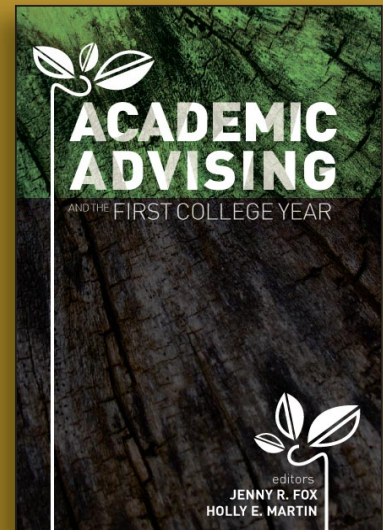
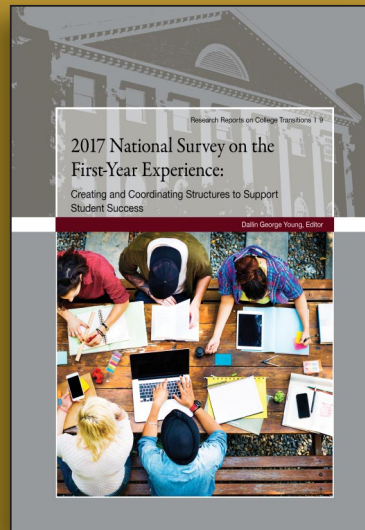
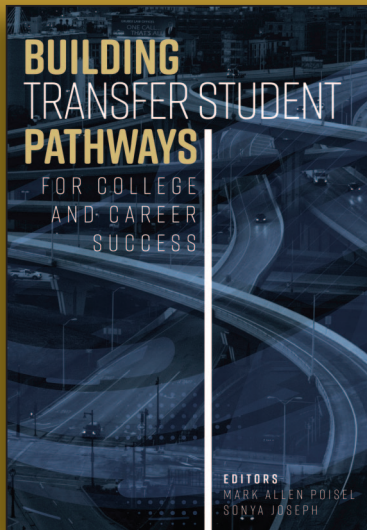
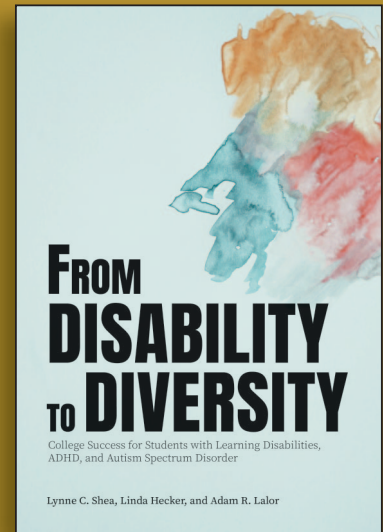
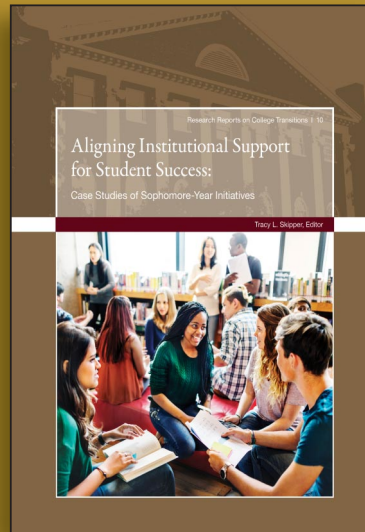
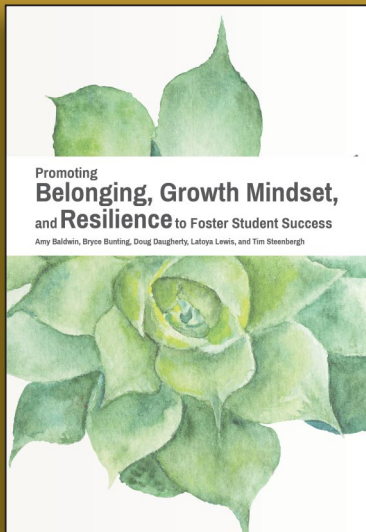


New and Best-Selling Titles on College Student Success

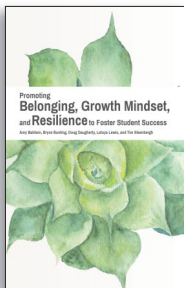


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FORTHCOMING

Promoting Belonging, Growth Mindset, and Resilience to Foster Student Success

Amy Baldwin, Bryce Bunting, Doug Daugherty, Latoya Lewis, and Tim Steenbergh

In recent years, growth mindset, resilience, and belonging have become popular topics for research and practice among college educators. The authors of this new volume deepen the conversation around these noncognitive factors that significantly impact student success. Along with offering support for the development of learning mindsets, this book contains strategies for faculty and staff to consider as they create initiatives, programs, and assessments for use in and outside the classroom.

