

Academic Success Center

Mary Stuart Hunter, Barbara F. Tobolowsky, John N. Gardner, Scott E. Evenbeck, Jerry A. Pattengale, Molly Schaller, Laurie A. Schreiner

Success for All Melisa N. Choroszy, Theodor M. Meek, 2020-04-15 While the most important measure of success for many degree-seeking students is the timely attainment of a Bachelor's degree, there remains a host of other indicators of student success that vary by student population and students' personal goals. Many of these smaller successes lead to the ultimate goal of graduation and are significant triumphs throughout the journey through higher education. **Success for All** is a strategic guide for administrators and educators that offers methods for advising students through the myriad of challenges they face. Every bit of success contributes to the accomplishment of a larger goal, and this book highlights success at every level. It provides a specific roadmap to the research, services, and programs at the University of Nevada, Reno and Truckee Meadows Community College that support student success in undergraduate and graduate programs regardless of a student's social, emotional, or prior academic experiences. Contributors discuss how to make students feel welcome in their social and educational environments and how to directly assist them with the timely completion of their degree. Administrators and educators demonstrate how these programs help make a positive contribution to the students and the institutions they serve while implementing practical solutions to increase graduation rates.

UCSF General Catalog University of California, San Francisco, 1982

UH Mānoa Student Success Center at Sinclair Library, 2009 The Student Success Center provides students with the information and skills to be academically successful in their courses. It is a place for students to work with faculty, librarians, mentors, and tutors to meet individually defined learning needs. It will also assist students in finding the help they need to succeed in their academic work. The Sinclair Library, as host to the Student Success Center, provides a learning environment that meets the space, computing, and information needs of students and those who work with them -- Page 1.

Supporting Neurodiverse College Student Success Elizabeth M. H. Coghill, Jeffrey G. Coghill, 2020-11-12 The basic premise of neurodiversity is that there is no "normal" baseline for brain processes, but that all individual brains vary and therefore are diverse. The CAST organization estimates that 11% of college students enrolling in post-secondary campuses having a learning disability or learning difference. As neurodiverse students enroll in post-secondary education, the

environments within which these students learn, can either support or impede their ability to succeed. Simply put, a neurodiverse campus population means that educators recognize that all students process and learn differently and must adapt our approaches and services in order to reach and support all students enrolled on our campuses. Neurodiverse students are a growing population on today's college campus. Their growing presence prompts new approaches to support their success and change traditional student services and collegiate experiences. This practical guide: Assists readers in better understanding neurodiverse students and the way campus services can create welcoming environments Explores the role Universal Design for Learning (UDL) and Executive Functioning (EF) plays in student success, and Focuses on specific collegiate offices and services that effectively address the needs of neurodiverse learners. Chapters cover tutoring, learning supports, academic coaching, academic advising, career services, residential living, and classroom experiences that impact and assist neurodiverse college students.

Redesigning America's Community Colleges Thomas R. Bailey, Shanna Smith Jaggars, Davis Jenkins, 2015-04-09 Community colleges enroll half of the nation's undergraduates. Yet only 40 percent of entrants complete an undergraduate degree in six years. Redesigning America's Community Colleges explains how two-year colleges can increase their students' success rate quickly and at less cost, through a program of guided pathways to completion.

Ensuring Learning Christine Harrington, 2020-08-15 Ensuring Learning: Supporting Faculty to Improve Student Success is the second book in a two-book series. This book highlights the importance of teaching and learning in student success reform and is a deep dive into the fourth pillar, ensuring learning, of Guided Pathways which is a national movement focused on increasing the number of college students who earn a degree or credential. It emphasizes how institutional strategies such as investing in faculty development through Centers for Teaching and Learning and revising reward structures can significantly improve student achievement and completion rates. This book calls for colleges to prioritize teaching and learning and provides college leaders with guidance on how to do so. For example, strategies to develop and enhance Centers for Teaching and Learning and increase professional development programming that provides ongoing, substantial support to faculty are shared. Readers will benefit from numerous practical suggestions on how to help faculty improve teaching and learning practices and ultimately improve student success outcomes.

