Student Development Success Institute
Bibliography of Resources
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Contents
Access and Equity in Higher Education ................................................................. 2
Inclusion and Diversity in the Classroom ................................................................. 4
Engaging Students .................................................................................................. 7
Retention ................................................................................................................ 10
Suggested Reading (with contributions by the presenters) .................................... 12
Access and Equity in Higher Education


Looking at higher education from the national level all the way down to the institutional level, the authors provide recommendations for faculty, staff, and administrators on how to make universities and colleges more accessible and inclusive. A timeline of where we’ve come from and a look at where we could be headed is included.


Using case studies from universities throughout the nation, *Doing Diversity in Higher Education* examines the role faculty play in improving diversity on their campuses. Most of the chapter authors are faculty members, so their contributions include a healthy amount of personal anecdotes mixed with institutional analysis.


The primary objective of this book is to help higher education professionals practice and refine thinking skills needed to resolve diversity-related issues and problems on college campuses. The author addresses all of the different aspects of diversity within higher education and student affairs including: academic advising, administration, admissions, career services, counseling and psychological services, financial aid, international education, institutional research, multicultural affairs, orientation services, student activities, student development in the two year college, teaching, and wellness and student health.


*Equality and Diversity in the Lifelong Learning Sector* discusses the meanings and benefits of equality and diversity in the classroom. The authors believe educators are responsible for advancing equality and diversity in the learning environment, so they provided many definitions of diversity and equality, along with exercise and activities that can make any teacher feel more educated on inclusivity in the classroom.

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A historical work which covers gender equity issues in the United States from the perspective of education. The essays and interviews demonstrate how the changes in education affected the culture and progress of our country as a whole.


Often isolated and marginalized on large university campuses, first-generation college students may be able to cultivate a greater sense of community on smaller, community college campuses. Using first-generation students' own experiences, the author presents approaches in both theory and practice for educators.


This book offers guidance regarding how to begin the process of organizational change to promote diversity and equity in higher education. The text includes examples from real college and university campuses as well as the reflections of faculty and administrators.


Essays on opportunity and barriers for women in college. Includes information on different demographic groups including student mothers and women who enter traditionally male disciplines such as science and technology.


Full of practical advice and supplemental resources, this comprehensive guide is intended for all college personnel, offices, and departments. The sample forms, useful tools, and pragmatic strategies provided by the authors will help anyone interested in promoting student success and meeting the needs of students with Asperger Syndrome.

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Inclusion and Diversity in the Classroom


Included in this work are over 50 essays written by master teachers from many disciplines. Topics discussed range from overall course design to culturally inclusive learning activities and assessment methods. Larger, institution-wide diversity initiatives are also discussed.


Law professor and civil rights activist Sheryll Cashin argues that affirmative action as currently practiced does little to help disadvantaged people. “Using place instead of race in diversity programming,” she writes, “will better amend the structural disadvantages endured by many children of color, while enhancing the possibility that we might one day move past the racial resentment that affirmative action engenders.”


Students born in the last decade of the 20th century are now entering college with needs and expectations differing greatly from previous generations. This guide provides knowledge and practical suggestions for educators and administrators allowing them to consider new learning and service strategies, rethink student development theories, and modify educational environments.


The author is a veteran teacher who has taught in a wide variety of situations ranging from a middle school to a men’s prison. Her approach is to help others use their own personal reflections to develop teaching strategies for a multitude of learning environments. Her book helps educators draw upon their students’ cultural backgrounds to close the achievement gap.


This book draws upon five philosophical principles: 1) all students can become lifelong learners; 2) both students and faculty members must be committed for change to occur; 3) struggle is necessary and unavoidable; 4) students must accept responsibility for their learning; and 5) professors must never do for students what they can do themselves. Using these 5 principles, the author guides the reader through their application in the classroom from the first week to the final assessments.

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The author presents case studies from her many years working in various educational settings and studying multicultural education. The overarching question is: Why is it that students of color who are so successful in so many contexts outside school are so unsuccessful at school? In examining this question, the author calls for culturally responsive teaching that validates the values, prior experiences, and cultural knowledge of students.


