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Understanding and Reducing College Student Departure

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SHEDERICK A. McCLENDON

ASHE-ERIC Higher Education Report

Understanding And Reducing College Student Departure Ashe Eric Higher Education Report Volume 30 Number 3

**John M. Braxton, Amy S.
Hirschy, Shederick A. McClendon**



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Understanding and Reducing College Student Departure John M. Braxton, Amy S. Hirschy, Shederick A.

McClendon, 2011-10-07 Student departure is a long standing problem to colleges and universities Approximately 45 percent of students enrolled in two year colleges depart during their first year and approximately one out of four students departs from a four year college or university The authors advance a serious revision of Tinto's popular interactionalist theory to account for student departure and they postulate a theory of student departure in commuter colleges and universities This volume delves into the literature to describe exemplary campus based programs designed to reduce student departure It emphasizes the importance of addressing student departure through a multidisciplinary approach engaging the whole campus It proposes new models for nonresidential students and students from diverse backgrounds and suggests directions for further research Academic and student affairs administrators seeking research based approaches to understanding and reducing student departure will profit from reading this volume Scholars of the college student experience will also find it valuable in defining new thrusts in research on the student departure process

Higher Education in Romania:

Overcoming Challenges and Embracing Opportunities Adrian Curaj, Jamil Salmi, Cezar Mihai Hâj, 2022-03-12 This open access book includes a series of relevant policy research articles elaborated in the framework of the Quality in higher education internationalisation and databases to enhance the Romanian education system project implemented by the Executive Agency for Higher Education Research Development and Innovation Funding UEFISCDI together with the Ministry of Education The project aims to develop and implement systemic measures at tertiary education level leading to an increased quality of the overall higher education system and universities better prepared for labour market requirements and international standards The book focuses on areas of interest for Romanian higher education such as systemic measures to improve access participation and completion for vulnerable students better promotion of the Romanian higher education to attract students as well as instruments for a more efficient use of data at higher education level Each article includes evidence based policy proposals that could support new strategic initiatives in higher education including new legislation Additionally the collection of articles tells a comprehensive story about the audacity of a higher education system which went through significant challenges to align itself with both European and international trends as well as respond to national imperatives Over the last three decades since the fall of the Iron Curtain Romanian higher education has undergone significant transformations aiming to align itself to the latest developments and trends at European and international level The National Law on Education no 1 2011 has set the stage for a full implementation of the Bologna Process action lines taking into account that Romania was already a part of the largest European intergovernmental process currently the European Higher Education Area EHEA as a founding member However since the adoption of this normative framework the

law suffered numerous amendments making it challenging to observe and achieve coherence in its implementation Furthermore Romania is also currently redesigning the strategy for the allocation of European structural funds 2021 2027 based on two strategic documents the new Education and Employment Operational Programme and the National Recovery and Resilience Plan which highlight the reform and investment priorities at a national level At the same time 2021 is a good time to analyze the level of implementation for the objectives and measures included in the National Strategy for Tertiary Education 2015 2020 the Europe 2020 Strategy and the Bologna Process action lines in the 2010 2020 timeframe Therefore the present moment may be an important time to assess the impact of strategic documents and actions in the last decade and possibly to draft a new National Education Law better adapted to current realities starting from the recent initiative by the President of Romania the Educated Romania strategic vision which was also politically assumed by the Romanian Government

Applying College Change Theories to Student Affairs Practice C. Casey Ozaki, Robin L. Spaid, 2016-06-14 Student affairs professionals are critical to the efforts to improve students experiences and outcomes especially in two year institutions This volume explores the history of student development and college impact theories and models in relation to two year institutions Topics covered include analysis of the applicability of the literature for diverse and current community colleges and student populations implications for practitioners and presentation of alternative models and lenses This is the 174th volume of this Jossey Bass quarterly report series Essential to the professional libraries of presidents vice presidents deans and other leaders in today s open door institutions New Directions for Community Colleges provides expert guidance in meeting the challenges of their distinctive and expanding educational mission

