Minorities in Higher Education: An Encapsulated Review

Outline

I. Introduction & Overview

II. Problems of Retention, Persistence
   i. Museus & Quaye (2009): On ethnic minority persistence & negative consequences for individual students. [Need to interview those NON-persisters!] [Get institutional data]
   j. Reay, Davies, David & Ball (2001): education choice making & race – working class at less prestigious institutions. Class and racial inequalities as “...most powerful and pervasive influences on education choice processes…”
   o. White & Lowenthal (2011): minority student attrition. Sociolinguistics: communicative dissonance – “....some minority students openly resist the adoption of the very discursive skills they need to survive and thrive at college.”

III. Studies of Students’ Points of View
   a. Multi-ethnic samples
b. African Americans
   i. Greer & Brown (2011): Minority status stress, African American college students – higher stress at PWCU than at HBCU. Type of institution was strongest predictor of academic performance.
   ii. Harper & Quaye (2007): Black student organizations & Black student identity: I’ws with AA male student leaders at six PWIs. Student organizations as “...platforms of racial uplift and advocacy...”
   iv. Kobrak (1992): Black student retention at PWIs. Who are influential players?
   v. Palmer, Davis & Maramba (2011). Family support & Black males t HBCU & Tinto’s theory. Import of social supports outside the campus milieu.


c. Asian Americans
   i. Houshmand, Spanierman, & Tafarodi (2014): Asian international students. Micro-aggressions. Interviews (n = 12). Microaggressions: (1) excluded & avoided; (b) ridiculed for accent; (c) rendered invisible; (d) disregarded values & needs; € ascription of intelligence and (f) environmental microaggressions.

d. Latin@s
   ii. Casas & Ponterotto (1984): Chicana. Typical:
ix. Lopez (2005): Latino Freshman & experiences of racism at PWI & peer supports & alienated socio-cultural orientation [cooling out the mark or developing revolutionaries?]

x. Lopez (2013): Latino students & precollege multicultural exposure (in high school)


xiii. Riegle-Crumb & Callahan (2009): Latinos & benefits of friendship ties. Co-ethnic ties are important source of social capital. [need for critical mass]


e. Native American


f. Women


ii. Kim & Green (2012): Female Korean students & qualitative methods

IV. Group specific issues

a. Immigration Status


b. Legal Status


c. Language Minority


iii. Preece (2010): linguistic diversity as an asset

d. Family Influences/Extended Family

i. Bui (2002) 1st generation students – more likely minority, and lower SES, and have lower SAT. Reasons for attending: respect or status, family honor, help family financially.


v. Men: Agnew, Mertzman, Longwell-Grice & Saffold (2008): “cohort model” → to enhance classroom community—not as effective for men or students of color


x. Palmer, Davis & Maramba (2011). Family support & Black males t HBCU & Tinto’s theory. Import of social supports outside the campus milieu.


e. Ethnic identity


ii. Houshmand, Spanierman, & Tafarodi (2014): Asian international students. Micro-aggressions. Interviews (n = 12). Micro-aggressions: (1) excluded & avoided; (b) ridiculed for accent; (c) rendered invisible; (d) disregarded values & needs; € ascription of intelligence and (f) environmental micro-aggressions.

V. Themes

a. Precollege Influences


iii. Lopez (2013): Latino students & precollege multicultural exposure (in high school)

b. Peer influences


c. Institutional climate/Barriers
   vii. higher stress at PWCU than at HBCU. Type of institution was strongest predictor of academic performance.
   viii. Houshmand, Spanierman, & Tafarodi (2014): Asian international students. Micro-aggressions. Interviews (n = 12). Microaggressions: (1) excluded & avoided; (b) ridiculed for accent; (c) rendered invisible; (d) disregarded values & needs; € ascription of intelligence and (f) environmental microaggressions.
   ix. Howard-Hamilton & Holmes (2013): creating campus cultures & racial diversity. Challenge to administrators, faculty & staff in creating a campus culture that is germane to student of color.
   x. Kobrak (1992): Black student retention at PWIs. Who are influential players?
   xiii. Lynn, Bacon, Totten, Bridges & Jennings (2010): teacher beliefs about African American male students. High school. Lots of victim blame (students, families, communities); culture of defeat & hopelessness. Not a safe place for caring teachers.
xvi. Persico (1990): Creating institutional environment for diversity (faculty, administration, students, support, financial aid, curriculum)
xvii. Pewewardy & Frey (2002): At PWI: perceptions of racial climate, services, multicultural education, attitudes. Institutional leadership important to ensure positive campus climate.

d. Financial Matters
iv. Houshmand, Spanierman, & Tafarodi (2014): Asian international students. Micro-aggressions. Interviews (n = 12). Microaggressions: (1) excluded & avoided; (b) ridiculed for accent; (c) rendered invisible; (d) disregarded values & needs; € ascription of intelligence and (f) environmental microaggressions.

e. Racism
ii. Loo & Rolison (1986): Interviews & ethnic minority alienation. Recommendations: supportive environment, increased minority representation, student support services, SES improvement & countering racism.

f. Critical Race Theory

g. Participation in organizations & resilience
i. Harper & Quaye (2007): Black student organizations & Black student identity: I’ws with AA male student leaders at six PWIs. Student organizations as “...platforms of racial uplift and advocacy....”
iii. Riegle-Crumb & Callahan (2009): Latinos & benefits of friendship ties. Co-ethnic ties are important source of social capital. [need for critical mass]

h. Outcomes

i. Misc.
i. Gittoes & Thompson (2007): higher ed admissions & role of Islam

VI. Methodological Approaches
i. Stewart (2013): minorities at PWIs. Do not presume homogeneity.

b. Institutional Data
c. Case Study
d. Interviews
i. Chavez (1986): n = 18 Mex-Am, 1st year interviews & adaptation.
iii. Harper & Quaye (2007): Black student organizations & Black student identity: I’ws with AA male student leaders at six PWIs. Student organizations as “...platforms of racial uplift and advocacy....”


e. Focus Groups


VII. Recommendations


e. Pitts (2009): recruiting minority students & partnering with local orgs such as 100 Black men.
