

.EDHI 665: College Access & Choice

Wednesdays, 4:15 – 7:00 pm
1105 Knight Hall

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Course Overview, Purpose, & Objectives

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

Student Outcomes

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

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

- Students will be familiar with a variety of resources for finding information about colleges and recent policy movements to improve the information available.

Course Topics

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

Required Texts

- Cabrera, A. F. & La Nasa, S. M. (2000). Understanding the college choice of disadvantaged students. *New Directions for Institutional Research*. San Francisco: Jossey-Bass.
- Tierney, W. G., Corwin, Z., & Colyar J. E. (2005). *Preparing for college: Nine elements of effective outreach*. Albany, NY: SUNY Press.
- Purdue University (n.d.). Online writing lab. <https://owl.english.purdue.edu/owl/resource/560/01/>

Recommended Texts

- Attewell, P. & Lavin, D. E. (2007). *Passing the torch: Does Higher Education for the disadvantaged pay off across the generations?* New York: Russell Sage Foundation.
- Bowen, W., Chingos, M. M. & McPherson, M. S. (2009). Crossing the finishing line: Completing college at America's public universities. Princeton University.
- Heller, D. E. (2002). *Condition of access: Higher education for lower income students* (pp. 97-112). Westport, CT: Praeger Publishers (ACE/Oryx Series on Higher Education).
- Hossler, D., Schmit, J., & Vesper, N. (1999). *Going to college: How social, economic, and educational factors influence the decisions students make*. Baltimore: Johns Hopkins University Press.
- Kim, Y. M. (2011). Minorities in Higher Education: Twenty-fourth Status Report 2011 Supplement. Washington, DC: American Council on Education.
- Tierney, W. G., & Hagedorn, L. S., (2002). *Increasing access to college: Extending the possibilities for all students* (pp. 15-34). Albany, NY: State University of New York Press.

Required Assignments

All assignments must be typed, double spaced, with one-inch margins, and in 12-pt. font. Please use APA style for references and formatting. You can find these guidelines in the *Publication Manual for the American Psychological Association*. Another excellent source is [Purdue's Online Writing Lab website](#). Use **scholarly references** – your work should be based on peer review scholarship and academic books and news sources such as *The Chronicle of Education*.

Sometimes sources from the popular media are appropriate; however, be critical in assessing their worth. Do not cite work that you have not read, and only cite work in your reference list that you have used in your assignment.

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

Assignment #1: *College Choice Interview Paper & Presentation (30%)*: This assignment is intended for you to synthesize the different perspectives about college choice and how personal experiences influence the selection of a particular postsecondary institution. Interview a traditionally aged (18 – 24) college freshman about his or her college choice process. Using conceptual frameworks and research evidence discussed in class complete a short essay (2-4 pages) describing your interviewee's college choice experiences and how it compares and/or contrasts the present models and theories in the literature. Make certain that your paper discusses implications for theory and practice as part of the conclusion section. Tables and references do not count in the page limit. Please use pseudonyms instead of the subject's true name. The oral presentation will take place on *March 11*. The short paper is due on *March 25*. Examples of the paper will be posted on Canvas.

Assignment #2: *Annotated Bibliography (20%)*: Develop an annotated bibliography of 5-10 books or scholarly peer-reviewed journal articles pertaining to a topic of college access or choice. The articles to be summarized should have been published in a top refereed journal. This assignment is closely related to the term paper. The annotated bibliography is due on *April 1*. Examples of the annotated bibliography will be posted on Canvas.

Assignment #3: *Final Term Paper & Presentation (40%)*: Trace the roots, present status, and future trends affecting an important current or emerging issue dealing with college choice or access. This assignment consists of two parts worth 20 points each: a) oral presentation, and b) term paper (to be completed either individually or on a group basis). Detailed guidelines will be provided in a separate handout later in the semester. Each component of the paper should address the following issues: **1. Introduction:** Provide a clear and direct statement of the topic under review; include a brief description of the significance of the postsecondary issue, its roots and present status. Use statistics and opinions by experts to illustrate the importance of the topic. **2. Literature Review:** Identify, explain and discuss the conceptual framework(s) or perspective(s) that deal with your topic. Describe and summarize what is known about the topic under investigation; avoid presenting only abstracts. It is likely that you are going to find contradictory findings and points of view; present both of them. Not all studies need to be discussed in detail. If applicable, provide a summary of relevant legislation and court cases pertaining to your topic while describing why they are relevant. **3. Conclusion:** Indicate the extent to which findings answered your research question. What patterns did you observe? Can the findings be generalized?

