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| Soggetti                | African Americans - Education (Higher)<br>First-generation college students<br>Education, Higher - Research   |
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| Formato                 | Materiale a stampa  |
| Livello bibliografico   | Monografia  |
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| Nota di bibliografia    | Includes bibliographical references at the end of each chapters and index.  |
| Nota di contenuto       | Research Studies In Higher Education; Contents; Series Foreword; Foreword ; Acknowledgments; Introduction; Qualitative Research Studies on the African American and Latino College Student; Chapter One: African American and Latino First-Generation Students: Implications for Teachers, School Counselors, University Officials, Parents, and Students; Chapter Two: Inspired to be the First: How African American First-Generation Students are Predisposed to Pursue Higher Education; Chapter Three: Enhancing Success in the Community College: Recommendations from African American Male Students Chapter Four: Societal Perceptions of African American Males in Higher Education and the Adverse Impact It Has on their Academic Achievement at Predominantly White Institutions Quantitative and Qualitative Research Studies on the First-Generation College Student; Chapter Five: Engagement Practices and Study Abroad Participation of First-Generation American College Students; Chapter Six: "I thought I was so dumb. . .": Low-Income First Generation College Students, Inequities in Academic Preparation and Reference Group Theory |

Chapter Seven: Examining Involvement as a Critical Factor: Perceptions from First-Generation and Non-First-Generation Students Quantitative Research Studies on Undecided and Non-traditional College Students; Chapter Eight: Factors Impacting the Academic Achievement of Undecided College Students; Chapter Nine: An Analysis on Retention Among Traditional and Non-Traditional Students in Select North Carolina Community Colleges; Index; About the Editors; About the Contributors

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Sommario/riassunto

The book provides quantitative and qualitative research studies regarding African American, first-generation, undecided, and non-traditional college students. The book includes important recommendations for university administrators, faculty, and staff in supporting the academic, personal, and social adjustment of college life of various types of students.

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