



CSP 6040 — Educational Outcomes of American Colleges and Universities

Fall 2015 — Course Syllabus — Bowling Green State University

Tuesdays, 1:00 p.m. - 3:45 p.m. – Education Building Room 355

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Course Description and Goals

The purpose of this course is to provide a comprehensive examination of the intended (**goals**) and actual educational results (**outcomes**) of enrollment in postsecondary education from the perspective of both individual students and the society in which we live. Further, we will explore strategies (**plans or designs**) for achieving those outcomes, barriers to student learning and development, and the roles and responsibilities student affairs staff share in reducing these barriers and improving the attainment of the intended outcomes.

Course Learning Outcomes

Students who complete all assigned readings and assignments, and who fully participate in all aspects of the course will increase their ability to:

1. Identify typical missions of colleges and universities in the United States, their role as social institutions, and the societal contexts that influence their missions and desired outcomes.
2. Articulate a range of desired learning outcomes of college and identify which stakeholders are invested in which kinds of outcomes.
3. Become familiar with the research and assessment methodologies used to evaluate the impact of college and the issues surrounding their use.
4. Identify major kinds of developmental changes students experience between the beginning and end of their academic careers.
5. Critique and compare the effects of different types of educational institutions and environments on student development.
6. Identify and explain what factors affect the interaction between the college environment and individual experience.
7. Recognize and differentiate how various student identities (including differences in race, nationality, class, gender, age, sexual orientation, disability, and religious belief) and experiences affect the college experience.
8. Use course content and the research literature to design an institution with a mission and programs that promote chosen learning outcomes.
9. Design a plan to assess the achievement of chosen learning outcomes.

PROFESSIONAL COMPETENCY OUTCOMES

Competency	Course Activities Supporting Particular Aspects of this Competency
Advising and Helping	Minimal
Assessment, Evaluation, & Research	As a result of class readings, discussion, and assignments students will enhance their ability to “differentiate among assessment, program review, evaluation, planning and research...effectively articulate, interpret, and use results of assessment, evaluation, and research reports and studies, including professional literature, . . . explain to student and colleagues the relationship of AER processes to learning outcomes and goals, . . . and align program and learning outcomes with organizational goals and values” (p. 8) ¹ .
Equity, Diversity, and Inclusion	As a result of completion of course readings, discussion, and assignments (in particular, the College Impact and Implementation plan), students will enhance their ability to design campus “programs, services, and activities that reflect an understanding and appreciation of cultural and human differences; recognize the intersectionality of diversity identities possessed by an individual; . . . design culturally relevant and inclusive programs, services, policies, and practices” (p. 10)
Ethical Professional Practice	Minimal ☹
History, Philosophy, and Values	Much of the focus of this class is on the historical development of and philosophical and values-based underpinnings of the purpose of higher education and student learning. Participation in course discussion, readings, and the Intended Outcomes and Implementation plan will enhance students’ ability to articulate their understanding of “foundational philosophies, discipliners, and values on which the profession is built; articulate the historical contexts of institutional types and functional areas within higher education and student affairs; describe the various philosophies the define the profession; . . . [and] explain the public role and societal benefits of student affairs and of higher education generally” (p. 14).
Human and Organizational Resources	Particularly through the development of the Implementation plan, students will expand their ability to consider how human and programmatic resources can be best allocated to achieve institutional learning outcomes.
Law, Policy, and Governance	Through class readings and discussion, students will strengthen their skills in “identify[ing] the internal and external special interest groups that influence policy makers at the department, institutional, local, state/province, and federal levels [and] describe[ing] the public debates surrounding the major policy issues in higher education” (p. 20)
Leadership	Minimal ☹
Personal Foundations	By engaging in course readings, discussion, and assignments, students will clarify their understanding of their own values regarding the desired outcomes of the collegiate experience and the outcomes of their own undergraduate education.

