EDUC 684: COLLEGE STUDENTS IN THE U.S.[1]

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WINTER 2024

INSTRUCTOR:
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Office hours: By appointment

LAND ACKNOWLEDGMENT

University of Michigan resides on the traditional territories of the Anishinaabe or People of the Three Fires, namely the Ojibwe, Odawa, and Bodewadmi Nations. In 1817, these nations forcibly ceded this land through the Treaty at the Foot of the Rapids some of which was designated for "a college at Detroit" at which Indigenous peoples were eligible to enroll. As we occupy this land, we recognize and affirm that Indigenous peoples who live here now and those who were forcibly removed from this space. We also acknowledge the historic and ongoing struggles for Indigenous sovereignty, the effects of colonial violence, and the erasure of Indigenous peoples.

OVERVIEW OF COURSE

This course will examine students in U.S. higher education and how they have changed over time. Students will explore the existing research related to the effects of college experiences and environments on college students' outcomes and will consider how to use that empirical research to inform policies and practices to serve students. This course is designed to provide current and future higher education professionals with opportunities to develop a curiosity and knowledge base about how college affects students, how to engage in the research process, and ultimately, how to develop skills needed to be effective scholar-practitioners.

With the purpose in mind, this course will explore several central questions:
- What are the desired outcomes of U.S. higher education? How have those desired outcomes changed over time?
- How do collegiate environments perpetuate inequality and oppression?
- How does college affect students?
- When does college affect students?

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[1] Course and syllabus derived from Dr. Rosemary J. Perez's Winter 2022 EDUC 684: COLLEGE STUDENTS IN THE U.S.

- How do who students are and the environments in which they are situated within influence their pathways to college, their collegiate experiences, and their collegiate outcomes?
- How do we create educational environments that foster the desired outcomes of U.S. higher education?
- How do we create campus environments and educational interventions to meet the needs of students while advancing diversity, equity, and inclusion?
- How does higher education need to change to meet its desired outcomes and to be more equitable and just?

COURSE LEARNING OUTCOMES

After completing this course, students will be able to:
1. Apply their knowledge of quantitative and qualitative methods to critique research related to college students in U.S. higher education.
2. Identify characteristics and trends related to college students' experiences and outcomes in U.S. higher education.
3. Describe the influence of campus environments, policies, and practices on the success of diverse student populations.
4. Apply effective scholar-practitioner skills to enhance the success of students in U.S. higher education.
5. Identify the four types of campus environments and their impact on student learning and experiences.
6. Demonstrate their ability to engage in the scholarly process through analyzing literature and presenting their work in written and oral formats.
7. Understand how their identities and environments shaped their collegiate opportunities, experiences, and outcomes.

COURSE DESIGN

Each week of the course is designed as a distinct module that will explore a particular area of the literature related to the effects of college experiences and environments on college students' outcomes. The modules will open at least a week before we devote time in-class to exploring a particular set of ideas as a learning community and will contain course session PowerPoint slides, instructions for in-class activities, along with material that will help you further engage with the assigned reading in the syllabus.

REQUIRED TECHNOLOGY

Engagement in this course will require that you have access to the following:
- A computer or tablet with internet access
- A web browser (e.g., Google Chrome, Internet Explorer, Safari)
- Canvas (https://canvas.it.umich.edu)
- Microsoft Word or an equivalent word processor

- A PDF reader – Adobe PDF reader (free download available at https://get.adobe.com/reader/), Preview, etc.
- YouTube (https://www.youtube.com/)
- Zoom

UNIVERSITY OF MICHIGAN'S COMMITMENT TO DIVERSITY, EQUITY, & INCLUSION

At the University of Michigan, our dedication to academic excellence for the public good is inseparable from our commitment to diversity, equity and inclusion. It is central to our mission as an educational institution to ensure that each member of our community has full opportunity to thrive in our environment, for we believe that diversity is key to individual flourishing, educational excellence and the advancement of knowledge.

Diversity: We commit to increasing diversity, which is expressed in myriad forms, including race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, national origin, religious commitments, age, (dis)ability status and political perspective.

Equity: We commit to working actively to challenge and respond to bias, harassment, and discrimination. We are committed to a policy of equal opportunity for all persons and do not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status.

Inclusion: We commit to pursuing deliberate efforts to ensure that our campus is a place where differences are welcomed, different perspectives are respectfully heard and where every individual feels a sense of belonging and inclusion. We know that by building a critical mass of diverse groups on campus and creating a vibrant climate of inclusiveness, we can more effectively leverage the resources of diversity to advance our collective capabilities.

INSTRUCTOR COURSE EXPECTATIONS AND POLICIES
Learning Community Expectations

All participants in this course are members of a learning community. Our primary commitment is to learn from each other, from course materials, and from our work. While there are differences amongst us in our backgrounds, skills, interests, values, scholarly orientations, and experiences, I hope we can create the type of learning environment that fosters success for all. Our commitments to each other will be particularly important as we individually and collectively navigate the ongoing struggle for racial and other forms of justice. To this end, I ask that all members of our community:

- Share their energy, ideas, and experiences with the group
- Speak their truth
- Challenge themselves throughout the semester
- Know when to step up and when to step back in conversations

- Assume that others are doing the best that they can to learn from and engage with the material
- Look for the truth in what you oppose and the error in what you espouse
- Express disagreement with ideas, statements, and ideologies rather than with individual's personhood and humanity
- Be open to receiving feedback and challenge from others in the group
- Grant others and ourselves grace
- Do their best to use technology (e.g., cell phones, laptops) for course related purposes only (e.g., no email, Facebook, web browsing, etc.) while we are meeting synchronously

Class Participation

This course requires your active engagement in class activities, including interactive lectures, dyads, small group discussions and other interactive activities. Our class meetings are an opportunity to raise questions, clarify understandings, challenge ideas and opinions constructively, and learn about others' perspectives. Your comments, whether fully developed or still under construction, are welcome as we work together to understand the strengths and limitations of specific ideas and their utility. To participate effectively, you will need to read and to critically assess the arguments, practices, or ideas in the assigned texts. Noting key points, posing questions, and connecting ideas and concepts as you read will help you prepare to actively participate in class.

