

**HED 4247-3: Retention, Persistence, and Student Success in Postsecondary Settings
(Service-Learning Section)
University of Denver
Spring Quarter 2018
Thursdays 1:00 pm – 4:20pm
KRH 302**

INSTRUCTOR

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Office Hours: Wednesdays 10:00 - 12:00 p.m. or by appointment

Sign-up for office hours: <https://doodle.com/poll/zedf7aq4mtbi3nuk>

COURSE OVERVIEW:

The 2013 6-year graduation rate for first-time, full-time undergraduate students who began their pursuit of a bachelor's degree at a 4-year degree-granting institution in fall 2007 was 59 percent (NCES, 2016).

What happens to students between college choice and graduation? What institutional strategies are used to retain students? What makes some students persist? What are the factors that influence student success? What public policies support or hinder retention, persistence and student success?

This topic has permeated the public policy agenda at the local, state, regional and national agenda. The Executive Branch, foundations, intermediary organizations, and other civic groups have announced plans to increase the number of Americans with college degrees (i.e. Lumina Foundation's Big Goal, President Obama's American Graduation Initiative, and the Bill and Melinda Gates Foundation's Double the Numbers). In spite of these initiatives, the needle has not moved. *Why?*

This graduate-level course is aimed at providing students with an opportunity to examine issues related to student retention, persistence and success in higher education. Over the quarter, we will consider how policy and practice both help and hinder student success. We will examine this issue from a variety of perspectives including foundational concerns related to definitional and measurements challenges, theoretical insights into structural, cultural, and climate contexts as well as identify known predictors of student success.

This course also provides opportunities for students to engage with community partner organizations dedicated to college preparation and access in a meaningful way that will challenge the students to think about how students are prepared (or not) to persist and succeed in postsecondary education. Through this lens, and your service-learning experiences, we will examine the role that universities and communities do and should play in the retention of students.

LEARNING OUTCOMES

In this course, students will:

- LO 1:** Gain foundational knowledge of persistence and retention theories and research – includes seminal and contemporary work.
- LO 2:** Examine the relationship between persistence and retention theory and programmatic interventions to scrutinize the parameters defining college student success.
- LO 3:** Describe, analyze, and understand the issues of retention, persistence and student success as well as ways this problem can be addressed through research, policy, and practice.
- LO 4:** Develop and demonstrate interpersonal, communication and reflection skills through hands-on experiences and connect these experiences to learning.
- LO 5:** Demonstrate a strengthening of your own civic skills that you will allow you to play a productive role in your community.
- LO 6:** Apply academic knowledge about retention, persistence, and student success to real issues challenging the local and national communities.

LAND ACKNOWLEDGEMENT

It is important to recognize that the University of Denver resides on lands that are held in stewardship by the Cheyenne and Arapaho tribes. It is with much gratitude that we recognize the descendant communities of the Northern Cheyenne Tribe of Montana, the Northern Arapahoe Tribe of Wyoming, and the Southern Cheyenne and Arapaho Tribes of Oklahoma and remember that it is through their sacrifices that we are able to engage in learning and collaboration to further the study of higher education. To learn more about DU's recognition and reconciliation of their involvement in the Sand Creek Massacre, please review the John Evan's report at: <https://portfolio.du.edu/evcomm/page/52699>

DIVERSITY STATEMENT

The University of Denver is its people—all its people. We aim to attract bright and motivated students and give them every opportunity to thrive. We rely on engaged faculty who are passionate about their teaching and their scholarship. We depend on talented staff to support the operation and mission of the University.

In an organization, so reliant on its people, creating a diverse and inclusive community isn't only the right thing to do; it's critical to the successful implementation of our mission. The greatest challenges facing us in the century ahead are incredibly complex and will require diverse teams who can work collaboratively and innovatively. Actively seeking a student body and a faculty and staff who represent the diversity of our region, nation and world is necessary to prepare our students for an increasingly globalized and connected world.

That diversity extends to identities beyond just race and gender—including sexual orientation, gender identity and expression, socioeconomic status, religion, political and ideological viewpoints, and more.

In 2006, the chancellor and provost asked the University's senior leadership to embrace Inclusive Excellence and to begin working in conjunction with our Center for Multicultural Excellence, campus leaders and every member of the University community to realize this

vision at DU. We have made significant progress in recent years, thanks to the critical efforts of faculty, staff, students and administrators. We have better integrated a culture of Inclusive Excellence in our processes, systems, mission statements and other structures.