Thriving in Transitions Laurie A. Schreiner, Michelle C. Louis, Denise D. Nelson, 2020-11-18 When it was originally released Thriving in Transitions A Research Based Approach to College Student Success represented a paradigm shift in the student success literature moving the student success conversation beyond college completion to focus on student characteristics that promote high levels of academic interpersonal and intrapersonal performance in the college environment The authors contend that a focus on remediating student characteristics or merely encouraging specific behaviors is inadequate to promote success in college and beyond Drawing on research on college student thriving completed since 2012 the newly revised collection presents six research studies describing the characteristics that predict thriving in different groups of college students including first year students transfer students high risk students students of color sophomores and seniors and offers recommendations for helping students thrive in college and life New to this edition is a chapter focused on the role of faculty in supporting college student thriving

Strategies for Fostering Inclusive Classrooms in Higher Education Jaimie Hoffman, Patrick Blessinger, Mandla Makhanya, 2019-02-04 This volume will provide educators with an understanding of challenges associated with equity and inclusion at higher education institutions globally and with evidence based strategies for addressing the challenges associated with implementing equity and inclusion

Intergroup Dialogue in Higher Education: Meaningful

Learning About Social Justice Ximena Zuniga, 2007-03-16 Intergroup dialogue promotes student engagement across cultural and social divides on college campuses through a face to face interactive and facilitated learning experience that brings together 12 to 18 students from two or more social identity groups over a sustained period of time This volume outlines the theory practice and research on intergroup dialogue It also offers educational resources to support the practice It is a useful resource for faculty administrators student affairs personnel students and practitioners for implementing intergroup dialogues in higher education

Reinventing the Community College Business Model Christopher Shults, 2020-03-23 Community colleges were established to provide an accessible affordable education and have largely met this charge Access without success however does not benefit the student and traditional planning operational and financial management and infinite enrollment growth strategies have not produced positive student outcomes The Great Recession disinvestment in higher education and increasing costs and competition have further exacerbated the inability to deliver better results Community colleges need an operational framework structured for student success The community college needs a redesigned business model This publication breaks new ground by introducing the community college business model CCBM an intentionally designed operational management approach that provides a comprehensive approach to understanding students and meeting student needs by providing an exceptional educational experience Supported by a fiscal management that targets finances to support student learning and success the model guides the reader through the growth development and leveraging of the resources human physical and intellectual necessary for delivering a successful educational journey The CCBM is designed to restructure community colleges for delivery of a student value proposition built on learning and success The philosophical underpinning of the book is that student success is the ultimate measure of organizational effectiveness

Academic Success in Online Programs Jacqueline S. Stephen, 2024-04-02 This book provides higher education students with a comprehensive resource to assist them in their academic persistence in an online course or program It addresses a wide selection of topics emphasizing a myriad of factors that impact a student's persistence and ultimate success in an online program or course The book helps students to gain insight into the skills knowledge and attributes needed to succeed in the autonomous nature of an online learning environment Thus this book helps students to proactively engage in activities to prepare for online learning Information presented in each chapter is drawn from theory and recent research centered on persistence of online students in higher education It incorporates hands on practical activities to promote application of theory and research and encourages students to demonstrate their knowledge skills and abilities through the use of reflective and thought provoking activities Hence this book provides online students with an up to date resource they can use to develop an awareness of their readiness and preparedness for online learning Additionally this book equips students with information and strategies aimed at helping them to address gaps in their skills and knowledge that may present them with barriers to academic success The content of this book is aligned with widely used student

learning outcomes and objectives of first year student seminar courses and orientation programs for graduate and undergraduate students enrolled in online programs Furthermore it is deliberately organized and structured to support an online student s academic journey as they navigate the online learning environment As such these features make it an ideal book for use by students instructors and academic advisors or college and university academic support staff **Piecing**

