EDHI 664: THE COLLEGE EXPERIENCE

Wednesdays, 4:15 – 7:00 pm, Room 1107 Benjamin Bldg.

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Office hours: 9-12AM; 2-4:PM Wednesdays

By Appointment

General Introduction

EDHI 664 is designed to provide a comprehensive examination of the collegiate experiences of today’s postsecondary education student populations in light of current conceptualizations, perspectives and research. Topics include: enrollment management, student development and learning, diversity, campus climate, college persistence and alumni research. The students would have the opportunity to apply theories and perspectives by conducting interviews and examining a comprehensive institutional database. This course is ideal for students pursuing careers or research in the areas of counseling, student affairs, institutional research, planning, policy analysis and student advising.

Course Objectives

1. Become familiar with how collegiate experiences differ between and within colleges.
2. Become familiar with the different pathways to college followed by different student populations.
3. Become familiar with the research on how college affects student learning and development.
4. Develop an understanding of a specific student population, such as first-year, women, racial/ethnic minority, gay/lesbian/bisexual, low-income, and non-traditional students.
5. Understanding the dimensionality of campus climate and its impact on the cognitive and affective development of the students.
6. Understanding the impact of diversity and students’ outcomes.
7. Become familiar with alumni research and its importance to colleges & universities.
8. Identify potential outcomes of the collegiate experience.

Required Texts


Recommended texts:

Important notes:
1. Special accommodations for students with disabilities and/or special learning needs are available upon request. Please inform the instructor about these needs in the beginning of the semester. Confidentiality of the information provided will be maintained.
2. Intended absences for religious observances should be informed to the instructor in advance.
3. Written papers should follow the APA editorial style.
4. A penalty of 10% will be applied to all assignments turned in after the deadline.
5. Unprejudiced reviews are available to completed manuscripts turned in at least 2 weeks before the due date.
6. Additional reading materials will be made available.
7. Course evaluation. CourseEvalUM will be open for you to complete your evaluations for fall semester between Tuesday, December 1 and Sunday, December 13. You can go directly to the website http://www.courseevalum.umd.edu starting December 1.

Course Requirements

There are three major assignments for this seminar.

I. Class Participation (20%). Students will be asked to be actively engaged in each class. The participation grade consists of five components: 1) Discuss the reading assignments for each week, 2) Present key organizations in student affairs using websites and literature reviews, 3) Discuss demographics and collegiate experiences of a selected population of students, in light of current conceptualizations and theories relevant to the specific population (e.g. first generation, historically underrepresented, LBGT), 4) In-class exercise participation, and 5) Summarize student development theories and discuss implications in class for enrollment management and student affairs. Prior to each session, each student will submit in writing ONE of the following questions based on his or her review of the assigned reading material: (a) a clarification question; or (b) a discussion/reflection question—a query to prompt meaningful dialogue, debate, or elaboration. The instructors would select some of those questions to be posted on Blackboard. All students are expected to engage in the discussion section of Blackboard.

II. Assignment # 1 (30%). This assignment will give you an opportunity to learn more about the collegiate experiences of a traditionally aged (19 – 25) college sophomore. You will share the results of the interview in two forms: a short presentation to the class and an up to 15-pages paper. You will analyze the college sophomore’s experiences in light of college persistence and student developmental perspectives in both the oral report and the short paper. The oral report is due October 21 and the written report is due October 28. Specific guidelines will be provided in class.

III. Assignment #2 (50%). This assignment, the major project of the course, calls for you to connect the developmental and college persistence theories with a real database of a cohort of college freshmen. Your analysis should include comparison data between the focus institution and comparable or peer institution. In doing this you should resource applicable national statistics. Working in groups, you will be given and taught to manipulate a database tracking the collegiate experiences of a generation of college students. The assignment consists of two parts: a) a written executive report that can be done on an individual or group basis and b) an oral presentation done as a group project. Each of the two components is worth 25 percentage points of the total grade. Oral report presentations start on December 2 and end on December 9. The written executive report is due on December 2. Detailed guidelines will be provided in a separate handout.
IV. Absences & deadlines. Justified absences will be given half percent of the credit. Assignments turned in after the deadline will be penalized 10%.

