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**THE IMPACT OF DEMOGRAPHIC FACTORS ON THE PERSISTENCE, STUDY
HABITS, AND MOTIVATION OF AFRICAN AMERICAN AND LATINO MALE
COMMUNITY COLLEGE STUDENTS**

DISSERTATION

Presented in Partial fulfillment of the Requirements for

the Degree Doctor of Education in the Graduate School

of the Texas Southern University

By

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Texas Southern University

2021

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VITA

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DEDICATION

I dedicate this educational accomplishment to my family. To my wife, Priselda, for being patient with me while I spent long hours studying and writing. Thank you for believing that I could get this done. To my son, Nathaniel, and daughter Dora, I hope you are able to see that nothing is impossible when you stay steadfast and never give up. I love you all very much.

I would also like to dedicate this accomplishment to my parents; they taught me that all things are possible if I put God first. I miss them every day. To my brothers, sisters, and numerous nieces and nephews who will always stand by my side no matter what. It is with the love and support of family and friends that I was able to accomplish this educational achievement of a doctoral degree.

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To my committee members, thank you for dedicating your time and, most importantly, your wisdom. To Dr. Danita Bailey-Samples, the first person I met when I first visited TSU, and whom has stood by my side through this journey. At times when I was feeling frustrated and anxious, your loving, caring, and kind demeanor always helped to keep me calm and encouraged me to keep moving forward, thank you. To Dr. Ronnie Davis, thank you for never judging and always believing in me. You helped me see the worth in my work, and I will always be grateful. To Dr. Ronald Samples, for making sure my dissertation “looks good,” thank you. To Dr. Lillian Poats, for always telling us that we could do this. Dr. Poats, I did this, thank you!

I would also like to acknowledge all my great friends that I have made over the years working in this business, from San Jacinto College, College of the Mainland, and now Houston Community College. For their continued support, especially these last few weeks as I worked to complete my studies. This degree is for all of you!

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HABITS, AND MOTIVATION OF AFRICAN AMERICAN AND LATINO MALE
COMMUNITY COLLEGE STUDENTS**

By

Martin L. Perez Ed.D

Texas Southern University, 2021

Professor Danita Bailey-Samples, Advisor

The purpose of this study was to determine the relationship and predictability of demographic factors on the persistence, study habits and motivation level among African American and Latino male community college students. Specifically, this study was concerned with the predictive power of demographic (socio-economic status, age, ethnicity, and family support) factors on the persistence, study habits, and motivation level among minority male community college students.

A predictive correlated research design was utilized in the current study. Eighty-three (83) minority male college students were selected to participate in the study. An instrument entitled The Community College Survey of Student Engagement (CCSSE) was used to collect the data for this investigation. The investigative survey was found to have excellent construct validity.

There were three statistical (Null) hypotheses tested in this empirical study. All three null hypotheses were assessed to determine the predictable relationship between selected

demographic factors and the persistence, motivation level, and study habits among minority male community college students. One of the three hypotheses was found to be significant.

Relative to hypothesis one, the demographic factors of age, ethnicity, SES, and family support were found not to be significantly reliable in distinguishing those male minority college students who would return to school and those who would not return to school. All four demographic factors were found not to be independent predictors of persistence rate.

Additionally, regarding hypothesis two, the demographic factors of age, ethnicity, SES, and family support were found not to be statistically reliable in distinguishing those male minority college students who would be motivated and those who would not be motivated. Neither one of the four demographic factors was found to be an independent predictor of motivation.

Finally, the demographic factors of age, ethnicity, SES, and family support were found to be statistically linear related to the study habits among minority male community college students. The variable age was found to be an independent predictor of study habits among minority male community college students.

CHAPTER 1

INTRODUCTION

There are many challenges faced by students entering colleges and universities. In particular, African-American and Latino students face challenges that impact their academic success (Burt, 2010). Although many schools have adopted rigorous advising models, under-represented students at selective colleges continue to face challenges to their academic success (Baily, 2010). According to the Pew Research Center, Fall 2008 had the greatest growth in first-time postsecondary enrollment with a 15 percent increase for Hispanics, followed by 8 percent increases for African Americans. This growth is promising. However, minority males are lagging behind their female peers in college completion rates (Williams and Flores-Ragade, 2010).

In Fall 2011, the Minority Male Community College Collaborative (M2C3) was established at San Diego State University's Interwork Institute. M2C3 is a national research and practice center that partners with community colleges to enhance their capacity to support the success of historically underserved men, particularly men of color. There are numerous factors that led to the creation of M2C3. Chief among these were (a) glaring outcome disparities between men of color and their peers, (b) limited research on community college men, (c) ineffective practices shaped by perspectives from the literature on 4-year institutions, (d) a lack of attentiveness to non-Black men of color, and (e) inadequate attention to the role of identity in student success. Across the nation, scholars and practitioners are increasingly concerned about outcome disparities between men of color and their peers (Wood, Urias, and Harris III, 2016).

An article from "Inside Higher Ed" discussed a study by Shaun Harper, director of the Study of Race and Equity in Education at the University of Pennsylvania. In this study Harper

identified successful black male college students and examined the factors that led to their success. An overall theme that he identified was that there are many minority male students who are succeeding academically, but are doing so off the beaten track of colleges. He started his research by going to high schools focusing on talented Black and Latino male students. The students needed to have a grade point averages of 3.0 or higher, to have taken college preparatory courses, to be involved in multiple school clubs and activities, and to be interested in going to college. He wanted to identify the qualities that left the high school students ready for college. Much of the demographic information about the students suggests reasons that the odds were against their going to college.

The common characteristics that seemed to propel these students to succeed were:

- Parental value of education – parents expressed their lack of education and money and wanted better for their children.
- High expectations – in his report Harper had written that almost all of the students in the study were thought of as smart and capable.
- Learning to avoid neighborhood danger – those that lived in unsafe neighborhoods were shielded as much as possible by parents. Many also spent time at school after hours, studying and socializing where it was safer.
- Avoiding gang recruitment – students stated that by being known as smart and with parents keeping a close watch on them, they were not recruited into gangs.
- Teachers who cared and inspired – students were able to describe a favorite high school teacher.

- Reinforcement of college-going culture – the school that many in the study attended celebrated students accepted into a college. So, while “college going” might not have been the norm for many in these specific schools, hearing these messages over and over led many to think it was.

Students in the study conducted by Harper showed that much of their success came from the right encouragement from parents and teachers while in high school. However, many reported that they did not have this same nourishment from college professors (Jaschik, 2013). Kaur and Bhalla (2018) stated, that it is important to measure the satisfaction of students on all aspects of education because they are directly involved in the education process. Student satisfaction has become a major challenge for educational institutions. It has been recognized that student satisfaction is the major source of competitive advantage, and student satisfaction also leads towards student retention, attraction for new students and a positive word of mouth. According to Bowen, Bowen, and Ware (2002), ecological theory suggests that characteristics of the multiple social environmental domains in which youth function, contribute to their behavior and developmental outcomes including school success.

Statement of Problem

Across the nation scholars and practitioners are increasingly concerned about outcome disparities between men of color and their peers. With the use of data from the Beginning Postsecondary Students Longitudinal Study, Wood, Harris, and Xiong (2014) found that only 17.1% of Black men and 15.4% of Latino men earned a certificate or degree, or transferred from a community college to a 4-year institution within a 3-year time frame. As compared to 27% of

White men who completed their goals in 3 years, only 26.1% of Black and 20.3% of Latino men did so (Wood, Urias, and Harris III, 2016).

The objective of this study was to determine the relationship and predictability of the persistence, study habits, and motivation among African American and Latino male community college students. The research questions were:

1. Do Demographic Factors (socio-economic status, family support, ethnicity, age) have any predictive validity for the persistence rate of Minority Males (African American and Latino) in community college?
2. Do Demographic Factors (socio-economic status, family support, ethnicity, age) have any predictive validity for the motivation of Minority Males (African American and Latino) in community college?
3. Do Demographic Factors (socio-economic status, family support, ethnicity, age) have any predictive validity for the study habits of Minority Males (African American and Latino) in community college?

Significance of the Study

This study provides critical information for school officials and institutional policy-makers regarding the impact demographic factors have on the persistence, study habits and motivation of under-represented students. In addition, it may assist in the development of appropriate criteria and standards, which would contribute positively to the academic student success measures and promote student success initiatives by its research on the impact that demographic factors have on the educational success rates of minority males.

Theoretical Framework

Student attrition has been one of the most critical issues in higher education for long a time (Aljohani, 2016). Advancing student success among men of color in postsecondary education has continued to be a growing concern for scholars, researchers, and practitioners. Recently, several national reports underscored the importance of prioritizing efforts to enhance student success outcomes for men of color in community colleges (Wood, Harris, and Xiong, 2014).

Moreover, it is essential for the educators and policy makers who seek solutions for such a problem to have an understanding of the background of the student retention phenomenon and the most frequent factors that most frequently lead students to leave their study programs (Aljohani, 2016). For this study the theoretical framework used was a combination of William Spady's Undergraduate Dropout Process Model and Vincent Tinto's Institutional Departure Model.

Moreover, Spady noted there were at least two factors in each of those systems that influence a student. Where academic factors were concerned, Spady broke them into grades and intellectual development. As for factors to support the social system, he identified friendship and normative congruence. The factors he recognized have since been expanded, contorted, stretched, and changed a number of times, but his largest influence was in giving the institution responsibility for persistence. Later, Spady's model served as a launching point for other educational theories, namely Tinto's Model of Institutional Departure (1975, 1993) and Bean's Student Attrition Model (1980, 1982) (Kinsey, 2021). A schematic of Spady's Undergraduate Dropout Process Model can be seen in Figure 1.

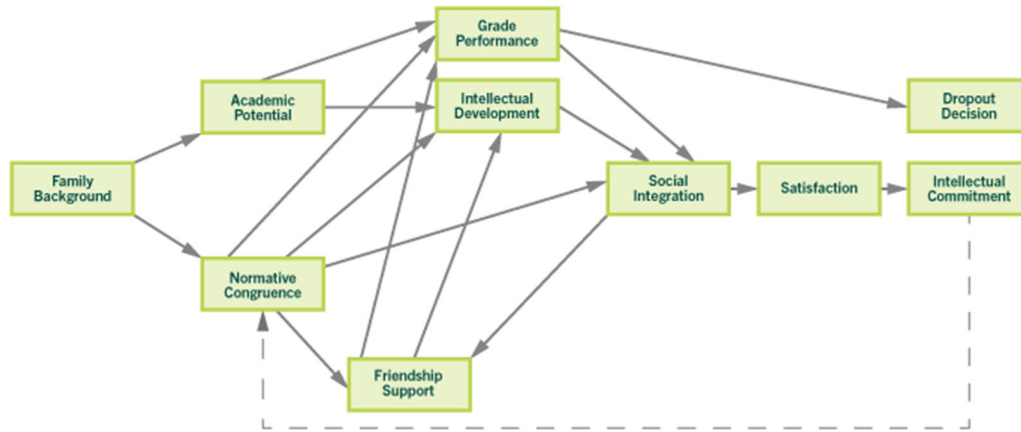


Figure 1: Spady's Undergraduate Dropout Process Model

Vincent Tinto's Institutional Departure Model, which was drafted in 1975 but did not reach its final version until 1993, builds on Spady's, but ultimately assigns a bit more accountability to students as they build a relationship with the school. According to Tinto's theory of student departure, the social aspect of persistence is demarcated by the student's ability to interact with the social and academic systems at the institution (Kinsey, 2021).

What Tinto realized is that students bring associations and expectations with them in their first year. He mapped out a process that begins with the student's prior associations but allows for those to be weakened or strengthened based on the way the student is incorporated into the institutional community. Successful incorporation might find those goals changed by the time the student has shed their connections to old communities in lieu of their new community. In the case that student associations and expectations are less malleable, students may find themselves at a higher risk of dropping out (Kinsey, 2021). A schematic of Tinto's Institutional Departure Model can be seen in Figure 2.