Please review the schedule of readings in advance so that you will have time to fully prepare for each class meeting. The quality of our discussions relies on your ability to talk, write, and think about the ideas we encounter.

That being said, engaging in course meetings can be taxing, and I am cognizant that people are navigating multiple forms of stress and fatigue the pressures of graduate school. Please know that our class will use multiple forms of engagement (e.g., large group, small group, free write) during our meetings so there will several ways to participate in the learning community.

Absences & Remote Attendance

Class attendance and engagement is critical our collective learning and to your success in this course. However, circumstances occasionally arise when your presence may be required elsewhere or you may need to attend to personal matters, including your health and well-being given these uncertain times. If you are not feeling well, please do focus on your health and that of our learning community and do not attend class in person. If you are required to quarantine, there is an option to attend class virtually via Zoom.

Should you need to miss class, please let me know in advance when possible and arrange to obtain notes, handouts, etc. and review class activities with at least one classmate. If you plan to attend via Zoom, please let me know as soon as you can. Class will not be taught in a hyflex (in-person and remote format) unless necessary. Please know that illness or attendance via Zoom, if necessary, will not affect your participation grades; your wellness and humanity, and that of our

learning community is my highest priority. I am assuming that people are doing the best they can to be present and to learn independently and alongside others in our learning community.

Course Announcements

Announcements related to the course will be posted on a regular basis. Please check Canvas and your university email regularly to access this information.

Email Communication

Email is the best way to reach me. I check email regularly (every 2-3 hours) Monday through Friday between 9:00 am and 5:00 pm. I typically respond to messages within 24-hours, except when they are sent over the weekend. Messages sent after 5:00 pm on Friday may not receive a response until the following Monday morning.

I will use students' assigned umich.edu email addresses for course related communication. If you choose not to use this email address, I suggest that you set your umich.edu address to automatically forward to the alternate email address of your choice.

Office Hours

If you would like to meet with me to discuss the course, please sign up for an appointment at least 24 hours in advance. Most office hours will occur via Zoom unless an option to meet in person is indicated in my calendar. If you'd prefer to meet via phone, we can do that as well. If the meeting times listed for office hours do not work with your schedule, please send me some alternative meeting times and we will find a time to connect.

Assignments, Due Dates, and Feedback

All written assignments should adhere to the guidelines and reference formats specified in the Publication Manual of the American Psychological Association (7th ed.). All papers must be typed, double-spaced, using 12-point font and one inch, left-justified margins unless otherwise specified.

Please plan to submit your work electronically as a Microsoft Word attachment to Canvas unless the assignment instructions indicate otherwise. Your assignments should be submitted with the following nomenclature: Last Name_Assignment Name (e.g., Haley_College Pathways).

I also expect that you will do your best to meet each assignment submission deadline except when unforeseen circumstances arise. If you need to turn in an assignment late, please alert me as soon as possible. Assignments that are submitted late may not receive full credit unless arrangements have been made with me.

Papers and your final project will be graded within two weeks; detailed feedback will be provided via the grading rubrics and electronic notes in your written assignments. Grades for assignments will be posted after all assignments that have been submitted on time have been graded.

STATEMENT ON FAMILIAL CARE DURING CLASS

I recognize that many graduate students are managing multiple roles and for some this includes being a parent/guardian, engaging in elder care, or caring for other family members.

For those who need support negotiating familiar care, the Work-Life Resource Center (https://hr.umich.edu/about-uhr/service-areas-offices/work-life-resource-center) and Students with Children website (http://www.studentswithchildren.umich.edu/) has resources that may be of interest to you.

While we are meeting in a synchronous manner, these guidelines are intended to support the multiple needs of learners in our community:

- All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all individuals can pump sufficient milk, and not all babies will take a bottle reliably, students should not have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.
- I understand that those in your care may require your attention while we are meeting, and this may put you in a position to decide between filling your responsibilities as a caretaker and as a student. Please do what you need to do to meet your needs and the needs of others. This may include leaving briefly to respond to others who require your attention, having "coworkers" join us for class, etc.
- I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting and caretaking status.

If you are comfortable and anticipate needing an accommodation, I would encourage you to disclose your status as a parent/guardian/caretaker to me. While I hold the same high expectations for all members of our learning community, I hope to support you as you navigate graduate school and parenting and/or caretaking.

BASIC NEEDS STATEMENT

If you are facing challenges securing food, housing, and adequate financial support and believe this may affect your performance in the course, please consider contacting Dean of Students Office the via phone at (734) 764-7420 or via email at deanofstudents@umich.edu. Information about the Dean of Students Office is available at https://deanofstudents.umich.edu/.

