

## **HIED556: Higher Education Students**

The Pennsylvania State University

Fall 2011

Tuesdays, 6:00-9:00 pm

113A Chambers

Instructor: Tara Scales Williams, Ph.D.  
220 Grange Building  
Office Phone: (814) 863-3740  
Email: tcs111@psu.edu  
Office hours: By appointment

Availability: It is best to contact me via email or phone to schedule appointments and arrange times to meet.

### **Course Description**

While colleges and universities are charged with the core responsibilities of teaching, research, and service, the teaching function may be what is most commonly thought of when one imagines what takes place at a college or university. In many cases, colleges are seen as where students go to develop cognitively and affectively both in and outside of the classroom (H. R. Bowen, 1997). Cardinal Newman said, “if its object were scientific and philosophical discovery, I do not see why a University should have any students” (Kerr, 2001, p. 2).

Consistent with the spirit of Cardinal Newman’s comment, much of higher education research revolves around understanding the students who enroll at colleges and universities across the country every year. Countless scholars have explored issues around who the “typical” college student is and whether college actually shapes students’ lives, learning and development. Much of the work of student affairs professionals and institutional leaders is built around understanding and implementing strategies which promote better learning environments and outcomes. But what do we already know about college students, their changes over time, and the specific influence of certain college experiences on their outcomes? Built around Astin’s Inputs-Environments-Outcomes model (1991), this course examines the demographic similarities and differences in college students, important educational and societal outcomes which stem from higher education, and the environments which influence students’ likelihood of reaching their academic, social, and career goals.

## Objectives and Learning Outcomes

Upon completion of this course, students will be able to:

- Describe how college students have changed over time and explain trends in enrollment
- Understand various factors and forces which influence student learning, development, and outcomes
- Discuss and distinguish between individual, institutional, and societal outcomes associated with college attendance, activities, and achievement
- Articulate differences and similarities between the needs, experiences, and outcomes of students from various socio-identity groups
- Understand, critique, and develop college impact/outcomes models
- Make connections between theory, research, policy, and practice in higher education and student affairs

The following CSA Learning Outcomes are addressed in this course:

1. Foundations of Student Affairs
  - 1.1.2 Knowledge and ability to articulate contemporary issues in student affairs
2. Student Development and Outcomes
  - 2.1.1 Understanding of college impact theories
  - 2.1.3 Understanding of effective educational interventions
  - 2.3 Ability to apply theory to develop effective educational programs
4. Inter- and Intrapersonal Skills
  - 4.1.2 Demonstration of interest in and ability to learn about individuals different from oneself
  - 4.1.3 Interest in and ability to learn about ideas and beliefs different than one's own
5. Commitment to and understanding of issues related to social justice
  - 5.1. Knowledge of existing systems of oppression, how they influence students' experiences, and the role of advocacy in student affairs
6. Research and Assessment
  - 6.1.1 Knowledge and ability to employ good practices that focus on the effectiveness of programs and services
  - 6.1.5 Knowledge and ability to analyze and utilize multiple sources of data to reach useable conclusions.
  - 6.1.6 Knowledge and ability to convey key findings/recommendations to stakeholders and constituents

## Required Texts

- Bok, D. (2006). *Our underachieving colleges: A candid look at how much students learn and why they should be learning more*. Princeton, NJ: Princeton University Press.
- Braxton, J. M. (Ed). (2000). *Reworking the student departure puzzle*. Nashville, TN: Vanderbilt University Press.
- Evans, N.J., Forney, D.S., Guido, F.M, Patton, L.D., & Renn, K.A. (2010). *Student development in college: Theory, research, and practice* (2<sup>nd</sup> ed.). San Francisco: Jossey Bass.
- Harper, S.R., & Quaye, S.J. (Eds.) (2009). *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations*. New York: Routledge.
- Pascarella, E.T., & Terenzini, P.T. (2005). *How college affects students: A third decade of research*. San Francisco: Jossey-Bass.
- Tinto, V. (1993) *Leaving college: Rethinking the causes and cures of student attrition* (2<sup>nd</sup> ed.).

## Suggested Texts

*Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). (2009). Washington, DC: Author.

Additional readings posted on ANGEL, available at campus libraries, or distributed in class.

