

Research on College Students
ELPS 884
Fall, 2007
The University of Kansas

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A. Purposes of course

The purpose of this class is to examine the American college student from societal, developmental, research, and institutional perspectives and to review the policy implications of these findings for college and university administrators and faculty. The broad goals of this course are as follows:

- To understand the research and theory concerning the college student experience;
- To understand the diverse nature of the student body and its implications for institutional policy and practice;
- To facilitate the formulation of individual philosophies and priorities applicable to working with college students.

B. Mission of SOE

The primary mission of the School of Education is to prepare leaders in education and human services fields. As stated in the School Code

Within the University, the School of Education serves Kansas, the nation, and the world by (1) preparing individuals to be leaders and practitioners in education and related human service fields, (2) expanding and deepening understanding of education as a fundamental human endeavor, and (3) helping society define and respond to its educational responsibilities and challenges.

The components that frame this mission for our initial and advanced programs are Research and Best Practice, Content Knowledge, and Professionalism. These interlocking themes build our Conceptual Framework.

C. Required Texts

Stage, F.K., Carter, D.F., Hossler, D., & St. John, E.P. (2003). *Theoretical Perspectives on College Students*. ASHE Reader. Boston, MA: Pearson Custom Publishing.

Additional Readings on CD or online

D. Time and Place

The seminar will meet on Thursday from 4:30-7:00 p.m. in 247 JRP.

E. Course Requirements

Required readings and participation (master's and doctoral students) (20%). Students are expected to attend class regularly and promptly and are expected to participate actively -- failure to do so will affect your grade. Student input is valued and valuable. In order to participate in class you are expected to do all assigned readings prior to class.

Written Assignments (master's students)

Student Interview Assignment(s) (30pts – 15 points each): This assignment is intended to give you the experience of interviewing a student about his/her college experience and linking those experiences back to the course readings. The purpose of this assignment is for you to demonstrate your understanding of the course readings and your ability to connect research to practice. You may want to consider the student's background characteristics in selecting your student (i.e., selecting a self-identified member of an historically disenfranchised racial or ethnic group, a GLBT student, a first generation student, etc.). I recommend that the student you select parallel your literature review topic to provide some consistency throughout the semester. Identify your student by **September 6**.

Two times during the semester you will hand in approximately **7-9 page papers** that summarize information about your student and link that information back to the class readings. In each paper, discuss the ways in which your student reflects and/or differs from the theories and research we are reading. Your papers should combine description, analysis, and theory evaluation. It is critical that you protect the student's confidentiality. Use a pseudonym to identify the student and tell them that their participation is voluntary. **Due September 27 and November 15.**

Annotated Bibliography (15 points) and Literature Review (35 points):

Choose a topic related to class on which you would like to demonstrate some expertise relative to college students. Each paper must review the relevant contemporary research literature (approximately 15 sources) on the topic of your choosing and offer suggestions for improving the learning, development, and attainment of educational outcomes for college students. A **paragraph** about your topic is **due September 13**.

A **bibliography** for your literature review is **due October 11**.

On the same topic as your literature review, develop an **annotated bibliography** consisting of the **5 "best" sources** found on your topic. The annotated bibliographies will be shared with all members of the class. In general, articles included in the bibliography should be current (published within the last 5 years). However, attention should also be paid to "timeless classics" pertaining to your topic. You should have an introduction to your annotated bibliography that explains the introduces the topic, explains the importance of the topic and defines any key terms necessary to understand the topic. **Due October 25.**

A **rough draft** of your literature review is due on **November 29th**.

The final literature review should be approximately **12-15 pages in length** and should include **approximately 15 sources**. The paper should indicate familiarity with significant research and theory in the field, major works, and the implications of the literature for institutions of higher education. In general, the paper should explicate the state of the literature on your chosen topic. The **final version** of the literature review is due **December 10th**.

Written Assignments (doctoral students)

Student Interview Assignment(s) (30pts – 15 points each): This assignment is intended to give you the experience of interviewing a student about his/her college experience and linking those experiences back to the course readings. The purpose of this assignment is for you to demonstrate your understanding of the course readings and your ability to connect research to practice. You may want to consider the student's background characteristics in selecting your student (i.e., selecting a self-identified member of an historically disenfranchised racial or ethnic group, a GLBT student, a first generation student, etc.). I recommend that the student you select parallel your literature review topic to provide some consistency throughout the semester. Identify your student by **September 6**.

