

## A Comparison of Perceptions in Support among Minority Groups Enrolled at Hispanic Serving Institutions

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### Abstract

Mass enrollment of minorities has been a trend in higher education over the last 30 years. Despite the increase of minorities enrolling in higher education, there is a gap in graduation rates and expected time to graduation when compared to Whites. The disparity in success rates of minority groups is of special importance as it highlights how providing access to postsecondary education is not meeting the needs of all students. This study compares the perceptions of supportive environment in Hispanic Serving Institutions among students who are African American, Hispanic, and White. This study is framed through J. Stacy Adams' equity theory, which posits if distribution of resources is fair, then equity present. Equitable support among African American, Hispanic, and White students attending HSI colleges and universities is the topic of this study. The study investigates the extent of differences for 8 indicators of supportive environments among these racial/ethnic groups using the 2016 version of the National Survey of Student Engagement (NSSE) provided by the Indiana University Center for Postsecondary Research (IUCPR). Indicators include academic support, learning support, diverse interaction, social opportunities, campus activities, campus events, health and wellness, and non-academic support. One-fifth of the respondents in the study were randomly sampled from the total number of respondents in the original data. The non-parametric test Kruskal-Wallis H will be used to statistically determine the extent of differences among the 3 groups in the study.