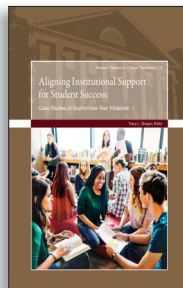
Informative features include:

- Learning Mindset Stories, highlighting how students, faculty, and staff members dealt with issues related to belonging, growth mindset, and resilience;
- Campus Conversations, providing questions for generating discussion among faculty, staff, and students on what institutions can do to incorporate learning mindsets with an eye toward student success; and
- Next Steps, serving as a roadmap for implementing institutional change.

150 pp, 6" x 9"

Paper, Apr 2020, 978 1 942072 379, \$30.00

E-Book, Apr 2020, 978 1 942072 386, \$23.99



Aligning Institutional Support for Student Success

Case Studies of Sophomore-Year Initiatives

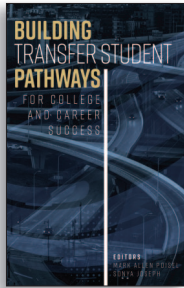
Edited by Tracy L. Skipper

Traditionally, institutional supports for college student success have been concentrated in the first and senior years, though attention to the sophomore year has increased over the last two decades. Paying attention to the second college year is vitally important, as some evidence suggests students are more likely to leave their institution during this time than they are in the first year. The case studies of sophomore initiatives featured in this volume describe programs that build on institutional objectives for the first college year and prepare students for the transition to the major and, ultimately, graduation. Rich program descriptions and discussions of assessment provide practitioners focused on designing a cohesive undergraduate experience excellent models to guide their work.

RESEARCH REPORTS ON COLLEGE TRANSITIONS SERIES 10

80 pp, 8 1/2" x 11"

Paper, 2019, 978 1 942072 416, \$20.00



Building Transfer Student Pathways for College and Career Success

Edited by Mark Allen Poisel and Sonya Joseph

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. This edited collection offers insight into institutional and statewide partnerships that create clearly defined pathways to college graduation and career success for all students.

PUBLISHED IN PARTNERSHIP WITH THE NATIONAL INSTITUTE FOR THE STUDY OF TRANSFER STUDENTS

172 pp, 6" x 9", 2 tables

Paper, 2018, 978 1 94207 227 0, \$30.00

E-Book, 2018, 978 1 94207 226 3, \$23.99



From Disability to Diversity

College Success for Students with Learning Disabilities, ADHD, and Autism Spectrum Disorder

Lynne C. Shea, Linda Hecker, and Adam R. Lalor

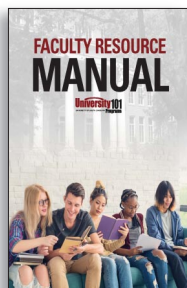
Colleges and universities are seeing increasing numbers of students with a range of disabilities enrolling in postsecondary education. Many of these disabilities are invisible and, despite their potential for negative impact on students' academic and social adjustment, some students will choose not to identify as having a disability or request support.

Approaching disability from the perspective of difference, the authors of this new volume offer guidance on creating more inclusive learning environments on campus so that all students "whether or not they have a recognized disability" have the opportunity to succeed. Strategies for supporting students with specific learning disabilities, attention-deficit/hyperactivity disorder, autism spectrum disorder or who display learning and behavioral characteristics associated with these profiles are described. A valuable resource for instructors, advisors, academic support personnel, and others who work directly with college students.

144 pp, 6" x 9"

Paper, 2019, 978 1 94207 229 4, \$30.00

E-Book, 2019, 978 1 94207 230 0, \$23.99



The University 101 Faculty Resource Manual, 2019

Edited by Daniel B. Friedman, Katie Hopkins, and Kevin Clarke

Designed by the University 101 staff and campus partners at the University of South Carolina, the 10th edition of this resource

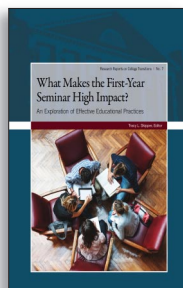
manual provides instructional faculty with a how-to guide for designing, managing, teaching, and evaluating student work in the first-year seminar. The manual includes a detailed discussion of course management that offers suggestions for working with first-year students, designing a syllabus, establishing grading policies, building community in the classroom, and working with a peer leader. Other chapters are keyed to the 10 learning outcomes for this course, drawing on a review of the research and practice literature and approaches that have worked well in the past. Resources for students, suggested assignments, and classroom activities are included throughout. The manual is updated each year based on assessment data, indicating the approaches that were most successful in achieving course outcomes, and can be adapted for use in a variety of campus contexts.

