

# College

Massachusetts Agricultural College

**Complete Book of Colleges** Princeton Review (Firm),2009-08-04 Target the schools that best match your interests and goals! TheComplete Book of Collegesprofiles all of the four-year colleges in the U.S. (more than 1,600!) and is the key to a successful college search. Complete Book of Collegesis packed with all of the information that prospective applicants need to know, including the details on: ·Academics ·Admissions requirements ·Application procedures ·Tuition and fees ·Transferring options ·Housing ·Financial Aid ·Athletics ...and much, much more! Fully updated for 2010, theComplete Book of Collegescontains all of the latest information about each school. Its unique “Admissions Wizard” questionnaire is designed to help you find schools that meet your individual needs. With competition for college admission at an all-time high, count on The Princeton Review to provide you with the most thorough and accurate guidance on the market.

**College** Andrew Delbanco,2023-04-18 The strengths and failures of the American college, and why liberal education still matters As the commercialization of American higher education accelerates, more and more students are coming to college with the narrow aim of obtaining a preprofessional credential. The traditional four-year college experience—an exploratory time for students to discover their passions and test ideas and values with the help of teachers and peers—is in danger of becoming a thing of the past. In *College*, prominent cultural critic Andrew Delbanco offers a trenchant defense of such an education, and warns that it is becoming a privilege reserved for the relatively rich. In describing what a true college education should be, he demonstrates why making it available to as many young people as possible remains central to America's democratic promise. In a brisk and vivid historical narrative, Delbanco explains how the idea of college arose in the colonial period from the Puritan idea of the gathered church, how it struggled to survive in the nineteenth century in the shadow of the new research universities, and how, in the twentieth century, it slowly opened its doors to women, minorities, and students from low-income families. He describes the unique strengths of America’s colleges in our era of globalization and, while recognizing the growing centrality of science, technology, and vocational subjects in the curriculum, he mounts a vigorous defense of a broadly humanistic education for all. Acknowledging the serious financial, intellectual, and ethical challenges that all colleges face today, Delbanco considers what is at stake in the urgent effort to protect these venerable institutions for future generations.

The American College and University Frederick Rudolph,1990 First published in 1962, Frederick Rudolph's groundbreaking study, *The American College and University*, remains one of the most useful and significant works on the history of higher education in America. Bridging the chasm between educational and social history, this book was one of the first to examine developments in higher education in the context of the social, economic, and political forces that were shaping the nation at large. Surveying higher education from the colonial era through the mid-twentieth century, Rudolph explores a multitude of issues from the financing of institutions and the development of curriculum to the education of women and blacks, the rise of college athletics, and the complexities of student life. In his foreword to this new edition, John Thelin assesses the impact that Rudolph's work has had on higher education studies. The new edition also includes a bibliographic essay by Thelin covering significant works in the field that have appeared since the publication of the first edition. At a time when our educational system as a whole is under intense scrutiny, Rudolph's seminal work offers an important historical perspective on the development of higher education in the United States.

*Colleges That Change Lives* Loren Pope,2006-07-25 Prospective college students and their parents have been relying on Loren Pope's expertise since 1995, when he published the first edition of this indispensable guide. This new edition profiles 41 colleges—all of which outdo the Ivies and research universities in producing performers, not only among A students but also among those who get Bs and Cs. Contents include: Evaluations of each school's program and personality Candid assessments by students, professors, and deans Information on the progress of graduates This new edition not only revisits schools listed in previous volumes to give readers a comprehensive assessment, it also addresses such issues as homeschooling, learning disabilities, and single-sex education.

**Navigating College** Melody Latimer,2013-07 Leaving high school and going to college is complicated for everyone. But if you're a student on the autism spectrum who is about to enter higher education for the first time, it might be a little bit more complicated for you. Maybe you're worried about getting accommodations, getting places on time, or dealing with sensory issues in a new environment. Maybe you could use some advice on how to stay healthy at school, handle dating and relationships, or talk to your friends and classmates about your disability. Maybe you want to talk to someone who's already dealt with these issues. That's where we come in. *Navigating College* is an introduction to the college experience from those of us who've been there. The writers and contributors are Autistic adults, and we're giving you the advice that we wish someone could have given us when we headed off to college. We wish we could sit down and have a chat with each of you, to share our experiences and answer your questions. But since we can't teleport, and some of us have trouble meeting new people, this book is the next best thing. So as you go back to school, check out a copy of *Navigating College* for yourself or your loved one. We ve done this all before--let us help you out.

*College (Un)Bound* Jeffrey J. Selingo,2013 Discusses the problems facing four-year colleges in the wake of the 2008 recession that left graduates with enormous debts and slim job prospects in a tough economy and describes institutions that are innovating to better prepare students in the future.30,000 first printing.