## Evaluation & Grading

Students will be graded based on the following point structure:

Class participation (includes integrative comments & leading class discussion)	25%
Inputs paper	15%
Outcomes paper & poster	30%
IEO final presentation & paper	30%

### Final Grading Scale

A = 100-94	B = 86-84	C = 76-74	D = 66-64
A- = 93-90	B- = 83-80	C- = 73-70	D- = 63-60
B+ = 89-87	C+ = 79-77	D+ = 69-67	F = < 60

## **Class Policies**

### Instructor's Expectations

This course is designed to be an interactive experience for all participants, with frequent opportunities to discuss, reflect upon, and apply course readings and concepts. At times I will lecture or highlight particular points in the readings, but it is rare that I will be doing the talking in the classroom. Also, rather than just summarizing the readings, we will be critically engaging and building on the ideas described in the work assigned. **Thus, everyone must come to class prepared. All students are responsible for completing the week's assigned readings and activities prior to class** to help promote the engaging environment I hope we can create in the classroom.

This type of classroom environment also requires that students be active participants in the learning process. Students will be graded on their engagement in each week's lesson and classroom participation. This does not mean one has to make sure to speak at least one time in each class or that talking a lot will guarantee full credit; rather, students are expected to make thoughtful contributions, ask questions, listen attentively, and participate in class activities.

A note on the syllabus: it is intended to be a living, fluid document, not a static set of rules for us to abide by. It may (and is very likely to) change based on need for greater depth, group interest in a particular topic, or time constraints. While sometimes this will mean additional assignments or work outside of the classroom that may or may not be graded, often adjustments to the syllabus will be in the students' favor. I am open to change and adjustment and welcome discussion and feedback.

### Housekeeping and Classroom Conduct

Eating and drinking in class are totally fine – I understand that 3 hours is a long time, and that a snack can keep you focused and awake. All I ask is that students please try to avoid bringing snacks or foods that are overly loud or disruptive when eaten.

I also understand that several students like to use their laptops to take notes in class. Using a laptop for note taking is acceptable, but **please** resist the temptation to use your laptop for anything else while in class. It can be very hard to not check your email, IM or gchat with a friend, or take a peek at the New York Times when your laptop is right there, but please do not. It is distracting and disrespectful to whoever is leading the class at that time. If you know

yourself and know you just can't resist – please turn off your network/modem card or leave your laptop at home. Violations of this policy will result in lower classroom participation grades.

A similar policy applies for PDAs and smart phones. I know that many classes have policies about ringing phones in class, and I also ask that you please activate the silent ring function while in class. I also would like to request that your phones/PDAs stay off the desk, out of your lap, and definitely out of your hands during class. **To state it plainly, please no texting during class.** Violations of this policy will also result in lower classroom participation grades.

Your actual presence in class is considered as part of your participation grade. Each week, students are expected to be present and ready to begin class **on time**. If you must miss or be late for class for a legitimate reason (e.g., illness, family emergencies, work emergencies, court appearances, conferences), **please contact me to discuss your absence in advance**. One unexcused absence or two incidences of unexcused tardiness will result in a deduction of one letter grade from your participation grade. Students should also be careful not to accrue too many excused absences. Three excused absences or late arrivals/early departures from class will also result in a deduction of one letter grade from a student's participation grade.

Students must hand in all assigned work and projects in accordance with deadlines. If you must hand in work late for a legitimate reason, please contact me to discuss the situation prior to the due date (the sooner, the better!). **If you contact me 12 hours before or anytime after an assignment deadline with an excuse for a late assignment, the assignment will still be considered late.** Grades on late assignments that have not been previously discussed and negotiated with me in advance **will be reduced by two letter grades.**

#### Academic Integrity

As scholars and practitioners, it is important for your written work and contributions to class to be your own. All students should be familiar with policies on Academic Integrity outlined by Faculty Senate Policy 49-20 and the College of Education (<http://www.ed.psu.edu/educ/current-students/academic-integrity>). All acts of falsification, misrepresentation, or deception are completely unacceptable, and any assignment which has plagiarized elements will automatically receive an F (0 points). **If including sentences, paragraphs, or other portion of the work of others in papers or presentations, be sure to cite this work appropriately based on guidelines presented in the *APA Manual* (6<sup>th</sup> edition).**

#### Assignments and Writing Style

All assignments should be completed following the guidelines for style and citation outlined in the APA manual – evaluation of proper formatting will be included in the grading of all assignments. **All assignments should be typed in Times New Roman, 12 point font with one inch margins on all sides. Please do not use alternative fonts or sizes, or adjust the**

**margins.** Please limit your use of quotes from published literature in your papers. Unless quoting individuals who somehow contributed to your assignment, please do not use more than 3 block quotes in any paper and there should be no more than one direct quotation in each paragraph. And yes, I really do check for these things ☺.

