

Instructor: Dr. Brian Bourke

DEPARTMENT: Educational Studies, Leadership & Counseling (ELC)

PROGRAM: Postsecondary Education Administration (PSE)

COURSE PREFIX: PSE **COURSE NUMBER:** 616

CREDIT HOURS: 3

I. TITLE:

College Students in the United States

II. COURSE DESCRIPTION AND PREREQUISITE(S):

The characteristics of the contemporary college student in the United States will be examined. Major topics will include an examination of the motivations for entering institutions of higher education, developmental theory related to college students, demographic data that describe the contemporary student, problems and challenges specific to the American concept of making higher education accessible to a large percentage of the population, and the impact of contemporary economic and social trends on the college population.

Prerequisite(s): Permission of instructor

III. COURSE OBJECTIVES:

The student will be able to

- A. Develop an understanding of the diverse characteristics of college students in the United States.
- B. Develop an understanding of changes that occur in students during the university experience.
- C. Develop an understanding of techniques of assessing the impact of college on students.
- D. Develop an understanding of the techniques for facilitating the development of college students.

IV. CONTENT OUTLINE:

- A. Overview of goals of American higher education
- B. Demography of college population socioeconomic, political-Chronicle data
- C. The role of the student development professional in effecting change in students
- D. Developmental theory and changes observed in students during college years
- E. Assessing development issues driving the content of the current college student population
 1. Diversity
 2. Broad access
 3. Traditional & Non-traditional populations
- F. Practitioner techniques for facilitation of development in college students
- G. Removing roadblocks to development - assessing campus ecologies, aiding change, etc.

V. ASSIGNMENTS / ACTIVITIES:

CLASS PARTICIPATION – Participation and active engagement in every class activity is essential. Specific learning experiences occur in each class discussion and activity. This course is

reading-intensive and requires individual preparation. Each student in this course is expected to complete assignments in a timely fashion, contribute meaningfully to class discussions, and as appropriate, prepare objective critiques of research, readings, and other class efforts.

Evaluation of participation in discussions and other activities will consider the following:

- 1) To what extent do you incorporate class readings into the discussion?
- 2) To what extent do you link readings with your practical experience?
- 3) To what extent do you engage your colleagues in the class in meaningful thought, analysis, and debate around the course material?
- 4) To what extent do you contribute to your colleagues' understanding of complex ideas and perspectives by raising insightful and probing questions?
- 5) To what extent do you practice active listening as a way of informing your perspective?

(borrowed from Susan K. Gardner, Ph.D., Assistant Professor, U of Maine)

EXECUTIVE SUMMARY – Part of the challenge of being a scholar-practitioner is learning to write for differing audiences. While I hope that everyone aims to write for publication, the reality is that you will rarely write in that style of academic writing in your work. Many student affairs educators are expected to write reports. Often times, these reports go on for several pages. I was once told that a good report begins with an executive summary, just as an article should begin with an abstract.

Your task is to write a one page (single spaced) executive summary of the relationship of student development theory to practice. We will discuss this throughout the semester, but it is important for you to formulate your own thoughts on the topic. In preparing your executive summary, you should use citation as you would for any academic writing, but you should avoid direct quotes. An example is posted in the assignment instructions in Canvas.

SUBPOPULATION - - - -

PRESENTATION - In order to gain an understanding of the student subpopulations who are attending our institutions, each student will select a subpopulation to explore this semester. Each student, after selecting appropriate readings to share with the class, will prepare a 15 minute presentation about the subpopulation. You will be divided into groups, and within your groups, discuss your subpopulations through a discussion forum.

Selection of Student Groups: Identify a student group in which you would like to learn more about. You will select subpopulations from the NASPA Subpopulations text posted to Canvas. The selection of student subpopulations will be assigned on a first-come, first-serve basis. Presentation/discussion groups will be assigned by Dr. Bourke after subpopulations have been selected.

Guidelines for each Subpopulation Presentation.

