

## **EDUC 684: COLLEGE STUDENTS IN THE U.S.**

MONDAYS, 1:00 PM – 4:00 PM, SEB 2334

WINTER 2022

### **INSTRUCTOR:**

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### **TEACHING APPRENTICE:**

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### **LAND ACKNOWLEDGMENT**

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

### **OVERVIEW OF COURSE**

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

With the purpose in mind, this course will explore several central questions:

- What are the desired outcomes of U.S. higher education? How have those desired outcomes changed over time?
- How do collegiate environments perpetuate inequality and oppression?
- How does college affect students?
- When does college affect students?
- How do who students are and the environments in which they are situated within influence their pathways to college, their collegiate experiences, and their collegiate outcomes?
- How do we create educational environments that foster the desired outcomes of U.S. higher education?

- How do we create campus environments and educational interventions to meet the needs of students while advancing diversity, equity, and inclusion?
- How does higher education need to change to meet its desired outcomes and to be more equitable and just?

### **COURSE LEARNING OUTCOMES**

After completing this course, students will be able to:

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

### **COURSE DESIGN**

As an educator, I care deeply about your personal and your academic success. We are collectively navigating a global pandemic and some members of our learning community are further targeted by anti-Black racism, nativism, classism, and other forms of oppression that are always present but are manifesting themselves in particularly violent ways in our current sociopolitical context.

Each week of the course is designed as a distinct module that will explore a particular concept or set of theories related to student learning and development. The modules will open at least a week before we devote time to exploring a particular set of ideas as a learning community and will contain material that will help you further engage with the assigned reading in the syllabus. Given the design of the course, you will need to log into our course management site, Canvas, on a weekly basis to access course materials and to complete assignments. To successfully complete the course, you will need to participate over the duration of the term and cannot complete all of the required work in a compressed amount of time.

### **REQUIRED TECHNOLOGY**

Engagement in this course will require that you have access to the following:

- A computer or tablet with internet access
- A web browser (e.g., Google Chrome, Internet Explorer, Safari)
- Canvas (<https://canvas.it.umich.edu>)

- Microsoft Word or an equivalent word processor
- A PDF reader – Adobe PDF reader (free download available at <https://get.adobe.com/reader/>), Preview, etc.
- YouTube (<https://www.youtube.com/>)
- Zoom (<https://www.umich.zoom.us>)

### **UNIVERSITY OF MICHIGAN’S COMMITMENT TO DIVERSITY, EQUITY, & INCLUSION**

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

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

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

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

### **INSTRUCTOR COURSE EXPECTATIONS AND POLICIES**

#### ***Learning Community Expectations***

All participants in this course are members of a learning community. Our primary commitment is to learn from each other, from course materials, and from our work. While there are differences amongst us in our backgrounds, skills, interests, values, scholarly orientations, and experiences I hope we can create the type of learning environment that fosters success for all. Our commitments to each other will be particularly important as we individually and collectively navigate the stress and ambiguity of the COVID-19 pandemic and the ongoing struggle for racial and other forms of justice. To this end, I ask that all members of our community:

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

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

### ***Class Participation***

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

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

That being said, engaging in course meetings can be taxing, and I am cognizant that people are navigating multiple forms of stress and fatigue the pressures of graduate school and the realities of the COVID-19 pandemic. Please know that our class will use multiple forms of engagement (e.g., large group, small group, free write) during our meetings so there will several ways to participate in the learning community.

### ***Absences & Remote Attendance***

Class attendance and engagement is critical our collective learning and to your success in this course. However, circumstances occasionally arise when your presence may be required elsewhere or you may need to attend to personal matters, including your health and well-being given these uncertain times. If you are not feeling well or if you believe you have been exposed to COVID-19, please do focus on your health and that of our learning community and do not attend class in person. If you are required to quarantine, there is an option to attend class virtually via Zoom.

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

are doing the best they can to be present and to learn independently and alongside others in our learning community.

### ***Course Announcements***

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

### ***Email Communication***

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

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

### ***Office Hours***

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

### ***Assignments, Due Dates, and Feedback***

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

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

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

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

### **STATEMENT ON FAMILIAL CARE DURING CLASS**

I recognize that many graduate students are managing multiple roles and for some this includes being a parent/guardian, engaging in elder care, or caring for other family members. The challenges of work-life negation and managing these caretaking roles have only been exacerbated by the COVID-19 pandemic.