Please feel free to be in touch with me if any of these things are confusing.

### “Safe Space”

In order to facilitate participation and help all students feel comfortable sharing their thoughts and ideas in the classroom, it is important that we create a respectful, open environment where everyone is valued. It is more than OK to express strong feelings or disagree with classmates ideas, but I ask that it be done respectfully. Please be thoughtful about your words and actions, and focus on critiquing ideas rather than an individual’s qualities as a person. Also, I ask that when details regarding personal matters arise in discussion, that they do not leave the classroom.

### Students with Disabilities

Students with disabilities are welcomed into the course. If you have a disability-related need for reasonable academic adjustments in this course, contact the Office for Disability Services (116 Boucke Building at 814-863-1807, <http://www.equity.psu.edu/ods/>). Please contact me on or near the first day of class regarding the need for reasonable academic adjustments.

### Recognition of Religious Pluralism

Accommodations will gladly be made for students who must turn in an assignment late or miss class time in observance of religious holidays. It is important to notify me of your absence/need for extension at least three weeks prior to the holiday.

## Course Schedule

<i>Date</i>	<i>Topic and Readings</i>
Aug 23 Week 1	Introduction to class - Bok – Introduction (pgs 1-10)
Aug 30 Week 2	Studying students and the impact of college - Pascarella & Terenzini – Chapter 1 - Terenzini, P.T., & Reason, R.D. (2005). <i>Parsing the first year of college: A conceptual model of college impacts</i> . Paper presented at the meeting of the Association for the Study of Higher Education, Philadelphia, PA. [posted on ANGEL] - Evans et al. – Part One (pgs 1-40)
Sept 6 Week 3	<b>INPUTS</b> College access, choice, and admissions - Perna, L. W. (2006). Studying college access and choice: A proposed conceptual model. In J. C. Smart (Ed.), <i>Higher education handbook of theory and research</i> (Vol. XXI, pp. 99-157). The Netherlands: Springer. [posted on ANGEL] - Astin, A., & Oseguera, L. (2004). The declining "equity" of American higher education. <i>The Review of Higher Education</i> , 27(3), 321-341. [posted on ANGEL] - Carnevale, A.P., & Rose, S.J. (2004). Socioeconomic status, race/ethnicity, and selective college admissions. In R.D. Kahlenberg (ed.), <i>America's untapped resource: Low income students in higher education</i> (pp. 101-156). New York: Century Foundation Press. [posted on ANGEL] - Sowell, T. (2004). Affirmative Action around the world. <i>Hoover Digest</i> available at <a href="http://www.hoover.org/publications/hoover-digest/article/8108">http://www.hoover.org/publications/hoover-digest/article/8108</a>
Sept 13 Week 4	Changing student demographics and “Millennial” college students - Keller, G. (2001). The new demographics in higher education. <i>The Review of Higher Education</i> , 24(3), 219-235 [posted on ANGEL] - HERI 40 year trends research brief [posted on ANGEL] - Coomes, M.D., & DeBard, R. (Eds. (2004). <i>Serving the Millennial College Generation</i> – Chapters 3, 5 & 7 [posted on ANGEL]