- Identify a theory or model that supports your proposed service or program

- Cannot be the I-E-O Model (Astin, 1993)
- Demonstrate noticeable creativity and a clear understanding for the student group

You are expected to research your student group extensively. Use the PSE reference guide (found on the last page of the class schedule), references mentioned in the assigned readings, representatives of national associations affiliated with the student group, and the University Library databases to start the search. CSP 616 is an excellent platform to share best practices for your student group. Remember, APA recognizes personal conversations as a citable source. Try to find the following the information for your student group through the research and discovery process. **The list is in no particular order and some points are more applicable to some subpopulations than others.**

- Similar demographics characteristics
- Shared needs and challenges
- Enrollment and retention numbers (as well as future projections)
- Recruitment and retention initiatives targeting group (direct and indirect)
- Look for best practices and factors influencing college choice
 - Services and programs targeting the development of this group
 - Look for best practices
- Student development and retention models and theories specific to group
- Professional associations and advocacy groups
- Notable / observed challenges to group's academic and developmental success (e.g. reasons for attrition)
- Favored academic majors and career pathways

You record your presentation as a webcam video or voice-over presentation. In either case, you should not read your screen (e.g. don't read your slides). It's OK to have notes for yourself, but you shouldn't read what we're seeing. If you choose to record yourself speaking to your webcam, you should also have some sort of handout available for download.

DISCUSSION – In order to gain an understanding of the student subpopulations who are attending our institutions, each student will a subpopulation to explore this semester. Each student, after selecting appropriate readings to share with the class, will prepare a 15 minute presentation about the subpopulation.

I won't repeat everything from the assignment description for the Subpopulation Presentation. For the Discussion, each student is to view the presentation of each of their peers. Students will be randomly assigned as peer reviewers in Canvas to one peer's presentation. You are to post one question about the subpopulation to the presenter. The presenter is to do their best to answer the question. I will jump in as needed to answer questions that the presenter doesn't have information on. I would love to see discussion take place with multiple threads, much the way an in-person discussion takes place.

Please note the due date is Friday March 18, and not the Sunday of the week (don't want to have anything due the first weekend of Spring Break).

TOPIC PAPER (PUBLISHABLE MANUSCRIPT) – Each student will choose from a list of available topics and conduct a critical examination (through published literature) of the topic (on Canvas) through the lens of college students in the United States. The intent is to engage a topic critical to postsecondary education administration from the perspective of increased understanding to better serve college students of today, and tomorrow.

This assignment is divided into multiple parts throughout the semester, and I will provide feedback aimed at helping you refine your writing, arguments, and depth of analysis. I will help with editing your work, with the ultimate goal of submitting the paper together for publication. Some papers may be fitting for submission to peer-reviewed journals, others more fitting for submission to association magazines.

Topic Paper 1 – Topic Specification & Refinement - In two double-spaced pages, identify your topic, and explain what you want to learn about it. You should clearly state the topic, and the specific element related to college students you want to explore. I'll give an example from a project I'm currently working on (please note this is not specific to college students in the United States - I don't want you to feel you can't explore a topic of interest because I used it as an example):

I'm interested in what social justice looks like in student affairs practice. To make that more specific, I might ask the following question:

How is social justice framed as a part of professional practice in student affairs?

To help answer that question, I've gone through literature about student affairs practice, and about social justice to find out what (if any) overlaps exist.

Topic Paper 2 – Literature Search - In this step, you need to utilize the online research databases of the MSU Library to find relevant literature on your selected topic. (You should recognize this from ADM 630).

One of the threads we'll address in the course, and that you'll need to address in your Topic Paper is the relationship of student development theory to your topic and the intersection of the topic with college students/ a subpopulation of college students. This statement is repeated in each Topic Paper assignment in Canvas, and I will address throughout the course.

