



## Article Inventory

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**Please see CASL Administrative Assistant to check out articles.**

*Note: All descriptions have been taken from the article abstract.*

## Adult Education/Learning

<b>Name of Article:</b>	<i>Active Learning: Creating Excited in the Classroom</i>
<b>Author/Editor:</b>	Charles C. Bonwell and James A. Eison
<b>APA Citation:</b>	N/A
<b>Abstract:</b>	“Research consistently has shown that traditional lecture methods, in which professors talk and students listen, dominate college and university classrooms. It is therefore important to know the nature of active learning, the empirical research on its use, the common obstacles and barriers that give rise to faculty members’ resistance to interactive instructional techniques, and how faculty, faculty developers, administrators, and educational researchers can make real the promise of active learning.”
<b>Status:</b>	<b>Not Checked Out.</b>

<b>Name of Article:</b>	<i>Adult Education in Practice: Teaching Methods and Course Structure</i>
<b>Author/Editor:</b>	Roberta S. Lacefield
<b>APA Citation:</b>	N/A
<b>Abstract:</b>	<p>“Learning rests not upon the teaching skills of the leader, not upon scholarly knowledge of the field, not upon curricular planning, not upon use of audiovisual aids, not upon the programmed learning used, not upon lectures and presentations, not upon an abundance of books, though each of these might one time or another be utilized as an important resource. No, the facilitation of significant learning rests upon certain attitudinal qualities that exist in the personal relationship between the facilitator and the learner. –Carl Rogers</p> <p>In this section, we get to the nitty-gritty of adapting a course to fit adult learners. However, the success of such strategies, as Carl Rogers implies, often depends on building a good relationship between the instructor and the learner. Thus, suggestions for creating inclusive classrooms are also included. The sections have been broken into sets of short tips which can be incorporated into a course.</p> <ul style="list-style-type: none"> <li>• Memory and Adults</li> <li>• Course Design</li> <li>• Teaching Methods”</li> </ul>
<b>Status:</b>	<b>Not Checked Out.</b>

<b>Name of Article:</b>	<i>Computer-mediated communication and the online classroom in distance learning</i>
<b>Author/Editor:</b>	Zane Berge
<b>APA Citation:</b>	Berge, Z. (1995). Computer-mediated communication and the online classroom in distance learning. <i>Computer-Mediated Communication Magazine</i> , 2(4).
<b>Abstract:</b>	N/A

**Note: All descriptions have been taken from the article abstract.**

<b>Status:</b>	<b>Not Checked Out.</b>
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<b>Name of Article:</b>	<i>Cooperative Learning: Increasing College Faculty Instructional Productivity</i>
<b>Author/Editor:</b>	David W. Johnson
<b>APA Citation:</b>	N/A
<b>Abstract:</b>	“The use of active learning strategies, such as cooperative learning, is growing at a remarkable rate. Professors are incorporating cooperative learning to increase students’ healthy psychological adjustment to school. This monograph is about how college faculty can ensure that students actively create their knowledge rather than passively listening to the professor’s. It is about structuring learning situations cooperatively at the college level so that students work together to achieve their shared goals.”
<b>Status:</b>	<b>Not Checked Out.</b>

<b>Name of Article:</b>	<i>Five-Phases to PBL: MITA (Multiple Intelligence Teaching Approach) Model for Redesigned Higher Education Classes</i>
<b>Author/Editor:</b>	Ellen Weber
<b>APA Citation:</b>	N/A
<b>Abstract:</b>	“On January 24, 2000 UCLA’s Higher Education Research Institute, surveys of more than 260,000 full-time college freshmen, reported boredom, drudgery, and disengagement of class. This paper reports several reasons for lack of interest in higher education, and introduces a PBL model to address and help resolve this problem. The MITA (Multiple Intelligence Teaching Approach) model is applied to resolve problems of student passivity in higher education classes. We show how MITA can help more students in diverse populations to solve complex problems in authentic learning situations. In phase one, we welcome questions and dialogue to solve key problems around tables. Phase two identifies clear goals that illustrate minimum learning all students should achieve. In phase three, rubrics are created, to identify specific criteria for evaluation of any work, real problems and events. MITA’s fourth phase requires learning and assessment tasks to relate to real world problems, students’ interests and abilities and content requirements. Finally, in phase five, students and faculty reflect on knowledge gained and on the learning process itself, to accommodate more student participation; explore topics for deeper understanding; motivate disengaged students; or integrate several fields of knowledge to solve a complex problem.
<b>Status:</b>	<b>Not Checked Out.</b>

<b>Name of Article:</b>	<i>Seven characteristics of highly effective adult learning programs</i>
<b>Author/Editor:</b>	Dorothy D. Billington
<b>APA Citation:</b>	N/A
<b>Abstract:</b>	N/A
<b>Status:</b>	<b>Not Checked Out.</b>

**Note: All descriptions have been taken from the article abstract.**

<b>Name of Article:</b>	<i>Situated Learning in Adult Education</i>
<b>Author/Editor:</b>	David Stein
<b>APA Citation:</b>	N/A
<b>Abstract:</b>	“In the situated learning approach, knowledge and skills are learned in the contexts that reflect how knowledge is obtained and applied in everyday situations. Situated cognition theory conceives of learning as a sociocultural phenomenon rather than the action of an individual acquiring general information from a decontextualized body of knowledge (Kirshner and Whitson, 1997). This Digest presents an overview of the concepts related to applying situated cognition in adult learning. It should be noted that situated learning theory has not yet produced precise models or prescriptions for learning in classroom settings.”
<b>Status:</b>	<b>Not Checked Out.</b>

<b>Name of Article:</b>	<i>The New Conversations About Learning: Insights from Neuroscience and Anthropology, Cognitive Science, and Work-Place Studies</i>
<b>Author/Editor:</b>	Theodore J. Marchese
<b>APA Citation:</b>	N/A
<b>Abstract:</b>	N/A
<b>Status:</b>	<b>Not Checked Out.</b>