<p>Sept 20 Week 5</p>	<p>“Non-traditional” students: adult learners, transfer students, first-generation, and part time students</p> <ul style="list-style-type: none"> <li>- Ricardson, J.T.E., &amp; King, E. (1998). Adult students in higher education: Burden or boon? <i>Journal of Higher Education</i>, 69(1), 65-88. [posted on ANGEL]</li> <li>- Choy, S.P. (2001). <i>Students whose parents did not go to college: Postsecondary access, persistence, and attainment</i> (NCES 2001-126). Washington, DC: U.S. Department of Education, National Center for Education Statistics. <a href="http://nces.ed.gov/pubs2001/2001126.pdf">http://nces.ed.gov/pubs2001/2001126.pdf</a>.</li> <li>- DiRamio, D., Ackerman, R., Mitchell, R. (2008). From combat to classroom: Voices of student-veterans. <i>NASPA Journal</i>, 45(1), 73-102. [posted on ANGEL]</li> <li>- Harper &amp; Quaye – Chapter 12</li> </ul> <p style="text-align: center;"><b>INPUTS PAPER DUE: September 21<sup>st</sup> at 5pm</b></p>
<p>Sept 27 Week 6</p>	<p><b>OUTCOMES</b> Individual vs. social outcomes</p> <ul style="list-style-type: none"> <li>- Bok – Chapter 3</li> <li>- Bowen, H.R. (1997). Goals: The intended outcomes of higher education (Chapter 2). In <i>Investment in learning: The individual and social value of American higher education</i> (pp. 31-59). San Francisco: Jossey-Bass. [posted on ANGEL]</li> <li>- Baum, S., &amp; Ma, J. (2007). <i>Education pays: The benefits of higher education for individuals and society</i>. New York: The College Board. [posted on ANGEL]</li> <li>- Pascarella &amp; Terenzini – Chapter 2</li> <li>- King, P.M. (2009). Principles of development and developmental change underlying theories of cognitive and moral development. <i>Journal of College Student Development</i>, 50(6), 597-620. [posted on ANGEL]</li> </ul>
<p>Oct 4 Week 7</p>	<p>Persistence and Retention (Part I) – Definitions, Tinto’s theory &amp; responses</p> <ul style="list-style-type: none"> <li>- 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), 659-679. [posted on ANGEL]</li> <li>- Tinto – Chapters 1-4</li> <li>- Tierney, W. (1992). An anthropological analysis of student participation in college <i>Journal of Higher Education</i>, 63, 603-618. [posted on ANGEL]</li> <li>- Braxton: <ul style="list-style-type: none"> <li>o The viability of academic integration as a central construct in Tinto’s Interactionalist Theory of College Student Departure (Braxton &amp; Lien)</li> </ul> </li> </ul>

<p>Oct 11 Week 8</p>	<p>Persistence and Retention (Part II) – Beyond Tinto: A broader perspective on retention</p> <ul style="list-style-type: none"> <li>- Braxton: <ul style="list-style-type: none"> <li>o A psychological model of college student retention (Bean and Eaton)</li> <li>o Where is the student? Linking student behaviors, college choice, and college persistence (Stage and Hossler)</li> <li>o Theoretical considerations in the study of minority student retention in higher education (Rendon, Jalomo, &amp; Nora)</li> <li>o A cultural perspective on student departure (Kuh and Love)</li> </ul> </li> <li>- Museus, S., &amp; Quaye, S. (2009). Towards an intercultural perspective on racial and ethnic minority student persistence. <i>The Review of Higher Education</i>, 33(1), 67-94. [posted on ANGEL]</li> </ul> <p style="text-align: center;"><b>OUTCOMES PAPER DUE: Friday, October 14<sup>th</sup> at 5:00pm</b></p>
<p>Oct 18 Week 9</p>	<p><b>Outcomes Poster Session in Class</b></p>
<p>Oct 25 Week 10</p>	<p><b>ENVIRONMENTS</b> Engagement and Involvement (Part I): What is engagement &amp; Faculty and classroom environments</p> <ul style="list-style-type: none"> <li>- Kuh, G.D. (2009). What student affairs professionals need to know about student engagement. <i>Journal of College Student Development</i>, 50(6), 683-699. [posted on ANGEL]</li> <li>- Braxton: <ul style="list-style-type: none"> <li>o Linking learning and leaving: Exploring the role of the college classroom in student departure (Tinto)</li> </ul> </li> <li>- Evans et al. – Chapters 5 &amp; 7</li> <li>- Bok – Chapters 4 &amp; 5</li> <li>- <b>Using P&amp;T as a resource: outcomes related to student-faculty interaction</b></li> </ul>
<p>Nov 1 Week 11</p>	<p>Engagement and Involvement (Part II): Peers and social environments</p> <ul style="list-style-type: none"> <li>- Tinto – Chapter 5</li> <li>- Harper &amp; Quaye – Chapter 3 &amp; 10</li> <li>- Evans et al. – Chapters 3 &amp; 4</li> <li>- <b>Using P&amp;T as a resource: identify 2 forms of engagement/involvement that lend to positive outcomes and 2 forms that lend to more negative outcomes</b></li> </ul>

