

LEAVING COLLEGE

*Rethinking the Causes and Cures of
Student Attrition* **VINCENT TINTO**

SECOND EDITION

Leaving College Rethinking The Causes And Cures Of Student Attrition

Nicholas A. Bowman



Leaving College Rethinking The Causes And Cures Of Student Attrition:

Leaving College Vincent Tinto, 2012-04-27 In this 1994 classic work on student retention Vincent Tinto synthesizes far ranging research on student attrition and on actions institutions can and should take to reduce it The key to effective retention Tinto demonstrates is in a strong commitment to quality education and the building of a strong sense of inclusive educational and social community on campus He applies his theory of student departure to the experiences of minority adult and graduate students and to the situation facing commuting institutions and two year colleges Especially critical to Tinto's model is the central importance of the classroom experience and the role of multiple college communities

Leaving College Vincent Tinto, 1987 As enrollments continue to decline student retention is increasingly vital to the survival of most colleges and universities In the new edition of his widely acclaimed *Leaving College* Vincent Tinto synthesizes far ranging research on student attrition and on actions institutions can and should take to reduce it The key to effective retention Tinto demonstrates is in a strong commitment to quality education and the building of a strong sense of inclusive educational and social community on campus This completely revised and expanded edition incorporates the explosion of recent research and policy reports on why students leave higher education Incorporating data only now available Tinto applies his theory of student departure to the experiences of minority adult and graduate students and to the situation facing commuting institutions and two year colleges He has revised his theory as well giving new emphasis to the central importance of the classroom experience and to the role of multiple college communities This book appears to be the best compilation of ideas about understanding student departure from college written to date Tinto has pulled together a lavish variety of facts findings based on empirical studies theories and institutional savvy to provide readers with valuable information that should help concerned members of the academic community better understand student departure John P Bean *The Journal of Higher Education* This book is an excellent summary of previous research a soundly sociological volume and a very practical guide for action It is an excellent blend of theory research and policy implications It is also incredibly well written Theodore C Wagenaar *Contemporary Sociology*

Higher Education: Handbook of Theory and Research John C. Smart, 2009-04-24 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 twelve general areas that encompass the salient dimensions of scholarly and policy inquiries undertaken in the international higher education community The series is fortunate to have attracted annual contributions from distinguished scholars throughout the world

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

Future of the American Public Research University, 2007-01-01 Public research universities are an integral part of American society They play the leading role in educating future leaders in agriculture engineering the arts and sciences humanities business education and other professions Public research universities generate the new products processes inventions discoveries insights and interpretations that advance the human condition The dominant centers of higher education in many states public research universities are increasingly looked upon as major engines of economic development And through outreach they harness their human and intellectual capital to serve their sponsoring societies Yet state investment in public higher education is faltering and the role of public higher education is an area of ongoing debate This flagging support along with the growing perception that higher education is a private benefit rather than a public good has put public research universities at a crossroads With chapters by leading scholars this book tackles these challenging issues on learning resources on competition on the public and private benefits of public research universities and on how best to create an environment for engaged learning It brings into one collection informed arguments on the key issues facing the American public research university and serves as a valuable resource to students scholars and policy makers who are concerned about the future of these national assets

Resources in Education, 1994 *Critical Issues in Higher Education* Michael Kompf, Pamela M. Denicolo, 2013-02-11 The ideas and papers in this volume primarily showcase the work of a group of new scholars who will lead the next generation of educational practice and inquiry While the topics explored are critical issues the ways in which these new scholars have chosen to address them illustrates the diversity of voice venue and value that has led them to present their work Education and what it means has entered a new era in which the primary focus on education for the sake of education is strained An educational free for all in the sense of a no holds barred fight seems in place as competition for

market share effective branding exercises and movement towards a client based delivery of educational services on demand as demanded has been fuelled and compounded by litigation accreditation transfer credits and matters of patents copyrights ownership and monopoly The link between education and financial well being has been co opted as the key to personal success Unfortunately the degree pursuit often called the paper chase has become competitive for learners seeking scholarships awards and entry into graduate school This transition indicates movement from becoming well educated to employability potential paralleling much institutional retooling and sustenance of enhanced reputation and fiscal viability