## Assessment, Curriculum, and Student Learning Outcomes

<b>Name of Article:</b>	<i>9 Principles of Good Practice for Assessing Student Learning</i>
<b>Author/Editor:</b>	American Association for Higher Education
<b>APA Citation:</b>	N/A
<b>Abstract:</b>	N/A
<b>Status:</b>	<b>Not Checked Out.</b>

<b>Name of Article:</b>	<i>Assessment, Accountability, and Student Learning Outcomes</i>
<b>Author/Editor:</b>	Richard Frye
<b>APA Citation:</b>	Frye, R. (1999). Assessment, accountability, and student Learning Outcomes. <i>Dialogue</i> , 2.
<b>Abstract:</b>	N/A
<b>Status:</b>	<b>Not Checked Out.</b>

<b>Name of Article:</b>	<i>Reconstructing the College Curriculum</i>
<b>Author/Editor:</b>	Ruth Stiehl and Les Lewchuk
<b>APA Citation:</b>	Stiehl, R., & Lewchuck, L. (2002). <i>Reconstructing the college curriculum. Learning Abstracts</i> , 5(6).

**Note: All descriptions have been taken from the article abstract.**

<b>Abstract:</b>	N/A
<b>Status:</b>	<b>Not Checked Out.</b>

<b>Name of Article:</b>	<i>Student learning assessment: Options and resources</i>
<b>Author/Editor:</b>	Middle States Commission on Higher Education
<b>APA Citation:</b>	N/A
<b>Abstract:</b>	<p>“The explanations and examples in the handbook and website are intended to help each institution to develop goals and to select the best methods. They do not increase or modify accreditation standards.</p> <p>The handbook addresses the needs of everyone interested in, or practicing, higher education assessment. Each chapter focuses on a separate aspect of the assessment process, so the chapters can be used individually and at any stage of the process as a guide and stimulus.</p> <p>Useful appendices include: Assessment Standards in <i>Characteristics of Excellence in Higher Education</i>; An Assessment Practices Quiz; Key to ‘Assessment Practices Quiz’; A Department/Program Student Outcomes Survey; Learning Goals and Assessment Techniques; From Effect to Cause: A Brainstorming Exercise; and Student Learning Styles: Frequently Asked Questions.</p> <p>The website is organized by the chapter topics in the book. It provides hundreds of resources, including on-line assessment activities and assessment ‘clearinghouse’ sites.”</p>
<b>Status:</b>	<b>Not Checked Out.</b>

<b>Name of Article:</b>	<i>Student Learning Outcomes—A Focus on Results</i>
<b>Author/Editor:</b>	Bill Scroggins
<b>APA Citation:</b>	N/A
<b>Abstract:</b>	N/A
<b>Status:</b>	<b>Not Checked Out.</b>

<b>Name of Article:</b>	<i>Student Learning Outcomes: Possible framework for implementation</i>
<b>Author/Editor:</b>	M.Buechner
<b>APA Citation:</b>	N/A
<b>Abstract:</b>	N/A
<b>Status:</b>	<b>Not Checked Out.</b>

<b>Name of Article:</b>	<i>Student Outcomes: Identification and Development of a Plan for CRC</i>
<b>Author/Editor:</b>	Norv Wellsfry
<b>APA Citation:</b>	N/A
<b>Abstract:</b>	“The new Institutional Accreditation Standards are formulated around the concept of Student Learning Outcomes Assessment. Student Learning Outcomes (SLO’s) Assessment differs from

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	traditional assessment processes in that it incorporates both measurement (Assessment) and improvements in effectiveness. Traditional assessment processes measure student learning and assign grades based on that measurements. Student Learning Outcomes Assessment is different in that it both measures achievement and also monitors the learning process. By adding the dimension of monitoring the learning process, SLO's enable faculty to ask themselves how the curriculum and the instructional processes can be made more effective and better. This process enables faculty to develop longitudinal view for improvement of instruction."
<b>Status:</b>	<b>Not Checked Out.</b>

<b>Name of Article:</b>	<i>Targeting Student Learning</i>
<b>Author/Editor:</b>	Student Learning Outcomes Institute
<b>APA Citation:</b>	N/A
<b>Abstract:</b>	N/A
<b>Status:</b>	<b>Not Checked Out.</b>

<b>Name of Article:</b>	<i>The Design-Down process</i>
<b>Author/Editor:</b>	N/A
<b>APA Citation:</b>	N/A
<b>Abstract:</b>	N/A
<b>Status:</b>	<b>Not Checked Out.</b>

<b>Name of Article:</b>	<i>The Significance of the new WASC Accreditation Standards for the California Community Colleges</i>
<b>Author/Editor:</b>	Dr. Robert Gabriner
<b>APA Citation:</b>	N/A
<b>Abstract:</b>	N/A
<b>Status:</b>	<b>Not Checked Out.</b>

## Institutional Data

<b>Name of Article:</b>	<i>Beloit College Releases the Class of 2004 Mindset List</i>
<b>Author/Editor:</b>	Ron Nief
<b>APA Citation:</b>	N/A
<b>Abstract:</b>	N/A
<b>Status:</b>	<b>Not Checked Out.</b>

<b>Name of Article:</b>	<i>Engagement by Design: Summary of 2004 Findings</i>
<b>Author/Editor:</b>	Community College Survey of Student Engagement (CCSSE)

**Note: All descriptions have been taken from the article abstract.**

<b>APA Citation:</b>	N/A
<b>Abstract:</b>	N/A
<b>Status:</b>	<b>Not Checked Out.</b>

<b>Name of Article:</b>	<i>Research Findings (Data Tables)</i>
<b>Author/Editor:</b>	District's Office of Institutional Research
<b>APA Citation:</b>	N/A
<b>Abstract:</b>	N/A
<b>Status:</b>	<b>Not Checked Out.</b>

<b>Name of Article:</b>	<i>Semester Outcome Measures of Students Enrolled in Los Rios Community College District Persistence of Students Enrolled in the Fall to the Following Spring Semester From Fall 1999 to Spring 2000 through Fall 2003 to Spring 2004</i>
<b>Author/Editor:</b>	LRCCD Office of Institutional Research
<b>APA Citation:</b>	N/A
<b>Abstract:</b>	N/A
<b>Status:</b>	<b>Not Checked Out.</b>

