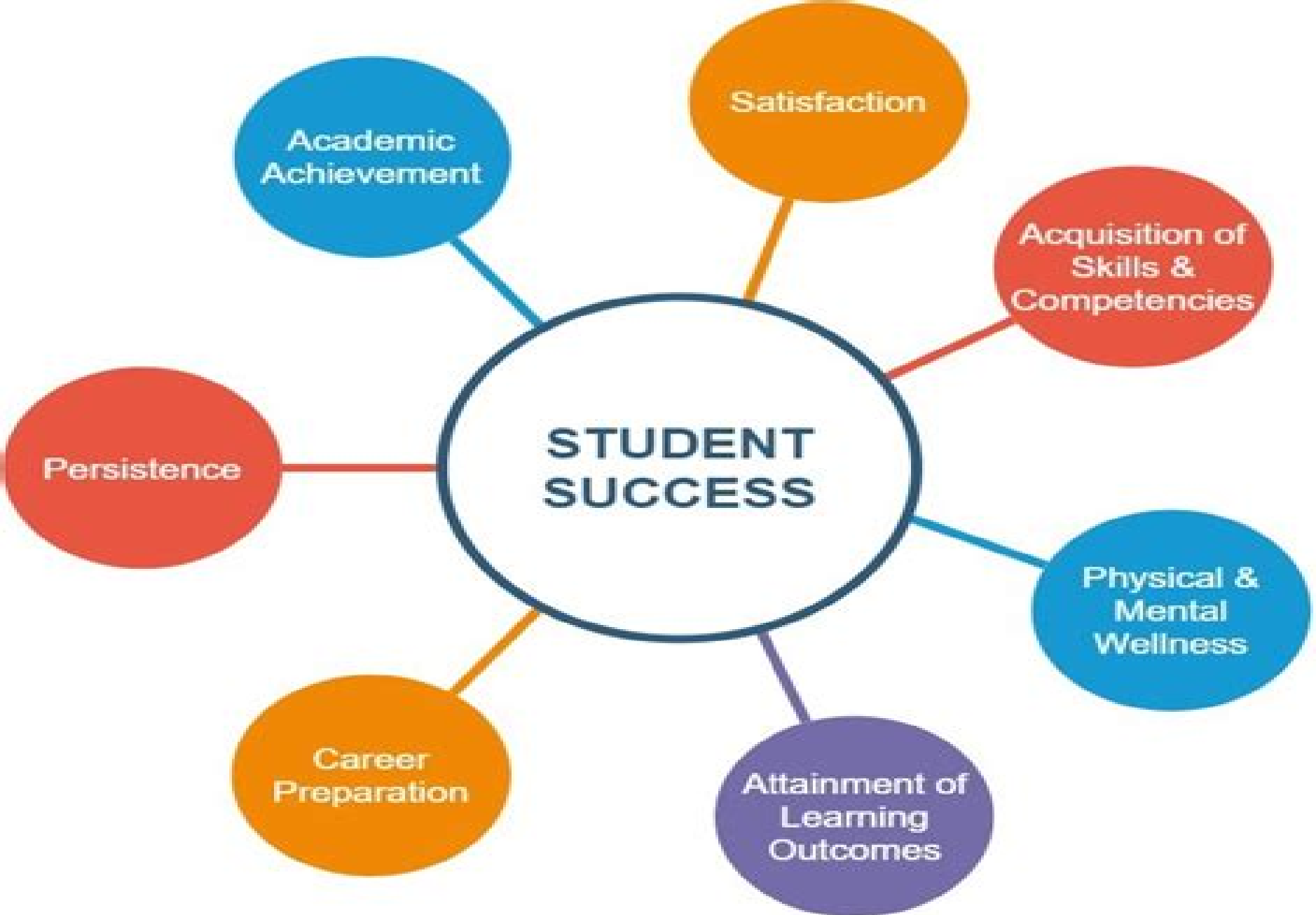




Academic Success Strategies Freshman Year Experience And Students In Transition

Dana Dunn



Academic Success Strategies Freshman Year Experience And Students In Transition:

Journal of the First-year Experience & Students in Transition ,2019 **Journal of the Freshman Year Experience & Students in Transition** ,1996 *Emerging Research and Practices on First-Year Students* Ryan D. Padgett,2014-09-09 What factors contribute to students lasting success Much research has explored the impact of the first year of college on student retention and success With the new performance based funding initiatives institutional administrators are taking a laser focused approach to aligning retention and success strategies to first year student transition points This volume enlightens the discussion and highlights new directions for assessment and research practices within the scope of the first year experience Administrators faculty and data scientists provide a conceptual and analytical approach to investigating the first year experience for entry level and seasoned practitioners alike The emerging research throughout this volume suggests that while many first year programs and services have significant benefits across a number of success outcomes these benefits may not be universal for all students This volume Examines sophisticated empirical models Provides critical assessment practices and implications Examines the four year college and the two year institution which is just as critical This is the 161st volume of this Jossey Bass quarterly report series Timely and comprehensive New Directions for Institutional Research provides planners and administrators in all types of academic institutions with guidelines in such areas as resource coordination information analysis program evaluation and institutional management

Strategies for Student Success in Higher Education Hagai Gringarten,Raúl Fernández-Calienes,2024-07-30 This book brings together both leading edge research and practical insights on the first year experience in higher education Written by a large team of experts the text integrates a variety of multidisciplinary approaches and real life case studies into an effective pedagogical resource for the higher education scholarly audience of both professors and administrators to address the needs of first year students in higher education The book includes material authored by 39 professors and professionals from more than 20 universities and higher education organizations from across the USA Canada the Philippines and Germany This book offers insights for disciplines including business administration and management communications counseling education law and governance mental health and psychology sociology and others Scholars and practitioners in a variety of higher education areas can benefit from it in terms of their work in academic success advising campus safety career services dual enrollment programs emergency management mathematics education service learning student well being technology management and other areas **Developing and Sustaining Successful First-Year Programs** Gerald M.

Greenfield,Jennifer R. Keup,John N. Gardner,2013-07-29 Developing and Sustaining Successful First Year Programs First year programs and interventions have become critical launching pads for student success and retention in higher education However these programs often flounder not because of what they are trying to do but because of the ways in which they are implemented Developing and Sustaining Successful First Year Programs offers faculty academic administrators and student

affairs professionals a comprehensive and practical resource that includes step by step guidance for developing new first year programs and enhancing existing programs The book explores the key elements that contribute to sustained student success and the programs that have the capacity to continue to meet student needs while making the most of scarce resources The authors show how to create and sustain critical partnerships put in place the needed organizational structures and include strategies for developing effective assessments and evaluations Developing and Sustaining Successful First Year Programs is filled with illustrative examples and profiles of successful programs from a range of institutions that vary in size type selectivity and culture Examples of common programs and interventions include summer bridge programs student orientation first year seminars learning communities residential programs developmental education and many more Based in scholarly literature theory and practice the book highlights the initiatives that facilitate the transition learning development and success of new college students

Achieving Student Success Donna Hardy Cox,C. Carney Strange,2010-01-11 This incisive and luminescent story scrupulously grounded in sixteenth century sources illuminates the power that naming has to create a world in this case a world still haunted by being the accidental Indies It is a book about how we perceive and represent the world around us about the creative and destructive power of language Through its elaboration of the rich and lively ironies of the Columbus story The Accidental Indies looks at the nature of storytelling itself