**A PUBLICATION OF UNIVERSITY 101 PROGRAMS,
UNIVERSITY OF SOUTH CAROLINA.**

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E-Book, 2019, 978 1 94207 240 9, \$85.00

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What Makes the First-Year Seminar High Impact?

Exploring Effective Educational Practices

Edited by Tracy L. Skipper

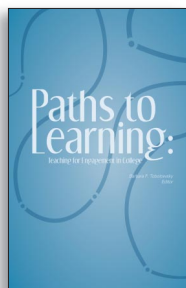
First-year seminars have been widely hailed as a high-impact educational practice, leading to improved academic performance, increased retention, and achievement of critical 21st Century learning outcomes. While the first-year seminar tends to be narrowly defined in the literature, national explorations of course structure and administration underscore the diversity of these curricular initiatives across and within individual campuses. What then are the common denominators among these highly variable courses that contribute to their educational effectiveness?

This collection of case studies—representing a wide variety of institutional and seminar types—addresses this question. Using Kuh and O'Donnell's eight conditions of effective educational initiatives as a framework, authors describe the structure, pedagogy, and assessment strategies that lead to high-quality seminars. Introductory and concluding essays examine the structural conditions that are likely to support educational effectiveness in the seminar and describe the most commonly reported conditions across all cases. *What Makes the First-Year Seminar High Impact?* offers abundant models for ensuring the delivery of a high-quality educational experience to entering students.

RESEARCH REPORTS ON COLLEGE TRANSITIONS 7

166 pp, 8 1/2" x 11", figures & tables

Paper, 2017, 978 1 94207 201 0, \$25.00



Paths to Learning

Teaching for Engagement in College

Edited by
Barbara F. Tobolowsky

Higher education institutions are more diverse than ever before, as are the students they serve. Because of this great diversity, there is no silver bullet—one approach—that will work for teaching all students in all circumstances. This book offers a succinct description of several pedagogical paths available to faculty that can actively engage all students. In addition to providing the most recent information on learning and assessment, individual chapters tackle different approaches, including critical pedagogy, contemplative pedagogy, strengths-based teaching, and cooperative/collaborative learning. While the discussion is grounded in theory, authors present examples of applying these approaches in physical and virtual learning environments. Paths to Learning is a valuable overview of engaging pedagogies for educators seeking to sharpen their teaching skills, which in turn, will help students become more confident and successful learners.

177 pp, 6" x 9"

Paper, 2014, 978 1 889271 927, \$30.00

E-Book, 2014, 978 1 942072 249, \$23.99



What's Next for Student Veterans?

Moving From Transition to Academic Success

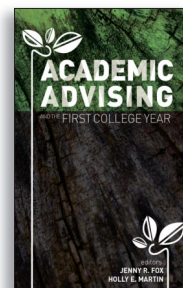
Edited by **David DiRamio**

With the passage of the Post-9/11 GI Bill in 2008, more than 1.4 million service members and their families became eligible for higher education benefits, and veterans from the wars in Iraq and Afghanistan enrolled in colleges and universities in record numbers. The first wave of research about these new student veterans focused primarily on describing their characteristics and the transition from military service to civilian life and the college campus. This edited collection presents findings from the second wave of research about student veterans, with a focus on data-driven evidence of academic success factors, including persistence, retention, degree completion, and employment after college.

265 pp, 6" x 9"

Paper, 2017, 978 1 94207 210 2, \$30.00

E-Book, 2017, 978 1 94207 216 4, \$23.99



Academic Advising and the First College Year

Edited by **Jenny R. Fox and Holly E. Martin**

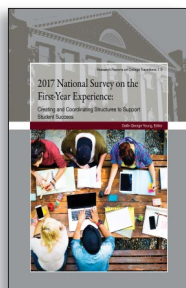
Academic advisors help students learn to make the most of their college years, not merely by completing requirements toward a degree but also by growing intellectually and developing all aspects of their identity. Yet, many professional and faculty advisors are new to academic advising and may feel ill-equipped to do more than help students register for classes. This edited collection provides an overview of the theory and best practice undergirding advising today while exploring the transition challenges of a wide-range of first-year college students, including those attending two-year colleges, coming from underrepresented backgrounds, entering underprepared for college-level work, and/or experiencing academic failure.

