

EFFECTIVE METHODS FOR RETAINING POST-SECONDARY  
RACIAL AND ETHNIC MINORITY STUDENTS

Approved:  Date: 3 June 2009  
Paper/Project Advisor  
Steven Benish

Running Head: Retention of Post-Secondary Minority Students

EFFECTIVE METHODS FOR RETAINING POST-SECONDARY  
RACIAL AND ETHNIC MINORITY STUDENTS

Presented to  
The Graduate Faculty  
University of Wisconsin-Platteville

In Partial Fulfillment  
Of the Requirement for the Degree  
MASTER OF SCIENCE IN EDUCATION  
Counselor Education

by  
Bao Lee  
Professor: Steven Benish

2009

TABLE OF CONTENTS

	Page
APPROVAL PAGE	
ABSTRACT	i
ACKNOWLEDGEMENT	ii
MISSION	iii
STATEMENT OF PROBLEM	iv-v
CHAPTER	
I. INTRODUCTION	1-5
○ History of Academic Advising	
○ Empirical Evidence	
II. LITERATURE REVIEW	6-10
III. SUMMARY	10-13
○ Discussion & Conclusions	
IV. REFERENCE	14-16

## RACIAL AND ETHNIC MINORITY STUDENTS

by

Bao Lee

### ABSTRACT

This paper discusses effective methods for retaining racial and ethnic minority students in higher education. Effective communication, advising techniques, non-stereotypical knowledge, and understanding and acknowledging differences in culture are important contributors for retaining students of diverse backgrounds. Programs that are geared towards the student's interest serve as a tool for students to adjust better to the transition from home to a college environment. Students are more likely to participate on campus if programs are designed based on what interests the students most. Also, faculty-student relationships help students engage on campus which is an important determinant for retention. Students who are more satisfied with their college experiences are more likely to continue their enrollment at the same university or college. Higher education professionals are responsible for developing and adopting effective programs to help students develop. Institutions are struggling to find ways to improve retention in order to decrease the dropout rate. Presented in this paper are the different literature studies conducted on methods for retaining students of a different racial and ethnic background.

## ACKNOWLEDGEMENTS

While conducting this seminar paper, two important people made great contributions, making this paper possible. First, I would like to thank my advisor Steven Benish, who advised and guided me with the research process. Your time and commitment to helping me accomplish this paper has made a tremendous impact on the completed draft. Even after submitting draft after draft, I only became more motivated and interested in research. Your advice and words of encouragement often inspired me and reassured me of my own capabilities. Thank you, and I greatly appreciate your effort and support.

To one of my graduate assistant supervisors, Jane Hazen, thank you for your time and patience. You never hesitated to revise and critique my papers. The pain and agony of reading the same thing over and over is quite overwhelming, but you always set aside time to do that for me. You always believed in me and encouraged me to be more confident in my work. Your positive attitude has helped me to believe in my own abilities and to want to pursue more in life. Thank you, and I am grateful for your help and support.

Thank you Jane and Steven for your assistance, which has made this research project a reality. The both of you have broadened my knowledge and opened up new opportunities. I am happy to have shared this experience with the both of you. I couldn't have done this without you two.

## MISSION

This paper is a literature review of effective methods used for retention of racial and ethnic minority students enrolled in post-secondary education. The mission of the present study is to examine the most effective and commonly used methods used for retaining students of racial and ethnic minority backgrounds. Techniques will be compared and contrasted to provide a better understanding of the overall result. The clinical purposes for this particular topic are to provide post-secondary faculty and staff a better understanding of the most commonly used techniques with students from diverse ethnic and racial backgrounds; examine causal ingredients of successful techniques; and, encourage dialogue between staff and students in order to illuminate student opinions and feelings about the methods and techniques. The literature consists of various methods for working with ethnic minority students to increase retention.

## STATEMENT OF PROBLEM

The transition from high school to college is often difficult for many students. However, students from different racial and ethnic backgrounds may find the transition to be more stressful and overwhelming. Like most students, they are either unsure or unaware of what college offers for them and the kinds of services available (Dupey, Maples, Oaks, 2006; Berger & Lyon, 2005). This causes them to feel unprepared to explore the different opportunities and frustrated with their reason for enrolling at the institution. As a result, students may become inactive with the institution. The lack of participation could delay the opportunity for students to acquire more knowledge and experiences. The biggest problem is retention especially with students of a different racial and ethnic background. These students are more likely to have negative experiences in college or at a university. Because of these experiences, students may have some doubts about continuing their education which may cause them to eventually drop out.

