

Degree Seeking Students

Robin G. Isserles

Success for All Melisa N. Choroszy, Theodor M. Meek, 2020 The University of Nevada, Reno, Truckee Meadows Community College, and the Nevada System of Higher Education are dedicated to student success. This book provides an overview of 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.

The Black Student's Guide to College Success Clidie B. Cook, William J. Ekeler, Ruby D. Higgins, R Mclaran Sawyer, Keith Prichard, 1994-11-30 The book begins with a step-by-step guide to a successful college selection process and freshman year, offering insights invaluable to students, parents, teachers, guidance counselors, and athletic recruiters. Next, notable African-American men and women tell the stories of their own college careers--from admission to graduation--in 27 short, autobiographical essays included in Part Two of the book, How I Did It. Also featured is a directory of more than 900 colleges and universities with information and statistics of particular interest to African-American students. The directory includes evaluations and listings of the most prestigious American undergraduate institutions, with detailed information on special programs and activities for African-American students, entries on historically Black U.S. colleges and universities and African and Caribbean institutions, and information on Black Greek letter organizations. A subject index concludes the guide. This is the only complete college guide specifically designed for African-American students and their counselors. The Black Student's Guide to College Success is a step-by-step guide and reference tool for students, parents, teachers, guidance counselors, and athletic recruiters--leading the reader through a successful college selection process and freshman year. A directory of more than 900 colleges and universities is provided, with information of particular interest to African-American students. Many distinguished Black educators and prominent Americans have contributed to make this work a comprehensive reference tool which addresses the questions and problems encountered by African-American students. A foreword by Dr. Louis W. Sullivan, former U.S. Secretary of Health and Human Services, introduces the first part, How to Succeed in College, featuring 14 hard-hitting essays geared to the needs of the African-American student during the college selection process and the freshman year. Of special interest are: * essays on the Black student athlete; * choosing a Black or an integrated college; * financing a college education; * connecting with students from Africa and the Caribbean; * getting along with other ethnic groups on campus; * handling academic stress; * study habits and hints; and * affirmative action. The

next part, *How I Did It*, includes inspirational autobiographical essays on the college careers--from admission to graduation--of 27 notable African-American men and women. These success stories will motivate and encourage students as they consider their college options. The last part, *Directory of Colleges and Universities*, includes: (1) complete up-to-date information on more than 900 American colleges and universities (2) the names of recruiters of African-American students (3) the percentage of African-American students enrolled and those who graduate (4) the percentage of student athletes who graduate, and (5) information on African-American organizations. Evaluations and listings of the most prestigious U.S. undergraduate institutions, detailed information on programs and activities of special interest to African-American students, listings of historically Black colleges and universities (and evaluations of the top ten), profiles of universities in Africa and the Caribbean, and information on national Black Greek letter organizations are also included in this thorough, accessible directory. A subject index concludes the guide. This work is especially useful for high school and public libraries, high school guidance and career counselors, college admissions offices, athletic recruiters, and African-American education organizations, as well as for aspiring African-American students in search of the motivational key to achievement in college.

Never Too Late Rebecca Klein-Collins, 2018-12-18 A smart, snappy, and comprehensive guide for the millions of adults who are thinking about going—or going back—to college and want to know how to do it right. As anyone who has done it knows, going back to school is a major undertaking. For younger and older adults alike, starting or returning to school presents different challenges than those encountered by teens fresh out of high school and heading straight to college. Countless Americans take on this task while working, raising kids, caring for parents, volunteering, serving in the military—and in some cases all of the above. Although the non-traditional undergraduate student is in fact the new normal, the glut of college guides out there don't include practical advice for the busy moms, frustrated employees, and ambitious adults who are applying to college or hoping to finish earning a degree. *Never Too Late* will help readers jump-start a new professional path or speed down the one they're already on by guiding them through vital questions: What should I study? How can I afford the time and money required to get a college degree? How do I compare schools? With key chapters on flexibility (*It's About Time!* and *Face-to-Face or Cyberspace?*) and rankings of the best colleges for grown-ups diving back into the books, *Never Too Late* is an essential reference for adults seeking a richer life—and a meaningful place in our rapidly changing economy and world.