What are the limitations in the studies reviewed? Indicate if and what additional research is needed. Support your comments with references to relevant literature. This section should also discuss the practical (e.g. educational programs and practices) and theoretical implications of your findings while addressing those future trends that are likely to affect the educational issue under consideration.

FORMAT. The paper should be typed and carefully edited. The document should not exceed 30 pages. Citations, format and references should follow the APA style. *Oral presentations start on April 29 and end on May 6.* All papers are due **April 29, 2015**. Students can turn in completed and proofread manuscripts 2 weeks before the due date for unprejudiced reviews. Examples of the written report will be posted on Canvas.

Grading Criteria

Each written assignment will be graded on the following criteria:

- Organization, Logic, & Development of Ideas
- Writing Clarity & Quality
- Soundness of Analysis
- Relevance & Quality of Literature Review
- Thoughtful Discussion of Implications to Policy & Practice
- Accurate Formatting, Referencing, and Style
- Well-Reasoned Justification of Topic Choice (Final Term Paper Only)

Assessment Policy

ASSIGNMENT	% OF GRADE	DUE DATE
Class Participation	10	Every Class
Assignment # 1	30	Presentation: March 11 Paper: March 25
Assignment # 2	20	April 1
Assignment # 3	40	Presentation: April 29 or May 7 Paper: April 29
Total	100	

Important note: A penalty of 10% will be applied to all assignments turned in after the deadline.

It is your responsibility to inform me before class if you will not be able to attend, be late, or will need to leave early.

Grading Scale

99-100 A+	87-89 B+	76 -79 C+	64-67 D+
94-98 A	84-86 B	72 -75 C	60-63 D
90-93 A-	80-83 B-	68-71 C-	< 60 F

Absence Due to Religious Holidays or Academic Conferences

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

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

Inclement Weather

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

Academic Integrity

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

Special Needs

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

Course Contingency Plan

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

Course Evaluation

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

Tentative Course Plan	
Dates	Topic or important activity
January 28	<p>Introduction Distribute assignment # 1: college choice</p> <ul style="list-style-type: none"> • Factors mattering most on the pathways to postsecondary education. • Transfer • The college choice process • College choice information resources and tools – an overview (e.g., College Navigator, Net Price Calculators) • Aspirations, preparation & enrollment <ul style="list-style-type: none"> ○ The role of the school ○ The role of family and the community ○ The role of ability to pay • Bridging the K-12 – postsecondary education gap <ul style="list-style-type: none"> ○ Outreach policies & programs <p><i>Distribute sign up to lead class discussion</i> <i>Distribute sign up for snacks.</i></p> <p><u>REQUIRED READINGS</u> Corwin, Z. B., Colyar, J. E. & Tierney, W. G. (2005). Introduction: Engaging research and practice – Extracurricular and curricular influences on college access (pp. 1-12). <u>Textbook.</u> Fitzgerald, B. K. & Delaney, J. A. (2003). Educational opportunity in America. Chapter 1. In D.E. Heller (Ed.). <i>Condition of access: Higher education for lower income students</i> (pp. 3-25). Westport, CT: Praeger Publishers (ACE/Oryx Series on Higher Education). <u>Available in Canvas.</u></p>
February 4	<p>Pathways to postsecondary education <i>Central questions:</i> What are the pathways to postsecondary education?</p> <ul style="list-style-type: none"> • How different students follow different pathways <ul style="list-style-type: none"> ○ Lowest SES students ○ First generation college students ○ Minorities • What matters most for at each milestone on the pathway to postsecondary education? <p>Movie: The College Track: Who's In, Who's Out In class exercise: On the path to college</p> <p><u>REQUIRED READINGS</u> Cabrera, A. F. & La Nasa S. M. (2000). Understanding the college choice of disadvantaged students. Chapters 2 & 3. <u>Textbook.</u> - Start with these readings. McDonough, P. M. & Fann, A. J. (2007). The study of inequality. In Patricia Gumpert (Ed.). <i>Sociology of higher education: Contributions and their contexts</i> (pp. 53-93). Maryland, Baltimore: Johns Hopkins Press. <u>Available in Canvas.</u></p>

