



HIED 556: Higher Education Students

The Pennsylvania State University

Spring 2014

Tuesdays, 6:00-9:00 pm

403 Rackley Building

Instructor:

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Course Description

While colleges and universities are charged with the core responsibilities of teaching, research, and service, the teaching function may be what is most commonly thought of when one imagines what takes place at a college or university. In many cases, colleges are seen as where students go to develop cognitively and affectively both in and outside of the classroom (H. R. Bowen, 1997). Cardinal Newman said, “if its object were scientific and philosophical discovery, I do not see why a University should have any students” (Kerr, 2001, p. 2).

Consistent with the spirit of Cardinal Newman’s comment, much of higher education research revolves around understanding the students who enroll at colleges and universities across the country every year. Countless scholars have explored issues around who the “typical” college student is and whether college actually shapes students’ lives, learning, and development. Much of the work of student affairs professionals and institutional leaders is built around understanding and implementing strategies which promote better learning environments and outcomes. But what do we already know about college students, their changes over time, and the specific influence of certain college experiences on their outcomes? Built around Astin’s Inputs-Environments-Outcomes model (1991), this course examines the demographic similarities and differences in college students, important educational and societal outcomes which stem from higher education, and the environments which influence students’ likelihood of reaching their academic, social, and career goals.

Objectives and Learning Outcomes

Upon completion of this course, students will be able to:

- Describe how college students have changed over time and explain trends in enrollment

- Understand various factors and forces which influence student learning, development, and outcomes
- Discuss and distinguish between individual, institutional, and societal outcomes associated with college attendance, activities, and achievement
- Articulate differences and similarities between the needs, experiences, and outcomes of students from various socio-identity groups
- Understand, critique, and develop college impact/outcomes models
- Make connections between theory, research, policy, and practice in higher education and student affairs

Required Texts

Bok, D. (2006). *Our underachieving colleges: A candid look at how much students learn and why they should be learning more*. Princeton, NJ: Princeton University Press.

Braxton, J. M. (Ed). (2000). *Reworking the student departure puzzle*. Nashville, TN: Vanderbilt University Press.

Evans, N.J., Forney, D.S., Guido, F.M, Patton, L.D., & Renn, K.A. (2010). *Student development in college: Theory, research, and practice* (2nd ed.). San Francisco, CA: Jossey Bass.

Harper, S.R., & Quaye, S.J. (Eds.) (2009). *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations*. New York, NY: Routledge.

Pascarella, E.T., & Terenzini, P.T. (2005). *How college affects students: A third decade of research*. San Francisco, CA: Jossey-Bass.

Publication manual of the American Psychological Association (6th Spi ed.). (2009). Washington, DC: Author.

I recommend the spiral edition of this manual, it makes it much easier to flip back and forth when referencing something: ISBN-10: 1433805626 ISBN-13: 978-1433805622

Tinto, V. (2012) *Leaving college: Rethinking the causes and cures of student attrition*. Chicago, IL: University of Chicago Press.

Additional readings posted on ANGEL, available at campus libraries, or distributed in class.

Evaluation & Grading

Students will be graded based on the following point structure:

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| Small group classroom facilitation | 10% |
| Inputs paper | 20% |
| Outcomes paper & poster | 30% |
| Paper | 20% |
| Poster | 10% |
| IEO final paper & presentation | 40% |
| Paper | 30% |
| Presentation | 10% |

Final Grading Scale

| | | | |
|------------|------------|------------|------------|
| A = 100-94 | B = 86-84 | C = 76-74 | D = 66-64 |
| A- = 93-90 | B- = 83-80 | C- = 73-70 | D- = 63-60 |
| B+ = 89-87 | C+ = 79-77 | D+ = 69-67 | F = < 60 |

Class Attendance and Late Assignments

Because you are the center of learning in this class, it is imperative that you attend class. Each week, students are expected to be present and ready to begin class **on time**. If you must miss or be late for class for a legitimate reason (e.g., illness, family emergencies, work responsibilities, court appearances, conferences), **contact me in advance to discuss your absence and suggest ways for making up the in-class learning**.

