

How College Affects Students

# How COLLEGE AFFECTS STUDENTS

Volume 1 | A Research Project by the National Bureau of Economic Research

# How College Affects Students A Third Decade Of Research

**Jicheng Xie**



## **How College Affects Students A Third Decade Of Research:**

How College Affects Students Ernest T. Pascarella, Patrick T. Terenzini, 2005-02-07 The long awaited sequel to the landmark work first published in 1991 this volume continues the longitudinal study of how the college experience impacts on the lives of students in the US

**How College Affects Students** Ernest T. Pascarella, Patrick T. Terenzini, 1991-04-08 Foreword by Kenneth A. Feldman Not since Feldman and Newcomb's 1969 landmark book *The Impact of College on Students* has there been such a comprehensive resource available on what is known about the effect of college on students In this book Pascarella and Terenzini take up where Feldman and Newcomb left off synthesizing twenty more years of empirical research and over 2 600 studies distilling what is known about how students change and benefit as a consequence of attending college

*How College Affects Students* Ernest T. Pascarella, 2005 **How College Affects Students** Ernest T. Pascarella, 2005 This is the long awaited second volume of Pascarella and Terenzini's 1991 award winning review of the research on the impacts of college on students The authors review their earlier findings and then synthesize what has been learned since 1990 about college's influences on students learning The book also discusses the implications of the findings for research practice and public policy This authoritative and comprehensive analysis of the literature on college impact is required reading for anyone interested in higher education practice policy and promise faculty administrators researchers policy analysts and decision makers at every level From publisher description

**How College Affects Students** Matthew J. Mayhew, Alyssa N. Rockenbach, Nicholas A. Bowman, Tricia A. D. Seifert, Gregory C. Wolniak, 2016-08-23 The bestselling analysis of higher education's impact updated with the latest data *How College Affects Students* synthesizes over 1 800 individual research investigations to provide a deeper understanding of how the undergraduate experience affects student populations Volume 3 contains the findings accumulated between 2002 and 2013 covering diverse aspects of college impact including cognitive and moral development attitudes and values psychosocial change educational attainment and the economic career and quality of life outcomes after college Each chapter compares current findings with those of Volumes 1 and 2 covering 1967 to 2001 and highlights the extent of agreement and disagreement in research findings over the past 45 years The structure of each chapter allows readers to understand if and how college works and of equal importance for whom does it work This book is an invaluable resource for administrators faculty policymakers and student affairs practitioners and provides key insight into the impact of their work Higher education is under more intense scrutiny than ever before and understanding its impact on students is critical for shaping the way forward This book distills important research on a broad array of topics to provide a cohesive picture of student experiences and outcomes by Reviewing a decade's worth of research Comparing current findings with those of past decades Examining a multifaceted analysis of higher education's impact and Informing policy and practice with empirical evidence Amidst the current introspection and skepticism surrounding higher education there is a massive body of research that must be synthesized to enhance

