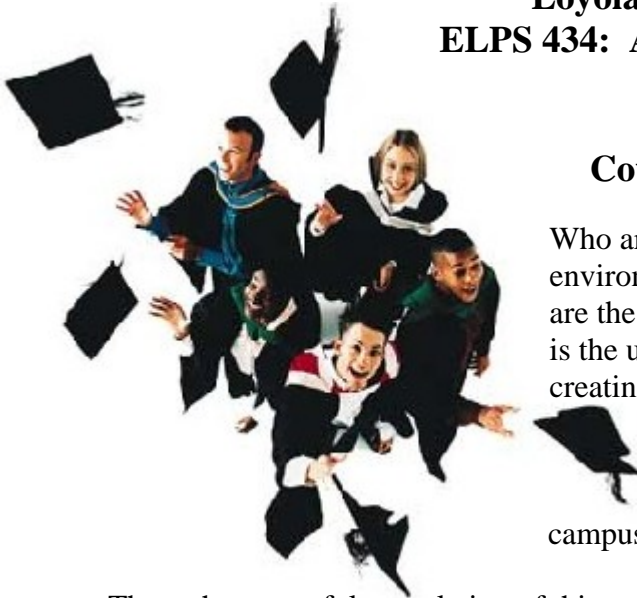


## **Loyola University Chicago**

### **ELPS 434: American College Student**



#### **Course Description**

Who are today's American college students? How do campus environments impact student learning and development? What are the unique needs high risk student populations present? What is the unique role faculty and student affairs professionals play in creating a campus ethos that supports student success?

This course explores these questions through study of who goes to college and the affects of cultural background and campus environments on college student experiences.

Through successful completion of this course students will be able to explain how campus environments influence student learning and will develop increased self-awareness of individual professional strengths and weaknesses when supporting diverse student populations.

This course will meet Mondays from 7:00 p.m. to 9:30 p.m. at the School of Communications room 223.

#### **Conceptual Framework**

The School of Education's Conceptual Framework—Professionalism in Service of Social Justice—is exemplified within the context of this course through:

- Study of issues which create barriers to access higher education;
- Study of issues which contribute to the success of low-income, first generation, under-represented and other high risk student populations;
- Study of theoretical grounding for professional excellence as practitioners in service to American college students and universities.

#### **Course Objectives**

This course will:

- Assist students in developing an understanding of the demographic characteristics of today's American university students.
- Offer students an example of an Ignatian approach to learning, which values experience, critical reflection and action;
- Expose students to the challenges and benefits of collaborative group work;
- Provide students a forum for discussing issues associated with the developmental needs of college students;
- Help students improve their ability to listen to college students as data sources to guide planning and decision making;

- Develop the ability to utilize the case study method for exploring issues and student groups within the landscape of higher education;
- Ensure students are aware of their own strengths and limitations when working with diverse student populations.

## **Course Design**

The course is designed as a seminar; therefore, active participation and preparedness on the part of all class members is imperative. The sharing of one's reflections on course readings, life and professional experiences will be critical to maximize learning in this course.

The successful college administrator develops collegial relationships in order to support his or her work. Given the importance of collaboration to support student success, this course is designed with three group projects to simulate the type of professional of work done within higher education.

## **Technology**

Blackboard will be used as a technological tool to support student learning and class interactions. All course materials will be made available through the Blackboard. Additionally, all course assignments should be submitted through Blackboard to minimize resources expended on printing.

## **Diversity**

Topics related to diversity are infused throughout the course content. Students will be encouraged through self reflection, study of course readings and class dialogue to appropriate self-knowledge that will support one's professional work with diverse colleagues and student populations.

## **Course Material**

All materials for this course are available on Blackboard in electronic format. Students are encouraged to bring electronic copies to class. Students may elect to print the course materials if doing so maximizes their learning and ability to participate in class.

## **Course Credit**

Through Loyola University Chicago, students will earn three credit hours for completion of the course.

## **Course Assignments**

There are two categories of assignments: *A and B*. Students will be required to complete individually all category *A* assignments. Students will be required to complete category *B* assignments as groups. Groups will be formed during the first class period.