Students must hand in all assigned work and projects in accordance with deadlines. If you must hand in work late for a legitimate reason, please contact me to discuss the situation prior to the due date (the sooner, the better!). **If you contact me sooner than 12 hours before or any time after an assignment deadline with an excuse for a late assignment, the assignment will still be considered late.** Grades on late assignments that have not been previously discussed and negotiated with me in advance **will be penalized by one-half of a letter grade (5% of the total number of points allocated to the assignment) per each day (24hrs.) past the due date/time.**

Assignments and Writing Style

All assignments must be completed following the guidelines for style and citation outlined in the 6th edition of the APA manual – evaluation of proper formatting will be included in the grading of all assignments. All written learning activities should be carefully proofread for spelling, grammar, and syntax. **All assignments must be typed in Times New Roman, 12 point font, double-spaced, with one inch margins on all sides, and no extra spacing before or after paragraphs. Do not use alternative fonts or sizes, or adjust the margins.** Please limit your use of quotes from published literature in your papers. Unless quoting individuals who somehow

contributed to your assignment, please do not use more than three block quotes in any paper and there should be no more than one direct quotation in each paragraph. Review the documents on ANGEL regarding writing and formatting before submitting your first paper. Please feel free to be in touch with me if any of these things are confusing.

Academic Integrity

All Penn State Policies (<http://www.psu.edu/ufs/policies/>) regarding ethics and honorable behavior apply to this course.

As scholars and practitioners, it is important for your written work and contributions to class to be your own. All students should be familiar with policies on Academic Integrity outlined by Faculty Senate Policy 49-20 and the College of Education (<http://www.ed.psu.edu/educ/current-students/academic-integrity>). All acts of falsification, misrepresentation, or deception are completely unacceptable, and any assignment which has plagiarized elements will automatically receive an F (0 points) and the student will be reported to the appropriate judicial review as outlined in the Academic Integrity Policy. **If including sentences, paragraphs, or other portion of the work of others in papers or presentations, be sure to cite this work appropriately based on guidelines presented in the *APA Manual* (6th edition). If you have questions about what may constitute plagiarism, please ask me first.**

Students with Disabilities

Students with disabilities are welcomed into the course. If you have a disability-related need for reasonable academic adjustments in this course, contact the Office for Disability Services (116 Boucke Building, 863-1807, www.equity.psu.edu/ods/). Please notify me as early in the semester as possible regarding the need for reasonable academic adjustments.

Recognition of Religious Pluralism

Accommodations will gladly be made for students who must turn in an assignment late or miss class time in observance of recognized religious holidays. It is important to notify me of your absence/need for extension at least three weeks prior to the holiday.

Deferred Grades

Deferred grades (DFs), otherwise known as “Incompletes,” will be considered only in extreme circumstances. The University Graduate School Policy 48-40 on DFs is as follows:

If, for reasons beyond the student’s control, a student is prevented from completing a course within the prescribed time, the grade in that course may be deferred with the concurrence of the instructor. Under emergency conditions during which the instructor is unavailable, authorization is required from the dean of the college in which the student is enrolled. Permission for filing a deferred grade should be requested by the student before

the beginning of the final examination period. The period during which a grade may be deferred shall not extend, without further approval of the dean of the college, beyond the end of the sixth week of the next semester in which the University is in session. A deferred grade that is not changed to a passing grade by the instructor before the end of this period automatically becomes an F.

Incompletes will be granted only under dire circumstances and after consultation with the instructor. Incompletes will not be granted simply because more time is desired to complete the work of the course.

Class Policies

Instructor's Expectations

As developing members of a community of practice, we all engage in learning by interacting with each other and the course material. This course is designed to be an interactive experience for all participants, with frequent opportunities to discuss, reflect upon, and apply course readings and concepts. I will lecture or highlight particular points in the readings, but I will NOT be the one doing all of the talking in the classroom. Also, rather than just summarizing the readings, we will be critically engaging and building on the ideas described in the work assigned. **Thus, everyone must come to class prepared. All students are responsible for completing the week's assigned readings and activities prior to class** to help promote the engaging environment I hope we can create in the classroom.

This type of classroom environment also requires that students be active participants in the learning process. Involvement in class discussion and experiential activities is an important aspect of this course and a primary means for learning the material and related concepts. Class participation is also a means to help students (1) develop their own oral communication and listening skills, and (2) take an active role in their own learning. More importantly, you should continually take the knowledge you learn in your courses and apply it in a professional role, and vice versa. Your learning in this course will be richer by incorporating your practical experience. Class participation does not mean talking a great deal or "saying at least one thing" at each class meeting. This behavior may in fact detract from the class, from one's participation, and from everyone's learning. Rather, students are expected to make thoughtful contributions, ask questions, listen attentively, and participate in class activities. No additional points will be given for class participation because engagement is a necessary and expected part of the educational process.