<p>Nov 8 Week 12</p>	<p>Residence life/proximity to campus &amp; service learning</p> <ul style="list-style-type: none"> <li>- Kuh, G., &amp; Gonyea, M.P. (n.d.) <i>The disengaged commuter student: Fact or fiction</i>. Bloomington, IN: Indiana University Center for Postsecondary Education and Planning. [posted on ANGEL]</li> <li>- Sax, L.J., &amp; Astin, A.W. (1997). The benefits of service: Evidence from undergraduates. <i>The Educational Record</i>, 78(3-4), 25-32. [posted on ANGEL]</li> <li>- Bok – Chapters 6, 7</li> <li>- Evans et al. – Chapter 6</li> <li>- <b>Using P&amp;T as a resource – outcomes associated with living in the residence halls, commuting to campus, and service learning.</b></li> </ul>
<p>Nov 15 Week 13</p>	<p>Campus climate and diversity</p> <ul style="list-style-type: none"> <li>- Milem, J., Chang, M., Antonio, A. (2005). <i>Making diversity work on campus</i>. Washington, DC: Association of American Colleges and Universities. [posted on ANGEL]</li> <li>- Harper &amp; Quaye – Chapters 4 &amp; 5</li> <li>- Choose one set of readings from the following: <ul style="list-style-type: none"> <li>o Evans et al. – Chapters 14 &amp; 15</li> <li>o Evans et al. – Chapters 17 &amp; 18</li> </ul> </li> <li>- Bok – Chapters 8, 9</li> </ul>
<p>Nov 22 Week 14</p>	<p><b>NO CLASS – THANKSGIVING BREAK</b></p>
<p>Nov 29 Week 15</p>	<p>Finances and resources</p> <ul style="list-style-type: none"> <li>- Hartle, T.W. (1998). Clueless about college costs. <i>The Presidency</i>, 1(1), 20-27. [posted on ANGEL]</li> <li>- Braxton: <ul style="list-style-type: none"> <li>o Economic influences on persistence reconsidered: How can finance research inform the reconceptualization of persistence models? (St. John, Cabrera, Nora, &amp; Asker)</li> </ul> </li> <li>- Dynarski, S.M. (2003). Does aid matter?: Measuring the effect of student aid on college attendance and completion. <i>The American Economic Review</i>, 93(1), 279-288. [posted on ANGEL]</li> <li>- Henry, G.T., Rubenstein, R., &amp; Bugler, D.T. (2004). Is HOPE enough? Impacts of receiving and losing merit-based financial aid. <i>Educational Policy</i>, 18(5), 686-709. [posted on ANGEL]</li> <li>- <b>Using P&amp;T as a resource – outcomes of receipt of loans, scholarships, and grants; anything related to SES or income and college outcomes</b></li> </ul>

<p>Dec 6 Week 16</p>	<p>“Interfering” factors in higher education</p> <ul style="list-style-type: none"> <li>- Nora, A., Cabrera, A., Hagerdorn, L.S., &amp; Pascarella, E. (1996). Differential impacts of academic and social experiences on college related behavioral outcomes across different ethnic and gender groups at four year institutions. <i>Research in Higher Education</i>, 37(4), 427-451. [posted on ANGEL]</li> <li>- Pascarella, E.T., Edison, M.I., Nora, A., Hagerdorn, L.S., Terenzini, P.T. (1998). Does work inhibit cognitive development in college? <i>Educational Evaluation and Policy Analysis</i>, 20(2), 75-93. [posted on ANGEL]</li> <li>- Borsari, B., Murphy, J.G., Barnett, N.P. (2007). Predictors of alcohol use during the first year of college: Implications for prevention. <i>Addictive Behavior</i>, 32(10), 2062-2086. [posted on ANGEL]</li> <li>- Harper &amp; Quaye – Chapter 15</li> </ul> <p><b>I-E-O MODEL PROJECT PAPERS: Due December 9<sup>th</sup> at 5pm</b></p>
<p>Dec 13 Finals Week</p>	<p><b>IEO Project Presentations in Class</b></p>

## Course Assignments

*First a note on course assignments – please feel free to schedule an appointment to discuss or conceptualize course projects with me at least one week in advance if you would like additional support or guidance. These meetings should take place at least one week in advance of the assignment due date. Also, I've found that my colleagues and classmates offer me some of the best feedback and suggestions on my work – I encourage you to consult with your classmates on your work.*

### **1) Integrative Comments and Leading Class Discussion**

***Integrative Comments (Every week – posted to ANGEL by Monday at 6pm):*** Each week, you will prepare an integrative comment (in other words, addressing more than one of the week's readings) and post it to the ANGEL drop box for the week. Your comments should be approximately 250 words long.

Your integrative comment should be your reaction to the readings. The key here is to go beyond summarizing the readings to critically engaging the ideas being presented or the ways in which ideas are being approached in research. Your integrative comment can take multiple forms – it can address questions the readings raised for you, how multiple readings addressed a similar idea, or express your thoughts or questions about how a topic was studied. They will be graded pass/fail, and late assignments will not be accepted.