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

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

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

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

### **BASIC NEEDS STATEMENT**

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

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

The Rackham Graduate School also has emergency financial assistance should you experience an emergency or one-time unusual, or unforeseen expenses as you matriculate. Information about the Rackham Graduate Student Emergency fund is here: <https://rackham.umich.edu/rackham-life/finances/#emergency-assistance>

If you are comfortable, I also encourage you to also share the information with me. This will enable me to provide additional resources and information.

### **STUDENT MENTAL HEALTH AND WELL-BEING**

Graduate school is inherently stressful, and this stress is exacerbated by the COVID-19 pandemic, ongoing anti-Black racism and racialized violence, and other forms of marginalization and oppression that target those with minoritized identities. The University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available.

For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 or <https://caps.umich.edu/> during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (734) 764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see [www.uhs.umich.edu/aodresources](http://www.uhs.umich.edu/aodresources). For a listing of other stress and mental health resources available on and off campus, visit: <https://uhs.umich.edu/stressresources>.

### **ACCOMMODATIONS**

#### ***Students with Disabilities***

If you are disabled and anticipate needing accommodations in this course, please contact me to set up a meeting within the first two weeks of the semester or as soon as you become aware of your need. Before meeting with me, please apply for and obtain recommendations for accommodations from Services for Students with Disabilities, located in G-664 Haven Hall. Their telephone number is (734-936-3947) and their email address is [ssdoffice@umich.edu](mailto:ssdoffice@umich.edu). Information on applying for accommodations can be found here: <https://ssd.umich.edu/>

#### ***Religious Accommodation***

The University of Michigan is committed to making every reasonable effort to allow members of the University community to observe their [religious holidays](#) without academic penalty.

Those who have religious or cultural observations that conflict with class or with assignment due dates should inform me in writing. I encourage you to honor your religious and cultural holidays/practices and will work with you to provide reasonable accommodations.

#### ***Students Representing the University in an Official Capacity Off-Campus***

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



### **HARASSMENT AND DISCRIMINATION**

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

### **ADDITIONAL RESOURCES**

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

#### ***Sweetland Center for Writing***

[sweetlandinfo@umich.edu](mailto:sweetlandinfo@umich.edu) | (734)764-0429

<https://lsa.umich.edu/sweetland>

#### ***Rackham Graduate School Professional Development***

(734) 647-4013

<https://rackham.umich.edu/professional-development/>

#### ***University of Michigan Libraries***

<https://www.lib.umich.edu/>

### **REQUIRED TEXTS**

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

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

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

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

Selected readings will be posted to Canvas. Other readings in our weekly schedule will have a star (\*) next to them and you are expected to locate them on the University of Michigan Libraries website and download them for yourself.



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

## **ASSIGNMENTS, EVALUATION, AND GRADING**

### ***Assignment Approach***

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

<b><i>Assignments</i></b>	<b><i>Percentage of Final Grade</i></b>	<b><i>Due Dates</i></b>
College Pathways Paper	15%	January 31
Student I-E-O Analysis Project		
I-E-O Prospectus Due		January 24
Inputs Analysis Paper	20%	February 21
Environments Analysis Paper	20%	March 21
Outcomes Intervention Design	20%	April 18
I-E-O Analysis Presentation	15%	April 11 or 18
Participation	10%	Ongoing

