

CSP 604 – Educational Outcomes of American Colleges and Universities

Fall 2008 – Course Syllabus – Bowling Green State University

Tuesday 9:30 a.m.-12:20 p.m. – 202 Education Building

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Course Description and Goals

The purpose of this course is to provide a comprehensive examination of the intended (intentions) and actual educational outcomes (outcomes) of enrollment in post-secondary education from the perspective of both individual students and the society in which we live. Further, we will explore strategies (designs) for achieving those outcomes, barriers to student development, and the roles and responsibilities student affairs staff share in reducing these barriers and improving the achievement of the desired outcomes.

Broadly, we examine four primary questions:

1. What should colleges do? (intentions)
2. What do college purport to do? (intentions)
3. How do they accomplish those goals? (designs)
4. What evidence exists that colleges accomplish these goals? (outcomes)

More specifically, students who participate fully in the course will:

- Understand the missions of American colleges and universities, their role as social institutions, and the societal context in which they exist
- Understand the changes that occur in students during the undergraduate educational experience
- Understand the differential effects on student development of various types of educational institutions and environments
- Understand the implications of race, nationality, class, gender, age, sexual orientation, disability, and religious belief for how we construct concepts of the college experience
- Understand the personal and environmental factors that serve to promote or inhibit student development
- Understand the research and assessment methodologies used to evaluate the impact of college and the issues surrounding their use
- Apply these understandings to individual and group projects to intentionally create learning opportunities within higher education

Texts

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

American Psychological Association. (2007). *APA style guide to electronic references*. Washington, DC: Author. [Available for purchase at <http://books.apa.org/books.cfm?id=4210509>]

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

Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students: A third decade of research, Volume 2*. San Francisco: Jossey-Bass.

Activities and Assignments

Assignments are due at the *beginning* of class on the dates indicated on the schedule. Late assignments may receive little or no written feedback and will receive a lower grade unless we have made other arrangements prior to class. Please staple papers for submission (no paper clips, folders, etc.). Papers and citations should be submitted in APA style.

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 and projects as a result of that process. Excessive typographical and grammatical errors detract from your work and will be reflected in your grade. See [Writing Tips \(http://personal.bgsu.edu/~mewilso/writing.htm\)](http://personal.bgsu.edu/~mewilso/writing.htm) for suggestions and common errors to avoid.

If you wish to propose an alternate assignment in place of any below, please develop a short proposal for discussion.

Course Assignments

♦ Class Participation and Attendance

It is important in this course that you participate by sharing your thoughts and reactions to readings, speakers, and class discussions. The input of each student is valued and valuable. Your attendance for the full class period is expected and you are responsible for everything that is covered, distributed, or announced during class. If you will be absent, please arrange with a classmate to receive handouts and announcements.

Effective participation in and contribution to class requires that you do all assigned readings *prior* to our meetings. Readings offer us a common language with which to explore our thinking. The reading materials themselves do not determine or create our thinking; that is your job as a learner. Good thinking comes from a critical eye willing to look beyond what is claimed to pursue a number of very important questions: 1) Do I understand what is being explained? 2) Do these ideas fit my experience of the world? 3) Do they change how I think about the world? 4) What are the implications of these ideas? 5) How do they encourage me to act? 6) What are the issues that emerge from these concepts and ideas? 7) What questions remain for me?

♦ Intended Outcomes Paper

The purpose of this assignment is for you to articulate your own definition of a college-educated person and to answer the question, "What are the purposes and goals of higher education?" What should a college graduate know, be able to do, and value? In other words, what *should* happen in college? What do we say we do? What difference should college make?

This paper is not the place to discuss how these outcomes are achieved (that comes later in the term), or even what they are, but rather what the outcomes *should* be.

Describe these outcomes in the context of a particular institution because, as we have discussed in class and learned through the readings, outcomes differ by institutional type.