Racial and ethnic minority student populations continue to increase in higher education. From 1976 to 2004, the percent of minorities in undergraduate programs increased from 17% to 32% (Deutsch, Doberstein, & White, 2008). Because of this increase, higher education institutions are expected to diversify systems, and higher education professionals are encouraged to develop programs to better serve these students' development. Academic advisors are expected to develop multicultural competency to provide a more beneficial experience for students of diverse racial and ethnic backgrounds (Deutsch et al., 2008).

Most institutions are focusing attention beyond recruitment of minority students to retention of minority students. Retention of racial and ethnic students is a challenge many institutions across the United States face because of the transition.

## INTRODUCTION

### *History of retention*

The diversification of the college student population and consequent effects on retention, with simultaneous increased demand for post-secondary education in general, has resulted in greater institutional interest in evolving higher education methods of recruitment and retention. Historically, post-secondary institutions focused on students' abilities, preparation, and background, factors impacting reasons for enrollment and retention rates (Berger & Lyon, 2005).

Campuses may desire different outcomes for retention, depending on the definition of retention employed by the institution. Retention efforts can be considered successful if students simply remain in college to graduation, other campuses proactively aim to recruit and retain students more likely to graduate, and some are more effective at recruiting and retaining students who are identified with demographic strata, such as women and African Americans (Berger & Lyon, 2005).

Evolving development in higher education has impacted retention through the nine major eras of higher education of retention. Although a detailed discussion of the development is beyond the scope of this paper, a brief introduction to this development follows. For a more thorough analysis, the reader is encouraged to read Berger and Lyon (2005). The developmental eras of retention evolution consist of Retention Prehistory (1600s-mid-1800s), Evolving toward Retention (mid-1800s—1900), Early Developments (1900-1950), Dealing with Expansion (1950s), Preventing Dropouts (1960s), Building Theory (1970s), Managing Enrollments (1980s), Broadening Horizons (1990s), and Current and Future Trends (early 21st century). The eras from Retention Prehistory to Dealing with Expansion characterized by retention are less related to the present topic, thus the following eras examine how retention evolved to become an important aspect of higher education.

The first American college was founded in the 17<sup>th</sup> century, but retention appears to not have become a major focus until the early 20<sup>th</sup> century (Berger & Lyon, 2005). The number of students enrolled in college increased rapidly during this time, forcing institutions to create admission policies. As the population continued to grow, retention became more important in higher education. In the 1940's-1960's, post-secondary education became available to far more students of color via social movements and federal governmental action, such as the G.I. Bill of Rights and the Civil Rights Movement 1960's. Unprepared colleges were unable to provide adequate support services for the students of color, most of whom had received inadequate educational preparation for post-secondary education, resulting in a low retention rate (Kellogg & Niskodè, 2008).

In the 1970s, institutions became increasingly interested in retention. Spady (1971) attempted to address student dropout through examination of students' interactions with the institution. Earlier studies attempted to explain why college students dropped out, which had become a precursor to Spady's work (Knoell, 1966; Marsh 1966).

Tinto (1975, 1993) designed the Interactionalist Theory of Students Departure, one of the best known models of retention theory, focused on the student's commitment to their academics and the institution. Tinto found that students' commitment has an effect on social integration on campus, which has consequent effects on retention.

Kamen (1971) uses multi-institutional data focused on student retention with an open system helping students become employed in more prestigious jobs after graduation. Kamen demonstrated how legitimized myths in postsecondary institutional settings reinforce the social charter of an institution, thereby strengthening the ability of an institution to retain students (Kamen, 1971).

Astin (1977, 1985) suggested that campus involvement was the key element to retention. As students became more engaged with campus activities, they were less likely to leave the institution due to involvement having a direct influence on their college experience.

In the current era of 21<sup>st</sup> century retention, the college student population continues to grow and has resulted in new concerns such as rapid enrollment growth. Rapid growth has resulted in calls for higher admission standards, more diverse student bodies, proactive intervention of universities and colleges work the more diverse population, and creation of a supporting environment for students (Berger & Lyon, 2005). The many challenges draw focus to retaining minority student population.