***Category A:***

**Case Study Evidence [20 points]:**

Students will complete the collection of data to support the group case study final project. Sources of evidence may include: interviews or focus groups. A protocol for conducting the research and an evaluation matrix will be distributed in class.

### **Literature Review [20 points]:**

Students will conduct a literature review (at least 10 sources) related to the case study topic. The sources are to be read, analyzed and reflected upon in relationship to the case study research question. A three page summary of the implications of the relevant literature as related to the case study project is to be submitted. Specific guidelines for the paper and an evaluation matrix will be distributed in class.

### **Final Reflective Essay [20 points]:**

Students will write a 10-12 page final reflective essay that addresses the primary questions addressed in the course: *Who are today's American college students? What are characteristics of today's American college students? How do the environments University's create shape student learning? How do professional self-aware college personnel serve the needs of students?* The essay should integrate learning from course readings, discussions, activities and personal reflection. Specific guidelines for the paper and an evaluation matrix will be distributed in class.

### **Category B [Group assignment]**

#### **Case Study Proposal [10 points]:**

Students will write a two page double spaced proposal describing the case study to be studied and presented in class. The case study proposal should include: primary research question, rationale for selecting the topic, the unit of analysis, initial bibliography, proposed sources of evidence, proposed theory or conclusions related to the case, procedures for completion of the study.

#### **Final Case Study [20 points]:**

Students will write a case study that explores a research question related to the American college student. Given the breadth of issues connected to the study of the American college students, the case study project will provide students the opportunity to explore specialized interests within the field. The project is to be completed as a group assignment to simulate the collaborative nature of the work within the field of higher education. Specific guidelines for the case study and an evaluation matrix will be distributed in class.

#### **Case Study Presentation [10 points]:**

Students will present finding from the case study and facilitate an in class discussion on the case study topic. Specific guidelines for the presentation and an evaluation matrix will be distributed in class.

**Evaluation:**

<b>Category A</b>	60 total possible points
Case Study Evidence	20 points
Literature Review	20 points
Final Reflective Essay	20 points
<b>Category B</b>	40 possible points
Case Study Proposal	10 points
Final Case Study	20 points
Case Study Presentation	10 points
<b>Total Possible Points</b>	<b>100</b>

**Grading Scale:**

<b>A</b>	<b>90 or higher</b>
<b>B</b>	<b>80-89</b>
<b>C</b>	<b>70-79</b>
<b>D</b>	<b>60-69</b>
<b>F</b>	<b>59 or below</b>

**Important Policies****Academic Honesty:**

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: [http://www.luc.edu/education/academics\\_policies\\_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://www.luc.edu/education/academics\\_policies\\_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

**Accessibility:**

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

**Harassment (Bias Reporting):**

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

## Instructor

Justin Daffron, S.J.  
Sullivan Center, Suite 255  
[jdaffro@luc.edu](mailto:jdaffro@luc.edu)  
773-508-7402  
773-412-0203 (Cell)

**Office Hours:** By appointment Monday to Friday, 8:30 a.m. to 5:00 p.m at the Sullivan Center or via phone. Meetings can also be arranged prior to or after classes on Mondays.

---

## COURSE SCHEDULE

---

Class 1: Monday, January 24<sup>th</sup>

*Who are today's American college students?*

Class Activities:

- ✓ Student informational sheets, introductions and formation of working groups
- ✓ Discussion of course readings
- ✓ Overview of changing demographics in higher education

Preparations: Readings from Blackboard

- Student Development in College, Evans, Forney & Guido, pages 5-40
  - NASPA Demographic Data
  - Millennials Risings, Howe & Strauss, pages 1-30
- 

Class 2: Monday, January 31<sup>st</sup>

*Who are today's American college students?*

Class Activities:

- ✓ Video on millennial generation
- ✓ Discussion of course readings
- ✓ Overview of characteristics of millennial generation students

Guiding Question: Who are today's American college students?