Together the Student Success Puzzle: Research, Propositions, and Recommendations George D. Kuh,Jillian Kinzie,Jennifer A. Buckley,Brian K. Bridges,John C. Hayek,2011-10-13 Creating the conditions that foster student success in college has never been more important As many as four fifths of high school graduates need some form of postsecondary education to be economically self sufficient and manage the increasingly complex social political and cultural issues of the 21st century But about 40 percent of those who start college fail to earn a degree within 6 or 8 years an unacceptably low number This report examines the complicated array of social economic cultural and educational factors related to student success in college defined as academic achievement engagement in educationally purposeful activities satisfaction acquisition of desired knowledge skills and competencies persistence and attainment of educational objectives Although the trajectory for academic success in college is established long before students matriculate most institutions can do more than they are at present to shape how students prepared for college and they they engage in productive activities after they arrive This is the 5th issue of the 32nd volume of the Jossey Bass series ASHE Higher Education Report Each monograph is the definitive analysis of a tough higher education problem based on thorough research of pertinent literature and institutional experiences Topics are identified by a national survey Noted practitioners and scholars are then commissioned to write the reports with experts providing critical reviews of each manuscript before publication *Rethinking the "L" Word in Higher Education: The Revolution of Research on Leadership* Adrianna Kezar,Rozana Carducci,Melissa

Contreras-McGavin,2006-05-19 In these times of change and challenge in higher education pleas for leadership have become frequent However the type of leadership required within this new context of globalization demographic changes technological advancement and questioning of social authority may call for different skills requiring a re education among campus stakeholders if they want to be successful leaders In the past twenty years there has been a revolution in the way that leadership is conceptualized across most fields and disciplines Leadership has moved away from being leader centered individualistic hierarchical focused on universal characteristics and emphasizing power over followers Instead a new vision has emerged leadership that is process centered collective context bound non hierarchical and focused on mutual power and influence processes This volume summarizes research and literature about new conceptualizations of leadership to inform practice This is volume 31 number 6 of the ASHE Higher Education Report a bi monthly journal published by Jossey Bass See our entire list of ASHE Higher Education Report titles for a wide variety of critical issues facing Higher Education today

EAI International Conference on Technology, Innovation, Entrepreneurship and Education Angelica

Reyes-Munoz, Ping Zheng, David Crawford, Victor Callaghan, 2019-03-15 This book presents the proceedings of the 1st EAI International Conference on Technology Innovation Entrepreneurship and Education TIE 2017 which took place at Canterbury Christ Church University on September 11 12 2017 The central theme of the conference is creativity and innovation especially in relation to technology business education social and political needs that make modern society flourish The proceedings feature papers from a cross disciplinary audience that explore the process of creativity and innovation The goal is that the various disciplines can learn from each other and see how they might benefit from the cross fertilization of practices Higher Education: Handbook of Theory and Research Michael B. Paulsen, 2013-02-12 Published annually since 1985 the Handbook series provides a compendium of thorough and integrative literature reviews on a diverse array of topics of interest to the higher education scholarly and policy communities Each chapter provides a comprehensive review of research findings on a selected topic critiques the research literature in terms of its conceptual and methodological rigor and sets forth an agenda for future research intended to advance knowledge on the chosen topic The Handbook focuses on a comprehensive set of central areas of study in higher education that encompasses the salient dimensions of scholarly and policy inquiries undertaken in the international higher education community Each annual volume contains chapters on such diverse topics as research on college students and faculty organization and administration curriculum and instruction policy diversity issues economics and finance history and philosophy community colleges advances in research methodology and more The series is fortunate to have attracted annual contributions from distinguished scholars throughout the world