Institutions attempt to address retention through new methods to serve students effectively (Berger & Lyon, 2005). Researchers and practitioners throughout the country have also been drawn to this area in higher education, resulting in thousands of research projects conducted on retention, giving rise to the field's own *Journal of College Student Retention: Research, Theory & Practice*.  
*Empirical Evidence*

Programs of academic advising and peer mentoring have been popular topics. Retention is an important focus for the higher education professionals as students of color transition from home to a predominately white environment (Deutsch, Doberstein, & White, 2008). Faculty and staff face many challenges working with students of a different racial background especially if the university does not welcome or enforce ethical practices. Although universities and colleges have embraced diversity, more REM students are still challenged by the unfamiliar environment, a result of failure to implement diversity into the mission statement and act on it (Deutsch et al.,

2008). Most importantly, some institutions fail to see diversity as an important part of the curriculum.

In order for institutions to increase diversity on campus, they must understand and have knowledge about different ethnic minority groups. The diversity of the student body varies across the United States, but the proportion of the population for ethnic groups in an institution has increased from 1980 to 2005. The resident population of Asian/Pacific Islanders grew from 3.6 million to 12.8 million, showing a 260 percent increase. Next to the Asian/Pacific Islanders is the Hispanic population, increasing from 14.6 million to 42.7 million. The percent increase is 192. The American Indian population grew a mere 68 percent, increasing from 1.3 million to 2.2 million. As for the African American population, they showed the smallest increase of 26.1 million to 36.3 million. At the same time, the White population grew by 10 percent. The statistics are evidence of the increasing diverse population in the post-secondary institutions (Lederman, 2007).

The National Center for Education Statistics (2007) reports an increase for higher learning enrollment of racial and ethnic minority groups, such that by 2004, 60 percent of Asian/Pacific Islanders ages 18 to 24 years were enrolled in college, as were 41 percent of White Americans in that age group. African Americans, Hispanics, and American Indian/Alaska Natives had a lower enrollment increase: 31.8 for black Americans, 24.7 for Hispanics and 24.4 percent for American Indian/Alaska Natives. The different increase rates have triggered many institutions to re-evaluate some of their programs and strategies for retention for students of a various racial and ethnic backgrounds.

Involvement on campus has an impact on student retention, which is linked to student satisfaction that plays an important role in each student's commitment to their academic

institutions (Bailey 1998). Students who are able to successfully integrate into the college environment into which they enter are more likely to remain in college until meeting academic goals (Astin, 1993). Student involvement and engagement not only helps them develop, but also influences their decision to continue enrollment (Tinto, 1993).

Several scholars (Johnson et al., 2007) found that African American, Hispanic/Latino, and Asian Pacific American students reported a less strong sense of belonging than White/Caucasian students. The social dimensions of the transition to college and residence hall climate and perceptions of the campus racial climate had strong significant relationships to students' sense of belonging. Ethnic minority students tend to be more affected by both the transition to the campus and their experiences post-enrollment. At times, students leave the institution not because of academic performances or financial reasons, but loneliness and the student's level of satisfaction with the institution.

## LITERATURE REVIEW

### *Interventions*

Studies show a correlation between student support programs and retention of REM. Specifically, researchers have found a correlation between advising students and the students' overall satisfaction with their college experiences (Dupey et al., 2006; Wood, Baghurst, Waugh, Lancaster, 2008). Many students showed interest in the academic advising program, but complained that the program was not thoroughly explained and that advisors failed to give sufficient guidance, provide detailed discussions, were not available when needed, and not actively involved with the advising process (Wood et al., 2008). Students felt that insufficient attention was focused on advising issues, career options, and academic difficulties. The subjects

agreed that more interaction with an advisor was needed to help build a good relationship beneficial for the advising process (Wood et al., 2008).

Academic advising can be envisioned through Chickering's Model of Seven Vectors of College Student Development that contribute to student growth and development. Seven vectors describe development in three constructs: emotional, social, and intellectual (Kadar, 2001). Student's progress through developing competence, managing emotions, developing autonomy, establishing identity, freeing interpersonal relationships, developing purpose, and developing integrity (Kadar, 2001, p. 172).

The liaison model allows for professional counselors to take action in academic departments. The uniqueness about the liaison model is that it "requires the counselor develop rapport not only with his or her students but also with the faculty in his or her assigned academic department" (Kadar, 2001). The counselor's participation will better the relationship within the educational system. The liaison model matches students with a role model who reaches out to students.

Academic advising requires several steps. A professional faculty or staff would have to be assigned to a student for advisement. The advisor and student would have to meet at least twice a semester to discuss picking classes and obtaining any type of experience that would be beneficial for the student. Academic advising should focus on the following topics in order for the advisement to be successful: academic, social, emotional issues, goals clarification, and issues that students may feel are relevant to their success at the institution—self-identification and connectedness to the institution (Yarbrough, 2002).