PUBLISHED IN PARTNERSHIP WITH NACADA: THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

260 pp, 6" x 9"

Paper, 2017, 978 1 94207 200 3, \$30.00

E-Book, 2017, 978 1 94207 218 8, \$23.99



2017 National Survey on The First-Year Experience

Creating and Coordinating Structures to

Support Student Success

Edited by Dallin George Young

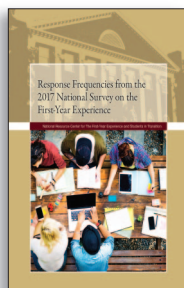
The first-year seminar continues to be a common structure for supporting student success in higher education, yet it represents only one of many first-year programs.

With this in mind, the 2017 National Survey on The First-Year Experience marks a change from previous surveys administered by The National Resource Center for The First-Year Experience and Students in Transition by exploring a broad range of initiatives designed to support success in the first college year.

Recognizing that individual first-year programs are connected to extensive bodies of literature and practice, authors representing diverse professional networks focused on college student success contribute their voices to the analyses and presentation of results. The report includes an overview of institutional attention to the first year and the prevalence of and connections between first-year programs, a review of the results relating to selected first-year programs, and implications for practice and future research.

RESEARCH REPORTS ON COLLEGE TRANSITIONS 9

**180 pp, 8 1/2" x 11", figures & tables
Paper, 2019, 978 1 94207 232 4, \$25.00**



Response Frequencies from the 2017 National Survey on The First-Year Experience

The 2017 National Survey on the First-Year Experience was designed to explore the structure and administration of a broad range of initiatives designed to support success in the first college year. Specific sections of the survey examine overall institutional attention to the first year, as well as common first-year programs including first-year seminars, academic advising, orientation, common-reading initiatives, early-alert programs, learning communities, and residential programs.

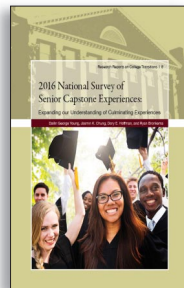
Response Frequencies from the 2017 National Survey on The First-Year Experience is a fixed-layout eBook which contains comprehensive data tables including responses to all survey items disaggregated by institutional type, control, and first-year cohort size.

RESEARCH REPORTS ON COLLEGE TRANSITIONS 9

**76 pp, 8 1/2" x 11"
E-Book, 2019, 978 1 94207 242 3,
\$15.00**

Buy the eBook separately or as a package with the print version of the 2017 National Survey on the First-Year Experience: Creating and Coordinating Structures to Support Student Success.

**256 pp, 8 1/2" x 11"
Package, 2019, 978 1 94207 243 0,
\$30.00**



2016 National Survey of Senior Capstone Experiences

Expanding our Understanding of Culminating Experiences

Dallin George Young, Jasmin K. Chung, Dory E. Hoffman, and Ryan Bronkema

Senior capstone experiences, one of a number of high-impact educational practices promoted by the Association of American Colleges and Universities, provide students with an opportunity to integrate and apply what they have learned throughout their undergraduate years. Participating in capstone experiences have been linked to engagement in deep learning and gains in personal and social development, practical competence, and general education. *The 2016 National Survey of Senior Capstone Experiences* is an institution-level study designed to gather a national profile of campus efforts to promote student success in the senior year. This research report presents findings related to institutional priorities for the senior year, the types of capstone experiences offered, and the organization and administration of select capstone experiences.

RESEARCH REPORTS ON COLLEGE TRANSITIONS 8

**134 pp, 8 1/2" x 11"
Paper, 2017, 978 1 94207 212 6, \$25.00**

The First Year Seminar

Designing, Implementing, and Assessing Courses to Support Student Learning and Success

Five-Volume Set

This five-volume series is designed to assist educators who are interested in launching a first-year seminar or revamping an existing program. Each volume examines a different aspect of first-year seminar design or administration and offers suggestions for practice grounded in research on the seminar, the literature on teaching and learning, and campus-based examples. Because national survey research suggests that the seminar exists in a variety of forms on college campuses – and that some campuses combine one or more of these forms to create a hybrid seminar – the series offers a framework for decision making rather than a blueprint for course design.