A Practitioner's Guide to Supporting Graduate and Professional Students Valerie A. Shepard, April L. Perry, 2022-02-24 This guide helps faculty and student affairs practitioners better serve graduate and professional school students as they navigate what can be an isolating, taxing, and unfamiliar context. Providing actionable strategies, as well as a common language for practitioners to advocate for themselves and for their students, this book is a quick start manual that defines current issues around graduate and professional student development. Drawing together current resources and research

around post-baccalaureate student outcomes, this book explores the diverse student needs of graduate and professional students and provides a clear understanding of their social, personal, and psychological development and how to support their success. Case studies showcase specific examples of practice including a holistic development model for graduate training; integrating academic, personal, professional, and career development needs; promising practices for engagement; a diversity, equity, and inclusion approach to access and outcomes; how graduate schools can be important partners to student affairs professionals; and examples of assessment in action. This book provides tools, resources, communication strategies, and actionable theory-to-practice connections for practitioners, professionals, and faculty at all levels who work to support post-baccalaureate student thriving. Appendix available for download online at www.routledge.com/9780367639884 on the tab that is entitled Support Material.

The Costs of Completion Robin G. Isserles, 2021-12-07 To improve community college success, we need to consider the lived realities of students. Our nation's community colleges are facing a completion crisis. The college-going experience of too many students is interrupted, lengthening their time to completing a degree—or worse, causing many to drop out altogether. In *The Costs of Completion*, Robin G. Isserles contextualizes this crisis by placing blame on the neoliberal policies that have shaped public community colleges over the past thirty years. The disinvestment of state funding, she explains, has created austerity conditions, leading to an overreliance on contingent labor, excessive investments in advisement technologies, and a push to performance outcomes like retention and graduation rates for measuring student and institutional success. The prevailing theory at the root of the community college completion crisis—academic momentum—suggests that students need to build momentum in their first year by becoming academically integrated, thereby increasing their chances of graduating in a timely fashion. A host of what Isserles terms innovative disruptions have been implemented as a way to improve on community college completion, but because disruptions are primarily driven by degree attainment, Isserles argues that they place learning and developing as afterthoughts while ignoring the complex lives that define so many community college students. Drawing on more than twenty years of teaching, advising, and researching largely first-generation community college students as well as an analysis of five years of student enrollment patterns, college experiences, and life narratives, Isserles takes pains to center students and their experiences. She proposes initiatives created in accordance with a care ethic, which strive to not only get students through college—quantifying credit accumulation and the like—but also enable our most precarious students to flourish in a college environment. Ultimately, *The Costs of Completion* offers a deeper, more complex understanding of who community college students are, why and how they enroll, and what higher education institutions can do to better support them.

First-Generation College Students Lee Ward, Michael J. Siegel, Zebulun Davenport, 2012-05-25 FIRST-GENERATION COLLEGE STUDENTS ...a concise, manageable, lucid summary of the best scholarship, practices, and future-oriented

thinking about how to effectively recruit, educate, develop, retain, and ultimately graduate first-generation students. from the foreword by JOHN N. GARDNER First-generation students are frequently marginalized on their campuses, treated with benign disregard, and placed at a competitive disadvantage because of their invisibility. While they include 51% of all undergraduates, or approximately 9.3 million students, they are less likely than their peers to earn degrees. Among students enrolled in two-year institutions, they are significantly less likely to persist into a second year. First-Generation College Students offers academic leaders and student affairs professionals a guide for understanding the special challenges and common barriers these students face and provides the necessary strategies for helping them transition through and graduate from their chosen institutions. Based in solid research, the authors describe best practices and include suggestions and techniques that can help leaders design and implement effective curricula, out-of-class learning experiences, and student support services, as well as develop strategic plans that address issues sure to arise in the future. The authors offer an analysis of first-generation student expectations for college life and academics and examine the powerful role cultural capital plays in shaping their experiences and socialization. Providing a template for other campuses, the book highlights programmatic initiatives at colleges around the country that effectively serve first-generation students and create a powerful learning environment for their success. First-Generation College Students provides a much-needed portrait of the cognitive, developmental, and social factors that affect the college-going experiences and retention rates of this growing population of college students.