## Race, Culture, and Diversity

<b>Name of Article:</b>	<i>African American students' persistence at a predominantly White university: Influences of social support, university comfort, and self-beliefs</i>
<b>Author/Editor:</b>	Alberta M. Gloria, Sharon E. Robinson Kurpius, Kimberly D. Hamilton, and Marica S. Willson
<b>APA Citation:</b>	Gloria, A.M., Robinson Kurpius, S.E., Hamilton, K.D., & Willson, M.S. (1999). African American students' persistence at a predominantly White university: Influences of social support, university comfort, and self-beliefs. <i>Journal of College Student Development, 40</i> (3), 257-268.
<b>Abstract:</b>	"The influence of social support, university comfort, and self-beliefs on the persistence decisions of 98 African American undergraduates attending a predominantly White university was examined. Each construct significantly predicted persistence, with university comfort and social support the strongest predictors. A positive perception of the university environment was related to higher cultural congruity and perceived mentorship."
<b>Status:</b>	<b>Not Checked Out.</b>

<b>Name of Article:</b>	<i>A promising prospect for minority retention: Students becoming peer mentors</i>
<b>Author/Editor:</b>	Jennifer M. Good, Glennelle Halpin, and Gerald Halpin
<b>APA Citation:</b>	Good, J.M., Halpin, G., & Halpin, G. (2000). A promising prospect for minority retention: Students becoming peer mentors. <i>Journal of Negro Education, 69</i> (4), 375-383.
<b>Abstract:</b>	"The study examined academic and interpersonal growth of peer mentors (N=19) by analyzing comments in journals written during the mentors' first quarter of tutoring and mentoring within a

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	minority engineering program at a large land-grant university in the Southeast. Although the intent of the program was to improve retention rates for the participants, the mentors experienced both academic and interpersonal growth. In addition, preliminary data regarding grades and retention status also indicate that the mentors benefited academically from the mentoring experience. The findings of the study suggest that, although the upper-class peer mentors are not the target population of the minority engineering program, they were positively impacted from their roles as mentors within the minority engineering program.”
<b>Status:</b>	<b>Not Checked Out.</b>

<b>Name of Article:</b>	<i>Contesting our everyday work lives: The retention of minority and working-class sociology undergraduates</i>
<b>Author/Editor:</b>	John E. Farley
<b>APA Citation:</b>	Farley, J.E. (2002). Contesting our everyday work lives: The retention of minority and working-class sociology undergraduates. <i>Sociological Quarterly</i> , 43(1), 1-25.
<b>Abstract:</b>	“Efforts to improve retention and graduation among minority students have been commonplace in higher education, but few such efforts have been undertaken in sociology. In this presidential address, I document that in sociology, as in other disciplines, disproportionate numbers of African American and Latino/a students do not graduate. I examine sociological research on the barriers to success that face students of color in predominantly white colleges, and on what can be done to help overcome these barriers. An example of a successful program to increase the graduation rates of minority and working-class students in sociology is discussed, and the sociological discipline is challenged to use its knowledge and insights to help improve opportunities for minority and working-class students in sociology.”
<b>Status:</b>	<b>Not Checked Out.</b>

<b>Name of Article:</b>	<i>Cultivate academic persistence-now!</i>
<b>Author/Editor:</b>	Carl E. Parker
<b>APA Citation:</b>	Parker, C.E. (1998). Cultivate academic persistence-now. <i>Black Issues in Higher Education</i> , 14(26).
<b>Abstract:</b>	“To retain minority students in community colleges, intervention must occur early in the education process. The most important factors affecting student retention involve positive working relationships not only between students and faculty, but also between community organizations that work with minority students. Special courses support for new or returning students and identifying students at risk of dropping out are important elements in student retention.”
<b>Status:</b>	<b>Not Checked Out.</b>

<b>Name of Article:</b>	<i>Economically Disadvantaged</i>
<b>Author/Editor:</b>	N/A
<b>APA Citation:</b>	N/A
<b>Abstract:</b>	“Individuals, other than individuals with handicaps, who have economic disadvantages and who require special services and assistance in order to succeed in vocational programs of study. <ul style="list-style-type: none"> <li>✓ Misconceptions</li> <li>✓ Tips for Teachers</li> </ul>

**Note: All descriptions have been taken from the article abstract.**

	<ul style="list-style-type: none"> <li>✓ Risk/Protective Factors</li> <li>✓ Victory In Education</li> <li>✓ Community Resources</li> <li>✓ Publications</li> <li>✓ Staff Development</li> <li>✓ Video Resources</li> <li>✓ Websites</li> <li>✓ Funding Streams”</li> </ul>
<b>Status:</b>	<b>Not Checked Out.</b>

<b>Name of Article:</b>	<i>English for Second Language Learners (ESLL)</i>
<b>Author/Editor:</b>	N/A
<b>APA Citation:</b>	N/A
<b>Abstract:</b>	<p>“The English for Second Language Learners program is to assist language minority students, whose dominate language is not English and whose limitation in the use of English prevents them from functioning in mainstream programs.</p> <ul style="list-style-type: none"> <li>✓ Tips</li> <li>✓ Activities</li> <li>✓ Community Resources</li> <li>✓ ESL Assessment</li> <li>✓ Publications and Videos</li> <li>✓ Websites</li> <li>✓ Staff Development</li> <li>✓ Funding Streams</li> <li>✓ Laws and Court Decisions”</li> </ul>
<b>Status:</b>	<b>Not Checked Out.</b>

<b>Name of Article:</b>	<i>From the bootstraps to the velcro generation: The identification of factors that facilitate academic success of students from African descent in American schools, colleges and other institutions of higher education</i>
<b>Author/Editor:</b>	Luretha F. Lucky
<b>APA Citation:</b>	N/A
<b>Abstract:</b>	N/A
<b>Status:</b>	<b>Not Checked Out.</b>

