FALL 2017 - EDHI 664 - THE COLLEGE EXPERIENCE

Wednesday, 4:15 – 7:00pm, Room 1121 benjamin Bldg.

<table>
<thead>
<tr>
<th>Dr. Alberto F. Cabrera</th>
<th>Dr. Paulina Perez-Mejias</th>
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<tbody>
<tr>
<td>Professor</td>
<td>Guest Instructor</td>
</tr>
<tr>
<td><a href="mailto:cabrera@umd.edu">cabrera@umd.edu</a></td>
<td><a href="mailto:paulinaperezmejias@gmail.com">paulinaperezmejias@gmail.com</a></td>
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<tr>
<td>(301) 405-5861</td>
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<tr>
<td>Allison LaFave</td>
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<tr>
<td>Teaching Assistant</td>
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<tr>
<td><a href="mailto:paulinaperezmejias@gmail.com">paulinaperezmejias@gmail.com</a></td>
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Office hours: [Click 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 higher education institutions.
2. Understand how and why students pursue different pathways to higher education.
3. Be familiar with research and theory on how colleges and universities affect student learning and development.
4. Identify outcomes of the collegiate experience.
Required Texts


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>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
<td>97-100 = A+</td>
</tr>
<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>
</tr>
<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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Activities, Learning Assessments, & Expectations for Students

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.

1. **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.

2. **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. You 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 instructors. Sign-ups for this assignment will take place during the first class. An example Data Sheet will be posted on Canvas.

3. **Student Development Theory Presentations (10%)**: For the September 13 & September 20 classes, 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 the first day of class. To prepare for this sign-up, students should briefly review the following theories to identify a first, second, and third choice indicated in the table below.

<table>
<thead>
<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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<tr>
<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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<tr>
<td>Sanford</td>
<td>Kitchner &amp; King</td>
<td>Kolb (&amp; Fry)</td>
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<tr>
<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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<tr>
<td>Marcia</td>
<td>Belenky</td>
<td>Hurtado &amp; Guillermo-Wann</td>
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<tr>
<td>Cross</td>
<td>Lovingier</td>
<td>Fries-Britt George-Wangi &amp; Peralta</td>
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<tr>
<td>Cass</td>
<td></td>
<td>Pascarella</td>
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<tr>
<td>Schlossberg</td>
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<td>Bean &amp; Metzner</td>
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<td>Steele – Stereotype threat</td>
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<td>Bean &amp; Eaton</td>
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4. **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. Examples of successful papers submitted in past semesters will be posted on Canvas. The oral report is **due October 18** and the written report is **due October 25**.
5. 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. Detailed guidelines and examples of successful papers written in past semesters will be posted on Canvas. Oral report presentations start on November 29 and end on December 6. The written executive report is due December 6.

Other Course Policies

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://osc.umd.edu/OSC/Default.aspx

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 https://www.counseling.umd.edu/ads/ 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**

<table>
<thead>
<tr>
<th>Week/ Date</th>
<th>Topic</th>
<th>Required Readings/Class Activities</th>
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</table>
| Week 01      | **Course Introduction**                  | Mayhew et al. (2016). Ch. 1. Studying College Outcomes in the 2000s  
Renn & Reason (2013), Preface & Ch. 1  
| Aug 30       |                                          |                                                                                                                                                                                                                                                                                                                                                                   |
| Week 02      | **College Admissions Process (An Overview)** | Renn & Reason (2013), Chapter 2. The College Choice Process  
*Skim pages 221-230. Read more closely pages 231-244  
**Guest speaker**  
Dr. Melissa Clinedinst, Director of Public Policy for National Association of College Admissions and Counseling. |
| Sept 6       |                                          |                                                                                                                                                                                                                                                                                                                                                                   |
### Week 03
#### Sept 13

**Student Development Theories (part 1)**

**Topics Part 1: Psychosocial theories & Cognitive Structural**

*Psychosocial theories:* Erikson, Chickering & Reisser, Sanford, Josselson, Marcia, Cross, Cass, Schlossberg, Steele  
*Cognitive Structural:* Kohlberg (& Hersh), Perry, Kichner & King, Baxter-Magolda, Gilligan, Belenky, Loveniger