You are to support your construction through liberal use of course readings. However, *your* perspectives are most important; you should present yourself as an educator who knows and can articulate a set of outcomes within a particular environment. Assume your audience is comprised of laypersons, and clearly articulate the meaning and purpose of higher education in the United States.

At a minimum, address the questions listed below in an integrated essay of not more than 2500 words (excluding cover page and references):

1. What is important for a college-educated person to know through a collegiate experience? What common core of knowledge should all students master by graduation? Why? Be sure to clearly define each outcome.
2. What should a college-educated person be able to do as a result of completing college? Is there a common core of skills that all students should master by graduation?
3. What role should professional preparation play in the undergraduate experience? How should the development of career-specific knowledge, skills, and attitudes be integrated with or differ from the development of general knowledge, skills, and values? What should be the respective contributions of the major and the general education programs?
4. In what ways does the institutional type you have chosen shape these intended outcomes?

Note: Keep in mind that whole books could be (and have been) written about each of these questions. However, you have been asked to limit your pronouncements to 2500 words, so be selective in what you choose to share and how you choose to share it.

Intended Outcomes Evaluation Criteria

1. Identification of Purpose of Higher Education: The purpose of higher education in the United States is clearly described, justified, and consistent. A thesis is clearly stated and the premises supporting this thesis are carefully identified and logically consistent with one another and with the overall thesis.
2. Identification of Specific Intended Outcomes: Outcomes are: a) clearly described, b) justified using both relevant literature and personal experiences and values, c) reasonable, and d) consistent with each other.
3. The relationships between the overall purpose of higher education, specific outcomes, and career-preparation are clearly described, grounded in appropriate citations, and logical.
4. Understanding of the influence of institutional type is clearly demonstrated.
5. Familiarity with the outcomes literature is demonstrated. Integration of concepts from a variety of sources is evident. Major conclusions are supported with references to program readings and other published materials.
6. The paper reflects graduate-level writing (including introductory and concluding comments and appropriate transitions linking various sections) and is free of errors (e.g., APA, grammar, spelling, syntax, logic, organization, clarity, style).

Be prepared to share the results of your thinking about these ideas with other class members on the day the paper is due.

♦ **Impact of College Project**

We have considered what *should* happen in college; now we turn our attention to what *does* happen in college. We focus on a central question of this course: “Does college make a difference?” This assignment will allow you to explore that question from two different perspectives: in relation to a particular learning outcome you have identified as important in your intended outcomes paper, and in relation to a student subgroup (a group on which you focused in CSP 602 or 603) or a particular functional area of student affairs (one you intend to pursue in your job search). To do this, you will write 2 separate papers of about 7 pages (of text, not counting title or reference pages) in which you summarize the research literature relevant to your topic.

In each paper, briefly identify the specific area of focus (the specific learning outcome or the particular student sub-group or functional area) and summarize what research literature you have found indicates about:

1. First paper: learning outcome – the extent to which college contributes to this outcome and the greatest sources of variance in the achievement of this outcome (e.g., between-college, within-college, and conditional effects). You should choose an outcome that will be a focus in your I-Plan.
2. Second paper: student subgroup or functional area – the conditional effects of college for your chosen student sub-group or contribution of your functional area to any college outcome(s) (typically with-in college effects). You should choose a student sub-group or functional area that will be a focus in your I-Plan.

Close your paper with an overall assessment of key influences on the learning outcome, student sub-group, or impact of the functional area, and what your findings imply for student affairs practice.

Do not simply summarize each source one at a time. Use the format of *How College Affects Students* as a model. Note how Pascarella and Terenzini use the findings of individual studies to create an argument about the effect of college, rather than simply presenting a string of summaries.

Although *How College Affects Students* was published in 2005, it includes research published until 2001-2002. Thus, in your search for articles, utilize research published after 2001. It is acceptable to use the Pascarella and Terenzini text as one of your sources. However, you must also read and cite at least 6 other empirical sources in both papers.