<b>Name of Article:</b>	<i>Improving chances for success in college; specific strategies for classroom teacher</i>
<b>Author/Editor:</b>	Angela Provitera McGlynn
<b>APA Citation:</b>	McGlynn, A.P. (2003). Improving chances for success in college; specific strategies for classroom teacher. <i>The Hispanic Outlook in Higher Education</i> , 13(15).
<b>Abstract:</b>	“While the pre-college experience is crucial to college success, a new report by Kenneth Fry, Latinos in Higher Education: Many Enroll, Too Few Graduate, suggests that a critical goal in narrowing the academic achievement gap for Hispanics would be to increase the retention and graduation rates of

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	<p>Latinos already in college. Some of Fry's data may surprise us. While so much attention has been paid to Hispanic high school dropout rates, this report says that about 10 percent of all Latino high school graduates are enrolled in some form of college compared to 7 percent of the total population of high school graduates, and that only Asians are enrolled at a higher rate. So, many Hispanics are starting college but are not earning degrees.</p> <p>In this article, I will offer suggestions for how colleges, particularly community colleges, can help Hispanics succeed in college. I emphasize the role of the community college because Fry's research substantiates the earlier findings far more likely to be enrolled in two-year colleges than is any other group. The report states that approximately 40 percent of Hispanic 18- to 24-year-old college students attend two-year institutions as compared to about 25 percent of White and Black students of the same age group.</p> <p>As elementary and fundamental to the college culture as some of these tips for student success outlined above may seem, there are many students in our midst who have had no guidance on these matters. Unfortunately, they don't know what it is they need to know to be successful, and since they don't know that they don't know, they don't know that they need to find out! With so many Hispanic students falling into this category, it is necessary for all of us in college teaching, especially in community college teaching, to help students get on the track for academic success."</p>
<b>Status:</b>	<b>Not Checked Out.</b>

<b>Name of Article:</b>	<i>Minority Student Retention and Academic Achievement in Community Colleges</i>
<b>Author/Editor:</b>	Katalin Szelenyi
<b>APA Citation:</b>	N/A
<b>Abstract:</b>	N/A
<b>Status:</b>	<b>Not Checked Out.</b>

<b>Name of Article:</b>	<i>Nontraditional Training and Employment</i>
<b>Author/Editor:</b>	N/A
<b>APA Citation:</b>	N/A
<b>Abstract:</b>	<p>"Fields of work for which one gender comprises less than 25 percent of the total number employed. Nontraditional training is one in which one gender comprises less than 25% of the enrollment.</p> <ul style="list-style-type: none"> <li>✓ Recruitment and Retention</li> <li>✓ Nontraditional Occupations</li> <li>✓ Tips</li> <li>✓ Activities</li> <li>✓ Community Resources</li> <li>✓ Publications</li> <li>✓ Staff Development</li> <li>✓ Websites</li> <li>✓ Nontraditional Funds</li> <li>✓ Relevant Laws"</li> </ul>
<b>Status:</b>	<b>Not Checked Out.</b>

**Note: All descriptions have been taken from the article abstract.**

<b>Name of Article:</b>	<i>Persons with disabilities</i>
<b>Author/Editor:</b>	N/A
<b>APA Citation:</b>	N/A
<b>Abstract:</b>	<p>“An individual who has a physical or mental impairment that substantially limits one or more of the major life activities of that individual or who has been evaluated as needing special education and related services</p> <ul style="list-style-type: none"> <li>✓ Tips for Teachers, Students, and Parents</li> <li>✓ Curriculum Modifications</li> <li>✓ Activities</li> <li>✓ Community Resources</li> <li>✓ Publications</li> <li>✓ Web Sites</li> <li>✓ Staff Development Resources</li> <li>✓ Funding Streams</li> <li>✓ Relevant Laws”</li> </ul>
<b>Status:</b>	<b>Not Checked Out.</b>

<b>Name of Article:</b>	<i>Single Parents and Displaced Homemakers</i>
<b>Author/Editor:</b>	N/A
<b>APA Citation:</b>	N/A
<b>Abstract:</b>	<p>“A Single parent is an individual who is unmarried or legally separated from a spouse; has a minor child or children for which the parent has either custody or joint custody, or is pregnant.</p> <p>A displaced homemaker is an individual who is an adult and has worked primarily without remuneration to care for home and family, and for that reason has diminished marketable skills; has been dependant on public assistance or the income of a relative but is no longer supported by such income; or is a parent whose youngest dependant child will become ineligible to receive assistance under Part A of Title IV of the Social Security Act; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.</p> <ul style="list-style-type: none"> <li>✓ Tips</li> <li>✓ Activities</li> <li>✓ Community Resources</li> <li>✓ Publications</li> <li>✓ Videos</li> <li>✓ Staff Development and Class Speakers</li> <li>✓ Websites</li> <li>✓ Funding Streams</li> <li>✓ Laws”</li> </ul>
<b>Status:</b>	<b>Not Checked Out.</b>

**Note:** All descriptions have been taken from the article abstract.

<b>Name of Article:</b>	<i>Student retention in an historically Black institution</i>
<b>Author/Editor:</b>	Cleve McDaniel and Steven W. Graham
<b>APA Citation:</b>	McDaniel, C., & Graham, S.W. (2001). Student retention in an historically Black institution. <i>College Student Journal</i> , 35(1).
<b>Abstract:</b>	<p>“This study looked at the ability of pre- and early- matriculation variables to predict the retention or attrition of black residential and white commuter students at an historically black, open admissions university. Using a categorical scheme developed by Bean &amp; Metzner (1985) as an initial framework, we examined 25 predictor variables to see if they could predict future retention status. With retention status as the dependent variable, direct and forward stepwise models were developed and comparisons were made between the white commuter students and the black residential students.</p> <p>The predictor variables that had the highest correlation coefficients with one year retention status were ACT Test Score, ACT math subscore, adequacy of prior education, high school grade point average, high school rank, and student view of actual self. These results corroborate a substantial number of studies that concluded that differences exist on pre-and early-matriculation variables for returning and withdrawing students.”</p>
<b>Status:</b>	<b>Not Checked Out.</b>

