Community College Survey Of Student Engagement 2011 Report

Stephen John Quaye,Shaun R. Harper,Sumun L. Pendakur

National Survey of Student Engagement ,2001

,

Engaged Learning ,2006

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.

Validity and Limitations of College Student Self-Report Data Serge Herzog,Nicholas A. Bowman,2011-06-28 Critics of student self-reported data claim that the accumulated corpus of research documenting student learning on the basis of survey responses stands on shaky ground. This volume argues that scholarship on proper use of student self-report data is woefully underdeveloped and contributing authors offer several important insights to assist IR practitioners in identifying potential limitations associated with self-report data. Volume editors Serge Herzog, director of institutional analysis at the

University of Nevada, Reno, and Nicholas A. Bowman, postdoctoral research associate in the Center for Social Concerns at the University of Notre Dame, have assembled contributing authors who are leading scholars in the field of college student self-reports. Combined, the chapters draw on data from a mix of colleges and universities, capturing student growth at different stages of the undergraduate experience, and even beyond graduation. This is the 150th volume of the Jossey-Bass quarterly report series New Directions for Institutional Research. Always 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.

A Matter of Degrees University of Texas at Austin. Center for Community College Student Engagement,2014

Handbook on Measurement, Assessment, and Evaluation in Higher Education Charles Secolsky,D. Brian Denison,2017-07-31 In this valuable resource, well-known scholars present a detailed understanding of contemporary theories and practices in the fields of measurement, assessment, and evaluation, with guidance on how to apply these ideas for the benefit of students and institutions. Bringing together terminology, analytical perspectives, and methodological advances, this second edition facilitates informed decision-making while connecting the latest thinking in these methodological areas with actual practice in higher education. This research handbook provides higher education administrators, student affairs personnel, institutional researchers, and faculty with an integrated volume of theory, method, and application.

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.

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.

Activity Systems Analysis Methods Lisa C. Yamagata-Lynch,2010-07-15 In the last two decades, there has been growing interest in pursuing theoretical paradigms that capture complex learning situations. Cultural Historical Activity Theory (CHAT) is one of several theoretical frameworks that became very popular among educational researchers because it conceptualizes individuals and their environment as a holistic unit of analysis. It assumes a non-dualistic ontology and acknowledges the complexities involved in human activity in natural settings. Recently, reputable journals such as the American Psychologist, Educational Psychologist, and Educational Researcher that are targeted for a wide-range of audience have included articles on CHAT. In many of such articles, CHAT has been referred to as social constructivism, sociocultural theory, or activity theory. Activity systems analysis is one of the popular methods among CHAT researchers for mapping complex human interactions from qualitative data. However, understanding the methods involved in activity systems analysis is a challenging task for many researchers. This difficulty derives from several reasons. First the original texts of CHAT are in Russian and there have been numerous authors who report on the difficulties of reconciling translation problems of the works of original authors' such as Vygotsky and Leontiev. Second, in North America activity systems analysis has deviated from the Russian scholars' intentions and Engeström's original work using the triangle model to identify tensions to overcome and bring about sociopolitical change in participant practices. Third, to this date there are numerous publications on the theoretical background of activity theory and studies reporting the results of using activity systems analysis for unpacking qualitative data sets, but there have been no methodological publications on how researchers engage in activity systems analysis. Thus, there is a dearth of literature in both book and journal publications that guide researchers on the methodological issues involving activity systems analysis.

Examining the Impact of Community Colleges on the Global Workforce Jones, Stephanie J.,2015-08-04 In an effort to create a more educated workforce in the United States, many community colleges are implementing new practices and

strategies to assist under-prepared students. These efforts will ultimately support a stronger and more resilient global workforce. Examining the Impact of Community Colleges on the Global Workforce provides relevant theoretical and conceptual frameworks, best practices, and emerging empirical research about new approaches being employed in community colleges to prepare students for their post-collegiate careers. Featuring recent initiatives in educational settings, this publication is a critical reference source for higher education practitioners, policymakers, and graduate students in higher education administration programs interested in the innovative practices utilized by community colleges to educate underserved students.