¹ ACPA: College Student Educators International and NASPA: Student Affairs Administrators in Higher Education. (2010, July 24). *Professional competency areas for student affairs practitioners*. Authors. Retrieved from http://www2.mva.ca.org/au/governance/Joint_Task_Force_of_Professional_Competencies.nhn

Student Learning and Development	As a result of reading, class discussion, and completion of the Implementation Plan, students will understand and be able to shape aspects of the college setting that contribute to student learning and development. In particular, students will expand their ability to “articulate . . . conditions and practices that facilitate holistic development; describe how differences of race, ethnicity, nationality, class, gender, age, sexual orientation, gender identity, disability, and religious belief can influence development during the college years; . . . identify and construct learning outcomes for both daily practice as well as teaching and training activities; and assessing teaching, learning, and training and incorporate the results into practice” (p. 26). In addition, students will enhance their ability to “design programs and services to promote student learning and development that are based on current research on student learning and development theories; . . . create and asses learning outcomes to evaluate progress toward fulfilling the mission of the department, the division, and the institution” (p. 26).
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Texts

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Kuh, G. D., Kinzie, J., Schuh, J. H., Whitt, E. J., & Associates. (2005). *Student success in college: Creating conditions that matter*. San Francisco, CA: Jossey-Bass.
- Mayhew, M., Rockenbach, A., Bowman, N., Seifert, T. Wolniak, G., Pascarella, E., & Terenzini, P. (2016). *How College Affects Students: 21st Century Evidence that Higher Education Works*, (Vol. 3). San Francisco: Jossey-Bass.
- Renn, K. A., & Reason, R. D. (2013). *College students in the United States: Characteristics, experiences, and outcomes*. San Francisco, CA: Jossey-Bass.
- Schuh, J. H., Jones, S. R., Harper, S. R., & Associates. (2011). *Student services: A handbook for the profession*. San Francisco, CA: Jossey-Bass.

Activities and Assignments

Submit the Intended Outcomes and College Outcomes papers to me on Canvas *and* as a paper copy. Reading notes should be emailed (or handed, if on paper) to me at the start of class if you are called on that week. Papers are due at the beginning of the assigned class session. Papers and citations should be submitted in APA style (6th edition). Note: *The I-Plan may be submitted in formats other than a traditional paper. In such instances, APA formatting will only be expected for citations.*

You are strongly encouraged to work with classmates 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 that detract from your work will reduce your grade. If you know that writing has been a particular challenge for you, you are best served by working far enough in advance so that you can request that your draft be reviewed by the Writing Center and make revisions based on their feedback. Note the Writing Center addresses content and organization issues; if APA and grammar mechanics are problematic, talk with me to identify good editors and complete your papers far enough in advance to incorporate their feedback into your work.

If you wish to propose an alternate assignment in place of the assignments described below, please develop a short proposal for my consideration.

Class Participation

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 and inform our thinking. Good thinking comes from looking beyond what is claimed by an author to pursue a number of very important questions:

1. In my own words, what key arguments/points is the author attempting to make?
2. What are the implications of these arguments/points for higher education generally and for my own practice in student affairs? In other words, what actions do they encourage?
3. What questions remain/were generated 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 two closely related questions: 1) What should be the purposes and goals of higher education? and 2) What should a college graduate know, be able to do, and value? In other words, what should happen in college? 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 outcomes actually result from the college experience, but rather what the outcomes of college should be. Describe these outcomes in the context of a particular institution type because, as you have discussed in Foundations (6010) and Environments (6030) previously, outcomes differ by institutional type and mission. You are to support your construction through liberal citation of course readings. However, your perspectives are most important; you should present yourself as an educator who knows and can articulate a set of intended 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 reference list):

1. How would you succinctly define the purpose of higher education in the United States (note, this is a general statement, not a listing of specific outcomes)? What do you believe to be true about this society and the role of postsecondary education within it that supports your stated purpose? Your thesis statement will be further elaborated on by your responses to the following four questions.
2. What is important for a college-educated person to know because of a collegiate experience? What, if any, common core of knowledge should all students master by graduation? Why? Be sure to clearly define each outcome.
3. 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?
4. What should a college-educated person believe or value as a result of going to college? Is there a common set of attitudes/dispositions that all students should hold by graduation?
5. What role do you believe vocational preparation should 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?
6. In what ways do the institutional type and mission you have chosen to frame your discussion 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 purposes of higher education in the United States are clearly described, justified, and consistent. A thesis is clearly stated (rather than a list of the specific outcomes presented next in the paper) 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 defined/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 and mission 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. Our class session that day will be almost entirely devoted to your work on this paper.

College Outcomes Paper

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 based on the empirical data amassed in the literature from one of three vantage points:

- a. In relation to a particular learning outcome you have identified as important in your intended outcomes paper. Address 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). You should choose an outcome that will be a focus in your I-Plan.