Tentative Course Plan	
Dates	Topic or important activity
	<p>Perna, L. W. (2000). Racial/ethnic group differences in college enrollment decisions. In Cabrera & La Nasa (2000). Chapter 5. <u>Textbook</u>.</p>
February 11	<p>Conceptual frameworks on college choice: The economic perspective</p> <ul style="list-style-type: none"> • Enrollment decisions as a result of cost/benefits considerations • Elements of enrollment management • The role of financial aid as an enrollment management tool <p><i>Central questions:</i> What role ability to pay plays in making decisions about attending college? In class exercise: Choosing colleges given different student aid packages and tuition costs.</p> <p><i>Tentative topics for term project due</i></p> <p>Guest speaker: Jamey Rorison, Ph.D. Research Analyst, Institute for Higher Education Policy (IHEP)</p> <p><u>REQUIRED READINGS</u></p> <p>Baum, S. & Schwartz, S. (2012). Is College Affordable? In Search of a Meaningful Definition. Washington, DC. The Institute for Higher Education Policy. <i>Available in Canvas</i></p> <p>Cabrera, A. F. & La Nasa S. M. (2000). Understanding the college choice of disadvantaged students. Chapter 1. <u>Textbook</u>. -Start with this reading</p> <p>Dynarski, S., Scott-Clayton, J. (2013). Financial Aid Policy: Lessons from Research. National Bureau of Economic Research, 23(1), 67-91</p> <p>DesJardines, S. L., Ahlburg, D. A. & McCall, B. P. (2006). An integrated model of application, admission, enrollment, and financial aid. <i>Journal of Higher Education</i>, 77(3), 383-427. <u>Available in Canvas</u>.</p> <p>McDonough, P. M. & Calderone, S. (2010). The meaning of money: Perceptual differences between college counselors and low-income families about college costs and financial aid. <i>American Behavioral Scientist</i>, 12, 1703-1718. <u>Available in Canvas</u>.</p> <p>Castleman, B. L. (2013). Prompts, Personalization, And Pay-Offs: Strategies To Improve The Design And Delivery Of College And Financial Aid Information. Retrieved September 12, 2013 from http://scholar.harvard.edu/files/bencastleman/files/castleman_-_prompts_personalization_and_payoffs_-_august_2013_0.pdf</p> <p>Carey, K. (March 8, 2013). Fixing financial aid. <i>Chronicle of Higher Education: The Chronicle Review</i>. B6-B9. Retrieve on March 6, 2013 from http://chronicle.com/article/Fixing-Financial-Aid/137593/</p> <p>Supiano, B. (September 12, 2013). How behavioral science could improve college access. <i>Chronicle of Higher Education</i>. Retrieved September 12, 2013 from http://chronicle.com/blogs/headcount/how-behavioral-science-can-improve-college-access-efforts/36313</p> <p>Also explore the following websites:</p>

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Dates	Topic or important activity
	<p>Trends in College Prices: http://trends.collegeboard.org/college-pricing Trends in Student Aid: http://trends.collegeboard.org/student-aid College Measures: http://www.collegemeasures.org/4-year_colleges/home/</p>
February 18	<p>College choice: Bridging K-12 with postsecondary education <i>Central questions:</i> <i>What kinds of outreach programs are out there?</i> <i>Who benefits from such programs?</i> <i>What are the characteristics of successful outreach programs?</i> <i>How can K-12 and PSE institutions collaborate to help these outreach programs succeed?</i> Guest Speakers: Moya Malcolm & Dr. Alex Chough, Vice President for Government relations at NCCEP.</p> <p><u>REQUIRED READINGS</u> Corwin, Z. B., Colyar, J. E. & Tierney, W. G. (2005). <i>Introduction</i>. In W.G. Tierney, Z. B. Corwin & J. E. Colyar (Eds.). <i>Preparing for college: Nine elements of effective outreach</i>. Textbook. Cabrera, A. F., Deil-Amen, R., Prabhu, R., Terenzini, P. T., Lee, C., & Franklin, R. F., Jr. (2006). Increasing the college preparedness of at-risk students. <i>Journal of Latinos and Education</i>, 5(2), 79-97. Available in Canvas. Cabrera, A. F. & La Nasa, S. M. (2000). Understanding the college choice of disadvantaged students. Chapters 1 & 3, Textbook. Perna, L. W. (2002). Precollege outreach programs: Characteristics of programs serving historically underrepresented groups of students. <i>Journal of College Student Development</i>, 43(1), 64-83. Available in Canvas.</p>
February 25	<p>College choice: conceptual frameworks</p> <ul style="list-style-type: none"> • College choice as stages • College choice as a process • College choice as a nested process <p><i>Central question:</i> <i>What motivates individuals to make decisions about attending college?</i> In class exercise: What mattered most on your own college choice process?</p> <p><u>REQUIRED READINGS</u> Cabrera, A. F. & La Nasa S. M. (2000). Understanding the college choice of disadvantaged students. Chapter 1. Textbook. Hossler, D. Braxton, J. & Coopersmith, G. (2003). Understanding student college choice. In Stage et. al. <i>Theoretical perspectives on college students</i> (pp. 5-42). Available in Canvas. Perna, L. W. (2006). Studying college choice: A proposed conceptual model. In J. C. Smart (Ed.), <i>Higher Education: Handbook of theory and research</i>, Vol. XXI (pp. 99-157). Available in Canvas. Bonous-Hammarth, M. & Allen, W. (2005). A dream deferred: The critical factor of timing</p>

