While stories of working-class and minority students overcoming obstacles to attend and graduate from college tend to emphasize the individualistic and meritocratic aspect, this book - based in extensive empirical study of American high school classrooms, and in theories of social and cultural capital - examines the social relations that often underpin such successes, highlighting the significant formal and informal academic interventions by educators and other education professionals.

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Minority and Low-income Students in Expanded Access Honors Courses Reproduction and Resistance to High School Failure in San Diego County, Amy H. Carlin, 2006, Academic achievement, 458 pages. Study results provide schools systematic approaches to expanding access to honors courses. Access to rigorous courses enables students to resist, not reproduce, current reality.

Understanding the Experiences of White, Working-class, First-generation Community College Students, Roxanne Moschetti, 2008, , 117 pages. This study set out to investigate how working-class first generation white students manage their academic and social transition into a 2-year community college and how these.

Low-income Students' Perceptions of Teacher Influence on Their Decision to Attend College, Brandon R. Kosine, 2007, College attendance, 141 pages. Another finding was the absence of both parents and teachers guiding students through the process of getting prepared for higher education. Recommendations to the GEAR-UP.

Inspired to be the First: Factors that Predispose African American and Mexican American First-generation Students to Pursue Higher Education, Pamela A. Peters, 2009, African American students, 305 pages. It is well documented that students whose parents did not attend college are less likely to pursue a college education than their peers. Yet, many find ways to get to college.

Perceptions of Appalachian Students about Post-secondary Education, Scott M. Powell, 2008, , 212 pages. This research is an exploratory inquest that seeks to examine the perceptions of Appalachian students about post-secondary education. The purpose of this research is to.

"I'm Learning as I Go, and I Don't Like That": Urban Community College Students' College Literacy, Daniel P. Cullen, 2008, , 275 pages. The students' college literacy was insufficient when they began studying at community college, whether that happened right after high school, after they left a university, or.

A Comparative Study of the Effects of Parental Level of Education on the Quality of Effort Invested Among First and Second-generation African American College Students, Lisa Brockenbrough Sanon-Jules, 2006, African Americans, 125 pages. The present study examined the effects of social capital by investigating the relationship between Quality of Effort (QE) and Perception of the College Environment (PCE) among.
Staying Within the Margins: The Educational Stories of First-generation, Low-income College Students, Diane Lyn Cole, 2008, College dropouts, 287 pages. This research addressed educational persistence among first-generation, low-income college students. The educational paths of 22 first-generation, low-income undergraduate.

Enrollment, Attrition, Retention, and Degree Completion Among First-generation College Students: An Evaluative Analysis of the Modesto Junior College TRIO Program, Layla Yousif, 2009, 94 pages. TRIO academic services is an organization devoted to providing support to students identified as first-generation in their family to have completed 4-year college degree and.

Identification and Analysis of Successful Persistence Strategies for Urban, African American Students Enrolled at Predominantly Rural, White Campuses, William Douglas Zander, 2008, 237 pages. The model used was a case study. A series of focus groups and individual interviews were conducted at two predominantly rural, white, public universities. The subjects were.


Perceptions of African Immigrant Students Regarding the Factors Leading to Persistence in ESL Classes in a Community College "Education is My Mother and Father", Daniel Z. Gebre, 2008, 314 pages. The participants of this study highly value education and consider it to be the primary pathway to upward social mobility. They possess resiliency-promoting factors such as.

Piecing Together the Student Success Puzzle: Research, Propositions, and Recommendations ASHE Higher Education Report, George D. Kuh, Jillian Kinzie, Jennifer A. Buckley, Brian K. Bridges, John C. Hayek, Oct 13, 2011, Education, 200 pages. Creating the conditions that foster student success in college has never been more important. As many as four-fifths of high school graduates need some form of postsecondary.

Access to Inequality Reconsidering Class, Knowledge, and Capital in Higher Education, Amy E. Stich, 2012, Education, 135 pages. Despite the well-intended, now mature process of democratization, the postsecondary system is still charged with high levels of inequality. In the interest of uncovering the.

The First Generation Student Experience Implications for Campus Practice, and Strategies for Improving Persistence and Success, Jeff Davis, Mar 1, 2012, Education, 214 pages. More first-generation students are attending college than ever before, and policy makers agree that increasing their participation in higher education is a matter of priority.

The Impact of Cultural Capital on the Experiences of Latino Undergraduate College Students of Mexican and Mexican American Origin at a Private University, Eva Serrano, 2009, 156 pages. The findings in this study support higher education researchers who call for additional culturally inclusive research on the unique experiences of Latino undergraduate college.
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Ecumenical review, Volume 51, 1999
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