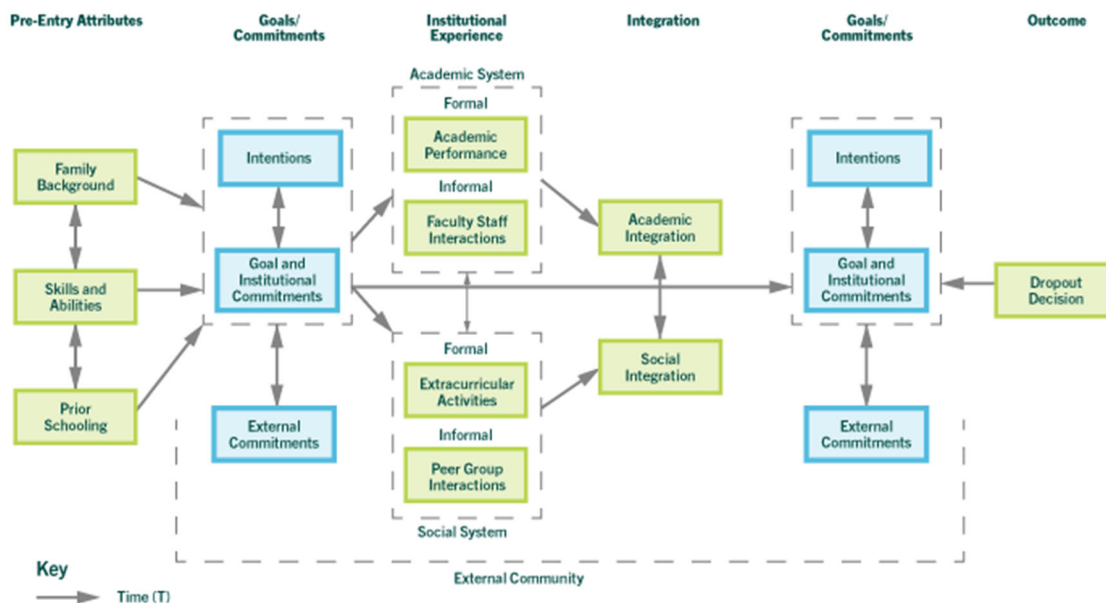


Figure 2: Tinto's Institutional Departure Model

Tinto argued that students' experiences, especially in the first year of college, are also marked by these stages of passage. Accordingly, a student's persistence or departure is a reflection of his or her success or failure in navigating the stages towards incorporation into the community of the institution (Aljohani, 2016). Spady's main assumption was that the outcome of this interaction determines the level of students' integration within the academic and social systems of their institutions and subsequently their persistence (Aljohani, 2016).

Tinto goes on to state the student's pre-entry attributes, which include the student's family background. Skills and abilities and prior schooling shape these initial goals and commitments. According to the model, the student's experience at college (academic and social integration) will continuously modify (weaken or strengthen) his or her level of initial goals and commitments (Aljohani, 2016). Spady goes on to argue that a student's decision to stay or withdraw from his or her academic institution is influenced by two main factors in each of two

systems: grades and intellectual development in the academic system, and normative congruence and friendship support in the social system (Aljohani, 2016). Moreover, the focus of the student retention theoretical models was not on the specific reasons that students withdraw from their study programs, but rather on why some students react to these specific factors by withdrawing (Aljohani, 2016).

Statement of the Hypothesis

Based on the aforementioned research questions, the following null hypothesis were generated and tested during this investigation:

H₁: There is a statistically significant predictable relationship between demographic factors (socio-economic status, family support, ethnicity, age) and the persistence rate of Minority Males (African American and Latino) in community college.

H₂: There is a statistically significant predictable relationship between demographic factors (socio-economic status, family support, ethnicity, age) and the motivation of Minority Males (African American and Latino) in community college.

H₃: There is a statistically significant predictable relationship between demographic factors (socio-economic status, family support, ethnicity, age) and the study habits of Minority Males (African American and Latino) in community college.

Assumptions

The following assumptions were posited relative to this study:

1. It was assumed that demographic factors have some predictive validity with regard to the persistence rate, study habits, and motivation of minority male community college students.

2. It was assumed that the Community College Survey of Student Engagement (CCSSE) would accurately measure the persistence and success rate among African-American and Latino male community college students.
3. It was assumed that the sample would be representative of the population used in this study.
4. It was assumed that persistence rate, motivation, and study habits, of minority male community college students used in this study will to an extent represent minority male community college students in the United States.

Limitations

The following limitations were observed in this study:

1. This study was limited to minority male (African American and Latino) community college students.
2. This study was limited to minority male (African American and Latino) community college students enrolled in a small community college located in a blue-collar community on the Texas Gulf Coast.
3. This study was limited to minority male (African American and Latino) community college students enrolled in Spring 2019.
4. Finally, this study was limited to secondary data collected through the Community College Survey of Student Engagement (CCSSE).

Definition of Terms

The following terms were operationally defined for use in this study. These variables and their operational definitions are:

1. **Ethnicity**: Refers to whether a community college student is African American, Anglo, Hispanic, Asian or Other.
2. **Gender**: Refers to whether or not a student is male or female.
3. **Age**: referred to the community college student's chronological age at the time of the study.
4. **Socioeconomic status**: Refers to the community college student's family income.
5. **Influence**: Refers to, affect the nature, development, or condition of; modify.
6. **Persistence rate**: Refers to whether a community college student planned to return to the same institution the next semester.
7. **Community College Student**: Refers to a college student enrolled in community college.
8. **Family Support**: Parents engaged with their children's emotional support, which promote and encourage learning and education.
9. **Study habits**: Refers to a habit is something that is done on a scheduled, regular and planned basis, such as studying.
10. **Motivation**: Refers to individual motivations that are based on personal interest, intellectual curiosity, and desire to attain a rewarding career.
11. **Self-efficacy**: Refers to a premise on the assumption that one can control influential life events, including persistence to graduation.”
12. **At-Risk**: Refers to students or groups of students “who are considered to have a higher probability of failing academically or dropping out of school.”
13. **First-Generation College Student**: Refers to First Generation College students whose parents' highest level of education is a high school diploma or less.

Organization of the Study

This empirical investigation was organized into five major chapters:

- Chapter 1 consists of the Introduction, Statement of the Problem, Significance of the Study, Hypotheses, Assumptions, Limitations, Definition of Terms and the Organization of the Study.
- Chapter 2 provides a Review of Related Literature which focuses on academic and demographic factors that affect minority student academic achievement.
- Chapter 3 focuses on the methodological framework of the study and includes the Type of Design, Population, Sampling Procedures, Instrumentation, Data-Collection Procedures, Independent and Dependent Variables, and Statistical Analysis.
- Chapter 4 presents the Analysis of the Data, a discussion of the Results and the data in tabular form.
- Chapter 5 offers a Summary of the Findings, Conclusions, Discussion and Recommendations.

CHAPTER 2

LITERATURE REVIEW

Educational researchers are interested in predicting the academic success and adjustment of college students in general, but the prediction of academic success for at-risk students is especially important (Dennis, Phinney, and Chuateco, 2005). Sometimes multiple factors cause students to fall behind. Identifying students who are at risk of dropping out or falling behind and targeting interventions for them can be a tough task (Deloitte and University Press, 2017).

Success in the 21st century requires a rigorous academic education, cutting-edge technical skills, and a foundation that supports continuous learning and growth for a college career, and life (Horton, 2015). Horton also states that a lack of readiness for college places students at risk of failing courses and dropping out of college, temporarily or permanently, particularly during their first year of enrollment. He goes on say that many students who are returning to school after an extended period of time due to other responsibilities, such as family and jobs do not have the academic skills to navigate the educational landscape effectively.

One of the most perplexing features of the studies and reports on student success that have emerged in recent years in higher education is that many are dominated by discussion of student failure. Often, these documents include a section with a title like “Barriers to Persistence and Completion.” These narratives fixate on factors that identify students as “at-risk,” “vulnerable,” or “disadvantaged” (White, 2016).

Colleges and universities expend enormous time and resources trying to figure out how to fix one of their most critical challenges: identifying the at-risk student. Unfortunately, schools are discovering that by the time an at-risk student is detected through traditional means, the student

is often beyond help and in jeopardy of dropping out (Ed, 2014). Schools need to be proactive in identifying ways to assist students before it becomes too late. Bandura (1971) wrote that because of man's anticipatory capacity, conditions of reinforcement also have strong incentive-motivational effects.

Horn and Berger (2004) and Tinto (1993) stated that with the increase in enrollment, more students are enrolling with less than adequate academic preparation to be successful. Lack of preparation in high school was found to be a predictive factor in how students performed on the collegiate level. Intrusive or deliberate academic advising is needed, especially with "at-risk" students at Career Colleges, to accommodate for these disparities and ensure the best probability of college completion (Burt, 2009). As stated in a Noel-Levitz (2009) report, students perceived academic advising as an important and needed service. Additionally, students believed that effective academic advising had a significant effect on their academic success.

As students transition into their post-high school lives, they face several important decisions with significant implications for their futures. Among many potential pathways, some will choose to enlist in the armed forces, many will enter directly into the workforce, and yet others will decide to attend college. Among Black males attending public institutions, 70.5% of these students will begin their postsecondary careers at community colleges. Similarly, 70.2% of Latino males have their initial postsecondary experiences in community college (Wood & Harris, 2015). Although the college transition is challenging for all students, specific groups of students are even more at risk. These groups include males, first-generation, and minority students. (Swanson, Vaughan, Wilkinson, 2015).

Jaschik (2019) writes about a study conducted by Shaun Harper an educational researcher on the black and Latino male students who succeed in New York high schools, he stated, "there

was no reason to believe similar qualities don't help similar students in other urban high schools." The study was conducted in "regular high schools" on students who had achieved academic success. What Harper noted was that many of these students "have no idea that they would be attractive candidates for admission to some of the most elite colleges in the United States" (Jaschik, 2013). A theme in Harpers work was "that there are many minority male students who are succeeding academically, but are doing so off the beaten track of colleges to magnet schools or the suburbs." He conducted in-depth interviews with 325 students, including 90 black and Latino male high school graduates who were in college (Jaschik, 2013).

Harper wanted to identify the "qualities that left the high school students ready for college." He stated that the "demographic information" about these students suggested reasons that the odds were against them going to college (Jaschik, 2013). "Many of these students' parents - two-thirds of the students' mothers and three-quarters of their fathers lacked any college degree." However, Harper did note that, while a majority of the students he studied came from single-parent homes, a significant minority did have the support from two parents (Jaschik, 2013).

Harper did identify common characteristics that seemed to propel these students to succeed. Listed are some of these characteristics:

- Parental value of education. Many of the students stated that their parents "related their own lack of education to their lack of money, and told their children they wanted better for them."
- High expectations. Almost all of the students in the study said that they "remember being thought of as smart and capable when they were young boys."

- Learning to avoid neighborhood danger. Those in the study reported that they remembered their parents keeping them safe. Many also reported that they spent after-school hours in school buildings, where they would study and socialize in a safe environment.
- Avoiding gang recruitment. “Many said that by becoming known as smart, and by having parents who didn’t let them spend time outdoors, they weren’t recruited into gangs.”
- Teachers who cared and inspired. In Harper’s study he asked the students to identify a “favorite teacher.” He noted that none of them had difficulty identifying a teacher who cared about them. Harper stated, “teachers of these students are working in ways counter to the image of out-of-control urban schools.”
- Reinforcement of college-going culture. One of the students reported that at his high school a student was accepted into a college every day and that the entire school was told about this over the public address system. Harper went on to say that, “While college-going might not be the norm for his socioeconomic group, he came to think of college-going as the norm from hearing these messages over and over again.”

In his study, Harper did study minority male students who had a grade-point-average of 3.0 or higher, had taken college preparatory courses, and were involved in multiple school clubs and activities and were interested in going to college. The remainder of the chapter that follows critically reviews contemporary literature regarding some of these characteristics

reported by Shaun Harper on why some minority males are successful in college while others are not.

This literature review examines five areas of literature: 1) Ethnicity and Academic Achievement; 2) Gender and Academic Achievement; 3) Socio-economic status and Academic Achievement; 4) Family and Academic Achievement; 5) Motivation and Academic Achievement.

Socio-economic Status and Persistence

Murdock and Hoque (1999) wrote that of the potentially significant changes in the U.S. population that will have an effect on future educational needs and services, three are among the most important relative to the magnitude of their potential impacts:

1. The decline in the rate of population growth and changes in the sources of such growth
2. The aging of the population
3. The increase in the number and proportion of minorities in the United States

The authors, Murdock and Hoque (1999) stated that these factors have been shown to have a marked impact on demographic, socioeconomic, and service factors. Kaur and Bhalla (2018) noted that earlier studies on demographic characteristics and satisfaction of students revealed that demographic characteristics were important when determining the satisfaction of students towards college effectiveness. Schmid and Abell (2003) wrote that educational literature suggests that certain demographic characteristics, study patterns and campus involvement factors are more likely to put students at risk of not attaining a degree or program completion.