understanding of college's effects How College Affects Students compiles, organizes and distills this information in one place and makes it available to research and practitioner audiences Volume 3 provides insight on the past decade with the expert analysis characteristic of this seminal work **How College Affects Students** Matthew J. Mayhew, Alyssa N. Rockenbach, Nicholas A. Bowman, Tricia A. D. Seifert, Gregory C. Wolniak, 2016-09-19 The bestselling analysis of higher education's impact updated with the latest data How College Affects Students synthesizes over 1,800 individual research investigations to provide a deeper understanding of how the undergraduate experience affects student populations Volume 3 contains the findings accumulated between 2002 and 2013 covering diverse aspects of college impact including cognitive and moral development, attitudes and values, psychosocial change, educational attainment and the economic career and quality of life outcomes after college Each chapter compares current findings with those of Volumes 1 and 2 covering 1967 to 2001 and highlights the extent of agreement and disagreement in research findings over the past 45 years The structure of each chapter allows readers to understand if and how college works and of equal importance for whom does it work This book is an invaluable resource for administrators, faculty, policymakers and student affairs practitioners and provides key insight into the impact of their work Higher education is under more intense scrutiny than ever before and understanding its impact on students is critical for shaping the way forward This book distills important research on a broad array of topics to provide a cohesive picture of student experiences and outcomes by Reviewing a decade's worth of research Comparing current findings with those of past decades Examining a multifaceted analysis of higher education's impact and Informing policy and practice with empirical evidence Amidst the current introspection and skepticism surrounding higher education there is a massive body of research that must be synthesized to enhance understanding of college's effects How College Affects Students compiles, organizes and distills this information in one place and makes it available to research and practitioner audiences Volume 3 provides insight on the past decade with the expert analysis characteristic of this seminal work [How to Get Started in STEM Research with Undergraduates](#) Bert E. Holmes, Mark Biermann, Michael Castellani, Kimberley Frederick, Mitchell Malchowski, Michael A. Palladino, Roger Rowlett, Jeffrey G. Ryan, Silvia Ronco, Louise Temple, Mary Jane Walsh, 2019-06-01 Faculty members face unique challenges and issues in conducting successful research with undergraduates in STEM fields How to Get Started in STEM Research with Undergraduates discusses ways to deal with issues such as setting up and managing a research laboratory, designing student research projects, working with administrators seeking research grants, writing successful grant proposals, integrating research into the classroom, dealing with information management and making optimal use of the primary literature Designed for faculty in the early years of teaching, the publication also can assist administrators as they consider elements for research success and institutional expectations for faculty The appendix lists research agencies that fund undergraduate research **Bridging Marginality through Inclusive Higher Education** Marguerite Bonous-Hammarth, 2022-03-22 This book examines the changing

influences of diversity in American higher education The volume offers evidence and recommendations to positively shape inclusive learning and engagement of students faculty staff and community across the complex terrains of urban suburban and rural organizations within higher education today Chapters highlight critical collaborations across student affairs and academic affairs and delve into milestones addressing access retention engagement and thriving within distinctive institutional types e g research liberal arts community colleges Minority Serving Institutions Authors also explore the nuanced changes occurring against the contemporary backdrop of COVID 19 experiences including the rise of anti Asian racism the salience of implicit biases and the disparate access to and impacts of health services Essential chapters refocus our consideration about the trajectories of historically underrepresented groups and their peers including African Americans Hispanic Latino Indigenous people individuals with disabilities and those identifying as LGBTQ undocumented students and women in American higher education Critical Research on Sexism and Racism in STEM Fields Thomas, Ursula, Drake, Jill, 2016-06-01 Despite a higher percentage of women entering various STEM fields issues of discrimination and stereotyping continue to exist These difficulties create a potential hostile environment and a noticeable gap in opportunities advancements and compensation increases in comparison to their male counterparts Critical Research on Sexism and Racism in STEM Fields investigates the bias stereotyping and repression experienced by women within STEM based career fields Emphasizing the struggle felt by women within politics education systems business environments STEM careers as well as issues with advocacy and leadership this publication benefits professionals social activists researchers academics managers and practitioners interested in the institutionalized discrimination and prejudice women encounter in various fields

*Demonstrating Student Success* Megan Moore Gardner, Jessica Hickmott, Marilee J. Bresciani Ludvik, 2023-07-03 This practical guide to outcomes based assessment in student affairs is designed to help readers meet the growing demand for accountability and for demonstrating student learning The authors offer a framework for implementing the assessment of student learning and development and pragmatic advice on the strategies most appropriate for the readers particular circumstances Beginning with a brief history of assessment the book explains how to effectively engage in outcomes based assessment presents strategies for addressing the range of challenges and barriers student affairs practitioners are likely to face addresses institutional divisional and departmental collaboration and considers future developments in the assessment of student success One feature of the book is its use of real case studies that both illustrate current best practices in student affairs assessment that illuminate theory and provide examples of application The cases allow the authors to demonstrate that there are several approaches to evaluating student learning and development within student affairs illustrating how practice may vary according to institutional type institutional culture and available resources The authors explain how to set goals write outcomes describe the range of assessment methods available discuss criteria for evaluating outcomes based assessment and provide steps and questions to consider in designing the reflection and institutional assessment processes as

well as how to effectively utilize and disseminate results Their expert knowledge tips and insights will enable readers to implement outcomes based assessment in ways that best meet the needs of their own unique campus environments