Increasing Persistence Wesley R. Habley, Jennifer L. Bloom, Steve Robbins, 2012-09-04 INCREASING PERSISTENCE Of all the books addressing the puzzle of student success and persistence, I found this one to be the most helpful and believe it will be extremely useful to faculty and staff attempting to promote student success. The authors solidly ground their work in empirical research, and do a brilliant job providing both an overview of the relevant literature as well as research-based recommendations for intervention. GAIL HACKETT, PH.D., provost and executive vice chancellor for academic affairs; professor, counseling and educational psychology, University of Missouri, Kansas City Research indicates that approximately

forty percent of all college students never earn a degree anywhere, any time in their lives. This fact has not changed since the middle of the 20th century. Written for practitioners and those who lead retention and persistence initiatives at both the institutional and public policy levels, *Increasing Persistence* offers a compendium on college student persistence that integrates concept, theory, and research with successful practice. It is anchored by the ACT's What Works in Student Retention (WWISR) survey of 1,100 colleges and universities, an important resource that contains insights on the causes of attrition and identifies retention interventions that are most likely to enhance student persistence.?? The authors focus on three essential conditions for student success: students must learn; students must be motivated, committed, engaged, and self-regulating; and students must connect with educational programs consistent with their interests and abilities. The authors offer a detailed discussion of the four interventions that research shows are the most effective for helping students persist and succeed: assessment and course placement, developmental education initiatives, academic advising, and student transition programming. Finally, they urge broadening the current retention construct, providing guidance to policy makers, campus leaders, and individuals on the contributions they can make to student success.

Numbers and Sense Alexandra Salas,2021-04-15 This book highlights the exigency of student success and how higher education institutions are addressing this call. On the heels of the COVID-19 global pandemic, institutions have been challenged further to manage student satisfaction issues, enrollment and financial insecurities, equity, inclusion and access. As starting point to these ongoing priorities, this book aims to raise awareness, questions and suggestions based on examples of courageous leadership that support retention and completion agendas but more so visionary and actionable approaches to ensure student success. The book addresses the various tensions among education stakeholders, the impressions of change, the expanded realities of competition, the casualties of silos, the value of examining and understanding data in advancing options, and the merits of collaboration, and opportunity thinking. Cases and interviews with thought leaders who candidly share experiences and realizations about ensuring student success provide insight about what else can be done to move the needle forward.

Student Success in the Community College Terry U. O'Banion,Marguerite M. Culp,2020-12-15 For much of the twentieth century, the definition of success for most community colleges revolved around student retention and graduation. This definition no longer works—if it ever did. In *Student Success in the Community College: What Really Works?* respected community college leaders, researchers, and innovators argue that student success is about redesigning community colleges in a manner that is consistent with each college's mission, goals, student population, and resources. Concluding that there is no one-size-fits-all approach to increasing student success, chapter authors analyze national, state, and regional efforts to increase student success; identify principles institutions can use to frame student success initiatives; and outline specific actions community colleges can take to increase student—and institutional—success. *Student Success in the Community*

College: What Really Works? also provides concrete examples of effective student success initiatives in a variety of community college settings.

Fostering Student Success in the Campus Community Gary L. Kramer, 2009-11-24 This book presents and examines key issues not only on addressing changing student demographics and needs but also on aligning institutional and student expectations, connecting student-oriented services systemically, organizing and fostering student services for learning, and creating and delivering services for students to achieve success on campus. While the essential supportive role student services plays in student retention and success is generally understood, this book provides several constructive approaches and key indicators that service providers can use to challenge their campuses for better results in achieving student success. While this book does not define what student success is for all institutions or suggest that one size fits all institutions, it does emphasize that student learning and achieving student success on campus is everyone's business. The chapter contributors share their wisdom on and experience in creating a student-centered culture and emphasize student services as the primary approach for putting students first in the campus community. Written for student service providers, academic departments, and others responsible for the support, direction, and coordination of services to students—vice presidents, deans, directors, and department chairs—readers will learn how to encourage a variety of desired outcomes, including student persistence, satisfaction, learning, and personal development. Also included is a systems perspective that will help readers evaluate and align services for students with the goals of both the students and the institution.

