EDHI 664: THE COLLEGE EXPERIENCE

Wednesday, 4:15 – 7:00pm, Room 2102 Benjamin Bldg.

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Office hours: (click here for appointment)
Mondays: 3-5 PM; Wednesdays: 1:30 – 4:00 PM
Other times by appointment

General Introduction

EDHI 664 provides a comprehensive examination of the experiences of today’s college student populations. Topics include: enrollment management, student development and learning, diversity, campus climate, persistence, and alumni outcomes. Students will apply theory to real life student experiences and data during the course’s major assignments. The class is ideal for students pursuing careers or research in the areas of counseling, student affairs, institutional research, planning, policy analysis, or advising.

Course Objectives

By the end of this course, students should:
1. Be familiar with how collegiate experiences differ between and within colleges.
2. Understand how and why students pursue different pathways to college.
3. Be familiar with research and theory on how college affects student learning and development.
4. Identify outcomes of the collegiate experience.

Required Texts:

Recommended Texts:
Seidman, A. (2007). Minority student retention: The best of the Journal of College Student Retention:
Grading

Students will be evaluated for this course based on the following requirements:

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>% OF GRADE</th>
<th>GRADING SCALE</th>
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<tbody>
<tr>
<td>Participation (attendance, discussion questions, in-class contributions)</td>
<td>10%</td>
<td>97-100 = A+</td>
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<tr>
<td>Data Sheet</td>
<td>10%</td>
<td>93-96 = A</td>
</tr>
<tr>
<td>Student Development Theory Presentation</td>
<td>10%</td>
<td>90-93 = A-</td>
</tr>
<tr>
<td>Student Interview Project</td>
<td>30%</td>
<td>87-89 = B+</td>
</tr>
<tr>
<td>Institutional Database Project – Oral presentation</td>
<td>20%</td>
<td>84-86 = B</td>
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<tr>
<td>Institutional Database Project - Paper</td>
<td>20%</td>
<td>80-83 = B-</td>
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<tr>
<td>Total</td>
<td>100%</td>
<td>77-79 = C+</td>
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Course Requirements

All assignments must be typed, double spaced, with one-inch margins, and in 12-pt. font. Please use APA style for references and formatting. A 10% grade deduction will be applied to all assignments turned in after the deadline. Completed papers may be submitted two weeks prior to the deadline for unprejudiced reviews.

I. Class Participation (10%): Students are expected to participate in in-class discussion and lead class discussions in a manner that demonstrates thoughtful reflection and understanding of the subject matter as well as respect for their colleagues in the class. Each week, discussion questions related to the readings will be provided. Students are expected to react to at least one of these questions and bring the response with you to share in class. 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 to make up credit missed as a result of their absence.

II. Data Sheet (10%): Just as it is important to have a deep and nuanced understanding of college student theory, demographics, and policy, it is also critical for you to be able to provide a concise snapshot of the broad topics we cover in class. This assignment will challenge you to create a one-page resource containing, in your opinion, the most important statistics, figures, and trends relevant to a given week’s topic of discussion. Students should not provide a summary of the readings, but synthesize the most important key facts and statistics for the topic to be discussed in the corresponding week as noted in the course syllabus. Students will provide a brief (10 minute) presentation explaining key points included within the Data Sheet, and should bring to class enough copies of the sheet for their classmates and the the Professor. Sign-ups for this assignment will take place during the August 31 class. An example Data Sheet will be posted on Canvas.
III. Student Development Theory (10%): For the September 21 class, you will be asked to give a brief presentation (15-20 minutes) providing an overview of a particular student development theory. The presentation should include a summary of the theory’s key points, its strengths and weaknesses, and how it has or might be applied in a college setting. Sign-ups for this assignment will take place on August 31. To prepare for this sign-up, students should briefly review the following theories to identify a first, second, and third choice:

<table>
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<tr>
<th>Psychosocial</th>
<th>Cognitive-Structural</th>
<th>Person-Environment</th>
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<tbody>
<tr>
<td>Erikson</td>
<td>Kohlberg (&amp; Hersch)</td>
<td>Astin’s Student Involvement</td>
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<td>Chickering and Reisser</td>
<td>Perry</td>
<td>Holland</td>
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<td>Erickson</td>
<td>Piaget</td>
<td>Tinto</td>
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<td>Sanford</td>
<td>Kitchner &amp; King</td>
<td>Kolb (&amp; Fry)</td>
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<td>Levinson</td>
<td>Baxter-Magolda</td>
<td>Weidman</td>
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<td>Josselson</td>
<td>Gilligan</td>
<td>Reason</td>
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<td>Marcia</td>
<td>Belenkny</td>
<td>Hurtado</td>
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<td>Cross</td>
<td>Lovinger</td>
<td>Fries-Britt, George-Wangi &amp; Peralta</td>
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<td>Cass</td>
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<td>Schlossberg</td>
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<td>Steele – Stereotyping threat</td>
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IV. Student Interview Project (30%): For this assignment, you will interview a traditionally aged (19-25) college sophomore, and share the results of the interview in two forms: a short presentation to the class and a 12-15-page paper. The main purpose of this assignment is to allow you to apply the theories you have learned in class to a real-life student. As such, we will want to hear in both your presentation and paper a general overview of the students’ college experiences, and what theory best explains his or her development and persistence decisions. The oral report (depending of the class size may be assigned a maximum of 10 minutes) is due October 19 and the written report is due October 26. Examples of successful papers submitted in past semesters will be posted on Canvas.

V. Institutional Database Project (20% - presentation, 20% - paper): Working in groups, you will use a real-life institutional database to research and analyze the persistence outcomes of a cohort of college freshmen. Basing your analysis and arguments on student development and persistence theories learned during the semester, as well as information on the Southwestern Public University’s peer institutions, you will highlight and explain which student factors were associated with differences in their persistence outcomes. 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 20 percentage points of students’ final grade. Oral report presentations start on November 30 and end on December 7. The written executive report is due on December 7. Detailed guidelines and examples of successful papers written in past semesters will be posted on Canvas.

Absence Due to Religious Holidays
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 us of any conflicts between the course schedule and religious observances as soon as possible so that appropriate arrangements may be made.

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 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/

**COURSE SCHEDULE**

**August 31: Course Introduction**
- Course Overview & Introductions
- How to Read *How College Affects Students*
- **Sign Up for Data Sheet Presentations**
- **Sign Up for Student Presentations on Developmental Theories**

**Discussion Questions:**
- What are the national demographic trends anticipated in the coming years? What implications does this have for higher education? What implications do this have for you as a practitioner or researcher?

**Required Reading Due:**
Pascarella & Terenzini. (2005). Ch. 1 (Start with this reading)

**September 7: College Admissions Criteria**
- History of Testing
- Test & Grade Validity Across Student Populations
- Race Neutral Admissions Models
Sample Data Sheet Presentation

Guest speaker: Melissa Clinedinst, NACAC  http://www.nacacnet.org/contact-us/Pages/StaffDirectory.aspx

Discussion Questions:
- How are data used (or not used) in college admissions? What role should test scores play in college admissions, considering their benefits and drawbacks? To what extent striving for college rankings and providing college opportunities to underrepresented students are compatible goals? What implications are there for college admissions practices in view of the 2016 US Supreme Court decision on Fisher vs. University of Texas at Austin?

Required Reading Due:


September 14: Elements of Enrollment Management
- Data Sheet Presentation
- College Choice Process (An overview)
- Attitudes as Precursors of College-Related Behaviors
- Undermatching
- Using Financial Aid as an Enrollment Management Tool
- Using Markov Analysis to Examine Financial Aid Packaging
- Starting Thinking about Groups for the Institutional Database Project

Discussion Questions:
• What can institutions do to be visible to potential college applicants? Should enrollment management efforts be confined to high school seniors? What is undermatching all about? What indicators would help college administrators see if undermatching takes place? How could institutions use financial aid as an enrollment management tool?