**Readings**

Renn & Reason (2013), Chapters 6 & 7  

**Guest speaker**

Casey Maliszewsky

**Student Presentations on Developmental Theories**

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### Week 04
#### Sept 20

**Student Development Theories (part 2)**

**Topics Part 2: Cognitive Structural & Person-Environment**

*Cognitive Structural:* Kohlberg (& Hersh), Perry, Kichner & King, Baxter-Magolda, Gilligan, Belenky, Loveniger  
*Person-Environment:* Astin’s I-E-O model, Holland, Tinto, Kolb (& Fry), Weidman, Reason, Hurtado & Guillermo-Wann, Fries-Britt, George-Mwangi & Peralta, Pascarella, Bean & Metzner.

**Readings**

Renn & Reason (2013), Chapter 7 & selected theories in Chapter 8 (e.g., Tinto’s model, Astin’s involvement & I-E-O models, Weidman’s socialization model)  

**Guest speaker**

Alicia Peralta

**Student Presentations on Developmental Theories**
<p>| Week 08 | Adjustment to College: Experiences of Sophomore Students | Student Oral Presentation of Interviews |</p>
<table>
<thead>
<tr>
<th>Week 09 Oct 25</th>
<th><strong>Learning and Cognitive Development</strong></th>
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<tr>
<td></td>
<td>Mayhew et al. (2016). Ch. 2. Development of Verbal, Quantitative, and Subject Matter Competence</td>
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<td>Mayhew et al. (2016). Ch. 3. Cognitive and Intellectual Development</td>
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<td><strong>Guest speaker:</strong> Dr. Corbin Campbell</td>
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<th>Week 10 Nov 1</th>
<th><strong>College Major</strong></th>
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<td><strong>Guest speaker</strong> Elizabeth Kurban</td>
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<tr>
<th>Week 11 Nov 8</th>
<th><strong>ASHE</strong></th>
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<td>No class</td>
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### How Diversity Impacts Student Outcomes

#### Week 12

Nov 15

**How Diversity Impacts Student Outcomes**


**Guest speaker**
Dr. Wendell Hall, Senior Director, Policy Advocacy, College Board

<table>
<thead>
<tr>
<th>Week 13</th>
<th>Thanksgiving</th>
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<tr>
<td>Nov 22</td>
<td>No class</td>
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<thead>
<tr>
<th>Week 14</th>
<th>Outcomes of the Collegiate Experience (Part 1)</th>
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<tbody>
<tr>
<td>Nov 29</td>
<td>Mayhew et al., (2016). Ch. 8 Career and Economic Impacts of College</td>
</tr>
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<td></td>
<td>Mayhew et al., (2016). Ch. 9 Quality of Life after College</td>
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<tr>
<td></td>
<td>Mayhew et al., (2016). Ch. 11 Implications for Policy, Research, and Practice</td>
</tr>
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**Institutional Database Project Presentations Oral Reports**

<table>
<thead>
<tr>
<th>Week 15</th>
<th>Outcomes of the Collegiate Experience (Part 2)</th>
</tr>
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<tbody>
<tr>
<td>Dec 6</td>
<td>Renn &amp; Reason (2013), Ch 9. Student Outcomes</td>
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</table>

**Institutional Database Project Presentations Oral Reports**

**Institutional Database Project Paper Due**
Recommended Bibliography

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).

**Recommended Texts**


**Recommended Readings by Topic**

**State of Higher Education**


Enrollment Management


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


Persistence, Transfer Degree and Degree Completion


Cabrera, A. F., Burkum, La Nasa, S.Pathways to a Four-Year Degree: Determinants of Degree Completion Among Socioeconomically Disadvantaged Students.


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


**Student Development and Change**


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

Surveying College Students


Olivas, M. A. (2011). If you build it, they will assess it (or an open letter to George Kuh, with love and respect). Review of Higher Education, 35(1), 1-16.


Measuring Campus Climate


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


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


Campus Climate


**How diversity impacts students’ outcomes**


**College Major**


