varied ways were more satisfied than their disengaged or less-engaged peers. Age and academic major also emerged as significant predictors. Taken together, the regression equation accounted for 19% of the variability in satisfaction scores. Implications for future policy and practice are highlighted, as well as recommendations for extending this important line of inquiry on "temporary minorities" in higher education. (PsycINFO Database Record (c) 2012 APA, all rights reserved). (journal abstract)

Tan, D. L. (1994). Uniqueness of the Asian-American experience in higher education. *College Student Journal, 28*(4), 412-421. Examined factors related to Asian American students' participation in higher education, their academic performance, and their experiences as college students when compared with students from other ethnic minorities. 78 Asian American and 66 African American undergraduates were surveyed about their attitudes and opinions. Factors influencing participation in higher education and academic performance, including satisfying family expectations and fulfilling personal goals, were similar for both groups. However, Asian American Ss had higher rates of academic participation and higher GPAs than did African American Ss. Both groups faced many incidents of racism and prejudice, primarily from fellow students, and both groups expressed lack of success in coping with these incidents. Many Asian American Ss felt that the stereotype that they were more quantitative-oriented was more of a hindrance than an encouragement to their productivity. (PsycINFO Database Record (c) 2012 APA, all rights reserved)

Taylor, J. D. (1997). Necessary components for evaluating minority retention programs. ProQuest Information & Learning. *Dissertation Abstracts International Section A: Humanities and Social Sciences, 58*(6-), 2091-2091. (1997-95023-067). The retention of minority students at predominantly white colleges and universities has been a continuing concern in higher education. During the last three decades, there have been a number of programs and services created to increase retention rates for these students. Consequently, the evaluation of minority retention programs has been a "mine field" for several reasons including the: (1) lack of an appropriate theory in which race, ethnicity, and culture of the target group are incorporated; (2) the consideration of student learning and psychological functioning as an appropriate outcome; and (3) attitudes on the part of program stakeholders that the evaluation procedure and evaluators are not culturally sensitive. However, student affairs practitioners are ethically obligated to improve services and programs that assist students in obtaining their educational goals. This study sought to create a theoretical foundation called the Necessary Components Model, which can be used to measure the extent to which minority students' intellectual, psychological, psychosocial, and culture specific needs are being met. The model contains six key concepts: Ethnic and Peer Attachment, Social Integration, Worth and Competence, Reliable Alliance, Guidance, and Leadership Opportunities. These Necessary Components were used to investigate linkages between the components and a residence hall-based minority retention program referred to as the Continuing the Legacy of African American Student Success program (CLASS) at a predominantly White university in the Southeast. The sample included 97 students, 72 females and 25 males. A quasi-experimental, one-group, posttest-only design was used. The data were analyzed using both quantitative (i.e., multivariate analysis, descriptive discriminant analysis, and predictive discriminant analysis) and qualitative (i.e., focus groups) approaches. The results of the study indicated that the Necessary Components did contribute to differences between students who participated and those who did not participate in the CLASS program. It was determined that the concept of Leadership Opportunities made the greatest contribution to these differences followed by Worth and
Competence, Social Integration, and Ethnic and Peer Attachment. However, no statistically significant relationships were found to exist between the Necessary Components and academic adjustment or college persistence. (PsycINFO Database Record (c) 2012 APA, all rights reserved)

reviews existing literature on campus race relations and racial conflict at US colleges and universities / discusses observations regarding campus race relations and the status of minorities based on recent site visits to 4 public US colleges and universities within states previously operating de jure systems of segregation / concludes with recommendations for improving campus race relations and diversity in public higher education / a brief account of student racial demographics on predominantly majority (i.e., White) and minority campuses is provided given the relative increase in students of color in US colleges and universities and the impact of changing demographics for these institutions and society two of the institutions were predominantly White . . . and one was] a traditionally Black college . . . and one a predominantly Hispanic institution / informants (both minority and nonminority) were asked what they perceived as the greatest challenge for minority students at their institutions (PsycINFO Database Record (c) 2012 APA, all rights reserved). (chapter)

Attending to persistence intentions among Native American students enrolled in institutions of higher education is critical, given low retention rates. The purpose of the study was twofold: (a) we developed and examined the psychometric properties of a new measure, the Native American Collective Pursuits of Education (NACOPE), and (b) we explored persistence attitudes among 156 Native American students using Gloria and Rodriguez's (2000) psychosociocultural framework. Pilot data and exploratory analysis supported the psychometric properties of the NACOPE and its use to understand educational experiences for Native American students. Results also supported the prediction of culturally relevant noncognitive variables to persistence intentions. Limitations, directions for future research, and implications for higher education are discussed. (PsycINFO Database Record (c) 2013 APA, all rights reserved). (journal abstract)

It appears that black students are leaving higher education largely because of its hidden agenda which is centered on the elimination of undesirable students, read here as minority students / discusses some of the effectual elements and myths that support the hidden agenda and the effects on minority student retention] (PsycINFO Database Record (c) 2012 APA, all rights reserved). (chapter)

A recent review of the research by the U.S. Department of Education Institute of Education Sciences has resulted in the recommendation of six promising practices to ensure that all students are actively engaged in school and on a path to post-secondary success (Dynarski et al. in Dropout prevention: A practice guide (NCEE 2008-4025)). The purpose of this study was to explore the experience and perspective of an Asian American high school dropout and the extent to which his story aligns with dominant thinking, including the six recommended dropout prevention practices and the model minority myth (MMM) of Achievement Orientation, a common belief that Asian Americans exhibit greater success than any other minority ethnic group. The adolescent dropout was interviewed on eight occasions. Findings revealed that the MMM may have contributed to the lack of intervention provided to this student and that the most worthwhile recommendations from his perspective include: assigning adult advocates to at-risk students, the use of a systematic data-tracking system to target and individualize interventions, and the ability of the school to provide academic support and a personalized learning environment. (PsycINFO Database Record (c) 2013 APA, all rights reserved). (journal abstract)
This paper examines an often-overlooked contributing factor to minority student collegiate attrition: students' limited knowledge of—and sometimes resistance to—the kinds of academic discursive practices they need to become "full participants" (Lave & Wenger, 1991) in the university setting. Adopting a Vygotskian view of sociolinguistics, we also posit that linguistic and communicative dissonance from the discourse community of the university prohibits the development of a collegiate academic identity. Rather, because language is so strongly rooted to culture and identity, some minority students openly resist the adoption of the very discursive skills they need to survive and thrive at college. (PsycINFO Database Record (c) 2012 APA, all rights reserved). (journal abstract)

Discusses the entry of American ethnic minorities into higher education, especially in predominantly White universities, and describes the developmental needs of minority college students. It is argued that colleges and universities, if they intend to mature, must assist minority students to develop academically, socially, and personally. (PsycINFO Database Record (c) 2012 APA, all rights reserved)

This chapter is reprinted from the Journal of College Student Retention: Research, Theory, & Practice. This chapter offers an exploration of the Asian Pacific American (APA) ethnic groups that show high rates of departure, and presents strategies and approaches to improving their persistence and graduation rates. A detailed examination of the APA population is presented to identify the subgroups that are underrepresented in higher education and who suffer from high dropout rates. Subsequently, several traditional retention theories are reviewed to determine how they apply to these APA subgroups. Specific barriers to college persistence for these students also are examined. Finally, the chapter presents strategies and programs designed to improve APA's persistence rates. (PsycINFO Database Record (c) 2012 APA, all rights reserved). (create)