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Dates	Topic or important activity
	in college preparation and outreach. In Tierney, W. G., Corwin, Z., Colyar J. (2005). <i>Preparing for college: Nine elements of effective outreach</i> . Textbook .
March 4	<p>College choice: The role of the school and the community</p> <ul style="list-style-type: none"> • Linking High School Counseling with College Counseling <p><i>Central questions:</i> <i>What role does the school play in the college choice process?</i> <i>What role does counseling play in the college choice process?</i> <i>What role does the community play in the college choice process?</i> <i>What role does information literacy play in college choice process?</i> <i>What is building a school culture of college going all about?</i></p> <p>Show the movie: The college track: Expect the best</p> <p>Guest Speaker: Dr. Cheryl Holcomb-McCoy, Vice Dean of Academic Affairs and Professor at Johns Hopkins University's School of Education, John Hopkins University.</p> <p><u>REQUIRED READINGS</u> Corwin, Z. B. & Tierney, W. G. (2007). <i>Getting there – and beyond: Building a culture of college-going in high schools</i>. Center for Higher Education Policy Analysis. Available in Canvas.</p> <p>Engberg, M. E. & Gilbert, A. J. (2014). The counseling opportunity structure: Examining correlates of four-year college going rates. <i>Research in Higher Education</i>, 55 (3), 219-244. Available in Canvas.</p> <p>MacAllum, K., Glover, D., Queen, B., & Riggs, A. (2007). <i>Deciding on Postsecondary Education: Final Report</i>. NPEC 2008–850. Washington, D.C.: U.S. Department of Education, National Postsecondary Education Cooperative. Retrieved online at http://nces.ed.gov/pubs2008/2008850.pdf</p> <p>McDonough, P. M. (2005). Counseling matters: Knowledge, assistance, and organizational commitment in college preparation. In W. G. Tierney, Z. B. Corwin & J. E. Colyar (Eds.). <i>Preparing for College: Nine elements of effective outreach</i> (pp. 69-88). Albany, NY: SUNY Press. Textbook.</p> <p>McClafferty, K. A., McDonough, P. M. & Nunez, A. M. (2002). <i>What is a college culture? Facilitating college preparation through organizational change</i>. Paper presented at the annual conference of the American Educational Research Association. New Orleans. Available in Canvas.</p>
March 11	<p>College choice decisions: Presentations and class discussion of the college choice assignment</p> <p><i>Assignment # 1 oral report due</i></p>
March 18	Spring Break