Two times during the semester you will hand in approximately **7-9 page papers** that summarize information about your student and link that information back to the class readings. In each paper, discuss the ways in which your student reflects and/or differs from the theories and research we are reading. Your papers should combine description, analysis, and theory evaluation. It is critical that you protect the student's confidentiality. Use a pseudonym to identify the student and tell them that their participation is voluntary. **Due September 27 and November 15.**

Annotated Bibliography (15 points) and Literature Review (35 points):

Choose a topic related to class on which you would like to demonstrate some expertise relative to college students. Each paper must review the relevant contemporary research literature (approximately 25 sources) on the topic of your choosing and offer suggestions for improving the learning, development, and attainment of educational outcomes for college students. A **paragraph** about your topic is **due September 13**.

A **bibliography** for your literature review is **due October 11**.

On the same topic as your literature review, develop an **annotated bibliography** consisting of the **5 "best" sources** found on your topic. The annotated bibliographies will be shared with all members of the class. In general, articles included in the bibliography should be current (published within the last 5 years). However, attention should also be paid to "timeless classics" pertaining to your topic. You should have an introduction to your annotated bibliography that explains the introduces the topic, explains the importance of the topic and defines any key terms necessary to understand the topic. **Due October 25.**

A **rough draft** of your literature review is due on **November 29th**.

The final literature review should be approximately **20-25 pages in length** and should include **approximately 25 sources**. The paper should indicate familiarity with significant research and theory in the field, major works, and the implications of the literature for institutions of higher education. In general, the paper should explicate the state of the literature on your chosen topic. The **final version** of the literature review is due **December 10th**.

F. Evaluation of Performance

Student evaluation will be based on a system in which A represents outstanding work and B represents average or acceptable mastery. Anything less than a B will be returned for additional effort. In evaluating work, I will use the following criteria: clarity and skill in written expression; creativity and imagination in framing research ideas; analytic rigor; and evidence of reflective practice and professional curiosity throughout your work. Grading rubrics will be handed out for each assignment.

100%-94% A 93%-90% A- 89%-87% B+ 86%-83% B 82%-80% B-

G. Course Expectations

- Students should attend class and participate in class discussions. Absences could affect your grade. Coming late or leaving early frequently could also affect your grade. If you must miss class, it is your responsibility to notify me before class and to make arrangements to hand in any assignments that are due. It is also your responsibility to obtain class notes, assignments, etc. from your classmates. Use your judgment in determining whether you should miss a class or not.
- Students who have special needs should let me know at the beginning of the semester so appropriate accommodations can be made.
- Turn off your cell phones and if you use a lap top please use it for class purposes (no checking e-mail or searching the web in class).
- I expect you to take the initiative to get the most out of this course. As such, if you have questions, needs or concerns don't hesitate to bring them to my attention. Come prepared for class by completing reading and writing assignments.
- Your interview papers and your annotated bibliography may be re-written for a re-grade -- although changes made must go beyond merely correcting the grammar mistakes I mark. Rewrites should involve substantial revisions. The other papers in the class are not subject to re-grade, unless the paper earns a grade of B or lower. If you submit a paper for re-grade you must include a letter outlining the specific changes made to the document.
- Papers and citations should be submitted in APA style (5th edition). You are strongly encouraged to work with a classmate to critique and proofread one another's assignments. Each of you is likely to submit better papers as a result of that process. Excessive typographical and grammatical errors detract from your work and will be reflected in your grade.
- There are a lot of assignments due in this class -- it is not a wise idea to hand them in late. However, if you need an extension on an assignment please speak to me and we can make alternative due dates. **NO ALTERNATIVE DUE DATE ACCEPTED FOR THE ANNOTATED BIBLIOGRAPHY!** Late annotations will be penalized by one grade for each day late (i.e., 1 day late, a paper goes from an A to an A- etc.).
- I do not like giving incompletes -- they have a way of hanging over your head and interfering with your progress. My incomplete policy is that you must complete all work before the first day of the next semester in which you enroll -- no exceptions. Taking an incomplete will cut into your much needed vacation time.
- Students are expected to do their own work. I will follow the University's academic misconduct policy in this class. Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting, giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments; knowingly misrepresenting the source of any academic work; unauthorized change of grades; unauthorized use of University approvals or forging of signatures; falsification of research results, plagiarizing of another's work; violation of regulations or ethical codes for the treatment of human and animal subjects; or otherwise acting dishonestly in research. The complete text of the USRR on academic misconduct is available at <http://www.ku.edu/~unigov/usrr.html#art2sect6>.
- Unintentional plagiarism is a common problem. When you use the words or ideas of others, you must give them credit. The APA Publication Manual shows you how to do this.
- I care deeply about your success – personally, academically and professionally and want you to gain the most possible from this experience. I am committed to my role in this venture. I want to hear your