"Safe Space"

In order to facilitate participation and help all students feel comfortable sharing their thoughts and ideas in the classroom, it is important that we create a respectful, open environment where

everyone is valued. Part of this process is recognizing that each individual has a different set of experiences, values, lenses, etc. Class discussion must be respectful of these differences. We can then all engage equally in our community. It is more than OK to express strong feelings or disagree with classmates ideas, but I ask that it be done respectfully. Please be thoughtful about your words and actions, and focus on critiquing ideas rather than an individual's qualities as a person. Also, I ask that when details regarding personal matters arise in discussion, that they do not leave the classroom.

Housekeeping and Classroom Conduct

Eating and drinking in class are fine – three hours is a long time, and a snack can keep you focused and awake. All I ask is that you avoid bringing foods that are overly loud or disruptive when eaten. Please minimize distractions by waiting to dispose of trash until after class.

I also understand that several students like to use their laptops/iPads/tablets etc. to take notes in class. This is acceptable, but resist the temptation to use them for anything else. It is distracting and disrespectful to everyone in class. In addition, while you may relish the opportunity to maximize your time in class by also working on other things, recent research suggests that multi-tasking detracts from one's ability to focus completely on a specific task¹. Multi-tasking also disrupts your colleagues in class. Therefore, the use of laptops during class to take notes is permitted; however using laptops and/or electronic devices for other tasks is **strongly** discouraged. If you know yourself and know you just can't resist – simply turn off your wifi or leave your laptop at home.

This also applies to smart phones. Many classes have policies about ringing phones in class, and I also ask that you please activate the silent ring function while in class. I also would like to request that your phones stay off the desk, out of your lap, and definitely out of your hands during class. **To state it plainly, please no texting during class.** One option is to do what I do and put your phone in airplane mode during class time.

Simply put, don't be disruptive or distracting. That includes anything with food, technology, chatting, unnecessary moving around, or general behavior.

Revisions

The information contained in the course syllabus may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.

¹ See Jackson, M. (2008). *Distracted: The erosion of attention and the coming dark age*. Amherst, NY: Prometheus.; Junco, R., & Cotten, S. (2010). Perceived academic effects of instant messaging use. *Computers & Education*, 56(2), 370-378. doi: 10.1016/j.compedu.2010.08.020; and Mayer, R. E., & Moreno, R. (2003). Nine ways to reduce cognitive load in multimedia learning. *Educational Psychologist*, 38(1), 43-52. doi: 10.1207/S15326985EP3801_6.

Course Schedule

| <i>Date</i> | <i>Topic and Readings</i> |
|----------------------------------|--|
| Week 1: Jan. 14 th | <p>Overview/Introduction to class: Studying students and the impact of college Changing student demographics and “Millennial” college students</p> <ul style="list-style-type: none"> - Bok – Introduction (pgs 1-10) [posted on ANGEL] - Keller, G. (2001). The new demographics in higher education. <i>The Review of Higher Education</i>, 24(3), 219-235 [posted on ANGEL] - Pascarella & Terenzini – Chapter 1 [Skim] - HERI 40 year trends research brief [posted on ANGEL] - Howe, N., & Strauss, W. (2003). <i>Millennials Go to College</i>. Excerpts. [posted on ANGEL] - DeBard, R. (2004). Millennials coming to college. <i>New Directions for Student Services</i>, 106, 33-46. doi: 10.1002/ss.123 - Dungy, G. (2011). A national perspective: Testing our assumptions about generational cohorts. In F.A. Bonner, A.F. Marbley, & M.H. Hamilton, <i>Diverse millennial students in college: Implications for faculty and student affairs</i> (pp. 5-21). Sterling, VA: Stylus. Available at http://tinyurl.com/9sryna7 - Smith, M. K. (2003, 2009). Communities of practice <i>The Encyclopedia of Informal Education</i>. Available at www.infed.org/biblio/communities_of_practice.htm [Skim] <p>Recommended Readings:</p> <ul style="list-style-type: none"> - Evans et al. – Part One (pgs 1-40) [Skim & read summaries] - Wilson, M. E. (2004). Teaching, learning, and millennial students. <i>New Directions for Student Services</i>, 106, 59-72. doi: 10.1002/ss.125 - Lowery, J. W. (2004). Student affairs for a new generation. <i>New Directions for Student Services</i>, 106, 87-100. |
| Week 2: Jan. 21 st | <p>INPUTS College access, choice, and admissions</p> <ul style="list-style-type: none"> - Astin, A., & Oseguera, L. (2004). The declining "equity" of American higher education. <i>The Review of Higher Education</i>, 27(3), 321-341. [posted on ANGEL] - Dowd, A. C. & Melguizo, T. (2008). Socioeconomic stratification of community college transfer access in the 1980s and 1990s: Evidence from HS&B and NELS. <i>Review of Higher Education</i>, 31(4), 377-400. [posted on ANGEL] - Massey, D.S., & Mooney, M. (2007). The effects of America’s three affirmative action programs on academic performance. <i>Social Problems</i>, 54(1), 99-117. [posted on ANGEL] - Perna, L. W. (2006). Studying college access and choice: A proposed conceptual model. In J. C. Smart (Ed.), <i>Higher education handbook of theory and research</i> (Vol. XXI, pp. 99-157). The Netherlands: Springer. [posted on ANGEL] |