The Transfer Experience John N. Gardner, Michael J. Rosenberg, Andrew K. Koch, 2023-07-03 Co-published with At last there is a handbook that everyone in higher education can use to help increase transfer student success. This comprehensive resource has been brought together to meet the need for a truly holistic approach to the transfer experience. The book brings together research, theory, practical applications, programmatic illustrations, case studies, encouragement, and inspiration, and is supplemented by an online compendium for continual updates of resources, case studies, and new developments in the world of transfer. Based on a totally different way of thinking about, understanding, and acting to increase transfer student success, The Transfer Experience goes far beyond the traditional, limited view of transfer as a technical process simply about articulating credits, a stage of student development, or a novel enrollment management strategy. Rather, the book introduces a stimulating array of new perspectives, resources, options, models, and recommendations for addressing the many needs of this huge cohort – making the academic, civic, and social justice cases for improving transfer at both transfer-sending and transfer-receiving institutions.

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.

GPS for Graduate School Mark J. T. Smith, 2014 This resource book consists of ten chapters written by sixteen graduate student authors and two academic professional staff members. Each chapter is accompanied by a short video that dramatizes the theme along with probing discussion questions. The chapter topics include seeking funding, the challenges of the first year of graduate school, finding a thesis advisor, working with thesis committee members, balancing family and graduate student life, and life after graduate school. Where these subjects have been treated in an academic style many times, this book conveys its message through personal narratives of the challenging circumstances its graduate student authors encountered and solved. It does not give its readers long lists of statistics about graduation rates or most advantageous actions for best outcomes. What it does instead is provide readers with a vivid sense of the types of life experiences one can expect to encounter when undertaking a graduate degree and the opportunity to discuss these real-life issues with others. The book was started and developed as a project under the Midwest Crossroads Alliance for Graduate Education and the Professoriate (AGEP) and completed as part of the professional development activities under the Committee on Institutional Cooperation (CIC) AGEP.

Student Financing of Graduate and First-professional Education ,1995

Building Transfer Student Pathways for College and Career Success Sonya Joseph, Mark Allen Poisel, 2018-10-04 Published in partnership with the National Institute for the Study of Transfer Students. Analysis of bachelor's degree completion suggests that only about a third of college graduates attend a single institution from start to finish. More than one quarter earn college credits from three or more schools before completing a degree. For most, these student-defined pathways lead to increased time-to-degree and higher costs. Many will simply drop out long before crossing the finish line. Ensuring college completion and success requires an understanding of the evolving nature of transfer transitions and a system-wide approach that reaches beyond two-year and four-year institutions to include high schools participating in dual enrollment programs and military college initiatives. A new edited collection offers insight into institutional and statewide partnerships that create clearly defined pathways to college graduation and career success for all students.

Debt-Free Degree Anthony ONeal, 2019-10-07 Every parent wants the best for their child. That's why they send them to college! But most parents struggle to pay for school and end up turning to student loans. That's why the majority of graduates walk away with \$35,000 in student loan debt and no clue what that debt will really cost them.¹ Student loan debt doesn't open doors for young adults—it closes them. They postpone getting married and starting a family. That debt even takes away their freedom to pursue their dreams. But there is a different way. Going to college without student loans is possible! In *Debt-Free Degree*, Anthony ONeal teaches parents how to get their child through school without debt, even if they haven't saved for it. He also shows parents: *How to prepare their child for college *Which classes to take in high school *How and when to take the ACT and SAT *The right way to do college visits *How to choose a major A college education is supposed to prepare a graduate for their future, not rob them of their paycheck and freedom for decades. *Debt-Free Degree* shows parents how to pay cash for college and set their child up to succeed for life.

Improving Postsecondary Choice and Pathways Katherine C. Aquino, Ryan P. Hudes, 2020-04-07 *Improving Postsecondary Choice and Pathways* explores the influences and experiences throughout a student's transition from secondary to postsecondary education, with an emphasis on the fit between academic readiness and institutional selectivity. Designed to consider the variegated experiences and factors contributing to student-college match, chapters in this volume explore the challenges associated with the college search, choice, and application processes and how they affect specific student groups. Additionally, this text investigates the stakeholders and programs designed to assist students in finding suitable postsecondary institutions. This book holistically explores the varied aspects within student-college match while also providing a glimpse into innovative approaches for improving outcomes via an expanded consideration of college choice and student-college match determinations.