experiences, ideas and feedback. I will hold all of us accountable to high (and reasonable) academic standards.

Content Outline

Session	Date	Topic
1	August 16	Introduction/Who Goes to College

<u>Readings on cd-rom or on-line:</u>
Beloit mindset. http://career.ucsd.edu/parents/PDFs/ArticleArchive/ArticleF05Beloit.pdf (PDF file on CD Rom)
Sanfort, M. H. & Haworth, J. G. (2006) Whassup? A Glimpse Into the Attitudes and Beliefs of the Millennial Generation. <i>Journal of College and Character</i> , 2. http://www.collegevalues.org/articles.cfm?id=613&a=1 (available on-line)
Sax, L. J. (July/August, 2003). Our incoming students: What are they like? <i>About Campus</i> , 15-20. (PDF file on CD Rom)
Strauss, W. & Howe, Neil. (2003). <i>Millennials Go to College: Strategies for a New Generation on Campus: Recruiting and Admissions, Campus Life, and the Classroom</i> . Washington, DC: American Association of Collegiate Registrars and Admissions Officers. (2 PDF file on CD Rom)

2	August 23	Who Goes to College?
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<u>Readings on cd-rom or on-line:</u>
<i>Chronicle of Higher Education</i> Facts and Figures 2006. http://chronicle.com/stats/freshmen.htm (available on-line using following: id 22181201 and password: 2jtott01)
G. (2001). The new demographics of higher education. <i>The Review of Higher Education</i> , 24(3), 219-235. (PDF file on CD Rom)
V. S. (July/August, 2002). Higher education and the new demographics: Questions for policy. <i>Change</i> , 15-23. (PDF file on CD Rom)

Read 2 of the following (PDF file on CD Rom)
Postsecondary Education Opportunity. (2004, May). Family Income and Higher Education Opportunity. #143, Oskaloosa, IA.
Postsecondary Education Opportunity. (2003, February). Academic Preparation for College, 1983 to 2002. #128, Oskaloosa, IA.
Postsecondary Education Opportunity. (2002, May). Public High School Completion by State and Race/Ethnicity 1981 to 2000. #119, Oskaloosa, IA.
Postsecondary Education Opportunity. (2003, March). Educational Attainment 1940 to 2002. #129, Oskaloosa, IA.
Postsecondary Education Opportunity. (2003, November). Undergraduate Degree Completion by Age 25 to 29 for Those Who Enter College 1947 to 2002. #137, Oskaloosa, IA.
Postsecondary Education Opportunity. (2003, August). Freshman to Sophomore Persistence Rates. #134, Oskaloosa, IA.

3	August 30	No class
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4	September 6	College Choice & Access Identify Student to Interview
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Reader
Chapter 3 and Chapter 5

<u>Readings on cd-rom or on-line</u>
McDonough, P. (2004). The school to college transition: Challenges and Prospects. American Council on Education, Washington, DC. Read pages 1-27. http://www.acenet.edu/bookstore/pdf/2004_IPtransitions.pdf (PDF file on CD Rom)
Perna, L. W. & Titus, M. A. (2005). The relationship between parental involvement as social capital and college enrollment: An examination of racial/ethnic group differences. <i>Journal of Higher Education</i> , 76(5), 485-