But we have more work to do—work that is the responsibility of everyone in our community and that the University's leadership recognizes remains critically important to everything we do. As the University of Denver prepares to meet the exciting challenges of the growing, thriving and remarkably diverse city in which we live as well as the needs of a changing nation, we will continue to be guided by the principles of Inclusive Excellence. We must continue to strive for an inclusive community that embraces all its members, provides equality of opportunity for all and actively encourages all voices to be heard. Everyone must be welcomed and treated with dignity and respect, and every person's story must be honored. An inclusive community celebrates different cultures, engages in clamorous debates and cultivates the individual and collective flourishing of all of us.

From <http://www.du.edu/chancellor/vision/diversitystatement.html>. Retrieved August 13, 2015.

PEDAGOGICAL FOUNDATIONS

Critical scholars in various disciplines have considered how place is central to understanding the experiences and realities of the communities that occupy and interact in public spaces (Fraser, 1990; Giroux, et. al., 2013; Greene, 1982; Habermas, 1991; Lefebvre, 1976). In relation to classroom space and place, I encourage all to consider that all U.S. institutions of higher education traditionally reside on Indigenous land. There is also a growing acknowledgment that space and place also informs the educational experiences of college students (Minthorn & Marsh, 2016). Indigenous scholars Vine Deloria and Daniel Wildcat (2001) articulate the relational aspects of the world through an Indigenous framework called *Power and Place*. The Indigenous framing of power and place complicates and expands upon common higher education buzzwords, like sense of belonging, campus climate, and inclusion.

It is through these two concepts that a classroom is no longer a collection of inanimate objects (e.g. buildings, books, tables, chairs), but a space that consists of energies constantly interacting. The energies that animate and inanimate objects produce is what Deloria and Wildcat call *power*. Power, through their approach, is not about domination. Rather, it recognizes that all entities contribute a force to the human experience. *Place* is where those energies interact and engage with each other. Once again, Deloria and Wildcat do not recognize place solely as a physical space, but a space that considers the historical, emotional, and socio-political contexts that ultimately create and inform experiences. In terms of studying the context of higher education at the intersection of critical theory, *Power and Place* offer an opportune lens to unpacking the implicit biases and domination found within the oppressive systems embedded in society.

INSTRUCTOR EXPECTATIONS

The instructor for this course has high expectations not only for students in the course but also for herself. Students should expect that the instructor will:

1. Be prepared for class, read thoroughly and return students' work with substantive feedback.
2. Show interest in students' work and projects;

3. Recognize that each student brings a different background, experience, and perspective to this course;
4. Meet with students upon request and be accessible by phone and email;
5. Work hard, have fun, and encourage students to do the same.

STUDENT EXPECTATIONS

1. *Reading of course material:* It is imperative that students read the weekly required readings. I encourage to work collaboratively with your colleagues.
2. *Attendance and participation:* Students are expected to come to class prepared, having thoroughly read and reflected upon the readings, and ready to share their perspectives, questions, and insights. Students should be prepared to listen thoughtfully to their peers and learn from one another. Any absence will reduce your participation points. Excessive absences (3 or more) will result in one letter grade deduction.
3. *Timeliness of work:* Students are expected to complete all required readings and assignments as scheduled. All core learning activities must be completed and completed on time in order to receive a passing grade in this course. For every day that work is late, 5% of grade will be deducted from the assignment.
4. *Writing Style:* Formal writing activities (e.g., drafts of analytic response papers) should generally follow the most recent American Psychological Association (APA) style guide for written work. Informal writing activities (e.g., in-class quick-writes) can be written in a style of students' discretion. The DU writing center (<http://www.du.edu/writing/writingcenter/>) is available as a writing resource for all DU students.
5. *Technology Policy:* While it may be necessary to use the Internet or laptops to take notes or do research in class, students are asked to use devices respectfully. Texting, games, and other social activities are not permitted and can be distracting to your peers.
6. *Classroom Civility:* It is expected that our class meetings are supportive environments. A fundamental part of our class work is committing ourselves to fostering an inclusive, anti-oppressive environment where each person takes responsibility for her/his language, actions and interactions. This does not mean that the classroom will be without conflict – instead expect that class discussions that may be difficult or challenging. We share, as a classroom community, the task of negotiating the dual priorities of authentic free speech and active regard for all others. We will negotiate other guidelines about classroom discussions throughout the course.

COURSE CHANGES POLICY

The instructor reserves the right to alter information in this syllabus as needed to accurately reflect the course coverage and to enhance the learning outcomes of the course. When or if changes are necessary, they will be announced in advance and students will have appropriate time to make adjustments. Any anticipated changes will be discussed with the class for input and as part of the decision-making process; however, final decisions about changes are the responsibility of the instructor.

