

NEW DIRECTIONS FOR INSTITUTIONAL RESEARCH



Student Tracking: New Techniques, New Demands

Peter T. Ewell

EDITOR

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Studying Transfer in Higher Education: New Approaches to Enduring and Emerging Topics Xueli Wang, 2017-01-17 Gain fresh perspectives and approaches to the topic of students transferring among institutions of higher education Despite the copious research on transfer patterns and students who transfer this line of research is thronged with conceptual methodological and data challenges that warrant continued and more nuanced attention This volume answers this call and provides updated scholarship and examines emerging issues pertaining to transfer Organized around two broad interconnected ways to conceptualize transfer it first examines students who transfer and then discusses transfer as a complex postsecondary pathway Engaging empirical research perspectives and case analysis from higher education scholars and institutional researchers this volume offers renewed conceptual and methodological insights that inform future research on transfer along with concrete recommendations for institutional researchers This is the 170th volume of this Jossey Bass quarterly report series Timely and comprehensive New Directions for Institutional Research provides planners and administrators in all types of academic institutions with guidelines in such areas as resource coordination information analysis program evaluation and institutional management

Student Tracking: New Techniques, New Demands Peter Ewell, 1995-12-18 Longitudinal student tracking systems now serve a multitude of masters Growing accountability demands from states accreditors and the federal government prominently feature such measures as persistence and graduate rates and time to degree At the same time resource shortfalls are driving institutions and state higher education systems to examine their operations more carefully in order to achieve greater coherence and efficiency understanding and monitoring student flow is a prominent part of this effort In light of these developments student tracking has come of age This volume of New Directions for Institutional Research describes important changes in the requirements for student tracking data bases and examines the expanding technical possibilities provided by statewide administrative data bases and by the availability of greatly enhanced data manipulation and statistical tools for constructing and analyzing longitudinal data files This is the 87th issue of the quarterly journal New Directions for Institutional Research For more information on the series please see the Journals and Periodicals page

New Directions for Institutional Research, 2001

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Twenty-First Century Michael N. Bastedo, Philip G. Altbach, Patricia J. Gumport, 2016-03-30 An indispensable reference that everyone concerned with the future of American colleges and universities should acquire First published in 1999 *American Higher Education in the Twenty First Century* offered a comprehensive introduction to the central issues facing American colleges and universities This thoroughly revised edition brings the classic volume up to date The contributors have rewritten every chapter to address major changes in higher education including the rise of organized social movements the problem of income inequality and stratification and the growth of for profit and distance education Three new chapters cover information technology community colleges and teaching and learning This edition seeks to capture several crucial dynamics in the nexus of higher education and society Placing higher education within its social and political contexts the contributors discuss finance federal and state governance faculty students curriculum and academic leadership They also grapple with growing concerns about the future of the academy and reflect more deeply on the racial ethnic and socioeconomic diversity within higher education No other book covers such wide ranging issues under the broader theme of higher education s relationship to society Highly acclaimed and incorporating cutting edge research *American Higher Education in the Twenty First Century* is now more useful and engaging than ever Contributors Michael N Bastedo Philip G Altbach Patricia J Gumport Benjamin Baez Peter Riley Bahr Joy Blanchard Corbin M Campbell Melanie E Corrigan Peter D Eckel Roger L Geiger Lawrence E Gladieux Sara Goldrick Rab Jillian Leigh Gross D Bruce Johnstone Adrianna Kezar Jacqueline E King Aims C McGuinness Jr Michael Mumper Anna Neumann Robert M O Neil Laura W Perna Gary Rhoades Roman Ruiz Lauren Schudde Sheila Slaughter Daryl G Smith **Student Tracking: New Techniques, New Demands** Ewell, 1995-12-18 Longitudinal student tracking systems now serve a multitude of masters Growing accountability demands from states accreditors and the federal government prominently feature such measures as persistence and graduate rates and time to degree At the same time resource shortfalls are driving institutions and state higher education systems to examine their operations more carefully in order to achieve greater coherence and efficiency understanding and monitoring student flow is a prominent part of this effort In light of these developments student tracking has come of age This volume describes important changes in the requirements for student tracking data bases and examines the expanding technical possibilities provided by statewide administrative data bases and by the availability of greatly enhanced data manipulation and statistical tools for constructing and analyzing longitudinal data files This is the 87th issue of the quarterly journal *New Directions for Institutional Research* *Analyzing Faculty Workload* Jon F. Wergin, 1994 The question being asked with increasing regularity is Just what do faculty members do Studies of faculty workload have been commissioned in state after state Taken together the studies indicate that college faculty members are working harder than ever but are probably teaching less and are almost certainly having less contact with students particularly undergraduates This volume of *New Directions for Institutional Research* explores how the public discourse about faculty work might be improved and suggests how colleges

and universities might document that work in a fashion that not only more faithfully describes what faculty do but also allows for reports that are more comprehensive and useful This is the 83rd issue of the quarterly journal *New Directions for Institutional Research* For more information on the series please see the Journals and Periodicals page [Resources in Education](#) ,1997

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Changing the Conversation about Higher Education Robert Thompson,2013-03-04 American colleges and universities are laboring with sharply reduced resources and being asked pointed questions about their efficiency and effectiveness in educating students like never before For those administrators faculty and all readers who want to understand how colleges can get better at their most important work they will find invaluable guidance in *Changing the Conversation about Higher Education* Robert Thompson has brought together the work of more than twenty professionals across thirteen universities to present important research on the obscure issues of vision structure and cultural transformation as they pertain to administrators and faculty The result is a much needed discussion on how to improve faculty and curricular reform for student success *Changing the Conversation about Higher Education* addresses the contributions and findings from this research and is intended for academic administrators faculty and graduate students who are dedicated to improving undergraduate teaching and learning The research was directed at two core aims of a liberal education critical thinking and writing

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