

Wednesday, 4:15 – 7:00pm, Room 3315 Benjamin Bldg.

Dr. Alberto F. Cabrera

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General Introduction

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

Course Objectives

By the end of this course, students should:

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

Required Texts:

American Council on Education. (2005). *College students today: A national portrait*. Washington, DC: ACE Publishing (Available on Canvas).

Pascarella, E.T., & Terenzini, P.T. (2005). *How College Affects Students: A third decade of Research*. San Francisco: Jossey-Bass.

Stage, F. K., Carter, D.F. Hossler, D. & St. John, E. P. (2003). *Theoretical perspectives on college students*. ASHE Reader Series. Pearson Custom Publishing.

Recommended Texts:

Braxton, J. M & Hirschy, A. (2005). *Theoretical developments in the study of college student departure*. In A. Seidman (Ed.). *College student retention: Formula for student success*. Westport, CT: Praeger Publishers.

Herzog, E. (2010). *Diversity and educational benefits*. New Directions for Institutional Research. Issue 145. Jossey-Bass. Available at the Research Port of the University of Maryland Libraries.

Kuh, G. D., Kinzie, J., Schuh, J. H., Whitt, E. J. & associates (2005). *Student success in college: Creating conditions that matter*. San Francisco: Jossey-Bass.

Seidman, A. (2012). *College Student Retention: A formula for student success*. Rowan & Littlefield Publishers.

Seidman, A. (2007). *Minority student retention: The best of the Journal of College Student Retention: Research, Theory & Practice*. New York, NY: Baywood Publishing Co.

Tinto, V. (2012). *Completing college: Rethinking institutional action*. Illinois, Chicago: The University of Chicago Press.

Grading

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

CRITERIA	% OF GRADE
Participation (attendance, discussion questions, in-class contributions)	10%
Data Sheet	10%
Student Development Theory Presentation	10%
Student Interview Project	30%
Institutional Database Project – Oral presentation	20%
Institutional Database Project - Paper	20%
Total	100%

Course Requirements

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

I. Class Participation (10%): Students are expected to participate in in-class discussion and debate; quality is always valued much more than quantity, and respect is necessary at all times. 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.

II. Data Sheet (10%): Just as it is important to have a deep and nuanced understanding of college student theory, demographics, and policy, it is also critical for you to be able to provide a concise snapshot of the broad topics we cover in class. This assignment will challenge you to create a one-page resource containing, in your opinion, the most important statistics, figures, and trends relevant to a given week's topic of discussion. Students should not provide a summary of the readings, but synthesize the most important key facts and statistics for the topic to be discussed in the corresponding week as noted in the course syllabus. Students will provide a brief (10 minute) presentation explaining key points included within the Data Sheet, and should bring to class enough copies of the sheet for their classmates, the Professor, and TA. Sign-ups for this assignment will take place during the first class. An example Data Sheet will be posted on Canvas.

III. Student Development Theory (10%): For the **September 23** class, you will be asked to give a brief presentation (15-20 minutes) providing an overview of a particular student development theory. The presentation should include a summary of the theory's key points, its strengths and weaknesses, and how it has or might be applied in a college setting. Sign-ups for this assignment will take place during the **September 2** class.

IV. Student Interview Project (30%): For this assignment, you will interview a traditionally aged (19-25) college sophomore, and share the results of the interview in two forms: a short presentation to the class and a 12-15-page paper. The main purpose of this assignment is to allow you to apply the theories you have learned in class to a real-life student. As such, we will want to hear in both your presentation and paper a general overview of the students' college experiences, and what theory best explains his or her development and persistence decisions. The **oral report is due October 21** and the **written report is due October 28**. Examples of successful papers submitted in past semesters will be posted on Canvas.

V. Institutional Database Project (20% - presentation, 20% - paper): Working in groups, you will use a real-life institutional database to research and analyze the persistence outcomes of a cohort of college freshmen. Basing your analysis and arguments on student development and persistence theories learned during the semester, as well as information on the Southwestern Public University's peer institutions, you will highlight and explain which student factors were associated with differences in their persistence outcomes. The assignment consists of two parts: a) a written executive report that can be done on an individual or group basis and b) an oral presentation done as a group project. *Each of the two components is worth 20 percentage points of students' final grade.* **Oral report presentations will be on December 2 and December 9. The written executive report is due on December 9.** Detailed guidelines and examples of successful papers written in past semesters will be posted on Canvas.

Absence Due to Religious Holidays

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

Inclement Weather

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

Academic Integrity

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

Special Needs

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

Course Evaluation

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

COURSE SCHEDULE

September 2: Course Introduction

- Course overview & introductions
- How to read *How College Affects Students*
- **Sign Up for Data Sheet Presentations**
- **Sign Up for Student Presentations on Developmental Theories**

Required Reading Due:

Pascarella & Terenzini. (2005). Ch. 1 (Start with this reading)

American Council on Education. (2005). *College students today: A national portrait*. Washington, DC: ACE Publishing. Entire Report. (Available on Canvas)

Ryu, M. (2010). *Minorities in higher education twenty-fourth annual status report*. Washington, DC: American Council on Education. (Available on Canvas)

Kim, Y. M. (2012). *Minorities in higher education: Twenty-fourth status report, 2011 supplement*. Washington, DC: American Council on Education. (Available on Canvas)

Recommended Reading:

National Center for Education Statistics. (2015). *The Condition of Education 2015: Characteristics of postsecondary students*. Washington, DC: U.S. Department of Education. (Available on Canvas)

National Center for Education Statistics. (2015). *The Condition of Education 2015: Institutional retention and graduation rates for undergraduate students*. Washington, DC: U.S. Department of Education. (Available on Canvas)

September 9: College Admissions Criteria

- History of Testing
- Test & Grade Validity Across Student Populations
- Race Neutral Admissions Models
- Sample data sheet presentation by Casey Maliszewski
- Guest speaker: Dr. Jonathan Mathis

Required Reading Due:

Academic Articles

Cabrera, A. F. & Burkum, K. R. (November, 2001). *College Admission Criteria in the United States: An Overview*. Paper presented before 'Balance del sistema de acceso a la universidad (selectividad y modelos alternativos). Cátedra UNESCO de Gestión y Política Universitaria. Universidad Politécnica de Madrid'. Madrid, España. (Available on Canvas)

Clinedinst, M. E., Hurley, S. F. & Hawkins, D. A. (2013). *2013 State of College Admission*. Washington, DC.: NACAC. (Available on Canvas)

Dowd, A. C., Cheslock, J. J., & Melguizo, T. (2008). Transfer access from community colleges and the distributor of elite higher education. *The Journal of Higher Education*, 76(4), 442-472. (Available on Canvas)

Rendón, L. I., Novack, V. & Dowell, D. (2005). Testing race-neutral admission models: Lessons from California State University-Long Beach. *Review of Higher Education*, 28(2), 221-244. (Available on Canvas) *Skim pages 221-230. Read more closely pages 231-244

Tienda, M. (2014). Striving for neutrality. Lessons from Texas in the Aftermath of Hopwood and Fisher.