SMALL GROUP DISCUSSIONS

Since collaborative learning is an important component of this course, students will be required to participate in weekly small group discussion. Time will be set aside during each session for small groups to meet. Each week you will be assigned to a different small group. Ideally,

students will find that their weekly small group will provide a forum for sharing ideas, providing alternative interpretations, and developing arguments for class discussions and assignments. For this course, small group discussions will consist of two to three people. During each small group session, students will be expected to share their interpretation of the week's assigned current issue reading and other notes and comments regarding the week's readings. Be mindful of your role within your group and make sure each student is given equal amount of time to share. We hope you all are able to engage in challenge and supporting behavior to get the most out of this class.

PERSONAL SUPPORT

Given the passion and dedication that we all have to ourselves, our colleagues, and the students we work with, it is not uncommon for students to experience a wide range of emotions during the course. While the class supports some opportunity to process emotions, the focus will be on developing a scholarly understanding of persistence and retention as systemic construct that impacts all stakeholders at both macro and micro-levels. I encourage you to review the weekly readings well in advance of class, as some content may include topics that may trigger emotions or sensitive experiences (i.e. sexual assault, suicidal ideation, racism, immigration status). I encourage you to speak with me in advance of class if you have any questions or concerns.

If this course invites us to explore a weighty topic for which no easy solutions exist. You may feel a need to have closure but as a teaching community we encourage you to engage in challenging and courageous conversations that will take place and accept that reaching closure is not a goal. The following resources have been provided for students who require more time to process personal reactions to the readings and class activities:

- <http://www.du.edu/studentlife/studentsupport/index.html>
- <http://www.du.edu/health-and-counseling-center/counseling/students/index.html>

GRADING SCALE

A 4.0 = 93-100	A- 3.7 = 90-92.9	B+ 3.3 = 87-89.9
B 3.0 = 83-86.9	B- 2.7 = 80-82.9	C+ 2.3 = 77-79.9
C 2.0 = 73-76.9	C- 1.7 = 70-72.9	D+ 1.3 = 67-69.9
D 1.0 = 63-66.9	D- 0.7 = 60-62.9	F 0.0 = 59.9 & below

Please note: I do not round up final grades

ASSESSMENT EXPECTATIONS

A = Outstanding. "A" students demonstrate commitment to class in attendance, meaningful participation, and preparation. Written work demonstrates comprehensive and solid understanding of course material and offers original insights with well-reasoned commentary and use of sources. Writing is clear and easy to follow, with no significant grammatical errors.

B = Good. "B" students attend class and are generally well prepared to offer meaningful contributions. Written work shows an acceptable amount understanding and critiquing of course material, however, lacks clarity on original insights. Writing has cohesiveness, but thoughts may be incomplete with few grammatical errors.

C = Fair. "C" students may miss more than one class without any notice or seeing me during office hours. When in class the student appears to be disengaged and offers contributions that do not enrich class dialogue. Written work is fairly coherent, but superficial in analysis and does not offer original insights. Writing is hard to follow and there are many technical errors.

D = Poor. "D" students miss class frequently without any notice or seeing me during office hours. When in class the student is disruptive and does not contribute to a positive classroom environment. Written work has some relevant points, however, there may be a problem of poor definition, lack of critical awareness, and poor research.

F = Unacceptable. "F" students written work shows that the research problem is not understood; there is little or no critical awareness and the research is clearly negligible.

Writing. Formal writing activities (e.g., drafts of papers, final papers) should follow 6th ed. American Psychological Association (APA) style guide for written work. When submitting your final documents, double check your formatting as any errors will be factored into your grade. The DU writing center is available as a writing resource for students. Other informal writings (e.g. proposals, needs assessment), at a minimum, should include APA citations and reference page.

Academic Integrity. You are responsible for understanding and abiding by the University of Denver's Citizenship and Community Standards; particularly policies regarding academic integrity and student conduct. Academic dishonesty, including obtaining unauthorized information, tendering of information, misrepresentation, bribery, and plagiarism, is strictly prohibited. You should be familiar with the definitions and policies related to academic dishonesty found in the DU Honor Code (can be downloaded at <http://www.du.edu/studentlife/ccs/faculty.html>), Graduate Catalog, and Program Handbook. The APA Publication Manual also contains useful information.

ACCOMODATIONS

Students with (dis)abilities that may affect participation in this course are encouraged to speak with the instructor during the first week of classes so that every plausible effort can be made to arrange appropriate accommodations.

RELIGIOUS ACCOMODATIONS

University policy grants students excused absences from class or other organized activities or observance of religious holy days unless the accommodation would create an undue hardship. Faculty are asked to be responsive to requests when students contact them IN ADVANCE to request such an excused absence. Students are responsible for completing assignments given during their absence but should be given an opportunity to make up work missed because of religious observance.

