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HIGHER EDUCATION
ADMINISTRATION

EXAMINING CAMPUS AND STUDENT FACTORS THAT PREDICTED
ACADEMIC PERFORMANCE AND INTENTION TO PERSIST FOR SUCCESSFUL
AFRICAN AMERICAN AND LATINO STUDENTS AT FOUR-YEAR COLLEGES
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This study examined the relationship of campus climate, institutional satisfaction, and academic adjustment in contributing to the academic performance and intentions to persist in college for successful African American and Latino students at traditional four-year colleges. Despite the dramatic increased enrollment of students of color in higher education, colleges' strategies have failed to effectively and meaningfully increase the graduation rates for African American and Latino students (NCES, 2011).

A national sample of responses on the Your First College Year survey ($N = 5,559$) was analyzed to describe the experiences and variables that contributed to perceptions of college campuses and academic outcomes for African American and Latino students. Methods included Exploratory Factor Analysis, Linear Regression Analysis, and Logistic Regression Analysis. Results identified the significance of: (a) Felt Discrimination on Campus; (b) Academic Self-Efficacy; (c) Sense of Belonging; and (d) Institutional Satisfaction on the academic performance and intentions to persist for respondents. This research is extremely timely because the outcry for more U.S. citizens with college credentials must include educational attainment for greater numbers of African American and Latino college students.

Conclusions of this study suggest that colleges must understand and accept: (a) the needs of its changing demographics; (b) that African American and Latino students have unique needs; and (c) addressing those needs and expectations will increase student satisfaction, academic performance, and retention. Furthermore, discrimination continues to be pervasive on college campuses. Genuinely combating micro-aggressions on campus is essential to fostering a sense of belonging for students of color.