The Maize & Blue Cupboard located in the basement of Betsy Barbour Residence Hall may also be of assistance to you. Information on this campus resource can be found here: https://mbc.studentlife.umich.edu/

The Rackham Graduate School also has emergency financial assistance should you experience an emergency or one-time unusual, or unforeseen expenses as you matriculate. Information about the Rackham Graduate Student Emergency fund is here:

https://rackham.umich.edu/funding/rackham-graduate-student-emergency-funds/ If you are comfortable, I also encourage you to also share the information with me. This will enable me to provide additional resources and information.

STUDENT MENTAL HEALTH AND WELL-BEING

During their academic careers, students experience stressors and issues ranging from academic concerns to personal crises (including, but not limited to alcohol/drug use, anxiety, depression, difficulty eating/sleeping, family worries, loss/grief, sexual assault, or strained relationships). These mental health concerns and/or personal events may affect your well-being and lead to diminished academic performance and ability to fully engage with those around you. Below you will find some resources that are available to you. If I can be helpful to you in this regard, please let me know. And, if the source of your stress is academic, we can find solutions together. Seeking help is a courageous thing to do for yourself and those who care about you.

For personal concerns, U-M offers the following resources:

- Counseling and Psychological Services (CAPS) – The School of Education has an embedded CAPS counselor, Nicole Holtzman. You can email her directly at nicholtz@umich.edu. You can also reach out to Laura Monschau, the CAPS Counselor in Rackham (734-764-8312; lauralm@umich.edu). You can also call 734-764-8312; for after-hours urgent support, call and press 0.
- Office of Student Conflict Resolution - 734-936-6308; offers multiple pathways for resolving conflict
- Office of the Ombuds - 734-763-3545; students can raise questions and concerns about the functioning of the university.
- Services for Students with Disabilities (SSD) - 734-763-3000; accommodations and access to students with disabilities
- Sexual Assault Prevention and Awareness Center (SAPAC) - confidential; 734-764-7771 or 24-hour crisis line 734-936-3333; addresses sexual assault, intimate partner violence, sexual harassment, and stalking
- Spectrum Center - 734-763-4186; support services for LGBTQ+ students
- Trotter Multicultural Center - 734-763-3670; intercultural engagement and inclusive leadership education initiatives
- University Health Service (UHS) - 734-764-8320; clinical services include nurse advice by phone, day or night
- Well-being for U-M Students website - searchable list of many more campus resources

Wolverine Wellness - confidential; 734-763-1320; provides Wellness Coaching and much more

ACCOMMODATIONS
Students with Disabilities
If you are disabled and anticipate needing accommodations in this course, please contact me to set up a meeting within the first two weeks of the semester or as soon as you become aware of

your need. Before meeting with me, please apply for and obtain recommendations for accommodations from Services for Students with Disabilities (SSD), located in G-664 Haven Hall. Their telephone number is (734-936-3947) and their email address is ssdoffice@umich.edu. Information on applying for accommodations can be found here: https://ssd.umich.edu/. SSD considers aspects of the course design, course learning objects and the individual academic and course barriers experienced by the student. Further conversation with SSD, instructors, and the student may be warranted to ensure an accessible course experience.

Religious Accommodation
The University of Michigan is committed to making every reasonable effort to allow members of the University community to observe their religious holidays without academic penalty. Those who have religious or cultural observations that conflict with class or with assignment due dates should inform me in writing. I encourage you to honor your religious and cultural holidays/practices and will work with you to provide reasonable accommodations.

Students Representing the University in an Official Capacity Off-Campus
There may be instances when students must miss class due to their commitment to officially represent the University. These students may be involved in the performing arts, scientific or artistic endeavors, intercollegiate athletics, or assistantship/internship responsibilities. If you know you will miss class to represent the University, please inform me in writing (i.e., email) when you will be absent, preferably during the first two weeks of classes. Please know that you will need to make up any missed course related activities and are responsible for acquiring information discussed in class.

HARASSMENT AND DISCRIMINATION
The University of Michigan is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status in employment, educational programs and activities, and admissions. If you have experienced harassment or discrimination, you can seek assistance from me, other faculty or staff members you trust, a Rackham Graduate School Resolution Officer at (734) 764-4400 or RackResolutionOfficer@umich.edu, a representative from the Office of Student Conflict Resolution at (734) 936-6308 or oscr@umich.edu if the harassment or bias-incident involves another student, or the Office of Institutional Equity at (734) 647-1388.

ADDITIONAL RESOURCES
You may find these on-campus and virtual resources helpful as you develop your work:

Sweetland Center for Writing
sweetlandinfo@umich.edu| (734)764-0429
https://lsa.umich.edu/sweetland

Rackham Graduate School Professional Development
(734) 647-4013
https://rackham.umich.edu/professional-development/

University of Michigan Libraries
https://www.lib.umich.edu/

REQUIRED TEXTS

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Author.

Renn, K. A. & Reason, R. D. (2021). *College students in the United States: Characteristics, experiences, and outcomes* (2nd ed). Stylus.

Strange, C. C. & Banning, J.H. (2015*). Designing for learning: Creating campus environments for student success*. Jossey-Bass[1].

Please note that if you use electronic books, the page numbering may differ, and you should refer to chapter titles accordingly.

You will be expected to have your own access to readings from required texts. Selected readings will be accessible in Canvas within the relevant module for the week. In addition, some readings in our weekly schedule will have a star (*) next to them and you are expected to locate them on the University of Michigan Libraries website and download them for yourself.