5

September 13

**College Choice & Access
Literature Review Topic Due**

Reader
Chapter 1, Chapter 2 and Chapter 4
<u>Readings on cd-rom or on-line</u>
American Council on Education (2004). Choice of Institution: Changing student attendance patterns in the 1990s. (PDF file on CD Rom) http://www.acenet.edu/AM/Template.cfm?Section=CPA&Template=/CM/ContentDisplay.cfm&ContentFileID=428
Kinzie, J., Palmer, M., Hayek, J. Hossler, D., Jacob, S. A., & Commings, H. (2004). Fifty years of college choice: Social, political, and institutional influences on the decision-making process. Lumina Foundation for Education. (PDF file on CD Rom). Read pp 1-5, 31-48 http://www.luminafoundation.org/publications/Hossler.pdf (available on-line).

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September 20

Studying College Impact

Reader
Chapter 6, Chapter 27, Chapter 30 and Chapter 34
<u>Readings on cd-rom or on-line</u>
Pascarella, E. T., & Terenzini, P. T. (1998). Studying college students in the 21 st century: Meeting new challenges. <i>The Review of Higher Education</i> , 21(2), 151-165. http://muse.jhu.edu/journals/review_of_higher_education/v021/21.2pascarella.html (available on-line)

7

September 27

**Involvement & Engagement Theory
Interview Paper Due**

Reader
Chapter 29
<u>Readings on cd-rom or on-line</u>
Hernandez, K., et. al. (1999). Analysis of the literature on the impact of student involvement on student development and learning: More questions than answers? <i>NASPA Journal</i> , 36(3), 1-14. (PDF file on CD Rom)
Kuh, G. D. (March/April, 2003). What we're learning about student engagement from NSSE. <i>Change</i> , 35(2), 24-32. (PDF file on CD Rom)
NSSE (2004) National Survey of Student Engagement, KU data. http://www2.ku.edu/~oirp/NSSE/nsse2004_021606.pdf (available on-line)
Read 1 of the following (PDF file on CD Rom)
Kuh, G.D., Gonyea, R.M., & Palmer, M. (2001). The disengaged commuter student: Fact or fiction? <i>Commuter Perspectives</i> , 27(1), 2-5.
Umbach, P.D., Palmer, M.M., Kuh, G. & Hannah, S. J. (2004). Intercollegiate athletes and effective educational practices: Winning combination or losing effort. Paper presented at the 44 th Annual Association for institutional Research Forum, Boston, MA.
Umbach, P.D., et. al (2003). Women students at coeducational and women's colleges: How do their experiences compare. Paper presented at the Annual Meeting of the Association for the Study of Higher Education, Portland, OR..
Zhao, C., Kuh, G.D., Carini, R.M., & Bunnage, J. (2002, June). A comparison of international student and American student engagement in effective educational practices. Paper presented at the meeting of the Association for Institutional Research, Toronto, Canada

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October 4

College environment – in and out of classroom

Reader
Chapter 25 and Chapter 26

<u>Readings on cd-rom or on-line</u>
Carey, K. (2006, September). Is our students learning? The measurements elite colleges don't want you to see, <i>The Washington Monthly</i> . http://www.washingtonmonthly.com/features/2006/0609.carey.html (available on line)
Kuh, G.D. (1993). In their own words: What students learn outside the classroom. <i>American Educational Research Journal</i> , 30 (2), 277-304. (PDF file on CD Rom)

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October 11

No Class – Fall Break
Bibliography for Literature Review Due

10

October 18

College environment – in and out of classroom

Reader
Chapter 19, Chapter 23 and Chapter 24

<u>Readings on cd-rom or on-line</u>
Kuh, G. D. (1999). How are we doing? Tracking the quality of the undergraduate experience, 1960s to the present. <i>The Review of Higher Education</i> , 22(2), 99-120.

Read 1 of the following (PDF file on CD Rom)
Geelhoed, R. J., Abe, J., & Talbot, D.M. (2003). A qualitative investigation of U.S. students' experiences in an international peer program. <i>Journal of College Student Development</i> , 44(1), 5-17.
Jones, S.R. & Abes, E. S. (2004). Enduring influences of service-learning on college students' identity development. <i>Journal of College Student Development</i> , 45(2), 149-166.
Lichtenstein, M. (2005). The importance of classroom environments in the assessment of learning community outcomes. <i>Journal of College Student Development</i> , 46(4), 341-356.