<b>Name of Article:</b>	<i>The development of intercultural sensitivity</i>
<b>Author/Editor:</b>	Milton J. Bennett
<b>APA Citation:</b>	Bennett, M.J. (1986). A developmental approach to training intercultural sensitivity. <i>International Journal of Intercultural Relations</i> , 10(2).
<b>Abstract:</b>	N/A
<b>Status:</b>	<b>Not Checked Out.</b>

<b>Name of Article:</b>	<i>The role of motivation, parental support, and peer support in the academic success of ethnic minority first-generation college students</i>
<b>Author/Editor:</b>	Jessica M. Dennis, Jean S. Phinney, and Lizette Ivy Chuateco
<b>APA Citation:</b>	Dennis, J.M., Phinney, J.S., & Chuateco, L.I. (2005). The role of motivation, parental support, and peer support in the academic success of ethnic minority first-generation college students. <i>Journal of College Student Development</i> , 46(3), 223-237.
<b>Abstract:</b>	“The role of personal motivational characteristics and environmental social supports in college outcomes was examined in a longitudinal study of 100 ethnic minority first-generation college students. Personal/career-related motivation to attend college in the fall was a positive predictor and lack of peer support was a negative predictor of college adjustment the following spring. Lack of peer support also predicted lower spring GPA.”
<b>Status:</b>	<b>Not Checked Out.</b>

<b>Name of Article:</b>	<i>Validation and its impact upon institutional choice and post-first year persistence of American Indian/Alaska Native students at a bible college</i>
<b>Author/Editor:</b>	Joseph J. Saggio

**Note: All descriptions have been taken from the article abstract.**

<b>APA Citation:</b>	Saggio, J.J. (2003, November). <i>Validation and its impact upon institutional choice and post-first year persistence of American Indian/Alaska Native students at a bible college</i> . Symposium conducted at the 28 <sup>th</sup> annual conference of the Association for the Study of Higher Education, Portland, Oregon.
<b>Abstract:</b>	<p>“Employing a secondary data analysis involving a return to the original data from an earlier work (Saggio, 2000), Saggio presents grounded data that demonstrates the importance of validation and its importance in helping AI/AN students at a small Bible college in the southwestern United States to choose an institution and to persist beyond the pivotal first year. Using the finding of Jalomo, 1995; Rendón et al, 2000 as a theoretical framework, Saggio makes comparisons between earlier retention research that showed the importance of validation on minority and other non-traditional students. Similar findings included noting that validating agents could be the student’s family, faculty members, or staff in higher educational institutions. However, Saggio also discovered the spiritual dimension of validation previously unreported in other validation studies. Spiritual validation is a process that brings the student and the validating agent together through a spiritual bond such as prayer, affirmation of shared faith, or a shared worship experience. With spiritual validation, students had their faith in God affirmed as well as their own individual sense of worth and ability.</p> <p>Invalidation included family members, culturally insensitive instructors, and residence life staff who precluded students’ desire to enroll or persist beyond the first year. Similar findings were uncovered by Jalomo, 1995; Rendón, 1993, 1994, 2002; and Rendón and Jalomo, 1995 although they discovered the primary invalidating agents were insensitive faculty and staff, as well as friends who tried to ‘hold students back’ or who didn’t consider community college a ‘real college’.”</p>
<b>Status:</b>	<b>Not Checked Out.</b>

<b>Name of Article:</b>	<i>What do we know about the motivation of African American students: Challenging the “anti-intellectual” myth</i>
<b>Author/Editor:</b>	Kevin O. Cokley
<b>APA Citation:</b>	Cokley, K.O. (2003). What do we know about the motivation of African American students: Challenging the “anti-intellectual” myth. <i>Harvard Educational Review</i> , 73(4).
<b>Abstract:</b>	<p>“In this article, Kevin Cokley challenges conventional wisdom about African American college students and the factors underlying their academic under achievement. In this quantitative study of students attending three historically Black colleges and universities and one predominantly White university, Cokley reviews and integrates existing research on the academic motivation and academic self-concept of African American students. He then introduces self determination theory as an additional motivational framework to understand African American students’ motivation. While Cokley finds that African American students are intrinsically highly motivated, this motivation is not related to how they perform academically or to their academic self-concept.”</p>
<b>Status:</b>	<b>Not Checked Out.</b>

<b>Name of Article:</b>	<i>White Privilege Article</i>
<b>Author/Editor:</b>	Peggy McIntosh
<b>APA Citation:</b>	N/A
<b>Abstract:</b>	N/A

**Note: All descriptions have been taken from the article abstract.**

<b>Status:</b>	<b>Not Checked Out.</b>
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## Student Motivation

<b>Name of Article:</b>	<i>Caring, community, and transcendence—Developing spirit to improve learning</i>
<b>Author/Editor:</b>	Myrna J. Smith
<b>APA Citation:</b>	Smith, M.J. (2000). Caring, community, and transcendence—Developing spirit to improve learning. <i>Community College Review</i> .
<b>Abstract:</b>	N/A
<b>Status:</b>	<b>Not Checked Out.</b>

<b>Name of Article:</b>	<i>Effects of mentoring on community college students in transition to university</i>
<b>Author/Editor:</b>	August John Hoffman and Julie Wallach
<b>APA Citation:</b>	Hoffman, A.J., & Wallach, J. (2005). Effects of mentoring on community college students in transition to university. <i>The Community College Enterprise</i> , 11(1).
<b>Abstract:</b>	“The current study evaluates whether a mentoring program can increase self-esteem and internal locus of control in underrepresented community college students. The primary goal of the mentoring program was to facilitate Compton Community College (CCC) students’ successful transfer to a four-year university by fostering relationships with mentors from California State University Northridge (CSUN). The authors hypothesized that CCC students would improve by working with mentors in a gardening program and on collaborative in-class projects. Results indicate that the students show higher self-esteem, significant increases in self-report measures of internal locus of control, and higher levels of academic performance and motivation.”
<b>Status:</b>	<b>Not Checked Out.</b>