OR

- b. In relation to a student subgroup (a group on which you focused in CSP 6020 or 6030 or another of your choosing). Address the outcomes of college for a particular population (e.g., Latin@ students) and any important sources of variance in the achievement of this outcome (e.g., between-college, within-college).

OR

- c. In relation to a particular functional area of student affairs (perhaps one you intend to pursue in your job search). In other words, what is the contribution of a functional area (within college effects) to any identified college outcome (e.g., the contribution of residence life [functional area] to students’ openness to diversity [outcome]). Identify any important sources of variance in the achievement of this outcome (e.g., between-college, within-college).

To do this, you will write a paper of about **1000 words** (of text, not counting title or reference pages, *or in-text citations*) in which you summarize the research literature relevant to your topic. In your paper, briefly identify the specific area of focus (the specific learning outcome, student sub-group, or functional area) and summarize what the research literature you have found indicates for your respective focus. Note significant differences in findings (where appropriate) by student and institution type and/or by type of experience (i.e., you should be distinguishing between different types of effects). Close this section with an overall assessment of key influences on the learning outcome, student sub-group, or impact of the functional area. Conclude your paper with specific implications for higher education policy and/or practice that follow logically from the data and studies you have reviewed.

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 (2005) 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 only research published before 2002. Thus, in your search for articles, **utilize contemporary research. All your sources must be published after 2001 and half your sources must be published in 2010 or later.** It is required that you use the Pascarella and Terenzini text as one of your sources (unless you chose a topic they did not address). [HRO memo: this part will be updated when I review the 3rd version] You also can include material from Renn and Reason, although neither will be counted as a journal article. You must read and cite at least 10 empirical journal articles.

A few notes on what constitutes research literature: You are to use materials from empirical, data based sources that are 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.

College Outcomes Evaluation Criteria

1. Outcome, student sub-group, or functional area is clearly defined.
2. Effective summary of research; both extent and variance are well documented.
3. Summary of research incorporates major findings.
4. Implications for student affairs practice are addressed effectively and are explicitly tied to your findings in the literature.
5. Resources (at least 10 in addition to Pascarella & Terenzini or Renn & Reason) are appropriate to outcome, recent, and sufficient to draw a conclusion.
6. The paper reflects graduate-level writing and is free of errors (e.g., APA, grammar, spelling, syntax, logic, organization, clarity, style).

Outcomes Implementation Plan (a.k.a., “The I-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. Your Intended Outcomes paper defined the “what”; your I-Plan identifies the “how.”

The term "plan" refers to a set of **experiences** (practices, programs, policies) you design to assist students in obtaining the outcomes you identified in your Intended Outcomes paper.

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

- A. *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. This should be your first decision as you begin to frame the rest of the plan; however it is meant to serve as a solid foundation for more substantive decisions and explanation as you continue.
- B. *Summarize the intended outcomes of your institution in a table.* You already justified these in your Intended Outcomes paper and just a brief review is expected here. You may modify, add to, or delete outcomes you discussed in your Intended Outcomes paper.
- C. *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). If you did your Impact of College paper focusing on a learning outcome, draw on that here. 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. An organizational chart may be helpful. A draft of this section will be required to assist you with staying on track with the I-Plan.

*** If your elements are based on an existing program, be certain to provide appropriate citation. 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.

- D. *Choose at least two of your “micro elements” (or components thereof) for detailed elaboration.* The component parts of your “macro” elements constitute your “micro” elements. If your Impact of College paper focused on a student sub-group or functional area, then draw on that for your work on this section. I recommend that at least one of your micros 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 develop 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? Further, you must ground your rationale in the professional literature. A draft of this section will also be required to assist you with staying on track with the I-Plan.
- E. *Describe an assessment plan for at least one of your outcomes, in the context of one of your micros.* How will your outcomes be assessed? Be sure that the criteria for assessment and assessment methods are clearly identified and explained. Assessment activities must be logical outgrowths of your macro and micro-elements. Assessment should employ multiple methods and be clearly tied to your outcomes. Try to answer the question: “How would you clearly document the learning outcomes you have identified?”
- E. *Conclude your discussion by summarizing the unique features of your I-Plan and why you think it should be implemented by a college or university that endorses your concept.*