Mexican American students' socioeconomic status, including income and parental education, especially fathers' education, is associated with higher achievement (Garza and Hoey, 2004). The presence of a father who is a positive role model can contribute to the healthy

development in young Black males. According to Gordon, Nichter and Henriksen (2012), researchers reported that the presence of a biological father, actively residentially present or not can have a profound influence on academic and professional achievement. Demographic factors have an influence on how humans behave. Noguera (2003) writes that scholars and researchers commonly understand that environmental and cultural factors have a profound influence on human behaviors, including academic performance.

Paying for college can be a challenge for any college student, especially with the increases in college tuition. Palmer, Moore, Davis, and Hilton, (2010) wrote that in higher education, financing a college education remains a critical problem to accessing postsecondary education. Paying for a college education has worsened for students, particularly as educational institutions increase tuition while not increasing student need-based aid. The authors go on to note that this is particularly consequential for low-income, underrepresented ethnic minority students and that they are less likely to attain a degree.

Disparities have been shown between ethnicity and socio-economic status in their impact on minority urban youths' placement in gifted and talented classes. The assertion was made that minority students are doubly-handicapped (Olszewki-Kubilius & Thomson, 2010). Many students who are from low-income families and who are academically prepared often settle for nonselective four-year colleges where graduation rates are low or a community college. This phenomenon is called "undermatching" (Byndloss & Reid, 2013).

New challenges are faced by many low-income college students because of changing demographics and the higher cost of attending school. Advisors today need to be prepared to assist the student not only with academics, but with issues such as finance. The students will need to make many decisions, and an advisor who can assist with academics and financial aid

questions can better assist the student. Researchers need to look for ways to make advising practical and encompassing of all the information for students to be successful, and not rely solely on traditional methods of advising. (Bailey, 2010).

Across all groups, financial resources and paying for college emerged as a significant barrier. One Latino male who completed two consecutive semesters noted that his peers are not educated during high school about college and financial aid. He reported, “they don’t even think about going to community college.” Building on this sentiment, another Latino male stated that it is very difficult, almost futile, to get scholarships: “What’s the point? It is hard to find jobs using a degree” (Dulabaum, 2016).

Latino males are more likely to come from low-income families, be at higher risk of dropping out of high school, and less likely to have a college educated parents. Thus they have limited amount of cultural capital needed to successfully navigate college (Saenz, Garcia-Louis, Drake, and Guida, 2017). Spruill, Hirt, and MO (2015) have noted a model addressing persistence that suggests that the efficacy of parents, students, and peers, when combined with SES (socioeconomic status) predict success. Lack of financial resources has been noted by some Latino and African American male students (Dulabaum, 2016), who also noted that language and stereotyping may contribute to the lack of receiving financial resources.

A study on Latino and African American males documented that when some students enter college they evaluate whether or not the perceived benefits and costs of college are in line with their actual experiences (Wood and Harris III, 2015). The authors noted that congruent students are more likely to persist, while when dissonance occurs between perceived and actual benefits and cost, students are more likely to leave. Researchers as noted by Palmer and Young

(2009) argue that African American men are disinclined to invest in education because they are less likely to yield a favorable return on their investment compared to White men.

Students' experience is also affected by their "sense of belonging." As noted by Vincent Tinto (2016), students will not persist if they have little sense of belonging or see little value in their studies. Tinto (2016) also stated that Sara Goldrick-Rab (Professor of Sociology of Medicine at Temple University) has made abundantly clear that many students, especially those from low-income backgrounds, who want to persist are unable to do so because they simply can't afford the full cost of attendance.

Bailey (2010) points to a new challenge faced by many low-income students. He noted that because of the way the FASA calculates the income of students many do not qualify for enough funding to cover the student's expenses. Students today face many challenges because of changing demographics and the higher cost of attending school. Advisors today need to be prepared to assist the student not only with academics, but with issues such as finance. The students will need to make many decisions and an advisor who can assist with academics and F.A. questions can better assist the student.

Powell and Scott (2013) shared information on the changing dynamic of ethnic minority student access as related to/caused by the evolution of funding policies/approaches by federal and state governments and universities. The authors state that many factors, like family history, high school preparation, socioeconomic status, affordability, and financial assistance contribute to students' decisions to pursue education beyond high school. Financial aid is a major determinant in this decision for ethnic minority students; which this study defined as African-American, American Indian, Asian, and Hispanic populations

Educational attainment of youth from low-income backgrounds has been a long-standing social problem in the United States. Especially in an era that has witnessed staggering increases in income inequality, the necessity of a college degree for economic stability has never been greater, and yet resources to provide college access to those who need it most, (low-income families) are steadily declining (Ashtiani and Felicano, 2018). However, Ashtiani and Felicano, (2018) also noted that even within this context more than half of low-income youth enter college and about one quarter earn bachelor's degrees.

Family Support and Persistence

Students are affected by a number of different factors in the environment in which they grow up, live and learn, and that may be the cause of failure in school (Agic, Osmanbegovic, and Suljic, 2016.) According to the authors, family is noted as one of the effects that affects students' failure in schools. The nature and extent of a parent's involvement in his or her child's education and learning is an important factor in explaining the differential patterns of achievement (Stull, 2013). Saenz, Garcia-Louis, Mercedez, and Rodriquez (2020) write that although multiple reports expose enduring leaks along the educational pipeline, seminal studies indicate that family involvement increases their likelihood of enrollment and persistence into postsecondary education.

Educators at all levels of education have held the opinion that the family plays a major role in creating conditions for the development, care, and education of young people. Family also more or less has influence on the formation of young people's personality and their behavior in life and work (Agic, Osmanbegovic, and Suljic, 2016.) Students whose parents did not go to college may be disadvantaged in terms of "cultural capital," which is defined as "the value students gain from their parents that supports and assists them as they navigate the college

experience and seek a higher social status and greater social mobility.” Consequently, in families with parents who did not attend college, family guidance for college preparation and expectations for students to obtain a college degree may be lacking (Tsai, Brown, Lehrman, Tian, 2020).

For African American and Latino males balancing their academic goals with work and family can be a barrier in the completion of their studies. Barriers in this category included time management, goal setting, making priorities, low motivation to attend class, lack of interest in class, and childcare responsibilities at home. Many students stated that they are the first generation in their families to attend college and that they “have no role models,” a finding recently highlighted in a College Board report (2010). A few times in this report, it was mentioned that if the parents do not have a college education, they do not encourage or expect their children to pursue a college credential (Dulabaum, 2016).

Family structure has become increasingly heterogeneous and dynamic in the United States. To expand their view of family structure scholars have begun to study family structure history to capture family instability or children’s experience of repeated changes in family structure. However, there has been little attention on whether and how this added dimension of family structure history independently influences educational attainment (Fomby, 2013). Many students from low-income families and who are academically prepared often settle for nonselective four-year colleges where graduation rates are low, or a community college. This phenomenon is called “undermatching” (Byndloss and Reid, 2013).

School and teachers’ efforts are extremely important to academic success. However, outside conditions of school hold another key to increasing academic achievement. One of these factors is parenting practices (Park and Bauer, 2002). Ethnic minority young people from lower

socioeconomic backgrounds often see education as the means to better their lives and avoid the difficult lives of their parents. Furthermore, their parents can instill in their children the expectation of attending college and can provide encouragement and emotional support (Dennis, Phinney, and Chuateco, 2005). According to Fomby (2013), family instability also potentially reduces students' academic performance and school attachment through diminished parental monitoring, lower school involvement, and more frequent residential and school mobility.

Family instability remains robustly associated with indicators of verbal ability in childhood and with behavior problems, course-taking patterns, grade point average, and school discipline in adolescence after accounting for family background. The resource perspective predicts that the material, instrumental, and emotional support available to adolescents after experiencing instability will influence the likelihood of enrolling in and staying in college (Fomby, 2013). According to Saenz, Garcia-Louis, Mercedez, and Rodriguez (2020), family involvement has been positively linked to academic achievement, school achievement, school attendance, good grades, and college persistence.

Simmons (2017) noted that researchers have “reimagined” connectedness in relation to the role of family in shaping student persistence. Simmons writes that “explored links between external factors and college success for students of color at predominantly White institutions, found that family members often served as role models, significant sources of motivation and in some cases, facilitators of academic persistence.” However, some parents are uncertain about how to support and guide their children as stated in an article by New (2014), the author states “not to say the parents are uncaring or don't want their children to succeed. In many cases, the parents want to be involved, Washburn said, but they are not sure what level of involvement is appropriate and what advice to provide.”

New (2014) noted that many parents who did not attend college support their children's education. However, some parents who may not understand the value of college may encourage their children to drop out to help support the family. Some colleges have started programs to get parents involved to help their children obtain an education (New, 2014). One example of such a program is, The Parent Support Initiative from The College of Mount Saint Vincent in the Bronx. This program helped educate parents about the rigors of college. Another program from Florida Memorial University is called Black Male College Explorers. This program helped first-generation students graduate from high school and college by providing mentoring along the way. The students' parents also had to get involved if they wanted their sons to be provided this opportunity.

A report on the Indicators of Higher Education Equity in the United States that measures educational achievement (e.g., test scores, college entrance rates, and college degree attainment) are highly correlated between parental education and students who are first generation (Mitchem and Mortenson, 2019). The authors write that:

While the percentages of children who would be the first in their families to obtain a bachelor's degree continue to decline, the American Community Survey (ACS) data also show that by 2016 rates of being first generation remain high especially among traditionally underrepresented minorities. In 2016, 82 percent of Hispanic children, 81 percent of Pacific Islander children, 80 percent of American Indian/Alaska Native children, 76 percent of Black children, 62 percent of children of "Some Other Race," and 56 percent of children of "Two or More Races" had the potential to be first generation to college. Among Whites, about half (49 percent) and among Asians, about one-third (33 percent) are potentially first-generation college. These data may overestimate potential first-generation status, as some of the parents may complete a bachelor's degree or higher by the time their children reach college age.

These percentages are comparisons from a longitudinal study that began in 1972. In 1972, 93 percent of Hispanic students, 92 percent of Black students, 89 percent of American

Indian or Alaska Native students, 77 percent of White students, and 78 percent of Asian students had the potential to be first generation to college. As Mitchem and Mortenson (2019) note, the number of parents of first-generation college students still remains high for minority students.

Gaza and Hoey (2004) noted that there is evidence to support the idea that family factors impact academic achievement, particularly in Mexican American students. They gave an example that found that parent influences, specifically parental expectation of their children's years of academic obtainment, parental discussion of school-related matters, and parental support of achievement, combined, were the strongest indicators of academic achievement for Mexican American students.

Ethnicity and Persistence

Most ethnic minorities may face challenges to academic achievement because they are the "first generation" the first in their families to go to college. As stated by Dennis, Phinney, and Chuateco (2005), one group of at-risk students includes ethnic minority first-generation college students, who typically have poorer academic performance and higher dropout rates than other students. Ethnic minority students are more likely than other students to be the first in their family to attend college, previous studies have found that first generation college students are more likely to be Latino or African American and come from low-income families and compared to students whose parents have attended college (Tsai, Brown, Lehrman, and Tian, 2020).

Retention among minority students in particular, has gained increasing attention. Cook and Cordova (2007) reported a dramatic increase in minority students participating in higher education between 1994 and 2004. They also go on to say that this is in despite of the gains they have made in college entrance. This is a student population that continues to lag behind its Caucasian peers in the rate at which they complete a college education (American Council of

Education, 2006). White (2006) noted in 2003 that less than 40% of minorities graduated from college compared to nearly 60% of Whites (NAACP, 2005; White, 2006) and the gap in enrollment and completion rates is even more disturbing among some categories of racial and ethnic minorities, particularly members of these groups who are underprepared for higher education (Burt, 2009).

The population of Latino and Latina students enrolling in higher education has increased since the 1980s. However their representation is “not proportionate to their population growth.” Saenz, Garicia-Louis, Drake, and Guida (2017) state that Latino and Latina students are enrolling at disproportionately lower rates than other racial or ethnic groups overall; when they do enroll, they choose community colleges.

Factors that may influence Latino students may be family and finances. The literature on Latino and Latina students in higher education consistently illustrates two significant factors that inform their educational experience: family influence and financial barriers (Saenz, Garicia-Louis, Drake, and Guida, 2017). Another factor faced by Latinos is language. Dulabaum (2016) stated that qualitative data suggest that they struggle as a distinctive population with unique challenges related to language and access to college.