**Theoretical Frameworks in Qualitative Research** Vincent A. Anfara, Jr.,Norma T. Mertz,2014-10-30 The Second Edition of *Theoretical Frameworks in Qualitative Research* by Vincent A Anfara Jr and Norma T Mertz brings together some of today s leading qualitative researchers to discuss the frameworks behind their published qualitative studies They share how they found and chose a theoretical framework from what discipline the framework was drawn what the framework posits and how it influenced their study Both novice and experienced qualitative researchers are able to learn first hand from various contributors as they reflect on the process and decisions involved in completing their study The book also provides background for beginning researchers about the nature of theoretical frameworks and their importance in qualitative research about differences in perspective about the role of theoretical frameworks and about how to find and use a theoretical framework

*The Handbook of Research on Black Males* Theodore S. Ransaw,C.P. Gause,Richard Majors,2018-11-01 Drawing from the work of top researchers in various fields *The Handbook of Research on Black Males* explores the nuanced and multifaceted phenomena known as the black male Simultaneously hyper visible and invisible black males around the globe are being investigated now more than ever before however many of the well meaning responses regarding media attention paid to black males are not well informed by research Additionally not all black males are the same and each of them have varying strengths and challenges making one size fits all perspectives unproductive This text which acts as a comprehensive tool that can serve as a resource to articulate and argue for policy change suggest educational improvements and advocate judicial reform fills a large void The contributors from multidisciplinary backgrounds focus on history research trends health education criminal and social justice hip hop and programs and initiatives This volume has the potential to influence the field of research on black males as well as improve lives for a population that is often the most celebrated in the media and simultaneously the least socially valued

*The Retreat from Marriage and Parenthood* Sampson Lee Blair,Zheng Mu,2025-05-28 *The Retreat from Marriage and Parenthood* seeks a broad examination of the retreat from marriage and parenthood Featuring diverse theoretical and methodological chapters exploring the many issues pertaining to these seismic changes the authors chronicle the many dramatic impacts from shifts in attitudes to marriage and family

*Diversification to a Degree* Kai Yu,2010 The higher education system in China has experienced a dramatic expansion in student numbers and has seen the mushrooming of several new types of degree granting institutions In a very short period of time these new institutions have developed into a primary provider of higher education in China Drawing on both quantitative and qualitative data this book examines the diversity of the institutions and students experience at different higher education institutions HEIs in China This work offers a complete review of the policy context and is unique in examining the relationship between institutional diversification and students experiences

*Assessing*

*Student Outcomes - Why, Who, What, How?* J. Fredericks Volkwein, 2011-11-22 This volume offers administrators and practitioners a summary guide to assessment in higher education from the reasons for undertaking assessment to the delivery of findings. It opens with the questions that precede an effective study and drive research design: To what extent is the study aimed at educational improvement and to what extent is it aimed at external accountability? Are the results expected to demonstrate goal attainment, improvement, comparison to others, meeting standards, cost-effective investment? What is the population from whom assessment data are being collected? Are we measuring the knowledge and skills of individuals and making decisions about their remediation, certification, or development? Or are we sampling from particular groups of students and comparing them to each other or perhaps to themselves over time? The core of the volume is devoted to the objects of assessment: basic skills, general education knowledge attainment in the major, personal growth, attitudes, and satisfaction, and alumni outcomes, keeping in mind both cognitive and noncognitive measures. One chapter describes common obstacles to effective assessment; others describe conceptual models, research methods, and data collection strategies and instruments. The concluding chapter underscores the importance of communicating research results effectively. This is a special volume of the Jossey-Bass higher education 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.

**Research Handbook on the Student Experience in Higher Education** Chi Baik, Ella R. Kahu, 2023-11-03 Bringing together cutting-edge research from over 50 leading international scholars, this forward-looking *Research Handbook* offers theoretical and empirical insights into the student experience in higher education.