Word limit: 7500 words.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. Outcomes: The table of outcomes is clear; the outcomes are consistent with mission and institutional type and represent a holistic education appropriate for an undergraduate college. Appropriate consideration of an assessment plan for the outcomes is demonstrated.
3. 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.
4. Micro Design Elements: The microelements 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/cultural group. Connections to educational/learning outcomes and the professional literature are explicit.
5. 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.
6. A clear assessment plan for at least one micro and one learning outcome is provided. Multiple methods are employed. The criteria to be used and methods to be employed are explicitly explained and are appropriate to the micro and outcomes. Specific activities that will take place, when they would take place, and who would be responsible for administering them are identified.
7. Overall Style: The plan is well organized and clearly presented. Creativity and innovation are displayed and the substance of the plan is enhanced, not obscured, by the method of the presentation.
8. Proficiency in written communication: The plan reflects graduate-level writing and is free of errors (e.g., APA, grammar, spelling, syntax, logic, organization, clarity, style). APA criteria should be attended to as relevant for the format you use. In other words, if you choose to submit your I-Plan in a traditional paper format, you will be expected to adhere to all APA format guidelines. If you do not submit a traditional paper, then only your citations should be formatted APA style, although all words, ideas, and photos not your own must be credited to their creators.

Course Evaluation

25%	Intended Outcomes Paper
25%	Impact of College Paper
40%	I-Plan
10%	Class participation

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 addresses all aspects of the assignment, shows complex thinking and insight, demonstrates creative or innovative thinking, 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). In addition, in significant ways *it exceeds stated expectations*.

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.

All assignments should be handed in in hard copy by the start of class on the day for which they are assigned, unless otherwise noted. Also email a copy to me at hro@bgsu.edu. *Late papers will lose ½ letter grade each day they are late.*

All written work is to be typed, double-spaced, in a 12-point standard font (such as Times/Times New Roman, Geneva, Helvetica, etc.), follow *APA 6th Edition* format, and use correct spelling and grammar. Staple all papers in the upper left corner and do not use binders or covers of any type, except if necessary for the I-Plan. Double-sided printing is acceptable; please do not print your assignments on scratch paper.

Incompletes will not be 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 *2012-2013 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.

You must cite the source of any work, words, or ideas that are not your own, using *APA 6th Edition* format (or your closest approximation of it if APA does not provide an exact template). Failure to do so will result in a grade of “0” for the assignment, rewriting the assignment, and possibly an “F” for the course, depending on the severity of the plagiarism. In addition, any instance of plagiarism will be reported to the university’s Academic Honest Committee and noted in your HESA file. You also are expected to abide by all other policies and regulations specified in the Code of Academic Conduct outlined by Bowling Green State University (<https://www.bgsu.edu/content/dam/BGSU/student-handbook/documents/Academic-Code-of-Conduct-Chapter.pdf>).

Policies and Reminders

Documented disabilities

Please notify me in the first week of classes if I can provide appropriate accommodations for a documented disability. *Disability Services for Students*, (38 College Park Office Bldg., <http://www.bgsu.edu/disability-services.html>) helps to provide equal access and reasonable accommodations to students with disabilities attending BGSU and to act as a resource to faculty and staff. Students wishing to discuss their eligibility for such accommodations are encouraged to contact the office. **Phone:** 419-372-8495, **Fax:** 419-372-8496, **TDD:** 419-372-0582.

Attendance

I expect and encourage you to meet your commitments to religious observance, military service, jury duty, and family medical crises. If you will miss class for any of these reasons, please see me as soon as possible so we can determine an alternate way to cover the material. Otherwise, I assume that students will attend all scheduled classes, for the duration of the class time, but recognize that students retain the right to decide at any time if they will attend class. I also recognize that situations (other than religious/civic/medical observances) sometimes occur that are beyond your anticipation or control. Routine meetings, regularly scheduled events/programs, or other non-emergency situations arising with your internship or practicum office, and conference attendance are not excused absences. If you will miss class, please try to notify me in advance if possible. Contact a fellow student to review the material we covered in class and any announcements. Arriving late to class is disrespectful to your fellow classmates, as well as your instructor and disrupts everyone's learning. **Two or more absences or late arrivals will lower your final grade at least one letter grade.**

Illness

If you are seriously ill (e.g., vomiting, fever, phlegm-producing cough), please obtain medical help, but *do not come to class*. Call or e-mail me regarding your condition and make arrangements with a classmate to receive notes and handouts. Depending on the nature of the class and how ill you are, we may be able to arrange to have you participate in class via Skype/Facetime/Google+.