Set, 2011, 978 1 942072 02 7, \$100.00



The First-Year Seminar

Volume 1: Designing and Administering the Course

Jennifer R. Keup and Joni Webb Petschauer

The volume opens by defining common seminar configurations, goals, and course topics, drawing on national studies and institutional research reports. It also offers guidance in selecting a seminar model. The authors also address strategies for launching and administering the seminar and successfully managing change within the course.

102 pp, 6" x 9"

Paper, 2011, 978 1 889271 75 0, \$25.00



The First-Year Seminar

Volume 2: Instructor Training and Development

James E. Groccia and Mary Stuart Hunter

"Their argument for the importance of teacher training in higher education ... is incredibly timely and effective; it provides a solid foundation for advocates of faculty development to use in future research or to begin a conversation about this topic on their campuses." – Journal of College Orientation and Transition

Guided by an understanding of adult development, the authors suggest strategies for designing and presenting a comprehensive faculty development program in support of the first-year seminar. Chapters focus on the organization of one-shot and ongoing development efforts, content for training programs, evaluation as a development activity, and strategies for recruiting and maintaining a dedicated instructor team. While focused on the first-year seminar, the volume offers useful insight for anyone charged with designing faculty development initiatives for first-year instructors.

138 pp, 6" x 9"

Paper, 2012, 978 1 889271 76 7, \$25.00



The First-Year Seminar

Volume 3: Teaching in the First-Year Seminar

Brad Garner

Building on the conversation begun in Volume II on instructor training and development, Garner delves deeper into the concepts and strategies undergirding effective educational practice. Highly practical in nature, yet grounded in educational theory and

research, Volume III offers a concise guide to teaching in the first-year seminar, from organizing a syllabus, structuring individual class sessions, and engaging students in the classroom to conducting meaningful assessments of their learning. Because Garner focuses on the learning process rather than specific content, the strategies are highly portable to a range of seminar types and undergraduate courses. An invaluable resource for college instructors looking to improve their own teaching.

148 pp, 6" x 9"
Paper, 2012, 978 1 889271 77 4, \$25.00



The First-Year Seminar

Volume 4: Using Peers in the Classroom

Jennifer A. Latino and Michelle Ashcraft

In an effort to capitalize on some of the more positive aspects of peer influences, colleges and universities have created a wide range of peer-to-peer education, leadership, and mentoring roles—especially in the first college year. Yet, the use of peers in first-year seminar instruction is still far from commonplace. Latino and Ashcraft offer guidance on defining the role of peers as co-instructors; recruiting, selecting, and training peer educators; facilitating relationship building within the instructional team; and assessing the impact of peer leaders on the course, the students served, and the peers themselves. Sample training agendas and activities, course syllabi, and evaluations are included.

116 pp, 6" x 9"
Paper, 2012, 978 1 889271 79 8, \$25.00



The First-Year Seminar

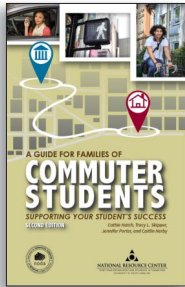
Volume 5: Assessing the First-Year Seminar

Daniel B. Friedman

"What type of method should I use? How do I collect and analyze the data? Once I have the information, what do I do with it? And then what? Friedman thoroughly outlines the answers to these questions. While focused on first-year seminars, the guidance offered in this volume could be applied to a variety of programs, courses, and fields."—NACADA Journal

Friedman, a recognized expert on seminar administration and assessment, provides a comprehensive framework for deciding what to assess, what kinds of data to collect and from whom, and how to use findings for continuous program refinement and improvement. The volume is a useful tool for administrators launching a new seminar or managing a decades old course. While centered on the first-year seminar, Friedman's suggested strategies can be applied to a wide range of educational experiences in the first college year and beyond.

112 pp, 6" x 9"
Paper, 2012, 978 1 889271 81 1, \$25.00



A Guide for Families of Commuter Students

Supporting Your Student's Success

SECOND EDITION

**Cathie Hatch, Tracy L. Skipper,
Jennifer Porter, and Caitlin Herby**

Family members of new college students are often unsure what to expect and how to best help their students succeed in higher education. Focusing on the unique needs of commuter students, this brief guide describes typical challenges in adjusting to college, support services and opportunities offered by colleges and universities, and strategies family members can use to encourage student learning and success. A glossary of college terms is included.