Once a student has registered for a class, the student is expected to examine the course syllabus for potential conflicts with holy days and to notify the instructor by the end of the first week of classes of any conflicts that may require an absence (including any required additional preparation/travel time). The student is also expected to remind the faculty member in advance of the missed class, and to make arrangements in advance (with the faculty member) to make up any missed work or in-class material within a reasonable amount of time.

COMMUNICATIONS

Email will be the primary mode for out-of-class communication. Generally, students can expect a response within 48 hours, Monday-Friday. Students are encouraged to seek out the instructor during scheduled office hours or by appointment. If I fail to respond within 48 hours, please feel free to send me a friendly reminder email (I will not be offended). Please note, professionalism should be a priority when sending emails.

ONLINE FEEDBACK

This Google Form is a space for you to provide insight on your experiences throughout the quarter. While I prefer face-to-face interaction, I respect your individual desire to remain anonymous. All that I ask is that your comments remain professional and provide constructive feedback with suggestions on how I, as your instructor, can improve your learning experience.

If necessary, I may bring up general topics/concerns/comments during classroom sessions, but will not directly reveal any comments that would single out a person or group.

https://docs.google.com/forms/d/e/1FAIpQLSesExsGRJ77VNWfE3MjSUGkenjytxQKQfJmz-A_oYLnX8TkA/viewform?usp=sf_link

ASSESSMENT AND EVALUATION

Assessment Components	% of Total Grade	Due Dates
Attendance & Class Participation	15%	Bi-quarterly reflection #1: Sunday, April 22 nd Bi-quarterly reflection #2: Sunday, May 27 th
From Access to Persistence	10%	Week 2 in class
Weekly Retention Question	10%	Assigned week: _____
Mid-term	15%	Week 5: Sunday, April 29 th
Final: Retention Stories (<i>group project</i>)	30%	Week 9: Sunday, May 27 th
<i>Service Learning Project</i>		
Project Activity Log	20%	Week 4: Sunday, April 22 nd Week 9: Sunday, May 27 th

All assignments should be turned in by 11:59pm the day assignment is due.

Attendance, Preparation, and Participation (15% of final grade)

- Classroom participation plays a key role in the overall grade for this course. As this course is taught through discussion, small group work, and other interactive activities, your active, informed, and thoughtful class discussion is expected
- Each class period is allocated 1 point, for a total of 10 points. Each point considers 1) attendance (50%) and 2) active participation in promoting a positive learning environment and quality of intellectual contributions (50%). Five points will be self-assessed and allocated through check-ins at week 4 and 9.
- If you miss a class, you will be able to redeem 50% of points by sharing a five-minute reflection with the class on a current event that is relevant to that week's readings. If you select this option, it is your responsibility to notify Dr. Nelson within three days after the missed class and be prepared to share your reflection the following week of class.

From Access to Persistence (10% of final grade)

DUE: In-class week 2

- Between weeks 1 and 2, you will be asked to reflect upon your personal experiences as you made the shift from access to persistence in higher education. To engage in this process, during week 2 you need to bring in one artifact to class that represents your personal journey of shifting from accessing higher education to persisting in higher education. In small groups, you will spend in-class time developing a working model that will help guide our weekly discussions.

Weekly Retention Question (10% of final grade)

- As part of a group, you and your teammates will submit a 30-minute activity that will help the rest of the class unpack the guiding question of the week while incorporating the week's

readings. I am available to provide insight/feedback on your activity until 4:00 pm on the Tuesday before class.

- Provide an outline of your activity by 11:59 pm on the Tuesday before class. If copies/materials are needed for the activity, submit any requests to me no later than 10:00 am on the day of class. *It is important to be mindful of different learning styles and accommodations that may be either visible or invisible.*

Mid-term Persistence and Retention Project (15% of final grade)

DUE: Sunday, April 29th

For the mid-term project, please provide a reflection based on the entirety of your service-learning experience in both HED 4246 and HED 4247 courses. Generally, this reflection should take into consideration your growth personally, academically and civically. I would like for you to review your reflection papers from HED 4246 (Access and Opportunity Class) to identify two or three points that help identify your intellectual and professional growth. Make sure to include topics and research that highlights retention, persistence, and student success. You can meet the requirements of this project by a) writing a 5 to 6-page paper; b) producing a visual infographic; OR c) recording a short audio or video. This assignment must include at least 6 sources (3 sources should come from readings not included in this syllabus).

Questions to consider that focus on retention, persistence, and student success:

- What assumptions have your service sites made about the students they serve?
 - How are they identifying factors that demonstrate success?
 - How are they identifying potential needs or supports for college students?
- What assumptions have you made about the students from sites you are working with?
 - How are do you identifying factors that demonstrate success for college students?
 - How are you identifying potential needs or supports for college students?
- What recommendations would you have to the leaders of institutions to work with these students?
- What recommendations would you have to the leaders of college success programs who work with these students?