This work is an approachable guide to motivation across diverse groups for those who teach at the college level. The second edition includes teaching methods grounded in the latest research and developed by the authors during the course of their own experiences in higher education. The ideas included in this book apply across disciplines and include teaching practices that can easily be adapted to a range of postsecondary environments.


With one poignant chapter on teaching students “who aren’t like you,” the author offers several insights regarding exactly how different students are from their instructors as well as practical approaches for instructors who wish to reach those students without losing their minds. The focus is on individualism and questions that the instructor can ask him/herself including, “Who are my students as people?”


Drawing from both research and real success stories, the author provides effective strategies and resources that can be used to help economically disadvantaged students. Written for both teachers and administrators, this is a guide for changing the school environment based on what is best for the student.


Over the course of a year, Mir conducted 120 interviews with 26 Muslim women to learn about their unique college experiences. Mir explores the intersection between how these women “choose to live their Islam” and other aspects of college life such as dating and partying. One conclusion is that the women must “navigate their paths in constructing hybrid identities.”

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The book is intended for faculty integrating diversity into existing courses and for anyone creating courses on diversity. The ideas and suggestions in the text can be incorporated into any class that includes a discussion of diversity issues or has a diverse student enrollment. The contributors offer pragmatic and tested ways of overcoming student misconceptions and resistance, and for managing emotional responses that can be aroused by the discussion of diversity.


From defining cultural proficiency and identifying barriers to providing examples within the context of several different types of learning environments, the authors guide the reader through a journey of learning about cultural proficiency. Each chapter also includes a “Going Deeper” section to help educators internalize and apply the lessons learned.


Twelve higher education professionals representing a variety of specialties provide awareness, insight and practical applications relevant to creating effective teaching and learning environments. The focus is on contemporary and innovative initiatives that contribute to student learning, the success of student and faculty learning communities, achieving multicultural competence, creating behavioral standards, and establishing authentic assessment techniques.
Engaging Students


Citing and analyzing data from the Collegiate Learning Assessment, transcripts, and survey responses, the authors found that a powerful number of students did not demonstrate any significant amount of learning during their first two years in college. The authors contend that instead of focusing on learning, students, faculty members, and administrators are distracted by “an institutional culture that puts undergraduate learning close to the bottom of the priority list.”


After the September 11 attacks on the World Trade Center and Pentagon, many people questioned why no one had anticipated the terrorists' acts, even when events and intelligence seemed to point toward them. John Barell wonders if the attacks speak to a greater societal problem of complacency. He believes many students have become too passive in their learning, accepting information and "facts" as presented in textbooks, classes, and the media. Drawing on anecdotes from educators and his own life, Barell describes practical strategies to spur students' ability and willingness to pose and answer their own questions.


This is a comprehensive resource that provides detailed, step-by-step recipes for incorporating active learning into any classroom. The premise is simple. Students who are engaged think more and ultimately learn more than students who are just putting in the time. Each technique or activity includes multiple variations allowing the resource to be utilized by faculty in just about any discipline.


A practical guide for instructors that models how to get students thinking more deeply about any topic through discussion, debate, and independent exploration. From course design to assessment, every step in the teaching and learning process is included. The author recommends the use of more exploratory writing instead of a reliance on purely academic writing.

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Web.

Revised and updated for the third edition, this practical guide covers critical thinking skills for students including: how to develop good arguments, how to evaluate other people’s arguments, and how to deal with assumptions and the use of evidence.


This award-winning book by Professor Brookfield offers a practical, straightforward guidance to help adult students develop their critical thinking skills in four key arenas of their life: in their personal relationships, in their workplaces, in their political involvements, and in their responses to the media. Though the focus is not on classroom instruction, the ideas presented can help instructors relate classroom experiences to life experiences.


This book offers administrators, faculty, and students both the theoretical grounding and practical guidelines needed to develop student-faculty partnerships that affirm and improve teaching and learning in higher education.


*Connecting Concepts* is a valuable classroom resource designed to help teachers turn their classroom into a community of inquiry through exploring concepts such as violence, the mind, culture, knowledge and justice. The ideas and activities are adaptable for just about any discipline or learning style and can be applied in large, small, or individual teaching environments.