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| | <p>Recommended Readings:</p> <ul style="list-style-type: none"> - Carnevale, A.P., & Rose, S.J. (2004). Socioeconomic status, race/ethnicity, and selective college admissions. In R.D. Kahlenberg (ed.), <i>America's untapped resource: Low income students in higher education</i> (pp. 101-156). New York: Century Foundation Press. [posted on ANGEL] - Orfield et al. (2007). Charting the Future of College Affirmative Action. Chapters 4 by Saenz et al., and 7 by Chapa & Horn [posted on ANGEL] - Sowell, T. (2004). Affirmative Action around the world. <i>Hoover Digest</i> available at http://www.hoover.org/publications/hoover-digest/article/8108 |
| <p>Week 3: Jan. 28th</p> | <p>“Non-traditional” students (Part I): adult learners, transfer students, first-generation students, part-time students, and veterans</p> <ul style="list-style-type: none"> - Harper & Quaye – Chapter 12 - Richardson, J.T.E., & King, E. (1998). Adult students in higher education: Burden or boon? <i>Journal of Higher Education</i>, 69(1), 65-88. [posted on ANGEL] - Choy, S.P. (2001). <i>Students whose parents did not go to college: Postsecondary access, persistence, and attainment</i> (NCES 2001-126). Washington, DC: U.S. Department of Education, National Center for Education Statistics. http://nces.ed.gov/pubs2001/2001126.pdf. - Chen, X., & Carroll, C. D. (2005). First-generation students in postsecondary education: A look at their college transcripts: NCES, IES, U.S. Department of Education. [posted on ANGEL] - DiRamio, D., Ackerman, R., Mitchell, R. (2008). From combat to classroom: Voices of student-veterans. <i>NASPA Journal</i>, 45(1), 73-102. [posted on ANGEL] |
| <p>Week 4: Feb. 4th</p> | <p>“Non-traditional” students (Part II): international & immigrant students, and undocumented students</p> <ul style="list-style-type: none"> - Harper & Quaye – Chapter 12 [Review] - Zhao, C.-M., Kuh, G. D., & Carini, R. M. (2005). A comparison of international student and American student engagement in effective educational practices <i>The Journal of Higher Education</i>, 76(2), 209-231. doi: 10.1353/jhe.2005.0018 [posted on ANGEL] - Abrego, L.J. & Gonzales, R. G. (2010). Blocked paths, uncertain futures: The postsecondary education and labor market prospects of undocumented Latino youth. <i>Journal for Education for Students Placed at Risk</i>, 15(1-2), 144-157. [posted on ANGEL] <p style="text-align: center;">INPUTS PAPER DUE FEBRUARY 7, 8:00 AM</p> |
| <p>Week 5: Feb. 11th</p> | <p>OUTCOMES Persistence & Retention (Part I) – Definitions, Tinto’s theory & responses</p> <ul style="list-style-type: none"> - Tinto – Chapters 1-4 - Braxton: |

