and accomplishment. Community college is well suited to provide the bridge between high school and the opportunity for students to explore the possibilities offered by postsecondary education. The challenge is indeed daunting, as the African-American community is underrepresented in higher education. The shrinking pool of African-American males in higher education is a challenge that must be addressed with innovative strategies. We must work together to ensure that African-American students have access to higher education, and that they are successful once they are enrolled.
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In turn, increases in the likelihood that students will persist and graduate increase the number of qualified students who will become students at the institution. The information also indicates that the more contact students have with the institution, the higher the likelihood they will become committed to the goal of graduation. The more time students spend on the campus, the more likely they are to become students. This information is consistent with the findings of the National Center for Education Statistics (NCES), which indicates that students who spend more time on campus are more likely to persist and graduate.

A student is more likely to remain committed to the institution if they have significant academic experiences, including experiences that are stimulating, engaging, and meaningful. These experiences can include academic coursework, extracurricular activities, and participation in student organizations.

The literature review is important because it helps to identify and explore potential strategies for improving student persistence. It also helps to identify areas for further research.

One potential strategy is to focus on improving the quality of academic programs. Students are more likely to persist and graduate if they are satisfied with the quality of their educational experience. This includes the quality of the instruction, the availability of resources, and the overall academic environment.

Another potential strategy is to provide support for students. This can include academic support, such as tutoring and mentoring, as well as support for personal and social development. Students who receive support are more likely to persist and graduate.

Finally, it is important to recognize that persistence is not a linear process. Students may experience setbacks along the way, but it is important to provide them with the support they need to overcome these challenges and continue on their academic journey.
The authors suggest that students face practical difficulties in their attempts to transfer their academic experiences to the workplace. The lack of practical experience in the classroom setting can hinder their ability to apply theoretical knowledge to real-world situations. This highlights the importance of experiential learning and the need for institutions to offer more opportunities for practical application of knowledge.

Paradigm (p. 43)

The authors argue that the role of colleges is to prepare students for the workforce, not just to provide them with theoretical knowledge. They emphasize the importance of developing skills such as critical thinking, problem-solving, and collaboration, which are essential for success in the workplace. The authors also discuss the role of internships and work-study programs in providing students with practical experience.

Hiatt (1961) and others (1961) identify the sections of a college major as:

* Quantitative reasoning and analysis
* Writing
* Critical thinking
* Communication

These sections are crucial for developing the skills necessary for success in the workplace. The authors argue that colleges should focus on these areas to better prepare students for the workforce.

Hackett (1961) examines the impact of high-school graduation rates on persistence in college.

Persistence in 39

African-American Beginer: Student Persistence

1961}
Although efforts are underway to increase the level of K-12 interest and preparation for science and engineering, there are immediate needs in}

**Perspective of Motivations**

1. **They lacked confidence in their math/science and engineering abilities.**
2. **They perceived poor teaching by math/science and engineering professors.**
3. **They viewed students in science and engineering fields as having an easier path.**
4. **They perceived scientific careers as having a less visible impact.**
5. **They perceived no science-related majors offered at a better and more interesting college.**

**Conclusion**

To better understand why some of the underserved students choose to leave their degree programs and return to high school or work for a different field, it is important to explore the factors that contribute to their decision. 

**Persistence:**

Additional social, economic, and cultural factors, such as financial instability, family support, and cultural expectations, also play a significant role in the persistence or lack thereof of African-American students in engineering fields. The lack of role models, mentors, and support networks within the engineering community can further exacerbate these issues. It is crucial to address these barriers to ensure that African-American students have equal opportunities to succeed in engineering fields. 

**Recommendations:**

- Increase diversity and inclusion efforts in engineering programs.
- Provide mentorship and support networks for students from underserved backgrounds.
- Enhance outreach programs to increase K-12 interest in science and engineering.
- Address the economic and social barriers that students from diverse backgrounds face.

**Terrence L. Freeman and Marcus A. Huggans**
Although there are similarities among different gender and minority groups, the experiences and challenges of African-American students may differ. This is evidenced by the fact that African-American females have historically experienced higher rates of persistence and attainment than African-American males. This may be due to a variety of factors, including cultural norms, educational expectations, and institutional policies and practices.

One possible reason for the higher persistence rates among African-American females is the role of social support and community involvement. African-American females are more likely to have strong family support and community networks that provide emotional and academic support. This support can be crucial in helping students navigate the challenges of higher education and stay committed to their academic goals.

Another factor that may contribute to the higher persistence rates among African-American females is the role of intersectionality. Intersectionality refers to the interplay of multiple social identities and how these identities intersect and affect one another. For African-American females, the intersection of race and gender may create unique challenges and opportunities. For example, African-American females may face both racial and gender-based discrimination, but they may also have the advantage of being part of a larger community that provides a sense of belonging and support.