Directly downloading materials is one means of ensuring authors and journals are given credit for their contribution to the class. This is particularly important since downloads are tracked by publishers and some institutions may include downloads as a metric for the author's impact on the field. Accessing articles through the library website demonstrates that journals are used regularly and signals to the library that they should maintain a subscription. To look for articles, you can search by online journal or by article using various University of Michigan Library databases. Our Canvas site also has access to the library to aid in searching for articles.

ASSIGNMENTS, EVALUATION, AND GRADING
Assignment Approach
The series of assignments identified for this course create space for students to pursue more depth of study in particular content areas of interest. This is an opportunity to begin developing an area of expertise that connects to your professional goals. Full descriptions of assignments for the semester are in the Appendix of the syllabus.

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[1] An electronic version of this book is available via the University of Michigan Libraries website.

Assignments	Percentage of Final Grade	Due Dates
College Pathways Paper	15%	February 5
Student I-E-O Analysis Project		
I-E-O Prospectus Due		January 29
Inputs Analysis Paper	20%	March 4
Environments Analysis Paper	20%	March 25
Outcomes Intervention Design	20%	April 22
I-E-O Analysis Presentation	15%	April 15 or 22
Participation	10%	Ongoing

Grading Scale

A = 100 – 94	B+ = 89 – 87	C+ = 79 – 77	D = 69 – 60
A- = 93 – 90	B = 86 – 84	C = 76 – 74	F = 59 & Below
	B- = 83 – 80	C- = 73 – 70	

*NOTE REGARDING LETTER GRADES:

Simply meeting the instructor's expectations constitutes "B" work; going above and beyond is "A" work; and failing to meet the minimum expectations will result in a grade of "C" or lower. These expectations will be clearly communicated through the use of grading rubrics for each assignment that are intended to assess both the content (e.g., depth of analysis, understanding of course material) and quality of your writing (e.g., clarity, organization, use of APA style).

Incomplete Grade Policy

The School of Education (SOE) Incomplete Grade Policy is intended to offer a course of action for instructors and provide transparency to students around expectations when these unexpected events occur. This policy permits students who have warranted need (e.g. illness, personal/family care, or emergency, etc.) to request an "I" grade to allow for extended time to complete coursework within a reasonable time frame after the end of the semester.

An incomplete "I" grade may be awarded at the discretion of the instructor. When an instructor approves a student's request for an incomplete the student and instructor should discuss a schedule for completing the remaining course work and submit the Incomplete Grade Form as a written agreement of the amount of work needed to complete the course and the date by which the work will be done prior to the conferral of the incomplete. The form submission will be initiated by the instructor who will list the required coursework and a deadline for completion.

ACADEMIC INTEGRITY

Integrity in research and scholarship is a fundamental value of the University of Michigan. It is the responsibility of all students to conduct research and scholarly activities in an ethical manner

at all times. An indispensable part of graduate education is for students to become knowledgeable about the responsible conduct of research and scholarship appropriate to their discipline or field of study. Students are responsible for understanding and observing the Rackham's Academic and Professional Integrity Policy. Students are also expected to understand and maintain standards of integrity and professional conduct endorsed by their program that are particular to their field of study and research. As educators, it would be hypocritical to embrace these expectations as learning outcomes for college students and be unwilling to learn about and actively practice them ourselves in graduate education and in professional settings.

Students who allegedly engaged in academic and professional misconduct may be reported to the department and to the Rackham Graduate School. Information about the Academic and Professional Integrity Policy and responses to allegations of misconduct are located here: https://rackham.umich.edu/academic-policies/section8/

Generative AI

This course encourages students to explore the use of generative artificial intelligence (GAI) tools such as ChatGPT for all assignments and assessments. Any such use must be appropriately acknowledged and cited. It is each student's responsibility to assess the validity and applicability of any GAI output that is submitted; you bear the final responsibility. Violations of this policy will be considered academic misconduct. Please note that different classes at Michigan could implement different AI policies, and it is the student's responsibility to conform to expectations for each course.

COURSE OUTLINE

Class Sessions: Topical Focus	Readings
January 22 *Session 1* *Course Introduction* • Course overview • Introduction to studying college student experiences and outcomes in U.S. higher education	Renn & Reason, Preface (pp. vii – xii) Additional Readings in Canvas • Gallup-Lumina (2023). *The State of Higher Education 2023* (pp. 23-31) • Nguyen, S., Fishman, R., and Cheche, O. (2023). *Varying Degrees 2023* (pp. 9-13)

January 29
Session 2
Overview of U.S. Higher Education
    • Purposes
    • Desired outcomes
    • Institutional types
 	
ASSIGNMENT DUE:
I-E-O Project Prospectus
	Bowen, H. (1999). The intended outcomes of higher education. In J. Bess & D. Webster (Eds.), _Foundations of American higher education_ (pp. 285-294). Simon & Schuster Custom Publishing.
	
	*Kezar, A. (2004). Obtaining integrity? Reviewing and examining the charter between higher education and society. _The Review of Higher Education_, 27(4), 429-459.
	
	*Patton, L. D. (2016). Disrupting postsecondary prose toward a critical race theory of higher education. _Urban Education_, _51_(3), 315-342.
	
	Nicolazzo, Z. (2021). Imagining a trans epistemology: What liberation thinks like in postsecondary education. _Urban Education, 56_(3), 511-536.
	