The above questions are just guiding points. Your assignment should reflect a general thesis statement. Through a combined use of your personal experiences and literature, all components need to support your thesis statement.

Retention Stories (30% of final grade)

DUE: Sunday, May 27th 11:59pm

PRESENTATION: Wednesday, May 30th at HigherEd Praxis Day (time TBD)

In groups of 3 or 4, you will be asked to develop a retention vlog or another creative artifact that will answer the two questions listed below:

Considering material learned in the HED 4246 and HED 4247 and your service-learning experiences...

- 1) How would a socially-just college-going experience be constructed?

- 2) What will retention and persistence initiatives need to look like in 10 years to serve _____ population? (pick a population)

As a group, you will need have several benchmarking assignments to ensure progress on this project.

Project proposal (10%): Submit a 3-page proposal outlining: 1) Duties/responsibilities of each group member; 2) Timeline of project; 3) How your project will answer the guiding questions. The details of your proposed project may slightly change as this project unfolds but try to keep your overall topic consistent.

DUE: Sunday, April 8th

Progress Report (10%): Referring to the project proposal, submit a brief update on project. Use track changes from your project proposal to offer updates or any changes related to your final artifact or product.

DUE: Sunday, May 6th

Final Artifact or Product (50%): This final artifact needs should be creative. I am open to discussing ideas on what a project can entail. If you wish to partner with an outside entity (ex. your service-site or another college access/support program), please inform Dr. Nelson. Your final artifact or product needs to be supplemented by a 4 to 5-page paper. In this paper, your group must demonstrate how existing research informed the development of this project.

DUE: Sunday, May 27th

Oral Presentation (20%): A 10-15-minute presentation highlighting key aspects of your project. As your project develops, keep your presentation in mind. Please note that your presentation includes video, captions should be included. Please plan accordingly.

Each member is to submit a peer feedback form to Dr. Nelson.

DUE: Wednesday, May 30th (HigherEd Praxis Day)

Group/Peer Feedback (10%): Each group member needs to complete a peer feedback form. This form will be anonymous and will give you a chance to reflect upon your personal contributions and overall group dynamic. Late submissions will not be graded.

DUE: Friday, June 1st

Project Activity Log (20% of final grade)

DUE: April 18th in-class

DUE: May 23rd in-class

Throughout the quarter, please keep a project activity log in a separate notebook (that can be turned in) to record your activities and experiences at your service site. In this log, please note your hours, activities, who you met with, details of what you experienced, how you feel and what stands out at your site to you etc in about 1-2 paragraphs. This is a way to track, note, and remember your service throughout the course and can provide a basis for your week 5 retention paper and your group project.

Course Readings

Week 1: History, Definitions and Measures of Retention, Persistence & Success

- Berger, J. B., & Lyon, S. C. (2005). Past to present: A historical look at retention. In A. Seidman (Ed.), *College student retention: Formula for student success* (pp. 1-30). Westport, CT: Praeger Publishers.
- Reason, R. D. (2009). An examination of persistence research through the lens of a comprehensive conceptual framework. *Journal of College Student Development, 50*(6), 659-682.
- Tierney, W. G. (2000). Power, identity, and the dilemma of college student departure. In J. M. Braxton (Ed.), *Reworking the student departure puzzle*. Nashville, TN: Vanderbilt University Press.

Week 2: Data Sets, Pathways, Evaluation

- Rendon, L.I., Jalomo, R.E., & Nora, A. (2001). Theoretical considerations in the study of minority student retention in higher education. In J.M. Braxton, (Ed.), *Reworking the student departure puzzle* (pp. 127-156). Nashville, TN: Vanderbilt University.
- Waggoner, D., & Goldman, P. (2005). Universities as communities of fate: Institutional rhetoric and student retention policy. *Journal of Educational Administration, 43*(1), 86-101.
- McCormick, A. C. (2003). Swirling and Double-Dipping: New patterns of student attendance and their implications of higher education. *New Directions of Higher Education, 121*. 13- 24.
- Pike, G. R., Kuh, G. D., McCormick, A. C., Ethington, C. A., & Smart, J. C. (2011). If and when money matters: The relationships among educational expenditures, student engagement and students' learning outcomes. *Research in Higher Education, 52*(1), 81-106.
- News article: Bauman, D. (2018, February 16). After 2016 election, campus hate crimes seem to jump. Here's what the data tell us. The Chronicle of Higher Education. Retrieved at <https://www.chronicle.com/article/After-2016-Election-Campus/242577>

Week 3: Whose place?