Dulabaum (2016) also noted other factors that created a barrier for Latinos, such as access to college. She states that another major barrier for this group was accessing college or knowing the steps to college. Dulabaum (2016) quoted some of the students as saying, “We don’t receive much guidance growing up” and “We aren’t educated about the opportunities.” She also gave an example from one Latino male student, who stated:

We need help transitioning from high school, coordinating school with work schedules, making future plans, improving poor study habits and math skills.
We need assistance in navigating college and coaching to improve personal skills.
We need to learn to establish priorities, set limits, be responsible, get classes

organized, schedule classes with time in between for study. We need assistance to fill out forms for financial aid and scholarships, to find work that has reimbursement programs.

This statement from this Latino male student is an example of the need for support and guidance that many minority students face, specifically first-generation college students. As Dennis, Phinney, and Chuateco (2005) wrote, the literature on first-generation college students paints a picture of these students as lacking in both personal skills and social supports that could contribute to positive academic outcomes in college. However, according to one study, “the majority of African American students participating in the focus group reported barriers related to stereotyping and discrimination” (Dulabaum, 2016).

Baker (2013) presents an investigation of a study that focuses on how personal support from the college environment influences the academic performance of African American and Latino college students attending selective colleges. This research discusses how under-represented students at selective colleges continue to face challenges to their academic success, and support from the college environment is a key factor in the academic success of many of these students. The results of the research indicate that it is important to distinguish between different forms of personal support and the race and gender of students receiving support. The research reveals that the influence of faculty, specifically support from faculty of color, is important for the success of African American and Latino students at selective colleges.

Colleges and universities need to become creative in strategies to successfully help move underrepresented students forward and onward. Roscoe (2010) states that students from diverse backgrounds continue to experience unique challenges accessing and succeeding in higher education, despite the growing numbers in enrollment and degree attainment. The underrepresented student needs a different approach in order to prepare him/her to meet the

demands of college and beyond. Museus and Ravello (2010) noted that an investigation exploring the role that academic advisors play in facilitating success among students of color at predominantly White institutions demonstrated effective results in ethnic minority success. Three themes emerged from the findings that underscore the characteristics of academic advising programs that contribute to the efficacy of racial and ethnic minority students. They were the importance of caring advisors, utilization of non-traditional methods and practice approaches.

When it comes to enrolling and graduating with a college degree, women are outpacing men. Researchers have also noted that when it comes to “race and gender the enrollment gaps widen even further.” As stated by Spruill, Hirt, and MO (2015), in 1987, 22.3% of American men and 21.7% of women had earned college degrees. However, over the course of 20 years this pattern had reversed. In 2007, 31.4% of American women had earned degrees while the ratio of men who had earned degrees remained fairly stagnate at 23.5%. The authors went on to note that the graduation gap widens considerably when race is considered.

African American and Latinos have more opportunities to attend college today than at any other time in American history. However, African American Latino men still attain Bachelor of Arts degrees at significantly lower rate than females within their “groups” (Spruill, Hirt, and MO, 2015). Research has revealed a gender gap where male students have higher rates of academic difficulties and lower college enrollment and graduation rates compared with females (Swanson, Vaughan, and Wilkinson, 2017). Women as a whole outnumber men on American college campuses, and this gap is even more pronounced in the Black and Latina/o populations. The pervasiveness of this issue has gained national attention through efforts such as former President Obama’s initiative, My Brother’s Keeper, which aims to address the poor educational attainment of young men of color (Saenz, Garcia-Louis, Drake, and Guida, 2017).

Students of color, males in particular, face significant challenges in higher education. African American male students, on average, are less successful than other racial/ethnic groups including African American women. Compared to Asian/Pacific Islander or White/Non-Hispanic students, they are less likely to succeed in both developmental and college-level coursework and are more likely to drop out. Latino students are the least likely of all racial/ethnic groups to transfer. African American students and Latino males have the lowest persistence rates (Dulabaum, 2016). Once the province of men, females are increasingly dominating college campuses. This gender disparity is not endemic to African Americans. Surprisingly, however, gender disparities are most pronounced among Blacks (Palmer, and Young, 2009).

In an article from the *Journal of African American Males in Education*, the authors write that research has shown that the “U. S. has historically been less responsive and supportive to the needs of African Americans.” The authors state that this is true in many social institutions, but particularly in education (Palmer, Moore, Davis, and Hilton, 2010). Palmer, Moore, Davis, and Hilton, (2010) go on to write that “they realize that the U.S. has been unsupportive of other underrepresented ethnic minorities in the context of education.” However, researchers asserted that African American males experience the poorest educational outcomes compared to other major demographic groups in the U.S.

There are also disparities in higher education that exist between African American males and their gender and ethnic counterparts (Simmons, 2017). According to Simmons (2017), the most recent available data show that 36% of matriculated African American males graduated from college within 6 years, compared with 47% of African American females, and 63% of Caucasian

students. He goes on to note that existing research indicates that parental education, family background, high school grade point average, standardized test scores, and institutional characteristics are important to student persistence. Latino males also continue to lag behind their female counterparts in P-20 educational attainment at alarming rates (Saenz, Garcia-Louis, Mercedez, and Rodriquez, 2020). There is considerable evidence that the ethnic and socioeconomic backgrounds of students have bearing on how students are perceived and treated by the adults who work with them within schools (Noguera, 2003).

Saenz, Garcia-Louis, Mercedez, and Rodriquez (2020) wrote on the concept of gendered education. They write that early on, children are taught how to act based upon their assigned gender. This is based on socialized roles and how they play a pivotal role in the identity formation of young males. The authors write that their first role models are women, specifically their mothers. As such at an early age, boys begin to associate feelings, domestic chores, and even education as feminine. Saenz, Garcia-Louis, Mercedez, and Rodriquez (2020) write that this reinforces the misconception that education is not for boys and the effects of gendering education carries over to their educational pathways.

However, Saenz, Garcia-Louis, Mercedez, and Rodriquez (2020) also noted that once in college, the long-standing misconception that the schooling system is only gendered to serve males has resulted in the lack of structural support for men of color. Saenz, Garcia-Louis, Mercedez, and Rodriquez (2020) write further that theories utilized to inform school curriculum were formulated in the 1960s and 1970s and were predominantly based on White, heterosexual, young, middle class men and did not account for male students of color. Because of this they failed to address the diverse needs of men of color and to understand how this was harmful for these men.

Explaining how this was harmful to men of color, Garcia-Louis, Mercedez, and Rodriquez (2020) noted five common misconceptions about males in college. These misconceptions are:

1. Every male student benefits similarly from gender privilege.
2. Gender initiatives need not include men unless they are focused on reducing violence and sexual assault against women.
3. Undergraduate men do not encounter harmful stereotypes, social and academic challenges, and differential treatment in college environments because of their gender.
4. Male students do not require gender-specific resources and support.
5. Historical dominance and structural determinism ensure success for the overwhelming majority of college men.

These misconceptions are embedded within institutional structures, educational history, and U.S. social norms, are out of the control of men of color and negatively affect their educational experience (Garcia-Louis, Mercedez, and Rodriquez, 2020). The authors note that change could take decades to occur. However, within family change could happen much faster, because young men have better control over the impact of their familial influences on their academic performance. Even though it may take decades for change to happen, the possibility is there. Noguera (2003) states that, therefore, it is possible for schools to take actions that can reverse the patterns of low achievement among African American males. The fact that some schools and programs manage to do so already is further evidence that there exists a possibility of altering these trends.

An examination of the relationships between study habits, motivation, gender and achievement of first year students revealed that gender pervasively influenced results. Despite lower SAT scores, females attained higher first year college GPAs. LASSI (Learning and Study Skill Inventory) responses differed by gender with females scoring higher on five sub-scales. Predicators of first year GPA also differed by gender, explaining 27% and 19% variance for female and male students respectively. Overall students scoring in the lowest quartile on Time Management or Attitude earned GPAs which were significantly poorer than their peers' GPAs. SATs correlated with LASSI subscales but with gender differences. Results pointed to the use of LASSI sub-scale scores and a gender-specific approach to identify students at risk of academic failure (Bender & Garner, 2010).

Age and Persistence

College graduates find better jobs, earn more money, and suffer less unemployment than high school graduates. They also live more stable family lives, enjoy better health, and live longer. They commit fewer crimes and participate more in civic life. Conventional wisdom imparted by parents, teachers, guidance counselors, and policy makers reads these differences as evidence that young people would improve their lives by staying in high school, graduating, going on to college, and earning a degree. Sociologists and other social scientists have been skeptical (Hout, 2012).

Before the turn of the 20th century, colleges and universities were primarily populated by young, White male students, many of whom transitioned directly from high school, were enrolled full time, were dependent on others to provide financial support, and were not permanently employed (U.S. Department of Education, 2002) (Grabowskie, 2016). One third of undergraduate students enrolled in U.S. colleges and universities are considered nontraditional as

defined by the single criterion of being aged 25 years and older. Nontraditional students have significantly lower graduation rates than traditional students (Markle, 2015). By 2019, college entry by “adult learners” (age 25 and older) is expected to increase by up to 28% (Markle, 2015). The reasons vary, but are generally attributed to the needs of individuals to sustain employment with salaries that will afford a decent standard of living for themselves and their families (Hout, 2012).

Since the beginning of the new millennium, growth in NTS (Non-Traditional Students) enrollment on college campuses has considerably increased (Thompson-Ebanks, 2015). While the number of 18-22 year old students is on the decline, the number of NTS is increasing and will continue to increase into the next century (Akin and May, 1998).

Thompson-Ebanks (2015) writes that, according to NCES (2009), the percentage of enrolled students under the age of 25 increased by 27%, while the percentage of enrolled students aged 25 and over increased by 43% during the years 2000 to 2009. The author goes on to note that, “the NCES also projects that between 2010 and 2019, there will be a 9% increase in students under the age of 25 compared with a 23% increase in students aged 25 and over, making nontraditional-age students the majority in higher education. Projections for college enrollment into the twenty-first century reflect a changing pattern.”

When an adult returns to school, he or she is in transition, as is the traditional student. Traditional students are separating from their families and making the transition from adolescence to adulthood. For NTS, the transition may be initiated by a job layoff, divorce, career stagnation, mid-life change, or an abundance of free time (Akin and May, 1998). Thompson-Ebanks, (2015), writes that, although some studies report little or no difference between the needs of nontraditional and traditional college students (Arbuckle & Gale, 1996;

Aslanian, (1997), other studies suggest that the needs of non-traditional and traditional students are different (Bowl, 2001; Justice & Dornan, 2001). The authors go on to write that these differences could be attributed to varying motivations for attending college and the multiple roles (i.e., parent, partner, employee, and caregiver) NTSS often play while attending school.

Community Colleges and Persistence

In 2010, the American Association of Community Colleges (AACC) launched a minority male initiative (MMI) database to catalogue programs, interventions, and initiatives designed to enhance the success of men of color in community colleges (Keflezighi, Sebahari, and Wood). The database was implemented as a resource for community college personnel. Recent data indicate that only 17.1% and 15.4% of Black and Latino men, respectively, will earn a certificate, degree, or transfer from a community college to a four-year within three years. In contrast, 27% of White men will achieve the same academic goals within the same time frame. Outcome rates for students who are enrolled with a mixture of part-time and full-time intensity indicate that only 15% and 15.2% of Black and Latino men respectively, will achieve their goals, while 29.7% of White men will do so (Wood, Harris, and Xiong, 2014).

An article from “The EvoLLLution” (2015) interviewed J. Luke Wood, an associate professor of community college leadership and director of the doctoral program concentration in Community College Leadership at San Diego State University. Wood stated that there are a number of significant challenges that face men of color in education. One challenge he mentioned that was critical to success in his opinion was the role of climates and cultures on the success of students. Men of color, like all students, need to be educated in environments where they are supported and challenged. However, support and challenge in and of themselves are not

sufficient conditions for success. Educators must demonstrate an authentic care of students and must convey high expectations for their performance.

With the intention of fostering greater participation in higher education, community colleges have rapidly expanded in the past century (Goldrick-Rab, 2010). Community colleges increase college access, extending postsecondary educational opportunities to underserved students, yet, these students exhibit low rates of program completion and transfer to 4-year colleges (Schudde, and Goldrick-Rab, 2015). Goldrick-Rab (2010) states that many of the democratizing opportunities provided by community college are diminished in the eyes of policy makers by inadequate rates of success. The author notes that large proportions of students who enter community colleges do not persist for longer than a semester, complete a program, or attain a credential. Even so community college increased participation in American higher education, particularly among individuals with limited opportunities for education beyond high school because of academic difficulties, financial constraints, and other factors (Goldrick-Rab, 2010).