A few notes on what constitutes research literature: You are to use materials from empirical, data-based sources, preferably peer-reviewed. Scholarly journal articles are the preferred source; however, scholarly books are acceptable if they are based on empirical research, rather than being a summary of others' research. The one exception to this is reports of meta-findings; these are acceptable. The *Chronicle of Higher Education* and similar publications are not research literature and therefore are not acceptable sources.

Impact of College Evaluation Criteria

1. Outcome is clearly defined.
2. Effective summary of research on outcome; both extent and variance are well documented.
3. Summary incorporates major findings.
4. Implications for student affairs practice are addressed effectively.
5. Resources (at least six) are appropriate to outcome, recent, and sufficient to draw a conclusion.
6. The paper reflects graduate-level writing (including introductory and concluding comments and appropriate transitions linking various sections) and is free of errors (e.g., APA, grammar, spelling, syntax, logic, organization, clarity, style).

• **Outcomes Implementation Plan**

This assignment is designed as a follow-up to your intended outcomes paper in which you identified the characteristics of an educated person. In this assignment, your task is to design a plan that will assist undergraduate students to achieve those outcomes or characteristics. The I-O paper defined the “what”; the I-Plan identifies the “how.”

The term "plan" refers to a set of experiences (practices, programs, policies) you design to assist students in obtaining (some or all of) the outcomes you identified in your I-O paper.

You should consider the following elements as you design your implementation plan:

1. Identify and describe the characteristics of your campus. What type of institution is it [2- or 4-year? Control? Size? Student demographics (gender, race, age, FT/PT, selectivity, etc.)]? What campus environment do you propose (physical, cultural, etc.)? Give your institution a name and explain its importance.
2. Summarize the intended outcomes of your institution in a table. (You already justified these in your I-O paper and just need a brief review here). You may modify, add to, or delete outcomes you discussed in your I-O paper.
3. In order to achieve these outcomes, identify the "macro" design elements of your plan (e.g., general education core, co-curricular activities, living options, volunteer opportunities). Draw on your impact of college paper that focused on a learning outcome. How do the various pieces fit together and support and enhance one another? Are all activities required or are some optional? Who (i.e., what individuals, offices, and/or departments) is responsible for implementing the various parts of the plan)? Justify your choices. Indicate why you have chosen your selected elements and designed them as you have. Ground those elements in the literature from this class and other courses you have completed. A reference list is expected.

If your elements are based on an existing program, be certain to provide appropriate citation. Please do not copy or download design elements from the web (or other sources) and include them in their entirety in your plan. Elements borrowed from existing programs should be modified to conform to your institutional dynamics and to the concepts drawn from this and other courses.

4. Choose at least two "macro elements" for detailed elaboration. These constitute your "micro" elements. Draw on your impact of college paper that focused on a student sub-group or functional area. It is recommended that at least one of your micros will focus on a group you studied in a voice or immersion project. What are the details of the specific experiences, classes, co-curricular activities, etc. in your plan? Who (i.e., what individuals, offices, and/or departments) is responsible for implementing the various parts of the plan)? Create/adapt exemplary programs that you believe will realize your identified outcomes. Once again, it is possible to utilize existing design elements (but, do not include in its entirety a program designed by someone else). You must indicate *why* you have chosen your selected elements (what about them will help your students reach your identified learning outcomes?) and *ground your rationale in the professional literature*.
5. Conclude your discussion by summarizing the unique features of your implementation plan and why you think it should be implemented by a college or university that endorses your concept.