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Dates	Topic or important activity
March 25	<p>College choice: The role of preparation for college <i>Central questions:</i> <i>What role preparation for college plays?</i> <i>How curricular activities matter?</i> <i>Are college preparatory programs effective?</i> Assignment # 1 written report due Guest Speaker: Dr. Wendell Hall & Dr. Jen Engle</p> <p><u>REQUIRED READINGS</u> Cabrera, A. F. & La Nasa S. M. (2000). Understanding the college choice of disadvantaged students. Chapters 1 & 3. Textbook. Hearn, J. C. & Holdsworth, J. M. (2005). Curricular activities and student college prospects: Is there a connection. In W. G. Tierney, Z. B. Corwin & J. E. Colyar (Eds.). <i>Preparing for College: Nine elements of effective outreach</i> (pp. 135-155). Albany, NY: SUNY Press. Textbook. Perna, L.W. (2004). The key to college access: Rigorous academic preparation. In W. G. Tierney, Z. B. Corwin & J. E. Colyar (Eds.). <i>Preparing for College: Nine elements of effective outreach.</i> (pp. 113-134). Albany, NY: SUNY Press. Textbook.</p>
April 1	<p>College choice: The role of culture & family <i>Central questions:</i> <i>What enables individuals to be prepared for college?</i> <i>What role does culture play?</i> <i>What role does family play?</i> Show the movie: Éxito escolar (Academic Success)</p> <p>Annotated bibliography due</p> <p>Guest Speaker: Dr. Chrystal A. George Mwangi, Assistant Professor University of Massachusetts Amherst.</p> <p><u>REQUIRED READINGS</u> Cabrera, A. F. & La Nasa S. M. (2000). Understanding the college choice of disadvantaged students. Chapters 1 & 3, Textbook. Rowan-Kenyon, H., Bell, A. D., & Perna, L. W. (2008). Contextual influences on parental involvement in college going. <i>Journal of Higher Education</i>, 79(5), 564-586. Available in Canvas. Tierney, W. G. & Colyar, J. E. (2004). Toward developing an untapped resource: The role of families in college preparation. In W. G. Tierney, Z B. Corwin & J. E. Colyar (Eds.). <i>Preparing for College: Nine elements of effective outreach</i> (pg. 29-48). Albany, NY: SUNY Press. Textbook. Villalpando, O. & Solorzano, D. G. (2004). The role of culture in collage preparatory programs: A review of the research literature. In W. G. Tierney, Z. B. Corwin & J. E. Colyar (Eds.). <i>Preparing for College: Nine elements of effective outreach</i> (pg. 13-28).</p>

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	<p>Albany, NY: SUNY Press. <u>Textbook.</u> Kamenetz, A (January 15, 2015). A new study reveals much about how parents really choose schools. Npr. Retrieved January 16, 2015 from http://tinyurl.com/qfxxu5q</p>
April 8	<p>Transfer Central questions: <i>What matters most in transferring to a four-year degree institution?</i> <i>What is the impact of community college attendance on baccalaureate attainment?</i> The Community College Transfer Calculator</p> <p>Guest Speaker: Dr. Teri Hollander, Associate Vice Chancellor for Academic Affairs, University of Maryland System</p> <p>REQUIRED READINGS Hagedorn, L.S., Cabrera, A.F., & Prather, G. (2010-11) <i>The Community College Transfer Calculator: Identifying the Course-Taking Patterns that Predict Transfer.</i> <i>Journal of College Student Retention</i>, 12(1), 105-130. <u>Available in Canvas.</u> Hagedorn, L. S., Moon, H. S., Cypers, S., Maxwell, W. E., & Lester, J. (2006). Transfer between community colleges and four-year colleges: The all American game. <i>Community College Journal of Research and Practice</i>, 30(3), 223-242. <u>Available in Canvas.</u> Pérez, P.A. & Ceja, M. (2009). Building a Latina/o Student Transfer Culture: Best Practices and Outcomes in Transfer to Universities. <i>Journal of Hispanic Higher Education</i>, 9(1), 6-21. <u>Available in Canvas.</u></p>
April 15	<p>No class - AERA</p>
April 22	<p>Pathways to degree completion Central questions: <i>What matters most in securing a baccalaureate degree?</i> <i>What is the role of financial aid in degree completion?</i> <i>What are the pathways to a college for minority and low-SES students?</i> <i>How stable financial aid packaging impacts the college experience across time?</i> <i>What is the completion agenda and who is involved? What are the potential unintended consequences of a policy focus on student completion?</i></p> <p>Show IHEP video</p> <p>REQUIRED READINGS Cabrera, A.F., Burkum, K.R., & LaNasa, S.M, & Bibo, E.W. (2012). Pathways to a Four-Year Degree: Determinants of Degree Completion (pp.167-210). In A. Seidman (Ed.), <i>College Student Retention: Formula for Student Success.</i> Westport,</p>

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	<p>CT: Praeger Publishers. <u>Available in Canvas</u>- Start with this reading. St. John, E. P., Cabrera, A.F., Nora, A. & Asker, E.H. (2000). Economic influences on persistence. In J. M. Braxton (Ed.). <i>Reworking the student departure puzzle: New theory and research on college student retention.</i> (pp. 29-47). Nashville: Vanderbilt University Press. <u>Available in Canvas.</u></p> <p>Bowen, W. G., Chingos, M. M. & McPherson, M. S. (2009). <i>Crossing the finish line.</i> Chapter 3: Finishing college at public universities (pp. 32-56). Princeton University Press. <u>Available in Canvas.</u></p> <p>Swail, W. S., Cabrera, A. F., Lee, C., & Williams, A. (2005). Part III: <i>Pathways to the bachelor's degree for Latino students.</i> Washington, DC.: The Educational Policy Institute. <u>Available in Canvas.</u></p> <p>Also explore the following website: http://completionagenda.collegeboard.org/ http://www.completecollege.org/</p>
April 29	<i>Student presentations start</i> <i>Term paper due</i>
May 6	<i>Student presentations end</i>