Community colleges are considered postsecondary “open” institutions that democratize higher education (Goldrick-Rab, 2010). Through open-access and low costs, community colleges aim to reduce inequality in educational opportunity by increasing postsecondary access (Schudde, and Goldrick-Rab, 2015). They represent the inclusive culture of learning and attracting students who are often underserved by other institutions.

Generally, previous research indicated that community college students are more likely to be first-generation, non-White, and low-income (Fong, Acee, and Weinstein, 2018). The authors go on to state that success at the community college level has considerable implications for students who are underrepresented in higher education and perhaps come from challenged backgrounds.

Goldrick-Rab (2010) notes that community college expands opportunities to everyone, regardless of prior advantages or disadvantages. Sociological research on community colleges focuses on the tension between increasing educational opportunity and failing to improve equity in college completion across key demographics, such as race and socioeconomic status (Schudde, and Goldrick-Rab, 2015).

More Americans today attend college than ever before, and those who are more affluent are most likely to attend a four-year university, while the less privileged attend a community college.

Schudde, and Goldrick-Rab (2015) write that:

Today, more Americans attend college than ever before. Between 1985 and 2011, the number of Americans enrolling in college increased by almost 60%, from 10.6 million to 18.1 million (U.S. Department of Education, 2013). While community colleges increase educational access, they also “effectively maintain” inequality—they give the illusion of increasing opportunity while still preserving a top tier of postsecondary education (elite 4-years) that are out of reach for all but a few (Lucas, 2001). As larger shares of high school graduates reached some form of higher education, socioeconomic class differences in access to selective colleges in the United States grew (Alon, 2009). Affluent youth are more likely to attend selective 4-year institutions, while the less privileged increasingly attend lower prestige institutions, including 2-year colleges (Alon, 2009).

Prior academic success is not a prerequisite for admission to a community college (Goldrick-Rab, 2010). Many students enter community college unprepared academically and need to take remedial courses (Goldrick-Rab, 2010); 61% of students at community colleges take at least one remedial course while in college, and 25% take two or more remedial courses. Goldrick-Rab (2010) calls this “second-chance,” because this serves an essential function in a country where substantial numbers of poor and minority students leave high school without a diploma and even more often without developing strong writing, reading, and math skills.

A large population of African Americans and Hispanics are enrolled in community college. According to Goldrick-Rab (2010), 58% of all African American undergraduates and

66% of all Hispanic undergraduates are enrolled in community colleges. According to Fong, Acee, and Weinstein (2018), a substantial proportion of the literature examining factors affecting community college students' persistence have almost exclusively included variables such as first-generation status, ethnicity, socioeconomic status (SES), and high school achievement. Although it is critical to examine such correlational and predictive factors, it is also important to use prescriptive measures that assess students' personal qualities affecting success and retention.

Research has shown that a student's persistence and engagement are influenced by their perceived needs, motivation, and self-perceptions. Fong, Acee, and Weinstein (2018) write that aggregated studies on community college students and psychosocial factors found that motivation and self-perceptions were associated with community college student achievement and persistence. Students enter college for many reasons, as noted by Goldrick-Rab (2010). When not restricted to offer a single reason for attending, 46% report enrolling for personal interest and 42% report seeking job skills. Roughly the same percentage indicate that they are enrolled to earn an associate degree, and 17% want a certificate. Notably, desires for job skills or personal enrichment do not preclude degree intentions—nearly 80% of students across those two groups expect to earn a credential. Schudde and Goldrick-Rab (2015) state that postsecondary educational attainment is presented as a chance to overcome one's disadvantaged socioeconomic origins.

Study Habits and Persistence

Chilca (2017) noted that academic performance does involve factors such as intellectual skills, personality, motivation, aptitudes, interests, study habits, self-esteem or the teacher-student relationship. According to Illahi and Khandai (2015), a habit is just a behavior that is repeated until it is automatic. A habit is something that is done on a scheduled, regular and

planned basis that is not relegated to a second place or optional place in one's life. It is simply done with no reservations, no excuses, and no exceptions. Study habits are the ways that we study, the habits that we have formed during our school years. Study habits can be "good," which means they work and help us to make good grades – or "bad," which just means they don't work and don't help us make good grades.

Without good study habits, students cannot succeed. To succeed, students must be able to appropriately assimilate course content, digest it, reflect on it, and be able to articulate that information in written and/or oral form (Illahi and Khandai, 2015). Higher performing students tend to choose more effective study strategies and are more aware of the benefits of self-testing. (Geller, Toftness, Armstrong, Carpenter, Manz, Coffman, and Lamm, 2017).

Every day students are confronted with a number of decisions about what, when, and how to study. Understanding the factors underlying these decisions is essential in helping students become successful learners, as effective study habits (or lack thereof) can influence educational outcomes such as academic achievement and attrition (Geller, Toftness, Armstrong, Carpenter, Manz, Coffman, and Lamm, 2017).

Motivation and Persistence

The motivation to attend college can be related to both individual and collective concerns. Individual motivations are based on personal interest, intellectual curiosity, and desire to attain a rewarding career (Dennis, Phinney, and Chuateco, 2005). Aspects of motivation are severed. Webster's dictionary describes motivation as stimulus, or influence. Self-efficacy can also contribute to an individual's success. Moneva, and Moncada (2020) write that a student's self-efficacy is the student's belief that he or she can successfully do a task whatever it is.

Tugsbaatar (2020) notes that self-efficacy means believing in the value of motivation to influence any outcome. Thus, feeling secure in one's self-efficacy leads to self-determined motivation.

In an article by Spruill, Hirt, and MO (2015) they state, "self-efficacy is premised on the assumption that one can control influential life events, including persistence to graduation." Positive stimuli or influences in an individual's environment may positively affect a student's determination to attend and graduate with a college degree. Research has shown the importance of studying student cognitive variables, such as self-efficacy, in relation to persistence decisions (Wright, Jenkins-Guarnieri, and Murdock, 2012).

With no assistance or little knowledge of the educational system, it is perhaps not surprising that members of both groups named lack of self-motivation as another major barrier. Statements in this category included: lack of initiative to get education, not focused/mentality, lack of passion for attending college or investing in an education, and parents make them attend (Dulabaum, 2016).

Tsai, Brown, Lehrman, and Tian (2020) write that motivation has been shown to be a predictive factor of academic success at various levels and is also found to be a factor promoting academic resilience when in a disadvantaged environment. The authors state that evidence in literature shows that intrinsic motivation has a positive impact on the performance and success of first-generation college students. The authors also referenced a study of Latino first-generation college students that showed academic resilience and persistence are strongly related to intrinsic motivation and academic achievement.

In an article by Nina L. Dulabaum (2016) she shared a story of an African American student who had completed two semesters in college successfully. This is what that student stated about being successful:

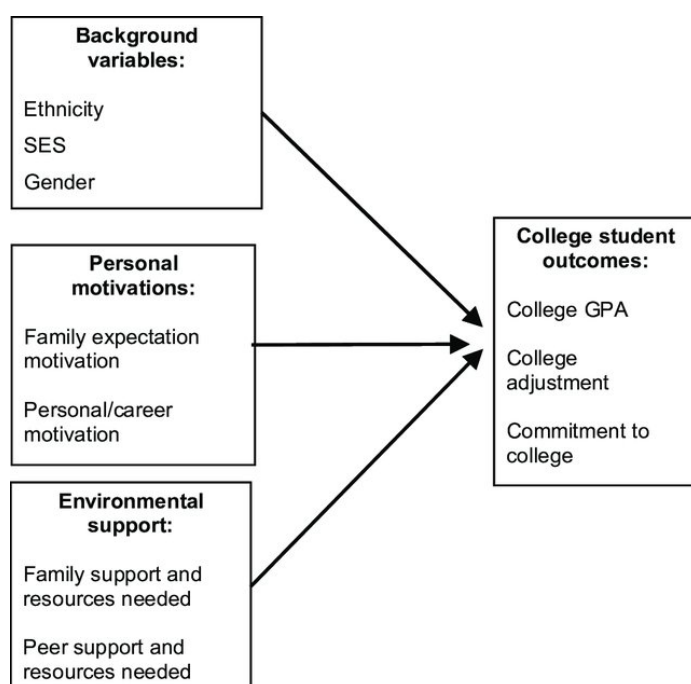
Set a goal that you are going to do it and make up your mind to listen. Take advantage of those things available to you such as tutoring, etc., and work on problems at home. Go talk to your instructors and take advantage of classroom time, study time, and tutoring time, to make sure you understand the information. Take time to read the textbooks and read ahead. It might be hard, but it's about not giving up and overcoming any issues you might have. Invest time into your studies to do well and always ask others for help if you don't understand something.

This example given by Dulabaum by an African American male student spoke about going against the stereotypes and the perceptions that they face because they are African American. Some college instructors feel that they do not take their education seriously, so African American males have to take upon themselves “self-efficacy” if they are to succeed. As Dulabaum (2016) noted, “One student described his experience exemplifying both possible miscommunication and stereotyping: ‘Teachers do not expect success, because you are the black guy, you are here for sports. A teacher will not call me, they assume I’m going to drop out halfway in the semester. I am asked: You’re sure you want to be here?’”

Simmons (2017) wrote that aspirations to attend and graduate from college were viewed as positive in predicting persistence. With reference to college students, academic success is a function of both personal characteristics such as mental ability, academic skills, motivation, and goals, and the characteristics of the environment, which can be conceptualized as a system of nested interdependent structures (Dennis, Phinney, and Chuateco, 2005).

Dennis, Phinney, and Chuateco (2005) noted that the environment includes many systems of influence on the motivation of minority males and their academic success. They also stated

that face-to-face interaction with, and support from, family members and peers are among the most common and important proximal processes for adolescents and young adults and play an important role in academic outcomes. The authors in their study sought to include noncognitive variables. These are variables that have been shown to be important for ethnic minority students who are the first in their family to attend college. Below is the “model of the effects of personal motivations and environmental support on college outcomes” that they used as a guide in this study.



According to Dulabaum (2016), in conversations with African American and Latino males several themes emerged. One of these themes was “lack of focus and self-motivation.” The author identified for Latino male students the need for supportive friends while African American male’s family background and cultural expectations may play a part as a barrier to their academic achievement.

In an article from “Inside Higher Ed,” Vincent Tinto (2016) wrote on three major experiences that shape student motivation to stay in college and graduate. Tinto (2016) stated

that students do not seek to be retained, they seek to persist. Even though retained and persist may be “necessarily related” they are not the same. Tinto (2016) states that the interests are different. The three major experiences Tinto (2016) wrote about are 1. Self-Efficacy, 2. Sense of Belonging, and 3. Perceived Value of the Curriculum.

1. Self-Efficacy – self-efficacy refers to a person’s belief in his or her ability to succeed at a particular task or in a specific situation. When it comes to students’ belief in their ability to succeed in college, a strong sense of self-efficacy promotes goal attainment, while a weak sense undermines it.
2. Sense of Belonging – while believing one can succeed in college is essential for persistence to completion, it does not in itself ensure it will happen. Sense of belonging is most directly shaped by the broader campus climate and the daily interactions with other students, faculty, staff, and administrators on campus—and the messages those interactions convey. Students who perceive themselves as belonging are more likely to persist because it leads not only to enhance motivation but also a willingness to become involved with others in ways that further promote persistence.
3. Perceived Value of the Curriculum – students’ perception of the value of their studies also influence their motivation to persist. Students need to perceive that the material to be learned is of sufficient quality and relevance to warrant their time and effort. Only then will they be motivated to engage that material in ways that promote learning and, in turn, persistence.

Though it is undeniably the case that academic ability matters, student motivation is the key to student persistence and completion (Vincent & Tinto, 2016). Palmer and Young (2009) also stated that participants through their study perceived engagement in on-campus activities as

pivotal to their success. They stated that these students explained that their involvement on campus fostered a sense of commitment or “sense of belonging.” One student in the study stated, “the thing that was critical to my academic success was simply being involved.”

Summary

According to the Center for Community College Student Engagement (CCCSE, 2012), community colleges are increasingly aware of the need to substantially increase the completion of certificates and degrees. But there now is unprecedented urgency for this work because having more successful community college graduates is essential to sustaining local and national economies as well as maintaining strong communities with engaged citizens. While the institution’s interest is to increase the proportion of students who graduate from the institution, the student’s interest is to complete a degree, often without regard to the college or university in which it is earned (Tinto, 2016).