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| | <ul style="list-style-type: none"> ○ The viability of academic integration as a central construct in Tinto’s Interactionalist Theory of College Student Departure (Braxton & Lien) - Reason, R.D. (2009). An examination of persistence research through the lens of a comprehensive conceptual framework. <i>Journal of College Student Development</i>, 50(6), 659-679. [posted on ANGEL] - Seidman (ed.) (2005) –Ch 4: How to define retention, by Hagedorn [posted on ANGEL] <p>Recommended Readings</p> <ul style="list-style-type: none"> - Tierney, W. (1992). An anthropological analysis of student participation in college. <i>Journal of Higher Education</i>, 63, 603-618. [posted on ANGEL] |
| <p>Week 6: Feb. 18th</p> | <p>Persistence & Retention (Part II) – Beyond Tinto: A broader perspective on retention</p> <ul style="list-style-type: none"> - Braxton: <ul style="list-style-type: none"> ○ A psychological model of college student retention (Bean & Eaton) ○ Where is the student? Linking student behaviors, college choice, and college persistence (Stage & Hossler) ○ Theoretical considerations in the study of minority student retention in higher education (Rendon, Jalomo, & Nora) - Museus, S., & Quaye, S. (2009). Towards an intercultural perspective on racial and ethnic minority student persistence. <i>The Review of Higher Education</i>, 33(1), 67-94. [posted on ANGEL] <p>Recommended Readings</p> <ul style="list-style-type: none"> - Braxton: <ul style="list-style-type: none"> ○ A cultural perspective on student departure (Kuh & Love) - Seidman (ed.) (2005) Ch 3: Theoretical developments in the study of college student departure, by Braxton and Hirschy [posted on ANGEL] |
| <p>Week 7: Feb. 25th</p> | <p>Individual vs. social outcomes</p> <ul style="list-style-type: none"> - Baum, S., & Ma, J. (2007). <i>Education pays: The benefits of higher education for individuals and society</i>. New York: The College Board. [posted on ANGEL] - Bok – Chapter 3 - Bowen, H.R. (1997). Goals: The intended outcomes of higher education (Chapter 2). In <i>Investment in learning: The individual and social value of American higher education</i> (pp. 31-59). San Francisco: Jossey-Bass. [posted on ANGEL] - Pascarella & Terenzini – Chapter 2 - BCSSE & NSSE surveys [posted on ANGEL] <p>Recommended Readings</p> <ul style="list-style-type: none"> - Terenzini, P.T., & Reason, R.D. (2005). <i>Parsing the first year of college: A conceptual model of college impacts</i>. Paper presented at the meeting of the Association for the Study of Higher Education, Philadelphia, PA. [posted on ANGEL] |

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| Week 8: Mar. 4 th | Outcomes Poster Session In Class: March 4 Outcomes Paper Due: March 7 at 8:00 AM |
| Week 9: Mar. 11 th | NO CLASS- SPRING BREAK |
| Week 10: Mar. 18 th | ENVIRONMENTS Engagement and Involvement (Part I): What is engagement & Faculty and classroom environments <ul style="list-style-type: none"> - Bok – Chapters 4 & 5 - Braxton: <ul style="list-style-type: none"> o Linking learning and leaving: Exploring the role of the college classroom in student departure (Tinto) - Evans et al. – Chapters 5 & 7 - Kuh, G.D. (2009). What student affairs professionals need to know about student engagement. <i>Journal of College Student Development</i>, 50(6), 683-699. [posted on ANGEL] - Using P&T as a resource: outcomes related to student-faculty interaction |
| Week 11: Mar. 25 th | Engagement and Involvement (Part II): Peers and social environments <ul style="list-style-type: none"> - Evans et al. – Chapters 3 & 4 - Harper & Quaye – Chapter 3 & 10 - Tinto – Chapter 5 - Using P&T as a resource: identify 2 forms of engagement/involvement that lend to positive outcomes and 2 forms that lend to more negative outcomes |
| Week 12: April 1 st | Campus climate, diversity, and identity <ul style="list-style-type: none"> - Harper & Quaye – Chapters 2, 3, 4, and 5 - Milem, J., Chang, M., Antonio, A. (2005). <i>Making diversity work on campus</i>. Washington, DC: Association of American Colleges and Universities. [posted on ANGEL] - Rankin, S. R. (2005). Campus climates for sexual minorities. <i>New Directions for Student Services</i>, 111, 17-23. doi: 10.1002/ss.170 [posted on ANGEL] - Choose one set of readings from the following: <ul style="list-style-type: none"> o Evans et al. – Chapters 14 & 15 o Evans et al. – Chapters 17 & 18 <p>Recommended Readings</p> <ul style="list-style-type: none"> - Braxton <ul style="list-style-type: none"> o College climate and the Tinto Model (Baird) - Bok – Chapters 8, 9 |
| Week 13: April 8 th | “Interfering” factors in higher education <ul style="list-style-type: none"> - Borsari, B., Murphy, J.G., Barnett, N.P. (2007). Predictors of alcohol use |