(pp. 91-109). In R. D. Kahlenberg (Ed.). *The future of affirmative action. New paths to Higher Education diversity after Fisher v. University of Texas*. New York, NY: The Century Foundation Press. (Available on Canvas)

View from the Media

Leonhardt, D. (June 17, 2014). If affirmative action is doomed, what's next? *The New York Times*.

Retrieved June 20, 2014 from

http://www.nytimes.com/2014/06/17/upshot/if-affirmative-action-is-doomed-whats-next.html?_r=0

(Available on Canvas)

Tully, S. (August 15, 2008). Interpreting test scores: More complicated than you think. *Chronicle of Higher Education*, 54(49), p 23. (Available on Canvas)

Brown, E. & Bui, L. (August 21, 2013). Just 26% of ACT test-takers are prepared for college. *The Washington Post*. (Available on Canvas)

Carnevale, A. P. (March 7, 2014). Five myths about the SAT. *Washington Post*.

http://www.washingtonpost.com/opinions/five-myths-about-the-sat/2014/03/07/b3b03c4e-a568-11e3-84d4-e59b1709222c_story.html

Recommended Readings:

Black, S. E., Cortes, K. E. & Lincove, J. A. (2015). Apply yourself: Racial and ethnic differences in college application. (Working Paper 21368). Retrieved from National Bureau of Economic Research website. (Available on Canvas)

Jaschik (October 27, 2014). Rose-Hulman plans to add new psychological test to admissions process. Inside of Higher Education. Retrieved October 27, 2014 from

<https://www.insidehighered.com/news/2014/10/27/rose-hulman-plans-add-new-psychological-test-admissions-process>. (Available on Canvas)

George Mwangi, C.A. (2014). Working with diverse student populations. In J.D. Mathis, R.M. Rall & T.M. Laudino (Eds.). *Fundamentals of college admission counseling: A textbook for graduate students and practicing counselors* (4th ed.) (pp. 234-250). Arlington, VA: NACAC. (Available on Canvas)

September 16: Elements of Enrollment Management

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

Required Reading Due:

Cabrera, A. F. & La Nasa S. M. (2000). Understanding the college choice process (pp. 5-22). In A. F. Cabrera & S. M. La Nasa (Eds.). *Understanding the college choice of disadvantaged students. New Directions for Institutional Research*. San Francisco: Jossey-Bass. (Available on Canvas).

Castleman, B. L. (2013). Prompts, personalization, and pay-offs: Strategies to improve the design and delivery of college and financial aid information. (Working Paper 14). Retrieved from Center for Education Policy and Workforce Competitiveness website

http://curry.virginia.edu/uploads/resourceLibrary/14_Castleman-Prompts_Personalization_and_Pay_Offs.pdf. (Available on Canvas)

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

DesJardines, Ahlburg & McCall (2006). An integrated model of application, admission, enrollment, and financial aid. *Journal of Higher Education*, 77(3), 383-427. (Available on Canvas)

Lowry, K.M. (2014). Paper Presented at ASHE Conference 2014: *Community College Experiences of African Americans who Undermatch*. Washington, DC. (Available on Canvas)

September 23: Student Development

- *Student Presentations on Developmental Theories*
- Student Development Theories

Required Reading Due:

Pascarella & Terenzini (2005). Chapters 2, 5-7 (Skim).

Fries-Britt, S., George-Mwangi, C. A. & Peralta, A. (2014). Learning race in a US context: An emergent framework on the perceptions of race among foreign-born students of color. *Journal of Diversity in Higher Education*, 7, 1-13. (Available on Canvas)

Steele, C. (1999). Thin Ice: Stereotype threat and black college students. *The Atlantic online*. Retrieved on August 12, 2013. From

<http://www.theatlantic.com/magazine/archive/1999/08/thin-ice-stereotype-threat-and-black-college-students/304663/>. (Available on Canvas)

Liu, Y. & Yin, A. C. (2010). Assessing personal growth (pp. 111-123). In W. C. Hom (Ed). *Assessing Student Outcomes. New Directions for Institutional Research*. Issue 147. (Available on Canvas)

September 30: Persistence & Degree Completion

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

Required Reading Due:

Pascarella, E. T. & Terenzini, P. T. (2005). Chapters 2 (Read more closely pages 46-48, 52-61) & 8 (Skim). (Start with this reading).

Bean, J. & Metzner, B. S. (1985). A conceptual model of nontraditional undergraduate student attrition. *Review of Educational Research*, 55(3), 485-540. (Available on Canvas)

Cabrera, A. F., Castañeda, M. B., Nora, A. & Hengstler, D. (1992). The convergence between two theories of college persistence. *Journal of Higher Education*, 63(2), 143-164. (Available on Canvas)

Lohfink, M.M. & Paulson, M.B. (2005). Comparing the determinants of persistence for first-generation and continuing-generation students. *Journal of College Student Development*, 46(4), 409-428. (Available on Canvas)

Tierney, W.G. (1999). Models of minority college-going and retention: Cultural integrity versus cultural suicide. *The Journal of Negro Education*, 68(1), 80-91. (Available on Canvas).

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

Tinto, V. (2010). From theory to action: Exploring the institutional conditions for student retention (pp.