**Required Reading Due:**

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


**September 21: Student Development**

• *Student Presentations on Developmental Theories*
• Student Development Theories
• Guest Speaker: Dr. Sharon Fries-Britt

**Discussion Questions:**
• What is stereotype threat all about and how could one assess it? Why is it important for college administrators and faculty to be knowledgeable of student developmental theories? What implications are there of an increasing diverse student body in the development and application of student developmental theories? Could you rely on a single student developmental theory to inform student affairs practices? Why should you conduct student interviews regarding their collegiate experiences?

**Required Reading Due:**
Pascarella & Terenzini (2005). Chapters 2, 5-7 (Skim).


**September 28: Persistence & Degree Completion**

• *Data Sheet Presentation*
• Context: Estimating the Cost of Dropping Out
• Persistence & Retention Theories
• *Part 1 of Qualitative Methods: Tips on Conducting Interviews by Casey Maliszewski*

**Discussion Questions:**
What is persistence? What is retention? Who is responsible for each of those two behaviors? Is there a single theory that could best explain why students persist in college? How have college persistence theories evolved across time? What implications do an increasingly diverse student body posit to the development and evaluation of retention intervention strategies? What implications do a student’s cultural background and connections with family play in his or her persistence in college?

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

**Recommended Readings:**

**October 5: Persistence, Transfer, & Degree Completion**
- *Data Sheet Presentation*
- Persistence & Transfer Theory
- Modalities of Persistence Behavior
- The Community College Transfer Calculator
- *Form Groups for Institutional Database Project*

**Discussion Questions:**
- How might retention strategies look different for community college students compared to traditional four-year college students? If you were advising a community college student who aspired to transfer, what advice would you give them? What implications do an increasingly diverse student body posit to the development and evaluation of retention intervention strategies?

**Required Reading Due:**


**October 12: Institutional Data Analysis & College Student Surveys**
- Guest Speaker: Dr. Marvin Titus (confirmation pending)
- Conducting Analysis on Institutional Data
- Surveys & Survey Design Issues
  - Making Sense of Surveys
  - From theory to research: A question of Construct Validity & Content Validity
  - Reliability & Predictive Validity

**Discussion Questions:**
- Why should institutions collect information about college students? Do they collect too many surveys? Why practitioners should be concerned about the extent to which the surveys accurately measure what they are supposed to measure? Of the student instruments you are familiar with, to what extent have they been informed by theory or research? What changes would you recommend to make the instruments more likely to be completed by students and alumni?

**Required Readings Due:**


**Recommended reference for Stata:**
Acock, A. C. (2016). *A gentle introduction to Stata*. Texas, College Station: Stata Press

**October 19: Adjusting to College: Experiences of a College Sophomore**
- *Student Interview Project Presentations*

**October 26: Student Learning & Cognitive Development**
- *Data Sheet Presentation*
- Engagement
• Preconditions for Engagement
• Openness to Diversity (precursors & their impact)
• In-class & Out-Of-Classroom Experiences
• The Role of Collaborative Learning
• The ECSEL Project

**Guest speaker:** Dr. Tina McNair. Vice President, Office of Diversity, Equity, and Student Success. Association of American Colleges & Universities [https://www.aacu.org/contributor/tia-brown-mcnair](https://www.aacu.org/contributor/tia-brown-mcnair)

**Written Reports of The Student Interview Assignment Due**

**Discussion Questions:**
- Do all students learn the same way? Do all teachers teach the same way? What role does assessing student learning and cognitive development play in a) enrollment management, and b) accreditation? How learning should be assessed? What role classroom experiences play on student development? What responsibility (if any) should colleges take in providing training on student learning and cognitive development to aspiring professors and college instructors? What strategies could colleges employ to help aspiring professors and college instructors to learn teaching strategies and pedagogies?