Description:

Find at least 10 journal articles, theories or reports published within the past 15 years. Students are encouraged to use the online Library Guides (found in Canvas) provided by the MSU library. At least seven of the 10 articles must be empirical peer-reviewed journal articles, an appropriate theoretical model(s) or reports from a credible (government, not for-profit organization, etc.) source. In addition, you need to provide an

annotated list of references in APA style. Your literature search shall have the following sections.

Literature Search

1. Refined Topic
2. Description of your search attempt (in a table format)
 - a. Which online databases, journals, organization websites did you try?
 - b. What specific keywords did you use?
 - c. What criteria did you specify (i.e. search in the title, author, journal title etc)?
 - d. How many hits did you get?
 - e. Out of the hits, how many are most relevant? Out of the relevant hits, how many journal articles were selected?
3. Annotated list of references

Topic Paper 3 – Annotated Outline - For this assignment, you are to take what you wrote for Topic Paper 1, and use what you found in your work for Topic Paper 2 to develop an annotated outline. Annotated outline means that you will go beyond the basic outline format by writing some text to explain each outline entry.

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Topic Paper 4 – First Draft -

Topic selected and refined. Check

Literature searched. Check

Annotated outline sketched. Check

Time to write a first draft? Check!

The time has come to start putting the pieces together and write the paper! Does it feel like a daunting task? Not sure where to start? The best place to start is to take each piece of your outline and write a paragraph about it. Do that for your entire outline. Does each paragraph reflect a synthesis of literature, concepts, and ideas? If not, refine it.

Remember, your primary job with this paper is to make connections between a broad topic and a group of college students in the United States. You, as the writer, have to make the connections. Don't leave it to me or future readers to make the connections. While the connections have possibly not been made in scholarship previously, it doesn't mean you don't rely on existing scholarship to support your view of the connections. If this feels a bit confusing, don't worry, I'll provide feedback to help make things clearer as you write. I'm not looking for perfection with this submission - that's why it's called a first draft.

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Topic Paper 5 – Final Draft - I've provided feedback on your First Draft. Now your task is to address that feedback to expand/refine your work toward a final draft. This submission should reflect your best work, and be at a point where you would feel comfortable with someone outside of Murray State University reading it.

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VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

None

VII. TEXT(S) AND RESOURCES:

Renn & Reason (2013). College students in the United States: Characteristics, experiences and outcomes. San Francisco: Jossey-Bass.

Publication Manual of the American Psychological Association, 6th Edition – If you don't already have it, purchase it!

Other readings distributed via Canvas

VIII. EVALUATION AND GRADING PROCEDURES:

Evaluation and grade will be determined by assignments, tests, and projects based on text, supplementary readings in professional journals, lectures, presentations, group activities, and class discussions.

Students are expected to submit their work no later than the due date. All due dates are noted within course schedule. Students are expected to construct their own schedules to meet these deadlines. Late assignments are only accepted with prior approval of the instructor. Any late submission must include a written explanation including the following: a) date assignment was originally due; b) date assignment was submitted; c) reason(s) for the delay; and d) proposed penalty (if any) for the delay. Any late assignment, including those with advance notice, is likely to result in a reduction of your grade for that assignment.

Grading Procedure:

Discussion Forums

33%

Introductions	20 pts	
College Transitions	25 pts	
Gendered Sexual Identities	25 pts	
Cognitive Development	25 pts	
Supporting Spiritual Development	25 pts	
What is Student Success	25 pts	
Executive Summary	25 pts	5%
Subpopulation		17%
Presentation	50 pts	
Discussions	25 pts	
Topic Paper		45%
Topic Selection & Refinement	25 pts	
Literature Search	25 pts	
Annotated Outline	35 pts	
First Draft	50 pts	
Final Draft	65 pts	
Total	445 pts	100%

Grading Scale

A = 90-100%	(400-445 points)
B = 80-89%	(356-399 points)
C = 70-79%	(311-355 points)
D = 60-69%	(267-310 points)
E = 0-59%	(0-266 points)