*Cheating in College* Donald L. McCabe,Kenneth D. Butterfield,Linda K. Treviño,2012-09-11 Today’s students are tomorrow’s leaders, and the college years are a critical period for their development of ethical standards. *Cheating in College* explores how and why students cheat and what policies, practices, and participation may be useful in promoting academic integrity and reducing cheating. The authors investigate trends over time, including internet-based cheating. They consider personal and situational explanations, such as the culture of groups in which dishonesty is more common (such as business majors) and social settings that support cheating (such as fraternities and sororities). Faculty and administrators are increasing their efforts to promote academic honesty among students. Orientation and training sessions, information on college and university websites, student handbooks that describe codes of conduct, honor codes, and course syllabi all define cheating and establish the consequences. Based on the authors’ multiyear, multisite surveys, *Cheating in College* quantifies and analyzes student cheating to demonstrate why academic integrity is important and to describe the cultural efforts that are effective in restoring it. -- Gary Pavela, Syracuse University

**Why Does College Cost So Much?** Robert B. Archibald,David Henry Feldman,2011 College tuition has risen more rapidly than the overall inflation rate for much of the past century. To explain rising college cost, the authors place the higher education industry firmly within the larger economic history of the United States.

*How to College* Andrea Malkin Brenner,Lara Hope Schwartz,2019-04-23 The first practical guide of its kind that helps students transition smoothly from high school to college The transition from high school—and home—to college can be stressful. Students and parents often arrive on campus unprepared for what college is really like. Academic standards and expectations are different from high school; families aren’t present to serve as “scaffolding” for students; and first-years have to do what they call “adulthood.” Nothing in the college admissions process prepares students for these new realities. As a result, first-year college students report higher stress, more mental health issues, and lower completion rates than in the past. In fact, up to one third of first-year college students will not return for their second year—and colleges are reporting an increase in underprepared first-year students. *How to College* is here to help. Professors Andrea Malkin Brenner and Lara Schwartz guide first-year students and their families through the transition process, during the summer after high school graduation and throughout the school year, preparing students to succeed and thrive as they transition and adapt to college. The book draws on the authors’ experience teaching, writing curricula, and designing programs for thousands of first-year college students over decades.

*Annual Report of the American College and Education Society* American College and Education Society,1875

Native Presence and Sovereignty in College Amanda R. Tachine,2022 What is at stake when our young people attempt to belong to a college environment that reflects a world that does not want them for who they

are? In this compelling book, Navajo scholar Amanda Tachine takes a personal look at 10 Navajo teenagers, following their experiences during their last year in high school and into their first year in college. It is common to think of this life transition as a time for creating new connections to a campus community, but what if there are systemic mechanisms lurking in that community that hurt Native students' chances of earning a degree? Tachine describes these mechanisms as systemic monsters and shows how campus environments can be sites of harm for Indigenous students due to factors that she terms monsters' sense of belonging, namely assimilating, diminishing, harming the worldviews of those not rooted in White supremacy, heteropatriarchy, capitalism, racism, and Indigenous erasure. This book addresses the nature of those monsters and details the Indigenous weapons that students use to defeat them. Rooted in love, life, sacredness, and sovereignty, these weapons reawaken students' presence and power. Book Features: Introduces an Indigenous methodological approach called story rug that demonstrates how research can be expanded to encompass all our senses. Weaves together Navajo youths' stories of struggle and hope in educational settings, making visible systemic monsters and Indigenous weaponry. Draws from Navajo knowledge systems as an analytic tool to connect history to present and future realities. Speaks to the contemporary situation of Native peoples, illuminating the challenges that Native students face in making the transition to college. Examines historical and contemporary realities of Navajo systemic monsters, such as the financial hardship monster, deficit (not enough) monster, failure monster, and (in)visibility monster. Offers insights for higher education institutions that are seeking ways to create belonging for diverse students.

**College and the Working Class** Allison L. Hurst, 2012-03-26 What are the meanings, experiences, and impact of college for working-class people? The author of this book addresses the two questions, what is college like for working-class students, and what is college for the working class? In *The Other Three Percent*, the author draws on a wealth of previous research to tell the stories of five very different working-class college students as they apply to, enter, successfully navigate, and complete college. Through these stories readers will learn about the obstacles working-class students face and overcome, the costs and effectiveness of higher education as a mechanism of social mobility, and the problems caused on our college campuses by our reticence to meaningfully confront the class divide. Readers will be invited to compare their own experiences of higher education with those of the students here described, and to evaluate their own institutions' openness towards working-class students through a series of checklists provided in the book's conclusion. Allison L. Hurst is Assistant Professor in the Department of Sociology at Furman University in Greenville, South Carolina. She is a member of the Association of Working-Class Academics.