	Basic Carnegie Classification Descriptions: https://carnegieclassifications.acenet.edu/carnegie-classification/classification-methodology/basic-classification/

	What are Minority Serving Institutions: https://cmsi.gse.rutgers.edu/content/what-are-msis Minority Serving Institution Timeline: https://cmsi.gse.rutgers.edu/content/brief-history-msis **_For the future:_** *Hurtado, S. (2007). Linking diversity with the educational and civic missions of higher education. _The Review of Higher Education, 30_(2), 185-196. *Gildersleeve, R. E., Kuntz, A. M., Pasque, P. A., & Carducci, R. (2010). The role of critical inquiry in (re)constructing the public agenda for higher education: Confronting the conservative modernization of the academy. _The Review of Higher Education, 34_(1), 85-121. *Orphan, C. M. (2018). Public Purpose under Pressure: Examining the Effects of Neoliberal Public Policy on the Missions of Regional Comprehensive Universities. _Journal of Higher Education Outreach and Engagement_, _22_(2), 59-101. *Scott, J. C. (2006). The Mission of the university: Medieval to postmodern transformations. _The Journal of Higher Education_, _77_(1), 1-39.

| February 5
Session 3
Who is Coming to College?
• College Student Characteristics
• College Choice

ASSIGNMENT DUE:
College Pathways Paper | Renn & Reason
• Chapter 1: Characteristics of College Students in the United States (pp. 3-22)
• Chapter 2: The College Choice Process (pp. 23-38)

*Acevedo-Gil, N. (2017): College-conocimiento: Toward an interdisciplinary college choice framework for Latinx students. _Race Ethnicity and Education_

*Cox, R. D. (2016). Complicating Conditions: Obstacles and Interruptions to Low-Income Students' College "Choices." _Journal of Higher Education, 87_(1), 1-26.

McLewis C.C. (2021) The Limits of Choice: A Black Feminist Critique of College "Choice" Theories and Research. In L.W. Perna (Ed.) _Higher Education: Handbook of Theory and Research_ (Vol 36). Springer. https://doi-org.proxy.lib.umich.edu/10.1007/978-3-030-43030-6_6-1

For the future:
*Amechi, M. H., Stone, Jr., B. D., & Williams, J. L. (2020). Transitions and pathways: HBCU college choice among Black students with foster care experience. _Journal of the First-Year Experience & Students in Transition, 32_(2), 9-24.

*Engberg, M. E., & Gilbert, A. J. (2014). The counseling opportunity structure: Examining correlates of four-year college-going rates. _Research in Higher Education_, _55_(3), 219-244.

*Osei-Kofi, N., Torres, L. E., & Lui, J. (2013). Practices of whiteness: Racialization in college admissions viewbooks. _Race Ethnicity and Education_, _16_(3), 386-405.

*Squire, D. D., & Mobley Jr, S. D. (2015). Negotiating race and sexual orientation in the college choice process of Black gay males. _The Urban Review_, _47_(3), 466-491. |

February 12 *<u>Session 4</u>* *College Enrollment & Transitions*	Renn & Reason • Chapter 3: Student Enrollment Patterns (pp. 39-51) • Chapter 4: Transition to College (pp. 55-70) *Lange, A. C., Linley, J. L., & Kilgo, C. A. (2021). Trans students' college choice & journeys to undergraduate education. *Journal of Homosexuality.* Advanced online publication. DOI: 10.1080/00918369.2021.1921508 *Wilsey, S. A. (2013). Comparisons of adult and traditional college age student mothers: Reasons for college enrollment and views of how enrollment affects children. *Journal of College Student Development, 54*(2), 209-214. *Rodriguez, A. A., & Mallinckrodt, B. (2021). Native American-identified students' transition to college: a theoretical model of coping challenges and resources. *Journal of College Student Retention: Research, Theory & Practice, 23*(1), 96117. ***For the future:*** *Blaauw-Hara, M. (2016). "The military taught me how to study, how to work hard": Helping student-veterans transition by building on their strengths. *Community College Journal of Research and Practice, 40*(10), 809-823. * Clark, M. R. (2005). Negotiating the freshman year: Challenges and strategies among first-year college students. *Journal of College Student Development, 46*(3), 296-316. *Samura, M. (2018). How do students of color find "home" on college campuses? *Journal of the First-Year Experience & Students in Transition, 30*(2), 27-43.
February 19 *<u>Session 5</u>* *Campus Ecology & Physical Environments*	Renn & Reason, Chapter 5 (pp. 71-101) Strange & Banning, Chapter 1 (pp. 9-47) * Foste, Z. (2021). " Oh, that's the white dorm": The racialization of university housing and the policing of racial boundaries. *Journal of College Student Development, 62*(2), 169-185. DOI: 10.1353/csd.2021.0015 *Haley, J.D. (2023). How staff matter to students: Examining students' experiences in student affairs contexts. *Journal of Student Affairs Research and Practice, 60*(4), 508–520. DOI:10.1080/19496591.2022.2123710 *Cabrera, N. L., Watson, J. S., & Franklin, J. D. (2016). Racial arrested development: A critical Whiteness analysis of the