### ***Grading Scale***

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

#### **\*NOTE REGARDING LETTER GRADES:**

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

## **ACADEMIC INTEGRITY**

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

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

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

### COURSE OUTLINE

Class Sessions: Topical Focus	Readings
<p><b>January 10</b> <u>Session 1</u> <i>Course Introduction</i></p> <ul style="list-style-type: none"> <li>• Course overview</li> <li>• Introduction to studying college student outcomes in U.S. higher education</li> </ul>	<p>Renn &amp; Reason, Preface (pp. vii – xii)</p>
<p><b>January 17 - NO CLASS</b> <i>MLK Day</i></p>	
<p><b>January 24</b> <u>Session 2</u> <i>Overview of U.S. Higher Education</i></p> <ul style="list-style-type: none"> <li>• Purposes</li> <li>• Desired outcomes</li> <li>• Institutional types</li> </ul> <p><b>ASSIGNMENT DUE:</b> <b>I-E-O Project Prospectus</b></p>	<p>Bowen, H. (1999). The intended outcomes of higher education. In J. Bess &amp; D. Webster (Eds.), <i>Foundations of American higher education</i> (pp. 285-294). Simon &amp; Schuster Custom Publishing.</p> <p>*Kezar, A. (2004). Obtaining integrity? Reviewing and examining the charter between higher education and society. <i>The Review of Higher Education</i>, 27(4), 429-459.</p> <p>*Patton, L. D. (2016). Disrupting postsecondary prose toward a critical race theory of higher education. <i>Urban Education</i>, 51(3), 315-342.</p> <p>*Nicolazzo, Z. (2021). Imagining a trans* epistemology: What liberation thinks like in postsecondary education. <i>Urban Education</i>, 56(3), 511-536.</p> <p>Basic Carnegie Classification Descriptions: <a href="http://carnegieclassifications.iu.edu/descriptions/">http://carnegieclassifications.iu.edu/descriptions/</a></p>

	<p>What are Minority Serving Institutions:  <a href="https://cmsi.gse.rutgers.edu/content/what-are-msis">https://cmsi.gse.rutgers.edu/content/what-are-msis</a></p> <p>Minority Serving Institution Timeline:  <a href="https://cmsi.gse.rutgers.edu/content/brief-history-msis">https://cmsi.gse.rutgers.edu/content/brief-history-msis</a></p> <p><b><i>For the future:</i></b></p> <p>*Hurtado, S. (2007). Linking diversity with the educational and civic missions of higher education. <i>The Review of Higher Education</i>, 30(2), 185-196.</p> <p>*Gildersleeve, R. E., Kuntz, A. M., Pasque, P. A., &amp; Carducci, R. (2010). The role of critical inquiry in (re)constructing the public agenda for higher education: Confronting the conservative modernization of the academy. <i>The Review of Higher Education</i>, 34(1), 85-121.</p> <p>*Orphan, C. M. (2018). Public Purpose under Pressure: Examining the Effects of Neoliberal Public Policy on the Missions of Regional Comprehensive Universities. <i>Journal of Higher Education Outreach and Engagement</i>, 22(2), 59-101.</p> <p>*Scott, J. C. (2006). The Mission of the university: Medieval to postmodern transformations. <i>The Journal of Higher Education</i>, 77(1), 1-39.</p>
<p><b>January 31</b>  <b><u>Session 3</u></b>  <b><i>Who is Coming to College?</i></b></p> <ul style="list-style-type: none"> <li>• College Student Characteristics</li> <li>• College Choice</li> </ul> <p><b>ASSIGNMENT DUE:</b>  <b>College Pathways Paper</b></p>	<p>Renn &amp; Reason</p> <ul style="list-style-type: none"> <li>• Chapter 1: Characteristics of College Students in the United States (pp. 3-22)</li> <li>• Chapter 2: The College Choice Process (pp. 23-38)</li> </ul> <p>*Acevedo-Gil, N. (2017): College-conocimiento: Toward an interdisciplinary college choice framework for Latinx students. <i>Race Ethnicity and Education</i></p> <p>*Cox, R. D. (2016). Complicating Conditions: Obstacles and Interruptions to Low-Income Students' College "Choices." <i>Journal of Higher Education</i>, 87(1), 1-26.</p> <p>McLewiss C.C. (2021) The Limits of Choice: A Black Feminist Critique of College "Choice" Theories and Research. In L.W. Perna (Ed.) <i>Higher Education: Handbook of Theory and Research</i> (Vol 36). Springer. <a href="https://doi-org.proxy.lib.umich.edu/10.1007/978-3-030-43030-6_6-1">https://doi-org.proxy.lib.umich.edu/10.1007/978-3-030-43030-6_6-1</a></p> <p><b><i>For the future:</i></b></p> <p>*Amechi, M. H., Stone, Jr., B. D., &amp; Williams, J. L. (2020). Transitions and pathways: HBCU college choice among Black students with foster care experience. <i>Journal of the First-Year Experience &amp; Students in Transition</i>, 32(2), 9-24.</p> <p>*Engberg, M. E., &amp; 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.</p>