Launching the First-Year Experience Movement John N. Gardner,2023-07-03 As an archetypal student success higher educator myself I did not enter this profession intentionally But my life experiences did prepare me to be very successful at this work So what are those experiences and types of knowledge insight skills that equip one to do this kind of work This book is about encouraging the next generation of successors to use their experiences to become equity warriors within the system John N Gardner This book argues that today more than ever we need new and more student success leaders to step forward to make the changes that students need and it offers the story of one such leader in the belief that it will help others see how they can make their own contribution to this movement The author relates a story about events and individuals that launched a national and international movement to enable many more college students to proceed beyond the beginning college experience and complete the credential they are seeking It is also the author s personal history how he ended up spending his whole life in college and how college can make us wiser and more successful than when we started the journey John Gardner brings 55 years of professional experience to telling this story He begins with the story of how colleges can and do introduce students to life changing perspectives and ideas In Gardner s case it was a matter of being introduced to the question what is justice and then spending his entire professional life seeking ways to bring justice to underserved college students by making changes from the inside of the higher education system An on line compendium accompanies this book which includes prompts for guided reflection and questions and topics for discussion as well as additional material on the author s background and personal philosophy

Examining Student Retention and Engagement Strategies at Historically

Black Colleges and Universities Hinton, Samuel L., Woods, Antwon D., 2018-12-04 As higher educational learning enters a new age Historically Black Colleges and Universities HBCUs are seeking innovative ways to establish strategies to compete with other academic institutions As establishments that have played a pivotal role in transforming the landscape of higher education HBCUs are facing rapid transformation and various obstacles leading to questions regarding to the cost quality and sustainability of these institutions Examining Student Retention and Engagement Strategies at Historically Black Colleges and Universities is a pivotal reference source that provides vital research on the role of HBCUs in today s higher education and the various research methods addressing student retention rates success levels and engagement While highlighting topics such as enrollment management student engagement and online learning this publication explores successful engagement strategies that promote educational quality and equality as well as the methods of social integration and involvement for students This book is ideally designed for researchers academicians scholars educational administrators policymakers graduate students and curriculum designers

Handbook of Research on Coping Mechanisms for First-Year Students Transitioning to Higher Education Aloka, Peter, Mukuna, Kananga Robert, 2023-02-20 Transitioning from secondary to higher education is not a natural step for many first year students in higher education institutions There is a considerable difference between being a student at school and university and previous research has highlighted the difficulties faced by first year university students during their transition phase Higher education institutions and their departments acknowledge the challenges faced by new students and they differ in their approach to coping with the issue each seeks to find the most effective solution for its students To reduce the withdrawal rate during the first year of college higher education providers are expected to apply transition programs to help students transition The Handbook of Research on Coping Mechanisms for First Year Students Transitioning to Higher Education presents a comprehensive account of the dynamics in higher education institutions and culture shock for new students and analyzes models and theories of adjustment of new students in higher education institutions Covering key topics such as gender institutional support and success factors this reference work is ideal for administrators higher education professionals researchers scholars academicians practitioners instructors and students

Best Practices for Teaching Beginnings and Endings in the Psychology Major Dana Dunn, 2010-01-12 Introductory and capstone experiences in the undergraduate psychology program are crucial ways to engage students in their major and psychology department impart realistic expectations and prepare them for life beyond college Providing the right orientation and capstone courses in psychology education is increasingly a concern of instructors department chairs program directors and deans and both types of courses have become important sources for gathering pre and post coursework assessment data for degree learning outcomes The strategies presented here have been designed to help educators examine issues around teaching the introductory or careers course and developing a psychology specific orientation program The authors also provide concrete suggestions for building capstone experiences designed to fit

the needs of a department its pedagogical philosophy or the educational agenda of the college or university Undergraduate psychology curriculum designers and instructors can benefit from learning innovative and effective strategies for introducing the major to first year students and at graduation for bringing closure reinforcing the overall departmental learning outcomes and helping students apply their disciplinary knowledge in capstone experiences and post graduate life In this collection of articles psychology instructors involved in the improvement of teaching and learning review the research and share their own successes and challenges in the classroom Discussions include effective practices for helping students become acclimated to and engaged in the psychology major application of developmental knowledge and learning communities to course design and use of quality benchmarks to improve introductory and capstone courses Other chapters describe innovations in the design of stand alone courses and offer concrete advice on counseling psychology graduates about how to use what they have learned beyond their higher education experiences