Library Assessment in Higher Education Joseph R. Matthews, 2014-12-02 Written specifically to address the library's role in education this book provides guidance on performing assessment at academic institutions that will serve to improve teaching effectiveness and prove your library's impact on student learning outcomes and thereby demonstrate your library's value Academic libraries are increasingly being asked to demonstrate their value as one of many units on campus but determining the outcomes of an academic library within the context of its collegiate setting is challenging This book explains and clarifies the practice of assessment in academic institutions enabling library managers to better understand and explain the impact of the library on student learning outcomes teaching effectiveness and research productivity Providing essential information for all college and university librarians this volume discusses and summarizes the outcomes of research that has been conducted to investigate assessment within the context of higher education This updated second edition incorporates additional research examines new trends and covers groundbreaking advances in digital assessment tools as well as the changes in the amount and forms of data utilized in the assessment process The chapters address assessment from a campus setting and present data that demonstrate the value of the library within that setting in terms of learning research and overall impact In sum the book presents librarians with up to date practical guidelines for planning and conducting assessment

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

Emerging Research and Practices on First-Year Students Ryan D. Padgett, 2014-08-29 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 *Helping Sophomores Succeed* Mary Stuart Hunter, Barbara F. Tobolowsky, John N. Gardner, Scott E. Evenbeck, Jerry A. Pattengale, Molly Schaller, Laurie A. Schreiner, 2009-11-02 *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 *Cultural Styles of Knowledge Transmission* J. Kammers, Eric Venbrux, 2008 Anthropologist Ad Borsboom devoted his academic career from 1972 onwards to the transmission of cultural knowledge Borsboom handed the insights he acquired during many years of fieldwork among Australian Aborigines on to other academics students and the general public This collection of essays by his colleagues specializing in cultures from across the globe focuses on knowledge transmission The contributions deal with local forms of

education or pedagogy the learning experiences of fieldwork and the nexus of status and education Whereas some essays are reflexive others are personal in nature But all of the authors are fascinated by the divergent ways in which people handle knowledge The volume provides readers with respectful representations of other cultures and their distinct epistemologies

Climbing a Broken Ladder Nathanael J. Okpych, 2021-01-15 Although foster youth have college aspirations similar to their peers fewer than one in ten ultimately complete a two year or four year college degree Drawing on data from one of the most extensive studies of young people in foster care *Climbing a Broken Ladder* examines a wide range of factors that contribute to the chances that foster youth enroll in college persist in college and ultimately complete a degree

Stepping up to the Second Year at University Clare Milsom, Martyn Stewart, Mantz Yorke, Elena Zaitseva, 2014-11-20 Programmes in higher education tend to focus attention on the student's first year because of concerns about student transition and retention and on their final year because of student exiting for their future careers The middle years of programmes receive relatively little attention which can often lead to a slump in student development at a crucial point in their studies *Stepping up to the Second Year at University* provides practical advice that can be implemented by staff throughout higher education institutions Rather than providing a set of prescriptions to be slavishly implemented it prompts practitioners to think constructively about curriculum design and delivery and about maximising student potential within the context of their particular institution Amongst the questions asked in this book are In what way do students' perceptions of their experience shift as they progress through the first two years of study How do psychological factors bear on student engagement and performance in the second year What in the second year curriculum might need greater attention How can the analysis of institutional data help This book builds on critiques existing international research on the mid years experience and also features evidence from a significant new research project from Liverpool John Moores University provides a number of starting points for institutions' enhancement activities as they seek to make the experience of their students as rewarding as possible It is a must read for institutional managers of higher academic programmes higher education practitioners and anyone interested in the development of teaching at higher education level