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<thead>
<tr>
<th>CRITERIA</th>
<th>PERCENTAGE OF GRADE</th>
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<tr>
<td>Class Participation</td>
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<td>Assignment 1</td>
<td>30</td>
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<td>Assignment 2</td>
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<td>Total</td>
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Tentative Course Plan

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic or important activity</th>
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<tr>
<td>September 2</td>
<td>• Read Pascarella &amp; Terenzini (2005). Chapter 1</td>
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<td>• Introduction: How to read <em>How College Affects Students</em></td>
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<td>• Ways of knowing</td>
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<td>September 9</td>
<td>Elements of enrollment management</td>
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<td>• College choice process (an overview)</td>
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<td>• Attitudes as precursors of college-related behaviors</td>
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<td>• Using financial aid as an enrollment management tool</td>
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<td>• Using Markov analyzes to examine financial aid packaging utilization</td>
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<td>September 16</td>
<td>College Admissions Process (an overview)</td>
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<td>• History of testing</td>
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<td>• Impact of testing on individuals &amp; institutions</td>
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<td>• The validity of college admission tests across student populations</td>
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<td>• Race neutral admissions models</td>
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<td>September 23,30</td>
<td>Persistence, transfer &amp; degree completion</td>
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<td>• Why does it matter?</td>
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<td>• Estimating the cost of dropping out (some calculators)</td>
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<td>• Persistence</td>
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<td>• Modalities of persistence behavior</td>
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<td>• The transient nature of college students</td>
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<td>• Stop out, transfer, reverse transfer</td>
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<td>• Theories &amp; perspectives</td>
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<td>• Cognitive &amp; non-cognitive perspectives</td>
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<td>• Practical perspectives</td>
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<td>• The Diversity Score Card</td>
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<td>• The role of finances on persistence</td>
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<td>• Pathways to degree completion across various student groups (e.g., SES, Latino students,</td>
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<td>first generation college students)</td>
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<td>• Determinants of transfer behavior</td>
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<td>• Using research to inform practice: The Community College Transfer</td>
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<td>Dates</td>
<td>Topic or important activity</td>
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<td>October 7</td>
<td>Calculator</td>
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<td>• <em>Forming groups for assignment No. 2</em></td>
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<td>• Navigating the freshman experiences: <em>The organization kid</em></td>
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<td>October 7</td>
<td>Student Development &amp; Change</td>
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<td>1. Psychosocial Development</td>
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<td>2. Attitude and Values</td>
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<td>3. Moral Development</td>
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<td>4. Civic Engagement</td>
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<td>• <em>Students’ presentation on developmental theories</em></td>
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<td>October 14</td>
<td>Learning and Cognitive Development</td>
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<td>• The role of engagement</td>
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<td>October 14</td>
<td>Preconditions for engagement</td>
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<td>• Openness to diversity (precursors and their impact)</td>
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<td>October 14</td>
<td>Classroom and out-of-classroom experiences</td>
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<td></td>
<td>• The role of collaborative learning</td>
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<td>• The ECSEL project</td>
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<td>October 14</td>
<td><em>In class exercise: The classroom experiences (ECSEL movie)</em></td>
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<td><em>Oral report component of assignment No. 1 is due on October 21</em></td>
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<td>October 28</td>
<td>Campus Climate</td>
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<td>• Components of climate</td>
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<td>October 28</td>
<td>Its impact on students’ adjustment to college</td>
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<td>November 4</td>
<td>Written report component of assignment No. 1 is due on October 28</td>
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<td>November 11</td>
<td>The impact of diversity on students’ outcomes</td>
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<td>• A developmental perspective on the role of diversity</td>
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<td>November 11</td>
<td>Competing views of the need of structural diversity to bring about tolerance and cross-racial interactions</td>
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<td>November 11</td>
<td>• The role of pre-college experiences</td>
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<td>November 18</td>
<td>College major</td>
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<td>• Major field and person-environment fit perspectives</td>
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<td>November 18</td>
<td>Choosing majors</td>
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<td>November 18</td>
<td>The impact of congruence between major and postsecondary education outcomes (e.g., job satisfaction, satisfaction with degree)</td>
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<td>November 18</td>
<td>• Alumni surveys: perspectives and importance</td>
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<td>November 25</td>
<td>Thanksgiving recess</td>
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<tr>
<td>Dates</td>
<td>Topic or important activity</td>
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| December 2 | Outcomes of the Collegiate Experience  
Assignment # 2: Student presentations start  
Term papers are due |
| December 9 | Outcomes of the Collegiate Experience  
Assignment # 2: Student presentations end |