	<p>*Osei-Kofi, N., Torres, L. E., &amp; Lui, J. (2013). Practices of whiteness: Racialization in college admissions viewbooks. <i>Race Ethnicity and Education</i>, 16(3), 386-405.</p> <p>*Squire, D. D., &amp; Mobley Jr, S. D. (2015). Negotiating race and sexual orientation in the college choice process of Black gay males. <i>The Urban Review</i>, 47(3), 466-491.</p>
<p><b>February 7</b> <b><u>Session 4</u></b> <b><i>College Enrollment &amp; Transitions</i></b></p>	<p>Renn &amp; Reason</p> <ul style="list-style-type: none"> <li>• Chapter 3: Student Enrollment Patterns (pp. 39-51)</li> <li>• Chapter 4: Transition to College (pp. 55-70)</li> </ul> <p>*Lange, A. C., Linley, J. L., &amp; Kilgo, C. A. (2021). Trans students' college choice &amp; journeys to undergraduate education. <i>Journal of Homosexuality</i>. Advanced online publication. DOI: 10.1080/00918369.2021.1921508</p> <p>*Wilsey, S. A. (2013). Comparisons of adult and traditional college-age student mothers: Reasons for college enrollment and views of how enrollment affects children. <i>Journal of College Student Development</i>, 54(2), 209-214.</p> <p>*Rodriguez, A. A., &amp; Mallinckrodt, B. (2021). Native American-identified students' transition to college: a theoretical model of coping challenges and resources. <i>Journal of College Student Retention: Research, Theory &amp; Practice</i>, 23(1), 96-117.</p> <p><b><i>For the future:</i></b></p> <p>*Blaauw-Hara, M. (2016). "The military taught me how to study, how to work hard": Helping student-veterans transition by building on their strengths. <i>Community College Journal of Research and Practice</i>, 40(10), 809-823.</p> <p>* Clark, M. R. (2005). Negotiating the freshman year: Challenges and strategies among first-year college students. <i>Journal of College Student Development</i>, 46(3), 296-316.</p> <p>*Samura, M. (2018). How do students of color find "home" on college campuses? <i>Journal of the First-Year Experience &amp; Students in Transition</i>, 30(2), 27-43.</p>
<p><b>February 14</b> <b><u>Session 5</u></b> <b><i>Campus Ecology &amp; Physical Environments</i></b></p>	<p>Renn &amp; Reason, Chapter 5 (pp. 71-101)</p> <p>Strange &amp; Banning, Chapter 1 (pp. 9-47)</p> <p>*Brandon, A., Hirt, J. B., &amp; Cameron, T. (2008). Where you live influences who you know: Differences in student interaction based on residence hall design. <i>Journal of College &amp; University Student Housing</i>, 35(2), 62-79.</p> <p>*Cabrera, N. L., Watson, J. S., &amp; Franklin, J. D. (2016). Racial arrested development: A critical Whiteness analysis of the</p>