RECOMMENDED READINGS

January 28: COURSE OVERVIEW & INTRODUCTIONS

RECOMMENDED READINGS

Carnevale, A. P. & Fry, R. A. (2003). The demographic window of opportunity: College access and diversity in the new century. In Heller, D. E. (Ed.) *Condition of access: Higher education for lower income students* (pp. 137-152). Westport, CT: Praeger Publishers ACE/Oryx Series.

February 4: PATHWAYS TO POSTSECONDARY EDUCATION

RECOMMENDED READINGS

Carnevale, A. P. & Fry, R. A. (2003). The demographic window of opportunity: College access and diversity in the new century. In D.E. Heller (Ed.). *Condition of access: Higher education for lower income students* (pp. 137--152). Westport, CT: Praeger Publishers (ACE/Oryx Series on Higher Education).

Roderick, M., Nagaoka, J. , Coca, V., Moeller, E. (2008). From high school to the future: Potholes on the road to college. Consortium on Chicago School Research. University of Chicago.

http://ccsr.uchicago.edu/sites/default/files/publications/CCSR_Potholes_Report.pdf

Bowen, W. G., Chingos, M. M. & McPherson, M. S. (2009). *Crossing the finish line*. Chapter 1: Educational attainment: Overall trends, disparities, and the public universities we study (pp. 1-20). Princeton University Press.

Kirst, W. & Venezia, A. (2004). *From high school to college: Improving opportunities for success in postsecondary education*. San Francisco: CA: Jossey-Bass.

Swail, W. S., Cabrera, A. F., Lee, C., & Williams, A. (2005). Part I: *From middle school to the work force: Latino students in the Educational Pipeline*. Washington, DC: The Educational Policy Institute.

<http://educationalpolicy.org/pdf/LatinoI.pdf>

February 11: CONCEPTUAL FRAMEWORKS: THE ECONOMIC PERSPECTIVE

RECOMMENDED READINGS

Bettinger, E., Long, B.T. & Oreopoulos, P. (2007). The Role of Simplification and Information in College Decisions: Results from the H&R Block FAFSA Experiment. NBER Working Paper Series 15361. Cambridge, MA: National Bureau of Economic Research.

Bowen, W. G., Chingos, M. M. & McPherson, M. S. (2009). *Crossing the finish line*. Chapter 8: Financial aid and pricing at the national level (pp. 149-165). Princeton University Press.

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- lower income students* (pp. 97-112). Westport, CT: Praeger Publishers (ACE/Oryx Series on Higher Education).
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- Oreopoulos, P. & Dunn, R. (2012). *Information and college access: Evidence from a randomized field experiment*. NBR working paper series. National Bureau of Economic Research. Cambridge, MA: NBR. *Available in Canvas*.
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February 18: OUTREACH PROGRAMS: BRIDGING GAPS BETWEEN K-12 & POSTSECONDARY EDUCATION

RECOMMENDED READINGS

- Bettinger, E. & Baker, R. (January 2014). Increasing college opportunity for low-income students. Promising models and a call to action. Retrieved February 8, 2014 from http://www.whitehouse.gov/sites/default/files/docs/white_house_report_on_increasing_college_opportunity_for_low-income_students.pdf
- Bettinger, E. P & et al. (2011). 2010-2011 Evaluation report. Prepared by evaluation and Assessment Solutions for Education, LLC. University of North Carolina at Chapel Hill. Retrieved February 8, 2014 from [http://www.socialimpactexchange.org/sites/www.socialimpactexchange.org/files/Evaluation%20Report%2010-11%20\(04%2025%2012\)%20FINAL.pdf](http://www.socialimpactexchange.org/sites/www.socialimpactexchange.org/files/Evaluation%20Report%2010-11%20(04%2025%2012)%20FINAL.pdf)
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postsecondary education. San Francisco: CA: Jossey-Bass.