**TENTATIVE COURSE OUTLINE**

September 2
- Course Overview & introductions
- How to read *How College Affects Students*
- Ways of knowing

**REQUIRED READING**

*Elements of enrollment management*

September 9

**REQUIRED READINGS**


Hossler, Braxton & Coopersmith. Understanding student college choice. In Stage et. al. *Theoretical perspectives on college students* (pp. 5-42).

**RECOMMENDED READINGS**

Cabrera & La Nasa. On the path to college. In Stage et. al. *Theoretical perspectives on college students* (pp. 51-73).


**College Admissions Process**

September 16

**REQUIRED READINGS**


**RECOMMENDED READINGS**


Chronicle of Higher Education (November 10, 2006). ETS accused of Squelching New Approach on Racial Bias: Plan was an alternative to using race in admissions; testing service denies charge.[http://chronicle.com/weekly/v53/i12/12a00101.htm](http://chronicle.com/weekly/v53/i12/12a00101.htm)


**Persistence, transfer & degree completion**

September 23 & 30

**REQUIRED READINGS**


St. John, E. P., Cabrera, A.F., Nora, A. & Asker, E. H.. Economic influences on persistence (pp. 29-47). In Stage et. al. Theoretical perspectives on college students (pp. 535-545).

Tinto, V. *Theories of student departure revisited.* In Stage et. al. Theoretical perspectives on college students (pp. 133-150).


**RECOMMENDED READINGS**


**Student Development & Change**  
October 7 (Students’ mini presentations)

**REQUIRED READINGS**

Rodgers. Recent theories and research underlying student development. In Stage et. al. Theoretical perspectives on college students (pp. 247-282). Start with this reading.


Cross & Worrell. Cross’s nigrescence model. In Stage et. al. Theoretical perspectives on college students (pp. 323-341).

Levine & Evans. The development of gay, lesbian and bisexual identities. In Stage et. al. Theoretical perspectives on college students (pp. 343-356).

Terenzini & Pascarella. Twenty years of research on college students: Lessons for future research. In Stage et. al. Theoretical perspectives on college students (pp. 483-489).


**RECOMMENDED READING**


**Learning & Cognitive Development**  
October 14, 21

**REQUIRED READINGS**

Pascarella & Terenzini (2005). Chapters 3 & 4. (Start with this reading).

Astin. Involvement in learning revisited. In Stage et. al. Theoretical perspectives on college students (pp. 499-509). (Start with this reading).


Terenzini, Pascarella & Blimling. Students’ out-of-class experiences and their influence on learning and cognitive development. In Stage et. al. Theoretical perspectives on college students (pp. 455-468).


**RECOMMENDED READINGS**


Martinez. Understanding and investigating female friendships educative value. In Stage et. al. Theoretical perspectives on college students (pp. 395-422).


**The Role of Campus Climate**

October 28

**REQUIRED READINGS**


**RECOMMENDED READINGS**


### The impact of diversity on students’ outcomes

**REQUIRED READINGS**


**RECOMMENDED READINGS**


**College Major**

November 18

**REQUIRED READINGS**


Smart, Felman & Ethington. Educational and organizational implications of Holland’s theory in Higher Education settings. In Stage et. al. Theoretical perspectives on college students (pp. 357-373).


**RECOMMENDED READINGS**


**Outcomes of the Collegiate Experience**

December 2, 9

**REQUIRED READINGS**