This best-selling textbook, written by award-winning educator and past president of the APA, Diane Halpern, applies theory and research from the learning sciences to teach students the thinking skills they need to succeed in today’s world. *Thought & Knowledge, Fourth Edition* is appropriate for use as a textbook in critical thinking courses offered in departments of psychology, philosophy, English, & humanities, or as a supplement in any course where critical thinking is emphasized.

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Essays on the theory, pedagogy, and application of engaged learning in higher education.


Hooks departs from the traditional method of teaching critical thinking through logic and argument analysis to adopt a more personal, affective style that allows critical thinking skills to develop from feelings and experiences.


While critical thinking is important and highly valuable, it is not sufficient; students must develop creative and caring thinking as well. This edition provides methods for integrating emotive experience, mental acts, thinking skills and informal fallacies into a concerted approach to the improvement of reasoning and judgment.


This resource contains a combination of instructions and practice exercises designed to help students become more critical thinkers. The models rely heavily on reasoning and problem-solving, but they are not limited to application in math and science. The goal is to enable students to see how a given topic relates to other topics in the same field, other fields or disciplines, and their daily lives.


Case histories, combined with relevant research and current best practices, introduce full time and adjunct instructors to the idea of a faculty learning community (FLC). The focus is on faculty joining together across disciplines to improve the quality of their teaching and to engage students.


The spirited games in this book encourage students to go beyond rote learning to reflect, analyze, and actively process information and ideas. These games correspond to easy-to-recognize moments in instruction and can be used with almost any topic in any subject at any grade level.

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Retention

Braxton, John M. Rethinking College Student Retention. First ed. 2014. Print.

Drawing on studies funded by the Lumina Foundation, the authors revise current theories of college student departure, making the important distinction between residential and commuter colleges and universities, and thereby taking into account the role of the external environment and the characteristics of social communities in student departure and retention.


More first-generation students are attending college than ever before. Increasing their retention and graduation rates can dramatically increase an institution’s overall retention and graduation rates, and enhance its image and desirability. This book provides faculty, academic advisors, counselors, student affairs professionals, admissions officers, and administrators a set of best practices for improving the success of their first-generation student populations.


The engagement of all students is essential to the success of our institutions. The fact that minority students collectively will soon 721 NASPA Journal, 2009, Vol. 46, no. 4 become a majority on American campuses necessitates that institutions redirect their focuses to make sure that minority populations feel comfortable, safe, and engaged. If administrators and faculty read this book they will receive invaluable advice and direction on how to accomplish this task.


This study provides a valuable “how-to” guide for community and technical college board members, chief executives, and other senior administrators who are serious about changing the policy paradigm from an access-only to an access-for-success student model. The book offers a framework, examples, and terminology for data-informed discussions to achieve the goals of increasing student success and completion and closing college degree attainment gaps.

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*Black Men in College* provides vital information about how to effectively support, retain, and graduate Black male undergraduates. This book centers on the notion that Black male collegians are not a homogenous group; rather, they are representative of rarely acknowledged differences that exist among them. This valuable text suggests that understanding the differences is critical to making true in-roads in serving Black men.


This study examines retention by following the money. It includes data on expenditures for consultants, conferences, special administrative positions, programs, and publications. Data are broken out by size and type of institution as well as different categories of students including distance-learning students, part time students, and non-traditional (older) students.


Although access to higher education is virtually universally available, about 50% of students who start in a higher education program drop out before completion of the degree. As enrollment and retention remain top priorities for universities, colleges, governments, parents, and students themselves, this book offers a formula for student success to retain and graduate students.


The recognized author of *Leaving College* provides higher education administrators with a structure upon which they can develop and implement programs to increase retention. Drawing upon and translating extensive research, the author targets essential conditions within the classroom that contribute to student success.


Issues of retention and student success are now topics of great interest. Government and the HE sector have woken up to the implications for public finance and equity of students not completing their studies. Core reading for policy makers, higher education managers, and lecturers.

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Suggested Reading with contributions by the presenters


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