Rethinking Student Transitions Dallin George Young, Bryce D. Bunting, 2024-07-08 *Rethinking Student Transitions How Community Participation and Becoming Can Help Higher Education Deliver on its Promise* presents a reimagined theory of student transitions in college The authors contend that while previous theorizations have helped move the practice of supporting student success forward through the latter half of the twentieth century earlier conceptualizations and models have led to an inconsistent and incomplete picture of students experiences in transition The book offers both a review and critique of current models of transition and then develops a new conceptual viewpoint based in the ideas of situated learning and transitions as becoming The second half of the book is dedicated to using this new theoretical perspective to illustrate how higher education professionals can create conditions to support students in transition more intentionally with a particular view toward supporting historically marginalized students including racially and ethnically minoritized students first generation students and post traditional students **Rethinking College Student Retention** John M. Braxton, William R. Doyle, Harold V. Hartley, III, Amy S. Hirschy, Willis A. Jones, Michael K. McLendon, 2013-10-21 Drawing on studies funded by the Lumina Foundation the nation's largest private foundation focused solely on increasing Americans success in higher education the authors revise current theories of college student departure including Tinto's making the important distinction between residential and commuter colleges and universities and thereby taking into account the role of the external

environment and the characteristics of social communities in student departure and retention A unique feature of the authors approach is that they also consider the role that the various characteristics of different states play in degree completion and first year persistence First year college student retention and degree completion is a multi layered multi dimensional problem and the book s recommendations for state and institutional level policy and practice will help policy makers and planners at all levels as well as anyone concerned with institutional retention rates and helping students reach their maximum potential for success understand the complexities of the issue and develop policies and initiatives to increase student persistence

Foundations of Education: An EMS Approach National Association of EMS Educators (NAEMSE),2019-07-15 The evolving field of emergency medical services EMS requires professional educators who are knowledgeable about teaching and learning strategies classroom management assessment and evaluation technology in learning legal implications in education program infrastructure design and administering programs of excellence to meet state and national accreditation guidelines *Foundations of Education An EMS Approach Third Edition* provides EMS educators with the tools ideas and information necessary to succeed in each of these areas The content reflects how current educational knowledge and theory uniquely apply to EMS students educators and programs This textbook is used in the NAEMSE Instructor Courses and is an excellent reference for all EMS educators as well as educators in allied health professions Evidence Based Content In addition to foundational topics such as teaching philosophy and classroom management the text covers brain based learning accreditation and program evaluation emerging technologies and assessment strategies It guides educators to write objectives prepare lesson plans and deliver education in engaging ways to maximize student learning Grounded in this information EMS educators can promote effective education regardless of the type of course or setting Highlights Covers current educational theory and teaching methodologies specific to EMS Meets and exceeds the latest DOT National Guidelines for Educating EMS Instructors Offer practical advice and scenarios in the form of Teaching Tips and Case in Points

Who Calls the Shots? Sports and University Leadership, Culture, and Decision Making Suzanne E. Estler,Laurie Nelson,2005-04-21 Intercollegiate athletic programs continue to grow to financially physically and ethically challenged levels despite institutions stated priorities to the contrary Organizational theories offer lenses for understanding why colleges and universities appear to make athletics decisions that do not seem to be in their interests Exploring the forces structural legal social and cultural and market external to the institution leads to an understanding of the environment s role in constraining campus leaders choices The challenge is how to reap educational social and economic benefits from sports programs without harming the institution s academic and moral integrity This volume explores how relatively independent forces constrain the ability of institutional athletics and faculty leaders to limit perceived excesses in the growth of intercollegiate athletics programs on their campuses and nationally Academic and athletic cultures historical precedent external organizations and constituencies external laws and regulations and markets for