The format of your plan is entirely up to you. You may present your ideas in the form of a traditional paper, or through an alternative format (e.g., college catalog or website). For those of you who have been chaffing under the rigid writing standards of the program since you completed your first issue paper, this is your chance to stretch your creative wings. Use the power of your imagination to create a product that effectively communicates your learning goals and experiences. *I welcome, look forward to, and encourage creativity. However, do not let the effort you put into the format of your presentation exceed the effort you put into creating a plan that achieves your designated learning outcomes. Content is the primary focus here; presentation is important, but should not claim the majority of your attention.*

Outcomes I-Plan Evaluation Criteria

1. **Institutional Context:** The institutional context is clearly, completely, and carefully explained. Institutional type, culture, location, physical environment, and mission are logically connected and support one another (i.e., the mission is appropriate for the type, location, etc.). Creativity, clarity, and logical consistency are rewarded.
2. **Macro Design:** The overall design is explained in a clear, consistent, logical, and integrated manner (i. e., major design elements build on and support one another). The macro design is comprehensive enough to actually produce the intended outcomes. Assumptions are clearly stated and design elements are appropriately based on those assumptions. Major design elements are explicitly tied to educational/learning outcomes. All design elements are justified through connections to the professional literature.
3. **Micro Design Elements:** The micro elements are presented and explained in detail. The micro design elements are a logical outgrowth of the macro design. Design elements are clearly and comprehensively explained. One design is appropriately focused on students of a selected social group. Connections to educational/learning outcomes and the professional literature are clear.
4. **Implementation:** Responsibilities for implementing all aspects of the plan (i.e., macro and micro design elements and assessment strategies) are identified and justified. Interrelationships are clearly explained and justified.
5. **Overall Style:** The plan is well organized and clearly presented. Creativity is displayed and the substance of the plan is enhanced, not obscured, by the method of the presentation.
6. **Proficiency in written communication:** The plan reflects graduate-level writing (including introductory and concluding comments and appropriate transitions linking various sections) and is free of errors (e.g., APA, grammar, spelling, syntax, logic, organization, clarity, style).

Course Evaluation

30%	Intended Outcomes Paper
15%	Impact of College Paper: Learning Outcome
15%	Impact of College Paper: Student Sub-group or Functional Area
40%	Implementation Plan

Your final grade in the course is the weighted average of grades received on individual assignments.

About grading: An “A” paper or project is excellent—very strong in every sense. It represents a very solid job in addressing all aspects of the assignment, shows complex thinking and insight, reflects graduate-level writing (including introductory and concluding comments and appropriate transitions linking various sections), and is free of errors (e.g., APA, grammar, spelling, syntax, logic, organization, clarity, style). A “B” paper is good. It has some weaknesses in one of more of these areas but captures the essential elements of the assignment. Lower grades are assigned to papers and projects with more significant weaknesses in the areas noted above and do not reflect the quality expected in graduate-level studies. Students with three or more absences are unlikely to earn a grade higher than B.

Incompletes are not given except for major emergencies (e.g., hospitalization) late in the term and only after consultation and mutual agreement upon a contract specifying when the work will be completed. Incompletes will not be granted simply because more time is desired to complete the assignments or one wishes to complete the course during a subsequent semester.

Academic Integrity

From the *2008-2009 Graduate Catalog*: “Academic honesty is the central value of an academic community. It is expected that graduate students will neither engage in nor facilitate cheating (using or attempting to use unauthorized materials, information, or study aids), fabrication (falsification or invention of any information or citation), or plagiarism (representing the words or ideas of others as one’s own) in their academic work” (p. 27). Please note that you may not submit an assignment that has been or will be submitted for another course. See <http://www.bgsu.edu/downloads/sa/file15768.pdf> for the full policy on academic honesty.

Policies and Reminders

- If you have a documented disability, are registered with the Disability Services for Students Office (<http://www.bgsu.edu/offices/sa/disability/>), and are entitled to accommodations, please inform me as soon as possible so we can make appropriate arrangements.
- If you will miss class due to a religious observance, please notify me as soon as possible.
- Announcements will be distributed via your BGSU e-mail account; please check it regularly.
- If you bring a cell phone or other electronic device to class, please assure that it is either off or on silent mode.