Another key to helping REM students succeed is the rapport between the student and faculty or staff. "Quality interaction with faculty seems to be more important than any other

single college factor determining minority student persistence” (Shultz, Colton, & Colton, 2001, p. 212). Through questionnaire survey, interview responses (Legutko, 2006) focused on student perceptions of their faculty advisers” (Wood et al., 2008). Other suggested methods to increase retention include counseling and peer mentoring, supporting programs that may increase student success and development (Arredondo, Rosen, Rice, Perez, Tovar-Gamero, 2005; Dupey, Maple, & Oak, 2008; Mottarella, Fritzsche, Cerabino, 2004; Shultz et al., 2001; Wood et al., 2008).

Both culture and ethnicity play an important role when advising students. Because of cultural differences, students may experience isolation, alienation, and incompatibility (Dupey et al., p.89; Shultz, Colton, & Colton, 2001). Higher education professionals are encouraged to treat students as individuals instead of grouping them, assuming parallel development and benefit similarly. For example, African American and Asian American college students often seek family members and friends for support. Advisors should learn about the student’s culture in order to gain a better understanding and to have a general idea of their values and beliefs (Dupey et al., 2008).

The purpose of counseling is to help students with problems associated with academics, interpersonal, or career to increase retention. Ethnic minority students who seek counseling are usually there for relationship problems, depression, academic concerns, and stress (Dupey et al., 2005). However, students of color underutilize counseling services. When students were assessed on the degree of satisfaction with counseling services, the evaluation indicated that multicultural competence was greatly valued by the students. A framework for counseling ethnic minority students was developed by Reynolds and Pope (2003).

1. *Interpersonal Counseling.* Counselors become knowledgeable and aware of the values, attitudes, and beliefs in other cultures.

2. *Outreach and consultation.* By attending multicultural student organizations, counselors learn about the different cultures, which they can implement into the campus curriculum and co-curriculum.
3. *Teaching, training, and supervision.* Counselors should be trained in multicultural counseling, including knowledge, awareness, and skills.
4. *Testing and assessment.* Counselors will gain a better understanding of REM clients when assessing students and be careful not to impose cultural bias when testing the students.
5. *Multicultural organization development, advocacy, and activism.* Counselors should help assess the institution and the counseling center to implement diversity into the services.

A complex model and variation of multiculturalism and the lack of attention given to social identities regarding race and ethnicity is the Dimensions of Personal Identity Model (Arredondo, Rosen, Rice, Perez, & Tovar-Gamero, 2005).

Personal Identity Model is a multidimensional model introduced in 1996 as part of the Multicultural Counseling Competencies document. The model consists of three dimensions: A, B, and C dimension. Dimension A is focused on age, gender, and race. Dimension B is on geographic location, education, and work experience—a person's individual identity. Lastly, dimension C is focused on the "contextual and sociopolitical considerations," may or may not have a direct impact on individuals (Arredondo et al, 2005, p. 156). These dimensions can be used as a tool to assist counselors understanding on how a person feels and how they have been influenced.

The Liaison Model provides some important key aspect to counseling minority students.

According to the liaison model, the following steps can be implemented (Kadar, 2001).

1. The counselors allow for introduction at the beginning of every semester.
2. The counselors should take part in the faculty meetings and keep updated with the academic advisors.
3. The counselors become resourceful people, providing information on career options, scholarships, campus activities, etc. They serve as a support system for the students.
4. The counselors have access to student transcripts allowing them to reach out to at risk students.
5. The counselors can also connect with the students by teaching courses pertaining to the students' major. This gives the counselors an opportunity to build stronger relationships with the students.
6. The counselors are allowed to participate in campus organizations and student activities.

Peer mentoring is another support program that helps form strong professional faculty-student relationship (Dupey et al, 2005; Mottarella et al., 2004; Shultz et al, 2001; Yarbrough, 2002). In order for the mentors to offer effective services, they must be: interested in students, find it rewarding to work with students, and believe that serving the student is important.

Mentors should be empathetic and mindful when working with the mentees. Some important qualities that mentors should possess include being approachable, empathetic, knowledgeable, compassionate, committed, and show professionalism (Dupey et al, 2005). An important key

component to successfully mentoring students is “an empathic connection between mentor and mentee” (Dupey et al., 2005, p. 91).

