EDHI 665: College Access & Choice

Thursdays, 4:15 – 7:00 pm
1224 Jimenez Building

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(301) 405-5861

Elizabeth R. Kurban
Teaching Assistant
ekurban@umd.edu

Office hours: (Click for Appointment)

Office hours: By Appointment

Course Overview, Purpose, & Objectives

The social and individual benefits of a college education are manifold. Given this reality, it is important to understand the college-going process, how and why some students successfully navigate it, and what policies and programs can help students from disadvantaged or underrepresented backgrounds overcome barriers to college access and entry. In this context, EDHI 665 examines critical questions pertaining to who goes to postsecondary education and the type of postsecondary institution she/he may attend. The course begins with an examination of the theoretical perspectives that are used to understand college choice and enrollment processes. It ends with an examination of outreach programs and the impact of college on students. Students will have the opportunity to apply theories and perspectives by conducting interviews and doing a comprehensive review of the literature on a college choice topic of their interest.

Student Outcomes

This course, College Access and Choice, blends theory, policy, and practice, and should to be useful for both emerging scholars and practitioners. At the conclusion of the course:

- Students will be familiar with college choice theory and how it can be applied to influence policy and individual student cases
- Students will understand how and why grades K-12 are closely linked to postsecondary education
- Students will be familiar with the demographic characteristics of both college students as well as individuals who never apply to college
- Students will understand the various pathways to college and to a baccalaureate degree
- Students will understand the community college student experience, and barriers and determinants to transfer
- Students will have identified important research questions related to college access and choice
- Students will have had the opportunity to meet and network with several influential
researchers and policymakers who work on issues related to college access and choice
- Students will be familiar with a variety of resources for finding information about colleges and recent policy movements to improve the information available.

**Course Topics**

- Pathways to postsecondary education
- Conceptual frameworks for examining college choice processes
- Outreach programs & their assessment
- Review of research on key factors on college choice
  - The role of the school and the community
  - The role of preparation for college
  - The role of culture and family
  - The role of information
- Perspectives on college enrollment
- Pathways to college completion
- Transfer

**Required Texts**


Purdue University (n.d.). Online writing lab. [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)

**Recommended Texts**


Required Assignments

All assignments must be typed, double spaced, with one-inch margins, and in 12-pt. font. Please use APA style for references and formatting. You can find these guidelines in the *Publication Manual for the American Psychological Association*. Another excellent source is *Purdue’s Online Writing Lab website*. Use scholarly references – your work should be based on peer review scholarship and academic books and news sources such as *The Chronicle of Education*. Sometimes sources from the popular media are appropriate; however, be critical in assessing their worth. Do not cite work that you have not read, and only cite work in your reference list that you have used in your assignment.

Ongoing Assignment: *Class Participation (10%)*: You are expected to be actively involved in the class and lead class discussions in a manner that demonstrates thoughtful reflection and understanding of the subject matter as well as respect for your colleagues in the class. Each student would be responsible for leading group discussions for a particular topic (e.g., student populations, outreach programs, conceptual frameworks). Finally, students are expected to attend all classes unless their absence is justified for religious or health reasons, participation in academic conferences, or family or work-related emergencies. Students who cannot attend class for justified reasons can work with the Professor and TA to make up credit missed as a result of their absence.

Assignment #1: *College Choice Interview Paper & Presentation (30%)*

This assignment is intended for you to synthesize the different perspectives about college choice and how personal experiences influence the selection of a particular postsecondary institution. Interview a traditionally aged (18 – 24) college freshman about his or her college choice process. Using conceptual frameworks and research evidence discussed in class complete a short essay (2-4 pages) describing your interviewee’s college choice experiences and how it compares and/or contrasts the present models and theories in the literature. Make certain that your paper discusses implications for theory and practice as part of the conclusion section. Tables and references do not count in the page limit. Please use pseudonyms instead of the subject’s true name. The oral presentation will take place on *March 10*. The short paper is due on *March 24*. Examples of the paper will be posted on Canvas.

Assignment #2: *Annotated Bibliography (20%)*

Develop an annotated bibliography of 5-10 books or scholarly peer-reviewed journal articles pertaining to a topic of college access or choice. The articles to be summarized should have been published in a top refereed journal. This assignment is closely related to the term paper. The annotated bibliography is due on *March 31*. Examples of the annotated bibliography will be posted on Canvas.