Despite these challenges, African-American students, particularly females, are making significant gains in higher education. They are more likely to attend and complete college, and they are more likely to success in their academic pursuits. This is a testament to their resilience and determination in the face of adversity.

In conclusion, while African-American students may face different challenges, they also have unique strengths and opportunities. By understanding these factors and working to address the barriers that they face, institutions can support and empower all students to achieve their academic and personal goals.
transfer, seminaries, and other institutions that provide higher education to students who wish to transfer to four-year institutions to complete their undergraduate education. These institutions often have strong relationships with four-year universities, and students who attend these institutions are more likely to transfer and earn their degrees. However, the success rates for transfer students are often lower than those for students who attend four-year universities directly. This is because transfer students often face challenges such as different academic programs, new social environments, and additional coursework.

In conclusion, collaborative efforts between two- and four-year institutions can help improve student outcomes by providing support and guidance to transfer students. This can include providing academic advising, counseling services, and other resources to help students succeed. Additionally, institutions can work together to develop transfer agreements that allow students to earn credits at both institutions, making the transition process smoother. By working together, institutions can help ensure that more students are able to complete their education and achieve their academic goals.
EXEMPTION PROGRAM

THE EMERSON MINORITY ENGINEERING SCHOLARSHIP PROGRAM

These factors are present in the conceptual framework of the Emerson Minority Engineering Scholarship Program. The program is designed to address the significant disparities in access to higher education and professional opportunities for minority students. The program offers scholarships, mentorship, and academic support to encourage minority students to pursue engineering degrees. The program also aims to increase diversity and inclusion in the engineering field by providing a pathway for underrepresented students to succeed in their academic and professional careers.
The program coordinator is a counselor who meets regularly with the students to program or their participation.

The students are enrolled in four programs: education, science, and no degree is.

The program has expanded the program's success based on the number of students who have graduated, 5% of students (72% of the students who choose to do so) and 20% of male students (92% of the students who choose to do so). The program has expanded the program's success based on the number of students who have graduated, 5% of students (72% of the students who choose to do so) and 20% of male students (92% of the students who choose to do so). The program has expanded the program's success based on the number of students who have graduated, 5% of students (72% of the students who choose to do so) and 20% of male students (92% of the students who choose to do so).

Table 1. Comparison of American Mexico-Bilingual Students Program Graduation Rates

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<tr>
<td>1998</td>
<td>69.9%</td>
<td>72.8%</td>
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<tr>
<td>1999</td>
<td>69.9%</td>
<td>72.8%</td>
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Fig. 1. Longitudinal BES Model (Conceptual Framework). Freeman, 2003.
CONCLUSION

Sometimes, losing a student is a better lesson on how to find what was truly important to them. When we provide students with opportunities to explore and develop their passions, we encourage them to pursue their interests beyond the standard curriculum. This approach not only enhances their academic performance but also prepares them for the future.

**But now the question is what can we do to make a difference?**

This is where SLCC and its Student Centered Learning (SCL) programs come in. The SCL approach emphasizes student-centered instruction, fostering an environment where students are actively involved in their learning process. This not only improves academic outcomes but also promotes personal and professional growth.

**Conclusion:**

SLCC, with its innovative SCL programs, provides a platform for students to explore and pursue their passions. This approach not only enhances their academic performance but also prepares them for the future. By fostering an environment where students are actively involved in their learning process, SLCC is taking a significant step towards ensuring that education is not just about passing exams but also about developing well-rounded individuals.
REFERENCES

Students attending the institution who begin to lose the desire, trust, self-confidence, and excitement of the institution, often lose the desire, trust, self-confidence, and excitement of the institution. As a result, they may be less likely to be successful. It is enough for institutions in the future, and this is the case in the future, that institutions should take a more proactive role in addressing these issues, and they should not be left to the institutions alone.

Institutional effectiveness is a concern of some students, and that concern is not the only concern of some students. Institutions that are successful in the future may be more successful when it is perceived as a priority in the future. In the future, institutions will be expected to be more successful when it is perceived as a priority in the future. This is a concern of some students, and it is important for institutions to take a more proactive role in addressing these issues, and they should not be left to the institutions alone.

Institutions should be designed with the needs of students in mind. The ability of students to cope with the demands of institutional effectiveness is a concern of some students, and it is important for institutions to take a more proactive role in addressing these issues, and they should not be left to the institutions alone.

The ability of students to cope with the demands of institutional effectiveness is a concern of some students, and it is important for institutions to take a more proactive role in addressing these issues, and they should not be left to the institutions alone.