Investigating the Effects of Campus Racial Climate, Sense of Belonging, and Resilience on Persistence Intentions

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Abstract: The current study explored campus racial climate (CRC), sense of belonging (SOB), and resilience as predictors of students’ persistence intentions to expand theoretical models concerning college students’ retention, particularly underrepresented minorities enrolled in developmental (DE) mathematics. In this talk, I will discuss scale development, methods, and results related to this study. Findings from this pilot study could help clarify relationships among these variables and help inform intervention development. Results are particularly important for African American students who tend to be at-risk academically.

Darolyn Flaggs is a Ph. D. student in the Developmental Education Program at Texas State University – specializing in Developmental Mathematics. She received her B.S. in Mathematics at Texas Southern University and her M.Ed. in Mathematics Education at Texas State University. Her research interests include studying historically underrepresented student populations within the mathematics setting and exploring variables effecting students’ persistence to degree completion. Ms. Flaggs has taught undergraduate mathematics courses, been involved in the revision of the developmental mathematics scope and sequence, and lesson plans, and worked with FOCUS and SLAC at Texas State University. She is currently working under the research mentorship of Dr. Taylor Acee in the Department of Curriculum and Instruction.