

Downing, S. L. (2005). *It takes a village: The academic and social integration of first year African American students at predominantly White institutions*. Unpublished doctoral dissertation, University of Cincinnati, Cincinnati, Ohio.

Abstract

Research has indicated that there has been an increase on work being conducted regarding retention and development of first year African American students at PWIs. The available research indicated many factors that contribute to the low academic achievement and social integration of African American students at these institutions. Therefore, the purpose of this study was to investigate the academic and social integration of first year African Americans at a predominantly White institution (PWI). Directed by Vincent Tinto's model of student departure, which provides an explanation for why students leave the university factoring in their academic performance and social integration, a goal of the study was to find what academic and social integration factors cause this student population to withdraw before obtaining a college degree. Logistic regression analysis was employed to investigate how peer group interaction, interaction with faculty, faculty concern for student development, academic and intellectual development and institutional and goal commitment predict retention. After conducting logistic regression analysis, two predictors were found to be statistically reliable in predicting retention of first year African American students, faculty concern for student development and teaching and institutional and goal commitment, indicating that academic integration is most difficult for first year African American students.