Tinto (2016) stated that many experiences shape student motivation to persist, not all of which are within the capacity of institutions to easily influence (e.g., events beyond the campus that pull students away from persistence). To put it simply, student persistence is something the student does in order to continue in his or her studies (Ericksen, 2020). Given the implications behind these changing demographics, colleges and universities need to find new ways to effectively support their students on the path to graduation (Fishman, Ludgate, and Tutak, 2017). In an article by Jensen (2011) the author wrote that Vincent Tinto (1975) stated that persistence occurs when a student successfully integrates into the institution academically and socially. Integration, in turn, is influenced by pre-college characteristics and goals, interactions with peers and faculty, and out of classroom factors.

Ethnicity can also impact persistence. Stewart, Lim, and Kim (2015) wrote that there have also been varying results from studies conducted on the impact of ethnic differences on persistence. Tierney's model of persistence suggests that students need to be provided with the cultural capital necessary to succeed in an educational system where barriers to persistence and integration exist for minority students (Jensen, 2011).

McBride (2017) states that completing college is more of a struggle for African American and Latino men than for any other racial or ethnic group. The troubled status of these groups in higher education has garnered tremendous attention over the past 20 years at national conferences, in the media, and in published scholarship. McBride (2017) goes on to say that researchers increasingly highlight the complexities of the problem. Educators, administrators, and policymakers alike have grappled with the question of what must be done to improve the success of black and Latino male students.

While men of color are underrepresented in higher education overall, those who enroll in college are more likely to attend a community college than a baccalaureate institution (CCCSE, 2014). Then, on multiple measures of academic progress, a persistent, intolerable gap separates Latinos and Black males from other student groups. Finally, relative to all other student groups—including women of color—men of color complete community college degrees and certificates at disproportionately low rates (CCCSE, 2014).

CHAPTER 3

METHODOLOGY

The purpose of this study was to investigate the effect of demographic factors on the persistence, motivation, and study habits that impact the success rate of African American and Latino males in community colleges. Secondary data collected from the Community College Survey of Student Engagement (CCSSE) was analyzed in efforts to fulfill the quantitative investigation. Chapter three was divided into nine major sections: 1. Type of Research Design 2. Population and Research Setting 3. Sampling Procedure 4. Instrumentation 5. Data Collection Procedure 6. Identification of Independent and Dependent Variables 7. Null Hypotheses 8. Statistical Analysis and 9. Evaluation of Statistical Assumptions.

Type of Research Design

This study utilized a correlational research design, which involves collecting data to determine whether, and to what degree, a relationship exists between two or more quantifiable variables (Gay, Mills, and Airasian, 2009). In the correlational method, two different variables are observed to determine whether there is a relationship between them (Gravetter and Wallnau, 2013). A correlational study may be used to establish relationships or use existing relationships to make predictions (Gay, Mills, and Airasian, 2009). The results of correlational studies do not suggest cause-effect relationships among variables (Gay, Mills, and Airasian, 2009). According to Gravetter and Wallnau (2013) the results from a correlational study can demonstrate the existence of a relationship between two variables, but they do not provide an explanation for the relationship.

A schematic of the correlational research design can be seen in Figure 1. This type of research design allowed the researcher to examine the relationships between two or more

variables using correlational statistics (Gay, Mills, and Airasian, 2011). The relationship between demographic factors, socio-economic status, family support, ethnicity, and age on persistence, motivation, and study habits was examined.

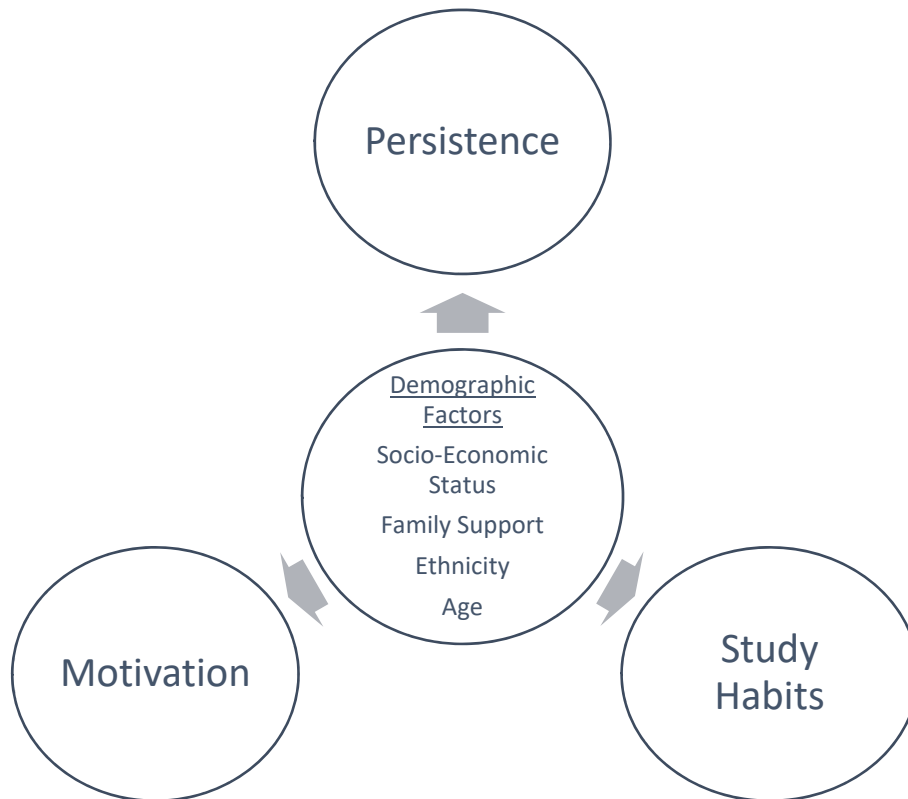


Figure 3: Correlational Research Design

Population and Research Setting

The study consisted of eighty-three (83) students who identified themselves as African-American and Latino male who were administered and completed the CCSSE survey.

Participants completed the College Survey of Student Engagement (CCSSE) during the spring semester of 2019.

The CCSSE survey is used across the country at community colleges and provides useful data regarding student engagement. Based on a report by the University of Texas at Austin on

minority male engagement, a study was conducted using CCSSE. Unmuth (2014) stated that minority males do have positive attitudes and are engaged when beginning college. However, from a 2011 federal data report only five percent of African American and Latino males are completing certificates or degrees, compared to 32 percent White males.

The director of CCSSE, Kay McClenney asked “How is it we can start out with a group of students who are so jazzed up and lose them so quickly?” Analyzing the relationship between demographic factors and the persistence, motivation, and study habits of African American and Latino males will hopefully bring a greater understanding of their relationship to their academic success and will have important implications for future programing.

Sampling Procedure

The purposive non-probability sampling procedure was utilized by the researcher in the present study. This type of sampling procedure allowed the researcher the opportunity to select a representative sample by searching specific areas of the target population (Gay, Mills, Airasian, 2009). In addition, the purposive sampling process permits the researcher to select the sample based on their own personal experience as well as their knowledge of the population in which the sample was chosen (Kerlinger & Lee, 2000).

For the purpose of the research the following criteria were used to select the sample:

1. The student must be Latino or African American
2. Must be male
3. Attended the target community college during the academic school year 2018 – 2019
4. And have completed the Community College Survey of Student Engagement (CCSSE)

CCSSE is administered to students in randomly selected classes (credit courses only) at each participating college. The required number of course sections to be surveyed is determined by the total sample size needed to reduce sampling error and to ensure valid results. Sample sizes range from approximately 600 to approximately 1,200 students, depending on institutional size.

Instrumentation

The Community College Survey of Student Engagement (CCSSE) was utilized in this investigation and most items on the survey pertain to time spent on activities that previous research has shown to be related to desired outcomes of a college education. CCSSE was established in 2001 as a project of the Community College Leadership Program at The University of Texas at Austin

From the beginning, there was a recognized need for a student engagement survey specifically designed for community and technical colleges. Thus, CCSSE was launched in 2001, with the intention of producing new information about community college quality and performance that would provide value to institutions in their efforts to improve student learning and retention, while also providing policymakers and the public with more appropriate ways to view the quality of undergraduate education (CCSSE).

CCSSE introduced national benchmarks. CCSSE benchmarks are groups of conceptually related survey items that focus on institutional practices and student behaviors that promote student engagement, and that are positively related to student learning and persistence (CCSSE). The five benchmarks of effective educational practice in community colleges are: active and collaborative learning, student effort, academic challenge, student-faculty interaction, and

support for learners. Benchmark reports consist of tables showing the college's scores on each benchmark, followed by means and frequency tables of items in each benchmark.

Extensive research has identified good educational practices that are directly related to retention and other desired student outcomes. The Community College Survey of Student Engagement (CCSSE) builds on this research and asks students about their college experiences, how they spend their time; what they feel they have gained from their classes; how they assess their relationships and interactions with faculty, counselors, and peers; what kinds of work they are challenged to do; how the college supports their learning; and so on (CCSSE).

Validity of the Instrument

To compare the overall validity of the CCSSE, a panel of CCSSE experts established construct validity on the five benchmarks of this instrument. Exploring and confirmatory factor analysis were conducted on the CCSSE. Five scales (factors) were generated from the factor analysis results. The first scale entitled Collaborative Learning included seven items. This scale produced an alpha coefficient of .80. The second scale entitled Active Learning consisted of four items. The alpha coefficient for this scale was .68.

Additionally, the third scale entitled Academic Challenge contained 10 items. This scale had an alpha coefficient of .85. The fourth scale entitled Support for Learners consisted of five of the seven original items. This scale generated an alpha coefficient of .79. The fifth and final scale entitled Student Effort contained three items. An alpha coefficient of .69 was computed on this scale (Amaury, Crisp, Matthews, 2011).

Reliability of Instrument

Internal consistency and test-retest reliability were established on the CCSSE. Internal consistency reliability was assessed by utilizing the Alpha Coefficient. The test-retest reliability was established by comparing results from individuals repeat survey administration. A display of the test-retest reliability coefficients in Figure 1 shows the following internal consistency and test-retest reliabilities were computed on the five subscales of CCSSE:

Subscale	Alpha	Test-Retest
(1) Active and Collaborative Learning	.66	.73
(2) Student Effort	.56	.74
(3) Academic Challenge	.80	.77
(4) Student Faculty Interaction	.67	.73
(5) Support for Learners	.76	.73

Figure 4: Test-Retest Reliabilities Coefficients

Based on the above reliability coefficients, the CCSSE is considered a reliable instrument with regard to teaching practices, campus design and institutional culture. (Marti, 2009).

Data Collection Procedure

The (secondary) data for the current investigation were obtained from the College of the Mainland. Data was requested from their Office of Planning, Effectiveness, Analytics and Research on the Community College Survey of Student Engagement (CCSSE). CCSSE is an extensive research that identifies good educational practices that are directly related to retention

and other desired student outcomes. This survey was administered during the spring semester “mostly to returning students.” CCSSE asks questions about institutional practices and student behaviors that are highly correlated with student learning and retention.

Data for this study was collected from secondary sources. Secondary data analysis can benefit researchers of advanced academics by providing large sample sizes and a variety of data on multiple topics (Renbarger, Sulak, Kaul, 2019). The data used for this study were already collected by the institution. The institution participates in the Community College Survey of Student Engagement (CCSSE) every other year. The data from results were obtained from CCSSE that was administered in the spring semester of 2019.

Once the data was collected by the researcher, the data was then recoded for analysis purposes. The coded data was imputed into the statistical package for the social science (SPSS) program to be analyzed.