In mentoring programs, it is crucial for the mentors to serve as role models. The mentors should encourage, help and support students with their experiences at the institution. In order for the mentor to appropriately serve the REM students, they should complete a training program consisting of workshops. The workshops should allow the students to see their own bias, strengths and weaknesses, judgments, attitude, and understanding of different cultures and languages (Shultz et al., 2005). The workshops should be educational and should allow the mentors to connect with the different support services on campus in order to offer the mentees a variety of resources.

As part of the mission, multicultural competencies should be implemented to better serve ethnic minority students. According to the research, a multicultural competency is defined as having knowledge, skills, and awareness to work with ethnic minority students (Arredondo et al, 2005).

#### SUMMARY OF INTERVENTION RESEARCH

Research has shown an increasing interest in academic advising to increase retention. The vast majority of minority students desire advisors to supply ideas of various career choices available, provide sufficient guidance regarding semester courses, show an interest in getting to know the students, supply accurate information of students’ career interests, and provide sufficient details about the advising program (Wood et al, 2008).

Building a strong advisor-to-advisee alliance or relationship is one of the main concerns expressed by minority students (Dupey et al., 2005; Mottarella et al., 2004; Shultz et al., 2001; Yarbrough, 2002). This allows the advisors, counselors, and mentors to create a more welcoming

and comfortable environment for the students. The results are indicative of a preferred interest for a student-centered approach in academic advising. The following are some beneficial strategies to help improve the advising process: create a transition experience, design student roadmaps, and establish connections (Wood et al., 2008).

The liaison model can be practiced to help retain students. This model can be applied to culturally diverse students to help create a smoother transition from high school to college. The model can also be used as a tool to gain a better understanding of the student's cultural value and beliefs. This is believed to enhance the relationship between the advisor and the student.

### *Discussion & Conclusion*

The issues of minority student retention and attrition continue to surface as important themes for multiple constituents at the institution. Researchers have found that student retention is linked to student satisfaction, which plays an important role in students' commitment to their academic institutions (Bailey, 1998). Students who are able to successfully integrate into the college environment into which they enter are more likely to remain in college until they have met their academic goal (Astin, 1993). Tinto (1993) asserted that involvement and engagement by students in both the social and academic cultures of their institutions represents a potent cure for student attrition and offers a key to engaged learning.

Students of color in a predominately white campus contend with particular needs and challenges that can be addressed through targeted programs. Institutions will have to focus on the targeted programs to assist REM students' development and to help the students' transition from their native homes to a culturally different environment. The most effective and common programs found include academic advising, peer mentoring, and counseling.

These programs serve as support resources for REM students. Many minority students seek to build a trusting relationship with their advisors, a relationship that is based on their advisor's understanding of their background and culture. The successful advisor becomes familiar with these students' development and environment. Many minority students turn to their academic advisors, not just for academic advice, but for the guidance considered necessary to navigate day-to-day campus life.

When students do not form a positive relationship with the institution and faculty, the resultant experience of loneliness can contribute to withdrawal from the institution (Dupey et al, 2005; Mottarella, Fritzsche, Cerabino, 2004; Shultz et al, 2001; Yarbrough, 2002). The interaction between the students and the institution is a crucial contributor to student development and their decision to continue in college. Collaborative approaches practiced by counselors, advisors, and mentors are beneficial in aiding the students' development as a whole—personally and professionally.

Although most scholars view the advising process and its outcomes as a primary indicator of a program's success or failure, this success or failure is influenced by other, often overlooked, components of the advising program (Gordon, 2000). For example, a peer advising program for entering students of color involves one or more advisors and functions as one of multiple programmatic efforts within an advising unit. Also, advisors should be urged to continue to encourage students to develop as a whole; however, much attention needs to be focused on making advising more experiential and becoming more an actively engaged with the students.

Recruitment and retention of minority students at its most effective is a comprehensive process with a long-term, institution-wide commitment to positive diversity outcomes. Colleges

seeking increases to minority enrollment must honestly evaluate campus climate to determine the extent to which their campus is culturally inclusive (Dumas-Hines, 2001).

Institutions that establish a clear set of goals with ongoing processes for assessment and improvements in diversity support are more effective and students are more satisfied with the services (Gordon, Habley, & associates, 2000). Retention, progression, and degree completion are affected by the student's establishment of short-term and long-term goals (Habley & McClanahan, 2004). Students that set high goals often confuse themselves as well as the faculty and staff, and goals that are too low can result in students becoming under-developed.