	<p>campus ecology. <i>Journal of College Student Development</i>, 57(2), 119-134.</p> <p>*Tichavakunda, A. A. (2020). Studying black student life on campus: Toward a theory of Black placemaking in higher education. <i>Urban Education</i>. Advanced online publication. DOI: 10.1177/0042085920971354</p> <p><b>For the future:</b></p> <p>*Kuntz, A., Petrovic, J. &amp; Ginocchio, L. (2012). A changing sense of place: A case study of academic culture and the built environment. <i>Higher Education Policy</i>, 25(4), 433-451.</p> <p>*Misencik, K. E., O'Connor, J. S., &amp; Young, J. (2005). A learning place: Ten years in the life of a new kind of campus center. <i>About Campus</i>, 10(3), 8-16.</p> <p>*Pryor (2018) Visualizing queer spaces: LGBTQ students and the traditionally heterogendered institution. <i>Journal of LGBT Youth</i>, 15(1), 32-51.</p> <p>Scott, S. S., Loewen, G., Funckes, C., &amp; Kroeger, S. (2003). Implementing Universal Design in higher education: Moving beyond the built environment. <i>Journal of Postsecondary Education and Disability</i>, 16(2), 78-89.</p> <p>*Troyer, D. (2005). Imagine if we could start over: Designing a college from scratch. <i>About Campus</i>, 10(4), 4-9.</p>
<p><b>February 21</b>  <b><u>Session 6</u></b>  <b><i>Human Aggregate Environments</i></b></p> <p><b>ASSIGNMENT DUE:</b>  <b>Inputs Analysis Paper</b></p>	<p>Strange &amp; Banning: Chapter 2 (pp. 49-77)</p> <p>*Gurin, P., Dey, E. L., Hurtado, S., &amp; Gurin, G. (2002). Diversity and higher education: Theory and impact on educational outcomes. <i>Harvard Educational Review</i>, 72, 330-365.</p> <p>*Martin, G. L. (2015). "Always in my face": An exploration of social class consciousness, salience, and values. <i>Journal of College Student Development</i>, 56(5), 471-487.</p> <p>*Stapleton, L. (2015). When being deaf is centered: d/Deaf Women of Color's experiences with racial/ethnic and d/Deaf identities in college. <i>Journal of College Student Development</i>, 56(6), 570-586.</p> <p>*Vaccaro, A. (2017). Does my story belong? An intersectional critical race feminist analysis of student silence in a diverse classroom. <i>NASPA Journal About Women in Higher Education</i>, 10(1), 27-44.</p> <p><b>For the future:</b></p> <p>*Mobley Jr, S. D., &amp; Johnson, J. M. (2019). No pumps allowed": The "problem" with gender expression and the Morehouse College "appropriate attire policy. <i>Journal of Homosexuality</i>, 66(7), 867-895.</p>

	<p>Pittenger, D. J. (1993) Measuring the MBTI...And coming up short. Downloaded from <a href="http://www.indiana.edu/~jobtalk/Articles/develop/mbti.pdf">http://www.indiana.edu/~jobtalk/Articles/develop/mbti.pdf</a></p> <p>*Jaeger, A. (2003). Job competencies and the curriculum: An inquiry into emotional intelligence in graduate professional education. <i>Research in Higher Education</i>, 44, 515-539.</p>
<p><b>February 28 - NO CLASS</b> <b>"Spring Break"</b></p>	
<p><b>March 7</b> <b><u>Session 7</u></b> <b><i>Organizational Environments</i></b></p>	<p>Strange &amp; Banning, Chapter 3 (pp. 79-112)</p> <p>*Godwin, G. J., &amp; Markham, W. T. (1996). First encounters of the bureaucratic kind: Early freshman experiences with a campus bureaucracy. <i>Journal of Higher Education</i>, 67, 660-691.</p> <p>*Linder, C., &amp; Myers, J. S. (2018). Institutional betrayal as a motivator for campus sexual assault activism. <i>NASPA Journal About Women in Higher Education</i>, 11(1), 1-16.</p> <p>McNair, T. B., Albertine, S., Cooper, M. A., McDonald, N., &amp; Major Jr, T. (2016). <i>Becoming a student-ready college: A new culture of leadership for student success</i>. Chapter 1: In search of the student-ready college (pp. 4-24). John Wiley &amp; Sons.</p> <p>*Barnhart, C., Ramos, M., &amp; Reyes, K. A. (2013). Equity and inclusion in practice: Administrative responsibility for fostering undocumented students' learning. <i>About Campus</i>, 18(2), 20-26.</p> <p><b><i>For the future:</i></b></p> <p>*Berger, J.B. (2000). Organizational behaviors at colleges and student outcomes: A new perspective on college impact. <i>Review of Higher Education</i>, 23 (2), 177-198.</p> <p>*Cox, B. E., McIntosh, K. L., Reason, R. D., &amp; Terenzini, P. T. (2011). A culture of teaching: Policy, perception, and practice in higher education. <i>Research in Higher Education</i>, 52(8), 808-829.</p>
<p><b>March 14</b> <b><u>Session 8</u></b> <b><i>Socially Constructed Environments</i></b></p>	<p>Strange &amp; Banning, Chapter 4 (pp. 113-133)</p> <p>*Magolda, P. M. (2001). What our rituals tell us about community on campus: A look at the campus tour. <i>About Campus</i>, 5(6), 2-8.</p> <p>*Garvey, J. C., Taylor, J. L., &amp; Rankin, S. (2015). An examination of campus climate for LGBTQ community college students. <i>Community College Journal of Research and Practice</i>, 39(6), 527-541.</p> <p>*Muñoz, S. M., &amp; Vigil, D. (2018). Interrogating racist nativist microaggressions and campus climate: How undocumented and DACA college students experience institutional legal</p>