Source of Data

The following student demographic factors were analyzed for their relationship to the student academic success using CCSSE benchmarks:

1. Socio-economic status (SES) Adjusted Gross Income (AGI). Students submitted their AGI, either for themselves, their parents, or both. This was used to determine the students' SES. Many students did not supply AGI information, to make up for this missing data. The AGI mean for African American male students and Latino male students was used.
2. Family support. Students reported the amount of encouragement and emotional support they received from their family. Students reported the amount they received

- by selecting, not very, somewhat, quite a bit, or an extreme amount of encouragement or emotional support.
3. Ethnicity. The sample participants were taken from students who identified as African American and Latino males on the CCSSE survey.
 4. Age. Students who took the CCSSE survey reported if they were a traditional or non-traditional student. According to NCES, National Center for Education Statistics a non-traditional is a student over the age of 24, which includes 25 years of age and up. Students under the age of 25 are considered a traditional student. Students were also able to refer to their age chronologically. For this study chronological age was used. Students entered an age range, under 18, 18-19, 20-21, 22-24, 25-29, 30-39, 40-49, 50-64, and over 65.
 5. Persistence. Using the CCSSE benchmarks persistence was measured by students reporting if they would be completing or anticipate completing their goals to students who would not be returning or were uncertain. Students had the option of selecting, accomplishing their goals within the semester the survey was taken, completing within 12 months, not returning, or uncertain.
 6. Motivation. To measure student's motivation a section from student goals was selected. Students reported in the CCSSE survey if they were taking classes for self-improvement/personal enjoyment or not. Students selected they yes they were or no they were not.
 7. Study habits. The measurements of study habits were taken from the CCSSE survey of the amount of hours students reported they studied per week. Students were able

to select, 0 for none, 1 if they studied 1-5 hours per week, 2 for 6-10 hours, 3 for 11-20 hours, 4 for 21-30 hours, and 5 for more than 30 hours of studying per week.

Identification of Independent and Dependent Variables

The present study, it was assumed that demographic factors do have some predictive validity with regard to persistence rate, study habits and motivation among Latino and African American community college students. Therefore, the demographic factors of ethnicity, socio-economic status, family support and age were assigned as the predictor (independent) variables. These variable were assumed to have some effect on persistence rate, study habits and motivation, which were the criterion (dependent) variables.

Null Hypotheses

The following null hypotheses were formulated and tested in this investigation:

Ho₁: There is no statistically significant predictable relationship between demographic factors (Socio economic status, family support, ethnicity, and age) and the persistence rate of minority male (African-American and Latino) in community college.

Ho₂: There is no statistically significant predictable relationship between demographic factors (Socio economic status, family support, ethnicity, and age) and the motivation of minority male (African-American and Latino) in community college.

Ho₃: There is no statistically significant predictable relationship between demographic factors (Socio economic status, family support, ethnicity, and age) and the study habits of minority male (African-American and Latino) in community college.

Statistical Analysis

For this investigation the researcher employed two Multiple Regression Procedures. They were the Standard Multiple Regression Procedure and the Logistic Regression Technique. To assess the predictability of a single criterion variable from two or more predictor variables the Standard Regression Procedure was employed. Additionally, this regression procedure places all the predictor variables into the model in one step (Warner, 2013). It is possible to combine several predictor variables to obtain a more accurate predication (Gravetter& Wallnau, 2009).

To examine the relationship and predictability of a criterion variable that is dichotomous from two or more independent variables the statistical procedure used is the logistic regression technique. Binary Logistic Multiple Regression Statistical Techniques were employed to analyze the hypotheses formulated in this investigation. All hypotheses were examined at the .05 level of significance or better.

Evaluating of Assumptions for Multiple Regression

1. Variables are normally distributed
2. Assumption of a linear relationship between the independent and dependent variables
3. Variable are measured without error
4. Assumption of homoscedasticity

Evaluating of Assumptions for Logistic Regression

1. The response variable is binary
2. The observations are independent
3. There is no multicollinearity among explanatory variables
4. There are no extreme outlier

5. There is a linear relationship between explanatory variables and the logit of the response variable
6. The sample size is sufficiently large

CHAPTER 4

DATA ANALYSIS

The purpose of this study was to examine the relationship and predictability of selected demographic factors on the persistence rate, motivation level and study habits of African American and Latino male community college students. Answers to the following questions were sought:

- 1) Do demographic factors (socio-economic status, family support, ethnicity and age) have any predictive validity on the persistence rate of minority (African American and Latino) males in community college?
- 2) Do demographic factors (socio-economic status, family support, ethnicity and age) have any predictive validity on the motivation of minority (African American and Latino) males in community college?
- 3) Do demographic factors (socio-economic status, family support, ethnicity and age) have any predictive validity on the study habits of minority (African American and Latino) males in community college?

The sample for this investigation consisted of eighty-three (83) minority male community college students attending an institution of higher learning located in the southern region of the United States. The data analysis for this chapter was divided into four main areas. The first area contained the demographic characteristics of the student participants in the study. The second area consisted of the mean and standard deviation results pertaining to the predictor and criterion variables. The third area dealt with the correlational analyses regarding four predictor variables and three criterion variables. The fourth and final area addressed the testing of the three statistical (null) hypotheses generated in this study. The Standard Multiple Regression and the

Binary Logistic Multiple Regression Statistical Techniques were employed to analyze the hypotheses formulated in this investigation. All hypotheses were examined at the .05 level of significance or better.

Demographic Profile of the Student Participants in the Study

There were 83 minority male Community College students who participated in this empirical inquiry. These minority students were described descriptively by their age, ethnicity, social economic status and family support.

Age

The variable age was classified into seven subgroups. There were 33 or 39.8 percent of minority male students who reported their age was between 18 and 19, and 19 or 22.9 percent of them indicated their age was between 20 and 21. On the other hand, 13 or 15.7 percent of students were between the ages of 22 and 24 and 6 or 7.2 percent who expressed their age was between 25 and 29.

Additionally, 7 or 8.4 percent of the male Community College students reported their age was between 30 and 39 and 3 or 3.6 percent of them said their age was between 40 and 49. Finally, 2 or 2.4 percent of the male students indicated their age was 50 and above. See Table 1 for these results.

Table 1
Frequency Distribution of Participants by Age

Age	Number	Percent
18-19	33	39.8
20-21	19	22.9
22-24	13	15.7
25-29	6	7.2
30-39	7	8.4
40-49	3	3.6
50 and Above	2	2.4
Total	83	100.0

Ethnicity

The variable ethnicity was categorized into two subgroups. There were 50 or 60.2 percent of the male Community College students who reported their ethnic identity as Latino. By contrast, there were 33 or 39.8 percent of the male Community College students who indicated their ethnic background as African American. See Table 2 for these analyses.

Table 2
Frequency Distribution of Participants by Ethnicity

Ethnicity	Number	Percent
Latino	50	60.2
African American	33	39.8
Total	83	100.0

Socio-economic Status

There were 39 or 47 percent of the male minority Community College students who revealed their income was \$50,000 or less. In comparison, 44 or 53 percent of the male Community College students who reported their income was \$50,001 or above. See Table 3 for these findings.

Table 3
Frequency Distribution of Participants by SES

SES	Number	Percent
\$50,000 or less	39	47.0
\$50,001 or above	44	53.0
Total	83	100.0

Family Support

Regarding the variable family support, there were three or 3.6 percent of the male college students who reported their families support were not very good and 12 or 14.5 percent of them indicated they had somewhat family support. Likewise, 20 or 20.1 percent of the male Community College students revealed they had quite a bit of family support. Finally, 48 or 57.8 percent of the male community college students expressed their family support as extremely good. See Table 4 for these results.

Table 4
Frequency Distribution of Participants by Family Support

Family Support	Number	Percent
Not Very	3	3.6
Somewhat	12	14.5
Quite a Bit	20	20.1
Extremely	48	57.8
Total	83	100.0

Mean and Standard Deviation Results

The Mean and Standard Deviations for the predictor and criterion variables employed in the regression model were computed for this study. On average, minority male community college students were between the ages of 22 to 24.

Additionally, on average, the minority male community college students reported they had quite of bit of family support. In addition, minority male students' annual income was, on average, \$36,707.89. Further, the variable ethnicity was dummy coded for this study. The

attribute Latino was coded “1” and the attribute African American was coded “0” for this investigation. The persistence and motivation variables were also dummy coded. For the variable persistence, “1” was coded for students who returned to the institution, and “0” for students who did not return to the institution. Regarding the variable motivation, “1” was coded for motivated students and “0” was coded for non-motivated students.

Table 5

Mean and Standard Deviation of the Variable in the Prediction Model

Variable	Mean	Standard Deviation
Age	3.42	1.6424
Ethnicity	.60	.492
Family Support	3.36	.864
SES	36,707.89	23,097.347
Study Habits	7.380	7.600
Persistence	.19	.397
Motivation	.70	.462

Intercorrelations Results Among Predictors and Criterion Variables

Intercorrelations (See Table 6) were calculated for the four predictors and the three criterion variables utilized in the regression model. The Pearson Product Moment Correlation and Biserial Correlation Procedures were used to assess the linear relationship between the quantitative and dichotomous variables used in this empirical study.

Moreover, regarding the relationship between the four demographic factors and study habits, the variable age ($r = .315$) was found to be significantly positive related to study habits. The other three demographic factors of ethnicity, SES and family support were found not to be statistically significant related to study habits.

Additionally, the relationship between the demographic factors and persistence revealed no statistically significant relationship between these variables. In addition, no significant relationship was found between the four demographic variables and motivation.

Table 6
Intercorrelations Results Among Predictor and Criterion Variables

Predictors	Criterion Variables		
	Study Habits	Persistence	Motivation
Age	.315**	-.166	-.089
Ethnicity	-.208	.147	.003
Family Support	.053	-.170	.032
SES	-.062	.180	.085

**Significant at the .01 level

Examination of Hypothesis

HO1: There is no statistically significant predictable relationship between demographic factors (Socio-economic status, family support, ethnicity, and age) and the persistence rates of minority males (African American and Latino) in community college.

A Binary Logistic Regression technique was computed to assess the relationship between demographic factors (socio-economic status, family support, ethnicity and age) and the persistence rate among male minority community college students. Regression analyses indicated the overall model of the four demographic predictor variables were not statistically reliable in distinguishing between those male students who would return to the institution and those who would not return to the institution ($-2 \text{ Log likelihood} = 74.852$, $X^2(4) = 6.524$, $P > .05$). Additionally, according to the Nagelkerke R Square test, the demographic variables SES, family support, ethnicity, and age, collectively, accounted for 12.1 percent of the variance in persistence rate (See Table 7).

Table 7

Overall Model Fit Results Regarding the Predictable Relationship Between Demographic Factors and Persistence Rate

Model	Chi-Square	df	P
Final	6.524	4	.163

$-2 \text{ Log likelihood} = 74.852$; Nagelkerke R Square = .121

Moreover, the prediction of persistence rate was very accurate in terms of correctly classifying those male minority community college students who would not return to the institution (100%) but this was not true for those male minority community college students who would return to the institution (6.3%). Overall, the model correctly classified 81.9 percent of the cases (See Table 8).

Table 8
Classification Table Results Regarding Persistence Rate

Persistence			
Rate	Not Return	Return	Percent Correct
Not Return	67	0	100
Return	15	1	6.3

Overall Correct = 81.9

Furthermore, the Wald Statistics was employed to measure the individual contribution of each predictor on the persistence rate among male minority college students. Neither of the four predictor variables of Age ($Z=1.240$, $P >.05$), ethnicity ($Z=.025$, $P >.05$), SES ($Z=.841$, $P >.05$) and family support ($Z = 2.540$, $P >.05$) was an independent predictor of persistence rate. Finally, odds ratios for the predictor variables indicated little change in the likelihood of increase in persistence rate among male college students. (See Table 9). Thus, hypothesis one was not rejected.

Table 9
Regression Coefficients Regarding the Relationship Between Demographic Factors and Persistence Rate

Variable	B	SE	Wald	df	P	Exp(B)
Age	-.273	.245	1.240	1	.266	.761
Ethnicity	.126	.796	.025	1	.874	1.134
SES	.000	.000	.841	1	.359	1.000
Support	-.498	.314	2.540	1	.111	.608
Constant	.417	1.525				

HO₂: There is no statistically significant predictable relationship between demographic factors (Socio-economic status, family support, ethnicity, and age) and the motivation level of minority males (African American and Latino) in community college.

Reported in Table 10 were the Binary Logistic Regression results pertaining to the predictable relationship between demographic factors and the motivation level among male minority community college students. The regression results indicated that the four demographic variables of SES, family support, ethnicity and age were not statistically reliable in predicting those male minority students who were motivated and those who were not motivated (-2 Log likelihood = 99.960, $X^2(4) = 1.612$, $P > .05$). In addition, the Nagelkerke R Square technique reported that the predictor variables of SES, family support, ethnicity and age combined, explained 2.7 percent of the variance in motivation (See Table 10).

Table 10

Overall Model Fit Results Regarding the Predictable Relationship Between Demographic Factors and Motivation

Model	ChiSquare	df	P
Final	1.612	4	.807

-2 Log Likelihood = 99.960; Nagelkerke R Square = .027

Additionally, the prediction of the motivation level of male minority community college students was impressive with regard to correctly classifying those who were motivated (96.6%) but this was not true for those who would not be motivated (0.0%). Overall, the model correctly classified 67.5 percent of the cases (See Table 11).