- Pascarella, E. T. (1980). Student-faculty informal contact and college outcomes. *Review of educational research, 50*(4), 545-595.
- Museum, S. D., Yi, V., & Saelua, N. (2017). The impact of culturally engaging campus environments on sense of belonging. *The Review of Higher Education, 40*(2), 187-215.
- Ostrove, J.M., & Long, S.M. (2007). Social class and belonging: Implications for college adjustment. *The Review of Higher Education, 30*(4), 363-389.
- Brown, S. E., Takahashi, K., & Roberts, K. D. (2010). Mentoring Individuals with Disabilities in Postsecondary Education: A Review of the Literature. *Journal of postsecondary education and disability, 23*(2), 98-111.
- News article: Fischer, K. (2014, May 28). Retention is a growing issue as more international students come to US. The Chronicle of Higher Education. Retrieved from <https://www.chronicle.com/article/Retention-Is-a-Growing-Issue/146807>

Week 4: Whose story? (models or narratives)

DUE: Retention Stories

- Bong, M. (2001). Role of self-efficacy and task-value in predicting college students' course performance and future enrollment intentions. *Contemporary educational psychology, 26*(4), 553-570.
- Pidgeon, M. (2008). Pushing against the margins: Indigenous theorizing of "success" and retention in higher education. *Journal of College Student Retention: Research, Theory & Practice, 10*(3), 339-360.
- Muñoz, S. M., & Maldonado, M. M. (2012). Counterstories of college persistence by undocumented Mexicana students: Navigating race, class, gender, and legal status. *International Journal of Qualitative Studies in Education, 25*(3), 293-315.

Nicolazzo, Z. (2016). "Just go in looking good": The resilience, resistance, and kinship-building of trans* college students. *Journal of College Student Development*, 57(5), 538-556.

Blog: Keene, A. (2015). Dear Native college student: You are loved. Native Appropriations. Retrieved at <http://nativeappropriations.com/2015/01/dear-native-college-student-you-are-loved.html>

Week 5: Whose capital?

Paulsen, M. B., & St. John, E. P. (2002). Socioeconomic status and college costs: Examining the financial nexus between college choice and persistence. *The Journal of Higher Education*, 73(2), 189-236.

Goldrick-Rab, S., Harris, D. N., & Trostel, P. A. (2009). Why financial aid matters (or does not) for college success: Toward a new interdisciplinary perspective. In *Higher education: Handbook of theory and research* (pp. 1-45). Springer, Dordrecht.

Chen, R. & DesJardins, S. L. (2010). Investigating the impact of financial aid on student dropout risks: Racial and ethnic differences. *Journal of Higher Education*, 81(2), 179-208.

Rios-Aguilar, C., & Deil-Amen, R. (2012). Beyond getting in and fitting in: An examination of social networks and professionally relevant social capital among Latina/o university students. *Journal of Hispanic Higher Education*, 11(2), 179-196.

Brief: Hillman, N. (2016). Why performance-based college funding doesn't work. *The Century Foundation*, 8.

Week 6: Which activity?

Astin, A. W. (1984). Student involvement: A developmental theory for higher education. *Journal of college student personnel*, 25(4), 297-308.

Wolf-Wendel, L., Ward, K., Kinzie, J. (2009). A tangled web of terms: The overlap and unique contribution of involvement, engagement, and integration to understanding college student success. *Journal of College Student Development*, 50(4), 407-428.

Price, K., & Baker, S. N. (2012). Measuring students' engagement on college campuses: Is the NSSE an appropriate measure of adult students' engagement?. *The Journal of Continuing Higher Education*, 60(1), 20-32.

Donahue, D. M. and Luber, M. (2015). Queering service-learning: Promoting antioppressive action and reflection by undoing dichotomous thinking. In J. C. Hawley (Ed.) *Expanding the circle: Creating an inclusive environment in higher education for LGBTQ students and studies*. SUNY Press. (pp. 209-224).

News article: McCartney, K. (2017, April 16). Closing the gap for first-generation students. The Chronicle of Higher Education. Retrieved from <https://www.chronicle.com/article/Closing-the-Gap-for/239795>

Week 7: Which transition?

Tinto, V. (1988). Stages of student departure: Reflections on the longitudinal character of student leaving. *Journal of Higher Education*, 59(4), 438-455.

HeavyRunner, I., & DeCelles, R. (2002). Family education model: Meeting the student retention challenge. *Journal of American Indian Education*, 29-37.

Tachine, A. R., Cabrera, N. L., & Yellow Bird, E. (2016). Home Away From Home: Native American Students' Sense of Belonging During Their First Year in College. *The Journal of Higher Education*, 1-23.