Language

This class must be an effective learning environment for everyone, although that does not mean it will always be comfortable. Freedom of speech and choice of language play critical roles in creating that environment. To that end, you are asked to pay attention to both the *effect* and the *intentions* of your wording, and to avoid deliberately using language that is demeaning to others. When listening to other students, assess both the *intent* and the *effect* of those words *before* assuming offensive intent. Any papers using sexist, racist, ableist, heterosexist, or otherwise inappropriate language will be returned without a grade; the revision will be graded as a late paper.

Cell Phones & Other Web-Enabled Devices

You are welcome to use laptops and tablets during class, for class-related purposes only. If you bring a cell phone to class, please assure that it is either off or silenced, and placed in your bag (unless you are in the midst of a crisis). Please do not check email, engage with social media (e.g., Facebook, twitter, etc.), or surf the web during class (unless I specifically request it) as it distracts both you and the students around you.

Weather

In most cases, the University will not close for winter conditions unless the Wood County Sheriff's Department declares a Level 3 emergency.² Information about University closures is communicated by the Office of Marketing and Communications, which will notify the University Fact Line, local FM & AM radio stations and the four Toledo television stations (see Weather Policy for lists). For updates about our individual class meetings, please refer to our class Canvas site. For students traveling from beyond Bowling Green, please use your best judgment and abide by your county's road closures. Do not place yourself at risk for the sake of trying to get to class. Notify me by phone or e-mail about your delay/absence and make arrangements with a classmate to receive class notes and materials.

Citations for Readings on Canvas

- American Association of Colleges & Universities. (2005). *Liberal education outcomes: A preliminary report on student achievement in college*. Retrieved from http://www.aacu.org/leap/pdfs/LEAP_Report_FINAL.pdf
- American Association of Colleges & Universities. (2007). *College learning for the new global century*. Washington, DC: Author. Retrieved from http://www.aacu.org/leap/documents/GlobalCentury_final.pdf
- American Association of Colleges and Universities. (n. d.). *VALUE rubrics*. Retrieved from http://www.aacu.org/value/rubrics/documents/All_Rubrics_001.pdf
- Berrett, D. (2014, April 21). Colleges back away from using tests to assess student learning. *The Chronicle of Higher Education*. Retrieved from <http://chronicle.com/article/Colleges-Back-Away-From-Using/146073/>
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- Giamatti, A. B. (1990). *A free and ordered space: The real world of the university*. New York, NY: W. W. Norton.
- Jasick, S. (2014, January 2014). Obama vs. art history. *Inside Higher Education*. Retrieved from <https://www.insidehighered.com/news/2014/01/31/obama-becomes-latest-politician-criticize-liberal-arts-discipline>

² *A Handbook of Commonly Shared Employment Policies for BGSU Faculty, Administrative and Classified Staff*, "Severe Weather Closing Policy and Procedures" <http://www.bgsu.edu/downloads/execvpn/file81135.pdf>

- Keeling, R P. (Ed). (2006). *Learning reconsidered 2: Implementing a campus-wide focus on the student experience*. American College Personnel Association, Association of College and University Housing Officers–International, Association of College Unions–International, National Academic Advising Association, National Association for Campus Activities, National Association of Student Personnel Administrators, and National Intramural-Recreational Sports Association.
- King, P. M., Brown, M. K., Lindsay, N. K., & VanHecke, J. R. (2007). Liberal arts student learning outcomes: An integrated approach. *About Campus*, 12(4), 2-9. doi: 10.1002/abc.222
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Syllabus and course schedule are subject to change with notice.

November 3, 16

Course Schedule (subject to change)