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| | <p>during the first year of college: Implications for prevention. <i>Addictive Behavior</i>, 32(10), 2062-2086. [posted on ANGEL]</p> <ul style="list-style-type: none"> - Harper & Quaye – Chapter 15 - Nora, A., Cabrera, A., Hagerdorn, L.S., & Pascarella, E. (1996). Differential impacts of academic and social experiences on college related behavioral outcomes across different ethnic and gender groups at four year institutions. <i>Research in Higher Education</i>, 37(4), 427-451. [posted on ANGEL] - Pascarella, E.T., Edison, M.I., Nora, A., Hagerdorn, L.S., Terenzini, P.T. (1998). Does work inhibit cognitive development in college? <i>Educational Evaluation and Policy Analysis</i>, 20(2), 75-93. [posted on ANGEL] |
| <p>Week 14: April 15th</p> | <p>Finances and resources</p> <ul style="list-style-type: none"> - Using P&T as a resource – outcomes of receipt of loans, scholarships, and grants; anything related to SES or income and college outcomes - Dowd, A.C., & Coury, T. (2006). The effects of loans on persistence and attainment of community college students. <i>Research in Higher Education</i>, 47(1), 33-62. [posted on ANGEL] - Dynarski, S.M. (2003). Does aid matter?: Measuring the effect of student aid on college attendance and completion. <i>The American Economic Review</i>, 93(1), 279-288. [posted on ANGEL] - Hartle, T.W. (1998). Clueless about college costs. <i>The Presidency</i>, 1(1), 20-27. [posted on ANGEL] - Henry, G.T., Rubenstein, R., & Bugler, D.T. (2004). Is HOPE enough? Impacts of receiving and losing merit-based financial aid. <i>Educational Policy</i>, 18(5), 686-709. [posted on ANGEL] <p>Recommended Readings:</p> <ul style="list-style-type: none"> - Braxton: <ul style="list-style-type: none"> o Economic influences on persistence reconsidered: How can finance research inform the reconceptualization of persistence models? (St. John, Cabrera, Nora, & Asker) |
| <p>Week 15: April 22nd</p> | <p>Service Learning & Civic/Community Engagement</p> <ul style="list-style-type: none"> - Harris J., & Hendrickson, R. (Forthcoming). The Engaged College or University. [posted on ANGEL] - Sax, L.J., & Astin, A.W. (1997). The benefits of service: Evidence from undergraduates. <i>The Educational Record</i>, 78(3-4), 25-32. [posted on ANGEL] - Giles, D. E., & Eyler, J. S. (1994). The theoretical roots of service-learning in John Dewey: Toward a theory of service-learning. <i>Michigan Journal of Community Service Learning</i>, 1(1), 77-85. [posted on ANGEL] <p>Recommended Readings</p> <ul style="list-style-type: none"> - Mitchell, T. D. (2008). Traditional vs. critical service-learning: Engaging the literature to differentiate two models. <i>Michigan Journal of Community Service Learning</i>, 14(2), 50-65. [posted on ANGEL] - Butin, D. W. (2006) The limits of service-learning in higher education. <i>The</i> |

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| | <p><i>Review of Higher Education</i>, 29(4), 473-498. [posted on ANGEL]</p> <ul style="list-style-type: none"> - Bok – Chapters 6, 7 - Evans et al. – Chapter 6 - Kuh, G., & Gonyea, M.P. (n.d.) <i>The disengaged commuter student: Fact or fiction</i>. Bloomington, IN: Indiana University Center for Postsecondary Education and Planning. [posted on ANGEL] - Using P&T as a resource – outcomes associated with living in the residence halls, commuting to campus, and service learning. <p>IEO Project Presentations</p> |
| Week 16: April 29 th | <p>IEO Project Presentations</p> <p>FINAL PAPERS DUE MAY 2, 5:00 PM</p> |

Course Assignments

First a note on course assignments – please feel free to schedule an appointment to discuss or conceptualize course projects with me at least one week in advance if you would like some support or guidance. Also, I’ve found that my colleagues and classmates offered me some of the best feedback and suggestions on my work – I encourage you to create study groups and/or consult with your classmates throughout the semester.