51-89). In J. C. Smart (Ed.). *Higher Education: Handbook of Theory and Research*, Volume 25. University of Chicago. (Available on Canvas)

October 7: Persistence, Transfer, & Degree Completion

- ***Data Sheet Presentation***
- Persistence & Transfer Theory
- Modalities of Persistence Behavior
- The Community College Transfer Calculator
- ***Form Groups for Institutional Database Project***

Required Reading Due:

- Cabrera, A. F., Burkum, K. R., La Nasa, S. M. & Bibo, E. (2012). Pathways to a four year degree: Determinants of transfer and degree completion (pp. 167-210). In A. Seidman (Ed.). *College Student Retention*. Lanham, MD: Rowman & Littlefield Publishers. (Available on Canvas)
- Goldrick-Rab, S. (2006) Following Their Every Move: An Investigation of Social-Class Differences in College Pathways. *Sociology of Education*, 79, 61-79. (Available on Canvas)
- Hagedorn, L.S., Cabrera, A.F., & Prather, G. (2010-11) *The Community College Transfer Calculator: Identifying the Course-Taking Patterns that Predict Transfer*. *Journal of College Student Retention*, 12(1), 105-130. (Available on Canvas)
- Mangan, K. (August 6, 2013). Students With Credentials Fare Better as Transfers From Community Colleges. *Chronicle of Higher Education*. (Available on Canvas)

Recommended Readings:

- Dowd, A. C., Cheslock, J. J., & Melguizo, T. (2008). Transfer access from community colleges and the distributor of elite higher education. *The Journal of Higher Education*, 76(4), 442-472. (Available on Canvas)
- Maryland Higher Education Commission. (2014). *Performance of community college transfer students at four-year public colleges and universities*. Baltimore, MD: Maryland Higher Education Commission.
- Porter, J. (2013). Reflections on the Road to Harvard. *New York Times*. Retrieved from <http://www.nytimes.com/2013/08/04/education/edlife/a-classic-high-achiever-minus-money-for-a-college-consultant.html?ref=education>
- Reginal, T. (2013). Reflections on the Road to Yale. *New York Times*. Retrieved from http://www.nytimes.com/2013/08/04/education/edlife/a-first-generation-student-striving-to-inspire-black-youth.html?ref=education&_r=0

October 14: Institutional Data Analysis & College Student Surveys

- Guest Speaker: Dr. Marvin Titus
- Conducting Analysis on Institutional Data
- Surveys & Survey Design Issues
 - Making sense of surveys
 - From theory to research: A question of Construct Validity & Content Validity
 - Reliability & Predictive Validity

Required Readings Due:

- Campbell, C. & Cabrera, A.F. (2014). Making the mark: Are grades and deep learning related, *Research in Higher Education*, 55(5), 467-49. (Available on Canvas)
- Hurtado, S., & Guillermo-Wann, C. (2013). Diverse learning environments: Assessing and creating

conditions for student success – Final report to the Ford Foundation. University of California, Los Angeles: Higher Education Research Institute. Retrieved from <http://www.heri.ucla.edu/ford/DiverseLearningEnvironments.pdf> (Available on Canvas)

Porter, S. R. (2011). Do college student surveys have any validity? *Review of Higher Education*, 35(1), 45-76. (Available on Canvas)

Recommended for Stata:

Hamilton, L.C. (2004). *Statistics with Stata*. Belmont, CA: Brooks/Cole – ThomsonLearning. [Although it is for an earlier release (Stata version 8), this book provides a good overview of procedures and an introduction to programming in Stata.]

Hoffmann, John P. (2004). *Generalized linear models: An applied approach*. Boston, MA: Pearson. [This is an excellent beginning-level applied statistics text on generalized linear models. Many examples in this book use Stata commands.]

October 21: Adjusting to College: Experiences of a College Sophomore

- *Student Interview Project Presentations*

October 28: Student Learning & Cognitive Development

- *Data Sheet Presentation*
- Engagement
- Preconditions for Engagement
- Openness to diversity (precursors & their impact)
- In-class & Out-Of-Classroom Experiences
- The role of collaborative learning
- The ECSEL project
- Guest speaker: TBD
- *Written Reports of The Student Interview Assignment Due*

Required Reading Due:

Pascarella & Terenzini (2005). Chapters 3 & 4. (Skim).

Cabrera, A.F., Crissman, J. L., Bernal, E. M., Nora, A., P.T. & Pascarella, E. T. (2002).

Collaborative learning: Its impact on college students' development and diversity. *Journal of College Student Development*, 43(2), 20-34. (Available on Canvas)

Cabrera, A. F., Colbeck C. L. & Terenzini P. T. (2001). Developing performance indicators for assessing classroom teaching practices and student learning. *Research in Higher Education*, 42(3), 327-352. (Available on Canvas)

Colbeck C. L., Cabrera, A. F. & Terenzini, P. T. (2001). Learning professional confidence: Linking teaching practices, students' self-perceptions, and gender. *Review of Higher Education*, 24(2), pp.173-191. (Available on Canvas)

Hora, M. T. & Ferrare, J. J.(2014). Remeasuring postsecondary teaching: How singular categories of instruction obscure the multiple dimensions of classroom practice. *Journal of College Science Teaching*, 43(3), 36-41

Terenzini, P.T., Pascarella, E.T., & Blimling, G.S. (2003). Students' out-of-class experiences and their influence on learning and cognitive development. In Stage et. al. Theoretical perspectives on college students (pp. 455-468).

Tinto, V. (1997). Classrooms as communities: Exploring the educational character of student persistence. *Journal of Higher Education*, 68(6), 599-623. (Available on Canvas)

Recommended Readings:

- Cabrera, A. F. & La Nasa, S. (2005). Classroom teaching practice: Ten lessons learned. In W. de Vries (Ed.). *Calidad, eficiencia y evaluación de la educación superior* (129-151). Spain, Madrid: Netbiblo. (Available on Canvas)
- 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 (pp. 41-122). In J. C. Smart and M.B. Paulsen (Eds.). *Higher Education Handbook of Theory and Research*. Springer. (Available on Canvas)
- Kuh, G. D. (2009). What student affairs professionals need to know about student engagement *Journal of College Student Development*, 50, 683-563. (Available on Canvas)
- Neumann, A. (2014). Staking a claim on learning: What we should know about learning in higher education and why. *The Review of Higher Education*, 37(2), 249-267. (Available on Canvas)
- Reason, R. D., Terenzini, P. T., & Domingo, R. J. (2006). First things first: Developing academic competence in the First Year of college. *Research in Higher Education*, 47(2), 154. (Available on Canvas)
- Straumshiem, C. (2015). Connected or disconnected? *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/news/2015/02/05/face-face-socializing-down-social-media-use-a-mong-freshmen>
- Volwkein, J. F., Lattuca, L.S. Harper, B. J. & Domingo, R. J. (2007). Measuring the impact of professional accreditation on student experiences and learning outcomes. *Research in Higher Education*, 48(2), pp. 251-282. (Available on Canvas)