Helping Sophomores Succeed Mary Stuart Hunter, Barbara F. Tobolowsky, John N. Gardner, Scott E. Evenbeck, Jerry A. Pattengale, Molly Schaller, Laurie A. Schreiner, 2009-10-02 *Helping Sophomores Succeed* offers an in-depth, comprehensive understanding of the common challenges that arise in a student's second year of college. Sponsored by the University of South Carolina's National Resource Center for The First-Year Experience® and Students in Transition, this groundbreaking book offers an examination of second-year student success and satisfaction using both quantitative and qualitative measures from national research findings. *Helping Sophomores Succeed* serves as a foundation for designing programs and services for the second-year student population that will help to promote retention, academic and career development, and personal transition and growth. Praise for *Helping Sophomores Succeed* Lost, lonely, stressed, pressured, unsupported, frequently indecisive, and invisible, many sophomores fall off the radar of campus educators at a time when they may most be seeking purpose, meaning, direction, intellectual challenge, and intellectual capacity building. The fine scholars who focused educators on the first-year and senior transitions have done it again? a magnificent book to focus on the sophomore year! ?Susan R. Komives, College Student Personnel Program, University of Maryland For years, student-centered institutions have front-loaded resources to promote student success in the first college year. This volume is rich with instructive ideas for how to sustain this important work in the second year of college. ?George D. Kuh, Chancellor's Professor and director, Indiana

University Center for Postsecondary Research A pioneering work, this brilliant text explores in practical and meaningful ways the all but neglected sophomore-year experience, when students face critical choices about their major, their profession, their life purpose. ?Betty L. Siegel, president emeritus, Kennesaw State University? All members of the campus community?faculty, student affairs educators, staff, and students?will benefit from learning about the unique challenges of the second college year. The book provides research and best practices to help educators and students craft an integrated, comprehensive approach to helping second-year students succeed. ?Marcia Baxter Magolda, distinguished professor, Educational Leadership, Miami University The National Resource Center for The First-Year Experience® and Students in Transition supports and advances efforts to improve student learning and transitions into and through higher education by providing opportunities for the exchange of practical, theory-based information and ideas.

Student-Focused Coaching Jan Hasbrouck, Daryl Michel, 2021-08-16 A widely used, highly effective approach to student success, Student-Focused Coaching (SFC) helps instructional coaches and teachers work collaboratively to improve student outcomes using evidence-based practices. This is your one-stop, step-by-step guide to instructional coaching in K-12 schools using the field-tested, research-based SFC model. Featuring a foreword by Jim Knight, the leading voice on instructional coaching, this book was coauthored by the lead developer of the SFC model (Jan Hasbrouck) and an experienced instructional coach and trainer (Daryl Michel). These expert authors help you master the three key roles of coaching: Facilitator, Collaborative Problem-Solver, and Teacher/Learner. You'll discover how to build respectful and mutually beneficial professional relationships with every teacher--from the most eager to the most reluctant--and work together to help all students learn and thrive in the classroom. To help you put the SFC model into action, the book offers practical activities and materials, including application exercises, reflection exercises, virtual coaching tips, and 20+ pages of ready-to-use downloadable forms. LEARN HOW TO Partner with teachers to tackle a range of classroom challenges--academic, behavioral, and social-emotional Develop collaborative communication skills to help you navigate even the most challenging conversations Work with teachers to set and achieve goals by identifying, selecting, and implementing evidence-based interventions Help teachers support struggling students with goal-based, targeted, and intensive instruction Improve time management skills using a four-step, systematic problem-solving process Collect different types of data and use it to give helpful feedback to the teachers you work with Design continuous professional learning opportunities that meet individual teacher needs Deliver support to administrators to make the most of the benefits coaches can provide PRACTICAL DOWNLOADS: The book includes access to 20+ pages of downloadable materials for coaches, including worksheets, checklists, tracking sheets, and self-assessments.