Assignment #3: *Final Term Paper & Presentation (40%)*

Trace the roots, present status, and future trends affecting an important current or emerging issue dealing with college choice or access. This assignment consists of two parts worth 20 points each: a) oral presentation, and b) term paper (to be completed either individually or on a group basis). Detailed guidelines will be provided in a separate handout later in the semester. Each component of the paper should address the following issues: 1. *Introduction*: Provide a clear and direct statement of the topic under review; include a
brief description of the significance of the postsecondary issue, its roots and present status. Use statistics and opinions by experts to illustrate the importance of the topic. 2. **Literature Review:** Identify, explain and discuss the conceptual framework(s) or perspective(s) that deal with your topic. Describe and summarize what is known about the topic under investigation; avoid presenting only abstracts. It is likely that you are going to find contradictory findings and points of view; present both of them. Not all studies need to be discussed in detail. If applicable, provide a summary of relevant legislation and court cases pertaining to your topic while describing why they are relevant. 3. **Conclusion:** Indicate the extent to which findings answered your research question. What patterns did you observe? Can the findings be generalized? What are the limitations in the studies reviewed? Indicate if and what additional research is needed. Support your comments with references to relevant literature. This section should also discuss the practical (e.g. educational programs and practices) and theoretical implications of your findings while addressing those future trends that are likely to affect the educational issue under consideration.

**FORMAT.** The paper should be typed and carefully edited. The document should not exceed 30 pages. Citations, format and references should follow the APA style. Oral presentations start on April 28 and end on May 5. All papers are due April 28, 2016. Students can turn in completed and proofread manuscripts 2 weeks before the due date for unprejudiced reviews. Examples of the written report will be posted on Canvas.

**Grading Criteria**
Each written assignment will be graded on the following criteria:
- Organization, Logic, & Development of Ideas
- Writing Clarity & Quality
- Soundness of Analysis
- Relevance & Quality of Literature Review
- Thoughtful Discussion of Implications to Policy & Practice
- Accurate Formatting, Referencing, and Style
- Well-Reasoned Justification of Topic Choice (Final Term Paper Only)

**Assessment Policy**

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<thead>
<tr>
<th>ASSIGNMENT</th>
<th>% OF GRADE</th>
<th>DUE DATE</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>10</td>
<td>Every Class</td>
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<tr>
<td>Assignment # 1</td>
<td>30</td>
<td>Presentation: March 10</td>
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<td>Paper: March 24</td>
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<td>Assignment # 2</td>
<td>20</td>
<td>March 31</td>
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<td>Assignment # 3</td>
<td>40</td>
<td>Presentation: April 28/May 5</td>
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<td>Paper: April 28</td>
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**Important note:** A penalty of 10% will be applied to all assignments turned in after the deadline.
It is your responsibility to inform me before class if you will not be able to attend, be late, or will need to leave early.

**Grading Scale**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
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<tr>
<td>A+</td>
<td>99-100</td>
<td>87-89 B+</td>
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<td>A</td>
<td>94-98</td>
<td>84-86 B</td>
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<tr>
<td>A-</td>
<td>90-93</td>
<td>80-83 B-</td>
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<td>B+</td>
<td>76-79 C+</td>
<td>72-75 C</td>
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<td>B</td>
<td>76-79 C+</td>
<td>68-71 C-</td>
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<td>B-</td>
<td>64-67 D+</td>
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<td>C+</td>
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<td>64-67 D+</td>
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<td>C-</td>
<td>50-59 D-</td>
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**Absence Due to Religious Holidays or Academic Conferences**

You will not be penalized because of your religious beliefs and observances. Whenever possible, you will be given reasonable time to make up any academic assignment that is missed due to a religious obligation or observance. Please inform me of any conflicts between the course schedule and religious observances as soon as possible so that appropriate arrangements may be made.

This is the case for participation in academic conferences as well. I am aware of when most academic conferences are and have tried to make sure that assignments do not conflict with those dates. However, should there be a conflict please let me know as soon as possible so that we can make other arrangements.

**Inclement Weather**

Official closures and delays are announced on the university Web site (www.umd.edu) and on the snow phone line, 301-405-SNOW (7669).