<b>Name of Article:</b>	<i>Influencing postsecondary students’ motivation to learn in the classroom</i>
<b>Author/Editor:</b>	Dawson R. Hancock
<b>APA Citation:</b>	Hancock, D.R. (2002). Influencing postsecondary students’ motivation to learn in the classroom. <i>College Teaching</i> , 50(2).
<b>Abstract:</b>	“The study investigated the interactive effects of professors’ instruction strategies and students’ conceptual levels on the motivation to learn of 83 postsecondary students randomly assigned to either direct or nondirect instruction groups. Statistically significant interactions revealed that highly structured teaching methods maximized the motivation of students with low conceptual levels, whereas teaching methods that were low in structure enhanced the motivation of high-conceptual—level students. The findings expand previous research and offer insights into how professors can influence students’ motivation to learn academic course content.”
<b>Status:</b>	<b>Not Checked Out.</b>

**Note:** All descriptions have been taken from the article abstract.

<b>Name of Article:</b>	<i>National Freshman Attitudes Report</i>
<b>Author/Editor:</b>	2007 National Research Study
<b>APA Citation:</b>	N/A
<b>Abstract:</b>	<p>“This report describes the attitudes and motivations of first-year students nationally at the beginning of their undergraduate experience. Among the findings:</p> <ul style="list-style-type: none"> <li>• Ninety-five percent of entering first-year students bring a strong desire to complete their education;</li> <li>• Only half of entering students enjoy reading, with females enjoying it much more than males;</li> <li>• Female entering students report superior study habits and a stronger desire to finish college than males, while males report greater confidence in their math and science preparation.</li> <li>• Nearly half of students at two-year institutions (45 percent) expect to work more than 20 hours per week, compared to 19 percent of entering students at four-year public institutions and 27 percent of entering students at a four-year private institutions;</li> <li>• Most first-year students report that they would welcome assistance in areas such as preparing for college exams (74 percent), career guidance (66 percent), math tutoring (48 percent), and assistance with getting a part-time job (46 percent).</li> </ul> <p>The attitudinal findings, juxtaposed against national graduation data, bring to light a sobering disparity: Although the vast majority of today’s first-year students arrive at college really wanting to complete their degrees, only half of them are likely to accomplish their goal.”</p>
<b>Status:</b>	<b>Not Checked Out.</b>

<b>Name of Article:</b>	<i>Supplemental instruction, learning communities, and students studying together</i>
<b>Author/Editor:</b>	William E. Maxwell
<b>APA Citation:</b>	Maxwell, W.E. (1998). Supplemental instruction, learning communities, and students studying together. <i>Community College Review</i> .
<b>Abstract:</b>	N/A
<b>Status:</b>	<b>Not Checked Out.</b>

<b>Name of Article:</b>	<i>The relationship between teaching style and within-term changes in junior college student motivation</i>
<b>Author/Editor:</b>	Thierry Karsenti
<b>APA Citation:</b>	Karsenti, T. (1994). The relationship between teaching style and within-term changes in junior college student motivation. Symposium conducted at the annual conference of the American Educational Research Association, New Orleans, Louisiana.
<b>Abstract:</b>	N/A
<b>Status:</b>	<b>Not Checked Out.</b>

**Note: All descriptions have been taken from the article abstract.**

<b>Name of Article:</b>	<i>The transition from extrinsic to intrinsic motivation in the college classroom: A first-year experience</i>
<b>Author/Editor:</b>	Barry R. Thompson and Holly J Thornton
<b>APA Citation:</b>	Thompson, B.R., & Thornton, H.J. (2002). The transition from extrinsic to intrinsic motivation in the college classroom: A first-year experience. <i>Education, 122</i> (4).
<b>Abstract:</b>	“Many first-year students have a difficult time making the transition from high school to the college classroom. This paper addresses research regarding multiple intelligences with an emphasis on meeting the needs of incoming freshmen. It includes practical applications of brain-based research so that student learning, not content, drives the teaching/learning process.”
<b>Status:</b>	<b>Not Checked Out.</b>

### Student Retention/Success

<b>Name of Article:</b>	<i>A student's creditability and personal development are essential elements for college success</i>
<b>Author/Editor:</b>	Donald F. DeMoulin
<b>APA Citation:</b>	DeMoulin, D.F. (2002). A student's creditability and personal development are essential elements for college success. <i>College Student Journal</i> .
<b>Abstract:</b>	“The study examines change in relation to the personal development and creditability of students as they progress through a college in Tennessee. It is suggested as a model for all colleges to insure that personal development and creditability of student occurs. Clearly, female students tend to do better than male ones, but for this group of 216 students both male and female student show excellent progress is being made in the personal development of students.”
<b>Status:</b>	<b>Not Checked Out.</b>

<b>Name of Article:</b>	<i>Attrition research at community colleges</i>
<b>Author/Editor:</b>	Michael D. Summers
<b>APA Citation:</b>	Summers, M.D. (2003). Attrition research at community colleges. <i>Community College Review</i> .
<b>Abstract:</b>	N/A
<b>Status:</b>	<b>Not Checked Out.</b>

<b>Name of Article:</b>	<i>Culture of a Student-Centered Learning Environment</i>
<b>Author/Editor:</b>	University of Colorado at Boulder: Division of Student Affairs
<b>APA Citation:</b>	N/A
<b>Abstract:</b>	N/A
<b>Status:</b>	<b>Not Checked Out.</b>