November 4: No class due to 2015 ASHE Conference**November 11: College Major**

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

Required Reading Due:

- Cabrera, A.F., De Vries, W., & Anderson, S. (2008). Job satisfaction among Mexican alumni: A case of incongruence between hunch-based policies and labor market demands. *Higher Education*, 56(6), 699-722. (Available on Canvas)
- Mullen, A. (2014). Gender, social background, and the choice of college major in a liberal arts context. *Gender and Society*, 28(2), 289-312. (Available on Canvas)
- Porter, S. R. & Umbach, P. D. (2006). College major choice: An analysis of person-environment fit. *Research in Higher Education*, 47(4), 429-449. (Available on Canvas)
- Smart, J., Felman, K., & Ethington, C. (2003). Educational and organizational implications of Holland's theory in Higher Education settings. In Stage et. al. Theoretical perspectives on college students (pp. 357-373).
- Wolniak, G. C. & Pascarella, E. T. (2005). The effects of college major and job field congruence on job satisfaction. *Journal of Vocational Behavior*, 67, 233-251. (Available on Canvas)

November 18: How Diversity Impacts Student Outcomes

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

Required Reading Due:

- Hurtado, S., Milem, J. F., Clayton-Pedersen, A.R., & Allen, W. R. (1998). Enhancing campus climates for racial/ethnic diversity. In Stage et. al. Theoretical perspectives on college students (pp. 151-165).
- Hurtado, S., & Guillermo-Wann, C. (2013). Diverse learning environments: Assessing and creating conditions for student success – Final report to the Ford Foundation. University of California, Los Angeles: Higher Education Research Institute. Retrieved from <http://www.heri.ucla.edu/ford/DiverseLearningEnvironments.pdf> (Available on Canvas)
- Hall, W. D, Cabrera, A. F. & Milem, J. F. (2011). A tale of two groups: Differences between minority students and non-minority students in their predispositions to and engagement with diverse peers at a predominantly white institution. *Research in Higher Education*, 52(4), 420-439. (Available on Canvas)
- Gurin, P. D., Dey, E. L., Hurtado, S., & Gurin, G. (2002). Diversity in higher education: Theory and impact on educational outcomes. *Harvard Educational Review*, 72(3), 330-366. (Available on Canvas)
- Jayakumar, U.M. (2008). Can higher education meet the needs of an increasingly diverse and global society? Campus diversity and cross-cultural workforce competencies. *Harvard Education Review*, 78(4), 615-651. (Available on Canvas)

November 25: Thanksgiving (No Class)**December 2: Overview of Outcomes**

- *Institutional Database Project Presentations*

Required Reading Due*

Pascarella & Terenzini (2005). Chapters 9-10; 11-12

December 9: Final Class

- *Institutional Database Project Presentations*
- *Institutional Database Term Papers Due*

Recommended Readings

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

Topic	Recommended readings
Elements of enrollment management	<p>Bonous-Hammarth, M. & Allen, W. (2005). A dream deferred: The critical factor of timing in college preparation and outreach. In Tierney, W. G., Corwin, Z., Colyar J. (2005). <i>Preparing for college: Nine elements of effective outreach</i>. Cabrera & La Nasa. On the path to college. In Stage et. al. <i>Theoretical perspectives on college students</i> (pp. 51-73). Kirst, W. & Venezia (2004). <i>From High School to College: Improving opportunities for success in postsecondary education</i>. San Francisco: CA: Jossey-Bass. McDonough, P. M. & Fann, Amy, J. (2007). The study of inequality (pp. 53-93). In Patricia Gumport (Ed.). <i>Sociology of Higher Education: Contributions and their contexts</i>. Maryland, Baltimore: Johns Hopkins Press. Perna, L. W. (2006). Studying college choice: A proposed conceptual model. In J. C. Smart (Ed.), <i>Higher Education: Handbook of theory and research, Vol. XXI</i> (pp. 99-157). Stampen, J. O. & Cabrera, A. F. (1988). The targeting and packaging of student aid and its effects on attrition. <i>Economics of Education Review</i>, 7, 29-46.</p>
College Admissions Process	<p>Alon, S. & Tienda, M. (2007). Diversity, opportunity, and the shifting meritocracy in higher education. <i>American Sociological Review</i>, 72, 487-511. Bernal, E. M., Cabrera, A. F. & Terenzini, P. T. (December, 2000). The relationship between race and socioeconomic status (SES): Implications for institutional research and admissions policies. <i>Removing Vestiges: Research-based strategies to promote inclusion</i>. A publication of the American Association of Community Colleges. Number 3, pp. 6-19. Chronicle of Higher Education (November 10, 2006). <i>ETS accused of Squelching New Approach on Racial Bias: Plan was an alternative to using race in admissions; testing service denies charge</i>.http://chronicle.com/weekly/v53/i12/12a00101.htm. Fleming, J. & Garcia, N. (1998). Are standardized tests fair for African Americans? Predictive validity of the SAT in Black and White institutions. <i>Journal of Higher Education</i>, 69, 5, 471-495. Geiser, S. & Santelices, M.V. (2007). Validity of High-School Grades in Predicting Student Success Beyond the Freshman Year: High-School Record vs. Standardized Tests as Indicators of Four-Year College Outcomes. Center for Studies in Higher Education: Berkeley, CA. Harris, L. & Tienda, M. (2012). Hispanics in Higher Education and the Texas Top 10% law. <i>Race and Social Problems</i>, 4(1), 57-67.</p>