athletics related materials entertainment student athletes and professionals all bring outside forces to bear on the college culture leadership and decision making This monograph explores how the unintended interactions of these forces constrain campus leadership of intercollegiate athletics and consider the resulting policy and leadership implications It examines the unique historical role of football and its associated commercialization and culture of masculinity as shaping the foundational structure and regulation of college sports The monograph concludes with campus leadership strategies and recommendations This is Volume 30 Issue 6 of the of the ASHE Higher Education Report series **Academic Integrity in the 21st Century: A Teaching and Learning Imperative** Tricia Bertram Gallant,2008-04-14 Considers academic misconduct in the context of the complex forces that strains the learning environment and argues that campuses focus on ensuring students are learning rather than a single focus on stopping students from cheating *Parental Involvement in Higher Education* Katherine Lynk Wartman,Marjorie Savage,2008-05-02 Helicopter parents have become a recent phenomenon in higher education Who are these parents and why have they landed on our college campuses This monograph examines parental involvement in higher education by looking at the history of the relationship between students and institutions and institutional responses to this phenomenon It explores alternative theoretical frameworks that highlight the benefits of strong parental relationships for today s college students paying particular attention to the variables of gender race and socioeconomic class and how they inform the student parent relationship This text concludes with implications for practice and suggestions for policy so that all parents are included in our institutional efforts not just the ones making all the noise Back cover [Active Learning: Theoretical Perspectives, Empirical Studies and Design Profiles](#) Robert Cassidy,Elizabeth S. Charles,James D. Slotta,Nathaniel Lasry,2019-07-11 This book represents the emerging efforts of a growing international network of researchers and practitioners to promote the development and uptake of evidence based pedagogies in higher education at something a level approaching large scale impact By offering a communication venue that attracts and enhances much needed partnerships among practitioners and researchers in pedagogical innovation we aim to change the conversation and focus on how we work and learn together i e extending the implementation and knowledge of co design methods In this first edition of our Research Topic on Active Learning we highlight two of the three types of publications we wish to promote First are studies aimed at understanding the pedagogical designs developed by practitioners in their own practices by bringing to bear the theoretical lenses developed and tested in the education research community These types of studies constitute the practice pull that we see as a necessary counterbalance to knowledge push in a more productive pedagogical innovation ecosystem based on research practitioner partnerships Second are studies empirically examining the implementations of evidence based designs in naturalistic settings and under naturalistic conditions Interestingly the teams conducting these studies are already exemplars of partnerships between researchers and practitioners who are uniquely positioned as in betweens straddling the two worlds As a result these publications represent

both the rigours of research and the pragmatism of reflective practice In forthcoming editions we will add to this collection a third type of publication design profiles These will present practitioner developed pedagogical designs at varying levels of abstraction to be held to scrutiny amongst practitioners instructional designers and researchers alike We hope by bringing these types of studies together in an open access format that we may contribute to the development of new forms of practitioner researcher interactions that promote co design in pedagogical innovation

Economically and Educationally Challenged Students in Higher Education Marybeth Walpole, 2007-12-10 The gap between low and high SES student college enrollment has not diminished in decades This volume provides an overview of the current research on this problem and provides ideas and insights that may help reduce the gap It integrates the research on low SES low income working class and first generation students access to enrollment and experiences in and outcomes of college The author suggests economically and educationally challenged EEC students as an umbrella term for these overlapping categories of students and provides reasons why such a term may be appropriate The volume reviews how scholars define socioeconomic status and its component variables and how those definitions are used in higher education research It also highlights conceptual frameworks and models used in research on these students and reviews EEC students access to experiences in and outcomes of college attendance Students with multiple identities for example being from a particular social class while also belonging to specific racial ethnic and gender groups are discussed as well Since these students disproportionately attend particular types of institutions organizational responses and policies specific to this group of students are also addressed The volume concludes with implications and recommendations for researchers practitioners and policymakers This is the third issue in the 33rd volume of the Jossey Bass series ASHE Higher Education Report Each monograph in the series is the definitive analysis of a tough higher education problem based on thorough research of pertinent literature and institutional experiences Topics are identified by a national survey Noted practitioners and scholars are then commissioned to write the reports with experts providing critical reviews of each manuscript before publication

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