**Academic Integrity**

Academic dishonesty, including cheating, plagiarism, and fabrication will not be tolerated and will be reported to the University. Additional information on the Code of Academic Integrity is available on the web at: http://www.shc.umd.edu/code.html.

**Special Needs**

If you have a documented disability or any other special need and wish to discuss academic accommodations, please contact me as soon as possible. The University is obligated, whenever possible, to provide appropriate accommodations for students with disabilities. Students who have questions about their rights or accommodations may contact the Disability Support Service at 301-314-7682 or http://counseling.umd.edu/DSS/. Disability Support Services is located in Shoemaker 0126.

**Course Contingency Plan**

Should an emergency arise that closes the University for an extended period of time, I will be in contact, if possible, with additional instructions. Assignment due dates and readings may be altered depending on the length of time class might be canceled.

**Course Evaluation**
As a member of our academic community, you as a student have a number of important responsibilities. One of these responsibilities is to submit your course evaluations each term through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. Please watch for the dates the system will open for evaluation of the semester and make a note of the link at which you can access the submission system: https://www.courseevalum.umd.edu/
## Tentative Course Plan

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic or important activity</th>
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<tbody>
<tr>
<td>January 28</td>
<td><strong>Introduction</strong>&lt;br&gt;Distribute assignment #1: college choice&lt;br&gt;• Factors mattering most on the pathways to postsecondary education.&lt;br&gt;• Transfer&lt;br&gt;• The college choice process&lt;br&gt;• College choice information resources and tools – an overview (e.g., College Scorecard, Net Price Calculators)&lt;br&gt;• Aspirations, preparation &amp; enrollment&lt;br&gt;  o The role of the school&lt;br&gt;  o The role of family and the community&lt;br&gt;  o The role of ability to pay&lt;br&gt;• Bridging the K-12 – postsecondary education gap&lt;br&gt;  o Outreach policies &amp; programs</td>
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<td><em>Distribute sign up to lead class discussion&lt;br&gt;Distribute sign up for snacks.</em></td>
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<td>February 4</td>
<td><strong>Pathways to postsecondary education</strong>&lt;br&gt;<em>Central questions:</em>&lt;br&gt;What are the pathways to postsecondary education?&lt;br&gt;• How different students follow different pathways&lt;br&gt;  o Lowest SES students&lt;br&gt;  o First generation college students&lt;br&gt;  o Minorities&lt;br&gt;• What matters most for at each milestone on the pathway to postsecondary education?&lt;br&gt;<strong>Movie: The College Track: Who’s In, Who’s Out</strong>&lt;br&gt;In class exercise: On the path to college</td>
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|           | **REQUIRED READINGS**
### Tentative Course Plan

<table>
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<tr>
<th>Dates</th>
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<tbody>
<tr>
<td>February 1</td>
<td><strong>Conceptual frameworks on college choice: The economic perspective</strong></td>
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<td>• Enrollment decisions as a result of cost/benefits considerations</td>
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<td>• Elements of enrollment management</td>
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<td>• The role of financial aid as an enrollment management tool</td>
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<td><strong>Central questions:</strong> What role ability to pay plays in making decisions about attending college?</td>
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<td>In class exercise: Choosing colleges given different student aid packages and tuition costs.</td>
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<td><strong>Tentative topics for term project due</strong></td>
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<td><strong>Guest speaker:</strong> Jamey Rorison, Ph.D. Research Analyst, Institute for Higher Education Policy (IHEP)</td>
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#### REQUIRED READINGS


Also explore the following websites:
- Trends in College Prices: http://trends.collegeboard.org/college-pricing
- Trends in Student Aid: http://trends.collegeboard.org/student-aid
- College Measures: http://www.collegemeasures.org/4-year_colleges/home/
## Tentative Course Plan