Recommended Readings

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Topic	Recommended readings
	<p>Hiss, W. C. & Franks, V. W. (February 5, 2014). Defining promise: Optional standardized policies in American College and University admissions. Retrieved February 18, 2014 from http://www.nacacnet.org/research/research-data/nacac-research/Documents/DefiningPromise.pdf</p> <p>Hoffman, J. L. & Lowitzki, K. E. (2005). Predicting college success with High School grades and test scores: Limitations for minority students. <i>Review of Higher Education</i>, 28(6), 455-474.</p> <p>Hoover, E. (June 27, 2008). The revised SAT: No better, no worse at its job. 'Bakke' set a new path to diversity for colleges. <i>Chronicle of Higher Education</i>, 54(42), A1.</p> <p>Hoover, E. (May, 2009). At Wake Forest U. admissions has become "more art than science." <i>Chronicle of Higher Education</i> 55(34), A20.</p> <p>Kinzie, J., Palmer, M., Hoyek, J., Hossler, D. & Jacob. S. (2004). Fifty years of college choice. Lumina Foundation. This report can be downloaded from: http://www.luminafoundation.org/publications/Hossler.pdf</p> <p>Kahlenberg, R. D. (2014). The future of affirmative action. New paths to Higher Education diversity after Fisher v. University of Texas. New York, NY.: Century Foundation Press. Available in http://apps.tcf.org/future-of-affirmative-action#story-cover</p> <p>Keller, J. & Hoover, E. (February, 2009). University of California adopts sweeping changes in admissions policy. <i>Chronicle of Higher Education</i> 55(23), A33.</p> <p>Schmitt, P. (June 20, 2008). 'Bakke' set a new path to diversity for colleges. <i>Chronicle of Higher Education</i>, 54(41), A1.</p> <p>St. John, E. P., Simmons, A. B., & Musoba, G. D. (2002). Merit-aware admissions in public universities. <i>NEA Higher Education Journal</i>, 27(2), 35-46.</p> <p>Tienda, M. & Niu, S. X. (2006). Flagships, feeders, and the Texas top 10% law: A test of the 'brain drain' hypothesis. <i>Journal of Higher Education</i>, 77(4), 712-739</p> <p>Tracey, T. J. & Sedlacek, W. E. (1982). <i>Non-cognitive variables in predicting academic success by race</i>. Paper presented at the annual meeting of the American Educational Association of Research. New York, NY. Can be download from: http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED219012&_ERICExtSearch_SearchType_0=no&accno=ED219012</p> <p>Walpole, M., McDonough, P.M., Bauer, C.J., Gibson, C., Kanyi, K. & Toliver, R. (2005). This test is unfair. <i>Urban Education</i>, 40(3), 321-349.</p>

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Topic	Recommended readings
	Zwick, R. (2007). <i>College admission testing</i> . Washington, DC.: National Association for College Admission Testing.
Persistence, transfer & degree completion	<p>Arbona, C. & Nora, A. (2007). The influence of academic environmental factors on Hispanic college degree attainment. <i>Review of Higher Education</i>, 30(3), p. 247- 270.</p> <p>Bensimon, E. M. (2005). <i>Equality as a fact, equality as a result: A matter of institutional accountability</i>. Washington, DC.: American Council on Education.</p> <p>Bensimon, E. M., Polkinghorne, D. E., Bauman, G. L. & Vallejo, E. (2004). Doing research that makes a difference. <i>Journal of Higher Education</i>, 75(1), pp. 104-126.</p> <p>Bowman, N. A. & Denson, N. (2014). A missing piece of the departure puzzle: Student-Institution Fit and intent to persist. <i>Research in Higher Education</i>. 55(2), 123-142.</p> <p>Braxton, J. M & Hirschy, A. (2012). <i>Theoretical developments in the study of college student departure</i>. In A. Seidman (Ed.). <i>College student retention: Formula for student success</i>. Westport, CT: Praeger publishers.</p> <p>Cabrera, A. F., Nora, A. & Castañeda, M. B. (1992). The role of finances in the persistence process: A structural model. <i>Research in Higher Education</i>, 33(5), 571-593. (Available on Canvas).</p> <p>Cabrera, N. L., Miner, D.D. & Milem, J. F. (2013). Can a summer bridge program impact first year-persistence and performance?: A case study of the new start summer program. <i>Research in Higher Education</i>, 5(54), 481-499.</p> <p>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. <i>Research in Higher Education</i>, 48(7), 775-802.</p> <p>Crone, I., & MacKay, K. (2007). Motivating today's college students. <i>PeerReview</i>, 9 (1), 18-21.</p> <p>Cutright, M. (2008). From helicopter parent to valued partner: Shaping the parental relationships for student success. <i>New Directions for Higher Education</i> (144): 39-48.</p> <p>Dawn, R. J., Wasserman, T. H., Yildirim, N. & Yonai, B. A. (2014). Examining the effects of stress on campus climate on the persistence of students of color and white students: An application of Bean and Eaton's psychological model of retention. <i>Research in Higher Education</i>, 55(1), 75-100.</p> <p>Deil-Amen, R. (2011). Socio-academic integrative moments: Rethinking academic and social integration among Two-year college students in career-related programs. <i>Journal of Higher Education</i>, 82(1), 54-91.</p>

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	<p>Dowd, A. C. & Coury, Tarek (2006). The effect of loans on the persistence and attainment of community college students. <i>Research in Higher Education</i>, 47(1), 33-62..</p> <p>Flynn, D. (2014). Baccalaureate Attainment of College Students at 4-Year institutions as a function of institutions as a function of student engagement behaviors: social and academic student engagement Behaviors. <i>Research in Higher Education</i>, 55, 467-493</p> <p>Hagedorn, L. S. (2005). <i>How to define retention: A new look at an old problem.</i> (pp. 89-105). In A. Seidman (Ed.). <i>College student retention: Formula for student success.</i> Westport, CT: Praeger publishers.</p> <p>Hausmann, L. R., Schofield, J. W. & Woods, R. L. (2007). Sense of belonging as a predictor of intentions to persist among African American and White First-year college students. <i>Research in Higher Education</i>, 48(7), 803-840.</p> <p>Ishitani, T. T. (2006). Studying attrition and degree completion behavior among First-generation college students in the United States. <i>Journal of Higher Education</i>, 77(5), 861-885.</p> <p>Kim, M. M. & Conrad, C. F. (2006). The impact of Historically Black Colleges and universities on the academic success of African-American Students. <i>Research in Higher Education</i>, 399-428.</p> <p>Lotkowski, V. A., Robbins, S. & Noeth, R. J. (2004). <i>The role of academic and non-academic factors in improving college retention.</i> ACT policy report. Can be downloaded from: http://www.act.org/path/policy/pdf/college_retention.pdf</p> <p>Nora, A. & Rendon, L. I. (1990). Determinants of predisposition to transfer among community college students: A structural model. <i>Research in Higher Education</i>, 31(3), 235-255.</p> <p>Padgett, R. D., Goodman, K. M., Johnson, M. P., Saichaie, K., Umbach, P. D. & Pascarella, E. T. (2010). The impact of college student socialization, social class, and race on need for cognition (pp. 99-111). <i>New Directions for Institutional Research</i>, N0. 145. Jossey-Bass.</p> <p>Padilla, R. V., Teviño, R.V., Gonzalez, K., & Treviño, J. (1997). Developing local models of minority success in college. <i>Journal of Collage Student Development</i>, 38(2), 125-135.</p> <p>Reason, R. D. (2009). An examination of persistence research through the lens of a comprehensive conceptual framework. <i>Journal of College Student Development</i>, 50(6), 659-682.</p> <p>Radford, A. W. Berkner, L. Wheelles, S. C. & Shepherd, B. (2010). <i>Persistence and attainment of 2003-04 Beginning Postsecondary Students After 6 years</i></p>