Week 1 Aug. 23	Introduction & Course Overview: Defining the Good Collegiate Experience □ Giamatti, A. B. (1990). [Canvas]
Week 2 Aug. 30	What Should Students Learn in College? □ Boyer (1987). [Canvas] □ Delblanco (2012). [Canvas]
Week 3 Sept. 6	The Educated Person: Student and Institutional Perspectives □ Kuh, Kinzie, Schuh, Whitt, & Associates. (2005). <i>Student success in college: Creating conditions that matter</i> . [Preface & Chapters 1 & 2] □ Lyons (1977) – [Canvas] □ Lumina Foundation (n.d.). [Canvas] • Look at the mission statement of your undergraduate institution plus two more from different types of colleges or universities. Bring a print out of all three to class with the name of the institution hidden (retype if necessary) • Talk with two different types of college stakeholders (e.g., students, parents, legislators, tax payers, employers, etc.), asking them what they believe should be the outcomes of a college education. Bring a copy of your notes to class.
Week 4 Sept. 13	What Should Students Know, Believe, and Be Able to Do? □ American Association of Colleges & Universities. (2007). [Canvas] [read Parts One and Two] □ Cheney (1989) – [Canvas] □ Selingo (2015) – [Canvas] □ Washington Monthly (2014) [Canvas]
Week 5 Sept. 20	What is a Liberal Education? □ Zakaria (2014). [Ch 2 – A Brief History of Liberal Education; Canvas]. □ Jasick (2014). [Canvas] □ American Association of Colleges & Universities. (2005). [Canvas] □ Columbia University. (n.d.). [Canvas]
Week 6 Sept 27	What Should an Educated Person Know, Value, and Be Able to Do? Intended Outcomes Paper Due
Week 7 Oct. 4	What is the Role of Student Affairs in Liberal Education? □ Eisen (2009, July 29). [Canvas] □ King, Brown, Lindsay, & VanHecke (2007). [Canvas] □ NASPA &ACPA. (2004). [Canvas] – <i>You read this for 6010, so just skim for key points.</i> □ Keeling (Ed). (2006). [Canvas] □ National Association of Scholars (2008). [Canvas] □ Coomes & Wilson (2009). [Canvas]
Oct. 11	No Class: Fall Break

<p>Week 8 Oct. 18</p>	<p>Evaluating the Achievement of Student Outcomes</p> <ul style="list-style-type: none"> □ Bresciani (pp. 321-334). [<i>Student Services</i> (6010) book] □ American Association of Colleges and Universities. (n.d.) [Canvas] □ Berrett (2014, April 21). [Canvas] □ Review Northwestern University’s Student Affairs Assessment webpage. Specifically, <ul style="list-style-type: none"> ○ Read the Divisional Outcomes: http://www.northwestern.edu/studentaffairs/assessment/learning-outcomes/student-learning-outcomes/index.html ○ Read at least 3 departmental outcomes: http://www.northwestern.edu/studentaffairs/assessment/learning-outcomes/department-learning-outcomes/index.html ○ Read at least 5 of the posters, and at least 1 summary report, available at http://www.northwestern.edu/studentaffairs/assessment/learning-outcomes/poster-gallery-session/index.html
<p>Week 9 Oct 25</p>	<p>Understanding Models of College Outcomes</p> <ul style="list-style-type: none"> □ Renn & Reason [Preface, Ch 2, 3] □ Pascarella & Terenzini (2005) [Chapter 1 in entirety; Chapter 2: Closely read pp. 52-61; skim the rest)] [Canvas]
<p>Week 10 Nov. 1</p>	<p>Anticipating the I-Plan: Macros</p> <p style="text-align: right;"><u>Draft of I-Plan Macros Section</u></p>
<p>Week 11 Nov. 8</p>	<p>Understanding College Outcomes</p> <ul style="list-style-type: none"> □ Renn & Reason, pp. 171-228
<p>Week 12 Nov 15</p>	<p>Using Outcomes Research to Inform Practice</p> <ul style="list-style-type: none"> □ Pascarella & Terenzini Chapter 12 [Canvas] □ Sax & Harper (2011). Using research to inform practice: Considering the conditional effects of college. (pp. 499-514). [<i>Student Services</i> (6010) book] <p style="text-align: right;">College Outcomes Paper Due</p>
<p>Week 13 Nov 22</p>	<p>Student Success in College: Educationally Effective Colleges</p> <ul style="list-style-type: none"> □ Kuh et al. [Preface, Chapters 1, 3-7] □ NSSE 2014 Results [Canvas] <p style="text-align: right;"><u>Draft of I-Plan Micros Section</u></p>
<p>Week 14 Nov 29</p>	<p>Student Success in College: Effective Practices</p> <ul style="list-style-type: none"> □ Kuh et al. [Chapters 8-12]
<p>Week 15 Dec. 6</p>	<p>Student Success in College: Promoting Student Success</p> <ul style="list-style-type: none"> □ Renn & Reason [Ch. 4] □ Kuh et al. [Ch. 13-14] □ Olivas [Canvas] <p style="text-align: right;">I-Plan Due</p>
<p>Dec. 13</p>	<p>Course Conclusion</p> <ul style="list-style-type: none"> □ Renn & Reason [Ch 10]