

The Experience and Persistence of Undergraduate Students in STEM Majors

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Abstract

In this study, an online survey was constructed based on the extant literature on college student success. The survey was used to collect data from a sample of college students in science, technology, engineering, and math (STEM) major in order to examine their learning experiences and to identify the factors that may influence their persistence to degree completion. The findings support the theoretical modeling of the academic and social aspects of student college experience. Nonetheless, it is the institutional conditions, particularly the quality of academic program and faculty teaching and accessibility, that dominate the STEM students' college experience and their persistence in academic major and to graduation. Therefore, it is critical for academic institutions to invest in a supportive learning environment by emphasizing quality teaching, accessible academic advising, and related functions in order to successfully engage STEM students in college education and increase their likelihood of degree completion.

Key words:

- College student
- Social and academic engagement
- Institutional intervention
- STEM education