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	<p>(<i>NCES 2011-151</i>). Washington, DC.: US Department of Education. http://nces.ed.gov/pubs2011/2011151.pdf</p> <p>Sedlacek, W. E. (1990). Black students on white campuses: 20 years of research. <i>Journal of College Student Development</i>, 40(5), 538-550.</p> <p>Seidman, A. (2007). <i>Minority student retention: The best of the Journal of College Student Retention: Research, Theory & Practice</i>. New York, NY.: Baywood Publishing Co.</p> <p>St. John, E. P., Cabrera, A.F., Nora, A. & Asker, E. H. Economic influences on persistence (pp. 29-47). In Stage et. al. <i>Theoretical perspectives on college students</i> (pp. 535-545).</p> <p>Swail, W. S., Cabrera, A.F., Lee, C., & Williams, A. (2005). <i>Pathways to the bachelor's degree for Latino students</i>. Washington, DC.: The Educational Policy Institute. Can be downloaded from http://educationalpolicy.org/pdf/LatinoIII.pdf</p> <p>Swail, W. S., Redd, K E. & Perna, L. W. (2003). <i>Retaining minority students in Higher Education: A framework for success</i>. ASHE-ERIC Higher Education Report, 30(2). Washington, DC: ASHE-ERIC. Can be downloaded from: http://educationalpolicy.org/publications.html</p> <p>Seidman, A. (2012). <i>College Student Retention: A formula for student success</i>. Rowan & Littlefield publishers.</p> <p>Seidman, A. (2007). <i>Minority student retention: The best of the Journal of College Student Retention: Research, Theory & Practice</i>. New York, NY.: Baywood Publishing Co.</p> <p>Terenzini, P.T., Cabrera, A.F., & Bernal, E.M. (2001.) <i>Swimming Against the Tide: The Poor in American Higher Education</i>. The College Board. pp. v-vii, 18-28.</p> <p>Tinto, V. (2012). <i>Completing college: Rethinking institutional action</i>. Illinois, Chicago: The University of Chicago Press.</p> <p>Tinto (1997). <i>Classrooms as communities: Exploring the educational character of student persistence</i>.</p> <p>Tinto, V. (1998). Colleges as communities: Taking research on student persistence seriously. <i>Review of Higher Education</i>, 21(2), 167-177.</p> <p>Titus, M. A. (2006). Understanding college degree completion of students with low socioeconomic status: The influence of the institutional financial context. <i>Research in Higher Education</i>, 47(4), 371-398.</p>
Student Development & Change	<p>Brooks, D. (2001). The organization kid. <i>Atlantic Monthly</i>, 287(4), 648-654.</p> <p>Cross & Worrell. Cross's nigrescence model. In Stage et. al. <i>Theoretical perspectives on college students</i> (pp. 323-341).</p>

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	<p>Evans, N.J., Forney, D.S., & F. Guido-DiBrito (1998). <i>Student Development in College: Theory, Research, and Practice</i>. San Francisco: Jossey-Bass.</p> <p>Fries-Britt, S., George-Mwangi, C. A. & Peralta, A. (2014). Learning race in a US context: An emergent framework on the perceptions of race among foreign-born students of color. <i>Journal of Diversity in Higher Education</i>, 7, 1-13.</p> <p>Levine & Evans. The development of gay, lesbian and bisexual identities. In Stage et. al. <i>Theoretical perspectives on college students</i> (pp. 343-356).</p> <p>Pascarella & Terenzini (2005). Chapters 2, 5-7.</p> <p>Rendón, L. I. (2000). Academics of the heart. <i>About Campus</i>, 5, 3-5.</p> <p>Liu, Y. & Yin, A. C. (2010). Assessing personal growth. In S. Herzog (Ed.), <i>Diversity and educational benefits</i>. (pp. 111-123). New Directions for Institutional Research, Issue 145. Jossey-Bass.</p> <p>Rodgers. Recent theories and research underlying student development. In Stage et. al. <i>Theoretical perspectives on college students</i> (pp. 247-282). Start with this reading.</p> <p>Saggio, J. J., & Rendón, L. I. (2004). Persistence among American Indians and Alaska Natives at a Bible college: The importance of family, spirituality, and validation. <i>Christian Higher Education</i>, 3(3), 223-240.</p> <p>Terenzini & Pascarella. Twenty years of research on college students: Lessons for future research. In Stage et. al. <i>Theoretical perspectives on college students</i> (pp. 483-489).</p>
Surveying College Students	<p>Bowman, N. A. & Denson, N. (2014). A missing piece of the departure puzzle: Student-Institution Fit and intent to persist. <i>Research in Higher Education</i>, 55(2), 123-142.</p> <p>Campbell, C. & Cabrera, A.F. (2011). How sound is NSSE? Investigating the psychometric properties of NSSE at a public, research extensive institution. <i>Review of Higher Education</i>, 35(1), 77-103.</p> <p>Campbell, C. & Cabrera, A.F. (2014). Making the mark: Are grades and deep learning related, <i>Research in Higher Education</i>, 55(5), 467-493</p> <p>Dow, A. D., Sawatzky, M. & Korn, R. (2011). Theoretical foundations and research agenda to validate measures of intercultural effort. <i>Review of Higher Education</i>, 35(1), 17-44.</p> <p>Liu, Y. & Yin, A. C. (2010). Assessing personal growth. In S. Herzog (Ed.), <i>Diversity and educational benefits</i>. (pp. 111-123). New Directions for Institutional Research, Issue 145. Jossey-Bass.</p> <p>Olivas, M. A. (2011). If you build it, they will assess it (or an open letter to George Kuh, with love and respect). <i>Review of Higher Education</i>, 35(1), 1-16.</p>