11

October 25

Campus Climate
Annotated Bibliography Due

Reader
Chapter 8 and Chapter 10

<u>Readings on cd-rom or on-line</u>
Duster, T. (1993). The diversity of California at Berkeley: An emerging reformulation of 'competence' in an increasingly multicultural world. In Thompson, B. W. & Tyagi, S. (Eds.), <i>Beyond a Dream Deferred: Multicultural Education and the Politics of Excellence</i> . Minneapolis: University of Minnesota Press. (PDF file on CD Rom)
Light, R. J. (2001). <i>Making the Most of College: Students Speak Their Minds</i> . Cambridge, MA: Harvard University Press. (PDF file on CD Rom)
Smith, D. G. (1994). Community and group identity: Fostering mattering. <i>Higher Education Exchange</i> . New York: The Kettering Foundation. (PDF file on CD Rom)

12

November 1

Retention

Reader
Chapter 7 and Chapter 31

<u>Readings on cd-rom or on-line</u>
Bean, J. P., & Eaton, S. B. (2000). A psychological model of college student retention. In Braxton, J. M. (Ed.), <i>Reworking the Student Departure Puzzle</i> . Nashville, TN: Vanderbilt University Press. (PDF file on CD Rom)

Read 1 of the following (PDF file on CD Rom)
Bean, J.P. & Metzner, B.S. (1985). A conceptual model of nontraditional undergraduate student attrition. <i>Review of Educational Research</i> , 55(4), 485-540.
Leppel, K. (2002). Similarities and differences in the college persistence of men and women. <i>The Review of Higher Education</i> , 25(4), 433-450.
Lounsbury, J.W., Saudargas, R.A., & Gibson, LW. (2004). An investigation of personality traits in relation to withdraw from college. <i>Journal of College Student Development</i> , 45(5), 517-534.
Torres, V. (2006). A mixed method study testing data-model fit of a retention model for Latino/a students at urban universities. <i>Journal of College Student Development</i> , 47(3), 299-318.
Townsend, B.K., & Wilson, K.B. (2006). A hand hold for a little bit: Factors facilitating the success of community college transfer students to a large research university. <i>Journal of College Student Development</i> , 47(4), 439-456.

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November 8

No Class

14

November 15

Retention & Persistence
Interview #2 Due

Reader
Chapter 11 and Chapter 32

<u>Readings on cd-rom or on-line</u>
Dynarski, S. M. (2003). Does Aid Matter? Measuring the Effect of Student Aid on College Attendance and Completion, <i>American Economic Review</i> , 279-288. (PDF file on CD Rom)
Fenske, R. H., Porter, J.D., & DuBrock, C. P. (2000). Tracking financial aid and persistence of women, minority and needy students in science, engineering and mathematics. <i>Research in Higher Education</i> , 41, 67-94. (PDF file on CD Rom)
St. John, E. P., Paulsen, M. B., & Carter, D. F. (2005). Diversity, college costs, and postsecondary opportunity: An examination of the financial nexus between college choice and persistence for African Americans and Whites. <i>The Journal of Higher Education</i> , 76(5), 545-569. (PDF file on CD Rom)

15

November 22

No Class -- Thanksgiving

16

November 29

College Outcomes
Rough Draft of Literature Review Due

<u>Readings on cd-rom or on-line</u>
Baum, S. (2005). Education pays 2004: The benefits of higher education for individuals and society. The College Board. Washington, DC. (PDF file on CD Rom)
Pascarella, E.T., & Terenzini, P.T. (2005). <i>How College Affects Students</i> , Volume 2. San Francisco, CA: Jossey-Bass. (PDF file on CD Rom)
Perna, L. W. (2005). The benefits of higher education: Sex, racial/ethnic and socioeconomic group differences. <i>The Review of Higher Education</i> , 29(1), pp. 23-52. (PDF file on CD Rom)
Walpole, M.B. (2003). Socioeconomic status and college: How SES affects college experiences and outcomes. <i>The Review of Higher Education</i> , 27(1), 45-73. (PDF file on CD Rom)

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December 6

Wrap up

December 10th Literature Review Due