Table 11
Classification Table Results Regarding Motivation

Motivation	No	Yes	Percent Correct
No	0	25	0.0
Yes	2	56	96.6

Overall Correct = 67.5

Moreover, the Wald Statistic revealed that the demographic factors of age ($Z=.525$, $P >.05$), ethnicity ($Z=.585$, $P >.05$), SES ($Z=.759$, $P >.05$), and family support ($Z=.041$, $P >.05$) were not independent predictors of the motivation level among minority male community college students. Further, the odds ratios of the above demographic factors revealed little change in the likelihood of an increase in motivation among male minority college students (See Table 12).

Table 12
Regression Coefficients Regarding the Relationship Between Demographic Factors and Motivation

Variable	B	SE	Wald	df	P	Exp(B)
Age	-.117	.161	.525	1	.469	.890
Ethnicity	-.517	.676	.585	1	.444	.596
SES	.000	.000	.759	1	.384	1.000
Family Support	.057	.281	.041	1	.839	1.050
Constant	.906	1.32				

HO₃: There is no statistically significant predictable relationship between demographic factors (Socio-economic status, family support, ethnicity, and age) and the study habits of minority males (African American and Latino) in community college.

Presented in Table 13 were the Standard Multiple Regression results pertaining to the Relationship between demographic factors and the study habits among minority male community college students. The regression model yielded a multiple correlation of .355. The four demographic variables of age, ethnicity, SES and family support together accounted for 12.6 percent (Adjusted = 8.1%) of the variance in the criterion variable study habits.

A statistically significant linear relationship was found to exist between the demographic predictors of age, ethnicity, SES and family support and study habits ($F(4,79) = 2.807, P < .05$). In addition, when the variables ethnicity, SES and family support were controlled, the variable age was found to contribute significantly to study habits of community college students. Consequently, hypothesis three was rejected.

Table 13

Standard Multiple Regression Results Regarding the Relationship Between Demographic Factors and Study Habits Scores of Minority Males

Model	B	SE	Beta	t	P
Constant	.906	4.359			
Age	1.381	.545	.295	2.537	.013*
Ethnicity	-2.947	2.208	-.191	-1.335	.186
SES	5.286E.5	.001	.161	1.150	.251
Family Support	.471	.935	.054	.503	.616

Note: $R=.355$; $R^2=.126$; Adjusted $R^2=.081$; $F=2.807$; $df=4,78$; $P=.031$ *

***Significant at the .05 level**

Summary of Hypothesis

There were three statistical (Null) hypotheses tested in this empirical study. All three null hypotheses were assessed to determine the predictable relationship between selected demographic factors and the persistence, motivation level and study habits among minority male community college students. One of the three hypotheses was found to be significant.

Relative to hypothesis one, the demographic factors of age, ethnicity, SES and family support were found not to be significantly reliable in distinguishing those male minority college students who would return to school and those who would not return to school. All four demographic factors were found not to be independent predictors of persistence rate.

Additionally, regarding hypothesis two, the demographic factors of age, ethnicity, SES and family support were found not to be statistically reliable in distinguishing those male minority college students who would be motivated and those who would not be motivated. Neither one of the four demographic factors were found to be an independent predictor of motivation.

Finally, the demographic factors of age, ethnicity, SES and family support were found to be statistically linear related to the study habits among minority male community college students. The variable age was found to be an independent predictor of study habits among minority male community college students (See Table 14).

Table 14
Summary of Hypotheses Tested

Hypotheses	R	R ²	X ² orF	df	Conclusion
HO ₁		.121	6.524	4	Non Significant
HO ₂		.027	1.612	4	Non Significant
HO ₃	.355	.126	2.807*	4,78	Significant

*Significant at the .05 level

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSION, IMPLICATIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to determine the relationship and predictability of demographic factors on the persistence, study habits and motivation level among African American and Latino male community college students. Specifically, this study was concerned with the predictive power of demographic (socio-economic status, age, ethnicity, and family support) factors on the persistence, study habits, and motivation level among minority male community college students.

A predictive correlated research design was utilized in the current study. Eighty-three (83) minority male college students were selected to participate in the study. An instrument entitled, The Community College Survey of Student Engagement (CCSSE) was used to collect the data for this investigation. The investigative survey was found to have excellent construct validity. Alpha reliability coefficients ranging .56 to .83 were found on the various dimensions of the CCSSE.

Furthermore, the data was tested using the Binary Logistic Regression and Standard Multiple Regression procedures. The following null (statistical) hypotheses were formulated and tested at the .05 level or better in this research inquiry:

HO1: There is no statistically significant predictable relationship between demographic factors (Socio economic status, family support, ethnicity, and age) and the persistence rate of minority male (African-American and Latino) in community college.

HO₂: There is no statistically significant predictable relationship between demographic factors (Socio economic status, family support, ethnicity, and age) and the motivation of minority male (African-American and Latino) in community college.

HO₃: There is no statistically significant predictable relationship between demographic factors (Socio economic status, family support, ethnicity, and age) and the study habits of minority male (African-American and Latino) in community college.

Findings

The following findings were drawn from the results of the study:

1. The demographic factors of age, ethnicity, socio-economic status and family support were not significant predictors in distinguishing those minority male community college students who would return to the institution and those who would not return to the institution.
2. The demographic factors of age, ethnicity, socio-economic status and family support were found to explain 12.1 percent of the variance in persistence rate among minority male community college students.
3. Demographic factors of age, ethnicity, socio-economic status and family support were not significant predictors in distinguishing those minority male community college students who would be motivated and those who would not be motivated with respect to their personal interest, intellectual curiosity and desire to attain a rewarding career.
4. Minority male community college students demographic characteristics of age, ethnicity, socioeconomic status and family support combined, only explain 2.7 percent of the variance in motivation with regard to their personal interest, intellectual curiosity, and desire to attain a rewarding career

5. A linear relationship was found to exist between demographic factors of age, ethnicity, socio-economic status, family support and the study habits among minority male community college students.
6. The variable age was found to be independently related to study habits among minority male community college students.

Discussion

One of the most interesting findings of the current study was the lack of the relationship between demographic factors and the persistence rate of minority male community college students. Specifically, the variables age, ethnicity, SES and family support were found not to be statistically related to persistence rate among minority male community college students.

The present findings pertaining to the relationship between the demographic factor of family support and persistence rate were not consistent with those of Scott (2013), Fomby (2013), Saenz, Garcia-Louis, Mercedes, and Rodriguez (2020) and Tsai, Brown, Lehrman and Tian (2020). In addition, the current findings regarding the relationship between the demographic factor socio-economic status did not parallel with those of Schudde & Godrick-Rob (2015), Spruill, Hirt and Mo (2015), Goldrick-Rob (2010) and Dulabaum (2016).

Furthermore, the lack of the relationship between minority male students' ethnicity and age and persistence rate were not favorable to those of Dulabaum (2016), Saenz, Garcia-Louis, Drake, and Guida (2017), Wood (2015) and Justice and Dornan (2001). All of the aforementioned researchers found, in the previous research conducted, that a significant relationship existed between the demographic factors of family support, socioeconomic status, age and ethnicity and the persistence rate among minority male community college students.

A plausible explanation for the present findings regarding the predictable relationship between demographic factors and the persistence rate among Latino and African American male college students may be due to the educational barriers they are exposed to in the higher education enterprise, which have had a significant influence on their persistence patterns. The way these patterns are internalized by these male students, could hinder them in navigating the college environment.

Another reasonable explanation for these findings may be because of the similarities both groups have with regard to family support. Positive family support helps to overcome the negative stigma placed on them surrounding their academic deficiencies by some individuals within the higher education arena. These negative connotations have been the fuel to increase their cultural capital which have led to an increase in persistence among these two groups of minority male college students.

Another notable finding of the present study pertained to the relationship between demographic factors and the study habits among minority male community college students. To be sure, a significant predictable relationship was found between demographic factors and the study habits among minority male college students.

The above findings were supported in research conducted by Bender and Garner (2010), Geller, Toftness, Armstrong, Carpenter, Manz, Coffman and Lamm (2017), Chilca (2017) and Illahi and Khandai (2015). All of these researchers found that demographic factors were significantly related to study habits among college students.

Additionally, it was interesting to note that the demographic factor age was found to be independently related to study habits among minority male community college students. A possible explanation for these findings may be older minority male students are the ones who are

more likely to understand the academic benefits of studying. Excellent study habits on the part of older minority male students on community college campuses can help them to be more engaged in the college experience which lead to college completion.

Finally, another but somewhat surprising finding of the current study was the impact of demographic factors on the motivation level of minority male college students. Particularly, the demographic factors of family support, socio economic status, age and ethnicity were found not to be statistically related to motivation among minority male community college students.

The findings regarding the relationship between family support and motivation did not correspond to those of Simmons (2017), New (2014) Dulabrum (2016) and Tsai, Brown, Lehrman and Tian (2020). These previous researchers found a correlation between family support and motivation. Likewise, the findings with respect to minority male college students' ethnicity, age and socio-economic status were not consistent with those of the College Board (2010) Dulabaum (2010), Thompson-Ebanks (2015) and Fong, Acee, and Weinstein (2018).

An explanation for the findings regarding the lack of the relationship between demographic factors and motivation may be that Latino and African American Male students enrolled in a community college environment are more likely to develop a strong self-efficacy perspective regarding their academic potentials. By developing a strong self-efficacy perspective, minority male students, as a group, seem to be motivated to matriculate from community college.

Implications

The following implications were drawn from the findings and conclusion of the study:

1. The significant relationship that exists between demographic factors and study habits among minority male community college students suggests that there is a need on the part of academic administrators on these campuses to develop instructional

- interventions to enhance the academic achievement of these students. It is imperative that administrators on community college campuses work closely with faculty and other academic personnel to ensure the academic growth of minority students, particularly Latino and African American males for the purpose of college completion.
2. The lack of the relationship found between demographic factors and the persistence rate among minority male college students enrolled in a community college environment suggests that high education administrators and staff personnel, especially those responsible for student enrollment should consider the need to develop strategies that place a high value on institutional integration. It is well documented that students who have a sense of belonging to an institution will more likely return to the institution. Thus, it is imperative that enrollment administrators along with other school personnel develop programs which will help minority male students, in their efforts, to make a smoother transition into college life.
 3. Finally, the lack of a predictable relationship between demographic factors and motivation among minority male community college students suggests that school administrators should be cognizant of the influence that a negative learning environment can have on students who are perceived to have academic deficiencies due to their ethnic characteristics. It is an apparent need for school administrators, along with other school personnel, to assist in eliminating the academic biases that exist among some faculty members toward minority students. It is too this end, that minority male students are able to foster their self-efficacy which will increase their motivation level to complete their degree.

Conclusion

The following conclusions were generated from the results of the present study:

1. In general, demographic factors such as age, ethnicity, socio-economic status and family support appeared not to be significantly reliable in predicting minority male community college students who would return to the institution and those who would not return.
2. One hundred percent of the minority male college students were correctly classified by the model regarding those students who would not return to the institution.
3. The overall model correctly classified 81.9 percentage of the minority male college students with regard to persistence.
4. It appeared the odds of minority male community college students being motivated by their personal interest, intellectual curiosity, and desire to attain a rewarding career were not significantly higher when demographic factors of age, ethnicity, socio-economic status and family support were included in the regression model.
5. In general, any attempt to predict the study habits of minority male community college students should include the demographic factors of age, ethnicity, socio-economic status and family support.
6. Almost 97 percent of the minority male college students were correctly classified by the model regarding those students who would be motivated.
7. Finally, it appeared that every one-year increase in age of minority male college students there was a 1.38-point increase in their study habit.

Recommendation for Further Study

In order to further extend the findings of this study, the researcher recommends that:

1. A follow-up study be conducted which will include a large sample of minority male community students from different geographic locations across the United States. Such a study will provide more pertinent data on the predictable relationship between demographic factors and the persistence, motivation and study habits behavior among community college students.
2. A study be conducted to examine the predictive power of academic and school related factors on the persistence, motivation and study habits behaviors among community college students.
3. A study be conducted to further investigate the impact of cultural related factors on the academic achievement among minority students attending community colleges.
4. Finally, a study be conducted to examine more closely the similarities and differences in the academic behavior of African American and Latino students using multilevel analysis.

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