

Nicholas D. Young, Christine N. Michael, Jennifer A. Smolinski

# Captivating Campuses

*Proven Practices that Promote College Student Persistence, Engagement and Success*

SERIES IN EDUCATION

*“Captivating Campuses: Proven Practices that Promote College Student Persistence, Engagement, and Success’ is a must-read for all who work with today’s college students. In an age in which so many attend post-secondary institutions, but so few graduate on time, or graduate at all, it is imperative that we as faculty and administration do all we can to put in place effective strategies for student success. The authors have covered many useful topics and have pragmatic suggestions, culled from the best of theory and research, to assist campus personnel in investing their time and energy in developing programs that work. Additionally, they stress that the most important investment of all lies in the relational realm of education, making connections in and out of the classroom an even greater priority for all institutions.”*

**Richard B. Holzman, Ed.D.**

Senior Advisor for External Affairs, University of Massachusetts-Amherst and Springfield, MA

## Summary

What role does student engagement play in educational achievement on the post-secondary campus? And, what factors affect each student’s ability and motivation to engage with the full college experience, both in and outside of the classroom? It is now widely acknowledged that post-secondary institutions must not only focus on facilitating the transition from high school to college, but that they must also make a concerted effort to listen to the needs and experiences of their students in order to achieve maximal involvement within the college environment. Students need to be captivated by at least one element of their college experience - whether that be in the classroom, dorm, or extracurricular activities - in order to form a bond with their institution and feel motivated and attached enough to put in the hard work until graduation. Campuses that capture their students’ interests and passions, provide spaces for them to develop as individuals, and opportunities to form meaningful professional and personal relationships have a far greater chance of both retaining their students to graduation and helping them develop as whole human beings who will contribute. This book studies the many facets of student engagement as it attempts to define

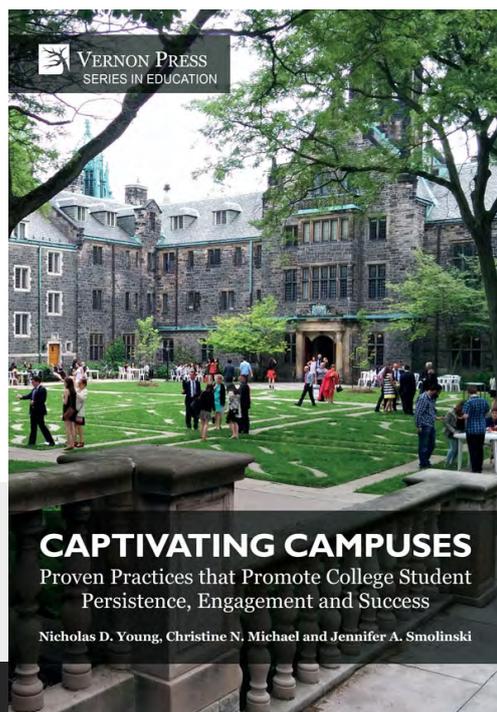
student engagement, differentiating it from involvement, and covers seminal theories of college student engagement. The contributions to this volume discuss the powerful role that relationships play in helping students identify their interests and talents, and other examples of best practice when it comes to creating engaging classroom experiences, such as collaborative projects with peers, study abroad, and learning that is situated in real-life problems that are of importance to the student.

## About the author

**Nicholas D. Young**, PhD, EdD, MBA has worked in diverse educational roles for more than thirty years, serving as a principal, special education director, graduate professor, graduate program director, graduate dean, and long-time superintendent of schools. He was named the Massachusetts Superintendent of the Year and has published widely in the fields of education, counseling, and psychology.

**Christine N. Michael**, PhD, is a more than forty-year educational veteran with a variety of professional experiences. Her previous work has included middle and high school teaching, college teaching, higher education administration, and educational consulting. Dr. Michael has published widely on topics in education and psychology.

**Jennifer A. Smolinski**, JD, has worked in higher education for more than three years. Her roles in higher education include teaching criminal justice, legal research, and creating and directing the Center for Disability Services and Academic Accommodations at American International College located in Springfield, MA.



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