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

Examining Social Change and Social Responsibility in Higher Education Johnson, Sherri L. Niblett, 2019-12-27 Higher education has seen an increase in attention to social change and social responsibility Providing best practices in these areas will help professionals to create methods for change and suggestions for unity on a global level Examining Social Change and Social Responsibility in Higher Education is an essential research publication that explores current cultural norms and their influence on curriculum and educational environments and intends to improve the understanding of social change and social responsibility at different sociological levels within various fields pertaining to higher education Highlighting topics such as campus safety social justice and mental health this book is ideal for academicians professionals researchers administrators and students working in various disciplines e g academic advising leadership higher education adult education campus climate Title IX SAVE VAWA and more Moreover the book will provide insights and support executives concerned with the management of expertise knowledge information and organizational development in different types of work communities and environments

How College Students Succeed Nicholas A. Bowman, 2023-07-03 Receiving a college education has perhaps never been more important than it is today While its personal societal and overall economic benefits are well documented too many college students fail to complete their postsecondary education As colleges and universities are investing substantial resources into efforts to counter these attrition rates and increase retention they are mostly unaware of the robust literature on student success that is often bounded in disciplinary silos The purpose of this book is to bring together in a single volume the extensive knowledge on college student success It includes seven chapters from authors who each synthesize the literature from their own field of study or perspective Each describes the theories models and concepts they use summarizes the key findings from their research and provides implications for practice policy and or research The disciplinary chapters offer perspectives from higher education public policy behavioral economics social psychology STEM sociology and critical and post structural theory

Higher Education: Handbook of Theory and Research Michael B. Paulsen, 2016-04-12 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

Expanding College Access for Urban Youth Tyrone C. Howard, Jonli Tunstall, Terry K. Flenbaugh, 2016 This timely book demonstrates why there needs to be a more thoughtful and collaborative effort on the part of K 12 schools as well as institutions of higher education to provide better college access to students from low income communities Building on a 10 year case study of a successful school university partnership the authors examine the supports mentoring and resources needed to transform the college opportunities and life chances for under represented urban youth Featuring first hand accounts from student participants the book documents how the model provided college access to some of the most selective and prestigious universities across the nation Because this partnership situates college access within a social justice framework it is one of the more unique programs in the country Few social problems are of more pressing importance than the challenge of increasing access to higher education Howard Tunstall and Flenbaugh carefully outline those problems and give us our marching orders Historical Empirical Well written Thoughtful Provocative This book is useful for all of us concerned about access and equity in education William G Tierney professor co director Pullias Center for Higher Education University of Southern California This book represents a moral and ethical call to any of us who believe in an educational pipeline for liberty humanity possibility and justice for all everyday H Richard Milner IV Helen Faison Professor of Urban Education University of Pittsburgh Contributors Irene Atkins Bree Blades Jon Carroll Whitney Gouche Tr Vel Lyons Justyn Patterson Jerry Morrison Michelle Smith Ashley V Williams Breaking Through the Access Barrier Edward P. St. John, Shouping Hu, Amy S. Fisher, 2010-10-18 Breaking Through the Access Barrier argues that the policies designed to address inequalities in college access are failing to address underlying issues of inequality This book introduces academic capital formation ACF a groundbreaking new theory defined by family knowledge of educational options and the opportunities for pursuing them The authors suggest focusing on intervention programs and public policy to promote improvement in academic preparation college information and student aid This textbook offers a new construct academic capital that integrates and draws upon existing literature on influencing access to college practical advice for better preparation and intervention real student outcomes databases and interviews taken from exemplary intervention programs empirical research illuminating the role of class reproduction in education and how interventions financial academic and networking can reduce student barriers quantitative and qualitative analysis of the importance and effectiveness of several major policy interventions Written for courses on higher education policy and policy analysis readers will find Breaking Through the Access Barrier offers valuable advice for working within new policy frameworks and reshaping the future of educational opportunities and access for under represented students from disadvantaged backgrounds

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