The Experience of Being First in Family at University Sharron King, Ann Luzecky, Ben McCann, 2019-10-26 This book provides an in depth analysis of what it means to be the first in family at university It examines the factors that influence first in family students decisions to enrol attend and continue at university and how their hopes dreams and ambitions for the future affect their university experience Using survey data and semi structured interviews the book offers valuable and far reaching insights into the first in family student experience and provides recommendations for future practice at the national and institutional level for teaching and professional staff as well as for first in family students As universities face intense competition for students and growing economic constraints due to funding cuts and increasing costs this book comes at a critical time

Peer Leadership in Higher Education Jennifer R. Keup, 2012-03-27 Peers have always been an important influence on students college experience Peer leadership programs are not only pervasive but also offer an effective means to advance students adjustment learning development and success This issue covers peer leadership as an emerging high impact practice in support of 21st Century Learning Outcomes In it you ll learn The benefits of peer leader programs A history of peer education How to provide academic support through peer education Peer leadership in the cocurriculum Integrating technology into peer leader responsibilities Peers in doctoral education The architecture of a high impact and sustainable program This is the 157th volume of this Jossey Bass series Addressed to higher education decision makers on all kinds of campuses New Directions for Higher Education provides timely information and authoritative advice about major issues and administrative problems confronting every institution

Focus on First Year Success Brenda Leibowitz, Antoinette Van der Merwe, Susan Van Schalkwyk, 2009-11-01 The importance of the first year experience is now well recognised This collection of papers makes a fascinating and important contribution to our understanding of students transition to higher education This is a scholarly engaging and illuminating text that is relevant not only in the context of South Africa but for anyone interested in student learning in the first year of university education David Gosling Plymouth University

The Impact of a Sense of

Belonging in College Erin Bentrim, Gavin W. Henning, 2023-07-03 Sense of belonging refers to the extent a student feels included, accepted, valued, and supported on their campus. The developmental process of belonging is interwoven with the social identity development of diverse college students. Moreover, belonging is influenced by the campus environment, relationships, and involvement opportunities, as well as a need to master the student role and achieve academic success. Although the construct of sense of belonging is complex and multilayered, a consistent theme across the chapters in this book is that the relationship between sense of belonging and intersectionality of identity cannot be ignored and must be integrated into any approach to fostering belonging. Over the last 10 years, colleges and universities have started grappling with the notion that their approaches to maintaining and increasing student retention, persistence, and graduation rates were no longer working. As focus shifted to uncovering barriers to student success while concurrently recognizing student success as more than solely academic factors, the term student sense of belonging gained traction in both academic and co-curricular settings. The editors noticed the lack of a consistent definition or an overarching theoretical approach, as well as a struggle to connect disparate research. A compendium of research applications and approaches to sense of belonging did not exist, so they brought this book into being to serve as a single point of reference in an emerging and promising field of study.

Strong Starts, Supported Transitions and Student Success Andrew Funston, Miguel Gil, Gwen Gilmore, 2014-03-17 The shift to mass participation in higher education is a welcome international trend. In Australia, the number of young adults attempting a degree course at university has increased by close to twenty-five percent in less than a decade. Campuses are becoming more culturally and linguistically diverse. More university students are coming from poorer families and disadvantaged educational backgrounds. The authors of *Strong Starts, Supported Transitions and Student Success* celebrate the diversity of new university learning communities while recognising the challenges faced by many commencing students. This book presents research findings, strategic thinking, and innovative approaches to student transitions and retention at one of Australia's newer institutions, designated The University of Opportunity. Drawing extensively on international scholarship and the work of retention and transition experts in North America, the United Kingdom, Australia, and New Zealand, the book provides several theoretically informed case studies, as well as more general discussions and practical advice to academics and professional staff involved in the first year in higher education and especially those practitioners working to enhance the student experience.