**Undergraduate Research in the Sciences** Sandra Laursen, Anne-Barrie Hunter, Elaine Seymour, Heather Thiry, Ginger Melton, 2010-06-15 Undergraduate research enhances the learning experience of students in science, technology, engineering, and mathematics. *Undergraduate Research in the Sciences* offers a groundbreaking and practical research-based book on the topic. This comprehensive resource addresses how undergraduate research benefits undergraduate participants, including those populations that are underrepresented in the sciences, compares its benefits with other types of educational activities and experiences, and assesses its long-term value to students and faculty as both a scholarly and educational endeavor. In laying out the processes by which these benefits are achieved, this important book can assist faculty and program directors with practical guidance for design and evaluation of both new and existing undergraduate research programs. Praise for *Undergraduate Research in the Sciences*: This meticulous, definitive study of the effects of working with a faculty member on research as an undergraduate confirms the overall value of the experience by taking us deep into the minds and actions of participants, both faculty and students. As a result, we now have many more compelling reasons to get more students involved with research mentors and ways to optimize the benefits for all parties. George D. Kuh, Chancellor's Professor and director

Indiana University Center for Postsecondary Research This timely book offers a unique comprehensive analysis of undergraduate research in the sciences based on the voices of college students and faculty mentors who have participated in these voyages of discovery As our nation struggles to train more scientists this book will be a valuable resource for designing undergraduate research experiences that can build our country's capacity for discovery and innovation Arthur B Ellis Vice Chancellor for Research University of California San Diego The text is written in a lucid and engaging style and will be a valuable guide to policymakers academic administrators and faculty members who want to find ways to engage undergraduates in the real work of investigation Judith A Ramaley president Winona State University This book is a must read for anyone who directs undergraduates in research It presents an impressive and rigorous body of work that brings fresh insights into the field of undergraduate research The next generation of scientists will benefit greatly from the findings and recommendations Jo Handelsman Howard Hughes Medical Institute Professor Yale University *The Scholarship of Teaching and Learning in Higher Education: An Evidence-Based Perspective* Raymond P. Perry, John C. Smart, 2007-06-04 Pivotal to the transformation of higher education in the 21st Century is the nature of pedagogy and its role in advancing the aims of various stakeholders This book brings together pre eminent scholars from Australia Canada Europe the Middle East and the USA to critically assess teaching and learning issues that cut across most disciplines In addressing long standing and newly emerging issues the researchers examine the scientific evidence on what constitutes effective teaching in college classrooms on the psychometric integrity of measures of teaching effectiveness and on the use of such measures for tenure promotion and salary decisions Systematically explored throughout the book is the avowed linkage between classroom teaching and motivation learning and performance outcomes in students In so doing the book deals with the nexus between knowledge production by researchers and knowledge utility for end users made up of classroom instructors department heads deans directors and policymakers The book will appeal to researchers interested in teaching and learning faculty members developing evidence based pedagogical practices academic administrators and policymakers responsible for instituting teaching and learning protocols and faculty development officers promoting the effective teaching practices

*Thriving in Transitions* Laurie A. Schreiner, Michelle C. Louis, Denise D. Nelson, 2020-11-18 When it was originally released *Thriving in Transitions* A Research Based Approach to College Student Success represented a paradigm shift in the student success literature moving the student success conversation beyond college completion to focus on student characteristics that promote high levels of academic interpersonal and intrapersonal performance in the college environment The authors contend that a focus on remediating student characteristics or merely encouraging specific behaviors is inadequate to promote success in college and beyond Drawing on research on college student thriving completed since 2012 the newly revised collection presents six research studies describing the characteristics that predict thriving in different groups of college students including first year students transfer students high risk students students of color sophomores and



seniors and offers recommendations for helping students thrive in college and life New to this edition is a chapter focused on the role of faculty in supporting college student thriving

**Higher Education: Handbook of Theory and Research**

Michael B. Paulsen, 2015-01-12 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

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