Office of the president (January 2014). Increasing college opportunity for low-income students. The White House. Retrieved February 8, 2014, 2014 from http://www.whitehouse.gov/sites/default/files/docs/white_house_report_on_increasing_college_opportunity_for_low-income_students_1-16-2014_final.pdf

Standing, K., Judkins, D., Keller, B., Shimshak, A. (2008). *Early outcomes of the GEAR UP program: Final report*. US Department of Education.

February 25: CONCEPTUAL FRAMEWORKS: THE COLLEGE CHOICE PROCESS

RECOMMENDED READINGS

Horn, L. J. & Chapman, C. (2003). *Getting ready to pay for college: What students and their parents know about the cost of college tuition and what they are doing to find out*. US Department of Education. IES. NCES 2003-010.

Long, B. T. (2004). The role of perceptions and information in college access: an exploratory review of the literature and possible data sources. Boston, MA: TERI. Available at http://174.133.199.34/pdf/research-studies/ReseachReport_Long.pdf

Oreopoulos, P. & Dunn, R. (2012). Information and college access: Evidence from a randomized field experiment. National Bureau of Economic Research. Working paper 18551. Retrieved February 8, 2014 from <http://www.nber.org.proxy-um.researchport.umd.edu/papers/w18551>

Rhoades, G. (2014). The higher education we choose, collectively: Reembodying and repoliticizing choice. *The Journal of Higher Education*, 85(6), pp. 917-930.

Supiano, B. (September 12, 2013). How behavioral science could improve college access. Chronicle of Higher Education. Retrieved September 12, 2013 from <http://chronicle.com/blogs/headcount/how-behavioral-science-can-improve-college-access-efforts/36313>

Terenzini, P. T., Cabrera, A. F. & Bernal, E. M. (2001). *Swimming against the tide: The poor in American higher education*. New York: College Entrance Examination Board. **Available in Canvas**

March 4: COLLEGE CHOICE: THE ROLE OF THE SCHOOL AND THE COMMUNITY

RECOMMENDED READINGS

Heiss, J., Cabrera, A. F. & Brower, A. (2008). Moving into students' spaces: The impact of location of academic advising on student engagement among undecided students. *NACADA Journal*, 28(1), 8-18. **Available in Canvas.**

Bridgeland, J. & Bruce, M. (2011). 2011 national survey of school counselors. Counseling at a crossroads. New York, NY.: College Board Advocacy and Policy Center. Retrieved in May 21, 2014 from <http://www.pathwaylibrary.org/ViewBiblio.aspx?aid=21779>.

Hahn, R. D. & Price, D. (2008). Promise lost: College-qualified students who don't enroll in college. Washington, DC.: Institute for Higher Education Policy. **Available in Canvas.**

McDonough, P. M. (2005). How social class and schools structure opportunity. In Stage et. al. Theoretical perspectives on college students (pp. 75-83).

McDonough, P. M. (2004). The school-to-college transition: Challenges and prospects. Washington, DC.: American Council on Education. Can be downloaded from: http://www.acenet.edu/bookstore/pdf/2004_IPtransitions.pdf.

Nunez, A-M. & Bowers, A. J. (2011). Exploring what leads high school students to enroll in Hispanic Serving Institutions: A multilevel analysis. *American Educational Research Journal*, 48(6), 1286-1314.

Perna, L., Rowan-Kenyon, H. T., Thomas, S., Bell, A., Anderson, R. & Li, C. (2008). The role of college counseling in shaping college opportunity: Variations across high schools. *Review of Higher*

Education, 31(2), 131-160. **Available in Canvas**

Schneider, M. and Kelly, A. (2011). "Filling in the Blanks: How Information Can Affect Choice in Higher Education." American Enterprise Institute: Washington, DC. Retrieved from <http://www.aei.org/papers/education/k-12/filling-in-the-blanks/>

March 11: STUDENT PRESENTATIONS

Oral report of assignment # 1 is due.

March 18: SPRING BREAK – NO CLASS

March 25: COLLEGE CHOICE: THE ROLE OF PREPARATION FOR COLLEGE

Assignment # 1 written report due

RECOMMENDED READINGS

Bowen, W. G., Chingos, M. M. & McPherson, M. S. (2009). *Crossing the finish line*. Chapter 6: Test scores and High School Grades as Predictors (pp. 112-133). Princeton University Press.

