

COMPLETING COLLEGE RETHINKING INSTITUTIONAL ACTION



WILLIAM E. SHAPIRO

Completing College Rethinking Institutional Action

Vincent Tinto



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Completing College Vincent Tinto, Even as the number of students attending college has more than doubled in the past forty years it is still the case that nearly half of all college students in the United States will not complete their degree within six years It is clear that much remains to be done toward improving student success For more than twenty years Vincent Tinto s pathbreaking book *Leaving College* has been recognized as the definitive resource on student retention in higher education Now with *Completing College* Tinto offers administrators a coherent framework with which to develop and implement programs to promote completion Deftly distilling an enormous amount of research Tinto identifies the essential conditions enabling students to succeed and continue on within institutions Especially during the early years he shows that students thrive in settings that pair high expectations for success with structured academic social and financial support provide frequent feedback and assessments of their performance and promote their active involvement with other students and faculty And while these conditions may be worked on and met at different institutional levels Tinto points to the classroom as the center of student education and life and therefore the primary target for institutional action Improving retention rates continues to be among the most widely studied fields in higher education and *Completing College* carefully synthesizes the latest research and most importantly translates it into practical steps that administrators can take to enhance student success

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The First Year of College Robert S. Feldman, 2018 An examination of the first year of college and the intersecting challenges facing today's students written by top educational researchers

Digitized Institutions Jessie Daniels, Karen Gregory, Tressie McMillan Cottom, 2016-11-18 A key sociological insight is that institutions whether education the economy politics or the media shape the contours of individual life and drive inequality In this *Byte* the contributions take up the way that digitally mediated social processes are transforming institutions The writing here examines the interconnectedness of institutions and considers digitization across schooling work and media with an eye toward how inequality works Together these selections yield important insights into critical features of the institutions that mediate our digitized society arguing that digital sociology's greatest challenge is measuring inequalities that are produced by society's datalogical turn

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Retention, Persistence, and Writing Programs Todd Ruecker, Dawn Shepherd, Heidi Estrem, Beth Brunk-Chavez, 2017-04-01 From scholars working in a variety of institutional and geographic contexts and with a wide range of student populations *Retention Persistence and Writing Programs* offers perspectives on how writing programs can support or hinder students transitions to college The contributors present individual and program case studies student surveys a wealth of institutional retention data and critical policy analysis Rates of student retention in higher education are a widely acknowledged problem although approximately 66 percent of high school graduates begin college of those who attend public four year institutions only about 80 percent return the following year with 58 percent graduating within six years At public two year institutions only 60 percent of students return and fewer than a third graduate within three years Less commonly known is the crucial effect of writing courses on these statistics First year writing is a course that virtually all students have to take thus writing programs are well positioned to contribute to larger institutional conversations regarding retention and persistence and should offer themselves as much needed sites for advocacy research and curricular innovation *Retention Persistence and Writing Programs* is a timely resource for writing program administrators as well as for new writing teachers advisors administrators and state boards of education Contributors Matthew Bridgewater Cristine Busser Beth Buyserie Polina Chemishanova Michael Day Bruce Feinstein Patricia Freitag Ericsson Nathan Garrett Joanne Baird Giordano Tawanda Gipson Sarah E Harris Mark Hartlaub Holly Hassel Jennifer Heinert Ashley J Holmes Rita

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