	<p>violence in Colorado. <i>Journal of Diversity in Higher Education</i>, 11(4), 451-466.</p> <p>* Yao, C. W., Briscoe, K. L., &amp; Rutt, J. N. (2020). In the aftermath of a racialized incident: Exploring international students of color's perceptions of campus racial climate. <i>Journal of Diversity in Higher Education</i>, 14(3), 386–397.</p> <p><b>For the future:</b></p> <p>*Hurtado, S., Alvarez, C. L., Guillermo-Wann, C., Cuellar, M., &amp; Arellano, L. (2012). A model for diverse learning environments: The scholarship on creating and assessing conditions for student success. In J. C. Smart &amp; M. B. Paulsen (Eds.), <i>Higher education: Handbook of theory and research</i> (Vol. 27, pp. 41-122). Springer.</p> <p>*Rockenbach, A. B., &amp; Mayhew, M. J. (2014). The campus spiritual climate: Predictors of satisfaction among students with diverse worldviews. <i>Journal of College Student Development</i>, 55(1), 41-62.</p> <p>*Sallee, M. W. (2013). Gender norms and institutional culture: The family-friendly versus father-friendly university. <i>Journal of Higher Education</i>, 84(3), 363-396.</p> <p>*Worthington, R. L., Navarro, R. L., Loewy, M., &amp; Hart, J. (2008). Color-blind racial attitudes, social dominance orientation, racial-ethnic group membership and college students' perceptions of campus climate. <i>Journal of Diversity in Higher Education</i>, 1(1), 8-19.</p>
<p><b>March 21</b> <b><u>Session 9</u></b> <b><i>Persistence &amp; Retention Outcomes</i></b></p> <p><b>ASSIGNMENT DUE:</b> <b>Environments Analysis Paper</b></p>	<p>Renn &amp; Reason, Chapter 7 (pp. 139-159)</p> <p>*Fike, D. S., &amp; Fike, R. (2008). Predictors of first-year student retention in the community college. <i>Community College Review</i>, 36(2), 68-88.</p> <p>*Kutscher, E. L., &amp; Tuckwiller, E. D. (2019). Persistence in higher education for students with disabilities: A mixed systematic review. <i>Journal of Diversity in Higher Education</i>, 12(2), 136–155.</p> <p>*Mobley Jr, S. D., &amp; Hall, L. (2020). (Re) Defining queer and trans* student retention and “success” at Historically Black Colleges and Universities. <i>Journal of College Student Retention: Research, Theory &amp; Practice</i>, 21(4), 497-519.</p> <p><b>For the future:</b></p> <p>*Garvey, J. C. (2020). Critical imperatives for studying queer and trans undergraduate student retention. <i>Journal of College Student Retention: Research, Theory &amp; Practice</i>, 21(4), 431-454.</p> <p>*Oseguera, L., Rios, J. D. L., Park, H. J., Aparicio, E. M., &amp; Rao, S. (2020). Understanding who stays in a STEM scholar program</p>