Course Schedule (subject to change)

[BB] Readings available on Blackboard

DATE	SCHEDULE & READINGS
Class #1 August 26	Introduction & Course Overview: Defining the Good Collegiate Experience
Class #2 September 2	<p>What Should Students Learn in College?</p> <ul style="list-style-type: none"> ♦ Boyer, E. L. (1987). <i>College: The undergraduate experience in America</i>. New York: Harper & Row. [BB – Chapters 4-7] ♦ Kuh, G. D., Kinzie, J., Schuh, J. H., Whitt, E. J., & Associates. (2005). <i>Student success in college: Creating conditions that matter</i>. San Francisco: Jossey-Bass. [Preface & Chapter 1] ♦ Bring two copies of your notes about what students should learn in college
Class #3 September 9	<p>Mission and Stakeholders – What Should Be The Outcomes Of A College Education?</p> <ul style="list-style-type: none"> ♦ American Association of Colleges and Universities. (2002). <i>Greater expectations: A new vision for learning as a nation goes to college</i>. Washington, DC: Author. Retrieved from http://greaterexpectations.org/ [BB – Executive Overview] ♦ American Association of Colleges and Universities. (2007). <i>College learning for the new global century</i>. Washington, DC: Author. Retrieved from http://www.aacu.org/advocacy/leap/documents/GlobalCentury_final.pdf [BB – Part One: What Matters in College?] ♦ Look at the mission statement of your undergraduate institution plus two more from two different types of colleges or universities (bring all three to class) ♦ Talk with two different types of college stakeholders, asking them what they believe should be the outcomes of a college education (bring two copies of your notes to class)

<p>Class #4 September 16</p>	<p>What is a Liberal Education?</p> <ul style="list-style-type: none"> ♦ American Association of Colleges and Universities. (2007). <i>College learning for the new global century</i> (pp. 15-34). Retrieved from http://www.aacu.org/advocacy/leap/documents/GlobalCentury_final.pdf [BB – Part Two: From the American Century to the Global Century] ♦ Jaschik, S. (2007, January 11). New definition for liberal education. <i>Inside Higher Ed</i>. Retrieved from http://insidehighered.com/news/2007/01/11/aacu [BB] ♦ Cheney, L. V. (1989). <i>50 hours: A core curriculum for college students</i>. Washington, DC: National Endowment for the Humanities. [BB] ♦ Jaschik, S. (2006, October 5). Direction and choice. <i>Inside Higher Ed</i>. Retrieved from http://www.insidehighered.com/news/2006/10/05/harvard [BB] ♦ Koppett, L. (1987, August 15). At Princeton, they call it an education. <i>New York Times</i>, Retrieved from http://www.nyt.com. [BB]
<p>Class #5 September 23</p>	<p>What is the Role Of Student Affairs In Liberal Education?</p> <ul style="list-style-type: none"> ♦ National Association of Student Personnel Administrators. (1987). <i>A perspective on student affairs</i>. Washington, DC: Author. Retrieved from www.naspa.org/pubs/StudAff_1987.pdf [BB] ♦ Kuh, G. D., Shedd, J. D., & Whitt, E. J. (1987). Student affairs and liberal education: Unrecognized (and unappreciated) common law partners. <i>Journal of College Student Personnel</i>, 28, 252-260. [BB] ♦ Brady, S. M. (1999). Students at the center of education. <i>Liberal Education</i>, 85 (1). Retrieved from Academic Search Complete. [BB]
<p>Class #6 September 30</p>	<p>What Should An Educated Person Know And Be Able To Do?</p> <p style="text-align: right;">Intended Outcomes Paper Due</p>
<p>Class #7 October 7</p>	<p>What Outcomes are Achieved in College?</p> <ul style="list-style-type: none"> ♦ Pascarella, E. T., & Terenzini, P. T. (2005). <i>How college affects students: A third decade of research, Volume 2</i>. San Francisco: Jossey-Bass. <p>[Chapter 1: Studying College Outcomes in the 1990s: Overview and Organization of the Research]</p> <p>[Chapter 2: Theories and Models of Student Change in College, pp. 52-61 (College Impact Models of Student Change and Conclusions; skim the rest of the chapter)]</p>
<p>Class #8 October 14</p>	<p>Using Pascarella and Terenzini to Solve Problems</p> <ul style="list-style-type: none"> ♦ Pascarella & Terenzini [Chapter 11 : How College Affects Students: A Summary] <p style="text-align: right;">Implementation Plan Outline Due</p>
<p>Class #9 October 21</p>	<p>Understanding the Impact of College: Research</p> <ul style="list-style-type: none"> ♦ Pascarella & Terenzini [Chapter 12: Implications for Research, Practice, and Policy] ♦ American Association of Colleges and Universities. (2004). <i>Our students' best work: A framework for accountability worthy of our mission</i>. Retrieved from http://www.aacu.org/publications/pdfs/StudentsBestReport.pdf [BB – Recommendations for New Accountability Framework, pp. 10-12] <p style="text-align: right;">Impact of College: Learning Outcome Paper Due</p>
<p>Class #10 October 28</p>	<p>Anticipating the I-Plan</p> <p style="text-align: right;">Impact of College: Functional Area or Student Subgroup Paper Due</p>