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	<p>Porter, S. R. (2004). <i>Overcoming survey research problems</i>. New Directions for Institutional Research. Number 121. Jossey-Bass.</p> <p>Porter, S. R. (2013). Self-reported learning gains: A theory and test of college student survey response. <i>Research in Higher Education</i>, 254(2), 201-249.</p>
<i>Measuring campus climate</i>	<p>Brown, R. D., Clarke, B. & Gortmaker, V. (2004). Assessing the campus climate for gay, lesbian, bisexual and transgender (GLBT) using a multiple perspectives approach. <i>Journal of College Student Development</i>, 45(1), 8-26.</p> <p>Cabrera, A. F. & Nora, A. (1994). College students' perceptions of prejudice and discrimination and their feelings of alienation: A construct validation approach. <i>Review of Education/Pedagogy/Cultural</i>, 16(3-4), 387-409.</p> <p>Chatman, S. (2010). Working with large-scale climate surveys: reducing data complexity to gain new insights (pp. 7-27). In S. Herzog (Ed.). <i>New Directions for Institutional Research</i>. Issue 145. <i>New Directions for Institutional Research</i>, No. 145.</p> <p>Donald, R. B., Brnady, C. & Gortmaker, V. (2004). Assessing the campus climate for gay, lesbian, bisexual, and transgender (GLBT) students using a multiple perspective. <i>Journal of College Student Development</i>, 45(1), 8-26.</p> <p>Hurtado, S., & Guillermo-Wann, C. (2013). <i>Diverse Learning Environments: Assessing and Creating Conditions for Student Success – Final Report to the Ford Foundation</i>. University of California, Los Angeles: Higher Education Research Institute. http://www.heri.ucla.edu/ford/DiverseLearningEnvironments.pdf</p> <p>Miller, B. & Sujitparapitaya, S. (2010). Campus climate in the twenty-first century: estimating perceptions of discrimination at a racially mixed institution, 1994-2006 (pp.29-52). In S. Herzog (Ed.). <i>New Directions for Institutional Research</i>. Issue 145.</p> <p>Ward, K. M. & Zarate, M. E. (2015). The influence of racial campus climate on graduate students attitudes about the benefits of diversity. <i>Review of Higher Education</i>, 38(4), 589-617.</p>
<i>Learning and Cognitive Development</i>	<p>ACPA. (1994). <i>Student Learning Imperative: Implications for Student Affairs</i>. ***Download from www.acpa.nche.edu/pgp/principle.htm</p> <p>Astin. Involvement in learning revisited. In Stage et. al. <i>Theoretical perspectives on college students</i> (pp. 499-509).</p> <p>Cabrera, A. F., Colbeck C. L. & Terenzini P. T. (2001). Developing performance indicators for assessing classroom teaching practices and student learning. <i>Research in Higher Education</i>, 42(3), 327-352.</p> <p>Carini, R. M., Kuh, G. D. & Klein, S. P. (2006). Student engagement and student learning: Testing the linkages. <i>Research in Higher Education</i>, 47(1), 1-32.</p>

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	<p>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 (pp. 41-122). In J. C. Smart and M.B. Paulsen (Eds.). <i>Higher Education Handbook of Theory and Research</i>. Springer.</p> <p>Kuh, G. D. (2003). What we're learning about student engagement: Benchmarks for Effective Educational Practices. <i>Change</i>, 35(2), 24-32.</p> <p>Kuh, G. D., Kinzie, J., Schuh, J. H., Whitt, E. J. & associates. (2005). Student success in college: Creating conditions that matter. San Francisco: Jossey-Bass</p> <p>Kuh, G., Cruce, T. M., Shoup, R., Kinzie, J. & Gonyea, R. M. (2008). Unmasking the effects of student engagement on first-year college grades and persistence. <i>Journal of Higher Education</i>, 79(5), 540-563.</p> <p>LaNasa, S. & Cabrera, A. F., Tangsrud, H. (2009). The construct validity of student engagement: A confirmatory factor analysis. <i>Research in Higher Education</i>, 50(4), 313-352.</p> <p>Martinez. Understanding and investigating female friendships educative value. In Stage et. al. Theoretical perspectives on college students (pp. 395-422).</p> <p>Pike, G. R. (2004). Measuring quality: A comparison of U.S. News rankings and NSSE benchmarks. <i>Research in Higher Education</i>, 45(2), 193-208. Can be downloaded.</p> <p>Porter, S. R. (2009). <i>Do college student surveys have any validity?</i> Paper presented before the Annual Meeting of the Association for the Study of Higher Education. Vancouver, Canada. Available in http://www.insidehighered.com/news/2009/11/09/porter</p> <p>Zhao, C. M. & Kuh, G. D. (2004). Adding value: Learning communities and student engagement. <i>Research in Higher Education</i>, 45(2), 115-138.</p>

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<i>Campus Climate</i>	<p>Brown, R.D., Clarke, B., & Gortmaker, V. (2004). Assessing the Campus Climate for Gay, Lesbian, Bisexual, and Transgender (GLBT) Students Using a Multiple Perspectives Approach. <i>Journal of College Student Development</i>, 45(1), 8-26.</p> <p>Cabrera, A. & Nora, A. (1994). College students' perceptions of prejudice and discrimination and their feelings of alienation: A construct validation approach. <i>Review of Education, Pedagogy and Cultural Studies</i>, 387-409.</p> <p>Cabrera, A. F., Nora, A., Terenzini, P., Pascarella, E.T. & Hagedorn. (1999). Campus Racial Climate and the Adjustment of Students to College: A Comparison between White Students and African-American Students. <i>Journal of Higher Education</i>.</p> <p>Chatman, S. (2010). Working with Large-Scale Climate Surveys: Reducing Data Complexity to Gain New Insights (pp. 7- 27). In Herzog, S. (Ed.). <i>Diversity and education benefits</i>. New Directions for Institutional Research, Volume 145. San Francisco, CA: Jossey-Bass.</p> <p>Eimers, M. & Pike, G. (1997). Minority and nonminority adjustment to college: Differences or similarities? <i>Research in Higher Education</i>, 38, 77-97.</p> <p>Fries-Britt, S., George-Mwangi, C. A. & Peralta, A. (2014). Learning race in a US context: An emergent framework on the perceptions of race among foreign-born students of color. <i>Journal of Diversity in Higher Education</i>, 7, 1-13.</p> <p>MGee, E. O. & Martin, D. B. (2011). "You would not believe what I have to go through to prove my intellectual value! Stereotype management among academically successful Black mathematics and Engineering students. <i>American Educational Research Journal</i>, 48(6), 1347-1389.</p> <p>Miller, B. & Sujitparapitaya, S. (2010). Campus Climate in the Twenty-First Century: Estimating Perceptions of Discrimination at a Racially Mixed Institution, 1994–2006 (pp. 29-52). In Herzog, S. (Ed.). <i>Diversity and education benefits</i>. New Directions for Institutional Research, Volume 145. San Francisco, CA: Jossey-Bass.</p> <p>Minikel-Lacoque, J. (2013) Racism, college, and the power of words: Racial microaggressions reconsidered. <i>American Educational Research Journal</i>, 50(3), 432-465.</p> <p>Museus, S. D., Nichols, A. H. & Lambert, A. D. (2008). Racial differences in the</p>