<table>
<thead>
<tr>
<th>Dates</th>
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| **February 18** | **College choice: Bridging K-12 with postsecondary education**  
*Central questions:*  
What kinds of outreach programs are out there?  
Who benefits from such programs?  
What are the characteristics of successful outreach programs?  
How can K-12 and PSE institutions collaborate to help these outreach programs succeed?  
*Guest Speakers:* Dr. Alex Chough, Vice President for Government Relations at NCCEP  
**REQUIRED READINGS**  

| **February 25** | **College choice: conceptual frameworks**  
*Central question:*  
What motivates individuals to make decisions about attending college?  
*In class exercise:* What mattered most on your own college choice process?  
**REQUIRED READINGS**  
<table>
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<tr>
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<td><strong>Tentative Course Plan</strong></td>
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<tr>
<td>March 3</td>
<td><strong>College choice: The role of preparation for college</strong></td>
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<td><em>What role preparation for college plays?</em></td>
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<td><em>Are college preparatory programs effective?</em></td>
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<td><strong>Guest Speaker:</strong> Dr. Wendell Hall, Senior Director, Policy Advocacy, The College Board (TBD)</td>
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<td><strong>REQUIRED READINGS</strong></td>
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<td>March 17</td>
<td><strong>College choice decisions: Presentations and class discussion of the college choice assignment</strong></td>
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<td><strong>Spring Break</strong></td>
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<td>March 24</td>
<td><strong>College choice: The role of the school and the community</strong></td>
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<td><em>Central questions:</em></td>
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<td>What role does the school play in the college choice process?</td>
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<td>What role does the community play in the college choice process?</td>
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<td>What is building a school culture of college going all about?</td>
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<td>Dates</td>
<td>Topic or important activity</td>
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<td>March 31</td>
<td><strong>Guest Speaker:</strong> Dr. Chrystal A. George Mwangi, Assistant Professor University of Massachusetts Amherst</td>
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**REQUIRED READINGS**


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<tr>
<th>Dates</th>
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<tbody>
<tr>
<td>April 7</td>
<td><strong>No class – AERA, Washington, DC</strong></td>
</tr>
<tr>
<td>Dates</td>
<td>Topic or important activity</td>
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| April 28   | **Pathways to degree completion**  
Pathway questions:  
*What matters most in securing a baccalaureate degree?*  
*What is the role of financial aid in degree completion?*  
*What are the pathways to a college for minority and low-SES students?*  
*How stable financial aid packaging impacts the college experience across time?*  
*What is the completion agenda and who is involved? What are the potential unintended consequences of a policy focus on student completion?*  

**REQUIRED READINGS**  

Also explore the following website:  
http://completionagenda.collegeboard.org/  
http://www.completecollege.org/ |
| May 5      | **Student presentations end**                                                                                                                                   |
RECOMMENDED READINGS

January 28: COURSE OVERVIEW & INTRODUCTIONS

RECOMMENDED READINGS

February 4: PATHWAYS TO POSTSECONDARY EDUCATION

RECOMMENDED READINGS

February 11: CONCEPTUAL FRAMEWORKS: THE ECONOMIC PERSPECTIVE

RECOMMENDED READINGS


February 18: OUTREACH PROGRAMS: BRIDGING GAPS BETWEEN K-12 & POSTSECONDARY EDUCATION

RECOMMENDED READINGS


Kirst, W. & Venezia, A. (2004). From high school to college: Improving opportunities for success in

February 25: CONCEPTUAL FRAMEWORKS: THE COLLEGE CHOICE PROCESS

RECOMMENDED READINGS

March 3: College choice: The role of preparation for college
Assignment # 1 written report due

March 10: STUDENT PRESENTATIONS
Oral report of assignment # 1 is due.

March 17: SPRING BREAK – NO CLASS

March 24: COLLEGE CHOICE: THE ROLE OF PREPARATION FOR COLLEGE
Assignment # 1 written report due

RECOMMENDED READINGS
Martinez, M. & Klopott, S. (2005). The link between High School reform and college access and success
for low-income and minority youth. American Youth Policy Forum & Pathways to College Network.  


March 31: THE ROLE OF CULTURE & FAMILY

Annotated Bibliography Due

RECOMMENDED READINGS


April 7: No class – AERA

April 14: TRANSFER

RECOMMENDED READINGS


Center for Community College Student Engagement. (2014). Aspirations to achievement: Men of color and community colleges (A special report from the Center for Community College Student Engagement). Austin, TX: The University of Texas at Austin, Program in Higher Education Leadership. Retrieved February 26, 2014 from http://www.ccese.org/docs/MoC_Special_Report.pdf


April 21: PATHWAYS TO DEGREE COMPLETION

RECOMMENDED READINGS