**Note: All descriptions have been taken from the article abstract.**

<b>Name of Article:</b>	<i>Defining and achieving university student success: Faculty and student perceptions</i>
<b>Author/Editor:</b>	Anne M. Dean
<b>APA Citation:</b>	Dean, A.M. (1998). <i>Defining and achieving university student success: Faculty and student perceptions</i> (unpublished master's thesis). Virginia Polytechnic Institute and State University, Blacksburg.
<b>Abstract:</b>	<p>“Many different parties are involved in trying to promote student success: faculty, student affairs professionals, parents, mentors, and students themselves. All may speak of their endeavors to work toward the goal of ‘student success’, but if success is defined differently by each party, then each pursues a different goal. With this in mind, this study was designed for three purposes. First, the researcher sought to define student success based on the perspectives of student and faculty populations within the College of Agriculture and Life Sciences at Virginia Tech. Second, the researcher sought to identify the barriers to student success. Finally, the researcher sought to identify strategies that would foster student success.</p> <p>Qualitative methods were employed to conduct this research within the population of undergraduate students and faculty within the College of Agriculture and Life Sciences at Virginia Tech. Eight focus groups were conducted in the spring of 1997 with a total of 27 students participating and two focus groups were conducted the following spring with 7 faculty participating. Questionnaires and the transcripts of the focus groups were analyzed for this study.</p> <p>Findings showed that faculty and students have somewhat dissimilar perspectives on student success. Faculty participants were more interested in the academic elements of being successful, while students placed more weight on what they felt were personal indicators of success, such as happiness. In terms of the barriers to student success that were discussed, students were much more likely to discuss barriers that were outside of their control, such as the classroom environment. Faculty, on the other hand, concentrated on the personal characteristics of students, feeling that students ultimately had personal responsibility for their own success. Based on the questionnaires, the groups were fairly well balanced and represented a fairly wide range of collegiate experiences.</p> <p>Faculty and students have demonstrated through this study that they are quite valuable as a resource to consult when conducting needs assessments or developing student interventions. Many of the solutions that were suggested, interestingly, dealt not with the creation of new programs but with improving communication within the university to ensure the awareness of programs that already exist. Participants also felt that orientation activities for new students should be extended well into their first semester at the university.</p> <p>From a research perspective, this study provided a great deal of insight into the ways that faculty and student perspectives are both similar and different. It would be interesting to see whether perspectives are similar across colleges within the university or even similar between universities with similar characteristics. In trying to determine the nature of the collegiate experience, few would deny that no groups are more intimately involved in that experience than the faculty and students. Ultimately, then, the answers concerning the nature of student success must lie with them.”</p>
<b>Status:</b>	<b>Not Checked Out.</b>

**Note: All descriptions have been taken from the article abstract.**

<b>Name of Article:</b>	<i>Demographic risk factors, study patterns, end campus involvement as related to student success among Guilford Technical Community College students</i>
<b>Author/Editor:</b>	Carol Schmid and Patricia Abell
<b>APA Citation:</b>	Schmid, C., & Abell, P. (2003). Demographic risk factors, study patterns, end campus involvement as related to student success among Guilford Technical Community College students. <i>Community College Review</i> .
<b>Abstract:</b>	“The educational literature suggests that certain demographic characteristics are more likely to put community college students at risk of not attaining a degree or program completion than their four-year public college counterparts. This study examines the prevalence of demographic risk factors of students attending Guilford Technical Community College as well as two other factors related to student success: study patterns and student involvement. The study compares these factors across three different groups of students: current students, graduates, and students who had recently left the institution prior to completion.”
<b>Status:</b>	<b>Not Checked Out.</b>

<b>Name of Article:</b>	<i>Discussion Points: Factors Affecting Persistence and Degree Completion</i>
<b>Author/Editor:</b>	Illinois Board of Higher Education
<b>APA Citation:</b>	N/A
<b>Abstract:</b>	N/A
<b>Status:</b>	<b>Not Checked Out.</b>

<b>Name of Article:</b>	<i>Factors affect student success and failure</i>
<b>Author/Editor:</b>	Hailan Chen
<b>APA Citation:</b>	N/A
<b>Abstract:</b>	N/A
<b>Status:</b>	<b>Not Checked Out.</b>

<b>Name of Article:</b>	<i>Factors influencing university students' academic success: what do students and academics think?</i>
<b>Author/Editor:</b>	Anne Ditcher and Jill Tetley
<b>APA Citation:</b>	Ditcher, A., & Tetley, J. (1999, July). <i>Factors influencing university students' academic success: what do students and academics think</i> . Symposium conducted at the HERDSA Annual International Conference, Melbourne.
<b>Abstract:</b>	“This paper presents the results of a survey of students and academics that investigated what factors they thought were important in students' academic success at university and what factors were important in students' academic failure. Qualitative data from 18 students and 37 academics, obtained from a short survey, were used to identify a number of factors. These were then used to design a questionnaire which was completed by 264 students and 238 academics from a variety of degrees and departments. The results showed that, while there were some similarities, there were also appreciable differences between student and lecturer responses, both in the ratings of the importance of a number of factors, and in the relative rankings of the factors. The results were further analysed to examine the influence of year of study (for students) or years of teaching (for academics), and type of degree (students) or faculty (academics).”

**Note: All descriptions have been taken from the article abstract.**

<b>Status:</b>	<b>Not Checked Out.</b>
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<b>Name of Article:</b>	<i>Identification of non-success factors in a large introductory computer science course and constructive interventions for increasing student success</i>
<b>Author/Editor:</b>	Daniel K. Apple and Donald Nelson
<b>APA Citation:</b>	N/A
<b>Abstract:</b>	<p>“A research design has been created for the WMU Introductory Computer Science Course that will leverage existing published research with classroom research to identify from student perspectives the key barriers to their own success. As these barriers are identified and articulated, there will be proactive changes made in the course material, a set of activities, use of assessment, and course structure to help the students increase their success. Success is being measured in several dimensions: obtaining an A, B, or C in the course; obtaining an A, B, C, in the required linked subsequent course; students’ self-direct learning skills; their problem solving skills; and their ability to take on the perspective of and perform the role of a computer scientist. The paper will provide a list of the identified issues/barriers, and address these issues/barriers by applying at least two interventions. Also, there will be a detailed description of what was attempted and what the qualitative impact of these interventions was at the time of implementation, as well as a summative assessment on the whole course. A research plan for follow-on study will be discussed to open up more collaboration with other institutions, to develop new intervention strategies and to redefine the structure of the course to continually increase the percentage of students who are successful.”</p>
<b>Status:</b>	<b>Not Checked Out.</b>