**Required Reading Due:**

**November 2: College Major**
- *Data Sheet Presentation*
- Choosing a Major
- Major Field and Person-Environment Fit Perspectives
- Congruence Between Major and Postsecondary Education Outcomes
- *Part 2 of Qualitative Methods: Coding Qualitative Data by Casey Maliszewski*

**Discussion Questions:**
• What predisposes individuals to choose one major over another? What theories or perspectives are there for explaining choice of major? What connections are there between major and job satisfaction? If you were responsible for advising students on choosing a major, what information would you use to help the student make a decision?

**Required Reading Due:**


**November 9: No class due to 2016 ASHE Conference**

**November 16: How Diversity Impacts Student Outcomes**

• **Data Sheet Presentation**
  • A Developmental Perspective on the Role of Diversity
  • Tolerance and Cross-Racial Interactions
  • Pre-College Experiences
  • Guest speaker: Dr. Wendell Hall

**Discussion Questions:**

• What benefits does a diverse student body have on learning and development? What conditions are needed to foster positive interactions among diverse students? Are there substitutes of structural diversity to foster openness to diversity among faculty and students? Is it possible to assess campus climate?

**Required Reading Due:**


**November 26: Thanksgiving Week (No Class)**

**November 30: Overview of Outcomes**
- *Institutional Database Project Presentations*

**Required Reading Due:**
Pascarella & Terenzini (2005). Chapters 9-10; 11-12

**December 7: Final Class**
- *Institutional Database Project Presentations*
- *Institutional Database Term Papers Due*
### Recommended Readings

In choosing your required readings, we tried to balance work that could inform theory, research and practice into a manageable set of material to be covered. However, there are excellent additional readings for the each of the topics discussed in class. Below, please find a set of recommended readings for each topic. You may find this material useful for a variety of applications as you expand your knowledge of how college impacts students (e.g., research, inform practice, papers).

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<thead>
<tr>
<th>Topic</th>
<th>Recommended readings</th>
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<tr>
<td></td>
<td>Cabrera &amp; La Nasa. On the path to college. In Stage et. al. <em>Theoretical perspectives on college students</em> (pp. 51-73).</td>
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</table>


Keller, J. & Hoover, E. (February, 2009). University of California adopts
sweeping changes in admissions policy. *Chronicle of Higher Education* 55(23), A33.

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<tr>
<th><strong>Persistence, transfer &amp; degree completion</strong></th>
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<tr>
<td>References</td>
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<tr>
<td>St. John, E. P., Cabrera, A.F., Nora, A. &amp; Asker, E. H. Economic influences on persistence (pp. 29-47). In Stage et. al. Theoretical perspectives on college students (pp. 535-545).</td>
</tr>
</tbody>
</table>

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

Dow, A. D., Sawatzky, M. & Korn, R. (2011). Theoretical foundations and research agenda to validate measures of intercultural effort. Review of
http://www.heri.ucla.edu/ford/DiverseLearningEnvironments.pdf  
| **Learning and cognitive** | ACPA. (1994). Student Learning Imperative: Implications for Student Affairs.  
***Download from [www.acpa.nche.edu/pgp/principle.htm](http://www.acpa.nche.edu/pgp/principle.htm) |
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<th>Reference</th>
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<tr>
<td>Astin.</td>
<td>Involvement in learning revisited. In Stage et. al. Theoretical perspectives on college students (pp. 499-509).</td>
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<tr>
<td>Martinez.</td>
<td>Understanding and investigating female friendships educative value. In Stage et. al. Theoretical perspectives on college students (pp. 395-422).</td>
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<td>Campus climate</td>
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<tr>
<td>College major</td>
<td>Justice Powell’s diversity rational for racial preferences in higher education must be rejected (Part IV); <a href="http://www.nas.org">http://www.nas.org</a>.</td>
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