***Leading Class Discussion:*** You will be placed in small groups to lead class discussion during one of the weeks between October 25<sup>th</sup> and December 6<sup>th</sup>. You and your group must lead the class in a 45 minute discussion or activity related to the theme and readings for the week. This activity can take any form – feel free to be creative – but it must directly relate to the readings for the week and facilitate deeper understanding of the topic at hand. Groups and presentation dates will be assigned by the fifth week of class.

### **2) “Inputs” Paper (Due September 21<sup>st</sup> at 5pm)**

This project allows you to explore the trends in terms of access for a particular student group. You may study any group you'd like to get a better understanding of, but please be thoughtful about the group you pick – you want to be sure that you can find resources which address the following questions in a 4-6 page paper. In your paper, please tell us:

- What is their current presence/representation in postsecondary institutions (where are they concentrated, nationally, institutional type, etc.)
- How has their representation changed/shifted in the past 20 years?
- WHY do you think these changes have occurred (use research literature and scholarship, but also may require some hypothesizing based on extant work):

- What does the literature say about shifts in representation?
- What sociohistorical and/or political trends have been linked to their increased representation?

This paper is to focus on COLLEGE ACCESS – please be certain that you are focusing your attention towards factors related to college entry rather than experiences on the college campus (i.e. college retention or success).

### 3) “Outcomes” Paper & Poster Project (Papers: Due October 14<sup>th</sup> at 5pm; Posters: Due October 18<sup>th</sup> in class)

Choose a student or institutional outcome that colleges and universities value and aim to foster (e.g. retention, academic achievement, character, citizenship).

Once you have chosen your outcome, choose an office on a college campus (it could be any campus) that is trying to address that outcome. Explore the functions of the office and the nature of their work through analysis of their website, interviews with staff, and analysis of any documents they may have available for public use.

Complete a poster and write a 10-12 page paper which addresses the following questions:

- What is the mission of the office and how does this relate to their goal of promoting a specific educational outcome?
- What activities/programs/services are offered by the office that are linked to the promotion of that particular outcome?
- Is this office “successful” in promoting the educational outcome on which they focus (provide evidence to support your claim)? How do they know whether they are successful or not?
- Are they intentionally (or unintentionally) following the models or research related to their educational outcome? (e.g. if it is an office which is supposed to improve institutional retention, are they following Tinto’s model?). Describe how and why their efforts do (or do not) make sense as compared to theory and research on the outcome.

Your posters will be presented in class on **October 18<sup>th</sup>**. They can be on foam-core boards or on tri-fold presentation boards (whatever makes sense for your presentation). Feel free to be creative – but make sure that you are communicating all the information described above. Use pictures, maps, diagrams, and other means to present your work. We will discuss putting together a poster in class, but some resources helpful in developing your posters are:

- <http://www.acm.org/crossroads/xrds3-2/posters.html>
- <http://lorien.ncl.ac.uk/ming/dept/Tips/present/posters.htm> - Design section

- <http://www.engr.psu.edu/ae/ecc/> - getting posters printed (if this is an option you'd like to pursue)

**4) I-E-O Model Project (Papers: Due December 9<sup>th</sup> at 5pm; Presentations: Due December 13<sup>th</sup>)**

For this project, we will be asking you to work in teams of 2 or 3 to develop your own model for a particular outcome of your choosing which integrates all aspects of the I – E – O framework. There are two components to this project: a 20-25 page paper explaining your model and its grounding in the research literature **and** a 15 minute presentation of your model, how it works, and how it was developed.

Your models can either be very broad or very narrow – it is up to you and your group. For example, it is ok to just develop a retention model for 1<sup>st</sup> year students (broad) or an academic achievement model for women of color in STEM (narrow). Either way, it should be developed based on a careful review of the extant literature on the experiences of this group in higher education and the environmental factors related to your outcome of choice.

Your papers and presentations must address the following questions:

- Why is the outcome that you have chosen important?
- Why is each component of your model important to the outcome that you have chosen? In other words, how can you back up your model with research that has been done by others?
- How does your model apply to various student communities (both more broad and more narrow – e.g. if this is a model for women of color in stem, do you think it would vary across class background? Would it apply for women of color in other fields? What about white men?)
- How can student affairs professionals, faculty, campus leaders, and/or policymakers use the framework you have developed? How is it helpful to improving student outcomes in higher education?