SAGE Secondary Data Analysis John Goodwin,2012-07-23 One central and enduring image of the social science researcher is of an individual who commits a great deal of time to collecting original, primary data from a field of enquiry. This approach is often underpinned by a sincerely held belief that key research questions can only be explored by the collection of ever new, and ever greater amounts of data, or that already existing data are insufficient for researchers to test their ideas. Yet such an approach to social science research can be problematic not least because the collection of primary data can be an expensive, time-consuming, and even wasteful approach to social enquiry. Secondary analysis can serve many purposes, as well as being a valid approach in its own right. However, despite its widespread application, secondary analysis is often undervalued or perceived to be the preserve of only those interested in the re-use of large-scale survey data. Highlighting both the theory and practice of secondary analysis and the use of secondary sources, this collection considers the nature of secondary analysis as a research tool; reflects on the definitional debates surrounding terms such as secondary analysis, data re-use and restudies; illustrates how secondary analysis is used in social science research; and finally reviews the practical, methodological and ethical aspects of secondary analysis. Volume One: Using Secondary Sources and Secondary Analysis Volume Two: Quantitative Approaches to Secondary Analysis Volume Three: Qualitative Data and Research in Secondary Analysis Volume Four: Ethical, Methodological and Practical Issues in Secondary Analysis

Handbook for Student Affairs in Community Colleges Ashley Tull,Linda Kuk,Paulette Dalpes,2023-07-03 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.

Understanding Community Colleges John S. Levin,Susan T. Kater,2018-03-21 Understanding Community Colleges provides a critical examination of contemporary issues and practices and policy of community colleges. This contributed volume brings together highly respected scholars as well as new scholars for a comprehensive analysis of the community college landscape, including management and governance, finance, student demographics and development, teaching and learning, policy, faculty, and workforce development. At the end of each chapter, the Questions for Discussion section helps to bridge the gap between research and practice. Written for students enrolled in higher education and community college graduate programs, as well as social sciences scholars, this provocative new edition covers the latest developments in the field, including trends in enrollment, developmental education, student services, funding, and shared governance.

Keeping America's Promise Katherine Boswell,Cynthia D. Wilson,League for Innovation in the Community College (U.S.),Education Commission of the States,2004

Data Use in the Community College Linda Serra Hagedorn,2012-05-07 American community colleges represent a true success story. With their multiple missions, they have provided access and opportunity to millions of students. But community colleges are held accountable for their services and must be able to show that they are indeed serving their variety of students appropriately. This volume speaks of the multiplicity of data required to tell the community college story. The authors explore and detail how various sources—workforce data, market data, state-level data, federal data, and, of course, institutional data such as transcript files—all have something to say about the life of a community college. Much like an orchestral score, where the different parts played by individual instruments become music under the hands of a conductor, these data can be coordinated and assembled into a message that answers questions of student success and institutional effectiveness. This is the 151st volume of this Jossey-Bass quarterly report series. Always 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.

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.

Student Engagement in Higher Education Stephen John Quaye,Shaun R. Harper,Sumun L. Pendakur,2019-11-27 In the updated edition of this important volume, the editors and chapter contributors explore how diverse populations of students experience college differently and encounter group-specific barriers to success. Informed by relevant theories, each chapter focuses on engaging a different student population, including low-income students, Students of Color, international students, students with disabilities, religious minority students, student-athletes, part-time students, adult learners, military-connected students, graduate students, and others. New in this third edition is the inclusion of chapters on Indigenous students, student activists, transracial Asian American adoptee students, justice-involved students, student-parents, first-generation students, and undocumented students. The forward-thinking, practical, anti-deficit-oriented strategies offered throughout the book are based on research and the collected professional wisdom of experienced educators and scholars at a range of postsecondary institutions. Current and future faculty members, higher education administrators, and student affairs educators will undoubtedly find this book complete with fresh ideas to reverse troubling engagement trends among various college student populations.

Community College Student Success Vanessa Smith Morest,2012-12-19 This book analyzes the emerging body of research on student success in an accessible and readable way that community college leaders will find interesting and relevant. To illustrate the connections between research and practice, case studies are drawn from community colleges that are engaging in reform.

Promising and High-Impact Practices: Student Success Programs in the Community College Context Gloria Crisp,Deryl K. Hatch,2016-09-19 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.

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