Academic Advising Virginia N. Gordon, Wesley R. Habley, Thomas J. Grites, 2011-01-13 One of the challenges in higher education is helping students to achieve academic success while ensuring their personal and vocational needs are fulfilled. In this updated edition, more than thirty experts offer their knowledge in what has become the most comprehensive classic reference on academic advising. They explore the critical aspects of academic advising and provide insights for full-time advisors, counselors, and those who oversee student advising or have daily contact with advisors and students. New chapters on advising administration and collaboration with other campus services. A new section on

perspectives on advising including those of CEOs CAOs chief academic officers and CSAOs chief student affairs officers More emphasis on two year colleges and the importance of research to the future of academic advising New case studies demonstrate how advising practices have been put to use **Encyclopedia of Distance Learning, Second Edition**

Rogers, Patricia L.,Berg, Gary A.,Boettcher, Judith V.,Howard, Caroline,Justice, Lorraine,Schenk, Karen D.,2009-01-31 Offers comprehensive coverage of the issues concepts trends and technologies of distance learning *Higher Education*

Transitions Eva Kyndt,Vincent Donche,Keith Trigwell,Sari Lindblom-Ylänne,2017-05-18 In the current era where lifelong learning is brought to the fore higher education can no longer be regarded as an isolated trajectory within one s educational career as many students face substantial challenges in crafting their professional future More specifically the transition from school to higher education and continuing to the labour market are often a difficult hurdles for many students Almost half of students do not succeed in the first year and often withdraw from education students are faced with a variety of contexts and may choose to study in a different international context and they are then confronted with structural barriers in finding a high quality job as evidenced by increasing levels of youth unemployment and underemployment Higher Education Transitions aims to deepen our understanding of the transitions taking place when students enter progress and leave higher education to enter the labour market Drawing on an international team of contributors this guide includes three conceptual and fifteen empirical studies which include a range of quantitative qualitative cross sectional and longitudinal studies Divided into three sections to reflect each important transition phase topics include transitions from secondary to higher education transitions within higher education transitions from higher education to the labour market By considering transitions across different phases as a broad and interrelated process this guide will be essential reading for higher education researchers policy stakeholders and all those interested in the transitions into higher education and the labour market *Resources in Education* ,2000 **Early Colleges as a Model for Schooling** Julie A. Edmunds,Fatih Unlu,Elizabeth J. Glennie,Nina Arshavsky,2022-08-16 Early Colleges as a Model for Schooling advocates for early college high schools as an effective means of reducing academic cultural and financial obstacles to postsecondary education This perceptive work evaluates both quantitatively and qualitatively the impacts of early colleges hybrids that blend elements of secondary and postsecondary education It examines the strengths and challenges of early college models of different designs and explores their place in the greater education system Julie A Edmunds Fatih Unlu Elizabeth J Glennie and Nina Arshavsky craft their narrative around the findings of one of the most ambitious studies to date on early college high schools a fifteen year longitudinal study involving more than four thousand students across nineteen secondary schools that have adopted the model They offer insight into the student experience within early college high schools and beyond The authors demonstrate how the well structured and supportive educational environment of early college not only prepares students academically for college level coursework but also helps students navigate logistical challenges in applying for colleges and universities They show how the

positive outcomes of the early college experience can help tip the balance toward successful postsecondary educational experiences especially for historically underserved students such as low income students minority students and first generation college students As the authors point out a shift in the way the transition between secondary and postsecondary education is implemented provides an achievable approach to improving college readiness and lowering educational barriers They argue persuasively that wider adoption of this educational model in high schools has great potential to improve overall access to higher education

Reviewing **Academic Success Strategies Freshman Year Experience And Students In Transition**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is really astonishing. Within the pages of "**Academic Success Strategies Freshman Year Experience And Students In Transition**," an enthralling opus penned by a very acclaimed wordsmith, readers set about an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve into the book's central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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