The State of College Access and Completion Laura W. Perna, Anthony Jones, 2013-07-18 Despite decades of substantial investments by the federal government, state governments, colleges and universities, and private foundations, students from low-income families as well as racial and ethnic minority groups continue to have substantially lower levels of postsecondary educational attainment than individuals from other groups. *The State of College Access and Completion* draws together leading researchers nationwide to summarize the state of college access and success and to provide recommendations for how institutional leaders and policymakers can effectively improve the entire spectrum of college access and completion. Springboarding from a seminar series organized by the Advisory Committee on Student Financial Assistance, chapter authors explore what is known and not known from existing research about how to improve student success. This much-needed book calls explicit attention to the state of college access and success not only for traditional college-age students, but also for the substantial and growing number of nontraditional students. Describing trends in various outcomes along the pathway from college access to completion, this volume documents persisting gaps in outcomes based on students' demographic

characteristics and offers recommendations for strategies to raise student attainment. Graduate students, scholars, and researchers in higher education will find *The State of College Access and Completion* to be an important and timely resource.

International Student Recruitment and Mobility in Non-Anglophone Countries Hans de Wit, Ekaterina Minaeva, Lizhou Wang, 2022-02-24 *International Student Recruitment and Mobility in Non-Anglophone Countries* offers a detailed analysis of global dimensions and trends in international student mobility and recruitment. It examines current data on student flows, policies and instruments, obstacles and opportunities for recruitment, and the roles of multiple stakeholders from different parts of the world. Considering the current geopolitical developments and tensions, increased competition for global talent, health and sustainability concerns, growing nationalism, and other factors, non-Anglophone countries are likely to increase their recruitment efforts moving forward. This book highlights the initiatives and instruments of these countries to attract international students and build long-term internationalization strategies. With case studies from Africa, Asia, Europe, the Middle East, and Latin America, *International Student Recruitment and Mobility in Non-Anglophone Countries* is a must-read text for international education policy advisors at the national and institutional levels and in the international higher education industry around the globe.

Toward Resiliency Laura Horn, Xianglei Chen, 1998 This study examined whether or not student, parent, and peer engagement factors that contribute to at-risk students' success in graduating from high school continue to be important in making the transition from high school to postsecondary education. The data set used was the National Education Longitudinal Study of 1988, which included 1994 data obtained two years after students' scheduled high school graduation. At-risk students exhibited two or more of six risk factors, including family in the lowest socioeconomic quartile or held back a grade. Analysis used alternative statistical methodology, specifically regression analysis and the odds ratios produced by this procedure. Key findings indicated that: (1) students whose parents frequently discussed school-related matters and/or had high educational expectations were much more likely than other students to enroll in postsecondary education; (2) students who reported that most or all of their high school friends planned to attend college were far more likely to attend themselves; (3) participating in college preparation activities such as gathering information about financial aid increased the odds of enrolling in postsecondary education; and (4) moderate- to high-risk students participating in college outreach programs were more likely to attend college. Appended are a glossary and technical and methodology notes. (Contains 11 references.) (DB)

Handbook for Student Affairs in Community Colleges Ashley Tull, Linda Kuk, Paulette Dalpes, 2014 In addressing the unique issues related to the delivery of student services in the community college setting, this book fills a longstanding need to provide practitioners with a contextual framework for their work. Starting by providing the historical context to the development of student affairs in community colleges, this handbook describes the organization of key functions and current

practice, and looks at the specific constraints, opportunities, changes and future challenges that practitioners face. Community colleges are grappling with: the realities of shrinking resources; an increasingly diverse and disparate student body, with many attending part-time; demands for greater accountability; a generational change in leadership; and pressures to expand their missions as well as adopt educational technology - all of which have an impact on the role of student affairs. Among the topics covered are: Partnering with Academic Affairs; Financing Student Affairs; Legal and Policy Issues; Strategic Planning and Assessment; Accreditation and Accountability; Technology for Communication and Engagement; Academic Support Services; Student Life and Student Engagement Programs and Services; Enrollment Management; and Services for Special Populations. This handbook is intended for student affairs administrators and professionals at all stages of their careers, as well as for students in graduate preparation programs.