	campus ecology. *Journal of College Student Development*, *57*(2), 119-134. ***For the future:*** *Tichavakunda, A. A. (2020). Studying black student life on campus: Toward a theory of Black placemaking in higher education. *Urban Education.* Advanced online publication. DOI: 10.1177/0042085920971354 *Brandon, A., Hirt, J. B., & Cameron, T. (2008). Where you live influences who you know: Differences in student interaction based on residence hall design. *Journal of College & University Student Housing*, *35*(2), 62-79. *Kuntz, A., Petrovic, J. & Ginocchio, L. (2012). A changing sense of place: A case study of academic culture and the built environment. *Higher Education Policy, 25*(4), 433-451. *Misencik, K. E., O'Connor, J. S., & Young, J. (2005). A learning place: Ten years in the life of a new kind of campus center. *About Campus, 10*(3), 8-16. *Pryor (2018) Visualizing queer spaces: LGBTQ students and the traditionally heterogendered institution. *Journal of LGBT Youth*, 15(1), 32-51. Scott, S. S., Loewen, G., Funckes, C., & Kroeger, S. (2003). Implementing Universal Design in higher education: Moving beyond the built environment. *Journal of Postsecondary Education and Disability*, *16*(2), 78-89. *Troyer, D. (2005). Imagine if we could start over: Designing a college from scratch. *About Campus, 10*(4), 4-9.
February 26 - NO CLASS "Spring Break"	

| March 4 Session 6 Human Aggregate Environments ASSIGNMENT DUE: Inputs Analysis Paper | Strange & Banning: Chapter 2 (pp. 49-77) *Gurin, P., Dey, E. L., Hurtado, S., & Gurin, G. (2002). Diversity and higher education: Theory and impact on educational outcomes. *Harvard Educational Review, 72,* 330-365. *Martin, G. L. (2015). "Always in my face": An exploration of social class consciousness, salience, and values. *Journal of College Student Development, 56*(5), 471-487. *Stapleton, L. (2015). When being deaf is centered: d/Deaf Women of Color's experiences with racial/ethnic and d/Deaf identities in college. *Journal of College Student Development*, *56*(6), 570586. *Vaccaro, A. (2017). Does my story belong? An intersectional critical race feminist analysis of student silence in a diverse classroom. *NASPA Journal About Women in Higher Education*, *10*(1), 27-44. *For the future:* *Mobley Jr, S. D., & Johnson, J. M. (2019). No pumps allowed": The "problem" with gender expression and the Morehouse College "appropriate attire policy. *Journal of Homosexuality*, *66*(7), 867-895. Pittenger, D. J. (1993) Measuring the MBTI...And coming up short. Downloaded from http://www.indiana.edu/~jobtalk/Articles/develop/mbti.pdf *Jaeger, A. (2003). Job competencies and the curriculum: An inquiry into emotional intelligence in graduate professional education. *Research in Higher Education, 44,* 515-539*. |

March 11 _Session 7_ _Organizational Environments_	Strange & Banning, Chapter 3 (pp. 79-112) *Godwin, G. J., & Markham, W. T. (1996). First encounters of the bureaucratic kind: Early freshman experiences with a campus bureaucracy. _Journal of Higher Education, 67,_ 660-691. *Linder, C., & Myers, J. S. (2018). Institutional betrayal as a motivator for campus sexual assault activism. _NASPA Journal About Women in Higher Education, 11_(1), 1-16. McNair, T. B., Albertine, S., Cooper, M. A., McDonald, N., & Major Jr, T. (2016). _Becoming a student-ready college: A new culture of leadership for student success_. Chapter 1: In search of the student-ready college (pp. 4-24). John Wiley & Sons. *Barnhart, C., Ramos, M., & Reyes, K. A. (2013). Equity and inclusion in practice: Administrative responsibility for fostering undocumented students' learning. _About Campus, 18(_2), 20-26. _For the future:_ *Berger, J.B. (2000). Organizational behaviors at colleges and student outcomes: A new perspective on college impact. _Review of Higher Education, 23_ (2), 177-198. *Cox, B. E., McIntosh, K. L., Reason, R. D., & Terenzini, P. T. (2011). A culture of teaching: Policy, perception, and practice in higher education. _Research in Higher Education_, _52_(8), 808-829.
March 18 _Session 8_ _Socially Constructed Environments_	Strange & Banning, Chapter 4 (pp. 113-133) *Magolda, P. M. (2001). What our rituals tell us about community on campus: A look at the campus tour. _About Campus_, 5(6), 2-8. *Garvey, J. C., Taylor, J. L., & Rankin, S. (2015). An examination of campus climate for LGBTQ community college students. _Community College Journal of Research and Practice, 39_(6), 527-541. *Muñoz, S. M., & Vigil, D. (2018). Interrogating racist nativist microaggressions and campus climate: How undocumented and DACA college students experience institutional legal

violence in Colorado. *Journal of Diversity in Higher Education*, *11*(4), 451-466.

* Yao, C. W., Briscoe, K. L., & Rutt, J. N. (2020). In the aftermath of a racialized incident: Exploring international students of color's perceptions of campus racial climate. *Journal of Diversity in Higher Education, 14*(3), 386–397.

For the future:
*Hurtado, S., Alvarez, C. L., Guillermo-Wann, C., Cuellar, M., & Arellano, L. (2012). A model for diverse learning environments: The scholarship on creating and assessing conditions for student success. In J. C. Smart & M. B. Paulsen (Eds.), *Higher education: Handbook of theory and research* (Vol. 27, pp. 41-122). Springer.

*Rockenbach, A. B., & Mayhew, M. J. (2014). The campus spiritual climate: Predictors of satisfaction among students with diverse worldviews. *Journal of College Student Development, 55*(1), 41-62.