	for underrepresented students: High-achieving scholars and short-term program retention. <i>Journal of College Student Retention: Research, Theory &amp; Practice</i> . Advanced online publication. DOI: 1521025120950693.
<b>March 28</b> <u><b>Session 10</b></u> <b>Student Outcomes</b> <ul style="list-style-type: none"> <li>• Learning outcomes</li> <li>• Developmental outcomes</li> <li>• Assessing student outcomes</li> </ul>	<p>Renn &amp; Reason, Chapter 8 (pp. 160-187)</p> <p>Garvey J.C., &amp; Dolan C.V. (2021) Queer and Trans College Student Success. In L.W. Perna (Ed) <i>Higher Education: Handbook of Theory and Research</i>. <i>Higher Education</i> (Vol 36) Springer. <a href="https://doi-org.proxy.lib.umich.edu/10.1007/978-3-030-43030-6_2-1">https://doi-org.proxy.lib.umich.edu/10.1007/978-3-030-43030-6_2-1</a></p> <p>*Museus, S. D. (2014). The culturally engaging campus environments (CECE) model: A new theory of success among racially diverse college student populations. In <i>Higher education: Handbook of theory and research</i> (Vol. 29, pp. 189-227). Springer.</p> <p><b>For the future:</b>  Bahr P.R., Boeck C.A., &amp; Cummins P. A (2021) Strengthening outcomes of adult students in community colleges. In L.W. Perna (Ed.) <i>Higher Education: Handbook of Theory and Research</i> (Vol 36). Springer. <a href="https://doi-org.proxy.lib.umich.edu/10.1007/978-3-030-43030-6_3-1">https://doi-org.proxy.lib.umich.edu/10.1007/978-3-030-43030-6_3-1</a></p> <p>*Johnson, M. (2014). Predictors of college students engaging in social change behaviors. <i>Journal of College and Character</i>, 15(3), 149-164.</p>
<b>April 4</b> <u><b>Session 11</b></u> <b>Long-term Impact of College</b>	<p>Mayhew, M. J., Rockenbach, A. N., Bowman, N. A., Seifert, T. A., &amp; Wolniak, G. C. (2016). <i>How college affects students: 21<sup>st</sup> century evidence that college works</i>. Chapter 9: Quality of life after college (pp. 487-522). Jossey-Bass.</p> <p>Davis III, C. H. F., Mustaffa, J. B., King, K., &amp; Jama, A. (2020). <i>Legislation, Policy, and the Black Student Debt Crisis</i>. National Association for the Advancement of Colored People.</p>
<b>April 11</b> <u><b>Session 12</b></u> <b>Final Class Presentations</b>	
<b>April 18</b> <u><b>Session 13</b></u> <b>Final Class Presentations</b> <b>ASSIGNMENT DUE:</b> <b>Outcomes Intervention Design</b>	

## **APPENDIX: ASSIGNMENT INSTRUCTIONS COLLEGE PATHWAYS PAPER INSTRUCTIONS**

### **RATIONALE**

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

### **ASSIGNMENT**

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

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

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

### **EVALUATIVE CRITERIA**

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

**DUE DATE:** January 31

## STUDENT INPUTS-ENVIRONMENT-OUTPUTS ANALYSIS PROJECT <sup>1</sup>

### *Rationale*

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

### *Assignment*

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

This assignment has five components you must complete:

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

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

2) *Inputs Analysis Paper (20% of Final Grade)*

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

3) *Environments Analysis Paper (20% of Final Grade)*

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

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<sup>1</sup> This project was adapted from assignments by Dr. Julie Posselt & Dr. Awilda Rodriguez

4) *Outcomes Intervention Design (20% of Final Grade)*

Your third component of this assignment will bring together what you have learned from the two papers to design specific policies and or interventions that designed to better support your selected group's pathways to or through college.

You can present your recommendations for policy and practice in the format that you think would best help you communicate the ideas. Examples of formats for final projects may include but are not limited to:

- A policy brief
- A zine
- A video or movie
- A written paper (no longer than 10 pages excluding cover sheet and references)
- A narrated PowerPoint
- An infographic

Regardless of format, your outcomes focused intervention design should be grounded in your work in what you have learned about your students' needs in from your Inputs and Experiences papers. In your assignment be sure to:

- Make specific connections to the literature to highlight the information that you are using to ground your interventions
- Be attentive to specifying where you think your policies and interventions should be applied (e.g., 4-year colleges, MSIs, etc.)
- State the desired outcomes of your recommendations (e.g., increased retention, increased sense of belonging, reduced loan debt, etc.).

As you craft your recommendations, you can create your own policies, programs, services, etc. and/or you may draw upon what you know about U-M or practices at your prior campuses. Use your creativity as you design interventions and focus on meeting students' needs rather than whether or not these interventions currently exist.

5) *I-E-O Analysis Presentation (15% of Final Grade)*

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

***Evaluative Criteria***

*Inputs and Environments Papers*

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

*Outcomes Intervention Design*

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

*I-E-O Analysis Presentation*

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

*Due Dates*

I-E-O Prospectus Due	January 24
Inputs Analysis Paper	February 21
Environments Analysis Paper	March 21
Outcomes Intervention Design	April 18
I-E-O Analysis Presentation	April 11 or April 18