<b>Name of Article:</b>	<i>Informal student-faculty interaction: Its relationship to educational gains in science and mathematics among community college students</i>
<b>Author/Editor:</b>	Michael D. Thompson
<b>APA Citation:</b>	Thompson, M.D. (2001). Informal student-faculty interaction: Its relationship to educational gains in science and mathematics among community college students. <i>Community College Review</i> .
<b>Abstract:</b>	<p>“The central purpose of this study was to examine the connection between informal student-faculty interaction, the perceived quality of effort asserted in science courses, and perceived educational gains in science-and mathematics-based courses for community college students within the context of Pace’s (1979) concept of social and academic involvement. Pace’s ‘quality of effort’ concept of social and academic involvement assumes that the effects of college on students’ differential patterns of growth and development can be assessed through the efforts of students expend in utilizing the resources provided by higher education institutions. A path analytic model is proposed for the present study operationalizing constructs developed from previous research on the positive influences of informal student-faculty interaction on students’ academic achievement in science and mathematics. This examination tested the hypothesized model’s applicability in the study of the disparity between men and women persisting in science-and mathematics-based major.”</p>
<b>Status:</b>	<b>Not Checked Out.</b>

**Note: All descriptions have been taken from the article abstract.**

<b>Name of Article:</b>	<i>Institutional factors affecting student retention</i>
<b>Author/Editor:</b>	Linda K. Lau
<b>APA Citation:</b>	Lau, L.K. (2003). Institutional factors affecting student retention. <i>Education, 124</i> (1).
<b>Abstract:</b>	N/A
<b>Status:</b>	<b>Not Checked Out.</b>

<b>Name of Article:</b>	<i>Student engagement as a key to success; 2004 CCSSE a “must read”</i>
<b>Author/Editor:</b>	Angela Provitera McGlynn
<b>APA Citation:</b>	McGlynn, A.P. (2005). Student engagement as a key to success; 2004 CCSSE a “must read”. <i>The Hispanic Outlook in Higher Education, 15</i> (12).
<b>Abstract:</b>	<p>“This news is disheartening on many levels. Community colleges serve students who have the fewest options. If these students are not successful academically at the community college, their chances for further education, access to productive jobs and all the other benefits associated with higher education, are greatly diminished. As the report states, ‘Community colleges, moreover, are not just preparing students for their own benefit. They are preparing students to contribute to their neighborhoods, the nation and the world.’ Failure at this task is unacceptable. Community colleges must focus on understanding their performance in order to improve it.</p> <p>The CCSSE survey chose five ‘benchmarks’ for assessing how well community colleges engage their students during what they call ‘capture time,’ that limited time they have to engage students who commute. Benchmarks denote significant areas in educational practice. Those chosen for assessment were: active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners. Although it is beyond the scope of this article to summarize all the findings within each area, I would like to highlight certain findings and what some colleges are already doing to address the problem areas, as some have in place practices that promote engagement which could serve as national prototypes.</p> <p>Now in its fourth year, this CCSSE survey presents a clear road map for creating an ‘engagement by design’ template. For the full report, go to <a href="http://www.ccsse.org">www.ccsse.org</a>.”</p>
<b>Status:</b>	<b>Not Checked Out.</b>

<b>Name of Article:</b>	<i>Student success and the construction of inclusive educational communities</i>
<b>Author/Editor:</b>	Vincent Tinto
<b>APA Citation:</b>	N/A
<b>Abstract:</b>	N/A
<b>Status:</b>	<b>Not Checked Out.</b>

<b>Name of Article:</b>	<i>Student success in college: Creating conditions that matter</i>
<b>Author/Editor:</b>	Evan Baum and Jeffrey Milem
<b>APA Citation:</b>	Baum, E., & Milem, J. (2006). Student success in college: Creating conditions that matter. <i>Review of</i>

**Note: All descriptions have been taken from the article abstract.**

	<i>Higher Education, 29(2), 242-243.</i>
<b>Abstract:</b>	“Baum reviews Student Success in College: Creating Conditions That Matter by George D. Kuh, Jillian Kinzie, John H. Schuh, Elizabeth J. Whitt, and Associates.”
<b>Status:</b>	<b>Not Checked Out.</b>

<b>Name of Article:</b>	<i>The Community College Journey: Factors Related to Student Success</i>
<b>Author/Editor:</b>	Anne K. Driscoll
<b>APA Citation:</b>	N/A
<b>Abstract:</b>	N/A
<b>Status:</b>	<b>Not Checked Out.</b>

<b>Name of Article:</b>	<i>The Eight Factors</i>
<b>Author/Editor:</b>	School Success Central
<b>APA Citation:</b>	N/A
<b>Abstract:</b>	N/A
<b>Status:</b>	<b>Not Checked Out.</b>

<b>Name of Article:</b>	<i>The relationship between individual talents and college success factors</i>
<b>Author/Editor:</b>	Texas Tech University
<b>APA Citation:</b>	N/A
<b>Abstract:</b>	“Forty-one students in the College of Agricultural Sciences and Natural Resources at Texas Tech University completed the Gallup StrengthsFinder to determine cognitive and affective ‘talents.’ Data from this instrument were correlated with commonly used academic success indicators: First Semester GPA and Cumulative GPA. The relationship between talents and traditional predictors of SAT, ACT, High School GPA and High School Percentile Rank was also analyzed using a correlational design method. The four talent themes (Striving, Impacting, Relating and Thinking) failed to provide a very strong correlation with college success indicators, however, the Thinking theme proved to have a very strong relationship with the SAT score and a moderate relationship with High School GPA. Also noteworthy were the negative moderate relationships between the Relating and Striving themes and SAT scores.”
<b>Status:</b>	<b>Not Checked Out.</b>

<b>Name of Article:</b>	<i>Transfer student experiences: Comparing their academic and social lives at the community college and university</i>
<b>Author/Editor:</b>	Timothy Gray Davies and Karen Casey
<b>APA Citation:</b>	Davies, T.G., & Casey, K. (1999). Transfer student experiences: Comparing their academic and social lives at the community college and university. <i>College Student Journal</i> .
<b>Abstract:</b>	N/A
<b>Status:</b>	<b>Not Checked Out.</b>

**Note:** All descriptions have been taken from the article abstract.

<b>Name of Article:</b>	<i>Validation Experiences in High School and College Among Current</i>
<b>Author/Editor:</b>	Elisabeth Barnett
<b>APA Citation:</b>	N/A
<b>Abstract:</b>	N/A
<b>Status:</b>	<b>Not Checked Out.</b>

*Note: All descriptions have been taken from the article abstract.*