*Post-Recession Community College Reform* Chet Jordan, Anthony Picciano, 2019-07-23 The book analyses and evaluates several key community college reform programs that emerged after the Recession of 2008 and as a result of major initiatives in California, New York, Tennessee, Florida, Connecticut and Wisconsin. Because of the economic downturn in the early 21st Century, an already eroding financial base for public higher education saw even further losses. At the same time, enrollments were booming, particularly in the two-year sector where many students who would have traditionally forgone a college education, were now enrolling to ensure their competitiveness in a harsh labor market. Chapters in this book examine the development and implementation of initiatives and accountability measures imposed across the states by the Obama administration, and consider their effectiveness in reducing the impact of the loss of students, and their role in improving courses. This book will be of interest to postgraduates and researchers exploring the history of education in the United States, as well as academic administrators, faculty, and policy-makers with an interest in reform-based practices that have been successfully implemented in community colleges.

**Defending the Community College Equity Agenda** Thomas W. Bailey, Vanessa Smith Morest, 2006-12-26 Publisher description.

*Annals of the Astronomical Observatory of Harvard College* Harvard College Observatory, 1871 Includes separate vol.: Contents of Annals of Harvard College Observatory, v. 1-73.

**Redesigning America's Community Colleges** Thomas R. Bailey, Shanna Smith Jaggars, Davis Jenkins, 2015-04-09 Community colleges enroll half of the nation's undergraduates. Yet only 40 percent of entrants complete an undergraduate degree in six years. *Redesigning America's Community Colleges* explains how two-year colleges can increase their students' success rate quickly and at less cost, through a program of guided pathways to completion.

*From Bottom to Top Tier in a Decade* Norman R. Smith, 2010-09-02 *From Bottom to Top Tier in a Decade: The Wagner College Turnaround Years* is a memoir recounting one of the most remarkable turnaround stories in American higher education, as recalled by the president who led a fourteen-year campaign bringing this financially troubled, under-enrolled, bottom-ranked college from disrepair and impending closure to wide regard as one of the top small, residential private colleges in the east. By the time Norman Smith departed in 2002, the college was ranked top tier, was full to capacity, and was cited as one of America's most beautiful college campuses. Located on a hilltop overlooking Manhattan that had once been Vanderbilt and Cunard estates, Wagner College should never have gotten into trouble. This recounting is not only an engaging human story of the many trustees, benefactors, faculty, and staff who were key to the turnaround, but also represents a case study template of what must happen for any college to survive and ultimately flourish in these competitive times for private higher education.

**Student Development in College** Lori D. Patton, Kristen A. Renn, Florence M. Guido, Stephen John Quaye, 2016-02-09 THE ESSENTIAL STUDENT DEVELOPMENT REFERENCE, UPDATED WITH CUTTING-EDGE THEORY AND PRACTICE Student Development in College is the go-to resource for student affairs, and is considered a key reference for those most committed to conscious and intentional student affairs practice. This third edition includes new chapters on social class, disability, and emerging identity theories, with expanded coverage of faith and gender identity. A new framework provides guidance for facilitating dialogues about theory, teaching theory, and the importance of educators as consumers of theory. Discussion questions conclude each chapter and vignettes are woven throughout to provide practical context for theory. Learning activities in the appendix promote comprehension and application of theory. Get updated on the latest in student development theory and application Consider both the psychosocial and cognitive aspects of identity Learn strategies for difficult dialogues, and the importance of reflection Adopt an integrated, holistic approach to complex student development issues Student Development in College is the ideal resource for today's multifaceted student affairs role. With five new or expanded chapters and critical updates throughout the text, this third edition expertly presents the complex, multifaceted, and continually evolving nature of the theories that inform scholars and professionals in their research and practice with college students. These authors, consummately aware of the needs of emerging and continuing student affairs professionals, have crafted a text that will be both eminently practical and intellectually engaging for graduate students, professionals, and faculty alike. —Dafina-Lazarus Stewart, associate professor, higher education and student affairs, Bowling Green State University This third edition of *Student Development in College* beautifully presents the theoretical terrain of student development by honoring the foundational theories upon which the field was developed and foregrounding newer theories with brand new content and fresh perspectives. The result is a text that is comprehensive, sophisticated, and accessible—and one that is attuned to the contemporary realities of the complexities of student development. —Susan R. Jones, professor, higher education and student affairs, The Ohio State University

*Minding the Dream* Gail O'Connor Mellow, Cynthia M. Heelan, 2008 *Minding the Dream: The Process and Practice of the American Community College* combines an analysis of the community college with critical perspectives and applied examples of issues and programs. Readers will come away with a specific sense of the community college mission and how colleges are or are not fulfilling it.

*Addresses Delivered at the Massachusetts Agricultural College, June 21st, 1887, on the 25th Anniversary of the Passage of the Morrill Land Grant Act* Massachusetts Agricultural College, 1887

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