Preparations: Readings from Blackboard

- Holistic Approach to Student Development, Magolda, pages 621-639
  - NASPA Demographic Data
  - A Generational Approach to Understanding Students, Coomes & DeBard, pages 5-15
  - The Hidden Curriculum of Youth: "Whaddaya Want from Me?", Kegan, pages 67-80
- 

Class 3: Monday, February 7<sup>th</sup>

*Who are today's American college students?*

Class Activities:

- ✓ Panel discussion millennial student experience
- ✓ Discussion of course readings
- ✓ Overview of case study methodology
- ✓ Working meetings to organize case study development
- ✓ Recap on framing question 1

Preparations: Readings from Blackboard

- Identity Development Theories in Student Affairs: Origins, Current Status, and New Approaches, Torres, Jones and Renn, pages 577-596
  - NASPA Demographic Data
  - Millennials Coming to College, DeBard, pages 33-45
  - Educational Attainment and Persistence, Pascarella & Terenzini, pages 373-444
- 

Class 4: Monday, February 14<sup>th</sup>

*What are characteristics of today's American college students?*

Class Activities:

- ✓ Case study
- ✓ Overview of setting priorities based on the developmental needs of diverse student populations and the goals of an integrated first year experience
- ✓ Discussion of course readings
- ✓ Review CIRP data

Preparations: Readings from Blackboard

- NASPA Demographic Data

- Negotiating the Freshman Year Challenges & Strategies Among 1<sup>st</sup> Year College Students, Clark pages 296-316
- Cognitive Skills & Intellectual Growth, Pascarella & Terenzini, pages 155-212
- Reflexive Photography as an Alternative Method for the Study of the Freshman Year Experience, Harrington & Schibik, pages 23-40
- Review content on the website of the National Resource Center for the First Year Experience and Students in Transition, <http://www.sc.edu/fye/>
- Review content related to the CIRP survey on the website of Higher Education Research Institute, <http://www.heri.ucla.edu/herisurveys.php>

Due: Case Study Proposal [Please submit electronically via Blackboard]

---

Class 5: Monday, Feb 21<sup>st</sup>

*What are characteristics of today's American college students?*

Class Activities:

- ✓ Presentation of key findings from literature reviews
- ✓ Overview of understanding the needs of high risk college students [I]

Preparations: Readings from Blackboard

- Psychosocial Change, Pascarella & Terenzini, pages 213-270 [Optional]
- Reading selections from literature review

Due: Literature Review [Please submit electronically via Blackboard]

---

Class 6: Monday, Feb 28<sup>th</sup>

*What are characteristics of today's American college students?*

Class Activities:

- ✓ Presentation of key findings from literature reviews
- ✓ Overview of understanding the needs of high risk college students [II]

Preparations: Readings from Blackboard

- Reading selections from literature review

Due: Literature Review [Please submit electronically via Blackboard]

---

Spring Break: Monday, March 7th

---

Class 7: Monday, March 14th

*What are characteristics of today's American college students?*

Class Activities:

- ✓ Panel discussion on first generation student experience
- ✓ Discussion of course readings
- ✓ Overview of strategies to support the needs of high risk college students

Preparations: Readings from Blackboard

- Comparing the Determinants of Persistence for First-Generation and Continuing-Generation Students, Lohfink & Paulsen, pages 409-428
  - Blue Collar Scholars? Mediators & Moderator of University Attrition in First Generation College Students, Martinez, Sher, Krull & Wood pages 87-103
  - First-Generation Status and Student Race/Ethnicity as Distinct Predictors of Student Involvement and Learning, Lundber, Schreiner, Hovaguimian, Miller, pages 57-83
  - Attitudes & Values, Pascarella & Terenzini, pages 271-344
- 

Class 8: Monday, March 21<sup>st</sup>

*What are characteristics of today's American college students?*

Class Activities:

- ✓ Video
- ✓ Discussion of course readings
- ✓ Overview of measuring campus climate to support the needs of diverse students
- ✓ Recap on framing question 2

Preparations: Readings from Blackboard

- Moral Development, Pascarella & Terenzini, pages 345-371
  - Assessing the Campus Climate for Gay, Lesbian, Bisexual, and Transgender (GLBT) Students Using a Multiple Perspectives Approach, Brown, Clarke, Gormaker, Robinson-Kellig, pages 8-26
  - The Impact of White Heterosexual Students' Interactions on Attitudes Toward Lesbian, Gay and Bisexual People: A Longitudinal Study, Liang & Alimo, pages 237-250
  - Lesbian, Gay, and Bisexual College Student Experiences: An Exploratory Study, Longerbeam, Inkelas, pages 215-230
- 