*Sallee, M. W. (2013). Gender norms and institutional culture: The family-friendly versus father-friendly university. *Journal of Higher Education, 84*(3), 363-396.

*Worthington, R. L., Navarro, R. L., Loewy, M., & Hart, J. (2008). Color-blind racial attitudes, social dominance orientation, racial-ethnic group membership and college students' perceptions of campus climate. *Journal of Diversity in Higher Education*, *1*(1), 8-19.

March 25	Renn & Reason, Chapter 7 (pp. 139-159)
Session 9 **_Persistence & Retention Outcomes_** **ASSIGNMENT DUE:** **Environments Analysis Paper**	*Fike, D. S., & Fike, R. (2008). Predictors of first-year student retention in the community college. *Community College Review*, *36*(2), 68-88. *Kutscher, E. L., & Tuckwiller, E. D. (2019). Persistence in higher education for students with disabilities: A mixed systematic review. *Journal of Diversity in Higher Education, 12*(2), 136–155. *Mobley Jr, S. D., & Hall, L. (2020). (Re) Defining queer and trans* student retention and "success" at Historically Black Colleges and Universities. *Journal of College Student Retention: Research, Theory & Practice*, *21*(4), 497-519. **_For the future:_** *Garvey, J. C. (2020). Critical imperatives for studying queer and trans undergraduate student retention. *Journal of College Student Retention: Research, Theory & Practice*, 21(4), 431454. *Oseguera, L., Rios, J. D. L., Park, H. J., Aparicio, E. M., & Rao, S. (2020). Understanding who stays in a STEM scholar program for underrepresented students: High-achieving scholars and short-term program retention. *Journal of College Student Retention: Research, Theory & Practice.* Advanced online publication. DOI: 1521025120950693.

April 1 _Session 10_ **_Student Outcomes_** • Learning outcomes • Developmental outcomes • Assessing student outcomes	Renn & Reason, Chapter 8 (pp. 160-187) Garvey J.C., & Dolan C.V. (2021) Queer and Trans College Student Success. In L.W. Perna (Ed) _Higher Education: Handbook of Theory and Research. Higher Education_ (Vol 36) Springer. https://doi-org.proxy.lib.umich.edu/10.1007/978-3-03043030-6_2-1 *Museus, S. D. (2014). The culturally engaging campus environments (CECE) model: A new theory of success among racially diverse college student populations. In _Higher education: Handbook of theory and research_ (Vol. 29, pp. 189-227). Springer. **_For the future:_** Bahr P.R., Boeck C.A., & Cummins P. A (2021) Strengthening outcomes of adult students in community colleges. In L.W. Perna (Ed.) _Higher Education: Handbook of Theory and Research_ (Vol 36). Springer. https://doi-org.proxy.lib.umich.edu/10.1007/978-3-030-43030-6_3-1 *Johnson, M. (2014). Predictors of college students engaging in social change behaviors. _Journal of College and Character_, _15_(3), 149-164.
April 8 _Session 11_ **_Long-term Impact of College_**	Mayhew, M. J., Rockenbach, A. N., Bowman, N. A., Seifert, T. A., & Wolniak, G. C. (2016). _How college affects students: 21st century evidence that college works._ Chapter 9: Quality of life after college (pp. 487-522). Jossey-Bass. Gallup-Lumina. (2023). _Education for What?_ https://www.gallup.com/analytics/468986/state-of-higher-education.aspx • Download and read the report Davis III, C. H. F., Mustaffa, J. B., King, K., & Jama, A. (2020). _Legislation, Policy, and the Black Student Debt Crisis._ National Association for the Advancement of Colored People.
April 15 _Session 12_ **Final Class Presentations**	

April 22 *Session 13* **Final Class Presentations** **ASSIGNMENT DUE:** **Outcomes Intervention Design**	

APPENDIX: ASSIGNMENT INSTRUCTIONS
COLLEGE PATHWAYS PAPER INSTRUCTIONS

RATIONALE

One way to understand varied experiences to and through college is to connect it to our personal experiences. In doing so, we may create a deeper understanding of ourselves while becoming better able to identify the factors that shaped how we came to college, our undergraduate experiences, and the effects of attending college. Reflecting upon our own experiences also may illuminate informal theories, assumptions, and beliefs we have about college students' experiences. Making our tacit thoughts more explicit can help us understand the biases, assumptions, and beliefs that may influence how we engage in work with students.

ASSIGNMENT

In this assignment, you are asked to share some of your experiences to and through college in 4-6 pages. This is a candid, self-reflective narrative rather than a theory-based paper. With this in mind, you do not need to reference any of the materials that will be used in this course.

As you work to craft your narrative, you may use the following prompts to guide your thinking. While you do not need to address them all in this assignment given space limitations, please give each prompt some thought since they are salient to material we will cover in the course.

- When did you know you wanted to attend college? How much or little were you encouraged to attend college?
  - o How was postsecondary education discussed if at all in your home environments?
  - o How was postsecondary education discussed if at all in your schools?
- What was the college application and choice process like for you?
  - o How did you select the institution you first attended?
  - o What supports did you have if any through the application and choice process?
- What was your transition to college like?
  - o What made that process challenging and/or easy for you?
  - o What or who supported you at all if had any during your college transition?
- What experiences in college were most meaningful to you?
  - o What made these experiences meaningful?
  - o How did they affect or influence you?
- What challenges or difficulties did you encounter during college?

   o What contributed to these challenges?

   o What/who provided support (if you had any) while negotiating these challenges?

   o How did these challenges affect or influence your college experience?