What Excellent Community Colleges Do Joshua S. Wyner, 2019-01-02 In *What Excellent Community Colleges Do*, Joshua S. Wyner draws on the insights and evidence gained in administering the inaugural Aspen Prize for Community College Excellence. This book identifies four domains of excellence—degree completion, equity, student learning, and labor market success—and describes in rich detail the policies and practices that have allowed some community colleges to succeed in these domains. By starting with a holistic definition of excellence, measuring success against that definition, and then identifying practices and policies that align with high levels of student success, the author seeks to contribute to the growing body of knowledge about improving student success in community colleges.

The Ph.D. Process Dale F. Bloom, Jonathan D. Karp, Nicholas Cohen, 1999-02-25 *The Ph.D. Process* offers the essential guidance that students in the biological and physical sciences need to get the most out of their years in graduate school. Drawing upon the insights of numerous current and former graduate students, this book presents a rich portrayal of the intellectual and emotional challenges inherent in becoming a scientist, and offers the informed, practical advice a best friend would give about each stage of the graduate school experience. What are the best strategies for applying to a graduate program? How are classes conducted? How should I choose an advisor and a research project? What steps can I take now to make myself more employable when I get my degree? What goes on at the oral defense? Through a balanced, thorough examination of issues ranging from lab etiquette to research stress, the authors--each a Ph.D. in the sciences--provide the vital information that will allow students to make informed decisions all along the way to the degree. Headlined sections within each chapter make it fast and easy to look up any subject, while dozens of quotes describing personal experiences in graduate programs from people in diverse scientific fields contribute invaluable real-life expertise. Special attention is also given to the needs of international students. Read in advance, this book prepares students for each step of the graduate school experience that awaits them. Read during the course of a graduate education, it serves as a handy reference covering virtually all major issues and decisions a doctoral candidate is likely to face. *The Ph.D. Process* is the one book every

graduate student in the biological and physical sciences can use to stay a step ahead, from application all the way through graduation.

Helping Students Adapt to Graduate School Earle Sibley, 2021-03-04 Help graduate students cope with the pressures of school, finances, family, and professors! In order to succeed in school: The college undergraduate just has to be able to find and operate an elevator in the campus high-rise The master's degree student has to climb the side of the building The PhD student doing research with a professor has to jump over the building in a single bound, carrying the professor That bit of grim humor contains a bitter kernel of truth. **Helping Students Adapt to Graduate School** is the first book that focuses on the unique problems of graduate students and the best ways to counsel and support them. Graduate and professional schools are draining - emotionally, financially, and physically. In addition to coping with the pressures of classes and high performance expectations, many graduate students juggle multiple lives, trying to please their professors, maintain their status as adults, pay for books and classes and rent and food, keep up a place to live, preserve their marriages, raise their children, and deal with their parents, all while they work as teaching assistants, resident advisors, or research assistants. When adults return to school, they may find themselves forced into a childlike status, causing considerable resentment or regression and sometimes reawakening old conflicts. Furthermore, the relationship of professors and graduate students is often complex and emotionally enmeshed, tinged with issues of respect, rivalry, and even romance. Not surprisingly, many graduate students find the conflicts overwhelming at times. With fascinating case studies and lucid explanations, **Helping Students Adapt to Graduate School** offers a clear look at the special difficulties of graduate students and practical ways the university can help, including: fostering a sense of belonging providing year-round mental health services helping students handle financial pressures and career decisions supporting the unique needs of minority, international, married, and older students understanding the hidden subtext of faculty-student relationships encouraging a balance of family and school **Helping Students Adapt to Graduate School** is an essential resource for deans, administrators, professors, and counselors working with graduate students. By illuminating the complex interplay between the university environment and the inner psychological life of graduate students, it will help you provide supportive services to the students in your campus community.

Uncover the mysteries within Explore with is enigmatic creation, Discover the Intrigue in **Degree Seeking Students** . This downloadable ebook, shrouded in suspense, is available in a PDF format (*). Dive into a world of uncertainty and anticipation. Download now to unravel the secrets hidden within the pages.

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