Class #11 November 4	<p>Learning Reconsidered</p> <ul style="list-style-type: none"> National Association of Student Personnel Administrators & American College Personnel Association. (2004). <i>Learning reconsidered: A campus-wide focus on the student experience</i>. Washington, DC: Authors. Retrieved from http://www.naspa.org/membership/leader_ex_pdf/lr_long.pdf [BB]
November 11	Veteran's Day Holiday – No Class
Class #12 November 18	<p>Student Success in College: Educationally Effective Colleges</p> <ul style="list-style-type: none"> Kuh, G. D., Kinzie, J., Schuh, J. H., Whitt, E. J., & Associates. (2005). <i>Student success in college: Creating conditions that matter</i>. San Francisco: Jossey-Bass. [Chapters 1-7] Complete "Greater Expectations: Campus Models" Assignment
Class #13 November 25	<p>Student Success in College: Effective Practices</p> <ul style="list-style-type: none"> Kuh et al. [Chapters 8-12]
Class #14 December 2	<p>Student Success in College: Promoting Student Success</p> <ul style="list-style-type: none"> Kuh et al. [Chapters 13-14] <p style="text-align: right;">Implementation Plan Due</p>
Class #15 December 9	<p>Assessment</p> <ul style="list-style-type: none"> Palomba, C. A., & Banta, T. W. (1999). <i>Assessment essentials</i>. San Francisco: Jossey-Bass. [BB – Chapter 1: The Essentials of Successful Assessment; Skim Chapter 9: Assessing General Education] Dwyer, C. A., Millett, C. M., & Payne, D. G. (2006). <i>A culture of evidence: Postsecondary assessment and learning outcomes</i>. Princeton, NJ: ETS. Retrieved from http://www.ets.org/Media/Resources_For/Policy_Makers/pdf/cultureofevidence.pdf [BB] Millett, C. M., Stickler, L. M., Payne, D. G., Dwyer, C. A. (2007). <i>A culture of evidence: Critical features of assessments for postsecondary student learning</i>. Princeton, NJ: ETS. Retrieved from http://www.ets.org/Media/Resources_For/Higher_Education/pdf/4418_COEII.pdf [BB] Millett, C. M., Payne, D. G., Dwyer, C. A., Stickler, L. M., Alexiou, J. J. (2008). <i>A culture of evidence: An evidence-centered approach to accountability for student learning outcomes</i>. Princeton, NJ: ETS. Retrieved from http://www.ets.org/Media/Education_Topics/pdf/COEIII_report.pdf [BB]
Class #16 December 16	<p>Course Wrap-up and Evaluation</p>

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 Syllabus and course schedule are subject to change with notice.
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