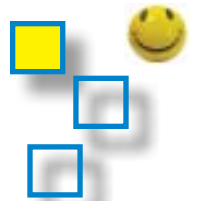


Volume 7
Issue 6
June
2015

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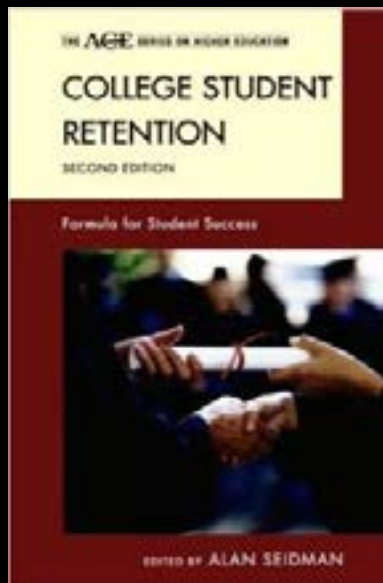
White Board

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BOOKS

College Student Retention



Editor and Contributor: Alan Seidman; and the following Contributors: Alexander W. Astin, Joseph B. Berger, Erin W. Bibb, Kurt R. Burkum, Alberto F. Cabrera, Gloria Crisp, Ann Gansemer-Topf, Steven M. LaNasa, Susan Lyons, Liliana Mina, Lonnie Morrison, Thomas G. Mortenson, Amaury Nora, Leticia Oseguera, Geraldo Blanco Ramírez, John H. Schuh, Daniel W. Salter, Loretta Silverman, Vincent Tinto.

Series: The ACE Series on Higher Education

Publisher: Rowman & Littlefield Publishers; 2nd Edition edition (February 16, 2012)
ISBN-10: 1442212527
ISBN-13: 978-1442212527

Although access to higher education is virtually universally available, college student retention stills remains a vexing and puzzling problem for educators and legislators.

In *College Student Retention: Formula for Student Success*, second edition, Alan Seidman deals with this problematic issue by examining a number of areas critical to the retention of students, including the history, the theories and concepts, models, and a standardized definition of the term. Seidman and his

contributors also lay out the financial implications and trends of retention in one of their updated chapters. Completely new to this edition are three chapters that examine several recent issues: the current theories of retention, retention of online students, and retention in community colleges. Tying all of these components together, Seidman then presents his formula and highly successful model for student success that colleges can implement to effect change in retaining students and helping them to complete their academic and personal goals. - *Amazon Online Review*

Summer 1 Classes End - June 24
Summer 1 Exams - June 25
Summer 2 Classes Begin - June 29

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2014-2015 Publication Dates
First Monday of the Month

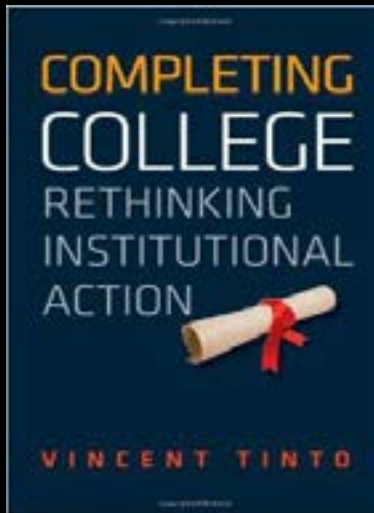
September 2	March 2
October 6	April 6
November 3	May 4
December 1	June 1
January 5	July 6
February 2	August 3

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Center for Effective Undergraduate Teaching
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BOOKS

Completing College: Rethinking Institutional Action



Author: Vincent Tinto
 Publisher: University Of Chicago
 Press (April 15, 2012)
 ISBN-10: 0226804526
 ISBN-13: 978-0226804521

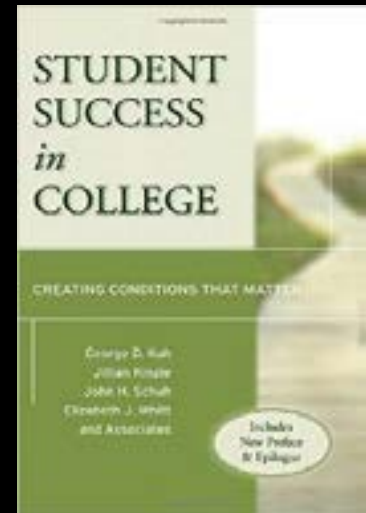
Even as the number of students attending college has more than doubled in the past forty years, it is still the case that nearly half of all college students in the United States will not complete their degree within six years. It is clear that much remains to be done toward improving student success. 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. - *Amazon Online review*

Student Success in College



Authors: George D. Kuh, Jillian Kinzie, John H. Schuh, and Elizabeth J. Whitt

Publisher: Jossey-Bass;
 1 edition (June 8, 2010)
 ISBN-10: 047059909X
 ISBN-13: 978-0470599099

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