1) Leading Class Discussion

You will be placed in small groups to lead class discussion at some point during the semester. You and your group must lead the class in a 30 minute discussion or activity related to the theme and readings for the week. This activity can take any form – feel free to be creative – but it must directly relate to the readings for the week and facilitate deeper understanding of the topic at hand. Groups and presentation dates will be determined in class.

2) “Inputs” Paper (Due February 7 at 8 a.m.)

This project allows you to explore the trends in terms of access for a particular student group. You may study any group you’d like to get a better understanding of, but please be thoughtful about the group you pick – you want to be sure that you can find resources which address the following questions in a 4-6 page paper. In your paper, please tell us:

- What is their current presence/representation in postsecondary institutions (where are they concentrated, nationally, institutional type, etc.)
- How has their representation changed/shifted in the past 20 years?
- WHY do you think these changes have occurred (use research literature and scholarship, but also may require some hypothesizing based on extant work):
 - o What does the literature say about shifts in representation?
 - o What sociohistorical and/or political trends have been linked to their increased representation?

This paper is to focus on COLLEGE ACCESS – please be certain that you are focusing your attention towards factors related to college entry rather than experiences on the college campus (i.e. college retention or success).

3) “Outcomes” Paper & Poster Project (Posters: Due in Class on March 4; Papers: Due March 7 at 8 a.m.)

In teams of 2, choose a student or institutional outcome that colleges and universities value and aim to foster (e.g. retention, academic achievement, character, citizenship).

Once you have chosen your outcome, choose an office on a college campus (it could be any campus) that is trying to address that outcome. Explore the functions of the office and the nature of their work through analysis of their website, interviews with staff, and analysis of any documents they may have available for public use.

Complete a poster and write an 8-10 page group paper which addresses the following questions:

- What is the mission of the office and how does this relate to their goal of promoting a specific educational outcome?
- What activities/programs/services are offered by the office that are linked to the promotion of that particular outcome?
- Is this office “successful” in promoting the educational outcome on which they focus (provide evidence to support your claim)? How do they know whether they are successful or not?
- Are they intentionally (or unintentionally) following the models or research related to their educational outcome? (e.g., if it is an office which is supposed to improve institutional retention, are they following Tinto’s model?). Describe how and why their efforts do (or do not) make sense as compared to theory and research on the outcome.

Your posters will be presented in class on March 4. They can be on foam-core boards, on tri-fold presentation boards, or printed posters (whatever makes sense for your presentation). Feel

free to be creative – but make sure that you are communicating all the information described above. Use pictures, maps, diagrams, and other means to present your work. We will discuss putting together a poster in class, but some resources helpful in developing your posters are:

- <http://xrds.acm.org/article.cfm?aid=332138>
- <http://lorien.ncl.ac.uk/ming/dept/Tips/present/posters.htm> - Design section
- <http://www.engr.psu.edu/ae/ecc/> - getting posters printed (if this is an option you'd like to pursue)

4) I-E-O Model Project: In-Class Presentations – April 22, & 29; Papers – Due April 25 at 8 a.m.

For this project, you will develop your own model for a particular outcome of your choosing which integrates all aspects of the I – E – O framework. Enrolled Doctoral students will work alone, while Master's students and non-degree students may work in teams of 2. There are two components to this project: a 20-25 page paper explaining your model and its grounding in the research literature **and** a 30 minute presentation of your model, how it works, and how it was developed.

Your models can either be very broad or very narrow – it is up to you and your group. For example, it is ok to just develop a retention model for 1st year students (broad) or an academic achievement model for women of color in STEM (narrow). Either way, it should be developed based on a careful review of the extant literature on the experiences of this group in higher education and the environmental factors related to your outcome of choice.

Your papers and presentations must address the following questions:

- Why is the outcome that you have chosen important?
- Why is each component of your model important to the outcome that you have chosen? In other words, how can you back up your model with research that has been done by others?
- How does your model apply to various student communities (both more broad and more narrow – e.g. if this is a model for women of color in stem, do you think it would vary across class background? Would it apply for women of color in other fields? What about white men?)
- How can student affairs professionals, faculty, campus leaders, and/or policymakers use the framework you have developed? How is it helpful to improving student outcomes in higher education?