Mengo, C., & Black, B. M. (2016). Violence victimization on a college campus: Impact on GPA and school dropout. *Journal of College Student Retention: Research, Theory & Practice*, 18(2), 234-248.

News article: Field, K. (2017, September 17). From foster care to freshman year. The Chronicle of Higher Education. Retrieved from <https://www.chronicle.com/article/From-Foster-Care-to-Freshman/241207>.

Week 8: Who started and when?

- Bean, J. P., & Metzner, B. S. (1985). A conceptual model of nontraditional undergraduate student attrition. *Review of Educational Research*, 55(4), 485-540.
- Zerquera, D. D., Ziskin, M., & Torres, V. (2016). Faculty Views of “Nontraditional” Students: Aligning Perspectives for Student Success. *Journal of College Student Retention: Research, Theory & Practice*, 1521025116645109.
- Wood, J. L. (2014). Leaving the 2-Year College: Predictors of Black Male Collegian Departure. In E. M. Zamani-Gallaher, J. Lester, D. D. Bragg, and L. S. Hagedorn (Eds.), *ASHE Reader Series on Community Colleges, 4th Edition* (pp. 358-372). Boston: Pearson Learning Solutions.
- Brief: Gagliardi, J., & Soares, L. (2017, Dec. 6). Serving Post-traditional Learners. Higher Education Today. Retrieved at: <https://www.higheredtoday.org/2017/12/06/serving-post-traditional-learners/>

Week 9: Where are you going?

DUE: Peer Review of final papers

- Kamens, D. H. (1971). The college "charter" and college size: Effects on occupational choice and college attrition. *Sociology of Education*, 270-296.
- Palmer, R. T., Wood, J. L., & Arroyo, A. (2015). Toward a model of retention and persistence for Black men at Historically Black Colleges and Universities (HBCUs). *Spectrum: A Journal on Black Men*, 4(1), 5-20.
- Espinosa, L. L., Turk, J. M., & Taylor, M. (2017). Pulling back the curtain: Enrollment and Outcomes at Minority Serving Institutions. Washington, DC: American Council on Education. Retrieved at <http://www.acenet.edu/news-room/Documents/Pulling-Back-the-Curtain-Enrollment-and-Outcomes-at-MSIs.pdf> (read pgs. 1-8 and select two MSI sections to read)
- Brief: Tierney, W. G. (2011). Too big to fail: The role of for-profit colleges and universities in American higher education. *Change: The Magazine of Higher Learning*, 43(6), 27-32. Retrieved at <https://tcf.org/content/report/why-performance-based-college-funding-doesnt-work/>

Week 10: Reconcile – Revisit – Reflect

DUE: Presentations

Additional resources:

- Astin, A. W. (1999). Student involvement: A developmental theory for higher education. *Journal of College Student Development*, 40(5), 518-529.
- Borglum, K., & Kubula, T. (2000). Academic and social integration of community college students: A case study. *Community College Journal of Research & Practice*, 24(7), 567-576.
- Conrad, C., Gasman, M., Lundberg, T., Nguyen, T. H., Commodore, F., & Samayoa, A. C. (2013). *Using educational data to increase learning, retention, and degree attainment at minority serving institutions (MSIs)*. A Research Report of Penn Graduate School of Education, GSE.
- Stuart, G. R., Rios-Aguilar, C., & Deil-Amen, R. (2014). “How much economic value does my credential have?”: Reformulating Tinto’s Model to study students’ persistence in community colleges. *Community College Review* 42(4), 327-341.
- Gonzalez, K. P. (2002). Campus culture and the experiences of Chicano students in a predominantly White university. *Urban Education*, 37(2), 193-218.
- Rhee, B. (2008). Institutional climate and student departure: A multinomial multilevel modeling approach. *The Review of Higher Education*, 31(2), 161-183.
- Museum, S. D., & Quayle, S. J. (2009). Toward an intercultural perspective of racial and ethnic minority college student persistence. *The Review of Higher Education*, 33(1), 67-94.

- Chase, M. M., Dowd, A. C., Pazich, L. B., & Bensimon, E. M. (2014). Transfer equity for "minoritized" students: A critical policy analysis of seven states. *Educational Policy, 28*(5), 669-717.
- Teranishi, R. T., & Bezbatchenko, A. W. (2015). A critical examination of the college completion agenda. In A. M. Martinez-Alemán, B. Pusser, & E. M. Bensimon (Eds.), *Critical approaches to the study of higher education: A practical introduction* (pp. 241-256). Baltimore, MD: Johns Hopkins University Press.
- Serna, G. R., Cohen, J. M., & Nguyen, D. H. (2017). State and institutional policies on in-state resident tuition and financial aid for undocumented students: Examining constraints and opportunities. *education policy analysis archives, 25*(18), 1-22.
- Darolia, R., & Potochnick, S. (2015). Educational "when," "where," and "how" implications of in-state resident tuition policies for Latino undocumented immigrants. *The Review of Higher Education, 38*(4), 507-535.
- Cabrera, A. F., Nora, A., & Castaneda, M. B. (1992). The role of finances in the persistence process: A structural model. *Research in Higher Education, 33*(5), 571-594.