Martinez, M. & Klopott, S. (2005). The link between High School reform and college access and success for low-income and minority youth. American Youth Policy Forum & Pathways to College Network. <http://www.aypf.org/publications/HSReformCollegeAccessandSuccess.pdf>

Swail, W. S. (2004). Value added: The costs and benefits of college preparatory programs. In W. G. Tierney, Z. B. Corwin & J. E. Colyar (Eds.). *Preparing for college: Nine elements of effective outreach. **Textbook.***

Wimberly, G. L. & Noeth, R. J. (2005). *College readiness begins in middle school*. ACT policy report. Can be downloaded from: <http://www.act.org/path/policy/pdf/CollegeReadiness.pdf>.

April 1: THE ROLE OF CULTURE & FAMILY

Annotated Bibliography Due

RECOMMENDED READINGS

Perna, L. W. & Titus, M. A. (2005). The relationship between parental involvement as social capital and college enrollment: An examination of racial/ethnic group differences. *Journal of Higher Education*, 76(5), 485-518. **Available in Canvas.**

Lopez-Turley, R. N. (2006). When parents want children to say home for college. *Research in Higher Education*, 47(7), 823-846. **Available in Canvas**

Squire, D., & Mobley Jr., S. D. (2015). Negotiating race and sexual orientation in the college choice process of Black gay males. *The Urban Review*. Advance online publication. DOI: 10.1007/s11256-014-0316-3

Wimberly, G. L. & Noeth, R. J. (2005). *College readiness begins in middle school*. ACT policy report. Can be downloaded from: <http://www.act.org/path/policy/pdf/CollegeReadiness.pdf>.

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April 8: TRANSFER

RECOMMENDED READINGS

- Alfonso, M. (2006). The impact of community college attendance on baccalaureate attainment. *Research in Higher Education*, 47(8), 873-903. **Available in Canvas.**
- Bowen, W. G., Chingos, M. M. & McPherson, M. S. (2009). *Crossing the finish line*. Chapter 7: Transfer students and the path from two-year to four-year colleges (pp. 134-148). Princeton University Press.
- Calcagno, J. C., Crosta, P., Bailey, T. & Jenins, D. (2007). Stepping stones to a degree: The impact of enrollment pathways and milestones on community college student outcomes. *Research in Higher Education*, 48(7), 775-802.
- Center for Community College Student Engagement. (2014). *Aspirations to achievement: Men of color and community colleges (A special report from the Center for Community College Student Engagement)*. Austin, TX: The University of Texas at Austin, Program in Higher Education Leadership. Retrieved February 26, 2014 from http://www.ccsse.org/docs/MoC_Special_Report.pdf
- Deil-Amen, R. (2011). Socio-academic integrative moments: Rethinking academic and social integration among Two-year college students in career-related programs. *Journal of Higher Education*, 82(1), 54-91.
- Postsecondary Education Opportunity (October 2013). Unequal family income and unequal education opportunity 1970 to 2012. The Pell Institute for the Study of Opportunity in Higher Education.

April 15: No class – AERA**April 22: PATHWAYS TO DEGREE COMPLETION****RECOMMENDED READINGS**

- Adelman, C. (2006). The toolbox revisited: Pathways to degree completion from high school through college. Washington, DC.: US Department of Education.
<http://www.ed.gov/rschstat/research/pubs/toolboxrevisit/toolbox.pdf>
- Bensimon, E. M. (2005). *Equality as a fact, equality as a result: A matter of institutional accountability*. Washington, DC.: American Council on Education.
- Bensimon, E. M., Polkinghorne, D. E., Bauman, G. L. & Vallejo, E. (2004). Doing research that makes a difference. *Journal of Higher Education*, 75(1), 104-126
- Nora, A., Arbona, C. (2007). The influence of academic environmental factors on Hispanic college degree attainment. *Review of Higher Education*, 30(3), p. 247-270.
- Park, J. J., Denson, N. & Bowman, N. A. (2013). Does socioeconomic diversity make a difference? Examining the effects of racial and socioeconomic diversity on the campus climate for diversity. *American Educational Research Journal*, 50(3), 466-532.
- Seidman, A. (2007). *Minority student retention: The best of the Journal of College Student Retention: Research, Theory & Practice*. New York, NY.: Baywood Publishing Co.
- Terenzini, P. T., Cabrera, A. F. & Bernal, E. M. (2001). *Swimming against the tide: The poor in American higher education*. New York: College Entrance Examination Board. **Available in Canvas.**

April 29: STUDENT PRESENTATIONS***Final Paper Due*****May 6: STUDENT PRESENTATIONS**