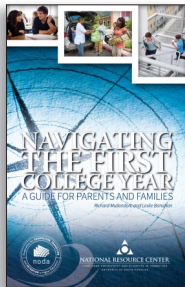
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Navigating the First College Year

A Guide for Parents and Families

Leslie Banahan and Richard Mullendore

Parents and family members play a critical role in the success of new college students, but those who never attended college or who have been away from it for a while may lack critical information about the purpose, goals, and structure of higher education today.

This brief guide offers parents and families an overview of the college experience, especially in the first year, and suggests strategies for helping their students succeed. A glossary of key terms is included. Grounded in the student success research and practice literature, the guide is ideal for use in orientation programs, recruitment events, and family weekends.

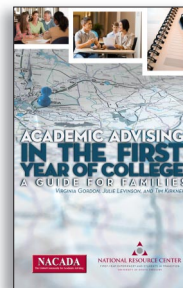
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Academic Advising in the First Year of College

A Guide for Families

**Virginia N. Gordon, Julie Levinson,
and Tim Kirkner**

This brief guide focuses on the role of academic advisors in helping students chart a course for college success and suggests how parents and family members can be partners in the journey. A glossary of key terms and list of frequently asked questions help demystify the college experience and highlight the many purposes of the academic advising relationship. A particularly useful resource for the families of first-generation college students and ideal for distribution at recruitment events, orientation, or parent and family programs.

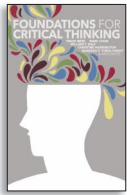
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Foundations for Critical Thinking

Trudy Bers, Marc Chun, William T. Daly, Christine Harrington, and Barbara F. Tobolowsky

Faculty will find strategies for developing successful teaching techniques to prepare students to face the challenges of a global economy and lead creative, productive, and fulfilling lives. Staff and administrators working with students in a variety of capacities will find insights for moving critical thinking development beyond the classroom.

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Welcoming Blue-Collar Scholars Into the Ivory Tower

Developing Class-Conscious Strategies for Student Success

Krista M. Soria

Using the theory of social reproduction as a lens, Krista Soria explores working-class students' access to and experiences in the academic and social spaces of the campus. This compact, accessible volume provides both the theoretical grounding and the practical strategies educators need to create a welcoming environment for this underserved population.

SERIES ON SPECIAL STUDENT POPULATIONS

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Paper, 2015, 978 1 88927 196 5, \$25.00



An Exploration of Intersecting Identities of First-Generation, Low-Income Students

Rashne R. Jehangir, Michael J. Stebleton, and Veronica Deenanath

This research report captures the challenges low-income, first-generation students face in their collegiate journey, examining the strategies they employ to persist. Organized thematically and using student narrative, the brief report explores the diversity of first-generation students, the intersections of their multiple identities, and their interactions with the institutional agents that affect college success.

RESEARCH REPORTS ON COLLEGE TRANSITIONS 5

65 pp, 8 1/2" x 11"
Paper, 2015, 978 1 88927 197 2, \$20.00



Building Synergy for High-Impact Educational Initiatives

First-Year Seminars and Learning Communities

Edited by Lauren Chism Schmidt and Janine Graziano

This volume explores the merger of two high-impact practices, first-year seminars and learning communities. In particular, it offers insight into how institutions connect them and the impact of those combined structures on student learning and success. In addition to chapters highlighting strategies for designing, teaching in, and assessing combined programs, case studies offer practical insights into the structures of these programs in a variety of campus settings.

PUBLISHED IN PARTNERSHIP WITH THE WASHINGTON CENTER FOR IMPROVING THE QUALITY OF UNDERGRADUATE EDUCATION

212 pp, 6" x 9", tables & figures
Paper, 2016, 978 1 88927 198 9, \$30.00
E-Book, 2016, 978 1 94207 213 3, \$23.99

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Building upon its history of excellence as the founder and leader of the first-year experience movement, the National Resource Center for The First-Year Experience and Students in Transition at the University of South Carolina serves education professionals by supporting and advancing efforts to improve student learning and transitions into and through higher education. The National Resource Center publishes scholarly practice books, research monographs, and guides on a wide range of topics related to student learning, development, and success.

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We achieve this mission by providing opportunities for the exchange of practical and scholarly information as well as the discussion of trends and issues in our field through the convening of conferences and other professional development events such as institutes, workshops, and online learning opportunities; publication of scholarly practice books, research reports, a peer-reviewed journal, electronic newsletters, and guides; generating, supporting, and disseminating research and scholarship; hosting visiting scholars; and maintaining several online channels for resource sharing and communication, including a dynamic website, listservs, and social media outlets.

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