Class 9: Monday, March 28<sup>th</sup>

*How do the environments University's create shape student learning?*

Class Activities:

- ✓ Case Study
- ✓ Discussion of course readings
- ✓ Presentations of Case Study Evidence

Preparations: Readings from Blackboard

- Five High-Impact Practices: Research on Learning Outcomes, Completion, and Quality, Brownell & Swaner, pages 1-59
- Student Success in College, Kuh, Kinzie, Schuh, Whitt & Associates, pages 109-131 and 241-260
- What Student Affairs Professionals Need to Know About Student Engagement, Kuh, pages 683-706

Due: Case Study Evidence [Please submit electronically via Blackboard]

---

Class 10: Monday, April 4<sup>th</sup>

*How do the environments University's create shape student learning?*

Class Activities:

- ✓ Presentation on NSSE and data driven decision making
- ✓ Discussion of course readings

Preparations: Readings from Blackboard

- NSSE Data & Materials
  - Student Success in College, Kuh, Kinzie, Schuh, Whitt & Associates, pages 25-62, 65-88
  - Academic Course Engagement During One Semester Forecasts College Success: Engaged Students Are More Likely to Earn a Degree, Do it Faster, and Do it Better, Svanum & Bigatti, pages 120-132
- 

Class 11: Monday, April 11<sup>th</sup>

*How do the environments University's create shape student learning?*

Class Activities:

- ✓ Self-assessment
- ✓ Discussion of course readings
- ✓ Case study
- ✓ Recap on framing question 3

Preparations: Readings from Blackboard

- Student Success in College, Kuh, Kinzie, Schuh, Whitt & Associates, pages 241-260
- Differing Perceptions: How Student of Color and White Students Perceive Campus Climate for Underrepresented Groups, Rankin and Reason, pages 43-61
- Developing Self-Authorship: Exploring the Experiences of High Risk College Students, Pizzalato, pages 797-812
- Student Burnout as a Function of Personality, Social Support and Workload, Jacobs and Dodd, pages 291-301

- Diversity Experiences and College Student Learning and Personal Development, Hu & Ku, pages 320-334
- 

Class 12: Monday, April 18<sup>th</sup>

*How do professional self-aware college personnel serve the needs of students?*

Class Activities:

- ✓ Case study presentations
- ✓ Discussion of course readings

Preparations: Readings from Blackboard

- Student Success in College, Kuh, Kinzie, Schuh, Whitt & Associates, pages 157-172
- Reynolds, 3-73
- Burmeister, 15-52

Due: Case Study [Please submit electronically via Blackboard]

---

Class 13: Monday, April 25<sup>th</sup>

*How do professional self-aware college personnel serve the needs of students?*

Class Activities:

- ✓ Case study presentations
- ✓ Discussion of course readings

Preparations: Readings from Blackboard

- Helping College Students Developing Essential Support Skills for Student Affairs Practices, Reynolds, pages 111-130
  - Helping College Students Developing Essential Support Skills for Student Affairs Practices, Reynolds, Mueller, 75-108
  - From Boomers to Bloggers, Burmeister, pages 53-123
- 

Class 14: Monday, May 2<sup>nd</sup>

*How do professional self-aware college personnel serve the needs of students?*

Class Activities:

- ✓ Case study presentations
- ✓ Recap on framing question 4

Preparations: Readings from Blackboard

- Helping College Students Developing Essential Support Skills for Student Affairs Practices, Reynolds, Clark, pages 131-167
- From Boomers to Bloggers, Burmeister, pages 125-147

DUE: Reflective Essays [Please submit electronically via Blackboard]

---

Class 15                      Monday, May 9<sup>th</sup>

*How do professional self-aware college personnel serve the needs of students?*

Class Activities:

- ✓ Panel Discussion of Professionals in the Field
- ✓ Synthesis on framing questions
- ✓ Course evaluations

Preparations:

- Come prepared to share your understanding of the answers to the framing questions for this course and outstanding questions for your continued study