- How do you think attending college has affected you? How have you changed if at all?

<u>**EVALUATIVE CRITERIA**</u>

As articulated in the accompanying rubric, the depth of your insights, coherence of narrative, and technical writing will be evaluated in this assignment.

<u>**DUE DATE:**</u> February 5

<div align="center">

STUDENT INPUTS-ENVIRONMENT-OUTPUTS ANALYSIS PROJECT [1]

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Rationale

The literature that attends to characteristics, experiences, and outcomes for students in U.S. higher education is vast. This assignment is designed to allow for a more focused exploration of the literature relevant to a specific group of college students (e.g., Black men, international students, student veterans, undocumented students) that is of interest to you. By developing an understanding of the literature, you will be better position to leverage its strengths to inform higher education policy and practice that affects the group of students you choose to study.

Assignment

As a team, you will write two papers and create an educational intervention during the semester following Astin's (1993) Inputs-Environments-Outcomes (I-E-O model), which will culminate in a presentation for the class. Specifically, you will develop expertise about a particular group of college students of your choosing (e.g., multiracial students, transgender students, rural students, commuter students,). Each paper should also include what scholars call a search for "disconfirming evidence"—evidence that does not support the general trend—such as by identifying within-group diversity (i.e., variation within the group).

This assignment has five components you must complete:

 1) *I-E-O Prospectus (Ungraded)*

  Your prospectus should briefly describe the group of students you would like to focus on for the purposes of this project and why you are interested in learning more about this particular group. You should also specify who your group members are and your preferred date for your final presentation.

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[1] This project was adapted from assignments by Dr. Julie Posselt & Dr. Awilda Rodriguez

2) *Inputs Analysis Paper (20% of Final Grade)*
Your first paper for this assignment will focus on trends about your selected group's college choices, access, and enrollment, and be grounded in a review the current literature on this topic. You should also identify and discuss at least one major issue of policy or institutional practice that is affecting this group's access and enrollment. Your paper should be 7-10 pages (double-spaced) exclusive of cover sheet, references, and any tables or figures.

3) *Environments Analysis Paper (20% of Final Grade)*
Your second paper for this assignment will focus on college environments (i.e., experiences) of your selected group. Using additional research literature, you will document and critically discuss experiences that are common for students from this group, while also analyzing within-group diversity in collegiate experiences. Your paper should be 7-10 pages (double-spaced) exclusive of cover sheet, references, and any tables/figures.

4) *Outcomes Intervention Design (20% of Final Grade)*
Your third component of this assignment will bring together what you have learned from the two papers to design specific policies and or interventions that are designed to better support your selected group's pathways to or through college.

You can present your recommendations for policy and practice in the format that you think would best help you communicate the ideas. Examples of formats for final projects may include but are not limited to:
- A policy brief
- A zine
- A video or movie
- A written paper (no longer than 10 pages excluding cover sheet and references)
- A narrated PowerPoint
- An infographic

Regardless of format, your outcomes focused intervention design should be grounded in your work in what you have learned about your students' needs from your Inputs and Experiences papers. In your assignment be sure to:
- Make specific connections to the literature to highlight the information that you are using to ground your interventions
- Be attentive to specifying where you think your policies and interventions should be applied (e.g., 4-year colleges, MSIs, etc.)
- State the desired outcomes of your recommendations (e.g., increased retention, increased sense of belonging, reduced loan debt, etc.).

As you craft your recommendations, you can create your own policies, programs, services, etc. and/or you may draw upon what you know about U-M or practices at your

prior campuses. Use your creativity as you design interventions and focus on meeting students' needs rather than whether or not these interventions currently exist.

5) *I-E-O Analysis Presentation (15% of Final Grade)*
You will present the results of your I-E-O analysis in a 20-minute presentation (15 minutes presentation + 5 minutes Q&A) during one of the final weeks of the semester. You will need to submit any materials you use in your presentation (e.g., PowerPoint, handout, infographic, video, etc.)

Evaluative Criteria
Inputs and Environments Papers
Your papers will be evaluated based on your abilities to draw from an array of sources to convey your understanding of your selected student group's "inputs" or "environments", the depth and quality of analysis, your abilities to make connections to policy and/or practice, the organization and quality of your writing, and your adherence to APA guidelines. Please see the rubrics for more specific information.

Outcomes Intervention Design
Your "outcomes" intervention design will be evaluated based on your abilities to draw from an array of sources to convey your understanding of your selected student group using the I-E-O model and your abilities to translate these understandings into specific recommendations for policy and/or practice based on your analysis. Your work will also be evaluated on how clearly you describe your interventions and the desired outcomes associated with them. Please see the rubric for more specific information.

I-E-O Analysis Presentation
Your I-E-O presentation will be evaluated based on how well you demonstrate mastery of the material, how clearly you present the content of your papers and recommendations for policy and practice, how well you engage with the audience (e.g., responding to questions, utilizing supporting materials), and the clarity of any supporting materials you use in your presentation.

Due Dates

I-E-O Prospectus Due	January 29
Inputs Analysis Paper	March 4
Environments Analysis Paper	March 25
Outcomes Intervention Design	April 22
I-E-O Analysis Presentation	April 15 or 22