Expect Success ,2016-03-29 Our greatest weakness lies in giving up. The most certain way to succeed is always to try just one more time. Providing students with the structures that support that one more time emphasized by Thomas Edison

encompasses the underpinnings of the practical techniques in this volume of essays. One of the greatest favors an institution of higher education can offer to its students is structured academic success programs that offer cutting-edge opportunities for students to work with professionals in such areas as academic advising, first year seminars, tutoring, academic success coaching and supplemental instruction. Written by working professionals at the University of Nevada, Las Vegas' (UNLV) Academic Success Center, the principles and practical methods in this volume of essays have helped thousands of students, and are practical, in the trenches works that provide fundamental principles and plans for developing and implementing academic success initiatives.

Student Success in College George D. Kuh, Jillian Kinzie, John H. Schuh, Elizabeth J. Whitt, 2011-01-07 Student Success in College describes policies, programs, and practices that a diverse set of institutions have used to enhance student achievement. This book clearly shows the benefits of student learning and educational effectiveness that can be realized when these conditions are present. Based on the Documenting Effective Educational Practice (DEEP) project from the Center for Postsecondary Research at Indiana University, this book provides concrete examples from twenty institutions that other colleges and universities can learn from and adapt to help create a success-oriented campus culture and learning environment.

Academic Advising in the Community College Terry U. O'Banion, 2019-12-10 Academic advising is the second most important function in the community college. If it is not conducted with the utmost efficiency and effectiveness, the most important function in the college—instruction—will fail to achieve its purpose of ensuring that students succeed in navigating the curriculum to completion. The purpose of academic advising is to help students select a program of study to meet their life and vocational goals. As such, academic advising is a central and important activity in the process of education. Academic advising occurs at least once each term for every student in the college; few student support functions occur as often or affect so many students. But while there is general agreement concerning the importance of academic advising for the efficient functioning of the institution and the effective functioning of the student, there is little agreement regarding the nature of academic advising and who should perform the function. In this seminal work on academic advising, the authors of three overarching chapters address the key issues and challenges of academic advising followed by the authors of four of the most innovative and successful programs of academic advising in the nation.

Completing College Vincent Tinto, 2012-04-15 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.

Brave Blake Paige L. Starr, 2021-10-12 *Brave Blake* By: Paige L. Starr Looking different can be scary, but it does not mean it is bad. This book was inspired by the author's younger brother who was born with a cleft lip—a birth defect that originates from Van der Woude Syndrome. This book is a nod to him and what he has gone through as a child. *Brave Blake* tells the story of Blake who is hoping to win the 2nd grade's Best Smile competition, but fears that his birth defect will hinder what his classmates think of him. On the first day of school, he faces the known bully who questions him about his scar. Nervous, Blake fabricates a story to deflect from the truth. The bully finds Blake in a fib and calls him out in front of the class and Blake is left feeling defeated, but his brothers console him and help him regain his confidence. Simultaneously, the bully realizes why Blake told the story instead of telling the truth. When announcement day approaches, the kids come to terms with the results and find friendship. The author hopes people who read Blake's story embrace their difference and wear it as a permanent accessory.

Promising and High-Impact Practices: Student Success Programs in the Community College Context Gloria Crisp, Deryl K. Hatch, 2016-09-21 With calls for community colleges to play a greater role in increasing college completion, promising or high-impact practices (HIPs) are receiving attention as means to foster persistence, degree completion, and other desired academic outcomes. These include learning communities, orientation, first-year seminars, and supplemental instruction, among many others. This volume explores the latest research on: how student success program research is conceptualized and operationalized, evidence for ways in which interventions foster positive student outcomes, critical inquiry of how students themselves experience them, and challenges and guidance regarding program design, implementation and evaluation. This is the 175th 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.

The Art of Academic Advising - The Five-Step Process of Purposeful Advising Jeffrey Hoffman,

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