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	<p>effects of campus climate on degree completion: A structural equation model. <i>Review of Higher Education</i>, 32(1), 107-134.</p> <p>Museus, S. D. & Quaye, S. J. (2009). Toward an intercultural perspective of racial and ethnic minority college student persistence. <i>Review of Higher Education</i>, 33(3), 333-356.</p> <p>Museus, S.D., & Maramba, D. C. (2011). The impact of culture on Filipino American students' sense of belonging. <i>Review of Higher Education</i>, 34(2), 231-254.</p> <p>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. <i>American Educational Research Journal</i>, 50(3), 466-532</p> <p>Shaw, E. J. (2005). Researching the educational benefits of diversity. College Board Research Report N0. 2005-4. New York, NY: College Examination Board. Can be downloaded from: http://www.collegeboard.com/research/pdf/051092RDCBReport05-4_050420.pdf.</p> <p>Steele, C.M. (1999). Thin Ice: Stereotype Threat and Black College Students. <i>The Atlantic Monthly</i> (August 1999 issue). (Available on Canvas).</p> <p>Vogt, P. V. (1997). <i>Tolerance and education: Learning to live with diversity and difference</i>. London: Sage.</p>
<i>How diversity impacts students' outcomes</i>	<p>Chang, M.J., Denson, N. Saenz, V., & Misa, K. (2006). The educational benefits of sustaining cross-racial interaction among undergraduates. <i>Journal of Higher Education</i>, 77, 490-455.</p> <p>Fries-Britt, S., George-Mwangi, C. A. & Peralta, A. (2014). Learning race in a US context: An emergent framework on the perceptions of race among foreign-born students of color. <i>Journal of Diversity in Higher Education</i>, 7, 1-13.</p> <p>Hagedorn, L.S., Chi, W., Cepeda, R. M., & McLain, M. (2007). An investigation of critical mass: The role of latino representation in the success of urban community college students. <i>Research in Higher Education</i>. 48(1), 73-92.</p> <p>Hall, W. D, Cabrera, A. F. & Milem, J. F. (2011). A Tale of two Groups: Differences between Minority Students and Non-Minority Students in their Predispositions to and Engagement with Diverse Peers at a Predominantly White Institution. <i>Research in Higher Education</i>, 52(4), 420-439.</p> <p>Harper, S. R. (Ed.). (2008). <i>Creating inclusive campus environments for cross-cultural learning and student engagement</i>. Washington, DC: National</p>

Recommended Readings

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

Topic	Recommended readings
	<p>Association of Student Personnel Administrators.</p> <p>Hurtado, S., & Guillermo-Wann, C. (2013). <i>Diverse Learning Environments: Assessing and Creating Conditions for Student Success – Final Report to the Ford Foundation</i>. University of California, Los Angeles: Higher Education Research Institute.</p> <p>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 (pp. 41-122). In J. C. Smart and M.B. Paulsen (Eds.). <i>Higher Education Handbook of Theory and Research</i>. Springer.</p> <p>Kezar, A. (2008). Understanding leadership strategies for addressing the politics of diversity. <i>Journal of Higher Education</i>, 79(4), 406-441.</p> <p>Wood, T. E. & Sherman, M. J. (2001). Is campus racial diversity correlated with educational benefits? In <i>Race and higher education: Why Justice Powell's diversity rationale for racial preferences in higher education must be rejected (Part IV)</i>; http://www.nas.org.</p>
College major	<p>Cabrera, A., Weerts, D. J., and Zulick, B. (2005). Making an Impact with Alumni Surveys. In D. Weerts and J. Vidal, <i>Reframing the Benefits of Alumni Surveys: Lessons from the United States and Europe</i> (pp. 5-17) <i>New Directions for Institutional Research</i>. San Francisco: Jossey-Bass Publishing.</p> <p>Holland, J. L. (1997). <i>Making vocational choices: A theory of vocational personalities and work environments</i> (3rd edition). Lutz, Florida: PAR.</p> <p>Porter, S. R. & Umbach, P. D. (2006). College major choice: An analysis of person-environment fit. <i>Research in Higher Education</i>, 47(4), 429-449.</p> <p>Reardon, R., & Bullock, E. (2004). Holland's theory and implications for academic advising and career counseling. <i>NACADA Journal</i>, 24, 111-122.</p> <p>Smart, J.C. (2010). Differential patterns of change and stability in student learning outcomes in Holland's academic environments: The role of environmental consistency. <i>Research in Higher Education</i>, 51, 468-482.</p> <p>Smart, J. C., Feldman, K. A., & Ethington, C. A. (2000). <i>Academic disciplines: Holland's theory and the study of college students and faculty</i>. Nashville, Tennessee: Vanderbilt University Press.</p> <p>Vila, L. E., García-Aracil, A. & Mora, J. G. (2007). The distribution of job satisfaction among young European graduates: Does the choice of study field matter? <i>Journal of Higher Education</i>, 78(1), 97-118.</p> <p>Wang, X. (2013). Modeling entrance into STEM fields of study among students beginning at community colleges and four-year institutions. <i>Research in Higher Education</i>, 54(6), 664-692.</p>

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	<p>Weerts, D. J., Cabrera, A. F. & Sanford, T. (2010). Beyond giving: Political advocacy and volunteer behaviors of public university alumni. <i>Research in Higher Education</i>, 51(4), 346-365. Winner for the 2010 CASE H.S. Warwick Award for Outstanding Research in Alumni Relations for Educational Advancement.</p> <p>Wolniak, G. C. & Pascarella, E. T. (2005). The effects of college major and job field congruence on job satisfaction. <i>Journal of Vocational Behavior</i>, 67, 233-251. Winner for the 2006 CASE H.S. Warwick Award for Outstanding Research in Alumni Relations for Educational Advancement.</p>