The 1990s saw a substantial increase in published multicultural research. However, the relatively new interest in multiculturalism research means that continued research is necessary to better assist higher education professionals to effectively guide REM students to succeed in post-secondary education.

REFERENCES

- Arredondo, P., Rosen, D. C., Rice, T., Perez, P., & Tovar-Gamero, Z. G. (2005). Multicultural counseling: A 10-year content analysis of the journal of counseling & development. *Journal of Counseling & Development, 83*, 155-161.
- Astin, A. W. (1977). *Four critical years*. San Francisco: Jossey-Bass.
- Astin, A. W. (1985). *Achieving academic excellence: The philosophy and practice of assessment and evaluation in higher education*. New York: Macmillan.
- Astin, A. W. (1993). Diversity and multiculturalism on the campus. How are students affected? *Change, 25*, 44-49.
- Astin, A. W. (1993). *What matters in college? Four critical years revisited*. San Francisco: Jossey-Bass.
- Astin, A. W. (1997). *What matters in college: Four critical years*. San Francisco: Jossey-Bass.
- Seidman, A (2005). *College student retention: formula for student success*. Greenwood Publishing Group.
- Chickering, A. W., & Reisser, L. (1993). *Education and identity* (2<sup>nd</sup> ed.). San Francisco: Jossey-Bass.
- Deutsch, E., Doberstein, E., & White, K.V. (2008). Stereotypes, diversity, and affects on academic advising. *The Mentor: An Academic Advising Journal, 10*.
- Dupey, P., Maples, F.M., & Oaks, K (2008). Multiple pathways to enhancing retention and success of students of color. *American Counseling Association, 89-93*.
- Gillispie B. (2003). *History of academic advising*. Bantum Books: New York.
- Gordon, V.N., Habley, W. R., & associates (2000). *Academic advising: A comprehensive Handbook*. San Francisco: Jossey-Bass.
- Kadar, R. S. (2001). A counseling liaison model of academic advising. *Journal of College*

- Counseling, 4, 174-178.
- Kelloog, A. & Niskodè, A. S., (2008). Student affairs and higher education policy issues related to multiracial students. *New Directions For Student Services*, 93-102.
- Knoell, D. M. (1966). A critical review of research on the college dropout. In L. A. Pervin, L. E. Riek, & W. Dalrymple (Eds), The college dropout and the utilization of talent, (pp. 63-81). Princeton: Princeton University Press.
- Lederman, D. (2007). The postsecondary pictures for minority students (and men).
- Marsh, L. M. (1966). College dropout: A review. Personnel and Guidance Journal 44, 475-481.
- Monte, A. E., Sleeman, K. A., & Hein, G. L. (2007). Do peer mentoring increase retention of the mentor? *37<sup>th</sup> ASEE/IEEE Frontiers in Education Conference TIH-14*, 14-19.
- Mottarella, K. E., Fritzsche, B. A., & Cerabino, K. C. (2004). What do students want in advising? A policy capturing study. *NACADA Journal*, 24, 48-61.
- National Center for Education Statistics (2007). Tables and Figures.
- Reynolds, A. L. & Pope, R. L. (2003). Multicultural competencies in counseling centers. In D. B. Pope Davis, H. L. K. Coleman, W. M. Liu, & R. L. Toporek (Eds.), *Handbook of multicultural competencies in counseling and psychology* (pp. 365-382). Thousand Oaks, CA: Sage.
- Russell M., Russell, B., & Lehman, J. (2008). Predicting student satisfaction with academic advising. *The Mentor: An Academic Advising Journal*, 10.
- Sayles, S. & Shelton, D. (2005). Student success strategies. *The ABNF Journal*, 98-101.
- Schultz, E. L., Colton, G. M., Colton, C. (2001). The adventor program: Advisment and mentoring for students of color in higher education. *Journal of HUMANISTIC COUNSELING, EDUCATION AND DEVELOPMENT*, 40, 208-218.
- Tinto, V. (1975). Dropout from higher education: A theoretical synthesis of recent research.

*Review of Educational Research*, 45, 89-125.

Tinto, V. (2006). Research and practice of college student retention: What next? *Journal of College Student Retention*, 1, 1-9.

Wood, J., Baghurst, T., Waugh, L., & Lancaster, J. (2008). Engaging students in the academic advising process. *The Mentor: An Academic Advising Journal*, 10, 23-32.