Quarterly Schedule

Weeks	Weekly Topic	Reading Assignment
Wk 1: 3/28	Theme: History, Definitions and Measures of Retention, Persistence & Success <i>Guiding Question: How can theory inform practice in retention and persistence?</i>	<ul style="list-style-type: none"> ❖ Berger & Lyon ❖ Reason ❖ Tierney
Wk 2: 4/4	Theme: Data Sets, Pathways, Evaluation <i>Guiding Question: What assumptions exist in retention and persistence?</i>	<ul style="list-style-type: none"> ❖ Rendón, Jalomo & Nora ❖ Waggoner & Goldman ❖ McCormick, 2003 ❖ Pike, Kuh, McCormick, Ethington, & Smart, 2011 ❖ News article: Bauman, 2018
Wk 3: 4/11	Theme: Whose place? Theory: Environment Theory 2.0: CECE <i>Guiding Question: How is space/place valued in higher education?</i>	<ul style="list-style-type: none"> ❖ Pascarella, 1980 ❖ Museus, Yi, Saelua, 2017 ❖ Ostrove & Long, 2007 ❖ Brown, Takahashi, & Roberts, 2010 ❖ News article: Fischer, 2014
Wk 4: 4/18 AERA Conference Retention Stories Due by 11: 59 pm April 22 nd	Theme: Whose story? (models or narratives) Theory: Achievement Motivation Theory 2.0: Resistance <i>Guiding Question: What data is valid when understanding retention and persistence?</i>	<ul style="list-style-type: none"> ❖ Bong, 2001 ❖ Pidgeon, 2008 ❖ Munoz & Maldonado, 2012 ❖ Nicolazzo, 2016 ❖ Blog: Keene, 2015
Wk 5: 4/25	Theme: Whose capital? Theory: Human Capital Theory 2.0: Social/Cultural Capital <i>Guiding Question: How is the purpose and function of higher education conceptualized?</i>	<ul style="list-style-type: none"> ❖ Paulsen & St. John, 2002 ❖ Goldrick-Rab, Harris, & Trostel, 2009 ❖ Chen & DesJardins ❖ Rios-Aguilar & Deil-Amen, 2012 ❖ Brief: Hillman, 2016
Wk 6: 5/2	Theme: Which activity? Theory: Involvement Theory 2.0: Tangled Web <i>Guiding Question: What involvement is valued when measuring persistence?</i>	<ul style="list-style-type: none"> ❖ Astin, 1984 ❖ Wolf-Wendel, Ward, Kinzie, 2009 ❖ Price & Baker, 2012 ❖ Donahue & Luber, 2015 ❖ News Article: McCartney, 2017

<p>Wk 7: 5/9</p>	<p>Theme: Which transition? Theory: Integration Theory 2.0: Family Education Model</p> <p><i>Guiding Question: Which support systems exist for students?</i></p>	<ul style="list-style-type: none"> ❖ Tinto, 1988 ❖ Heavy-Runner & DeCelles, 2002 ❖ Tachine, Cabrera, & Yellow Bird ❖ Mengo & Black, 2016 ❖ News article: Field, 2017
<p>Wk 8: 5/16</p>	<p>Theme: Who started and when? Theory: Bean/Metzner Theory 2.0: Faculty Funds of Knowledge</p> <p><i>Guiding Question: How should retention/persistence models be more inclusive?</i></p>	<ul style="list-style-type: none"> ❖ Bean & Metzner, 1985 ❖ Zerquera, Ziskin, & Torres, 2016 ❖ Wood, 2014 ❖ Policy Brief: Gagliardi & Soares, 2017
<p>Wk 9: 5/23</p>	<p>Theme: Where are you going? Theory: Kamens Theory Theory 2.0: HBCU Model</p> <p><i>Guiding Question: What role does institutional-type play in retention/persistence?</i></p>	<ul style="list-style-type: none"> ❖ Kamens, 1971 ❖ Palmer, Wood, Arroyo, 2015 ❖ Espinosa, Turk, Taylor, 2017 (pg 1-8 & pick an MSI) ❖ Brief: Tierney, 2011
<p>Wk 10: 5/30 Final Presentations – HigherEd Praxis Day</p>	<p>Reconcile – Revisit – Reflect</p>	